



Information

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Benchmarks

FY 1999 - FY 2004						
	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004
	Actual	Actual	Actual	Actual	Estimate	Proposed
Membership						
General	141,650	144,241	147,887	150,546	151,968	154,534
Special Ed Level 2 and Preschool	9,768	10,282	10,444	10,839	11,751	12,067
Total	151,418	154,523	158,331	161,385	163,719	166,601
ESOL Membership	11,259	13,467	15,635	17,788	20,489	22,868
Total Special Education Services ¹	37,572	39,133	44,880	46,489	47,494	48,303
Number of Schools ²	205	206	204	204	202	206
New Schools	2	1	1	1	1	4
Full-Time Positions	18,050.3	19,019.6	19,970.4	20,510.1	20,744.3	21,003.6
School-Based	16,179.6	17,077.8	17,974.3	18,410.6	18,640.2	18,903.0
Nonschool-Based	1,537.1	1,581.6	1,596.4	1,643.8	1,625.9	1,628.9
Grant-Funded	333.6	360.2	399.7	455.7	478.2	471.7
Percent School-Based	91.3%	91.5%	91.8%	91.8%	92.0%	92.1%
Percent Nonschool-Based	8.7%	8.5%	8.2%	8.2%	8.0%	7.9%
Beginning Teacher Salary	\$30,158	\$30,761	\$32,299	\$34,069	\$34,750	\$35,445
Average Teacher Salary	\$46,534	\$47,465	\$49,839	\$51,516	\$52,546	\$53,597
Cost Per Pupil ³	\$7,731	\$8,203	\$8,553	\$8,938	\$9,388	\$9,801
Number of Buses	1,285	1,331	1,428	1,460	1,477	1,517
Average Age	6.6	6.3	7.3	7.6	7.9	8.2
Total Operating Fund (\$ in millions)	\$1,147.1	\$1,271.7	\$1,376.3	\$1,441.9	\$1,617.5	\$1,642.7
Source of Revenue						
Percent County	69.0%	67.5%	69.3%	71.1%	72.2%	77.5%
Percent State	21.9%	21.9%	22.3%	21.0%	18.4%	16.9%
Percent Beginning Balance	5.1%	6.7%	4.0%	3.3%	4.8%	1.1%
Percent Other	4.0%	3.9%	4.4%	4.6%	4.6%	4.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

¹ Includes all Level 1 and Level 2 services

² In FY 1999, Markham, Cheney, and Barden Elementary Schools were consolidated into Fort Belvoir Elementary School and the opening of Carson Middle School.

FY 2000, Bull Run Elementary School opened.

FY 2001 reflects the closing of Green Acres Elementary School, Westmore Elementary School, and Madison Center as well as the opening of Westfield High School.

FY 2002 reflects the closing of Fairhill, Mantua, Groveton Centers, and the opening of Woodlawn, and Hollin Meadows Centers, and McNair Elementary School.

FY 2003 reflects the opening of the Liberty Middle School and the closing of Woodlawn, Hollin Meadows, and Marshall Road Centers.

FY 2004 reflects the opening of Andrew Chapel, Island Creek, Lorton Station, and N.E. Centreville Elementary sites.

³ Reflects the MABE cost per pupil for all instructional programs

Trends

Trends Affecting our Schools

In a changing world, many trends affect how we approach meeting the needs of our students. In order for the budget to set the stage for a world-class education, while recognizing the importance of cost-effective schools, it is important to recognize factors that are affecting the budget requirements in FY 2004. This section of the proposed budget examines four key trends affecting our school community:

- Enrollment Growth
- Changing Demographics
- Student Achievement
- Instructional Staffing Trends

Enrollment Growth

In FY 2004, Fairfax County Public Schools' projected enrollment is 166,601 students in 206 schools, sites, and centers. This represents an increase of 529 students and 821 special education services from the FY 2003 approved, and 29,106 additional students in the past decade. Funding for membership growth includes the staff, supplies, textbooks, and equipment costs related to opening four new elementary schools. The cost of staffing and supplies required to support membership growth will be \$23.6 million in FY 2004. The cumulative cost of projected membership growth in the past five years exceeds \$166 million.

New schools are needed to meet student membership growth, as well as population shifts throughout the county. Since FY 1999, FCPS has opened ten new school buildings to accommodate the growth in student membership.

FY 2004 Membership Growth							
	FY 2003 Estimate	FY 2003 Approved	FY 2004 Proposed	Change from Estimate		Change from Approved	
				Number	Percent	Number	Percent
General Education:							
Kindergarten	10,677	10,665	10,764	87	0.8%	99	0.9%
Grades 1-6	70,030	71,699	71,203	1,173	1.7%	(496)	-0.7%
Grades 7-8	23,258	23,656	23,600	342	1.5%	(56)	-0.2%
Grades 9-12	44,702	44,674	45,553	851	1.9%	879	2.0%
FECEP	1,148	1,148	1,188	40	3.5%	40	3.5%
Alternative HS & Court Programs	2,153	2,153	2,226	73	3.4%	73	3.4%
Subtotal General Education	151,968	153,995	154,534	2,566	1.7%	539	0.4%
Special Education Level 2	11,751	12,077	12,067	316	2.7%	(10)	-0.1%
Total	163,719	166,072	166,601	2,882	1.8%	529	0.3%

Enrollment projections are completed annually by the Office of Facilities Planning Services for each grade level at each school. Multiple factors such as live birth data, grade level progression, housing starts, instructional program locations, and community dynamics are considered when developing membership projections. For state reporting purposes, FCPS calculates the actual membership based on the September membership for general education and the December 1 count for special education. The English for speakers of other languages (ESOL) component of general education is captured in January and the Family and Early Childhood Education Program (FECEP) is captured as of March 31. For the proposed stage

Trends

FCPS Membership History and Projections

Fiscal Year	General Education			Special Education	Total
	Grades K-6 ^{1/}	Grades 7-8	Grades 9-12 ^{2/}	Level 2 ^{3/}	
1990	65,575	17,775	38,458	6,480	128,288
1991	67,721	18,231	37,715	6,952	130,619
1992	69,296	18,989	37,825	7,088	133,198
1993	70,596	19,393	37,894	7,219	135,102
1994	71,246	19,761	39,067	7,421	137,495
1995	72,404	20,120	39,171	8,402	140,097
1996	73,980	20,422	40,244	8,394	143,040
1997	75,384	20,369	41,551	8,501	145,805
1998	75,645	20,761	42,286	9,334	148,036
1999	77,323	21,120	43,207	9,768	151,418
2000	79,200	21,031	44,010	10,282	154,523
2001	81,133	21,907	44,847	10,444	158,331
2002	81,188	22,644	46,714	10,839	161,385

Membership Projections

2003	81,855	23,258	46,855	11,751 ^{4/}	163,719
2004	83,155	23,600	47,779	12,067	166,601
2005	84,540	23,824	48,777	12,684	169,825
2006	85,841	23,825	49,696	13,373	172,735
2007	86,866	23,576	50,543	14,109	175,094
2008	87,398	23,979	51,002	14,903	177,282

^{1/} Includes FECEP, kindergarten, grades one to six membership (including 6th grade at Glasgow, Holmes, and Poe Middle Schools.)

^{2/} Includes membership in grades nine through twelve, including alternative programs.

^{3/} Includes school-age services and preschool services.

^{4/} Includes the December 1, 2002, membership for special education, Level 2.

of the budget, general education and special education Level 2 membership for the current year estimates are the only figures that are updated from the approved budget figures. The approved stage of the budget will reflect the actual membership for FECEP, ESOL, and alternative programs.

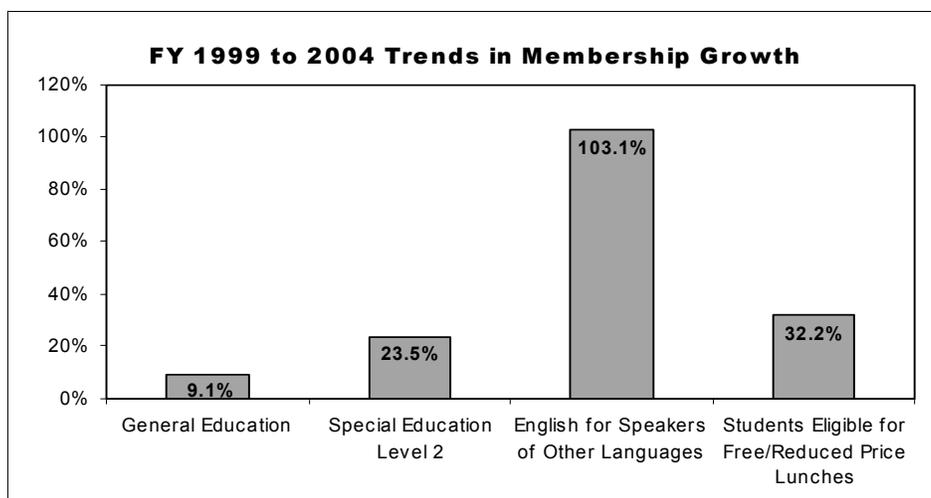
Enrollment fluctuates constantly during the year from the actual enrollment listed in the budget. For general education, the peak enrollment for FY 2000, FY 2001, and FY 2002 exceeds the September actual by 1,664, 1,068 and 414 students.

Over the last five years, the average variance between the approved projection and the “actual” membership is 1 percent. This is the equivalent of eight students at each of our schools and centers. The variance between the general education projection and “actual” membership averages 531 students or 0.4 percent. This is the equivalent of less than three students at each of our schools.

Trends

The membership reported for special education represents only the Level 2 students (receive special education services more than 50 percent of the day). In addition, there are Level 1 students that receive special education services less than 50 percent of the day. These students are comprised primarily of students that are already counted in the general education program. Special education staffing requires projections for every school and site that provide services to special education students, for every service area, for every level of service. This translates to approximately 3,300 variables. Because of the minute level at which special education staffing is done, each school could be over or under projection by one to two students in each of its service areas, for each level of service. Total projections could be off by 500 to 1,000 services, with no change in staffing. To fully capture the variability and complexity of special education staffing, the focus must be on the total number of services provided rather than just the number of Level 2 students.

Peak Enrollment FCPS General Education Membership Kindergarten to Grade 12 ^{1/}				
	September 30 Membership	Peak Membership	Difference Amount	Difference Percent
FY 2002	147,733	148,147	414	0.3%
FY 2001	145,047	146,115	1,068	0.7%
FY 2000	142,047	143,711	1,664	1.2%
^{1/} Does not include FECEP or Alternative Programs				



The Information Technology (IT) website provides a monthly membership report for FCPS. This report will differ from the current year membership estimate contained in the budget. The budget estimate reflects projected peak membership for general and special education as well as alternative programs such as ESOL. The IT report enumerates the membership as of a specific date but does not include students enrolled in the Preschool Home-Based Program.

In addition to increased numbers of students, the composition of membership growth has added to the cost. During the past decade, the special education and English for speakers of other languages (ESOL) population have increased at a faster pace than the general education population.

Trends

English for Speakers of Other Languages (ESOL) Membership

The ESOL program is one of the fastest growing programs for students with special needs in the school system. As shown in the chart above, over the past five years, ESOL membership has increased faster than special education membership and significantly faster than general education membership. In FY 1999, ESOL services were provided to 11,259 students with 431.2 teachers; 22,868 students will receive ESOL instruction from 765.7 teachers and guidance counselors in FY 2004. This includes ESOL teachers in the alternative high school program and the ESOL transition centers.

The total ESOL budget (including transition centers) has grown from \$24.3 million in FY 1998 to \$54.1 million in FY 2004. The substantial increase reflects the increase in membership and the cost of employee salaries. The FY 2004 cost of providing ESOL services for each student is \$2,964.

Special Education Membership Trends

Membership in special education Level 2 programs, including preschool programs, has increased each year by an average rate of 4.3 percent since FY 1999. Special education students require specialized instruction and additional resources. The average cost per pupil for the special education program is \$15,024; the general education program cost per pupil is \$8,306. In addition, students enrolled in both general and special education classrooms may receive special education Level 1 services, at an average cost per service of \$4,732.

Trends in Free and Reduced-Price Lunch Eligibility

Another segment of student growth that has been increasing more rapidly than the general education population, is the number of students eligible for free or reduced-price lunch. Families qualifying for free lunches must not exceed an income level of \$23,530 for a family of four; for reduced-price lunches the maximum family income is \$33,485. In FY 2004, the number of students eligible for free and reduced-price lunch services will be 38,080, or 22.9 percent of all students. The number of students qualifying for this program has risen by 34.5 percent since 1998; this increase has occurred during a period of unprecedented economic prosperity.

Changing Demographics

In many ways, the changes in enrollment mirror the changing demographics of Fairfax County. Fairfax County comprises 407 square miles of suburban countryside, just southwest of the nation's capital. It is the 37th largest county in the United States, with a population of one million, making Fairfax County larger than the population of seven states. Nearly twenty-nine percent of the population is under 20 years of age, while 18 percent is 55 years of age or older.

Trends

Fairfax County ranks number one in the nation in the percentage of workers in executive, administrative, and managerial positions, with over 56.2 percent of all residents over 25 having at least a four-year college degree. Fairfax County is one of the most affluent counties in the nation, with a median household income of \$84,700, and a median family income of \$99,100 in 2001. Moreover, the median sale price of a new single family house in Fairfax County was \$605,818 in July 2002.

Fairfax County is also racially, economically, and linguistically diverse. In 2000, 64.4 percent of the population was white (non-Hispanic), compared with 77.4 percent in 1990. Asians are the second largest segment of the population, comprising 13.0 percent of the population, followed by Hispanics at 11.0 percent, blacks (non-Hispanic) at 8.4 percent, and others at 3.2 percent.

Of the total Fairfax County population in 1998, over 30 percent of those over the age of five speak a language other than English at home. This diversity is mirrored in the Fairfax County Public Schools where over 100 native languages are represented among the students enrolled.

Fairfax County Demographics

Population	1,000,000
Housing Units	363,333
Households	358,149
Land Area (square miles)	407
Labor Force Participation:	
Females, age 16 or older	63.3%
Males, age 16 or older	81.3%
Percent of families with incomes over \$100,000	49.5%
High School Graduates	92.0%
Children 12 or younger needing day care (2000)	32.5%
Persons speaking a language other than English at home	30.7%
Households with computers with internet access (2000)	79.0%
Persons without health insurance (2000)	8.2%

Trends

Student Achievement

FCPS is focused on excellence in the classroom, in the school, and in the management of its schools. This commitment is demonstrated by the wide variety of awards its schools, students, and staff receive, and by many outside measures of achievement and efficiency. A few of the most significant are cited in this section.

Fairfax County Public Schools: A Gold Medal District

Fairfax County Public Schools once again received a "Gold Medal" rating from *Expansion Management* magazine (EM) in their 2001 rankings. In 2001, EM surveyed nearly 2,500 school districts with a 97 percent participation rate. School districts around the country were rated on their performance in three areas: graduate outcome, resources invested in the classroom, and community characteristics. The Education Quotient (EQ) is the total score, computed as a weighted average of the three other scores. It may range from a low of 50 to a high of 150.

The Graduate Outcome (GO) score is composed of graduation rates, SAT and ACT scores, and the percentage of students taking these tests. The Resource Index (RI) measures a community's financial commitment to its schools and is a composite of student-teacher ratios, per-pupil expenditures, and teacher salaries. The final component, the Community Index (CI), measures the level of affluence and adult education in the community.

Fairfax County Tops Local School Districts <i>Expansion Management Magazine's 2001 Ratings</i>					
School District	EQ	GO	RI	CI	Rating
Fairfax County	147	146	149	149	Gold
Montgomery County	140	144	121	148	Gold
Prince William County	136	133	146	142	Gold
Chesterfield County	130	131	124	138	Gold
Alexandria City	88	68	149	137	Green
Prince George's County	85	77	96	131	Green

FCPS received the highest rating of the metropolitan Washington area districts rated. Of the 20 largest public school districts in the country, FCPS was one of only two to receive the Gold Medal award. FCPS scored well above the average score of 87 for these districts.

The results are used by businesses to evaluate communities in which they are considering locating new facilities. According to *Expansion Management* magazine, the response to the EQ issue has been phenomenal. The magazine's readers, usually CEOs or officers of larger service firms, emphasize the importance of education when making relocation decisions for their businesses and employees.

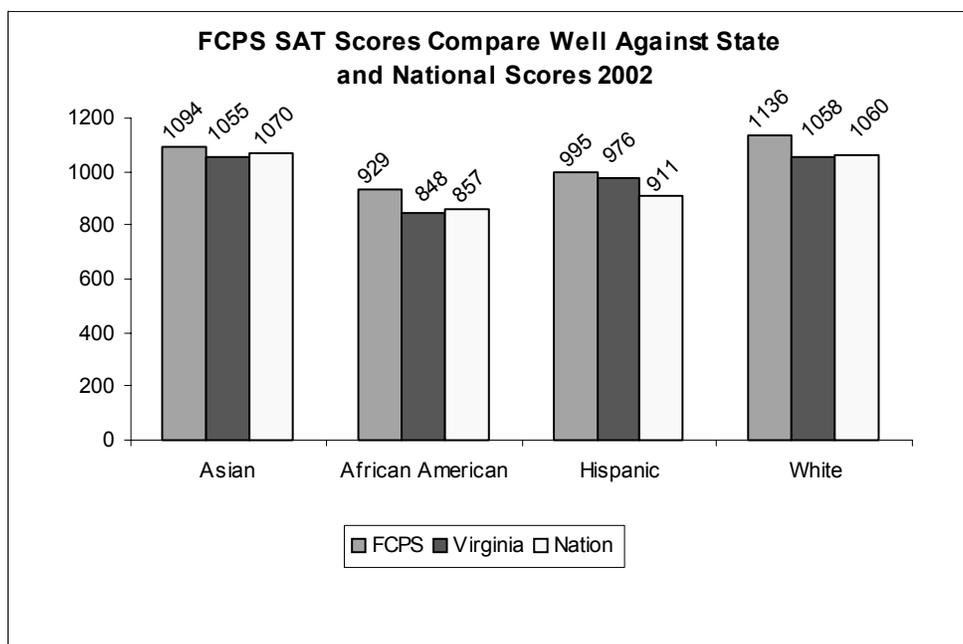
Comparison of SAT Scores School Year 2001-2002	
Falls Church City	1139
Fairfax County	1096
Montgomery County	1095
Arlington County	1052
Loudoun County	1049
Manassas City	1023
Prince William County	1019
Alexandria City	976
Prince George's County	879
US National Average	1020
Virginia Average	1016

Trends

SAT Scores

Despite the size and diversity of FCPS, the SAT scores of its students are consistently well above state and national averages. FCPS students score high when compared with other local jurisdictions. Moreover, only Falls Church City schools has a higher rate of participation in the SATs, an indication that FCPS encourages all its students to excel, not just its most talented students.

The FCPS commitment to the achievement of all its students is reflected in the SAT scores of FCPS minority students compared with Virginia and national performance. The chart shows that FCPS Asian, African American, Hispanic, and white students have higher average scores than their peers in Virginia and the United States as a whole.



Other Measures of High Academic Achievement

The SAT is just one of the many measures of academic achievement on which FCPS students do well. FCPS had 198 semifinalists in the National Merit Scholarships in FY 2002.

The FCPS dropout rate is dramatically lower than local and state rates. The FCPS dropout rate decreased from 2.0 percent in FY 2001 to 1.9 percent in FY 2002. This compares favorably with the statewide rate of 2.5 percent in FY 2001.

Trends

Instructional Staffing Trends

Each year there is much discussion concerning the number of students in a classroom. The number of classroom teachers provided at each school is based on specific staffing formulas for each program which are approved by the School Board. At the elementary level, class size is determined by the number of students in each grade level. At the middle and high school levels, class size is influenced not only by the number of students in the school, but also by the class schedule and by the number of students electing to take a course. For example, there may be 20 students in a physics class and 28 students in an algebra class.

Over the years, there have been a number of significant changes in school-based staffing. Major changes since FY 2001 are listed in the chart. Each item listed has impact in subsequent fiscal years, but only the cost in the year of implementation is shown.

Major Staffing Changes: FY 2001 - FY 2004			
(\$ in millions)			
Fiscal Year	Program	Positions	Amount
2001	Project Excel (Phase II and Bonuses)	15.0	\$2.9
	Focus 2004	28.0	\$1.8
	Inclusive Opportunities	17.0	\$0.9
	Success by Eight (Phase III)	6.0	\$0.4
	Additional Time-Out Rooms	4.0	\$0.1
	ISP Program Consolidation	(9.0)	(\$0.3)
2002	Increase Elementary Pupil/Teacher Ratio by 0.5	(79.7)	(\$3.6)
	Increase Middle School Pupil/Teacher Ratio by 0.5	(23.2)	(\$1.2)
	Increase High School Pupil/Teacher Ratio by 0.5	(36.3)	(\$1.8)
	Increase Special Education Ratios by 0.5	(14.0)	(\$0.5)
	ESOL Ratios Increased by 0.5	(12.8)	(\$0.6)
	Eliminate All Time-Out Rooms	(66.0)	(\$1.7)
	Restore 20 Time-Out Rooms	20.0	\$0.5
	Increase September Reserve to Reduce the Number of Classes with More than 30 Students Per Teacher Kindergarten Teacher Planning Time	10.0	\$0.5
2003	Expand Project Excel to 2 Additional Schools	9.7	\$0.6
	Eliminate Secondary SOL Class Cap	(19.8)	(\$1.0)
	Reduce Planetarium Program by 0.5 Position at the Nine Schools	(4.5)	(\$0.4)
	Increase GT Center Staffing Ratio for Grades 4-6	(2.0)	(\$0.1)
2004	Increase Elementary Rounding Factor Grades 1-6 from 0.5 to 0.75	(48.9)	(\$2.2)
	Eliminate Middle and High School Guidance Rounding Factor of 0.5	(26.0)	(\$1.2)
	Increase Project Excel Pupil/Teacher Ratio by 0.5	(14.7)	(\$0.6)
	Eliminate Block Schedule at Middle Schools	(12.0)	(\$0.5)
	Increase LD Secondary Staffing	(26.0)	(\$1.0)
Increase ESOL Class Size	(9.5)	(\$0.5)	

Staffing

Elementary Staffing

All positions assigned to a school are determined by formulas approved by the School Board. Formulas vary by grade level and programs. School principals have some flexibility in determining how teacher positions will be utilized.

In addition to basic staffing, FCPS provides supplemental staffing for schools that operate special instructional programs. The programs operating at the selected elementary schools include Special Needs at 32 schools, Excel at 22 schools, First Grade Reduced Ratio at 46 schools, and Success by Eight at 17 schools. All of these supplemental programs have an impact on divisionwide pupil-teacher ratios by adding one to four teachers more than the basic formula would provide.

At the elementary level, some formulas provide a maximum class size cap. For example, a school with 25 first grade students qualifies for 1 teacher since the first grade class cap provides 1 teacher for up to 25 students. If the school had 26 students, the school would qualify for 2 teachers. Ratio-based formulas calculate the number of teachers by dividing the appropriate membership by the ratio.

In FY 2004, a total of 3,180 classroom teachers are required to staff elementary classes. Excluding kindergarten, the average systemwide elementary school ratio is 22.1 students for every teacher.



FY 2004 Staffing for an Average Elementary School of 600 Students

1.0	Principal
1.0	Assistant Principal
1.5	Guidance Counselors
19.0	Classroom Teachers
1.5	Kindergarten Teachers
1.0	Reading Teacher
1.0	Librarian
2.8	PE/General Music Teachers
0.5	Instrumental Music Teacher
0.9	Art Teacher
2.0	Instructional Assistants
1.5	Kindergarten Assistants
4.0	Office Personnel
4.5	Custodians
7.0	Special Education Teachers
2.5	ESOL Teachers
4.0	Special Education Assistants
1.0	Speech and Language Teacher
0.5	Technology Specialist

Did you know....

.....When all teacher scale positions -- librarians, guidance counselors, art, music, reading, physical education, English for speakers of other languages -- are included, the systemwide elementary school ratio is reduced to 13.2 students for each teacher.

Staffing



Elementary School Teacher Staffing Formulas

Kindergarten

- *Regular Staffing* – Half-Day Program, Maximum Class Size Cap
0.5 teacher and 0.5 instructional assistant for every 28 students
- *Special Needs Staffing*- Half-Day Program, Maximum Class Size Cap
0.5 teacher and 0.5 instructional assistant for every 24 students
- *Project Excel* – Full-Day Program, Maximum Class Size Cap
1.0 teacher and 1.0 instructional assistant for every 22 students

Grade 1

- *Regular Staffing* - Maximum Class Size Cap
1.0 teacher for every 25 students
- *Reduced Ratio Program*
1.0 teacher for every 15.5 students
- *Special Needs Staffing* - Ratio
1.0 teacher for every 21 students

Grades 2-3

- *Regular Staffing* – Ratio
1.0 teacher for every 25 students
- *Special Needs Staffing* – Ratio
1.0 teacher for every 21 students

Grades 4-6

- *Regular Staffing* – Ratio
1.0 teacher for every 27 students
- *Special Needs Staffing* – Ratio
1.0 teacher for every 23 students

Success by Eight

- *Staffing for grades K-2*– Ratio
1.0 teacher for every 22.5 students

State K - 3 Initiative

- *Regular Staffing* - Maximum Class Size Cap
1.0 teacher for 22, 23, 24, or 25 students depending on the percentage of free lunch students

The chart to the left provides a summary of elementary school classroom teacher staffing formulas. A complete listing of all the school-based staffing formulas can be found in the Appendix section of this book.

Elementary School Staffing			
Regular Staffing			
	Membership		Teachers
Kindergarten half day	38	class cap of 28	1.0
Grade 1	42	class cap of 25	2.00
Grade 2	50	25 to 1 ratio	2.00
Grade 3	58	25 to 1 ratio	2.32
Grade 4	55	27 to 1 ratio	2.04
Grade 5	57	27 to 1 ratio	2.11
Grade 6	60	27 to 1 ratio	2.22
subtotal grades 1 - 6	322		
		Subtotal grades 1-6	12.69
		ROUNDS to	12.0
Total Membership	360		
		Total K - 6 staffing	13.00

The chart above shows the results of applying the classroom teacher staffing formula to an elementary school with 360 students.

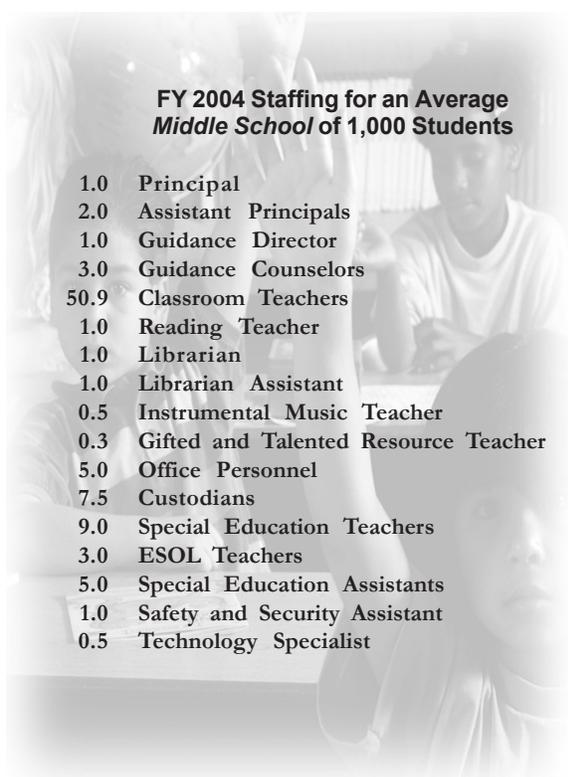
Staffing

Middle School Staffing

All positions assigned to a school are determined by formulas approved by the School Board. The number of teachers assigned to middle schools is calculated based on teacher load, or the number of students a teacher instructs on a daily basis. School principals have some flexibility in determining how teacher positions will be utilized.

In addition to basic staffing, FCPS provides supplemental staffing for nine middle schools that are designated as special needs. Additional staffing is also provided to schools with the International Baccalaureate, and Focus Programs.

In FY 2004, a total of 1,375.6 classroom teachers are required to staff middle school classes. The average systemwide middle school ratio is 25.0 students for every teacher.



FY 2004 Staffing for an Average Middle School of 1,000 Students

1.0	Principal
2.0	Assistant Principals
1.0	Guidance Director
3.0	Guidance Counselors
50.9	Classroom Teachers
1.0	Reading Teacher
1.0	Librarian
1.0	Librarian Assistant
0.5	Instrumental Music Teacher
0.3	Gifted and Talented Resource Teacher
5.0	Office Personnel
7.5	Custodians
9.0	Special Education Teachers
3.0	ESOL Teachers
5.0	Special Education Assistants
1.0	Safety and Security Assistant
0.5	Technology Specialist

Did you know....

.....When all teacher scale positions -- librarians, guidance counselors, art, music, reading, physical education, English for speakers of other languages -- are included, the systemwide middle school ratio is reduced to 18.5 students for each teacher.

Staffing

The chart below provides a summary of middle school classroom teacher staffing formulas. A complete listing of all the school-based staffing formulas can be found in the Appendix section of this book.

Middle School Teacher Staffing Formulas

- **Core Teachers**
 General Education
 Membership X 5 (class periods) ÷ 137.5 (Regular Maximum Teacher Load)

 General Education
 Membership X 5 (class periods) ÷ 134.5 (Special Needs Maximum Teacher Load)
- **Mainstream Teachers**
 Special Education Level 2 and ED center
 Membership X 3 (approximate class periods) ÷ 142.5 (Regular Maximum Teacher Load)
 Special Education Level 2 and ED center
 Membership X 3 (approximate class periods) ÷ 139.5 (Special Needs Maximum Teacher Load)
- **Noncore Teachers**
 General Education
 Membership X 2 (class periods) ÷ 142.5 (Regular Maximum Teacher Load)
 General Education
 Membership X 2 (class periods) ÷ 139.5 (Special Needs Maximum Teacher Load)

The following chart shows the results of applying the classroom teacher staffing formulas to a middle school with 1,000 general education students.

Middle School Staffing			
Regular Staffing			
	Membership	Teachers	
General Education	1,000		
Special Education Level 2 (Self-contained)	95		
Core Teachers	1,000 x 5 / 137.5	36.36	
Mainstream Teachers	95 x 3 / 142.5	2.00	
Noncore Teachers	1,000 x 2 / 142.5	14.04	
Total Teachers			52.40

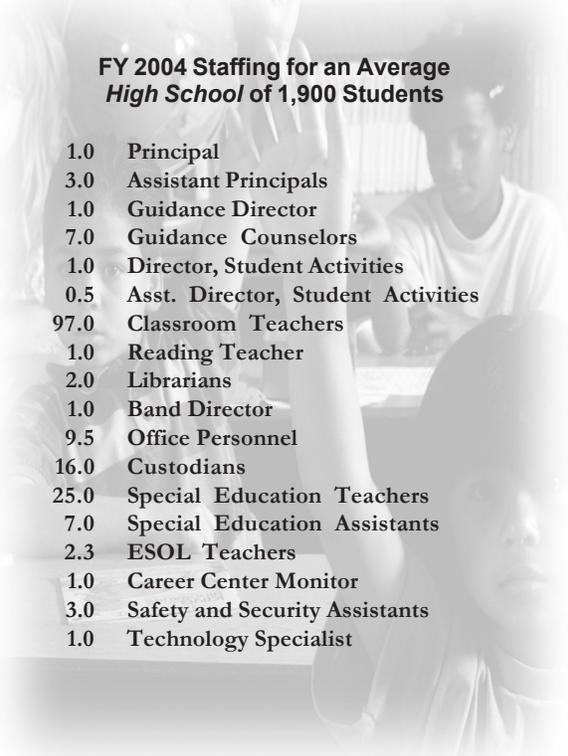
Staffing

High School Staffing

All positions assigned to a school are determined by formulas approved by the School Board. The number of teachers assigned to high schools is calculated based on teacher load, or the number of students a teacher instructs on a daily basis. School principals have some flexibility in determining how teacher positions will be utilized.

In addition to basic staffing, FCPS provides supplemental staffing for eight high schools that are designated as special needs. Additional staffing is also provided to schools with the International Baccalaureate, Focus, or ROTC Programs.

In FY 2004, a total of 2,648.2 classroom teachers are required to staff high school classes. The average systemwide high school ratio is 24.8 students for every teacher.



FY 2004 Staffing for an Average High School of 1,900 Students

1.0	Principal
3.0	Assistant Principals
1.0	Guidance Director
7.0	Guidance Counselors
1.0	Director, Student Activities
0.5	Asst. Director, Student Activities
97.0	Classroom Teachers
1.0	Reading Teacher
2.0	Librarians
1.0	Band Director
9.5	Office Personnel
16.0	Custodians
25.0	Special Education Teachers
7.0	Special Education Assistants
2.3	ESOL Teachers
1.0	Career Center Monitor
3.0	Safety and Security Assistants
1.0	Technology Specialist

Did you know....

.....When all teacher scale positions -- librarians, guidance counselors, art, music, reading, physical education, English for speakers of other languages -- are included, the systemwide high school ratio is reduced to 18.1 students for each teacher.

Staffing

The chart below provides a summary of high school classroom teacher staffing formulas. A complete listing of all the school-based staffing formulas can be found in the Appendix section of this book.

High School Teacher Staffing Formulas

- **Core Teachers**

General Education

Membership X 6 (class periods) ÷ 142.5 (Regular Maximum Teacher Load)

General Education

Membership X 6 (class periods) ÷ 139.5 (Special Needs Maximum Teacher Load)

General Education

Membership X 6 (class periods) ÷ 133.4

Thomas Jefferson High School for Science and Technology

- **Mainstream Teachers**

Special Education Level 2 and ED center

Membership X 4 (class periods) ÷ 142.5 (Regular Maximum Teacher Load)

Special Education Level 2 and ED center

Membership X 4 (class periods) ÷ 139.5 (Special Needs Maximum Teacher Load)

- **English Teachers**

General Education Membership ÷ 120 (Regular Maximum Teacher Load)

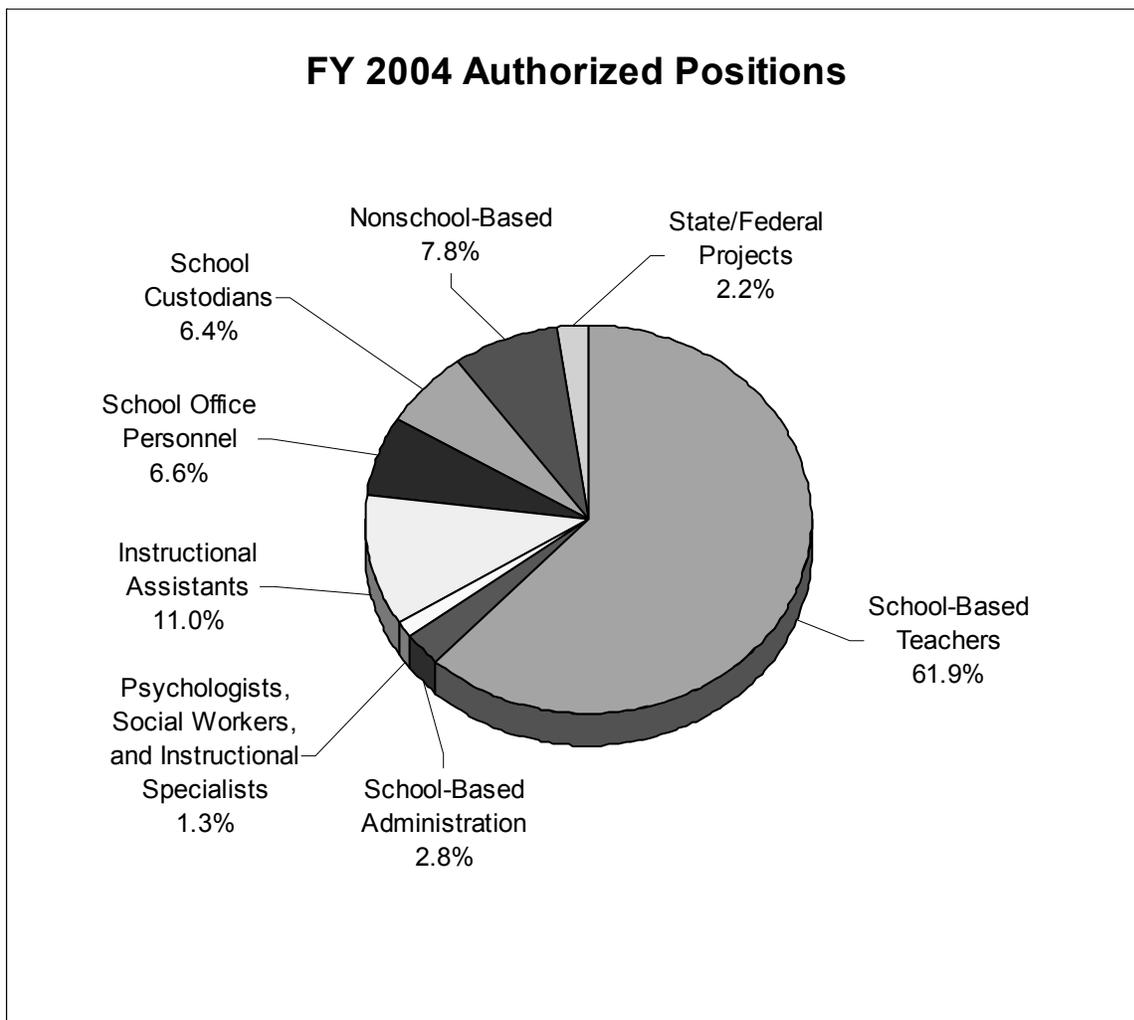
The following chart shows the results of applying the classroom teacher staffing formulas to a high school with 2,000 general education students.

High School Staffing			
Regular Staffing			
	Membership		Teachers
General Education	2,000		
Special Education Level 2 (Self-contained)	153		
Core Teachers	2,000 x 6 / 142.5		84.21
Mainstream Teachers	153 x 4 / 142.5		4.29
English Teachers	2,000 / 120		16.67
		Total Teachers	105.17

Authorized Positions

FY 2004 Proposed Full-Time Positions

FCPS is expected to employ 21,003.6 full-time equivalent employees. Of these, 471.7 full-time positions support state and/or federal programs and contribute to the instruction and special needs of students. As indicated in the position growth chart on the following page, 92.1 percent of the FCPS funded positions, or 18,903 are in classrooms and school buildings directly serving the needs of our students. The remaining 1,628.9 positions are nonschool-based and represent 7.9 percent of the FCPS funded positions as compared to 8.7 percent in FY 1999.



Authorized Positions

Position Growth

In FY 2004, the number of full-time equivalent (FTE) employees is expected to increase 259.3 positions over the FY 2003 estimate. As shown on the chart to the right, the majority of new positions are directly related to enrollment growth.

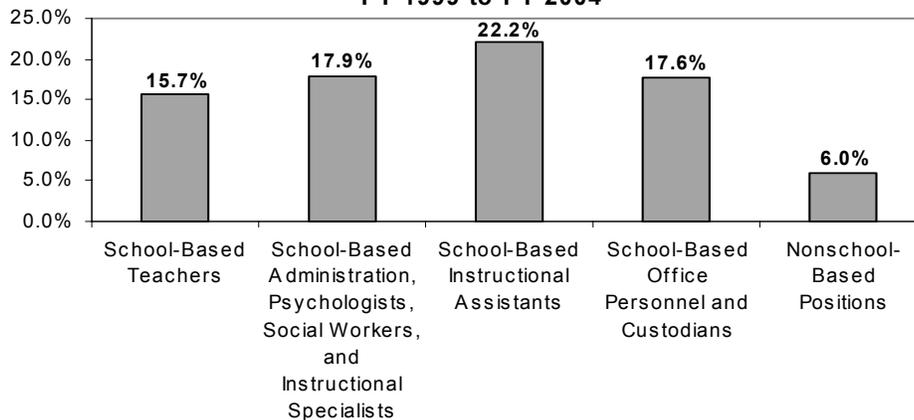
FY 2004 Position Growth Summary	
FY 2003 Estimate	20,744.3
FY 2004 Adjustments	
Membership Growth	351.4
Restore Staffing Reserve	60.0
Position Conversions	4.0
Position Reductions	<u>(156.1)</u>
	259.3
FY 2004 Proposed	21,003.6

The following charts illustrate FCPS' commitment to classroom instruction. In the past five years, not only has additional staffing been provided for the 10.0 percent increase in student membership, but FCPS has made significant improvements to our instructional programs as well. Since 1999, 2,723.4 school-based positions were added (an increase of 16.8 percent) to support membership growth and program improvements such as Project Excel and Success by Eight, both of which include all-day kindergarten.

These improvements were made despite funding shortfalls by redirecting resources from support services to the educational program. This is evident by examining the significantly smaller increase of 91.8 nonschool-based positions (or just 6.0 percent). This dramatic difference in growth between school-based and nonschool-based positions is particularly evident in the chart below.

FY 1999 to FY 2004 Position Growth						
Description	FY 1999		FY 2004		FY 1999 to 2004	
	Amount	Percent	Amount	Percent	Amount	Percent
School-Based	16,179.6	91.3%	18,903.0	92.1%	2,723.4	16.8%
Nonschool-Based	1,537.1	8.7%	1,628.9	7.9%	91.8	6.0%
Total FCPS Funded	17,716.7	100.0%	20,531.9	100.0%	2,815.2	15.9%
State & Federal Projects	333.6		471.7		138.1	41.4%
Total	18,050.3		21,003.6		2,953.3	16.4%

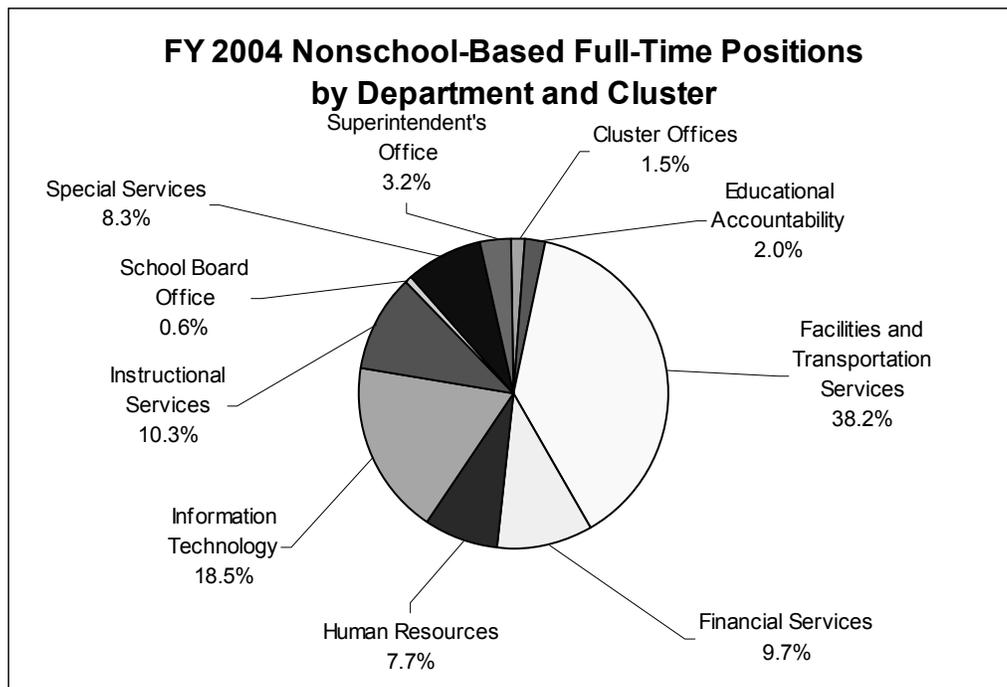
**School-Based vs. Nonschool-Based Position Growth
FY 1999 to FY 2004**



Authorized Positions

Nonschool-Based Positions

The chart below displays the nonschool-based positions by department and cluster. Over 38 percent of these positions support FCPS' maintenance, transportation, and facility requirements in the Department of Facilities and Transportation Services. In addition, over 37 percent support the educational program through curriculum and staff development, student services, school information services, library operations, and program monitoring. The remaining positions support basic overhead requirements such as hiring and other human resources functions, payroll and accounting, community relations, and central management. The table below presents the nonschool-based positions by major job types. Nearly 55



percent of nonschool-based FTEs are for tradespersons, security, office assistant, transportation, and custodial personnel, representing more than four percent of total FCPS funded positions. By contrast, administrators (Leadership Team, directors, and coordinators) represent less than one percent of total FCPS funded positions.

FY 2004 Nonschool-Based Positions by Type		
	Percent of Total FCPS	
	Positions	Funded Positions
Specialists/Technicians	548.0	2.7%
Trades and Security Personnel	512.0	2.5%
Office Assistants	306.1	1.5%
Administrators	192.8	0.9%
Transportation/Custodians	70.0	0.3%
Total	1,628.9	7.9%

Cost Per Pupil & Cost Per Service

Cost Per-Pupil & Per-Service Overview

Cost-per-pupil calculations provide an overall view of the cost of instructional programs that can be used to compare how school systems spend their funds. The comparisons may be done between school districts or as a time series comparison within one district.

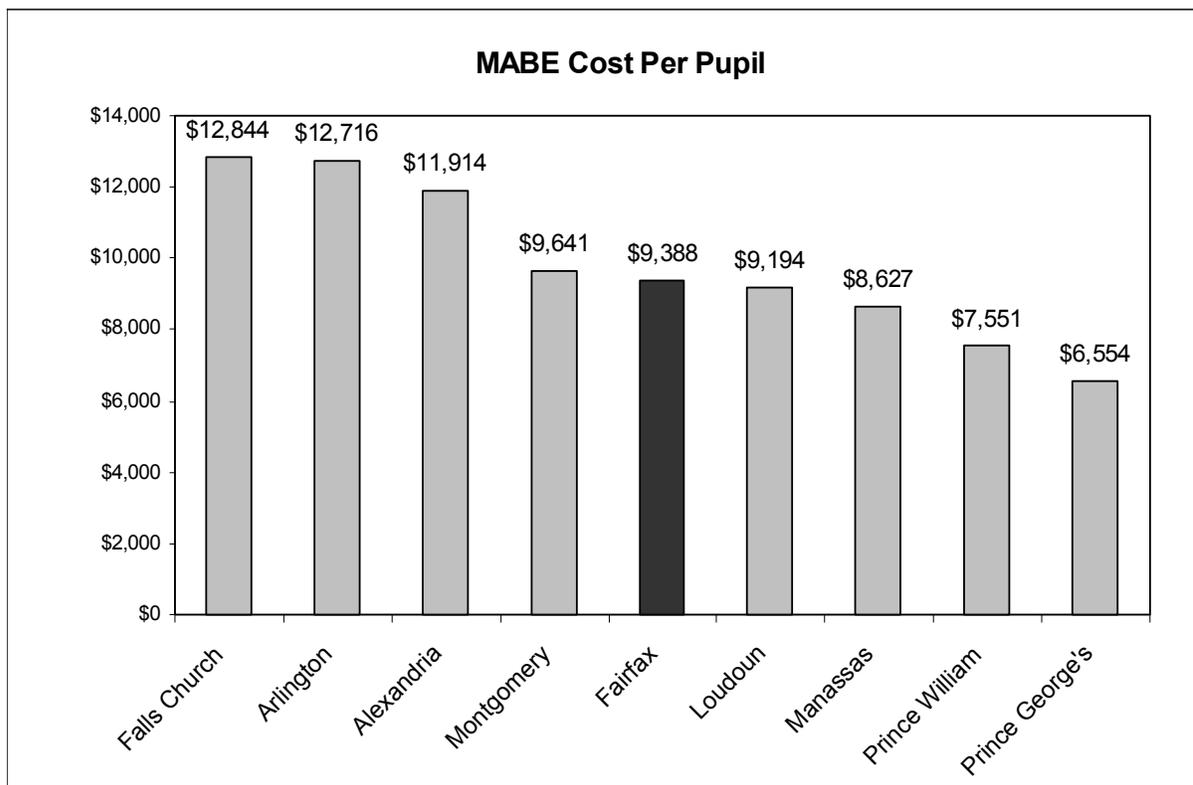
A systemwide cost per pupil, which includes both general and special education but excludes FECEP/Head Start and Adult and Community Education, is computed using the methodology agreed on by the Metropolitan Area Boards of Education (MABE).

The FY 2004 average cost per pupil for all instructional programs is \$9,801.

MABE Comparative Costs Per Pupil

The FY 2003 approved systemwide average cost-per-pupil ratios calculated according to the MABE guidelines are shown in the chart below. FCPS has traditionally maintained a cost per pupil lower than other school districts in the metropolitan area. In FY 2003, FCPS ranked fifth in comparison to other metropolitan school districts.

One source of difference in the MABE cost per pupil is the type of kindergarten program offered. FCPS has primarily half-day kindergarten programs, as do Prince William and Loudoun Counties. Arlington County and Alexandria City, two divisions with higher costs per pupil, only offer full-day kindergarten programs.



Cost Per Pupil & Per Service

Detailed Costs Per Pupil

The cost-per-pupil figures are computed by identifying all school operating fund costs directly associated with an instructional program, such as elementary general education. Transportation costs are distributed to each program according to the actual costs of providing services.

The instructional support program costs are allocated to the appropriate programs on a cost-share basis. Then the indirect costs from the facilities management, general support, and central administration programs are distributed on a cost-share basis. Direct and indirect costs for Adult Education and the Grants and Self-Supporting Fund are excluded. The remaining total is divided by an unduplicated count of the membership enrolled in the program to arrive at an average cost per pupil. The only exceptions are for 6th grade students who attend middle schools and kindergarten-age children who attend Success by Eight schools. Sixth grade students who attend one of the grade 6-8 middle schools are included in the middle school cost per pupil, as are their associated costs. Success by Eight kindergarten-age children are included in the elementary cost per pupil, as are their associated costs. Costs of full-day kindergarten in Project Excel schools are included in the kindergarten cost per pupil. The overall average cost per pupil or service for each category is calculated by dividing the total cost allocated to each category by the total number of students or services assigned to the program.

In addition, FCPS has begun calculating cost-per-service ratios for many of the special programs and services offered in our schools. Students in FCPS receive a multiplicity of services, including gifted and talented, English for speakers of other languages, alternative school, special education Level 1 and Level 2, center-based special education, and high school academies.

The table below shows average cost-per-pupil data for three years. Separately calculating costs for kindergarten and elementary more clearly shows the relationship between elementary, middle, and high school cost per pupil.

FCPS Average Cost Per Pupil FY 2004 Proposed					
	FY 2002	FY 2003	FY 2004	Change	
	Approved	Approved	Proposed	FY 2003-FY 2004	
				Amount	Percent
General Education					
FECEP	\$4,615	\$5,654	\$5,909	\$255	4.5%
Kindergarten	\$4,682	\$4,736	\$5,082	\$346	7.3%
Elementary School Program	\$7,429	\$7,742	\$8,245	\$503	6.5%
Middle School Program	\$7,823	\$8,097	\$8,426	\$329	4.1%
High School Program	\$8,720	\$8,953	\$9,210	\$257	2.9%
Average for General Education	\$7,645	\$7,917	\$8,306	\$389	4.9%
Average for Special Education	\$13,555	\$14,671	\$15,024	\$353	2.4%

Cost Per Pupil & Per Service

The cost per pupil for special education students is higher than for other programs, due primarily to the lower pupil-teacher ratios and higher transportation costs in the special education program.

Because a student not enrolled in a special education class would be enrolled in general education classes, a net special education cost per pupil is calculated. For FY 2004, the net cost per pupil for special education is \$6,718.

Cost Per Service

Cost-per-service calculations show the cost of providing a specific type of educational service to a student. The table below shows the costs per service for the various alternative school programs, ESOL, and for special education for each of its major service delivery modes.

On the following page, the chart provides a more detailed look at the per service cost for special education services.

Cost Per Service Summary					
	FY 2002	FY 2003	FY 2004	Change	
	Approved	Approved	Proposed	FY 2004 to FY 2003	Amount Percent
Alternative Programs					
Intervention and Support Program	\$17,330	\$18,684	\$19,395	\$711	3.8%
Alternative High School Programs	\$13,191	\$15,434	\$15,507	\$73	0.5%
DSS Alternative Programs	\$14,641	\$17,654	\$19,063	\$1,409	8.0%
English for Speakers of Other Languages					
Elementary (1-6) Program	\$1,780	\$1,871	\$1,993	\$122	6.5%
Middle School Program	\$3,818	\$4,699	\$4,953	\$254	5.4%
High School Program	\$4,198	\$4,737	\$4,938	\$201	4.2%
Special Education	\$3,732	\$3,753	\$3,797	\$44	1.2%
Average for ESOL	\$2,522	\$2,807	\$2,964	\$157	5.6%
Special Education					
Preschool	\$15,750	\$18,078	\$19,652	\$1,574	8.7%
Level 1 Services	\$3,884	\$4,507	\$4,732	\$225	5.0%
Level 2 Services	\$17,506	\$19,071	\$20,902	\$1,831	9.6%
Average for Special Education	\$8,742	\$9,678	\$10,435	\$757	7.8%

Special Education Services

Special Education Cost Per Service FY 2004 Proposed					
	FY 2002 Approved	FY 2003 Approved	FY 2004 Proposed	Change	
				FY 2003-FY 2004 Amount	Percent
Preschool					
Home Resource	\$8,341	\$10,132	\$11,582	\$1,450	14.3%
Classroom-Based	\$22,219	\$25,345	\$27,092	\$1,747	6.9%
Average Per Service Cost, Preschool	\$15,750	\$18,078	\$19,652	\$1,574	8.7%
Level 1 Services					
Autism	\$5,109	\$5,354	\$6,286	\$932	17.4%
Emotionally Disabled	\$6,171	\$7,271	\$8,055	\$784	10.8%
Hearing-Impaired	\$17,134	\$18,451	\$19,872	\$1,421	7.7%
Learning Disabled	\$4,358	\$5,169	\$5,487	\$318	6.2%
Physically Disabled	\$10,898	\$11,672	\$13,193	\$1,521	13.0%
Speech-Impaired	\$2,302	\$2,641	\$2,764	\$123	4.7%
Vision-Impaired	\$9,765	\$10,547	\$11,662	\$1,115	10.6%
Average Per Service Cost, Level 1	\$3,884	\$4,507	\$4,732	\$225	5.0%
Level 2 Services					
Autism	\$22,564	\$24,847	\$28,041	\$3,194	12.9%
Emotionally Disabled	\$25,248	\$27,162	\$30,169	\$3,007	11.1%
Hearing-Impaired	\$20,972	\$25,136	\$26,933	\$1,797	7.1%
Learning Disabled	\$13,759	\$14,606	\$16,426	\$1,820	12.5%
Mild Retardation	\$16,513	\$18,434	\$20,298	\$1,864	10.1%
Moderately Retarded/Severely Disabled	\$30,552	\$34,026	\$36,663	\$2,637	7.7%
Noncategorical	\$17,910	\$23,132	\$27,992	\$4,860	21.0%
Physically Disabled	\$36,417	\$41,655	\$42,830	\$1,175	2.8%
Average Per Service Cost, Level 2	\$17,506	\$19,071	\$20,902	\$1,831	9.6%
Special Education					
Average Cost Per Service	\$8,742	\$9,678	\$10,435	\$757	7.8%

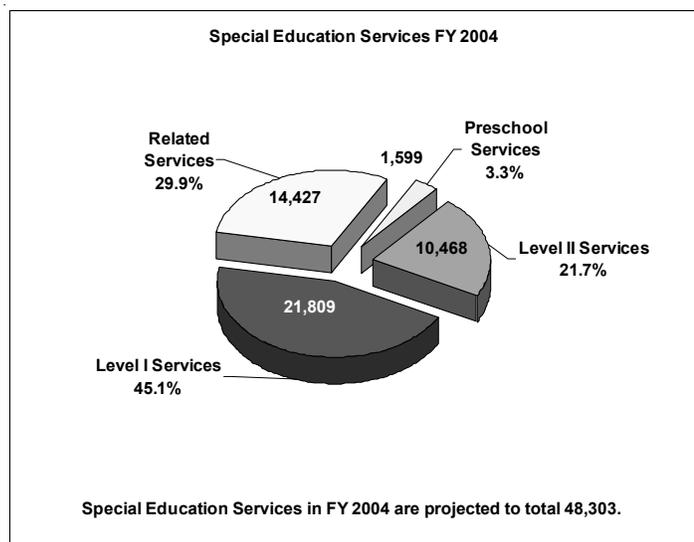
Special Education Services

Special Education Services and Membership

In FY 2004 over 48,000 special education services will be provided to over 23,000 students, or an average of 2.05 services per student. The type and mode of special education services are determined by each student's Individual Education Plan (IEP). Staffing for the provision of these services is then based on the type of service (i.e., speech and language), the mode of service (Level 1, Level 2, preschool, or related) and the site. The provision of special education services is mandated by the Individuals with Disabilities Education Act (IDEA); specific regulations governing FCPS' special education program are established by the Commonwealth of Virginia.

Special education services are classified in four different modes. The distribution of services in each mode is shown in the pie chart at the right.

- Level 1 services are those provided to students in primary or secondary disability service areas for less than 50 percent of the school day. These services may be provided to students in a general education classroom setting or in a Level 2 classroom. If a student receives only Level 1 services, he or she is counted for FCPS membership purposes as a general education student.
- Level 2 services are those provided to students in primary or secondary disability areas for more than 50 percent of the school day. These services may be provided in school classrooms and centers. Students receiving Level 2 services are reported, for FCPS membership purposes, as special education students.

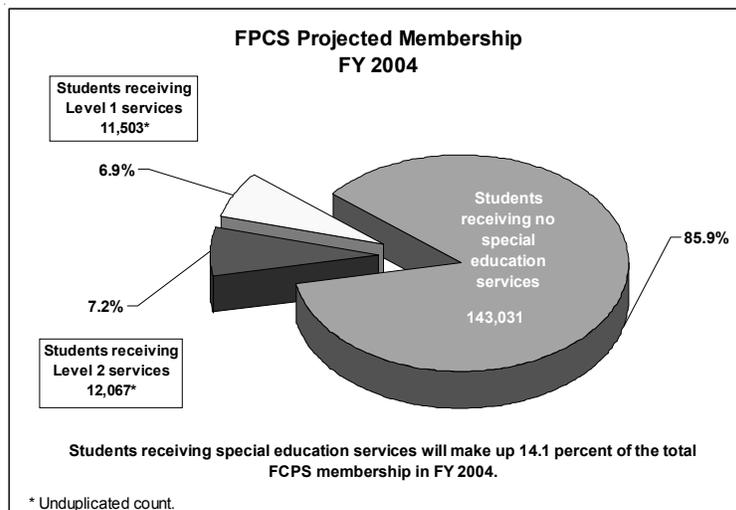


- Preschool services are provided to students under the age of five. Preschool services may be provided either in a classroom setting or in the child's home. Preschool students are reported, for FCPS membership purposes, as special education students.
- Related services may also be provided. These are categorized as therapy services, integrated technology services, adaptive physical education services, and career and transition services. Related services are provided to students already receiving Level 1, Level 2, or preschool special education services.

Students receiving special education services will make up 14.1 percent of the total FCPS membership in FY 2004, as shown in the next chart on the following page. Students receiving Level 1 services make up 6.9 percent of the FY 2004 total, while students receiving Level 2 services make up 7.2 percent of the total membership.

Special Education Services

Special education services are provided in the areas of adaptive physical education, autism, communication disorders, emotional disabilities, hearing impaired, instructional (assistive) technology, learning disabilities, mild retardation, moderate retardation, noncategorical elementary, physical disabilities, preschool, severe disabilities, therapy services, visual impairment, and career and transition services. FCPS will provide a total of 48,303 services to FCPS students in FY 2004.



Each service has specific state-mandated staffing ratios. The Commonwealth of Virginia mandates that *each* special education classroom be staffed according to the ratio for *each* service area. In FCPS, staffing is done at 1,004 discrete sites for Level 2 services and Level 1.

For example, a school that provides learning disability Level 1 and Level 2, emotional disability Level 1 and Level 2, physical disability, and mild retardation services counts as six sites, since each service area and mode must be staffed at the level mandated by the state. The staffing calculations for a hypothetical elementary school serving students in these six areas is shown in the chart below. The chart shows that although the staffing ratios range from 1 teacher for 8.5 students to 1 teacher for 24 students, the average is 1 teacher for each 8.5 students, due to the distribution of students by service area. The state staffing ratios are treated as caps, so if a class is one student over the ratio, an additional teacher must be added. This requirement holds whether the additional student is added in September or May.

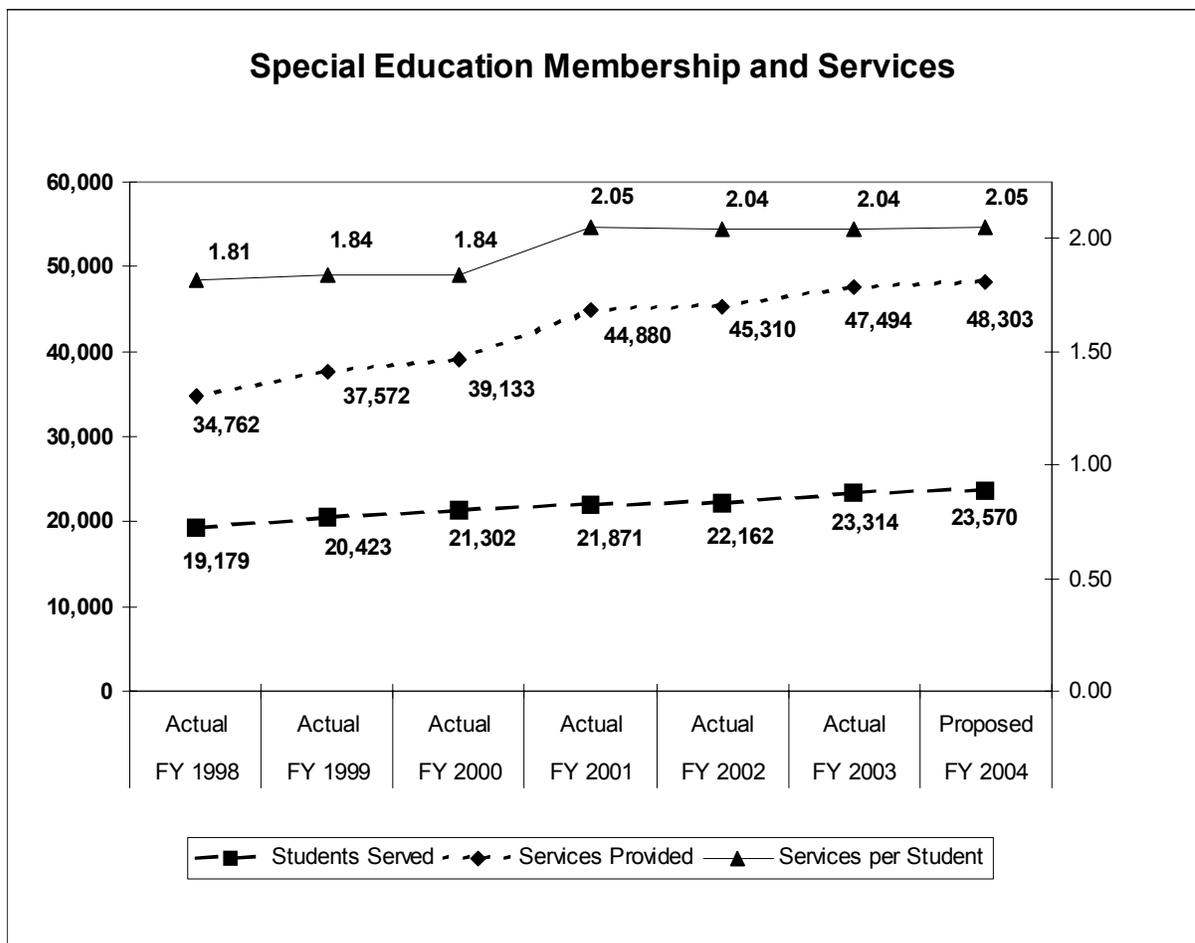
Service Area	Ratio	Students	Teachers
ED Elementary Level 1	1 Teacher : 24 Students	14	1.0
ED Elementary Level 2	1 Teacher : 10 Students	12	2.0
LD Elementary Level 1	1 Teacher : 15 Students	14	1.0
LD Elementary Level 2	1 Teacher : 15 Students	16	2.0
Mild Retardation Level 2	1 Teacher : 10 Students	16	2.0
Physical Disability Level 2	1 Teacher : 8.5 Students	13	2.0
Total		85	10.0

Special Education Services

Because of the difficulty of hiring certified special education teachers after the beginning of the school year, special education staffing projections take into account the growth in services that occurs during the school year. This growth occurs for several reasons:

- Students from outside FCPS move into the area and are found eligible for special education services
- FCPS students, at their annual IEP meeting, are found to need a different combination of services or additional services
- FCPS students, at their annual IEP meeting, move from Level 1 to Level 2 status, or vice versa.

An additional factor influencing special education staffing and costs is the number of services provided to each special education student. The chart below shows the trends in the total number of special education students, the total number of services provided to those students, and the ratio of services per student.



Special Education Services

	FY 2002 Actual	FY 2003 Actual	FY 2004 Proposed	Change	
				FY 2003-FY 2004 Amount	Percent
Level 1 Services Provided by Service Area:^{/1}					
Autistic	486	486	531	45	9.3%
Emotionally Disabled	1,683	1,730	1,836	106	6.1%
Hearing-Impaired	317	347	322	(25)	-7.2%
Learning Disabled	7,267	7,193	7,459	266	3.7%
Mild Retardation	65	63	45	(18)	N/A
Moderately Retarded/Severely Disabled	0	14	2	(12)	N/A
Noncategorical	69	110	106	(4)	N/A
Physically Disabled	516	383	403	20	5.2%
Speech and Language Impaired	10,418	10,928	10,909	(19)	-0.2%
Vision-Impaired	195	200	196	(4)	-2.0%
Subtotal, Level 1 Services	21,016	21,454	21,809	355	1.7%
Level 2 Services Provided by Service Area:^{/2}					
School-Based and Center Services					
Autistic	397	461	505	44	9.5%
Emotionally Disabled	1,240	1,327	1,365	38	2.9%
Hearing-Impaired	150	138	160	22	15.9%
Learning Disabled	6,041	6,670	6,805	135	2.0%
Mild Retardation	584	541	555	14	2.6%
Moderately Retarded/Severely Disabled	460	444	472	28	6.3%
Noncategorical	358	461	492	31	6.7%
Physically Disabled	114	98	103	5	5.1%
Vision-Impaired	10	12	11	(1)	-8.3%
Subtotal, School-Based Services	9,354	10,152	10,468	316	3.1%
Preschool Services					
School-Based	689	844	832	(12)	-1.4%
Home Resource	796	755	767	12	1.6%
Subtotal, Preschool Services	1,485	1,599	1,599	0	0.0%
TOTAL Level 2 Services:^{/2}	10,839	11,751	12,067	316	2.7%
Related Services					
Adaptive Physical Education	569	675	642	(33)	-4.9%
Career and Transition Services**	8,822	8,947	9,296	349	3.9%
Instructional Technology	1,936	1,972	2,025	53	2.7%
Therapy Services	2,128	2,695	2,464	(231)	-8.6%
Subtotal, Related Services	13,455	14,289	14,427	138	1.0%
TOTAL, SERVICES TO ALL STUDENTS	45,310	47,494	48,303	809	1.7%
Unduplicated Special Education Membership					
Students enrolled in FCPS	21,575	22,693	22,940	247	1.1%
Contract Services Students	259	239	245	6	2.5%
Private School Students	295	339	340	1	0.3%
Richard Milburn Alternative High School Students	33	43	45	2	4.7%
UNDUPLICATED MEMBERSHIP COUNT^{/3}	22,162	23,314	23,570	256	1.1%

/1 The Level 1 or resource numbers include students who receive less than 50 percent special education services within their educational environment and/or related resource services to their primary area of disability.

/2 Students with this designation have IEPs reflecting 50 percent or more special education services within their educational program. Excludes students placed in residential and nonresidential programs because there are no appropriate programs for these students in Fairfax County Public Schools.

/3 Total number of students receiving special education services for whom FCPS is responsible, including both Level 2 services, general education students receiving Level 1 resource services, private school students, and FCPS students placed in contract schools.

** The original Career and Transition data series for FY 2002 included services provided to students in Alternative Programs; the number in this chart was revised to exclude services to nonspecial education students. Services provided to students in alternative programs will be reported separately from FY 2002 forward.

Graduation Requirements

Graduation Requirements

For graduating classes from 2002 and beyond, a standard diploma is awarded to students with 22 credits and an advanced studies diploma to students with 24 credits. The advanced studies diploma requires completion of Algebra I and two upper level mathematics courses, a three-year science sequence, and at least three years of a foreign language. The chart details these requirements.

Beginning with the Class of 2004, students must have verified credits in order to graduate. Verified credits are received by earning a passing grade in a Standards of Learning (SOL) related course and passing the end-of-course SOL test. Six verified credits will be required for the standard diploma and nine for the advanced diploma.

Graduation Requirements		
STANDARD DIPLOMA		
Subject	Old Requirement	New Requirement
English	4 units	4 units
Math	2 units	3 units
Laboratory Science	3 units	3 units
History/Social Studies	3 units	4 units
Health/PE	2 units	2 units
Fine or Practical Arts	1 unit	1 unit
Social Studies or Foreign Language Elective	1 unit	not required
Electives	5 units	5 units
Total Required	21 credits	22 credits
ADVANCED DIPLOMA		
Subject	Old Requirement	New Requirement
English	4 units	4 units
Math	3 units	4 units
Laboratory Science	3 units	4 units
History/Social Studies	3 units	4 units
Foreign Language	3 units	3 units
Health/PE	2 units	2 units
Fine or Practical Arts	1 unit	1 unit
Electives	4 units	2 units
Total Required	23 credits	24 credits

FCPS graduates earn advanced diplomas at a higher rate than most neighboring school districts and Virginia graduates on the whole, as seen in the following chart.

Diplomas Awarded School Year 2001-2002			
	Type of Diploma		Total Diplomas
	Standard	Advanced	
Fairfax County	39%	58%	10,649
Falls Church City	28%	68%	117
Chesterfield County	41%	56%	3,326
Arlington County	40%	56%	943
Loudoun County	46%	50%	1,818
Prince William County	50%	47%	3,217
Alexandria City	65%	33%	533
State Total	47%	46%	69,103
Source: Virginia Department of Education			

Graduation Requirements

About the Virginia Standards of Learning

The Virginia Board of Education has adopted new curricular requirements called the Standards of Learning (SOL). Included in the curricular requirements are mandated assessments of student progress in core academic areas at the end of the third, fifth, and eighth grades and at the end of the course for 11 required high school level courses. School districts are required to offer remediation activities to students who have failed the SOL tests.

The SOL tests are tied to the accreditation process for each school through the Standards of Accreditation. These requirements mandate that 70 percent of the test takers in each school pass each test for the school to be accredited. Beginning in the 2003-2004 school year, the pass rate in third-and fifth-grade English required for schools to be fully accredited will be 75 percent. The Fairfax County School Board has committed in its strategic targets to having all FCPS schools meet this standard.

For the academic years ending in 2001 through 2003, each school will receive one of the following ratings: fully accredited, provisionally accredited/meets state standards, provisionally accredited/needs improvement, accredited with warning, or conditionally accredited. For the academic years ending in 2004 and 2005, the provisionally accredited ratings will cease to exist. Starting in the 2005-2006 school year, accreditation may be denied or withheld. For a more detailed explanation of the accreditation ratings, visit the Virginia Department of Education web page (www.pen.k12.va.us).

Based on spring 2002 scores, 163 of the 183 FCPS regular education school sites (89 percent) have been fully accredited by the Virginia Department of Education based on Standards of Learning (SOL) test results from 2001-02. This is up from 43 schools in 1999, 112 schools in 2000, and 146 schools fully accredited in 2001. Statewide 64 percent of schools are fully accredited.

