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Clintwood Elementary

150 Elementary Circle, Clintwood, VA 24228-0585

Dickenson County Public Schools

Principal: Mrs. Janie Vanover **(276) 926-6088**

Superintendent: Mrs. Haydee Robinson **(276) 926-4643**

Title I - School Wide Program

The Commonwealth of Virginia is committed to providing a quality education for all students. The Virginia School Report Card provides transparent information about the performance of Virginia's schools. School accreditation and federal accountability ratings for a specific school year are based on student achievement on tests taken during the previous academic year.

2015 - 2016 Summary of Accountability Results		
State Accreditation Status	Federal Accountability	
Partially Accredited: Improving School-Pass Rate	Title I Priority: No	Title I Focus: No

State Accreditation Results for All Students

This table summarizes the data used in calculating the state accreditation status of the school and is reported for the "all students" group.

State Accreditation Results for All Students

Subject	Accreditation Benchmark	2013 - 2014		2014 - 2015		2015 - 2016		
		1 Year	3 Year	1 Year	3 Year	1 Year	3 Year	Met Accreditation Benchmark
English	75	67	84	57	76	71	65	NO-I
Mathematics	70	36	66	74	59	84	66	YES
History	70	77	88	80	83	75	78	YES
Science		70	87	87	84	-	-	-

Key: YES = Met benchmark based on current year results
AB = Met benchmark based on Alternative Benchmark
- = No data for group
< = A group below state definition for personally identifiable results
* = Data not yet available
N/A = Not applicable
3YR = Met benchmark based on the 3 year average result
4YR = Met benchmark based on the 4 year average result
NO-A = Did not meet benchmark but is within the narrow margin
NO-I = Did not meet benchmark but satisfies the criteria for improvement
NO-W = Did not meet benchmark or criteria for narrow margin or improvement
NO = Did not meet benchmark

Proficiency Gap Dashboard for Federal Accountability

Under Virginia's approved Elementary and Secondary Education Act waiver application, schools must meet increasing targets — referred to as Annual Measurable Objectives (AMOs) — in reading and mathematics for all students, three "Proficiency Gap Groups," and other subgroups in order to meet federal accountability requirements. Schools have three ways to meet the AMOs: test results from the most recently completed school year, test results based on a three-year average, or by reducing the failure rate by 10 percent. High schools must also meet the federal graduation indicator for all groups. "Proficiency Gaps" report the differences in performance of traditionally underperforming student subgroups as compared with established AMOs. The AMOs vary by Proficiency Gap Group based on performance of students in each group on SOL tests administered in 2014-2015; however, AMOs in reading and mathematics will increase annually until 2017-2018 when the reading objective will be 78 for all groups and the mathematics objective will be 73 percent for all groups.

Proficiency Gap Dashboard for Federal Accountability

	Reading			Mathematics		
	AMO Target	AMO Result	Met AMO Target	AMO Target	AMO Result	Met AMO Target
All Students	72	71	R10	68	84	YES
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	65	60	R10	63	76	YES
Gap Group 2 - Black Students	64	<	TS	62	<	TS
Gap Group 3 - Hispanic Students	-	-	-	-	-	-

Key: YES = Met objective based on the current year result
TS = Too small; objective not evaluated due to too few students
NO = Did not meet objective
- = No data for group
N/A = Not applicable
3YR = Met objective based on the 3 year average result
R10 = Met objective by reducing failure rate by at least 10 percent
< = A group below state definition for personally identifiable results
* = Data not yet available

Detailed student performance data for all subgroups, including state and federal graduation data, are available on subsequent pages.

Federal Annual Measurable Objectives

Under federal requirements, Virginia is required to establish annual measurable objectives (AMOs) for proficiency in reading and mathematics test participation and performance for all subgroups. In addition, schools with a graduating class must meet federal graduation requirements for all subgroups of students. The table below displays whether or not the subgroups represented at the school met federal AMOs. More detailed federal AMO data are available in this report card. **Schools with one or more subgroups not meeting a minimum passing rate target— and not identified as a Title I Priority or Title I Focus school — are required to implement an improvement plan. Title I Priority and Focus schools have additional requirements.**

Federal Annual Measurable Objectives		
Participation	2015-2016	
	Reading	Mathematics
All Students	YES	YES
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	YES	YES
Gap Group 2 - Black Students	TS	TS
Gap Group 3 - Hispanic Students	-	-
Asian	-	-
Economically Disadvantaged	YES	YES
Limited English Proficient	-	-
Students with Disabilities	TS	TS
White	YES	YES
Performance	2015-2016	
	Reading	Mathematics
All Students	YES-R10	YES-MP
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	YES-R10	YES
Gap Group 2 - Black Students	TS	TS
Gap Group 3 - Hispanic Students	-	-
Asian	-	-
Economically Disadvantaged	YES-R10	YES
Limited English Proficient	-	-
Students with Disabilities	TS	TS
White	YES-R10	YES
Federal Graduation Indicator (FGI)	2015-2016	
All Students	-	
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	-	
Gap Group 2 - Black Students	-	
Gap Group 3 - Hispanic Students	-	
Asian	-	
Economically Disadvantaged	-	
Limited English Proficient	-	
Students with Disabilities	-	
White	-	

Key: YES = Met objective

YES-3YR = Met objective based on the 3 year average result

YES-5YR = Met objective with 5-year FGI

YES-6YR = Met objective with 6-year FGI

YES-R10 = Met objective by reducing failure rate by at least 10 percent

YES–MP = Maintain Progress: Current year pass rate equal to prior year's pass rate, or stayed within 5%

YES–CI = Continuous Improvement: Met starting pass rate (which exceeds Year 6 pass rate) and made continuous improvement as compared to prior year

NO = Did not meet objective

TS = Too small, objective not evaluated due to too few students

* = Data not yet available

- = No data for group

N/A = Not applicable

School - Fall Membership

School membership (enrollment) is reported on September 30 of each school year.

School - Fall Membership			
Grade	2012-2013	2013-2014	2014-2015
PK - Pre-kindergarten	44	56	50
KG - Kindergarten	88	78	79
01 - Grade 1	99	96	85
02 - Grade 2	86	80	89
03 - Grade 3	88	82	82
04 - Grade 4	71	89	75
Total Students	476	481	460

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Advanced Program Information

The percentage of students enrolled in advanced programs is a key indicator of school quality at the secondary level.

School - Advanced Program Information			
	Count / Percentage		
Program type	2012-2013	2013-2014	2014-2015
	-	-	-

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

Percentage of Students Passing and Tested in English Reading and Mathematics

Only student subgroups represented are listed.

Student Subgroup	Type	2012-2013 Passed	2012-2013 Tested	2012-2013 Not Tested	2013-2014 Passed	2013-2014 Tested	2013-2014 Not Tested	2014-2015 Passed	2014-2015 Tested	2014-2015 Not Tested	Current Year AMO
English Performance											
All Students	School	67	100	0	57	100	0	71	100	0	72
	Division	70	100	0	72	100	0	76	100	0	72
	State	75	100	0	74	100	0	79	100	0	72
Female	School	70	100	0	56	100	0	71	100	0	-
	Division	75	100	0	76	100	0	80	100	0	-
	State	77	100	0	78	100	0	82	100	0	-
Male	School	63	100	0	57	100	0	72	100	0	-
	Division	66	100	0	69	100	0	72	100	0	-
	State	72	100	0	71	100	0	76	100	0	-
Black	School	<	<	<	<	<	<	<	<	<	64
	Division	<	<	<	<	<	<	64	100	0	64
	State	59	100	0	59	100	0	65	100	0	64
White	School	67	100	0	56	100	0	72	100	0	76
	Division	70	100	0	72	100	0	76	100	0	76
	State	82	100	0	82	100	0	86	100	0	76
Students with Disabilities	School	30	100	0	30	100	0	65	100	0	54
	Division	29	100	0	35	100	0	42	100	0	54
	State	43	99	1	43	99	1	45	99	1	54
Economically Disadvantaged	School	54	100	0	48	100	0	57	100	0	65
	Division	63	100	0	66	100	0	69	100	0	65
	State	59	100	0	59	100	0	66	100	0	65
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	55	100	0	47	100	0	60	100	0	65
	Division	61	100	0	64	100	0	68	100	0	65
	State	59	100	0	59	100	0	65	100	0	65
Gap Group 2 - Black Students	School	<	<	<	<	<	<	<	<	<	64
	Division	<	<	<	<	<	<	64	100	0	64
	State	59	100	0	59	100	0	65	100	0	64
Mathematics Performance											
All Students	School	36	100	0	70	100	0	84	100	0	68
	Division	58	100	0	73	100	0	74	100	0	68
	State	71	99	1	74	99	1	79	99	1	68
Female	School	45	100	0	67	100	0	85	100	0	-
	Division	64	100	0	78	100	0	79	100	0	-
	State	73	100	0	76	100	0	82	100	0	-
Male	School	28	100	0	72	100	0	83	100	0	-
	Division	52	100	0	68	100	0	70	100	0	-
	State	70	99	1	72	99	1	77	99	1	-
Black	School	<	<	<	<	<	<	<	<	<	62
	Division	58	100	0	75	100	0	67	100	0	62
	State	55	99	1	60	99	1	67	99	1	62
White	School	36	100	0	69	100	0	84	100	0	71
	Division	58	100	0	73	100	0	74	100	0	71
	State	77	100	0	80	100	0	85	100	0	71
Students with Disabilities	School	13	100	0	48	100	0	61	100	0	57
	Division	23	100	0	38	100	0	43	99	1	57
	State	41	99	1	43	99	1	48	99	1	57
Economically Disadvantaged	School	29	100	0	59	100	0	76	100	0	63
	Division	51	100	0	67	100	0	68	100	0	63
	State	57	99	1	61	99	1	68	99	1	63
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	29	100	0	60	100	0	76	100	0	63
	Division	49	100	0	66	100	0	67	100	0	63
	State	57	99	1	61	99	1	68	99	1	63

		2012-2013			2013-2014			2014-2015			
Gap Group 2 - Black Students	School	<	<	<	<	<	<	<	<	<	62
	Division	58	100	0	75	100	0	67	100	0	62
	State	55	99	1	60	99	1	67	99	1	62

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

Other Academic Indicators

Only student subgroups represented are listed.

Student Subgroup	Type	2012-2013 Passed	2012-2013 Tested	2013-2014 Passed	2013-2014 Tested	2014-2015 Passed	2014-2015 Tested
History Performance							
All Students	School	78	100	80	100	76	100
	Division	81	100	80	100	81	100
	State	85	99	84	98	86	99
Female	School	81	100	79	100	70	100
	Division	82	100	78	100	81	100
	State	84	99	84	99	86	99
Male	School	74	100	80	100	82	100
	Division	80	100	82	100	82	99
	State	86	99	85	98	87	99
Black	School	<	100	<	100	<	100
	Division	<	100	82	100	<	100
	State	74	99	73	99	76	99
White	School	78	100	80	100	76	100
	Division	81	100	80	100	81	100
	State	90	99	89	99	91	99
Students with Disabilities	School	50	100	52	100	<	100
	Division	43	100	45	99	41	98
	State	60	98	58	98	60	98
Economically Disadvantaged	School	70	100	73	100	72	100
	Division	75	100	74	100	75	100
	State	74	98	73	97	76	98
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	70	100	73	100	71	100
	Division	73	100	73	100	74	100
	State	74	97	73	97	75	98
Gap Group 2 - Black Students	School	<	100	<	100	<	100
	Division	<	100	82	100	<	100
	State	74	99	73	99	76	99

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

Non-Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2012-2013 Percentage	2013-2014 Percentage	2014-2015 Percentage
Attendance Rate				
All Students	School	93	95	94
	Division	93	93	93
	State	95	96	95
Black	School	<	<	<
	Division	93	94	93
	State	95	96	95
Hispanic	School	<	-	<
	Division	95	94	90
	State	95	95	95
White	School	93	95	94
	Division	93	93	93
	State	95	96	95
Students with Disabilities	School	91	94	94
	Division	92	93	92
	State	94	94	94
Economically Disadvantaged	School	92	94	93
	Division	92	93	92
	State	94	95	95
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	92	94	93
	Division	92	93	92
	State	94	95	95

Notes:

Attendance Rate: average daily attendance percentage

Key: < = A group below state definition for personally identifiable results

- = No data for group

* = Data not yet available

Assessment Results at each Proficiency Level by Subgroup

The Virginia Assessment Program includes Standards of Learning (SOL) tests and other statewide assessments in English, history/social science, mathematics, and science. The tables below provide information for the three most recent years on the achievement of students on these tests, including percentages of students who demonstrate proficiency and advanced proficiency. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Assessment Results at each Proficiency Level by Subgroup

		2012-2013				2013-2014				2014-2015			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
English: Reading													**Grade 3**
All Students	School	8	57	**65**	35	16	55	**71**	29	22	58	**80**	20
	Division	9	54	**63**	37	13	58	**71**	29	15	59	**73**	27
	State	19	53	**72**	28	16	53	**69**	31	21	54	**75**	25
Female	School	10	55	**64**	36	16	51	**68**	32	26	60	**86**	14
	Division	13	53	**66**	34	12	56	**68**	32	18	65	**82**	18
	State	21	55	**75**	25	18	55	**73**	27	23	56	**78**	22
Male	School	7	59	**66**	34	15	59	**74**	26	17	56	**73**	27
	Division	5	56	**61**	39	15	60	**75**	25	12	53	**65**	35
	State	17	52	**69**	31	15	50	**66**	34	19	53	**73**	27
White	School	8	57	**65**	35	16	55	**71**	29	22	58	**80**	20
	Division	8	55	**63**	37	13	58	**70**	30	15	59	**74**	26
	State	23	57	**79**	21	20	57	**77**	23	25	57	**82**	18
Students with Disabilities	School	6	29	**35**	65	<	<	**<**	<	14	57	**71**	29
	Division	3	29	**32**	68	17	22	**39**	61	10	45	**55**	45
	State	13	34	**47**	53	13	31	**44**	56	14	34	**48**	52
Economically Disadvantaged	School	0	52	**52**	48	6	59	**65**	35	5	62	**68**	32
	Division	2	52	**54**	46	8	57	**65**	35	6	62	**68**	32
	State	11	48	**59**	41	9	45	**55**	45	13	51	**64**	36
Mathematics													**Grade 3**
All Students	School	5	24	**29**	71	18	59	**78**	22	27	58	**84**	16
	Division	6	35	**41**	59	15	56	**71**	29	18	54	**72**	28
	State	17	49	**65**	35	16	51	**67**	33	19	56	**74**	26
Female	School	2	36	**38**	62	14	62	**76**	24	24	62	**86**	14
	Division	4	44	**47**	53	12	58	**69**	31	17	57	**74**	26
	State	15	49	**65**	35	15	52	**67**	33	18	57	**75**	25
Male	School	7	14	**20**	80	23	56	**79**	21	29	54	**83**	17
	Division	8	27	**35**	65	19	53	**72**	28	18	52	**69**	31
	State	17	48	**65**	35	16	50	**67**	33	19	55	**74**	26
White	School	5	24	**29**	71	19	59	**77**	23	27	58	**84**	16
	Division	6	34	**40**	60	15	56	**70**	30	18	54	**72**	28
	State	20	53	**73**	27	19	55	**74**	26	23	58	**81**	19
Students with Disabilities	School	12	6	**18**	82	<	<	**<**	<	21	43	**64**	36
	Division	10	10	**19**	81	13	26	**39**	61	14	38	**52**	48
	State	10	30	**40**	60	11	30	**41**	59	12	34	**46**	54
Economically Disadvantaged	School	5	18	**23**	77	14	55	**69**	31	11	62	**73**	27
	Division	4	30	**34**	66	12	50	**62**	38	11	52	**63**	37
	State	8	42	**49**	51	8	45	**53**	47	10	52	**63**	37
English: Reading													**Grade 4**
All Students	School	10	59	**69**	31	1	43	**44**	56	8	54	**62**	38
	Division	13	57	**71**	29	7	46	**53**	47	6	57	**63**	37
	State	18	52	**70**	30	18	52	**70**	30	21	56	**77**	23
Female	School	9	69	**78**	22	3	43	**45**	55	12	39	**52**	48
	Division	9	64	**73**	27	7	48	**55**	45	6	50	**56**	44
	State	20	53	**73**	27	20	52	**73**	27	24	56	**80**	20
Male	School	11	50	**61**	39	0	44	**44**	56	5	66	**71**	29
	Division	18	51	**69**	31	6	44	**51**	49	6	64	**70**	30
	State	16	51	**67**	33	16	51	**68**	32	18	57	**74**	26
Black	School	<	<	**<**	<	-	-	**-**	-	<	<	**<**	<
	Division	<	<	**<**	<	-	-	**-**	-	<	<	**<**	<
	State	7	45	**52**	48	-	-	**-**	-	10	53	**63**	37
White	School	10	60	**70**	30	1	41	**42**	58	9	54	**63**	37
	Division	14	58	**71**	29	6	46	**52**	48	6	56	**63**	37
	State	23	55	**79**	21	23	56	**78**	22	26	59	**84**	16

Assessment Results at each Proficiency Level by Subgroup													
		2012-2013				2013-2014				2014-2015			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Students with Disabilities	School	8	15	**23**	77	0	21	**21**	79	<	<	**<**	<
	Division	4	22	**26**	74	5	24	**29**	71	8	32	**40**	60
	State	11	31	**42**	58	12	32	**44**	56	12	36	**48**	52
Economically Disadvantaged	School	11	46	**57**	43	0	31	**31**	69	6	43	**49**	51
	Division	17	47	**64**	36	4	42	**47**	53	5	50	**55**	45
	State	8	46	**54**	46	9	46	**54**	46	10	54	**64**	36
Mathematics													**Grade 4**
All Students	School	6	39	**44**	56	18	44	**63**	38	44	39	**83**	17
	Division	18	48	**66**	34	19	45	**64**	36	31	52	**83**	17
	State	22	53	**74**	26	26	54	**80**	20	29	55	**84**	16
Female	School	0	53	**53**	47	17	41	**59**	41	45	39	**85**	15
	Division	14	57	**71**	29	20	48	**68**	32	26	59	**85**	15
	State	21	54	**75**	25	25	55	**81**	19	28	56	**84**	16
Male	School	11	26	**37**	63	19	47	**66**	34	44	38	**82**	18
	Division	22	39	**61**	39	18	43	**61**	39	37	46	**82**	18
	State	23	51	**74**	26	27	52	**79**	21	30	53	**83**	17
Black	School	<	<	**<**	<	-	-	**-**	-	<	<	**<**	<
	Division	<	<	**<**	<	-	-	**-**	-	<	<	**<**	<
	State	10	49	**59**	41	-	-	**-**	-	15	57	**72**	28
White	School	6	39	**45**	55	18	43	**61**	39	44	39	**83**	17
	Division	18	48	**67**	33	20	44	**64**	36	31	52	**83**	17
	State	26	55	**81**	19	31	55	**85**	15	34	55	**89**	11
Students with Disabilities	School	0	8	**8**	92	11	32	**42**	58	<	<	**<**	<
	Division	0	26	**26**	74	11	29	**39**	61	17	25	**42**	58
	State	12	34	**46**	54	14	37	**51**	49	15	39	**54**	46
Economically Disadvantaged	School	0	38	**38**	62	13	37	**50**	50	42	38	**79**	21
	Division	19	46	**65**	35	13	45	**58**	42	31	47	**78**	22
	State	11	50	**61**	39	15	54	**68**	32	16	57	**74**	26
History and Social Science													**Grade 5**
All Students	School	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
	Division	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
	State	-	-	**-**	-	-	-	**-**	-	50	42	**92**	8
Male	School	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
	Division	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
	State	-	-	**-**	-	-	-	**-**	-	50	42	**91**	9
White	School	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
	Division	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
	State	-	-	**-**	-	-	-	**-**	-	51	39	**90**	10
Students with Disabilities	School	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
	Division	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
	State	-	-	**-**	-	-	-	**-**	-	50	42	**92**	8
Economically Disadvantaged	School	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
	Division	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
	State	-	-	**-**	-	-	-	**-**	-	50	43	**94**	6
Virginia Studies													**Content Specific**
All Students	School	19	55	**74**	26	21	44	**65**	35	25	51	**75**	25
	Division	35	45	**79**	21	26	45	**72**	28	29	48	**77**	23
	State	47	41	**87**	13	44	42	**85**	15	43	44	**87**	13
Female	School	13	72	**84**	16	20	45	**65**	35	21	48	**70**	30
	Division	26	56	**82**	18	22	48	**70**	30	22	53	**74**	26
	State	44	42	**87**	13	42	44	**85**	15	42	45	**87**	13
Male	School	24	41	**65**	35	22	43	**65**	35	28	53	**81**	19
	Division	43	34	**77**	23	30	43	**73**	27	36	43	**79**	21
	State	49	39	**88**	12	45	40	**85**	15	45	42	**87**	13
Black	School	<	<	**<**	<	-	-	**-**	-	<	<	**<**	<
	Division	<	<	**<**	<	-	-	**-**	-	<	<	**<**	<
	State	29	49	**79**	21	-	-	**-**	-	27	51	**79**	21
White	School	20	55	**74**	26	20	44	**64**	36	25	50	**75**	25
	Division	35	44	**80**	20	26	45	**71**	29	28	48	**76**	24
	State	54	37	**92**	8	51	39	**90**	10	51	40	**91**	9

Assessment Results at each Proficiency Level by Subgroup													
		2012-2013				2013-2014				2014-2015			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Students with Disabilities	School	0	42	**42**	58	6	18	**24**	76	<	<	**<**	<
	Division	5	32	**36**	64	6	24	**29**	71	9	27	**36**	64
	State	20	43	**64**	36	19	41	**59**	41	18	43	**61**	39
Economically Disadvantaged	School	18	52	**70**	30	10	40	**50**	50	16	56	**71**	29
	Division	33	42	**75**	25	19	43	**63**	37	20	50	**70**	30
	State	29	49	**78**	22	26	49	**75**	25	26	51	**77**	23

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

Career and Technical Education

Secondary schools report the number of credentials earned by students for passing occupational competency assessments recognized by the National Occupational Competency Testing Institute (NOCTI), state licensure examinations, industry certification examinations, and workplace readiness skills assessments. Prior to 2010-2011, workplace readiness skills assessments were included in the Industry Certification category, but now are reported separately.

Career and Technical Education				
		Count		
	Type	2012-2013	2013-2014	2014-2015
NOCTI Assessments	School	*	*	*
	Division	18	41	28
	State	4577	5024	3971
State Licensures	School	*	*	*
	Division	0	4	26
	State	673	905	1673
Industry Certification	School	*	*	*
	Division	71	121	134
	State	39658	69321	89541
Workplace Readiness	School	*	*	*
	Division	104	124	78
	State	22127	28349	33665
Total Credentials Earned	School	*	*	*
	Division	193	290	266
	State	67035	103599	128850
Students Earning One or More Credentials	School	*	*	*
	Division	166	238	209
	State	56904	86257	104867
CTE Completers	School	*	*	*
	Division	123	131	125
	State	40761	41924	38557

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified

Virginia recognizes the importance of teacher quality in raising student achievement. This table provides the percentage of core academic classes taught by teachers teaching outside of their area of endorsement.

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified			
School type	2012-2013	2013-2014	2014-2015
School			
This school	0	0	0
Division			
All Schools	0	0	0
High Poverty	0	0	0
Low Poverty	-	-	0
State			
All Schools	1	1	1
High Poverty	2	2	2
Low Poverty	1	1	1

Notes:
- High poverty means schools in the top quartile of poverty in the state.
- Low poverty means schools in the bottom quartile of poverty in the state.
- NCLB defines core academic subjects as: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history and geography.

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

Provisionally Licensed Teachers

This table reports the percentage of teachers teaching with provisional or provisional special education credentials.

Provisionally Licensed Teachers			
Credential type	2012-2013	2013-2014	2014-2015
School			
Provisional	0	-	0
Provisional Special Education	3	-	3
Division			
Provisional	3	2	3
Provisional Special Education	3	3	2
State			
Provisional	5	5	4
Provisional Special Education	1	1	1

Key: < = A group below state definition for personally identifiable results
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* = Data not yet available

Teacher Education Attainment

This table reports the percentage of teachers with bachelor's, master's, or doctorate degrees by highest degree earned.

Teacher Education Attainment			
Degree type	2012-2013	2013-2014	2014-2015
School			
Bachelor's Degree	76	83	85
Master's Degree	24	17	15
Doctoral Degree	0	0	0
Division			
Bachelor's Degree	70	72	72
Master's Degree	25	22	23
Doctoral Degree	0	0	0
State			
Bachelor's Degree	40	40	41
Master's Degree	58	57	56
Doctoral Degree	1	1	1

Key: < = A group below state definition for personally identifiable results
- = No data for group

Teacher Education Attainment			
Degree type	2012-2013	2013-2014	2014-2015
* = Data not yet available			

School - School Safety

Virginia's accreditation standards require school report cards to include information about school safety. The Offense Categories that are listed are the same as the offense categories defined in the Safe Schools Information Resource (SSIR) available on the VDOE Web site.

School - School Safety			
Offense Category	2012-2013	2013-2014	2014-2015
Weapons Offenses	<	<	<
Offenses Against Student	<	<	<
Offenses Against Staff	<	<	<
Other Offenses Against Persons	<	<	<
Alcohol, Tobacco, and Other Drug Offenses	<	<	<
Property Offenses	<	<	<
Disorderly or Disruptive Behavior Offenses	<	<	<
Technology Offenses	<	<	<
All Other Offenses	<	<	<

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available