

School Profiles

Definitions of Terms

School Achievement

Accreditation Status	School accreditation ratings reflect student achievement on Standards of Learning Assessments and other tests in English, history/social studies, mathematics, and science. “Fully Accredited” means a school met all the benchmarks set by the state for the 4 content areas.
AYP Status	“Made AYP” indicates that a school met all of the benchmarks in reading and math participation, reading and math performance, % of attendance, science performance, and graduation rate for the year indicated.
PWCS Schools of Excellence	In order to become a school of excellence in PWCS, a school must Make AYP and be Fully Accredited plus score at least 90 out of 100 points on several Strategic Plan based measures. <i>(These results are usually posted in early October.)</i>

School Characteristics

Year Occupied	Year the building opened as a school. (Not seen in Division Summaries.)
Number of Schools	The number of school buildings found in each Division. (Seen only in Division Summaries.)
Planning Capacity	Number of students that should be housed in a school based on the current educational plan reflecting the requirements of all federal, state, and local mandated programs and accrediting standards.
Classrooms	Number of regular and resource classrooms at the school. This does not include trailers.
Trailers	Number of temporary facilities at a school based on the current educational plan.
Computers	Number of complete computers (CPU and monitor) in school (includes instructional and administrative), based on information schools provide to Supply Services.
Membership	The two membership indicators show all active students on October 1 each Fall and active students as of the last day of school, K-12.

Average Daily Attendance	This is the cumulative average daily attendance divided by the average daily membership, converted to a percent.
# Absent More Than 10 Days	This number shows how many students were absent more than 10 days throughout the school year. Some of these students were only active in the school for part of the year and may not still be enrolled at the end of the year and/or were not active at the beginning of the year.
Mobility Index	The total number of students E2, R2, R3, R4, W2, W3, W4, W5, W8 and W9 transactions for the school year divided by the October 1 membership count. This is a duplicated count because some students may have left and returned to the same school.
Average Class Size	For ES, # of students per grade divided by # of classes per grade. For MS, # of students per subject divided by the # of classes per subject. For HS, # of students per subject divided by the # of required/standard diploma courses.

Staff Characteristics

Staff Race/Ethnicity & Gender	The number (as of September 30) of the administrators, classified employees, instructional personnel*, and teacher assistants. Shown also is the percent by race/ethnicity and gender. *Includes classroom teachers and other professional staff on a teacher contract.
Percent Graduate Degrees	Percent of Instructional Personnel (as of September 30) holding Master’s Degree or higher.

Stakeholder Satisfaction

Stakeholder Satisfaction Rates	A table summarizing school-level satisfaction rates from the previous school year’s Divisionwide Survey. This survey is administered annually to all staff members and students in grades 4-12, and to parents every other year. Satisfaction rates are calculated by combining the percents of respondents selecting “Strongly Agree” and “Agree” on particular groups of items that are combined to reflect specific objectives from the Strategic Plan. Results are displayed for all of the groups surveyed on each objective.
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Student Characteristics (end of school year)

Race/Ethnicity	Percent of student membership by race/ethnicity at the end of the school year (June).
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Gifted	Students identified as academically gifted. The elementary schools gifted program is split between K-3 and 4-5. The number and percent of the K-3 and 4-5 student populations are shown respectively.
Special Education	Number and percent of students with an Individual Education Plan (IEP).
Title 1	Number and percent of all students eligible for Title 1 service.
Limited English Proficient (LEP)	Number and percent of LEP students in the school.
Career & Technical Education	Number and percent of High School students enrolled in one or more career and technical education classes.
Economically Disadvantaged	Number and percent of students who are economically disadvantaged.

Assessment Results

Standards of Learning (SOL)	Percent of first time test takers passing a SOL test.
Scholastic Aptitude Test (SAT)	Average critical reading, math, and writing scores for graduates taking the SAT. The highest score achieved in each category was used. Percent Grads Tested represents the # of students who took the SAT divided by the total # of students graduating.
Fourth Grade Writing	Number and percent of students scoring 16 or above (passing) on the fourth grade writing assessment.
Physical Fitness Test	Number and percent of students enrolled in PE who passed the Virginia Wellness Test in each of 4 categories.
Advanced Placement (AP)	Number of students in Grades 9-12 taking AP exams, and the number and percent of those taking the exam who scored 3 or higher.
International Baccalaureate (IB)	Number of students in Grades 9-12 taking IB exams, along with the number and percent taking the exam who scored 4 or higher.
Cambridge Program	Number of student in Grades 9-12 taking Cambridge exams along with the number and percent taking the exam who scored E or higher.
Retentions	Number and percent of students retained in grade at the end of school year (June). Only retentions of 5 or more are reported.

Course Failure Rate	The total number of failing grades (“F”) divided by the total number of grades received by all students in the school as of the end of the regular school year (June).
On-Time Graduation Rate	The Virginia On-Time Graduation Rate expresses the percentage of students in a cohort who earned a Board of Education-approved diploma within four years of entering high school for the first time. Percentages are based on longitudinal student-level data and account for student mobility and retention and promotion patterns.
Graduate Information	Shown is the percent of high school completers receiving advanced diplomas, standard diplomas, going on to a 2 or 4 year college, pursuing other continuing education plans, and completing Career and Technical education programs. Diploma information includes summer school graduates.