



Christiansburg Primary

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Montgomery County Public Schools

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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.

2014 - 2015 Summary of Accountability Results

State Accreditation Status	Federal Accountability	
Fully Accredited	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	2012 - 2013		2013 - 2014		2014 - 2015		Met Accreditation Benchmark
		1 Year	3 Year	1 Year	3 Year	1 Year	3 Year	
English	75	91	88	72	84	72	79	3YR
Mathematics	70	69	83	69	75	75	71	YES
History	70	79	82	79	80	81	80	YES
Science	70	85	85	79	83	80	82	YES

Key: YES = Met objective based on current year results
 AB = Met objective based on Alternative Benchmark
 - = No data for group
 * = Data not yet available

3YR = Met objective based on the 3 year average result
 NO = Did not meet objective
 < = A group below state definition for personally identifiable results
 N/A = Not applicable

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 2013-2014; 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	69	74	YES	66	73	YES
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	59	62	YES	57	61	YES
Gap Group 2 - Black Students	57	60	YES	56	61	YES
Gap Group 3 - Hispanic Students	60	<	TS	60	<	TS

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	2014-2015	
	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	YES	YES
Gap Group 3 - Hispanic Students	TS	TS
Asian	TS	TS
Economically Disadvantaged	YES	YES
Limited English Proficient	TS	TS
Students with Disabilities	YES	YES
White	YES	YES
Performance	2014-2015	
	Reading	Mathematics
All Students	YES-MP	YES-MP
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	YES	YES
Gap Group 2 - Black Students	YES	YES-MP
Gap Group 3 - Hispanic Students	TS	TS
Asian	TS	TS
Economically Disadvantaged	YES	YES
Limited English Proficient	TS	TS
Students with Disabilities	YES	YES
White	YES	YES
Federal Graduation Indicator (FGI)	2014-2015	
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	-	
<p>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</p>		

School - Fall Membership

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

School - Fall Membership			
Grade	2011-2012	2012-2013	2013-2014
PK - Pre-kindergarten	19	29	26
KG - Kindergarten	129	165	163
01 - Grade 1	144	121	156
02 - Grade 2	143	147	129
Total Students	435	462	474

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

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			
Program type	2011-2012	Count / Percentage	
		2012-2013	2013-2014
	-	-	-

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Percentage of Students Passing and Tested in English Reading and Mathematics

Only student subgroups represented are listed.

Student Subgroup	Type	2011-2012			2012-2013			2013-2014			Current Year AMO
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested	
English Performance											
All Students	School	92	100	0	70	100	0	74	100	0	69
	Division	91	100	0	76	100	0	78	100	0	69
	State	89	100	0	75	100	0	74	100	0	69
Female	School	-	-	-	71	100	0	76	100	0	-
	Division	-	-	-	79	100	0	81	100	0	-
	State	91	100	0	77	100	0	78	100	0	-
Male	School	-	-	-	69	100	0	72	100	0	-
	Division	-	-	-	74	100	0	75	100	0	-
	State	87	100	0	72	100	0	71	100	0	-
Black	School	84	100	0	67	100	0	60	100	0	57
	Division	77	100	0	57	99	1	59	100	0	57
	State	80	100	0	59	100	0	59	100	0	57
Hispanic	School	92	100	0	<	<	<	<	100	0	60
	Division	90	100	0	72	99	1	71	100	0	60
	State	84	100	0	65	100	0	65	100	0	60
White	School	93	100	0	71	100	0	76	100	0	75
	Division	92	100	0	77	100	0	79	100	0	75
	State	93	100	0	82	100	0	82	100	0	75
Asian	School	<	<	<	<	<	<	<	<	<	80
	Division	95	100	0	93	100	0	94	100	0	80
	State	95	100	0	87	100	0	87	100	0	80
Native Hawaiian	School	-	-	-	-	-	-	<	<	<	-
	Division	-	-	-	<	<	<	<	<	<	-
	State	91	100	0	77	100	0	78	100	0	-
Two or more races	School	-	-	-	68	100	0	65	100	0	-
	Division	-	-	-	72	100	0	76	100	0	-
	State	91	100	0	78	100	0	78	100	0	-
Students with Disabilities	School	69	100	0	41	100	0	65	100	0	42
	Division	68	100	0	39	100	0	40	99	1	42
	State	66	99	1	43	99	1	43	99	1	42
Economically Disadvantaged	School	85	100	0	59	100	0	62	100	0	59
	Division	83	100	0	60	100	0	62	99	1	59
	State	81	100	0	59	100	0	59	100	0	59
Limited English Proficient	School	<	<	<	<	<	<	<	<	<	52
	Division	77	100	0	68	100	0	63	100	0	52
	State	80	100	0	54	100	0	54	100	0	52
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	84	100	0	58	100	0	62	100	0	59
	Division	82	100	0	60	100	0	62	99	1	59
	State	80	100	0	59	100	0	59	100	0	59
Gap Group 2 - Black Students	School	84	100	0	67	100	0	60	100	0	57
	Division	77	100	0	57	99	1	59	100	0	57
	State	80	100	0	59	100	0	59	100	0	57
Gap Group 3 - Hispanic Students	School	92	100	0	<	<	<	<	100	0	60
	Division	90	100	0	72	99	1	71	100	0	60
	State	84	100	0	65	100	0	65	100	0	60
Mathematics Performance											
All Students	School	69	100	0	67	100	0	73	100	0	66
	Division	66	99	1	70	100	0	75	99	1	66
	State	68	99	1	71	99	1	74	99	1	66
Female	School	-	-	-	66	100	0	74	100	0	-
	Division	-	-	-	72	100	0	77	100	0	-
	State	70	100	0	73	100	0	76	100	0	-
Male	School	-	-	-	68	100	0	72	100	0	-
	Division	-	-	-	68	99	1	74	99	1	-

		2011-2012			2012-2013			2013-2014			
	State	67	99	1	70	99	1	72	99	1	-
Black	School	48	100	0	62	97	3	61	98	2	56
	Division	42	99	1	50	99	1	53	99	1	56
	State	52	99	1	55	99	1	60	99	1	56
Hispanic	School	62	100	0	<	<	<	<	100	0	60
	Division	61	96	4	66	99	1	74	99	1	60
	State	61	99	1	64	99	1	67	99	1	60
White	School	71	100	0	68	100	0	74	100	0	70
	Division	67	99	1	71	100	0	75	100	0	70
	State	75	100	0	77	100	0	80	100	0	70
Asian	School	<	<	<	<	<	<	<	<	<	82
	Division	93	100	0	95	100	0	96	100	0	82
	State	87	100	0	88	100	0	90	100	0	82
American Indian	School	-	-	-	-	-	-	<	<	<	-
	Division	-	-	-	<	<	<	<	<	<	-
	State	65	99	1	67	99	1	71	99	1	-
Native Hawaiian	School	-	-	-	-	-	-	<	<	<	-
	Division	-	-	-	<	<	<	<	<	<	-
	State	71	99	1	75	100	0	80	99	1	-
Two or more races	School	-	-	-	64	100	0	75	100	0	-
	Division	-	-	-	64	100	0	79	100	0	-
	State	71	99	1	74	99	1	77	99	1	-
Students with Disabilities	School	42	100	0	33	97	3	60	97	3	49
	Division	32	99	1	34	98	2	39	99	1	49
	State	40	99	1	41	99	1	43	99	1	49
Economically Disadvantaged	School	54	100	0	50	100	0	60	100	0	57
	Division	48	99	1	53	99	1	57	99	1	57
	State	54	99	1	57	99	1	61	99	1	57
Limited English Proficient	School	<	<	<	<	<	<	<	<	<	53
	Division	71	98	2	72	100	0	74	100	0	53
	State	59	99	1	59	99	1	62	99	1	53
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	55	100	0	49	99	1	61	99	1	57
	Division	48	99	1	54	99	1	58	99	1	57
	State	54	99	1	57	99	1	61	99	1	57
Gap Group 2 - Black Students	School	48	100	0	62	97	3	61	98	2	56
	Division	42	99	1	50	99	1	53	99	1	56
	State	52	99	1	55	99	1	60	99	1	56
Gap Group 3 - Hispanic Students	School	62	100	0	<	<	<	<	100	0	60
	Division	61	96	4	66	99	1	74	99	1	60
	State	61	99	1	64	99	1	67	99	1	60

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	2011-2012		2012-2013		2013-2014	
		Passed	Tested	Passed	Tested	Passed	Tested
Writing Performance							
All Students	School	85	100	79	97	56	100
	Division	86	99	78	99	73	99
	State	89	97	76	97	75	97
Female	School	-	-	85	100	56	100
	Division	-	-	84	99	79	99
	State	93	97	81	98	81	98
Male	School	-	-	74	95	57	100
	Division	-	-	73	98	67	99
	State	86	97	71	97	70	97
Black	School	92	100	<	100	31	100
	Division	76	100	66	98	50	100
	State	82	97	61	98	60	97
Hispanic	School	<	100	<	71	<	100
	Division	83	97	83	93	73	91
	State	86	90	70	91	69	91
White	School	84	100	79	99	61	100
	Division	86	99	77	100	74	100
	State	92	99	82	99	81	99
Two or more races	School	-	-	<	100	<	100
	Division	-	-	84	100	69	100
	State	92	99	79	99	79	99
Students with Disabilities	School	69	100	<	100	36	100
	Division	51	100	41	99	27	99
	State	61	95	41	95	39	95
Economically Disadvantaged	School	76	100	65	98	37	100
	Division	73	99	60	98	56	99
	State	81	95	61	95	59	95
Limited English Proficient	School	-	-	<	67	<	100
	Division	63	76	79	74	65	72
	State	82	81	56	79	54	79
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	77	100	65	96	40	100
	Division	71	99	61	98	54	98
	State	80	95	59	95	58	95
Gap Group 2 - Black Students	School	92	100	<	100	31	100
	Division	76	100	66	98	50	100
	State	82	97	61	98	60	97
Gap Group 3 - Hispanic Students	School	<	100	<	71	<	100
	Division	83	97	83	93	73	91
	State	86	90	70	91	69	91
History Performance							
All Students	School	79	99	80	100	81	100
	Division	82	99	84	99	85	99
	State	85	99	85	99	84	98
Female	School	-	-	78	100	80	100
	Division	-	-	81	99	83	99
	State	84	99	84	99	84	99
Male	School	-	-	82	99	83	100
	Division	-	-	86	99	86	99
	State	86	99	86	99	85	98
Black	School	73	100	65	100	77	100
	Division	65	100	61	99	67	99
	State	74	99	74	99	73	99
Hispanic	School	<	88	<	89	<	100
	Division	76	95	80	97	80	95
	State	79	95	79	95	78	93

Student Subgroup	Type	2011-2012		2012-2013		2013-2014	
		Passed	Tested	Passed	Tested	Passed	Tested
White	School	81	100	81	100	81	100
	Division	82	99	85	100	85	100
	State	90	99	90	99	89	99
Asian	School	-	-	<	100	<	100
	Division	97	92	97	92	99	93
	State	94	97	94	98	94	97
American Indian	School	-	-	-	-	<	100
	Division	-	-	73	100	69	100
	State	84	99	83	99	83	98
Native Hawaiian	School	-	-	-	-	<	100
	Division	-	-	<	100	<	100
	State	89	99	87	99	86	98
Two or more races	School	-	-	82	100	87	100
	Division	-	-	83	100	85	100
	State	88	99	87	99	87	99
Students with Disabilities	School	57	100	44	100	47	100
	Division	52	99	50	99	49	99
	State	61	98	60	98	58	98
Economically Disadvantaged	School	64	99	68	100	71	100
	Division	66	99	71	99	70	98
	State	74	98	74	98	73	97
Limited English Proficient	School	<	33	<	86	<	100
	Division	76	75	80	84	83	82
	State	75	91	72	89	70	86
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	64	98	66	99	71	100
	Division	66	98	71	99	70	98
	State	74	98	74	97	73	97
Gap Group 2 - Black Students	School	73	100	65	100	77	100
	Division	65	100	61	99	67	99
	State	74	99	74	99	73	99
Gap Group 3 - Hispanic Students	School	<	88	<	89	<	100
	Division	76	95	80	97	80	95
	State	79	95	79	95	78	93
Science Performance							
All Students	School	85	99	79	100	80	100
	Division	90	99	82	100	83	99
	State	91	99	81	99	80	98
Female	School	-	-	75	100	77	99
	Division	-	-	81	100	82	99
	State	91	99	80	99	80	99
Male	School	-	-	83	100	84	100
	Division	-	-	83	100	84	99
	State	91	99	81	99	80	98
Black	School	78	100	79	100	63	97
	Division	78	99	64	99	60	97
	State	82	99	65	99	64	99
Hispanic	School	<	88	<	100	<	100
	Division	91	96	74	99	77	94
	State	85	95	71	95	70	93
White	School	86	100	78	100	84	100
	Division	91	100	83	100	85	100
	State	95	100	88	99	87	99
Asian	School	-	-	<	100	<	100
	Division	95	97	94	97	96	95
	State	95	98	90	98	91	97
American Indian	School	-	-	-	-	<	100
	Division	-	-	73	100	<	100
	State	91	99	78	98	81	97
Native Hawaiian	School	-	-	-	-	<	100

Student Subgroup	Type	2011-2012		2012-2013		2013-2014	
		Passed	Tested	Passed	Tested	Passed	Tested
Two or more races	Division	-	-	<	100	<	100
	State	92	99	84	98	84	98
	School	-	-	91	100	78	100
Students with Disabilities	Division	-	-	85	99	81	100
	State	93	99	85	99	83	99
	School	45	100	33	100	55	96
Economically Disadvantaged	Division	63	98	46	99	53	98
	State	70	98	51	98	51	97
	School	71	99	74	100	66	100
Limited English Proficient	Division	81	99	68	100	67	98
	State	83	98	67	97	66	97
	School	<	33	<	100	<	100
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	Division	84	87	71	92	76	85
	State	79	91	61	90	59	87
	School	71	98	69	100	65	99
Gap Group 2 - Black Students	Division	81	99	67	99	68	98
	State	83	98	67	97	66	97
	School	78	100	79	100	63	97
Gap Group 3 - Hispanic Students	Division	78	99	64	99	60	97
	State	82	99	65	99	64	99
	School	<	88	<	100	<	100
	Division	91	96	74	99	77	94
	State	85	95	71	95	70	93

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	2011-2012 Percentage	2012-2013 Percentage	2013-2014 Percentage
Attendance Rate				
All Students	School	96	95	96
	Division	95	94	96
	State	96	95	96
Black	School	96	96	96
	Division	94	94	95
	State	95	95	96
Hispanic	School	97	95	95
	Division	95	94	95
	State	95	95	95
White	School	96	95	96
	Division	95	94	96
	State	96	95	96
Asian	School	<	<	<
	Division	98	97	98
	State	97	97	97
Students with Disabilities	School	94	94	95
	Division	93	92	94
	State	94	94	94
Economically Disadvantaged	School	95	94	94
	Division	93	92	93
	State	95	94	95
Limited English Proficient	School	<	<	95
	Division	96	96	96
	State	96	95	96
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	-	94	94
	Division	-	93	94
	State	-	94	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													
Student Subgroup	Type	2011-2012				2012-2013				2013-2014			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
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				
	Type	Count		
		2011-2012	2012-2013	2013-2014
NOCTI Assessments	School	*	*	*
	Division	57	51	99
	State	4250	4577	5024
State Licensures	School	*	*	*
	Division	12	19	8
	State	707	673	905
Industry Certification	School	*	*	*
	Division	371	403	448
	State	32582	39658	69321
Workplace Readiness	School	*	*	*
	Division	0	4	25
	State	13653	22127	28349
Total Credentials Earned	School	*	*	*
	Division	440	477	580
	State	51192	67035	103599
Students Earning One or More Credentials	School	*	*	*
	Division	380	412	482
	State	42218	56904	86257
CTE Completers	School	*	*	*
	Division	381	331	346
	State	41677	40761	41924

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	2011-2012	2012-2013	2013-2014
School			
This school	0	0	0
Division			
All Schools	0	0	2
High Poverty	0	0	6
Low Poverty	0	0	1
State			
All Schools	2	1	1
High Poverty	3	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	2011-2012	2012-2013	2013-2014
Division			
Provisional	3	4	3
Provisional Special Education	0	0	0
State			
Provisional	4	5	5
Provisional Special Education	1	1	1
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = 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	2011-2012	2012-2013	2013-2014
School			
Bachelor's Degree	39	38	36
Master's Degree	61	58	60
Doctoral Degree	0	0	0
Division			
Bachelor's Degree	39	39	40
Master's Degree	58	58	58
Doctoral Degree	0	1	1
State			
Bachelor's Degree	40	40	41
Master's Degree	57	57	56
Doctoral Degree	1	1	1
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = 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	2011-2012	2012-2013	2013-2014
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