

Indicators *of* Community Strength

**EDUCATION
INDICATORS**

*Greater Richmond &
Petersburg Region*

August 2010

Education Indicators



United Way of Greater
Richmond & Petersburg

The education indicators attempt to communicate the act or process of acquiring general knowledge, developing reasoning and judgment skills, and preparing for mature life. Higher levels of education are usually associated with higher incomes, higher standards of living and above-average health.

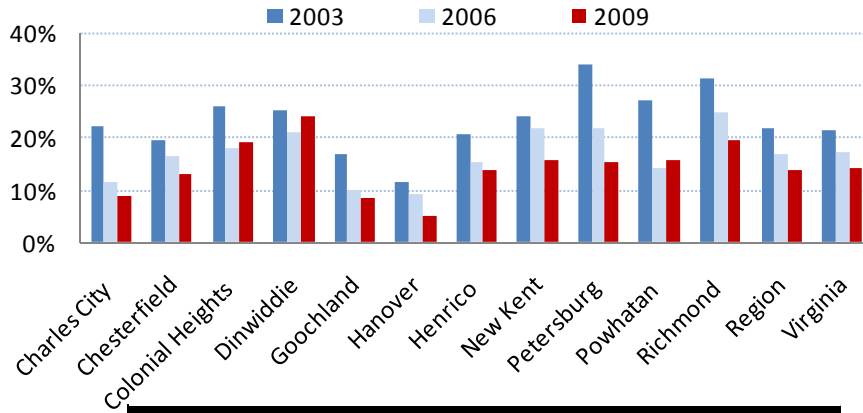
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PALS-K Testing

Why is this important? PALS-K testing helps schools identify kindergarten students who are performing below developmentally appropriate levels on fundamental literacy skills and are in need of additional instruction. It is a good measure of children's literacy skills and is used as a proxy measure for kindergarten readiness.

Percent of Students Identified for Additional Instruction by PALS-K Testing



Percent of Students Identified for Additional Instruction by PALS-K Testing

	2003	2006	2009
Charles City	22.1%	11.5%	9.1%
Chesterfield	19.7%	16.7%	13.0%
Colonial Heights	26.0%	18.1%	19.2%
Dinwiddie	25.1%	21.1%	24.3%
Goochland	17.0%	10.0%	8.7%
Hanover	11.5%	9.3%	5.2%
Henrico	20.6%	15.2%	13.7%
New Kent	24.1%	21.8%	15.6%
Petersburg	33.9%	21.7%	15.3%
Powhatan	27.2%	14.2%	15.6%
Richmond	31.5%	25.0%	19.4%
Region	22.0%	17.0%	13.9%
Virginia	21.4%	17.2%	14.4%

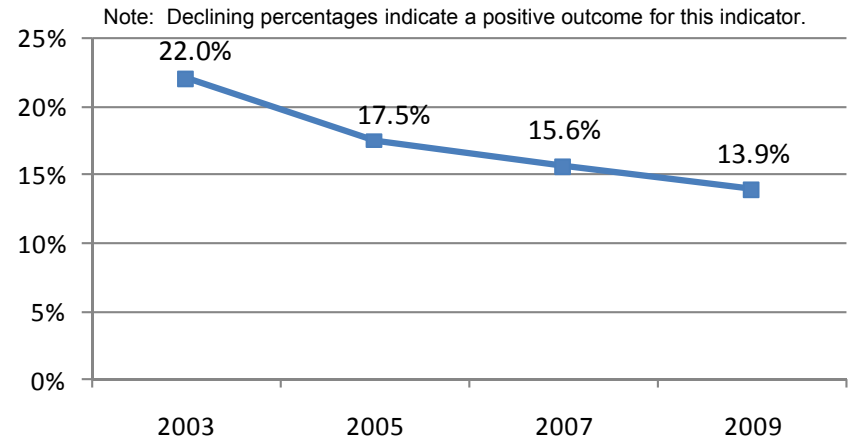
Note: Declining percentages indicate a positive outcome for this indicator.

How Is the Region Doing?

The % of Kindergarten Students Below Grade Level on Literacy Skills Decreased

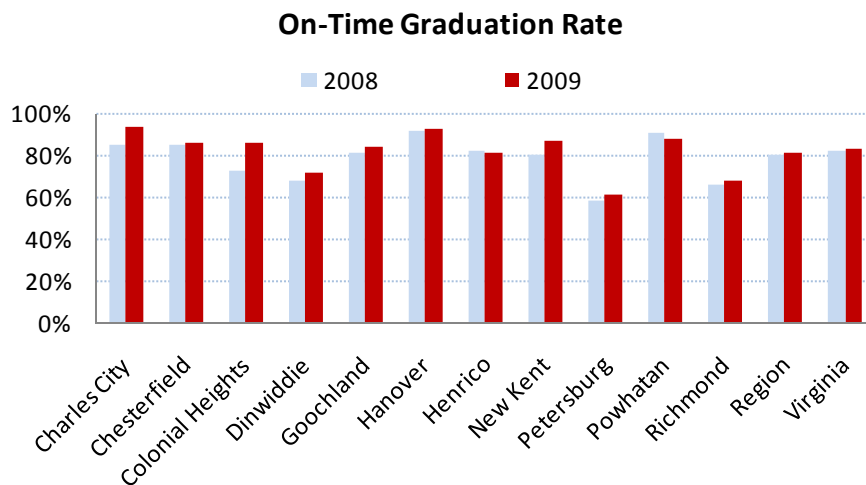
Since 2003, the percent of students identified for additional instruction has decreased by nearly 9 percentage points. This follows the same trend for the state average. However, 1,750 students in the UWGRP region were identified for additional instruction in 2009.

Percent of Students Identified for Additional Instruction by PALS-K Testing in the UWGRP Region



On-Time Graduation Rate

***Why is this important?** Completion of high school or its equivalent is increasingly the minimum level of education sought by employers; moreover, unemployment rates are lower and lifetime earnings are substantially higher for high school graduates than high school dropouts. This is a measure of the percentage of our public school students who are graduating on-time (within four years of entering high school).*



On-Time Graduation Rate		
	Class of 2008	Class of 2009
Charles City	85.5%	94.1%
Chesterfield	84.7%	85.9%
Colonial Heights	73.0%	86.3%
Dinwiddie	68.0%	72.0%
Goochland	80.9%	84.3%
Hanover	91.8%	92.3%
Henrico	81.9%	81.0%
New Kent	80.0%	86.7%
Petersburg	58.1%	61.4%
Powhatan	91.1%	88.3%
Richmond	65.9%	67.6%
Region	80.8%	81.7%
Virginia	82.1%	83.2%

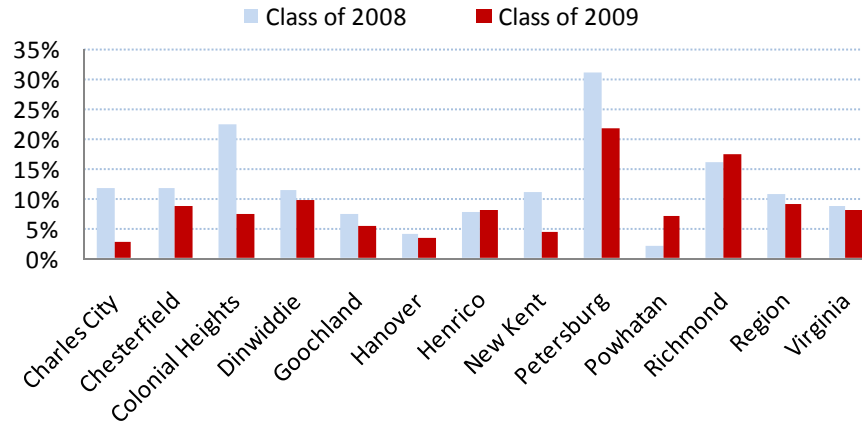
Note: The On-Time Graduation Rate expresses the percentage of students in a cohort who earned a Board of Education-approved diploma within four years of entering high school for the first time. Percentages are based on longitudinal student-level data and account for student mobility and retention and promotion patterns.

Source: The Virginia Department of Education (VDOE)

High School Dropout Rate

Why is this important? When compared to their peers who finish high school or college, youth who drop out of school have lower salaries, are more frequently unemployed and are more likely to end up on welfare or in prison.

High School Dropout Rate



Note: The High School Dropout Rate is based on a 4-year study of a group of students who enter ninth grade for the first time together with the expectation that they will graduate in 4 years. It expresses the percentage of students in an expected graduating class who dropped out -- and did not re-enroll -- during the four-year period.

High School Dropout Rate		
	Class of 2008	Class of 2009
Charles City	11.8%	2.9%
Chesterfield	11.7%	8.8%
Colonial Heights	22.6%	7.3%
Dinwiddie	11.4%	9.9%
Goochland	7.3%	5.6%
Hanover	4.3%	3.4%
Henrico	7.8%	8.2%
New Kent	11.1%	4.6%
Petersburg	31.1%	21.7%
Powhatan	2.0%	7.0%
Richmond	16.2%	17.6%
Region	10.8%	9.2%
Virginia	8.7%	8.1%

Number of Students Dropping Out of High School		
	Class of 2008	Class of 2009
Charles City	N/A *	N/A *
Chesterfield	561	428
Colonial Heights	52	17
Dinwiddie	47	45
Goochland	16	11
Hanover	67	55
Henrico	304	322
New Kent	25	10
Petersburg	138	91
Powhatan	N/A *	24
Richmond	282	283
Region**	1,492	1,286
Virginia	8,348	7,910

A dropout is a former student who:

- (1) Was enrolled in school at some time during the previous school year and was not enrolled on October 1 of the current school year, or
- (2) Was not enrolled on October 1 of the previous school year although expected to be in membership; and
- (3) Has not graduated from high school or completed a state- or district-approved educational program; and
- (4) Does not meet any of the following exclusionary conditions:
 - (i) Enrolled in another public school district, private school, or approved education program;
 - (ii) Temporarily absent due to suspension or illness;
 - (iii) Deceased

Note: Students who have been retained in grade but are still in school are not dropouts.

Source: The Virginia Department of Education (VDOE)

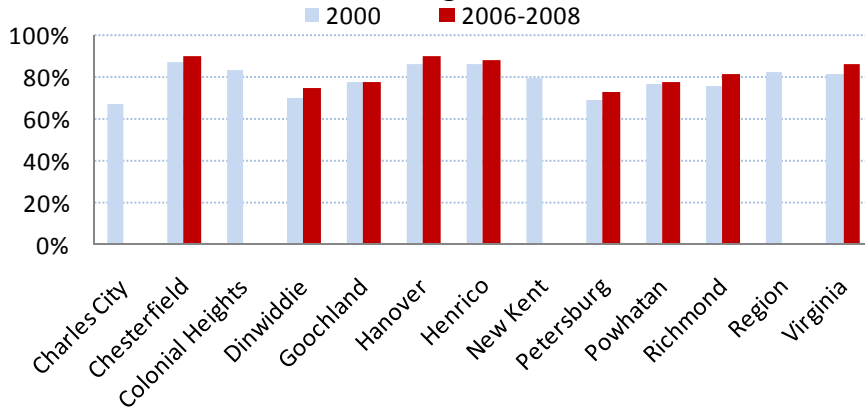
*Dropout data for Charles City and Powhatan are not available because the numbers were below the state definition for identifiable results. **Region totals do not include Charles City 2008 or 2009 data and Powhatan 2008 data.

Note: The Virginia Department of Education changed the collection and calculation of high school dropout data in 2008, therefore, 2008 data is not comparable to data from previous years.

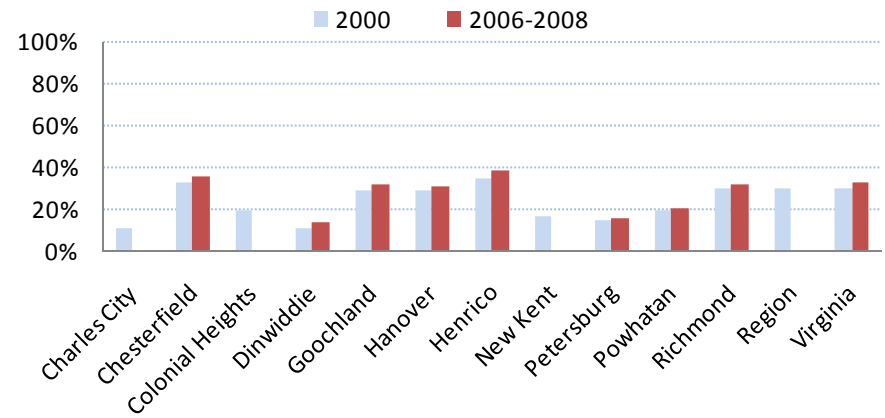
Educational Attainment

Why is this important? Adults with at least a high school diploma are more likely to have acquired the basic skills for earning a living and maintaining self-sufficiency for themselves and their families. Higher education, especially completion of a bachelor's degree or more advanced degree, generally enhances a person's employment prospects and increases his/her earning potential.

Percent of Adults (18+) with a High School Diploma or Higher



Percent of Adults (25+) with a Bachelor's Degree or Higher



Percent of Adults (18+) with a High School Diploma or Higher		
	2000	2006-2008
Charles City	66.9%	N/A
Chesterfield	86.8%	89.5%
Colonial Heights	83.5%	N/A
Dinwiddie	69.9%	74.9%
Goochland	77.8%	77.8%
Hanover	86.1%	89.6%
Henrico	85.8%	88.3%
New Kent	79.5%	N/A
Petersburg	68.6%	72.8%
Powhatan	76.9%	77.4%
Richmond	76.0%	81.0%
Region	82.3%	N/A
Virginia	81.2%	85.8%

Percent of Adults (25+) with a Bachelor's Degree or Higher		
	2000	2006-2008
Charles City	10.5%	N/A
Chesterfield	32.6%	36.0%
Colonial Heights	19.0%	N/A
Dinwiddie	11.0%	14.1%
Goochland	29.4%	31.6%
Hanover	28.7%	30.6%
Henrico	34.9%	38.3%
New Kent	16.3%	N/A
Petersburg	14.8%	15.5%
Powhatan	19.1%	20.3%
Richmond	29.5%	32.2%
Region	30.0%	N/A
Virginia	29.5%	33.2%

Source: U.S. Census 2000 and the American Community Survey (ACS)

Note: The ACS universe is limited to the household population and excludes the population living in institutions, college dorms and other group quarters. The 2005-2007 ACS is only available for populations over 20,000.

3rd Grade English SOL Scores

***Why is this important?** Achievement tests measure obtained knowledge and are used as a predictor of future performance. Scores can be used to compare school systems, to determine resource allocation and to track individual school improvements over time. Typically, third grade reading achievement is used to measure how well a student has been prepared for school. Reading below grade level is the overwhelming reason students are assigned to special education, given long-term remedial services or are not promoted. Students not proficient in math have similar difficulties in school and in daily living.*

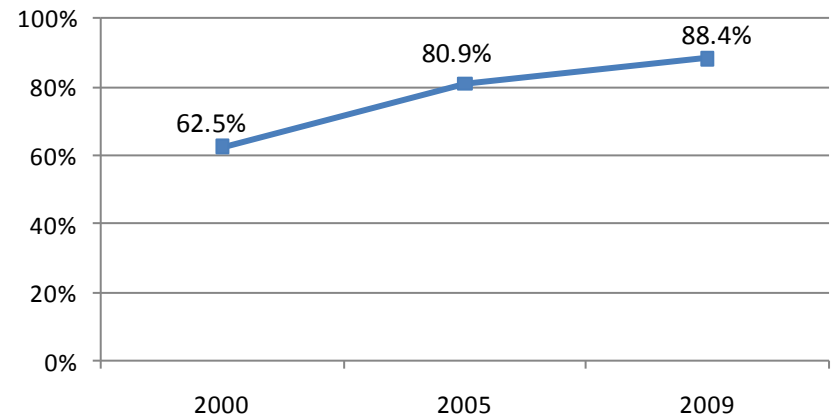
How Is the Region Doing?

The % of 3rd Graders Passing English SOLs Increased

The percent of 3rd graders passing English has increased substantially since 2000. This follows the same trend for the state average. Although there has been progress, 1,477 3rd graders in the UWGRP region did not pass the English SOLs in 2009.

Standard of Learning (SOL) Scores: Percent of 3rd Graders Passing English			
	2000	2005	2009
Charles City	49.3%	76.4%	73.8%
Chesterfield	71.0%	83.2%	89.3%
Colonial Heights	71.3%	80.0%	85.9%
Dinwiddie	45.9%	81.8%	87.5%
Goochland	58.2%	72.6%	91.8%
Hanover	72.2%	83.3%	94.2%
Henrico	71.4%	84.1%	88.9%
New Kent	63.5%	70.3%	90.8%
Petersburg	31.8%	60.5%	78.9%
Powhatan	63.3%	73.8%	90.0%
Richmond	37.3%	75.5%	82.5%
Region	62.5%	80.9%	88.4%
Virginia	60.7%	76.8%	86.3%

Standard of Learning (SOL) Scores: Percent of 3rd Graders Passing English in the UWGRP Region



3rd Grade Math SOL Scores

Why is this important? Achievement tests measure obtained knowledge and are used as a predictor of future performance. Scores can be used to compare school systems, to determine resource allocation and to track individual school improvements over time. Typically, third grade reading achievement is used to measure how well a student has been prepared for school. Reading below grade level is the overwhelming reason students are assigned to special education, given long-term remedial services or are not promoted. Students not proficient in math have similar difficulties in school and in daily living.

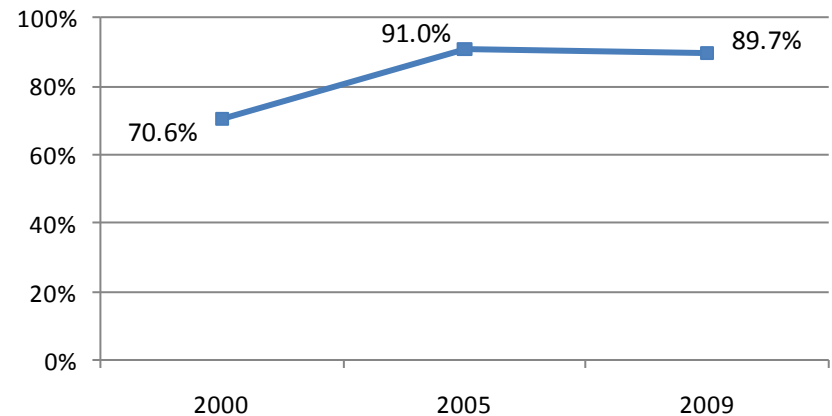
Standard of Learning (SOL) Scores: Percent of 3 rd Graders Passing Math			
	2000	2005	2009
Charles City	63.0%	82.1%	84.6%
Chesterfield	80.1%	93.2%	91.3%
Colonial Heights	80.5%	88.3%	92.3%
Dinwiddie	51.0%	90.6%	89.6%
Goochland	73.4%	84.2%	96.5%
Hanover	84.9%	93.7%	95.1%
Henrico	76.7%	92.7%	90.4%
New Kent	76.2%	85.4%	85.2%
Petersburg	36.4%	73.4%	75.1%
Powhatan	75.2%	86.8%	90.0%
Richmond	44.2%	86.9%	82.8%
Region	70.6%	91.0%	89.7%
Virginia	71.3%	87.8%	88.8%

How Is the Region Doing?

The % of 3rd Graders Passing Math SOLs Increased

The percent of 3rd graders passing Math has increased since 2000. This follows the same trend for the state average. Although there has been progress, 1,308 3rd graders in the UWGRP region did not pass the Math SOLs in 2009.

Standard of Learning (SOL) Scores: Percent of 3rd Graders Passing Math in the UWGRP Region



5th Grade English SOL Scores

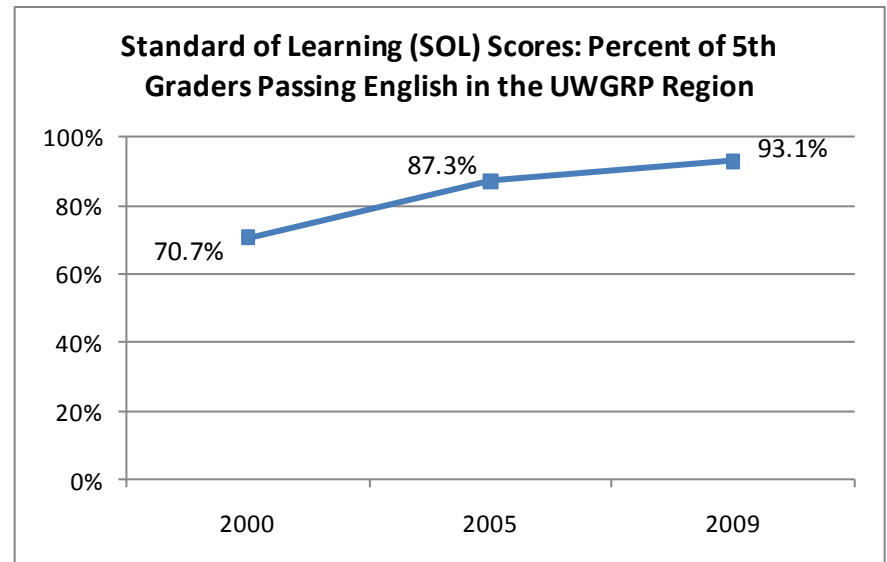
***Why is this important?** Achievement tests measure obtained knowledge and are used as a predictor of future performance. Scores can be used to compare school systems, to determine resource allocation and to track individual school improvements over time. Typically, third grade reading achievement is used to measure how well a student has been prepared for school. Reading below grade level is the overwhelming reason students are assigned to special education, given long-term remedial services or are not promoted. Students not proficient in math have similar difficulties in school and in daily living.*

Standard of Learning (SOL) Scores: Percent of 5th Graders Passing English			
	2000	2005	2009
Charles City	43.9%	67.1%	88.5%
Chesterfield	79.0%	91.3%	95.0%
Colonial Heights	84.0%	88.6%	95.5%
Dinwiddie	56.0%	89.3%	90.7%
Goochland	76.3%	85.8%	96.7%
Hanover	81.3%	90.0%	96.1%
Henrico	77.8%	88.1%	92.7%
New Kent	73.2%	79.1%	91.3%
Petersburg	31.0%	64.5%	85.7%
Powhatan	77.8%	83.1%	92.7%
Richmond	43.0%	81.1%	88.1%
Region	70.7%	87.3%	93.1%
Virginia	68.4%	85.3%	91.5%

How Is the Region Doing?

The % of 5th Graders Passing English SOLs Increased

The percent of 5th graders passing English has increased since 2000. This follows the same trend for the state average. Although there has been progress, 888 5th graders in the UWGRP region did not pass the English SOLs in 2009.



5th Grade Math SOL Scores

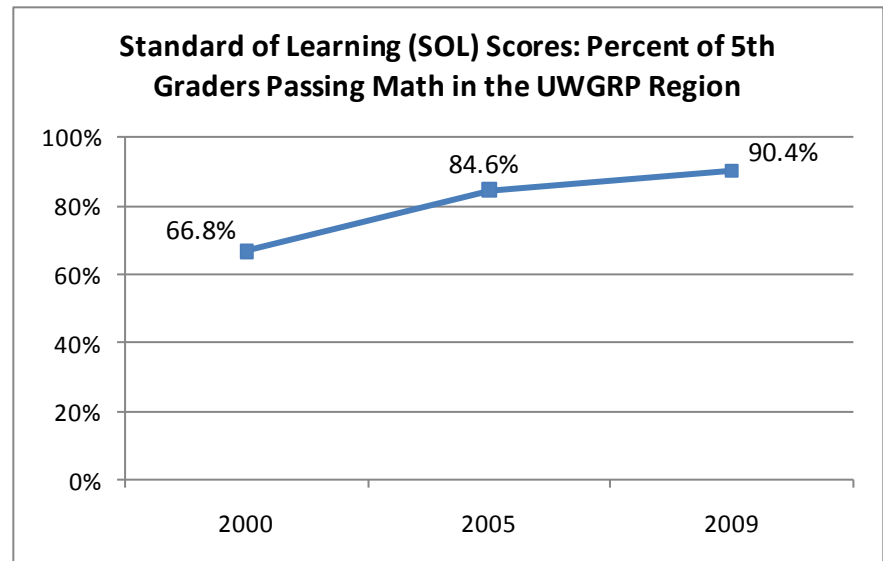
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Standard of Learning (SOL) Scores: Percent of 5th Graders Passing Math			
	2000	2005	2009
Charles City	26.3%	73.8%	83.3%
Chesterfield	77.8%	87.8%	91.4%
Colonial Heights	77.0%	83.0%	91.9%
Dinwiddie	44.0%	89.9%	89.1%
Goochland	74.2%	84.6%	94.5%
Hanover	79.0%	86.1%	96.1%
Henrico	73.0%	86.5%	90.4%
New Kent	72.0%	76.5%	85.9%
Petersburg	24.9%	60.2%	75.8%
Powhatan	63.3%	73.4%	88.6%
Richmond	37.1%	80.2%	87.3%
Region	66.8%	84.6%	90.4%
Virginia	63.3%	80.7%	90.0%

How Is the Region Doing?

The % of 5th Graders Passing Math SOLs Increased

The percent of 5th graders passing Math has increased since 2000. This follows the same trend for the state average. Although there has been progress, 1,091 5th graders in the UWGRP region did not pass the Math SOLs in 2009.



8th Grade English SOL Scores

Why is this important? Achievement tests measure obtained knowledge and are used as a predictor of future performance. Scores can be used to compare school systems, to determine resource allocation and to track individual school improvements over time. Typically, third grade reading achievement is used to measure how well a student has been prepared for school. Reading below grade level is the overwhelming reason students are assigned to special education, given long-term remedial services or are not promoted. Students not proficient in math have similar difficulties in school and in daily living.

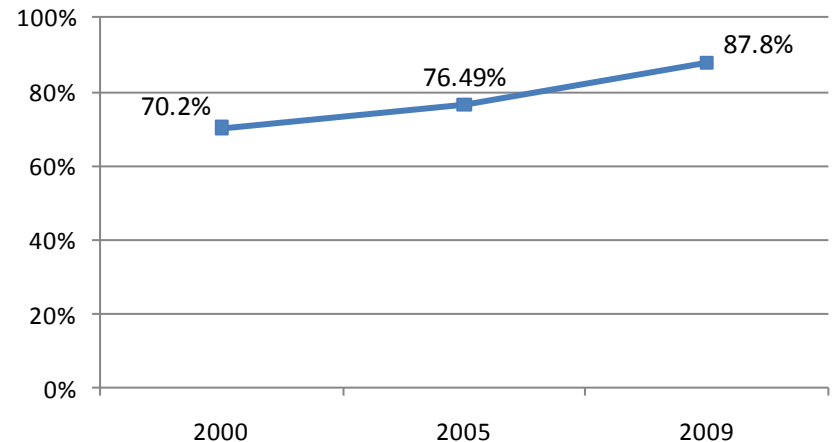
How Is the Region Doing?

The % of 8th Graders Passing English SOLs Increased

The percent of 8th graders passing English has increased since 2000. This follows the same trend for the state average. Although there has been progress, 1,564 8th graders in the UWGRP region did not pass the English SOLs in 2009.

Standard of Learning (SOL) Scores: Percent of 8th Graders Passing English			
	2000	2005	2009
Charles City	49.4%	68.7%	82.8%
Chesterfield	78.1%	82.0%	90.1%
Colonial Heights	75.1%	74.1%	89.6%
Dinwiddie	60.7%	67.7%	73.6%
Goochland	71.5%	76.2%	96.4%
Hanover	78.7%	82.0%	92.7%
Henrico	75.3%	79.3%	90.3%
New Kent	76.1%	75.2%	87.7%
Petersburg	35.8%	39.0%	61.4%
Powhatan	70.9%	80.2%	93.3%
Richmond	44.5%	63.2%	76.2%
Region	70.2%	76.5%	87.8%
Virginia	69.7%	76.5%	87.3%

Standard of Learning (SOL) Scores: Percent of 8th Graders Passing English in the UWGRP Region



8th Grade Math SOL Scores

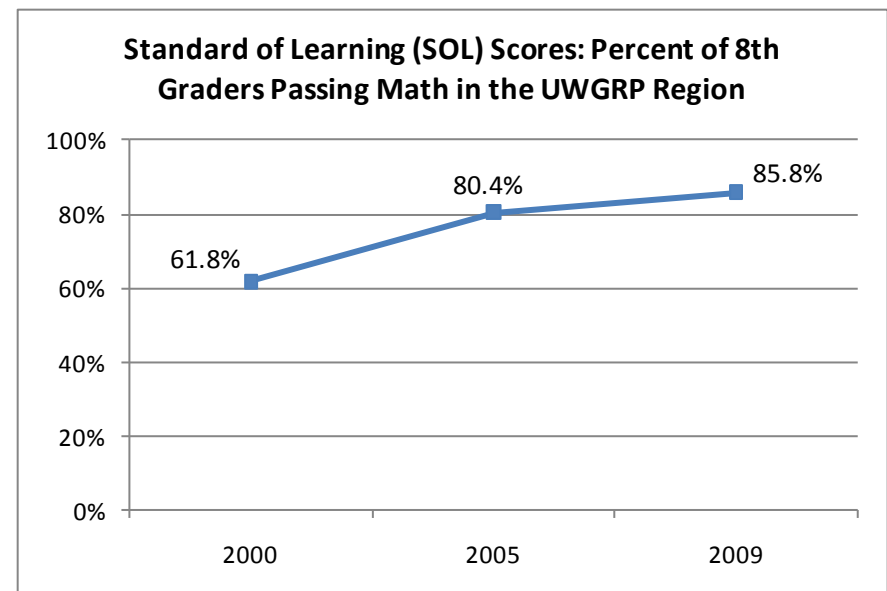
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Standard of Learning (SOL) Scores: Percent of 8th Graders Passing Math			
	2000	2005	2009
Charles City	18.8%	61.8%	79.5%
Chesterfield	74.4%	85.1%	87.2%
Colonial Heights	75.1%	79.2%	79.7%
Dinwiddie	31.9%	64.0%	72.5%
Goochland	58.8%	80.2%	94.0%
Hanover	71.1%	88.9%	93.8%
Henrico	66.7%	82.7%	87.9%
New Kent	71.3%	80.8%	79.5%
Petersburg	16.4%	45.6%	81.6%
Powhatan	68.8%	84.9%	95.0%
Richmond	30.7%	68.6%	74.0%
Region	61.8%	80.4%	85.8%
Virginia	61.3%	80.6%	85.3%

How Is the Region Doing?

The % of 8th Graders Passing Math SOLs Increased

The percent of 8th graders passing English has increased since 2000. This follows the same trend for the state average. Although there has been progress, 1,889 8th graders in the UWGRP region did not pass the Math SOLs in 2009.



Data compiled by:
United Way of Greater Richmond & Petersburg
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