

State of the Division Report

2013-2014

Table of Contents

State of the Division Report Overview.....	4
Content Areas.....	6
Fine Arts.....	6
Career and Technical Education	9
2013-2014 Industry Credentialing.....	10
Physical Education	11
Health-related fitness testing guidelines with state & local reporting	11
Program Activities Chart.....	12
Gifted	13
Athletics.....	14
College Level Courses.....	15
AP & Dual Enrollment Participation.....	15
AP Achievement.....	16
Virtual Courses.....	16
High School.....	17
Scholastic Aptitude Test (SAT) Data.....	17
High School Graduation Rates	18
Standards-Based Measurement of Proficiency (STAMP)	21
Summer School.....	23
Standards of Learning Data.....	24
Middle School.....	27
Sixth, Seventh, and Eighth Grade MAP Reading and Math Data.....	27
Sixth Grade Standards of Learning Data.....	28
Seventh Grade Standards of Learning Data.....	29
Eighth Grade Standards of Learning Data.....	30
Middle School Algebra and Geometry Standards of Learning Data	31
Elementary	32
Kindergarten, Second, and Fifth Grade Reading Data (PALS & QRI)	32
PALS	32
Qualitative Reading Inventory (QRI).....	33
Third Grade Standards of Learning Data	34
Fourth Grade Standards of Learning Data	35
Fifth Grade Standards of Learning Data	35

State of the Division Report Overview

On July 31 of this year, the Chairman of the Education Committee of the Virginia House of Delegates, Steve Landes, joined Superintendent Dr. Pamela Moran, Monticello High School Principal Dr. Jesse Turner and several students, to talk about the importance of a \$20,000 planning grant to Albemarle County Public Schools. It was the largest such grant awarded under the state's Future Education and Environment Development initiative, designed to showcase a "school of the future" instructional model.

The grant highlighted a transformation in the learning environment that gained sweeping momentum in 2013-14 across the division's 26 schools. Evidence of this change was found in the continuing effort to modernize and repurpose school libraries, in the adoption of the division's seven learning pathways and in the increased application of performance-based learning across hundreds of classrooms.

This past year, 20 of 24 school libraries evolved to become multipurpose in their use, moving beyond their traditional emphasis on research to become comprehensive media centers. All of these centers incorporate greater use of technology and of space, ergonomic furniture and collaborative learning areas, all to support student-led projects that enhance creative and critical thinking skills, teamwork and communications. Within the next two years, all 24 libraries will have completed this transition.

The seven learning pathways commit the school division to deliver instruction in learning environments that offer choice and comfort for students; integrate interactive technology in daily instruction; include all students in project-, solution- and passion-based learning; encourage instructional tolerance for experimentation; expand both connectivity and universal design and offer a maker-infused curriculum.

The latter is a term that bases instruction and learning upon the division's lifelong learning competencies, specifically college and career preparation skills. In a making activity, students generate ideas for projects, design a plan, often use a 3 D printer to produce parts or materials for assembly, work in teams, try and retry the best approach and bring their idea to fruition, everything from music and drama compositions to electronic circuits to underwater robots.

This approach to 21st century learning has drawn the interest of visitors to Albemarle County Public Schools from such leading universities as Harvard, MIT, Virginia and North Carolina and from such nationally renowned organizations as the New York Hall of Science and the Smithsonian Museum.

Sound Academic Base

This new instructional model is flourishing atop a historically sound academic base. In 2013-14, the division's on-time graduation rate climbed to 94.8 percent, which was the fourth best rate in the Commonwealth among school divisions with at least 600 graduates. The statewide average was 89.9 percent. Concurrently, the divisional drop-out rate declined to 2.3 percent, well below the 5.4 percent state average. Among all Albemarle County high school graduates, 66 percent earned an Advanced Studies diploma compared to the state average for all school divisions of 50.6 percent.

Student test scores again exceeded state and national averages on the Scholastic Aptitude Test (SAT). Verbal scores for Albemarle County public school students were 45 points higher than the state average and 66 points higher than the national average; they were 51 points above the state average and 53 higher than the national average on the Math test and 42 points higher than the state average and 52 points better than national average on the writing exam.

Student enrollment in Advanced Placement courses, eligible for college credit, was 35 percent of all high school students and 17 percent of high school students were in dual enrollment classes, which earn college credit.

Albemarle County public school students also outperformed the state average on 25 of 35 SOL tests, equaling the average on two tests. In the middle school Algebra I and Geometry tests, student pass rates were 97 and 100 percent respectively. Among high school test results, pass rates were 92 percent for English, 90 percent for World History II and Biology, 89 percent for Algebra I and 88 percent for Writing, World History I and Chemistry.

Opportunity Gap Persists

Test scores for students in federally-identified at-risk categories, however, showed evidence of a persistent opportunity gap. Individual SOL test scores by students in these categories were below division wide averages but within a few points in most categories of statewide averages. Largely due to these results, only eight of the division's 26 schools met the federal government's Annual Measureable Objectives (AMO) and while all schools in the division are accredited, six schools are accredited with warning. Six schools were designated by the state as Focus Schools and one, Yancey Elementary, was designated as a Priority School. All seven schools are required to develop and implement performance improvement plans.

Noteworthy Achievements

Among the year's significant achievements:

- Albemarle County public school students earned 84 awards at the Piedmont Regional Science Fair, including both Best in Show awards and 75 percent of all first-place awards;
- Two Albemarle County Destination Imagination teams (Albemarle High School and Brownsville Elementary School) were among the top five in the world in their competitive category. A team from Cale also finished in the top ten in the world in their category and teams from Henley and Woodbrook were in the top 20 in the world in their categories;
- Albemarle County public schools received the Virginia State School Board Association's highest environmental award for the level of its reductions in carbon emissions from school facilities. Since 2009, the school division has reduced energy costs by \$400,000;
- The school division's third center of excellence, the Environmental Studies Academy began operation at Western Albemarle High School. As is the case for Monticello's Health and Medical Sciences Academy and Albemarle High School's Math, Engineering and Science Academy, admission to the academies is open to all public school students in Albemarle County
- Club Yancey received a \$142,000 state grant with the potential of receiving a total of \$426,000 over three years to expand the school's academic enrichment and fitness programs and they also received a \$10,000 grant from the Community Foundation;
- Other grants awarded to the division's schools included a state grant of \$46,000 to Murray High School and the Community Public Charter School to advance project-based learning, \$40,000 from the Lastinger Family Foundation to Woodbrook Elementary School for an outdoor environmental classroom; \$20,000 from Battelle to support the division's manufacturing lab schools; \$17,000 from the Shannon Foundation to support innovative learning projects at eight schools; and \$10,000 from Verizon for the Environmental Studies Academy;
- Albemarle County high school athletes won six state championships and four student athletes won individual state titles;
- Eight Albemarle County public school students were selected for the Summer Residential Governor's School in agriculture, engineering, the humanities, music and technology
- 1200 students participated in the division's 21st annual visual arts festival and for the fourth time in 10 years, Albemarle High School's drama department was chosen to perform at the prestigious Southeast Theater Conference.

Content Areas

Fine Arts

“Communicate, Collaborate, Community”

This is our fifth year collecting quantitative data about Fine Arts to accompany the student exhibitions and performances that are seen throughout the year. Exact numbers are difficult to calculate because some students take multiple Fine Arts courses in a year (and therefore may be counted twice), some are semester classes, and some are year-long classes. This data represents our faithful attempt to gather accurate data.



Visit the Spotlight on ACPS students to see stories behind these numbers: http://bit.ly/ACPS_Spotlight

Enrollment in high school Fine Arts classes	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
	1,824	2,887	2,560	2,516	2,601

Number of Students in Fine Arts Courses (2012-2013)	Percentage
Elementary (6,311/6,311)	100%
Middle (3,411/2,986)	(difficult to calculate because some students take multiple courses in a year and some only take one)
High (2,601/4,040)	64%

Budget funds for arts classes are allocated at the school level; fundraising and PTOs enhance school allocations.

Fine Arts Accomplishments

School and Community-based Performances/Displays (self-reported data by 95% of schools)	2011-2012	2012-2013	2013-2014
Elementary Music performances	150	128	171
Band performances (middle/high)	70	148	150
Choral performances (middle/high)	35	95	127
Orchestra performances (middle/high)	14	38	44
Drama performances (elementary/middle/high)	33	49	50
Art shows (started collecting data in 2012)		6	22
Creative Writing/ Filmmaking (started collecting data in 2012)		3	12
TOTAL Performances on record	302	494	576

Division-sponsored events		Approximate number of participants
The purpose of these events is to build a collaborative arts community across Albemarle County schools. Students in Fine Arts classes from all schools are eligible to audition/ participate		
Elementary Honor's Choir	5 th grade	150
ACPS Honor Bands	middle school & high school	200
ACPS 6 th Grade Strings Jamboree	middle school	120
All County/City Choir Concert	middle school & high school	200
All County Drama Festival	some middle schools, all high schools	250
Visual Arts Festival (21 st year)	all schools	1200
County Office Building (3 rd Floor) Art Show	all schools	100
Reflections Program (Summer 2014)	middle school	12

Visual Arts We have 35 full and part-time art teachers.

Outside of school opportunities			
Our students also have opportunities to participate in these free/grant-supported opportunities. The ones listed below are the most popular across schools. Often the only cost to schools is bus transportation.			
Program name	2011-2012	2012-2013	2013-2014
Ash Lawn Opera Education Program	5 elementary schools 1 middle school	~498 students 6 elementary schools 1 middle school	~661 students 7 elementary schools 1 middle school Plus, free summer dress rehearsals for ACPS music students!
Charlottesville Jazz Society	High school scholarships for lessons; master classes; theory seminar; plus 3 Robert Jospe workshops	2 concerts; 2 master classes; plus 3 Robert Jospe workshops	3 Robert Jospe workshops; offered funding for “Jazz in the Middle” concert but it didn’t occur due to snow
Charlottesville Symphony Concert & Prelude School Visits (instrument demonstrations and master classes)	~890 students o 14 Elementary Schools, 2 Middle Schools, 2 High Schools	~849 students o 12 Elementary Schools, 2 Middle Schools, 1 High School	~890 13 Elementary Schools, 3 Middle Schools, 2 High Schools
Paramount Education Series	~ 5,643 students (1,049 received financial assistance from Paramount)	~ 5,429 students (1,986 received financial assistance from Paramount)	~ 7,739 students (2,574 received financial assistance from Paramount)
Summer Residential Governor’s School (Vocal Music, Instrumental Music, Dance, Theater)	2/12 applications accepted	5/11 applications accepted	8/11 applications accepted
Tuesday Evening Concert Series	~ 919 students attended 2 concerts	~ 887 students attended 2 concerts	~ 624 students attended 2 concerts

Level	Schedule Details	Notes						
Elementary art program ~ taught by art specialists	<ul style="list-style-type: none"> K–5 visual arts instruction is 45 minutes weekly 	Some schools also offer additional afterschool art clubs for students. Not all schools have a kiln.						
Middle School Number of students <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> </tr> </thead> <tbody> <tr> <td>1420</td> <td>1454</td> <td>1465</td> </tr> </tbody> </table>	2011-2012	2012-2013	2013-2014	1420	1454	1465	<ul style="list-style-type: none"> Classes range from 1,935 - 8,100 minutes per year; some classes last a semester, others last all year long 	Some schools only offer “exploratory” art classes in grade 6.
2011-2012	2012-2013	2013-2014						
1420	1454	1465						
High School Number of students <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> </tr> </thead> <tbody> <tr> <td>989</td> <td>1023</td> <td>991</td> </tr> </tbody> </table>	2011-2012	2012-2013	2013-2014	989	1023	991	<ul style="list-style-type: none"> Classes last a semester or year-long, vary by school, and include offerings in Art, Ceramics, Crafts, Photography, & Digital Imaging We had 24 students participate in the arts at the AP level 	In 2012 and 2013, we purchased 20 digital cameras for three high schools to assist with the transition to digital photography.
2011-2012	2012-2013	2013-2014						
989	1023	991						

Music

We have 36 full and part-time music teachers.

Level	Schedule Details	Notes												
Elementary music program ~ taught by music specialists	<ul style="list-style-type: none"> K –2 vocal/instrumental music instruction is 30-60 minutes of instruction weekly 3 – 5 vocal/instrumental music instruction is 45-60 weekly 	Some schools also offer additional afterschool music or drama clubs for students												
Middle School Students in the instrumental program <table border="1"> <thead> <tr> <th>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> </tr> </thead> <tbody> <tr> <td>940</td> <td>999</td> <td>933</td> </tr> </tbody> </table> Students in the choral program <table border="1"> <thead> <tr> <th>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> </tr> </thead> <tbody> <tr> <td>305</td> <td>290</td> <td>337</td> </tr> </tbody> </table>	2011-2012	2012-2013	2013-2014	940	999	933	2011-2012	2012-2013	2013-2014	305	290	337	<ul style="list-style-type: none"> Classes range from 3,510 - 8,100 minutes per year Instrumental classes = band class, plus jazz or marching band; strings classes Some schools offer guitar, percussion, and/or general music at some schools 	The addition of a grade 6 choir boosted our middle school numbers. There still needs to be a focus on choral music at the middle school level in order to build a quality program.
2011-2012	2012-2013	2013-2014												
940	999	933												
2011-2012	2012-2013	2013-2014												
305	290	337												
High School Students in the instrumental program <table border="1"> <thead> <tr> <th>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> </tr> </thead> <tbody> <tr> <td>660</td> <td>622</td> <td>734</td> </tr> </tbody> </table> Students in the choral program <table border="1"> <thead> <tr> <th>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> </tr> </thead> <tbody> <tr> <td>282</td> <td>252</td> <td>272</td> </tr> </tbody> </table>	2011-2012	2012-2013	2013-2014	660	622	734	2011-2012	2012-2013	2013-2014	282	252	272	<ul style="list-style-type: none"> Classes are year-long, vary by school, and include offerings in: Band, Orchestra, Percussion, Guitar, Music Theory, advanced choirs, Chamber Music, etc. 	It is a challenge to keep some students in arts classes because non-weighting in essence 'hurts' some students' GPAs. Some schools offer audition-based classes to challenge students.
2011-2012	2012-2013	2013-2014												
660	622	734												
2011-2012	2012-2013	2013-2014												
282	252	272												

Drama

We have 8 full and part-time drama teachers.

Level	Schedule Details	Notes						
Middle School Number of students <table border="1"> <thead> <tr> <th>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> </tr> </thead> <tbody> <tr> <td>456</td> <td>479</td> <td>482</td> </tr> </tbody> </table>	2011-2012	2012-2013	2013-2014	456	479	482	<ul style="list-style-type: none"> Classes range from 1,755 – 4,050 minutes per year; most offer semester classes 	Drama classes start in grade 7.
2011-2012	2012-2013	2013-2014						
456	479	482						
High School Number of students <table border="1"> <thead> <tr> <th>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> </tr> </thead> <tbody> <tr> <td>254</td> <td>263</td> <td>272</td> </tr> </tbody> </table>	2011-2012	2012-2013	2013-2014	254	263	272	<ul style="list-style-type: none"> Classes are semester or year-long, vary by school, and include offerings in Drama, Speech, Comedy & Improvisation, and Technical Theater 	All schools present a musical in the Spring. Non-drama students may participate.
2011-2012	2012-2013	2013-2014						
254	263	272						
** Note that there are additional Fine Arts classes not itemized in this report, including Creative Writing, Filmmaking, General Music, Humanities, Journalism, Yearbook, etc. that represent a total of 127 students (MS) and 319 students (HS).								

Career and Technical Education

CTE provides instructional programs through which students acquire knowledge and learn relevant technical applications of current and emerging careers while preparing for postsecondary studies and employment opportunities following high school graduation. The CTE curricula are focused around eight program-specific areas: Technology Education, Business and Information Technology, Health and Medical Sciences, Marketing, Trade and Industrial Education, Career Connections, Military Science, and Family and Consumer Sciences. In recent years, ACPS began shifting base-school CTE offerings from traditional “vocational” courses toward an “advanced professional studies” model.

We are achieving this by:

- increasing opportunities to earn college credit in high school,
- adding opportunities to earn high school credit in middle school,
- selecting new courses to reflect high-demand, high-mobility career areas
- selecting industry credentials that are in-demand and recognizable to employers

Dual Enrollment CTE Courses:

- Engineering Drawing, DR 104
- Architectural Drawing, ARC 121
- Virginia Teachers for Tomorrow, EDU 200
- Principals of Management, BUS 200
- Applied Management Principles, BUS 202
- Principles of Information Systems, ITE 120
- Web Design, ITE 199
- Medical Terminology, HLT 141
- Web Design II, ITE 201

2010-2010 through 2012-2013		CTE High School Enrollment		
Program Area	2011-12	2012-13	2013-14	
Technology Education	594	534	580	
Business and Information Technology	515	483	957	
Health and Medical Sciences	93	152	227	
Marketing	225	262	236	
Trade and Industrial Education	89	104	97	
Career Connections	161	96	112	
Military Science	78	62	0	
Family and Consumer Sciences	176	122	211	
TOTAL	1931	1815	2420	

2010-2010 through 2012-2013		CTE Middle School Enrollment		
Program Area	2011-12	2012-13	2013-14	
Technology Education	1014	964	905	
Business and Information Technology	518	496	386	
Family and Consumer Sciences	355	322	429	
TOTAL	1887	1782	1720	

2013-2014 Industry Credentialing

	NOCTI Assessments Passed	State Licensures Earned	Industry Certifications Achieved	WRS Assessments Passed	Total Credentials Achieved	Students Earning One or More Credentials
Albemarle High	2	8	20	173	203	186
Monticello High	1	1	61	19	82	69
Murray High	0	0	3	4	7	5
Western Albemarle High	1	2	45	56	104	96
Totals	4	11	129	252	396	356

Industry Credentials are only administered in "Part II" Career and Technical Education courses. This data includes Albemarle County Public Schools students at CATEC.

Physical Education

Health-related fitness testing guidelines with state & local reporting

The sequential program of physical fitness instruction in Virginia is based on the personal fitness strand in the Standards of Learning that focuses student learning on achievement of a health-enhancing level of physical fitness. Students who participate in effective physical fitness programs will be more likely to develop lifelong habits that promote health and learning.

The Virginia Standards of Learning personal fitness goal for elementary students is to become aware of health-related fitness components (cardio respiratory endurance, body composition and muscular endurance, strength and flexibility) while engaging in a variety of physical activities.

The Standards of Learning personal fitness goal for middle school students is to continue to learn more about the components of fitness, how they are developed and improved, how they interrelate, and how they contribute to overall fitness.

While in high school, students plan, implement, evaluate, and modify a personal, goal-driven fitness plan that enables them to achieve and maintain a level of fitness that allows them to meet their personal goals for various work-related, sport, and leisure activities.

The Virginia fitness-testing program provides basic health-related fitness assessments to help students identify areas of fitness that are directly linked to overall quality of life. Health-related fitness includes the five major components of fitness directly related to improvement of health.

1. Cardiorespiratory Endurance --- the ability of the blood vessels, heart and lungs to take in, transport, and utilize oxygen. This is a critically important component of fitness because it impacts other components of fitness and decreases the risk of cardiovascular diseases.
2. Muscular Strength --- the maximum amount of force a muscle or muscle groups can exert.
3. Muscular Endurance --- the length of time a muscle or muscle group can exert force prior to fatigue.
4. Flexibility --- the range of motion in the joints.
5. Body Composition --- the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some fat is essential for insulation and providing energy, too much fat can cause serious health problems.

Virginia and many other states have used the Cooper Institute FITNESSGRAM® standards as the state-designated fitness test for the last few decades. The FITNESSGRAM's® criterion-referenced science-based approach identifies the physical fitness test items that assess the important aspects of a student's health-related fitness. They evaluate functional fitness not "athletic" fitness levels.

On the Cooper Institute FITNESSGRAM® tests, students are NOT compared to each other, but to health-related fitness standards established for each age and gender that indicate good health. The Cooper Institute's scientific research and validation work conducted over many years have refined these standards and have yielded a few changes in 2006 to the fitness area tests, the Healthy Fitness Zones (HFZs), and the data reporting requirements.

Program Activities Chart

	Activity
Fine Arts	<ul style="list-style-type: none"> • Honors' Events • Division-wide art show for Youth Art Month • Summer Residential Governor's School • Inaugural Summer Fine Arts Academy
Language Arts	<ul style="list-style-type: none"> • Spelling Bee • Writer's Eye • Governor's School for the Humanities • Literacy Explosion • Young Writer's Workshop Academy
Math	<ul style="list-style-type: none"> • Summer Residential Governor's School for Mathematics, Science and Technology • 24 Competition • Math Counts • Math Olympiad • Coder DoJo Academy • Math, Engineering and Science Academy (MESA) for 9th-12th graders
Science	<ul style="list-style-type: none"> • Meaningful Watershed Educational Experience (MWEE) for 4th graders • VABIO Student Chapter for high school students • Virginia Piedmont Regional Science Fair for middle & high school students • Northrup Grumman WORTHY program for high school students • Health and Medical Sciences Academy (HMSA) for 9th-12th graders • Summer Residential Governor's School for Mathematics, Science and Technology • Virginia Aerospace Science and Technology Scholars for 11th graders
Social Studies	<ul style="list-style-type: none"> • Governor's School for the Humanities (High School Students) • National History Day (Middle and High School Students) • Model United Nations (Middle and High School Students) • YLI Mock Elections (Middle and High School Students) • Model Congress (High School Students) • Governor's Challenge in Economics and Personal Finance (High School) • Foreign Cultures and American Foreign Policy Program with OLLI (the Osher Lifelong Learning Institute) (High School Students)
World Languages	<ul style="list-style-type: none"> • Governor's Foreign Language Academy • Spanish Immersion Trip • Foreign Language in Elementary School (FLES) Program

Gifted

Through Gifted Services, students are afforded opportunities to participate in a variety of events and experiences. During the school day, Gifted Resource Teachers support teachers and students in a wide range of differentiated instructional activities. In addition, enrichment and extension activities that are extra-curricular provide opportunities for a wide range of students.

Below is a sampling of the opportunities offered and supported by Gifted Resource Teachers in elementary, middle, and high schools:

- Animation Projects
- Book Groups and Clubs
- Coding Projects
- Chess Clubs
- Destination Imagination Teams
- Design Challenges
- Digital Fabrication Projects
- GEMS (Girls Excited about Math and Science)
- Geography Bee Competition
- Independent Study
- Literary Magazines
- Maker & Engineering Projects
- Math Clubs
- Model United Nations (Middle and High School)
- National History Day Projects (Middle and High School)
- Piedmont Regional Science Fair Projects
- Photography Clubs
- Poetry Clubs
- Robotics
- Rocketry
- The Stock Market Game Teams
- Teen Tech Girls
- Virginia Film Festival Projects
- Writer's Cafes
- Writer's Eye
- Youth Leadership Initiative Programs

In 2014, Albemarle County high school students participated in the following Summer Residential Governor School Programs:

- Agriculture
- Engineering
- Humanities
- Mathematics, Science, and Technology

Athletics

Virginia High School League Sports offered at all three comprehensive high schools by season.

WAHS - Student Participation	FALL	WINTER	SPRING
MALE	108	115	192
FEMALE	124	118	192
TOTALS	232	233	384
MoHS - Student Participation	FALL	WINTER	SPRING
MALE	155	100	140
FEMALE	85	90	111
TOTALS	240	190	251
AHS - Student Participation	FALL	WINTER	SPRING
MALE	226	199	239
FEMALE	167	147	202
TOTALS	393	346	441

WAHS - Results	DISTRICTS	CONFERENCE	REGION	STATE
TEAM CHAMPIONS	12	12	3	3
INDIVIDUAL QUALIFIERS	0	0	7	2
INDIVIDUAL CHAMPIONS	0	0	0	0
MoHS	DISTRICTS		REGION	STATE
TEAM CHAMPIONS	1	0	0	0
INDIVIDUAL QUALIFIERS	0	0	21	12
INDIVIDUAL CHAMPIONS	0	0	0	0
AHS	DISTRICTS		REGION	STATE
TEAM CHAMPIONS	9	9	5	3
INDIVIDUAL QUALIFIERS	ALL	ALL	72	37
INDIVIDUAL CHAMPIONS	12	28	7	4

College Level Courses

AP & Dual Enrollment Participation

Enrolled in AP Courses			
Division	Female	774	38.45%
	Male	628	30.98%
	Total	1402	34.70%
AHS	Female	300	32.12%
	Male	239	25.67%
	Total	539	28.90%
MOHS	Female	224	44.71%
	Male	216	39.06%
	Total	440	41.75%
MUHS	Female	0	0%
	Male	0	0%
	Total	0	0%
WAHS	Female	250	47.08%
	Male	173	36.19%
	Total	423	41.92%

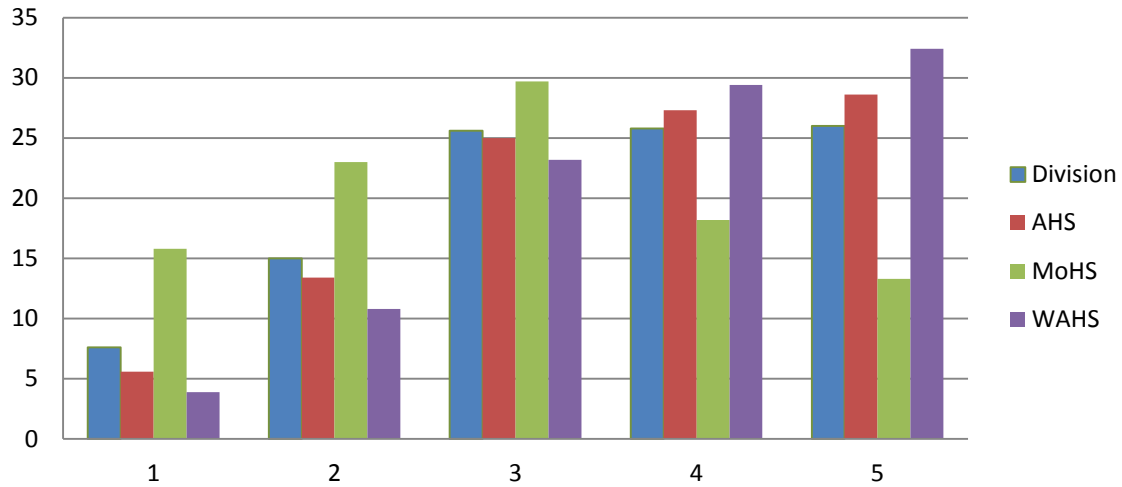
Table represents unduplicated student counts

Table represents unduplicated student counts

Enrolled in Dual Enrollment Courses			
Division	Female	334	16.59%
	Male	360	17.76%
	Total	694	17.18%
AHS	Female	199	21.31%
	Male	176	18.90%
	Total	375	20.11%
MOHS	Female	71	14.17%
	Male	89	16.09%
	Total	160	15.18%
MUHS	Female	0	0%
	Male	3	4.62%
	Total	3	2.68%
WAHS	Female	64	12.05%
	Male	92	19.25%
	Total	156	15.46%

AP Achievement

Frequency of Student Scores



	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
Division	187	7.6	368	15	628	25.6	631	25.8	636	26
AHS	58	5.6	139	13.4	259	25	282	27.3	296	28.6
MoHS	98	15.8	143	23	185	29.7	113	18.2	83	13.3
WAHS	31	3.9	86	10.8	184	23.2	236	29.4	257	32.4

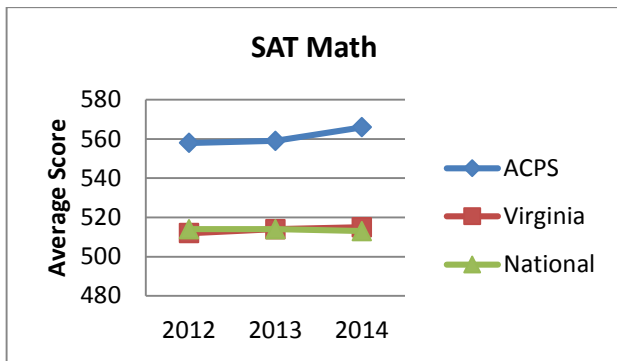
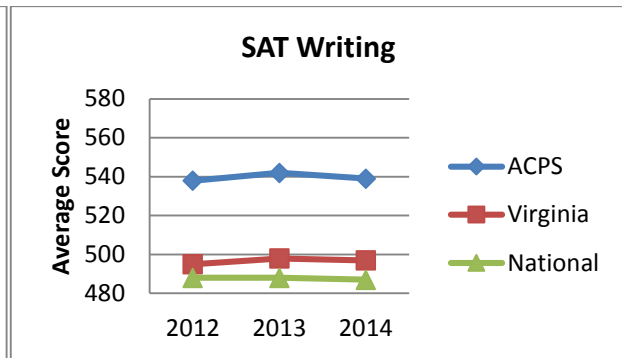
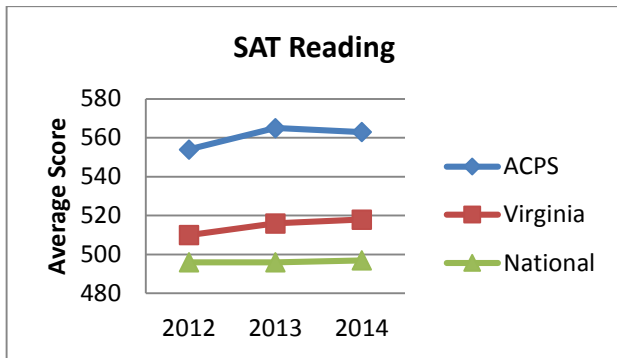
Virtual Courses

Enrollment Virtual School	Total # of Students 2011-2012	Different Courses 2011-2012	Total # of Students 2012-2013	Different Courses 2012-2013	Total # of Students 2013-2014	Different Courses 2013-2014
Virtual Virginia	13	7	16	11	13	13
Brigham Young University Independent Study	40	18	11	10	29	23
Johns Hopkins Center for Talented Youth	1	1	0	0	1	1
Henrico Distance-Learning	1	1	0	0	0	0
Piedmont Virginia Community College			0	0	16	31
Liberty University	1	1	0	0	0	0
University of Virginia	10	2	16	10	23	12
K12 Online Public School	2	2	0	0	1	2
ACPS (Econ & PF)			12	1	68	3

High School

Scholastic Aptitude Test (SAT) Data

	2011-2012			2012-2013			2013-2014		
	Verbal	Math	Writing	Verbal	Math	Writing	Verbal	Math	Writing
ACPS	554	558	538	565	559	542	563	566	539
State	510	512	495	516	514	498	518	515	497
National	496	514	488	496	514	488	497	513	487



Based on 2014 test scores, high school students in Albemarle County Public Schools had an average score of 563 on the verbal test. On two other tests, math and writing, the scores were 566 and 539, respectively.

High School Graduation Rates

Graduation Rate	Calculated How	Benchmark	Accountability	NOTES
Virginia's Graduation and Completion Index	All diplomas = 100 points GED = 75 points in for 4+ years = 70 points in each year enrolled Completers = 25 pts ADJUSTED COHORT	85 points for current year OR 85 points for 3 year average	Accreditation	No Membership Groups No County rate - just schools
On Time Graduation Rate	ST, ADV, MSD, IEP, GAD ADJUSTED COHORT	NO	NO (consistent formula across states for comparisons)	1) Membership Groups designated 2) IEP/LEP in for 4+ years included in cohort when graduate 3) 5 and 6 year rates include retainees 4) GEDs/Completers not graduates, but not drop outs
Federal Graduation Indicator	ST, ADV, IB ADJUSTED COHORT	80% in 4, 5, or 6 year rate OR 10% reduction in non-graduates in 4 year rate	AMO	1) Membership Groups designated 2) 5 and 6 year rates include IEP/LEP students allowed multiple years and retainees 3) GEDs/Completers not graduates, but not drop outs

Albemarle County Public Schools			
Subgroups	VA Graduation Index (GCI)		
	2012 points	2013 Points	2014 Points
Albemarle High School	93.96	95.04	95.5
Monticello High School	90.5	93.21	95.73
Murray High School	82.3	88.48	91.25
Western Albemarle High School	96.97	96.97	98.53

Albemarle County									
Groups	On-Time Graduation Rate (OGR)			Federal Graduation Indicator (FGI)			Drop- Out rate		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
All Students	92.0	93.4	94.8	88.9	89.7	92.1	4.5	3.5	2.3
Gap Group 1 (LEP, F/R, SPED)				75.0	74.4	79.3			
Black (Gap Group 2)	84.3	92.0	87.5	79.0	82.5	80.2	9.1	7.1	5.0
Hispanic (Gap Group 3)	85.9	88.9	82.1	81.8	80.7	81.9	10.9	7.4	10.3
White	93.6	94.3	97.1	91.2	91.3	95.2	3.4	2.5	1.2
Asian	90.9	97.6	100.0	87.9	97.6	95.1	6.1		
Students with Disabilities	86.1	88.1	92.9	65.4	58.7	65.8	8.8	9.3	5.4
Economically Disadv	87.3	88.3	87.6	76.7	77.0	80.7	8.4	6.6	5.4
Limited English Prof	81.8	81.8	69.2	73.8	73.7	79.7	15.2	15.2	12.8

Albemarle High School

Groups	On-Time Graduation Rate (OGR)			Federal Graduation Indicator (FGI)			Drop- Out rate		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
All Students	92.4	94.8	94.1	87.4	91.7	91.8	4.2	3.4	2
Gap Group 1 (LEP, F/R, SPED)				71.5	76.3	80			
Black (Gap Group 2)	82.1	87.9	85.3	73.2	72.9	81.2	10.7	10.3	4.4
Hispanic (Gap Group 3)	86.2	84.2	80	77.4	76.9	82.9	10.3	10.5	10
White	95.1	97.6	97.6	91.6	96.5	95.5	2.8	1	0.7
Asian	94.7	96	100	89.5	100	96.2			
Students with Disabilities	85.7	85	86.8	54.2	54.6	56.4	6.1	12.5	10.5
Economically Disadv	88	89.2	86.3	74.4	79	83	6.7	7.2	4.2
Limited English Prof	88.5	81	66.7	77.5	75	84.2	7.7	14.3	8.3

Monticello High School

Groups	On-Time Graduation Rate (OGR)			Federal Graduation Indicator (FGI)			Drop- Out rate		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
All Students	89.1	92.3	93.9	87.7	87.8	90.6	7.2	5.2	3.6
Gap Group 1 (LEP, F/R, SPED)				75.5		80.8			
Black (Gap Group 2)	89.8	100	92.3	86.2	97.6	82.1	5.1		7.7
Hispanic (Gap Group 3)	78.3	92.9	80.8	78.3	82.8	80	17.4	7.1	15.4
White	90.1	91.4	95.9	89.6	87.2	93.8	6.3	6.1	1.5
Asian	<	<	<	<	<	<	<	<	<
Students with Disabilities	80.4	85.7	100	69.1	54.6	71.4	13	11.4	
Economically Disadv	85.9	88.6	89.2	79.7	76.4	81.3	12.5	7.1	8.1
Limited English Prof	<	81.8	71.4	53.3	71.4	72.2	<	18.2	21.4

Standards-Based Measurement of Proficiency (STAMP)

WHO: Students in German 3, Spanish 3, French 3 and all students in any level of Japanese.

WHY: The STAMP test was instituted as a program evaluation component to the ACPS World Languages Program so that teachers, principals, and central office staff could work together to align the curriculum and instruction of the WL department and develop consistent expectations for students' proficiency across schools.

WHAT: The STAMP tests engage students in real world scenarios and encourage them to show what they can do with language. STAMP tests empower educators to easily access and manipulate data to check progress, review programs and inform decisions around staff development and instructional planning.

WHEN: The STAMP testing window is December and May for Semester classes; May for year- long classes.

HOW for Students: Students receive an individual performance report that allows them to see their proficiency in the areas of Reading, Writing, Speaking, and Listening.

HOW for Teachers: Teachers are given class reports that allow them to see individual student results. Students are assessed using the American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Scale. The ACTFL scale offers three levels of proficiency-novice, intermediate, and advanced.

NOVICE LOW SPEAKERS have not met the STAMP benchmark and will need intensive intervention and scaffolding in order to acquire the necessary language skills

NOVICE MID SPEAKERS to varying degrees can communicate in the target language and can move comfortably in and out of conversations and interactions in English and the target language.

**World Language Pass Rates 2010-2014
Standards-Based Measurement of Proficiency (STAMP)**

German	Total Students	Reading*	Writing*	Speaking*	Listening**
2010 - 2011	106	37.74	99.06	95.10	–
2011 - 2012	88	20.98	96.29	94.59	–
2012 - 2013	74	27.02	94.50	82.80	–
2013 - 2014	73	35.61	94.28	90.32	–

Japanese	Total Students	Reading*	Writing*	Speaking*	Listening*
2010 - 2011	93	45.16	92.47	91.95	–
2011 - 2012	94	82.41	95.65	97.64	55.31
2012 - 2013	67	94.00	90.90	83.33	80.30
2013 - 2014	49	91.83	87.75	83.67	79.59

Spanish	Total Students	Reading*	Writing*	Speaking*	Listening*
2010 - 2011	595	69.75	98.47	92.78	–
2011 - 2012	481	94.15	97.18	92.51	72.90
2012 - 2013	499	95.59	95.09	84.14	70.14
2013 - 2014	502	98.20	96.54	82.57	78.11

*Numbers indicate the % of students scoring a 3 – 9 (High Novice to High Advanced)

French	Total Students	Reading*	Writing*	Speaking*	Listening*
2010 - 2011	115	65.22	99.13	93.88	–
2011 - 2012	120	100.00	94.91	92.10	72.64
2012 - 2013	122	95.08	96.33	93.00	73.38
2013 - 2014	122	94.26	99.13	89.52	74.78

Average Score by Language

Language	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
French	3.20	3.38	3.41	3.94	3.55	3.59
German**	3.04	3.18	3.14	3.55	2.84	2.89
Spanish	2.99	3.21	3.36	3.82	3.87	3.96
Japanese	2.85	2.95	3.07	3.17	3.50	3.25

**The STAMP test for German changed significantly in 2012-2013 and no longer includes a listening section.

Summer School

Session I	2010-2011	2011-2012	2012-2013	2013-2014
English	2	9	8	7
Social Studies	2	4	3	4
Math	4	7	17	15
Science	0	2	0	85
PE	28	39	62	26
Health	35	32	40	13
Virtual Econ	--	--	3	27
Total	71	93	133	178
Session II	2010-2011	2011-2012	2012-2013	2013-2014
English	1	12	6	7
Social Studies	0	2	3	4
Math	6	7	16	15
Science	0	0	0	1
PE	45	41	51	52
Health	0	12	8	33
Virtual Health	--	--	--	9
Virtual Econ	--	--	2	27
Total	52	74	86	148

Standards of Learning Data

Albemarle County Public Schools students outperformed their peers across the state in Virginia's most recent Standards of Learning (SOL) tests, with scores that exceeded the state average on 26 of the 34 tests. On two other tests, their scores were even with the state average. The state requires end-of-term tests for students in grades 3-12 for Math, Reading, Writing, Social Studies, and Science. At the high school level, students must pass the SOL test in order to receive graduation credit for the course.

Over the past three years, the state has increased the difficulty of SOL tests to more closely track the development of analytical and problem-solving skills among students and to replace multiple choice questions with questions that are technology-based.

English: Reading		2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	96	94	92	92
	State	94	94	89	90
Black		93	83	78	84
Hispanic		97	90	79	90
White		97	96	95	94
Asian		82	93	91	76
Students with Disabilities		86	76	77	63
Economically Disadvantaged		86	80	77	82
Limited English Proficient		69	74	49	59

English: Writing		2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	95	93	91	88
	State	93	93	87	84
Black		86	83	77	75
Hispanic		94	81	83	85
White		98	96	94	91
Asian		87	92	88	82
Students with Disabilities		80	75	69	56
Economically Disadvantaged		87	79	76	71
Limited English Proficient		71	56	64	57

World History I		2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	88	90	89	88
	State	81	84	84	85
Black		67	83	70	52
Hispanic		78	80	93	80
White		93	92	92	94
Asian		97	93	95	91
Students with Disabilities		60	69	64	63
Economically Disadvantaged		71	77	73	66
Limited English Proficient		73	88	85	66

World History II		2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	90	88	86	90
	State	82	85	85	86
Black		70	64	67	66
Hispanic		80	88	71	78
White		93	91	90	93
Asian		100	95	92	100
Students with Disabilities		77	82	69	81
Economically Disadvantaged		71	72	67	72
Limited English Proficient		66	84	65	76

Virginia and United States History		2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	87	91	88	87
	State	83	85	86	87
Black		63	85	66	71
Hispanic		81	80	79	78
White		90	93	91	91
Asian		97	93	91	83
Students with Disabilities		62	75	70	66
Economically Disadvantaged		70	74	69	76
Limited English Proficient		72	70	66	55

Algebra I		2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	97	72	85	89
	State	94	75	76	79
Black		95	55	62	76
Hispanic		98	61	76	74
White		97	76	88	93
Asian		>	97	97	95
Students with Disabilities		91	45	52	63
Economically Disadvantaged		96	59	65	77
Limited English Proficient		95	71	73	73

Geometry		2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	91	77	86	84
	State	87	74	76	77
Black		72	47	66	45
Hispanic		87	73	69	68
White		95	83	91	89
Asian		>	89	90	95
Students with Disabilities		75	53	63	52
Economically Disadvantaged		78	61	65	58
Limited English Proficient		78	65	59	63

Algebra II		2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	91	78	84	81
	State	91	69	76	82
Black		71	58	59	52
Hispanic		88	56	65	78
White		93	81	89	84
Asian		100	98	95	87
Students with Disabilities		77	54	68	56
Economically Disadvantaged		75	50	67	61
Limited English Proficient		90	69	64	73

Earth Science		2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	94	92	87	86
	State	89	90	83	83
Black		79	80	65	63
Hispanic		91	82	72	80
White		97	96	93	92
Asian		97	81	90	71
Students with Disabilities		84	75	64	65
Economically Disadvantaged		86	83	69	70
Limited English Proficient		86	78	65	57

Biology		2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	93	96	90	90
	State	90	92	83	83
Black		86	84	79	73
Hispanic		88	95	74	76
White		95	98	94	93
Asian		90	95	88	95
Students with Disabilities		73	83	67	57
Economically Disadvantaged		80	88	76	72
Limited English Proficient		77	90	56	64

Chemistry		2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	96	96	88	88
	State	93	93	86	87
Black		74	82	58	68
Hispanic		98	91	72	76
White		98	97	93	91
Asian		100	100	93	91
Students with Disabilities		95	93	77	65
Economically Disadvantaged		89	89	63	67
Limited English Proficient		100	86	57	59

Middle School

Sixth, Seventh, and Eighth Grade MAP Reading and Math Data

Measures of Academic Progress (MAP) tests are internationally normed tests that emphasize student growth. The tests measure reading, language usage, and mathematics achievement. One of the unique features of MAP tests is that they dynamically respond to student performance: students who are getting questions correct are presented with more challenging questions and vice versa.

After a student completes testing they are given a score that allows them to understand their achievement relative to all other students who have taken the test and a growth goal for follow-up testing in the spring. For teachers, they are provided a breakdown of students' strengths and weaknesses and instructional supports aligned to our state standards.

Across the Division 70.9% of middle school students are meeting the benchmark for MAP testing in reading and 58.5% are meeting the benchmark in mathematics.

MAP – Reading: Fall	Grade 6	2010-2011	2011-2012	2012-2013	2013-2014
Met Bench Marks		70.5	68.2	66.5	64.8
Below Bench Marks		29.5	31.9	33.5	35.2

MAP – Math: Fall	Grade 6	2010-2011	2011-2012	2012-2013	2013-2014
Met Bench Marks		65.7	68.7	65.2	63.6
Below Bench Marks		34.3	31.3	34.8	36.4

MAP – Reading: Fall	Grade 7	2010-2011	2011-2012	2012-2013	2013-2014
Met Bench Marks		72.6	73.1	73.3	70.9
Below Bench Marks		27.4	29.9	26.7	29.1

MAP – Math: Fall	Grade 7	2010-2011	2011-2012	2012-2013	2013-2014
Met Bench Marks		70.8	61.3	64.5	63.7
Below Bench Marks		29.12	38.7	35.5	36.3

MAP – Reading: Fall	Grade 8	2010-2011	2011-2012	2012-2013	2013-2014
Met Bench Marks		73.3	75.7	77.1	72.2
Below Bench Marks		26.7	24.3	22.9	27.8

MAP – Math: Fall	Grade 8	2010-2011	2011-2012	2012-2013	2013-2014
Met Bench Marks		59.3	61.3	66.3	42.7
Below Bench Marks		40.6	38.8	33.4	57.3

Sixth Grade Standards of Learning Data

English: Reading	Grade 6	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	91	93	80	77
	State	87	89	73	73
Black		74	83	58	44
Hispanic		91	85	60	53
White		95	96	85	84
Asian		86	98	89	85
Students with Disabilities		67	66	26	32
Economically Disadvantaged		78	80	55	49
Limited English Proficient		80	82	46	32

United States History I	Grade 6	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	82	87	87	83
	State	81	81	83	81
Black		59	62	70	57
Hispanic		69	75	75	69
White		88	92	91	88
Asian		85	98	95	92
Students with Disabilities		49	55	41	39
Economically Disadvantaged		57	67	69	61
Limited English Proficient		56	62	60	65

Mathematics	Grade 6	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	78	84	84	73
	State	73	74	77	76
Black		60	70	70	56
Hispanic		72	81	82	60
White		83	89	87	77
Asian		75	100	93	85
Students with Disabilities		62	54	49	37
Economically Disadvantaged		61	73	73	58
Limited English Proficient		62	80	74	52

Seventh Grade Standards of Learning Data

English: Reading	Grade 7	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	91	91	79	79
	State	89	88	74	70
Black		74	80	53	50
Hispanic		86	85	60	60
White		94	94	86	85
Asian		89	88	88	88
Students with Disabilities		66	59	37	31
Economically Disadvantaged		75	79	54	54
Limited English Proficient		83	77	50	36

United States History II	Grade 7	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	85	84	85	82
	State	85	84	82	81
Black		63	63	65	53
Hispanic		66	70	69	55
White		89	89	90	89
Asian		89	92	98	92
Students with Disabilities		62	58	53	40
Economically Disadvantaged		58	58	64	53
Limited English Proficient		65	66	64	39

Mathematics	Grade 7	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	92	79	77	77
	State	77	58	61	65
Black		77	46	50	51
Hispanic		90	74	60	65
White		94	85	83	81
Asian		97	89	93	88
Students with Disabilities		75	48	33	39
Economically Disadvantaged		77	56	52	58
Limited English Proficient		91	62	59	48

Eighth Grade Standards of Learning Data

English: Reading	Grade 8	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	93	92	79	78
	State	90	89	71	70
Black		81	77	47	50
Hispanic		90	84	61	51
White		95	95	86	85
Asian		91	94	83	83
Students with Disabilities		72	71	41	41
Economically Disadvantaged		84	79	53	52
Limited English Proficient		83	75	33	33

English: Writing	Grade 8	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	91	92	77	74
	State	88	88	70	70
Black		82	79	38	38
Hispanic		84	79	63	51
White		94	95	85	83
Asian		95	97	83	93
Students with Disabilities		64	62	36	35
Economically Disadvantaged		80	75	47	43
Limited English Proficient		82	71	32	40

Civics and Economics	Grade 8	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	87	90	92	89
	State	84	84	85	83
Black		82	75	81	68
Hispanic		77	81	91	70
White		90	93	94	94
Asian		84	100	93	91
Students with Disabilities		59	63	60	52
Economically Disadvantaged		71	71	80	70
Limited English Proficient		68	79	81	60

Mathematics	Grade 8	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	90	69	54	60
	State	82	60	61	67
Black		78	48	45	48
Hispanic		96	72	41	67
White		91	74	58	66
Asian		>	>	>	25
Students with Disabilities		76	56	45	38
Economically Disadvantaged		85	63	42	55
Limited English Proficient		96	62	45	55

Science	Grade 8	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	92	94	86	80
	State	92	92	76	74
Black		84	79	65	45
Hispanic		85	86	70	51
White		95	97	91	89
Asian		87	97	88	86
Students with Disabilities		73	72	51	42
Economically Disadvantaged		83	82	65	53
Limited English Proficient		72	81	39	45

Middle School Algebra and Geometry Standards of Learning Data

Algebra I		2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	100	96	98	97.4
	State	Not reported			
Black		100	93	89	95.1
Hispanic		100	90	95	96
White		100	97	98	97.3
Asian		>	92	97	100
Students with Disabilities		100	86	94	85.7
Economically Disadvantaged		100	92	96	97.7
Limited English Proficient		100	89	100	100

Geometry		2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	99	99	100	100
	State	Not reported			
Black		100	100	100	100
Hispanic		100	100	100	100
White		99	99	100	100
Asian		>	100	100	100
Students with Disabilities		100	100	100	100
Economically Disadvantaged		100	100	100	100
Limited English Proficient		100	100	100	100

Elementary

Kindergarten, Second, and Fifth Grade Reading Data (PALS & QRI)

PALS

The Phonological Awareness Literacy Screening (PALS) provides a comprehensive assessment of young children’s knowledge of the important literacy fundamentals that are predictive of future reading success. These scores reflect students who have met the PALS benchmarks for the grade specified. All students, grades K-2, take the PALS at the beginning of the year.

PALS	Kindergarten	2010-2011	2011-2012	2012-2013	2013-2014
Met Bench Marks		93.1	92.3	89.5	86.9
Below Bench Marks		6.9	7.7	10.5	13.1

PALS	Grade 1	2010-2011	2011-2012	2012-2013	2013-2014
Met Bench Marks		83.1	90.5	83.5	75.1
Below Bench Marks		16.9	9.5	16.5	24.9

PALS	Grade 2	2010-2011	2011-2012	2012-2013	2013-2014
Met Bench Marks		86.2	86.7	86.8	88.1
Below Bench Marks		13.8	13.3	13.2	11.9

PALS Performance by Student Subgroups – Spring 2014					
Grade	Subgroup	Met Benchmark		Did Not Meet Benchmark	
		N	%	N	%
KG	Black	110	78.6	30	21.4
	Hispanic	121	75.6	39	24.4
	White	595	91.1	58	8.9
	Other	95	88.8	12	11.2
	SPED	33	57.9	24	42.1
	ESOL	78	67.8	37	32.2
1	Black	72	58.1	52	41.9
	Hispanic	74	56.5	57	43.5
	White	575	80.8	137	19.2
	Other	88	80	22	20
	SPED	30	53.6	26	46.4
	ESOL	68	54.4	57	45.6
2	Black	67	81.7	15	18.3
	Hispanic	87	84.5	16	15.5
	White	454	90.1	50	9.9
	Other	60	87	9	13
	SPED	30	57.7	22	42.3
	ESOL	68	81.9	15	18.1

Qualitative Reading Inventory (QRI)

When used to determine a student's reading levels, the Qualitative Reading Inventory (QRI) can help find the levels at which a student can read independently, read with instructional guidance, and read with frustration. These instructional levels assist in determining if students are 'on grade level'.

QRI - Fall 2014				
Grade	Met Benchmark		Did Not Meet Benchmark	
	N	%	N	%
3	661	95.9	28	4.1
4	759	92.3	63	7.7
5	582	87.9	80	12.1

QRI Performance by Subgroups – Spring 2014					
Grade	Subgroups	Met Benchmark		Did Not Meet Benchmark	
		N	%	N	%
3	Black	58	96.7	2	3.3
	Hispanic	57	81.4	13	18.6
	White	469	97.9	10	2.1
	Other	77	96.3	3	3.8
	SPED	23	76.7	7	23.3
	ESOL	53	79.1	14	20.9
4	Black	56	81.2	13	18.8
	Hispanic	65	74.7	22	25.3
	White	560	95.6	26	4.4
	Other	78	97.5	2	2.5
	SPED	33	52.4	30	47.6
	ESOL	56	72	23	28
5	Black	40	63.5	23	36.5
	Hispanic	39	60.9	25	39.1
	White	432	94.3	26	5.7
	Other	71	92.2	6	7.8
	SPED	36	57.1	27	42.9
	ESOL	38	58.5	27	41.5

Third Grade Standards of Learning Data

English: Reading	Grade 3	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	87	86	71	72
	State	83	86	72	69
Black		73	61	46	41
Hispanic		73	78	52	53
White		90	90	78	78
Asian		97	98	86	87
Students with Disabilities		64	52	31	33
Economically Disadvantaged		72	71	40	45
Limited English Proficient		79	81	54	51

History and Social Science	Grade 3	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	81	80	80	84
	State	85	87	87	88
Black		61	46	55	57
Hispanic		85	70	58	79
White		84	85	85	87
Asian			100	91	90
Students with Disabilities		75	60	46	39
Economically Disadvantaged		58	54	47	59
Limited English Proficient		88	83	67	82

Mathematics	Grade 3	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	91	60	57	63
	State	91	64	65	67
Black		82	25	32	24
Hispanic		82	37	32	41
White		94	69	64	70
Asian		98	82	71	75
Students with Disabilities		63	30	26	36
Economically Disadvantaged		81	34	23	33
Limited English Proficient		86	46	34	40

Science	Grade 3	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	89	86	79	83
	State	90	90	84	83
Black		75	54	58	47
Hispanic		76	79	62	87
White		92	91	83	88
Asian		97	98	100	95
Students with Disabilities		62	60	41	40
Economically Disadvantaged		74	68	50	60
Limited English Proficient		85	95	76	88

Fourth Grade Standards of Learning Data

English: Reading	Grade 4	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	88	89	70	72
	State	87	88	70	70
Black		67	72	45	45
Hispanic		77	78	50	44
White		93	93	76	81
Asian		91	94	87	80
Students with Disabilities		55	60	24	37
Economically Disadvantaged		70	75	45	39
Limited English Proficient		72	74	51	40

Mathematics	Grade 4	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	91	70	77	76
	State	89	70	74	80
Black		78	37	54	53
Hispanic		78	42	57	50
White		94	78	83	83
Asian		94	86	96	89
Students with Disabilities		61	38	36	43
Economically Disadvantaged		80	38	57	49
Limited English Proficient		75	43	63	48

Fifth Grade Standards of Learning Data

English: Reading	Grade 5	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	92	87	75	76
	State	89	89	73	73
Black		87	66	45	53
Hispanic		82	75	59	61
White		94	91	81	81
Asian		100	91	85	89
Students with Disabilities		73	52	28	41
Economically Disadvantaged		82	72	50	53
Limited English Proficient		86	73	50	59

English: Writing	Grade 5	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	91	88	77	74
	State	87	87	71	71
Black		76	62	41	41
Hispanic		83	91	71	58
Asian		100	91	82	81
White		94	90	94	87
Students with Disabilities		63	54	31	31
Economically Disadvantaged		78	75	50	52
Limited English Proficient		100	86	61	58

Virginia Studies	Grade 5	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	87	84	86	74
	State	89	89	87	71
Black		68	58	61	41
Hispanic		70	61	68	58
White		91	90	90	81
Asian		98	95	97	87
Students with Disabilities		55	44	53	31
Economically Disadvantaged		69	61	64	52
Limited English Proficient		68	58	62	58

Mathematics	Grade 5	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	91	69	69	73
	State	89	67	69	76
Black		79	34	33	43
Hispanic		83	41	51	56
White		94	76	75	79
Asian		98	88	89	93
Students with Disabilities		66	21	30	38
Economically Disadvantaged		79	38	38	53
Limited English Proficient		86	43	39	53

Science	Grade 5	2010-2011	2011-2012	2012-2013	2013-2014
All Students	Division	90	86	76	68
	State	87	88	75	73
Black		77	86	41	34
Hispanic		72	67	49	45
White		93	92	84	75
Asian		90	96	86	86
Students with Disabilities		67	41	32	28
Economically Disadvantaged		75	66	48	46
Limited English Proficient		69	67	46	46