



State of the Division Report

October 11, 2012

Table of Contents

State of the Division Report Overview	3
Fine Arts	5
Music	7
Visual Arts	8
Drama	8
Career and Technical Education	9
Physical Education	11
Health-related fitness testing guidelines with state & local reporting	11
Program Activities Chart	14
Gifted	15
Athletics	16
College Level Courses	17
AP & Dual Enrollment Participation	17
AP Achievement	17
Virtual Courses	17
High School	18
Scholastic Aptitude Test (SAT) Data	18
Graduating Seniors with SAT Scores Reported to ACPS	19
Standards-Based Measurement of Proficiency (STAMP)	20
Summer School	22
SOL Data	22
Middle School	25
Sixth, Seventh, and Eighth Grade MAP Reading and Math Data*	25
Sixth Grade SOL Data	26
Seventh Grade SOL Data	27
Eighth Grade SOL Data	28
Middle School Algebra and Geometry SOL Data	29
Elementary	30
Kindergarten, Second, and Fifth Grade Reading Data (PALS & QRI)	30
Third Grade SOL Data	32
Fourth Grade SOL Data	33
Fifth Grade SOL Data	33
2011-2012 Division Profile	35

State of the Division Report Overview

Albemarle County Public Schools is committed to graduating all students on-time, prepared for post-graduate success in college, as members of the workforce and as citizens. In fulfilling this commitment, our emphasis is on building a strong foundation in the traditional “3Rs” and adding to that, instructional methods that develop a student’s ability to master critical-thinking skills, communicate clearly and persuasively, work effectively in teams and use creativity and imagination to solve problems.

The division’s investment in children is driven by a firm belief that all students can fulfill their highest potential both for life-long learning and for achievement in a global community. While meeting and exceeding federal and state testing requirements continue to be the goal of the division’s curriculum, the division is moving beyond these requirements to incorporate performance-based assessments, measurements that are more closely aligned with requirements for success in higher education and in the workforce.

This state of the division report is an important resource for Albemarle County Public Schools in providing useful and actionable information on how well students are doing in core subject areas compared to their peers around the state. It also informs us on how well we are doing in providing a well-rounded education, one that includes the “3Rs” and also expands learning opportunities provided by robust programs in the fine arts, physical education and health and in technical and vocational fields.

By identifying areas of strength and areas where more progress is needed, this report makes it possible for the division to build an even stronger foundation for learning and to concentrate resources that reduce achievement gaps. Programs such as M-cubed and Being a Writer are examples of programs that have had a beneficial impact in raising the level of interest and performance of students in key academic areas. This report highlights the successes and challenges the division faced during the previous academic year and it offers a blueprint for how performance levels for all students will be improved in the current academic year.

All Albemarle County public schools but one are fully accredited for 2012-13. Schools must have a minimum pass rate of 70 percent in all content areas and meet state graduation standards to earn accreditation. Schools with a graduation class fewer than 50 students can apply for accreditation based on meeting additional standards. Under these criteria, the division has applied to the state on behalf of Murray High School and expects the school to be accredited by mid-October.

This year, as the result of the state of Virginia receiving a waiver under the No Child Left Behind law; Adequate Yearly Progress (AYP) measurements have been replaced by a different standard, Annual Measureable Objectives (AMO). The most significant difference in this first year is the composition of student membership groups. Next year, testing standards for certain of these groups will increase in rigor. Twenty-one of the division's 26 schools meet the new AMO standard, an increase over the 17 schools in the prior year that met AYP objectives. The primary driver for the schools that did not meet AMO this year was the change in the membership group categories.

Among this year's challenges was the increased rigor of the standard of learning (SOL) tests in mathematics, which substantially reduced pass rates across the commonwealth. Albemarle County public school students generally did better than state averages in most grade levels although, as expected, their scores were below prior year results. This year, SOL tests in English and Science will be enhanced.

College Level Courses, Fine Arts, Career and Technical Education, Athletics Overview

- Enrollment in AP courses was 30 percent throughout the division and 83 percent of all student AP test scores were three or above, the standard needed to earn college credit.
- High School enrollment in fine arts classes was 2,381, a 10 percent decline from the previous year but still representing a 30 percent increase over two years. Total fine arts performances increased to 302.
- Enrollment in Career and Technical Education increased by more than 30 percent in middle schools to 1,854. High school enrollment was 1,931, almost even with the prior year. Student pass rates for industry certifications were 82 percent.
- Albemarle High School's Marching Patriots won the Jefferson Cup at the Jefferson Classic.
- The Albemarle High School Orchestra was awarded the 2011 Cruise Festival Grand Championship Award for Chamber String Orchestra.
- Albemarle High School's Forensics Program (individual and small group speech and drama competition) won their district and regional championship for the 11th consecutive year and won the state title this past year.
- Sixteen Albemarle County public school students were chosen for All-State Chorus.
- Five high school teams and two individuals won state athletic championships. Twelve teams qualified for state titles. Eleven teams won regional championships as did eight individuals.

High School Overview

- With the exception of math, SOL scores for high school students were strong, with 90 percent or better pass rates in reading, writing, world history, earth science, biology and chemistry. Math scores were close to or slightly above statewide averages.
- SOL scores for Black and Hispanic students declined in reading and writing, were higher in most history courses, lower in math and generally at or above recent test scores in science.
- Test scores for students with disabilities, economically disadvantaged or students with limited English proficiency were lower in English and Math and higher in history and most science courses.

Middle School Overview

- SOL test scores were at or above state averages across the board and particularly in math despite the increased rigor of the test. Sixth grade students were 10 points better than the state numbers, for instance and they were 21 points ahead of the state average among seventh grade students.
- Pass rates exceeded 90 percent for reading at all three grade levels, for eighth grade students in writing, civics and economics and science and for all middle school students in algebra I and geometry.
- Scores among sixth grade Black and Hispanic students were higher in reading, history and math and for seventh grade reading and history. Math scores were lower. Eighth grade scores for Black and Hispanic students were lower. With the exception of math, most test scores across the board for students with disabilities, economically disadvantaged students and students with limited English proficiency were close to their recent averages.
- Jackson P. Burley Middle School's women's chorus won the "National Grand Champion" trophy for the fourth time in five years and won a medal at the World Choir Games.

Elementary School Overview

- English, reading and writing scores were in line with state averages while history and social sciences continued to slightly lag average scores across Virginia.
- Scores in math, both within the division and statewide declined by 30 percent, in line with the state's projections.
- There were significant reductions in SOL test performances among Black and Hispanic third grade students and among fourth and fifth grade math students. Scores improved among Black and Hispanic students in fourth grade reading and fifth grade science tests. Scores for students with disabilities, economically disadvantaged students and students with limited English proficiency also were lower in most categories.

Fine Arts

"Communicate, Collaborate, Community"

This is our second year tracking this type of Fine Arts data. 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.

Enrollment in High School Fine Arts classes	2009-2010	2010-2011	2011-2012
	1,824	2,633	2,452

Number of Students in Fine Arts Courses (2011-2012)	Percentage
Elementary (6159/6159)	100%
Middle (3425/3047)	(difficult to calculate because some students take multiple courses in a year and some only take one)
High (2381/4132)	57%

Budget funds for arts classes are allocated at the school level; fundraising enhances school budgets.

FINE ARTS ACCOMPLISHMENTS

School and Community-based Performances	2010-2011 School Year	2011-2012 School Year
Music performances (elementary)	120	150
Band performances	60	70
Choral performances	20	35
Orchestra performances	18	14
Drama performances	22	33
TOTAL Performances on record	240	302

Division-sponsored events 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		Average number of participants
Elementary Honor's Choir	5th grade	160
ACPS Honor Bands	middle school & high school	200
ACPS All-County Strings Concert	middle school	80
All County/City Choir Concert	middle school & high school	200
All County Drama Festival	some middle schools, all high schools	250
Visual Arts Festival	all schools	900
County Office Building (3rd Floor) Art Show	all schools	75
Reflections Program	middle school	12

Outside of school opportunities Our students also have opportunities to participate in these free/grant-supported opportunities. Often the only cost to schools is bus transportation.		
Program name	2010-2011	2011-2012
Ash Lawn Opera Education Program	4 elementary schools; 25 choral students	5 elementary schools 1 middle school
Charlottesville Jazz Society	Donation of Elementary Level Resource Package; high school scholarships for lessons; master classes; theory seminar	High school scholarships for lessons; master classes; theory seminar; plus 3 Robert Jospe workshops
Program name	2010-2011	2011-2012
Charlottesville Symphony Concert Participants	~770 students <ul style="list-style-type: none"> 14 Elementary Schools, 2 Middle Schools, 2 High Schools participated in Charlottesville Symphony Prelude School Visits (instrument demonstrations and master classes) 	~890 students <ul style="list-style-type: none"> 14 Elementary Schools, 2 Middle Schools, 2 High Schools participated in Charlottesville Symphony Prelude School Visits (instrument demonstrations and master classes)
Kid Pan Alley	Workshop at 1 elementary	Workshops at 3 elementary schools
Paramount Education Series	~ 3713 students	~ 5643 students (1049 received financial assistance from Paramount)
Richmond Ballet Lecture/Demonstrations	~ 4 free lecture/demonstrations at select schools on an annual basis	0 (no grant this year)
Summer Residential Governor's School (Vocal Music, Instrumental Music, Dance, Theater)	6/12 applications accepted	2/12 applications accepted
Tuesday Evening Concert Series	~ 875 students attended 2 concerts	~ 919 students attended 2 concerts

Music

WE HAVE 32 FULL AND PART-TIME ART TEACHERS

WE HAVE SET UP AN ARTS ADVISORY PERSONNEL

Level	Schedule Details	Notes								
<p>Elementary music program</p> <p>~ taught primarily by music specialists</p>	<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 	<p>Some schools also offer additional afterschool music or drama clubs for students</p>								
<p>Middle School</p> <p>instrumental program</p> <table> <tr> <th>2010-2011</th> <th>2011-2012</th> </tr> <tr> <td>885 students</td> <td>940 students</td> </tr> </table> <p>choral program</p> <table> <tr> <th>2010-2011</th> <th>2011-2012</th> </tr> <tr> <td>324 students</td> <td>320 students</td> </tr> </table>	2010-2011	2011-2012	885 students	940 students	2010-2011	2011-2012	324 students	320 students	<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 	<p>Not all schools offer choir in grades 6 & 7.</p> <p>In order to build a quality program and provide continuity from elementary school, we'd like grade 6 chorus to become a priority in 2013-2014.</p>
2010-2011	2011-2012									
885 students	940 students									
2010-2011	2011-2012									
324 students	320 students									
<p>High School</p> <p>instrumental program</p> <table> <tr> <th>2010-2011</th> <th>2011-2012</th> </tr> <tr> <td>625 students</td> <td>660 students</td> </tr> </table> <p>choral program</p> <table> <tr> <th>2010-2011</th> <th>2011-2012</th> </tr> <tr> <td>324 students</td> <td>282 students</td> </tr> </table>	2010-2011	2011-2012	625 students	660 students	2010-2011	2011-2012	324 students	282 students	<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, etc. 	<p>It is a challenge to keep some students in arts classes because non-weighting in essence 'hurts' some students' GPAs.</p> <p>Some schools offer audition-based classes to challenge students.</p>
2010-2011	2011-2012									
625 students	660 students									
2010-2011	2011-2012									
324 students	282 students									

Visual Arts

WE HAVE 31 FULL AND PART-TIME ART TEACHERS

Level	Schedule Details	Notes				
Elementary art program ~ taught primarily 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 <table><tr><th>2010-2011</th><th>2011-2012</th></tr><tr><td>1153 students</td><td>1420 students</td></tr></table>	2010-2011	2011-2012	1153 students	1420 students	<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.
2010-2011	2011-2012					
1153 students	1420 students					
High School <table><tr><th>2010-2011</th><th>2011-2012</th></tr><tr><td>1013 students</td><td>989 students</td></tr></table>	2010-2011	2011-2012	1013 students	989 students	<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 purchased 10 digital cameras for 3 high schools to assist with the transition to digital photography. It is a challenge to keep some students in arts classes because non-weighting in essence ‘hurts’ some students’ GPAs.
2010-2011	2011-2012					
1013 students	989 students					

Drama

WE HAVE 9 FULL AND PART-TIME ART TEACHERS

Level		Schedule Details	Notes
Middle School		<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.
2010-2011	2011-2012		
464 students	456 students		
High School		<ul style="list-style-type: none">Classes are semester or year-long, vary by school, and include offerings in Drama, Speech, and Comedy & Improv.	All schools present a musical in the Spring. Non-drama students may participate.
2010-2011	2011-2012		
241 students	254 students		

Note that there are additional Fine Arts classes not listed in this report: Humanities, Journalism, Creative Writing, Filmmaking, Yearbook, etc...

Career and Technical Education

Enrollment – Career and Technical Education	2009-2010	2010-2011	2011-2012
	1491	1957	1931

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: business and information technology, family and consumer sciences, health and medical sciences, marketing, technology education, trade and industrial, Career Connections, and Military Science.

Courses offered by ACPS under the Career Connections area are: *Economics and Personal Finance, Junior/Senior Internship Program, Virginia Teachers for Tomorrow I & II, and Hospitality, Tourism, and Recreation*.

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

2010-2011 Middle School CTE Enrollment				
Program Area	Sections	Enrollment	Female	Male
Family & Consumer Sciences	10	165	93	72
Technology Education	36	686	198	488
Business & Information Technology	30	552	223	329
TOTAL	76	1403	514	889

2010-2011 High School CTE Enrollment				
Program Area	Sections	Enrollment	Female	Male
Career Connections	7	80	52	28
Family & Consumer Sciences	11	181	147	34
Health & Medical Sciences	5	92	65	27
Marketing	14	283	59	224
Trade & Industrial Education	10	182	73	109
Technology Education	33	508	124	384
Business & Information Technology	33	573	133	440
Military Science	4	58	13	36
TOTAL	117	1957	666	1282

2011-2012 Middle School CTE Enrollment				
Program Area	Sections	Enrollment	Female	Male
Family & Consumer Sciences	15	322	181	141
Technology Education	45	1014	356	658
Business & Information Technology	24	518	235	283
TOTAL	84	1854	772	1082

2011-2012 High School CTE Enrollment				
Program Area	Sections	Enrollment	Female	Male
Career Connections	15	161	102	59
Family & Consumer Sciences	12	176	124	52
Health & Medical Sciences	6	93	75	18
Marketing	14	225	23	202
Trade & Industrial Education	7	89	26	63
Technology Education	36	594	196	359
Business & Information Technology	35	515	166	336
Military Science	6	78	9	69
TOTAL	131	1931	721	1158

2011-2012 Completer Industry Credentialing		
*Tests Administered	Credentials Earned	Pass Rate
404	332	82.18%

* Industry Credentials are only administered in "Part II" Career and Technical Education courses.

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.

Grade Code	Abdominals (State)						Abdominals (ACPS)					
	State Boys Reporting			State Girls Reporting			ACPS Boys Reporting			ACPS Girls Reporting		
	Tested	In HFZ	%HFZ	Tested	In HFZ	%HFZ	Tested	In HFZ	%HFZ	Tested	In HFZ	%HFZ
4	32612	27901	85.55	31517	26728	84.81	500	449	89.8	479	441	92.07
5	32342	27147	83.94	30339	25542	84.19	479	421	87.89	474	435	91.77
6	29143	26134	89.68	27967	24450	87.42	483	456	94.41	476	446	93.7
7	28933	25914	89.57	27042	23611	87.31	453	422	93.16	469	438	93.39
8	23575	21197	89.91	20738	18173	87.63	447	416	93.06	435	404	92.87
9	28449	25648	90.15	26834	23590	87.91	403	396	98.26	354	350	98.87
10	26932	24510	91.01	24904	22145	88.92	387	382	98.71	381	377	98.95
11	4350	4151	95.43	1327	1194	89.98	18	18	100	13	11	84.62
12	1978	1852	93.63	477	419	87.84	10	10	100	18	18	100
Grade Code	Aerobic (State)						Aerobic (ACPS)					
	State Boys Reporting			State Girls Reporting			ACPS Boys Reporting			ACPS Girls Reporting		
	Tested	In HFZ	%HFZ	Tested	In HFZ	%HFZ	Tested	In HFZ	%HFZ	Tested	In HFZ	%HFZ
4	29987	21957	73.22	28551	23331	81.72	503	453	90.06	478	429	89.75
5	31660	23299	73.59	30163	24041	79.7	482	411	85.27	474	435	91.77
6	29014	21043	72.53	27853	21204	76.13	484	387	79.96	479	423	88.31
7	28644	20376	71.14	26948	19258	71.46	460	326	70.87	474	383	80.8
8	23325	16380	70.23	20307	14023	69.06	450	317	70.44	430	325	75.58
9	27474	18576	67.61	26006	16292	62.65	467	361	77.3	404	348	86.14
10	26333	17128	65.04	24254	14481	59.71	409	303	74.08	398	318	79.9
11	4232	3025	71.48	1329	712	53.57	18	12	66.67	20	<	40
12	1946	1288	66.19	476	220	46.22	11	<	54.55	19	<	26.32
Grade Code	Upper Body Strength (State)						Upper Body Strength (ACPS)					
	State Boys Reporting			State Girls Reporting			ACPS Boys Reporting			ACPS Girls Reporting		
	Tested	In HFZ	%HFZ	Tested	In HFZ	%HFZ	Tested	In HFZ	%HFZ	Tested	In HFZ	%HFZ
4	32551	25695	78.94	31730	22623	71.3	499	411	82.36	479	376	78.5
5	32074	24878	77.56	30360	21605	71.16	481	397	82.54	477	375	78.62
6	29245	23224	79.41	28093	21070	75	478	412	86.19	467	386	82.66
7	29014	22759	78.44	26982	20386	75.55	452	356	78.76	471	379	80.47
8	23467	18224	77.66	20526	15264	74.36	441	333	75.51	432	318	73.61
9	28627	21561	75.32	26906	20250	75.26	445	376	84.49	389	346	88.95
10	26936	20667	76.73	24549	18839	76.74	389	345	88.69	391	364	93.09
11	4462	3659	82	1351	1018	75.35	16	13	81.25	17	15	88.24
12	2072	1644	79.34	508	365	71.85	11	11	100	18	14	77.78
Grade Code	Flexibility (State)						Flexibility (ACPS)					
	State Boys Reporting			State Girls Reporting			ACPS Boys Reporting			ACPS Girls Reporting		
	Tested	In HFZ	%HFZ	Tested	In HFZ	%HFZ	Tested	In HFZ	%HFZ	Tested	In HFZ	%HFZ
4	32504	25792	79.35	31552	26567	84.2	485	429	88.45	461	426	92.41
5	31983	25266	79	30447	25022	82.18	461	398	86.33	458	414	90.39
6	29125	22993	78.95	28130	22988	81.72	486	398	81.89	480	402	83.75
7	28790	22440	77.94	27102	22951	84.68	455	364	80	463	403	87.04
8	23493	19019	80.96	20681	18025	87.16	452	358	79.2	435	390	89.66
9	28076	23247	82.8	26983	22744	84.29	421	345	81.95	368	314	85.33
10	26652	22625	84.89	24910	20414	81.95	390	348	89.23	390	325	83.33
11	4246	3534	83.23	1369	1020	74.51	19	17	89.47	16	<	56.25
12	1979	1667	84.23	486	370	76.13	11	10	90.91	17	14	82.35

Grade Code	Trunk Lift (State)						Trunk Lift (ACPS)					
	State Boys Reporting			State Girls Reporting			ACPS Boys Reporting			ACPS Girls Reporting		
	Tested	In HFZ	%HFZ	Tested	In HFZ	%HFZ	Tested	In HFZ	%HFZ	Tested	In HFZ	%HFZ
4	29860	26634	89.2	28968	26679	92.1	506	480	94.86	479	464	96.87
5	29494	25613	86.84	28140	25151	89.38	480	431	89.79	477	444	93.08
6	26403	22761	86.21	26445	22673	85.74	467	377	80.73	468	425	90.81
7	26214	22526	85.93	24398	22032	90.3	444	364	81.98	462	419	90.69
8	20928	18268	87.29	17840	16267	91.18	437	363	83.07	426	397	93.19
9	25077	21888	87.28	24106	21842	90.61	218	188	86.24	166	147	88.55
10	23852	21594	90.53	22148	20398	92.1	205	183	89.27	203	195	96.06
11	4049	3573	88.24	1307	1147	87.76	<	<	<	<	<	<
12	1802	1575	87.4	470	388	82.55	<	<	<	<	<	<
Grade Code	Body Composition (State) - <i>Optional</i>						Body Composition (ACPS) - <i>Optional</i>					
	State Boys Reporting			State Girls Reporting			ACPS Boys Reporting			ACPS Girls Reporting		
	Tested	In HFZ	%HFZ	Tested	In HFZ	%HFZ	Tested	In HFZ	%HFZ	Tested	In HFZ	%HFZ
4	9388	5879	62.62	9354	6159	65.84	396	300	75.76	381	328	86.09
5	8972	5512	61.44	8426	5565	66.05	369	272	73.71	394	345	87.56
6	10061	6240	62.02	9977	6573	65.88	484	349	72.11	479	406	84.76
7	10334	6747	65.29	9662	6389	66.13	457	343	75.05	469	399	85.07
8	5921	4038	68.2	5155	3523	68.34	455	357	78.46	441	364	82.54
9	8184	5175	63.23	7945	5275	66.39	295	232	78.64	264	221	83.71
10	8014	5284	65.93	6985	4753	68.05	258	195	75.58	280	223	79.64
11	1722	1176	68.29	800	528	66	14	11	78.57	13	11	84.62
12	991	728	73.46	289	206	71.28	<	<	<	13	<	69.23

Program Activities Chart

	Activity
Fine Arts	<ul style="list-style-type: none"> • Summer Residential Governor's School • Honors' Events (on State of the Arts report) • Middle School Jazz Band Camp
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

Gifted

Through Gifted Services, students are afforded opportunities to participate in a variety of events and experiences. Most of these activities are extra-curricular and allow a wide range of students to get involved.

Destination ImagiNation (DI) is an educational program in which student teams solve open-ended challenges and present their solutions at a tournament. Destination ImagiNation is designed to teach three essential skills, creativity, teamwork, and problem solving.

Destination ImagiNation (DI)	2010-11	2011-12
Student Participants (approximate)	375	377
No. of ACPS Representing Teams	54	50
No. of ACPS Teams Participating in State Championship	16	22
No. of ACPS Teams Participating in Global Finals	13	10

Below are other opportunities offered and supported by Gifted Resource Teachers:

- Battle of the Books
- Digital Fabrication
- Settlers of Catan Club
- Chess Club
- Writer's Eye
- World Peace Game
- Virginia Film Festival
- Robotics
- Model UN
- The Stock Market Game
- MathCounts
- National History Day
- Piedmont Regional Science Fair
- Digital Animation
- Schools of the Future International Competition
- Youth Leadership Initiative
- County Rocket Festival
- Independent Studies
- John Hopkins University Talent Search

Athletics

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

Fall	AHS		MHS		WAHS	
	Boys	Girls	Boys	Girls	Boys	Girls
Cheerleading		X		X		X
Competition Cheerleading		X		X		X
Cross Country	X	X	X	X	X	X
Field Hockey		X		X		X
Football	X		X		X	
Golf	X	X	X	X	X	
Volleyball		X		X		X
Gender Totals	206	115	128	116	111	131
Combined Totals	321		244		242	

Winter	AHS		MHS		WAHS	
	Boys	Girls	Boys	Girls	Boys	Girls
Basketball	X	X	X	X	X	
Cheerleading		X		X		X
Competition Cheerleading		X		X		X
Indoor Track	X	X	X	X	X	X
Swimming & Diving	X	X	X	X	X	X
Wrestling			X		X	
Gender Totals	114	129	86	83	141	136
Combined Totals	243		169		277	

Spring	AHS		MHS		WAHS	
	Boys	Girls	Boys	Girls	Boys	Girls
Baseball	X		X		X	
Lacrosse	X	X	X	X	X	X
Soccer	X	X	X	X	X	X
Softball		X		X		X
Tennis	X	X	X	X	X	X
Track	X	X	X	X	X	X
Gender Totals	181	215	191	140	197	148
Combined Totals	396		331		345	

Individual & Team Championships	AHS		MHS		WAHS	
	Individual	Team	Individual	Team	Individual	Team
District Championships	11	7		2	1	10
Regional Qualifiers						16
Regional Championships	7	4		1	1	6
State Qualifiers						12
State Championships	1	2			1	3

College Level Courses

AP & Dual Enrollment Participation

Division AP Enrollment			Division Dual Enrollment		
Enrolled in AP			Enrolled in AP		
	N	%		N	%
Division	1250	30.6%	Division	628	15.3%
Males	581	27.8%	Males	341	16.2%
Females	669	33.5%	Females	287	14.3%

AHS AP Enrollment			AHS Dual Enrollment		
Enrolled in AP			Enrolled in AP		
	N	%		N	%
Albemarle	460	25.1%	Albemarle	313	17.4%
Males	214	23.3%	Males	169	18.8%
Females	246	26.8%	Females	144	16.0%

MoHS AP Enrollment			MoHS Dual Enrollment		
Enrolled in AP			Enrolled in AP		
	N	%		N	%
Monticello	420	35.7%	Monticello	167	14.5%
Males	202	32.3%	Males	90	14.7%
Females	218	39.6%	Females	77	14.2%

WAHS AP Enrollment			WAHS Dual Enrollment		
Enrolled in AP			Enrolled in AP		
	N	%		N	%
Western	370	34.4%	Western	144	13.7%
Males	165	30.2%	Males	80	14.9%
Females	205	38.8%	Females	64	12.5%

AP Achievement

	Frequency of Student Scores by School									
	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
Division	140	6.1	289	12.7	579	25.4	643	28.2	630	27.6
AHS	37	3.9	91	9.7	218	23.2	280	29.8	314	33.4
MoHS	84	14	132	21.7	193	31.7	114	18.7	84	14
WAHS	18	2.5	66	9	168	23	249	34	231	31.6

Virtual Courses

Enrollment Virtual School	Total # of Students 2010-2011	Different Courses 2010-2011	Total # of Students 2011-2012	Different Courses 2011-2012
Virtual Virginia	54	12	13	7
Brigham Young University Independent Study	53	24	40	18
University of Nebraska Independent Study High School	5	5	0	0
Johns Hopkins Center for Talented Youth	3	2	1	1
Henrico Distance-Learning	6	1	1	1
Piedmont Virginia Community College	3	2	0	0
Liberty University	0	0	1	1
University of Virginia*	0	0	10	2
K12 Online Public School	0	0	2	2

*There were 10 students who took 2 virtual courses from the University of Virginia. The courses were UVA Engineering 1520 Explorations Engineering (6 students) and UVA Physics 1060 How Things Work (4 students).

2012 Seniors who have taken at least one college level course while in high school

- 970 total graduates in 2012
- 560 took 1 or more AP course(s)
- 431 took 1 or more dual enrollment course(s)
- 34 took 1 or more dual credit course(s)
- 689 (71%) graduates took 1 or more of college credit bearing course(s)

High School

Scholastic Aptitude Test (SAT) Data

SAT	2008-2009			2009-2010			2010-2011			2011-2012		
	Verbal	Math	Writing	Verbal	Math	Writing	Verbal	Math	Writing	Verbal	Math	Writing
ACPS	574	570	556	556	554	544	556	551	538	554	558	538
State	511	512	498	512	512	497	512	509	495	510	512	495
National	501	515	493	501	516	492	497	514	489	496	514	488

Albemarle County Public Schools students are among the top three percent of all students in Virginia according to the latest Scholastic Aptitude Test (SAT) results from the Virginia Department of Education. Based on 2012 test scores, high school students in Albemarle County Public Schools had a mean average score of 553 on the critical reading test, which was the second highest score among the state's 131 public school divisions. On two other tests, math and writing, the scores were 557 and 537, respectively, which were the third highest among all school divisions in Virginia.

Graduating Seniors with SAT Scores Reported to ACPS

There were 970 graduates in the class of 2012. Of those, 683 reported an SAT score to their school that was stored in the student information system and 287 did not. The students who reported their SAT scores are disproportionately in the top quartile of their class; conversely, students who have not reported SAT scores are disproportionately in the bottom quartile of their class (table 1).

Table 1

Share of SAT Scores by Quartile		
Quartile	N	%
1st	216	31.6
2nd	202	29.6
3rd	168	24.6
4th	90	13.2
Total	683	

In a uniform distribution, approximately 25% of the scores would be from each quartile. The top quartile is over six percentage points above expected, while the bottom quartile is nearly twelve percentage points below. These data suggest that students in the top quartile are taking and reporting SAT scores at a rate higher than students in other quartiles, with the gap widening further down the quartiles.

To look from the inverse perspective, the students in the top quartile have exceptionally high rates of taking and reporting their SAT scores. In the top quartile 93% of students have reported their SAT scores to their school. By contrast, only 37% of students in the bottom quartile have reported SAT scores (table 2).

Table 2

Percentage of Students with SAT Scores by Quartile			
Quartile		N	%
1st Quartile	No	10	4.4
	Yes	216	95.6
	Total	226	
2nd Quartile	No	24	10.6
	Yes	202	89.4
	Total	226	
3rd Quartile	No	60	26.7
	Yes	165	73.3
	Total	225	
4th Quartile	No	127	58.5
	Yes	90	41.5
	Total	217	

Within the top quartile, four percent of students have not reported an SAT score to their school. Albemarle High School has the highest rate of students in the top quartile not reporting SAT scores (7.5 percent), while Monticello and Western have the lowest (2.7 and 1.6 percent, respectively).

Standards-Based Measurement of Proficiency (STAMP)

WHO: Students in German 3, Spanish 3, French 3 and all students in Chinese and Japanese (levels 1-3)

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 in late April.

HOW for Students: Students receive an individual performance report that allows them to see their proficiency in three skill areas: Reading, Writing, and Speaking

HOW for Teachers: Teachers are given class reports that allow them to see individual student results in three areas: Reading, Writing, and Speaking. 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 SPEAKERS in the mid to high level, 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 2008-2012
Standards-Based Measurement of Proficiency (STAMP)

Chinese	Total Students	Reading*	Writing*	Speaking*	Listening*
2008 - 2009	11	18.18	88.88	75.00	–
2009 - 2010	0	N/A	N/A	N/A	–
2010 - 2011	0	N/A	N/A	N/A	–
2011 - 2012	0	N/A	N/A	N/A	N/A

French	Total Students	Reading*	Writing*	Speaking*	Listening*
2008 - 2009	98	66.33	100.00	92.31	–
2009 - 2010	95	58.95	100.00	95.51	–
2010 - 2011	115	65.22	99.13	93.88	–
2011 - 2012	120	100.00	94.91	92.10	72.64

German	Total Students	Reading*	Writing*	Speaking*	Listening*
2008 - 2009	34	47.06	100.00	90.32	–
2009 - 2010	66	46.97	100.00	100.00	–
2010 - 2011	106	37.74	99.06	95.10	–
2011 - 2012	88	20.98	96.29	94.59	79.06

Japanese	Total Students	Reading*	Writing*	Speaking*	Listening*
2008 - 2009	63	42.86	79.37	73.33	–
2009 - 2010	79	45.57	80.52	76.92	–
2010 - 2011	93	45.16	92.47	91.95	–
2011 - 2012	94	82.41	95.65	97.64	55.31

Spanish	Total Students	Reading*	Writing*	Speaking*	Listening*
2008 - 2009	513	63.94	95.68	85.51	–
2009 - 2010	420	63.51	95.67	89.74	–
2010 - 2011	595	69.75	98.47	92.78	–
2011 - 2012	481	94.15	97.18	92.51	72.90

*Numbers indicate the approximate % of students scoring a 3 – 6 score during the period of 2008 – 2009 through the 2010 – 2011 school year. In the 2011 – 2012 the scale updated to an approximate % scoring of a 3 – 9 score and a newly added test category entitled “Listening” was added.

Summer School

	2008-2009	2009-2010	2010-2011	2011-2012
Session I				
• English	22	14	2	9
• Social Studies	13	3	2	4
• Math	14	6	4	7
• Science	0	0	0	2
• PE	74	32	28	39
• Health	54	38	35	32
Total	177	93	71	93
Session II				
• English	22	14	1	12
• Social Studies	10	7	0	2
• Math	23	7	6	7
• Science	0	0	0	0
• PE	43	21	45	41
• Health	52	45	0	12
Total	150	94	52	74

SOL Data

English: Reading		2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	96	95	96	94
	State	95	94	94	94
Black		87	84	93	83
Hispanic		88	76	97	90
White		98	97	97	96
Asian			100	82	93
Students with Disabilities		86	83	86	76
Economically Disadvantaged		87	82	86	80
Limited English Proficient		89	68	69	74

English: Writing		2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	94	94	95	93
	State	92	92	93	93
Black		78	84	86	83
Hispanic		71	74	94	81
White		97	96	98	96
Asian			100	87	92
Students with Disabilities		76	71	80	75
Economically Disadvantaged		73	77	87	79
Limited English Proficient		71	67	71	56

World History I		2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	97	97	88	90
	State	93	93	81	84
Black		94	89	67	83
Hispanic		89	95	78	80
White		98	99	93	92
Asian			100	97	93
Students with Disabilities		95	91	60	69
Economically Disadvantaged		89	93	71	77
Limited English Proficient		91	96	73	88

World History II		2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	96	98	90	88
	State	93	92	82	85
Black		93	95	70	64
Hispanic		88	100	80	88
White		96	98	93	91
Asian			100	100	95
Students with Disabilities		88	95	77	82
Economically Disadvantaged		88	94	71	72
Limited English Proficient		87	100	66	84

Virginia and United States History		2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	95	95	87	91
	State	95	95	83	85
Black		82	84	63	85
Hispanic		83	85	81	80
White		98	97	90	93
Asian			100	97	93
Students with Disabilities		84	84	62	75
Economically Disadvantaged		80	85	70	74
Limited English Proficient		86	85	72	70

Algebra I		2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	96	95	97	72
	State	94	94	94	75
Black		92	90	95	55
Hispanic		96	95	98	61
White		97	96	97	76
Asian			>	>	97
Students with Disabilities		86	88	91	45
Economically Disadvantaged		93	93	96	59
Limited English Proficient		98	94	95	71

Geometry		2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	92	93	91	77
	State	87	88	87	74
Black		75	77	72	47
Hispanic		89	92	87	73
White		95	96	95	83
Asian			>	>	89
Students with Disabilities		83	77	75	53
Economically Disadvantaged		82	81	78	61
Limited English Proficient		85	91	78	65

Algebra II		2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	93	93	91	78
	State	91	91	91	69
Black		96	81	71	58
Hispanic		86	81	88	56
White		93	95	93	81
Asian			100	100	98
Students with Disabilities		81	82	77	54
Economically Disadvantaged		82	81	75	50
Limited English Proficient		92	87	90	69

Earth Science		2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	92	89	94	92
	State	87	88	89	90
Black		82	77	79	80
Hispanic		83	83	91	82
White		96	92	97	96
Asian			89	97	81
Students with Disabilities		81	73	84	75
Economically Disadvantaged		79	79	86	83
Limited English Proficient		72	80	86	78

Biology		2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	93	96	93	96
	State	88	89	90	92
Black		80	86	86	84
Hispanic		74	93	88	95
White		95	97	95	98
Asian			100	90	95
Students with Disabilities		77	86	73	83
Economically Disadvantaged		75	88	80	88
Limited English Proficient		77	86	77	90

Chemistry		2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	97	94	96	96
	State	93	93	93	93
Black		85	84	74	82
Hispanic		100	58	98	91
White		98	96	98	97
Asian			100	100	100
Students with Disabilities		90	96	95	93
Economically Disadvantaged		91	68	89	89
Limited English Proficient		100	78	100	86

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 72.5% of middle school students are meeting the benchmark for MAP testing in reading and 65.3% are meeting the benchmark in mathematics

MAP – Reading: Fall	Grade 6	2009-2010	2010-2011	2011-2012	2012-2013
Met Bench Marks		71.6	70.5	68.2	66.5
Below Bench Marks		28.4	29.5	31.9	33.5

MAP – Math: Fall	Grade 6	2009-2010	2010-2011	2011-2012	2012-2013
Met Bench Marks		67.3	65.7	68.7	65.2
Below Bench Marks		32.7	34.3	31.3	34.8

MAP – Reading: Fall	Grade 7	2009-2010	2010-2011	2011-2012	2012-2013
Met Bench Marks		71.1	72.6	73.1	73.3
Below Bench Marks		28.9	27.4	29.9	26.7

MAP – Math: Fall	Grade 7	2009-2010	2010-2011	2011-2012	2012-2013
Met Bench Marks		66.4	70.8	61.3	64.5
Below Bench Marks		33.6	29.12	38.7	35.5

MAP – Reading: Fall	Grade 8	2009-2010	2010-2011	2011-2012	2012-2013
Met Bench Marks		79.5	73.3	75.7	77.1
Below Bench Marks		20.6	26.7	24.3	22.9

MAP – Math: Fall	Grade 8	2009-2010	2010-2011	2011-2012	2012-2013
Met Bench Marks		66.5	59.3	61.3	66.3
Below Bench Marks		33.5	40.6	38.8	33.4

Sixth Grade SOL Data

English: Reading	Grade 6	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	90	90	91	93
	State	86	88	87	89
Black		74	72	74	83
Hispanic		85	80	91	85
White		93	94	95	96
Asian			95	86	98
Students with Disabilities		77	78	67	66
Economically Disadvantaged		76	73	78	80
Limited English Proficient		83	76	80	82

United States History I	Grade 6	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	78	82	82	87
	State	74	78	81	81
Black		60	60	59	62
Hispanic		58	67	69	75
White		83	87	88	92
Asian			89	85	98
Students with Disabilities		59	60	49	55
Economically Disadvantaged		54	52	57	67
Limited English Proficient		53	64	56	62

Mathematics	Grade 6	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	76	80	78	84
	State	73	77	73	74
Black		65	56	60	70
Hispanic		56	73	72	81
White		80	87	83	89
Asian			82	75	100
Students with Disabilities		67	69	62	54
Economically Disadvantaged		58	63	61	73
Limited English Proficient		64	67	62	80

Seventh Grade SOL Data

English: Reading	Grade 7	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	94	91	91	91
	State	88	89	89	88
Black		87	80	74	80
Hispanic		79	80	86	85
White		97	93	94	94
Asian			96	89	88
Students with Disabilities		87	83	66	59
Economically Disadvantaged		85	78	75	79
Limited English Proficient		76	82	83	77

United States History II	Grade 7	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	92	90	85	84
	State	92	91	85	84
Black		85	78	63	63
Hispanic		71	77	66	70
White		95	93	89	89
Asian			91	89	92
Students with Disabilities		78	83	62	58
Economically Disadvantaged		78	76	58	58
Limited English Proficient		75	79	65	66

Mathematics	Grade 7	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	87	90	92	79
	State	71	75	77	58
Black		75	82	77	46
Hispanic		66	80	90	74
White		90	92	94	85
Asian			96	97	89
Students with Disabilities		84	80	75	48
Economically Disadvantaged		67	80	77	56
Limited English Proficient		63	84	91	62

Eighth Grade SOL Data

English: Reading	Grade 8	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	93	95	93	92
	State	87	90	90	89
Black		81	90	81	77
Hispanic		84	92	90	84
White		96	97	95	95
Asian			95	91	94
Students with Disabilities		81	88	72	71
Economically Disadvantaged		82	89	84	79
Limited English Proficient		80	88	83	75

English: Writing	Grade 8	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	92	93	91	92
	State	89	91	88	88
Black		79	86	82	79
Hispanic		87	80	84	79
White		94	95	94	95
Asian			95	95	97
Students with Disabilities		67	71	64	62
Economically Disadvantaged		80	81	80	75
Limited English Proficient		86	72	82	71

Civics and Economics	Grade 8	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	91	92	87	90
	State	84	86	84	84
Black		80	82	82	75
Hispanic		78	73	77	81
White		93	95	90	93
Asian			95	84	100
Students with Disabilities		79	75	59	63
Economically Disadvantaged		75	80	71	71
Limited English Proficient		72	71	68	79

Mathematics	Grade 8	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	93	90	90	69
	State	85	87	82	60
Black		88	90	78	48
Hispanic		100	89	96	72
White		94	89	91	74
Asian			>	>	>
Students with Disabilities		95	84	76	56
Economically Disadvantaged		91	86	85	63
Limited English Proficient		97	88	96	62

Science	Grade 8	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	91	93	92	94
	State	90	92	92	92
Black		79	81	84	79
Hispanic		72	77	85	86
White		94	96	95	97
Asian			93	87	97
Students with Disabilities		71	76	73	72
Economically Disadvantaged		74	82	83	82
Limited English Proficient		67	69	72	81

Middle School Algebra and Geometry SOL Data

Algebra I		2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	100	100	100	96
	State	Not reported			
Black		100	100	100	93
Hispanic		100	100	100	90
White		100	100	100	97
Asian			>	>	92
Students with Disabilities		100	100	100	86
Economically Disadvantaged		100	100	100	92
Limited English Proficient		100	100	100	89

Geometry		2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	100	100	99	99
	State	Not reported			
Black		100	100	100	100
Hispanic		100	100	100	100
White		100	100	99	99
Asian			>	>	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	2008-2009	2009-2010	2010-2011	2011-2012
Met Bench Marks		91.5	88.1	93.1	92.3
Below Bench Marks		8.5	11.9	6.9	7.7

PALS	Grade 2	2008-2009	2009-2010	2010-2011	2011-2012
Met Bench Marks		85.1	88.5	86.2	86.6
Below Bench Marks		14.9	11.5	13.8	13.4

PALS - Fall 2011				
Grade	Met Benchmark		Did Not Meet Benchmark	
	N	%	N	%
KG	840	88.90%	105	11.10%
1	548	90.60%	57	9.40%
2	570	81.00%	134	19.00%

PALS Performance by Student Subgroups					
Grade	Subgroup	Met Benchmark		Did Not Meet Benchmark	
		N	%	N	%
KG	Black	74	84.1%	14	15.9%
	Hispanic	94	72.9%	35	27.1%
	White	574	92.1%	49	7.9%
	Other	98	93.3%	7	6.7%
	SPED	53	77.9%	15	22.1%
	ESOL	86	66.7%	43	33.3%
1	Black	63	87.5%	9	12.5%
	Hispanic	63	87.5%	9	12.5%
	White	350	91.1%	34	8.9%
	Other	72	93.5%	5	6.5%
	SPED	24	60.0%	16	40.0%
	ESOL	71	84.5%	13	15.5%
2	Black	66	67.3%	32	32.7%
	Hispanic	46	56.8%	35	43.2%
	White	389	87.4%	56	12.6%
	Other	69	86.3%	11	13.7%
	SPED	20	35.7%	36	64.3%
	ESOL	71	70.3%	30	29.7%

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	Grade 5	2008-2009	2009-2010	2010-2011	2011-2012
Met Bench Marks		92.4	93.1	88.2	93.6
Below Bench Marks		7.6	6.9	11.8	6.4

QRI - Fall 2011

Grade	Met Benchmark		Did Not Meet Benchmark	
	N	%	N	%
3	708	82.40%	151	17.60%
4	838	83.20%	169	16.80%
5	700	78.50%	192	21.50%

QRI Performance by Subgroups – Fall 2011

Grade	Subgroups	Met Benchmark		Did Not Meet Benchmark	
		N	%	N	%
3	Black	32	57.1%	24	42.9%
	Hispanic	27	47.4%	30	52.6%
	White	290	83.1%	59	16.9%
	Other	68	91.9%	6	8.1%
	SPED	17	40.5%	25	59.5%
	ESOL	45	58.4%	32	41.6%
4	Black	57	64.0%	32	36.0%
	Hispanic	37	56.1%	29	43.9%
	White	504	86.7%	77	13.3%
		61	84.7%	11	15.3%
	SPED	21	29.6%	50	70.4%
	ESOL	36	52.9%	32	47.1%
5	Black	30	44.1%	38	55.9%
	Hispanic	37	52.9%	33	47.1%
	White	352	77.7%	101	22.3%
		56	86.2%	9	13.8%
	SPED	11	19.3%	46	80.7%
	ESOL	22	44.0%	28	56.0%

Third Grade SOL Data

English: Reading	Grade 3	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	91	88	87	86
	State	86	83	83	86
Black		80	69	73	61
Hispanic		75	79	73	78
White		93	92	90	90
Asian			93	97	98
Students with Disabilities		72	67	64	52
Economically Disadvantaged		78	73	72	71
Limited English Proficient		85	84	79	81

History and Social Science	Grade 3	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	93	91	81	80
	State	93	93	85	87
Black		79	75	61	46
Hispanic		88	88	85	70
White		95	93	84	85
Asian			100	91	96
Students with Disabilities		75	60	46	36
Economically Disadvantaged		78	75	58	54
Limited English Proficient		98	94	88	83

Mathematics	Grade 3	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	93	94	91	60
	State	89	92	91	64
Black		82	83	82	25
Hispanic		78	81	82	37
White		95	96	94	69
Asian			98	98	82
Students with Disabilities		77	72	63	30
Economically Disadvantaged		82	82	81	34
Limited English Proficient		88	86	86	46

Science	Grade 3	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	90	92	89	86
	State	89	91	90	90
Black		70	75	75	54
Hispanic		73	91	76	79
White		93	94	92	91
Asian			100	97	98
Students with Disabilities		66	57	62	60
Economically Disadvantaged		72	81	74	68
Limited English Proficient		91	94	85	95

Fourth Grade SOL Data

English: Reading	Grade 4	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	93	93	88	89
	State	89	88	87	88
Black		87	85	67	72
Hispanic		92	82	77	78
White		94	95	93	93
Asian			96	91	94
Students with Disabilities		75	84	55	60
Economically Disadvantaged		85	83	70	75
Limited English Proficient		93	87	72	74

Mathematics	Grade 4	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	90	93	91	70
	State	86	88	89	70
Black		79	84	78	37
Hispanic		78	83	78	42
White		93	95	94	78
Asian			98	94	86
Students with Disabilities		69	87	61	38
Economically Disadvantaged		76	83	80	38
Limited English Proficient		87	89	75	43

Fifth Grade SOL Data

English: Reading	Grade 5	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	94	95	92	87
	State	92	90	89	89
Black		82	85	87	66
Hispanic		85	94	82	75
White		96	97	94	91
Asian			93	100	91
Students with Disabilities		80	86	73	52
Economically Disadvantaged		79	87	82	72
Limited English Proficient		87	89	86	73

English: Writing	Grade 5	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	90	91	91	88
	State	86	88	87	87
Black		69	78	76	62
Hispanic		96	96	83	91
Asian			97	100	91
White		92	93	94	90
Students with Disabilities		65	57	63	54
Economically Disadvantaged		71	78	78	75
Limited English Proficient		100	91	100	86

Virginia Studies	Grade 5	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	86	89	87	84
	State	88	87	89	89
Black		61	71	68	58
Hispanic		63	77	70	61
White		91	93	91	90
Asian				98	95
Students with Disabilities		65	58	55	44
Economically Disadvantaged		59	70	69	61
Limited English Proficient		68	71	68	58

Mathematics	Grade 5	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	93	93	91	69
	State	90	90	89	67
Black		83	85	79	34
Hispanic		90	94	83	41
White		95	95	94	76
Asian			93	98	88
Students with Disabilities		82	78	66	21
Economically Disadvantaged		83	82	79	38
Limited English Proficient		95	87	86	43

Science	Grade 5	2008-2009	2009-2010	2010-2011	2011-2012
All Students	Division	91	88	90	86
	State	88	88	87	88
Black		70	70	77	86
Hispanic		76	75	72	67
White		96	93	93	92
Asian			89	90	96
Students with Disabilities		75	63	67	41
Economically Disadvantaged		74	70	75	66
Limited English Proficient		78	67	69	67

2011-2012 Division Profile

County Population (2011 census)	98,970
Student Enrollment (pre-K through 12)	13,122
FY 2011-2012 Operating Budget (Audited Actuals unavailable at this time)	\$144,491,184
FY 2011-2012 Budgeted Per Pupil Expense (Audited Actuals unavailable at time time)	\$11,046
FY 2012-2013 Operating Budget	\$151,249,906
FY 2012-2013 Budgeted Per Pupil Expense	\$11,668

Class Size and Other Statistics

Average Class Size: Grades K-2	18.62
Average Class Size: Grades 3-5	19.47
Average Class Size: Grades 6-12	20.00
Number of School Lunches Served Daily	6,522
Number of Miles Buses Travel Daily	13,561
Student-to-Computer Ratio	3:01

School Facilities

16 elementary schools (preschool-5)
 5 middle schools (6-8)
 3 comprehensive high schools (9-12)
 1 charter high school (9-12)
 1 charter middle school (6-8)
 1 STEM Magnet Program (9-12)
 1 Alternative Learning Center
 1 Vocational-Technical Center
 All Schools Accredited by Virginia DOE

Student Body Makeup

51.2% male; 48.8% female
 69.7% white; 11.4% black; 9.0% Hispanic; 4.5% Asian; 5.5% other
 Gifted education students: 12.6%
 Special education students: 11.0%
 ESL students: 7.8%
 Languages spoken (ESOL/All): 60/77
 Students eligible for Free or Reduced Price Meals: 26.9%

Staff

Teachers: 1,196
 99.5% of teachers are "highly qualified" according to No Child Left Behind regulations
 58% of teaching staff holds advanced degrees
 Average years of experience: 15
 Other staff: 1,191

Academic Statistics

College-Level (AP & Dual Enrollment) courses offered 39
 Students earning a passing score on AP Exams (ACPS/State) 81.8%/61.0%
 Advanced Studies Diploma 70.4%
 Graduates Pursuing Higher Education 83.6%
 Average Reading SAT Score (ACPS/State/U.S.) 554/510/496
 Average Math SAT Score (ACPS/State/U.S.) 558/512/514
 Average Writing SAT Score (ACPS/State/U.S.) 538/495/488
 On-Time Graduation Rate 92.0%