



State of the Division Report

October 10, 2013

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State of the Division Report Overview

Earlier this year, following the receipt of more than 10,000 comments from the Albemarle Public Schools community, the School Board voted to update its strategic plan for the division, centered on one goal for all students. In support of the plan's purpose of unleashing every student's potential, the Board affirmed that "All Albemarle County Public School students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens."

Five objectives were adopted to fulfill this goal, including the engagement of every student, the implementation of balanced assessments, the improvement of opportunity and achievement, the creation of new partnerships and the expansion of existing ones and the optimization of resources.

This renewed commitment builds upon the significant progress the division made during the 2012-13 school year towards meeting the strategic plan's goal. Albemarle County high school students exceeded state and federal test score averages by as much as 15 percent on the College Board's Scholastic Aptitude Test (SAT) and 65 percent of county public school students met the College Board's College-and-Career Readiness benchmark, nearly 20 percent better than comparable state and federal averages. The division's on-time graduation rate again exceeded the state average by nearly 10 percent and the percentage of Albemarle County public school students who graduated with an advanced studies diploma was 30 points better than the state average.

Despite the continued increased rigor of Standards of Learning (SOL) tests, pass rates for county students were higher than state averages in 75 percent of all SOL test categories. Generally, test results were strong across the board but one subject area needing improvement in 2013-14 is mathematics at the elementary school level. Two of the division's 16 elementary schools were below new benchmarks in one or more student demographic groups in the math tests.

While all Albemarle County Public Schools were accredited, three elementary schools were accredited with warning due to lower SOL scores in mathematics and history. All schools have improvement plans in place to concentrate on instructional strategies and methods to improve academic performance this year.

In support of the division's emphasis upon 21st century learning, several new programs had strong debuts. All schools are involved in *Design 2015*, a series of pilot programs across the division that promote the "4 Cs," critical thinking, creativity, collaboration and communications, student skills that are an integral part of project-based learning.

The Division identified 12 Lifelong-Learner Standards that set expectations for how students develop a wide variety of knowledge, understanding, and skills. The Lifelong-Learner Standards serve as a guide for teachers as they develop units, lessons, and tasks. These standards articulate the necessary components of lifelong learning that allow all students to succeed as members of a global community and in a global economy. The Lifelong-Learner Standards are overarching process-based standards that can be addressed in a single lesson or even a single unit. They demand attention over time and across all disciplines.

Lifelong learning places emphasis on results (learning and doing), in place of efforts (teaching and receiving). To develop the skills and habits associated with lifelong learning, students must:

- learn beyond the simple recall of facts;
- understand the connections to and implications of what they learn;
- retain what they learn; and,
- be able to apply what they learn in new contexts.

Lifelong-Learner Standards

1. Plan and conduct research;
2. Gather, organize, and analyze data, evaluate processes and products; and draw conclusions;
3. Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions;

4. Understand and apply principles of logic and reasoning; develop, evaluate, and defend arguments;
5. Seek, recognize and understand systems, patterns, themes, and interactions;
6. Apply and adapt a variety of appropriate strategies to solve new and increasingly complex problems;
7. Acquire and use precise language to clearly communicate ideas, knowledge, and processes;
8. Explore and express ideas and opinions using multiple media, the arts, and technology;
9. Demonstrate ethical behavior and respect for diversity through daily actions and decision making;
10. Participate fully in civic life, and act on democratic ideals within the context of community and global interdependence;
11. Understand and follow a physically active lifestyle that promotes good health and wellness; and,
12. Apply habits of mind and metacognitive strategies to plan, monitor, and evaluate one's own work.

Framework for Quality Learning

The Framework for Quality Learning (FQL) was developed to support the school division's core purpose to establish a community of learners and learning, through rigor, relevance, and relationships one student at a time. It is consistent with the Division's vision that *"All learners believe in their power to embrace learning, to excel, and to own their future."*

Based upon specific standards and designed to focus on concepts rather than multiple choice tests, FQL is rooted in Albemarle County Public Schools' Lifelong-Learner Standards, Virginia's Standards of Learning (SOL), and national standards within the disciplines. The FQL sets rigorous expectations for how students learn, analyze information, and communicate, leading to increased student engagement, content mastery, and higher-order thinking.

Student growth and achievement in Lifelong-Learner Standards can be difficult to evaluate solely with conventional assessments such as SOL tests; used in concert with traditional assessments, assessments that are based upon actual student performance (what they know and what they can do with that knowledge) provide a more complete picture of student achievement.

Performance tasks were piloted in small groups during the 2011-2012 school year and were administered to all students across the division this past school year. At this summer's Curriculum, Assessment, and Instruction Institute, assessments were scored to gather baseline data and to decide whether to adjust, abandon, or adopt each task. During the current school year, student progress and achievement on the Lifelong-Learner Standards will be assessed and reported.

During the 2012-13 school year, Albemarle County High Schools piloted the use of the College and Work Readiness Assessment (CWRA). The CWRA is a major initiative of the Council for Aid to Education. Along with its postsecondary counterpart—the Collegiate Learning Assessment (CLA)—the CWRA offers a constructed-response approach to the assessment of higher-order skills, such as critical thinking and written communication. Hundreds of institutions and hundreds of thousands of students have participated in the CLA or CWRA to date.

Compared to college freshmen participating in the CWRA, our seniors performed better on average in terms of higher order thinking skills. When compared to high school seniors in participating schools, our seniors performed slightly below the average and not as well as expected when their academic ability was taken into account.

Finally, both our 9th graders and our seniors performed slightly below the average of comparative groups in the national sample on the four sub scores of the assessment: analytical reasoning and evaluation, writing effectiveness, writing mechanics, and problem solving.

Among new programs this year was a **Maker Space** summer academy at four elementary schools to teach students how to utilize design and engineering concepts to construct products of their own choosing. A higher level application of these competencies will be incorporated into a new middle school manufacturing lab program that also includes the University of Virginia and Charlottesville City Schools.

Three Programs Earned National and International Recognition for Excellence

The **M-cubed** program was selected by the National School Board Association as the best program in the country for community partnership and measureable results among schools with an enrollment of between 5,000 and 20,000 students. The program works with African-American middle school males to raise performance in mathematics.

The **AVID** program at Jouett Middle School earned demonstration school status for its effectiveness in delivering college and workforce readiness skills to all students. Only three percent of all AVID programs in the world reach that achievement level.

The **Sailbot** team from the Math, Engineering & Science Academy (MESA) at Albemarle High School placed first in the International Robotic Sailing Regatta in Boston. Historically, this is an event in which teams of university and college students compete and this was the first year high school teams were included. With 16 teams from the United States and Canada, Albemarle High School students were World Champions in their division.

Other program highlights during the year included two **Destination Imagination** teams finishing in the top ten in the program's Global Finals; Albemarle High School's math scholars being named the best in the state of Virginia in the **Virginia Mathematics League** competition and the 65 awards won by Albemarle County public school students in the **Piedmont Regional Science Fair**. Students won 11 first-place awards in the senior division's 15 categories.

As the 2013-14 school year began, Meriwether Lewis Elementary School was selected as a **Blue Ribbon School**, the U.S. Department of Education's flagship program recognizing education excellence across the country. With strong SOL test scores across all subject areas, the school cited its focus on student-centered and project-based learning as a significant asset to its instructional model.

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

- 38 percent of all high school students were enrolled in Advanced Placement courses and 79 percent of students scored three or higher on AP tests, making them eligible to receive college credit. 17 percent of all high school students were enrolled in dual enrollment courses.
- Enrollment in high school fine arts classes was 2,516. The number of school and community fine arts performances increased by 64 percent in one year, reaching 494.
- Career and Technical Education (CTE) enrollment totaled 1,815 at the high school level and 1,782 among middle school students. Reflecting a commitment to an "advanced professional studies" model, the division now offers nine dual enrollment CTE courses.
- A total of 1010 male and female students participated in interscholastic athletics at the three comprehensive high schools. Albemarle County public high school teams won one state championship, 14 regional and 25 district titles.

High School Overview

- With average scores of 565 on the verbal SAT and 559 in math and 542 in critical writing, students placed within the top three percent of all students in the state and were well above national averages.
- Students also outperformed state averages on Standards-of-Learning (SOL) tests in all 11 categories at the high school level, including by as much as 10 percentage points in math tests, which were increased in rigor beginning in 2012. In English and Science tests, which had their degree of difficulty increased in 2013, pass rates were at 90 percent almost across the board.
- Test scores were lower among several sub-groups, including African-American students, students with disabilities, economically disadvantaged students and students with limited English proficiency.

Middle School Overview

- 72 percent of students are meeting the benchmark in Measures of Academic Progress (MAP) testing in reading, which demonstrates how well students are improving their academic performance over time. In mathematics, 65 percent of students are meeting the benchmark. Generally, sixth grade student scores were slightly below 2012 results, seventh grade students were close to last year's scores and eighth grade were slightly ahead of 2012 results.
- Among the 11 SOL test categories reported statewide, Albemarle County middle school students were above the state average in 10 categories. The exception was in eighth grade math. Students tested especially strong in history, civics, algebra and geometry.
- Among student sub-groups, scores for students with disabilities were well below state averages in all categories. Scores for African-American students in English need significant improvement.

Elementary School Overview

- All students in grades K-2 take a Phonological Awareness Literacy Screening (PALS) to determine knowledge of literacy fundamentals and to assess reading skill needs. Students in all three grade levels met or exceeded the program benchmark by 83 to 89 percent.
- SOL test results were mixed. Third grade students were below state averages in the four test categories by anywhere from one to eight percentage points. Mathematics scores were much lower in several student sub-groups including African-American and Hispanic and among students with disabilities, economically disadvantaged students and students with limited English proficiency.
- Fourth graders were at or above state averages in English and math but scores for students with disabilities were lower.
- Fifth grade students were at or above state averages on four of the five test categories and one percentage point below the state average in history. Scores for African-American students and students with disabilities were well below the state average in all test categories.

Fine Arts

“Communicate, Collaborate, Community”

This is our fourth year collecting quantitative data about Fine Arts. 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	2012-2013
	1,824	2,887	2,560	2,516

Number of Students in Fine Arts Courses (2012-2013)	Percentage
Elementary (6050/6050)	100%
Middle (3691/2970)	(difficult to calculate because some students take multiple courses in a year and some only take one)
High (2516/4005)	62%

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

Fine Arts Accomplishments

School and Community-based Performances (self-reported data by 95% of schools)	2010-2011	2011-2012	2012-2013
Music performances (elementary)	120	150	128
Band performances	60	70	148
Choral performances	20	35	95
Orchestra performances	18	14	38
Drama performances	22	33	49
Art shows (started collecting data in 2012)			6
Creative Writing (started collecting data in 2012)			3
TOTAL Performances on record	240	302	494

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 160
ACPS Honor Bands	middle school & high school 200
ACPS 6 th Grade Strings Jamboree	middle school 115
All County/City Choir Concert	middle school & high school 200
All County Drama Festival	some middle schools, all high schools 250
Visual Arts Festival (20 th year – 4 locations)	all schools 1500
County Office Building (3 rd Floor) Art Show	all schools 100
Reflections Program (Summer 2013)	middle school 16

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	2010-2011	2011-2012	2012-2013
Ash Lawn Opera Education Program	4 elementary schools; 25 choral students	5 elementary schools 1 middle school	6 elementary schools 1 middle school ~498 students
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	2 concerts; 2 master classes; plus 3 Robert Jospe workshops
Program name (continued)	2010-2011	2011-2012	2012-2013
Charlottesville Symphony Concert & Prelude School Visits (instrument demonstrations and master classes)	~770 students o 14 Elementary Schools, 2 Middle Schools, 2 High Schools	~890 students o 14 Elementary Schools, 2 Middle Schools, 2 High Schools	~849 students o 12 Elementary Schools, 2 Middle Schools, 1 High School
Kid Pan Alley	Workshop at 1 elementary	Workshops at 3 elementary schools	n/a
Paramount Education Series	~ 3,713 students	~ 5,643 students (1,049 received financial assistance from Paramount)	~ 5,429 students (1,986 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)	0 (no grant this year)
Summer Residential Governor's School (Vocal Music, Instrumental Music, Dance, Theater)	6/12 applications accepted	2/12 applications accepted	5/11 applications accepted
Tuesday Evening Concert Series	~ 875 students attended 2 concerts	~ 919 students attended 2 concerts	~ 887 students attended 2 concerts

Visual Arts

We have 33 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 Number of students <table> <tr> <th>2010-2011</th><th>2011-2012</th><th>2012-2013</th></tr> <tr> <td>1153</td><td>1420</td><td>1454</td></tr> </table>	2010-2011	2011-2012	2012-2013	1153	1420	1454	<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	2012-2013						
1153	1420	1454						
High School Number of students <table> <tr> <th>2010-2011</th><th>2011-2012</th><th>2012-2013</th></tr> <tr> <td>1013</td><td>989</td><td>1023</td></tr> </table>	2010-2011	2011-2012	2012-2013	1013	989	1023	<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 	Over the past 2 years, we have purchased 20 digital cameras for 3 high schools to assist with the transition to digital photography.
2010-2011	2011-2012	2012-2013						
1013	989	1023						

Music

We have 33 full and part-time music teachers.

Level	Schedule Details	Notes												
Elementary music program ~ taught primarily 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> <tr> <th>2010-2011</th><th>2011-2012</th><th>2012-2013</th></tr> <tr> <td>885</td><td>940</td><td>999</td></tr> </table> Students in the choral program <table> <tr> <th>2010-2011</th><th>2011-2012</th><th>2012-2013</th></tr> <tr> <td>324</td><td>305</td><td>290</td></tr> </table>	2010-2011	2011-2012	2012-2013	885	940	999	2010-2011	2011-2012	2012-2013	324	305	290	<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 	Not all schools offer choir in grades 6 & 7 at this time. In order to build a quality program and provide continuity from elementary school, we'd like grade 6 chorus to become a priority in 2014-2015.
2010-2011	2011-2012	2012-2013												
885	940	999												
2010-2011	2011-2012	2012-2013												
324	305	290												
High School Students in the instrumental program <table> <tr> <th>2010-2011</th><th>2011-2012</th><th>2012-2013</th></tr> <tr> <td>625</td><td>660</td><td>622</td></tr> </table> Students in the choral program <table> <tr> <th>2010-2011</th><th>2011-2012</th><th>2012-2013</th></tr> <tr> <td>324</td><td>282</td><td>252</td></tr> </table>	2010-2011	2011-2012	2012-2013	625	660	622	2010-2011	2011-2012	2012-2013	324	282	252	<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. 	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.
2010-2011	2011-2012	2012-2013												
625	660	622												
2010-2011	2011-2012	2012-2013												
324	282	252												

Drama

We have 8 full and part-time drama teachers.

Level	Schedule Details	Notes						
Middle School Number of students <table> <tr> <th>2010-2011</th><th>2011-2012</th><th>2012-2013</th></tr> <tr> <td>464</td><td>456</td><td>479</td></tr> </table>	2010-2011	2011-2012	2012-2013	464	456	479	<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	2012-2013						
464	456	479						
High School Number of students <table> <tr> <th>2010-2011</th><th>2011-2012</th><th>2012-2013</th></tr> <tr> <td>241</td><td>254</td><td>263</td></tr> </table>	2010-2011	2011-2012	2012-2013	241	254	263	<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	2012-2013						
241	254	263						
** Note that there are additional Fine Arts classes not itemized in this report, including: General Music, Humanities, Journalism, Creative Writing, Filmmaking, Yearbook, etc. That represents a total of 469 students (MS) and 356 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	2010-11	2011-12	2012-13	
Technology Education	508	594	534	
Business and Information Technology	573	515	483	
Health and Medical Sciences	92	93	152	
Marketing	283	225	262	
Trade and Industrial Education	182	89	104	
Career Connections	80	161	96	
Military Science	58	78	62	
Family and Consumer Sciences	181	176	122	
TOTAL	1957	1931	1815	

2010-2010 through 2012-2013		CTE Middle School Enrollment		
Program Area	2010-11	2011-12	2012-13	
Technology Education	686	1014	964	
Business and Information Technology	552	518	496	
Family and Consumer Sciences	165	355	322	
TOTAL	1403	1887	1782	

2012-2013 Industry Credentialing		
Tests Administered	Credentials Earned	Pass Rate
547	335	61%

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.

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State Totals

Grade Code	Abdominal					
	Boys			Girls		
	Tested	In HFZ	% HFZ	Tested	In HFZ	% HFZ
04	29075	23884	82.15	28629	23508	82.11
05	29312	24317	82.96	28078	23109	82.3
06	27374	24202	88.41	26081	22565	86.52
07	28364	24101	84.97	25522	22104	86.61
08	25047	22557	90.06	22810	20154	88.36
09	28513	25702	90.14	26414	23033	87.2
10	25716	23189	90.17	24849	21957	88.36
11	2473	2294	92.76	822	733	89.17
12	1234	1136	92.06	433	387	89.38

Grade Code	Aerobic					
	Boys			Girls		
	Tested	In HFZ	% HFZ	Tested	In HFZ	% HFZ
04	26055	18825	72.25	25253	21581	85.46
05	28977	21094	72.8	27708	22969	82.9
06	27328	19572	71.62	26047	20833	79.98
07	27074	18541	68.48	25458	18995	74.61
08	24872	17570	70.64	22661	16504	72.83
09	27963	18828	67.33	25822	16931	65.57
10	25626	15897	62.03	24212	14891	61.5
11	2480	1735	69.96	819	395	48.23
12	1273	843	66.22	428	201	46.96

Grade Code	Upper Body Strength					
	Boys			Girls		
	Tested	In HFZ	% HFZ	Tested	In HFZ	% HFZ
04	28947	21926	75.75	28424	19206	67.57
05	29208	21886	74.93	27881	18842	67.58
06	26826	20650	76.98	25578	18669	72.99
07	26519	20220	76.25	24938	18343	73.55
08	24873	19168	77.06	22512	17071	75.83

Key: < = A group below state definition for personally identifiable results

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State Totals

Grade Code	Upper Body Strength					
	Boys			Girls		
	Tested	In HFZ	% HFZ	Tested	In HFZ	% HFZ
09	28066	21014	74.87	26135	19330	73.96
10	25435	18965	74.56	24200	18360	75.87
11	2432	1987	81.7	813	586	72.08
12	1222	992	81.18	423	307	72.58

Grade Code	Flexibility					
	Boys			Girls		
	Tested	In HFZ	% HFZ	Tested	In HFZ	% HFZ
04	29027	23228	80.02	28638	24339	84.99
05	29316	23196	79.12	28030	23374	83.39
06	27277	21796	79.91	26158	21926	83.82
07	27066	21945	81.08	25624	22033	85.99
08	24934	20717	83.09	22782	20045	87.99
09	28443	23681	83.26	26487	22034	83.19
10	25749	22139	85.98	24741	20477	82.77
11	2480	2178	87.82	834	643	77.1
12	1230	1061	86.26	446	375	84.08

Grade Code	Trunk Lift					
	Boys			Girls		
	Tested	In HFZ	% HFZ	Tested	In HFZ	% HFZ
04	23993	20158	84.02	23559	20751	88.08
05	23835	19541	81.98	22719	19623	86.37
06	21670	18305	84.47	20622	18136	87.94
07	21368	18433	86.26	20268	18020	88.91
08	19609	17003	86.71	17776	16112	90.64
09	21291	18500	86.89	19945	17930	89.9
10	19592	17431	88.97	18896	17237	91.22
11	2139	1968	92.01	630	547	86.83
12	919	791	86.07	326	279	85.58

Key: < = A group below state definition for personally identifiable results

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State Totals

Grade Code	Body Composition (Optional)					
	Boys			Girls		
	Tested	In HFZ	% HFZ	Tested	In HFZ	% HFZ
04	4113	2372	57.67	4113	2514	61.12
05	4042	2288	56.61	3769	2174	57.68
06	4508	2482	55.06	4379	2648	60.47
07	4756	2669	56.12	4520	2712	60
08	4596	2694	58.62	4593	2694	58.65
09	4368	2648	60.62	4103	2500	60.93
10	3709	2250	60.66	3440	2149	62.47
11	319	180	56.43	250	149	59.6
12	156	89	57.05	128	80	62.5

Key: < = A group below state definition for personally identifiable results

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Albemarle County

Grade Code	Abdominal					
	Boys			Girls		
	Tested	In HFZ	% HFZ	Tested	In HFZ	% HFZ
04	466	311	66.74	500	349	69.8
05	486	338	69.55	487	354	72.69
06	463	410	88.55	462	402	87.01
07	485	415	85.57	461	392	85.03
08	444	390	87.84	467	406	86.94
09	476	438	92.02	476	443	93.07
10	385	364	94.55	351	335	95.44
11	17	15	88.24	12	10	83.33
12	<	<	<	<	<	<

Grade Code	Aerobic					
	Boys			Girls		
	Tested	In HFZ	% HFZ	Tested	In HFZ	% HFZ
04	385	262	68.05	398	370	92.96
05	487	339	69.61	476	426	89.5
06	420	372	88.57	427	394	92.27
07	470	400	85.11	441	381	86.39
08	412	337	81.8	431	363	84.22
09	382	297	77.75	381	296	77.69
10	397	292	73.55	340	266	78.24
11	17	10	58.82	12	<	58.33
12	<	<	<	<	<	<

Grade Code	Upper Body Strength					
	Boys			Girls		
	Tested	In HFZ	% HFZ	Tested	In HFZ	% HFZ
04	469	253	53.94	499	253	50.7
05	487	292	59.96	486	240	49.38
06	459	314	68.41	463	307	66.31
07	495	324	65.45	472	295	62.5
08	451	275	60.98	469	263	56.08

Key: < = A group below state definition for personally identifiable results

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Albemarle County

Grade Code	Upper Body Strength					
	Boys			Girls		
	Tested	In HFZ	% HFZ	Tested	In HFZ	% HFZ
09	474	365	77	479	373	77.87
10	405	308	76.05	357	292	81.79
11	20	12	60	13	<	38.46
12	<	<	<	<	<	<

Grade Code	Flexibility					
	Boys			Girls		
	Tested	In HFZ	% HFZ	Tested	In HFZ	% HFZ
04	439	276	62.87	468	351	75
05	454	276	60.79	455	316	69.45
06	464	399	85.99	465	428	92.04
07	497	434	87.32	472	430	91.1
08	449	391	87.08	472	428	90.68
09	488	423	86.68	484	435	89.88
10	438	361	82.42	388	278	71.65
11	18	14	77.78	14	<	50
12	<	<	<	<	<	<

Grade Code	Trunk Lift					
	Boys			Girls		
	Tested	In HFZ	% HFZ	Tested	In HFZ	% HFZ
04	467	349	74.73	500	416	83.2
05	483	358	74.12	485	385	79.38
06	448	345	77.01	438	393	89.73
07	488	375	76.84	462	379	82.03
08	446	348	78.03	464	408	87.93
09	409	339	82.89	395	362	91.65
10	371	308	83.02	326	295	90.49
11	17	10	58.82	12	<	75
12	<	<	<	<	<	<

Key: < = A group below state definition for personally identifiable results

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Albemarle County

Grade Code	Body Composition (Optional)					
	Boys			Girls		
	Tested	In HFZ	% HFZ	Tested	In HFZ	% HFZ
04	471	234	49.68	500	290	58
05	489	253	51.74	487	267	54.83
06	465	249	53.55	465	251	53.98
07	497	273	54.93	473	258	54.55
08	452	263	58.19	472	281	59.53
09	457	293	64.11	450	291	64.67
10	426	262	61.5	373	278	74.53
11	18	<	50	14	<	64.29
12	<	<	<	<	<	<

Key: < = A group below state definition for personally identifiable results

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)	2010-2011	2011-2012	2012-2013
Student Participants (approximate)	375	377	372
No. of ACPS Representing Teams	54	50	50
No. of ACPS Teams Participating in State Championship	16	22	20
No. of ACPS Teams Participating in Global Finals	13	10	5

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.

WAHS	FALL	WINTER	SPRING
MALE	94	114	149
FEMALE	110	132	135
TOTALS	204	246	284
	DISTRICTS	REGION	STATE
TEAM CHAMPIONS	15	7	1
INDIVIDUAL QUALIFIERS	0	35	21
INDIVIDUAL CHAMPIONS	2	3	0
MoHS	FALL	WINTER	SPRING
MALE	163	113	180
FEMALE	126	92	139
TOTALS	289	205	319
	DISTRICTS	REGION	STATE
TEAM CHAMPIONS	2	1	0
INDIVIDUAL QUALIFIERS	0	8	8
INDIVIDUAL CHAMPIONS	0	0	0
ALBEMARLE ATHLETICS	FALL	WINTER	SPRING
MALE	243	182	228
FEMALE	181	153	179
TOTALS	424	335	407
	DISTRICTS	REGION	STATE
TEAM CHAMPIONS	8	6	0
INDIVIDUAL QUALIFIERS	0	60	18
INDIVIDUAL CHAMPIONS	10	11	1

College Level Courses

AP & Dual Enrollment Participation

Enrolled in AP Courses			
Division	Female	750	37.80%
	Male	627	30.20%
	Total	1377	33.90%
AHS	Female	282	32.30%
	Male	219	23.80%
	Total	501	27.90%
MOHS	Female	233	44.80%
	Male	232	40.30%
	Total	465	42.40%
MUHS	Female	2	4.20%
	Male	5	7.70%
	Total	7	6.20%
WAHS	Female	233	43.00%
	Male	171	33.20%
	Total	404	38.20%

Table represents unduplicated student counts

Enrolled in Dual Enrollment Courses			
Division	Female	317	16.00%
	Male	385	18.50%
	Total	702	17.30%
AHS	Female	183	21.00%
	Male	213	23.20%
	Total	396	22.10%
MOHS	Female	53	10.20%
	Male	74	12.80%
	Total	127	11.60%
MUHS	Female	0	0.00%
	Male	3	4.60%
	Total	3	2.70%
WAHS	Female	81	14.90%
	Male	95	18.40%
	Total	176	16.70%

Table represents unduplicated student counts

AP Achievement

	Frequency of Student Scores by School									
	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
Division	145	6.1	358	15.1	622	26.2	642	27	610	25.7
AHS	43	4.3	122	12.2	257	25.8	290	29.1	284	28.5
MoHS	80	12.6	152	24	191	30.1	126	19.9	85	13.4
WAHS	21	2.8	78	10.5	174	23.5	226	30.5	241	32.6

Virtual Courses

Enrollment Virtual School	Total # of Students 2010-2011	Different Courses 2010-2011	Total # of Students 2011-2012	Different Courses 2011-2012	Total # of Students 2012-2013	Different Courses 2012-2013
Virtual Virginia	54	12	13	7	16	11
Brigham Young University Independent Study	53	24	40	18	11	10
University of Nebraska Independent Study High School	5	5			0	0
Johns Hopkins Center for Talented Youth	3	2	1	1	0	0
Henrico Distance-Learning	6	1	1	1	0	0
Piedmont Virginia Community College	3	2			0	0
Liberty University	0	0	1	1	0	0
University of Virginia	0	0	10	2	16	10
K12 Online Public School	0	0	2	2	0	0
ACPS (Econ & PF)					12	1

High School

Scholastic Aptitude Test (SAT) Data

SAT	2009-2010			2010-2011			2011-2012			2012-2013		
	Verbal	Math	Writing	Verbal	Math	Writing	Verbal	Math	Writing	Verbal	Math	Writing
ACPS	556	554	544	556	551	538	554	558	538	565	559	542
State	512	512	497	512	509	495	510	512	495	516	514	498
National	501	516	492	497	514	489	496	514	488	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 average score of 565 on the critical reading test. On two other tests, math and writing, the scores were 559 and 542, 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

Graduation Rate

Comparisons

	Benchmark is 85 , may use 3 yr. average
	No Benchmark - Va Official Graduation Rate
	Benchmark is 80 and can use 4, 5, 6 yr. rate, can use 3-yr. 4, 5, 6 year rate, or reduce failure rate by 10%

Albemarle County												
Subgroups	VA Graduation Index			On-Time Graduation Rate			Federal Graduation			Drop- Out rate		
	2011%	2012%	2013%	2011%	2012%	2013%	2011%	2012%	2013%	2011%	2012%	2013%
All Students	No Division Rate Calculated			93.01	91.93		89.05	88.86%	89.56%	3.11	4.13	3.30%
Gap Group 1 (LEP, F/R, SPED)							75.40	75.00%	74.05%			
Black (Gap Group 2)				87.29	84.30		80.00	78.99	82.46%	6.78	7.44	6.25%
Hispanic (Gap Group 3)				92.31	85.94		85.48	81.82	80.72%	6.15	10.94	7.41%
White				93.77	93.52		90.43	91.24%	91.20%	2.46	3.17	2.41%
Asian				97.22	90.91		97.22	87.88%	97.56%	0	6.06	0.00%
Students with Disabilities				96.83	86.13		64.93	65.38	57.80%	3.17	7.30	7.69%
Economically Disadv				86.06	87.35		77.14	76.74	77.04%	5.77	6.63	6.09%
Limited English Prof				80.56	81.82		80.77	73.77	73.68%	16.67	15.15	15.15%

Albemarle High School												
Subgroups	VA Graduation Index			On-Time Graduation Rate			Federal Graduation			Drop- Out rate		
	2011%	2012%	2013%	2011%	2012%	2013%	2011%	2012%	2013%	2011%	2012%	2013%
All Students	94.03	93.96	95.04	93.68	92.14		90.87	87.35%	91.72%	3.27	3.93	3.17%
Gap Group 1 (LEP, F/R, SPED)							78.05	71.54%	76.32%			
Black (Gap Group 2)				83.87	82.14		78.69	73.21	72.88%	9.68	8.93	8.62%
Hispanic (Gap Group 3)				90.91	86.21		84.85	77.42	76.92%	6.06	10.34	10.53%
White				95.61	94.72		93.44	91.58%	96.48%	2.19	2.82	1.03%
Asian				96.15	94.74		96.15	89.47%	100.00	0	0	0.00%
Students with Disabilities				96.83	85.71		70.59	54.17	54.55%	4.17	6.12	10.00%
Economically Disadv				85.71	88.00		79.76	74.39	79.01%	7.14	5.33	7.23%
Limited English Prof				76.47	88.46		77.27	77.50	75.00%	17.65	7.69	14.29%

Monticello High School												
Subgroups	VA Graduation Index			On-Time Graduation Rate			Federal Graduation			Drop- Out rate		
	2011%	2012%	2013%	2011%	2012%	2013%	2011%	2012%	2013%	2011%	2012%	2013%
All Students	94.44	90.50	93.21	92.38	89.10		86.38	87.70%	87.80%	3.64	6.54	4.88%
Gap Group 1 (LEP, F/R, SPED)							75.00	75.51%	73.20%			
Black (Gap Group 2)				93.48	89.83		83.33	86.21	97.56%	2.17	5.08	0.00%
Hispanic (Gap Group 3)				92.59	78.26		87.50	78.26	82.76%	7.41	17.39	7.14%
White				92.02	90.13		86.38	89.55%	87.24%	3.29	5.38	5.56%
Asian				<	<		<	<	<	<	<	<
Students with Disabilities				95.92	80.43		58.82	69.05	54.55%	4.08	10.87	8.57%
Economically Disadv				88.66	85.94		78.13	79.69	76.39%	4.12	10.94	5.71%
Limited English Prof				<	<		84.62%	53.33%	71.43%	<	<	18.18%

Murray High School												
Subgroups	VA Graduation Index			On-Time Graduation Rate			Federal Graduation			Drop- Out rate		
	2011%	2012%	2013%	2011%	2012%	2013%	2011%	2012%	2013%	2011%	2012%	2013%
All Students	65.88	82.30	88.48	50.00	83.87		40.63	86.67	56.25%	13.33	3.23	3.13%
Gap Group 1 (LEP, F/R, SPED)							33.33		53.85%			
Black (Gap Group 2)				<	<		<	<	<	<	<	
Hispanic (Gap Group 3)				<	<		<	<	<	<	<	
White				50.00	90.91		44.00	90.91	53.85%	12.50	0	0.00%
Asian												
Students with Disabilities				<	<		<	<	<	<	<	
Economically Disadv				<	<		<	<	<	<	<	
Limited English Prof				<	<		<	<	<	<	<	

Western Albemarle High School												
Subgroups	VA Graduation Index			On-Time Graduation Rate			Federal Graduation			Drop- Out rate		
	2011%	2012%	2013%	2011%	2012%	2013%	2011%	2012%	2013%	2011%	2012%	2013%
All Students	98.84	96.87	96.97	97.91	96.11		95.40	92.97%	92.57%	.84	1.56	1.49%
Gap Group 1 (LEP, F/R, SPED)							80.43	80.00%	77.78%			
Black (Gap Group 2)				<	<		<	<	<	<	<	
Hispanic (Gap Group 3)				100.00	100.00		<	<	85.71%	0	0	0.00%
White				97.67	95.59		95.35	92.48%	92.27%	.93	1.76	1.72%
Asian				<	<		<	<	<	<	<	<
Students with Disabilities				100.00	94.12		75.00	69.70	70.59%	0	5.88	0.00%
Economically Disadv				86.36	95.83		82.61	79.17	82.35%	9.09	0	5.71%
Limited English Prof				100.00	<		<	<	<	0	<	<

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 2010-2013
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	–

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

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

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

*Numbers indicate the approximate % of students scoring a 3 – 6 score during the period 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 to some tests.

Summer School

Summer School	2009-2010	2010-2011	2011-2012	2012-2013
Session I				
English	14	2	9	8
Social Studies	3	2	4	3
Math	6	4	7	17
Science	0	0	2	0
PE	32	28	39	62
Health	38	35	32	40
Virtual Econ	--	--	--	3
Total	93	71	93	133
Session II				
English	14	1	12	6
Social Studies	7	0	2	3
Math	7	6	7	16
Science	0	0	0	0
PE	21	45	41	51
Health	45	0	12	8
Virtual Econ	--	--	--	2
Total	94	52	74	86

SOL 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		2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	95	96	94	92
	State	94	94	94	89
Black		84	93	83	78
Hispanic		76	97	90	79
White		97	97	96	95
Asian		100	82	93	91
Students with Disabilities		83	86	76	77
Economically Disadvantaged		82	86	80	77
Limited English Proficient		68	69	74	49

English: Writing		2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	94	95	93	91
	State	92	93	93	87
Black		84	86	83	77
Hispanic		74	94	81	83
White		96	98	96	94
Asian		100	87	92	88
Students with Disabilities		71	80	75	69
Economically Disadvantaged		77	87	79	76
Limited English Proficient		67	71	56	64

World History I		2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	97	88	90	89
	State	93	81	84	84
Black		89	67	83	70
Hispanic		95	78	80	93
White		99	93	92	92
Asian		100	97	93	95
Students with Disabilities		91	60	69	64
Economically Disadvantaged		93	71	77	73
Limited English Proficient		96	73	88	85

World History II		2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	98	90	88	86
	State	92	82	85	85
Black		95	70	64	67
Hispanic		100	80	88	71
White		98	93	91	90
Asian		100	100	95	92
Students with Disabilities		95	77	82	69
Economically Disadvantaged		94	71	72	67
Limited English Proficient		100	66	84	65

Virginia and United States History		2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	95	87	91	88
	State	95	83	85	86
Black		84	63	85	66
Hispanic		85	81	80	79
White		97	90	93	91
Asian		100	97	93	91
Students with Disabilities		84	62	75	70
Economically Disadvantaged		85	70	74	69
Limited English Proficient		85	72	70	66

Algebra I		2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	95	97	72	85
	State	94	94	75	76
Black		90	95	55	62
Hispanic		95	98	61	76
White		96	97	76	88
Asian		>	>	97	97
Students with Disabilities		88	91	45	52
Economically Disadvantaged		93	96	59	65
Limited English Proficient		94	95	71	73

Geometry		2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	93	91	77	86
	State	88	87	74	76
Black		77	72	47	66
Hispanic		92	87	73	69
White		96	95	83	91
Asian		>	>	89	90
Students with Disabilities		77	75	53	63
Economically Disadvantaged		81	78	61	65
Limited English Proficient		91	78	65	59

Algebra II		2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	93	91	78	84
	State	91	91	69	76
Black		81	71	58	59
Hispanic		81	88	56	65
White		95	93	81	89
Asian		100	100	98	95
Students with Disabilities		82	77	54	68
Economically Disadvantaged		81	75	50	67
Limited English Proficient		87	90	69	64

Earth Science		2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	89	94	92	87
	State	88	89	90	83
Black		77	79	80	65
Hispanic		83	91	82	72
White		92	97	96	93
Asian		89	97	81	90
Students with Disabilities		73	84	75	64
Economically Disadvantaged		79	86	83	69
Limited English Proficient		80	86	78	65

Biology		2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	96	93	96	90
	State	89	90	92	83
Black		86	86	84	79
Hispanic		93	88	95	74
White		97	95	98	94
Asian		100	90	95	88
Students with Disabilities		86	73	83	67
Economically Disadvantaged		88	80	88	76
Limited English Proficient		86	77	90	56

Chemistry		2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	94	96	96	88
	State	93	93	93	86
Black		84	74	82	58
Hispanic		58	98	91	72
White		96	98	97	93
Asian		100	100	100	93
Students with Disabilities		96	95	93	77
Economically Disadvantaged		68	89	89	63
Limited English Proficient		78	100	86	57

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	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	90	91	93	80
	State	88	87	89	73
Black		72	74	83	58
Hispanic		80	91	85	60
White		94	95	96	85
Asian		95	86	98	89
Students with Disabilities		78	67	66	26
Economically Disadvantaged		73	78	80	55
Limited English Proficient		76	80	82	46

United States History I	Grade 6	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	82	82	87	87
	State	78	81	81	83
Black		60	59	62	70
Hispanic		67	69	75	75
White		87	88	92	91
Asian		89	85	98	95
Students with Disabilities		60	49	55	41
Economically Disadvantaged		52	57	67	69
Limited English Proficient		64	56	62	60

Mathematics	Grade 6	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	80	78	84	84
	State	77	73	74	77
Black		56	60	70	70
Hispanic		73	72	81	82
White		87	83	89	87
Asian		82	75	100	93
Students with Disabilities		69	62	54	49
Economically Disadvantaged		63	61	73	73
Limited English Proficient		67	62	80	74

Seventh Grade SOL Data

English: Reading	Grade 7	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	91	91	91	79
	State	89	89	88	74
Black		80	74	80	53
Hispanic		80	86	85	60
White		93	94	94	86
Asian		96	89	88	88
Students with Disabilities		83	66	59	37
Economically Disadvantaged		78	75	79	54
Limited English Proficient		82	83	77	50

United States History II	Grade 7	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	90	85	84	85
	State	91	85	84	82
Black		78	63	63	65
Hispanic		77	66	70	69
White		93	89	89	90
Asian		91	89	92	98
Students with Disabilities		83	62	58	53
Economically Disadvantaged		76	58	58	64
Limited English Proficient		79	65	66	64

Mathematics	Grade 7	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	90	92	79	77
	State	75	77	58	61
Black		82	77	46	50
Hispanic		80	90	74	60
White		92	94	85	83
Asian		96	97	89	93
Students with Disabilities		80	75	48	33
Economically Disadvantaged		80	77	56	52
Limited English Proficient		84	91	62	59

Eighth Grade SOL Data

English: Reading	Grade 8	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	95	93	92	79
	State	90	90	89	71
Black		90	81	77	47
Hispanic		92	90	84	61
White		97	95	95	86
Asian		95	91	94	83
Students with Disabilities		88	72	71	41
Economically Disadvantaged		89	84	79	53
Limited English Proficient		88	83	75	33

English: Writing	Grade 8	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	93	91	92	77
	State	91	88	88	70
Black		86	82	79	38
Hispanic		80	84	79	63
White		95	94	95	85
Asian		95	95	97	83
Students with Disabilities		71	64	62	36
Economically Disadvantaged		81	80	75	47
Limited English Proficient		72	82	71	32

Civics and Economics	Grade 8	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	92	87	90	92
	State	86	84	84	85
Black		82	82	75	81
Hispanic		73	77	81	91
White		95	90	93	94
Asian		95	84	100	93
Students with Disabilities		75	59	63	60
Economically Disadvantaged		80	71	71	80
Limited English Proficient		71	68	79	81

Mathematics	Grade 8	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	90	90	69	54
	State	87	82	60	61
Black		90	78	48	45
Hispanic		89	96	72	41
White		89	91	74	58
Asian		>	>	>	>
Students with Disabilities		84	76	56	45
Economically Disadvantaged		86	85	63	42
Limited English Proficient		88	96	62	45

Science	Grade 8	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	93	92	94	86
	State	92	92	92	76
Black		81	84	79	65
Hispanic		77	85	86	70
White		96	95	97	91
Asian		93	87	97	88
Students with Disabilities		76	73	72	51
Economically Disadvantaged		82	83	82	65
Limited English Proficient		69	72	81	39

Middle School Algebra and Geometry SOL Data

Algebra I		2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	100	100	96	98
	State	Not reported			
Black		100	100	93	89
Hispanic		100	100	90	95
White		100	100	97	98
Asian		>	>	92	97
Students with Disabilities		100	100	86	94
Economically Disadvantaged		100	100	92	96
Limited English Proficient		100	100	89	100

Geometry		2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	100	99	99	100
	State	Not reported			
Black		100	100	100	100
Hispanic		100	100	100	100
White		100	99	99	100
Asian		>	>	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	2009-2010	2010-2011	2011-2012	2012-2013
Met Bench Marks		88.1	93.1	92.3	89.5
Below Bench Marks		11.9	6.9	7.7	10.5

PALS	Grade 1	2009-2010	2010-2011	2011-2012	2012-2013
Met Bench Marks		---	83.1	90.5	83.5
Below Bench Marks		---	16.9	9.5	16.5

PALS	Grade 2	2009-2010	2010-2011	2011-2012	2012-2013
Met Bench Marks		88.5	86.2	86.7	86.8
Below Bench Marks		11.5	13.8	13.3	13.2

PALS Performance by Student Subgroups – Spring 2013					
Grade	Subgroup	Met Benchmark		Did Not Meet Benchmark	
		N	%	N	%
KG	Black	98	84.5	18	15.5
	Hispanic	103	72	40	28
	White	664	93.5	46	6.5
	Other	99	78.6	27	21.4
	SPED	45	75	20	25
	ESOL	127	76.5	39	23.5
1	Black	62	65.3	33	34.7
	Hispanic	92	76.7	28	23.3
	White	561	87.4	81	12.6
	Other	81	84.4	15	15.6
	SPED	32	51.6	30	48.4
	ESOL	85	74.6	29	25.4
2	Black	67	76.1	21	23.9
	Hispanic	65	77.4	19	22.6
	White	480	89.9	54	10.1
	Other	70	87.5	10	12.5
	SPED	21	42	29	58
	ESOL	69	71.9	27	28.1

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 2012

Grade	Met Benchmark		Did Not Meet Benchmark	
	N	%	N	%
3	514	80.4	125	19.6
4	517	74.3	178	25.7
5	545	74	191	

QRI Performance by Subgroups – Spring 2013

Grade	Subgroups	Met Benchmark		Did Not Meet Benchmark	
		N	%	N	%
3	Black	53	81.5	12	18.5
	Hispanic	68	85	12	15
	White	374	94.7	21	5.3
	Other	62	94	4	6
	SPED	34	60.7	22	39.3
	ESOL	62	86.1	10	23.9
4	Black	44	78.6	12	21.3
	Hispanic	40	67.8	19	32.2
	White	405	92.7	32	7.3
	Other	70	88.6	9	11.4
	SPED	36	56.3	28	43.7
	ESOL	18	45	22	55
5	Black	44	74.6	15	25.4
	Hispanic	27	73	10	27
	White	271	91.2	26	8.8
	Other	30	88.2	4	11.8
	SPED	40	54.8	33	45.2
	ESOL	17	65.4	9	34.6

Third Grade SOL Data

English: Reading	Grade 3	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	88	87	86	71
	State	83	83	86	72
Black		69	73	61	46
Hispanic		79	73	78	52
White		92	90	90	78
Asian		93	97	98	86
Students with Disabilities		67	64	52	31
Economically Disadvantaged		73	72	71	40
Limited English Proficient		84	79	81	54

History and Social Science	Grade 3	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	91	81	80	80
	State	93	85	87	87
Black		75	61	46	55
Hispanic		88	85	70	58
White		93	84	85	85
Asian			100	91	94
Students with Disabilities		75	60	46	35
Economically Disadvantaged		75	58	54	47
Limited English Proficient		94	88	83	67

Mathematics	Grade 3	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	94	91	60	57
	State	92	91	64	65
Black		83	82	25	32
Hispanic		81	82	37	32
White		96	94	69	64
Asian		98	98	82	71
Students with Disabilities		72	63	30	26
Economically Disadvantaged		82	81	34	23
Limited English Proficient		86	86	46	34

Science	Grade 3	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	92	89	86	79
	State	91	90	90	84
Black		75	75	54	58
Hispanic		91	76	79	62
White		94	92	91	83
Asian		100	97	98	100
Students with Disabilities		57	62	60	41
Economically Disadvantaged		81	74	68	50
Limited English Proficient		94	85	95	76

Fourth Grade SOL Data

English: Reading	Grade 4	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	93	88	89	70
	State	88	87	88	70
Black		85	67	72	45
Hispanic		82	77	78	50
White		95	93	93	76
Asian		96	91	94	87
Students with Disabilities		84	55	60	24
Economically Disadvantaged		83	70	75	45
Limited English Proficient		87	72	74	51

Mathematics	Grade 4	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	93	91	70	77
	State	88	89	70	74
Black		84	78	37	54
Hispanic		83	78	42	57
White		95	94	78	83
Asian		98	94	86	96
Students with Disabilities		87	61	38	36
Economically Disadvantaged		83	80	38	57
Limited English Proficient		89	75	43	63

Fifth Grade SOL Data

English: Reading	Grade 5	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	95	92	87	75
	State	90	89	89	73
Black		85	87	66	45
Hispanic		94	82	75	59
White		97	94	91	81
Asian		93	100	91	85
Students with Disabilities		86	73	52	28
Economically Disadvantaged		87	82	72	50
Limited English Proficient		89	86	73	50

English: Writing	Grade 5	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	91	91	88	77
	State	88	87	87	71
Black		78	76	62	41
Hispanic		96	83	91	71
Asian		97	100	91	82
White		93	94	90	94
Students with Disabilities		57	63	54	31
Economically Disadvantaged		78	78	75	50
Limited English Proficient		91	100	86	61

Virginia Studies	Grade 5	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	89	87	84	86
	State	87	89	89	87
Black		71	68	58	61
Hispanic		77	70	61	68
White		93	91	90	90
Asian			98	95	97
Students with Disabilities		58	55	44	53
Economically Disadvantaged		70	69	61	64
Limited English Proficient		71	68	58	62

Mathematics	Grade 5	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	93	91	69	69
	State	90	89	67	69
Black		85	79	34	33
Hispanic		94	83	41	51
White		95	94	76	75
Asian		93	98	88	89
Students with Disabilities		78	66	21	30
Economically Disadvantaged		82	79	38	38
Limited English Proficient		87	86	43	39

Science	Grade 5	2009-2010	2010-2011	2011-2012	2012-2013
All Students	Division	88	90	86	76
	State	88	87	88	75
Black		70	77	86	41
Hispanic		75	72	67	49
White		93	93	92	84
Asian		89	90	96	86
Students with Disabilities		63	67	41	32
Economically Disadvantaged		70	75	66	48
Limited English Proficient		67	69	67	46