



# State of the Division Report

October 27, 2011

The Albemarle County Public School division prides itself in being a high-performance school system that is competitive with the state and nation's top districts. On a daily basis we challenge every student to excel and perform to the best of his/her ability. We believe all students should master the concepts of our curriculum while exemplifying Life Long Skills. Our goal is for every student, K – 12, to have a rigorous learning experience and graduate from high school being Citizenship, Workforce, and College ready and be prepared to be successful in a global community.

While the Virginia Standards of Learning and the federal No Child Left Behind Act legislation standards must be met, the ACPS division aims to reach beyond these standards. The State of the Division report will highlight the significant successes and challenges the division faced the previous year. This is an opportunity to share information about testing results and other academic indicators of success in the core areas of math, reading, science, world studies, and world languages. Data representing student achievement and participation in the areas of Career and Technical Education, Fine Arts, and Health/PE will also be presented as well as the many achievements of our students in extracurricular and curriculum related activities.

## Executive Summary

### SOLs and Accountability

All Albemarle County Public Schools are fully accredited for 2011-2012 based on 2010-2011 SOL test results. To be fully accredited a school must have at least a 70% pass rate in all content areas.

Seventeen of our twenty-six schools made Adequate Yearly Progress (AYP) for 2011-2012 based on 2010-2011 test results. As a result of the increases in Annual Measureable Objective for both English and Mathematics, three schools who made AYP last year did not meet the increased benchmarks. These three schools did not have a significant change in their pass rates. The Division did not make Adequate Yearly Progress this year in two areas, English and Math.

ACPS, as other school divisions in the state, continue to face two challenges related to improving pass rates. With the elimination of the VGLA for math last year and reading this year, special education students lose the opportunity to demonstrate mastery of content through a portfolio. In addition, new standards are being introduced and tested in several content areas. This spring, the Math SOL tests will be more rigorous and include open-ended technology-enhanced items, while Science and English will include the new enhanced items the following spring.

#### Elementary

- While English scores in all three grades are trending down in ACPS and across the state, cohort scores seem to improve year-to-year.
- The achievement gap is measurable across three groups (Black, special education, and economically disadvantaged), but is the smallest in fifth grade.
- Math scores show no change across the three-year trend. Division scores outperform the state average in two of the three grades.
- The achievement gap is measurable across two groups (Black and Economically disadvantage) in mathematics as they scored an average of eleven percentage points below the overall average.

#### Middle School

- While the trends for English data generally show no change, the cohort data suggests that students are improving.
- An achievement gap for Black, economically disadvantaged, and special education students are evident, but it decreases by an average of four percentage points by eighth grade.
- Sixth grade Math has the lowest overall score, as comparable to the state; however, the scores improve dramatically for seventh grade and above including Algebra I and Geometry. This improvement over time for ACPS students does not hold true for the state overall scores.
- Similar to English, the achievement gap dramatically decreases for Black and economically disadvantaged students in seventh and eighth grades.

## High School

- English scores show no significant change across the three-year trend, but Black students have a 6 percentage point increase in three years.
- Limited English Proficient students have the largest achievement gap, compared to the overall group, at 27 percentage points for the last three years.
- The scores for Black, economically disadvantaged, and special education students are increasing in Algebra I and decreasing in Geometry and Algebra II.

ACPS students are afforded and take advantage of many opportunities beyond the core curriculum assessed by the SOLs. As evidenced by the additional assessments and list of opportunities provided in this document, ACPS students are progressing and achieving at a high level which exceeds all regional, state, and national benchmarks.

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## Core Academic Data

### Elementary

#### Third Grade SOL Data

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

| History and Social Science | Grade 3  | 2008-2009 | 2009-2010 | 2010-2011 |
|----------------------------|----------|-----------|-----------|-----------|
| All Students               | Division | 93        | 91        | 81        |
|                            | State    | 93        | 93        | 85        |
| Black                      |          | 79        | 75        | 61        |
| Hispanic                   |          | 88        | 88        | 85        |
| White                      |          | 95        | 93        | 84        |
| Students with Disabilities |          | 75        | 60        | 46        |
| Economically Disadvantaged |          | 78        | 75        | 58        |
| Limited English Proficient |          | 98        | 94        | 88        |

| Mathematics                | Grade 3  | 2008-2009 | 2009-2010 | 2010-2011 |
|----------------------------|----------|-----------|-----------|-----------|
| All Students               | Division | 93        | 94        | 91        |
|                            | State    | 89        | 92        | 91        |
| Black                      |          | 82        | 83        | 82        |
| Hispanic                   |          | 78        | 81        | 82        |
| White                      |          | 95        | 96        | 94        |
| Students with Disabilities |          | 77        | 72        | 63        |
| Economically Disadvantaged |          | 82        | 82        | 81        |
| Limited English Proficient |          | 88        | 86        | 86        |

| Science                    | Grade 3  | 2008-2009 | 2009-2010 | 2010-2011 |
|----------------------------|----------|-----------|-----------|-----------|
| All Students               | Division | 90        | 92        | 89        |
|                            | State    | 89        | 91        | 90        |
| Black                      |          | 70        | 75        | 75        |
| Hispanic                   |          | 73        | 91        | 76        |
| White                      |          | 93        | 94        | 92        |
| Students with Disabilities |          | 66        | 57        | 62        |
| Economically Disadvantaged |          | 72        | 81        | 74        |
| Limited English Proficient |          | 91        | 94        | 85        |

#### Fourth Grade SOL Data

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

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

#### Fifth Grade SOL Data

| English: Reading           | Grade 5  | 2008-2009 | 2009-2010 | 2010-2011 |
|----------------------------|----------|-----------|-----------|-----------|
| All Students               | Division | 94        | 95        | 92        |
|                            | State    | 92        | 90        | 89        |
| Black                      |          | 82        | 85        | 87        |
| Hispanic                   |          | 85        | 94        | 82        |
| White                      |          | 96        | 97        | 94        |
| Students with Disabilities |          | 80        | 86        | 73        |
| Economically Disadvantaged |          | 79        | 87        | 82        |
| Limited English Proficient |          | 87        | 89        | 86        |

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





| <b>Virginia Studies</b>           | <b>Grade 5</b> | <b>2008-2009</b> | <b>2009-2010</b> | <b>2010-2011</b> |
|-----------------------------------|----------------|------------------|------------------|------------------|
| <b>All Students</b>               | Division       | 86               | 89               | 87               |
|                                   | State          | 88               | 87               | 89               |
| <b>Black</b>                      |                | 61               | 71               | 68               |
| <b>Hispanic</b>                   |                | 63               | 77               | 70               |
| <b>White</b>                      |                | 91               | 93               | 91               |
| <b>Students with Disabilities</b> |                | 65               | 58               | 55               |
| <b>Economically Disadvantaged</b> |                | 59               | 70               | 69               |
| <b>Limited English Proficient</b> |                | 68               | 71               | 68               |

| <b>Mathematics</b>                | <b>Grade 5</b> | <b>2008-2009</b> | <b>2009-2010</b> | <b>2010-2011</b> |
|-----------------------------------|----------------|------------------|------------------|------------------|
| <b>All Students</b>               | Division       | 93               | 93               | 91               |
|                                   | State          | 90               | 90               | 89               |
| <b>Black</b>                      |                | 83               | 85               | 79               |
| <b>Hispanic</b>                   |                | 90               | 94               | 83               |
| <b>White</b>                      |                | 95               | 95               | 94               |
| <b>Students with Disabilities</b> |                | 82               | 78               | 66               |
| <b>Economically Disadvantaged</b> |                | 83               | 82               | 79               |
| <b>Limited English Proficient</b> |                | 95               | 87               | 86               |

| <b>Science</b>                    | <b>Grade 5</b> | <b>2008-2009</b> | <b>2009-2010</b> | <b>2010-2011</b> |
|-----------------------------------|----------------|------------------|------------------|------------------|
| <b>All Students</b>               | Division       | 91               | 88               | 90               |
|                                   | State          | 88               | 88               | 87               |
| <b>Black</b>                      |                | 70               | 70               | 77               |
| <b>Hispanic</b>                   |                | 76               | 75               | 72               |
| <b>White</b>                      |                | 96               | 93               | 93               |
| <b>Students with Disabilities</b> |                | 75               | 63               | 67               |
| <b>Economically Disadvantaged</b> |                | 74               | 70               | 75               |
| <b>Limited English Proficient</b> |                | 78               | 67               | 69               |

## Kindergarten, Second, and Fifth Grade Reading Data

### 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.

| <b>PALS</b>              | <b>Kindergarten</b> | <b>2008-2009</b> | <b>2009-2010</b> | <b>2010-2011</b> |
|--------------------------|---------------------|------------------|------------------|------------------|
| <b>Met Bench Marks</b>   |                     | 91.5             | 88.1             | 93.1             |
| <b>Below Bench Marks</b> |                     | 8.5              | 11.9             | 6.9              |

| <b>PALS</b>              | <b>Grade 2</b> | <b>2008-2009</b> | <b>2009-2010</b> | <b>2010-2011</b> |
|--------------------------|----------------|------------------|------------------|------------------|
| <b>Met Bench Marks</b>   |                | 85.1             | 88.5             | 86.2             |
| <b>Below Bench Marks</b> |                | 14.9             | 11.5             | 13.8             |

### 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'.

| <b>QRI</b>               | <b>Grade 5</b> | <b>2008-2009</b> | <b>2009-2010</b> | <b>2010-2011</b> |
|--------------------------|----------------|------------------|------------------|------------------|
| <b>Met Bench Marks</b>   |                | 92.4             | 93.1             | 88.2             |
| <b>Below Bench Marks</b> |                | 7.6              | 6.9              | 11.8             |

## Middle School

### Sixth Grade SOL Data

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

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

| Mathematics                | Grade 6  | 2008-2009 | 2009-2010 | 2010-2011 |
|----------------------------|----------|-----------|-----------|-----------|
| All Students               | Division | 76        | 80        | 78        |
|                            | State    | 73        | 77        | 73        |
| Black                      |          | 65        | 56        | 60        |
| Hispanic                   |          | 56        | 73        | 72        |
| White                      |          | 80        | 87        | 83        |
| Students with Disabilities |          | 67        | 69        | 62        |
| Economically Disadvantaged |          | 58        | 63        | 61        |
| Limited English Proficient |          | 64        | 67        | 62        |

### Seventh Grade SOL Data

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

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

| <b>Mathematics</b>                |          | <b>Grade 7</b> | <b>2008-2009</b> | <b>2009-2010</b> | <b>2010-2011</b> |
|-----------------------------------|----------|----------------|------------------|------------------|------------------|
| <b>All Students</b>               | Division |                | 87               | 90               | 92               |
|                                   | State    |                | 71               | 75               | 77               |
| <b>Black</b>                      |          |                | 75               | 82               | 77               |
| <b>Hispanic</b>                   |          |                | 66               | 80               | 90               |
| <b>White</b>                      |          |                | 90               | 92               | 94               |
| <b>Students with Disabilities</b> |          |                | 84               | 80               | 75               |
| <b>Economically Disadvantaged</b> |          |                | 67               | 80               | 77               |
| <b>Limited English Proficient</b> |          |                | 63               | 84               | 91               |

### **Eighth Grade SOL Data**

| <b>English: Reading</b>           |          | <b>Grade 8</b> | <b>2008-2009</b> | <b>2009-2010</b> | <b>2010-2011</b> |
|-----------------------------------|----------|----------------|------------------|------------------|------------------|
| <b>All Students</b>               | Division |                | 93               | 95               | 93               |
|                                   | State    |                | 87               | 90               | 90               |
| <b>Black</b>                      |          |                | 81               | 90               | 81               |
| <b>Hispanic</b>                   |          |                | 84               | 92               | 90               |
| <b>White</b>                      |          |                | 96               | 97               | 95               |
| <b>Students with Disabilities</b> |          |                | 81               | 88               | 72               |
| <b>Economically Disadvantaged</b> |          |                | 82               | 89               | 84               |
| <b>Limited English Proficient</b> |          |                | 80               | 88               | 83               |

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

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

| <b>Mathematics</b>                | <b>Grade 8</b> | <b>2008-2009</b> | <b>2009-2010</b> | <b>2010-2011</b> |
|-----------------------------------|----------------|------------------|------------------|------------------|
| <b>All Students</b>               | Division       | 93               | 90               | 90               |
|                                   | State          | 85               | 87               | 82               |
| <b>Black</b>                      |                | 88               | 90               | 78               |
| <b>Hispanic</b>                   |                | 100              | 89               | 96               |
| <b>White</b>                      |                | 94               | 89               | 91               |
| <b>Students with Disabilities</b> |                | 95               | 84               | 76               |
| <b>Economically Disadvantaged</b> |                | 91               | 86               | 85               |
| <b>Limited English Proficient</b> |                | 97               | 88               | 96               |

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

### Middle School Algebra and Geometry

| <b>Algebra I</b>                  |          | <b>2008-2009</b> | <b>2009-2010</b> | <b>2010-2011</b> |
|-----------------------------------|----------|------------------|------------------|------------------|
| <b>All Students</b>               | Division | 100              | 100              | 100              |
|                                   | State    |                  | Not reported     |                  |
| <b>Black</b>                      |          | 100              | 100              | 100              |
| <b>Hispanic</b>                   |          | 100              | 100              | 100              |
| <b>White</b>                      |          | 100              | 100              | 100              |
| <b>Students with Disabilities</b> |          | 100              | 100              | 100              |
| <b>Economically Disadvantaged</b> |          | 100              | 100              | 100              |
| <b>Limited English Proficient</b> |          | 100              | 100              | 100              |

| <b>Geometry</b>                   |          | <b>2008-2009</b> | <b>2009-2010</b> | <b>2010-2011</b> |
|-----------------------------------|----------|------------------|------------------|------------------|
| <b>All Students</b>               | Division | 100              | 100              | 99               |
|                                   | State    | Not reported     |                  |                  |
| <b>Black</b>                      |          | 100              | 100              | 100              |
| <b>Hispanic</b>                   |          | 100              | 100              | 100              |
| <b>White</b>                      |          | 100              | 100              | 99               |
| <b>Students with Disabilities</b> |          | 100              | 100              | 100              |
| <b>Economically Disadvantaged</b> |          | 100              | 100              | 100              |
| <b>Limited English Proficient</b> |          | 100              | 100              | 100              |

### 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 72.2% of middle school students are meeting the benchmark for MAP testing in reading and 66.8% are meeting the benchmark in mathematics.

| <b>MAPS – Reading: Fall</b> | <b>Grade 6</b> | <b>2009-2010</b> | <b>2010-2011</b> | <b>2011-2012</b> |
|-----------------------------|----------------|------------------|------------------|------------------|
| <b>Met Bench Marks</b>      |                | 71.6             | 70.5             | 68.2             |
| <b>Below Bench Marks</b>    |                | 28.4             | 29.5             | 31.9             |

| <b>MAPS – Math: Fall</b> | <b>Grade 6</b> | <b>2009-2010</b> | <b>2010-2011</b> | <b>2011-2012</b> |
|--------------------------|----------------|------------------|------------------|------------------|
| <b>Met Bench Marks</b>   |                | 67.3             | 65.7             | 68.7             |
| <b>Below Bench Marks</b> |                | 32.7             | 34.3             | 31.3             |

| <b>MAPS – Reading: Fall</b> | <b>Grade 7</b> | <b>2009-2010</b> | <b>2010-2011</b> | <b>2011-2012</b> |
|-----------------------------|----------------|------------------|------------------|------------------|
| <b>Met Bench Marks</b>      |                | 71.1             | 72.6             | 73.1             |
| <b>Below Bench Marks</b>    |                | 28.9             | 27.4             | 29.9             |

| <b>MAPS – Math: Fall</b> | <b>Grade 7</b> | <b>2009-2010</b> | <b>2010-2011</b> | <b>2011-2012</b> |
|--------------------------|----------------|------------------|------------------|------------------|
| <b>Met Bench Marks</b>   |                | 66.4             | 70.8             | 61.3             |
| <b>Below Bench Marks</b> |                | 33.6             | 29.12            | 38.7             |

| <b>MAPS – Reading: Fall</b> | <b>Grade 8</b> | <b>2009-2010</b> | <b>2010-2011</b> | <b>2011-2012</b> |
|-----------------------------|----------------|------------------|------------------|------------------|
| <b>Met Bench Marks</b>      |                | 79.5             | 73.3             | 75.7             |
| <b>Below Bench Marks</b>    |                | 20.6             | 26.7             | 24.3             |

| <b>MAPS – Math: Fall</b> | <b>Grade 8</b> | <b>2009-2010</b> | <b>2010-2011</b> | <b>2011-2012</b> |
|--------------------------|----------------|------------------|------------------|------------------|
| <b>Met Bench Marks</b>   |                | 66.5             | 59.3             | 61.3             |
| <b>Below Bench Marks</b> |                | 33.5             | 40.6             | 38.8             |

\*This three year data includes data from the current school year because the Division is only in the third year of using this assessment.

## High School

### SOL Data

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

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

| World History I            |          | 2008-2009 | 2009-2010 | 2010-2011 |
|----------------------------|----------|-----------|-----------|-----------|
| All Students               | Division | 97        | 97        | 88        |
|                            | State    | 93        | 93        | 81        |
| Black                      |          | 94        | 89        | 67        |
| Hispanic                   |          | 89        | 95        | 78        |
| White                      |          | 98        | 99        | 93        |
| Students with Disabilities |          | 95        | 91        | 60        |
| Economically Disadvantaged |          | 89        | 93        | 71        |
| Limited English Proficient |          | 91        | 96        | 73        |

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



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

| Algebra I                  |          | 2008-2009 | 2009-2010 | 2010-2011 |
|----------------------------|----------|-----------|-----------|-----------|
| All Students               | Division | 96        | 95        | 97        |
|                            | State    | 94        | 94        | 94        |
| Black                      |          | 92        | 90        | 95        |
| Hispanic                   |          | 96        | 95        | 98        |
| White                      |          | 97        | 96        | 97        |
| Students with Disabilities |          | 86        | 88        | 91        |
| Economically Disadvantaged |          | 93        | 93        | 96        |
| Limited English Proficient |          | 98        | 94        | 95        |

| Geometry                   |          | 2008-2009 | 2009-2010 | 2010-2011 |
|----------------------------|----------|-----------|-----------|-----------|
| All Students               | Division | 92        | 93        | 91        |
|                            | State    | 87        | 88        | 87        |
| Black                      |          | 75        | 77        | 72        |
| Hispanic                   |          | 89        | 92        | 87        |
| White                      |          | 95        | 96        | 95        |
| Students with Disabilities |          | 83        | 77        | 75        |
| Economically Disadvantaged |          | 82        | 81        | 78        |
| Limited English Proficient |          | 85        | 91        | 78        |

| Algebra II                 |          | 2008-2009 | 2009-2010 | 2010-2011 |
|----------------------------|----------|-----------|-----------|-----------|
| All Students               | Division | 93        | 93        | 91        |
|                            | State    | 91        | 91        | 91        |
| Black                      |          | 96        | 81        | 71        |
| Hispanic                   |          | 86        | 81        | 88        |
| White                      |          | 93        | 95        | 93        |
| Students with Disabilities |          | 81        | 82        | 77        |
| Economically Disadvantaged |          | 82        | 81        | 75        |
| Limited English Proficient |          | 92        | 87        | 90        |

| <b>Earth Science</b>              |          | <b>2008-2009</b> | <b>2009-2010</b> | <b>2010-2011</b> |
|-----------------------------------|----------|------------------|------------------|------------------|
| <b>All Students</b>               | Division | 92               | 89               | 94               |
|                                   | State    | 87               | 88               | 89               |
| <b>Black</b>                      |          | 82               | 77               | 79               |
| <b>Hispanic</b>                   |          | 83               | 83               | 91               |
| <b>White</b>                      |          | 96               | 92               | 97               |
| <b>Students with Disabilities</b> |          | 81               | 73               | 84               |
| <b>Economically Disadvantaged</b> |          | 79               | 79               | 86               |
| <b>Limited English Proficient</b> |          | 72               | 80               | 86               |

| <b>Biology</b>                    |          | <b>2008-2009</b> | <b>2009-2010</b> | <b>2010-2011</b> |
|-----------------------------------|----------|------------------|------------------|------------------|
| <b>All Students</b>               | Division | 93               | 96               | 93               |
|                                   | State    | 88               | 89               | 90               |
| <b>Black</b>                      |          | 80               | 86               | 86               |
| <b>Hispanic</b>                   |          | 74               | 93               | 88               |
| <b>White</b>                      |          | 95               | 97               | 95               |
| <b>Students with Disabilities</b> |          | 77               | 86               | 73               |
| <b>Economically Disadvantaged</b> |          | 75               | 88               | 80               |
| <b>Limited English Proficient</b> |          | 77               | 86               | 77               |

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

### SAT Data

| <b>SAT</b>              | <b>2009-2010</b> |        |         | <b>2008-2009</b> |      |         | <b>2010-2011</b> |      |         |
|-------------------------|------------------|--------|---------|------------------|------|---------|------------------|------|---------|
|                         | Math             | Verbal | Writing | Verbal           | Math | Writing | Verbal           | Math | Writing |
| <b>Albemarle County</b> | 570              | 574    | 556     | 556              | 554  | 544     | 556              | 538  | 538     |
| <b>State</b>            | 512              | 511    | 498     | 512              | 512  | 497     | 512              | 495  | 495     |
| <b>National</b>         | 515              | 501    | 493     | 501              | 515  | 492     | 497              | 489  | 489     |

## AP Participation Rates

|                 | Frequency of Student Scores on AP Exam by School |      |     |      |     |      |     |      |     |      |
|-----------------|--|------|-----|------|-----|------|-----|------|-----|------|
|                 | 1  |      | 2   |      | 3   |      | 4   |      | 5   |      |
|                 | N  | %    | N   | %    | N   | %    | N   | %    | N   | %    |
| <b>Division</b> | 167  | 7.4  | 310 | 13.7 | 511 | 22.6 | 632 | 27.9 | 645 | 28.5 |
| <b>AHS</b>      | 43   | 4.6  | 82  | 8.9  | 193 | 20.8 | 290 | 31.3 | 318 | 34.3 |
| <b>MHS</b>      | 90   | 15.4 | 153 | 26.1 | 126 | 21.5 | 123 | 21   | 94  | 16   |
| <b>WAHS</b>     | 34   | 4.5  | 75  | 10   | 192 | 25.5 | 219 | 29.1 | 233 | 30.9 |

## Virtual Courses

| Enrollment Virtual School                            | Total Number of Students | Number of Different Courses |
|--|--------------------------|-----------------------------|
| Virtual Virginia                                     | 54                       | 12                          |
| Brigham Young University Independent Study           | 53                       | 24                          |
| University of Nebraska Independent Study High School | 5                        | 5                           |
| Johns Hopkins Center for Talented Youth              | 3                        | 2                           |
| Henrico Distance-Learning                            | 6                        | 1                           |
| Piedmont Virginia Community College                  | 3                        | 2                           |

## Summer School

|                   | 2008-2009 | 2009-2010 | 2010-2011 |
|-------------------|-----------|-----------|-----------|
| <b>Session I</b>  |           |           |           |
| • English         | 22        | 14        | 2         |
| • Social Studies  | 13        | 3         | 2         |
| • Math            | 14        | 6         | 4         |
| • Science         | 0         | 0         | 0         |
| • PE              | 74        | 32        | 28        |
| • Health          | 54        | 38        | 35        |
| <b>Total</b>      |           |           | 71        |
| <b>Session II</b> |           |           |           |
| • English         | 22        | 14        | 1         |
| • Social Studies  | 10        | 7         | 0         |
| • Math            | 23        | 7         | 6         |
| • Science         | 0         | 0         | 0         |
| • PE              | 43        | 21        | 45        |
| • Health          | 52        | 45        | 0         |
| <b>Total</b>      |           |           | 52        |

## World Languages

| Enrollment – World Languages | 2008-2009 | 2009-2010 | 2010-2011 |
|------------------------------|-----------|-----------|-----------|
|                              | 2,563     | 2,502     | 2,772     |

### Standards-Based Measurement of Proficiency (STAMP)

\*Numbers indicate the approximate % of students scoring a 3, 4, 5, or 6

**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. The benchmark for Level 3 students is

**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.

|                 | Total Students | Reading | Writing | Speaking |
|-----------------|----------------|---------|---------|----------|
| <b>French</b>   | 115            | 65      | 99      | 94       |
| <b>German</b>   | 106            | 38      | 100     | 95       |
| <b>Japanese</b> | 93             | 45      | 92      | 92       |
| <b>Spanish</b>  | 595            | 70      | 98      | 93       |

## Fine Arts

| Enrollment - Fine Arts | 2008-2009 | 2009-2010 | 2010-2011 |
|------------------------|-----------|-----------|-----------|
|                        | 2,068     | 1,824     | 2,633     |

Number of students who have taken Fine Arts Courses in 2010-2011

- Elementary:  $6242/6242 = 100\%$
- Middle:  $3061/2978 =$  (difficult to calculate because some students take multiple courses in a year and some only take one)
- High:  $2633/4032 = 65\%$

Number of Fine Arts teachers – represents full and part time teachers:

- 31 visual arts teachers
- 32 music teachers
- 9 drama teachers

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

**School and community-based performances** ~ ACPS started tracking events on the Fine Arts Webpage under “Events and Opportunities,” started in 2010: <http://bit.ly/ACPSFineArtsEvents> . Also includes links to all school Fine Arts pages.

In 2010-2011 we had at least 240 student performances, including:

- 120 at elementary level
- 60 band performances
- 20 choral performances
- 18 strings performances
- 22 drama performances

### Division-sponsored events

- Elementary Honor’s Choir serves approximately 200 students county-wide
  - Outside conductor is brought in
- ACPS All-County Strings Event serves about 150 students
  - Student representatives from all 5 middle schools
  - Teachers each conduct a piece so students are exposed to varied styles
- ACPS Honor’s Bands serve approximately 200 students county-wide
  - Outside conductors are brought in
  - Middle school bands pay for a piece to be commissioned
  - Middle School (~20 per school)
  - High School (~20 per school)
- ACPS Honor’s Choirs serve approximately 200 students county-wide
  - Outside conductors are brought in
  - Middle School (~20 per school)
  - High School (~20 per school)
- Visual Arts Festival – Participation from all 26 schools

- Reflections Program - Central Virginia middle school arts program for 12 ACPS students
- ACPS All-County Drama Festival

**Free/grant-supported opportunities in which our students/teachers participate:**

- Ash Lawn Opera Education Program ~ Four elementary schools; 25 choral students
- Charlottesville Jazz Society ~ donation of Elementary Level Resource Package of age-appropriate teaching materials; high school scholarships for lessons; master classes; theory seminars
- Charlottesville Symphony Concert Participants ~ 770 students
  - 14 Elementary Schools, 2 Middle Schools, 2 High Schools participated in Charlottesville Symphony Prelude School Visits (instrument demonstrations and master classes)
- Kid Pan Alley ~ worked with approximately 200 Brownsville students
- Oratorio Society ~ Offered open rehearsals to students and their families on Saturday mornings in November and March.
- Paramount Education Series ~ 3713 ACPS students (nominal charge for tickets)
- Richmond Ballet Lecture/Demonstrations ~ 4 free lecture/demonstrations at select schools on an annual basis
- Tuesday Evening Concert Series ~ 875 students attended 2 concerts

**Future needs:**

- Kiln for every art room (including electrical needs)
- Collaboration tools (Skype & zoom recorders) to allow for collaboration without leaving students unsupervised in classroom
- Updated photography equipment (transitioning to primarily digital)

## Music

All students have the opportunity to perform during and/or afterschool

Elementary music program ~ taught by music specialists

- K–2 vocal/instrumental music: 30-60 minutes weekly for all students
- 3–5 vocal/instrumental music: 45-60 minutes weekly for all students
- Most schools have students perform annually.
- 5<sup>th</sup> Grade Honor's Choir Concert – representatives from all 16 Elementary Schools
- Some schools also have additional afterschool music or drama clubs for students
- Music in our Schools Month (March)

Middle School instrumental program ~ band class, plus jazz or marching band; strings classes

- # of students = 885
- # of minutes for classes range from 3,510 minutes per year - 8,100 minutes per year
- Teachers volunteer time for before-school bands

- Continuing to provide limited financial support for strings programs

High School instrumental program ~ band class, plus jazz or marching band; strings classes

- # of students = 625
- Classes are year-long, vary by school, and include offerings in: Band, Orchestra, Percussion, Guitar, Music Theory, etc.
- Some Advanced/Audition-based classes
- All schools participate in a District or local Festival/Assessment, and take a spring trip – funded through fundraising and/or booster clubs

Middle School choral program ~ band class, plus jazz or marching band; strings classes

- # of minutes for classes range from 3,510 minutes per year - 8,100 minutes per year
- Not all schools have a dedicated choral program in 6, 7, & 8; some start with general music
- Teachers volunteer time for before-school choirs
- Student work school-based art displays – some have formal school-wide shows

High School choral program

- # of students = 324
- Classes are year-long, vary by school, and include Advanced/Audition-based classes at Albemarle & Monticello
- All schools participate in a District or local Festival/Assessment, and take a spring trip – funded through fundraising and/or booster clubs
- Summer Residential Governor’s School (Vocal Music, Instrumental Music, Dance)

## Visual Arts

- Visual Arts Festival at Fashion Square Mall in March – over 1000 pieces of artwork.
- ACPS Visual Arts Festival – exhibit of student art work from all 16 elementary schools
- County Office Building (COB) Art Show - exhibit of select student artwork from the Visual Arts Festival it brought to the County Office Building for a one-year rotation
- ACPS annual calendar – features student art from every school
- Various exhibits of student work at school and/or in the community
- Various poster contests and competitions
- Youth Art Month activities (March)

Elementary visual art program ~ primarily taught by art specialists

- K – 5 Art: 45 minutes weekly for all students
- Student work school-based art displays – some have formal school wide shows

- Art fundraisers
- Art clubs at some schools depending on time and scheduling for the art teacher

#### Middle school visual art program

- # of students = 1153
- # of minutes for classes range from 1,935 minutes per year ~ 8,100 minutes per year
- Not all schools have a dedicated art program in 6 ~ exploratory
- Reflections (Governor's School for Middle School Students Gifted in the Visual Arts) serves 12 students county-wide
- Some Film Festival Participants

#### High school visual art program

- # of students = 1013
- Classes are semester or year-long and include offerings in: Art, Ceramics, Crafts, Photography, & Digital Imaging
- All schools offer/host/exhibit:
  - Open Studio (times vary)
  - Senior Art Shows
  - McGuffey High School Art Show (May)
  - AP Art Portfolio class (depending on enrollment)
- School-specific art offerings/exhibits ~ in school or in the community
  - Trailside Coffee (Western Albemarle High School: collaboration with Music department)
  - Art Expo (Albemarle High School)
  - National Arts Honor Society Art Extravaganza (Albemarle High School: collaboration with Chorus and Theater departments)
  - AP Art History class (Monticello only)
  - National Art Honor Society (Monticello and Albemarle)
- Summer Residential Governor's School (Visual Arts)

## Drama

#### Middle school drama program

- # of students = 464
- # of minutes for classes range from 1,755 minutes per year ~ 4,050 minutes per year
- Drama classes start in grade 7
- Drama classes have the opportunity to perform – during or afterschool

#### High school drama program

- All schools put on a spring musical ~ way of building community
- Summer Residential Governor's School (Theatre)
- Albemarle High School
  - Forensics ~ 9/19 students made it to state VHSL Championship



- Debate
- Virginia Theater Association Competition (Albemarle) ~ made it to State Championship of the South East Theater Conference (SETC)
- Improv Team
- Drama Honor Society
- Monticello High School
  - Improv Theater/Café
  - Young Playwrights Festival (April)
- Western Albemarle High School
  - Building up a fabulous program!

## Career and Technical Education

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

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 six program-specific areas: business and information technology, family and consumer sciences, health and medical sciences, marketing, technology education, and trade and industrial.

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 (new this year)
- Applied Management Principles, BUS 202 (new this year)
- Principles of Information Systems, ITE 120 (new this year)
- Web Design, ITE 199 (new this year)
- Medical Terminology, HLT 141 (new this year)

| 2009-2010 Middle School CTE Enrollment |            |             |            |             |
|--|------------|-------------|------------|-------------|
| Program Area                           | Sections   | Enrollment  | Female     | Male        |
| Family & Consumer Sciences             | 21         | 424         | 226        | 198         |
| Technology Education                   | 44         | 778         | 232        | 546         |
| Business & Information Technology      | 38         | 707         | 281        | 426         |
| <b>TOTAL</b>                           | <b>103</b> | <b>1909</b> | <b>739</b> | <b>1170</b> |

| <b>2009-2010 High School CTE Enrollment</b> |                 |                   |               |             |
|---|-----------------|-------------------|---------------|-------------|
| <b>Program Area</b>                         | <b>Sections</b> | <b>Enrollment</b> | <b>Female</b> | <b>Male</b> |
| Career Connections                          | 12              | 127               | 97            | 30          |
| Family & Consumer Sciences                  | 8               | 122               | 84            | 38          |
| Health & Medical Sciences                   | 3               | 54                | 41            | 13          |
| Marketing                                   | 17              | 226               | 73            | 153         |
| Trade & Industrial Education                | 12              | 88                | 28            | 60          |
| Technology Education                        | 33              | 427               | 75            | 352         |
| Business & Information Technology           | 28              | 384               | 108           | 276         |
| Military Science                            | 11              | 63                | 20            | 43          |
| <b>TOTAL</b>                                | <b>124</b>      | <b>1491</b>       | <b>526</b>    | <b>965</b>  |

| <b>2009-2010 *Completer Industry Credentialing</b> |                           |                  |
|--|---------------------------|------------------|
| <b>**Tests Administered</b>                        | <b>Credentials Earned</b> | <b>Pass Rate</b> |
| 163  | 131                       | 80.37%           |

\*A Career and Technical Education Program Completer is a student who has met the requirements for a Career and Technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

\*\* Industry Credentials are only administered in "Part II" CTE courses.

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

| <b>2010-2011 High School CTE Enrollment</b> |                 |                   |               |             |
|---|-----------------|-------------------|---------------|-------------|
| <b>Program Area</b>                         | <b>Sections</b> | <b>Enrollment</b> | <b>Female</b> | <b>Male</b> |
| 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          |
| <b>TOTAL</b>                                | <b>117</b>      | <b>1957</b>       | <b>666</b>    | <b>1282</b> |

| <b>2010-2011 *Completer Industry Credentialing</b> |                           |                  |
|--|---------------------------|------------------|
| <b>**Tests Administered</b>                        | <b>Credentials Earned</b> | <b>Pass Rate</b> |
| 171  | 146                       | 85.38%           |

\*A Career and Technical Education Program Completer is a student who has met the requirements for a Career and Technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

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

## Physical Education

| Enrollment – Physical Education/Health | 2008-2009 | 2009-2010 | 2010-2011 |
|--|-----------|-----------|-----------|
|  | 2,219     | 2,137     | 2,159     |

### HEALTH-RELATED FITNESS TESTING GUIDELINES

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.

| Physical Fitness | Grade 4 | Boys           |      |      | Girls          |      |       |
|------------------|---------|----------------|------|------|----------------|------|-------|
|                  |         | State % in HFZ | ACPS | %    | State % in HFZ | ACPS | %     |
| Abdominal        |         | 85.4           | 495  | 85.9 | 84.0           | 473  | 87.9% |
| Aerobic          |         | 70.4           | 494  | 87.7 | 86.9           | 476  | 90.5% |
| Upper Body       |         |                |      |      |                |      |       |
| Strength         |         | 78.8           | 497  | 82.1 | 72.3           | 370  | 77.4  |
| Flexibility      |         | 81.0           | 495  | 82.2 | 85.9           | 476  | 89.1  |
| Trunk Lift       |         | 87.5           | 494  | 88.7 | 90.9           | 473  | 94.3  |
| Body Composition |         | 67.3           | 437  | 75.3 | 67.4           | 420  | 88.6  |

| Physical Fitness | Grade 5 | Boys           |      |      | Girls          |      |      |
|------------------|---------|----------------|------|------|----------------|------|------|
|                  |         | State % in HFZ | ACPS | %    | State % in HFZ | ACPS | %    |
| Abdominal        |         | 85.5           | 501  | 91.4 | 84.4           | 484  | 87.8 |
| Aerobic          |         | 60.5           | 510  | 84.5 | 82.6           | 485  | 90.5 |
| Upper Body       |         |                |      |      |                |      |      |
| Strength         |         | 78.1           | 508  | 87.0 | 71.2           | 482  | 79.5 |
| Flexibility      |         | 80.9           | 507  | 83.0 | 82.3           | 484  | 86.0 |
| Trunk Lift       |         | 85.9           | 503  | 86.0 | 89.3           | 484  | 89.0 |
| Body Composition |         | 65.5           | 443  | 76.1 | 64.6           | 419  | 84.2 |

| Physical Fitness | Grade 6 | Boys           |      |      | Girls          |      |      |
|------------------|---------|----------------|------|------|----------------|------|------|
|                  |         | State % in HFZ | ACPS | %    | State % in HFZ | ACPS | %    |
| Abdominal        |         | 88.5           | 445  | 95.3 | 86.7           | 462  | 93.5 |
| Aerobic          |         | 70.3           | 449  | 80.4 | 80.4           | 467  | 89.5 |
| Upper Body       |         |                |      |      |                |      |      |
| Strength         |         | 77.7           | 436  | 68.6 | 74.1           | 449  | 68.8 |
| Flexibility      |         | 81.8           | 435  | 75.9 | 85.5           | 461  | 80.7 |
| Trunk Lift       |         | 85.4           | 422  | 87.2 | 88.1           | 439  | 90.9 |
| Body Composition |         | 59.4           | 410  | 68.0 | 62.7           | 426  | 85.0 |

| Physical Fitness | Grade 7 | Boys           |      |      | Girls          |      |      |
|------------------|---------|----------------|------|------|----------------|------|------|
|                  |         | State % in HFZ | ACPS | %    | State % in HFZ | ACPS | %    |
| Abdominal        |         | 90.1           | 450  | 94.7 | 88.0           | 430  | 94.2 |
| Aerobic          |         | 69.1           | 447  | 76.3 | 75.4           | 437  | 80.5 |
| Upper Body       |         |                |      |      |                |      |      |
| Strength         |         | 78.4           | 441  | 71.7 | 75.4           | 430  | 70.7 |
| Flexibility      |         | 82.4           | 434  | 77.2 | 87.4           | 424  | 88.4 |
| Trunk Lift       |         | 86.2           | 428  | 92.5 | 89.2           | 420  | 96.9 |
| Body Composition |         | 63.3           | 418  | 72.2 | 62.0           | 386  | 83.7 |

| Physical Fitness | Grade 8 | Boys           |      |      | Girls          |      |      |
|------------------|---------|----------------|------|------|----------------|------|------|
|                  |         | State % in HFZ | ACPS | %    | State % in HFZ | ACPS | %    |
| Abdominal        |         | 91.2           | 449  | 95.5 | 89.5           | 401  | 95.0 |
| Aerobic          |         | 69.4           | 455  | 70.1 | 72.3           | 399  | 79.2 |
| Upper Body       |         |                |      |      |                |      |      |
| Strength         |         | 78.5           | 455  | 70.8 | 77.6           | 400  | 70.5 |

|                  |      |     |      |      |     |      |
|------------------|------|-----|------|------|-----|------|
| Flexibility      | 85.5 | 430 | 82.1 | 89.8 | 388 | 88.1 |
| Trunk Lift       | 87.7 | 422 | 89.8 | 90.1 | 359 | 91.6 |
| Body Composition | 67.4 | 409 | 77.8 | 63.7 | 361 | 84.2 |

| Physical Fitness | Grade 9 | Boys           |      |      | Girls          |      |      |
|------------------|---------|----------------|------|------|----------------|------|------|
|                  |         | State % in HFZ | ACPS | %    | State % in HFZ | ACPS | %    |
| Abdominal        |         | 91.0           | 348  | 100  | 89.3           | 325  | 97.5 |
| Aerobic          |         | 68.4           | 366  | 79.5 | 66.9           | 346  | 81.2 |
| Upper Body       |         |                |      |      |                |      |      |
| Strength         |         | 78.0           | 345  | 89   | 76.5           | 324  | 92.6 |
| Flexibility      |         | 85.1           | 346  | 89.0 | 85.8           | 324  | 86.7 |
| Trunk Lift       |         | 88.7           | 204  | 98.0 | 90.6           | 179  | 98.9 |
| Body Composition |         | 64.4           | 300  | 76.7 | 62.4           | 277  | 74.0 |

| Physical Fitness | Grade 10 | Boys           |      |      | Girls          |      |      |
|------------------|----------|----------------|------|------|----------------|------|------|
|                  |          | State % in HFZ | ACPS | %    | State % in HFZ | ACPS | %    |
| Abdominal        |          | 92.0           | 231  | 98.3 | 90.1           | 215  | 98.1 |
| Aerobic          |          | 64.3           | 259  | 66.8 | 63.0           | 248  | 71.8 |
| Upper Body       |          |                |      |      |                |      |      |
| Strength         |          | 77.2           | 248  | 81.5 | 79.0           | 225  | 95.6 |
| Flexibility      |          | 85.8           | 244  | 88.1 | 84.5           | 221  | 84.6 |
| Trunk Lift       |          | 88.5           | 132  | 97.0 | 90.6           | 130  | 96.9 |
| Body Composition |          | 66.8           | 260  | 82.3 | 65.9           | 242  | 75.2 |

## Extra-Curricular and Curriculum Related Activities

### Curriculum Activities

|                        | Activity  |
|------------------------|---|
| <b>Fine Arts</b>       | <ul style="list-style-type: none"> <li>• Summer Residential Governor's School</li> <li>• Honors' Events (on State of the Arts report)</li> </ul>  |
| <b>Language Arts</b>   | <ul style="list-style-type: none"> <li>• Spelling Bee (School level ~1000; Division Level~22)</li> <li>• Writer's Eye (~100)</li> <li>• Governor's School for the Humanities (~15-20)</li> <li>• Literacy Explosion (~150)</li> </ul> |
| <b>Math</b>            | <ul style="list-style-type: none"> <li>• Summer Residential Governor's School</li> <li>• 24 Competition</li> <li>• Math Counts</li> <li>• Math Olympiad</li> </ul>  |
| <b>Science</b>         | <ul style="list-style-type: none"> <li>• VABIO Student Chapter</li> <li>• Virginia Piedmont Regional Science Fair</li> <li>• Northrup Grumman WORTHY program</li> <li>• Virginia Aerospace Science and Technology Scholars</li> </ul> |
| <b>Social Studies</b>  | <ul style="list-style-type: none"> <li>• Governor's School for the Humanities (~8)</li> <li>• National History Day (~100)</li> <li>• Model United Nations (~40)</li> <li>• Mock Elections (~225)</li> </ul>                           |
| <b>World Languages</b> | <ul style="list-style-type: none"> <li>• Governor's Foreign Language Academy (~20)</li> </ul>   |



## 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. DI is designed to teach three essential skills: creativity, teamwork and problem solving.

2010-11 DI information:

- Approximately 375 students participating
- 54 teams representing ACPS
- 16 teams went to State Championship
- 13 teams went to Global Finals

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

## Athletics

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

|       |   |         |   |         |   |
|-------|---|---------|---|---------|---|
| Fall: | Cheerleading<br>Cross Country<br>Field Hockey<br>Football<br>Golf<br>Volleyball | Winter: | Basketball<br>Cheerleading<br>Indoor Track<br>Swimming<br>Wrestling | Spring: | Baseball<br>Lacrosse<br>Soccer<br>Softball<br>Tennis<br>Track |
|-------|---|---------|---|---------|---|

|               | Fall | Winter | Spring |
|---------------|------|--------|--------|
| <b>Male</b>   | 452  | 445    | 561    |
| <b>Female</b> | 423  | 370    | 814    |
| <b>Total</b>  | 875  | 815    | 1375   |

| Team - District Champions, Region Qualifiers/Champions, and State Qualifiers/Champions | District Champions | Region Qualifiers/Champions | State Qualifiers/Champions |
|--|--------------------|-----------------------------|----------------------------|
| 74 Varsity Teams   | 17                 | 33/13                       | 20/1                       |