Standards of Learning

Overview of 2007 Results

January 2008

MONITORING AND EVALUATION SERVICES

INFORMATION
FOR

DECISION-MAKING

ALEXANDRIA CITY PUBLIC SCHOOLS

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Strengths

- For the 2007-2008 school year, a total of 13 of 16 ACPS schools are "Fully Accredited." Based on Spring 2007 SOL scores, the fully accredited elementary schools are: John Adams, Charles Barrett, Patrick Henry, Cora Kelly, Lyles-Crouch Academy, Douglas MacArthur, George Mason, Maury, Mount Vernon, James K. Polk, William Ramsay, and Samuel W. Tucker. T.C. Williams High School (which includes Minnie Howard) also achieved "Fully Accredited" status based on students' SOL scores throughout the 2006-07 school year.

- Students' scores continued to improve in a number of areas compared to Spring 2006 testing with 19 of the 33 SOL tests either maintaining or registering increases in the passing percentages. Six of 11 End-of-Course tests showed improvement or maintained passing percentages.

- The largest score increases within a subject area since 2001 have been on grade level History tests. For example, the passing percentage increased by 52 points from 2001 to 2007 for the high school End-of-Course Virginia and United States History test. Similarly, passing percentages for History tests at Grades 3, 4 and 8 increased by 27, 23, and 35 points, respectively, while End-of-Course World History II increased 26 points.

- Along with the previously mentioned History tests, eight other SOL subject tests have shown passing rate increases of more than 15 percentage points from 2001 to 2007, including Grade 3 English (16 percentage points) and Grade 3 Science (24 points); Grade 5 Mathematics (20 points) and Science (15 points); and End-of-Course tests: English: Reading (21 points), Earth Science (32 points), and Chemistry (15 points).

Concerns

- The three schools that did not achieve fully accredited status are Jefferson-Houston School for Arts and Academics (English and Mathematics), Francis Hammond Middle School (Mathematics) and George Washington Middle School (Mathematics).

- Over time, middle school score increases have not kept pace with increases at elementary and secondary. Middle school Mathematics scores were problematic at Grades 6 and 7 where adjusted pass rates were under 60 percent. Additionally, the Plain English Mathematics pass rate across all three grade levels was 8 percent.

- At the division level, ACPS did not achieve Federal Adequate Yearly Progress as defined by the *No Child Left Behind* legislation. ACPS met 22 of the 29 benchmarks. The passing percentage benchmark of 73 in Reading was not met by black, Hispanic, LEP, Disadvantaged, and Students with Disabilities. The passing percentage benchmark of 71 in Mathematics was not met by Disadvantaged and Students with Disabilities.

OVERVIEW

Data presentations within this document will be streamlined, omitting narrative or interpretations, to succinctly present basic indicators, and trends over time. The lists of tables and figures at the beginning of this overview offer the best synopsis of the types of SOL information that will be presented.

For both division-level and school-level results, passing percentages are reported twice, first as adjusted scores and second as unadjusted scores, which are the complete pass percentages for all students tested. Passing percentages are 'adjusted' in that failing scores for some English as a Second Language students or transfer students may be excluded from the calculations. Both the State accreditation system and the Federal No Child Left Behind accountability system provide for score adjustments for certain students. These students have not had the full opportunity to learn, so schools are not penalized by including their failing scores. From one year to another, unadjusted scores could contain varying percentages of ESL and transfer students. Therefore, adjusted scores offer a more consistent basis for longitudinal comparison.

Adjusted passing percentages in this overview follow the procedures used by State officials to generate accreditation pass rates. There are strict rules regarding which students' scores are not counted in the school passing percentages. For state accreditation purposes, an ESL student is identified by language proficiency and length of enrollment in a Virginia public school (less than 11 semesters). Transfer students, as defined by the State, include any grade 3 - 8 student who transfers into the ACPS after the 20th instructional day of the school year. EOC transfer students from outside Virginia, private schools, or home-instructed settings may be excluded from the pass rate calculations if they enter the course after the 20th instructional hour. At the End-of-Course (EOC) level, students who transfer into the ACPS from other Virginia school divisions are not considered transfers. For both ESL and transfer students, results are counted if the student passes the SOL test. In addition, students who have participated in a remediation program and pass the next grade level test are counted twice in accreditation calculations (more information on the Remediation Recovery Bonus will be provided later in this report).

This overview of Spring 2007 Standards of Learning (SOL) results includes longitudinal data for 7 years, enabling a detailed understanding of achievement trends. In addition, longitudinal data are presented graphically for the three major ethnic groups, as defined by Virginia legislation: black, Hispanic and white.

Notwithstanding the fact that parents, Alexandria City Council members, the mayor, and other stakeholders, such as realtors may find this document to be of value, the ACPS staff and members of the ACPS School Board are its primary audience. There is the implicit assumption that these internal groups already have an adequate grounding in the esoterica that comprise the SOLs. However, even for this informed group, certain basics about SOL scores are worth

reviewing. Accordingly, several complex issues related to SOL scores will be addressed directly: one related to scoring and seven related to seeming inconsistencies.

SOL Scoring

SOL tests focus on the four core subject areas: English, Mathematics, History, and Science. At the upper grades, Mathematics, History and Science are differentiated by content (*e.g.*, Algebra I, Geometry, etc.). In response to the Federal *No Child Left Behind* law, Spring 2006 was the first session when Reading and Mathematics SOL tests were administered at all grade levels from 3 through 8. This report provides two years of data for Reading and Mathematics tests at the newly added grades 4, 6 and 7. Longitudinal data from 2001 to 2007 are available for other grade levels and subjects.

All SOL tests are criterion-referenced tests (CRT). Each test has a passing/failing cut-off score or, in State and Federal terms, a score that defines proficiency. All SOL test scores are converted to a common scale ranging from 0 to 600 with 400 to 499 designated as "Pass Proficient" and 500 to 600 as "Pass Advanced." Simply stated, 400 and above is passing, while 399 and below is failing. Beginning with Spring 2007, failing results on Reading and Mathematics SOL tests were divided into two categories designated as "Fail Basic" and "Fail Below Basic." The table in Appendix A displays the minimum score for the "Fail Basic" designation that State officials added for Reading and Mathematics tests to meet Federal guidelines to better monitor student achievement.

The percentage of correct answers a student needs to pass a given SOL test ranges from a high of 73% correct on fifth grade Writing to a low of 50% correct on the three high school History tests taken by ACPS students (World History I, World History II and U.S. and Virginia History). A student scoring 69% correct would pass every EOC test, every middle school test, and eight of the eleven tests given at the elementary level. To earn the "Pass Advanced" distinction, students must demonstrate a higher competency as measured by percentage correct on the SOL test. There is a range across tests for this higher standard as well: from a low of 83% correct on World History I or II, to a high of 96% on eighth grade Writing. See Appendix A for a full summary of the number of items needed to meet each of the proficiency levels on specific SOL tests.

Individual test results are then summed to determine the percentage of students meeting proficiency standards. In 1998, the State set a 70% passing figure as the initial guidepost for school efforts to achieve state accreditation. Over time, target percentages have increased and calculations to determine Virginia accreditation status have evolved. Beginning with the 2003-2004 school year, State officials raised the necessary elementary English test passing percentage for students in grades 3 and 5 to 75%. A major change occurred for the 2005-2006 school year when results from the newly added grade 4 Reading test were factored into the English test passing percentages for elementary schools.

Beyond the simple passing or failing statistic, other aspects of SOL scoring conventions are

useful to bear in mind when interpreting both aggregate and individual scores. Passing rates are used to report Adequate Yearly Progress (AYP) for the Federal NCLB accountability system. Please see Appendix B for the 2007-08 AYP divisional benchmark summary. Appendix C shows an example of proficiency levels for three SOL tests as displayed in the SOL *Report to Parents.*

The SOL *Report to Parents* displays the number of questions answered correctly in each SOL "reporting category" which represents similar Standards of Learning. While all questions in the reporting category are equally weighted, reporting categories may include differing numbers of items. The Grade 5 Science example on page 76 shows 40 Science items grouped in four reporting categories, each with 10 questions. However, the Grade 5 Reading example on the same page shows 40 questions grouped in two reporting categories, one with 10 questions and the other includes a total of 30 questions. Within each reporting category, scale scores range from 0 to 50, with 30 set as the approximate target score for proficiency. Students who achieve scores of 30 in most reporting categories should pass by achieving an overall test scale score of 400 or higher.

The *Student Performance by Question Report* example in Appendix D, expands on this reporting information showing 50 questions on the grade 5 Mathematics test assigned to five reporting categories; these categories correspond to percentages detailed in the instructional framework provided by the Virginia Department of Education's *SOL Blueprints*. Ten questions appear for the reporting category: Patterns, Functions, and Algebra; thus 20% of the test is directed at these objectives, while a smaller portion of the test (8 questions) is directed towards Number and Number Sense.

All tests are subject to error, often referred to as the *standard error of measurement* (SEM). If a student were to retake the same test, without any change in her knowledge or preparation, the second score would probably be slightly higher or lower than the first score. For example, the SEM on the 2003 grade 8 Science SOL was 15 for a student who correctly answered 30 of 60 items. The student's scale score would be 403. If she were to retake the test, her second score would likely fall between 388 and 418.

In 2001, the State introduced the term, "narrow margin failure," a scale score between 375 and 399 on an EOC test required for graduation. Preliminary EOC reports note failing scores that fall within this range, so school faculty may quickly identify students who have a high likelihood of passing the test, if given another opportunity. Expedited EOC retakes are now routinely appended to each of the three yearly main testing sessions: Summer, Fall and Spring. If a student who failed their first attempt passes an expedited retake, then only their passing score is counted in accreditation calculations.

SOL Scores and Apparent Inconsistencies

There are at least seven sources of inconsistencies in SOL score reporting: 1) score rounding

conventions: 2) ESL and Transfer inclusion or exclusion; 3) the Remediation Recovery bonus; 4) inclusion of Plain English Mathematics test results; 5) revised accreditation calculations; 6) inclusion of results for students pursuing a Modified Standard Diploma, or taking alternative tests such as the Virginia Alternate Assessment Program (VAAP) or the Virginia Grade Level Assessment (VGLA); and 7) the definition of eighth grade Reading and Mathematics scores.

1. Small variations in data may be due to differences in rounding decimals to whole numbers and including different numbers of students in the calculation. For example, an adjusted percentage of 94.4 is rounded to 94. When additional students are included, as in unadjusted scores, a small change to a percentage of 94.7 is rounded to 95.

2. The second common reason for SOL score inconsistencies is the Standards of Accreditation (SOA) adjustment for LEP/ESL students and for transfer students. Unadjusted scores include these students. Typically, adjusted passing rates exclude these failing students' scores from aggregate scores for school, or division calculations. At the ACPS division level, adjusted scores from year to year permit a relatively consistent comparison; Tables 1 through 8 provide adjusted passing percentages. However, at the school, grade, and class levels, excluding the results of some students obscures useful instructional information, so Tables 9 through 41 provide the unadjusted passing percentages. Adjusted and unadjusted scores may be used to determine a school's accreditation status; state officials calculate both sets of scores and select data in the way that is most advantageous to the school. Appendix E provides a copy of the State's accreditation rating table through ratings year 2007.

3. Remediation Recovery, which started in 2001, is the third reason for possible score disparities from year to year, especially with the changes in calculation procedures in the past two years. When Reading and Mathematics were tested only at grades 3, 5 and 8 through the 2004-2005 school year, students in grades 4, 6, or 9 did not test in those subjects. However, those 4^{th}, 6^{th} and 9^{th} grade students who had previously failed one or both tests, but passed the course and were promoted to the next grade level could retake the test during the next school year, following a Remediation Recovery program. Additionally, students who failed either the Algebra I, Geometry, or Algebra II EOC test and enrolled in a Remediation Recovery program could retake the EOC Mathematics test. If they passed the test on their second attempt, their passing scores were included in accreditation calculations. For example, the passing score for a fourth-grade student on the grade 3 Mathematics test would be added to results for grade 3 Mathematics.

Remediation Recovery rules changed when Reading and Mathematics SOL tests were added at grades 4, 6 and 7 during the 2005-06 school year. For the last two years, students in Remediation Recovery programs have taken Reading and Mathematics tests for their current grade, instead of the previous grades' failed test. For example, if a Remediation Recovery student enrolled in grade 4 passed the grade 4 Mathematics SOL test after failing the grade 3 Mathematics SOL test, the passing score was counted twice in the school's accreditation

calculation. However, unlike the old Remediation Recovery Bonus, which was added only to the numerator (which increases the number of students passing), this new bonus is added to both the numerator and the denominator (thereby increasing the number of students passing *and* the number of students counted as taking the test), thereby decreasing the bonus received. Please see the example in Appendix F to understand the impact of Remediation Recovery. Published results do not always reveal these inclusions. Since passing rates are typically reported as a percentage, the reader may not be aware that the total number of tests reported in some years exceeded the number of students tested, as some students' scores may have been counted twice.

4. The fourth SOL score inconsistency applies to Mathematics at grades 3 through 8, where Plain English versions of the SOL Mathematics tests are available for students with disabilities and students with limited proficiency in the English language. In this overview, Mathematics passing rates reported for 2006 and 2007 combine scores for all students tested at the grade level, regardless of whether it is a Regular Mathematics or Plain English version. Plain English scores can be reviewed in Appendix J.

5. The fifth reason that contributes to score anomalies is the Virginia Board of Education's decision to revise accreditation calculations. As adopted on October 22, 2001, the scores of students who have passed a course but who are retaking SOL tests for verified credit will be included in school accreditation ratings if they pass the test. Passing retakers are counted; failing retakers are not.

Along with accreditation revisions, the definition of T.C. Williams has changed. Beginning with the 2002-2003 school year, the SOL scores of Minnie Howard and STEP students were collapsed into the results for T.C. Williams High School. Additionally, SOL test results from Summer and Fall tests sessions have been blended with results from the main Spring session for accreditation calculations. Thus, the final 2007 accreditation rating for T.C. Williams was based on at least six SOL administrations to students at three different sites between July 2006 and June 2007.

6. The sixth reason for score anomalies is that accreditation and AYP calculations include students in grades 3 to 11 who complete an alternate assessment in place of the SOL assessment for the grade and subject. Appendix G displays summary results for the 2006-07 Virginia Alternate Assessment Program for John Adams, Jefferson-Houston and Mount Vernon Elementary Schools, Francis Hammond and George Washington Middle Schools, and T.C. Williams High School, as well as the students in Special Placements, whose results are included in ACPS division-level results. Appendix H displays summary results for the 2006-07 Virginia Grade Level Assessment for Charles Barrett, Jefferson-Houston Maury and Mount Vernon Elementary Schools, and Francis Hammond Middle School.

7. The seventh reason for score inconsistencies relates to 8th grade Mathematics and Reading scores. First, there are 8th grade Mathematics scores earned by students in grade 8 only.

Second, there are 8th grade Mathematics summary scores which also include scores earned by 6th and 7th graders who took the eighth grade Mathematics test early because of their accelerated Mathematics program. Third, there are 8th grade Mathematics and Reading scores for 9th graders in Remediation Recovery (9th graders passing the 8th grade SOLs). Fourth, there are also 9th, 10th and 11th grade students pursuing a Modified Standard Diploma who may use the 8th grade Mathematics and Reading tests to meet numeracy and literacy requirements. For a Modified Standard Diploma, candidates are eligible to retake previously failed Grade 8 Reading and/or Mathematics SOL tests. For students in ninth grade only, these retakes may be independent of any participation in a Remediation Recovery program. Again, accreditation calculations include scores of students retaking SOL tests only if they pass the test. These scores are added to the school's "collapsed" SOL English or Mathematics scores. All other scores, individually and collectively, may have local utility depending on the analytic purpose. So, eighth grade Mathematics and Reading scores require arrant scrutiny.

The following tables illustrate both the progress to date and the challenges ahead. It is also important to underscore that principals and school-based staff, who must directly translate SOL results into meaningful classroom action, are the best interpreters of these data.

DIVISION AND SCHOOL LEVEL RESULTS

When reviewing the following tables, please note that division-level data often include results for students not enrolled in a standard ACPS school and are tested under 'Special Situations', per the State's definition. For ACPS, this includes students tested locally at the Interim Education Program, ShelterCare and receiving homebound instruction; ACPS division results also include Alexandria students attending school, and being tested in Private Placement facilities.

Summary Table 8 displays 2007 adjusted SOL passing percentages in an historical, divisional overview compared to SOL passing rates for the previous six years, thereby enabling comparisons of results for the division over time. The table includes a one year change column based on score changes from 2006 to 2007. Of the 33 content areas, 19 maintained their passing rates or showed a positive change for 2007 when compared to 2006. The information in Table 8 is depicted graphically in Figures 1 through 10.

Table 42 provides longitudinal data by ethnic groups. Division-level results appear in Table 42 (labeled 'All') and subgroup passing percentages are also reported for the three major ethnicity groupings: black, Hispanic and white. That longitudinal data for all four student groups is graphically presented in Figures 11 through 43. Finally, Tables 43 through 49 provide historical data by grade level and test for each school.

TABLE 1
Alexandria City Public Schools
2007 SOL Adjusted Passing Percentages
Grade 3 Tests by School

School	Reading (%)	Mathematics (%)	History/S.S. (%)	Science (%)
John Adams	71	89	91	90
Charles Barrett	77	91	90	91
Patrick Henry	71	86	79	79
Jefferson–Houston	62	73	85	82
Cora Kelly	71	92	77	90
Lyles–Crouch	88	98	98	92
Douglas MacArthur	85	89	83	90
George Mason	87	96	94	94
Maury	65	88	95	89
Mount Vernon	88	94	94	92
James K. Polk	88	97	98	93
William Ramsay	72	74	88	88
Samuel Tucker	87	96	89	96
Division [a]	79	90	89	90

[a] Includes students in special situations.

TABLE 2
Alexandria City Public Schools
2007 SOL Adjusted Passing Percentages
Grade 4 Tests by School

School	Reading (%)	Mathematics (%)	History/S.S. (%)
John Adams	84	85	87
Charles Barrett	86	82	83
Patrick Henry	90	75	60
Jefferson–Houston	68	49	72
Cora Kelly	78	58	48
Lyles–Crouch	89	81	97
Douglas MacArthur	94	81	87
George Mason	97	95	97
Maury	90	84	84
Mount Vernon	94	93	91
James K. Polk	95	97	97
William Ramsay	83	52	68
Samuel Tucker	94	94	92
Division [a]	88	79	81

[a] Includes students in special situations.

TABLE 3
Alexandria City Public Schools
2007 SOL Adjusted Passing Percentages
Grade 5 Tests by School

School	Reading (%)	Writing (%)	Mathematics (%)	Science (%)
John Adams	76	82	83	81
Charles Barrett	96	96	93	93
Patrick Henry	77	83	78	81
Jefferson–Houston	61	75	64	67
Cora Kelly	68	74	81	86
Lyles–Crouch	91	93	79	81
Douglas MacArthur	85	93	89	87
George Mason	93	91	100	98
Maury	55	64	70	60
Mount Vernon	86	85	93	95
James K. Polk	87	91	91	89
William Ramsay	83	84	85	84
Samuel Tucker	84	90	92	91
Division[a]	81	86	86	86

[a] Includes students in special situations.

TABLE 4
Alexandria City Public Schools
2007 SOL Adjusted Passing Percentages
Grade 6 Tests by School

School	Reading (%)	Math (%)	US History to 1877 (%)
Francis C. Hammond	82	56	79
George Washington	76	46	67
Division [a]	79	51	73

[a] Includes students in special situations.

TABLE 5
Alexandria City Public Schools
2007 SOL Adjusted Passing Percentages
Grade 7 Tests by School

School	Reading (%)	Math (%)	US History 1877 to Present (%)
Francis C. Hammond	82	49	91
George Washington	78	38	77
Division [a]	80	43	85

[a] Includes students in special situations.

TABLE 6
Alexandria City Public Schools
2007 SOL Adjusted Passing Percentages
Grade 8 Tests by School

School	English: Reading (%)	Writing (%)	Math (%)	Civics and Economics (%)	Science (%)
Francis C. Hammond	74	80	77	93	84
George Washington	69	70	67	74	81
Division [a]	71	75	69	84	82

[a] Includes students in special situations.

TABLE 7
Alexandria City Public Schools
2007 SOL Adjusted Passing Percentages
End-of-Course Tests by School

End-of-Course Test	FCHMS (%)	GWMS (%)	TCWHS (%)	Division[a] (%)
Reading			85	85
Writing			91	90
Algebra I	99	100	76	80
Geometry	100	100	69	70
Algebra II			88	88
Earth Science			81	80
Biology			75	74
Chemistry			94	94
World History I			82	81
World History II			85	85
VA & U.S. History			87	86

[a] Includes students in special situations.

TABLE 8
Alexandria City Public Schools
Comparison of Division 2001 to 2007 Adjusted Passing Percentages
and the Change from 2006 to 2007

SOL TEST	Division							
	2001 Passing Rate (%)	2002 Passing Rate (%)	2003 Passing Rate [a] (%)	2004 Passing Rate [a] (%)	2005 Passing Rate [a] (%)	2006 Passing Rate [a d] (%)	2007 Passing Rate [a d] (%)	Change 2006 to 2007
Grade 3								
English: Reading	63	72	73[c]	72[c]	81[c]	81	79	**-2**
Mathematics	77	81	89[c]	87[c]	87[c]	91	90	**-1**
History	62	71	74	81	82	88	89	**+1**
Science	66	71	74	79	82	87	90	**+3**
Grade 4								
English: Reading	-	-	-	-	-	83	88	**+5**
Mathematics	-	-	-	-	-	79	79	**0**
Virginia Studies	58	67	75	88	84	82	81	**-1**
Grade 5								
English: Reading	73	78	80	81	82	86	81	**-5**
English: Writing	84	87	84	84	91	87	86	**-1**
Mathematics	66	72	72	75	80	85	86	**+1**
Science	71	78	75	77	74	80	86	**+6**
Grade 6								
English: Reading	-	-	-	-	-	85	79	**-6**
Mathematics	-	-	-	-	-	38	51	**+13**
History	-	-	-	-	57	65	73	**+8**
Grade 7								
English: Reading	-	-	-	-	-	78	80	**+2**
Mathematics [b]	-	-	-	-	-	34	43	**+9**
History	-	-	-	-	84	83	85	**+2**

[a] Includes students in special situations.

[b] Includes students in grades 6 who took the grade 7 mathematics SOL.

[c] Includes Remediation Recovery passing percentage bonus, which was higher than the adjusted total.

[d] Passing rates for 2006 and 2007 reflect the following:

1) All are adjusted scores with no Remediation Recovery included;
2) All are scores from the Spring Administration; and
3) Mathematics percentages include passing percentages from the LEP Mathematics test.

TABLE 8 continued
Alexandria City Public Schools
Comparison of Division 2001 to 2007 Adjusted Passing Percentages
and the Change from 2006 to 2007

SOL TEST	Division							
	2001 Passing Rate (%)	2002 Passing Rate (%)	2003 Passing Rate [a] (%)	2004 Passing Rate [a] (%)	2005 Passing Rate [a] (%)	2006 Passing Rate [a d] (%)	2007 Passing Rate [a d] (%)	Change 2006 to 2007
Grade 8								
English: Reading	67	67	66	76	72	73	71	**-2**
English: Writing	69	77	66	80	72	90	75	**-15**
Mathematics [b]	65	68	78	88	80	64	69	**+5**
History	49	79	78	74 [e]	74 [e]	84	84	**0**
Science	79	79	76	87	81	78	82	**+4**
High School								
English: Reading	64	74	92	82	80	85	85	**0**
English: Writing	75	78	88	82	85	84	90	**+6**
Algebra I	58	70	75	76	76	76	80	**+4**
Geometry	62	72	76	73	71	71	70	**-1**
Algebra II	75	79	81	87	90	91	88	**-3**
Earth Science	48	52	60	57	76	78	80	**+2**
Biology	70	79	83	69	68	69	74	**+5**
Chemistry	79	80	90	94	95	96	94	**-2**
World History I	72	83	84	71	80	85	81	**-4**
World History II	59	79	80	77	81	79	85	**+6**
VA & US History	34	61	75	87	84	89	86	**-3**

[a] Includes students in special situations.

[b] Includes students in grades 6 and 7 who took the grade 8 mathematics SOL.

[d] Passing rates in 2006 and 2007 reflect the following:

1) All are adjusted scores with no Remediation Recovery included;
2) All are scores from the Spring Administration; and
3) Mathematics percentages include passing percentages from the LEP Mathematics test.

[e] Represents the combined average of content specific history tests at grades 6, 7 & 8.

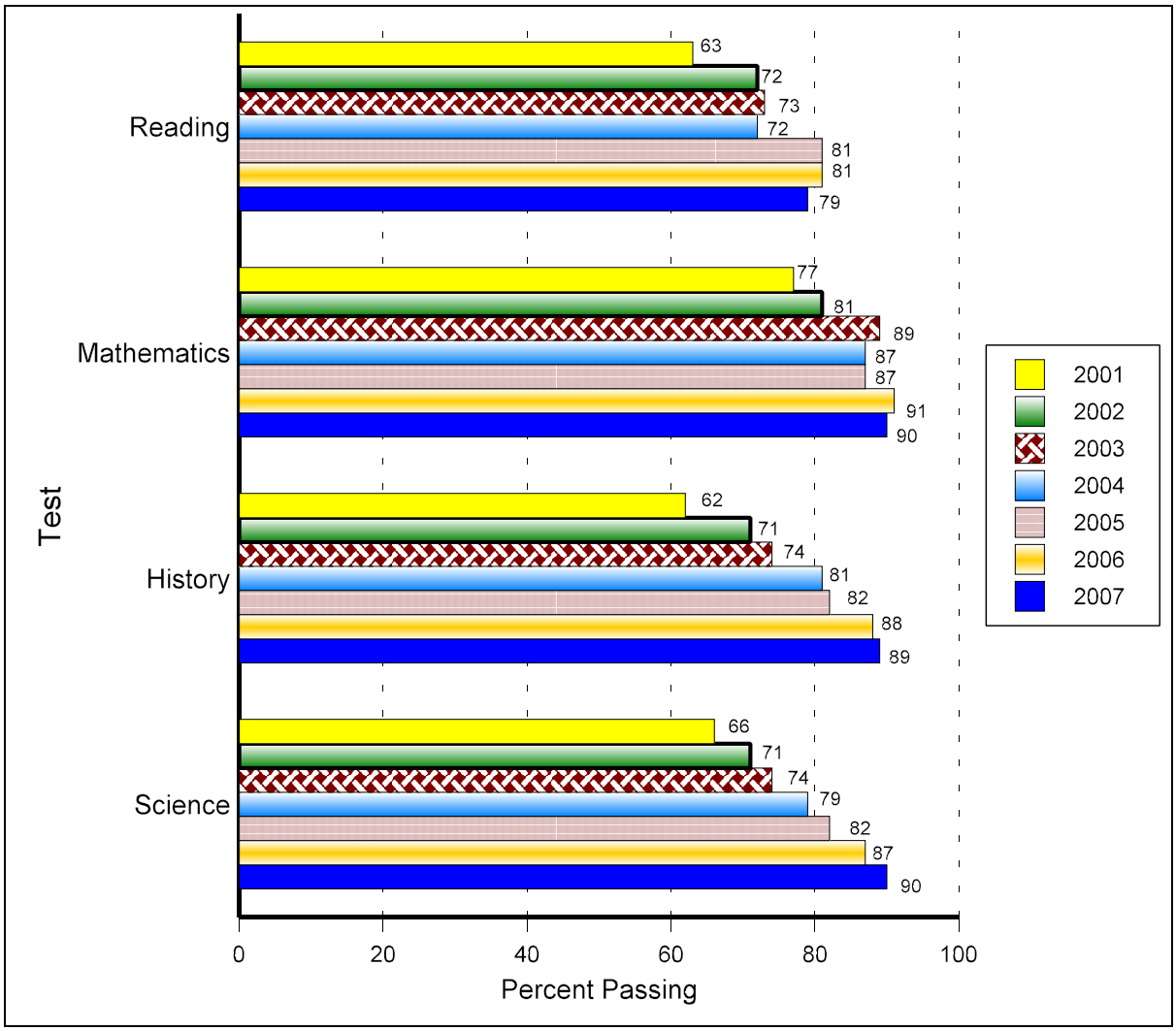


Figure 1
Alexandria City Public Schools
SOL Adjusted Passing Percentages by Test
Grade 3 Results, 2001-2007

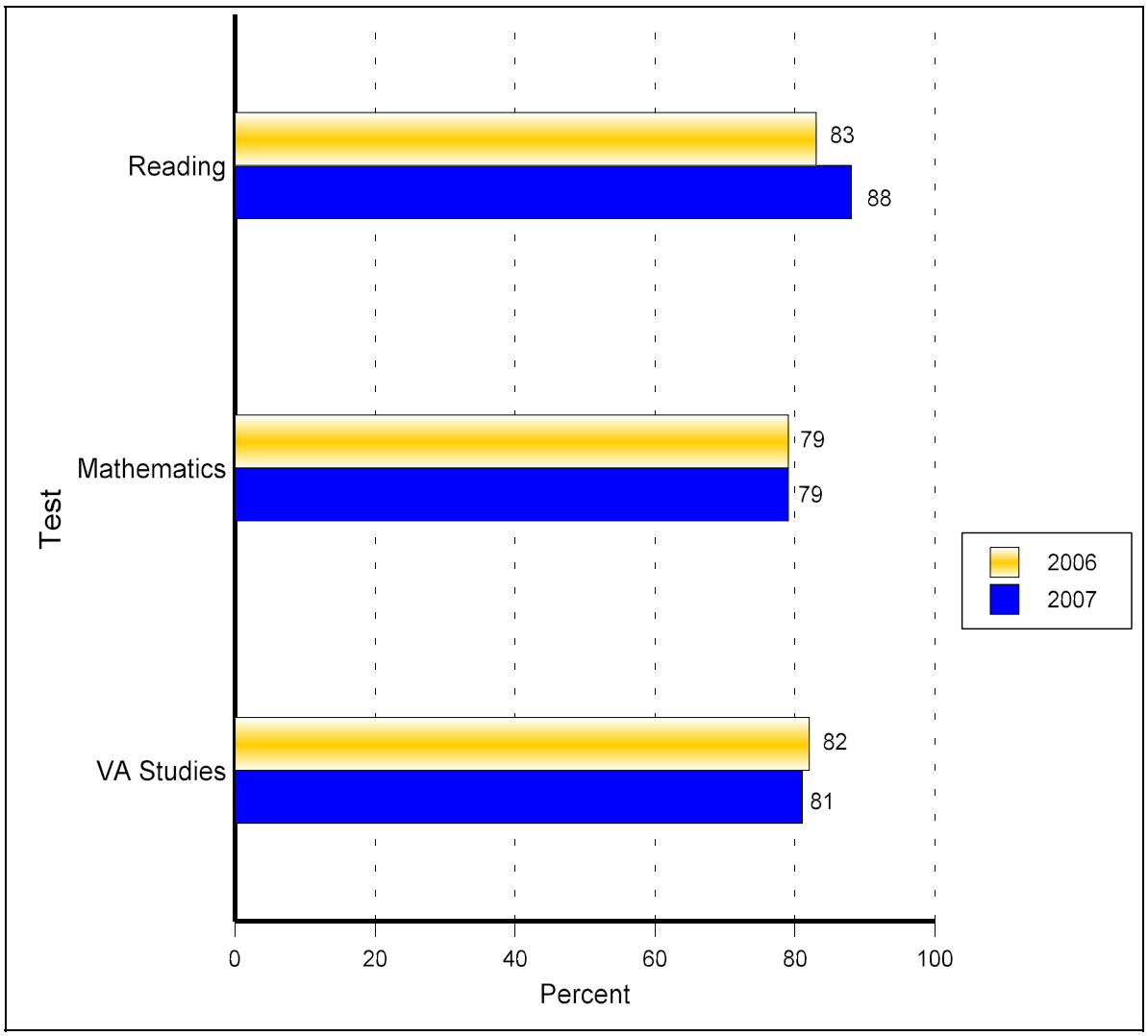


Figure 2
Alexandria City Public Schools
SOL Adjusted Passing Percentages by Test
Grade 4 Results, 2006-2007

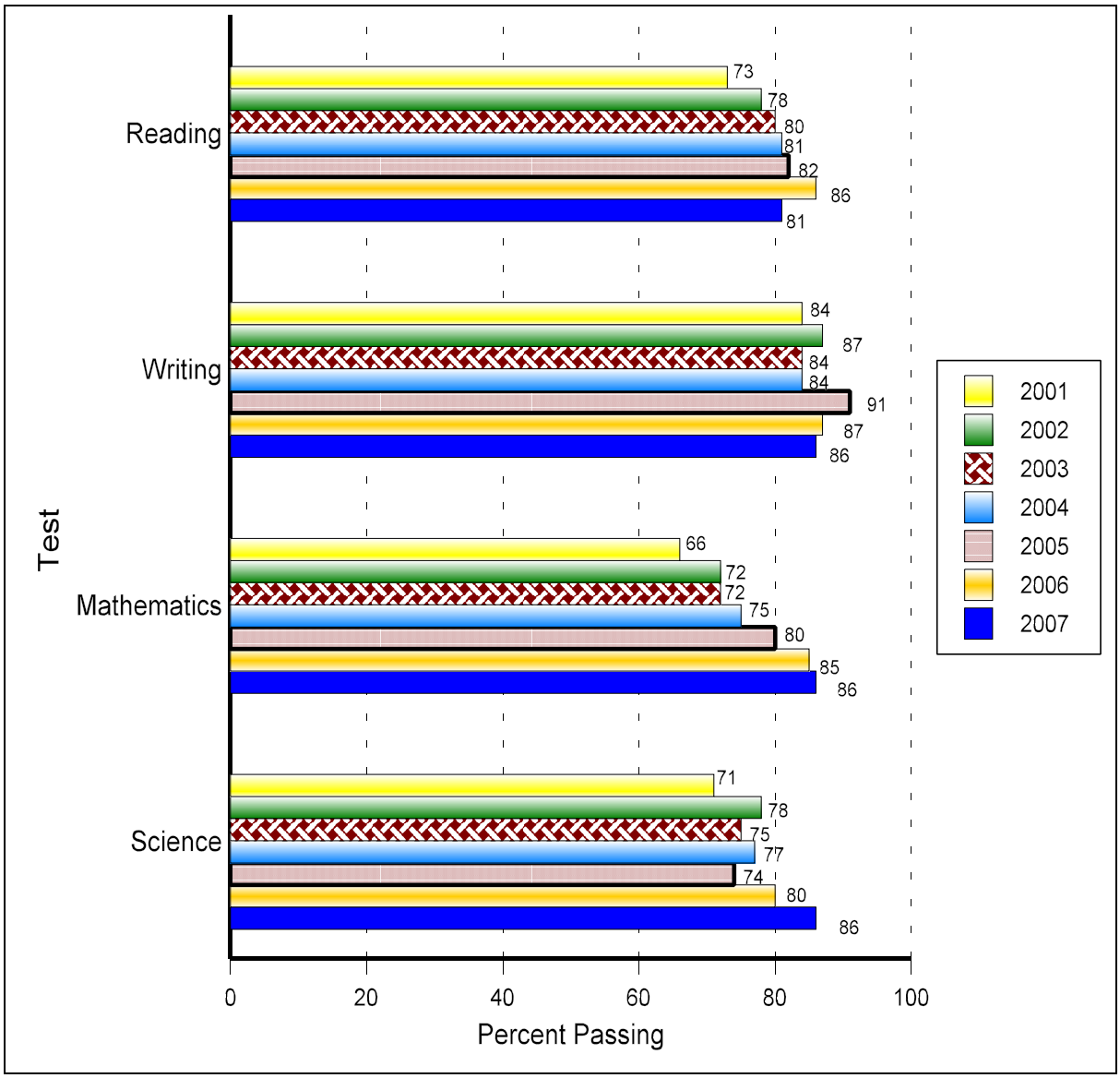


Figure 3
Alexandria City Public Schools
SOL Adjusted Passing Percentages by Test
Grade 5 Results, 2001-2007

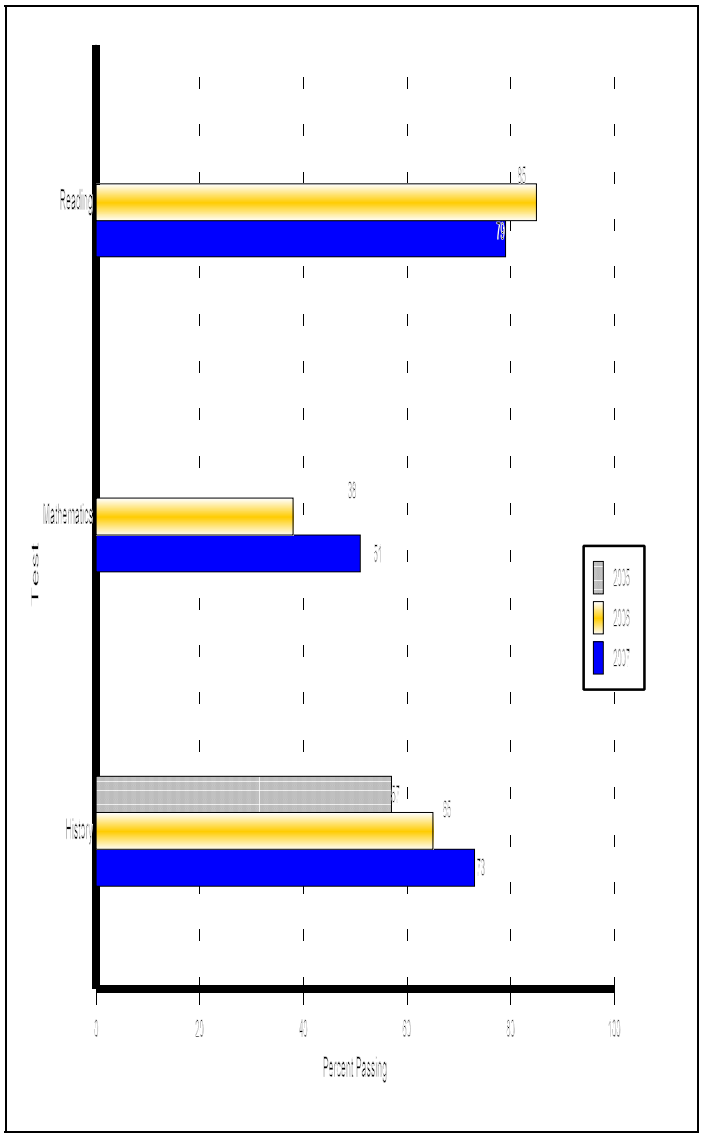


Figure 4
Alexandria City Public Schools
SOL Adjusted Passing Percentages by Test
Grade 6 Results, 2006-2007

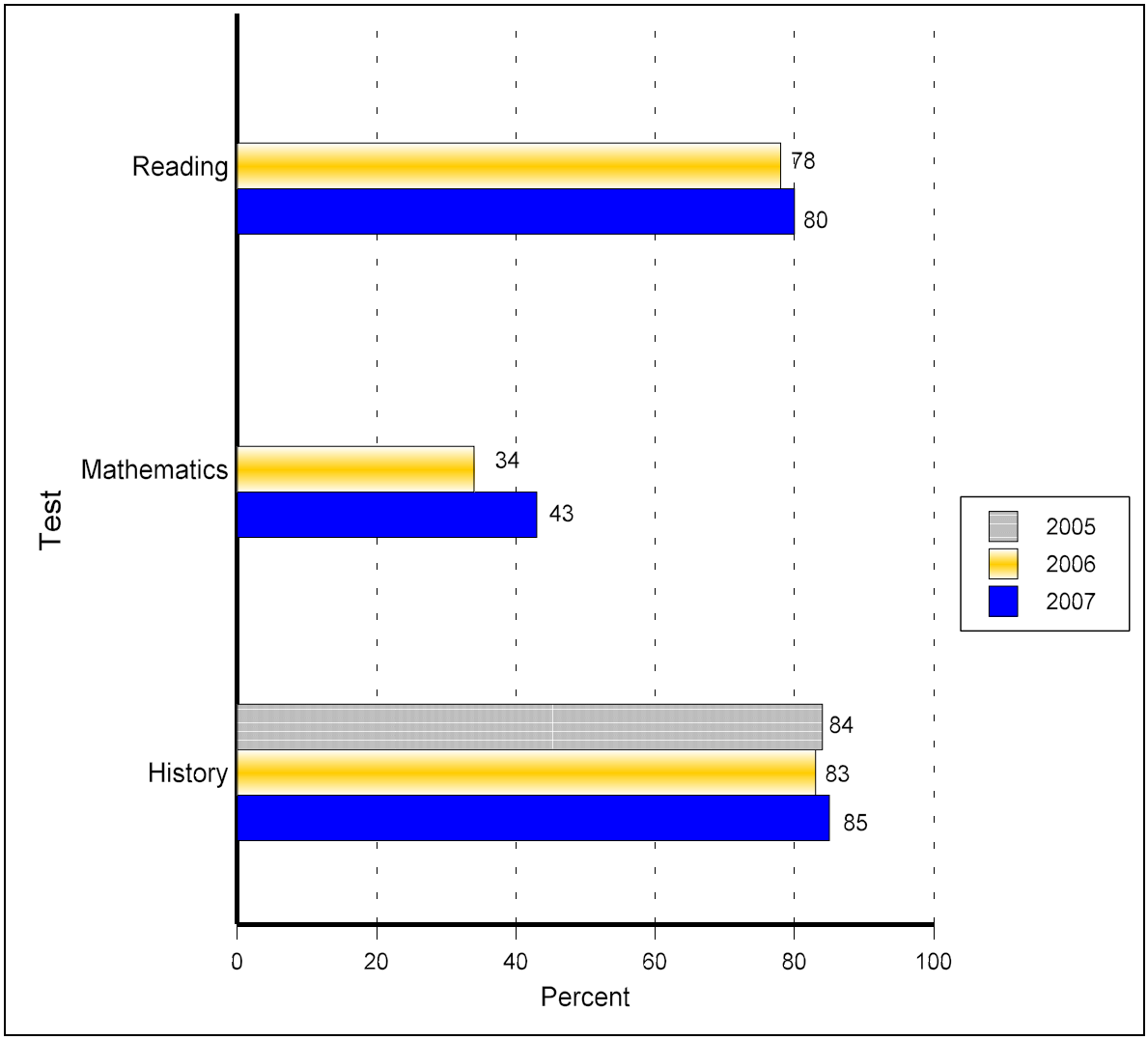


Figure 5
Alexandria City Public Schools
SOL Adjusted Passing Percentages by Test
Grade 7 Results, 2005-2007

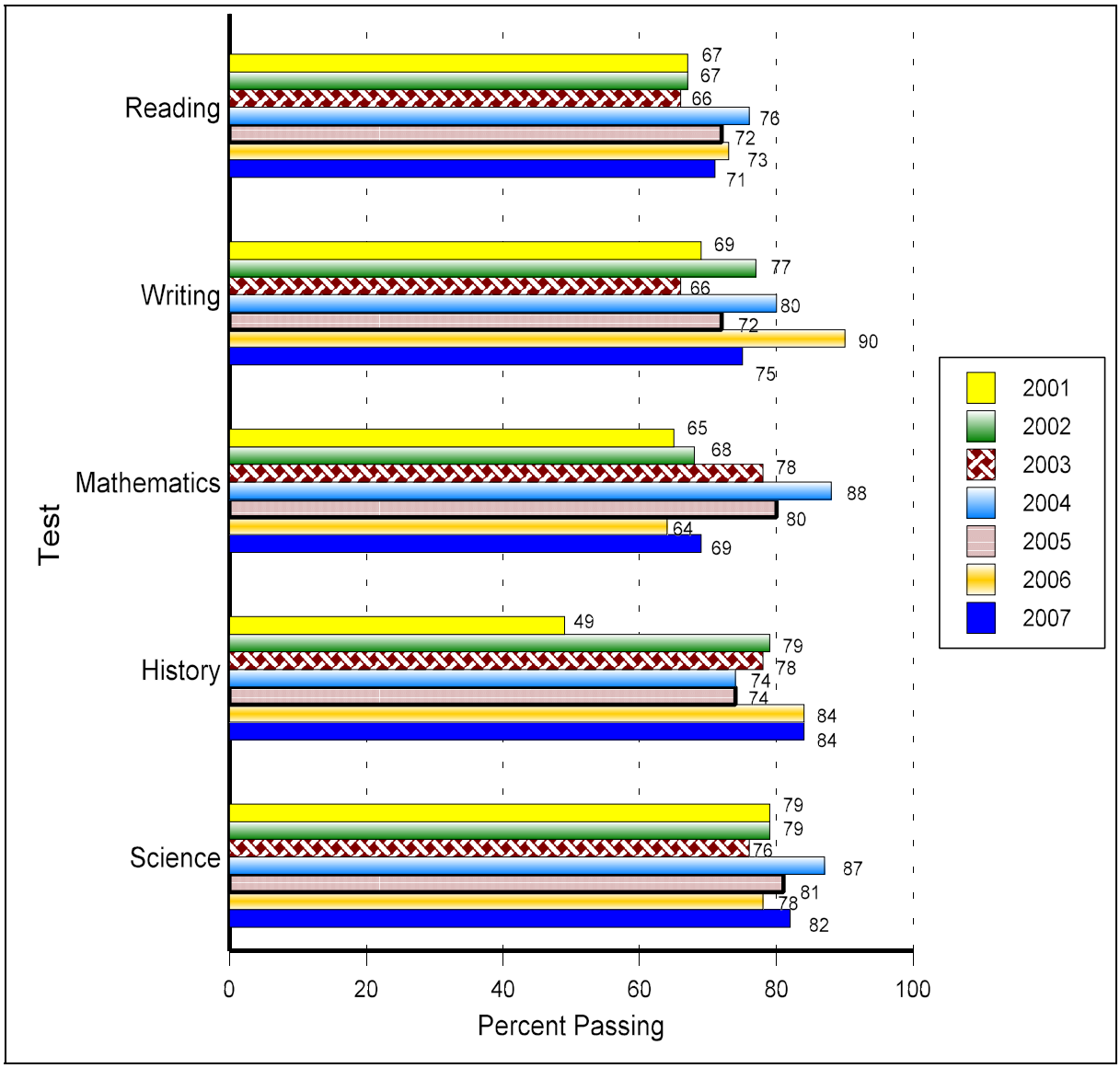


Figure 6
Alexandria City Public Schools
SOL Adjusted Passing Percentages by Test
Grade 8 Results, 2001-2007

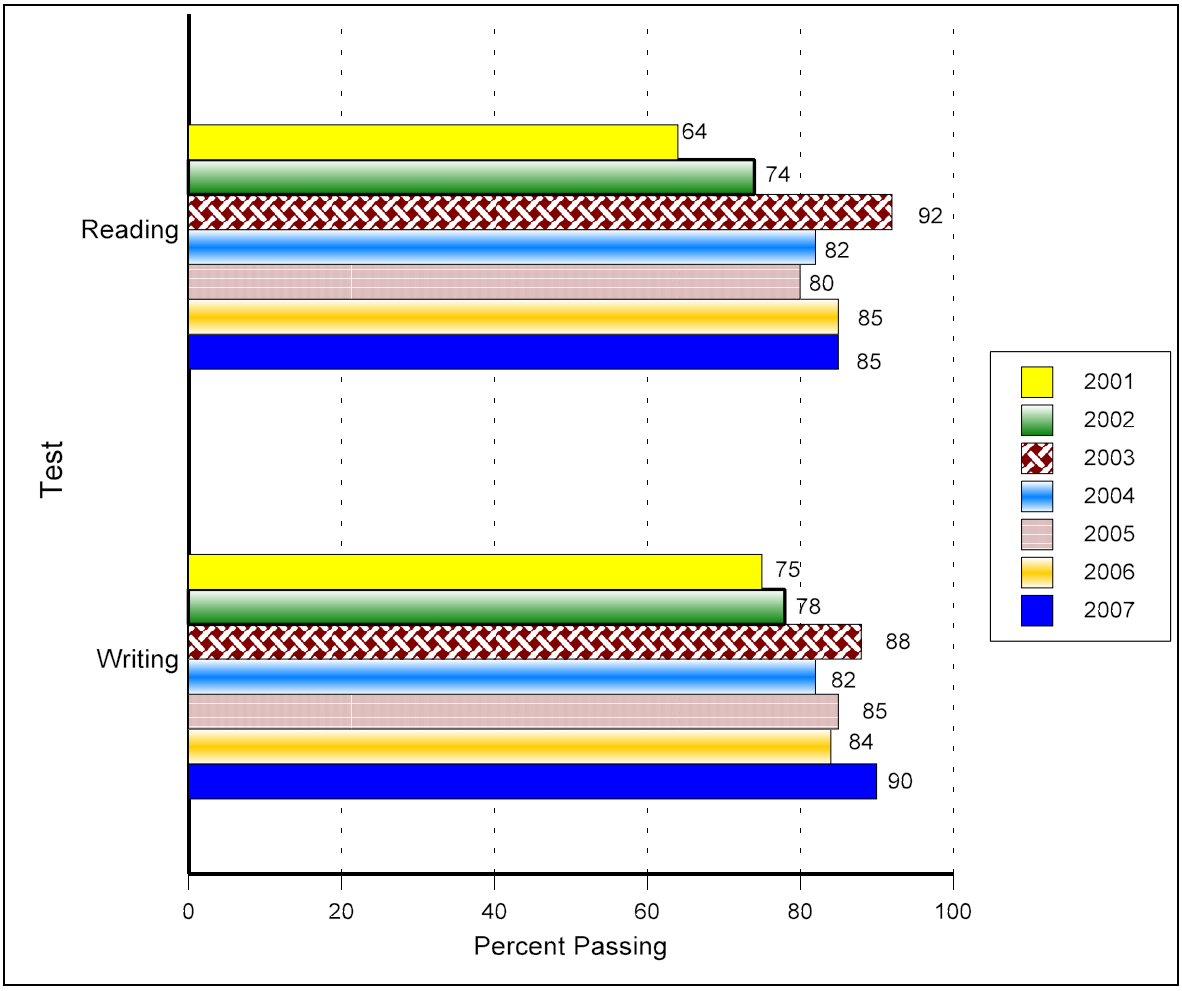


Figure 7
Alexandria City Public Schools
SOL Adjusted Passing Percentages by Test
End-of-Course English Results, 2001-2007

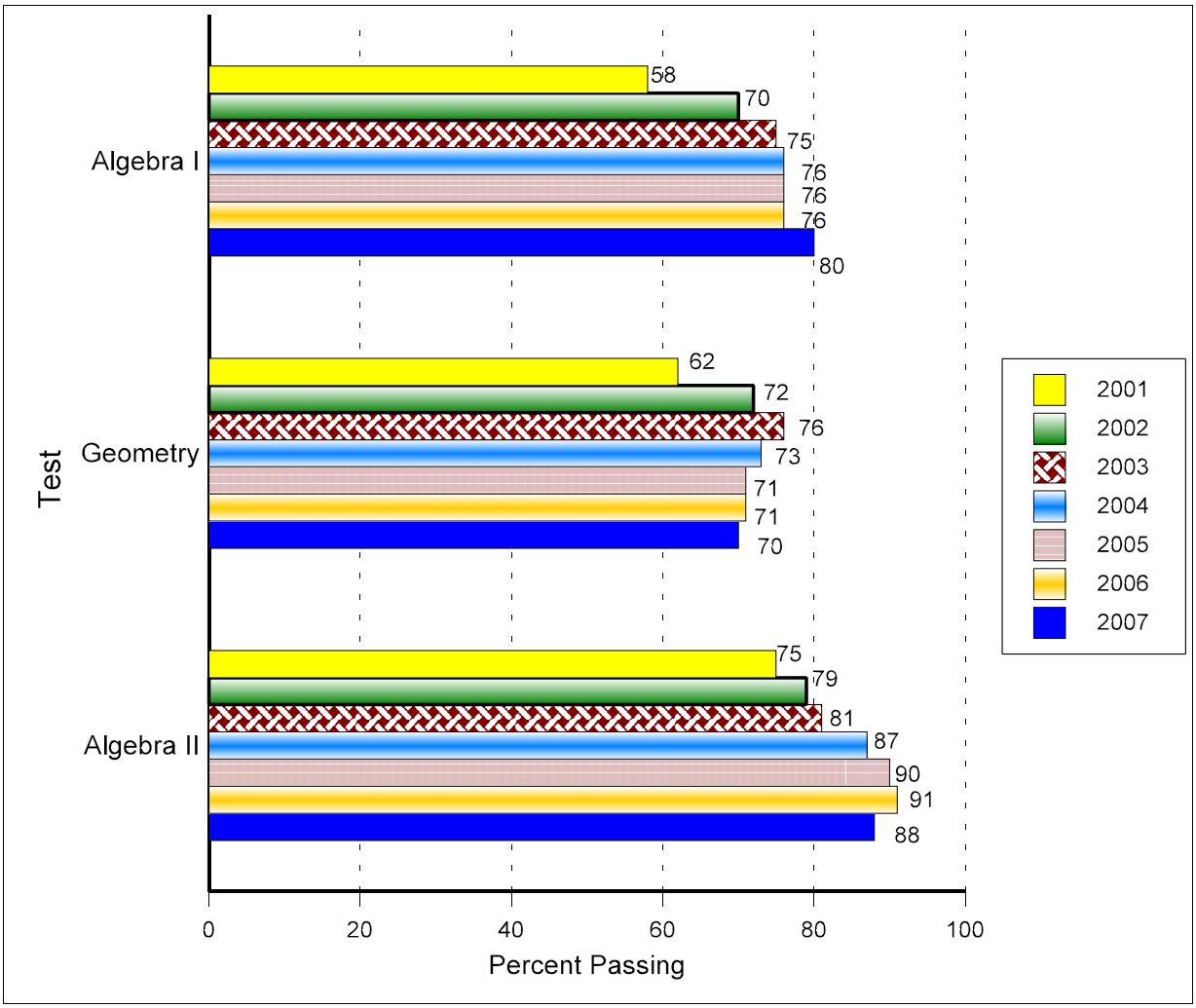


Figure 8
Alexandria City Public Schools
SOL Adjusted Passing Percentages by Test
End-of-Course Mathematics Results, 2001-2007

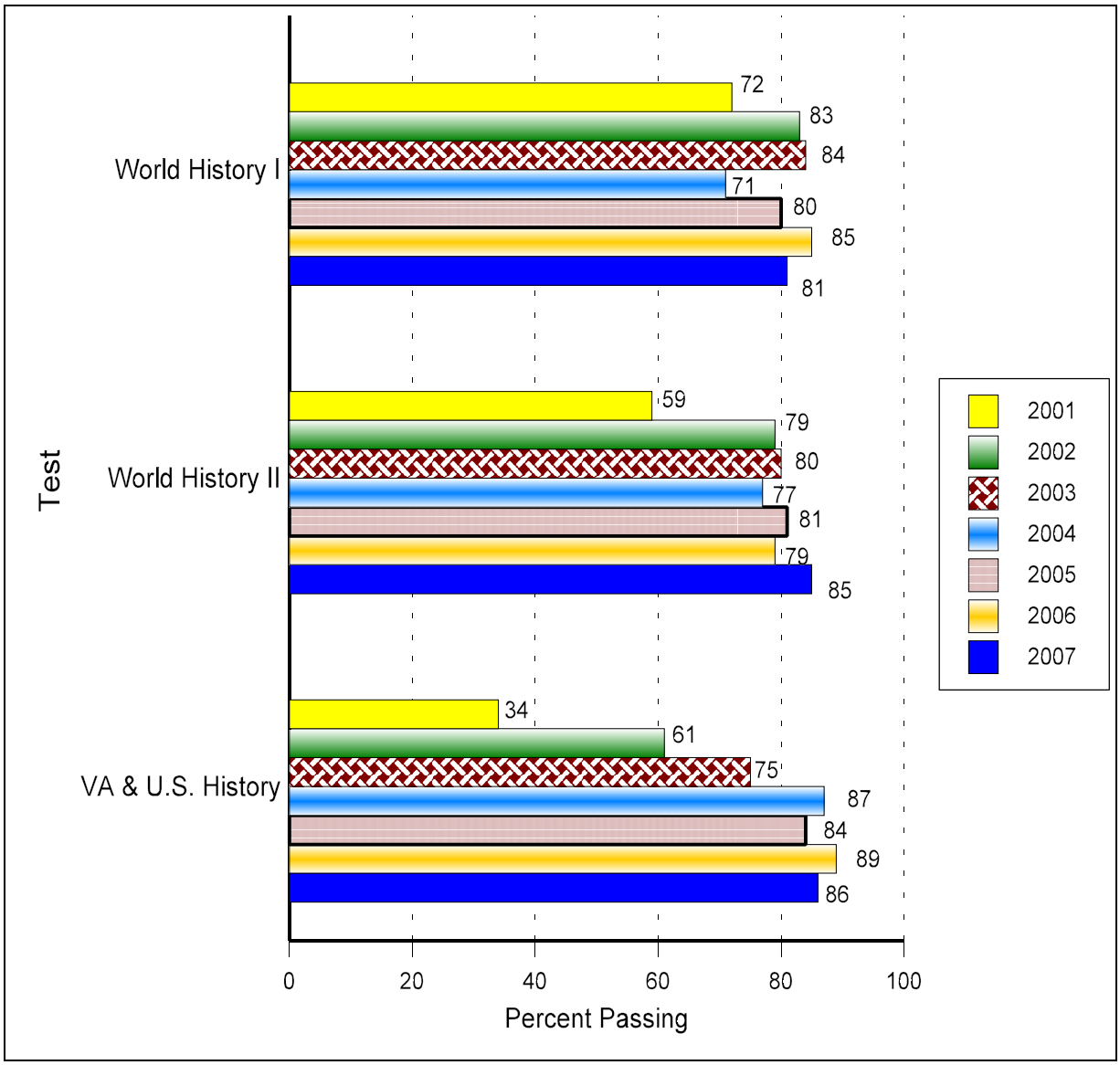


Figure 9
Alexandria City Public Schools
SOL Adjusted Passing Percentages by Test
End-of-Course History Results, 2001-2007

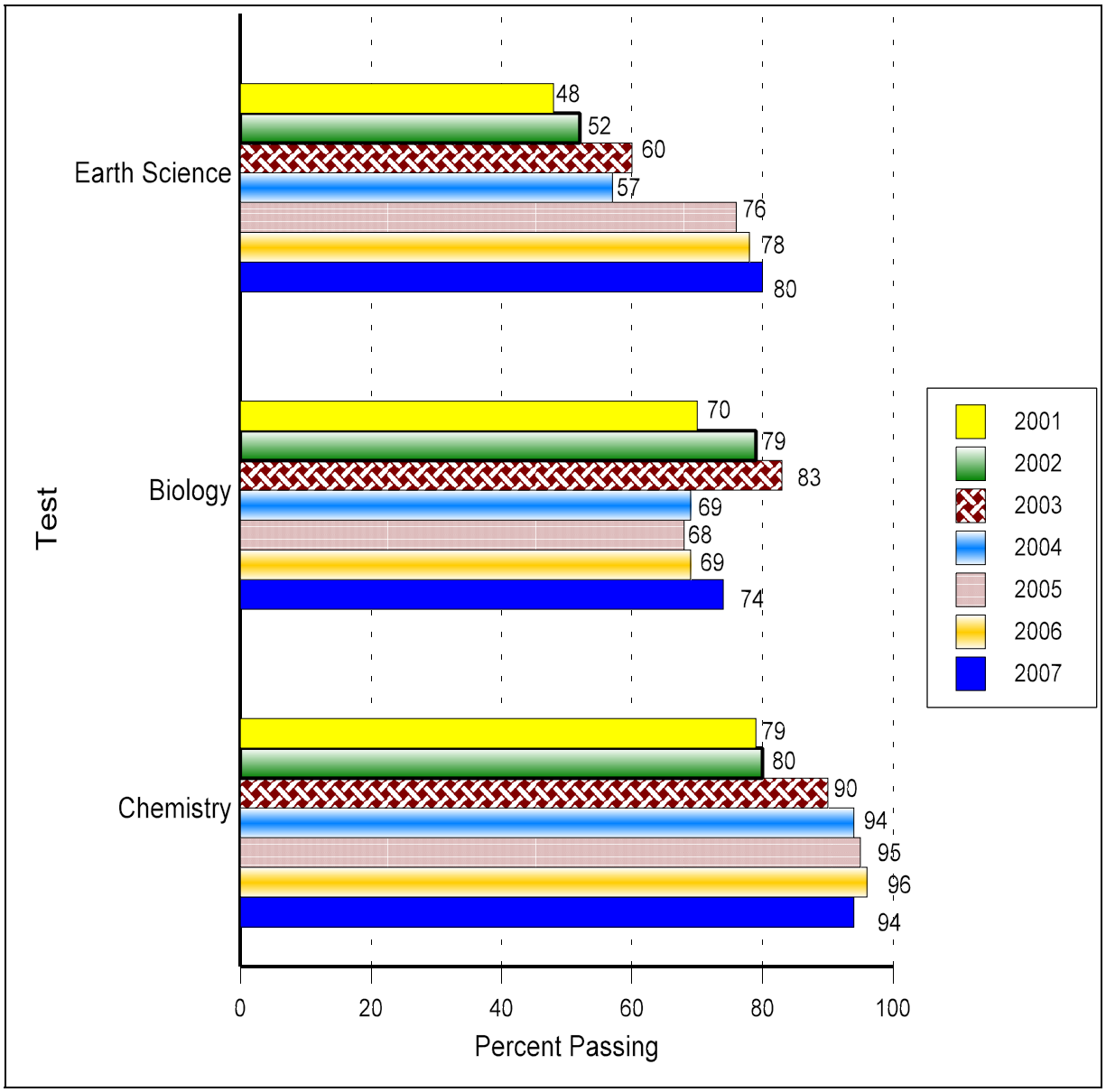


Figure 10
Alexandria City Public Schools
SOL Adjusted Passing Percentages by Test
End-of-Course Science Results, 2001-2007

TABLE 9
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 3 Reading Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Fail Below Basic	% Fail Basic	% Pass Proficient	% Pass Advanced
John Adams (n = 90)	54	415	14	31	37	18
Charles Barrett (n = 33)	70	466	6	24	21	48
Patrick Henry (n = 68)	65	427	4	31	44	21
Jefferson–Houston (n = 43)	56	407	2	42	53	2
Cora Kelly (n = 67)	63	432	4	33	43	19
Lyles–Crouch (n = 50)	88	504	0	12	30	58
Douglas MacArthur (n = 84)	79	456	8	13	44	35
George Mason (n = 61)	75	484	5	20	20	56
Maury (n = 23)	48	417	9	43	22	26
Mount Vernon (n = 67)	73	453	6	21	40	33
James K. Polk (n = 59)	85	470	0	15	47	37
William Ramsay (n = 89)	63	428	6	31	38	25
Samuel Tucker (n = 103)	71	453	1	28	40	31
Division [a] (n = 840)	69	446	5	26	38	30

[a] Includes students in special situations.

TABLE 10
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 3 Mathematics Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Fail Below Basic	% Fail Basic	% Pass Proficient	% Pass Advanced
John Adams (n = 90)	77	464	7	17	38	39
Charles Barrett (n = 36)	86	496	0	14	33	53
Patrick Henry (n = 67)	82	464	0	18	52	30
Jefferson–Houston (n = 44)	66	430	0	34	50	16
Cora Kelly (n = 68)	90	478	0	10	53	37
Lyles–Crouch (n = 50)	98	529	0	2	32	66
Douglas MacArthur (n = 83)	84	489	1	14	34	51
George Mason (n = 61)	89	513	0	11	30	59
Maury (n = 19)	79	464	0	21	47	32
Mount Vernon (n = 67)	87	481	0	13	48	39
James K. Polk (n = 61)	92	493	2	7	43	49
William Ramsay (n = 90)	68	444	1	30	39	29
Samuel Tucker (n = 103)	92	496	0	8	48	45
Division [a] (n = 843)	84	479	1	15	42	42

[a] Includes students in special situations.

TABLE 11
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 3 History Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
John Adams (n = 88)	82	484	18	39	43
Charles Barrett (n = 35)	80	489	20	34	46
Patrick Henry (n = 66)	76	466	24	41	35
Jefferson–Houston (n = 43)	77	460	23	47	30
Cora Kelly (n = 53)	75	461	25	51	25
Lyles–Crouch (n = 50)	98	544	2	26	72
Douglas MacArthur (n = 83)	78	465	22	46	33
George Mason (n = 59)	86	530	14	17	69
Maury (n = 21)	86	476	14	48	38
Mount Vernon (n = 65)	89	492	11	46	43
James K. Polk (n = 55)	96	528	4	27	69
William Ramsay (n = 90)	80	469	20	51	29
Samuel Tucker (n = 103)	78	473	22	43	35
Division [a] (n = 812)	82	485	18	40	42

[a] Includes students in special situations.

TABLE 12
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 3 Science Tests by School

School	% Passing	$\bar{\times}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
John Adams (n = 88)	80	449	20	55	25
Charles Barrett (n = 34)	85	481	15	50	35
Patrick Henry (n = 67)	72	437	28	54	18
Jefferson–Houston (n =43))	74	436	26	58	16
Cora Kelly (n = 53)	87	468	13	43	43
Lyles–Crouch (n = 50)	92	516	8	28	64
Douglas MacArthur (n = 83)	86	475	14	52	34
George Mason (n = 59)	86	513	14	24	63
Maury (n = 21)	76	456	24	43	33
Mount Vernon (n = 65)	89	480	11	48	42
James K. Polk (n = 55)	93	482	7	55	38
William Ramsay (n = 89)	82	454	18	54	28
Samuel Tucker (n = 103)	86	475	14	50	37
Division [a] (n = 811)	84	470	16	48	36

[a] Includes students in special situations.

TABLE 13
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 4 Reading Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing Below Basic	% Failing Basic	% Pass Proficient	% Pass Advanced
John Adams (n = 76)	70	450	8	22	34	36
Charles Barrett (n = 29)	86	505	7	7	28	59
Patrick Henry (n = 64)	80	442	8	13	56	23
Jefferson–Houston (n = 40)	68	440	5	28	38	30
Cora Kelly (n = 78)	73	443	5	22	51	22
Lyles–Crouch (n = 37)	89	516	3	8	27	62
Douglas MacArthur (n = 73)	93	517	1	5	26	67
George Mason (n = 38)	97	519	3	0	37	61
Maury (n = 19)	89	502	0	11	37	53
Mount Vernon (n = 61)	70	448	5	25	44	26
James K. Polk (n = 60)	92	514	2	7	27	65
William Ramsay (n = 82)	73	453	6	21	39	34
Samuel Tucker (n = 94)	90	491	3	6	38	52
Division [a] (n = 752)	81	475	5	14	38	43

[a] Includes students in special situations.

TABLE 14
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 4 Mathematics Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing Below Basic	% Failing Basic	% Pass Proficient	% Pass Advanced
John Adams (n = 76)	68	444	1	30	42	26
Charles Barrett (n = 30)	77	464	0	23	43	33
Patrick Henry (n = 64)	67	429	5	28	45	22
Jefferson–Houston (n = 40)	48	412	0	53	38	10
Cora Kelly (n = 80)	53	407	8	40	43	10
Lyles–Crouch (n = 37)	78	496	0	22	16	62
Douglas MacArthur (n = 75)	80	491	0	20	29	51
George Mason (n = 39)	90	496	3	8	38	51
Maury (n = 19)	84	484	0	16	37	47
Mount Vernon (n = 65)	60	436	2	38	38	22
James K. Polk (n = 61)	95	504	0	5	43	52
William Ramsay (n = 82)	41	392	13	45	30	11
Samuel Tucker (n = 95)	85	484	0	15	39	46
Division [a] (n = 764)	70	452	3	27	37	32

[a] Includes students in special situations.

TABLE 15
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 4 History Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
John Adams (n = 76)	70	444	30	45	25
Charles Barrett (n = 30)	80	465	20	47	33
Patrick Henry (n = 64)	48	401	52	42	6
Jefferson–Houston (n = 40)	70	451	30	40	30
Cora Kelly (n = 77)	44	410	56	29	16
Lyles–Crouch (n = 37)	97	540	3	24	73
Douglas MacArthur (n = 75)	87	505	13	33	53
George Mason (n = 38)	97	535	3	21	76
Maury (n = 19)	84	486	16	47	37
Mount Vernon (n = 61)	67	452	33	36	31
James K. Polk (n = 60)	97	525	3	25	72
William Ramsay (n = 80)	58	426	43	41	16
Samuel Tucker (n = 94)	82	485	18	39	43
Division [a] (n = 752)	73	465	27	36	37

[a] Includes students in special situations.

TABLE 16
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 5 Reading Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing Below Basic	% Failing Basic	% Pass Proficient	% Pass Advanced
John Adams (n = 66)	64	428	11	26	50	14
Charles Barrett (n = 28)	93	488	0	7	54	39
Patrick Henry (n = 55)	73	448	9	18	49	24
Jefferson–Houston (n = 37)	59	430	8	32	43	16
Cora Kelly (n = 70)	64	432	9	27	49	16
Lyles–Crouch (n = 43)	91	499	2	7	40	51
Douglas MacArthur (n = 75)	84	486	3	13	41	43
George Mason (n = 47)	87	498	4	9	38	49
Maury (n = 12)	50	394	25	25	50	0
Mount Vernon (n = 49)	73	458	6	20	45	29
James K. Polk (n = 58)	81	465	5	14	53	28
William Ramsay (n = 88)	78	445	6	16	63	16
Samuel Tucker (n = 64)	83	467	5	13	59	23
Division [a] (n = 698)	76	458	7	17	49	27

[a] Includes students in special situations.

TABLE 17
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 5 Writing Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
John Adams (n = 66)	82	445	18	67	15
Charles Barrett (n = 28)	96	487	4	64	32
Patrick Henry (n = 59)	83	448	17	61	22
Jefferson–Houston (n = 36)	75	422	25	69	6
Cora Kelly (n = 68)	74	435	26	60	13
Lyles–Crouch (n = 44)	93	477	7	61	32
Douglas MacArthur (n = 76)	93	467	7	68	25
George Mason (n = 46)	91	463	9	67	24
Maury (n = 11)	64	394	36	64	0
Mount Vernon (n = 46)	85	466	15	59	26
James K. Polk (n = 56)	91	469	9	68	23
William Ramsay (n = 85)	84	460	16	60	24
Samuel Tucker (n = 63)	89	455	11	75	14
Division [a] (n = 689)	85	455	15	64	20

[a] Includes students in special situations.

TABLE 18
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 5 Mathematics Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing Below Basic	% Failing Basic	% Pass Proficient	% Pass Advanced
John Adams (n = 66)	79	470	2	20	47	32
Charles Barrett (n = 30)	83	492	7	10	43	40
Patrick Henry (n = 55)	73	458	4	24	40	33
Jefferson–Houston (n = 37)	62	421	5	32	49	14
Cora Kelly (n = 73)	75	463	8	16	41	34
Lyles–Crouch (n = 43)	79	497	0	21	30	49
Douglas MacArthur (n = 75)	88	511	3	9	28	60
George Mason (n = 48)	96	542	2	2	19	77
Maury (n = 11)	64	411	18	18	64	0
Mount Vernon (n = 53)	75	473	6	19	38	38
James K. Polk (n = 59)	90	519	3	7	25	64
William Ramsay (n = 88)	82	473	6	13	43	39
Samuel Tucker (n = 65)	89	507	2	9	29	60
Division [a] (n = 708)	81	424	5	15	36	44

[a] Includes students in special situations.

TABLE 19
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 5 Science Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
John Adams (n = 66)	70	425	30	64	6
Charles Barrett (n = 28)	89	472	11	54	36
Patrick Henry (n = 55)	76	430	24	67	9
Jefferson–Houston (n = 37))	65	417	35	62	3
Cora Kelly (n = 68)	79	444	21	59	21
Lyles–Crouch (n = 43)	81	461	19	51	30
Douglas MacArthur (n = 75)	85	469	15	47	39
George Mason (n = 46)	93	477	7	54	39
Maury (n = 12)	50	407	50	50	0
Mount Vernon (n = 47)	85	458	15	60	26
James K. Polk (n = 54)	89	461	11	63	26
William Ramsay (n = 86)	81	443	19	66	15
Samuel Tucker (n = 65)	89	464	11	62	28
Division [a] (n = 686)	81	450	19	59	22

[a] Includes students in special situations.

TABLE 20
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 6 Reading Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing Below Basic	% Failing Basic	% Pass Proficient	% Pass Advanced
Francis Hammond (n = 363)	75	452	6	19	52	23
George Washington (n = 300)	71	451	7	23	41	30
Division [a] (n = 672)	72	451	7	21	47	25

[a] Includes students in special situations.

TABLE 21
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 6 Mathematics Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing Below Basic	% Failing Basic	% Pass Proficient	% Pass Advanced
Francis Hammond (n = 336)	47	389	22	32	36	11
George Washington (n = 240)	42	383	25	33	33	9
Division [a] (n = 585)	44	385	24	32	34	10

[a] Includes students in special situations.

TABLE 22
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 6 History Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
Francis Hammond (n = 363)	75	454	25	46	29
George Washington (n = 298)	61	432	39	40	22
Division [a] (n = 669)	68	443	32	42	26

[a] Includes students in special situations.

TABLE 23
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 7 Reading Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing Below Basic	% Failing Basic	% Pass Proficient	% Pass Advanced
Francis Hammond (n = 336)	73	449	6	22	47	26
George Washington (n = 321)	73	454	8	19	41	31
Division [a] (n = 667)	72	450	7	21	44	28

[a] Includes students in special situations.

TABLE 24
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 7 Mathematics Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing Below Basic	% Failing Basic	% Pass Proficient	% Pass Advanced
Francis Hammond (n = 341)	40	384	19	41	32	8
George Washington (n = 298)	35	377	23	43	26	9
Division [a] (n = 649)	37	379	22	41	29	8

[a] Includes students in special situations.

TABLE 25
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 7 History Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
Francis Hammond (n = 333)	85	477	15	48	38
George Washington (n = 318)	72	461	28	39	33
Division [a] (n = 662)	78	468	22	43	35

[a] Includes students in special situations.

TABLE 26
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 8 Reading Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing Below Basic	% Failing Basic	% Pass Proficient	% Pass Advanced
Francis Hammond (n = 362)	65	423	7	27	56	10
George Washington (n = 312)	62	422	16	22	44	17
Division [a] (n = 689)	63	421	12	25	50	13

[a] Includes students in special situations.

TABLE 27
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 8 Writing Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
Francis Hammond (n = 361)	79	421	21	78	1
George Washington (n = 312)	70	419	30	66	4
Division [a] (n = 682)	74	420	26	72	3

[a] Includes students in special situations.

TABLE 28
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 8 Mathematics Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing Below Basic	% Failing Basic	% Pass Proficient	% Pass Advanced
Francis Hammond (n = 332)	67	435	7	27	42	25
George Washington (n = 303)	59	416	14	27	38	21
Division [a] (n = 650)	62	423	11	27	39	23

[a] Includes students in special situations.

TABLE 29
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 8 History Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
Francis Hammond (n = 365)	85	470	15	49	36
George Washington (n = 303)	67	443	33	40	27
Division [a] (n = 681)	77	457	23	45	32

[a] Includes students in special situations.

TABLE 30
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
Grade 8 Science Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
Francis Hammond (n = 361)	78	443	22	66	12
George Washington (n = 310)	72	445	28	49	23
Division [a] (n = 684)	75	443	25	58	17

[a] Includes students in special situations.

TABLE 31
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
EOC English: Reading Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
T. C. Williams (n = 621)	83	465	17	52	30
Division [a] (n = 625)	83	465	17	52	30

[a] Includes students in special situations.

TABLE 32
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
EOC English: Writing Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
T. C. Williams (n = 636)	91	474	9	63	28
Division [a] (n = 640)	90	473	10	63	28

[a] Includes students in special situations.

TABLE 33
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
EOC Algebra I Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	%v Pass Advanced
Francis Hammond (n = 64)	95	493	5	52	44
George Washington (n = 77)	99	495	1	61	38
T. C. Williams (n = 591)	73	422	27	70	3
Division [a] (n = 739)	77	435	23	67	10

[a] Includes students in special situations.

TABLE 34
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
EOC Geometry Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
Francis Hammond (n = 11)	100	524	0	36	64
George Washington (n = 11)	100	544	0	0	100
T. C. Williams (n = 557)	73	422	27	70	3
Division [a] (n = 584)	66	424	34	56	9

[a] Includes students in special situations.

TABLE 35
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
EOC Algebra II Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
T. C. Williams (n = 398)	86	461	14	64	22
Division [a] (n = 400)	86	460	14	64	22

[a] Includes students in special situations.

TABLE 36
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
EOC Earth Science Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
T. C. Williams (n = 699)	72	438	28	57	15
Division [a] (n = 710)	72	438	28	57	15

[a] Includes students in special situations.

TABLE 37
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
EOC Biology Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
T. C. Williams (n = 735)	69	428	31	60	9
Division [a] (n = 743)	69	428	31	60	9

[a] Includes students in special situations.

TABLE 38
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
EOC Chemistry Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
T. C. Williams (n = 203)	93	462	7	69	23
Division (n = 203)	93	462	7	69	23

TABLE 39
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
EOC World History I Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
T. C. Williams (n = 778)	75	444	25	57	17
Division [a] (n = 790)	74	443	26	57	17

[a] Includes students in special situations.

TABLE 40
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
EOC World History II Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
T. C. Williams (n = 679)	82	464	18	55	28
Division [a] (n = 683)	82	464	18	55	28

[a] Includes students in special situations.

TABLE 41
Alexandria City Public Schools
2007 SOL Unadjusted Average Scaled Scores and Proficiency Levels
EOC U.S. and Virginia History Tests by School

School	% Passing	$\bar{x}$ Scaled Score	% Failing	% Pass Proficient	% Pass Advanced
T. C. Williams (n = 633)	84	464	16	55	29
Division [a] (n = 640)	84	463	16	55	29

[a] Includes students in special situations.

TABLE 42

Alexandria City Public Schools

SOL Results Unadjusted Passing Percentages by Ethnicity, 2001-2007

	BLACK	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %	2007 %	HISPANIC	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %	2007 %
Grade 3	Reading	44	48	49	47	60	75	63	Reading	45	49	58	58	65	70	59
	Math	57	61	67	71	72	82	79	Math	66	67	78	81	83	83	88
	History	47	59	60	68	74	84	78	History	48	60	63	80	76	76	76
	Science	53	61	59	67	73	83	78	Science	50	54	64	72	80	74	79
Grade 4	Reading						74	80	Reading						78	69
	Math						68	71	Math						78	65
	History	52	51	63	82	73	73	68	History	52	49	68	83	77	79	57
Grade 5	Reading	61	66	70	73	73	78	72	Reading	63	73	71	80	77	86	68
	Writing	77	77	75	74	85	78	82	Writing	78	84	80	81	89	79	83
	Math	53	60	59	64	70	71	78	Math	58	68	67	75	79	79	91
	Science	58	62	60	68	62	71	73	Science	53	58	66	68	65	79	79
Grade 6	Reading						76	68	Reading						81	62
	Math						29	39	Math						37	52
	History					46	49	60	History					51	57	61
Grade 7	Reading						72	69	Reading						68	62
	Math						19	30	Math						25	40
	History					76	76	75	History					77	68	69
Grade 8 Tests	Reading	52	51	52	59	61	62	61	Reading	52	49	51	64	65	63	42
	Writing	58	62	51	68	61	86	73	Writing	53	58	59	72	58	85	60
	Math	48	46	62	72	67	50	58	Math	53	54	65	85	77	52	62
	History	29	68	68	71	76	61	78	History	37	68	71	80	72	70	58
	Science	66	70	65	83	72	68	71	Science	73	64	71	80	73	71	64
End of Course Tests	Eng: Reading	44	59	90	77	66	74	77	Eng: Reading	52	69	86	76	76	77	79
	Eng: Writing	58	64	77	68	76	74	88	Eng: Writing	68	73	81	72	81	78	81
	Algebra 1	44	60	64	67	71	69	73	Algebra 1	45	61	65	65	69	80	70
	Geometry	49	56	59	54	58	56	55	Geometry	55	58	65	66	52	62	65
	Algebra II	61	70	67	82	81	85	79	Algebra II	48	80	79	76	87	90	85
	Earth Science	41	41	47	44	61	63	64	Earth Science	47	36	48	39	71	60	70
	Biology	52	65	71	54	57	56	60	Biology	63	64	64	57	57	57	61
	Chemistry	66	66	81	82	91	92	83	Chemistry	63	70	80	87	91	96	86
	World History 1	63	74	73	59	68	75	68	World History I	55	70	71	58	70	78	66
	World History II	41	67	68	65	75	68	75	World History II	50	69	70	70	72	63	83
	US History	14	40	57	80	71	81	77	US History	15	41	60	81	85	87	82

TABLE 42 continued
Alexandria City Public Schools
SOL Results Unadjusted Passing Percentages by Ethnicity, 2001-2007

	WHITE	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %	2007 %	ALL	2001 %	2002 %	2003 %	2004 %	2005 %	2006 %	2007 %
Grade 3	Reading	86	87	85	84	85	92	84	Reading	55	58	61	60	68	79	69
	Math	89	91	91	94	95	96	97	Math	68	71	76	80	81	87	84
	History	83	90	87	94	93	97	91	History	57	67	68	78	80	86	82
	Science	86	88	86	91	92	95	95	Science	61	66	68	75	80	84	84
Grade 4	Reading						96	93	Reading						81	81
	Math						92	94	Math						78	70
	History	89	89	90	92	94	94	92	History	53	63	71	86	80	80	73
Grade 5	Reading	87	95	93	93	93	96	90	Reading	69	75	76	80	80	85	76
	Writing	91	94	91	95	93	93	93	Writing	81	83	81	81	89	83	85
	Math	82	88	86	89	93	91	96	Math	63	69	69	83	79	79	81
	Science	90	88	91	92	90	92	95	Science	67	74	70	74	70	79	81
Grade 6	Reading						94	92	Reading						82	72
	Math						52	73	Math						36	44
	History					79	90	90	History					55	62	68
Grade 7	Reading						93	91	Reading						76	72
	Math						63	69	Math						32	37
	History					93	94	97	History					81	78	78
Grade 8 Tests	Reading	89	89	88	91	94	89	89	Reading	62	61	59	71	69	69	63
	Writing	90	88	87	92	94	96	93	Writing	66	68	62	75	68	89	74
	Math	92	85	88	96	94	81	82	Math	62	60	70	83	77	60	62
	History	80	92	91	99	99	95	95	History	45	75	74	83	79	82	77
	Science	94	93	95	94	99	93	93	Science	75	76	74	86	78	76	75
End of Course Tests	Eng: Reading	89	91	98	96	94	93	94	Eng: Reading	63	71	92	82	77	78	83
	Eng: Writing	95	94	99	92	98	94	97	Eng: Writing	74	76	85	77	85	82	90
	Algebra 1	84	89	88	88	90	89	89	Algebra 1	57	68	72	73	76	77	77
	Geometry	78	84	94	92	90	89	91	Geometry	61	67	73	69	68	69	66
	Algebra II	88	87	90	93	96	94	93	Algebra II	74	77	80	86	89	90	86
	Earth Science	75	76	74	73	91	91	96	Earth Science	47	44	50	47	72	70	72
	Biology	91	96	97	90	90	93	91	Biology	67	74	77	64	66	64	69
	Chemistry	87	86	93	96	97	99	100	Chemistry	77	77	87	92	95	96	93
	World History 1	92	93	96	90	94	97	95	World History I	70	78	80	67	76	81	74
	World History II	89	94	97	90	93	95	96	World History II	57	76	77	75	80	76	82
	US History	60	80	94	96	97	97	97	US History	31	54	68	86	83	88	84

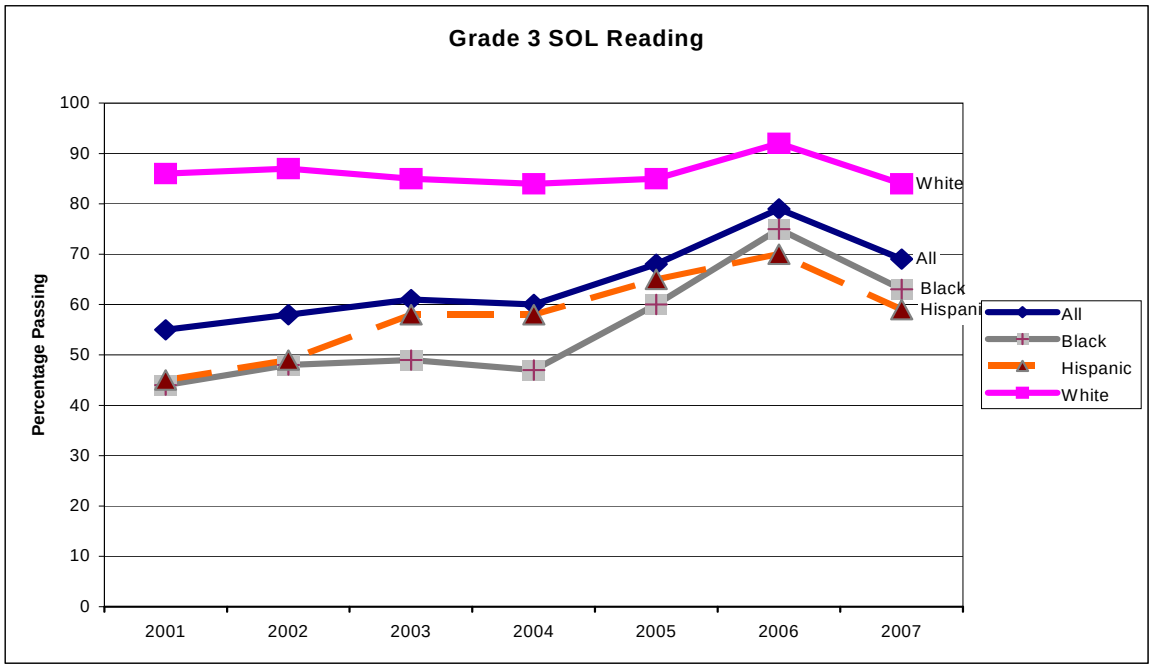


Figure 11
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

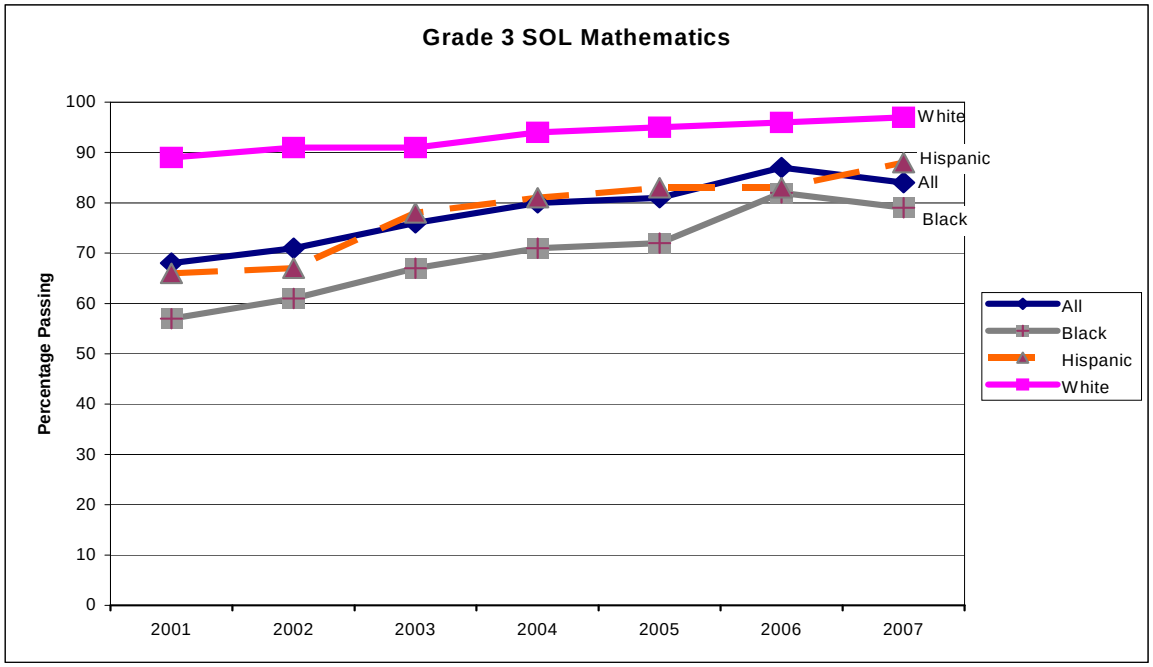


Figure 12
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

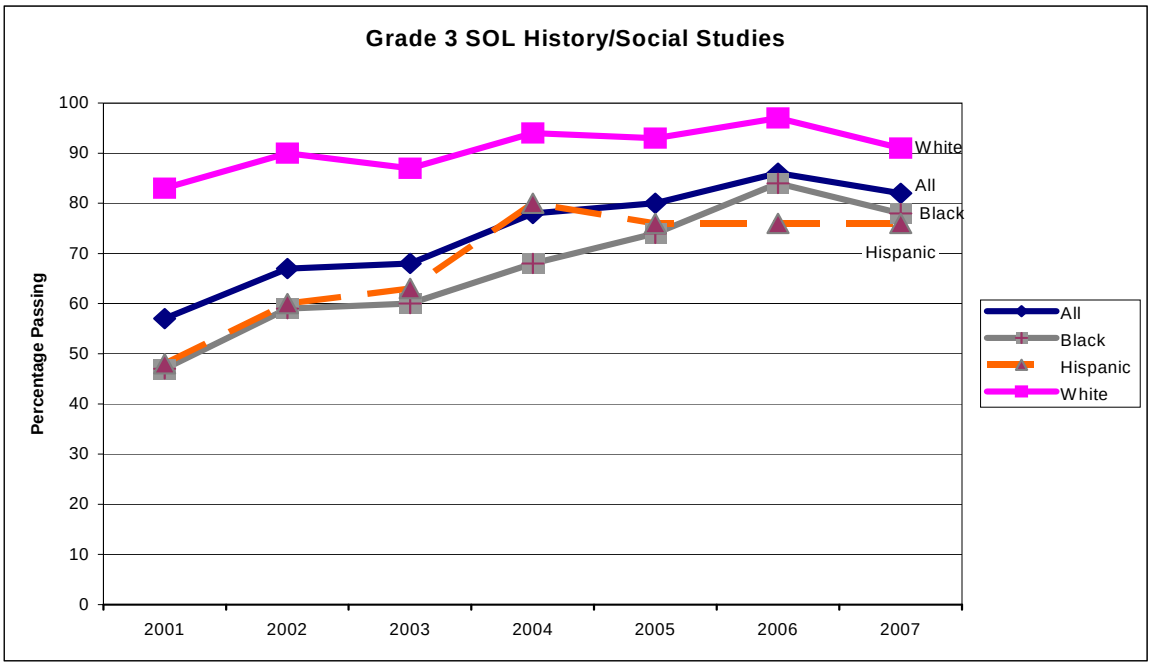


Figure 13
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

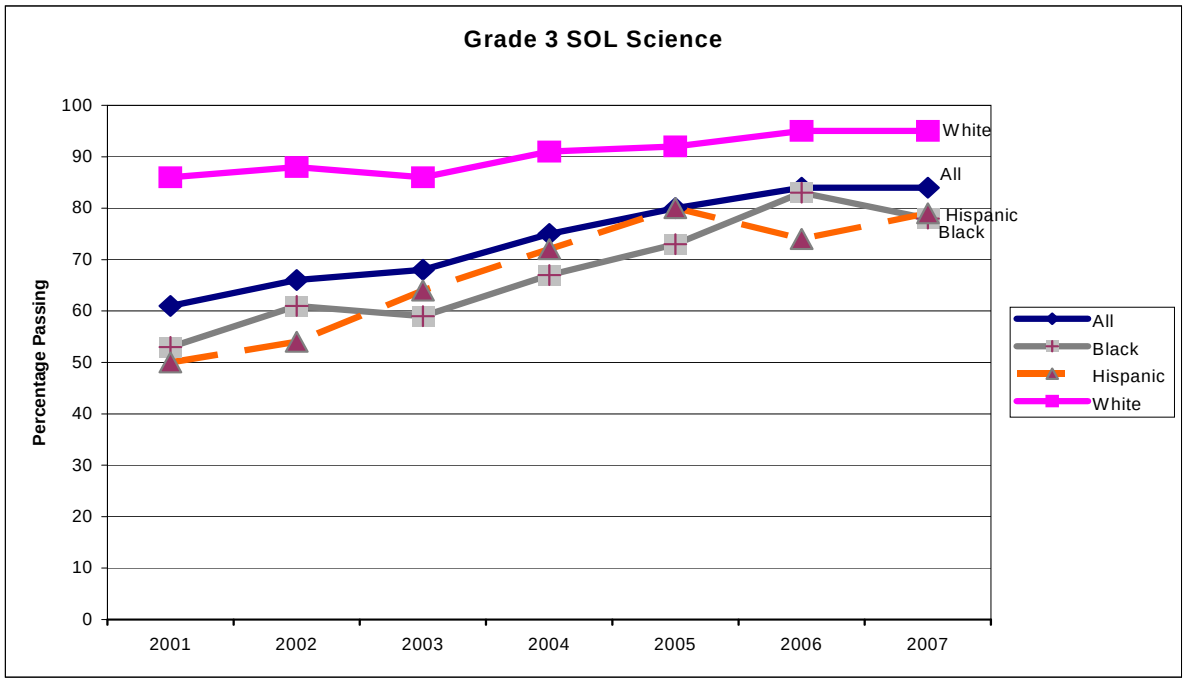


Figure 14
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

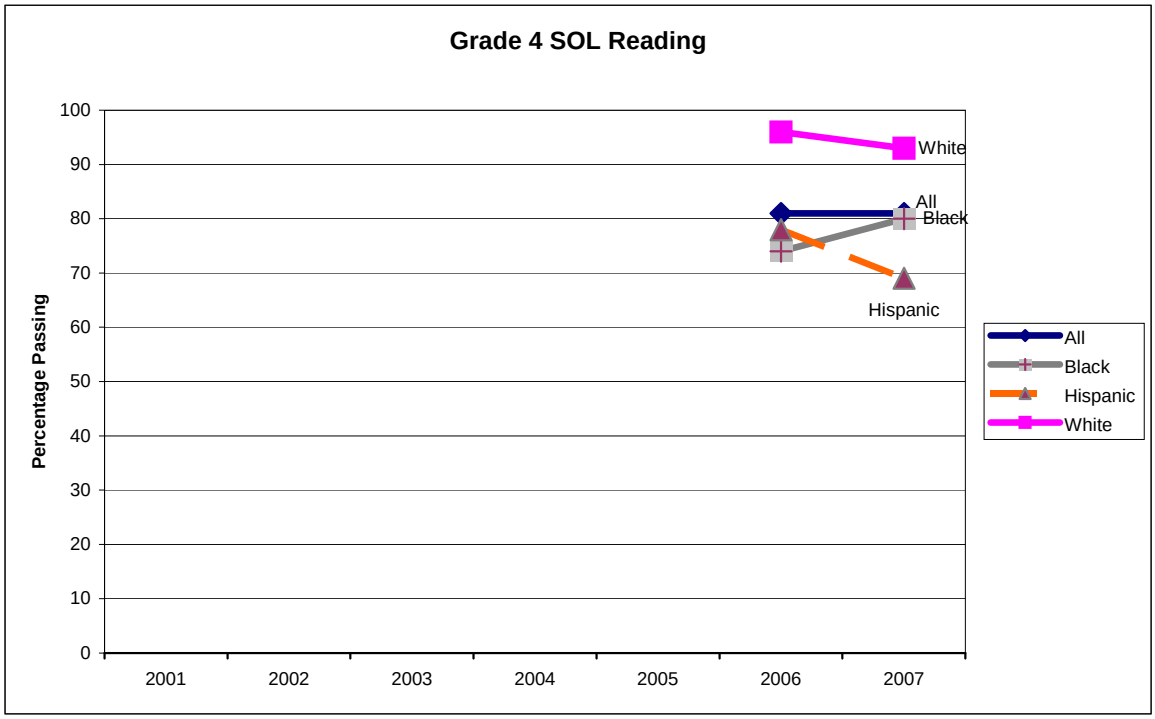


Figure 15
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2006-2007

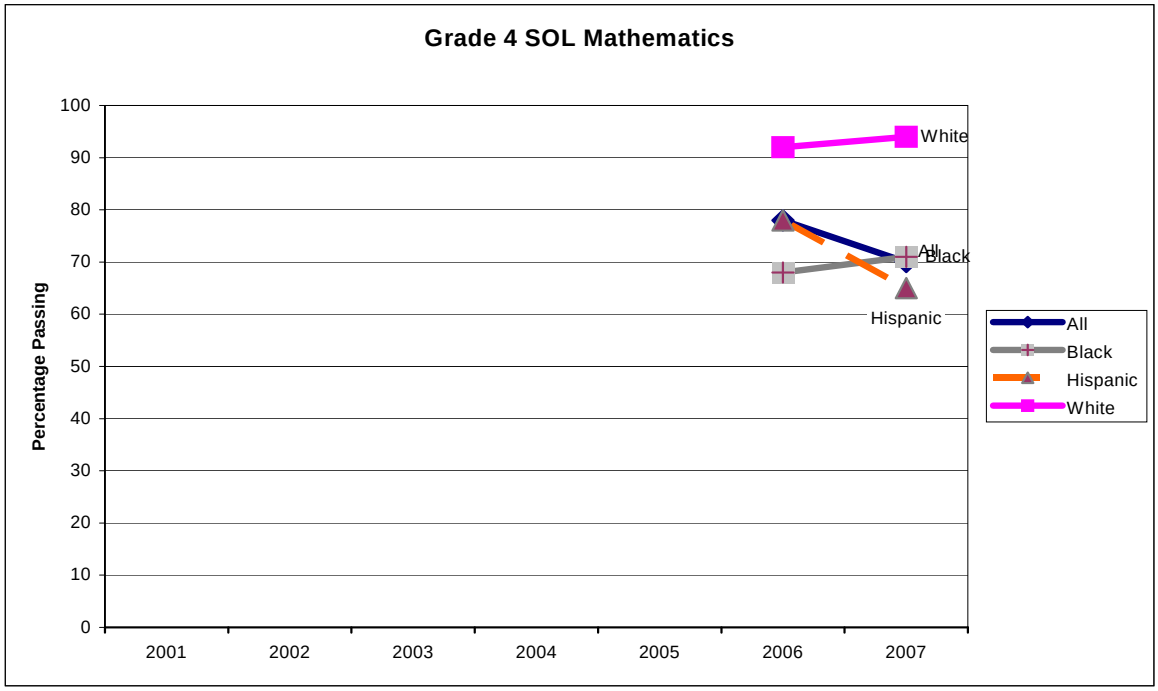


Figure 16
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2006-2007

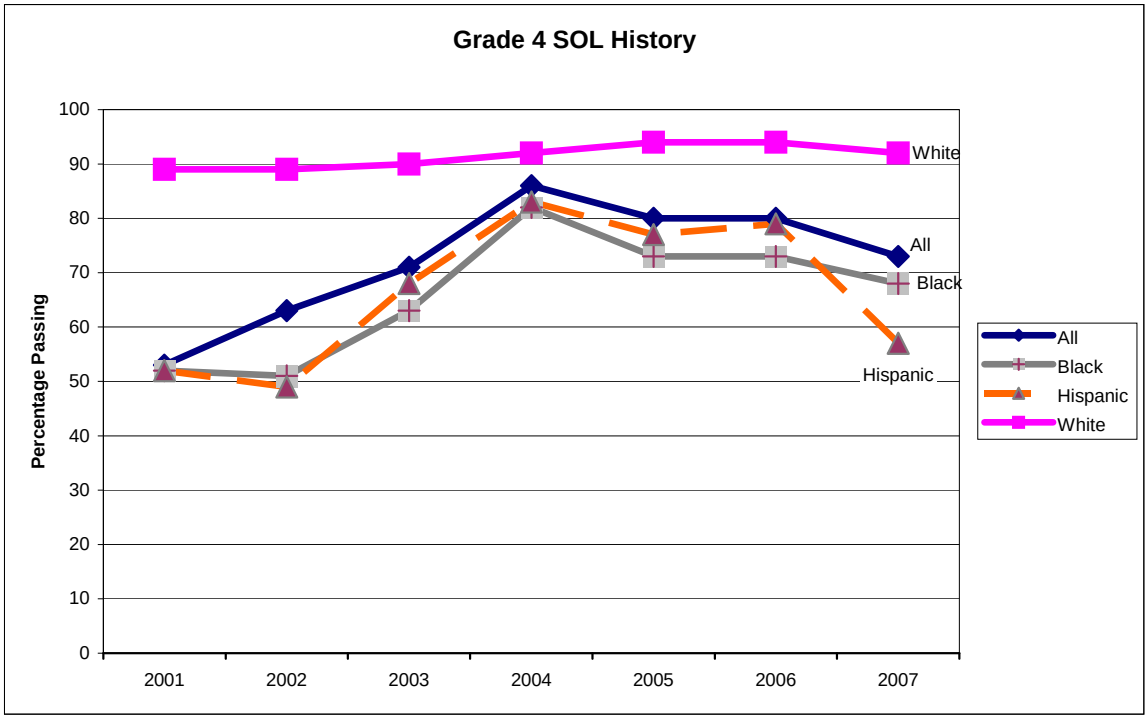


Figure 17
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

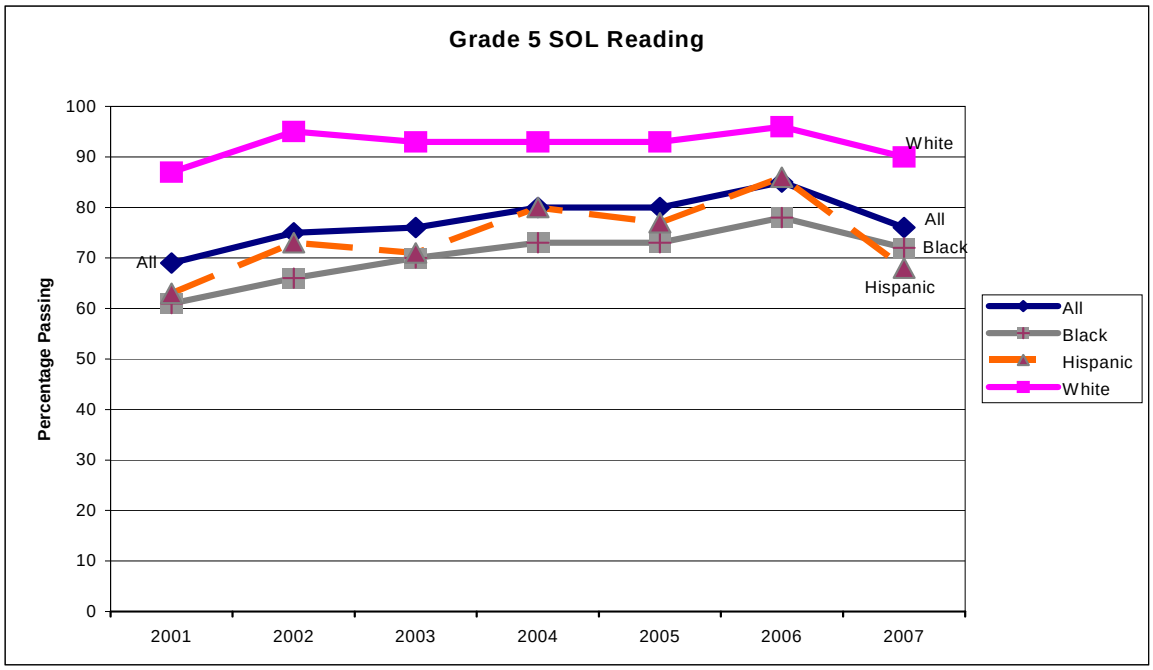


Figure 18
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

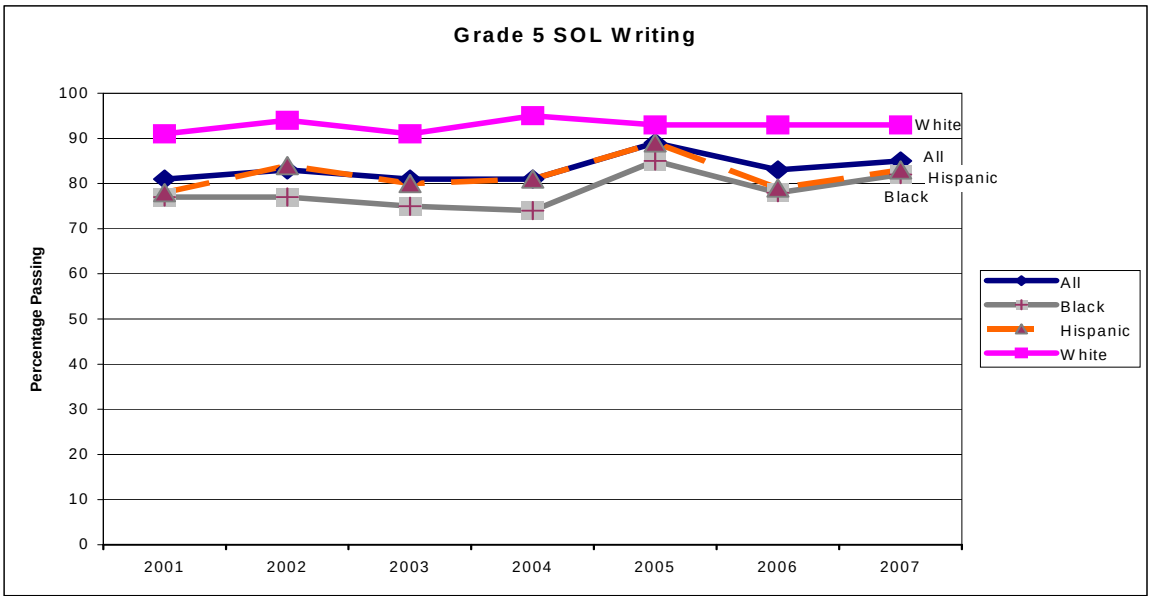


Figure 19
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

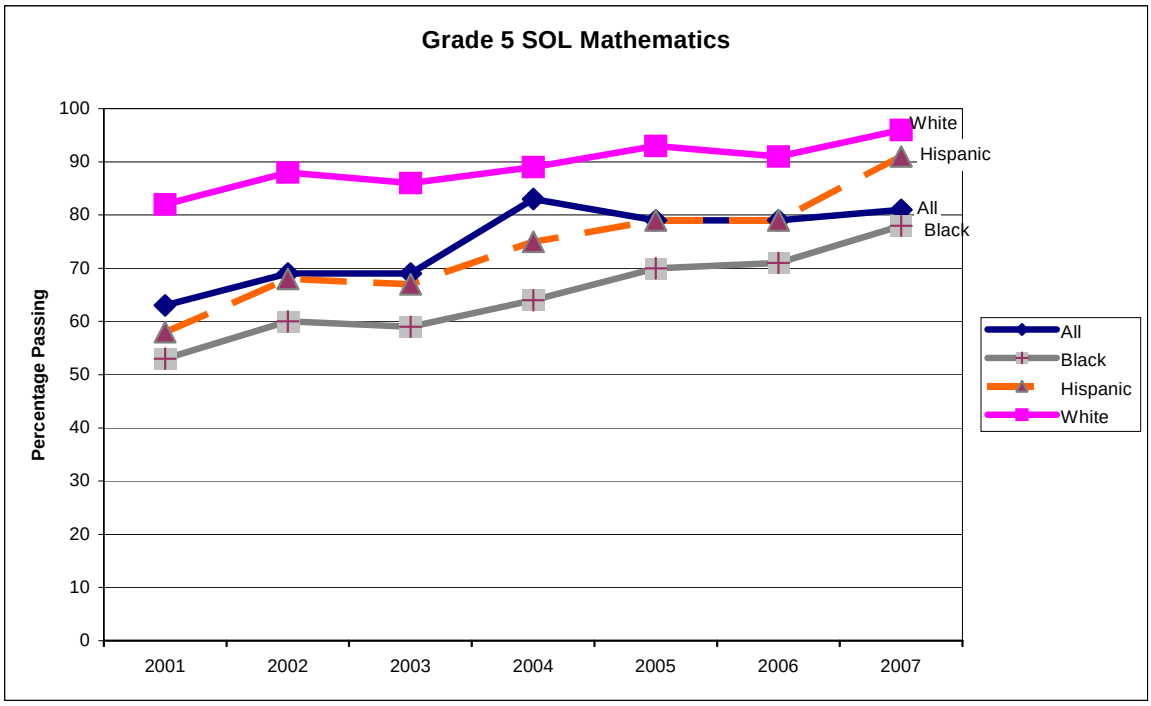


Figure 20
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

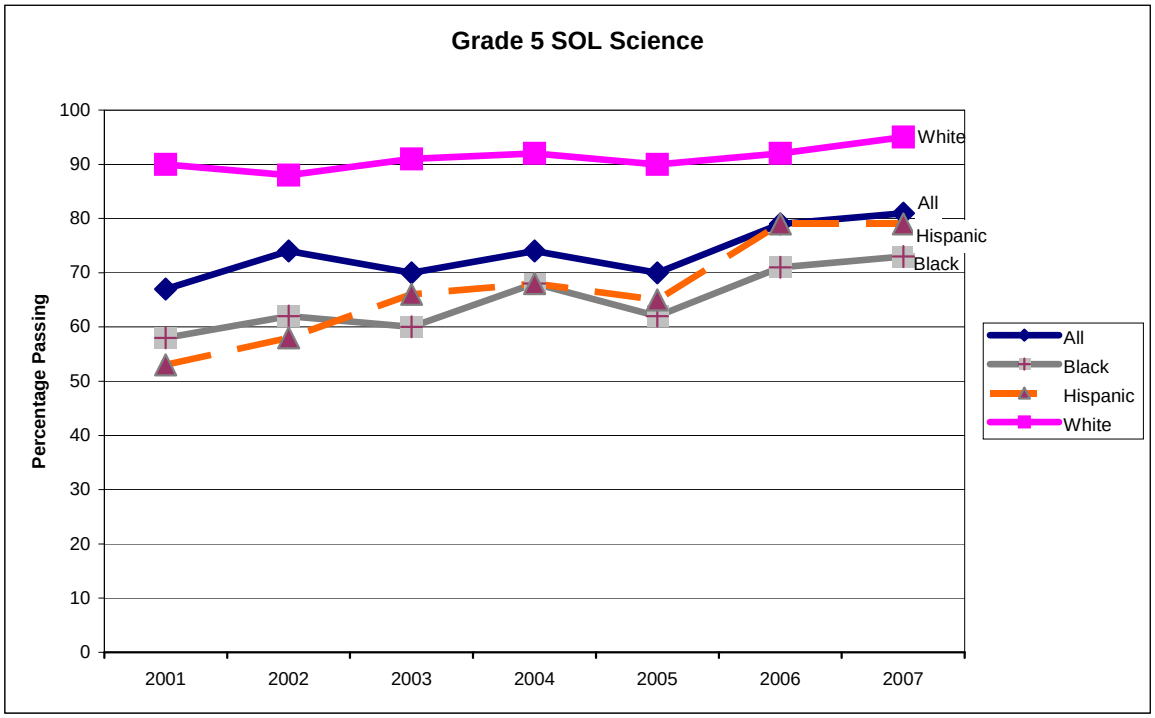


Figure 21
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

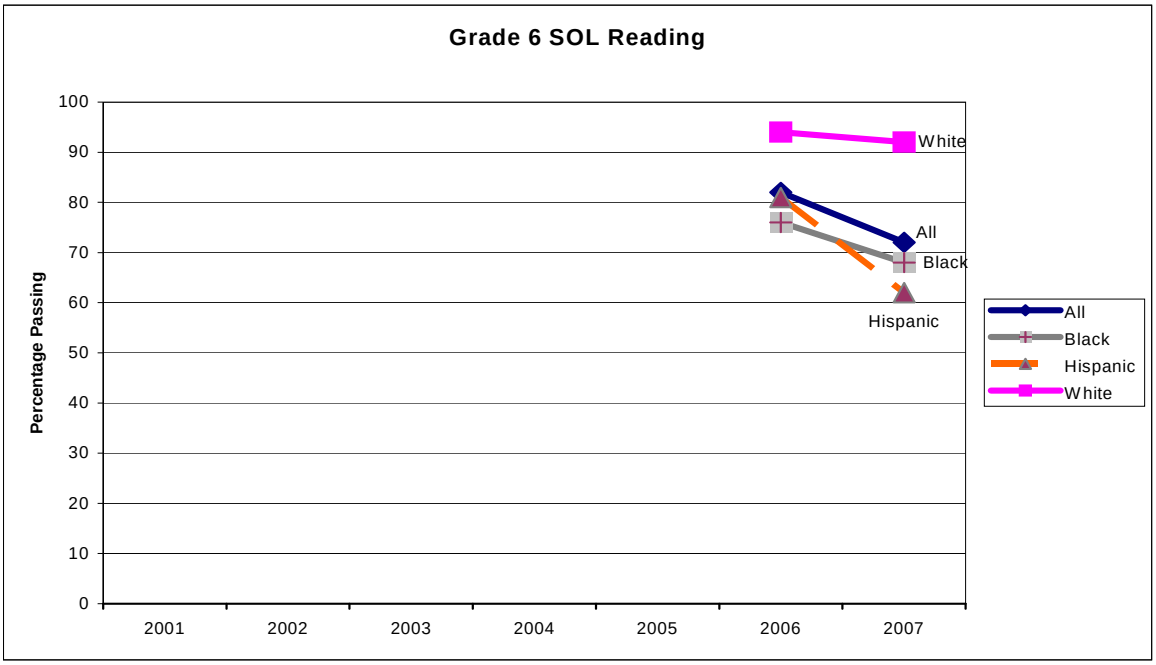


Figure 22
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2006-2007

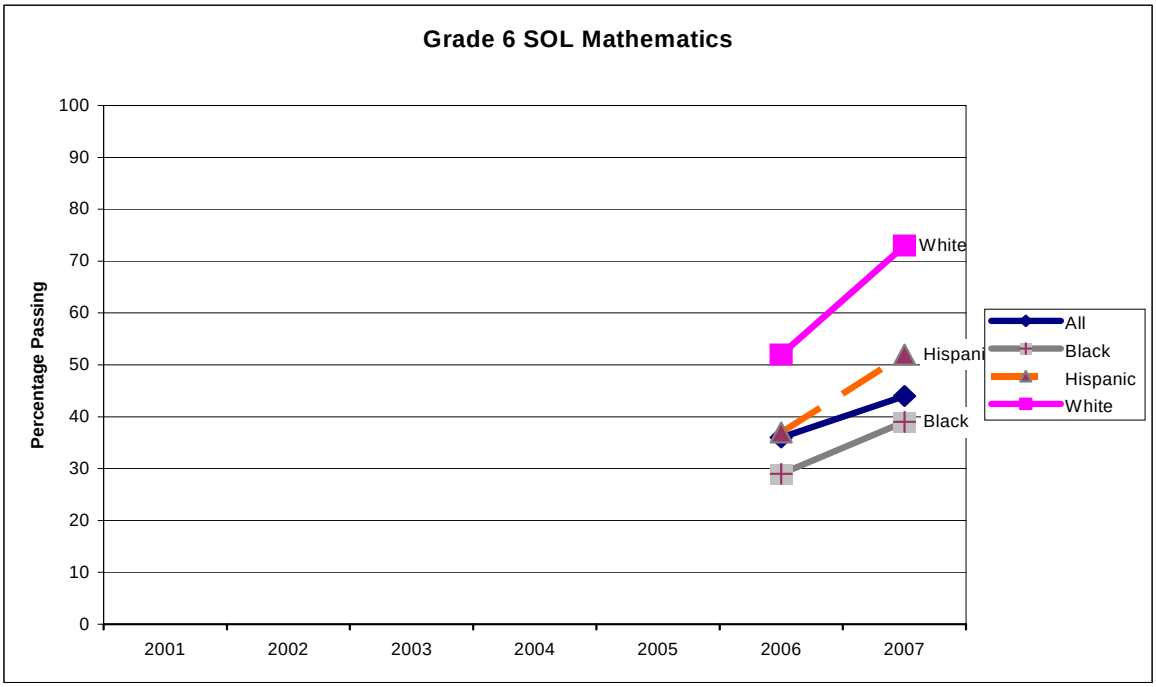


Figure 23
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2006-2007

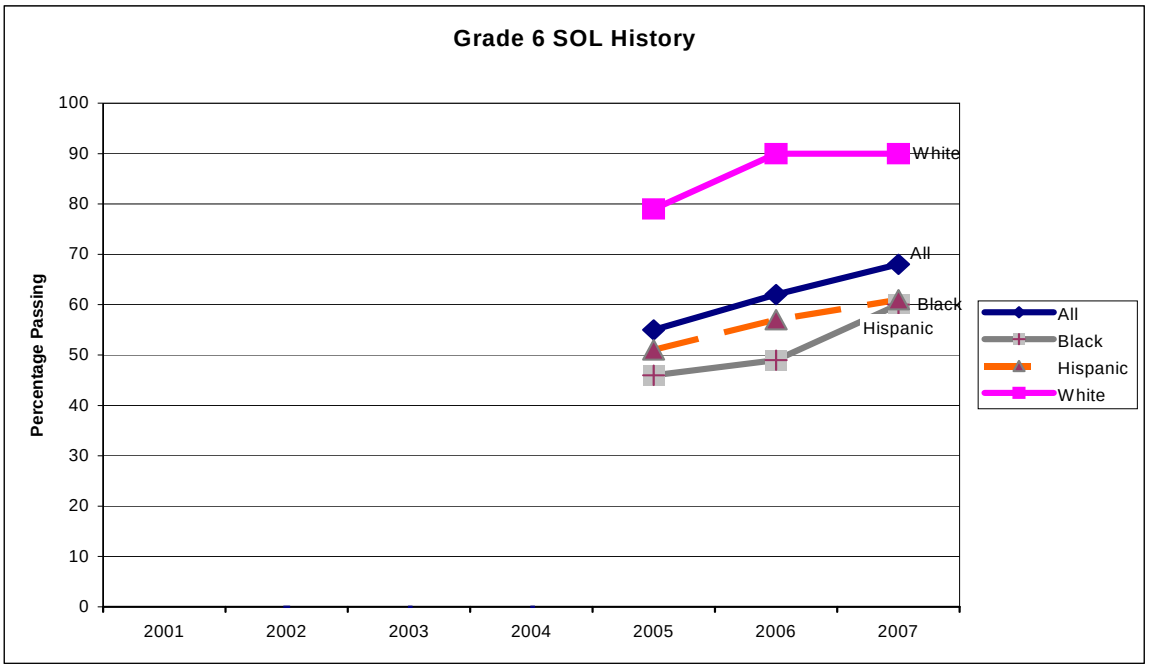


Figure 24

Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2005-2007

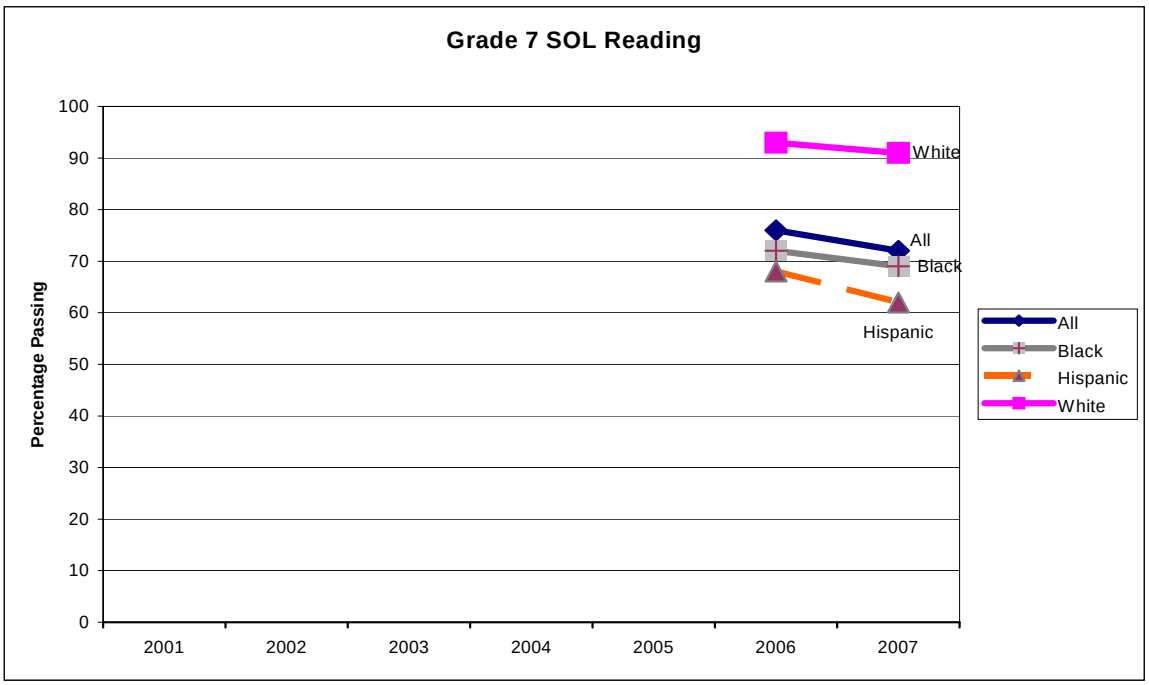


Figure 25
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2006-2007

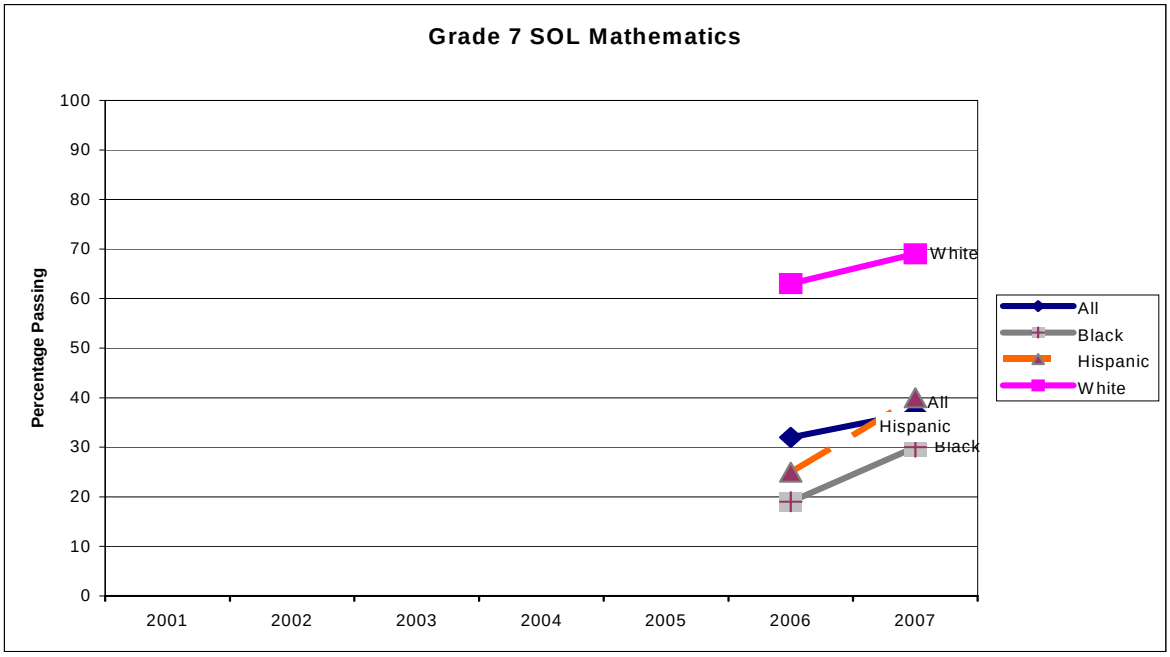


Figure 26
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2006-2007

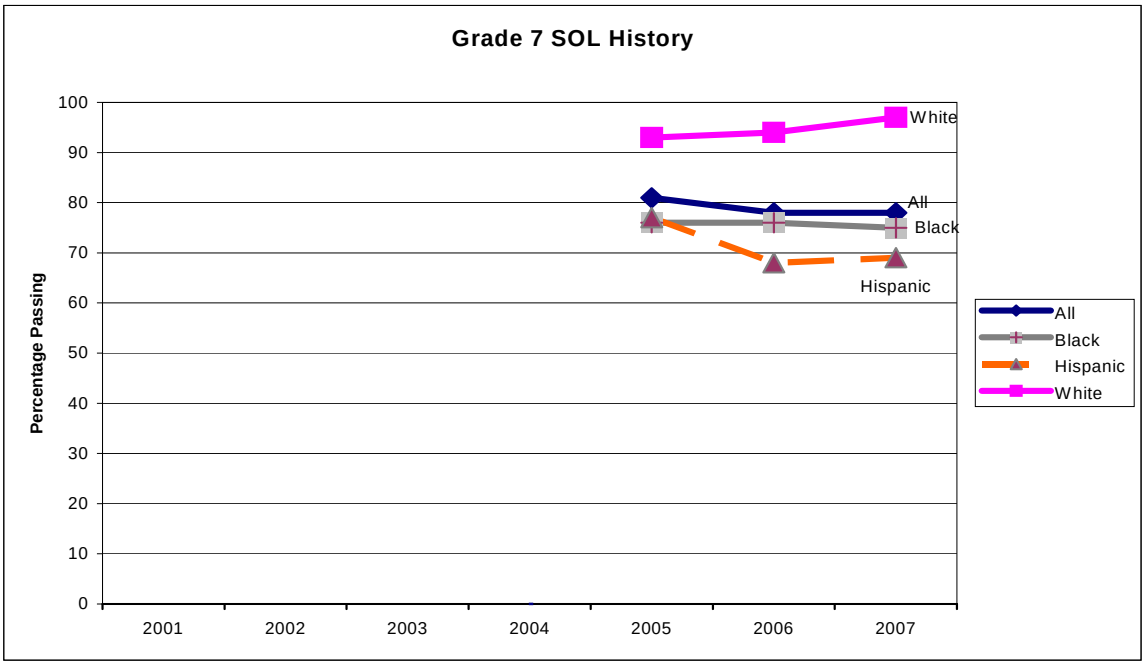


Figure 27
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2005-2007

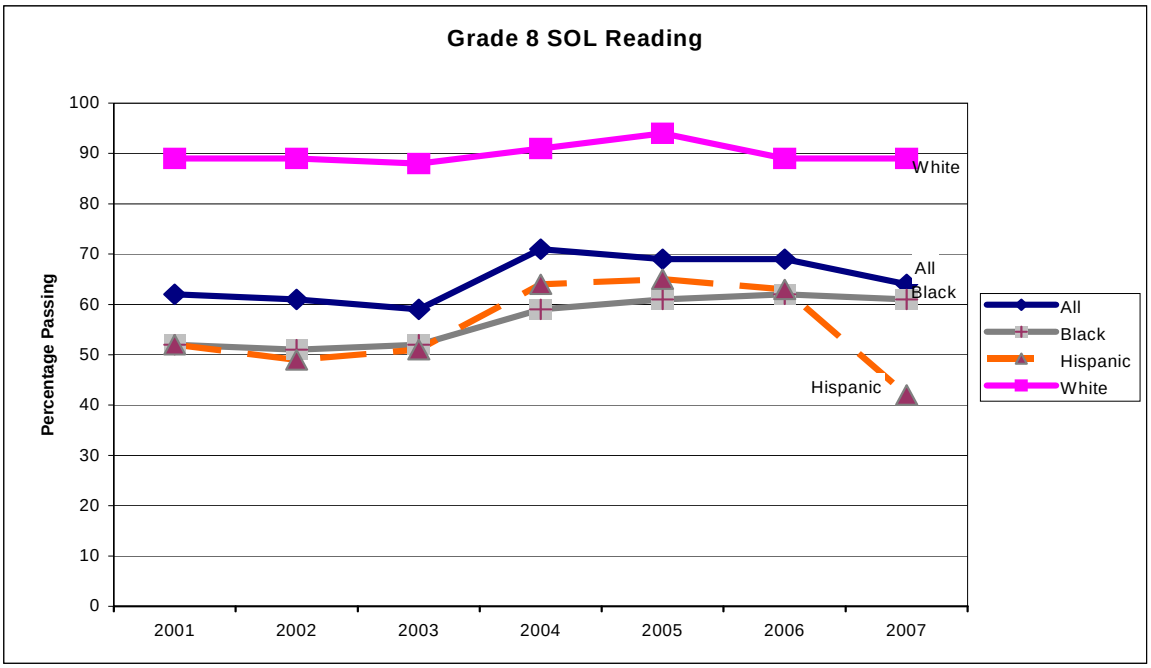


Figure 28
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

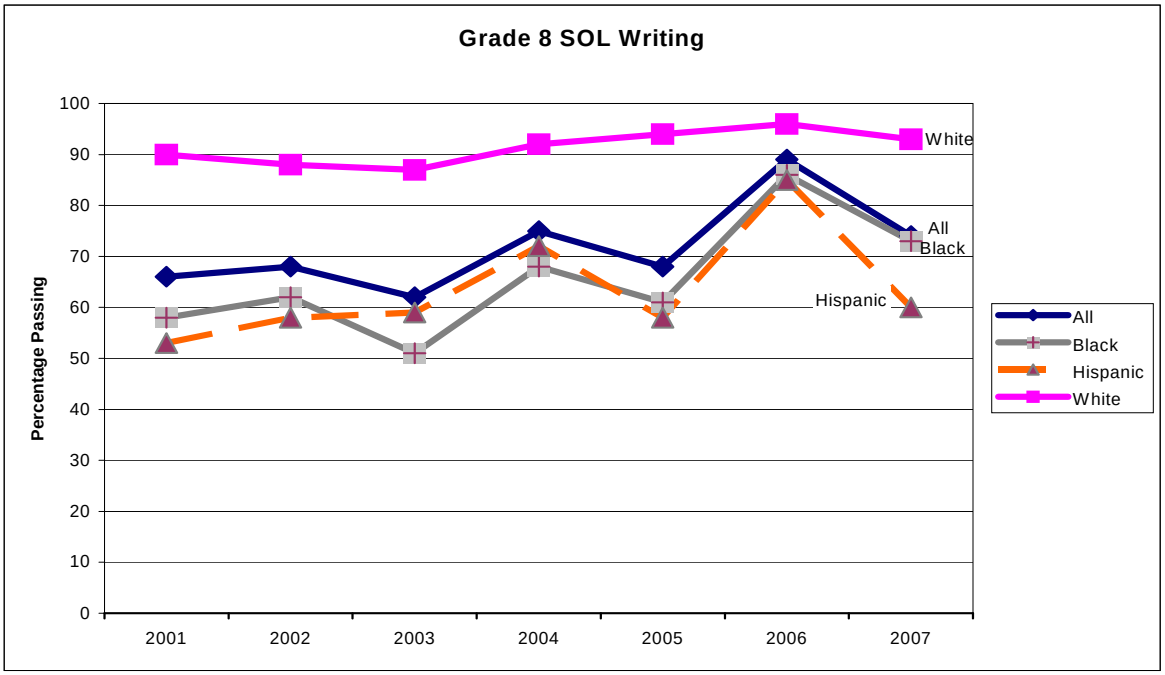


Figure 29
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

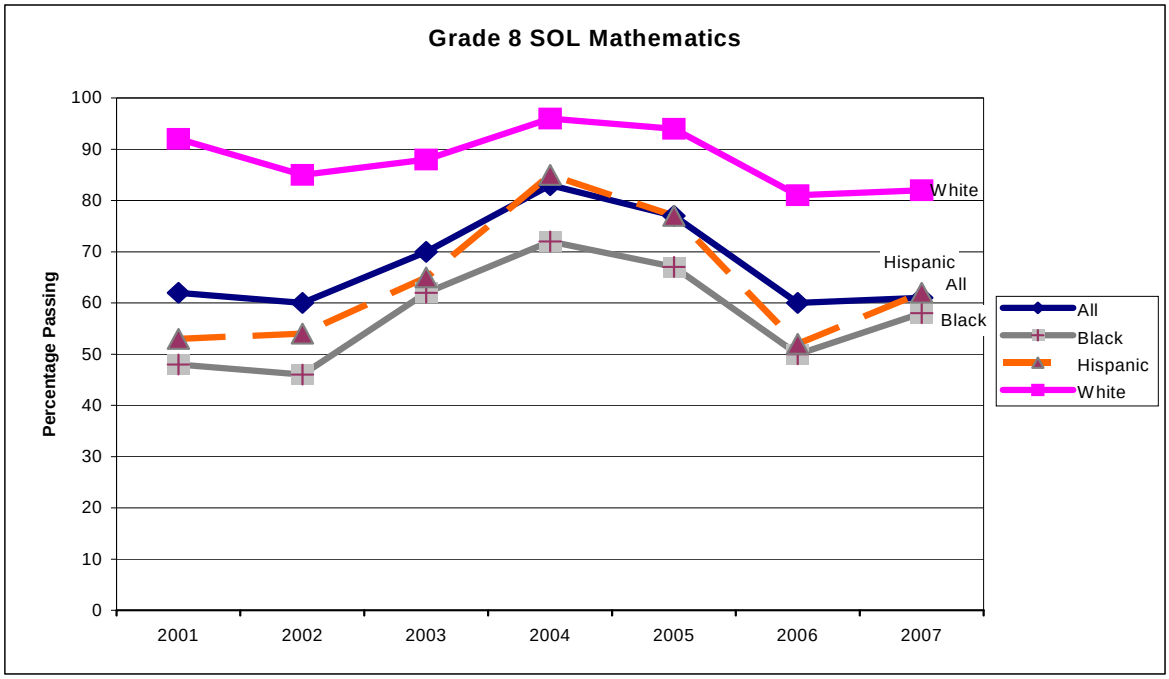


Figure 30
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

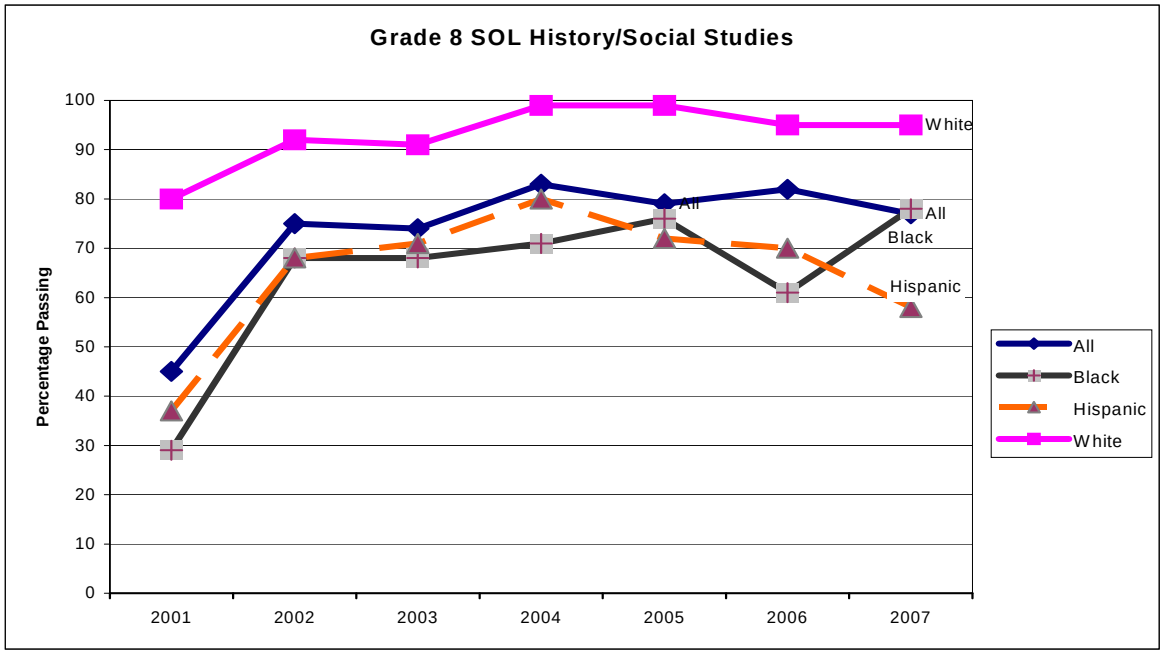


Figure 31
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

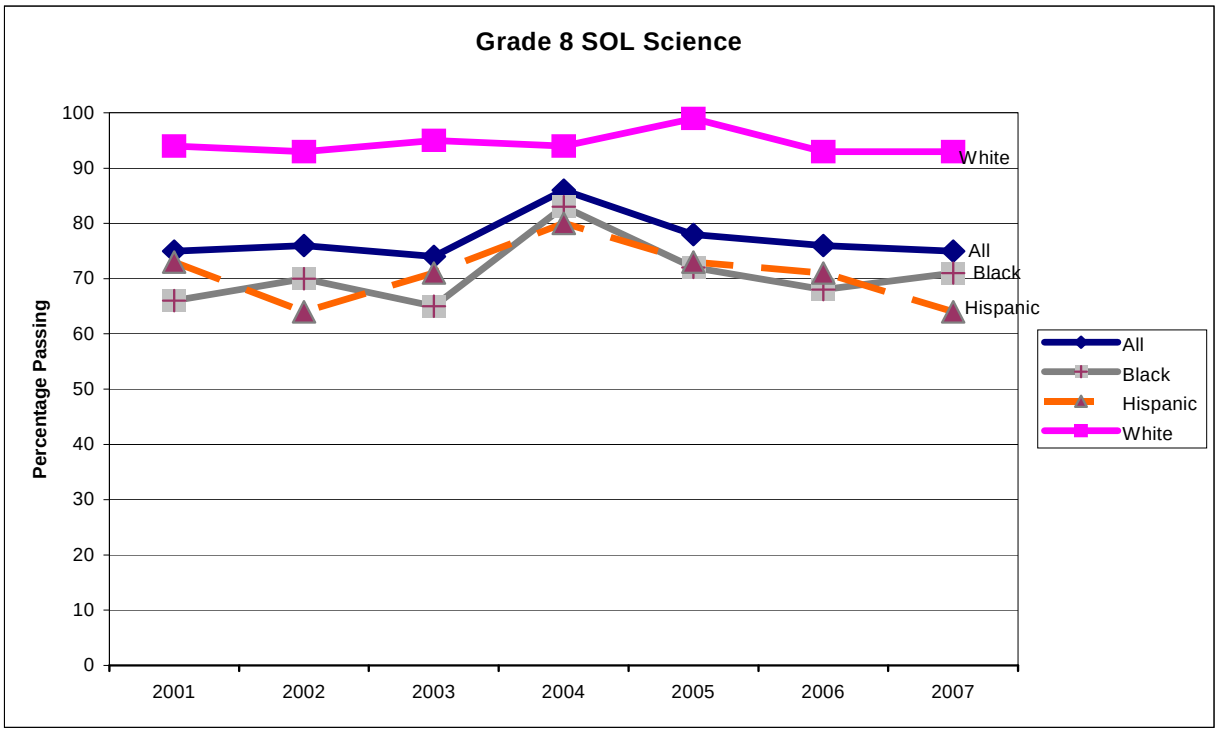


Figure 32
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

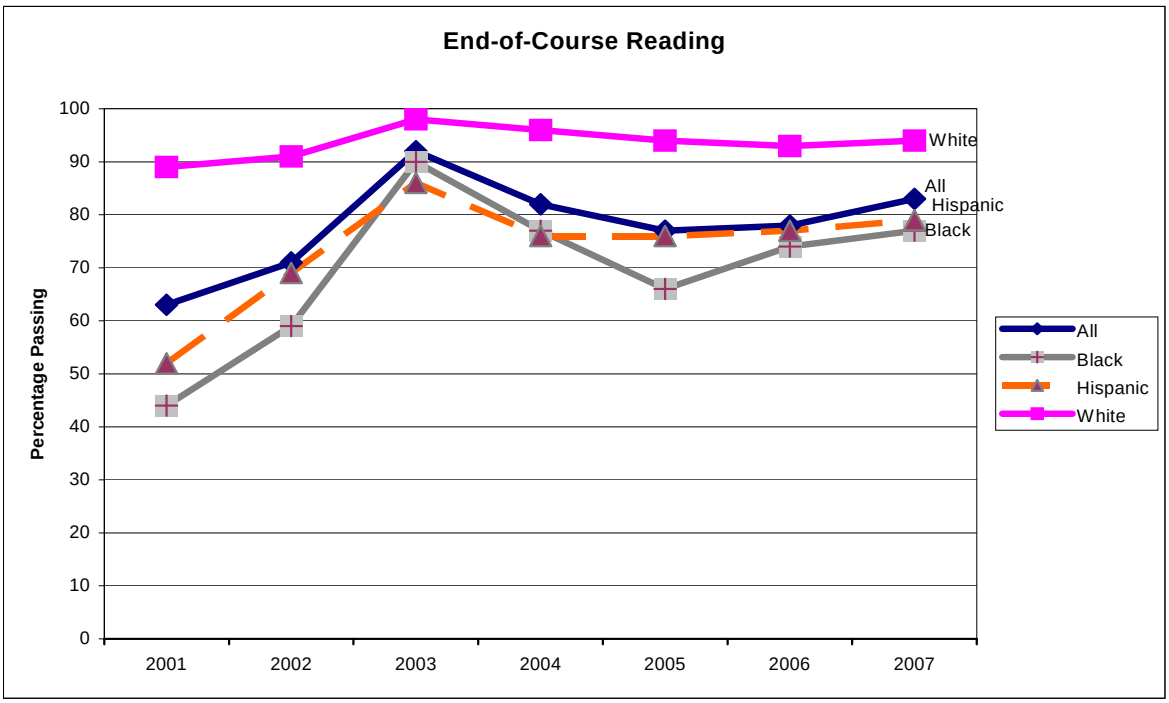
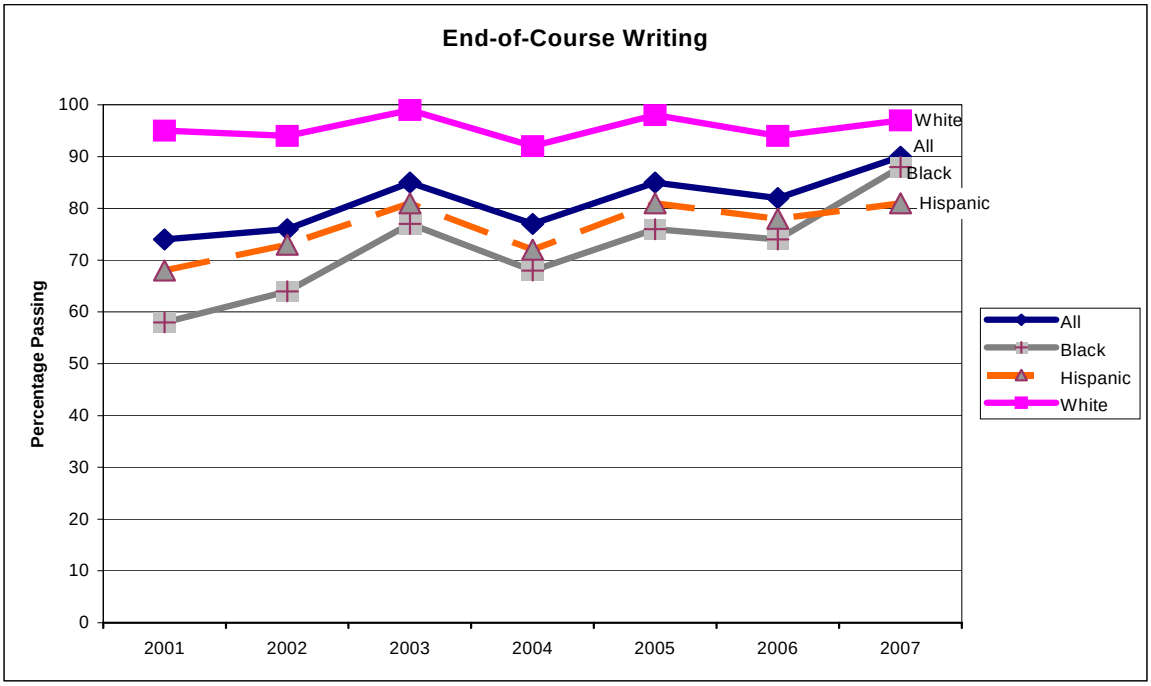


Figure 33
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007
Figure 34



Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

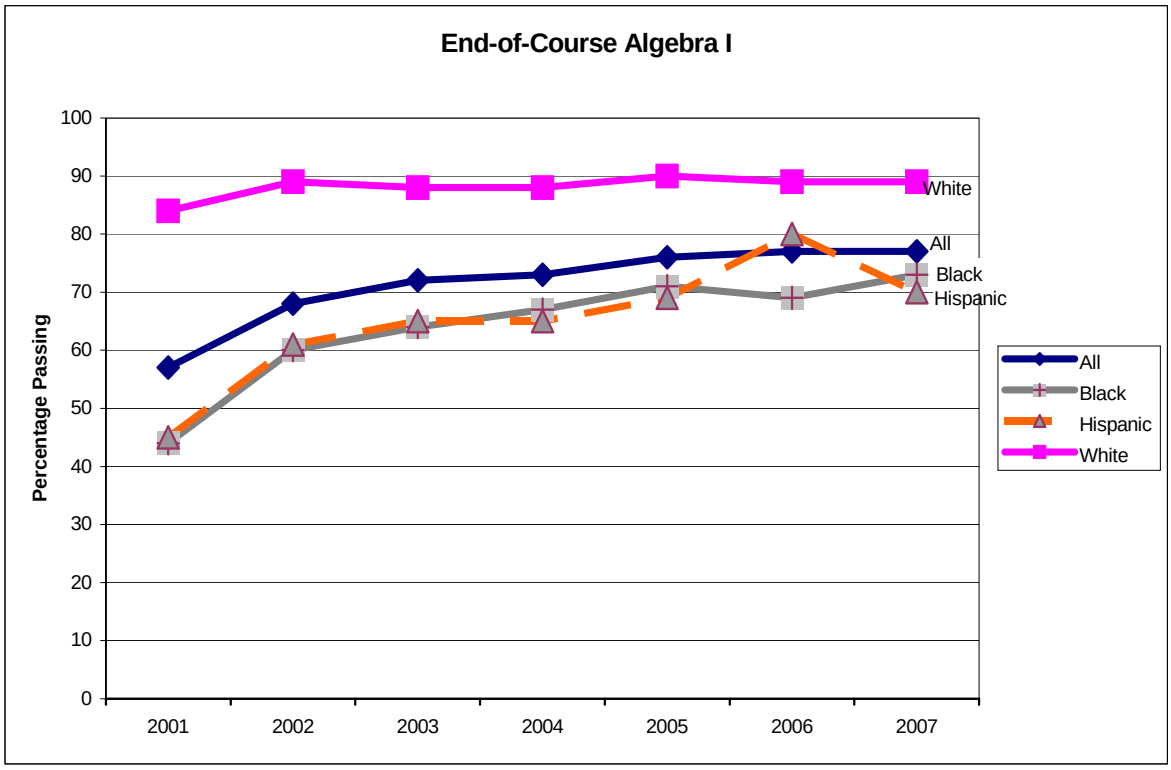
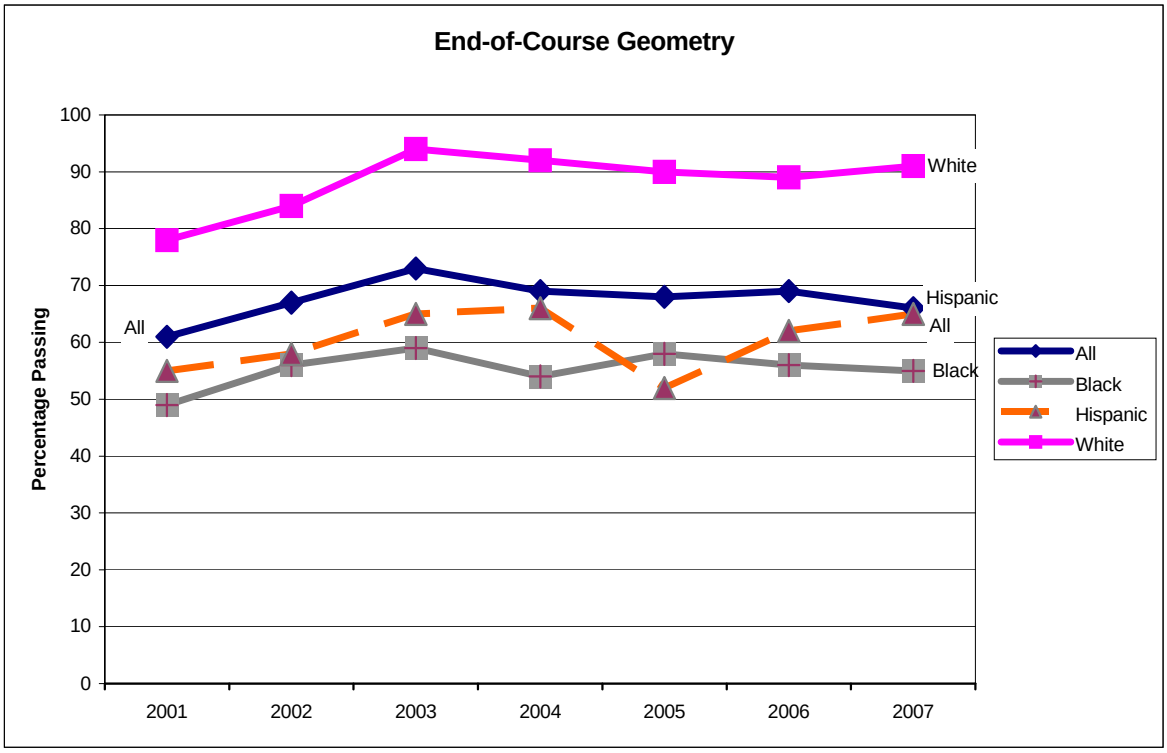


Figure 35
Alexandria City Public Schools



Unadjusted Passing Rates by Ethnicity, 2001-2007

Figure 36
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

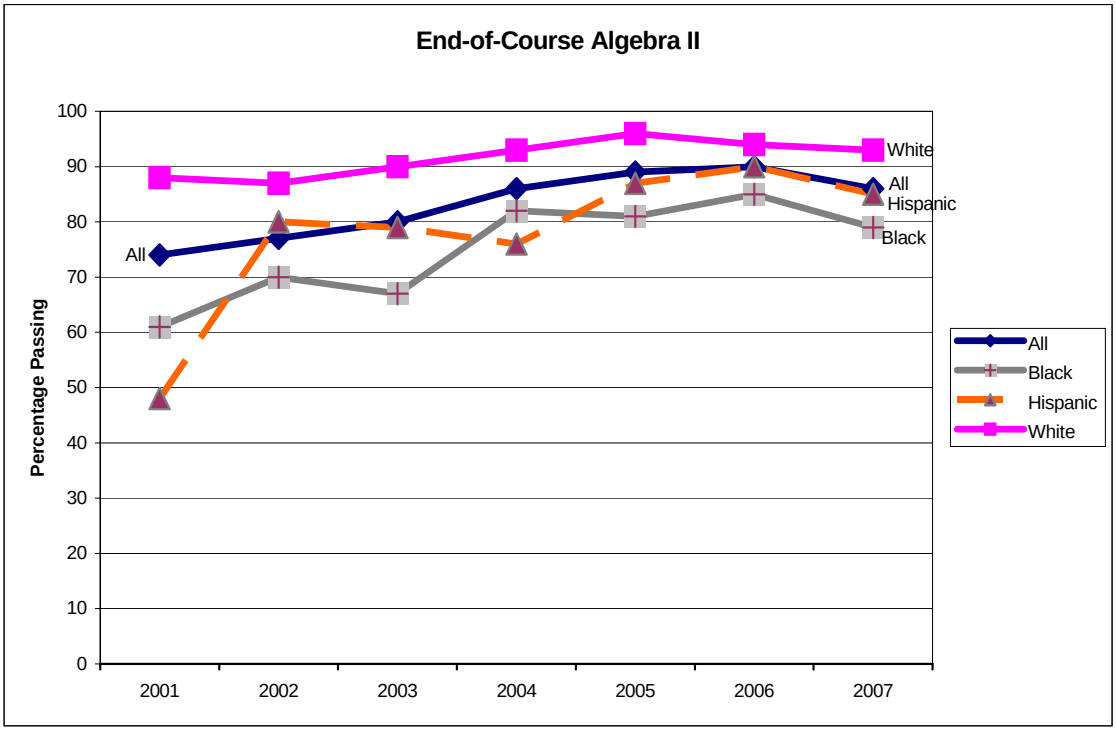


Figure 37
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

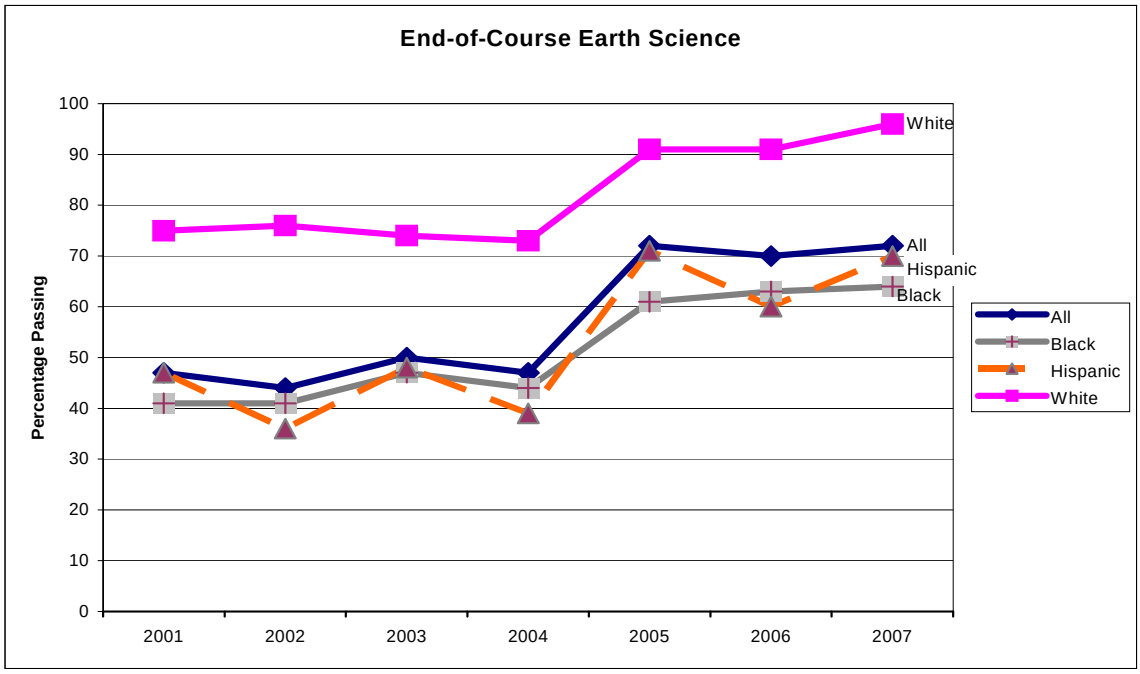


Figure 38
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

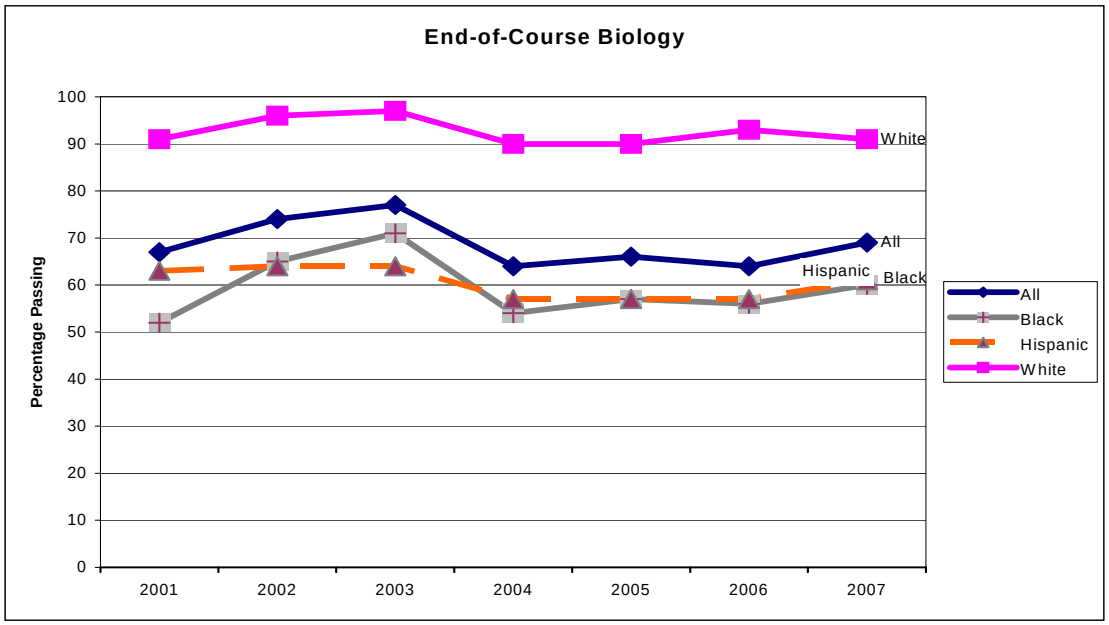


Figure 39
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

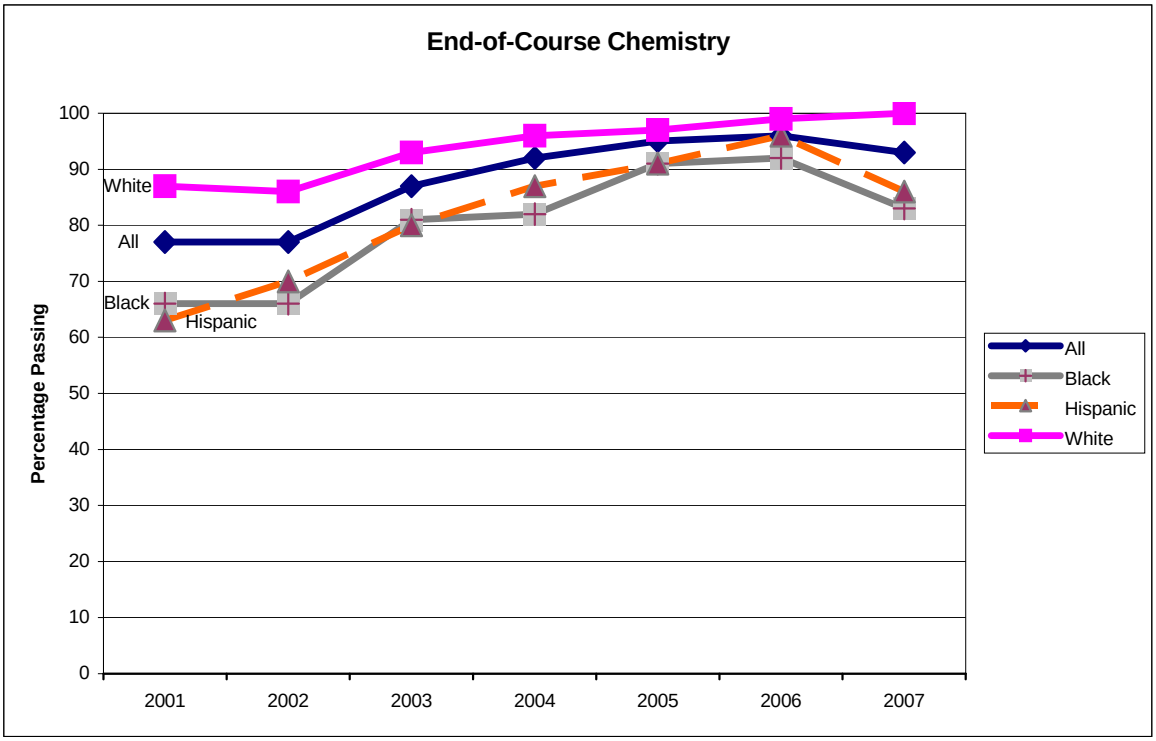


Figure 40
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

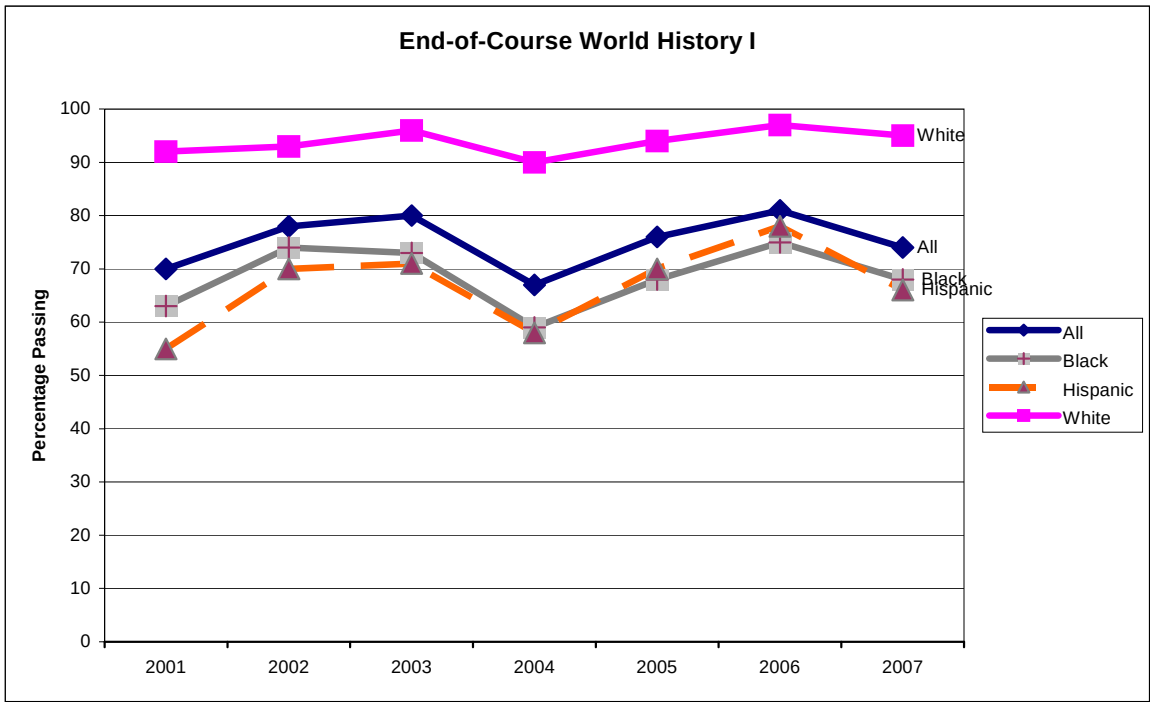


Figure 41
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

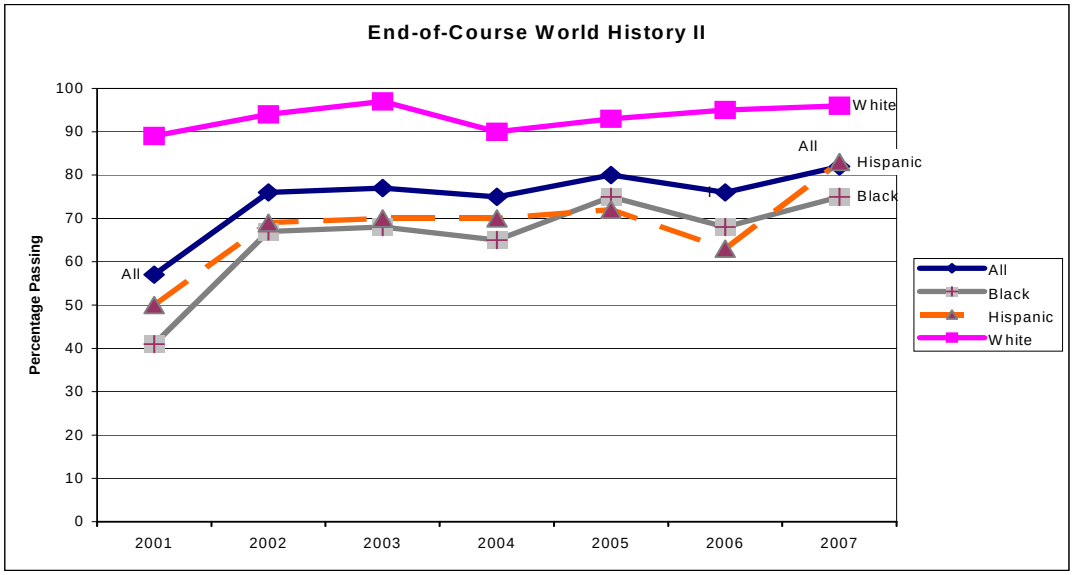


Figure 42
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

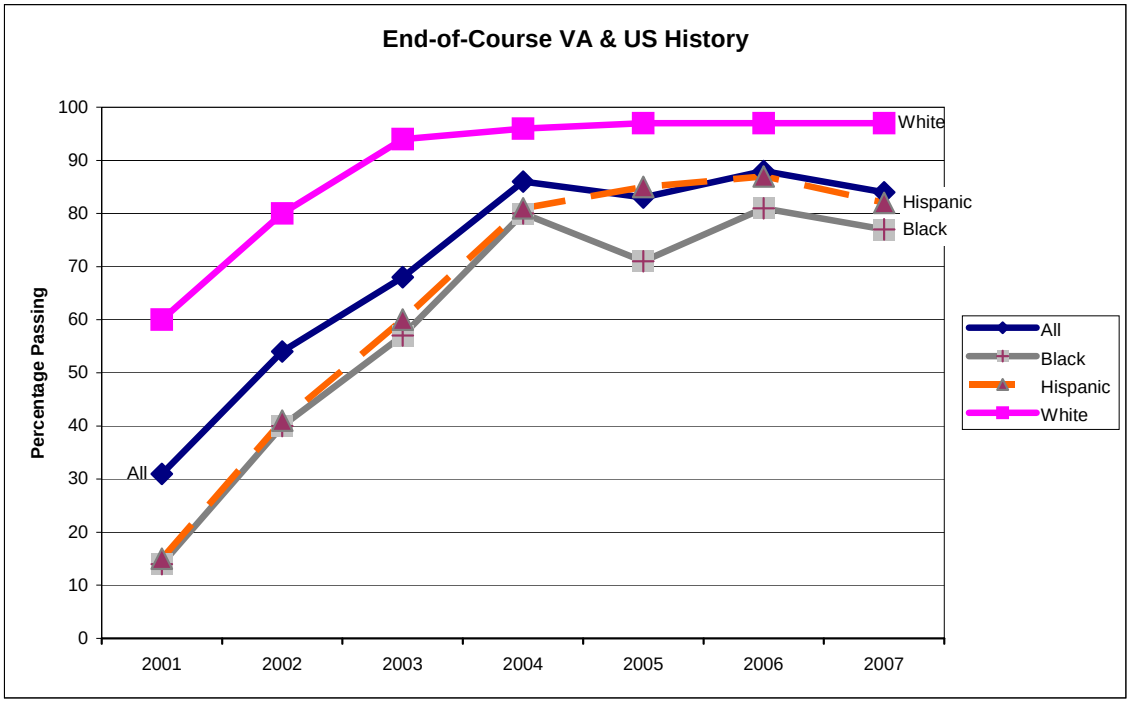


Figure 43
Alexandria City Public Schools
Unadjusted Passing Rates by Ethnicity, 2001-2007

TABLE 43
Alexandria City Public Schools
SOL Test Adjusted Passing Percentages by School, 2005 - 2007
Grade 3

School	English: Reading (&Writing to 2006)			Mathematics			History/ Social Studies			Science		
	05 %	06 %	07 %	05 %	06 %	07 %	05 %	06 %	07 %	05 %	06 %	07 %
John Adams	74[c]	71	71	85[c]	91	89	78	86	91	76	91	90
Charles Barrett	90[c]	87[b]	77	90[c]	91	91	80[b]	91	90	81[b]	91	91
Patrick Henry	89[c]	63	71	72[c]	75	86	81[b]	83	79	67[b]	75	79
Jefferson-Houston	70[c]	73	62	72[c]	75	73	55	92	85	80	89	82
Cora Kelly	91[c]	77	71	92[c]	83	92	78	70[b]	77	77	77	90
Lyles-Crouch	89[c]	88	88	85	93	98	95	98	98	86[b]	91[b]	92
Douglas MacArthur	87[c]	90	85	99[c]	96	89	92	94	83	87	90	90
George Mason	91[c]	94	87	100[c]	100	96	98	95[b]	94	98	98[b]	94
Maury	100[c]	94[b]	65	78[c]	100	88	89[b]	100	95	78[b]	100	89
Mount Vernon	73	77	88	95[c]	88	94	79	81	94	90	81	92
James Polk	74[c]	83[b]	88	74	91	97	81	96	98	74[b]	91	93
William Ramsay	77[c]	81	72	89	84	74	85	86	88	87	84	88
Samuel Tucker	89	85	87	92	94	96	87	88	89	91	88	96
Division [a]	81[c]	81	79	87	92	90	82	88	89	82	87	90

[a] Includes students in special situations.
[b] Unadjusted Total, which was higher than the adjusted total.
[c] Includes Remediation Recovery passing percentage bonus, which was higher than the adjusted total.

TABLE 44
Alexandria City Public Schools
SOL Test Adjusted Passing Percentages by School, 2005 - 2007
Grade 4

School	Reading		Mathematics		Virginia Studies		
	06 %	07 %	06 %	07 %	05 %	06 %	07 %
John Adams	88	84	74	85	91	82[b]	87
Charles Barrett	96[b]	86	81	82	83[a]	89	83
Patrick Henry	79	90	68	75	90	82[b]	60
Jefferson-Houston	57	68	39	49	50	52[b]	72
Cora Kelly	78	78	71	58	85	74	48
Lyles-Crouch	89	89	84	81	86	90[b]	97
Douglas MacArthur	90	94	83	81	91	91	87
George Mason	97	97	94	95	78	97	97
Maury	47[b]	90	44[b]	84	86	60[b]	84
Mount Vernon	90	94	79	93	78	95	91
James Polk	83[b]	95	82	97	89	79	97
William Ramsay	78[b]	83	68	52	85	79[b]	68
Samuel Tucker	85	94	93	94	86	93	92
Division [a]	81	88	79	79	84[b]	82	81

[a] Includes students in special situations.
[b] Unadjusted Total, which was higher than the adjusted total.

TABLE 45
Alexandria City Public Schools
SOL Test Adjusted Passing Percentages by School, 2005 - 2007
Grade 5

School	Reading			Writing			Mathematics			Science		
	05 %	06 %	07 %	05 %	06 %	07 %	05 %	06 %	07 %	05 %	06 %	07 %
John Adams	88	86[b]	76	89	89	82	78	77	83	88	81[b]	81
Charles Barrett	86[c]	89	96	89[c]	81	96	91	71	93	86[a]	86	93
Patrick Henry	79	82	77	86[c]	83	83	78	75	78	78	75	81
Jefferson-Houston	71	75	61	82	76	75	42	66	64	49	56[b]	67
Cora Kelly	78	72	68	92	86	74	70	76	81	73	80	86
Lyles-Crouch	97[c]	88[b]	91	100	86	93	96	71	79	80	71	81
Douglas MacArthur	89[c]	94	85	98[c]	92	93	89[c]	90	89	80	89[b]	87
George Mason	90	95	93	97	95	91	94	100	100	79	95	98
Maury	83	93	55	92	77	64	88	77	70	58	73	60
Mount Vernon	77	89	86	85	80	85	76	83	93	75	70[b]	95
James K. Polk	73	86	87	92	93	91	73	88	91	67	91[b]	89
William Ramsay	84	83[b]	83	90	85	84	93	82	85	62	80	84
Samuel Tucker	90	93	84	93[a]	93	90	100	91	92	94	89	91
Division[a]	82[c]	86	81	91[c]	87	86	80[c]	85	86	74	80	86

[a] Includes students in special situations.
[b] Unadjusted Total, which was higher than the adjusted total.
[c] Includes Remediation Recovery passing percentage bonus, which was higher than the adjusted total.

TABLE 46
Alexandria City Public Schools
SOL Test Adjusted Passing Percentages by School, 2005 - 2007
Grade 6

School	English: Reading		Mathematics		History		
	06 %	07 %	06 %	07 %	05 %	06 %	07 %
Francis C. Hammond	90	82	43	56	60	79	79
George Washington	81	76	34	46	55	52	67
Division [a]	85	79	38	51	57	65	73

[a] Includes students in special situations.

TABLE 47
Alexandria City Public Schools
SOL Test Adjusted Passing Percentages by School 2005 - 2007
Grade 7

School	English: Reading		Mathematics		History		
	06 %	07 %	06 %	07 %	05 %	06 %	07 %
Francis C. Hammond	85	82	41	49	94	94	91
George Washington	72	78	29	38	76	73	77
Division [a]	78	80	34	43	84	83	85

[a] Includes students in special situations.

TABLE 48
Alexandria City Public Schools
SOL Test Adjusted Passing Percentages by School, 2005 - 2007
Grade 8

School	Reading			Writing			Mathematics			History			Science		
	05 %	06 %	07 %	05 %	06 %	07 %	05 %	06 %	07 %	05 %	06 %	07 %	05 %	06 %	07 %
Francis C. Hammond	78[a]	85	74	76	94	80	86	79	77	90	94	93	90	88	84
George Washington	69	67	69	69	87	70	76	56	67	76	78	74	75	71	81
Division [a]	72	73	71	72	90	75	80	64	69	82	84	84	81	78	82

[a] Includes students in special situations.

TABLE 49
Alexandria City Public Schools
SOL Test Adjusted Passing Percentages by School, 2005 - 2007
End-of-Course

	FCHMS			GWMS			TCWHS			ACPS		
End-of-Course Test	05 %	06 %	07 %	05 %	06 %	07 %	05 %	06 %	07 %	05[a] %	06[a] %	07[a] %
English: Reading							80	85	85	80	85	85
English: Writing							85	84	91	85	84	90
Algebra I	98	99	99	97	100	100	73	73	76	73	77	80
Geometry	100	100	100	100	100	100	69	69	69	71	71	70
Algebra II							90	91	88	90	91	88
Earth Science							78	78	81	76	78	80
Biology							69	69	75	68	69	74
Chemistry							95	96	94	95	96	94
World History I							81	85	82	80	85	81
World History II							81	79	85	81	79	85
VA & US History							85	89	87	84	89	86

[a] Includes students in special situations.

Appendix A

Virginia Assessments
Cut Scores Established by the Board of Education
Standards of Learning Tests

Virginia Assessments
Cut Scores Established by the Board of Education*
Standards of Learning Tests

SOL Test	Fail/Basic	Pass/Proficient	Pass/Advanced	% for Proficient	% for Advanced
Grade 3					
English: Reading	13 of 35 items	23 of 35 items	31 of 35 items	66%	89%
Mathematics**	21 of 50 items	35 of 50 items	45 of 50 items	70%	90%
History & Social Science	NA	27 of 40 items	35 of 40 items	68%	88%
Science	NA	27 of 40 items	36 of 40 items	68%	90%
Grade 4					
English: Reading	14 of 35 items	23 of 35 items	31 of 35 items	66%	89%
Mathematics**	16 of 50 items	31 of 50 items	43 of 50 items	62%	86%
Grade 5					
English: Reading	17 of 40 items	27 of 40 items	37 of 40 items	68%	93%
English: Writing	NA	32 of 44 items	41 of 44 items	73%	93%
Mathematics**	23 of 50 items	35 of 50 items	44 of 50 items	70%	88%
Virginia Studies	NA	25 of 40 items	35 of 40 items	63%	88%
Science	NA	26 of 40 items	37 of 40 items	65%	93%
Grade 6					
English: Reading	17 of 45 items	28 of 45 items	39 of 45 items	62%	87%
Mathematics**	22 of 50 items	34 of 50 items	44 of 50 items	68%	88%
Grade 7					
English: Reading	17 of 45 items	28 of 45 items	39 of 45 items	62%	87%
Mathematics**	19 of 50 items	31 of 50 items	42 of 50 items	62%	84%
Grade 8					
English: Reading	17 of 45 items	29 of 45 items	40 of 45 items	64%	89%
English: Writing	NA	30 of 48 items	46 of 48 items	63%	96%
Mathematics**	19 of 50 items	32 of 50 items	42 of 50 items	64%	84%
History & Social Science	NA	26 of 50 items	43 of 50 items	52%	86%
Science	NA	29 of 50 items	45 of 50 items	58%	90%
Content Specific History					
Virginia Studies	NA	25 of 40 items	35 of 40 items	63%	88%
U.S. History to 1877	NA	25 of 40 items	36 of 40 items	63%	90%
U.S. History from 1877 to present	NA	23 of 40 items	34 of 40 items	58%	85%
Civics and Economics	NA	21 of 40 items	34 of 40 items	53%	85%
High School					
English: Reading (2002)		28 of 50 items	42 of 50 items	56%	84%
English: Writing (2002)		37 of 54 items	49 of 54 items	69%	91%
Algebra I**		27 of 50 items	45 of 50 items	54%	90%
Algebra II (2001 Revised)		30 of 50 items	45 of 50 items	60%	90%
Geometry		27 of 45 items	41 of 45 items	60%	91%
Earth Science		30 of 50 items	45 of 50 items	60%	90%
Biology		26 of 50 items	45 of 50 items	52%	90%
Chemistry		27 of 50 items	45 of 50 items	54%	90%
World History (I) to 1500 A.D. (2001 Standards)		30 of 60 items	50 of 60 items	50%	83%
World History (II) from 1500 A.D. to the present (2001 Standards)		30 of 60 items	50 of 60 items	50%	83%
Virginia & U.S. History (2001 Standards)		30 of 60 items	51 of 60 items	50%	85%

*The cut scores shown in the chart were set by the Virginia Board of Education. Subsequent cut scores may vary slightly. Please see http://www.doe.virginia.gov/VDOE/Assessment/Solss3.pdf for more information.

**The cut scores for plain English mathematics tests are the same as those for regular mathematics tests.

VDOE Revised January 26, 2007 /M&E Services ACPS 12/10/07

Appendix B

ACPS AYP Benchmark Summary for 2007-2008

Alexandria City Public Schools
Divisional AYP Benchmark Summary for 2007-08
(Spring 2007 testing)

Benchmark	*Status*	
95% Participation of All Students in English	Met	
95% Participation of Black Students in English	Met	
95% Participation of White Students in English	Met	
95% Participation of Limited English Proficient Students in English	Met	
95% Participation of Students with disabilities in English	Met	
95% Participation of Disadvantaged Students in English	Met	
95% Participation of Hispanic Students in English	Met	
73% Proficiency of All Students in English	Met	
73% Proficiency of Black Students in English	Not met	72%
73% Proficiency of White Students in English	Met	
73% Proficiency of Limited English Proficient Students in English	Not met	64%
73% Proficiency of Students with Disabilities in English	Not met	49%
73% Proficiency of Disadvantaged Students in English	Not met	66%
73% Proficiency of Hispanic Students in English	Not met	68%
95% Participation of All Students in English	Met	
95% Participation of Black Students in English	Met	
95% Participation of White Students in English	Met	
95% Participation of Limited English Proficient Students in English	Met	
95% Participation of Students with disabilities in English	Met	
95% Participation of Disadvantaged Students in English	Met	
95% Participation of Hispanic Students in English	Met	
71% Proficiency of All Students in Math	Met	
71% Proficiency of Black Students in Math	Met	
71% Proficiency of White Students in Math	Met	
71% Proficiency of Limited English Proficient Students in Math	Met	
71% Proficiency of Students with Disabilities in Math	Not met	48%
71% Proficiency of Disadvantaged Students in Math	Not met	70%
71% Proficiency of Hispanic Students in Math	Met	
94% student attendance rate	Met	

The above 29 benchmarks were the annual measurable objectives for determining division-level AYP for the 2007-08 school year (based on tests taken during the 2006-07 school year).
ACPS met 22 of the 29 benchmarks.

Monitoring & Evaluation
12/18/07

Appendix C

Virginia Standards of Learning Assessments
Spring 2007 Report to Parents
Grade 5 Example

Report to Parents

Student Name:
State Testing Identifier:
Student Number:

Admin: Spring 2007 Non-Writing
Grade: 5
School:
Division:

Test Reporting Categories	Form #	Number Correct/ Number Possible	Scaled Score	Performance Level	Performance Level Description
Gr 5 Science	56626	23 / 40	361	Fail	N/A
Group:					
Scientific Investigation		6 / 10	028		
Force, Motion, Energy, and Matter		9 / 10	039		
Life Processes and Living Systems		3 / 10	020		
Earth/Space Systems and Cycles		5 / 10	027		
Gr 5 Reading	R5426	11 / 40	314	Fail/Below Basic	The student demonstrates minimal understanding and little application of the knowledge and skills necessary to use context clues and root words to understand unfamiliar words; interpret charts, maps, and graphs; comprehend fictional elements of characterplot development and conflict resolution; and use text organizers and structural patterns.
Group:					
Use word analysis strategies and information resources		5 / 10	023		
Demonstrate comprehension of printed materials		8 / 30	020		
Gr 5 Plain English Mathematics	M8526	37 / 50	434	Pass/Proficient	The student demonstrates satisfactory attainment of the knowledge and skills necessary to solve problems using whole numbers, decimals and fractions; determine elapsed time; solve problems involving measurement; display and analyze data; solve probability problems; write variable expressions and open sentences.
Group:					
Number and Number Sense		7 / 8	038		
Computation and Estimation		10 / 12	034		
Measurement and Geometry		9 / 12	034		
Probability and Statistics		5 / 8	029		
Patterns, Functions, and Algebra		6 / 10	029		

Appendix D

Student Performance by Question Report
Grade 5 Mathematics Example

Student Performance by Question Report

Student Name:
State Testing Identifier:
Student Number:
Overall Scaled Score:
Overall Performance Level:

Admin: Spring 2007 Non-Writing
Grade: 5
School:
Division: 101 - ALEXANDRIA C...

Gr 5 Mathematics

Form: M--26 Core: 2

Reporting Category: Number and Number Sense — **Scaled Score: 050**

Description of Question	Student Response	% Correct in School	% Correct in Division
Identify a decimal equivalent to a given fraction.	Correct	93	92
Compare the relative magnitude of two decimal numbers.	Correct	89	93
Identify the standard form of a decimal number given in words.	Correct	93	89
Order a set of decimals, fractions & mixed numbers from least to greatest.	Correct	81	76
Identify the value of a specified digit in a decimal number.	Correct	96	95
Identify a fraction equivalent to a specific decimal number.	Correct	89	93
Compare the relative magnitude of two decimal numbers.	Correct	70	85
Round decimal numbers to the nearest tenth or hundredth.	Correct	93	87

Reporting Category: Computation and Estimation — **Scaled Score: 050**

Description of Question	Student Response	% Correct in School	% Correct in Division
Find the quotient of a 4-digit dividend and a 1-digit divisor.	Correct	100	92
Select two numbers whose product is in a specified range.	Correct	93	89
Solve a problem involving division of two whole numbers.	Correct	89	88
Find the sum of two decimal numbers, presented horizontally.	Correct	78	84
Find the quotient of a 3-digit number and a 1-digit divisor.	Correct	78	85
Subtract two decimal numbers presented horizontally.	Correct	81	80
Find the difference of a mixed number and a fraction.	Correct	67	82
Solve a problem by finding the product of a 2-digit and a 1-digit number.	Correct	89	84
Find the quotient of a 3-digit number and a 2-digit divisor.	Correct	85	91
Find the quotient of a decimal in tenths and a 1-digit divisor.	Correct	93	90
Solve a problem involving subtraction of two 3-digit numbers.	Correct	93	88
Find the sum of two fractions with like denominators, without regrouping.	Correct	93	96

Reporting Category: Measurement and Geometry — **Scaled Score: 041**

Description of Question	Student Response	% Correct in School	% Correct in Division
Identify a model of a specified transformation.	Correct	89	86
Recognize characteristics of a diameter of a circle.	Correct	96	92
Identify a specified type of triangle.	Incorrect	78	80
Determine the perimeter of a square when the length of a side is given.	Correct	89	87
Identify two congruent shapes.	Correct	67	75
Determine the measure of a given angle.	Correct	96	88
Determine elapsed time, in a 24-hour period.	Correct	78	83
Identify a figure with specified area and perimeter.	Correct	78	77
Identify the metric unit most appropriate for a specified mass.	Correct	89	91
Determine the area of a rectangle with given dimensions.	Correct	96	81
Recognize the definition of circumference of a circle.	Correct	85	83
Measure the length of a given object to the nearest one-fourth inch.	Correct	81	73

Reporting Category: Probability and Statistics — **Scaled Score: 050**

Description of Question	Student Response	% Correct in School	% Correct in Division
Recognize incorrectly graphed data on a bar graph with increments of 10.	Correct	96	89
Determine the probability of a single event.	Correct	85	87
Identify a question whose solution requires the use of basic probability.	Correct	96	94
Identify the mode of a given set of values.	Correct	100	88

Student Performance by Question Report

Student Name:			
State Testing Identifier:		Admin:	Spring 2007 Non-Writing
Student Number:		Grade:	5
Overall Scaled Score:		School:	
Overall Performance Level:		Division:	101 - ALEXANDRIA CITY

Gr 5 Mathematics

Form: M-28 Core: 2

Reporting Category: Probability and Statistics **Description of Question**	**Scaled Score: 050** **Student Response**	**% Correct in School**	**% Correct in Division**
Calculate the mean of a set of five values.	Correct	74	83
Identify a correct list of all outcomes of a situation.	Correct	96	86
Identify the stem-and-leaf plot that correctly displays a set of data.	Correct	93	94
Extract information from a line graph with increments of 5.	Correct	88	84

Reporting Category: Patterns, Functions, and Algebra **Description of Question**	**Scaled Score: 050** **Student Response**	**% Correct in School**	**% Correct in Division**
Evaluate and identify the rule for a simple number pattern.	Correct	100	96
Identify the relationship between values in an Input/Output number machine.	Correct	100	96
Identify the symbolic form of an expression presented in words.	Correct	93	82
Identify the relationship between values in an Input/Output table.	Correct	93	88
Identify the symbolic form of a quantitative relationship given in words.	Correct	85	80
Identify a variable in a given equation.	Correct	96	89
Identify a table with the same relationship between values as a given Input/Output table.	Correct	78	75
Identify the symbolic form of a quantitative relationship given in words.	Correct	81	87
Identify a problem that could be solved using a specified number sentence.	Correct	81	74
Identify the translation into words of a specified symbolic expression.	Correct	93	82

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Appendix E

Virginia Accreditation Ratings

Virginia School Report Card

Virginia School Report Card:
School Accreditation Status for 2007-2008
School Accreditation Rating Descriptions

Terminology

School accreditation ratings for 2007-08 are based on student achievement on Standards of Learning (SOL) tests and other tests in English, mathematics, history/social science and science administered during 2006-07 or on overall achievement during the three most recent years. The results of tests administered in each subject area are combined to produce overall passing percentages in English, mathematics, history/social science and science.

Accreditation ratings also reflect adjustments made for schools that successfully remediate students who initially fail reading, writing or mathematics tests. Adjustments also may be made for students with limited English proficiency and for students who have recently transferred into a Virginia public school. All of these factors are taken into account in calculating pass rates in each subject area.

Schools receive one of the following ratings:

Fully Accredited
High schools and middle schools are fully accredited if students achieve pass rates of 70 percent or above in all four content areas.

A combined pass rate of at least 75 percent on English tests in grades 3 - 5 is required for full accreditation at the elementary school level, and for other schools with students in these grades. Elementary schools also must achieve a pass rate of at least 70 percent in mathematics and in grade 5 science and grade 5 history, and pass rates of at least 50 percent in grade 3 science and grade 3 history.

2007 Accreditation Benchmarks (Pass Rates)

SUBJECT	Grade 3	Grades 4-5	Grades 6-12
English	75%	75%	70%
Mathematics	70%	70%	70%
Science	50%	70%	70%
History	50%	70%	70%

Accredited with Warning
A school receives this rating if pass rates are below the achievement levels required for full accreditation. Schools that are Accredited with Warning undergo academic reviews and are required to adopt and implement school improvement plans. Schools that are Accredited with Warning in English and/or mathematics also are required to adopt instructional programs proven by research to be effective in raising achievement in these subjects.

Accreditation Denied
A school is denied accreditation if it fails to meet the requirements to be rated fully accredited for three consecutive years. Schools that have been denied accreditation are subject to corrective actions prescribed by the Board of Education and agreed to by the local school board through a signed memorandum of understanding.

A school board must submit a corrective action plan to the Board of Education within

45 days of receiving notice of a school being denied accreditation describing the steps to be taken to raise achievement to state standards. The Board of Education will consider the plan in developing the memorandum of understanding, which must be in force by November 1 of the year for which the school has been denied accreditation. As an alternative to the memorandum of understanding, a local school board may choose to reconstitute a school rated "Accreditation Denied" and apply to the Board of Education for a rating of "Conditionally Accredited."

Conditionally Accredited

New schools that are comprised of students from one or more existing schools will be awarded this status for one year pending an evaluation of the performance of students on SOL tests and other statewide assessments. This rating may also be awarded to a school that is being reconstituted. A school rated as "Conditionally Accredited" following reconstitution will revert to a status of "Accreditation Denied" if it fails to meet the requirements for full accreditation by the end of the agreed upon term, or if it fails to have its annual application for such rating renewed.

NOTE: ***For best results, print this page in landscape mode.***

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Appendix F

Example of State Accreditation Passing Percentage Calculations for Remediation Recovery Students

TABLE 50
Alexandria City Public Schools
State Accreditation Passing Percentages
Mathematics Remediation Recovery Calculation Examples

School Accreditation calculations with Remediation Recovery bonus used through the 2004-05 school year								
	grade level		tests counted 3 & 5	grade 3 & 5 passing %	remediation recovery grade 4 students taking & passing grade 3 test	remediation recovery bonus	tests counted 3 & 4 & 5	accreditation passing percent
	3	5						
numerator # passing	30	30	60	67%	5	5+	65	72%
denominator # testing	45	45	90		10	0	90	

The above school makes accreditation because the passing rate increased from 67% to 72% when the remediation recovery bonus of the five passing fourth graders, taking the third grade test, was added into the numerator.

School Accreditation calculations with Remediation Recovery bonus beginning in 2005-06 to the present									
	grade level			tests counted 3, 4, & 5	grade 3, 4, & 5 passing %	remediation recovery grade 4 students taking & passing grade 4 test	remediation recovery bonus	tests counted 3, 4, & 5	accreditation passing percent
	3	4	5						
numerator # passing	30	30	30	90	67%	5	5+	95	68%
denominator # testing	45	45	45	135		10	5+	140	

The above school does not make accreditation because the passing rate only increased from 67% to 68% when the remediation recovery bonus of the five passing fourth graders, taking the fourth grade test, was added into the numerator and into the denominator.

Appendix G

Virginia Alternate Assessment Program
Summary Report by School for:

•John Adams Elementary School
•Jefferson-Houston Elementary School
•Mount Vernon Elementary School
•Francis Hammond Middle School
•George Washington Middle School
•T. C. Williams High School
•Special Situations

TABLE 51
Alexandria City Public Schools
2007 Virginia Alternate Assessment Program
Students Tested and Passing Percentages by School

School	Reading		Mathematics		History/S.S.		Science	
	#	%	#	%	#	%	#	%
John Adams	13	62	13	85	8	88	10	70
Jefferson–Houston	1	100	1	100	1	100	1	100
Mount Vernon	6	67	6	67	4	25	4	25
Francis Hammond	10	100	10	100	10	100	3	100
George Washington	19	89	19	79	19	84	7	86
T.C. Williams	5	100	5	100	5	80	5	100
Special Situation	8	75	8	50	7	57	6	50
Division	62	81	62	81	54	80	36	72

Appendix H

Virginia Grade Level Assessment
Division Summary Report by School for:

- **Charles Barrett Elementary School**
- **Jefferson-Houston Elementary School**
- **Maury Elementary School**
- **Mount Vernon Elementary School**
- **Francis Hammond Middle School**

TABLE 52
Alexandria City Public Schools
2007 Virginia Grade Level Assessment
Students Tested and Passing Percentages by School

School	Reading		Mathematics		History/S.S.		Science	
	#	%	#	%	#	%	#	%
Charles Barrett	3	0						
Jefferson–Houston	4	25	3	0	3	0	3	0
Maury			5	40	2	0	2	0
Mount Vernon			1	0				
Francis Hammond	3	0	18	50	1	0		
Division	10	10	27	41	6	0	5	0

Appendix I

Virginia Annual Measurable Objectives

Adopted by Virginia Board of Education: June 22, 2005

Addendum to NCLB Amendment Request

12. AYP: Revise the annual proficiency targets (annual measurable objectives) for reading and mathematics Critical Elements 3.1, 3.2(b)

Request: Virginia will revise the annual proficiency targets (annual measurable objectives) for reading and mathematics to reflect an annual increase. The targets currently increase from 61 percent in reading and 59 percent in mathematics in 2003-2004 to 70 percent in reading and mathematics in 2004-2005. Beginning in 2004-2005, the revised proficiency target for reading will be 65 percent and the revised proficiency target for mathematics will be 63 percent. As the results of newly developed and administered tests are used in determining Adequate Yearly Progress and accountability decisions for the state, divisions, and schools, the board will annually review and adjust, if necessary, its proficiency targets in reading and mathematics based on data analysis.

Revised NCLB AYP Targets (Annual Measurable Objectives)

Year	Reading			Mathematics		
	%Prof Current	%Prof Revised	Increase	%Prof Current	%Prof Revised	Increase
2001-02	60.7	60.7	Base	58.4	58.4	Base
2002-03	61	61	0	59	59	0
2003-04	61	61	0	59	59	0
2004-05	70	65	4	70	63	4
2005-06	70	69	4	70	67	4
2006-07	70	73	4	70	71	4
2007-08	80	77	4	80	75	4
2008-09	80	81	4	80	79	4
2009-10	80	85	4	80	83	4
2010-11	90	89	4	90	87	4
2011-12	90	93	4	90	91	4
2012-13	90	97	4	90	95	4
2013-14	100	100	3	100	100	5

Rationale: Since the U.S. Department of Education has deferred a decision on Virginia's request to establish separate proficiency targets (annual measurable objectives) for each subgroup, the Board of Education is requesting a revision in its proficiency targets for calculating Adequate Yearly Progress ratings in reading and mathematics beginning in 2005-2007 based on 2004-2005 assessments. The revised proficiency target increases set expectations for growth in student achievement that are continuous and substantial and represent equal increments of leading up to 100 percent proficiency no later than 2013-2014, as required by federal statute.

The reading and mathematics achievement of all students in the aggregate has risen dramatically since the inception of the Virginia Standards of Learning testing program in 1998. In addition, changes in federal policy regarding participation of limited English proficient students and students with disabilities are expected to increase the proportion of traditionally low-scoring students who will be participating in the assessment program. Finally, additional tests implemented in 2006-2007 have increased participation of students in the assessment program at the same time the tests are being administered for the first time. These factors can be expected to have a short-run depressing effect on achievement scores over the next several years. Revising the proficiency targets to show incremental growth annually should result in a more valid representation of progress from the baseline year.

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Appendix J

2007 SOL Plain English Mathematics Passing Percentages
Elementary and Middle Schools

TABLE 53
Alexandria City Public Schools
2007 SOL Plain English Mathematic Passing Percentages
Elementary Schools

School	Grade 3 (%)	Grade 4 (%)	Grade 5 (%)
John Adams	55 (n = 22)	41 (n = 17)	60 (n = 10)
Charles Barrett	100 (n = 3)	0 (n = 1)	0 (n = 2)
Patrick Henry	50 (n = 10)	17 (n = 12)	56 (n = 9)
Jefferson–Houston	100 (n = 1)	0 (n = 4)	40 (n = 5)
Cora Kelly	57 (n = 7)	0 (n = 3)	33 (n = 6)
Lyles–Crouch	75 (n = 4)	17 (n = 6)	67 (n = 3)
Douglas MacArthur	50 (n = 8)	27 (n = 11)	40 (n = 10)
George Mason	53 (n = 15)	80 (n = 10)	33 (n = 3)
Maury	-	-	-
Mount Vernon	69 (n = 13)	23 (n = 26)	27 (n = 15)
James K. Polk	60 (n = 5)	0 (n = 1)	56 (n = 9)
William Ramsay	50 (n = 18)	7 (n = 14)	20 (n = 10)
Samuel Tucker	92 (n = 24)	47 (n = 15)	56 (n = 9)

Division[a]	64 (n = 131)	29 (n= 121)	42 (n = 91)

[a] Includes students in special situations.

TABLE 54
Alexandria City Public Schools
2007 SOL Plain English Mathematic Passing Percentages
Middle Schools

School	Grade 6 (%)	Grade 7 (%)	Grade 8 (%)
Francis C. Hammond	11 (n = 62)	8 (n = 64)	14 (n = 44)
George Washington	10 (n = 21)	0 (n = 28)	0 (n = 27)
Division [a]	11 (n = 83)	5 (n = 95)	8 (n = 72)

[a] Includes students in special situations.