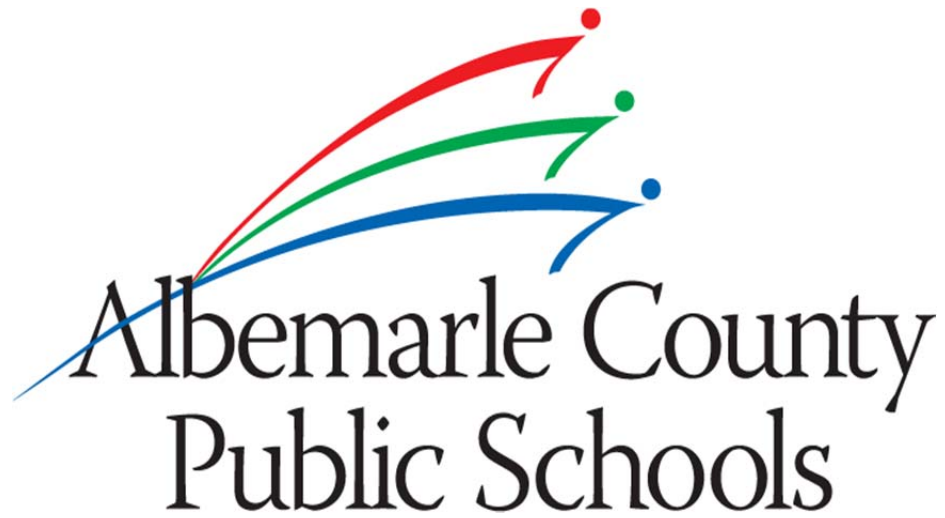




State of the Division Report

October 27, 2011

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

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

Executive Summary

SOLs and Accountability

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

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

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

Elementary

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

Middle School

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

High School

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

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

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Core Academic Data

Elementary

Third^[CG1] Grade Percent Passing SOL

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

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

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

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

Fourth Grade Percent Passing SOL

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

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

Fifth Grade Percent Passing SOL

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

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

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

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

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

Kindergarten, Second, and Fifth Grade Reading Data

PALS

The Phonological Awareness Literacy Screening (PALS) provides a comprehensive assessment of young children's knowledge of the important literacy fundamentals that are predictive of future reading success. These scores reflect students who have met the PALS benchmarks for the grade specified.

PALS	Kindergarten	2008-2009	2009-2010	2010-2011
Met Bench Marks		91.5	88.1	93.1
Below Bench Marks		8.5	11.9	6.9

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

QRI

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

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

Middle School

Sixth Grade Percent Passing SOL

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

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

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

Seventh Grade Percent Passing SOL

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

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

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

Eighth Grade Percent Passing SOL

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

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

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

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

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

Middle School Percent Passing Algebra and Geometry

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

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

Sixth^[CG2], Seventh, and Eighth Grade MAP Reading and Math Data*

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

Since students are given harder questions as they continue to get correct errors, it is likely that students will be presented content on which they have not yet been instructed. In these instances, the teacher is to instruct students to give it their best effort, but not spend too much time on a question that is unfamiliar to them. This advantages students who have been exposed more broadly to mathematical topics/concepts that have not been presented through the grade-level curriculum or students who have been taught critical thinking and problem solving strategies related to unfamiliar topics.

After a student completes testing they are given an overall score and percentile rank that allows them to understand their achievement relative to all other students who have taken the test and relative to the other students in their grade who have taken the test. Students are also given a growth goal for follow-up testing in the spring. This is an individualized learning target based on their current score, their previous scores (if available) and the score that represents grade-level proficiency. For teachers, they are provided a breakdown of students' strengths and weaknesses and instructional supports aligned to our state standards.

Key elements that differentiate MAP from other assessments: no ceiling or floor - all students will be presented with a harder or easier question based on their performance; there is no "passing score" -students are measured based on percentile rank (50th percentile is average); the assessment is focused on student growth - the score on any individual assessment is not important, but a means to determine how much growth a student has made; and all students are expected to make growth - regardless of the student score, all students are expected to make at least two points of growth.

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

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

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

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

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

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

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

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

High School

Percent Passing End-of-Course SOL

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

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

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

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

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

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

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

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

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

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

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

SAT Data

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

AP Participation Rates

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

Virtual Courses

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

Summer School

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

World Languages

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

Standards-Based Measurement of Proficiency (STAMP)

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

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

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

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

WHEN: The STAMP testing window is in late April.

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

HOW for Teachers: Teachers are given class reports that allow them to see individual student results in three areas: Reading, Writing, and Speaking. Students are assessed using the American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Scale. The ACTFL scale offers three levels of proficiency-novice, intermediate, and advanced. The benchmark for Level 3 students is

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

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

	Total Students	Reading	Writing	Speaking
French	115	65	99	94
German	106	38	100	95
Japanese	93	45	92	92
Spanish	595	70	98	93

Fine Arts

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

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

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

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

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

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

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

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

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

Division-sponsored events

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

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

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

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

Future needs:

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

Music

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

Elementary music program ~ taught by music specialists

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

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

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

- Continuing to provide limited financial support for strings programs

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

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

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

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

High School choral program

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

Visual Arts

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

Elementary visual art program ~ primarily taught by art specialists

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

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

Middle school visual art program

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

High school visual art program

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

Drama

Middle school drama program

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

High school drama program

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

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

Career and Technical Education

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

CTE provides instructional programs through which students acquire knowledge and learn relevant technical applications of current and emerging careers while preparing for postsecondary studies and employment opportunities following high school graduation. The CTE curricula are focused around six program-specific areas: business and information technology, family and consumer sciences, health and medical sciences, marketing, technology education, and trade and industrial.

In recent years, ACPS began shifting base-school CTE offerings from traditional “vocational” courses toward an “advanced professional studies” model. We are achieving this by:

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

Dual Enrollment CTE Courses:

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

2009^[CG3]-2010 Middle School CTE Enrollment

Program Area	Sections	Enrollment	Female	Male
Family & Consumer Sciences	21	424	226	198
Technology Education	44	778	232	546
Business & Information Technology	38	707	281	426
TOTAL	103	1909	739	1170

2009-2010 High School CTE Enrollment

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

2009-2010 *Completer Industry Credentialing

**Tests Administered	Credentials Earned	Pass Rate
163	131	80.37%

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

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

2010-2011 Middle School CTE Enrollment

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

2010-2011 High School CTE Enrollment

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

2010-2011 *Completer Industry Credentialing

**Tests Administered	Credentials Earned	Pass Rate
171	146	85.38%

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

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

Physical Education

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

HEALTH-RELATED FITNESS TESTING GUIDELINES

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

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

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

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

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

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

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

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

	Boys			Girls		
Grade [CG4] 4	State % in HFZ	ACPS	%	State % in HFZ	ACPS	%
Abdominal	85.4	495	85.9	84.0	473	87.9%
Aerobic	70.4	494	87.7	86.9	476	90.5%
Upper Body Strength	78.8	497	82.1	72.3	370	77.4
Flexibility	81.0	495	82.2	85.9	476	89.1
Trunk Lift	87.5	494	88.7	90.9	473	94.3
Body Composition	67.3	437	75.3	67.4	420	88.6

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

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

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

Grade 8		Boys			Girls		
		State % in HFZ	ACPS	%	State % in HFZ	ACPS	%
Abdominal		91.2	449	95.5	89.5	401	95.0
Aerobic		69.4	455	70.1	72.3	399	79.2
Upper Body Strength		78.5	455	70.8	77.6	400	70.5
Flexibility		85.5	430	82.1	89.8	388	88.1
Trunk Lift		87.7	422	89.8	90.1	359	91.6
Body Composition		67.4	409	77.8	63.7	361	84.2

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

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

Extra-Curricular and Curriculum Related Activities

Curriculum Activities

	Activity
Fine Arts	• Summer Residential Governor's School • Honors' Events (on State of the Arts report)
Language Arts	• Spelling Bee (School level ~1000; Division Level~22) • Writer's Eye (~100) • Governor's School for the Humanities (~15-20) • Literacy Explosion (~150)
Math	• Summer Residential Governor's School • 24 Competition • Math Counts • Math Olympiad
Science	• VABIO Student Chapter • Virginia Piedmont Regional Science Fair • Northrup Grumman WORTHY program • Virginia Aerospace Science and Technology Scholars
Social Studies	• Governor's School for the Humanities (~8) • National History Day (~100) • Model United Nations (~40) • Mock Elections (~225)
World Languages	• Governor's Foreign Language Academy (~20)

Gifted

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

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

2010-11 DI information:

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

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

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

Athletics

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

Fall:	Cheerleading Cross Country Field Hockey Football Golf Volleyball	Winter:	Basketball Cheerleading Indoor Track Swimming Wrestling	Spring:	Baseball Lacrosse Soccer Softball Tennis Track
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	Fall	Winter	Spring
Male	452	445	561
Female	423	370	814
Total	875	815	1375

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