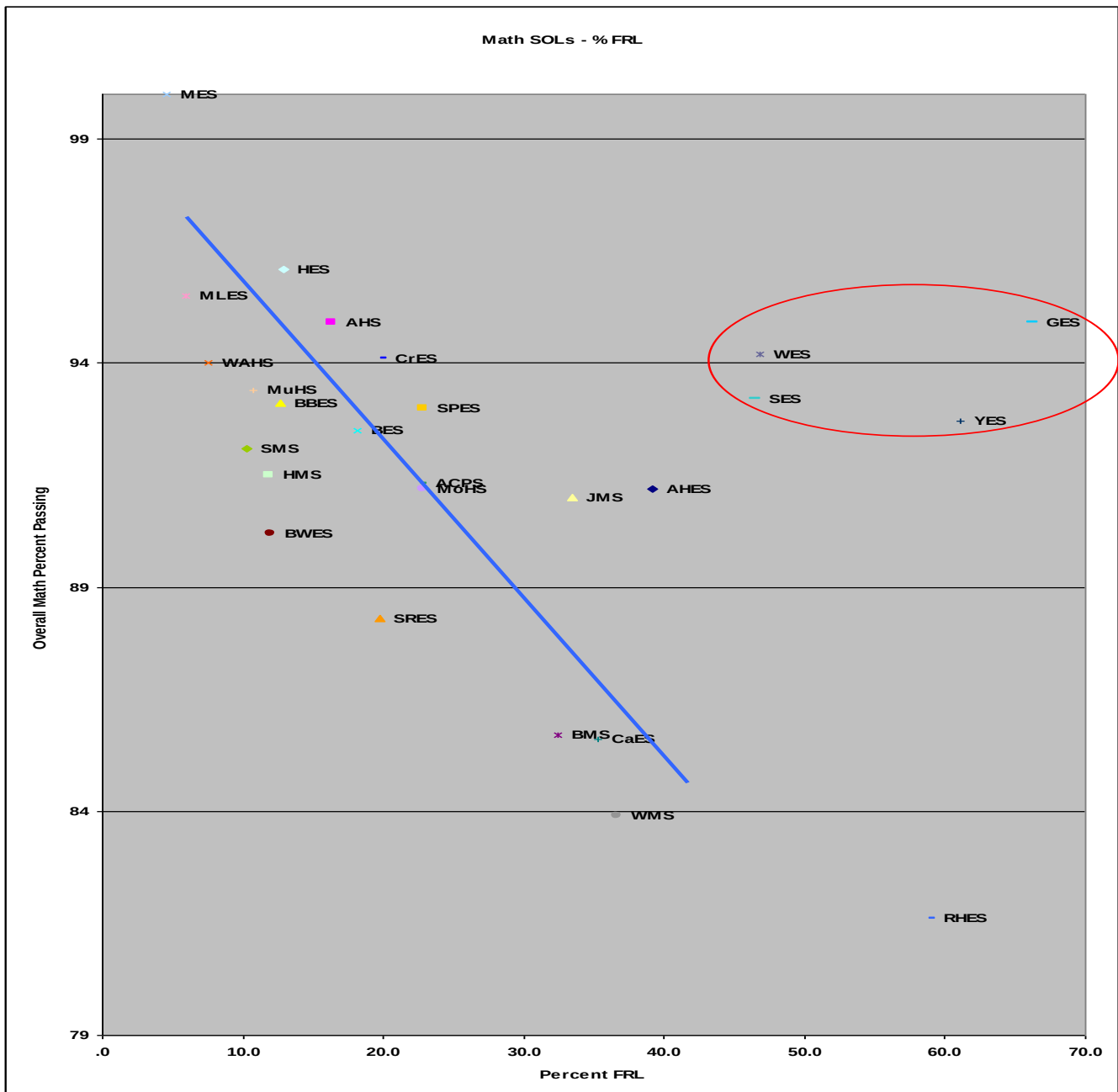


ACPS SOL Achievement Gap Analysis

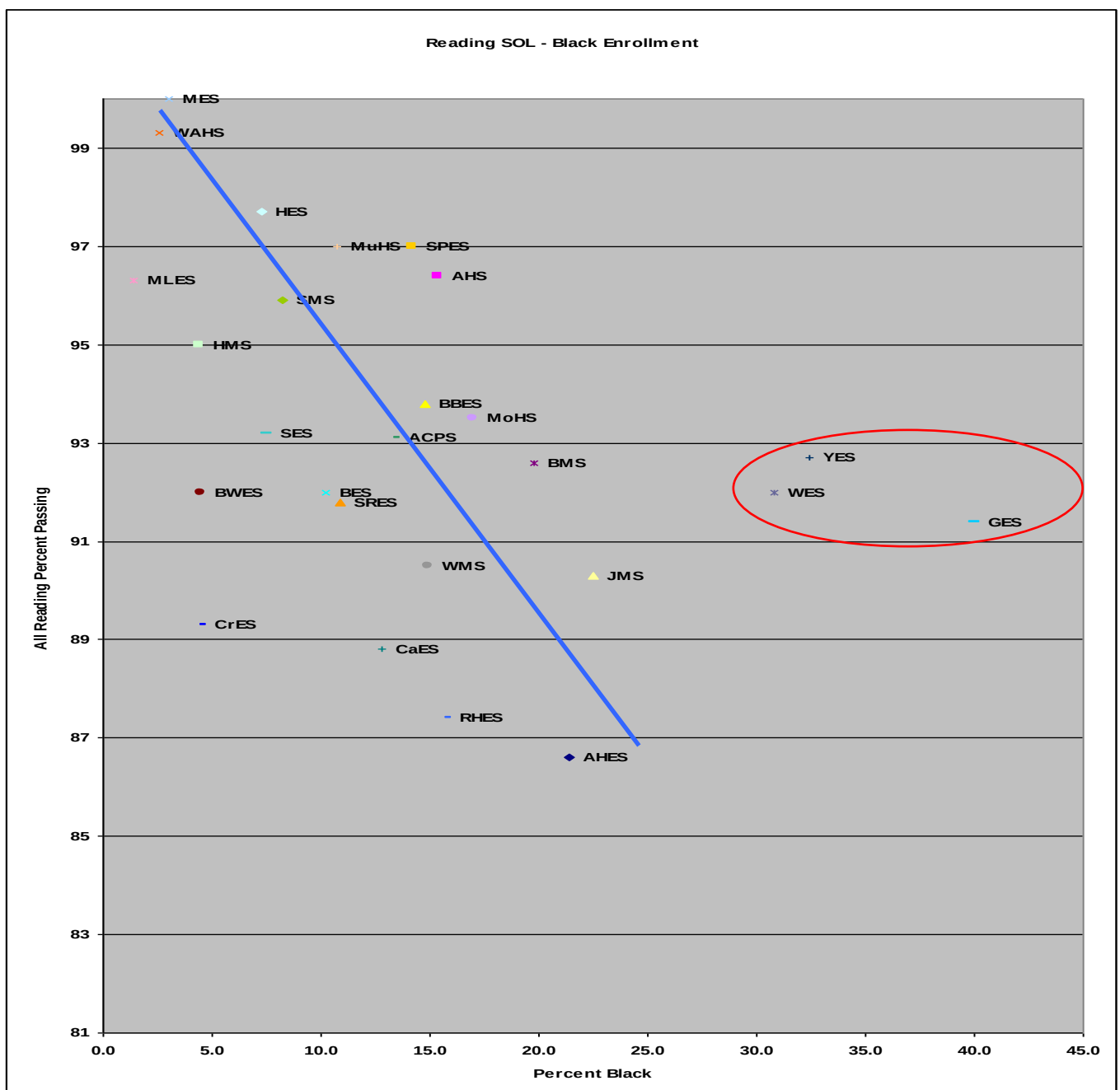
This chart is intended to show the overall percentage of students in a school who are socioeconomically disadvantaged and the achievement level of all students on the math SOLs. To use this chart, look vertically and consider the variation in performance between schools.

- There is a negative correlation between achievement for all students and the percentage of disadvantaged students in the school.
- Scottsville, Yancey, Greer and Woodbrook had the most success in narrowing the achievement gap for disadvantaged students.
- Burley, Walton, Cale and Red Hill are struggling the most to narrow the achievement gap for disadvantaged students.
- Monticello HS, Jouett, Agnor-Hurt and Stony Point (all with < 20% disadvantaged student population) are making progress toward narrowing the achievement gap.



This chart is intended to show the overall percentage of students in a school who are African-American and all students achievement level on the reading SOLs. To use this chart, look vertically and consider the variation in performance between schools.

- There is a negative correlation between students' achievement on reading SOLs and the percentage of black students in the total student population.
- Yancey, Woodbrook and Greer are all narrowing the achievement gap for black students in their schools.
- Red Hill, Agnor-Hurt, and Cale are struggling the to narrow the achievement gap for their black students.
- Burley and Jouett are making progress toward narrowing the achievement gap (all with < 20% black student population).

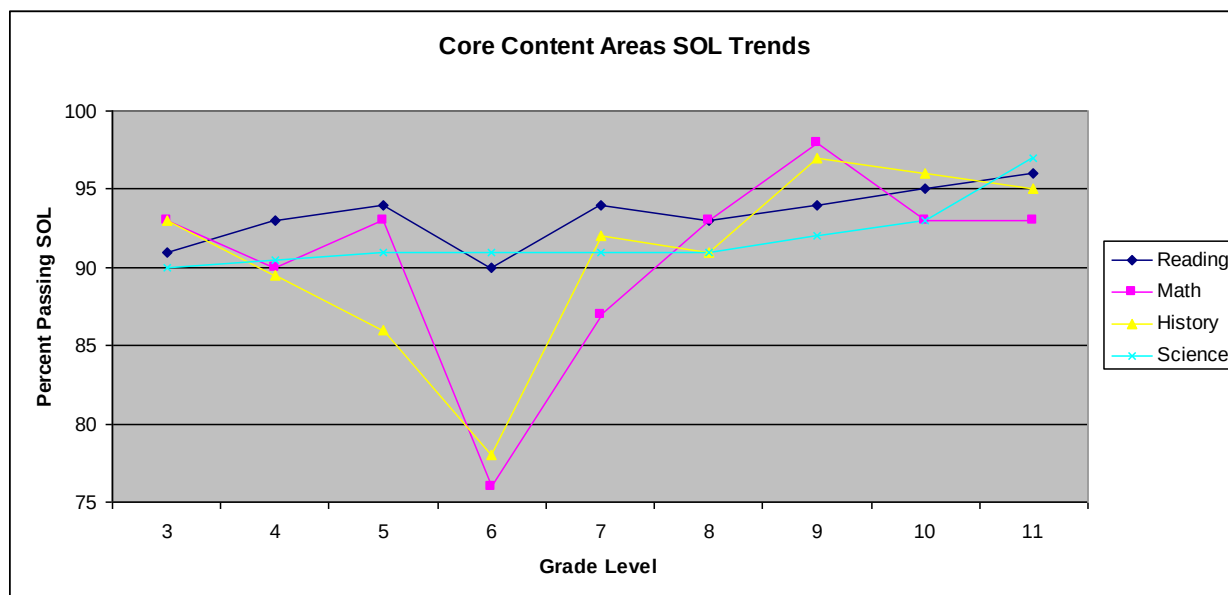


In 2007-08 there were 21 tests where the overall pass rates met or exceeded the division expectation of 90%. In 2008-09 there were 29 SOL tests where the overall pass rate was 90% or better throughout the division, leaving only four tests below expectations:

Reading – 3	Math – 5	Civics & Economics	Biology
Math – 3	Science – 5	Science – 8	Chemistry
Science – 3	Reading – 6	Reading – EOC	World I
History and Social Studies	Reading – 7	Writing – EOC	World II
Reading – 4	US History II	Algebra I	US & Virginia History
Math – 4	Reading – 8	Geometry	
Reading – 5	Writing – 8	Algebra II	
Writing – 5	Math – 8	Earth Science	

The overall pass rates for 8 of the 10 reading and writing tests improved over last year and 6 of the 9 math tests improved. Moreover, none of the pass rates for reading, writing, or math had a year-to-year decline.

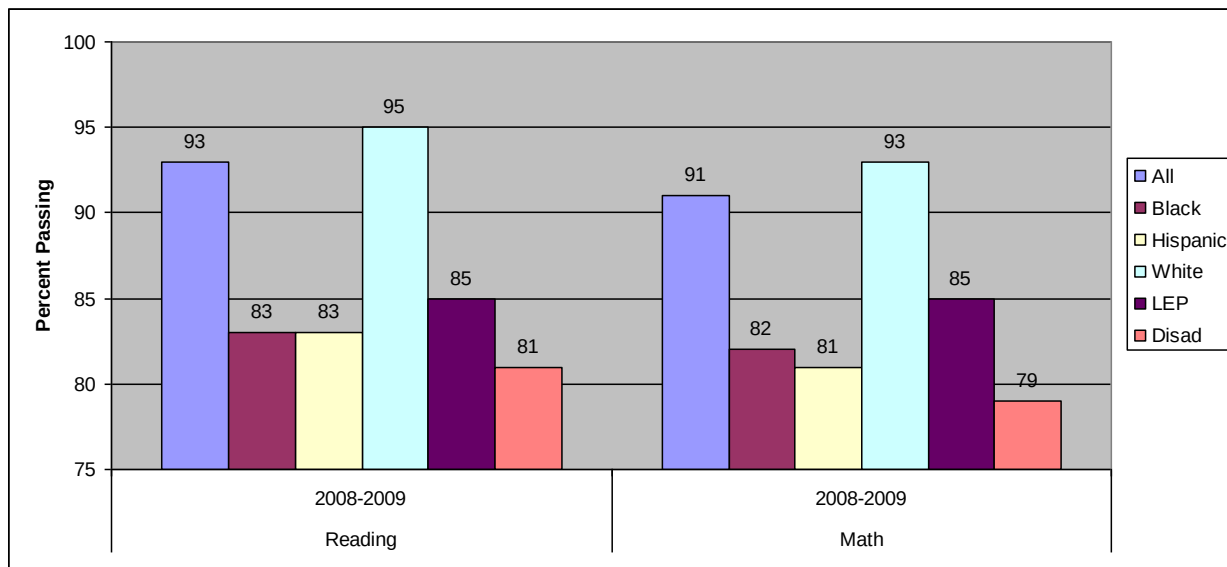
While there were improvements in many reading and math scores, there are still areas where improvement is needed to get a 90% pass rate on all SOL tests. While reading and science had every test at or above the 90% pass rate, history and math experience a strong dip in 5th, 6th, and 7th grades.



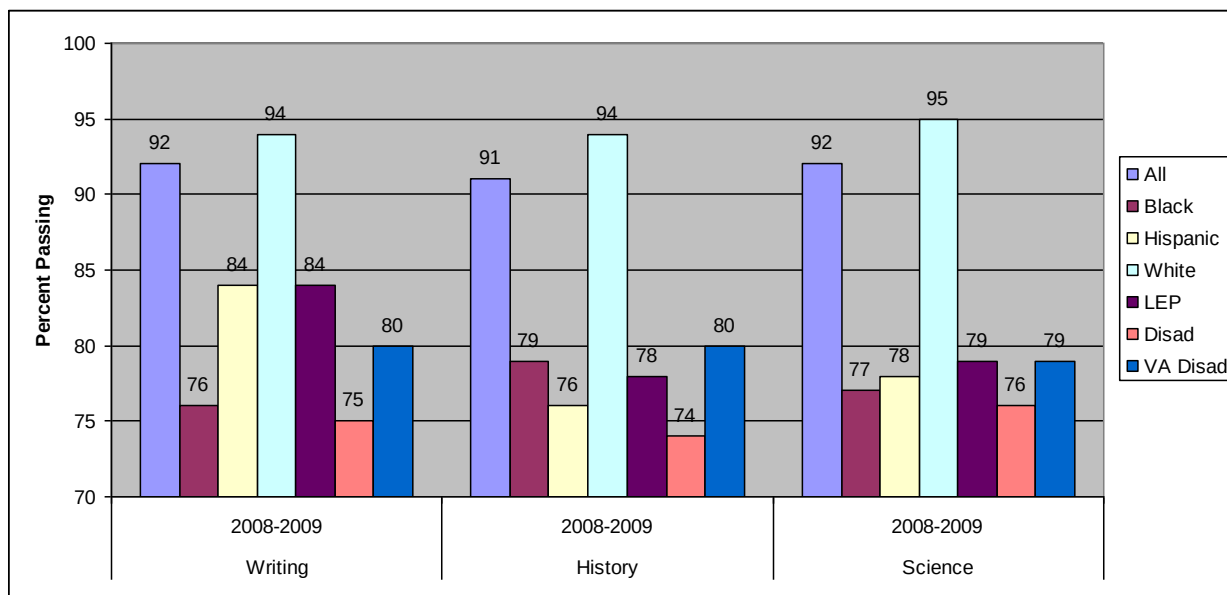
Math and social studies have the largest drops in achievement. Math has a seventeen percentage point drop from fifth to sixth grade that slowly climbs back up to 90% by eighth grade. History has a cumulative fifteen percentage point drop from fourth to sixth grades.

Trends also indicate that high schools are achieving the highest pass rates of all school levels, across all subjects. Middle schools had the lowest pass rates. Pass rates were particularly low in math and social studies, while science and reading pass rates were commensurate with elementary and high school levels.

Albemarle County Schools' lowest performing groups are still black, Hispanic and socioeconomically disadvantaged students.

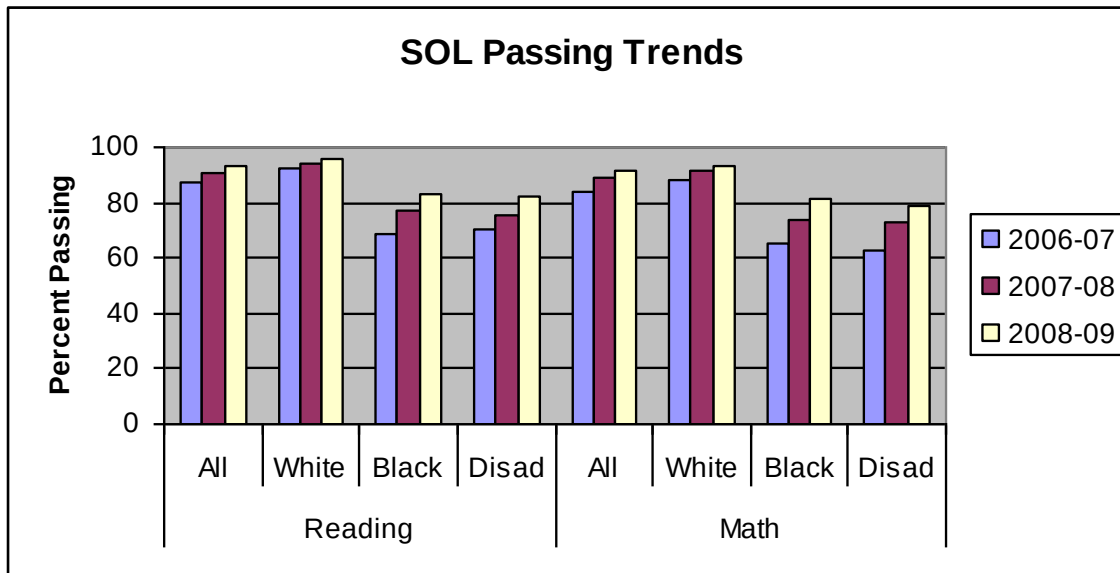


Beyond reading and math, black, Hispanic and socioeconomically disadvantaged students also lag behind the overall division average in history, science, and writing.

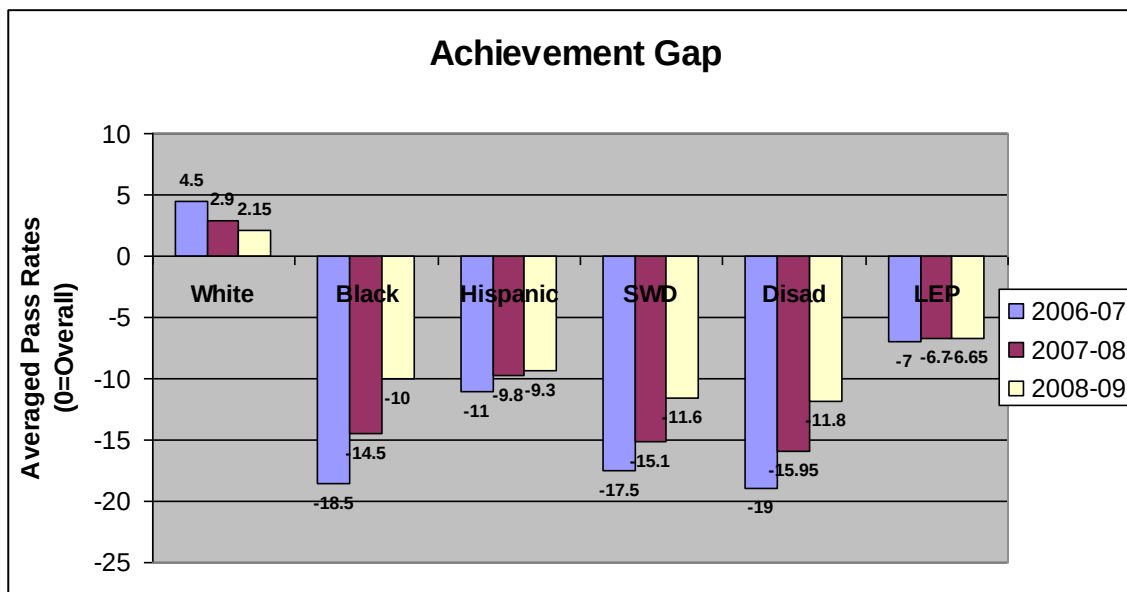


For black students the greatest disparities in achievement are across writing and science, where they lag approximately fifteen percentage points behind the division average. Socioeconomically disadvantaged students demonstrate a similar pattern. These students lag an average of seventeen points behind the division average and five points behind the state average.

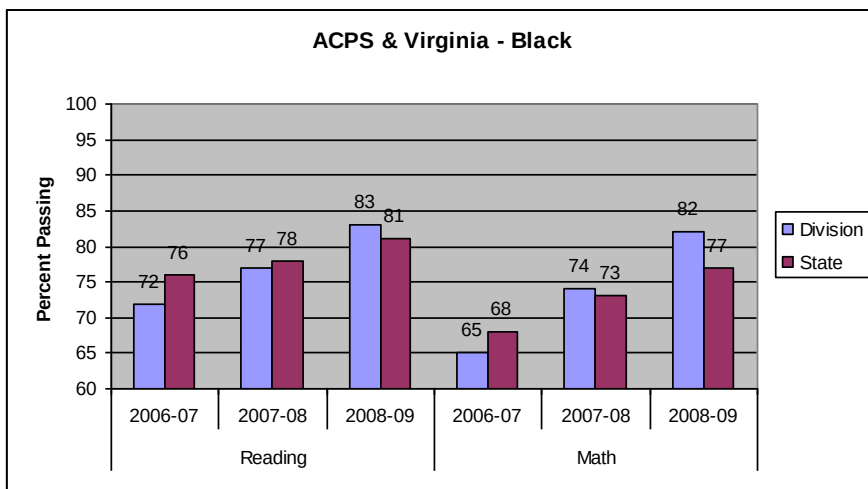
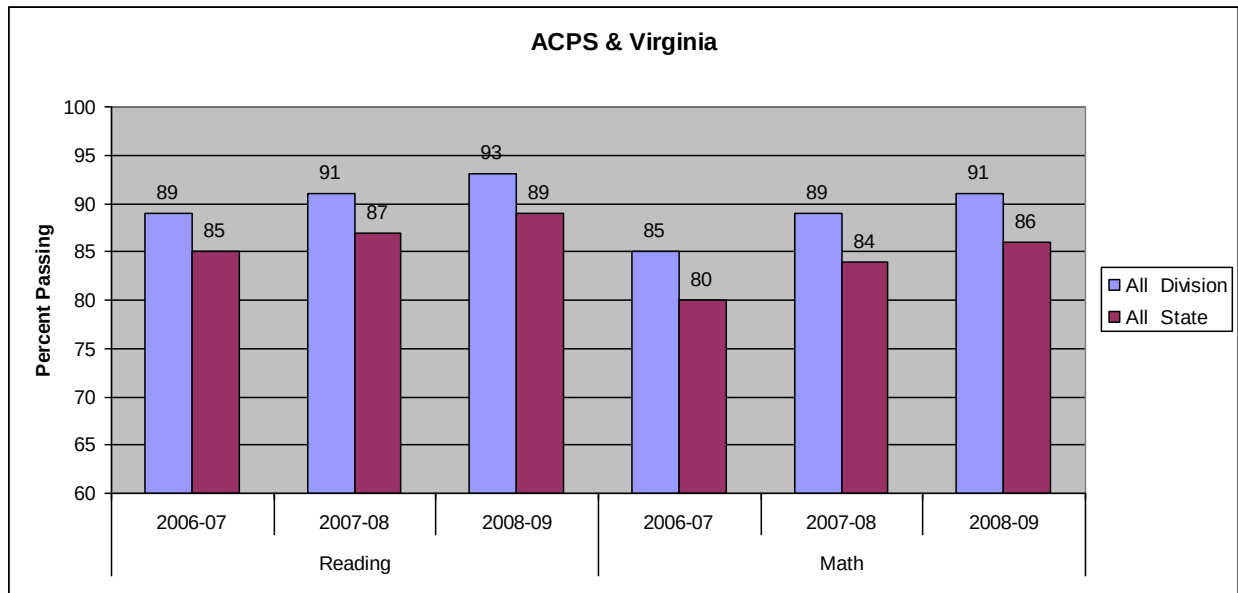
Despite the apparent gap in achievement for black, Hispanic, and socioeconomically disadvantaged students, all groups made year-to-year gains in reading and math. Black and socioeconomically disadvantaged students had an approximately fifteen and twenty percentage point gains in reading and math, respectively.



The pattern is similar when all NCLB subgroups are compared to the mean score for the Division. White students are not experiencing a decline in achievement; rather the Division is achieving a pass rate that is closer to the pass rate for white students. Similarly, all NCLB subgroups show demonstrable achievement gains toward closing the achievement gap. The largest gains are for black and socioeconomically disadvantaged students.



The Division has consistently been ahead of the state in reading, by four percentage points, and in math, by five percentage points.



Three years ago, black students were four percentage points behind the state average in reading and three percentage points behind in math.

Currently, black students in the Division lead the state by two points in reading and five points in math. This would suggest the Division is doing more to close the achievement gap than the state as a whole.

This trend is similar for disadvantaged students who have gone from the three percentage point deficit to parity in reading and from a four point deficit to a two advantage in math.

These groups had an average of eleven percentage points of growth in reading and sixteen percentage points of growth in math over the three year average.

