

SCHOOL DIVISION ANNUAL REPORT CARD

1. Division Report Cards

The Charlottesville City School Board will annually prepare and disseminate a division report card. The report card will contain the following information:

- information, in the aggregate, on student achievement at each proficiency level on the Standards of Learning. The information will also be disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. Disaggregated information will not be provided if the number of students in a category is less than 10.
- information that provides a comparison between the actual achievement levels of economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency and Virginia's annual measurable objective for each such group of students on each of the Standards of Learning.
- the percentage of students not tested (disaggregated by the same categories and subject to the same exception described in the first bullet above).
- the most recent 2-year trend in student achievement in each subject area, and for each grade level, for which Standards of Learning tests are required.
- aggregate information on any other indicators used by Virginia to determine the adequate yearly progress of students in achieving Virginia's academic achievement standards.
- graduation rates for secondary school students. The graduation rates reported will include graduation rates for public school students who graduate from secondary school with a regular diploma in the standard number of years.
- information on the performance of the division regarding making adequate yearly progress.
- the professional qualifications of teachers in the division, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the Division not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this provision, means schools in the top quartile of poverty and the bottom quartile of poverty in Virginia.
- the number and percentage of schools identified for school improvement.
- the length of time that schools identified for improvement have been so identified.
- information showing how students served by the division achieved on the Standards of Learning tests compared to students in the state as a whole.

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The report card will also show, for each school in the division, whether the school has been identified for school improvement under the No Child Left Behind Act of 2001, and information that shows how the school's students' achievement on the Standards of Learning and other indicators of adequate yearly progress compared to students in the division and the state as a whole.

The Charlottesville City School Board will publicly disseminate the information in the annual report card to all schools in the division and to all parents of students attending those schools in an understandable and uniform format. To the extent practicable, the information will be provided in a language that the parents can understand. The Board will also make the information widely available through public means such as posting on the Internet, distribution to the media, and distribution through public agencies.

II. School Performance Report Cards

The Charlottesville City School Board shall ensure that every school in the division, regardless of whether or not that school receives funds under Title I, Part A, shall provide annually to the parents and the community a School Performance Report Card containing information for the most recent three-year period. Such information shall include but not be limited to:

- SOL test scores and scores on the literacy and numeracy tests required for the Modified Standard Diploma for the school, school division, and state.
- percentage of students tested, as well as the percentage of students not tested, to include a breakout of students with disabilities and limited English proficient students.
- percentage of students who are otherwise eligible, but do not take, the SOL tests due to enrollment in an alternative, or any other program not leading to a Standards Advanced Studies, Modified Standard, or International Baccalaureate Diploma.
- performance of students with disabilities or students with limited English proficiency on SOL tests and alternate assessments as appropriate.
- the accreditation rating awarded to the school.
- attendance rates for students.
- information related to schools safety to include, but not be limited to, incidents of physical violence (including fighting and other serious offenses), possession of firearms, and possession of other weapons.
- information related to qualifications and experience of the teaching staff including the percentage of the school's teachers endorsed in the area of their primary teaching assignment.

In additions, School Performance Report Cards for secondary schools shall include the following:

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- Advanced Placement (AP) information to include percentage of students who take AP courses and percentage of those students who take AP tests.
- college-level course information to include percentage of students who take college-level courses.
- percentage of (i) diplomas, (ii) certificates awarded to the senior class including high school equivalency credentials, and (iii) students who do not graduate.
- percentage of students in alternative programs that do not lead to a Standard, Advanced Studies, or Modified Standard Diploma.
- percentage of students in academic year Governor’s Schools.
- percentage of drop-outs.
- the number of Board-approved industry certifications obtained, the number of state licensure examinations passed, the number of national occupational competency assessments passed, the number of Virginia workplace readiness skills assessments passed and the number of career and technical education completers that graduated. A “career and technical education 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.
- SAT scores and AP scores

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Code of Virginia, 1950, as amended, § 22.1-253.13:4

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