

Virginia School Report Card: Post-NCLB

National Assessment of Educational Progress (NAEP)

Appears on State-Level Report Cards

National Assessment of Educational Progress (NAEP)

The NAEP, also known as The Nation's Report Card, is a national assessment of student achievement that is taken by samples of students representative of each state and of the nation. Tests in reading and mathematics are administered every two years and provide a means of comparing the progress of states in raising student achievement.

2013 NAEP Grade 4 Mathematics

2013 NAEP Grade 4 Mathematics Test Data	Score Range	Score	Proficient	Advanced
All Students	12	18	38	8
Black	27	31	32	1
Hispanic	19	48	34	5
White	7	27	48	18
Asian	13	27	48	18
American Indian	1	1	1	1
Students With Disabilities	34	48	38	5
Economically Disadvantaged	24	52	38	1
Limited English Proficient	34	27	18	1
Days In School Range	13	27	48	18

2013 NAEP Grade 4 Mathematics Participation Data

Students With Disabilities	81
Limited English Proficient	88

NAEP is a NAEP reading assessment and not a NAEP mathematics assessment.

2013 NAEP Grade 4 Reading

2013 NAEP Grade 4 Reading Test Data	Score Range	Score	Proficient	Advanced
All Students	24	31	37	12
Black	42	38	38	5
Hispanic	44	31	38	8
White	18	31	38	18
Asian	11	24	37	28
American Indian	1	1	1	1
Students With Disabilities	34	27	18	2
Economically Disadvantaged	48	38	18	5
Limited English Proficient	72	22	8	1
Days In School Range	32	38	34	18

2013 NAEP Grade 4 Reading Participation Data

Students With Disabilities	82
Limited English Proficient	88

NAEP is a NAEP reading assessment and not a NAEP mathematics assessment.

2013 NAEP Grade 8 Mathematics

2013 NAEP Grade 8 Mathematics Test Data	Score Range	Score	Proficient	Advanced
All Students	21	24	38	18
Black	42	42	18	2
Hispanic	24	48	27	4
White	18	38	34	18
Asian	8	27	38	28
American Indian	1	1	1	1
Students With Disabilities	42	24	8	2
Economically Disadvantaged	38	48	18	2
Limited English Proficient	72	47	8	1
Days In School Range	12	38	38	18

2013 NAEP Grade 8 Mathematics Participation Data

Students With Disabilities	84
Limited English Proficient	88

NAEP is a NAEP reading assessment and not a NAEP mathematics assessment.

2013 NAEP Grade 8 Reading

2013 NAEP Grade 8 Reading Test Data	Score Range	Score	Proficient	Advanced
All Students	22	41	38	8
Black	42	42	18	2
Hispanic	24	48	24	2
White	18	48	34	8
Asian	11	38	42	8
American Indian	1	1	1	1
Students With Disabilities	37	38	8	2
Economically Disadvantaged	37	48	18	2
Limited English Proficient	48	48	7	1
Days In School Range	27	38	27	4

2013 NAEP Grade 8 Reading Participation Data

Students With Disabilities	82
Limited English Proficient	88

NAEP is a NAEP reading assessment and not a NAEP mathematics assessment.

ESEA Requirement

Virginia Nclb Report Card

**Educational Research Service
(Arlington, Va.)**



Virginia Nclb Report Card:

Critical Approaches to Education Policy Analysis Michelle D. Young, Sarah Diem, 2016-11-18 This volume informs the growing number of educational policy scholars on the use of critical theoretical frameworks in their analyses It offers insights on which theories are appropriate within the area of critical educational policy research and how theory and method interact and are applied in critical policy analyses Highlighting how different critical theoretical frameworks are used in educational policy research to reshape and redefine the way scholars approach the field the volume offers work by emerging and senior scholars in the field of educational policy who apply critical frameworks to their research The chapters examine a wide range of current educational policy topics through different critical theoretical lenses including critical race theory critical discourse analysis postmodernism feminist poststructuralism critical theories related to LGBTQ issues and advocacy approaches Closing the achievement gap the impact of standards-based education reform on student performance : draft report for commissioners' review. ,2004

NCLB Meets School Realities Gail L. Sunderman, James S. Kim, Gary Orfield, 2005-06-01 A timely study on the implementation of NCLB in 6 states during the initial phase of the reform The authors policy recommendations will be particularly useful to policy makers and practitioners in designing more effective strategies to improve schooling quality for the least advantaged children This book will be widely adopted in graduate courses in educational policy and intergovernmental relations Kenneth Wong Professor Peabody College Vanderbilt University This is an important topical book that provides a deep look at fundamental issues in the design and implementation of No Child Left Behind Richard F Elmore Gregory Anrig Professor of Educational Leadership Harvard Graduate School of Education The well documented and thorough approach to collecting the data is a major strength The material fit with my experiences as a practicing principal This book can serve as a catalyst for quality conversation that is so drastically needed about how to make NCLB do what it is intended to do ensure that every child is successful Bonnie Tryon Principal Golding Elementary School Cobleskill NY Member 2002 2003 NAESP Board of Directors The essential guide to understanding NCLB The No Child Left Behind Act of 2001 is one of the biggest educational forces of our time So why is it one of the least understood NCLB Meets School Realities is an essential resource for educators wanting to explore and understand the issues raised by NCLB Based on original research of 11 districts across 6 states by The Civil Rights Project at Harvard University this text details how NCLB is put into practice the issues it raises and how it affects minority and low income students The authors look closely at the implications of increased federal involvement in education how states designed their accountability systems to meet the NCLB requirements and the implications of the adequate yearly progress provisions for schools and students They examine whether the transfer policy creates better schooling options for disadvantaged families the ability of districts to implement supplemental educational services and how teachers view the efficacy of NCLB s reforms They also review one provision graduate rate accountability in light of the national graduation

rate crisis NCLB Meets School Realities includes Practical methods to understanding the political implications of NCLB A detailed look at how proficiency standards affect minority youth Revealing data from 11 school districts across 6 states

School Report Cards ,1998* For six consecutive years the annual Report Card information as been provided by the Virginia Beach City Public Schools The site provides information on SOLs current data such as the percent of students passing core subjects PTA membership attendance the number of teachers with advanced degrees and other important information For the first time the site includes some information required by the No Child Left Behind NCLB Legislation of 2001 You will find specified each school s data regarding Adequate Yearly Progress AYP safe schools disaggregated test data and staff characteristics Each school s report card also compares some of this year s data with data from the past three years so you are able to track progress over time Includes links to volunteer opportunities school principals the No Child Left Behind legislation and NCLB report cards which can be accessed at <http://www.pen.k12.va.us> **Virginia Journal of**

Education ,2006 **Teaching English Language Learners** Michaela Colombo,Dana Furbush,2009 This book prepares mainstream teachers to provide content instruction to English language learners *Wise Social Studies in an Age of High-Stakes Testing* Elizabeth Anne Yeager,O. L. Davis,2005-08-01 The chapters in this volume illustrate how teachers are bringing creativity higher order thinking and meaningful learning activities into particular school settings despite pressures of standards and testing We chose the word wise for the title of this book and we use it frequently to describe the pedagogical practices we have identified The words powerful and ambitious are used as well The larger point as Keith C Barton makes in his chapter is that there is no necessary connection between content standards and high stakes tests on the one hand and lowlevel rote instruction on the other He reminds us as Thornton 1991 and Wiggins 1987 previously have argued that teachers play a crucial role in mediating educational policy and their intentions and interpretations have at least as much influence on classroom practice as does the content of standards and highstakes tests Barton also asserts that this makes it all the more crucial to identify the wisdom of practice that enables teachers to engage students in powerful educational experiences **Best Places to Raise Your Family** Bert Sperling,Peter Sander,2006-07-28 Best Places to Raise Your Family Experts Choose 100 Top Communities That You Can Afford provides timely facts and expert in depth analysis on 100 U S neighborhoods in an accessible and friendly format Whether you re mulling over the idea of relocating your family trying to decide where to live once you have a family or just curious about how your hometown stacks up you ll be intrigued by Best Places to Raise Your Family In addition to providing population statistics each city is ranked on a number of essential factors such as education standard of living health and safety and lifestyle Easy to use tables help you put this wealth of information to work to find the place that best suits your family s special needs and interests **No Child Left Behind**

Peter W. D. Wright,Pamela Darr Wright,Suzanne Whitney Heath,2004 The No Child Left Behind Act is confusing to parents educators administrators advocates and most attorneys This book provides a clear roadmap to the law and how to get better

educational services for all children Includes CD ROM of resources and references No Child Left Behind Act: Assistance from Educ. Could Help States Better Measure Progress of Students with Limited English Proficiency , *Leadership and Adoption of Instructional Technology in Schools* Curtis D. Brandon Sr.,2008-05 This applied dissertation was designed to investigate the characteristics most represented in two school districts an inner city and a suburban district These characteristics were related to the innovativeness of the school district and the perception of individual leadership in schools that have passed the performance criteria for state accreditation Forty schools and 200 principals were randomly selected to participate in the study for a period of 3 to 4 months The researcher used three instruments to determine whether differences existed between the two districts in regard to performance on the Standards of Learning assessments He developed a checklist for interview questions on instructional technology strategies that might be implemented by leaders and teachers in the classroom A Perceived Organizational Innovativeness Scale was used to measure the innovativeness of the school district and an Individual Innovativeness Scale was used to measure the perception of individual leaders concerning the innovativeness of the school district The findings indicated that organization innovativeness contributed to the innovativeness of individuals such as leaders Leaders categorized by innovativeness contributed to the overall structure of the organization by means of social networks with predictable human behavior in the organization The passing of the Standards of Learning assessment and the schools proven performance and accreditation status were clearly related to the behavioral patterns of individual and the social networks implemented by the leadership **Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations for Fiscal Year 2004** United States. Congress. Senate. Committee on Appropriations. Subcommittee on Departments of Labor, Health and Human Services, Education, and Related Agencies,2003 *The Rise and Fall of Civic Education* Michael Learn,2024-09-16 Social studies is a field in crisis The crisis stems from failure to establish the very foundation of social studies purpose in public education civic education Social studies advocates have never put forth a coherent method for teaching civic education because policymakers and the public have been unable to agree upon a general definition of civic education This issue has disrupted the field since the early days As educators sought to include civic education within public schools as a dedicated field social studies evolved into a blending of history social sciences and civic education Social studies evolution never resolved the differences between the three with each discipline striving to control the narrative Instead of creating a unified field the disciplines devalued social studies and thus any discipline associated with it *The Rise and Fall of Civic Education* The Battle for Social Studies in a Shifting Historical Landscape investigates the changing definitions and purposes ascribed to social studies in the United States through time This result is viewed through the rising tensions from culture wars as America s divisive politics fight to control the narrative of the disciplines within social studies **No Child Left Behind Act of 2001** United States. Congress. House. Committee on Education and the Workforce,2001 **Evaluation of the**

Achievement Levels for Mathematics and Reading on the National Assessment of Educational Progress National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on National Statistics, Committee on the Evaluation of NAEP Achievement Levels for Mathematics and Reading, 2017-04-12 Since 1969 the National Assessment of Educational Progress NAEP has been providing policymakers educators and the public with reports on academic performance and progress of the nation's students The assessment is given periodically in a variety of subjects mathematics reading writing science the arts civics economics geography U S history and technology and engineering literacy NAEP is given to representative samples of students across the U S to assess the educational progress of the nation as a whole Since 1992 NAEP results have been reported in relation to three achievement levels basic proficient and advanced However the use of achievement levels has provoked controversy and disagreement and evaluators have identified numerous concerns This publication evaluates the NAEP student achievement levels in reading and mathematics in grades 4 8 and 12 to determine whether the achievement levels are reasonable reliable valid and informative to the public and recommends ways that the setting and use of achievement levels can be improved **United States Congressional Serial Set, Serial No. 14722, House Reports Nos. 61-83 ,**

Departments of Labor, and Health and Human Services, Education, and Related Agencies Appropriations United States. Congress. Senate. Committee on Appropriations, 2004 *Toward Equity and Social Justice in Mathematics Education* Tonya Gau Bartell, 2018-08-14 This critical volume responds to the enduring challenge in mathematics education of addressing the needs of marginalized students in school mathematics and stems from the 2015 Annual Meeting of the North American Group of the Psychology of Mathematics Education PME NA This timely analysis brings greater clarity and support to such challenges by narrowing in on four foci theoretical and political perspectives toward equity and justice in mathematics education identifying and connecting to family and community funds of knowledge student learning and engagement in preK 12 mathematics classrooms and supporting teachers in addressing the needs of marginalized learners Each of these areas examines how race class culture power justice and mathematics teaching and learning intersect in mathematics education to sustain or disrupt inequities and include contributions from scholars writing about mathematics education in diverse contexts Included in the coverage Disrupting policies and reforms to address the needs of marginalized learners A socio spatial framework for urban mathematics education Linking literature on allywork to the work of mathematics teacher educators Transnational families mathematical funds of knowledge Multilingual and technological contexts for supporting learners mathematical discourse Preservice teachers strategies for teaching mathematics with English learners *Toward Equity and Social Justice in Mathematics Education* is of significant interest to mathematics teacher educators and mathematics education researchers currently addressing the needs of marginalized students in school mathematics It is also relevant to teachers of related disciplines administrators and instructional designers interested in pushing our thinking and work toward

equity and justice in mathematics education Handbook for Achieving Gender Equity Through Education Susan S. Klein, Barbara Richardson, Dolores A. Grayson, Lynn H. Fox, Cheris Kramarae, Diane S. Pollard, Carol Anne Dwyer, 2014-05-22

First published in 1985 the Handbook for Achieving Gender Equity Through Education quickly established itself as the essential reference work concerning gender equity in education This new expanded edition provides a 20 year retrospective of the field one that has the great advantage of documenting U S national data on the gains and losses in the efforts to advance gender equality through policies such as Title IX the landmark federal law prohibiting sex discrimination in education equity programs and research Key features include Expertise Like its predecessor over 200 expert authors and reviewers provide accurate consensus research based information on the nature of gender equity challenges and what is needed to meet them at all levels of education Content Area Focus The analysis of gender equity within specific curriculum areas has been expanded from 6 to 10 chapters including mathematics science and engineering Global Diversity Focus Global gender equity is addressed in a separate chapter as well as in numerous other chapters The expanded section on gender equity strategies for diverse populations contains seven chapters on African Americans Latinas Asian and Pacific Island Americans American Indians gifted students students with disabilities and lesbian gay bisexual and transgender students Action Oriented All chapters contain practical recommendations for making education activities and outcomes more gender equitable A final chapter consolidates individual chapter recommendations for educators policymakers and researchers to achieve gender equity in and through education New Material Expanded from 25 to 31 chapters this new edition includes more emphasis on male gender equity and on sexuality issues special within population gender equity challenges race ability and disability etc coeducation and single sex education increased use of rigorous research strategies such as meta analysis showing more sex similarities and fewer sex differences and of evaluations of implementation programs technology and gender equity is now treated in three chapters women s and gender studies communication skills relating to English bilingual and foreign language learning and history and implementation of Title IX and other federal and state policies Since there is so much misleading information about gender equity and education this Handbook will be essential for anyone who wants accurate research based information on controversial gender equity issues journalists policy makers teachers Title IX coordinators equity trainers women s and gender study faculty students and parents *Reference and reporting guide for preparing state and institutional reports on the quality of teacher preparation : Title II, Higher Education Act. ,*

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