

## Response to Questions on the FY 2009 Advertised Budget Plan

**Request By:** Supervisor Hudgins

**Question:** Provide student performance data for Dogwood and McNair elementary schools as it relates to NCLB.

**Response:** Fairfax County Public Schools have provided the following information:

Dogwood Elementary School

*No Child Left Behind*

Adequate Yearly Progress: Reading, Mathematics

Testing Years: 2005, 2006, 2007

Student Subgroup	Percentage of Students Passing		
	2004-2005	2005-2006	2006-2007
<b>Reading Performance</b>	Annual Measurable Objective: 65	Annual Measurable Objective: 69	Annual Measurable Objective: 73
All Students	71	73	67
Black Students	61	55	66
Hispanic Students	70	77	62
White Students	70	80	84
Students with Disabilities	62	61	53
Students Identified as Disadvantaged	64	70	61
Limited English Proficient Students	72	78	53
<b>Mathematics Performance</b>	Annual Measurable Objective: 63	Annual Measurable Objective: 67	Annual Measurable Objective: 71
All Students	69	56	70
Black Students	46	43	63
Hispanic Students	74	55	66
White Students	70	72	81
Students with Disabilities	67	33	56
Students Identified as Disadvantaged	66	51	65
Limited English Proficient Students	72	52	66

Dogwood Elementary School was fully accredited for the Commonwealth of Virginia for the past three years. Regarding Adequate Yearly Progress (AYP) status under No Child Left Behind (NCLB), Dogwood made AYP for 2006, did not make AYP in Reading and Mathematics for 2007, and did not make AYP in Reading for 2008. The school is currently in its third year of School Improvement for Reading and not in Improvement for Mathematics. The percentage pass rates required by the Commonwealth of Virginia for tests taken in spring of 2008 will be 77 in Reading and 75 in Mathematics.

In order to achieve “Schoolwide Adequate Yearly Progress,” each school must meet all benchmarks, of which there are 29. Twenty-eight of the benchmarks are based on the seven subgroups in Reading and the seven subgroups in Mathematics. Fourteen benchmarks reflect the results of the percentages of students passing each test by subgroup as shown in the chart above. Fourteen benchmarks reflect the participation rate of students who took each test by subgroup. In order to meet the “Participation Rate,” at least 95 percent of the students must take each test. Dogwood met the participation rate. The 29th benchmark indicates whether the school met the annual measurable objective for attendance, which Dogwood did.

Being in the third year of Improvement in Reading, significant steps have been taken by the school to improve reading performance. The implementation of the Literacy Collaborative program in grades K-2 resulted in a 13 percentage point increase in third grade reading scores from 2004-2005 to 2005-2006. Literacy Collaborative has been expanded to grades 3-6. The state conducted an on-site visit on February 28 and 29, 2008, which included interviews, classroom observations, and examination of documentation. The Review Team commended the school on the implementation of the Literacy Collaborative Model, the implementation of the Responsive Classroom student expectation program, and the quality of instruction observed across grade levels. Student engagement was very high and instructional time was used very effectively. The Review Team recommended that Dogwood examine scheduling to increase collaborative planning time for teachers and uninterrupted blocks of time for language arts and math. Since the Review Team’s recommendations, the principal and staff at Dogwood have taken action to ensure that in the future the schedule for language arts and math will be uninterrupted.

McNair Elementary School

*No Child Left Behind*

Adequate Yearly Progress: Reading, Mathematics

Testing Years: 2005, 2006, 2007

Student Subgroup	Percentage of Students Passing		
	2004-2005	2005-2006	2006-2007
<b>Reading Performance</b>	Annual Measurable Objective: 65	Annual Measurable Objective: 69	Annual Measurable Objective: 73
All Students	72	77	63
Black Students	61	66	58
Hispanic Students	62	72	41
White Students	63	87	73
Students with Disabilities	47	58	36
Students Identified as Disadvantaged	65	71	46
Limited English Proficient Students	71	75	54
<b>Mathematics Performance</b>	Annual Measurable Objective: 63	Annual Measurable Objective: 67	Annual Measurable Objective: 71
All Students	81	63	66
Black Students	78	61	59
Hispanic Students	72	46	50
White Students	82	70	73
Students with Disabilities	59	47	31
Students Identified as Disadvantaged	75	55	54
Limited English Proficient Students	79	59	62

McNair Elementary School was fully accredited for the Commonwealth of Virginia for the past three years. Regarding Adequate Yearly Progress (AYP) status under No Child Left Behind (NCLB), McNair did not make AYP in Reading for 2006, did not make AYP in Mathematics for 2007, and did not make AYP in Reading and Mathematics for 2008. McNair is currently in its third year of School Improvement for English and in its second year of Improvement for Mathematics. The percentage pass rates required by the Commonwealth of Virginia for tests taken in spring of 2008 will be 77 in Reading and 75 in Mathematics.

In order to achieve “Schoolwide Adequate Yearly Progress,” each school must meet all benchmarks, of which there are 29. Twenty-eight of the benchmarks are based on the seven subgroups in Reading and the seven subgroups in Mathematics. Fourteen benchmarks reflect the results of the percentages of students passing each test by subgroup as shown in the chart above. Fourteen benchmarks reflect the participation rate of students who took each test by subgroup. In order to meet the “Participation Rate,” at least 95 percent of the students must take each test. McNair met the participation rate. The 29th benchmark indicates whether the school met the annual measurable objective for attendance, which McNair did.

Being in the third year of Improvement in Reading, significant steps have been taken by the school to improve reading performance. The instructional structure for grades 5 and 6 were changed to self-contained and modified departmental models respectively. Reading and special education positions were increased. McNair also focused on developing more highly functioning professional learning community teams for grade level and vertical articulation. The state conducted an on-site visit on February 26 and 27, 2008, which included interviews, classroom observations, and document reviews. The Review Team commended the school regarding schedule changes to provide uninterrupted instructional time for reading and mathematics and for team planning time at each grade level. The Review Team also noted that student engagement was very high, instructional time was used very effectively, and the strong efforts teachers made to differentiate instruction. The Review Team recommended that McNair build on its initiatives, with increased collaboration between Special Education, ESOL, and general education teachers.

Dogwood

Student Subgroup	Percentage of Students Passing		
	2004-2005	2005-2006	2006-2007
<b>Reading Performance</b>	Annual Measurable Objective: 65	Annual Measurable Objective: 69	Annual Measurable Objective: 73
All Students	71	73	67
Black Students	61	55	66
Hispanic Students	70	77	62
White Students	70	80	84
Students with Disabilities	62	61	53
Students Identified as Disadvantaged	64	70	61
Limited English Proficient Students	72	78	53
<b>Mathematics Performance</b>	Annual Measurable Objective: 63	Annual Measurable Objective: 67	Annual Measurable Objective: 71
All Students	69	56	70
Black Students	46	43	63
Hispanic Students	74	55	66
White Students	70	72	81
Students with Disabilities	67	33	56
Students Identified as Disadvantaged	66	51	65
Limited English Proficient Students	72	52	66

McNair

Student Subgroup	Percentage of Students Passing		
	2004-2005	2005-2006	2006-2007
<b>Reading Performance</b>	Annual Measurable Objective: 65	Annual Measurable Objective: 69	Annual Measurable Objective: 73
All Students	72	77	63
Black Students	61	66	58
Hispanic Students	62	72	41
White Students	63	87	73
Students with Disabilities	47	58	36
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<b>Mathematics Performance</b>	Annual Measurable Objective: 63	Annual Measurable Objective: 67	Annual Measurable Objective: 71
All Students	81	63	66
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## FAIRFAX COUNTY PUBLIC SCHOOLS

### No Child Left Behind

### 2006-07 Adequate Yearly Progress Report by School

### Dogwood Elementary

<b>Schoolwide AYP Status</b>	<b>Met Grad/Attend</b>
Did Not Make AYP	Yes

	<b>Met Attend/Science</b>	Mathematics Adequate Yearly Progress Indicators							English Adequate Yearly Progress Indicators						
		Partcp. %		Met Partcp.	Pass %			Met AMO	Partcp. %		Met Partcp.	Pass %			Met AMO
		3-Yr	Curr		3-Yr	Curr	Prev		3-Yr	Curr		3-Yr	Curr	Prev	
	Yes	100	100	Yes	68	70	56	SH	100	100	Yes	67	67	73	No
		Mathematics Adequate Yearly Progress Indicators							English Adequate Yearly Progress Indicators						
		Partcp. %		Met Partcp.	Pass %			Met AMO	Partcp. %		Met Partcp.	Pass %			Met AMO
		3-Yr	Curr		3-Yr	Curr	Prev		3-Yr	Curr		3-Yr	Curr	Prev	
Black Students	Yes	99	100	Yes	55	63	43	SH	100	100	Yes	59	66	55	SH
Hispanic Students	Yes	100	100	Yes	69	66	55	SH	101	100	Yes	66	62	77	No
LEP Students	Yes	100	100	Yes	69	66	52	SH	100	100	Yes	64	53	78	No
Econ. Disadvantaged	Yes	100	100	Yes	64	65	51	SH	100	100	Yes	61	61	70	No
Students with Disabilities	Yes	99	100	TS	54	56	33	TS	98	100	TS	59	53	61	TS
White Students	Yes	100	100	TS	77	81	72	TS	99	100	TS	77	84	80	TS

**Legend:**

3-Yr = 3, 5, 8 and/or end of course tests for the last three years  
 Curr = 3 through 8 and/or end of course tests for 2006-07  
 Prev = 3 through 8 and/or end of course tests for 2005-06

AYP = Adequate Yearly Progress  
 AMO = Annual Measurable Objectives  
 LEP = Limited English Proficient  
 Econ. Disadvantaged = Economically disadvantaged (student at or near the poverty level)

Schoolwide AYP Status: Made AYP = Met all 29 benchmarks, Did Not Make AYP = Did not meet one or more of the 29 benchmarks, TBD = To Be Determined.

Met Grad/Attend: Yes = School met overall graduation or attendance AMO, No = School did not meet overall graduation or attendance AMO, NA = Not Applicable.

Met Attend/Science: Yes = Met attendance or science AMO, No = Did not meet attendance or science AMO.

Partcp. %: Participation rate, < = fewer than 10 students (FCPS definition for personally identifiable results).

Met Partcp.: Yes = Met participation requirement of 95% in current year, 3-Yr = Met participation requirement of 95% based on 3-year average, TS = Too Small to be evaluated, No = Did not meet participation requirement of 95% in current year or 3-year average.

Pass %: Passing percentage on tests used to compute AYP, < = fewer than 10 students (FCPS definition for personally identifiable results).

Met AMO: Yes = Met the achievement criteria for AYP (71% in Mathematics or 73% in English); TS = Too Small to be evaluated; PP (Proxy Percent) = Met objective when the Proxy Percent (15% in Mathematics or 14% in English) was added; 3-Yr = Met the achievement criteria for AYP (71% in Mathematics or 73% in English) based on 3-year average; SH (Safe Harbor) = 10% reduction in the percentage of failures in current year in comparison to previous year, plus met AMO or improved in other academic indicator (e.g., attendance for elementary/middle schools and science rate for high schools); No = Did not meet the achievement criteria for AYP (71% in Mathematics or 73% in English); NA = Not Applicable.

## Percentage of Students Passing/Tested/Not Tested

Schools, school divisions, and states are rated according to the progress toward the goals of the No Child Left Behind Act of 2001 (NCLB). This federal law requires states to set annual benchmarks for achievement in reading and mathematics leading to 100 percent proficiency by 2014. Schools, school divisions, and states that meet or exceed all annual benchmarks toward this goal are rated as having made adequate yearly progress (AYP). Schools, school divisions, states must test at least 95 percent of students overall, and 95 percent of students in each of the following subgroups: white, black, Hispanic, students with disabilities, limited English proficient students, and students identified as disadvantaged. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Percentage of Students Passing/Tested/Not Tested										
Student Subgroup	Type	2004-2005			2005-2006			2006-2007		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
<b>English Performance</b>										
All Students	School	71	100	0	73	100	0	67	100	0
	Division	86	100	0	89	100	0	87	100	0
	State	81	99	1	84	100	0	85	100	0
Black Students	School	61	100	0	55	100	0	66	100	0
	Division	71	100	0	75	100	0	75	100	0
	State	70	99	1	73	99	1	76	99	1
Hispanic Students	School	70	100	0	77	100	0	62	100	0
	Division	74	100	0	77	99	1	69	100	0
	State	73	100	0	76	100	0	72	99	1
White Students	School	70	100	0	80	98	2	84	100	0
	Division	92	100	0	94	100	0	94	100	0
	State	87	99	1	89	100	0	90	100	0
Students with Disabilities	School	62	90	10	61	100	0	53	100	0
	Division	65	98	2	70	99	1	66	100	0
	State	56	98	2	64	100	0	62	99	1
Students Identified as Disadvantaged	School	64	100	0	70	99	1	61	100	0
	Division	71	100	0	75	99	1	68	100	0
	State	69	99	1	73	99	1	73	99	1
Limited English Proficient Students	School	72	100	0	78	100	0	53	100	0
	Division	75	100	0	77	100	0	68	100	0
	State	70	100	0	72	100	0	67	100	0
<b>Mathematics Performance</b>										
All Students	School	69	99	1	56	100	0	70	100	0
	Division	88	99	1	82	100	0	84	100	0
	State	84	99	1	76	100	0	80	99	1
Black Students	School	46	97	3	43	99	1	63	100	0
	Division	72	99	1	63	99	1	67	99	1
	State	73	98	2	62	99	1	68	99	1
Hispanic Students	School	74	100	0	55	100	0	66	100	0
	Division	76	99	1	65	99	1	68	99	1
	State	77	99	1	66	99	1	71	99	1
White Students	School	70	100	0	72	100	0	81	100	0
	Division	93	100	0	89	100	0	91	100	0
	State	89	99	1	81	100	0	85	100	0
Students with Disabilities	School	67	100	0	33	98	2	56	100	0
	Division	67	99	1	57	99	1	61	99	1
	State	61	98	2	53	100	0	58	99	1
Students Identified as Disadvantaged	School	66	100	0	51	100	0	65	100	0
	Division	74	99	1	63	99	1	67	99	1
	State	74	99	1	62	99	1	67	99	1
Limited English Proficient Students	School	72	99	1	52	100	0	66	100	0
	Division	80	99	1	67	100	0	72	100	0
	State	77	99	1	65	99	1	70	99	1

Key: < = A group below state definition for personally identifiable results

- = No data for group

\* = Data not yet available



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		3-Yr	Curr		3-Yr	Curr	Prev		3-Yr	Curr		3-Yr	Curr	Prev	
	Yes	100	100	Yes	76	66	63	3-Yr	100	100	Yes	67	63	77	No

  

	<b>Met Attend/Science</b>	Mathematics Adequate Yearly Progress Indicators							English Adequate Yearly Progress Indicators						
		Partcp. %		Met Partcp.	Pass %			Met AMO	Partcp. %		Met Partcp.	Pass %			Met AMO
		3-Yr	Curr		3-Yr	Curr	Prev		3-Yr	Curr		3-Yr	Curr	Prev	
Black Students	Yes	100	100	Yes	72	59	61	3-Yr	100	100	Yes	57	58	66	No
Hispanic Students	Yes	100	100	Yes	62	50	46	No	101	100	Yes	53	41	72	No
LEP Students	Yes	100	100	Yes	72	62	59	3-Yr	101	100	Yes	63	54	75	No
Econ. Disadvantaged	Yes	99	100	Yes	68	53	55	No	100	100	Yes	56	46	71	No
Students with Disabilities	Yes	98	100	Yes	51	31	47	No	97	100	Yes	35	36	58	No
White Students	Yes	99	100	Yes	77	73	70	Yes	99	100	Yes	71	73	87	Yes

**Legend:**

3-Yr = 3, 5, 8 and/or end of course tests for the last three years  
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Percentage of Students Passing/Tested/Not Tested										
Student Subgroup	Type	2004-2005			2005-2006			2006-2007		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
<b>English Performance</b>										
All Students	School	72	99	1	77	100	0	63	100	0
	Division	86	100	0	89	100	0	87	100	0
	State	81	99	1	84	100	0	85	100	0
Black Students	School	61	100	0	66	100	0	58	100	0
	Division	71	100	0	75	100	0	75	100	0
	State	70	99	1	73	99	1	76	99	1
Hispanic Students	School	62	100	0	72	100	0	41	100	0
	Division	74	100	0	77	99	1	69	100	0
	State	73	100	0	76	100	0	72	99	1
White Students	School	63	95	5	87	100	0	73	100	0
	Division	92	100	0	94	100	0	94	100	0
	State	87	99	1	89	100	0	90	100	0
Students with Disabilities	School	47	78	22	58	100	0	36	100	0
	Division	65	98	2	70	99	1	66	100	0
	State	56	98	2	64	100	0	62	99	1
Students Identified as Disadvantaged	School	65	98	2	71	100	0	46	100	0
	Division	71	100	0	75	99	1	68	100	0
	State	69	99	1	73	99	1	73	99	1
Limited English Proficient Students	School	71	100	0	75	100	0	54	100	0
	Division	75	100	0	77	100	0	68	100	0
	State	70	100	0	72	100	0	67	100	0
<b>Mathematics Performance</b>										
All Students	School	81	99	1	63	100	0	66	100	0
	Division	88	99	1	82	100	0	84	100	0
	State	84	99	1	76	100	0	80	99	1
Black Students	School	78	100	0	61	99	1	59	100	0
	Division	72	99	1	63	99	1	67	99	1
	State	73	98	2	62	99	1	68	99	1
Hispanic Students	School	72	99	1	46	100	0	50	100	0
	Division	76	99	1	65	99	1	68	99	1
	State	77	99	1	66	99	1	71	99	1
White Students	School	82	95	5	70	100	0	73	100	0
	Division	93	100	0	89	100	0	91	100	0
	State	89	99	1	81	100	0	85	100	0
Students with Disabilities	School	59	93	7	47	100	0	31	100	0
	Division	67	99	1	57	99	1	61	99	1
	State	61	98	2	53	100	0	58	99	1
Students Identified as Disadvantaged	School	75	98	2	55	99	1	54	100	0
	Division	74	99	1	63	99	1	67	99	1
	State	74	99	1	62	99	1	67	99	1
Limited English Proficient Students	School	79	99	1	59	100	0	62	100	0
	Division	80	99	1	67	100	0	72	100	0
	State	77	99	1	65	99	1	70	99	1
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available										