

## September 11, 2013 – Updated Federal Classifications

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### UPDATED FEDERAL CLASSIFICATIONS

The Virginia Department of Education will be releasing *updated* Division and School report cards on Thursday, September 12 that reflect the federal classifications of all schools, based on results of 2012-2013 Standards of Learning (SOL) testing. In the federal accountability system, schools must meet rising benchmarks for nine subgroups in reading and mathematics participation and performance, plus nine subgroups at the high school and division levels for federal graduation indicator. In total, elementary and middle schools must meet 36 federal benchmarks, and high schools and divisions must meet 45 benchmarks.

Reading and mathematics participation and performance are measured in the following subgroups:

- All Students
- Gap Group 1 – Economically disadvantaged students, English Language Learners (ELLs) and Students with Disabilities
- Gap Group 2 – Black students
- Gap Group 3 – Hispanic students
- White students
- Asian students
- Students with Disabilities
- Economically Disadvantaged students
- English Language Learners

Based on the 2012-2013 SOL testing scores and the graduation information from the Class of 2012, Staunton City Schools had the following results:

- ❖ Bessie Weller Elementary - Met 35 of 36 reading and mathematics benchmarks (97%). Bessie was designated a focus school based on Spring 2012 tests due to not meeting the benchmark in Black Reading performance. Bessie Weller met benchmarks in all areas of Reading and Mathematics for Spring 2013 testing, with the exception of White Reading performance. Bessie Weller increased student performance in Mathematics for all students by 20% from Spring 2012 to Spring 2013.
- ❖ McSwain Elementary - Met 36 of 36 reading and mathematics benchmarks (100%).
- ❖ Ware Elementary - Met 36 of 36 reading and mathematics benchmarks (100%).

- ❖ Shelburne Middle School - Met 35 of 36 benchmarks (97%). Shelburne met all Reading benchmarks, but missed Special Education in Mathematics performance. Shelburne increased mathematics achievement of black students by 14% from the previous year of testing.
- ❖ Robert E. Lee High School - Met 43 of 45 benchmarks (96%). Lee High met all Reading and Mathematics benchmarks, but missed the Federal Graduation Indicator for two subgroups – Gap Group 1 and Economically Disadvantaged students. In the past five years, Lee High School has increased the number of students graduating with Standard or Advanced Studies diplomas, the diploma types recognized by the federal accountability system, by 10% (from 71% in 2008 to 81% in 2013).
- ❖ Staunton City Schools - Met 43 of 45 benchmarks (96%). Like the high school, the division met all Reading and Mathematics benchmarks, but missed the Federal Graduation Indicator for two subgroups.

Because Shelburne Middle School, Lee High School, and Bessie Weller Elementary School did not meet all benchmarks, they will be required to develop School Improvement Plans. All Staunton City schools annually create School Improvement Plans that include student achievement goals and strategies to meet these goals. As a focus school, Bessie Weller is also required to identify specific interventions and supports in place for students.

"Our students demonstrated significant gains in some academic areas. We did see drops in Reading scores with the new SOL tests. Our teachers are focused on the individual student and making sure each child is gaining the academic skills to be productive both in school and for life. We feel confident that with the collective efforts of school, home, and community, our students will continue to make academic progress," Director of Assessment and School Improvement, Stephanie Haskins, summarizes.

School and division report cards with updated federal information may be accessed on the homepage of the Staunton City Schools website: <http://www.staunton.k12.va.us>. They may also be accessed by going directly to the Virginia Department of Education website.