

Charlottesville City Schools
Student Achievement & Indicators of Success



October 3, 2019
School Board Report

Our Mission:
Every Learner.
Every Day.
Everyone.

Charlottesville City Schools
School Profile, September 4, 2019

		Burnley-Moran	Clark	Greenbrier	Jackson-Via	Johnson	Venable	WALK	BUF	CHS	Division	Percent
1. Enrollment	Total	346	252	349	302	311	315	651	513	1211	4250	100.0%
2 Gender	Male	167	137	167	173	157	156	333	262	608	2160	50.8%
	Female	179	115	182	129	154	159	318	251	603	2090	49.2%
3. Ethnicity	Caucasian	193	86	179	94	126	194	221	191	560	1844	43.4%
	African American	74	85	54	120	103	60	245	176	351	1268	29.8%
	Hispanic	43	33	39	42	39	13	89	82	153	533	12.5%
	Asian/Pacific Islander	10	19	40	11	9	28	39	27	70	253	6.0%
	American Indian	0	0	0	1	0	0	0	1	1	3	0.1%
	MultiRacial	26	29	37	34	34	20	57	36	76	349	8.2%
4. Economic	Full Pay Meals	222	35	216	46	46	245	247	252	718	2027	47.7%
	Free or Reduced Meals	124	217	133	256	265	70	404	261	493	2223	52.3%
5. Lives With	Both Mother and Father	215	139	267	141	200	254	285	247	599	2347	55.2%
	Mother Only	63	77	44	66	64	42	165	148	272	941	22.1%
	Father Only	2	6	3	2	6	5	15	19	33	91	2.1%
	Guardian	2	6	2	3	4	3	8	11	17	56	1.3%
	Alone	0	0	0	0	0	0	0	0	0	0	0.0%
	Other	1	3	4	3	2	1	6	5	22	47	1.1%
6. Special Education	# Students Eligible	46	46	34	49	31	24	124	89	199	642	15.1%
	Self-Contained	4	4	2	19	1	0	21	3	23	77	1.8%
	Resource	42	42	32	30	30	24	103	86	176	565	13.3%
7. Gifted Education	# Students Eligible	31	14	44	11	20	19	153	140	334	766	18.0%
8. ESL	# Students	39	45	98	42	40	25	114	66	122	591	13.9%

*Category 5. Lives With data represents from online submissions only. Data from paper submission were not finalized prior to this publication.

Burnley-Moran Elementary School								
School Profile, September 4, 2019								
		K	1	2	3	4	Total	Percent
1. Enrollment		60	85	67	68	66	346	100.0%
2 Gender	Male	24	37	39	39	28	167	48.3%
	Female	36	48	28	29	38	179	51.7%
3. Ethnicity	Caucasian	32	53	37	33	38	193	55.8%
	African American	16	18	13	14	13	74	21.4%
	Hispanic	5	7	7	14	10	43	12.4%
	Asian/Pacific Islander	1	1	4	2	2	10	2.9%
	American/Indian	0	0	0	0	0	0	0.0%
	Multi Racial	6	6	6	5	3	26	7.5%
4. Economic	Full Pay Meals	39	61	47	35	40	222	64.2%
	Free or Reduced Meals	21	24	20	33	26	124	35.8%
5. Lives With	Both Mother and Father	34	56	48	41	36	215	62.1%
	Mother Only	16	13	9	13	12	63	18.2%
	Father Only	0	0	0	1	1	2	0.6%
	Guardian	0	0	1	0	1	2	0.6%
	Alone	0	0	0	0	0	0	0.0%
	Other	0	1	0	0	0	1	0.3%
6. Special Education	# Students Eligible	11	11	7	7	10	46	13.3%
	Self-Contained	1	1	1	1	0	4	1.2%
	Resource	10	10	6	6	10	42	12.1%
7. Gifted Education	# Students Eligible	0	0	0	12	19	31	9.0%
8. ESL	# Students	6	7	8	10	8	39	11.3%

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Clark Elementary School								
School Profile, September 4, 2019								
		K	1	2	3	4	Total	Percent
1. Enrollment		59	47	49	51	46	252	100.0%
2 Gender	Male	31	28	31	28	19	137	54.4%
	Female	28	19	18	23	27	115	45.6%
3. Ethnicity	Caucasian	15	20	16	15	20	86	34.1%
	African American	18	15	20	18	14	85	33.7%
	Hispanic	9	2	7	10	5	33	13.1%
	Asian/Pacific Islander	5	2	3	5	4	19	7.5%
	American/Indian	0	0	0	0	0	0	0.0%
	Multi Racial	12	8	3	3	3	29	11.5%
	4. Economic	Full Pay Meals	23	5	0	5	2	35
	Free or Reduced Meals	36	42	49	46	44	217	86.1%
5. Lives With	Both Mother and Father	33	25	29	24	28	139	55.2%
	Mother Only	20	13	15	16	13	77	30.6%
	Father Only	1	2	0	3	0	6	2.4%
	Guardian	3	0	3	0	0	6	2.4%
	Alone	0	0	0	0	0	0	0.0%
	Other	0	1	0	1	1	3	1.2%
6. Special Education	# Students Eligible	9	8	14	8	7	46	18.3%
	Self-Contained	0	0	3	0	1	4	1.6%
	Resource	9	8	11	8	6	42	16.7%
7. Gifted Education	# Students Eligible	0	0	0	5	9	14	5.6%
8. ESL	# Students	0	7	11	12	15	45	17.9%

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Greenbrier Elementary School								
School Profile, September 4, 2019								
		K	1	2	3	4	Total	Percent
1. Enrollment		61	72	61	61	94	349	100.0%
2 Gender	Male	33	36	29	27	42	167	47.9%
	Female	28	36	32	34	52	182	52.1%
3. Ethnicity	Caucasian	29	43	28	32	47	179	51.3%
	African American	10	11	10	10	13	54	15.5%
	Hispanic	7	3	9	8	12	39	11.2%
	Asian/Pacific Islander	7	4	8	8	13	40	11.5%
	American/Indian	0	0	0	0	0	0	0.0%
	Multi Racial	8	11	6	3	9	37	10.6%
4. Economic	Full Pay Meals	39	50	37	36	54	216	61.9%
	Free or Reduced Meals	22	22	24	25	40	133	38.1%
5. Lives With	Both Mother and Father	52	56	49	45	65	267	76.5%
	Mother Only	7	9	7	6	15	44	12.6%
	Father Only	0	0	1	0	2	3	0.9%
	Guardian	1	0	1	0	0	2	0.6%
	Alone	0	0	0	0	0	0	0.0%
	Other	0	1	0	1	2	4	1.1%
6. Special Education	# Students Eligible	7	2	3	6	16	34	9.7%
	Self-Contained	0	1	0	1	0	2	0.6%
	Resource	7	1	3	5	16	32	9.2%
7. Gifted Education	# Students Eligible	0	0	0	18	26	44	12.6%
8. ESL	# Students	19	17	19	14	29	98	28.1%

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Jackson-Via Elementary School								
School Profile, September 4, 2019								
		K	1	2	3	4	Total	Percent
1. Enrollment		58	64	68	50	62	302	100.0%
2 Gender	Male	31	35	41	26	40	173	57.3%
	Female	27	29	27	24	22	129	42.7%
3. Ethnicity	Caucasian	25	25	22	10	12	94	31.1%
	African American	17	24	24	23	32	120	39.7%
	Hispanic	6	6	7	12	11	42	13.9%
	Asian/Pacific Islander	3	2	3	1	2	11	3.6%
	American/Indian	0	0	1	0	0	1	0.3%
	Multi Racial	7	7	11	4	5	34	11.3%
4. Economic	Full Pay Meals	27	12	1	1	5	46	15.2%
	Free or Reduced Meals	31	52	67	49	57	256	84.8%
5. Lives With	Both Mother and Father	41	30	33	13	24	141	46.7%
	Mother Only	11	13	15	12	15	66	21.9%
	Father Only	1	0	0	1	0	2	0.7%
	Guardian	1	0	0	1	1	3	1.0%
	Alone	0	0	0	0	0	0	0.0%
	Other	0	1	1	0	1	3	1.0%
6. Special Education	# Students Eligible	8	9	11	10	11	49	16.2%
	Self-Contained	5	3	5	2	4	19	6.3%
	Resource	3	6	6	8	7	30	9.9%
7. Gifted Education	# Students Eligible	0	0	0	2	9	11	3.6%
8. ESL	# Students	4	8	9	8	13	42	13.9%

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Johnson Elementary School								
School Profile, September 4, 2019								
		K	1	2	3	4	Total	Percent
1. Enrollment		59	70	67	63	52	311	100.0%
2 Gender	Male	27	39	40	31	20	157	50.5%
	Female	32	31	27	32	32	154	49.5%
3. Ethnicity	Caucasian	24	28	37	24	13	126	40.5%
	African American	17	25	18	21	22	103	33.1%
	Hispanic	6	9	5	9	10	39	12.5%
	Asian/Pacific Islander	3	0	0	3	3	9	2.9%
	American/Indian	0	0	0	0	0	0	0.0%
	Multi Racial	9	8	7	6	4	34	10.9%
4. Economic	Full Pay Meals	30	8	4	3	1	46	14.8%
	Free or Reduced Meals	29	62	63	60	51	265	85.2%
5. Lives With	Both Mother and Father	44	41	48	41	26	200	64.3%
	Mother Only	15	15	14	8	12	64	20.6%
	Father Only	0	2	1	2	1	6	1.9%
	Guardian	0	1	2	1	0	4	1.3%
	Alone	0	0	0	0	0	0	0.0%
	Other	0	1	0	0	1	2	0.6%
6. Special Education	# Students Eligible	5	6	7	8	5	31	10.0%
	Self-Contained	0	0	0	0	1	1	0.3%
	Resource	5	6	7	8	4	30	9.6%
7. Gifted Education	# Students Eligible	0	0	0	9	11	20	6.4%
8. ESL	# Students	4	7	4	12	13	40	12.9%

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Venable Elementary School								
School Profile, September 4, 2019								
		K	1	2	3	4	Total	Percent
1. Enrollment		54	68	78	55	60	315	100.0%
2 Gender	Male	24	29	43	28	32	156	49.5%
	Female	30	39	35	27	28	159	50.5%
3. Ethnicity	Caucasian	35	31	49	39	40	194	61.6%
	African American	10	18	13	8	11	60	19.0%
	Hispanic	3	2	3	2	3	13	4.1%
	Asian/Pacific Islander	3	10	8	4	3	28	8.9%
	American/Indian	0	0	0	0	0	0	0.0%
	Multi Racial	3	7	5	2	3	20	6.3%
4. Economic	Full Pay Meals	47	50	60	46	42	245	77.8%
	Free or Reduced Meals	7	18	18	9	18	70	22.2%
5. Lives With	Both Mother and Father	42	55	62	46	49	254	80.6%
	Mother Only	8	9	11	7	7	42	13.3%
	Father Only	1	1	0	2	1	5	1.6%
	Guardian	1	1	0	0	1	3	1.0%
	Alone	0	0	0	0	0	0	0.0%
	Other	0	0	0	0	1	1	0.3%
6. Special Education	# Students Eligible	3	3	8	5	5	24	7.6%
	Self-Contained	0	0	0	0	0	0	0.0%
	Resource	3	3	8	5	5	24	7.6%
7. Gifted Education	# Students Eligible	0	0	0	11	8	19	6.0%
8. ESL	# Students	2	6	8	4	5	25	7.9%

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Walker Upper Elementary School					
School Profile, September 4, 2019					
		5	6	Total	Percent
1. Enrollment		302	349	651	100.0%
2 Gender	Male	147	186	333	51.2%
	Female	155	163	318	48.8%
3. Ethnicity	Caucasian	99	122	221	33.9%
	African American	112	133	245	37.6%
	Hispanic	37	52	89	13.7%
	Asian/Pacific Islander	19	20	39	6.0%
	American Indian	0	0	0	0.0%
	Multi Racial	35	22	57	8.8%
4. Economic	Full Pay Meals	88	159	247	37.9%
	Free or Reduced Meals	214	190	404	62.1%
5. Lives With	Both Mother and Father	133	152	285	43.8%
	Mother Only	81	84	165	25.3%
	Father Only	6	9	15	2.3%
	Guardian	5	3	8	1.2%
	Alone	0	0	0	0.0%
	Other	4	2	6	0.9%
6. Special Education	# Students Eligible	51	73	124	19.0%
	Self-Contained	5	16	21	3.2%
	Resource	46	57	103	15.8%
7. Gifted Education	# Students Eligible	72	81	153	23.5%
8. ESL	# Students	47	67	114	17.5%

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Buford Middle School					
School Profile, September 4, 2019					
		7	8	Total	Percent
1. Enrollment		267	246	513	100.0%
2 Gender	Male	135	127	262	51.1%
	Female	132	119	251	48.9%
3. Ethnicity	Caucasian	98	93	191	37.2%
	African American	97	79	176	34.3%
	Hispanic	40	42	82	16.0%
	Asian/Pacific Islander	14	13	27	5.3%
	American Indian	0	1	1	0.2%
	Multi Racial	18	18	36	7.0%
4. Economic	Full Pay Meals	127	125	252	49.1%
	Free or Reduced Meals	140	121	261	50.9%
5. Lives With	Both Mother and Father	127	120	247	48.1%
	Mother Only	74	74	148	28.8%
	Father Only	8	11	19	3.7%
	Guardian	9	2	11	2.1%
	Alone	0	0	0	0.0%
	Other	2	3	5	1.0%
6. Special Education	# Students Eligible	48	41	89	17.3%
	Self-Contained	3	0	3	0.6%
	Resource	45	41	86	16.8%
7. Gifted Education	# Students Eligible	67	73	140	27.3%
8. ESL	# Students	42	24	66	12.9%

*Category 5. Lives With data represents from online submissions only. Data from paper submission were not finalized prior to this publication.

Charlottesville High School							
School Profile, September 4, 2019							
		9	10	11	12	Total	Percent
1. Enrollment		333	315	284	279	1211	100.0%
2 Gender	Male	154	160	150	144	608	50.2%
	Female	179	155	134	135	603	49.8%
3. Ethnicity	Caucasian	142	148	128	142	560	46.2%
	African American	116	74	82	79	351	29.0%
	Hispanic	43	45	35	30	153	12.6%
	Asian/Pacific Islander	16	18	25	11	70	5.8%
	American Indian	1	0	0	0	1	0.1%
	Multi Racial	15	30	14	17	76	6.3%
4. Economic	Full Pay Meals	188	187	158	185	718	59.3%
	Free or Reduced Meals	145	128	126	94	493	40.7%
5. Lives With	Both Mother and Father	167	164	140	128	599	49.5%
	Mother Only	89	72	60	51	272	22.5%
	Father Only	14	6	6	7	33	2.7%
	Guardian	5	2	1	9	17	1.4%
	Alone	0	0	0	0	0	0.0%
	Other	3	3	8	8	22	1.8%
6. Special Education	# Students Eligible	53	48	49	49	199	16.4%
	Self-Contained	7	5	2	9	23	1.9%
	Resource	46	43	47	40	176	14.5%
7. Gifted Education	# Students Eligible	75	77	96	86	334	27.6%
8. ESL	# Students	31	38	33	20	122	10.1%

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School Division and School Economically Disadvantaged Profiles (June 2019)

Division	Economically Disadvantaged	Total Enrollment	Percent
Black	1221	1669	73%
White	342	1928	18%
Hispanic	331	531	62%
Asian	206	354	58%
American Indian/Alaskan	7	11	64%
Hawaiian/Pacific Islander	0	4	0%
Unspecified	0	3	0%
Total	2107	4500	47%

Burnley-Moran	Economically Disadvantaged	Total Enrollment	Percent
Black	117	137	85%
White	32	211	15%
Hispanic	22	43	51%
Asian	13	16	81%
American Indian/Alaskan	0	0	0%
Hawaiian/Pacific Islander	0	1	0%
Unspecified	0	1	0%
Total	184	409	45%
Clark (CEP)	Economically Disadvantaged	Total Enrollment	Percent
Black	107	152	70%
White	39	99	39%
Hispanic	32	39	82%
Asian	14	24	58%
American Indian/Alaskan	2	2	100%
Hawaiian/Pacific Islander	0	0	0%
Unspecified	0	0	0%
Total	194	316	61%
Greenbrier	Economically Disadvantaged	Total Enrollment	Percent
Black	56	79	71%
White	36	182	20%
Hispanic	34	41	83%
Asian	49	70	70%
American Indian/Alaskan	0	0	0%
Hawaiian/Pacific Islander	0	1	0%
Unspecified	0	0	0%
Total	175	373	47%

Jackson-Via (CEP)	Economically Disadvantaged	Total Enrollment	Percent
Black	125	184	68%
White	28	98	29%
Hispanic	22	47	47%
Asian	4	20	20%
American Indian/Alaskan	0	1	0%
Hawaiian/Pacific Islander	0	0	0%
Unspecified	0	0	0%
Total	179	350	51%
Johnson (CEP)	Economically Disadvantaged	Total Enrollment	Percent
Black	102	171	60%
White	17	131	13%
Hispanic	25	43	58%
Asian	7	22	32%
American Indian/Alaskan	2	3	67%
Hawaiian/Pacific Islander	0	0	0%
Unspecified	0	0	0%
Total	153	370	41%
Venable	Economically Disadvantaged	Total Enrollment	Percent
Black	66	77	86%
White	17	200	9%
Hispanic	9	18	50%
Asian	9	32	28%
American Indian/Alaskan	1	1	100%
Hawaiian/Pacific Islander	0	0	0%
Unspecified	0	0	0%
Total	102	328	31%

Walker	Economically Disadvantaged	Total Enrollment	Percent
Black	221	276	80%
White	47	238	20%
Hispanic	61	88	69%
Asian	32	48	67%
American Indian/Alaskan	0	0	0%
Hawaiian/Pacific Islander	0	1	0%
Unspecified	0	0	0%
Total	361	651	55%
Buford	Economically Disadvantaged	Total Enrollment	Percent
Black	155	209	74%
White	41	205	20%
Hispanic	45	74	61%
Asian	20	33	61%
American Indian/Alaskan	1	2	50%
Hawaiian/Pacific Islander	0	0	0%
Unspecified	0	0	0%
Total	262	523	50%

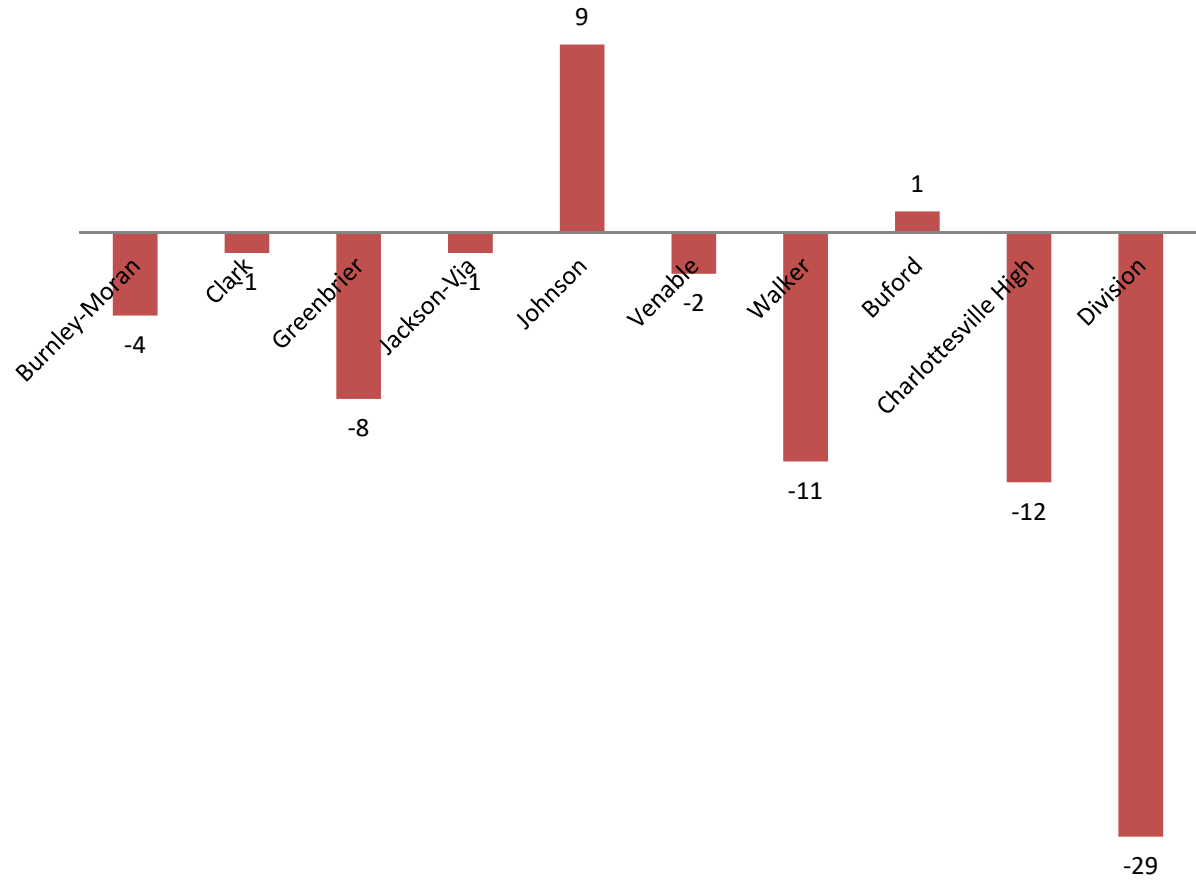
CHS	Economically Disadvantaged	Total Enrollment	Percent
Black	272	384	71%
White	85	564	15%
Hispanic	81	138	59%
Asian	58	89	65%
American Indian/Alaskan	1	2	50%
Hawaiian/Pacific Islander	0	0	0%
Unspecified	0	0	0%
Total	497	1177	42%

Out of District Enrollment as of September 10, 2019

2019-2020					2018-2019				
Burnley-Moran					Burnley-Moran				
Grade	Employee	City	Tuition	Totals	Grade	Employee	City	Tuition	Totals
00	1	0	0	1	00	2	0	2	4
01	1	0	2	3	01	1	0	2	3
02	1	0	3	4	02	2	0	4	6
03	2	0	2	4	03	2	0	3	5
04	1	0	3	4	04	1	0	1	2
Total	6	0	10	16	Total	8	0	12	20
Clark					Clark				
Grade	Employee	City	Tuition	Totals	Grade	Employee	City	Tuition	Totals
00	0	0	0	0	00	3	0	2	5
01	2	0	2	4	01	0	0	2	2
02	1	0	1	2	02	0	0	0	0
03	0	0	0	0	03	0	0	1	1
04	0	0	1	1	04	0	0	0	0
Total	3	0	4	7	Total	3	0	5	8
Greenbrier					Greenbrier				
Grade	Employee	City	Tuition	Totals	Grade	Employee	City	Tuition	Totals
00	1	1	5	7	00	5	2	5	12
01	4	2	6	12	01	2	2	2	6
02	1	1	3	5	02	5	3	7	15
03	4	2	5	11	03	2	1	6	9
04	1	1	7	9	04	5	0	5	10
Total	11	7	26	44	Total	19	8	25	52
Jackson-Via					Jackson-Via				
Grade	Employee	City	Tuition	Totals	Grade	Employee	City	Tuition	Totals
00	0	0	0	0	00	1	0	0	1
01	1	0	0	1	01	1	0	2	3
02	1	0	3	4	02	1	0	2	3
03	1	0	1	2	03	0	0	1	1
04	0	0	1	1	04	1	0	0	1
Total	3	0	5	8	Total	4	0	0	9

2019-2020					2018-2019				
Johnson					Johnson				
Grade	Employee	City	Tuition	Totals	Grade	Employee	City	Tuition	Totals
00	4	0	3	7	00	4	0	0	4
01	4	0	2	6	01	1	0	1	2
02	2	0	0	2	02	2	0	0	2
03	2	0	0	2	03	2	0	2	4
04	2	0	2	4	04	0	0	0	0
Total	14	0	7	21	Total	9	0	3	12
Venable					Venable				
Grade	Employee	City	Tuition	Totals	Grade	Employee	City	Tuition	Totals
00	3	0	4	7	00	1	1	5	7
01	0	0	4	4	01	2	0	6	8
02	2	1	5	8	02	0	0	3	3
03	1	0	1	2	03	2	1	4	7
04	2	0	4	6	04	0	0	4	4
Total	8	1	18	27	Total	5	2	22	29
Walker					Walker				
Grade	Employee	City	Tuition	Totals	Grade	Employee	City	Tuition	Totals
05	6	0	7	13	05	7	1	13	21
06	3	1	12	16	06	6	1	12	19
Total	9	1	19	29	Total	13	2	25	40
Buford					Buford				
Grade	Employee	City	Tuition	Totals	Grade	Employee	City	Tuition	Totals
07	3	0	13	16	07	0	5	11	16
08	4	1	9	14	08	0	4	9	13
Total	7	1	22	30	Total	0	9	20	29
CHS					CHS				
Grade	Employee	City	Tuition	Totals	Grade	Employee	City	Tuition	Totals
09	4	0	16	20	09	3	1	32	36
10	2	0	34	36	10	4	0	15	19
11	3	0	12	15	11	3	0	19	22
12	5	0	18	23	12	5	2	22	29
Total	14	0	80	94	Total	15	3	88	106
Division Total					Division Total				
	Employee	City	Tuition	Totals		Employee	City	Tuition	Totals
	75	10	191	276		76	24	200	305

Growth of Out of District Students in 2018 vs 2019



The chart above displays the change of enrollment of out of district students by school between 2018 and 2019 school years. Johnson Elementary had the highest increase with 9 more out of district students enrolled than last school year while Charlottesville High had the highest decrease with 12 fewer out of districts students enrolled than last school year.

Enrollment Growth (September 4, 2019)

The table below notes the enrollment change for the school division between 1985 and 2011 as well as 2011 and September 2019. Between 1985 and 2011, the division experienced an enrollment decline, losing 863 students. However, between 2011 and September 4, 2019, the division's enrollment increased by 458 students. The increase is significant because it highlights that 53% of the 863 students lost over 26 years, were regained over the past eight years.

Schools	Enrollment 1985	Enrollment 2011	Change Between 1985 & 2011	Enrollment 2011	Enrollment 2019	Change Between 2011 & 2019
Burnley-Moran	452	323	129 ↓	323	346	23 ↑
Clark	435	208	227 ↓	208	252	44 ↑
Greenbrier	323	282	41 ↓	282	349	67 ↑
Jackson-Via	496	248	248 ↓	248	302	54 ↑
Johnson	410	257	153 ↓	257	311	54 ↑
Venable	325	275	50 ↓	275	315	40 ↑
Walker	417	549	132 ↑	549	651	102 ↑
Buford	490	495	5 ↑	495	513	18 ↑
Charlottesville High	1305	1296	9 ↓	1296	1211	85 ↓
Total	4655	3792	863 ↓	3792	4250	458 ↑

English as a Second Language Services
Charlottesville City Schools

LEP Student Enrollment & ESL Staffing (as of April 1, 2019)

	4/2011	4/2012	4/2013	4/2014	5/2015	4/2016	4/2017	4/2018	4/2019
Number of Students	360	396	427	410	389	438	443	462	456
Change	-5	+36	+31	-17	-21	+49	+5	+19	-6
# of ESL Teachers	12.5 FTE	12.5 FTE	12.5 FTE	12.5 FTE	12.5 FTE	14 FTE	13 FTE	15 FTE	16 FTE
# of Languages	47	36	35	31	29	34	35	35	43

Student Enrollment (as of April 1, 2019)

LEP Count by Top Languages

Schools	April 2018	April 2019	Change	Immigrant	Number of Languages	4/16	4/17	4/18	4/19
	Total	Total				4/16	4/17	4/18	4/19
The Division	462		+	%	1. Spanish	228	181	179	250
CHS	96		+	%	2. Dari	29	29	57	73
Buford	41		-	%	3. Nepali	87	51	46	48
Walker	41		+	%	4. Arabic	38	32	30	46
Burnley-Moran	31		-	%	5. Pashto	---	10	34	43
Clark	59		+	%	6. Swahili	36	21	19	26
Greenbrier	90		+	%	7. Karen & Burmese	---	12	15	22
Jackson-Via	42		+	%	8. Mai/Mai	12	10	10	17
Johnson	44		-	%	9. Farsi	---	11	13	13
Venable	18		-	%	10. Krahn	---	---	---	9

Title III Annual English Language Proficiency Progress Objective

The expectation is that a student will increase at least one English language proficiency (ELP) level each year. This is determined by performance on the state's ELP assessment that is given in the spring of the year.

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Title III Annual ELP Target	64%	65%	66%	67%	68%	69%	NA	NA	NA	NA
The Division's ELP Progress (Based on previous year's data)	75%	93%	97%	79%	79%	NA	NA	NA	NA	NA

English Language Proficiency Levels (as of April 1, 2019)

The levels of English language proficiency have been defined for the state’s English learners (EL). The totals are based on Spring 2018 assessments for returning students and the 2018–2019 assessments for new students.

ELP Levels	BEGINNER				INTERMEDIATE			ADVANCED		
	Level 1	Level 2	School Percentage	Division Percentage	Level 3	School Percentage	Division Percentage	Level 4	School Percentage	Division Percentage
The Division	136	97	na	63%	168	na	37%	55	na	12%
CHS	12	25	31%	6%	34	40%	7%	15	21%	3%
Buford	17	10	73%	6%	9	24%	2%	1	3%	0%
Walker	8	10	35%	4%	20	38%	4%	14	27%	3%
Burnley-Moran	14	9	61%	5%	13	34%	3%	2	5%	0%
Clark	14	7	43%	5%	25	51%	5%	3	6%	1%
Greenbrier	34	16	56%	11%	31	34%	7%	9	10%	1%
Jackson-Via	11	6	40%	4%	18	43%	4%	7	17%	2%
Johnson	13	8	51%	5%	16	39%	4%	4	10%	1%
Venable	13	6	90%	34%	2	10%	0%	0	0%	0%

The Division’s English Language Proficiency Levels and ELP Progress (as of April 2018)

The expectation is that a student will increase at least one English language proficiency (ELP) level each year. This is determined by performance on the state’s ELP assessment that is given in the spring of the year.

Spring	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Beginner (ELP levels 1–2)	54%	45%	47%	45%	47%	54%	55%	54%	53%	56%
Intermediate (ELP levels 3–4)	32%	50%	48%	47%	44%	39%	38%	45%	59%	44%
Advanced (ELP level 5)	13%	5%	4%	8%	9%	7%	1%	6%	6%	NA

Title III Annual English Language Proficiency Progress Objective

The expectation is that a student will increase at least one English language proficiency (ELP) level each year. This is determined by performance on the state’s ELP assessment that is given in the spring of the year.

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Title III Annual ELP Target	NA	64%	65%	66%	67%	68%	69%	NA	NA	NA
The Division’s ELP Progress (Based on previous year’s data)	NA	75%	93%	97%	79%	79%	NA	NA	NA	NA

The Division’s English Language Proficiency Levels and ELP Progress (as of April 1, 2019)

The expectation is that a student will increase at least one English language proficiency (ELP) level each year. This is determined by performance on the state’s ELP assessment that is given in the spring of the year. Individual student results for the previous year are available of the beginning of the next school year.

Spring	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Beginner (ELP levels 1–2)	45%	47%	45%	47%	54%	55%	54%	53%	56%	63%
Intermediate (ELP levels 3)										37%
Advanced (ELP level 4)										12%
Former Delineation of Levels										
Intermediate (ELP levels 3-4)	50%	48%	47%	44%	39%	38%	45%	59%	44%	---
Advanced (ELP level 5)	5%	4%	8%	9%	7%	1%	6%	NA	NA	---

Level 1 – Entering

- Understands some words and phrases
- Needs pictures, graphics, or interactive support
- Follows one-step commands or directions
- Answers yes/no questions or statements with support

Level 2 – Beginning

- Understands phrases or short sentences
- Learning basic vocabulary for the content areas
- Oral and written language has frequent errors that can impede communication
- Needs sensory, graphic or interactive support
- Beginning to write sentences

Level 3 – Developing

- Still makes syntactic or semantic errors in oral and written language
- Beginning to understand the language of the content areas (EX: 90° angle, Thomas Jefferson)
- Can expand sentences into simple paragraphs

Level 4 – Expanding

- Skills with academic language are still behind those for social “playground” language
- Understands technical language of the content areas (EX: hypothesis, perpendicular)
- Writing includes a variety of sentence lengths and linguistic complexity

Level 5 – Bridging

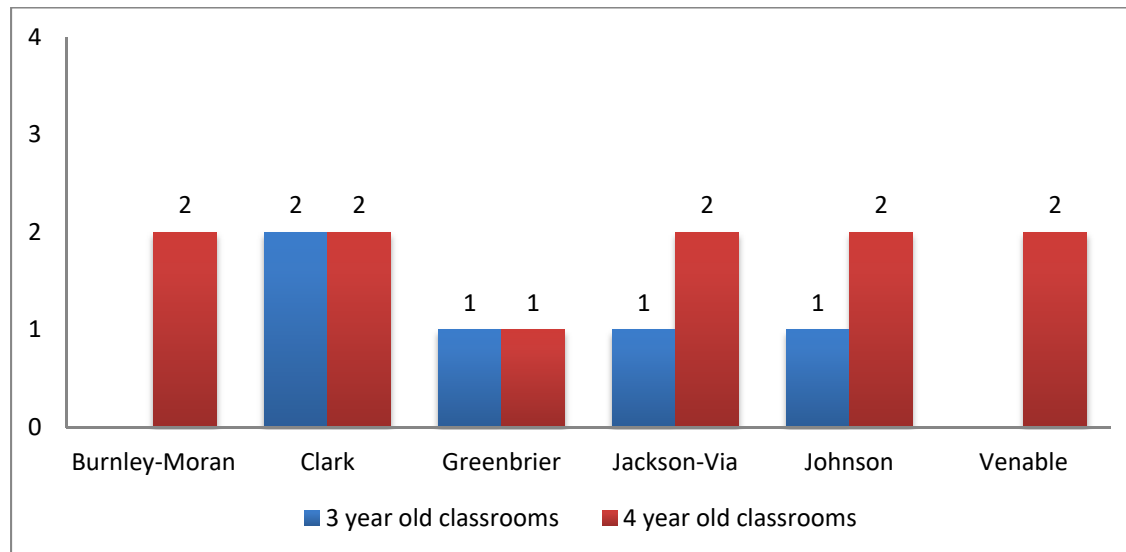
- Understands language of the content areas
- Oral and written language is comparable to peers when presented with grade level material
- Comfortable writing stories, essays or reports

Level 6 – Reaching (formerly LEP; exited the ESL Program)

- Understands specialized or technical language that is reflective of the content areas at grade level
- Uses a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse
- Oral or written communication in English is comparable to proficient English peers

Preschool Enrollment Summary

The illustration below shows the number of preschool classrooms in the district's elementary schools by building. Clark had the highest number of preschool classrooms at 4 while Burnley-Moran and Venable had the fewest preschool classrooms at 2.



Cohort Preschool Information

Preschool data indicates a positive impact on achievement of scores for students who participated in a CCS 3 year old and/or 4 year old program. This chart shows the 2019 math and reading SOL scores for third and fourth grade students who attended a CCS 3 year old and 4 year old programs.

2013-2014 3 Year Old Cohort 3 rd Grade SOL Results in Spring 2019			
Content	Test Takers	Number Passing	Percent Passing
Reading Grade 3	35	20	57%
Math Grade 3	35	23	66%
2014-2015 4 Year Old Cohort 3 rd Grade SOL Results in Spring 2019			
Content	Test Takers	Number Passing	Pass Proficient Percentage
Reading Grade 3	108	59	55%
Math Grade 3	108	66	61%

2012-2013 3 Year Old Cohort 4 th Grade SOL Results in Spring 2019			
Content	Test Takers	Number Passing	Percent Passing
Reading Grade 4	34	17	50%
Math Grade 4	34	24	71%
2013-2014 4 Year Old Cohort 4 th Grade SOL Results in Spring 2019			
Content	Test Takers	Number Passing	Pass Proficient Percentage
Reading Grade 4	84	42	49%
Math Grade 4	84	53	63%

Students with Disabilities Enrollment Summary

The trend data for students with disabilities from December 1, 2015 to September 2019 is shown in the following tables. Our division has 612 students enrolled who receive specialized instruction as directed by their Individualized Education Plan (IEP). Since the 2015-2016 school year, students in the Special Education Program has declined by 31 students. The three highest categories of identification are in specific learning disabilities with 176 students, other health impairment with 123 students, and speech/language impairment with 93 students.

Disability	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Dec. 1	Dec. 1	Dec. 1	Dec. 1	Sept. 2019
Autism	60	62	58	59	64
Deaf-Blind	0	0	0	0	0
Developmentally Delayed	44	36	34	37	51
Emotional Disturbance	57	64	57	59	66
Hearing Impairment	2	1	2	3	3
Multiple Disabilities	9	8	6	7	4
Intellectual Disability	23	18	16	18	23
Other Health Impairment	125	125	129	120	123
Orthopedic Impairment	3	1	0	0	0
Severe Disability	0	0	0	0	0
Specific Learning Disabilities	207	195	181	186	176
Speech/Language Impairment	110	82	105	110	93
Traumatic Brain Injury	2	2	2	1	1
Visual Impairment	1	3	3	8	8
TOTAL	643	597	593	608	612

Students with Disabilities Served in a CCS School and Outside of the School Division

The trend data for students with disabilities from 2015 through September 2019 served within and outside of the school division are illustrated in the tables below. Our division has 545 students served within the 9 schools, 67 students served outside of the school division in private day schools or residential placement.

Disability	2015-2016	2016-2017	2017-2018	2018-2019	September 2019 Within Division
Autism	50	62	58	54	51
Deaf-Blind	0	0	0	0	0
Developmentally Delayed	44	36	34	35	51
Emotional Disturbance	25	34	38	21	31
Hearing Impairment	2	1	2	2	3
Multiple Disabilities	27	8	6	3	3
Intellectual Disability	21	18	16	17	23
Other Health Impairment	3	125	129	107	111
Orthopedic Impairment	3	1	0	0	0
Severe Disability	0	0	0	0	0
Specific Learning Disabilities	205	195	181	181	171
Speech/Language Impairment	110	82	105	101	93
Traumatic Brain Injury	2	2	2	1	1
Visual Impairment	1	3	3	6	7
TOTAL Served in CCS School	587	567	574	528	545

Facilities	September 2018 Outside Division	September 2019 Outside Division	Facilities	September 2018 Outside Division	September 2019 Outside Division
Elk Hill Charlottesville	18	15	Ivy Creek	19	12
Elk Hill Staunton	1	2	Pygmalion	0	0
Faison School for Autism	1	1	Hallmark Youthcare	0	1
Keys Academy Augusta	1	3	Lafayette Academy	4	1
Keys Academy Charlottesville	11	12	Virginia Institute for Autism	10	10
Elk Hill Goochland	3	3	Virginia School of Deaf and Blind	0	2
Sarah Dooley School for Autism	2	1	Charterhouse	0	1
Fairwinds-Residential	0	1	Child Help Residential	0	1
Dooley School	2	0	Sorensens Ranch School	1	0
Lliff Skill and Rehabilitation	1	1			
Total Served Outside Division				74	67

Accreditation Information

The following tables reveal the accreditation reports for each school based on assessments for school years 2016-2017 to 2018-2019. Schools may achieve accreditation through current year scores or through a 3-year average by scoring 75% in English and 70% in Math and Science on the SOL tests for all students and student groups: Asian, Black, Hispanic, White, Students with Disabilities, English Learners, and Economically Disadvantage. All of our school division achieved a status of accredited with five schools designated fully accredited and two schools, Buford Middle School and Walker Upper Elementary, designated as accredited with conditions.

School: Burnley-Moran

Accreditation Status: Accredited

Subject	Assessment Year	Pass Rate
English	2019	76%
	2018	81%
	2017	79%
Mathematics	2019	83%
	2018	79%
	2017	74%

School: Clark

Accreditation Status: Accredited

Subject	Assessment Year	Pass Rate
English	2019	78%
	2018	68%
	2017	75%
Mathematics	2019	81%
	2018	71%
	2017	75%

School: Greenbrier

Accreditation Status: Accredited

Subject	Assessment Year	Pass Rate
English	2019	88%
	2018	91%
	2017	87%
Mathematics	2019	89%
	2018	91%
	2017	94%

School: Jackson-Via

Accreditation Status: Accredited

Subject	Data Source	Pass Rate
English	2019	71%
	2018	66%
	2017	83%
Mathematics	2019	78%
	2018	67%
	2017	89%

School: Johnson

Accreditation Status: Accredited

Subject	Data Source	Pass Rate
English	2019	77%
	2018	81%
	2017	82%
Mathematics	2019	80%
	2018	78%
	2017	85%

School: Venable

Accreditation Status: Accredited

Subject	Data Source	Pass Rate
English	2019	90%
	2018	87%
	2017	88%
Mathematics	2019	88%
	2018	86%
	2017	85%

School: Walker**Accreditation Status: Accredited with Conditions**

Subject	Data Source	Pass Rate
English*	2019	76%
	2018	79%
	2017	79%
Mathematics	2019	76%
	2018	80%
	2017	81%
Science	2019	56%
	2018	65%
	2017	70%

School: Buford**Accreditation Status: Accredited with Conditions**

Subject	Data Source	Pass Rate
English	2019	74%
	2018	79%
	2017	79%
Mathematics	2019	80%
	2018	81%
	2017	84%
Science	2019	67%
	2018	67%
	2017	70%

School: Charlottesville High Accreditation Status: Accredited

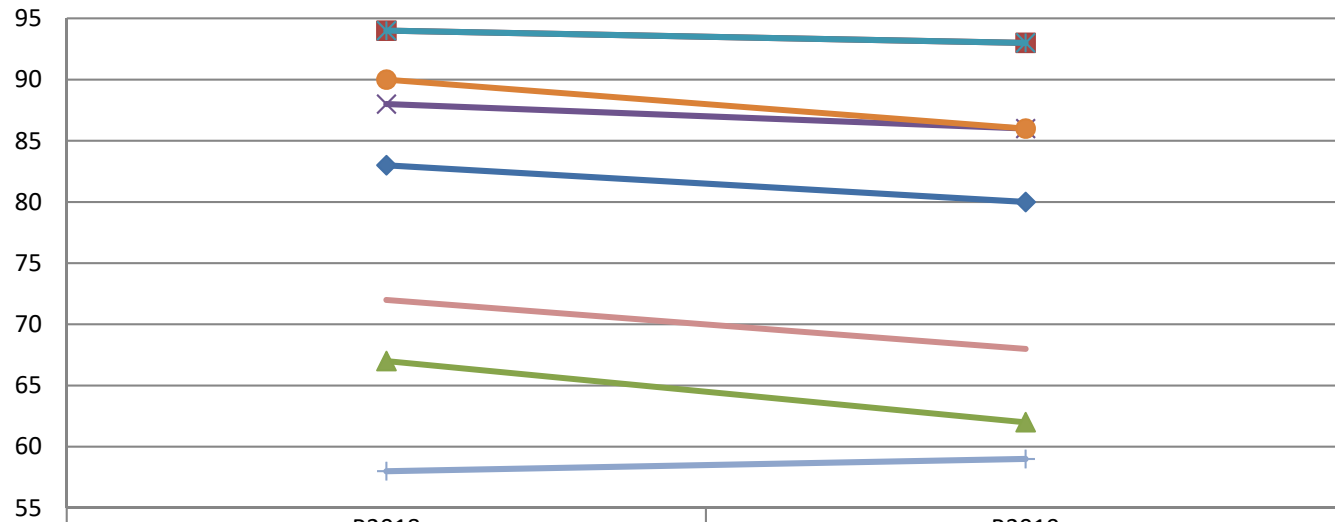
Subject	Data Source	Pass Rate
English	2019	94%
	2018	96%
	2017	96%
Mathematics	2019	86%
	2018	81%
	2017	77%
Science	2019	85%
	2018	86%
	2017	83%
Graduation and Completion Index*	2019	96
	2018	94
	2017	92
On-Time Graduation Rate	2019	95.7%
	2018	92.6%
	2017	89.6%

* Calculated as Weighted Index Points

Three Year Pass Rate Trend Data

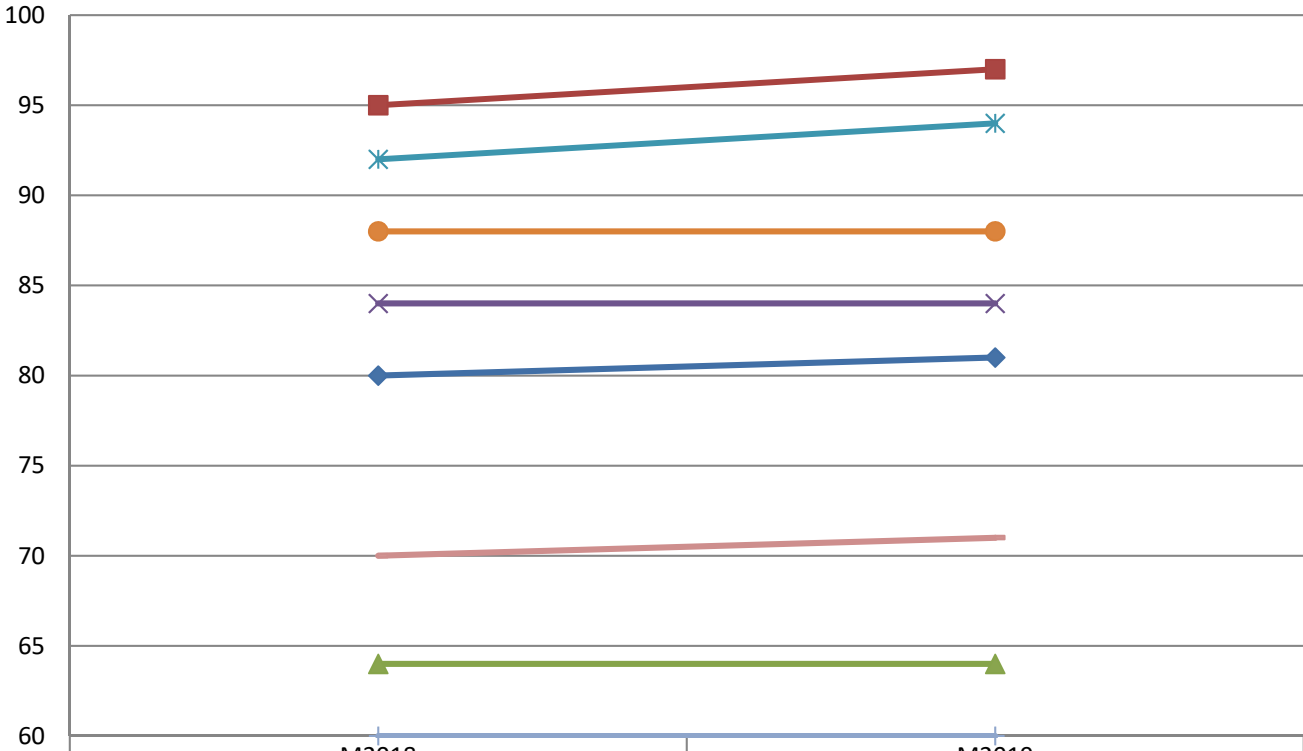
The following graphs illustrate accreditation pass rate data by student groups on reading and math SOLs for school year 2017-2018 compared to 2018-2019 for the school division and each school. The 2019 division pass rates for reading and math were similar to the previous year's rates. There were slight decreases of scores in reading for all student groups and slight increases in math for all students, Asian, White, and Economically Disadvantage. However, the 2019 math scores remained the same as the previous year for black, English Learners, Hispanic, and students with disabilities student groups.

**Divisionwide
Comparison of 2018 & 2019 Reading Accreditation Pass Rates
Race and Student Groups (%)**



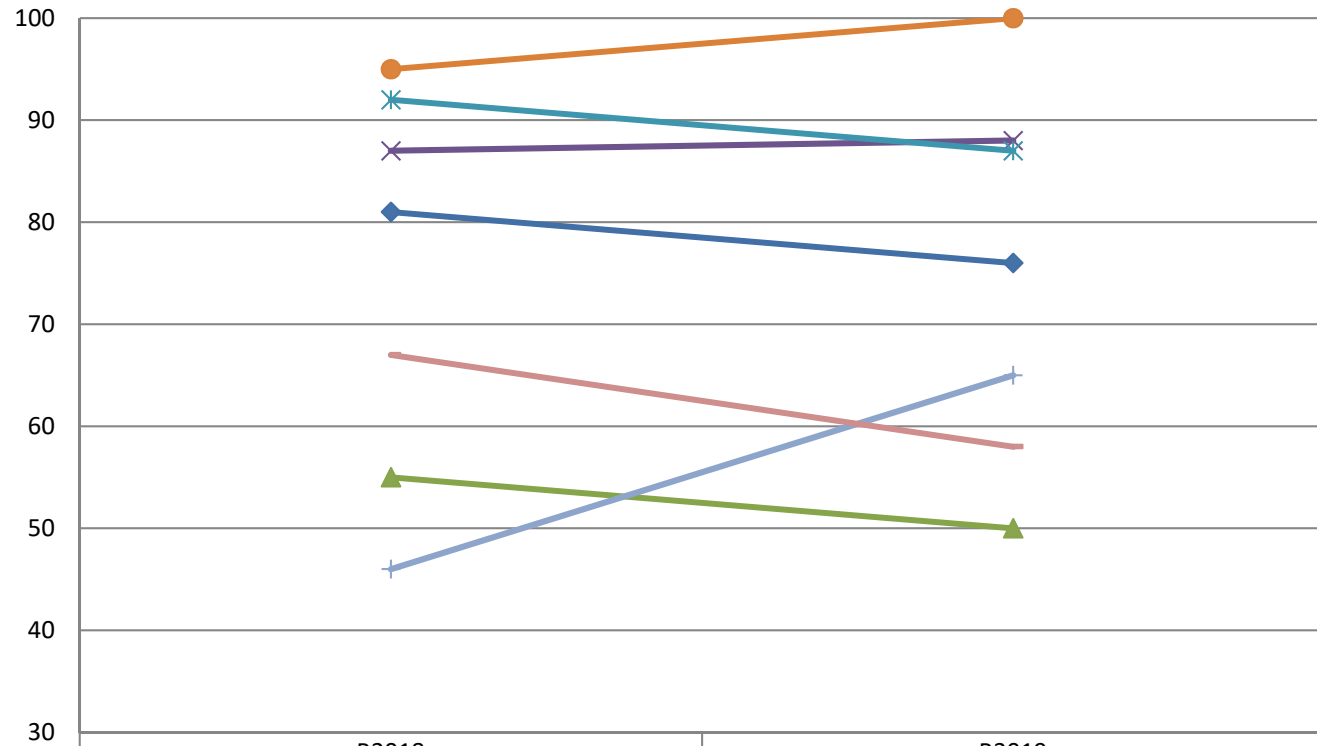
	R2018	R2019
Overall Pass Rate (%)	83	80
Asian	94	93
Black	67	62
Hispanic	88	86
White	94	93
EL	90	86
SWD	58	59
Econ. Dis.	72	68

Divisionwide Comparison of 2018 & 2019 Math Accreditation Pass Rates Race and Student Groups (%)



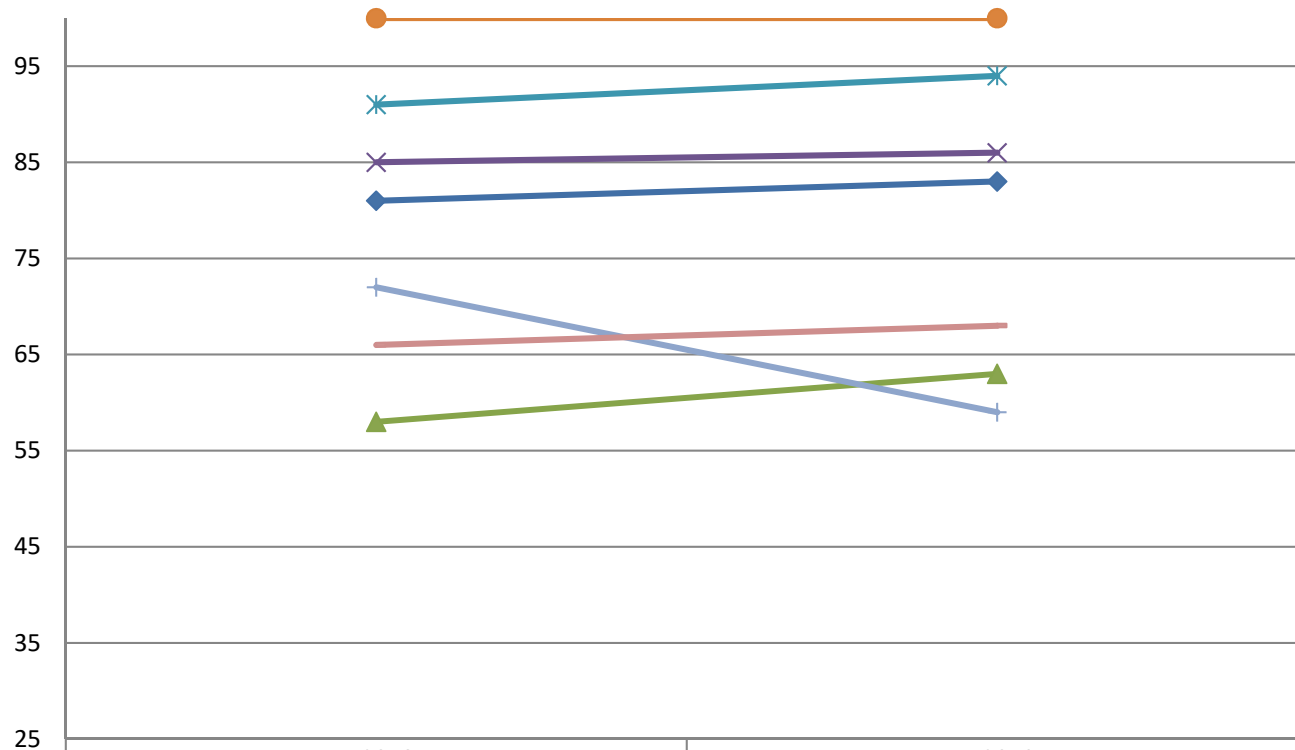
	M2018	M2019
◆ Overall Pass Rate (%)	80	81
■ Asian	95	97
▲ Black	64	64
✕ Hispanic	84	84
* White	92	94
● EL	88	88
+ SWD	60	60
— Econ. Dis.	70	71

Burnley-Moran Comparison of 2018 & 2019 Reading Accreditation Pass Rates Race and Student Groups (%)



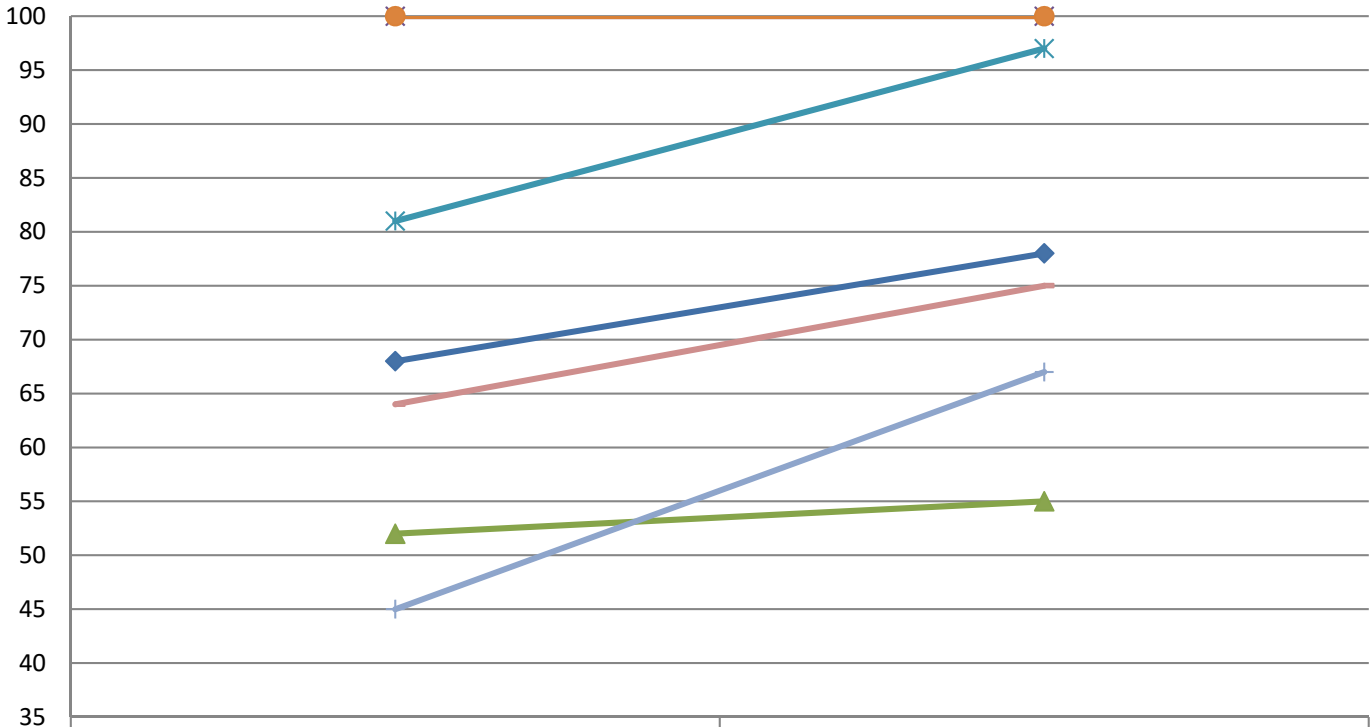
	R2018	R2019
◆ Overall Pass Rate (%)	81	76
■ Asian		
▲ Black	55	50
× Hispanic	87	88
* White	92	87
● EL	95	100
+ SWD	46	65
— Econ. Dis.	67	58

Burnley-Moran Comparison of 2018 & 2019 Math Accreditation Pass Rates Race and Student Groups (%)



	M2018	M2019
Overall Pass Rate (%)	81	83
Asian		
Black	58	63
Hispanic	85	86
White	91	94
EL	100	100
SWD	72	59
Econ. Dis.	66	68

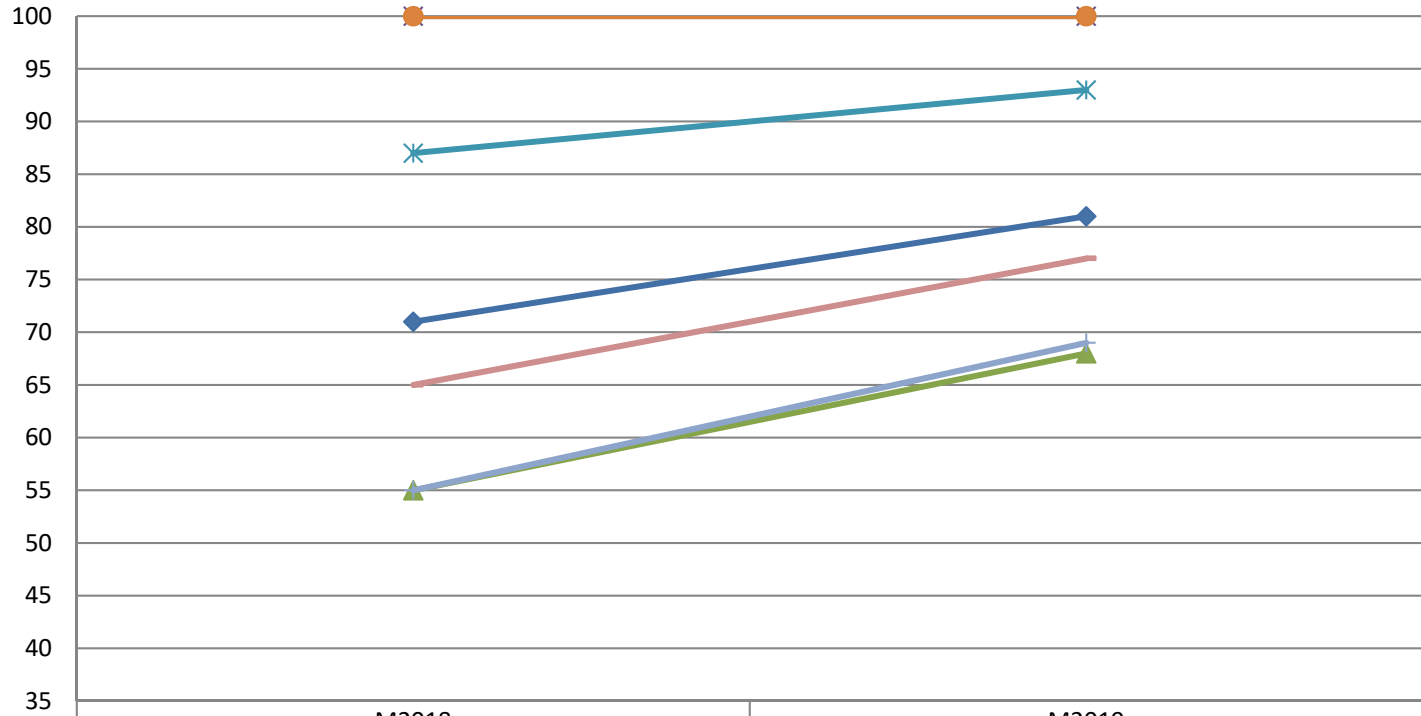
Clark Comparison of 2018 & 2019 Reading Accreditation Pass Rates Race and Student Groups (%)



	R2018	R2019
◆ Overall Pass Rate (%)	68	78
■ Asian		
▲ Black	52	55
✕ Hispanic	100	100
* White	81	97
● EL	100	100
+ SWD	45	67
— Econ. Dis.	64	75

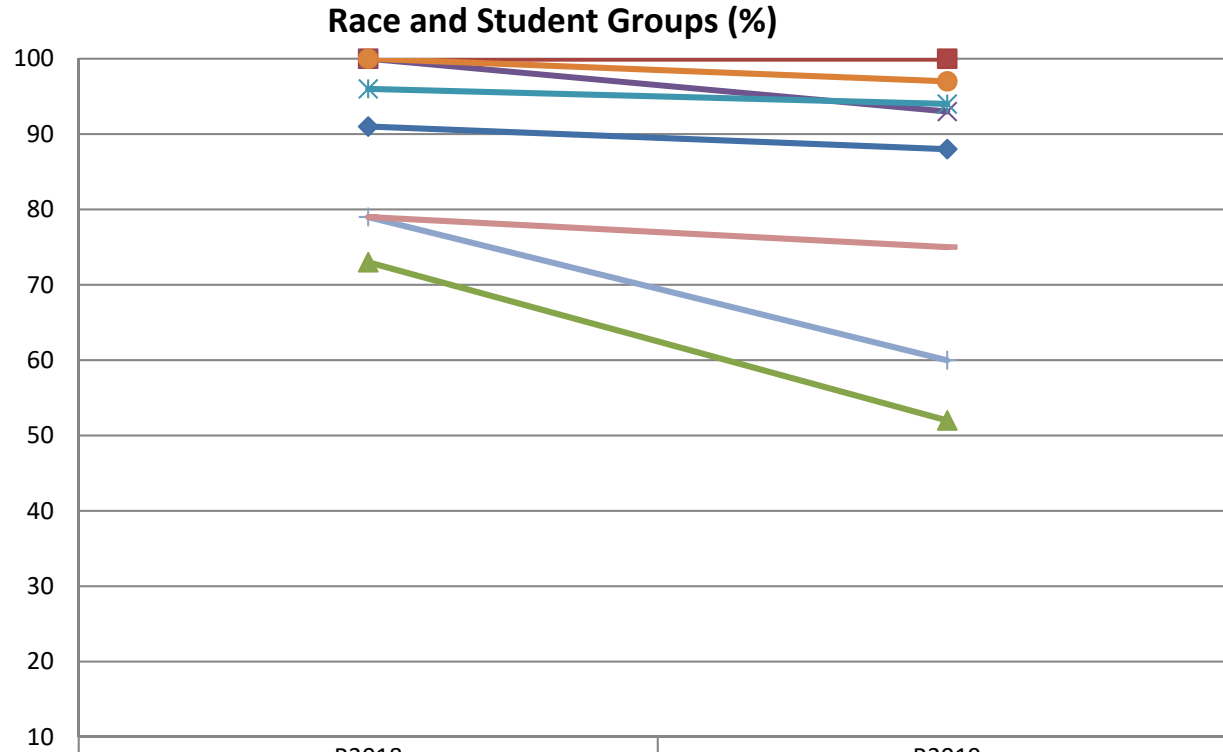
Clark

Comparison of 2018 & 2019 Math Accreditation Pass Rates Race and Student Groups (%)



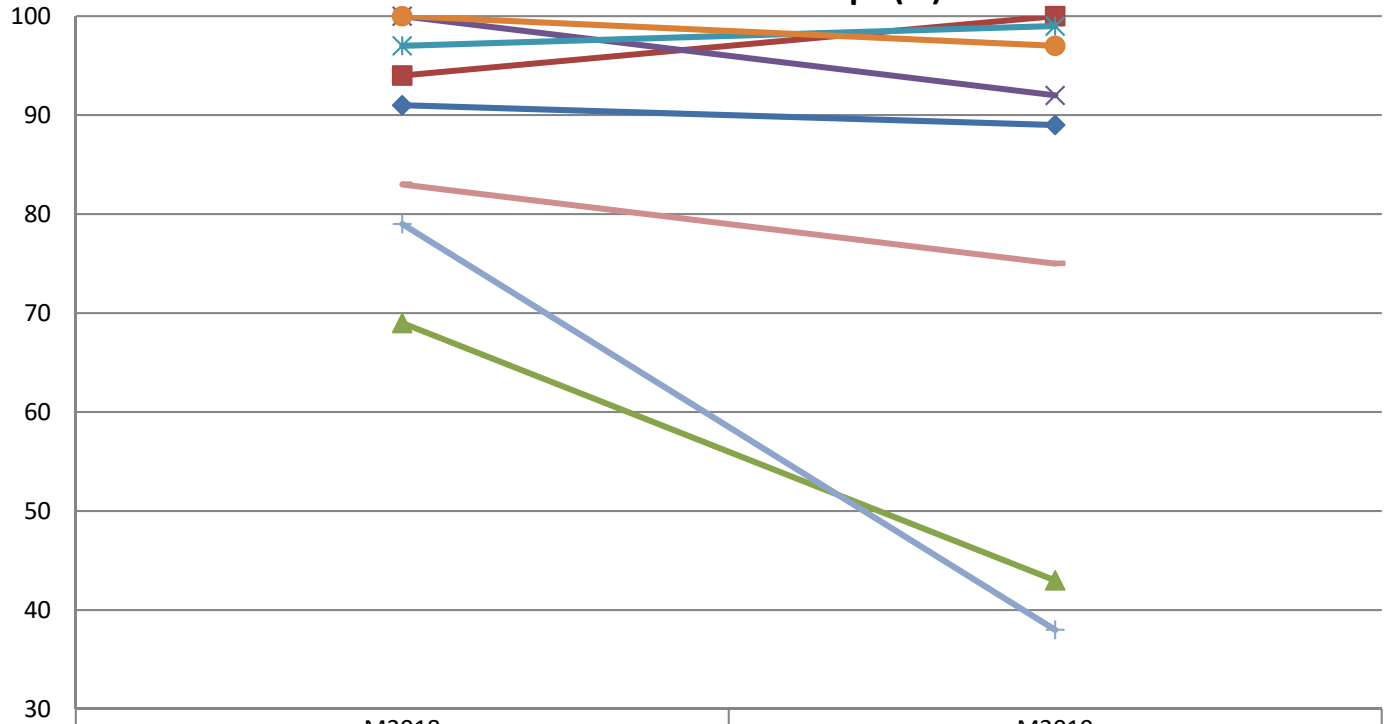
	M2018	M2019
◆ Overall Pass Rate (%)	71	81
■ Asian	65	77
▲ Black	55	68
✱ Hispanic	100	100
✱ White	87	93
● EL	100	100
+ SWD	55	69
— Econ. Dis.	65	77

Greenbrier Comparison of 2018 & 2019 Reading Accreditation Pass Rates



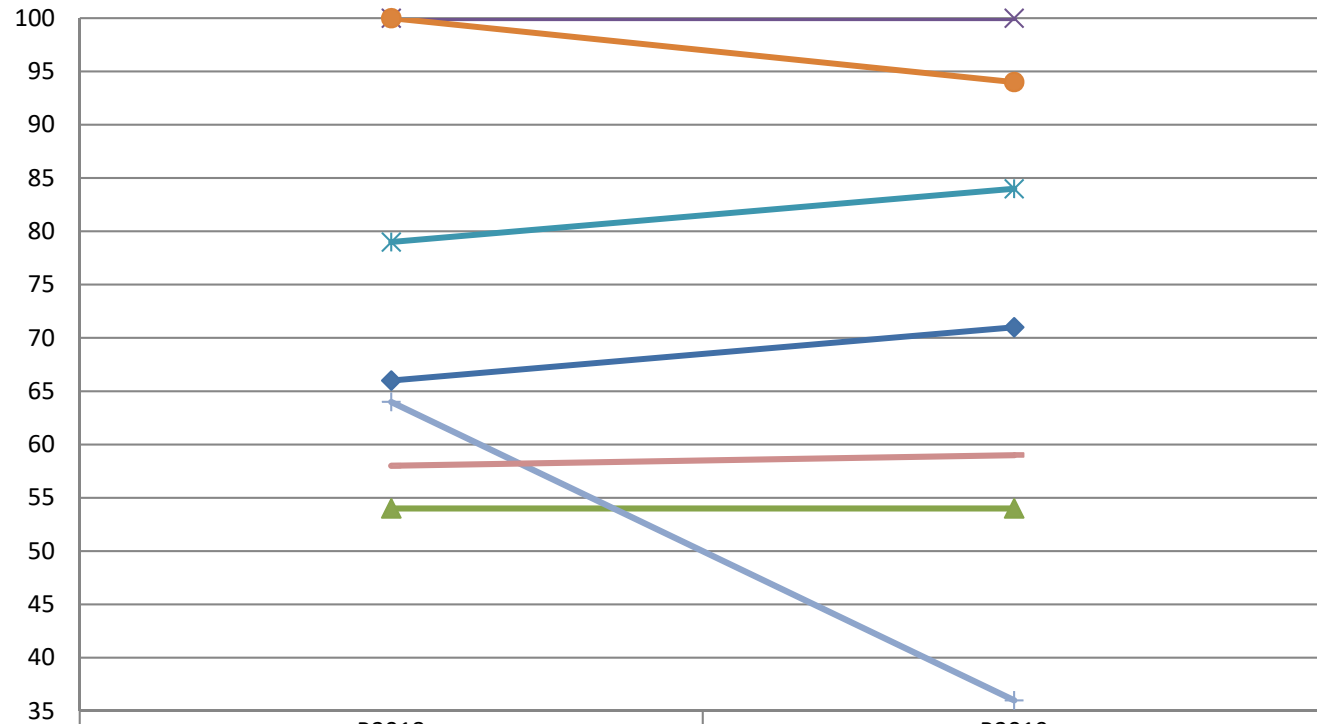
	R2018	R2019
◆ Overall Pass Rate (%)	91	88
■ Asian	100	100
▲ Black	73	52
✖ Hispanic	100	93
✖ White	96	94
● EL	100	97
+ SWD	79	60
— Econ. Dis.	79	75

Greenbrier Comparison of 2018 & 2019 Math Accreditation Pass Rates Race and Student Groups (%)



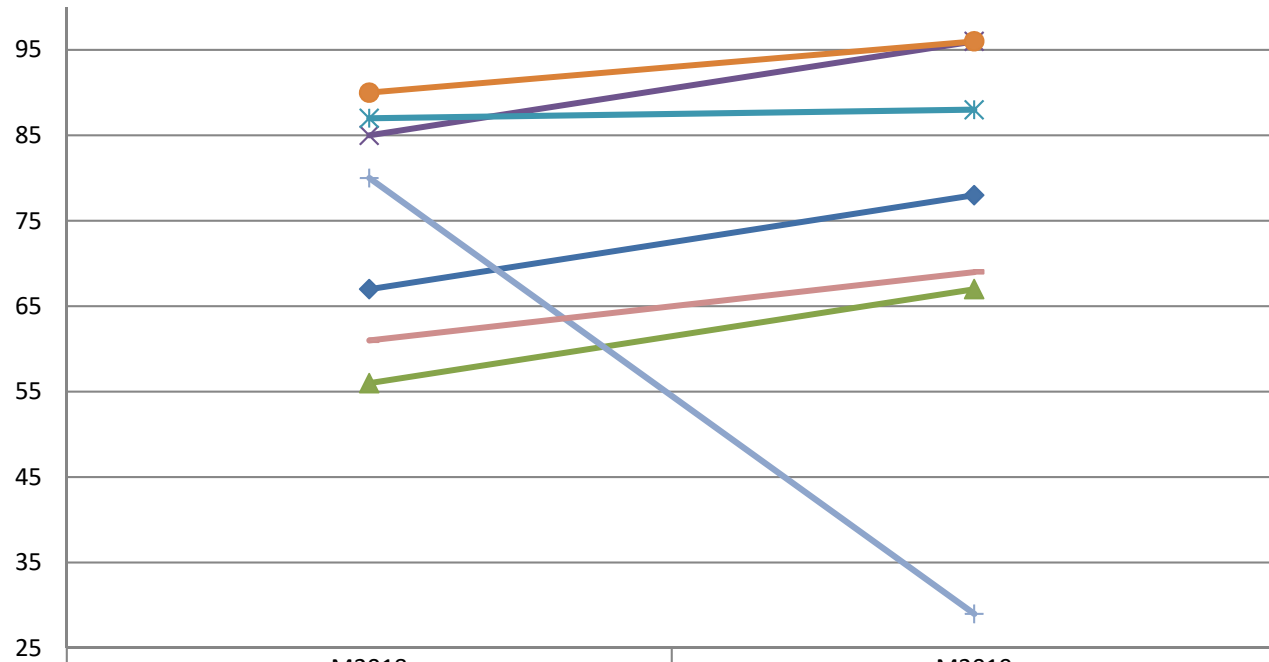
	M2018	M2019
Overall Pass Rate (%)	91	89
Asian	94	100
Black	69	43
Hispanic	100	92
White	97	99
EL	100	97
SWD	79	38
Econ. Dis.	83	75

Jackson-Via Comparison of 2018 & 2019 Reading Accreditation Pass Rates Race and Student Groups (%)



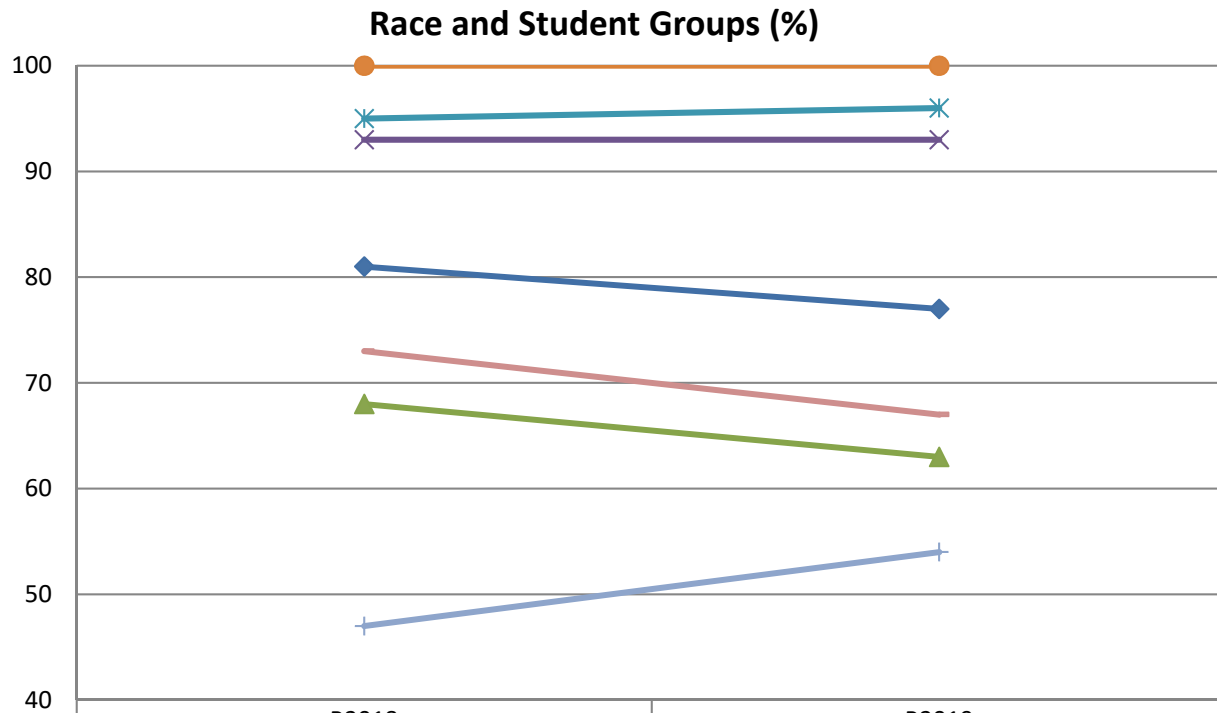
	R2018	R2019
◆ Overall Pass Rate (%)	66	71
■ Asian		
▲ Black	54	54
✕ Hispanic	100	100
✱ White	79	84
● EL	100	94
+ SWD	64	36
— Econ. Dis.	58	59

Jackson-Via Comparison of 2018 & 2019 Math Accreditation Pass Rates Race and Student Groups (%)



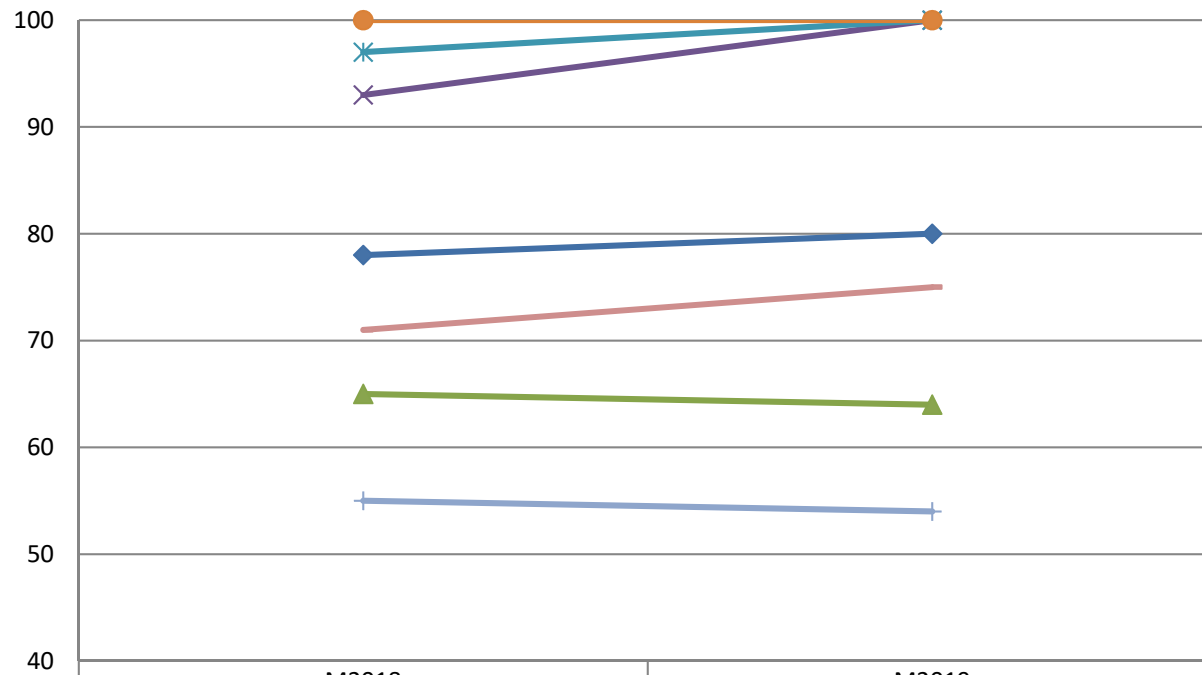
	M2018	M2019
Overall Pass Rate (%)	67	78
Asian		
Black	56	67
Hispanic	85	96
White	87	88
EL	90	96
SWD	80	29
Econ. Dis.	61	69

Johnson Comparison of 2018 & 2019 Reading Accreditation Pass Rates



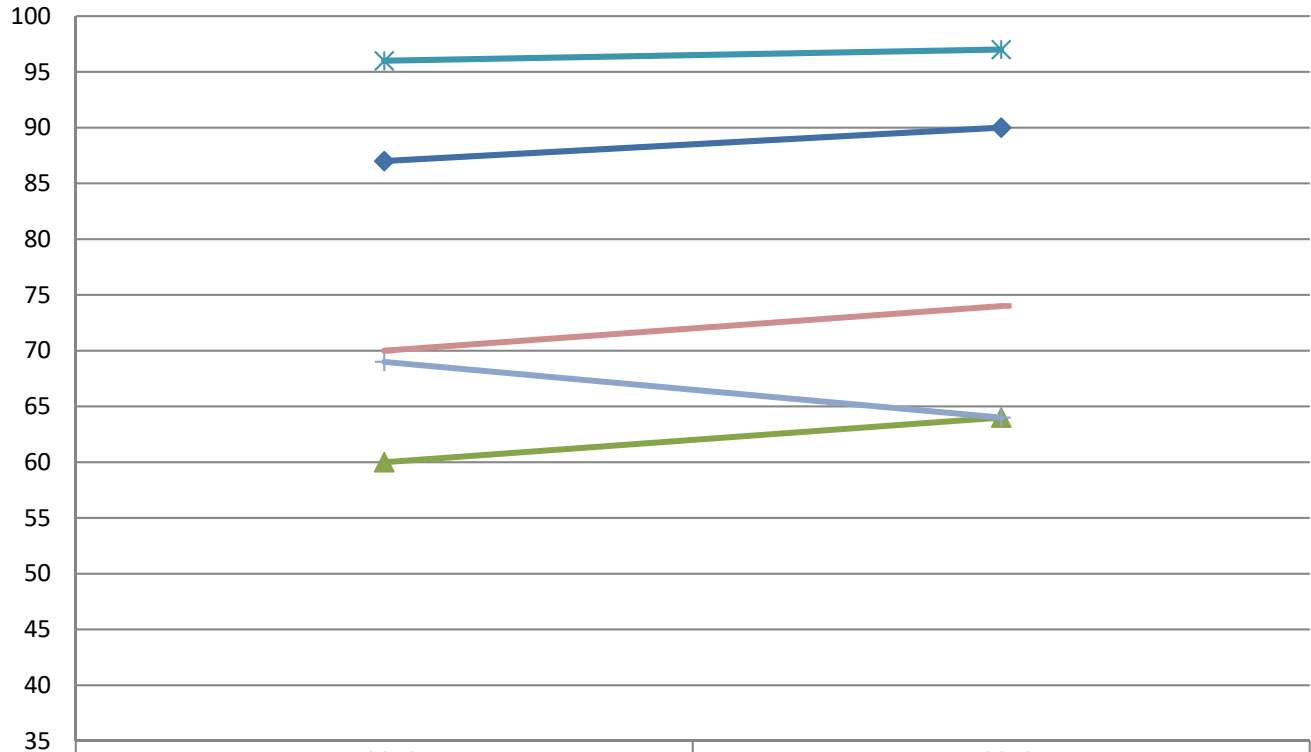
	R2018	R2019
◆ Overall Pass Rate (%)	81	77
■ Asian		
▲ Black	68	63
× Hispanic	93	93
* White	95	96
● EL	100	100
+ SWD	47	54
— Econ. Dis.	73	67

Johnson Comparison of 2018 & 2019 Math Accreditation Pass Rates Race and Student Groups (%)



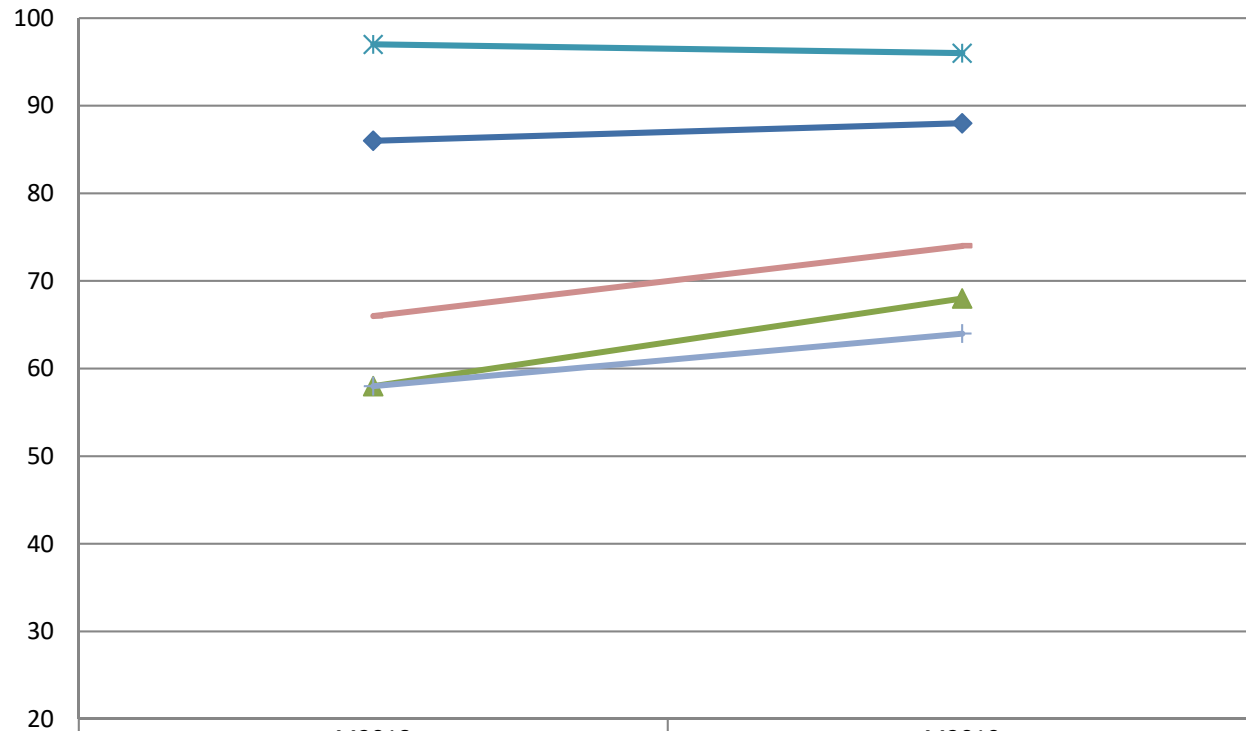
	M2018	M2019
◆ Overall Pass Rate (%)	78	80
■ Asian		
▲ Black	65	64
✕ Hispanic	93	100
✱ White	97	100
● EL	100	100
⊥ SWD	55	54
— Econ. Dis.	71	75

Venable Comparison of 2018 & 2019 Reading Accreditation Pass Rates Race and Student Groups (%)



	R2018	R2019
◆ Overall Pass Rate (%)	87	90
■ Asian		
▲ Black	60	64
✕ Hispanic		
✱ White	96	97
● EL		
+ SWD	69	64
— Econ. Dis.	70	74

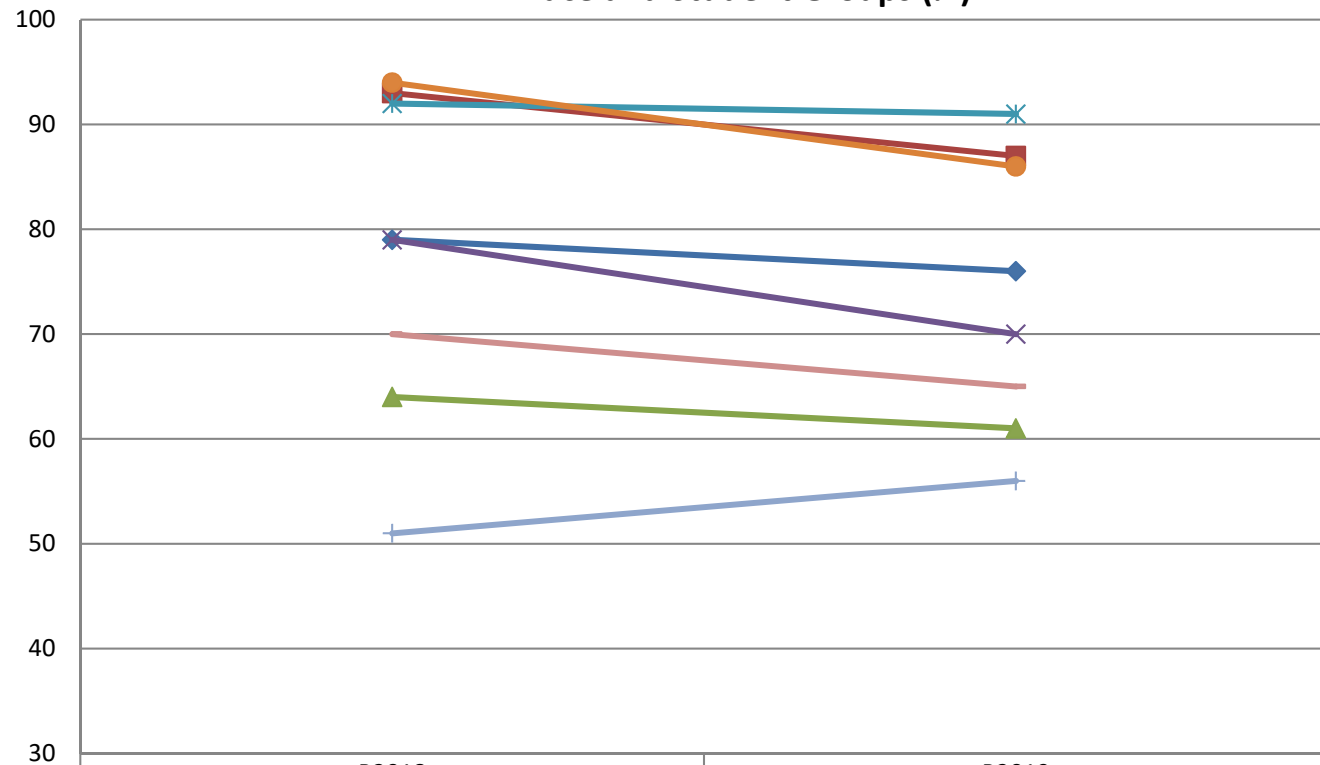
Venable Comparison of 2018 & 2019 Math Accreditation Pass Rates Race and Student Groups (%)



	M2018	M2019
◆ Overall Pass Rate (%)	86	88
■ Asian	66	74
▲ Black	58	68
✕ Hispanic	97	96
✱ White	97	96
● EL	58	64
+ SWD	58	64
— Econ. Dis.	66	74

Walker

Comparison of 2018 & 2019 Reading Accreditation Pass Rates Race and Student Groups (%)

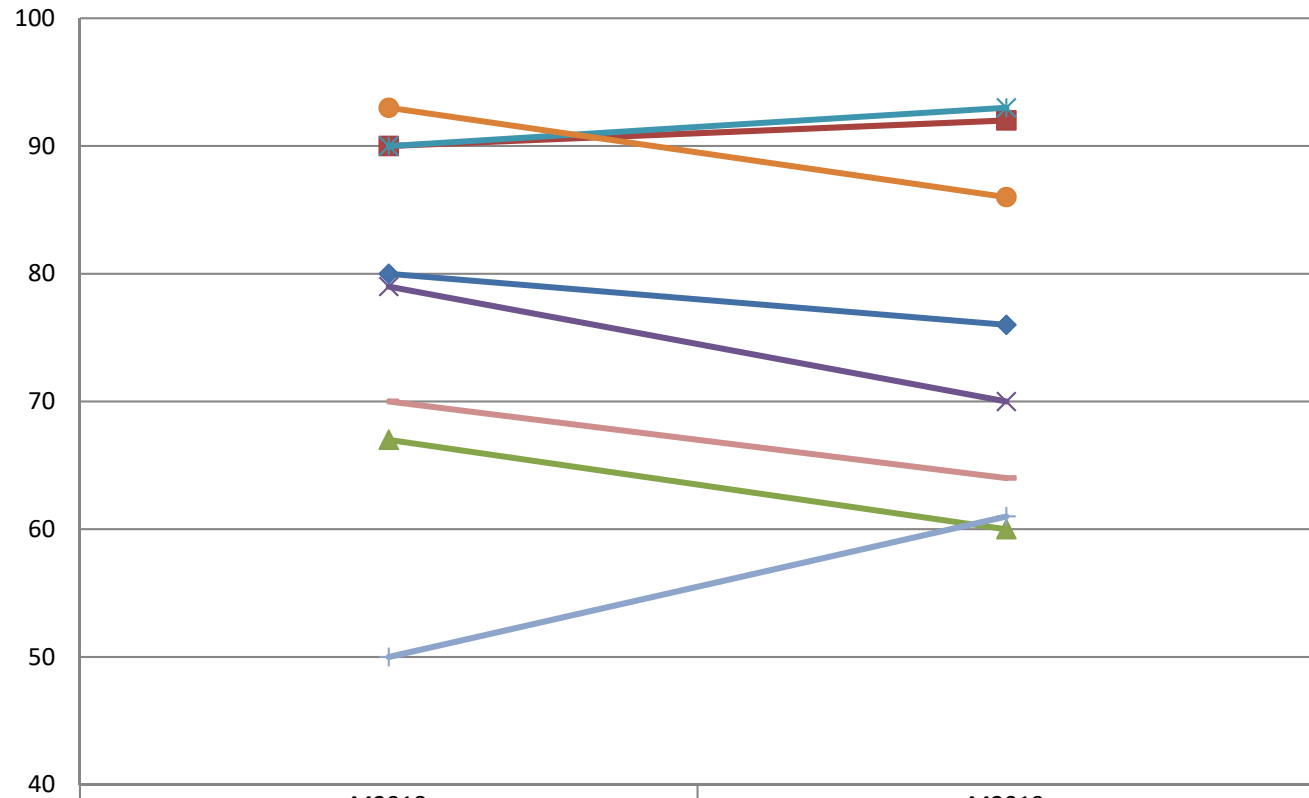


	R2018	R2019
Overall Pass Rate (%)	79	76
Asian	93	87
Black	64	61
Hispanic	79	70
White	92	91
EL	94	86
SWD	51	56
Econ. Dis.	70	65

Walker

Comparison of 2018 & 2019 Math Accreditation Pass Rates

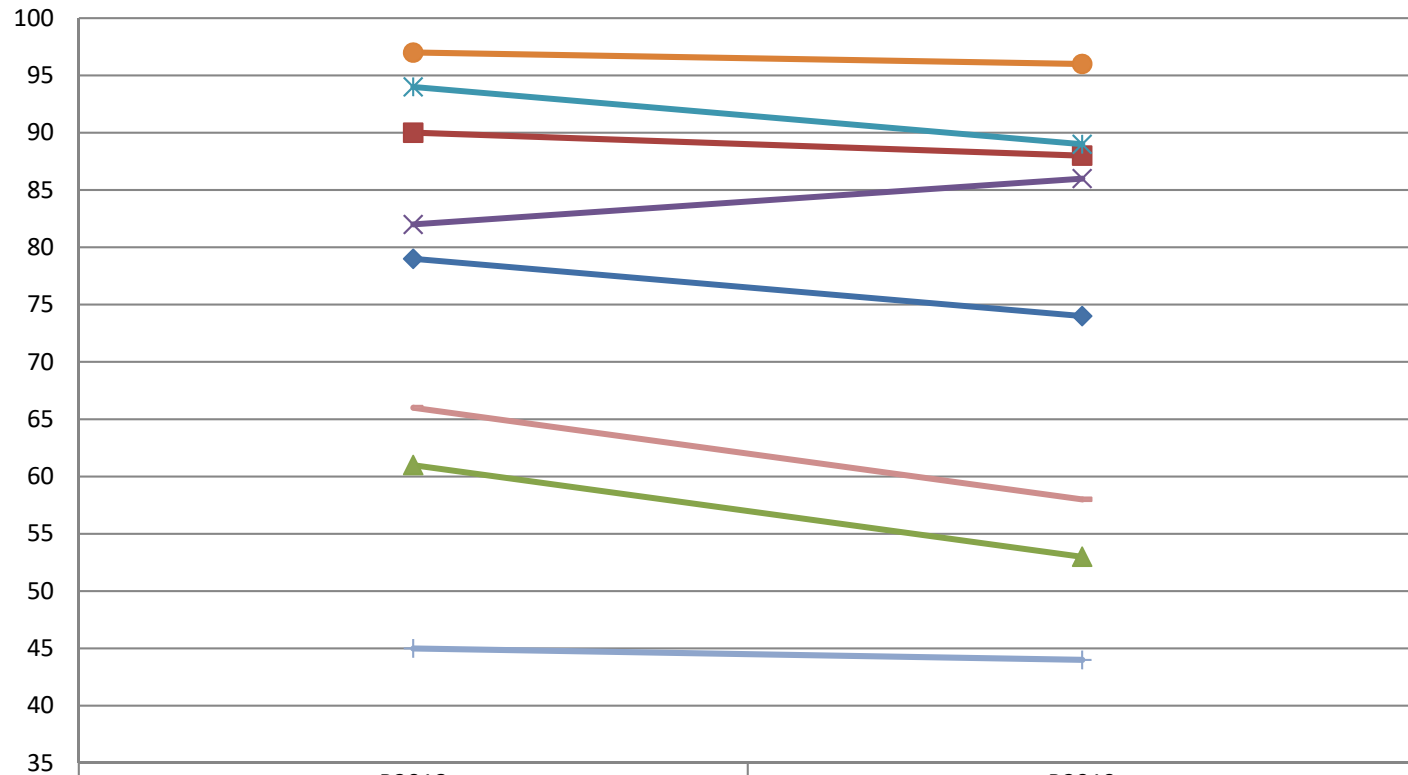
Race and Student Groups (%)



	M2018	M2019
Overall Pass Rate (%)	80	76
Asian	90	92
Black	67	60
Hispanic	79	70
White	90	93
EL	93	86
SWD	50	61
Econ. Dis.	70	64

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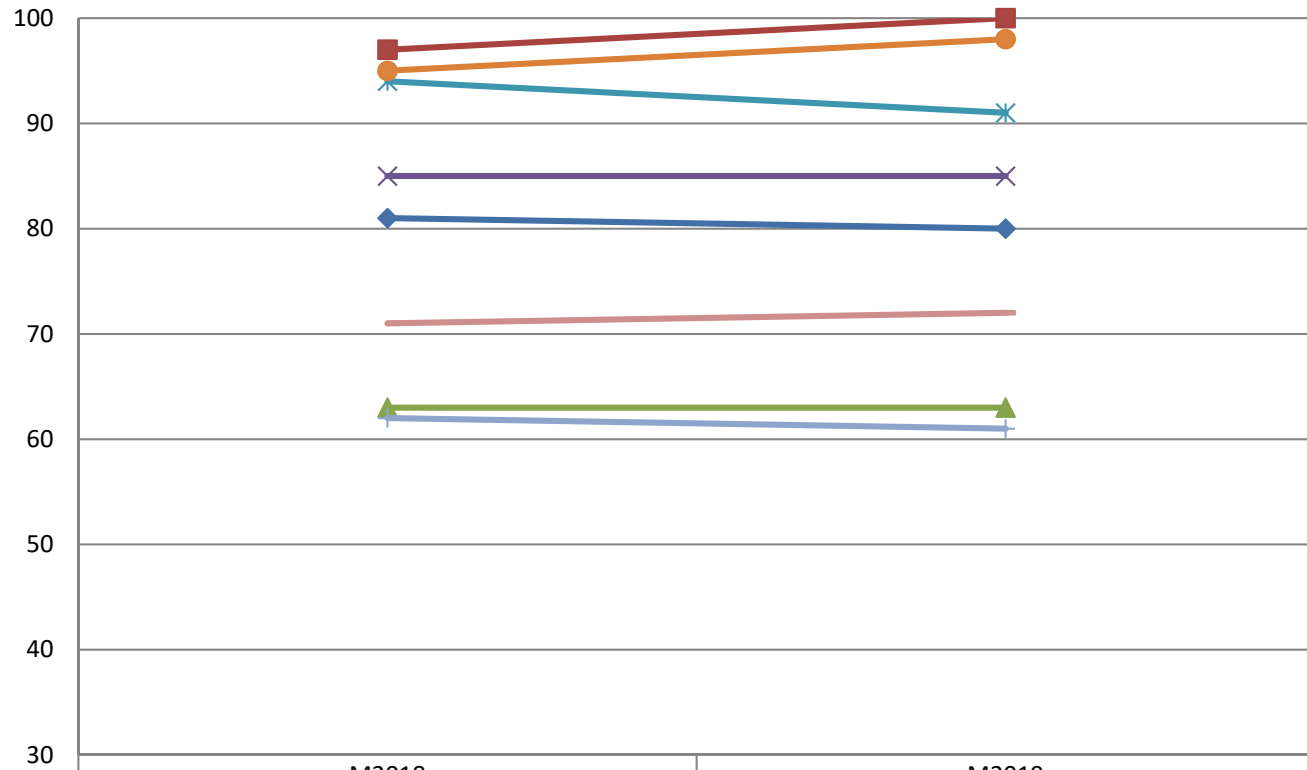
Comparison of 2018 & 2019 Reading Accreditation Pass Rates Race and Student Groups (%)



	R2018	R2019
Overall Pass Rate (%)	79	74
Asian	90	88
Black	61	53
Hispanic	82	86
White	94	89
EL	97	96
SWD	45	44
Econ. Dis.	66	58

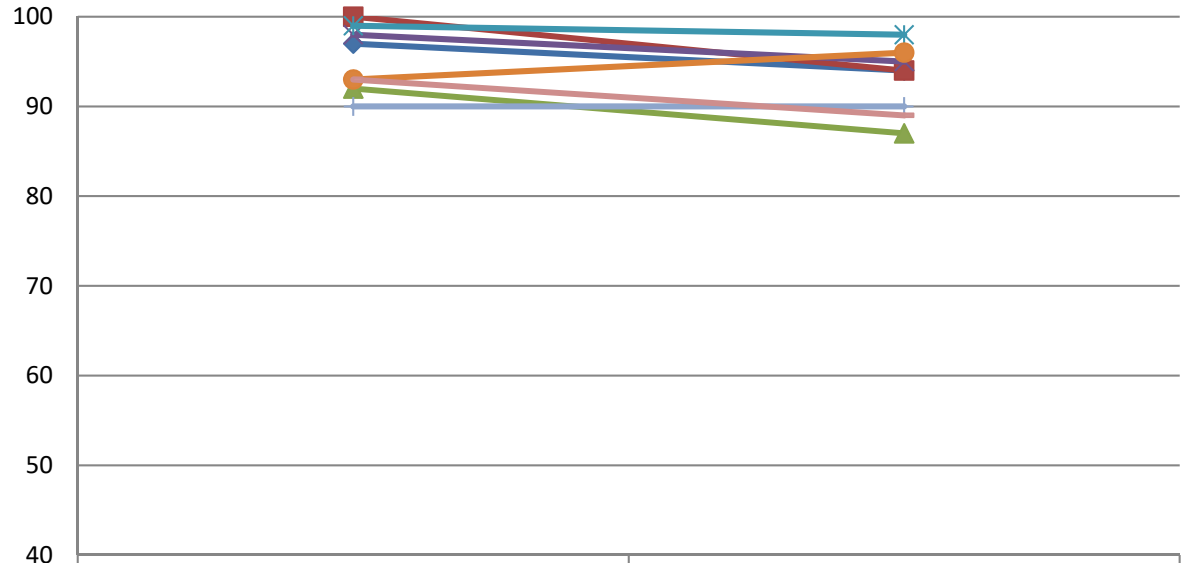
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Comparison of 2018 & 2019 Math Accreditation Pass Rates Race and Student Groups (%)



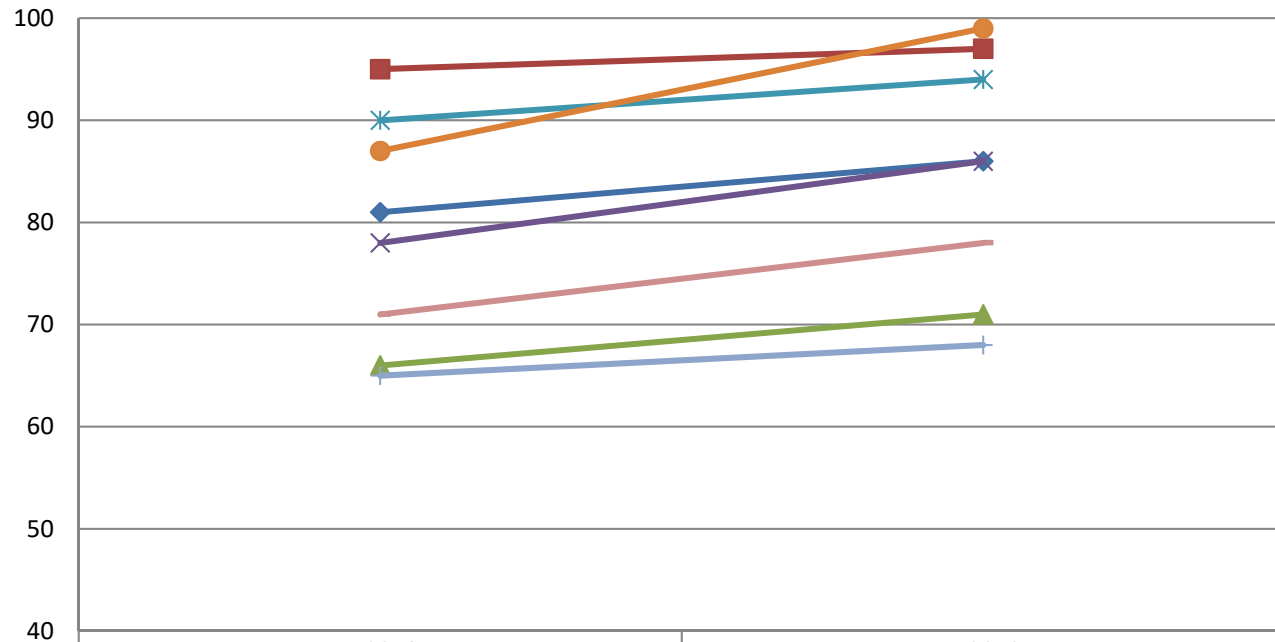
	M2018	M2019
Overall On Pass Rate (%)	81	80
Asian	97	100
Black	63	63
Hispanic	85	85
White	94	91
EL	95	98
SWD	62	61
Econ. Dis.	71	72

Charlottesville High School Comparison of 2018 & 2019 Reading Accreditation Pass Rates Race and Student Groups (%)



	R2018	R2019
◆ Overall Pass Rate (%)	97	94
■ Asian	100	94
▲ Black	92	87
✕ Hispanic	98	95
✱ White	99	98
● EL	93	96
+ SWD	90	90
- Econ. Dis.	93	89

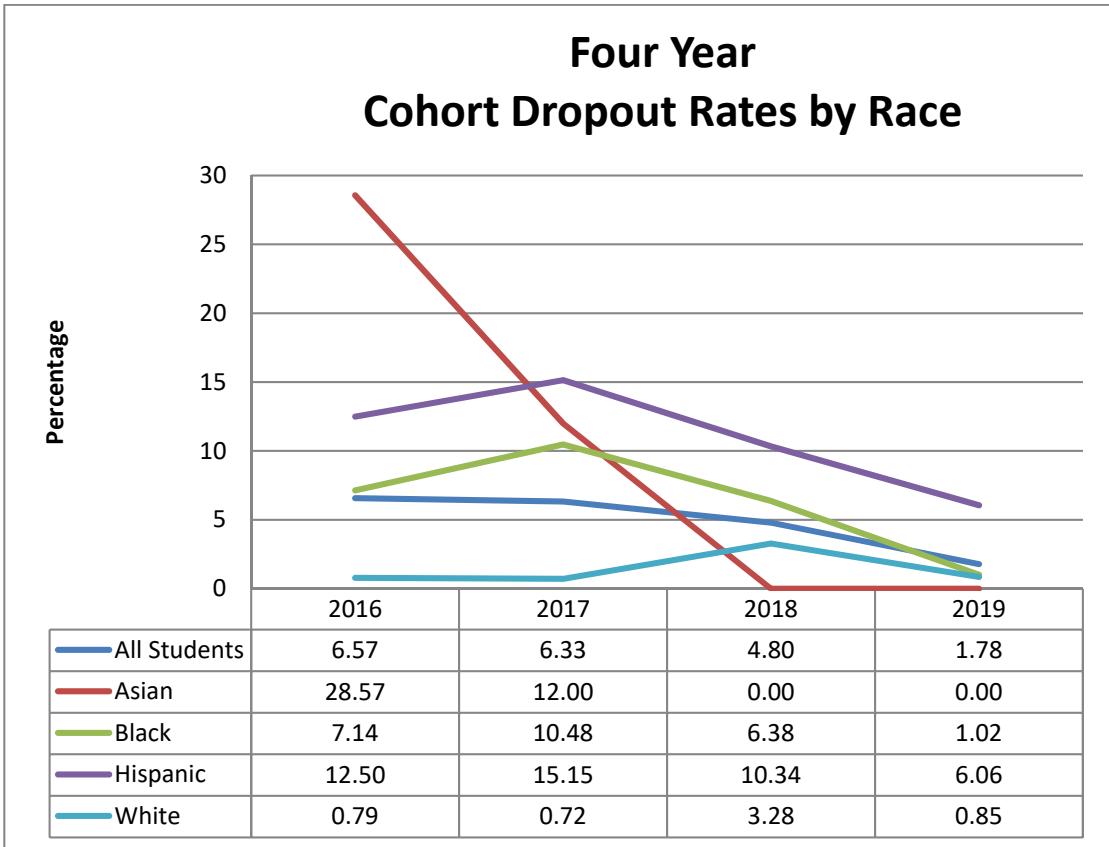
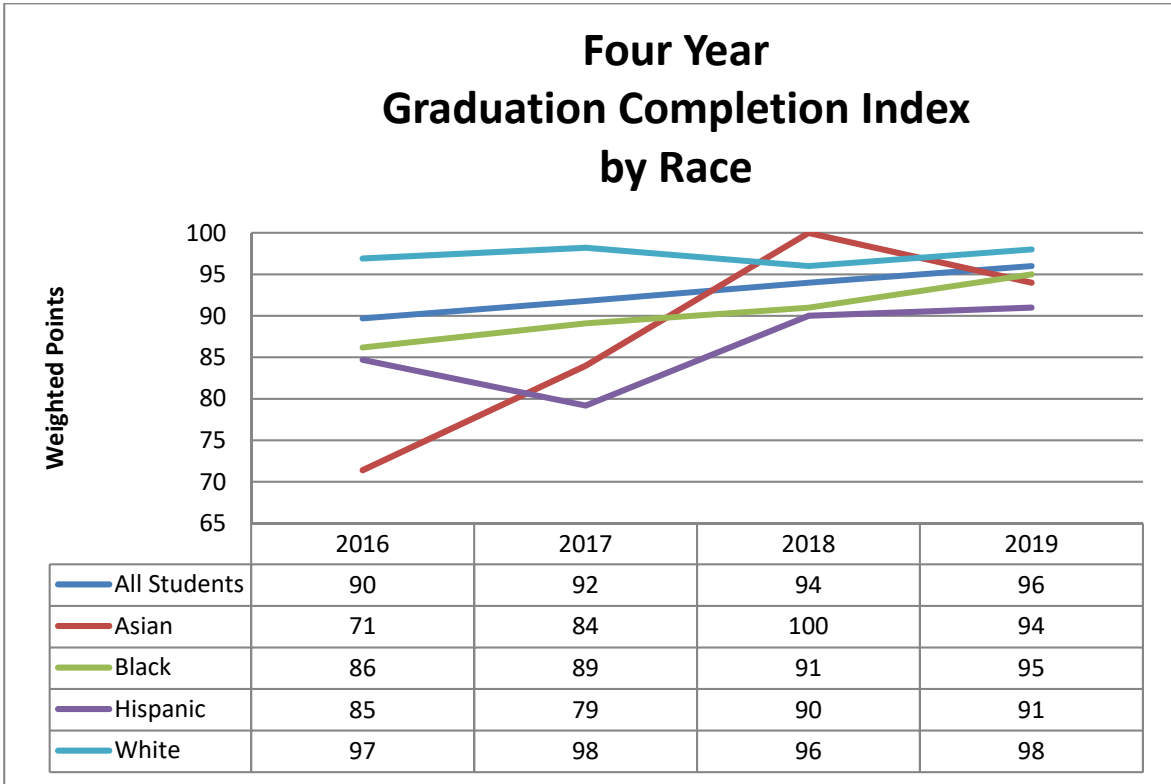
Charlottesville High School Comparison of 2018 & 2019 Math Accreditation Pass Rates Race and Student Groups (%)



	M2018	M2019
Overall Pass Rate (%)	81	86
Asian	95	97
Black	66	71
Hispanic	78	86
White	90	94
EL	87	99
SWD	65	68
Econ. Dis.	71	78

Graduation Rate Summary

The chart and tables below summarize graduation data for graduation completion index (GCI) and dropout rates. The GCI is calculated using the adjusted cohort (students defined as part of a graduating class cohort according to the Virginia On-Time Graduation Rate formula) and carry-over students (students defined in a previous cohort and remained in school after their on-time graduation year to complete high school). In 2019, our GCI was 96 and the dropout rate was 1.78% while in 2018, the GCI was 94 and the dropout rate was 4.80%.



**Graduation Completion Index Summary Report
2019-2008**

2019	Adjusted Cohort	GCI*	GED	Certificate	Still Enrolled	Dropouts	Long-Term Absence	Unconfirmed Status
All Students	281	95.82	0.71%	0.00%	0.36%	1.78%	1.42%	0.00%
Female	142	97.84	0.70%	0.00%	0.00%	1.41%	0.00%	0.00%
Male	139	93.72	0.72%	0.00%	0.72%	2.16%	2.88%	0.00%
Asian	17	94.44	0.00%	0.00%	0.00%	0.00%	5.88%	0.00%
Black	98	95.15	0.00%	0.00%	1.02%	1.02%	2.04%	0.00%
Hispanic	33	90.91	0.00%	0.00%	0.00%	6.06%	3.03%	0.00%
White	118	98.49	1.69%	0.00%	0.00%	0.85%	0.00%	0.00%
Two or more races	14	91.33	0.00%	0.00%	0.00%	7.14%	0.00%	0.00%
Students with Disabilities	43	95.35	0.00%	0.00%	n/a	2.33%	2.33%	0.00%
Students with Disabilities anytime	45	95.56	0.00%	0.00%	0.00%	2.22%	2.22%	0.00%
Economically Disadvantaged	120	93.44	0.00%	0.00%	0.83%	3.33%	1.67%	0.00%
Economically Disadvantaged anytime	160	92.92	0.63%	0.00%	0.63%	3.13%	2.50%	0.00%
English Learners	27	81.48	0.00%	0.00%	n/a	11.11%	7.41%	0.00%
English Learners anytime	29	83.33	0.00%	0.00%	0.00%	10.34%	6.90%	0.00%
Homeless	5	100	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Homeless anytime	14	91.33	0.00%	0.00%	0.00%	7.14%	0.00%	0.00%

* Calculated as Weighted Index Points

2018	Adjusted Cohort	GCI*	GED	Certificate	Still Enrolled	Dropouts	Long-Term Absence	Unconfirmed Status
All Students	271	93.55	1.85%	0.00%	0.74%	4.80%	0.00%	0.00%
Female	151	98.14	0.00%	0.00%	0.66%	0.00%	0.00%	0.00%
Male	120	87.78	4.17%	0.00%	0.83%	10.83%	0.00%	0.00%
Asian	20	100	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Black	94	90.77	3.19%	0.00%	2.13%	6.38%	0.00%	0.00%
Hispanic	29	89.66	0.00%	0.00%	0.00%	10.34%	0.00%	0.00%
White	122	95.56	0.82%	0.00%	0.00%	3.28%	0.00%	0.00%
Two or more races	6	93.13	16.67%	0.00%	0.00%	0.00%	0.00%	0.00%
Students with Disabilities	30	90	0.00%	0.00%	n/a	13.33%	0.00%	0.00%
Students with Disabilities anytime	31	90.32	0.00%	0.00%	0.00%	12.90%	0.00%	0.00%
Economically Disadvantaged	124	88.17	3.23%	0.00%	1.61%	9.68%	0.00%	0.00%
Economically Disadvantaged anytime	162	90.56	3.09%	0.00%	1.23%	7.41%	0.00%	0.00%
English Learners	30	90.32	0.00%	0.00%	n/a	10.00%	0.00%	0.00%
English Learners anytime	34	91.43	0.00%	0.00%	0.00%	8.82%	0.00%	0.00%
Homeless	4	60	0.00%	0.00%	0.00%	25.00%	0.00%	0.00%
Homeless anytime	10	66.92	0.00%	0.00%	0.00%	20.00%	0.00%	0.00%

* Calculated as Weighted Index Points

2017	Adjusted Cohort	GCI *	GED	Certificate	Still Enrolled	Dropouts	Long-Term Absence	Unconfirmed Status
All Students	316	92.11	1.90%	0.00%	1.90%	6.33%	0.32%	0.00%
Female	141	93.26	1.42%	0.00%	1.42%	4.96%	0.71%	0.00%
Male	175	91.7	2.29%	0.00%	2.29%	7.43%	0.00%	0.00%
American Indian	2	100	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Asian	25	84	0.00%	0.00%	0.00%	12.00%	4.00%	0.00%
Black	105	89.81	1.90%	0.00%	2.86%	10.48%	0.00%	0.00%
Hispanic	33	79.29	3.03%	0.00%	0.00%	15.15%	0.00%	0.00%
White	139	98.29	1.44%	0.00%	1.44%	0.72%	0.00%	0.00%
Two or more races	12	93.46	8.33%	0.00%	8.33%	0.00%	0.00%	0.00%
Students with Disabilities	42	86.88	2.38%	0.00%	n/a	14.29%	2.38%	0.00%
Students with Disabilities anytime	44	86.9	4.55%	0.00%	0.00%	13.64%	2.27%	0.00%
Economically Disadvantaged	157	85.22	3.18%	0.00%	3.18%	12.10%	0.64%	0.00%
Economically Disadvantaged anytime	177	86.44	2.82%	0.00%	2.82%	11.30%	0.56%	0.00%
English Learners	41	75.61	0.00%	0.00%	n/a	21.95%	2.44%	0.00%
English Learners anytime	42	76.19	0.00%	0.00%	0.00%	21.43%	2.38%	0.00%
Homeless	5	94	0.00%	0.00%	20.00%	0.00%	0.00%	0.00%
Homeless anytime	16	72.5	12.50%	0.00%	12.50%	25.00%	0.00%	0.00%

* Calculated as Weighted Index Points

2016	Adjusted Cohort	GCI*	GED	Certificate	Still Enrolled	Dropouts	Long-Term Absence	Unconfirmed Status
All Students	274	89.76	0.73%	0.00%	2.19%	6.57%	0.00%	1.09%
Female	145	91.33	1.38%	0.00%	1.38%	6.21%	0.00%	1.38%
Male	129	88.04	0.00%	0.00%	3.10%	6.98%	0.00%	0.78%
American Indian	1	0	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%
Asian	21	71.43	0.00%	0.00%	0.00%	28.57%	0.00%	0.00%
Black	98	86.21	1.02%	0.00%	3.06%	7.14%	0.00%	1.02%
Hispanic	16	84.71	0.00%	0.00%	12.50%	12.50%	0.00%	0.00%
White	126	96.99	0.79%	0.00%	0.79%	0.79%	0.00%	1.59%
Two or more races	12	90.71	0.00%	0.00%	0.00%	8.33%	0.00%	0.00%
Students with Disabilities	41	90.24	0.00%	0.00%	n/a	7.32%	0.00%	2.44%
Students with Disabilities anytime	45	91.11	0.00%	0.00%	0.00%	6.67%	0.00%	2.22%
Economically Disadvantaged	145	83.74	1.38%	0.00%	4.14%	11.03%	0.00%	1.38%
Economically Disadvantaged anytime	151	83.74	1.32%	0.00%	3.97%	11.26%	0.00%	1.32%
English Learners	20	55	0.00%	0.00%	n/a	45.00%	0.00%	0.00%
English Learners anytime	35	72.23	0.00%	0.00%	0.00%	28.57%	0.00%	0.00%
Homeless	3	100	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Homeless anytime	9	64.17	0.00%	0.00%	0.00%	33.33%	0.00%	11.11%

* Calculated as Weighted Index Points

2015	Adjusted Cohort	GCI*	GED	Certificate	Still Enrolled	Dropouts	Long-Term Absence	Unconfirmed Status
All Students	305	86.96	0.66%	0.98%	3.93%	8.20%	0.00%	1.31%
Female	144	89.93	0.69%	0.69%	2.08%	5.56%	0.00%	0.69%
Male	161	84.2	0.62%	1.24%	5.59%	10.56%	0.00%	1.86%
Asian	21	69.05	0.00%	9.52%	0.00%	23.81%	0.00%	0.00%
Black	104	82.25	0.00%	0.00%	7.69%	9.62%	0.00%	2.88%
Hispanic	21	82.14	0.00%	4.76%	0.00%	9.52%	0.00%	4.76%
White	145	94.46	0.69%	0.00%	1.38%	4.14%	0.00%	0.00%
Two or more races	14	79.64	7.14%	0.00%	14.29%	14.29%	0.00%	0.00%
Students with Disabilities	46	89.13	0.00%	0.00%	n/a	6.52%	0.00%	4.35%
Students with Disabilities anytime	48	89.58	0.00%	0.00%	0.00%	6.25%	0.00%	4.17%
Economically Disadvantaged	150	79.32	0.67%	1.33%	6.67%	14.00%	0.00%	2.00%
Economically Disadvantaged anytime	168	78.47	0.60%	1.79%	5.95%	14.29%	0.00%	1.79%
English Learners	24	57.29	0.00%	12.50%	n/a	29.17%	0.00%	4.17%
English Learners anytime	32	67.97	0.00%	9.38%	0.00%	21.88%	0.00%	3.13%
Homeless	4	50	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%
Homeless anytime	13	56.92	0.00%	0.00%	15.38%	30.77%	0.00%	7.69%

* Calculated as Weighted Index Points

2014	Adjusted Cohort	GCI*	GED	Certificate	Still Enrolled	Dropouts	Long-Term Absence	Unconfirmed Status
All Students	287	90.28	2.44%	0.70%	2.79%	5.57%	0.00%	0.00%
Female	147	94.35	1.36%	0.68%	4.08%	2.72%	0.00%	0.00%
Male	140	86.21	3.57%	0.71%	1.43%	8.57%	0.00%	0.00%
Asian	19	92.11	0.00%	10.53%	0.00%	0.00%	0.00%	0.00%
Black	127	87.57	2.36%	0.00%	5.51%	7.09%	0.00%	0.00%
Hispanic	12	75	0.00%	0.00%	0.00%	25.00%	0.00%	0.00%
White	127	94.1	3.15%	0.00%	0.79%	3.15%	0.00%	0.00%
Two or more races	2	100	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Students with Disabilities	42	94.44	4.76%	0.00%	n/a	4.76%	0.00%	0.00%
Students with Disabilities anytime	44	92.55	4.55%	0.00%	0.00%	6.82%	0.00%	0.00%
Economically Disadvantaged	131	88.79	0.76%	0.76%	4.58%	8.40%	0.00%	0.00%
Economically Disadvantaged anytime	165	85.03	3.03%	1.21%	4.85%	9.09%	0.00%	0.00%
English Learners	23	71.74	0.00%	8.70%	n/a	21.74%	0.00%	0.00%
English Learners anytime	29	74.14	0.00%	6.90%	0.00%	20.69%	0.00%	0.00%
Homeless	3	75	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Homeless anytime	8	88.89	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

* Calculated as Weighted Index Points

2013	Adjusted Cohort	GCI*	GED	Certificate	Still Enrolled	Dropouts	Long-Term Absence	Unconfirmed Status
All Students	314	84.42	0.32%	3.50%	5.41%	9.87%	0.00%	0.32%
Female	147	84.74	0.00%	5.44%	2.72%	7.48%	0.00%	0.68%
Male	167	84.15	0.60%	1.80%	7.78%	11.98%	0.00%	0.00%
American Indian	1	100	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Asian	23	84.38	0.00%	21.74%	0.00%	0.00%	0.00%	0.00%
Black	115	77.24	0.00%	4.35%	8.70%	13.04%	0.00%	0.87%
Hispanic	19	63.16	0.00%	0.00%	0.00%	42.11%	0.00%	0.00%
White	150	93.28	0.67%	0.67%	4.67%	4.67%	0.00%	0.00%
Two or more races	6	71.43	0.00%	0.00%	0.00%	16.67%	0.00%	0.00%
Students with Disabilities	34	71.32	0.00%	14.71%	n/a	14.71%	0.00%	2.94%
Students with Disabilities anytime	40	65.63	0.00%	12.50%	0.00%	22.50%	0.00%	2.50%
Economically Disadvantaged	138	83.52	0.00%	5.80%	5.80%	10.14%	0.00%	0.72%
Economically Disadvantaged anytime	173	75.43	0.00%	5.20%	8.09%	16.76%	0.00%	0.58%
English Learners	28	66.94	0.00%	25.00%	n/a	17.86%	0.00%	0.00%
English Learners anytime	34	69.59	0.00%	20.59%	0.00%	17.65%	0.00%	0.00%
Homeless	3	90	0.00%	0.00%	33.33%	0.00%	0.00%	0.00%
Homeless anytime	15	60.63	0.00%	0.00%	6.67%	33.33%	0.00%	0.00%

* Calculated as Weighted Index Points

2012	Adjusted Cohort	GCI*	GED	Certificate	Still Enrolled	Dropouts	Long-Term Absence	Unconfirmed Status
All Students	307	89.86	2.93%	0.65%	4.23%	6.19%	0.98%	0.00%
Female	143	90.17	3.50%	0.00%	2.80%	4.90%	1.40%	0.00%
Male	164	89.58	2.44%	1.22%	5.49%	7.32%	0.61%	0.00%
Asian	14	97.86	0.00%	0.00%	7.14%	0.00%	0.00%	0.00%
Black	135	87.66	1.48%	1.48%	5.19%	8.15%	0.74%	0.00%
Hispanic	10	61.36	10.00%	0.00%	0.00%	20.00%	20.00%	0.00%
White	146	94.08	4.11%	0.00%	2.74%	3.42%	0.00%	0.00%
Two or more races	2	35	0.00%	0.00%	50.00%	50.00%	0.00%	0.00%
Students with Disabilities	35	94.44	0.00%	0.00%	n/a	5.71%	2.86%	0.00%
Students with Disabilities anytime	42	94.19	4.76%	0.00%	0.00%	4.76%	2.38%	0.00%
Economically Disadvantaged	145	89.56	3.45%	1.38%	6.21%	4.83%	1.38%	0.00%
Economically Disadvantaged anytime	180	84.44	4.44%	1.11%	6.11%	9.44%	1.67%	0.00%
English Learners	27	71.25	0.00%	3.70%	n/a	18.52%	7.41%	0.00%
English Learners anytime	34	76.29	2.94%	2.94%	2.94%	14.71%	5.88%	0.00%
Homeless	1	100	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Homeless anytime	23	76.67	0.00%	0.00%	8.70%	13.04%	4.35%	0.00%

* Calculated as Weighted Index Points

2011	Adjusted Cohort	GCI*	GED	Certificate	Still Enrolled	Dropouts	Long-Term Absence	Unconfirmed Status
All Students	316	85.52	3.80%	2.53%	1.90%	2.85%	2.85%	2.22%
Female	183	86.77	2.19%	1.09%	1.64%	3.28%	2.19%	1.64%
Male	133	83.77	6.02%	4.51%	2.26%	2.26%	3.76%	3.01%
Asian	14	85.71	0.00%	0.00%	0.00%	7.14%	7.14%	0.00%
Black	159	79.12	2.52%	3.77%	2.52%	3.14%	4.40%	4.40%
Hispanic	9	66.67	11.11%	11.11%	0.00%	22.22%	0.00%	0.00%
White	130	94.81	4.62%	0.77%	1.54%	0.77%	0.77%	0.00%
Two or more races	4	93.75	25.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Students with Disabilities	54	88.39	3.70%	0.00%	n/a	0.00%	3.70%	7.41%
Students with Disabilities anytime	58	78	3.45%	3.45%	0.00%	1.72%	3.45%	6.90%
Economically Disadvantaged	128	92.83	0.78%	1.56%	3.91%	0.00%	2.34%	2.34%
Economically Disadvantaged anytime	188	80.53	4.26%	4.26%	2.66%	4.79%	4.79%	2.13%
English Learners	10	65	0.00%	20.00%	n/a	0.00%	10.00%	10.00%
English Learners anytime	21	52.78	0.00%	28.57%	0.00%	14.29%	4.76%	4.76%
Homeless	4	50	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%
Homeless anytime	32	81.04	3.13%	0.00%	3.13%	3.13%	6.25%	3.13%

* Calculated as Weighted Index Points

2010	Adjusted Cohort	GCI*	GED	Certificate	Still Enrolled	Dropouts	Long-Term Absence	Unconfirmed Status
All Students	327	83.49	2.45%	6.12%	3.06%	3.06%	1.22%	4.28%
Female	164	85.64	1.83%	6.71%	3.66%	2.44%	1.22%	1.83%
Male	163	81.28	3.07%	5.52%	2.45%	3.68%	1.23%	6.75%
Asian	17	79.41	0.00%	11.76%	0.00%	11.76%	0.00%	0.00%
Black	140	78.28	2.14%	10.00%	5.71%	2.86%	1.43%	4.29%
Hispanic	9	83.33	0.00%	22.22%	0.00%	0.00%	0.00%	0.00%
Native Hawaiian	3	100	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
White	154	90.64	3.25%	0.65%	1.30%	1.95%	0.65%	4.55%
Race Unknown	4	6.25	0.00%	25.00%	0.00%	25.00%	25.00%	25.00%
Students with Disabilities	31	78.23	0.00%	16.13%	n/a	3.23%	0.00%	6.45%
Students with Disabilities anytime	35	75	0.00%	14.29%	0.00%	5.71%	0.00%	8.57%
Economically Disadvantaged	133	80.67	1.50%	9.02%	6.02%	6.02%	0.00%	4.51%
Economically Disadvantaged anytime	172	75.36	2.91%	11.63%	5.23%	5.23%	1.16%	4.65%
English Learners	24	75	0.00%	16.67%	n/a	12.50%	0.00%	0.00%
English Learners anytime	31	66.13	0.00%	32.26%	0.00%	9.68%	0.00%	0.00%
Homeless	1	0	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%
Homeless anytime	29	74.68	3.45%	13.79%	6.90%	3.45%	0.00%	3.45%

* Calculated as Weighted Index Points

2009	Adjusted Cohort	GCI*	GED	Certificate	Still Enrolled	Dropouts	Long-Term Absence	Unconfirmed Status
All Students	316	82.08	3.48%	0.95%	3.80%	11.08%	0.63%	3.48%
Female	173	81.52	1.73%	0.58%	4.62%	12.72%	0.58%	2.89%
Male	143	82.76	5.59%	1.40%	2.80%	9.09%	0.70%	4.20%
Asian	14	98.21	7.14%	0.00%	0.00%	0.00%	0.00%	0.00%
Black	151	76.11	3.97%	1.32%	6.62%	13.91%	0.66%	5.30%
Hispanic	13	61.54	0.00%	0.00%	0.00%	38.46%	0.00%	0.00%
White	130	90.38	3.08%	0.00%	1.54%	5.38%	0.77%	2.31%
Race Unknown	8	65.63	0.00%	12.50%	0.00%	25.00%	0.00%	0.00%
Students with Disabilities	44	91.48	0.00%	2.27%	n/a	6.82%	0.00%	0.00%
Students with Disabilities anytime	56	76.79	1.79%	1.79%	0.00%	21.43%	0.00%	0.00%
Economically Disadvantaged	146	71.93	4.11%	2.05%	3.42%	18.49%	1.37%	4.79%
Economically Disadvantaged anytime	187	73.79	4.28%	1.60%	5.35%	17.11%	1.07%	4.28%
English Learners	29	66.38	0.00%	3.45%	n/a	31.03%	0.00%	0.00%
English Learners anytime	30	67.5	0.00%	3.33%	0.00%	30.00%	0.00%	0.00%
Homeless	14	63	14.29%	7.14%	0.00%	21.43%	7.14%	0.00%
Homeless anytime	43	75.34	4.65%	2.33%	2.33%	13.95%	2.33%	4.65%

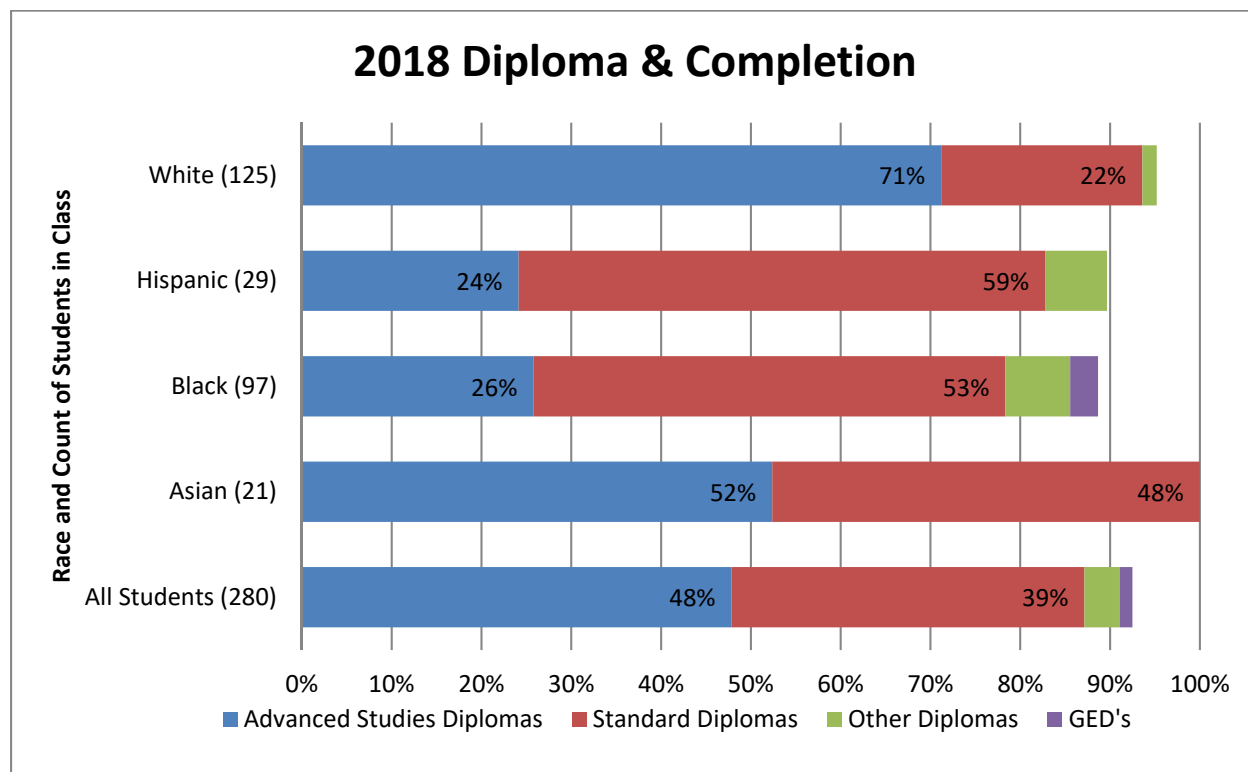
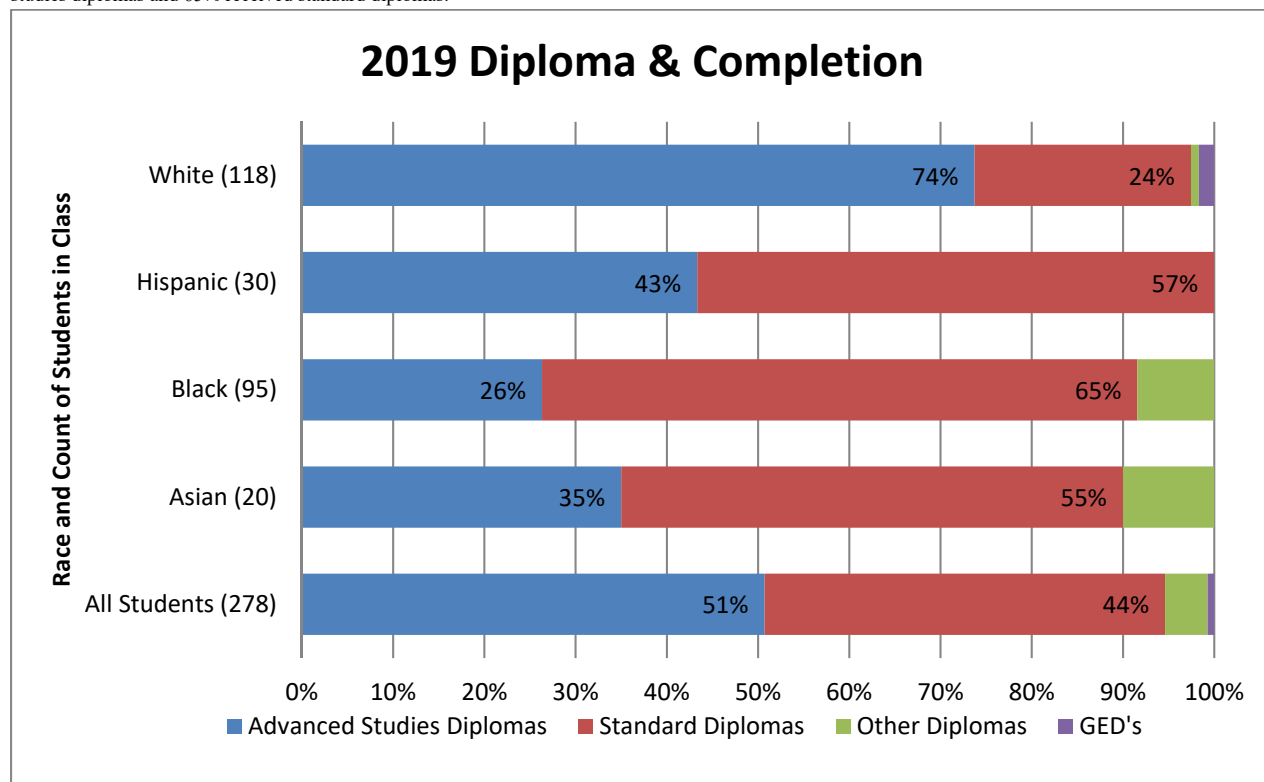
* Calculated as Weighted Index Points

2008	Adjusted Cohort	GCI*	GED	Certificate	Still Enrolled	Dropouts	Long-Term Absence	Unconfirmed Status
All Students	319	78.24	3.13%	2.51%	0.94%	13.17%	0.94%	4.70%
Female	158	81.77	1.27%	2.53%	0.63%	13.29%	0.63%	1.90%
Male	161	74.78	4.97%	2.48%	1.24%	13.04%	1.24%	7.45%
Asian	10	92.5	0.00%	10.00%	0.00%	0.00%	0.00%	0.00%
Black	149	70.74	3.36%	3.36%	1.34%	15.44%	1.34%	8.72%
Hispanic	9	47.22	0.00%	11.11%	0.00%	44.44%	0.00%	0.00%
White	146	86.1	3.42%	0.68%	0.68%	10.27%	0.68%	1.37%
Race Unknown	5	100	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Students with Disabilities	38	92.76	0.00%	2.63%	n/a	5.26%	0.00%	0.00%
Students with Disabilities anytime	46	80.98	0.00%	2.17%	0.00%	17.39%	0.00%	0.00%
Economically Disadvantaged	132	65.42	1.52%	5.30%	2.27%	19.70%	0.76%	9.09%
Economically Disadvantaged anytime	168	65.83	3.57%	4.76%	1.79%	20.83%	1.19%	7.14%
English Learners	11	59.09	0.00%	18.18%	n/a	27.27%	0.00%	0.00%
English Learners anytime	14	53.57	0.00%	14.29%	0.00%	35.71%	0.00%	0.00%
Homeless	9	77.78	0.00%	0.00%	0.00%	0.00%	0.00%	22.22%
Homeless anytime	25	72	0.00%	0.00%	0.00%	16.00%	0.00%	12.00%

* Calculated as Weighted Index Points

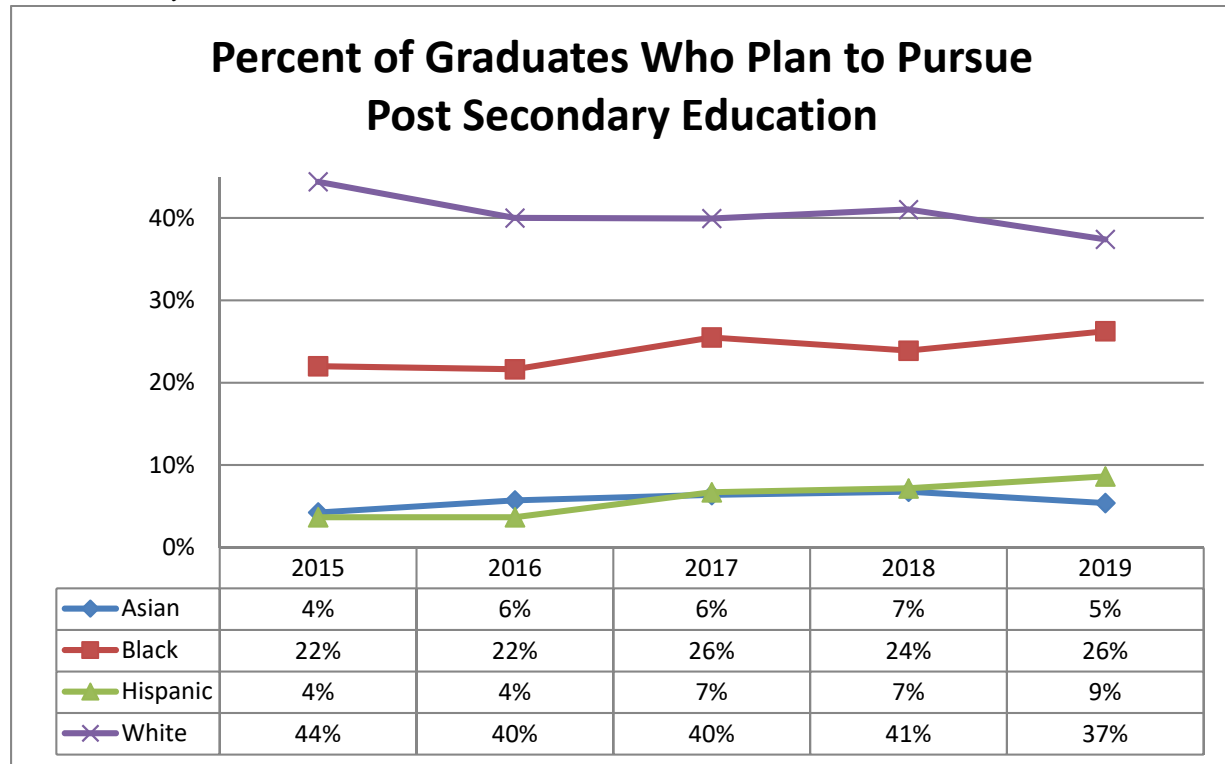
Graduation and Completion Summary

The charts below compare diploma type and completion of high school by race for the graduating classes of 2019 and 2018. The majority of graduates received advanced studies diplomas with 51% in 2019 and 48% in 2018 or standard diplomas with 44% in 2019 and 39% in 2018. Among student groups in 2019, 74% of white students receive advanced studies diplomas and 24% received standard diplomas while 26% of black students received advanced studies diplomas and 65% received standard diplomas.



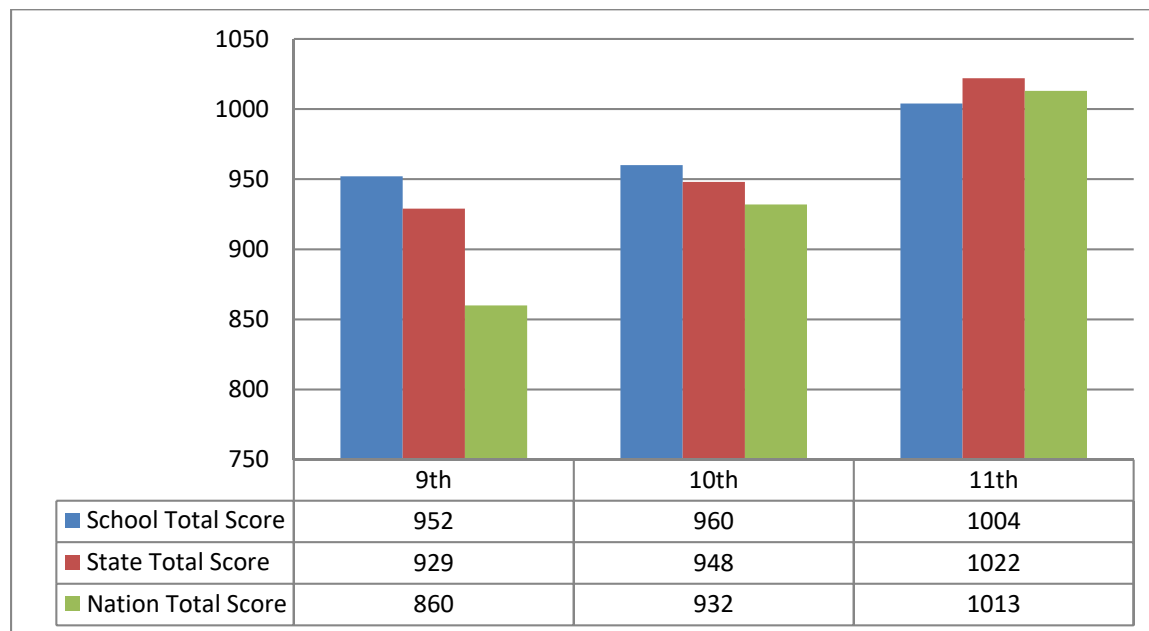
Post-Secondary Plans

The chart below compares the percentage of graduates who planned to pursue a post-secondary education between school years 2015 and 2019 by race.



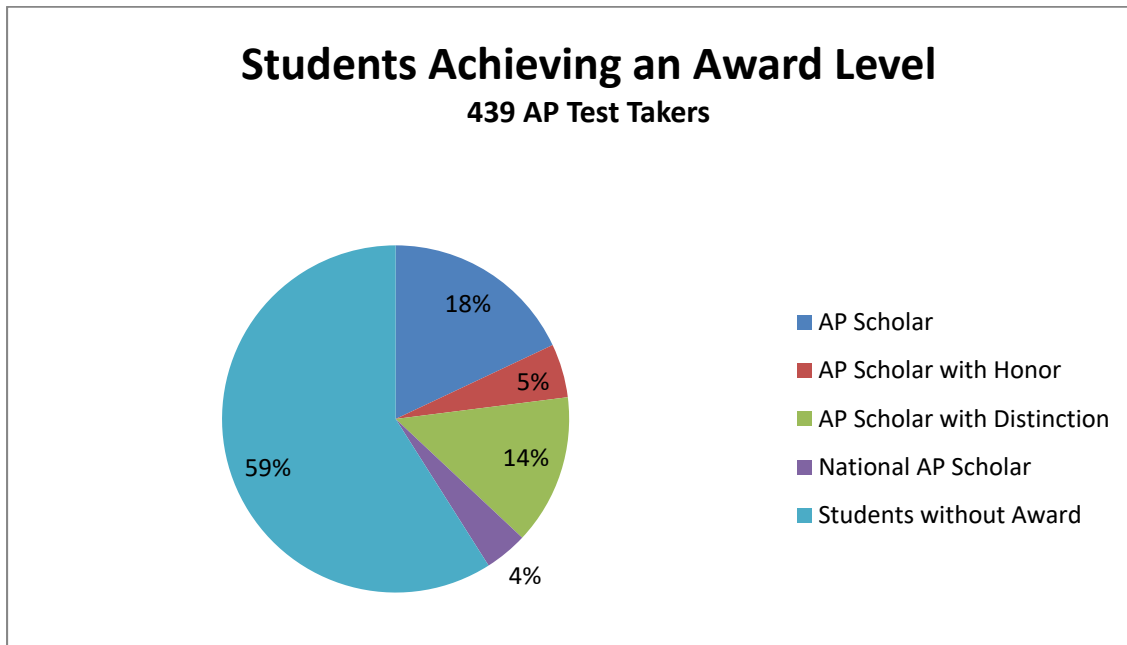
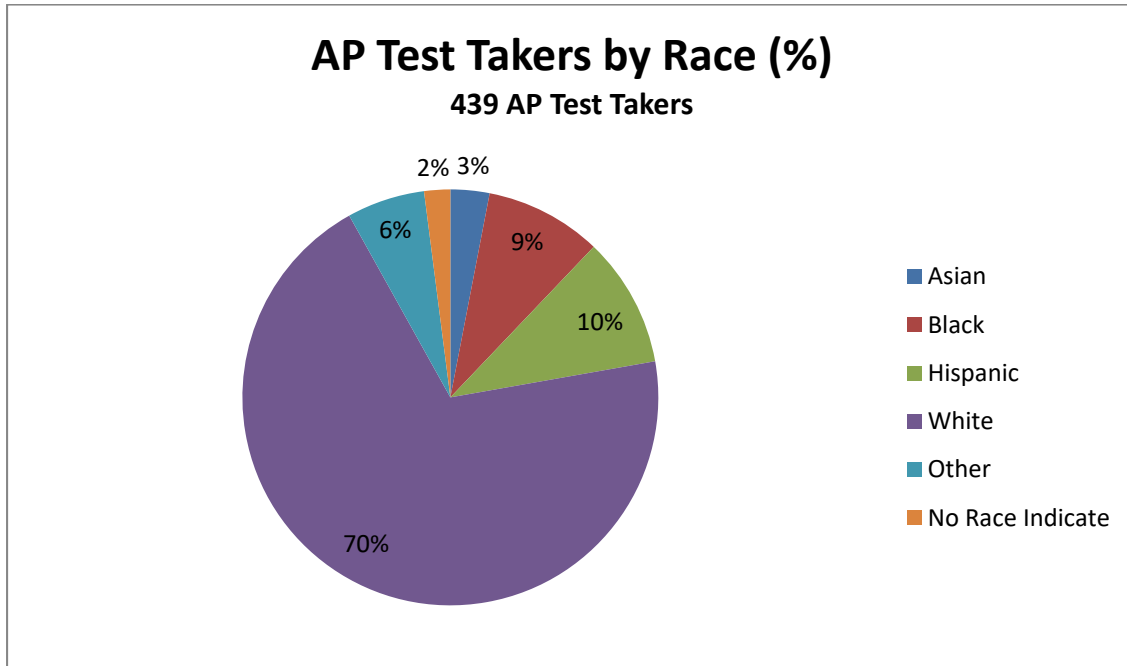
Preliminary Scholastic Aptitude Test (PSAT)

The next chart displays comparisons of 2018-19 PSAT scores with state and national scores. CHS 9th graders scored 23 points higher than the state and 92 points higher than the nation while the 10th graders scored 12 points higher than the state and 28 points higher than the nation. The 11th graders scored 18 points lower than the state and 9 points lower than the nation.

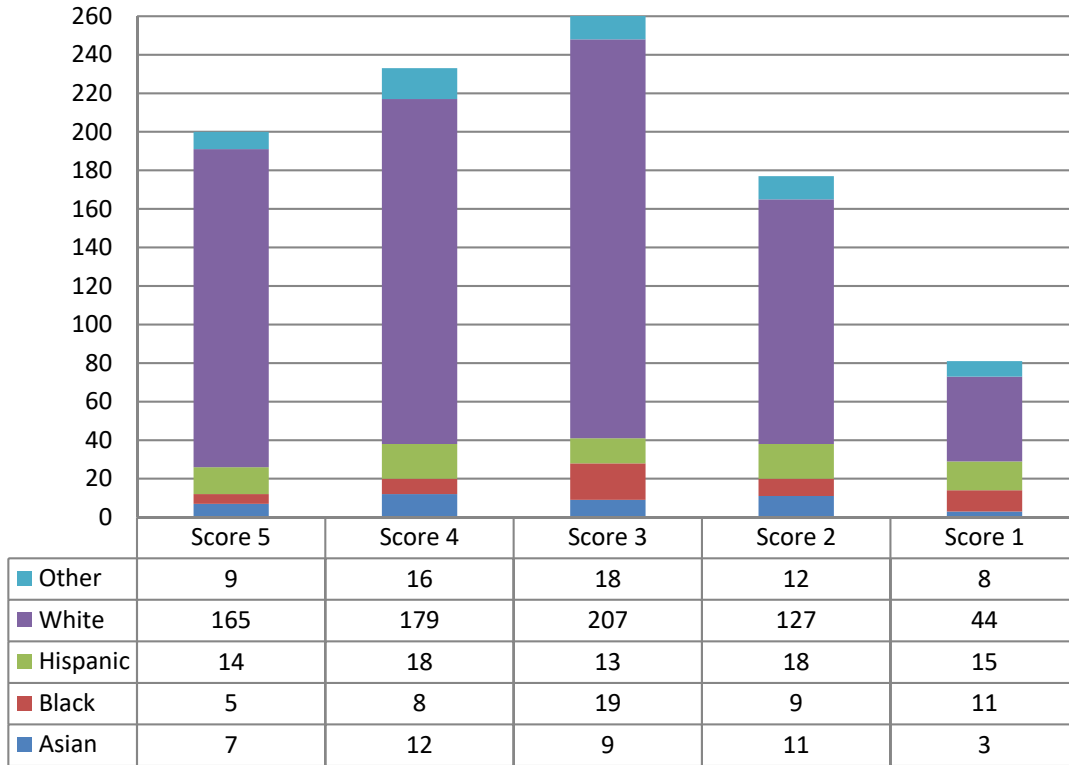


Advanced Placement Exams (AP)

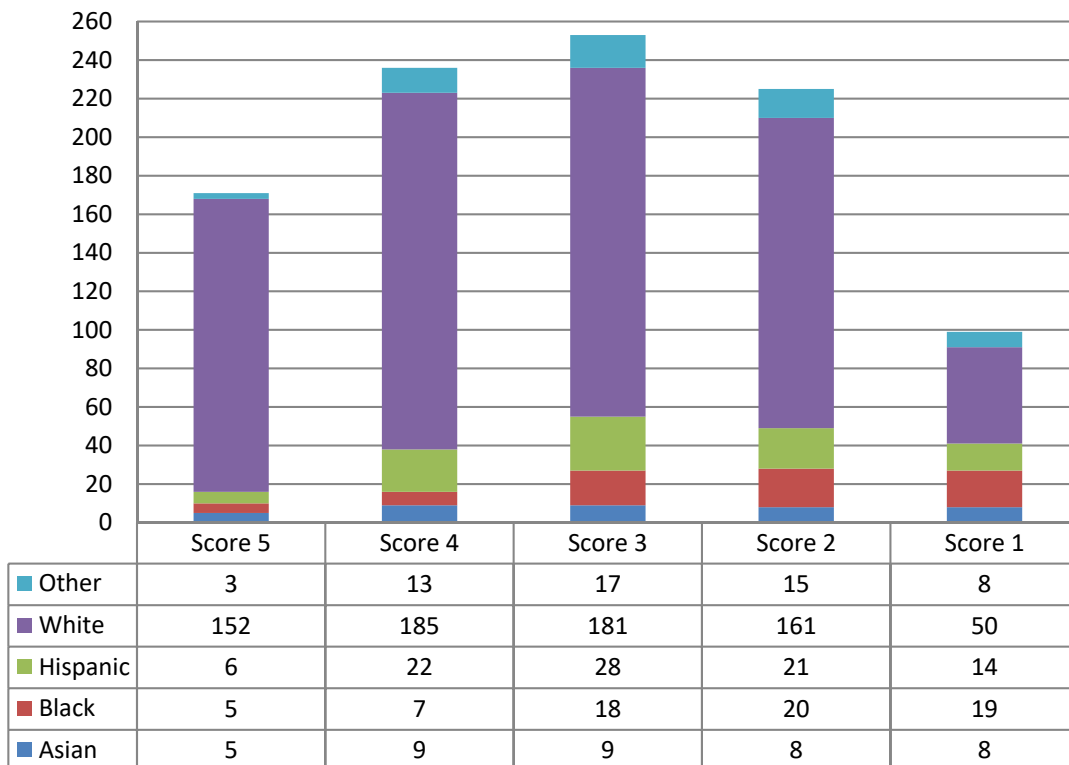
Charlottesville High School had 441 students take AP exams during the 2018-2019 school year compared to 439 AP test takers during the 2017- 2018 school year. The following data reports consist of information on the AP test takers and include information on race, award achievers, and scores.



2019 AP Test Scores By Race



2018 AP Test Scores By Race





Student Growth Summary Report

Aggregate by District

Term: Spring 2018-2019
District: Charlottesville City Schools

Norms Reference Data: Growth
Comparison Period: Weeks of Instruction:

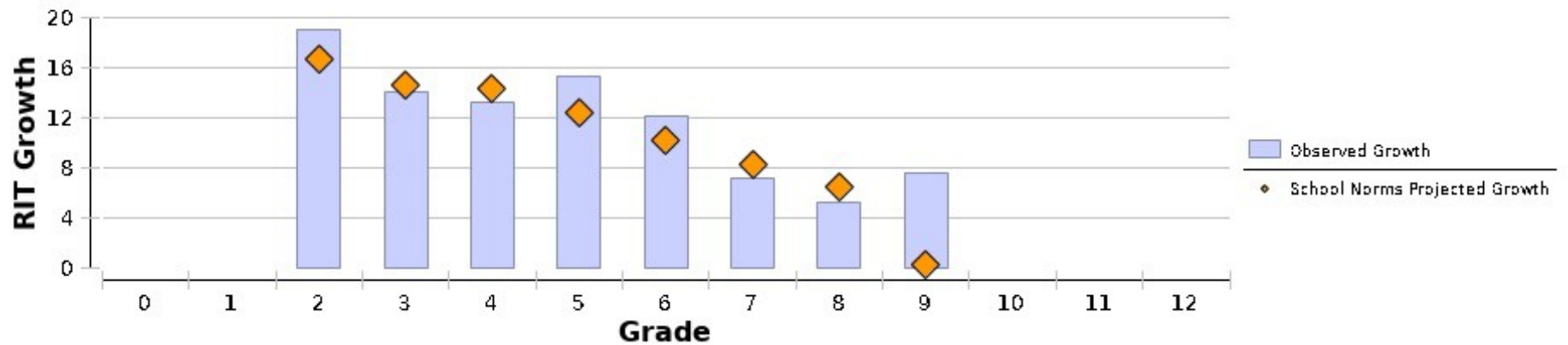
2015 Norms
Fall 2018 - Spring 2019

2015 Norms
Fall 2018 - Spring 2019

Mathematics

Grade (Spring 2018)	Growth Count‡	Comparison Periods							Growth Evaluated Against							
		Fall 2018			Spring 2019			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
0	0	**			**			**							**	
1	1	**			**			**							**	
2	76	172.4	16.4	29	191.4	15.5	46	19.0	0.4	16.6	0.83	80	348	220	63	60
3	67	209.0	8.5	99	222.9	8.9	99	14.0	0.7	14.5	-0.27	39	75	46	61	53
4	79	221.8	10.2	99	235.0	10.7	99	13.2	0.7	14.3	-0.46	32	63	43	68	55
5	60	226.5	7.3	99	241.8	8.3	99	15.3	0.5	12.3	1.07	86	91	77	85	73
6	74	242.4	9.4	99	254.5	8.8	99	12.1	0.9	10.1	0.83	80	66	54	82	75
7	110	253.8	10.6	99	260.9	10.6	99	7.1	1.1	8.2	-0.50	31	49	29	59	58
8	124	247.6	18.8	99	252.8	21.1	99	5.2	0.9	6.5	-0.57	29	112	63	56	56
9	0	186.4	9.7	1	194.0	10.4	1	7.6	2.6	0.3	2.95	99	12	8	67	52
10	0	**			**			**							**	
11	0	**			**			**							**	
12	0	**			**			**							**	

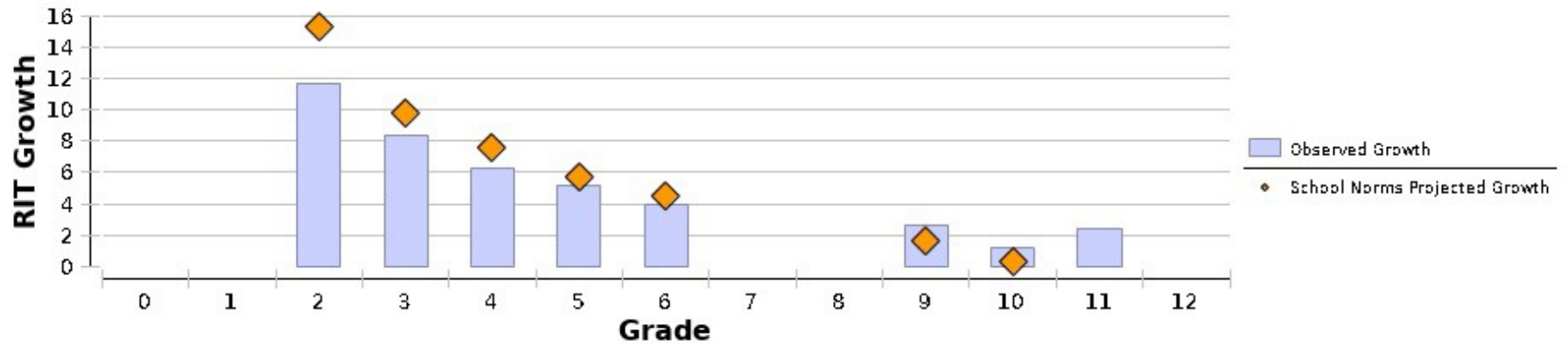
Mathematics



Reading

Grade (Spring 2018)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Spring 2019			Growth		School Norms			Fall 2018 - Spring 2019			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
0	0	**			**				**						**	
1	1	**			**				**					**		
2	50	177.4	23.1	74	189.1	21.0	52	11.7	0.9	15.3	-1.34	9	112	43	38	40
3	62	212.1	10.7	99	220.5	10.5	99	8.4	0.9	9.8	-0.65	26	59	36	61	59
4	76	222.3	10.6	99	228.6	9.5	99	6.3	0.8	7.6	-0.72	23	50	31	62	62
5	77	228.7	8.6	99	233.9	7.6	99	5.2	0.8	5.7	-0.29	39	50	37	74	65
6	106	233.4	8.3	99	237.3	9.5	99	3.9	0.9	4.5	-0.29	39	49	29	59	58
7	97	**			**			**					**			
8	104	**			**			**					**			
9	261	230.0	19.8	92	232.6	18.0	93	2.6	0.5	1.6	0.40	66	245	133	54	59
10	218	233.0	15.6	94	234.2	15.1	94	1.2	0.5	0.3	0.32	63	229	115	50	62
11	58	216.6	12.7	22	219.0	13.8	34	2.4	1.5				0			
12	2	*			*			*					*			

Reading



High School Credit Prior to 9th Grade

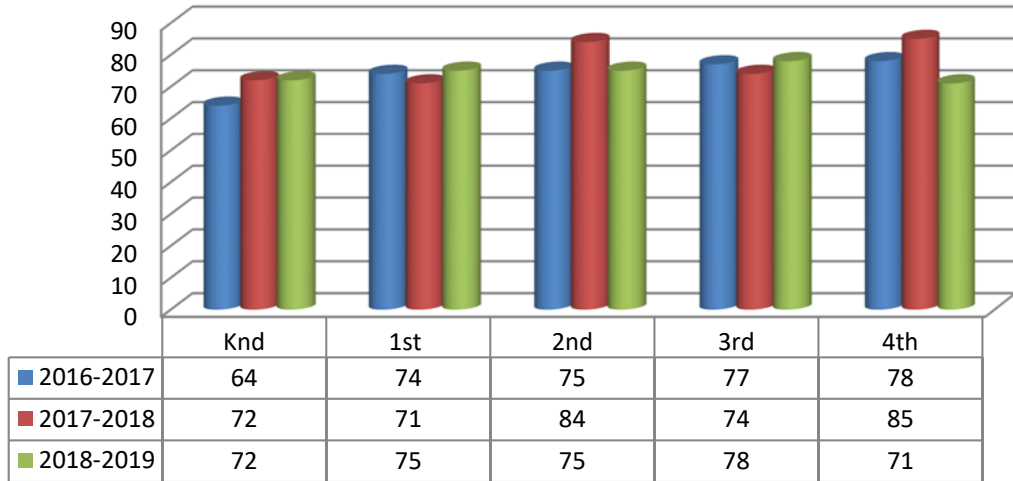
The table below summarizes the number of 8th graders that received high school credit in math, science, foreign language, and electives prior to transitioning to Charlottesville High in fall 2019. The content area with the most earned high school credit was Earth Science at 211 followed by Math at 191. Students leaving Buford with foreign language credit totaled 222 with 152 students earning credit in Spanish.

	COURSE NAME	American Indian	Asian	Black	Hispanic	White	Grand Total
Math	Alg I Honors AVID 8			20	6	5	31
	Algebra 1 7- Honors		2	3	2	38	45
	Algebra 1 8-Honors		10	18	7	31	66
	Geometry-Honors		2	3	6	38	49
	Total Earned Math Credits	0	14	44	21	112	191
Science	Earth Science	1	4	53	13	12	83
	Earth Science Virtual			1			1
	Earth Science-Honors		11	27	16	73	127
	Total Earned Science Credits	1	15	81	29	85	211
Elective	Engineering 1	1	4	24	11	44	84
	Independent Living		2	13	3	7	25
	Total Earned Elective Credits	1	6	37	14	51	109
Foreign Language	French I-Honors		2	13	3	13	31
	French II-Honors		2	6	4	8	20
	Total Earned French Credits	0	4	19	7	21	51
	Latin I Honors			1		5	6
	Latin I-H		2	1		4	7
	Latin II-Honors		2			4	6
	Total Earned Latin Credits	0	4	2	0	13	19
	Spanish I		6	16	6	54	82
	Spanish I Part II-Honors		2	3	2	6	13
	Spanish II Part II Honors		4	7	5	41	57
	Total Earned Spanish Credits	0	12	26	13	101	152
	Total Foreign Language Credits	0	20	47	20	135	222
Total Earned Credit by Race		2	55	209	84	383	733

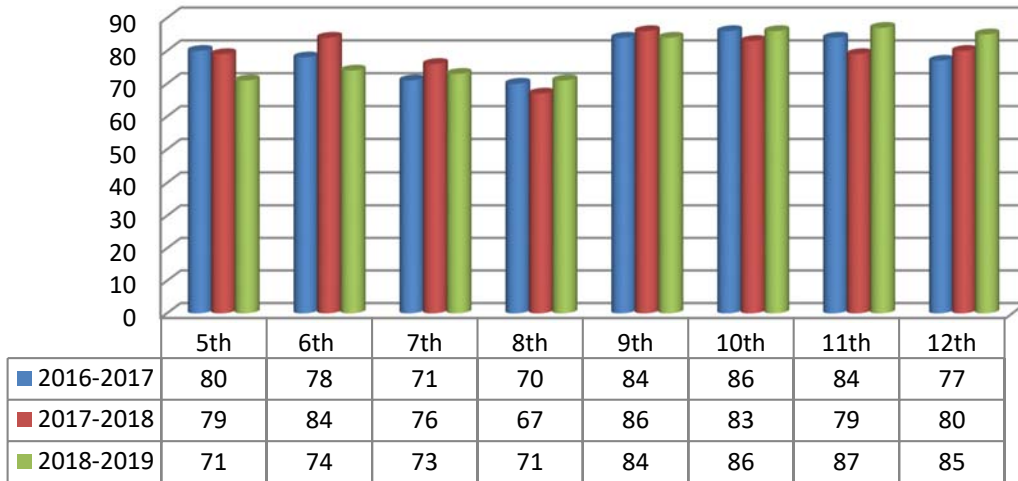
Division Attendance Information

The following two charts show the number of students in each grade that missed fewer than 10 days during the 2016-2017, 2017-2018, and 2018-2019 school years. In 2018-2019, 31% of grade levels had at least 80% of students attend between 171 and 180 school days while during the 2017-2018 school year, 38% of grade levels had at least 80% of student attend between 171 and 180 school days.

Percentage of K-4 Graders Missing Fewer Than 10 Days

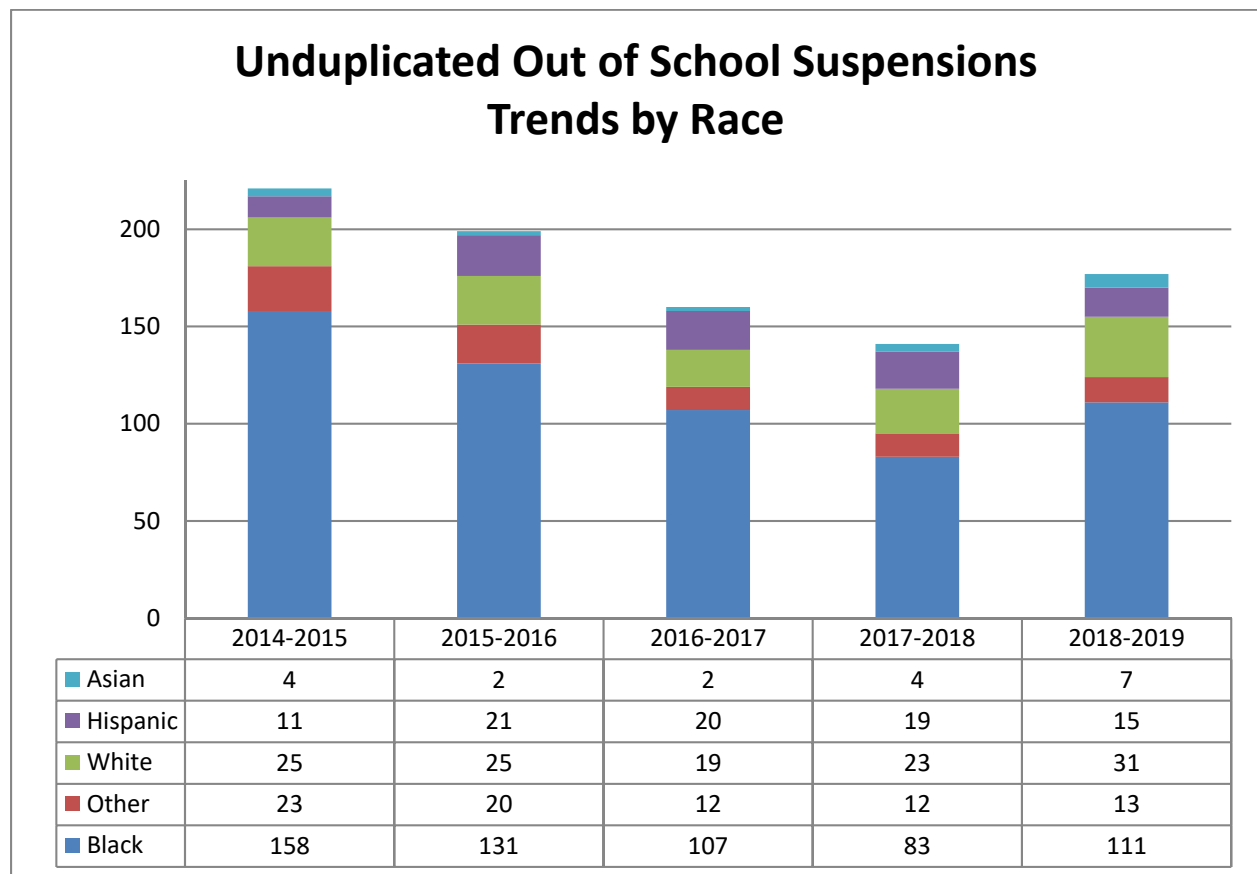
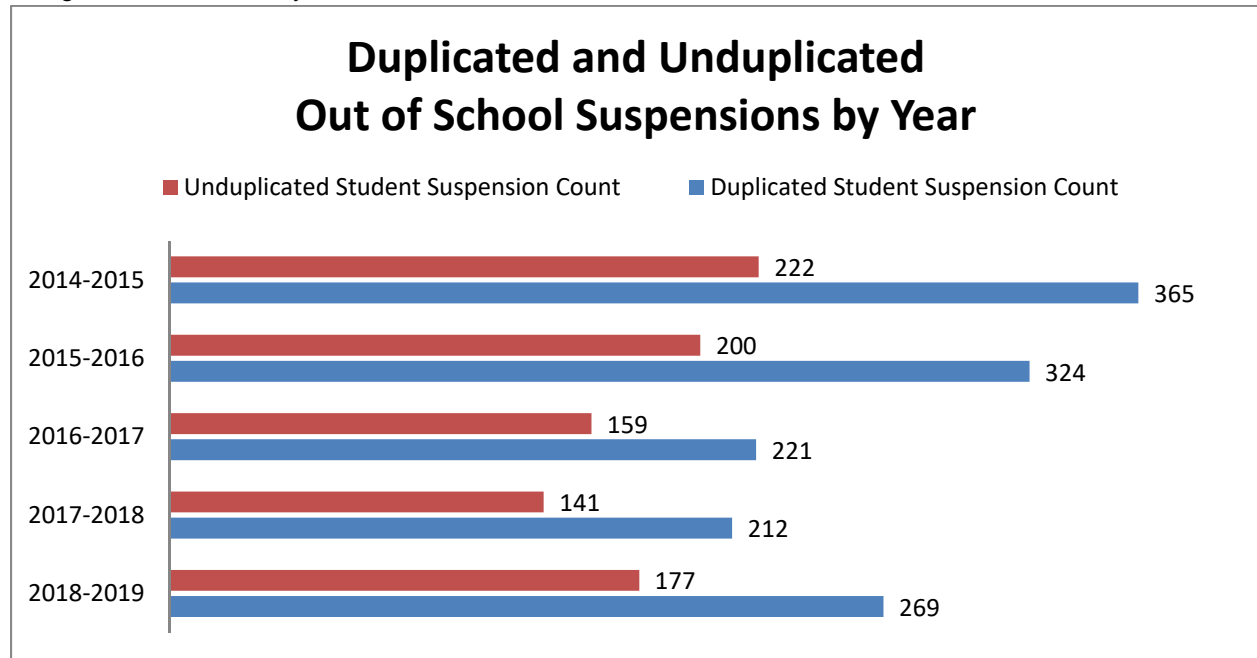


Percentage of 5th-12th Graders Missing Fewer Than 10 Days



Out of School Suspension Summary

The charts and tables below display suspension trends over the past five years. Among the 269 out of school suspensions in 2018-2019, 177 students were suspended. The school division had an increase of 57 out school suspensions last school year compared to the previous school year and a decrease of 96 suspensions compared to the 2014-2015 school year. Of the 177 unduplicated out of school suspensions in 2018-2019, 111 black students were suspended compared to 83 the previous school year and 158 during the 2014-2015 school year.



	Out of School Suspensions	Student Suspension Counts				
		2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
CHS	Duplicated	94	78	102	153	188
	Unduplicated	70	58	72	104	111
Buford	Duplicated	125	44	55	64	63
	Unduplicated	71	35	45	37	45
Walker	Duplicated	42	74	47	74	69
	Unduplicated	32	37	29	34	38
Burnley-Moran	Duplicated	0	0	1	1	9
	Unduplicated	0	0	1	1	3
Clark	Duplicated	0	3	2	7	17
	Unduplicated	0	3	2	6	11
Greenbrier	Duplicated	1	1	0	5	6
	Unduplicated	1	1	0	2	4
Jackson-Via	Duplicated	0	4	7	12	1
	Unduplicated	0	1	5	8	1
Johnson	Duplicated	0	4	4	5	4
	Unduplicated	0	3	4	5	3
Venable	Duplicated	3	4	3	3	8
	Unduplicated	3	3	1	3	6
Total	Duplicated	269	212	221	324	365
	Unduplicated	177	141	159	200	222

Offenses	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Attendance	1	0	0	0	0
Alcohol Use	0	0	6	6	3
Alcohol Possession	0	4	0	0	1
Alcohol Sales/Dist.	1	1	1	0	0
Arson	0	1	0	0	0
Assault Against Staff: no weapon	3	1	2	3	4
Assault Against Student: w/weapon	0	0	1	0	0
Assault Against Student: no weapon	1	1	1	3	11
Assault / no injury	1	1	3	0	0
School Threat	1				
Setting False Fire Alarm	0	0	0	1	0
Bullying	3	3	0	7	10
Cyber Bullying	1	0	0	0	4
Cellular Telephones	0	1	0	1	0
Other Drug Use/Overdose	0	1	0	0	1
Other Drug Possession	3	3	1	0	0
Other Drug Sale/Distribution	1				
Use of Inhalants	1				
Disrespect (walking away, talking back, etc)	14	11	4	16	21
Defiance of authority/Insubordination	21	14	17	14	34
Disruptive Demonstrations	30	16	21	23	31
Classroom or Campus Disruption	25	10	15	45	63
O-T-C Medication Possession	0	0	0	0	1
Using Obscene/Inappropriate Lang./Gestures	7	4	6	11	18
Minor Insubordination	1	0	3	1	1
Marijuana Use	0	1	2	3	0
Marijuana Possession	2	2	8	3	2
Minor Physical Altercation	82	73	77	74	42
Fighting-Minor/No Injuries	36	18	27	35	50
Gang Activity	0	0	0	2	1
Harassment	3	4	1	1	1
Attempting to Incite a Riot	0	0	0	2	0
Other School Code of Conduct Violation	1	6	0	2	0
Sexual Harassment	0	0	0	2	7
Offensive Sexual Touching Against Staff	1	0	1	1	2
Offensive Sexual Touching Against Student	0	0	1	1	0
Unauthorized Use of Technology	1	2	0	2	2
Violations of Acceptable Usage Policy	0	0	0	1	2
Bringing tobacco Paraphernalia to School event	3	2	0	2	4
Tobacco Use	0	0	0	1	1
Tobacco Possession	2	1	0	2	1
Tobacco Sales/Distribution	0	0	0	0	3
Theft of School Property	0	0	0	5	0
Theft of Staff Property	1	0	0	0	0
Theft of Student Property	2	0	0	7	7
Possession of Stolen Property	0	0	0	1	0
Electronic Cigarette	2	5	1	0	0
Theft-except vehicle	0	0	1	0	1
Threaten Staff (physical/verbal)	10	0	4	10	10
Threaten Student(physical/verbal)	5	7	5	15	13
Trespassing	1	8	0	10	6
Vandalism of School Property	2	0	1	0	0
Vandalism of Private Property	0	0	0	4	0
Possession of Ammunition	0	1	0	0	0
Bringing Toy/Look-alike gun to sch/event	0	0	1	2	3
Bringing Razor Blade/Box Cutter to Sch/event	0	1	0	0	2
BB Gun	0	0	2	0	0
Possession of Hand Gun	0	1	0	0	0
Knife to School/Event(over 3in)	0	1	3	0	1
Other Weapon possession	0	1	5	0	1
Fireworks/firecrackers/stink bombs to school	0	3	0	5	0
Possession of Taser	0	2	0	0	0
Total	269	212	221	324	365