

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013 <b>State:</b> Virginia <b>Division:</b> 052 - Lee County <b>School:</b> <b>Title I Status:</b>	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs <b>Required Intervention:</b>  <b>Small N Status:</b> <b>Small N Value:</b> 30
---	---

**Determining Values: English Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	5303	5312	99.83%	95%	Yes
	Current	1724	1728	99.76%	95%	Yes
Gap Group 1	3-Year	3584	3592	99.77%	95%	Yes
	Current	1197	1201	99.66%	95%	Yes
Gap Group 2	3-Year	18	18	100.00%	95%	TS
	Current	5	5	100.00%	95%	TS
Gap Group 3	3-Year	33	33	100.00%	95%	Yes
	Current	10	10	100.00%	95%	TS
Asian	3-Year	20	20	100.00%	95%	TS
	Current	7	7	100.00%	95%	TS
Economically Disadvantaged	3-Year	3336	3344	99.76%	95%	Yes
	Current	1118	1122	99.64%	95%	Yes
Students with Disabilities	3-Year	999	1001	99.80%	95%	Yes
	Current	313	315	99.36%	95%	Yes
White	3-Year	5192	5201	99.82%	95%	Yes
	Current	1687	1691	99.76%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	<b>Small N Status:</b>
<b>School:</b>	<b>Small N Value:</b> 30
<b>Title I Status:</b>	

**Determining Values: Mathematics Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	6144	6161	99.72%	95%	Yes
	Current	1958	1964	99.69%	95%	Yes
Gap Group 1	3-Year	4038	4054	99.60%	95%	Yes
	Current	1293	1299	99.53%	95%	Yes
Gap Group 2	3-Year	13	13	100.00%	95%	TS
	Current	4	4	100.00%	95%	TS
Gap Group 3	3-Year	39	39	100.00%	95%	Yes
	Current	12	12	100.00%	95%	TS
Asian	3-Year	22	22	100.00%	95%	TS
	Current	6	6	100.00%	95%	TS
Economically Disadvantaged	3-Year	3776	3791	99.60%	95%	Yes
	Current	1210	1216	99.50%	95%	Yes
Students with Disabilities	3-Year	1091	1095	99.63%	95%	Yes
	Current	330	331	99.69%	95%	Yes
White	3-Year	6018	6035	99.71%	95%	Yes
	Current	1920	1926	99.68%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	<b>Small N Status:</b>
<b>School:</b>	<b>Small N Value:</b> 30
<b>Title I Status:</b>	

**Determining Values: English Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	4366	5279	82.70%	66%	Yes
	Current	1218	1713	71.10%	66%	Yes
	Previous	1546	1742	88.74%		
Gap Group 1	3-Year	2787	3563	78.22%	52%	Yes
	Current	773	1188	65.06%	52%	Yes
	Previous	1021	1188	85.94%		
Gap Group 2	3-Year	13	18	72.22%	49%	TS
	Current	1	5	20.00%	49%	TS
	Previous	6	6	100.00%		
Gap Group 3	3-Year	31	33	93.93%	53%	Yes
	Current	8	10	80.00%	53%	TS
	Previous	9	9	100.00%		
Asian	3-Year	20	20	100.00%	80%	TS
	Current	7	7	100.00%	80%	TS
	Previous	6	6	100.00%		
Economically Disadvantaged	3-Year	2607	3318	78.57%	52%	Yes
	Current	725	1109	65.37%	52%	Yes
	Previous	952	1104	86.23%		
Students with Disabilities	3-Year	610	989	61.67%	30%	Yes
	Current	139	309	44.98%	30%	Yes
	Previous	254	345	73.62%		
White	3-Year	4266	5168	82.54%	74%	Yes
	Current	1190	1676	71.00%	74%	No
	Previous	1512	1708	88.52%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	<b>Small N Status:</b>
<b>School:</b>	<b>Small N Value:</b> 30
<b>Title I Status:</b>	

**Determining Values: Mathematics Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	4086	6084	67.15%	64%	Yes
	Current	1097	1939	56.57%	64%	No
	Previous	1127	1993	56.54%		
Gap Group 1	3-Year	2459	3987	61.67%	52%	Yes
	Current	654	1280	51.09%	52%	No
	Previous	666	1321	50.41%		
Gap Group 2	3-Year	8	13	61.53%	51%	TS
	Current	2	4	50.00%	51%	TS
	Previous	2	5	40.00%		
Gap Group 3	3-Year	27	39	69.23%	56%	Yes
	Current	8	12	66.66%	56%	TS
	Previous	7	13	53.84%		
Asian	3-Year	19	22	86.36%	82%	TS
	Current	6	6	100.00%	82%	TS
	Previous	6	8	75.00%		
Economically Disadvantaged	3-Year	2320	3728	62.23%	52%	Yes
	Current	624	1197	52.13%	52%	Yes
	Previous	626	1236	50.64%		
Students with Disabilities	3-Year	483	1076	44.88%	41%	Yes
	Current	107	327	32.72%	41%	No
	Previous	132	364	36.26%		
White	3-Year	3998	5960	67.08%	69%	No
	Current	1072	1901	56.39%	69%	No
	Previous	1104	1955	56.47%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	<b>Small N Status:</b>
<b>School:</b>	<b>Small N Value:</b> 30
<b>Title I Status:</b>	

**Determining Values: FGI 4 Year Rate**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	Current	206	248	83.06%	80%	Yes
	Previous	203	238	85.29%		
Gap Group 1	Current	109	144	75.69%	80%	No
	Previous	105	139	75.53%		
Gap Group 2	Current	3	3	100.00%	80%	TS
	Previous	5	5	100.00%		
Gap Group 3	Current	2	2	100.00%	80%	TS
	Previous	1	1	100.00%		
Economically Disadvantaged	Current	101	129	78.29%	80%	No
	Previous	98	124	79.03%		
Limited English Proficient	Current	1	1	100.00%	80%	TS
Students with Disabilities	Current	19	43	44.18%	80%	No
	Previous	21	47	44.68%		
White	Current	201	242	83.05%	80%	Yes
	Previous	196	231	84.84%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:

[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013 <b>State:</b> Virginia <b>Division:</b> 052 - Lee County <b>School:</b> <b>Title I Status:</b>	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs <b>Required Intervention:</b>  <b>Small N Status:</b> <b>Small N Value:</b> 30
---	---

**Determining Values: FGI 5 Year Rate**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	Current	203	238	85.29%	80%	Yes
Gap Group 1	Current	105	139	75.53%	80%	No
Gap Group 2	Current	5	5	100.00%	80%	Yes
Gap Group 3	Current	1	1	100.00%	80%	Yes
Economically Disadvantaged	Current	98	125	78.40%	80%	No
Students with Disabilities	Current	21	47	44.68%	80%	No
White	Current	196	231	84.84%	80%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013 <b>State:</b> Virginia <b>Division:</b> 052 - Lee County <b>School:</b> <b>Title I Status:</b>	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs <b>Required Intervention:</b>  <b>Small N Status:</b> <b>Small N Value:</b> 30
---	---

**Determining Values: FGI 6 Year Rate**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	Current	194	290	66.89%	80%	No
Gap Group 1	Current	108	182	59.34%	80%	No
Gap Group 2	Current	2	2	100.00%	80%	Yes
Gap Group 3	Current	0	1	0.00%	80%	No
Economically Disadvantaged	Current	105	167	62.87%	80%	No
Students with Disabilities	Current	17	65	26.15%	80%	No
White	Current	192	287	66.89%	80%	No

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0160 - DRYDEN ELEMENTARY	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: English Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	468	470	99.57%	95%	Yes
	Current	157	159	98.74%	95%	Yes
Gap Group 1	3-Year	370	372	99.46%	95%	Yes
	Current	117	119	98.31%	95%	Yes
Gap Group 3	3-Year	5	5	100.00%	95%	TS
	Current	2	2	100.00%	95%	TS
Economically Disadvantaged	3-Year	351	353	99.43%	95%	Yes
	Current	109	111	98.19%	95%	Yes
Students with Disabilities	3-Year	105	107	98.13%	95%	Yes
	Current	32	34	94.11%	95%	No
White	3-Year	461	463	99.56%	95%	Yes
	Current	155	157	98.72%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)



**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0160 - DRYDEN ELEMENTARY	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: Mathematics Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	467	470	99.36%	95%	Yes
	Current	157	159	98.74%	95%	Yes
Gap Group 1	3-Year	369	372	99.19%	95%	Yes
	Current	117	119	98.31%	95%	Yes
Gap Group 3	3-Year	5	5	100.00%	95%	TS
	Current	2	2	100.00%	95%	TS
Economically Disadvantaged	3-Year	350	353	99.15%	95%	Yes
	Current	109	111	98.19%	95%	Yes
Students with Disabilities	3-Year	106	107	99.06%	95%	Yes
	Current	33	34	97.05%	95%	Yes
White	3-Year	460	463	99.35%	95%	Yes
	Current	155	157	98.72%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0160 - DRYDEN ELEMENTARY	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: English Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	328	464	70.68%	66%	Yes
	Current	89	153	58.16%	66%	No
	Previous	121	151	80.13%		
Gap Group 1	3-Year	250	366	68.30%	52%	Yes
	Current	60	113	53.09%	52%	Yes
	Previous	97	122	79.50%		
Gap Group 3	3-Year	4	5	80.00%	53%	TS
	Current	1	2	50.00%	53%	TS
	Previous	2	2	100.00%		
Economically Disadvantaged	3-Year	239	347	68.87%	52%	Yes
	Current	56	105	53.33%	52%	Yes
	Previous	92	116	79.31%		
Students with Disabilities	3-Year	56	103	54.36%	30%	Yes
	Current	12	30	40.00%	30%	Yes
	Previous	26	35	74.28%		
White	3-Year	322	457	70.45%	74%	No
	Current	88	151	58.27%	74%	No
	Previous	118	148	79.72%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0160 - DRYDEN ELEMENTARY	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: Mathematics Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	262	458	57.20%	64%	No
	Current	83	153	54.24%	64%	R10
	Previous	55	146	37.67%		
Gap Group 1	3-Year	187	361	51.80%	52%	Yes
	Current	49	113	43.36%	52%	No
	Previous	41	118	34.74%		
Gap Group 3	3-Year	4	5	80.00%	56%	TS
	Current	2	2	100.00%	56%	TS
	Previous	1	2	50.00%		
Economically Disadvantaged	3-Year	179	342	52.33%	52%	Yes
	Current	47	105	44.76%	52%	No
	Previous	38	112	33.92%		
Students with Disabilities	3-Year	35	103	33.98%	41%	No
	Current	8	31	25.80%	41%	No
	Previous	9	34	26.47%		
White	3-Year	257	451	56.98%	69%	No
	Current	81	151	53.64%	69%	R10
	Previous	54	143	37.76%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0160 - DRYDEN ELEMENTARY	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Proficiency Gap Performance**

Gap Group	Reading Target	Reading Performance	Reading Performance Gap Points	Math Target	Math Performance	Math Performance Gap Points
Gap Group 1	52	53	NI*	52	43	NI*
Gap Group 2	49		NI*	51		NI*
Gap Group 3	53	50	NI*	56	100	NI*
<b>Sum of Proficiency Gap Points</b>	add point differences for each gap group			add point differences for each gap group		
<b>Average Proficiency Gap Points</b>	divide sum by number of gap groups that missed the target			divide sum by number of gap groups that missed the target		
<b>Total Average Proficiency Gap Points</b>	(add average proficiency gap points)					0

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0200 - ST. CHARLES ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: English Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	211	211	100.00%	95%	Yes
	Current	65	65	100.00%	95%	Yes
Gap Group 1	3-Year	175	175	100.00%	95%	Yes
	Current	58	58	100.00%	95%	Yes
Economically Disadvantaged	3-Year	170	170	100.00%	95%	Yes
	Current	56	56	100.00%	95%	Yes
Students with Disabilities	3-Year	47	47	100.00%	95%	Yes
	Current	19	19	100.00%	95%	TS
White	3-Year	210	210	100.00%	95%	Yes
	Current	65	65	100.00%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0200 - ST. CHARLES ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: Mathematics Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	211	211	100.00%	95%	Yes
	Current	65	65	100.00%	95%	Yes
Gap Group 1	3-Year	175	175	100.00%	95%	Yes
	Current	58	58	100.00%	95%	Yes
Economically Disadvantaged	3-Year	172	172	100.00%	95%	Yes
	Current	56	56	100.00%	95%	Yes
Students with Disabilities	3-Year	47	47	100.00%	95%	Yes
	Current	19	19	100.00%	95%	TS
White	3-Year	210	210	100.00%	95%	Yes
	Current	65	65	100.00%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0200 - ST. CHARLES ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: English Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	180	209	86.12%	66%	Yes
	Current	47	63	74.60%	66%	Yes
	Previous	56	59	94.91%		
Gap Group 1	3-Year	144	173	83.23%	52%	Yes
	Current	40	56	71.42%	52%	Yes
	Previous	44	47	93.61%		
Economically Disadvantaged	3-Year	140	168	83.33%	52%	Yes
	Current	38	54	70.37%	52%	Yes
	Previous	42	44	95.45%		
Students with Disabilities	3-Year	33	46	71.73%	30%	Yes
	Current	10	18	55.55%	30%	TS
	Previous	13	14	92.85%		
White	3-Year	179	208	86.05%	74%	Yes
	Current	47	63	74.60%	74%	Yes
	Previous	55	58	94.82%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0200 - ST. CHARLES ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: Mathematics Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	177	207	85.50%	64%	Yes
	Current	52	62	83.87%	64%	Yes
	Previous	44	58	75.86%		
Gap Group 1	3-Year	143	171	83.62%	52%	Yes
	Current	45	55	81.81%	52%	Yes
	Previous	34	46	73.91%		
Economically Disadvantaged	3-Year	140	168	83.33%	52%	Yes
	Current	43	53	81.13%	52%	Yes
	Previous	33	45	73.33%		
Students with Disabilities	3-Year	38	45	84.44%	41%	Yes
	Current	14	18	77.77%	41%	TS
	Previous	11	13	84.61%		
White	3-Year	176	206	85.43%	69%	Yes
	Current	52	62	83.87%	69%	Yes
	Previous	43	57	75.43%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)



**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0200 - ST. CHARLES ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Proficiency Gap Performance**

Gap Group	Reading Target	Reading Performance	Reading Performance Gap Points	Math Target	Math Performance	Math Performance Gap Points
Gap Group 1	52	71	NI*	52	82	NI*
Gap Group 2	49		NI*	51		NI*
Gap Group 3	53		NI*	56		NI*
<b>Sum of Proficiency Gap Points</b>	add point differences for each gap group			add point differences for each gap group		
<b>Average Proficiency Gap Points</b>	divide sum by number of gap groups that missed the target			divide sum by number of gap groups that missed the target		
<b>Total Average Proficiency Gap Points</b>	(add average proficiency gap points)					0

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0290 - PENNINGTON MIDDLE	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: English Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	1067	1068	99.90%	95%	Yes
	Current	371	372	99.73%	95%	Yes
Gap Group 1	3-Year	731	732	99.86%	95%	Yes
	Current	261	262	99.61%	95%	Yes
Gap Group 2	3-Year	4	4	100.00%	95%	TS
	Current	2	2	100.00%	95%	TS
Gap Group 3	3-Year	5	5	100.00%	95%	TS
	Current	1	1	100.00%	95%	TS
Asian	3-Year	5	5	100.00%	95%	TS
	Current	3	3	100.00%	95%	TS
Economically Disadvantaged	3-Year	688	689	99.85%	95%	Yes
	Current	247	248	99.59%	95%	Yes
Students with Disabilities	3-Year	189	189	100.00%	95%	Yes
	Current	62	62	100.00%	95%	Yes
White	3-Year	1052	1053	99.90%	95%	Yes
	Current	364	365	99.72%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0290 - PENNINGTON MIDDLE	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: Mathematics Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	1071	1072	99.90%	95%	Yes
	Current	372	373	99.73%	95%	Yes
Gap Group 1	3-Year	734	735	99.86%	95%	Yes
	Current	262	263	99.61%	95%	Yes
Gap Group 2	3-Year	4	4	100.00%	95%	TS
	Current	2	2	100.00%	95%	TS
Gap Group 3	3-Year	5	5	100.00%	95%	TS
	Current	1	1	100.00%	95%	TS
Asian	3-Year	5	5	100.00%	95%	TS
	Current	3	3	100.00%	95%	TS
Economically Disadvantaged	3-Year	691	692	99.85%	95%	Yes
	Current	248	249	99.59%	95%	Yes
Students with Disabilities	3-Year	190	190	100.00%	95%	Yes
	Current	62	62	100.00%	95%	Yes
White	3-Year	1056	1057	99.90%	95%	Yes
	Current	365	366	99.72%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0290 - PENNINGTON MIDDLE	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: English Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	882	1061	83.12%	66%	Yes
	Current	254	367	69.20%	66%	Yes
	Previous	346	369	93.76%		
Gap Group 1	3-Year	572	725	78.89%	52%	Yes
	Current	160	257	62.25%	52%	Yes
	Previous	238	255	93.33%		
Gap Group 2	3-Year	3	4	75.00%	49%	TS
	Current	1	2	50.00%	49%	TS
	Previous	1	1	100.00%		
Gap Group 3	3-Year	5	5	100.00%	53%	TS
	Current	1	1	100.00%	53%	TS
	Previous	1	1	100.00%		
Asian	3-Year	5	5	100.00%	80%	TS
	Current	3	3	100.00%	80%	TS
	Previous	2	2	100.00%		
Economically Disadvantaged	3-Year	536	682	78.59%	52%	Yes
	Current	150	243	61.72%	52%	Yes
	Previous	224	239	93.72%		
Students with Disabilities	3-Year	113	186	60.75%	30%	Yes
	Current	24	60	40.00%	30%	Yes
	Previous	55	63	87.30%		
White	3-Year	868	1046	82.98%	74%	Yes
	Current	248	360	68.88%	74%	No
	Previous	342	365	93.69%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:

[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0290 - PENNINGTON MIDDLE	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: Mathematics Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	800	1055	75.82%	64%	Yes
	Current	260	364	71.42%	64%	Yes
	Previous	238	364	65.38%		
Gap Group 1	3-Year	514	719	71.48%	52%	Yes
	Current	172	255	67.45%	52%	Yes
	Previous	150	249	60.24%		
Gap Group 2	3-Year	3	4	75.00%	51%	TS
	Current	2	2	100.00%	51%	TS
	Previous	0	1	0.00%		
Gap Group 3	3-Year	5	5	100.00%	56%	TS
	Current	1	1	100.00%	56%	TS
	Previous	1	1	100.00%		
Asian	3-Year	5	5	100.00%	82%	TS
	Current	3	3	100.00%	82%	TS
	Previous	2	2	100.00%		
Economically Disadvantaged	3-Year	488	677	72.08%	52%	Yes
	Current	163	242	67.35%	52%	Yes
	Previous	143	233	61.37%		
Students with Disabilities	3-Year	103	185	55.67%	41%	Yes
	Current	31	59	52.54%	41%	Yes
	Previous	25	62	40.32%		
White	3-Year	786	1040	75.57%	69%	Yes
	Current	253	357	70.86%	69%	Yes
	Previous	235	360	65.27%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0290 - PENNINGTON MIDDLE	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Proficiency Gap Performance**

Gap Group	Reading Target	Reading Performance	Reading Performance Gap Points	Math Target	Math Performance	Math Performance Gap Points
Gap Group 1	52	62	NI*	52	67	NI*
Gap Group 2	49	50	NI*	51	100	NI*
Gap Group 3	53	100	NI*	56	100	NI*
<b>Sum of Proficiency Gap Points</b>	add point differences for each gap group			add point differences for each gap group		
<b>Average Proficiency Gap Points</b>	divide sum by number of gap groups that missed the target			divide sum by number of gap groups that missed the target		
<b>Total Average Proficiency Gap Points</b>	(add average proficiency gap points)					0

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013 <b>State:</b> Virginia <b>Division:</b> 052 - Lee County <b>School:</b> 0300 - LEE HIGH <b>Title I Status:</b> Not Title I	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs <b>Required Intervention:</b> Improvement Plan Required  <b>Small N Status:</b> Not Small N <b>Small N Value:</b> 30
---	---

**Determining Values: English Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	516	516	100.00%	95%	Yes
	Current	180	180	100.00%	95%	Yes
Gap Group 1	3-Year	297	297	100.00%	95%	Yes
	Current	105	105	100.00%	95%	Yes
Gap Group 3	3-Year	3	3	100.00%	95%	TS
	Current	1	1	100.00%	95%	TS
Asian	3-Year	1	1	100.00%	95%	TS
	Current	1	1	100.00%	95%	TS
Economically Disadvantaged	3-Year	266	266	100.00%	95%	Yes
	Current	93	93	100.00%	95%	Yes
Students with Disabilities	3-Year	74	74	100.00%	95%	Yes
	Current	24	24	100.00%	95%	TS
White	3-Year	507	507	100.00%	95%	Yes
	Current	178	178	100.00%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013 <b>State:</b> Virginia <b>Division:</b> 052 - Lee County <b>School:</b> 0300 - LEE HIGH <b>Title I Status:</b> Not Title I	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs <b>Required Intervention:</b> Improvement Plan Required  <b>Small N Status:</b> Not Small N <b>Small N Value:</b> 30
---	---

**Determining Values: Mathematics Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	1116	1119	99.73%	95%	Yes
	Current	374	376	99.46%	95%	Yes
Gap Group 1	3-Year	625	628	99.52%	95%	Yes
	Current	195	197	98.98%	95%	Yes
Gap Group 3	3-Year	6	6	100.00%	95%	TS
	Current	2	2	100.00%	95%	TS
Economically Disadvantaged	3-Year	579	582	99.48%	95%	Yes
	Current	176	178	98.87%	95%	Yes
Students with Disabilities	3-Year	157	157	100.00%	95%	Yes
	Current	48	48	100.00%	95%	Yes
White	3-Year	1107	1110	99.72%	95%	Yes
	Current	372	374	99.46%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)



**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0300 - LEE HIGH	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Not Title I	<b>Small N Value:</b> 30

**Determining Values: English Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	463	516	89.72%	66%	Yes
	Current	156	180	86.66%	66%	Yes
	Previous	150	161	93.16%		
Gap Group 1	3-Year	255	297	85.85%	52%	Yes
	Current	86	105	81.90%	52%	Yes
	Previous	80	90	88.88%		
Gap Group 3	3-Year	3	3	100.00%	53%	TS
	Current	1	1	100.00%	53%	TS
	Previous	1	1	100.00%		
Asian	3-Year	1	1	100.00%	80%	TS
	Current	1	1	100.00%	80%	TS
Economically Disadvantaged	3-Year	236	266	88.72%	52%	Yes
	Current	80	93	86.02%	52%	Yes
	Previous	74	82	90.24%		
Students with Disabilities	3-Year	45	74	60.81%	30%	Yes
	Current	13	24	54.16%	30%	TS
	Previous	18	25	72.00%		
White	3-Year	455	507	89.74%	74%	Yes
	Current	154	178	86.51%	74%	Yes
	Previous	148	159	93.08%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0300 - LEE HIGH	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Not Title I	<b>Small N Value:</b> 30

**Determining Values: Mathematics Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	646	1113	58.04%	64%	No
	Current	149	373	39.94%	64%	No
	Previous	154	331	46.52%		
Gap Group 1	3-Year	315	624	50.48%	52%	No
	Current	55	195	28.20%	52%	No
	Previous	68	185	36.75%		
Gap Group 3	3-Year	2	6	33.33%	56%	TS
	Current	0	2	0.00%	56%	TS
	Previous	1	3	33.33%		
Economically Disadvantaged	3-Year	298	578	51.55%	52%	Yes
	Current	53	176	30.11%	52%	No
	Previous	66	175	37.71%		
Students with Disabilities	3-Year	60	157	38.21%	41%	No
	Current	9	48	18.75%	41%	No
	Previous	11	44	25.00%		
White	3-Year	641	1104	58.06%	69%	No
	Current	149	371	40.16%	69%	No
	Previous	152	327	46.48%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:

[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013 <b>State:</b> Virginia <b>Division:</b> 052 - Lee County <b>School:</b> 0300 - LEE HIGH <b>Title I Status:</b> Not Title I	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs <b>Required Intervention:</b> Improvement Plan Required  <b>Small N Status:</b> Not Small N <b>Small N Value:</b> 30
---	---

**Determining Values: FGI 4 Year Rate**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	Current	142	173	82.08%	80%	Yes
	Previous	159	186	85.48%		
Gap Group 1	Current	73	99	73.73%	80%	No
	Previous	81	107	75.70%		
Gap Group 2	Current	3	3	100.00%	80%	TS
	Previous	4	4	100.00%		
Gap Group 3	Current	2	2	100.00%	80%	TS
Economically Disadvantaged	Current	68	89	76.40%	80%	No
	Previous	76	97	78.35%		
Limited English Proficient	Current	1	1	100.00%	80%	TS
Students with Disabilities	Current	10	30	33.33%	80%	No
	Previous	16	36	44.44%		
White	Current	137	168	81.54%	80%	Yes
	Previous	155	182	85.16%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013 <b>State:</b> Virginia <b>Division:</b> 052 - Lee County <b>School:</b> 0300 - LEE HIGH <b>Title I Status:</b> Not Title I	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs <b>Required Intervention:</b> Improvement Plan Required  <b>Small N Status:</b> Not Small N <b>Small N Value:</b> 30
---	---

**Determining Values: FGI 5 Year Rate**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	Current	159	186	85.48%	80%	Yes
Gap Group 1	Current	81	107	75.70%	80%	No
Gap Group 2	Current	4	4	100.00%	80%	Yes
Economically Disadvantaged	Current	76	98	77.55%	80%	No
Students with Disabilities	Current	16	36	44.44%	80%	No
White	Current	155	182	85.16%	80%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013 <b>State:</b> Virginia <b>Division:</b> 052 - Lee County <b>School:</b> 0300 - LEE HIGH <b>Title I Status:</b> Not Title I	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs <b>Required Intervention:</b> Improvement Plan Required  <b>Small N Status:</b> Not Small N <b>Small N Value:</b> 30
---	---

**Determining Values: FGI 6 Year Rate**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	Current	138	221	62.44%	80%	No
Gap Group 1	Current	64	128	50.00%	80%	No
Gap Group 2	Current	2	2	100.00%	80%	Yes
Gap Group 3	Current	0	1	0.00%	80%	No
Economically Disadvantaged	Current	62	114	54.38%	80%	No
Students with Disabilities	Current	10	54	18.51%	80%	No
White	Current	136	218	62.38%	80%	No

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0300 - LEE HIGH	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Not Title I	<b>Small N Value:</b> 30

**Proficiency Gap Performance**

Gap Group	Reading Target	Reading Performance	Reading Performance Gap Points	Math Target	Math Performance	Math Performance Gap Points
Gap Group 1	52	82	NI*	52	28	24
Gap Group 2	49		NI*	51		NI*
Gap Group 3	53	100	NI*	56	0	NI*
<b>Sum of Proficiency Gap Points</b>	add point differences for each gap group			add point differences for each gap group		24
<b>Average Proficiency Gap Points</b>	divide sum by number of gap groups that missed the target			divide sum by number of gap groups that missed the target		24
<b>Total Average Proficiency Gap Points</b>	(add average proficiency gap points)					24

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0330 - ELK KNOB ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: English Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	512	512	100.00%	95%	Yes
	Current	186	186	100.00%	95%	Yes
Gap Group 1	3-Year	332	332	100.00%	95%	Yes
	Current	125	125	100.00%	95%	Yes
Gap Group 2	3-Year	6	6	100.00%	95%	TS
	Current	2	2	100.00%	95%	TS
Gap Group 3	3-Year	2	2	100.00%	95%	TS
	Current	2	2	100.00%	95%	TS
Economically Disadvantaged	3-Year	304	304	100.00%	95%	Yes
	Current	113	113	100.00%	95%	Yes
Students with Disabilities	3-Year	78	78	100.00%	95%	Yes
	Current	28	28	100.00%	95%	TS
White	3-Year	501	501	100.00%	95%	Yes
	Current	182	182	100.00%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0330 - ELK KNOB ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: Mathematics Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	513	513	100.00%	95%	Yes
	Current	187	187	100.00%	95%	Yes
Gap Group 1	3-Year	332	332	100.00%	95%	Yes
	Current	125	125	100.00%	95%	Yes
Gap Group 2	3-Year	6	6	100.00%	95%	TS
	Current	2	2	100.00%	95%	TS
Gap Group 3	3-Year	2	2	100.00%	95%	TS
	Current	2	2	100.00%	95%	TS
Economically Disadvantaged	3-Year	304	304	100.00%	95%	Yes
	Current	113	113	100.00%	95%	Yes
Students with Disabilities	3-Year	78	78	100.00%	95%	Yes
	Current	28	28	100.00%	95%	TS
White	3-Year	502	502	100.00%	95%	Yes
	Current	183	183	100.00%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)



**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0330 - ELK KNOB ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: English Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	417	506	82.41%	66%	Yes
	Current	131	182	71.97%	66%	Yes
	Previous	142	160	88.75%		
Gap Group 1	3-Year	256	328	78.04%	52%	Yes
	Current	82	123	66.66%	52%	Yes
	Previous	92	106	86.79%		
Gap Group 2	3-Year	4	6	66.66%	49%	TS
	Current	0	2	0.00%	49%	TS
	Previous	3	3	100.00%		
Gap Group 3	3-Year	2	2	100.00%	53%	TS
	Current	2	2	100.00%	53%	TS
Economically Disadvantaged	3-Year	235	300	78.33%	52%	Yes
	Current	75	111	67.56%	52%	Yes
	Previous	84	97	86.59%		
Students with Disabilities	3-Year	65	78	83.33%	30%	Yes
	Current	19	28	67.85%	30%	TS
	Previous	25	28	89.28%		
White	3-Year	408	495	82.42%	74%	Yes
	Current	129	178	72.47%	74%	No
	Previous	138	156	88.46%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0330 - ELK KNOB ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: Mathematics Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	317	505	62.77%	64%	No
	Current	87	181	48.06%	64%	No
	Previous	85	160	53.12%		
Gap Group 1	3-Year	185	328	56.40%	52%	Yes
	Current	51	123	41.46%	52%	No
	Previous	50	106	47.16%		
Gap Group 2	3-Year	3	6	50.00%	51%	TS
	Current	0	2	0.00%	51%	TS
	Previous	2	3	66.66%		
Gap Group 3	3-Year	2	2	100.00%	56%	TS
	Current	2	2	100.00%	56%	TS
Economically Disadvantaged	3-Year	171	300	57.00%	52%	Yes
	Current	48	111	43.24%	52%	No
	Previous	45	97	46.39%		
Students with Disabilities	3-Year	48	78	61.53%	41%	Yes
	Current	10	28	35.71%	41%	TS
	Previous	19	28	67.85%		
White	3-Year	309	494	62.55%	69%	No
	Current	85	177	48.02%	69%	No
	Previous	82	156	52.56%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0330 - ELK KNOB ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Proficiency Gap Performance**

Gap Group	Reading Target	Reading Performance	Reading Performance Gap Points	Math Target	Math Performance	Math Performance Gap Points
Gap Group 1	52	67	NI*	52	41	NI*
Gap Group 2	49	0	NI*	51	0	NI*
Gap Group 3	53	100	NI*	56	100	NI*
<b>Sum of Proficiency Gap Points</b>	add point differences for each gap group			add point differences for each gap group		
<b>Average Proficiency Gap Points</b>	divide sum by number of gap groups that missed the target			divide sum by number of gap groups that missed the target		
<b>Total Average Proficiency Gap Points</b>	(add average proficiency gap points)					0

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0470 - JONESVILLE MIDDLE	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: English Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	681	684	99.56%	95%	Yes
	Current	204	204	100.00%	95%	Yes
Gap Group 1	3-Year	413	415	99.51%	95%	Yes
	Current	131	131	100.00%	95%	Yes
Gap Group 3	3-Year	8	8	100.00%	95%	TS
	Current	1	1	100.00%	95%	TS
Asian	3-Year	3	3	100.00%	95%	TS
	Current	1	1	100.00%	95%	TS
Economically Disadvantaged	3-Year	373	375	99.46%	95%	Yes
	Current	118	118	100.00%	95%	Yes
Students with Disabilities	3-Year	153	153	100.00%	95%	Yes
	Current	46	46	100.00%	95%	Yes
White	3-Year	668	671	99.55%	95%	Yes
	Current	202	202	100.00%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0470 - JONESVILLE MIDDLE	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: Mathematics Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	680	686	99.12%	95%	Yes
	Current	204	204	100.00%	95%	Yes
Gap Group 1	3-Year	410	415	98.79%	95%	Yes
	Current	131	131	100.00%	95%	Yes
Gap Group 3	3-Year	8	8	100.00%	95%	TS
	Current	1	1	100.00%	95%	TS
Asian	3-Year	3	3	100.00%	95%	TS
	Current	1	1	100.00%	95%	TS
Economically Disadvantaged	3-Year	371	375	98.93%	95%	Yes
	Current	118	118	100.00%	95%	Yes
Students with Disabilities	3-Year	149	152	98.02%	95%	Yes
	Current	46	46	100.00%	95%	Yes
White	3-Year	667	673	99.10%	95%	Yes
	Current	202	202	100.00%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.
- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.
- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.
- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:

[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0470 - JONESVILLE MIDDLE	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: English Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	567	676	83.87%	66%	Yes
	Current	149	200	74.50%	66%	Yes
	Previous	197	228	86.40%		
Gap Group 1	3-Year	313	408	76.71%	52%	Yes
	Current	87	127	68.50%	52%	Yes
	Previous	115	143	80.41%		
Gap Group 3	3-Year	8	8	100.00%	53%	TS
	Current	1	1	100.00%	53%	TS
	Previous	2	2	100.00%		
Asian	3-Year	3	3	100.00%	80%	TS
	Current	1	1	100.00%	80%	TS
	Previous	1	1	100.00%		
Economically Disadvantaged	3-Year	283	368	76.90%	52%	Yes
	Current	78	114	68.42%	52%	Yes
	Previous	103	126	81.74%		
Students with Disabilities	3-Year	87	151	57.61%	30%	Yes
	Current	24	45	53.33%	30%	Yes
	Previous	36	57	63.15%		
White	3-Year	554	663	83.55%	74%	Yes
	Current	147	198	74.24%	74%	Yes
	Previous	193	224	86.16%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0470 - JONESVILLE MIDDLE	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: Mathematics Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	409	664	61.59%	64%	No
	Current	93	197	47.20%	64%	No
	Previous	123	226	54.42%		
Gap Group 1	3-Year	205	395	51.89%	52%	Yes
	Current	53	124	42.74%	52%	No
	Previous	60	139	43.16%		
Gap Group 3	3-Year	3	8	37.50%	56%	TS
	Current	0	1	0.00%	56%	TS
	Previous	0	2	0.00%		
Asian	3-Year	3	3	100.00%	82%	TS
	Current	1	1	100.00%	82%	TS
	Previous	1	1	100.00%		
Economically Disadvantaged	3-Year	185	356	51.96%	52%	Yes
	Current	49	111	44.14%	52%	No
	Previous	50	122	40.98%		
Students with Disabilities	3-Year	48	143	33.56%	41%	No
	Current	11	44	25.00%	41%	No
	Previous	19	54	35.18%		
White	3-Year	402	651	61.75%	69%	No
	Current	92	195	47.17%	69%	No
	Previous	122	222	54.95%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0470 - JONESVILLE MIDDLE	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Proficiency Gap Performance**

Gap Group	Reading Target	Reading Performance	Reading Performance Gap Points	Math Target	Math Performance	Math Performance Gap Points
Gap Group 1	52	69	NI*	52	43	NI*
Gap Group 2	49		NI*	51		NI*
Gap Group 3	53	100	NI*	56	0	NI*
<b>Sum of Proficiency Gap Points</b>	add point differences for each gap group			add point differences for each gap group		
<b>Average Proficiency Gap Points</b>	divide sum by number of gap groups that missed the target			divide sum by number of gap groups that missed the target		
<b>Total Average Proficiency Gap Points</b>	(add average proficiency gap points)					0

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)



**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0630 - FLATWOODS ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: English Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	465	465	100.00%	95%	Yes
	Current	163	163	100.00%	95%	Yes
Gap Group 1	3-Year	310	310	100.00%	95%	Yes
	Current	114	114	100.00%	95%	Yes
Gap Group 3	3-Year	2	2	100.00%	95%	TS
	Current	1	1	100.00%	95%	TS
Economically Disadvantaged	3-Year	282	282	100.00%	95%	Yes
	Current	107	107	100.00%	95%	Yes
Students with Disabilities	3-Year	91	91	100.00%	95%	Yes
	Current	28	28	100.00%	95%	TS
White	3-Year	460	460	100.00%	95%	Yes
	Current	161	161	100.00%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0630 - FLATWOODS ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: Mathematics Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	464	464	100.00%	95%	Yes
	Current	163	163	100.00%	95%	Yes
Gap Group 1	3-Year	310	310	100.00%	95%	Yes
	Current	114	114	100.00%	95%	Yes
Gap Group 3	3-Year	2	2	100.00%	95%	TS
	Current	1	1	100.00%	95%	TS
Economically Disadvantaged	3-Year	282	282	100.00%	95%	Yes
	Current	107	107	100.00%	95%	Yes
Students with Disabilities	3-Year	91	91	100.00%	95%	Yes
	Current	28	28	100.00%	95%	TS
White	3-Year	449	449	100.00%	95%	Yes
	Current	161	161	100.00%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0630 - FLATWOODS ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: English Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	364	461	78.95%	66%	Yes
	Current	103	161	63.97%	66%	No
	Previous	127	149	85.23%		
Gap Group 1	3-Year	230	307	74.91%	52%	Yes
	Current	67	112	59.82%	52%	Yes
	Previous	83	102	81.37%		
Economically Disadvantaged	3-Year	212	280	75.71%	52%	Yes
	Current	64	105	60.95%	52%	Yes
	Previous	77	94	81.91%		
Students with Disabilities	3-Year	53	90	58.88%	30%	Yes
	Current	8	28	28.57%	30%	TS
	Previous	20	30	66.66%		
White	3-Year	361	457	78.99%	74%	Yes
	Current	103	160	64.37%	74%	No
	Previous	127	149	85.23%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0630 - FLATWOODS ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: Mathematics Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	326	460	70.86%	64%	Yes
	Current	104	161	64.59%	64%	Yes
	Previous	82	149	55.03%		
Gap Group 1	3-Year	205	306	66.99%	52%	Yes
	Current	67	112	59.82%	52%	Yes
	Previous	54	101	53.46%		
Gap Group 3	3-Year	2	2	100.00%	56%	TS
	Current	1	1	100.00%	56%	TS
Economically Disadvantaged	3-Year	184	279	65.94%	52%	Yes
	Current	63	105	60.00%	52%	Yes
	Previous	49	93	52.68%		
Students with Disabilities	3-Year	44	88	50.00%	41%	Yes
	Current	9	27	33.33%	41%	TS
	Previous	10	29	34.48%		
White	3-Year	316	445	71.01%	69%	Yes
	Current	103	159	64.77%	69%	No
	Previous	82	149	55.03%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0630 - FLATWOODS ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Proficiency Gap Performance**

Gap Group	Reading Target	Reading Performance	Reading Performance Gap Points	Math Target	Math Performance	Math Performance Gap Points
Gap Group 1	52	60	NI*	52	60	NI*
Gap Group 2	49		NI*	51		NI*
Gap Group 3	53		NI*	56	100	NI*
<b>Sum of Proficiency Gap Points</b>	add point differences for each gap group			add point differences for each gap group		
<b>Average Proficiency Gap Points</b>	divide sum by number of gap groups that missed the target			divide sum by number of gap groups that missed the target		
<b>Total Average Proficiency Gap Points</b>	(add average proficiency gap points)					0

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0670 - ROSE HILL ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: English Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	340	340	100.00%	95%	Yes
	Current	89	89	100.00%	95%	Yes
Gap Group 1	3-Year	239	239	100.00%	95%	Yes
	Current	67	67	100.00%	95%	Yes
Economically Disadvantaged	3-Year	228	228	100.00%	95%	Yes
	Current	65	65	100.00%	95%	Yes
Students with Disabilities	3-Year	62	62	100.00%	95%	Yes
	Current	16	16	100.00%	95%	TS
White	3-Year	335	335	100.00%	95%	Yes
	Current	87	87	100.00%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0670 - ROSE HILL ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: Mathematics Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	340	340	100.00%	95%	Yes
	Current	89	89	100.00%	95%	Yes
Gap Group 1	3-Year	239	239	100.00%	95%	Yes
	Current	67	67	100.00%	95%	Yes
Economically Disadvantaged	3-Year	228	228	100.00%	95%	Yes
	Current	65	65	100.00%	95%	Yes
Students with Disabilities	3-Year	62	62	100.00%	95%	Yes
	Current	16	16	100.00%	95%	TS
White	3-Year	335	335	100.00%	95%	Yes
	Current	87	87	100.00%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:

[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0670 - ROSE HILL ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: English Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	280	337	83.08%	66%	Yes
	Current	59	87	67.81%	66%	Yes
	Previous	112	128	87.50%		
Gap Group 1	3-Year	188	236	79.66%	52%	Yes
	Current	41	65	63.07%	52%	Yes
	Previous	76	90	84.44%		
Economically Disadvantaged	3-Year	182	226	80.53%	52%	Yes
	Current	41	63	65.07%	52%	Yes
	Previous	73	87	83.90%		
Students with Disabilities	3-Year	36	60	60.00%	30%	Yes
	Current	4	15	26.66%	30%	TS
	Previous	18	25	72.00%		
White	3-Year	276	332	83.13%	74%	Yes
	Current	58	85	68.23%	74%	No
	Previous	110	126	87.30%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)



**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0670 - ROSE HILL ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: Mathematics Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	204	333	61.26%	64%	No
	Current	53	88	60.22%	64%	R10
	Previous	57	124	45.96%		
Gap Group 1	3-Year	127	232	54.74%	52%	Yes
	Current	36	66	54.54%	52%	Yes
	Previous	34	86	39.53%		
Economically Disadvantaged	3-Year	125	222	56.30%	52%	Yes
	Current	36	64	56.25%	52%	Yes
	Previous	33	83	39.75%		
Students with Disabilities	3-Year	17	61	27.86%	41%	No
	Current	4	16	25.00%	41%	TS
	Previous	6	25	24.00%		
White	3-Year	201	328	61.28%	69%	No
	Current	52	86	60.46%	69%	R10
	Previous	56	122	45.90%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0670 - ROSE HILL ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Proficiency Gap Performance**

Gap Group	Reading Target	Reading Performance	Reading Performance Gap Points	Math Target	Math Performance	Math Performance Gap Points
Gap Group 1	52	63	NI*	52	55	NI*
Gap Group 2	49		NI*	51		NI*
Gap Group 3	53		NI*	56		NI*
<b>Sum of Proficiency Gap Points</b>	add point differences for each gap group			add point differences for each gap group		
<b>Average Proficiency Gap Points</b>	divide sum by number of gap groups that missed the target			divide sum by number of gap groups that missed the target		
<b>Total Average Proficiency Gap Points</b>	(add average proficiency gap points)					0

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0820 - ELYDALE ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: English Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	297	297	100.00%	95%	Yes
	Current	185	185	100.00%	95%	Yes
Gap Group 1	3-Year	212	212	100.00%	95%	Yes
	Current	133	133	100.00%	95%	Yes
Gap Group 3	3-Year	4	4	100.00%	95%	TS
	Current	2	2	100.00%	95%	TS
Asian	3-Year	2	2	100.00%	95%	TS
	Current	2	2	100.00%	95%	TS
Economically Disadvantaged	3-Year	200	200	100.00%	95%	Yes
	Current	129	129	100.00%	95%	Yes
Students with Disabilities	3-Year	56	56	100.00%	95%	Yes
	Current	34	34	100.00%	95%	Yes
White	3-Year	278	278	100.00%	95%	Yes
	Current	175	175	100.00%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0820 - ELYDALE ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: Mathematics Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	297	297	100.00%	95%	Yes
	Current	185	185	100.00%	95%	Yes
Gap Group 1	3-Year	212	212	100.00%	95%	Yes
	Current	133	133	100.00%	95%	Yes
Gap Group 3	3-Year	4	4	100.00%	95%	TS
	Current	2	2	100.00%	95%	TS
Asian	3-Year	2	2	100.00%	95%	TS
	Current	2	2	100.00%	95%	TS
Economically Disadvantaged	3-Year	200	200	100.00%	95%	Yes
	Current	129	129	100.00%	95%	Yes
Students with Disabilities	3-Year	56	56	100.00%	95%	Yes
	Current	34	34	100.00%	95%	Yes
White	3-Year	278	278	100.00%	95%	Yes
	Current	175	175	100.00%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0820 - ELYDALE ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: English Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	236	294	80.27%	66%	Yes
	Current	136	182	74.72%	66%	Yes
	Previous	49	57	85.96%		
Gap Group 1	3-Year	161	209	77.03%	52%	Yes
	Current	92	130	70.76%	52%	Yes
	Previous	32	39	82.05%		
Gap Group 3	3-Year	4	4	100.00%	53%	TS
	Current	2	2	100.00%	53%	TS
	Previous	1	1	100.00%		
Asian	3-Year	2	2	100.00%	80%	TS
	Current	2	2	100.00%	80%	TS
Economically Disadvantaged	3-Year	150	197	76.14%	52%	Yes
	Current	89	126	70.63%	52%	Yes
	Previous	28	35	80.00%		
Students with Disabilities	3-Year	35	53	66.03%	30%	Yes
	Current	16	31	51.61%	30%	Yes
	Previous	9	12	75.00%		
White	3-Year	218	275	79.27%	74%	Yes
	Current	127	172	73.83%	74%	Yes
	Previous	45	53	84.90%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0820 - ELYDALE ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Determining Values: Mathematics Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	181	292	61.98%	64%	No
	Current	97	180	53.88%	64%	No
	Previous	31	57	54.38%		
Gap Group 1	3-Year	124	208	59.61%	52%	Yes
	Current	64	129	49.61%	52%	No-MP
	Previous	21	39	53.84%		
Gap Group 3	3-Year	3	4	75.00%	56%	TS
	Current	2	2	100.00%	56%	TS
	Previous	0	1	0.00%		
Asian	3-Year	2	2	100.00%	82%	TS
	Current	2	2	100.00%	82%	TS
Economically Disadvantaged	3-Year	117	196	59.69%	52%	Yes
	Current	62	125	49.60%	52%	No-MP
	Previous	20	35	57.14%		
Students with Disabilities	3-Year	18	52	34.61%	41%	No
	Current	5	30	16.66%	41%	No
	Previous	4	12	33.33%		
White	3-Year	167	273	61.17%	69%	No
	Current	90	170	52.94%	69%	No
	Previous	29	53	54.71%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Did Not Meet All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b> Improvement Plan Required
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0820 - ELYDALE ELEM.	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Title I - School Wide Program	<b>Small N Value:</b> 30

**Proficiency Gap Performance**

Gap Group	Reading Target	Reading Performance	Reading Performance Gap Points	Math Target	Math Performance	Math Performance Gap Points
Gap Group 1	52	71	NI*	52	50	NI*
Gap Group 2	49		NI*	51		NI*
Gap Group 3	53	100	NI*	56	100	NI*
<b>Sum of Proficiency Gap Points</b>	add point differences for each gap group			add point differences for each gap group		
<b>Average Proficiency Gap Points</b>	divide sum by number of gap groups that missed the target			divide sum by number of gap groups that missed the target		
<b>Total Average Proficiency Gap Points</b>	(add average proficiency gap points)					0

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0880 - THOMAS WALKER HIGH	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Not Title I	<b>Small N Value:</b> 30

**Determining Values: English Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	371	372	99.73%	95%	Yes
	Current	124	125	99.20%	95%	Yes
Gap Group 1	3-Year	241	242	99.58%	95%	Yes
	Current	86	87	98.85%	95%	Yes
Gap Group 2	3-Year	1	1	100.00%	95%	TS
	Current	1	1	100.00%	95%	TS
Economically Disadvantaged	3-Year	223	224	99.55%	95%	Yes
	Current	81	82	98.78%	95%	Yes
Students with Disabilities	3-Year	66	66	100.00%	95%	Yes
	Current	24	24	100.00%	95%	TS
White	3-Year	360	361	99.72%	95%	Yes
	Current	118	119	99.15%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.
- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.
- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.
- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:

[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)



**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0880 - THOMAS WALKER HIGH	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Not Title I	<b>Small N Value:</b> 30

**Determining Values: Mathematics Participation**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	610	612	99.67%	95%	Yes
	Current	162	163	99.38%	95%	Yes
Gap Group 1	3-Year	369	371	99.46%	95%	Yes
	Current	91	92	98.91%	95%	Yes
Gap Group 3	3-Year	4	4	100.00%	95%	TS
	Current	1	1	100.00%	95%	TS
Economically Disadvantaged	3-Year	349	351	99.43%	95%	Yes
	Current	89	90	98.88%	95%	Yes
Students with Disabilities	3-Year	77	77	100.00%	95%	Yes
	Current	16	16	100.00%	95%	TS
White	3-Year	593	595	99.66%	95%	Yes
	Current	155	156	99.35%	95%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0880 - THOMAS WALKER HIGH	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Not Title I	<b>Small N Value:</b> 30

**Determining Values: English Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	308	368	83.69%	66%	Yes
	Current	94	124	75.80%	66%	Yes
	Previous	88	104	84.61%		
Gap Group 1	3-Year	183	238	76.89%	52%	Yes
	Current	58	86	67.44%	52%	Yes
	Previous	52	67	77.61%		
Gap Group 2	3-Year	0	1	0.00%	49%	TS
	Current	0	1	0.00%	49%	TS
Economically Disadvantaged	3-Year	172	221	77.82%	52%	Yes
	Current	54	81	66.66%	52%	Yes
	Previous	47	61	77.04%		
Students with Disabilities	3-Year	30	64	46.87%	30%	Yes
	Current	9	24	37.50%	30%	TS
	Previous	10	20	50.00%		
White	3-Year	298	357	83.47%	74%	Yes
	Current	89	118	75.42%	74%	Yes
	Previous	86	102	84.31%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education**  
**School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0880 - THOMAS WALKER HIGH	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Not Title I	<b>Small N Value:</b> 30

**Determining Values: Mathematics Performance**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	472	602	78.40%	64%	Yes
	Current	119	162	73.45%	64%	Yes
	Previous	146	200	73.00%		
Gap Group 1	3-Year	263	361	72.85%	52%	Yes
	Current	62	91	68.13%	52%	Yes
	Previous	81	123	65.85%		
Gap Group 3	3-Year	3	4	75.00%	56%	TS
	Current	0	1	0.00%	56%	TS
	Previous	2	2	100.00%		
Economically Disadvantaged	3-Year	251	342	73.39%	52%	Yes
	Current	60	89	67.41%	52%	Yes
	Previous	77	116	66.37%		
Students with Disabilities	3-Year	33	75	44.00%	41%	Yes
	Current	6	16	37.50%	41%	TS
	Previous	8	26	30.76%		
White	3-Year	462	586	78.83%	69%	Yes
	Current	115	155	74.19%	69%	Yes
	Previous	142	195	72.82%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0880 - THOMAS WALKER HIGH	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Not Title I	<b>Small N Value:</b> 30

**Determining Values: FGI 4 Year Rate**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	Current	64	75	85.33%	80%	Yes
	Previous	44	52	84.61%		
Gap Group 1	Current	36	45	80.00%	80%	Yes
	Previous	24	32	75.00%		
Economically Disadvantaged	Current	33	40	82.50%	80%	Yes
	Previous	22	27	81.48%		
Students with Disabilities	Current	9	13	69.23%	80%	TS
	Previous	5	11	45.45%		
White	Current	64	74	86.48%	80%	Yes
	Previous	41	49	83.67%		

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0880 - THOMAS WALKER HIGH	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Not Title I	<b>Small N Value:</b> 30

**Determining Values: FGI 5 Year Rate**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	Current	44	52	84.61%	80%	Yes
Gap Group 1	Current	24	32	75.00%	80%	No
Economically Disadvantaged	Current	22	27	81.48%	80%	Yes
Students with Disabilities	Current	5	11	45.45%	80%	No
White	Current	41	49	83.67%	80%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0880 - THOMAS WALKER HIGH	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Not Title I	<b>Small N Value:</b> 30

**Determining Values: FGI 6 Year Rate**

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	Current	56	69	81.15%	80%	Yes
Gap Group 1	Current	44	54	81.48%	80%	Yes
Economically Disadvantaged	Current	43	53	81.13%	80%	Yes
Students with Disabilities	Current	7	11	63.63%	80%	No
White	Current	56	69	81.15%	80%	Yes

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)

**Virginia Department of Education  
School / Division / State AMO Detail Report**

<b>School Year:</b> 2013 - 2014 based on data from 2012 - 2013	<b>Overall Status This Year:</b> Met All Federal AMOs
<b>State:</b> Virginia	<b>Required Intervention:</b>
<b>Division:</b> 052 - Lee County	
<b>School:</b> 0880 - THOMAS WALKER HIGH	<b>Small N Status:</b> Not Small N
<b>Title I Status:</b> Not Title I	<b>Small N Value:</b> 30

**Proficiency Gap Performance**

Gap Group	Reading Target	Reading Performance	Reading Performance Gap Points	Math Target	Math Performance	Math Performance Gap Points
Gap Group 1	52	67	NI*	52	68	NI*
Gap Group 2	49	0	NI*	51		NI*
Gap Group 3	53		NI*	56	0	NI*
<b>Sum of Proficiency Gap Points</b>	add point differences for each gap group			add point differences for each gap group		
<b>Average Proficiency Gap Points</b>	divide sum by number of gap groups that missed the target			divide sum by number of gap groups that missed the target		
<b>Total Average Proficiency Gap Points</b>	(add average proficiency gap points)					0

Notes: - Gap Group 1 is composed of students with disabilities, students who are economically disadvantaged and students who are English language learners. Gap Group 2 is composed of black students. Gap Group 3 is composed of Hispanic students.

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.

- These final AMO results are based on 2012-2013 SOL assessment results and record changes processed by the testing vendor as of 07/30/2013. If the testing vendor has not yet processed all SOL assessment results and record changes for your school or division, the AMO results may not be accurate.

- Student counts may vary among participation and pass rates due to LEP and transfer student rules. - AMO Met values: TS=Too small to be Evaluated, R10=Met the AMO by reducing the failure rate by 10 percent, NA=Not Applicable, NI=Not Included because the gap group did not fail the subject area target.

- AMO Not Met Values: No-MP = Maintain Progress (MP): Subgroups current year pass rate did not equal prior years pass rate, or stay within 5%, No-CI = Continuous Improvement (CI): Subgroup did not make continuous improvement as compared to prior years pass rate. - DID NOT MEET ALL FEDERAL AMOs

MHE = One or more subgroups were expected to meet higher expectations (MHE), either Maintain Progress (MP) or Continuous Improvement (CI), but failed to do so.

- Detailed information about accountability determinations, including the identification of priority or focus schools or schools requiring improvement plans, is available in Virginia's application for ESEA flexibility at the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/accountability\\_guide.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.shtml)