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Locust grove middle school va
orange county public schools | 13 March 2020 | LGMSA smaller book is like a window that opens up a whole new world. That's true for sixth-graders in Locus Grove after they've read, Long Walk to Water. The book tells the story of two children who grow up in torn Sudan. Sanua is forced to leave... orange county public schools | 10
February 2020 | LGMS, OES, SlideshowOrganic County Public Schools held a county spelling Bee Champion. Jackson Hamilton, 8th grade state, wins the competition and will compete in... orange county public
schools | 6 February 2020 | LGMS, SlideshowOn January 22, Locus Grove, high school students, STEM went on a trip to the Smithsonian's National Museum of Natural History. During the trip, students attended a laboratory session at the new Q?rius practical training center. In 2009, erosion... orange county public schools | 21 January
2020 | LGMS, Slideshow, Uncategorized Greets the following spelling bee school winners who are ranked in the top 4:1 - Emma Olsen, 2in - Conner Mortensen, (8th grade) 3rd - Rowan Turner, 6th grade/4th - Abigail Medas, (seventh grade) These students will compete in... orange county public schools | 15 May 2019 | LGMS, PHMS,
SlideshowSyders at Middle School and Locus Grove Middle School voted on their favorite books for the 2018-2019 Virginia Election. All ten books were very interesting, but the students voted for this: Locus Grove First Place: Wolf Hollow... orange county public schools | March 25, 2019 | At the Festival of Arts on March 25, 2019, schools
and middle school Prospekt Hayes and Orange Hines were held under the direction of Cetch Waters (orchestra) and Mary Sommar (choir) at the Festival of Fine Arts, which was held on March 25, 2019. orange county public schools | 2019 | LGMS, PHMS, SlideshowClass division spelling contest was held at Orange County High School
on February 5, 2019. The division winners were: 1st place - Caitlin Shackleton - PHMS2nd Place - Emma Olsen - LGMS3rd Place - Jackson Hamilton - PHMS from Orange County schools | 23 January 2019 | GBES, LES, LGES, LGMS, LGPS, OCHS, OC
is on display at the Taylor Education Administration Complex, Based on the votes of the Taylor Administration feam, winning entries will be sent to the Virginia School Directors Association Art Competition, orange county public schools I 17 January 2019 I LGMS, Slideshow Locust Grove Middle School held the Spelling Bee School on
Wednesday, January 9th. Congratulations to Emma Olsen, Timothy Rivera, Liam Rice and Noah Harlan who will represent LGMS in the District Bee. orange county public schools | December 21, 2018 | GBES, LES, LGES, LGMS, LGPS, News, OCHS, OES, PHMS, UES Hour of Code began as an hour-long introduction into computer
science designed to demystify code to show that everyone can learn the basics, and expand their participation in computer science. Since then, it's become a worldwide attempt to celebrate... orange county public schools | December 13, 2018 | Locus Grove Winter Training Orchestra at LGMS, News, Locus Grove, expired Wednesday,
December 12. Attendees were treated to a magical evening of music and a special reading of The Night Before Christmas by Dr Sniad. orange county public schools | December 12, 2018 | LGMS, Slideshow Congratulations to the Robot Team of Loist Grove for their performance in Chesterfield on Saturday, December 1st. orange county
public schools I July 9th, 2018 I LGES, LGMS, Slideshow Orange County Public Schools is proud to announce that Locus Grove Elementary (LGES) and Locus Elementary (LGES) and Locus Elementary (LGES) and Locus Elementary (LGES) and Locus Elementar
book is like a window that opens up a new world. That's true for sixth-graders in Locus Grove after they've read, Long Walk to Water. The book tells the story of two children who grow up in torn Sudan. Sanua is forced to leave... Orange County Public Schools held the Spelling Bee District at OCHS on Wednesday, February 5.
Representatives of all 3-8 schools competed for the title of OCPS County Spelling Bee Champion. Jackson Hamilton, 8th grade state, wins the competition and will compete in... On January 22, students at Locust Grove Middle School are on a field trip to the Smithsonian's National Museum of Natural History. During the trip, students
attended a laboratory session at the new O?rius practical training center. In 2009, erosion... Congratulations to the following Spelling Bee School winners who have qualified in the top four – Emma Olsen (seventh grade) – Connor Mortensen(8th grade) – Rowan Turner, (6th grade) – Abigail Medas (seventh grade)... Students at Middle
School and Local Grove Vista have voted for their favorite books for 2018-2019 Virginia Choice. All ten books were very interesting, but the students voted for this: Locus Grove First Place: Wolf Hollow... In Fine, the groups and choirs of Local Grove Middle School, Prospect Hayes, Orange County High School and Orange Waters and
Mary Sommar (choir) performed. The festival was held on March 25.... User note: Updated information about some school quality profile reports is not available due to school closures in March 2020 and the cancellation of state assessments. Student Achievement by Proficiency Level This chart shows the percentage of students passing
state reading tests. Students in Virginia are evaluated annually in reading in grades 3-8 and once in high school with an end-of-course reading test (EOC). Use the drop-down menu above the chart to see the results for a specific test. Use the menu below the chart to select the results for a specific group of students. Practical test elements
representative of the content and skills included in current training assessment standards are available on the Virginia Department of Education's website to help understand the format of the tests and guestions. English Reading Performance 2016-2017 2017-2018 2018-2019 Student Subgroup Advanced Proficient Passed Failed
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2016-2017 2017-2018 2018-2019 Student Subgroup Advanced Proficient Passed Failed Advanced Proficient Passed 
74 26 Hispanic 27 67 93 7 14 64 79 21 13 65 78 22 Native Hawaiian < &lt; 100 0 White 23 55 79 21 16 67 83 17 27 58 85 15 Multiple Races 43 43 86 14 13 69 81 19 24 59 82 18 Students with disabilities 10 19 29 71 14 19 33 67 10 29 38 62 Non-disabled students 28 59 87 13 16 71 87 13 25 63 88 12 Economically disadvantaged
72 82 18 Male 16 66 81 19 13 69 82 18 15 66 81 19 Asian < &lt; 100 0 &lt; &lt; 100 0 &lt; &lt; 100 0 &lt; &lt; &lt; Black 6 72 78 22 20 60 80 20 18 59 76 24 Hispanic 25 69 94 6 36 57 93 7 23 69 92 8 White 22 63 85 15 15 71 86 14 11 74 84 16 Multiple Races 11 84 95 5 38 46 85 15 12 47 59 41 Students with Disabilities 14 32 45 55 - 35 35 65 18
18 36 64 Students without Disabilities 20 70 91 9 22 71 93 7 12 75 87 13 Economically Disadvantaged 12 68 80 20 17 61 78 22 13 58 71 29 Not Economically Disadvantaged 23 66 89 11 20 71 91 9 13 75 88 12 English Learners & lt; & l
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неуспешни неуспешни ЕОС английски Четене на производителността 2016-2017 2017-2018 2018-2019 Student подгрупа Напреднал Издържа напреднал Издържа напреднал неуспешно преминал неуспешно преминал неуспешно преминал неуспешно преминал неуспешно «lt; = Група под
дефиницията на състояние по-долу за резултатите, които могат да бъдат идентифицирани за личностно идентифициране - = He е приложимо или няма данни все още не е налична Това показва процента на студентите, преминаващи държавни писмени Virginia students are evaluated in writing in 8th
grade and once at most high schools with a state end-of-course writing exam (EOC). If a high school administers a locally developed written assessments are not reported to the Министерството на образованието. Използвайте падащото
меню над диаграмата, за да видите резултатите за конкретен тест. Използвайте менюто под диаграмата, за да изберете резултатите за определена група ученици. Практически тестови елементи, представителни за съдържанието и уменията, включени в настоящите стандарти на оценяване на обучението. са
достъпни на уебсайта на вирджиния Министерството на образованието, за да помогне за разбирането на формата на тестовете и въпросите. English Writing Performance 2016-2017 2017-2018 2018-2019 Student Subgroup Advanced Proficient Passed Failed A
Failed All Students 32 47 79 21 17 48 66 34 20 57 77 23 Female 40 43 84 16 22 49 71 29 25 60 85 15 Male 23 51 74 26 12 48 59 41 13 52 65 35 Asian < &lt; 100 0 &lt; &lt; 11 50 61 39 20 67 87 13 White 32 48 80 20 19 48 67 33 20 55 75 25
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Напреднали Премина неуспешни Напреднала Преминаха Неуспешно напреднали Преминали неуспешно неуспе
percentage of students passing state math tests. Students in Virginia are evaluated annually in mathematics in 3-8th grade and at the end of secondary courses (Algebra I), as needed to gualify for graduation. Use the drop-down menu above the chart to see the results for the Tect. Използвайте менюто под
диаграмата, за да изберете резултатите за определена група ученици. Практически тестови елементи, представителни за съдържанието и уменията, включени в настоящите стандарти на оценяване на обучението, са достъпни на уебсайта на вирджиния Министерството на образованието, за да помогне за
разбирането на формата на тестовете и въпросите. Математическа производителност 2016-2017 2017-2018 2018-2019 Студент подгрупа напреднали премина неуспешни напреднали опитни Приет Неуспешно всички студенти 7 69 76 24 6 62 69 31 5 68 73 27 Жена 7 73 80
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8 12 20 80 9 18 27 73 5 26 32 68 Students without Disabilities 6 82 88 12 7 68 74 26 3 81 84 16 Economically Disadvantaged 6 65 71 29 4 52 56 44 2 65 66 34 Not Economically Disadvantaged 7 77 83 17 8 68 77 23 4 81 85 15 English Learners & It; & I
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2018 2018-2019 Expert group Passed failed failed mathematical performance 2016-2017-2018 2018-2019 Expert group Passed failed failed execution algebra II 2016-2017 2017-2018 2018-2019 Student subgroup advanced failed fa
of results that can be personally identified - = Not applicable or no group data * = Data not yet available This chart shows the percentage of students in Stience in 5th and 8th grades and at the end of secondary education (Earth sciences, Biology and Chemistry) as needed to
meet graduation requirements. Use the drop-down menu above the chart to see the results for a specific group of students. Practical test elements representative of the content and skills included in current training assessment standards are available on the Virginia
Department of Education's website to help understand the format of the tests and questions. Science Performance 2016-2017 2017-2018 2018-2019 Student Subgroup Advanced Proficient Passed Failed Advanced Proficie
14 23 36 64 5 30 35 65 Students without Disabilities 12 78 90 10 5 78 83 17 19 71 91 9 Economically Disadvantaged 7 66 73 27 Not Economically Disadvantaged 7 66 73 27 Not Economically Disadvantaged 13 75 88 12 8 74 82 18 19 72 91 9 English Learners & lt; & l
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2018-2019 Студент подгрупа Напреднали Перминаха ремианха Advanced failed adva
Student subgroup advanced passed failed advan
Failed Failed &It; = Group below the state definition of personally idling results - = Not applicable or no group data * = data not yet available This chart shows the percentage of students, passing state tests in history/social sciences. Students in Virginia are evaluated in history/social science once in elementary school (Virginia studies).
once in secondary school (Civics and Economics) and at the end of sophomore year (Geography, World History I, and Virginia and the history of the United States), as necessary to meet the requirements for graduation. Use the drop-down menu above the chart to see the results for a specific test. Use the menu below the
chart to select the results for a specific group of students. Practical test elements representative of the content and skills included in current training assessment standards are available on the Virginia Department of Education's website to help understand the format of the tests and guestions. History Performance 2016-2017 2017-2018
19 21 64 86 14 16 66 81 19 Not Economically Disadvantaged 40 55 95 5 31 58 89 11 34 57 91 99 English < &lt; 100 0 &lt; &lt; 100 0 &lt; &lt; 100 0 &lt; &lt; 100 0 &lt; &lt; 100 0 Civics & Connected &lt; &lt; 100 0 &lt; &
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напреднали преминаха неуспешни неуспе
идентифициращи резултати - = Не е приложимо или няма данни за група * = Данните все още не са налични 2016-2017-2018-2019 Училище---Дивизия1-6Участачка4,2272,7623,719 Наскоро пристигнали английски език обучаеми освободени от държавни четенеоценция тема област брой на учениците, such
as VAAP tests The total number of students percentage students participating in virginia's alternative assessment program. 2017-20182018-20192019-2020 class 6190227208Grade 8216174188 Total students 5935 91624 < = Group below the definition of a state
of personal identification results - = Not applicable or no group data * = Data not yet available Cost per pupil does not include costs include does not include adult education, public services, irregular school education programmes, capital
purchases, debt servicing, food services and remittances. Per students expenses School department Average daily average daily membership costs school level per pupil Formula Total costs 2016-2017 2017-2018 2018 2018-
2019 All expenses expenses Races Students with disabilities Economic disadvantage Engly learners daily attendance is crucial for success in school days per month (18 days, or 10% of the 180-day school year) regardless of whether absences are justified or
untrained. According to the U.S. Department of Education: Children who are chronically absent in preschool, kindergarten and first grade are four times more likely to drop out of high school. A higher degree of regular attendance is
Disadvantaged179341644518342English Learners134261224Homeless8283< &lt; = A group below state definition for personally identifiable results - = Not applicable or no data for group * = Data not yet available 2018-2019 Offenses Number of Offenses Alcohol, Tobacco, and Other Drug Offenses 11 Disorderly or Disruptive
Behavior Offenses 12 Other Offenses Against Student < &lt; = A group below state definition for personally identifiable results - = Not applicable or no data for group * = Data not yet available 2016-2017 2017-2018 2018-2019
Increasingly, Virginia schools are implementing Positive academic and behavioral Interventions and Supports, a nationally-recognized approach to discipline prepares teachers and the general principles for applying new techniques that reduce disruptive
behaviour of students that lead to suspension and reduction of learning time. A short-term suspension (ten days less) may be imposed by a director, assistant director, assistant director or law teacher in the absence of the principal or assistant of the principal must report the allegations against him to the student. If the student refuses them, he
is given an explanation of the facts, as they are known to the school, and an opportunity to present his or her version of what happened. The note to the parent may be oral or written, depending on the local school policy return to regular school attendance when the suspension period has expired. A parent may request a suspension
decision to be reviewed by the principal or his representative. Local school policy determines whether the supervisor's decision is final or can be appealed to the local school board. For more information, see the Virginia School Discipline Policy and Practices Guide. Short-term suspensions 2016-2017-2018-2019 Subgroup of
population short-term stops% S
personally identified results - = Not applicable or no group data * = Data not yet available 2016-2017 2017-2018 2018-2019 Increasingly, Virginia schools are implementing positive behavioural outcomes for students. This positive
approach to discipline prepares teachers and the general principles for applying new techniques that reduce disruptive behaviour of students that lead to suspension and reduction of learning time. Prolonged suspension (over 10 school days and less than 365 calendar days) is usually imposed by a disciplinary officer on the
recommendation of a director. The student must be pre-tracked for the charges against him. If the student refuses them, he is given an explanation of what happened. The notification to the parent (and child) must be in writing and include information on the
duration and reason for the suspension, the right to be heard in accordance with local school policy, the availability of community-based educational opportunities and the student's right to return to regular school when the suspension period has expired, or to attend an appropriate alternative educational programme approved by the
school board during the suspension or after the suspension period has expired. The cost of all community education programs or alternative programs or alternative programs of the parent. A parent has the right to appeal a long-term suspension decision in accordance
with local school policy. The complaint may first be addressed to the local supervisory authority or his/her i.e. the person who drafted it or to a subcommittee of the local teaching board; appeal is before the full learning board. Appeal decided by the school board within 30 days. For more information, see the Guide to understanding the
rules for Virginia schools. Long-term suspensions 2016-20172017-20182018-2019 Subgroup of population% Long-term suspensions% Long-term suspensions 20.20.3White72.874.772.8Multiple Races9.18.38. <3 = Group below the status
definition for personally identifying results - = Not applicable or without group data * = Data not vet available 2016-2017 2017-2018 2018-2019 Increasingly, Virginia schools are implementing positive behavioral interventions and support, a nationally recognized approach to support positive academic and behavioral outcomes for students.
This positive approach to discipline prepares teachers and the general principles for applying new techniques that reduce disruptive behaviour of students that lead to suspension and reduction of learning time. Exclusion (removal from school for 365 calendar days) can only be imposed by a local school council. The student must be pre-
tracked for the charges against him. If the student refuses them, he is given an explanation of the facts known to the school and an opportunity to present his or her version of what happened. The parent (and child) must be notified in writing about the proposed expulsion, the reasons for the expulsion are proposed, as well as the right to
be heard before the school board or subcommittee of the school board, depending on local policy. If the student is excluded, a written notification of the expulsion and information on the existence of community-based education, training and intervention programmes shall be sent to the parent. The notice must indicate
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whether the student is entitled to return to regular school or to attend an approved alternative education programme of adult learning programme of adult learning programme of the expulsion. For more information, see the Virginia School Discipline Policy and Practices Guide. Expulsions 2016-20172017-20182018-2019 Subgroup population! Expulsion --Asian1.61.20.8Bled9.18.39.3Hispanic6.77.38.5Native 0.20.2 0.3White72.3 country definition of results, which can be personally identified - = Not applicable or no group data * = Data not yet available 2017-- 2018 2018-2019 2019-2020 School department of Agriculture for every meal they serve. In return, they must serve lunch that meets federal requirements, and they must offer free or reduced prices to eligible children. Breakfast in the same way as the national lunch school. At the beginning of each school year, letters and meal applications are distributed to the households of children attending school. This letter informs households that school nutrition programs are in place and that free and reduced meal rates are offered based on income criteria. Applications to all schools within the division. Children from families with incomes of less than 130 percent of the poverty level are entitled to free food. Those between 130% and 185% of the poverty level are eligible for reduced-price meals, for which students pay the full price for food. See the Virginia Department of Education's website for more information on school nutrition programs. Conditions for free and reduced meals 2017-20182018-20192019-2020 PercentagePercentag yet available 2017-2018 2018-2019 2019-2020 The graph above shows the average daily percentage of students eligible for free or reduced meal costs who participated in the U.S. Department of Agriculture's Breakfast Program. The school breakfast program is a federal nutrition program that offers a nutritious breakfast for students. The Virginia Department of Education administers the program at the state level and school departments administer the program locally. Participation in the school breakfast program at the state level and school department administer the program locally. Participation in the school breakfast menu should provide a quarter of recommended daily levels for protein, calcium, iron, vitamin A, vitamin C and calories - and must provide free and reduced breakfast rates to eligible children. The No Kid Hungry Virginia campaign and the Virginia 365 project are key state initiatives to increase participation in breakfast 2017-20182019-2020 PercentPercentage All students 18.526.628.2 < = Group below the definition of status for personal results that can be identified - = Not applicable or no group data * = Data not yet available 2017-2018 2018-2019 2019-2020 The graph above shows the average daily percentage of students eligible for free or or in the Lunch program of the Ministry of Agriculture of the United States of America. School districts that participate in the National Lunch Program receive cash subsidies and donated food products from the U.S. Department of Agriculture for each meal. In return, schools must serve lunches that meet federal requirements and must offer free or reduced rates to eligible children. Studies have shown that well-fed students are better students. The No Kid Hungry Virginia 365 project are key state initiatives to increase participation in lunch 2017-20182019-2020 PercentPercentage All students 71.570.274. 4 < = Group under the definition of status for personally identifying results - = Not applicable or no group data * = data not yet available Civil Rights Data Collection (CRDC) is a survey of all public schools and school districts in the United States. The CCRP includes data on students' access to courses, programs, staff and resources related to educational capital and opportunities for students. The U.S. Department of Education's Office of Civil Rights reports information and promote excellence in education across the country through vigorous enforcement of civil rights. More information on the collection of civil rights data can be found on the Virginia Department of Education's website. 2015-2016 School Data (CSV) 2015-2016 School Data (Excel) Instruction For Use Teachers and Inexperienced Off-Field Teachers and Inexperienced Teachers & It; = Group below status definition of results that can be personally identified - = Not applicable or no group data * = Data not vet available All SchoolsTitle I This table takes into account teacher percentages who teach off-field (not fully approved for the content they teach) or who are inexperienced (less than a year's experience in the classroom). The percentage of Title I schools, non-Title I schools, all schools and schools with high poverty and poverty are recorded. Conditionally licensed teachers Poverty level All teachers Poverty level All teachers specialized education teachers & lt; = Group below the definition of status below the definition of results that can be personally identified - = Unenforceable or no group data * = Data not yet available All SchoolsTitle INon-Title I This table takes into account the percentages of all teachers special education who teach with a temporary license. 2017-2018 2018-2019 4% 2018-201940%58%58% 2% 2019-2020 Not available Explanation. Doctorate Doctoral Degree Other 2017-201841%55% 0% 4% 2018-201940%58%58% 2% 2019-2020 Not available Explanation. 202038%60%2%0% &It; = Group below condition for results that can be personally identified - = Not applicable or no group data * = Data not yet available data from the 2018-2019 school year. Student GroupEnglish Reading PerformanceMaka PerformanceEnglish Learners Semayski ProgressNesubdisk AbsencesFederal Indicator for Audiences All Student - CPNo-yes-AsianTSTS-TS-BlackYes - CPYes-Yes-Yes-Hispanics - No CPYES-Yes-Yes-English - 2007-2013- 2010- 2017- 2017- 2019-Virginia schools are focused on the following school passes state tests in math performance - percentage of students at the school passes state tests in math growth in maths and mathematics - percentage of pupils in the school or passing state tests in reading and maths or making significant progress towards switching english courses - percentage of English language competence Chronic absence - percentage of pupils missing out on 10 per cent or more of the school year, whatever the reason (students), receiving home and home schooling excluded) Federal graduation indicator - percentage of students graduation indicator - percentage of students graduation within four years of entering 9th grade with a standard diploma or advanced diploma More information about the implementation of ESETA in Virginia is available on the Virginia website. Detailed status assessment results - including test results and student groups - are available on VDOE's Test Results Build-A-Table tool. 2020 ESSA Status is based on the latest available data from the 2018-2019 school year. Student groupTekunaTreut rate 30%, percentage ageIn 72%62% 75% English learners 74%72%53% 75% Students with disabilities 37% 37% 39% 75% &It; = Group below state definition of results that can be identified as personal — = Not applicable or no group data* Data not yet available The Every Student Right of 2015 Law on each 2015 student requires annual reading testing in grade 3-8 and once in high school. Virginia's ESSA Implementation Plan expects that by the 2023-2024 school year, at least 75% of all students, and of all the groups listed in this table will be able to demonstrate proficiency at the level of the degree by reading the Annual Targets for the student groups reflecting the improvement in the baseline results of the 2015-2016 school year. Student groups that meet or exceed annual or long-term goals need to improve performance compared to the previous year. Note: The reading rate reported for high schools reflects the performance of 12th grade at the same time. More information on the implementation of ESA in Virginia can be found on the Virginia Department of Education's website. Detailed status assessment results - including test results based on the latest available data from the 2018-2019 school year. Student groupTekunaRitmic tariff 30%, percentage annual age Ann 42% 42% <: = Status group definition of results, which can be personally identified - = Not applicable or no group data* = Data not vet available The Every Student Succeeds Law of 2015, requires annual tests in mathematics in grades 3-8 and once during high school. Virginia's ESSA Implementation Plan expects that during the 2023-2024 school year, at least 70 percent of all students, and of all students in the student groups listed in this table, will be able to demonstrate a level of proficiency passing state math tests. The annual targets for the student groups reflect the improvement in baseline results in the 2015-16 school year. Student groups that meet or exceed annual or long-term goals need to improve performance compared to the previous year. Mathematics submits to the high school an assessment of the results of 12th grade at the same time. Note: According to an approved virginia math waiver from the U.S. Department of Education, students who are enrolled in advanced math courses take the state math test for the course in which they are enrolled. For more information on the implementation of ESA in Virginia can be found on the Virginia Department of Education's website. Detailed status assessment results - including test results - including test results and student groups - are available on VDOE's Test Results Build-A-Table tool. 2020 ESSA Status is based on the latest available data from the 2018-2019. Students Group Cutting Gr disadvantaged 73%, students with disabilities 32% &It; = Group Group the definition of a country for personally identifying results- = Not applicable or no group data* = Data not yet available The Law for each student of success of 2015 requires students to take state tests in science at least once during elementary school, once during secondary school and once during high school. Note: The percentages of scientific gaps reported for high schools reflect the results of a state biology test of 12th grade at the same time. 2020 ESSA Status is based on the latest available data from the 2018-2019 school year. Group of studentsReceit English ReadingGreek Mathematics All students85%77% Asian<<Black75%64%Spanish 94%78%White86%79% Economic disadvantage75%68%Bulgarian learners87%61%61%Students with disabilities 52%40% < = Group below the country definition of personally idling results - = Not applicable or no group data* = Data not yet available Under the Each Student Success Act of 2015., growth in reading and mathematics is a factor in identifying elementary and secondary schools for improvement and increased state support. The percentage of students showing growth in reading and math includes students passing state tests and non-passing students who have disabilities 18%15% 14% 10% &It; = Group below the state definition of results, which can be identified for personal identity - = Not applicable or no group data* = Data not yet available The Every Student Law of 2015 requires states to annual and long-term targets for reducing absenteeism. Virginia's ESSA implementation plan expects that in the 2023-2024 school year, no more than 10 percent of all students, and students in the student groups listed in this chart, will be chronically absent. The annual targets for the student groups reflect the improvement of the baseline data from the 2015-2016 school year. Student groups that meet or exceed annual or long-term goals to reduce chronic absences need to improve outcomes compared to the previous year. 2020 ESSA Status is based on the latest available data from the 2018-2019 school year. English learners Progress of students in English< 56%58%00 learners making progress towards English proficiency. Language. also reports on the percentage of English Learner Proficiency<< 2020 ESSA Status is based on the latest available data from the 2018-2019 school year. Student GroupEnglish students100%100% 100% Female100%100% Male100% 100% Migrants--- < = Group below the state definition of personally idling results - = Not applicable or no group data * = Data not yet available The Law Each student's 2015 success rate requires states to evaluate at least 95 percent of students in reading and math in grades 3-8, and to test at least 95 percent of students in reading and math at least once during high school. States also report the percentage of students evaluated in science in primary school, secondary and secondary schools (Biology). (Biology)

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