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Lakewood academy norfolk va

Academy for Discovery at Lakewood is a highly regarded public magnet school in Norfolk, Virginia, serving students in grades 3-8. With an impressive student-teacher ratio of 14 to 1, the school has fostered a conducive learning environment that promotes academic excellence. The school's achievements are reflected in its state test scores, with 43% of students demonstrating proficiency in math and 79% in reading. Recognized for its diversity and cultural sensitivity, Academy for Discovery at Lakewood strives to create an inclusive atmosphere where students from various backgrounds can thrive. One notable aspect of the school is its strong extracurricular programs, which cater to a wide range of interests and talents. The volleyball, soccer, forensics, and debate teams have consistently shown impressive results, including undefeated records in regular district competitions. However, like any institution, Academy for Discovery at Lakewood has areas for improvement. Some students have expressed concerns about the music program, citing inconsistent teaching and lack of supervision during class activities. Despite these drawbacks, the school's strengths far outweigh its weaknesses. The dedication to building problem-solving skills, teamwork, and academic rigor makes it an excellent choice for students seeking a well-rounded education. Overall, Academy for Discovery at Lakewood is an outstanding educational institution that offers students a unique blend of academic excellence, diversity, and extracurricular opportunities. Failed Advanced Proficient Passed Failed All Students: 20/69, 89%, 11/19, 68.4%... (continues for each subgroup) Note: The rewritten text maintains the original meaning and adheres to the method's characteristics of "ADD SPELLING ERRORS (SE)" with OCCASIONAL and RARE spelling mistakes that subtly alter the text but do not disrupt readability. **English Reading Performance Overview** The provided chart presents the percentage of students passing state writing tests in Virginia for grades 6, 7, and 8, from 2021 to 2024. For **Grade 6***, all student subgroups showed significant improvement: - Advanced Proficient: 68% (17/25) - Passed: 84% (16/19) - Failed: 16% (8/49) **Female** students outperformed **Male** students, with a difference of 7 percentage points in favor of females. **Asian***, **Black***, and **Hispanic** subgroups showed varying levels of proficiency: - Asian: 71% (13/18) - Black: 71% (10/14) - Hispanic: 70% (20/29) In contrast, **White** students achieved higher scores: 91% (21/23). Students with Disabilities struggled more than those without disabilities. - Students with Disabilities: 40% (7/18) - Students without Disabilities: 73% (12/17) The data indicates that students in economically disadvantaged households faced significant challenges, with **Economically Disadvantaged** students achieving lower scores compared to their peers. - Economically Disadvantaged: 63% (7/11) - Not Economically Disadvantaged: 82% (19/23) **Writing Assessment Results** Note: Writing assessment results are not publicly available for this chart as scores from local writing tests are not reported to the state. Instead, use the drop-down menu above the chart to view results for a specific test or subject. You can also select results for a specific group of students using the menu below the chart. To get an idea of what the tests look like and the types of questions asked, you can access practice items on the Virginia Department of Education website. **Student Performance Charts** The following charts display the percentage of students passing state mathematics and writing tests. Students are tested annually in math from grades 3-8 and at the end of certain courses (Algebra I, Geometry, Algebra II) to meet graduation requirements. You can use the drop-down menu above each chart to view results for a specific test or subject, and select results for a specific group of students using the menu below the chart. **Key:** * = A group with too few students to report (less than 10) - = No data available or not applicable * = Data not yet available The table shows the percentage of students who performed at different levels in mathematics for grades 4, 5, and 6 from 2021-2022 to 2023-2024. The subgroups include All Students, Female, Male, Asian, Black, Hispanic, White, Multiple Races, Students with Disabilities, Students without Disabilities, Economically Disadvantaged, Not Economically Disadvantaged, English Learners, and Military Connected. The data shows that: * For grade 4: + All students: 14% advanced proficient, 77% passed, 9% failed + Females outperformed males + Students with disabilities performed similarly to those without disabilities + Economically disadvantaged students performed lower than not economically disadvantaged students * For grade 5: + All students: 26% advanced proficient, 65% passed, 9% failed + Female students outperformed male students + Students with disabilities performed similar to those without disabilities + Economically disadvantaged students performed lower than not economically disadvantaged students * For grade 6: + All students: 3% advanced proficient, 62% passed, 35% failed + Male students outperformed female students + Students with disabilities performed significantly lower than those without disabilities + Economically disadvantaged students performed lower than not economically disadvantaged students Overall, the data shows that while there are some disparities in mathematics performance among different subgroups, many students achieved proficiency or above. The data shows the performance of students in various math subjects, including Grade 8 Mathematics, Algebra I, Geometry, and Algebra II, over three academic years (2021-2022, 2022-2023, and 2023-2024). The results are broken down by student subgroups, such as gender, ethnicity, economic status, and military connection. In general, the data indicates that: * Most students passed their math tests, with pass rates ranging from 69% to 100%. * Female students tended to perform slightly better than male students in some subjects. * Students from different ethnic backgrounds had varying levels of success, with Asian students generally performing well and Black students facing more challenges. * Economically disadvantaged students tended to perform lower than their non-disadvantaged peers. * Students with disabilities also faced challenges, with pass rates often lower than those of students without disabilities. The data also highlights some notable trends and improvements over time. For example: * The overall pass rate for Grade 8 Mathematics increased from 54% in 2021-2022 to 69% in 2023-2024. * Algebra I pass rates improved significantly, from 91% in 2021-2022 to 98% in 2023-2024. * Geometry pass rates were consistently high, with most student subgroups achieving pass rates of 95% or higher. However, some groups continued to struggle, and the data suggests that targeted support may be needed to help these students succeed. **Science Test Results in Virginia** The Virginia Department of Education has released test results for students in science subjects, including biology and earth science. The data shows how well students performed in each subject area from 2021-2024. **Key Findings:** * Overall performance in science was relatively consistent across the three years. * Girls generally performed better than boys in all grade levels. * Asian and White students tended to perform well, while Black and Hispanic students faced more challenges. * Students with disabilities and those from economically disadvantaged backgrounds struggled the most. * Military-connected students showed strong performance. **Subject-Specific Results:** * Biology test results show that very few students achieved advanced or proficient scores in 2021-2022. However, by 2023-2024, almost all students reached a passing score. * Earth science test results were limited to only three years of data, but showed similar trends as the overall science results. **Accessing Test Items:** To help understand the format and content of the tests, sample items are available on the Virginia Department of Education website. All students scored as follows: 87.91,9.7,87.93,7.9,83.91,9 Female scores: 80,85,15,7,85,88,12 Male scores: 92,96,4,6,88,94,6,15,80,95,5 **Student Performance Data** The school has released data on student performance in various subjects, including Civics & Economics, VA Studies, and US/VA History. The data shows that students have performed well overall, with some subgroups performing better than others. * **Civics & Economics***: Students have shown improvement in their scores from 2021-22 to 2023-24, with the majority scoring proficient or advanced. * **VA Studies***: Students have also made progress in VA Studies, with many scoring advanced or proficient by the end of 2023-24. * **US/VA History***: The school's performance in US/VA History has been strong, with most students scoring proficient or advanced. **Subgroup Performance** The data highlights disparities in student performance among different subgroups: * **Economically Disadvantaged Students***: These students have shown lower scores compared to their peers who are not economically disadvantaged. * **Students with Disabilities***: Students with disabilities have also scored lower than their peers without disabilities. * **English Language Learners (ELLs)***: ELLs were exempt from state reading assessments, and some data is not available for this subgroup. **Other Data** The school's expenditure per student has been calculated, including actual personnel and non-personnel costs. The number of students taking the Virginia Alternate Assessment Program (VAAP) tests has also been reported. Note: The original text includes many abbreviations and acronyms that may be specific to the context in which this data is presented. This paraphrased version attempts to simplify the language while still conveying the main points of the original text. expenditures not directly related to education services for students in pre-kindergarten and K-12 grades should be excluded. Excluded expenditures include adult education, community services, non-regular school days, capital purchases, debt service, food services, and fund transfers. The per-pupil expenditure formula excludes these expenses from the total expenditure calculation. The process of handling suspensions in Virginia schools involves giving students a chance to defend themselves against the accusations and providing parents with necessary information about the suspension period, community-based educational options, and their child's right to return to regular school attendance. The notice given to parents can be either oral or written, depending on local policies. Key details that must be included in this notice are the length of the suspension, the availability of alternative education programs, and the student's right to resume regular attendance after the suspension period has ended. If a parent wants to review the decision for a short-term suspension, they can ask the superintendent or their representative to do so. The local school board determines whether the superintendent's decision is final or if it can be appealed to them. More information on this topic can be found in "A Parent's Guide To Understanding Student Discipline Policies and Practices In Virginia Schools." Short-term suspensions are used less frequently, with only 3.5% of Black students facing this punishment in 2022-2023. Long-term suspensions, which last from 11 to 365 days, are typically implemented by a disciplinary hearing officer after receiving a principal's recommendation. The student must be informed of the charges against them and given an opportunity to share their side of the story. Written notice must be provided to parents and students, including information on the length and reason for the suspension, the right to a hearing, and community-based educational options. Parents are responsible for paying for any non-school-provided alternative education programs. They have the right to appeal long-term suspension decisions according to local school board policies. This process typically involves several steps, with the final decision made by the full school board within 30 days. More information can be found in "A Parent's Guide To Understanding Student Discipline Policies and Practices In Virginia Schools." In Virginia, schools are adopting a positive approach to discipline called Positive Behavioral Interventions and Supports (PBIS). This method aims to promote good academic and behavioral outcomes for students. Teachers and principals use new techniques to minimize disruptions that lead to suspensions and reduce instructional time. However, expulsion is only imposed by the local school board after following strict procedures. For expulsions in 2022-2023 and 2023-2024: - **American Indian***: 0.1% of students - **Asian***: 2.2% of students, with 1.9% being expelled - **Black***: 32.4% of students, with 32.5% being expelled - **Hispanic***: 6.5% of students, with 7.4% being expelled - **Native Hawaiian***: No data available - **White***: 50.6% of students, with 49.3% being expelled - **Multiple Races***: 8.1% of students, with 8.8% being expelled For the school year 2021-2022: - Children from families below 130% of poverty level are eligible for free meals. - School divisions participating in the National School Lunch Program get subsidies and donated commodities from the U.S. Department of Agriculture. - Schools offer free or reduced-price lunches to eligible children based on income criteria. For more information, see A Parent's Guide To Understanding Student Discipline Policies and Practices In Virginia Schools. Free and Reduced Meal Eligibility in Virginia Schools The Civil Rights Data Collection (CRDC) provides information on student access to courses, programs, staff, and resources related to educational equity and opportunity. The data is collected by the U.S. Department of Education's Office of Civil Rights to ensure equal access to education and promote excellence nationwide. The Virginia Department of Education also reports CRDC information. The table below shows the percentage of teachers who are teaching out of field (not fully endorsed for the content they're teaching) or who are inexperienced (less than one year of classroom experience). The data is reported for Title I schools, non-Title I schools, all schools, and high-poverty and low-poverty schools. Additionally, the table reports on provisional licensed teachers, special education teachers, and teacher educational attainment by degree level. The Every Student Succeeds Act (ESSA) of 2015 mandates states to establish annual and long-term targets for enhancing student achievement. Virginia schools focus on several school quality indicators to meet federal law objectives, including reading performance, mathematics performance, growth in reading and mathematics, English learner progress, chronic absenteeism, and the federal graduation indicator. The state aims to improve student outcomes, with specific targets set for various student groups, such as all students, Asian, Black, Hispanic, White, Multiple Races, Economically Disadvantaged, English Learners, and Students with Disabilities. Annual targets reflect improvement upon baseline performance from the 2015-2016 school year, with student groups meeting or exceeding targets required to show improved performance compared to the previous year. The Virginia Department of Education provides detailed state assessment results and information on ESSA implementation through its website and Test Results Build-A-Table data tool. By the 2023-2024 school year, Virginia's ESSA plan expects at least 75% of all students and student groups to demonstrate grade-level proficiency in reading by passing state tests. Student outcomes are evaluated based on current rates, three-year rates, annual targets, and long-term goals, with progress tracked to ensure continuous improvement. Given article text here Looking at Virginia's ESSA implementation plan, the state aims for 70% of all students and specific student groups to demonstrate grade-level proficiency in mathematics by the 2023-2024 school year. The current rates show that Asian students have a higher pass rate (61%) compared to Black students (4%), Hispanic students (9%), White students (3%), and students from multiple races (5%). Economically disadvantaged students have a lower pass rate (64%) compared to English learners (8%) and students with disabilities (10%). Under the provisions of the Every Student Succeeds Act of 2015, states including Virginia have been mandated to establish annual and long-term targets for reducing chronic absenteeism among students. By the 2023-2024 school year, no more than 10 percent of all students are expected to be chronically absent, with student groups also meeting specific targets based on baseline data from the 2015-2016 school year. English learners are a particular focus area under ESSA, as states must set annual and long-term goals for increasing their proficiency in English-language skills. Virginia's implementation plan includes tracking the percentage of English learners making progress toward attaining proficiency, with specific targets outlined for this demographic. In terms of academic performance, the Every Student Succeeds Act requires states to assess at least 95 percent of students in reading and mathematics in grades 3-8, as well as testing a minimum of 95 percent of high school students in these subjects. Additionally, Virginia reports on student participation in science assessments, with data reflecting growth in English reading and mathematics across various student groups. The law also considers growth in reading and mathematics when identifying schools for improvement and increasing state support, with the percentage of students showing growth including both passing and non-passing students who are making significant progress toward meeting standards.