

ASSESSMENT UPDATE: 2017-2018 Preliminary Results

September 2018

Department of Accountability



ALEXANDRIA CITY PUBLIC SCHOOLS

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ALEXANDRIA CITY PUBLIC SCHOOLS

Christina Constantine, M.Ed.
Primary Author

Clinton Page, Ed.S.
Chief Accountability Officer

Jennifer Mursaloglu, Ph.D.
Evaluation & Assessment Analyst

Jennifer Whitson, Ed.D.
Evaluation & Assessment Analyst

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This narrative, along with the attached tables and figures, is provided as an update to both division and school level performance on key assessment results during the 2017-2018 school year. These summative results and analyses are a critical component of informing decisions across stakeholder groups and will be analyzed and reported out annually. Many of these data are preliminary and are subject to change over the course of the coming month(s). As additional results become available (e.g. SAT, ACT and VA On-Time Graduation rates) supplementary analyses and reports will be provided.

Preliminary SOL Assessments & Accreditation

Accreditation results and statuses are preliminary (Tables 1-6), which have not been finalized by the Virginia Department of Education (VDOE).

School Accreditation Results

In November 2017, the Virginia Board of Education (VBOE) approved changes to the State's Accreditation Accountability system. As this is a transition year, to determine Accreditation statuses for the coming year (SY 18-19), VDOE has run this year's (SY 17-18) data through both the current and new Accreditation systems and will select the highest overall Accreditation status for the school.

The changes adopted by the VBOE were significant in scale and aimed to provide a more comprehensive picture of school quality while driving continuous improvement for all schools through the new system. To achieve these aims, the new system incorporates a wider breadth of indicators than the previous system and also has provisions which recognize student growth for discrete indicators. All schools within the new Accreditation system are held to indicators in the areas of: overall proficiency and growth in English achievement; overall proficiency and growth in mathematics; overall proficiency in science; achievement gaps among student groups in English and mathematics; and chronic absenteeism. Additionally, schools with graduating classes, such as T.C. Williams High School, are held to the indicators of Graduation and Completion Index, dropout rate, and beginning in school year 2021-2022, a college, career and civic readiness indicator.

Within each of these indicators schools are assigned one of three performance levels based on their performance. This new 'stoplight' approach is designed to allow Local Educational Agencies (LEAs) to monitor continuous improvement within schools falling in Level I (Green) or Level II (Yellow) areas for all indicators, while State support would be provided to schools with any indicators falling within Level III (Red). Schools with all indicators in either Level I (Green) or Level II (Yellow) are "Accredited." Schools with one or more indicators at Level III (Red) are "Accredited with Conditions." Finally, if a school under "Accredited with Conditions" is determined by the VBOE to have not adhered to their corrective action plan then they would receive an "Accreditation Denied" status.

Tables

- Table 1 depicts historical school Accreditation statuses from 2015-16 through the preliminary results for 2018-19 in both the old and new accreditation systems with the school's final preliminary status highlighted in blue.

- Table 2 provides school level Accreditation results for SOL tests administered for the past three years under the old accreditation system in the areas of English, mathematics, history, and science.
- Tables 3-7 report results within the new Accreditation system.
 - Table 3 provides an overview of school level performance across indicators.
 - Table 4 provides school level Accreditation results in English, Math, and Science as well as the chronic absenteeism rate.
 - Tables 5 and 6 include performance by subgroup in the areas of English and Math.
 - Table 7 provides division-level performance through the federal accountability system.

Summary

- All schools within ACPS earned state accreditation (see Table 1).
- Fourteen ACPS schools are Fully Accredited for the 2018-19 school year: John Adams, Charles Barrett, Patrick Henry, Cora Kelly, Lyles-Crouch, Douglas MacArthur, George Mason, Matthew Maury, Mount Vernon, James K. Polk, Samuel Tucker, William Ramsay, Francis C. Hammond and George Washington.
- Two schools are Accredited with Conditions for 2018-19: Jefferson-Houston and T.C. Williams.
 - Jefferson-Houston has one indicator at Level III: Achievement Gap-Math.
 - TC Williams has four indicators at Level III: Academic Achievement-Math, Achievement Gap-Math, Graduation and Completion Index, and Drop-out Rate.

Considerations

- In 2014-2015, VDOE eliminated five SOL tests (Grade 3 History, Grade 3 Science, Grade 5 Writing, U.S. History I, and U.S. History II). Consequently, only one grade level's results represent the performance rate for science and history at the elementary and middle school levels.
- The new Accreditation system includes growth measures in English and Math performance at the elementary and middle school levels.

Key Indicators:

- Overall division performance as viewed through the new Accreditation system indicates Level I performance for most schools in the all student pass rate in English and Math as well as chronic absenteeism.
- Efforts should be made to continue growth among subgroups seen in recent years, particularly in the content area of Math.

Federal Division-level Results

To provide a historical perspective of subgroup performance across three years, Table 7 provides Division-level federally adjusted results by student groups for the past three years in the areas of reading, mathematics, history, science, and writing.

Summary Phonological Awareness Literacy Screening (PALS)

The Phonological Awareness Literacy Screening is a diagnostic assessment tool first developed in Virginia in the 1990s and now used widely in the United States to measure the attainment of fundamental literacy skills and to diagnose skills that need improvement. The PALS is administered to all students in ACPS at the kindergarten, first and second grade levels in the fall and again in the spring.

- In a division cohort analysis, which is provided annually by the PALS office, ACPS reduced the proportion of kindergarteners and first graders identified below the benchmark from Fall 2017/Spring 2017 to Spring 2018, reducing the performance gap to state level performance to two percentage points (see Figures 1&2). In second grade, by Spring 2018 fewer ACPS students (18%) were identified compared to their state peers (20%; see Figure 3).
- First and second grade reading growth from fall 2017 to spring 2018 showed gains as measured by a cohort analysis of instructional oral reading levels for students. At the first grade level, 58% of students were identified at or below the pre-primer level in fall 2017. By spring 2018, for the same cohort of students, 15% of students fell at or below the pre-primer level. Growth was also seen when looking at students performing above grade level. By spring 2018, 57% of first graders and 73% of second graders were performing above grade level, compared with 20% and 47%, respectively, in the fall (see Figures 4-5).
- Table 8, as well as figures 6 and 7, display the percentage of students who met the PALS benchmarks during fall and spring across the past eight years. The proportion of students that met the PALS benchmark has slightly decreased since 2010 but remained generally stable in recent years for each administration.
- PALS data can be viewed by subgroup in Tables 9-11. At both kindergarten and first grade levels, 85% or more of Black and White students met the benchmark in the fall. Seventy percent of Hispanic students in first grade met the benchmark compared with 58% and 61% in kindergarten and second grade, respectively. Females outperformed their male counterparts across all grade levels and test administrations. The proportion of Special Education and English Learner students who met the benchmark in 2017-18 was lower than that of the all student population across all grade levels.

Preliminary Advanced Placement (AP)

Since its inception in 1955, the Advanced Placement program has provided motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. It should be noted that beginning in the 2004-2005 school year, ACPS instituted a policy (Board policy IGBI) requiring students who took an AP course to also take the corresponding AP examination with all associated costs paid for by ACPS.

Table 12 shows a summary of preliminary AP Key Elements for the 2017-18 school year as well as thirteen comparison years.

- A total of 931 ACPS students took 2,021 Advanced Placement (AP) Subject Tests in the spring of 2018.
- For 2018, 32% of the ACPS graduating class earned “3” or greater on an AP test at some point during their high school career, representing an increase of 12 percentage points since 2005.

- Compared to spring 2017, there was an increase in both AP participation and overall performance in spring 2018. Thirty-six percent of students took an AP exam, up three percentage points. In regards to performance, 2018 marked a year of all-time highs and historic single year increases. The proportion of scores earning a score of “3” or greater increased by 11 percentage points. The proportion of students earning the highest AP score of “5” rose six percentage points. These increases in AP scores of “3” or higher as well as scores of “5” were greater this year than any other of the thirteen comparison years and the largest one-year increases the division has seen since 2005.

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TABLE 1
Alexandria City Public Schools
COMPARISON OF ACCREDITATION STATUSES BY SCHOOL 2015-16 to PRELIMINARY 2018-19

Accreditation Status Year (as determined by the previous year's scores)					
School	2015-16	2016-17	2017-18	Preliminary 2018-19	
				Old Accreditation System	New Accreditation System
John Adams	Partially Accredited - Science	Partially Accredited - Science	Fully Accredited	Fully Accredited	Accredited
Charles Barrett	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Accredited
Patrick Henry	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Accredited
Cora Kelly	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Accredited
Lyles-Crouch	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Accredited
Douglas MacArthur	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Accredited with Conditions
George Mason	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Accredited
Matthew Maury	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Accredited with Conditions
Mount Vernon	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Accredited with Conditions
James Polk	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Accredited
William Ramsay	Partially Accredited - Science	Partially Accredited - Science	Partially Accredited - Science	Partially Accredited - Math & Science	Accredited
Samuel Tucker	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Accredited
Jefferson-Houston	Accreditation Denied - All Content Areas	Accreditation Denied - All Content Areas	Accreditation Denied - English, Math & Science	Partially Accredited - English & Math	Accredited with Conditions
Francis C. Hammond	Partially Accredited - English & Math	Partially Accredited - English	Partially Accredited - English	Partially Accredited - English	Accredited
George Washington	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited	Accredited with Conditions
T.C. Williams	Fully Accredited	Partially Accredited - Math & GCI	Partially Accredited - Math	Partially Accredited ³ - Math	Accredited with Conditions

TABLE 2
Alexandria City Public Schools
PRELIMINARY 2018-19 RESULTS BY SCHOOL UNDER OLD ACCREDITATION SYSTEM¹

School	English (Benchmark = 75)			Math (Benchmark = 70)			Science ² (Benchmark = 70)			History ² (Benchmark = 70)		
	Final 2016 Results	Final 2017 Results	Preliminary 2018 Results	Final 2016 Results	Final 2017 Results	Preliminary 2018 Results	Final 2016 Results	Final 2017 Results	Preliminary 2018 Results	Final 2016 Results	Final 2017 Results	Preliminary 2018 Results
John Adams	85%	82%	83%	76%	76%	84%	64%	71%	71%	91%	88%	96%
Charles Barrett	93%	92%	86%	92%	89%	85%	93%	92%	92%	95%	91%	89%
Patrick Henry	85%	85%	86%	90%	89%	85%	76%	81%	86%	89%	86%	86%
Cora Kelly	85%	82%	75%	95%	85%	81%	59%	81%	80%	74%	86%	92%
Lyles-Crouch	97%	90%	94%	94%	92%	93%	92%	93%	97%	97%	99%	93%
Douglas MacArthur	81%	79%	80%	79%	79%	77%	79%	76%	70%	84%	81%	87%
George Mason	90%	86%	88%	87%	90%	90%	86%	89%	78%	93%	95%	99%
Matthew Maury	84%	87%	83%	83%	87%	81%	77%	84%	79%	90%	91%	84%
Mount Vernon	81%	84%	81%	85%	81%	74%	63%	70%	70%	88%	84%	84%
James Polk	85%	85%	89%	85%	86%	91%	84%	78%	86%	89%	95%	93%
William Ramsay	75%	77%	72%	71%	72%	61%	51%	47%	59%	81%	71%	84%
Samuel Tucker	88%	88%	86%	85%	87%	83%	79%	66%	76%	90%	87%	81%
Jefferson-Houston	62%	66%	71%	69%	66%	56%	59%	67%	78%	63%	73%	81%
Francis C. Hammond	71%	70%	72%	75%	75%	71%	74%	70%	76%	91%	85%	93%
George Washington	77%	78%	80%	75%	75%	73%	75%	75%	78%	80%	80%	79%
T.C. Williams	88%	88%	85%	67%	62%	64%	80%	79%	78%	79%	82%	83%

¹ Current year pass-rate.

² Science and History are tested at a single grade level in elementary and middle school.

TABLE 3
Alexandria City Public Schools
PRELIMINARY 2018-2019 RESULTS BY INDICATOR UNDER NEW ACCREDITATION SYSTEM

School	School Quality Indicator								
	Accreditation Status	Academic Achievement - English ²	Achievement Gap - English ²	Academic Achievement - Math	Achievement Gap - Math	Academic Achievement - Science	Chronic Absenteeism	Graduation and Completion Index	Dropout Rate
John Adams	Accredited	Level One	Level One	Level One	Level One	Level One	Level One		
Charles Barrett	Accredited	Level One	Level One ¹	Level One	Level One ¹	Level One	Level One		
Patrick Henry	Accredited	Level One	Level One ¹	Level One	Level One ¹	Level One	Level One		
Cora Kelly	Accredited	Level One	Level One ¹	Level One	Level Two ¹	Level One	Level One		
Lyles-Crouch	Accredited	Level One	Level One	Level One	Level One	Level One	Level One		
Douglas MacArthur	Accredited with Conditions	Level One	Level Two ²	Level One	Level Three	Level One	Level One		
George Mason	Accredited	Level One	Level One	Level One	Level One	Level One	Level One		
Matthew Maury	Accredited with Conditions	Level One	Level Two ¹	Level One	Level Three	Level One	Level One		
Mount Vernon	Accredited with Conditions	Level One	Level One	Level One	Level Three	Level One	Level One		
James Polk	Accredited	Level One	Level One	Level One	Level One	Level One	Level One		
William Ramsay	Accredited	Level One	Level One ¹	Level One ¹	Level Two ²	Level Two ²	Level One		
Samuel Tucker	Accredited	Level One	Level One	Level One	Level Two	Level One	Level One		
Jefferson-Houston	Accredited with Conditions	Level One	Level Two	Level Two ¹	Level Three	Level One	Level One ²		
Francis C. Hammond	Accredited	Level One	Level Two	Level One	Level Two	Level One	Level One		
George Washington	Accredited with Conditions	Level One	Level Two	Level One	Level Three	Level One	Level One		
T.C. Williams ³	Accredited with Conditions	Level One	Level One	Level Three	Level Three	Level One	Level One	Level Three	Level Three

¹ Level based on cumulative 3-year performance (resulting in higher final performance level than current year)

² Level coloring based on R10

³ In new system, growth is not calculated for English or math at the high school level.

TABLE 4
Alexandria City Public Schools
PRELIMINARY 2018-19 RESULTS BY SCHOOL UNDER NEW ACCREDITATION SYSTEM

School	English	Math	Science	Chronic Absenteeism
John Adams	90%	87%	71%	9%
Charles Barrett	90%	87%	92%	6%
Patrick Henry	90%	86%	86%	8%
Cora Kelly	84%	84%	80%	8%
Lyles-Crouch	97%	96%	97%	6%
Douglas MacArthur	85%	79%	70%	7%
George Mason	92%	93%	78%	3%
Matthew Maury	85%	83%	79%	8%
Mount Vernon	89%	78%	70%	7%
James Polk	94%	94%	86%	5%
William Ramsay	84%	66% ¹	59% ²	11%
Samuel Tucker	90%	86%	76%	11%
Jefferson-Houston	76%	61% ¹	78%	12%
Francis C. Hammond	79%	78%	76%	4%
George Washington	84%	77%	78%	3%
T.C. Williams ³	94%	64%	78%	12%

¹ Level coloring based on cumulative 3-year performance (resulting in higher final performance level than current year).

² Level coloring based on R10

³ In new system, growth is not calculated for English or math at the high school level.

TABLE 5
Alexandria City Public Schools
ALEXANDRIA CITY PUBLIC SCHOOLS
PRELIMINARY 2018-2019 ACCREDITATION RESULTS BY SCHOOL UNDER NEW ACCREDITATION SYSTEM:
ACHIEVEMENT GAP – ENGLISH

School	Performance Level	Asian	Black	Hispanic	White	Economically Disadvantaged	English Learners	Students with Disabilities
John Adams	Level One	97%	90%	92%	82%	91%	95%	70% ¹
Charles Barrett	Level One ¹	100%	67% ¹	96%	94%	82%	91%	69% ¹
Patrick Henry	Level One ¹	88%	87%	91%	100%	89%	93%	65% ¹
Cora Kelly	Level One ¹	100%	64% ¹	91%	80%	86%	92%	62% ¹
Lyles-Crouch	Level One	100%	93%	92%	99%	93%	98%	91%
Douglas MacArthur	Level Two ²	100%	55%	95%	94%	73%	93%	62% ²
George Mason	Level One	N/A	87%	89%	94%	88%	88%	79%
Matthew Maury	Level Two ¹	100%	63% ¹	93%	97%	67%	97%	48%
Mount Vernon	Level One	100%	80%	84%	97%	83%	84%	81%
James Polk	Level One	100%	89%	98%	93%	93%	97%	75%
William Ramsay	Level One ¹	100%	74% ¹	85%	92%	83%	88%	62% ¹
Samuel Tucker	Level One	95%	87%	92%	94%	87%	92%	76%
Jefferson-Houston	Level Two	100%	67%	82%	96%	73% ²	81%	50%
Francis C. Hammond	Level Two	94%	78%	74%	88%	76%	76%	49%
George Washington	Level Two	100%	68% ²	72%	96%	68%	71%	51%
TC Williams	Level One	100%	92%	92%	98%	92%	93%	75%

¹ Level coloring based on cumulative 3-year performance (resulting in higher final performance level than current year).

² Level coloring based on R10

TABLE 6
Alexandria City Public Schools
PRELIMINARY 2018-2019 RESULTS BY SCHOOL UNDER NEW ACCREDITATION SYSTEM:
ACHIEVEMENT GAP – MATH

School	Performance Level	Asian	Black	Hispanic	White	Economically Disadvantaged	English Learners	Students with Disabilities
John Adams	Level One	90%	87%	87%	88%	88%	91%	78%
Charles Barrett	Level One ¹	100%	55% ¹	83%	96%	67% ¹	84%	59% ¹
Patrick Henry	Level One ¹	89%	84%	87%	90%	86%	93%	57% ¹
Cora Kelly	Level Two ¹	100%	65% ¹	91%	82%	85%	92%	50%
Lyles-Crouch	Level One	100%	92%	100%	97%	94%	100%	80%
Douglas MacArthur	Level Three	100%	44%	83%	94%	62%	85%	53%
George Mason	Level One	N/A	75%	88%	96%	84%	86%	73%
Matthew Maury	Level Three	100%	65%	73%	95%	63%	82%	39%
Mount Vernon	Level Three	100%	26%	74%	88%	71%	76%	47%
James Polk	Level One	100%	91%	96%	96%	94%	98%	75%
William Ramsay	Level Two ^{1,2}	94%	64% ²	63% ¹	81%	66% ¹	72%	40%
Samuel Tucker	Level Two	94%	82%	87%	95%	83%	90%	55%
Jefferson-Houston	Level Three	100%	48%	71%	82%	55% ¹	76%	39%
Francis C. Hammond	Level Two	97%	78%	72%	88%	76%	77%	48%
George Washington	Level Three	96%	57%	63%	93%	58%	62%	47%
TC Williams	Level Three	83%	57%	57%	85%	55%	65% ²	26%

¹ Level coloring based on cumulative 3-year performance (resulting in higher final performance level than current year).

² Level coloring based on R10

TABLE 7
Alexandria City Public Schools
Division SOL Federal Results by Content Area & Student Group: 2015-2016, 2016-2017 & PRELIMINARY 2017-2018

Content Area		English: Reading			Math			History			Science			English: Writing		
		Final 2016	Final 2017	Prel. 2018	Final 2016	Final 2017	Prel. 2018	Final 2016	Final 2017	Prel. 2018	Final 2016	Final 2017	Prel. 2018	Final 2016	Final 2017	Prel. 2018
ALL Students		73%	71%	69%	68%	66%	61%	77%	76%	75%	69%	68%	69%	69%	68%	72%
Student Group	Asian	86%	77%	75%	82%	79%	75%	88%	87%	85%	80%	74%	78%	88%	81%	78%
	Black	67%	66%	67%	61%	60%	57%	71%	73%	73%	66%	66%	65%	66%	65%	65%
	Hispanic	61%	58%	52%	55%	52%	46%	67%	64%	62%	55%	52%	54%	55%	53%	61%
	White	92%	91%	89%	89%	88%	84%	94%	94%	91%	91%	90%	91%	92%	91%	90%
	Economically Disadvantaged	63%	60%	56%	57%	55%	50%	68%	67%	66%	58%	55%	58%	59%	55%	60%
	English Learners	57%	57%	50%	55%	54%	49%	59%	61%	56%	45%	46%	47%	38%	38%	40%
	Students with Disabilities	42%	39%	35%	34%	32%	29%	46%	47%	45%	40%	36%	39%	35%	29%	37%

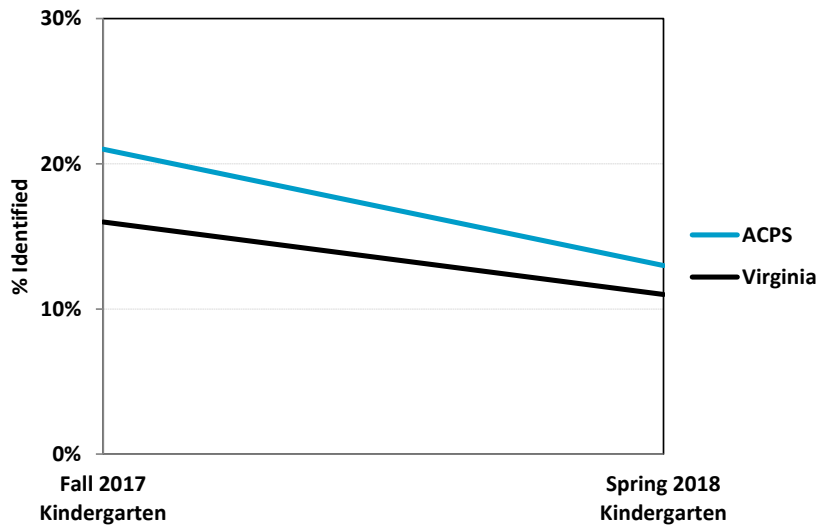


FIGURE 1. PALS Kindergarten Cohort Report Fall 2017-Spring 2018

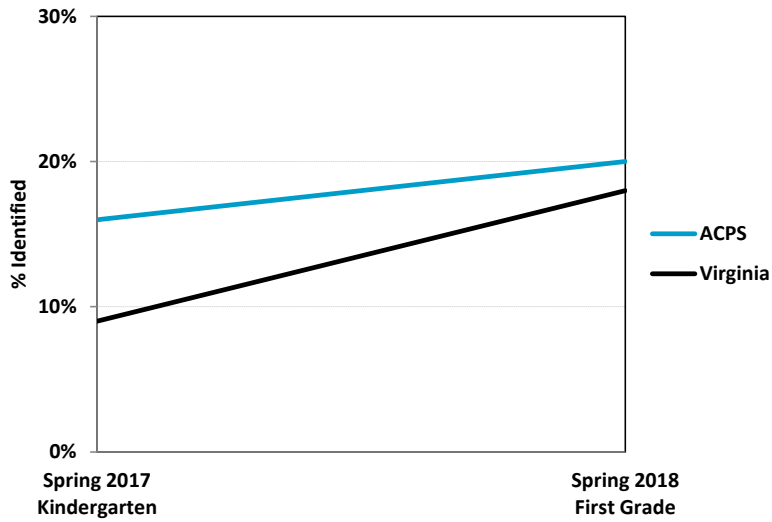


FIGURE 2. PALS Kindergarten Cohort Report Spring 2017-Spring 2018

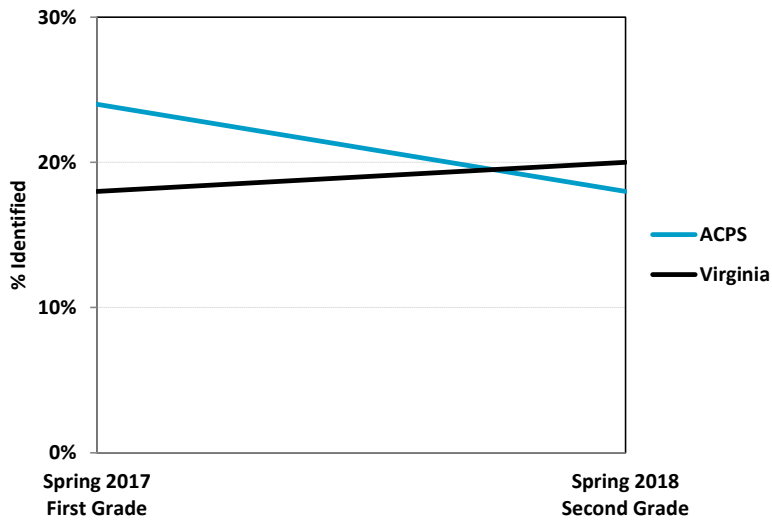


FIGURE 3. PALS First Grade Cohort Report Spring 2017-Spring 2018

This graph displays the number of students at each instructional oral reading level who took the assessment under standard conditions. It represents a cohort, and therefore only includes scores for students in your division for which both fall and spring scores were entered.

FALL SPRING

Division: Alexandria City Public Schools

Results are for a cohort of 1325 students.

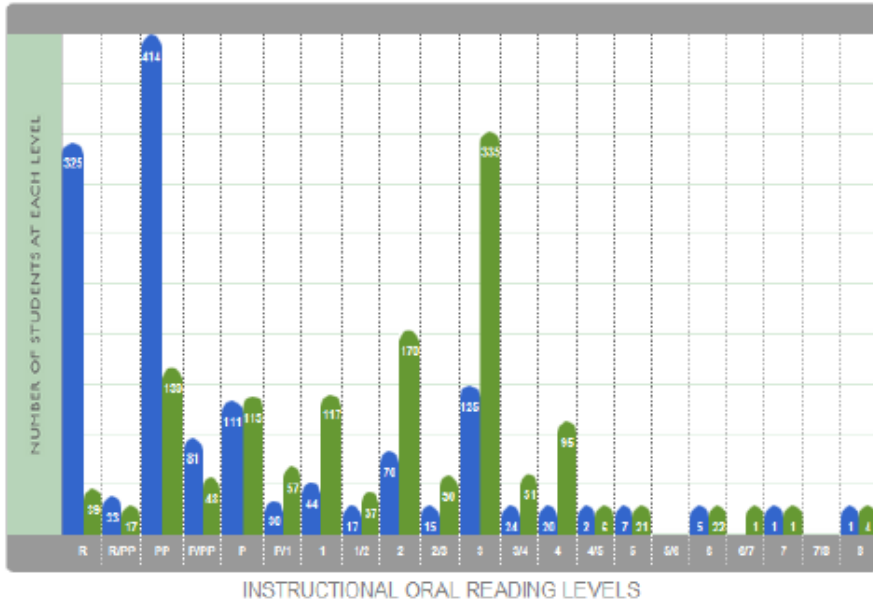


FIGURE 4.
PALS First Grade Reading Growth Report Spring 2018

This graph displays the number of students at each instructional oral reading level who took the assessment under standard conditions. It represents a cohort, and therefore only includes scores for students in your division for which both fall and spring scores were entered.

FALL SPRING

Division: Alexandria City Public Schools

Results are for a cohort of 1304 students.

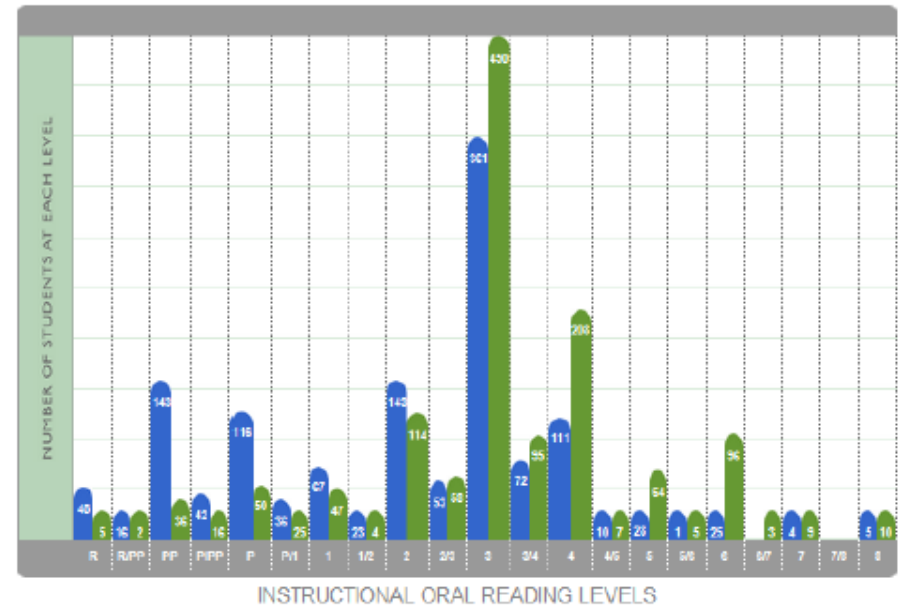


FIGURE 5.
PALS Second Grade Reading Growth Report Spring 2017

TABLE 8
Alexandria City Public Schools
Percentage of Students that Met PALS Benchmark: 2010-11 to 2017-18, Fall and Spring

Administration School Year		Fall							Spring								
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Grade Level	Kindergarten	82%	87%	84%	87%	84%	82%	78%	78%	90%	91%	91%	91%	88%	86%	83%	85%
	First Grade	91%	87%	90%	92%	90%	85%	82%	82%	85%	83%	84%	83%	79%	79%	75%	78%
	Second Grade	81%	83%	80%	84%	80%	78%	75%	75%	87%	88%	83%	83%	79%	78%	77%	80%

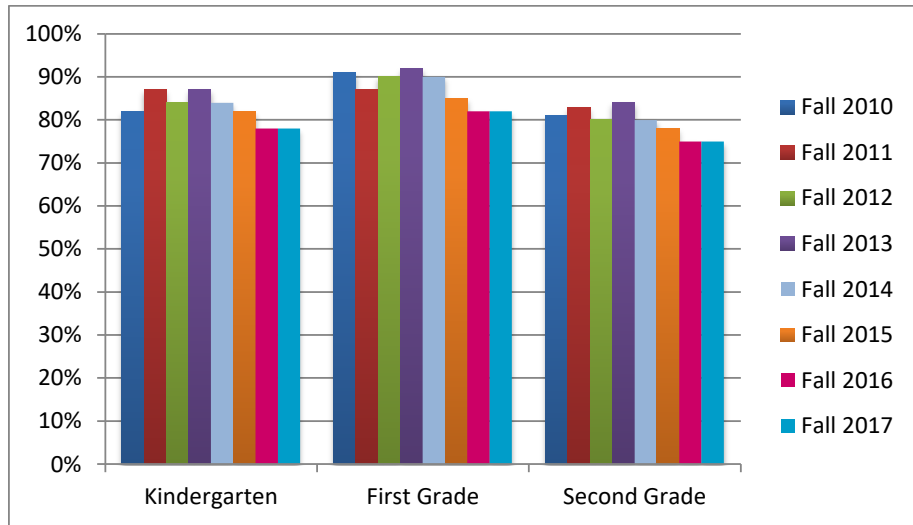


FIGURE 6. Percentage of Students that Met PALS Benchmark: Fall 2010-2017

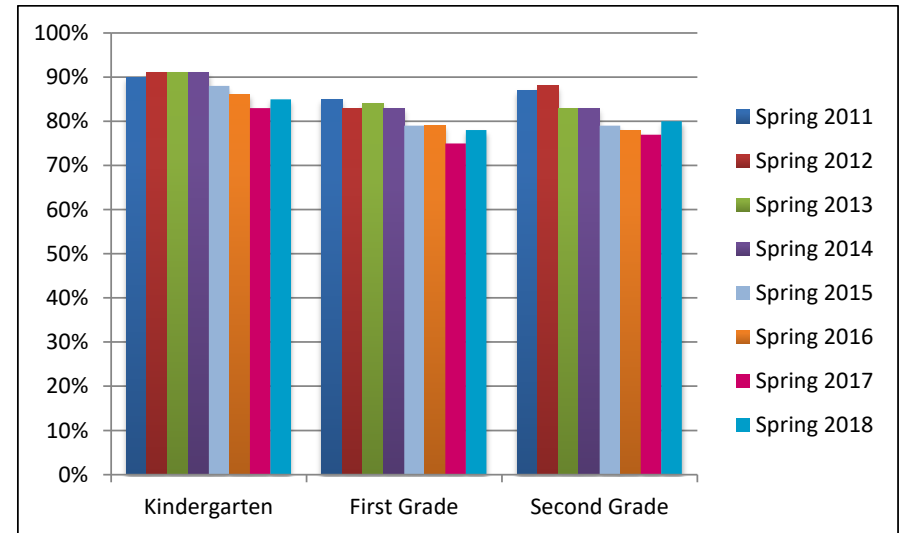


FIGURE 7. Percentage of Students that Met PALS Benchmark: Spring 2011-2018

TABLE 9
Alexandria City Public Schools
Percentage of Kindergarten Students that Met PALS Benchmark by Subgroup: 2017-18

Administration	Subgroups								All Students
	Asian	Black	Hispanic	White	Gender		Special Education		
					Female	Male	EL		
Fall 2017	64%	85%	58%	90%	81%	76%	77%	52%	78%
#	70	322	239	457	565	586	77	181	1151
Spring 2018	84%	85%	74%	93%	90%	81%	70%	70%	85%
#	85	315	300	474	620	614	69	257	1234

TABLE 10
Alexandria City Public Schools
Percentage of First Grade Students that Met PALS Benchmark by Subgroup: 2017-18

Administration	Subgroups								All Students
	Asian	Black	Hispanic	White	Gender		Special Education		
					Female	Male	EL		
Fall 2017	82%	88%	70%	89%	85%	79%	71%	67%	82%
#	60	326	335	397	566	603	70	318	1169
Spring 2018	80%	83%	64%	87%	81%	75%	56%	60%	78%
#	52	291	309	385	528	559	53	288	1087

TABLE 11
Alexandria City Public Schools
Percentage of Second Grade Students that Met PALS Benchmark by Subgroup: 2017-18

Administration	Subgroups								All Students
	Asian	Black	Hispanic	White	Gender		Special Education		
					Female	Male	EL		
Fall 2017	77%	76%	61%	87%	77%	72%	51%	57%	75%
#	47	293	291	367	540	507	56	281	1047
Spring 2018	77%	79%	71%	89%	81%	78%	54%	68%	80%
#	48	299	336	371	555	546	53	333	1101

TABLE 12
Alexandria City Public Schools
PRELIMINARY Advanced Placement (AP) Test Summary Results: 2005-2018

AP Key Elements		Year														Change Over Time	
		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	One Year 2017-2018	Fourteen Years 2018
Participation	Annual Percent of Students Taking at Least One AP Test ^a	23%	23%	26%	26%	24%	30%	35%	37%	38%	40%	38%	31%	33%	36%	+3%	+13%
	Number of Students Taking AP Tests	473	454	500	528	489	626	755	785	870	931	901	780	858	931	+73	+458
	Number of AP Tests Taken by Students	805	946	905	1045	988	1238	1551	1623	1772	1972	1968	1702	1799	2021	+222	+1216
Performance	AP Grades '3', '4' or '5'	39%	47%	45%	52%	54%	57%	56%	59%	58%	62%	55%	57%	61%	72%	+11%	+33%
	#	310	449	410	539	537	707	866	964	1030	1214	1084	975	1092	1450	+358	+1140
	Highest AP Grade '5'	9%	10%	12%	13%	12%	14%	14%	14%	15%	13%	13%	14%	16%	22%	+6%	+13%
	#	71	99	108	137	123	172	210	223	262	259	263	246	280	454	+174	+383
	Seniors Earning AP Grades 3 or better ^b	16%	25%	19%	26%	21%	23%	24%	28%	29%	33%	30%	26%	28%	26%	-2%	+10%
	AP Equity & Excellence Graduating Class Summary ^c	20%	29%	23%	32%	28%	29%	31%	36%	38%	43%	38%	36%	37%	32%	-5%	+12%

^a Student enrollment includes all students in grades 10, 11, and 12/PG in the April End-of-Month Enrollment.

^b Percentage of students enrolled in twelfth grade who earned a 3 or higher on at least one AP exam in their twelfth grade year.

^c The Graduating Class Summary shows the percentage of twelfth graders who scored 3 or higher on at least one AP Exam at any point in their high school years.

Data as of July 19, 2018