

ASSESSMENT UPDATE: 2016-2017 Preliminary Results

September 2017

Department of Accountability



ALEXANDRIA CITY PUBLIC SCHOOLS

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ALEXANDRIA CITY PUBLIC SCHOOLS

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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 2016-2017 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 & Accountability Systems

Accreditation results, as displayed in Table 1, are preliminary as are school state Accreditation statuses (Table 2), which have not been finalized by the Virginia Department of Education (VDOE). Federal results are final (Tables 3-42 and Figures 1-34). As the transition is made to the Every Student Succeeds Act (ESSA), no accountability statuses (outside of small number of Title I schools) will be applied for federal results for the coming year (based on SY 16-17 results). For Title I schools, any changes to Priority or Focus statuses under federal accountability will be made by VDOE by the end of August.

Accreditation

School accreditation ratings reflect student achievement on SOL tests and other approved assessments in the four core academic areas of English, mathematics, science and history. Ratings are based on student achievement on tests taken during the previous academic year, a three-year achievement average, or based on the school being fully accredited in previous years.

The Accreditation benchmarks for schools are: English (Reading and Writing SOL results combined) - 75%, Mathematics – 70%, History – 70%, and Science – 70%. Schools must meet all benchmarks in the current, three-year average, or have been deemed fully accredited based on historical performance.

Tables

- Table 1 provides school level Accreditation results for SOL tests administered for the past three years in the areas of English, mathematics, history, and science.
- Table 2 depicts historical school Accreditation statuses from 2004-2005 through the preliminary results for 2017-18.

Summary

- Thirteen of sixteen schools within ACPS earned state accreditation.
- Twelve ACPS schools are Fully Accredited for the 2017-18 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, and George Washington.
- One ACPS school, T.C. Williams, is Partially Accredited for 2017-18. T.C. Williams will be warned for being below the state benchmark in mathematics.

- The accreditation statuses of William Ramsay and Francis C. Hammond have yet to be determined.
 - William Ramsay surpassed the state benchmarks in English, Mathematics, and History but fell short of the Science benchmark.
 - Francis C. Hammond met the state benchmarks in Mathematics, History, and Science. Mathematics performance surpassed the state benchmark by five percentage points and History performance by 15 percentage points. Although the school did not meet the state benchmark in English, performance has increased by three percentage points over the past three years.
- It is anticipated that Jefferson-Houston will be in Accreditation Denied status.
 - Jefferson-Houston surpassed the state benchmark in History, but did not meet benchmarks for English, Mathematics, and Science. English performance improved by four percentage points and Science performance improved by eight percentage points. Math performance was three percentage points lower than last year after having improved by 5 percentage points in the previous year and 18 percentage points in 2014-15.

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.

Federal Annual Measurable Objectives

Federal Annual Measurable Objectives (AMOs), as well as their predecessor Adequate Yearly Progress (AYP) benchmarks, are no longer applicable as all states transition to the Every Student Succeeds Act (ESSA) effective in school year 2018-19. In lieu of federal benchmark targets, the data provided in this report provide a historical perspective of subgroup performance across three years.

Tables and Figures

- Table 3 provides division level federal AMO adjusted results by subgroup for the past three years in the areas of reading, mathematics, history, science, and writing.
- Tables 4-8 capture school AMO performance in all content areas by subgroup for the past three years.
- Tables 9-42 provide a more in-depth look at both school and division subgroup performance over the past three years in the content areas of reading and mathematics. All subgroups with 10 or less students had results suppressed to maintain student confidentiality.
- Figures 1-34 compare three years of division and school subgroup performance in reading and mathematics.

Key Indicators:

- Overall division performance remained relatively constant compared to the previous year. Subgroup data remained consistent or declined across content areas.
- Areas of focus include the content areas of science, math, and writing. Continued efforts should be made to reverse subgroup performance as well as to reignite progress and continued growth seen in recent years.

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 identified below the benchmark from Fall 2016 to Spring 2017, also decreasing the performance gap to state level performance (see Figure 35). In regards to first grade students, the gap to the state also decreased (see Figure 36). In second grade, by Spring 2017 a similar proportion of ACPS students (21%) were identified compared to their state peers (20%; see Figure 37).
- First and second grade reading growth from fall 2016 to spring 2017 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 2016. By spring 2017, for the same cohort of students, 16% of students fell at or below the pre-primer level. Growth was also seen when looking at students performing above grade level. By spring 2017, 56% of first graders and 70% of second graders were performing above grade level, compared with 19% and 42%, respectively, in the fall (see Figures 38-39).
- Table 43, as well as figures 40 and 41, display the percentage of students who met the PALS benchmarks during fall and spring across the past seven years. Although generally stable across the years for each administration, the proportion of students that met the PALS benchmark in Spring 2016-17 was the lowest of all seven years for all three grade levels.
- PALS data can be viewed by subgroup in Tables 44-46. At both kindergarten and first grade levels, more than 84% of Black and White students met the benchmark in the fall. Sixty-eight percent of Hispanic students in first grade met the benchmark compared with 58% and 62% 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 2016-17 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 47 shows a summary of preliminary AP Key Elements for the 2016-17 school year as well as twelve comparison years.

- A total of 858 ACPS students took 1,799 Advanced Placement (AP) Subject Tests in the spring of 2017.
- For 2017, 37% 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 17 percentage points since 2005.
- Compared to spring 2016, there was an increase in both AP participation and performance in spring 2017. There was a two percentage point increase in the proportion of students who took an AP exam and a four percentage point increase in the proportion of scores earning a score of ‘3’ or greater compared to 2015-16 results. The proportion of students earning the highest AP score of ‘5’ was the highest percentage of “5’s” earned since 2005.

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TABLE 1
Alexandria City Public Schools
SOL Accreditation Results: 2014-2015, 2015-2016, and PRELIMINARY 2016-2017^a

School	English (Benchmark =75)			Math (Benchmark =70)			History (Benchmark =70)			Science (Benchmark =70)		
	Final 2015 Results	Final 2016 Results	Preliminary 2017 Results	Final 2015 Results	Final 2016 Results	Preliminary 2017 Results	Final 2015 Results	Final 2016 Results	Preliminary 2017 Results	Final 2015 Results	Final 2016 Results	Preliminary 2017 Results
John Adams	80%	85%	82% (n=368)	85%	76%	76% (n=351)	89%	91%	88% (n=93)	62%	64%	71% (n=112)
Charles Barrett	90%	93%	92% (n=198)	94%	92%	89% (n=198)	95%	95%	91% (n=66)	89%	93%	92% (n=61)
Patrick Henry	79%	85%	85% (n=237)	78%	90%	89% (n=242)	86%	89%	86% (n=73)	78%	76%	81% (n=64)
Jefferson-Houston	61%	62%	66% (n=361)	64%	69%	66% (n=313)	55%	63%	73% (n=105)	60%	59%	67% (n=93)
Cora Kelly	85%	85%	82% (n=165)	91%	95%	85% (n=156)	91%	74%	86% (n=36)	73%	59%	81% (n=57)
Lyles-Crouch	92%	97%	90% (n=202)	90%	94%	92% (n=209)	98%	97%	99% (n=68)	93%	92%	93% (n=59)
Douglas MacArthur	82%	81%	79% (n=322)	83%	79%	79% (n=322)	85%	84%	81% (n=104)	84%	79%	76% (n=105)
George Mason	84%	90%	86% (n=232)	82%	87%	90% (n=227)	97%	93%	95% (n=83)	83%	86%	89% (n=61)
Maury	81%	84%	87% (n=195)	84%	83%	87% (n=195)	79%	90%	91% (n=69)	82%	77%	84% (n=67)
Mount Vernon	80%	81%	84% (n=396)	84%	85%	81% (n=345)	85%	88%	84% (n=106)	58%	63%	70% (n=122)
James Polk	80%	85%	85% (n=329)	85%	85%	86% (n=334)	89%	89%	95% (n=113)	68%	84%	78% (n=110)
William Ramsay	76%	75%	77% (n=327)	76%	71%	72% (n=299)	86%	81%	71% (n=98)	67%	51%	47% (n=114)
Samuel Tucker	87%	88%	88% (n=302)	87%	85%	87% (n=317)	90%	90%	87% (n=93)	83%	79%	66% (n=92)
F.C. Hammond	67%	71%	70% (n=1703)	66%	75%	75% (n=1349)	86%	91%	85% (n=429)	74%	74%	70% (n=417)
George Washington	77%	77%	78% (n=1577)	79%	75%	75% (n=1224)	80%	80%	80% (n=353)	78%	75%	75% (n=355)
T.C. Williams	86%	88%	88% (n=1895)	72%	67%	62% (n=2073)	79%	79%	81% (n=2548)	76%	80%	79% (n=1978)

^a Preliminary data based on 2016-2017 school year

TABLE 2
Alexandria City Public Schools
SOL Accreditation Statuses: 2004-05 to 2017-18

Accreditation Status Year (as determined by the previous year's scores)														
School	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 ^f
JOHN ADAMS ELEM.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Partially Accred. ^d	Partially Accred. ^d	Fully Accred.
CHARLES BARRETT ELEM.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.
PATRICK HENRY ELEM.	Warned	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Warned ^{abcd}	Warned ^{ad}	Fully Accred.	Fully Accred.	Fully Accred.
JEFFERSON-HOUSTON ELEM.	Warned	Warned	Warned	Warned ^{ab}	Fully Accred.	Warned ^a	Warned ^{ac}	Warned ^{acd}	Accred. Denied	Accred. Denied ^{abcd}	Accred. Denied ^{abcd}	Accred. Denied ^{abcd}	Accred. Denied ^{abcd}	Accred. Denied ^{abd}
CORA KELLY MAGNET ELEM.	Warned	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.
LYLES-CROUCH ELEM.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.
DOUGLAS MACARTHUR ELEM.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.
GEORGE MASON ELEM.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.
MAURY ELEM.	Warned	Warned	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.
MOUNT VERNON ELEM.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.
JAMES K. POLK ELEM.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.
WILLIAM RAMSAY ELEM.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Warned ^{abd}	Partially Accred. ^d	Partially Accred. ^d	TBD ^d
SAMUEL W. TUCKER ELEM.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.
FRANCIS C HAMMOND 1	Fully Accred.	Fully Accred.	Fully Accred.	Warned ^b	Warned ^b	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Warned ^b	Warned ^{abd}	Partially Accred. ^{ab}	Partially Accred. ^a	TBD ^a
FRANCIS C HAMMOND 2							Fully Accred.	Fully Accred.	Warned ^b	Warned ^b				
FRANCIS C HAMMOND 3							Fully Accred.	Fully Accred.	Warned ^b	Warned ^b				
GEORGE WASHINGTON 1	Fully Accred.	Fully Accred.	Warned ^b	Warned ^b	Warned ^b	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.
GEORGE WASHINGTON 2							Fully Accred.	Fully Accred.	Warned ^c	Warned ^c				
T.C. Williams High	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Fully Accred.	Warned ^e	Fully Accred.	Fully Accred.	Warned ^b	Fully Accred.	Partially Accred. ^{be}	Partially Accred. ^b

^aBelow benchmark in English

^bBelow benchmark in Math

^cBelow benchmark in History

^dBelow benchmark in Science

^eBelow benchmark in Graduation and Completion Index.

^fAll statuses for 2017-18 School Year are preliminary and subject to change.

TABLE 3
Alexandria City Public Schools
Division SOL Federal Subgroup Results: 2014-2015, 2015-2016 & 2016-2017

Content Area		English: Reading			Math			History			Science			English: Writing		
		Final 2015	Final 2016	Prel. 2017	Final 2015	Final 2016	Prel. 2017	Final 2015	Final 2016	Prel. 2017	Final 2015	Final 2016	Prel. 2017	Final 2015	Final 2016	Prel. 2017
ALL Students		71%	73%	71%	69%	68%	66%	77%	77%	76%	68%	69%	68%	70%	69%	68%
Subgroup	Gap Group 1 (SWD, Econ. Disadv. & LEP)	59%	63%	60%	58%	58%	56%	68%	68%	67%	56%	58%	55%	59%	58%	55%
	Gap Group 2 (Black students)	65%	67%	66%	62%	61%	60%	72%	71%	73%	63%	66%	66%	67%	66%	65%
	Gap Group 3 (Hispanic students)	57%	61%	58%	57%	55%	52%	66%	67%	64%	54%	55%	52%	57%	55%	53%
	Asian	82%	86%	77%	82%	82%	79%	91%	88%	87%	86%	80%	74%	81%	88%	81%
	White	91%	92%	91%	89%	89%	88%	93%	94%	94%	90%	91%	90%	91%	92%	91%
	Economically Disadvantaged	59%	63%	60%	58%	57%	55%	67%	68%	67%	56%	58%	55%	59%	59%	55%
	English Learners	51%	57%	57%	55%	55%	54%	63%	59%	61%	43%	45%	46%	40%	38%	38%
	Students with Disabilities	37%	42%	39%	35%	34%	32%	48%	46%	47%	35%	40%	36%	39%	35%	29%

TABLE 4
Alexandria City Public Schools
Federal Subgroup Reading Performance by School: 2014-15, 2015-16 & 2016-17 Results

School	ALL Students			Subgroup ^a																							
				Gap Group 1 (SWD, LEP & FRL)			Gap Group 2 (Black)			Gap Group 3 (Hispanic)			Asian			White			Students with Disabilities			English Learners			Economically Disadvantaged		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
John Adams	68%	74%	69%	64%	72%	68%	71%	76%	72%	62%	67%	63%	73%	89%	75%	72%	79%	79%	48%	57%	56%	61%	70%	67%	64%	72%	68%
Charles Barrett	87%	89%	85%	70%	75%	69%	67%	78%	82%	70%	78%	73%	TS	TS	TS	98%	97%	93%	61%	61%	56%	64%	78%	67%	68%	73%	68%
Patrick Henry	74%	79%	76%	72%	77%	75%	69%	73%	75%	76%	82%	75%	TS	80%	85%	TS	100%	82%	67%	62%	60%	77%	80%	77%	72%	77%	75%
Jefferson-Houston	57%	60%	62%	52%	53%	57%	56%	53%	57%	51%	62%	59%	TS	TS	TS	71%	92%	90%	33%	41%	34%	49%	54%	60%	52%	53%	56%
Cora Kelly	78%	76%	72%	78%	76%	71%	75%	79%	69%	78%	73%	71%	TS	TS	TS	TS	TS	TS	67%	75%	50%	79%	74%	72%	77%	76%	71%
Lyles-Crouch	89%	95%	87%	73%	89%	72%	80%	88%	67%	89%	100%	93%	TS	TS	TS	93%	97%	96%	37%	81%	56%	77%	82%	77%	74%	87%	67%
Douglas MacArthur	77%	76%	74%	46%	51%	48%	48%	38%	40%	55%	65%	59%	88%	90%	90%	94%	95%	92%	33%	47%	36%	44%	53%	51%	42%	46%	46%
George Mason	75%	81%	78%	40%	61%	54%	45%	TS	92%	38%	58%	53%	TS	TS	TS	93%	90%	90%	44%	70%	56%	27%	49%	51%	35%	54%	51%
Matthew Maury	80%	83%	84%	54%	61%	64%	51%	59%	60%	50%	57%	65%	TS	TS	TS	94%	98%	97%	50%	37%	56%	TS	79%	64%	47%	61%	61%
Mount Vernon	64%	65%	69%	46%	50%	56%	50%	55%	41%	47%	48%	56%	TS	TS	TS	95%	95%	94%	46%	50%	49%	40%	44%	55%	47%	48%	55%
James Polk	69%	71%	72%	63%	65%	65%	65%	68%	73%	61%	64%	59%	100%	81%	65%	82%	78%	85%	18%	32%	42%	62%	61%	62%	65%	65%	64%
William Ramsay	64%	59%	62%	63%	58%	61%	67%	61%	59%	58%	54%	60%	90%	86%	71%	77%	66%	73%	50%	60%	50%	60%	57%	61%	63%	58%	60%
Samuel Tucker	78%	80%	80%	70%	74%	75%	76%	81%	80%	69%	64%	75%	81%	84%	67%	93%	94%	89%	44%	35%	48%	67%	65%	77%	71%	76%	72%
Francis C. Hammond	60%	68%	65%	54%	63%	61%	63%	66%	66%	49%	61%	60%	74%	85%	76%	75%	85%	74%	27%	28%	28%	34%	51%	53%	55%	63%	61%
George Washington	76%	76%	74%	52%	53%	51%	56%	58%	57%	58%	58%	51%	91%	89%	92%	97%	95%	96%	26%	27%	32%	31%	35%	42%	52%	53%	50%
TC Williams	79%	79%	69%	70%	70%	54%	79%	82%	74%	68%	67%	48%	87%	85%	73%	90%	94%	91%	46%	53%	27%	54%	50%	32%	70%	71%	56%

^aTS: Subgroups less than 10 have been suppressed due to small numbers.

TABLE 5
Alexandria City Public Schools
Federal Subgroup Mathematics Performance by School: 2014-15, 2015-16 & 2016-17 Results

School	ALL Students			Subgroup ^a																							
				Gap Group 1 (SWD, LEP & FRL)			Gap Group 2 (Black)			Gap Group 3 (Hispanic)			Asian			White			Students with Disabilities			English Learners			Economically Disadvantaged		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
John Adams	69%	59%	58%	64%	55%	55%	78%	72%	70%	54%	41%	41%	79%	69%	65%	75%	68%	70%	42%	39%	38%	59%	51%	53%	64%	52%	54%
Charles Barrett	90%	87%	84%	79%	73%	68%	82%	78%	72%	81%	78%	74%	TS	TS	TS	97%	95%	94%	58%	61%	42%	76%	71%	70%	79%	70%	67%
Patrick Henry	68%	84%	84%	66%	83%	82%	68%	81%	83%	64%	88%	83%	TS	90%	85%	TS	82%	90%	40%	56%	50%	67%	86%	86%	67%	83%	84%
Jefferson-Houston	58%	63%	61%	51%	58%	58%	53%	60%	55%	60%	58%	65%	TS	TS	TS	82%	88%	84%	36%	43%	38%	56%	57%	69%	49%	58%	58%
Cora Kelly	83%	79%	71%	82%	79%	69%	85%	90%	68%	79%	74%	70%	TS	TS	TS	TS	TS	TS	67%	48%	32%	78%	74%	71%	82%	79%	70%
Lyles-Crouch	86%	92%	89%	73%	81%	79%	71%	79%	80%	84%	100%	100%	100%	TS	TS	94%	99%	95%	50%	63%	59%	72%	79%	87%	69%	81%	78%
Douglas MacArthur	80%	72%	72%	54%	43%	46%	51%	36%	50%	65%	56%	54%	94%	80%	80%	94%	93%	89%	32%	50%	38%	57%	45%	45%	50%	35%	43%
George Mason	75%	78%	79%	45%	58%	59%	27%	TS	85%	46%	56%	55%	TS	TS	TS	91%	87%	92%	52%	52%	44%	39%	48%	52%	40%	53%	55%
Matthew Maury	83%	82%	84%	59%	57%	61%	55%	54%	61%	59%	48%	55%	TS	TS	TS	97%	98%	97%	41%	42%	38%	TS	43%	57%	56%	53%	57%
Mount Vernon	69%	70%	61%	55%	58%	47%	50%	81%	36%	56%	55%	47%	TS	TS	TS	93%	93%	88%	35%	42%	31%	50%	52%	45%	55%	56%	44%
James Polk	75%	73%	73%	71%	68%	67%	68%	70%	74%	70%	68%	57%	100%	88%	74%	85%	78%	90%	38%	41%	45%	68%	66%	65%	72%	69%	67%
William Ramsay	52%	53%	54%	50%	50%	52%	49%	56%	45%	48%	48%	52%	76%	74%	81%	61%	58%	63%	14%	16%	16%	45%	50%	52%	50%	49%	52%
Samuel Tucker	78%	78%	82%	71%	71%	79%	75%	75%	77%	75%	74%	82%	82%	69%	81%	86%	91%	91%	29%	26%	40%	68%	69%	83%	70%	71%	78%
Francis C. Hammond	61%	69%	69%	56%	66%	65%	62%	71%	70%	49%	61%	61%	80%	85%	84%	80%	82%	78%	32%	34%	34%	46%	55%	59%	55%	66%	65%
George Washington	77%	72%	71%	57%	48%	48%	58%	49%	50%	62%	53%	48%	83%	90%	93%	96%	94%	93%	30%	26%	28%	43%	34%	43%	57%	48%	47%
TC Williams	66%	59%	54%	59%	51%	44%	62%	52%	51%	56%	48%	40%	81%	82%	74%	85%	85%	82%	37%	27%	25%	58%	51%	38%	58%	51%	44%

^aTS: Subgroups less than 10 have been suppressed due to small numbers.

TABLE 6
Alexandria City Public Schools
Federal Subgroup History Performance by School: 2014-15, 2015-16 & 2016-17 Results

School	ALL Students			Subgroup ^a																							
				Gap Group 1 (SWD, LEP & FRL)			Gap Group 2 (Black)			Gap Group 3 (Hispanic)			Asian			White			Students with Disabilities			English Learners			Economically Disadvantaged		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
John Adams	76%	91%	87%	73%	89%	87%	95%	97%	86%	60%	77%	85%	TS	TS	TS	74%	94%	93%	56%	TS	TS	69%	88%	89%	72%	89%	88%
Charles Barrett	95%	95%	88%	88%	87%	73%	100%	TS	71%	TS	94%	100%	TS	TS	TS	97%	100%	92%	90%	73%	67%	TS	TS	91%	87%	85%	74%
Patrick Henry	84%	88%	86%	86%	87%	88%	78%	83%	86%	92%	94%	83%	TS	TS	TS	TS	TS	TS	100%	TS	TS	85%	96%	88%	86%	87%	87%
Jefferson-Houston	51%	58%	71%	44%	55%	66%	47%	50%	66%	54%	67%	68%	TS	TS	TS	TS	TS	TS	20%	31%	50%	TS	60%	70%	45%	55%	65%
Cora Kelly	86%	70%	84%	86%	69%	83%	95%	60%	TS	78%	73%	81%	TS	TS	TS	TS	TS	TS	TS	TS	TS	75%	73%	82%	86%	71%	82%
Lyles-Crouch	98%	97%	99%	94%	96%	100%	95%	94%	95%	TS	TS	TS	TS	TS	TS	100%	97%	100%	TS	TS	TS	TS	TS	100%	100%	93%	100%
Douglas MacArthur	82%	84%	82%	63%	62%	64%	55%	43%	52%	82%	89%	80%	TS	TS	TS	95%	96%	96%	47%	67%	67%	75%	77%	85%	58%	52%	62%
George Mason	90%	93%	91%	73%	71%	88%	TS	TS	TS	63%	83%	88%	TS	TS	TS	100%	94%	91%	60%	TS	83%	56%	70%	84%	67%	70%	86%
Matthew Maury	79%	90%	91%	59%	67%	81%	53%	60%	74%	TS	TS	TS	TS	TS	TS	93%	98%	100%	TS	TS	TS	TS	TS	TS	50%	63%	78%
Mount Vernon	85%	87%	79%	74%	76%	68%	TS	TS	TS	87%	74%	69%	TS	TS	TS	91%	98%	96%	TS	TS	TS	90%	71%	71%	75%	75%	65%
James Polk	84%	80%	90%	81%	76%	86%	71%	84%	88%	86%	62%	85%	TS	TS	TS	94%	86%	100%	73%	40%	100%	85%	79%	86%	80%	78%	84%
William Ramsay	76%	56%	51%	76%	52%	50%	77%	58%	65%	76%	43%	44%	TS	80%	TS	55%	90%	64%	TS	27%	TS	75%	51%	50%	76%	51%	50%
Samuel Tucker	88%	89%	86%	81%	84%	82%	84%	89%	84%	81%	80%	75%	TS	TS	TS	100%	95%	100%	58%	TS	TS	75%	86%	82%	81%	84%	78%
Francis C. Hammond	80%	89%	79%	76%	87%	74%	85%	90%	81%	70%	84%	75%	88%	96%	77%	86%	94%	82%	47%	69%	51%	59%	72%	60%	76%	86%	73%
George Washington	77%	80%	80%	52%	63%	59%	67%	71%	56%	52%	60%	66%	TS	TS	TS	97%	99%	99%	38%	39%	39%	20%	37%	46%	51%	60%	59%
TC Williams	75%	74%	74%	66%	64%	64%	71%	69%	73%	65%	64%	60%	91%	85%	90%	92%	92%	95%	41%	44%	40%	62%	53%	55%	66%	65%	64%

^aTS: Subgroups less than 10 have been suppressed due to small numbers.

TABLE 7
Alexandria City Public Schools
Federal Subgroup Science Performance by School: 2014-15, 2015-16 & 2016-17 Results

School	ALL Students			Subgroup ^a																									
				Gap Group 1 (SWD, LEP & FRL)			Gap Group 2 (Black)			Gap Group 3 (Hispanic)			Asian			White			Students with Disabilities			English Learners			Economically Disadvantaged				
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016
John Adams	52%	58%	65%	43%	54%	59%	62%	72%	73%	37%	41%	55%	62%	75%	TS	57%	60%	69%	TS	40%	TS	22%	50%	56%	44%	54%	58%		
Charles Barrett	88%	88%	90%	72%	76%	80%	67%	83%	TS	64%	58%	86%	TS	TS	TS	100%	100%	97%	TS	TS	62%	55%	64%	80%	67%	68%	77%		
Patrick Henry	68%	67%	76%	64%	63%	74%	68%	76%	79%	68%	55%	79%	TS	TS	TS	TS	TS	TS	TS	36%	TS	50%	45%	76%	65%	63%	76%		
Jefferson-Houston	60%	57%	65%	56%	55%	59%	60%	53%	61%	70%	TS	61%	TS	TS	TS	TS	TS	TS	40%	25%	47%	91%	TS	56%	54%	54%	61%		
Cora Kelly	67%	46%	72%	60%	45%	70%	58%	45%	85%	70%	38%	68%	TS	TS	TS	TS	TS	TS	TS	TS	79%	59%	33%	70%	59%	43%	70%		
Lyles-Crouch	93%	92%	92%	81%	76%	85%	75%	80%	71%	100%	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	70%	TS	TS	81%	73%	81%	73%		
Douglas MacArthur	82%	73%	73%	45%	37%	44%	60%	50%	43%	60%	38%	62%	TS	TS	TS	93%	95%	89%	TS	30%	36%	54%	32%	50%	47%	30%	38%		
George Mason	83%	79%	87%	57%	54%	65%	TS	TS	TS	50%	50%	67%	TS	TS	TS	98%	91%	97%	58%	TS	TS	36%	31%	63%	55%	48%	61%		
Matthew Maury	82%	77%	84%	67%	52%	50%	44%	57%	TS	TS	TS	TS	TS	TS	TS	100%	95%	96%	60%	TS	TS	TS	TS	TS	61%	52%	46%		
Mount Vernon	51%	59%	63%	33%	44%	47%	TS	TS	TS	39%	43%	42%	TS	TS	TS	82%	91%	98%	25%	38%	42%	24%	34%	40%	36%	42%	44%		
James Polk	67%	78%	74%	62%	73%	67%	53%	73%	83%	64%	80%	40%	TS	TS	TS	100%	69%	87%	38%	42%	43%	47%	68%	68%	61%	73%	69%		
William Ramsay	61%	42%	40%	59%	42%	34%	60%	41%	54%	58%	43%	26%	TS	TS	TS	TS	TS	36%	TS	TS	7%	53%	32%	34%	61%	44%	34%		
Samuel Tucker	78%	76%	62%	70%	68%	54%	68%	78%	66%	80%	64%	48%	TS	70%	TS	94%	88%	71%	TS	9%	TS	63%	44%	57%	69%	71%	57%		
Francis C. Hammond	66%	67%	61%	61%	62%	55%	68%	65%	64%	56%	59%	55%	85%	88%	63%	75%	81%	68%	39%	44%	33%	45%	41%	38%	61%	62%	55%		
George Washington	73%	71%	68%	46%	48%	41%	67%	57%	44%	43%	46%	45%	TS	TS	TS	96%	98%	97%	33%	39%	31%	10%	17%	24%	45%	45%	40%		
TC Williams	68%	72%	69%	57%	62%	57%	64%	70%	69%	55%	58%	53%	86%	80%	79%	88%	93%	92%	34%	45%	34%	44%	48%	43%	57%	62%	57%		

^a TS: Subgroups less than 10 have been suppressed due to small numbers.

TABLE 8
Alexandria City Public Schools
Federal Subgroup Writing Performance by School: 2014-15, 2015-16 & 2016-17 Results

School	ALL Students			Subgroup ^a																							
				Gap Group 1 (SWD, LEP & FRL)			Gap Group 2 (Black)			Gap Group 3 (Hispanic)			Asian			White			Students with Disabilities			English Learners			Economically Disadvantaged		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Jefferson-Houston	28%	40%	64%	23%	35%	56%	19%	45%	62%	TS	TS	55%	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	TS	23%	29%	63%
Francis C. Hammond	60%	63%	60%	53%	57%	54%	64%	62%	61%	46%	52%	50%	71%	91%	75%	79%	83%	75%	26%	34%	25%	31%	34%	40%	54%	57%	54%
George Washington	74%	70%	72%	45%	48%	43%	56%	55%	42%	49%	49%	54%	TS	TS	TS	95%	94%	97%	24%	19%	29%	9%	18%	20%	46%	49%	42%
TC Williams	76%	75%	71%	68%	64%	59%	75%	75%	73%	66%	59%	55%	85%	87%	87%	89%	95%	91%	55%	49%	29%	49%	43%	41%	67%	65%	59%

^a TS: Subgroups less than 10 have been suppressed due to small numbers.

TABLE 9
Alexandria City Public Schools
Division Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	71%	73%	71%
Gap Group 1	59%	63%	60%
Gap Group 2 (Black)	65%	67%	66%
Gap Group 3 (Hispanic)	57%	61%	58%
Asian	82%	86%	77%
Economically Disadvantaged	59%	63%	60%
English Learners	51%	57%	57%
Students with Disabilities	37%	42%	39%
White	91%	92%	91%

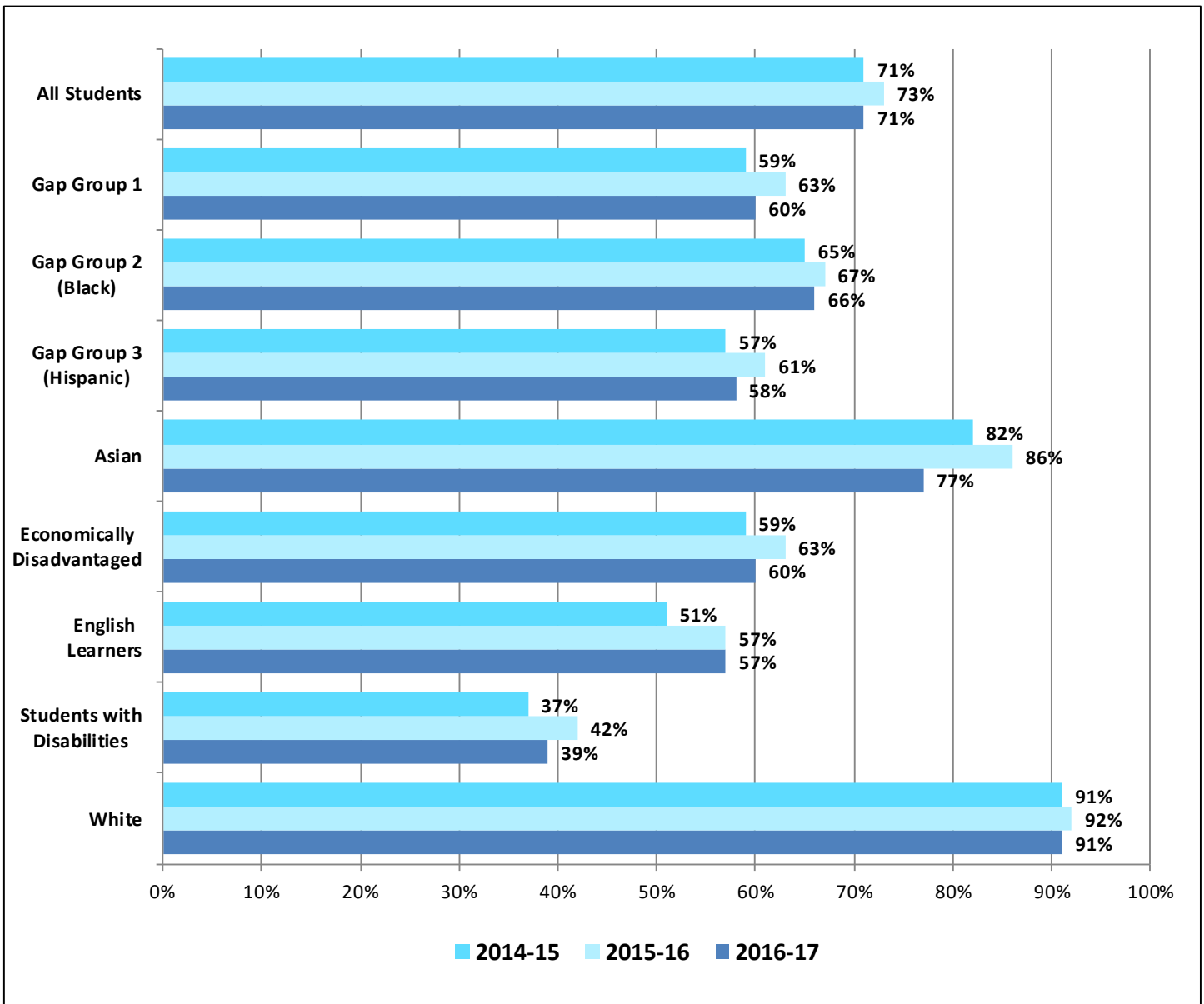


FIGURE 1. Division Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 10
Alexandria City Public Schools
Division Math Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	69%	68%	66%
Gap Group 1	58%	58%	56%
Gap Group 2 (Black)	62%	61%	60%
Gap Group 3 (Hispanic)	57%	55%	52%
Asian	82%	82%	79%
Economically Disadvantaged	58%	57%	55%
English Learners	55%	55%	54%
Students with Disabilities	35%	34%	32%
White	89%	89%	88%

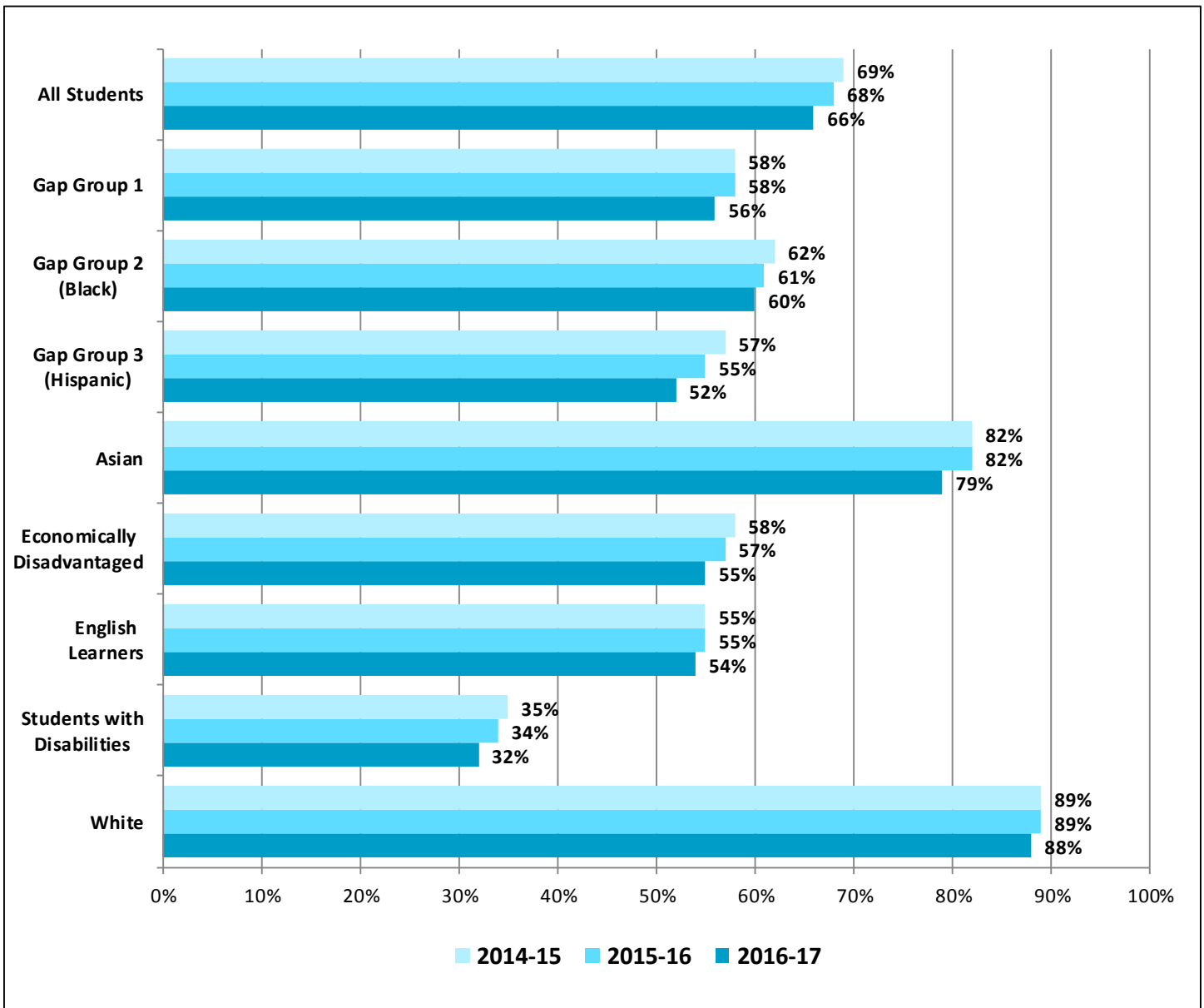


FIGURE 2. Division Math Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 11
Alexandria City Public Schools
John Adams Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	68%	74%	69%
Gap Group 1	64%	72%	68%
Gap Group 2 (Black)	71%	76%	72%
Gap Group 3 (Hispanic)	62%	67%	63%
Asian	73%	89%	75%
Economically Disadvantaged	64%	72%	68%
English Learners	61%	70%	67%
Students with Disabilities	48%	57%	56%
White	72%	79%	79%

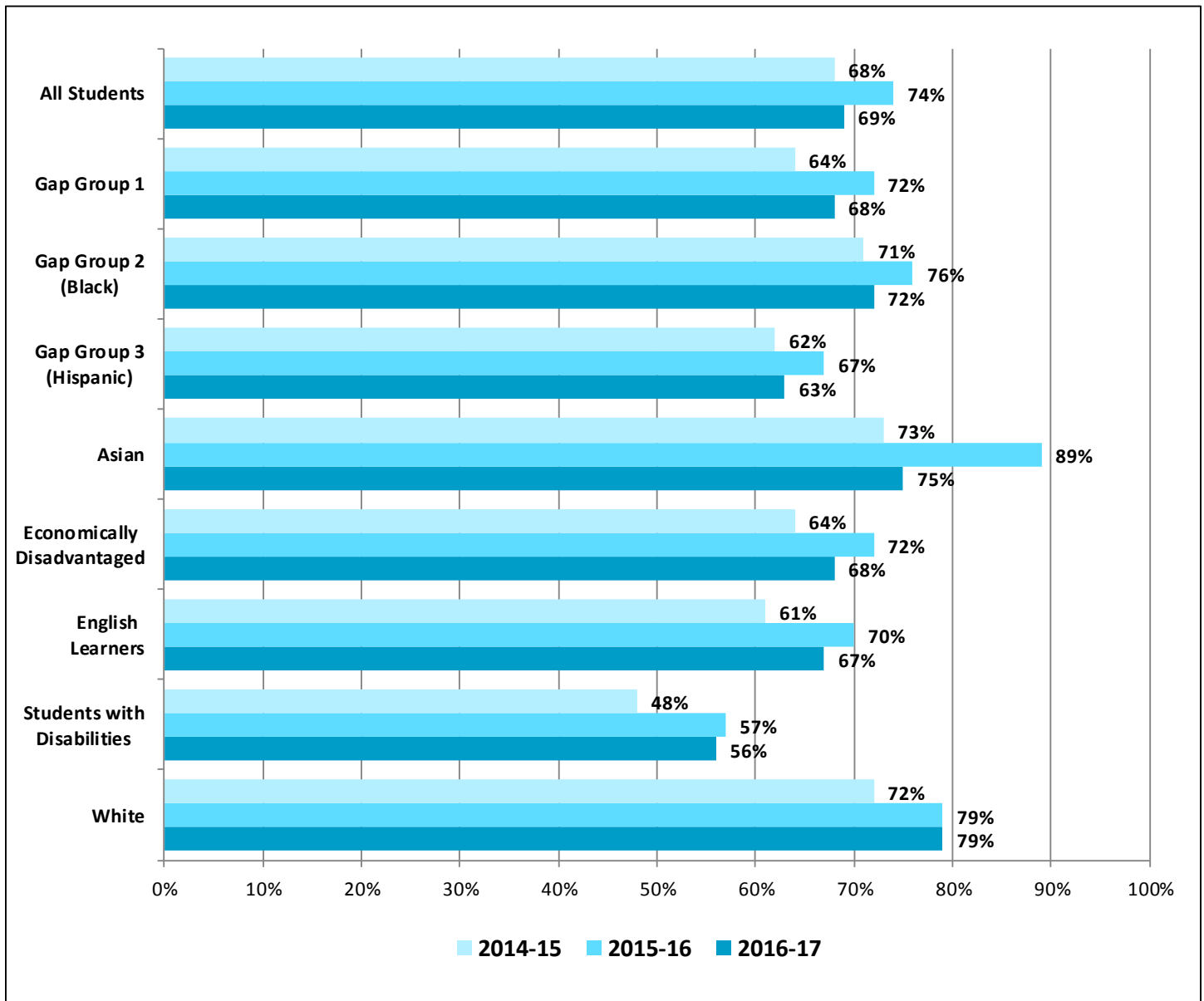


FIGURE 3. John Adams Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 12
Alexandria City Public Schools
John Adams Math Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2013-14	2014-15	2016-17
All Students	69%	59%	58%
Gap Group 1	64%	55%	55%
Gap Group 2 (Black)	78%	72%	70%
Gap Group 3 (Hispanic)	54%	41%	41%
Asian	79%	69%	65%
Economically Disadvantaged	64%	52%	54%
English Learners	59%	51%	53%
Students with Disabilities	42%	39%	38%
White	75%	68%	70%

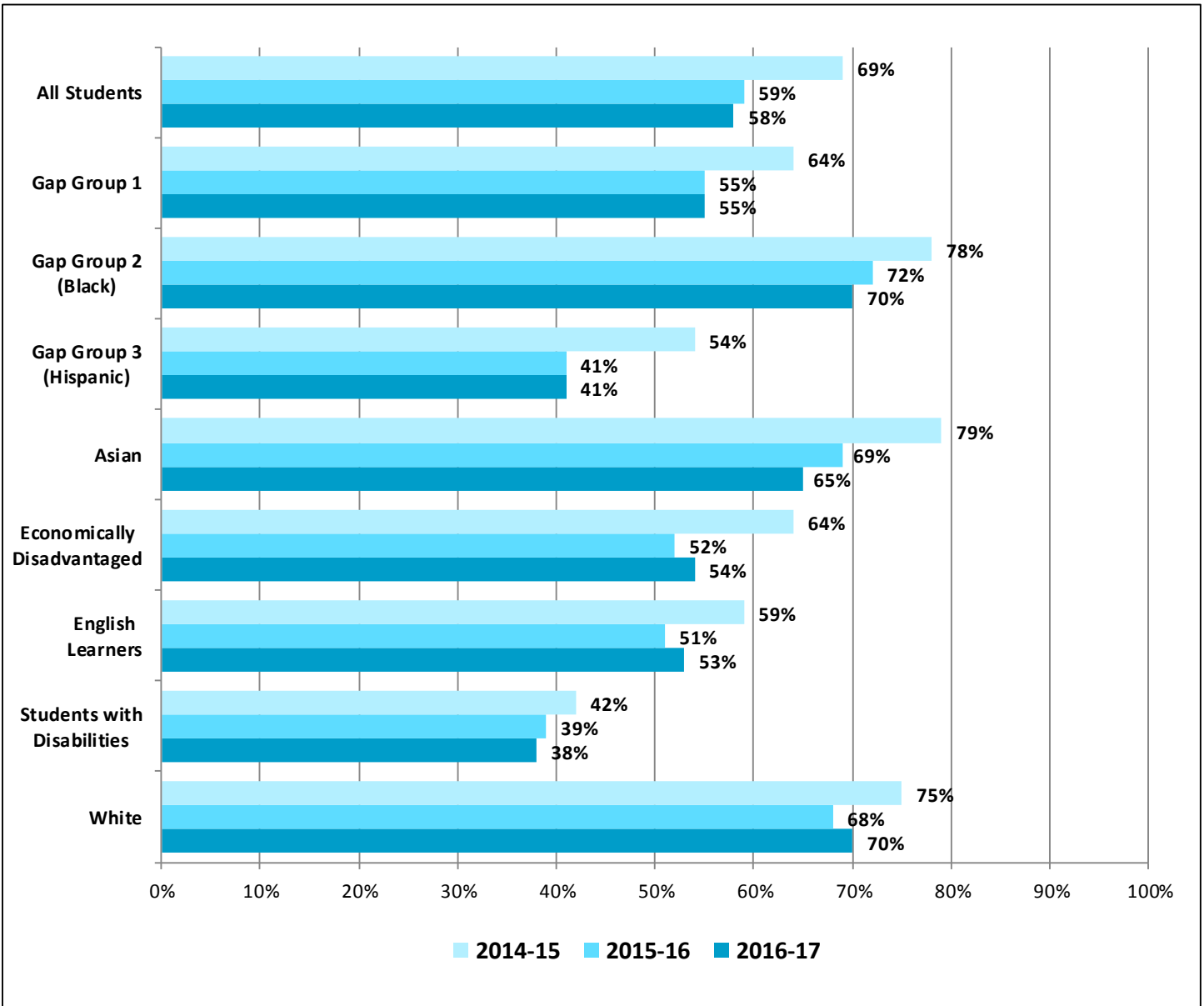


FIGURE 4. John Adams Math Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 13
Alexandria City Public Schools
Charles Barrett Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	87%	89%	85%
Gap Group 1	70%	75%	69%
Gap Group 2 (Black)	67%	78%	82%
Gap Group 3 (Hispanic)	70%	78%	73%
Asian	--	--	--
Economically Disadvantaged	68%	73%	68%
English Learners	64%	78%	67%
Students with Disabilities	61%	61%	56%
White	98%	97%	93%

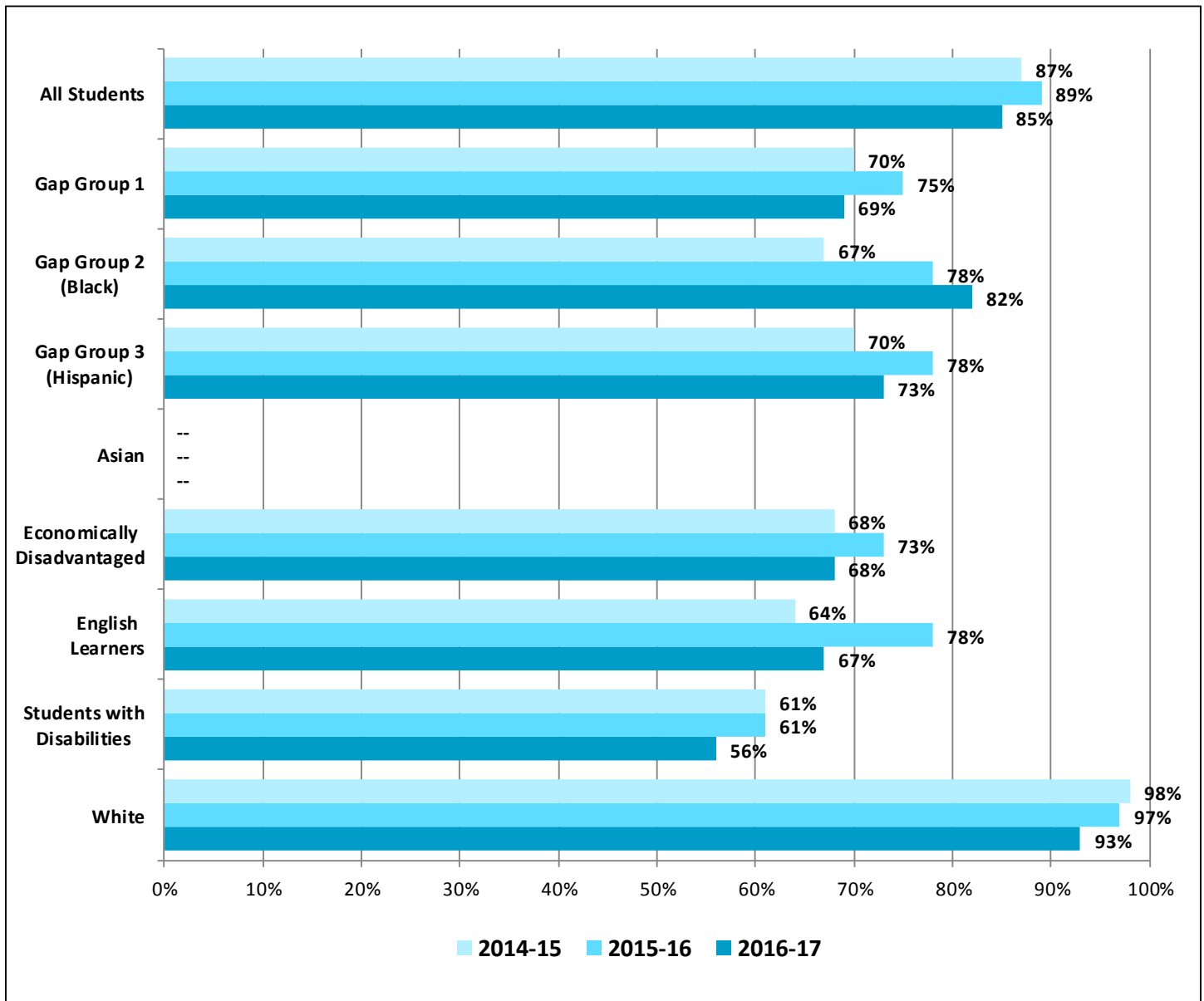


FIGURE 5. Charles Barrett Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 14
Alexandria City Public Schools
Charles Barrett Math Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	90%	87%	84%
Gap Group 1	79%	73%	68%
Gap Group 2 (Black)	82%	78%	72%
Gap Group 3 (Hispanic)	81%	78%	74%
Asian	--	--	--
Economically Disadvantaged	79%	70%	67%
English Learners	76%	71%	70%
Students with Disabilities	58%	61%	42%
White	97%	95%	94%

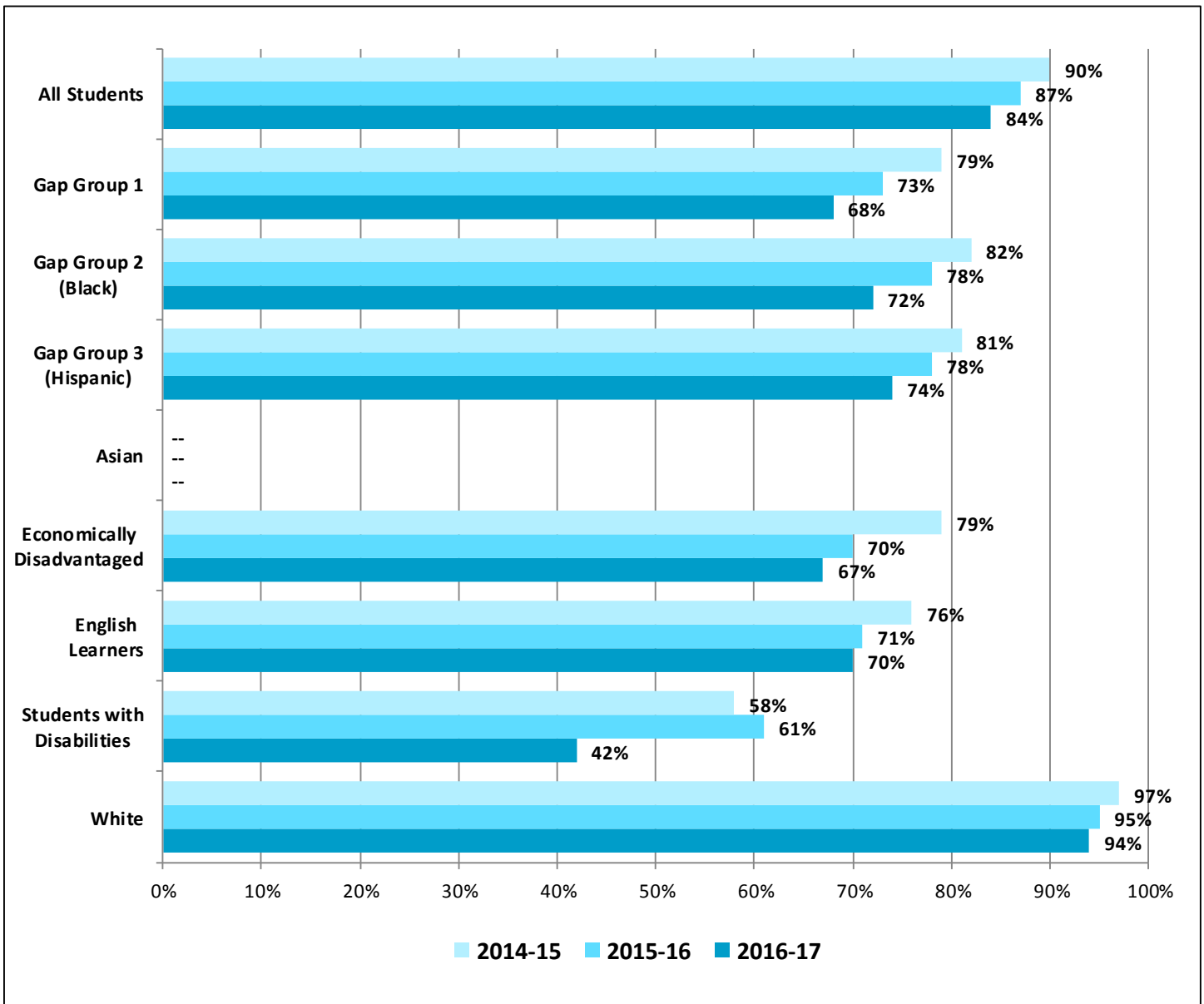


FIGURE 6. Charles Barrett Math Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 15
Alexandria City Public Schools
Patrick Henry Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	74%	79%	76%
Gap Group 1	72%	77%	75%
Gap Group 2 (Black)	69%	73%	75%
Gap Group 3 (Hispanic)	76%	82%	75%
Asian	--	80%	85%
Economically Disadvantaged	72%	77%	75%
English Learners	77%	80%	77%
Students with Disabilities	67%	62%	60%
White	--	100%	82%

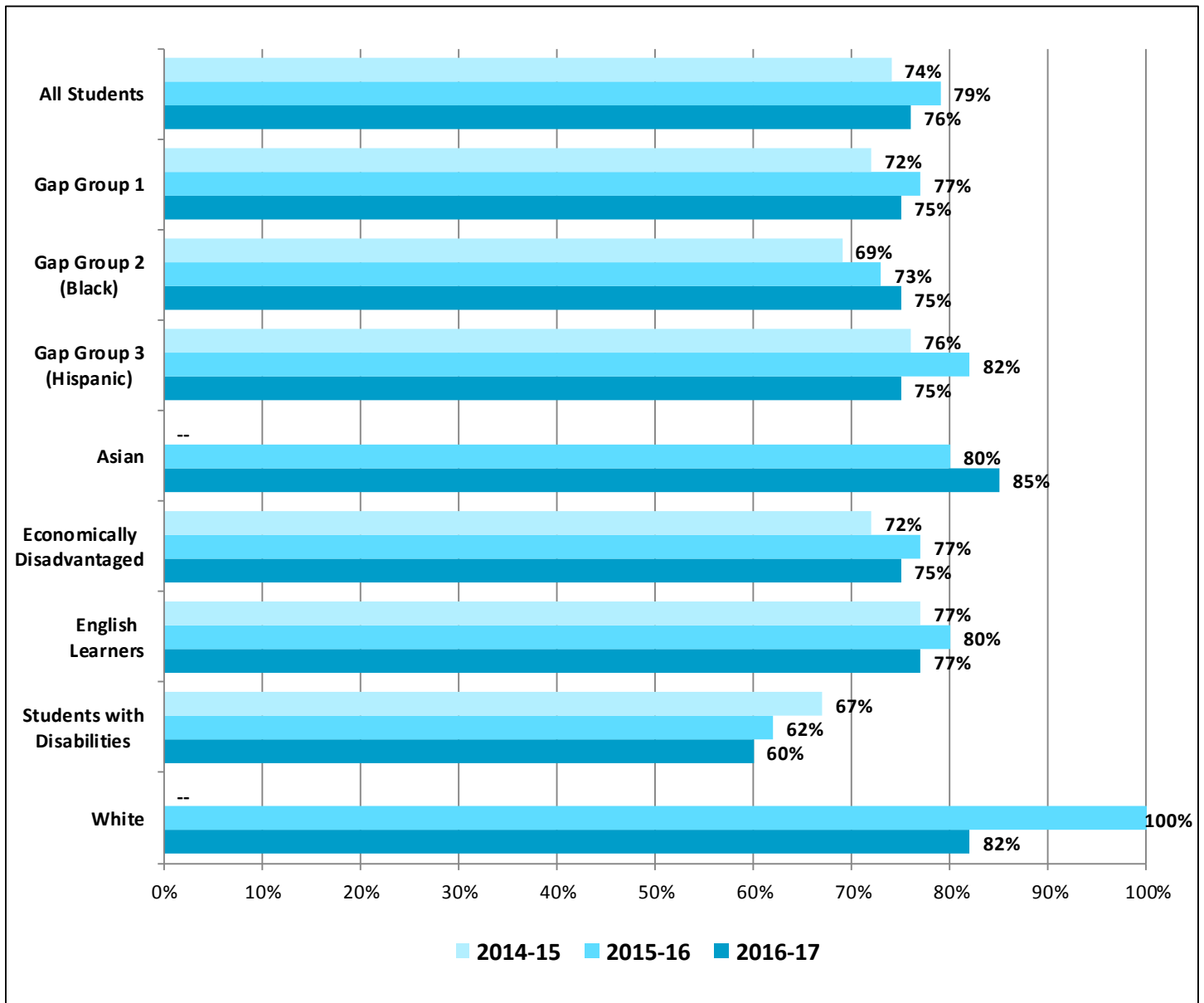


FIGURE 7. Patrick Henry Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 16
Alexandria City Public Schools
Patrick Henry Math Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	68%	84%	84%
Gap Group 1	66%	83%	82%
Gap Group 2 (Black)	68%	81%	83%
Gap Group 3 (Hispanic)	64%	88%	83%
Asian	--	90%	85%
Economically Disadvantaged	67%	83%	84%
English Learners	67%	86%	86%
Students with Disabilities	40%	56%	50%
White	--	82%	90%

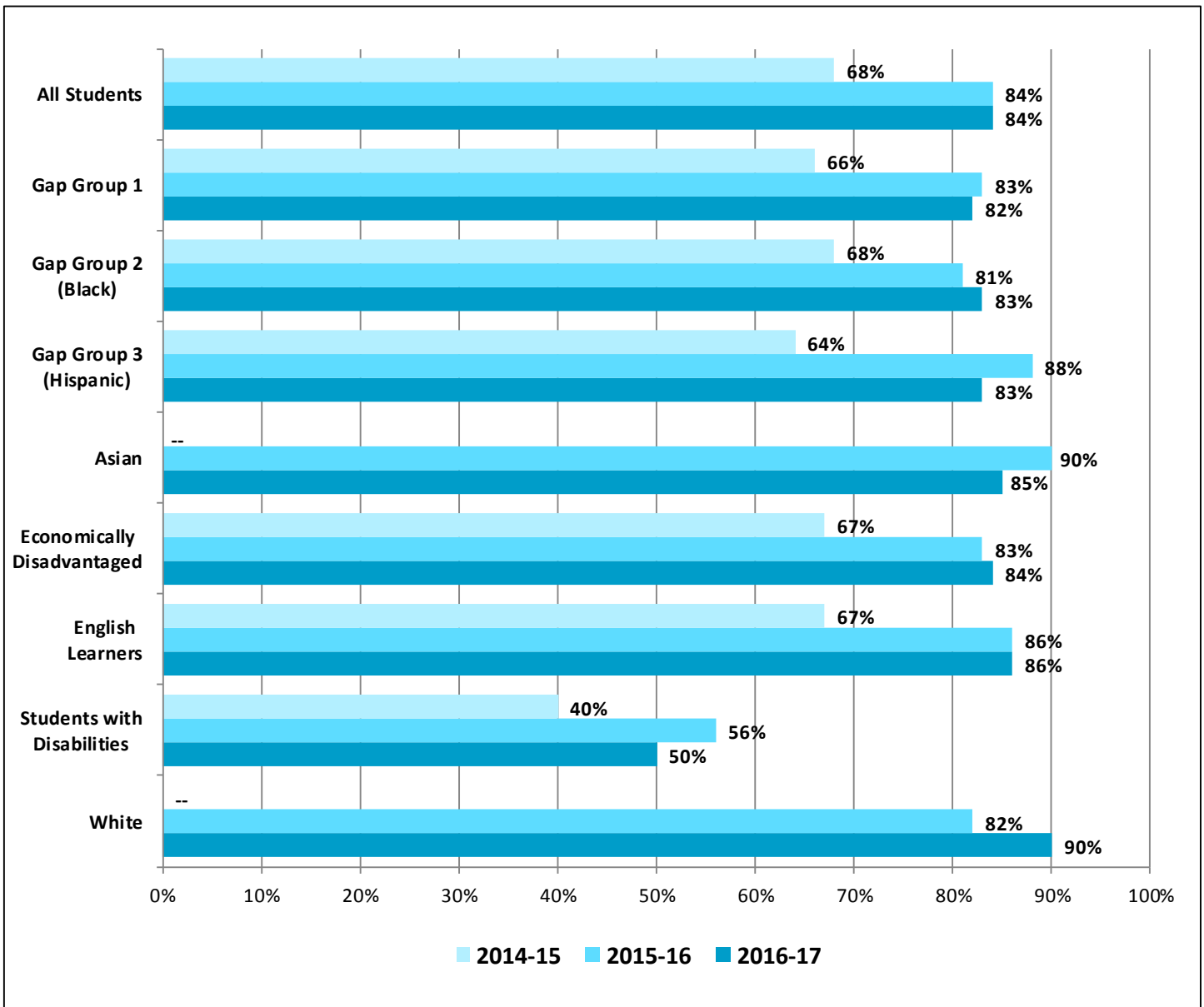


FIGURE 8. Patrick Henry Math Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 17
Alexandria City Public Schools
Jefferson-Houston Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	57%	60%	62%
Gap Group 1	52%	53%	57%
Gap Group 2 (Black)	56%	53%	57%
Gap Group 3 (Hispanic)	51%	62%	59%
Asian	--	--	--
Economically Disadvantaged	52%	53%	56%
English Learners	49%	54%	60%
Students with Disabilities	33%	41%	34%
White	71%	92%	90%

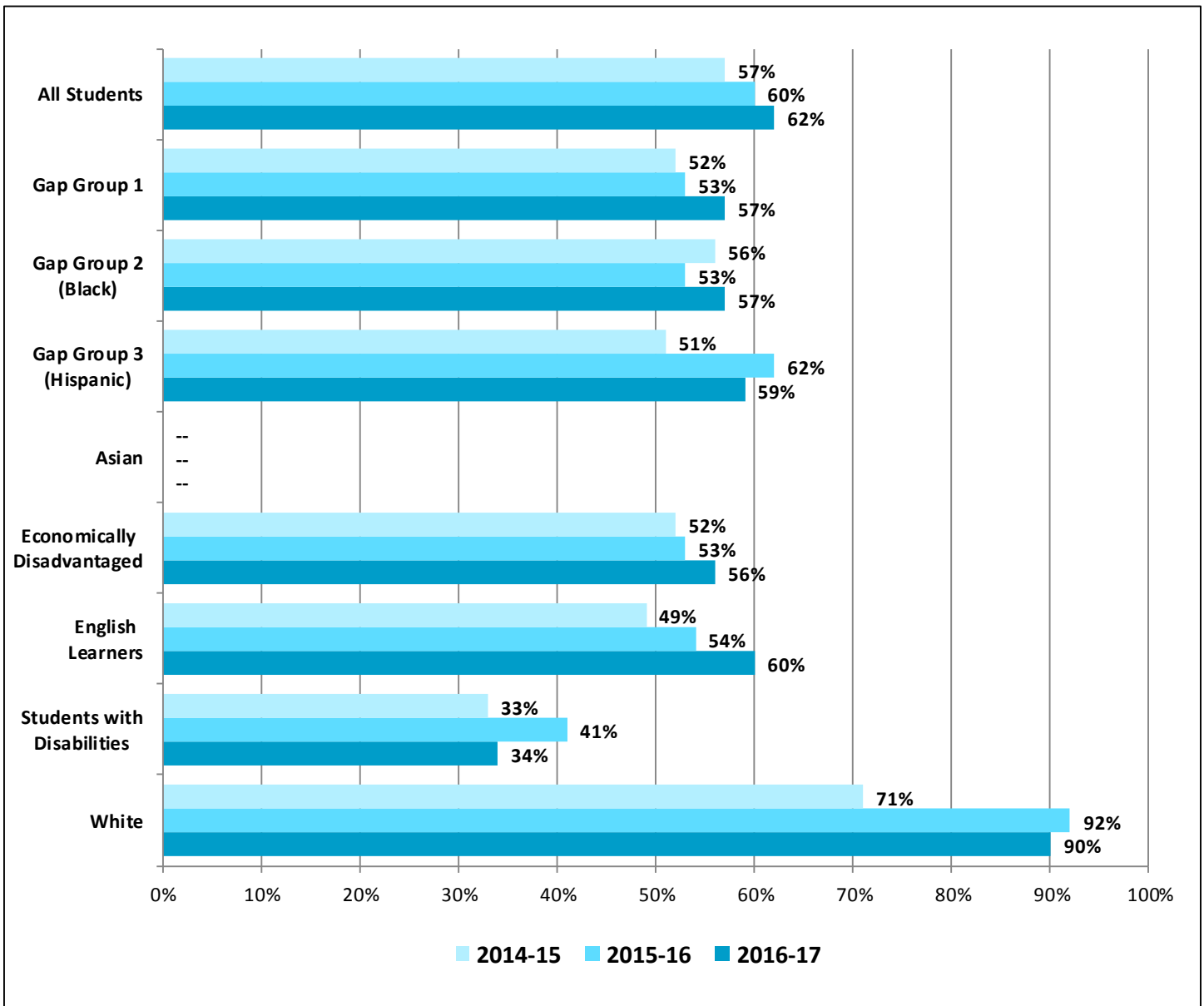


FIGURE 9. Jefferson-Houston Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 18
Alexandria City Public Schools
Jefferson-Houston Math Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	58%	63%	61%
Gap Group 1	51%	58%	58%
Gap Group 2 (Black)	53%	60%	55%
Gap Group 3 (Hispanic)	60%	58%	65%
Asian	--	--	--
Economically Disadvantaged	49%	58%	58%
English Learners	56%	57%	69%
Students with Disabilities	36%	43%	38%
White	82%	88%	84%

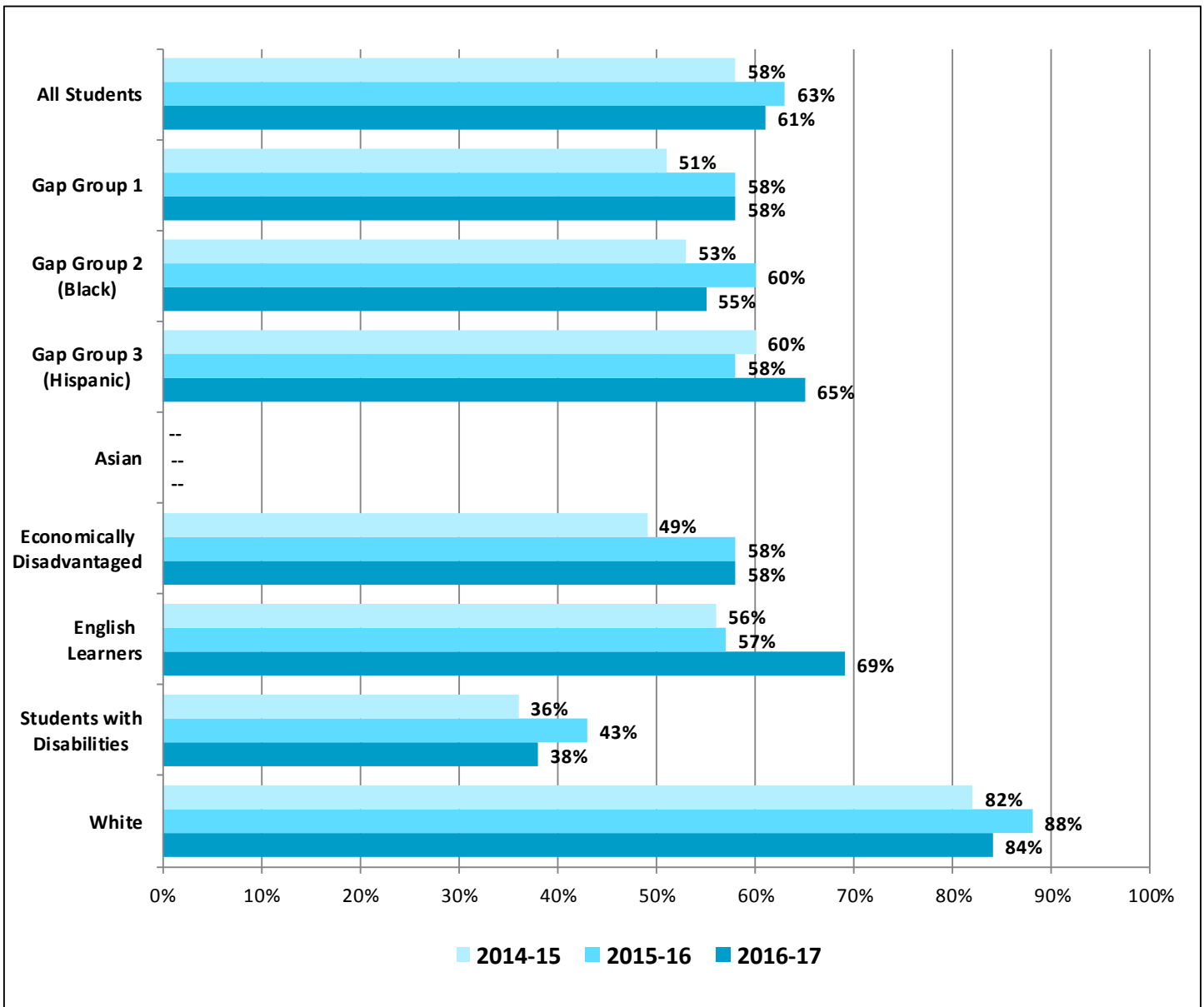


FIGURE 10. Jefferson-Houston Math Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 19
Alexandria City Public Schools
Cora Kelly Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	78%	76%	72%
Gap Group 1	78%	76%	71%
Gap Group 2 (Black)	75%	79%	69%
Gap Group 3 (Hispanic)	78%	73%	71%
Asian	--	--	--
Economically Disadvantaged	77%	76%	71%
English Learners	79%	74%	72%
Students with Disabilities	67%	75%	50%
White	--	--	--

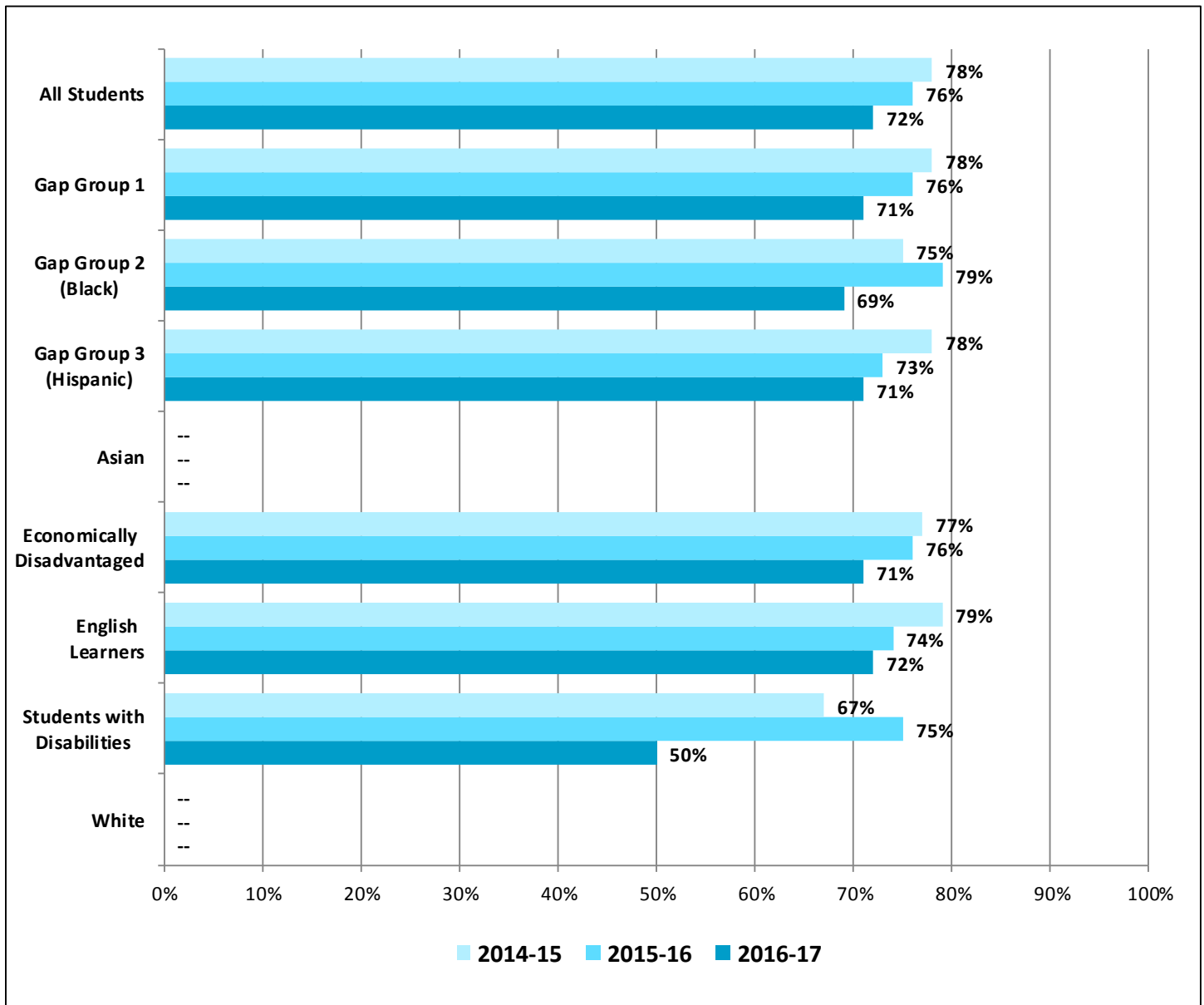


FIGURE 11. Cora Kelly Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 20
Alexandria City Public Schools
Cora Kelly Math Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	83%	79%	71%
Gap Group 1	82%	79%	69%
Gap Group 2 (Black)	85%	90%	68%
Gap Group 3 (Hispanic)	79%	74%	70%
Asian	--	--	--
Economically Disadvantaged	82%	79%	70%
English Learners	78%	74%	71%
Students with Disabilities	67%	48%	32%
White	--	--	--

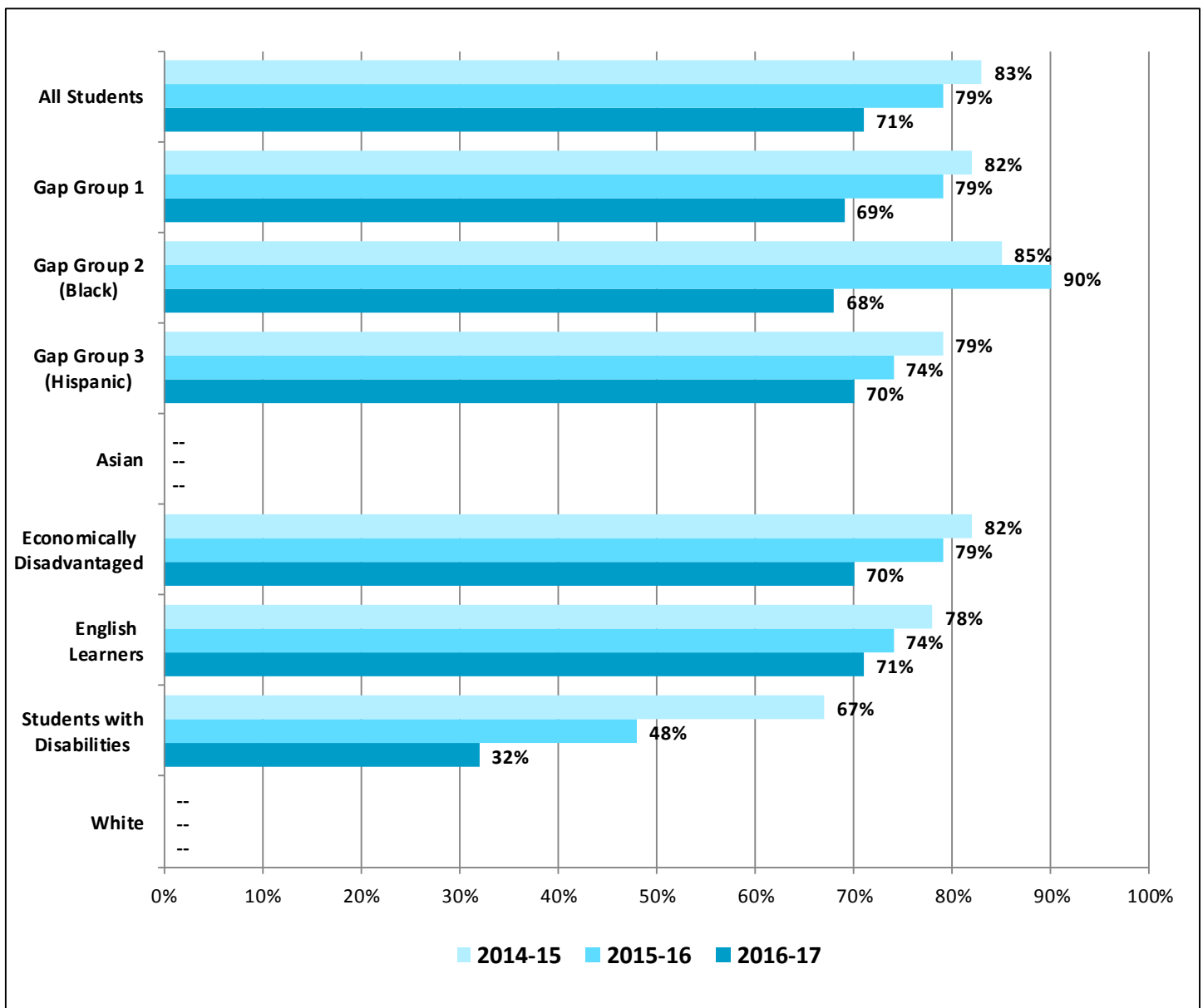


FIGURE 12. Cora Kelly Math Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 21
Alexandria City Public Schools
Lyles-Crouch Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	89%	95%	87%
Gap Group 1	73%	89%	72%
Gap Group 2 (Black)	80%	88%	67%
Gap Group 3 (Hispanic)	89%	100%	93%
Asian	--	--	--
Economically Disadvantaged	74%	87%	67%
English Learners	77%	82%	77%
Students with Disabilities	37%	81%	56%
White	93%	97%	96%

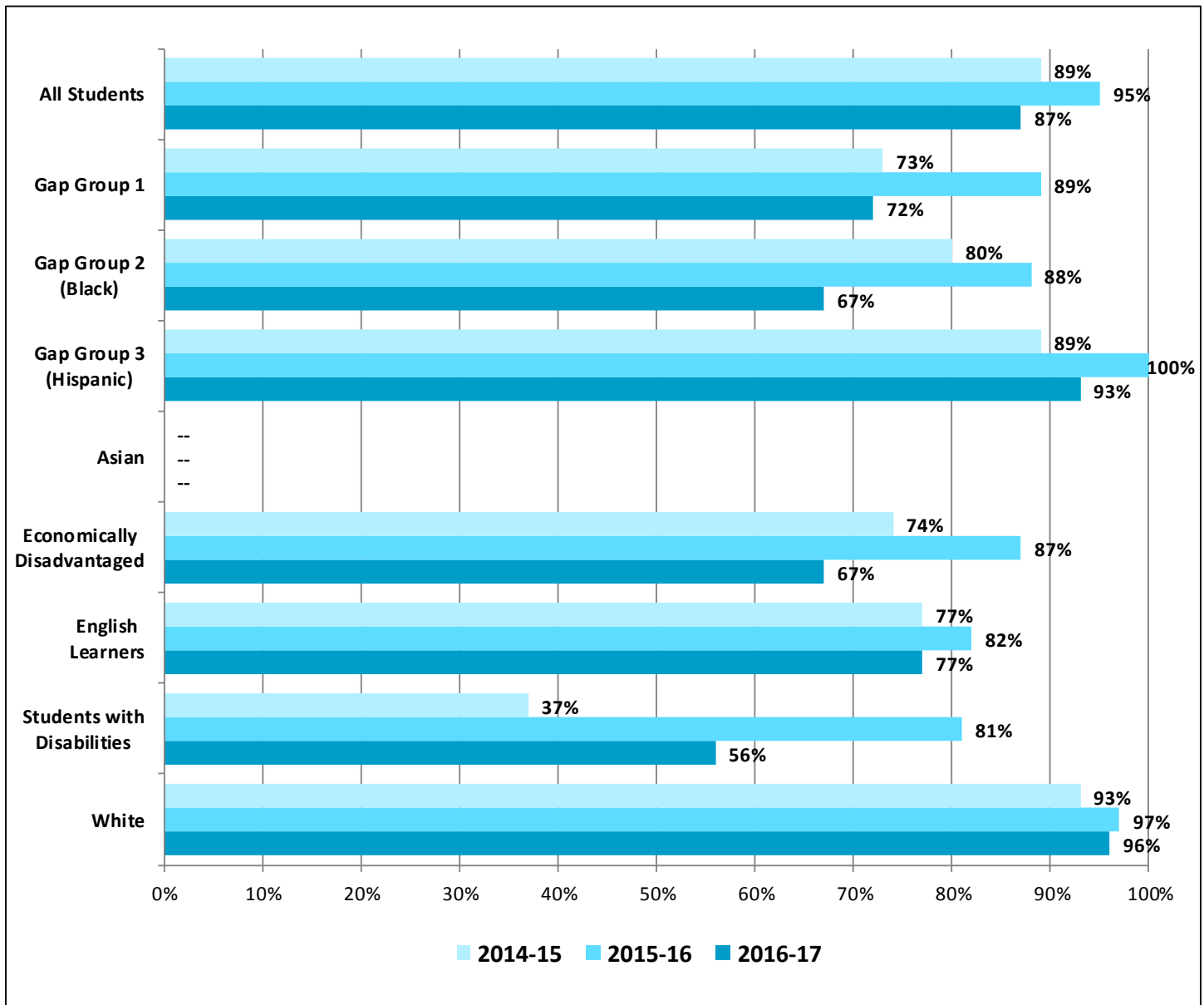


FIGURE 13. Lyles-Crouch Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 22
Alexandria City Public Schools
Lyles-Crouch Math Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	86%	92%	89%
Gap Group 1	73%	81%	79%
Gap Group 2 (Black)	71%	79%	80%
Gap Group 3 (Hispanic)	84%	100%	100%
Asian	100%	--	--
Economically Disadvantaged	69%	81%	78%
English Learners	72%	79%	87%
Students with Disabilities	50%	63%	59%
White	94%	99%	95%

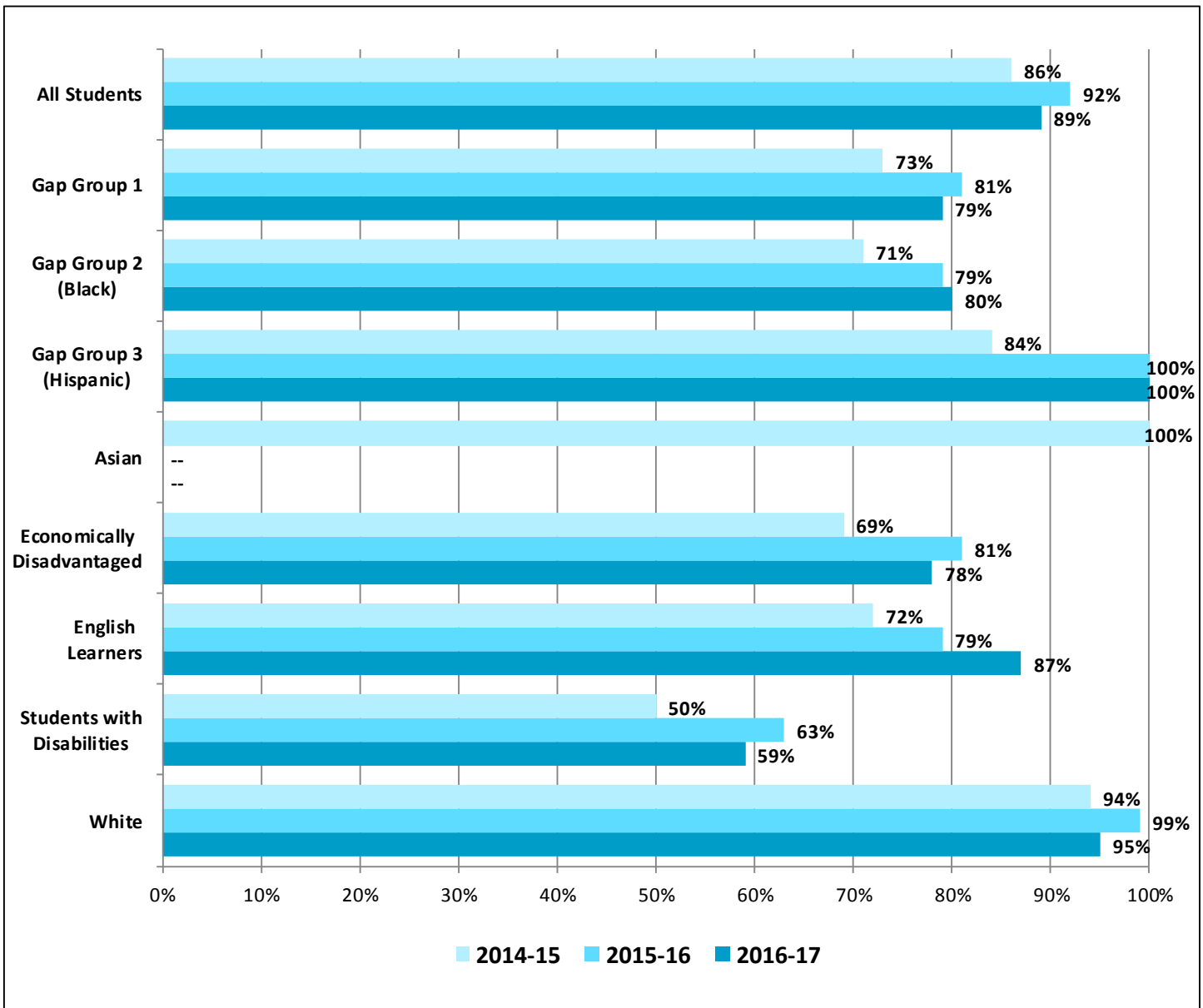


FIGURE 14. Lyles-Crouch Math Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 23
Alexandria City Public Schools
Douglas MacArthur Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	77%	76%	74%
Gap Group 1	46%	51%	48%
Gap Group 2 (Black)	48%	38%	40%
Gap Group 3 (Hispanic)	55%	65%	59%
Asian	88%	90%	90%
Economically Disadvantaged	42%	46%	46%
English Learners	44%	53%	51%
Students with Disabilities	33%	47%	36%
White	94%	95%	92%

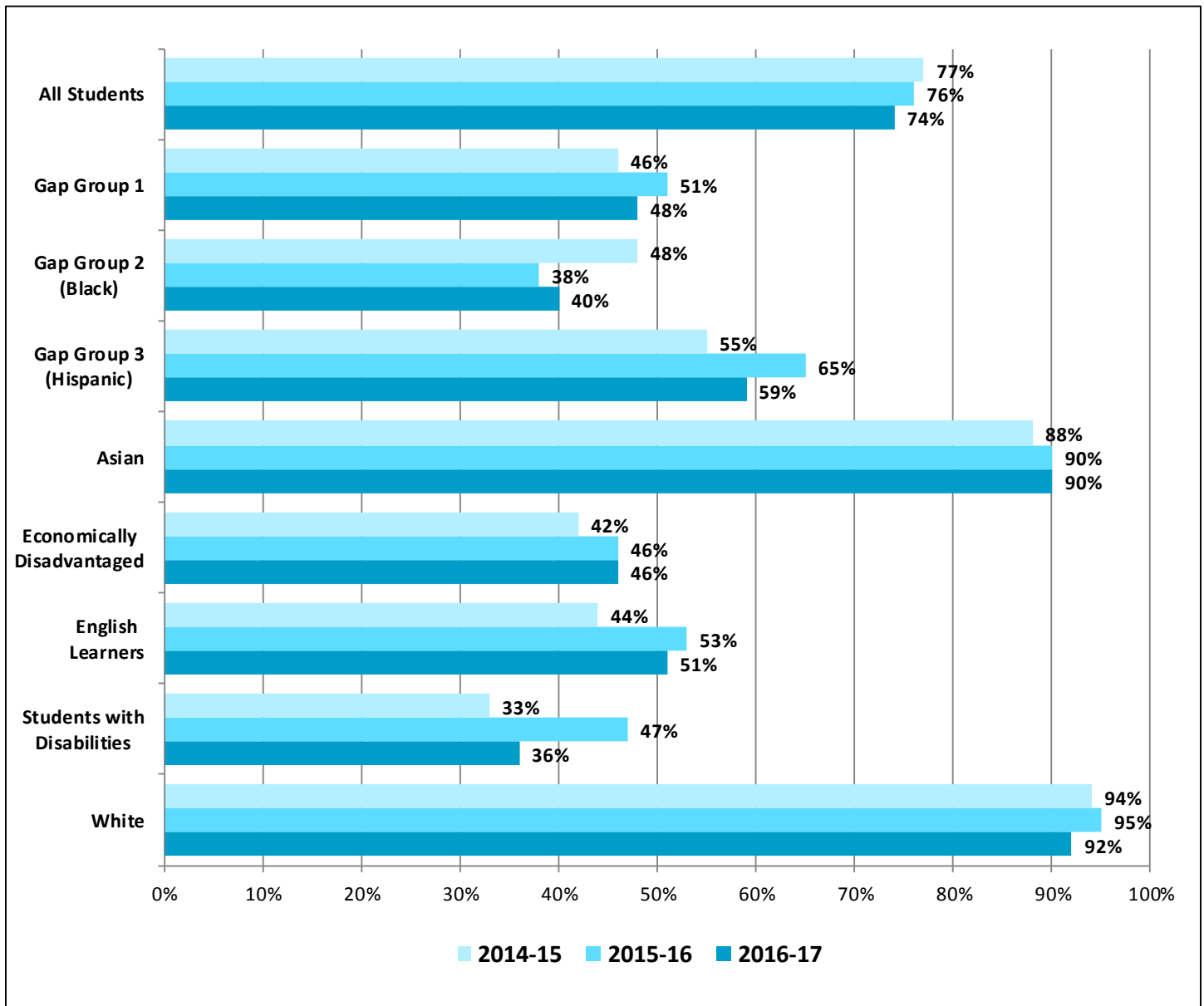


FIGURE 15. Douglas MacArthur Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 24
Alexandria City Public Schools
Douglas MacArthur Math Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	80%	72%	72%
Gap Group 1	54%	43%	46%
Gap Group 2 (Black)	51%	36%	50%
Gap Group 3 (Hispanic)	65%	56%	54%
Asian	94%	80%	80%
Economically Disadvantaged	50%	35%	43%
English Learners	57%	45%	45%
Students with Disabilities	32%	50%	38%
White	94%	93%	89%

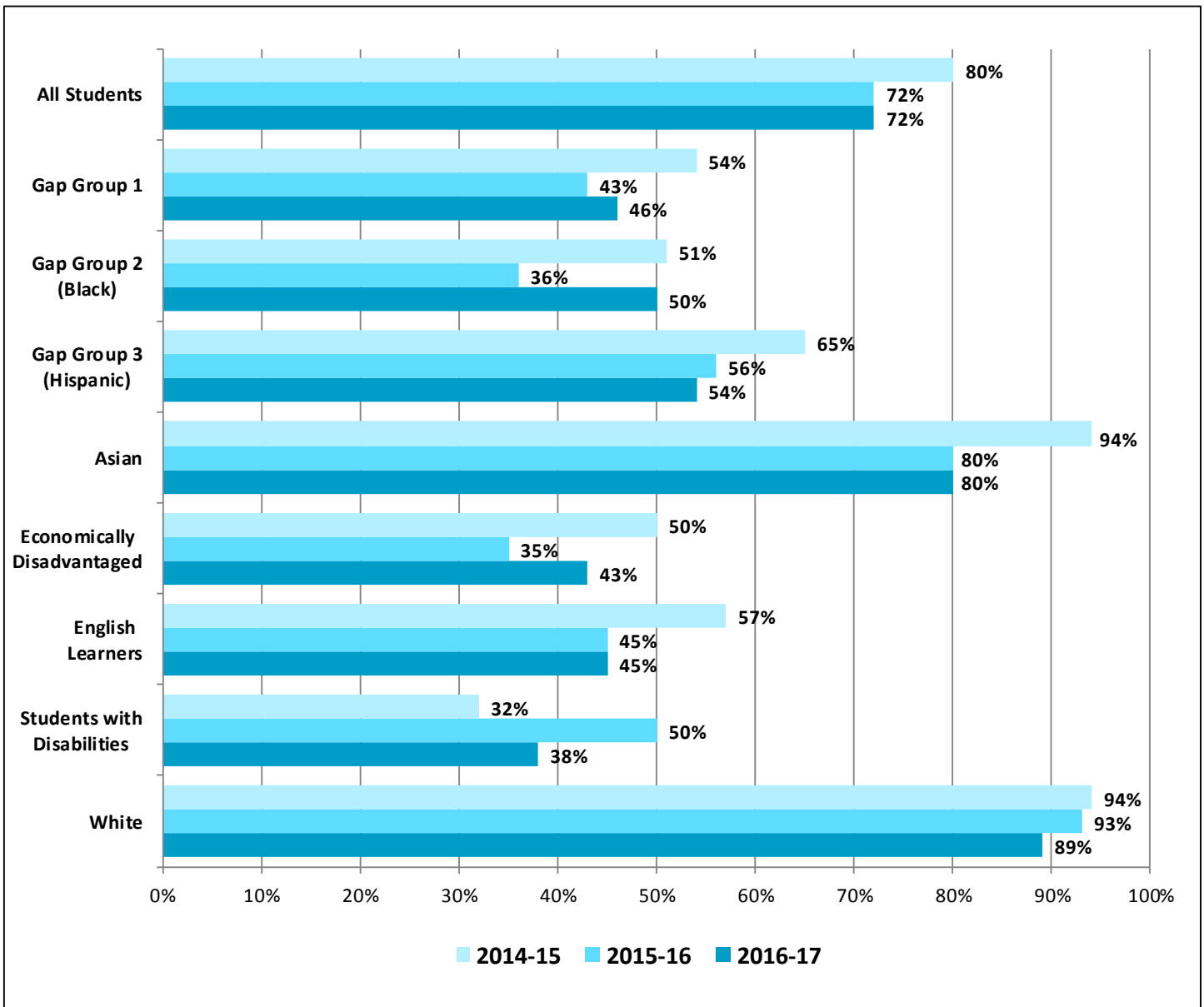


FIGURE 16. Douglas MacArthur Math Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 25
Alexandria City Public Schools
George Mason Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	75%	81%	78%
Gap Group 1	40%	61%	54%
Gap Group 2 (Black)	45%	--	92%
Gap Group 3 (Hispanic)	38%	58%	53%
Asian	--	--	--
Economically Disadvantaged	35%	54%	51%
English Learners	27%	49%	51%
Students with Disabilities	44%	70%	56%
White	93%	90%	90%

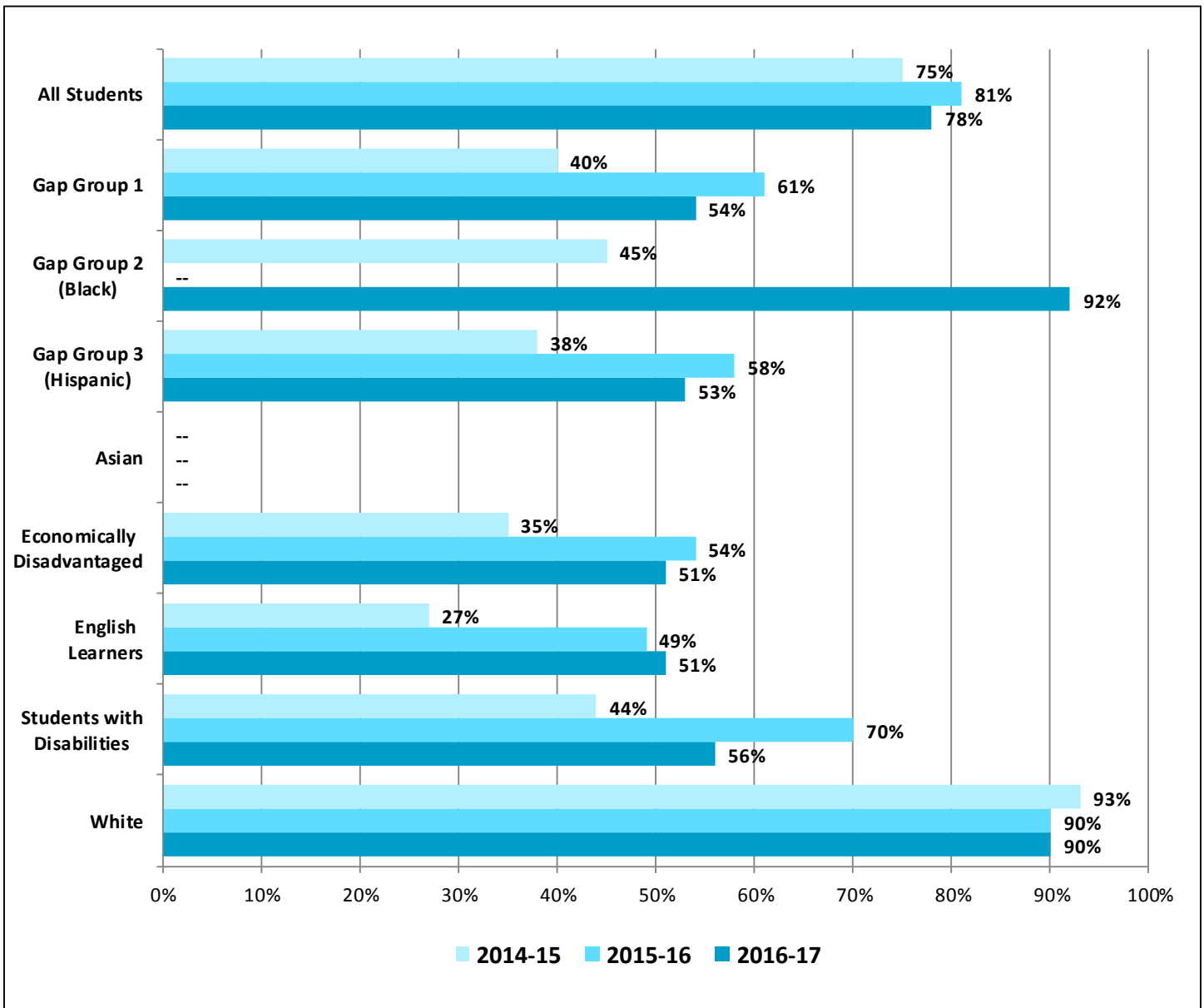


FIGURE 17. George Mason Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 26
Alexandria City Public Schools
George Mason Math Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	75%	78%	79%
Gap Group 1	45%	58%	59%
Gap Group 2 (Black)	27%	--	85%
Gap Group 3 (Hispanic)	46%	56%	55%
Asian	--	--	--
Economically Disadvantaged	40%	53%	55%
English Learners	39%	48%	52%
Students with Disabilities	52%	52%	44%
White	91%	87%	92%

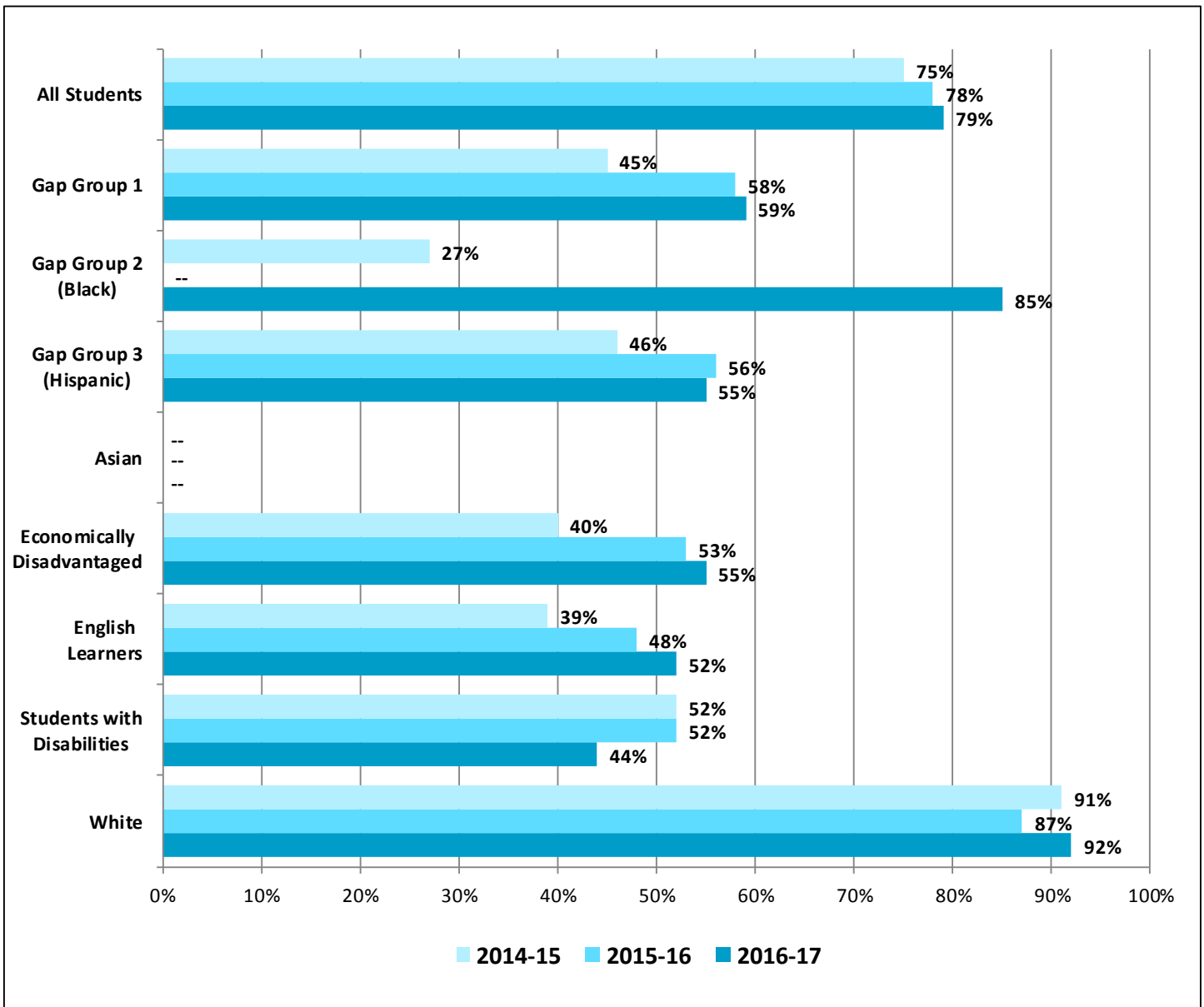


FIGURE 18. George Mason Math Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 27
Alexandria City Public Schools
Matthew Maury Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	80%	83%	84%
Gap Group 1	54%	61%	64%
Gap Group 2 (Black)	51%	59%	60%
Gap Group 3 (Hispanic)	50%	57%	65%
Asian	--	--	--
Economically Disadvantaged	47%	61%	61%
English Learners	--	79%	64%
Students with Disabilities	50%	37%	56%
White	94%	98%	97%

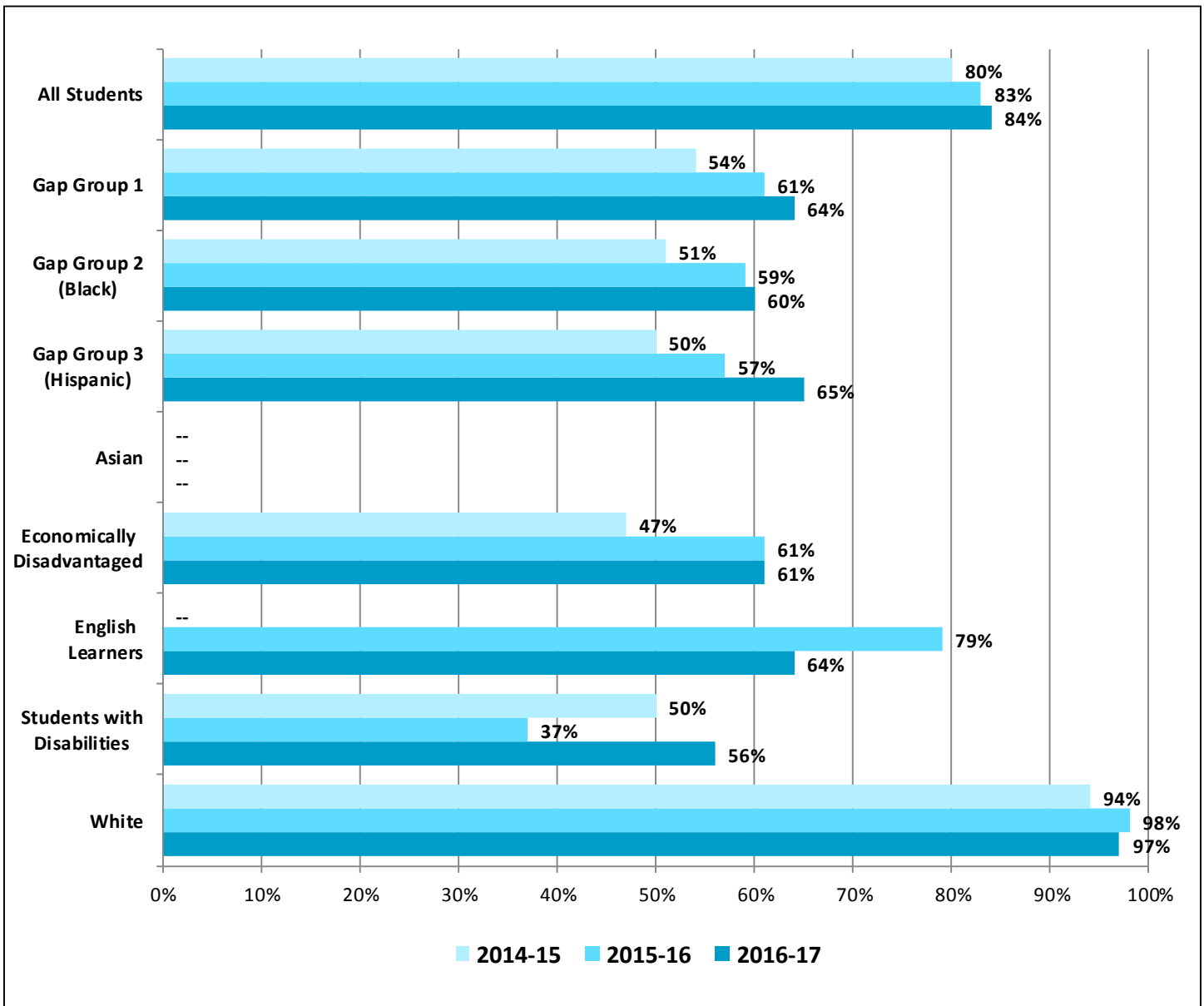


FIGURE 19. Matthew Maury Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 28
Alexandria City Public Schools
Matthew Maury Math Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	83%	82%	84%
Gap Group 1	59%	57%	61%
Gap Group 2 (Black)	55%	54%	61%
Gap Group 3 (Hispanic)	59%	48%	55%
Asian	--	--	--
Economically Disadvantaged	56%	53%	57%
English Learners	--	43%	57%
Students with Disabilities	41%	42%	38%
White	97%	98%	97%

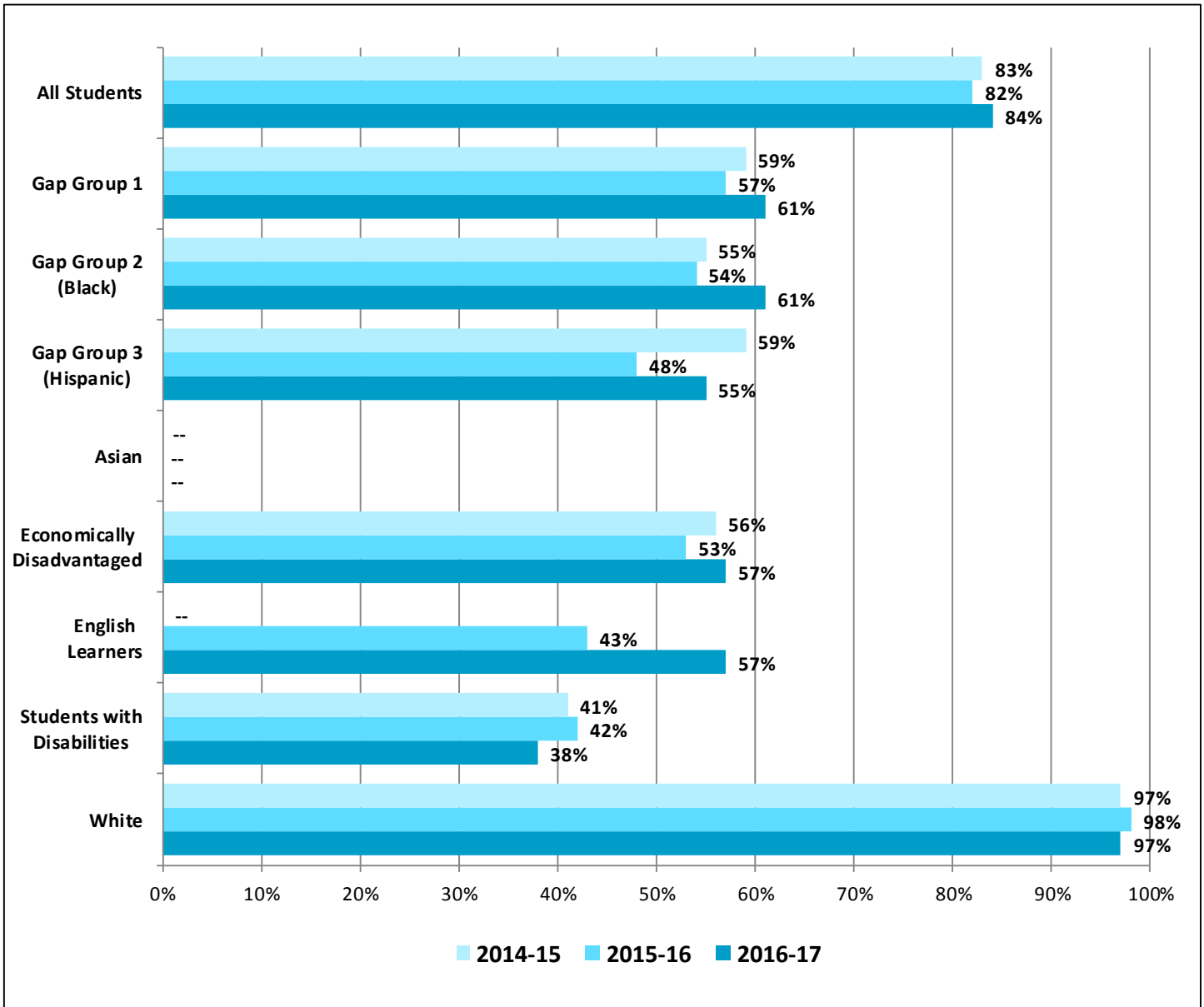


FIGURE 20. Matthew Maury Math AMO Performance 2013-14 with Benchmarks

TABLE 29
Alexandria City Public Schools
Mount Vernon Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	64%	65%	69%
Gap Group 1	46%	50%	56%
Gap Group 2 (Black)	50%	55%	41%
Gap Group 3 (Hispanic)	47%	48%	56%
Asian	--	--	--
Economically Disadvantaged	47%	48%	55%
English Learners	40%	44%	55%
Students with Disabilities	46%	50%	49%
White	95%	95%	94%

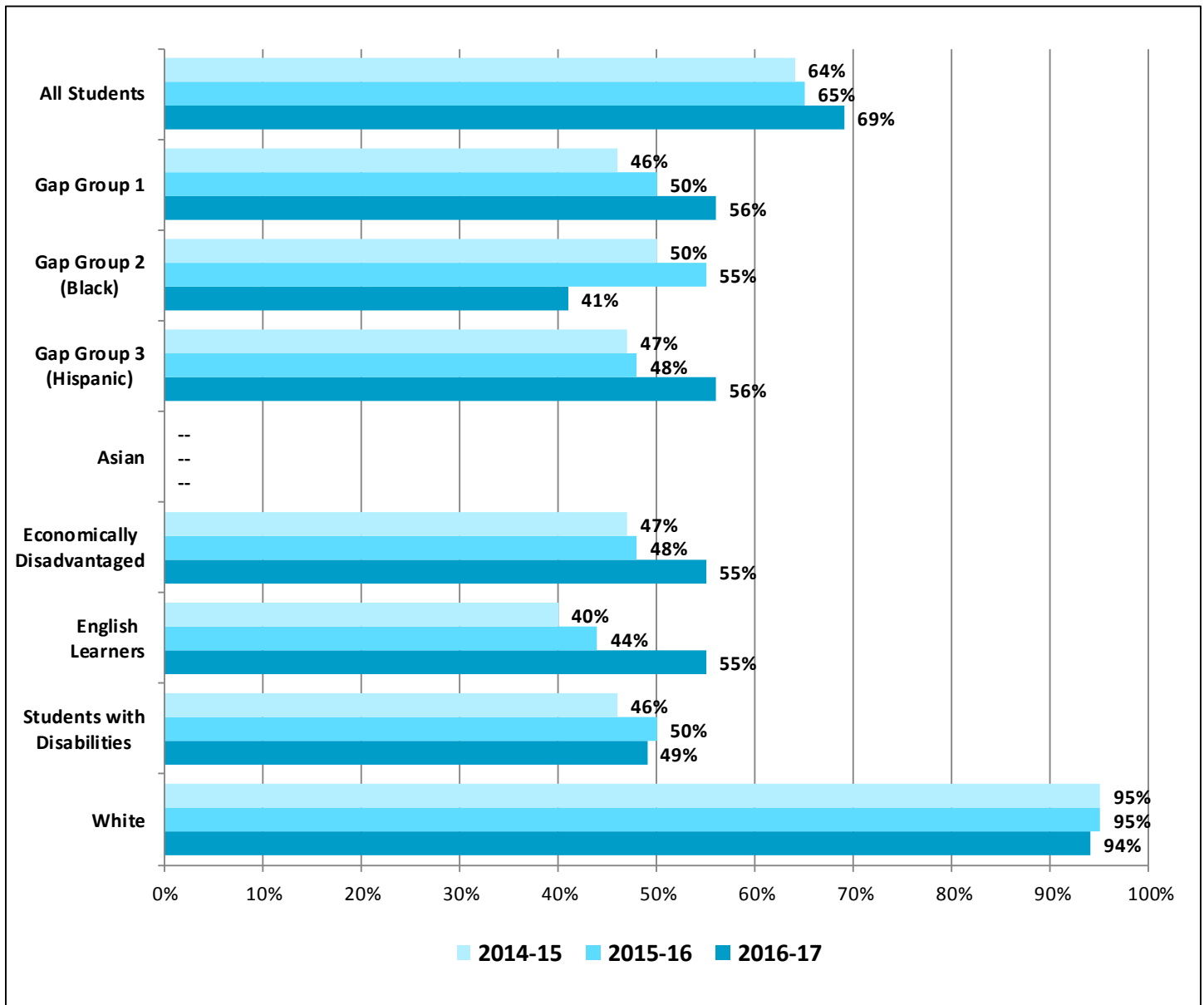


FIGURE 21. Mount Vernon Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 30
Alexandria City Public Schools
Mount Vernon Math Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	69%	70%	61%
Gap Group 1	55%	58%	47%
Gap Group 2 (Black)	50%	81%	36%
Gap Group 3 (Hispanic)	56%	55%	47%
Asian	--	--	--
Economically Disadvantaged	55%	56%	44%
English Learners	50%	52%	45%
Students with Disabilities	35%	42%	31%
White	93%	93%	88%

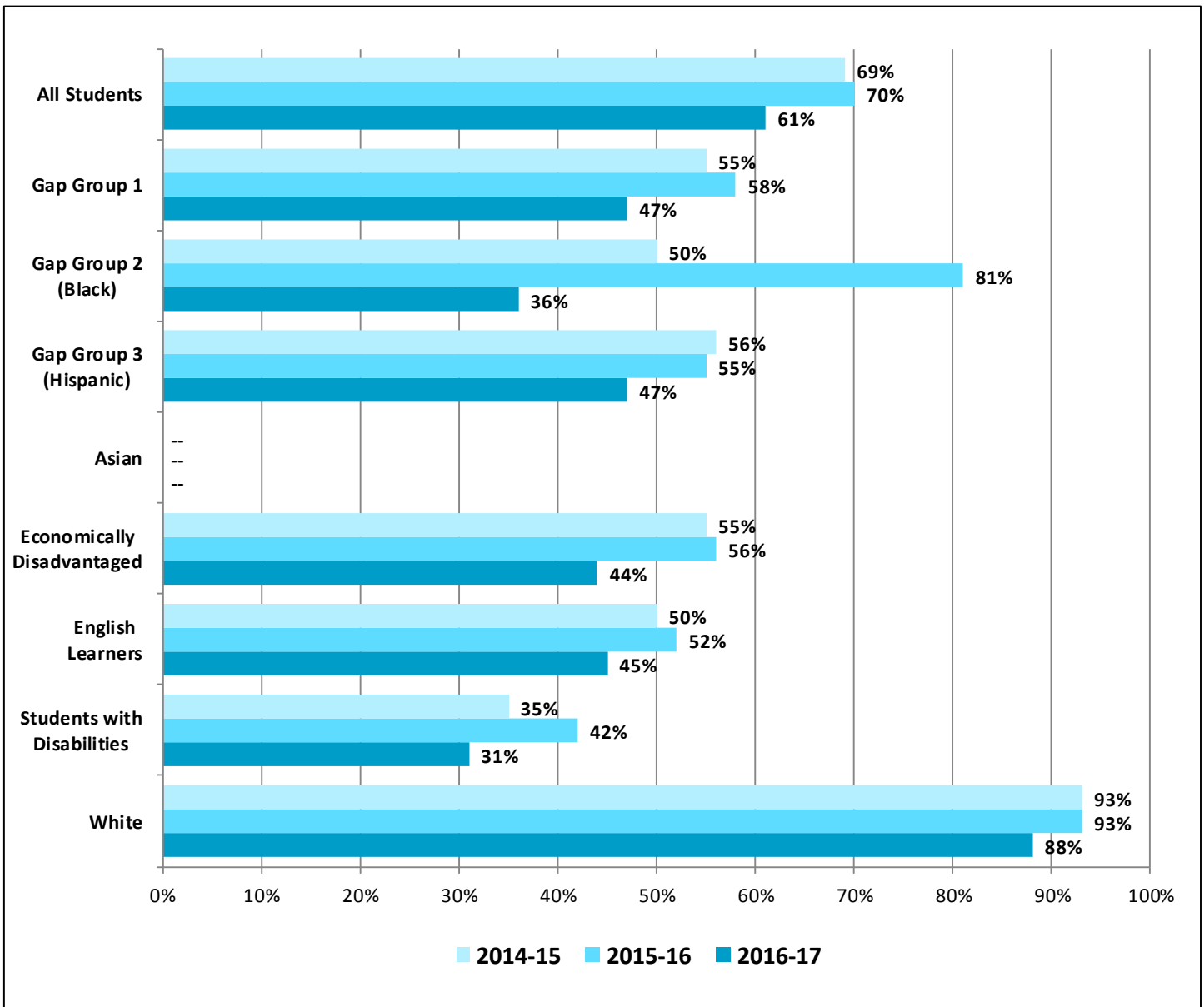


FIGURE 22. Mount Vernon Math Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 31
Alexandria City Public Schools
James K. Polk Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	69%	71%	72%
Gap Group 1	63%	65%	65%
Gap Group 2 (Black)	65%	68%	73%
Gap Group 3 (Hispanic)	61%	64%	59%
Asian	100%	81%	65%
Economically Disadvantaged	65%	65%	64%
English Learners	62%	61%	62%
Students with Disabilities	18%	32%	42%
White	82%	78%	85%

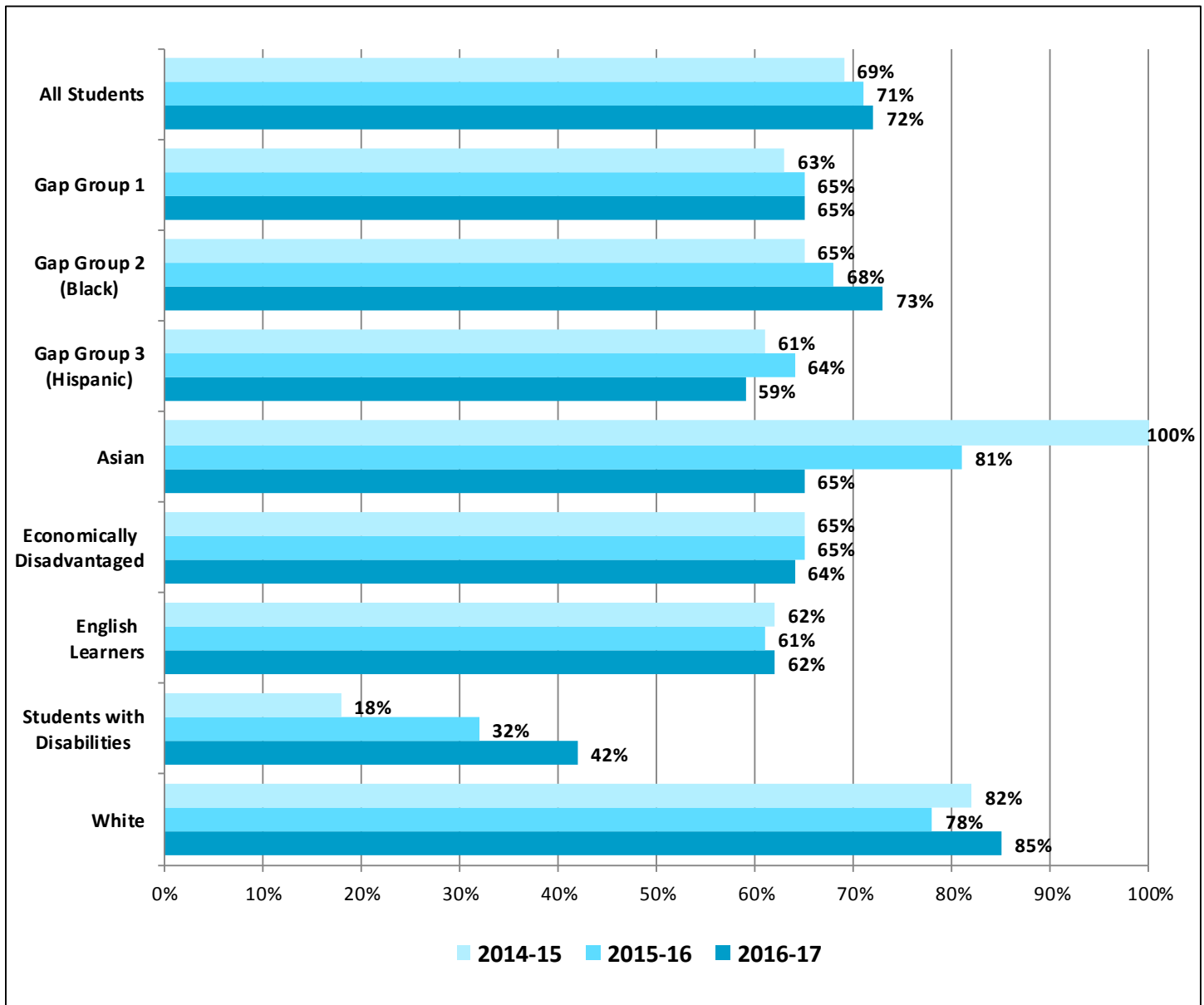


FIGURE 23. James K. Polk Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 32
Alexandria City Public Schools
James K. Polk Math Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	75%	73%	73%
Gap Group 1	71%	68%	67%
Gap Group 2 (Black)	68%	70%	74%
Gap Group 3 (Hispanic)	70%	68%	57%
Asian	100%	88%	74%
Economically Disadvantaged	72%	69%	67%
English Learners	68%	66%	65%
Students with Disabilities	38%	41%	45%
White	85%	78%	90%

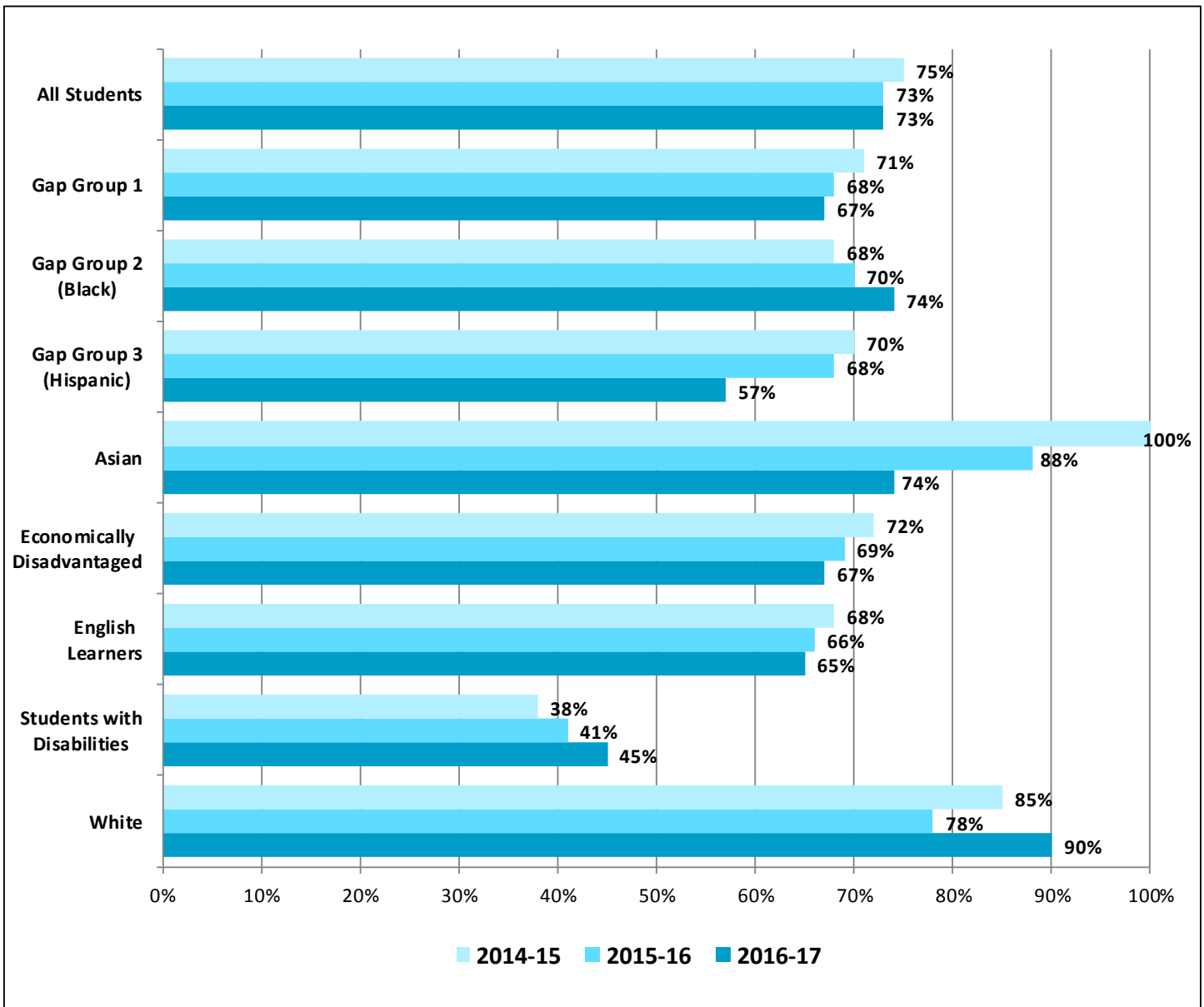


FIGURE 24. James K. Polk Math Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 33
Alexandria City Public Schools
William Ramsay Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	64%	59%	62%
Gap Group 1	63%	58%	61%
Gap Group 2 (Black)	67%	61%	59%
Gap Group 3 (Hispanic)	58%	54%	60%
Asian	90%	86%	71%
Economically Disadvantaged	63%	58%	60%
English Learners	60%	57%	61%
Students with Disabilities	50%	60%	50%
White	77%	66%	73%

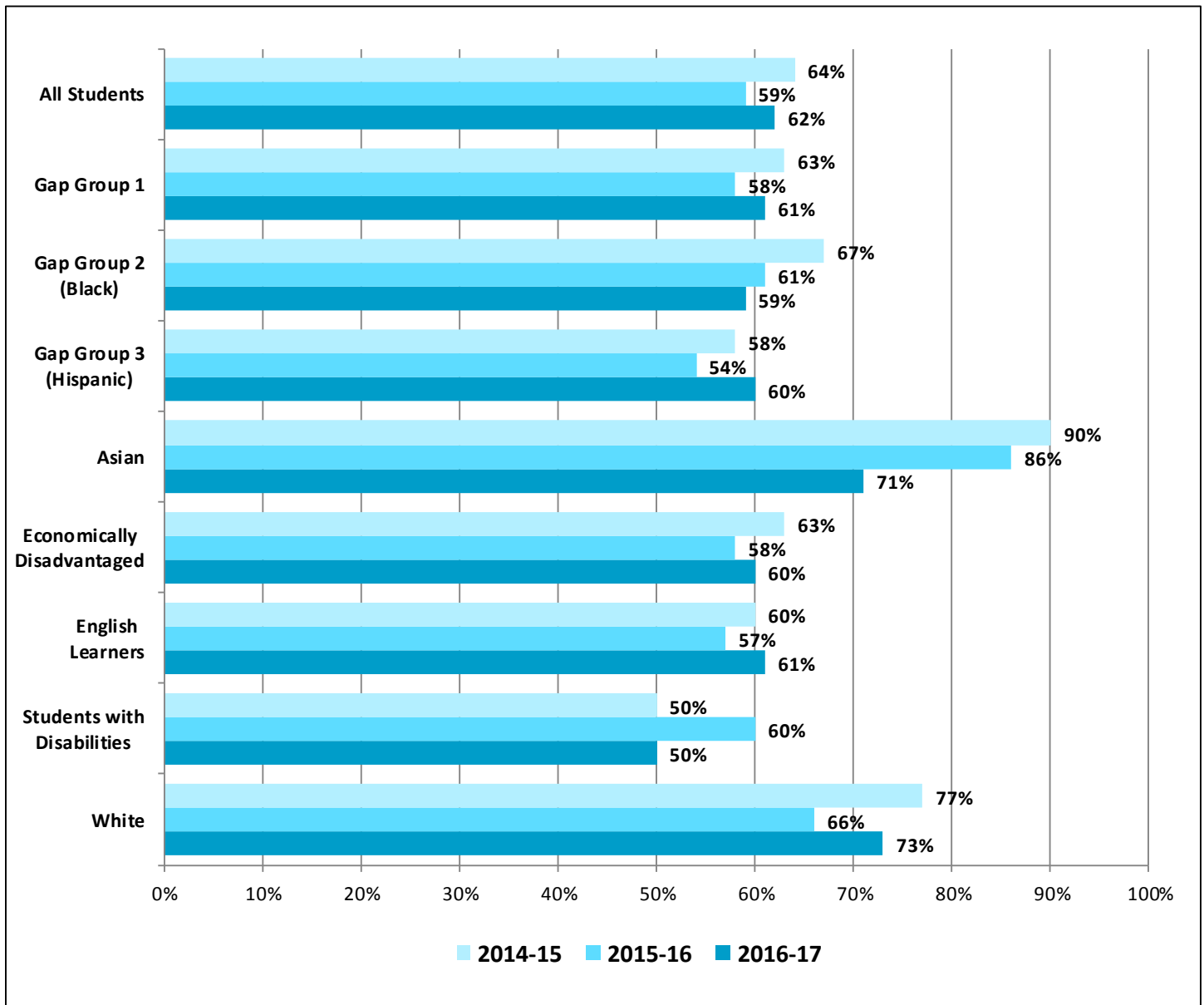


FIGURE 25. William Ramsay Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 34
Alexandria City Public Schools
William Ramsay Math Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	52%	53%	54%
Gap Group 1	50%	50%	52%
Gap Group 2 (Black)	49%	56%	45%
Gap Group 3 (Hispanic)	48%	48%	52%
Asian	76%	74%	81%
Economically Disadvantaged	50%	49%	52%
English Learners	45%	50%	52%
Students with Disabilities	14%	16%	16%
White	61%	58%	63%

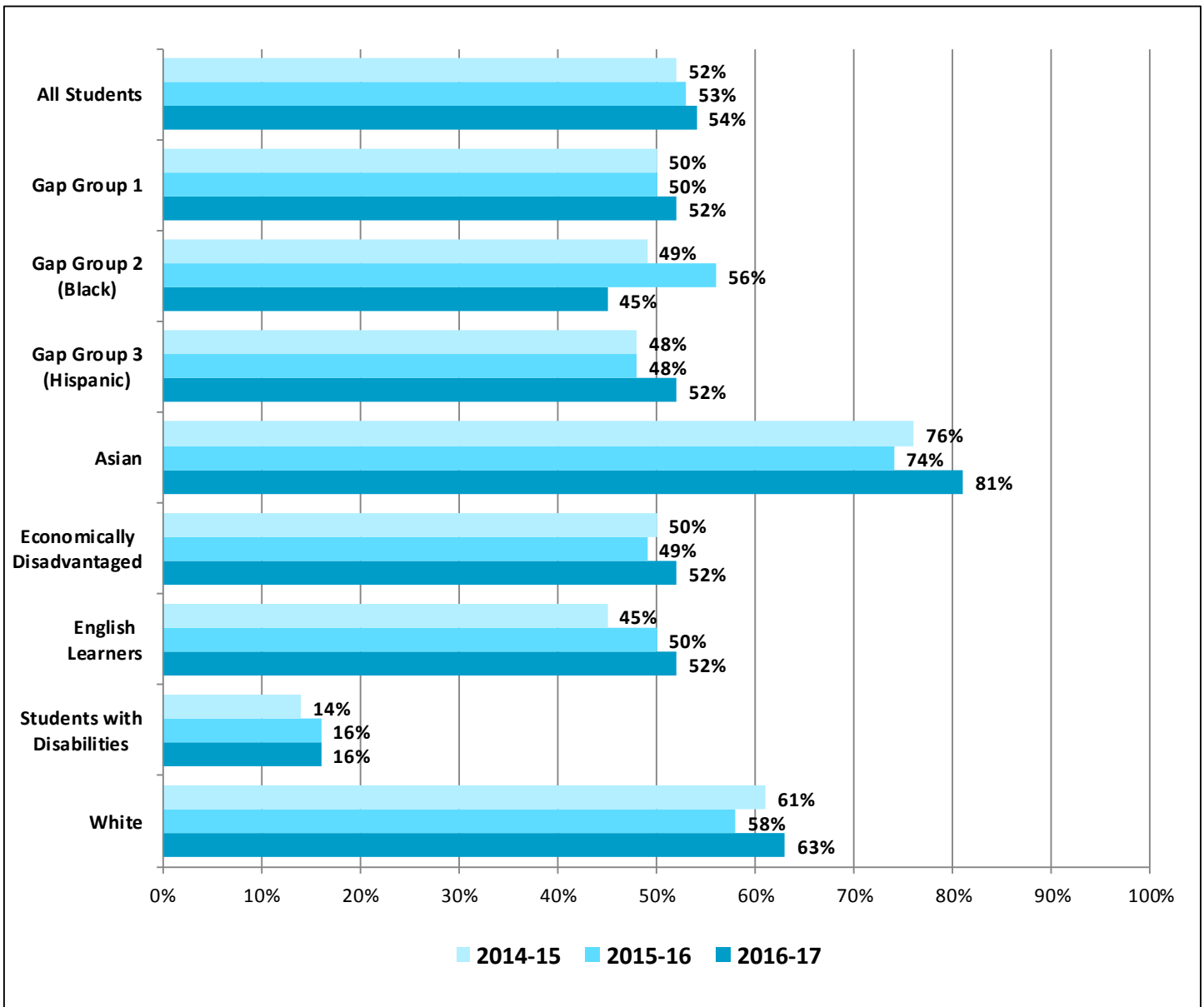


FIGURE 26. William Ramsay Math Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 35
Alexandria City Public Schools
Samuel Tucker Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	78%	80%	80%
Gap Group 1	70%	74%	75%
Gap Group 2 (Black)	76%	81%	80%
Gap Group 3 (Hispanic)	69%	64%	75%
Asian	81%	84%	67%
Economically Disadvantaged	71%	76%	72%
English Learners	67%	65%	77%
Students with Disabilities	44%	35%	48%
White	93%	94%	89%

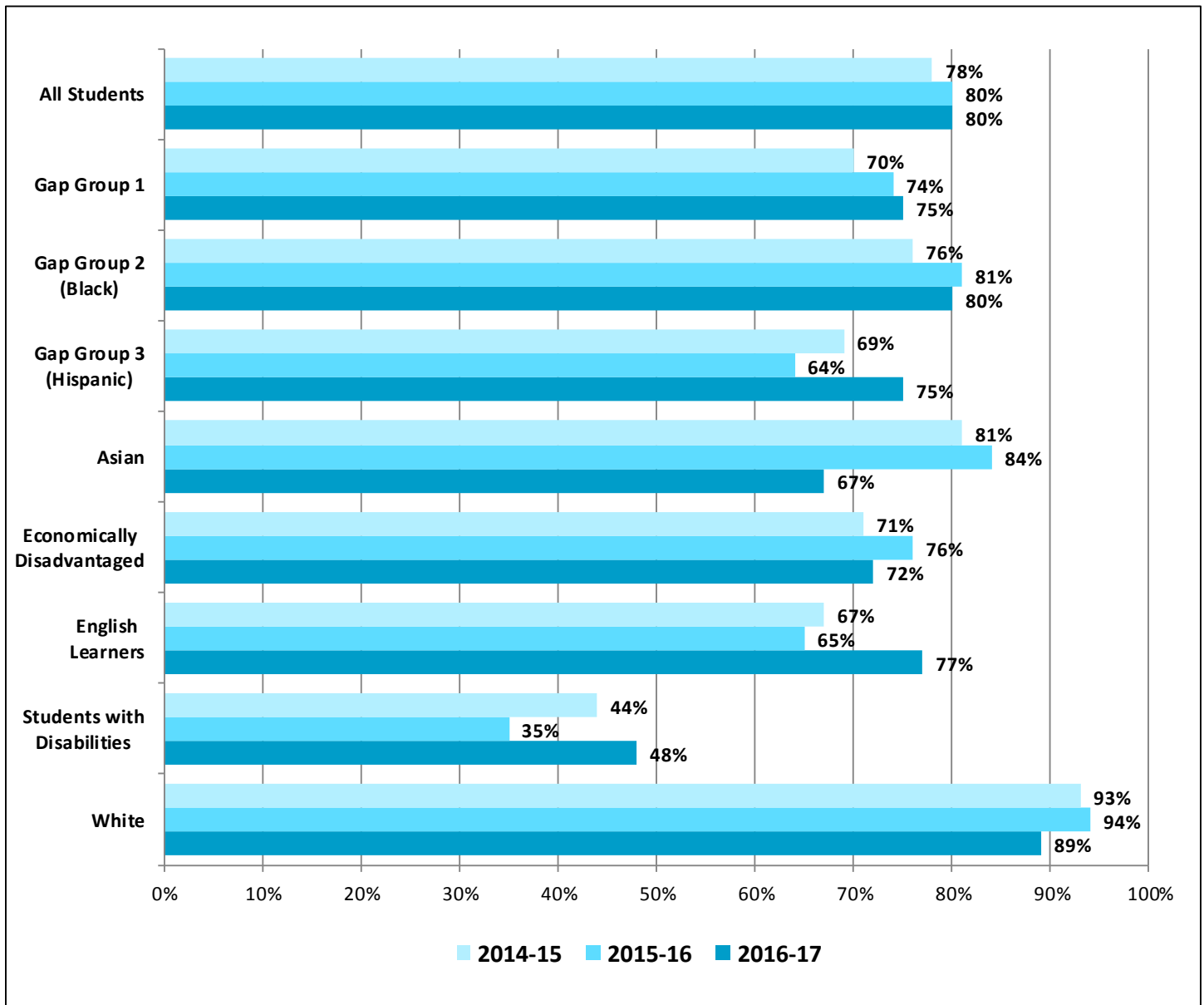


FIGURE 27. Samuel Tucker Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 36
Alexandria City Public Schools
Samuel Tucker Math Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	78%	78%	82%
Gap Group 1	71%	71%	79%
Gap Group 2 (Black)	75%	75%	77%
Gap Group 3 (Hispanic)	75%	74%	82%
Asian	82%	69%	81%
Economically Disadvantaged	70%	71%	78%
English Learners	68%	69%	83%
Students with Disabilities	29%	26%	40%
White	86%	91%	91%

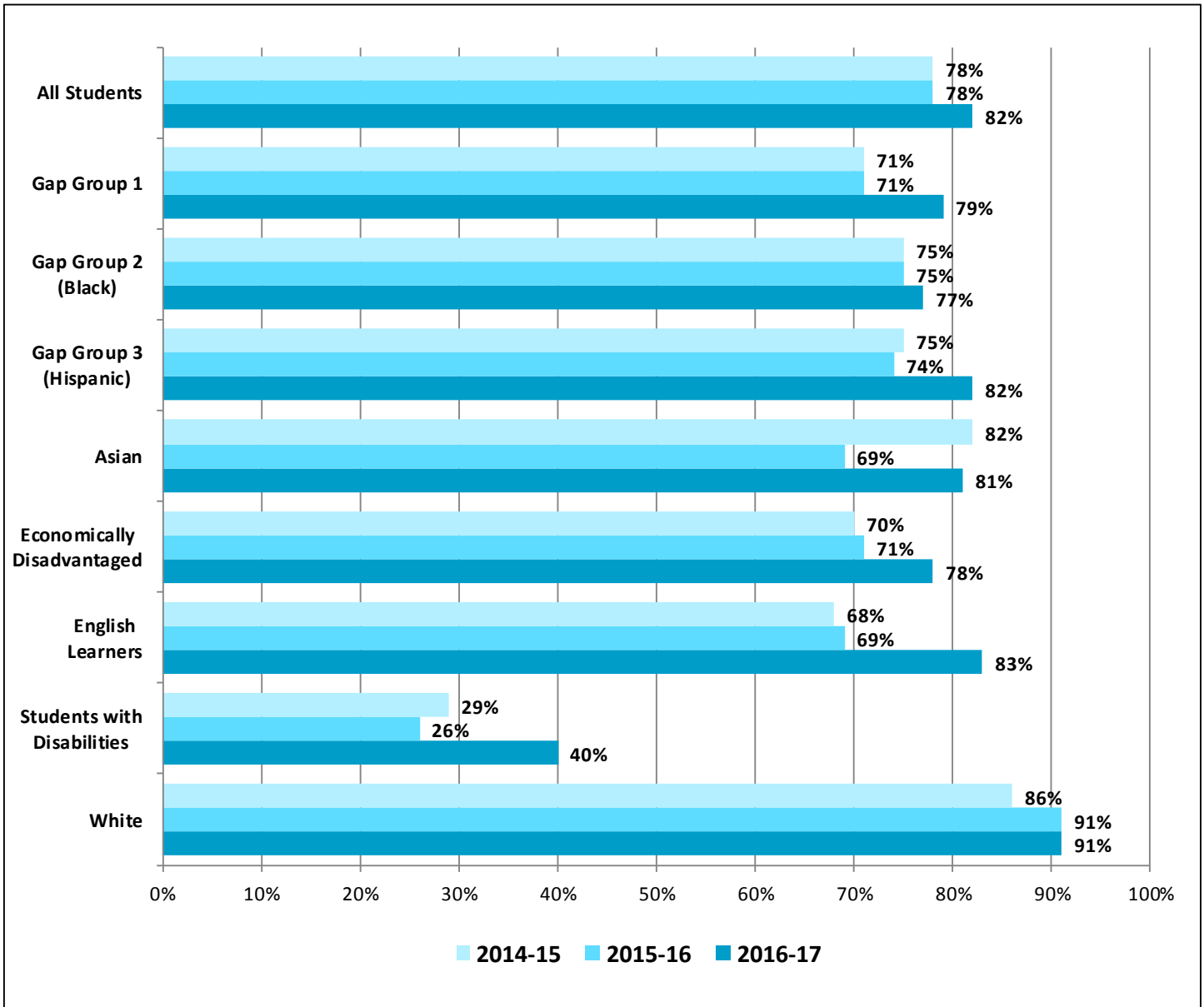


FIGURE 28. Samuel Tucker Math Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 37
Alexandria City Public Schools
Francis C. Hammond Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	60%	68%	65%
Gap Group 1	54%	63%	61%
Gap Group 2 (Black)	63%	66%	66%
Gap Group 3 (Hispanic)	49%	61%	60%
Asian	74%	85%	76%
Economically Disadvantaged	55%	63%	61%
English Learners	34%	51%	53%
Students with Disabilities	27%	28%	28%
White	75%	85%	74%

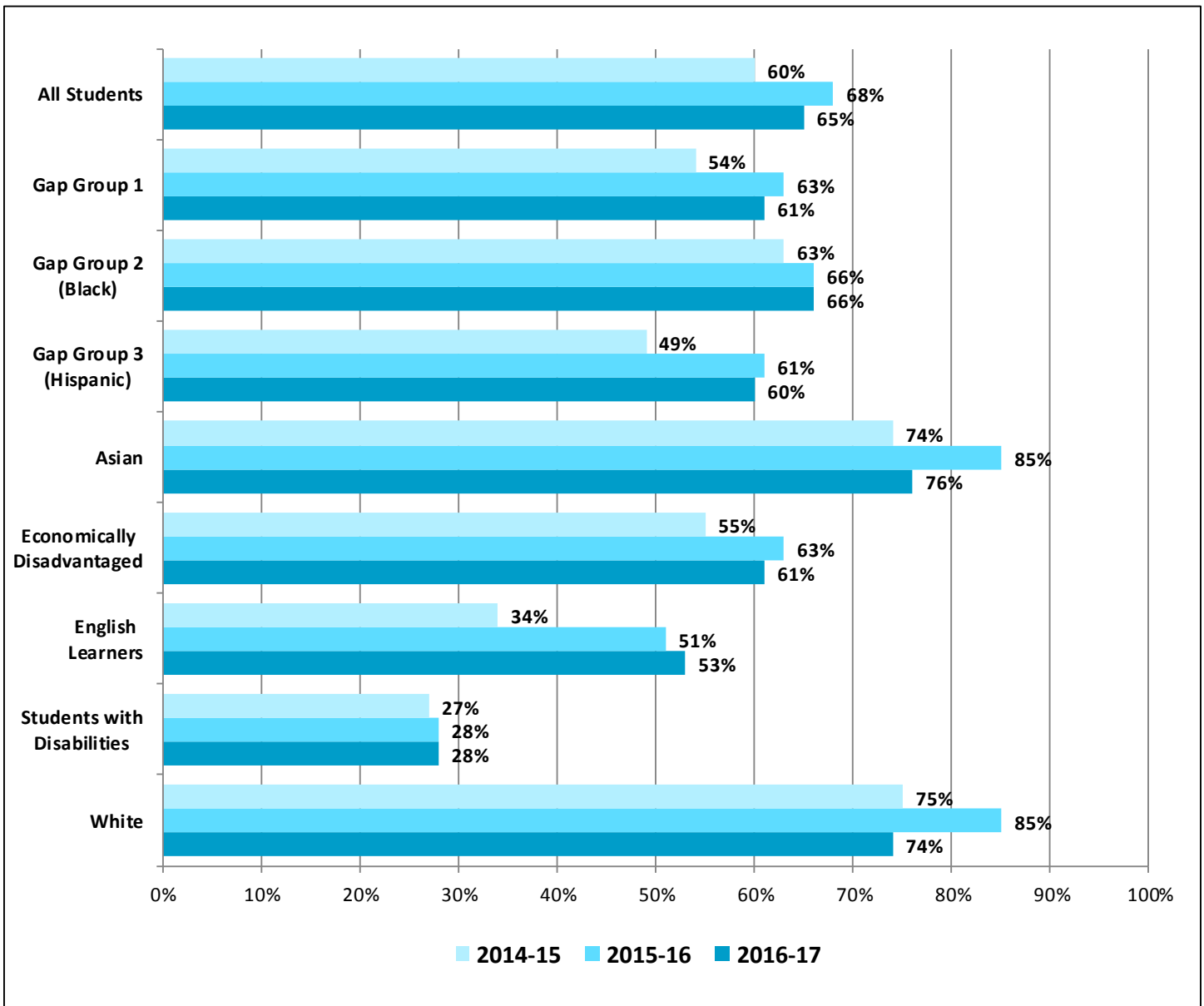


FIGURE 29. Francis C. Hammond Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 38
Alexandria City Public Schools
Francis C. Hammond Math Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	61%	69%	69%
Gap Group 1	56%	66%	65%
Gap Group 2 (Black)	62%	71%	70%
Gap Group 3 (Hispanic)	49%	61%	61%
Asian	80%	85%	84%
Economically Disadvantaged	55%	66%	65%
English Learners	46%	55%	59%
Students with Disabilities	32%	34%	34%
White	80%	82%	78%

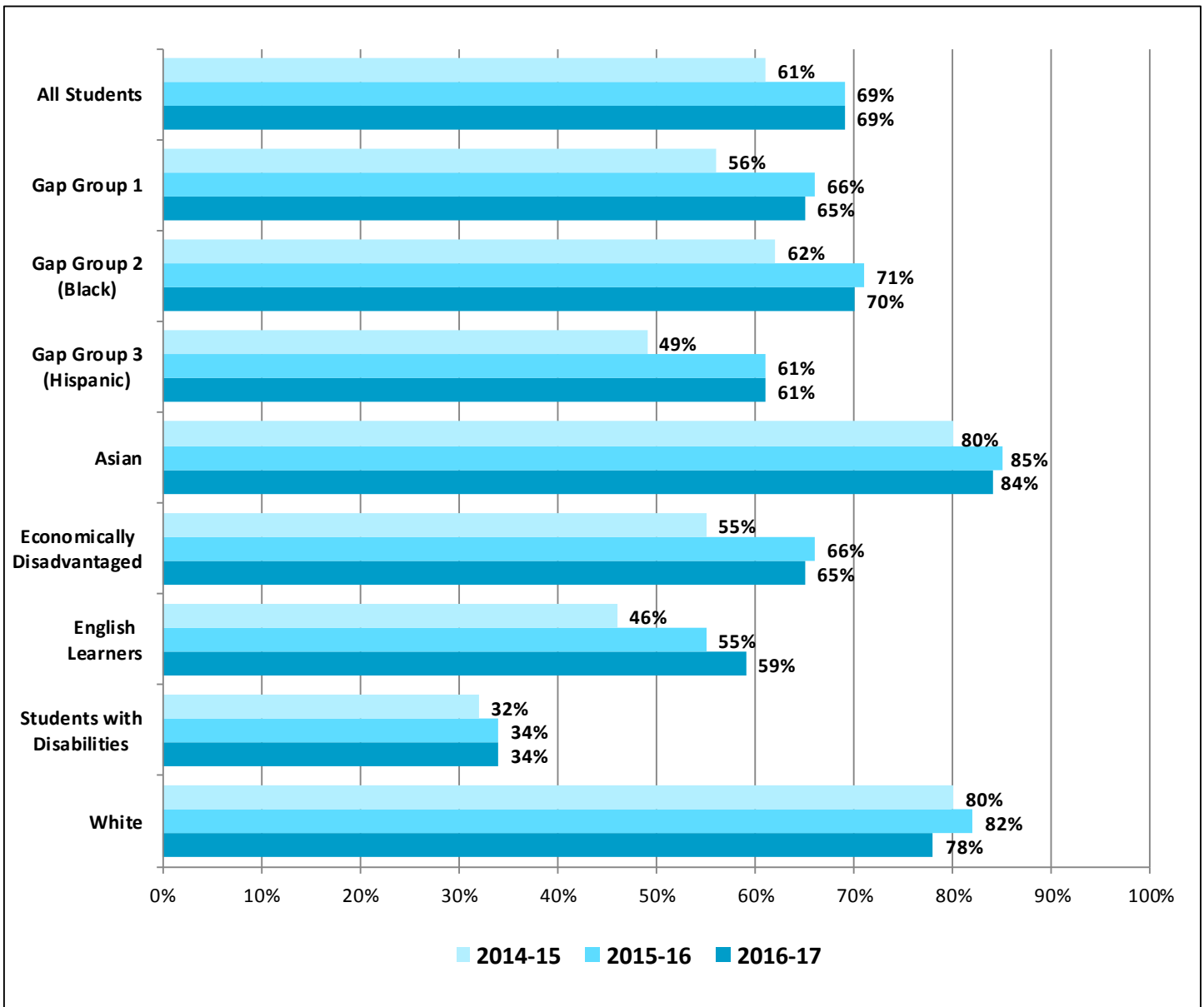


FIGURE 30. Francis C. Hammond Math Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 39
Alexandria City Public Schools
George Washington Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2106-17
All Students	76%	76%	74%
Gap Group 1	52%	53%	51%
Gap Group 2 (Black)	56%	58%	57%
Gap Group 3 (Hispanic)	58%	58%	51%
Asian	91%	89%	92%
Economically Disadvantaged	52%	53%	50%
English Learners	31%	35%	42%
Students with Disabilities	26%	27%	32%
White	97%	95%	96%

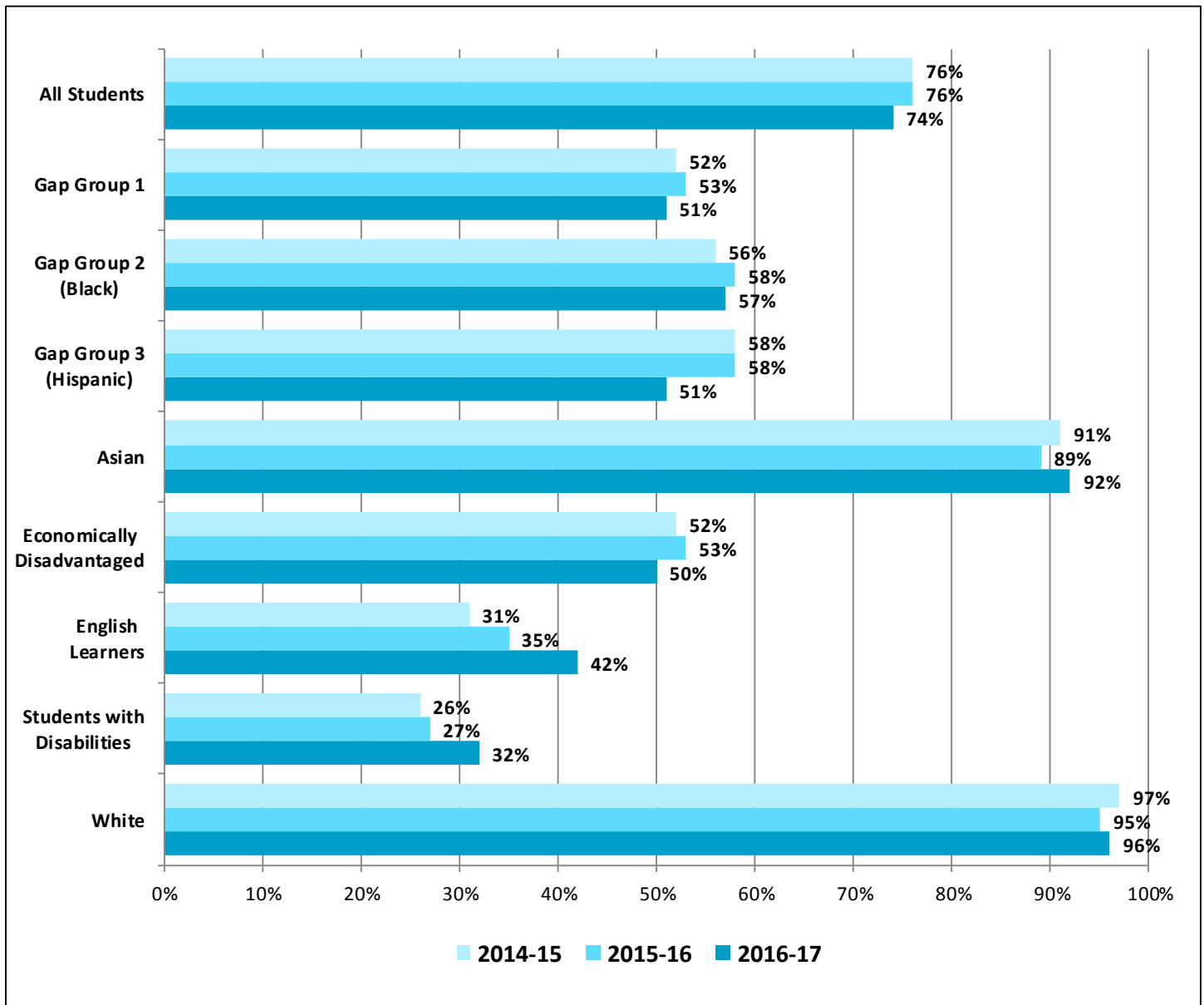


FIGURE 31. George Washington Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 40
Alexandria City Public Schools
George Washington Math Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	77%	72%	71%
Gap Group 1	57%	48%	48%
Gap Group 2 (Black)	58%	49%	50%
Gap Group 3 (Hispanic)	62%	53%	48%
Asian	83%	90%	93%
Economically Disadvantaged	57%	48%	47%
English Learners	43%	34%	43%
Students with Disabilities	30%	26%	28%
White	96%	94%	93%

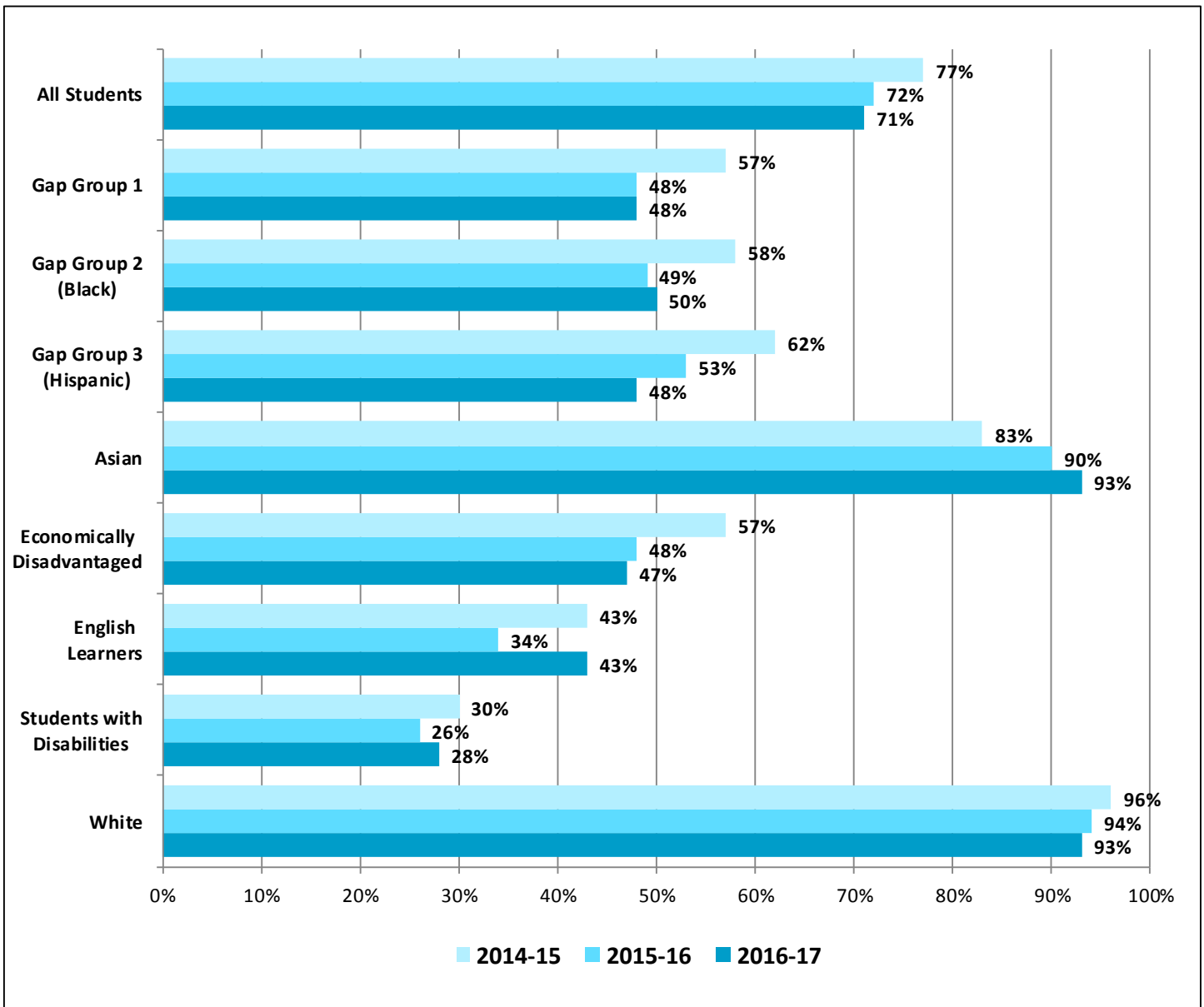


FIGURE 32. George Washington Math Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 41
Alexandria City Public Schools
T.C. Williams Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2016-17
All Students	79%	79%	69%
Gap Group 1	70%	70%	54%
Gap Group 2 (Black)	79%	82%	74%
Gap Group 3 (Hispanic)	68%	67%	48%
Asian	87%	85%	73%
Economically Disadvantaged	70%	71%	56%
English Learners	54%	50%	32%
Students with Disabilities	46%	53%	27%
White	90%	94%	91%

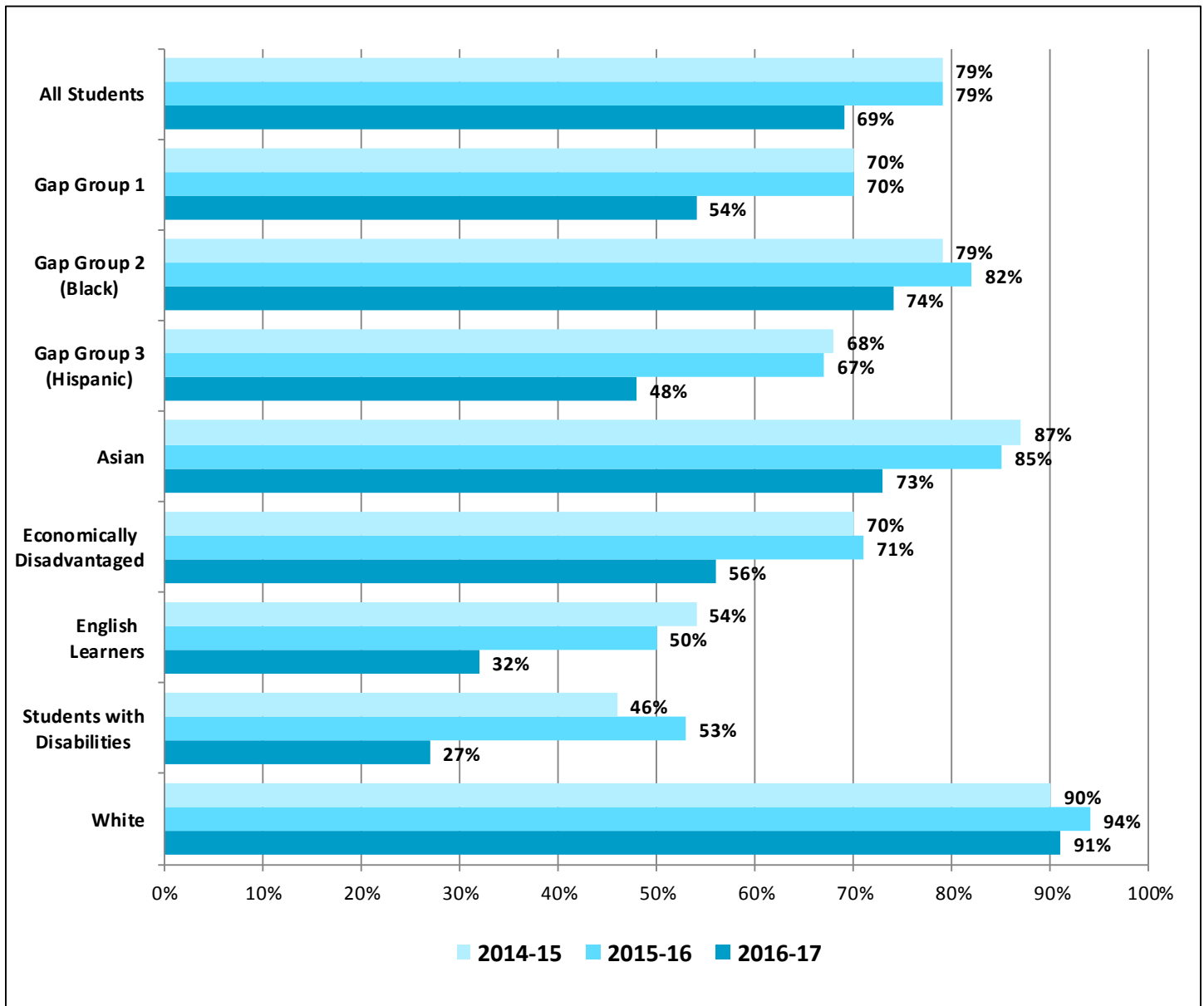


FIGURE 33. T.C. Williams Reading Subgroup Performance 2014-15, 2015-16 & 2016-17

TABLE 42
Alexandria City Public Schools
T.C. Williams Math Subgroup Performance 2014-15, 2015-16 & 2016-17

Federal Subgroup	2014-15	2015-16	2106-17
All Students	66%	59%	54%
Gap Group 1	59%	51%	44%
Gap Group 2 (Black)	62%	52%	51%
Gap Group 3 (Hispanic)	56%	48%	40%
Asian	81%	82%	74%
Economically Disadvantaged	58%	51%	44%
English Learners	58%	51%	38%
Students with Disabilities	37%	27%	25%
White	85%	85%	82%

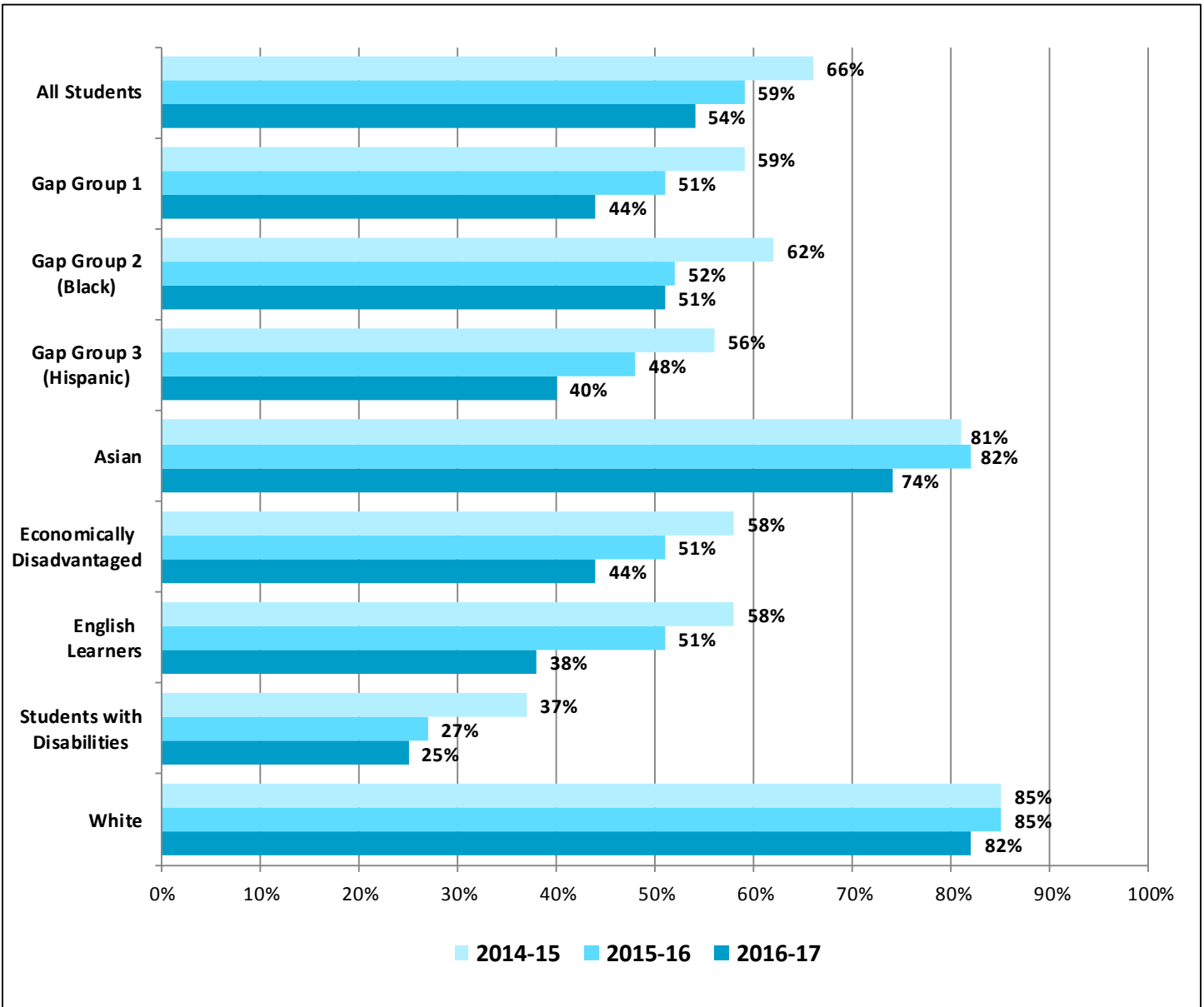
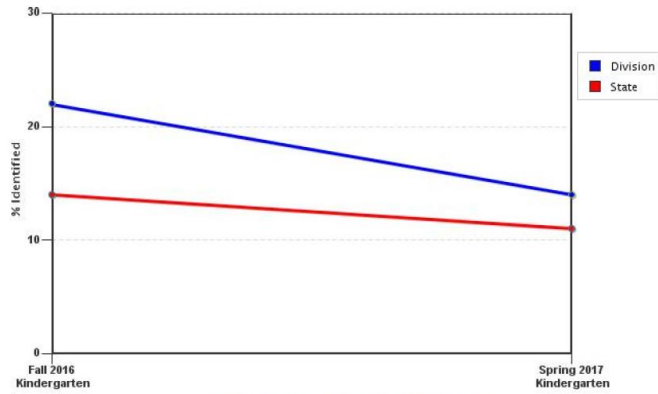


FIGURE 34. T.C. Williams Math Subgroup Performance 2014-15, 2015-16 & 2016-17

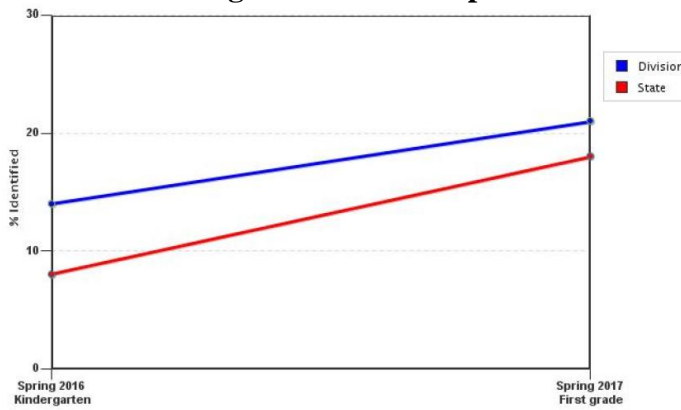


NUMBER OF STUDENTS IDENTIFIED WITHIN COHORT *

	FALL 2016 KINDERGARTEN	SPRING 2017 KINDERGARTEN	STUDENTS ASSESSED
ALEXANDRIA CITY PUBLIC SCHOOLS	294 (22%)	193 (14%)	1,354
VIRGINIA	10,682 (14%)	8,090 (11%)	74,182

*DIVISION: Students with PALS scores in Alexandria City Public Schools for both screening windows
 *STATE: Students with PALS scores in VIRGINIA for both screening windows

FIGURE 35. PALS Kindergarten Cohort Report Fall 2016-Spring 2017

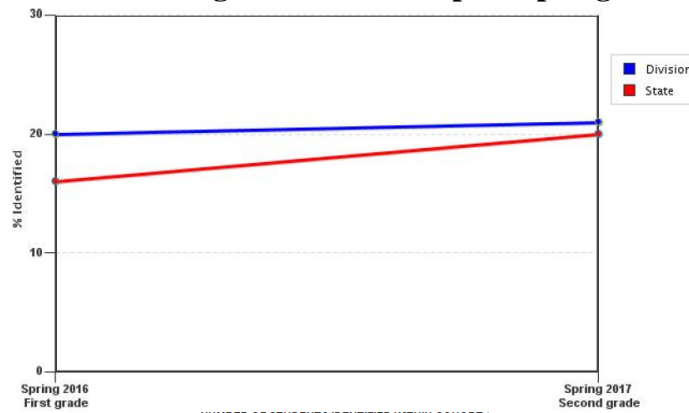


NUMBER OF STUDENTS IDENTIFIED WITHIN COHORT *

	SPRING 2016 KINDERGARTEN	SPRING 2017 FIRST GRADE	STUDENTS ASSESSED
ALEXANDRIA CITY PUBLIC SCHOOLS	164 (14%)	257 (21%)	1,208
VIRGINIA	5,512 (8%)	12,414 (18%)	69,868

*DIVISION: Students with PALS scores in Alexandria City Public Schools for both screening windows
 *STATE: Students with PALS scores in VIRGINIA for both screening windows

FIGURE 36. PALS Kindergarten Cohort Report Spring 2016-Spring 2017



NUMBER OF STUDENTS IDENTIFIED WITHIN COHORT *

	SPRING 2016 FIRST GRADE	SPRING 2017 SECOND GRADE	STUDENTS ASSESSED
ALEXANDRIA CITY PUBLIC SCHOOLS	235 (20%)	248 (21%)	1,177
VIRGINIA	10,702 (16%)	13,469 (20%)	67,059

*DIVISION: Students with PALS scores in Alexandria City Public Schools for both screening windows
 *STATE: Students with PALS scores in VIRGINIA for both screening windows

FIGURE 37. PALS First Grade Cohort Report Spring 2016-Spring 2017

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.



► Division: Alexandria City Public Schools
 ► Results are for a cohort of 1344 students.

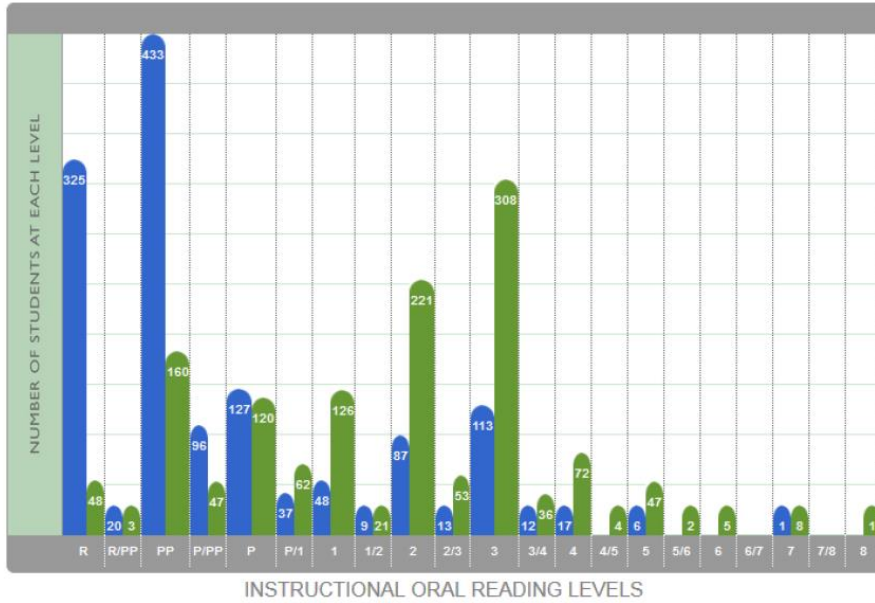


FIGURE 38.
PALS First Grade Reading Growth Report Spring 2017

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.



► Division: Alexandria City Public Schools
 ► Results are for a cohort of 1269 students.

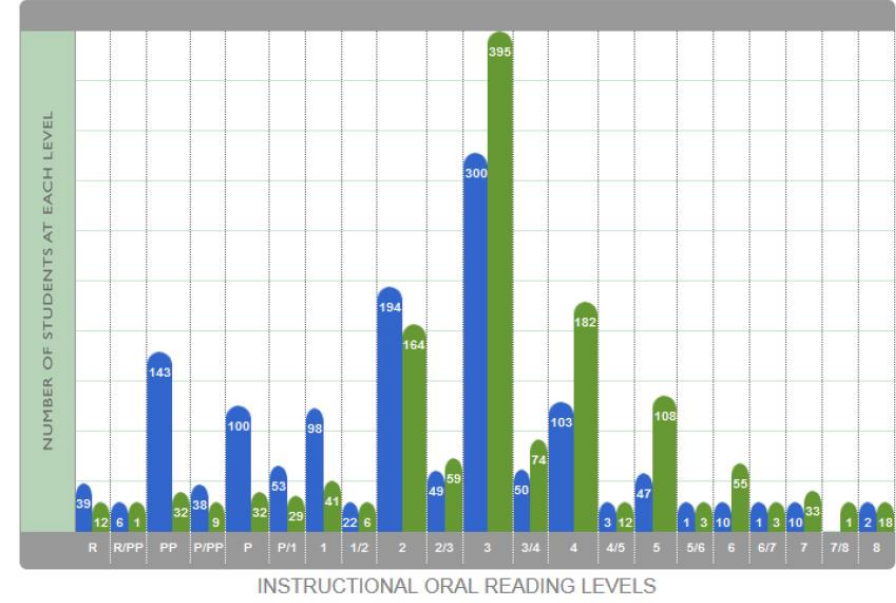


FIGURE 39.
PALS Second Grade Reading Growth Report Spring 2017

TABLE 43
Alexandria City Public Schools
Percentage of Students that Met PALS Benchmark: 2010-11 to 2016-17, Fall and Spring

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

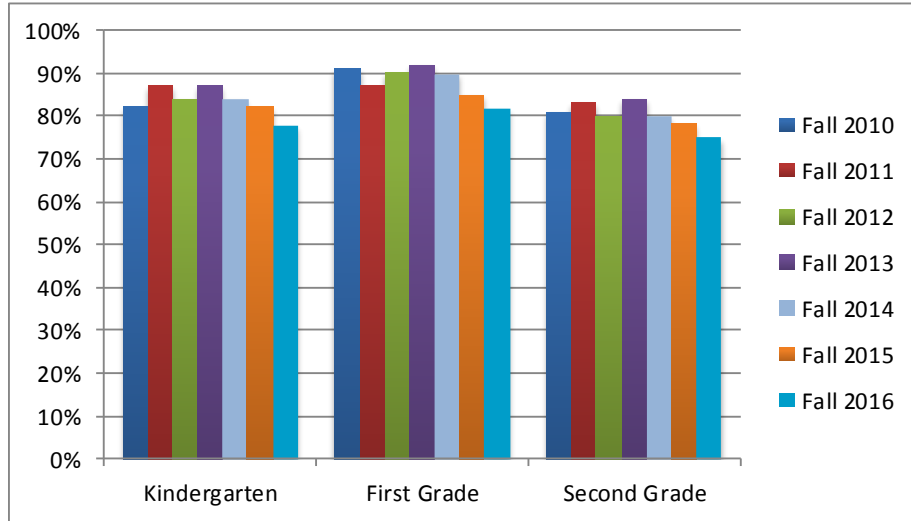


FIGURE 40. Percentage of Students that Met PALS Benchmark: Fall 2010-2016

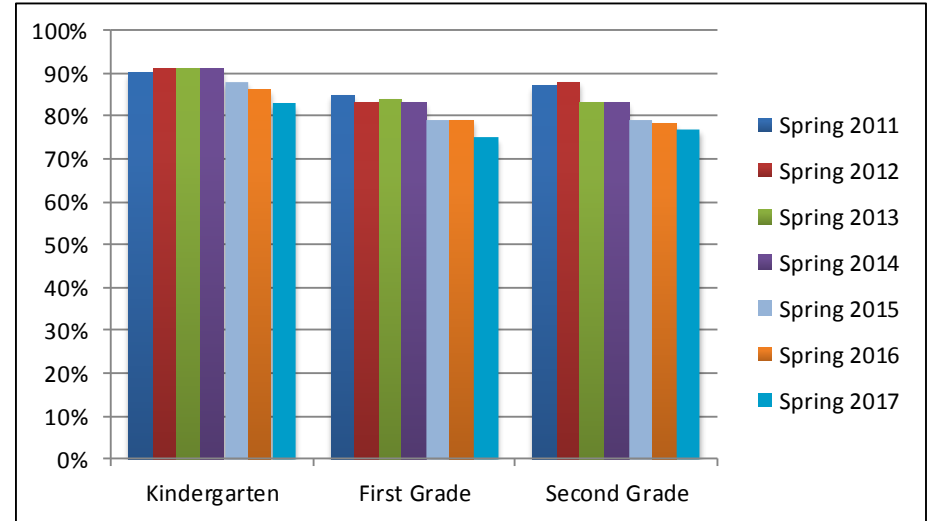


FIGURE 41. Percentage of Students that Met PALS Benchmark: Spring 2011-2017

TABLE 44
Alexandria City Public Schools
Percentage of Kindergarten Students that Met PALS Benchmark by Subgroup: 2016-17

Administration	Subgroups								All Students
	Asian	Black	Hispanic	White	Gender		Special Education		
					Female	Male	EL		
Fall 2016	82%	85%	58%	91%	81%	75%	72%	52%	78%
#	50	320	283	413	546	584	68	183	1130
Spring 2017	73%	88%	72%	92%	87%	79%	64%	65%	83%
#	46	330	356	422	593	620	60	254	1213

TABLE 45
Alexandria City Public Schools
Percentage of First Grade Students that Met PALS Benchmark by Subgroup: 2016-17

Administration	Subgroups								All Students
	Asian	Black	Hispanic	White	Gender		Special Education		
					Female	Male	EL		
Fall 2016	87%	85%	68%	93%	83%	81%	64%	67%	82%
#	53	346	326	424	612	582	68	316	1194
Spring 2017	79%	77%	62%	88%	78%	73%	50%	59%	75%
#	46	297	294	414	557	534	54	301	1091

TABLE 46
Alexandria City Public Schools
Percentage of Second Grade Students that Met PALS Benchmark by Subgroup: 2016-17

Administration	Subgroups								All Students
	Asian	Black	Hispanic	White	Gender		Special Education		
					Female	Male	EL		
Fall 2016	75%	76%	62%	88%	76%	74%	48%	59%	75%
#	42	281	282	367	508	500	42	228	1008
Spring 2017	71%	78%	67%	88%	78%	76%	42%	62%	77%
#	40	286	313	370	526	515	37	263	1041

TABLE 47
Alexandria City Public Schools
PRELIMINARY Advanced Placement (AP) Test Summary Results: 2005-2017

AP Key Elements		Year													Change Over Time	
		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	One Year 2016 to 2017	Thirteen Years 2017
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%	+2%	10%
	Number of Students Taking AP Tests	473	454	500	528	489	626	755	785	870	931	901	780	858	+78	+385
	Number of AP Tests Taken by Students	805	946	905	1045	988	1238	1551	1623	1772	1972	1968	1702	1799	+97	+994
Performance	AP Grades '3', '4' or '5'	39%	47%	45%	52%	54%	57%	56%	59%	58%	62%	55%	57%	61%	+4%	+22%
	#	310	449	410	539	537	707	866	964	1030	1214	1084	975	1092	+117	+782
	Highest AP Grade '5'	9%	10%	12%	13%	12%	14%	14%	14%	15%	13%	13%	14%	16%	+2%	+7%
	#	71	99	108	137	123	172	210	223	262	259	263	246	280	+34	+209
	Seniors Earning AP Grades 3 or better ^b	16%	25%	19%	26%	21%	23%	24%	28%	29%	33%	30%	26%	28%	+2%	+12%
	AP Equity & Excellence Graduating Class Summary ^c	20%	29%	23%	32%	28%	29%	31%	36%	38%	43%	38%	36%	37%	+1%	+17%

^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 17, 2017