

# Appendix D

## Reports

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# English Language Arts SOL Results

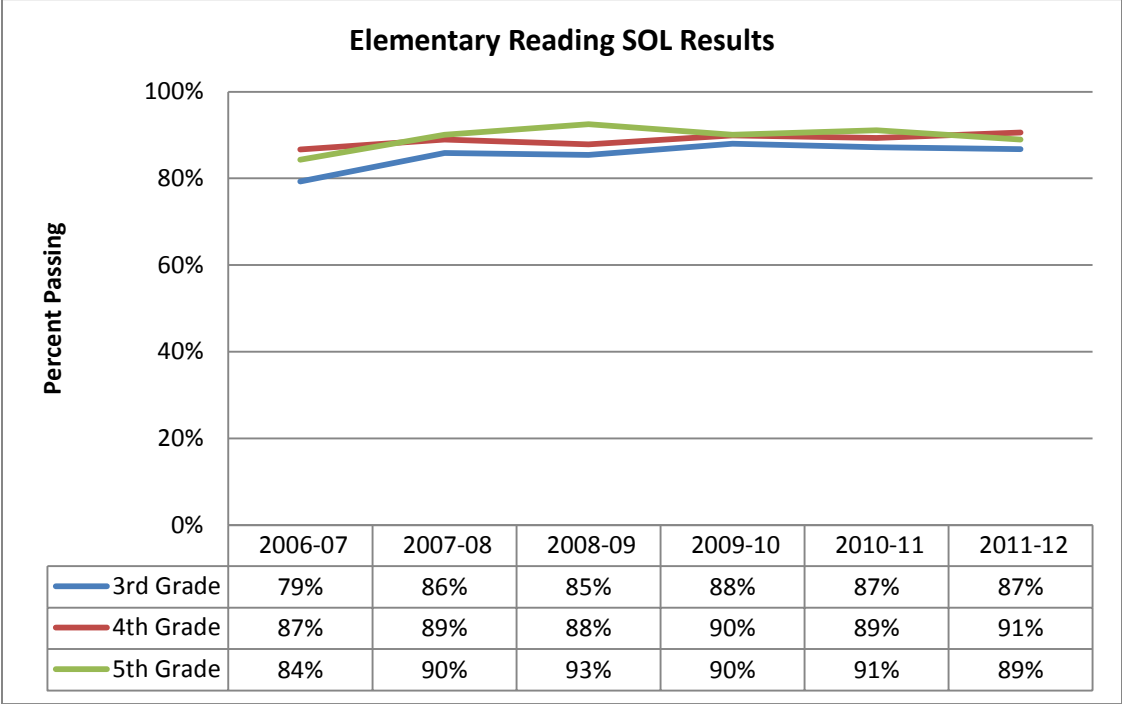
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# Elementary SOL Results

Figure 1: Elementary Reading SOL Results, 2006-07 to 2011-12



## Elementary Reading SOLs by Race/Ethnicity

Figure 2: 3<sup>rd</sup> Grade Reading SOL Results by Race/Ethnicity, 2006-07 to 2011-12

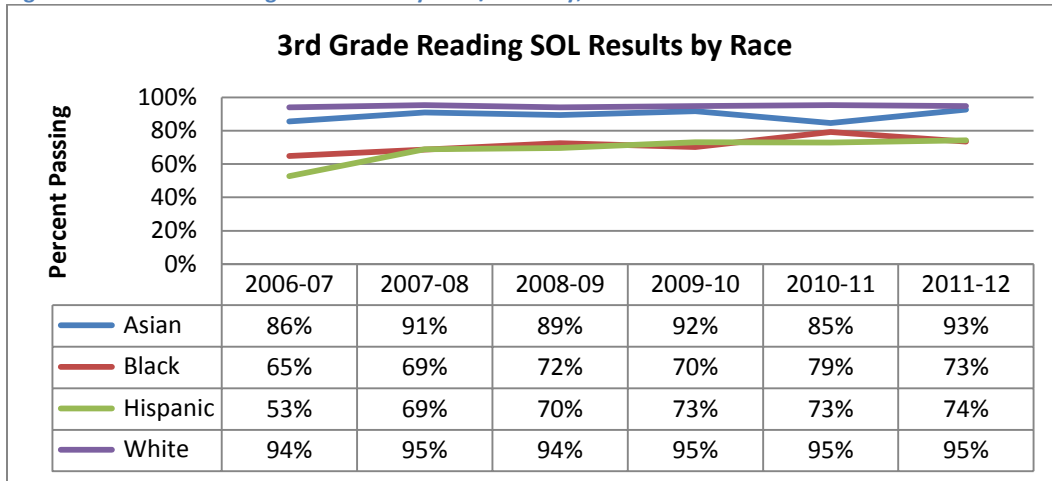


Figure 3: 4<sup>th</sup> Grade Reading SOL Results by Race/Ethnicity, 2006-07 to 2011-12

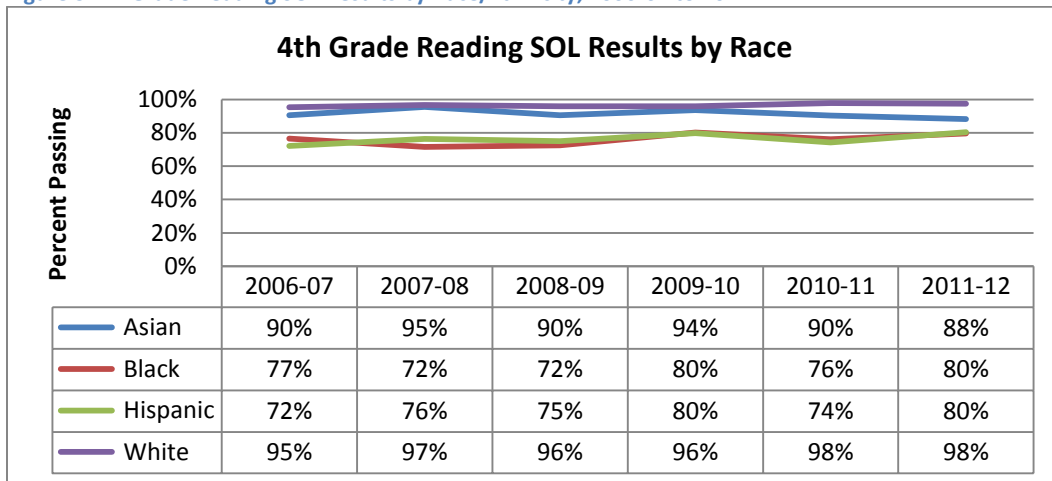
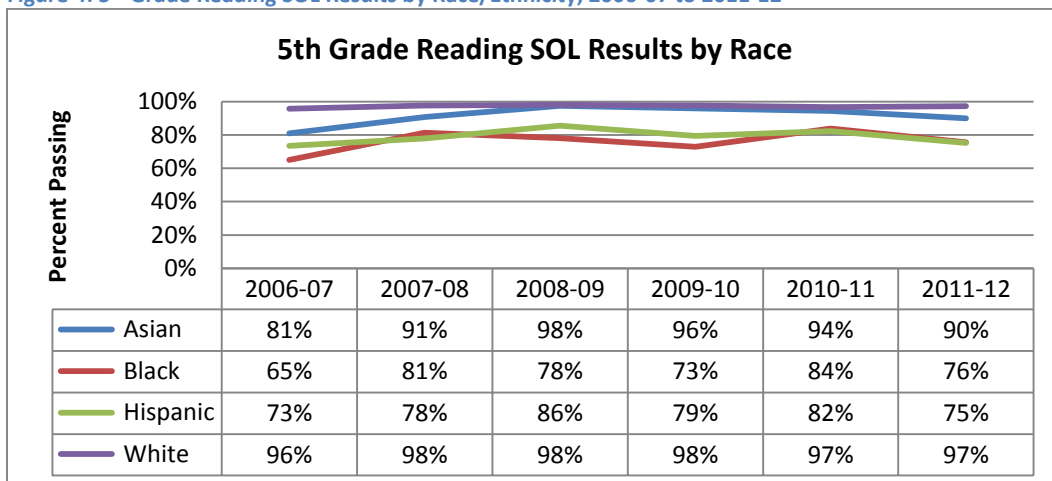


Figure 4: 5<sup>th</sup> Grade Reading SOL Results by Race/Ethnicity, 2006-07 to 2011-12



## Elementary Reading SOLs by Gender

Figure 5: 3<sup>rd</sup> Grade Reading SOL Results by Gender, 2006-07 to 2011-12

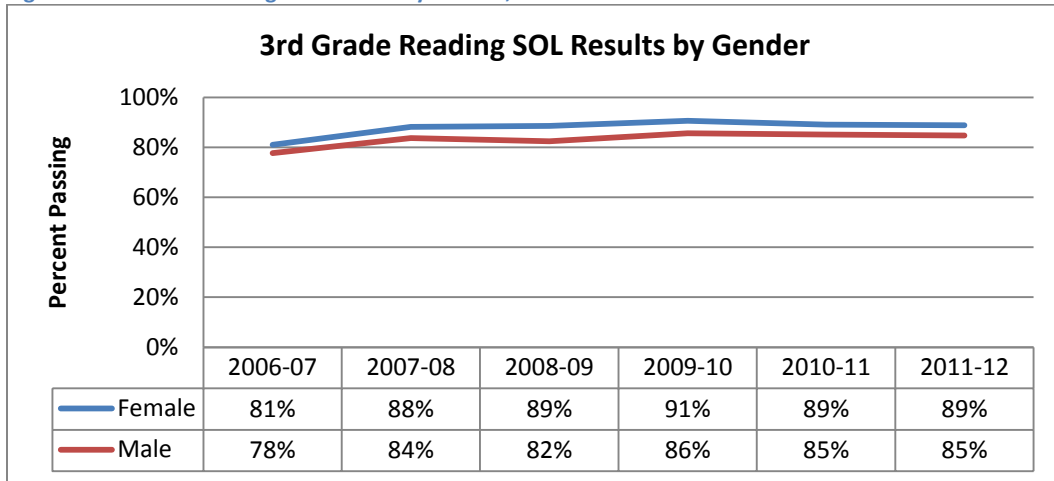


Figure 6: 4<sup>th</sup> Grade Reading SOL Results by Gender, 2006-07 to 2011-12

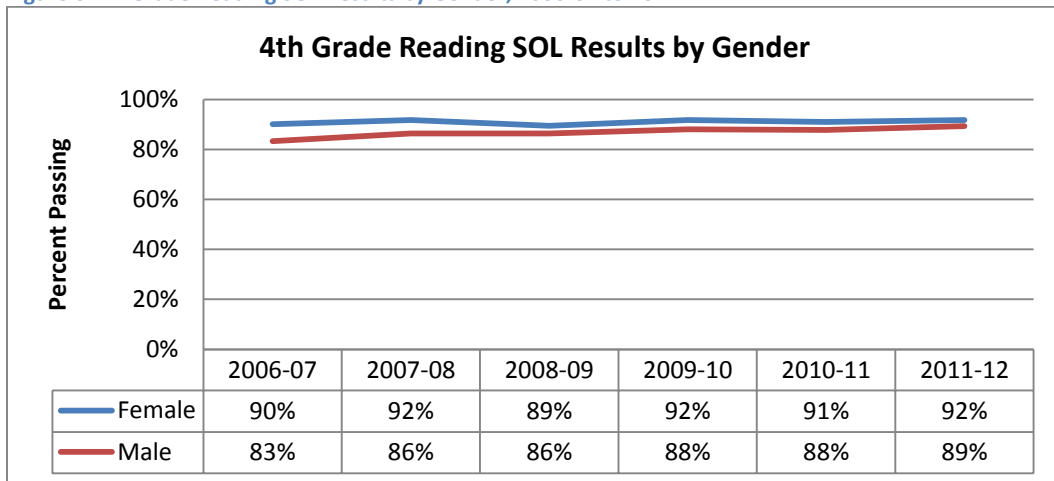
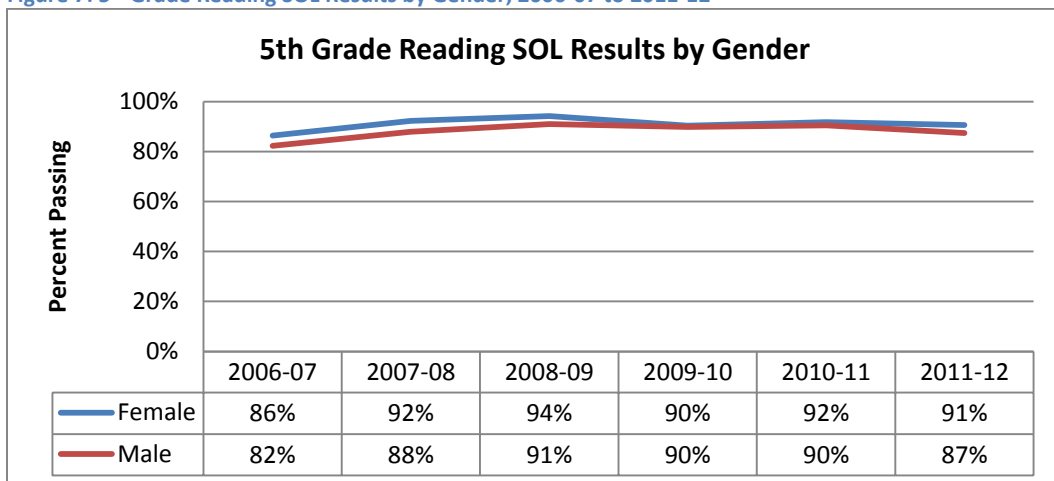


Figure 7: 5<sup>th</sup> Grade Reading SOL Results by Gender, 2006-07 to 2011-12



## Elementary Reading SOLs by Economic Status

Figure 8: 3<sup>rd</sup> Grade Reading SOL Results by Economic Status, 2006-07 to 2011-12

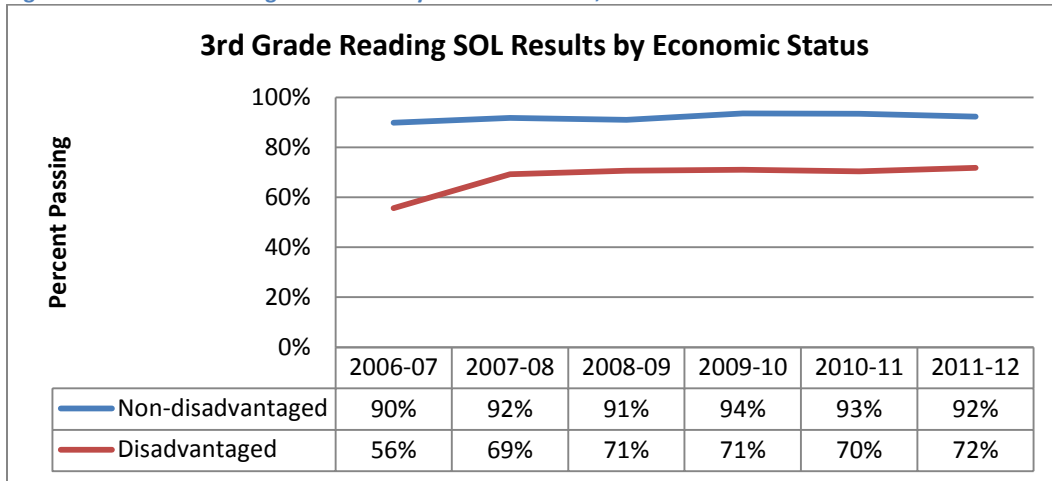


Figure 9: 4<sup>th</sup> Grade Reading SOL Results by Economic Status, 2006-07 to 2011-12

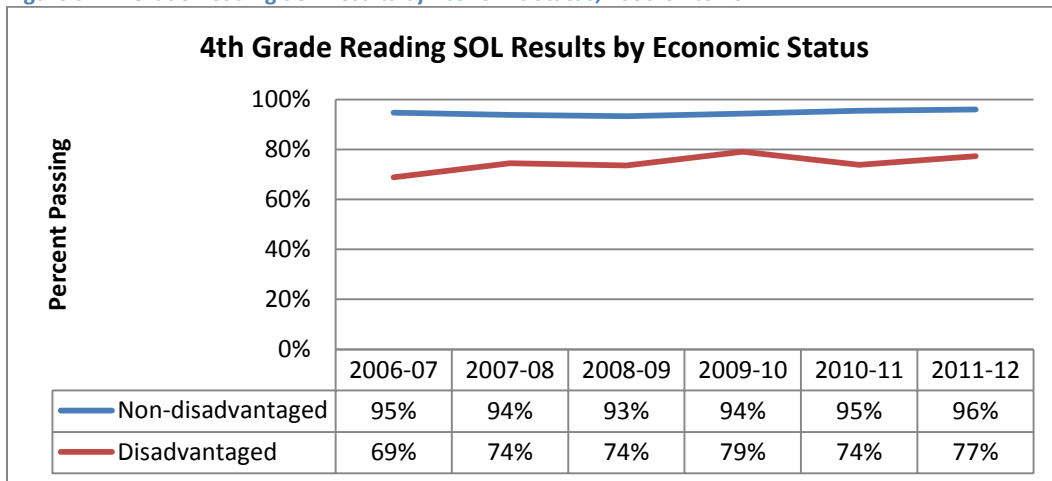
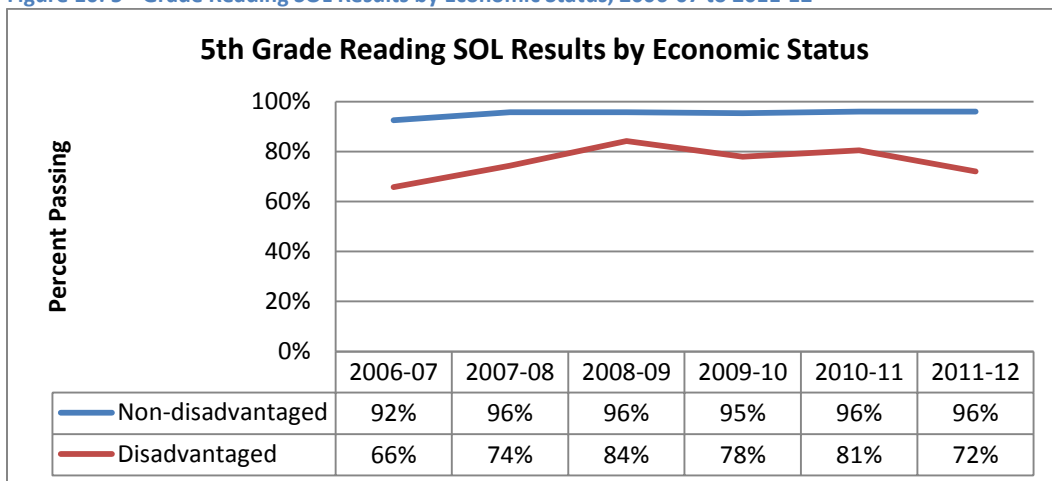


Figure 10: 5<sup>th</sup> Grade Reading SOL Results by Economic Status, 2006-07 to 2011-12



## Elementary Reading SOLs by LEP Status

Figure 11: 3<sup>rd</sup> Grade Reading SOL Results by LEP Status, 2006-07 to 2011-12

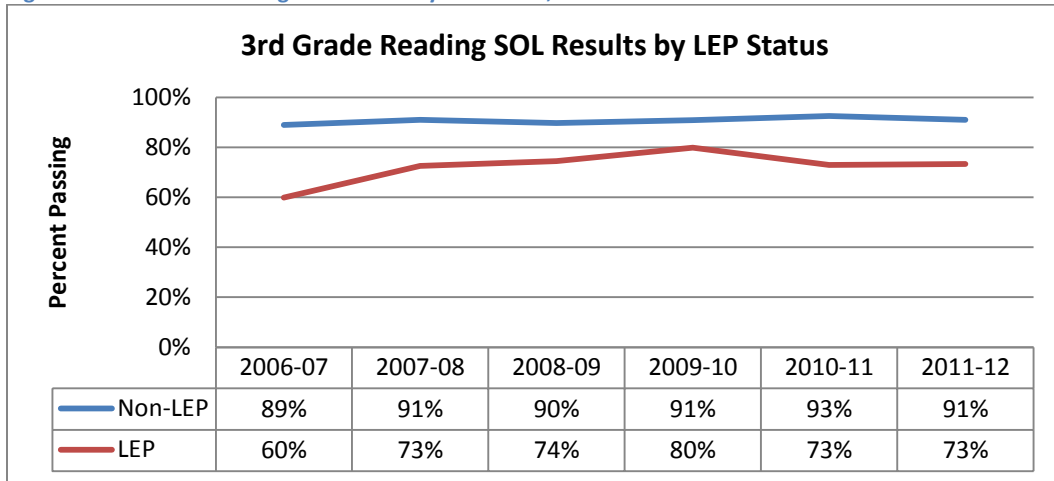


Figure 12: 4<sup>th</sup> Grade Reading SOL Results by LEP Status, 2006-07 to 2011-12

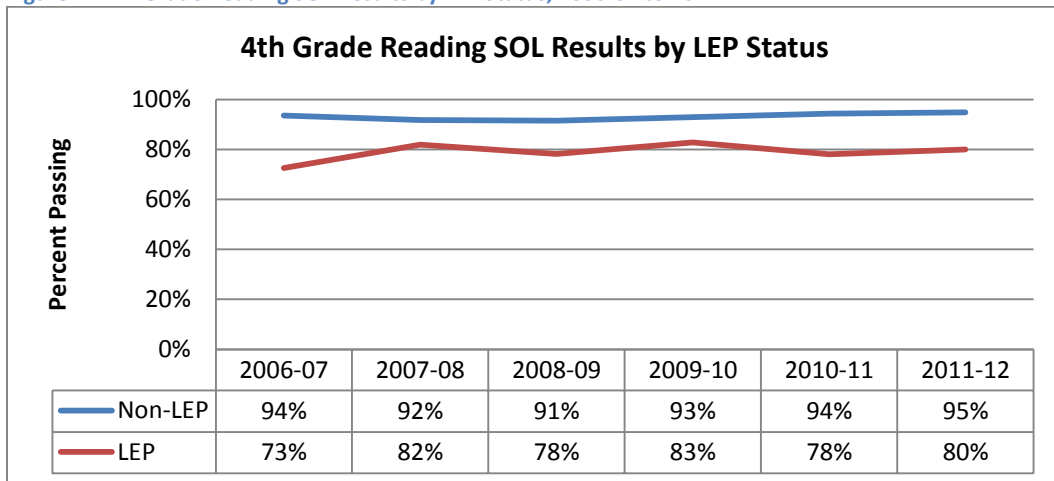
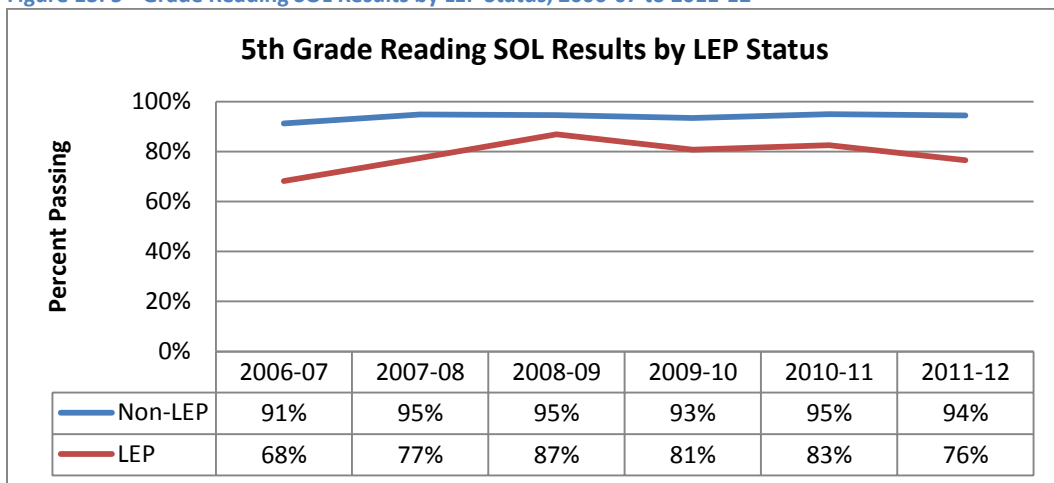


Figure 13: 5<sup>th</sup> Grade Reading SOL Results by LEP Status, 2006-07 to 2011-12



## Elementary Reading SOLs by Disability Status

Figure 14: 3<sup>rd</sup> Grade Reading SOL Results by Disability Status, 2006-07 to 2011-12

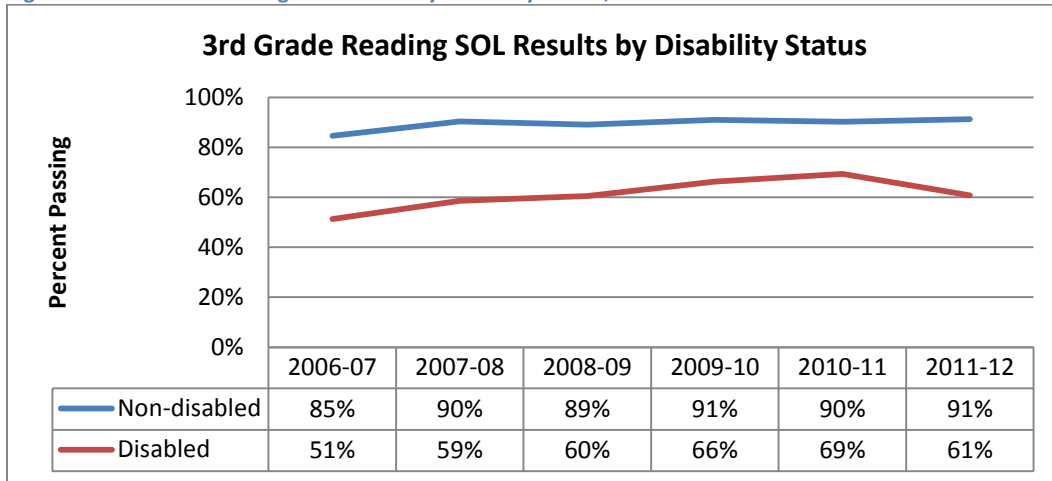


Figure 15: 4<sup>th</sup> Grade Reading SOL Results by Disability Status, 2006-07 to 2011-12

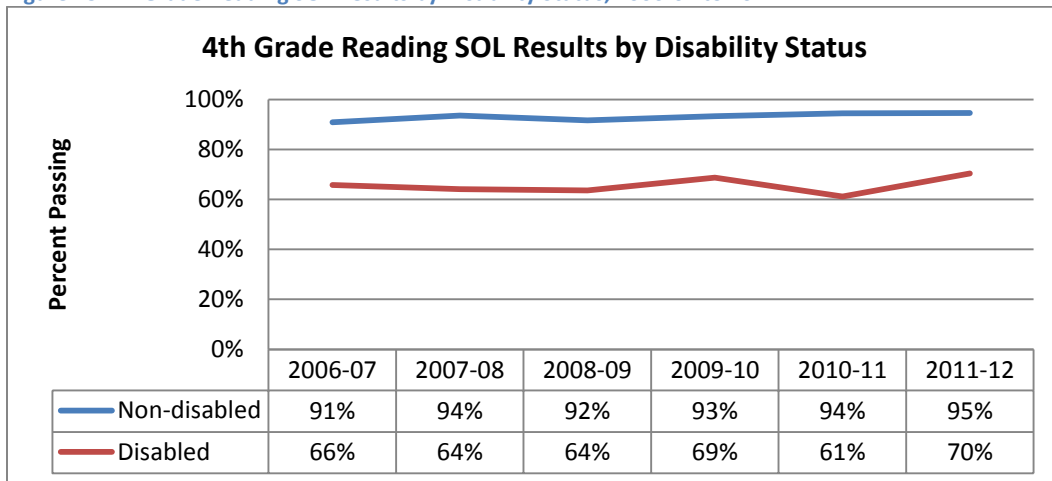
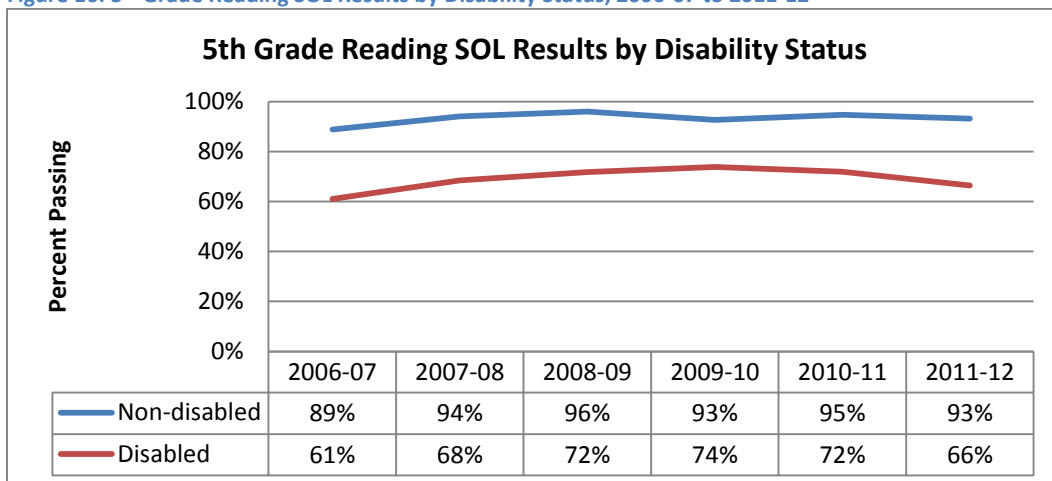


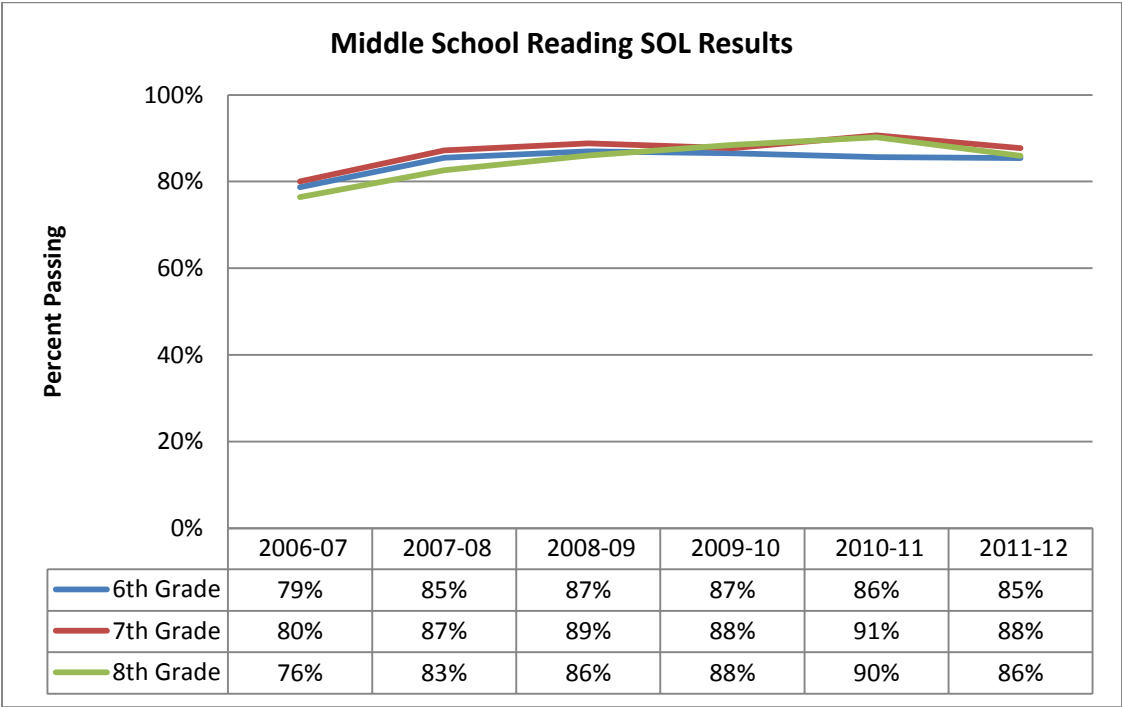
Figure 16: 5<sup>th</sup> Grade Reading SOL Results by Disability Status, 2006-07 to 2011-12





# Middle School SOL Results

Figure 17: Middle School Reading SOL Results, 2006-07 to 2011-12



## Middle School Reading SOLs by Race/Ethnicity

Figure 18: 6<sup>th</sup> Grade Reading SOL Results by Race/Ethnicity, 2006-07 to 2011-12

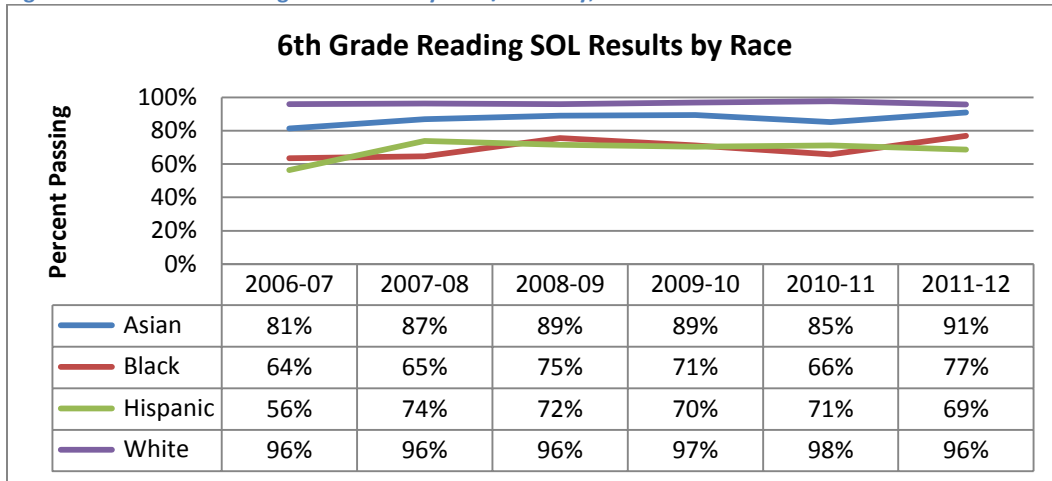


Figure 19: 7<sup>th</sup> Grade Reading SOL Results by Race/Ethnicity, 2006-07 to 2011-12

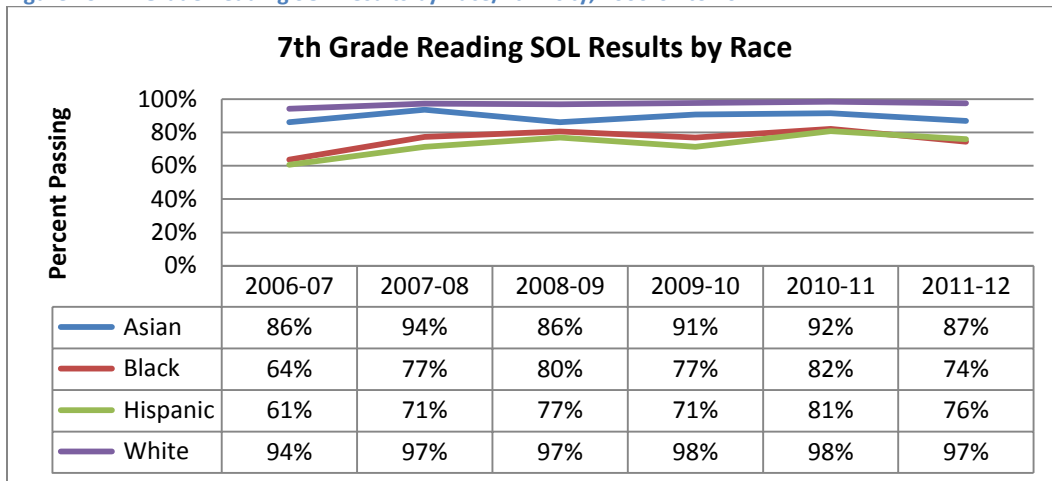
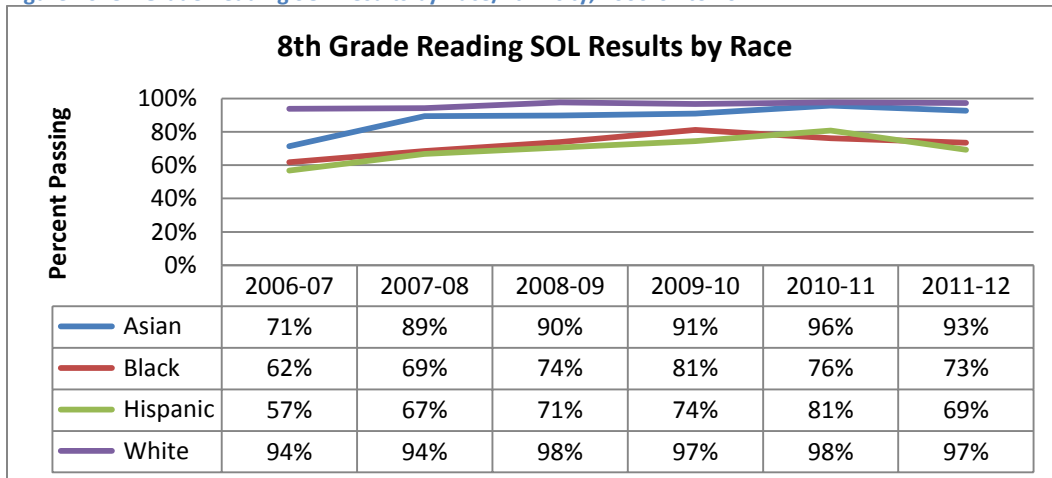


Figure 20: 8<sup>th</sup> Grade Reading SOL Results by Race/Ethnicity, 2006-07 to 2011-12



## Middle School Reading SOLs by Gender

Figure 21: 6<sup>th</sup> Grade Reading SOL Results by Gender, 2006-07 to 2011-12

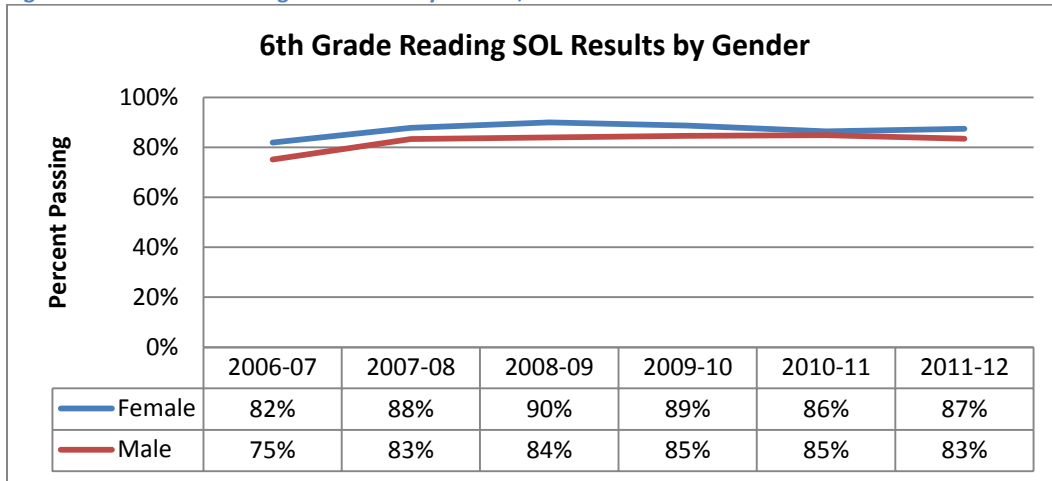


Figure 22: 7<sup>th</sup> Grade Reading SOL Results by Gender, 2006-07 to 2011-12

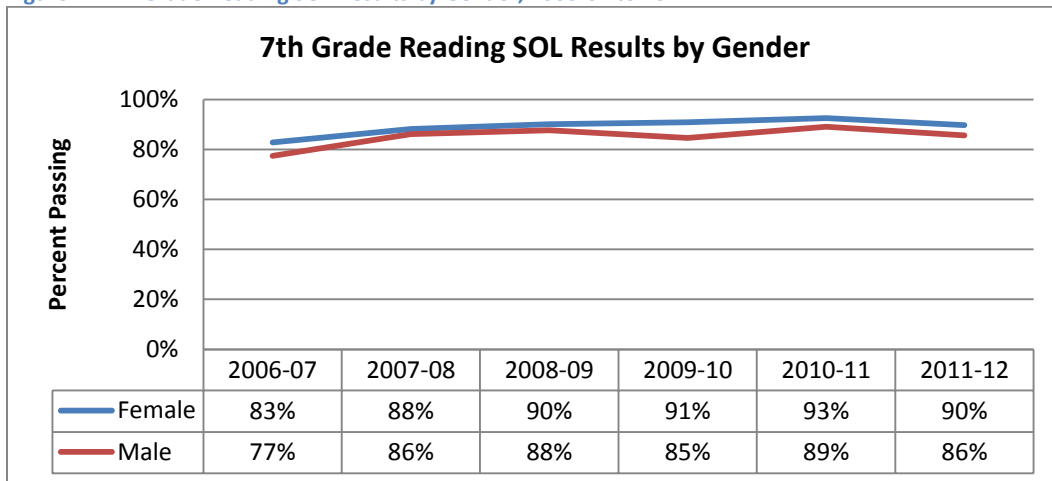
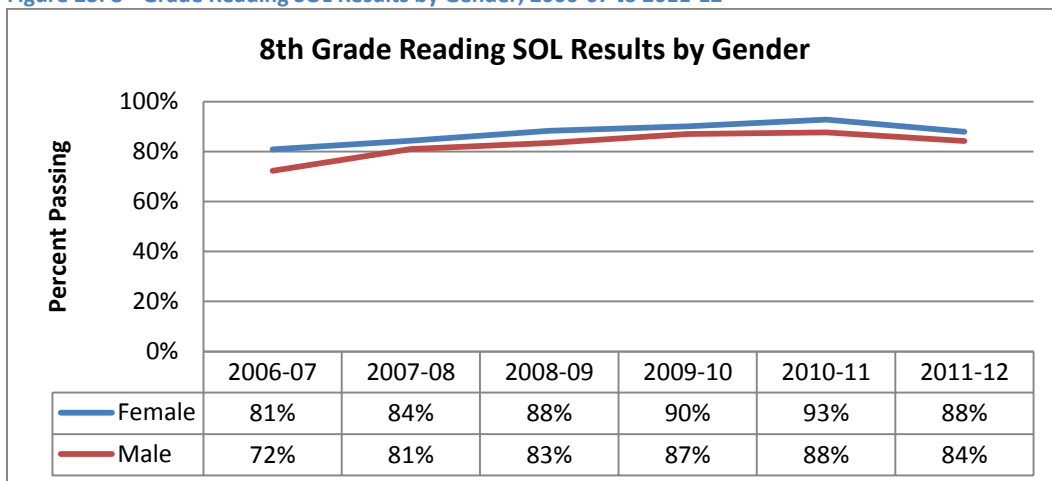


Figure 23: 8<sup>th</sup> Grade Reading SOL Results by Gender, 2006-07 to 2011-12



## Middle School Reading SOLs by Economic Status

Figure 24: 6<sup>th</sup> Grade Reading SOL Results by Economic Status, 2006-07 to 2011-12

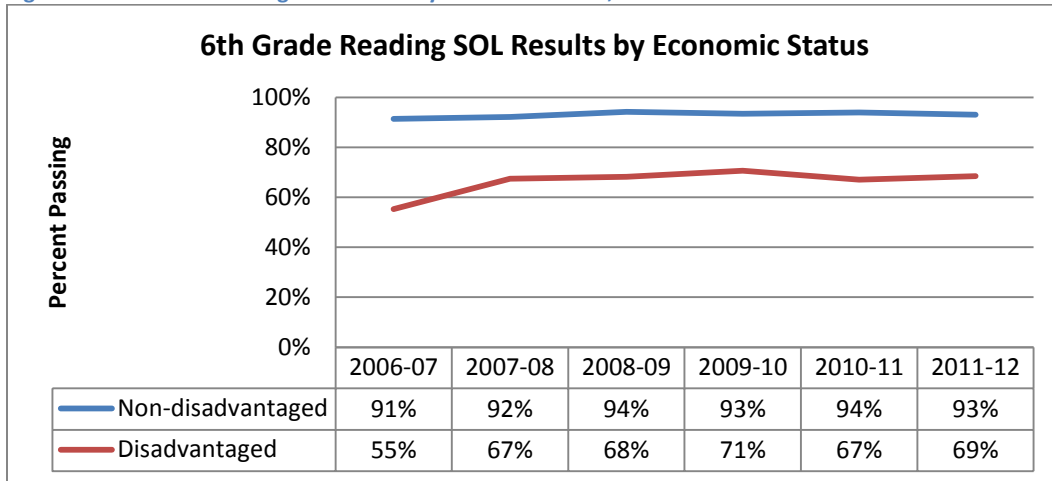


Figure 25: 7<sup>th</sup> Grade Reading SOL Results by Economic Status, 2006-07 to 2011-12

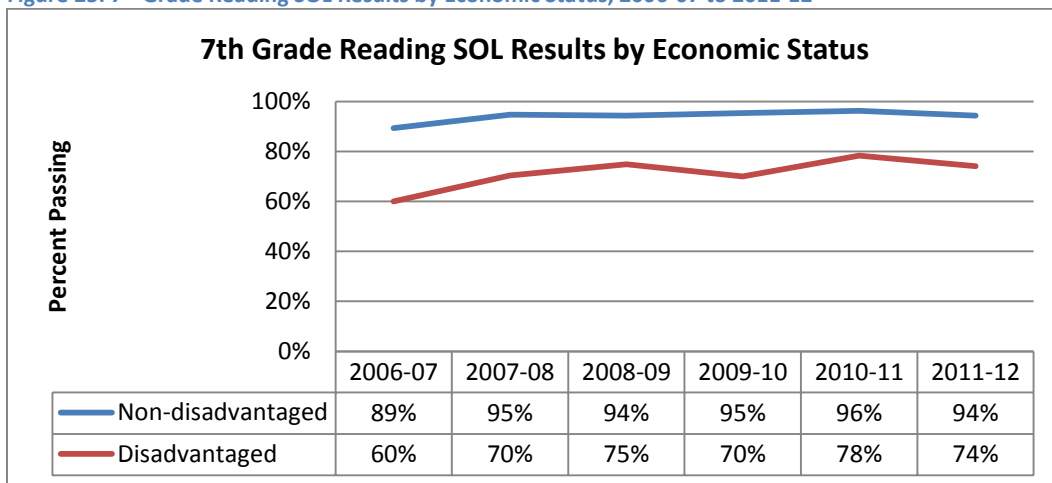
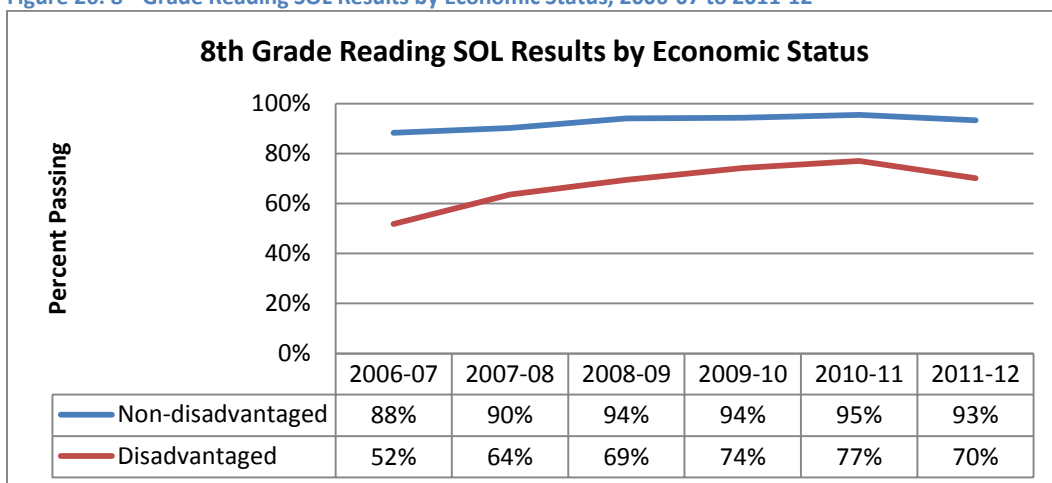


Figure 26: 8<sup>th</sup> Grade Reading SOL Results by Economic Status, 2006-07 to 2011-12



## Middle School Reading SOLs by LEP Status

Figure 27: 6<sup>th</sup> Grade Reading SOL Results by LEP Status, 2006-07 to 2011-12

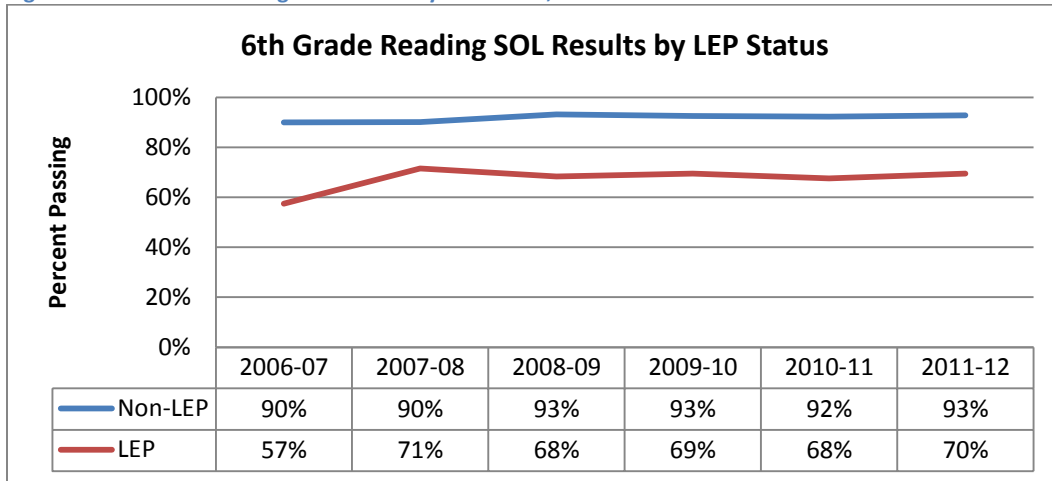


Figure 28: 7<sup>th</sup> Grade Reading SOL Results by LEP Status, 2006-07 to 2011-12

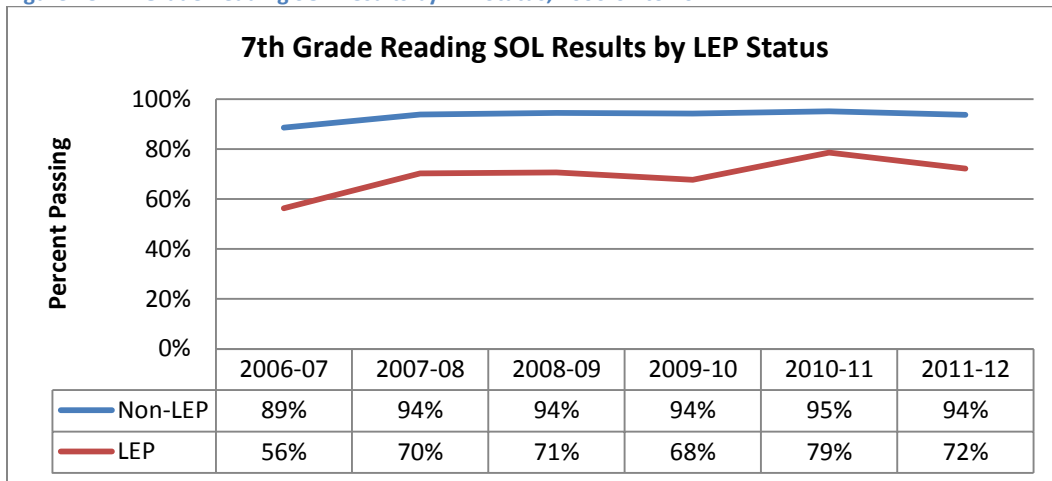
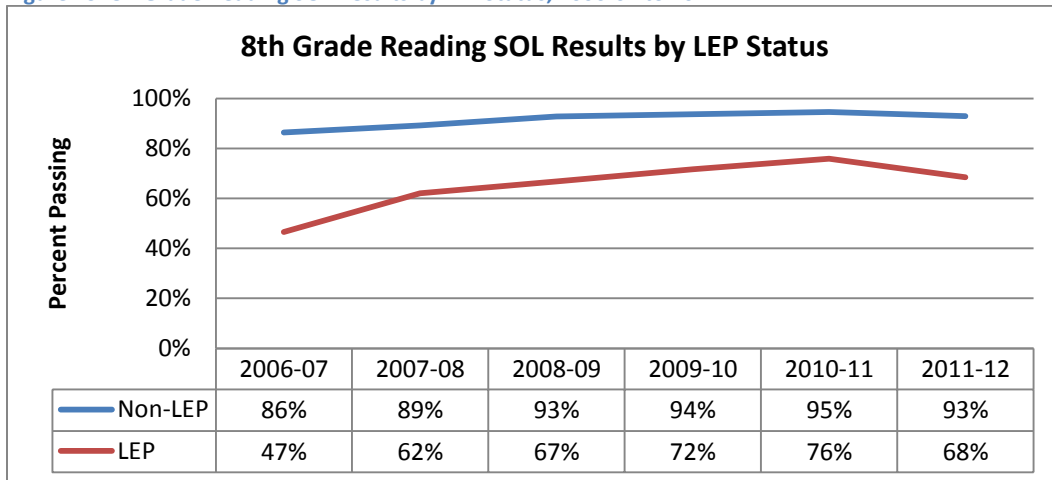


Figure 29: 8<sup>th</sup> Grade Reading SOL Results by LEP Status, 2006-07 to 2011-12



## Middle School Reading SOLs by Disability Status

Figure 30: 6<sup>th</sup> Grade Reading SOL Results by Disability Status, 2006-07 to 2011-12

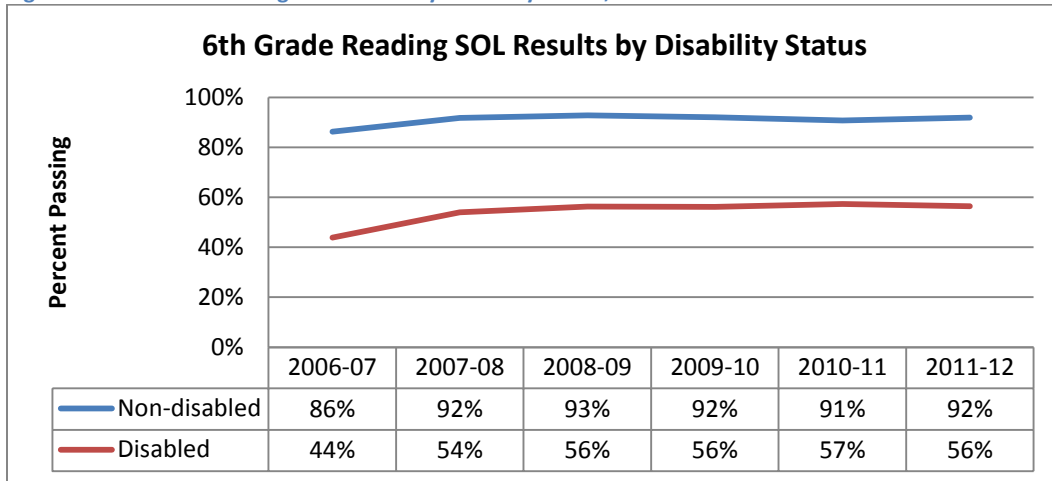


Figure 31: 7<sup>th</sup> Grade Reading SOL Results by Disability Status, 2006-07 to 2011-12

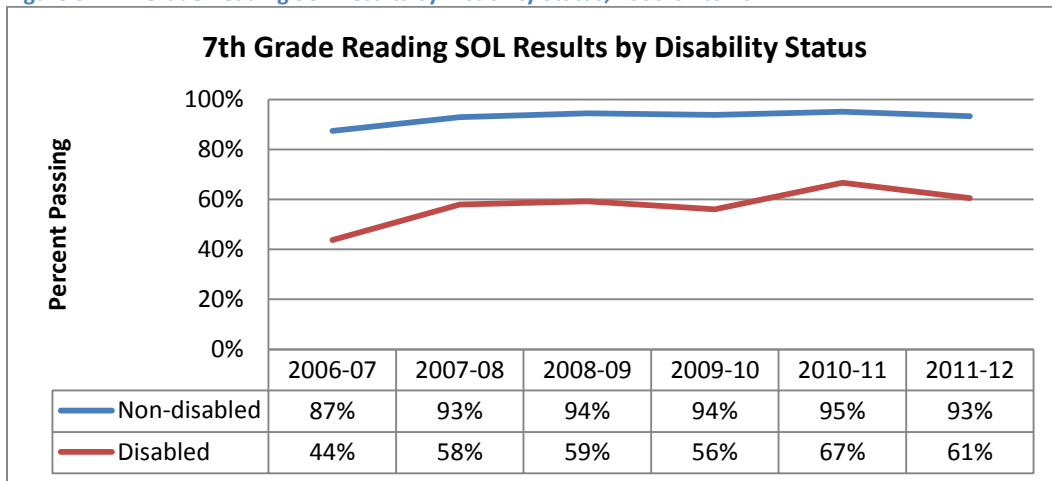
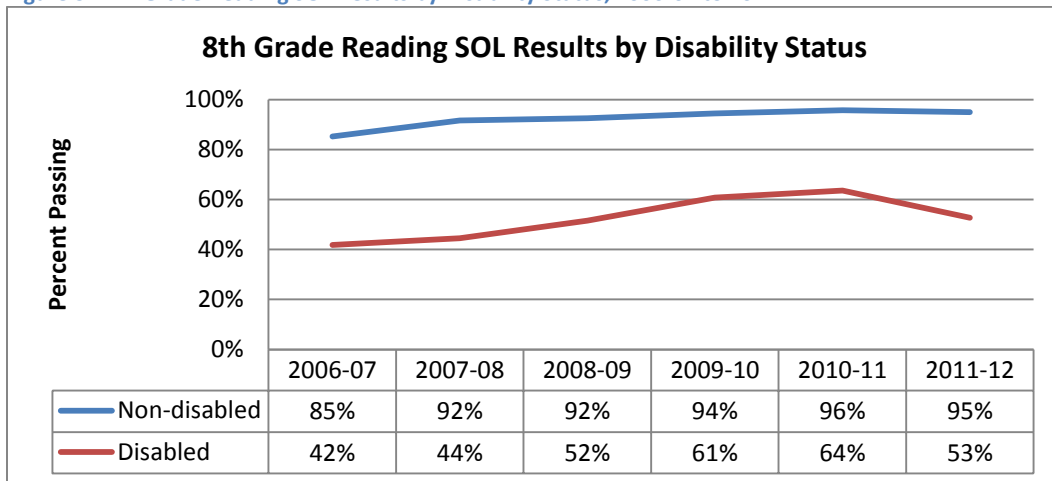


Figure 32: 8<sup>th</sup> Grade Reading SOL Results by Disability Status, 2006-07 to 2011-12



## High School SOL Results

Figure 33: End of Course Reading SOL Results, 2006-07 to 2011-12

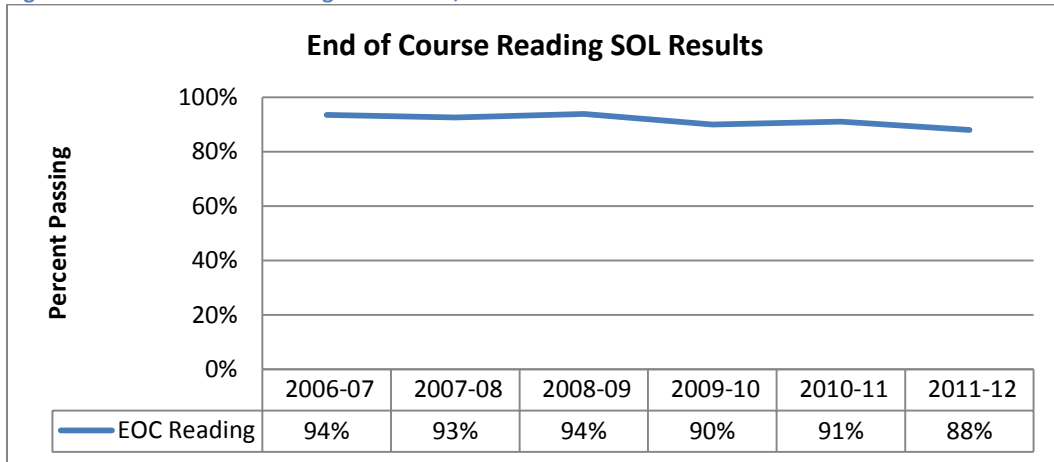


Figure 34: End of Course Reading SOL Results by Race/Ethnicity, 2006-07 to 2011-12

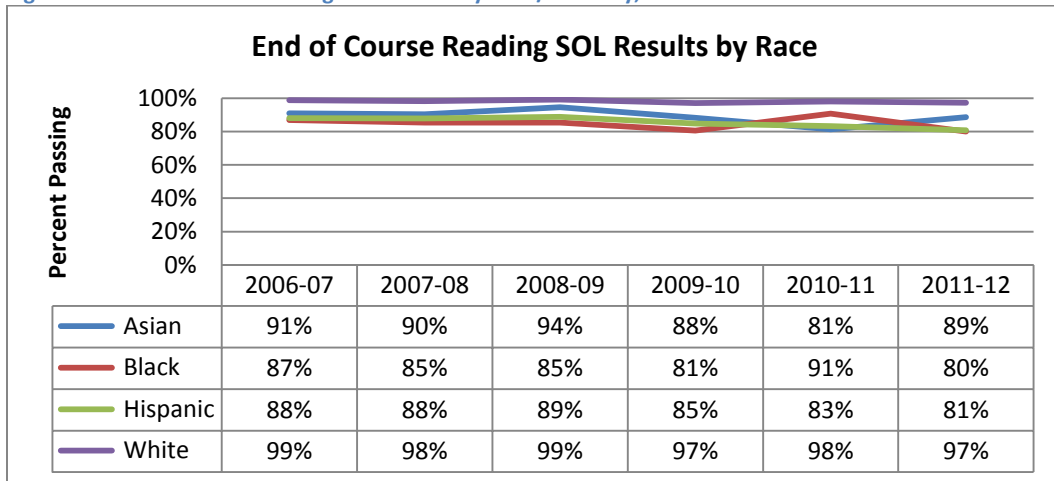


Figure 35: End of Course Reading SOL Results by Gender, 2006-07 to 2011-12

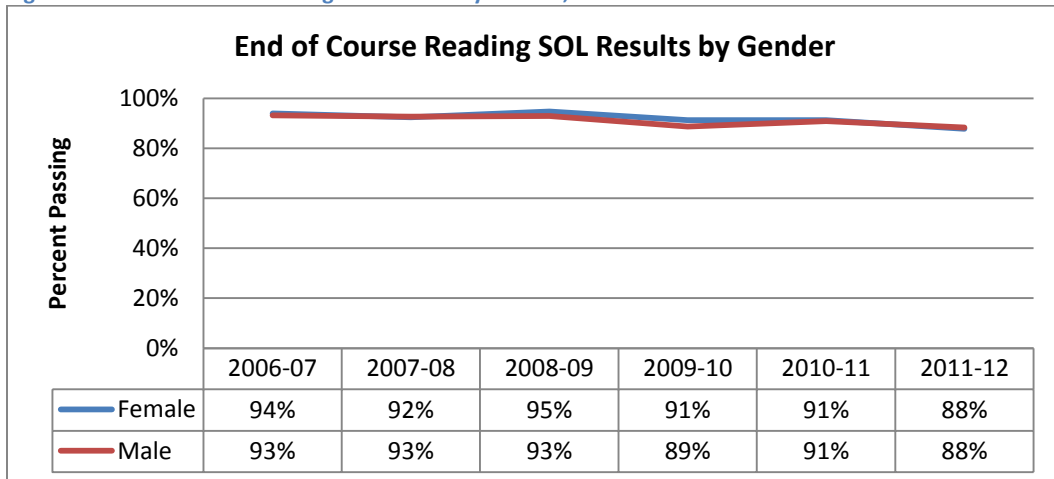


Figure 36: End of Course Reading SOL Results by Economic Status, 2006-07 to 2011-12

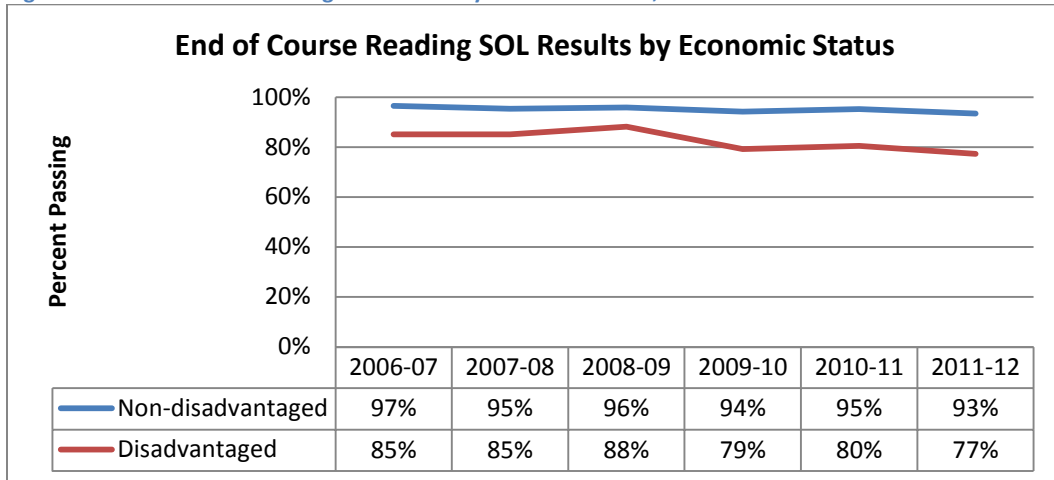


Figure 37: End of Course Reading SOL Results by LEP Status, 2006-07 to 2011-12

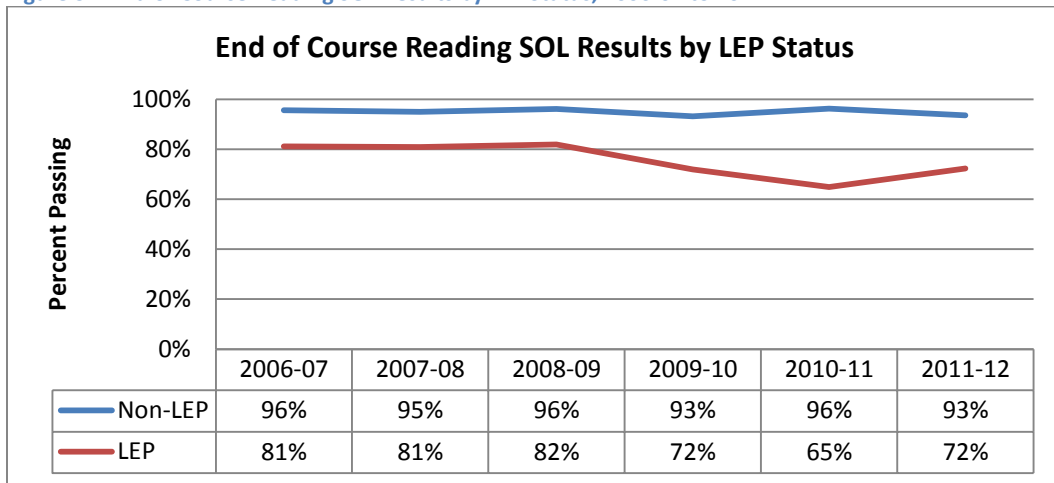
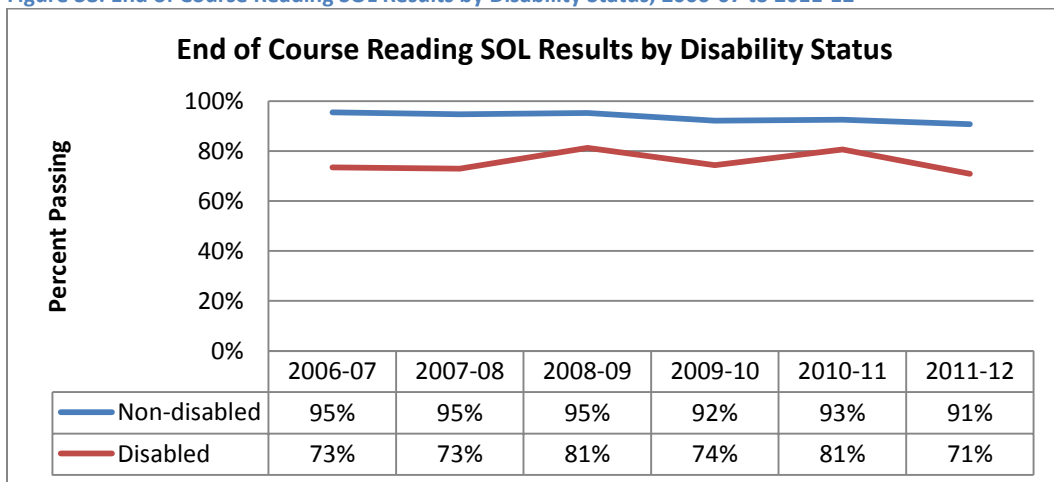


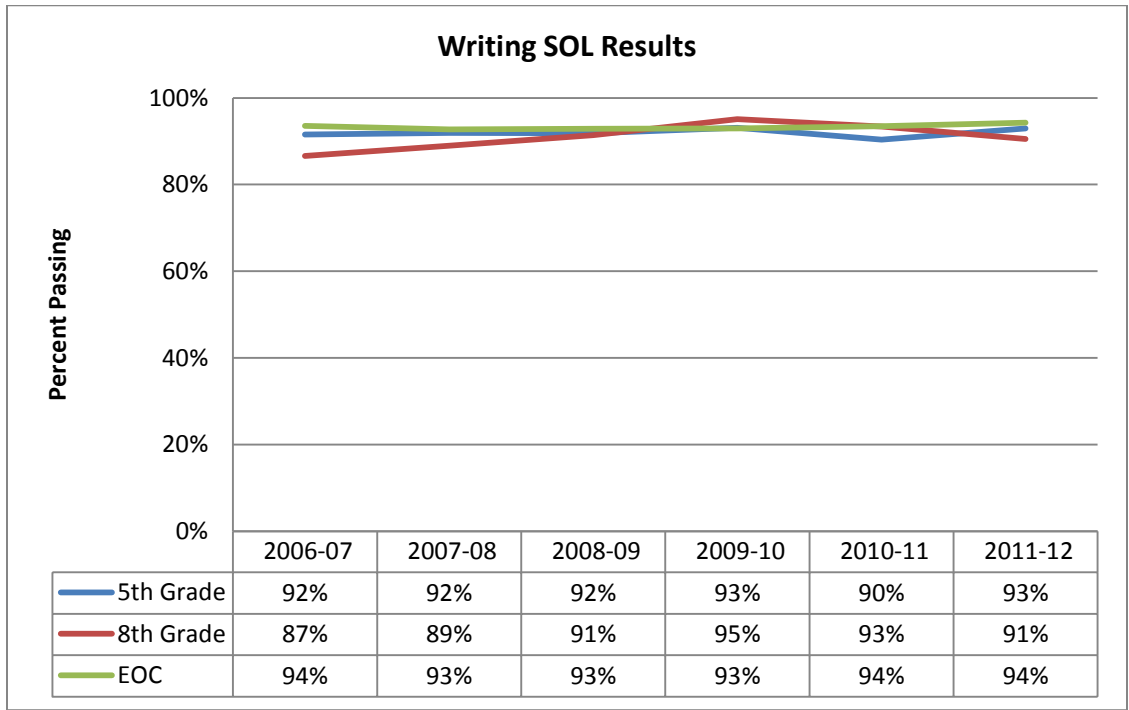
Figure 38: End of Course Reading SOL Results by Disability Status, 2006-07 to 2011-12





# Writing SOL Results, All Levels

Figure 39: Writing SOL Results, 2006-07 to 2011-12



## Writing SOLs by Race/Ethnicity

Figure 40: 5<sup>th</sup> Grade Writing SOL Results by Race/Ethnicity, 2006-07 to 2011-12

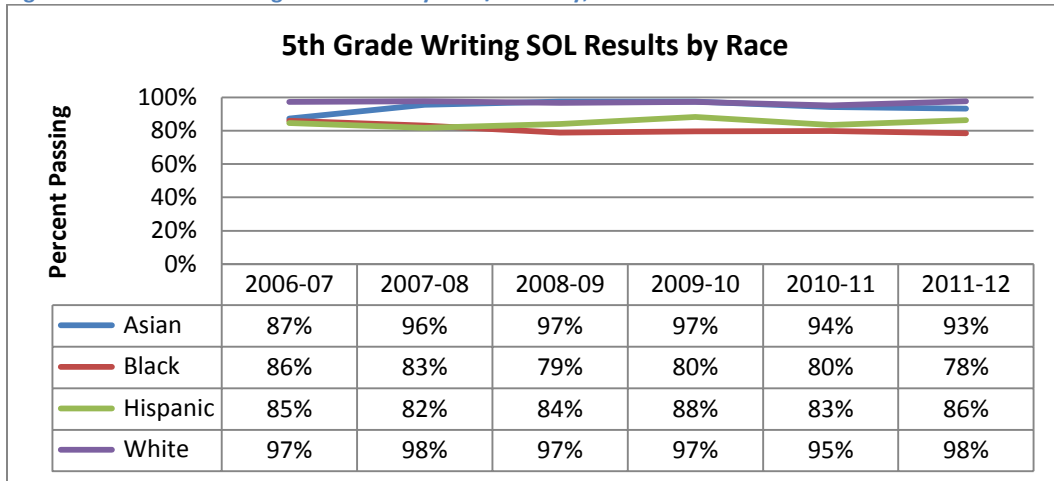


Figure 41: 8<sup>th</sup> Grade Writing SOL Results by Race/Ethnicity, 2006-07 to 2011-12

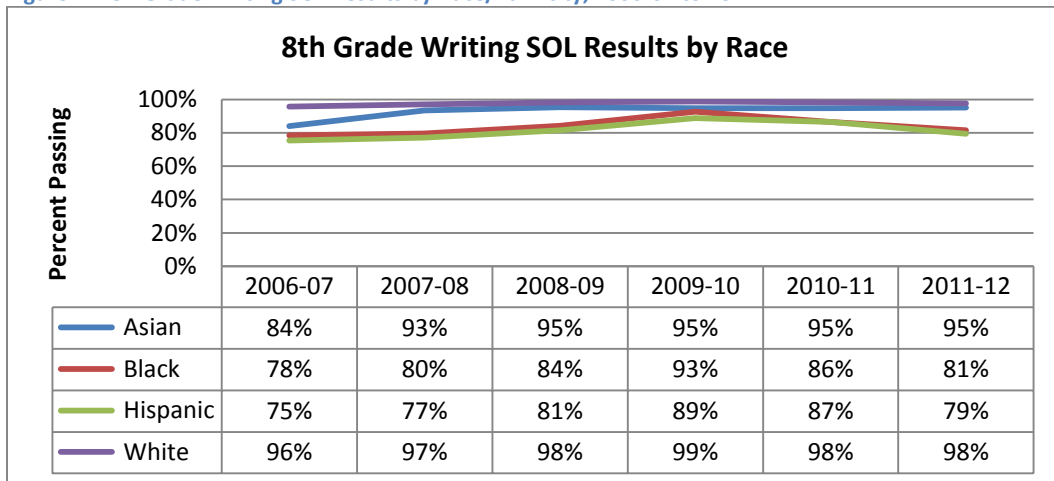
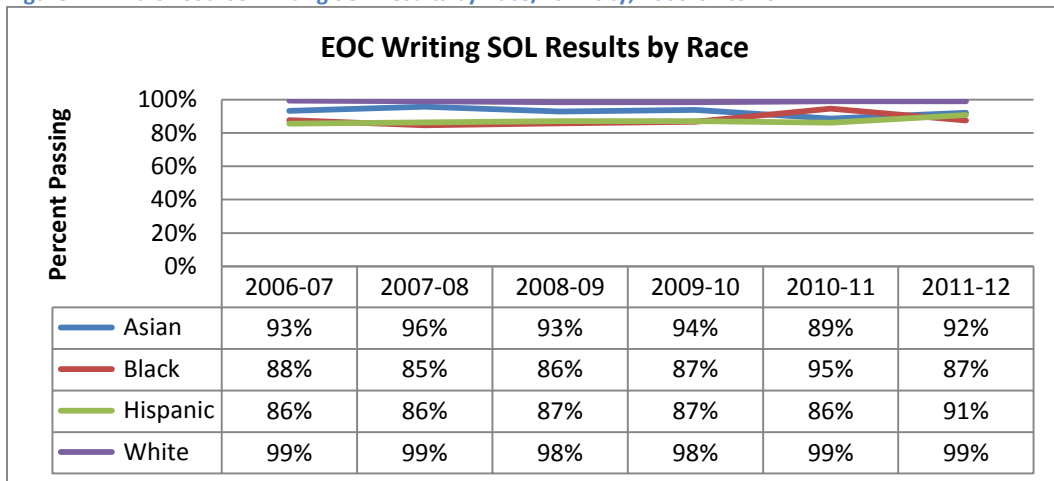


Figure 42: End of Course Writing SOL Results by Race/Ethnicity, 2006-07 to 2011-12



## Writing SOLs by Gender

Figure 43: 5<sup>th</sup> Grade Writing SOL Results by Gender, 2006-07 to 2011-12

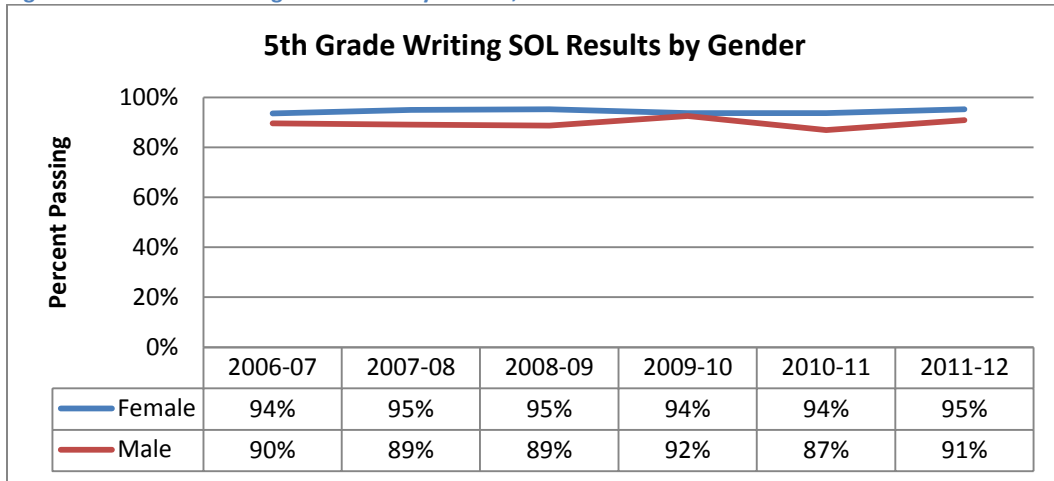


Figure 44: 8<sup>th</sup> Grade Writing SOL Results by Gender, 2006-07 to 2011-12

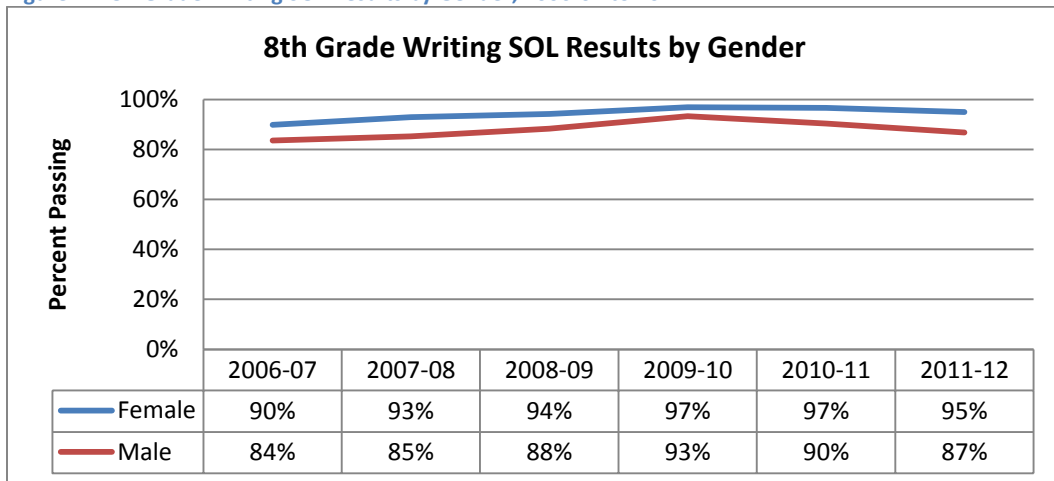
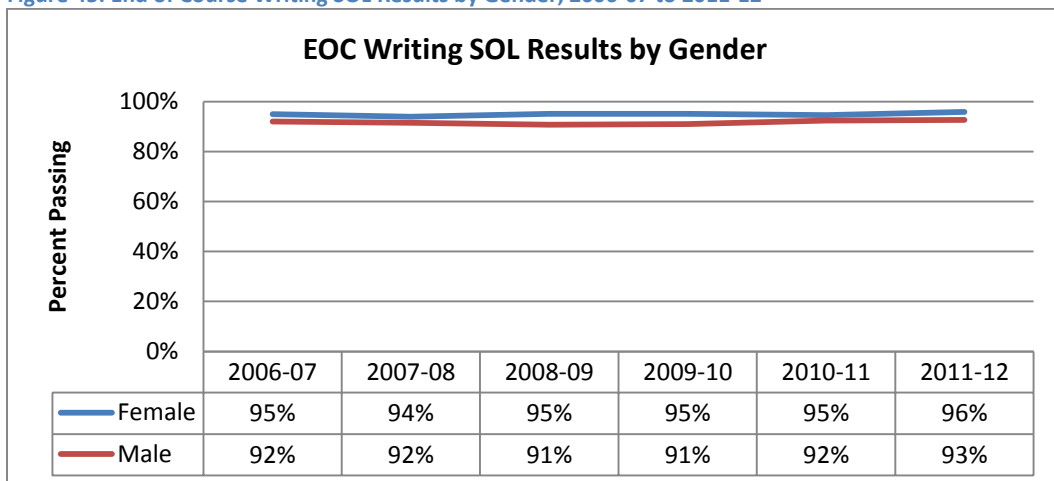


Figure 45: End of Course Writing SOL Results by Gender, 2006-07 to 2011-12



## Writing SOLs by Economic Status

Figure 46: 5<sup>th</sup> Grade Writing SOL Results by Economic Status, 2006-07 to 2011-12

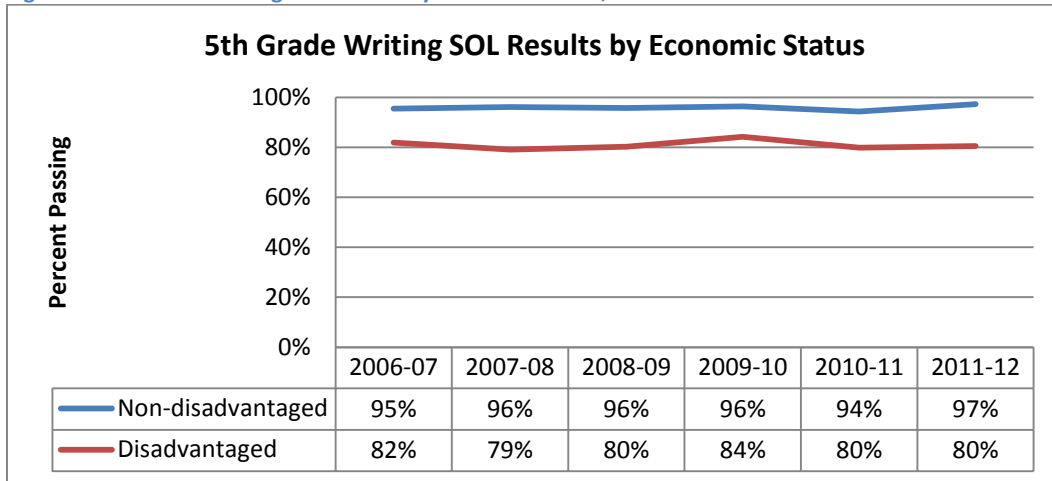


Figure 47: 8<sup>th</sup> Grade Writing SOL Results by Economic Status, 2006-07 to 2011-12

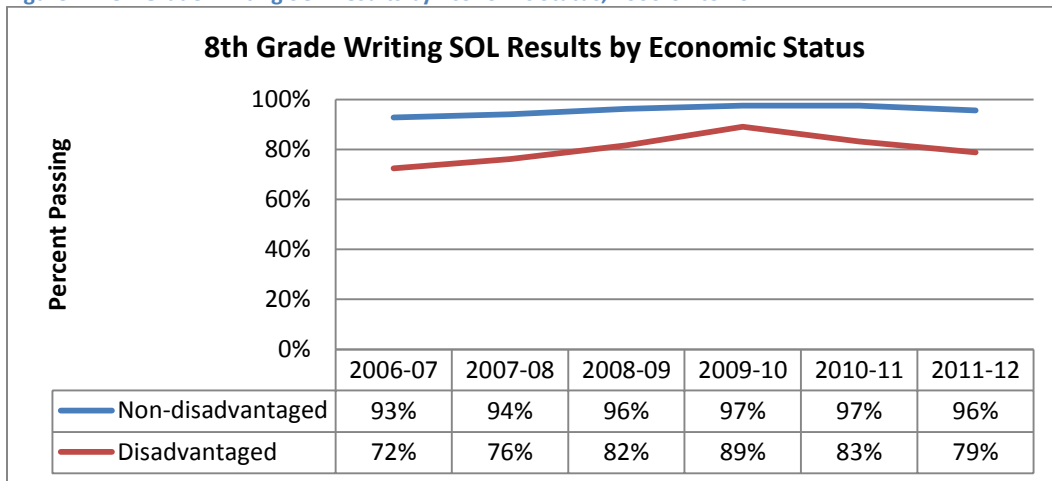
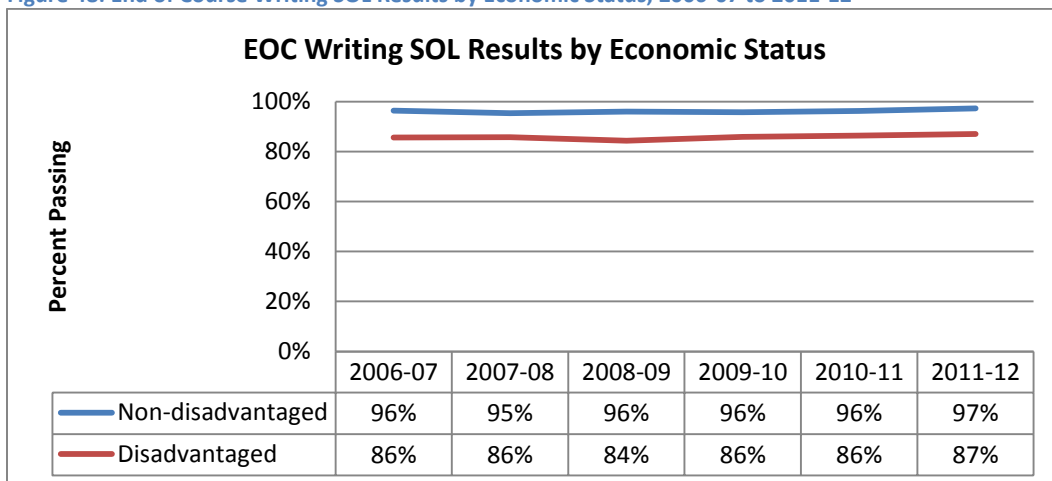


Figure 48: End of Course Writing SOL Results by Economic Status, 2006-07 to 2011-12



## Writing SOLs by LEP Status

Figure 49: 5<sup>th</sup> Grade Writing SOL Results by LEP Status, 2006-07 to 2011-12

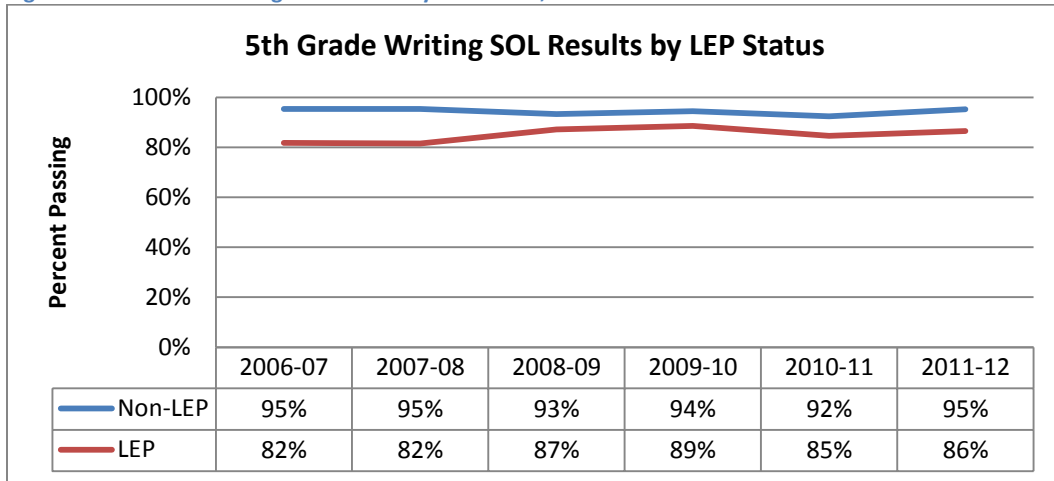


Figure 50: 8<sup>th</sup> Grade Writing SOL Results by LEP Status, 2006-07 to 2011-12

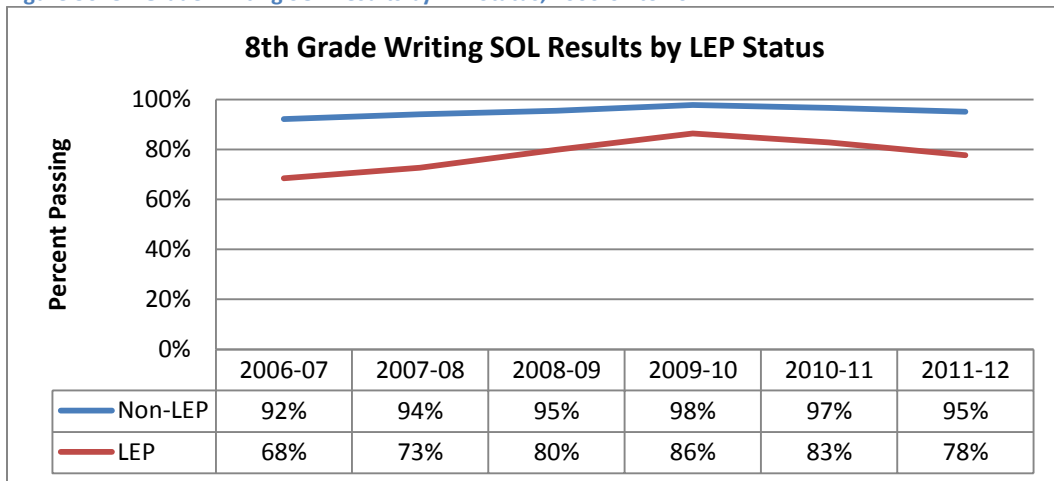
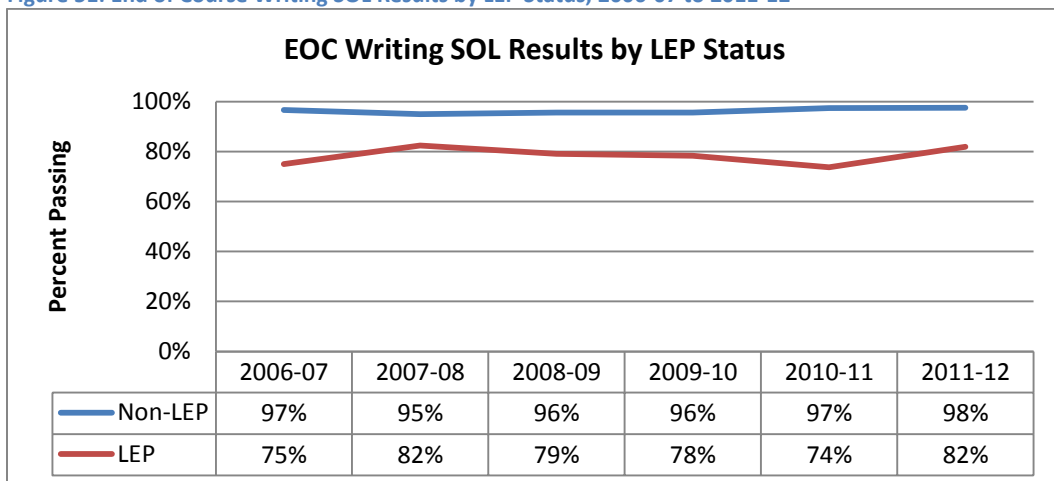


Figure 51: End of Course Writing SOL Results by LEP Status, 2006-07 to 2011-12



## Writing SOLs by Disability Status

Figure 52: 5<sup>th</sup> Grade Writing SOL Results by Disability Status, 2006-07 to 2011-12

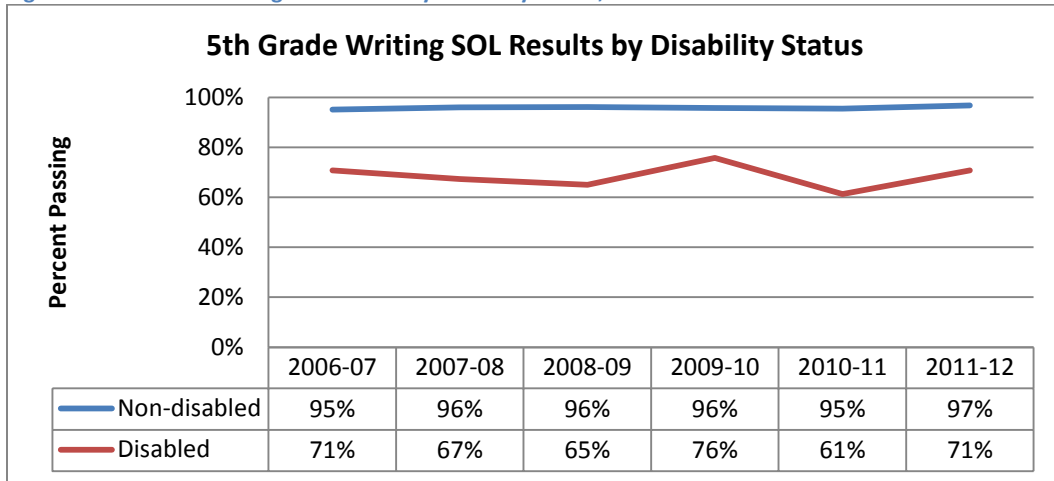


Figure 53: 8<sup>th</sup> Grade Writing SOL Results by Disability Status, 2006-07 to 2011-12

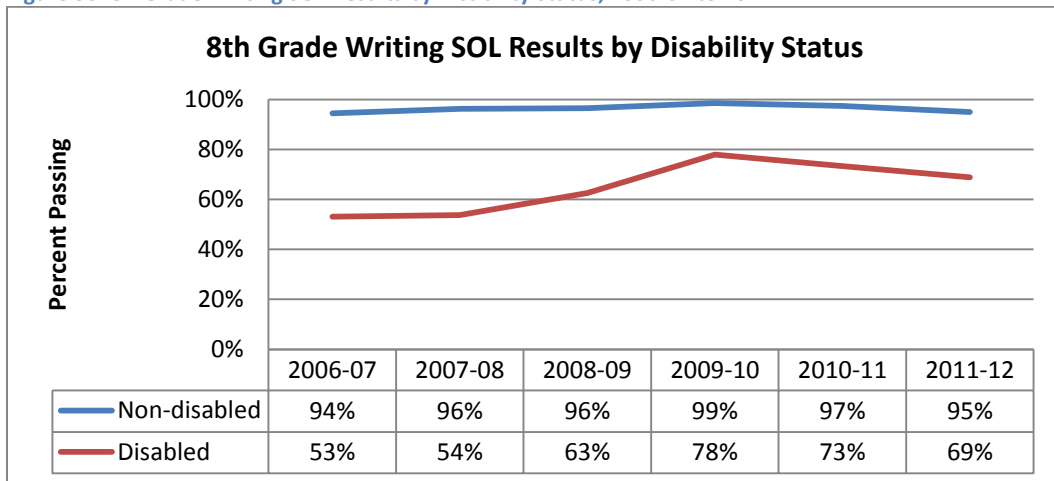
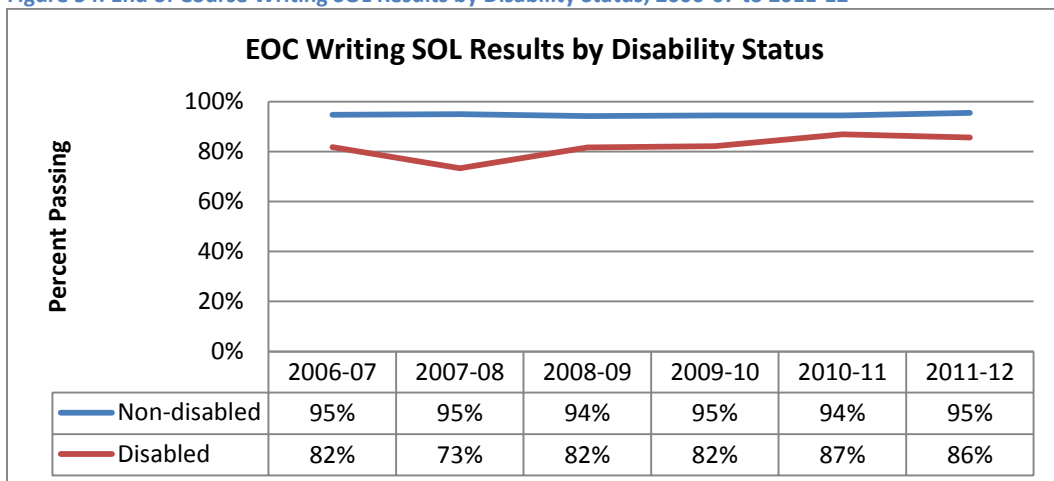


Figure 54: End of Course Writing SOL Results by Disability Status, 2006-07 to 2011-12



## Stanford Achievement Test

The Stanford Achievement Test is administered to APS students in grades 4 and 6 each fall. Of the seven subtests within the abbreviated battery (10th edition), three are focused on language arts: Reading, Language, and Spelling. The Reading subtests measure phonemic awareness, decoding, phonics, vocabulary, and comprehension. The Language subtests measure proficiency in language mechanics, such as capitalization, punctuation, and usage. The Spelling subtests assess the phonetic and structural principals of spelling reflected in real-life editing tasks.

Percentile rank results are presented for each of the three subtests overall, as well as by demographic group. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance. Because the test is normed in relation to a national reference group, percentile ranks can be used to compare the relative standing of Arlington Public School (APS) students to other students who were in the same grade when they completed the same subtest at a comparable time of the year.

For reporting purposes, the data is presented by subtest.

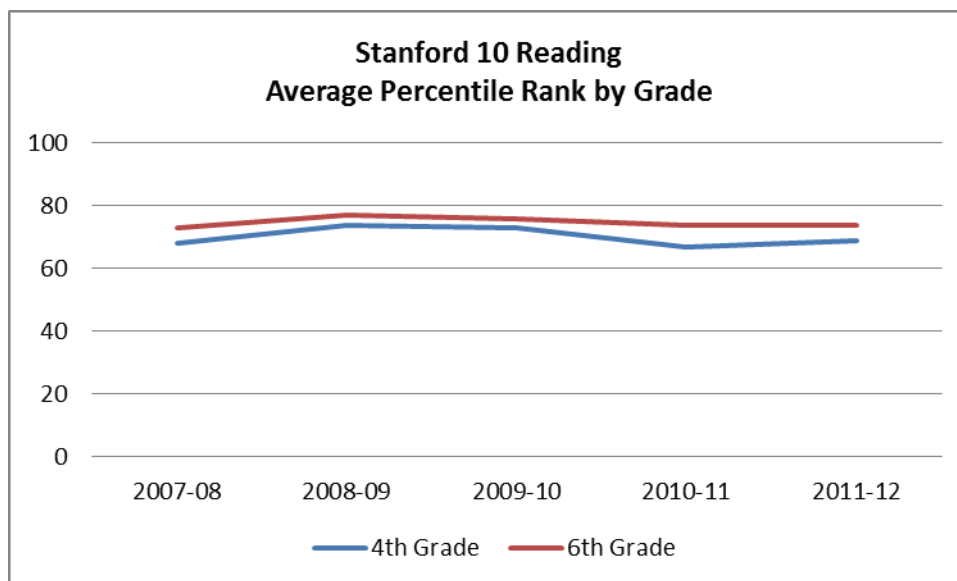
### READING

**Table 1** and **Figure 1** show the average percentile rank by year for APS students in grades 4 and 6 on the Stanford Reading subtest. Table 1 also shows the number of students tested each year.

**Table 1: Stanford 10 Reading Subtest, Percentile Rank by Grade, 2007-08 through 2011-12**

Grade	School Year	No. Tested	Percentile Rank	Grade	School Year	No. Tested	Percentile Rank
4	2011-12	1,528	69	6	2011-12	1,374	74
	2010-11	1,505	67		2010-11	1,320	74
	2009-10	1,298	73		2009-10	1,229	76
	2008-09	1,286	74		2008-09	1,243	77
	2007-08	1,204	68		2007-08	1,182	73

**Figure 1: Stanford 10 Reading Subtest, Percentile Rank by Grade, 2007-08 through 2011-12**



**Table 2** shows the number of students tested each year and the average percentile rank for APS students in grades 4 and 6 by race/ethnicity.

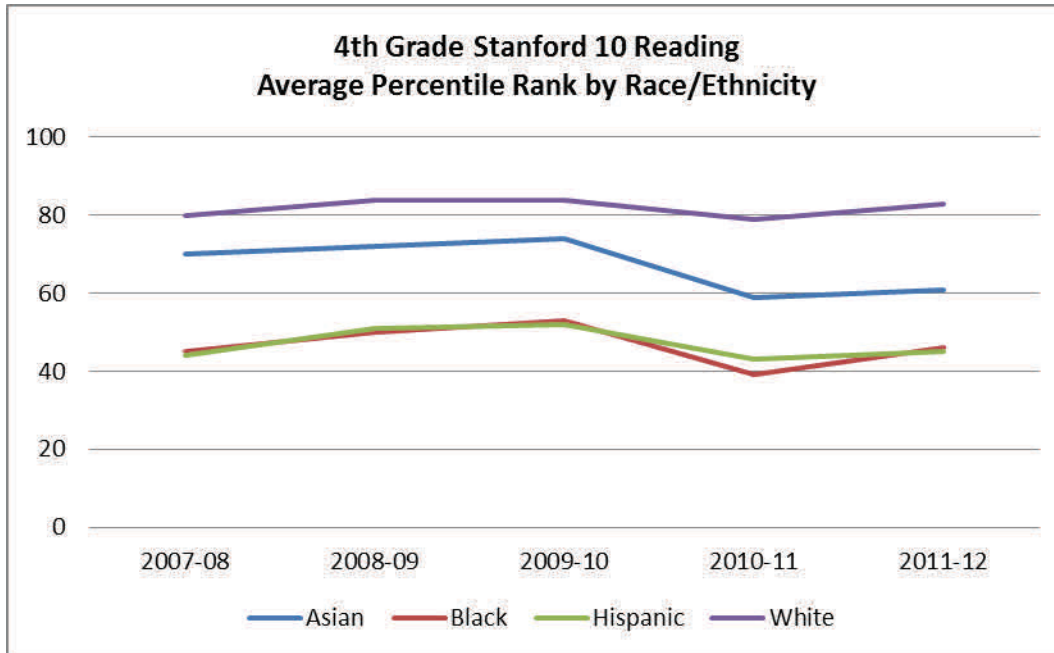
**Table 2: Stanford 10 Reading Subtest, Percentile Rank by Grade and Race/Ethnicity, 2007-08 through 2011-12**

Grade	Race	School Year	No. Tested	Percentile Rank	Grade	Race	School Year	No. Tested	Percentile Rank
4	Asian	2011-12	116	61	6	Asian	2011-12	127	71
		2010-11	146	59			2010-11	99	69
		2009-10	137	74			2009-10	118	77
		2008-09	128	72			2008-09	131	75
		2007-08	126	70			2007-08	131	66
	Black	2011-12	155	46		Black	2011-12	148	51
		2010-11	137	39			2010-11	150	44
		2009-10	151	53			2009-10	176	53
		2008-09	156	50			2008-09	158	56
		2007-08	166	45			2007-08	174	46
	Hispanic	2011-12	391	45		Hispanic	2011-12	375	50
		2010-11	349	43			2010-11	338	48
		2009-10	303	52			2009-10	270	53
		2008-09	258	51			2008-09	288	52
		2007-08	235	44			2007-08	272	49
	White	2011-12	767	83		White	2011-12	656	88
		2010-11	782	79			2010-11	643	89
		2009-10	684	84			2009-10	657	87
		2008-09	723	84			2008-09	659	89
		2007-08	666	80			2007-08	597	88
Other	2011-12	97	82	Other	2011-12	68	79		
	2010-11	91	80		2010-11	90	77		
	2009-10	23	71		2009-10	8	78		
	2008-09	21	73		2008-09	7	76		
	2007-08	11	62		2007-08	8	62		

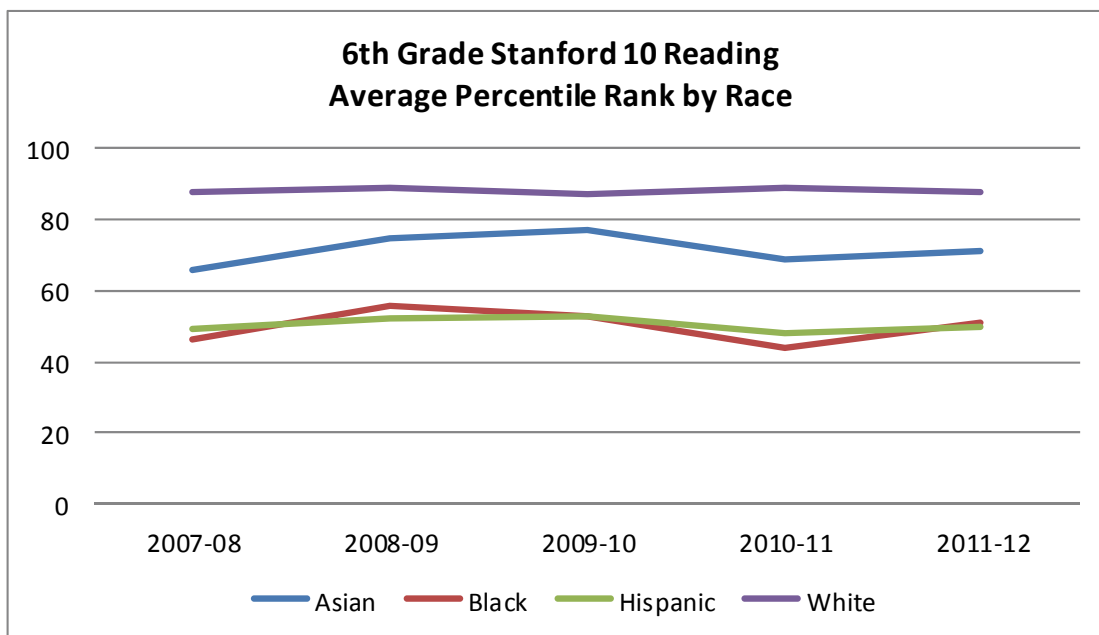


**Figure 2** and **Figure 3** show the average percentile rank for APS students by race/ethnicity in grades 4 and 6, respectively.

**Figure 2: Stanford 10 Reading Subtest, Percentile Rank for Grade 4 by Race/Ethnicity, 2007-08 through 2011-12**



**Figure 3: Stanford 10 Reading Subtest, Percentile Rank for Grade 6 by Race/Ethnicity, 2007-08 through 2011-12**



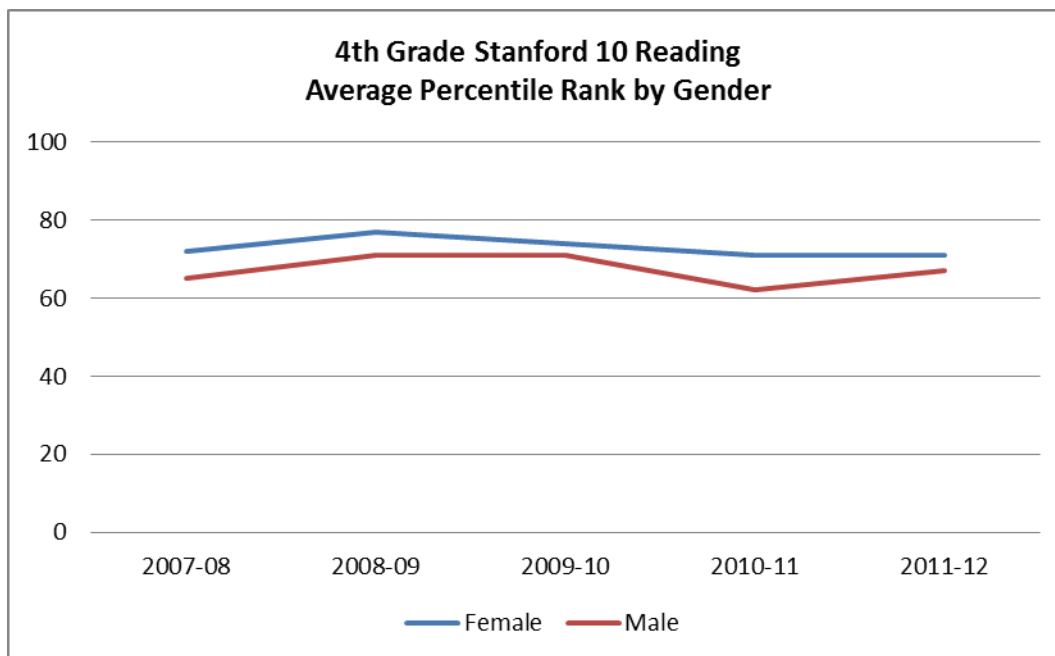
**Table 3** shows the number of students tested each year and the average percentile rank for APS students in grades 4 and 6 by gender.

**Table 3: Stanford 10 Reading Subtest, Percentile Rank by Grade and Gender, 2007-08 through 2011-12**

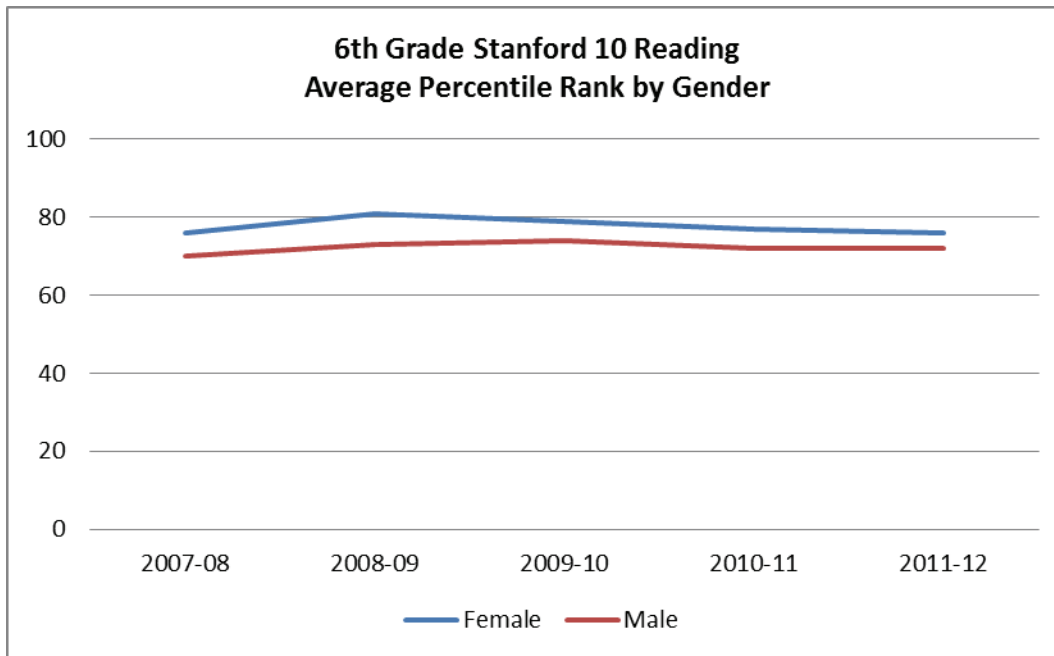
Grade	Gender	School Year	No. Tested	Percentile Rank	Grade	Gender	School Year	No. Tested	Percentile Rank
4	Female	2011-12	787	71	6	Female	2011-12	697	76
		2010-11	735	71			2010-11	660	77
		2009-10	657	74			2009-10	578	79
		2008-09	639	77			2008-09	618	81
		2007-08	574	72			2007-08	564	76
	Male	2011-12	739	67		Male	2011-12	677	72
		2010-11	770	62			2010-11	660	72
		2009-10	641	71			2009-10	651	74
		2008-09	647	71			2008-09	625	73
		2007-08	630	65			2007-08	616	70

**Figure 4** and **Figure 5** show the average percentile rank for APS students by gender in grades 4 and 6, respectively.

**Figure 4: Stanford 10 Reading Subtest, Percentile Rank for Grade 4 by Gender, 2007-08 through 2011-12**



**Figure 5: Stanford 10 Reading Subtest, Percentile Rank for Grade 6 by Gender, 2007-08 through 2011-12**



**Table 4** shows the number of students tested each year and the average percentile rank for APS students in grades 4 and 6 by economic status.

**Table 4: Stanford 10 Reading Subtest, Percentile Rank by Grade and Economic Status, 2007-08 through 2011-12**

Grade	Economic Status	School Year	No. Tested	Percentile Rank	Grade	Economic Status	School Year	No. Tested	Percentile Rank
4	Non-Disadvantaged	2011-12	1,091	79	6	Non-Disadvantaged	2011-12	956	84
		2010-11	1,091	76			2010-11	922	85
		2009-10	931	80			2009-10	863	84
		2008-09	942	81			2008-09	893	86
		2007-08	911	75			2007-08	859	81
	Disadvantaged	2011-12	435	40		Disadvantaged	2011-12	418	44
		2010-11	414	38			2010-11	398	41
		2009-10	367	50			2009-10	366	51
		2008-09	343	49			2008-09	350	48
		2007-08	293	43			2007-08	323	45

Figure 6 and Figure 7 show the average percentile rank for APS students by economic status in grades 4 and 6, respectively.

Figure 6: Stanford 10 Reading Subtest, Percentile Rank for Grade 4 by Economic Status, 2007-08 through 2011-12

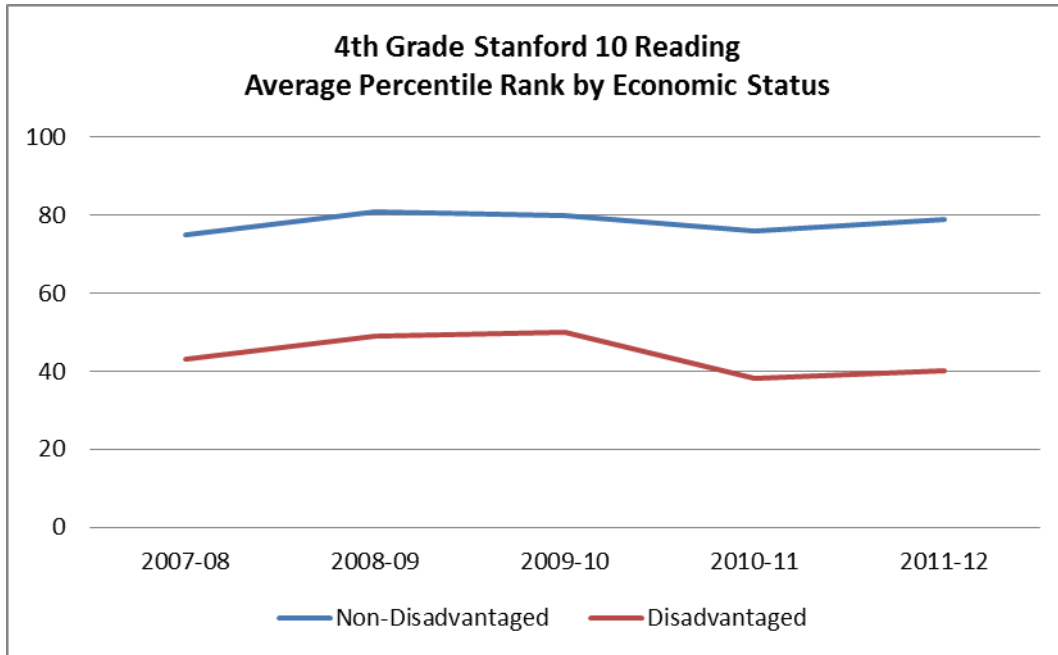
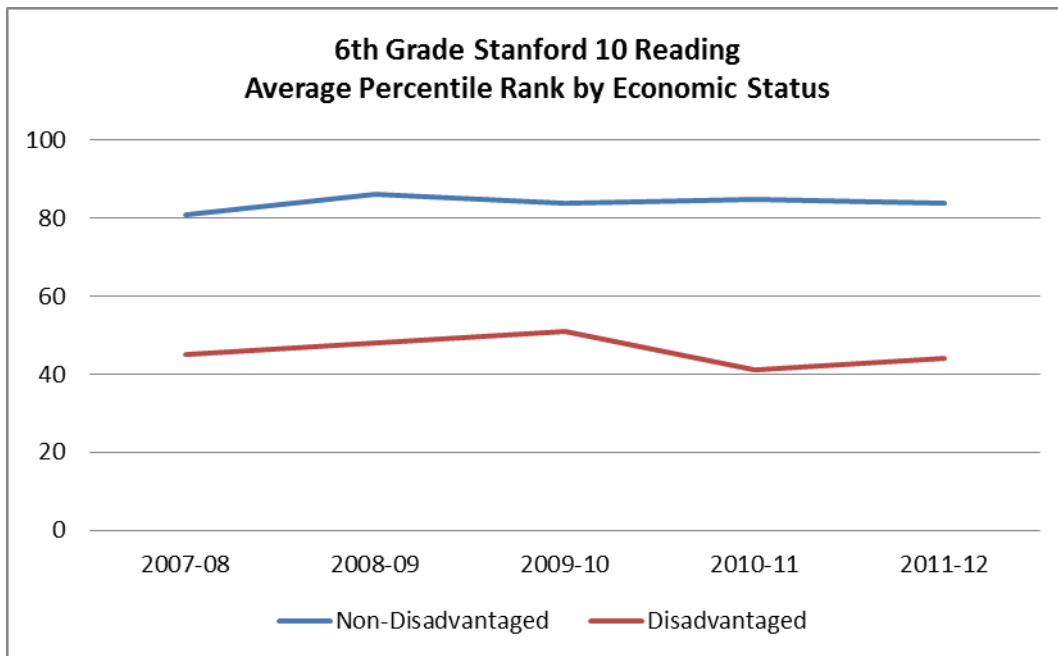


Figure 7: Stanford 10 Reading Subtest, Percentile Rank for Grade 6 by Economic Status, 2007-08 through 2011-12



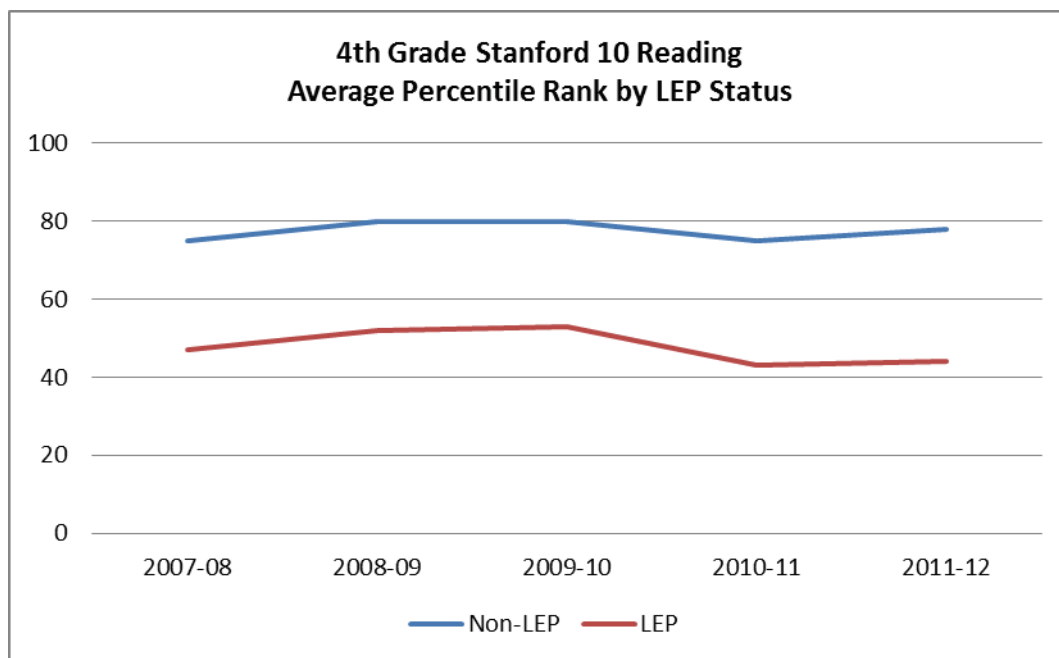
**Table 5** shows the number of students tested each year and the average percentile rank for APS students in grades 4 and 6 by limited English proficiency (LEP) status.

**Table 5: Stanford 10 Reading Subtest, Percentile Rank by Grade and LEP Status, 2007-08 through 2011-12**

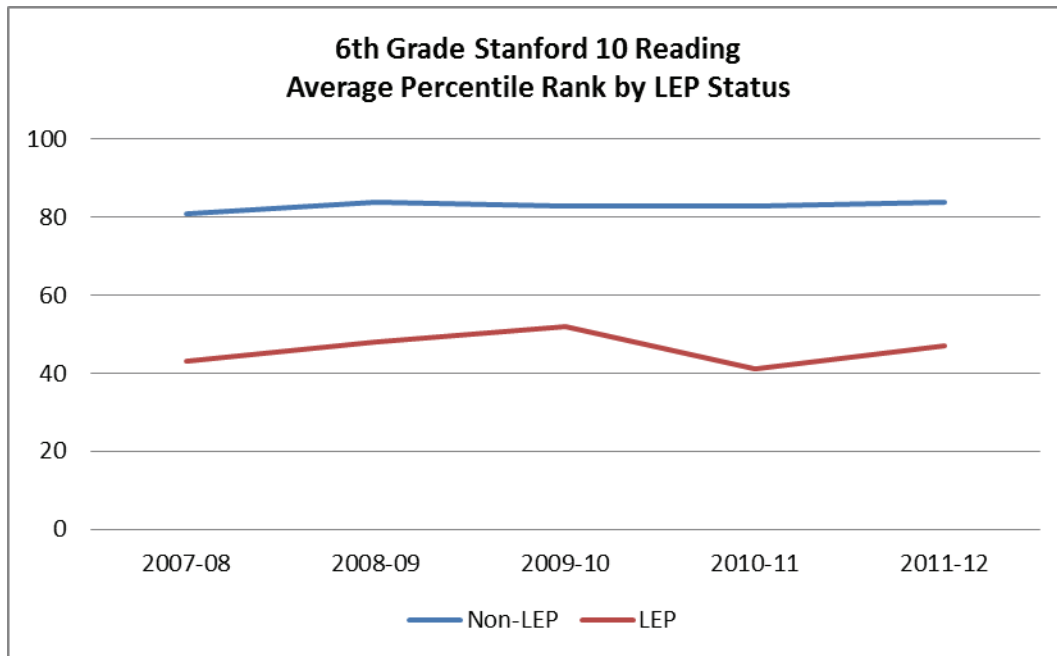
Grade	LEP Status	School Year	No. Tested	Percentile Rank	Grade	LEP Status	School Year	No. Tested	Percentile Rank
4	Non-LEP	2011-12	1,095	78	6	Non-LEP	2011-12	951	84
		2010-11	1,066	75			2010-11	982	83
		2009-10	920	80			2009-10	914	83
		2008-09	949	80			2008-09	941	84
		2007-08	863	75			2007-08	888	81
	LEP	2011-12	431	44		LEP	2011-12	423	47
		2010-11	439	43			2010-11	338	41
		2009-10	378	53			2009-10	315	52
		2008-09	336	52			2008-09	302	48
		2007-08	341	47			2007-08	294	43

**Figure 8** and **Figure 9** show the average percentile rank for APS students by LEP status in grades 4 and 6, respectively.

**Figure 8: Stanford 10 Reading Subtest, Percentile Rank for Grade 4 by LEP Status, 2007-08 through 2011-12**



**Figure 9: Stanford 10 Reading Subtest, Percentile Rank for Grade 6 by LEP Status, 2007-08 through 2011-12**



**Table 6** shows the number of students tested each year and the average percentile rank by disability status for APS students in grades 4 and 6 by disability status.

**Table 6: Stanford 10 Reading Subtest, Percentile Rank by Grade and Disability Status, 2007-08 through 2011-12**

Grade	Disability Status	School Year	No. Tested	Percentile Rank	Grade	Disability Status	School Year	No. Tested	Percentile Rank
4	Non-Disabled	2011-12	1,281	74	6	Non-Disabled	2011-12	1,130	80
		2010-11	1,298	71			2010-11	1,122	80
		2009-10	1,130	77			2009-10	1,049	81
		2008-09	1,120	78			2008-09	1,052	83
		2007-08	1,023	73			2007-08	992	79
	Disabled	2011-12	245	42		Disabled	2011-12	244	40
		2010-11	207	35			2010-11	198	37
		2009-10	168	45			2009-10	180	42
		2008-09	166	43			2008-09	191	40
		2007-08	181	35			2007-08	190	37

Figure 10 and Figure 11 show the average percentile rank for APS students by disability status in grades 4 and 6, respectively.

Figure 10: Stanford 10 Reading Subtest, Percentile Rank for Grade 4 by Disability Status, 2007-08 through 2011-12

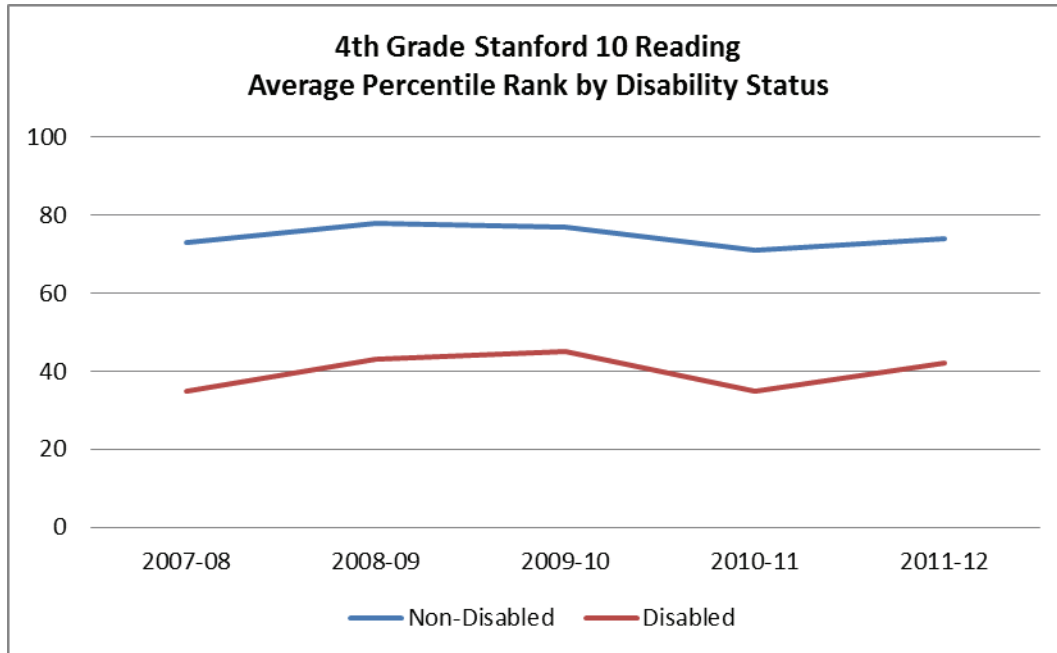
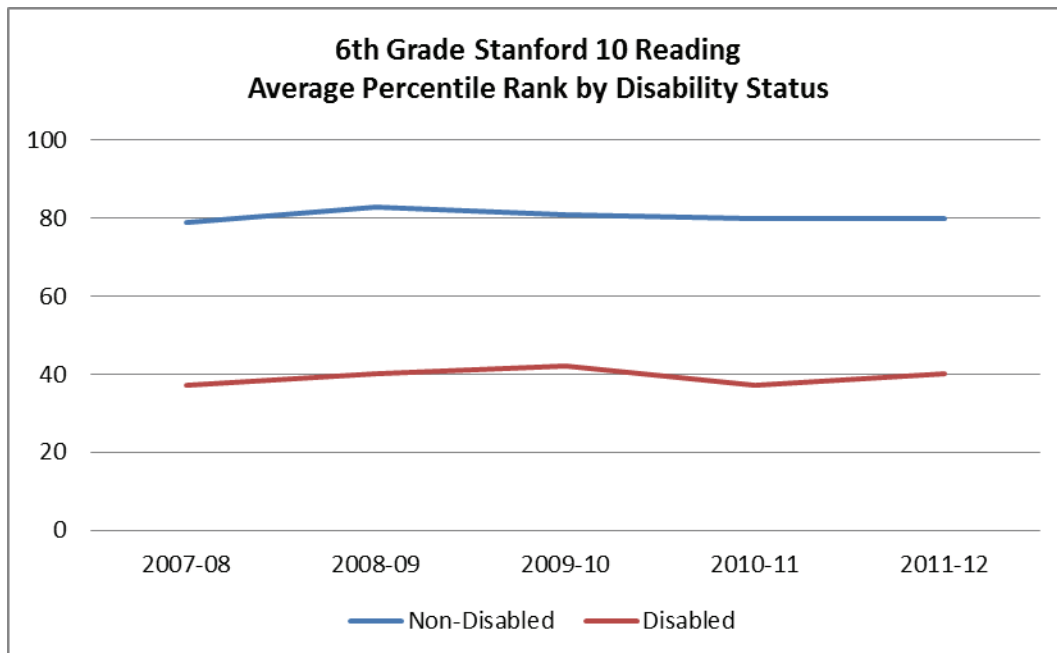


Figure 11: Stanford 10 Reading Subtest, Percentile Rank for Grade 6 by Disability Status, 2007-08 through 2011-12



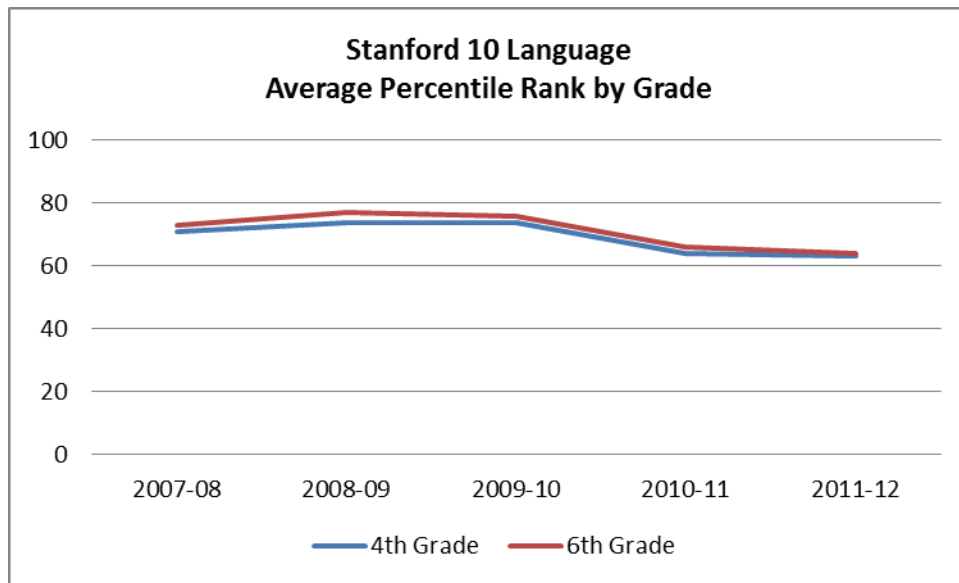
## LANGUAGE

**Table 7** and **Figure 12** show the average percentile rank by year for APS students in grades 4 and 6 on the Stanford Language subtest. Table 7 also shows the number of students tested each year.

**Table 7: Stanford 10 Language Subtest, Percentile Rank by Grade, 2007-08 through 2011-12**

Grade	School Year	No. Tested	Percentile Rank	Grade	School Year	No. Tested	Percentile Rank
4	2011-12	1,539	63	6	2011-12	1,374	64
	2010-11	1,508	64		2010-11	1,318	66
	2009-10	1,298	74		2009-10	1,228	76
	2008-09	1,301	74		2008-09	1,244	77
	2007-08	1,215	71		2007-08	1,182	73

**Figure 12: Stanford 10 Language Subtest, Percentile Rank by Grade, 2007-08 through 2011-12**





**Table 8** shows the number of students tested each year and the average percentile rank for APS students in grades 4 and 6 by race/ethnicity.

**Table 8: Stanford 10 Language Subtest, Percentile Rank by Grade and Race/Ethnicity, 2007-08 through 2011-12**

Grade	Race	School Year	No. Tested	Percentile Rank	Grade	Race	School Year	No. Tested	Percentile Rank
4	Asian	2011-12	117	59	6	Asian	2011-12	127	67
		2010-11	148	56			2010-11	98	66
		2009-10	135	76			2009-10	119	82
		2008-09	130	74			2008-09	132	78
		2007-08	127	73			2007-08	131	71
	Black	2011-12	157	39		Black	2011-12	149	45
		2010-11	136	38			2010-11	150	42
		2009-10	155	56			2009-10	176	57
		2008-09	156	50			2008-09	157	60
		2007-08	170	48			2007-08	175	48
	Hispanic	2011-12	395	41		Hispanic	2011-12	374	44
		2010-11	349	43			2010-11	339	48
		2009-10	302	53			2009-10	270	58
		2008-09	272	55			2008-09	289	62
		2007-08	239	51			2007-08	272	56
	White	2011-12	770	77		White	2011-12	656	77
		2010-11	785	76			2010-11	640	78
		2009-10	684	84			2009-10	655	85
		2008-09	722	84			2008-09	659	85
		2007-08	668	81			2007-08	596	86
Other	2011-12	98	78	Other	2011-12	68	73		
	2010-11	90	78		2010-11	91	71		
	2009-10	22	74		2009-10	8	87		
	2008-09	21	69		2008-09	7	72		
	2007-08	11	63		2007-08	8	74		

Figure 13 and Figure 14 show the average percentile rank for APS students by race/ethnicity in grades 4 and 6, respectively.

Figure 13: Stanford 10 Language Subtest, Percentile Rank for Grade 4 by Race/Ethnicity, 2007-08 through 2011-12

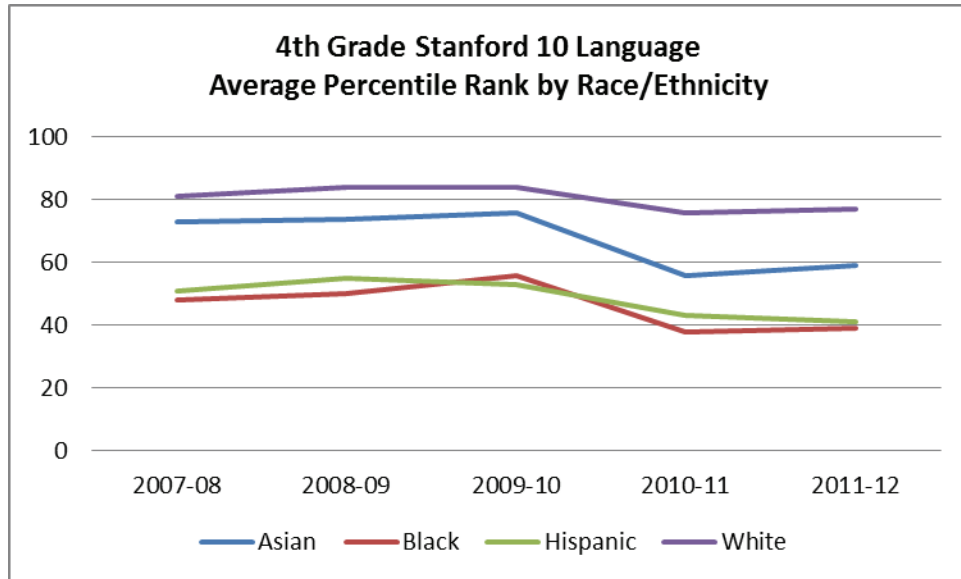
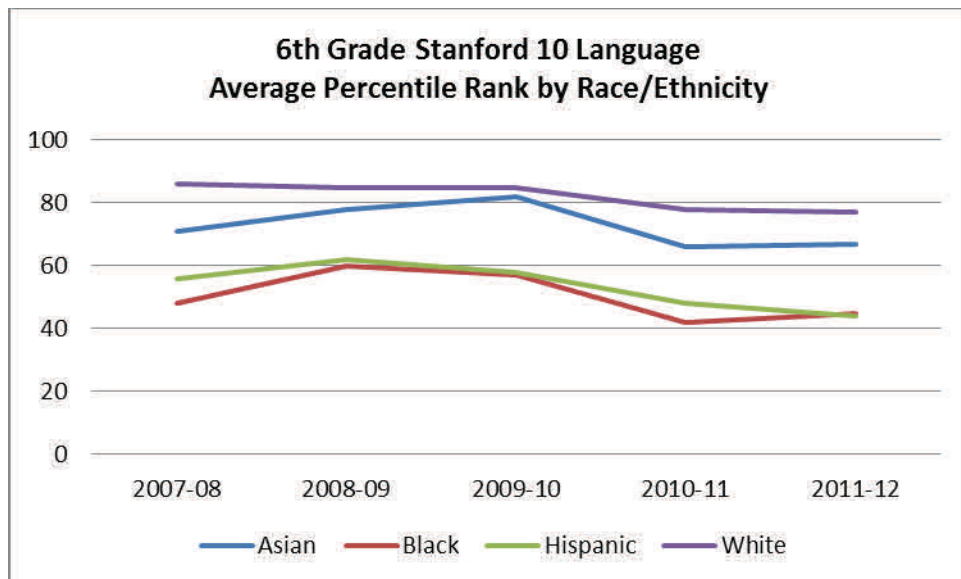


Figure 14: Stanford 10 Language Subtest, Percentile Rank for Grade 6 by Race/Ethnicity, 2007-08 through 2011-12



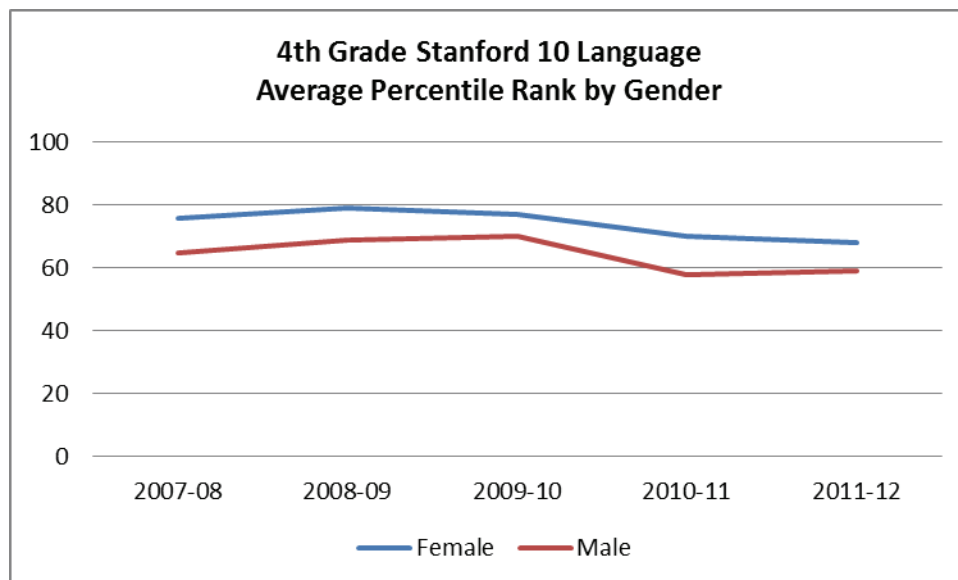
**Table 9** shows the number of students tested each year and the average percentile rank for APS students in grades 4 and 6 by gender.

**Table 9: Stanford 10 Language Subtest, Percentile Rank by Grade and Gender, 2007-08 through 2011-12**

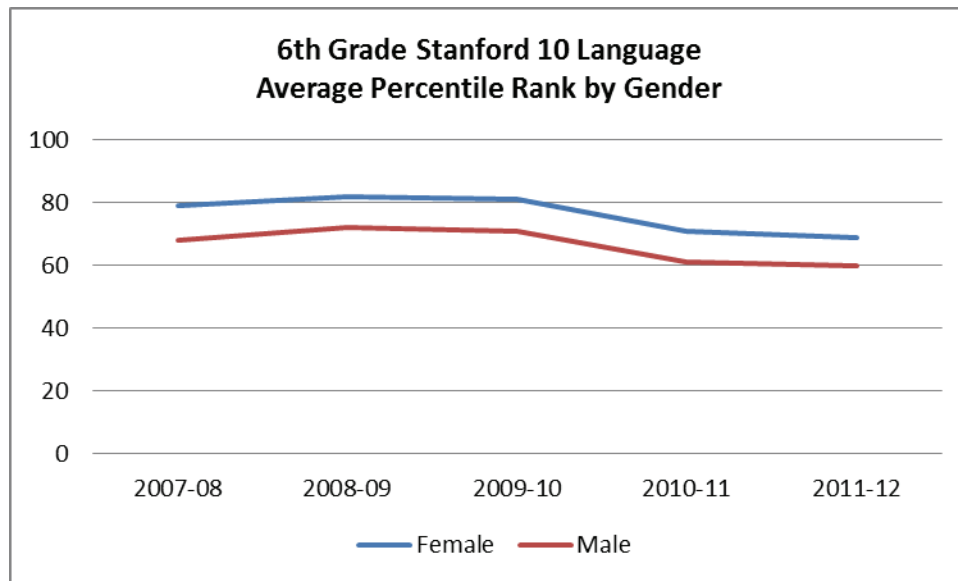
Grade	Gender	School Year	No. Tested	Percentile Rank	Grade	Gender	School Year	No. Tested	Percentile Rank
4	Female	2011-12	790	68	6	Female	2011-12	695	69
		2010-11	739	70			2010-11	659	71
		2009-10	654	77			2009-10	579	81
		2008-09	644	79			2008-09	618	82
		2007-08	576	76			2007-08	564	79
	Male	2011-12	747	59		Male	2011-12	679	60
		2010-11	769	58			2010-11	659	61
		2009-10	644	70			2009-10	649	71
		2008-09	657	69			2008-09	626	72
		2007-08	639	65			2007-08	616	68

**Figure 15** and **Figure 16** show the average percentile rank for APS students by gender in grades 4 and 6, respectively.

**Figure 15: Stanford 10 Language Subtest, Percentile Rank for Grade 4 by Gender, 2007-08 through 2011-12**



**Figure 16: Stanford 10 Language Subtest, Percentile Rank for Grade 6 by Gender, 2007-08 through 2011-12**



**Table 10** shows the number of students tested each year and the average percentile rank for APS students in grades 4 and 6 by economic status.

**Table 10: Stanford 10 Language Subtest, Percentile Rank by Grade and Economic Status, 2007-08 through 2011-12**

Grade	Economic Status	School Year	No. Tested	Percentile Rank	Grade	Economic Status	School Year	No. Tested	Percentile Rank
4	Non-Disadvantaged	2011-12	1,097	74	6	Non-Disadvantaged	2011-12	956	73
		2010-11	1,097	73			2010-11	921	75
		2009-10	929	81			2009-10	861	83
		2008-09	944	81			2008-09	894	83
		2007-08	916	77			2007-08	859	80
	Disadvantaged	2011-12	440	36		Disadvantaged	2011-12	418	42
		2010-11	411	37			2010-11	397	43
		2009-10	369	52			2009-10	367	57
		2008-09	356	52			2008-09	350	57
		2007-08	299	48			2007-08	323	52

Figure 17 and Figure 18 show the average percentile rank for APS students by economic status in grades 4 and 6, respectively.

Figure 17: Stanford 10 Language Subtest, Percentile Rank for Grade 4 by Economic Status, 2007-08 through 2011-12

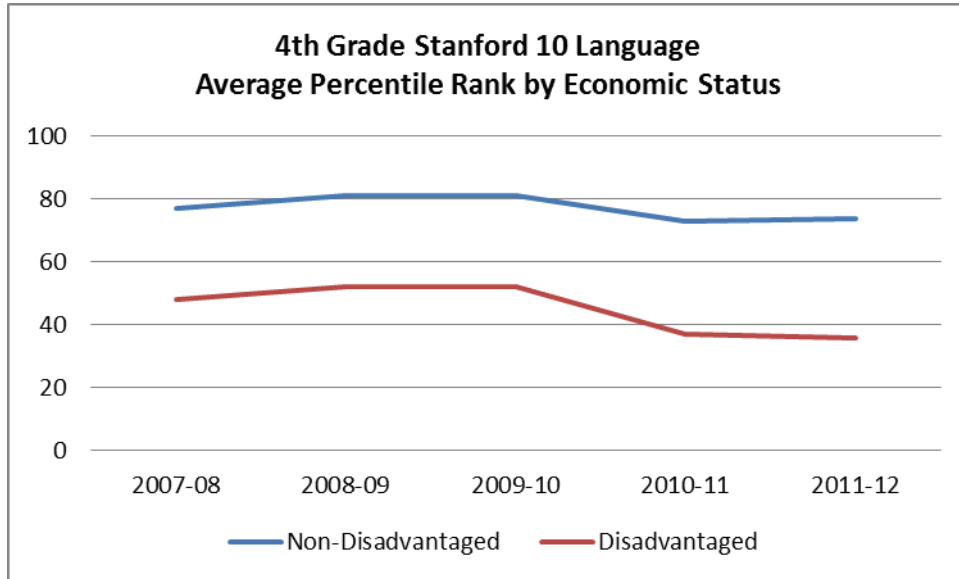
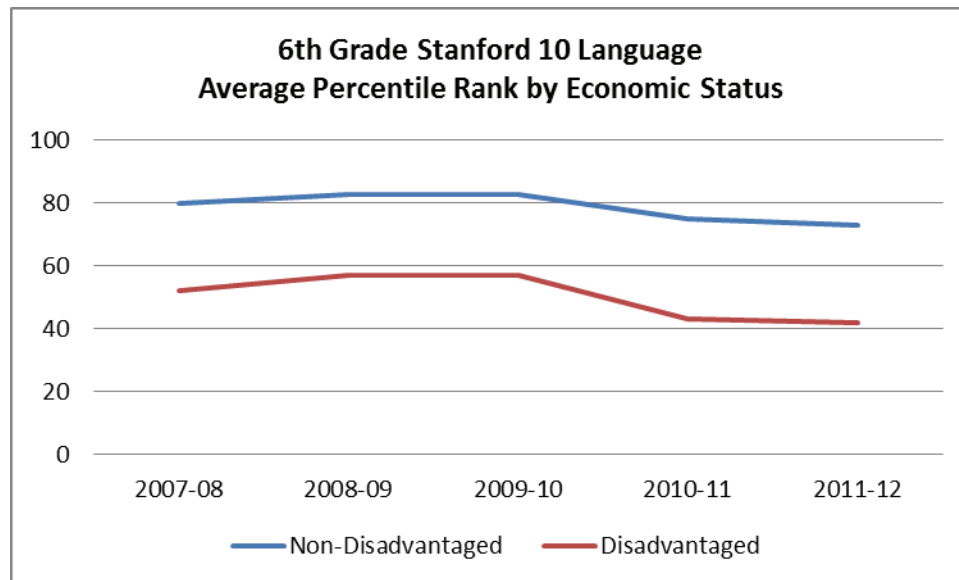


Figure 18: Stanford 10 Language Subtest, Percentile Rank for Grade 6 by Economic Status, 2007-08 through 2011-12



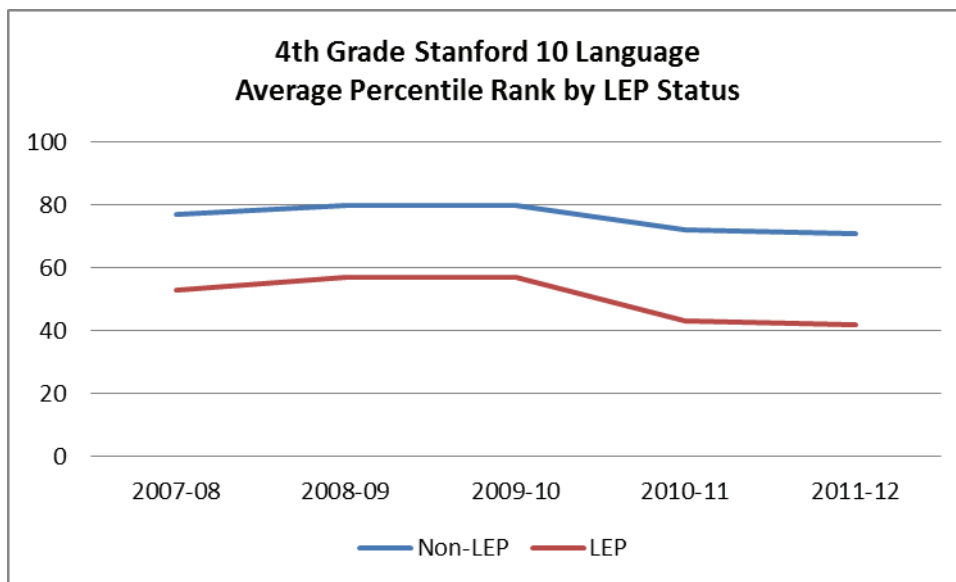
**Table 11** shows the number of students tested each year and the average percentile rank for APS students in grades 4 and 6 by limited English proficiency (LEP) status.

**Table 11: Stanford 10 Language Subtest, Percentile Rank by Grade and LEP Status, 2007-08 through 2011-12**

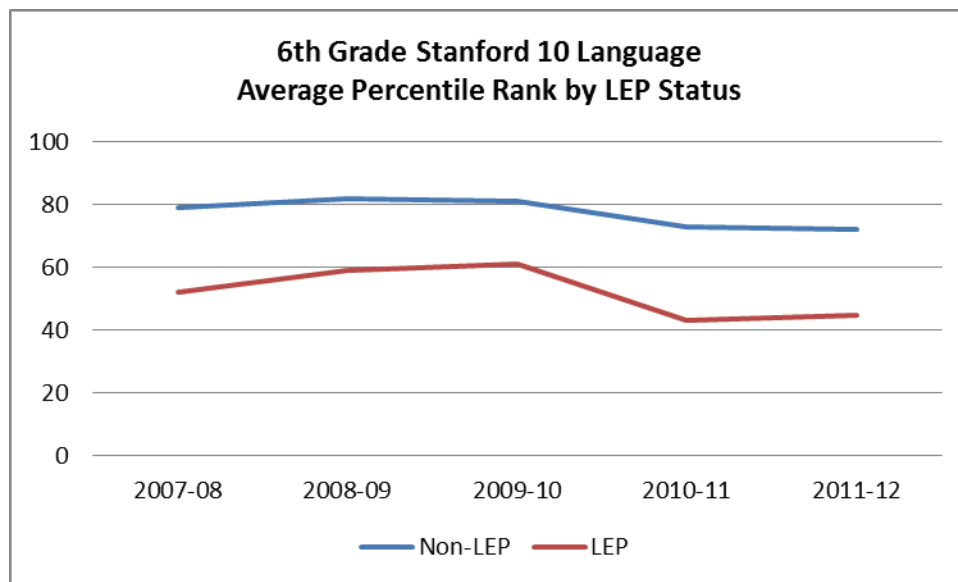
Grade	LEP Status	School Year	No. Tested	Percentile Rank	Grade	LEP Status	School Year	No. Tested	Percentile Rank
4	Non-LEP	2011-12	1,103	71	6	Non-LEP	2011-12	952	72
		2010-11	1,068	72			2010-11	981	73
		2009-10	924	80			2009-10	912	81
		2008-09	945	80			2008-09	941	82
		2007-08	868	77			2007-08	888	79
	LEP	2011-12	434	42		LEP	2011-12	422	45
		2010-11	440	43			2010-11	337	43
		2009-10	374	57			2009-10	316	61
		2008-09	355	57			2008-09	303	59
		2007-08	347	53			2007-08	294	52

**Figure 19** and **Figure 20** show the average percentile rank for APS students by LEP status in grades 4 and 6, respectively.

**Figure 19: Stanford 10 Language Subtest, Percentile Rank for Grade 4 by LEP Status, 2007-08 through 2011-12**



**Figure 20: Stanford 10 Language Subtest, Percentile Rank for Grade 6 by LEP status, 2007-08 through 2011-12**



**Table 12** shows the number of students tested each year and the average percentile rank by disability status for APS students in grades 4 and 6 by disability status.

**Table 12: Stanford 10 Language Subtest, Percentile Rank by Grade and Disability Status, 2007-08 through 2011-12**

Grade	Disability Status	School Year	No. Tested	Percentile Rank	Grade	Disability Status	School Year	No. Tested	Percentile Rank
4	Non-Disabled	2011-12	1,289	68	6	Non-Disabled	2011-12	1,131	71
		2010-11	1,301	68			2010-11	1,120	71
		2009-10	1,126	77			2009-10	1,049	81
		2008-09	1,132	78			2008-09	1,054	82
		2007-08	1,029	75			2007-08	992	78
	Disabled	2011-12	248	38		Disabled	2011-12	243	32
		2010-11	207	34			2010-11	198	36
		2009-10	172	50			2009-10	179	44
		2008-09	169	43			2008-09	190	43
		2007-08	186	42			2007-08	190	41

Figure 21 and Figure 22 show the average percentile rank for APS students by disability status in grades 4 and 6, respectively.

Figure 21: Stanford 10 Language Subtest, Percentile Rank for Grade 4 by Disability Status, 2007-08 through 2011-12

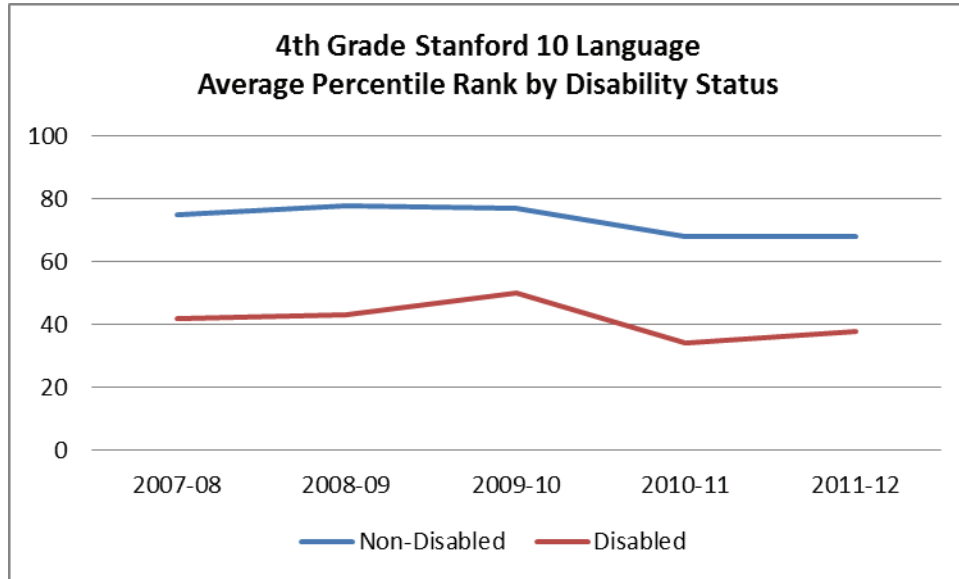
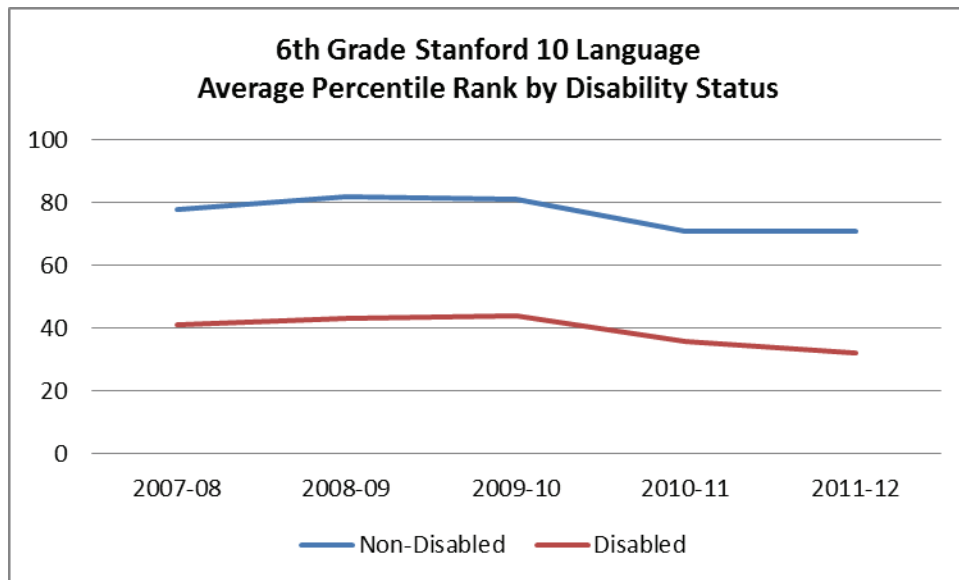


Figure 22: Stanford 10 Language Subtest, Percentile Rank for Grade 6 by Disability Status, 2007-08 through 2011-12





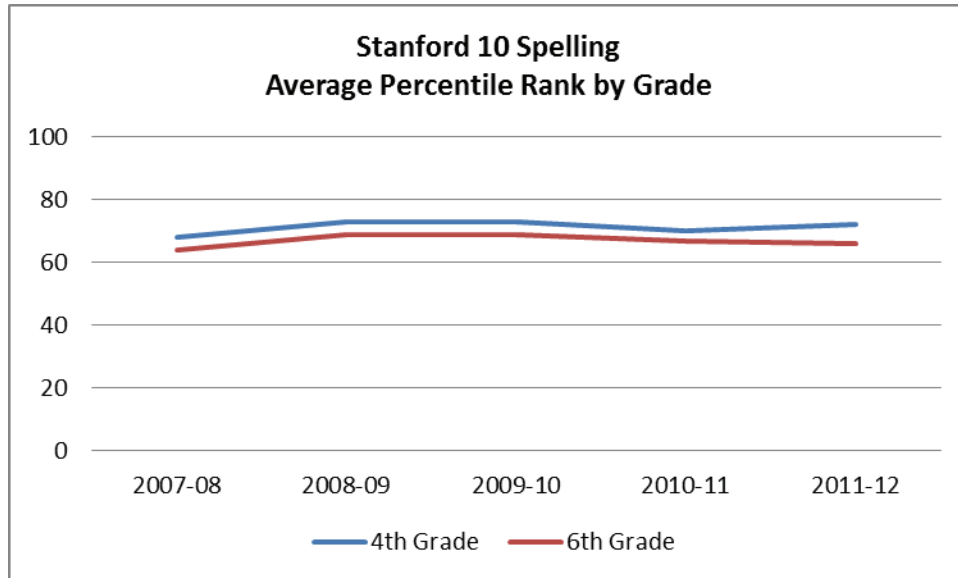
## SPELLING

**Table 13** and **Figure 23** show the average percentile rank by year for APS students in grades 4 and 6 on the Stanford Spelling subtest. Table 7 also shows the number of students tested each year.

**Table 13: Stanford 10 Spelling Subtest, Percentile Rank by Grade, 2007-08 through 2011-12**

Grade	School Year	No. Tested	Percentile Rank	Grade	School Year	No. Tested	Percentile Rank
4	2011-12	1,540	72	6	2011-12	1,372	66
	2010-11	1,512	70		2010-11	1,318	67
	2009-10	1,300	73		2009-10	1,230	69
	2008-09	1,302	73		2008-09	1,244	69
	2007-08	1,215	68		2007-08	1,183	64

**Figure 23: Stanford 10 Spelling Subtest, Percentile Rank by Grade, 2007-08 through 2011-12**



**Table 14** shows the number of students tested each year and the average percentile rank for APS students in grades 4 and 6 by race/ethnicity.

**Table 14: Stanford 10 Spelling Subtest, Percentile Rank by Grade and Race/Ethnicity, 2007-08 through 2011-12**

Grade	Race	School Year	No. Tested	Percentile Rank	Grade	Race	School Year	No. Tested	Percentile Rank
4	Asian	2011-12	118	77	6	Asian	2011-12	127	71
		2010-11	150	74			2010-11	98	76
		2009-10	136	83			2009-10	120	80
		2008-09	131	81			2008-09	132	75
		2007-08	127	81			2007-08	131	71
	Black	2011-12	158	59		Black	2011-12	149	52
		2010-11	137	53			2010-11	148	48
		2009-10	156	61			2009-10	176	52
		2008-09	154	59			2008-09	157	54
		2007-08	170	49			2007-08	175	44
	Hispanic	2011-12	396	52		Hispanic	2011-12	372	50
		2010-11	350	53			2010-11	339	47
		2009-10	301	58			2009-10	270	48
		2008-09	273	56			2008-09	289	50
		2007-08	239	52			2007-08	272	45
	White	2011-12	768	80		White	2011-12	656	76
		2010-11	786	77			2010-11	642	77
		2009-10	684	80			2009-10	656	78
		2008-09	723	80			2008-09	659	78
		2007-08	668	75			2007-08	597	76
Other	2011-12	98	84	Other	2011-12	68	72		
	2010-11	89	79		2010-11	91	72		
	2009-10	23	69		2009-10	8	76		
	2008-09	21	76		2008-09	7	67		
	2007-08	11	72		2007-08	8	45		

Figure 24 and Figure 25 show the average percentile rank for APS students by race/ethnicity in grades 4 and 6, respectively.

Figure 24: Stanford 10 Spelling Subtest, Percentile Rank for Grade 4 by Race/Ethnicity, 2007-08 through 2011-12

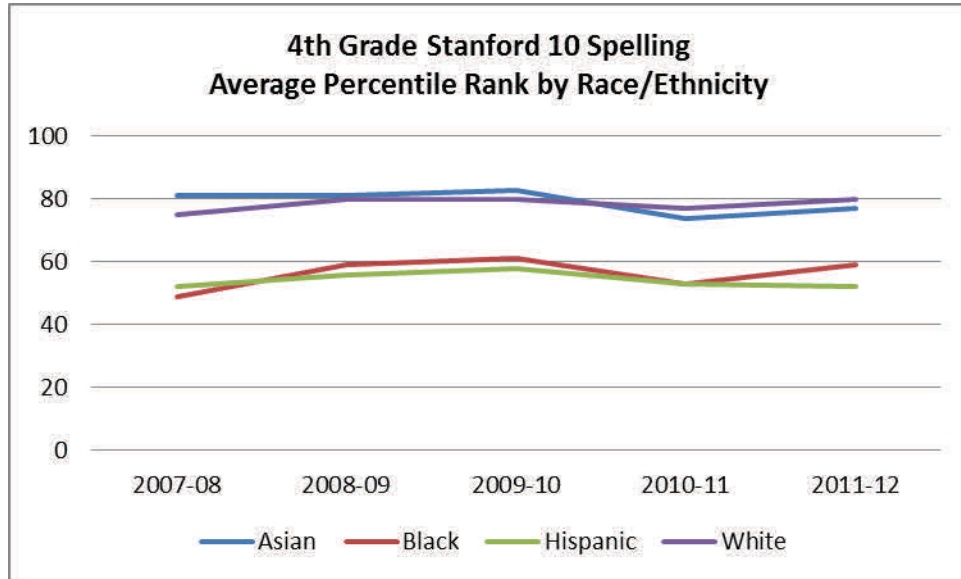
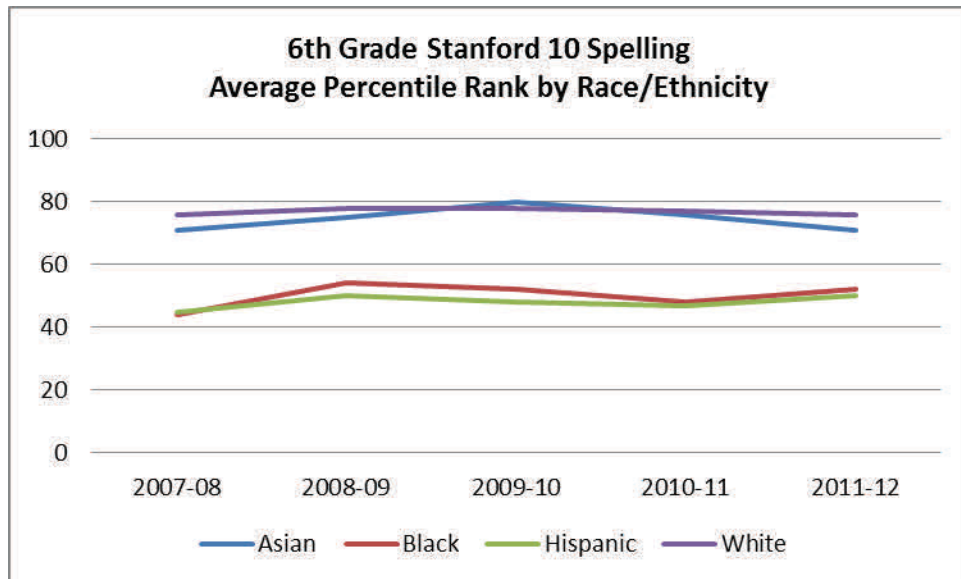


Figure 25: Stanford 10 Spelling Subtest, Percentile Rank for Grade 6 by Race/Ethnicity, 2007-08 through 2011-12



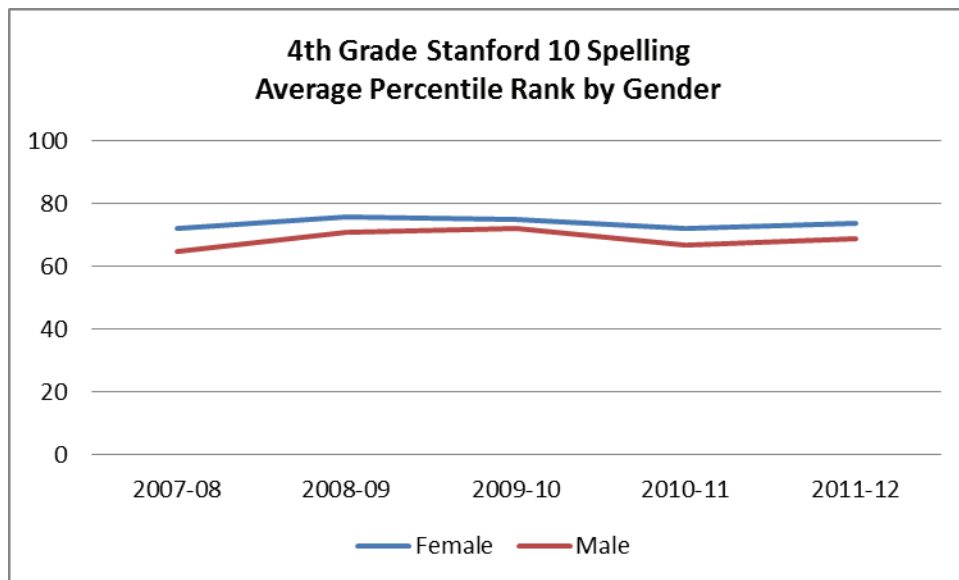
**Table 15** shows the number of students tested each year and the average percentile rank for APS students in grades 4 and 6 by gender.

**Table 15: Stanford 10 Spelling Subtest, Percentile Rank by Grade and Gender, 2007-08 through 2011-12**

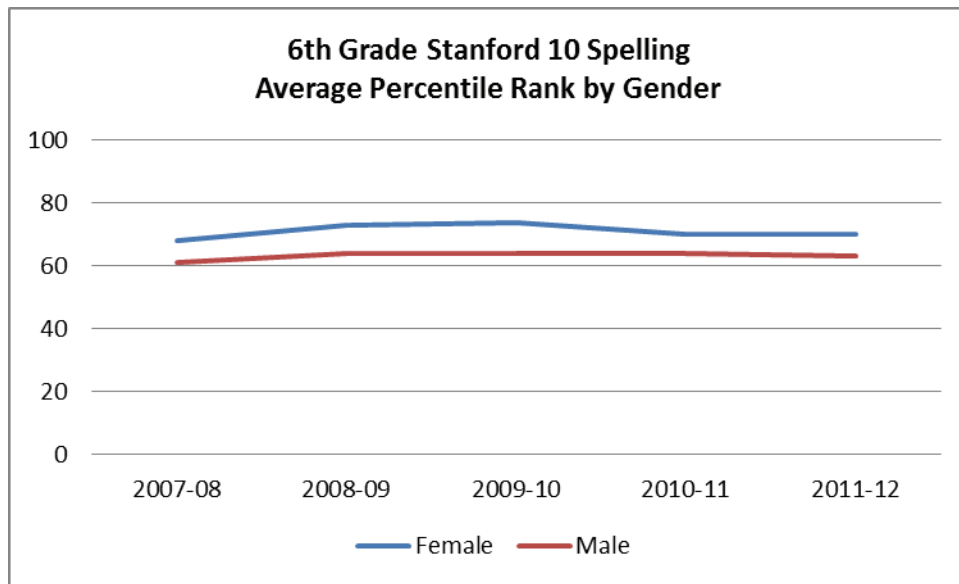
Grade	Gender	School Year	No. Tested	Percentile Rank	Grade	Gender	School Year	No. Tested	Percentile Rank
4	Female	2011-12	791	74	6	Female	2011-12	697	70
		2010-11	740	72			2010-11	657	70
		2009-10	654	75			2009-10	579	74
		2008-09	645	76			2008-09	618	73
		2007-08	576	72			2007-08	564	68
	Male	2011-12	747	69		Male	2011-12	675	63
		2010-11	772	67			2010-11	661	64
		2009-10	646	72			2009-10	651	64
		2008-09	657	71			2008-09	626	64
		2007-08	639	65			2007-08	617	61

**Figure 26** and **Figure 27** show the average percentile rank for APS students by gender in grades 4 and 6, respectively.

**Figure 26: Stanford 10 Spelling Subtest, Percentile Rank for Grade 4 by Gender, 2007-08 through 2011-12**



**Figure 27: Stanford 10 Spelling Subtest, Percentile Rank for Grade 6 by Gender, 2007-08 through 2011-12**



**Table 16** shows the number of students tested each year and the average percentile rank for APS students in grades 4 and 6 by economic status.

**Table 16: Stanford 10 Spelling Subtest, Percentile Rank by Grade and Economic Status, 2007-08 through 2011-12**

Grade	Economic Status	School Year	No. Tested	Percentile Rank	Grade	Economic Status	School Year	No. Tested	Percentile Rank
4	Non-Disadvantaged	2011-12	1,097	79	6	Non-Disadvantaged	2011-12	953	73
		2010-11	1,099	76			2010-11	921	74
		2009-10	929	78			2009-10	862	76
		2008-09	943	78			2008-09	894	76
		2007-08	916	73			2007-08	860	71
	Disadvantaged	2011-12	441	52		Disadvantaged	2011-12	419	49
		2010-11	413	50			2010-11	397	46
		2009-10	371	61			2009-10	368	51
		2008-09	358	58			2008-09	350	48
		2007-08	299	53			2007-08	323	45

Figure 28 and Figure 29 show the average percentile rank for APS students by economic status in grades 4 and 6, respectively.

Figure 28: Stanford 10 Spelling Subtest, Percentile Rank for Grade 4 by Economic Status, 2007-08 through 2011-12

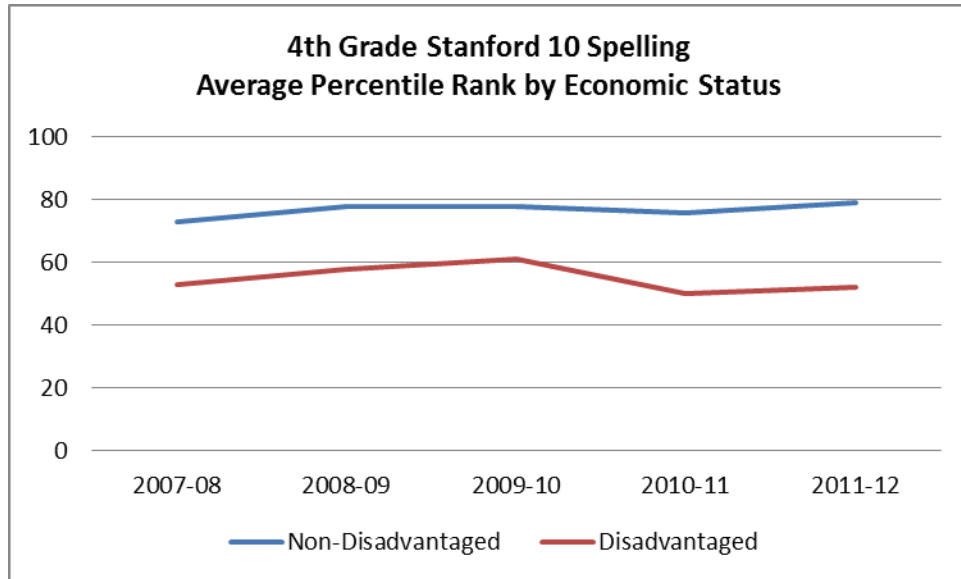
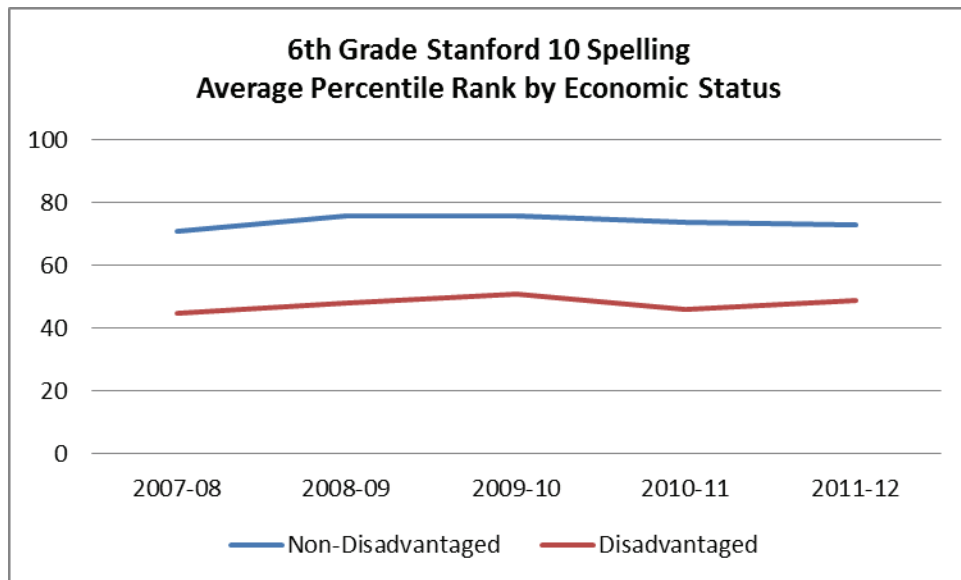


Figure 29: Stanford 10 Spelling Subtest, Percentile Rank for Grade 6 by Economic Status, 2007-08 through 2011-12



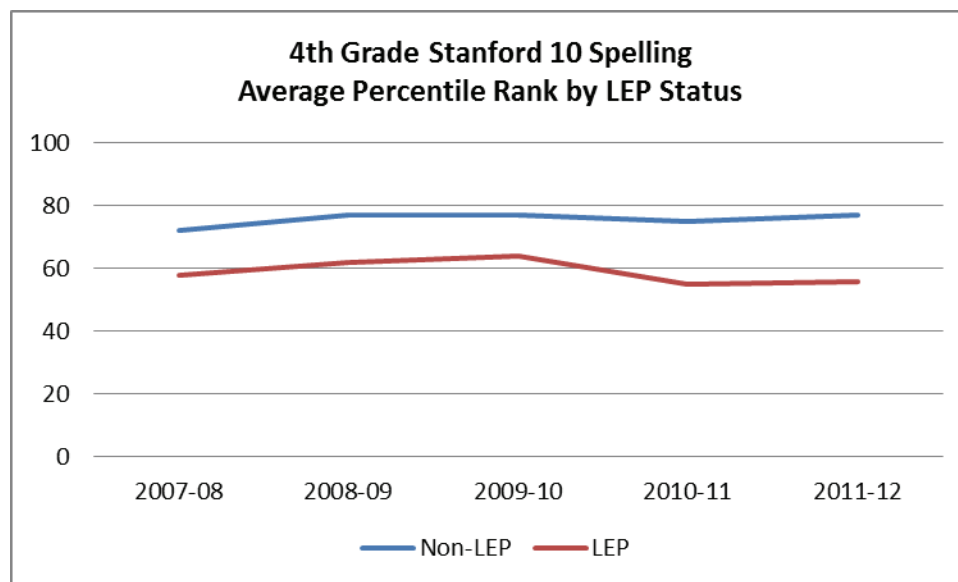
**Table 17** shows the number of students tested each year and the average percentile rank for APS students in grades 4 and 6 by limited English proficiency (LEP) status.

**Table 17: Stanford 10 Spelling Subtest, Percentile Rank by Grade and LEP Status, 2007-08 through 2011-12**

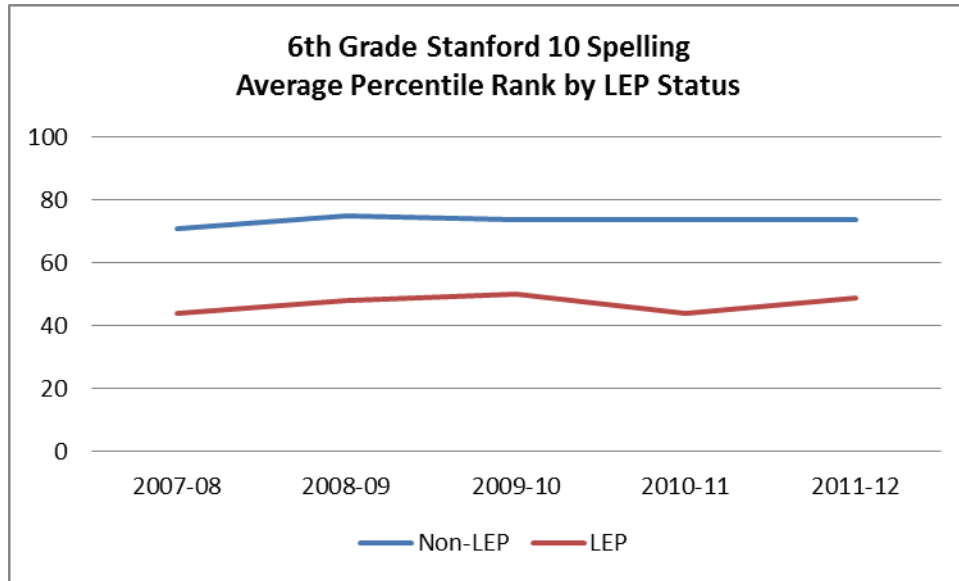
Grade	LEP Status	School Year	No. Tested	Percentile Rank	Grade	LEP Status	School Year	No. Tested	Percentile Rank
4	Non-LEP	2011-12	1,103	77	6	Non-LEP	2011-12	950	74
		2010-11	1,069	75			2010-11	981	74
		2009-10	924	77			2009-10	913	74
		2008-09	944	77			2008-09	941	75
		2007-08	868	72			2007-08	889	71
	LEP	2011-12	435	56		LEP	2011-12	422	49
		2010-11	443	55			2010-11	337	44
		2009-10	376	64			2009-10	317	50
		2008-09	357	62			2008-09	303	48
		2007-08	347	58			2007-08	294	44

**Figure 30** and **Figure 31** show the average percentile rank for APS students by LEP status in grades 4 and 6, respectively.

**Figure 30: Stanford 10 Spelling Subtest, Percentile Rank for Grade 4 by LEP Status, 2007-08 through 2011-12**



**Figure 31: Stanford 10 Spelling Subtest, Percentile Rank for Grade 6 by LEP status, 2007-08 through 2011-12**



**Table 18** shows the number of students tested each year and the average percentile rank for APS students in grades 4 and 6 by disability status.

**Table 18: Stanford 10 Spelling Subtest, Percentile Rank by Grade and Disability Status, 2007-08 through 2011-12**

Grade	Disability Status	School Year	No. Tested	Percentile Rank	Grade	Disability Status	School Year	No. Tested	Percentile Rank
4	Non-Disabled	2011-12	1,290	77	6	Non-Disabled	2011-12	1,129	73
		2010-11	1,305	74			2010-11	1,121	72
		2009-10	1,126	77			2009-10	1,051	74
		2008-09	1,134	77			2008-09	1,054	75
		2007-08	1,029	73			2007-08	992	71
	Disabled	2011-12	248	42		Disabled	2011-12	243	34
		2010-11	207	40			2010-11	197	35
		2009-10	174	46			2009-10	179	33
		2008-09	168	45			2008-09	190	33
		2007-08	186	39			2007-08	191	30



Figure 32 and Figure 33 show the average percentile rank for APS students by disability status in grades 4 and 6, respectively.

Figure 32: Stanford 10 Spelling Subtest, Percentile Rank for Grade 4 by Disability Status, 2007-08 through 2011-12

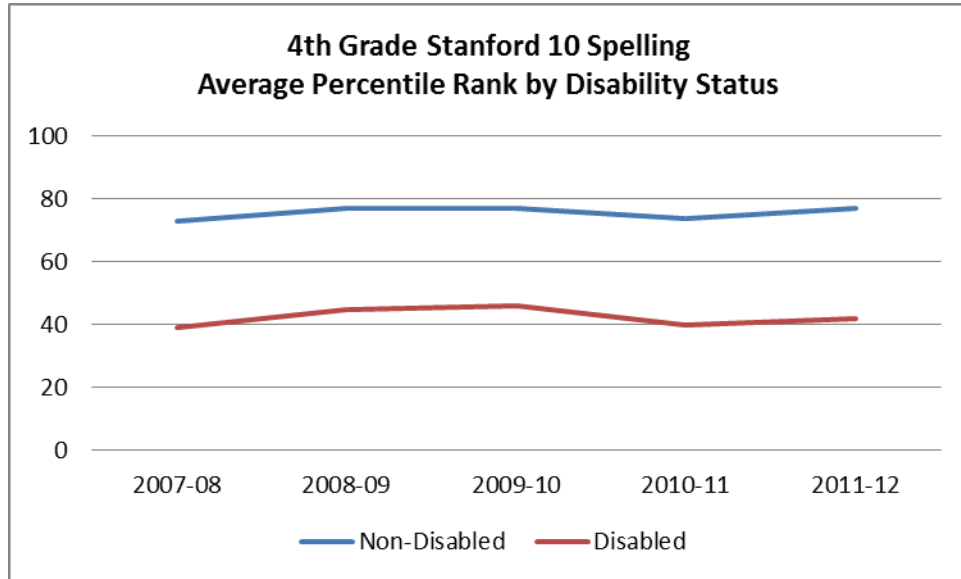
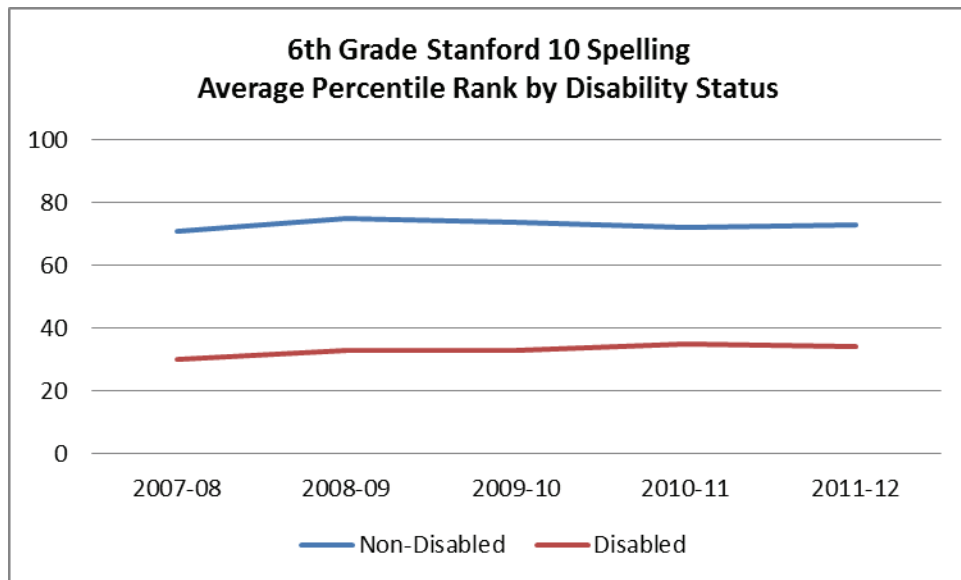


Figure 33: Stanford 10 Spelling Subtest, Percentile Rank for Grade 6 by Disability Status, 2007-08 through 2011-12



# Advanced Placement (AP)

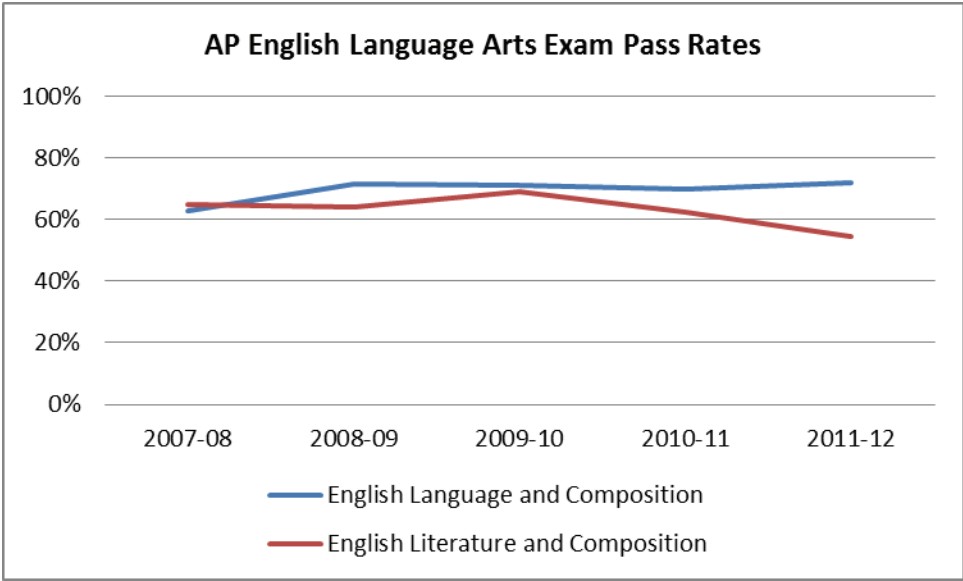
High school students enrolled in AP English classes are required to participate in the corresponding AP Language and Composition exam or the AP Literature and Composition exam.

**Table 1** and **Figure 1** provide five years of pass rate data for students who participated in one of the two AP English exams offered by the College Board.

**Table 1: AP English Pass Rates, 2007-08 through 2011-12**

School Year	English Language and Composition		English Literature and Composition	
	No. Tested	% Passing	No. Tested	% Passing
2011-12	481	72%	414	54%
2010-11	439	70%	363	62%
2009-10	404	71%	299	69%
2008-09	367	72%	296	64%
2007-08	341	63%	304	65%

**Figure 1: AP English Pass Rates, 2007-08 through 2011-12**



The remaining tables and figures in this report contain four years of disaggregated data rather than five. Because the 2007-08 data did not contain student IDs, it was not possible to disaggregate the data for demographic purposes.

**Table 2** provides four years of pass rate data, disaggregated by race/ethnicity, for students who took either the AP English Language and Composition exam or the AP English Literature and Composition exam.

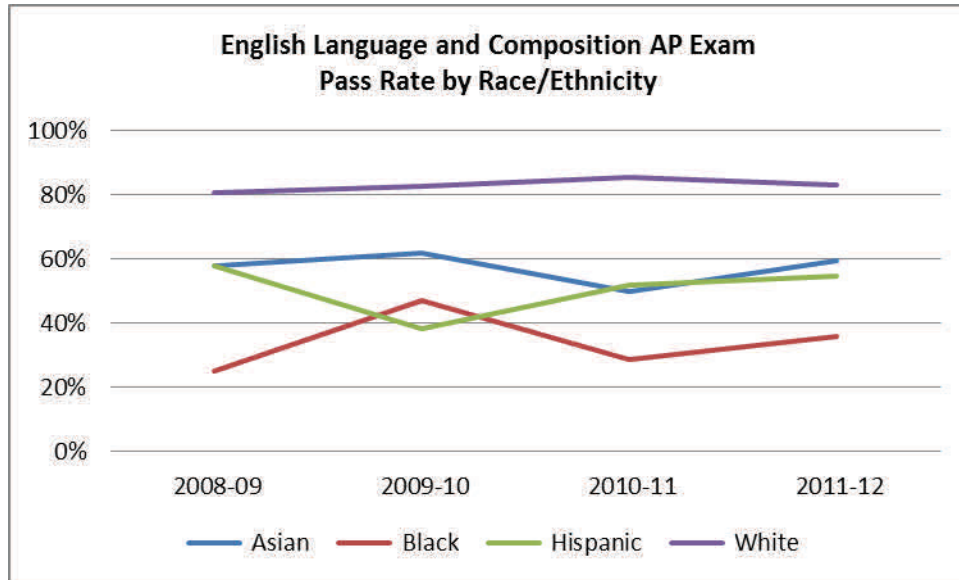
**Table 2: AP English Pass Rates by Race/Ethnicity, 2008-09 through 2011-12**

Race	School Year	English Language and Composition		English Literature and Composition	
		No. Tested	% Passing	No. Tested	% Passing
Asian	2011-12	52	60%	46	39%
	2010-11	46	50%	44	50%
	2009-10	55	62%	34	65%
	2008-09	38	58%	28	46%
Black	2011-12	42	36%	43	12%
	2010-11	42	29%	30	33%
	2009-10	34	47%	20	45%
	2008-09	28	25%	25	40%
Hispanic	2011-12	73	55%	68	41%
	2010-11	75	52%	58	43%
	2009-10	52	38%	31	52%
	2008-09	38	58%	36	50%
White	2011-12	280	83%	236	70%
	2010-11	253	85%	216	73%
	2009-10	257	83%	212	74%
	2008-09	259	81%	203	72%
Other	2011-12	34	76%	21	38%
	2010-11	23	74%	15	80%
	2009-10	6	67%	*	*
	2008-09	*	*	*	*

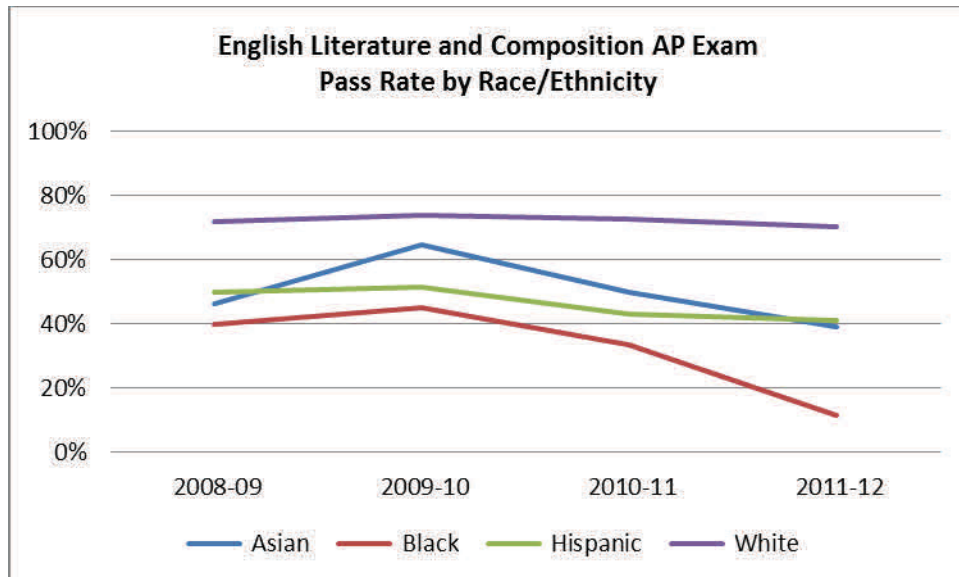
\* Fewer than 5 tests are not reported.

**Figure 2** and **Figure 3** provide four years of pass rate data, disaggregated by race/ethnicity, for students who took the AP English Language and Composition exam or the AP English Literature and Composition exam, respectively.

**Figure 2: AP English Language and Composition Pass Rate by Race/Ethnicity, 2008-09 through 2011-12**



**Figure 3: AP English Literature and Composition Pass Rate by Race/Ethnicity, 2008-09 through 2011-12**



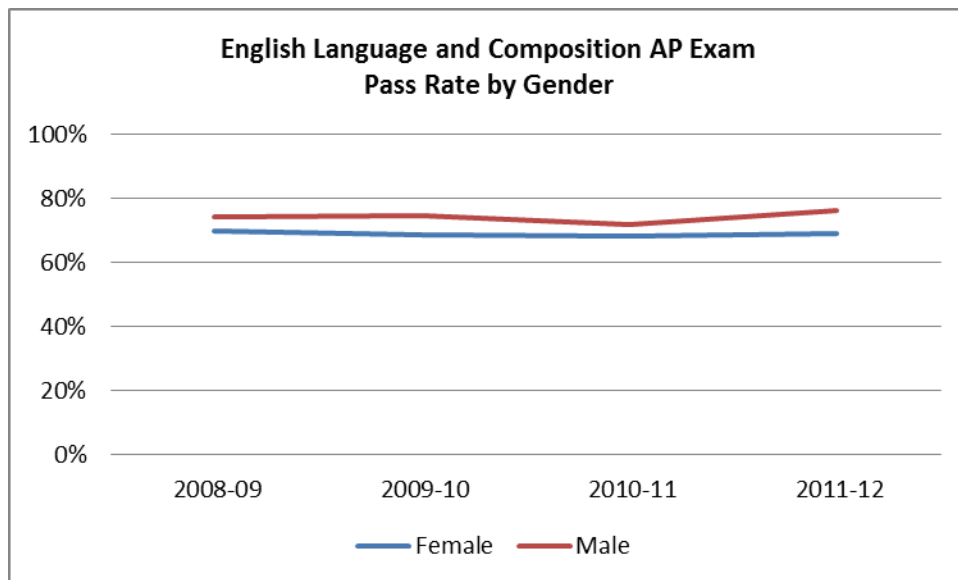
**Table 3** provides four years of pass rate data, disaggregated by gender, for students who took either the AP English Language and Composition exam or the AP English Literature and Composition exam.

**Table 3: AP English Pass Rates by Gender, 2008-09 through 2011-12**

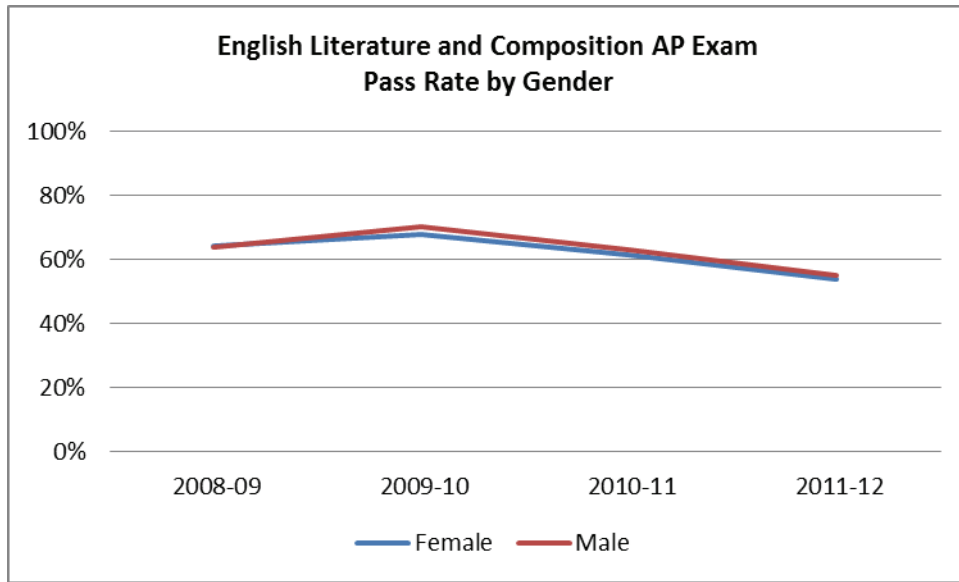
Gender	School Year	English Language and Composition		English Literature and Composition	
		No. Tested	% Passing	No. Tested	% Passing
Female	2011-12	308	69%	245	54%
	2010-11	243	68%	208	62%
	2009-10	245	69%	185	68%
	2008-09	219	70%	183	64%
Male	2011-12	173	76%	169	55%
	2010-11	196	72%	155	63%
	2009-10	159	75%	114	70%
	2008-09	148	74%	113	64%

**Figure 4** and **Figure 5** provide four years of pass rate data, disaggregated by gender, for students who took the AP English Language and Composition exam or the AP English Literature and Composition exam, respectively.

**Figure 4: AP English Language and Composition Pass Rate by Gender, 2008-09 through 2011-12**



**Figure 5: AP English Literature and Composition Pass Rate by Gender, 2008-09 through 2011-12**



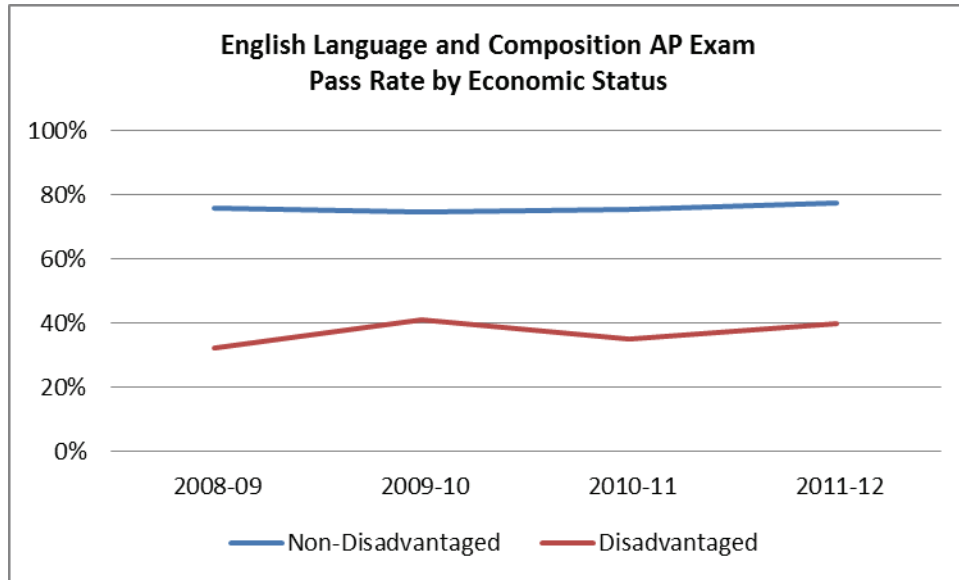
**Table 4** provides four years of pass rate data, disaggregated by economic status, for students who took either the AP English Language and Composition exam or the AP English Literature and Composition exam.

**Table 4: AP English Pass Rates by Economic Status, 2008-09 through 2011-12**

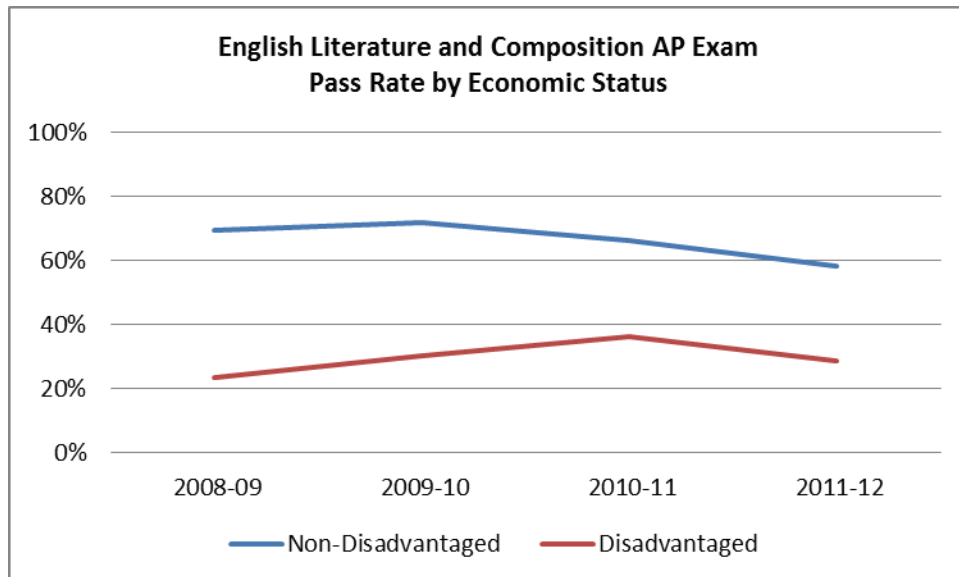
Economic Status	School Year	English Language and Composition		English Literature and Composition	
		No. Tested	% Passing	No. Tested	% Passing
Non-Disadvantaged	2011-12	406	78%	358	58%
	2010-11	379	75%	316	66%
	2009-10	360	75%	276	72%
	2008-09	330	76%	262	69%
Disadvantaged	2011-12	75	40%	56	29%
	2010-11	60	35%	47	36%
	2009-10	44	41%	23	30%
	2008-09	37	32%	34	24%

**Figure 6** and **Figure 7** provide four years of pass rate data, disaggregated by economic status, for students who took the AP English Language and Composition exam or the AP English Literature and Composition exam, respectively.

**Figure 6: AP English Language and Composition Pass Rate by Economic Status, 2008-09 through 2011-12**



**Figure 7: AP English Literature and Composition Pass Rate by Economic Status, 2008-09 through 2011-12**



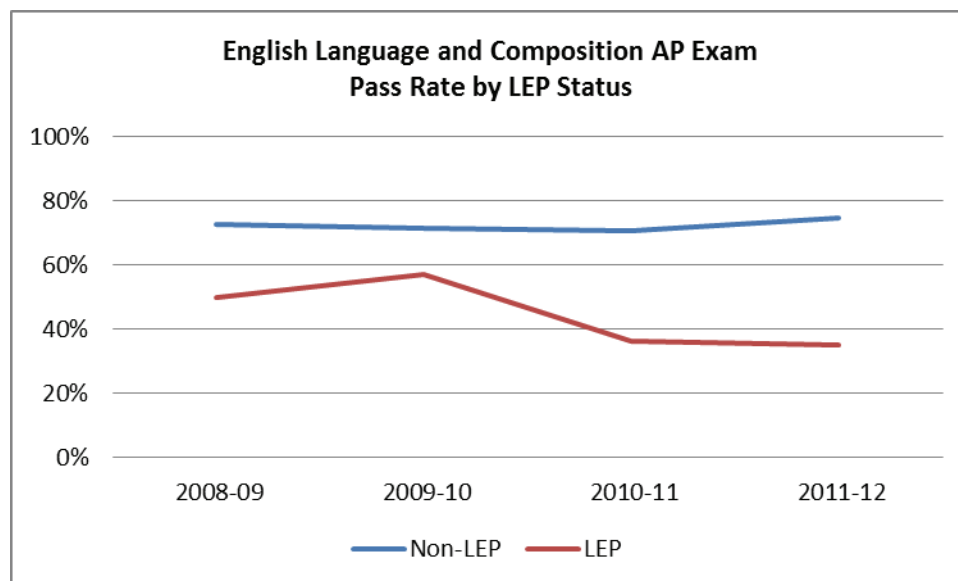
**Table 5** provides four years of pass rate data, disaggregated by limited English proficiency (LEP) status, for students who took either the AP English Language and Composition exam or the AP English Literature and Composition exam.

**Table 5: AP English Pass Rates by LEP Status, 2008-09 through 2011-12**

LEP Status	School Year	English Language and Composition		English Literature and Composition	
		No. Tested	% Passing	No. Tested	% Passing
Non-LEP	2011-12	444	75%	403	55%
	2010-11	428	71%	353	63%
	2009-10	390	72%	294	69%
	2008-09	351	73%	287	66%
LEP	2011-12	37	35%	11	27%
	2010-11	11	36%	10	30%
	2009-10	14	57%	5	80%
	2008-09	16	50%	9	0%

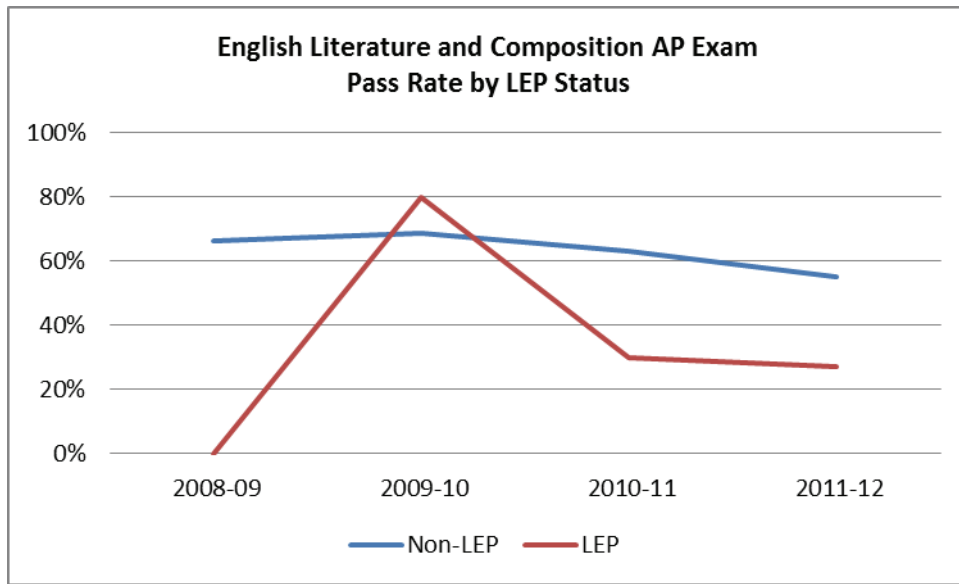
**Figure 8** and **Figure 9** provide four years of pass rate data, disaggregated by LEP status, for students who took the AP English Language and Composition exam or the AP English Literature and Composition exam, respectively.

**Figure 8: AP English Language and Composition Pass Rate by LEP Status, 2008-09 through 2011-12**





**Figure 9: AP English Literature and Composition Pass Rate by LEP Status, 2008-09 through 2011-12**



**Table 6** provides four years of pass rate data, disaggregated by disability status, for students who took either the AP English Language and Composition exam or the AP English Literature and Composition exam.

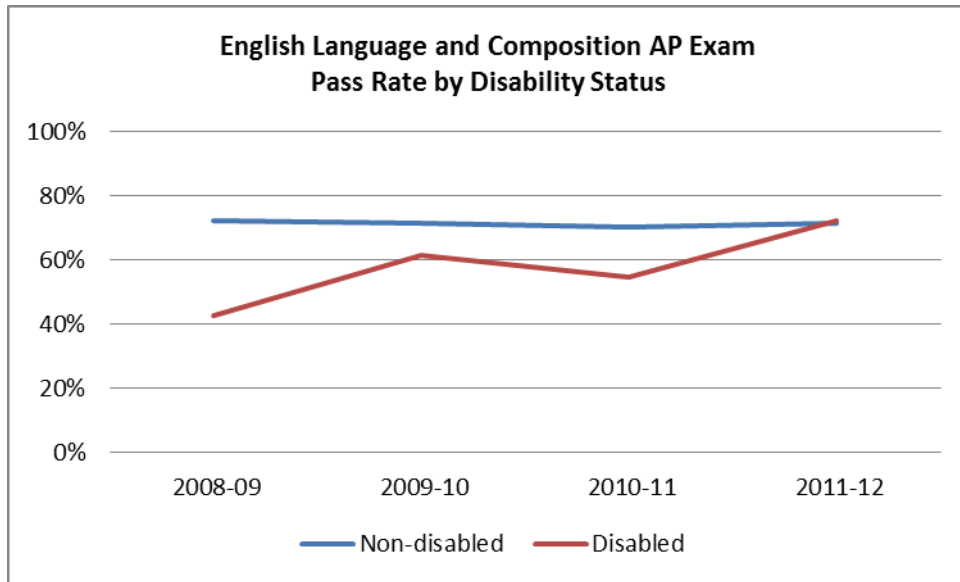
**Table 6: AP English Pass Rates by Disability Status, 2008-09 through 2011-12**

Disability Status	School Year	English Language and Composition		English Literature and Composition	
		No. Tested	% Passing	No. Tested	% Passing
Non-disabled	2011-12	463	72%	395	54%
	2010-11	428	70%	353	63%
	2009-10	391	71%	291	69%
	2008-09	360	72%	292	64%
Disabled	2011-12	18	72%	19	58%
	2010-11	11	55%	10	40%
	2009-10	13	62%	8	63%
	2008-09	7	43%	*	*

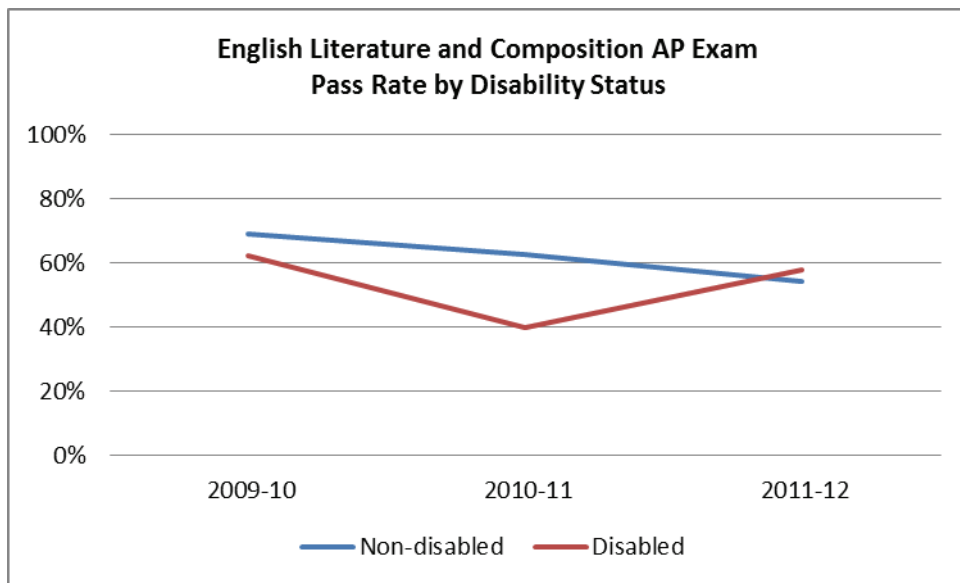
\* Fewer than 5 tests are not reported.

**Figure 10** and **Figure 11** provide four years of pass rate data, disaggregated by disability status, for students who took the AP English Language and Composition exam or the AP English Literature and Composition exam, respectively.

**Figure 10: AP English Language and Composition Pass Rate by Disability Status, 2008-09 through 2011-12**



**Figure 11: AP English Literature and Composition Pass Rate by Disability Status, 2008-09 through 2011-12**



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## International Baccalaureate (IB)

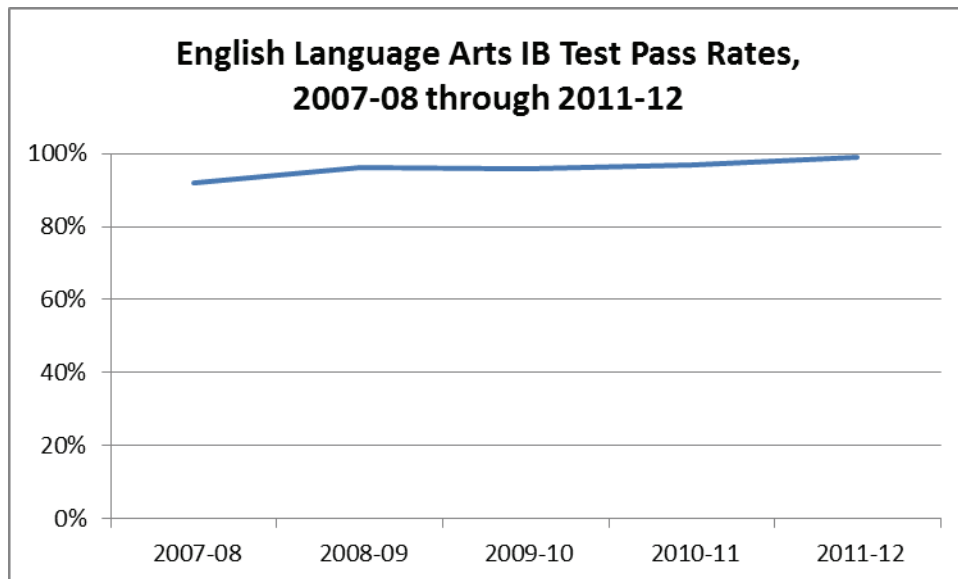
Less than 100 students attending Washington-Lee High School participate in English Language Arts (ELA) courses aligned with the International Baccalaureate curriculum framework and requirements.

**Table 1** and **Figure 1** provide five years of pass rate data for students who participated in the IB English Language Arts test.

**Table 1: IB ELA Pass Rates, 2007-08 through 2011-12**

School Year	No. Tested	% Passing
2011-12	87	99%
2010-11	62	97%
2009-10	71	96%
2008-09	53	96%
2007-08	74	92%

**Figure 1: IB ELA Pass Rates, 2007-08 through 2011-12**



**Table 2** provides five years of pass rate data, disaggregated by race/ethnicity, for students who took the IB English Language Arts test.

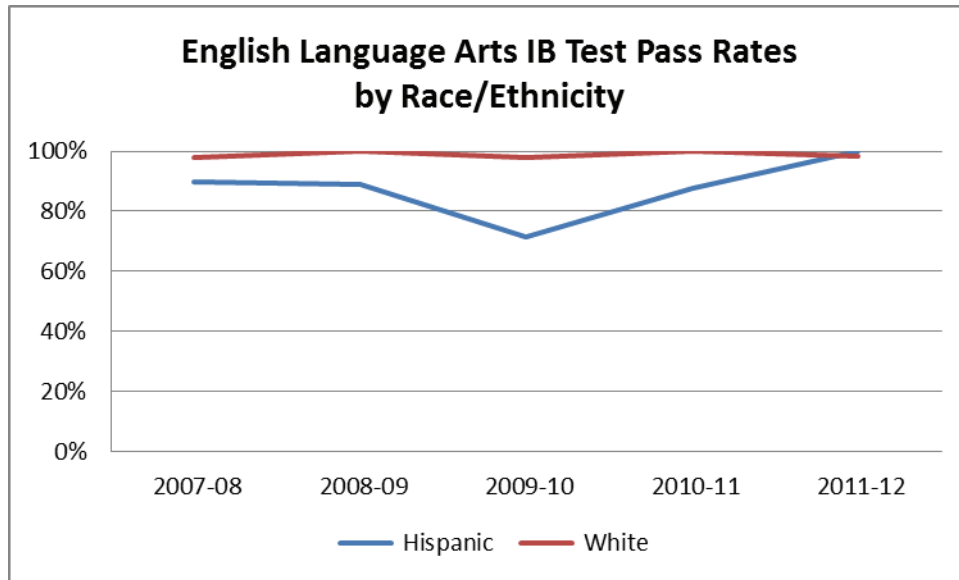
**Table 2: IB ELA Pass Rates by Race/Ethnicity, 2007-08 through 2011-12**

<b>Race</b>	<b>School Year</b>	<b>No. Tested</b>	<b>% Passing</b>
Asian	2011-12	6	100%
	2010-11	8	88%
	2009-10	8	100%
	2008-09	*	*
	2007-08	8	63%
Black	2011-12	*	*
	2010-11	*	*
	2009-10	*	*
	2008-09	5	80%
	2007-08	8	88%
Hispanic	2011-12	14	100%
	2010-11	8	88%
	2009-10	7	71%
	2008-09	9	89%
	2007-08	10	90%
White	2011-12	61	98%
	2010-11	37	100%
	2009-10	51	98%
	2008-09	36	100%
	2007-08	45	98%
Other	2011-12	*	*
	2010-11	7	100%
	2009-10	*	*
	2008-09	*	*
	2007-08	0	n/a

\* Fewer than 5 tests are not reported.

**Figure 2** provides five years of pass rate data for Hispanic and White students who took the IB English Language Arts test.

**Figure 2: IB ELA Pass Rates by Race/Ethnicity, 2007-08 through 2011-12**



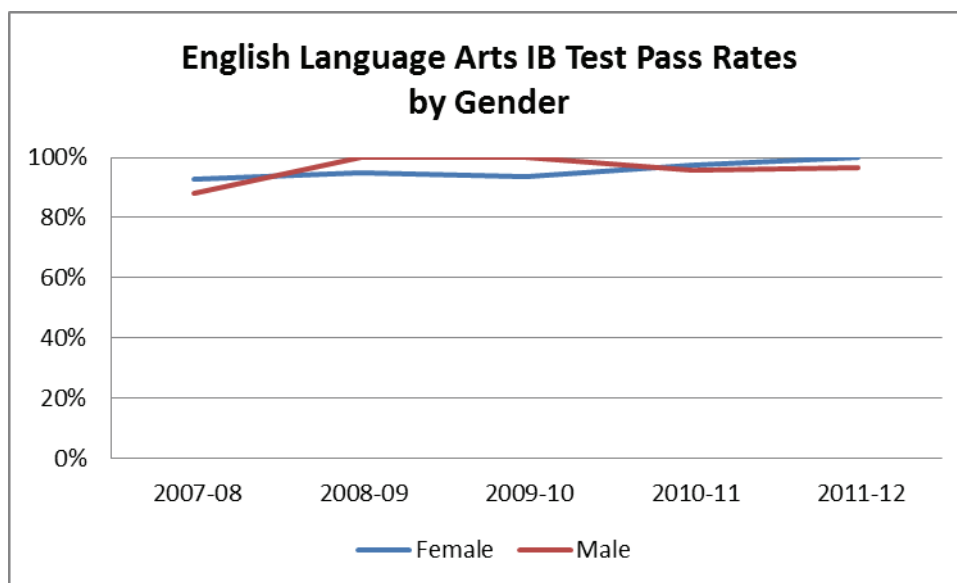
**Table 3** provides five years of pass rate data, disaggregated by gender, for students who took the IB English Language Arts test.

**Table 3: IB ELA Pass Rates by Gender, 2007-08 through 2011-12**

Gender	School Year	No. Tested	% Passing
Female	2011-12	59	100%
	2010-11	39	97%
	2009-10	46	93%
	2008-09	40	95%
	2007-08	54	93%
Male	2011-12	28	96%
	2010-11	23	96%
	2009-10	25	100%
	2008-09	13	100%
	2007-08	17	88%

**Figure 3** provides five years of pass rate data, disaggregated by gender, for students who took the IB English Language Arts test.

**Figure 3: IB ELA Pass Rates by Gender, 2007-08 through 2011-12**



**Table 4** provides five years of pass rate data, disaggregated by disability status, for students who took the IB English Language Arts test.

**Table 4: IB ELA Pass Rates by Disability Status, 2007-08 through 2011-12**

Disability Status	School Year	No. Tested	% Passing
Non-Disabled	2011-12	86	99%
	2010-11	61	97%
	2009-10	66	97%
	2008-09	53	96%
	2007-08	69	91%
Disabled	2011-12	*	*
	2010-11	*	*
	2009-10	5	80%
	2008-09	0	n/a
	2007-08	*	*

\* Fewer than 5 tests are not reported.

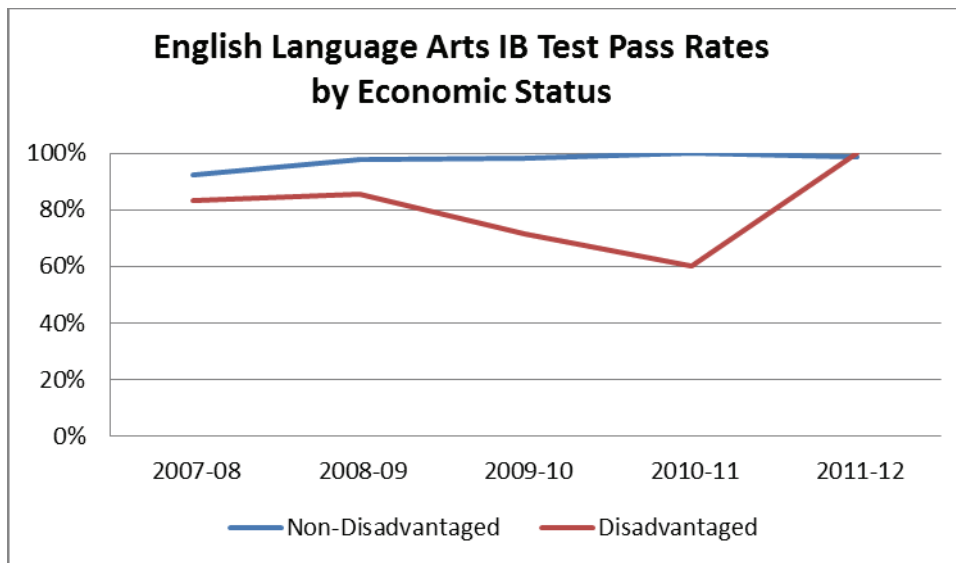
**Table 5** provides five years of pass rate data, disaggregated by economic status, for students who took the IB English Language Arts test.

**Table 5: IB ELA Pass Rates by Economic Status, 2007-08 through 2011-12**

Economic Status	School Year	No. Tested	% Passing
Non-Disadvantaged	2011-12	81	99%
	2010-11	57	100%
	2009-10	64	98%
	2008-09	46	98%
	2007-08	65	92%
Disadvantaged	2011-12	6	100%
	2010-11	5	60%
	2009-10	7	71%
	2008-09	7	86%
	2007-08	6	83%

**Figure 4** provides five years of pass rate data, disaggregated by economic status, for students who took the IB English Language Arts test.

**Figure 4: IB ELA Pass Rates by Economic Status, 2007-08 through 2011-12**



**Table 6** provides five years of pass rate data, disaggregated by limited English proficiency (LEP) status, for students who took the IB English Language Arts test.

**Table 6: IB ELA Pass Rates by LEP Status, 2007-08 through 2011-12**

LEP Status	School Year	No. Tested	% Passing
Non-LEP	2011-12	86	99%
	2010-11	59	97%
	2009-10	71	96%
	2008-09	52	96%
	2007-08	70	91%
LEP	2011-12	*	*
	2010-11	*	*
	2009-10	0	n/a
	2008-09	*	*
	2007-08	*	*

\* Fewer than 5 tests are not reported.



## College Board, SAT Tests

The College Board administered millions of SAT tests to students across the United States each year. In 2012, 953 students from Arlington Public Schools participated in the SAT Reading and/or Writing test.

**Table 1** shows the average Reading and Writing SAT scores for graduating seniors in Arlington Public Schools, the state of Virginia, and the nation over four years. SAT scores are reported on a scale of 200—800. Average (or mean) scores are based upon the most recent SAT scores of all students of a particular graduating class. For students who took the test more than once, the most recent score is used.

**Table 1: Average Reading and Writing SAT Scores for Graduating Seniors, 2009 through 2012**

		2009	2010	2011	2012	
<b>Arlington</b>	# Tested	757	795	932	953	
	% of Graduates	63%	67%	70%	72%	
	Average Scores	Reading	545	557	545	550
		Writing	525	539	530	534
<b>Virginia*</b>	# Tested	60,879	60,212	61,398	61,655	
	% of Graduates	68%	67%	71%		
	Average Scores	Reading	510	511	512	510
		Writing	496	496	495	495
<b>Nation*</b>	# Tested	1,573,110	1,597,329	1,647,123	1,664,479	
	% of Graduates	46%	47%	50%		
	Average Scores	Reading	499	500	497	496
		Writing	492	491	489	488

\*State and national scores are from all test-takers, including both public and non-public school students.

**Table 2** shows the average Reading and Writing SAT scores for graduating seniors in Arlington Public Schools, the state of Virginia, and the nation over five years, disaggregated by race/ethnicity. For students who took the test more than once, the most recent score is used. The number of participants is only reported for Arlington.

**Table 2: Average Reading and Writing SAT Scores by Ethnicity, 2007 through 2011**

GROUP	YEAR	ARLINGTON			VIRGINIA		NATION	
		# Tested	Reading	Writing	Reading	Writing	Reading	Writing
TOTAL <sup>1</sup>	2011	962	543	529	512	495	497	489
	2010	821	555	538	512	497	501	492
	2009	812	541	521	511	498	501	493
	2008	835	543	531	511	499	502	494
	2007	886	542	533	511	498	502	494
Asian	2011	127	507	510	529	529	517	528
	2010	110	519	511	529	528	519	526
	2009	87	508	495	522	523	516	520
	2008	74	476	483	522	521	513	516
	2007	96	459	459	518	512	514	513
Black	2011	142	451	439	434	419	428	417
	2010	98	451	443	436	424	429	420
	2009	102	433	433	434	423	429	421
	2008	107	448	441	433	425	430	424
	2007	100	438	434	435	424	433	425
Hispanic	2011	160	483	465	489	474	451	444
	2010	117	488	482	489	476	454	447
	2009	159	471	454	490	478	455	448
	2008	143	478	460	482	472	456	448
	2007	127	486	477	488	474	459	450
White	2011	457	605	586	539	520	528	516
	2010	404	611	588	536	519	528	516
	2009	371	610	582	536	520	528	517
	2008	425	605	592	535	521	528	518
	2007	421	602	589	534	520	527	518

<sup>1</sup>Total results include students who did not designate themselves in one of the ethnic groups or designated "Other". Since 2001, the number of students not identifying with an ethnic group ranged from a high of 279 (37%) in 2003 to a low of 67 (7%) in 2011. In 2011, 67 students (7%) responded "Other" or did not respond to the item about ethnicity.

**Table 3** shows the average Reading and Writing SAT scores for graduating seniors in Arlington Public Schools, the state of Virginia, and the nation over five years, disaggregated by gender. For students who took the test more than once, the most recent score is used. The number of participants is only reported for Arlington.

**Table 3: Average Reading and Writing SAT Scores by Gender, 2007 through 2011**

GROUP	YEAR	ARLINGTON			VIRGINIA		NATION	
		# Tested	Reading	Writing	Reading	Writing	Reading	Writing
TOTAL	2011	962	543	529	512	495	497	489
	2010	821	555	538	512	497	501	492
	2009	812	541	521	511	498	501	493
	2008	835	543	531	511	499	502	494
	2007	886	542	533	511	498	502	494
Female	2011	493	537	534	509	503	495	496
	2010	422	552	548	510	505	498	498
	2009	438	541	532	509	505	498	499
	2008	453	546	544	511	507	502	501
	2007	466	543	542	511	505	502	500
Male	2011	469	550	524	514	486	500	482
	2010	399	557	527	514	489	503	486
	2009	374	540	509	514	490	503	486
	2008	382	540	517	512	491	504	488
	2007	420	541	523	512	491	504	489

## Phonological Awareness Literacy Screening (PALS)

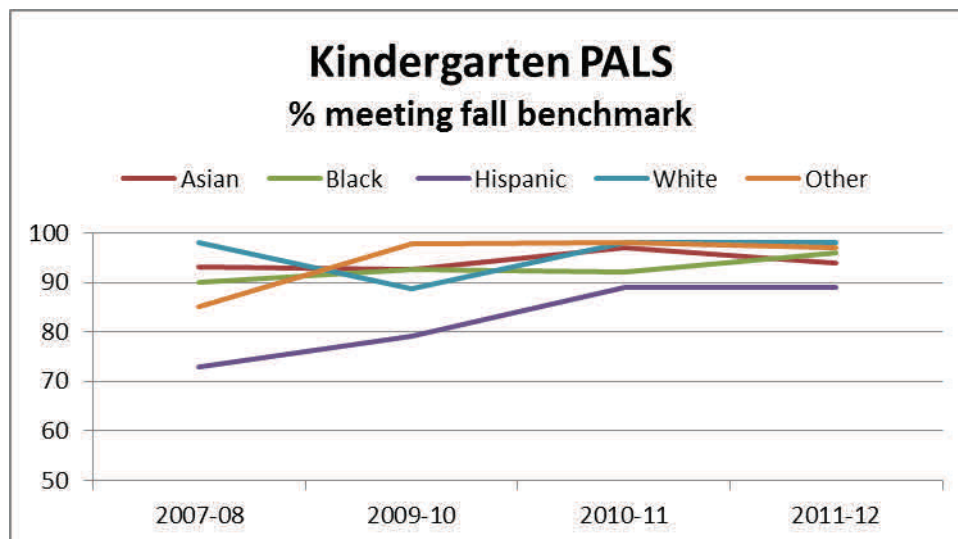
The Phonological Awareness Literacy Screening (PALS) was developed by the University of Virginia to identify children in need of additional support in phonological awareness. All Arlington Public School (APS) Kindergarten students are administered the PALS in both the fall and spring. Students in grades 1 and 2 who receive intervention or are new to Virginia are administered the PALS in the spring.

**Table 1** and **Figure 1** provide four years of benchmark data, disaggregated by race/ethnicity, for students who took the PALS in the fall of their Kindergarten year. The benchmark for Kindergarten fall is 28. Disaggregated data is not provided for the 2008-09 school year because demographics on the PALS files were deemed incomplete.

**Table 1: Kindergarten PALS Results by Race/Ethnicity, Fall Administration, 2007-08 through 2011-12**

	2007-08	2009-10	2010-11	2011-12
# Tested	1,579	1,893	1,911	1,921
	<b>Percent Meeting Fall Benchmark</b>			
Asian	93%	93%	97%	94%
Black	90%	93%	92%	96%
Hispanic	73%	79%	89%	89%
White	98%	89%	98%	98%
Other	85%	98%	98%	97%
<b>Total</b>	<b>90%</b>	<b>92%</b>	<b>95%</b>	<b>95%</b>

**Figure 1: Kindergarten PALS Results by Race/Ethnicity, Fall Administration, 2007-08 through 2011-12**

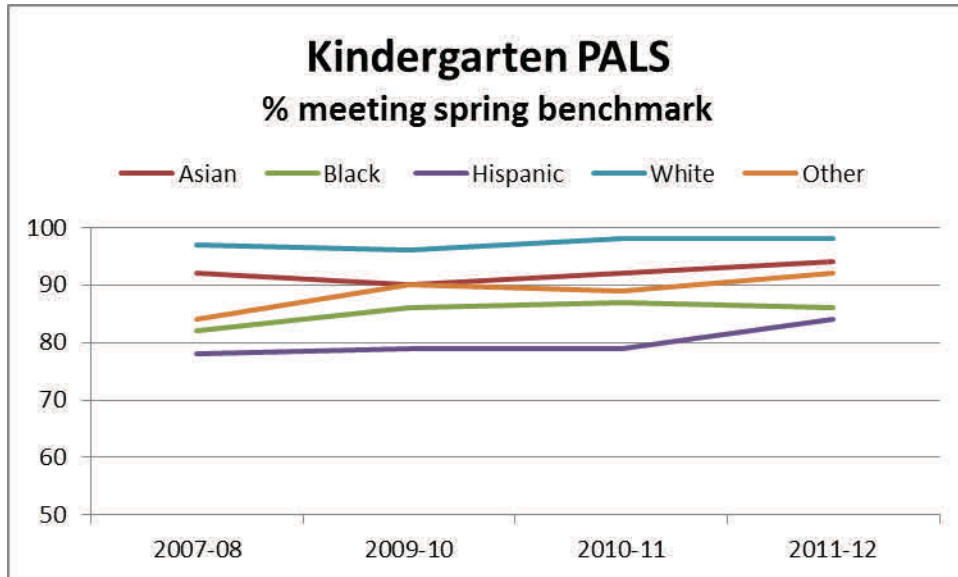


**Table 2** and **Figure 2** provide four years of benchmark data, disaggregated by race/ethnicity, for students who took the PALS in the spring of their Kindergarten year. The benchmark for Kindergarten spring is 81. Disaggregated data is not provided for the 2008-09 school year because demographics on the PALS files were deemed incomplete.

**Table 2: Kindergarten PALS Results by Race/Ethnicity, Spring Administration, 2007-08 through 2011-12**

	2007-08	2009-10	2010-11	2011-12
# Tested	1,610	1,610	1,908	1,952
	<b>Percent Meeting Spring Benchmark</b>			
Asian	92%	90%	92%	94%
Black	82%	86%	87%	86%
Hispanic	78%	79%	79%	84%
White	97%	96%	98%	98%
Other	84%	90%	89%	92%
<b>Total</b>	<b>89%</b>	<b>90%</b>	<b>91%</b>	<b>93%</b>

**Figure 2: Kindergarten PALS Results by Race/Ethnicity, Spring Administration, 2007-08 through 2011-12**

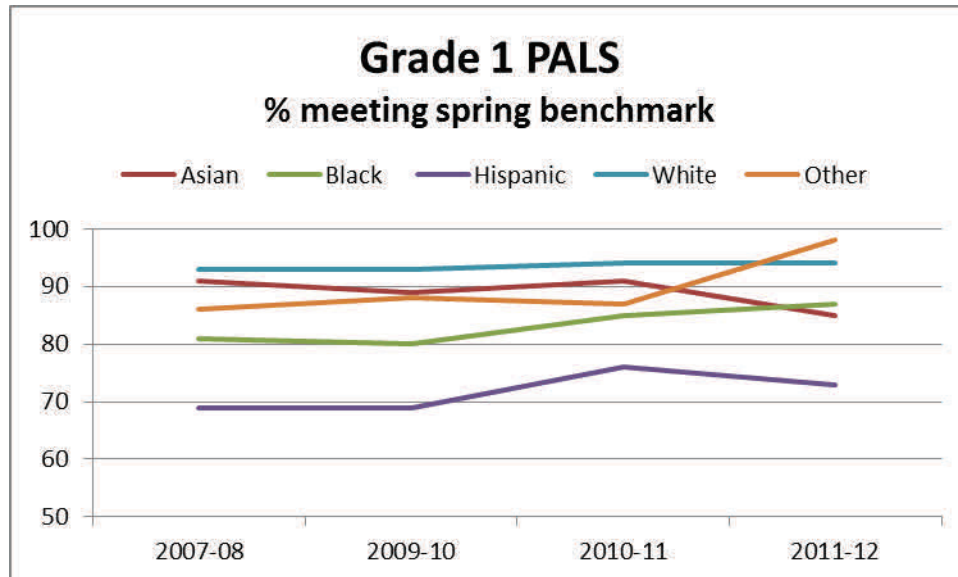


**Table 3** and **Figure 3** provide four years of benchmark data, disaggregated by race/ethnicity, for students who took the PALS in the spring of their 1st grade year. The benchmark for grade 1 spring is 35. Disaggregated data is not provided for the 2008-09 school year because demographics on the PALS files were deemed incomplete.

**Table 3: Grade 1 PALS Results by Race/Ethnicity, Spring Administration, 2007-08 through 2011-12**

	2007-08	2009-10	2010-11	2011-12
# Tested	1,572	1,377	1,677	1,891
	<b>Percent Meeting Spring Benchmark</b>			
Asian	91%	89%	91%	85%
Black	81%	80%	85%	87%
Hispanic	69%	69%	76%	73%
White	93%	93%	94%	94%
Other	86%	88%	87%	98%
<b>Total</b>	<b>86%</b>	<b>85%</b>	<b>88%</b>	<b>87%</b>

**Figure 3: Grade 1 PALS Results by Race/Ethnicity, Spring Administration, 2007-08 through 2011-12**

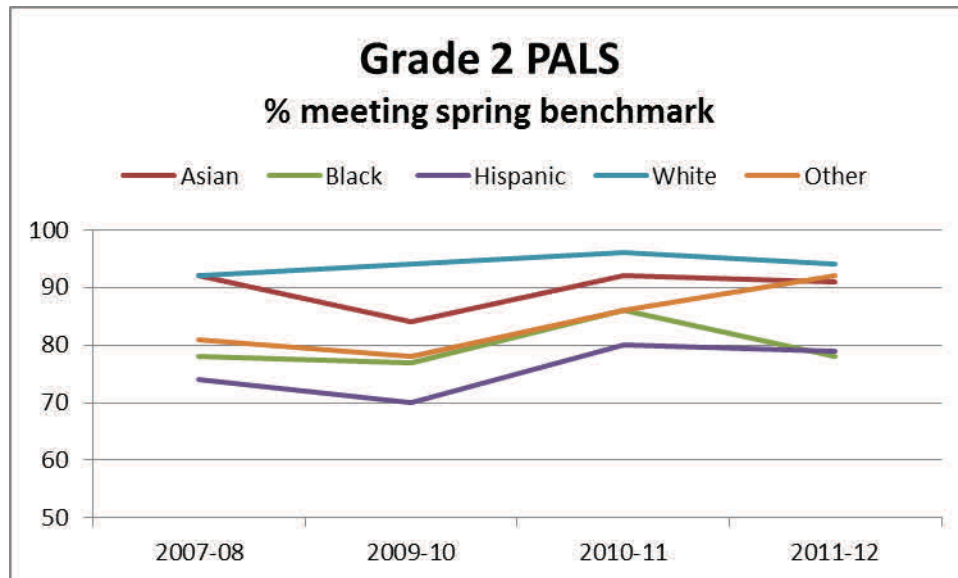


**Table 4** and **Figure 4** provide four years of benchmark data, disaggregated by race/ethnicity, for students who took the PALS in the spring of their 2nd grade year. The benchmark for grade 2 spring is 54. Disaggregated data is not provided for the 2008-09 school year because demographics on the PALS files were deemed incomplete.

**Table 4: Grade 2 PALS Results by Race/Ethnicity, Spring Administration, 2007-08 through 2011-12**

	2007-08	2009-10	2010-11	2011-12
# Tested	1,111	1,086	1,571	1,700
	<b>Percent Meeting Spring Benchmark</b>			
Asian	92%	84%	92%	91%
Black	78%	77%	86%	78%
Hispanic	74%	70%	80%	79%
White	92%	94%	96%	94%
Other	81%	78%	86%	92%
<b>Total</b>	<b>85%</b>	<b>85%</b>	<b>90%</b>	<b>88%</b>

**Figure 4: Grade 2 PALS Results by Race/Ethnicity, Spring Administration, 2007-08 through 2011-12**

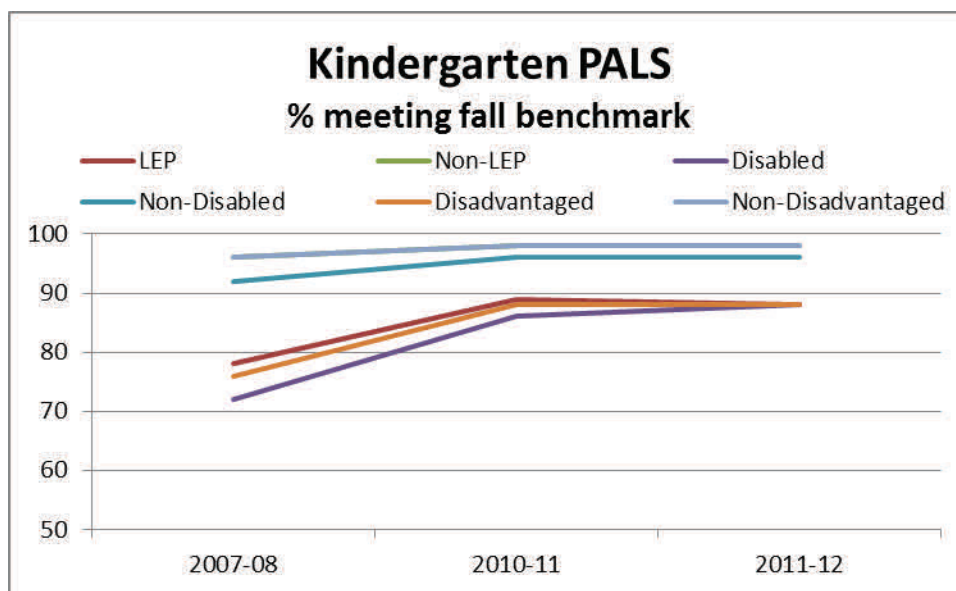


**Table 5** and **Figure 5** provide three years of benchmark data, disaggregated by limited English proficiency (LEP) status, disability status, and economic status for students who took the PALS in the fall of their Kindergarten year. Disaggregated data is not provided for the 2008-09 and 2009-10 school years because demographics on the PALS files were deemed to be incomplete.

**Table 5: Kindergarten PALS Results by LEP, Disability, and Economic Status, Fall Administration, 2007-08 through 2011-12**

	2007-08	2010-11	2011-12
# Tested	1,579	1,911	1,921
	Percent Meeting Fall Benchmark		
LEP	78%	89%	88%
Non-LEP	96%	98%	98%
Disabled	72%	86%	88%
Non-Disabled	92%	96%	96%
Disadvantaged	76%	88%	88%
Non-Disadvantaged	96%	98%	98%
<b>Total</b>	<b>90%</b>	<b>95%</b>	<b>95%</b>

**Figure 5: Kindergarten PALS Results by LEP, Disability, and Economic Status, Fall Administration, 2007-08 through 2011-12**



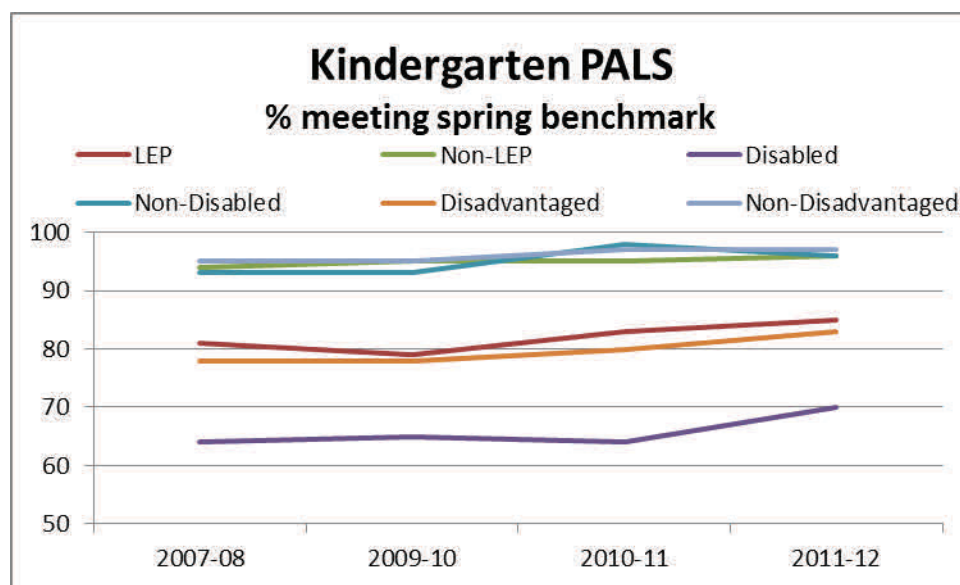


**Table 6** and **Figure 6** provide four years of benchmark data, disaggregated by limited English proficiency (LEP) status, disability status, and economic status for students who took the PALS in the spring of their Kindergarten year. Disaggregated data is not provided for the 2008-09 school year because demographics on the PALS files were deemed to be incomplete.

**Table 6: Kindergarten PALS Results by LEP, Disability, and Economic Status, Spring Administration, 2007-08 through 2011-12**

	2007-08	2009-10	2010-11	2011-12
# Tested	1,610	1,610	1,908	1,952
	Percent Meeting Spring Benchmark			
LEP	81%	79%	83%	85%
Non-LEP	94%	95%	95%	96%
Disabled	64%	65%	64%	70%
Non-Disabled	93%	93%	98%	96%
Disadvantaged	78%	78%	80%	83%
Non-Disadvantaged	95%	95%	97%	97%
<b>Total</b>	<b>89%</b>	<b>90%</b>	<b>91%</b>	<b>93%</b>

**Figure 6: Kindergarten PALS Results by LEP, Disability, and Economic Status, Spring Administration, 2007-08 through 2011-12**

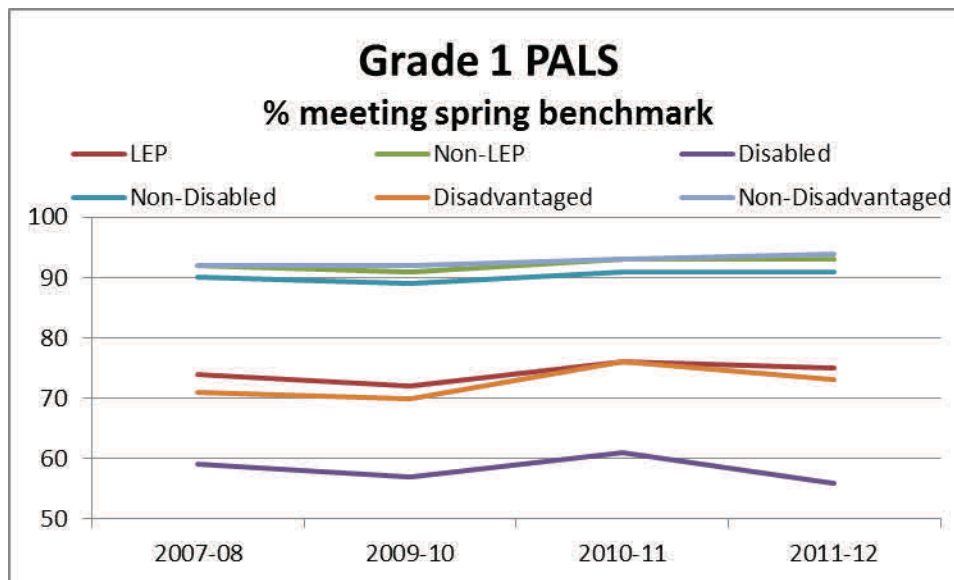


**Table 7** and **Figure 7** provide four years of benchmark data, disaggregated by limited English proficiency (LEP) status, disability status, and economic status for students who took the PALS in the spring of their 1st grade year. Disaggregated data is not provided for the 2008-09 school year because demographics on the PALS files were deemed to be incomplete.

**Table 7: Grade 1 PALS Results by LEP, Disability, and Economic Status, Spring Administration, 2007-08 through 2011-12**

	2007-08	2009-10	2010-11	2011-12
# Tested	1,572	1,377	1,677	1,891
	Percent Meeting Spring Benchmark			
LEP	74%	72%	76%	75%
Non-LEP	92%	91%	93%	93%
Disabled	59%	57%	61%	56%
Non-Disabled	90%	89%	91%	91%
Disadvantaged	71%	70%	76%	73%
Non-Disadvantaged	92%	92%	93%	94%
<b>Total</b>	<b>86%</b>	<b>85%</b>	<b>88%</b>	<b>87%</b>

**Figure 7: Grade 1 PALS Results by LEP, Disability, and Economic Status, Spring Administration, 2007-08 through 2011-12**

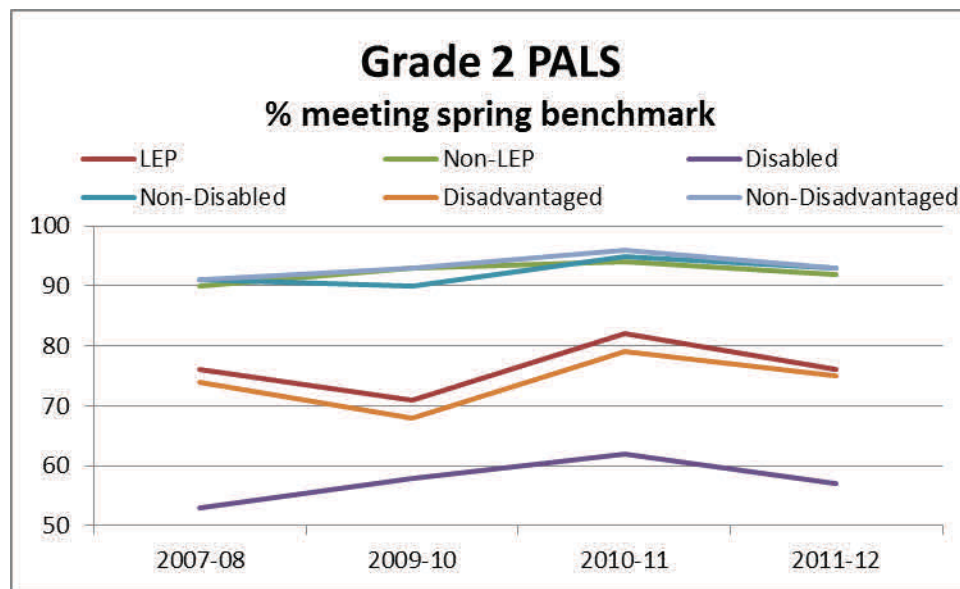


**Table 8** and **Figure 8** provide four years of benchmark data, disaggregated by limited English proficiency (LEP) status, disability status, and economic status for students who took the PALS in the spring of their 2nd grade year. Disaggregated data is not provided for the 2008-09 school year because demographics on the PALS files were deemed to be incomplete.

**Table 8: Grade 2 PALS Results by LEP, Disability, and Economic Status, Spring Administration, 2007-08 through 2011-12**

	2007-08	2009-10	2010-11	2011-12
# Tested	1,111	1,086	1,571	1,700
	Percent Meeting Spring Benchmark			
LEP	76%	71%	82%	76%
Non-LEP	90%	93%	94%	92%
Disabled	53%	58%	62%	57%
Non-Disabled	91%	90%	95%	93%
Disadvantaged	74%	68%	79%	75%
Non-Disadvantaged	91%	93%	96%	93%
<b>Total</b>	<b>85%</b>	<b>85%</b>	<b>90%</b>	<b>88%</b>

**Figure 8: Grade 2 PALS Results by LEP, Disability, and Economic Status, Spring Administration, 2007-08 through 2011-12**



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## Degrees of Reading Power (DRP)

DRP assessment results are used to measure how well a student understands the meaning of text. DRP scores, therefore, indicate to students and teachers the approximate readability level a student can handle successfully.

The DRP test is administered in to all APS students in grades 2, 4, and 6. Grade 2 students take the test in the spring; grade 4 students take the test in the fall; grade 6 students are tested in both the fall and the spring. Because grade 6 students are tested twice, reading growth is assessed as well as reading performance.

### GRADE 2, Spring Administration

The DRP benchmark is 25 for grade 2 students tested in the spring. Students scoring below this cutoff are considered to be reading more than 5 months below grade level and are, therefore, identified for reading remediation. Based on national norms, this cutoff represents the 50th percentile for students 6 months before the time of testing.

**Table 1** shows the number of students that participated in the DRP at grade 2 over five years and the percent identified for reading remediation.

**Table 1: DRP (Spring)—Percent of Grade 2 Students Identified for Remediation by Year**

School Year	No. Tested	Identified for Remediation
2011-12	1,555	6%
2010-11	1,417	6%
2009-10	1,226	5%
2008-09	1,090	4%
2007-08	969	5%

**Table 2** shows the number of grade 2 students who participated in the DRP test by year and the percent identified for reading remediation by gender. Because the results are similar for male and female, no graph is provided.

**Table 2: DRP (Spring)—Percent of Grade 2 Students Identified for Remediation by Gender**

School Year	Male		Female	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	752	7%	803	6%
2010-11	702	5%	714	6%
2009-10	578	5%	648	4%
2008-09	556	4%	534	4%
2007-08	467	6%	501	4%

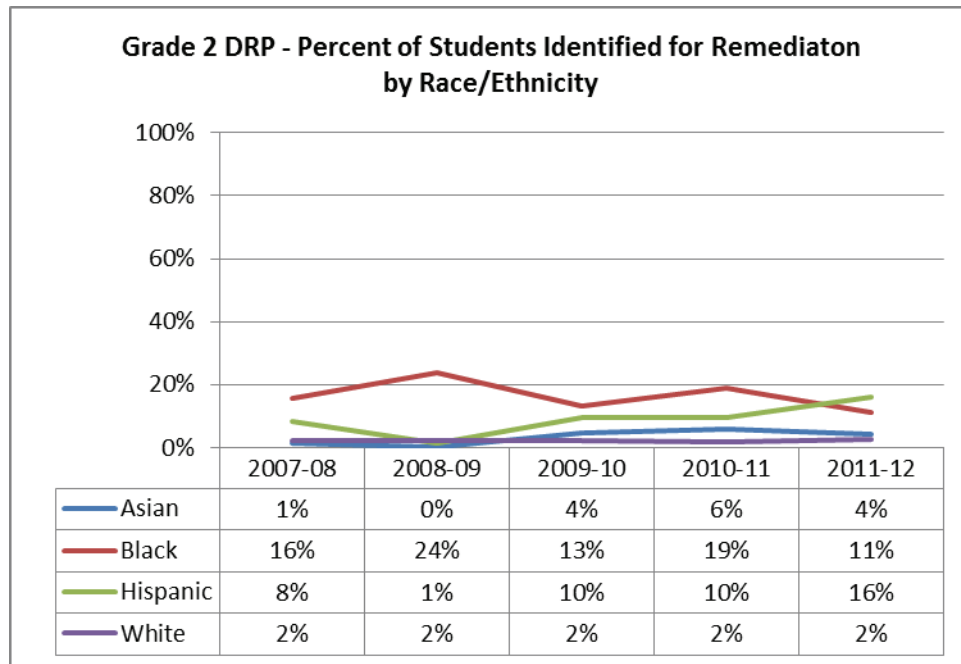
**Table 3** shows the number of grade 2 students that participated in the spring DRP by race/ethnicity over five years and the percent identified for reading remediation.

**Table 3: DRP (Spring)—Number of Grade 2 Students Tested and Percent Identified for Remediation by Race/Ethnicity**

School Year	Asian		Black		Hispanic		White	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	122	4%	152	11%	312	16%	862	2%
2010-11	102	6%	144	19%	289	10%	780	2%
2009-10	113	4%	138	13%	145	10%	799	2%
2008-09	82	0%	117	24%	81	1%	779	2%
2007-08	82	1%	121	16%	86	8%	651	2%

**Figure 1** shows the percentage of grade 2 students within their subgroup that were identified for reading remediation by race/ethnicity over five years.

**Figure 1: DRP (Spring)—Percent of Grade 2 Students Identified for Remediation by Race/Ethnicity**



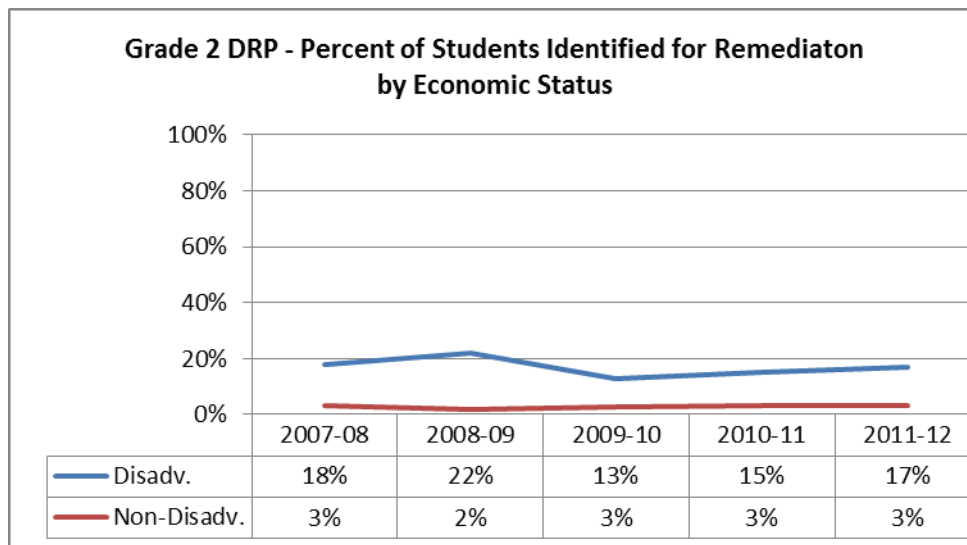
**Table 4** shows the number of grade 2 students that participated in the spring DRP by economic status over five years and the percent identified for reading remediation.

**Table 4: DRP (Spring)—Number of Grade 2 Students Tested and Percent Identified for Remediation by Economic Status**

School Year	Disadvantaged		Non-Disadvantaged	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	361	17%	1,194	3%
2010-11	311	15%	1,106	3%
2009-10	212	13%	1,014	3%
2008-09	117	22%	973	2%
2007-08	113	18%	855	3%

**Figure 2** shows the percentage of grade 2 students within their subgroup that were identified for reading remediation by economic status over five years.

**Figure 2: DRP (Spring)—Percent of Grade 2 Students Identified for Remediation by Economic Status**



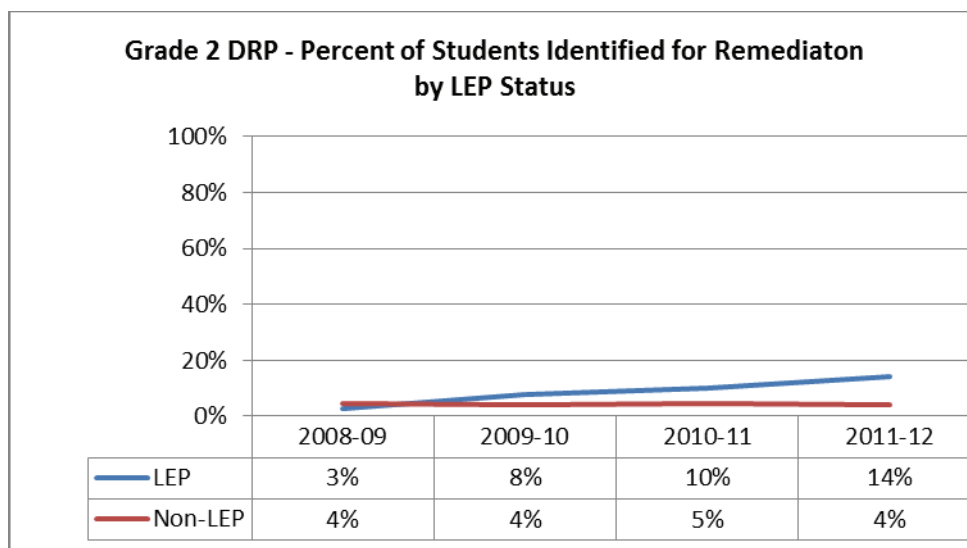
**Table 5** shows the number of grade 2 students that participated in the spring DRP by limited English proficiency (LEP) status over four years and the percent identified for reading remediation.

**Table 5: DRP (Spring)—Number of Grade 2 Students Tested and Percent Identified for Remediation by LEP Status**

School Year	LEP		Non-LEP	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	366	14%	1,189	4%
2010-11	269	10%	1,148	5%
2009-10	172	8%	1,054	4%
2008-09	79	3%	1,011	4%

**Figure 3** shows the percentage of grade 2 students within their subgroup that were identified for reading remediation by LEP status over four years.

**Figure 3: DRP (Spring)—Percent of Grade 2 Students Identified for Remediation by LEP Status**



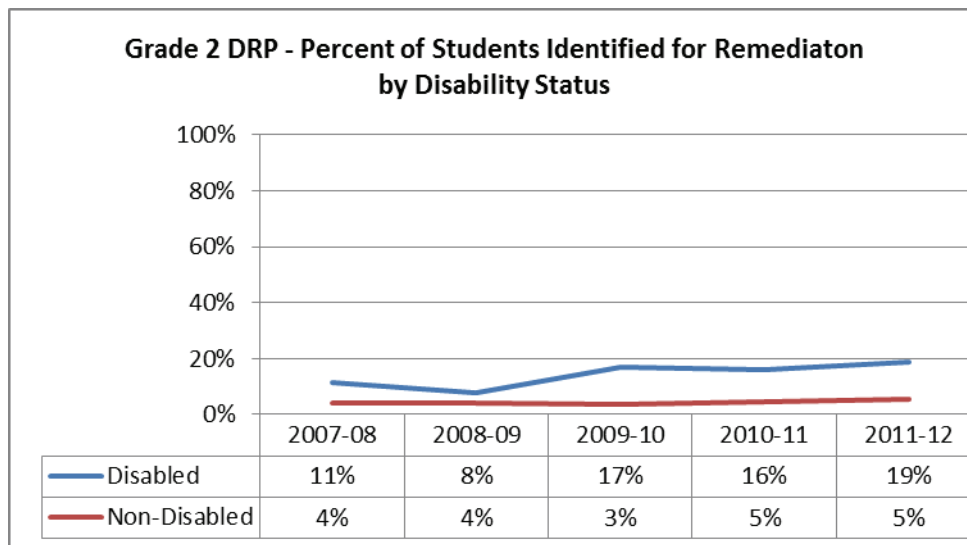
**Table 6** shows the number of grade 2 students that participated in the spring DRP by disability status over five years and the percent identified for reading remediation.

**Table 6: DRP (Spring)—Number of Grade 2 Students Tested and Percent Identified for Remediation by Disability Status**

School Year	Disabled		Non-Disabled	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	118	19%	1,437	5%
2010-11	105	16%	1,312	5%
2009-10	107	17%	1,119	3%
2008-09	75	8%	1,015	4%
2007-08	62	11%	906	4%

**Figure 4** shows the percentage of grade 2 students within their subgroup that were identified for reading remediation by disability status over five years.

**Figure 4: DRP (Spring)—Percent of Grade 2 Students Identified for Remediation by Disability Status**





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## GRADE 4, Fall Administration

The DRP benchmark is 43 for grade 4 students tested in the fall. Students scoring below this cutoff are considered to be reading more than 5 months below grade level and are, therefore, identified for reading remediation. Based on national norms, this cutoff represents the 50th percentile for students 6 months before the time of testing.

**Table 7** shows the number of students that participated in the fall DRP at grade 4 over five years and the percent identified for reading remediation.

**Table 7: DRP (Fall)—Percent of Grade 4 Students Identified for Remediation by Year**

School Year	No. Tested	Identified for Remediation
2011-12	1,235	12%
2010-11	1,177	8%
2009-10	994	9%
2008-09	981	9%
2007-08	933	12%

**Table 8** shows the number of grade 4 students who participated in the DRP test by year and the percent identified for reading remediation by gender. Because the results are similar for male and female, no graph is provided.

**Table 8: DRP (Fall)—Percent of Grade 4 Students Identified for Remediation by Gender**

School Year	Male		Female	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	581	12%	654	13%
2010-11	581	9%	596	8%
2009-10	477	9%	517	9%
2008-09	477	9%	504	9%
2007-08	470	13%	463	12%

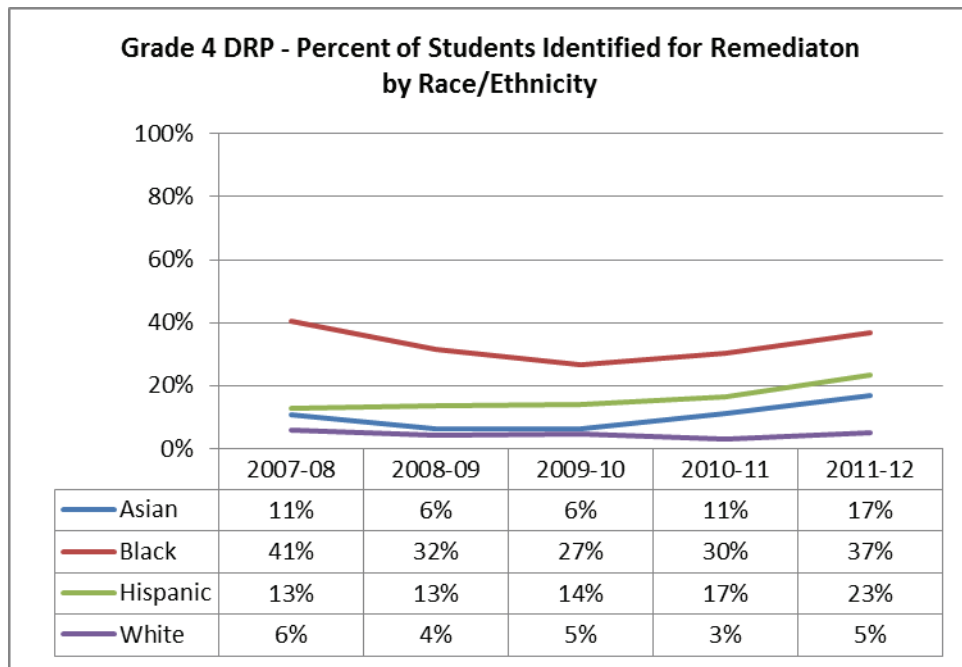
**Table 9** shows the number of grade 4 students that participated in the fall DRP by race/ethnicity over five years and the percent identified for reading remediation.

**Table 9: DRP (Fall)—Number of Grade 4 Students Tested and Percent Identified for Remediation by Race/Ethnicity**

School Year	Asian		Black		Hispanic		White	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	83	17%	131	37%	220	23%	708	5%
2010-11	90	11%	113	30%	169	17%	723	3%
2009-10	99	6%	116	27%	122	14%	639	5%
2008-09	82	6%	120	32%	97	13%	664	4%
2007-08	83	11%	138	41%	85	13%	617	6%

**Figure 5** shows the percentage of grade 4 students within their subgroup that were identified for reading remediation by race/ethnicity over five years.

**Figure 5: DRP (Fall)—Percent of Grade 4 Students Identified for Remediation by Race/Ethnicity**



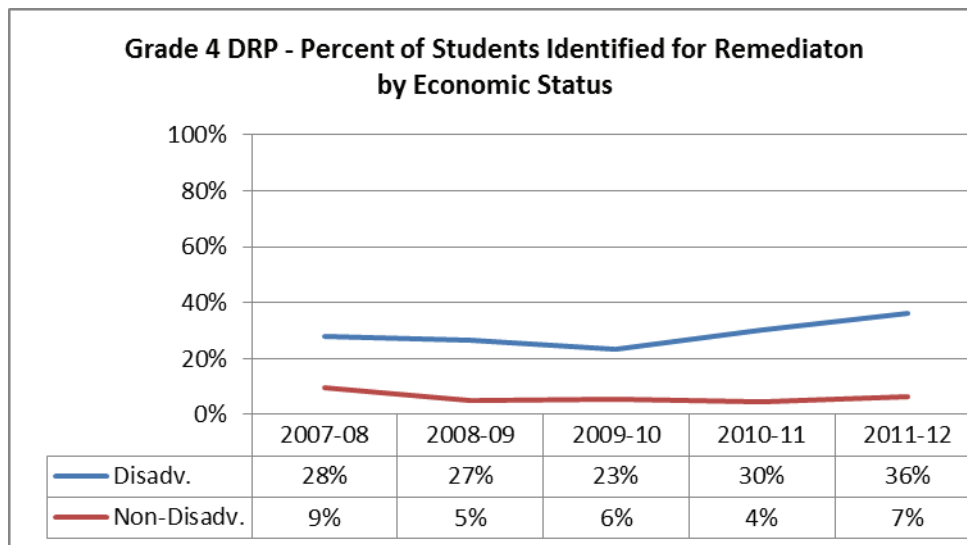
**Table 10** shows the number of grade 4 students that participated in the fall DRP by economic status over five years and the percent identified for reading remediation.

**Table 10: DRP (Fall)—Number of Grade 4 Students Tested and Percent Identified for Remediation by Economic Status**

School Year	Disadvantaged		Non-Disadvantaged	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	243	36%	992	7%
2010-11	183	30%	994	4%
2009-10	168	23%	826	6%
2008-09	161	27%	818	5%
2007-08	139	28%	793	9%

**Figure 6** shows the percentage of grade 4 students within their subgroup that were identified for reading remediation by economic status over five years.

**Figure 6: DRP (Fall)—Percent of Grade 4 Students Identified for Remediation by Economic Status**



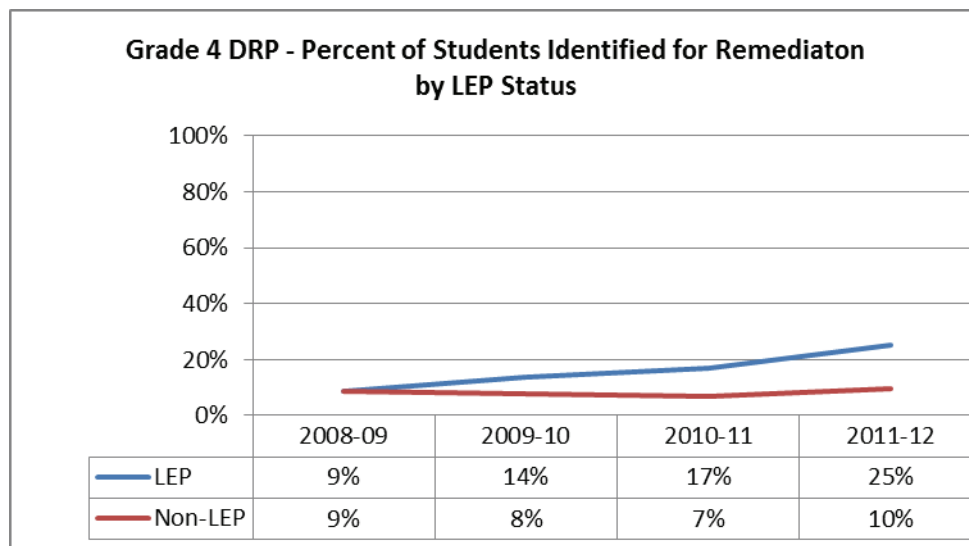
**Table 11** shows the number of grade 4 students that participated in the fall DRP by limited English proficiency (LEP) status over four years and the percent identified for reading remediation.

**Table 11: DRP (Fall)—Number of Grade 4 Students Tested and Percent Identified for Remediation by LEP Status**

School Year	LEP		Non-LEP	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	214	25%	1,021	10%
2010-11	178	17%	999	7%
2009-10	140	14%	854	8%
2008-09	113	9%	866	9%

**Figure 7** shows the percentage of grade 4 students within their subgroup that were identified for reading remediation by LEP status over four years.

**Figure 7: DRP (Fall)—Percent of Grade 4 Students Identified for Remediation by LEP Status**



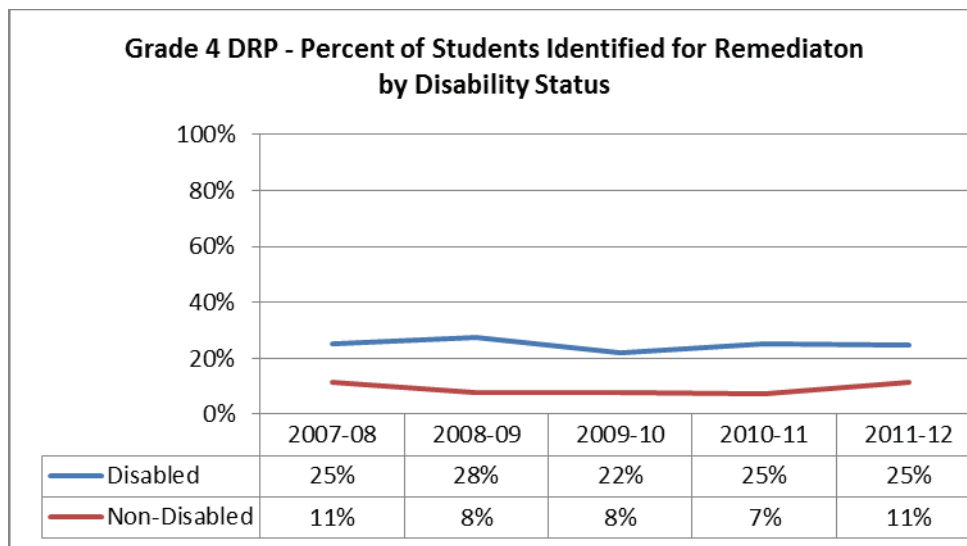
**Table 12** shows the number of grade 4 students that participated in the fall DRP by disability status over five years and the percent identified for reading remediation.

**Table 12: DRP (Fall)—Number of Grade 4 Students Tested and Percent Identified for Remediation by Disability Status**

School Year	Disabled		Non-Disabled	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	105	25%	1,130	11%
2010-11	83	25%	1,094	7%
2009-10	64	22%	930	8%
2008-09	47	28%	932	8%
2007-08	64	25%	868	11%

**Figure 8** shows the percentage of grade 4 students within their subgroup that were identified for reading remediation by disability status over five years.

**Figure 8: DRP (Fall)—Percent of Grade 4 Students Identified for Remediation by Disability Status**



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## GRADE 6, Fall Administration

The DRP benchmark is 56 for grade 6 students tested in the fall. Students scoring below this cutoff are considered to be reading more than 5 months below grade level and are, therefore, identified for reading remediation. Based on national norms, this cutoff represents the 50th percentile for students 6 months before the time of testing.

**Table 13** shows the number of students that participated in the fall DRP at grade 6 over five years and the percent identified for reading remediation.

**Table 13: DRP (Fall)—Percent of Grade 6 Students Identified for Remediation by Year**

Year	No. Tested	Identified for Remediation
2011-12	1,253	23%
2010-11	1,205	20%
2009-10	1,116	20%
2008-09	1,061	17%
2007-08	1,014	18%

**Table 14** shows the number of grade 6 students who participated in the fall DRP test by year and the percent identified for reading remediation by gender. Because the results are similar for male and female, no graph is provided.

**Table 14: DRP (Fall)—Percent of Grade 6 Students Identified for Remediation by Gender**

School Year	Male		Female	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	608	23%	644	22%
2010-11	589	20%	615	20%
2009-10	576	21%	540	19%
2008-09	517	20%	543	15%
2007-08	522	20%	490	16%

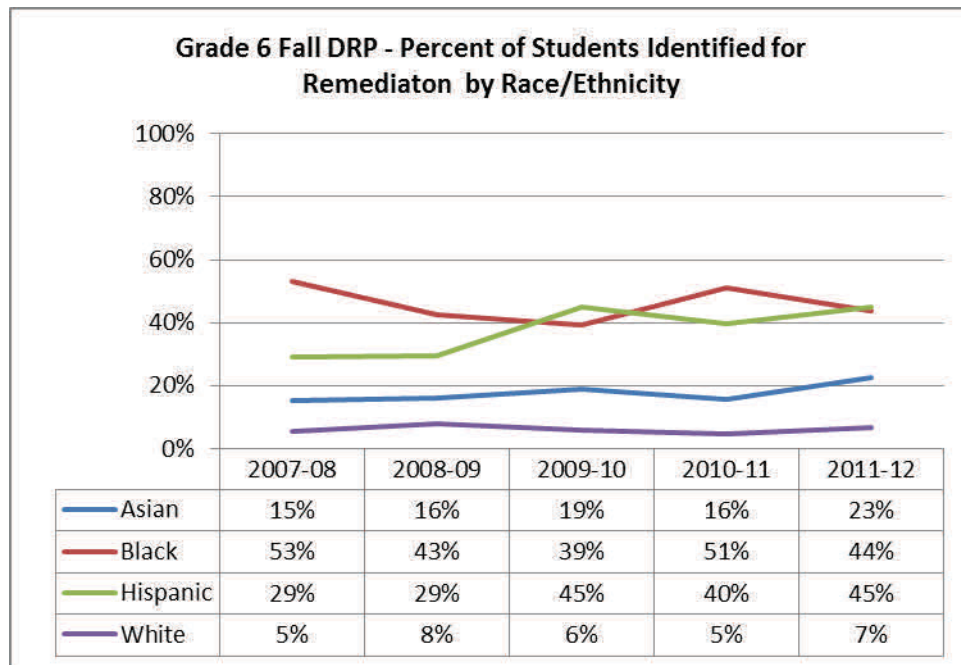
**Table 15** shows the number of grade 6 students that participated in the fall DRP by race/ethnicity over five years and the percent identified for reading remediation.

**Table 15: DRP (Fall)—Number of Grade 6 Students Tested and Percent Identified for Remediation by Race/Ethnicity**

School Year	Asian		Black		Hispanic		White	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	120	23%	130	44%	324	45%	611	7%
2010-11	90	16%	133	51%	296	40%	603	5%
2009-10	116	19%	155	39%	227	45%	611	6%
2008-09	105	16%	143	43%	180	29%	625	8%
2007-08	105	15%	145	53%	187	29%	567	5%

**Figure 9** shows the percentage of grade 6 students within their subgroup that were identified for reading remediation by race/ethnicity over five years.

**Figure 9: DRP (Fall)—Percent of Grade 6 Students Identified for Remediation by Race/Ethnicity**



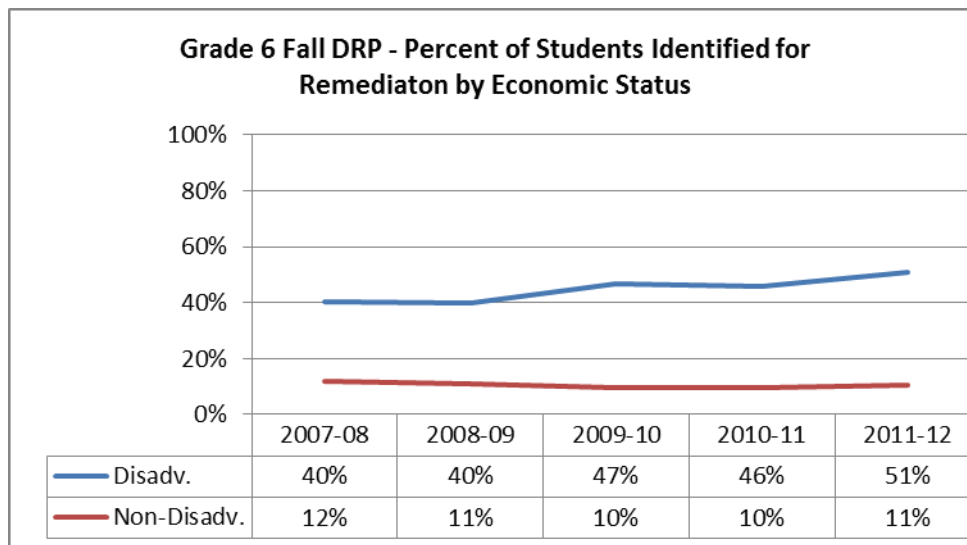
**Table 16** shows the number of grade 6 students that participated in the fall DRP by economic status over five years and the percent identified for reading remediation.

**Table 16: DRP (Fall)—Number of Grade 6 Students Tested and Percent Identified for Remediation by Economic Status**

School Year	Disadvantaged		Non-Disadvantaged	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	367	51%	885	11%
2010-11	341	46%	863	10%
2009-10	309	47%	807	10%
2008-09	230	40%	830	11%
2007-08	218	40%	794	12%

**Figure 10** shows the percentage of grade 6 students within their subgroup that were identified for reading remediation by economic status over five years.

**Figure 10: DRP (Fall)—Percent of Grade 6 Students Identified for Remediation by Economic Status**





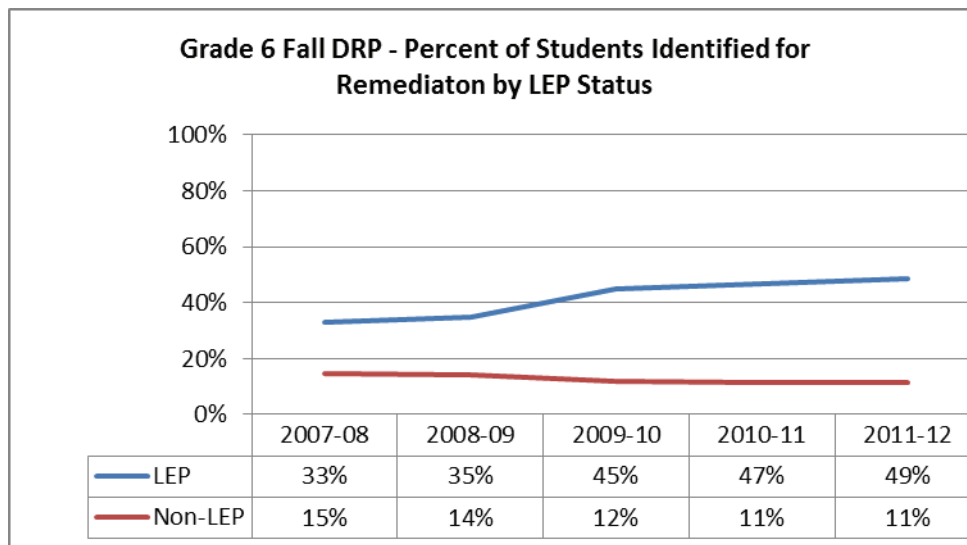
**Table 17** shows the number of grade 6 students that participated in the fall DRP by limited English proficiency (LEP) status over five years and the percent identified for reading remediation.

**Table 17: DRP (Fall)—Number of Grade 6 Students Tested and Percent Identified for Remediation by LEP Status**

School Year	LEP		Non-LEP	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	377	49%	875	11%
2010-11	286	47%	918	11%
2009-10	273	45%	843	12%
2008-09	158	35%	902	14%
2007-08	176	33%	836	15%

**Figure 11** shows the percentage of grade 6 students within their subgroup that were identified for reading remediation by LEP status over five years.

**Figure 11: DRP (Fall)—Percent of Grade 6 Students Identified for Remediation by LEP Status**



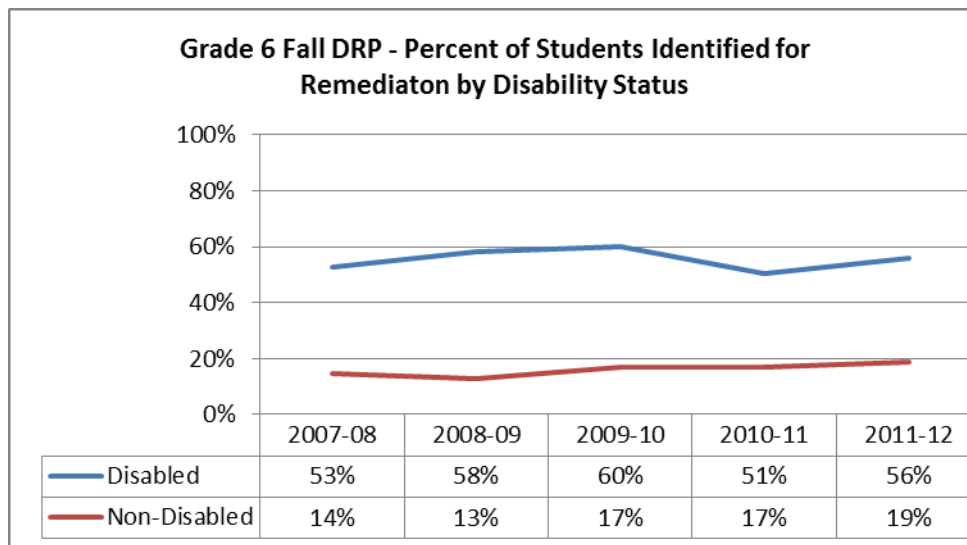
**Table 18** shows the number of grade 6 students that participated in the fall DRP by disability status over five years and the percent identified for reading remediation.

**Table 18: DRP (Fall)—Number of Grade 6 Students Tested and Percent Identified for Remediation by Disability Status**

School Year	Disabled		Non-Disabled	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	131	56%	1121	19%
2010-11	99	51%	1105	17%
2009-10	80	60%	1036	17%
2008-09	100	58%	960	13%
2007-08	91	53%	921	14%

**Figure 12** shows the percentage of grade 6 students within their subgroup that were identified for reading remediation by disability status over five years.

**Figure 12: DRP (Fall)—Percent of Grade 6 Students Identified for Remediation by Disability Status**



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## GRADE 6, Spring Administration

The DRP benchmark is 57 for grade 6 students tested in the spring. Students scoring below this cutoff are considered to be reading more than 5 months below grade level and are, therefore, identified for reading remediation. Based on national norms, this cutoff represents the 50th percentile for students 6 months before the time of testing.

**Table 19** shows the number of students that participated in the spring DRP at grade 6 over five years and the percent identified for reading remediation.

**Table 19: DRP (Spring)—Percent of Grade 6 Students Identified for Remediation by Year**

Year	No. Tested	Identified for Remediation
2011-12	1,232	15%
2010-11	1,177	13%
2009-10	1,133	14%
2008-09	1,163	14%
2007-08	1,117	17%

**Table 20** shows the number of grade 6 students who participated in the spring DRP test by year and the percent identified for reading remediation by gender. Because the results are similar for male and female, no graph is provided.

**Table 20: DRP (Spring)—Percent of Grade 6 Students Identified for Remediation by Gender**

School Year	Male		Female	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	605	17%	627	13%
2010-11	568	14%	609	12%
2009-10	591	13%	542	15%
2008-09	574	16%	587	12%
2007-08	571	20%	546	15%

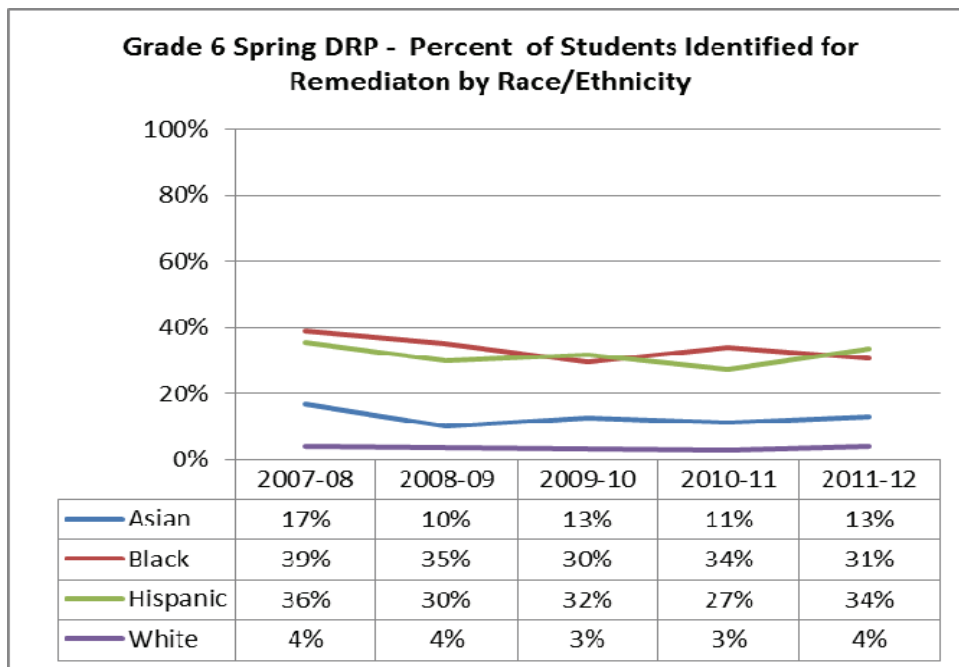
**Table 21** shows the number of grade 6 students that participated in the spring DRP by race/ethnicity over five years and the percent identified for reading remediation.

**Table 21: DRP (Spring)—Number of Grade 6 Students Tested and Percent Identified for Remediation by Race/Ethnicity**

School Year	Asian		Black		Hispanic		White	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	120	13%	121	31%	303	34%	627	4%
2010-11	96	11%	129	34%	283	27%	592	3%
2009-10	116	13%	151	30%	245	32%	615	3%
2008-09	128	10%	145	35%	247	30%	634	4%
2007-08	124	17%	152	39%	252	36%	581	4%

**Figure 13** shows the percentage of grade 6 students within their subgroup that were identified for reading remediation by race/ethnicity over five years.

**Figure 13: DRP (Spring)—Percent of Grade 6 Students Identified for Remediation by Race/Ethnicity**



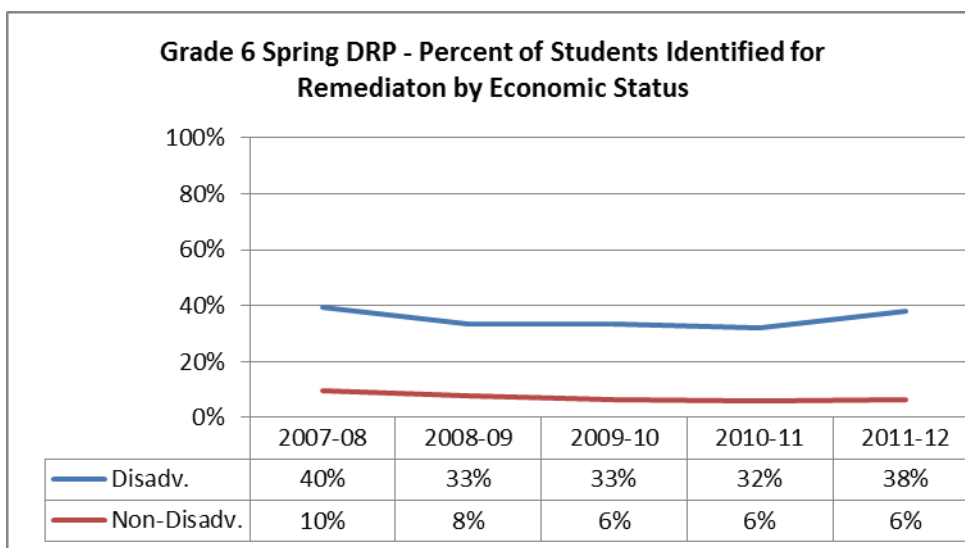
**Table 22** shows the number of grade 6 students that participated in the spring DRP by economic status over five years and the percent identified for reading remediation.

**Table 22: DRP (Spring)—Number of Grade 6 Students Tested and Percent Identified for Remediation by Economic Status**

School Year	Disadvantaged		Non-Disadvantaged	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	339	38%	893	6%
2010-11	336	32%	841	6%
2009-10	326	33%	807	6%
2008-09	297	33%	864	8%
2007-08	291	40%	826	10%

**Figure 14** shows the percentage of grade 6 students within their subgroup that were identified for reading remediation by economic status over five years.

**Figure 14: DRP (Spring)—Percent of Grade 6 Students Identified for Remediation by Economic Status**



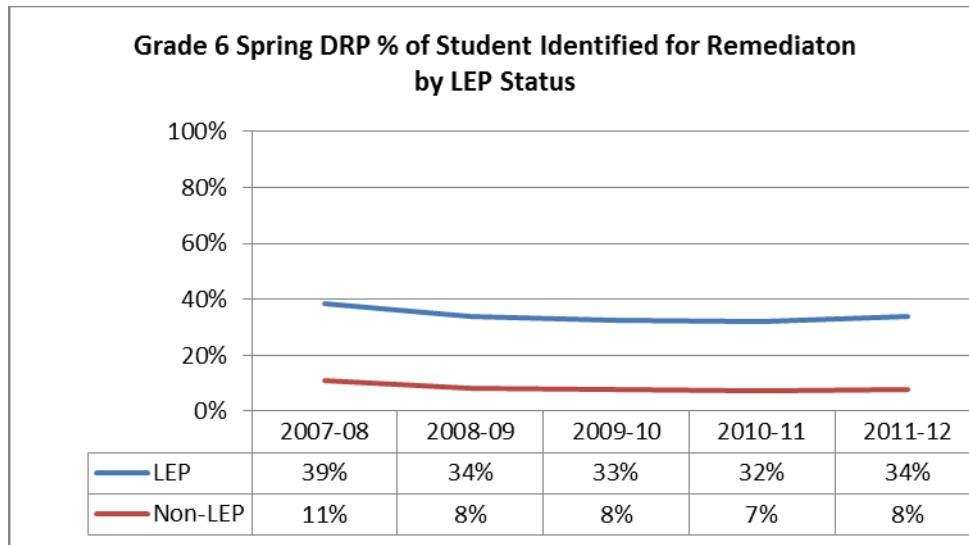
**Table 23** shows the number of grade 6 students that participated in the spring DRP by limited English proficiency (LEP) status over five years and the percent identified for reading remediation.

**Table 23: DRP (Spring)—Number of Grade 6 Students Tested and Percent Identified for Remediation by LEP Status**

School Year	LEP		Non-LEP	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	347	34%	885	8%
2010-11	282	32%	895	7%
2009-10	285	33%	848	8%
2008-09	261	34%	900	8%
2007-08	264	39%	853	11%

**Figure 15** shows the percentage of grade 6 students within their subgroup that were identified for reading remediation by LEP status over five years.

**Figure 15: DRP (Spring)—Percent of Grade 6 Students Identified for Remediation by LEP Status**



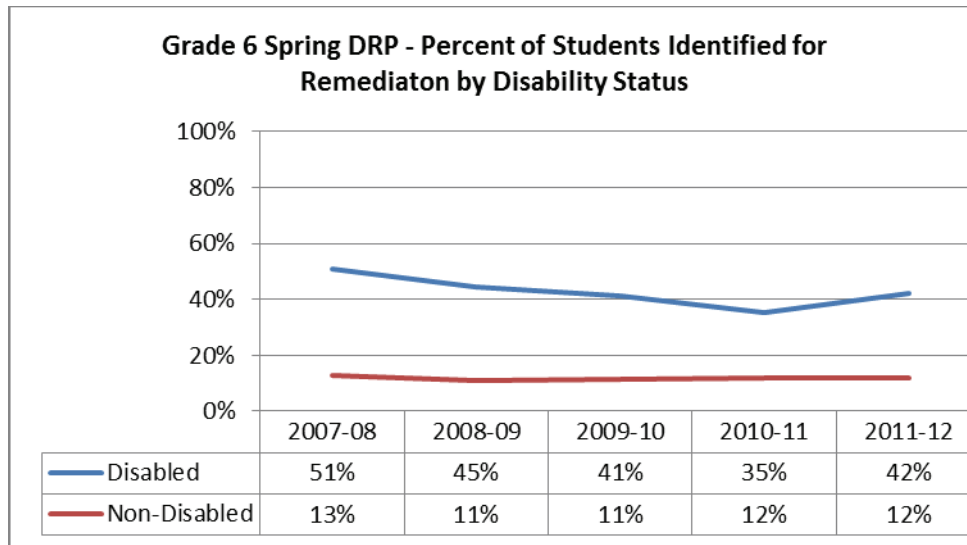
**Table 24** shows the number of grade 6 students that participated in the spring DRP by disability status over five years and the percent identified for reading remediation.

**Table 24: DRP (Spring)—Number of Grade 6 Students Tested and Percent Identified for Remediation by Disability Status**

School Year	Disabled		Non-Disabled	
	No. Tested	Identified for Remediation	No. Tested	Identified for Remediation
2011-12	131	42%	1,101	12%
2010-11	65	35%	1,112	12%
2009-10	97	41%	1,036	11%
2008-09	110	45%	1,051	11%
2007-08	140	51%	977	13%

**Figure 16** shows the percentage of grade 6 students within their subgroup that were identified for reading remediation by disability status over five years.

**Figure 16: DRP (Spring)—Percent of Grade 6 Students Identified for Remediation by Disability Status**



## GRADE 6, Change Between Administrations

Students in grade 6 take the DRP in the fall and the spring. This provides teachers with the data they need to identify students who are in need of reading remediation.

The DRP benchmark is 56 for grade 6 students tested in the fall. The DRP benchmark is 57 for grade 6 students tested in the spring.

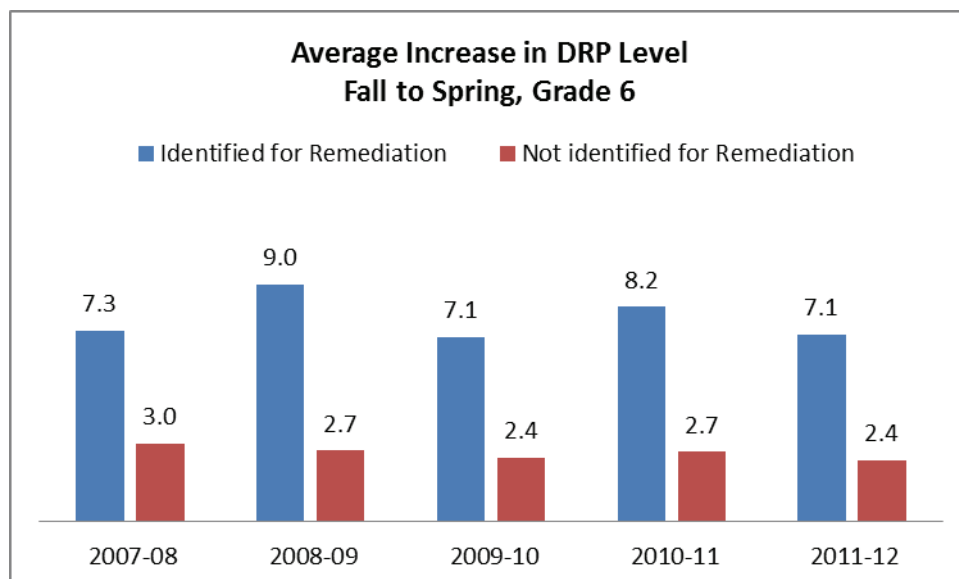
**Table 25** shows the number of grade 6 students that participated in the fall and spring DRP administrations and the average increase in DRP levels between the two administrations. The participation count and average increase in levels is also disaggregated by students “identified for remediation” and students who were “not identified for remediation”.

**Table 25: Average Increase in DRP Levels Between Fall and Spring Administrations**

School Year	All Students		Identified for Remediation		Not identified for Remediation	
	No. Tested	Average Increase	No. Tested	Average Increase	No. Tested	Average Increase
2011-12	1,158	3.2	214	7.1	944	2.4
2010-11	1,122	3.7	201	8.2	921	2.7
2009-10	1,060	3.3	203	7.1	857	2.4
2008-09	1,013	3.7	158	9.0	855	2.7
2007-08	964	3.7	161	7.3	803	3.0

**Figure 17** compares the average grade 6 increase in DRP levels between students who were identified for remediation and students who were not identified for remediation for five years.

**Figure 17: Average Increase in DRP Scores Between Fall and Spring Administrations**





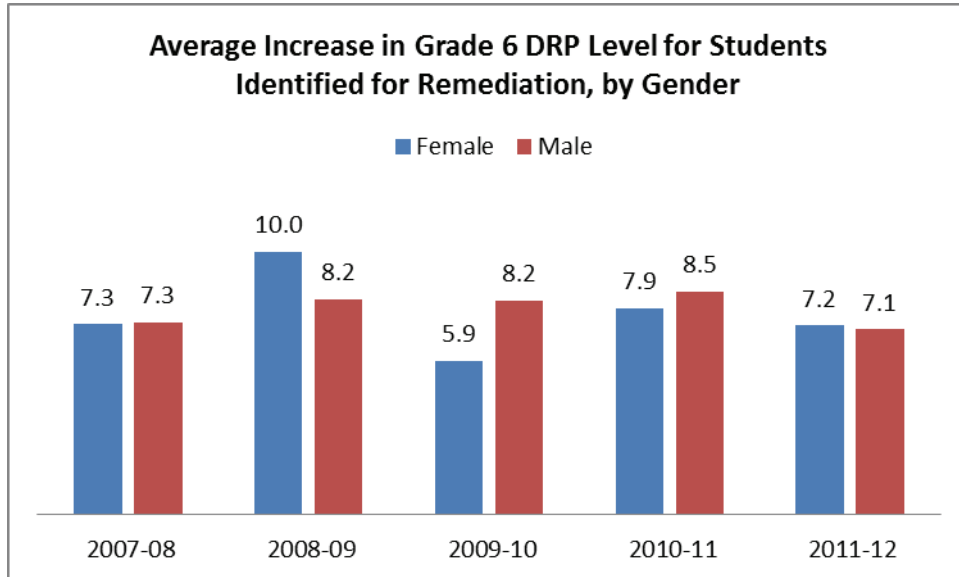
**Table 26** shows the number of grade 6 students disaggregated by gender that participated in both the fall and spring DRP administrations and the average increase in DRP levels between the two administrations. The participation count and average increase in levels is further disaggregated by students “identified for remediation” and students who were “not identified for remediation”.

**Table 26: Average Increase in DRP Levels Between Fall and Spring Administrations by Gender**

School Year	Gender	All Students		Identified for Remediation		Not identified for Remediation	
		No. Tested	Average Increase	No. Tested	Average Increase	No. Tested	Average Increase
2011-12	Female	593	3.4	107	7.2	486	2.6
	Male	565	3.1	107	7.1	458	2.1
2010-11	Female	582	3.3	104	7.9	478	2.3
	Male	540	4.0	97	8.5	443	3.0
2009-10	Female	516	3.1	98	5.9	418	2.4
	Male	544	3.6	105	8.2	439	2.5
2008-09	Female	520	3.8	71	10.0	449	2.8
	Male	493	3.6	87	8.2	406	2.6
2007-08	Female	471	3.7	71	7.3	400	3.1
	Male	493	3.7	90	7.3	403	2.9

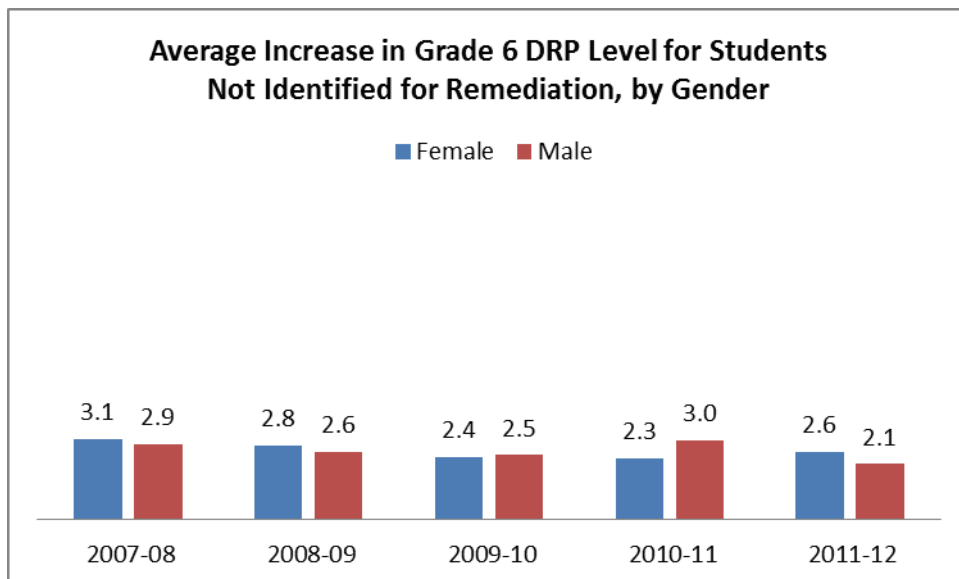
**Figure 18** compares the average increase in DRP levels for five years by gender for students who were identified for remediation.

**Figure 18: Average Increase in Grade 6 DRP Scores by Gender for Students Identified for Remediation**



**Figure 19** compares the average increase in DRP levels for five years by gender for students who were not identified for remediation.

**Figure 19: Average Increase in Grade 6 DRP Scores by Gender for Students Not Identified for Remediation**



**Table 27** shows the number of grade 6 students disaggregated by race/ethnicity that participated in both the fall and spring DRP administrations and the average increase in DRP levels between the two administrations. The participation count and average increase in levels is further disaggregated by students “identified for remediation” and students who were “not identified for remediation”.

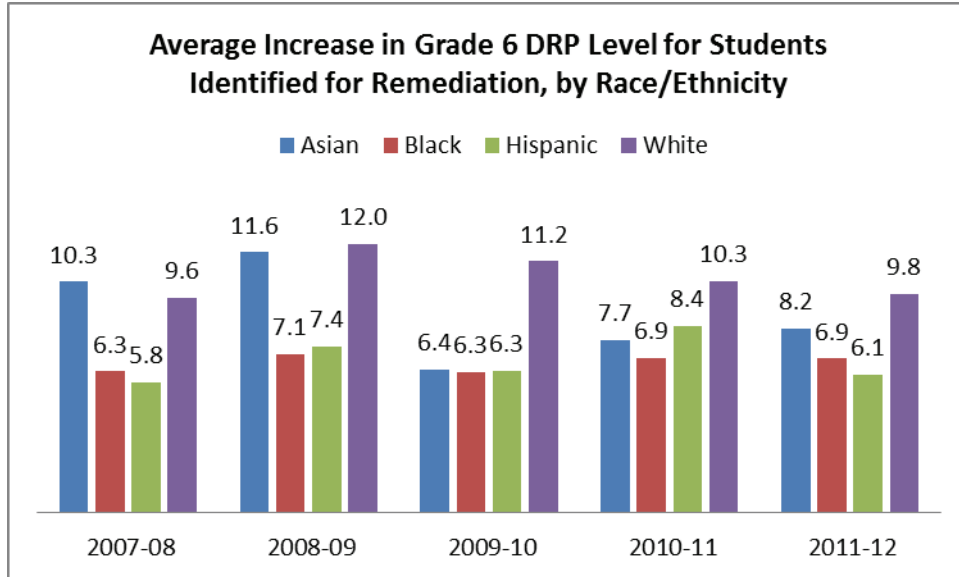
**Table 27: Average Increase in DRP Levels Between Fall and Spring Administrations by Race/Ethnicity**

School Year	Race	All Students		Identified for Remediation		Not identified for Remediation	
		No. Tested	Average Increase	No. Tested	Average Increase	No. Tested	Average Increase
<b>2011-12</b>	Asian	111	3.2	21	8.2	90	2.1
	Black	112	3.6	42	6.9	70	1.7
	Hispanic	278	3.8	108	6.1	170	2.3
	White	597	3.0	38	9.8	559	2.5
	Other	60	2.2	5	6.6	55	1.8
<b>2010-11</b>	Asian	87	3.5	11	7.7	76	2.9
	Black	118	4.1	56	6.9	62	1.5
	Hispanic	271	4.6	100	8.4	171	2.4
	White	573	3.2	26	10.3	547	2.8
	Other	73	3.8	8	9.1	65	3.1
<b>2009-10</b>	Asian	110	3.1	22	6.4	88	2.3
	Black	143	4.0	52	6.3	91	2.7
	Hispanic	216	3.9	98	6.3	118	1.8
	White	585	3.0	31	11.2	554	2.6
	Other	6	3.5	0	n/a	6	3.5
<b>2008-09</b>	Asian	103	4.1	16	11.6	87	2.7
	Black	129	4.1	53	7.1	76	2.0
	Hispanic	164	4.4	43	7.4	121	3.4
	White	611	3.4	45	12.0	566	2.7
	Other	6	4.2	*	*	5	3.4
<b>2007-08</b>	Asian	101	4.2	16	10.3	85	3.0
	Black	128	4.7	63	6.3	65	3.1
	Hispanic	175	4.1	50	5.8	125	3.4
	White	552	3.2	29	9.6	523	2.9
	Other	8	6.5	*	*	5	1.6

\* Fewer than 5 tests are not reported.

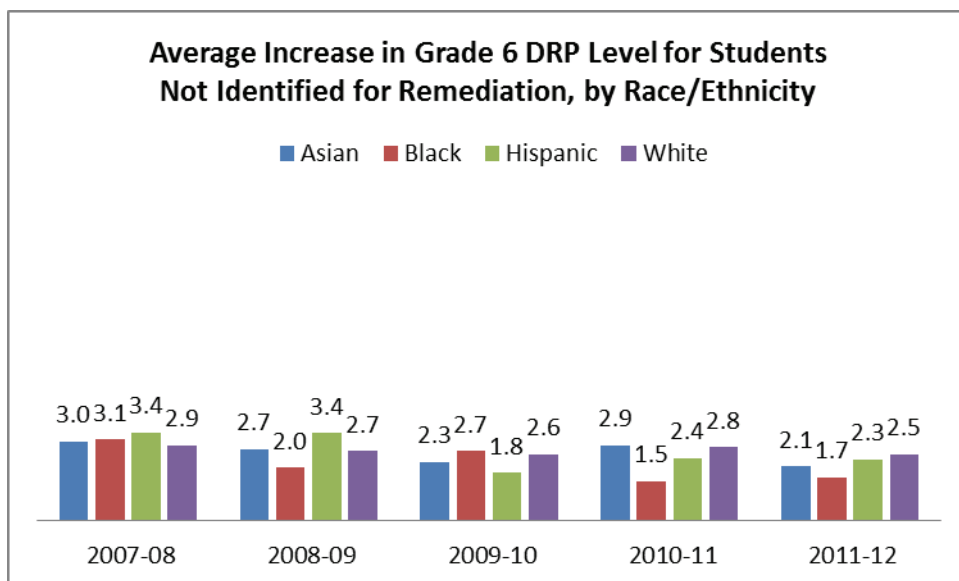
**Figure 20** compares the average increase in DRP levels for five years by race/ethnicity for students who were identified for remediation.

**Figure 20: Average Increase in Grade 6 DRP Scores by Race/Ethnicity for Students Identified for Remediation**



**Figure 21** compares the average increase in DRP levels for five years by race/ethnicity for students who were not identified for remediation.

**Figure 21: Average Increase in Grade 6 DRP Scores by Race/Ethnicity for Students Not Identified for Remediation**



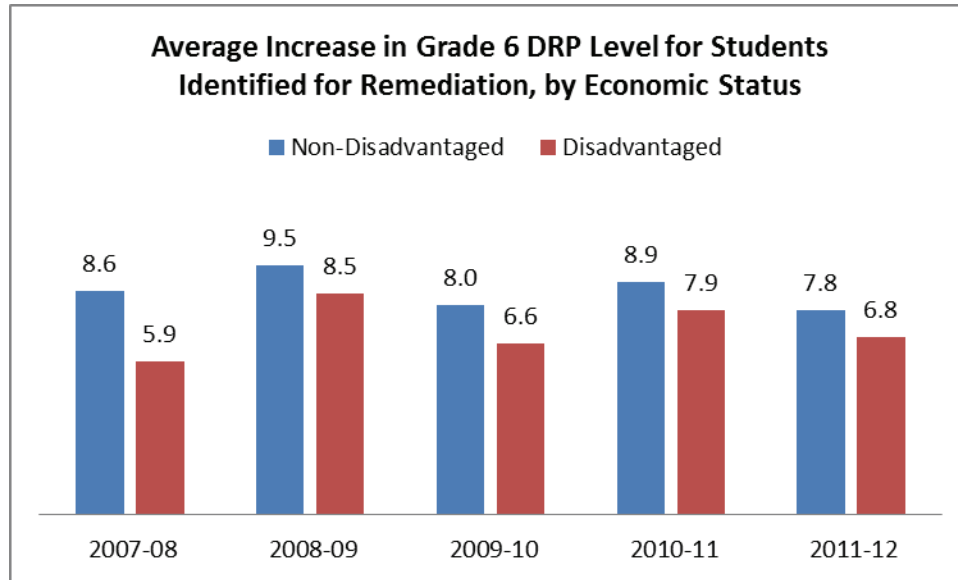
**Table 28** shows the number of grade 6 students disaggregated by economic status that participated in both the fall and spring DRP administrations and the average increase in DRP levels between the two administrations. The participation count and average increase in levels is further disaggregated by students “identified for remediation” and students who were “not identified for remediation”.

**Table 28: Average Increase in DRP Levels Between Fall and Spring Administrations by Economic Status**

School Year	Economic Status	All Students		Identified for Remediation		Not identified for Remediation	
		No. Tested	Average Increase	No. Tested	Average Increase	No. Tested	Average Increase
<b>2011-12</b>	Non-Disadvantaged	846	3.0	72	7.8	774	2.5
	Disadvantaged	312	4.0	142	6.8	170	1.7
<b>2010-11</b>	Non-Disadvantaged	811	3.3	67	8.9	744	2.8
	Disadvantaged	311	4.7	134	7.9	177	2.2
<b>2009-10</b>	Non-Disadvantaged	768	3.0	69	8.0	699	2.5
	Disadvantaged	292	4.1	134	6.6	158	2.0
<b>2008-09</b>	Non-Disadvantaged	811	3.5	84	9.5	727	2.8
	Disadvantaged	202	4.7	74	8.5	128	2.5
<b>2007-08</b>	Non-Disadvantaged	765	3.6	86	8.6	679	2.9
	Disadvantaged	199	4.3	75	5.9	124	3.3

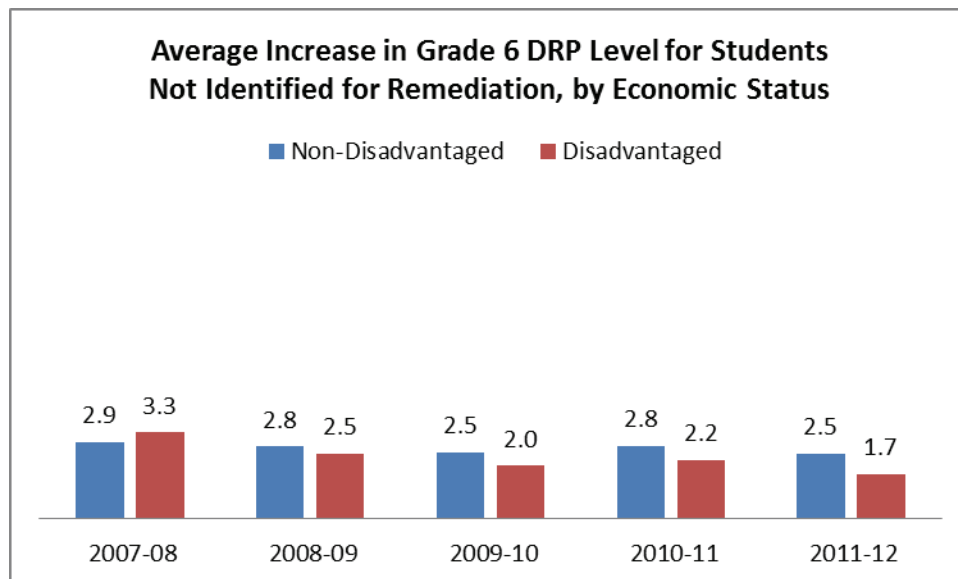
**Figure 22** compares the average increase in DRP levels for five years by economic status for students who were identified for remediation.

**Figure 22: Average Increase in Grade 6 DRP Scores by Economic Status for Students Identified for Remediation**



**Figure 23** compares the average increase in DRP levels for five years by economic status for students who were not identified for remediation.

**Figure 23: Average Increase in Grade 6 DRP Scores by Economic Status for Students Not Identified for Remediation**



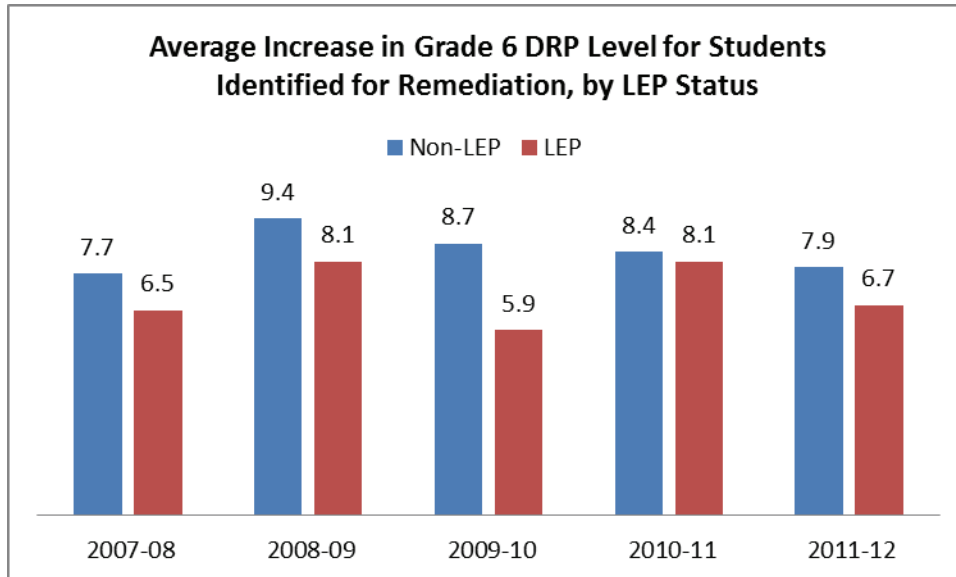
**Table 29** shows the number of grade 6 students disaggregated by limited English proficiency (LEP) status that participated in both the fall and spring DRP administrations and the average increase in DRP levels between the two administrations. The participation count and average increase in levels is further disaggregated by students “identified for remediation” and students who were “not identified for remediation”.

**Table 29: Average Increase in DRP Levels Between Fall and Spring Administrations by LEP Status**

School Year	LEP Status	All Students		Identified for Remediation		Not identified for Remediation	
		No. Tested	Average Increase	No. Tested	Average Increase	No. Tested	Average Increase
2011-12	Non-LEP	838	2.9	80	7.9	758	2.4
	LEP	320	4.1	134	6.7	186	2.1
2010-11	Non-LEP	860	3.3	83	8.4	777	2.8
	LEP	262	4.8	118	8.1	144	2.2
2009-10	Non-LEP	803	3.2	86	8.7	717	2.6
	LEP	257	3.6	117	5.9	140	1.7
2008-09	Non-LEP	868	3.6	112	9.4	756	2.8
	LEP	145	4.2	46	8.1	99	2.4
2007-08	Non-LEP	803	3.5	108	7.7	695	2.8
	LEP	161	5.0	53	6.5	108	4.2

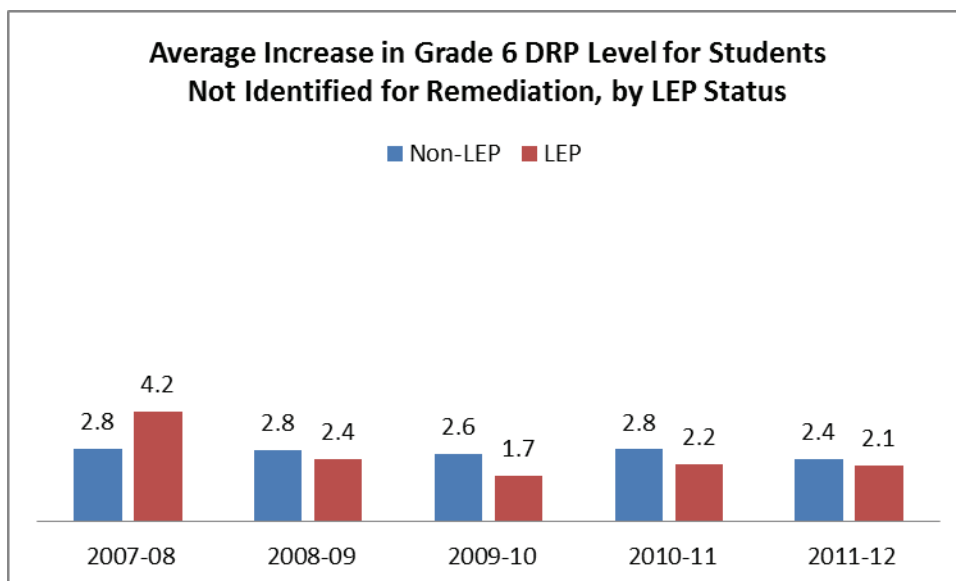
**Figure 24** compares the average increase in DRP levels for five years by LEP status for students who were identified for remediation.

**Figure 24: Average Increase in Grade 6 DRP Scores by LEP Status for Students Identified for Remediation**



**Figure 25** compares the average increase in DRP levels for five years by LEP status for students who were not identified for remediation.

**Figure 25: Average Increase in Grade 6 DRP Scores by LEP Status for Students Not Identified for Remediation**





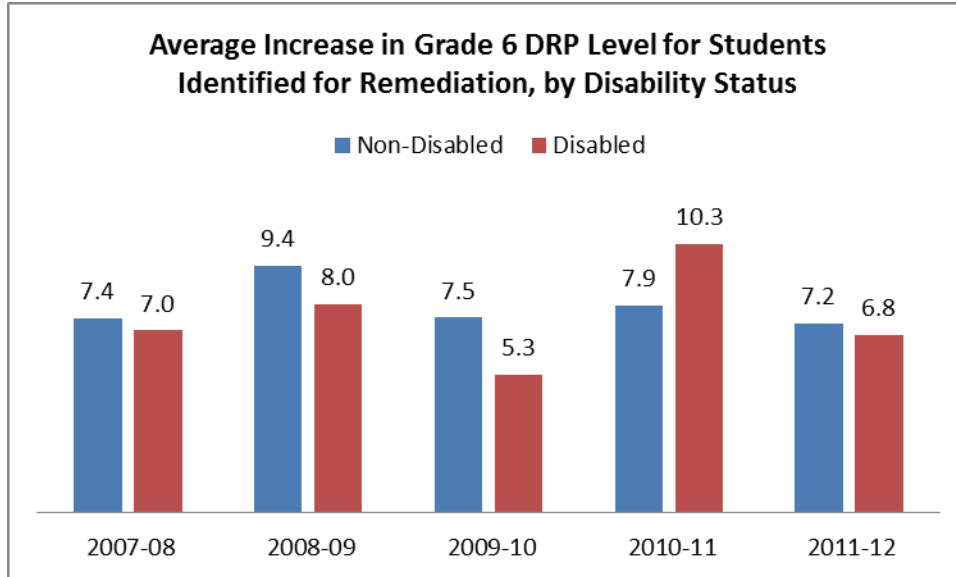
**Table 30** shows the number of grade 6 students disaggregated by disability status that participated in both the fall and spring DRP administrations and the average increase in DRP levels between the two administrations. The participation count and average increase in levels is further disaggregated by students “identified for remediation” and students who were “not identified for remediation”.

**Table 30: Average Increase in DRP Levels Between Fall and Spring Administrations by Disability Status**

School Year	Disability Status	All Students		Identified for Remediation		Not identified for Remediation	
		No. Tested	Average Increase	No. Tested	Average Increase	No. Tested	Average Increase
2011-12	Non-Disabled	1,059	3.2	169	7.2	890	2.5
	Disabled	99	3.3	45	6.8	54	0.3
2010-11	Non-Disabled	1,073	3.6	179	7.9	894	2.7
	Disabled	49	5.6	22	10.3	27	1.7
2009-10	Non-Disabled	1,000	3.3	166	7.5	834	2.4
	Disabled	60	4.2	37	5.3	23	2.5
2008-09	Non-	932	3.6	115	9.4	817	2.8
	Disabled	81	4.8	43	8.0	38	1.2
2007-08	Non-	883	3.6	119	7.4	764	3.0
	Disabled	81	4.8	42	7.0	39	2.4

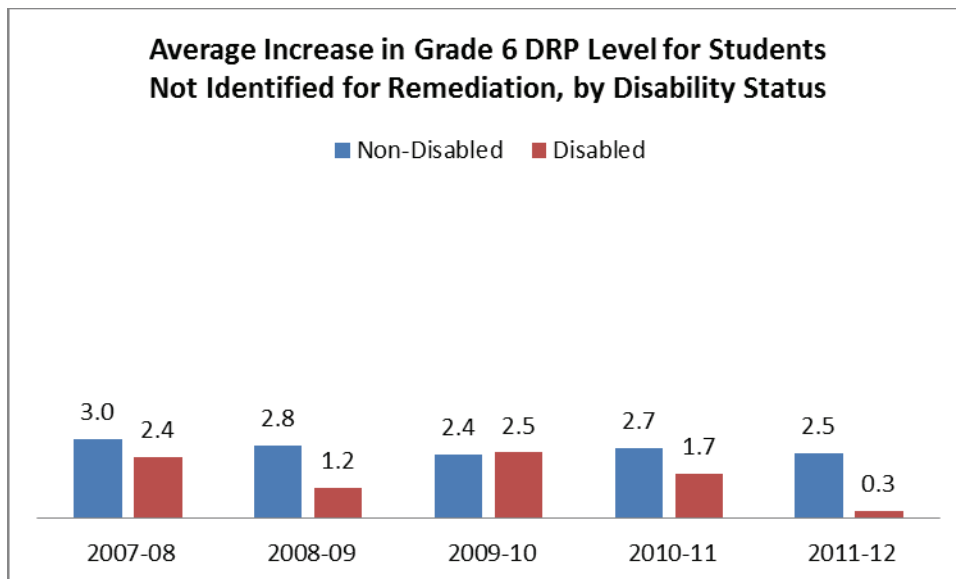
**Figure 26** compares the average increase in DRP levels for five years by disability status for students who were identified for remediation.

**Figure 26: Average Increase in Grade 6 DRP Scores by Disability Status for Students Identified for Remediation**



**Figure 27** compares the average increase in DRP levels for five years by disability status for students who were not identified for remediation.

**Figure 27: Average Increase in Grade 6 DRP Scores by Disability Status for Students Not Identified for Remediation**



**ARLINGTON PUBLIC SCHOOLS**  
**Planning and Evaluation**

**MEMORANDUM**

**TO:** Connie Skelton, Interim Assistant Superintendent for Instruction  
Donna Snyder, Director Early Childhood and Elementary Education  
Kate Graham, Coordinator Early Childhood  
Michelle Picard, Supervisor English Language Arts

**FROM:** Lisa Stengle, Interim Director Planning and Evaluation

**THROUGH:** Raj Adusumilli, Assistant Superintendent, Information Services

**SUBJECT:** 2011-12 Fall Kindergarten PALS Results

**DATE:** January 4, 2013

The Phonological Awareness and Literacy Screening (PALS) is a measure of a child's knowledge of several literacy fundamentals that are predictive of future reading success. Every fall, APS kindergarten students take the kindergarten PALS (K-PALS). Results are compared to a benchmark to identify each child's early literacy skills and instructional needs. Summary results across all students provide APS with a general measure of student readiness for kindergarten literacy instruction and the impact of APS Pre-K programs for students who remain in Arlington for kindergarten. <sup>1</sup>

**Summary of the 2011-12 Results**

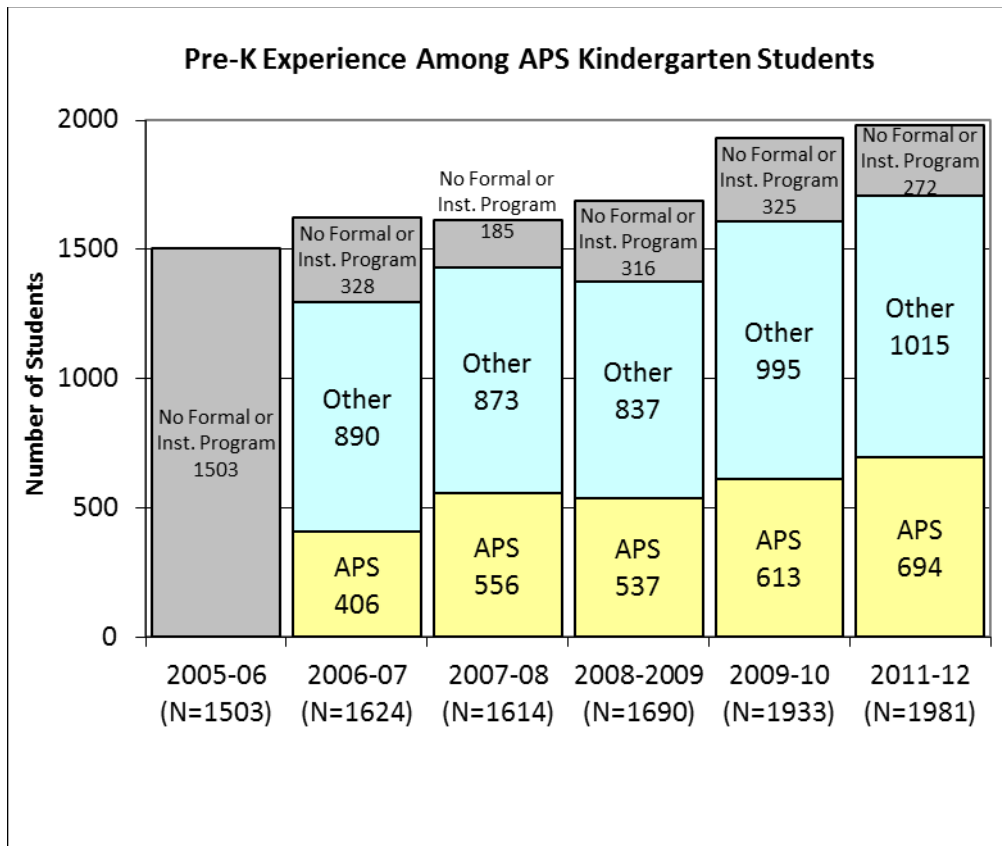
- Kindergarten enrollment increased to 1981 students, and APS Pre-K programs continue to serve more students annually. Among the kindergarten class, 86% attended a Pre-K program (35% attended an APS Pre-K program).
- 14% of kindergarten students did not attend a formal or institutional Pre-K program. Across the groups:
  - Race/ethnicity - Asian students had the highest proportion of students with no formal or institutional Pre-K experience (21%) followed by Hispanic students (16%), Black and Other students (14%), and 11% for White students.
  - Disability - 6% of the students with a disability did not attend a formal or institutional Pre-K program compared to 15% of other students
  - Limited English Proficient students - 19% did not attend a formal or institutional Pre-K programs compared to 11% of the non-LEP students
  - Economic status - 17% of disadvantaged students did not attend formal or institutional Pre-K compared with 12% of the students not identified as disadvantaged.
- The proportion of kindergarten students tested on the fall K-PALS who met or exceeded the benchmark increased to 95%, up from (92%) when results were last reported in 2009-10. The increase may be related to an overall decrease (from 98 to 94%) in the proportion of Kindergarten students tested on the fall assessment.
- For every student group, Pre-K experience has a positive influence on meeting or exceeding the fall K-PALS benchmark, regardless of the Pre-K experience provider.
- Among the students who did not attend a formal or institutional Pre-K program 82% meet the fall K-PALS benchmark. However, there is variation and students falling below the average in this group

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<sup>1</sup> Results for 2010-11 were not reported. Rather than trying to reconstruct this information for this memo, P&E is working with Enterprise Solutions to report PALS in the APS data warehouse. This will allow the program to independently review PALS results.

include students who are economically disadvantaged (57%), LEP (60%), Hispanic (61%) and students with a disability (69%).

**Figure 1. Pre-K Experience among APS Kindergartners**



**Table 1. Pre-K Programs among APS Kindergartners**

Type of Pre-K Program (state code)		2008-2009	2009-10	2011-12
		N	N	N
<b>Arlington Public Schools Preschool</b>	Virginia Preschool Initiative (21)	323	382	443
	Coordinated Special Education (30)	0	10	41
	Special Education only (31)	66	83	63
	Government. – tuition charged (Montessori) (40)	112	134	131
	Other (61)	36	4	16
<b>APS Total:</b>		<b>537</b>	<b>613</b>	<b>694</b>
<b>Other Preschool</b>	Coordinated Pre-kindergarten Classroom (20)	231	39	16
	Virginia Preschool Initiative (21)	13	18	21
	Head Start (23)	19	33	38
	Coordinated Special Education (30)	3	4	3
	Special Education only (31)	9	16	10
	Government. – tuition charged (40)	14	23	18
	Private provider (50)	464	842	902
	Licensed family day care (51)	0	6	3
	Other (61)	84	14	4
<b>Non-APS Total:</b>		<b>837</b>	<b>995</b>	<b>1015</b>
No formal/institutional program (60)		208	285	272
<b>No Pre-school or Unknown Total:</b>		<b>208</b>	<b>285</b>	<b>272</b>
<b>Total:</b>		<b>1582</b>	<b>1893</b>	<b>1981</b>

**Table 2. Fall K-PALS Participation and Results among APS Kindergartners, by Pre-K Program Provider**

Type of Pre-K Program		Students	2005-06	2006-07	2007-08	2008-09	2009-10	2011-12	
All APS Kindergarten Students		No. Enrolled	1503	1624	1614	1690	1933	1981	
		No. Assessed	1342	1578	1579	1582	1893	1855	
		% Assessed	89	97	98	94	98	94	
		% Met Benchmark	87	88	90	92	92	95	
APS Pre-K (prior year)	All	No. Assessed			556	537	613	670	
		% Met Benchmark			87	93	90	95	
	VPI	No. Assessed			335	323	382	437	
		% Met Benchmark			88	93	92	96	
	Montessori	No. Assessed			134	112	134	130	
		% Met Benchmark			89	93	94	94	
	Special Education	No. Assessed			87	102	97	103	
		% Met Benchmark			82	89	77	92	
	Non-APS Pre-K (prior year)		No. Assessed			837	837	995	965
			% Met Benchmark			95	95	96	98
No Formal or Inst. Program Pre-K (prior year)		No. Assessed			186	208	285	220	
		% Met Benchmark			75	83	81	82	

**Table 3. Fall K-PALS Participation and Results among APS Kindergartners, by Pre-K Program**

Type of Pre-K Program (state code)		Students	2006-07	2007-08	2008-09	2009-10	2011-12	
All APS Kindergarten Students		No. Enrolled	1624	1614	1690	1933	1981	
		No. Assessed	1578	1579	1582	1893	1855	
		% Met Benchmark	88	90	92	92	95	
Attended APS Pre-Kindergarten Program	APS K and Pre-K (prior year)	No. Assessed	<b>406</b>	556	537	613	670	
		% Met Benchmark	<b>88</b>	87	93	90	95	
	Virginia Preschool Initiative (21)	No. Assessed		335	323	382	437	
		% Met Benchmark		88	93	92	96	
	Coordinated Special Education (30)	No. Assessed		74	0	10	34	
		% Met Benchmark		81	-	60	91	
	Special Education only (31)	No. Assessed		6	66	83	53	
		% Met Benchmark		67	86	78	91	
	Government. – tuition charged (Montessori) (40)	No. Assessed		134	112	134	130	
		% Met Benchmark		89	93	94	94	
	Other (61)	No. Assessed		7	36	4	16	
		% Met Benchmark		100	94	100	100	
	Attended Non-APS Pre-Kindergarten Program	APS K and Non-APS Pre-K (prior year)	No. Assessed	<b>890</b>	837	837	995	965
			% Met Benchmark	<b>95</b>	95	95	96	98
Coordinated Pre-kindergarten Classroom (20)		No. Assessed		124	231	39	15	
		% Met Benchmark		94	97	90	93	
Virginia Preschool Initiative (21)		No. Assessed		5	13	18	17	
		% Met Benchmark		80	85	94	88	
Head Start (23)		No. Assessed	68	46	19	33	37	
		% Met Benchmark	75	72	74	73	86	
Coordinated Special Education (30)		No. Assessed		8	3	4	2	
		% Met Benchmark		50	67	100	100	
Special Education only (31)		No. Assessed		2	9	16	7	
		% Met Benchmark		50	78	81	100	
Government. – tuition charged (40)		No. Assessed		20	14	23	17	
		% Met Benchmark		100	86	96	94	
Private provider (50)		No. Assessed	33	609	464	842	863	
		% Met Benchmark	97	98	98	97	98	
Licensed family day care (51)		No. Assessed	775	2	0	6	3	
		% Met Benchmark	96	100	-	100	100	
Other (61)		No. Assessed	14	21	84	14	4	
		% Met Benchmark	100	95	81	100	100	
APS K and Unknown Pre-K (prior year) (60)		No. Assessed	338	186	208	285	220	
		% Met Benchmark	68	75	83	81	82	

**Table 4. 2011-12 Fall K-PALS Results among APS Kindergartners, by Pre-K Experience and Race/Ethnicity**

Ethnicity	APS Pre-K Experience			Non-APS Pre-K Experience			No Pre-K OR Experience			Total		
	No. K Enroll	No. Tested on Fall KPALS	% Met Benchmark	No. K Enroll	No. Tested on Fall KPALS	% Met Benchmark	No. K Enroll	No. Tested on Fall KPALS	% Met Benchmark	No. K Enroll	No. Tested on Fall KPALS	% Met Benchmark
Asian	74	69	99	62	55	93	37	30	87	173	154	94
Black	111	109	97	53	46	96	26	17	88	190	172	96
Hispanic	353	344	94	127	120	93	92	70	61	572	534	89
White	144	136	96	699	672	99	103	90	96	946	898	98
Other	12	12	100	74	72	99	14	13	85	100	97	97
<b>Total</b>	<b>694</b>	<b>670</b>	<b>95</b>	<b>1015</b>	<b>965</b>	<b>98</b>	<b>272</b>	<b>220</b>	<b>82</b>	<b>1981</b>	<b>1855</b>	<b>95</b>

**Table 5. 2011-12 Fall K-PALS Results among APS Kindergartners, by Pre-K Experience Students with a Disability (SWD), Limited English Proficient (LEP), Economically Disadvantaged**

	APS Pre-K Experience			Non-APS Pre-K Experience			No Pre-K OR Experience			Total		
	No. K Enroll	No. Tested on Fall KPALS	% Met Benchmark	No. K Enroll	No. Tested on Fall KPALS	% Met Benchmark	No. K Enroll	No. Tested on Fall KPALS	% Met Benchmark	No. K Enroll	No. Tested on Fall KPALS	% Met Benchmark
SWD	153	134	90	51	44	86	14	13	69	218	191	87
Non-SWD	541	536	97	964	921	98	258	207	83	1763	1664	96
LEP	411	398	95	124	103	83	123	90	60	658	591	87
Non-LEP	283	272	96	891	862	100	149	130	98	1323	1264	98
Econ. Dis.	438	425	94	111	94	85	116	82	57	665	601	88
Non-Econ.Dis.	256	245	97	904	871	99	156	138	97	1316	1254	98
<b>Total</b>	<b>694</b>	<b>670</b>	<b>95</b>	<b>1015</b>	<b>965</b>	<b>98</b>	<b>272</b>	<b>220</b>	<b>82</b>	<b>1981</b>	<b>1855</b>	<b>95</b>