Appendix E

Student Outcomes

Phonological Awareness Literacy Screening (PALS)

The Phonological Awareness Literacy Screening (PALS) provides a comprehensive assessment of young children's knowledge of the important literacy fundamentals that are predictive of future reading success. PALS is the state-provided screening tool for Virginia's Early Intervention Reading Initiative (EIRI) and is used by 99% of school divisions in Virginia on a voluntary basis.

PALS assessments are designed to identify students in need of additional reading instruction beyond that provided to typically developing readers. PALS also informs teachers' instruction by providing them with explicit information about their students' knowledge of literacy fundamentals.

These analyses include:

- The percent of students with both a fall and spring assessment who met each grade level benchmark (Grades K-2)
- The percent of students who met the fall benchmark, and the percent of students who met the spring benchmark if they did not meet the fall benchmark. (Grades 3-5)

Table 1: The Percent of Students with Fall and Spring PALS Assessments who Met the Benchmark, by Grade

Grade	2015-16		2016-17		2017-18	
	% Met Fall Benchmark	% Met Spring Benchmark	% Met Fall Benchmark	% Met Spring Benchmark	% Met Fall Benchmark	% Met Spring Benchmark
K (n=2,020, 2,014, 1,591)	96%	94%	95%	95%	94%	95%
1 (n=2,060, 2089, 2077)	91%	89%	91%	88%	91%	89%
2 (n=2,053, 2,079, 2096)	97%	89%	85%	89%	85%	86%

Table 2: The Percent of Kindergarten Students with Fall and Spring PALS Assessments who Met the Benchmark, by Demographic Group

Group	2015-16		2016-17		2017-18	
	% Met Fall Benchmark	% Met Spring Benchmark	% Met Fall Benchmark	% Met Spring Benchmark	% Met Fall Benchmark	% Met Spring Benchmark
Female (n= 995, 993, 789)	96%	95%	95%	96%	95%	96%
Male (n=1,025, 1,021, 802)	96%	93%	94%	95%	92%	94%
Non-EL (n=1,464, 1,451, 1130)	99%	97%	97%	97%	98%	98%
EL (n=556, 563, 461)	89%	86%	88%	90%	82%	88%
Non-disadvantaged (n=1,407, 1423, 1,123)	99%	97%	97%	98%	98%	98%
Disadvantaged (n=613, 591, 468)	90%	86%	88%	89%	83%	87%
Non-SWD (n=1,809, 1,815, 1455)	97%	96%	96%	97%	94%	96%
SWD (n=211, 199, 136)	92%	79%	86%	84%	87%	81%
Asian (n=184, 169, 142)	95%	95%	97%	97%	93%	99%
Black (n=194, 185, 129)	99%	94%	96%	91%	96%	97%
Hispanic (n=511, 520, 416)	90%	87%	88%	90%	83%	86%
White (n=991, 985, 782)	99%	97%	98%	98%	99%	98%
Other (n=140, 155, 122)	99%	95%	97%	96%	95%	95%

Table 3: The Percent of Grade 1 Students with Fall and Spring PALS Assessments who Met the Benchmark, by Demographic Group

Group	2015-16		2016-17		2017-18	
	% Met Fall Benchmark	% Met Spring Benchmark	% Met Fall Benchmark	% Met Spring Benchmark	% Met Fall Benchmark	% Met Spring Benchmark
Female (n=998, 1,030, 1024)	93%	91%	93%	89%	92%	90%
Male (n=1,062, 1,059, 1053)	90%	88%	89%	87%	91%	88%
Non-EL (n= 1,448, 1534, 1,483)	95%	94%	95%	92%	96%	93%
EL (n=612, 555, 594)	82%	79%	80%	76%	79%	78%
Non-disadvantaged (n=1,425, 1474, 1,460)	96%	95%	95%	93%	96%	93%
Disadvantaged (n= 635, 615, 617)	82%	77%	81%	75%	80%	78%
Non-SWD (n= 1826, 1,854, 1,841)	93%	92%	94%	91%	93%	92%
SWD (n= 206, 263, 236)	74%	70%	71%	66%	77%	68%
Asian (n=174, 203, 183)	97%	97%	91%	89%	94%	93%
Black (n= 199, 202, 198)	89%	87%	88%	83%	90%	89%
Hispanic (n= 548, 502, 530)	82%	76%	84%	77%	82%	79%
White (n= 993, 1,033, 997)	96%	95%	95%	93%	96%	93%
Other (n=146, 149, 169)	93%	93%	93%	92%	94%	92%

Table 4: The Percent of Grade 2 Students with Fall and Spring PALS Assessments who Met the Benchmark, by Demographic Group

Group	2015-16		2016-17		2017-18	
	% Met Fall Benchmark	% Met Spring Benchmark	% Met Fall Benchmark	% Met Spring Benchmark	% Met Fall Benchmark	% Met Spring Benchmark
Female (n=1,020, 1,020, 1026)	88%	90%	87%	90%	84%	86%
Male (n=1,033, 1,059, 1,070)	85%	88%	83%	87%	85%	86%
Non-EL (n=1,382, 1,458, 1,523)	93%	94%	91%	93%	91%	91%
EL (n=671, 621, 573)	75%	78%	73%	79%	69%	72%
Non-disadvantaged (n=1,395, 1,428, 1,470)	94%	95%	92%	95%	91%	92%
Disadvantaged (n=658, 651, 626)	72%	76%	70%	76%	70%	72%
Non-SWD (n=1,793, 1,827, 1,795)	91%	93%	89%	92%	90%	91%
SWD (n=260, 252, 301)	62%	64%	59%	65%	55%	56%
Asian (n=188, 191, 201)	94%	96%	90%	95%	87%	91%
Black (n= 185, 194, 194)	80%	84%	79%	81%	81%	78%
Hispanic (n=556, 547, 514)	75%	78%	72%	78%	72%	72%
White (n=979, 1,005, 1,034)	93%	94%	92%	94%	91%	92%
Other (n=145, 142, 153)	95%	95%	89%	94%	90%	92%

Table 5: The Percent of Students who Met the Fall Benchmark and the Percent of Students who Met the Spring Benchmark if they did not Meet the Fall Benchmark, by Grade

Grade	School Year	Number of Students in Fall PALS Assessment	% Met Fall Benchmark	Number of Students Below Benchmark who took Spring PALS Assessment	% of Students who were Below Benchmark in the Fall and Met Benchmark in the Spring
Grade 3	2015-16	2,021	88%	220	25%
	2016-17	2,156	84%	319	36%
	2017-18	2,187	87%	274	26%
Grade 4	2016-17	2,108	91%	146	10%
	2017-18	2,103	93%	131	5%
Grade 5	2016-17	1,842	83%	282	34%
	2017-18	2,069	85%	303	23%

Table 6: The Percent of Grade 3 Students who Met the Fall Benchmark, by Demographic Group

Group	2015-16	2016-17	2017-18
	% Met Fall Benchmark	% Met Fall Benchmark	% Met Fall Benchmark
Female (n=973, 1,041, 1,056)	89%	86%	89%
Male (n=1,039, 1,066, 1083)	88%	84%	85%
Non-EL (n=1,412, 1,447, 1,478)	94%	91%	92%
EL (n=600, 660, 661)	77%	70%	75%
Non-disadvantaged (n=1,407, 1,434, 1463)	93%	91%	92%
Disadvantaged (n=605, 673, 676)	78%	70%	75%
Non-SWD (n=1,753, 1,800, 1,858)	93%	90%	91%
SWD (n=259, 307, 281)	61%	55%	57%
Asian (n=152, 203, 204)	93%	89%	90%
Black (n=192, 186, 199)	84%	81%	81%
Hispanic (n=511, 565, 577)	77%	70%	76%
White (n=1,041, 1,001, 1,010)	94%	91%	93%
Other (n=116, 152, 149)	92%	92%	90%

Table 7: The Percent of Grade 4 Students who Met the Fall Benchmark, by Demographic Group

Group	2016-17	2017-18
	% Met Fall Benchmark	% Met Fall Benchmark
Female (n=988, 1,082)	92%	94%
Male (n=1,040, 1,055)	93%	92%
Non-LEP (n=1,419, 1,417)	97%	97%
LEP (n=609, 666)	82%	85%
Non-disadvantaged (n=1,388, 1,421)	96%	98%
Disadvantaged (n=640, 662)	85%	84%
Non-SWD (n=1,737, 1,758)	96%	97%
SWD (n=291, 325)	72%	75%
Asian (n=169, 194)	92%	97%
Black (n=184, 181)	92%	94%
Hispanic (n=540, 570)	84%	85%
White (n=1,025 ,982)	97%	97%
Other (n=110, 156)	98%	97%

Table 8: The Percent of Grade 5 Students who Met the Fall Benchmark, by Demographic Group

Group	2016-17	2017-18
	% Met Fall Benchmark	% Met Fall Benchmark
Female (n=929, 1,012)	82%	84%
Male (n=877, 1,058)	85%	85%
Non-LEP (n=1,318, 1,433)	91%	94%
LEP (n=488, 637)	61%	64%
Non-disadvantaged (n=1,243, 1,416)	92%	93%
Disadvantaged (n=563, 654)	64%	67%
Non-SWD (n=1,510, 1,776)	90%	90%
SWD (n=296, 294)	50%	52%
Asian (n=148, 162)	89%	88%
Black (n=180, 193)	67%	80%
Hispanic (n=490, 561)	68%	67%
White (n=879, 1,038)	93%	94%
Other (n=109, 116)	95%	92%

Reading Inventory Assessment

The Reading Inventory (RI) is a computer-adaptive reading assessment that measures reading comprehension using Lexile measures. Lexile measures indicate a student's reading level and can be used to match readers with appropriately leveled text[1]. Schools in APS administer the RI in the fall and spring to measure students' growth in reading levels. The expected growth within a school year is 75 Lexiles. This evaluation includes 3 types of analysis:

- Percent of students in each reading proficiency category during the fall and spring for students in grades 6 through 9.
- Percent of students with a 75 Lexile gain from spring to fall for students in grades 6 through 9. Data disaggregated by demographic groups are included.
- Percent of students initially in the **below basic** proficiency category who moved into a higher proficiency category for students in grades 6 through 9.

Proficiency Categories

Table 1: Percent of Grade 6 Students in each Reading Inventory Proficiency Category

	Below basic	Basic	Proficient	Advanced
Fall 2015-16 (n=1,763)	13%	23%	23%	41%
Spring 2015-16 (n=1,503)	10%	16%	18%	56%
Fall 2016-17 (n=1,803)	12%	23%	22%	43%
Spring 2016-17 (n=1,791)	7%	16%	15%	63%
Fall 2017-18 (n=1,819)	14%	27%	23%	36%
Spring 201718 (n=1,717)	10%	15%	17%	59%

Table 2: Percent of Grade 7 Students in each Reading Inventory Proficiency Category

	Below basic	Basic	Proficient	Advanced
Fall 2015-16 (n=1,526)	11%	17%	18%	53%
Spring 2015-16 (n= 1,350)	9%	14%	18%	60%
Fall 2016-17 (n=1,693)	10%	17%	19%	54%
Spring 2016-17 (n=1,607)	9%	13%	14%	65%
Fall 2017-18 (n= 1,862)	12%	15%	16%	56%
Spring 201718 (n=1,847)	9%	11%	14%	66%

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[1] https://lexile.com

Table 3: Percent of Grade 8 Students in each Reading Inventory Proficiency Category

	Below basic	Basic	Proficient	Advanced
Fall 2015-16 (n= 1,490)	8%	18%	21%	53%
Spring 2015-16 (n=1,186)	7%	15%	22%	56%
Fall 2016-17 (n=1523)	8%	15%	25%	52%
Spring 2016-17 (n=)	6%	12%	21%	60%
Fall 2017-18 (n=1,737)	12%	14%	22%	52%
Spring 201718 (n=1,679)	8%	13%	19%	60%

Table 4: Percent of Grade 9 Students in each Reading Inventory Proficiency Category

	Below basic	Basic	Proficient	Advanced
Fall 2015-16 (n=1,494)	11%	13%	29%	48%
Spring 2015-16 (n=1,227)	10%	11%	25%	53%
Fall 2016-17 (n=1,301)	8%	13%	30%	49%
Spring 2016-17 (n=1,060)	10%	11%	26%	53%
Fall 2017-18 (n=1,354)	10%	13%	28%	49%
Spring 201718 (n=797)	13%	13%	23%	51%

Lexile Growth

Table 5: Percent of Students with a 75 Lexile Gain from Fall to Spring

School Year	Grade 6		Grade 7		Grade 8		Grade 9	
	# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain
2015-16	1,484	49%	1,264	38%	1,117	37%	1,148	35%
2016-17	1,744	56%	1,554	41%	1,330	38%	861	34%
2017-18	1,696	59%	1,783	43%	1,637	37%	690	36%

Table 6: Percent of Students with a 75 Lexile Gain from Fall to Spring, by Gender

School Year		Grade 6		Grade 7		Grade 8		Grade 9	
		# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain
2015-16	Female	734	48%	640	38%	562	35%	537	35%
	Male	750	49%	624	37%	555	40%	611	36%
2016-17	Female	814	55%	794	43%	671	37%	433	35%
	Male	930	57%	760	40%	659	39%	428	34%
2017-18	Female	865	60%	845	43%	832	35%	361	36%
	Male	831	57%	938	42%	805	39%	329	35%

Table 7: Percent of Students with a 75 Lexile Gain from Fall to Spring, by LEP Status

School Year		Grade 6		Grade 7		Grade 8		Grade 9	
		# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain
2015-16	Non-LEP	1,212	51%	1,098	37%	969	36%	963	32%
	LEP	272	38%	166	42%	148	47%	185	51%
2016-17	Non-LEP	1,451	58%	1,368	40%	1,198	37%	754	33%
	LEP	293	50%	186	47%	132	49%	107	45%
2017-18	Non-LEP	1,210	62%	1,366	39%	1,342	34%	557	35%
	LEP	486	52%	417	54%	295	51%	133	41%

Table 8: Percent of Students with a 75 Lexile Gain from Fall to Spring, by Disadvantaged Status

School Year		Grade 6		Grade 7		Grade 8		Grade 9	
		# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain
2015-16	Non-disadvantaged	1,049	52%	916	35%	759	34%	808	33%
	Disadvantaged	435	41%	348	44%	358	45%	340	40%
2016-17	Non-disadvantaged	1,288	57%	1,150	39%	955	36%	638	31%
	Disadvantaged	456	54%	404	48%	375	42%	223	43%
2017-18	Non-disadvantaged	1,194	62%	1,310	39%	1,198	34%	461	35%
	Disadvantaged	502	50%	473	52%	439	46%	229	37%

Table 9: Percent of Students with a 75 Lexile Gain from Fall to Spring, by SWD Status

School Year		Grade 6		Grade 7		Grade 8		Grade 9	
		# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain
2015-16	Non-SWD	1,257	50%	1,092	37%	941	36%	981	35%
	SWD	227	41%	172	41%	176	43%	167	38%
2016-17	Non-SWD	1,507	57%	1,324	41%	1,149	38%	729	34%
	SWD	237	51%	230	44%	181	37%	132	36%
2017-18	Non-SWD	1,421	61%	1,524	42%	1,387	35%	585	36%
	SWD	275	47%	259	48%	250	48%	105	33%

Table 10: Percent of Students with a 75 Lexile Gain from Fall to Spring, by Ethnicity

School Year		Grade 6		Grade 7		Grade 8		Grade 9	
		# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain
2015-16	Asian	121	50%	94	38%	84	48%	125	34%
	Black	156	38%	148	39%	129	43%	125	39%
	Hispanic	395	41%	311	43%	334	40%	295	37%
	White	726	55%	630	35%	495	32%	540	35%
	Other	86	50%	81	37%	75	37%	63	29%
2016-17	Asian	157	50%	125	50%	98	43%	70	34%
	Black	131	53%	140	43%	144	33%	93	37%
	Hispanic	413	53%	380	43%	137	40%	212	42%
	White	939	59%	810	39%	653	37%	429	32%
	Other	104	63%	99	40%	93	32%	57	21%
2017-18	Asian	146	66%	162	46%	130	35%	65	34%
	Black	177	58%	148	47%	157	36%	66	36%
	Hispanic	463	50%	420	49%	422	47%	191	38%
	White	811	62%	947	39%	824	33%	325	35%
	Other	99	71%	106	44%	104	30%	43	35%

Table 11: Percent of Students with a 75 Lexile Gain from Fall to Spring, by Fall Proficiency Group

School Year	Fall Proficiency Group	Grade 6 # of Students	Grade 6 % with 75 Lexile gain	Grade 7 # of Students	Grade 7 % with 75 Lexile gain	Grade 8 # of Students	Grade 8 % with 75 Lexile gain	Grade 9 # of Students	Grade 9 % with 75 Lexile gain
2015-16	Below Basic	177	53%	139	61%	101	59%	123	55%
2015-16	Basic	358	53%	211	47%	218	51%	142	43%
2015-16	Proficient	340	60%	237	49%	233	44%	338	39%
2015-16	Advanced	609	38%	677	26%	565	26%	545	26%
2016-17	Below Basic	207	62%	162	55%	101	58%	72	57%
2016-17	Basic	393	64%	244	52%	196	48%	118	45%
2016-17	Proficient	383	67%	290	49%	337	47%	252	43%
2016-17	Advanced	761	45%	858	33%	696	27%	419	22%
2017-18	Below Basic	223	58%	201	65%	170	63%	96	53%
2017-18	Basic	443	68%	276	50%	236	50%	84	41%
2017-18	Proficient	391	70%	297	58%	360	46%	176	39%
2017-18	Advanced	626	46%	1,022	32%	871	25%	334	28%

Table 12: Percent of Students with a 75 Lexile Gain from Fall to Spring, by Fall Proficiency Group and Gender

School Year	Fall Proficiency Group	Group	Grade 6 # of Students	Grade 6 % with 75 Lexile gain	Grade 7 # of Students	Grade 7 % with 75 Lexile gain	Grade 8 # of Students	Grade 8 % with 75 Lexile gain	Grade 9 # of Students	Grade 9 % with 75 Lexile gain
2015-16	Below Basic	Female	82	54%	62	58%	41	71%	58	60%
2015-16	Below Basic	Male	95	53%	77	64%	60	52%	65	51%
2015-16	Basic	Female	165	50%	104	50%	96	49%	61	46%
2015-16	Basic	Male	193	54%	107	44%	122	52%	81	41%
2015-16	Proficient	Female	164	62%	128	49%	122	40%	153	35%
2015-16	Proficient	Male	176	59%	109	49%	111	48%	185	43%
2015-16	Advanced	Female	323	38%	346	26%	303	23%	265	27%
2015-16	Advanced	Male	286	39%	331	25%	262	29%	280	26%
2016-17	Below Basic	Female	70	63%	72	50%	48	58%	29	66%
2016-17	Below Basic	Male	137	62%	90	59%	53	59%	43	51%
2016-17	Basic	Female	173	67%	128	56%	90	51%	53	47%
2016-17	Basic	Male	220	62%	116	47%	106	45%	65	43%
2016-17	Proficient	Female	186	68%	156	53%	170	41%	134	45%
2016-17	Proficient	Male	197	67%	134	44%	167	52%	118	41%
2016-17	Advanced	Female	385	43%	438	34%	363	28%	217	21%
2016-17	Advanced	Male	376	47%	420	32%	333	27%	202	24%
2017-18	Below Basic	Female	107	59%	68	60%	73	53%	48	46%
2017-18	Below Basic	Male	116	57%	133	68%	97	70%	48	60%
2017-18	Basic	Female	230	69%	127	56%	108	47%	42	50%

	Male	213	67%	149	44%	128	52%	42	31%
Proficient	Female	208	71%	137	61%	196	46%	91	39%
	Male	183	69%	160	56%	164	46%	85	39%
Advanced	Female	318	48%	515	33%	455	25%	180	29%
	Male	308	45%	507	31%	416	24%	154	27%

Table 13: Percent of Students with a 75 Lexile Gain from Fall to Spring, by Fall Proficiency Group and LEP Status

School Year	Fall Proficiency Group	Group	Grade 6		Grade 7		Grade 8		Grade 9	
			# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain
2015-16	Below Basic	Non-LEP	71	69%	62	71%	32	63%	28	39%
		LEP	106	43%	77	53%	69	58%	95	60%
	Basic	Non-LEP	262	61%	147	52%	160	54%	87	44%
		LEP	96	30%	64	34%	58	40%	55	42%
	Proficient	Non-LEP	290	63%	222	50%	218	45%	307	39%
		LEP	50	42%	15	33%	15	33%	31	39%
	Advanced	Non-LEP	589	38%	667	26%	559	26%	541	26%
		LEP	20	35%	10	10%	6	17%	Less than 5	*
2016-17	Below Basic	Non-LEP	86	67%	63	51%	43	61%	22	55%
		LEP	121	59%	99	58%	58	57%	50	58%
	Basic	Non-LEP	289	71%	194	55%	151	48%	73	52%
		LEP	104	45%	50	40%	45	49%	45	33%
	Proficient	Non-LEP	332	71%	269	50%	312	47%	240	43%
		LEP	51	49%	21	38%	25	36%	12	33%
	Advanced	Non-LEP	744	45%	842	33%	692	28%	419	22%
		LEP	17	18%	16	19%	Less than 5	*	Less than 5	*
2017-18	Below Basic	Non-LEP	66	64%	63	59%	59	71%	28	46%
		LEP	157	55%	138	68%	111	59%	68	56%
	Basic	Non-LEP	256	77%	134	52%	139	47%	53	45%
		LEP	187	56%	142	48%	97	55%	31	32%
	Proficient	Non-LEP	307	76%	207	59%	304	46%	152	41%
		LEP	84	49%	90	54%	56	43%	24	21%
	Advanced	Non-LEP	578	47%	965	32%	840	24%	324	28%

		LEP	48	33%	57	30%	31	29%	10	10%

Table 14: Percent of Students with a 75 Lexile Gain from Fall to Spring, by Fall Proficiency Group and Disadvantaged Status

School Year	Fall Proficiency Group	Group	Grade 6		Grade 7		Grade 8		Grade 9	
			# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain	# of Students	% with 75 Lexile gain
2015-16	Below Basic	Non-disadvantaged	49	69%	51	67%	18	72%	28	39%
		Disadvantaged	128	47%	88	58%	83	57%	95	60%
	Basic	Non-disadvantaged	199	64%	90	54%	79	49%	60	43%
		Disadvantaged	159	38%	121	41%	139	51%	82	43%
	Proficient	Non-disadvantaged	250	66%	156	47%	152	49%	230	41%
		Disadvantaged	90	42%	81	52%	81	35%	108	35%
	Advanced	Non-disadvantaged	551	39%	619	27%	510	26%	490	28%
		Disadvantaged	58	29%	58	17%	55	27%	55	11%
2016-17	Below Basic	Non-disadvantaged	62	60%	45	58%	24	71%	15	33%
		Disadvantaged	145	63%	117	54%	77	55%	57	63%
	Basic	Non-disadvantaged	229	71%	118	55%	84	49%	52	50%
		Disadvantaged	164	56%	126	49%	112	47%	66	41%
	Proficient	Non-disadvantaged	296	72%	209	48%	221	51%	180	43%
		Disadvantaged	87	52%	81	52%	116	39%	72	42%
	Advanced	Non-disadvantaged	701	46%	778	33%	626	28%	391	23%
		Disadvantaged	60	27%	80	35%	70	23%	28	11%
2017-18	Below Basic	Non-disadvantaged	64	66%	66	64%	55	67%	20	55%
		Disadvantaged	159	55%	135	66%	115	61%	76	53%
	Basic	Non-disadvantaged	253	77%	122	53%	105	47%	26	58%
		Disadvantaged	190	55%	154	47%	131	53%	58	33%
	Proficient	Non-disadvantaged	307	76%	198	59%	257	47%	114	43%
		Disadvantaged	84	46%	99	56%	103	44%	62	31%
	Advanced	Non-disadvantaged	569	48%	925	32%	781	25%	301	29%
		Disadvantaged	57	30%	97	34%	90	20%	33	18%

Table 15: Percent of Students with a 75 Lexile Gain from Fall to Spring, by Fall Proficiency Group and SWD Status

School Year	Fall Proficiency Group	Group	Grade 6 # of Students	Grade 6 % with 75 Lexile gain	Grade 7 # of Students	Grade 7 % with 75 Lexile gain	Grade 8 # of Students	Grade 8 % with 75 Lexile gain	Grade 9 # of Students	Grade 9 % with 75 Lexile gain
2015-16	Below Basic	Non-SWD	83	66%	71	65%	46	57%	83	63%
		SWD	94	42%	68	57%	55	62%	40	40%
	Basic	Non-SWD	283	56%	166	51%	155	57%	93	41%
		SWD	75	41%	45	33%	63	33%	49	47%
	Proficient	Non-SWD	309	61%	214	51%	205	44%	298	39%
		SWD	31	52%	23	30%	28	39%	40	40%
	Advanced	Non-SWD	582	39%	641	26%	535	25%	507	27%
		SWD	27	30%	36	28%	30	30%	38	24%
2016-17	Below Basic	Non-SWD	119	70%	71	58%	52	69%	37	49%
		SWD	88	52%	91	53%	49	47%	35	66%
	Basic	Non-SWD	321	68%	185	56%	139	54%	74	53%
		SWD	72	49%	59	39%	57	33%	44	32%
	Proficient	Non-SWD	352	68%	258	51%	299	48%	228	44%
		SWD	31	61%	32	31%	38	34%	24	29%
	Advanced	Non-SWD	715	45%	810	32%	659	27%	390	23%
		SWD	46	44%	48	44%	37	30%	29	14%
2017-18	Below Basic	Non-SWD	104	70%	101	68%	78	67%	56	52%
		SWD	119	47%	100	62%	92	60%	40	55%
	Basic	Non-SWD	360	74%	201	53%	164	51%	58	47%
		SWD	83	42%	75	41%	72	47%	26	27%
	Proficient	Non-SWD	355	72%	270	60%	324	45%	156	42%
		SWD	36	53%	27	41%	36	56%	20	15%
	Advanced	Non-SWD	595	46%	959	32%	821	25%	315	29%
		SWD	31	52%	63	35%	50	24%	19	16%

Table 16: Percent of Students with a 75 Lexile Gain from Fall to Spring, by Fall Proficiency Group and Ethnicity

School Year	Fall Proficiency Group	Group	Grade 6 # of Students	Grade 6 % with 75 Lexile gain	Grade 7 # of Students	Grade 7 % with 75 Lexile gain	Grade 8 # of Students	Grade 8 % with 75 Lexile gain	Grade 9 # of Students	Grade 9 % with 75 Lexile gain
2015-16	Below Basic	Asian	12	58%	15	60%	8	50%	18	67%
		Black	34	47%	31	55%	19	53%	20	60%
		Hispanic	97	45%	62	60%	62	58%	74	53%
		White	29	79%	25	72%	9	78%	10	40%
		Other	5	80%	6	67%	Less than 5	*	Less than 5	*
	Basic	Asian	40	48%	19	47%	24	63%	16	38%
		Black	38	45%	45	47%	36	50%	30	47%
		Hispanic	146	39%	97	43%	119	47%	67	39%
		White	124	72%	43	58%	32	53%	23	57%
		Other	10	60%	7	29%	7	57%	6	33%
	Proficient	Asian	32	59%	22	36%	26	50%	46	33%
		Black	47	36%	32	38%	34	41%	39	44%
		Hispanic	74	49%	74	53%	83	37%	96	37%
		White	165	71%	99	52%	79	51%	145	45%
		Other	22	68%	10	60%	11	36%	12	8%
	Advanced	Asian	37	41%	38	26%	26	31%	45	22%
		Black	37	24%	40	18%	40	33%	36	17%
		Hispanic	78	30%	78	19%	70	17%	58	16%
		White	408	41%	463	27%	375	25%	362	29%
		Other	49	37%	58	31%	54	32%	44	32%
2016-17	Below Basic	Asian	13	69%	15	80%	10	70%	8	25%
		Black	38	58%	27	37%	18	50%	19	63%
		Hispanic	113	60%	86	55%	51	55%	38	61%
		White	39	69%	29	62%	18	78%	5	60%
		Other	*	*	5	40%	4	25%	Less than 5	*
	Basic	Asian	43	54%	20	55%	12	58%	11	55%
		Black	40	50%	36	47%	38	40%	19	37%
		Hispanic	149	56%	117	49%	100	47%	57	42%
		White	143	80%	65	59%	38	55%	28	57%
		Other	18	67%	6	67%	8	50%	Less than 5	*
	Proficient	Asian	45	64%	37	57%	33	52%	30	40%
		Black	29	66%	32	56%	48	38%	30	33%
		Hispanic	82	49%	70	36%	97	37%	79	39%
		White	203	75%	136	49%	141	56%	102	49%
		Other	24	79%	15	80%	18	39%	11	46%

2017-18	Advanced	Asian	56	30%	53	36%	43	26%	21	19%
		Black	24	33%	45	33%	40	15%	25	20%
		Hispanic	69	36%	107	31%	94	28%	38	26%
		White	554	47%	580	33%	456	29%	294	24%
		Other	58	53%	73	30%	63	29%	41	15%
	Below Basic	Asian	22	68%	17	88%	14	57%	11	64%
		Black	38	63%	29	59%	31	58%	15	40%
		Hispanic	122	50%	111	67%	91	59%	56	61%
		White	38	68%	36	56%	28	75%	10	30%
		Other	*	*	8	63%	6	100%	Less than 5	*
	Basic	Asian	44	75%	26	46%	17	59%	Less than 5	*
		Black	63	68%	49	41%	44	36%	18	44%
		Hispanic	163	52%	126	50%	113	56%	45	31%
		White	152	83%	66	59%	54	46%	14	64%
		Other	21	67%	9	33%	8	50%	Less than 5	*
	Proficient	Asian	36	67%	39	56%	39	44%	22	32%
		Black	39	67%	27	67%	37	49%	18	44%
		Hispanic	89	52%	91	48%	101	46%	50%	32%
		White	204	77%	124	65%	169	47%	77	42%
		Other	23	87%	16	50%	14	36%	9	56%
	Advanced	Asian	43	54%	81	32%	60	17%	29	24%
		Black	35	29%	45	31%	45	11%	15	13%
		Hispanic	79	43%	102	28%	117	30%	40	23%
		White	417	46%	721	32%	573	26%	224	30%
		Other	52	64%	73	43%	76	21%	26	27%

Change in Proficiency Category for Students in the Fall Below Basic Group

Table 17: Percent of Students in the Below Basic Fall Proficiency Category that Change Proficiency Categories from Fall to Spring

School Year	Grade 6		Grade 7		Grade 8		Grade 9	
	# of Students	% to move proficiency categories	# of Students	% to move proficiency categories	# of Students	% to move proficiency categories	# of Students	% to move proficiency categories
2015-16	177	31%	139	32%	101	39%	123	29%
2016-17	207	52%	162	32%	101	39%	72	40%
2017-18	227	38%	197	32%	170	36%	96	37%

Grade 5 Writing Assessment

This assessment is based upon an open-ended writing prompt, scored by an APS approved rubric. The VA DOE mandates this assessment to demonstrate that students are making adequate academic progress in the area of writing and that the Standards of Learning content is being taught.

Table 1: Grade 5 Writing Assessment Scores, 2016-17 and 2017-18

School Year	Percent below target	Percent on target	Percent above target
2016-17 (n=1,862)	56%	32%	12%
2017-18 (n=2,123)	56%	30%	14%

Table 2: Grade 5 Writing Assessment Scores by Gender, 2016-17 and 2017-18

School Year	Group	Percent below target	Percent on target	Percent above target
2016-17	Female (n=959)	53%	32%	15%
	Male (n=903)	60%	32%	9%
2017-18	Female (n=1,044)	49%	33%	17%
	Male (n=1,079)	63%	26%	10%

Table 3: Grade 5 Writing Assessment Scores by LEP Status, 2016-17 and 2017-18

School Year	Group	Percent below target	Percent on target	Percent above target
2016-17	Non-LEP (n= 1,380)	47%	38%	16%
	LEP (n=482)	83%	15%	2%
2017-18	Non-LEP (n= 1,459)	46%	36%	18%
	LEP (n=668)	79%	17%	4%

Table 4: Grade 5 Writing Assessment Scores by Disadvantaged Status, 2016-17 and 2017-18

School Year	Group	Percent below target	Percent on target	Percent above target
2016-17	Non-disadvantaged (n=1,312)	46%	39%	16%
	Disadvantaged (n=550)	81%	16%	3%
2017-18	Non-disadvantaged (n=1,451)	47%	35%	18%
	Disadvantaged (n=672)	78%	18%	4%

Table 5: Grade 5 Writing Assessment Scores by SWD Status, 2016-17 and 2017-18

School Year	Group	Percent below target	Percent on target	Percent above target
2016-17	Non-SWD (n=1,558)	51%	35%	14%
	SWD (n=304)	83%	16%	2%
2017-18	Non-SWD (n=1,826)	52%	33%	16%
	SWD (n=297)	86%	13%	1%

Table 6: Grade 5 Writing Assessment Scores by Ethnicity, 2016-17 and 2017-18

School Year	Group	Percent below target	Percent on target	Percent above target
2016-17	Asian (n=150)	56%	32%	12%
	Black (n=178)	77%	19%	4%
	Hispanic (n=362)	75%	22%	3%
	White (n=938)	44%	38%	18%
	Other (n=115)	44%	43%	14%
2017-18	Asian (n=170)	53%	31%	16%
	Black (n=202)	75%	18%	7%
	Hispanic (n=581)	77%	18%	5%
	White (n=1,053)	43%	38%	19%
	Other (n=117)	50%	35%	15%

SOL Results

Reading

Table 1: Elementary Reading SOL Pass Rates, 2013-14 through 2017-18

Test	2013-14		2014-15		2015-16		2016-17		2017-18	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 3 Reading	1,932	83%	1,855	87%	2,117	89%	2,125	87%	2,143	81%
Grade 4 Reading	1,795	79%	1,960	86%	1,815	87%	2,076	89%	2,129	84%
Grade 5 Reading	1,677	81%	1,812	87%	1,941	90%	1,836	91%	2,127	87%

Table 2: Middle School Reading SOL Pass Rates, 2013-14 through 2017-18

Test	2013-14		2014-15		2015-16		2016-17		2017-18	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 6 Reading	1,567	82%	1,647	82%	1,774	84%	1,902	87%	1,832	87%
Grade 7 Reading	1,559	82%	1,587	88%	1,611	89%	1,791	87%	1,922	87%
Grade 8 Reading	1,445	77%	1,595	84%	1,572	85%	1,588	87%	1,785	84%

Table 3: Table 4: High School Reading SOL Pass Rates, 2013-14 through 2017-18

Test	2013-14		2014-15		2015-16		2016-17		2017-18	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
EOC Reading	1,431	93%	1,442	93%	1,449	91%	1,560	90%	1,610	88%

Reading by Gender

Table 5: Elementary Reading SOL Pass Rates by Gender, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 3 Reading	Female	910	86%	947	88%	1,031	91%	1,051	88%	1,053	84%
	Male	1,022	81%	908	85%	1,086	88%	1,074	85%	1,090	79%
Grade 4 Reading	Female	907	81%	913	90%	934	87%	1,011	91%	1,042	85%
	Male	888	77%	1,047	84%	881	87%	1,065	87%	1,087	82%
Grade 5 Reading	Female	827	83%	906	88%	894	91%	933	91%	1,047	88%
	Male	850	79%	906	86%	1,047	88%	903	91%	1,080	86%

Table 6: Middle School Reading SOL Pass Rates by Gender, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 6 Reading	Female	780	86%	809	85%	889	86%	882	90%	939	88%
	Male	787	79%	838	79%	885	82%	1,020	84%	893	87%
Grade 7 Reading	Female	746	85%	794	91%	803	90%	902	89%	899	90%
	Male	813	80%	793	85%	808	87%	889	85%	1,023	84%
Grade 8 Reading	Female	714	81%	757	86%	798	88%	781	89%	895	87%
	Male	731	74%	838	81%	774	82%	807	85%	890	82%

Table 7: High School Reading SOL Pass Rates by Gender, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
EOC Reading	Female	687	94%	670	95%	709	92%	783	92%	765	90%
	Male	744	91%	772	92%	740	91%	777	88%	845	87%

Reading by LEP Status

Table 8: Elementary Reading SOL Pass Rates by LEP status, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 3 Reading	Non-EL	1,385	88%	1,294	92%	1,488	93%	1,471	91%	1,501	89%
	EL	547	70%	561	73%	629	81%	654	76%	642	63%
Grade 4 Reading	Non-EL	1,267	89%	1,470	92%	1,295	94%	1,474	94%	1,473	92%
	EL	528	54%	490	68%	520	71%	602	74%	656	65%
Grade 5 Reading	Non-EL	1283	88%	1,337	95%	1,468	94%	1,342	96%	1,483	94%
	EL	394	57%	475	66%	473	75%	494	77%	644	69%

Table 9: Middle School Reading SOL Pass Rates by LEP status, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 6 Reading	Non-EL	1,232	91%	1,359	90%	1,451	92%	1,549	94%	1,293	95%
	EL	335	51%	288	48%	323	51%	353	56%	539	67%
Grade 7 Reading	Non-EL	1,273	92%	1,311	94%	1,392	94%	1,532	93%	1,444	94%
	EL	286	40%	276	61%	219	56%	259	49%	478	66%
Grade 8 Reading	Non-EL	1,186	85%	1,336	91%	1,369	91%	1,398	93%	1,447	92%
	EL	259	39%	259	43%	203	46%	190	43%	338	51%

Table 10: High School Reading SOL Pass Rates by LEP status, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
EOC Reading	Non-EL	1,178	96%	1,171	96%	1,207	95%	1,319	95%	1,336	95%
	EL	253	76%	271	80%	242	72%	241	66%	274	57%

Reading by Economic Status

Table 11: Elementary Reading SOL Pass Rates by Economic status, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 3 Reading	Non-disadvantaged	1,365	91%	1,273	94%	1,477	94%	1,458	92%	1,477	92%
	Disadvantaged	567	64%	582	71%	640	79%	667	74%	666	58%
Grade 4 Reading	Non-disadvantaged	1,247	91%	1,407	93%	1,254	94%	1,438	95%	1,458	93%
	Disadvantaged	548	51%	553	68%	561	71%	638	75%	671	63%
Grade 5 Reading	Non-disadvantaged	1,171	90%	1,262	95%	1,398	95%	1,263	96%	1,463	95%
	Disadvantaged	506	60%	550	68%	543	76%	573	80%	664	68%

Table 12: Middle School Reading SOL Pass Rates by Economic status, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 6 Reading	Non-disadvantaged	1,094	92%	1,159	92%	1,283	93%	1,374	95%	1,273	96%
	Disadvantaged	473	60%	488	58%	491	62%	528	66%	559	68%
Grade 7 Reading	Non-disadvantaged	1,096	94%	1,108	95%	1,157	95%	1,288	95%	1,395	94%
	Disadvantaged	463	55%	479	71%	454	73%	503	66%	527	68%
Grade 8 Reading	Non-disadvantaged	995	88%	1,122	94%	1,116	92%	1,133	95%	1,178	92%
	Disadvantaged	450	54%	473	59%	456	66%	455	68%	505	65%

Table 13: High School Reading SOL Pass Rates by Economic status, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
EOC Reading	Non-disadvantaged	1,044	95%	1,033	96%	1,012	96%	1,140	95%	1,158	95%
	Disadvantaged	387	85%	409	86%	437	81%	420	79%	452	72%

Reading by Disability Status

Table 14: Elementary Reading SOL Pass Rates by Disability status, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 3 Reading	Non-SWD	1,649	87%	1,569	90%	1,831	92%	1,797	90%	1,850	86%
	SWD	283	62%	286	68%	286	70%	328	67%	293	51%
Grade 4 Reading	Non-SWD	1,483	84%	1,644	92%	1,531	91%	1,764	92%	1,776	90%
	SWD	312	52%	316	58%	284	63%	312	68%	353	54%
Grade 5 Reading	Non-SWD	1,398	87%	1,513	92%	1,624	94%	1,530	96%	1,808	92%
	SWD	279	51%	299	61%	317	66%	306	67%	319	56%

Table 15: Middle School Reading SOL Pass Rates by Disability status, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 6 Reading	Non-SWD	1,297	88%	1,383	88%	1,478	91%	1,599	93%	1,538	93%
	SWD	270	54%	264	49%	296	49%	303	55%	294	58%
Grade 7 Reading	Non-SWD	1,290	90%	1,318	93%	1,364	94%	1,493	93%	1,612	92%
	SWD	269	45%	269	65%	247	62%	298	55%	310	58%
Grade 8 Reading	Non-SWD	1,165	85%	1,323	90%	1,317	90%	1,339	93%	1,478	91%
	SWD	280	46%	272	50%	255	56%	249	55%	307	54%

Table 16: High School Reading SOL Pass Rates by Disability status, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
EOC Reading	Non-SWD	1,246	95%	1,235	96%	1,220	95%	1,301	93%	1,370	93%
	SWD	185	74%	207	81%	229	69%	259	76%	240	65%

Reading by Race/Ethnicity

Table 17: Elementary Reading SOL Pass Rates by Ethnicity, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 3 Reading	Asian	191	89%	163	92%	164	93%	204	93%	201	87%
	Black	152	65%	192	74%	195	82%	187	79%	206	68%
	Hispanic	473	67%	504	74%	545	80%	565	75%	568	63%
	White	1,001	92%	895	95%	1,093	95%	1,016	92%	1,018	92%
	Other	115	87%	101	93%	120	92%	153	96%	150	89%
Grade 4 Reading	Asian	149	79%	187	90%	151	93%	166	91%	200	89%
	Black	180	62%	156	70%	176	78%	189	79%	184	76%
	Hispanic	473	56%	473	69%	497	72%	542	75%	574	65%
	White	890	93%	1,032	95%	884	95%	1,069	97%	1,009	93%
	Other	103	90%	112	93%	107	95%	110	92%	162	94%
Grade 5 Reading	Asian	123	91%	159	91%	187	93%	148	97%	166	90%
	Black	191	65%	183	80%	152	78%	191	85%	199	80%
	Hispanic	436	63%	466	70%	474	78%	495	80%	575	69%
	White	819	93%	898	96%	1,019	96%	892	97%	1,068	96%
	Other	108	81%	106	92%	109	93%	110	97%	119	92%

Table 18: Middle School Reading SOL Pass Rates by Ethnicity, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 6 Reading	Asian	125	84%	120	87%	146	90%	175	91%	161	86%
	Black	170	67%	189	64%	182	73%	153	70%	192	79%
	Hispanic	429	63%	425	65%	447	65%	467	69%	512	72%
	White	735	95%	804	94%	893	94%	995	96%	857	97%
	Other	108	91%	109	86%	106	93%	112	94%	110	98%
Grade 7 Reading	Asian	156	81%	123	90%	116	91%	145	90%	174	90%
	Black	155	69%	178	75%	184	80%	184	73%	161	71%
	Hispanic	387	59%	440	78%	415	77%	457	72%	479	72%
	White	767	96%	740	96%	796	96%	893	95%	996	95%
	Other	94	92%	106	93%	100	90%	112	96%	112	91%
Grade 8 Reading	Asian	143	83%	164	87%	120	89%	120	89%	140	87%
	Black	167	64%	162	70%	178	68%	174	77%	187	72%
	Hispanic	418	56%	398	61%	420	70%	411	74%	473	67%
	White	647	93%	774	96%	750	96%	782	95%	874	94%
	Other	70	80%	97	93%	104	93%	101	94%	111	96%

Table 19: High School Reading SOL Pass Rates by Ethnicity, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
EOC Reading	Asian	143	92%	142	94%	134	93%	161	89%	159	88%
	Black	164	82%	204	87%	183	77%	202	81%	178	80%
	Hispanic	410	88%	390	88%	394	84%	435	85%	417	74%
	White	630	98%	639	98%	647	99%	672	96%	757	98%
	Other	84	98%	67	96%	91	95%	90	96%	99	96%

Writing

Table 20: Middle School Writing SOL Pass Rates, 2013-14 through 2017-18

Test	2013-14		2014-15		2015-16		2016-17		2017-18	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 8 Writing	1,412	79%	1,547	82%	1,541	83%	1,558	86%	1,701	84%

Table 21: High School Writing SOL Pass Rates, 2013-14 through 2017-18

Test	2013-14		2014-15		2015-16		2016-17		2017-18	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
EOC Writing	1,462	90%	1,480	89%	1,514	88%	1,508	87%	1,668	88%

Writing by Gender

Table 22: Middle School Writing SOL Pass Rates by Gender, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 8 Writing	Female	696	84%	734	86%	784	88%	772	89%	858	88%
	Male	716	74%	813	79%	757	79%	786	83%	843	81%

Table 23: High School Writing SOL Pass Rates by Gender, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
EOC Writing	Female	701	93%	683	93%	726	89%	767	90%	781	91%
	Male	761	87%	797	85%	788	87%	741	83%	887	86%

Writing by LEP Status

Table 24: Middle School Writing SOL Pass Rates by LEP status, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 8 Writing	Non-EL	1,183	86%	1,340	89%	1,386	87%	1,431	90%	1,433	89%
	EL	229	42%	207	37%	155	47%	127	49%	268	58%

Table 25: High School Writing SOL Pass Rates by LEP status, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
EOC Writing	Non-EL	1,191	94%	1,196	93%	1,257	93%	1,300	91%	1,371	94%
	EL	271	71%	284	70%	257	63%	208	57%	297	63%

Writing by Economic Status

Table 26: Middle School Writing SOL Pass Rates by Economic status, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 8 Writing	Non-disadvantaged	995	88%	1,118	93%	1,127	91%	1,158	92%	1,262	90%
	Disadvantaged	417	56%	429	56%	414	62%	400	69%	439	69%

Table 27: High School Writing SOL Pass Rates by Economic status, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
EOC Writing	Non-disadvantaged	1,071	93%	1,069	92%	1,075	93%	1,125	91%	1,209	93%
	Disadvantaged	391	79%	411	80%	439	76%	383	73%	459	75%

Writing by Disability Status

Table 28: Middle School Writing SOL Pass Rates by Disability status, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 8 Writing	Non-SWD	1,140	86%	1,281	91%	1,297	90%	1,303	93%	1,417	92%
	SWD	272	47%	266	42%	244	46%	255	53%	284	44%

Table 29: High School Writing SOL Pass Rates by Disabilty status, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
EOC Writing	Non-SWD	1,265	93%	1,265	92%	1,276	93%	1,246	92%	1,394	94%
	SWD	197	69%	215	67%	238	59%	262	60%	274	60%

Writing by Race/Ethnicity

Table 30: Middle School Writing SOL Pass Rates by Ethnicity, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Grade 8 Writing	Asian	137	83%	153	84%	118	88%	111	90%	133	88%
	Black	161	60%	154	68%	177	67%	179	69%	183	72%
	Hispanic	397	60%	368	59%	394	66%	382	75%	413	71%
	White	647	93%	775	95%	746	94%	784	95%	862	92%
	Other	70	81%	97	86%	106	92%	102	90%	110	89%

Table 31: High School Writing SOL Pass Rates by Ethnicity, 2013-14 through 2017-18

Test	Group	2013-14		2014-15		2015-16		2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
EOC Writing	Asian	145	91%	137	94%	139	89%	151	91%	163	93%
	Black	180	78%	212	78%	201	77%	183	75%	189	76%
	Hispanic	418	82%	419	81%	425	78%	432	77%	447	75%
	White	633	98%	640	96%	653	97%	655	94%	766	97%
	Other	86	91%	72	86%	96	94%	87	93%	103	95%

SOL Results by ELP Level

Table 32: Pass Rates on 2016-17 to 2017-18 Reading Elementary SOL by English Learner Type

Test	Group	2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed
Grade 3 Reading	ELP 1	24	92%	37	30%
	ELP 2	98	60%	128	26%
	ELP 3	214	64%	202	54%
	ELP 4	186	80%	153	86%
	ELP 5	16	100%		
	ELP 6	116	100%	122	98%
	Proficient	15	100%		
	Non-EL	1,456	91%	1,501	89%
Grade 4 Reading	ELP 1	15	87%	31	36%
	ELP 2	44	61%	68	16%
	ELP 3	130	46%	184	35%
	ELP 4	109	68%	160	80%
	ELP 5	8	50%		
	ELP 6	296	91%	213	98%
	Proficient	40	98%		
	Non-EL	1,434	94%	1,473	92%
Grade 5 Reading	ELP 1	17	88%	14	14%
	ELP 2	21	52%	38	24%
	ELP 3	69	46%	113	23%
	ELP 4	86	56%	105	62%

	ELP 5	6	100%		
	ELP 6	295	92%	374	91%
	Proficient	81	100%	27	100%
	Non-EL	1,261	96%	1,456	94%

Table 33: Pass Rates on 2016-17 to 2017-18 Reading Middle School SOL by English Learner Type

Test	Group	2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed
Grade 6 Reading	ELP 1	16	63%	36	11%
	ELP 2	30	57%	35	11%
	ELP 3	41	20%	44	21%
	ELP 4	60	13%	57	40%
	ELP 5	24	54%		
	ELP 6	182	78%	367	88%
	Proficient	177	96%	42	100%
	Non-EL	1,372	94%	1,251	95%
Grade 7 Reading	ELP 1	30	70%	34	12%
	ELP 2	29	38%	30	23%
	ELP 3	38	21%	39	36%
	ELP 4	58	26%	91	46%
	ELP 5	35	43%		
	ELP 6	69	84%	284	88%
	Proficient	266	92%	76	100%
	Non-EL	1,266	93%	1,368	93%
	ELP 1	18	67%	35	29%

Grade 8 Reading	ELP 2	23	30%	29	21%
	ELP 3	39	18%	43	19%
	ELP 4	46	28%	74	31%
	ELP 5	35	46%		
	ELP 6	29	93%	157	79%
	Proficient	262	92%	192	92%
	Non-EL	1,136	93%	1,255	92%

Table 34: Pass Rates on 2016-17 to 2017-18 Reading High School SOL by English Learner Type

Test	Group	2016-17		2017-18	
		# Tested	% Passed	# Tested	% Passed
EOC Reading	ELP 1	Less and 5	*	Less and 5	*
	ELP 2	Less and 5	*	Less and 5	*
	ELP 3	9	22%	19	21%
	ELP 4	24	25%	106	34%
	ELP 5	43	47%		
	ELP 6	159	78%	145	79%
	Proficient	273	96%	227	94%
	Non-EL	1,046	94%	1,109	95%

English Language Arts AP Test Pass Rates

AP English courses are offered with the intent of academically preparing students to complete meaningful elements of college-level studies, while in high school. Students may then proceed to advanced courses, with appropriate credit, at participating colleges.

Figure 1: AP English Language Composition and English Literature Composition Pass Rate, 2013–14 through 2017–18
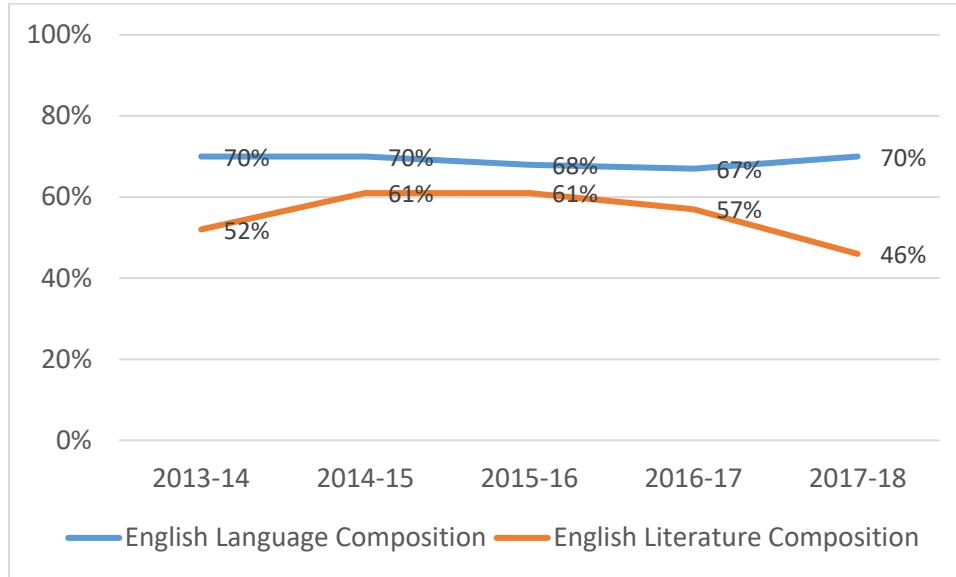

Table 1: AP English Language Composition Exam Pass Rates, 2013–14 through 2017–18

Group	2013-14		2014-15		2015-16		2016-17		2017-18	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
APS	567	70%	517	70%	501	68%	582	67%	656	70%
Virginia	17,064	63%	16,860	62%	16,478	64%	16,619	65%	16,237	68%
National	497,416	56%	519,338	55%	539,357	55%	570,467	55%	571,009	60%

Table 2: AP English Literature Composition Exam Pass Rates, 2013–14 through 2017–18

Group	2013-14		2014-15		2015-16		2016-17		2017-18	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
APS	516	52%	541	61%	476	61%	420	57%	511	46%
Virginia	12,727	60%	12,315	63%	11,502	64%	10,960	63%	10,152	59%
National	390,088	55%	393,722	56%	397,705	54%	396,508	52%	396,350	47%

Table 3: AP English Language Composition Exam Pass Rates by Gender, LEP Status, Economic Status, Disability Status, and Ethnicity 2013–14 through 2017–18

Group	2013-14		2014-15		2015-16		2016-17		2017-18	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Females	316	71%	297	71%	294	70%	348	66%	372	70%
Males	251	69%	220	70%	207	67%	234	68%	284	70%
Non-EL	539	73%	490	73%	483	71%	570	68%	633	72%
EL	28	25%	27	22%	18	6%	12	17%	23	17%
Non-Disadvantaged	475	77%	442	76%	423	74%	492	72%	574	75%
Disadvantaged	92	37%	75	37%	78	36%	90	37%	82	38%
Non-SWD	546	71%	499	71%	484	69%	563	68%	636	70%
SWD	21	52%	18	61%	17	41%	19	37%	20	65%
Asian	51	55%	48	63%	49	69%	67	54%	61	64%
Black	36	33%	50	36%	44	32%	51	49%	49	45%
Hispanic	109	55%	75	47%	71	47%	89	40%	81	44%
White	342	82%	324	81%	306	79%	341	77%	415	79%
Other	29	62%	20	90%	31	65%	34	77%	50	70%

Table 4: AP English Literature Composition Exam Pass Rates by Gender, LEP Status, Economic Status, Disability Status, and Ethnicity 2013–14 through 2017–18

Group	2013-14		2014-15		2015-16		2016-17		2017-18	
	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
Females	290	53%	290	63%	279	61%	244	60%	319	46%
Males	226	51%	251	59%	197	61%	176	53%	192	45%
Non-EL	506	53%	537	62%	472	61%	415	58%	497	47%
EL	10	30%	*	*	*	*	5	0%	14	7%
Non-Disadvantaged	448	57%	475	66%	421	65%	366	63%	511	46%
Disadvantaged	68	22%	66	30%	55	29%	54	20%	*	*
Non-SWD	504	52%	521	62%	460	61%	413	57%	511	46%
SWD	12	58%	20	45%	16	69%	7	71%	48	33%
Asian	48	33%	42	45%	41	44%	35	63%	58	29%
Black	46	33%	32	31%	37	41%	28	21%	42	17%
Hispanic	86	31%	95	46%	59	36%	59	27%	79	29%
White	311	64%	336	70%	324	69%	274	69%	306	56%
Other	25	56%	36	67%	15	80%	24	54%	26	58%

*Sample sizes smaller than 5 are not reported

IB English Language Arts Results

The International Baccalaureate (IB) program is an internationally recognized program of studies that provides the rigor, the structure, and the experience necessary to challenge academically talented and motivated students. The IB program comprises a holistic philosophy of learning that seeks to address intellectual, philosophical, and social development of students. The IB is a two-year program of studies across the disciplines.

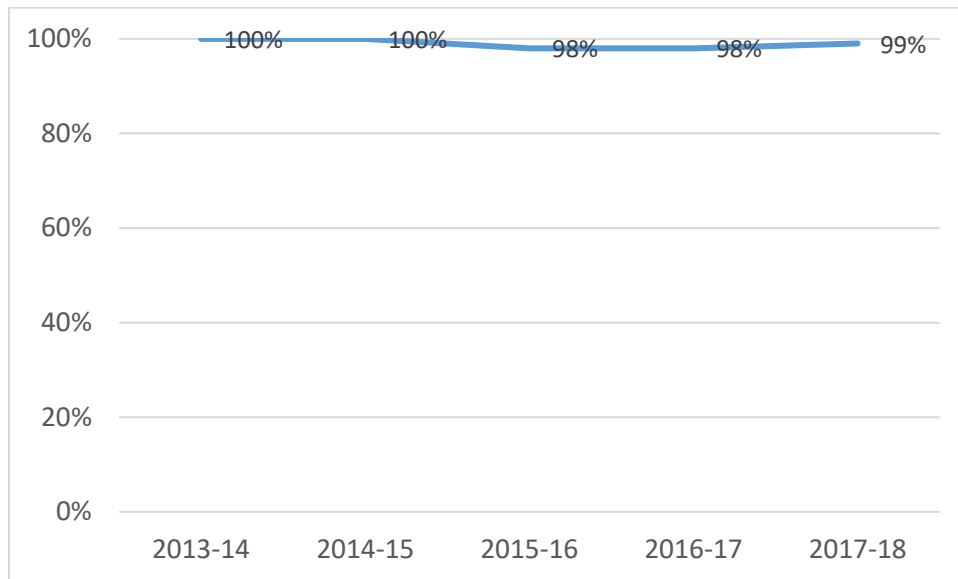Figure 1: IB HL. English Literature Exam Pass Rates, 2013-14 through 2017-1817

Table 1: IB Exam Pass Rates, 2013-14 through 2017-18

	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
	Tested	Passed	Tested	Passed	Tested	Passed	Tested	Passed	Tested	Passed
IB Pass Rates	96	100%	78	100%	106	98%	102	98%	89	99%

Course Marks in Advanced ELA High School Courses

Table 1: High School Course Marks in Advanced Classes

School Year	A	B/B+	C/C+	D/D+	E	I
2015-16 (n=2,624)	48%	35%	12%	4%	1%	Less than 1%
2016-17 (n=2,767)	54%	33%	9%	4%	Less than 1%	Less than 1%
2017-18 (n=2,945)	58%	31%	8%	3%	Less than 1%	Less than 1%

Table 2: High School Course Marks in Advanced Classes by Gender

School Year	Group	A	B/B+	C/C+	D/D+	E	I
2015-16	Female (n=1,540)	55%	30%	10%	4%	1%	Less than 1%
	Male (n=1,084)	38%	41%	15%	5%	1%	Less than 1%
2016-17	Female (n=1,6131)	59%	29%	7%	4%	Less than 1%	1%
	Male (n=1,136)	45%	38%	12%	4%	Less than 1%	Less than 1%
2017-18	Female (n=1,733)	65%	25%	7%	3%	Less than 1%	Less tan 1%
	Male (n=1,212)	47%	39%	10%	3%	Less than 1%	Less than 1%

Table 3: High School Course Marks in Advanced Classes by LEP Status

School Year	Group	A	B/B+	C/C+	D/D+	E	I
2015-16	Non-LEP (n=2,554)	49%	34%	12%	4%	1%	Less than 1%
	LEP (n=70)	17%	39%	24%	14%	6%	0%
2016-17	Non-LEP (n=2,710)	54%	33%	9%	4%	Less than 1%	Less than 1%
	LEP (n=57)	23%	33%	25%	18%	0%	0%
2017-18	Non-LEP (n=2,846)	59%	30%	8%	3%	Less than 1%	Less than 1%
	LEP (n=99)	30%	44%	19%	6%	Less than 1%	Less than 1%

Table 4: High School Course Marks in Advanced Classes by Disadvantaged Status

School Year	Group	A	B/B+	C/C+	D/D+	E	I
2015-16	Non-disadvantaged (n-2,255)	52%	35%	11%	3%	Less than 1%	Less than 1%
	Disadvantaged (n=369)	25%	35%	23%	12%	4%	Less than 1%
2016-17	Non-disadvantaged (n=2,365)	58%	32%	7%	3%	Less than 1%	Less than 1%
	Disadvantaged (n=402)	28%	37%	21%	12%	1%	Less than 1%
2017-18	Non-disadvantaged (n=2,606)	61%	29%	7%	2%	Less than 1%	Less than 1%
	Disadvantaged (n=339)	35%	42%	16%	7%	1%	Less than 1%

Table 5: High School Course Marks in Advanced Classes by Students with Disabilities Status

School Year	Group	A	B/B+	C/C+	D/D+	E	I
2015-16	Non-SWD (n=2,541)	49%	34%	12%	4%	1%	Less than 1%
	SWD (n=83)	28%	46%	21%	5%	1%	0%
2016-17	Non-SWD (n=2,696)	54%	32%	9%	4%	Less than 1%	Less than 1%
	SWD (n=71)	24%	42%	28%	4%	1%	0%
2017-18	Non-SWD (n=2,874)	59%	31%	8%	3%	Less than 1%	0%
	SWD (n=71)	27%	42%	24%	3%	1%	3%

Table 6: High School Course Marks in Advanced Classes by Ethnicity

School Year	Group	A	B/B+	C/C+	D/D+	E	I
2015-16	Asian (n=246)	46%	37%	13%	4%	Less than 1%	0%
	Black (n=218)	24%	39%	20%	15%	2%	0%
	Hispanic (n=384)	28%	39%	20%	9%	3%	Less than 1%
	White (n=1,614)	56%	33%	95	2%	Less than 1%	Less than 1%
	Other (n=162)	49%	35%	13%	3%	1%	Less than 1%
2016-17	Asian (n=225)	49%	36%	9%	5%	1%	Less than 1%
	Black (n=218)	32%	35%	20%	12%	Less than 1%	Less than 1%
	Hispanic (n=421)	34%	40%	16%	8%	1%	1%
	White (n=1,687)	61%	31%	6%	2%	Less than 1%	Less than 1%
	Other (n=186)	62%	25%	8%	4%	Less than 1%	Less than 1%
2017-18	Asian (n=256)	56%	34%	6%	4%	Less than 1%	0%
	Black (n=238)	38%	40%	14%	8%	1%	0%
	Hispanic (n=472)	41%	36%	16%	6%	1%	0%
	White (1,752)	64%	28%	6%	1%	Less than 1%	Less than 1%
	Other (n=227)	67%	24%	7%	1%	Less than 1%	0%

Table 7: High School Course Marks in Advanced Classes by Grade

School Year		A	B/B+	C/C+	D/D+	E	I
2015-16	9th (n=726)	50%	34%	12%	3%	1%	Less than 1%
	10th (n=708)	46%	37%	11%	5%	1%	Less than 1%
	11th (n=610)	54%	27%	12%	5%	1%	Less than 1%
	12th (n=580)	42%	40%	14%	4%	Less than 1%	0%
2016-17	9th (n=746)	50%	39%	7%	3%	Less than 1%	Less than 1%
	10th (n=760)	55%	31%	9%	5%	1%	Less than 1%
	11th (n=683)	61%	27%	8%	4%	Less than 1%	Less than 1%
	12th (n=576)	48%	34%	13%	4%	Less than 1%	Less than 1%
2017-18	9th (n=756)	58%	33%	8%	1%	Less than 1%	0%
	10th (n=786)	57%	30%	9%	3%	1%	0%
	11 (n=770)	65%	26%	6%	3%	Less than 1%	0%
	12 (n=630)	50%	34%	10%	5%	Less than 1%	0%