

Appendix D

Test Scores

(D1)	NOELLA/STAMP 4Se Results for Grade 5 FLES and Immersion	Page 1
(D2)	Aprenda 3 Results, 5th Grade Immersion	Page 7
(D3)	Aprenda 3 Results, 8th Grade Immersion	Page 12
(D4)	Aprenda 3 Results, Spanish for Fluent Speakers, Level III	Page 16
(D5)	STAMP 4S Results for Grade 8 Immersion and High School	Page 21
(D6)	Advanced Placement (AP) Exam Results	Page 91
(D7)	International Baccalaureate (IB) Exam Results	Page 102
(D8)	Diplomas of Spanish as a Foreign Language (DELE)	Page 109
(D9)	National Latin Exam (NLE)	Page 110
(D10)	Standards of Learning (SOL) Results for Immersion and Non-Immersion Students by Native Language	Page 114
(D11)	Standards of Learning (SOL) Results for Immersion and Non-Immersion Students by Demographic Variables	Page 127

NOELLA/STAMP 4Se Results for Grade 5 FLES and Immersion

In 2011-12, administration of the National Online Early Language Learning Assessment (NOELLA) transferred to Avant Assessment and became known as the STAMP 4Se. While the numeric proficiency levels assigned to the test remained consistent, the benchmark descriptors that aligned with those levels changed. For comparison purposes, the STAMP 4Se benchmark categories have been applied to both 2010-11 and 2011-12 results in all tables and figures of this report. While these levels are similar to the American Council on the Teaching of Foreign Languages (ACTFL) levels, there is not a direct correlation.

The Reading and Listening assessments are scored using the following six benchmarks:

- Novice-Low
- Novice-Mid
- Novice-High
- Intermediate-Low
- Intermediate-Mid
- Intermediate-High

The Writing and Speaking assessments are scored using the following seven benchmarks:

- Novice-Low
- Novice-Mid
- Novice-High
- Intermediate-Low
- Intermediate-Mid/High
- Advanced-Low
- Advanced-High

Grade 5 FLES students were expected to achieve results in the Novice-Mid to Novice-High range on all four assessments in both 2010-11 and 2011-12.

Grade 5 Immersion students were expected to achieve results in the Novice-High to Intermediate-Low range on all four assessments in both 2010-11 and 2011-12.

The data within this report show the number and percentage of students who scored within each benchmark on each subtest of the NOELLA and STAMP 4Se tests.

NOELLA and STAMP 4Se Results for Students Enrolled in a Foreign Language in the Elementary Schools (FLES) Program

The goals of the FLES program in Arlington Public Schools are as follows:

- To develop high levels of proficiency in Spanish at the beginning stage of language acquisition.
- To provide a meaningful context for developing communication skills in Spanish.
- To build an understanding and appreciation for the cultures of the Spanish-speaking world.
- To strengthen the language competency of Spanish speaking students.

To meet these goals, students receive 90—135 minutes of language instruction weekly. The curriculum emphasizes connections between Spanish and other subjects, in particular science and mathematics.

In 2010-11, the reading and listening subtests of the NOELLA were administered to 5th grade students at schools with FLES programs (Ashlawn, Barcroft, Glebe, Henry, Jamestown, McKinley, and Randolph Elementary Schools). These students had received a varying number of years of FLES instruction by the time they entered the 5th grade.

In 2011-12, the reading, listening, writing, and speaking subtests of the STAMP 4Se were administered to 5th grade students at Glebe and Henry Elementary Schools, the first two schools to implement the FLES program. These 5th graders would have received FLES instruction since beginning Kindergarten in the fall of 2007.

FLES students who have completed a K—5 sequence of study are expected to achieve test results in the Novice-Mid to Novice-High range. Proficiency expectations are not set by grade level because 1) students enter the program at different grades, and 2) instructional time is too low to determine an appropriate estimation of progress by year.

NOELLA and STAMP 4Se Results for Students Enrolled in an Immersion Program

The goals of the Immersion program in Arlington Public Schools are as follows:

- To help students develop high levels of proficiency and literacy in Spanish and English through content and language instruction.
- To promote high academic achievement in the content areas in both languages.
- To develop cross-cultural competence.

To meet these goals, students receive more than 13 hours of Spanish instruction weekly.

Fifth grade students attending Claremont Immersion and Key Immersion Elementary Schools participated in the NOELLA in 2010-11 and the STAMP 4Se in 2011-12. Most of these students were accepted into the Immersion program in Kindergarten or 1st grade. Students entering after the 2nd grade were evaluated along specific guidelines for Spanish fluency to gain admittance into the program.

The benchmarks for 5th grade students enrolled in an Immersion program were Novice-High to Intermediate-Low.

Figure 1 provides two years of grade 5 performance data resulting from the administration of the NOELLA and STAMP 4Se Reading tests disaggregated by native language within the FLES program.

Figure 1: NOELLA (2011) and STAMP 4Se (2012) Reading Test Results for FLES by Native Language

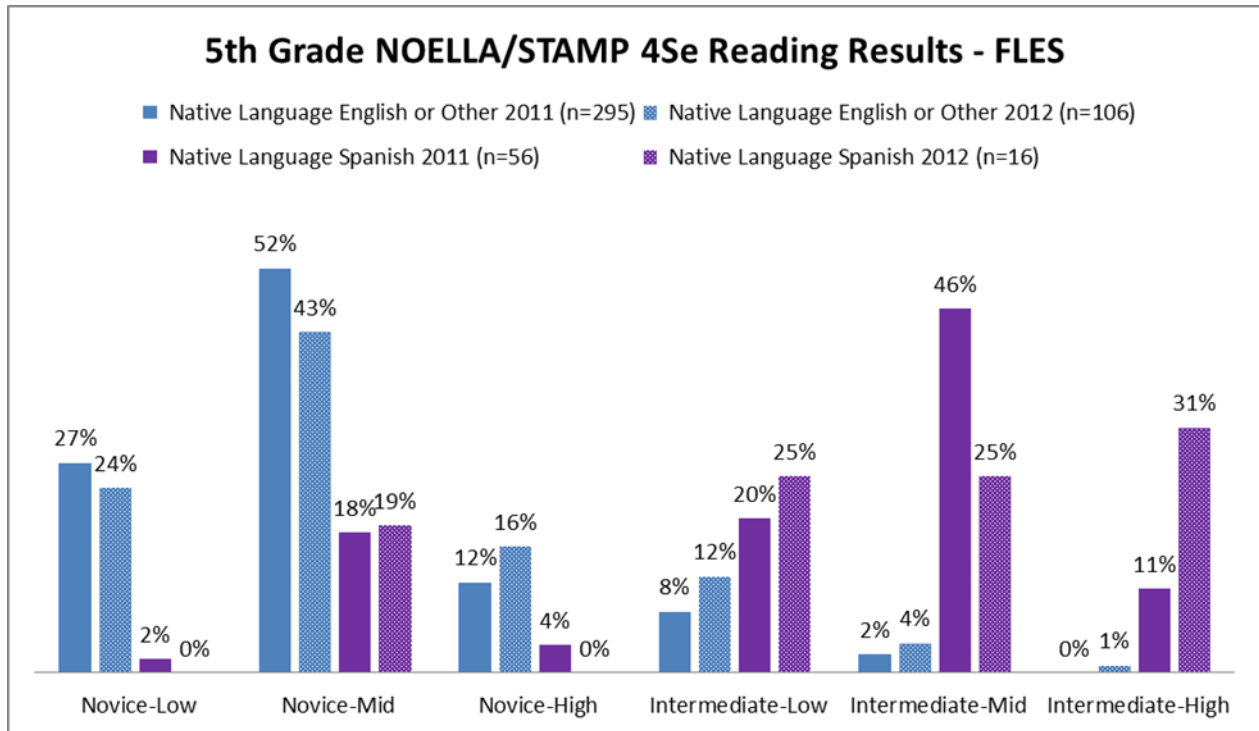


Figure 2 provides two years of grade 5 performance data resulting from the administration of the NOELLA and STAMP 4Se Listening tests disaggregated by native language within the FLES program.

Figure 2: NOELLA (2011) and STAMP 4Se (2012) Reading Test Results for FLES by Native Language

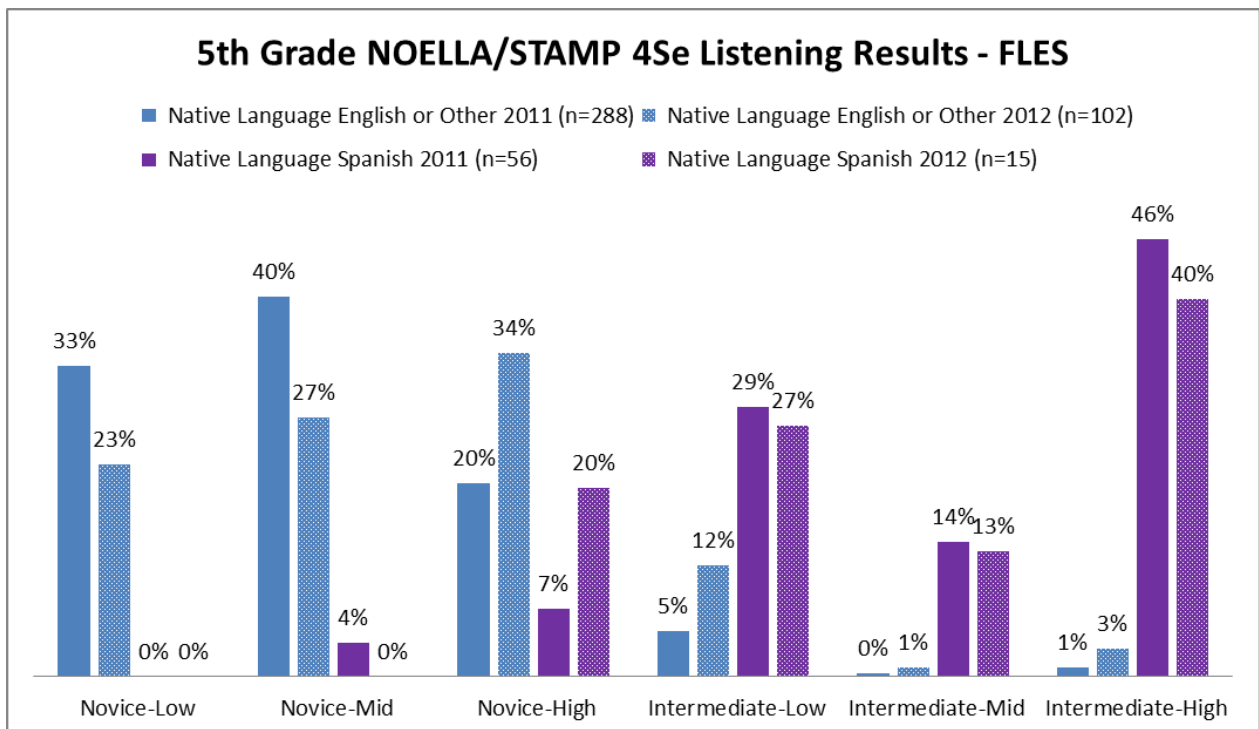


Figure 3 provides one year (2012) of grade 5 performance data resulting from the administration of the STAMP 4Se Writing test disaggregated by native language within the FLES program. The NOELLA Writing test was not administered in 2011 because scoring services were not available.

Figure 3: STAMP 4Se (2012) Writing Test Results for FLES by Native Language

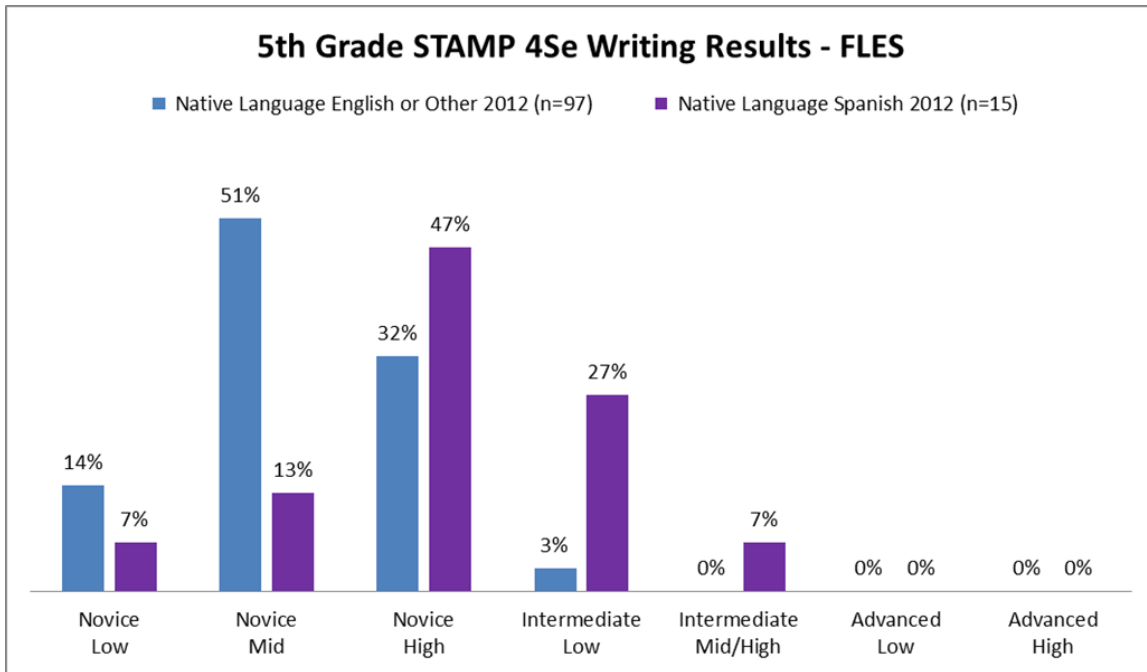


Figure 4 provides one year (2012) of grade 5 performance data resulting from the administration of the STAMP 4Se Speaking test disaggregated by native language within the FLES program. The NOELLA Speaking test was not administered in 2011 because scoring services were not available.

Figure 4: STAMP 4Se (2012) Speaking Test Results for FLES by Native Language

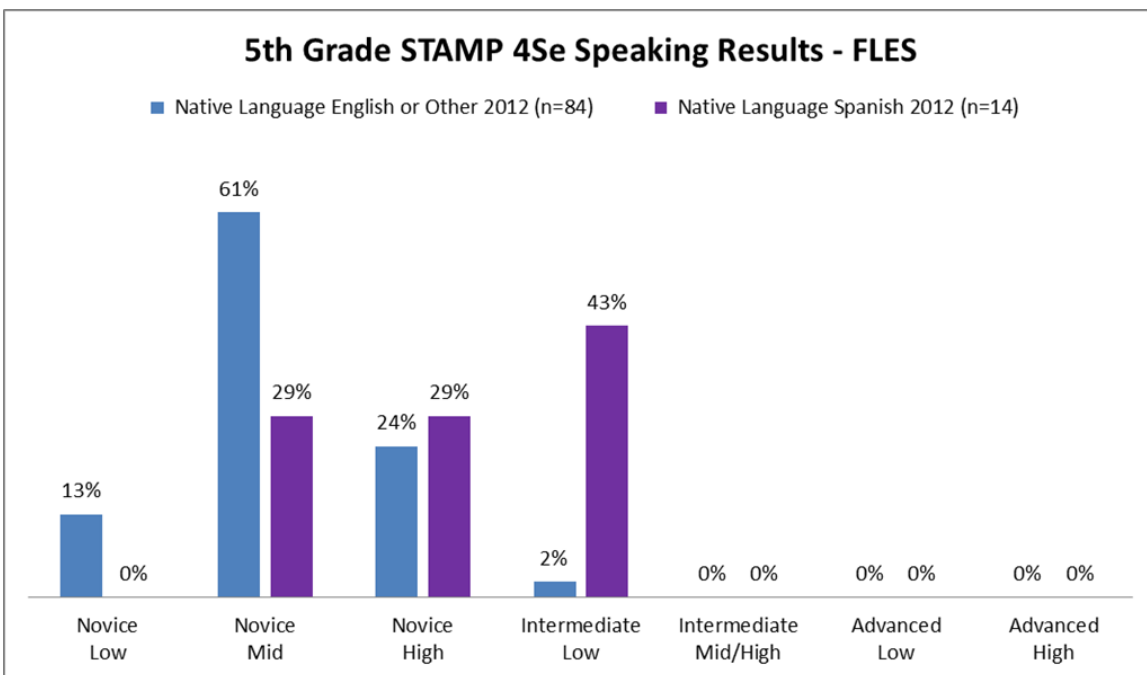


Figure 5 provides two years of grade 5 performance data from the administration of the NOELLA and STAMP 4Se Reading tests disaggregated by native language within the Immersion program.

Figure 5: NOELLA (2011) and STAMP 4Se (2012) Reading Test Results for Immersion by Native Language

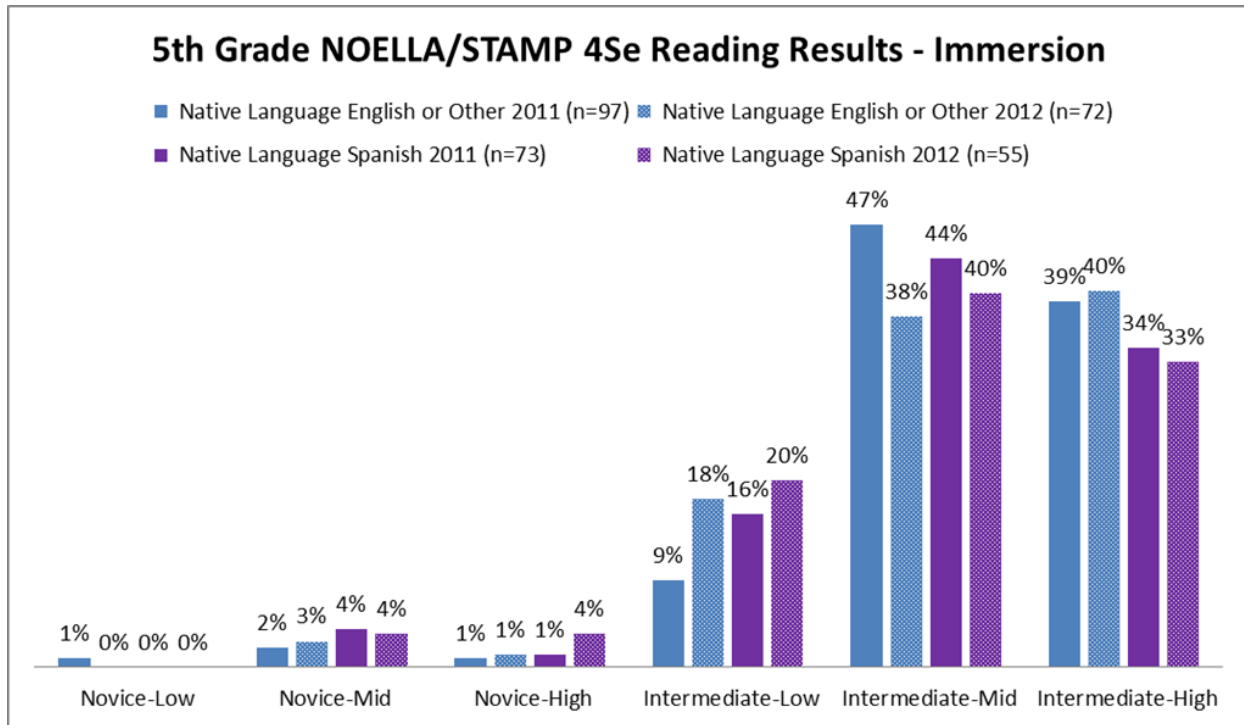


Figure 6 provides two years of grade 5 performance data from the administration of the NOELLA and STAMP 4Se Listening tests disaggregated by native language within the Immersion program.

Figure 6: NOELLA (2011) and STAMP 4Se (2012) Reading Test Results for Immersion by Native Language

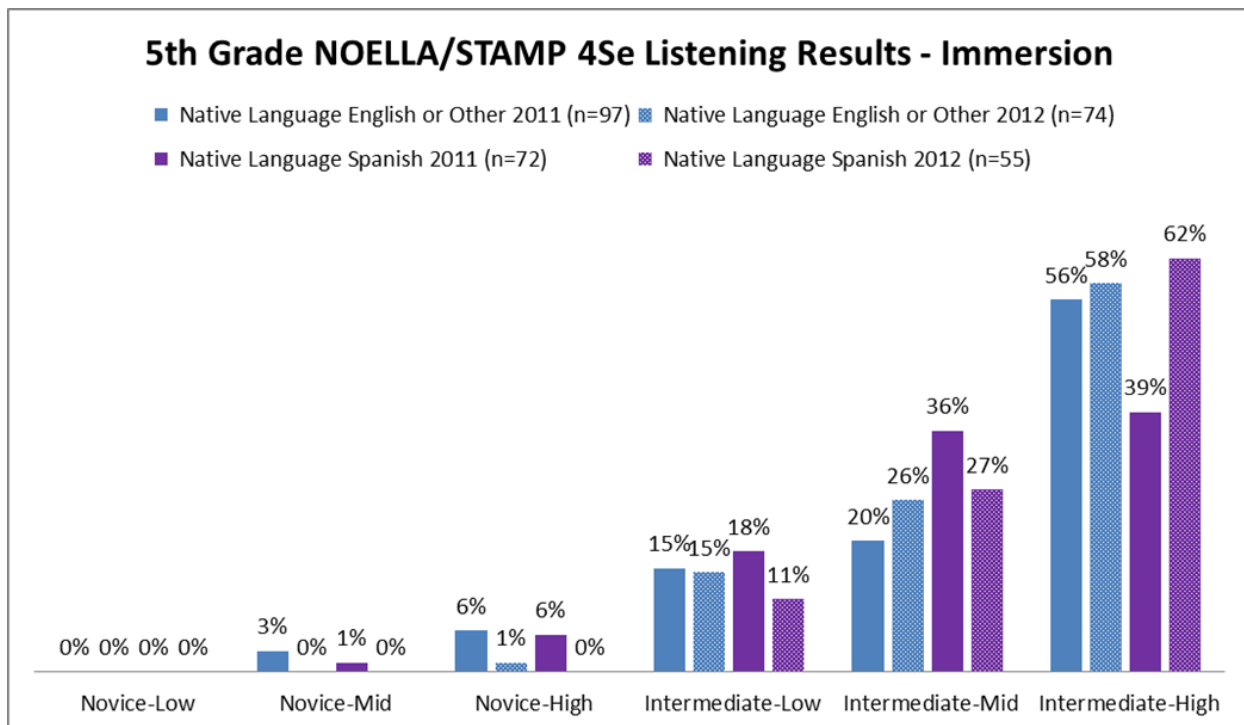


Figure 7 provides one year (2012) of grade 5 performance data resulting from the administration of the STAMP 4Se Writing test disaggregated by native language within the Immersion program. The NOELLA Writing test was not administered in 2011 because scoring services were not available.

Figure 7: STAMP 4Se (2012) Writing Test Results for Immersion by Native Language

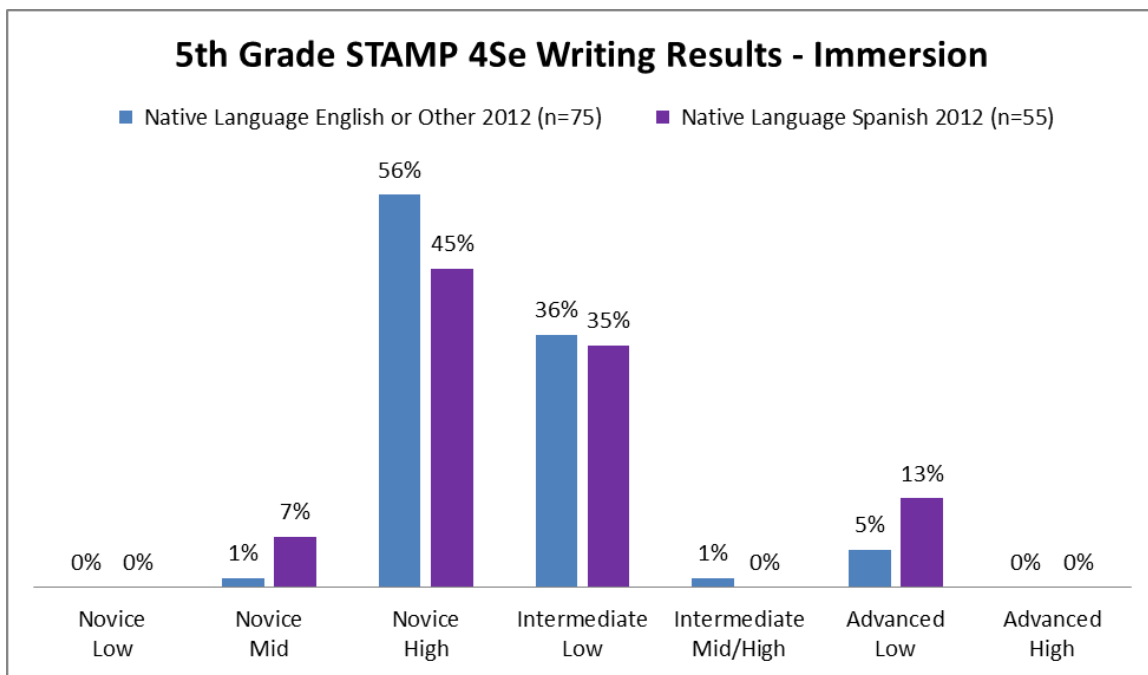
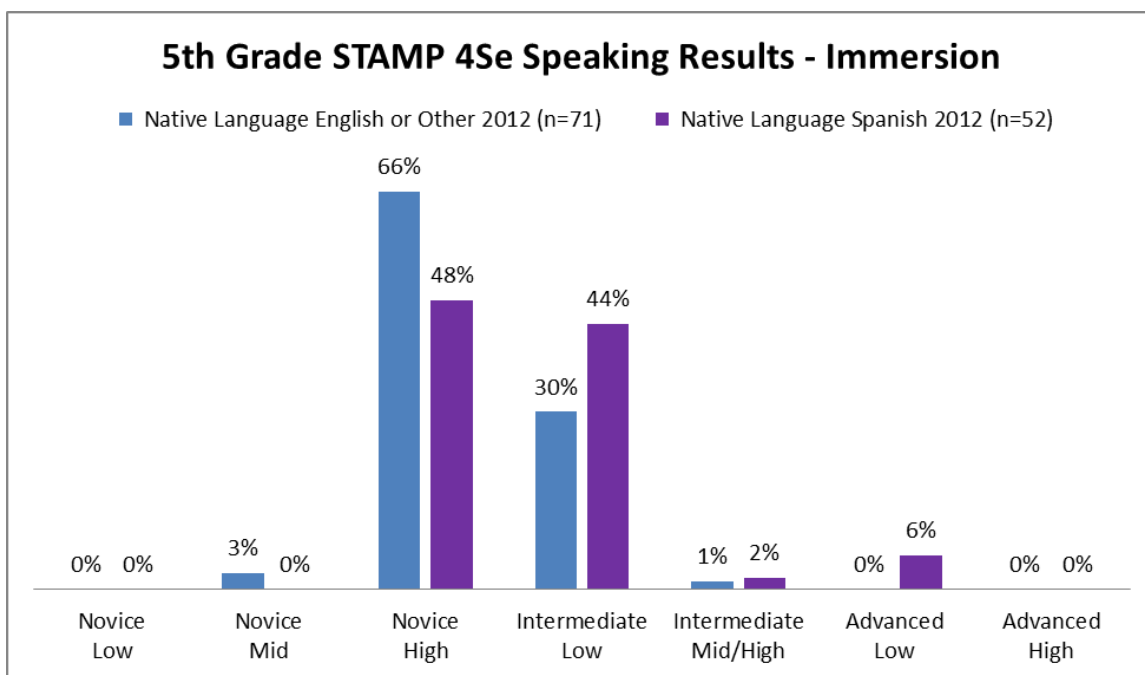


Figure 8 provides one year (2012) of grade 5 performance data resulting from the administration of the STAMP 4Se Speaking test disaggregated by native language within the Immersion program. The NOELLA Speaking test was not administered in 2011 because scoring services were not available.

Figure 8: STAMP 4Se (2012) Speaking Test Results for Immersion by Native Language



Appendix 3 Results, 5th Grade Immersion, Spring 2011

The **Appendix 3** norm-referenced assessment was designed to measure the academic achievement of Spanish-speaking students in their native language. Students who participated in this test in Arlington Public Schools (APS) represent both native speakers and English speakers enrolled in an immersion program. Students from Key Elementary and Claremont Elementary were selected to participate in the Appendix 3 based on the high scores they achieved on the National Online Early Language Learning Assessment (NOELLA). In 2011, 43 immersion students were tested in the following five Appendix 3 Language Arts content areas: Reading Comprehension, Vocabulary, Language, Spelling, and Listening Comprehension.

Figures 1—9 below display the national percentile ranks of Spanish speaking 5th grade students enrolled in an Immersion program in Arlington Public Schools for each Appendix 3 language arts subtest administered. Percentile ranks range from a low of 1 to a high of 99.

Reading

Figure 1 shows the **Total Reading** results for Spring 2011. Total Reading includes the scores from both the Reading Comprehension subtest and the Vocabulary subtest. Over 70 percent of participating students scored at or above the 70th percentile.

Figure 1: Appendix Total Reading Results, Spring 2011

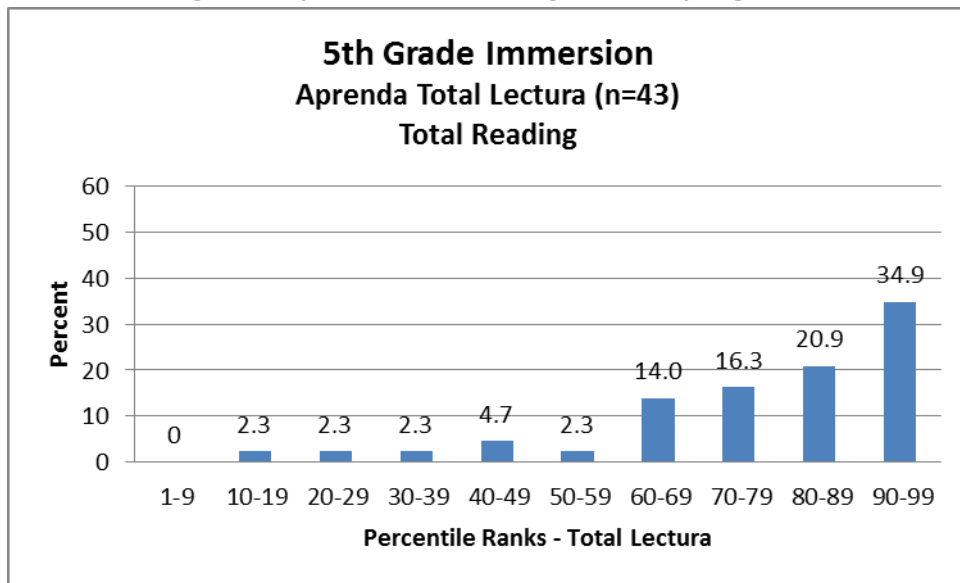


Figure 2 shows **Reading Comprehension** results for Spring 2011. The Reading Comprehension subtest uses various types of reading selections accompanied by questions about the selection to assess understanding. More than 75 percent of participating students scored at or above the 70th percentile in Reading Comprehension.

Figure 2: Aprenda Reading Comprehension Results, Spring 2011

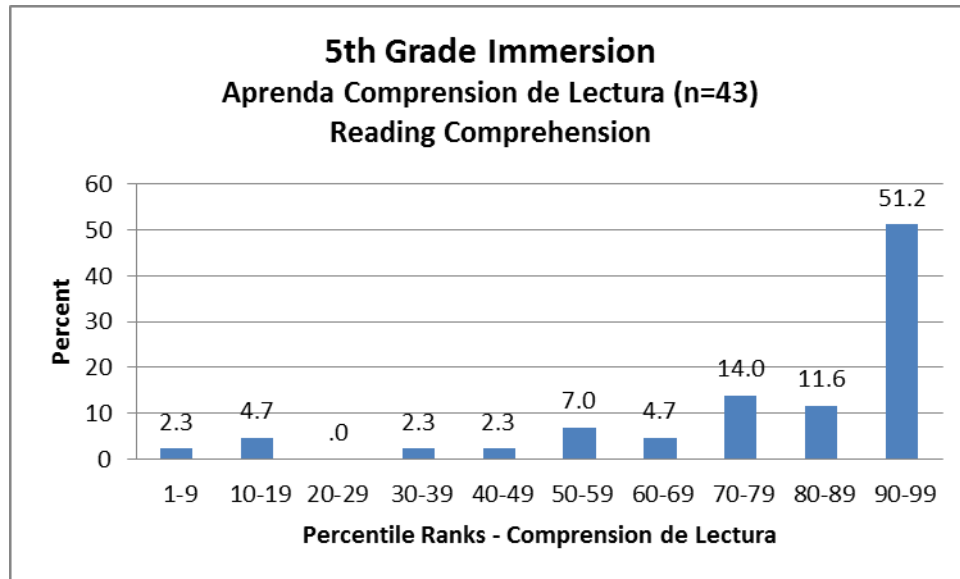
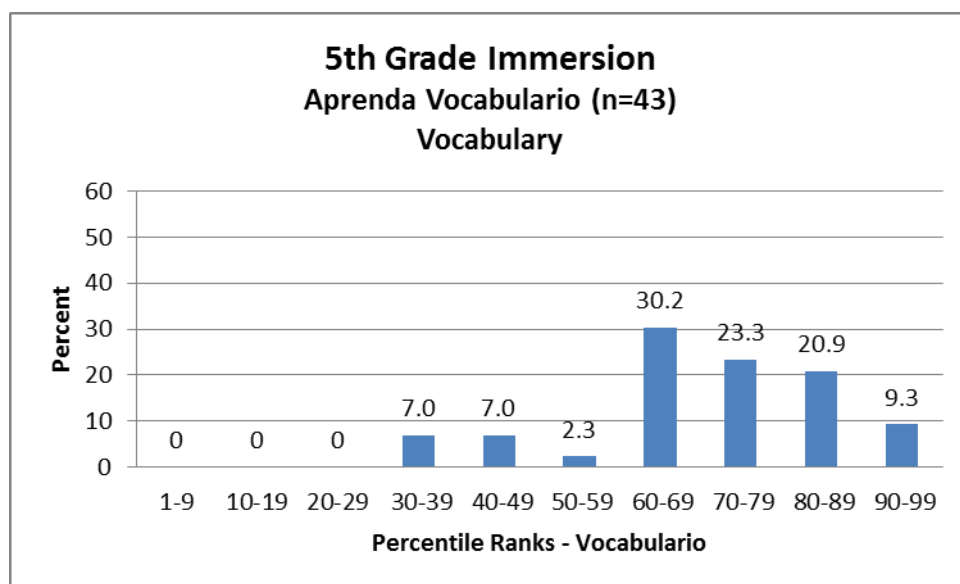


Figure 3 shows **Vocabulary** results for Spring 2011. The Vocabulary subtest measures a student’s ability to recognize synonyms, use context clues to figure out the meaning of an unknown word, and determine a specified meaning of a word that has multiple meanings. Over 53 percent of participating students scored at or above the 70th percentile in Vocabulary. Slightly more than 30 percent of the population scored in the 60-69 percentile.

Figure 3: Aprenda Vocabulary Results, Spring 2011



Language

Figure 4 shows the **Language** results for Spring 2011. The Language subtest has two sections: Language Mechanics and the Language Expression. Over 97 percent of participating students scored above the 70th percentile. Fifty percent scored in the 90-99 percentile.

Figure 4: Aprenda Language Results, Spring 2011

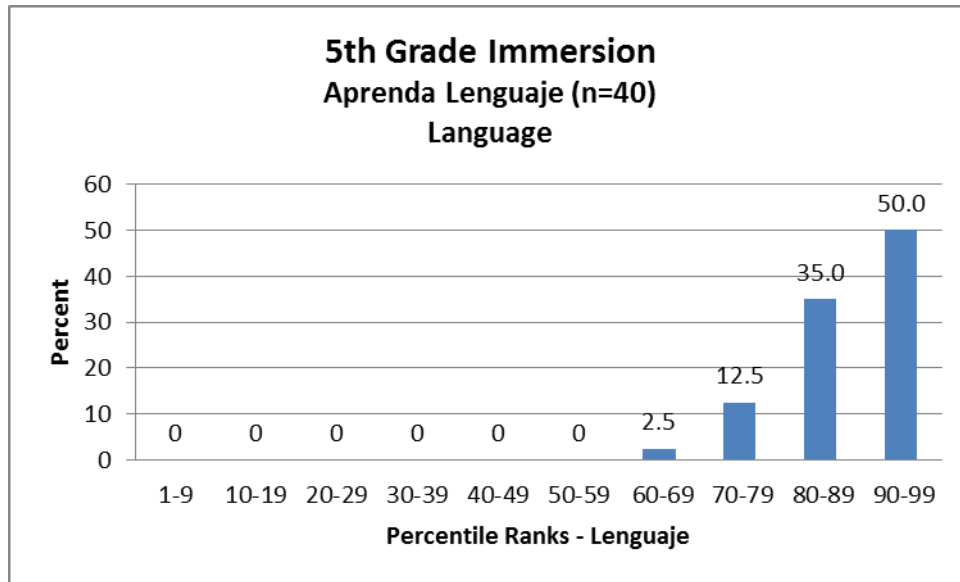


Figure 5 shows **Language Mechanics** results for Spring 2011. The Language subtest is divided into four sections, with the first containing items that measure proficiency in language mechanics (i.e., capitalization, punctuation, and usage) with questions that resemble an actual editing task. Ninety-five percent of participating students scored at or above the 70th percentile in Language Mechanics.

Figure 5: Aprenda Language Mechanics Results, Spring 2011

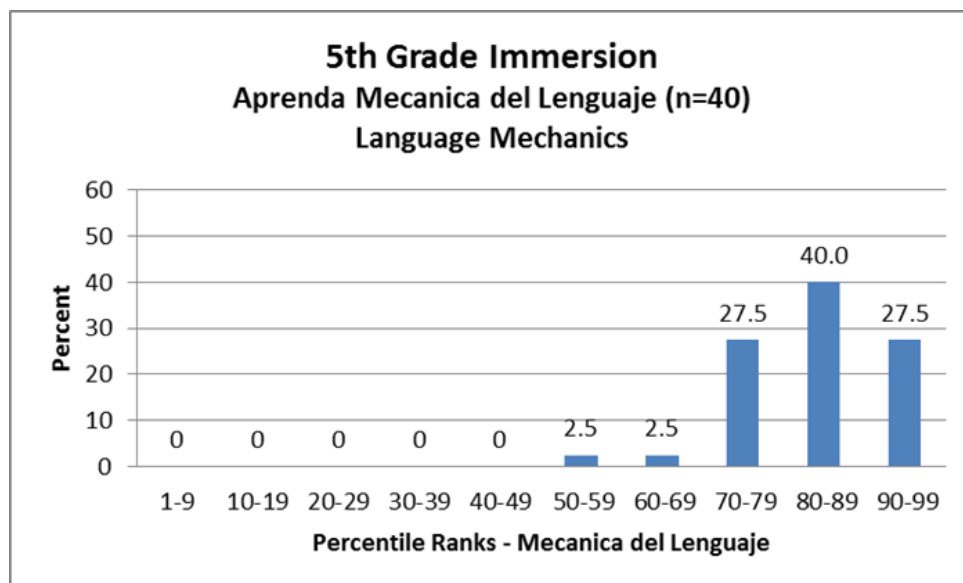
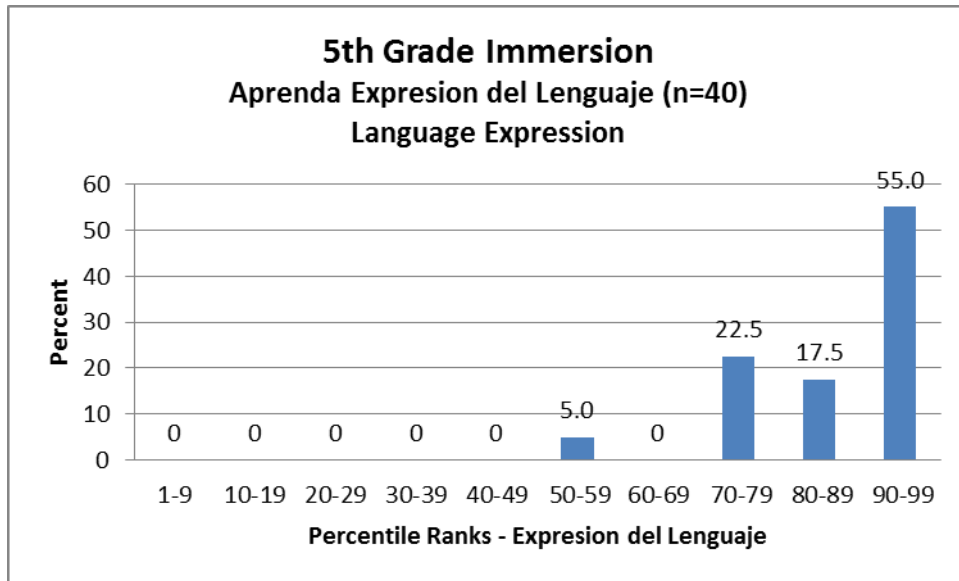


Figure 6 shows **Language Expression** results for Spring 2011. The Language subtest is divided into four sections, with the last three containing items that assess language expression, including understanding of sentence structure, prewriting and editing skills, and objectives typically assessed by a direct writing assessment. Ninety-five percent of participating students scored at or above the 70th percentile in Language Expression.

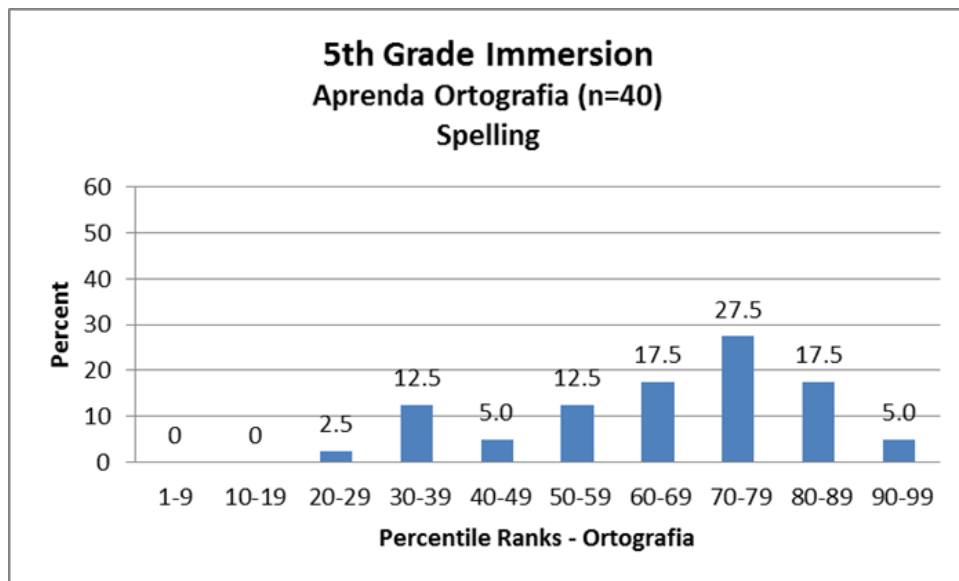
Figure 6: Aprenda Language Expression Results, Spring 2011



Spelling

Figure 7 shows the **Spelling** results for Spring 2011. In this subtest, students are asked to decide if one of the underlined words in a sentence is misspelled or if there is no mistake. The greatest percentage of APS test takers (27.5%) scored in the 70-79 percentile. Fifty percent of participating students scored between the 20th and 69th percentile, while 22.5 percent scored between the 80th and 99th percentile.

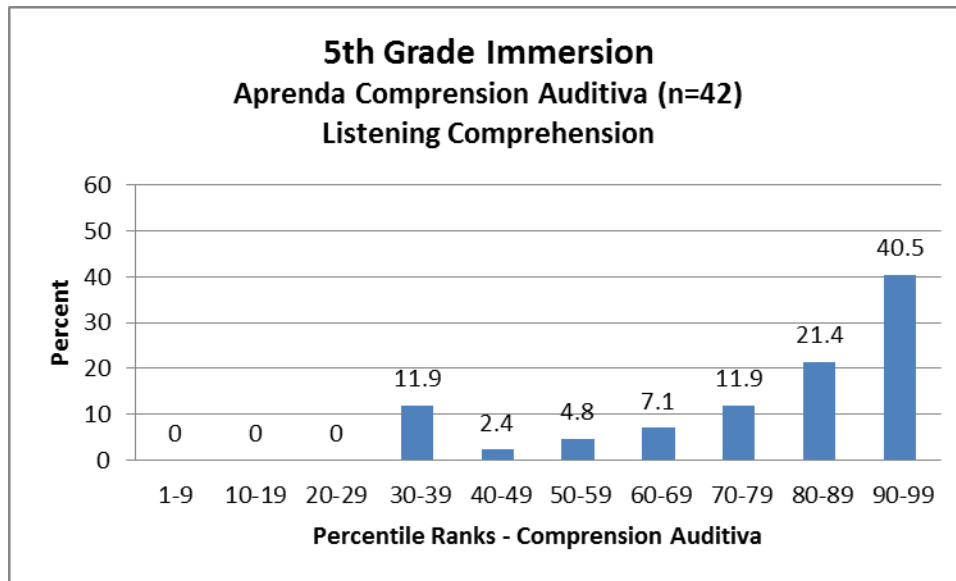
Figure 7: Aprenda Spelling Results, Spring 2011



Listening Comprehension

Figure 8 shows **Listening Comprehension** results for Spring 2011. Using literary, informational, and functional materials, this section measures listening comprehension in terms of initial understanding, interpretation, and critical analysis and strategies. More than 70 percent of participating students scored at or above the 70th percentile in Listening Comprehension.

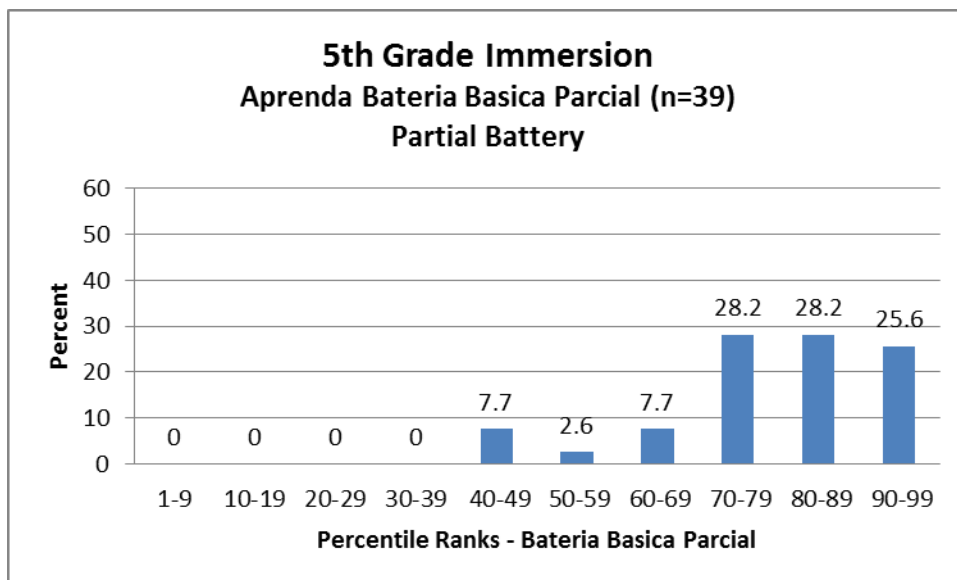
Figure 8: Aprenda Listening Comprehension Results, Spring 2011



Partial Battery

Figure 9 displays the **Partial Battery** results for Spring 2011. The complete Aprenda 3 assessment for English language learners includes tests in Language Arts, Mathematics, Science, and Social Studies. Since APS only administers the Language Arts subtests, the Partial Battery results below are a reflection of the aggregated scores from the Reading, Language, Spelling, and Listening Comprehension subtests.

Figure 9: Partial Battery Results, Spring 2011



Appendix 3 Results, 8th Grade Immersion, Spring 2011

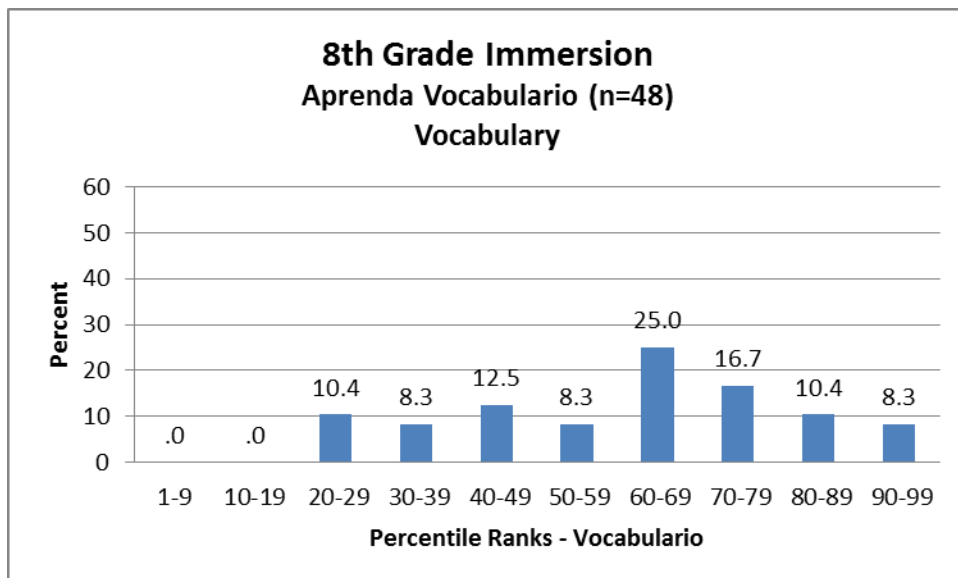
The **Appendix 3** norm-referenced assessment was designed to measure the academic achievement of Spanish-speaking students in their native language. Students who participated in this test in Arlington Public Schools (APS) represent both native Spanish speakers and English speakers who were enrolled in an immersion program and scored a 5 or 6 on the STAMP 4S assessment. In 2011, APS administered the following four Language Arts tests to these selected immersion students: Vocabulary, Language, Spelling, and Listening Comprehension.

Figures 1–7 below display the national percentile ranks of Spanish speaking 8th grade students enrolled in an Immersion program in Arlington Public Schools for each Appendix 3 language arts subtest administered. Percentile ranks range from a low of 1 to a high of 99.

Vocabulary

Figure 1 shows **Vocabulary** results for Spring 2011. The Vocabulary subtest measures a student's ability to recognize synonyms, use context clues to figure out the meaning of an unknown word, and determine a specified meaning of a word that has multiple meanings. A little more than 35 percent of participating students scored at or above the 70th percentile in Vocabulary, while 25 percent of the population scored in the 60-69 percentile.

Figure 1: Appendix Vocabulary Results, Spring 2011



Language

Figure 2 shows the **Language** results for Spring 2011. The Language subtest has two sections: Language Mechanics and Language Expression. Over 79 percent of participating students scored above the 70th percentile on the Language subtest.

Figure 2: Aprenda Language Results, Spring 2011

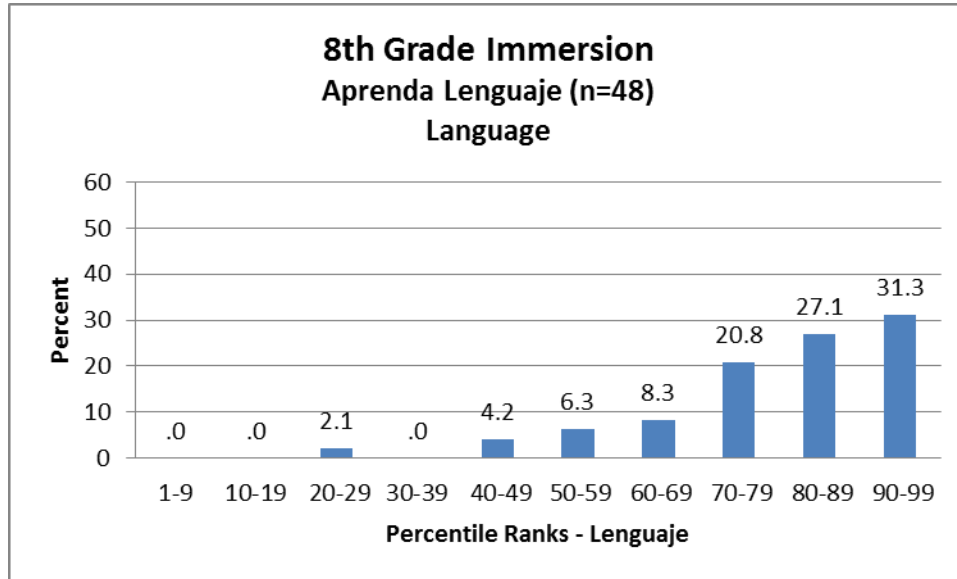


Figure 3 shows **Language Mechanics** results for Spring 2011. The Language subtest is divided into four sections, with the first containing items that measure proficiency in language mechanics (i.e., capitalization, punctuation, and usage) with questions that resemble an actual editing task. More than 58 percent of participating students scored at or above the 70th percentile in Language Mechanics. Another 25 percent scored between the 60th and 69th percentile.

Figure 3: Aprenda Language Mechanics Results, Spring 2011

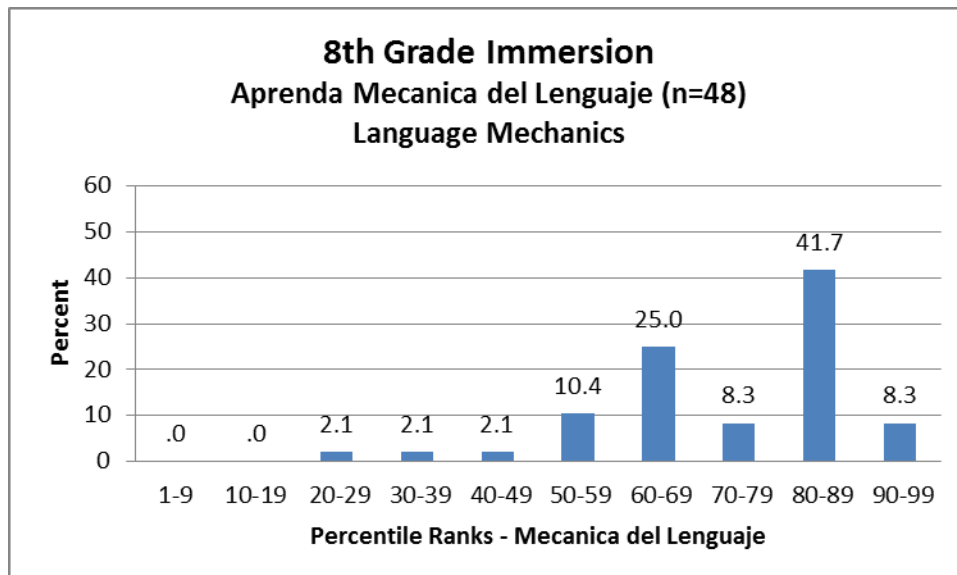
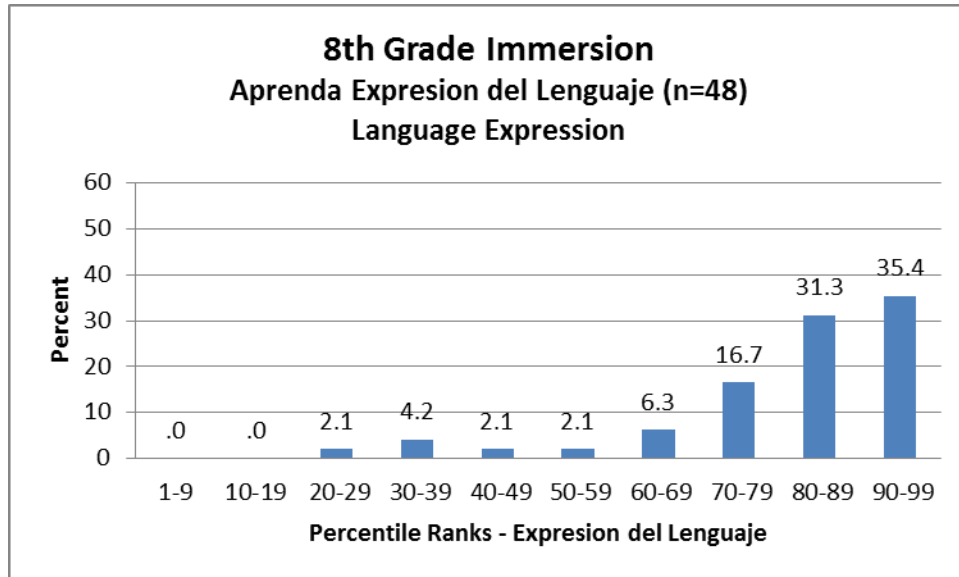


Figure 4 shows **Language Expression** results for Spring 2011. The Language subtest is divided into four sections, with the last three containing items that assess language expression, including understanding of sentence structure, prewriting and editing skills, and objectives typically assessed by a direct writing assessment. More than 83 percent of participating students scored at or above the 70th percentile in Language Expression.

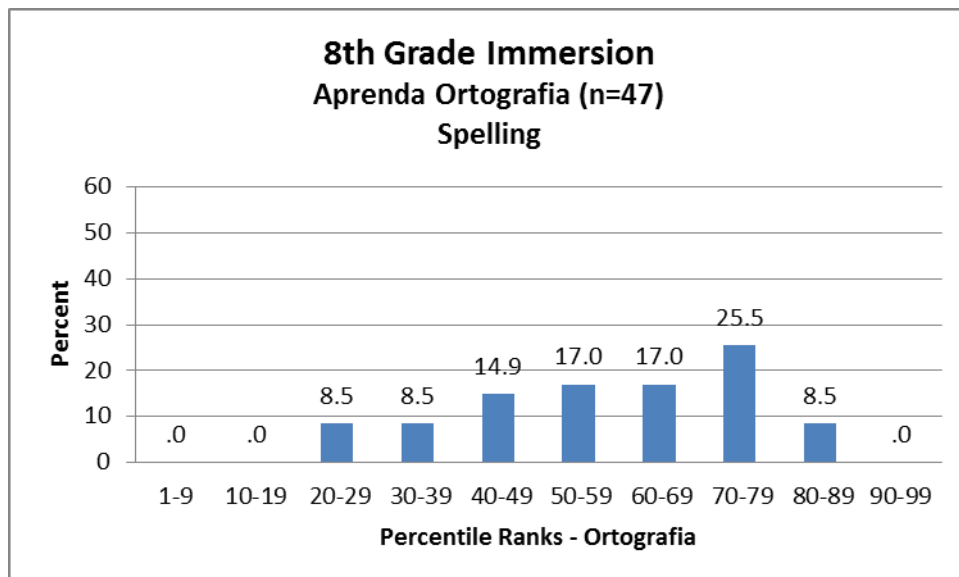
Figure 4: Aprenda Language Expression Results, Spring 2011



Spelling

Figure 5 shows the **Spelling** results for Spring 2011. In this subtest, students are asked to decide if one of the underlined words in a sentence is misspelled or if there is no mistake. The greatest percentage of APS test takers (25.5%) scored in the 70-79 percentile, 8.5 percent scores in the 80-89 percentile, and no one scored in the 90-99 percentile.

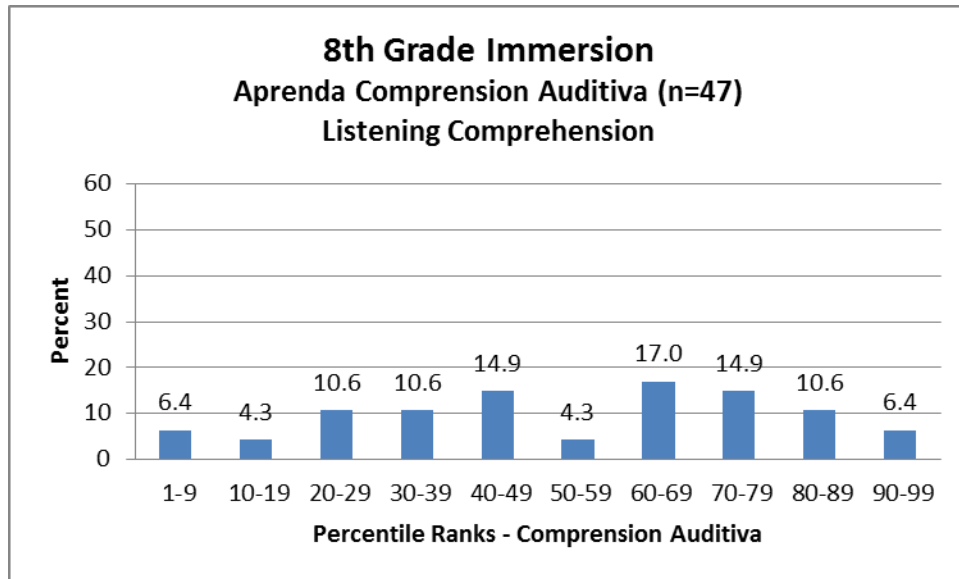
Figure 5: Aprenda Spelling Results, Spring 2011



Listening Comprehension

Figure 6 shows **Listening Comprehension** results for Spring 2011. Using literary, informational, and functional materials, this section measures listening comprehension in terms of initial understanding, interpretation, and critical analysis and strategies. Over 31 percent of participating students scored at or above the 70th percentile in Listening Comprehension.

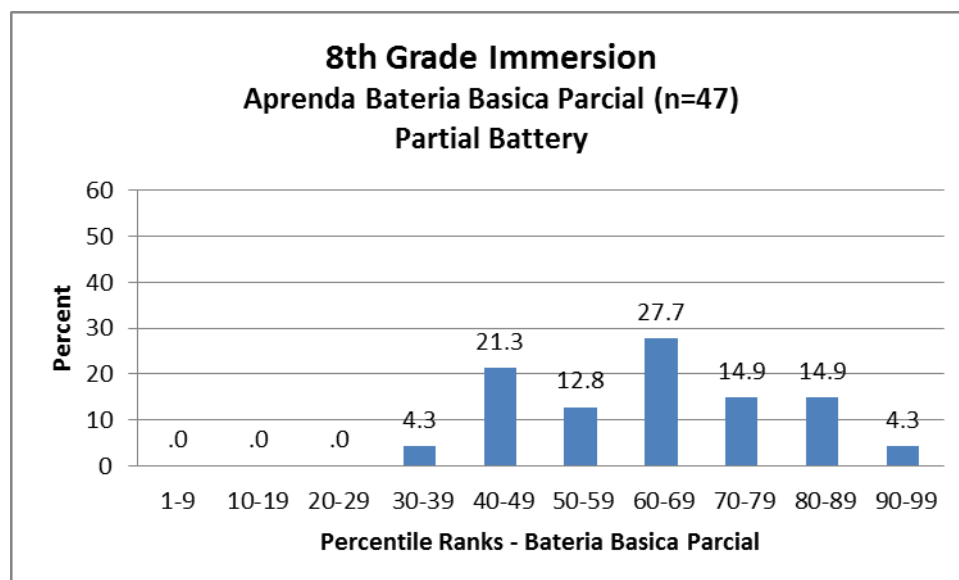
Figure 6: Aprenda Listening Comprehension Results, Spring 2011



Partial Battery

Figure 7 displays the **Partial Battery** results for Spring 2011. The complete Aprenda 3 assessment for English language learners includes tests in Language Arts, Mathematics, Science, and Social Studies. The Partial Battery results below are a reflection of the aggregated scores from the Language Arts subtests administered in APS: Vocabulary, Language, Spelling, and Listening Comprehension.

Figure 7: Partial Battery Results, Spring 2011



Appendix 3 Results, High School “Spanish for Fluent Speakers” Level III, Spring 2011

The **Appendix 3** norm-referenced assessment was designed to measure the academic achievement of Spanish-speaking students in their native language. In 2011, APS students in grades 9, 10, 11, and 12 who were enrolled in a “Spanish for Fluent Speakers” Level III course were administered tests in the following four Language Arts content areas : Reading Comprehension, Vocabulary, Language, and Spelling. Students who participated in the tests represented both Spanish speakers and non-native Spanish speakers.

Figures 1—9 below display the national percentile ranks of Spanish speaking high school students enrolled in a “Spanish for Fluent Speakers” world language class in Arlington Public Schools for each Appendix 3 language arts test administered. Percentile ranks range from a low of 1 to a high of 99.

Reading

Figure 1 shows the **Total Reading** results for Spring 2011. Total Reading includes the scores from both the Reading Comprehension subtest and the Vocabulary subtest. Just 7.5 percent of participating students scored at or above the 70th percentile. The largest group of students (22.5 percent) scored in

Figure 1: Appendix Total Reading Results, Spring 2011

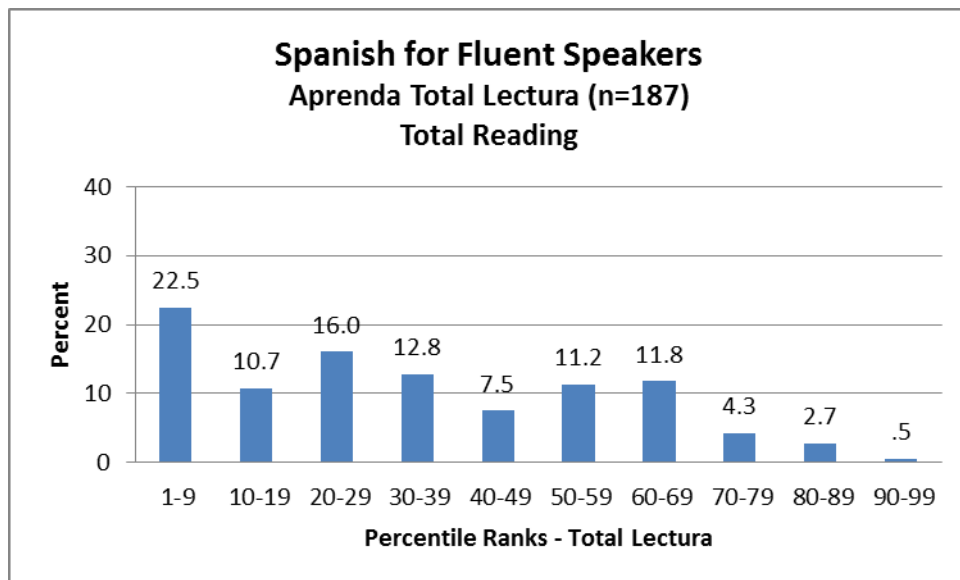


Figure 2 shows **Reading Comprehension** results for Spring 2011. The Reading Comprehension subtest uses various types of reading selections accompanied by questions about the selection to assess understanding. Slightly more than 17 percent of participating students scored at or above the 70th percentile in Reading Comprehension. The largest group of students (19 percent) scored in the lowest percentile.

Figure 2: Aprenda Reading Comprehension Results, Spring 2011

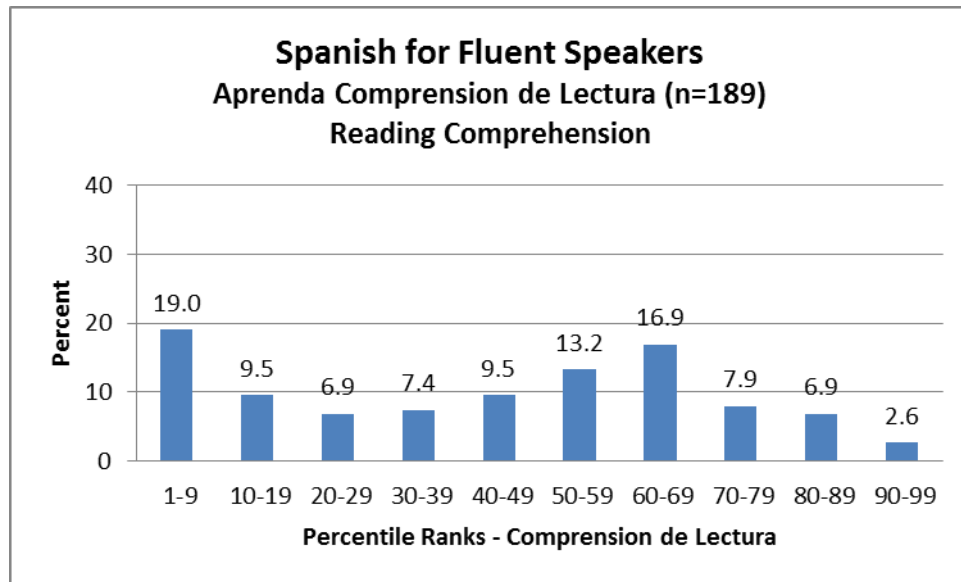
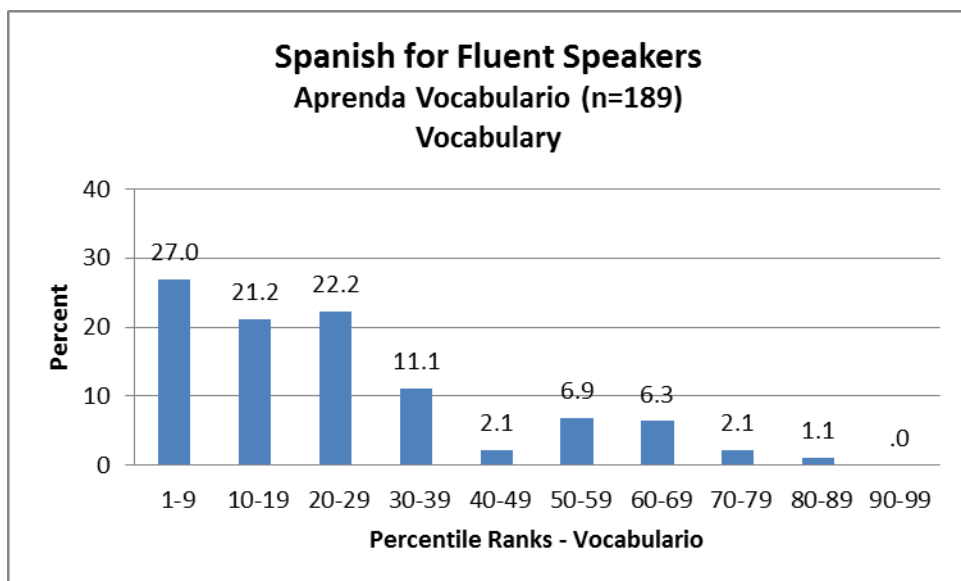


Figure 3 shows **Vocabulary** results for Spring 2011. The Vocabulary subtest measures a student’s ability to recognize synonyms, use context clues to figure out the meaning of an unknown word, and determine a specified meaning of a word that has multiple meanings. Less than 4 percent of participating students scored at or above the 70th percentile in Vocabulary compared to 70.4 percent who scored below the 30th percentile.

Figure 3: Aprenda Vocabulary Results, Spring 2011



Language

Figure 4 shows the **Language** results for Spring 2011. The Language subtest has two sections: Language Mechanics and the Language Expression. Twenty-three percent of participating students scored above the 70th percentile while more than 32 percent scored below the 30th percentile.

Figure 4: Aprenda Language Results, Spring 2011

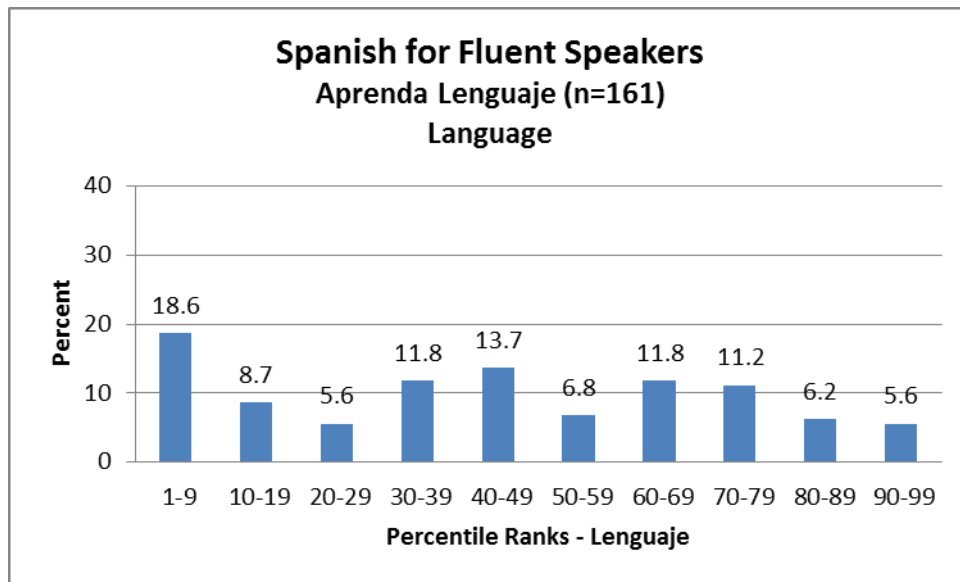


Figure 5 shows **Language Mechanics** results for Spring 2011. The Language subtest is divided into four sections, with the first containing items that measure proficiency in language mechanics (i.e., capitalization, punctuation, and usage) with questions that resemble an actual editing task. Less than 25 percent of participating students scored at or above the 70th percentile in Language Mechanics.

Figure 5: Aprenda Language Mechanics Results, Spring 2011

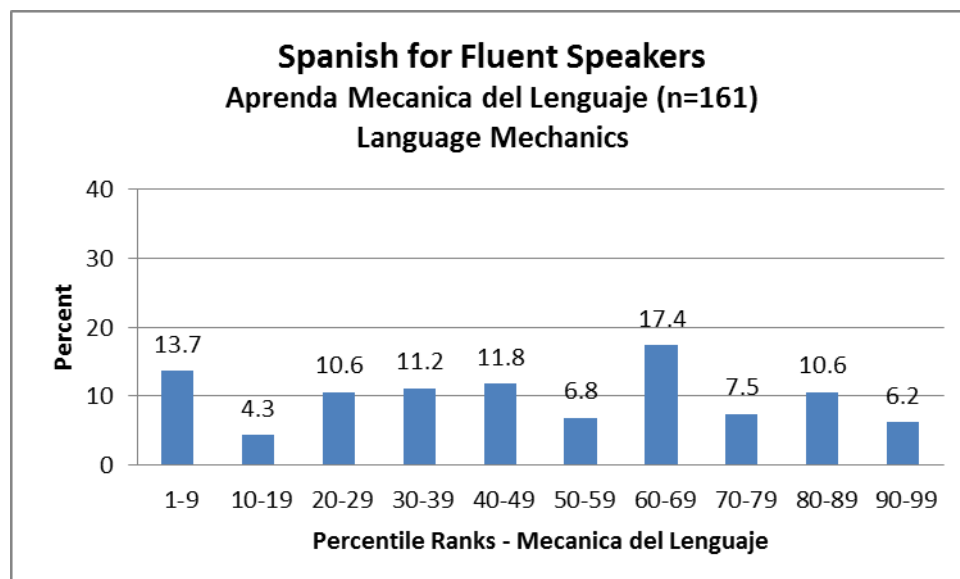
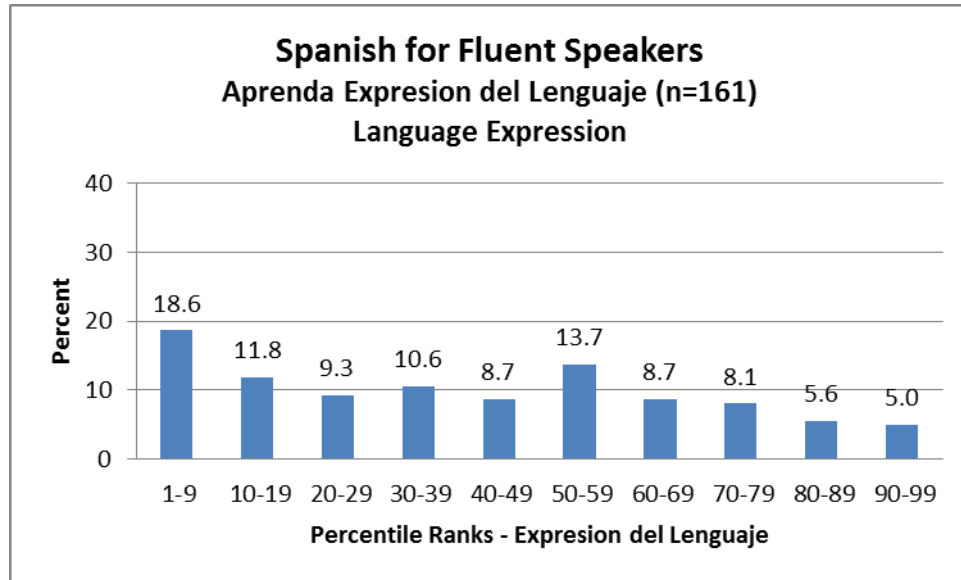


Figure 6 shows **Language Expression** results for Spring 2011. The Language subtest is divided into four sections, with the last three containing items that assess language expression, including understanding of sentence structure, prewriting and editing skills, and objectives typically assessed by a direct writing assessment. Slightly more than 18 percent of participating students scored at or above the 70th percentile in Language Expression while 39.7 percent scored below the 30th percentile.

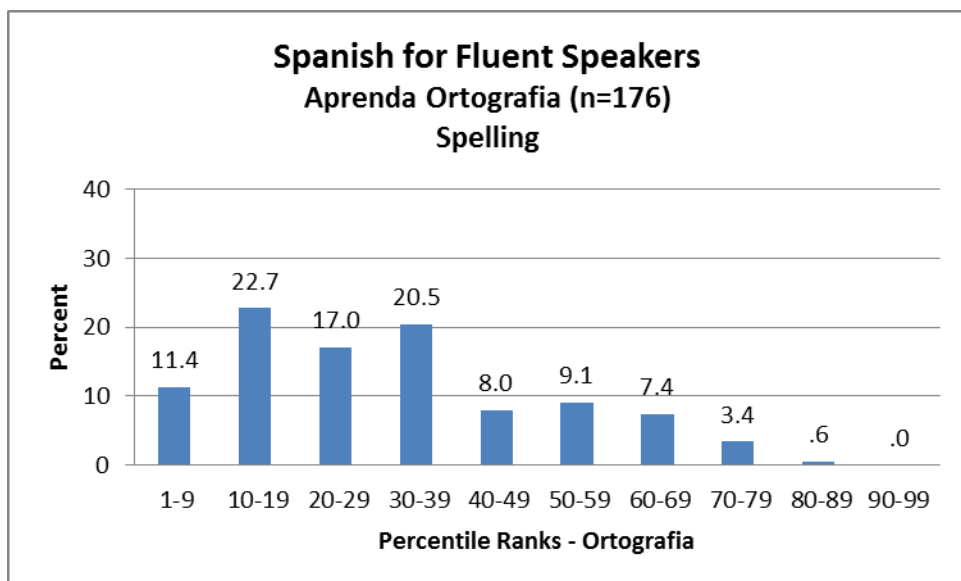
Figure 6: Aprenda Language Expression Results, Spring 2011



Spelling

Figure 7 shows the **Spelling** results for Spring 2011. In this subtest, students are asked to decide if one of the underlined words in a sentence is misspelled or if there is no mistake. More than half of the participating students score below the 30th percentile compared to 4 percent that scored at or above the 70th percentile.

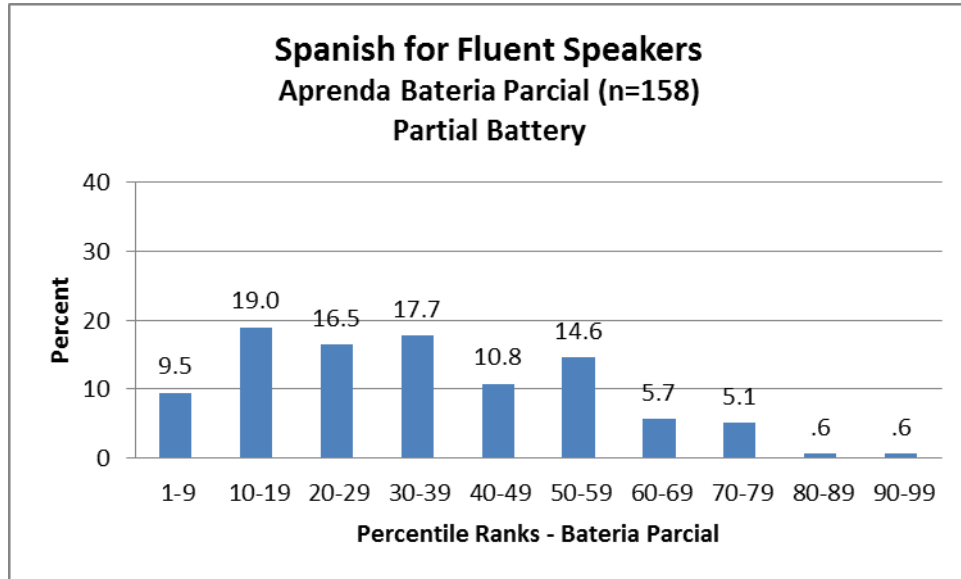
Figure 7: Aprenda Spelling Results, Spring 2011



Partial Battery

Figure 8 shows **Partial Battery** results for Spring 2011. The complete Aprenda 3 assessment for English language learners includes tests in Language Arts, Mathematics, Science, and Social Studies. Since APS only administers some of the Language Arts subtests, the Partial Battery results below are a reflection of the aggregated scores from the Reading Comprehension, Vocabulary, Language, and Spelling subtests.

Figure 8: Aprenda Partial Battery Results, Spring 2011



Contents

STAMP 45 Results for Grade 8 Immersion and High School	22
STAMP Results for Grade 8 Immersion Students	23
READING – GRADE 8 IMMERSION RESULTS	24
LISTENING – GRADE 8 IMMERSION RESULTS	26
WRITING – GRADE 8 IMMERSION RESULTS	27
SPEAKING – GRADE 8 IMMERSION RESULTS	29
STAMP Results for High School Level 3 Students	31
READING – HIGH SCHOOL RESULTS	31
READING – HIGH SCHOOL RESULTS by LANGUAGE and RACE/ETHNICITY	34
READING – HIGH SCHOOL RESULTS by LANGUAGE and GENDER	37
READING – HIGH SCHOOL RESULTS by LANGUAGE and ECONOMIC STATUS	40
READING – HIGH SCHOOL RESULTS by LANGUAGE and LEP STATUS	43
READING – HIGH SCHOOL RESULTS by LANGUAGE and DISABILITY STATUS	46
LISTENING – HIGH SCHOOL RESULTS by LANGUAGE	49
Note on German Listening Scores	49
LISTENING – HIGH SCHOOL RESULTS by LANGUAGE and RACE/ETHNICITY	50
LISTENING – HIGH SCHOOL RESULTS by LANGUAGE and GENDER	51
LISTENING – HIGH SCHOOL RESULTS by LANGUAGE and ECONOMIC STATUS	52
LISTENING – HIGH SCHOOL RESULTS by LANGUAGE and LEP STATUS	53
LISTENING – HIGH SCHOOL RESULTS by LANGUAGE and DISABILITY STATUS	54
WRITING – HIGH SCHOOL RESULTS	55
WRITING – HIGH SCHOOL RESULTS by LANGUAGE and RACE/ETHNICITY	58
WRITING – HIGH SCHOOL RESULTS by LANGUAGE and GENDER	61
WRITING – HIGH SCHOOL RESULTS by LANGUAGE and ECONOMIC STATUS	64
WRITING – HIGH SCHOOL RESULTS by LANGUAGE and LEP STATUS	67
WRITING – HIGH SCHOOL RESULTS by LANGUAGE and DISABILITY STATUS	70
SPEAKING – HIGH SCHOOL RESULTS	73
SPEAKING – HIGH SCHOOL RESULTS by LANGUAGE and RACE/ETHNICITY	76
SPEAKING – HIGH SCHOOL RESULTS by LANGUAGE and GENDER	79
SPEAKING – HIGH SCHOOL RESULTS by LANGUAGE and ECONOMIC STATUS	82
SPEAKING – HIGH SCHOOL RESULTS by LANGUAGE and LEP STATUS	85
SPEAKING – HIGH SCHOOL RESULTS by LANGUAGE and DISABILITY STATUS	88

STAMP 4S Results for Grade 8 Immersion and High School

The STAMP assessment is a web-based language proficiency assessment for students in middle school and above. Tests are available in Arabic, Chinese, French, Japanese, and Spanish; each test assesses proficiency in reading, writing, speaking, and – beginning in 2011-12 – listening.

In 2011-12, Avant Assessment released a new version of the STAMP—the STAMP 4S—which, in addition to the new listening subtest, included expanded (advanced) benchmark levels. This report covers five years of performance data, from 2007-08 to 2011-12. The differences between each version of the test must be taken into consideration when attempting to compare data sets from different years.

Avant Assessment provides the following comparisons or correlations between Classic STAMP and STAMP 4S scores:

- The construct of what is being assessed, namely real-world proficiency, is the same. However, the delivery algorithms and test designs are slightly different.
- Classic STAMP, the 3 skill test, utilizes an adaptive algorithm that requires test takers score 90% with items at a specific level in order to be placed in that level.
- The new STAMP 4S test utilizes a different delivery model, known as a multi-stage delivery model, as well as a lower percentage of correct answers (80%) at any given level in order to be placed in that level. This facilitates a more accurate identification of each test taker’s ability.
- This means that the reports of the STAMP 4S test will show more students scoring at higher levels in the reading phase of the assessment when compared to the Classic STAMP.
- Due to this shift in delivery processes, it must be noted that direct comparisons will not be possible between Classic STAMP and STAMP 4S and reporting growth based on this comparison may lead to overstating growth.¹

The STAMP benchmark levels are similar to the American Council on the Teaching of Foreign Languages (ACTFL) proficiency levels, but they are not directly correlated. While the Classic STAMP includes only novice and intermediate levels, the STAMP 4S also includes advanced levels. The numeric proficiency levels assigned by the test remain consistent between both versions, but the benchmark descriptors that aligned with those levels are slightly different. For comparison purposes, the STAMP 4S benchmark categories have been applied to all results presented in this report.

¹ Avant Assessment

The STAMP uses the following benchmarks to score the four subtests:

The Reading and Listening* assessments are scored using the following nine benchmarks:	The Writing and Speaking assessments are scored using the following eight benchmarks:
<ul style="list-style-type: none"> • Novice-Low 	<ul style="list-style-type: none"> • Novice-Low
<ul style="list-style-type: none"> • Novice-Mid 	<ul style="list-style-type: none"> • Novice-Mid
<ul style="list-style-type: none"> • Novice-High 	<ul style="list-style-type: none"> • Novice-High
<ul style="list-style-type: none"> • Intermediate-Low 	<ul style="list-style-type: none"> • Intermediate-Low
<ul style="list-style-type: none"> • Intermediate-Mid 	<ul style="list-style-type: none"> • Intermediate-Mid
<ul style="list-style-type: none"> • Intermediate-High (known as “Pre-Advanced” in Classic STAMP) 	<ul style="list-style-type: none"> • Intermediate-High (known as “Pre-Advanced” in Classic STAMP)
<ul style="list-style-type: none"> • Advanced-Low (STAMP 4S only) 	<ul style="list-style-type: none"> • Advanced-Low (STAMP 4S only)
<ul style="list-style-type: none"> • Advanced-Mid (STAMP 4S only) 	<ul style="list-style-type: none"> • Advanced Mid/High (STAMP 4S only)
<ul style="list-style-type: none"> • Advanced-High (STAMP 4S only) 	

*the Listening subtest was administered for the first time in 2011-2012.

The data within this report show the percentage of students who scored within each benchmark on each subtest of the STAMP.

STAMP Results for Grade 8 Immersion Students

The Spanish Partial Immersion Program at Gunston Middle School is a continuation of the elementary program offered at Key and Claremont Elementary Schools. The program is designed to continue the development of Spanish language proficiency. The skills of listening, speaking, reading, and writing are taught specifically through the language arts program and through content instruction in social studies and science.

Grade 8 students in the immersion program took the Spanish STAMP in 2010-11 and in 2011-12. Native English-speaking immersion students in grade 8 are expected to achieve test results in the Intermediate-Low to Intermediate-High range. Native Spanish-speaking Immersion students in grade 8 are expected to achieve test results in the Intermediate-Low to Intermediate-High range.

READING – GRADE 8 IMMERSION RESULTS

Table 1 provides 2011-12 benchmark data for grade 8 Immersion students in reading disaggregated by native language (“English or Other” and “Spanish”), race/ethnicity, gender, economic status, and limited English proficiency (LEP) status. Disability status is not included because the number of students with disabilities was too small to report.

Table 1: STAMP 4S Reading Test Results for Grade 8 Immersion, 2011-2012

Group		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
All Students		79	0%	1%	9%	9%	30%	16%	28%	6%	0%
Native English or Other		49	0%	0%	6%	4%	29%	20%	31%	10%	0%
Native Spanish Speaker		30	0%	3%	13%	17%	33%	10%	23%	0%	0%
Race/Ethnicity	Asian	*	*	*	*	*	*	*	*	*	*
	Black	*	*	*	*	*	*	*	*	*	*
	Hispanic	42	0%	2%	10%	12%	33%	12%	29%	2%	0%
	White	25	0%	0%	0%	4%	28%	24%	32%	12%	0%
	Other	8	0%	0%	0%	0%	38%	25%	25%	13%	0%
Gender	Female	39	0%	0%	8%	13%	31%	13%	26%	10%	0%
	Male	40	0%	3%	10%	5%	30%	20%	30%	3%	0%
Economic Status	Non-Disadvantaged	54	0%	0%	6%	7%	31%	19%	28%	9%	0%
	Disadvantaged	25	0%	4%	16%	12%	28%	12%	28%	0%	0%
LEP Status	Non-LEP	56	0%	0%	5%	5%	29%	20%	32%	9%	0%
	LEP	23	0%	4%	17%	17%	35%	9%	17%	0%	0%

*Fewer than 5, not reported.

Table 2 provides 2010-11 benchmark data for grade 8 Immersion students in reading disaggregated by native language (“English or Other” and “Spanish”), race/ethnicity, gender, economic status, and limited English proficiency (LEP) status. Disability status is not included because the number of students with disabilities was too small to report. In addition, advanced level scores are not included, as they were not in use on the Classic STAMP assessment.

Table 2: Classic STAMP Reading Test Results for Grade 8 Immersion, 2010-2011

Group		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
All Students		84	0%	11%	29%	40%	20%	0%
Native English or Other		48	0%	6%	23%	52%	19%	0%
Native Spanish Speaker		36	0%	17%	36%	25%	22%	0%
Race/Ethnicity	Asian	*	*	*	*	*	*	*
	Black	5	0%	40%	40%	20%	0%	0%
	Hispanic	46	0%	11%	37%	33%	20%	0%
	White	29	0%	7%	10%	59%	24%	0%
	Other	*	*	*	*	*	*	*
Gender	Female	48	0%	13%	31%	38%	19%	0%
	Male	36	0%	8%	25%	44%	22%	0%
Economic Status	Non-Disadvantaged	62	0%	5%	26%	47%	23%	0%
	Disadvantaged	22	0%	27%	36%	23%	14%	0%
LEP Status	Non-LEP	65	0%	5%	26%	46%	23%	0%
	LEP	19	0%	32%	37%	21%	11%	0%

*Fewer than 5, not reported

LISTENING – GRADE 8 IMMERSION RESULTS

Table 3 provides 2011-12 benchmark data for grade 8 Immersion students in listening disaggregated by native language (“English or Other” and “Spanish”), race/ethnicity, gender, economic status, and limited English proficiency (LEP) status. Disability status is not included because the number of students with disabilities was too small to report.

Table 3: STAMP 4S Listening Test Results for Grade 8 Immersion, 2011-2012

Group		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
All Students		79	0%	0%	10%	16%	22%	15%	20%	14%	3%
Native English or Other		49	0%	0%	6%	12%	18%	16%	29%	16%	2%
Native Spanish Speaker		30	0%	0%	17%	23%	27%	13%	7%	10%	3%
Race/Ethnicity	Asian	*	*	*	*	*	*	*	*	*	*
	Black	*	*	*	*	*	*	*	*	*	*
	Hispanic	42	0%	0%	12%	21%	26%	12%	14%	12%	2%
	White	25	0%	0%	0%	8%	16%	16%	36%	20%	4%
	Other	8	0%	0%	13%	25%	0%	38%	13%	13%	0%
Gender	Female	39	0%	0%	8%	15%	23%	18%	18%	15%	3%
	Male	40	0%	0%	13%	18%	20%	13%	23%	13%	3%
Economic Status	Non-Disadvantaged	54	0%	0%	7%	13%	19%	15%	26%	19%	2%
	Disadvantaged	25	0%	0%	16%	24%	28%	16%	8%	4%	4%
LEP Status	Non-LEP	56	0%	0%	7%	13%	18%	20%	25%	16%	2%
	LEP	23	0%	0%	17%	26%	30%	4%	9%	9%	4%

*Fewer than 5, not reported.

The Listening subtest was administered for the first time in 2011-12 with the STAMP 4S. Therefore, no listening scores exist for 2010-11.

WRITING – GRADE 8 IMMERSION RESULTS

Table 4 provides 2011-12 benchmark data for grade 8 Immersion students in writing disaggregated by native language (“English or Other” and “Spanish”), race/ethnicity, gender, economic status, and limited English proficiency (LEP) status. Disability status is not included because the number of students with disabilities was too small to report.

Table 4: STAMP 4S Writing Test Results for Grade 8 Immersion, 2011-2012

Group		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
All Students		79	0%	3%	3%	54%	30%	5%	4%	1%
Native English or Other		49	0%	4%	2%	51%	33%	6%	4%	0%
Native Spanish Speaker		30	0%	0%	3%	60%	27%	3%	3%	3%
Race/Ethnicity	Asian	*	*	*	*	*	*	*	*	*
	Black	*	*	*	*	*	*	*	*	*
	Hispanic	42	0%	0%	2%	57%	29%	5%	5%	2%
	White	25	0%	0%	4%	48%	48%	0%	0%	0%
	Other	8	0%	0%	0%	63%	0%	25%	13%	0%
Gender	Female	39	0%	0%	0%	59%	28%	5%	8%	0%
	Male	40	0%	5%	5%	50%	33%	5%	0%	3%
Economic Status	Non-Disadvantaged	54	0%	4%	2%	52%	33%	6%	4%	0%
	Disadvantaged	25	0%	0%	4%	60%	24%	4%	4%	4%
LEP Status	Non-LEP	56	0%	4%	2%	50%	32%	7%	5%	0%
	LEP	23	0%	0%	4%	65%	26%	0%	0%	4%

*Fewer than 5, not reported.

Table 5 provides 2010-11 benchmark data for grade 8 Immersion students in writing disaggregated by native language (“English or Other” and “Spanish”), race/ethnicity, gender, economic status, and limited English proficiency (LEP) status. Disability status is not included because the number of students with disabilities was too small to report. In addition, advanced level scores are not included, as they were not in use on the Classic STAMP assessment.

Table 5: Classic STAMP Writing Test Results for Grade 8 Immersion, 2010-2011

Group		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
All Students		84	0%	0%	1%	64%	31%	4%
Native English or Other		48	0%	0%	2%	65%	29%	4%
Native Spanish Speaker		36	0%	0%	0%	64%	33%	3%
Race/Ethnicity	Asian	*	*	*	*	*	*	*
	Black	5	0%	0%	0%	80%	20%	0%
	Hispanic	46	0%	0%	0%	67%	30%	2%
	White	29	0%	0%	3%	62%	31%	3%
	Other	*	*	*	*	*	*	*
Gender	Female	48	0%	0%	2%	63%	31%	4%
	Male	36	0%	0%	0%	67%	31%	3%
Economic Status	Non-Disadvantaged	62	0%	0%	2%	65%	31%	3%
	Disadvantaged	22	0%	0%	0%	64%	32%	5%
LEP Status	Non-LEP	65	0%	0%	2%	60%	34%	5%
	LEP	19	0%	0%	0%	79%	21%	0%

*Fewer than 5, not reported.

SPEAKING – GRADE 8 IMMERSION RESULTS

Table 6 provides 2011-12 benchmark data for grade 8 Immersion students in speaking disaggregated by native language (“English or Other” and “Spanish”), race/ethnicity, gender, economic status, and limited English proficiency (LEP) status. Disability status is not included because the number of students with disabilities was too small to report.

Table 6: STAMP 4S Speaking Test Results for Grade 8 Immersion, 2011-2012

Group		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
All Students		76	0%	0%	9%	43%	38%	8%	1%	0%
Native English or Other		48	0%	0%	8%	46%	38%	8%	0%	0%
Native Spanish Speaker		28	0%	0%	11%	39%	39%	7%	4%	0%
Race/Ethnicity	Asian	*	*	*	*	*	*	*	*	*
	Black	*	*	*	*	*	*	*	*	*
	Hispanic	40	0%	0%	13%	38%	38%	10%	3%	0%
	White	25	0%	0%	4%	48%	40%	8%	0%	0%
	Other	7	0%	0%	0%	57%	43%	0%	0%	0%
Gender	Female	38	0%	0%	3%	45%	45%	5%	3%	0%
	Male	38	0%	0%	16%	42%	32%	11%	0%	0%
Economic Status	Non-Disadvantaged	53	0%	0%	6%	49%	40%	4%	2%	0%
	Disadvantaged	23	0%	0%	17%	30%	35%	17%	0%	0%
LEP Status	Non-LEP	55	0%	0%	9%	45%	38%	7%	0%	0%
	LEP	21	0%	0%	10%	38%	38%	10%	5%	0%

*Fewer than 5, not reported.

Table 7 provides 2010-11 benchmark data for grade 8 Immersion students in speaking disaggregated by native language (“English or Other” and “Spanish”), race/ethnicity, gender, economic status, and limited English proficiency (LEP) status. Disability status is not included because the number of students with disabilities was too small to report. In addition, advanced level scores are not included, as they were not in use on the Classic STAMP assessment.

Table 7: Classic STAMP Speaking Test Results for Grade 8 Immersion, 2010-2011

Group		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
All Students		84	0%	0%	2%	90%	7%	0%
Native English or Other		48	0%	0%	2%	96%	2%	0%
Native Spanish Speaker		36	0%	0%	3%	83%	14%	0%
Race/Ethnicity	Asian	*	*	*	*	*	*	*
	Black	5	0%	0%	0%	100%	0%	0%
	Hispanic	46	0%	0%	2%	87%	11%	0%
	White	29	0%	0%	3%	93%	3%	0%
	Other	*	*	*	*	*	*	*
Gender	Female	48	0%	0%	0%	96%	4%	0%
	Male	36	0%	0%	6%	83%	11%	0%
Economic Status	Non-Disadvantaged	62	0%	0%	3%	92%	5%	0%
	Disadvantaged	22	0%	0%	0%	86%	14%	0%
LEP Status	Non-LEP	65	0%	0%	2%	92%	6%	0%
	LEP	19	0%	0%	5%	84%	11%	0%

*Fewer than 5, not reported.

STAMP Results for High School Level 3 Students

At the high school level, seven languages are offered at multiple levels: Arabic, Chinese, French, German, Japanese, Latin, and Spanish. With the exception of Latin, students enrolled in a level 3 course take the STAMP assessment each spring. Students who have taken level 3 of a language are expected to achieve test results in the Novice-High to Intermediate-Low range.

READING – HIGH SCHOOL RESULTS

Table 8 provides five years of benchmark data in reading for all high school students enrolled in a world language class. Advanced level scores were first introduced in 2011-12.

Table 8: STAMP Reading Test Results for High School World Languages: All Languages

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
All Languages	2011-12	826	1%	7%	15%	22%	29%	13%	10%	2%	0%
	2010-11	839	12%	24%	39%	22%	3%	0%	n/a	n/a	n/a
	2009-10	768	12%	26%	38%	19%	4%	0%	n/a	n/a	n/a
	2008-09	735	11%	25%	40%	21%	4%	0%	n/a	n/a	n/a
	2007-08	746	12%	40%	31%	13%	4%	0%	n/a	n/a	n/a

Table 9 provides five years of benchmark data in reading for high school students enrolled in French language classes. Advanced level scores were first introduced in 2011-12.

Table 9: STAMP Reading Test Results for High School World Languages: French

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
French	2011-12	235	1%	4%	12%	27%	48%	7%	0%	0%	0%
	2010-11	262	14%	23%	32%	26%	5%	0%	n/a	n/a	n/a
	2009-10	236	12%	22%	32%	25%	9%	0%	n/a	n/a	n/a
	2008-09	226	9%	23%	33%	28%	7%	0%	n/a	n/a	n/a
	2007-08	175	7%	29%	40%	14%	10%	0%	n/a	n/a	n/a

Table 10 provides five years of benchmark data in reading for high school students enrolled in German language classes. Advanced level scores were first introduced in 2011-12.

Table 10: STAMP Reading Test Results for High School World Languages: German

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
German	2011-12	25	4%	48%	8%	40%	0%	0%	0%	0%	0%
	2010-11	20	5%	45%	20%	30%	0%	0%	n/a	n/a	n/a
	2009-10	17	12%	18%	41%	29%	0%	0%	n/a	n/a	n/a
	2008-09	20	0%	20%	35%	40%	5%	0%	n/a	n/a	n/a
	2007-08	10	0%	40%	40%	20%	0%	0%	n/a	n/a	n/a

Table 11 provides five years of benchmark data in reading for high school students enrolled in Spanish language classes. Advanced level scores were first introduced in 2011-12.

Table 11: STAMP Reading Test Results for High School World Languages: Spanish

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Spanish	2011-12	524	0%	5%	16%	19%	24%	18%	15%	3%	0%
	2010-11	538	11%	23%	44%	20%	2%	0%	n/a	n/a	n/a
	2009-10	515	12%	29%	41%	16%	3%	0%	n/a	n/a	n/a
	2008-09	489	12%	26%	43%	17%	2%	0%	n/a	n/a	n/a
	2007-08	561	14%	43%	28%	13%	2%	0%	n/a	n/a	n/a

Table 12 provides one year of data in reading for high school students enrolled in Arabic language classes. The Arabic assessment was administered for the first time in 2011-12, so no data exists for prior years.

Table 12: STAMP Reading Test Results for High School World Languages: Arabic

		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Arabic	2011-12	13	0%	8%	62%	8%	15%	0%	0%	0%	8%

Table 13 provides two years of data in reading for high school students enrolled in Chinese language classes. The Chinese Simplified assessment was administered for the first time in 2010-2011, so no data exists for prior years. Advanced level scores are not included in the 2010-11 data, however, as they were not used prior to 2011-12.

Table 13: STAMP Reading Test Results for High School World Languages: Chinese Simplified

		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Chinese Simplified	2011-12	12	0%	100%	0%	0%	0%	0%	0%	0%	0%
	2010-11	17	35%	24%	24%	12%	6%	0%	n/a	n/a	n/a

Table 14 provides two years of benchmark data in reading for high school students enrolled in Japanese language classes. The Japanese assessment was administered for the first time in 2010-11, so no data exists for prior years. Advanced level scores are not included in the 2010-11 data, however, as they were not used prior to 2011-12.

Table 14: STAMP Reading Test Results for High School World Languages: Japanese

		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Japanese	2011-12	17	0%	6%	35%	18%	24%	6%	6%	6%	0%
	2010-11	*	*	*	*	*	*	*	n/a	n/a	n/a

*Fewer than 5, not reported.

READING – HIGH SCHOOL RESULTS by LANGUAGE and RACE/ETHNICITY

Table 15 provides five years of benchmark data in reading for high school students enrolled in French language classes disaggregated by race/ethnicity. Advanced level scores were first introduced in 2011-12.

Table 15: STAMP Reading Test Results by Race/Ethnicity for High School World Languages: French

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
2011-12	Asian	30	3%	10%	13%	43%	27%	3%	0%	0%	0%
	Black	21	0%	19%	24%	19%	33%	5%	0%	0%	0%
	Hispanic	36	0%	0%	17%	31%	53%	0%	0%	0%	0%
	White	137	1%	2%	8%	23%	55%	9%	1%	0%	0%
	Other	11	0%	0%	18%	45%	27%	9%	0%	0%	0%
2010-11	Asian	24	13%	25%	46%	13%	4%	0%	n/a	n/a	n/a
	Black	30	23%	30%	33%	13%	0%	0%	n/a	n/a	n/a
	Hispanic	42	24%	24%	26%	26%	0%	0%	n/a	n/a	n/a
	White	153	8%	21%	33%	32%	6%	0%	n/a	n/a	n/a
	Other	13	31%	23%	15%	15%	15%	0%	n/a	n/a	n/a
2009-10	Asian	23	9%	35%	43%	13%	0%	0%	n/a	n/a	n/a
	Black	26	35%	35%	19%	12%	0%	0%	n/a	n/a	n/a
	Hispanic	24	8%	33%	21%	29%	8%	0%	n/a	n/a	n/a
	White	161	9%	16%	34%	29%	12%	0%	n/a	n/a	n/a
	Other	*	*	*	*	*	*	*	n/a	n/a	n/a
2008-09	Asian	30	17%	23%	27%	30%	3%	0%	n/a	n/a	n/a
	Black	20	35%	25%	25%	15%	0%	0%	n/a	n/a	n/a
	Hispanic	42	7%	31%	43%	19%	0%	0%	n/a	n/a	n/a
	White	130	5%	18%	34%	33%	10%	0%	n/a	n/a	n/a
	Other	*	*	*	*	*	*	*	n/a	n/a	n/a
2007-08	Asian	23	4%	48%	26%	13%	9%	0%	n/a	n/a	n/a
	Black	12	25%	17%	58%	0%	0%	0%	n/a	n/a	n/a
	Hispanic	19	11%	37%	32%	16%	5%	0%	n/a	n/a	n/a
	White	119	6%	25%	43%	14%	12%	0%	n/a	n/a	n/a
	Other	*	*	*	*	*	*	*	n/a	n/a	n/a

*Fewer than 5, not reported.

Table 16 provides five years of benchmark data in reading for high school students enrolled in German language classes disaggregated by race/ethnicity. Advanced level scores were first introduced in 2011-12.

Table 16: STAMP Reading Test Results by Race/Ethnicity for High School World Languages: German

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
2011-12	Asian	*	*	*	*	*	*	*	*	*	*
	Black	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	6	0%	67%	17%	17%	0%	0%	0%	0%	0%
	White	16	6%	31%	6%	56%	0%	0%	0%	0%	0%
	Other	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2010-11	Asian	*	*	*	*	*	*	*	n/a	n/a	n/a
	Black	0	n/a	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a
	Hispanic	*	*	*	*	*	*	*	n/a	n/a	n/a
	White	13	8%	23%	31%	38%	0%	13	n/a	n/a	n/a
	Other	*	*	*	*	*	*	*	n/a	n/a	n/a
2009-10	Asian	0	n/a	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a
	Black	0	n/a	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a
	Hispanic	0	n/a	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a
	White	17	12%	18%	41%	29%	0%	17	n/a	n/a	n/a
	Other	0	n/a	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a
2008-09	Asian	*	*	*	*	*	*	*	n/a	n/a	n/a
	Black	0	n/a	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a
	Hispanic	*	*	*	*	*	*	*	n/a	n/a	n/a
	White	17	0%	24%	35%	41%	0%	17	n/a	n/a	n/a
	Other	0	n/a	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a
2007-08	Asian	*	*	*	*	*	*	*	n/a	n/a	n/a
	Black	0	n/a	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a
	Hispanic	0	n/a	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a
	White	9	0%	33%	44%	22%	0%	9	n/a	n/a	n/a
	Other	0	n/a	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a

*Fewer than 5, not reported.

Table 17 provides five years of benchmark data in reading for high school students enrolled in Spanish language classes disaggregated by race/ethnicity. Advanced level scores were first introduced in 2011-12.

Table 17: STAMP Reading Test Results by Race/Ethnicity for High School World Languages: Spanish

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
2011-12	Asian	59	0%	5%	17%	22%	31%	12%	12%	2%	0%
	Black	69	0%	14%	33%	28%	16%	3%	4%	1%	0%
	Hispanic	91	1%	5%	13%	25%	29%	13%	10%	3%	0%
	White	276	0%	2%	12%	14%	23%	25%	21%	4%	0%
	Other	29	0%	3%	17%	28%	21%	7%	17%	7%	0%
2010-11	Asian	57	11%	39%	33%	18%	0%	0%	n/a	n/a	n/a
	Black	81	31%	32%	31%	6%	0%	0%	n/a	n/a	n/a
	Hispanic	94	11%	22%	41%	22%	3%	0%	n/a	n/a	n/a
	White	277	5%	17%	51%	24%	3%	0%	n/a	n/a	n/a
	Other	29	7%	31%	41%	17%	3%	0%	n/a	n/a	n/a
2009-10	Asian	86	13%	37%	38%	12%	0%	0%	n/a	n/a	n/a
	Black	100	33%	32%	29%	6%	0%	0%	n/a	n/a	n/a
	Hispanic	48	2%	31%	44%	19%	4%	0%	n/a	n/a	n/a
	White	279	6%	24%	46%	20%	4%	0%	n/a	n/a	n/a
	Other	*	*	*	*	*	*	*	n/a	n/a	n/a
2008-09	Asian	84	14%	35%	40%	11%	0%	0%	n/a	n/a	n/a
	Black	92	29%	37%	25%	9%	0%	0%	n/a	n/a	n/a
	Hispanic	50	8%	24%	42%	20%	6%	0%	n/a	n/a	n/a
	White	257	6%	19%	51%	21%	3%	0%	n/a	n/a	n/a
	Other	6	0%	50%	50%	0%	0%	0%	n/a	n/a	n/a
2007-08	Asian	60	25%	50%	20%	5%	0%	0%	n/a	n/a	n/a
	Black	66	33%	55%	12%	0%	0%	0%	n/a	n/a	n/a
	Hispanic	164	12%	35%	32%	18%	3%	0%	n/a	n/a	n/a
	White	267	7%	45%	31%	15%	3%	0%	n/a	n/a	n/a
	Other	*	*	*	*	*	*	*	n/a	n/a	n/a

*Fewer than 5, not reported.

READING – HIGH SCHOOL RESULTS by LANGUAGE and GENDER

Table 18 provides five years of benchmark data in reading for high school students enrolled in French language classes disaggregated by gender. Advanced level scores were first introduced in 2011-12.

Table 18: STAMP Reading Test Results by Gender for High School World Languages: French

School Year	Gender	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
2011-12	Female	143	1%	3%	11%	26%	50%	7%	1%	0%	0%
	Male	92	1%	5%	13%	29%	45%	7%	0%	0%	0%
2010-11	Female	165	11%	27%	33%	24%	5%	0%	n/a	n/a	n/a
	Male	97	19%	15%	32%	30%	4%	0%	n/a	n/a	n/a
2009-10	Female	143	13%	19%	33%	26%	10%	0%	n/a	n/a	n/a
	Male	93	11%	27%	31%	24%	8%	0%	n/a	n/a	n/a
2008-09	Female	138	6%	22%	35%	30%	8%	0%	n/a	n/a	n/a
	Male	88	15%	24%	31%	26%	5%	0%	n/a	n/a	n/a
2007-08	Female	98	9%	29%	33%	17%	12%	0%	n/a	n/a	n/a
	Male	77	5%	29%	49%	9%	8%	0%	n/a	n/a	n/a

*Fewer than 5, not reported.

Table 19 provides five years of benchmark data in reading for high school students enrolled in German language classes disaggregated by gender. Advanced level scores were first introduced in 2011-12.

**Table 19: STAMP Reading Test Results by Gender for
High School World Languages: German**

School Year	Gender	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
2011-12	Female	13	8%	31%	8%	54%	0%	0%	0%	0%	0%
	Male	12	0%	67%	8%	25%	0%	0%	0%	0%	0%
2010-11	Female	8	13%	25%	13%	50%	0%	0%	n/a	n/a	n/a
	Male	12	0%	58%	25%	17%	0%	0%	n/a	n/a	n/a
2009-10	Female	8	0%	13%	50%	38%	0%	0%	n/a	n/a	n/a
	Male	9	22%	22%	33%	22%	0%	0%	n/a	n/a	n/a
2008-09	Female	15	0%	20%	27%	47%	7%	0%	n/a	n/a	n/a
	Male	5	0%	20%	60%	20%	0%	0%	n/a	n/a	n/a
2007-08	Female	6	0%	33%	33%	33%	0%	0%	n/a	n/a	n/a
	Male	*	*	*	*	*	*	*	n/a	n/a	n/a

*Fewer than 5, not reported.

Table 20 provides five years of benchmark data in reading for high school students enrolled in Spanish language classes disaggregated by gender. Advanced level scores were first introduced in 2011-12.

Table 20: STAMP Reading Test Results by Gender for High School World Languages: Spanish

School Year	Gender	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
2011-12	Female	265	0%	3%	16%	20%	25%	16%	17%	3%	0%
	Male	259	0%	6%	15%	19%	23%	19%	14%	3%	0%
2010-11	Female	266	12%	22%	44%	20%	2%	0%	n/a	n/a	n/a
	Male	272	10%	25%	43%	20%	3%	0%	n/a	n/a	n/a
2009-10	Female	257	10%	29%	42%	16%	4%	0%	n/a	n/a	n/a
	Male	258	14%	28%	40%	16%	2%	0%	n/a	n/a	n/a
2008-09	Female	260	10%	26%	45%	17%	2%	0%	n/a	n/a	n/a
	Male	229	14%	27%	41%	16%	2%	0%	n/a	n/a	n/a
2007-08	Female	319	12%	45%	28%	13%	1%	0%	n/a	n/a	n/a
	Male	242	16%	40%	28%	13%	3%	0%	n/a	n/a	n/a

*Fewer than 5, not reported.

READING – HIGH SCHOOL RESULTS by LANGUAGE and ECONOMIC STATUS

Table 21 provides five years of benchmark data in reading for high school students enrolled in French language classes disaggregated by economic status. Advanced level scores were first introduced in 2011-12.

Table 21: STAMP Reading Test Results by Economic Status for High School World Languages: French

School Year	Economic Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
2011-12	Non-Disadvantaged	199	2%	4%	11%	27%	50%	7%	1%	0%	0%
	Disadvantaged	36	0%	8%	17%	31%	39%	6%	0%	0%	0%
2010-11	Non-Disadvantaged	211	13%	21%	33%	27%	5%	0%	n/a	n/a	n/a
	Disadvantaged	51	16%	31%	29%	22%	2%	0%	n/a	n/a	n/a
2009-10	Non-Disadvantaged	203	12%	19%	34%	26%	9%	0%	n/a	n/a	n/a
	Disadvantaged	33	12%	42%	21%	18%	6%	0%	n/a	n/a	n/a
2008-09	Non-Disadvantaged	183	7%	21%	34%	30%	8%	0%	n/a	n/a	n/a
	Disadvantaged	43	21%	28%	28%	23%	0%	0%	n/a	n/a	n/a
2007-08	Non-Disadvantaged	149	5%	28%	41%	15%	12%	0%	n/a	n/a	n/a
	Disadvantaged	26	23%	35%	35%	8%	0%	0%	n/a	n/a	n/a

Table 22 provides five years of benchmark data in reading for high school students enrolled in German language classes disaggregated by economic status. Advanced level scores were first introduced in 2011-12.

Table 22: STAMP Reading Test Results by Economic Status for High School World Languages: German

School Year	Economic Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
2011-12	Non-Disadvantaged	21	5%	43%	10%	43%	0%	0%	0%	0%	0%
	Disadvantaged	*	*	*	*	*	*	*	*	*	*
2010-11	Non-Disadvantaged	17	6%	35%	24%	35%	0%	0%	n/a	n/a	n/a
	Disadvantaged	*	*	*	*	*	*	*	n/a	n/a	n/a
2009-10	Non-Disadvantaged	17	12%	18%	41%	29%	0%	0%	n/a	n/a	n/a
	Disadvantaged	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008-09	Non-Disadvantaged	19	0%	21%	37%	42%	0%	0%	n/a	n/a	n/a
	Disadvantaged	*	*	*	*	*	*	*	n/a	n/a	n/a
2007-08	Non-Disadvantaged	9	0%	33%	44%	22%	0%	0%	n/a	n/a	n/a
	Disadvantaged	*	*	*	*	*	*	*	n/a	n/a	n/a

*Fewer than 5, not reported.

Table 23 provides five years of benchmark data in reading for high school students enrolled in Spanish language classes disaggregated by economic status. Advanced level scores were first introduced in 2011-12.

Table 23: STAMP Reading Test Results by Economic Status for High School World Languages: Spanish

School Year	Economic Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
2011-12	Non-Disadvantaged	410	0%	3%	13%	17%	24%	21%	17%	4%	0%
	Disadvantaged	114	1%	9%	25%	27%	23%	6%	9%	1%	0%
2010-11	Non-Disadvantaged	436	8%	20%	47%	22%	3%	0%	n/a	n/a	n/a
	Disadvantaged	102	23%	35%	31%	11%	0%	0%	n/a	n/a	n/a
2009-10	Non-Disadvantaged	412	11%	26%	42%	17%	3%	0%	n/a	n/a	n/a
	Disadvantaged	103	16%	37%	37%	11%	0%	0%	n/a	n/a	n/a
2008-09	Non-Disadvantaged	394	10%	24%	45%	19%	2%	0%	n/a	n/a	n/a
	Disadvantaged	95	20%	37%	35%	6%	2%	0%	n/a	n/a	n/a
2007-08	Non-Disadvantaged	421	12%	44%	28%	13%	2%	0%	n/a	n/a	n/a
	Disadvantaged	140	18%	40%	26%	13%	3%	0%	n/a	n/a	n/a

READING – HIGH SCHOOL RESULTS by LANGUAGE and LEP STATUS

Table 24 provides five years of benchmark data in reading for high school students enrolled in French language classes disaggregated by limited English proficiency (LEP) status. Advanced level scores were first introduced in 2011-12.

**Table 24: STAMP Reading Test Results by LEP Status for
High School World Languages: French**

School Year	LEP Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
2011-12	Non-LEP	198	2%	4%	11%	27%	49%	7%	1%	0%	0%
	LEP	37	0%	5%	16%	30%	43%	5%	0%	0%	0%
2010-11	Non-LEP	229	12%	21%	36%	26%	4%	0%	n/a	n/a	n/a
	LEP	33	24%	33%	9%	27%	6%	0%	n/a	n/a	n/a
2009-10	Non-LEP	221	12%	19%	33%	26%	10%	0%	n/a	n/a	n/a
	LEP	15	7%	60%	27%	7%	0%	0%	n/a	n/a	n/a
2008-09	Non-LEP	197	7%	23%	33%	30%	8%	0%	n/a	n/a	n/a
	LEP	29	28%	21%	34%	17%	0%	0%	n/a	n/a	n/a
2007-08	Non-LEP	159	6%	30%	41%	13%	11%	0%	n/a	n/a	n/a
	LEP	16	25%	19%	31%	19%	6%	0%	n/a	n/a	n/a

Table 25 provides five years of benchmark data in reading for high school students enrolled in German language classes disaggregated by LEP status. Advanced level scores were first introduced in 2011-12.

Table 25: STAMP Reading Test Results by LEP Status for High School World Languages: German

School Year	LEP Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
2011-12	Non-LEP	23	4%	43%	9%	43%	0%	0%	0%	0%	0%
	LEP	*	*	*	*	*	*	*	*	*	*
2010-11	Non-LEP	17	6%	41%	18%	35%	0%	0%	n/a	n/a	n/a
	LEP	*	*	*	*	*	*	*	n/a	n/a	n/a
2009-10	Non-LEP	17	12%	18%	41%	29%	0%	0%	n/a	n/a	n/a
	LEP	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008-09	Non-LEP	18	0%	22%	39%	39%	0%	0%	n/a	n/a	n/a
	LEP	*	*	*	*	*	*	*	n/a	n/a	n/a
2007-08	Non-LEP	9	0%	33%	44%	22%	0%	0%	n/a	n/a	n/a
	LEP	*	*	*	*	*	*	*	n/a	n/a	n/a

*Fewer than 5, not reported.

Table 26 provides five years of benchmark data in reading for high school students enrolled in Spanish language classes disaggregated by LEP status. Advanced level scores were first introduced in 2011-12.

Table 26: STAMP Reading Test Results by LEP Status for High School World Languages: Spanish

School Year	LEP Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
2011-12	Non-LEP	445	0%	4%	15%	17%	24%	19%	16%	4%	0%
	LEP	79	1%	5%	20%	33%	22%	9%	10%	0%	0%
2010-11	Non-LEP	482	9%	21%	45%	21%	3%	0%	n/a	n/a	n/a
	LEP	56	23%	39%	29%	9%	0%	0%	n/a	n/a	n/a
2009-10	Non-LEP	461	13%	27%	42%	16%	3%	0%	n/a	n/a	n/a
	LEP	54	9%	43%	33%	13%	2%	0%	n/a	n/a	n/a
2008-09	Non-LEP	432	11%	24%	44%	19%	2%	0%	n/a	n/a	n/a
	LEP	57	21%	40%	35%	2%	2%	0%	n/a	n/a	n/a
2007-08	Non-LEP	454	12%	45%	29%	13%	1%	0%	n/a	n/a	n/a
	LEP	107	21%	37%	23%	11%	7%	0%	n/a	n/a	n/a

READING – HIGH SCHOOL RESULTS by LANGUAGE and DISABILITY STATUS

Table 27 provides five years of benchmark data in reading for high school students enrolled in French language classes disaggregated by disability status. Advanced level scores were first introduced in 2011-12.

Table 27: STAMP Reading Test Results by Disability Status for High School World Languages: French

School Year	Disability Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
2011-12	Non-Disabled	223	1%	4%	11%	27%	49%	7%	0%	0%	0%
	Disabled	12	8%	17%	25%	25%	25%	0%	0%	0%	0%
2010-11	Non-Disabled	255	13%	23%	33%	26%	5%	0%	n/a	n/a	n/a
	Disabled	7	29%	14%	29%	29%	0%	0%	n/a	n/a	n/a
2009-10	Non-Disabled	226	11%	22%	32%	26%	9%	0%	n/a	n/a	n/a
	Disabled	10	40%	30%	30%	0%	0%	0%	n/a	n/a	n/a
2008-09	Non-Disabled	222	9%	23%	33%	27%	7%	0%	n/a	n/a	n/a
	Disabled	*	*	*	*	*	*	*	n/a	n/a	n/a
2007-08	Non-Disabled	169	8%	28%	40%	14%	11%	0%	n/a	n/a	n/a
	Disabled	6	0%	50%	50%	0%	0%	0%	n/a	n/a	n/a

*Fewer than 5, not reported.

Table 28 provides five years of benchmark data in reading for high school students enrolled in German language classes disaggregated by disability status. Advanced level scores were first introduced in 2011-12.

Table 28: STAMP Reading Test Results by Disability Status for High School World Languages: German

School Year	Disability Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
2011-12	Non-Disabled	23	4%	43%	9%	43%	0%	0%	0%	0%	0%
	Disabled	*	*	*	*	*	*	*	*	*	*
2010-11	Non-Disabled	17	6%	41%	24%	29%	0%	0%	n/a	n/a	n/a
	Disabled	*	*	*	*	*	*	*	n/a	n/a	n/a
2009-10	Non-Disabled	13	8%	15%	46%	31%	0%	0%	n/a	n/a	n/a
	Disabled	*	*	*	*	*	*	*	n/a	n/a	n/a
2008-09	Non-Disabled	19	0%	16%	37%	42%	5%	0%	n/a	n/a	n/a
	Disabled	*	*	*	*	*	*	*	n/a	n/a	n/a
2007-08	Non-Disabled	10	0%	40%	40%	20%	0%	0%	n/a	n/a	n/a
	Disabled	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

*Fewer than 5, not reported.

Table 29 provides five years of benchmark data in reading for high school students enrolled in Spanish language classes disaggregated by disability status. Advanced level scores were first introduced in 2011-12.

Table 29: STAMP Reading Test Results by Disability Status for High School World Languages: Spanish

School Year	Disability Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
2011-12	Non-Disabled	494	0%	4%	15%	19%	24%	18%	16%	3%	0%
	Disabled	30	0%	7%	23%	33%	17%	10%	10%	0%	0%
2010-11	Non-Disabled	510	10%	23%	44%	21%	2%	0%	n/a	n/a	n/a
	Disabled	28	18%	25%	43%	11%	4%	0%	n/a	n/a	n/a
2009-10	Non-Disabled	479	11%	29%	41%	16%	3%	0%	n/a	n/a	n/a
	Disabled	36	25%	19%	36%	17%	3%	0%	n/a	n/a	n/a
2008-09	Non-Disabled	472	12%	25%	44%	17%	2%	0%	n/a	n/a	n/a
	Disabled	17	6%	53%	29%	12%	0%	0%	n/a	n/a	n/a
2007-08	Non-Disabled	535	13%	44%	28%	13%	2%	0%	n/a	n/a	n/a
	Disabled	26	27%	27%	23%	19%	4%	0%	n/a	n/a	n/a

LISTENING - HIGH SCHOOL RESULTS by LANGUAGE

Note on German Listening Scores

The German Listening section of the STAMP4S has several issues that resulted in inaccurately reported proficiency levels. For that reason, Avant Assessment returned to offering clients the German Classic STAMP until the German listening section is updated. This should be considered when evaluating the German Listening scores².

Table 30 provides one year of STAMP 4S benchmark data in listening for high school students enrolled in Arabic, Chinese Simplified, French, German, Japanese, and Spanish language classes. The Listening subtest was administered for the first time in 2011-2012, so no data exists for prior years.

Table 30: STAMP 4S Listening Test Results for High School World Languages, 2011-12

Language	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Arabic	10	0%	20%	40%	10%	20%	0%	0%	10%	0%
Chinese Simplified	12	17%	50%	0%	17%	17%	0%	0%	0%	0%
French	233	2%	24%	49%	12%	5%	3%	3%	1%	0%
German	25	8%	4%	0%	4%	16%	12%	32%	24%	0%
Japanese	17	0%	18%	53%	18%	12%	0%	0%	0%	0%
Spanish	511	1%	16%	47%	18%	9%	5%	3%	1%	0%
All Languages	808	1%	19%	46%	16%	9%	4%	4%	2%	0%

² Avant Assessment

LISTENING – HIGH SCHOOL RESULTS by LANGUAGE and RACE/ETHNICITY

Table 31 provides STAMP 4S benchmark data in listening for high school students enrolled in French, German, and Spanish language classes disaggregated by race/ethnicity. The Listening subtest was administered for the first time in 2011-2012, so no data exists for prior years.

Table 31: STAMP 4S Listening Test Results by Race/Ethnicity for High School World Languages, 2011-12

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
French	Asian	30	7%	37%	40%	17%	0%	0%	0%	0%	0%
	Black	20	5%	30%	50%	5%	0%	0%	10%	0%	0%
	Hispanic	36	0%	25%	56%	8%	11%	0%	0%	0%	0%
	White	136	1%	21%	49%	13%	5%	5%	4%	2%	0%
	Other	11	0%	27%	55%	9%	9%	0%	0%	0%	0%
German	Asian	*	*	*	*	*	*	*	*	*	*
	Black	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	6	0%	17%	0%	17%	17%	17%	33%	0%	0%
	White	16	6%	0%	0%	0%	19%	13%	25%	38%	0%
	Other	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Spanish	Asian	57	0%	16%	61%	19%	4%	0%	0%	0%	0%
	Black	65	2%	42%	45%	8%	3%	2%	0%	0%	0%
	Hispanic	88	0%	11%	30%	19%	15%	11%	11%	1%	1%
	White	274	1%	11%	50%	21%	10%	4%	2%	1%	0%
	Other	27	4%	26%	48%	15%	7%	0%	0%	0%	0%

*Fewer than 5, not reported.

LISTENING – HIGH SCHOOL RESULTS by LANGUAGE and GENDER

Table 32 provides STAMP 4S benchmark data in listening for high school students enrolled in French, German, and Spanish language classes disaggregated by gender. The Listening subtest was administered for the first time in 2011-2012, so no data exists for prior years.

Table 32: STAMP 4S Listening Test Results by Gender for High School World Languages, 2011-12

Language	Gender	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
French	Female	141	1%	21%	51%	13%	6%	4%	2%	1%	0%
	Male	92	2%	29%	47%	10%	4%	2%	4%	1%	0%
German	Female	13	15%	8%	0%	0%	15%	0%	31%	31%	0%
	Male	12	0%	0%	0%	8%	17%	25%	33%	17%	0%
Spanish	Female	259	1%	15%	45%	19%	10%	6%	2%	0%	0%
	Male	252	0%	17%	49%	17%	8%	3%	4%	1%	0%

LISTENING – HIGH SCHOOL RESULTS by LANGUAGE and ECONOMIC STATUS

Table 33 provides STAMP 4S benchmark data in listening for high school students enrolled in French, German, and Spanish language classes disaggregated by economic status. The Listening subtest was administered for the first time in 2011-2012, so no data exists for prior years.

Table 33: STAMP 4S Listening Test Results by Economic Status for High School World Languages, 2011-12

Language	Economic Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
French	Non-Disadvantaged	198	1%	25%	49%	11%	6%	4%	4%	2%	0%
	Disadvantaged	35	6%	23%	51%	17%	3%	0%	0%	0%	0%
German	Non-Disadvantaged	21	5%	0%	0%	0%	19%	14%	33%	29%	0%
	Disadvantaged	*	*	*	*	*	*	*	*	*	*
Spanish	Non-Disadvantaged	404	1%	16%	47%	20%	10%	4%	3%	0%	0%
	Disadvantaged	107	1%	19%	50%	14%	7%	5%	4%	1%	0%

*Fewer than 5, not reported.

LISTENING – HIGH SCHOOL RESULTS by LANGUAGE and LEP STATUS

Table 34 provides STAMP 4S benchmark data in listening for high school students enrolled in French, German, and Spanish language classes disaggregated by limited English proficiency (LEP) status. The Listening subtest was administered for the first time in 2011-2012, so no data exists for prior years.

Table 34: STAMP 4S Listening Test Results by LEP Status for High School World Languages, 2011-12

Language	LEP Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
French	Non-LEP	197	2%	24%	49%	12%	5%	4%	4%	2%	0%
	LEP	36	3%	28%	50%	11%	8%	0%	0%	0%	0%
German	Non-LEP	23	4%	4%	0%	4%	17%	13%	30%	26%	0%
	LEP	*	*	*	*	*	*	*	*	*	*
Spanish	Non-LEP	435	1%	17%	47%	19%	9%	4%	2%	1%	0%
	LEP	76	0%	12%	49%	13%	13%	7%	7%	0%	0%

*Fewer than 5, not reported.

LISTENING – HIGH SCHOOL RESULTS by LANGUAGE and DISABILITY STATUS

Table 35 provides STAMP 4S benchmark data in listening for high school students enrolled in French, German, and Spanish language classes disaggregated by disability status. The Listening subtest was administered for the first time in 2011-2012, so no data exists for prior years.

Table 35: STAMP 4S Listening Test Results by Disability Status for High School World Languages, 2011-12

Language	Disability Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
French	Non-Disabled	221	2%	24%	49%	13%	5%	3%	3%	1%	0%
	Disabled	12	0%	33%	58%	0%	0%	0%	8%	0%	0%
German	Non-Disabled	23	9%	4%	0%	4%	13%	13%	30%	26%	0%
	Disabled	*	*	*	*	*	*	*	*	*	*
Spanish	Non-Disabled	481	1%	16%	48%	18%	9%	4%	3%	1%	0%
	Disabled	30	0%	20%	33%	20%	10%	7%	7%	0%	3%

*Fewer than 5, not reported.

WRITING – HIGH SCHOOL RESULTS

Table 36 provides five years of benchmark data in writing for all high school students enrolled in a world language class. Advanced level scores were first introduced in 2011-12.

Table 36: STAMP Writing Test Results for High School World Languages: All Languages

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
All Languages	2011-12	805	0%	2%	39%	53%	5%	0%	0%	0%
	2010-11	832	0%	1%	16%	76%	6%	1%	n/a	n/a
	2009-10	764	0%	1%	27%	62%	9%	0%	n/a	n/a
	2008-09	728	0%	4%	52%	40%	3%	0%	n/a	n/a
	2007-08	727	1%	4%	44%	46%	4%	1%	n/a	n/a

Table 37 provides five years of benchmark data in writing for high school students enrolled in French language classes. Advanced level scores were first introduced in 2011-12.

Table 37: STAMP Writing Test Results for High School World Languages: French

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
French	2011-12	232	0%	0%	50%	49%	0%	0%	0%	0%
	2010-11	261	0%	1%	11%	81%	7%	0%	n/a	n/a
	2009-10	237	0%	0%	16%	76%	7%	0%	n/a	n/a
	2008-09	224	0%	4%	52%	42%	2%	0%	n/a	n/a
	2007-08	172	1%	3%	47%	40%	9%	1%	n/a	n/a

Table 38 provides five years of benchmark data in writing for high school students enrolled in German language classes. Advanced level scores were first introduced in 2011-12.

Table 38: STAMP Writing Test Results for High School World Languages: German

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
German	2011-12	25	0%	4%	36%	60%	0%	0%	0%	0%
	2010-11	20	0%	0%	60%	25%	10%	5%	n/a	n/a
	2009-10	17	0%	0%	6%	53%	29%	12%	n/a	n/a
	2008-09	20	0%	0%	25%	65%	10%	0%	n/a	n/a
	2007-08	10	0%	0%	20%	80%	0%	0%	n/a	n/a

Table 39 provides five years of benchmark data in writing for high school students enrolled in Spanish language classes. Advanced level scores were first introduced in 2011-12.

Table 39: STAMP Writing Test Results for High School World Languages: Spanish

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
Spanish	2011-12	508	1%	2%	34%	55%	6%	1%	0%	0%
	2010-11	533	0%	1%	17%	76%	6%	1%	n/a	n/a
	2009-10	510	0%	2%	33%	56%	8%	0%	n/a	n/a
	2008-09	484	1%	4%	53%	38%	4%	0%	n/a	n/a
	2007-08	545	1%	4%	44%	47%	3%	0%	n/a	n/a

Table 40 provides one year of data in writing for high school students enrolled in Arabic language classes. The Arabic assessment was administered for the first time in 2011-12, so no data exists for prior years.

Table 40: STAMP Writing Test Results for High School World Languages: Arabic

		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
Arabic	2011-12	12	0%	17%	25%	33%	25%	0%	0%	8%

Table 41 provides two years of data in writing for high school students enrolled in Chinese language classes. The Chinese Simplified assessment was administered for the first time in 2010-2011, so no data exists for prior years. Advanced level scores are not included in the 2010-11 data, however, as they were not used prior to 2011-12.

Table 41: STAMP Writing Test Results for High School World Languages: Chinese Simplified

		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
Chinese Simplified	2011-12	11	0%	0%	55%	45%	0%	0%	0%	0%
	2010-11	17	0%	6%	6%	59%	18%	12%	17	0%

Table 42 provides two years of benchmark data in writing for high school students enrolled in Japanese language classes. The Japanese assessment was administered for the first time in 2010-11, so no data exists for prior years. Advanced level scores are not included in the 2010-11 data, however, as they were not used prior to 2011-12.

Table 42: STAMP Writing Test Results for High School World Languages: Japanese

		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
Japanese	2011-12	17	0%	0%	29%	53%	18%	0%	0%	0%
	2010-11	*	*	*	*	*	*	*	n/a	n/a

*Fewer than 5, not reported.

WRITING – HIGH SCHOOL RESULTS by LANGUAGE and RACE/ETHNICITY

Table 43 provides five years of benchmark data in writing for high school students enrolled in French language classes disaggregated by race/ethnicity. Advanced level scores were first introduced in 2011-12.

Table 43: STAMP Writing Test Results by Race/Ethnicity for High School World Languages: French

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Asian	30	0%	0%	53%	47%	0%	0%	0%	0%
	Black	20	0%	5%	60%	35%	0%	0%	0%	0%
	Hispanic	36	0%	0%	69%	31%	0%	0%	0%	0%
	White	135	0%	0%	42%	57%	1%	0%	0%	0%
	Other	11	0%	0%	55%	45%	0%	0%	0%	0%
2010-11	Asian	24	0%	0%	8%	88%	4%	0%	n/a	n/a
	Black	30	0%	7%	27%	63%	3%	0%	n/a	n/a
	Hispanic	42	0%	0%	12%	83%	5%	0%	n/a	n/a
	White	153	0%	0%	9%	82%	8%	1%	n/a	n/a
	Other	12	0%	0%	8%	83%	8%	0%	n/a	n/a
2009-10	Asian	23	0%	0%	4%	87%	9%	0%	n/a	n/a
	Black	26	0%	0%	35%	65%	0%	0%	n/a	n/a
	Hispanic	24	0%	0%	17%	83%	0%	0%	n/a	n/a
	White	162	0%	0%	15%	75%	9%	0%	n/a	n/a
	Other	*	*	*	*	*	*	*	n/a	n/a
2008-09	Asian	29	0%	3%	48%	48%	0%	0%	n/a	n/a
	Black	19	0%	21%	58%	21%	0%	0%	n/a	n/a
	Hispanic	42	0%	5%	62%	33%	0%	0%	n/a	n/a
	White	130	0%	1%	48%	48%	3%	0%	n/a	n/a
	Other	*	*	*	*	*	*	*	n/a	n/a
2007-08	Asian	23	0%	0%	43%	43%	13%	0%	n/a	n/a
	Black	12	0%	17%	58%	25%	0%	0%	n/a	n/a
	Hispanic	17	0%	6%	65%	29%	0%	0%	n/a	n/a
	White	118	1%	2%	44%	42%	10%	2%	n/a	n/a
	Other	*	*	*	*	*	*	*	n/a	n/a

*Fewer than 5, not reported.

Table 44 provides five years of benchmark data in writing for high school students enrolled in German language classes disaggregated by race/ethnicity. Advanced level scores were first introduced in 2011-12.

Table 44: STAMP Writing Test Results by Race/Ethnicity for High School World Languages: German

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Asian	*	*	*	*	*	*	*	*	*
	Black	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	6	0%	0%	50%	50%	0%	0%	0%	0%
	White	16	0%	6%	31%	63%	0%	0%	0%	0%
	Other	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2010-11	Asian	*	*	*	*	*	*	*	n/a	n/a
	Black	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	*	*	*	*	*	*	*	n/a	n/a
	White	13	0%	0%	46%	38%	15%	0%	n/a	n/a
	Other	*	*	*	*	*	*	*	n/a	n/a
2009-10	Asian	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Black	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	White	17	0%	0%	6%	53%	29%	12%	n/a	n/a
	Other	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008-09	Asian	*	*	*	*	*	*	*	n/a	n/a
	Black	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	*	*	*	*	*	*	*	n/a	n/a
	White	17	0%	0%	24%	71%	6%	0%	n/a	n/a
	Other	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2007-08	Asian	*	*	*	*	*	*	*	n/a	n/a
	Black	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	White	9	0%	0%	22%	78%	0%	0%	n/a	n/a
	Other	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

*Fewer than 5, not reported.

Table 45 provides five years of benchmark data in writing for high school students enrolled in Spanish language classes disaggregated by race/ethnicity. Advanced level scores were first introduced in 2011-12.

Table 45: STAMP Writing Test Results by Race/Ethnicity for High School World Languages: Spanish

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Asian	57	0%	0%	39%	58%	2%	0%	2%	0%
	Black	67	1%	13%	54%	30%	1%	0%	0%	0%
	Hispanic	85	0%	2%	26%	58%	12%	2%	0%	0%
	White	271	0%	0%	33%	58%	7%	0%	1%	0%
	Other	28	7%	0%	18%	75%	0%	0%	0%	0%
2010-11	Asian	56	0%	0%	20%	75%	5%	0%	n/a	n/a
	Black	81	0%	2%	41%	56%	1%	0%	n/a	n/a
	Hispanic	93	0%	2%	13%	75%	9%	1%	n/a	n/a
	White	275	0%	1%	10%	83%	6%	1%	n/a	n/a
	Other	28	0%	0%	21%	71%	7%	0%	n/a	n/a
2009-10	Asian	85	1%	1%	31%	61%	6%	0%	n/a	n/a
	Black	97	0%	6%	53%	35%	6%	0%	n/a	n/a
	Hispanic	48	0%	0%	15%	73%	13%	0%	n/a	n/a
	White	278	0%	1%	31%	59%	9%	0%	n/a	n/a
	Other	*	*	*	*	*	*	*	n/a	n/a
2008-09	Asian	82	0%	4%	57%	39%	0%	0%	n/a	n/a
	Black	89	3%	13%	65%	17%	0%	1%	n/a	n/a
	Hispanic	50	0%	0%	44%	48%	8%	0%	n/a	n/a
	White	257	0%	1%	49%	44%	5%	0%	n/a	n/a
	Other	6	0%	33%	33%	33%	0%	0%	n/a	n/a
2007-08	Asian	60	0%	3%	63%	33%	0%	0%	n/a	n/a
	Black	64	2%	22%	69%	8%	0%	0%	n/a	n/a
	Hispanic	151	3%	2%	19%	65%	9%	1%	n/a	n/a
	White	266	1%	2%	48%	49%	1%	0%	n/a	n/a
	Other	*	*	*	*	*	*	*	n/a	n/a

*Fewer than 5, not reported.

WRITING – HIGH SCHOOL RESULTS by LANGUAGE and GENDER

Table 46 provides five years of benchmark data in writing for high school students enrolled in French language classes disaggregated by gender. Advanced level scores were first introduced in 2011-12.

Table 46: STAMP Writing Test Results by Gender for High School World Languages: French

School Year	Gender	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Female	141	0%	1%	48%	50%	1%	0%	0%	0%
	Male	91	0%	0%	53%	47%	0%	0%	0%	0%
2010-11	Female	165	0%	1%	10%	84%	5%	1%	n/a	n/a
	Male	96	0%	1%	15%	75%	9%	0%	n/a	n/a
2009-10	Female	144	0%	0%	16%	76%	8%	0%	n/a	n/a
	Male	93	0%	0%	17%	77%	5%	0%	n/a	n/a
2008-09	Female	137	0%	1%	45%	51%	3%	0%	n/a	n/a
	Male	87	0%	8%	62%	29%	1%	0%	n/a	n/a
2007-08	Female	95	0%	4%	45%	39%	9%	2%	n/a	n/a
	Male	77	1%	1%	48%	40%	9%	0%	n/a	n/a

Table 47 provides five years of benchmark data in writing for high school students enrolled in German language classes disaggregated by gender. Advanced level scores were first introduced in 2011-12.

**Table 47: STAMP Writing Test Results by Gender for
High School World Languages: German**

School Year	Gender	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Female	13	0%	8%	31%	62%	0%	0%	0%	0%
	Male	12	0%	0%	42%	58%	0%	0%	0%	0%
2010-11	Female	8	0%	0%	50%	25%	13%	13%	n/a	n/a
	Male	12	0%	0%	67%	25%	8%	0%	n/a	n/a
2009-10	Female	8	0%	0%	13%	50%	25%	13%	n/a	n/a
	Male	9	0%	0%	0%	56%	33%	11%	n/a	n/a
2008-09	Female	15	0%	0%	20%	67%	13%	0%	n/a	n/a
	Male	5	0%	0%	40%	60%	0%	0%	n/a	n/a
2007-08	Female	6	0%	0%	33%	67%	0%	0%	n/a	n/a
	Male	*	*	*	*	*	*	*	n/a	n/a

*Fewer than 5, not reported.

Table 48 provides five years of benchmark data in writing for high school students enrolled in Spanish language classes disaggregated by gender. Advanced level scores were first introduced in 2011-12.

Table 48: STAMP Writing Test Results by Gender for High School World Languages: Spanish

School Year	Gender	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Female	261	1%	2%	30%	59%	7%	1%	0%	0%
	Male	247	1%	2%	39%	52%	5%	0%	1%	0%
2010-11	Female	266	0%	2%	17%	76%	6%	0%	n/a	n/a
	Male	267	0%	1%	17%	76%	5%	1%	n/a	n/a
2009-10	Female	255	0%	2%	28%	60%	10%	0%	n/a	n/a
	Male	255	0%	2%	39%	52%	7%	0%	n/a	n/a
2008-09	Female	259	1%	3%	53%	38%	5%	0%	n/a	n/a
	Male	225	0%	5%	52%	39%	3%	0%	n/a	n/a
2007-08	Female	312	1%	4%	40%	52%	3%	1%	n/a	n/a
	Male	233	2%	5%	50%	41%	3%	0%	n/a	n/a

WRITING – HIGH SCHOOL RESULTS by LANGUAGE and ECONOMIC STATUS

Table 49 provides five years of benchmark data in writing for high school students enrolled in French language classes disaggregated by economic status. Advanced level scores were first introduced in 2011-12.

Table 49: STAMP Writing Test Results by Economic Status for High School World Languages: French

School Year	Economic Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Non-Disadvantaged	196	0%	0%	46%	53%	1%	0%	0%	0%
	Disadvantaged	36	0%	3%	69%	28%	0%	0%	0%	0%
2010-11	Non-Disadvantaged	210	0%	1%	10%	80%	8%	0%	n/a	n/a
	Disadvantaged	51	0%	0%	16%	84%	0%	0%	n/a	n/a
2009-10	Non-Disadvantaged	204	0%	0%	17%	75%	8%	0%	n/a	n/a
	Disadvantaged	33	0%	0%	15%	82%	3%	0%	n/a	n/a
2008-09	Non-Disadvantaged	183	0%	3%	46%	48%	3%	0%	n/a	n/a
	Disadvantaged	41	0%	7%	76%	17%	0%	0%	n/a	n/a
2007-08	Non-Disadvantaged	147	1%	2%	42%	44%	10%	1%	n/a	n/a
	Disadvantaged	25	0%	8%	72%	16%	4%	0%	n/a	n/a

Table 50 provides five years of benchmark data in writing for high school students enrolled in German language classes disaggregated by economic status. Advanced level scores were first introduced in 2011-12.

Table 50: STAMP Writing Test Results by Economic Status for High School World Languages: German

School Year	Economic Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Non-Disadvantaged	21	0%	5%	43%	52%	0%	0%	0%	0%
	Disadvantaged	*	*	*	*	*	*	*	*	*
2010-11	Non-Disadvantaged	17	0%	0%	53%	29%	12%	6%	n/a	n/a
	Disadvantaged	*	*	*	*	*	*	*	n/a	n/a
2009-10	Non-Disadvantaged	17	0%	0%	6%	53%	29%	12%	n/a	n/a
	Disadvantaged	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008-09	Non-Disadvantaged	19	0%	0%	26%	68%	5%	0%	n/a	n/a
	Disadvantaged	*	*	*	*	*	*	*	n/a	n/a
2007-08	Non-Disadvantaged	9	0%	0%	22%	78%	0%	0%	n/a	n/a
	Disadvantaged	*	*	*	*	*	*	*	n/a	n/a

*Fewer than 5, not reported.

Table 51 provides five years of benchmark data in writing for high school students enrolled in Spanish language classes disaggregated by economic status. Advanced level scores were first introduced in 2011-12.

Table 51: STAMP Writing Test Results by Economic Status for High School World Languages: Spanish

School Year	Economic Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Non-Disadvantaged	402	0%	2%	33%	58%	5%	0%	1%	0%
	Disadvantaged	106	2%	4%	39%	46%	8%	1%	0%	0%
2010-11	Non-Disadvantaged	432	0%	1%	14%	79%	6%	1%	n/a	n/a
	Disadvantaged	101	0%	3%	29%	62%	6%	0%	n/a	n/a
2009-10	Non-Disadvantaged	410	0%	2%	33%	55%	10%	0%	n/a	n/a
	Disadvantaged	100	0%	2%	35%	59%	4%	0%	n/a	n/a
2008-09	Non-Disadvantaged	390	1%	3%	50%	42%	4%	0%	n/a	n/a
	Disadvantaged	94	1%	9%	65%	22%	3%	0%	n/a	n/a
2007-08	Non-Disadvantaged	417	2%	3%	48%	45%	1%	0%	n/a	n/a
	Disadvantaged	128	0%	8%	30%	52%	9%	1%	n/a	n/a

WRITING – HIGH SCHOOL RESULTS by LANGUAGE and LEP STATUS

Table 52 provides five years of benchmark data in writing for high school students enrolled in French language classes disaggregated by limited English proficiency (LEP) status. Advanced level scores were first introduced in 2011-12.

**Table 52: STAMP Writing Test Results by LEP Status for
High School World Languages: French**

School Year	LEP Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Non-LEP	195	0%	0%	48%	52%	1%	0%	0%	0%
	LEP	37	0%	3%	62%	35%	0%	0%	0%	0%
2010-11	Non-LEP	228	0%	0%	11%	81%	7%	0%	n/a	n/a
	LEP	33	0%	3%	12%	79%	6%	0%	n/a	n/a
2009-10	Non-LEP	222	0%	0%	17%	76%	7%	0%	n/a	n/a
	LEP	15	0%	0%	13%	80%	7%	0%	n/a	n/a
2008-09	Non-LEP	195	0%	3%	51%	44%	3%	0%	n/a	n/a
	LEP	29	0%	7%	59%	34%	0%	0%	n/a	n/a
2007-08	Non-LEP	157	1%	3%	45%	41%	10%	1%	n/a	n/a
	LEP	15	0%	7%	67%	27%	0%	0%	n/a	n/a

Table 53 provides five years of benchmark data in writing for high school students enrolled in German language classes disaggregated by LEP status. Advanced level scores were first introduced in 2011-12.

Table 53: STAMP Writing Test Results by LEP Status for High School World Languages: German

School Year	LEP Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Non-LEP	23	0%	4%	39%	57%	0%	0%	0%	0%
	LEP	*	*	*	*	*	*	*	*	*
2010-11	Non-LEP	17	0%	0%	53%	29%	12%	6%	n/a	n/a
	LEP	*	*	*	*	*	*	*	n/a	n/a
2009-10	Non-LEP	17	0%	0%	6%	53%	29%	12%	n/a	n/a
	LEP	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008-09	Non-LEP	18	0%	0%	28%	67%	6%	0%	n/a	n/a
	LEP	*	*	*	*	*	*	*	n/a	n/a
2007-08	Non-LEP	9	0%	0%	22%	78%	0%	0%	n/a	n/a
	LEP	*	*	*	*	*	*	*	n/a	n/a

*Fewer than 5, not reported.

Table 54 provides five years of benchmark data in writing for high school students enrolled in Spanish language classes disaggregated by LEP status. Advanced level scores were first introduced in 2011-12.

Table 54: STAMP Writing Test Results by LEP Status for High School World Languages: Spanish

School Year	LEP Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Non-LEP	433	1%	3%	35%	55%	5%	0%	1%	0%
	LEP	75	0%	1%	32%	56%	9%	1%	0%	0%
2010-11	Non-LEP	478	0%	1%	16%	77%	5%	1%	n/a	n/a
	LEP	55	0%	0%	24%	69%	7%	0%	n/a	n/a
2009-10	Non-LEP	457	0%	2%	34%	55%	9%	0%	n/a	n/a
	LEP	53	0%	2%	25%	66%	8%	0%	n/a	n/a
2008-09	Non-LEP	429	1%	4%	51%	40%	4%	0%	n/a	n/a
	LEP	55	0%	4%	67%	25%	4%	0%	n/a	n/a
2007-08	Non-LEP	446	2%	4%	48%	44%	2%	0%	n/a	n/a
	LEP	99	1%	5%	26%	59%	8%	1%	n/a	n/a

WRITING – HIGH SCHOOL RESULTS by LANGUAGE and DISABILITY STATUS

Table 55 provides five years of benchmark data in writing for high school students enrolled in French language classes disaggregated by disability status. Advanced level scores were first introduced in 2011-12.

Table 55: STAMP Writing Test Results by Disability Status for High School World Languages: French

School Year	Disability Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Non-Disabled	220	0%	0%	49%	50%	0%	0%	0%	0%
	Disabled	12	0%	0%	75%	25%	0%	0%	0%	0%
2010-11	Non-Disabled	254	0%	1%	11%	81%	6%	0%	n/a	n/a
	Disabled	7	0%	0%	29%	57%	14%	0%	n/a	n/a
2009-10	Non-Disabled	227	0%	0%	15%	78%	7%	0%	n/a	n/a
	Disabled	10	0%	0%	50%	50%	0%	0%	n/a	n/a
2008-09	Non-Disabled	220	0%	4%	51%	43%	2%	0%	n/a	n/a
	Disabled	*	*	*	*	*	*	*	n/a	n/a
2007-08	Non-Disabled	166	1%	2%	46%	40%	10%	1%	n/a	n/a
	Disabled	6	0%	17%	50%	33%	0%	0%	n/a	n/a

*Fewer than 5, not reported.

Table 56 provides five years of benchmark data in writing for high school students enrolled in German language classes disaggregated by disability status. Advanced level scores were first introduced in 2011-12.

Table 56: STAMP Writing Test Results by Disability Status for High School World Languages: German

School Year	Disability Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Non-Disabled	23	0%	4%	39%	57%	0%	0%	0%	0%
	Disabled	*	*	*	*	*	*	*	*	*
2010-11	Non-Disabled	17	0%	0%	65%	18%	12%	6%	n/a	n/a
	Disabled	*	*	*	*	*	*	*	n/a	n/a
2009-10	Non-Disabled	13	0%	0%	8%	46%	31%	15%	n/a	n/a
	Disabled	*	*	*	*	*	*	*	n/a	n/a
2008-09	Non-Disabled	19	0%	0%	26%	63%	11%	0%	n/a	n/a
	Disabled	*	*	*	*	*	*	*	n/a	n/a
2007-08	Non-Disabled	10	0%	0%	20%	80%	0%	0%	n/a	n/a
	Disabled	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

*Fewer than 5, not reported.

Table 57 provides five years of benchmark data in writing for high school students enrolled in Spanish language classes disaggregated by disability status. Advanced level scores were first introduced in 2011-12.

Table 57: STAMP Writing Test Results by Disability Status for High School World Languages: Spanish

School Year	Disability Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Non-Disabled	478	1%	2%	34%	56%	6%	1%	1%	0%
	Disabled	30	0%	7%	47%	43%	3%	0%	0%	0%
2010-11	Non-Disabled	505	0%	1%	16%	77%	6%	0%	n/a	n/a
	Disabled	28	0%	4%	32%	54%	7%	4%	n/a	n/a
2009-10	Non-Disabled	475	0%	2%	33%	56%	9%	0%	n/a	n/a
	Disabled	35	0%	3%	43%	51%	3%	0%	n/a	n/a
2008-09	Non-Disabled	467	1%	4%	52%	39%	4%	0%	n/a	n/a
	Disabled	17	0%	6%	65%	29%	0%	0%	n/a	n/a
2007-08	Non-Disabled	519	1%	4%	44%	48%	3%	0%	n/a	n/a
	Disabled	26	4%	15%	42%	35%	4%	0%	n/a	n/a

SPEAKING – HIGH SCHOOL RESULTS

Table 58 provides five years of benchmark data in speaking for all high school students enrolled in a world language class. Advanced level scores were first introduced in 2011-12.

Table 58: STAMP Speaking Test Results for High School World Languages: All Languages

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
All Languages	2011-12	769	1%	7%	57%	32%	3%	0%	0%	0%
	2010-11	810	0%	3%	35%	57%	5%	0%	n/a	n/a
	2009-10	734	1%	5%	40%	51%	2%	0%	n/a	n/a
	2008-09	669	1%	8%	73%	18%	0%	0%	n/a	n/a
	2007-08	621	1%	9%	56%	33%	1%	0%	n/a	n/a

Table 59 provides five years of benchmark data in speaking for high school students enrolled in French language classes. Advanced level scores were first introduced in 2011-12.

Table 59: STAMP Speaking Test Results for High School World Languages: French

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
French	2011-12	230	1%	7%	70%	21%	0%	0%	0%	0%
	2010-11	257	0%	3%	32%	60%	5%	0%	n/a	n/a
	2009-10	235	0%	3%	44%	51%	1%	0%	n/a	n/a
	2008-09	218	1%	9%	67%	23%	0%	0%	n/a	n/a
	2007-08	160	1%	6%	64%	28%	1%	1%	n/a	n/a

Table 60 provides five years of benchmark data in speaking for high school students enrolled in German language classes. Advanced level scores were first introduced in 2011-12.

Table 60: STAMP Speaking Test Results for High School World Languages: German

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
German	2011-12	23	0%	0%	35%	61%	4%	0%	0%	0%
	2010-11	20	0%	0%	70%	15%	15%	0%	n/a	n/a
	2009-10	17	0%	0%	35%	59%	6%	0%	n/a	n/a
	2008-09	20	0%	0%	25%	65%	10%	0%	n/a	n/a
	2007-08	10	0%	0%	40%	60%	0%	0%	n/a	n/a

Table 61 provides five years of benchmark data in speaking for high school students enrolled in Spanish language classes. Advanced level scores were first introduced in 2011-12.

Table 61: STAMP Speaking Test Results for High School World Languages: Spanish

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
Spanish	2011-12	483	0%	7%	52%	36%	5%	0%	0%	0%
	2010-11	520	1%	3%	35%	58%	3%	0%	n/a	n/a
	2009-10	482	1%	6%	38%	51%	3%	0%	n/a	n/a
	2008-09	431	1%	8%	78%	13%	0%	0%	n/a	n/a
	2007-08	451	1%	10%	53%	34%	2%	0%	n/a	n/a

Table 62 provides one year of data in speaking for high school students enrolled in Arabic language classes. The Arabic assessment was administered for the first time in 2011-12, so no data exists for prior years.

Table 62: STAMP Speaking Test Results for High School World Languages: Arabic

		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
Arabic	2011-12	9	0%	22%	56%	11%	0%	11%	0%	0%

Table 63 provides two years of data in speaking for high school students enrolled in Chinese language classes. The Chinese Simplified assessment was administered for the first time in 2010-2011, so no data exists for prior years. Advanced level scores are not included in the 2010-11 data, however, as they were not used prior to 2011-12.

Table 63: STAMP Speaking Test Results for High School World Languages: Chinese Simplified

		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
Chinese Simplified	2011-12	9	0%	22%	33%	44%	0%	0%	0%	0%
	2010-11	13	0%	8%	8%	38%	38%	8%	13	0%

Table 64 provides two years of benchmark data in speaking for high school students enrolled in Japanese language classes. The Japanese assessment was administered for the first time in 2010-11, so no data exists for prior years. Advanced level scores are not included in the 2010-11 data, however, as they were not used prior to 2011-12.

Table 64: STAMP Speaking Test Results for High School World Languages: Japanese

		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
Japanese	2011-12	15	0%	0%	60%	40%	0%	0%	0%	0%
	2010-11	*	*	*	*	*	*	*	n/a	n/a

*Fewer than 5, not reported.

SPEAKING – HIGH SCHOOL RESULTS by LANGUAGE and RACE/ETHNICITY

Table 65 provides five years of benchmark data in speaking for high school students enrolled in French language classes disaggregated by race/ethnicity. Advanced level scores were first introduced in 2011-12.

**Table 65: STAMP Speaking Test Results by Race/Ethnicity for
High School World Languages: French**

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Asian	30	3%	0%	83%	13%	0%	0%	0%	0%
	Black	19	11%	11%	53%	26%	0%	0%	0%	0%
	Hispanic	35	0%	11%	74%	14%	0%	0%	0%	0%
	White	135	0%	6%	70%	24%	0%	0%	0%	0%
	Other	11	0%	18%	64%	18%	0%	0%	0%	0%
2010-11	Asian	24	0%	0%	46%	50%	4%	0%	n/a	n/a
	Black	30	0%	7%	53%	40%	0%	0%	n/a	n/a
	Hispanic	41	0%	7%	29%	59%	5%	0%	n/a	n/a
	White	151	0%	1%	26%	67%	6%	0%	n/a	n/a
	Other	11	0%	18%	27%	55%	0%	0%	n/a	n/a
2009-10	Asian	23	0%	0%	52%	48%	0%	0%	n/a	n/a
	Black	26	4%	8%	46%	42%	0%	0%	n/a	n/a
	Hispanic	24	0%	0%	50%	50%	0%	0%	n/a	n/a
	White	160	0%	3%	41%	54%	1%	0%	n/a	n/a
	Other	*	*	*	*	*	*	*	n/a	n/a
2008-09	Asian	28	4%	4%	64%	29%	0%	0%	n/a	n/a
	Black	20	5%	25%	60%	10%	0%	0%	n/a	n/a
	Hispanic	42	0%	14%	67%	19%	0%	0%	n/a	n/a
	White	124	0%	5%	70%	25%	0%	0%	n/a	n/a
	Other	*	*	*	*	*	*	*	n/a	n/a
2007-08	Asian	22	0%	0%	73%	27%	0%	0%	n/a	n/a
	Black	11	9%	27%	64%	0%	0%	0%	n/a	n/a
	Hispanic	15	0%	7%	73%	20%	0%	0%	n/a	n/a
	White	110	1%	5%	62%	31%	1%	1%	n/a	n/a
	Other	*	*	*	*	*	*	*	n/a	n/a

*Fewer than 5, not reported.

Table 66 provides five years of benchmark data in speaking for high school students enrolled in German language classes disaggregated by race/ethnicity. Advanced level scores were first introduced in 2011-12.

Table 66: STAMP Speaking Test Results by Race/Ethnicity for High School World Languages: German

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Asian	*	*	*	*	*	*	*	*	*
	Black	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	6	0%	0%	67%	33%	0%	0%	0%	0%
	White	15	0%	0%	20%	73%	7%	0%	0%	0%
	Other	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2010-11	Asian	*	*	*	*	*	*	*	n/a	n/a
	Black	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	*	*	*	*	*	*	*	n/a	n/a
	White	13	0%	0%	69%	15%	15%	0%	n/a	n/a
	Other	*	*	*	*	*	*	*	n/a	n/a
2009-10	Asian	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Black	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	White	17	0%	0%	35%	59%	6%	0%	n/a	n/a
	Other	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008-09	Asian	*	*	*	*	*	*	*	n/a	n/a
	Black	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	*	*	*	*	*	*	*	n/a	n/a
	White	17	0%	0%	29%	65%	6%	0%	n/a	n/a
	Other	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2007-08	Asian	*	*	*	*	*	*	*	n/a	n/a
	Black	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	White	9	0%	0%	44%	56%	0%	0%	n/a	n/a
	Other	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

*Fewer than 5, not reported.

Table 67 provides five years of benchmark data in speaking for high school students enrolled in Spanish language classes disaggregated by race/ethnicity. Advanced level scores were first introduced in 2011-12.

**Table 67: STAMP Speaking Test Results by Race/Ethnicity for
High School World Languages: Spanish**

School Year		No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Asian	53	0%	9%	64%	26%	0%	0%	0%	0%
	Black	59	2%	12%	66%	20%	0%	0%	0%	0%
	Hispanic	76	0%	7%	37%	36%	21%	0%	0%	0%
	White	268	0%	6%	49%	42%	3%	0%	0%	0%
	Other	27	0%	7%	63%	30%	0%	0%	0%	0%
2010-11	Asian	55	0%	5%	40%	55%	0%	0%	n/a	n/a
	Black	74	3%	9%	57%	31%	0%	0%	n/a	n/a
	Hispanic	93	2%	1%	24%	62%	10%	1%	n/a	n/a
	White	270	0%	1%	33%	64%	3%	0%	n/a	n/a
	Other	28	0%	0%	29%	68%	4%	0%	n/a	n/a
2009-10	Asian	74	1%	7%	43%	49%	0%	0%	n/a	n/a
	Black	89	2%	20%	46%	30%	1%	0%	n/a	n/a
	Hispanic	44	2%	2%	18%	59%	16%	2%	n/a	n/a
	White	273	0%	2%	38%	57%	3%	0%	n/a	n/a
	Other	*	*	*	*	*	*	*	n/a	n/a
2008-09	Asian	68	1%	7%	74%	18%	0%	0%	n/a	n/a
	Black	73	3%	27%	67%	3%	0%	0%	n/a	n/a
	Hispanic	43	0%	5%	74%	19%	2%	0%	n/a	n/a
	White	241	0%	2%	84%	13%	0%	0%	n/a	n/a
	Other	6	0%	33%	50%	17%	0%	0%	n/a	n/a
2007-08	Asian	51	0%	4%	63%	33%	0%	0%	n/a	n/a
	Black	51	4%	33%	57%	6%	0%	0%	n/a	n/a
	Hispanic	94	2%	6%	28%	54%	9%	1%	n/a	n/a
	White	251	0%	8%	60%	32%	0%	0%	n/a	n/a
	Other	*	*	*	*	*	*	*	n/a	n/a

*Fewer than 5, not reported.

SPEAKING – HIGH SCHOOL RESULTS by LANGUAGE and GENDER

Table 68 provides five years of benchmark data in speaking for high school students enrolled in French language classes disaggregated by gender. Advanced level scores were first introduced in 2011-12.

Table 68: STAMP Speaking Test Results by Gender for High School World Languages: French

School Year	Gender	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Female	138	1%	7%	70%	22%	0%	0%	0%	0%
	Male	92	2%	7%	71%	21%	0%	0%	0%	0%
2010-11	Female	162	0%	2%	28%	65%	5%	0%	n/a	n/a
	Male	95	0%	5%	38%	53%	4%	0%	n/a	n/a
2009-10	Female	143	0%	3%	41%	55%	1%	0%	n/a	n/a
	Male	92	1%	2%	50%	47%	0%	0%	n/a	n/a
2008-09	Female	137	0%	6%	64%	30%	0%	0%	n/a	n/a
	Male	81	2%	14%	73%	11%	0%	0%	n/a	n/a
2007-08	Female	87	1%	10%	54%	33%	1%	0%	n/a	n/a
	Male	73	1%	0%	77%	21%	0%	1%	n/a	n/a

Table 69 provides five years of benchmark data in speaking for high school students enrolled in German language classes disaggregated by gender. Advanced level scores were first introduced in 2011-12.

**Table 69: STAMP Speaking Test Results by Gender for
High School World Languages: German**

School Year	Gender	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Female	11	0%	0%	27%	64%	9%	0%	0%	0%
	Male	12	0%	0%	42%	58%	0%	0%	0%	0%
2010-11	Female	8	0%	0%	63%	0%	38%	0%	n/a	n/a
	Male	12	0%	0%	75%	25%	0%	0%	n/a	n/a
2009-10	Female	8	0%	0%	50%	50%	0%	0%	n/a	n/a
	Male	9	0%	0%	22%	67%	11%	0%	n/a	n/a
2008-09	Female	15	0%	0%	20%	73%	7%	0%	n/a	n/a
	Male	5	0%	0%	40%	40%	20%	0%	n/a	n/a
2007-08	Female	6	0%	0%	33%	67%	0%	0%	n/a	n/a
	Male	*	*	*	*	*	*	*	n/a	n/a

*Fewer than 5, not reported.

Table 70 provides five years of benchmark data in speaking for high school students enrolled in Spanish language classes disaggregated by gender. Advanced level scores were first introduced in 2011-12.

Table 70: STAMP Speaking Test Results by Gender for High School World Languages: Spanish

School Year	Gender	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Female	250	0%	7%	48%	40%	5%	0%	0%	0%
	Male	233	0%	8%	55%	32%	5%	0%	0%	0%
2010-11	Female	261	1%	2%	32%	61%	3%	0%	n/a	n/a
	Male	259	0%	3%	39%	55%	3%	0%	n/a	n/a
2009-10	Female	244	1%	4%	38%	54%	3%	0%	n/a	n/a
	Male	238	1%	8%	39%	48%	3%	0%	n/a	n/a
2008-09	Female	233	1%	7%	79%	13%	0%	0%	n/a	n/a
	Male	198	1%	9%	77%	13%	0%	0%	n/a	n/a
2007-08	Female	257	0%	9%	53%	35%	3%	0%	n/a	n/a
	Male	194	2%	12%	54%	32%	1%	0%	n/a	n/a

SPEAKING – HIGH SCHOOL RESULTS by LANGUAGE and ECONOMIC STATUS

Table 71 provides five years of benchmark data in speaking for high school students enrolled in French language classes disaggregated by economic status. Advanced level scores were first introduced in 2011-12.

Table 71: STAMP Speaking Test Results by Economic Status for High School World Languages: French

School Year	Economic Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Non-Disadvantaged	195	1%	7%	69%	24%	0%	0%	0%	0%
	Disadvantaged	35	6%	9%	77%	9%	0%	0%	0%	0%
2010-11	Non-Disadvantaged	207	0%	2%	30%	62%	5%	0%	n/a	n/a
	Disadvantaged	50	0%	6%	38%	52%	4%	0%	n/a	n/a
2009-10	Non-Disadvantaged	203	0%	3%	43%	54%	0%	0%	n/a	n/a
	Disadvantaged	32	3%	3%	53%	38%	3%	0%	n/a	n/a
2008-09	Non-Disadvantaged	176	1%	7%	66%	26%	0%	0%	n/a	n/a
	Disadvantaged	42	2%	17%	71%	10%	0%	0%	n/a	n/a
2007-08	Non-Disadvantaged	138	0%	4%	65%	30%	1%	1%	n/a	n/a
	Disadvantaged	22	9%	18%	59%	14%	0%	0%	n/a	n/a

Table 72 provides five years of benchmark data in speaking for high school students enrolled in German language classes disaggregated by economic status. Advanced level scores were first introduced in 2011-12.

Table 72: STAMP Speaking Test Results by Economic Status for High School World Languages: German

School Year	Economic Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Non-Disadvantaged	20	0%	0%	30%	65%	5%	0%	0%	0%
	Disadvantaged	*	*	*	*	*	*	*	*	*
2010-11	Non-Disadvantaged	17	0%	0%	71%	12%	18%	0%	n/a	n/a
	Disadvantaged	*	*	*	*	*	*	*	n/a	n/a
2009-10	Non-Disadvantaged	17	0%	0%	35%	59%	6%	0%	n/a	n/a
	Disadvantaged	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008-09	Non-Disadvantaged	19	0%	0%	26%	68%	5%	0%	n/a	n/a
	Disadvantaged	*	*	*	*	*	*	*	n/a	n/a
2007-08	Non-Disadvantaged	9	0%	0%	44%	56%	0%	0%	n/a	n/a
	Disadvantaged	*	*	*	*	*	*	*	n/a	n/a

*Fewer than 5, not reported.

Table 73 provides five years of benchmark data in speaking for high school students enrolled in Spanish language classes disaggregated by economic status. Advanced level scores were first introduced in 2011-12.

Table 73: STAMP Speaking Test Results by Economic Status for High School World Languages: Spanish

School Year	Economic Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Non-Disadvantaged	385	0%	6%	50%	40%	4%	0%	0%	0%
	Disadvantaged	98	1%	11%	58%	19%	10%	0%	0%	0%
2010-11	Non-Disadvantaged	427	0%	2%	35%	60%	3%	0%	n/a	n/a
	Disadvantaged	93	2%	6%	37%	49%	4%	1%	n/a	n/a
2009-10	Non-Disadvantaged	392	1%	5%	38%	53%	3%	0%	n/a	n/a
	Disadvantaged	90	1%	11%	39%	44%	4%	0%	n/a	n/a
2008-09	Non-Disadvantaged	360	1%	6%	81%	13%	0%	0%	n/a	n/a
	Disadvantaged	71	1%	18%	66%	13%	1%	0%	n/a	n/a
2007-08	Non-Disadvantaged	365	1%	9%	58%	31%	1%	0%	n/a	n/a
	Disadvantaged	86	1%	15%	34%	45%	5%	0%	n/a	n/a

SPEAKING – HIGH SCHOOL RESULTS by LANGUAGE and LEP STATUS

Table 74 provides five years of benchmark data in speaking for high school students enrolled in French language classes disaggregated by limited English proficiency (LEP) status. Advanced level scores were first introduced in 2011-12.

Table 74: STAMP Speaking Test Results by LEP Status for High School World Languages: French

School Year	LEP Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Non-LEP	194	1%	7%	70%	23%	0%	0%	0%	0%
	LEP	36	6%	8%	75%	11%	0%	0%	0%	0%
2010-11	Non-LEP	224	0%	3%	32%	60%	5%	0%	n/a	n/a
	LEP	33	0%	6%	30%	61%	3%	0%	n/a	n/a
2009-10	Non-LEP	220	0%	3%	45%	51%	1%	0%	n/a	n/a
	LEP	15	0%	0%	40%	60%	0%	0%	n/a	n/a
2008-09	Non-LEP	189	1%	9%	66%	24%	0%	0%	n/a	n/a
	LEP	29	3%	7%	76%	14%	0%	0%	n/a	n/a
2007-08	Non-LEP	146	0%	5%	66%	28%	1%	1%	n/a	n/a
	LEP	14	14%	14%	50%	21%	0%	0%	n/a	n/a

Table 75 provides five years of benchmark data in speaking for high school students enrolled in German language classes disaggregated by LEP status. Advanced level scores were first introduced in 2011-12.

Table 75: STAMP Speaking Test Results by LEP Status for High School World Languages: German

School Year	LEP Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Non-LEP	22	0%	0%	32%	64%	5%	0%	0%	0%
	LEP	*	*	*	*	*	*	*	*	*
2010-11	Non-LEP	17	0%	0%	71%	12%	18%	0%	n/a	n/a
	LEP	*	*	*	*	*	*	*	n/a	n/a
2009-10	Non-LEP	17	0%	0%	35%	59%	6%	0%	n/a	n/a
	LEP	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008-09	Non-LEP	18	0%	0%	28%	67%	6%	0%	n/a	n/a
	LEP	*	*	*	*	*	*	*	n/a	n/a
2007-08	Non-LEP	9	0%	0%	44%	56%	0%	0%	n/a	n/a
	LEP	*	*	*	*	*	*	*	n/a	n/a

*Fewer than 5, not reported.

Table 76 provides five years of benchmark data in speaking for high school students enrolled in Spanish language classes disaggregated by LEP status. Advanced level scores were first introduced in 2011-12.

Table 76: STAMP Speaking Test Results by LEP Status for High School World Languages: Spanish

School Year	LEP Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Non-LEP	417	0%	7%	52%	37%	4%	0%	0%	0%
	LEP	66	0%	8%	50%	29%	14%	0%	0%	0%
2010-11	Non-LEP	465	1%	2%	35%	59%	3%	0%	n/a	n/a
	LEP	55	2%	5%	40%	49%	4%	0%	n/a	n/a
2009-10	Non-LEP	433	1%	6%	39%	51%	3%	0%	n/a	n/a
	LEP	49	0%	6%	37%	53%	4%	0%	n/a	n/a
2008-09	Non-LEP	386	1%	7%	79%	13%	0%	0%	n/a	n/a
	LEP	45	2%	16%	73%	7%	2%	0%	n/a	n/a
2007-08	Non-LEP	384	1%	11%	57%	30%	1%	0%	n/a	n/a
	LEP	67	0%	4%	34%	55%	4%	1%	n/a	n/a

SPEAKING – HIGH SCHOOL RESULTS by LANGUAGE and DISABILITY STATUS

Table 77 provides five years of benchmark data in speaking for high school students enrolled in French language classes disaggregated by disability status. Advanced level scores were first introduced in 2011-12.

Table 77: STAMP Speaking Test Results by Disability Status for High School World Languages: French

School Year	Disability Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Non-Disabled	218	1%	6%	71%	22%	0%	0%	0%	0%
	Disabled	12	8%	25%	58%	8%	0%	0%	0%	0%
2010-11	Non-Disabled	250	0%	3%	32%	60%	5%	0%	n/a	n/a
	Disabled	7	0%	14%	29%	57%	0%	0%	n/a	n/a
2009-10	Non-Disabled	225	0%	2%	44%	53%	1%	0%	n/a	n/a
	Disabled	10	10%	20%	50%	20%	0%	0%	n/a	n/a
2008-09	Non-Disabled	214	1%	9%	67%	23%	0%	0%	n/a	n/a
	Disabled	*	*	*	*	*	*	*	n/a	n/a
2007-08	Non-Disabled	154	1%	6%	63%	29%	1%	1%	n/a	n/a
	Disabled	6	0%	0%	100%	0%	0%	0%	n/a	n/a

*Fewer than 5, not reported.

Table 78 provides five years of benchmark data in speaking for high school students enrolled in German language classes disaggregated by disability status. Advanced level scores were first introduced in 2011-12.

Table 78: STAMP Speaking Test Results by Disability Status for High School World Languages: German

School Year	Disability Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Non-Disabled	21	0%	0%	38%	57%	5%	0%	0%	0%
	Disabled	*	*	*	*	*	*	*	*	*
2010-11	Non-Disabled	17	0%	0%	76%	6%	18%	0%	n/a	n/a
	Disabled	*	*	*	*	*	*	*	n/a	n/a
2009-10	Non-Disabled	13	0%	0%	31%	62%	8%	0%	n/a	n/a
	Disabled	*	*	*	*	*	*	*	n/a	n/a
2008-09	Non-Disabled	19	0%	0%	26%	63%	11%	0%	n/a	n/a
	Disabled	*	*	*	*	*	*	*	n/a	n/a
2007-08	Non-Disabled	10	0%	0%	40%	60%	0%	0%	n/a	n/a
	Disabled	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

*Fewer than 5, not reported.

Table 79 provides five years of benchmark data in speaking for high school students enrolled in Spanish language classes disaggregated by disability status. Advanced level scores were first introduced in 2011-12.

Table 79: STAMP Speaking Test Results by Disability Status for High School World Languages: Spanish

School Year	Disability Status	No. Tested	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid/High
2011-12	Non-Disabled	454	0%	7%	52%	36%	5%	0%	0%	0%
	Disabled	29	0%	14%	45%	34%	7%	0%	0%	0%
2010-11	Non-Disabled	492	1%	2%	35%	59%	3%	0%	n/a	n/a
	Disabled	28	0%	7%	39%	50%	4%	0%	n/a	n/a
2009-10	Non-Disabled	448	1%	6%	38%	51%	3%	0%	n/a	n/a
	Disabled	34	0%	3%	47%	50%	0%	0%	n/a	n/a
2008-09	Non-Disabled	417	1%	8%	78%	13%	0%	0%	n/a	n/a
	Disabled	14	0%	0%	93%	7%	0%	0%	n/a	n/a
2007-08	Non-Disabled	433	1%	10%	53%	34%	2%	0%	n/a	n/a
	Disabled	18	0%	11%	56%	28%	6%	0%	n/a	n/a

Advanced Placement (AP) Exam Results for World Languages

Arlington Public Schools (APS) currently offers the following six AP World Language courses: Chinese Language, French Language, German Language, Spanish Language, Spanish Literature, and Latin: Vergil. The AP Chinese Language exam was administered for the first time in APS in 2010-11. The AP Latin Literature and French Literature exams were administered for the last time in 2008-09. Results are not reported where the number of participants is small, as is the case with Chinese Language, Latin Literature, and French Literature.

Most students participate in the AP exam after studying the language for five or six years. Most students enrolled in the German language take the AP exam after four years of language instruction because German is a high school course in most schools. The exception is HB-Woodlawn, where students can begin the study of German in the 6th or 7th grade.

AP Exams are scored on a scale of 1 to 5. For this report, a score of “3” is considered a passing score.

Table 1 provides five years of data on AP World Languages exam results for Spanish Language, Spanish Literature, Latin: Vergil, French Language, and German Language. Results are not reported where the number of participants is small.

Table 1: AP World Languages Exam Results, 2006-07 through 2010-11

AP Test	School Year	No. Tested	% Passing
Spanish Language	2010-11	189	72%
	2009-10	169	73%
	2008-09	233	83%
	2007-08	135	85%
	2006-07	181	72%
Spanish Literature	2010-11	50	54%
	2009-10	32	69%
	2008-09	54	81%
	2007-08	45	69%
	2006-07	32	41%
Latin: Vergil	2010-11	22	23%
	2009-10	37	38%
	2008-09	27	52%
	2007-08	*	*
	2006-07	25	36%
French Language	2010-11	23	57%
	2009-10	31	55%
	2008-09	39	51%
	2007-08	22	50%
	2006-07	35	83%
German Language	2010-11	9	78%
	2009-10	11	82%
	2008-09	7	71%
	2007-08	7	29%
	2006-07	8	63%

* Fewer than 5, not reported.

Figure 1 provides five years of performance data in AP World Languages for Spanish Language, Spanish Literature, French Language, and German Language.

Figure 1: AP World Languages Exam Results, 2006-07 through 2010-11

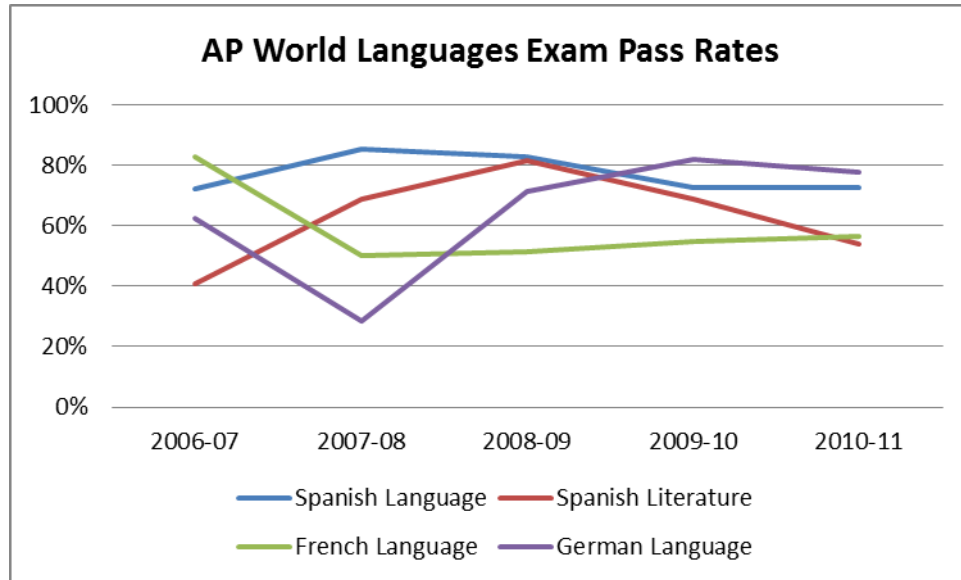


Figure 2 provides four years of performance data in AP World Languages for Latin: Vergil. Data for the year 2007-08 are not shown because the number of participants was too small to report.

Figure 2: AP World Languages Latin: Vergil Exam Results, 2006-07 through 2010-11

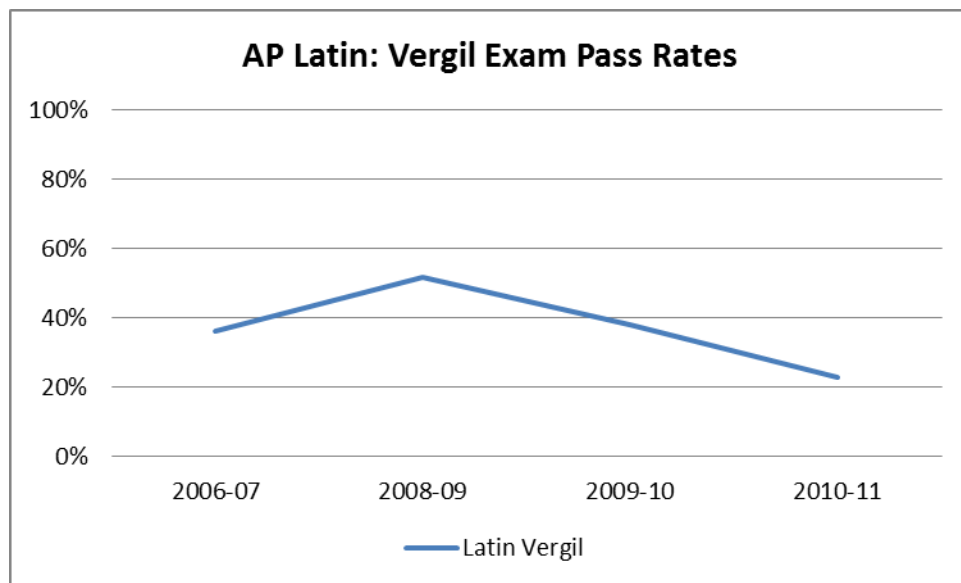


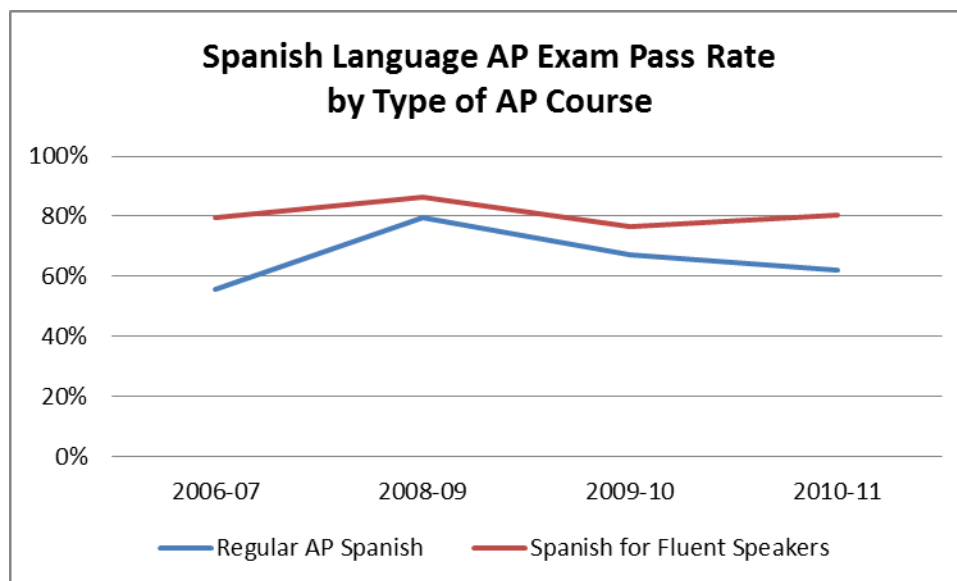
Table 2 and **Figure 3** provide four years of performance data in AP World Languages for students classified as “fluent in Spanish” on the Spanish Language and Spanish Literature exams. The data is disaggregated according to class type: Regular AP Spanish or AP Spanish for Fluent Speakers. Enrollment data were available for all years except for 2007-08 and, therefore, are not reported.

Table 2: AP Spanish Exam Results by Course Type

Class Type	School Year	Spanish Language		Spanish Literature	
		No. Tested	% Passing	No. Tested	% Passing
Regular AP Spanish	2010-11	82	62%	*	*
	2009-10	70	67%	*	*
	2008-09	117	79%	14	93%
	2006-07	54	56%	*	*
Spanish for Fluent Speakers	2010-11	107	80%	50	54%
	2009-10	99	77%	31	68%
	2008-09	116	86%	40	78%
	2006-07	127	80%	31	42%

* Fewer than 5, not reported.

Figure 3: AP Spanish Language Exam Results by Course Type



No graph is provided for students classified as “fluent in Spanish” on the Spanish Literature exam because the number of students enrolled in a regular AP Spanish course was too small for comparison purposes.

Table 3 provides four years of data on AP World Languages results for five exams disaggregated by race/ethnicity. Race/ethnicity data were available for all years except 2007-08 and, therefore, are not reported.

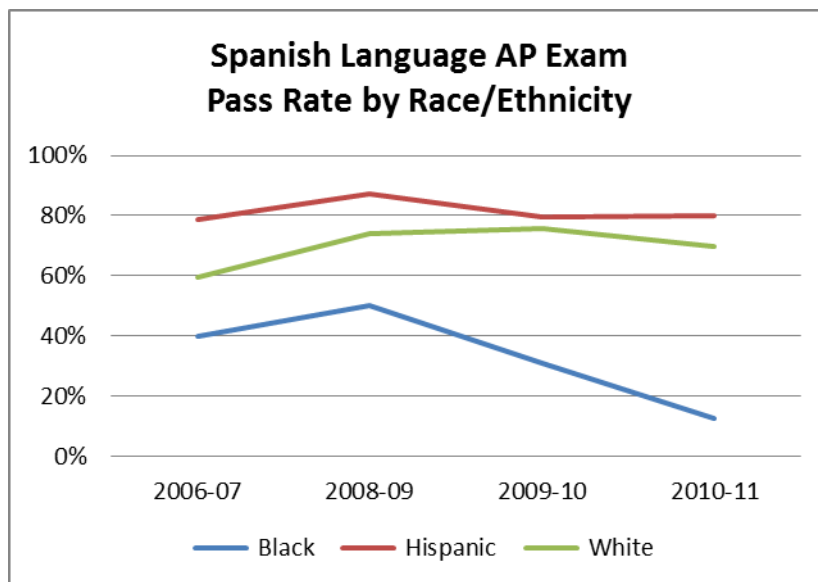
Table 3: AP World Languages Exam Results by Race/Ethnicity

Race/ Ethnicity	School Year	Spanish Language		Spanish Literature		Latin: Vergil		French Language		German Language	
		No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Asian	2010-11	*	*	*	*	*	*	*	*	*	*
	2009-10	*	*	*	*	*	*	*	*	*	*
	2008-09	*	*	*	*	*	*	5	20%	*	*
	2006-07	*	*	*	*	*	*	*	*	*	*
Black	2010-11	8	13%	*	*	*	*	*	*	*	*
	2009-10	13	31%	*	*	*	*	*	*	*	*
	2008-09	6	50%	*	*	*	*	8	25%	*	*
	2006-07	5	40%	*	*	*	*	*	*	*	*
Hispanic	2010-11	129	80%	43	51%	*	*	5	40%	*	*
	2009-10	97	79%	31	71%	*	*	*	*	*	*
	2008-09	170	87%	45	80%	*	*	*	*	*	*
	2006-07	131	79%	31	42%	*	*	6	67%	*	*
White	2010-11	46	70%	*	*	15	27%	12	67%	8	75%
	2009-10	54	76%	*	*	29	41%	23	52%	9	78%
	2008-09	54	74%	7	86%	22	55%	22	64%	6	67%
	2006-07	42	60%	*	*	19	26%	25	84%	8	63%
Other	2010-11	5	20%	*	*	5	0%	*	*	*	*
	2009-10	*	*	*	*	*	*	*	*	*	*
	2008-09	*	*	*	*	*	*	*	*	*	*
	2006-07	*	*	*	*	*	*	*	*	*	*

* Fewer than 5, not reported.

Figure 4 provides four years of performance data in AP World Languages for five exams disaggregated by race/ethnicity. Race/ethnicity data were available for all years except 2007-08 and, therefore, are not reported. In addition, Asian participation was too small to report.

Figure 4: AP Spanish Exam Results by Race/Ethnicity



No graph is provided by race/ethnicity for students who participated the Spanish Literature, Latin: Virgil, French Language, or German Language exams because the number of Asian, Black, and Hispanic participants was too small to report.

Table 4 provides four years of performance data in AP World Languages for five exams disaggregated by gender. Demographic data were available for all years except for 2007-08 and, therefore, are not reported.

Table 4: AP World Languages Exam Results by Gender

Gender	School Year	Spanish Language		Spanish Literature		Latin: Vergil		French Language		German Language	
		No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Female	2010-11	122	75%	29	59%	11	9%	16	63%	6	67%
	2009-10	101	68%	22	73%	24	42%	21	57%	6	83%
	2008-09	161	81%	40	80%	20	60%	27	59%	*	*
	2006-07	125	74%	19	37%	16	44%	27	81%	*	*
Male	2010-11	67	69%	21	48%	11	36%	7	43%	*	*
	2009-10	68	79%	10	60%	13	31%	10	50%	5	80%
	2008-09	72	86%	14	86%	7	29%	12	33%	*	*
	2006-07	56	68%	13	46%	9	22%	8	88%	*	*

* Fewer than 5, not reported.

Figures 5, 6, 7, and 8 provide four years of performance data in AP World Languages for four exams disaggregated by gender. Demographic data were available for all years except for 2007-08. No graph is presented for German Language because participation was too small to report for comparison purposes.

Figure 5: AP Spanish Language Exam Results by Gender

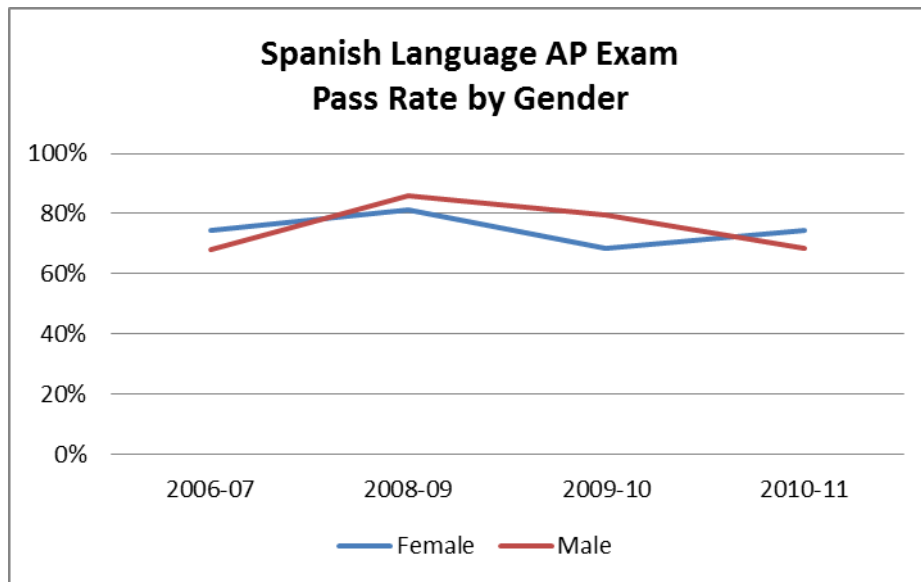


Figure 6: AP Spanish Literature Exam Results by Gender

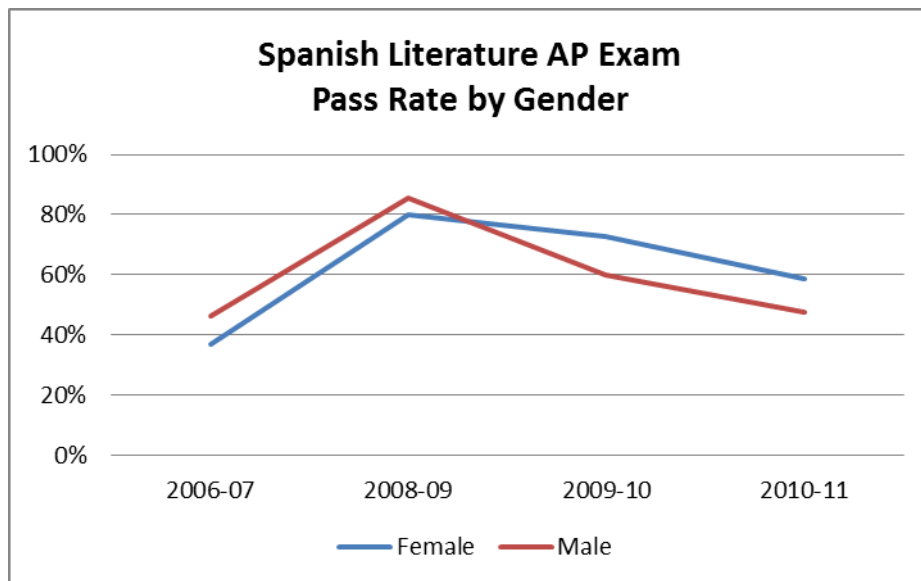


Figure 7: AP Latin: Vergil Exam Results by Gender

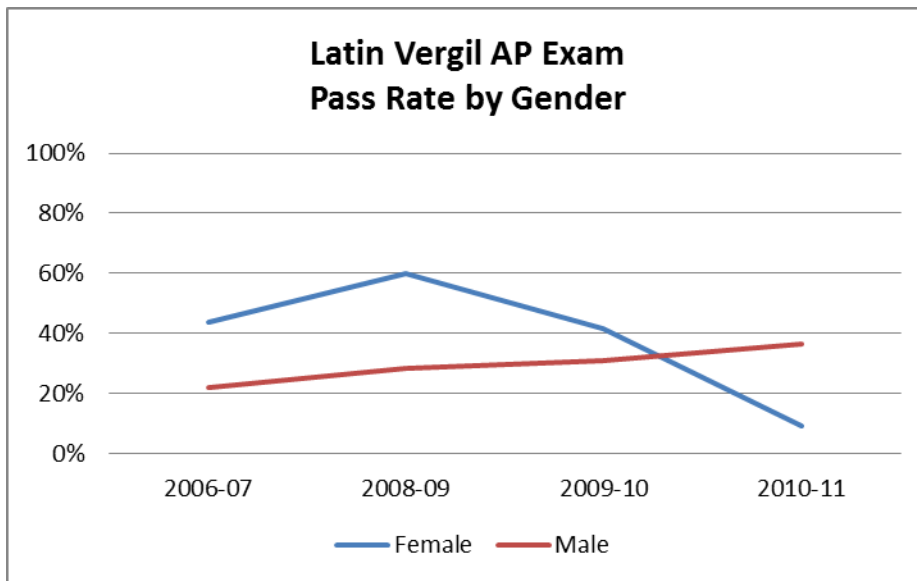


Figure 8: AP French Language Exam Results by Gender

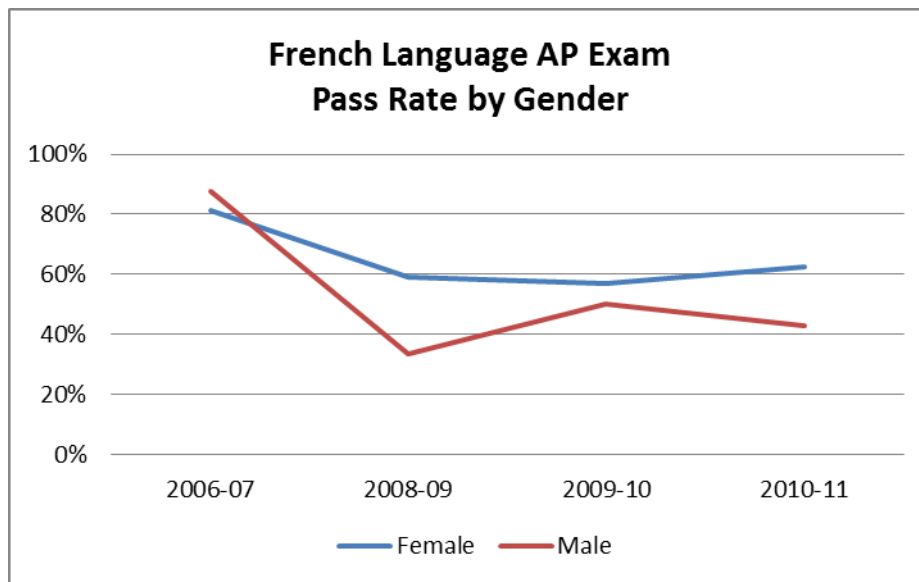


Table 5 provides four years of performance data in AP World Languages for five exams disaggregated by economic status. Demographic data were available for all years except for 2007-08 and, therefore, are not reported.

Table 5: AP World Languages Exam Results by Economic Status

Economic Status	School Year	Spanish Language		Spanish Literature		Latin: Vergil		French Language		German Language	
		No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Non-Disadvantaged	2010-11	109	72%	25	48%	20	25%	16	63%	9	78%
	2009-10	110	75%	12	75%	34	38%	26	54%	11	82%
	2008-09	128	79%	26	85%	26	54%	32	56%	5	60%
	2006-07	89	64%	10	50%	25	36%	31	87%	7	57%
Disadvantaged	2010-11	80	73%	25	60%	*	*	7	43%	*	*
	2009-10	59	69%	20	65%	*	*	5	60%	*	*
	2008-09	105	88%	28	79%	*	*	7	29%	*	*
	2006-07	92	80%	22	36%	*	*	*	*	*	*

* Fewer than 5, not reported.

Figure 9 and Figure 10 provide four years of performance data in AP Spanish Language and AP Spanish Literature, respectively, disaggregated by economic status. Demographic data were available for all years except for 2007-08 and, therefore, are not reported.

Figure 9: AP Spanish Language Exam Results by Economic Status

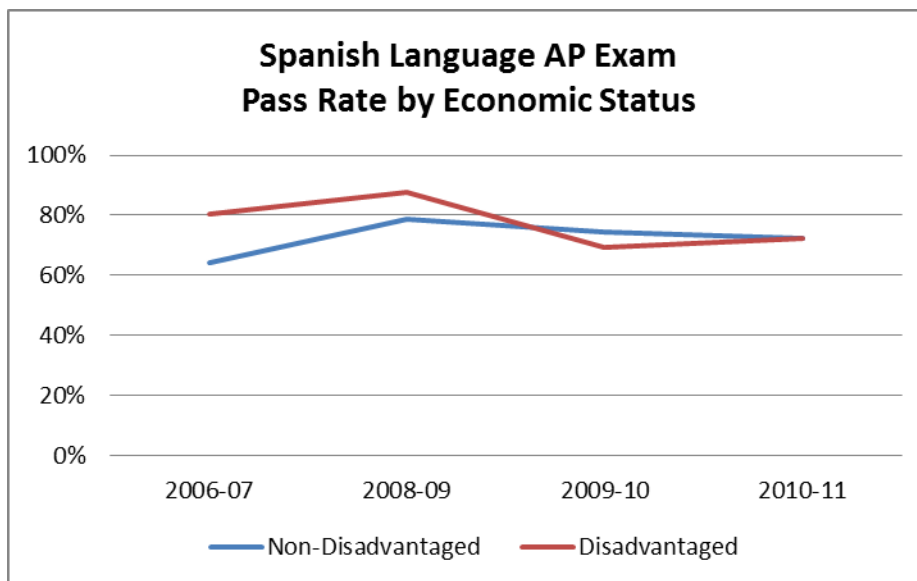


Figure 10: AP Spanish Literature Exam Results by Economic Status

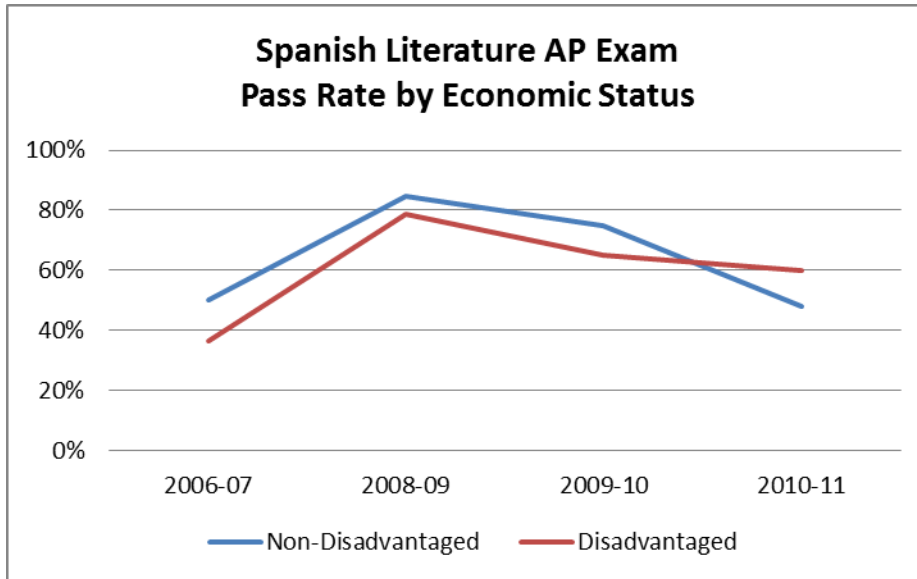
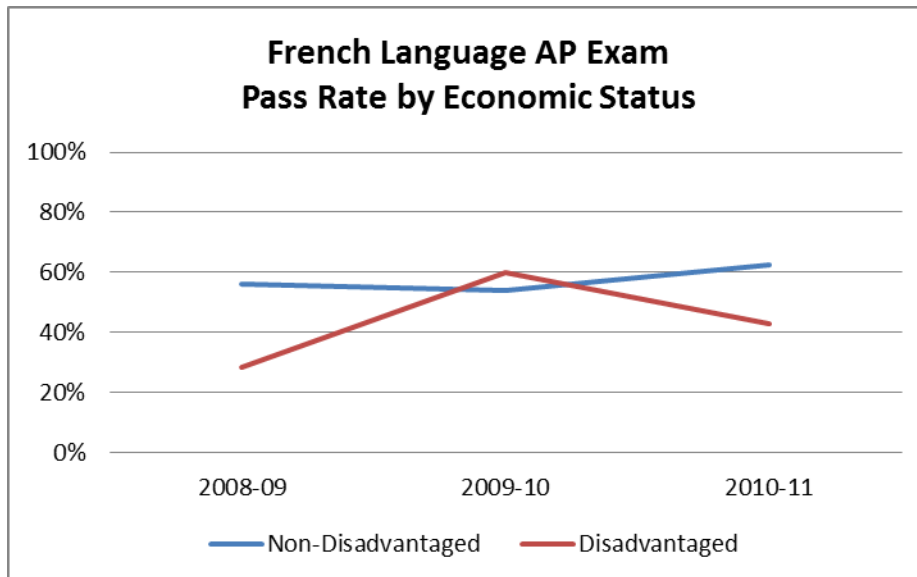


Figure 11 provides three years of performance data in AP French Language disaggregated by economic status. Demographic data were available for all years except 2006-07 and 2007-08 and, therefore, are not reported.

Figure 11: AP French Language Exam Results by Economic Status



No graph is presented for Latin: Vergil or German Language because participation by economically disadvantaged students was too small to report for comparison purposes.

Table 6 provides four years of performance data in AP World Languages for five exams disaggregated by limited English proficient (LEP) status. Demographic data were available for all years except 2007-08 and, therefore, are not reported.

Table 6: AP World Languages Exam Results by LEP Status

LEP Status	School Year	Spanish Language		Spanish Literature		Latin: Vergil		French Language		German Language	
		No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Non-LEP	2010-11	136	73%	33	58%	22	23%	20	50%	7	71%
	2009-10	131	69%	19	68%	37	38%	28	54%	9	78%
	2008-09	173	82%	44	82%	27	52%	34	50%	5	60%
	2006-07	110	68%	13	54%	25	36%	31	81%	6	50%
LEP	2010-11	53	72%	17	47%	*	*	*	*	*	*
	2009-10	38	87%	13	69%	*	*	*	*	*	*
	2008-09	60	87%	10	80%	*	*	5	60%	*	*
	2006-07	71	79%	19	32%	*	*	*	*	*	*

* Fewer than 5, not reported.

Figure 12 and **Figure 13** provide four years of performance data in AP Spanish Language and AP Spanish Literature, respectively, disaggregated by LEP status. Demographic data were available for all years except for 2007-08 and, therefore, are not reported.

Figure 12: AP Spanish Language Exam Results by LEP Status

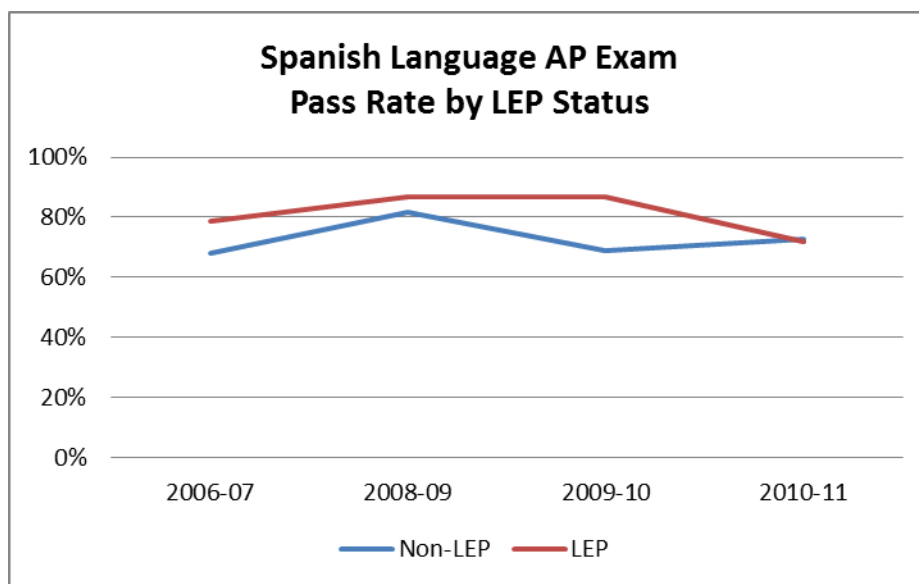
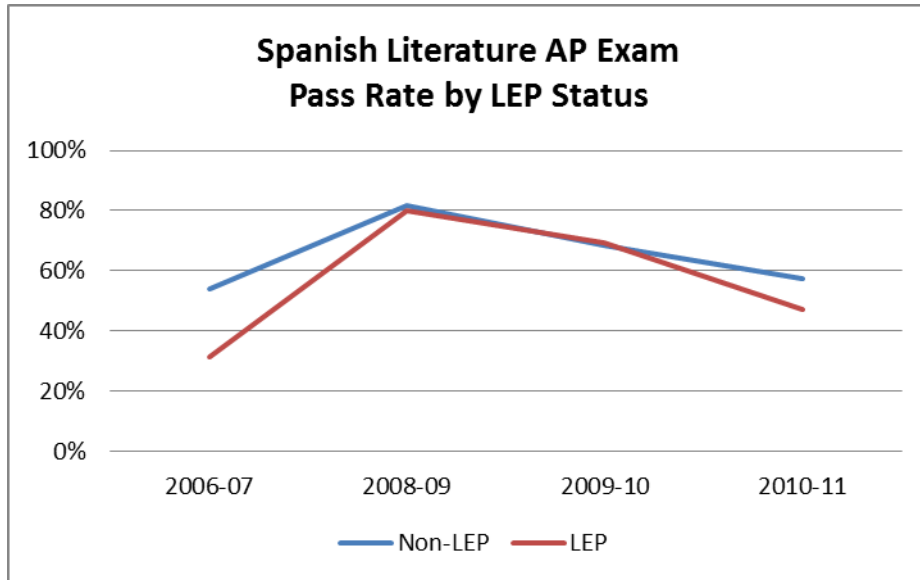


Figure 13: AP Spanish Language Exam Results by LEP Status



No graph is presented for Latin: Vergil, French Language, or German Language because participation by LEP students was too small to report for comparison purposes.

Table 7 provides four years of performance data in AP World Languages for five exams disaggregated by disability status. Demographic data were available for all years except 2007-08 and, therefore, are not reported.

Table 7: AP World Languages Exam Results by Disability Status

Disability Status	School Year	Spanish Language		Spanish Literature		Latin: Vergil		French Language		German Language	
		No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Non-Disabled	2010-11	187	73%	49	55%	22	23%	23	57%	8	75%
	2009-10	165	73%	32	69%	37	38%	31	55%	11	82%
	2008-09	227	83%	53	83%	27	52%	39	51%	7	71%
	2006-07	179	73%	32	41%	25	36%	35	83%	8	63%
Disabled	2010-11	*	*	*	*	*	*	*	*	*	*
	2009-10	*	*	*	*	*	*	*	*	*	*
	2008-09	6	67%	*	*	*	*	*	*	*	*
	2006-07	*	*	*	*	*	*	*	*	*	*

* Fewer than 5, not reported.

No graphs are presented for any language disaggregated by disability status because the number of disabled students who participated in each test was too small to report for comparison purposes.

International Baccalaureate (IB) Exam Results for World Languages

Arlington Public Schools (APS) currently offers three IB World Language courses: French, Spanish, and Latin. While all three languages are taught at all APS middle schools and high schools, the IB courses for these languages are only available at Washington-Lee High School. The IB World Languages test is scored on a scale of 1–7, with 4 considered passing.

Table 1 provides five years of data on IB World Languages exam results for French, Spanish, and Latin. Results are not reported where the number of participants is small, as is the case with Latin in 2006-07, 2007-08, and 2009-10. Testing data for all three tests is aggregated under “All Languages” and includes results from a small number of IB German, Japanese, and Arabic exams administered in 2007-08 that were too small to report separately.

Table 1: IB World Languages Exam Results, 2006-07 through 2010-11

Language	School Year	No. Tested	% Passing
French	2010-11	32	88%
	2009-10	28	86%
	2008-09	21	90%
	2007-08	27	78%
	2006-07	35	100%
Spanish	2010-11	32	100%
	2009-10	36	97%
	2008-09	34	91%
	2007-08	44	100%
	2006-07	30	100%
Latin	2010-11	5	80%
	2009-10	*	*
	2008-09	7	57%
	2007-08	*	*
	2006-07	*	*
All Languages	2010-11	69	93%
	2009-10	66	92%
	2008-09	62	87%
	2007-08	78	86%
	2006-07	69	96%

* Fewer than 5, not reported.

Figure 1 provides five years of performance data in IB World Languages for French and Spanish.

Figure 1: IB French and Spanish Exam Results, 2006-07 through 2010-11

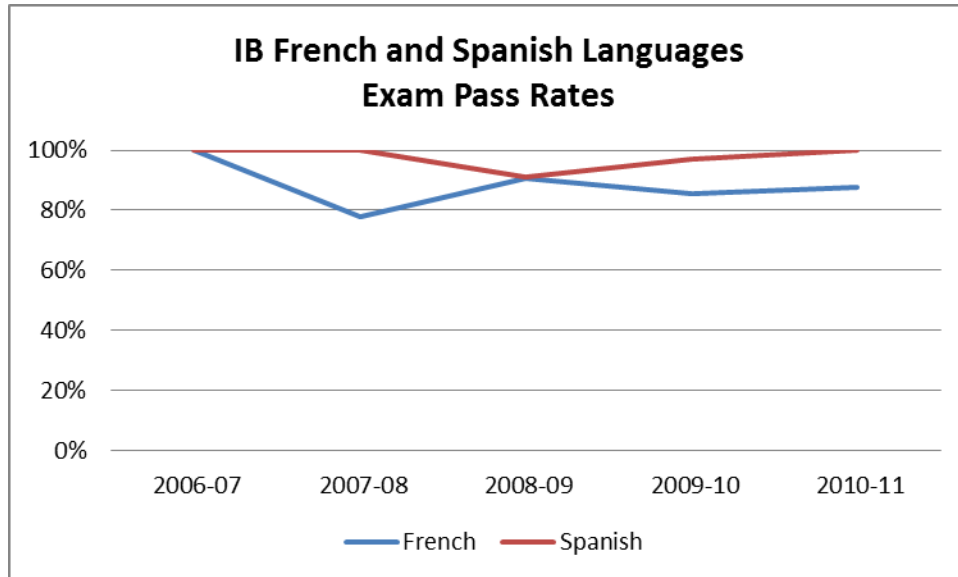


Figure 2 provides two years of performance data in IB Latin. Data for 2006-07, 2007-08, and 2008-09 are not shown because the number of participants was too small to report.

Figure 2: IB Latin Exam Results, 2006-07 through 2010-11

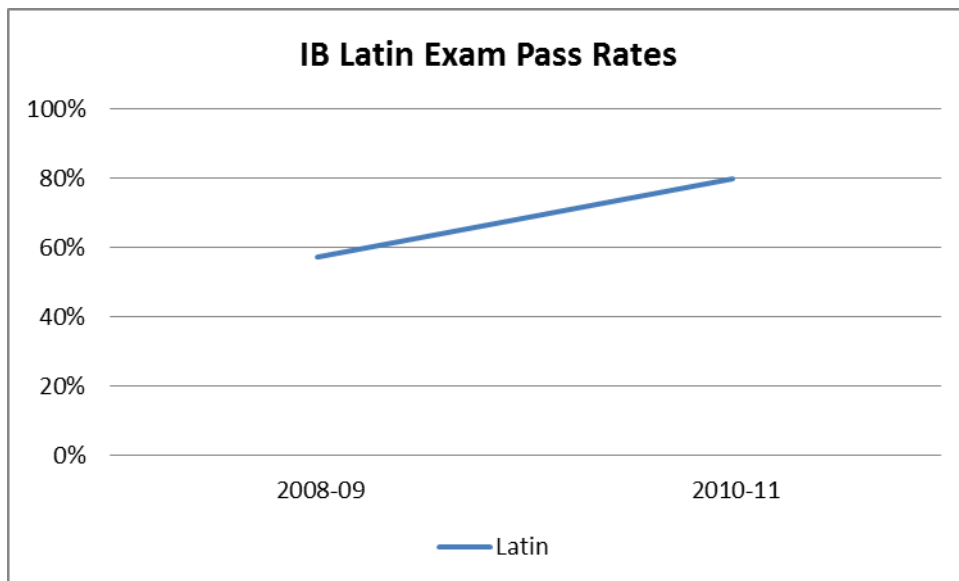


Table 2 provides five years of performance data on the IB Spanish exam for students classified as “fluent in Spanish.” The data is disaggregated according to class type: Regular IB Spanish or IB Spanish for Fluent Speakers.

Table 2: IB Spanish Exam Results by Course Type

Class Type	School Year	No. Tested	% Passing
Regular IB Spanish	2010-11	25	100%
	2009-10	29	97%
	2008-09	31	90%
	2007-08	37	100%
	2006-07	26	100%
IB Spanish for Fluent Speakers	2010-11	7	100%
	2009-10	7	100%
	2008-09	*	*
	2007-08	7	100%
	2006-07	*	*

* Fewer than 5, not reported.

No graph is presented for students classified as “fluent in Spanish” because the number of students enrolled in an “IB Spanish for Fluent Speakers” course was too small for comparison purposes.

Table 3 provides five years of performance data in IB French and Spanish disaggregated by gender. Latin exam results are not included due to a low participation rate.

Table 3: IB World Language Exam Results by Gender

Gender	School Year	French		Spanish	
		No. Tested	% Passing	No. Tested	% Passing
Female	2010-11	19	89%	21	100%
	2009-10	20	85%	22	95%
	2008-09	13	85%	23	91%
	2007-08	17	76%	38	100%
	2006-07	25	100%	17	100%
Male	2010-11	13	85%	11	100%
	2009-10	8	88%	14	100%
	2008-09	8	100%	11	91%
	2007-08	9	78%	6	100%
	2006-07	10	100%	13	100%

Figure 3 and **Figure 4** provide five years of performance data disaggregated by gender for IB French and IB Spanish, respectively. No graph is presented for Latin because participation was too small to report .

Figure 3: IB French Exam Results by Gender

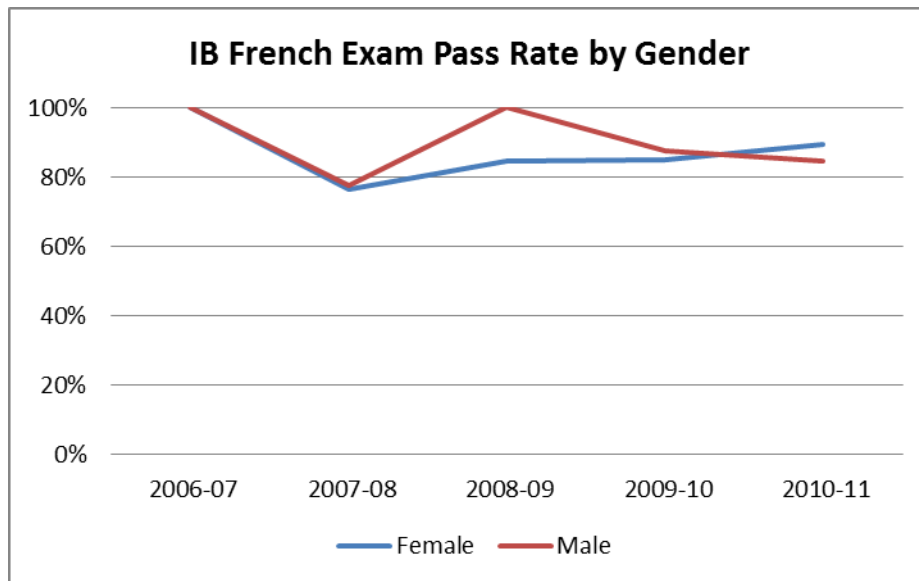


Figure 4: IB Spanish Exam Results by Gender

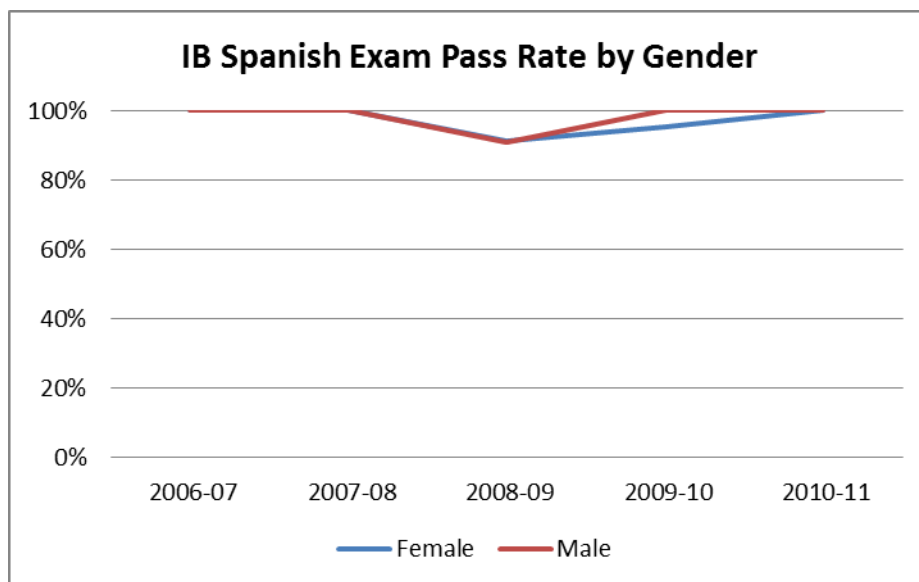


Table 4 provides five years of data on IB French and IB Spanish results disaggregated by race/ethnicity. The “Other” category represents participation in the IB Latin, IB German, IB Japanese, and IB Arabic exams, though participation was too small to report.

Table 4: IB World Languages Exam Results by Race/Ethnicity

Race/Ethnicity	School Year	French		Spanish	
		No. Tested	% Passing	No. Tested	% Passing
Asian	2010-11	5	60%	*	*
	2009-10	*	*	5	80%
	2008-09	*	*	*	*
	2007-08	5	40%	*	*
	2006-07	7	100%	*	*
Black	2010-11	*	*	*	*
	2009-10	6	83%	*	*
	2008-09	*	*	5	60%
	2007-08	*	*	*	*
	2006-07	*	*	*	*
Hispanic	2010-11	*	*	10	100%
	2009-10	*	*	10	100%
	2008-09	*	*	9	89%
	2007-08	5	100%	11	100%
	2006-07	*	*	6	100%
White	2010-11	19	100%	18	100%
	2009-10	18	89%	20	100%
	2008-09	15	87%	18	100%
	2007-08	13	92%	26	100%
	2006-07	23	100%	20	100%
Other	2010-11	*	*	*	*
	2009-10	*	*	*	*
	2008-09	*	*	*	*
	2007-08	*	*	*	*
	2006-07	*	*	*	*

* Fewer than 5, not reported.

No graph is provided by race/ethnicity for any IB exam because the number of Asian, Black, and Hispanic participants was too small to report for comparison purposes.

Table 5 provides five years of performance data in IB French and IB Spanish disaggregated by economic status. Latin exam results are not included due to a low participation rate.

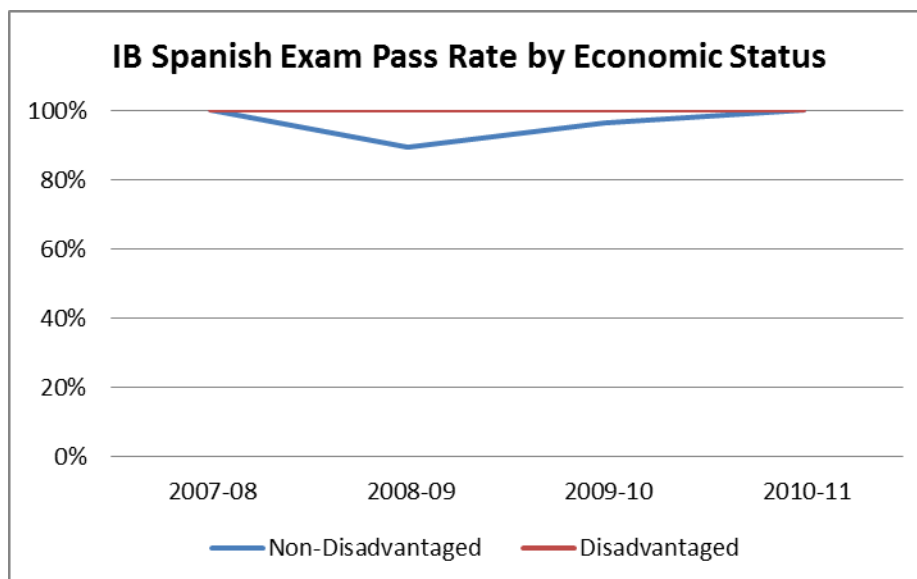
Table 5: IB French and Spanish Exam Results by Economic Status

Economic Status	School Year	French		Spanish	
		No. Tested	% Passing	No. Tested	% Passing
Non-Disadvantaged	2010-11	31	90%	24	100%
	2009-10	26	85%	29	97%
	2008-09	17	88%	28	89%
	2007-08	24	83%	39	100%
	2006-07	32	100%	27	100%
Disadvantaged	2010-11	*	*	8	100%
	2009-10	*	*	7	100%
	2008-09	*	*	6	100%
	2007-08	*	*	5	100%
	2006-07	*	*	*	*

* Fewer than 5, not reported.

Figure 5 provides five years of performance data for IB Spanish disaggregated by economic status.

Figure 5: IB Spanish Exam Results by Economic Status



No graph is presented for the IB French exam because participation by economically disadvantaged students was too small to report for comparison purposes.

Table 6 provides five years of performance data in IB French and IB Spanish disaggregated by limited English proficient (LEP) status. Latin exam results are not included due to a low participation rate.

Table 6: IB French and Spanish Exam Results by LEP Status

LEP Status	School Year	French		Spanish	
		No. Tested	% Passing	No. Tested	% Passing
Non-LEP	2010-11	30	87%	31	100%
	2009-10	26	85%	35	97%
	2008-09	19	89%	33	91%
	2007-08	27	78%	40	100%
	2006-07	35	100%	29	100%
LEP	2010-11	*	*	*	*
	2009-10	*	*	*	*
	2008-09	*	*	*	*
	2007-08	*	*	*	*
	2006-07	*	*	*	*

* Fewer than 5, not reported.

No graph is presented for either language disaggregated by LEP status because LEP participation was too small to report for comparison purposes.

Table 7 provides five years of performance data for IB French and IB Spanish disaggregated by disability status. Latin exam results are not included due to a low participation rate.

Table 7: IB French and Spanish Exam Results by Disability Status

Disability Status	School Year	French		Spanish	
		No. Tested	% Passing	No. Tested	% Passing
Non-disabled	2010-11	32	88%	30	100%
	2009-10	27	85%	35	97%
	2008-09	21	90%	34	91%
	2007-08	27	78%	43	100%
	2006-07	35	100%	29	100%
Disabled	2010-11	*	*	*	*
	2009-10	*	*	*	*
	2008-09	*	*	*	*
	2007-08	*	*	*	*
	2006-07	*	*	*	*

* Fewer than 5, not reported.

No graph is presented for either language disaggregated by disability status because the number of disabled students who participated in each test was too small to report for comparison purposes.

Diplomas of Spanish as a Foreign Language (DELE)

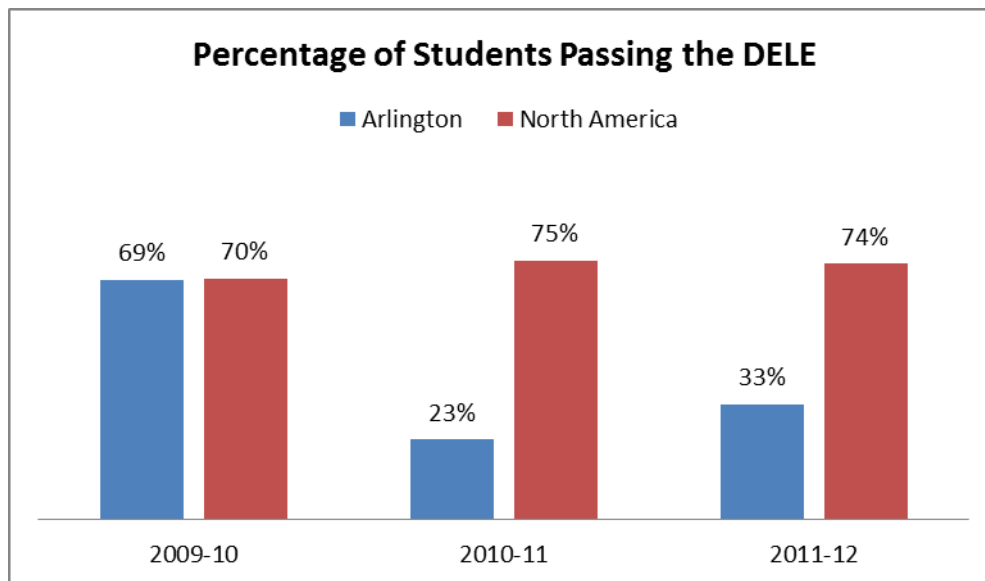
DELE is the official accreditation of the degree of fluency of the Spanish Language, issued and recognized by the Ministry of Education, Culture, and Sport of Spain. The B2 level (High-Intermediate Level) of the test is offered to students who are enrolled in the Immersion program at Wakefield High School. Students who pass this level of the test prove that they have the necessary knowledge of the Spanish language to allow communication in everyday situations which do not require specialized terms.

A small percentage of Arlington Public School (APS) students have participated in the test over the last three years. The table and figure below show the APS pass rate in comparison to the North American pass rate over the last three years.

Table 1: Pass Rate for DELE Level B2 in Arlington and North America by Year

School Year	Arlington		North America	
	No. Students	% Pass	No. Students	% Pass
2011-12	15	33%	271	74%
2010-11	13	23%	276	75%
2009-10	13	69%	250	70%

Figure 1: Pass Rate for DELE Level B2 in Arlington and North America by Year



National Latin Exam (NLE) Results for World Languages

The National Latin Exam is offered under the joint sponsorship of the American Classical League and the National Junior Classical League. In the spring of 2012, more than 149,000 students from all 50 states participated in this exam, as well as students from 13 foreign countries. The following ten Latin exams are available: Introduction to Latin, Latin I, Latin II, Latin III, Latin III Prose, Latin IV Prose, Latin III Poetry, Latin IV Poetry, Latin V, and Latin VI. All of these tests, except the Latin III Poetry exam, are administered to Arlington Public Schools students.

Table 1 provides three years of NLE data for nine Latin exams. Testing data for all nine tests are aggregated under “Total” and includes results that were too small to report separately.

Table 1: National Latin Exam – Percentage of Students Meeting or Exceeding National Average

School Year	Level	No. Tested	% Meeting or Exceeding National Average
2011-12	Introduction	9	33%
	Latin I	124	40%
	Latin II	120	43%
	Latin III	94	60%
	Prose III	n/a	n/a
	Prose IV	*	*
	Poetry IV	48	29%
	Latin V	18	22%
	Latin VI	*	*
	Total	417	43%
2010-11	Introduction**	n/a	n/a
	Latin I	160	43%
	Latin II	119	40%
	Latin III	66	53%
	Prose III	7	0%
	Prose IV	12	33%
	Poetry IV	21	29%
	Latin V	10	50%
	Latin VI	8	50%
	Total	403	42%
2009-10	Introduction**	n/a	n/a
	Latin I	137	26%
	Latin II	91	42%
	Latin III	45	49%
	Prose III	10	20%
	Prose IV	28	46%
	Poetry IV	7	29%
	Latin V	24	38%
	Latin VI	*	*
	Total	344	36%

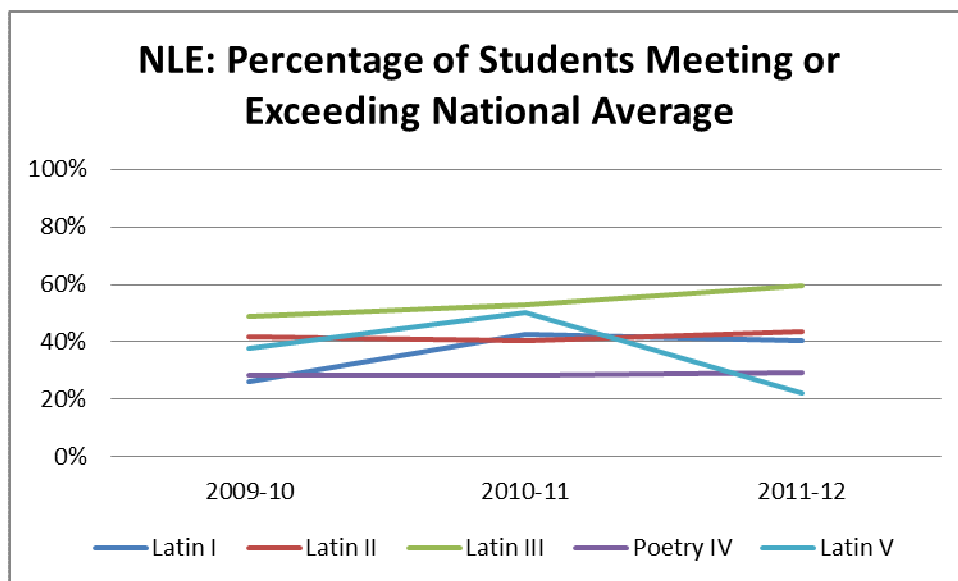
* Fewer than 5, not reported.

** National Average data is not reported because the Introduction to Latin exam was not administered in 2009-10, and it was not available in 2010-11.

It is important to note that the APS curriculum is not fully aligned to the expectations of the NLE organization. As a result, APS students may or may not have been exposed to all the standards covered in the NLE exams. However, APS students learn many aspects of the Latin language that are not necessarily emphasized in the National Latin Exam standards.

Figure 1 provides three years of performance data for five National Latin Exams. Introduction to Latin, Prose III, Latin VI, and Prose IV results are not included because data for those tests was not available every year.

Figure 1: National Latin Exam: Percentage of Students Meeting or Exceeding National Average



National Latin Exam Awards

The NLE organization sets a new average every year upon which award distinctions are based. Students who meet or exceed exam expectations for a particular year receive the following awards:

Introduction to Latin:

- Ribbons of Achievement
- Certificates of Achievement

Latin I, II, III, IV, V, & VI:

- Hand-lettered certificate for a perfect paper
- Gold medal and a *summa cum laude* certificate awarded to top scorers
- Silver medal and *maxima cum laude* certificate to second place winners
- *Magna cum laude* certificate to third place winners

Ribbons of Achievement or Certificates of Achievement were awarded to five students in 2010-11 for their performance on the Introduction to Latin exam; and in 2011-12, two students were awarded a Certificate of Achievement.

Figure 2 provides award level data for students participating in the National Latin Exams in 2009-10. The number of students participating in each exam is shown below the award results. Award results are not listed for Latin VI because less than five students participated in that test in 2009-10.

Figure 2: NLE Awards for Latin I – Latin VI, 2009-10

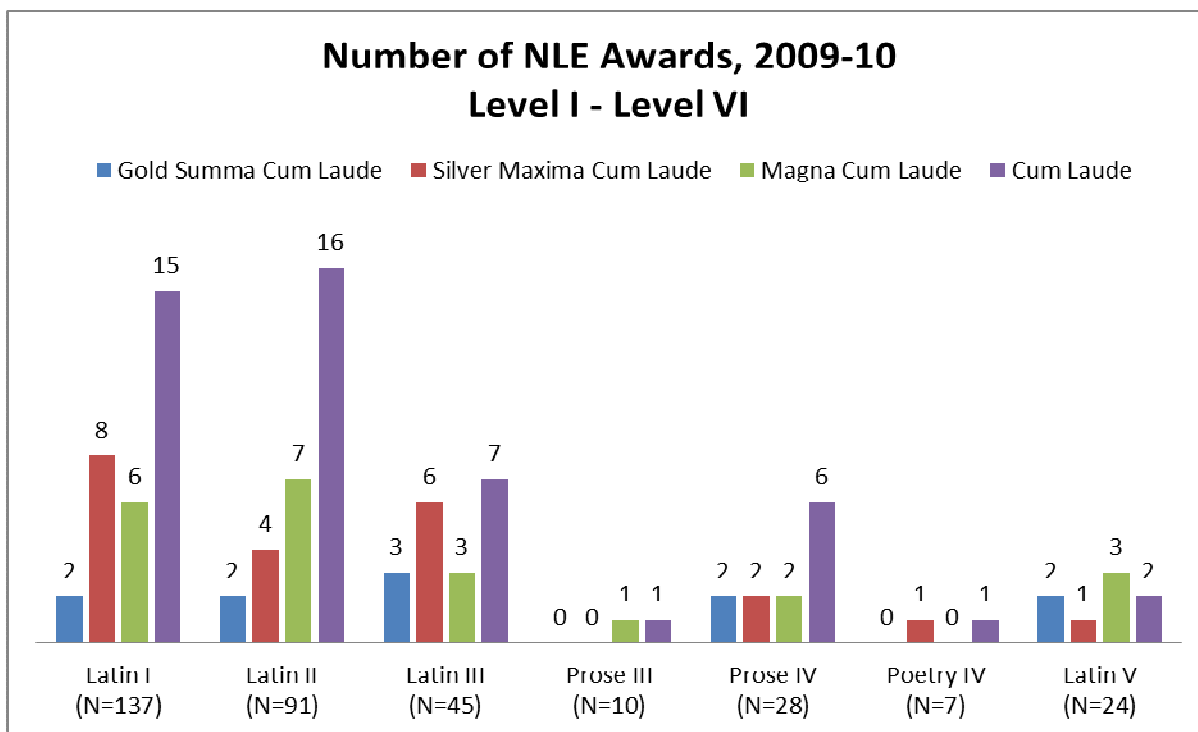


Figure 3 provides award level data for students participating in the National Latin Exams in 2010-11. The number of students participating in each exam is shown below the award results.

Figure 3: NLE Awards for Latin I – Latin VI, 2010-11

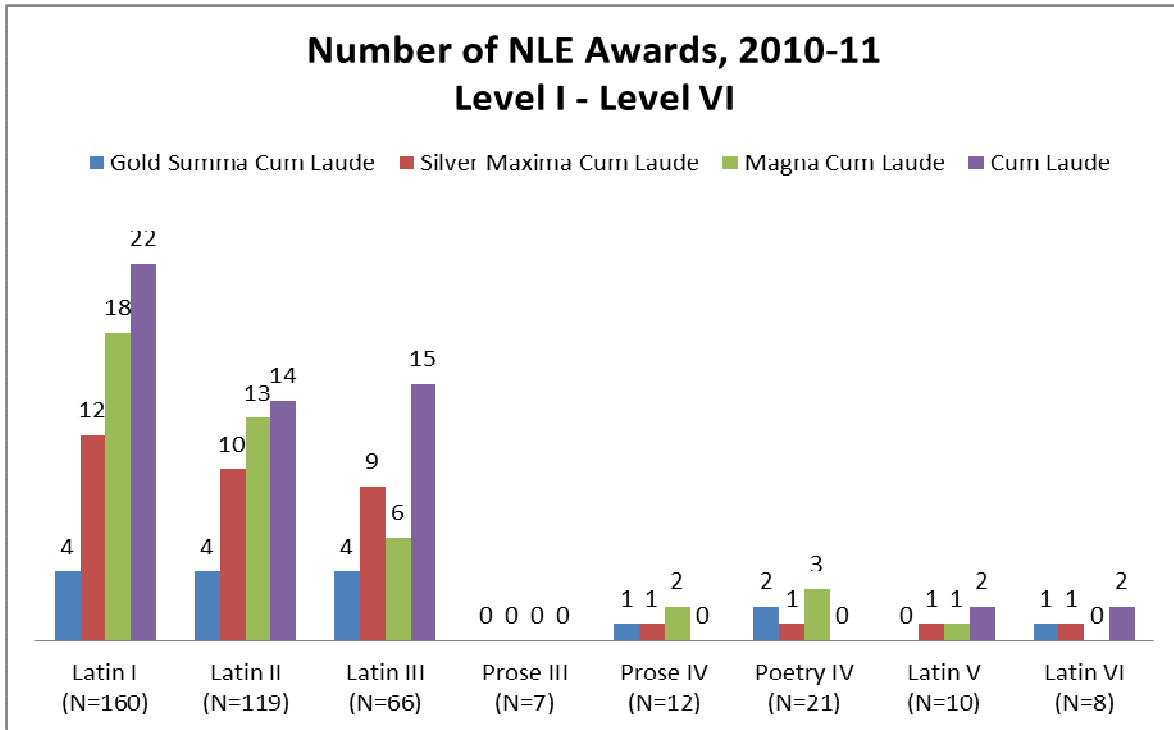
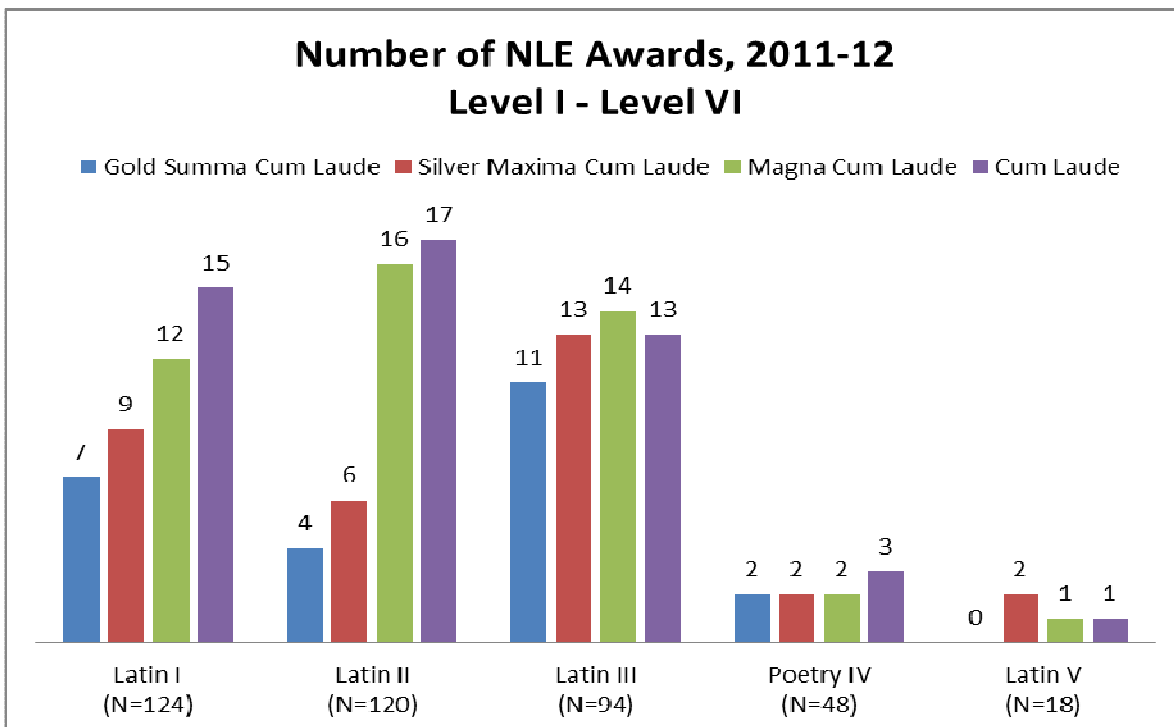


Figure 4 provides award level data for students participating in the National Latin Exams in 2011-12. The number of students participating in each exam is shown below the award results. Award results are not listed for Prose IV and Latin VI because less than five students participated in each of those tests in 2011-12.

Figure 4: NLE Awards for Latin I – Latin VI, 2011-12



Standards of Learning (SOL) Results for Immersion and Non-Immersion Students by Native Language

The SOL assessments addressed in this report are those administered to students in grades 3, 5, and 8.

Grade 3 students participate in the following SOL tests:

- Mathematics
- Reading
- Science
- History

Grade 5 students participate in the following SOL tests:

- Mathematics
- Reading
- Science
- Writing

Grade 8 students participate in the following SOL tests:

- Mathematics (grade 8, Algebra I, Algebra II, or Geometry)
- Reading
- Science
- Writing
- World Geography

All performance data is disaggregated by program (Immersion or Non-Immersion) and native language (English or something else). For the purposes of this report, **Immersion English** refers to those students enrolled in a Spanish Immersion program whose home language is listed as English. These students are also called English Native Speakers. **Non-Immersion English** refers to those students not enrolled in a Spanish Immersion Program whose home language is English.

Immersion Other refers to those students enrolled in a Spanish Immersion program whose home language is listed as something other than English. **Non-Immersion Other** refers to those students not enrolled in a Spanish Immersion Program whose home language is listed as something other than English. In most case, these students are Spanish native speakers, but because the specific home language is not identified, they are listed as "other".

Table 1 provides six years of SOL performance data for grade 3 in Mathematics, Reading, Science and History disaggregated by program (Immersion or Non-Immersion) and native language (English or something else).

Table 1: Grade 3 SOL Results by Program and Native Language

School Year	Group	3rd Grade SOLs							
		Mathematics		Reading		Science		History	
		No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
2011-2012	Immersion English	100	86%	99	91%	100	98%	100	92%
	Non-immersion English	1062	83%	1061	91%	1060	95%	1064	91%
	Immersion Other	70	46%	64	58%	63	83%	71	69%
	Non-immersion Other	480	62%	361	78%	315	90%	379	77%
	Total	1712	76%	1585	87%	1538	93%	1614	87%
2010-2011	Immersion English	97	100%	97	96%	97	99%	97	99%
	Non-immersion English	982	96%	985	92%	987	95%	987	93%
	Immersion Other	68	96%	66	76%	55	80%	68	69%
	Non-immersion Other	465	88%	386	74%	322	85%	370	75%
	Total	1612	94%	1534	87%	1461	92%	1522	88%
2009-2010	Immersion English	79	97%	79	95%	79	96%	79	99%
	Non-immersion English	959	97%	958	91%	959	95%	959	96%
	Immersion Other	70	86%	60	65%	60	72%	61	87%
	Non-immersion Other	494	89%	315	83%	299	88%	330	90%
	Total	1602	94%	1412	88%	1397	92%	1429	95%
2008-2009	Immersion English	100	97%	100	98%	100	98%	100	100%
	Non-immersion English	785	94%	783	89%	782	94%	781	95%
	Immersion Other	82	88%	69	72%	78	82%	80	94%
	Non-immersion Other	454	82%	320	76%	317	89%	320	90%
	Total	1421	90%	1272	85%	1277	92%	1281	94%
2007-2008	Immersion English	89	99%	89	98%	89	96%	89	99%
	Non-immersion English	828	93%	828	90%	827	92%	828	93%
	Immersion Other	44	84%	37	70%	39	82%	41	90%
	Non-immersion Other	465	79%	336	74%	323	83%	329	86%
	Total	1426	88%	1290	86%	1278	90%	1287	92%
2006-2007	Immersion English	83	100%	83	93%	83	99%	83	98%
	Non-immersion English	757	93%	757	89%	749	95%	750	95%
	Immersion Other	60	72%	60	52%	56	77%	56	82%
	Non-immersion Other	405	82%	390	62%	310	85%	306	85%
	Total	1305	89%	1290	79%	1198	92%	1195	92%

Figure 1 provides one year of SOL performance data (2006-07) for grade 3 History, Mathematics, Reading, and Science disaggregated by program and native language (English or other).

Figure 1: SOL Grade 3 Assessment Results, 2006-07

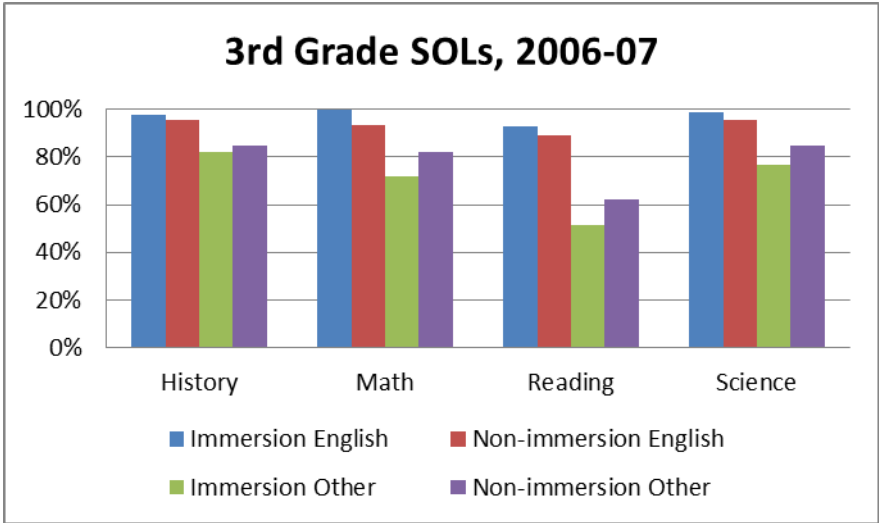


Figure 2 provides one year of SOL performance data (2007-08) for grade 3 History, Mathematics, Reading, and Science disaggregated by program and native language (English or other).

Figure 2: SOL Grade 3 Assessment Results, 2007-08

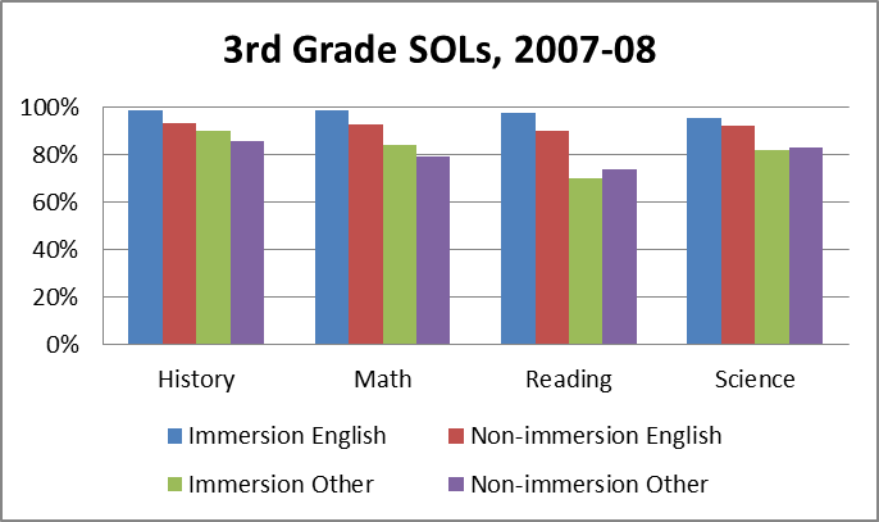


Figure 3 provides one year of SOL performance data (2008-09) for grade 3 History, Mathematics, Reading, and Science disaggregated by program and native language (English or other).

Figure 3: SOL Grade 3 Assessment Results, 2008-09

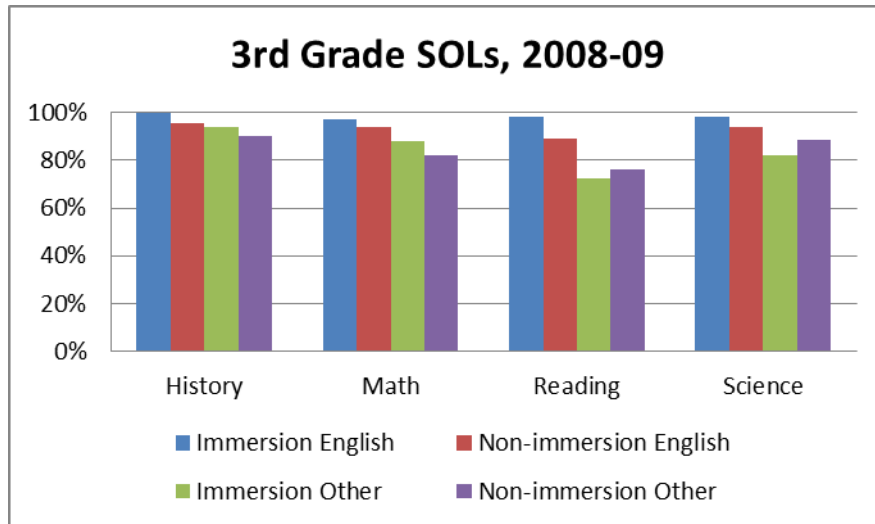


Figure 4 provides one year of SOL performance data (2009-10) for grade 3 History, Mathematics, Reading, and Science disaggregated by program and native language (English or other).

Figure 4: SOL Grade 3 Assessment Results, 2009-10

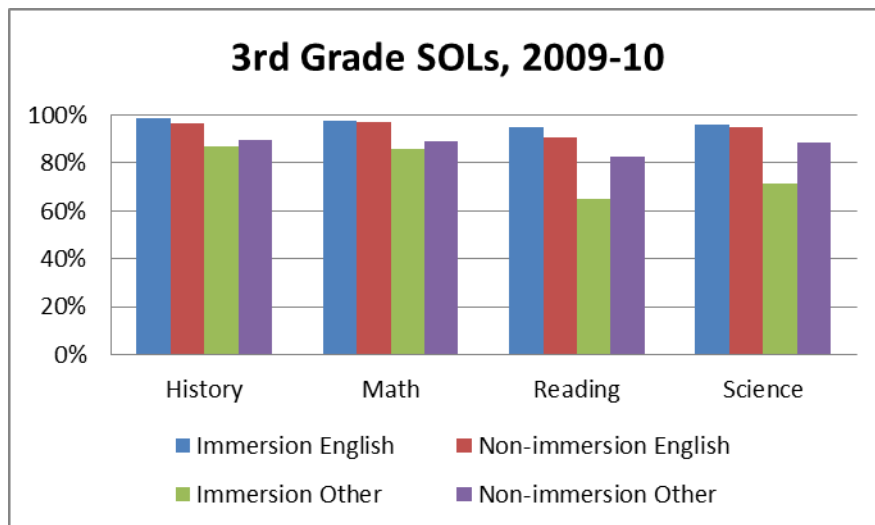


Figure 5 provides one year of SOL performance data (2010-11) for grade 3 History, Mathematics, Reading, and Science disaggregated by program and native language (English or other).

Figure 5: SOL Grade 3 Assessment Results, 2010-11

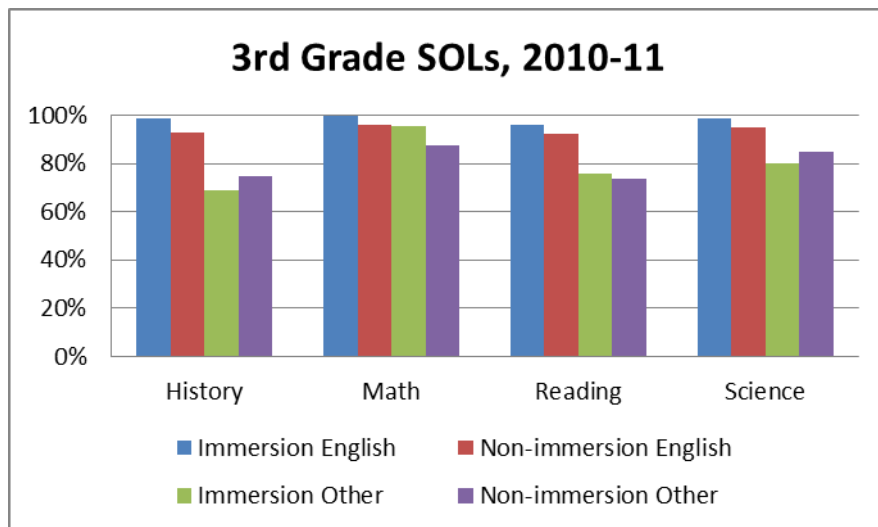


Figure 6 provides one year of SOL performance data (2011-12) for grade 3 History, Mathematics, Reading, and Science disaggregated by program and native language (English or other).

Figure 6: SOL Grade 3 Assessment Results, 2011-12

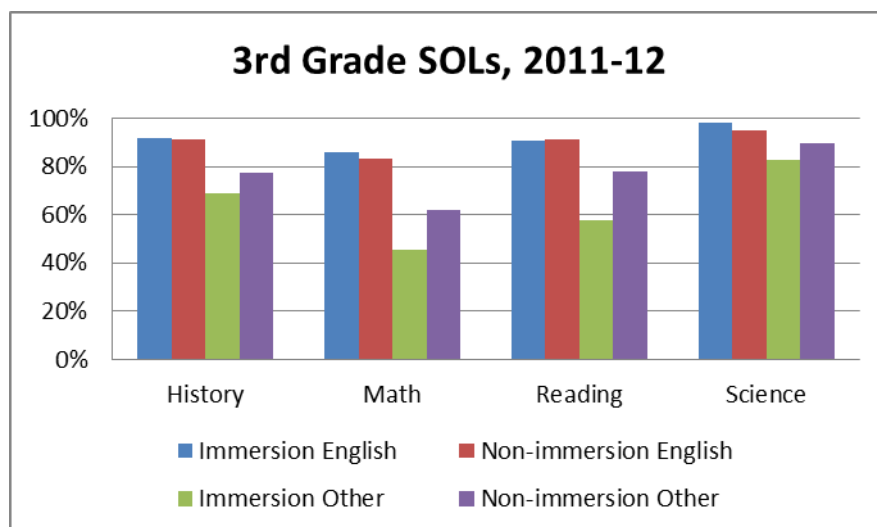


Table 2 provides six years of SOL performance data for grade 5 in Mathematics, Reading, Science and Writing disaggregated by program (Immersion or Non-Immersion) and native language (English or something else).

Table 2: Grade 5 SOL Results by Program and Native Language

School Year	Group	5th Grade SOLs							
		Mathematics		Reading		Science		Writing	
		No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
2011-2012	Immersion English	67	94%	67	99%	67	97%	67	96%
	Non-immersion English	973	90%	974	94%	973	96%	969	95%
	Immersion Other	64	59%	62	73%	64	69%	64	77%
	Non-immersion Other	492	70%	430	78%	494	76%	326	89%
	Total	1596	83%	1533	89%	1598	89%	1426	93%
2010-2011	Immersion English	93	99%	92	100%	92	98%	92	97%
	Non-immersion English	808	95%	805	94%	808	94%	806	91%
	Immersion Other	81	94%	81	85%	81	81%	77	73%
	Non-immersion Other	461	89%	409	85%	463	79%	332	90%
	Total	1443	93%	1387	91%	1444	88%	1307	90%
2009-2010	Immersion English	82	100%	82	100%	82	99%	82	98%
	Non-immersion English	830	95%	831	93%	832	94%	825	94%
	Immersion Other	44	86%	42	79%	44	70%	37	86%
	Non-immersion Other	435	85%	346	83%	436	75%	289	91%
	Total	1391	92%	1301	90%	1394	88%	1233	93%
2008-2009	Immersion English	69	96%	69	97%	69	97%	69	96%
	Non-immersion English	781	94%	781	94%	783	93%	789	93%
	Immersion Other	61	70%	58	83%	61	69%	58	74%
	Non-immersion Other	401	82%	321	89%	402	76%	270	90%
	Total	1312	89%	1229	93%	1315	87%	1186	92%
2007-2008	Immersion English	69	91%	69	97%	69	93%	68	97%
	Non-immersion English	770	94%	770	94%	772	93%	771	95%
	Immersion Other	68	84%	61	80%	68	75%	63	76%
	Non-immersion Other	405	78%	346	81%	406	73%	301	86%
	Total	1312	88%	1246	90%	1315	86%	1203	92%
2006-2007	Immersion English	71	93%	71	96%	71	94%	71	100%
	Non-immersion English	741	92%	742	91%	739	92%	635	95%
	Immersion Other	49	69%	49	80%	49	67%	47	83%
	Non-immersion Other	410	77%	385	70%	350	81%	308	84%
	Total	1271	87%	1247	84%	1209	88%	1061	92%

Figure 7 provides one year of SOL performance data (2006-07) for grade 5 Mathematics, Reading, Science, and Writing disaggregated by program and native language (English or other).

Figure 7: SOL Grade 5 Assessment Results, 2006-07

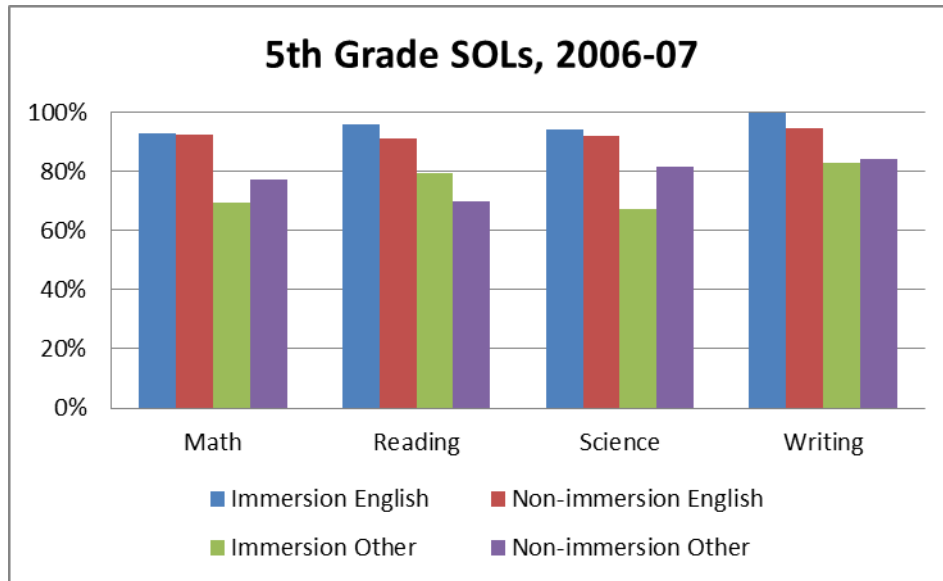


Figure 8 provides one year of SOL performance data (2007-08) for grade 5 Mathematics, Reading, Science, and Writing disaggregated by program and native language (English or other).

Figure 8: SOL Grade 5 Assessment Results, 2007-08

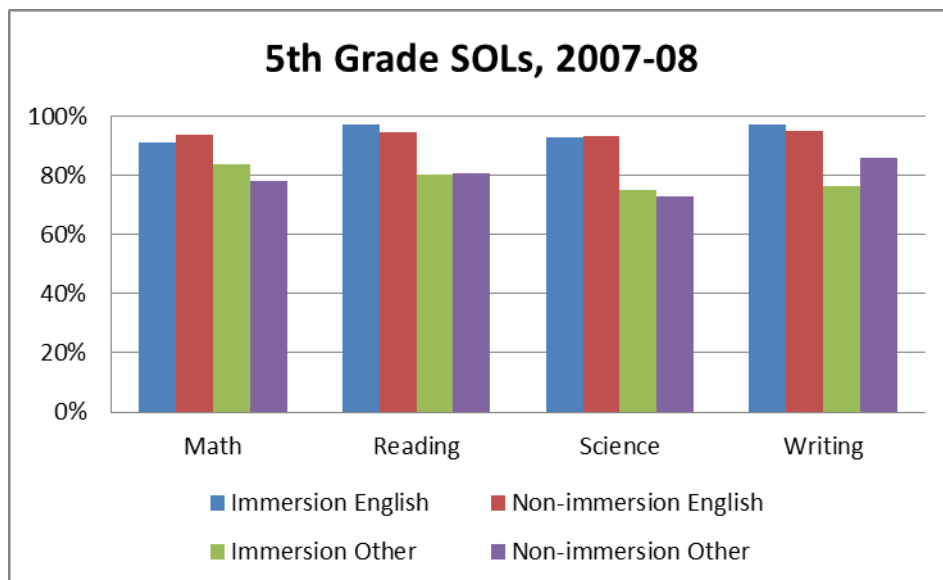


Figure 9 provides one year of SOL performance data (2008-09) for grade 5 Mathematics, Reading, Science, and Writing disaggregated by program and native language (English or other).

Figure 9: SOL Grade 5 Assessment Results, 2008-09

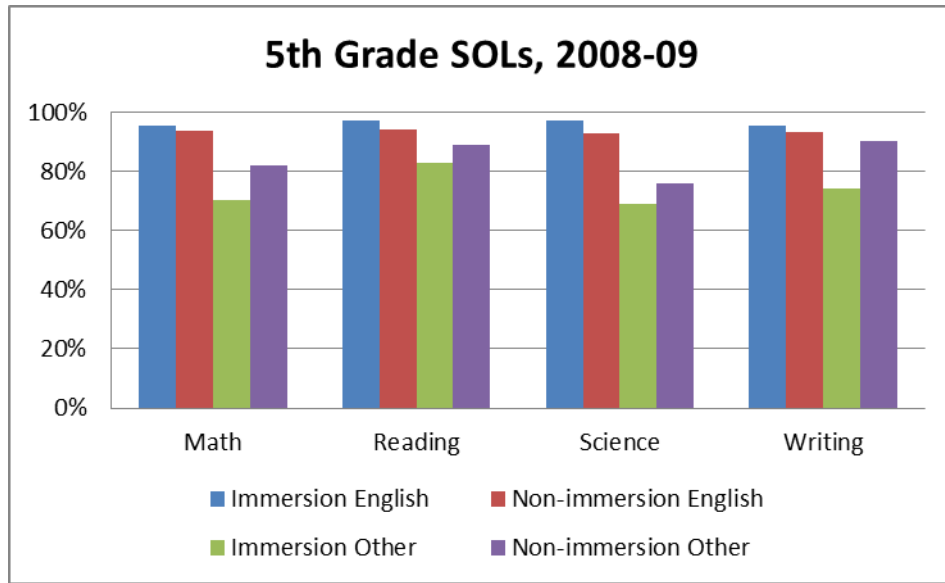


Figure 10 provides one year of SOL performance data (2009-10) for grade 5 Mathematics, Reading, Science, and Writing disaggregated by program and native language (English or other).

Figure 10: SOL Grade 5 Assessment Results, 2009-10

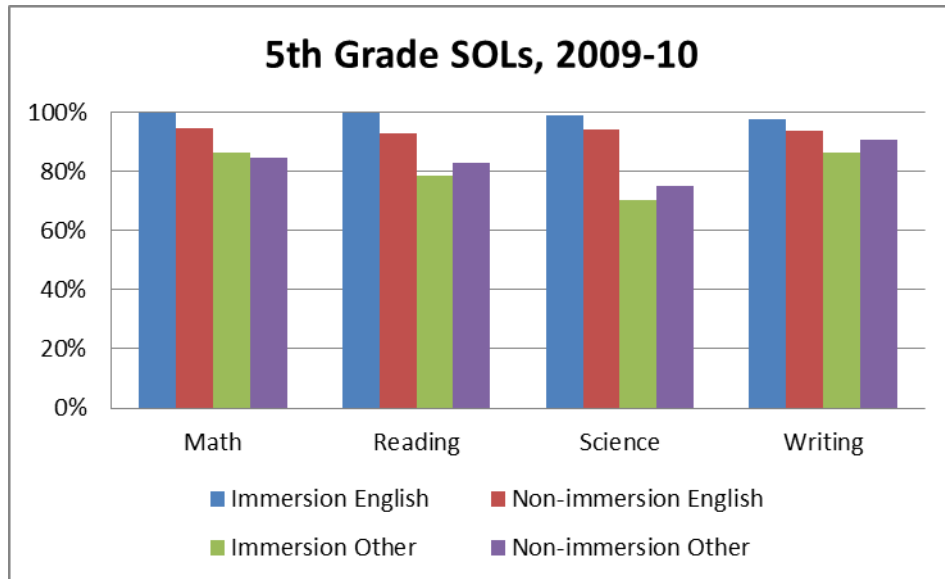


Figure 11 provides one year of SOL performance data (2010-11) for grade 5 Mathematics, Reading, Science, and Writing disaggregated by program and native language (English or other).

Figure 11: SOL Grade 5 Assessment Results, 2010-11

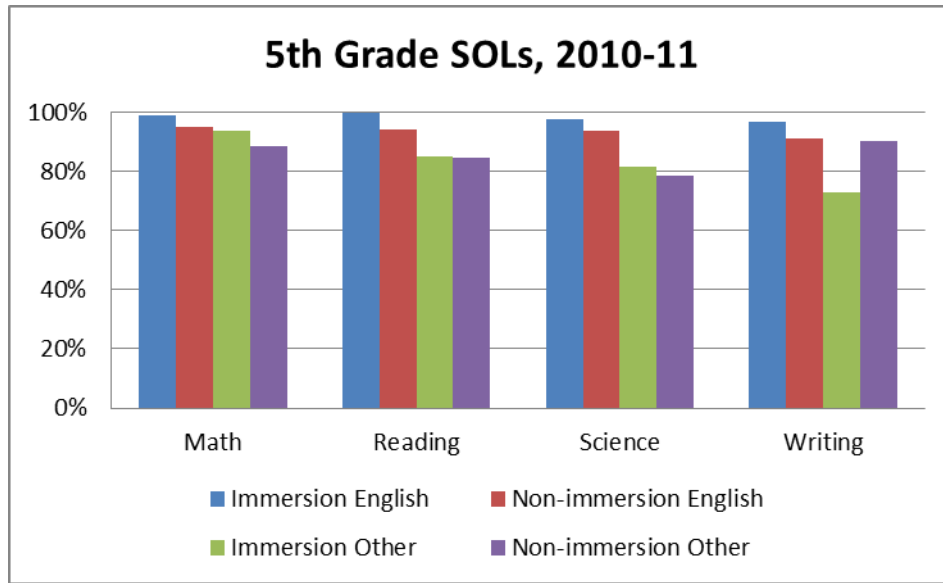


Figure 12 provides one year of SOL performance data (2011-12) for grade 5 Mathematics, Reading, Science, and Writing disaggregated by program and native language (English or other).

Figure 12: SOL Grade 5 Assessment Results, 2011-12

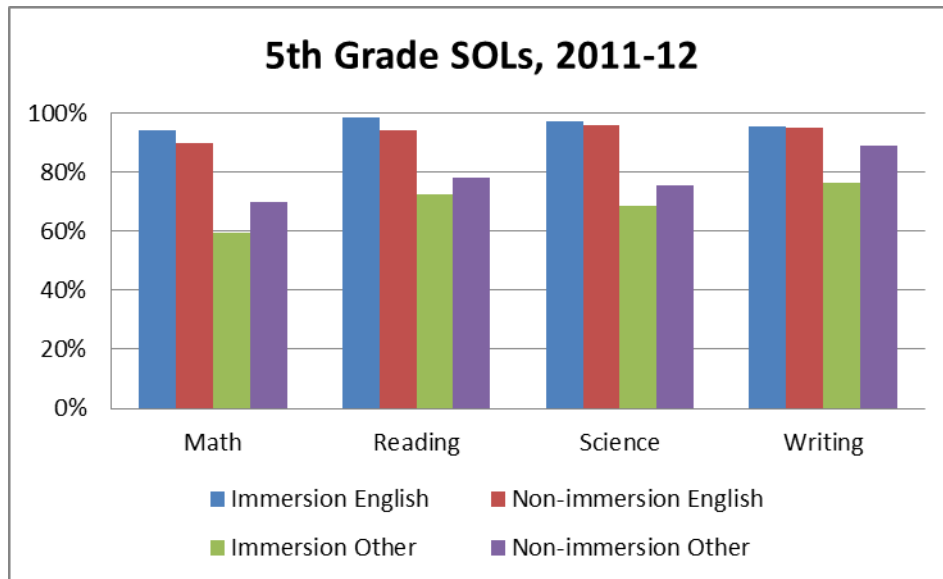


Table 3 provides six years of SOL performance data for grade 8 in Mathematics, Reading, Science, Writing, and World Geography disaggregated by program (Immersion or Non-Immersion) and native language (English or something else). The All Math category aggregates mathematics data from all SOL tests taken by 8th graders (i.e., Mathematics 8, Algebra I, Algebra II, and Geometry).

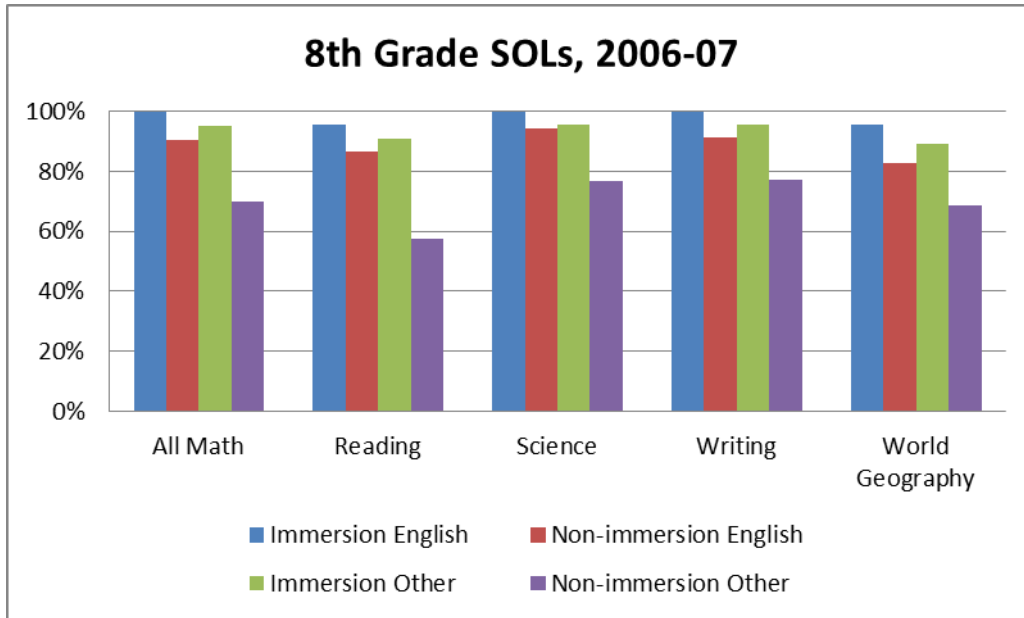
Table 3: Grade 8 SOL Results by Program and Native Language

School Year	Group	8th Grade SOLs									
		All Math*		Reading		Science		Writing		World Geography	
		No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
2011-2012	Immersion English	46	91%	47	100%	47	100%	47	100%	47	89%
	Non-immersion English	1115	83%	793	93%	775	97%	776	95%	774	91%
	Immersion Other	31	71%	31	97%	31	100%	31	97%	31	65%
	Non-immersion Other	565	54%	449	71%	431	84%	393	81%	393	72%
	Total	1757	74%	1320	86%	1284	93%	1247	91%	1245	85%
2010-2011	Immersion English	44	100%	44	100%	44	100%	44	100%	43	95%
	Non-immersion English	1189	93%	850	94%	839	97%	841	96%	841	91%
	Immersion Other	34	88%	35	91%	35	89%	34	100%	35	74%
	Non-immersion Other	522	75%	408	81%	438	80%	404	86%	408	73%
	Total	1789	88%	1337	90%	1356	91%	1323	93%	1327	85%
2009-2010	Immersion English	47	100%	50	98%	50	100%	50	100%	50	100%
	Non-immersion English	1109	94%	764	94%	752	96%	754	97%	749	92%
	Immersion Other	17	88%	17	82%	17	94%	17	100%	17	65%
	Non-immersion Other	521	76%	400	78%	445	77%	395	90%	393	75%
	Total	1694	88%	1231	88%	1264	89%	1216	95%	1209	87%
2008-2009	Immersion English	32	100%	32	100%	32	100%	32	100%	32	100%
	Non-immersion English	1079	94%	729	93%	716	95%	719	95%	707	91%
	Immersion Other	20	95%	22	95%	22	100%	22	95%	22	86%
	Non-immersion Other	559	80%	431	73%	471	74%	425	84%	422	75%
	Total	1690	90%	1214	86%	1241	88%	1198	91%	1183	85%
2007-2008	Immersion English	20	95%	21	95%	21	100%	21	95%	21	95%
	Non-immersion English	1122	92%	800	89%	779	94%	777	93%	770	89%
	Immersion Other	19	100%	20	90%	20	100%	20	100%	20	90%
	Non-immersion Other	581	81%	436	70%	472	72%	418	80%	415	71%
	Total	1742	89%	1277	83%	1292	86%	1236	89%	1226	83%
2006-2007	Immersion English	22	100%	22	95%	22	100%	22	100%	22	95%
	Non-immersion English	1137	90%	752	87%	729	94%	733	91%	724	89%
	Immersion Other	20	95%	23	91%	23	96%	23	96%	23	83%
	Non-immersion Other	584	70%	442	57%	404	76%	399	77%	394	69%
	Total	1763	84%	1239	76%	1178	88%	1177	87%	1163	82%

* Includes all SOL Mathematics tests taken by 8th grade students: Grade 8 Mathematics, Algebra I, Algebra II, and Geometry

Figure 13 provides one year of SOL performance data (2006-07) for grade 8 students in Mathematics, Reading, Science, Writing, and World Geography disaggregated by program and native language (English or other).

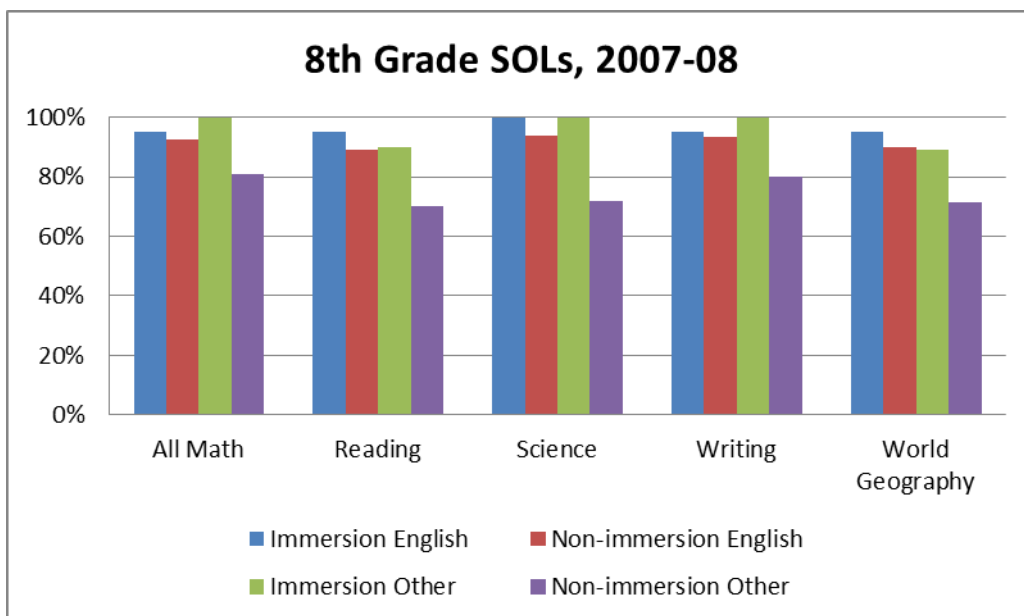
Figure 13: SOL Grade 8 Assessment Results, 2006-07



Note: All Math includes all Mathematics SOL tests taken by 8th grade students: Grade 8 Mathematics, Algebra I, Algebra II, and Geometry.

Figure 14 provides one year of SOL performance data (2007-08) for grade 8 students in Mathematics, Reading, Science, Writing, and World Geography disaggregated by program and native language (English or other).

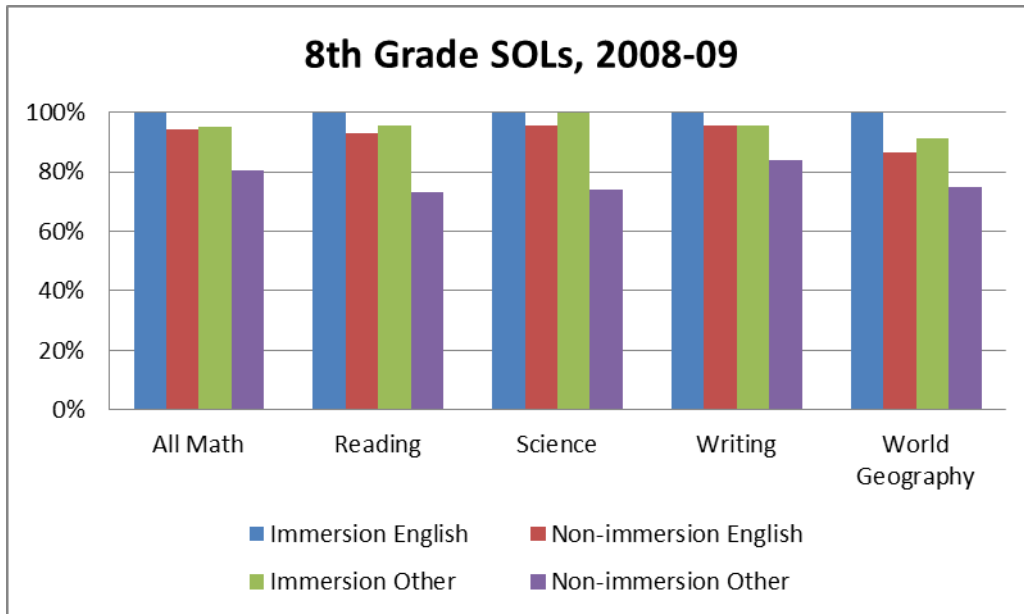
Figure 14: SOL Grade 8 Assessment Results, 2007-08



Note: All Math includes all Mathematics SOL tests taken by 8th grade students: Grade 8 Mathematics, Algebra I, Algebra II, and Geometry.

Figure 15 provides one year of SOL performance data (2008-09) for grade 8 students in Mathematics, Reading, Science, Writing, and World Geography disaggregated by program and native language (English or other).

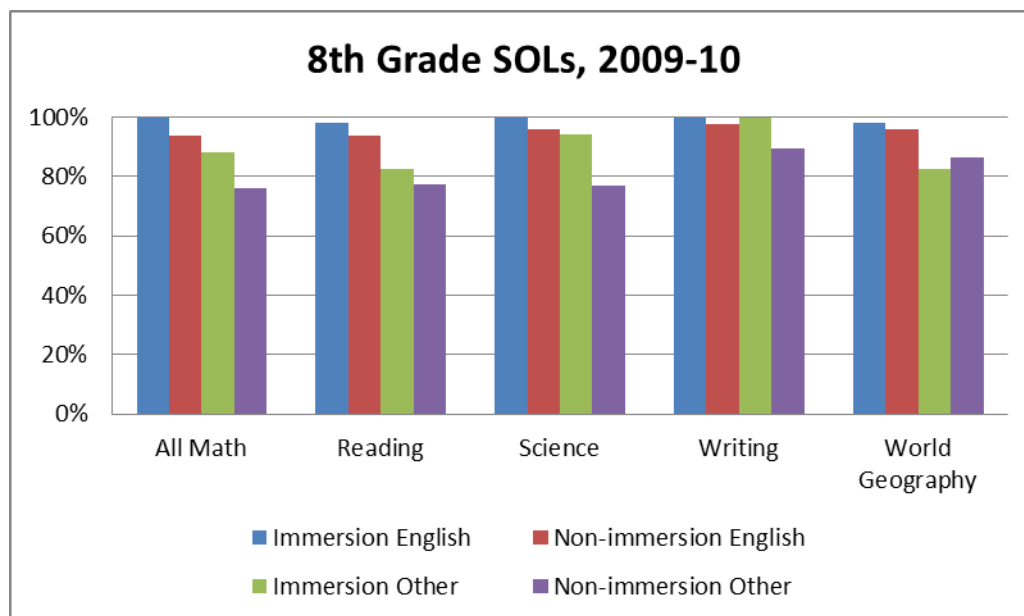
Figure 15: SOL Grade 8 Assessment Results, 2008-09



Note: All Math includes all Mathematics SOL tests taken by 8th grade students: Grade 8 Mathematics, Algebra I, Algebra II, and Geometry.

Figure 16 provides one year of SOL performance data (2009-10) for grade 8 students in Mathematics, Reading, Science, Writing, and World Geography disaggregated by program and native language (English or other).

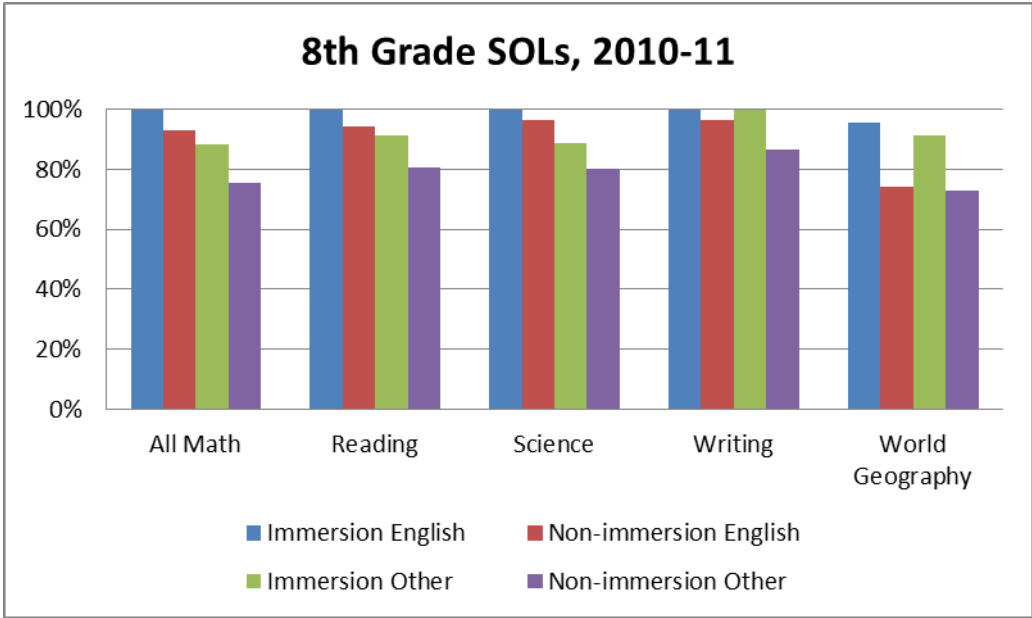
Figure 16: SOL Grade 8 Assessment Results, 2009-10



Note: All Math includes all Mathematics SOL tests taken by 8th grade students: Grade 8 Mathematics, Algebra I, Algebra II, and Geometry.

Figure 17 provides one year of SOL performance data (2010-11) for grade 8 students in Mathematics, Reading, Science, Writing, and World Geography disaggregated by program and native language (English or other).

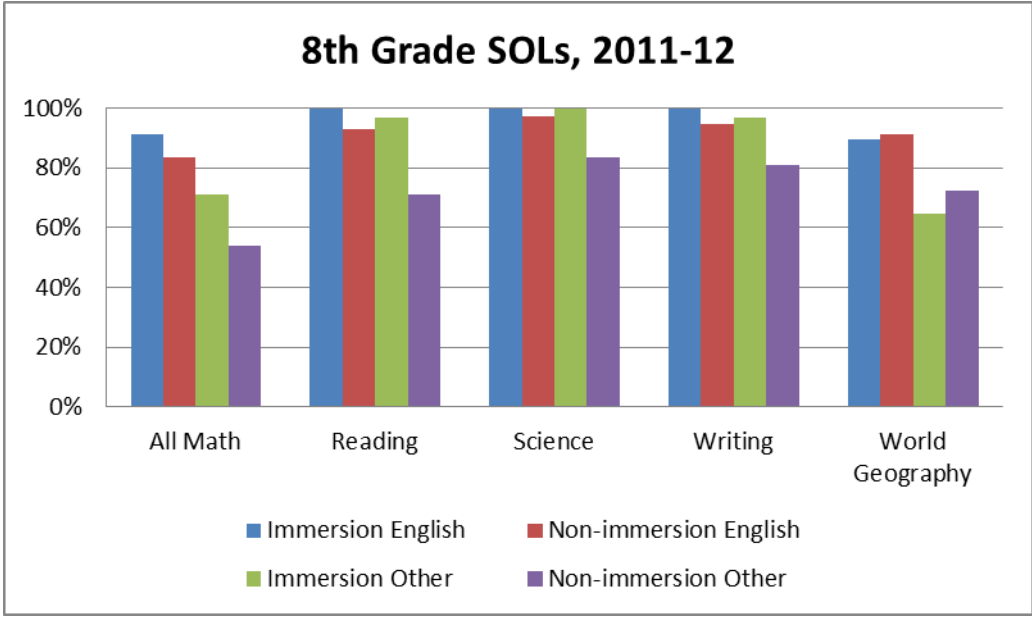
Figure 17: SOL Grade 8 Assessment Results, 2010-11



Note: All Math includes all Mathematics SOL tests taken by 8th grade students: Grade 8 Mathematics, Algebra I, Algebra II, and Geometry.

Figure 18 provides one year of SOL performance data (2011-12) for grade 8 students in Mathematics, Reading, Science, Writing, and World Geography disaggregated by program and native language (English or other).

Figure 18: SOL Grade 8 Assessment Results, 2011-12



Note: All Math includes all Mathematics SOL tests taken by 8th grade students: Grade 8 Mathematics, Algebra I, Algebra II, and Geometry.

Standards of Learning (SOL) Results for Immersion and Non-Immersion Students by Demographic Variables

List of Tables

Table 1. 3 rd Grade SOL Results by Program.....	128
Table 2. Number of Students Tested in 3 rd Grade, by Program and Race/Ethnicity	129
Table 3. Number of Students Tested in 3 rd Grade, by Program and Gender.....	132
Table 4. Number of Students Tested in 3 rd Grade, by Program and Economic Status	135
Table 5. Number of Students Tested in 3 rd Grade, by Program and LEP Status	138
Table 6. Number of Students Tested in 3 rd Grade, by Program and Disability Status	141
Table 7. 5 th Grade SOL Results by Program.....	144
Table 8. Number of Students Tested in 5 th Grade, by Program and Race/Ethnicity.....	145
Table 9. Number of Students Tested in 5 th Grade, by Program and Gender	148
Table 10. Number of Students Tested in 5 th Grade, by Program and Economic Status	151
Table 11. Number of Students Tested in 5 th Grade, by Program and LEP Status	154
Table 12. Number of Students Tested in 5 th Grade, by Program and Disability Status	157
Table 13. 8 th Grade SOL Results by Program.....	160
Table 14. Number of Students Tested in 8th Grade, by Program and Race/Ethnicity.....	161
Table 15. Number of Students Tested in 8 th Grade, by Program and Gender.....	165
Table 16. Number of Students Tested in 8 th Grade, by Program and Economic Status	168
Table 17. Number of Students Tested in 8 th Grade, by Program and LEP Status	171

List of Figures

Figure 1: 3rd Grade SOL Results by Program and Race/Ethnicity.....	130
Figure 2: 3rd Grade SOL Results by Program and Gender	133
Figure 3: 3rd Grade SOL Results by Program and Economic Status	136
Figure 4: 3rd Grade SOL Results by Program and LEP Status.....	139
Figure 5: 3rd Grade SOL Results by Program and Disability Status	142
Figure 6: 5th Grade SOL Results by Program and Race/Ethnicity.....	146
Figure 7: 5th Grade SOL Results by Program and Gender	149
Figure 8: 5th Grade SOL Results by Program and Economic Status.....	152
Figure 9: 5th Grade SOL Results by Program and LEP Status.....	155
Figure 10: 5th Grade SOL Results by Program and Disability Status	158
Figure 11: 8th Grade SOL Results by Program and Race/Ethnicity.....	163
Figure 12: 8th Grade SOL Results by Program and Gender	166
Figure 13: 8th Grade SOL Results by Program and Economic Status	169
Figure 14: 8th Grade SOL Results by Program and LEP Status.....	172
Figure 15: 8th Grade SOL Results by Program and Disability Status – Not included.....	174

Table 1. 3rd Grade SOL Results by Program

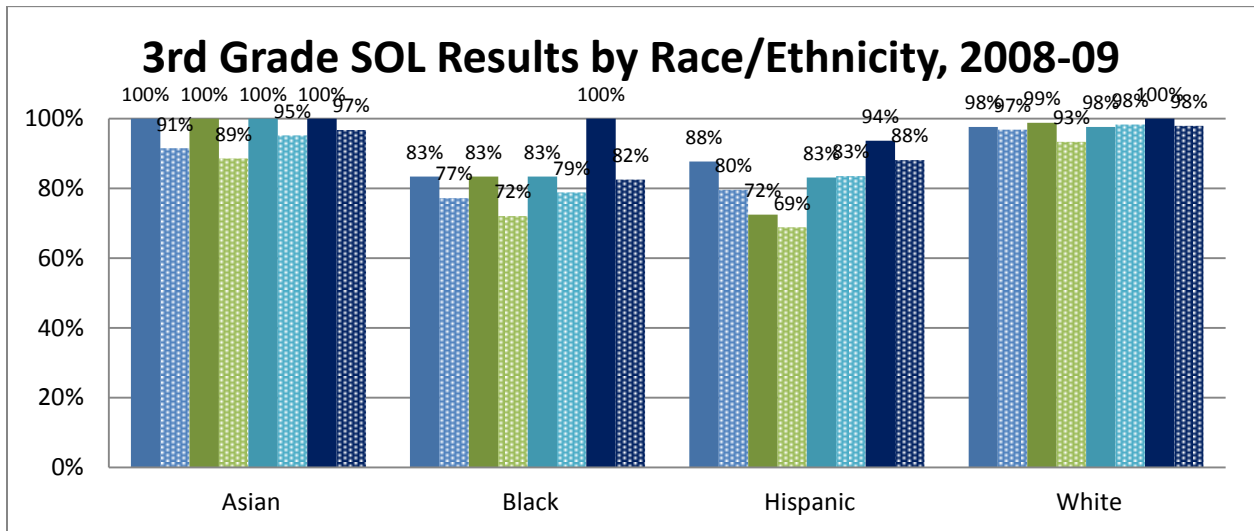
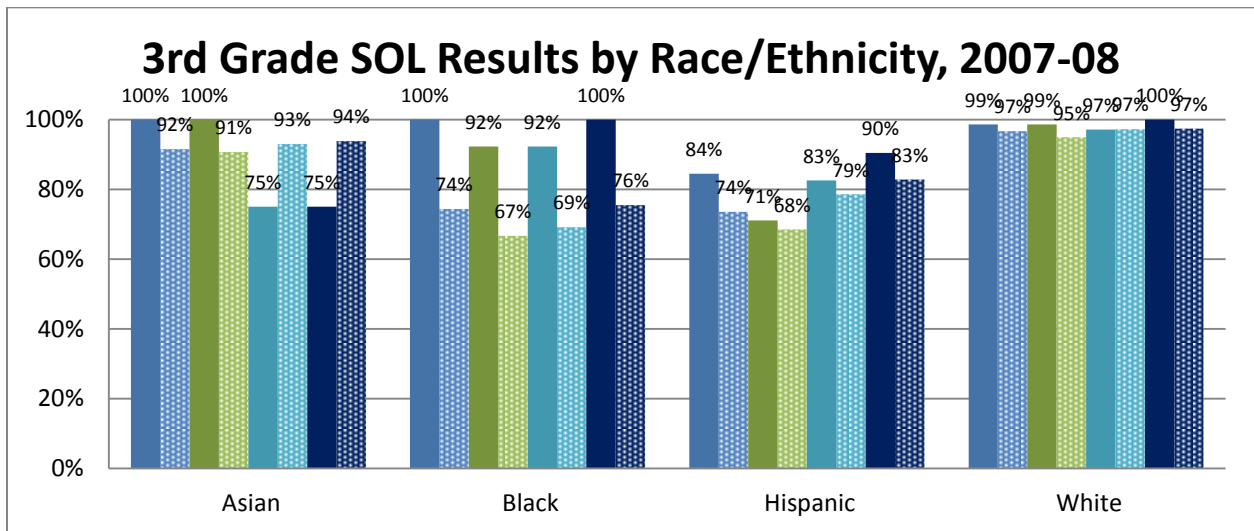
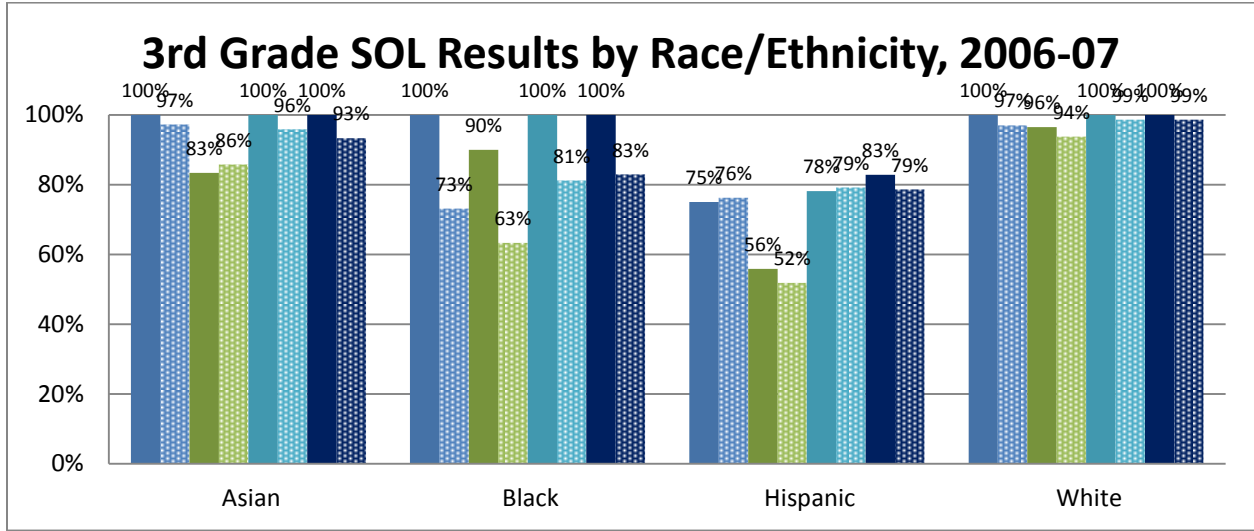
Immersion Group	School Year	3rd Grade SOLs							
		History		Math		Reading		Science	
		No. Tested	Percent Passing	No. Tested	Percent Passing	No. Tested	Percent Passing	No. Tested	Percent Passing
Non-immersion	2011-12	1443	88%	1542	77%	1422	88%	1375	94%
	2010-11	1357	88%	1447	93%	1371	87%	1309	92%
	2009-10	1289	95%	1453	94%	1273	89%	1258	93%
	2008-09	1101	94%	1239	90%	1103	85%	1099	93%
	2007-08	1157	91%	1293	88%	1164	85%	1150	89%
	2006-07	1056	92%	1162	89%	1147	80%	1059	92%
Immersion	2011-12	171	82%	170	69%	163	78%	163	92%
	2010-11	165	87%	165	98%	163	88%	152	92%
	2009-10	140	94%	149	92%	139	82%	139	86%
	2008-09	180	97%	182	93%	169	88%	178	91%
	2007-08	130	96%	133	94%	126	90%	128	91%
	2006-07	139	91%	143	88%	143	76%	139	90%

Table 2. Number of Students Tested in 3rd Grade, by Program and Race/Ethnicity

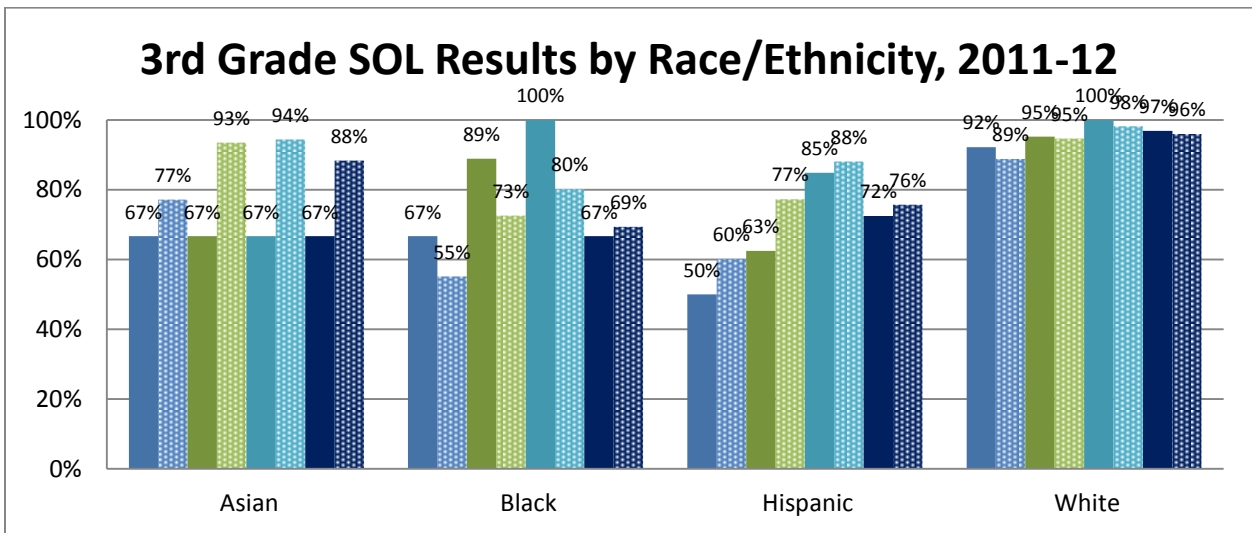
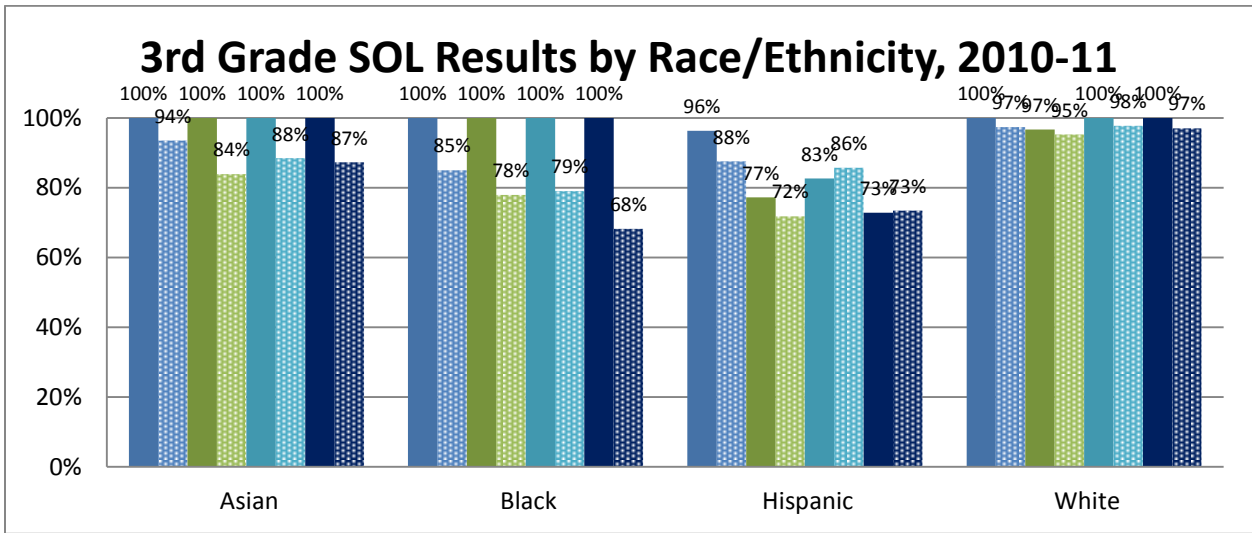
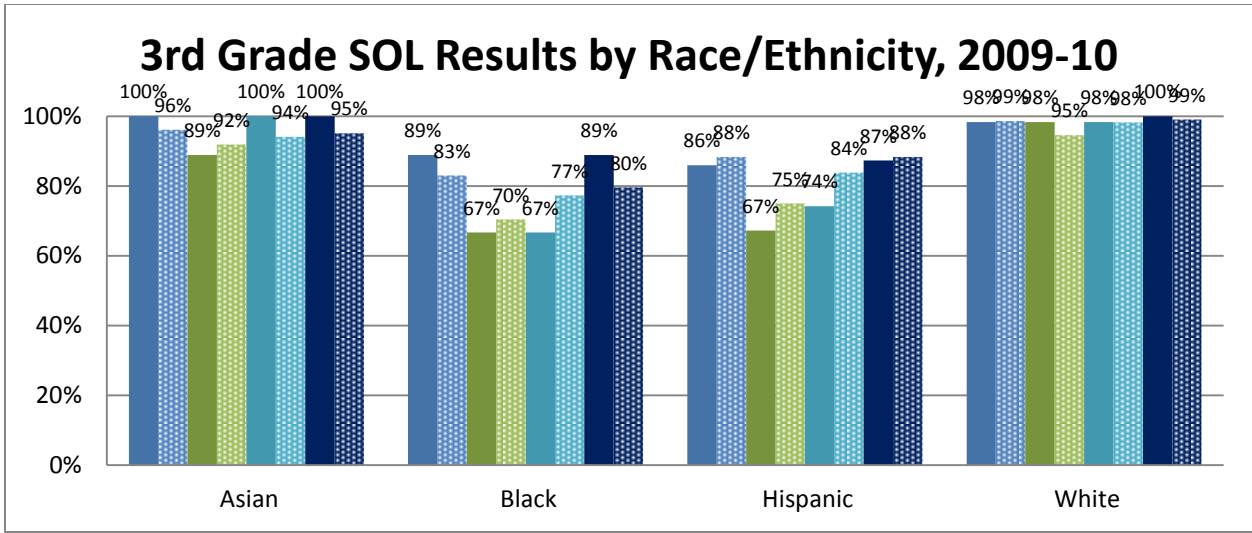
Test	Immersion Group	Race	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
History	Non-immersion	Asian	119	129	121	143	110	111
		Black	152	147	137	142	148	160
		Hispanic	187	215	209	205	290	321
		White	587	649	609	773	718	758
		Other	11	17	25	26	91	93
	Immersion	Asian	6	*	10	9	5	*
		Black	10	13	6	9	9	9
		Hispanic	64	42	79	63	81	87
		White	57	69	82	59	60	64
		Other	*	*	*	*	10	8
Math	Non-immersion	Asian	142	154	140	181	124	127
		Black	160	160	149	159	154	174
		Hispanic	252	303	303	300	354	381
		White	596	659	622	786	723	764
		Other	12	17	25	27	92	96
	Immersion	Asian	6	*	10	9	5	*
		Black	10	13	6	9	9	9
		Hispanic	68	45	81	71	81	86
		White	57	69	82	59	60	64
		Other	*	*	*	*	10	8
Reading	Non-immersion	Asian	140	129	122	148	112	107
		Black	158	150	143	142	145	164
		Hispanic	243	219	208	184	302	308
		White	594	649	606	773	720	750
		Other	12	17	24	26	92	93
	Immersion	Asian	6	*	9	9	5	*
		Black	10	13	6	9	9	9
		Hispanic	68	38	69	61	79	80
		White	57	69	82	59	60	63
		Other	*	*	*	*	10	8
Science	Non-immersion	Asian	119	128	122	136	104	106
		Black	154	146	137	141	143	156
		Hispanic	187	210	206	185	253	268
		White	587	649	609	770	718	753
		Other	12	17	25	26	91	92
	Immersion	Asian	6	*	10	9	5	*
		Black	10	13	6	9	8	9
		Hispanic	64	40	77	62	69	79
		White	57	69	82	59	60	64
		Other	*	*	*	*	10	8

*Fewer than five, not reported.

Figure 1: 3rd Grade SOL Results by Program and Race/Ethnicity



■ Immersion Math
 ■ Non-Immersion Math
 ■ Immersion Reading
 ■ Non-Immersion Reading
■ Immersion Science
 ■ Non-Immersion Science
 ■ Immersion History
 ■ Non-Immersion History

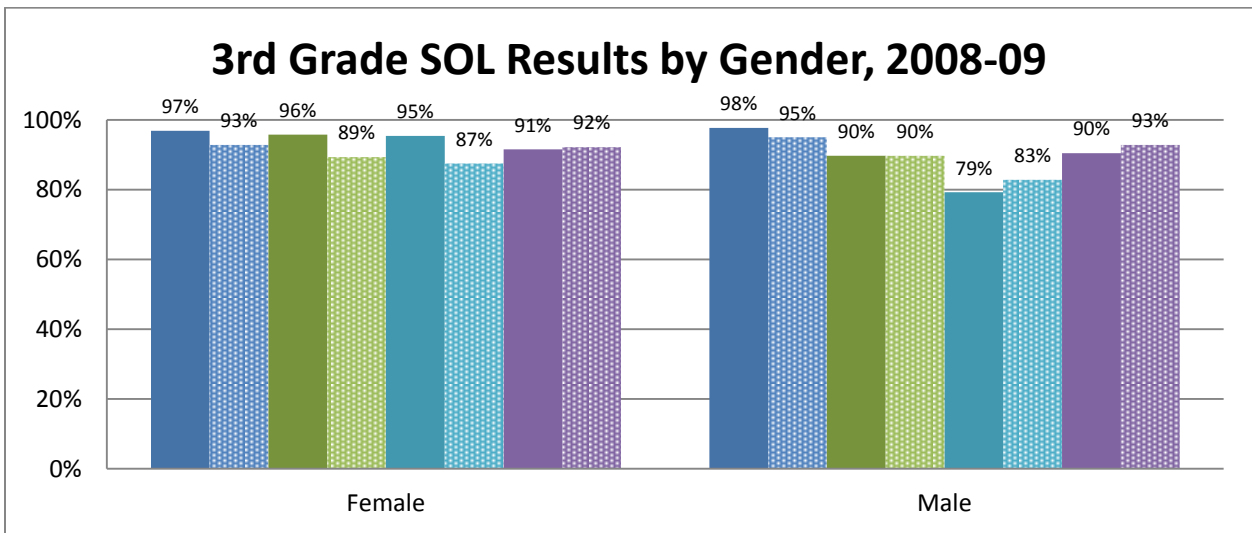
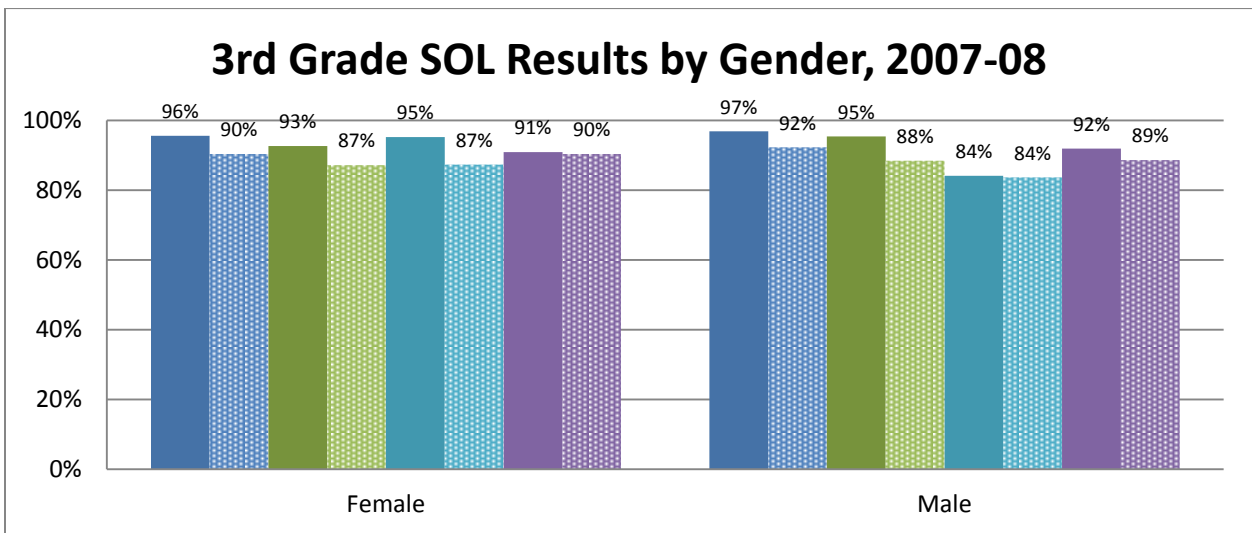
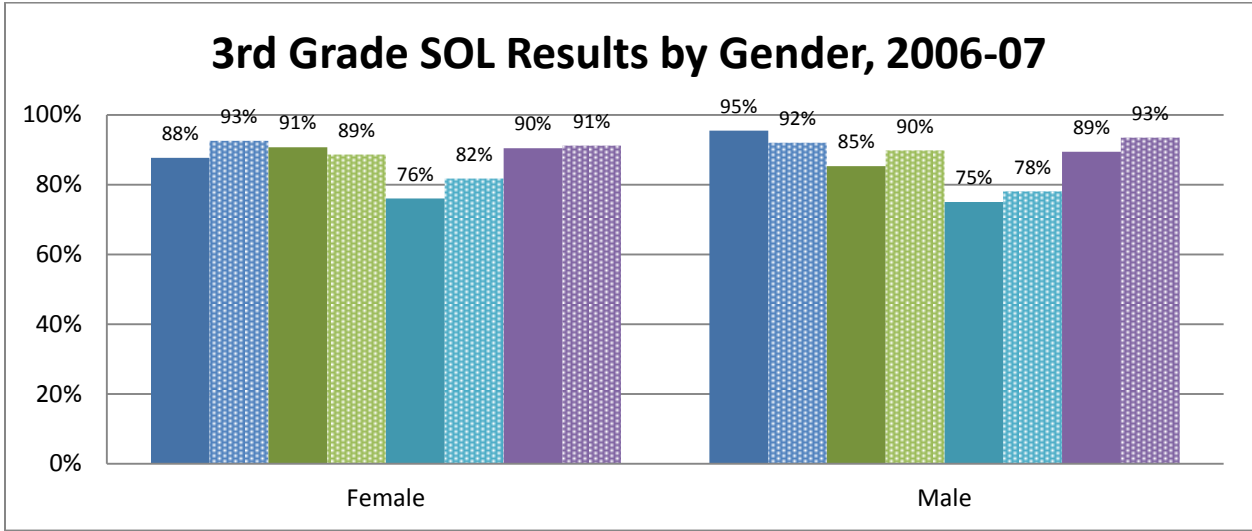


■ Immersion Math
 ■ Non-Immersion Math
 ■ Immersion Reading
 ■ Non-Immersion Reading
■ Immersion Science
 ■ Non-Immersion Science
 ■ Immersion History
 ■ Non-Immersion History

Table 3. Number of Students Tested in 3rd Grade, by Program and Gender

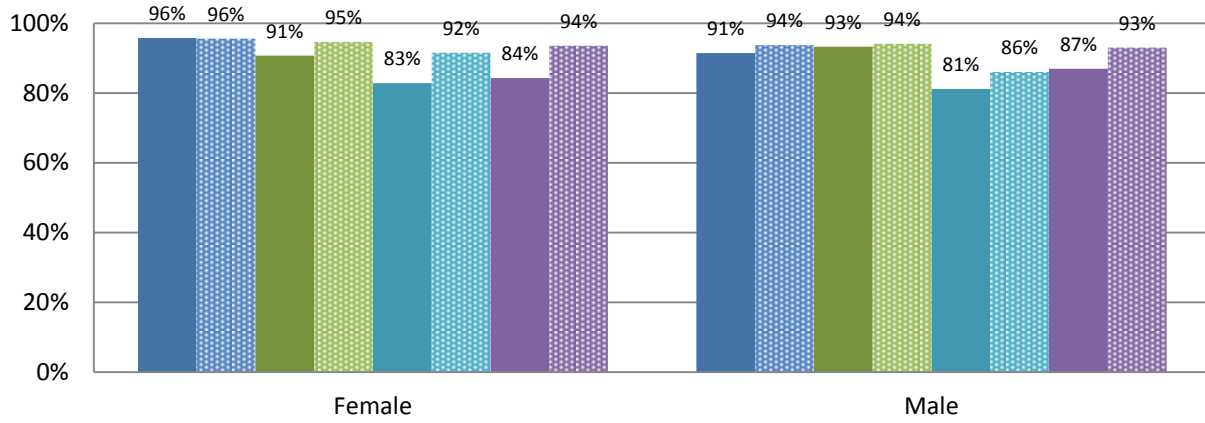
Test	Immersion Group	Gender	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
History	Non-immersion	Female	497	578	541	614	701	702
		Male	559	579	560	675	656	741
	Immersion	Female	73	67	94	70	83	83
		Male	66	63	86	70	82	88
Math	Non-immersion	Female	544	646	617	693	744	757
		Male	618	647	622	760	703	785
	Immersion	Female	75	68	95	75	83	82
		Male	68	65	87	74	82	88
Reading	Non-immersion	Female	537	577	550	614	709	701
		Male	610	587	553	659	662	721
	Immersion	Female	75	63	87	70	82	79
		Male	68	63	82	69	81	84
Science	Non-immersion	Female	496	572	539	602	677	671
		Male	563	578	560	656	632	704
	Immersion	Female	73	66	94	70	79	77
		Male	66	62	84	69	73	86

Figure 2: 3rd Grade SOL Results by Program and Gender

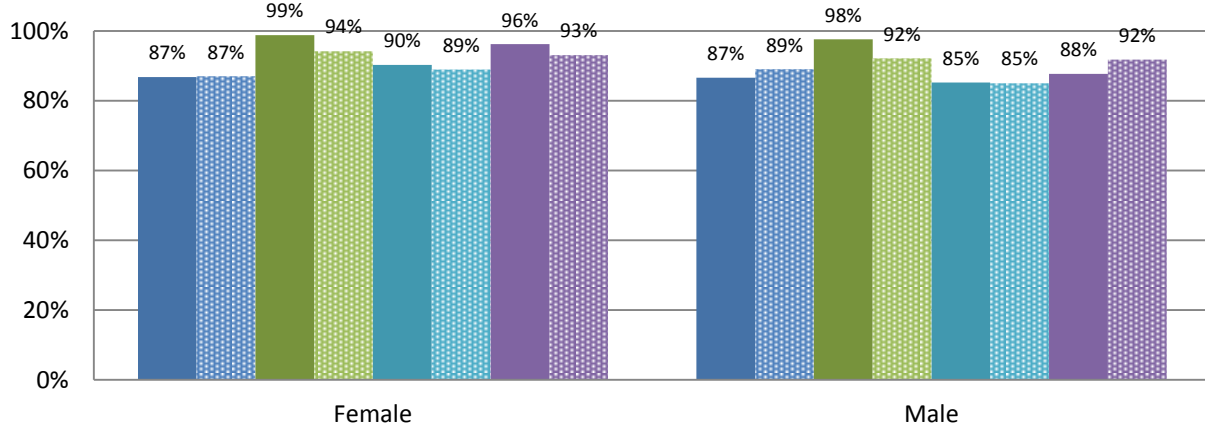


■ Immersion Math
 ▒ Non-Immersion Math
 ■ Immersion Reading
 ▒ Non-Immersion Reading
■ Immersion Science
 ▒ Non-Immersion Science
 ■ Immersion History
 ▒ Non-Immersion History

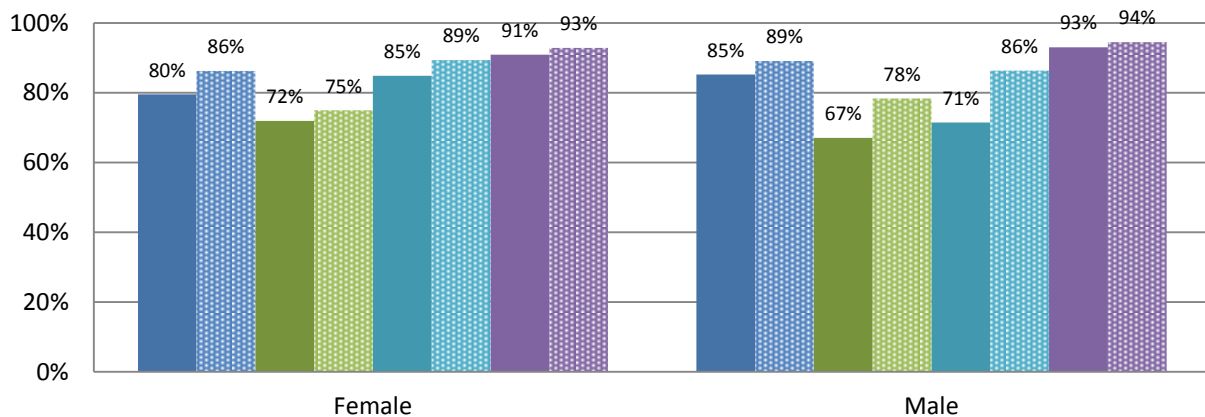
3rd Grade SOL Results by Gender, 2009-10



3rd Grade SOL Results by Gender, 2010-11



3rd Grade SOL Results by Gender, 2011-12

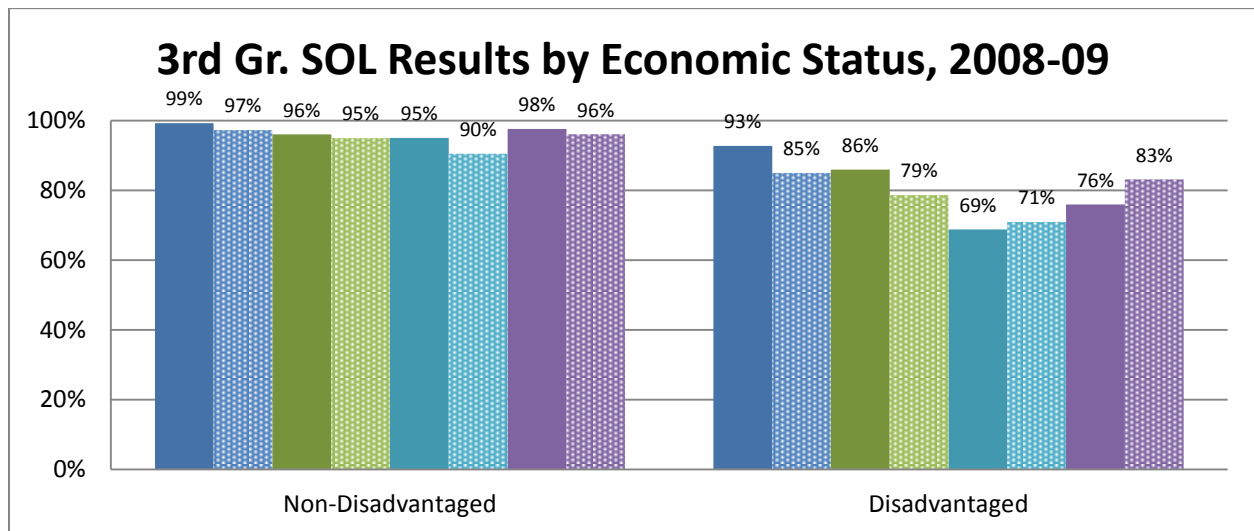
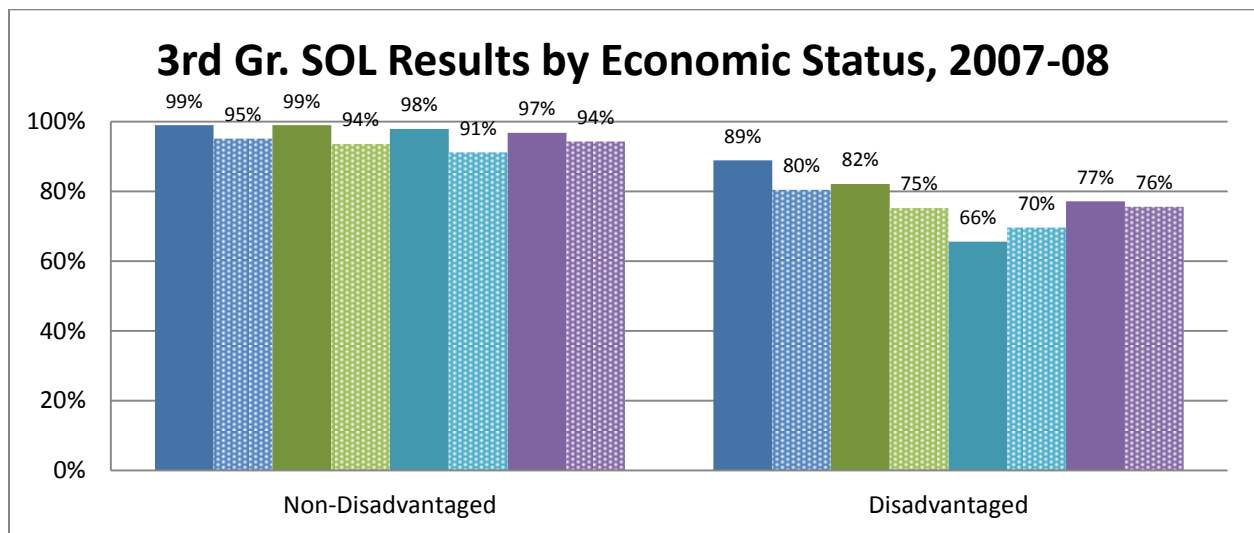
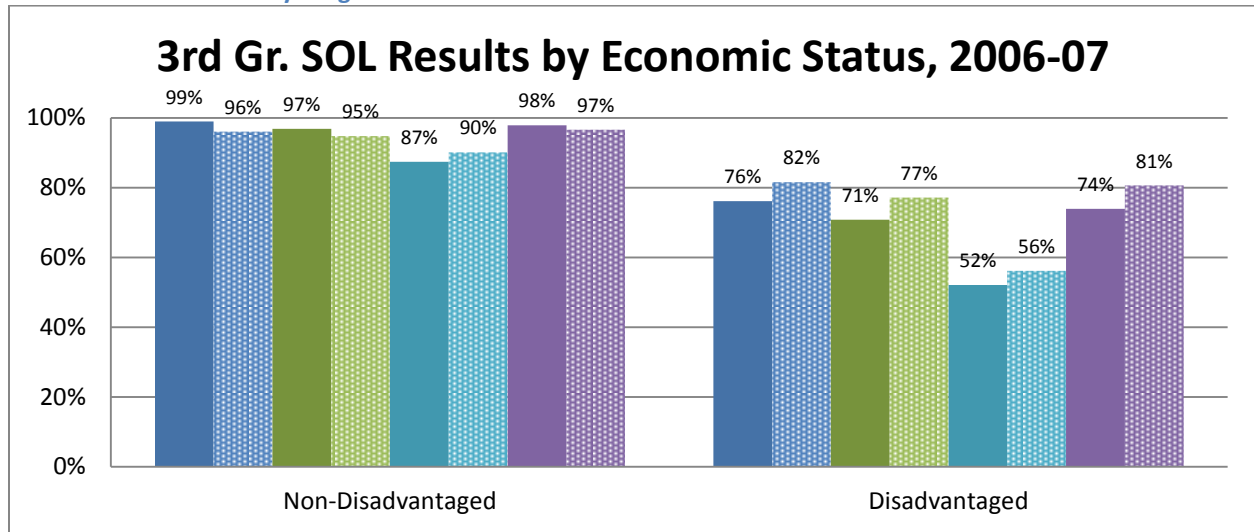


- Immersion Math ■ Non-Immersion Math ■ Immersion Reading ■ Non-Immersion Reading
- Immersion Science ■ Non-Immersion Science ■ Immersion History ■ Non-Immersion History

Table 4. Number of Students Tested in 3rd Grade, by Program and Economic Status

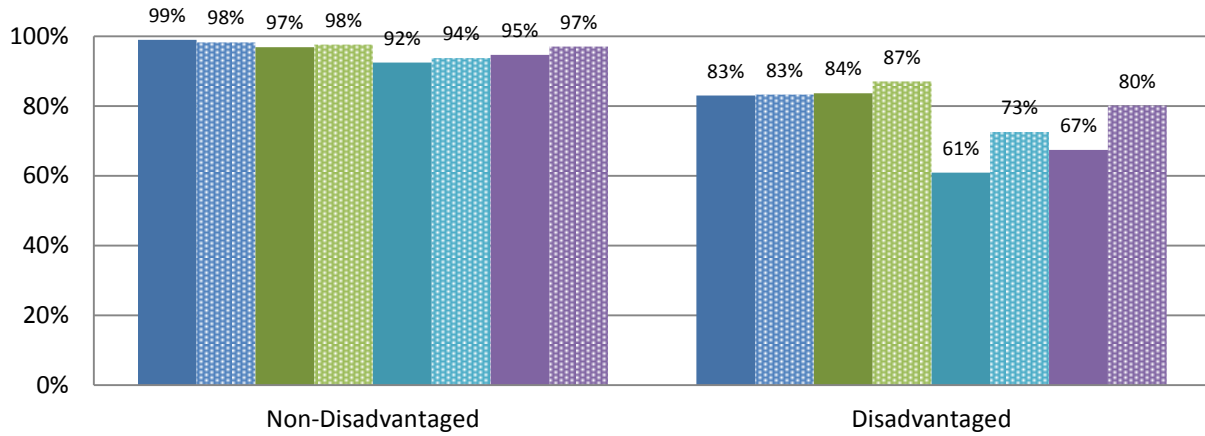
Test	Immersion Group	Economic Status	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
History	Non-immersion	Non-Disadvantaged	780	856	803	978	1002	1043
		Disadvantaged	276	301	298	311	355	400
	Immersion	Non-Disadvantaged	93	94	125	93	114	119
		Disadvantaged	46	36	55	47	51	52
Math	Non-immersion	Non-Disadvantaged	799	885	827	1006	1012	1063
		Disadvantaged	363	408	412	447	435	479
	Immersion	Non-Disadvantaged	95	94	125	94	114	119
		Disadvantaged	48	39	57	55	51	51
Reading	Non-immersion	Non-Disadvantaged	798	858	804	971	1003	1038
		Disadvantaged	349	306	299	302	368	384
	Immersion	Non-Disadvantaged	95	94	121	93	113	118
		Disadvantaged	48	32	48	46	50	45
Science	Non-immersion	Non-Disadvantaged	781	855	804	976	997	1032
		Disadvantaged	278	295	295	282	312	343
	Immersion	Non-Disadvantaged	93	93	124	93	110	118
		Disadvantaged	46	35	54	46	42	45

Figure 3: 3rd Grade SOL Results by Program and Economic Status

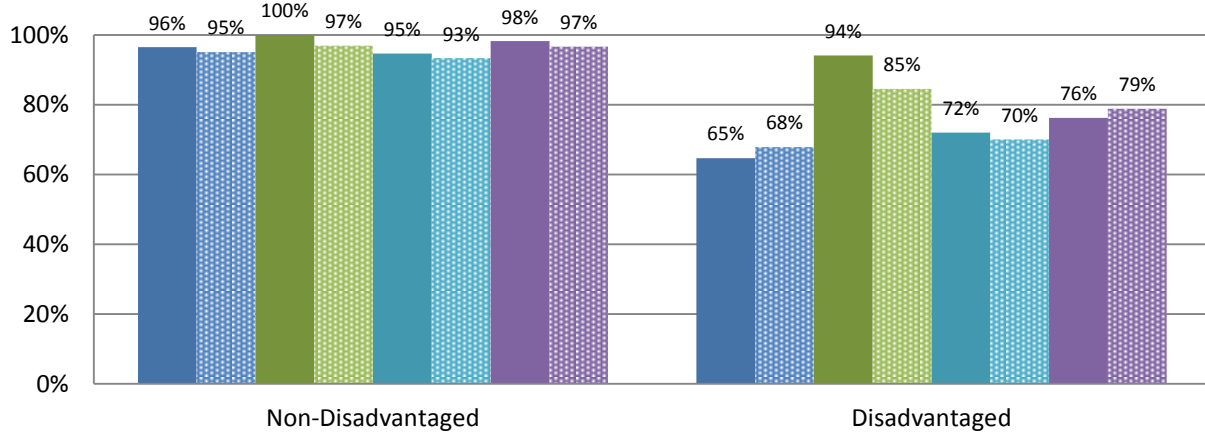


■ Immersion Math
 ■ Non-Immersion Math
 ■ Immersion Reading
 ■ Non-Immersion Reading
■ Immersion Science
 ■ Non-Immersion Science
■ Immersion History
■ Non-Immersion History

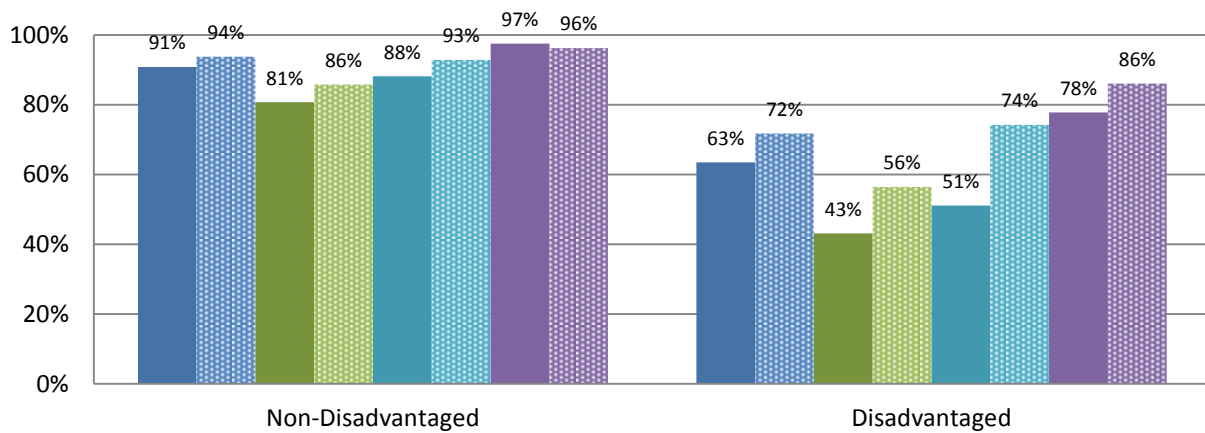
3rd Gr. SOL Results by Economic Status, 2009-10



3rd Gr. SOL Results by Economic Status, 2010-11



3rd Gr. SOL Results by Economic Status, 2011-12

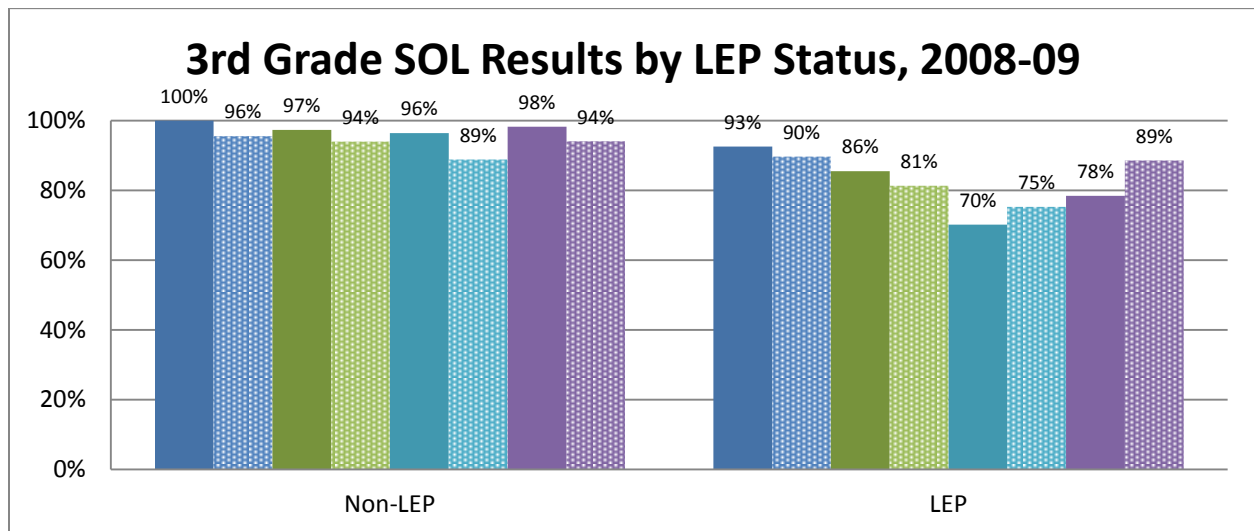
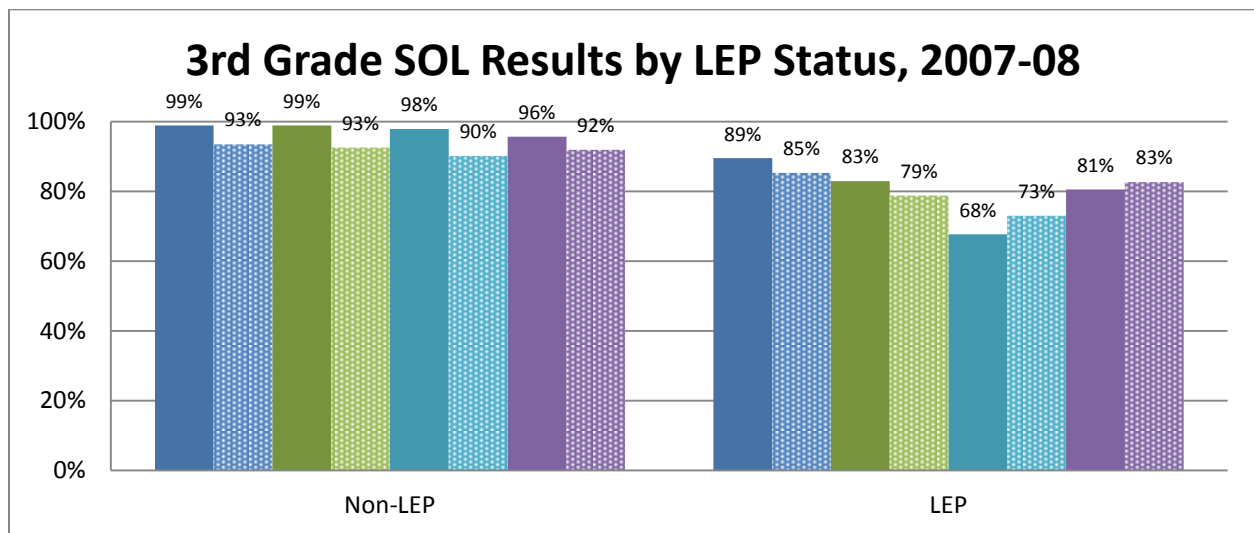
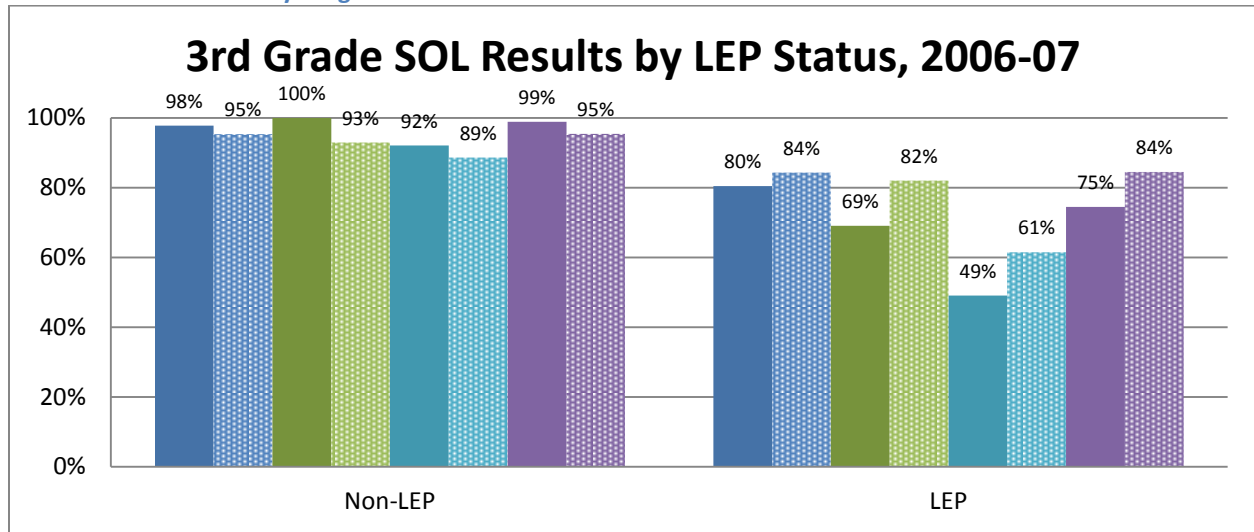


- Immersion Math ■ Non-Immersion Math ■ Immersion Reading ■ Non-Immersion Reading
- Immersion Science ■ Non-Immersion Science ■ Immersion History ■ Non-Immersion History

Table 5. Number of Students Tested in 3rd Grade, by Program and LEP Status

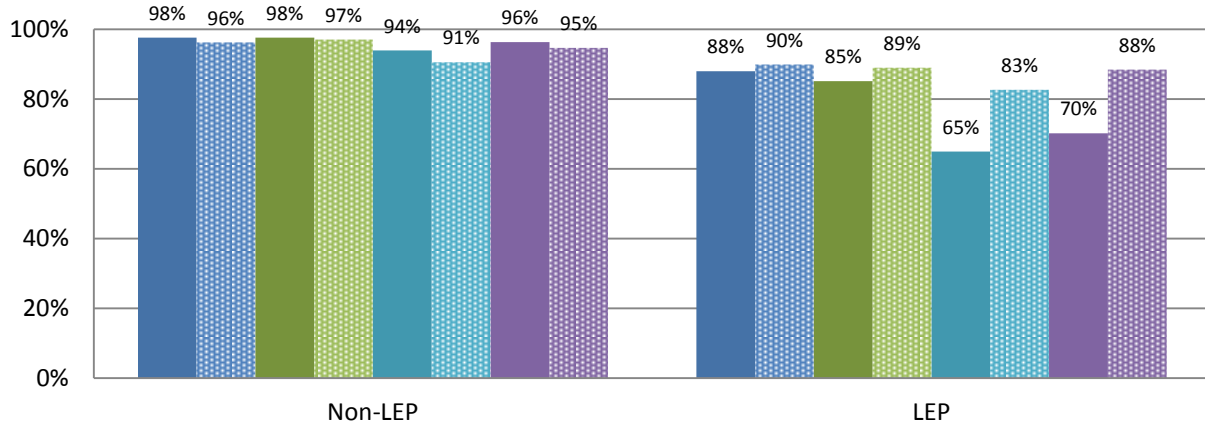
Test	Immersion Group	LEP Status	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
History	Non-immersion	Non-LEP	764	845	802	973	1013	1099
		LEP	292	312	299	316	344	344
	Immersion	Non-LEP	88	92	113	82	101	106
		LEP	51	38	67	58	64	65
Math	Non-immersion	Non-LEP	774	845	806	974	1009	1096
		LEP	388	448	433	479	438	446
	Immersion	Non-LEP	88	92	113	82	101	106
		LEP	55	41	69	67	64	64
Reading	Non-immersion	Non-LEP	773	845	804	973	1012	1096
		LEP	374	319	299	300	359	326
	Immersion	Non-LEP	88	92	112	82	101	106
		LEP	55	34	57	57	62	57
Science	Non-immersion	Non-LEP	763	844	803	973	1013	1095
		LEP	296	306	296	285	296	280
	Immersion	Non-LEP	88	92	113	82	101	106
		LEP	51	36	65	57	51	57

Figure 4: 3rd Grade SOL Results by Program and LEP Status

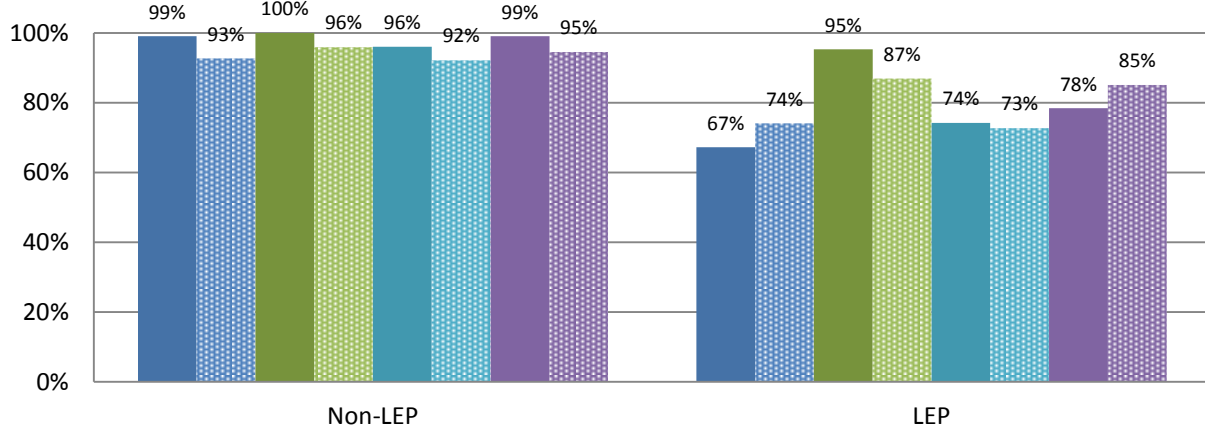


■ Immersion Math
 ■ Non-Immersion Math
 ■ Immersion Reading
 ■ Non-Immersion Reading
■ Immersion Science
 ■ Non-Immersion Science
■ Immersion History
 ■ Non-Immersion History

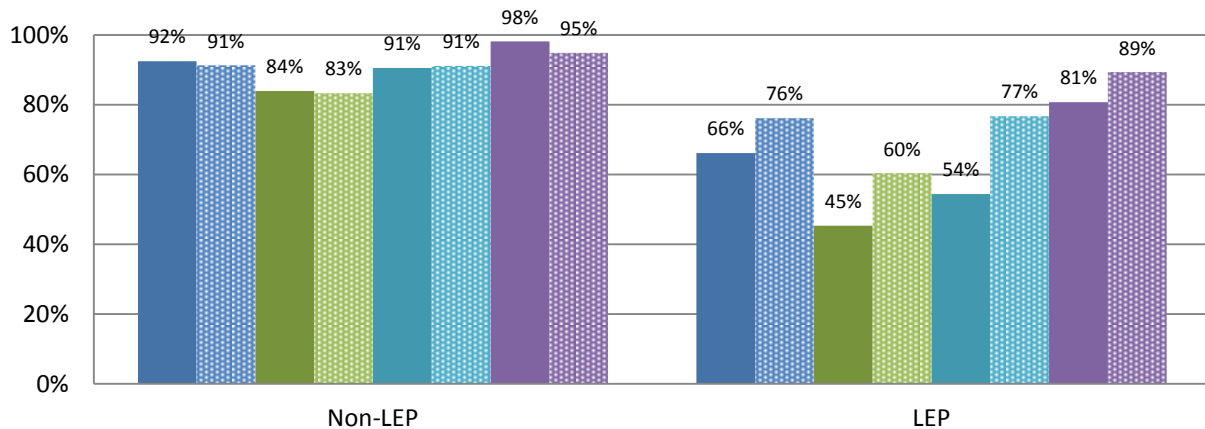
3rd Grade SOL Results by LEP Status, 2009-10



3rd Grade SOL Results by LEP Status, 2010-11



3rd Grade SOL Results by LEP Status, 2011-12

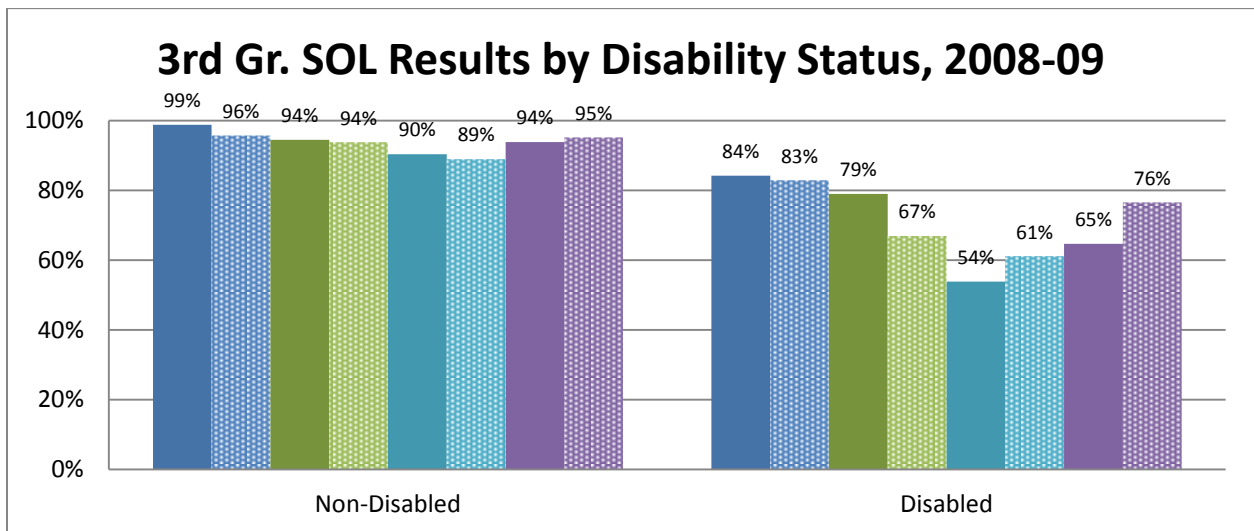
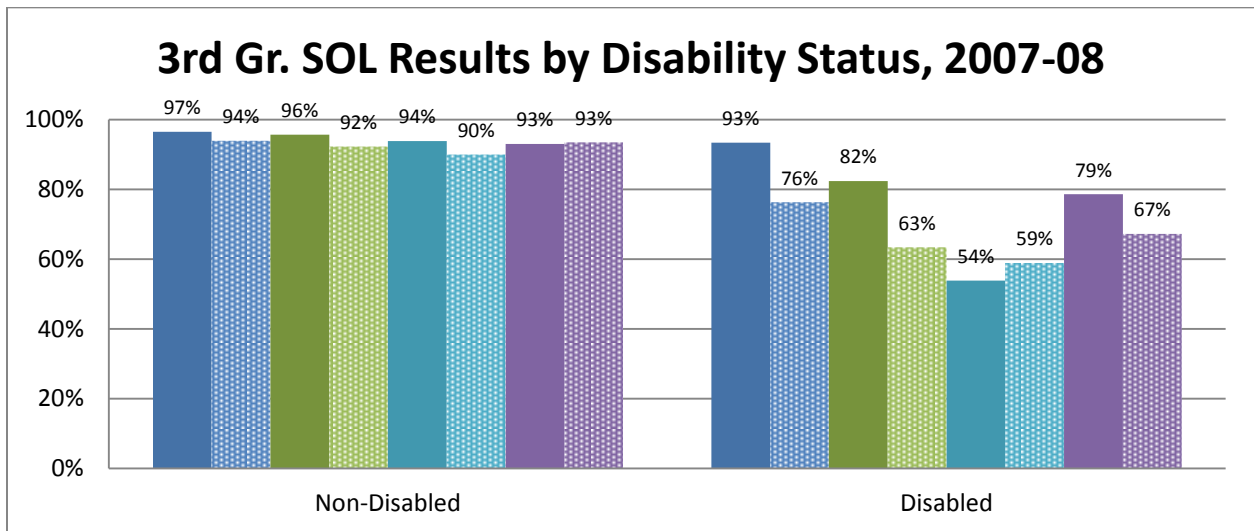
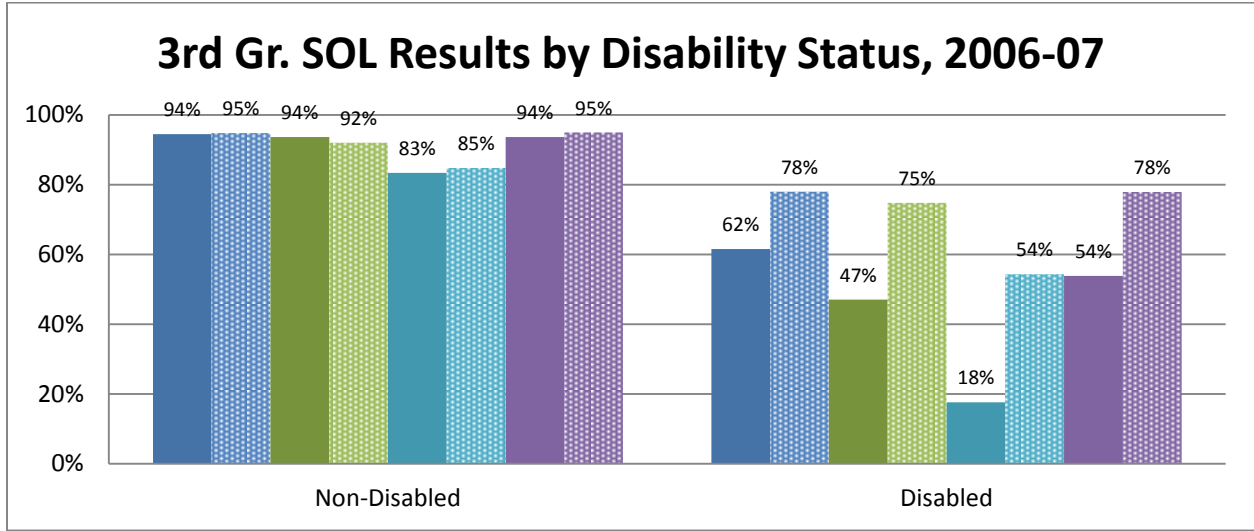


■ Immersion Math
 ■ Non-Immersion Math
 ■ Immersion Reading
 ■ Non-Immersion Reading
■ Immersion Science
 ■ Non-Immersion Science
■ Immersion History
■ Non-Immersion History

Table 6. Number of Students Tested in 3rd Grade, by Program and Disability Status

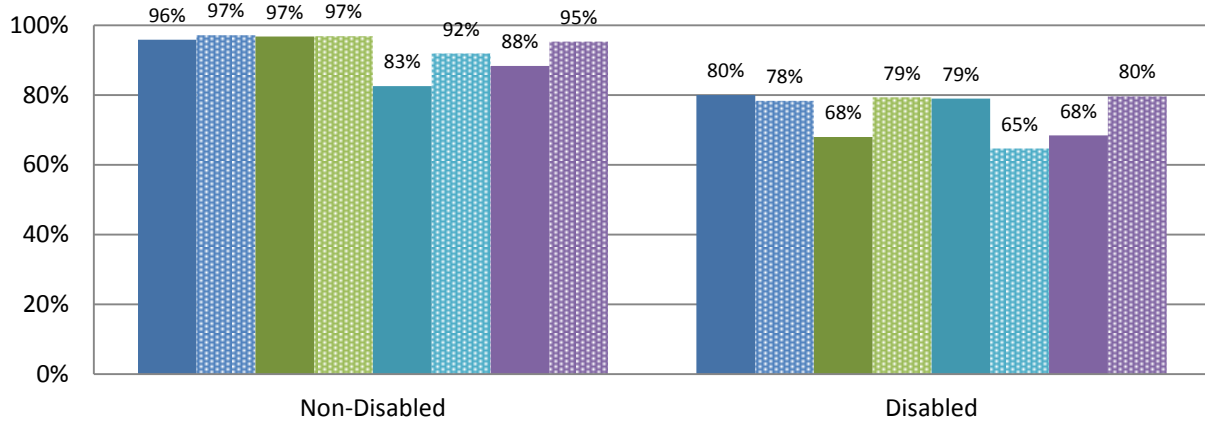
Test	Immersion Group	Disability Status	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
History	Non-immersion	Non-Disabled	897	984	950	1118	1143	1229
		Disabled	159	173	151	171	214	214
	Immersion	Non-Disabled	126	115	161	120	148	141
		Disabled	13	15	19	20	17	30
Math	Non-immersion	Non-Disabled	976	1091	1046	1245	1215	1307
		Disabled	186	202	193	208	232	235
	Immersion	Non-Disabled	126	116	163	124	148	141
		Disabled	17	17	19	25	17	29
Reading	Non-immersion	Non-Disabled	961	996	954	1123	1163	1218
		Disabled	186	168	149	150	208	204
	Immersion	Non-Disabled	126	113	156	120	146	135
		Disabled	17	13	13	19	17	28
Science	Non-immersion	Non-Disabled	901	976	946	1096	1111	1183
		Disabled	158	174	153	162	198	192
	Immersion	Non-Disabled	126	114	161	120	137	136
		Disabled	13	14	17	19	15	27

Figure 5: 3rd Grade SOL Results by Program and Disability Status

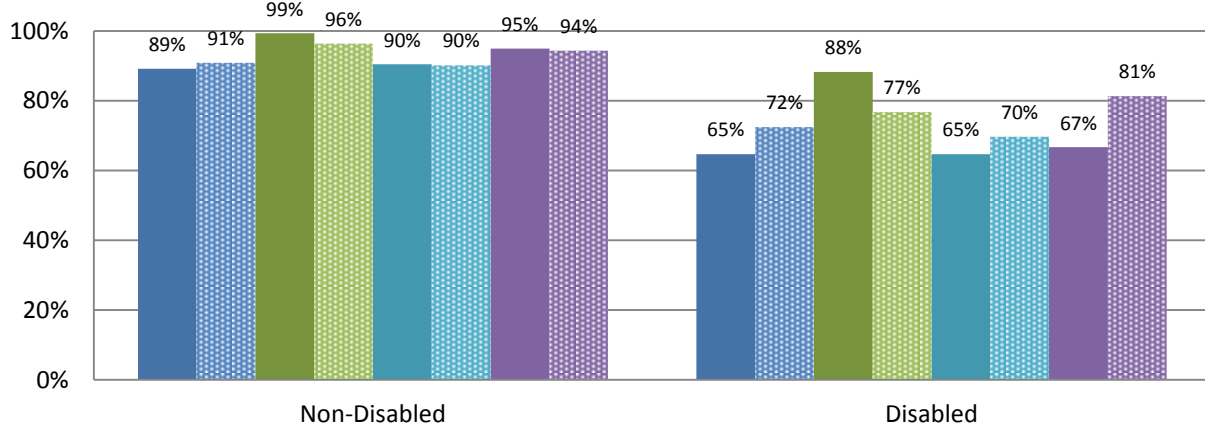


■ Immersion Math
 ■ Non-Immersion Math
 ■ Immersion Reading
 ■ Non-Immersion Reading
■ Immersion Science
 ■ Non-Immersion Science
 ■ Immersion History
 ■ Non-Immersion History

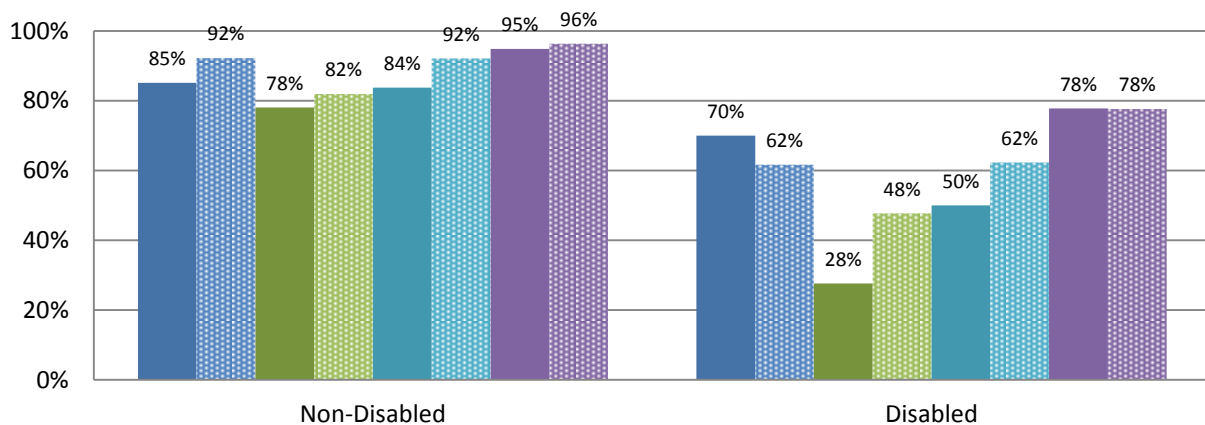
3rd Gr. SOL Results by Disability Status, 2009-10



3rd Gr. SOL Results by Disability Status, 2010-11



3rd Gr. SOL Results by Disability Status, 2011-12



■ Immersion Math
 ■ Non-Immersion Math
 ■ Immersion Reading
 ■ Non-Immersion Reading
■ Immersion Science
 ■ Non-Immersion Science
 ■ Immersion History
 ■ Non-Immersion History

Table 7. 5th Grade SOL Results by Program

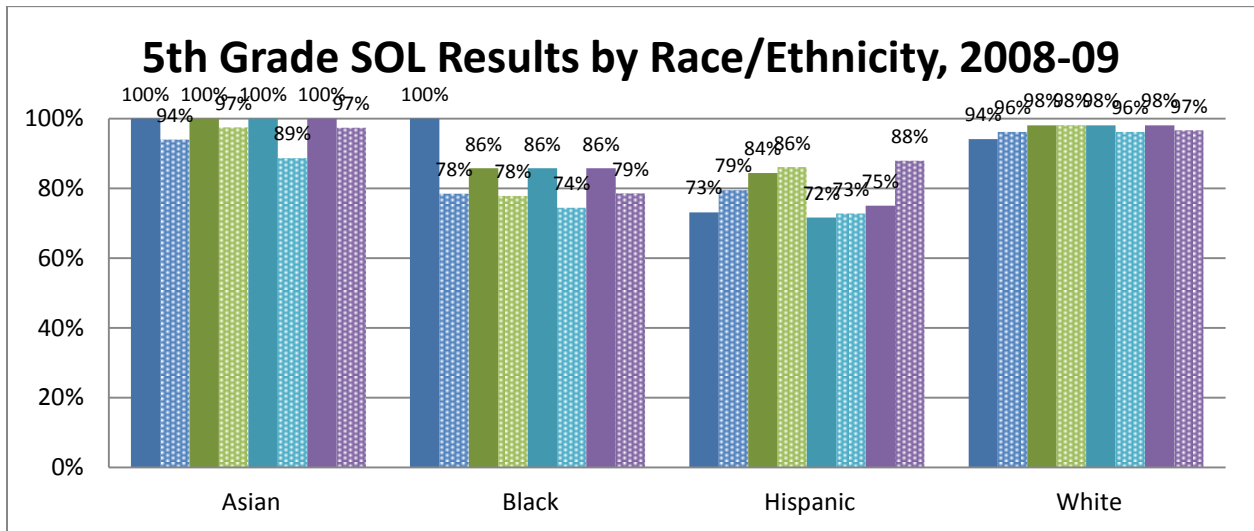
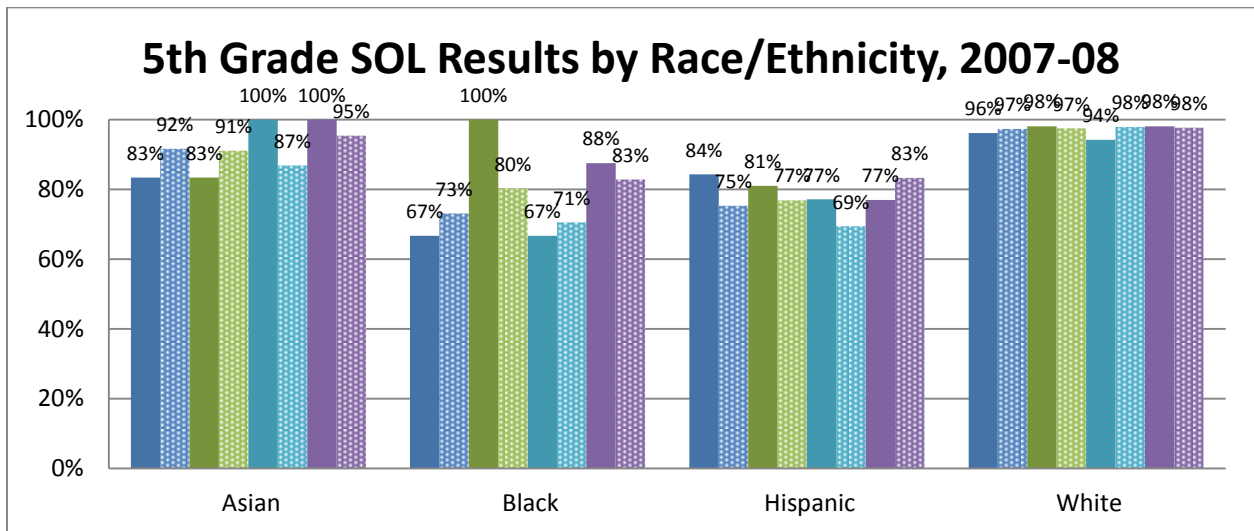
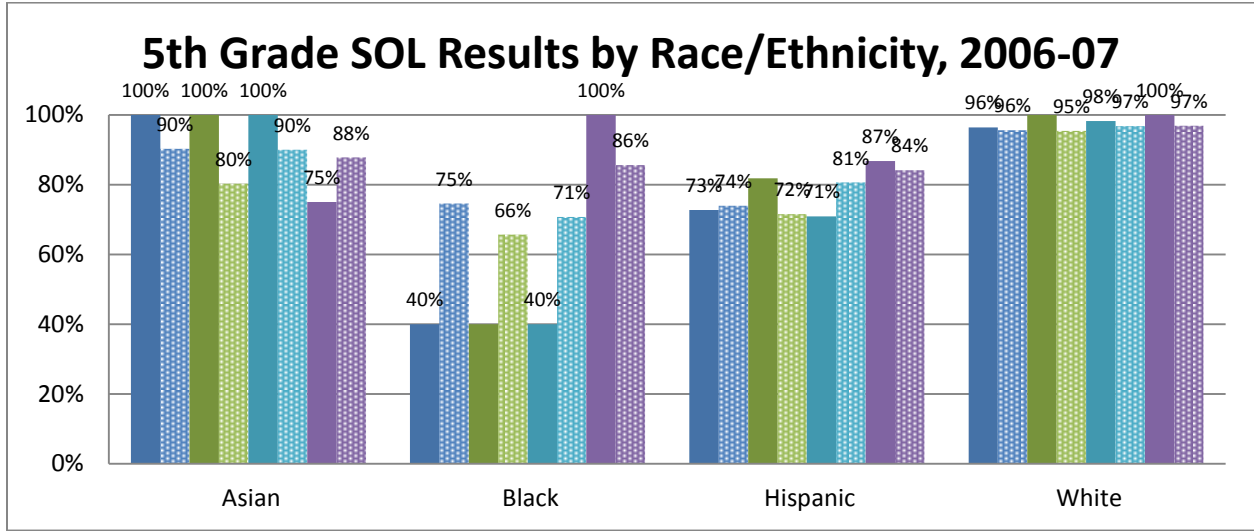
Immersion Group	School Year	5th Grade SOLs							
		Math		Reading		Science		Writing	
		No. Tested	Percent Passing	No. Tested	Percent Passing	No. Tested	Percent Passing	No. Tested	Percent Passing
Non-immersion	2011-12	1465	83%	1404	89%	1467	89%	1295	94%
	2010-11	1269	93%	1214	91%	1271	88%	1138	91%
	2009-10	1265	91%	1177	90%	1268	88%	1114	93%
	2008-09	1182	90%	1102	93%	1185	87%	1059	93%
	2007-08	1175	88%	1116	90%	1178	86%	1072	93%
	2006-07	1151	87%	1127	84%	1089	89%	943	91%
Immersion	2011-12	131	77%	129	86%	131	83%	131	86%
	2010-11	174	97%	173	93%	173	90%	169	86%
	2009-10	126	95%	124	93%	126	89%	119	94%
	2008-09	130	84%	127	91%	130	84%	127	86%
	2007-08	137	88%	130	89%	137	84%	131	87%
	2006-07	120	83%	120	89%	120	83%	118	93%

Table 8. Number of Students Tested in 5th Grade, by Program and Race/Ethnicity

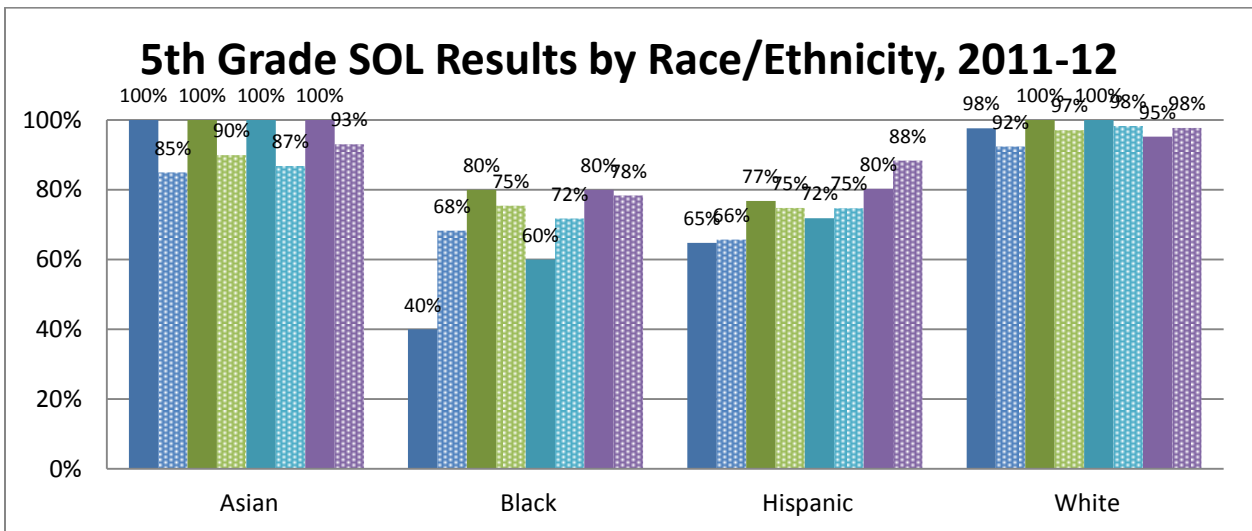
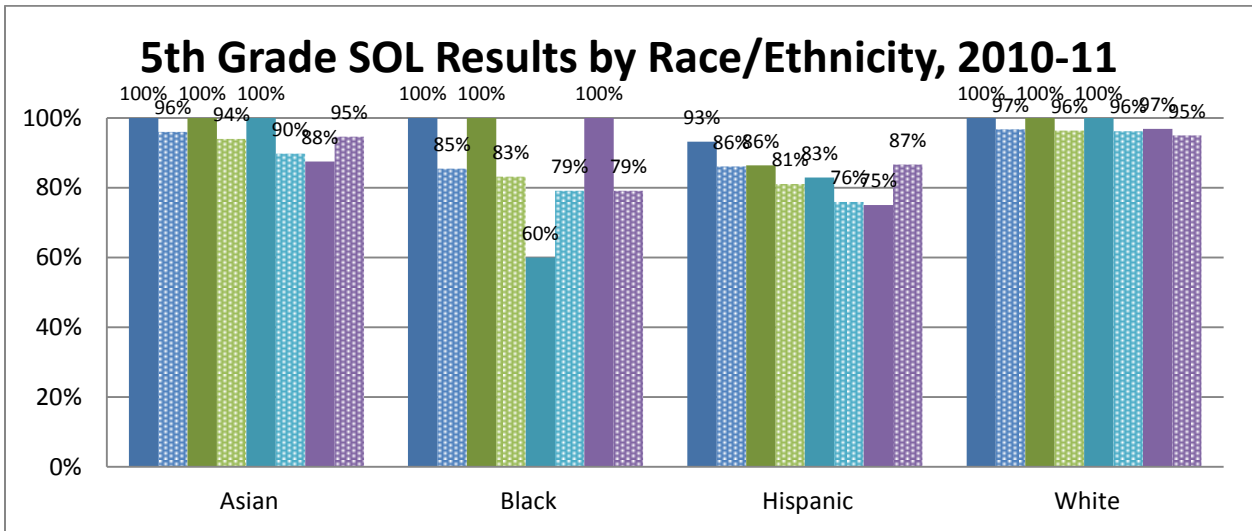
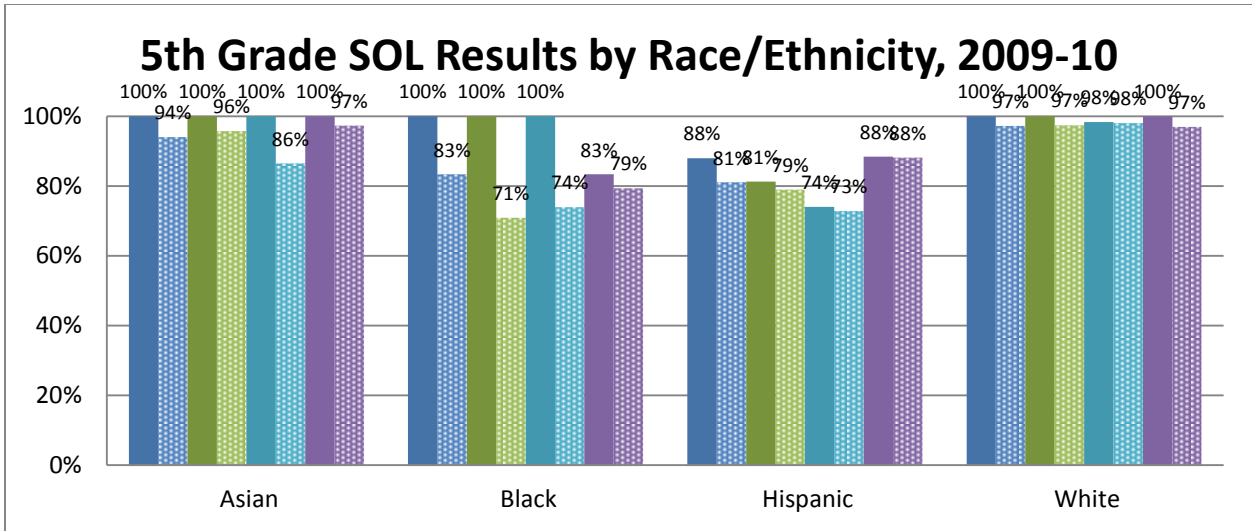
Test	Immersion Group	Race	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Math	Non-immersion	Asian	143	144	131	133	127	159
		Black	177	156	167	168	158	145
		Hispanic	257	267	253	290	318	335
		White	566	600	621	656	612	744
		Other	8	8	10	18	54	82
	Immersion	Asian	*	6	*	*	8	*
		Black	5	9	7	12	5	5
		Hispanic	55	70	67	50	88	71
		White	56	52	51	58	64	42
		Other	*	*	*	*	9	11
Reading	Non-immersion	Asian	137	135	116	118	117	148
		Black	175	152	162	158	149	134
		Hispanic	246	225	200	233	286	297
		White	561	597	614	651	608	743
		Other	8	7	10	17	54	82
	Immersion	Asian	*	6	*	*	8	*
		Black	5	9	7	12	5	5
		Hispanic	55	63	64	48	88	69
		White	56	52	51	58	64	42
		Other	*	*	*	*	8	11
Science	Non-immersion	Asian	130	145	132	133	127	159
		Black	174	156	168	169	158	145
		Hispanic	217	268	253	291	320	336
		White	560	600	622	657	611	746
		Other	8	9	10	18	55	81
	Immersion	Asian	*	6	*	*	8	*
		Black	5	9	7	12	5	5
		Hispanic	55	70	67	50	88	71
		White	56	52	51	58	64	42
		Other	*	*	*	*	8	11
Writing	Non-immersion	Asian	106	129	110	113	113	129
		Black	152	151	163	150	144	129
		Hispanic	201	191	156	185	225	222
		White	477	592	620	648	601	734
		Other	7	9	10	18	55	81
	Immersion	Asian	*	6	*	*	8	*
		Black	5	8	7	12	5	5
		Hispanic	53	65	64	43	84	71
		White	56	52	51	58	64	42
		Other	0	0	*	*	8	11

*Fewer than five, not reported.

Figure 6: 5th Grade SOL Results by Program and Race/Ethnicity



■ Immersion Math
 ■ Non-Immersion Math
 ■ Immersion Reading
 ■ Non-Immersion Reading
■ Immersion Science
 ■ Non-Immersion Science
 ■ Immersion Writing
 ■ Non-Immersion Writing

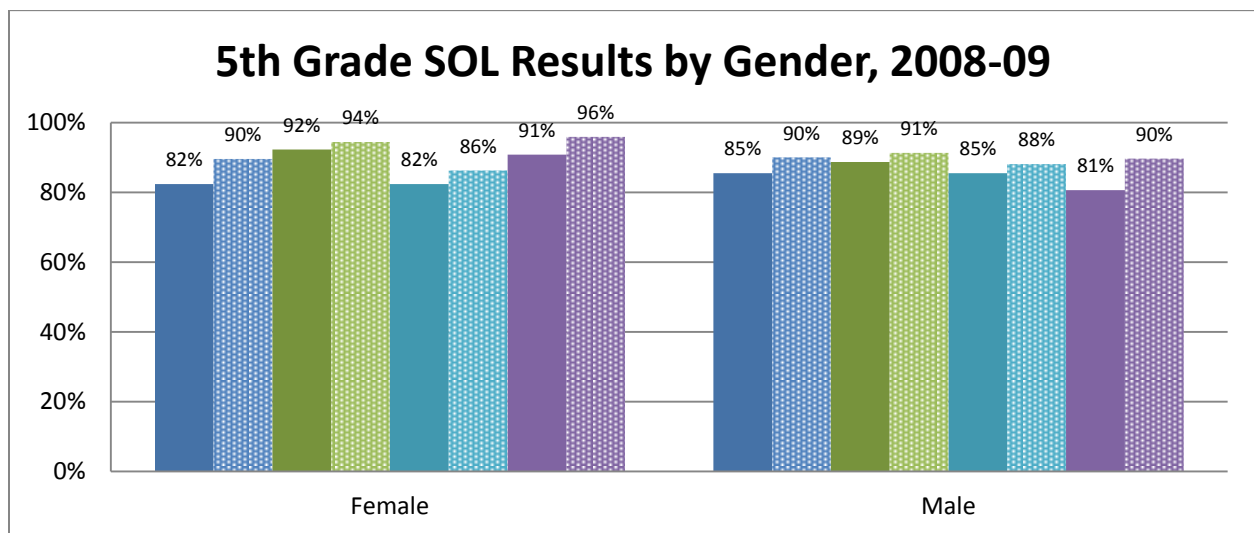
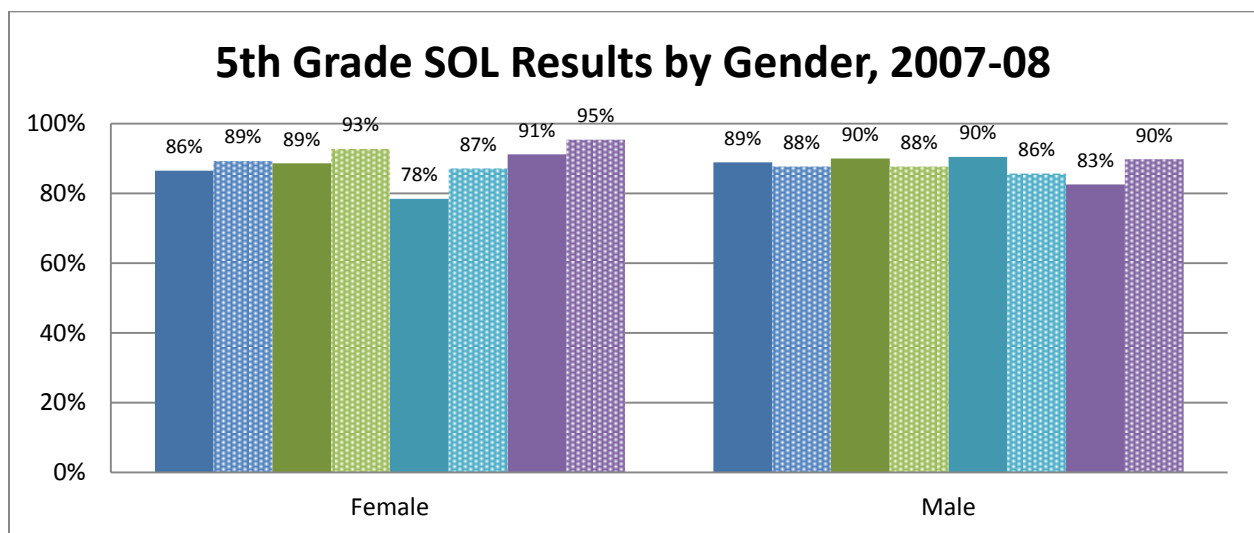
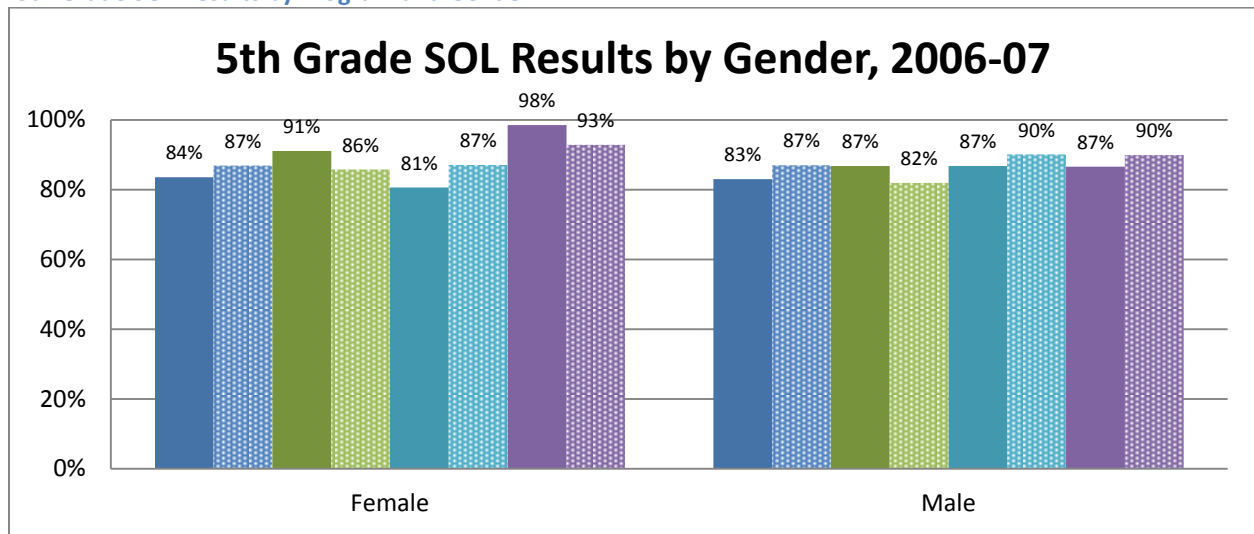


■ Immersion Math ■ Non-Immersion Math ■ Immersion Reading ■ Non-Immersion Reading
 ■ Immersion Science ■ Non-Immersion Science ■ Immersion Writing ■ Non-Immersion Writing

Table 9. Number of Students Tested in 5th Grade, by Program and Gender

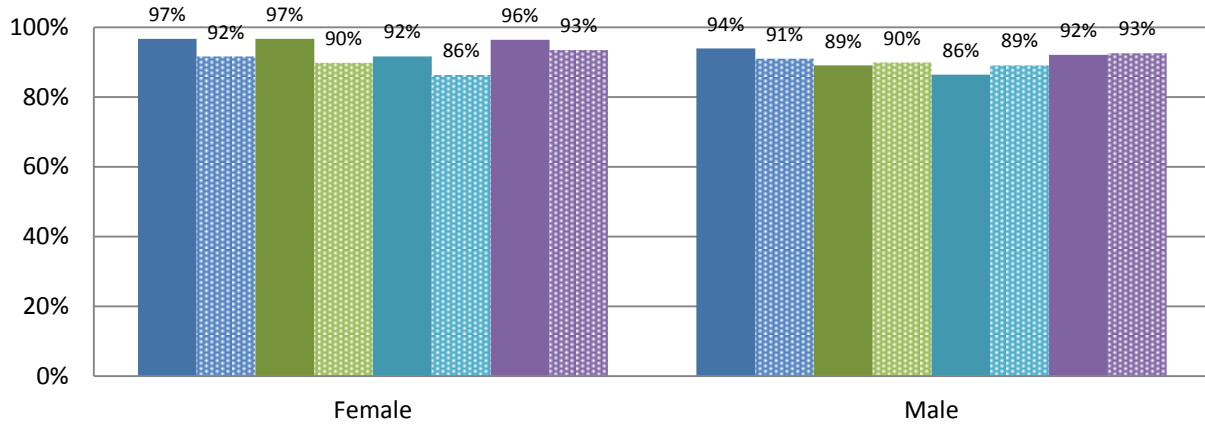
Test	Immersion Group	Gender	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Math	Non-immersion	Female	546	567	555	633	637	691
		Male	605	608	627	632	632	774
	Immersion	Female	67	74	68	60	93	71
		Male	53	63	62	66	81	60
Reading	Non-immersion	Female	535	539	518	586	612	668
		Male	592	577	584	591	602	736
	Immersion	Female	67	70	65	60	92	69
		Male	53	60	62	64	81	60
Science	Non-immersion	Female	526	566	557	635	638	692
		Male	563	612	628	633	633	775
	Immersion	Female	67	74	68	60	92	71
		Male	53	63	62	66	81	60
Writing	Non-immersion	Female	459	525	502	565	578	621
		Male	484	547	557	549	560	674
	Immersion	Female	66	68	65	56	90	71
		Male	52	63	62	63	79	60

Figure 7: 5th Grade SOL Results by Program and Gender

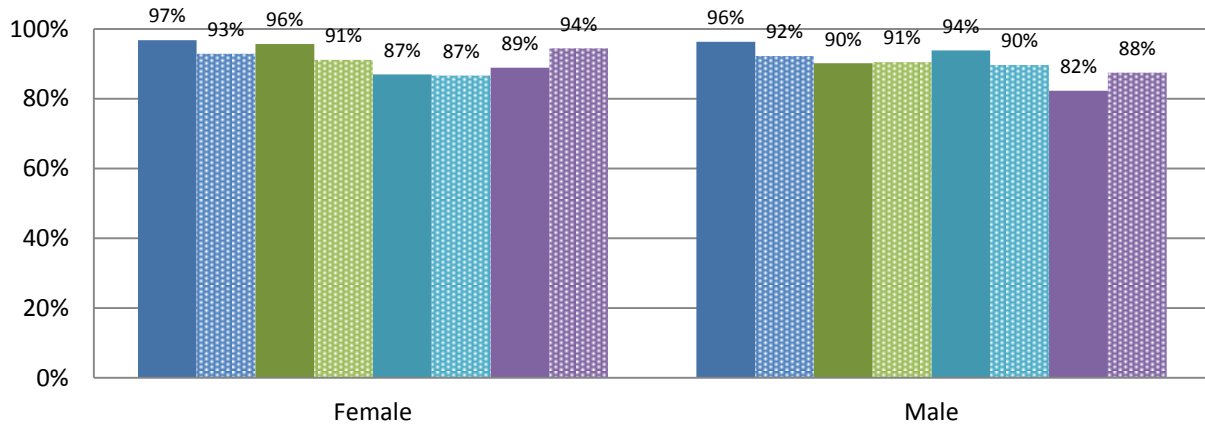


■ Immersion Math
 ■ Non-Immersion Math
 ■ Immersion Reading
 ■ Non-Immersion Reading
■ Immersion Science
 ■ Non-Immersion Science
 ■ Immersion Writing
 ■ Non-Immersion Writing

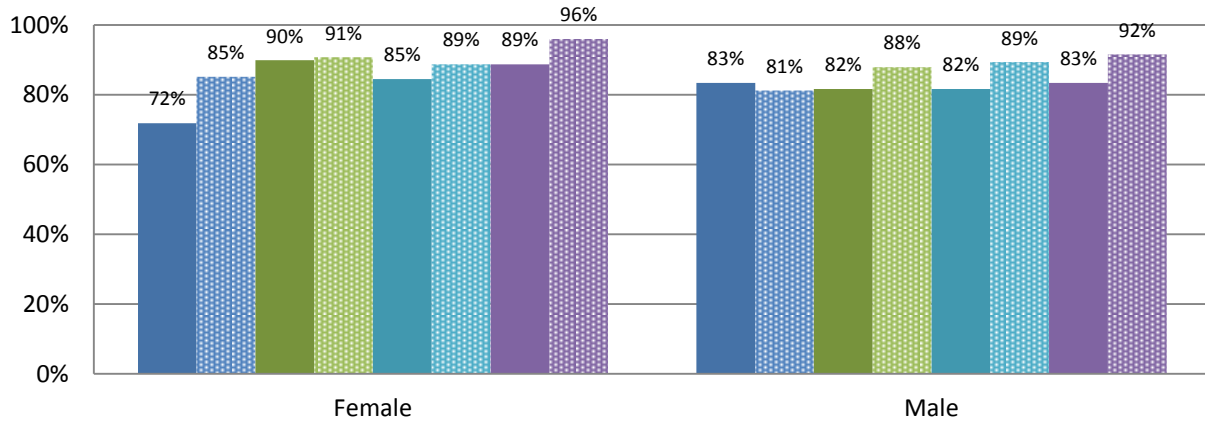
5th Grade SOL Results by Gender, 2009-10



5th Grade SOL Results by Gender, 2010-11



5th Grade SOL Results by Gender, 2011-12

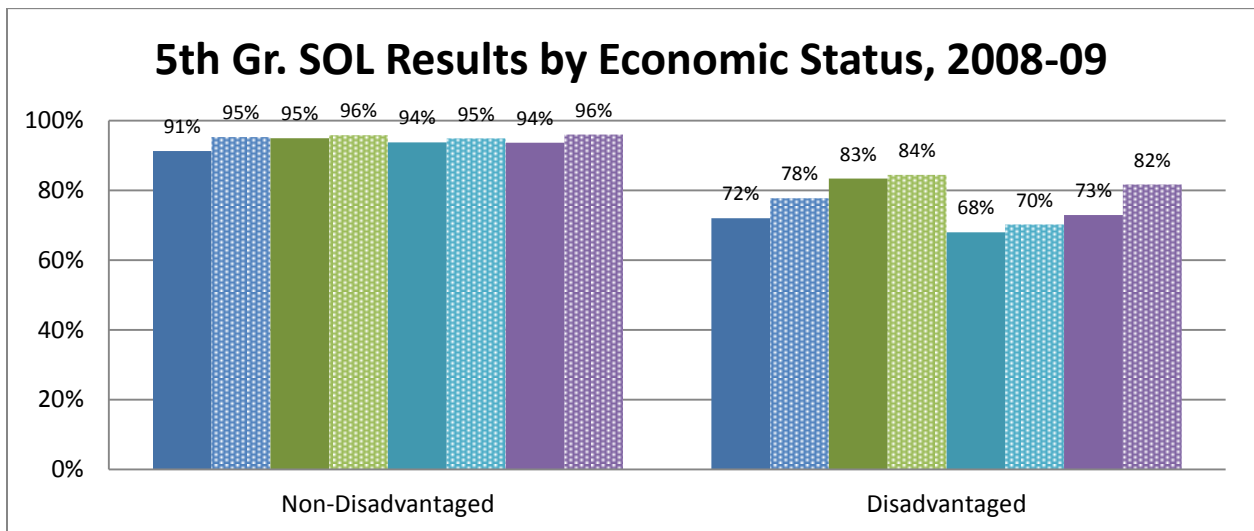
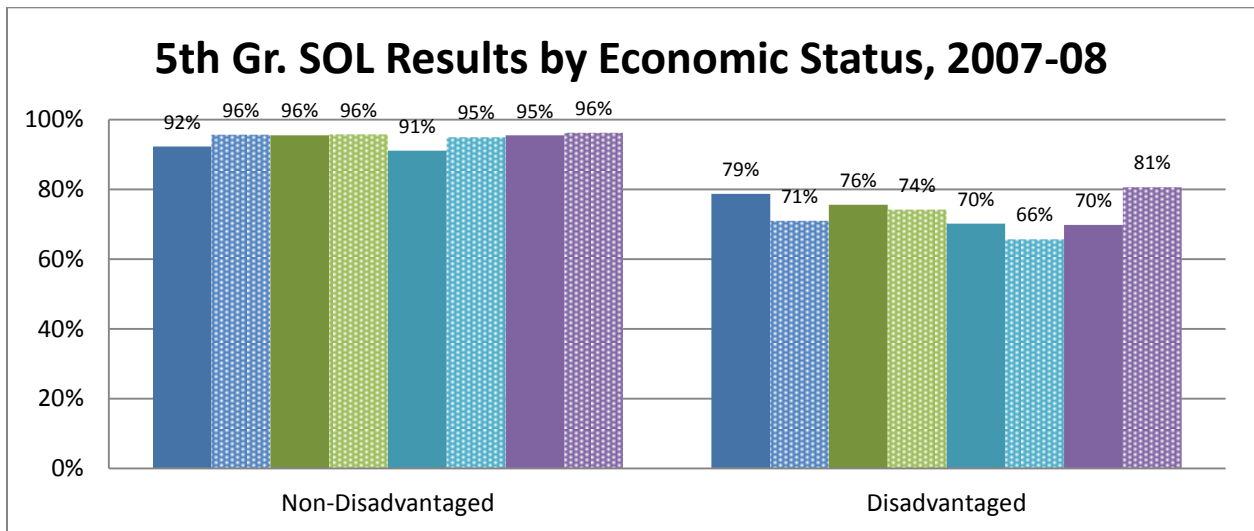
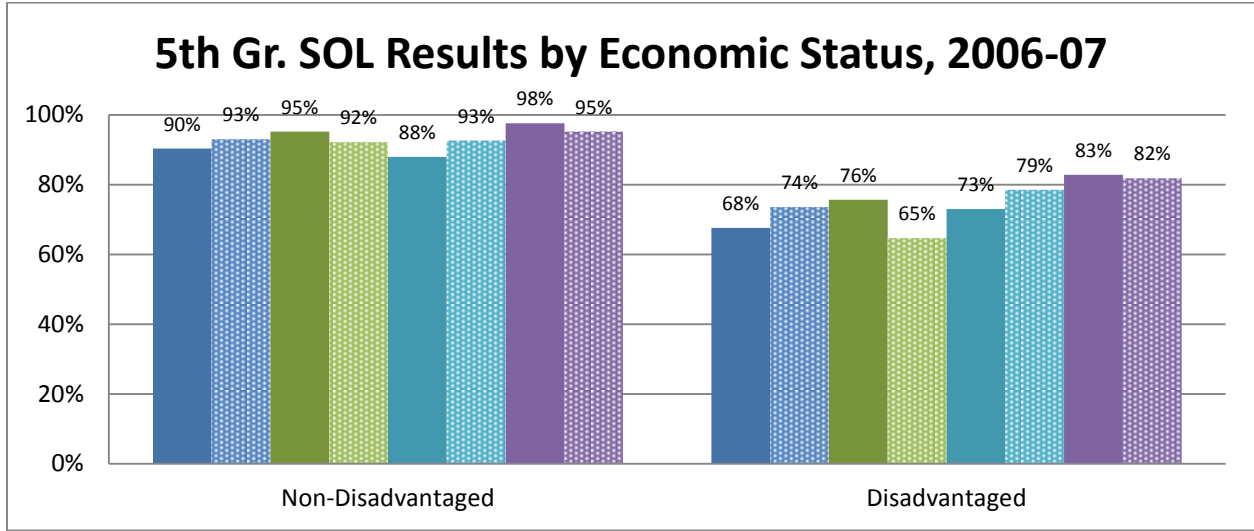


- Immersion Math ■ Non-Immersion Math ■ Immersion Reading ■ Non-Immersion Reading
- Immersion Science ■ Non-Immersion Science ■ Immersion Writing ■ Non-Immersion Writing

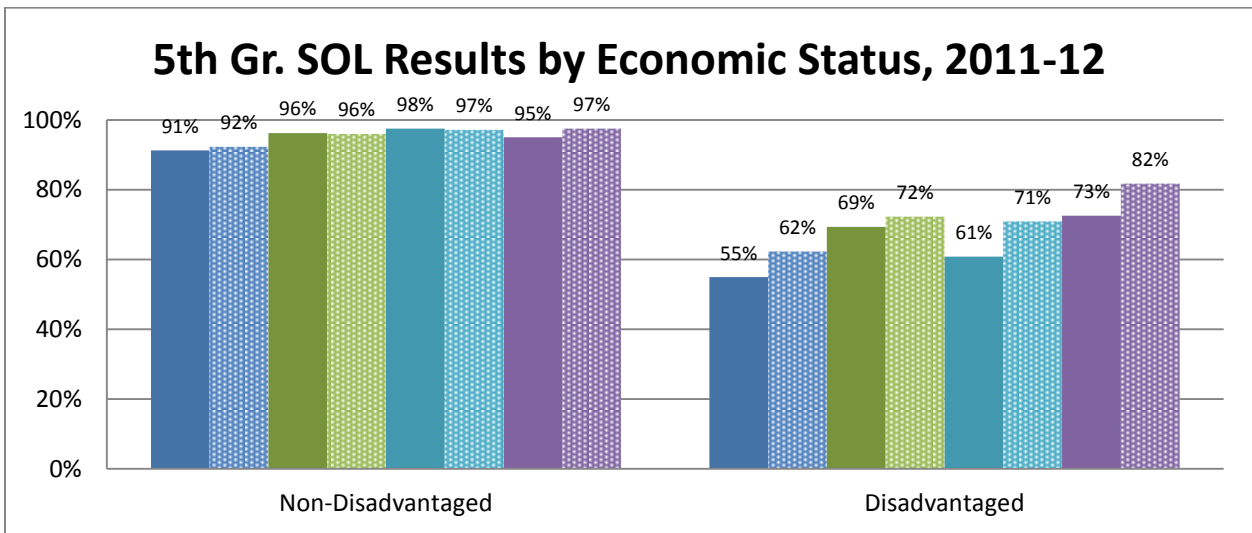
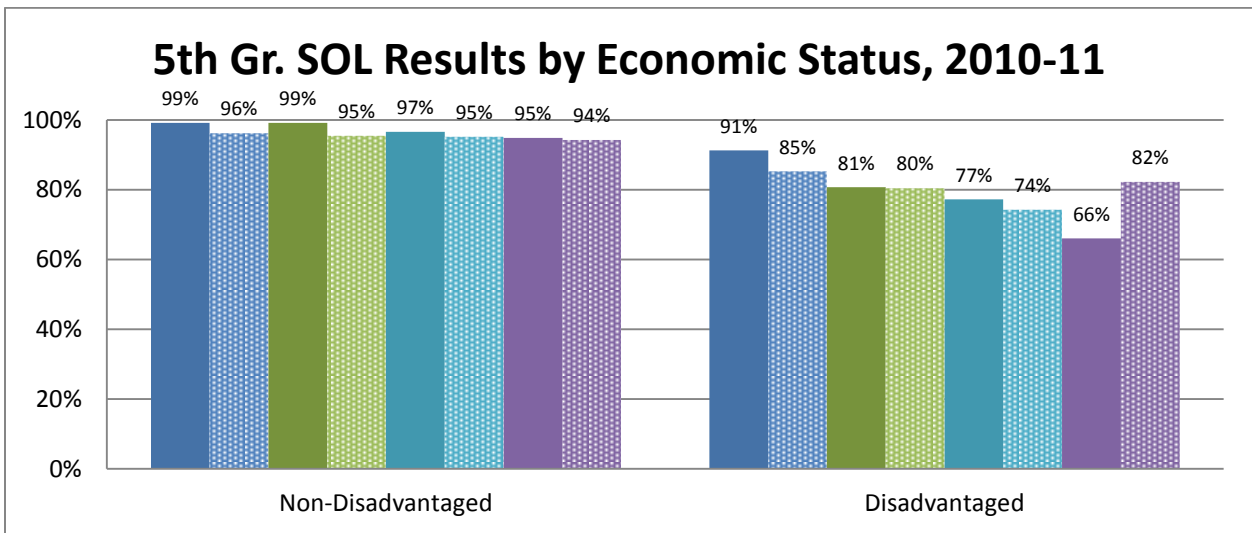
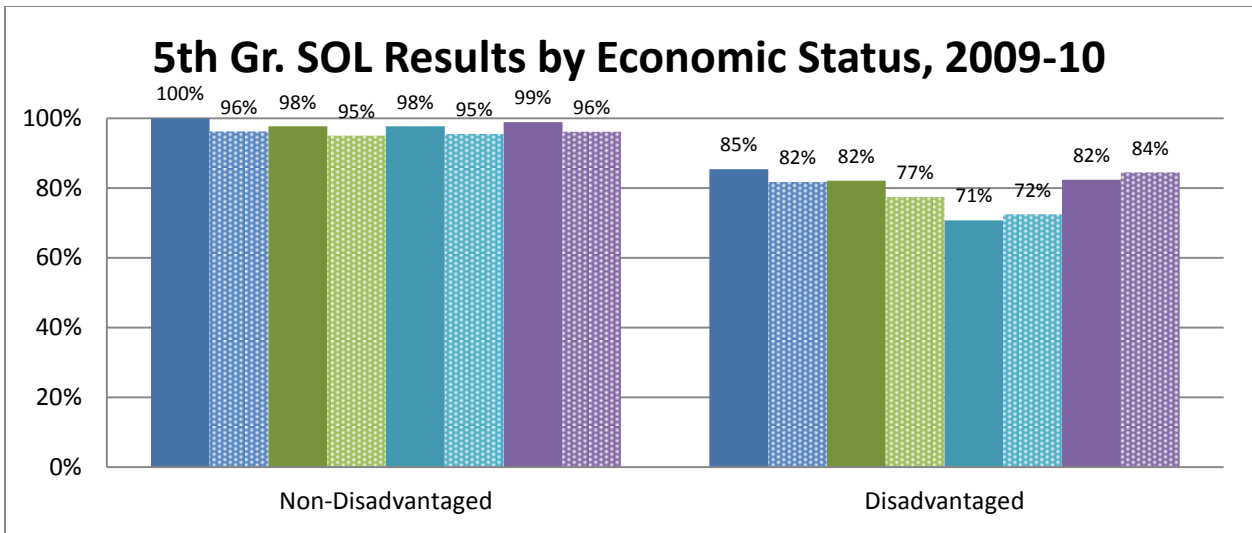
Table 10. Number of Students Tested in 5th Grade, by Program and Economic Status

Test	Immersion Group	Economic Status	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Math	Non-immersion	Non-Disadvantaged	788	830	814	839	847	1012
		Disadvantaged	363	345	368	426	422	453
	Immersion	Non-Disadvantaged	83	90	80	85	117	80
		Disadvantaged	37	47	50	41	57	51
Reading	Non-immersion	Non-Disadvantaged	782	825	807	827	840	1007
		Disadvantaged	345	291	295	350	374	397
	Immersion	Non-Disadvantaged	83	89	79	85	116	80
		Disadvantaged	37	41	48	39	57	49
Science	Non-immersion	Non-Disadvantaged	777	831	816	840	847	1013
		Disadvantaged	312	347	369	428	424	454
	Immersion	Non-Disadvantaged	83	90	80	85	116	80
		Disadvantaged	37	47	50	41	57	51
Writing	Non-immersion	Non-Disadvantaged	668	819	809	818	833	983
		Disadvantaged	275	253	250	296	305	312
	Immersion	Non-Disadvantaged	83	88	79	85	116	80
		Disadvantaged	35	43	48	34	53	51

Figure 8: 5th Grade SOL Results by Program and Economic Status



■ Immersion Math
 ■ Non-Immersion Math
 ■ Immersion Reading
 ■ Non-Immersion Reading
■ Immersion Science
 ■ Non-Immersion Science
 ■ Immersion Writing
 ■ Non-Immersion Writing

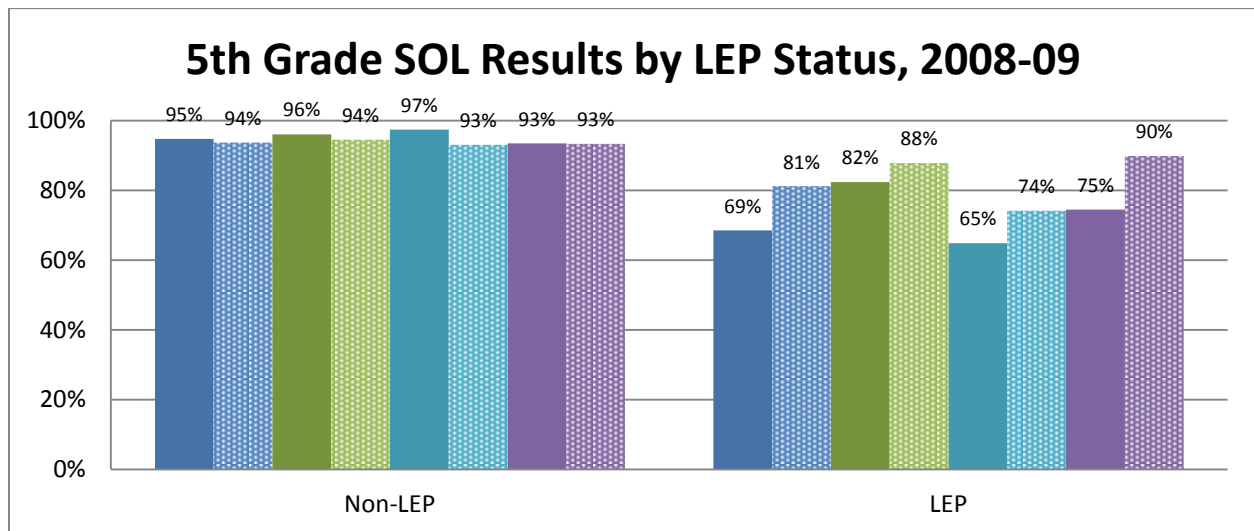
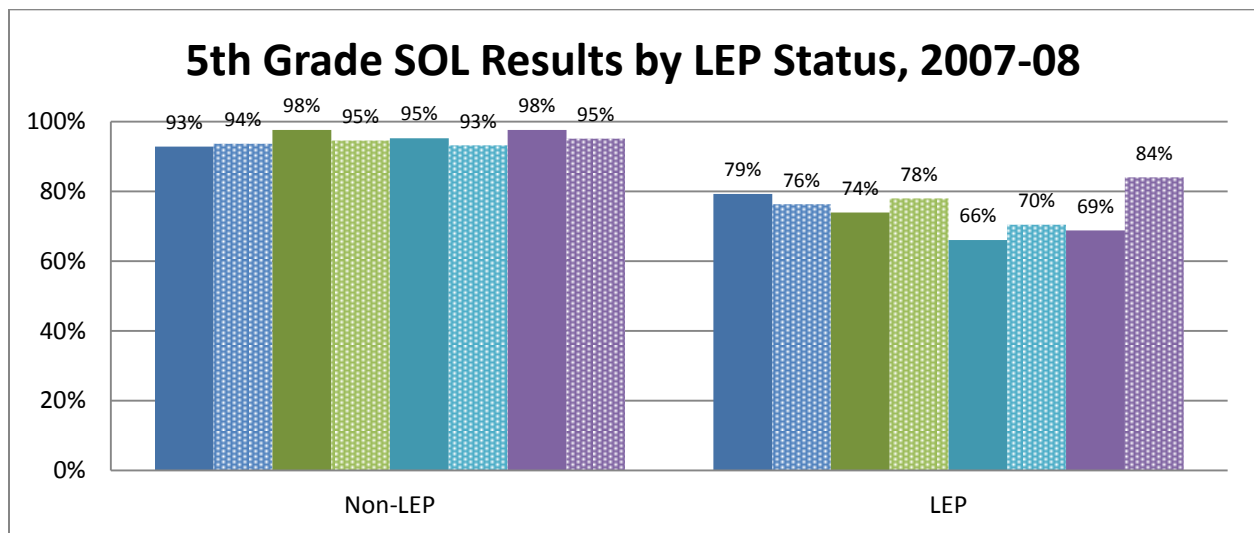
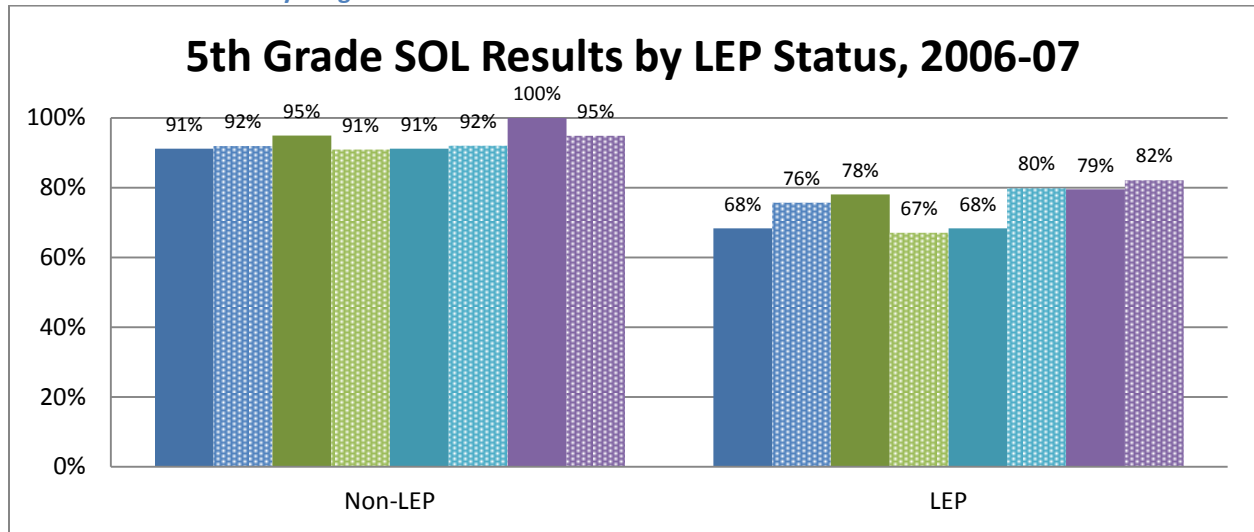


■ Immersion Math ■ Non-Immersion Math ■ Immersion Reading ■ Non-Immersion Reading
 ■ Immersion Science ■ Non-Immersion Science ■ Immersion Writing ■ Non-Immersion Writing

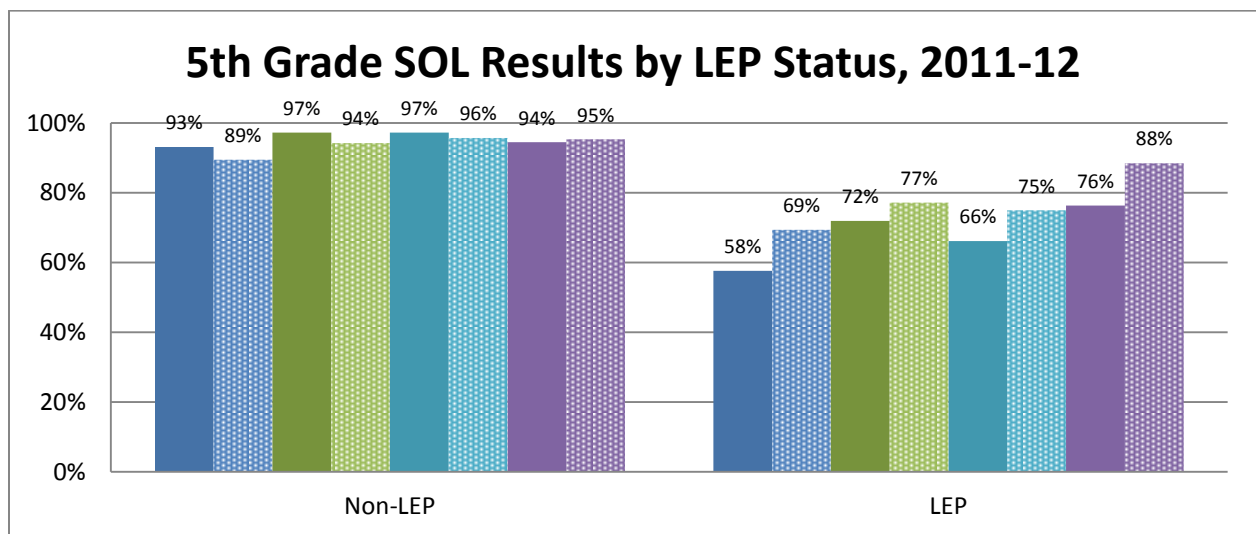
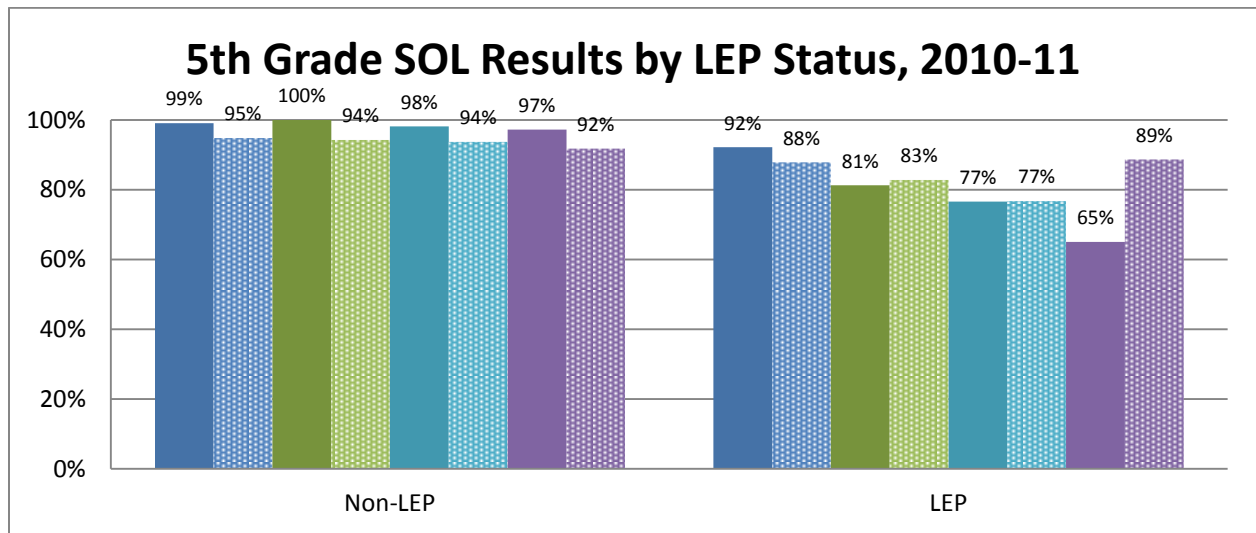
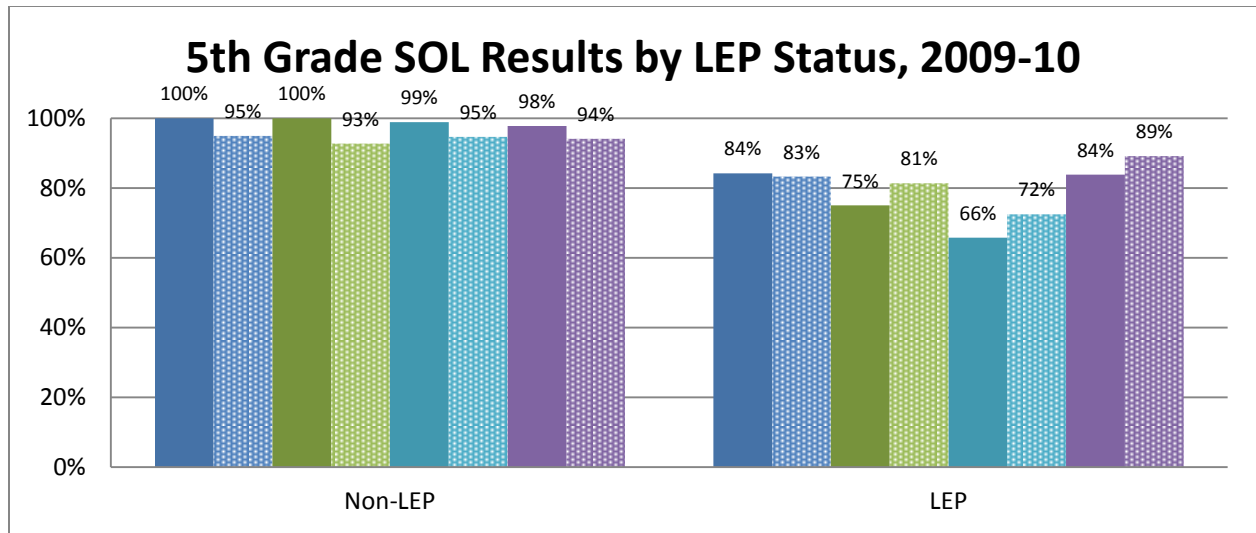
Table 11. Number of Students Tested in 5th Grade, by Program and LEP Status

Test	Immersion Group	LEP Status	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Math	Non-immersion	Non-LEP	794	821	816	870	858	996
		LEP	357	354	366	395	411	469
	Immersion	Non-LEP	79	84	76	88	110	72
		LEP	41	53	54	38	64	59
Reading	Non-immersion	Non-LEP	790	821	816	871	854	998
		LEP	337	295	286	306	360	406
	Immersion	Non-LEP	79	84	76	88	109	72
		LEP	41	46	51	36	64	57
Science	Non-immersion	Non-LEP	787	823	818	872	858	997
		LEP	302	355	367	396	413	470
	Immersion	Non-LEP	79	84	76	88	109	72
		LEP	41	53	54	38	64	59
Writing	Non-immersion	Non-LEP	680	822	823	865	855	992
		LEP	263	250	236	249	283	303
	Immersion	Non-LEP	79	83	76	88	109	72
		LEP	39	48	51	31	60	59

Figure 9: 5th Grade SOL Results by Program and LEP Status



■ Immersion Math
 ■ Non-Immersion Math
 ■ Immersion Reading
 ■ Non-Immersion Reading
■ Immersion Science
 ■ Non-Immersion Science
 ■ Immersion Writing
 ■ Non-Immersion Writing

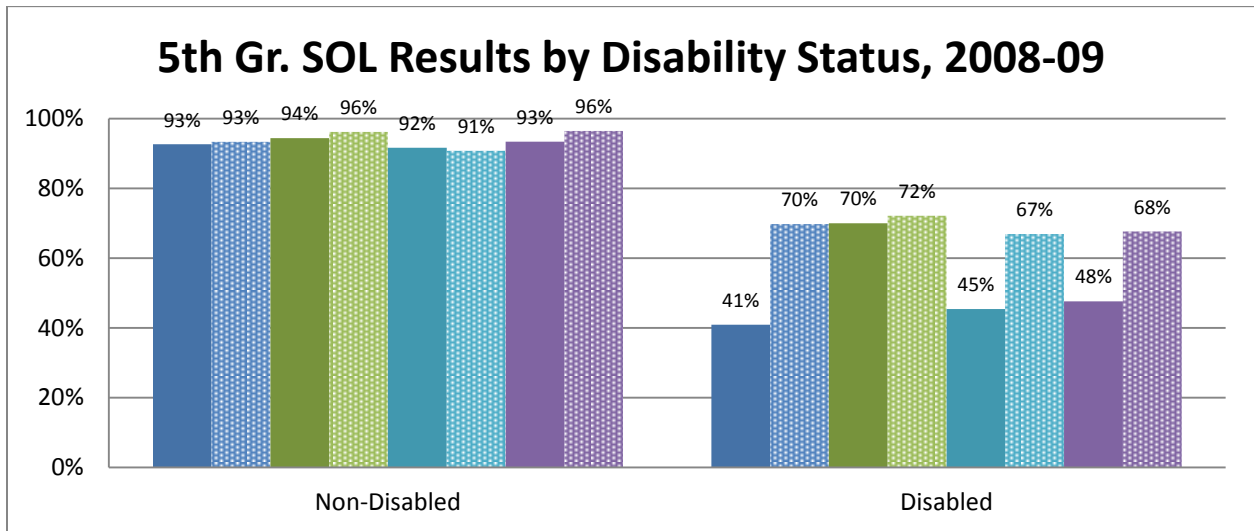
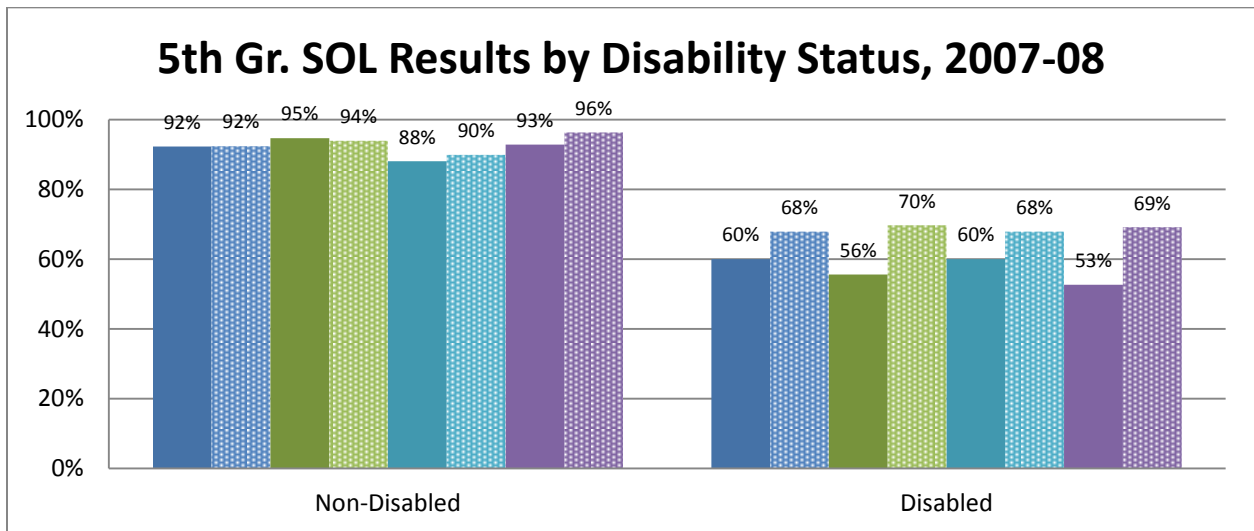
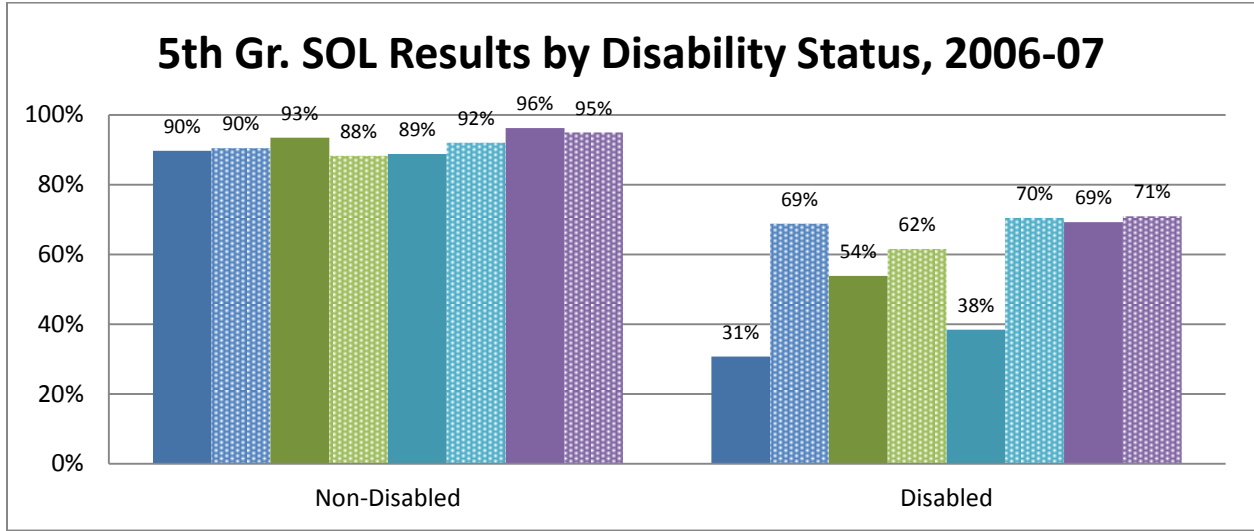


■ Immersion Math
 ■ Non-Immersion Math
 ■ Immersion Reading
 ■ Non-Immersion Reading
■ Immersion Science
 ■ Non-Immersion Science
 ■ Immersion Writing
 ■ Non-Immersion Writing

Table 12. Number of Students Tested in 5th Grade, by Program and Disability Status

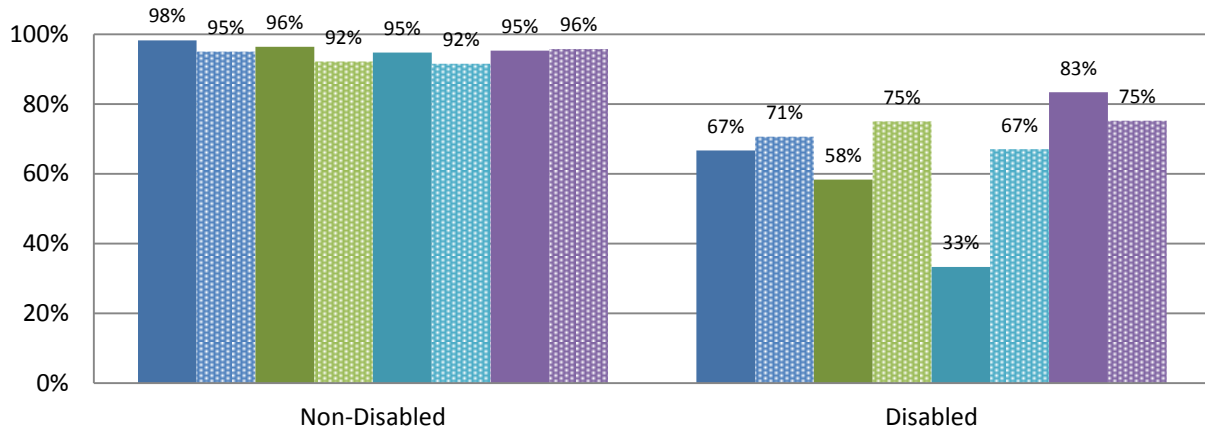
Test	Immersion Group	Disability Status	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Math	Non-immersion	Non-Disabled	962	985	1007	1071	1052	1224
		Disabled	189	190	175	194	217	241
	Immersion	Non-Disabled	107	117	108	114	154	107
		Disabled	13	20	22	12	20	24
Reading	Non-immersion	Non-Disabled	937	941	948	1013	1017	1190
		Disabled	190	175	154	164	197	214
	Immersion	Non-Disabled	107	112	107	112	153	105
		Disabled	13	18	20	12	20	24
Science	Non-immersion	Non-Disabled	920	988	1010	1071	1051	1228
		Disabled	169	190	175	197	220	239
	Immersion	Non-Disabled	107	117	108	114	153	107
		Disabled	13	20	22	12	20	24
Writing	Non-immersion	Non-Disabled	802	923	917	965	962	1114
		Disabled	141	149	142	149	176	181
	Immersion	Non-Disabled	105	112	106	107	151	107
		Disabled	13	19	21	12	18	24

Figure 10: 5th Grade SOL Results by Program and Disability Status

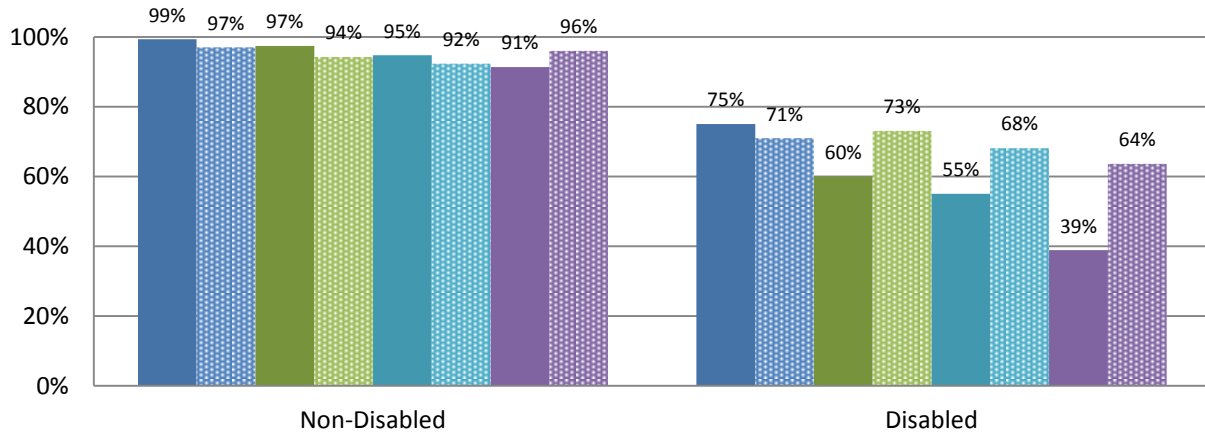


■ Immersion Math
 ■ Non-Immersion Math
 ■ Immersion Reading
 ■ Non-Immersion Reading
■ Immersion Science
 ■ Non-Immersion Science
 ■ Immersion Writing
 ■ Non-Immersion Writing

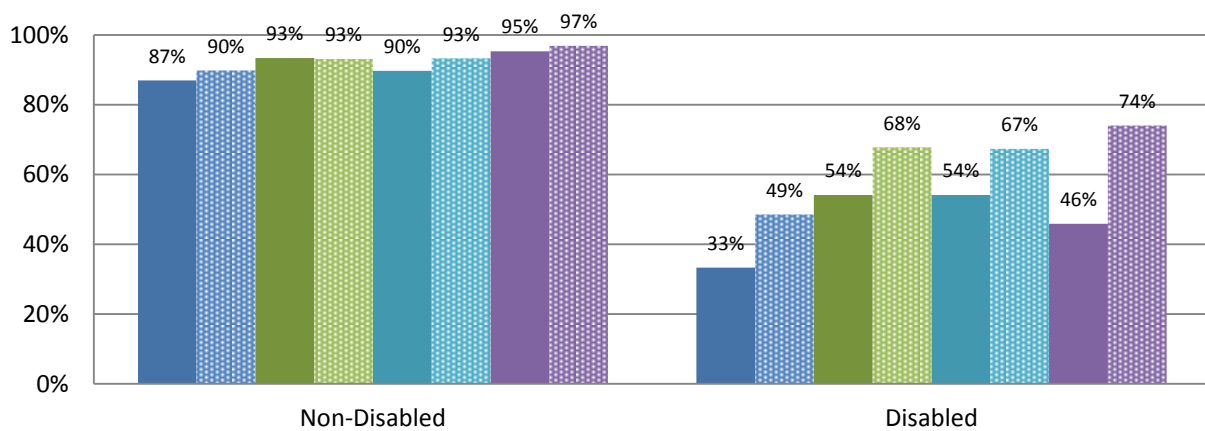
5th Gr. SOL Results by Disability Status, 2009-10



5th Gr. SOL Results by Disability Status, 2010-11



5th Gr. SOL Results by Disability Status, 2011-12



- Immersion Math ■ Non-Immersion Math ■ Immersion Reading ■ Non-Immersion Reading
- Immersion Science ■ Non-Immersion Science ■ Immersion Writing ■ Non-Immersion Writing

Table 13. 8th Grade SOL Results by Program

Immersion Group	School Year	8th Grade SOLs									
		All Math*		Reading		Science		Writing		World Geography	
		No. Tested	Percent Passing	No. Tested	Percent Passing	No. Tested	Percent Passing	No. Tested	Percent Passing	No. Tested	Percent Passing
Non-immersion	2011-12	1680	73%	1242	85%	1206	92%	1169	90%	1167	85%
	2010-11	1711	88%	1258	90%	1277	91%	1245	93%	1249	85%
	2009-10	1630	88%	1164	88%	1197	89%	1149	95%	1142	86%
	2008-09	1638	89%	1160	85%	1187	87%	1144	91%	1129	85%
	2007-08	1703	88%	1236	82%	1251	85%	1195	89%	1185	83%
	2006-07	1721	83%	1194	76%	1133	88%	1132	86%	1118	82%
Immersion	2011-12	77	83%	78	99%	78	100%	78	99%	78	79%
	2010-11	78	95%	79	96%	79	95%	78	100%	78	86%
	2009-10	64	97%	67	94%	67	99%	67	100%	67	91%
	2008-09	52	98%	54	98%	54	100%	54	98%	54	94%
	2007-08	39	97%	41	93%	41	100%	41	98%	41	93%
	2006-07	42	98%	45	93%	45	98%	45	98%	45	89%

*includes Math 8 SOL and EOC SOLs for Algebra I, Algebra II, and Geometry taken in 8th grade

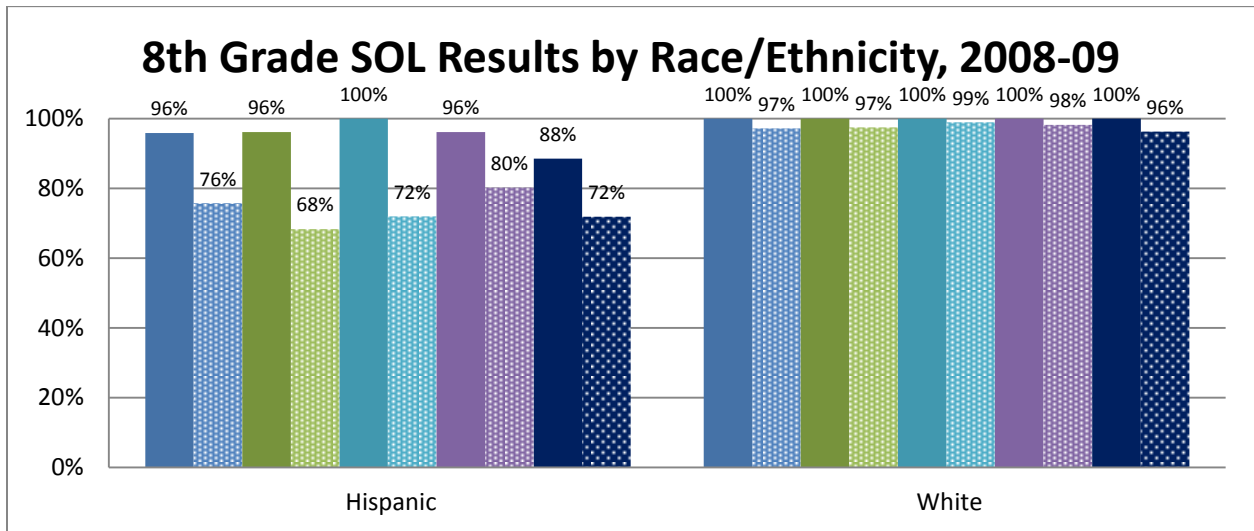
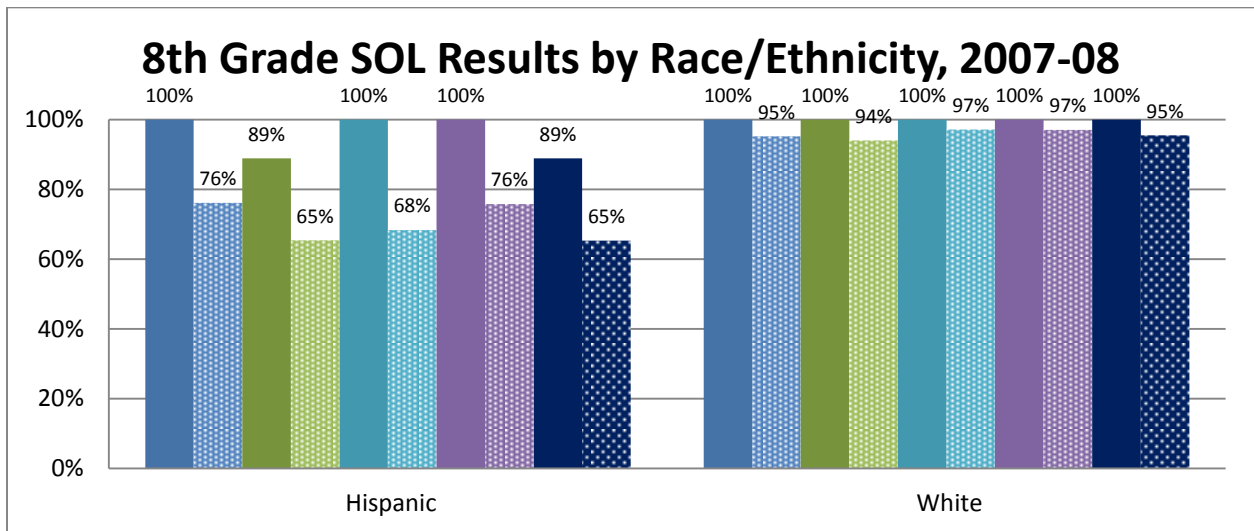
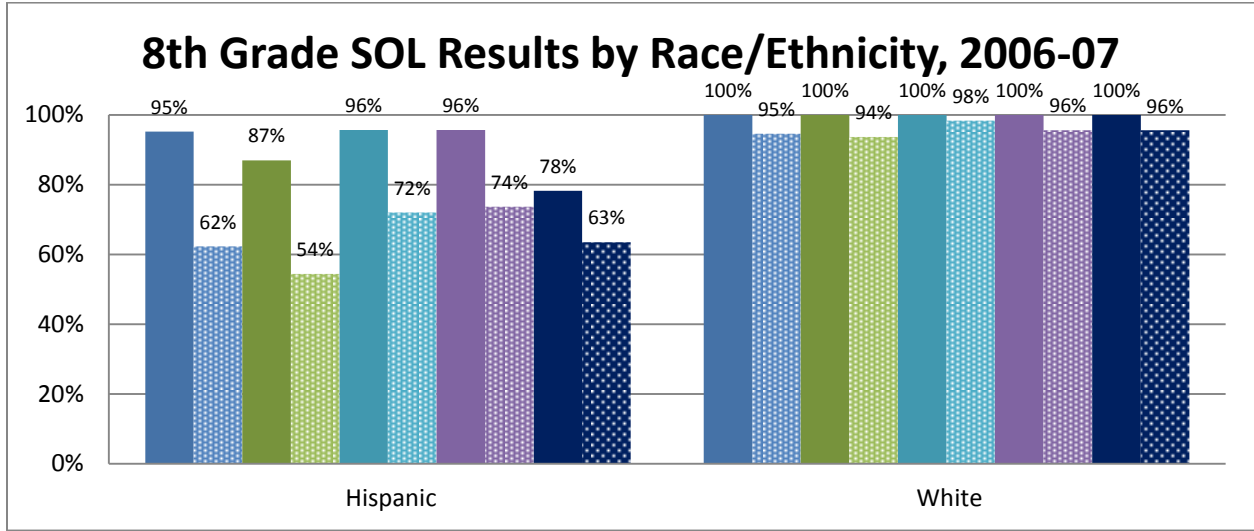
Table 14. Number of Students Tested in 8th Grade, by Program and Race/Ethnicity

Test	Immersion Group	Race	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
All Math	Non-immersion	Asian	202	192	194	195	155	157
		Black	239	239	230	205	174	210
		Hispanic	371	390	362	336	396	406
		White	895	874	839	881	888	829
		Other	14	8	13	13	98	78
	Immersion	Asian	*	*	*	*	*	*
		Black	*	*	*	*	5	*
		Hispanic	21	17	24	23	43	42
		White	19	19	27	37	27	25
		Other	*	*	*	*	*	6
Reading	Non-immersion	Asian	133	140	128	130	114	121
		Black	207	197	186	179	146	170
		Hispanic	296	309	293	271	323	326
		White	547	585	542	573	606	573
		Other	11	5	11	11	69	52
	Immersion	Asian	*	*	*	*	*	*
		Black	*	*	*	*	5	*
		Hispanic	23	18	26	23	44	42
		White	19	20	27	40	27	25
		Other	*	*	*	*	*	7
Science	Non-immersion	Asian	125	145	139	138	116	125
		Black	189	189	190	179	147	166
		Hispanic	271	328	310	294	340	289
		White	537	584	537	575	606	572
		Other	11	5	11	11	68	54
	Immersion	Asian	*	*	*	*	*	*
		Black	*	*	*	*	5	*
		Hispanic	23	18	26	23	44	42
		White	19	20	27	40	27	25
		Other	*	*	*	*	*	7
Writing	Non-immersion	Asian	125	137	129	129	113	120
		Black	192	184	183	174	143	159
		Hispanic	266	297	287	263	321	273
		White	539	572	533	572	600	565
		Other	10	5	12	11	68	52
	Immersion	Asian	*	*	*	*	*	*
		Black	*	*	*	*	5	*
		Hispanic	23	18	26	23	43	42
		White	19	20	27	40	27	25
		Other	*	*	*	*	*	7

Test	Immersion Group	Race	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
World Geography	Non-immersion	Asian	125	138	127	128	114	119
		Black	182	176	175	173	147	159
		Hispanic	263	291	284	263	318	273
		White	537	575	532	567	602	564
		Other	11	5	11	11	68	52
	Immersion	Asian	*	*	*	*	*	*
		Black	*	*	*	*	5	*
		Hispanic	23	18	26	23	44	42
		White	19	20	27	40	27	25
		Other	*	*	*	*	*	7

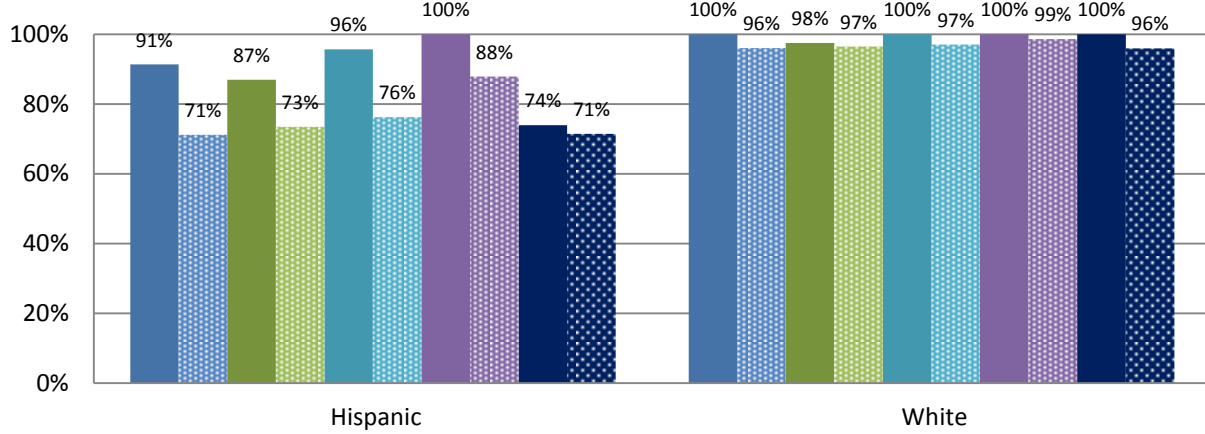
*Fewer than 5, not reported

Figure 11: 8th Grade SOL Results by Program and Race/Ethnicity

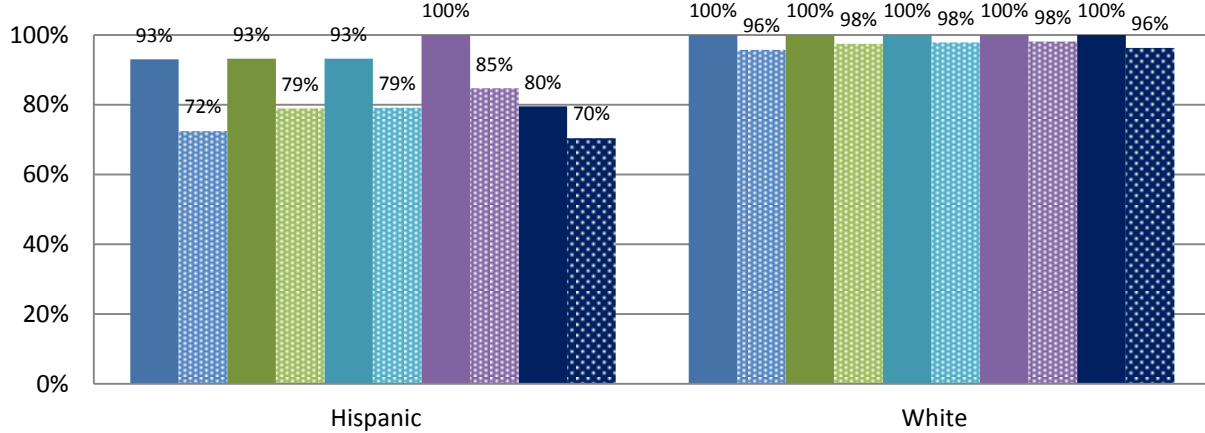


■ Immersion Math
 ■ Non-Immersion Math
 ■ Immersion Reading
 ■ Non-Immersion Reading
 ■ Immersion Science
■ Non-Immersion Science
 ■ Immersion Writing
 ■ Non-Immersion Writing
 ■ Immersion W. Geography
 ■ Non-Immersion W. Geography

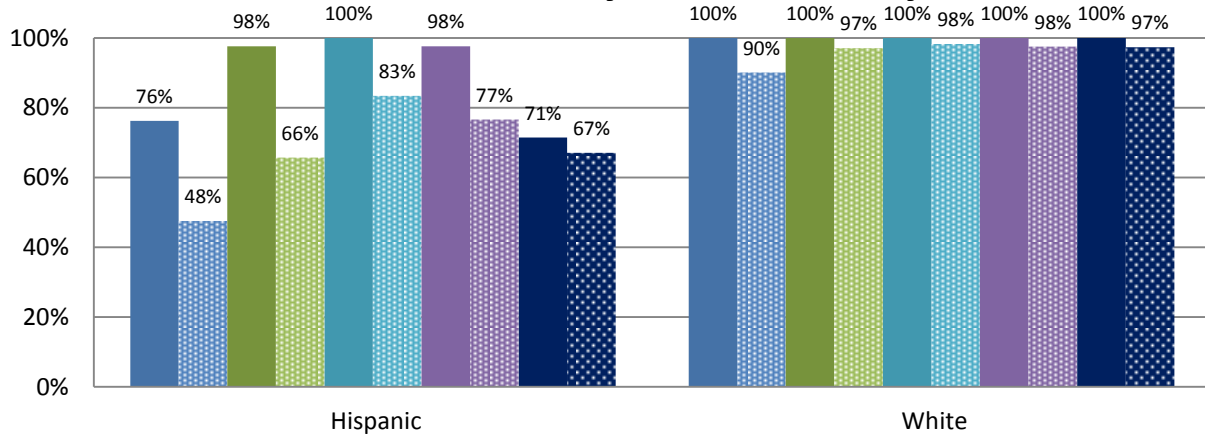
8th Grade SOL Results by Race/Ethnicity, 2009-10



8th Grade SOL Results by Race/Ethnicity, 2010-11



8th Grade SOL Results by Race/Ethnicity, 2011-12

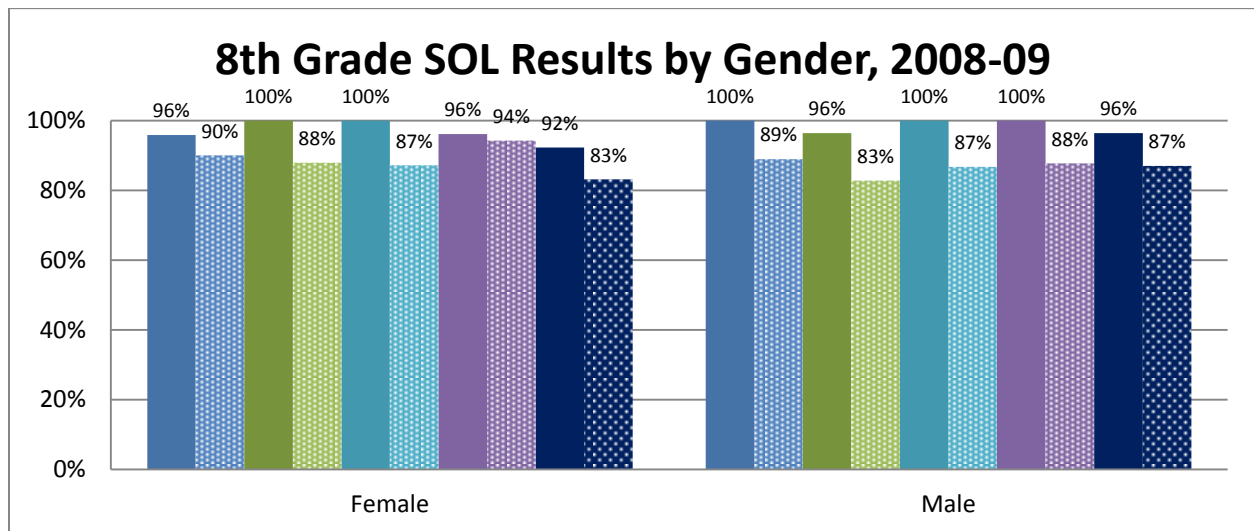
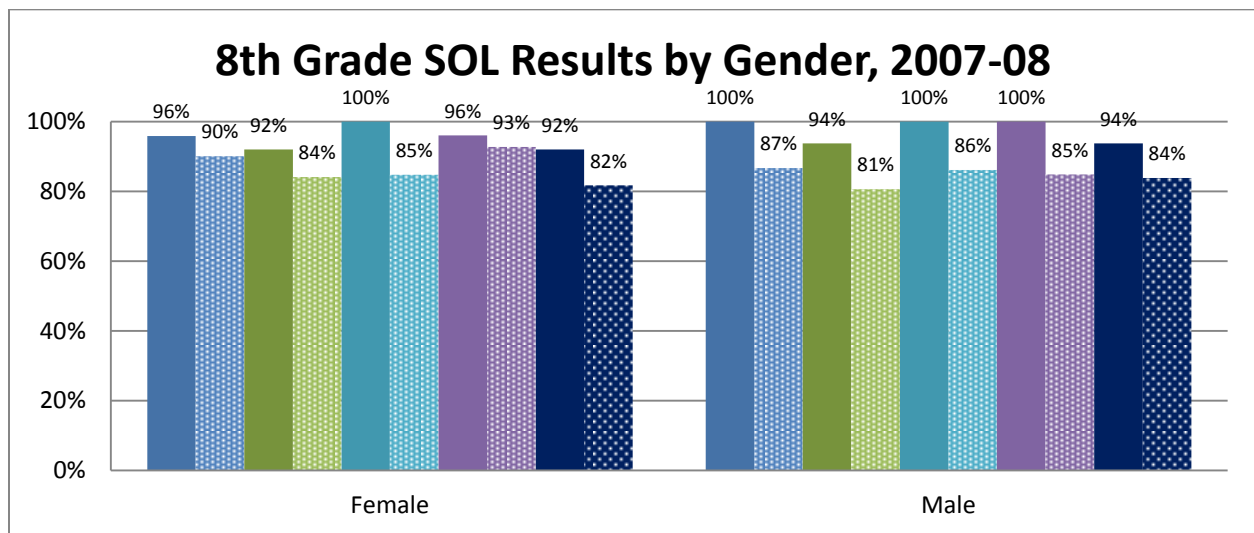
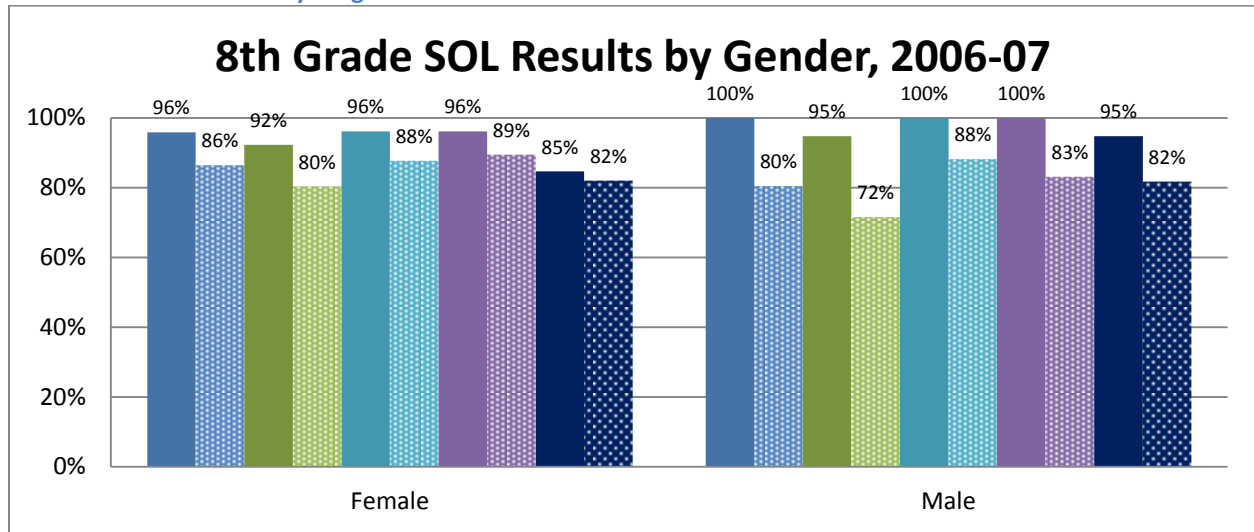


- Immersion Math
- Non-Immersion Math
- Immersion Reading
- Non-Immersion Reading
- Immersion Science
- Non-Immersion Science
- Immersion Writing
- Non-Immersion Writing
- Immersion W. Geography
- Non-Immersion W. Geography

Table 15. Number of Students Tested in 8th Grade, by Program and Gender

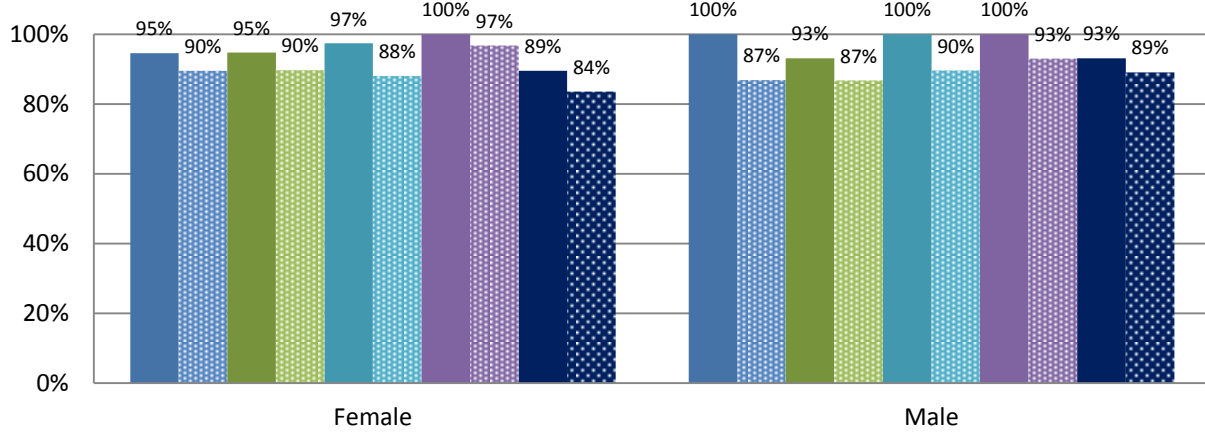
Test	Immersion Group	Gender	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
All Math	Non-immersion	Female	846	845	829	801	807	768
		Male	875	858	809	829	904	912
	Immersion	Female	24	24	24	37	45	37
		Male	18	15	28	27	33	40
Reading	Non-immersion	Female	575	596	609	554	607	574
		Male	619	640	551	610	651	668
	Immersion	Female	26	25	26	38	46	38
		Male	19	16	28	29	33	40
Science	Non-immersion	Female	542	611	623	570	616	547
		Male	591	640	564	627	661	659
	Immersion	Female	26	25	26	38	46	38
		Male	19	16	28	29	33	40
Writing	Non-immersion	Female	541	580	600	549	605	539
		Male	591	615	544	600	640	630
	Immersion	Female	26	25	26	38	46	38
		Male	19	16	28	29	32	40
World Geography	Non-immersion	Female	538	579	599	546	604	537
		Male	580	606	530	596	645	630
	Immersion	Female	26	25	26	38	45	38
		Male	19	16	28	29	33	40

Figure 12: 8th Grade SOL Results by Program and Gender

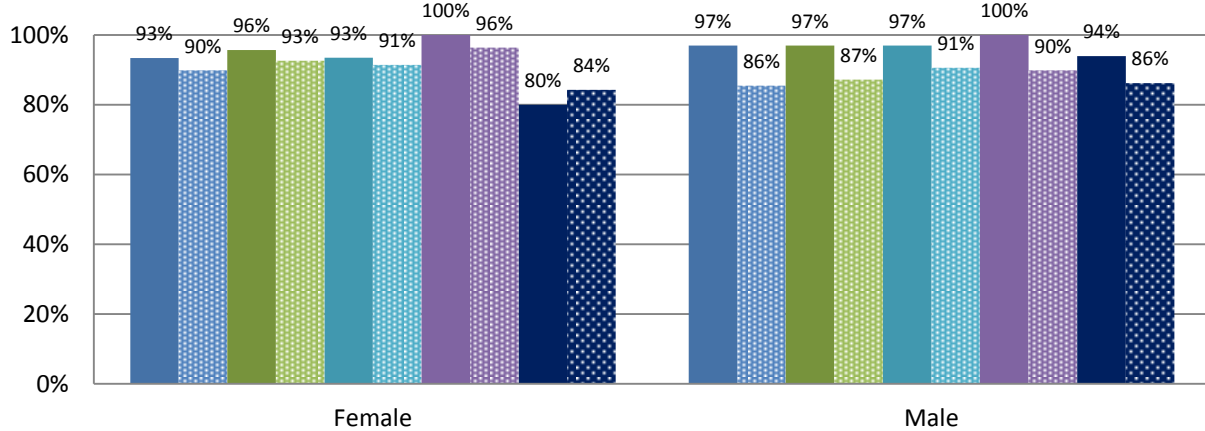


■ Immersion Math
 ■ Non-Immersion Math
 ■ Immersion Reading
 ■ Non-Immersion Reading
 ■ Immersion Science
■ Non-Immersion Science
 ■ Immersion Writing
 ■ Non-Immersion Writing
 ■ Immersion W. Geography
 ■ Non-Immersion W. Geography

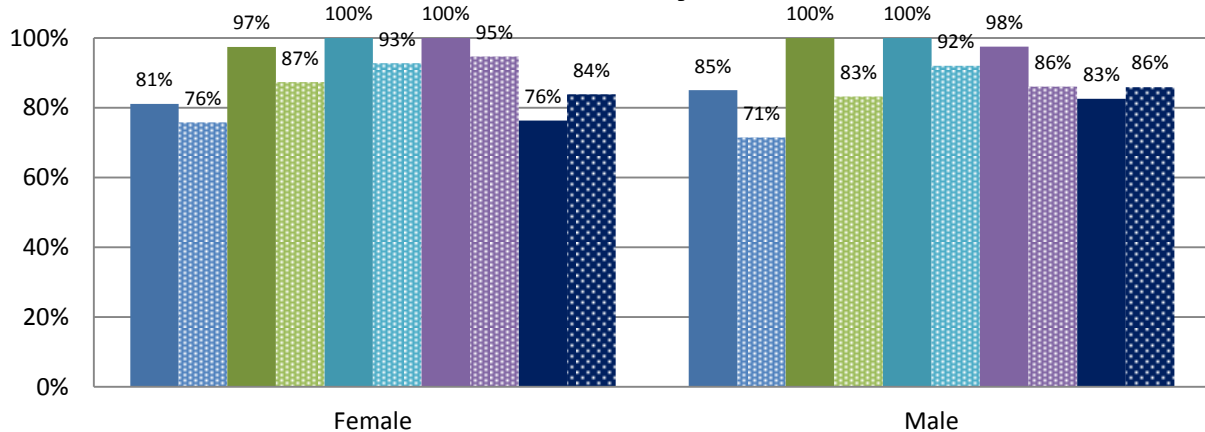
8th Grade SOL Results by Gender, 2009-10



8th Grade SOL Results by Gender, 2010-11



8th Grade SOL Results by Gender, 2011-12

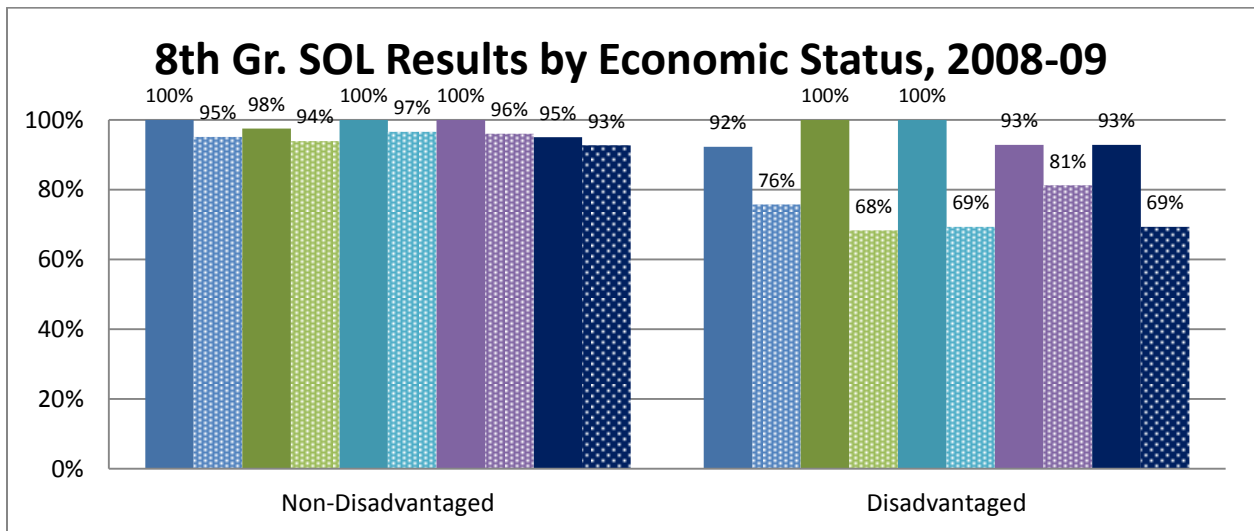
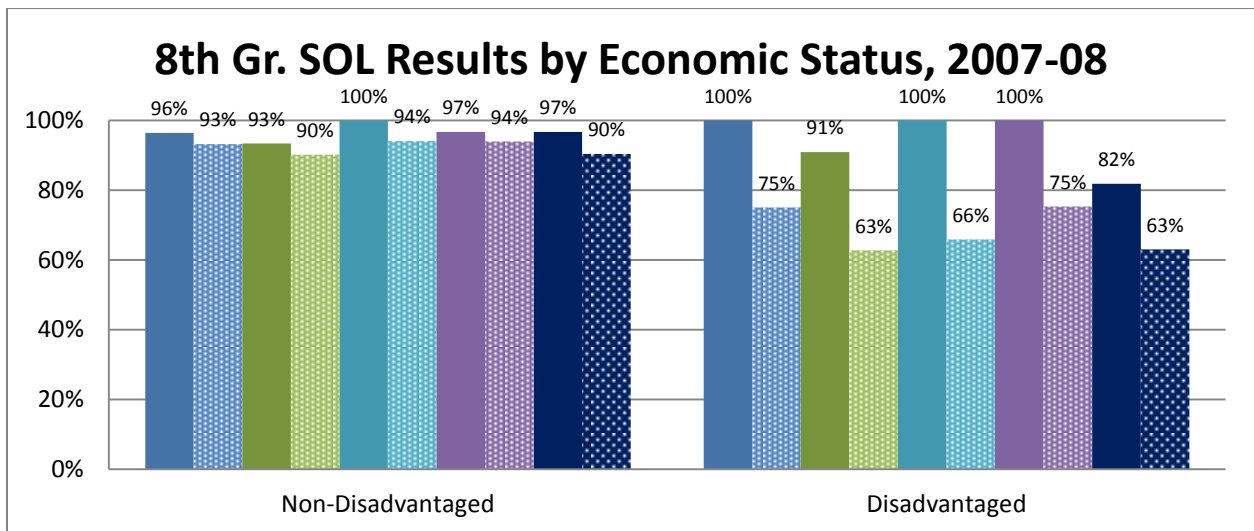
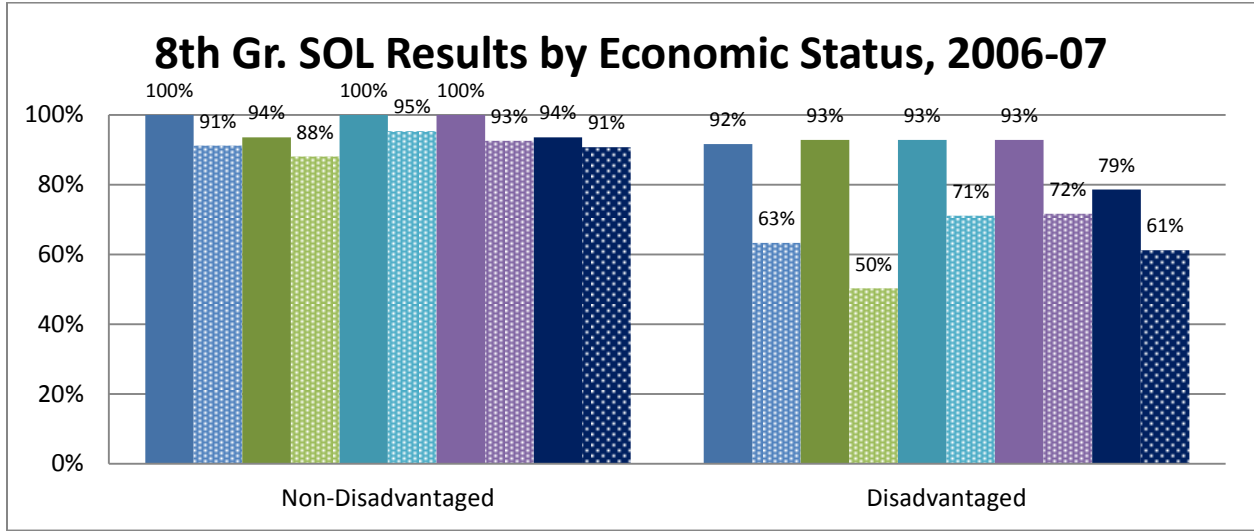


- Immersion Math
- Non-Immersion Math
- Immersion Reading
- Non-Immersion Reading
- Immersion Science
- Non-Immersion Science
- Immersion Writing
- Non-Immersion Writing
- Immersion W. Geography
- Non-Immersion W. Geography

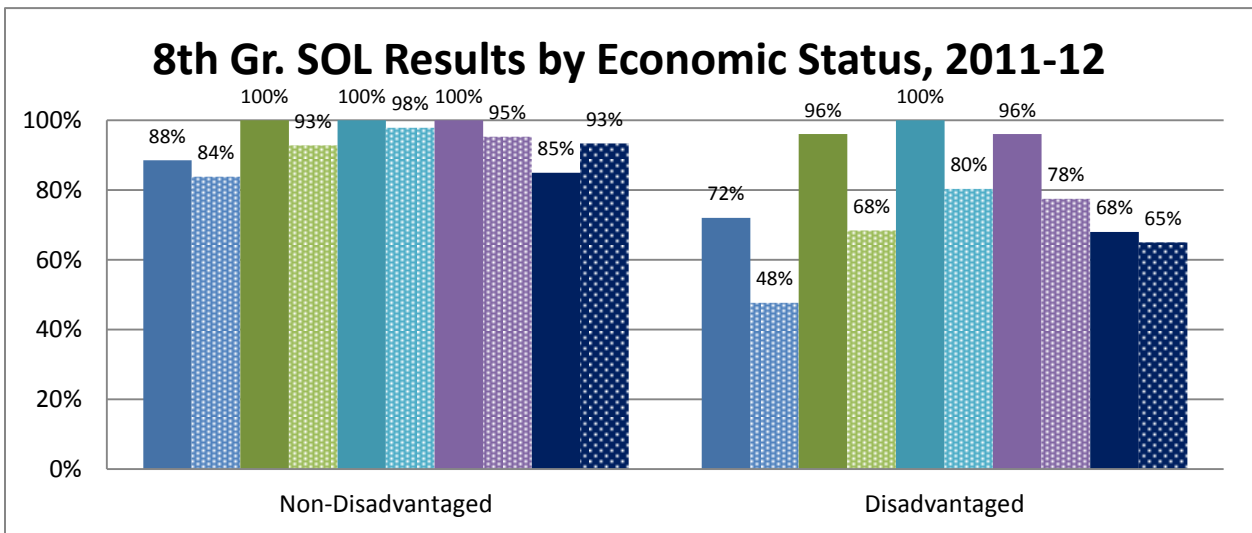
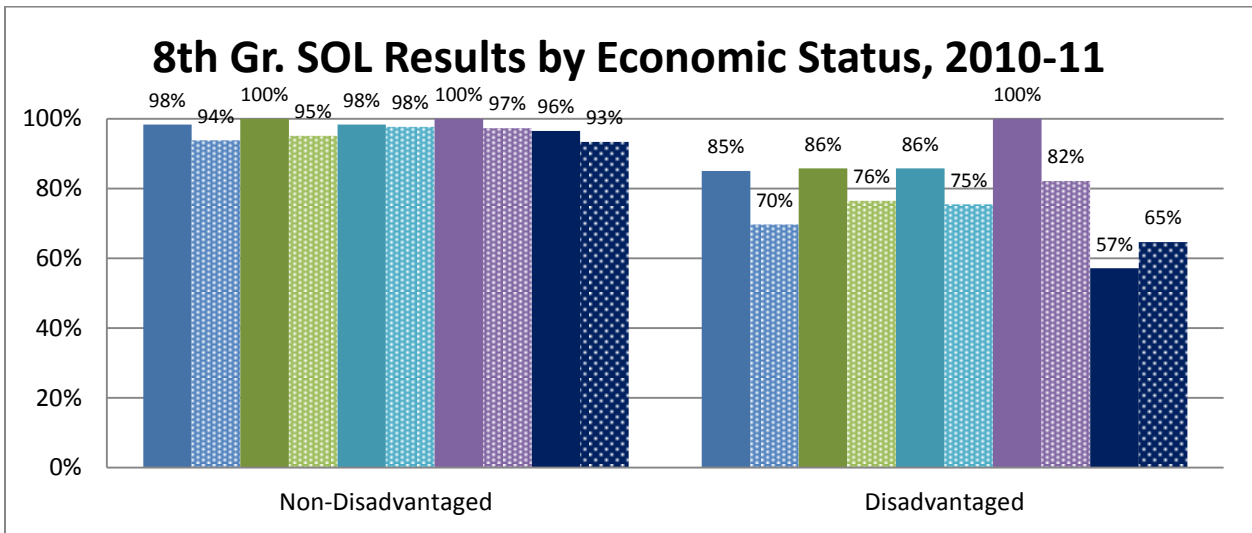
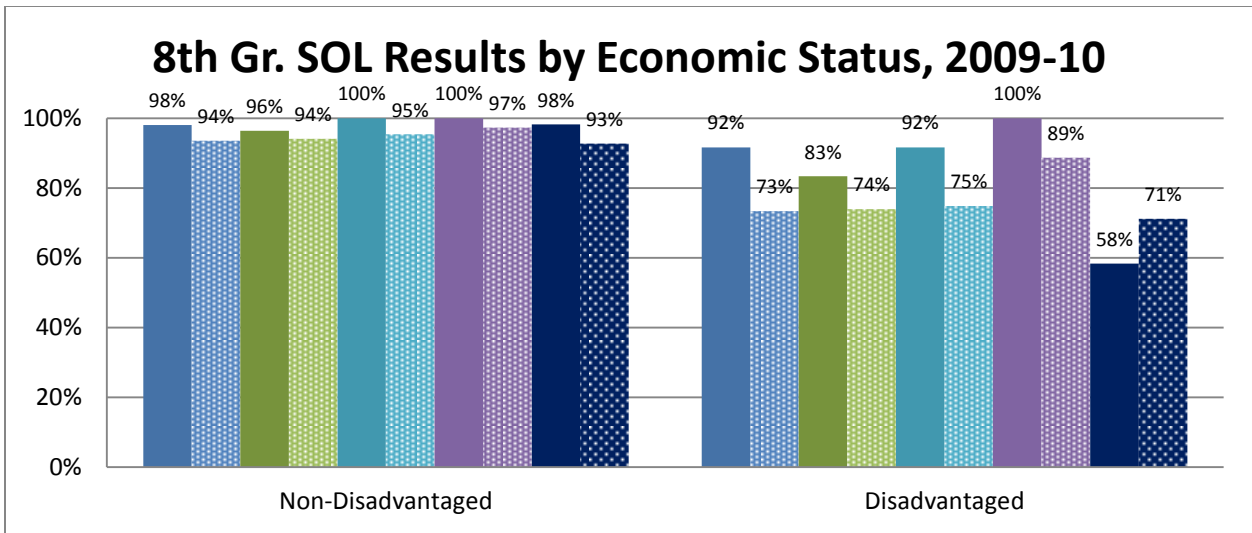
Table 16. Number of Students Tested in 8th Grade, by Program and Economic Status

Test	Immersion Group	Economic Status	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
All Math	Non-immersion	Non-Disadvantaged	1242	1251	1159	1195	1265	1198
		Disadvantaged	479	452	479	435	446	482
	Immersion	Non-Disadvantaged	30	28	39	52	58	52
		Disadvantaged	12	11	13	12	20	25
Reading	Non-immersion	Non-Disadvantaged	806	882	775	819	901	849
		Disadvantaged	388	354	385	345	357	393
	Immersion	Non-Disadvantaged	31	30	40	55	58	53
		Disadvantaged	14	11	14	12	21	25
Science	Non-immersion	Non-Disadvantaged	787	870	766	819	894	825
		Disadvantaged	346	381	421	378	383	381
	Immersion	Non-Disadvantaged	31	30	40	55	58	53
		Disadvantaged	14	11	14	12	21	25
Writing	Non-immersion	Non-Disadvantaged	787	859	760	813	891	822
		Disadvantaged	345	336	384	336	354	347
	Immersion	Non-Disadvantaged	31	30	40	55	57	53
		Disadvantaged	14	11	14	12	21	25
World Geography	Non-immersion	Non-Disadvantaged	783	858	754	809	895	818
		Disadvantaged	335	327	375	333	354	349
	Immersion	Non-Disadvantaged	31	30	40	55	57	53
		Disadvantaged	14	11	14	12	21	25

Figure 13: 8th Grade SOL Results by Program and Economic Status



- Immersion Math ■ Non-Immersion Math ■ Immersion Reading ■ Non-Immersion Reading ■ Immersion Science
- Non-Immersion Science ■ Immersion Writing ■ Non-Immersion Writing ■ Immersion W. Geography ■ Non-Immersion W. Geography

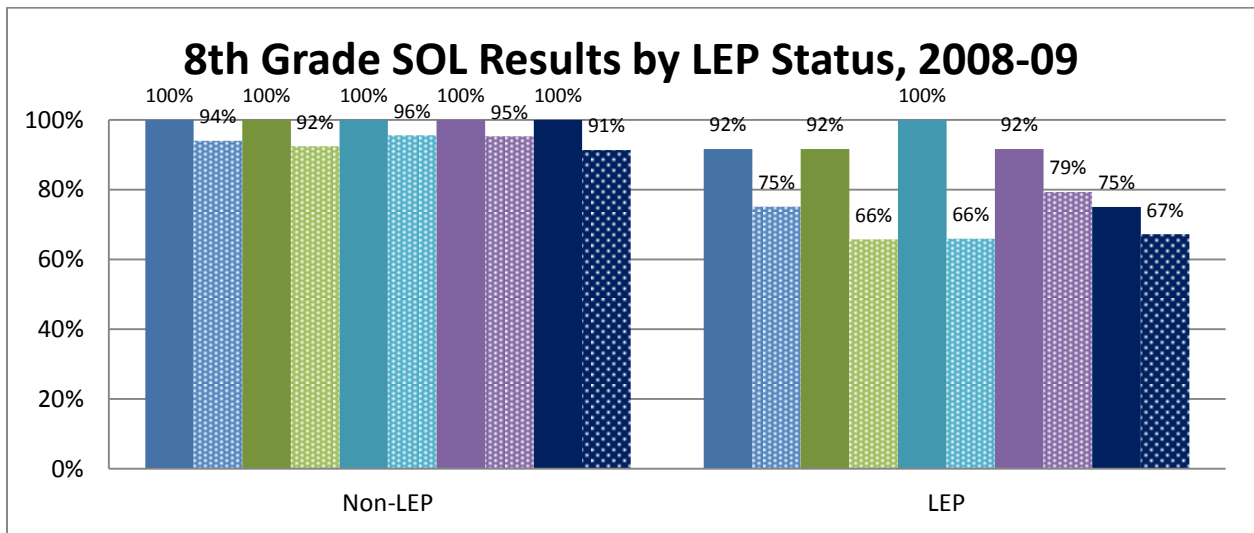
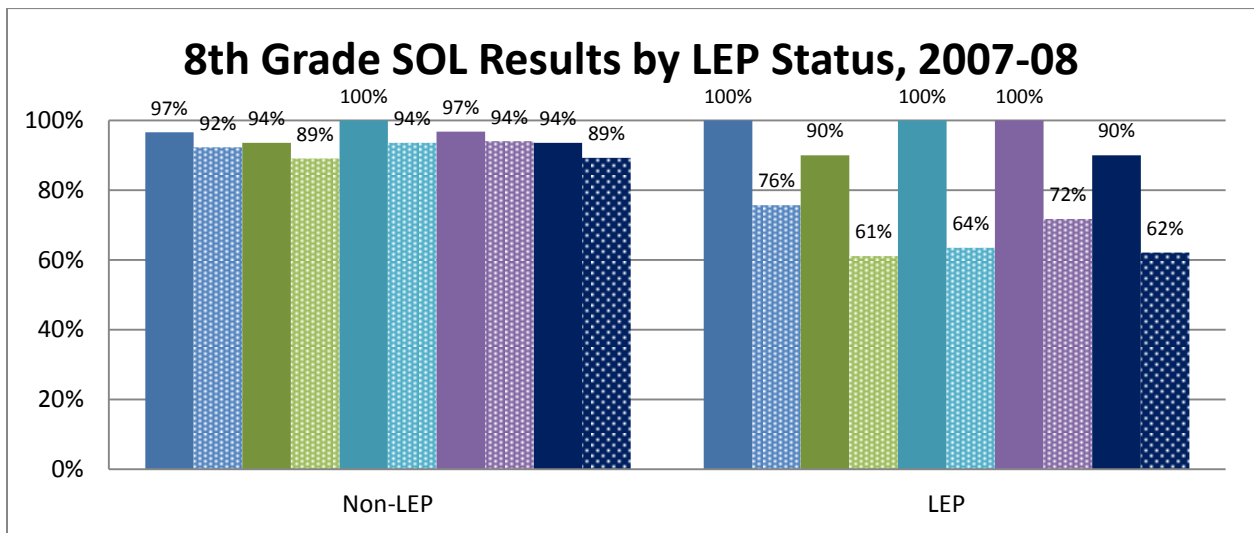
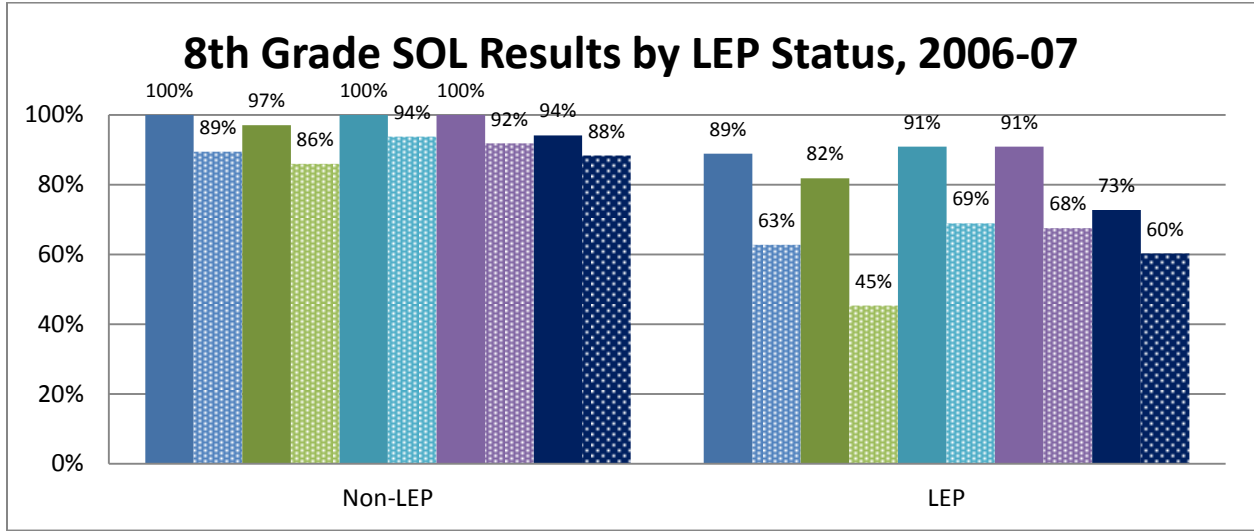


- Immersion Math
- Non-Immersion Math
- Immersion Reading
- Non-Immersion Reading
- Immersion Science
- Non-Immersion Science
- Immersion Writing
- Non-Immersion Writing
- Immersion W. Geography
- Non-Immersion W. Geography

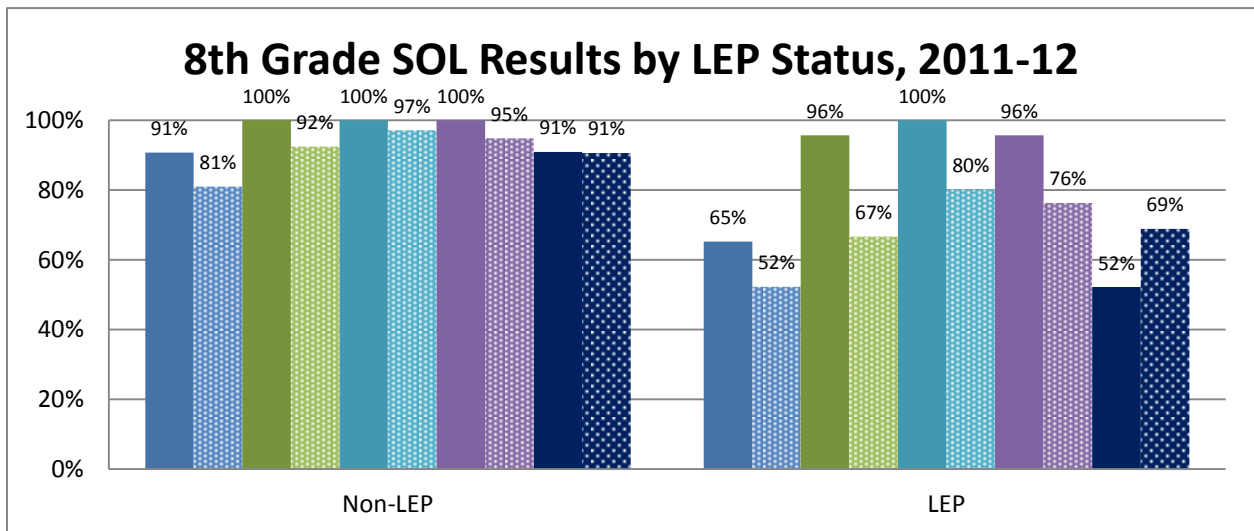
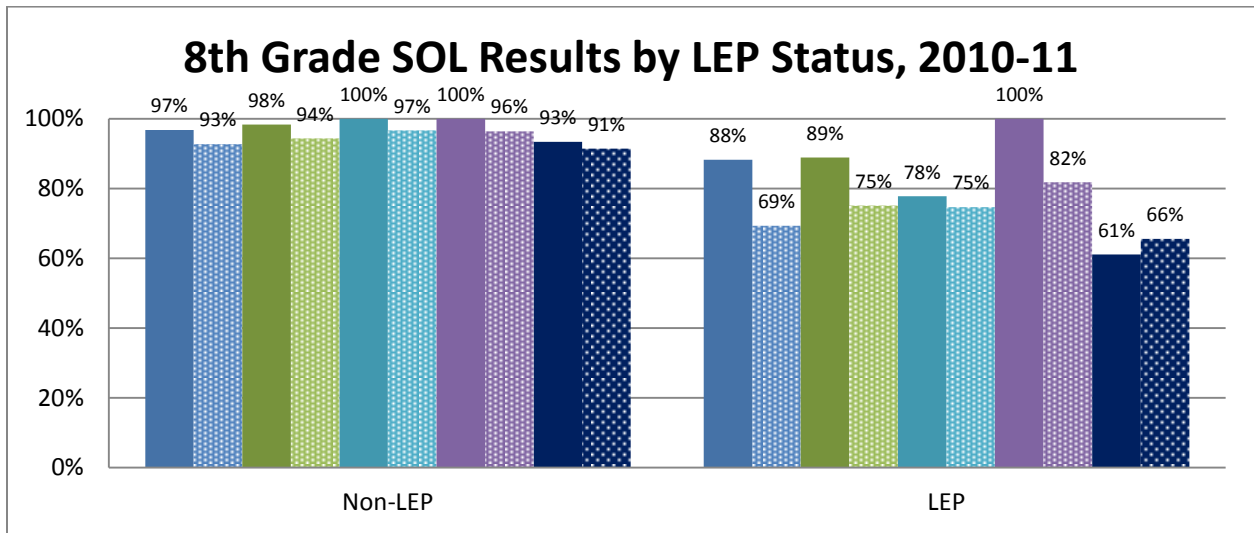
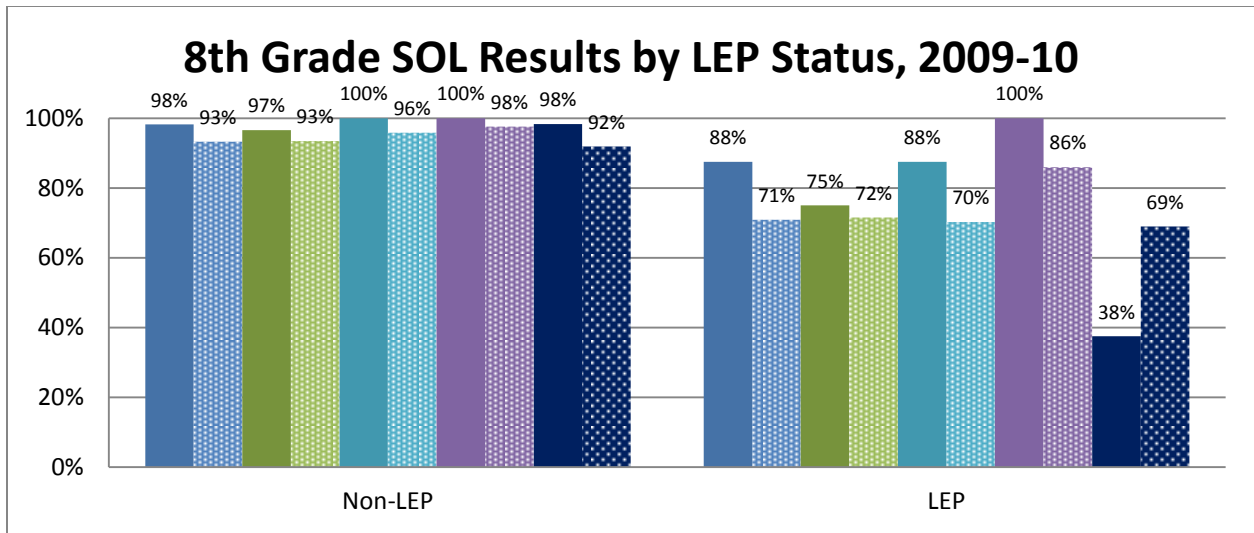
Table 17. Number of Students Tested in 8th Grade, by Program and LEP Status

Test	Immersion Group	LEP Status	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
All Math	Non-immersion	Non-LEP	1329	1304	1240	1259	1333	1238
		LEP	392	399	398	371	378	442
	Immersion	Non-LEP	33	29	40	56	61	54
		LEP	9	10	12	8	17	23
Reading	Non-immersion	Non-LEP	896	938	856	883	961	888
		LEP	298	298	304	281	297	354
	Immersion	Non-LEP	34	31	42	59	61	55
		LEP	11	10	12	8	18	23
Science	Non-immersion	Non-LEP	866	914	840	871	949	863
		LEP	267	337	347	326	328	343
	Immersion	Non-LEP	34	31	42	59	61	55
		LEP	11	10	12	8	18	23
Writing	Non-immersion	Non-LEP	867	912	844	872	954	865
		LEP	265	283	300	277	291	304
	Immersion	Non-LEP	34	31	42	59	61	55
		LEP	11	10	12	8	17	23
World Geography	Non-immersion	Non-LEP	859	903	830	868	953	862
		LEP	259	282	299	274	296	305
	Immersion	Non-LEP	34	31	42	59	60	55
		LEP	11	10	12	8	18	23

Figure 14: 8th Grade SOL Results by Program and LEP Status



- Immersion Math ■ Non-Immersion Math ■ Immersion Reading ■ Non-Immersion Reading ■ Immersion Science
- Non-Immersion Science ■ Immersion Writing ■ Non-Immersion Writing ■ Immersion W. Geography ■ Non-Immersion W. Geography



- Immersion Math ■ Non-Immersion Math ■ Immersion Reading ■ Non-Immersion Reading ■ Immersion Science
- Non-Immersion Science ■ Immersion Writing ■ Non-Immersion Writing ■ Immersion W. Geography ■ Non-Immersion W. Geography

Figure 15: 8th Grade SOL Results by Program and Disability Status – Not included
Not included; numbers of students with disabilities are too small to report each year.