



**THE ARLINGTON PUBLIC SCHOOLS
2005-2011
STRATEGIC PLAN**

**2010-2011 RESULTS ON THE INDICATORS
Final Report December 2011**

2005-2011 Strategic Plan 2010-2011 Results on the Indicators

This report summarizes progress made on the **2010-11** indicators defined in the 2005-2011 Strategic Plan. The report includes:

- A Summary of 2010-11 Results on the 2005-2011 Strategic Plan Indicators, focusing on selected indicators;
- A table of contents;
- Detailed Results on the 2005-2011 Strategic Plan Indicators, a comprehensive report on each indicator including a table with results over time.
- An Appendix with background on the purpose for each indicator.

The 2005-2011 Strategic Plan was adopted by the School Board in June 2005. It outlines major objectives for the Arlington Public Schools for the six years covered by the plan. The plan focuses on student achievement through its four goals, including:

- **RISING ACHIEVEMENT** – Ensure rising achievement for all students on standardized tests and other measures of performance that go beyond state and federal standards.
- **ELIMINATE THE GAP** – Eliminate gaps in achievement among identified groups (Asian, Black, Hispanic, and low-income students, students with disabilities, and English language learners).
- **RESPONSIVE EDUCATION** – Prepare each student to succeed in a diverse, changing world through instruction and other school experiences responsive to each student's talents, interests, and challenges.
- **EFFECTIVE RELATIONSHIPS** – Build effective relationships with parents and the community so that they know about and actively support the education of our students.

The Strategic Plan is the linchpin of the Arlington Public Schools planning and management system, supported by School Management Plans, Department Plans and Administrator Work Plans. Each of these plans includes goals, objectives and activities that support the accomplishment of the 2005-2011 Strategic Plan. The Strategic Plan process is designed to result in clear direction for the school system that focuses on improved student learning for all students.

For each goal of the plan, the School Board has defined specific objectives, indicators, and targets or benchmarks to measure progress over each of the 6 years. In some cases targets have not been set for new indicators. Baseline data will be used to establish these targets.



A Summary of 2010-11 Results on the 2005 to 2011 Strategic Plan Indicators

The 2005 to 2011 Strategic Plan was adopted by the School Board in June 2005. It outlines major objectives for the Arlington Public Schools for the six years covered by the plan. The Strategic Plan process was designed to result in clear direction for the school system that focuses on improved student learning for all students. For each goal of the plan, the School Board has defined specific objectives, indicators, and targets or benchmarks to measure progress over each of the 6 years. This summary provides selected findings from the results presented for 2010-11.

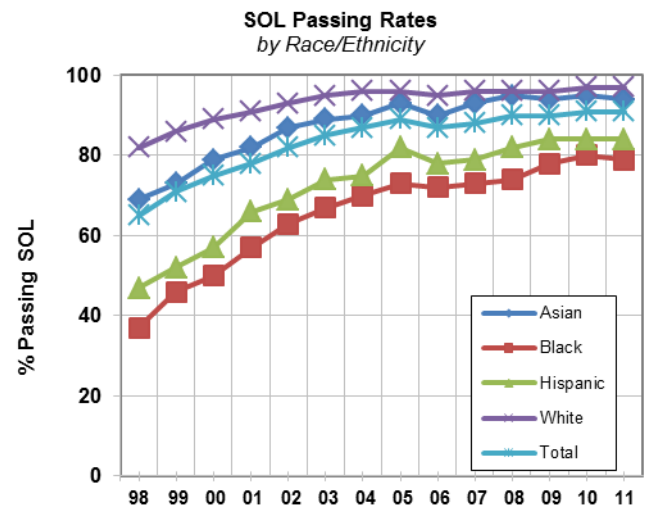
Goals 1 & 2: Rising Achievement and Eliminating the Achievement Gap

Passing Rates on Standards of Learning (SOL) Tests

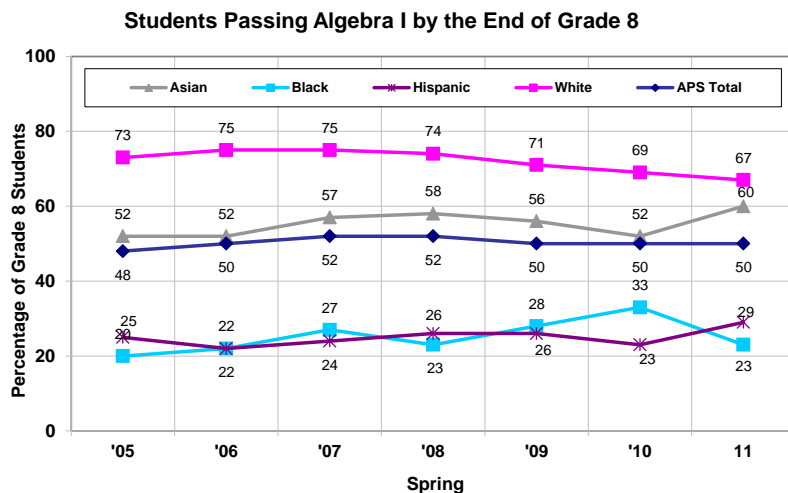
	Year	Asian	Black	Hispanic	White	Total
% Passed	11	94	79	84	97	91
	10	95	80	84	97	91
	09	94	78	84	96	90
	08	95	74	82	96	90
	07	93	73	79	96	88
	06	90	72	78	95	87
	05	93	73	82	96	89
	04	90	70	75	96	87
	03	89	67	74	95	85
	02	87	63	69	93	82
	01	82	57	66	91	78
	00	79	50	57	89	75
99	73	46	52	86	71	
98	69	37	47	82	65	
% Point Gap	11	3	18	13		
	10	2	17	13		
	09	2	18	12		
	08	1	22	14		
	07	3	23	17		
	06	5	23	17		
	05	3	23	14		
	04	6	26	21		
	03	6	28	21		
	02	6	30	24		
	01	9	34	25		
	00	10	39	32		
99	13	40	34			
98	13	45	35			

In Spring 2011, APS administered more than 42,000 SOL assessments on 33 different tests to students across grades 3 through 12.

- The overall passing rate remains high at 91%.
- The passing rate was 90% or higher on 19 out of the 33 tests.



Students Passing Algebra I by the End of Grade 8 with a C or Higher



Algebra I is an advanced course when taken by middle school students. Most students who take the course earn a grade of C or higher.

In 2010-11, half of the students leaving middle school successfully completed Algebra 1, maintaining the same level for 3 consecutive years. In the last year, the successful completion rate

- declined for Black and White students.
- increased among Asian and Hispanic students.

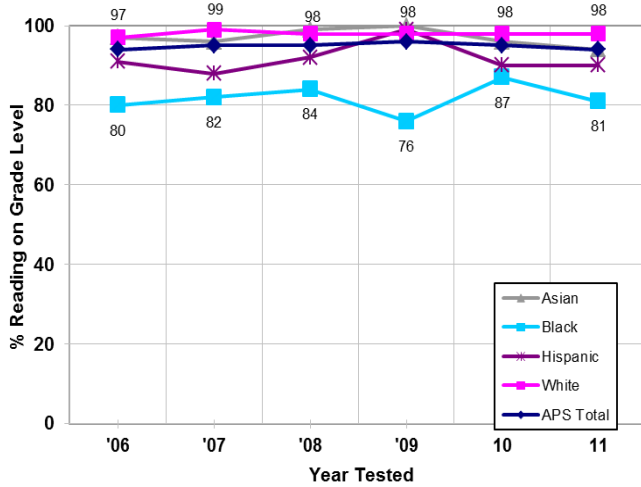
Goals 1 & 2: Rising Achievement and Eliminating the Achievement Gap

Students Reading on Grade Level

Based on results from the Grade 2 Spring and Grade 6 Fall Degrees of Reading Power (DRP) Test.

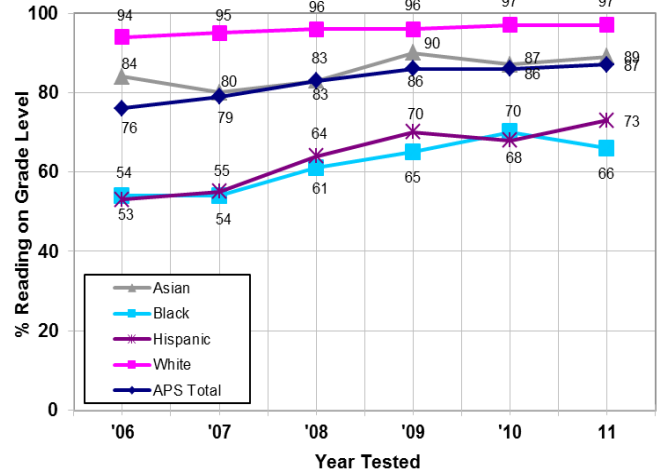
Grade 2

Grade 2 Students Reading on Grade Level
based on spring grade 2 DRP



Grade 6

Grade 6 Students Reading on Grade Level
based on spring grade 6 DRP



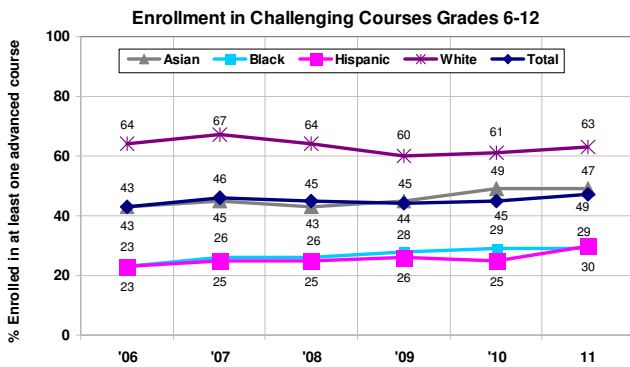
- Since 2005-06, approximately 95% of the students tested in Grade 2 were reading on grade level at the end of the year.
- Scores for all groups remained at about the same level in 2011 except Black students whose performance decreased from 2010 to 2011.

- Overall, 87% of Grade 6 students were reading on grade level in 2011, up from 76% in 2006. All groups have improved.
- Over the past five years, the gaps between Black and White students and Hispanic and White students narrowed.

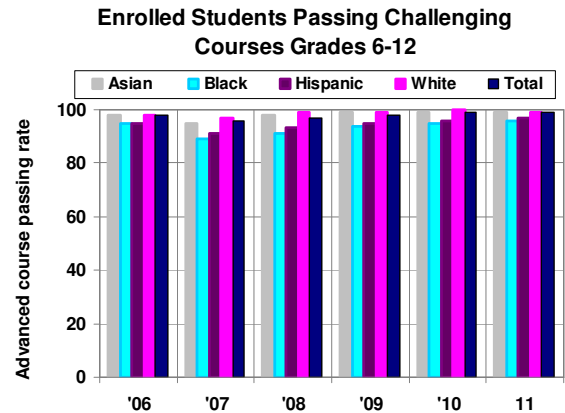
Students in Grades 6-12 Enrolled in at Least One Advanced Course and Advanced Course Passing Rates

Advanced courses are rigorous and include: Advanced Placement (AP) and International Baccalaureate (IB) courses along with all courses identified as intensified. In addition, Algebra I and Geometry I are considered advanced when taken by students in middle school.

Advanced Course – Enrollment



Advanced Course – Passing Rate

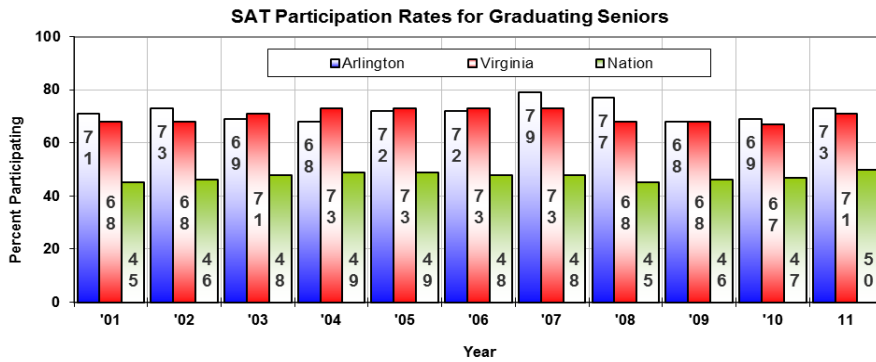


During 2010-11, 47% of all students in grades 6-12 were enrolled in at least one advanced course. Over the last five years, the gap in advanced course enrollment has decreased slightly for Black and Hispanic students, when compared to White students. *Note: For this indicator, students are counted only once, regardless of how many advanced courses they took.*

Among the students enrolled in advanced courses during 2010-11, 99% earned passing grades. Course passing rates ranged from 96% for Black students to 99% for White students. *Note: For this indicator, student grades are counted for each advanced course they were enrolled in.*

Goals 1 & 2: Rising Achievement and Eliminating the Achievement Gap

SAT Participation Rate and Average Scores



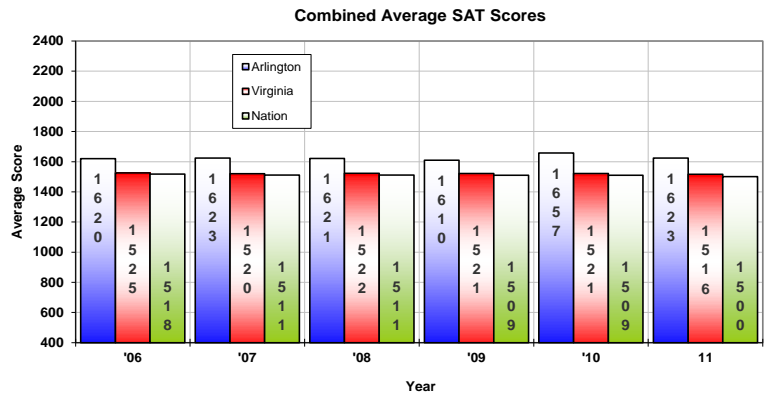
In 2011, SAT participation rates by graduating seniors were:

- 73% for Arlington graduates,
- 71% for Virginia graduates, and
- 50% for U.S. graduates.

Arlington's SAT participation rate has ranged from 68% to 79% over the last ten years.

In 2006 the SAT added a writing assessment. From 2006 to 2011 Arlington's combined scores exceeded:

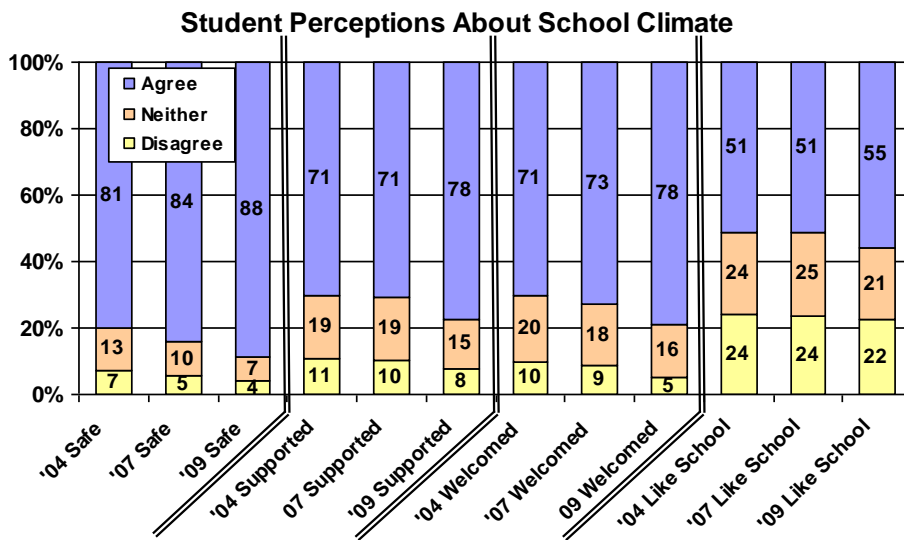
- the combined scores for Virginia by an average of 105 points.
- the combined scores for the U.S. by an average of 116 points.



From 2006 to 2011, Arlington's combined scores ranged from 1610 to 1657. In 2011, the combined score was 1623, returning to the levels observed prior to 2010.

Goal 3: Responsive Education

Students Perceptions about School Climate



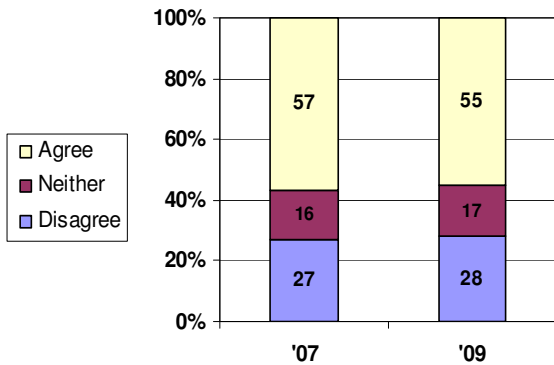
Strategic plan objective 3.6 states that each school will be a safe and supportive environment where each student has a positive relationship with at least one adult in the school. Student responses to the most recent Community Satisfaction Survey (2009) indicate the following:

- 88% of students reported feeling safe at school, up from 81% in 2004.
- 78% of students reported feeling supported in school, no change from 2004.
- 78% of students reported feeling welcomed in school, up from 71%, in 2004.
- 55% of students reported they like school, an increase from 51% in 2004 and 2007.

Goal 3: Responsive Education

Students Reporting at Least One Positive Adult Relationship at School

Students reporting "there is at least one adult in the school with whom I can talk about almost anything."**



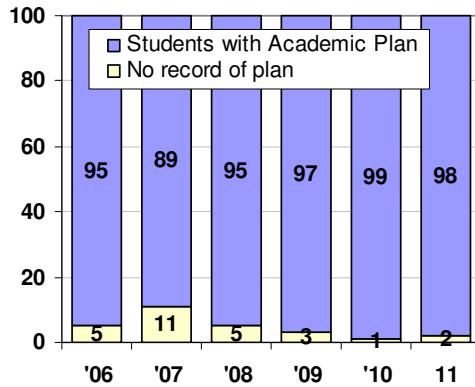
*In 2007, the question was worded "there is at least one adult in the school I can talk with about anything."

Strategic plan objective 3.6 states that each school will be a safe and supportive environment where each student has a positive relationship with at least one adult in the school.

- During 2007, 57% of students surveyed reported having at least one positive adult relationship at school
- The proportion of students reporting a positive relationship decreased to 55% in 2009.

Students in Grades 7-12 with an Academic Plan

Students with an Academic Plan



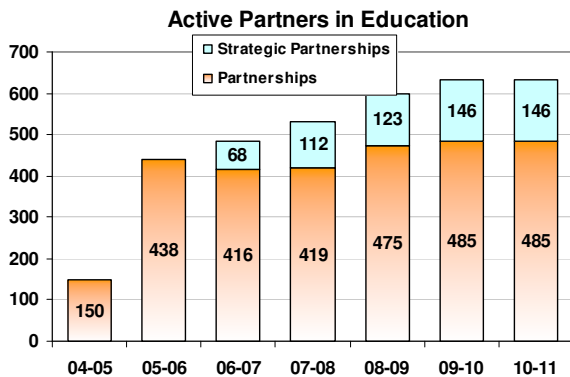
Every student in grades 7-12 should have an academic plan that reflects his or her talents, skills, abilities and challenges. Students, counselors and parents develop the plan in grade 7 to chart the sequence of courses that the student will take throughout their secondary school experience. Students and counselors meet annually to monitor progress and make needed adjustments.

At the end of 2011, 98% of the students in grades 7-12 had an academic plan.

Goal 4: Effective Relationships

Active Partners in Education

Partners are volunteers associated with a particular business or organization. Strategic partnerships were established in 2006-07, as a signed agreement defining goals and outcomes that support the APS strategic plan and the partner's organizational goals. The number of partnerships continues to increase annually. In its initial year, 14% of the partnerships were identified as strategic, and the proportion has increased to 23% in 2010-11.



Number of School Talk subscribers

Parents and community members are encouraged to sign up for APS School Talk, a free e-mail service for those interested in receiving information from the school system. In addition to emergency announcements, subscribers can request news from specific schools, news releases, School Board updates, and information about Adult Education and Summer School. Starting in 2008-09 all APS parents and staff were automatically enrolled in School Talk.

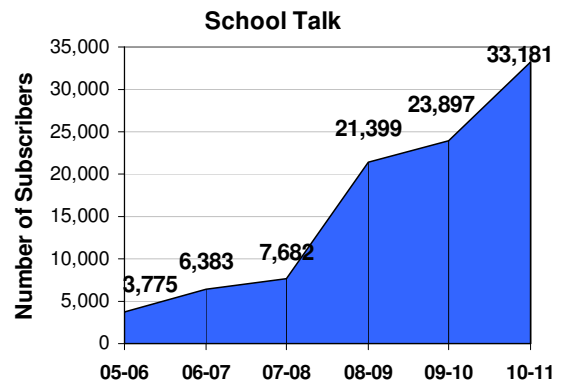


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Goal 1 – RISING ACHIEVEMENT	
Ensure rising achievement for all students on standardized tests and other measures of performance that go beyond state and federal standards.	
Objective 1.1. All schools will meet or exceed state and federal achievement standards	
1. Number of schools fully accredited according to state standards	1
2. Number of schools making Adequate Yearly Progress (AYP)	1
Objective 1.2 Students will demonstrate continuous improvement on various academic indicators and performance assessments. Significant changes in any of the following will be highlighted for decision-making.	
A Improvement on state assessments	
3. # of SOL tests with pass rates that increase (including only tests that began with pass rates under 90%)	2
4. % of LEP monitor students exiting monitor status	3
5. % of LEP students increasing one or more proficiency levels on language proficiency test	3
6. % of students passing VAAP (all content areas combined)	3
B Increase in students reading on grade level at grade 3 and grade 6	
7. % of students reading on grade level on spring grade 2 DRP Test	4
8. % of ESOL/HILT students who progress at least one stage in reading proficiency	5
9. % of students reading on grade level on grade 6 DRP Test	6
C Increase in students taking challenging courses	
10. % of students passing Algebra I by end of grade 8 with a C or higher	7
11. % enrolled in and passing advanced courses in grades 6 through 12	8
12. % of students completing level 3 of a foreign language by the end of grade 11	10
13. % of students taking Advanced Placement (AP) and International Baccalaureate (IB) courses in grades 9 through 12 and earning qualifying scores	11
14. % of students passing Algebra II by end of grade 10 with a C or higher	13
15. % of graduates earning advanced studies or International Baccalaureate (IB) diplomas	14
D Increase in graduation rate	
16. % of students earning a standard or advanced studies diploma (graduation as defined by No Child Left Behind)	15
17. % of students graduating with any diploma (graduation as defined by state)	16
E Decrease in dropout rate	
18. % of students dropping out annually	17
F Increase in SAT participation rate and results	
19. % of graduating seniors taking SAT	18
20. Average SAT verbal, math, and writing scores	18
G Improvement in achievement on measures in arts and humanities	
21. % of grade 6 – 8 students taking elective art, music, and theater classes	19
22. % of grade 9 – 12 students taking AP Studio Art, Art History, Music Theory, and IB Art, Music, and Theater	20
H Improvement in performance on health and wellness measures	
23. % of students that meet or exceed Wellness-Related Fitness Zone on Virginia Wellness-Related Fitness Tests	21
24. % of students participating in vigorous physical exercise at least 5 times a week (YRBS)	21
25. # of schools receiving gold, silver, or bronze medal for exemplary health practices on the Governor’s Nutrition and Physical Activity Scorecard	21
Objective 1.3 APS students in grades preschool through 12 will display increased participation in educational opportunities that develop their cultural	
26. % of grade 6-12 students participating in foreign language classes at various levels	22
27. % of students participating in opportunities at schools that develop their cultural knowledge, awareness, and sensitivity	23
28. % of students’ who view their schools as a culturally competent organizations (CSS).	23
Objective 1.4 The proportion of children completing preschool and demonstrating readiness for learning in kindergarten will increase	
29. % of kindergarten students who were enrolled in a preschool program	24
30. % of kindergarten students meeting the fall kindergarten PALS benchmark	24

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Goal 2 – ELIMINATE THE GAP	
Eliminate gaps in achievement among identified groups (Asian, Black, Hispanic, and low-income students, students with disabilities, and English language learners)	
Objective 2.1: The achievement of Asian, Black, Hispanic, White, and low-income students, students with disabilities, and English language learners will be accelerated, and gaps in achievement will be reduced on various academic indicators and performance assessments.	
A	Decrease in gaps on Standards of Learning (SOL) assessments
31.	Gap in % of students passing SOL tests (combined across tests) 2
B	Decrease in the gap in students reading on grade level at grade 3 and grade 6
32.	Gap in % of students reading on grade level on spring grade 2 DRP Test 4
33.	Gap in % of students reading on grade level on grade 6 DRP Test 6
C	Decrease in the gap in students taking challenging courses
34.	Gap in % of students passing Algebra I by end of grade 8 with a C or higher 7
35.	Gap in % enrolled in advanced courses in grades 6 through 12 8
36.	Gap in % passing advanced courses in grades 6 through 12 9
37.	Gap in % of students completing level 3 of a foreign language by the end of grade 11 10
38.	Gap in % of students taking Advanced Placement (AP) and International Baccalaureate (IB) courses in grades 9 through 12 and earning qualifying scores 11
39.	Gap in % of students passing Geometry by the end of grade 9 with a C or higher 25
40.	Gap in % of students passing Algebra II by end of grade 10 with a C or higher 13
41.	Gap in % of graduates earning advanced studies or International Baccalaureate (IB) diplomas 14
D	Decrease in the gap in the graduation rate
42.	Gap in % of students earning a standard or advanced studies diploma (graduation as defined by No Child Left Behind) 15
43.	Gap in % of students graduating with any diploma (graduation as defined by state) 16
E	Decrease in the gap in the dropout rate
44.	Gap in % of students dropping out annually 17
F	Decrease in gaps in achievement on measures in arts and humanities
45.	Gap in % of grade 6 – 8 students taking elective art, music, and theater classes 19
G	Decrease in gaps in performance on health and wellness measures
46.	Gap in % of students that meet or exceed Wellness-Related Fitness Zone on Virginia Wellness-Related Fitness Tests 21
47.	Gap in % of students participating in vigorous physical exercise at least 5 times a week (YRBS) 21
Objective 2.2: There will be a decrease in the gaps in the proportion of APS students in identified groups participating in educational opportunities that develop their cultural knowledge, awareness, and sensitivity.	
48.	Gap in % of grade 6-12 students in identified groups participating in foreign language classes at various levels 22
Objective 2.3: There will be a decrease in the gaps in the proportion of children in identified groups completing preschool and demonstrating readiness for	
49.	Gap in % of kindergarten students who were enrolled in a preschool program 24
Objective 2.4: Reduce the over or under representation of identified groups in areas related to the achievement gap.	
50.	Gap in % of suspensions 26
51.	Gap in % of students identified with disabilities 27
52.	Gap in % of students identified as gifted 28
53.	Gap in % of students failing courses in middle and high school 29
54.	Gap in % of students retained 30

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Goal 3 – RESPONSIVE EDUCATION		
Prepare each student to succeed in a diverse, changing world through instruction and other school experiences responsive to each student’s talents, interests, and challenges.		
Objective 3.1: Inventory instructional approaches (e.g., differentiated instruction, Understanding by Design, teaching for meaning) that are responsive to students’ talents, interests, and challenges, and create a framework that systematically expands opportunities.		
55. Inventory completed and framework developed		31
Objective 3.2: School conditions (e.g., extracurricular activities, school climate) are responsive to students’ talents, interests, and challenges, and identify or develop indicators as necessary.		
56. Other school conditions assessed (CSS)		31
Objective 3.3: Provide effective, differentiated instruction for each student.		
57. % of teachers displaying effective, differentiated instruction during annual observations		
58. % of students reporting, "My teachers do many different activities in the classroom"		
59. % of teachers reporting, "Teachers in my school use many instructional approaches"		32
60. % of teachers reporting, "In your teaching, do you differentiate instruction?"		
61. % of teachers reporting, "Do most of your colleagues differentiate instruction?"		
Objective 3.4: Teachers and staff will engage and challenge each student in an interactive learning process.		
62. Average class size		
63. Parents feeling about # of children in class (CSS)		
64. Teachers feeling about # of children in class (CSS)		
65. Students feeling about # of children in class (CSS)		
66. Teachers encourage students to learn new things (CSS)		33
67. Students try hard to do their best work at school (Assets)		
68. Students get a lot of encouragement at school (Assets)		
69. Teachers push students to be the best they can be (Assets)		
70. Students are only sometimes or never bored at school (Assets)		
Objective 3.5: During grade 6, each student will have an individual academic plan that is responsive to the child’s talents, interests, and challenges and builds toward postsecondary education, work, and other pursuits		
71. % of students in grades 7-12 with an academic plan		34
72. Level of parent satisfaction with student’s academic plan (CSS)		
Objective 3.6: Each school will be a safe and supportive environment where each student has a positive relationship with at least one adult in the school.		
73. Student feels safe at school (CSS)		
74. Student likes to go to school (CSS)		
75. Students feel supported (CSS)		
76. Student is able to get help with problems (CSS)		
77. Teachers encourage student to always do well (CSS)		35
78. Students report teachers are fair when they discipline them (CSS)		
79. Students report having at least one positive adult relationship at school (CSS)		
80. Students report teachers really care about them (Assets)		
81. Students report students in their school care about them (Assets)		
82. % of students reporting they have been bullied at school (CSS)		
Objective 3.7: All APS students will graduate with the skills, behaviors, and knowledge required for successful entry into employment and participation in		
83. Results from Assets survey on planning and decision making		
84. Results from Assets survey on interpersonal competence		
85. Results from Assets survey on responsibility		36
86. Results from Assets survey on integrity		
87. Attendance rates for grade 12 students		
88. % of graduates with severe to profound cognitive disabilities who plan to work and/or live in an independent or semi-independent setting after graduation		
Objective 3.8: All APS graduates will be able to apply information and identify their strengths and interests to determine possible career pathways and appreciate the importance of preparation and flexibility for future career choices		
89. Students’ rating of access to information and guidance about postsecondary choices and plans (Senior Exit Survey)		37
90. Students’ rating of adequacy of preparation to make transition to college or the workplace (Senior Exit Survey)		

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Goal 4 – EFFECTIVE RELATIONSHIPS	
Build effective relationships with parents and the community so that they know about and actively support the education of our students.	
Objective 4.1: Community members will know how to locate information about APS services, programs, and resources.	
91. Creation of centralized information clearinghouse	38
92. % of community members indicating they know how to locate information about APS services programs, and resources. (CSS)	
Objective 4.2: APS and every individual school will carry out a plan that effectively engages all families and community members.	
93. Degree to which community members are engaged with their schools (CSS)	
(a). # of School Talks subscribers	
(b). # of hours of community use of school buildings	
94. % of community responding “Don’t know” on CSS:	39
(a). Overall grade for APS	
(b). Satisfaction with degree of community involvement in School Board decision making	
(c). Satisfaction with degree to which local schools inform community about events	
Objective 4.3: APS will increase the engagement of area employers in the education of our students in grades K-12 to promote success after graduation.	
95. # of active Partners in Education	40
96. % of grade 12 students who have participated in internships and co-op programs	
Objective 4.4: Each school staff will be welcoming and responsive toward parents and community members.	
97. Parents rating of communication with child’s teachers (CSS)	40
98. Parents feel welcomed at school (CSS)	

Detailed Results on the 2005-2011 Strategic Plan Indicators

The detailed report on the strategic plan includes comprehensive information on the objectives and indicators that make up the 2005-2011 Strategic Plan. The following is included for each indicator:

- a table identifying
 - the target group
 - the target for each year and
 - available results through 2010-11
- indicators addressed under goals 1 and 2 also report
 - similar information for each group targeted by the gap
 - the results which represent the gap between the group and their comparison group (identified in parenthesis)

The results for 2010-2011 are noted and color codes are used to identify performance on the indicator against the target for 2010-2011. The color codes include:

Green – Met or exceeded the target
Yellow – Did not meet the target but improved
Orange – Did not meet the target, no change from previous year
Red – Did not meet the target or lost ground
Lavender – New indicator or target not established
Turquoise - Information not available as of printing
Gray – Not a reporting year for the indicator

Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT – Ensure rising achievement for all students on standardized tests and other measures of performance that go beyond state and federal standards.

Objective 1.1. All schools will meet or exceed state and federal achievement standards

	Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
	2003-04	2004-05	2005-06	2006-07	Results			2010-11
					2007-08	2008-09	2009-10	
No. of schools	30	30	30	30	30	30	30	30
Indicator 1 - Number of schools fully accredited according to state standards								
Target	29	30	30	30	30	30	30	30
Accredited	28	29	29	28	30	30	30	29
Indicator 2 - Number of schools making Adequate Yearly Progress								
Target	n/a	No less than 16	20	22	24	26	28	30
Making AYP	20	19	21	16	21	17	16	11

Green – Met or exceeded the target, Yellow – Did not meet the target but improved, Orange – Did not meet the target, results the same as previous year, Red – Did not meet target or lost ground, Lavender – New indicator or target not established, Turquoise – Data not available, Gray – not a reporting year for the indicator

Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT & Goal 2 – ELIMINATE THE GAP

Objective 1.2 Students will demonstrate continuous improvement on various academic indicators and performance assessments. Significant changes in any of the following will be highlighted for decision-making.

Objective 2.1 The achievement of Asian, Black, Hispanic, White, low-income students, students with disabilities, and English language learners will be accelerated, and gaps in achievement will be reduced on various academic indicators and performance assessments.

(A) Improvement on state assessments

		Baseline		2005 to 2011 Strategic Plan					
		(*99-05 Strategic Plan)		Results					
		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 3 – Number of SOL tests with pass rates that increase (including only tests with pass rates under 90%)									
APS	No. tests	26	26	32	32	32	33	33	33
	No. tests under 90%	17	17	14	17	17	10	9	14
	Target	21	17	11	13	13	8	7	11
	% of Tests under 90% improved	94	59	50	76	88	80	44	36
	Increased pass rates	16	10	7	13	15	8	4	5
Indicator 31 – Gap in percentage of students passing SOL tests (combined across tests)									
White	No. tested	13878	14255	17069	17258	17966	19012	20217	19952
	% pass SOL	96	96	95	96	96	96	97	97
Asian	No. tested	2750	2813	3494	3698	3911	4138	4309	3984
	% pass SOL	93	93	90	93	95	94	95	94
	Target Gap	n/a	n/a	2	2	1	1	0	0
	Actual Gap (White)	3	3	5	3	1	2	2	3
Black	No. tested	4283	4102	5109	5156	5143	5240	5602	5203
	% pass SOL	72	73	72	73	74	77	80	79
	Target Gap	20	20	22	20	18	13	8	0
	Actual Gap (White)	24	23	23	23	22	19	17	18
Hispanic	No. tested	7764	7191	8271	7943	8237	8848	9056	11087
	% pass SOL	82	82	78	79	82	84	84	84
	Target Gap	14	14	14	13	14	10	5	0
	Actual Gap (White)	14	14	17	17	14	12	13	13
Disadv.	No. tested	8826	8594	11098	9676	9320	10758	11370	12268
	% pass SOL	81	80	78	77	80	81	83	81
	Target Gap	n/a	n/a	7	9	12	8	3	0
	Actual Gap (NonDisadv.)	10	8	13	15	13	13	12	13
LEP	No. tested	6419	6570	9116	8042	8379	9057	9280	10345
	% pass SOL	86	86	81	81	85	86	86	85
	Target Gap	n/a	n/a	3	5	7	5	3	0
	Actual Gap (Non LEP)	3	4	8	9	6	6	6	7
SWD	No. tested	3832	4097	6144	5006	4999	5090	5353	5768
	% pass SOL	64	66	69	64	66	69	70	71
	Target Gap	n/a	n/a	25	20	20	17	14	10
	Actual Gap (Non Disabled)	28	27	22	28	30	25	24	23

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT

Objective 1.2 (A) Improvement on state assessments

		Baseline (‘99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					2010-11
				2005-06	2006-07	2007-08	2008-09	2009-10	
Indicator 4 – Percentage of students at highest ELP level exiting to monitor status									
LEP	No. students			859	771	795	780	760	n/a
	No. exiting			277	329	337	330	313	n/a
	Target					44	63	44	46
	% exiting			32	43	42	42	41	n/a
Indicator 5 – Percentage of LEP students increasing one or more proficiency levels on language proficiency test									
LEP	No. eligible			3397	3359	3426	3425	3553	n/a
	No increasing			1683	1897	1872	1846	1741	n/a
	Target	n/a	n/a	n/a	55	58	61	63	65
	% increasing			50	56	55	54	49	n/a
Indicator 6 – Percentage of students passing VAAP* (all content areas combined)									
VAAP	No. assessments	232	236	198	265	247	325	302	492
	Target	n/a	n/a	92	93	82	85	88	90
	% passing			72	79	80	84	86	90

n/a: Not available. Over the last two years, the state changed the way that language proficiency levels are determined and reported. As a result, comparable numbers could not be calculated for 2010-11.

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT & Goal 2 – ELIMINATE THE GAP

Objective 1.2 and Objective 2.1 (B) Increase in students reading on grade level at grade 3 and grade 6

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 7 – Percentage of students reading on grade level on spring grade 2 DRP Test									
APS	No. tested	908	946	894	976	969	1090	1226	1417
	Target	93	93	96	97	97	97	97	97
	% reading on level	92	95	94	95	95	96	95	94
Indicator 32 – Gap in percentage of students reading on grade level on spring grade 2 DRP Test									
White	No. tested	582	606	592	660	652	782	799	780
	% Pass	95	98	97	99	98	98	98	98
Asian	No. tested	70	82	74	80	82	83	113	102
	% Pass	96	96	97	96	99	100	96	94
	Target Gap	n/a	n/a	0	0	0	0	0	0
	Actual Gap (White)	0	1	0	3	-1	-2	2	4
Black	No. tested	136	151	136	128	121	118	138	144
	% Pass	72	83	80	82	84	76	87	81
	Target Gap	14	19	9	13	9	6	3	0
	Actual Gap (White)	23	10	17	17	14	22	11	17
Hispanic	No. tested	116	105	82	92	86	81	145	290
	% Pass	94	91	91	88	92	99	90	90
	Target Gap	n/a	n/a	5	4	8	5	0	0
	Actual Gap (White)	2	6	6	11	6	-1	8	8
Disadv.	No. tested	148	168	135	151	116	117	212	311
	% Pass	83	86	81	85	83	78	87	85
	Target Gap	n/a	n/a	9	12	9	6	3	0
	Actual Gap (Non Disadv.)	10	11	15	12	14	20	10	12
LEP	No. tested	129	128	110	118	90	79	172	269
	% Pass	92	93	95	91	96	97	92	90
	Target Gap	n/a	n/a	1	0	3	0	0	0
	Actual Gap (Non LEP)	0	2	-1	5	-1	-1	3	5
SWD	No. tested	78	120	57	52	72	86	107	105
	% Pass	82	85	77	83	88	88	83	84
	Target Gap	n/a	n/a	13	13	11	5	2	0
	Actual Gap (Non Disabled)	11	11	18	13	8	8	13	11

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT

Objective 1.2 and Objective 2.1 (B) Increase in students reading on grade level at grade 3 and grade 6

	Baseline (‘99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
	2003-04	2004-05	Results					
			2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
<i>Indicator 8 - Percentage of ESOL/HILT students who progress at least one stage in reading proficiency</i>								
ESOL/HILT No. tested	456	410	333	351	397	449	478	472
Target	75	84	82	83	79	82	85	87
% Progressing	79	81	79	72	69	63	66	67

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT & Goal 2 – ELIMINATE THE GAP

Objective 1.2 and Objective 2.1 (B) Increase in students reading on grade level at grade 3 and grade 6

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 9 – Percentage of students reading on grade level on grade 6 DRP Test									
APS	No. tested			1200	1094	1117	1163	1133	1177
	Target	n/a	n/a	n/a	79	80	85	88	90
	% reading on level			76	77	83	86	86	87
Indicator 33 – Gap in percentage of students reading on grade level on grade 6 DRP Test									
White	No. tested			581	534	581	635	615	592
	% Pass			94	95	96	96	97	97
Asian	No. tested			118	123	124	128	116	96
	% Pass			84	80	83	90	87	89
	Target Gap	n/a	n/a		18	10	7	3	0
	Actual Gap (White)			10	15	13	6	10	8
Black	No. tested			186	157	152	145	151	129
	% Pass			54	54	61	65	70	66
	Target Gap	n/a	n/a		41	32	22	11	0
	Actual Gap (White)			40	41	35	31	27	31
Hispanic	No. tested			307	275	252	248	245	283
	% Pass			53	55	64	70	68	73
	Target Gap	n/a	n/a		44	30	20	10	0
	Actual Gap (White)	51	TBD	41	40	32	26	29	24
Disadv.	No. tested			409	360	291	298	326	336
	% Pass			52	53	60	66	67	68
	Target Gap	n/a	n/a		38	30	23	15	7
	Actual Gap (Non Disadv.)	TBD	TBD	36	36	30	26	27	26
LEP	No. tested			429	360	264	262	285	282
	% Pass			57	55	61	66	67	68
	Target Gap	n/a	n/a		34	30	25	20	15
	Actual Gap (Non LEP)	TBD	TBD	29	33	28	26	25	24
SWD	No. tested			159	127	140	111	97	65
	% Pass			42	39	49	55	59	65
	Target Gap	n/a	n/a		47	40	35	30	25
	Actual Gap (Non Disabled)			39	43	38	34	30	23

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT & Goal 2 – ELIMINATE THE GAP

Objective 1.2 and Objective 2.1 (C) Increase in students taking challenging courses

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 10 – Percentage of students passing Algebra I by end of grade 8 with a C or higher									
APS	No. grade 8	1253	1272	1208	1251	1316	1254	1283	1376
	Target	42	50	50	52	54	56	58	60
	% Pass with C or +	47	48	50	52	52	50	50	50
Indicator 34 – Gap in percentage of students passing Algebra I by end of grade 8 with a C or higher									
White	No. grade 8	574	554	554	566	614	567	621	641
	% Pass with C or +	69	73	75	75	74	71	69	67
Asian	No. grade 8	120	118	131	141	146	140	141	117
	% Pass with C or +	53	52	52	57	58	56	52	60
	Target Gap	n/a	n/a	20	20	16	12	7	0
	Actual Gap (White)	16	21	23	18	16	15	17	7
Black	No. grade 8	195	184	183	204	197	196	184	154
	% Pass with C or +	22	20	22	27	23	28	33	23
	Target Gap	n/a	n/a	51	48	40	30	18	0
	Actual Gap (White)	47	53	53	48	51	43	36	44
Hispanic	No. grade 8	359	409	330	328	354	339	325	391
	% Pass with C or +	21	25	22	24	26	26	23	29
	Target Gap	n/a	n/a	46	44	41	28	14	0
	Actual Gap (White)	48	48	53	51	48	45	46	38
Disadv	No. grade 8	425	502	430	419	399	445	398	412
	% Pass with C or +	21	20	20	21	22	26	24	25
	Target Gap	n/a	n/a	44	42	38	28	20	10
	Actual Gap (Non Disadv.)	38	46	46	46	42	38	38	36
LEP	No. grade 8	333	375	324	331	359	364	341	353
	% Pass with C or +	19	19	17	18	19	25	22	25
	Target Gap	n/a	n/a	33	32	40	34	28	21
	Actual Gap (Non LEP)	37	35	45	46	45	35	38	34
SWD	No. grade 8	228	585	217	241	236	183	217	231
	% Pass with C or +	7	10	11	12	12	10	11	16
	Target Gap	n/a	n/a	45	43	45	42	40	37
	Actual Gap (Non Disabled)	48	47	48	49	48	47	47	41

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT & Goal 2 – ELIMINATE THE GAP

Objective 1.2 and Objective 2.1 (C) Increase in students taking challenging courses

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 11 – Percentage enrolled in and passing advanced courses in grades 6 through 12									
APS	No. grade 6-12	9124	9009	8927	8860	9020	9254	9404	9659
	Target enrolled	n/a	n/a	45	45	46	48	50	52
	% enrolled	39	43	43	46	45	44	45	47
	Target pass	n/a	n/a	98	98	98	98	98	98
	% pass	98	98	98	96	97	98	99	99
Indicator 35 – Gap in percentage enrolled in advanced courses in grades 6 through 12									
White	No. grade 6-12	3863	3893	3978	3962	4035	4151	4289	4140
	% enrolled	59	65	64	67	64	60	61	63
Asian	No. grade 6-12	954	943	930	974	1012	1047	1073	1000
	% enrolled	40	41	43	45	43	45	49	49
	Target Gap	n/a	n/a	22	20	16	12	7	0
	Actual Gap (White)	19	24	21	22	21	15	12	14
Black	No. grade 6-12	1325	1329	1370	1331	1363	1349	1400	1265
	% enrolled	21	22	23	26	26	28	29	29
	Target Gap	n/a	n/a	41	39	32	25	15	0
	Actual Gap (White)	38	43	41	41	38	32	32	34
Hispanic	No. grade 6-12	2947	2805	2602	2543	2554	2641	2573	2804
	% enrolled	20	23	23	25	25	26	25	30
	Target Gap	n/a	n/a	40	38	31	24	14	0
	Actual Gap (White)	39	42	41	42	39	34	36	33
Disadv.	No. grade 6-12	3236	3150	3109	2957	2730	2992	3046	3075
	% enrolled	18	20	20	23	22	24	23	25
	Target Gap	n/a	n/a	33	32	28	24	18	12
	Actual Gap (Non Disadv.)	32	35	36	35	33	30	33	32
LEP	No. grade 6-12	2642	2613	2320	2339	2391	2361	2358	2401
	% enrolled	14	15	16	17	18	19	17	19
	Target Gap	n/a	n/a	37	35	33	31	29	27
	Actual Gap (Non LEP)	35	39	37	39	36	34	37	37
SWD	No. grade 6-12	1528	1508	1453	1363	1363	1369	1482	1544
	% enrolled	9	11	12	10	9	9	14	16
	Target Gap	n/a	n/a	24	32	40	37	33	30
	Actual Gap (Non Disabled)	36	38	37	43	42	41	37	37

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT & Goal 2 – ELIMINATE THE GAP

Objective 1.2 and Objective 2.1 (C) Increase in students taking challenging courses

		Baseline (‘99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 11 – Percentage enrolled in and passing advanced courses in grades 6 through 12									
APS	No. grade 6-12	9124	9009	8927	8860	9020	9254	9404	9659
	Target enrolled	n/a	n/a	45	45	46	48	50	52
	% enrolled	39	43	43	46	45	44	45	47
	Target pass	n/a	n/a	98	98	98	98	98	98
	% pass	98	98	98	96	97	98	99	99
Indicator 36 – Gap in percentage passing advanced* courses in grades 6 through 12									
White	No. Adv Course enrollments	4905	5804	5836	6054	5862	5886	6160	6223
	% pass	99	98	98	97	99	99	100	99
Asian	No. Adv Course enrollments	811	898	861	882	936	1015	1207	1192
	% pass	99	98	98	95	98	99	99	99
	Target Gap	n/a	n/a	0	0	0	0	0	0
	Actual Gap (White)	0	0	0	2	1	0	1	0
Black	No. Adv Course enrollments	511	535	598	632	703	698	790	714
	% pass	97	96	95	89	91	94	95	96
	Target Gap	n/a	n/a	1	2	4	2	0	0
	Actual Gap (White)	2	2	3	8	8	5	5	3
Hispanic	No. Adv Course enrollments	921	1128	1110	1197	1204	1289	1329	1814
	% pass	96	95	95	91	93	95	96	97
	Target Gap	n/a	n/a	2	2	3	1	0	0
	Actual Gap (White)	3	3	3	6	6	4	4	2
Disadv.	No. Adv Course enrollments	1015	1108	1117	1210	1076	1272	1300	1515
	% pass	96	95	96	91	93	95	95	97
	Target Gap	n/a	n/a	2	2	3	1	0	0
	Actual Gap (Non Disadv.)	3	3	2	5	5	4	4	2
LEP	No. Adv Course enrollments	538	622	544	618	678	729	659	810
	% pass	97	97	95	93	96	95	97	96
	Target Gap	n/a	n/a	1	2	3	1	0	0
	Actual Gap (Non LEP)	2	1	3	3	2	4	2	3
SWD	No. Adv Course enrollments	211	255	268	164	176	204	364	423
	% pass	94	96	94	86	94	98	98	98
	Target Gap	n/a	n/a	0	3	7	2	0	0
	Actual Gap (Non Disabled)	5	2	4	10	3	0	1	1

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT & Goal 2 – ELIMINATE THE GAP

Objective 1.2 and Objective 2.1 (C) Increase in students taking challenging courses

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 12 – Percentage of students completing level 3 of a foreign language by the end of grade 11									
APS	No. grade 11	1321	1200	1246	1207	1286	1259	1424	1372
	Target	n/a	n/a	37	53	52	58	63	65
	% Completing	48	49	51	48	56	61	58	61
Indicator 37 – Gap in percentage of students completing level 3 of a foreign language by the end of grade 11									
White	No. grade 11	531	541	561	557	546	544	585	557
	% Completing	61	60	66	61	71	77	72	74
Asian	No. grade 11	137	120	148	135	132	154	175	139
	% Completing	42	43	32	32	41	49	54	56
	Target Gap	n/a	n/a	27	31	24	14	7	0
	Actual Gap (White)	19	17	34	29	30	28	18	18
Black	No. grade 11	172	183	180	179	182	185	252	199
	% Completing	24	25	30	31	29	34	38	34
	Target Gap	n/a	n/a	31	34	26	16	9	0
	Actual Gap (White)	32	35	36	30	42	43	34	40
Hispanic	No. grade 11	478	353	354	330	418	363	399	425
	% Completing	44	46	42	45	54	55	53	57
	Target Gap	n/a	n/a	25	22	12	8	4	0
	Actual Gap (White)	17	14	24	16	17	22	19	17
Disadv.	No. grade 11	464	375	431	366	400	384	471	432
	% Completing	39	38	34	32	41	45	41	43
	Target Gap	n/a	n/a	19	22	18	16	12	6
	Actual Gap (Non Disadv.)	14	15	26	23	22	22	26	26
LEP	No. grade 11	362	917	265	246	303	282	318	261
	% Completing	36	37	35	27	33	38	32	34
	Target Gap	n/a	n/a	21	19	21	17	13	11
	Actual Gap (Non LEP)	17	15	21	27	30	29	34	34
SWD	No. grade 11	220	154	156	131	151	154	196	214
	% Completing	8	10	15	8	11	21	20	20
	Target Gap	n/a	n/a	29	38	40	37	33	30
	Actual Gap (Non Disabled)	48	44	41	45	51	45	44	49

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT & Goal 2 – ELIMINATE THE GAP

Objective 1.2 and Objective 2.1 (C) Increase in students taking challenging courses

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 13 – Percentage of students taking Advanced Placement (AP) and International Baccalaureate (IB) courses in grades 9 through 12 and earning qualifying scores									
Eligible	No. grades 9-12	5291	5192	5145	5107	5145	5391	5457	5562
	No. enrolled in eligible courses	1478	1579	1731	1836	1781	1882	2103	2331
	Target	29	32	32	34	37	38	39	40
	% enrolled	28	30	34	36	35	35	39	42
Enrolled	No. enrolled in eligible courses with exams	1478	1567	1718	1816	1759	1876	2093	2331
	No. earning	961	1023	1041	1135	1192	1320	1454	1528
	Target	65	66	67	62	64	70	72	74
	% enrolled & qualifying	65	65	61	63	68	70	69	66
Indicator 38 – Gap in percentage of students taking (part A- eligibility) Advanced Placement (AP) and International Baccalaureate (IB) courses in grades 9 through 12 and earning qualifying scores (part B – qualifying)									
White	No. elig.	2161	2209	2244	2240	2244	2283	2328	2241
	% enrolled	44	47	50	52	50	51	55	57
Asian	No. elig.	590	556	525	558	525	619	641	632
	% enrolled	27	29	32	31	33	33	40	42
	Target Gap	n/a	n/a	17	16	16	10	5	0
	Actual Gap (White)	17	18	18	21	17	18	15	15
Black	No. elig.	777	753	776	757	776	814	863	785
	% enrolled	13	12	18	18	19	19	21	25
	Target Gap	n/a	n/a	33	29	26	18	10	0
	Actual Gap (White)	31	35	32	34	31	32	34	32
Hispanic	No. elig.	1745	1660	1580	1526	1580	1639	1584	1681
	% enrolled	15	17	18	24	20	21	22	27
	Target Gap	n/a	n/a	28	28	22	15	8	0
	Actual Gap (White)	29	30	32	28	30	30	33	30
Disadv.	No. elig.	1799	1679	1775	1665	1775	1755	1779	1774
	% enrolled	12	15	16	20	15	18	18	23
	Target Gap	n/a	n/a	21	24	20	16	12	7
	Actual Gap (NonDisadv.)	24	23	27	24	30	25	30	28
LEP	No. elig.	1457	1397	1238	1205	1238	1272	1257	1249
	% enrolled	10	12	12	16	13	14	13	16
	Target Gap	n/a	n/a	23	25	22	19	16	14
	Actual Gap (Non LEP)	25	25	28	26	28	27	33	34
SWD	No. elig.	794	750	737	682	737	763	848	871
	% enrolled	7	7	5	6	5	6	12	13
	Target Gap	n/a	n/a	25	29	28	24	19	15
	Actual Gap (Non Disabled)	25	27	33	35	35	34	31	34

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT & Goal 2 – ELIMINATE THE GAP

Objective 1.2 and Objective 2.1 (C) Increase in students taking challenging courses

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 13 – Percentage of students taking Advanced Placement (AP) and International Baccalaureate (IB) courses in grades 9 through 12 and earning qualifying scores									
Eligible	No. grades 9-12	5291	5192	5145	5107	5145	5391	5457	5562
	No. enrolled in eligible courses	1478	1579	1731	1836	1781	1882	2103	2331
	Target	29	32	32	34	37	38	39	40
	% enrolled	28	30	34	36	35	35	39	42
Enrolled	No. enrolled in eligible courses with exams	1478	1567	1718	1816	1759	1876	2093	2331
	No. earning	961	1023	1041	1135	1192	1320	1454	1528
	Target	65	66	67	62	64	70	72	74
	% enrolled & qualifying	65	65	61	63	68	70	69	66
Indicator 38 – Gap in percentage of students taking (part A- eligibility) Advanced Placement (AP) and International Baccalaureate (IB) courses in grades 9 through 12 and earning qualifying scores (part B – qualifying)									
White	No. enrolled			1129	1149	1122	1155	1289	1286
	% qualifying			68	70	75	78	78	74
Asian	No. enrolled			164	168	171	207	254	265
	% qualifying			55	54	57	66	66	60
	Target Gap	n/a	n/a		11	12	8	4	0
	Actual Gap (White)			13	16	18	12	12	14
Black	No. enrolled			136	132	145	149	180	200
	% qualifying			32	40	43	38	39	29
	Target Gap	n/a	n/a		30	24	16	8	0
	Actual Gap (White)			36	30	32	40	39	45
Hispanic	No. enrolled			284	357	306	347	351	458
	% qualifying			49	51	58	63	58	59
	Target Gap	n/a	n/a		16	16	12	5	0
	Actual Gap (White)			19	19	17	15	20	15
Disadv.	No. enrolled			272	334	267	320	320	401
	% qualifying			45	45	50	52	47	46
	Target Gap	n/a	n/a		16	16	12	7	3
	Actual Gap (Non Disadv.)			18	21	21	22	27	24
LEP	No. enrolled			142	189	156	181	156	194
	% qualifying			54	48	54	62	58	47
	Target Gap	n/a	n/a		7	12	9	7	5
	Actual Gap (Non LEP)			7	16	15	9	12	20
SWD	No. enrolled			37	37	35	43	104	108
	% qualifying			49	43	60	60	56	50
	Target Gap	n/a	n/a		11	15	5	3	0
	Actual Gap (Non Disabled)			12	20	8	10	14	16

Green – Met or exceeded the target. Yellow – Did not meet the target but improved. Orange – Did not meet the target, results the same as previous year. Red – Did not meet target or lost ground. Lavender – New indicator or target not established. Turquoise – Data not available. Gray – not a reporting year for the indicator

Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT & Goal 2 – ELIMINATE THE GAP

Objective 1.2 and Objective 2.1 (C) Increase in students taking challenging courses

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 14 – Percentage of students passing Algebra II by end of grade 10 with a C or higher									
Eligible	No. grade 10	1338	1367	1289	1315	1317	1392	1403	1362
	Target	n/a	n/a	37	40	44	46	48	50
	% pass C or +	30	35	40	42	43	45	44	44
Indicator 40 – Gap in percentage of students passing Algebra II by end of grade 10 with a C or higher									
White	No. grade 10	545	569	577	561	565	585	606	537
	% pass C or +	50	58	63	65	69	70	68	64
Asian	No. grade 10	145	165	135	134	156	171	159	158
	% pass C or +	35	34	41	40	51	51	51	47
	Target Gap	n/a	n/a	22	19	20	15	10	0
	Actual Gap (White)	15	24	22	25	18	19	17	17
Black	No. grade 10	210	200	194	179	211	228	216	182
	% pass C or +	13	14	17	21	15	17	20	21
	Target Gap	n/a	n/a	42	40	35	24	12	0
	Actual Gap (White)	37	44	46	44	54	53	48	43
Hispanic	No. grade 10	433	430	376	434	376	398	416	424
	% pass C or +	10	14	17	21	15	20	21	23
	Target Gap	n/a	n/a	42	40	32	24	12	0
	Actual Gap (White)	40	44	46	44	54	50	47	41
Disadv.	No. grade 10	483	489	441	470	390	466	452	462
	% pass C or +	11	14	16	19	17	19	17	23
	Target Gap	n/a	n/a	30	33	29	23	17	10
	Actual Gap (Non Disadv.)	29	32	37	36	37	38	40	31
LEP	No. grade 10	367	395	308	329	317	326	302	377
	% pass C or +	8	8	16	15	16	19	12	17
	Target Gap	n/a	n/a	36	34	31	28	24	20
	Actual Gap (Non LEP)	30	38	37	36	35	33	41	37
SWD	No. grade 10	204	190	169	169	183	192	226	191
	% pass C or +	5	9	7	6	10	11	15	13
	Target Gap	n/a	n/a	28	34	37	33	30	27
	Actual Gap (Non Disabled)	29	30	38	41	38	39	35	36

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT & Goal 2 – ELIMINATE THE GAP

Objective 1.2 and Objective 2.1 (C) Increase in students taking challenging courses

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 15 – Percentage of graduates earning advanced studies or International Baccalaureate (IB) diplomas									
APS	No. graduates	1128	1126	1078	1117	1080	1198	1186	1327
	Target			52	59	61	62	64	65
	% earning	52	51	58	60	60	57	59	61
Indicator 41 – Gap in percentage of graduates earning advanced studies or International Baccalaureate (IB) diplomas									
White	No. graduates	512	503	522	566	546	554	556	543
	% earning	70	73	76	77	75	75	80	80
Asian	No. graduates	126	125	110	125	116	114	141	157
	% earning	57	51	61	57	56	59	57	64
	Target Gap	n/a	n/a	20	13	15	10	5	0
	Actual Gap (White)	13	22	15	20	19	16	23	16
Black	No. graduates	196	142	166	158	172	184	167	212
	% earning	34	23	32	32	32	30	32	36
	Target Gap	n/a	n/a	48	38	34	23	12	0
	Actual Gap (White)	36	50	44	45	43	45	48	44
Hispanic	No. graduates	293	355	277	264	240	339	312	366
	% earning	30	31	39	41	47	40	37	43
	Target Gap	n/a	n/a	40	32	26	18	10	0
	Actual Gap (White)	41	42	37	36	28	34	43	37
Disadv.	No. graduates	269	287	271	271	216	319	286	349
	% earning	35	32	38	42	46	41	35	43
	Target Gap	n/a	n/a	23	24	21	15	9	5
	Actual Gap (Non Disadv.)	22	25	27	24	17	21	32	24
LEP	No. graduates	182	209	161	141	133	150	155	175
	% earning	26	24	29	32	40	33	25	31
	Target Gap	n/a	n/a	31	31	28	21	19	17
	Actual Gap (Non LEP)	30	33	34	32	23	27	39	35
SWD	No. graduates	173	157	130	168	133	148	182	207
	% earning	18	15	20	14	14	15	23	23
	Target Gap	n/a	n/a	39	40	48	44	40	36
	Actual Gap (Non Disabled)	40	41	43	52	55	47	43	45

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT & Goal 2 – ELIMINATE THE GAP

Objective 1.2 and Objective 2.1 (D) Increase in graduation rate

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
				Results					
		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 16 – Percentage of students earning a standard or advanced studies diploma (graduation as defined by No Child Left Behind)									
APS	No. elig.	1200	1217	1171	1175	1160	1261	1249	1404
	Target			87	86	90	91	92	93
	% graduating	87	86	85	89	87	89	89	89
Indicator 42 – Gap in percentage of students earning a standard or advanced studies diploma (graduation as defined by No Child Left Behind)									
White	No. elig.	520	514	535	566	559	558	564	548
	% graduating	94	94	96	97	94	96	96	98
Asian	No. elig.	134	132	116	125	119	121	149	169
	% graduating	90	91	91	91	96	90	92	89
	Target Gap			3	4	4	0	0	0
	Actual Gap (White)	4	3	5	6	-2	6	4	9
Black	No. elig.	204	160	192	158	195	201	183	227
	% graduating	79	73	74	77	70	80	81	84
	Target Gap			20	19	15	11	6	0
	Actual Gap (White)	15	21	22	20	24	16	15	14
Hispanic	No. elig.	341	410	324	264	281	373	343	410
	% graduating	79	80	72	80	81	83	83	81
	Target Gap			13	20	16	12	6	0
	Actual Gap (White)	15	14	24	17	13	13	13	17
Disadv.	No. elig.	296	315	308	310	248	337	314	384
	% graduating	81	83	76	78	82	85	80	83
	Target Gap			4	9	11	4	2	0
	Actual Gap (Non Disadv.)	8	4	12	14	6	6	13	9
LEP	No. elig.	217	251	185	158	152	170	181	215
	% graduating	81	79	75	81	84	82	81	76
	Target Gap			8	10	8	3	2	0
	Actual Gap (Non LEP)	7	9	12	9	4	8	10	16
SWD	No. elig.	185	174	152	168	150	149	194	212
	% graduating	54	56	56	42	50	58	62	66
	Target Gap			33	31	44	42	33	31
	Actual Gap (Non Disabled)	39	35	33	54	43	35	33	27

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT & Goal 2 – ELIMINATE THE GAP

Objective 1.2 and Objective 2.1 (D) Increase in graduation rate

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
				Results					
		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 17 – Percentage of students graduating with any diploma (graduation as defined by state)									
APS	No. elig.	1200	1217	1171	1175	1160	1261	1249	1404
	Target			94	94	96	97	98	99
	% graduating	94	93	92	95	93	95	95	95
Indicator 43 – Gap in percentage of students graduating with any diploma (graduation as defined by state)									
White	No. elig.	520	514	535	566	559	558	564	548
	% graduating	98	98	98	100	98	99	99	99
Asian	No. elig.	134	132	116	132	119	121	149	169
	% graduating	94	95	95	95	97	94	95	93
	Target Gap	4	3	3	3	3	1	0	0
	Actual Gap (White)	4	3	3	5	1	5	4	6
Black	No. elig.	204	160	192	175	195	201	183	227
	% graduating	96	89	86	90	88	92	91	93
	Target Gap	2	9	8	10	8	6	3	0
	Actual Gap (White)	2	9	12	10	10	7	8	6
Hispanic	No. elig.	341	410	324	298	281	373	343	410
	% graduating	86	87	85	89	85	91	91	89
	Target Gap	12	11	10	11	9	6	3	0
	Actual Gap (White)	12	11	13	11	13	8	8	10
Disadv.	No. elig.	296	315	308	310	248	337	314	384
	% graduating	91	91	88	87	87	95	91	91
	Target Gap	4	2	2	4	6	4	0	0
	Actual Gap (Non Disadv.)	4	2	6	11	8	0	5	5
LEP	No. elig.	217	251	185	158	152	170	181	215
	% graduating	84	83	87	89	88	88	86	81
	Target Gap	12	12	11	5	5	4	1	0
	Actual Gap (Non LEP)	12	12	6	7	6	8	11	16
SWD	No. elig.	208	174	152	168	150	149	194	212
	% graduating	83	90	86	79	89	99	94	98
	Target Gap	13	3	3	5	15	4	0	0
	Actual Gap (Non Disabled)	13	3	7	19	5	-5	1	-4

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT & Goal 2 – ELIMINATE THE GAP

Objective 1.2 and Objective 2.1 (E) Decrease in dropout rate

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 18 – Percentage of students dropping out annually									
APS	No. elig.	8127	7938	7891	7866	7840	8101	8214	8592
	Target				1.7	1.6	1.5	1.4	1.3
	% dropping out	2.2	2.8	1.7	2.2	1.8	1.9	2.3	2.4
Indicator 44 – Gap in percentage of students dropping out annually									
White	No. elig.	3382	3370	3459	3476	3458	3566	3673	3522
	% dropping out	0.7	0.4	0.5	0.9	0.3	0.3	0.3	0.4
Asian	No. elig.	856	803	805	824	847	905	939	880
	% dropping out	2.7	2.4	0.7	1.9	1.2	1.2	1.7	2.0
	Target Gap				0.2	0.2	0.1	0.1	0
	Actual Gap (White)	2	2	0.2	1	0.9	0.9	1.4	1.6
Black	No. elig.	1228	1178	1220	1239	1226	1229	1226	1128
	% dropping out	2.3	3.3	1.2	2	1.2	2.2	2.1	2.1
	Target Gap				0.6	0.7	0.3	0.2	0
	Actual Gap (White)	1.6	2.9	0.7	1.1	0.9	1.9	1.8	1.7
Hispanic	No. elig.	2639	2558	2367	2283	2262	2345	2315	2699
	% dropping out	3.8	5.7	4.1	4.6	4.6	4.4	6	5.5
	Target Gap				3.2	3.2	2	1	0
	Actual Gap (White)	3.1	5.3	3.6	3.7	4.3	4.1	5.7	5.1
Disadv.	No. elig.	2073	2292	2429	2259	1548	2737	2340	2433
	% dropping out	1.6	2.4	1.8	2.5	3.6	1.9	2.6	3.5
	Target Gap				0	0.1	0	0	0
	Actual Gap (Non Disadv.)	-0.7	-0.5	0.1	0.4	2.3	0	0.4	1.5
LEP	No. elig.	1876	2147	2085	1955	1980	1994	1990	2215
	% dropping out	3.8	6.8	4.2	4.8	4.7	4.2	4.4	6.5
	Target Gap				3	3	1.8	1	0
	Actual Gap (Non LEP)	2.1	5.5	3.4	3.4	3.9	3.1	2.8	5.5
SWD	No. elig.	1372	1371	1376	1305	1253	1272	1289	1338
	% dropping out	1.5	2.8	1.5	2.6	1.1	1.6	2	1.4
	Target Gap				0	0	0	0	0
	Actual Gap (Non Disabled)	-0.8	0	-0.2	0.5	-0.8	-0.4	-0.4	-1.2

The 2010-11 annual dropout rate is based on preliminary data provided by the state as of November 2011. Data will be final once all divisions have verified their results with the state in January 2012.

Green – Met or exceeded the target, Yellow – Did not meet the target but improved, Orange – Did not meet the target, results the same as previous year, Red – Did not meet target or lost ground, Lavender – New indicator or target not established, Turquoise – Data not available, Gray – not a reporting year for the indicator

Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT & Goal 2 – ELIMINATE THE GAP

Objective 1.2 (F) Increase in SAT* participation rate and results

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 19 – Percentage of graduating seniors taking SAT									
Eligible	No. graduating seniors		1126	1078	1117	1080	1198	1186	1327
	Target	68	72	73	74	80	81	82	83
	% taking SAT	68	72	72	79	77	68	69	73
Indicator 20 - Average SAT verbal, math and writing scores									
Tested	Target	1085	1085	1088	1090/ 1623	1093/ 1627	1095/ 1630	1098/ 1634	1100/ 1637
	Average scores	1085	1085	1089/ 1620*	1090/ 1623	1090/ 1621	1089/ 1610	1119/ 1657	1094/ 1623

*Starting in 2005-06, the SAT included three subtests, writing as well as critical reading and mathematics, for a possible total composite score of 2400 instead of 1600 points.

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT & Goal 2 – ELIMINATE THE GAP

Objective 1.2 (G) and Objective 2.1 (F) Improvement in achievement on measures in arts and humanities

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 21 – Percentage of grade 6–8 students taking elective art, music, and theater classes									
Eligible	No. grade 6-8	3839	3817	3782	3758	3829	3863	3947	4097
	Target			59	60	59	74	77	80
	% taking courses	56	58	59	63	71	60	63	60
Indicator 45 – Gap in percentage of grade 6–8 students taking elective art, music and theater classes									
White	No. grade 6-8	1706	1684	1734	1724	1800	1868	1961	1899
	% taking courses	62	63	64	64	74	67	68	66
Asian	No. grade 6-8	364	387	405	416	441	428	432	368
	% taking courses	60	65	59	64	75	56	61	58
	Target Gap			0	4	5	0	0	0
	Actual Gap (White)	2	-2	5	0	-1	11	7	8
Black	No. grade 6-8	550	576	594	576	556	535	537	480
	% taking courses	57	56	58	63	73	58	60	55
	Target Gap			6	5	6	0	0	0
	Actual Gap (White)	5	7	6	1	1	9	8	11
Hispanic	No. grade 6-8	1202	1145	1022	1018	1011	1002	989	1123
	% taking courses	46	50	52	61	65	51	54	52
	Target Gap			11	9	12	8	4	0
	Actual Gap (White)	16	13	12	3	9	16	14	14
Disadv.	No. grade 6-8	1437	1471	1334	1295	1189	1237	1267	1301
	% taking courses	46	52	52	63	68	49	52	49
	Target Gap			8	9	11	4	2	0
	Actual Gap (Non Disadv.)	16	10	11	-1	5	17	16	16
LEP	No. grade 6-8	1183	1216	1082	1136	1130	1089	1101	2945
	% taking courses	44	51	50	61	65	46	50	47
	Target Gap			9	11	13	8	4	0
	Actual Gap (Non LEP)	17	11	13	2	9	20	17	18
SWD	No. grade 6-8	740	758	716	684	643	606	634	673
	% taking courses	52	51	49	57	61	46	49	48
	Target Gap			7	10	9	6	3	0
	Actual Gap (Non Disabled)	5	9	13	7	13	17	16	14

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT

Objective 1.2 (G) and Objective 2.1 (F) Improvement in achievement on measures in arts and humanities

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
<i>Indicator 22 – Percentage of grade 9–12 students taking AP Studio Art, Art History, Music Theory, and IB Art, Music, and Theater</i>									
APS	No. grade 9-12	5291	5192	5145	5107	5191	5391	5457	5562
	Target			2	3	3	4	4	5
	% taking courses	1	2	2	2	3	3	3	4

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT & Goal 2 – ELIMINATE THE GAP

Objective 1.2 (H) and Objective 2.1 (G) Improvement in performance on health and wellness measures

		Baseline		2005 to 2011 Strategic Plan					
		(*99-05 Strategic Plan)		Results					
		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 23 – Percentage of students that meet or exceed Wellness-Related Fitness Zone on Virginia Wellness-Related Fitness Tests									
APS	No. tests	32275	33109	31629	37565	38894	45604	43159	48780
	Target			74	76	83	85	87	89
	% meeting goal	73	73	73	81	84	80	82	84
Indicator 46 – Gap in percentage of students that meet or exceed Wellness-Related Fitness Zone on Virginia Wellness-Related Fitness Tests									
White	No. tests	13810	15262	13690	12249	18325	22506	21129	21923
	% meeting goal	77	78	77	82	87	82	85	86
Asian	No. tests	2810	3160	2885	2937	4490	5123	4799	4874
	% meeting goal	72	71	74	80	85	80	81	83
	Target Gap			6	3	2	1	1	0
	Actual Gap (White)	5	7	3	2	2	2	4	3
Black	No. tests	4480	4220	4259	4593	5585	6045	5845	5938
	% meeting goal	69	67	68	76	80	76	77	78
	Target Gap			9	8	5	4	2	0
	Actual Gap (White)	8	10	9	6	7	6	8	8
Hispanic	No. tests	9975	9329	7951	8850	10232	11555	10982	13699
	% meeting goal	69	67	66	75	80	76	78	79
	Target Gap			10	9	6	4	2	0
	Actual Gap (White)	8	11	11	7	7	6	7	7
Indicator 24 – Percentage of students participating in vigorous physical exercise at least 5 times a week (YRBS*)									
APS	No. students surveyed				631	n/a	n/a	n/a	n/a
	Target			n/a	72	n/a	n/a	42	n/a
	% meeting goal	40	n/a		36	n/a	n/a	n/a	n/a
Indicator 47 – Gap in percentage of students participating in vigorous physical exercise at least 5 times a week (YRBS*)									
White	No. students					n/a	n/a	n/a	n/a
	% meeting goal	48			43	n/a	n/a	n/a	n/a
Asian	No. students					n/a	n/a	n/a	n/a
	% meeting goal				34	n/a	n/a	n/a	n/a
	Target Gap			n/a		n/a	n/a	5	n/a
	Actual Gap (White)	26	n/a	n/a	9	n/a	n/a	n/a	n/a
Black	No. students					n/a	n/a	n/a	n/a
	% meeting goal				34	n/a	n/a	n/a	n/a
	Target Gap			n/a		n/a	n/a	5	n/a
	Actual Gap (White)	39	n/a	n/a	9	n/a	n/a	n/a	n/a
Hispanic	No. students					n/a	n/a	n/a	n/a
	% meeting goal				26	n/a	n/a	n/a	n/a
	Target Gap			n/a		n/a	n/a	12	n/a
	Actual Gap (White)	32	n/a	n/a	17	n/a	n/a	n/a	n/a
Indicator 25 – Number of schools receiving gold, silver, or bronze medals for exemplary health practices on the Governor's Nutrition and Physical Activity Scorecard									
APS	No. schools	29	30	30	30	30	30	30	30
	Target	n/a	n/a	2	1	2	4	6	8+
	No. receiving			0	0	1	2	0	0

* When Arlington County last administered the YRBS in 2009-10, the questions about student participation in physical exercise were revised in line with changes at the national level. The new questions do not support indicators 24 and 47.

Green – Met or exceeded the target. Yellow – Did not meet the target but improved. Orange – Did not meet the target, results the same as previous year. Red – Did not meet target or lost ground. Lavender – New indicator or target not established. Turquoise – Data not available. Gray – not a reporting year for the indicator

Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT & Goal 2 – ELIMINATE THE GAP

Objective 1.3 APS students in grades preschool through 12 will display increased participation in educational opportunities that develop their cultural knowledge, awareness, and sensitivity.

Objective 2.2 There will be a decrease in the gaps in the proportion of children in identified groups in areas related to the achievement gap.

		Baseline		2005 to 2011 Strategic Plan					
		(*99-05 Strategic Plan)		Results					
		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 26 – Percentage of grade 6-12 students participating in foreign language classes at various levels									
APS	No. grade 6-12	9124	9009	8927	8860	9020	9254	9404	9659
	Target			48	51	52	53	55	56
	% taking classes	48	48	51	49	51	54	56	56
Indicator 48 – Gap in percentage of grade 6-12 students in identified groups participating in foreign language classes at various levels									
White	No. grade 6-12	3863	3893	3978	3962	4035	4151	4289	4140
	% taking classes	61	61	62	60	62	62	63	65
Asian	No. grade 6-12	954	943	930	974	1012	1047	1073	1000
	% taking classes	46	46	45	46	49	53	55	53
	Target Gap			14	12	10	7	4	0
	Actual Gap (White)	15	15	17	14	13	9	8	12
Black	No. grade 6-12	1325	1329	1370	1131	1363	1349	1400	1265
	% taking classes	37	35	38	34	40	48	47	41
	Target Gap			24	21	20	14	7	0
	Actual Gap (White)	24	26	24	26	22	14	16	24
Hispanic	No. grade 6-12	2947	2805	2602	2543	2554	2641	2573	2804
	% taking classes	38	37	42	40	42	44	48	50
	Target Gap			22	17	15	11	6	0
	Actual Gap (White)	23	24	20	20	20	18	15	15
Disadv.*	No. grade 6-12	3236	3150	3109	2957	2730	2992	3046	3075
	% taking classes	37	36	37	35	38	42	43	43
	Target Gap			16	18	15	12	9	6
	Actual Gap (Non Disadv.)	18	18	21	21	19	18	19	19
LEP*	No. grade 6-12	2642	2613	2320	2339	2391	2361	2358	2401
	% taking classes	32	32	34	33	35	37	40	40
	Target Gap			20	20	17	14	12	10
	Actual Gap (Non LEP)	23	22	23	22	22	23	21	21
SWD	No. grade 6-12	1528	1508	1453	1363	1363	1369	1482	1544
	% taking classes	20	18	18	15	19	23	23	24
	Target Gap			34	36	38	36	34	32
	Actual Gap (Non Disabled)	34	36	39	40	38	36	39	38

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT

Objective 1.3 APS students in grades preschool through 12 will display increased participation in educational opportunities that develop their cultural knowledge, awareness, and sensitivity.

		Baseline (‘99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 27 – Percentage of students reporting “I learn about other cultures in my school. (Response: Agree or Strongly Agree)” (CSS)									
Students	Target	n/a	n/a	n/a	baseline	n/a	80	n/a	85
	% Agree/Strongly Agree			n/a	73	n/a	73	n/a	n/a
Indicator 28 – Percentage of students who view their schools as culturally competent* organizations (Competence Index: 5 Most to 1 Least) (CSS)									
Students	Target	n/a	n/a	n/a	n/a	n/a	3.8	n/a	4.35
	Average Score			n/a	n/a	n/a	4.15	n/a	n/a

* Some of the questions that are included in the index for cultural competence were revised in 2008-09. As a result, this score could not be compared to the earlier scores and so becomes the baseline.

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT & Goal 2 – ELIMINATE THE GAP

Objective 1.4 The proportion of children completing preschool and demonstrating readiness for learning in kindergarten will increase.

	Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
	2003-04	2004-05	Results					
			2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 29 – Percentage of kindergarten students who were enrolled in a preschool program								
Kindergarten Students			1469	1584	1634	1687	1941	1978
Target	n/a	n/a	baseline	baseline	83	89	91	93
% in PreK			n/a	81	87	86	84	87
Indicator 49 – Gap in percentage of kindergarten students who were enrolled in a preschool program								
White	No. K students		691	815	809	852	969	996
	% in PreK			87	92	89	88	90
Asian	No. K students		142	167	163	174	228	202
	% in PreK			79	85	85	81	79
	Target Gap	n/a	baseline	baseline	6	4	2	0
	Actual Gap (White)		na	8	7	4	7	11
Black	No. K students		159	164	165	187	196	167
	% in PreK			77	82	82	78	86
	Target Gap	n/a	baseline	baseline	7	5	2	0
	Actual Gap (White)		na	10	10	7	10	4
Hispanic	No. K students		439	385	431	424	478	519
	% in PreK			71	81	83	79	86
	Target Gap	n/a	baseline	baseline	12	8	4	0
	Actual Gap (White)		na	16	11	6	9	4
Disadv.	No. K students		537	468	527	511	641	607
	% in PreK			72	81	86	78	85
	Target Gap	n/a	baseline	baseline	10	6	0	0
	Actual Gap (Non Disadv.)		na	13	9	1	9	4
LEP	No. K students		542	543	562	532	653	616
	% in PreK			75	82	84	79	85
	Target Gap	n/a	baseline	baseline	7	5	2	0
	Actual Gap (Non LEP)		na	9	8	4	8	3
SWD	No. K students		190	152	194	205	230	223
	% in PreK			75	91	89	90	91
	Target Gap	n/a	baseline	baseline	5	0	0	0
	Actual Gap (Non Disabled)		na	7	-4	-3	-7	-4
Indicator 30 -- Percentage of kindergarten students meeting the fall kindergarten PALS benchmark								
Kindergarten Students					1634	1687	1941	1979
No. K Students tested					1521	1524	1825	1911
Target					90	92	93	94
% meeting benchmark	82	84	87	88	90	92	92	95

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 2 – ELIMINATE THE GAP – Eliminate gaps in achievement among identified groups (Asian, Black, Hispanic, low-income students, students with disabilities, and English language learners).

Objective 2.1 (C) Increase in students taking challenging courses

		Baseline (‘99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 39 – Gap in percentage of students passing Geometry by end of grade 9 with a C or higher									
White	No. grade 9	577	579	565	554	573	598	570	590
	% pass C or +	58	65	65	72	74	71	68	66
Asian	No. grade 9	178	144	129	157	170	170	159	163
	% pass C or +	30	39	40	45	49	45	45	41
	Target Gap			24	22	21	14	7	0
	Actual Gap (White)	28	26	25	27	25	26	23	25
Black	No. grade 9	201	208	206	222	223	200	208	178
	% pass C or +	14	17	15	14	25	21	24	27
	Target Gap			46	42	45	32	16	0
	Actual Gap (White)	43	48	50	58	49	50	44	39
Hispanic	No. grade 9	521	488	540	463	463	489	425	431
	% pass C or +	12	13	17	13	15	17	18	22
	Target Gap			50	41	45	32	16	0
	Actual Gap (White)	46	52	48	59	59	54	50	44
Disadv.	No. grade 9	560	494	590	516	491	534	524	480
	% pass C or +	13	13	14	14	15	16	19	19
	Target Gap			35	35	38	28	20	13
	Actual Gap (Non Disadv.)	31	37	40	42	44	43	39	39
LEP	No. grade 9	529	487	495	470	489	468	448	401
	% pass C or +	8	9	9	10	12	10	13	13
	Target Gap			41	40	40	34	30	26
	Actual Gap (Non LEP)	38	43	44	46	49	48	44	44
SWD	No. grade 9	198	203	223	211	217	223	196	214
	% pass C or +	6	7	10	9	12	11	11	12
	Target Gap			33	31	34	32	30	28
	Actual Gap (Non Disabled)	30	35	33	37	38	38	37	39

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 2 – ELIMINATE THE GAP

Objective 2.4: Reduce the over- or underrepresentation of identified groups in areas related to the achievement gap.

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
				Results					
		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 50 – Gap in percentage of suspensions									
White	No. students	7744	7815	7920	8160	8500	8848	9289	9195
	% of APS population	43	45	46	47	48	48	48	46
	No. suspensions					102	97	70	71
	% suspensions	21	20	24	23	23	24	20	27
Asian	No. students	1854	1840	1806	1890	1965	1998	2122	1961
	% of APS population	10	11	11	11	11	11	11	10
	No. suspensions					33	29	20	10
	% suspensions	6	8	9	8	7	7	6	4
	Target Gap			0	0	0	0	0	0
	Actual Gap (Asian)	-4	-3	-2	-3	-4	-4	-5	-6
Black	No. students	2557	2478	2430	2345	2379	2376	2487	2293
	% of APS population	14	14	14	14	13	13	13	11
	No. suspensions					145	147	107	90
	% suspensions	35	35	35	30	33	36	31	35
	Target Gap			18	18	14	10	5	0
	Actual Gap (Black)	21	21	21	16	20	23	18	24
Hispanic	No. students	5705	5304	4866	4653	4766	4951	5000	5582
	% of APS population	32	30	28	27	27	27	26	28
	No. suspensions					165	137	144	78
	% suspensions	39	37	32	40	37	33	42	30
	Target Gap			5	3	7	5	2	0
	Actual Gap (Hisp)	7	7	4	13	10	6	16	2
Disadv.	No. students	6720	6399	6195	5615	5411	5870	6223	6346
	% of APS population	37	37	36	33	30	32	32	32
	No. suspensions					204	210	188	125
	% suspensions	55	52	54	53	46	51	55	48
	Target Gap				15	15	10	5	0
	Actual Gap (Non Disadv.)	18	15	18	20	16	19	23	16
LEP	No. students	6180	5832	5264	5158	5364	5385	5546	5716
	% of APS population	34	33	31	30	30	29	29	29
	No. suspensions					136	114	99	56
	% suspensions	29	31	29	37	30	28	29	22
	Target Gap			0	4	2	0	0	
	Actual Gap (LEP)	-5	-2	-2	7	0	-1	0	-7
SWD	No. students	3151	2972	2771	2638	2688	2708	2915	3405
	% of APS population	18	17	16	15	15	15	15	15
	No. suspensions					166	169	141	105
	% suspensions	48	49	45	40	37	41	41	41
	Target Gap				25	20	14	8	0
	Actual Gap (Non Disabled)	30	32	29	25	22	26	26	26

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 2 – ELIMINATE THE GAP

Objective 2.4 Reduce the over- or underrepresentation of identified groups in areas related to the achievement gap.

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
				Results					
		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 51 – Gap in percentage of students identified with disabilities									
White	No. students	7744	7815	7920	8160	8533	8848	9289	9195
	% of APS population	43	45	46	47	47	48	48	46
	No. of identified students						1026	1148	1159
	% of identified students	38	38	40	39	38	38	39	37
Asian	No. students	1854	1840	1806	1890	1967	1998	2122	1961
	% of APS population	10	11	11	11	10	11	11	10
	No. of identified students						153	181	164
	% of identified students	5	5	6	6	6	6	6	5
	Target Gap			0	0	0	0	0	0
Actual Gap (Asian)	-5	-6	-5	-5	-4	-5	-5	-5	
Black	No. students	2557	2478	2430	2348	2406	2376	2487	2293
	% of APS population	14	14	14	14	13	13	13	11
	No. of identified students						499	513	489
	% of identified students	21	21	20	20	19	18	18	16
	Target Gap			6	5	4	3	2	1
Actual Gap (Black)	7	7	6	6	6	5	5	5	
Hispanic	No. students	5705	5304	4866	4653	4783	4951	5000	5582
	% of APS population	32	30	28	27	26	27	26	28
	No. of identified students						976	1008	1155
	% of identified students	35	35	33	35	34	36	35	37
	Target Gap			4	3	5	3	1	1
Actual Gap (Hisp)	2	5	5	8	8	9	9	9	
Disadv.	No. students	6720	6399	6195	5615	5428	5870	6223	6346
	% of APS population	37	37	36	33	30	32	32	32
	No. of identified students						1166	1233	1829
	% of identified students	43	44	44	41	39	43	42	42
	Target Gap			6	6	5	3	2	1
Actual Gap (Non Disadv.)	6	7	8	8	9	11	10	10	
LEP	No. students	6180	5832	5264	5158	5384	5385	5546	5716
	% of APS population	34	33	31	30	30	29	29	29
	No. of identified students						874	910	972
	% of identified students	31	32	30	32	32	32	31	31
	Target Gap			0	0	0	0	0	0
Actual Gap (LEP)	-3	-1	-1	2	2	3	2	2	

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 2 – ELIMINATE THE GAP

Objective 2.4 Reduce the over- or underrepresentation of identified groups in areas related to the achievement gap.

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 52 – Gap in percentage of students identified as gifted									
White	No. students	7744	7815	7920	8160	8533	8848	9289	9195
	% of APS population	43	45	46	47	47	48	48	46
	No. of gifted students						2404	2547	2543
	% of gifted students		68	68	66	66	66	66	62
	Target Gap			0	0	0	0	0	0
Asian	No. students	1854	1840	1806	1890	1967	1998	2122	1961
	% of APS population	10	11	11	11	10	11	11	10
	No. of gifted students						409	425	364
	% of gifted students	19		10	11	11	11	11	9
	Target Gap			0	0	0	0	0	0
Black	No. students	2557	2478	2430	2348	2406	2376	2487	2293
	% of APS population	14	14	14	14	13	13	13	11
	No. of gifted students						295	300	262
	% of gifted students			8	8	8	8	8	6
	Target Gap			7	6	6	3	1	0
Hispanic	No. students	5705	5304	4866	4653	4783	4951	5000	5582
	% of APS population	32	30	28	27	26	27	26	28
	No. of gifted students						522	535	666
	% of gifted students	8		14	14	13	14	14	16
	Target Gap			15	12	10	7	4	0
Disadv.	No. students	6720	6399	6195	5615	5428	5870	6223	6346
	% of APS population	37	37	36	33	30	32	32	32
	No. of gifted students						569	575	606
	% of gifted students			15	16	13	16	15	15
	Target Gap			29	19	15	14	11	8
LEP	No. students	6180	5832	5264	5158	5384	5385	5546	5716
	% of APS population	34	33	31	30	30	29	29	29
	No. of gifted students						386	382	414
	% of gifted students			11	12	11	11	10	10
	Target Gap			32	19	17	16	15	14
SWD	No. students	3151	2972	2771	2638	2767	2708	2915	3105
	% of APS population	18	17	16	15	15	15	15	15
	No. of gifted students						179	219	238
	% of gifted students			7	6	5	5	6	6
	Target Gap			38	8	8	7	6	5
Actual Gap (Non Disabled)		n/a	10	9	9	10	10	9	9

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 2 – ELIMINATE THE GAP

Objective 2.4 Reduce the over- or underrepresentation of identified groups in areas related to the achievement gap.

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 53 – Gap in percentage of students failing courses in middle and high school									
White	No. grades 6-12		3893	3978	3964	4035	4151	4289	4140
	% of APS population					45	45	46	43
	No. of failing students					242	206	176	152
	% of failing students		16	17	18	17	15	15	13
Asian	No. grades 6-12		943	930	974	1012	1047	1073	1000
	% of APS population					11	11	11	10
	No. of failing students					109	113	102	86
	% of failing students		8	8	8	8	8	8	8
	Target Gap					0	0	0	0
	Actual Gap (Asian)		-2	-2	-3	-3	-3	-3	-2
Black	No. grades 6-12		1329	1370	1333	1363	1349	1400	1265
	% of APS population					15	15	15	13
	No. of failing students					365	357	315	310
	% of failing students		24	25	25	26	26	26	27
	Target Gap					8	6	4	2
	Actual Gap (Black)		9	10	10	11	11	11	14
Hispanic	No. grades 6-12		2805	2602	2544	2554	2641	2573	2804
	% of APS population					28	29	27	29
	No. of failing students					674	701	613	543
	% of failing students		51	49	48	48	51	51	48
	Target Gap					17	15	13	12
	Actual Gap (Hisp)		20	20	19	20	22	24	19
Disadv.	No. grades 6-12		3150	3109	2960	2730	2992	3046	3075
	% of APS population					30	32	32	32
	No. of failing students					695	760	687	626
	% of failing students		54	55	51	50	55	57	55
	Target Gap					16	14	12	10
	Actual Gap (Non Disadv.)		19	20	18	20	23	25	23
LEP	No. grades 6-12		2613	2320	2341	2391	2361	2358	2401
	% of APS population					27	26	25	25
	No. of failing students					514	543	477	426
	% of failing students		40	37	35	37	39	39	38
	Target Gap					8	7	6	5
	Actual Gap (LEP)		11	11	9	10	13	14	13
SWD	No. grades 6-12		1508	1453	1366	1363	1369	1482	1544
	% of APS population					15	15	16	16
	No. of failing students					277	293	288	272
	% of failing students		21	21	22	20	21	24	24
	Target Gap					5	4	4	3
	Actual Gap (Non Disabled)		4	5	7	5	6	8	8

Green – Met or exceeded the target, Yellow – Did not meet the target but improved, Orange – Did not meet the target, results the same as previous year, Red – Did not meet target or lost ground, Lavender – New indicator or target not established, Turquoise – Data not available, Gray – not a reporting year for the indicator

Detailed Results on the 2005 to 2011 Strategic Plan Indicators

Goal 2 – ELIMINATE THE GAP

Objective 2.4 Reduce the over- or underrepresentation of identified groups in areas related to the achievement gap.

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 54 – Gap in percentage of students retained									
White	No. students	7744	7815	7920	8160	8500	8848	9289	9195
	% of APS population	43	45	46	47	47	48	48	46
	No. of retained students						78	70	41
	% of retained students	13	12	13	13	13	10	11	8
Asian	No. students	1854	1840	1806	1890	1967	1998	2122	1961
	% of APS population	10	11	11	11	11	11	11	10
	No. of retained students						73	61	52
	% of retained students	8	11	7	10	10	10	10	10
	Target Gap			2	0	0	0	0	0
Actual Gap (Asian)	-2	-3	-4	-1	-1	-1	-1	-1	0
Black	No. students	2557	2478	2430	2348	2379	2376	2487	2293
	% of APS population	14	14	14	14	13	13	13	11
	No. of retained students						187	139	128
	% of retained students	21	21	24	21	21	25	22	24
	Target Gap			5	8	6	5	4	3
Actual Gap (Black)	7	7	10	7	8	12	9	13	
Hispanic	No. students	5705	5304	4866	4653	4766	4951	5000	5582
	% of APS population	32	30	28	27	27	27	26	28
	No. of retained students						415	351	300
	% of retained students	57	59	55	56	55	55	56	56
	Target Gap			7	24	25	21	17	14
Actual Gap (Hisp)	25	29	27	29	28	28	30	28	
Disadv.	No. students	6720	6399	6195	5618	5411	5870	6223	6346
	% of APS population	37	37	36	33	30	32	32	32
	No. of retained students						443	391	343
	% of retained students	60	59	61	57	57	58	62	65
	Target Gap			2	22	20	16	13	10
Actual Gap (Non Disadv.)	23	22	25	24	27	26	30	33	
LEP	No. students	6180	5832	5264	5160	5364	5385	5546	5716
	% of APS population	34	33	31	30	30	29	29	29
	No. of retained students						361	334	263
	% of retained students	49	50	46	46	47	48	53	50
	Target Gap			4	13	13	11	8	7
Actual Gap (LEP)	15	17	15	16	17	19	24	21	
SWD	No. students	3151	2972	2771	2641	2688	2708	2915	3105
	% of APS population	18	17	16	15	15	15	15	15
	No. of retained students						145	121	106
	% of retained students	19	18	22	18	19	19	19	20
	Target Gap			4	5	3	2	2	1
Actual Gap (Non Disabled)	1	1	6	3	4	4	4	5	

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

GOAL 3 – RESPONSIVE EDUCATION – Prepare each student to succeed in a diverse, changing world through instruction and other school experiences responsive to each student’s talents, interests, and challenges.

Objective 3.1: Inventory instructional approaches (e.g., differentiated instruction, Understanding by Design, teaching for meaning) that are responsive to students’ talents, interests, and challenges, and create a framework that systematically expands opportunities.

	Baseline (‘99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
	2003-04	2004-05	Results					
			2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 55 – Inventory completed and framework developed								
APS Target	n/a	n/a	Inventory completed	Frame-work developed	Completed			
Progress			Inventory completed	Frame-work developed	Achieved	Achieved	Achieved	<i>Achieved</i>

Objective 3.2: School conditions (e.g. extracurricular activities, school climate) are responsive to students’ talents, interests, and challenges.

	Baseline (‘99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
	2003-04	2004-05	Results					
			2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 56 – School Climate index (Favorable Climate Index: 5 Most to 1 Least) (CSS)*								
Students Target	n/a	n/a				Baseline	n/a	4.2
Average Score				n/a	n/a	3.98	n/a	n/a

Green – Met or exceeded the target, Yellow – Did not meet the target but improved, Orange – Did not meet the target, results the same as previous year, Red – Did not meet target or lost ground, Lavender – New indicator or target not established, Turquoise – Data not available, Gray – not a reporting year for the indicator

Detailed Results on the 2005 to 2011 Strategic Plan Indicators

GOAL 3 – RESPONSIVE EDUCATION – Prepare each student to succeed in a diverse, changing world through instruction and other school experiences responsive to each student’s talents, interests, and challenges.

Objective 3.3: Provide effective, differentiated instruction for each student.

	Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
	2003-04	2004-05	Results					
			2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 57 – Percentage of teachers displaying effective, differentiated instruction during annual observations								
Target	n/a	n/a	Develop measure	Develop measure	Develop measure	Develop measure	Baseline	
Progress			Not developed	Not developed	Not developed	Not developed	Developed measure	4.9/7.0
Indicator 58 – Percentage of students reporting, “My teachers do many different activities in the classroom (Response: Agree or Strongly Agree)” (CSS)								
Students Target	n/a	n/a	n/a	baseline	n/a	70	n/a	75
% Response				64	n/a	71	n/a	n/a
Indicator 59 – Percentage of teachers reporting, “Teachers in my school use many instructional approaches (Response: Agree/Strongly Agree)”(CSS)								
Teachers Target	n/a	n/a	n/a	64/ 30	n/a	68/ 32	n/a	72/28
% Response				not asked	n/a	58/ 31	n/a	n/a
Indicator 60 – Percentage of teachers reporting, “In your teaching, do you differentiate instruction? (Response: Always/Sometimes)”(CSS)								
Teachers Target	n/a	n/a	n/a	72/ 26	n/a	75/ 28	n/a	78/ 22
% Response					n/a	59/ 34	n/a	n/a
Indicator 61 – Percentage of teachers reporting, “Do most of your colleagues differentiate instruction? (Response: Always/Sometimes)”(CSS)								
Teachers Target	n/a	n/a	n/a	49/ 46	n/a	55/ 42	n/a	60/37
% Response					n/a	38/ 55	n/a	n/a

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

GOAL 3 – RESPONSIVE EDUCATION – Prepare each student to succeed in a diverse, changing world through instruction and other school experiences responsive to each student’s talents, interests, and challenges.

Objective 3.4: Teachers and staff will engage and challenge each student in an interactive learning process.

		Baseline		2005 to 2011 Strategic Plan					
		(*99-05 Strategic Plan)		Results					
		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 62 – Average class size									
APS	E.S. Target			20	19.3	19.3	19.3	19.3	19.3
	E.S. Class Size	19.6	19.8	19.3	19.2	19.2	18.6	18.6	19.3
	M.S. Target			20	19.3	19.3	19.3	19.3	19.3
	M.S. Class Size	20.5	19.7	19.3	19.5	19.4	19.6	19.7	20.6
	H.S. Target			19	18.6	18.6	18.6	18.6	18.6
	H.S. Class Size	18.5	18.5	18.6	18.5	18.8	17.8	17.6	19.2
Indicator 63 – Parents feeling about # of children in class (CSS) (Response: “Just the right number”)									
Parents	Target			n/a	75	n/a	68	n/a	68
	% Response	69	n/a	n/a	68	n/a	68	n/a	n/a
Indicator 64 – Teachers feeling about # of children in class (CSS) (Response: “Just the right number”)									
Teachers	Target			n/a	65	n/a	60	n/a	60
	% Response	60	n/a	n/a	65	n/a	66	n/a	n/a
Indicator 65 – Students feeling about # of children in class (CSS) (Response: “Just the right number”)									
Students	Target			n/a	83	n/a	74	n/a	74
	% Response	80	n/a	n/a	74	n/a	80	n/a	n/a
Indicator 66 – Teachers encourage students to learn new things (CSS) (Response: Agree or Strongly Agree)									
Students	Target			n/a	75	n/a	78	n/a	81
	% Response	72	n/a	n/a	75	n/a	74	n/a	n/a
Indicator 67 – Students try hard to do their best work at school (Assets) (Response: Agree or Strongly Agree)									
Students	Target			74	n/a	n/a	80	n/a	n/a
	% Response	68*	n/a	71*		n/a	75	n/a	n/a
Indicator 68 – Students get a lot of encouragement at school (Assets) (Response: Agree or Strongly Agree)									
Students	Target			60	n/a	n/a	75	n/a	n/a
	% Response	43*	n/a	47*		n/a	51	n/a	n/a
Indicator 69 – Teachers push students to be the best they can be (Assets) (Students responding “agree” or “strongly agree”)									
Students	Target			65	n/a	n/a	80	n/a	n/a
	% Response	49*	n/a	53*		n/a	56	n/a	n/a
Indicator 70 – Students are only sometimes or never bored at school (Assets) (Students responding “agree” or “strongly agree”)									
Students	Target			55	n/a	n/a	65	n/a	n/a
	% Response	49*	n/a	49*		n/a	51	n/a	n/a

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

GOAL 3 – RESPONSIVE EDUCATION – Prepare each student to succeed in a diverse, changing world through instruction and other school experiences responsive to each student’s talents, interests, and challenges.

Objective 3.5: During grade 6, each student will have an individual academic plan that is responsive to the child’s talents, interests, and challenges and builds toward postsecondary education, work, and other pursuits.

	Baseline (‘99-05 Strategic Plan)		2005 to 2011 Strategic Plan Results					
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
	Indicator 71 – Percentage of students in grades 7-12 with an academic plan*							
Grade 7-12 students	9124	9009	8927	7627	7742	7923	8101	8246
Target			100	96	91	97	99	100
% w/acad. plan			95	89	95	97	99	98
Indicator 72 – Level of parent satisfaction with student’s academic plan (Response: Very or Somewhat Satisfied) (CSS)								
Parents Target				baseline	n/a	90	n/a	95
% Response				87	n/a	93	n/a	n/a

*The responses from the 2009 survey reflect a slightly different methodology, only asking the question of parents who had some knowledge about the academic plans.

Green – Met or exceeded the target, Yellow – Did not meet the target but improved, Orange – Did not meet the target, results the same as previous year, Red – Did not meet target or lost ground, Lavender – New indicator or target not established, Turquoise – Data not available, Gray – not a reporting year for the indicator

Detailed Results on the 2005 to 2011 Strategic Plan Indicators

GOAL 3 – RESPONSIVE EDUCATION – Prepare each student to succeed in a diverse, changing world through instruction and other school experiences responsive to each student’s talents, interests, and challenges.

Objective 3.6: Each school will be a safe and supportive environment where each student has a positive relationship with at least one adult in the school.

		Baseline		2005 to 2011 Strategic Plan					
		(*99-05 Strategic Plan)		Results					
		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 73 – Student feels safe at school (Response: Agree or Strongly Agree)(CSS)									
Students	Target			n/a	83	n/a	86	n/a	89
	% Response	80	n/a	n/a	84	n/a	88	n/a	n/a
Parents	Target			n/a	96	n/a	97	n/a	98
	% Response	95	n/a	n/a	91	n/a	96	n/a	n/a
Indicator 74 – Student likes to go to school (Response: Agree or Strongly Agree) (CSS)									
Students	Target			n/a	55	n/a	60	n/a	65
	% Response	51	n/a	n/a	51	n/a	55	n/a	n/a
Parents	Target			n/a	94	n/a	96	n/a	98
	% Response	92	n/a	n/a	93	n/a	93	n/a	n/a
Indicator 75 – Students feel supported (Response: Agree or Strongly Agree) (CSS)									
Students	Target			n/a	75	n/a	78	n/a	85
	% Response	70	n/a	n/a	71	n/a	78	n/a	n/a
Indicator 76 – Student is able to get help with problems (Response: Agree or Strongly Agree) (CSS)									
Students	Target			n/a	75	n/a	75	n/a	85
	% Response	69	n/a	n/a	66	n/a	67	n/a	n/a
Indicator 77 – Teachers encourage students to always do well (Response: Agree or Strongly Agree) (CSS)									
Students	Target			n/a	85	n/a	90	n/a	95
	% Response	80	n/a	n/a	82	n/a	85	n/a	n/a
Parents	Target			n/a	98	n/a	98	n/a	98
	% Response	98	n/a	n/a	96	n/a	94	n/a	n/a
Indicator 78 – Students report teachers are fair when they discipline them (Response: Agree or Strongly Agree) (CSS)									
Students	Target			n/a	65	n/a	65	n/a	75
	% Response	58	n/a	n/a	54	n/a	not asked	n/a	n/a
Indicator 79 – Students report having at least one positive adult relationship at school (Response: Agree or Strongly Agree) (CSS)									
Students	Target			n/a	Baseline	n/a	65	n/a	75
	% Response	n/a	n/a	n/a	57	n/a	55	n/a	n/a
Indicator 80 – Students report teachers really care about them (Response: Agree or Strongly Agree) (Assets*)									
Students	Target			52	n/a	n/a	64	n/a	n/a
	% Response	46*	n/a	50*		n/a	53	n/a	n/a
Indicator 81 – Students report students in their school care about them (Response: Agree or Strongly Agree) (Assets)									
Students	Target			59	58	n/a	64	n/a	n/a
	% Response	54*	n/a	59*		n/a	59	n/a	n/a
Indicator 82 – % of students reporting they have been bullied at school (Response: Agree or Strongly Agree) (CSS)									
Students	Target	n/a	n/a	n/a	Baseline	n/a	9	n/a	0
	% Response	n/a	n/a	n/a	18	n/a	14	n/a	n/a

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

GOAL 3 – RESPONSIVE EDUCATION – Prepare each student to succeed in a diverse, changing world through instruction and other school experiences responsive to each student’s talents, interests, and challenges.

Objective 3.7: All APS students will graduate with the skills, behaviors, and knowledge required for successful entry into employment and participation in the community.

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan Results					
		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 83 – Results from Assets survey indicator on planning and decision making (Response: Agree or Strongly Agree) (Assets)									
Students	Target			34	n/a	n/a	60	n/a	n/a
	% Response	31*	n/a	31*	n/a	n/a	34	n/a	n/a
Indicator 84 – Results from Assets survey indicator on interpersonal competence (Response: Agree or Strongly Agree) (Assets)									
Students	Target			45	n/a	n/a	60	n/a	n/a
	% Response	43*	n/a	45*	n/a	n/a	46	n/a	n/a
Indicator 85 – Results from Assets survey indicator on responsibility (Response: Agree or Strongly Agree) (Assets)									
Students	Target			63	n/a	n/a	69	n/a	n/a
	% Response	58*	n/a	62*	n/a	n/a	66	n/a	n/a
Indicator 86 – Results from Assets survey indicator on integrity (Response: Agree or Strongly Agree) (Assets)									
Students	Target			67	n/a	n/a	71	n/a	n/a
	% Response	68*	n/a	70*	n/a	n/a	74	n/a	n/a
Indicator 87 – Attendance rates for grade 12 students									
Students	No. grade 12	1141	1199	1164	1175	1147	1278	1255	1407
	Target			94	95	94	96	98	98
	% Attendance	92	93	93	89	90	93	92	92
Indicator 88 Percentage of graduates with severe to profound cognitive disabilities who plan to work and/or live in an independent or semi-independent setting after graduation									
Students	Target			88	90	95	100	100	100
	% with Plan	80	85	90	100	100	100	100	100

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Detailed Results on the 2005 to 2011 Strategic Plan Indicators

GOAL 3 – RESPONSIVE EDUCATION – Prepare each student to succeed in a diverse, changing world through instruction and other school experiences responsive to each student’s talents, interests, and challenges.

Objective 3.8: All APS graduates will be able to apply information and identify their strengths and interests to determine possible career pathways and appreciate the importance of preparation and flexibility for future career choices.

		Baseline (‘99-05 Strategic Plan)		2005 to 2011 Strategic Plan Results					
		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
<i>Indicator 89 – Students’ rating of access to information and guidance about postsecondary choices and plans (Response: Excellent or Good) (Senior Exit Survey*)</i>									
Students	Target			72	74	76	78	80	82
	% Response	n/a	70	70	72	74	n/a	81	77
<i>Indicator 90 - Students’ rating of adequacy of preparation to make transition to college or the workplace (Response: Excellent or Good) (Senior Exit Survey)</i>									
Students	Target			73	75	77	79	81	83
	% Response	n/a	71	71	74	76	n/a	81	81

Green – Met or exceeded the target, Yellow – Did not meet the target but improved, Orange – Did not meet the target, results the same as previous year, Red – Did not meet target or lost ground, Lavender – New indicator or target not established, Turquoise – Data not available, Gray – not a reporting year for the indicator

Detailed Results on the 2005 to 2011 Strategic Plan Indicators

GOAL 4 – EFFECTIVE RELATIONSHIPS - Build effective relationships with parents and the community so that they know about and actively support the education of our students.

Objective 4.1: Community members will know how to locate information about APS services, programs, and resources.

		Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					
		2003-04	2004-05	Results					
		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11		
Indicator 91 – Creation of centralized information clearinghouse									
Students	Target			n/a	Completed	n/a	n/a	n/a	n/a
	Status	n/a	n/a	under discussion	Completed	The target for this indicator was achieved in 2006-07.	The target for this indicator was achieved in 2006-07.	The target for this indicator was achieved in 2006-07.	<i>The target for this indicator was achieved in 2006-07.</i>
Indicator 92 - Percentage of community members indicating they know how to locate information about APS services, programs, and resources (Response: Yes) (CSS)									
Students	Target			n/a	Baseline	n/a	85	n/a	90
	% Response	n/a	n/a	n/a	81	n/a	70	n/a	n/a

Green – Met or exceeded the target, Yellow – Did not meet the target but improved, Orange – Did not meet the target, results the same as previous year, Red – Did not meet target or lost ground, Lavender – New indicator or target not established, Turquoise – Data not available, Gray – not a reporting year for the indicator

Detailed Results on the 2005 to 2011 Strategic Plan Indicators

GOAL 4 – EFFECTIVE RELATIONSHIPS - Build effective relationships with parents and the community so that they know about and actively support the education of our students.

Objective 4.2: APS and every individual school will carry out a plan that effectively engages all families and community members.

	Baseline (*99-05 Strategic Plan)		2005 to 2011 Strategic Plan					2010-11
	2003-04	2004-05	Results					
			2005-06	2006-07	2007-08	2008-09	2009-10	
Indicator 93– Degree to which community members are engaged with their schools								
Community								
<i># of School Talk Subscribers</i>								
Target					7,000	7,800	24,500	26,000
Number			3,775	6,383	7,682	21,399	23,897	33,181
<i># of hours of community use of school buildings</i>								
Target					n/a	n/a	Baseline	no target established
No. of hours		40,857	n/a	n/a	n/a	n/a	5,290	109,293
Indicator 94 - Percentage of community responding “Don’t Know” and % rating positively on CSS(CSS)								
Community								
<i>Overall grade for APS (Response: Don't Know, A or B)</i>								
Target			n/a	46	n/a	18	n/a	13
% Response (don't know)	51	n/a	n/a	23	n/a	15	n/a	n/a
Target				42	n/a	74	n/a	79
% Response (A&B)	38	n/a	n/a	69	n/a	77	n/a	n/a
<i>Satisfaction with degree of community involvement in School Board decision making (Response: Don't Know, Very or Somewhat Satisfied)</i>								
Target			n/a	50	n/a	23	n/a	17
% Response (don't know)	55	n/a	n/a	29	n/a	29	n/a	n/a
Target				41	n/a	60	n/a	65
% Response (satisfied)	37	n/a	n/a	55	n/a	54	n/a	n/a
<i>Satisfaction with degree to which local school inform community about events (Response: Don't Know, Very or Somewhat Satisfied)</i>								
Target			n/a	28	n/a	14	n/a	10
% Response (don't know)	32	n/a	n/a	17	n/a	14	n/a	n/a
Target				52	n/a	70	n/a	75
% Response (satisfied)	49	n/a	n/a	64	n/a	69	n/a	n/a

Green – Met or exceeded the target, Yellow – Did not meet the target but improved, Orange – Did not meet the target, results the same as previous year, Red – Did not meet target or lost ground, Lavender – New indicator or target not established, Turquoise – Data not available, Gray – not a reporting year for the indicator

Detailed Results on the 2005 to 2011 Strategic Plan Indicators

GOAL 4 – EFFECTIVE RELATIONSHIPS

Objective 4.3: APS will increase the engagement of area employers in the education of our students in grades K-12 to promote success after graduation.

		Baseline (*99-05 Strategic Plan) 2003-04 2004-05		2005 to 2011 Strategic Plan Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 95 – Number of active Partners in Education									
Students	Target			160	450	490	575	625	675
	No. of partnerships	n/a	150	438	484	531	598	631	631
Indicator 96 – Percentage of grade 12 students participating in internships and co-op programs									
	Target			5	6	7	8	9	10
	% participating	n/a	4	4	Data not reliable	6	7	5	6

Objective 4.4: Each school staff will be welcoming and responsive toward parents and community members.

		Baseline (*99-05 Strategic Plan) 2003-04 2004-05		2005 to 2011 Strategic Plan Results					
				2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Indicator 97 – Parents rating of communication with child's teachers (Response: Excellent or Good) (CSS)									
Students	Target			n/a	90	n/a	92	n/a	94
	% Response	88	n/a	n/a	85	n/a	85	n/a	n/a
Indicator 98 – Parents feel welcomed at school (Response: Strongly or Somewhat Agree) (CSS)									
Students	Target			n/a	93	n/a	95	n/a	97
	% Response	91	n/a	n/a	94	n/a	95	n/a	n/a

Green – Met or exceeded the target, Yellow – Did not meet the target but improved, Orange – Did not meet the target, results the same as previous year, Red – Did not meet target or lost ground, Lavender – New indicator or target not established, Turquoise – Data not available, Gray – not a reporting year for the indicator

The Appendix to the 2005-2011 Strategic Plan

The appendix provides background information on the relevance and/or definition for each indicator.

Appendix for the Report on the 2005-11 Strategic Plan Indicators

Goal 1 – RISING ACHIEVEMENT – Ensure rising achievement for all students on standardized tests and other measures of performance that go beyond state and federal standards.

Objective 1.1 All schools will meet or exceed state and federal achievement standards

Indicator 1. Number of schools fully accredited according to state standards

The Virginia Department of Education states, “the standards for accreditation of public schools in Virginia are designed to ensure that an effective educational program is established and maintained in Virginia’s public schools. Virginia has identified levels of school accreditation based on student results on the Standards of Learning tests from the previous school year.

- **Fully Accredited** schools at the elementary level must have at least 75% of the students tested in a school passing English tests, 50% of grade 3 students passing Science and History, and 70% passing all other tests. Middle and high schools must have at least 70% pass in all four subjects to be classified as fully accredited. In 2010-11 the state added the requirement that high schools attain at least 85 points on the Graduation and Completion Index (GCI) to be fully accredited. The GCI calculation awards full credit for student who earn a Board of Education–approved diploma and partial credit for other outcomes.
- **Accredited with Warning** schools do not meet the requirements to be fully accredited.”

Indicator 2. Number of schools making Adequate Yearly Progress (AYP)

The federal Elementary and Secondary Education Act (formerly referred to as “No Child Left Behind”) requires annual testing to measure student progress in reading and mathematics. For a school or school division to make AYP, it must meet or exceed 28 benchmarks in statewide testing for achievement in reading and mathematics, plus the other academic indicator (attendance, science, writing or history/social science for elementary and middle schools, and graduation for high schools). AYP applies to all students and to subgroups including students with disabilities (SWD), limited English proficient (LEP) students, economically disadvantaged students, and selected major racial/ethnic groups (White, Black, and Hispanic). The benchmarks for reading and mathematics increase annually.

Objective 1.2 Students will demonstrate continuous improvement on various academic indicators and performance assessments. Significant changes in any of the following will be highlighted for decision-making.

(A) Improvement on state assessments

Indicator 3. # of SOL tests with pass rates that increase (including only tests that began with pass rates under 90%)

The passing rate on the state’s Standards of Learning (SOLs) assessments reflects the number of students who passed the test as a percentage of the number of students taking the test. The overall pass rate is determined for each SOL test, including English, mathematics, history and science. The target is set on the number of tests with pass rates below 90 percent.

Indicator 4. % of students at highest ELP level exiting to monitor status

Indicators 4 and 5 look at results for English language learners. Indicator 4 focuses on students moving from identification as an English language learner to identification as having achieved English language proficiency. Once identified as proficient, former English language learners are monitored for 4 years under Section 3122(a)(3) of the federal Elementary and Secondary Education Act (ESEA). ESEA requires that states’ Annual Measurable Achievement Objectives (AMAOs) for LEP students include annual increases in the number or percentage of students attaining English proficiency by the end of the school year, as determined by a valid and reliable assessment of English language proficiency. Students progress a level, in this case to monitor status, based on a body of evidence, which includes various measures depending on which grade the student in. While the body of evidence is made up of multiple measures, it is an overall assessment of a student’s English language proficiency. Beginning in 2010-11 Virginia required that all divisions use the ACCESS for ELLs test to determine English language proficiency.

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Indicator 5. % of LEP students increasing one or more proficiency levels on language proficiency test

Indicators 4 and 5 look at results for English language learners. Indicator 5 focuses on students identified as an English language learners and their progress towards achieving English language proficiency. Section 3122(a)(3) of the federal Elementary and Secondary Education Act requires that states' Annual Measurable Achievement Objectives (AMAOs) for LEP students include annual increases in the number or percentage of students making progress in learning English. Students progress a level based on a body of evidence, which includes various measures depending on which grade the student in. While the body of evidence is made up of multiple measures, it is an overall assessment of a student's English language proficiency. By definition, the students included in the calculation of indicator 4 will also be included in indicator 5. Beginning in 2010-11 Virginia required that all divisions use the ACCESS for ELLs test to determine English language proficiency.

Indicator 6. % of students passing VAAP (all content areas combined)

The Virginia Alternative Assessment Program (VAAP) provides an opportunity for students with severe and profound cognitive disabilities to participate in an alternate assessment focused on aligned Standards of Learning content. Students participating in the VAAP receive instruction through a life skills curriculum and are evaluated against alternate achievement standards. The decisions related to a student's eligibility to participate in the VAAP are determined by an IEP committee based on state criteria. The criteria for scoring the VAAP have changed over the six years of this strategic plan.

(B) Increase in students reading on grade level at grade 3 and grade 6

Indicator 7. % of students reading on grade level on spring grade 2 DRP Test

By grade 3, reading is an essential skill for learning within the content areas (e.g., science, math, social studies). At the end of grade 2, students' reading skills are assessed on the Degrees of Reading Power (DRP) test to determine if they are making expected progress in reading skills.

Indicator 8. % of ESOL/HILT students who progress at least one stage in reading proficiency

Many second grade LEP students do not take the DRP under standard conditions, as measured by indicator #7. Instead, indicator 8 is an alternative measure for grade 2 LEP students. This assessment measures the student's performance increases on the local reading stage assessments. Criteria for increasing a student's reading stage include objective assessments such as the Developmental Reading Assessment (DRA) and the DRP under non-standard conditions.

Indicator 9. % of students reading on grade level on grade 6 DRP Test

The Degrees of Reading Power (DRP) test is administered to all APS students during the fall and spring of Grade 6 to determine if students are making progress in reading comprehension. The spring DRP results are used to measure progress on this indicator. The DRP test provides a score that can be compared to a readability index in order to determine the level of difficulty a text presents to a student. By using the student's DRP score while selecting reading materials, teachers are able to appropriately match texts to students. DRP results also inform instructional decisions, such as providing students with reading remediation or other literacy interventions. The DRP is a test of reading comprehension—students read short, nonfiction passages that are missing key vocabulary words. Students select the vocabulary words that they think best complete the sentence.

(C) Increase in students taking challenging courses

Indicator 10. % of students passing Algebra I by end of grade 8 with a C or higher

Algebra I and Geometry I are considered advanced courses when taken by students in middle school. Students who are prepared to take Geometry in grade 8 or 9 are more likely to take higher-level math courses before they graduate. To take Geometry, a student must complete Algebra I with a C grade or better. The indicator reports the percentage of students in grade 8 each year who completed Algebra I by the end of grade 8 with a C or higher.

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Indicator 11. % enrolled in and passing advanced courses in grades 6 through 12

Advanced courses are rigorous and include Advanced Placement (AP) and International Baccalaureate (IB) courses along with all courses labeled as intensified or gifted. In addition, Algebra I and Geometry I are considered advanced when taken by students in middle school.

Indicator 12. % of students completing level 3 of a foreign language by the end of grade 11

Students may begin their foreign language studies for credit in grades 7-12. In order to meet one of the foreign language requirements for the advanced studies diploma, by grade 12 a student must complete 3 years of one foreign language or 2 years in each of two foreign languages.

Indicator 13. % of students taking Advanced Placement (AP) and International Baccalaureate (IB) courses in grades 9 through 12 and earning qualifying scores

Advanced Placement (AP) and International Baccalaureate (IB) courses offer students college-level courses during high school. Colleges vary in how they apply the credit, but generally, students earning scores of 3 or higher on AP exams or scores of 4 or higher on IB exams are given college credit or advanced standing by colleges. Since 2000-2001, Arlington has required that students taking AP classes take the AP exams in order to earn the bonus GPA point, and all IB students must take IB exams for courses in which they are enrolled. At the same time, the Arlington Public Schools assumed all costs for the exams. The information mirrors state reporting on AP and IB exams by looking at the number of high school students achieving a qualifying score on at least one test as a percentage of all students enrolled in AP and IB classes.

Indicator 14. % of students passing Algebra II by end of grade 10 with a C or higher

Algebra II is considered an advanced course when completed by the end of grade 10. The indicator reports the percentage of students in grade 10 who completed Algebra II by the end of grade 10 with a C or higher.

Indicator 15. % of graduates earning advanced studies or International Baccalaureate (IB) diplomas

The standards of accreditation establish requirements for the standard, advanced studies, and modified standard diplomas. For a standard diploma, students are required to earn 22 credits towards graduation, including four in English, three in mathematics, three in science, three in social studies, two in health and physical education, one in the arts, and six elective credits. The advanced studies diploma requires a student to earn a total of 24 credits, including 4 each in English mathematics, science, and social studies and 3 in foreign language. Consequently, it reduces the number of required credits for electives. Students who meet the requirements for an International Baccalaureate Diploma receive an advanced studies diploma provided they have earned the required standard units of credit and verified units of credit.

(D) Increase in graduation rate

Indicator 16. % of students earning a standard or advanced studies diploma (graduation as defined by the federal Elementary and Secondary Education Act (ESEA))

ESEA includes in its graduation rate only students who graduate from secondary school with a regular diploma in the standard number of years (five- and six-year graduation rates were subsequently added). Only standard and advanced studies diplomas are included in the ESEA calculation, which is what is reported for this indicator.

Indicator 17. % of students graduating with any diploma (graduation as defined by state)

The commonwealth of Virginia defines the annual graduation rate as all recipients of any type of certificate or diploma in the numerator and grade 12 June membership in the denominator. Virginia has since moved to a cohort graduation rate which will be the basis for reporting graduation under the 2011-2017 Strategic Plan.

(E) Decrease in dropout rate

Indicator 18. % of students dropping out annually

The annual dropout rate is an indicator used by the Virginia Department of Education to reflect those students who leave the system. The rate reflects the number of dropouts in grades 7-12 during an academic year divided by the enrollment plus the number of dropouts. Virginia has since moved to a cohort dropout rate.

Appendix for the Report on the 2005-11 Strategic Plan Indicators

(F) Increase in SAT participation rate and results

Indicator 19. % of graduating seniors taking SAT

The Scholastic Achievement Tests (SAT), required by many colleges, are taken voluntarily by students across the nation.

Indicator 20. Average SAT verbal, math, and writing scores

The average verbal, math and writing scores can be compared to state and national averages to gauge student preparation for college.

(G) Improvement in achievement on measures in arts and humanities

Indicator 21. % of grade 6 – 8 students taking elective art, music, and theater classes

The percentage of middle school students taking arts electives provides a measure of their interest in the arts. This does not provide a direct measure of achievement in the arts, but helps build a foundation for continued participation in high school arts programs.

Indicator 22. % of grade 9 – 12 students taking AP Studio Art, Art History, Music Theory, and IB Art, Music, and Theater

Advanced Placement (AP) and International Baccalaureate (IB) courses offer students college-level courses during high school. Student enrollment in the AP and IB art courses indicates high levels of achievement in the arts and humanities and we assume that many of these students will continue to pursue the arts in post-secondary programs.

(H) Improvement in performance on health and wellness measures

Indicator 23. % of students that meet or exceed Wellness-Related Fitness Zone on Virginia Wellness-Related Fitness Tests

The goals of The Virginia Wellness-Related Fitness Test (VWRFT) are to promote enjoyable regular physical activity and to provide a wellness-related fitness assessment and baseline data for Virginia's youth. Wellness-related fitness is comprised of several components: (1) aerobic capacity, (2) muscular strength, endurance, and flexibility, and (3) body composition. This indicator is calculated as the percentage meeting the Wellness Zone on a test, among the total number of tests administered (students are counted in the denominator for every test taken).

Indicator 24. % of students participating in vigorous physical exercise at least 5 times a week (YRBS)

The Youth Risk Behavior Survey (YRBS) is administered to students every three years by Arlington's Partnership for Youth, Children, and Families.

Indicator 25. # of schools receiving gold, silver, or bronze medal for exemplary health practices on the Governor's Nutrition and Physical Activity Scorecard

The Governor's Nutrition and Physical Activity Award Program promotes health and wellness in Virginia's public schools by encouraging good nutrition and increased physical activity. Schools earn either a bronze, silver, or gold award for best practices that promote healthy lifestyles while combating childhood obesity, hypertension, and other preventable diseases. For more information link to the following: <http://www.healthyvirginians.virginia.gov/students/index.cfm>.

Appendix for the Report on the 2005-11 Strategic Plan Indicators

Objective 1.3 APS students in grades preschool through 12 will display increased participation in educational opportunities that develop their cultural knowledge, awareness, and sensitivity.

Indicator 26. % of grade 6-12 students participating in foreign language classes at various levels

Students have the option to participate in foreign languages at both the middle and high school levels in a variety of modern languages and Latin through several instructional models including immersion, exploratory, fluent speaker, modern proficiency-based, distance learning and advanced placement programs. The foreign language program is open to students of all ability levels and learning styles.

Indicator 27. % of students participating in opportunities at schools that develop their cultural knowledge, awareness, and sensitivity

In addition to providing a strong academic program, it is important for Arlington Public Schools' students to participate in a variety of school based and countywide activities that develop their cultural proficiency. Such experiences enrich the lives of our students by giving them the skills, knowledge and understanding to successfully live and work in a diverse society.

Indicator 28. % of students who view their schools as a culturally competent organizations (CSS)

Given the diverse demographics of Arlington County, its schools, and greater society, all aspects of the school system need to become more culturally competent in order to provide the best possible education for APS students. Cultural competence is evidenced by fair and equitable practices, exposure to diversity of thought, opportunities to learn about various cultures and their contribution to our society, inclusive practices, and multicultural approaches in the delivery of the curriculum.

Objective 1.4 The proportion of children completing preschool and demonstrating readiness for learning in kindergarten will increase.

Indicator 29. % of kindergarten students who were enrolled in a preschool program

Children with pre-kindergarten experiences are better prepared for kindergarten and later school success. This measure reports on the proportion of kindergarten students entering APS with pre-kindergarten experience, regardless of the provider.

Indicator 30. % of kindergarten students meeting the Fall kindergarten PALS benchmark

The Fall kindergarten Phonological Awareness Literacy Screening (Fall K-PALS) is part of a series of diagnostic literacy screening tools used from kindergarten through third grade. The assessments monitor the essential reading skills appropriate to the student's grade level and the time of year and identify students who need early reading intervention services. The proportion of kindergarten students meeting the Fall-benchmark provides a gauge of the needs of children entering kindergarten.

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Goal 2 – ELIMINATE THE GAP – Eliminate gaps in achievement among identified groups (Asian, Black, Hispanic, and low-income students, students with disabilities, and English language learners).

Objective 2.1: The achievement of Asian, Black, Hispanic, White, and low-income students, students with disabilities, and English language learners will be accelerated, and gaps in achievement will be reduced on various academic indicators and performance assessments.

In this objective, the gap for ethnic groups represents the difference between the percentages of tests passed for each group compared to the percentage of tests passed for White students. The gap for other groups is calculated similarly, but compares disadvantaged students to students who are not identified as disadvantaged, limited English proficient (LEP) students with non-LEP students, and students with disabilities (SWD) to students not identified with disabilities.

(A) Decrease in gaps on Standards of Learning (SOL) assessments

Indicator 31. Gap in % of students passing SOL tests (combined across tests)

Reference indicator #3.

(B) Decrease in the gap in students reading on grade level at grade 3 and grade 6

Indicator 32. Gap in % of students reading on grade level on spring grade 2 DRP Test

Reference indicator #7.

Indicator 33. Gap in % of students reading on grade level on grade 6 DRP Test

Reference indicator #9.

(C) Decrease in the gap in students taking challenging courses

Indicator 34. Gap in % of students passing Algebra I by end of grade 8 with a C or higher

Reference indicator #10.

Indicator 35. Gap in % enrolled in advanced courses in grades 6 through 12

Reference indicator #11.

Indicator 36. Gap in % passing advanced courses in grades 6 through 12

Reference indicator #11.

Indicator 37. Gap in % of students completing level 3 of a foreign language by the end of grade 11

Reference indicator #12.

Indicator 38. Gap in % of students taking Advanced Placement (AP) and International Baccalaureate (IB) courses in grades 9 through 12 and earning qualifying scores

Reference indicator #13.

Indicator 39. Gap in % of students passing Geometry by the end of grade 9 with a C or higher

Students who complete Geometry with a C or higher by the end of grade 9 are more likely to take higher-level math courses before they graduate. This indicator compares the gap between students who completed Geometry with a C or higher by the end of grade 9.

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Indicator 40. Gap in % of students passing Algebra II by end of grade 10 with a C or higher

Reference indicator #14.

Indicator 41. Gap in % of graduates earning advanced studies or International Baccalaureate (IB) diplomas

Reference indicator #15.

(D) Decrease in the gap in the graduation rate

Indicator 42. Gap in % of students earning a standard or advanced studies diploma (graduation as defined by the federal Elementary and Secondary Education Act)

Reference indicator #16.

Indicator 43. Gap in % of students graduating with any diploma (graduation as defined by state)

Reference indicator #17.

(E) Decrease in the gap in the dropout rate

Indicator 44. Gap in % of students dropping out annually

Reference indicator #18.

(F) Decrease in gaps in achievement on measures in arts and humanities

Indicator 45. Gap in % of grade 6 – 8 students taking elective art, music, and theater classes

Reference indicator 21.

(G) Decrease in gaps in performance on health and wellness measures

Indicator 46. Gap in % of students that meet or exceed Wellness-Related Fitness Zone on Virginia Wellness-Related Fitness Tests

Reference indicator 23.

Indicator 47. Gap in % of students participating in vigorous physical exercise at least 5 times a week (YRBS)

Reference indicator 24.

Objective 2.2: There will be a decrease in the gaps in the proportion of APS students in identified groups participating in educational opportunities that develop their cultural knowledge, awareness, and sensitivity.

In this objective, the gap for ethnic groups represents the difference between the percentages of tests passed for each group compared to the percentage of tests passed for White students. The gap for other groups is calculated similarly, but compares disadvantaged students to students who are not identified as disadvantaged, limited English proficient (LEP) students with non-LEP students, and students with disabilities (SWD) to students not identified with disabilities.

Indicator 48. Gap in % of grade 6-12 students in identified groups participating in foreign language classes at various levels

Reference indicator 26.

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Objective 2.3: There will be a decrease in the gaps in the proportion of children in identified groups completing preschool and demonstrating readiness for learning in kindergarten.

In this objective, the gap for ethnic groups represents the difference between the percentages of tests passed for each group compared to the percentage of tests passed for White students. The gap for other groups is calculated similarly, but compares disadvantaged students to students who are not identified as disadvantaged, limited English proficient (LEP) students with non-LEP students, and students with disabilities (SWD) to students not identified with disabilities.

Indicator 49. Gap in % of kindergarten students who were enrolled in a preschool program

Reference indicator 29.

Objective 2.4: Reduce the over- or underrepresentation of identified groups in areas related to the achievement gap.

In the following objectives, the gap is the proportion of students identified as in the indicator compared to the proportion of same group of students enrolled in APS.

Indicator 50. Gap in % of suspensions

The information on suspension rates is one tool for looking at discipline issues in schools. Out-of-school suspension rates are tracked by students' race/ethnicity. Overall suspension rates by race/ethnicity are compared to overall race/ethnicity to monitor the distribution of disciplinary action.

Indicator 51. Gap in % of students identified with disabilities

The federal Elementary and Secondary Education Act and the Individuals with Disabilities Education Improvement Act set high expectations that all students with disabilities will be taught by highly qualified teachers, participate in state mandated assessments, and have the opportunity to participate in rich and rigorous education programs similar to non-disabled students.

Indicator 52. Gap in % of students identified as gifted

The Gifted Services Office has been working for over a decade to address the issues of a gap in the students eligible for gifted services. At all school levels (K-12), the resource teachers for the gifted seek referrals for students from all staff, families, and communities at the schools, including Minority Achievement and ESOL/HILT staff. At the high school level, resource teachers work on projects within schools to nurture the potential and academic success of under-represented populations: the Cohort at Wakefield High School, SOAR at Yorktown High School, and collaborative instructional projects within the Grade 9 Transition Program at Washington-Lee. The APS Gifted Services Office continues to seek underrepresented populations who require gifted services.

Indicator 53. Gap in % of students failing courses in middle and high school

For the identified groups, this indicator compares the proportion of students failing courses in middle and high school to their proportion in the population. Any gaps between the two indicate over or under representation in failing courses in middle and high school.

Indicator 54. Gap in % of students retained

The information on retention rates is one tool for looking at student success, discipline issues, and parent communication.

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GOAL 3 – RESPONSIVE EDUCATION – Prepare each student to succeed in a diverse, changing world through instruction and other school experiences responsive to each student’s talents, interests, and challenges.

Objective 3.1: Inventory instructional approaches (e.g., differentiated instruction, Understanding by Design, teaching for meaning) that are responsive to students’ talents, interests, and challenges, and create a framework that systematically expands opportunities.

Indicator 55. Inventory completed and framework developed

In accordance with best instructional practices, the Department of Instruction inventoried existing instructional approaches. The inventory will serve as an important communications tool for both staff and community. It will also be the basis for the development of a framework of instructional approaches.

Objective 3.2: School conditions (e.g., extracurricular activities, school climate) are responsive to students’ talents, interests, and challenges, and identify or develop indicators as necessary.

Indicator 56. Other school conditions assessed

The 2008 CSS contract includes a process to develop of an index of school climate items. The 2008 results on the index will establish baseline data on this indicator.

Objective 3.3: Provide effective, differentiated instruction for each student.

Indicator 57. % of teachers displaying effective, differentiated instruction during annual observations

This indicator was added to gauge differentiated instruction across classrooms.

Indicator 58. % of students reporting, “My teachers do many different activities in the classroom”

This indicator was added to gauge differentiated instruction across classrooms.

Indicator 59. % of teachers reporting, “Teachers in my school use many instructional approaches”

This indicator was added to gauge differentiated instruction across classrooms.

Indicator 60. % of teachers reporting, “In your teaching, do you differentiate instruction?”

This indicator was added to gauge differentiated instruction across classrooms.

Indicator 61. % of teachers reporting, “Do most of your colleagues differentiate instruction?”

This indicator was added to gauge differentiated instruction across classrooms.

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Objective 3.4: Teachers and staff will engage and challenge each student in an interactive learning process.

Indicator 62. Average class size

The average class size is a direct measure of classroom organization and the indicator is based on information reported annually in the WABE Guide, sponsored by the Washington Area Boards of Education.

Source: www.fcps.edu/fs/budget/wabe/

Indicator 63. Parents feeling about # of children in class (CSS)

Every two to three years the Arlington Public School hires an external contractor to conduct surveys of parents, students, teachers and community members to help evaluate overall levels of satisfaction and identifying needing of improvement. The survey includes items that are comparable to the Phi Delta Kappa survey on the "Public's Attitudes Toward Public Schools." It also includes items related to instruction, school climate/environment, community engagement, and capturing feelings regarding new initiatives.

Indicator 64. Teachers feeling about # of children in class (CSS)

Reference Indicator #63.

Indicator 65. Students feeling about # of children in class (CSS)

Reference Indicator #63.

Indicator 66. Teachers encourage students to learn new things (CSS)

Reference Indicator #63.

Indicator 67. Students try hard to do their best work at school (Assets)

The Assets Survey gives the community a way to better understand how young people experience growing-up in Arlington. This questionnaire was designed by Search Institute to measure assets among young people in a community and is administered by the Arlington Partnership for Children, Youth, and Families

Indicator 68. Students get a lot of encouragement at school (Assets)

Reference Indicator #67.

Indicator 69. Teachers push students to be the best they can be (Assets)

Reference Indicator #67.

Indicator 70. Students are only sometimes or never bored at school (Assets)

Reference Indicator #67.

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Objective 3.5: During grade 6, each student will have an individual academic plan that is responsive to the child's talents, interests, and challenges and builds toward postsecondary education, work, and other pursuits

Indicator 71. % of students in grades 7-12 with an academic plan

All students in grades 7-12 should participate in the annual development of an academic plan that charts the sequence of courses that they will take throughout their secondary school experience. The plan should reflect high expectations, based on the talents, interests and challenges of each student. Academic planning supports high academic achievement for all students, exposes students to varied opportunities for internships and mentorships, and promotes better decision-making related to post-secondary choices.

Indicator 72. Level of parent satisfaction with student academic plan (CSS).

Reference Indicator #63.

Objective 3.6: Each school will be a safe and supportive environment where each student has a positive relationship with at least one adult in the school.

Indicator 73. Student feels safe at school (CSS)

Reference Indicator #63.

Indicator 74. Student likes to go to school (CSS)

Reference Indicator #63.

Indicator 75. Students feel supported (CSS)

Reference Indicator #63.

Indicator 76. Student is able to get help with problems (CSS)

Reference Indicator #63.

Indicator 77. Teachers encourage student to always do well (CSS)

Reference Indicator #63.

Indicator 78. Students report teachers are fair when they discipline them (CSS)

Reference Indicator #63.

Indicator 79. Students report having at least one positive adult relationship at school (CSS)

Reference Indicator #63.

Indicator 80. Students report teachers really care about them (Assets)

Reference Indicator #67.

Indicator 81. Students report students in their school care about them (Assets)

Reference Indicator #67.

Indicator 82. % of students reporting they have been bullied at school (CSS)

Reference Indicator #63.

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Objective 3.7: All APS students will graduate with the skills, behaviors, and knowledge required for successful entry into employment and participation in the community.

Indicator 83. Results from Assets survey on planning and decision making

Reference Indicator #67.

Indicator 84. Results from Assets survey on interpersonal competence

Reference Indicator #67.

Indicator 85. Results from Assets survey on responsibility

Reference Indicator #67.

Indicator 86. Results from Assets survey on integrity

Reference Indicator #67.

Indicator 87. Attendance rates for grade 12 students

Attendance in Grade 12 is one indicator of student success in college and/or work as well as student satisfaction with school and teachers.

Indicator 88. % of graduates with severe to profound cognitive disabilities who plan to work and/or live in an independent or semi-independent setting after graduation

The Individuals with Disabilities Education Improvement Act requires school districts to provide all students ages 16-21 with a transition plan that prepares them for a variety of postsecondary experiences related to employment, daily living skills, communication, and housing. The development of functional skills in these areas is critical for students with severe or profound disabilities who may experience more challenges in achieving levels of independence. Further, national transition data for students with severe and profound disabilities reveal poor outcomes for these students in the areas of independent, semi-independent, or supported employment, and in their ability to secure affordable and accessible housing.

Objective 3.8: All APS graduates will be able to apply information and identify their strengths and interests to determine possible career pathways and appreciate the importance of preparation and flexibility for future career choices.

Indicator 89. Students' rating of access to information and guidance about postsecondary choices and plans (Senior Exit Survey)

Seniors exiting the Arlington Public Schools provide staff with valuable feedback on ways that schools can provide more effective opportunities and services that facilitate a smooth transition for students to postsecondary opportunities such as college or work.

Indicator 90. Students' rating of adequacy of preparation to make transition to college of the workplace (Senior Exit Survey)

Reference indicator #89.

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GOAL 4 - EFFECTIVE RELATIONSHIPS - Build effective relationships with parents and the community so that they know about and actively support the education of our students.

Objective 4.1: Community members will know how to locate information about APS services, programs, and resources.

Indicator 91. Creation of centralized information clearinghouse

The target for creating a centralized information clearing house was completed. A result is the Parent Academy, a new initiative designed to assist parents of children attending public or private schools in Arlington, in obtaining information on a wide variety of topics. Courses include topics related to student achievement, educational programs and personal or family growth. The Parent Academy will also serve as a clearinghouse of resources and support offered within Arlington Public Schools. Information about the academy and a schedule of events is available on www.apsva.us.

Indicator 92. % of community members indicating they know how to locate information about APS services, programs, and resources

Reference Indicator #63.

Objective 4.2: APS and every individual school will carry out a plan that effectively engages all families and community members.

Indicator 93. Degree to which community members are engaged with their schools (CSS)

a. # of School Talk subscribers

Arlington Public Schools offers APS School Talk, an email update service for parents, students and community members interested in receiving timely information from the Arlington Public Schools.

b. # of hours of community use of school buildings

The Finance Office conducted a study of the use of school facilities in the fall of 2005. The study determined the proportion of time that Arlington County Government, Arlington County community groups, Arlington County residents, and Arlington Public Schools use school facilities relative to one another. Currently, there is no mechanism in place to capture similar data on school use annually, but there are plans to explore data collection options for this indicator in the future.

Indicator 94. % of community responding “Don’t know” and % rating positively on CSS:

a. Overall grade for APS

b. Satisfaction with degree of community involvement in School Board decision making

c. Satisfaction with degree to which local schools inform community about events

Reference Indicator #63.

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Objective 4.3: APS will increase the engagement of area employers in the education of our students in grades K-12 to promote success after graduation.

Indicator 95. # of active partnerships

Partners are volunteers that are associated with a particular business or organization. APS has three types of partners:

- **Resource Partners** provide space, gift certificates, incentive prizes, financial or in-kind donations.
- **Service Partners** provide mentors, tutors, guest speakers, workshops, internship opportunities and/or job shadowing experiences.
- **Strategic Partners** have taken an extra step to ensure the life of the partnership by creating a partnership agreement with goals and outcomes that support both the APS Strategic Plan and the partner's organizational goals. Strategic partners are resource and/or service partners as well.

Indicator 96. % of grade 12 students who have participated in internships and co-op programs

Student participation in internships and co-op programs is an indicator of student preparation for the work world as well as area employers involvement with APS in the education of students.

Objective 4.4: Each school staff will be welcoming and responsive toward parents and community members.

Indicator 97. Parent's rating of communication with child's teachers (CSS)

Reference Indicator #63.

Indicator 98. Parents feel welcomed at school (CSS)

Reference Indicator #63.

