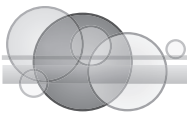


APS Strategic Plan: SCORECARD

This scorecard is used to monitor progress on the APS Strategic Goals.

PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017
GOAL 1: CHALLENGE AND ENGAGE ALL STUDENTS											
<u>Elementary SOLs</u>											
English/Reading	1.1.a. Percentage of students grades 3-5 scoring proficient or above	89.7%	90.4%	89.8%	89.5%	79.0% ♦	80.9%	86.5%	87.8%	87.1%	90-95%
Mathematics	1.1.b. Percentage of students grades 3-5 scoring proficient or above	88.7%	91.6%	93.1%	80.9% ♦	81.5%	83.3%	87.0%	87.4%	85.7%	90-95%
Science	1.1.c. Percentage of students grades 3 and 5 scoring proficient or above	90.1%	91.0%	91.3%	91.5%	83.9% ♦	82.6%	80.9%	85.6%	82.5%	90-95%
History/Social Science	1.1.d. Percentage of students grades 3 and 4 scoring proficient or above	86.7%	89.3%	89.4% ♦	90.0%	90.0%	90.3%	89.8%	89.3%	90.3%	90-95%
<u>Middle School SOLs</u>											
English/Reading	1.2.a. Percentage of students grades 6-8 scoring proficient or above	88.4%	88.6%	89.2%	87.9%	78.1% ♦	80.7%	84.5%	84.5%	85.3%	90-95%
Mathematics	1.2.b. Percentage of students grades 6-8 scoring proficient or above	80.3%	80.1%	80.6%	75.8% ♦	80.4%	83.8%	88.3%	87.2%	87.6%	90-95%
Science	1.2.c. Percentage of students grades 6-8 scoring proficient or above	89.0%	90.8%	91.7%	93.6%	79.5% ♦	78.8%	82.9%	85.9%	85.4%	90-95%
History/Social Science	1.2.d. Percentage of students grades 6-8 scoring proficient or above	81.3%	84.7%	86.4% ♦	85.1%	85.8%	85.6%	89.9%	88.8%	88.2%	90-95%
<u>High School SOLs</u>											
English/Reading	1.3.a. Percentage of students grades 9-12 scoring proficient or above on EOC English test	95.5%	92.6%	94.3%	94.1%	89.3% ♦	89.1%	91.5%	89.1%	88.8%	90-95%
Mathematics	1.3.b. Percentage of students grades 9-12 scoring proficient or above on EOC mathematics tests	87.9%	88.3%	89.1%	82.1% ♦	80.8%	82.4%	86.6%	84.3%	85.1%	90-95%
Science	1.3.c. Percentage of students grades 9-12 scoring proficient or above on EOC science tests	85.5%	86.1%	87.1%	90.7%	84.9% ♦	87.2%	87.6%	86.9%	87.6%	90-95%
History/Social Science	1.3.d. Percentage of students grades 9-12 scoring proficient or above on EOC history tests	89.8%	90.3%	80.1% ♦	81.7%	85.9%	87.4%	86.8%	86.1%	85.8%	90-95%

♦ Indicates year when Virginia students were tested on new, more challenging standards for subject area; pass rates should be considered a new baseline.

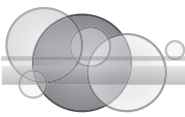


PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET 2017
		2009	2010	2011	2012	2013	2014	2015	2016	2017	
GOAL 1 cont'd											
SOL - Writing (Grades 5,8,11)	1.4. Percentage of students grades 5, 8 and 11 scoring proficient or above on writing SOL	92.9%	94.2%	93.1%	93.0%	85.5% ♦	84.4%	84.5%	85.1%	86.7%	90-95%
AP/IB Enrollment	1.5. Percentage of graduating seniors completing at least one AP/IB course during high school career	61.6%	66.8%	68.3%	71.1%	73.6%	76.0%	78.8%	78.7%	77.8%	66%*
AP/IB Exam Performance	1.6. Percentage of graduating seniors earning at least one AP/IB qualifying score during high school career	47.4%	51.9%	50.6%	51.4%	54.2%	53.9%	58.3%	58.8%	58.6%	50%*
On-time Graduation	1.7. Percentage of students graduating on-time with any diploma (as defined by state)	84.5%	85.2%	87.6%	89.2%	91.4%	92.0%	92.8%	91.1%	90.8%	95%*
Diploma Types	1.8. Percentage of students graduating on-time who earn an advanced studies diploma (includes IB)	61.2%	60.4%	63.7%	63.9%	65.4%	64.3%	68.5%	67.9%	66.8%	65-70%
SAT/ACT Participation	1.9. Percentage of graduating seniors taking SAT or ACT during high school career	66.9%	69.4%	71.6%	73.2%	74.0%	75.8%	75.1%	76.9%	74%	70-75%
SAT Performance	1.10. Mean total score (critical reading + mathematics + writing)	1623	1660	1627	1641	1631	1649	1636	1674**	1677	1615*
ACT Performance	1.11. Mean composite score	23.2	24.7	23.0	24.7	25.5	25.2	25.8	25.5	26.7	23*
Dual Enrollment	1.12 Percentage of grade 9-12 students completing at least one dual enrollment course	2.1%	4.1%	4.9%	5.9%	5.0%	4.8%	4.8%	5.6%	7.3%	6-8%

*Benchmark based on Baldrige award-winning districts

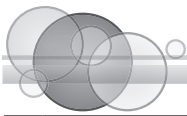
Note: Under Goal 1, APS has already met or exceeded many of the 2017 targets; our challenge is to maintain these high levels of performance.





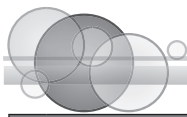
PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							TARGET
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
GOAL 2: ELIMINATE THE GAPS												
Pre-K Enrollment	2.0.a. Percentage of kindergarten students previously enrolled in pre-K program by identified subgroups	Asian	85.1%	81.1%	78.7%	78.6%	83.4%	76.8%	88.1%	83.9%	85.1%	85-90%
		Black	82.4%	77.6%	86.2%	86.3%	85.6%	76.1%	85.9%	88.3%	89.6%	85-90%
		Hispanic	83.5%	79.1%	86.3%	83.9%	84.9%	82.0%	81.3%	83.8%	84.7%	85-90%
		White	89.1%	88.2%	90.1%	89.1%	92.5%	84.5%	93.0%	92.7%	94%	85-90%
		EconDis	85.5%	78.3%	84.8%	82.6%	83.5%	81.4%	82.6%	83.3%	84.1%	85-90%
		LEP	83.6%	78.7%	85.1%	81.3%	83.0%	80.1%	81.5%	82.2%	83.1%	85-90%
		SWD	88.8%	90.4%	91.0%	93.4%	93.1%	90.0%	95.1%	95.7%	94.4%	85-90%
Gifted Services Enrollment	2.0.b. Percentage of students identified for gifted services by identified subgroups (Target is to eliminate gaps between White students and their Asian, Black and Hispanic peers and between students who do and do not receive special services [Economically Disadvantaged, LEP, SWD].)	Asian	20.5%	20.0%	18.6%	19.1%	21.2%	22.1%	23.9%	23.5%	24.1%	0-5% pts
		Black	12.4%	12.1%	11.4%	11.9%	12.9%	13.4%	14.3%	12.9%	13.9%	0-5% pts
		Hispanic	10.5%	10.7%	11.9%	11.9%	12.0%	12.1%	12.8%	11.4%	11.6%	0-5% pts
		White	27.2%	27.4%	27.7%	28.1%	28.6%	29.2%	31.0%	31%	32.3%	0-5% pts
		EconDis	9.7%	9.2%	9.5%	9.5%	10.1%	10.1%	10.7%	9.4%	9.9%	0-5% pts
		LEP	7.2%	6.9%	7.2%	8.4%	7.0%	5.4%	6.5%	5.7%	6.1%	0-5% pts
		SWD	6.6%	7.5%	7.7%	8.4%	8.0%	8.7%	10.0%	9.3%	9.4%	0-5% pts
Elementary School SOLs												
English/Reading	2.1.a. Percentage of students grades 3-5 scoring proficient or above by identified subgroups	Asian	93.4%	93.6%	90.8%	92.0%	80.1% ♦	86.2%	90.9%	92.1%	91.3%	90-95%
		Black	76.5%	77.5%	81.3%	77.8%	59.7% ♦	64.1%	75.2%	77.4%	79.3%	90-95%
		Hispanic	81.9%	83.0%	79.0%	79.5%	61.0% ♦	61.9%	71.0%	75.1%	73.7%	90-95%
		White	96.0%	96.1%	96.9%	96.4%	91.7% ♦	92.4%	95.2%	94.9%	94.4%	90-95%
		EconDis	81.1%	81.4%	78.2%	77.1%	55.8% ♦	58.8%	69.6%	74%	73%	90-95%
		LEP	84.4%	85.1%	80.4%	80.1%	57.6% ♦	60.8%	69.6%	74%	74.1%	90-95%
		SWD	73.3%	75.6%	71.6%	68.9%	55.1% ♦	54.6%	60.9%	64.5%	64.8%	90-95%
Mathematics	2.1.b. Percentage of students grades 3-5 scoring proficient or above by identified subgroups	Asian	92.8%	95.0%	95.1%	83.1% ♦	83.3%	89.3%	92.1%	90.7%	91.2%	90-95%
		Black	77.2%	85.0%	84.8%	61.9% ♦	63.3%	69.9%	75.5%	78.6%	75.5%	90-95%
		Hispanic	77.4%	82.7%	86.8%	65.4% ♦	68.1%	69.1%	75.0%	74.4%	70.9%	90-95%
		White	95.9%	96.6%	97.5%	91.7% ♦	91.4%	91.7%	93.9%	94.5%	94%	90-95%
		EconDis	76.8%	83.7%	85.1%	61.2% ♦	62.6%	67.4%	73.4%	73.6%	70.3%	90-95%
		LEP	80.2%	85.5%	87.1%	67.2% ♦	65.6%	69.5%	74.2%	74.1%	72.4%	90-95%
		SWD	65.6%	68.4%	73.2%	50.5% ♦	51.6%	51.6%	56.8%	60.9%	56%	90-95%

♦ Indicates year when Virginia students were tested on new, more challenging standards for subject area; pass rates should be considered a new baseline.



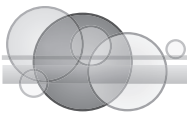
PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							TARGET
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
GOAL 2: cont'd.												
Elementary School SOLs cont'd.												
Science	2.1.c. Percentage of students grades 3 and 5 scoring proficient or above by identified subgroups	Asian	93.0%	91.9%	91.2%	91.7%	84.0% ♦	87.4%	82.8%	85.2%	84%	90-95%
		Black	77.7%	79.5%	81.3%	77.0%	66.7% ♦	60.5%	66.7%	76.1%	71.2%	90-95%
		Hispanic	79.2%	78.3%	82.5%	81.5%	65.2% ♦	61.6%	60.3%	69.1%	64.5%	90-95%
		White	97.2%	98.1%	97.7%	98.3%	95.5% ♦	94.1%	93.3%	94.4%	93.5%	90-95%
		EconDis	77.7%	77.5%	79.2%	78.3%	61.6% ♦	56.5%	55.8%	67.5%	61%	90-95%
		LEP	81.3%	80.3%	82.0%	82.0%	63.4% ♦	58.4%	53.2%	63%	63.1%	90-95%
		SWD	71.2%	72.5%	74.6%	68.8%	61.1% ♦	51.8%	46.6%	58%	49.3%	90-95%
History/Social Science	2.1.d. Percentage of students grades 3 and 4 scoring proficient or above by identified subgroups	Asian	88.6%	92.3%	91.9% ♦	92.2%	92.6%	93.9%	90.0%	94.7%	92.2%	90-95%
		Black	71.3%	77.2%	75.5% ♦	73.0%	77.6%	79.1%	76.0%	76.8%	78.3%	90-95%
		Hispanic	74.6%	76.4%	75.5% ♦	80.9%	80.0%	78.0%	76.1%	78.7%	76%	90-95%
		White	94.5%	96.6%	97.3% ♦	96.9%	96.2%	96.4%	96.5%	94.7%	96.7%	90-95%
		EconDis	70.6%	74.6%	72.4% ♦	76.2%	73.9%	74.5%	74.1%	76.5%	76.2%	90-95%
		LEP	76.3%	78.8%	77.0% ♦	81.4%	78.8%	77.9%	75.5%	78.5%	80.3%	90-95%
		SWD	68.1%	67.9%	71.3% ♦	70.6%	69.3%	68.2%	68.8%	69.8%	73.2%	90-95%
Middle School SOLs												
English/Reading	2.2.a. Percentage of students grades 6-8 scoring proficient or above by identified subgroups	Asian	89.3%	91.1%	91.3%	90.0%	78.1% ♦	81.9%	88.3%	88%	88.6%	90-95%
		Black	78.6%	78.6%	76.1%	78.1%	61.4% ♦	66.1%	69.2%	71.6%	72%	90-95%
		Hispanic	76.3%	75.2%	78.5%	74.9%	56.6% ♦	59.1%	67.7%	68.2%	69.1%	90-95%
		White	96.9%	97.2%	97.8%	97.0%	93.5% ♦	94.8%	95.3%	94.8%	94.7%	90-95%
		EconDis	74.3%	74.8%	75.1%	74.2%	53.0% ♦	56.0%	63.4%	64.3%	64.2%	90-95%
		LEP	72.8%	73.4%	75.3%	73.4%	43.6% ♦	44.1%	50.9%	48.7%	61.9%	90-95%
		SWD	58.6%	60.6%	64.8%	61.1%	43.2% ♦	47.3%	53.5%	52.7%	51.6%	90-95%
Mathematics	2.2.b. Percentage of students grades 6-8 scoring proficient or above by identified subgroups	Asian	86.7%	87.4%	84.4%	83.3% ♦	83.3%	86.2%	93.8%	90.8%	90.2%	90-95%
		Black	65.9%	64.5%	58.2%	52.3% ♦	63.4%	68.3%	77.2%	72.7%	77.5%	90-95%
		Hispanic	61.6%	59.1%	65.5%	56.6% ♦	63.5%	69.6%	76.8%	77%	75.3%	90-95%
		White	92.4%	92.7%	93.3%	91.1% ♦	92.8%	94.2%	95.5%	94.7%	94.7%	90-95%
		EconDis	62.2%	60.7%	60.3%	53.8% ♦	61.2%	67.1%	75.2%	72.5%	72.6%	90-95%
		LEP	60.5%	60.2%	61.4%	57.6% ♦	57.8%	62.3%	69.4%	66%	72.8%	90-95%
		SWD	42.4%	41.8%	48.6%	43.0% ♦	43.9%	51.3%	60.2%	58.9%	56.7%	90-95%

♦ Indicates year when Virginia students were tested on new, more challenging standards for subject area; pass rates should be considered a new baseline.



PERFORMANCE AREA	KEY PERFORMANCE INDICATOR		BASELINE STATUS			ANNUAL PERFORMANCE					TARGET	
			2009	2010	2011	2012	2013	2014	2015	2016	2017	2017
GOAL 2: cont'd.												
Middle School SOLs cont'd.												
Science	2.2.c. Percentage of students grades 6-8 scoring proficient or above by identified subgroups	Asian	92.6%	88.5%	94.8%	95.4%	73.2% ♦	82.4%	85.6%	87.9%	83.2%	90-95%
		Black	78.7%	86.0%	84.8%	87.0%	60.4% ♦	59.3%	66.3%	72.5%	72.3%	90-95%
		Hispanic	76.1%	80.4%	82.5%	86.9%	61.8% ♦	58.5%	59.5%	70.5%	69.7%	90-95%
		White	98.8%	97.7%	97.6%	98.7%	94.9% ♦	95.4%	96.9%	96.4%	96.7%	90-95%
		EconDis	73.0%	78.9%	77.5%	84.3%	55.6% ♦	55.5%	57.8%	66.5%	63.9%	90-95%
		LEP	71.1%	75.5%	77.2%	84.2%	45.5% ♦	37.6%	37.3%	40.3%	57.1%	90-95%
		SWD	65.7%	72.2%	74.4%	79.3%	50.2% ♦	50.6%	53.9%	64.6%	60%	90-95%
History/Social Science	2.2.d. Percentage of students grades 6-8 scoring proficient or above by identified subgroups	Asian	83.0%	88.6%	88.5% ♦	89.9%	87.5%	89.4%	95.0%	94.1%	88.8%	90-95%
		Black	68.8%	73.3%	72.3% ♦	69.5%	74.4%	72.6%	78.7%	75.7%	76.2%	90-95%
		Hispanic	66.0%	66.3%	71.8% ♦	70.5%	69.4%	67.3%	74.3%	75.9%	75.4%	90-95%
		White	91.6%	95.3%	96.7% ♦	96.1%	96.6%	97.1%	98.0%	97.1%	96.3%	90-95%
		EconDis	64.0%	66.1%	68.2% ♦	67.8%	66.4%	65.4%	73.8%	71.5%	69.2%	90-95%
		LEP	62.7%	64.0%	68.5% ♦	69.6%	60.8%	55.8%	59.2%	54.2%	66.6%	90-95%
		SWD	55.5%	59.5%	63.6% ♦	61.5%	58.5%	61.7%	61.4%	63.5%	58.9%	90-95%
High School SOLs												
English/Reading	2.3.a. Percentage of students grades 9-12 scoring proficient or above on EOC English test by identified subgroups	Asian	98.7%	95.2%	95.6%	92.9%	89.2% ♦	86.7%	93.1%	89.9%	88.2%	90-95%
		Black	91.2%	84.8%	89.8%	87.8%	77.7% ♦	74.7%	82.8%	73.1%	79.5%	90-95%
		Hispanic	91.0%	88.4%	89.8%	90.3%	82.2% ♦	82.7%	85.0%	80.4%	81.8%	90-95%
		White	98.9%	98.2%	98.4%	99.1%	97.9% ♦	96.9%	98.1%	98.5%	95.6%	90-95%
		EconDis	92.0%	87.5%	89.4%	86.8%	79.9% ♦	78.2%	82.5%	77%	75.7%	90-95%
		LEP	90.5%	81.4%	83.8%	85.1%	67.5% ♦	66.6%	73.7%	64.8%	68.4%	90-95%
		SWD	82.1%	72.6%	82.0%	80.9%	72.1% ♦	68.7%	77.3%	67.4%	72.7%	90-95%
Mathematics	2.3.b. Percentage of students grades 9-12 scoring proficient or above on EOC mathematics tests by identified subgroups	Asian	92.2%	92.3%	93.9%	87.8% ♦	86.1%	87.8%	92.8%	91.8%	90.6%	90-95%
		Black	78.5%	80.7%	82.5%	66.6% ♦	67.4%	71.7%	76.9%	73.3%	74.5%	90-95%
		Hispanic	81.7%	82.7%	82.8%	73.1% ♦	70.8%	72.4%	78.9%	74.5%	75.2%	90-95%
		White	95.4%	94.7%	95.8%	92.0% ♦	91.5%	91.4%	95.0%	93.3%	94.3%	90-95%
		EconDis	82.1%	83.3%	83.2%	74.1% ♦	72.4%	72.1%	78.1%	74.2%	74.7%	90-95%
		LEP	85.3%	85.8%	85.9%	74.6% ♦	71.7%	70.6%	77.1%	71.6%	72.9%	90-95%
		SWD	71.3%	71.9%	75.2%	62.6% ♦	55.9%	59.1%	66.5%	67.7%	71.7%	90-95%

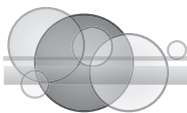
♦ Indicates year when Virginia students were tested on new, more challenging standards for subject area; pass rates should be considered a new baseline.



PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							TARGET
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
GOAL 2: cont'd.												
High School SOLs cont'd.												
Science	2.3.c. Percentage of students grades 9-12 scoring proficient or above on EOC science tests by identified subgroups	Asian	85.7%	86.3%	87.1%	91.3%	85.5%	86.8%	89.0%	88.6%	90.5%	90-95%
		Black	74.7%	76.0%	78.6%	82.1%	72.7%	75.6%	78.3%	71.2%	78.2%	90-95%
		Hispanic	74.4%	76.3%	77.0%	82.3%	72.7%	77.7%	78.0%	77.3%	75.6%	90-95%
		White	97.3%	97.1%	97.4%	98.4%	96.1%	95.9%	96.2%	96.9%	96.7%	90-95%
		EconDis	72.0%	75.3%	75.7%	81.9%	71.8%	76.0%	77.7%	72.9%	72.8%	90-95%
		LEP	69.5%	70.4%	72.2%	79.9%	64.3%	68.4%	71.4%	62.6%	65.4%	90-95%
		SWD	69.0%	70.1%	70.3%	75.7%	63.1%	67.6%	68.0%	70.1%	70%	90-95%
History/Social Science	2.3.d. Percentage of students grades 9-12 scoring proficient or above on EOC history tests by identified subgroups	Asian	92.2%	92.6%	77.9% ♦	80.9%	87.3%	87.5%	87.4%	90.3%	89.9%	90-95%
		Black	82.0%	80.7%	62.3% ♦	64.1%	71.7%	78.6%	75.8%	75.8%	76.7%	90-95%
		Hispanic	80.7%	82.4%	67.7% ♦	69.9%	74.9%	76.0%	77.9%	71.8%	72.8%	90-95%
		White	98.3%	98.9%	96.3% ♦	96.3%	96.3%	96.6%	96.4%	97%	95.7%	90-95%
		EconDis	81.5%	80.9%	63.7% ♦	65.8%	72.2%	74.7%	74.4%	71.3%	70.6%	90-95%
		LEP	79.1%	80.5%	59.0% ♦	64.8%	67.5%	66.4%	68.7%	61.7%	63.1%	90-95%
		SWD	73.5%	72.2%	59.6% ♦	62.0%	67.1%	72.4%	68.1%	67.7%	67%	90-95%
SOL - Writing (Grades 5,8,11)	2.4. Percentage of students grades 5, 8 and 11 scoring proficient or above on writing SOL by identified subgroups	Asian	96.9%	95.9%	95.4%	95.1%	88.7% ♦	86.9%	87.7%	88.6%	91.3%	90-95%
		Black	85.0%	87.9%	87.8%	83.4%	69.8% ♦	69.5%	71.2%	68.8%	72%	90-95%
		Hispanic	85.5%	89.5%	87.2%	86.2%	72.7% ♦	70.5%	69.9%	70.2%	76.5%	90-95%
		White	97.9%	98.0%	97.2%	98.0%	95.3% ♦	94.7%	95.5%	95.4%	94.3%	90-95%
		EconDis	84.2%	88.0%	85.3%	83.4%	69.4% ♦	67.0%	66.9%	67.9%	70.4%	90-95%
		LEP	84.7%	86.9%	84.3%	83.6%	64.9% ♦	60.0%	53.1%	51.6%	64.1%	90-95%
		SWD	70.1%	76.3%	72.9%	73.2%	57.3% ♦	53.5%	51.9%	49.2%	54.3%	90-95%
AP/IB Enrollment	2.5. Percentage of graduating seniors completing at least one AP/IB course during high school career by identified subgroups	Asian	62.3%	65.2%	69.4%	81.3%	70.7%	72.3%	80.6%	82.4%	80.3%	66%*
		Black	38.0%	41.3%	42.0%	52.3%	48.6%	64.0%	56.4%	60.1%	61.4%	66%*
		Hispanic	46.0%	48.1%	52.5%	53.3%	62.0%	66.7%	67.1%	68.1%	63.2%	66%*
		White	78.9%	84.9%	87.3%	87.0%	89.7%	85.7%	91.2%	90.5%	90%	66%*
		EconDis	47.0%	46.0%	49.3%	52.2%	58.3%	60.9%	68.3%	72.1%	69%	66%*
		LEP	47.3%	41.9%	44.6%	46.9%	43.3%	37.1%	46.2%	37.7%	41.3%	66%*
		SWD	12.8%	28.0%	28.5%	30.5%	22.6%	34.0%	41.5%	48.6%	40.8%	66%*

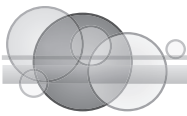
*Benchmark based on Baldrige award-winning districts

♦ Indicates year when Virginia students were tested on new, more challenging standards for subject area; pass rates should be considered a new baseline.



PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							TARGET
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2017	
GOAL 2: cont'd.												
<u>AP/IB Exam Performance</u>	2.6. Percentage of graduating seniors earning at least one AP/IB qualifying score during high school career by identified subgroups	Asian	43.0%	46.8%	48.4%	50.0%	47.3%	42.2%	57.3%	60.8%	55.3%	50%*
		Black	20.7%	17.4%	14.6%	20.0%	20.7%	24.2%	23.0%	24.9%	21.2%	50%*
		Hispanic	33.3%	35.6%	37.7%	36.4%	40.0%	41.2%	42.2%	44.6%	42.2%	50%*
		White	65.7%	72.7%	72.2%	72.5%	76.2%	73.0%	77.5%	77.2%	80.5%	50%*
		EconDis	28.8%	28.8%	29.8%	25.8%	33.8%	29.1%	34.6%	41.2%	36.8%	50%*
		LEP	32.0%	29.0%	29.1%	22.9%	26.1%	15.9%	22.4%	17.8%	20.3%	50%*
		SWD	10.1%	16.5%	15.5%	18.8%	11.6%	12.1%	17.4%	21.7%	19.9%	50%*
<u>On-time Graduation</u>	2.7. Percentage of students graduating on-time with any diploma (as defined by state) by identified subgroups	Asian	90.8%	91.9%	89.4%	91.9%	93.6%	89.1%	94.0%	96.2%	94.7%	95%*
		Black	80.4%	85.1%	88.5%	87.7%	87.9%	90.4%	91.8%	94.4%	91.8%	95%*
		Hispanic	69.1%	68.3%	73.7%	78.6%	82.1%	83.3%	84.3%	77.1%	78.1%	95%*
		White	96.6%	96.3%	97.4%	97.4%	98.3%	98.7%	98.4%	99.1%	98.3%	95%*
		EconDis	78.4%	77.9%	80.7%	83.6%	86.2%	87.7%	92.1%	94.2%	96.2%	95%*
		LEP	54.8%	58.3%	62.7%	66.1%	68.1%	58.6%	67.3%	56.1%	74.4%	95%*
		SWD	82.6%	88.6%	90.5%	91.4%	92.5%	94.8%	94.7%	93.6%	93.3%	95%*
<u>Diploma Types</u>	2.8. Percentage of students graduating on-time who earn an advanced studies diploma (includes IB) by identified subgroups	Asian	61.5%	58.4%	65.8%	76.6%	63.9%	61.3%	67.2%	73.4%	64.8%	65-70%
		Black	35.9%	32.7%	38.5%	33.5%	42.3%	44.7%	46.2%	44.1%	43%	65-70%
		Hispanic	44.7%	37.6%	46.7%	48.8%	51.9%	49.9%	50.5%	53.5%	49.1%	65-70%
		White	77.6%	81.7%	81.4%	80.3%	81.4%	78.9%	83.8%	82.3%	83.7%	65-70%
		EconDis	45.2%	34.8%	45.2%	40.9%	48.6%	39.6%	44.7%	48.6%	44.1%	65-70%
		LEP	38.2%	24.0%	32.5%	31.9%	24.6%	11.9%	18.9%	25%	30.1%	65-70%
		SWD	18.5%	19.6%	19.9%	17.1%	16.5%	16.0%	22.3%	26.5%	20.9%	65-70%
<u>SAT/ACT Participation</u>	2.9. Percentage of graduating seniors taking SAT or ACT during high school career by identified subgroups	Asian	68.4%	75.2%	70.7%	78.9%	74.0%	72.3%	79.8%	80.8%	74.2%	70-75%
		Black	58.2%	64.1%	66.0%	65.1%	61.5%	73.0%	66.1%	65.3%	69%	70-75%
		Hispanic	45.7%	39.7%	48.6%	49.2%	53.4%	55.0%	52.9%	57%	49.6%	70-75%
		White	82.3%	86.2%	88.2%	90.6%	91.0%	89.6%	90.0%	91.8%	91%	70-75%
		EconDis	52.7%	45.3%	55.0%	55.5%	57.1%	58.2%	60.1%	61%	58.8%	70-75%
		LEP	52.0%	41.3%	40.6%	45.1%	40.3%	33.8%	35.9%	38.4%	31.4%	70-75%
		SWD	30.4%	40.1%	37.2%	43.7%	32.3%	42.2%	37.9%	52.6%	48.2%	70-75%

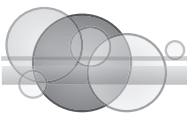
*Benchmark based on Baldrige award-winning districts



PERFORMANCE AREA	KEY PERFORMANCE INDICATOR		BASELINE STATUS			ANNUAL PERFORMANCE						TARGET
			2009	2010	2011	2012	2013	2014	2015	2016	2017	2017
GOAL 2: cont'd.												
<u>SAT Performance</u>	2.10. Mean total score (critical reading + mathematics + writing) by identified subgroups	Asian	1553	1593	1598	1522	1514	1522	1626	1597**	1637	1615*
		Black	1352	1310	1316	1330	1373	1365	1341	1431**	1402	1615*
		Hispanic	1405	1438	1450	1483	1480	1467	1510	1465**	1514	1615*
		White	1778	1815	1790	1804	1766	1813	1741	1831**	1818	1615*
		EconDis	1323	1347	1347	1337	1397	1342	1401	1402**	1424	1615*
		LEP	1330	1272	1300	1263	1275	1190	1317	1244**	1319	1615*
		SWD	1387	1486	1488	1510	1375	1396	1427	1471**	1463	1615*
<u>ACT Performance</u>	2.11. Mean composite score by identified subgroups	Asian	23.7	26.0	23.3	22.2	24.0	24.1	23.5	25.5	25.8	23*
		Black	18.4	18.2	18.5	19.0	20.7	19.1	19.7	20.0	20.5	23*
		Hispanic	18.8	22.0	20.0	22.6	22.6	22.0	23.5	21.9	23.2	23*
		White	25.5	26.2	25.4	26.4	27.2	27.6	27.6	27.4	28.4	23*
		EconDis	18.0	20.1	18.5	19.7	20.5	19.8	20.8	19.6	21.3	23*
		LEP	17.3	18.0	17.6	20.8	20.0	15.9	19.6	16.8	17.1	23*
		SWD	21.0	19.9	18.6	18.9	20.5	19.3	22.6	21.1	22.3	23*
<u>Dual Enrollment</u>	2.12 Percentage of grade 9-12 students completing at least one dual enrollment course by identified subgroups	Asian	1.6%	4.1%	6.5%	6.1%	5.3%	3.5%	4.5%	7%	10.3%	6-8%
		Black	2.8%	3.8%	4.6%	5.9%	3.9%	3.7%	3.0%	4.7%	6.3%	6-8%
		Hispanic	2.7%	3.0%	4.7%	5.3%	4.3%	5.7%	5.9%	7.3%	7.9%	6-8%
		White	1.5%	5.0%	4.9%	6.3%	5.7%	4.6%	4.7%	4.8%	6.5%	6-8%
		EconDis	2.1%	3.1%	5.0%	5.3%	4.0%	5.1%	4.9%	6.7%	7.7%	6-8%
		LEP	1.3%	2.3%	2.5%	3.9%	2.5%	2.9%	3.1%	4.8%	5.5%	6-8%
		SWD	1.8%	3.1%	3.8%	5.5%	3.5%	4.3%	4.1%	3.8%	5%	6-8%

*Benchmark based on Baldrige award-winning districts

Note: Under Goal 2, our challenge is meet the 2017 targets for students in all identified subgroups, thereby eliminating performance gaps.



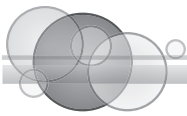
PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET 2017	
		2009	2010	2011	2012	2013	2014	2015	2016	2017		
GOAL 3: RECRUIT, RETAIN AND DEVELOP HIGH QUALITY STAFF												
<u>Teacher Qualifications (IPAL)</u>	3.1.a. Percentage of teaching staff who are highly qualified as defined by U.S. Dept. of Education	98%	99%	99%	98%	99%	98%	98%	98%	98%	98%	97-100%
	3.1.b. Percentage of teaching staff who have attained a master's or doctoral degree	72%	73%	73%	71%	80%	81%	81%	81.4%	82%	70-75%	
<u>Staff Diversity Profile</u>	3.2 Staff diversity, that is the percentage of all staff who are Asian, Black, Hispanic, and White	Asian	6.5%	6.5%	6.5%	6.4%	6.0%	6.0%	6.0%	6.5%	6.7%	**
		Black	19.3%	18.7%	18.6%	18.4%	18.6%	19.0%	19.0%	19.9%	20.1%	**
		Hispanic	17.4%	17.5%	17.7%	17.6%	17.5%	18.0%	18.0%	16.5%	16.9%	**
		White	56.0%	56.6%	56.6%	56.8%	57.0%	56.0%	56.0%	56%	54.8%	**
		Other	0.8%	0.7%	0.7%	0.8%	0.9%	1.0%	1.0%	1.1%	1.5%	**
<u>Staff Satisfaction</u>	3.3 Percentage of professional and support staff who report job satisfaction (CSS and SBS survey items)	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	84%**	86%	84%	83%	84%	0.86%	85-95%*	

*Benchmark based on Baldrige award-winning districts

**For information purposes only

n/a Baseline data are not available because the surveys used to measure this indicator were not administered to all staff categories in previous years.



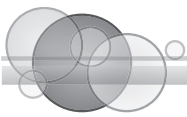


PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET 2017	
		2009	2010	2011	2012	2013	2014	2015	2016	2017		
GOAL 4: PROVIDE OPTIMAL LEARNING ENVIRONMENTS												
Project Management	4.1.a. Percentage of major construction projects tracking on schedule	100%	100%	100%	100.0%	100%	100%	100%	100%	100%	100%	100%
	4.1.b. Percentage of major construction projects tracking within budget	100%	100%	100%	100.0%	100%	100%	100%	100%	100%	100%	100%
Energy Efficiency	4.2 Energy usage per square foot (site energy intensity=kBtu/ft ²) at the elementary, middle and high school levels (includes joint-use middle schools; excludes Washington-Lee which is metered with Ed Center)	Elem.	64	63	69	61	68	69	68	56	58	59 (15% reduct)
		Middle	72	73	81	71	77	78	79	72	71	69 (15% reduct)
		High	65	62	69	63	68	69	72	65	62	59 (15% reduct)
School-Based Positions	4.3 Percentage of school-based vs. non-school-based positions	88.3%	89.4%	90.0%	90.4%	91%	91%	90.9%	91.8%	91.4%	88-92%*	
Fiscal Responsibility	4.4 Percentage of parents who report that tax dollars are being well spent on schools (CSS and SBS surveys)	85%	n/a	n/a	82%	81%	85%	80%	86%	82%	85-90%	
Technology Infrastructure that Supports Learning	4.5 Student-to-computer ratio	2.6:1	2.7:1**	2.8:1	2.8:1	2.6:1	2:1	2:1	1:1	1:1	1:1	
	4.6.a. Percent uptime for identified core services - Network infrastructure services	99.0%**	99.0%**	99.0%**	99.4%	99.3%	99.8%	99.8%	99.9%	99.9%	95-100%	
	4.6.b. Percent uptime for identified core services - Instructional applications	99.2%**	96.6%**	99.7%**	99.9%	99.8%	99.9%	99.9%	99.9%	99.9%	95-100%	
	4.6.c. Percent uptime for identified core services - Communication services	99.8%**	99.5%**	99.4%**	99.8%	99.8%	99.9%	99.9%	99.8%	99.9%	95-100%	
	4.6.d. Percent uptime for identified core services - Enterprise applications	99.6%**	99.6%**	99.6%**	99.9%	99.9%	99.9%	99.9%	99.9%	99.9%	95-100%	

*Benchmark based on Baldrige award-winning districts.

**Estimate based on available data; data from 2012 and beyond may not be exactly comparable.

n/a Baseline data are not available because the survey used to measure this indicator was not administered in this year.



PERFORMANCE AREA	KEY PERFORMANCE INDICATOR	BASELINE STATUS			ANNUAL PERFORMANCE							TARGET 2017
		2009	2010	2011	2012	2013	2014	2015	2016	2017		
GOAL 5: MEET THE NEEDS OF THE WHOLE CHILD												
Student Developmental Assets	5.1 Average number of developmental assets reported by students in grades 6, 8, 10 and 12 (Assets Survey)	Grade 6	26	<i>n/a</i>	<i>n/a</i>	27			25			21-30
		Grade 8	20	<i>n/a</i>	<i>n/a</i>	21			21			21-30
		Grade 10	19	<i>n/a</i>	<i>n/a</i>	20			19			21-30
		Grade 12	18	<i>n/a</i>	<i>n/a</i>	20			19			21-30
Student Safety	5.2 Percentage of students and parents who report that student feels safe at school on CSS and SBS surveys	Students	88%	<i>n/a</i>	<i>n/a</i>	80%	82%	81%	81%	78.8%	80%	90-95%
		Parents	96%	<i>n/a</i>	<i>n/a</i>	95%	93%	94%	92%	98%	94%	90-95%
Family Involvement and Communication	5.3 Percentage of parents satisfied with family involvement and communication efforts (composite of CSS and SBS survey items)		85-95%**	<i>n/a</i>	<i>n/a</i>	89%	80%	90%	77%	85%	81%	96%*
Partnerships	5.3 Number of strategic partnerships (defined by signed agreement)		123	146	146	159	176	182		207	226	240-250
Culturally Competent Practices	5.5 Percentage of students who report that APS demonstrates culturally competent practices (CSS and SBS survey items)		73-82%**	<i>n/a</i>	<i>n/a</i>	75%	79%	76%	77%	75%	81%	80-85%
Positive Student Relationships	5.6 Percentage of students who report positive relationships with staff (CSS and SBS survey items)		55-77%**	<i>n/a</i>	<i>n/a</i>	70%	74%	68%	71%	67.7%	74.4%	75-80%

*Benchmark based on Baldrige award-winning districts

**Estimate based on available data; data from 2012 and beyond may not be exactly comparable.

n/a Baseline data are not available because the survey used to measure this indicator was not administered in this year.