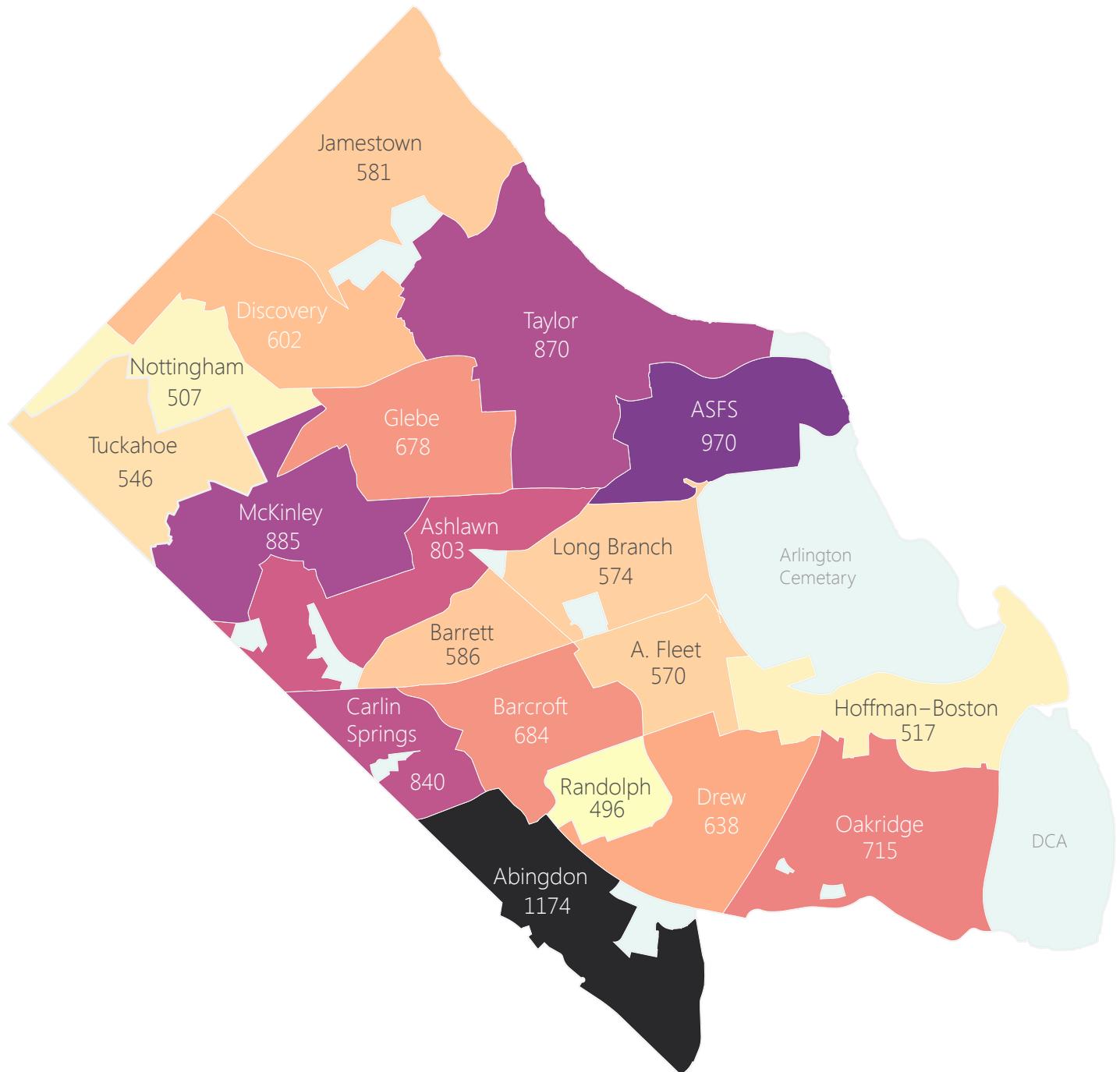


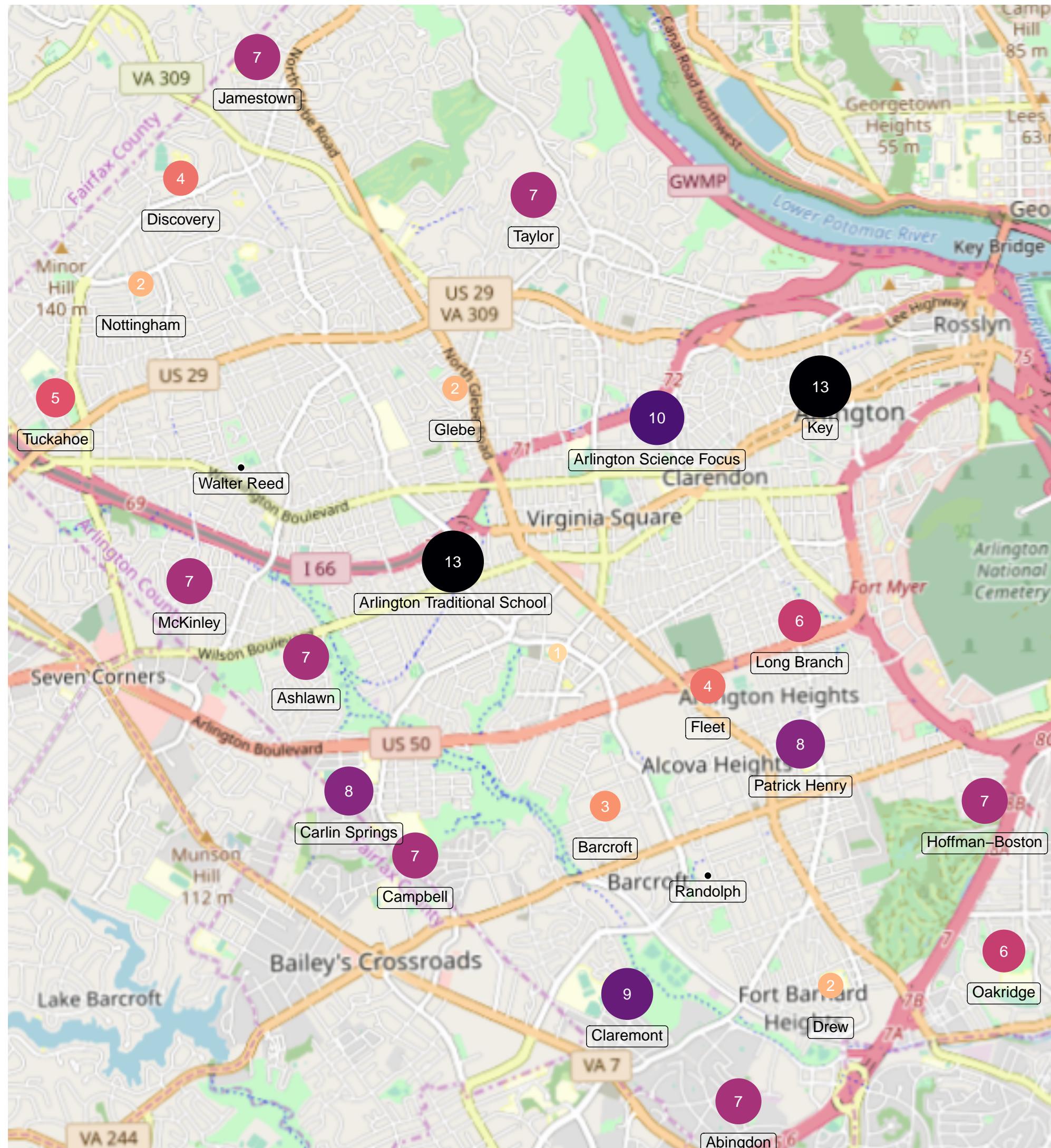
Arlington Public School Boundaries (unofficial)

Student counts based on planning units aggregated to associated neighborhood school



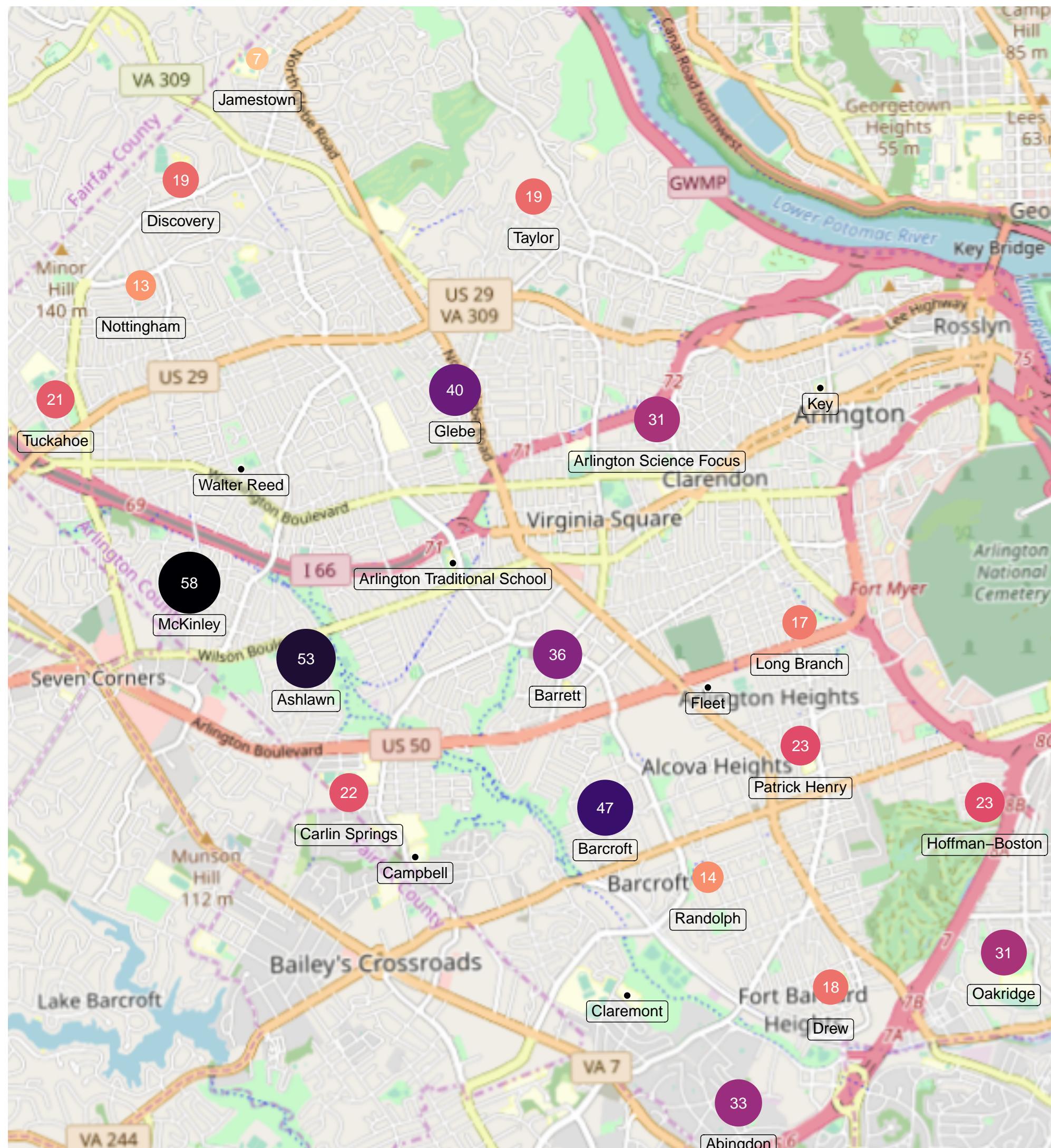
Source: Boundaries reconstructed based on planning units level data and planning unit boundaries

Bus count summary per elementary school
ATS and Key have the largest bus counts

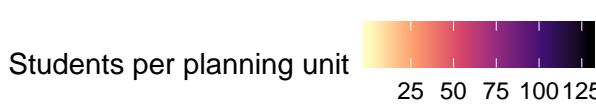


Total transfers to ATS

Fourty three percent of transfers are from South Arlington



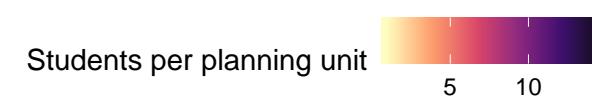
Number of students per school 2019–2020 by planning unit
darker colors indicate higher numbers of students



77.18°W 16°W 14°W 12°W 1°W 0.8°W 0.6°W 0.4°W 18°W 16°W 14°W 12°W 1°W 0.8°W 0.6°W 0.4°W 18°W 16°W 14°W 12°W 1°W 0.8°W 0.6°W 0.4°W

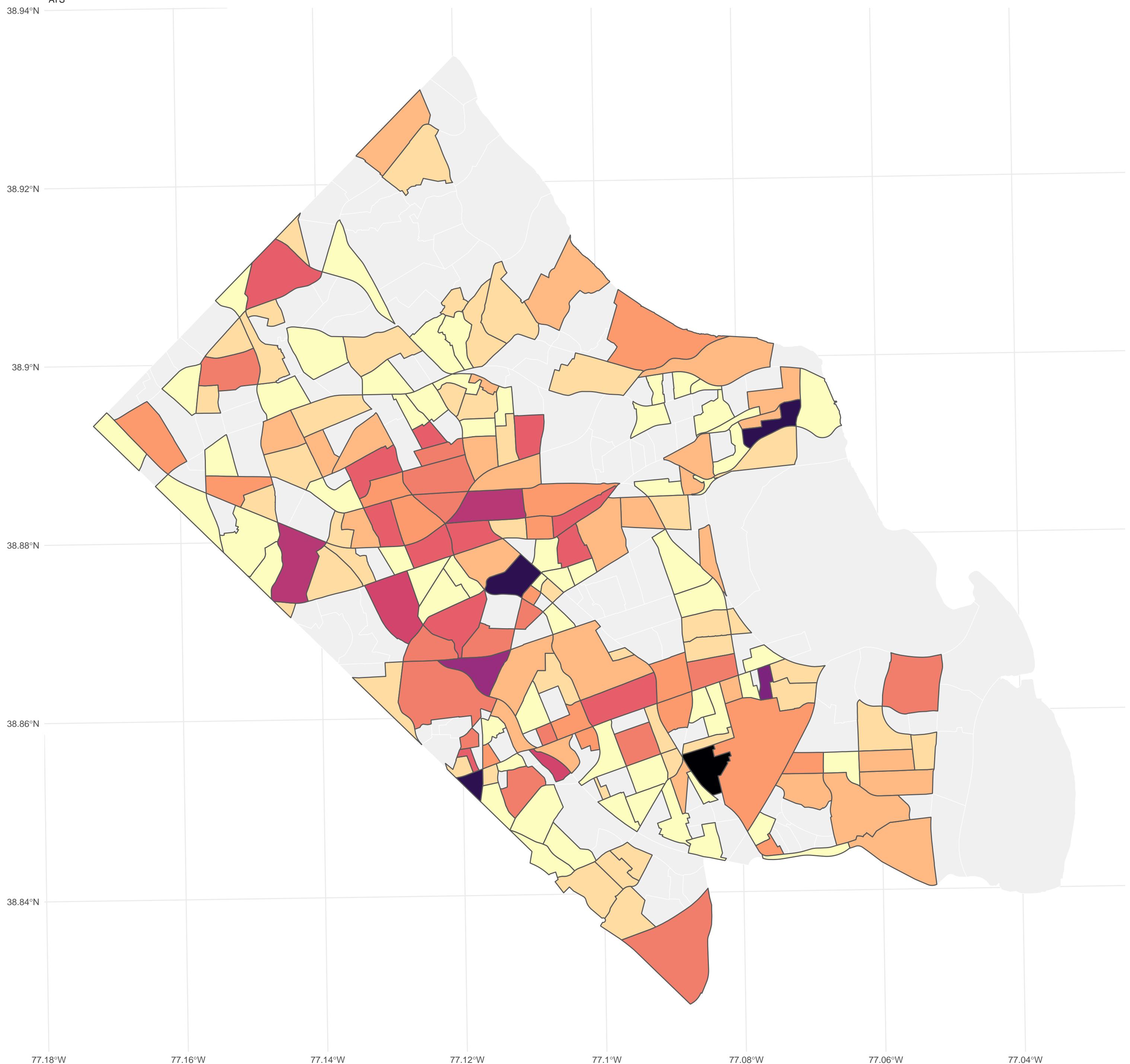
Number of ATS students for 2019–2020 by planning unit

darker colors indicate more students

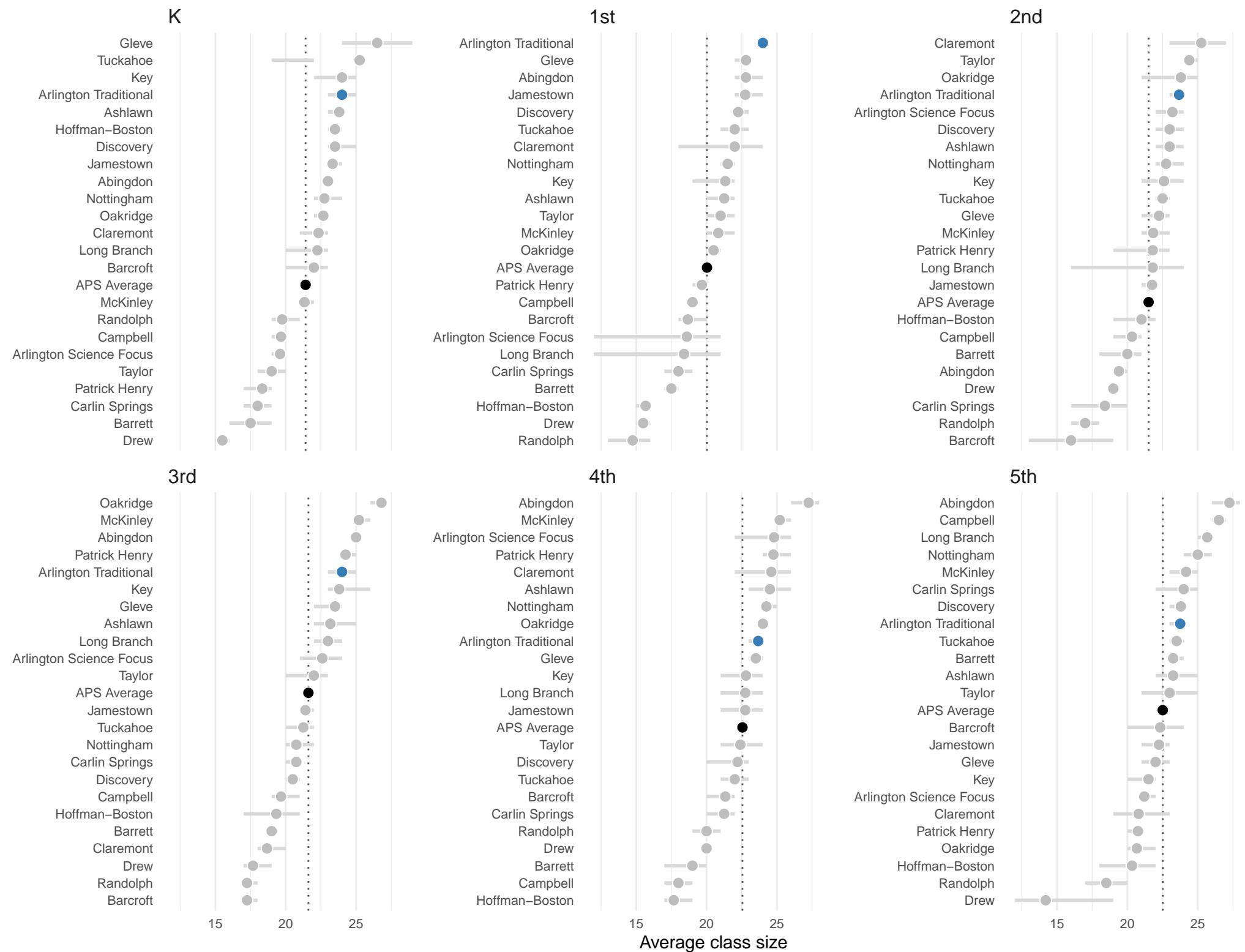


Option

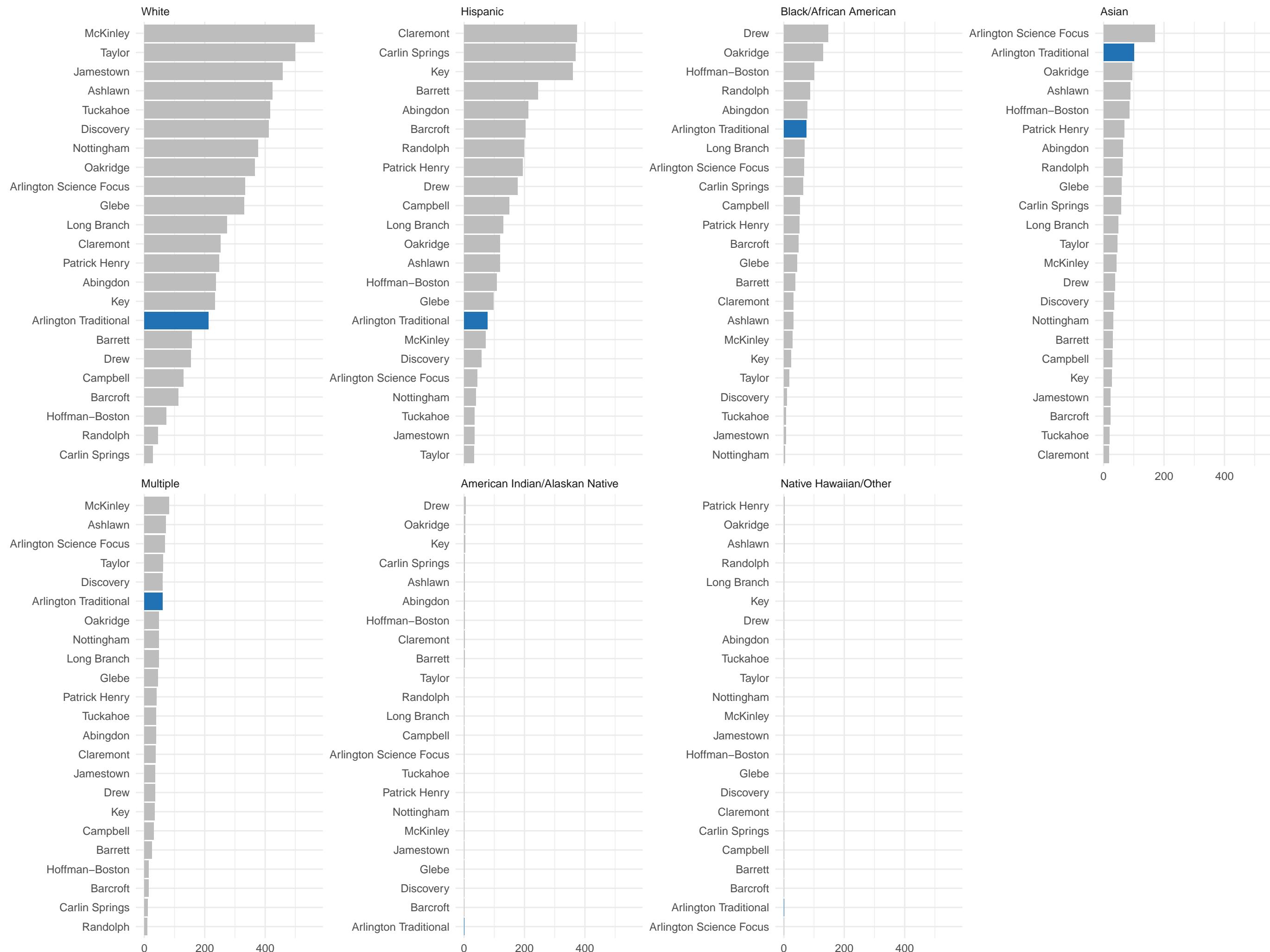
ATS



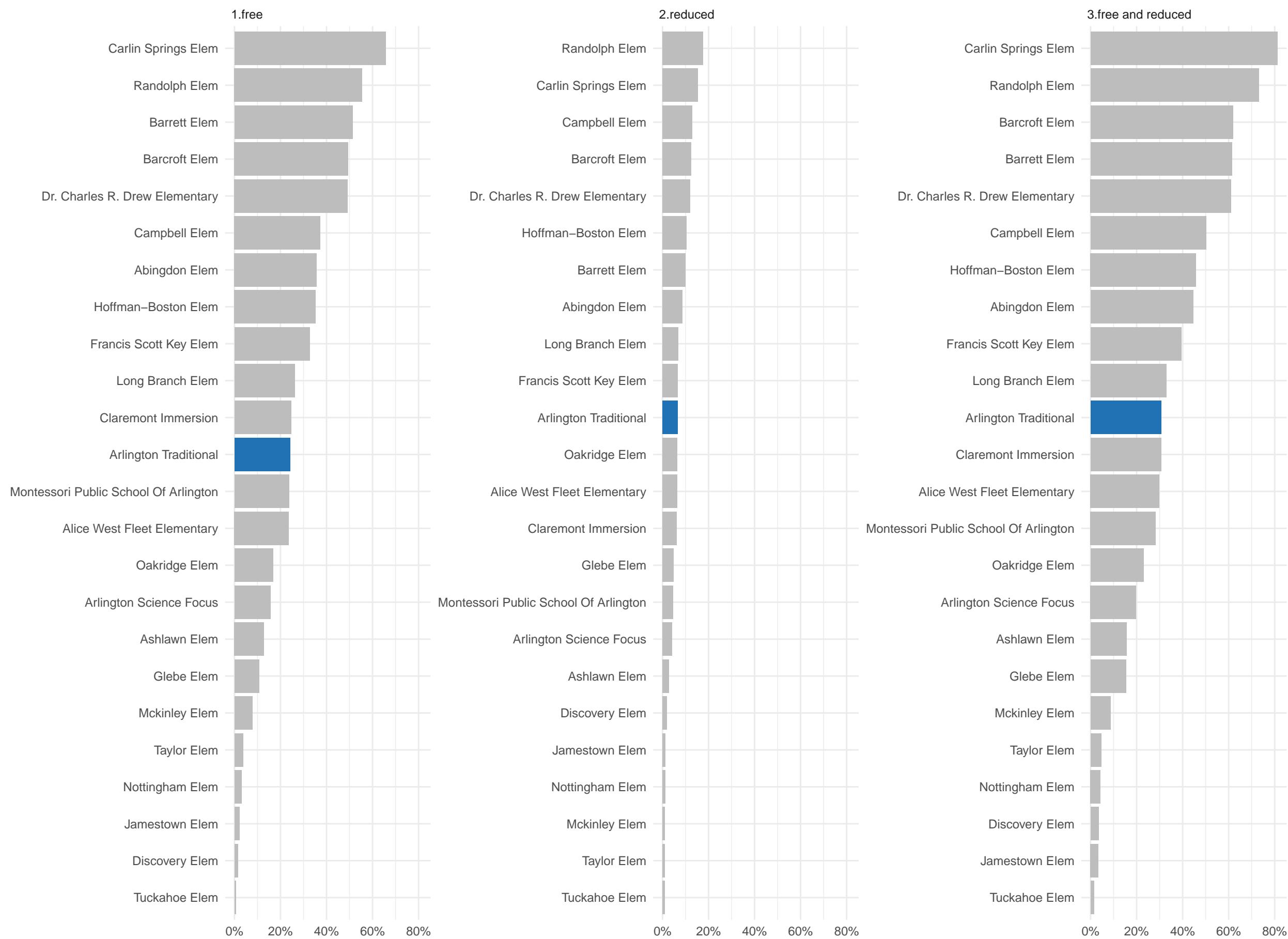
ATS class size is above the APS average for all grades K – 5th



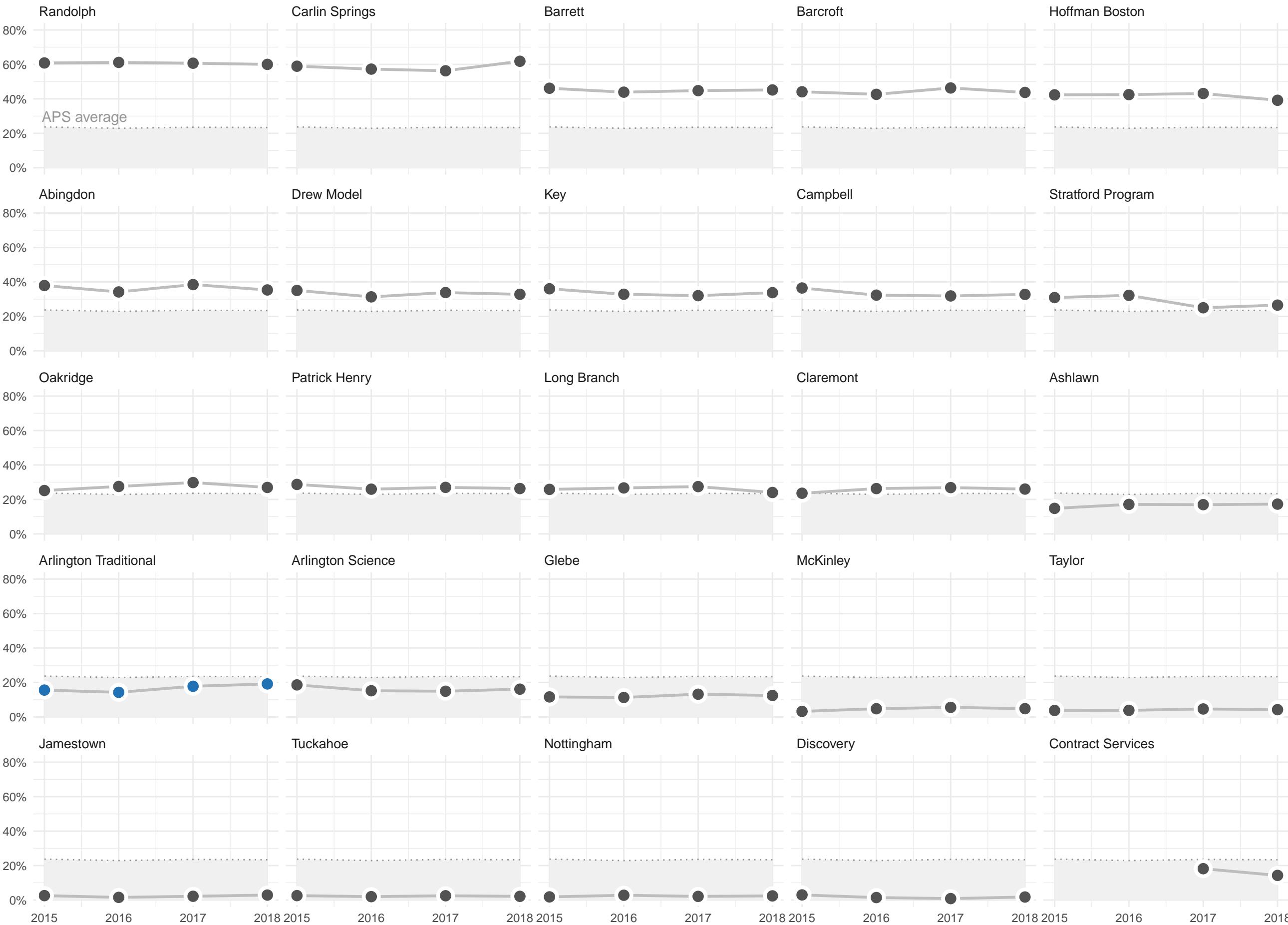
Civil Rights Statistics by School as of October 31, 2018



Percent of students receiving free or reduced meals

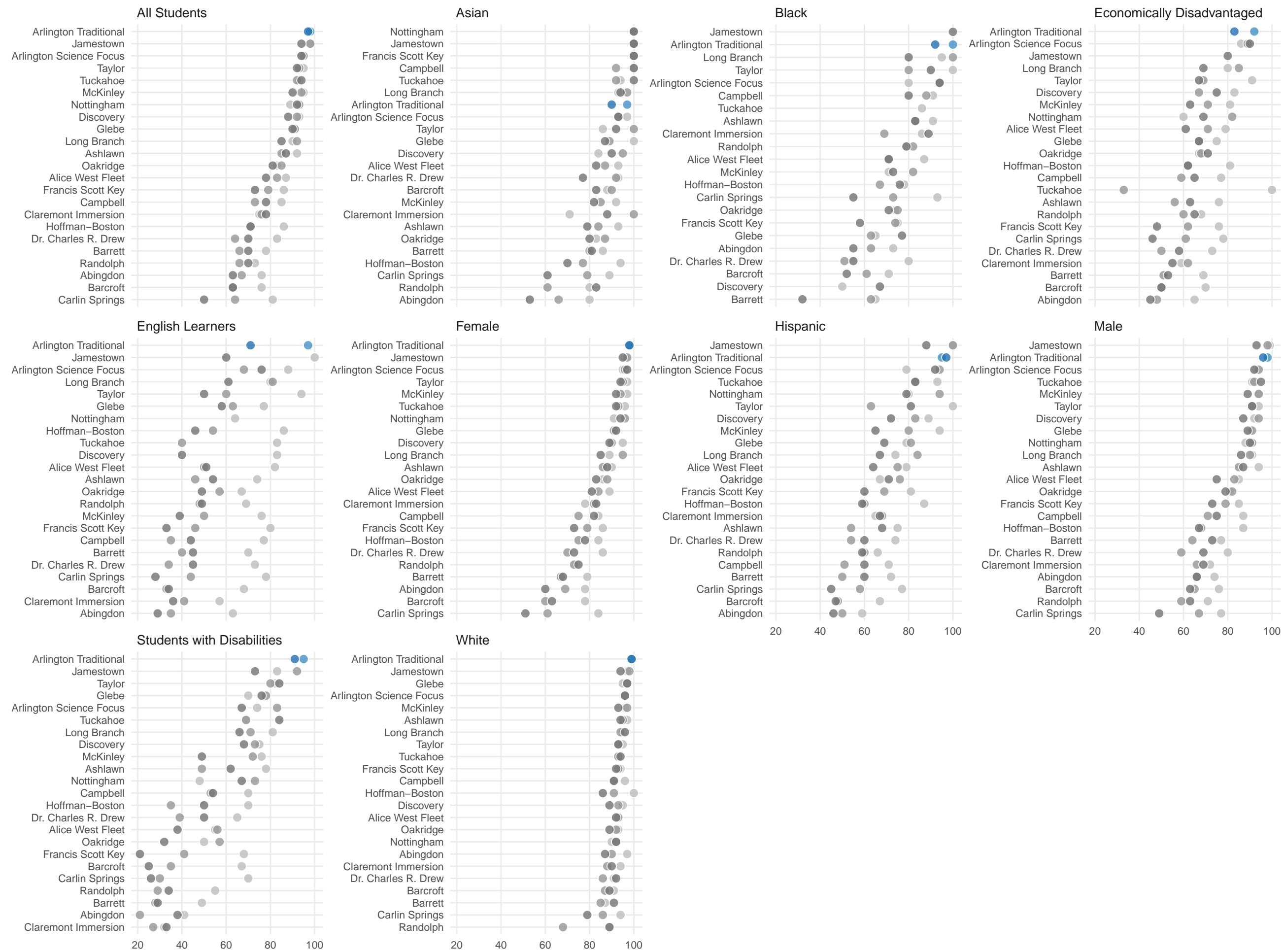


ATS ranks 16th out of 25 in the relative share of english learners receiving English for Speakers of Other Languages (ESOL) or High Intensity Language Training (HILT) training services



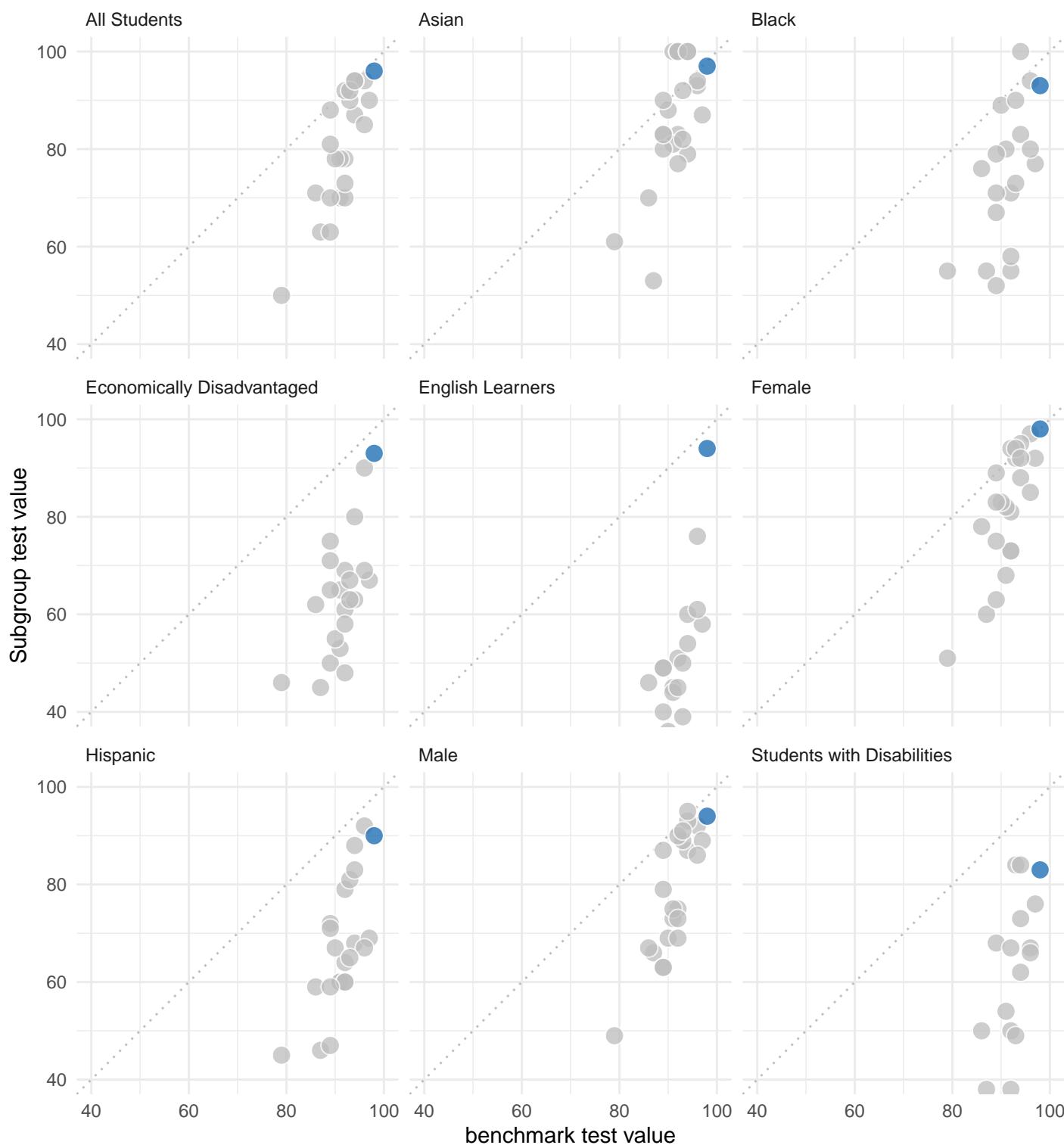
Source: Fall Statistics, Arlington Public Schools, School Year 2018/2019

English: Reading standards of learning from 2016 – 2018.



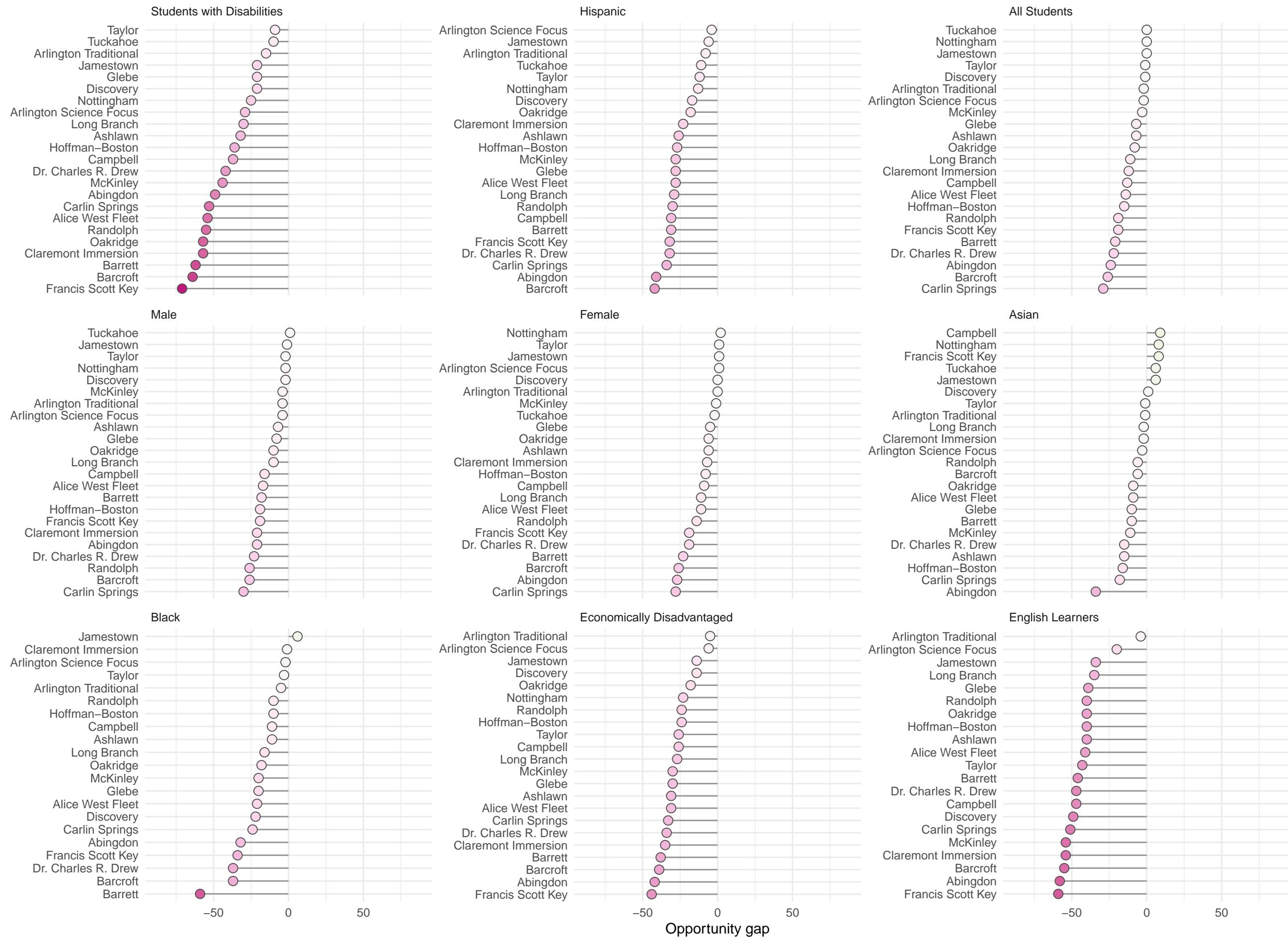
English: Reading opportunity gap across subgroups (ATS in blue) for 2018–2019

Each point is a school -- points below the 45 degree line indicate an opportunity gap

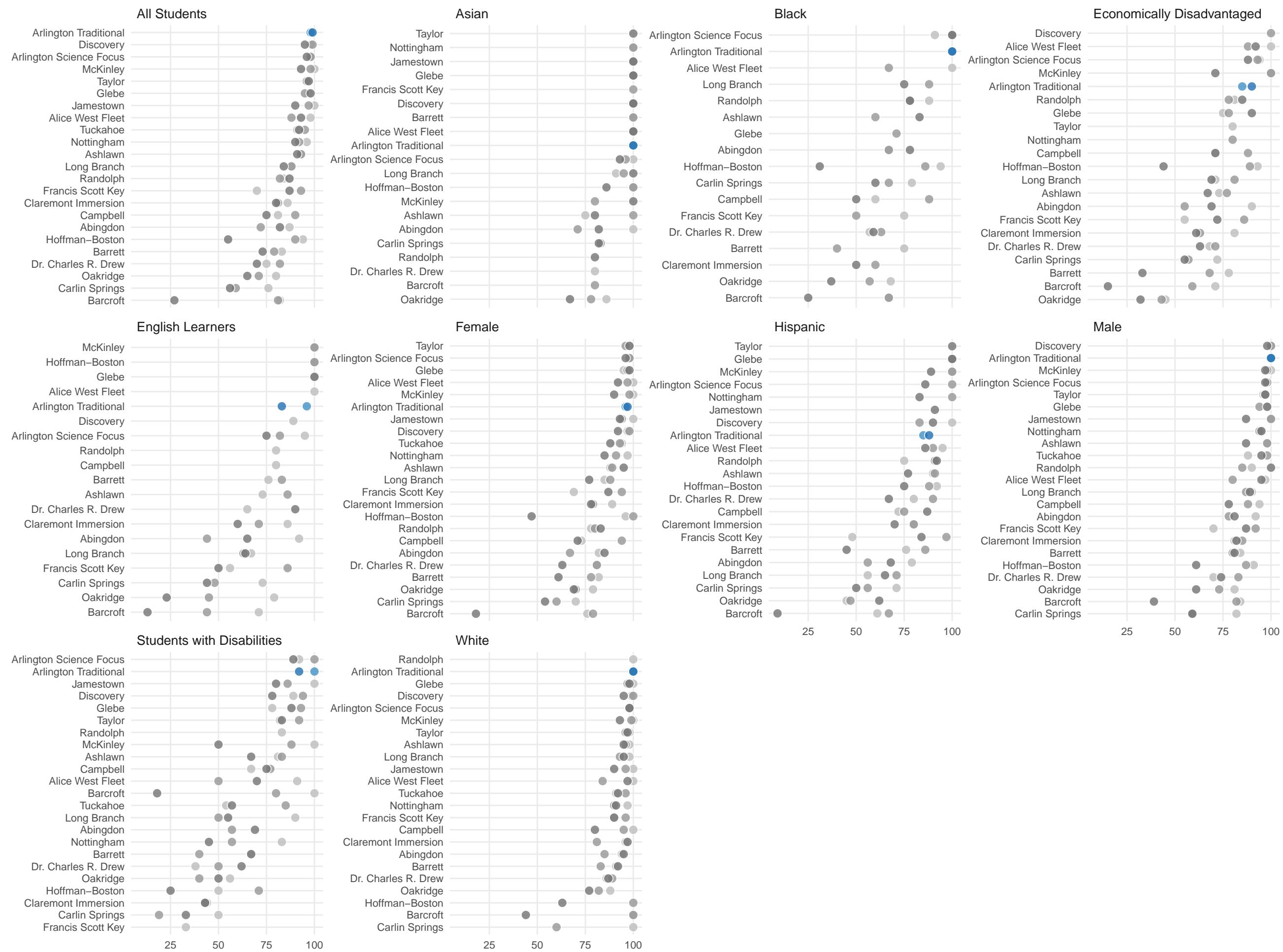


English: Reading opportunity gap for 2018–2019

Length of bar indicates severity of gap

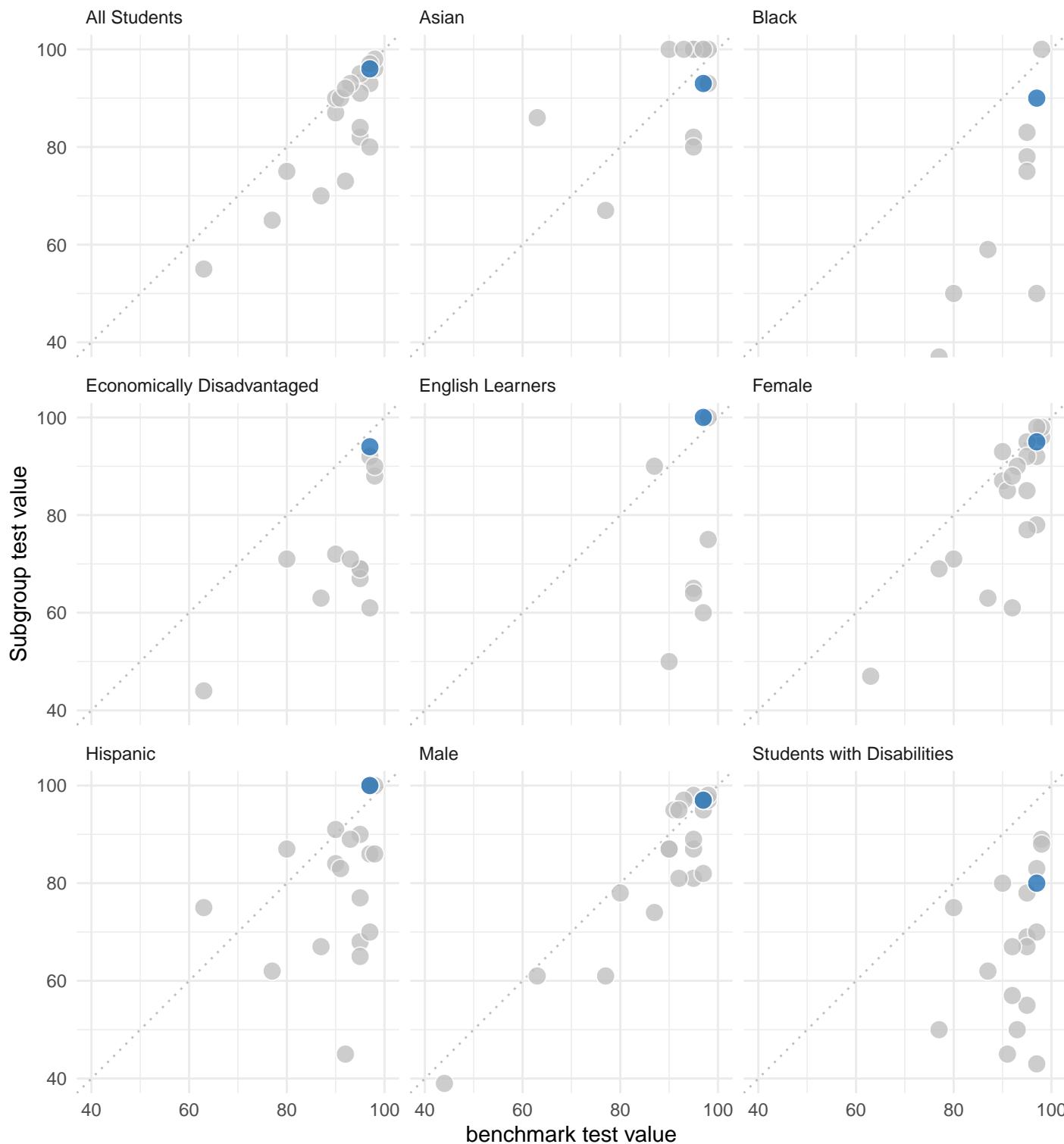


History and Social Sciences standards of learning from 2016 – 2018.



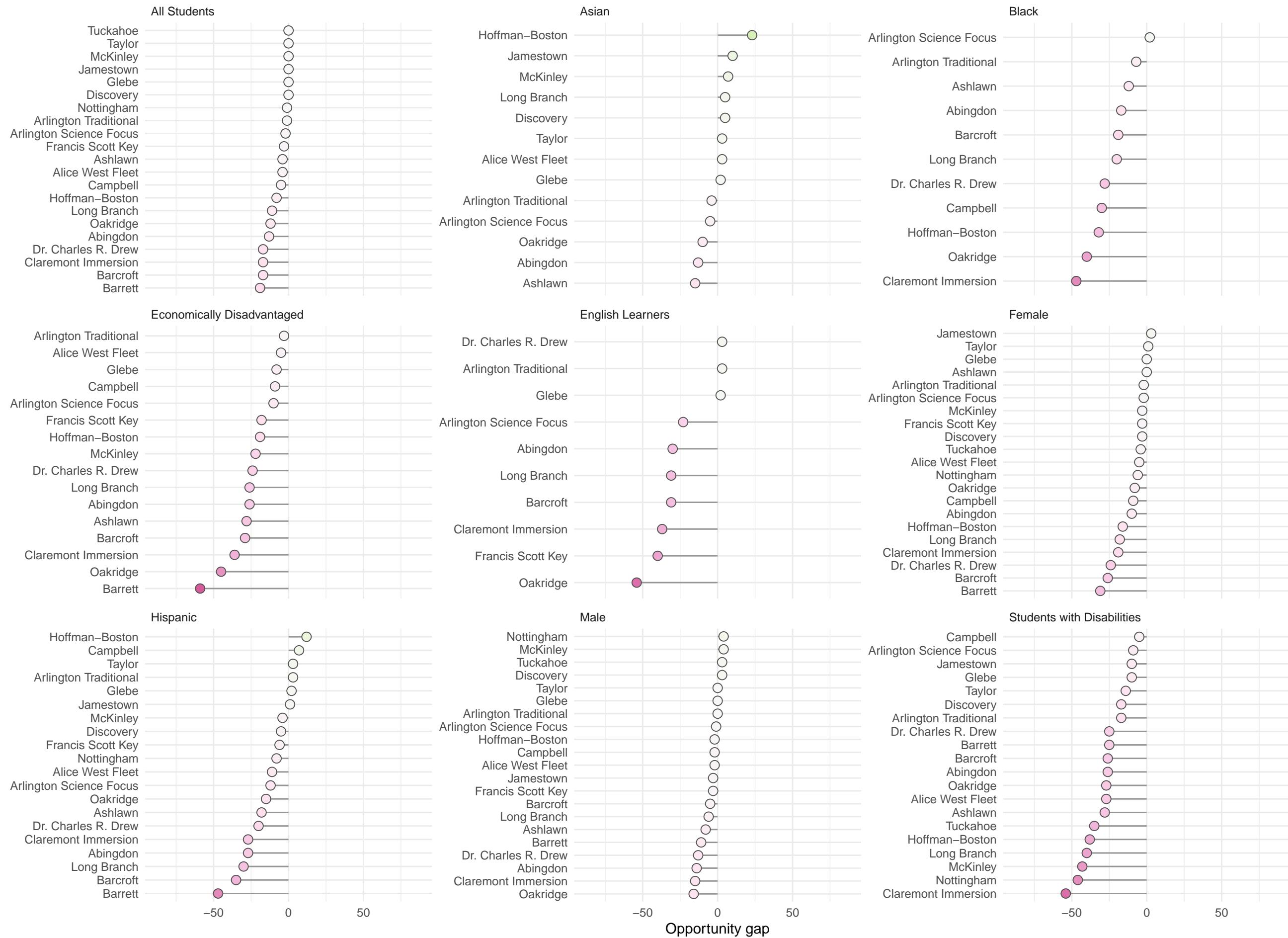
History and Social Sciences opportunity gap across subgroups (ATS in blue) for 2018–2019

Each point is a school -- points below the 45 degree line indicate an opportunity gap

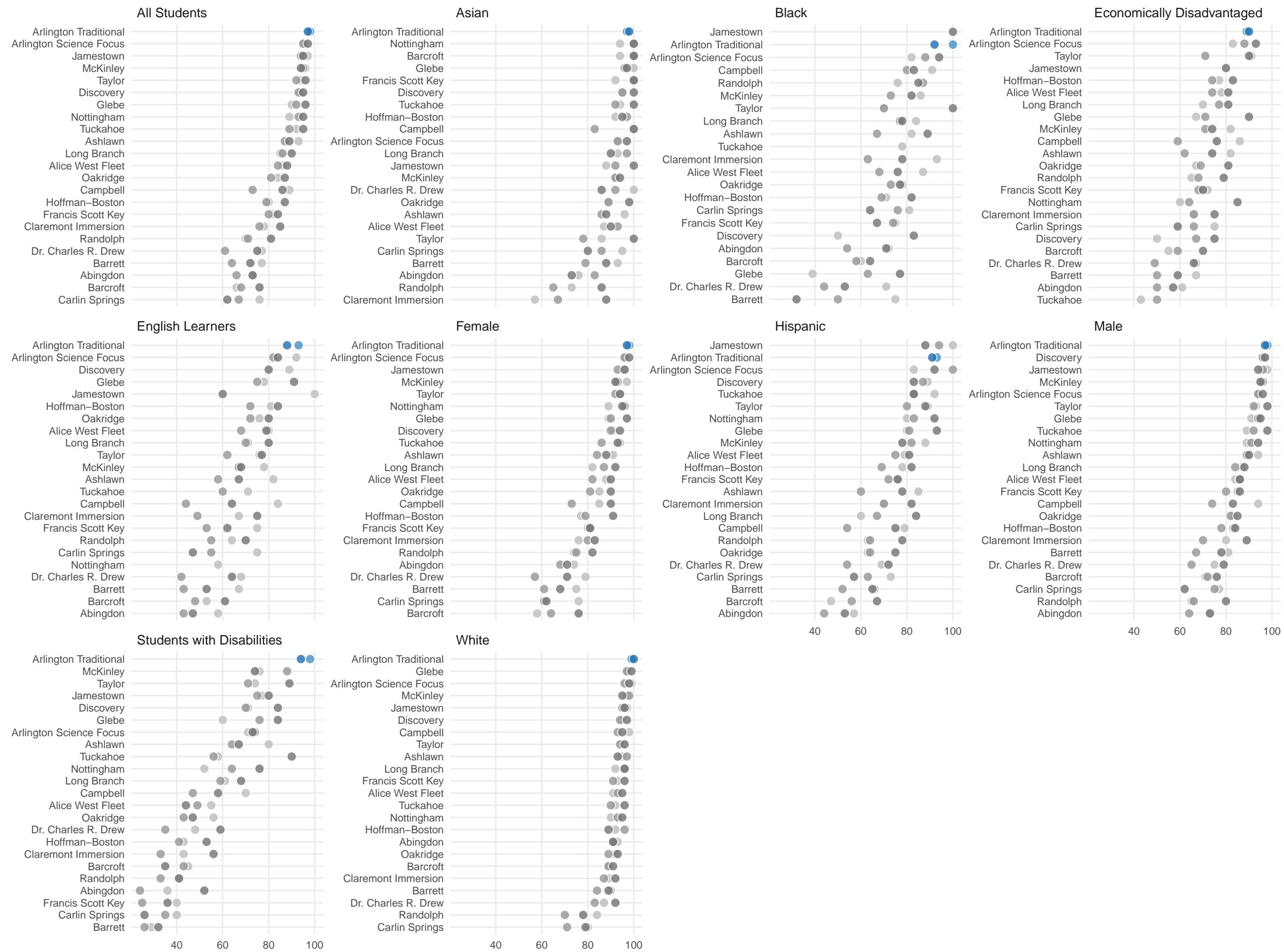


History and Social Sciences opportunity gap for 2018–2019

Length of bar indicates severity of gap

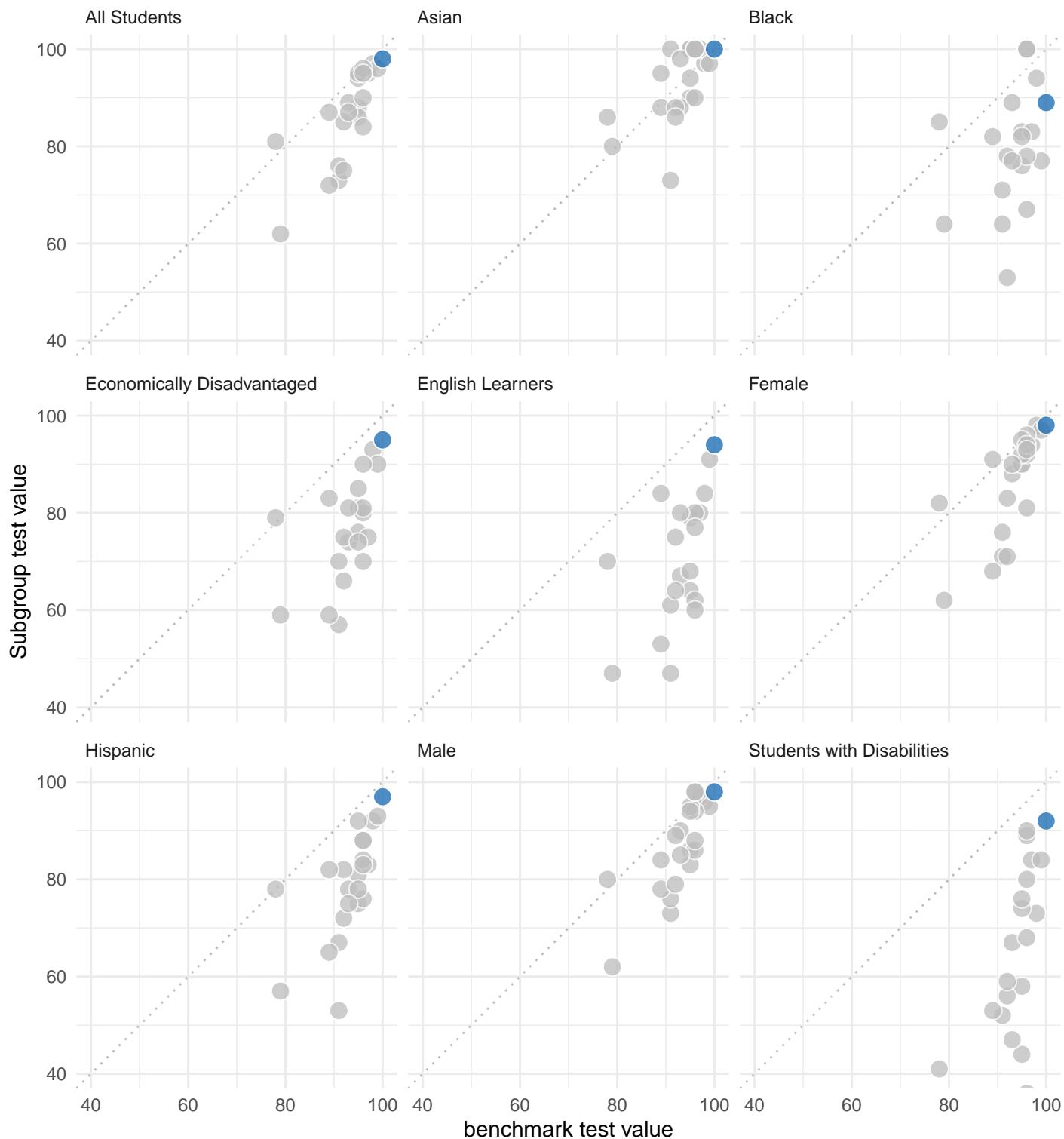


Mathematics standards of learning from 2016 – 2018.



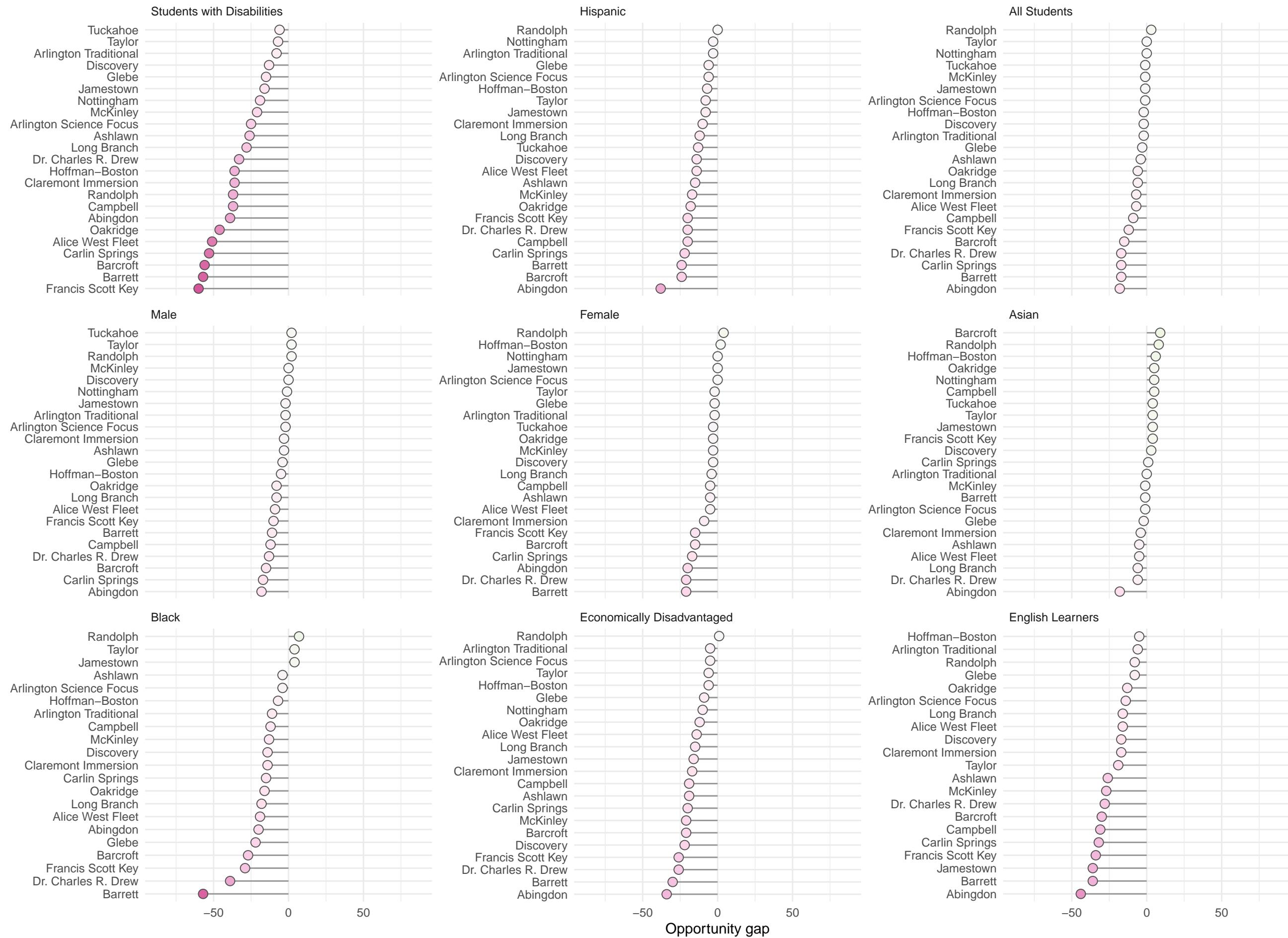
Mathematics opportunity gap across subgroups (ATS in blue) for 2018–2019

Each point is a school -- points below the 45 degree line indicate an opportunity gap



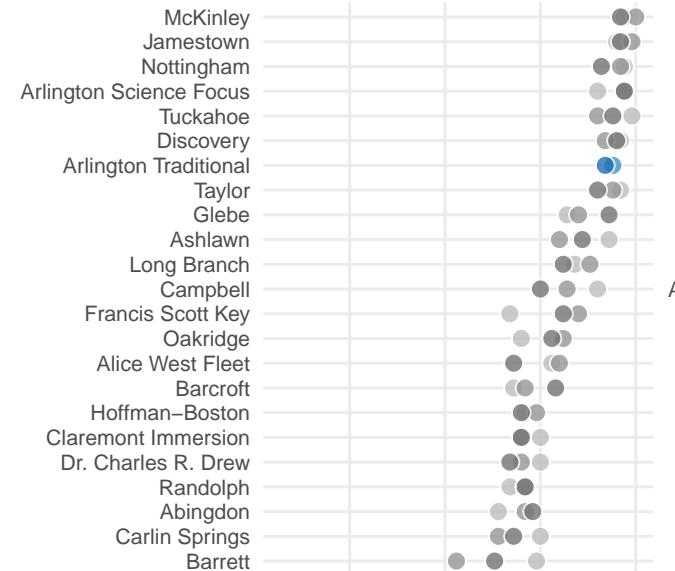
Mathematics opportunity gap for 2018–2019

Length of bar indicates severity of gap

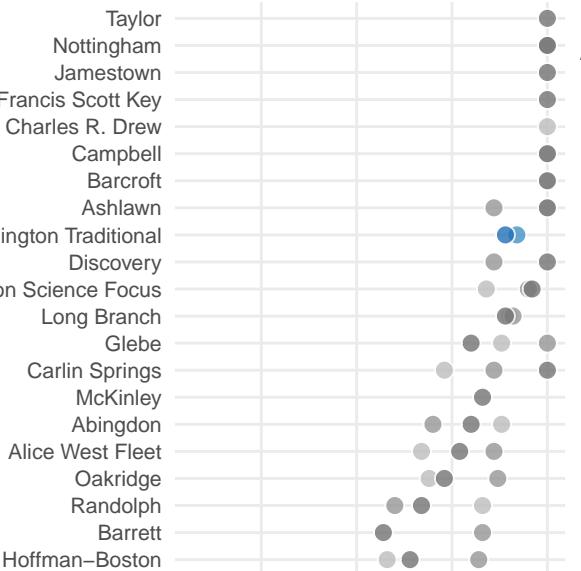


Science standards of learning from 2016 – 2018.

All Students



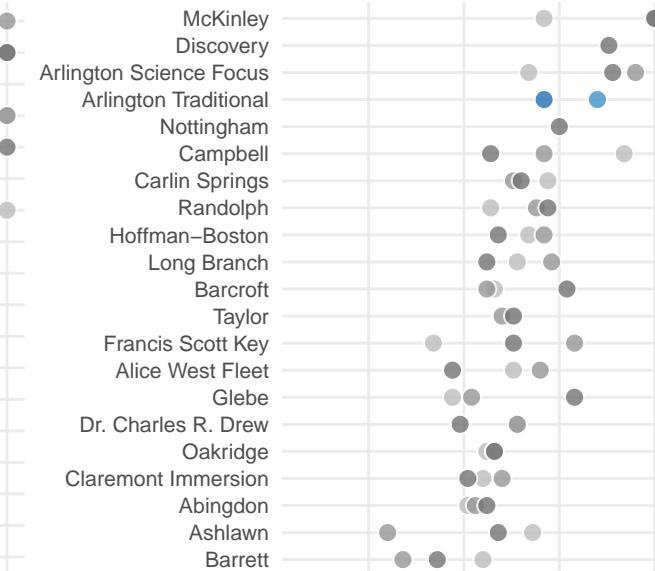
Asian



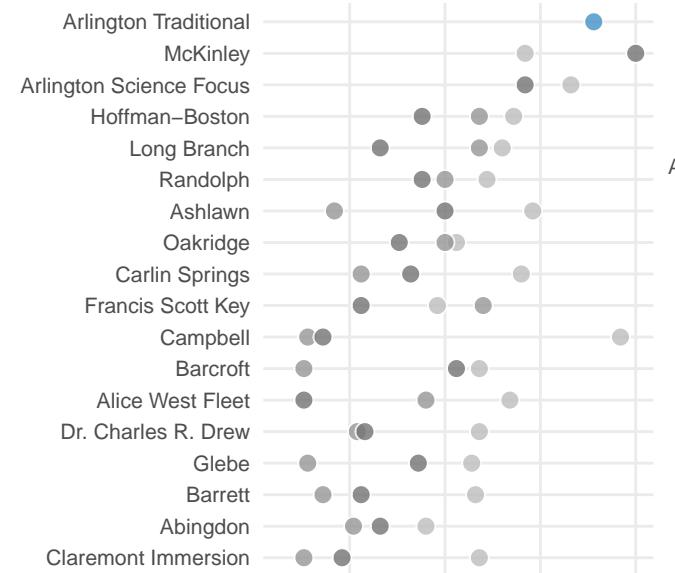
Black



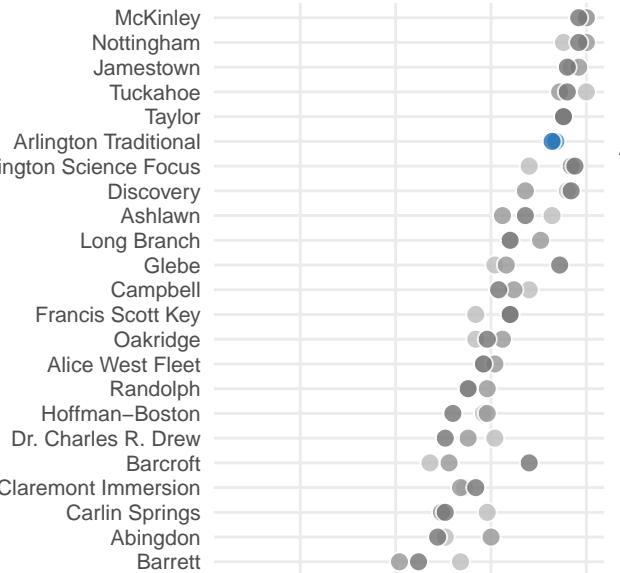
Economically Disadvantaged



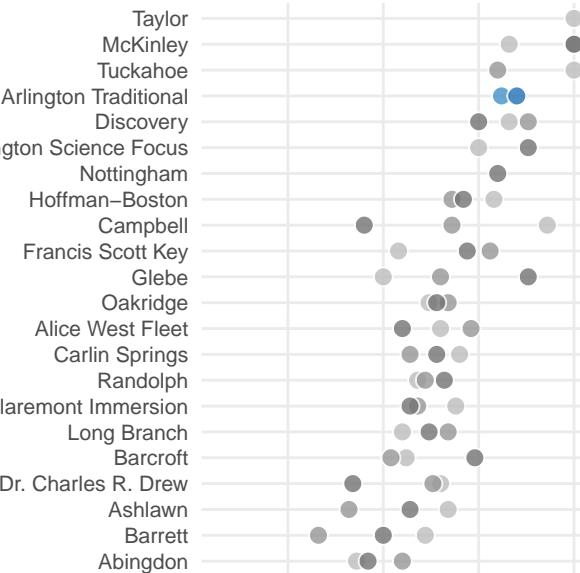
English Learners



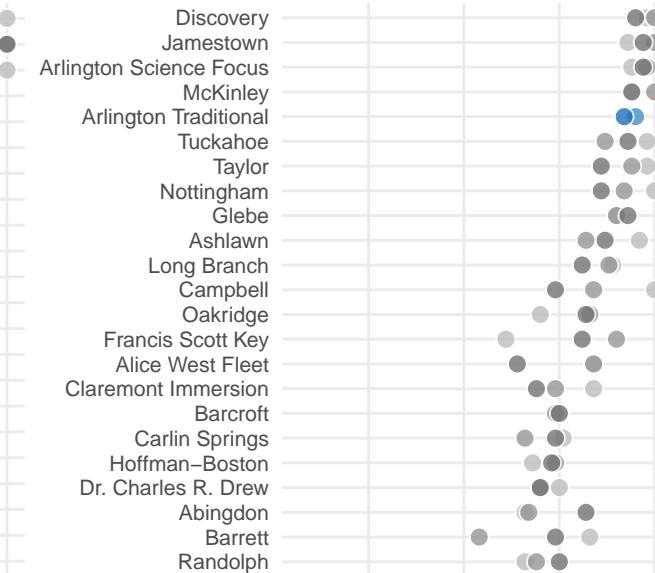
Female



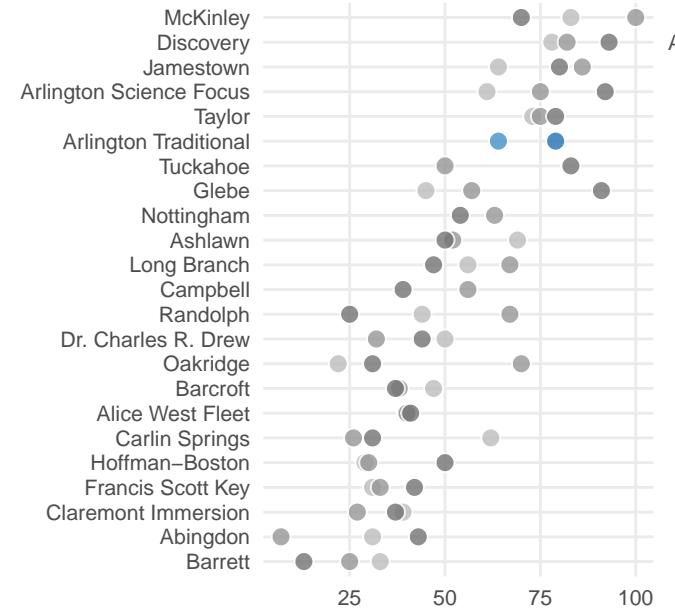
Hispanic



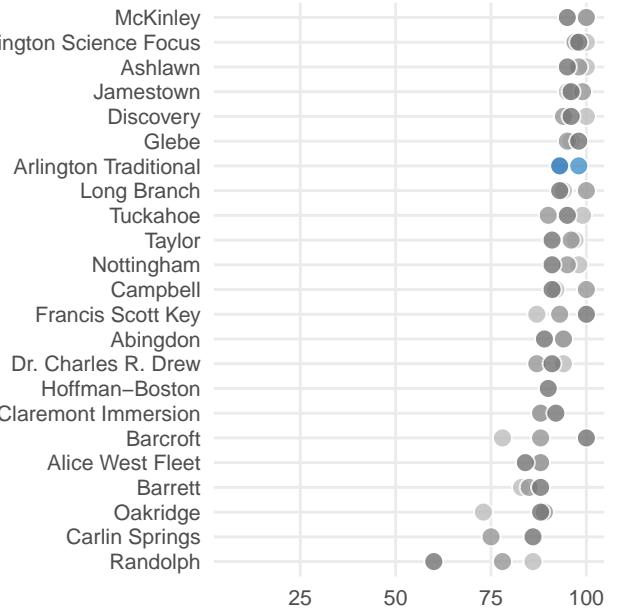
Male



Students with Disabilities

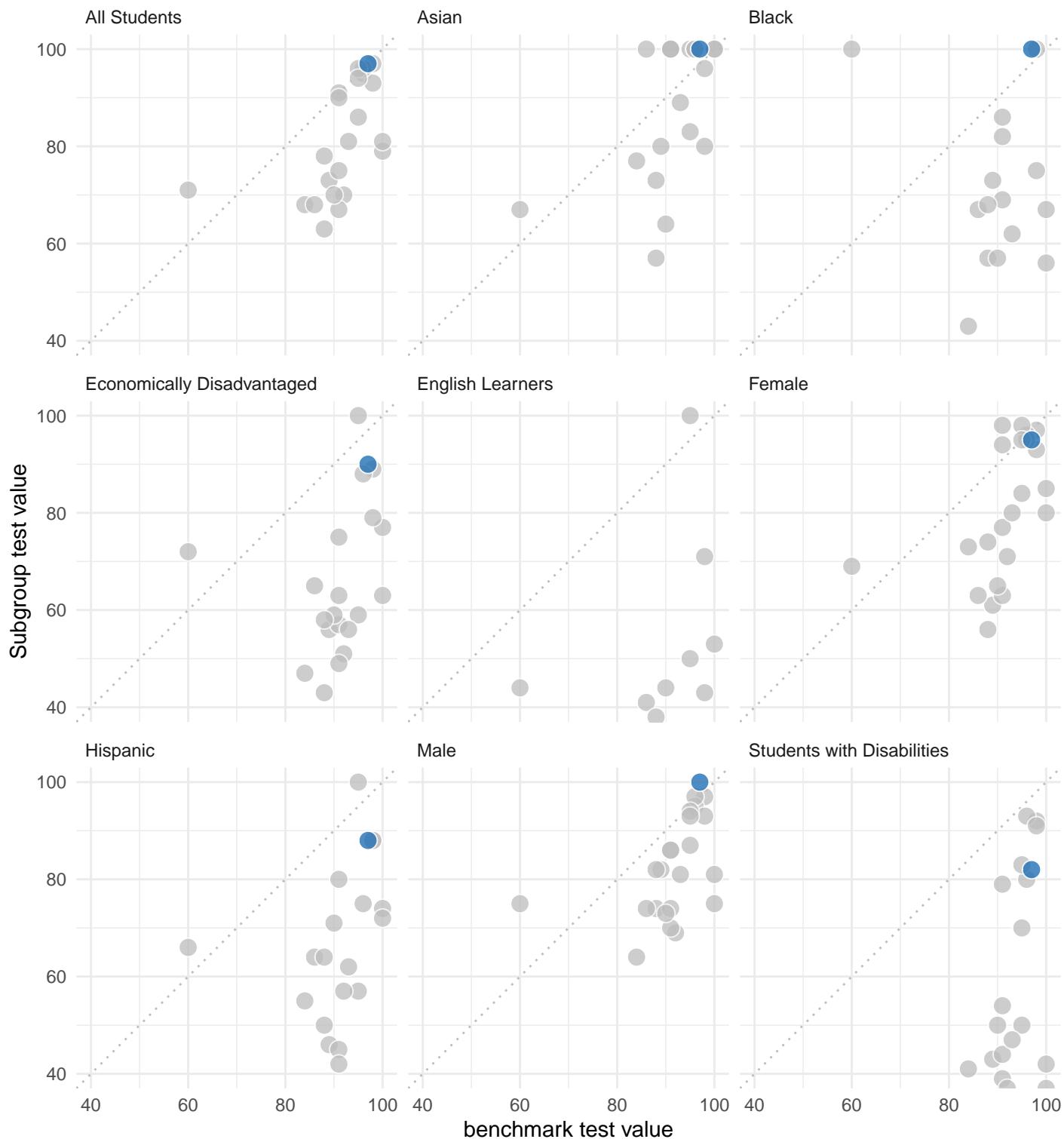


White



Science opportunity gap across subgroups (ATS in blue) for 2018–2019

Each point is a school -- points below the 45 degree line indicate an opportunity gap



Science opportunity gap for 2018–2019

Length of bar indicates severity of gap

