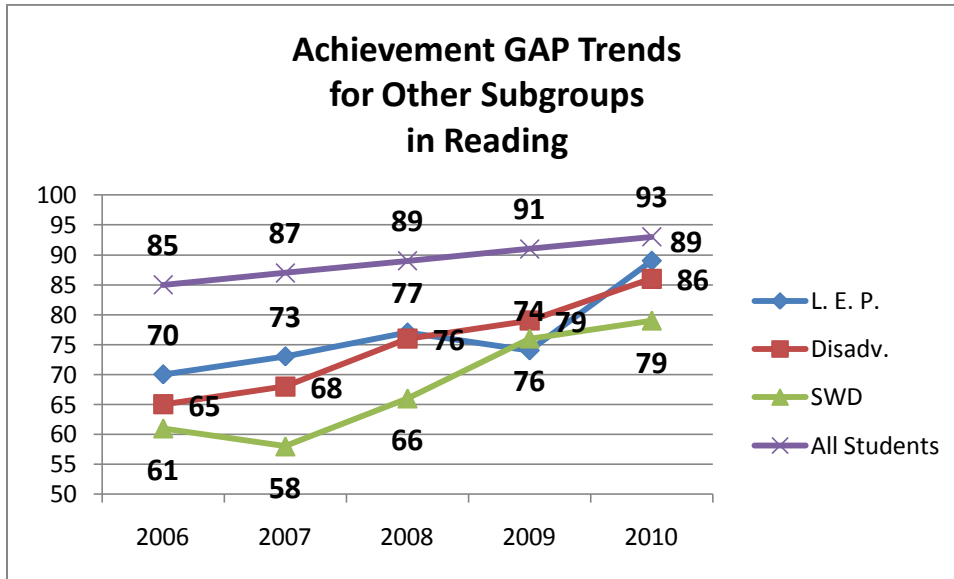


English Reading Performance Numbers					
School Year	2006	2007	2008	2009	2010
# Tested - Black	1092	1066	1129	1088	1129
# Tested - Hispanic	204	227	258	280	312
# Tested - White	3647	3776	3761	3801	3876
# Passed - Black	694	742	892	873	934
# Passed - Hispanic	152	185	220	241	282
# Passed - White	3344	3485	3499	3590	3716

Data Source: AYP

The achievement gaps in English: Reading are trending in the right direction for Black, Hispanic and White students in Williamsburg-James City County Public Schools. White students improved by four percentage points over a five year period. Black students made the most gains of 19 percentage points over the five year period with Hispanic students improving by 15 percentage points. The achievement gap between Black and White Students decreased significantly over time from a 28 point difference to a 13 point difference in 2010 as did the gap between Hispanic students and White students decrease from 17 points down to a six point difference.

English Reading Achievement GAP					
Difference in performance among major ethnic groups					
School Year	2006	2007	2008	2009	2010
% Passing - White	91.69%	92.29%	93.03%	94.44%	95.87%
% Passing - Black	63.55%	69.60%	79.00%	80.23%	82.72%
GAP Difference	28.14%	22.69%	14.03%	14.21%	13.15%



Other subgroups (Limited English Proficient, Disadvantaged, Students with Disabilities) of students represented in this graph are also trending in the right direction. Limited English Proficient (LEP) students improved 19 percentage points over the five year period. The performance gap between ALL students and LEP students decreased significantly from 15 points to four points. Disadvantaged students improved their performance significantly by 21 percentage points while decreasing the performance gap between ALL students and disadvantaged students from 20 points to seven. Students with Disabilities (SWD) improved their performance significantly by 18 percentage points from 2006 to 2010. The achievement gap between ALL students and SWDs decreased significantly by ten points from 24 to 14. **All subgroups of students improved their performance significantly while also decreasing the achievement gap over the past five years.**

English Reading Achievement GAP of Limited English Proficient

Difference in performance among other subgroups					
School Year	2006	2007	2008	2009	2010
% Passing -All Students	84.92%	87.11%	89.45%	91.02%	92.96%
% Passing - LEP	70.33%	73.28%	77.30%	74.48%	88.59%
GAP Difference	14.59%	13.83%	12.15%	16.54%	4.37%

English Reading Achievement GAP of Disadvantaged

Difference in performance among other subgroups					
School Year	2006	2007	2008	2009	2010
% Passing -All Students	84.92%	87.11%	89.45%	91.02%	92.96%
% Passing -Disadv	65.00%	67.98%	76.07%	79.44%	86.03%
GAP Difference	19.92%	19.13%	13.38%	11.58%	6.93%

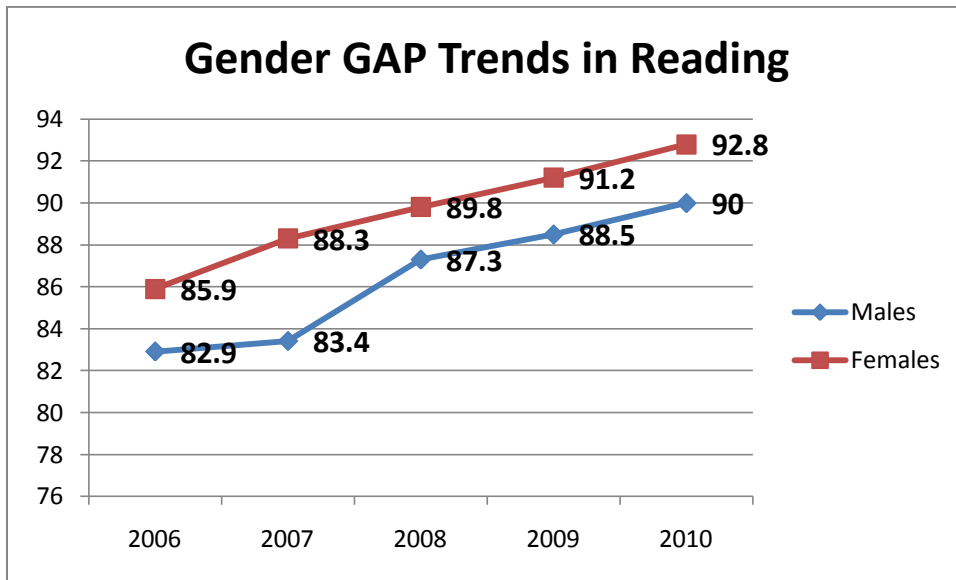
English Reading Achievement GAP of Students with Disabilities

Difference in performance among other subgroups

School Year	2006	2007	2008	2009	2010
% Passing - All Students	84.92%	87.11%	89.45%	91.02%	92.96%
% Passing - Disabilities	61.40%	58.27%	65.59%	75.74%	79.46%
GAP Difference	23.52%	28.84%	23.86%	15.28%	13.50%

English Reading Performance Numbers of Other Subgroups

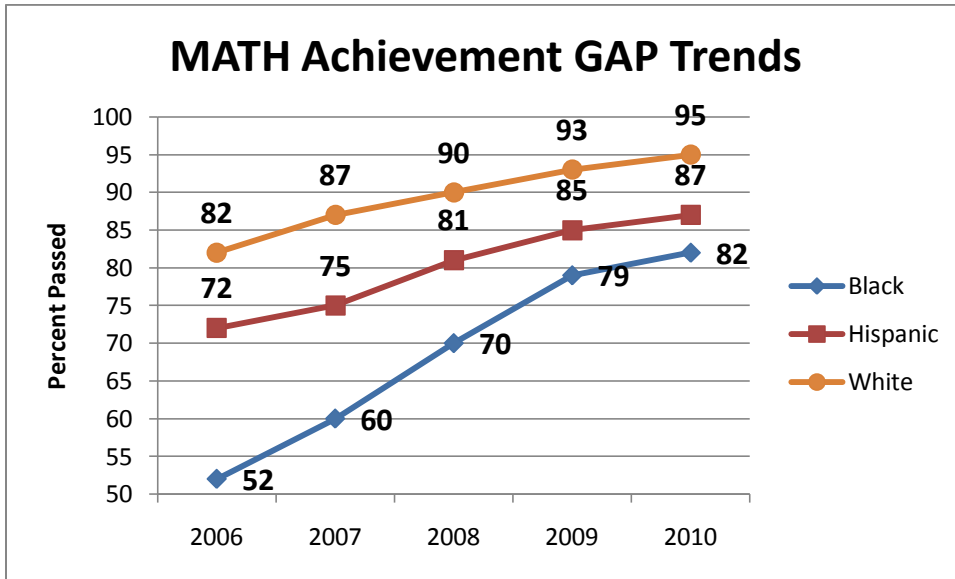
School Year	2006	2007	2008	2009	2010
# Passed -LEP	83	96	109	108	132
# Tested - LEP	118	131	141	145	149
# Passed - Disadv	693	669	760	908	1183
# Tested - Disadv	1066	984	999	1143	1375
# Passed - SWD	428	398	471	562	619
# Tested - SWD	697	683	718	742	779
# Passed - ALL	4366	4659	4819	4962	5245
# Tested - ALL	5141	5348	5387	5451	5642



Data Source: EIMS

Girls continue to out perform boys in English: Reading for the past five years on the Virginia Standards of Learning annual assessment in Williamsburg-James City County Public Schools. Both gender pass rates improved each year closing the gap between the males and females by almost three points by 2010.

Data Source: EIMS

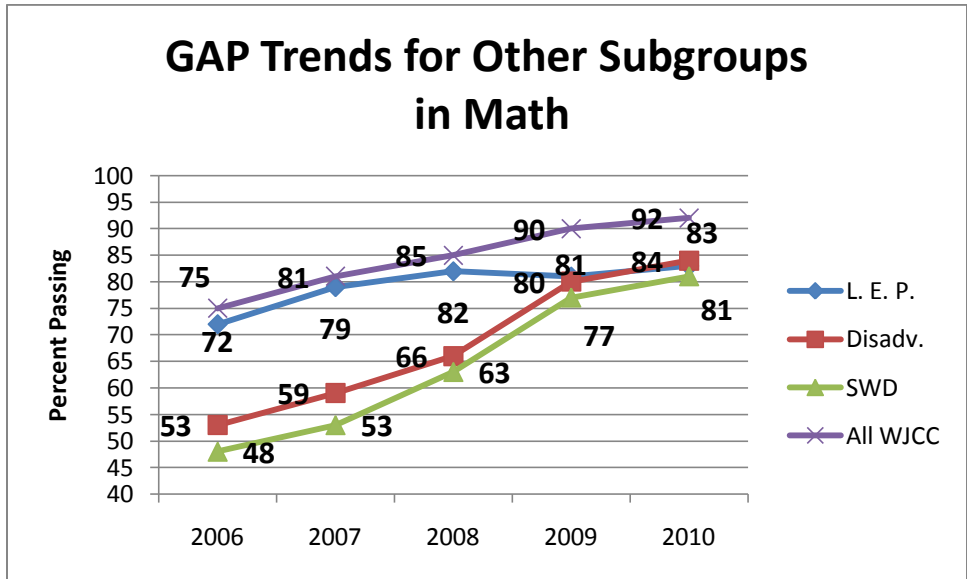


Mathematics Performance Numbers					
School Year	2006	2007	2008	2009	2010
# Passed - Black	714	799	929	1013	1096
# Tested - Black	1366	1336	1332	1281	1332
# Passed - White	3766	4055	4134	4354	4587
# Tested - White	4580	4661	4613	4667	4812
# Passed - Hispanic	163	198	240	290	344
# Tested - Hispanic	227	264	295	341	396

Source: AYP Data

The achievement gaps in Math are trending in the right direction for Black, Hispanic, and White students in Williamsburg – James City County Public Schools on the Virginia Standards of Learning (SOL). Significant improvements were made by White students (+13 percentage points), by Hispanic students (+ 15 percentage points) and by Black students (+ 30 percentage points) from 2006 to 2010 in mathematics. The achievement gap in math between Black and White students decreased significantly from a 30 point difference down to a 13 point difference. The math achievement gap between White Students and Hispanic students decreased from a 10 point difference to an 8 point difference in the past five years.

Math Achievement GAP					
Difference in performance among major ethnic groups					
School Year	2006	2007	2008	2009	2010
% Passing - White	82.22%	86.99%	89.61%	93.29%	95.32%
% Passing - Black	52.26%	59.80%	69.74%	79.07%	82.28%
GAP Difference	29.96%	27.19%	19.87%	14.22%	13.04%



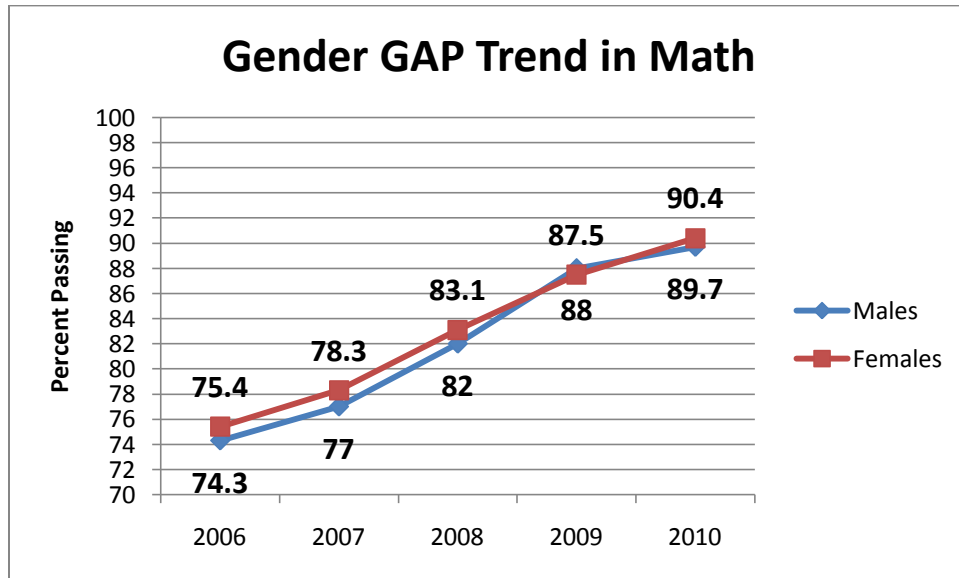
Other Subgroup Performance in Mathematics				
	L. E. P.	Disadv.	SWD	All WJCC
2006	72	53	48	75
2007	79	59	53	81
2008	82	66	63	85
2009	81	80	77	90
2010	83	84	81	92

Other subgroups (Limited English Proficient, Disadvantaged, & Students with Disabilities) of students represented in the line graph above are also trending in the right direction on the annual Standards of Learning state assessments. Limited English Proficient (LEP) students improved their math performance by 11 points from 2006 to 2010; leaving an achievement gap between LEP students and ALL WJCC students to nine points in 2010. Disadvantaged students improved their performance significantly by 31 percentage points while decreasing the performance gap between ALL students and disadvantaged students from 22 points to eight. Students with Disabilities (SWD) improved their performance significantly by 33 percentage points from 2006 to 2010. The achievement gap between ALL students and SWDs decreased significantly from a 27 point difference to an 11 point difference. **All subgroups of students improved their performance significantly while also decreasing the achievement gap.**

Conclusion

Although we are pleased with the progress of our students, we remain diligent in our efforts to close the achievement gap among the subgroups even further. We believe our refinement of the Response to

Intervention (Rtl) process reflected in our school improvement plans will provide the fidelity needed to achieve this goal.



Data Source: EIMS

Girls and boys performance in math trended in the right direction from 2006 to 2010 on the Standards of Learning state assessments. There is no appreciable achievement gap between the males and females performance over the five year period in mathematics.