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12 of 14 WJCC SCHOOLS MAKE ADEQUATE YEARLY PROGRESS (AYP) IN 2009-10

*Up from 11 schools last year (2008/09) and 9 from (2007/08)
Two Schools Miss AYP By Only One of 29 AYP Standards/Indicators*

Williamsburg, VA, Aug. 12 – Twelve of WJCC’s 14 schools made Adequate Yearly Progress (AYP) as defined by the federal No Child Left Behind (NCLB) law during the recently completed 2009-10 school year.

Two schools – D.J. Montague Elementary School and Lafayette High School – missed making AYP by only one of the 29 standards/indicators used to determine Adequate Yearly Progress.

A Virginia school division is considered to have made AYP if the division as a whole meets the required levels in 29 standards/indicators. Only 12 divisions out of 132 in Virginia made AYP this year, largely due to the new, more stringent federal graduation indicator that more accurately reflects the number of students graduating from high school after four years.

Overall, WJCC had the following pass rates during the 2009-2010 school year under the federal No Child Left Behind Act:

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|--|-----------------------|
| • English: Reading [Required Pass Rate: 81.1%] | 93% (+2 from 2008-09) |
| • Mathematics [Required Pass Rate: 79.1%] | 92% (+2 from 2008-09) |
| • Attendance [Required Rate: 94%] | 95% (No change) |
| • Graduation [Required Rate: 80%] | 76% (+1 from 2008-09) |

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The following list shows the **English: Reading** performance of all students at each WJCC School that made AYP, and compares the pass rate to 2008-09. At least 81.1% of each subgroup of students also must pass the English: Reading SOL test. The subgroups are Black students, economically disadvantaged students, Hispanic students, limited English proficient students, students with disabilities, white students, and all students.

	<u>09-10</u>	<u>08-09</u>	<u>Diff</u>
❖ Clara Byrd Baker Elementary	95%	93%	+2
❖ James River Elementary	90%	90%	same
❖ Matoaka Elementary	97%	96%	+1
❖ Matthew Whaley Elementary	95%	96%	-1
❖ Norge Elementary	92%	94%	-2
❖ Rawls Byrd Elementary	93%	93%	same
❖ Stonehouse Elementary	94%	96%	-2
❖ Berkeley Middle	95%	89%	+6
❖ James Blair Middle	91%	87%	+4
❖ Toano Middle	95%	89%	+6
❖ Jamestown High	95%	94%	+1
❖ Warhill High	89%	90%	-1

The same 12 schools listed above met the federal AYP standard in the area of **Mathematics**, where at least 79.1% of each subgroup must pass the SOL mathematics test. Middle Schools in WJCC made significant improvements in the area of mathematics.

	<u>09-10</u>	<u>08-09</u>	<u>Diff</u>
❖ Clara Byrd Baker Elementary	95%	92%	+3
❖ James River Elementary	94%	92%	+2
❖ Matoaka Elementary	96%	97%	-1
❖ Matthew Whaley Elementary	96%	96%	same
❖ Norge Elementary	92%	96%	-4
❖ Rawls Byrd Elementary	94%	90%	+4
❖ Stonehouse Elementary	97%	97%	same
❖ Berkeley Middle	92%	87%	+5
❖ James Blair Middle	87%	83%	+4
❖ Toano Middle	92%	87%	+5
❖ Jamestown High	96%	96%	same
❖ Warhill High	91%	89%	+2

To make AYP, the Commonwealth of Virginia also allowed each elementary and middle school to select the "Other Academic Indicator" (OAI) that would reflect their

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school's best performance. The OAI can be one of the following: attendance, science, writing, or history/social science. The OAIs selected are listed below. High schools' OAI is automatically the federal graduation rate. The final AYP standard/indicator is how well **all students** in that school performed on the "Other Academic Indicator."

	<u>Other Academic Indicator</u>	<u>09-10</u>	<u>08-09</u>	<u>Diff</u>
❖ Clara Byrd Baker Elementary	Science	91%	91%	same
❖ James River Elementary	Attendance	96%	95%	+1
❖ Matoaka Elementary	History	99%	97%	+2
❖ Matthew Whaley Elementary	Attendance	96%	96%	same
❖ Norge Elementary	Attendance	95%	96%	-1
❖ Rawls Byrd Elementary	Attendance	95%	96%	-1
❖ Stonehouse Elementary	Attendance	96%	96%	same
❖ Berkeley Middle	Attendance	95%	96%	-1
❖ James Blair Middle	Science	93%	86%	+7
❖ Toano Middle	Attendance	95%	95%	same
❖ Jamestown High	Graduation	80%	73%	+7
❖ Warhill High	Graduation	76%	SH	N/A

[SH = Safe Harbor is where the percentage of students not graduating within four years of entering ninth grade is reduced by at least 10 percent. Warhill High Schools' first graduating class was in 2008-2009 which means that there would not be a four, five or six year graduation rate.]

D.J. Montague Elementary made AYP in mathematics and attendance by showing gains, but not in English: Reading in one subgroup (Black students 76%, vs. 81.1% required), as shown below:

<u>Subgroup [Mathematics]</u>	<u>09-10</u>	<u>08-09</u>	<u>Diff</u>
All Students	92%	88%	+4
Black Students	84%	67%	+17
Economically Disadvantaged	83%	71%	+12
Hispanic	TS	TS	
Limited English Proficient	TS	TS	
Students with Disabilities	TS	TS	
White Students	96%	97%	-1

[TS=Too Small. Group is less than 50 and therefore not reported.]

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<u>Subgroup [English: Reading]</u>	<u>09-10</u>	<u>08-09</u>	<u>Diff</u>
All Students	90%	89%	+1
Black Students	76%	75%	+1
Economically Disadvantaged	81%	73%	+8
Hispanic	TS	TS	
Limited English Proficient	TS	TS	
Students with Disabilities	TS	TS	
White Students	95%	95%	same

Lafayette High School also missed AYP by just one of the 29 standards/indicators: the federal graduation rate (70% for LHS, vs. 80% required). Lafayette HS made AYP in the area of mathematics, making the following gains listed below.

<u>Subgroup [Mathematics]</u>	<u>09-10</u>	<u>08-09</u>	<u>Diff</u>
All Students	93%	91%	+2
Black Students	81%	85%	-4
Economically Disadvantaged	88%	85%	+3
Hispanic	TS	TS	
Limited English Proficient	TS	TS	
Students with Disabilities	TS	TS	
White Students	97%	92%	+5

“We celebrate the fact that 12 of our 14 schools made AYP, which shows continued improvement over the last three years,” said Acting WJCC Superintendent Dr. Scott A. Burckbuchler. “For this improvement, I want to thank our faculty, staff, principals and students for their efforts that have helped produce many positive learning outcomes.”

To further assist D.J Montague Elementary improve its reading performance, Dr. Burckbuchler said that the Division will provide teachers with additional professional development on reading and student assessment, and provide instructional feedback and lesson planning from a school improvement teacher leader.

“In the final analysis, we understand that everything revolves around the relationship between teacher and student,” Burckbuchler said. “In most cases we see that these relationships produced positive results. We will continue to emphasize and support the efforts of our faculty and staff. We understand that we need to focus our efforts and meet the individual needs of our students. Going into the new school year, we are prepared to do this.”

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Burckbuchler said that the final SOL accreditation results are due to be released in mid-September. "When these arrive, the important work of translating these data into specific actions begins," he said. "The most important element of this work is determining what individual students need in terms of support/interventions. With the support of the School Board and administration, schools will identify the needs of their respective students and address those needs."

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