

Minority Achievement 2007-2008 Report Executive Summary



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The Office of Multicultural Affairs provides current research to help educators discuss solutions, and identify strategies to broaden our understanding of the cognitive and social needs of students. Historical data supports that the “achievement gap” hinders many of our students from reaching their full potential.

- The Annual Minority Achievement Report is provided as a resource to monitor and report on academic gains among student groups. It informs us on the status of achievement among minority students throughout our school division.

The Minority Achievement Report for 2007-2008 includes local school division student achievement data disaggregated by race.

Strategic Goal, LRG #1

- To provide historically underserved students with access to the services and resources needed to experience academic and other success in school through establishing community/business partnerships.

Measurable or Observable evidence:

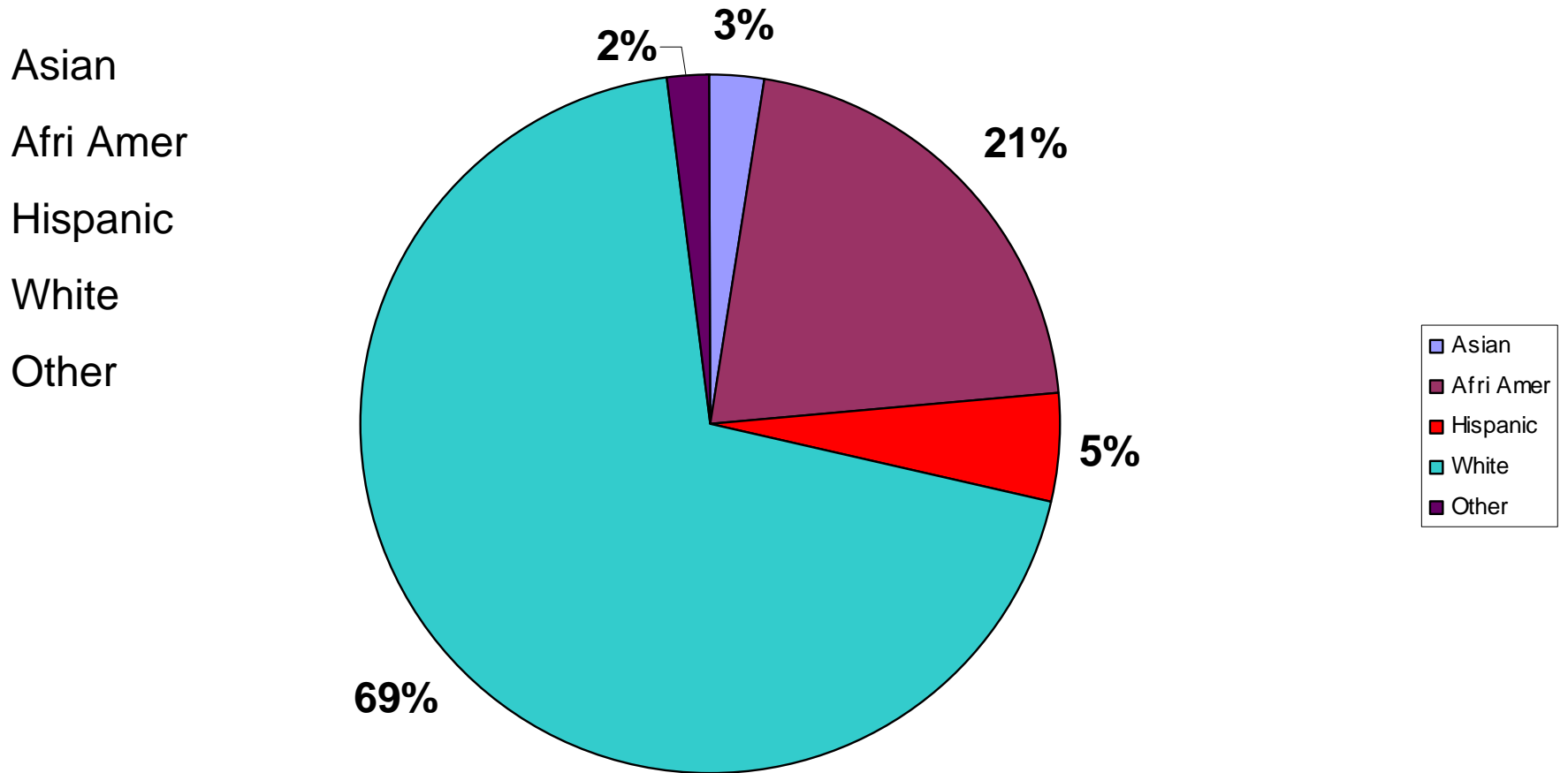
- One measurable evidence is the narrowing of the “achievement gap” between minority and majority students.

This report will show a decline in the achievement gap between minority and majority students. The school division has shown strong gains by reducing the failure rate of African-American students in English/reading and mathematics by 10% or more in each of the last two school years. African-American students also earned “AYP” in Science in 2007-2008.

- Hispanic students met federal Adequate Yearly Progress (AYP) standards in English reading (85% proficiency) *and* mathematics (81% proficiency) during the 2007-2008 school year. They also earned “AYP” in science during 2007-2008.

- Both African-American and Hispanic students demonstrated “statistically significant” improvement in English/reading, mathematics, and science during the 2007-2008 school year.

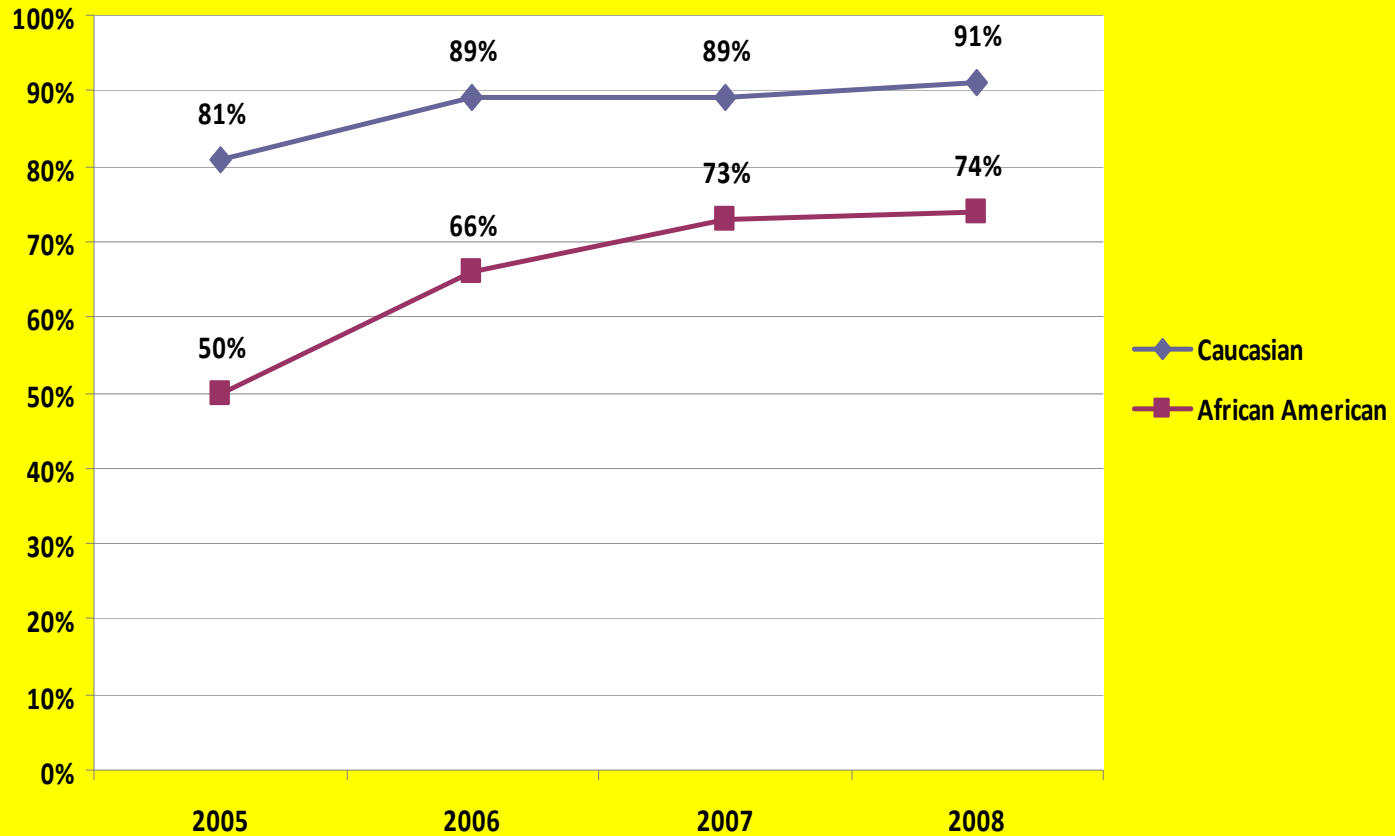
WJCC Demographics 2007-2008



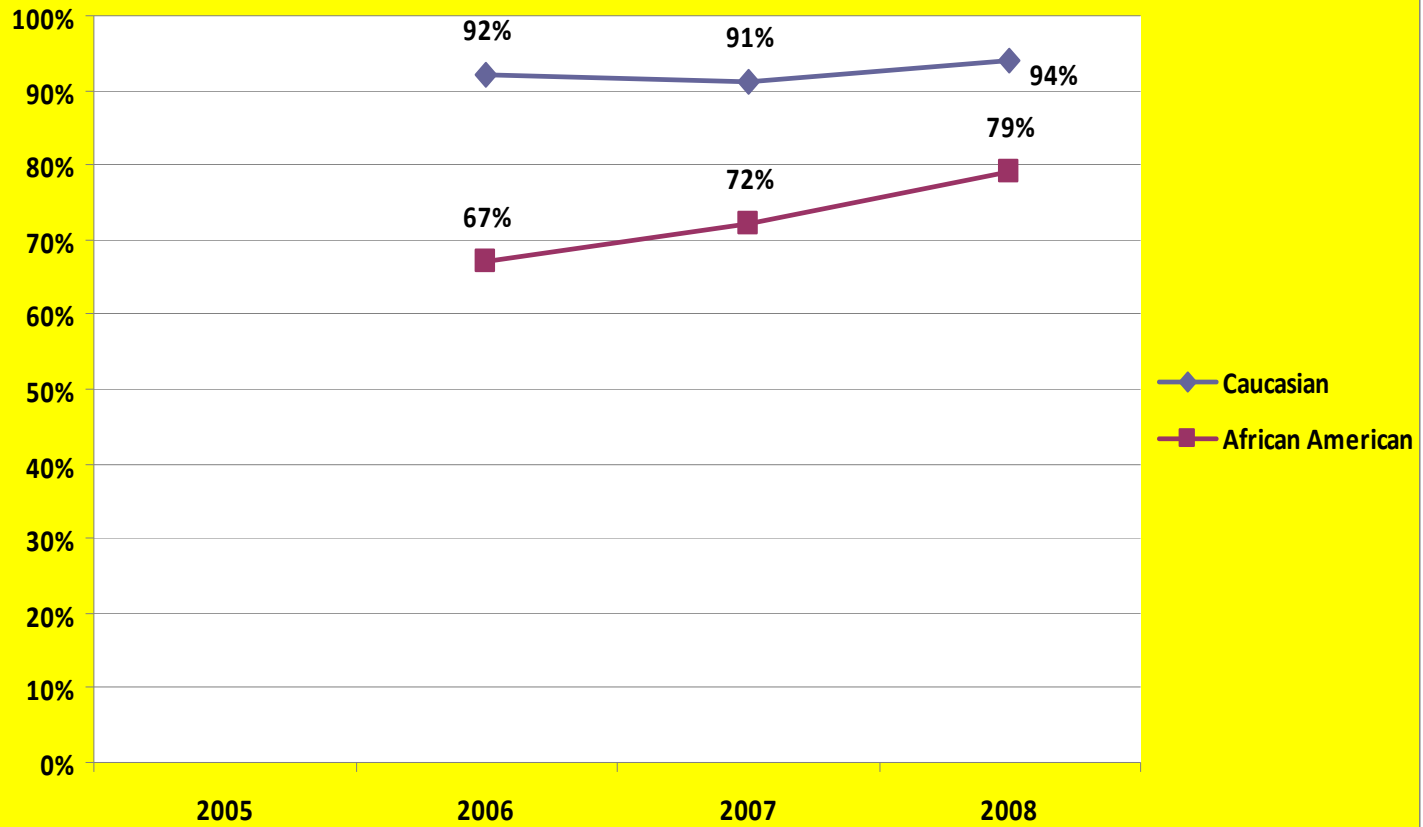
NCLB Results on Division SOL Test Results for 2007-08 vs. 2006-07

Race/Ethnicity	Reading	Math	Science
Black	+9(79 /70)	+10(70 /60)	+9(74 /65)
Hispanic	+4(85 /81)	+6(81 /75)	+5(85 /80)
L.E.P.	+4(77 /73)	+3(82 /79)	+5(77 /72)
Disadvant.	+8(76 /68)	+7(66 /59)	+9(76 /67)
SWD	+8(66 /58)	+10(63 /53)	+8(71 /63)
White	+1(93 /92)	+3(90 /87)	+2(96 /94)
ALL	+2 (89 /87)	+4 (84 /81)	+4 (91 /87)
<i>Totals</i>	N=5,387	N=6,554	N=4,636

WJCC Public Schools Grade 3 Reading Pass Percentage Disparity 2005-2008



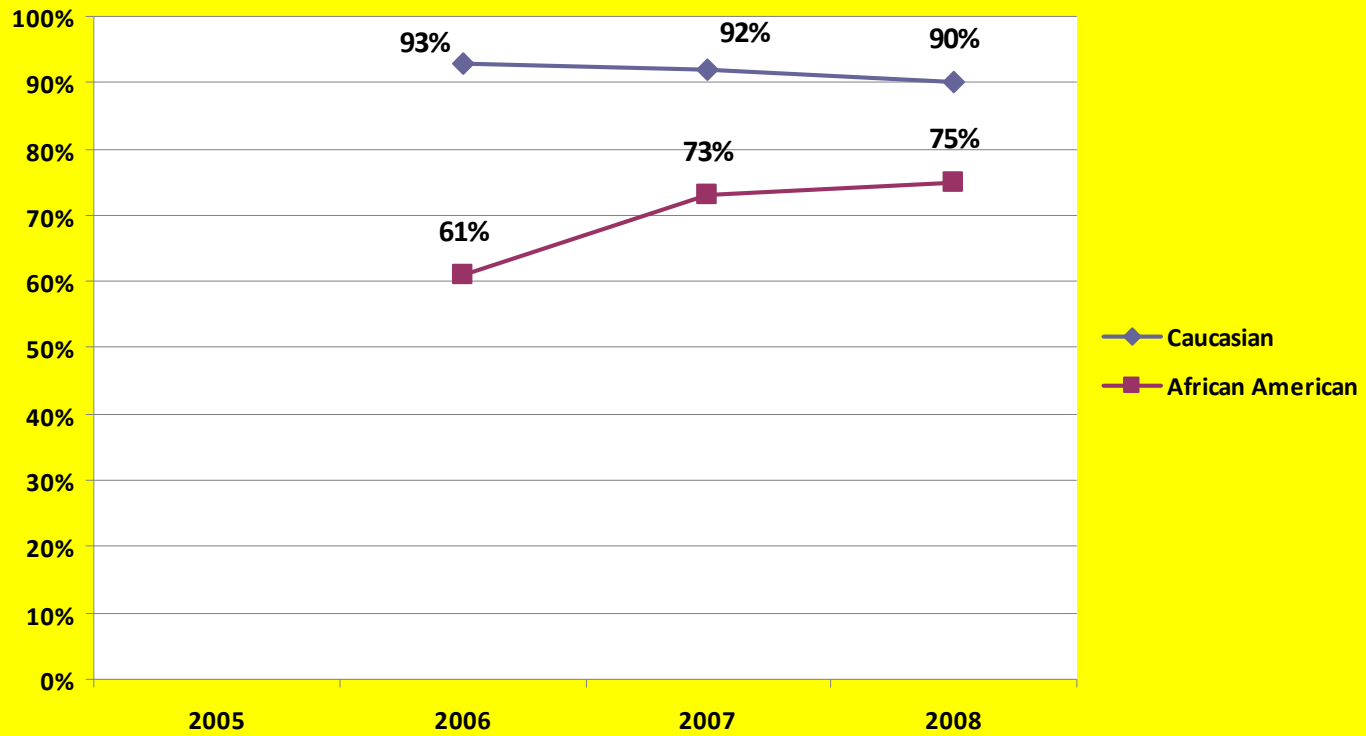
Grade 4 Reading Pass Percentage Disparity 2005-2008



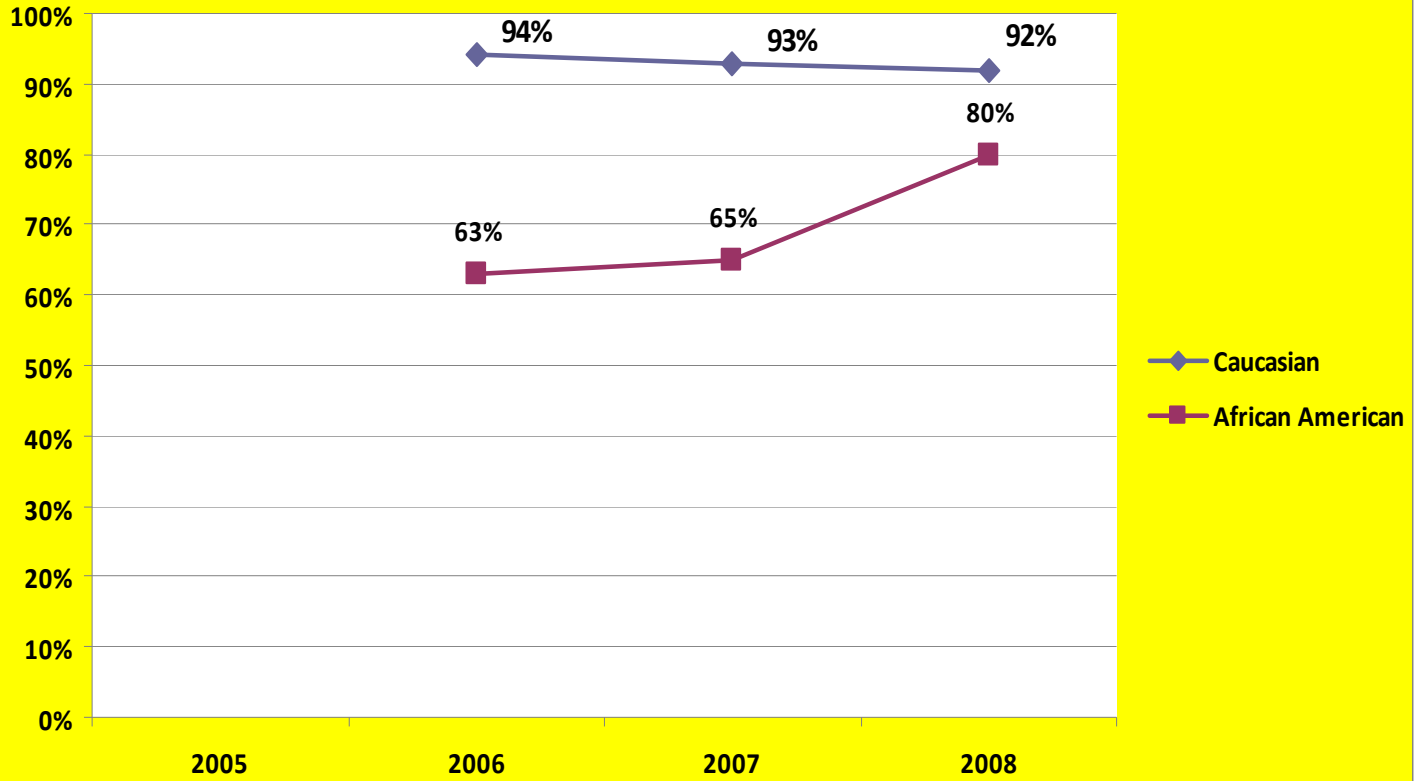
Grade 5 English: Reading Pass Percentage Disparity 2005-2008



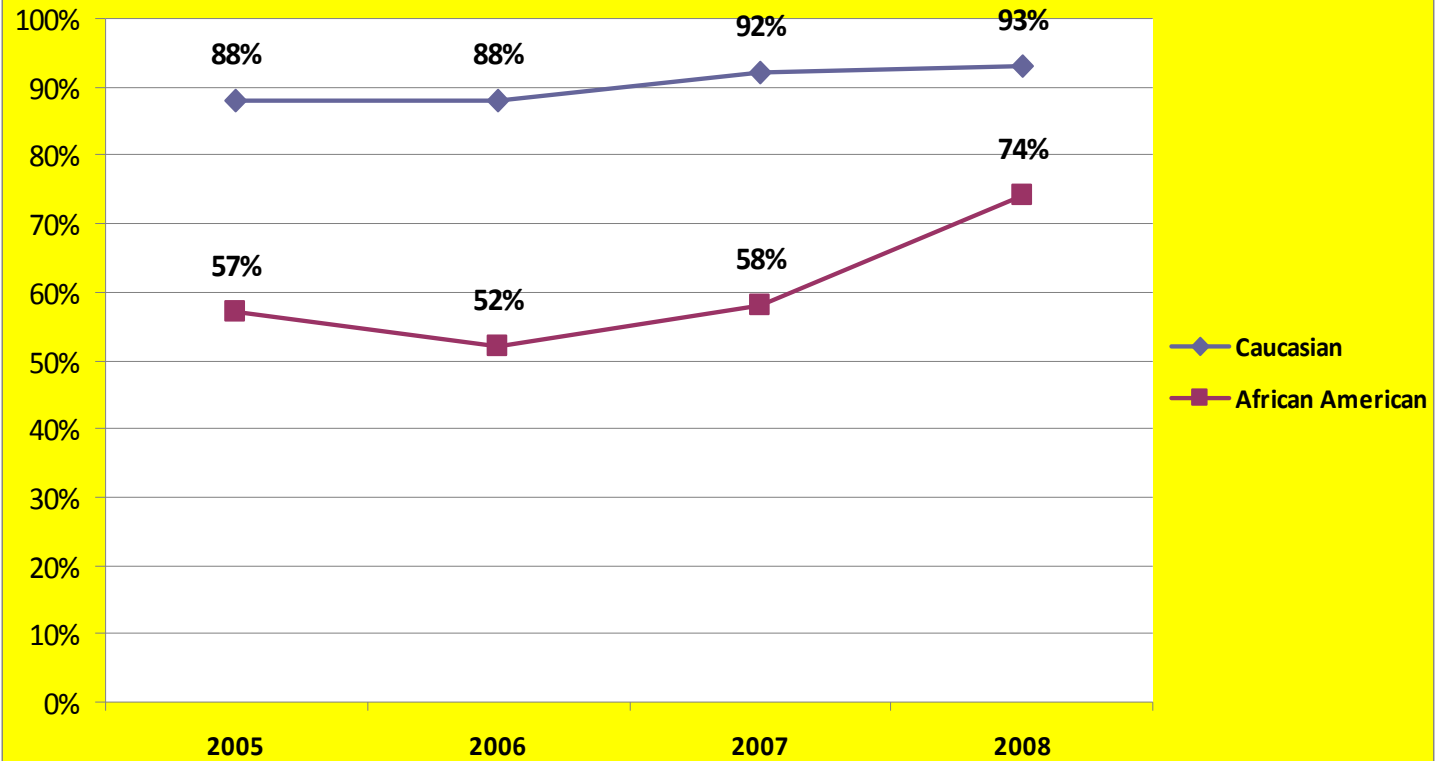
Grade 6 English: Reading Pass Percentage Disparity 2005-2008



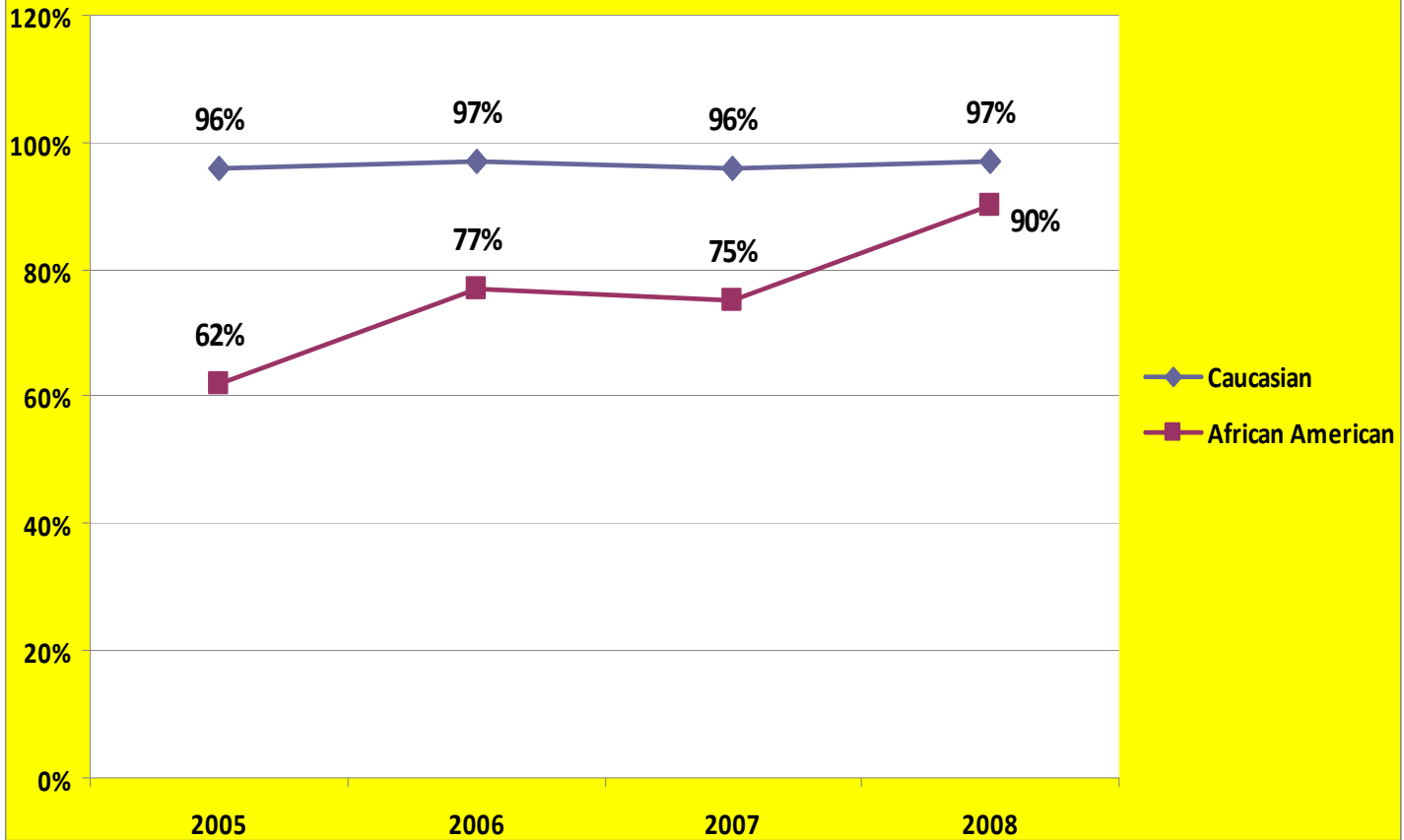
Grade 7 English: Reading Pass Percentage Disparity 2005-2008



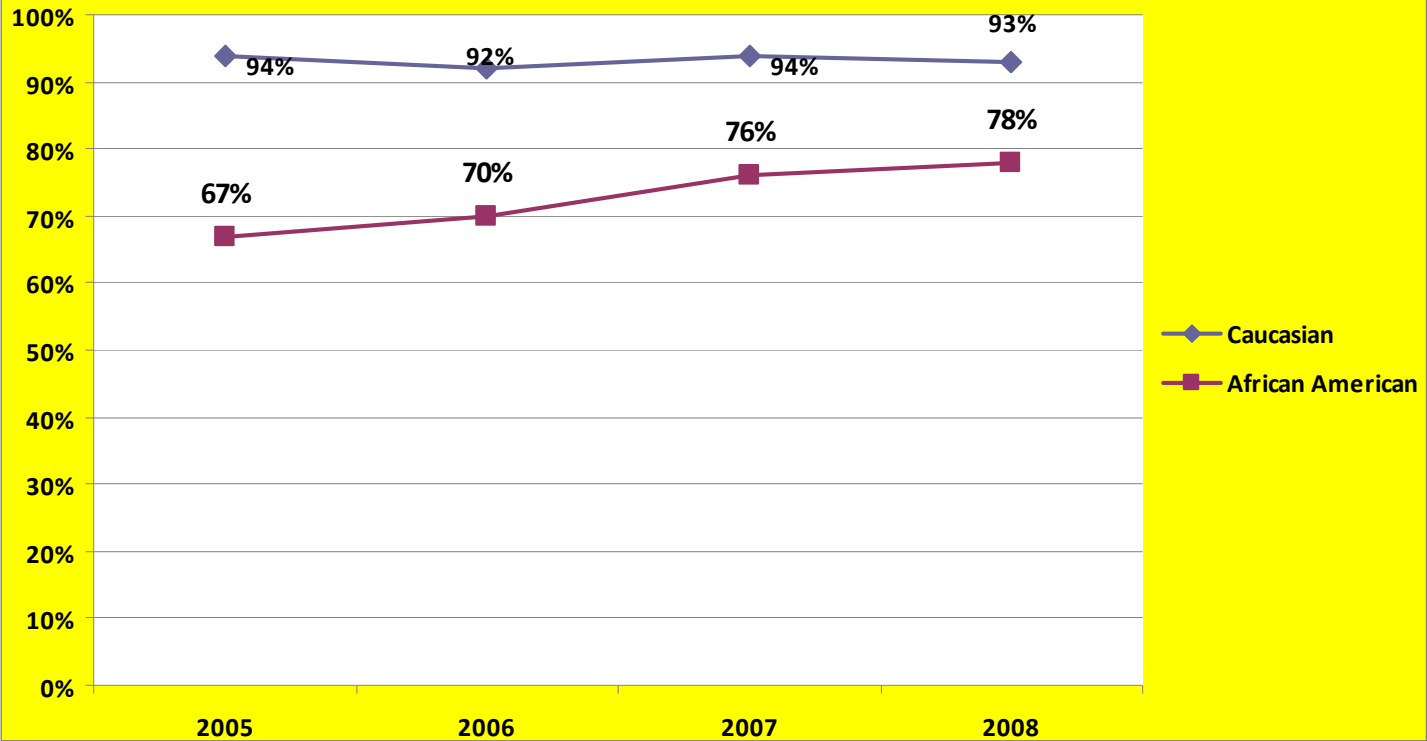
Grade 8 English: Reading Pass Percentage Disparity 2005-2008



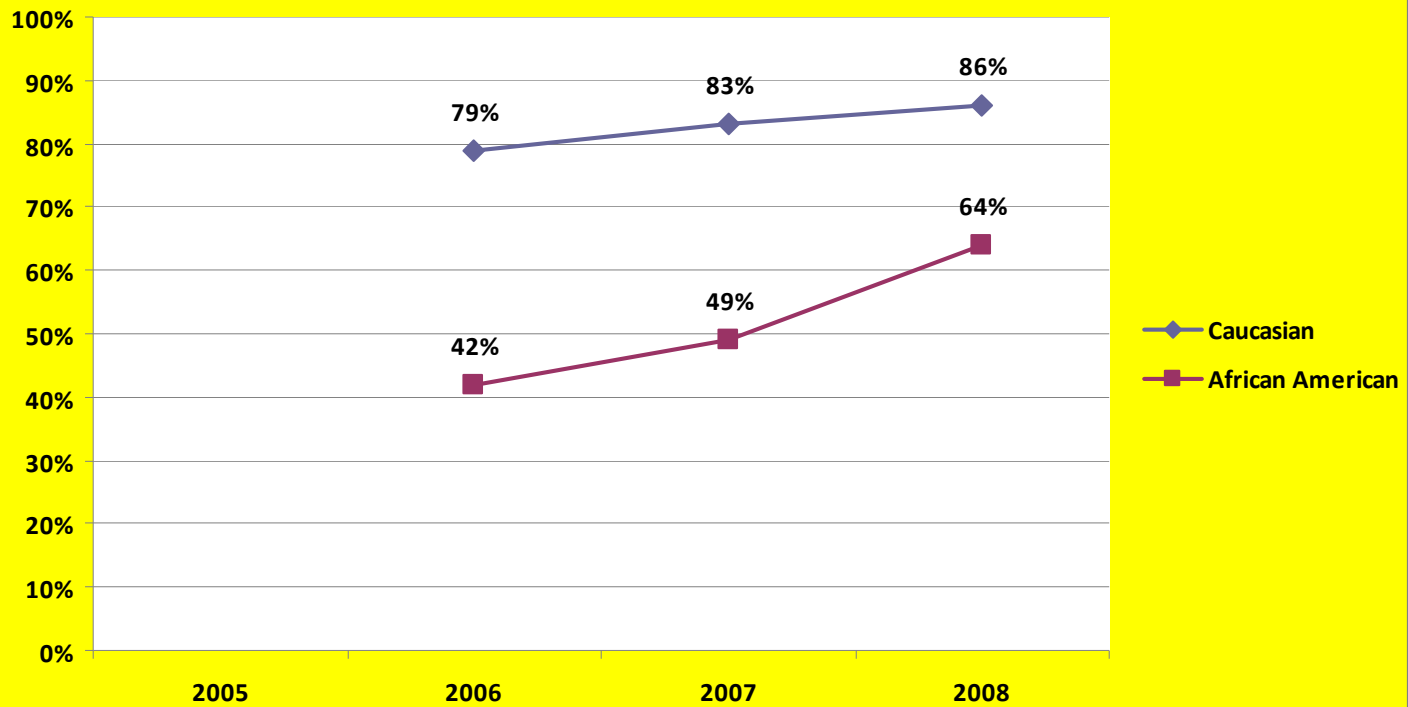
EOC English: Reading Pass Percentage Disparity 2005-2008



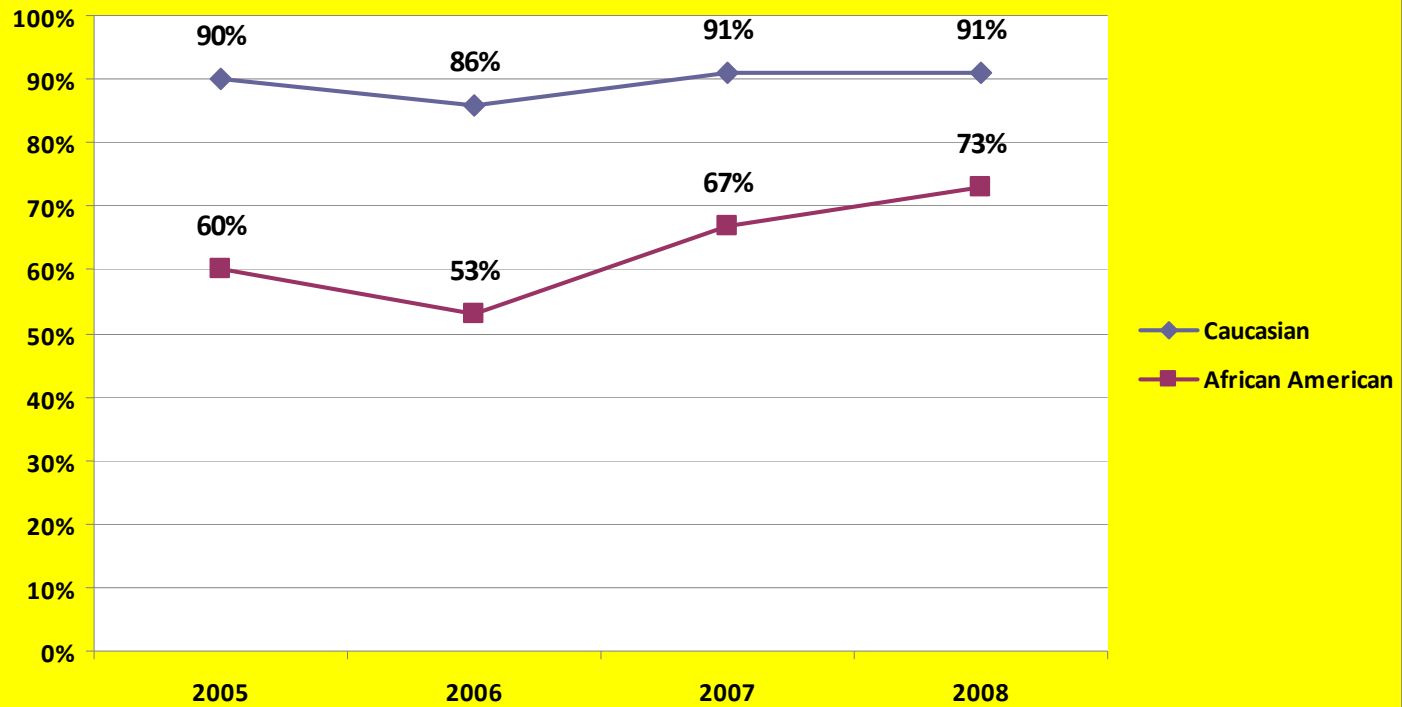
Grade 3 Math Pass Percentage Disparity 2005-2008



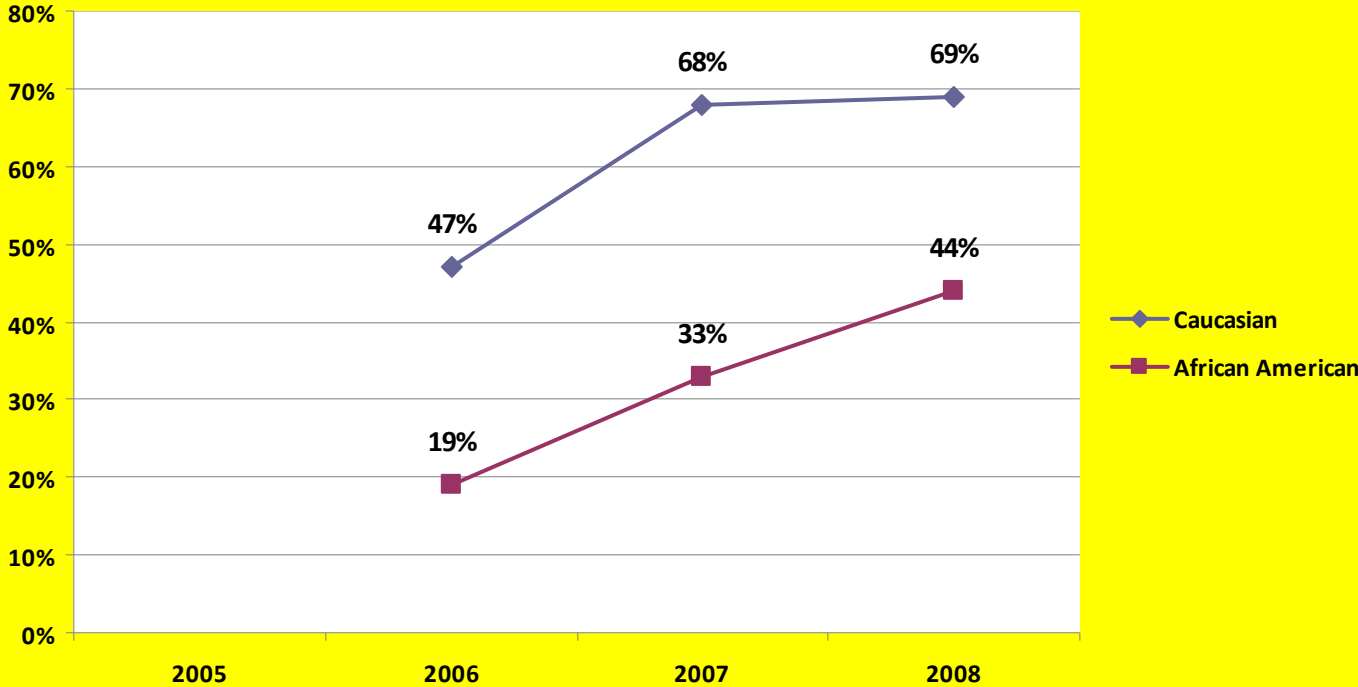
Grade 4 Math Pass Percentage Disparity 2005-2008



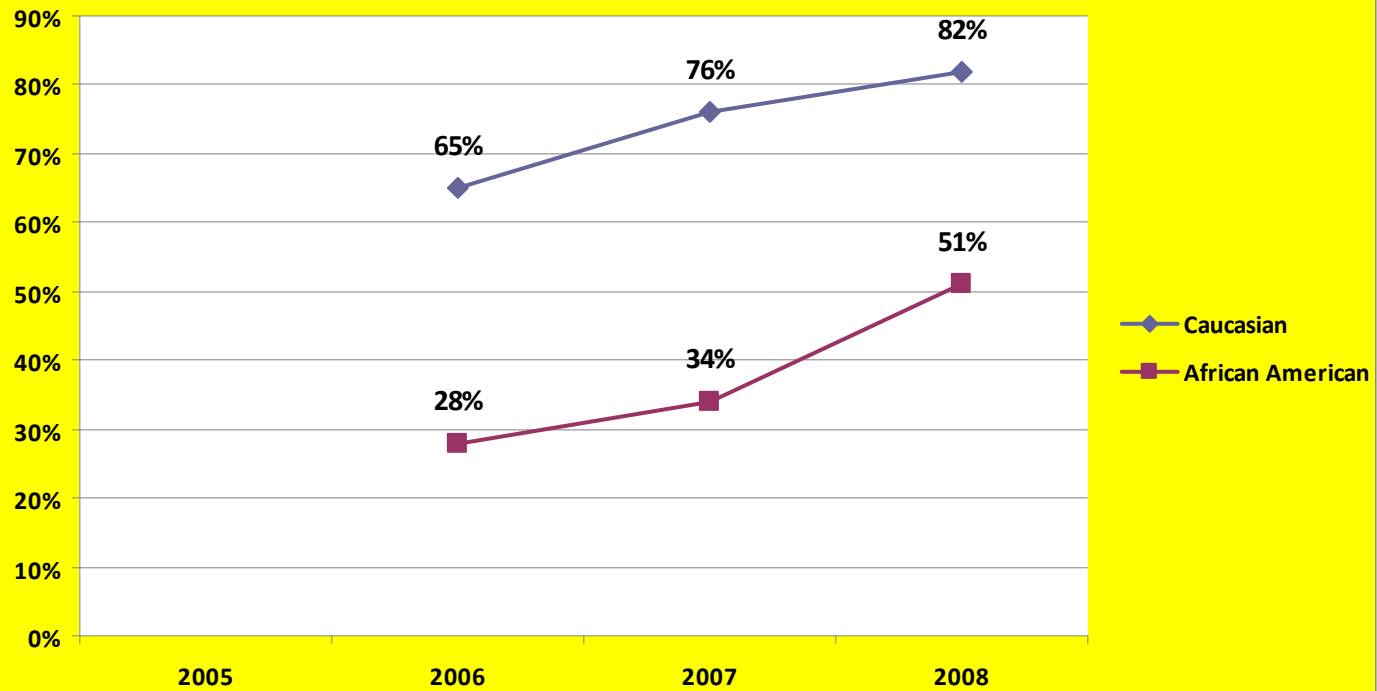
Grade 5 Math Pass Percentage Disparity 2005-2008



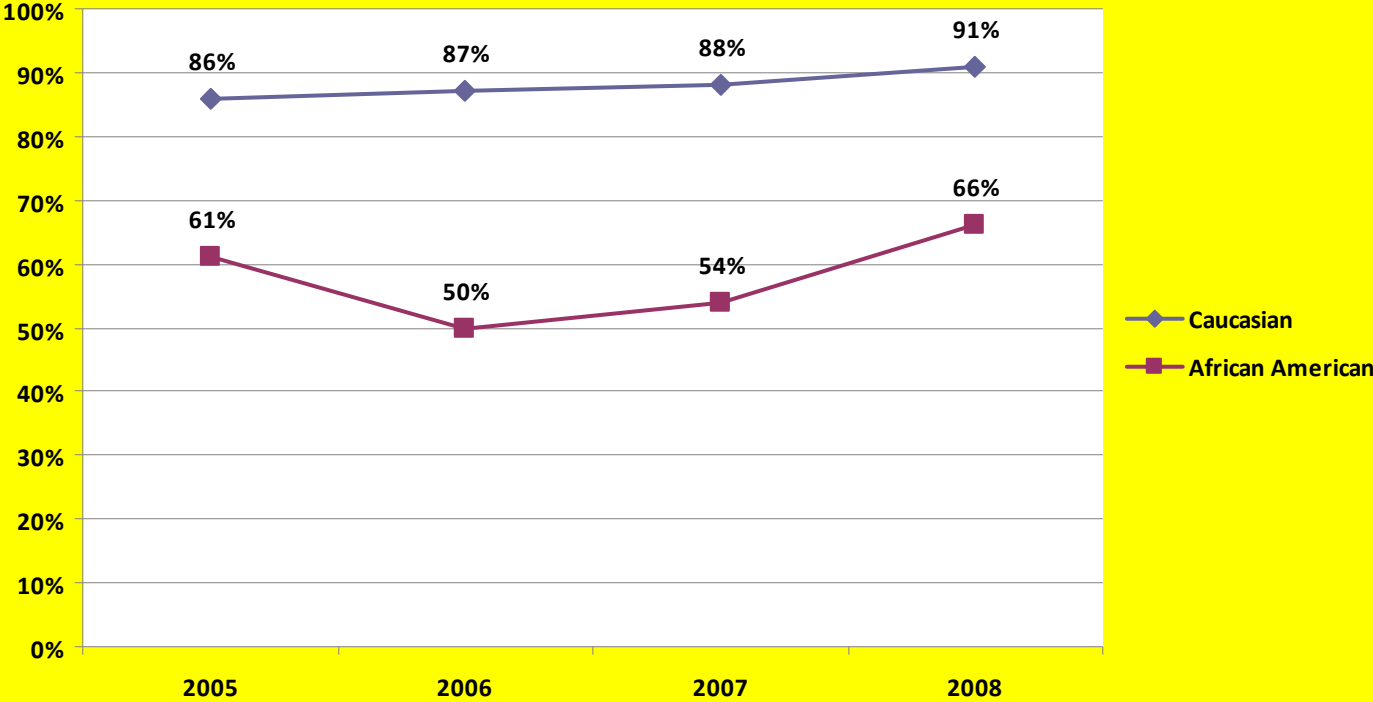
Grade 6 Math Pass Percentage Disparity 2005-2008



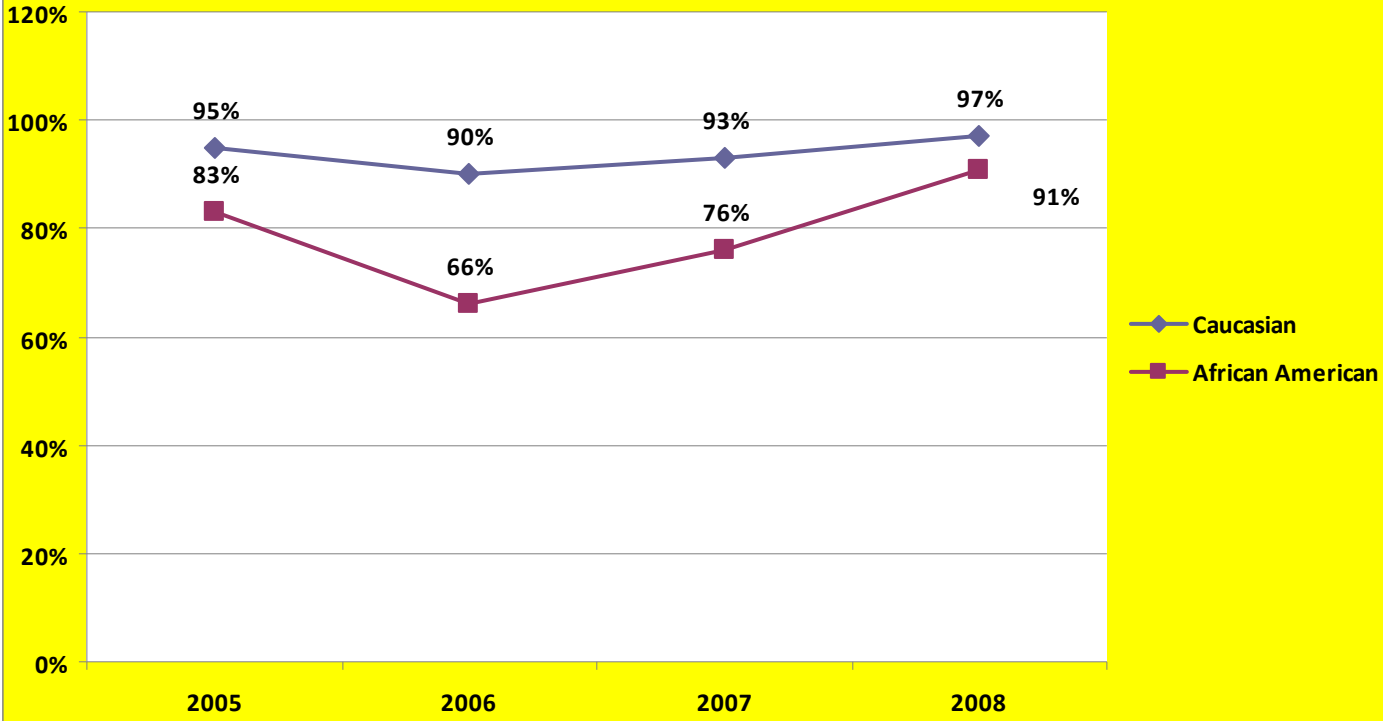
Grade 7 Math Pass Percentage Disparity 2005-2008



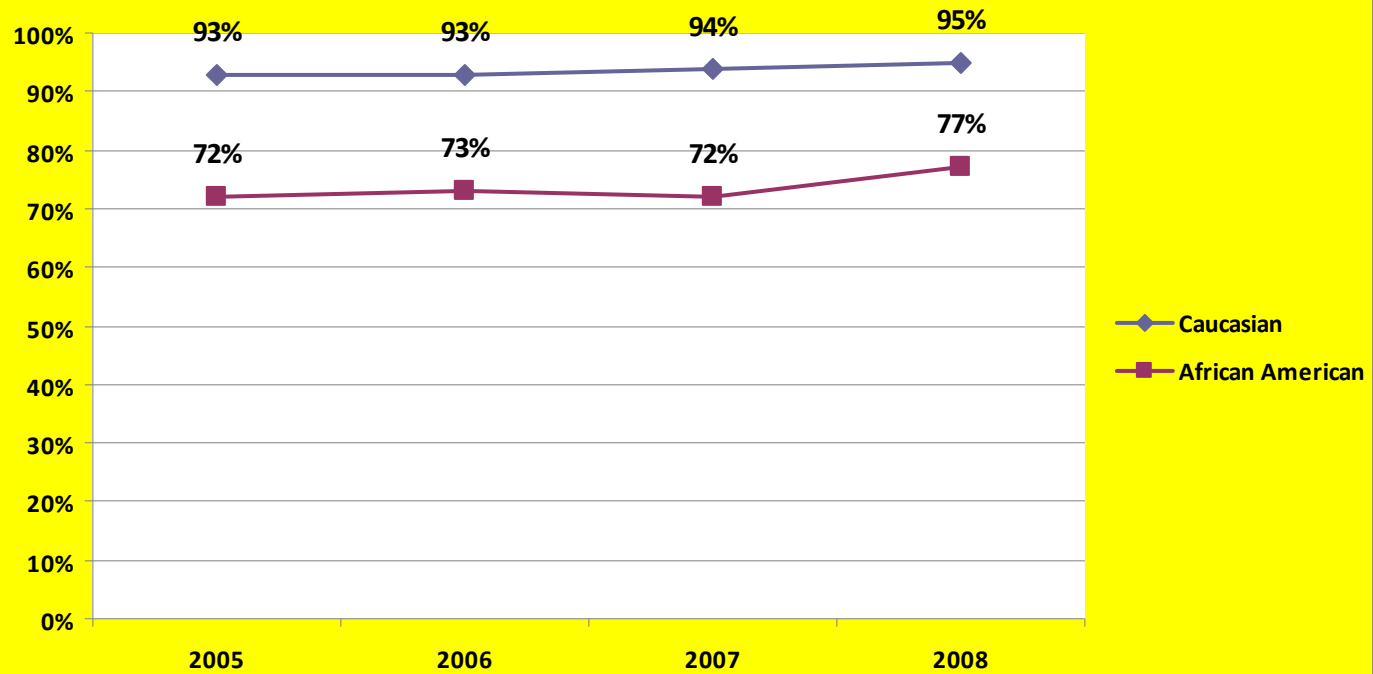
Grade 8 Math Pass Percentage Disparity 2005-2008



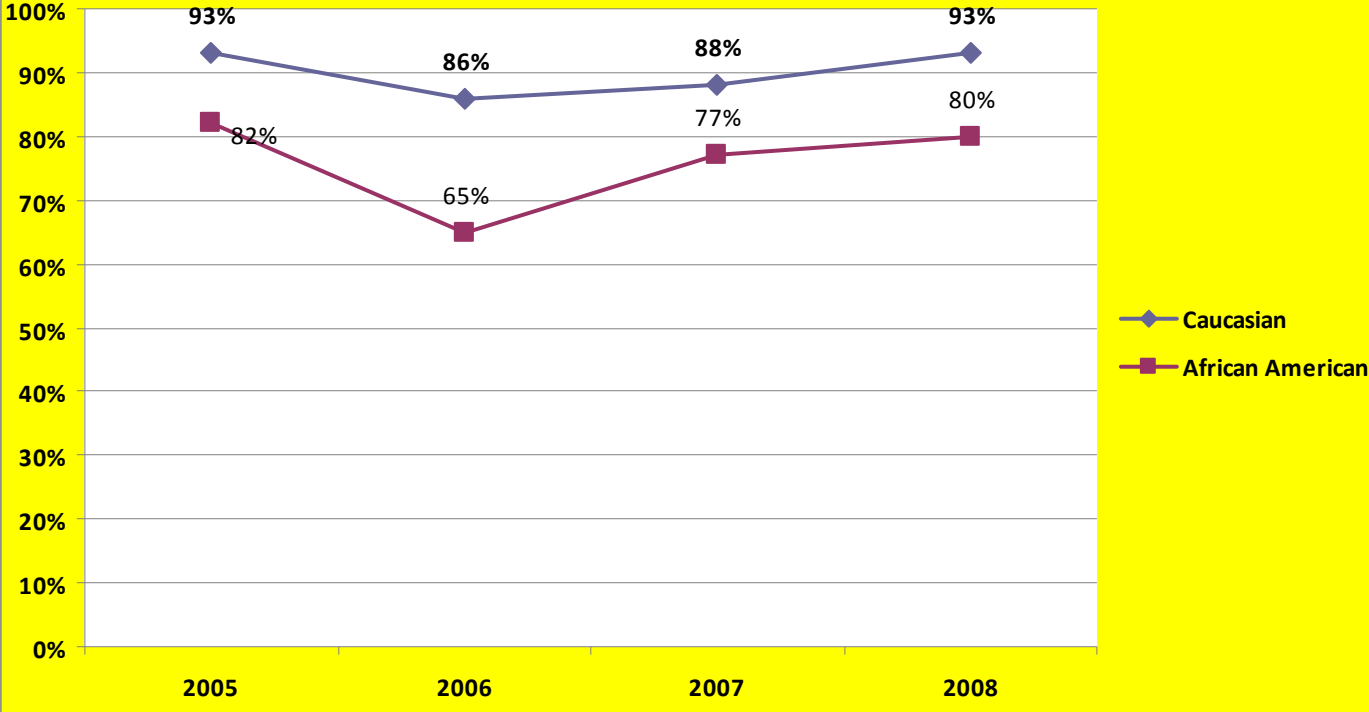
End-of-Course Algebra I Pass Percentage Disparity 2005-2008



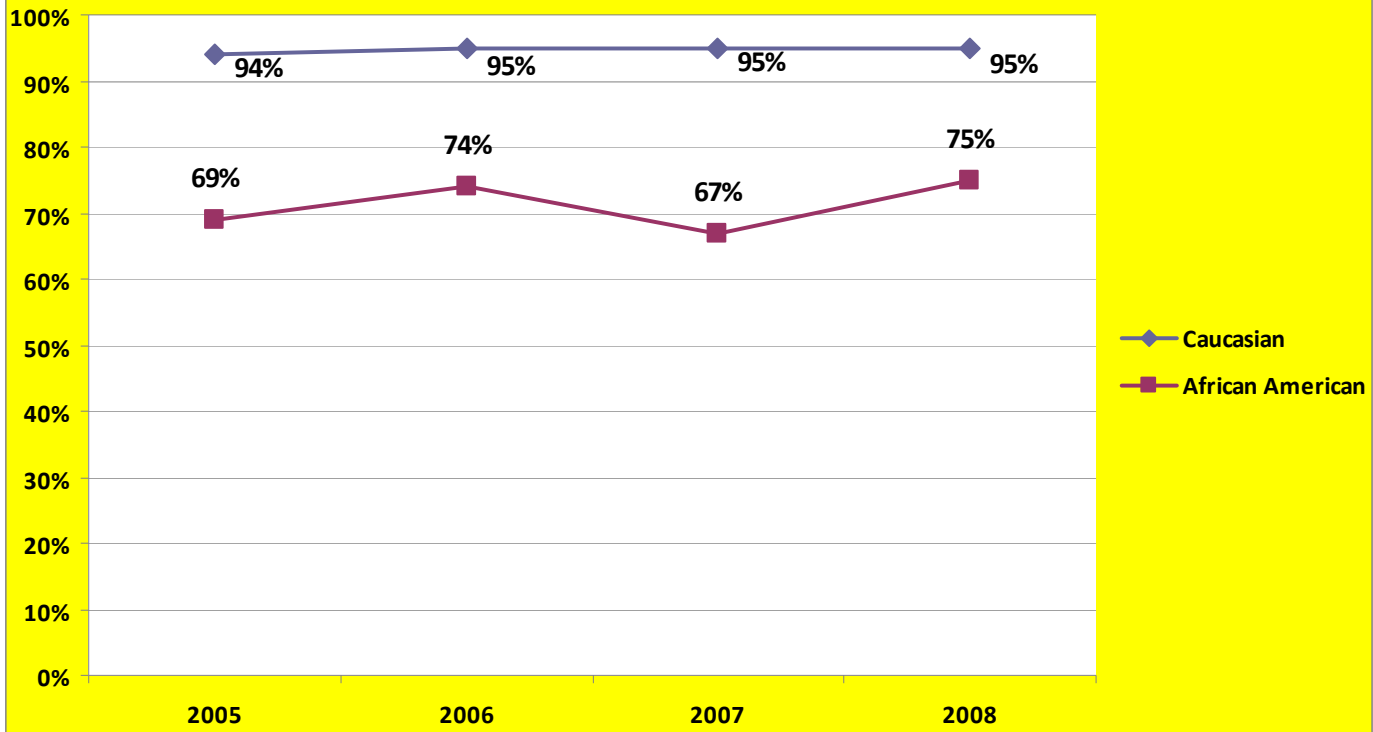
End-of-Course Geometry Pass Percentage Disparity 2005-2008



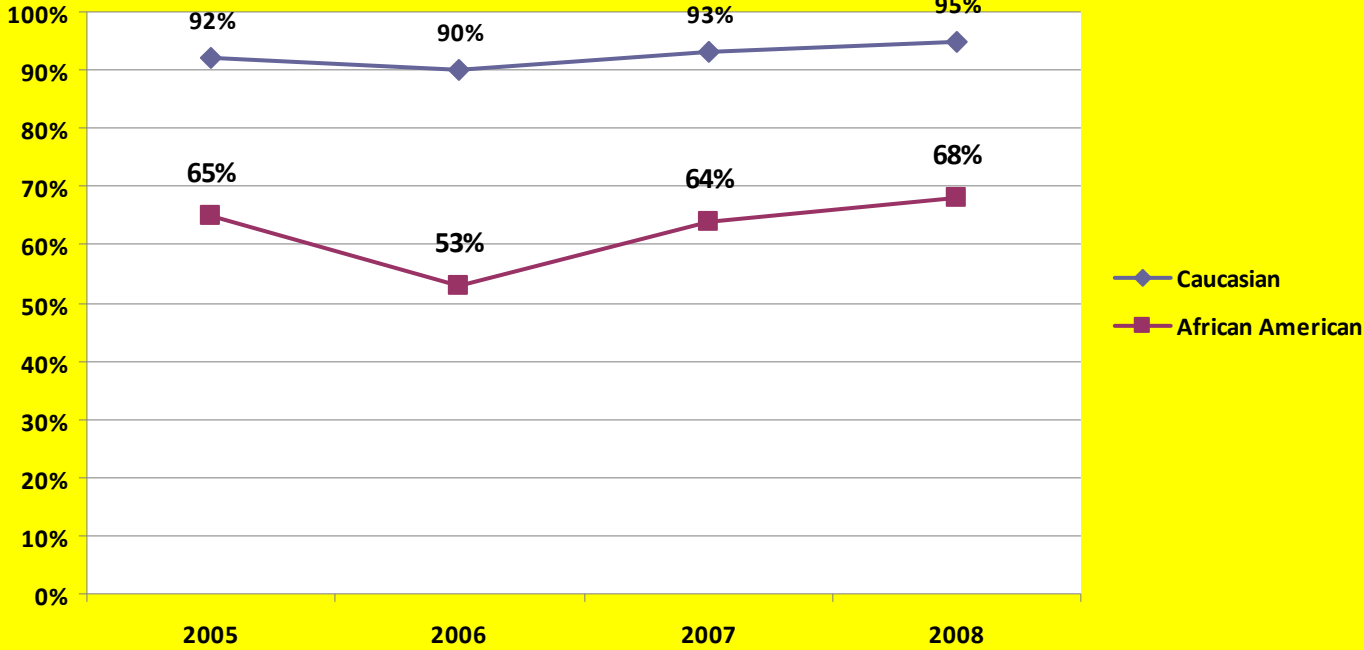
End-of-Course Algebra II Pass Percentage Disparity 2005-2008



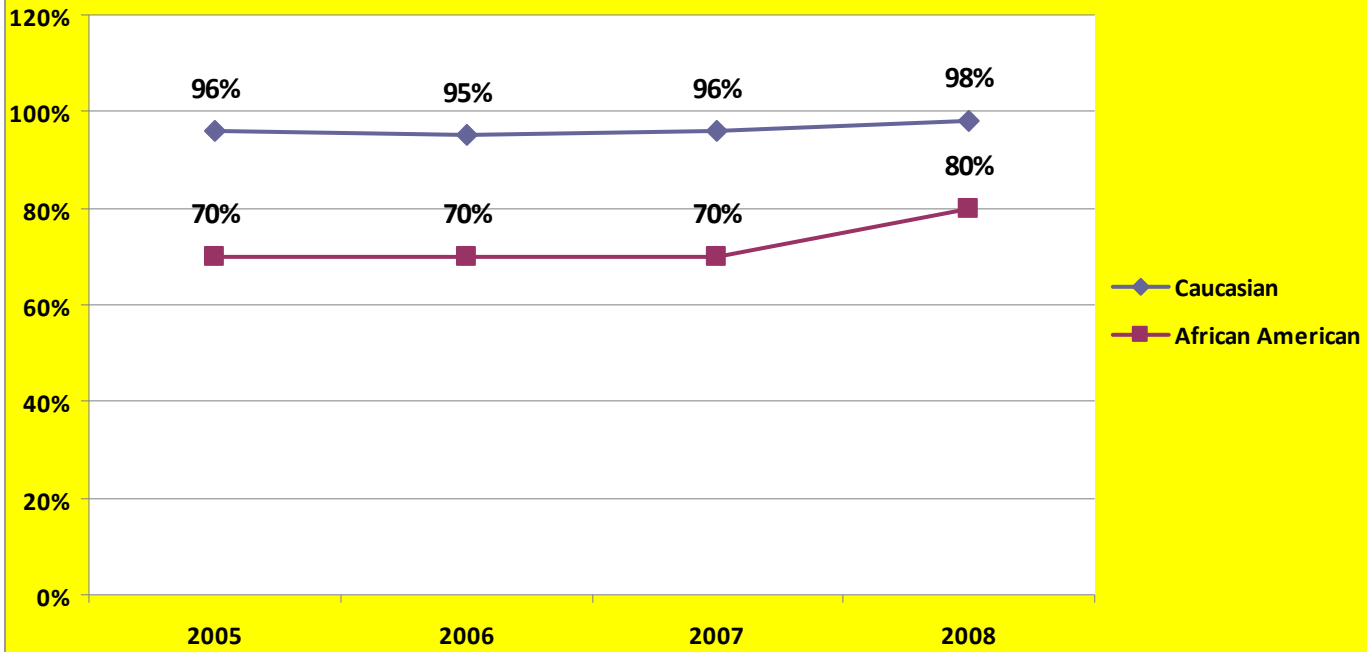
Grade 3 Science Pass Percentage Disparity 2005-2008



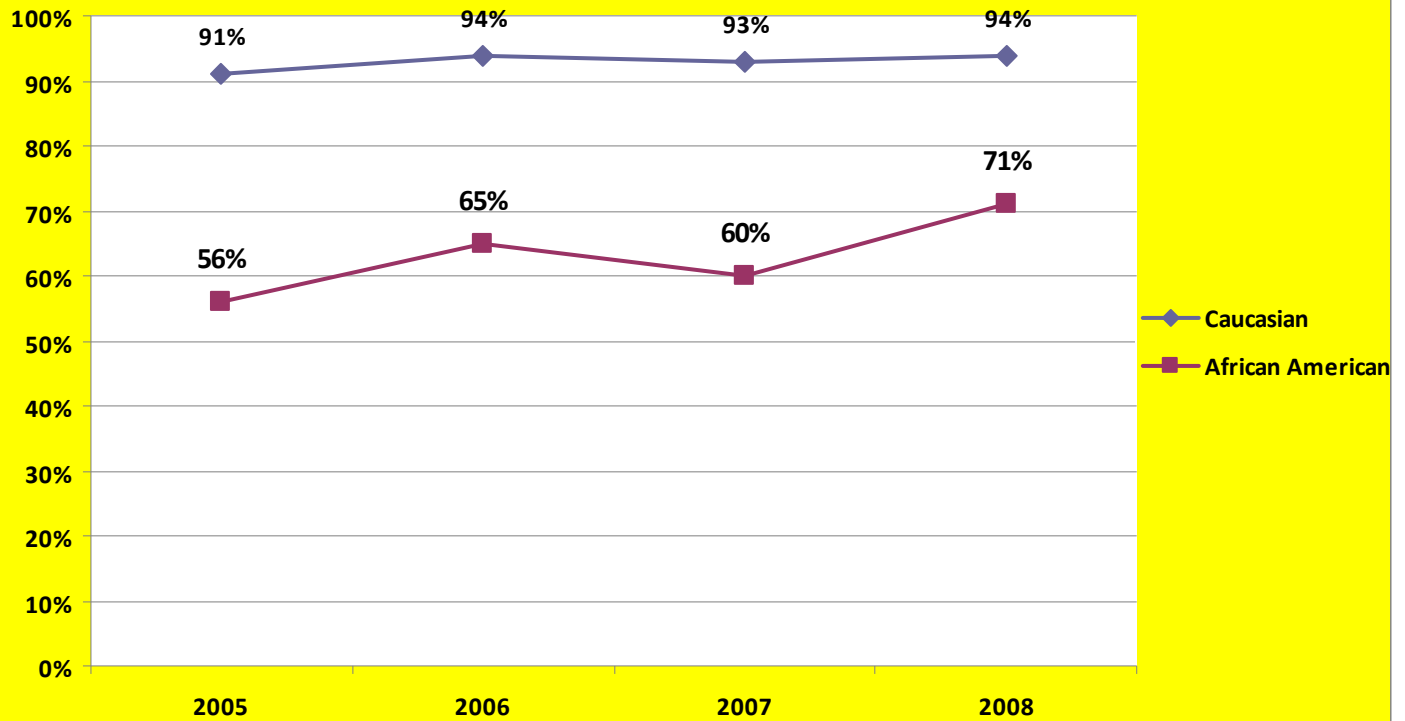
**WJCC Public Schools
Grade 5 Science
Pass Percentage Disparity 2005-2008**



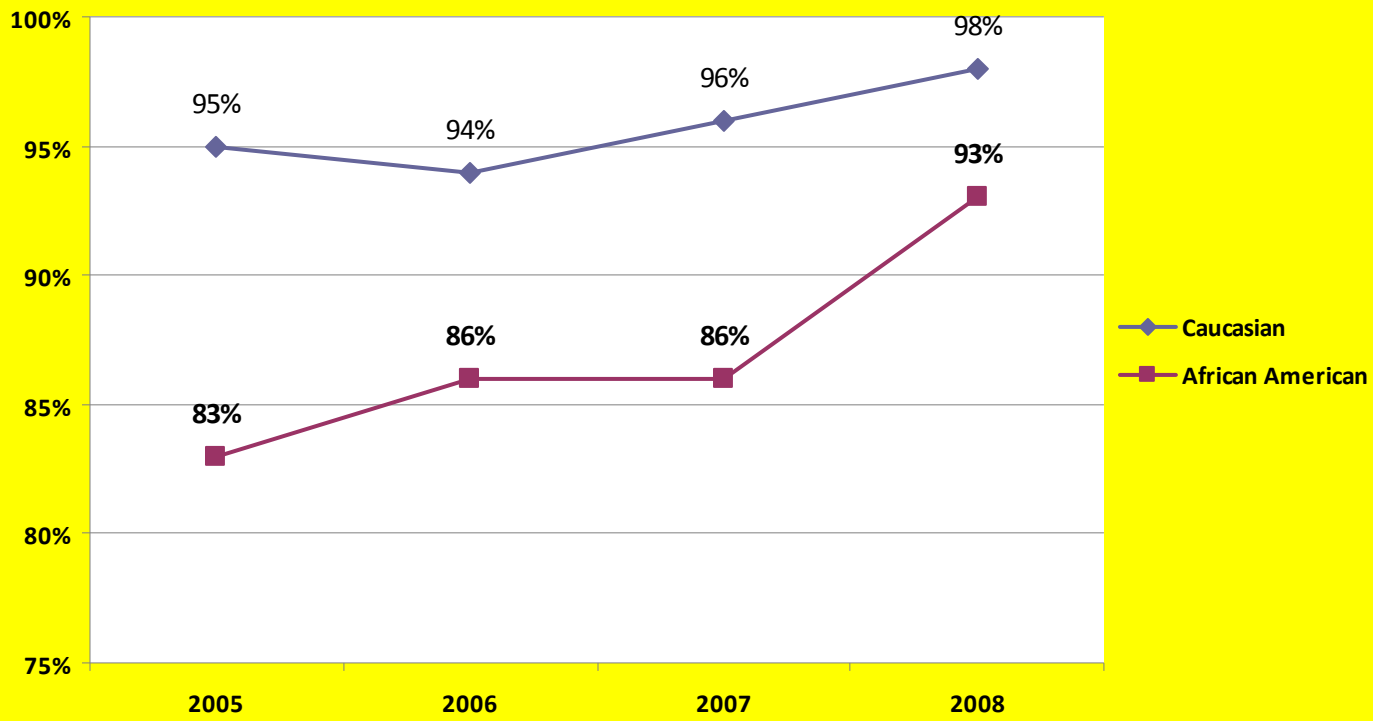
**WJCC Public Schools
Grade 8 Science
Pass Percentage Disparity 2005-2008**



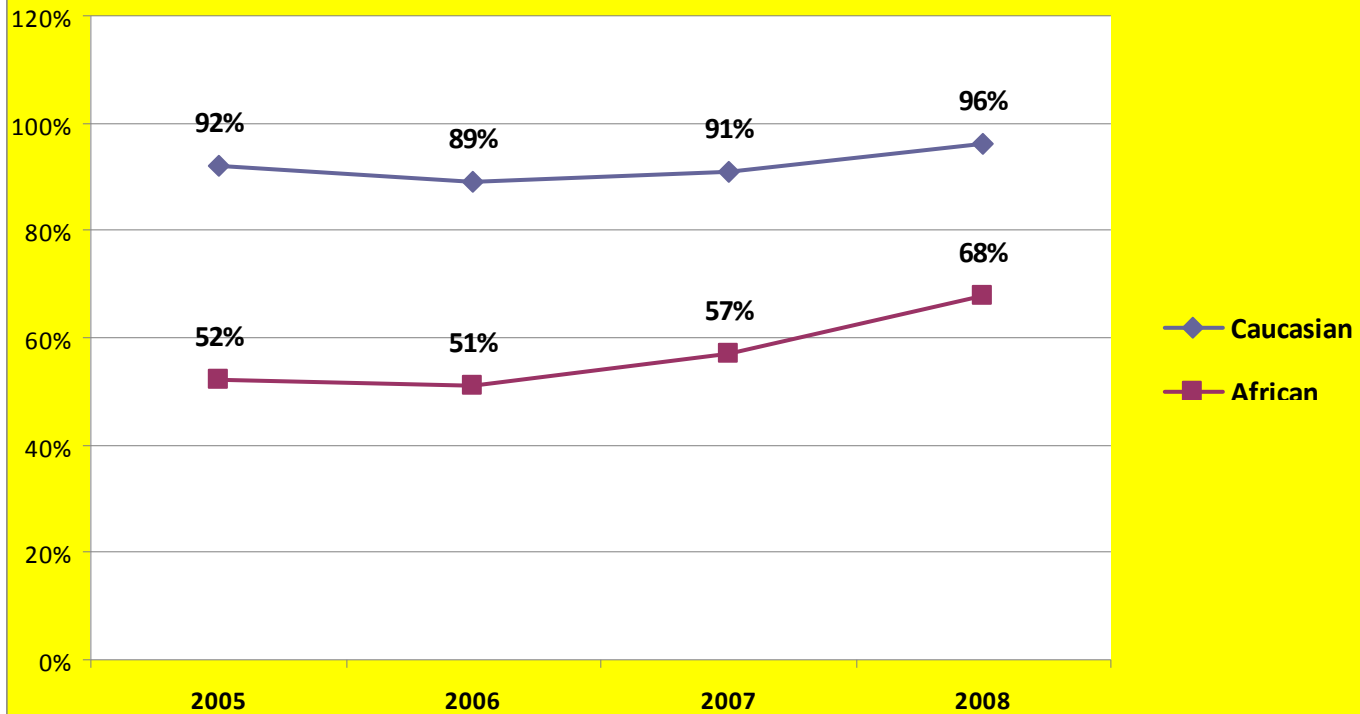
**End-of-Course Biology
Pass Percentage Disparity 2005-2008**



End of Course Chemistry Pass Percentage Disparity 2005-2008



End-of-Course Earth Science Pass Percentage Disparity 2005-2008



Recommendation #1

- WJCC students will have access to services and resources needed to experience success in school and beyond. This should include rigorous instruction for all students.

Recommendation #2

- Provide learning that is related to the “real world” and/or simulated issues and meaningful problems.

Recommendation #3

- Address K-7 math programs so that more students are ready for Algebra I. Use Algebra kits (Hands-on-Equation) to prepare students in grades 4 and 5 for Algebra.