



**Newport News Public Schools** · 12465 Warwick Blvd., Newport News, VA 23606 (757) 591-4500

## For Immediate Release

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# Student Achievement Progressing in NNPS

## Significant gains made in past five years

Newport News Public Schools has made gains in student achievement results since 2006. According to a preliminary report of results released on August 11 by the Virginia Department of Education, most NNPS students have improved in English and mathematics performance over the past five years.

Student Performance in English			
Subgroup	2005-2006	2010-2011	Percent Change
All NNPS Students	78%	82%	▲ 4%
Black Students	71%	78%	▲ 7%
Hispanic Students	78%	81%	▲ 3%
White Students	89%	90%	▲ 1%
Economically Disadvantaged Students	69%	76%	▲ 7%
Limited English Proficient Students	65%	68%	▲ 3%
Students with Disabilities	57%	56%	▼ -1%

<b>Student Performance in Mathematics</b>			
<b>Subgroup</b>	<b>2005-2006</b>	<b>2010-2011</b>	<b>Percent Change</b>
All NNPS Students	69%	82%	▲ 13%
Black Students	60%	77%	▲ 17%
Hispanic Students	67%	81%	▲ 14%
White Students	81%	89%	▲ 8%
Economically Disadvantaged Students	59%	76%	▲ 17%
Limited English Proficient Students	58%	71%	▲ 13%
Students with Disabilities	49%	60%	▲ 11%

### **ADEQUATE YEARLY PROGRESS**

Federal law requires that school divisions and schools meet annual objectives for AYP for student performance on statewide tests in reading and mathematics. In Virginia, performance is measured using the results of the Standards of Learning tests.

To make AYP for 2011, at least 86% of students overall, and students in each subgroup, must demonstrate proficiency on statewide tests in English; and 85% must demonstrate proficiency in mathematics. Additionally, a school must meet 29 benchmarks for participation in statewide testing, achievement in reading and mathematics, and attendance for elementary and middle schools, or graduation for high schools. Students overall and students in each of the identified subgroups (white, black, Hispanic, students with disabilities, economically disadvantaged students, and students with limited English proficiency) must meet annual benchmarks in English and mathematics, or reduce the failure rates in these subjects by 10 percent. Missing a single benchmark may result in a school division or school not making AYP. Under the current method of calculating AYP, it is possible that high-performing schools will be identified as not making AYP. AYP is just one measure of progress for public schools.

Newport News Public Schools is advancing its mission to ensure that all students graduate college, career and citizen-ready. For the last five years, the school division has implemented intensive curriculum realignment to include 21<sup>st</sup> century readiness skills in all core subject areas. A coordinated instructional support plan including instructional classroom audits, professional development in literacy and math teaching practices, individual student data reviews, instructional coaches, and an aggressive pyramid of interventions, was developed for schools not meeting the annual performance objectives.

### **NOTABLE HIGHLIGHTS FOR 2011 ADEQUATE YEARLY PROGRESS PRELIMINARY RESULTS**

#### ***English***

- The achievement gap among black and white students across the school district decreased slightly by 1 percentage point from 2011 to 12%.

- At the middle school level, the economic disadvantaged, Hispanic, limited English proficiency subgroups improved its pass rates from 1% to 5% over 2010 while the all student and black subgroups remained the same as 2010. Both the students with disabilities and white subgroups declined in performance by 1% each.
- All high school subgroups improved in performance from 1 to 9 percentage points with the exception of students with disabilities who remained the same as 2010 at 74%.

### ***Mathematics***

- Eighteen (18) schools made AYP for mathematics in all subgroups.
- The achievement gap among black and white students continues to decrease from 19% in 2007 to 12% in 2011.
- The all student subgroup performance in math improved by 1 percentage point to 82% from 2010. All subgroups held steady from last year with the exception of the limited English proficient subgroup, improving performance by 1 percentage point to 71%. However, the students with disabilities subgroup decreased by 1 percentage point 60%.
- Elementary school white and all student subgroups improved by 1 percentage point over 2010 to 95% and 88%, respectively. The black, economic disadvantaged, and limited English proficient subgroups held steady. The students with disabilities subgroup pass rate declined to 68% reflecting a decrease of 1 percentage point from 2010.
- All middle school subgroups continued to improve performance over 2010 with the exception of the all student and black subgroups which held steady at 78% and 74% respectively. The Hispanic student subgroup pass rate improved to 75% reflecting an increase of 4 percentage points from 2010. The economic disadvantaged subgroup improved its pass rate by 2 percentage points over 2010 to 73%.
- Most high school subgroups improved performance from the 2009-2010 school year.
  - The high school white student subgroup pass rate improved 3 percentage points from 2009 to 90%.
  - The all student, economically disadvantaged, and limited English proficient subgroups each improved performance by 1 percentage point over 2010.
  - The black subgroup remained at 81% for the 2010-2011 school year.

### ***Other Highlights***

- All high school subgroups increased the Federal Graduation Indicator (An annual objective of students who graduate with a standard or advanced studies diploma. The graduation indicator does not include students who receive modified standard diplomas or general achievement diplomas) as compared to 2010:
  - All student subgroup increased 3%
  - Black subgroup increased by 1%
  - Disadvantaged subgroup increased 3%
  - Hispanic subgroup increased by 7%
  - Limited English proficient subgroup increased by 12%
  - Students with disabilities subgroup increased 4%

- White subgroup increased by 4%

## **ADEQUATE YEARLY PROGRESS RESULTS**

The state report indicates that five Newport News schools met or exceeded Adequate Yearly Progress benchmarks in 2011. Schools making AYP include An Achievable Dream Elementary, Deer Park Elementary, Hilton Elementary, Lee Hall Elementary and An Achievable Dream Middle and High School.

Four schools missed AYP by only one subgroup: General Stanford Elementary, Greenwood Elementary, Nelson Elementary and Woodside High School.

While many students earned higher pass rates, as a division, Newport News Public Schools did not make AYP in English performance for the all student, black, economically disadvantaged, Hispanic, limited English proficient and students with disabilities subgroups. In mathematics performance, the school district did not make AYP in the all student, black, economically disadvantaged, Hispanic, limited English proficient, and student with disabilities subgroups.

NNPS met the other academic indicator for attendance for elementary and middle school, but did not make AYP in the other academic indicator (the federal graduation indicator) for high school. The federal graduation indicator is an annual measure of students who graduate in four years with a standard or advanced studies diploma. The graduation indicator does not include students who receive modified standard diplomas or general achievement diplomas.

AYP ratings and student achievement data for the Newport News public school district and all Newport News schools (as well as other public schools and school divisions in the state) are available for review on the Virginia Department of Education website at [http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/index.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml)

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