

ANNUAL

VIRGINIA BEACH CITY PUBLIC SCHOOLS

Elementary School Report Card

ISSUED 2006-2007



Dear Parents or Guardian:

We are pleased to provide you with the ninth annual School Report Card containing important information about your child's school. This report card is an important part of educational accountability designed to help you assess many aspects of your child's school and evaluate its success over time.

In addition to school and staff characteristics for the current school year and student performance for previous years, you will find information related to the school's progress toward meeting state and federal standards. I am pleased to indicate that for the current year, 100 percent of our schools earned full state accreditation.

Schools are also expected to make Adequate Yearly Progress (AYP) based on criteria required by the *No Child Left Behind (NCLB) Act of 2001*. A school's AYP status is based on Standards of Learning (SOL) test results and other factors such as attendance rates or science performance for elementary and middle schools and graduation rates for high schools. Criteria for meeting AYP are set for all students and for subgroups of students, including economically disadvantaged, limited English proficient, and students with disabilities, as well as for major racial and ethnic groups. Each student subgroup within a school must achieve all of the annual objectives for the school to be classified as making AYP. We are proud that 94 percent of our schools made AYP for the 2006-2007 school year based on 2005-2006 data.

However, maintaining our school division's excellent record of continuous improvement depends on our students, teachers, staff, community, and family members like you. We hope that you will continue to help us succeed through your commitment to your child's education and by taking an active role at your child's school.

Sincerely,

James G. Merrill, Ed.D.
Superintendent

JOHN B. DEY
Elementary (K-5)

Home of the Seagulls

1900 North Great Neck Road
Virginia Beach, VA 23454
757-496-6759 (phone)
757-496-6784 (fax)
jbdeyes@vbschools.com
www.deyes.vbschools.com

2006-2007

Mrs. Lee Capwell, Principal
Ms. Amy N. Hedrick, Assistant Principal
Ms. Judy Kurtz, PTA President

State Accreditation Status:
Fully Accredited

NCLB Adequate Yearly Progress Status:
Made AYP

READING YOUR SCHOOL REPORT CARD

This report card for your child's school includes information related to school, staff, and student characteristics in addition to student performance measures. Unless otherwise noted, the information provided is for the 2006-2007 school year. The student subgroups reported for each performance measure were designed to allow for comparisons to the state. Additional information about your child's school and all other schools in the division is available at www.vbschools.com and www.doe.virginia.gov.

SCHOOL INFORMATION

Title I School:	No
Student Mobility:	11%
PTA Membership June 2006:	798

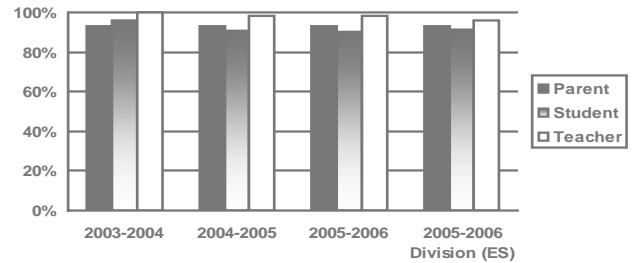
Pupil-Teacher Ratio
(without resource personnel)

K	1	2	3	4	5
22:1	21:1	23:1	23:1	21:1	21:1

Pupil-Teacher Ratio
(with resource personnel)

K	1	2	3	4	5
18:1	17:1	18:1	18:1	17:1	17:1

Overall Quality of Education



The bar chart above displays the percentage of people giving a grade of A or B to the overall quality of education received by students at this school, based on the school division's annual spring survey.

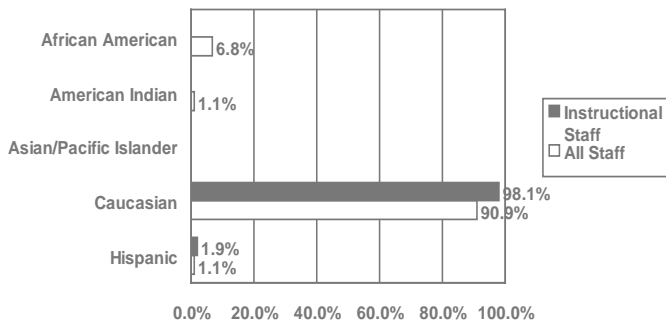
Attendance 2005-2006**

School Average Daily Attendance:	96.2%
Division (ES) Average Daily Attendance:	96.1%
AYP Attendance Target:	94.0%

STAFF CHARACTERISTICS

Administration/Intern: 2	Classified: 31
Instructional: 54	Other: 1

Fall 2006 Staff Characteristics



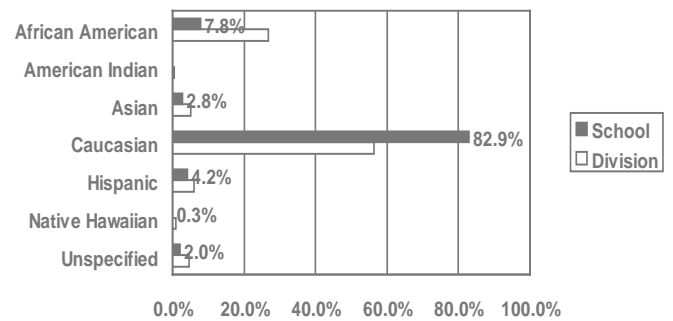
Additional Characteristics for Instructional Staff

	School	Division (ES)	State
<i>Female</i>	90.7%	92.1%	*
<i>Male</i>	9.3%	7.9%	*
<i>Average years of teaching experience</i>	12.9	14.4	*
<i>Percentage with graduate degrees</i>	63.0	47.0	*
<i>Percentage new to the system</i>	5.6	6.7	*
<i>Percentage of core courses not taught by highly qualified teachers 05-06</i>	6	6	5
		Entire Division	
<i>Percentage of teachers with provisional credentials 05-06</i>	7	5	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 742	Division Membership (ES): 31,393
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Fall 2006 Student Characteristics



Additional Student Characteristics

	School	Division (ES)
Female	47.2%	49.1%
Male	52.8%	50.9%
Economically Disadvantaged	13.1%	34.7%
Gifted	13.2%	8.6%
Limited English Proficiency	3.0%	2.1%
Migrant	0.0%	0.0%
Special Education	8.0%	11.7%

*Not Available

**Attendance as of March 31 is reported because it is used by the state to calculate AYP.

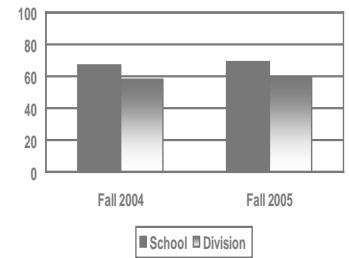
STUDENT PERFORMANCE INFORMATION

The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this case, the percentile rank represents the group's relative standing compared to the nationally representative sample. For example, if the group of students has a percentile rank of 50, it means that the group of students performed as well as or better on the test than 50 percent of the national sample of students.

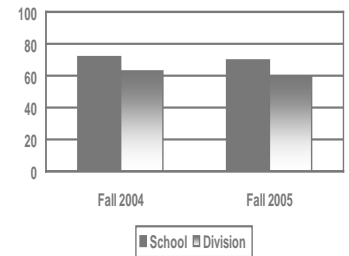
STANFORD 10

Grade 4		Fall 2004		Fall 2005	
		School	Division	School	Division
Total Reading	All Students	67	58	69	59
	Female	72	60	76	62
	Male	63	56	63	57
	African American	<	43	37	44
	American Indian	<	53	<	39
	Asian	<	65	<	66
	Caucasian	71	65	74	66
	Hispanic	<	51	<	54
	Native Hawaiian	<	<	<	54
	Unspecified Ethnicity	<	58	<	60
	Economically Disadvantaged	44	44	46	47
	Limited English Proficiency	<	39	<	<
	Special Education	34	26	44	26
Total Mathematics	All Students	72	63	70	59
	Female	74	63	68	59
	Male	71	62	70	59
	African American	<	47	42	44
	American Indian	<	66	<	40
	Asian	<	76	<	71
	Caucasian	74	69	73	65
	Hispanic	<	55	<	53
	Native Hawaiian	<	<	<	53
	Unspecified Ethnicity	<	63	<	61
	Economically Disadvantaged	42	49	39	48
	Limited English Proficiency	<	56	<	<
	Special Education	40	36	48	34
Total Language	All Students	79	70	75	68
	Female	85	74	84	72
	Male	74	66	68	65
	African American	<	56	47	56
	American Indian	<	66	<	43
	Asian	<	77	<	78
	Caucasian	81	76	80	74
	Hispanic	<	64	<	63
	Native Hawaiian	<	<	<	55
	Unspecified Ethnicity	<	67	<	68
	Economically Disadvantaged	51	57	47	57
	Limited English Proficiency	<	58	<	<
	Special Education	53	42	55	42

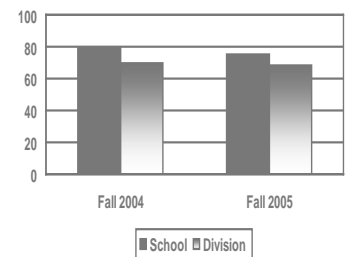
Two-Year Trend
Stanford 10
Performance
**Total Reading
Percentile Ranks**



**Total Mathematics
Percentile Ranks**



**Total Language
Percentile Ranks**



<Data not reported for less than 10 students

STUDENT PERFORMANCE INFORMATION

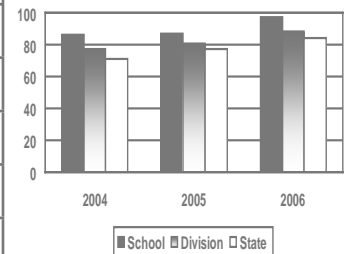
The Standards of Learning (SOL) tests are state mandated achievement tests used by students to earn verified credits for graduation and by schools and the division to assess student achievement and plan for continuous improvement. The test results are also used to determine school accreditation and AYP status. The 2005-2006 SOL performance shown in the following tables and graphs are based on the data in the individual school report cards provided by the Virginia Department of Education at <https://t1pe.doe.virginia.gov/reportcard/> and reflect the percentage of students at each proficiency level.

2005-2006 SOL PERFORMANCE

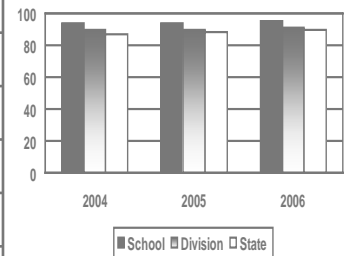
Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	63	34	3	97	88	84
	Female	67	32	2	98	90	85
	Male	58	37	5	95	87	82
	African American	<	<	<	<	79	73
	American Indian	<	<	<	<	86	86
	Asian	<	<	<	<	94	90
	Caucasian	65	32	3	97	92	88
	Hispanic	<	<	<	<	87	79
	Other Ethnicity	<	<	<	<	86	84
	Economically Disadvantaged	36	64	0	100	82	74
	Limited English Proficiency	<	<	<	<	87	77
	Migrant	<	<	<	<	<	71
	Special Education	18	64	18	82	75	71
Mathematics	All Students	77	19	5	95	91	90
	Female	81	15	4	96	91	90
	Male	70	25	5	95	91	89
	African American	<	<	<	<	82	82
	American Indian	<	<	<	<	95	92
	Asian	<	<	<	<	96	95
	Caucasian	80	16	4	96	95	93
	Hispanic	<	<	<	<	89	85
	Other Ethnicity	<	<	<	<	93	91
	Economically Disadvantaged	64	27	9	91	85	83
	Limited English Proficiency	<	<	<	<	87	85
	Migrant	<	<	<	<	<	83
	Special Education	27	45	27	73	76	75

Three-Year Trend SOL Passing Rates

Grade 3 English: Reading, Literature, and Research Percent Passing



Grade 3 Mathematics Percent Passing



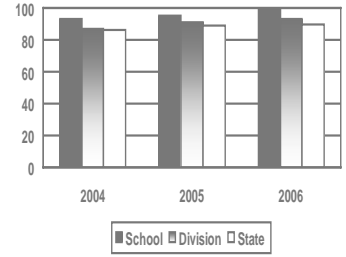
<Data not reported for less than 10 students

2005-2006 SOL PERFORMANCE

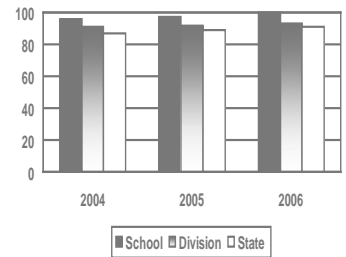
Three-Year Trend
SOL Passing Rates

Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Science	All Students	60	39	1	99	93	90
	Female	66	34	0	100	94	90
	Male	50	48	2	98	93	90
	African American	<	<	<	<	86	81
	American Indian	<	<	<	<	100	91
	Asian	<	<	<	<	98	94
	Caucasian	59	41	0	100	96	95
	Hispanic	<	<	<	<	92	84
	Other Ethnicity	<	<	<	<	94	92
	Economically Disadvantaged	60	40	0	100	88	82
	Limited English Proficiency	<	<	<	<	90	82
	Migrant	<	<	<	<	<	87
Special Education	27	73	0	100	81	77	
History and Social Sciences	All Students	81	19	0	100	93	91
	Female	80	20	0	100	94	92
	Male	83	17	0	100	93	91
	African American	<	<	<	<	86	85
	American Indian	<	<	<	<	95	93
	Asian	<	<	<	<	96	95
	Caucasian	84	16	0	100	96	94
	Hispanic	<	<	<	<	93	85
	Other Ethnicity	<	<	<	<	92	92
	Economically Disadvantaged	70	30	0	100	87	84
	Limited English Proficiency	<	<	<	<	92	85
	Migrant	<	<	<	<	<	89
Special Education	55	45	0	100	81	78	
Grade 4		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	56	39	5	95	88	86
	Female	57	40	2	98	90	88
	Male	55	38	7	93	86	85
	African American	38	38	23	77	77	78
	American Indian	<	<	<	<	79	86
	Asian	<	<	<	<	90	92
	Caucasian	59	39	2	98	92	90
	Hispanic	<	<	<	<	86	80
	Other Ethnicity	<	<	<	<	91	88
	Economically Disadvantaged	43	43	14	86	79	77
	Limited English Proficiency	<	<	<	<	81	79
	Migrant	<	<	<	<	<	75
Special Education	44	38	19	81	71	72	

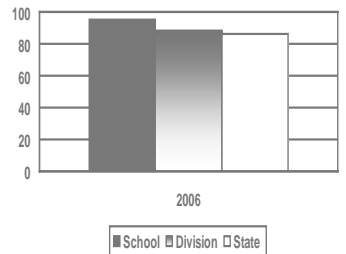
Grade 3 Science
Percent Passing



Grade 3 History and Social Sciences
Percent Passing



Grade 4 English: Reading, Literature, and Research
Percent Passing



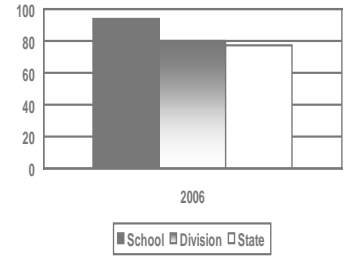
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2005-2006 SOL PERFORMANCE

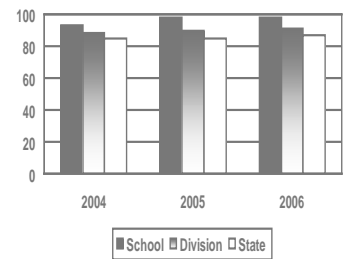
Grade 4		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	52	42	6	94	80	77
	Female	51	45	4	96	79	77
	Male	53	41	7	93	82	78
	African American	31	54	15	85	65	64
	American Indian	<	<	<	<	50	78
	Asian	<	<	<	<	87	87
	Caucasian	56	39	5	95	88	84
	Hispanic	<	<	<	<	75	65
	Other Ethnicity	<	<	<	<	84	80
	Economically Disadvantaged	36	50	14	86	67	64
	Limited English Proficiency	<	<	<	<	66	63
	Migrant	<	<	<	<	<	57
	Special Education	38	44	19	81	58	59
Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	73	26	2	98	91	87
	Female	82	18	0	100	92	89
	Male	65	32	3	97	90	85
	African American	<	<	<	<	84	77
	American Indian	<	<	<	<	95	89
	Asian	<	<	<	<	95	93
	Caucasian	74	24	2	98	94	91
	Hispanic	<	<	<	<	89	81
	Other Ethnicity	<	<	<	<	93	89
	Economically Disadvantaged	50	40	10	90	84	78
	Limited English Proficiency	<	<	<	<	86	81
	Migrant	<	<	<	<	<	67
	Special Education	20	60	20	80	70	72
English: Writing [†]	All Students	53	44	4	96	92	*
	Female	64	36	0	100	94	*
	Male	42	51	7	93	89	*
	African American	<	<	<	<	85	*
	American Indian	<	<	<	<	87	*
	Asian	<	<	<	<	95	*
	Caucasian	54	45	2	98	94	*
	Hispanic	<	<	<	<	91	*
	Other Ethnicity	<	<	<	<	95	*
	Economically Disadvantaged	<	<	<	<	85	*
	Limited English Proficiency	<	<	<	<	90	*
	Migrant	<	<	<	<	<	*
	Special Education	<	<	<	<	65	*

Three-Year Trend
SOL Passing Rates

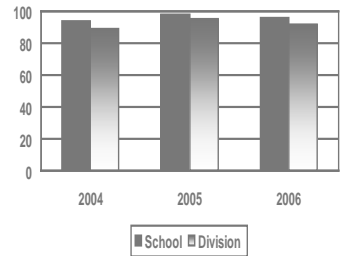
Grade 4 Mathematics
Percent Passing



Grade 5 English: Reading, Literature, and Research
Percent Passing



Grade 5 English: Writing
Percent Passing



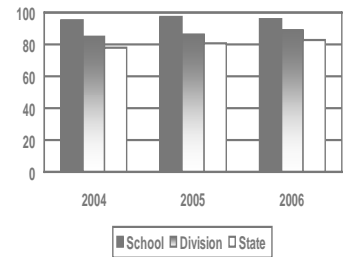
*Not Available <Data not reported for less than 10 students
[†]The state-generated report cards do not include English: Writing scores.

2005-2006 SOL PERFORMANCE

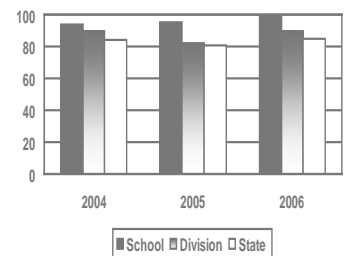
Three-Year Trend
SOL Passing Rates

Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	71	26	4	96	89	83
	Female	81	19	0	100	89	84
	Male	63	31	7	93	88	82
	African American	<	<	<	<	81	74
	American Indian	<	<	<	<	90	85
	Asian	<	<	<	<	93	91
	Caucasian	74	23	3	97	91	87
	Hispanic	<	<	<	<	86	74
	Other Ethnicity	<	<	<	<	94	85
	Economically Disadvantaged	60	40	0	100	81	73
	Limited English Proficiency	<	<	<	<	81	72
	Migrant	<	<	<	<	<	65
	Special Education	40	40	20	80	69	63
	Science	All Students	60	40	1	99	90
Female		55	45	0	100	89	83
Male		63	36	1	99	92	86
African American		<	<	<	<	79	72
American Indian		<	<	<	<	95	86
Asian		<	<	<	<	96	91
Caucasian		62	37	1	99	95	91
Hispanic		<	<	<	<	88	75
Other Ethnicity		<	<	<	<	97	87
Economically Disadvantaged		<	<	<	<	81	73
Limited English Proficiency		<	<	<	<	87	72
Migrant		<	<	<	<	<	64
Special Education		<	<	<	<	71	66
History and Social Sciences		All Students	80	19	1	99	90
	Female	84	16	0	100	88	84
	Male	77	21	1	99	92	86
	African American	<	<	<	<	81	75
	American Indian	<	<	<	<	100	87
	Asian	<	<	<	<	96	92
	Caucasian	82	17	1	99	94	90
	Hispanic	<	<	<	<	88	75
	Other Ethnicity	<	<	<	<	91	87
	Economically Disadvantaged	<	<	<	<	80	74
	Limited English Proficiency	<	<	<	<	86	75
	Migrant	<	<	<	<	<	65
	Special Education	<	<	<	<	71	68

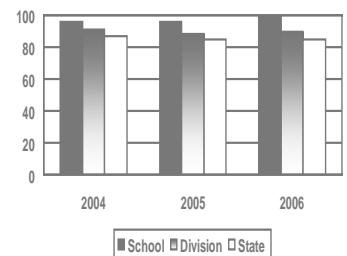
Grade 5 Mathematics
Percent Passing



Grade 5 Science
Percent Passing



Grade 5 History
and Social Sciences
Percent Passing



<Data not reported for less than 10 students

SCHOOL ACCOMPLISHMENTS 2005-2006

- Perfect scores were attained by one out of three third graders in math.
- Perfect scores were attained by two out of five third and fifth graders in history.
- For the third year in a row, over two thirds of our third- and fifth-grade students achieved pass advanced scores on the History and Standards of Learning test.
- Nearly four out of five third graders achieved a pass advanced score on the Mathematics Standards of Learning test.
- Three hundred sixty-nine volunteers contributed 20,790 hours of support in grades K-5.

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The Virginia Beach City Public Schools prohibits discrimination on the basis of race, color, religion, sex, ethnicity, national origin, age, disability, pregnancy and childbirth, or marital status. School Board policies and supporting regulation (Policies 2-33, 4-4, 5-7, and 6-7 and Regulation 5-44.1) provide equal access to courses, programs, counseling services, physical education and athletics, vocational education, instructional materials, and extracurricular activities. Violations of these policies should be reported to the Director of Student Leadership at 263-2020 or the Assistant Superintendent of Human Resources at 263-1133.

Alternate formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Mary Ann Morrill, Virginia Beach City Public Schools, 2512 George Mason Drive, P. O. Box 6038, Virginia Beach, Virginia 23456-0038. Telephone 263-1199; fax 263-1131; 263-1240 (TDD) or e-mail maryann.morrill@vbschools.com.

The mission of the Virginia Beach City Public Schools, in partnership with our entire community, is to ensure that each student is empowered with the knowledge and skills necessary to meet the challenges of the future.

No part of this publication may be produced or shared in any form without giving specific credit to Virginia Beach City Public Schools.

Additional information about the data used in this report card can be found at http://www.vbschools.com/school_data/report_cards/0607/index.asp.

SCHOOL BOARD MEMBERS

Mr. Daniel D. "Dan" Edwards, Chairman
(District 1 - Centerville)

Mrs. Rita Sweet Bellitto, Vice-Chairman
(At-Large)

Mr. Todd C. Davidson
(At-Large)

Mrs. Emma L. "Em" Davis
(District 5 - Lynnhaven)

Mrs. Patricia G. Edmonson
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Mr. Edward F. Fissinger, Sr.
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Mr. Dan R. Lowe
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Ms. Sandra Smith-Jones
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Mr. Michael W. Stewart
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Mrs. Carolyn D. Weems
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John B. Dey Elementary School
1900 North Great Neck Road
Virginia Beach, VA 23454

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