

ANNUAL

VIRGINIA BEACH CITY PUBLIC SCHOOLS

Elementary School Report Card

ISSUED 2007-2008



Dear Parents or Guardian:

We are pleased to provide you with the tenth 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 73 of our schools made AYP for the 2007-2008 school year based on 2006-2007 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

CORPORATE LANDING Elementary (K-5)

Home of the Dolphins

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2007-2008

Mr. David B. French, Principal
Ms. Patricia A. Mashek, Assistant Principal
Ms. Monnie Joyner, 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 2007-2008 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: 22%

Pupil-Teacher Ratio (without resource personnel)*

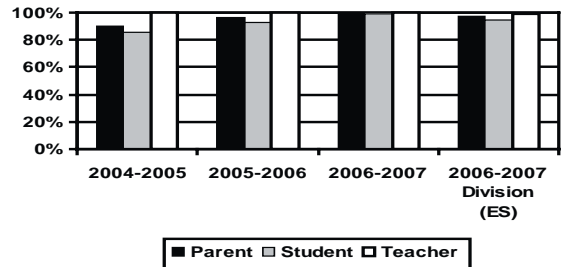
K	1	2	3	4	5
18:1	15:1	18:1	18:1	20:1	23:1

Pupil-Teacher Ratio (with resource personnel)*

K	1	2	3	4	5
15:1	12:1	14:1	15:1	16:1	18:1

*This school is part of the state's K-3 class size reduction initiative.

Overall Quality of Education



The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

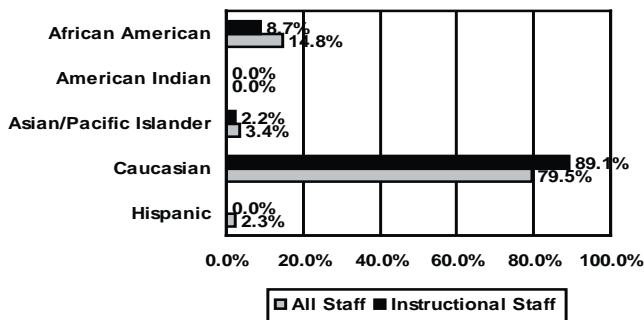
Attendance 2006-2007**

School Average Daily Attendance:	96.0%
Division (ES) Average Daily Attendance:	95.9%
AYP Attendance Target:	94.0%

STAFF CHARACTERISTICS

Administration/Intern: 2 Instructional: 46
Classified: 39 Other: 1

Fall 2007 Staff Characteristics



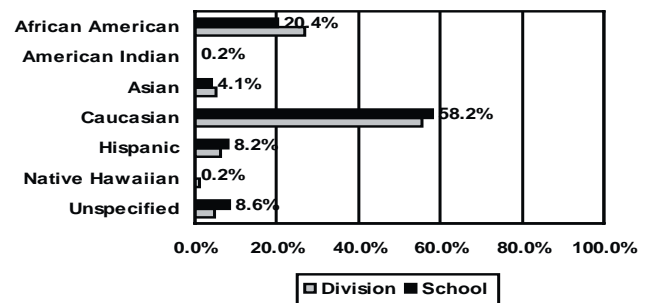
Additional Characteristics for Instructional Staff

	School	Division (ES)	State
Female	93.5%	92.2%	*
Male	6.5%	7.8%	*
Average years of teaching experience	15.2	14.5	*
Percentage with graduate degrees	45.7	47.9	*
Percentage new to the system	4.3	6.3	*
Percentage of core courses not taught by highly qualified teachers 06-07	5	3	3
		Entire Division	
Percentage of teachers with provisional credentials 06-07	0	4	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 510 Division Membership (ES): 31,176
(excluding preschool)

Fall 2007 Student Characteristics



Additional Student Characteristics

	School	Division (ES)
Female	49.8%	49.0%
Male	50.2%	51.0%
Economically Disadvantaged	33.7%	30.8%
Gifted	3.3%	8.4%
Limited English Proficiency	1.4%	2.2%
Migrant	0.0%	<0.1%
Special Education	16.1%	11.4%

*Not Available

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

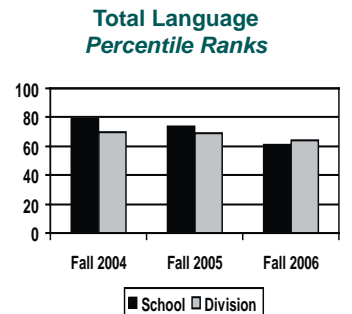
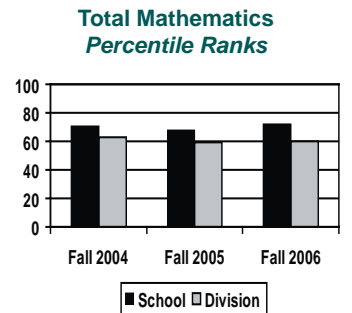
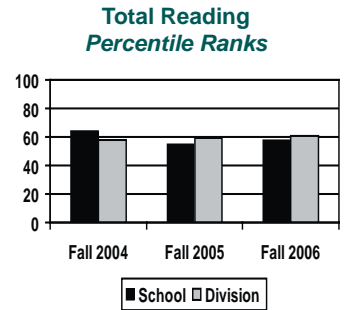
STUDENT PERFORMANCE INFORMATION

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		Fall 2006	
		School	Division	School	Division	School	Division
Total Reading	All Students	64	58	55	59	58	61
	Female	64	60	57	62	63	64
	Male	64	56	53	57	54	57
	African American	58	43	46	44	46	45
	American Indian	<	53	<	39	<	58
	Asian	<	65	<	66	<	67
	Caucasian	68	65	54	66	60	67
	Hispanic	<	51	<	54	<	57
	Native Hawaiian	<	<	<	54	<	72
	Unspecified Ethnicity	<	59	<	60	<	67
	Economically Disadvantaged	53	44	52	47	50	48
	Limited English Proficiency	<	39	<	<	<	37
	Special Education	39	26	20	26	29	26
	Total Mathematics	All Students	71	63	68	59	72
Female		69	63	67	59	72	60
Male		74	62	69	59	71	59
African American		65	47	57	44	63	45
American Indian		<	66	<	40	<	57
Asian		<	76	<	71	<	70
Caucasian		76	69	66	65	72	65
Hispanic		<	55	<	53	<	57
Native Hawaiian		<	<	<	53	<	70
Unspecified Ethnicity		<	64	<	61	<	65
Economically Disadvantaged		57	49	68	48	69	48
Limited English Proficiency		<	56	<	<	<	47
Special Education		50	36	38	34	46	32
Total Language		All Students	79	70	74	69	61
	Female	79	74	76	72	65	70
	Male	79	66	73	65	59	59
	African American	73	57	72	56	56	50
	American Indian	<	66	<	43	<	62
	Asian	<	77	<	78	<	75
	Caucasian	82	76	72	74	60	70
	Hispanic	<	64	<	63	<	61
	Native Hawaiian	<	<	<	55	<	73
	Unspecified Ethnicity	<	67	<	68	<	67
	Economically Disadvantaged	66	57	72	57	61	52
	Limited English Proficiency	<	58	<	<	<	44
	Special Education	60	42	39	42	43	36

Three-Year Trend Stanford 10 Performance



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 2006-2007 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.

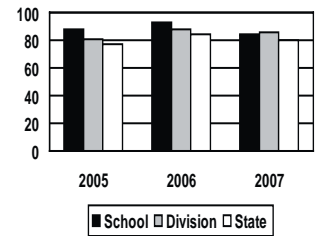
2006-2007 SOL PERFORMANCE

Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	29	55	16	84	86	80
	Female	30	58	12	88	87	83
	Male	27	52	21	79	84	78
	African American	14	62	24	76	77	71
	American Indian	<	<	<	<	74	81
	Asian	<	<	<	<	88	85
	Caucasian	33	52	15	85	90	87
	Hispanic	<	<	<	<	83	65
	Other Ethnicity	43	43	14	86	86	82
	Economically Disadvantaged	19	57	24	76	78	69
	Limited English Proficiency	<	<	<	<	68	62
	Migrant	<	<	<	<	<	71
	Special Education	33	33	33	67	64	62
	Mathematics	All Students	40	54	6	94	91
Female		37	58	5	95	91	89
Male		43	51	6	94	91	89
African American		24	67	10	90	83	81
American Indian		<	<	<	<	77	88
Asian		<	<	<	<	95	95
Caucasian		46	48	6	94	94	93
Hispanic		<	<	<	<	90	84
Other Ethnicity		36	64	0	100	90	89
Economically Disadvantaged		37	56	7	93	84	81
Limited English Proficiency		<	<	<	<	85	83
Migrant		<	<	<	<	<	89
Special Education		39	44	17	83	76	74
Science		All Students	33	60	7	93	92
	Female	32	63	5	95	92	88
	Male	35	56	9	91	92	89
	African American	5	85	10	90	84	79
	American Indian	<	<	<	<	87	91
	Asian	<	<	<	<	94	93
	Caucasian	31	64	4	96	96	93
	Hispanic	<	<	<	<	91	81
	Other Ethnicity	62	31	8	92	92	89
	Economically Disadvantaged	24	66	11	89	86	80
	Limited English Proficiency	<	<	<	<	86	80
	Migrant	<	<	<	<	<	80
	Special Education	33	58	8	92	77	74

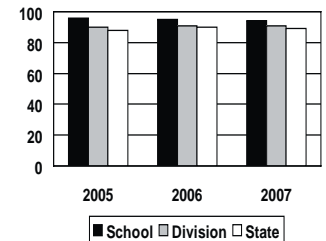
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

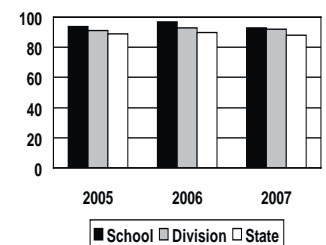
**Grade 3 English: Reading, Literature, and Research
Percent Passing**



**Grade 3 Mathematics
Percent Passing**



**Grade 3 Science
Percent Passing**



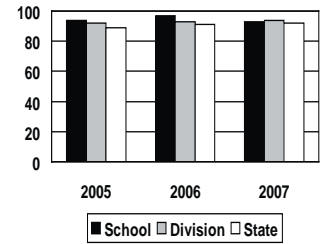
2006-2007 SOL PERFORMANCE

Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
History and Social Science	All Students	53	40	7	93	94	92
	Female	55	40	5	95	94	93
	Male	52	39	9	91	93	92
	African American	45	45	10	90	89	87
	American Indian	<	<	<	<	86	94
	Asian	<	<	<	<	97	96
	Caucasian	48	46	7	93	96	95
	Hispanic	<	<	<	<	94	87
	Other Ethnicity	85	8	8	92	93	91
	Economically Disadvantaged	45	43	13	88	89	86
	Limited English Proficiency	<	<	<	<	98	87
	Migrant	<	<	<	<	<	92
	Special Education	50	42	8	92	79	79
	Grade 4		School Proficiency Levels			Percent Passing	
Advanced			Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	43	52	5	95	92	87
	Female	50	44	6	94	94	89
	Male	37	59	4	96	91	86
	African American	33	59	7	93	86	80
	American Indian	<	<	<	<	96	93
	Asian	<	<	<	<	97	92
	Caucasian	44	53	3	97	95	91
	Hispanic	<	<	<	<	94	77
	Other Ethnicity	<	<	<	<	94	89
	Economically Disadvantaged	37	57	6	94	87	78
	Limited English Proficiency	<	<	<	<	88	74
	Migrant	<	<	<	<	<	80
	Special Education	24	53	24	76	75	69
	Mathematics	All Students	50	39	11	89	84
Female		50	38	12	88	84	81
Male		49	40	11	89	84	81
African American		32	43	25	75	70	69
American Indian		<	<	<	<	84	85
Asian		<	<	<	<	94	91
Caucasian		55	37	8	92	89	86
Hispanic		<	<	<	<	81	70
Other Ethnicity		<	<	<	<	91	83
Economically Disadvantaged		50	36	14	86	73	69
Limited English Proficiency		<	<	<	<	76	69
Migrant		<	<	<	<	<	72
Special Education		24	47	29	71	63	62

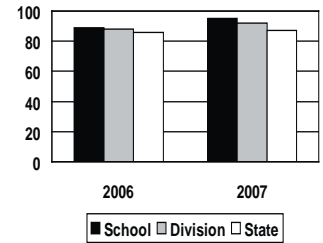
<Data not reported for less than 10 students

**Three-Year Trend
SOL Passing Rates**

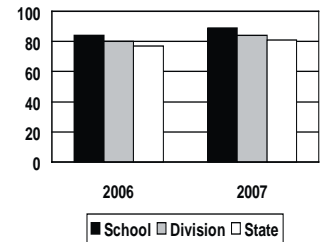
**Grade 3 History and Social Sciences
Percent Passing**



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



**Grade 4 Mathematics
Percent Passing**



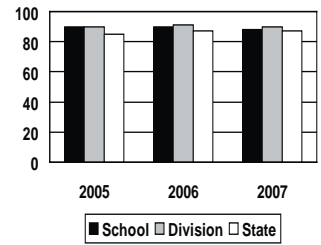
2006-2007 SOL PERFORMANCE

Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	35	53	12	88	90	87
	Female	26	60	14	86	91	89
	Male	41	48	11	89	88	85
	African American	20	60	20	80	80	80
	American Indian	<	<	<	<	94	91
	Asian	<	<	<	<	91	90
	Caucasian	36	54	10	90	94	91
	Hispanic	<	<	<	<	86	74
	Other Ethnicity	<	<	<	<	91	89
	Economically Disadvantaged	31	58	12	88	81	77
	Limited English Proficiency	<	<	<	<	75	70
	Migrant	<	<	<	<	<	68
	Special Education	30	43	26	74	69	68
	English: Writing	All Students	11	79	10	90	96
Female		9	84	6	94	98	93
Male		13	74	13	87	93	86
African American		6	78	17	83	92	84
American Indian		<	<	<	<	100	87
Asian		<	<	<	<	97	95
Caucasian		13	80	8	93	97	92
Hispanic		<	<	<	<	96	84
Other Ethnicity		<	<	<	<	97	91
Economically Disadvantaged		22	65	13	87	93	82
Limited English Proficiency		<	<	<	<	94	82
Migrant		<	<	<	<	<	75
Special Education		0	55	45	55	75	63
Mathematics		All Students	47	47	6	94	90
	Female	50	50	0	100	92	88
	Male	45	45	11	89	89	86
	African American	27	64	9	91	81	80
	American Indian	<	<	<	<	86	85
	Asian	<	<	<	<	95	93
	Caucasian	56	40	4	96	94	90
	Hispanic	<	<	<	<	88	78
	Other Ethnicity	<	<	<	<	92	87
	Economically Disadvantaged	37	59	4	96	82	78
	Limited English Proficiency	<	<	<	<	85	78
	Migrant	<	<	<	<	<	80
	Special Education	33	50	17	83	70	70

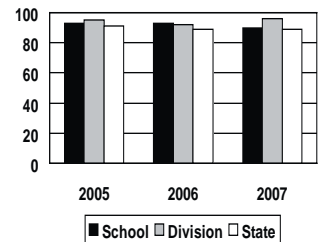
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Three-Year Trend SOL Passing Rates

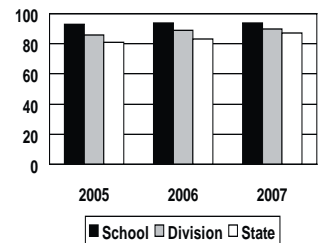
**Grade 5 English: Reading, Literature, and Research
Percent Passing**



**Grade 5 English: Writing
Percent Passing**



**Grade 5 Mathematics
Percent Passing**



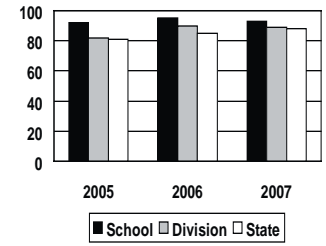
2006-2007 SOL PERFORMANCE

Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Science	<i>All Students</i>	35	59	7	93	89	88
	<i>Female</i>	35	56	9	91	88	87
	<i>Male</i>	34	61	5	95	90	88
	<i>African American</i>	22	50	28	72	76	78
	<i>American Indian</i>	<	<	<	<	100	89
	<i>Asian</i>	<	<	<	<	93	93
	<i>Caucasian</i>	36	64	0	100	95	93
	<i>Hispanic</i>	<	<	<	<	87	79
	<i>Other Ethnicity</i>	<	<	<	<	92	89
	<i>Economically Disadvantaged</i>	33	54	13	88	79	78
	<i>Limited English Proficiency</i>	<	<	<	<	80	76
	<i>Migrant</i>	<	<	<	<	<	70
	<i>Special Education</i>	35	53	12	88	68	70
Virginia Studies	<i>All Students</i>	35	54	11	89	85	83
	<i>Female</i>	25	66	9	91	84	82
	<i>Male</i>	43	45	13	88	86	83
	<i>African American</i>	21	58	21	79	73	74
	<i>American Indian</i>	<	<	<	<	71	84
	<i>Asian</i>	<	<	<	<	91	89
	<i>Caucasian</i>	40	55	5	95	90	88
	<i>Hispanic</i>	<	<	<	<	82	70
	<i>Other Ethnicity</i>	<	<	<	<	88	83
	<i>Economically Disadvantaged</i>	20	64	16	84	73	71
	<i>Limited English Proficiency</i>	<	<	<	<	81	67
	<i>Migrant</i>	<	<	<	<	<	66
	<i>Special Education</i>	8	69	23	77	57	60

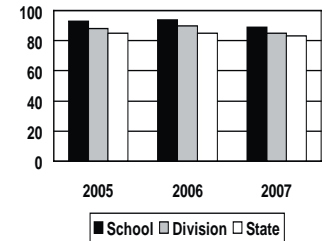
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

Grade 5 Science Percent Passing



Grade 5 Virginia Studies Percent Passing



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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.

Alternative 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/0708/index.asp.

SCHOOL BOARD MEMBERS

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

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

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(At-Large)

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

Mrs. Patricia G. Edmonson
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