

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

FAIRFIELD Elementary (K-5)

Home of the Falcons

5428 Providence Road
Virginia Beach, VA 23464
757-366-4570 (phone)
757-366-4530 (fax)
fairfes@vbschools.com
<http://www.fairfieldes.vbschools.com>

2007-2008

Dr. Sophia V. Stubblefield, Principal
Ms. Stephanie D. Haus, Assistant Principal
Ms. Natalie Ashcraft, 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: 12%

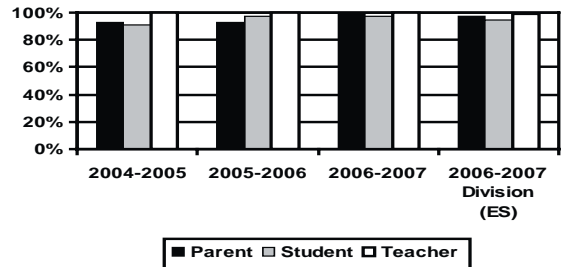
Pupil-Teacher Ratio (without resource personnel)

K	1	2	3	4	5
20:1	20:1	21:1	21:1	21:1	22:1

Pupil-Teacher Ratio (with resource personnel)

K	1	2	3	4	5
16:1	17:1	17:1	16:1	17:1	17:1

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.

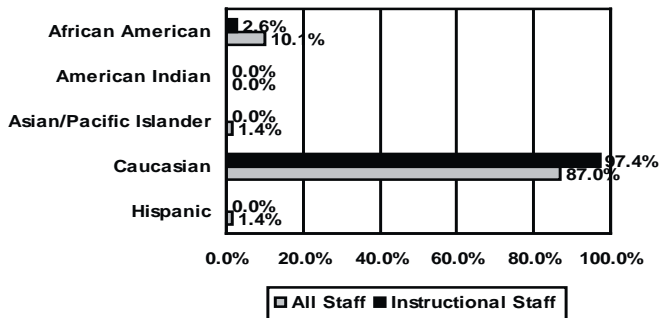
Attendance 2006-2007**

School Average Daily Attendance:	96.2%
Division (ES) Average Daily Attendance:	95.9%
AYP Attendance Target:	94.0%

STAFF CHARACTERISTICS

Administration/Intern: 2 Instructional: 39
Classified: 27 Other: 1

Fall 2007 Staff Characteristics



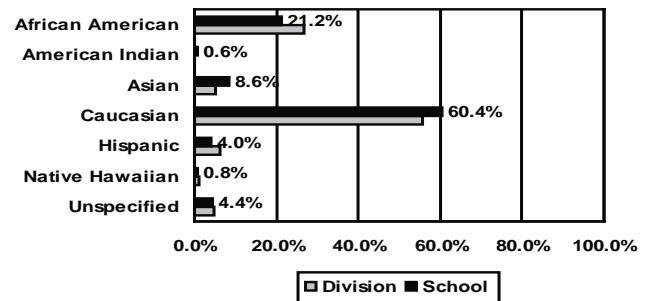
Additional Characteristics for Instructional Staff

	School	Division (ES)	State
Female	92.3%	92.2%	*
Male	7.7%	7.8%	*
Average years of teaching experience	13.2	14.5	*
Percentage with graduate degrees	48.7	47.9	*
Percentage new to the system	5.1	6.3	*
Percentage of core courses not taught by highly qualified teachers 06-07	0	3	3
		Entire Division	
Percentage of teachers with provisional credentials 06-07	0	4	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 500 Division Membership (ES): 31,176
(excluding preschool)

Fall 2007 Student Characteristics



Additional Student Characteristics

	School	Division (ES)
Female	47.4%	49.0%
Male	52.6%	51.0%
Economically Disadvantaged	20.7%	30.8%
Gifted	5.6%	8.4%
Limited English Proficiency	3.6%	2.2%
Migrant	0.0%	<0.1%
Special Education	9.8%	11.4%

*Not Available

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

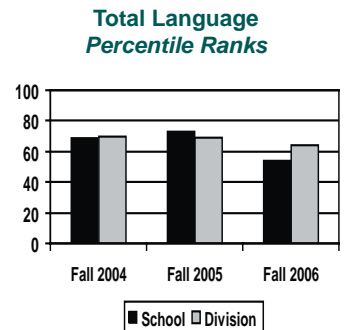
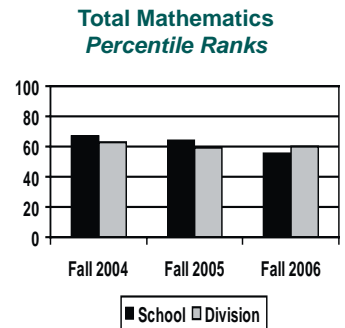
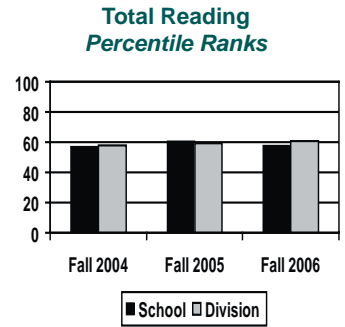
STUDENT PERFORMANCE INFORMATION

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	57	58	61	59	58	61
	Female	62	60	65	62	66	64
	Male	51	56	59	57	51	57
	African American	36	43	37	44	46	45
	American Indian	<	53	<	39	<	58
	Asian	<	65	63	66	<	67
	Caucasian	61	65	70	66	65	67
	Hispanic	<	51	<	54	<	57
	Native Hawaiian	<	<	<	54	<	72
	Unspecified Ethnicity	<	59	<	60	<	67
	Economically Disadvantaged	26	44	<	47	<	48
	Limited English Proficiency	<	39	<	<	<	37
	Special Education	22	26	26	26	21	26
	Total Mathematics	All Students	67	63	64	59	56
Female		72	63	61	59	61	60
Male		62	62	65	59	52	59
African American		52	47	46	44	37	45
American Indian		<	66	<	40	<	57
Asian		<	76	69	71	<	70
Caucasian		70	69	69	65	66	65
Hispanic		<	55	<	53	<	57
Native Hawaiian		<	<	<	53	<	70
Unspecified Ethnicity		<	64	<	61	<	65
Economically Disadvantaged		44	49	<	48	<	48
Limited English Proficiency		<	56	<	<	<	47
Special Education		43	36	31	34	23	32
Total Language		All Students	69	70	73	69	54
	Female	81	74	78	72	62	70
	Male	58	66	70	65	49	59
	African American	50	57	56	56	38	50
	American Indian	<	66	<	43	<	62
	Asian	<	77	80	78	<	75
	Caucasian	75	76	79	74	64	70
	Hispanic	<	64	<	63	<	61
	Native Hawaiian	<	<	<	55	<	73
	Unspecified Ethnicity	<	67	<	68	<	67
	Economically Disadvantaged	39	57	<	57	<	52
	Limited English Proficiency	<	58	<	<	<	44
	Special Education	41	42	61	42	24	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.

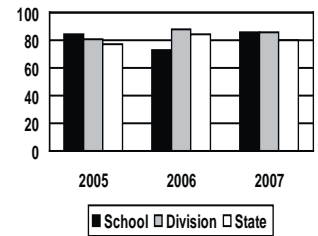
2006-2007 SOL PERFORMANCE

Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	40	46	14	86	86	80
	Female	34	45	21	79	87	83
	Male	45	48	8	93	84	78
	African American	8	62	31	69	77	71
	American Indian	<	<	<	<	74	81
	Asian	<	<	<	<	88	85
	Caucasian	52	39	9	91	90	87
	Hispanic	<	<	<	<	83	65
	Other Ethnicity	<	<	<	<	86	82
	Economically Disadvantaged	0	64	36	64	78	69
	Limited English Proficiency	<	<	<	<	68	62
	Migrant	<	<	<	<	<	71
	Special Education	<	<	<	<	64	62
	Mathematics	All Students	50	42	8	92	91
Female		39	45	16	84	91	89
Male		60	40	0	100	91	89
African American		15	77	8	92	83	81
American Indian		<	<	<	<	77	88
Asian		<	<	<	<	95	95
Caucasian		57	35	7	93	94	93
Hispanic		<	<	<	<	90	84
Other Ethnicity		<	<	<	<	90	89
Economically Disadvantaged		18	55	27	73	84	81
Limited English Proficiency		<	<	<	<	85	83
Migrant		<	<	<	<	<	89
Special Education		<	<	<	<	76	74
Science		All Students	62	36	3	97	92
	Female	53	42	5	95	92	88
	Male	70	30	0	100	92	89
	African American	23	77	0	100	84	79
	American Indian	<	<	<	<	87	91
	Asian	<	<	<	<	94	93
	Caucasian	70	28	2	98	96	93
	Hispanic	<	<	<	<	91	81
	Other Ethnicity	<	<	<	<	92	89
	Economically Disadvantaged	36	55	9	91	86	80
	Limited English Proficiency	<	<	<	<	86	80
	Migrant	<	<	<	<	<	80
	Special Education	<	<	<	<	77	74

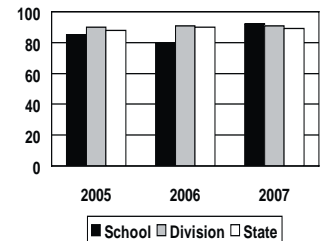
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

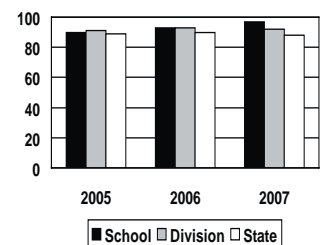
**Grade 3 English: Reading, Literature, and Research
Percent Passing**



**Grade 3 Mathematics
Percent Passing**



**Grade 3 Science
Percent Passing**



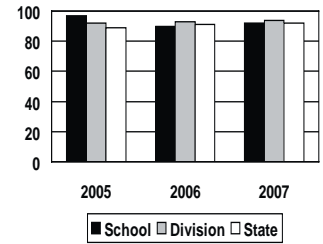
2006-2007 SOL PERFORMANCE

Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
History and Social Science	All Students	61	32	8	92	94	92
	Female	49	38	13	87	94	93
	Male	73	25	3	98	93	92
	African American	15	85	0	100	89	87
	American Indian	<	<	<	<	86	94
	Asian	<	<	<	<	97	96
	Caucasian	69	22	9	91	96	95
	Hispanic	<	<	<	<	94	87
	Other Ethnicity	<	<	<	<	93	91
	Economically Disadvantaged	25	50	25	75	89	86
	Limited English Proficiency	<	<	<	<	98	87
	Migrant	<	<	<	<	<	92
	Special Education	<	<	<	<	79	79
	Grade 4		School Proficiency Levels			Percent Passing	
Advanced			Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	51	35	14	86	92	87
	Female	58	28	15	85	94	89
	Male	44	42	13	87	91	86
	African American	29	46	25	75	86	80
	American Indian	<	<	<	<	96	93
	Asian	<	<	<	<	97	92
	Caucasian	61	29	10	90	95	91
	Hispanic	<	<	<	<	94	77
	Other Ethnicity	<	<	<	<	94	89
	Economically Disadvantaged	36	43	21	79	87	78
	Limited English Proficiency	<	<	<	<	88	74
	Migrant	<	<	<	<	<	80
	Special Education	<	<	<	<	75	69
	Mathematics	All Students	40	41	19	81	84
Female		45	35	20	80	84	81
Male		36	47	18	82	84	81
African American		26	33	41	59	70	69
American Indian		<	<	<	<	84	85
Asian		<	<	<	<	94	91
Caucasian		49	43	8	92	89	86
Hispanic		<	<	<	<	81	70
Other Ethnicity		<	<	<	<	91	83
Economically Disadvantaged		23	38	38	62	73	69
Limited English Proficiency		<	<	<	<	76	69
Migrant		<	<	<	<	<	72
Special Education		<	<	<	<	63	62

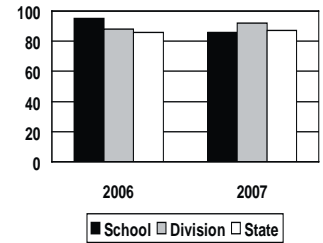
<Data not reported for less than 10 students

**Three-Year Trend
SOL Passing Rates**

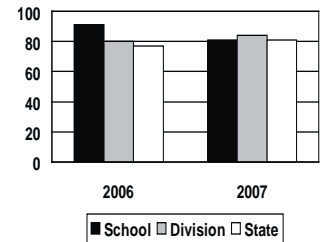
**Grade 3 History and Social Sciences
Percent Passing**



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



**Grade 4 Mathematics
Percent Passing**



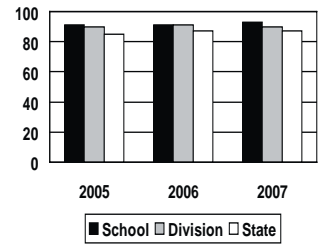
2006-2007 SOL PERFORMANCE

Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	37	56	7	93	90	87
	Female	32	66	3	97	91	89
	Male	41	49	10	90	88	85
	African American	6	76	18	82	80	80
	American Indian	<	<	<	<	94	91
	Asian	38	50	13	88	91	90
	Caucasian	48	48	3	97	94	91
	Hispanic	<	<	<	<	86	74
	Other Ethnicity	<	<	<	<	91	89
	Economically Disadvantaged	13	63	25	75	81	77
	Limited English Proficiency	<	<	<	<	75	70
	Migrant	<	<	<	<	<	68
	Special Education	11	68	21	79	69	68
English: Writing	All Students	30	64	6	94	96	89
	Female	45	55	0	100	98	93
	Male	20	70	10	90	93	86
	African American	17	72	11	89	92	84
	American Indian	<	<	<	<	100	87
	Asian	44	50	6	94	97	95
	Caucasian	33	64	3	97	97	92
	Hispanic	<	<	<	<	96	84
	Other Ethnicity	<	<	<	<	97	91
	Economically Disadvantaged	12	71	18	82	93	82
	Limited English Proficiency	<	<	<	<	94	82
	Migrant	<	<	<	<	<	75
	Special Education	0	72	28	72	75	63
Mathematics	All Students	66	26	8	92	90	87
	Female	66	24	11	89	92	88
	Male	66	28	7	93	89	86
	African American	41	47	12	88	81	80
	American Indian	<	<	<	<	86	85
	Asian	69	25	6	94	95	93
	Caucasian	75	20	5	95	94	90
	Hispanic	<	<	<	<	88	78
	Other Ethnicity	<	<	<	<	92	87
	Economically Disadvantaged	31	44	25	75	82	78
	Limited English Proficiency	<	<	<	<	85	78
	Migrant	<	<	<	<	<	80
	Special Education	37	47	16	84	70	70

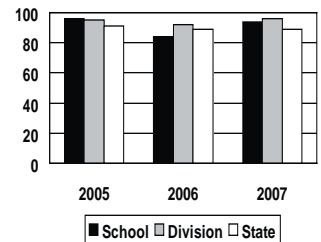
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Three-Year Trend SOL Passing Rates

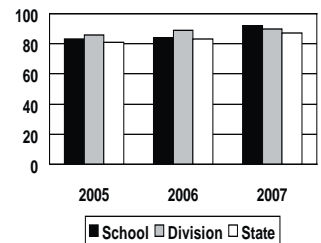
**Grade 5 English: Reading, Literature, and Research
Percent Passing**



**Grade 5 English: Writing
Percent Passing**



**Grade 5 Mathematics
Percent Passing**



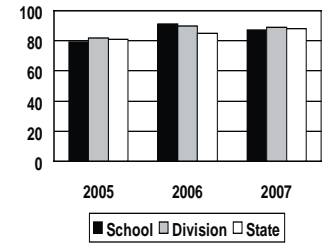
2006-2007 SOL PERFORMANCE

Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Science	<i>All Students</i>	26	61	13	87	89	88
	<i>Female</i>	16	71	13	87	88	87
	<i>Male</i>	33	54	13	87	90	88
	<i>African American</i>	0	59	41	59	76	78
	<i>American Indian</i>	<	<	<	<	100	89
	<i>Asian</i>	25	63	13	88	93	93
	<i>Caucasian</i>	37	60	3	97	95	93
	<i>Hispanic</i>	<	<	<	<	87	79
	<i>Other Ethnicity</i>	<	<	<	<	92	89
	<i>Economically Disadvantaged</i>	13	44	44	56	79	78
	<i>Limited English Proficiency</i>	<	<	<	<	80	76
	<i>Migrant</i>	<	<	<	<	<	70
	<i>Special Education</i>	5	63	32	68	68	70
Virginia Studies	<i>All Students</i>	48	40	12	88	85	83
	<i>Female</i>	39	53	8	92	84	82
	<i>Male</i>	53	32	15	85	86	83
	<i>African American</i>	22	50	28	72	73	74
	<i>American Indian</i>	<	<	<	<	71	84
	<i>Asian</i>	53	29	18	82	91	89
	<i>Caucasian</i>	58	37	5	95	90	88
	<i>Hispanic</i>	<	<	<	<	82	70
	<i>Other Ethnicity</i>	<	<	<	<	88	83
	<i>Economically Disadvantaged</i>	12	53	35	65	73	71
	<i>Limited English Proficiency</i>	<	<	<	<	81	67
	<i>Migrant</i>	<	<	<	<	<	66
	<i>Special Education</i>	6	56	39	61	57	60

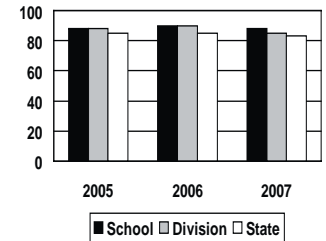
<Data not reported for less than 10 students

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)

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(At-Large)

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

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