

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

JOHN B. DEY  
**Elementary (K-5)**

***Home of the Seagulls***

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2007-2008

Mrs. Lee Capwell, Principal  
Ms. Amy N. Hedrick, Assistant Principal  
Ms. Lynn Apperson, 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](http://www.vbschools.com) and [www.doe.virginia.gov](http://www.doe.virginia.gov).

### SCHOOL INFORMATION

Title I School: No

Student Mobility: 10%

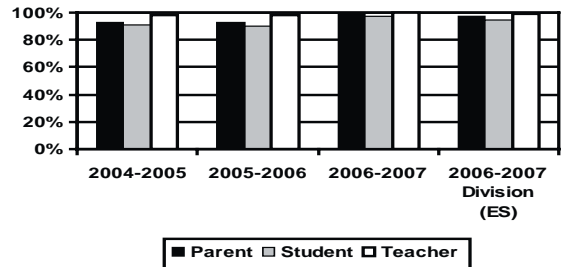
#### Pupil-Teacher Ratio (without resource personnel)

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

#### Pupil-Teacher Ratio (with resource personnel)

K	1	2	3	4	5
17:1	17:1	18:1	16:1	19:1	18:1

#### 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.

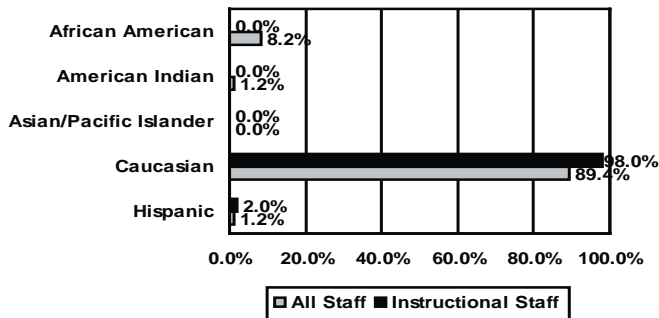
#### Attendance 2006-2007\*\*

School Average Daily Attendance:	95.6%
Division (ES) Average Daily Attendance:	95.9%
AYP Attendance Target:	94.0%

### STAFF CHARACTERISTICS

Administration/Intern: 2      Instructional: 50  
Classified: 32                      Other: 1

#### Fall 2007 Staff Characteristics



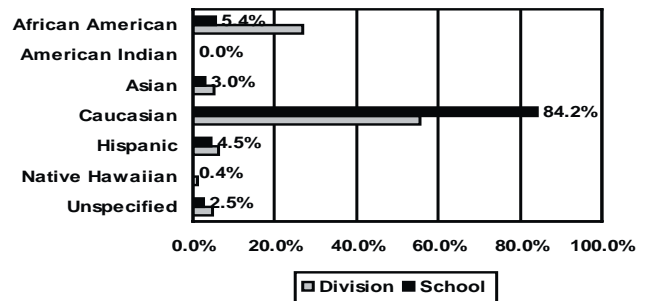
#### Additional Characteristics for Instructional Staff

	School	Division (ES)	State
Female	90.0%	92.2%	*
Male	10.0%	7.8%	*
Average years of teaching experience	13.5	14.5	*
Percentage with graduate degrees	64.0	47.9	*
Percentage new to the system	8.0	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	2	4	7
		Entire Division	

### STUDENT CHARACTERISTICS

School Membership: 728      Division Membership (ES): 31,176  
(excluding preschool)

#### Fall 2007 Student Characteristics



#### Additional Student Characteristics

	School	Division (ES)
Female	49.5%	49.0%
Male	50.5%	51.0%
Economically Disadvantaged	9.1%	30.8%
Gifted	11.0%	8.4%
Limited English Proficiency	3.6%	2.2%
Migrant	0.0%	<0.1%
Special Education	7.6%	11.4%

\*Not Available

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

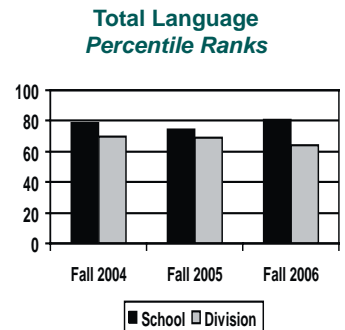
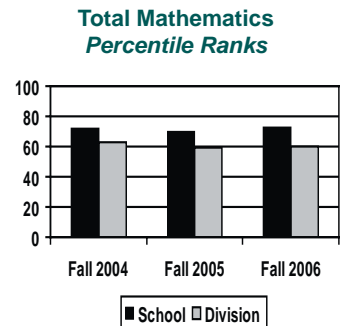
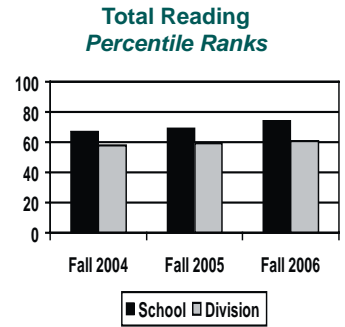
## STUDENT PERFORMANCE INFORMATION

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
<b>Total Reading</b>	All Students	67	58	69	59	74	61
	Female	72	60	76	62	78	64
	Male	63	56	63	57	66	57
	African American	<	43	37	44	<	45
	American Indian	<	53	<	39	<	58
	Asian	<	65	<	66	<	67
	Caucasian	71	65	74	66	77	67
	Hispanic	<	51	<	54	<	57
	Native Hawaiian	<	<	<	54	<	72
	Unspecified Ethnicity	<	59	<	60	<	67
	Economically Disadvantaged	44	44	46	47	44	48
	Limited English Proficiency	<	39	<	<	<	37
	Special Education	34	26	44	26	44	26
	<b>Total Mathematics</b>	All Students	72	63	70	59	73
Female		74	63	68	59	74	60
Male		71	62	70	59	72	59
African American		<	47	42	44	<	45
American Indian		<	66	<	40	<	57
Asian		<	76	<	71	<	70
Caucasian		74	69	73	65	75	65
Hispanic		<	55	<	53	<	57
Native Hawaiian		<	<	<	53	<	70
Unspecified Ethnicity		<	64	<	61	<	65
Economically Disadvantaged		42	49	39	48	49	48
Limited English Proficiency		<	56	<	<	<	47
Special Education		40	36	48	34	30	32
<b>Total Language</b>		All Students	79	70	75	69	81
	Female	85	74	84	72	86	70
	Male	74	66	68	65	72	59
	African American	<	57	47	56	<	50
	American Indian	<	66	<	43	<	62
	Asian	<	77	<	78	<	75
	Caucasian	81	76	80	74	84	70
	Hispanic	<	64	<	63	<	61
	Native Hawaiian	<	<	<	55	<	73
	Unspecified Ethnicity	<	67	<	68	<	67
	Economically Disadvantaged	51	57	47	57	58	52
	Limited English Proficiency	<	58	<	<	<	44
	Special Education	53	42	55	42	50	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.

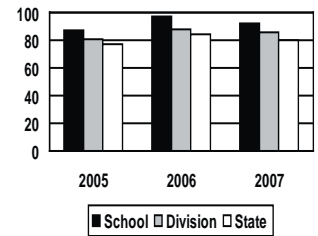
### 2006-2007 SOL PERFORMANCE

Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
<b>English: Reading, Literature, and Research</b>	All Students	55	36	8	92	86	80
	Female	58	38	4	96	87	83
	Male	53	35	12	88	84	78
	African American	<	<	<	<	77	71
	American Indian	<	<	<	<	74	81
	Asian	<	<	<	<	88	85
	Caucasian	60	33	8	92	90	87
	Hispanic	<	<	<	<	83	65
	Other Ethnicity	<	<	<	<	86	82
	Economically Disadvantaged	30	60	10	90	78	69
	Limited English Proficiency	<	<	<	<	68	62
	Migrant	<	<	<	<	<	71
	Special Education	15	46	38	62	64	62
	<b>Mathematics</b>	All Students	65	33	2	98	91
Female		65	33	1	99	91	89
Male		64	33	3	97	91	89
African American		<	<	<	<	83	81
American Indian		<	<	<	<	77	88
Asian		<	<	<	<	95	95
Caucasian		65	33	2	98	94	93
Hispanic		<	<	<	<	90	84
Other Ethnicity		<	<	<	<	90	89
Economically Disadvantaged		40	50	10	90	84	81
Limited English Proficiency		<	<	<	<	85	83
Migrant		<	<	<	<	<	89
Special Education		43	43	14	86	76	74
<b>Science</b>		All Students	70	27	3	97	92
	Female	65	32	3	97	92	88
	Male	75	22	3	97	92	89
	African American	<	<	<	<	84	79
	American Indian	<	<	<	<	87	91
	Asian	<	<	<	<	94	93
	Caucasian	72	25	3	97	96	93
	Hispanic	<	<	<	<	91	81
	Other Ethnicity	<	<	<	<	92	89
	Economically Disadvantaged	60	30	10	90	86	80
	Limited English Proficiency	<	<	<	<	86	80
	Migrant	<	<	<	<	<	80
	Special Education	46	38	15	85	77	74

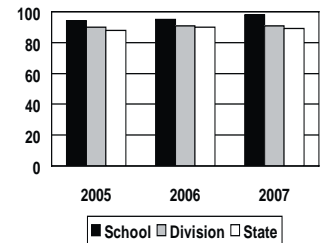
<Data not reported for less than 10 students

### Three-Year Trend SOL Passing Rates

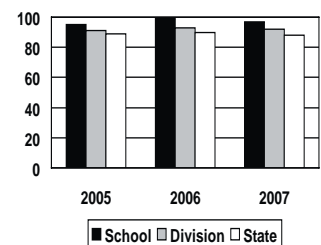
**Grade 3 English: Reading, Literature, and Research  
Percent Passing**



**Grade 3 Mathematics  
Percent Passing**



**Grade 3 Science  
Percent Passing**



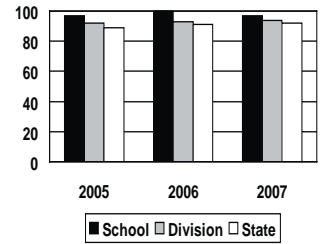
**2006-2007 SOL PERFORMANCE**

Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
History and Social Science	All Students	79	18	3	97	94	92
	Female	77	20	3	97	94	93
	Male	80	17	3	97	93	92
	African American	<	<	<	<	89	87
	American Indian	<	<	<	<	86	94
	Asian	<	<	<	<	97	96
	Caucasian	80	18	3	97	96	95
	Hispanic	<	<	<	<	94	87
	Other Ethnicity	<	<	<	<	93	91
	Economically Disadvantaged	60	30	10	90	89	86
	Limited English Proficiency	<	<	<	<	98	87
	Migrant	<	<	<	<	<	92
	Special Education	43	43	14	86	79	79
Grade 4		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	72	24	3	97	92	87
	Female	76	20	4	96	94	89
	Male	66	32	2	98	91	86
	African American	<	<	<	<	86	80
	American Indian	<	<	<	<	96	93
	Asian	<	<	<	<	97	92
	Caucasian	76	21	3	97	95	91
	Hispanic	<	<	<	<	94	77
	Other Ethnicity	<	<	<	<	94	89
	Economically Disadvantaged	30	60	10	90	87	78
	Limited English Proficiency	<	<	<	<	88	74
	Migrant	<	<	<	<	<	80
	Special Education	45	45	9	91	75	69
Mathematics	All Students	57	34	9	91	84	81
	Female	53	38	9	91	84	81
	Male	65	27	8	92	84	81
	African American	<	<	<	<	70	69
	American Indian	<	<	<	<	84	85
	Asian	<	<	<	<	94	91
	Caucasian	59	35	6	94	89	86
	Hispanic	<	<	<	<	81	70
	Other Ethnicity	<	<	<	<	91	83
	Economically Disadvantaged	18	64	18	82	73	69
	Limited English Proficiency	<	<	<	<	76	69
	Migrant	<	<	<	<	<	72
	Special Education	45	36	18	82	63	62

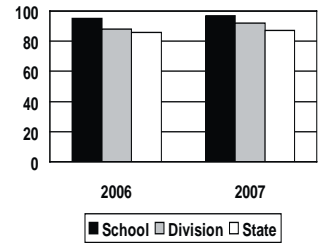
<Data not reported for less than 10 students

**Three-Year Trend  
SOL Passing Rates**

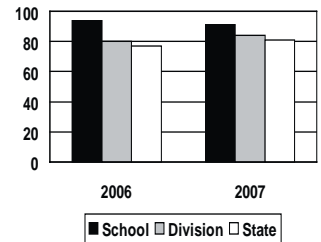
**Grade 3 History and Social Sciences  
Percent Passing**



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



**Grade 4 Mathematics  
Percent Passing**



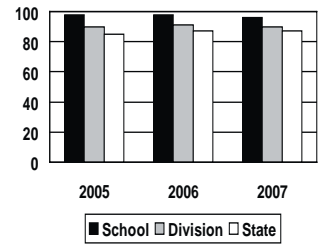
## 2006-2007 SOL PERFORMANCE

Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	49	47	4	96	90	87
	Female	59	39	2	98	91	89
	Male	42	53	5	95	88	85
	African American	33	42	25	75	80	80
	American Indian	<	<	<	<	94	91
	Asian	<	<	<	<	91	90
	Caucasian	50	48	2	98	94	91
	Hispanic	<	<	<	<	86	74
	Other Ethnicity	<	<	<	<	91	89
	Economically Disadvantaged	29	53	18	82	81	77
	Limited English Proficiency	<	<	<	<	75	70
	Migrant	<	<	<	<	<	68
	Special Education	7	73	20	80	69	68
English: Writing	All Students	44	53	3	97	96	89
	Female	65	35	0	100	98	93
	Male	31	64	6	94	93	86
	African American	33	50	17	83	92	84
	American Indian	<	<	<	<	100	87
	Asian	<	<	<	<	97	95
	Caucasian	48	50	2	98	97	92
	Hispanic	<	<	<	<	96	84
	Other Ethnicity	<	<	<	<	97	91
	Economically Disadvantaged	20	73	7	93	93	82
	Limited English Proficiency	<	<	<	<	94	82
	Migrant	<	<	<	<	<	75
	Special Education	23	46	31	69	75	63
Mathematics	All Students	68	27	5	95	90	87
	Female	78	20	2	98	92	88
	Male	62	31	7	93	89	86
	African American	67	17	17	83	81	80
	American Indian	<	<	<	<	86	85
	Asian	<	<	<	<	95	93
	Caucasian	70	26	4	96	94	90
	Hispanic	<	<	<	<	88	78
	Other Ethnicity	<	<	<	<	92	87
	Economically Disadvantaged	59	24	18	82	82	78
	Limited English Proficiency	<	<	<	<	85	78
	Migrant	<	<	<	<	<	80
	Special Education	47	33	20	80	70	70

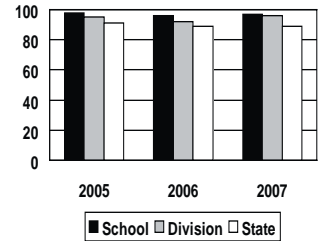
<Data not reported for less than 10 students

### Three-Year Trend SOL Passing Rates

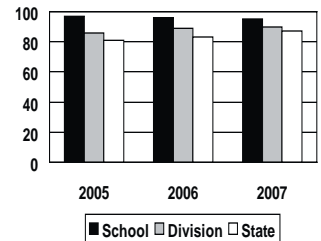
**Grade 5 English: Reading, Literature, and Research  
Percent Passing**



**Grade 5 English: Writing  
Percent Passing**



**Grade 5 Mathematics  
Percent Passing**



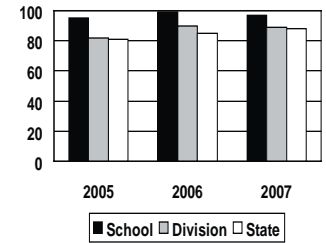
## 2006-2007 SOL PERFORMANCE

Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
<b>Science</b>	<i>All Students</i>	40	57	3	97	89	88
	<i>Female</i>	45	55	0	100	88	87
	<i>Male</i>	38	58	4	96	90	88
	<i>African American</i>	8	75	17	83	76	78
	<i>American Indian</i>	<	<	<	<	100	89
	<i>Asian</i>	<	<	<	<	93	93
	<i>Caucasian</i>	44	55	1	99	95	93
	<i>Hispanic</i>	<	<	<	<	87	79
	<i>Other Ethnicity</i>	<	<	<	<	92	89
	<i>Economically Disadvantaged</i>	19	75	6	94	79	78
	<i>Limited English Proficiency</i>	<	<	<	<	80	76
	<i>Migrant</i>	<	<	<	<	<	70
	<i>Special Education</i>	38	38	23	77	68	70
	<b>Virginia Studies</b>	<i>All Students</i>	71	27	3	97	85
<i>Female</i>		77	23	0	100	84	82
<i>Male</i>		67	29	4	96	86	83
<i>African American</i>		33	50	17	83	73	74
<i>American Indian</i>		<	<	<	<	71	84
<i>Asian</i>		<	<	<	<	91	89
<i>Caucasian</i>		75	24	1	99	90	88
<i>Hispanic</i>		<	<	<	<	82	70
<i>Other Ethnicity</i>		<	<	<	<	88	83
<i>Economically Disadvantaged</i>		31	50	19	81	73	71
<i>Limited English Proficiency</i>		<	<	<	<	81	67
<i>Migrant</i>		<	<	<	<	<	66
<i>Special Education</i>		38	38	23	77	57	60

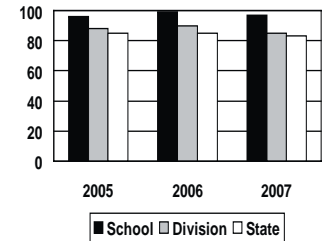
<Data not reported for less than 10 students

## 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](mailto: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](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)

Mr. Todd C. Davidson  
(At-Large)

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

Mrs. Patricia G. Edmonson  
(District 6 - Beach)

Mr. Edward F. Fissinger, Sr.  
(At-Large)

Mr. Dan R. Lowe  
(District 4 - Bayside)

Mr. Lyndon S. Remias  
(District 7 - Princess Anne)

Ms. Sandra Smith-Jones  
(District 2 - Kempsville)

Mr. Michael W. Stewart  
(District 3 - Rose Hall)

Mrs. Carolyn D. Weems  
(At-Large)