

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

RED MILL Elementary (K-5)

Home of the Dolphins

1860 Sandbridge Road
Virginia Beach, VA 23456
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redmiles@vbschools.com
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2007-2008

Dr. Steve Scarcelli, Principal
Ms. Kimberly S. Hobbs, Assistant Principal
Mrs. Lisa Pascanik, 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:	14%

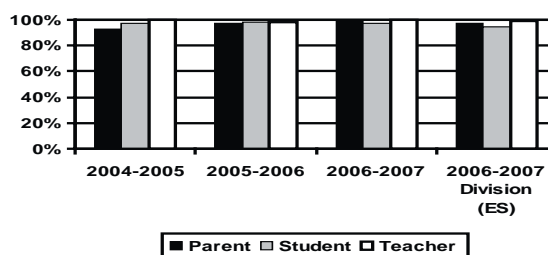
Pupil-Teacher Ratio (without resource personnel)

K	1	2	3	4	5
23:1	17:1	23:1	20:1	21:1	21:1

Pupil-Teacher Ratio (with resource personnel)

K	1	2	3	4	5
18:1	14:1	18:1	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.

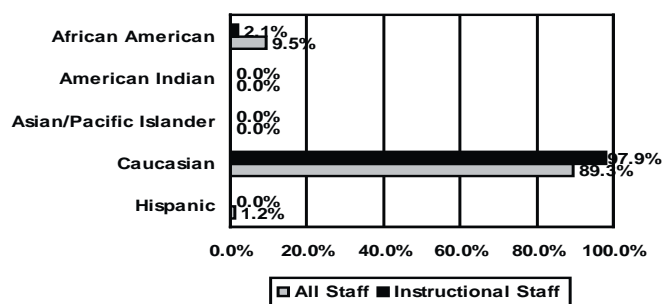
Attendance 2006-2007**

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

STAFF CHARACTERISTICS

Administration/Intern: 2	Instructional: 47
Classified: 34	Other: 1

Fall 2007 Staff Characteristics



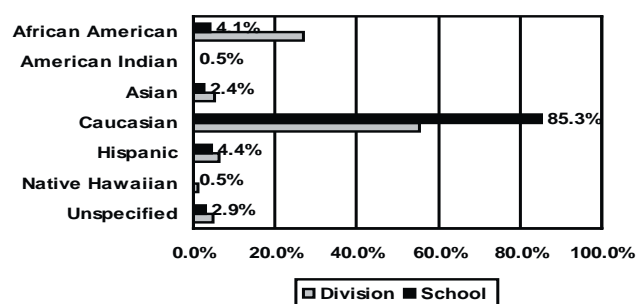
Additional Characteristics for Instructional Staff

	School	Division (ES)	State
Female	91.5%	92.2%	*
Male	8.5%	7.8%	*
Average years of teaching experience	16.7	14.5	*
Percentage with graduate degrees	40.4	47.9	*
Percentage new to the system	2.1	6.3	*
Percentage of core courses not taught by highly qualified teachers 06-07	2	3	3
		Entire Division	
Percentage of teachers with provisional credentials 06-07	2	4	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 661	Division Membership (ES): 31,176
(excluding preschool)	

Fall 2007 Student Characteristics



Additional Student Characteristics

	School	Division (ES)
Female	49.6%	49.0%
Male	50.4%	51.0%
Economically Disadvantaged	5.1%	30.8%
Gifted	11.5%	8.4%
Limited English Proficiency	0.9%	2.2%
Migrant	0.0%	<0.1%
Special Education	10.0%	11.4%

*Not Available

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

STUDENT PERFORMANCE INFORMATION

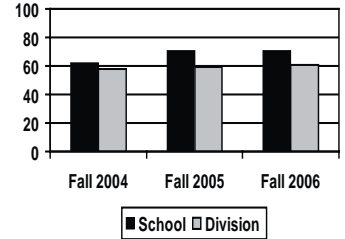
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this 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

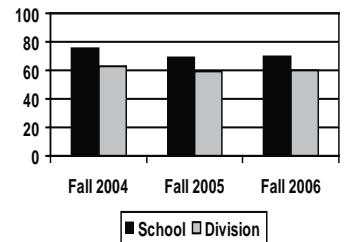
Grade 4		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
Total Reading	All Students	62	58	71	59	71	61
	Female	66	60	77	62	78	64
	Male	59	56	65	57	63	57
	African American	30	43	<	44	<	45
	American Indian	<	53	<	39	<	58
	Asian	<	65	<	66	<	67
	Caucasian	65	65	73	66	73	67
	Hispanic	<	51	<	54	<	57
	Native Hawaiian	<	<	<	54	<	72
	Unspecified Ethnicity	<	59	<	60	<	67
	Economically Disadvantaged	46	44	<	47	<	48
	Limited English Proficiency	<	39	<	<	<	37
	Special Education	20	26	<	26	26	26
	Total Mathematics	All Students	76	63	69	59	70
Female		73	63	71	59	72	60
Male		78	62	66	59	68	59
African American		48	47	<	44	<	45
American Indian		<	66	<	40	<	57
Asian		<	76	<	71	<	70
Caucasian		77	69	70	65	72	65
Hispanic		<	55	<	53	<	57
Native Hawaiian		<	<	<	53	<	70
Unspecified Ethnicity		<	64	<	61	<	65
Economically Disadvantaged		54	49	<	48	<	48
Limited English Proficiency		<	56	<	<	<	47
Special Education		50	36	<	34	39	32
Total Language		All Students	74	70	79	69	73
	Female	75	74	83	72	80	70
	Male	73	66	74	65	65	59
	African American	43	57	<	56	<	50
	American Indian	<	66	<	43	<	62
	Asian	<	77	<	78	<	75
	Caucasian	76	76	80	74	74	70
	Hispanic	<	64	<	63	<	61
	Native Hawaiian	<	<	<	55	<	73
	Unspecified Ethnicity	<	67	<	68	<	67
	Economically Disadvantaged	58	57	<	57	<	52
	Limited English Proficiency	<	58	<	<	<	44
	Special Education	42	42	<	42	46	36

Three-Year Trend Stanford 10 Performance

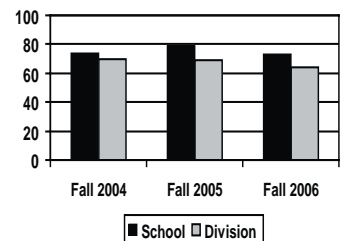
**Total Reading
Percentile Ranks**



**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 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.

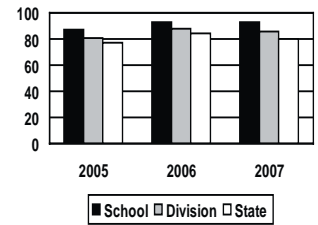
2006-2007 SOL PERFORMANCE

Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	57	37	7	93	86	80
	Female	44	49	7	93	87	83
	Male	71	22	6	94	84	78
	African American	<	<	<	<	77	71
	American Indian	<	<	<	<	74	81
	Asian	<	<	<	<	88	85
	Caucasian	60	34	7	93	90	87
	Hispanic	<	<	<	<	83	65
	Other Ethnicity	<	<	<	<	86	82
	Economically Disadvantaged	<	<	<	<	78	69
	Limited English Proficiency	<	<	<	<	68	62
	Migrant	<	<	<	<	<	71
	Special Education	<	<	<	<	64	62
	Mathematics	All Students	57	42	2	98	91
Female		49	47	4	96	91	89
Male		65	35	0	100	91	89
African American		<	<	<	<	83	81
American Indian		<	<	<	<	77	88
Asian		<	<	<	<	95	95
Caucasian		59	39	2	98	94	93
Hispanic		<	<	<	<	90	84
Other Ethnicity		<	<	<	<	90	89
Economically Disadvantaged		<	<	<	<	84	81
Limited English Proficiency		<	<	<	<	85	83
Migrant		<	<	<	<	<	89
Special Education		<	<	<	<	76	74
Science		All Students	70	28	2	98	92
	Female	60	36	3	97	92	88
	Male	82	18	0	100	92	89
	African American	<	<	<	<	84	79
	American Indian	<	<	<	<	87	91
	Asian	<	<	<	<	94	93
	Caucasian	74	24	2	98	96	93
	Hispanic	<	<	<	<	91	81
	Other Ethnicity	<	<	<	<	92	89
	Economically Disadvantaged	<	<	<	<	86	80
	Limited English Proficiency	<	<	<	<	86	80
	Migrant	<	<	<	<	<	80
	Special Education	<	<	<	<	77	74

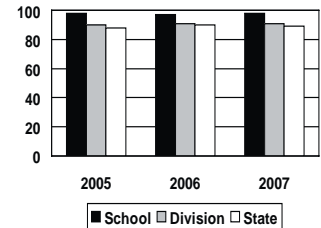
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

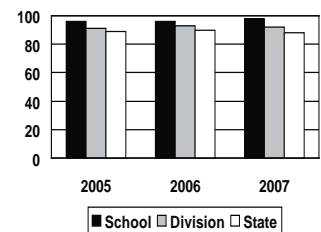
**Grade 3 English: Reading, Literature, and Research
Percent Passing**



**Grade 3 Mathematics
Percent Passing**



**Grade 3 Science
Percent Passing**



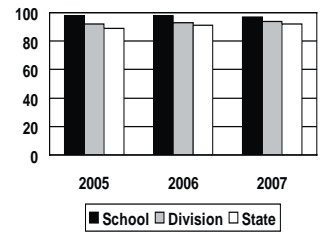
2006-2007 SOL PERFORMANCE

Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
History and Social Science	All Students	79	18	3	97	94	92
	Female	72	23	5	95	94	93
	Male	88	12	0	100	93	92
	African American	<	<	<	<	89	87
	American Indian	<	<	<	<	86	94
	Asian	<	<	<	<	97	96
	Caucasian	82	15	3	97	96	95
	Hispanic	<	<	<	<	94	87
	Other Ethnicity	<	<	<	<	93	91
	Economically Disadvantaged	<	<	<	<	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	65	32	2	98	92	87
	Female	72	28	0	100	94	89
	Male	60	36	4	96	91	86
	African American	<	<	<	<	86	80
	American Indian	<	<	<	<	96	93
	Asian	<	<	<	<	97	92
	Caucasian	69	29	2	98	95	91
	Hispanic	<	<	<	<	94	77
	Other Ethnicity	<	<	<	<	94	89
	Economically Disadvantaged	<	<	<	<	87	78
	Limited English Proficiency	<	<	<	<	88	74
	Migrant	<	<	<	<	<	80
	Special Education	<	<	<	<	75	69
	Mathematics	All Students	55	41	5	95	84
Female		60	38	2	98	84	81
Male		50	43	7	93	84	81
African American		<	<	<	<	70	69
American Indian		<	<	<	<	84	85
Asian		<	<	<	<	94	91
Caucasian		57	39	4	96	89	86
Hispanic		<	<	<	<	81	70
Other Ethnicity		<	<	<	<	91	83
Economically Disadvantaged		<	<	<	<	73	69
Limited English Proficiency		<	<	<	<	76	69
Migrant		<	<	<	<	<	72
Special Education		<	<	<	<	63	62

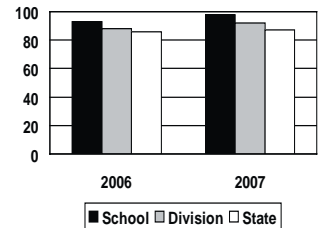
<Data not reported for less than 10 students

**Three-Year Trend
SOL Passing Rates**

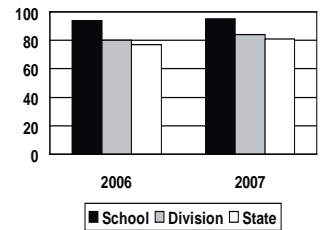
**Grade 3 History and Social Sciences
Percent Passing**



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



**Grade 4 Mathematics
Percent Passing**



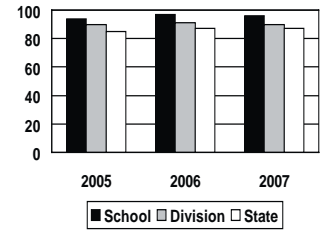
2006-2007 SOL PERFORMANCE

Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	50	46	4	96	90	87
	Female	54	44	2	98	91	89
	Male	45	47	7	93	88	85
	African American	<	<	<	<	80	80
	American Indian	<	<	<	<	94	91
	Asian	<	<	<	<	91	90
	Caucasian	51	45	4	96	94	91
	Hispanic	<	<	<	<	86	74
	Other Ethnicity	<	<	<	<	91	89
	Economically Disadvantaged	<	<	<	<	81	77
	Limited English Proficiency	<	<	<	<	75	70
	Migrant	<	<	<	<	<	68
	Special Education	50	30	20	80	69	68
	English: Writing	All Students	51	48	1	99	96
Female		62	38	0	100	98	93
Male		39	59	2	98	93	86
African American		<	<	<	<	92	84
American Indian		<	<	<	<	100	87
Asian		<	<	<	<	97	95
Caucasian		55	45	0	100	97	92
Hispanic		<	<	<	<	96	84
Other Ethnicity		<	<	<	<	97	91
Economically Disadvantaged		<	<	<	<	93	82
Limited English Proficiency		<	<	<	<	94	82
Migrant		<	<	<	<	<	75
Special Education		10	90	0	100	75	63
Mathematics		All Students	73	25	3	97	90
	Female	71	25	3	97	92	88
	Male	75	24	2	98	89	86
	African American	<	<	<	<	81	80
	American Indian	<	<	<	<	86	85
	Asian	<	<	<	<	95	93
	Caucasian	74	24	2	98	94	90
	Hispanic	<	<	<	<	88	78
	Other Ethnicity	<	<	<	<	92	87
	Economically Disadvantaged	<	<	<	<	82	78
	Limited English Proficiency	<	<	<	<	85	78
	Migrant	<	<	<	<	<	80
	Special Education	60	30	10	90	70	70

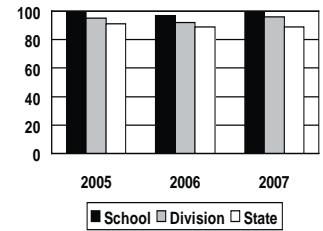
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

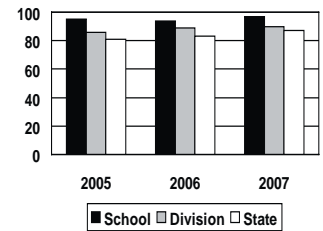
**Grade 5 English: Reading, Literature, and Research
Percent Passing**



**Grade 5 English: Writing
Percent Passing**



**Grade 5 Mathematics
Percent Passing**



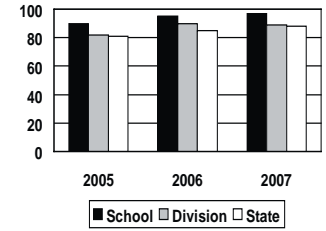
2006-2007 SOL PERFORMANCE

Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Science	<i>All Students</i>	44	53	3	97	89	88
	<i>Female</i>	38	57	5	95	88	87
	<i>Male</i>	51	47	2	98	90	88
	<i>African American</i>	<	<	<	<	76	78
	<i>American Indian</i>	<	<	<	<	100	89
	<i>Asian</i>	<	<	<	<	93	93
	<i>Caucasian</i>	47	50	3	97	95	93
	<i>Hispanic</i>	<	<	<	<	87	79
	<i>Other Ethnicity</i>	<	<	<	<	92	89
	<i>Economically Disadvantaged</i>	<	<	<	<	79	78
	<i>Limited English Proficiency</i>	<	<	<	<	80	76
	<i>Migrant</i>	<	<	<	<	<	70
	<i>Special Education</i>	30	60	10	90	68	70
Virginia Studies	<i>All Students</i>	64	33	3	97	85	83
	<i>Female</i>	63	32	5	95	84	82
	<i>Male</i>	65	35	0	100	86	83
	<i>African American</i>	<	<	<	<	73	74
	<i>American Indian</i>	<	<	<	<	71	84
	<i>Asian</i>	<	<	<	<	91	89
	<i>Caucasian</i>	65	32	3	97	90	88
	<i>Hispanic</i>	<	<	<	<	82	70
	<i>Other Ethnicity</i>	<	<	<	<	88	83
	<i>Economically Disadvantaged</i>	<	<	<	<	73	71
	<i>Limited English Proficiency</i>	<	<	<	<	81	67
	<i>Migrant</i>	<	<	<	<	<	66
	<i>Special Education</i>	30	70	0	100	57	60

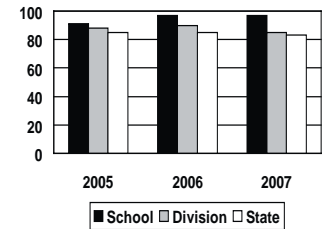
<Data not reported for less than 10 students

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)

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.
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Mr. Dan R. Lowe
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