

Annual Elementary School Report Card

ISSUED 2008-2009



Dear Parents or Guardian:

We are pleased to provide you with the eleventh 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, 99 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 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 71 of our schools made AYP for the 2008-2009 school year based on 2007-2008 data. It is important to note that the AYP benchmarks increase each year.

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

CENTERVILLE Elementary (K-5)

Home of the Dolphins

2201 Centerville Turnpike
Virginia Beach, VA 23464
757-648-2200 (phone)
757-502-0324 (fax)
centrves@vbschools.com
<http://www.centervillees.vbschools.com>

2008-2009

Mrs. Dorianne M. Sharp, Principal
Mr. Christopher G. Tsitsera, Assistant Principal
Ms. Denise Thornton, 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 2008-2009 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:	16%

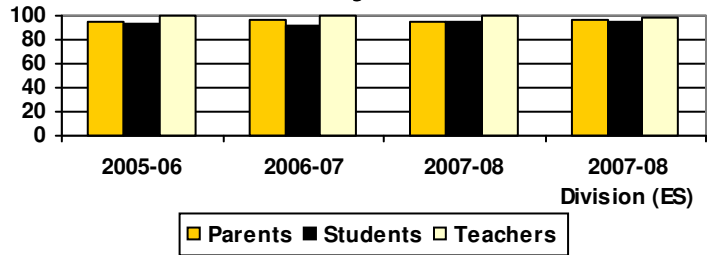
Pupil-Teacher Ratio (without resource personnel)

K	1	2	3	4	5
20:1	23:1	24:1	24:1	21:1	22:1

Pupil-Teacher Ratio (with resource personnel)

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

Overall Quality of Education



The bar chart displays the percentage of each group agreeing that the school provides a high-quality education.

Attendance 2007-2008

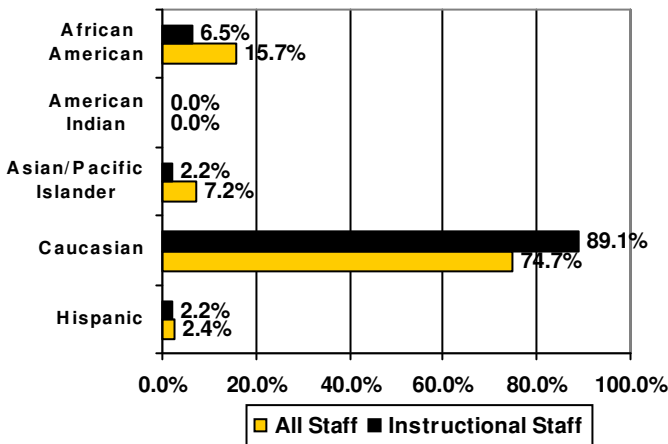
School Average Daily Attendance:	96.7%
Division (ES) Average Daily Attendance:	96.2%
AYP Attendance Target:	94.0%

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

STAFF CHARACTERISTICS

Administrative/Intern:	2	Instructional:	46
Classified:	34	Other:	1

Fall 2008 Staff Characteristics



Additional Characteristics for Instructional Staff

	School	Division (ES)	State
Female	93.5%	92.1%	*
Male	6.5%	7.9%	*
Average years of teaching experience	16.5	14.5	*
Percentage with graduate degrees	39.1	48.3	*
Percentage new to the system	6.5	7.9	*
Percentage of core courses not taught by highly qualified teachers 07-08	0	1^	2
Percentage of teachers with provisional credentials 07-08	2	4^	7

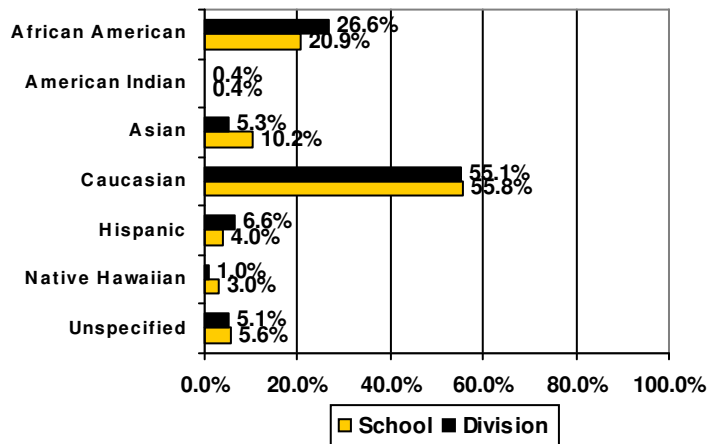
* Not Available

^ Entire Division

STUDENT CHARACTERISTICS

School Membership:	674	Division Membership (ES):	30,993
(excluding preschool)			

Fall 2008 Student Characteristics



Additional Student Characteristics

	School	Division (ES)
Female	47.6%	48.7%
Male	52.4%	51.3%
Economically Disadvantaged	20.6%	34.5%
Gifted	6.4%	7.9%
Limited English Proficiency	0.4%	2.2%
Migrant	0.0%	<0.1%
Special Education	10.4%	11.0%

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.

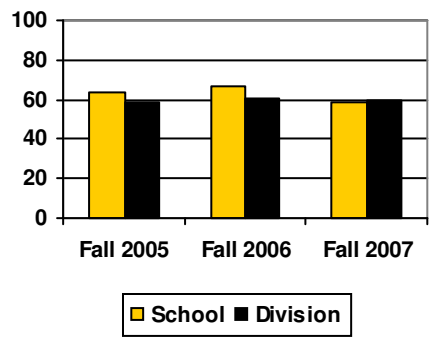
STANFORD 10

GRADE 4		Fall 2005		Fall 2006		Fall 2007	
		School	Division	School	Division	School	Division
Total Reading	All Students	64	59	67	61	59	60
	Female	60	62	73	64	62	63
	Male	67	57	61	57	57	56
	African American	57	44	47	45	49	44
	American Indian	<	39	<	58	<	37
	Asian	<	66	80	67	78	68
	Caucasian	69	66	72	67	63	67
	Hispanic	<	54	<	57	<	53
	Native Hawaiian	<	54	<	72	<	60
	Unspecified Ethnicity	<	60	<	67	<	60
	Economically Disadvantaged	<	47	59	48	40	46
	Limited English Proficiency	<	<	<	37	<	33
Special Education	<	26	30	26	14	25	
Total Mathematics	All Students	57	59	62	60	58	58
	Female	51	59	64	60	60	59
	Male	64	59	60	59	56	57
	African American	51	44	46	45	46	44
	American Indian	<	40	<	57	<	38
	Asian	68	71	67	70	77	70
	Caucasian	60	65	67	65	60	64
	Hispanic	<	53	<	57	<	55
	Native Hawaiian	<	53	<	70	<	58
	Unspecified Ethnicity	<	61	<	65	<	57
	Economically Disadvantaged	59	48	60	48	39	45
	Limited English Proficiency	<	<	<	47	<	42
Special Education	<	34	38	32	20	32	
Total Language	All Students	72	69	69	64	61	62
	Female	72	72	76	70	66	67
	Male	71	65	61	59	56	57
	African American	70	56	51	50	56	47
	American Indian	<	43	<	62	<	34
	Asian	68	78	78	75	80	73
	Caucasian	75	74	74	70	60	69
	Hispanic	<	63	<	61	<	57
	Native Hawaiian	<	55	<	73	<	58
	Unspecified Ethnicity	<	68	<	67	<	61
	Economically Disadvantaged	63	57	65	52	47	49
	Limited English Proficiency	<	<	<	44	<	38
Special Education	<	42	38	36	20	34	

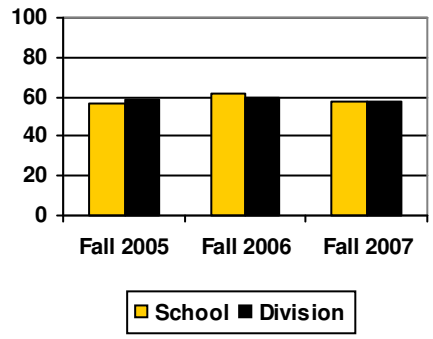
< Data not reported for less than 10 students

Three-Year Trend Stanford 10 Performance

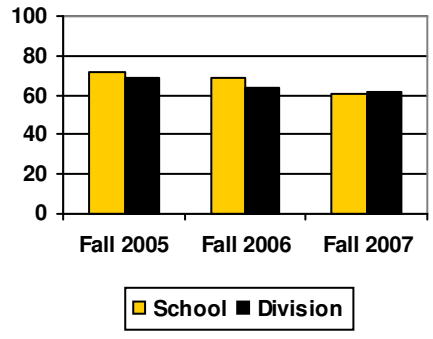
**Total Reading
Percentile Ranks**



**Total Mathematics
Percentile Ranks**



**Total Language
Percentile Ranks**



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 2007-2008 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.

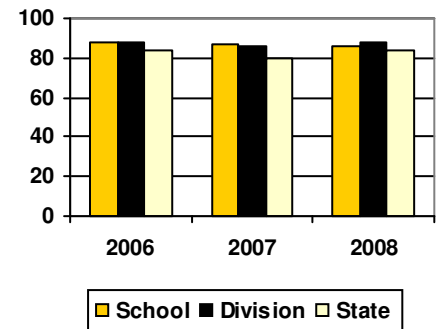
2007-2008 SOL PERFORMANCE

GRADE 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	39	47	14	86	88	84
	Female	46	49	5	95	90	87
	Male	32	44	24	76	85	81
	African American	23	53	23	77	79	74
	American Indian	<	<	<	<	83	84
	Asian	46	31	23	77	89	91
	Caucasian	43	50	7	93	92	88
	Hispanic	<	<	<	<	84	79
	Other Ethnicity	<	<	<	<	87	86
	Economically Disadvantaged	33	44	22	78	81	75
	Limited English Proficiency	<	<	<	<	72	79
	Migrant	<	<	<	<	<	70
	Special Education	0	20	80	20	67	67
Mathematics	All Students	52	39	9	91	91	89
	Female	56	37	6	94	91	89
	Male	48	41	11	89	90	89
	African American	38	45	17	83	83	81
	American Indian	<	<	<	<	92	89
	Asian	62	38	0	100	95	95
	Caucasian	56	38	6	94	94	93
	Hispanic	<	<	<	<	89	82
	Other Ethnicity	<	<	<	<	88	90
	Economically Disadvantaged	39	50	11	89	84	81
	Limited English Proficiency	<	<	<	<	87	82
	Migrant	<	<	<	<	<	79
	Special Education	0	50	50	50	72	74
Science	All Students	39	57	5	95	91	88
	Female	44	51	5	95	92	89
	Male	33	62	5	95	90	88
	African American	21	72	7	93	82	78
	American Indian	<	<	<	<	100	90
	Asian	50	50	0	100	94	93
	Caucasian	44	53	3	97	95	93
	Hispanic	<	<	<	<	91	80
	Other Ethnicity	<	<	<	<	92	90
	Economically Disadvantaged	33	56	11	89	84	79
	Limited English Proficiency	<	<	<	<	88	80
	Migrant	<	<	<	<	<	84
	Special Education	0	60	40	60	73	73

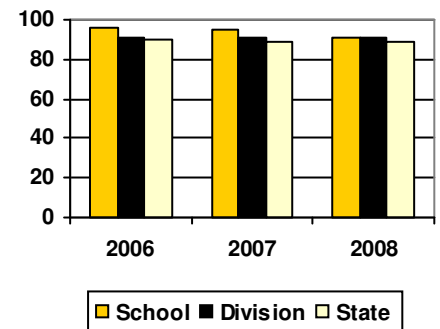
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Three-Year Trend SOL Passing Rates

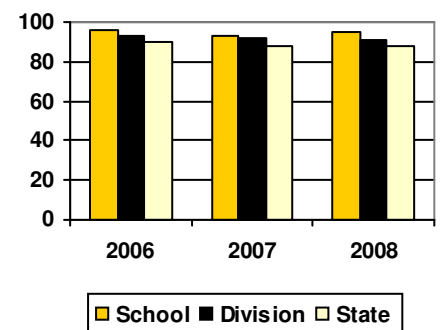
**Grade 3 English: Reading, Literature, and Research
Percent Passing**



**Grade 3 Mathematics
Percent Passing**



**Grade 3 Science
Percent Passing**



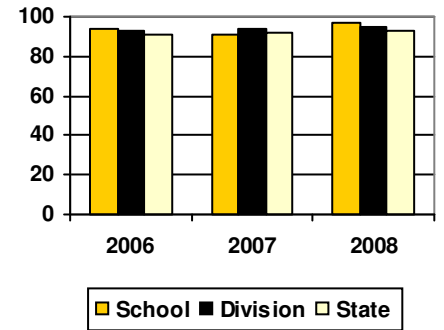
2007-2008 SOL PERFORMANCE

GRADE 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
History and Social Science	All Students	74	23	3	97	95	93
	Female	73	24	3	97	95	93
	Male	75	21	3	97	95	92
	African American	52	45	3	97	90	87
	American Indian	<	<	<	<	100	90
	Asian	83	17	0	100	97	97
	Caucasian	82	15	3	97	97	95
	Hispanic	<	<	<	<	95	88
	Other Ethnicity	<	<	<	<	94	94
	Economically Disadvantaged	61	33	6	94	91	86
	Limited English Proficiency	<	<	<	<	92	88
	Migrant	<	<	<	<	<	89
Special Education	10	50	40	60	81	79	
GRADE 4		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	58	35	7	93	92	88
	Female	66	32	2	98	94	90
	Male	50	38	13	88	90	87
	African American	30	63	7	93	85	81
	American Indian	<	<	<	<	90	89
	Asian	80	20	0	100	96	94
	Caucasian	66	25	10	90	96	92
	Hispanic	<	<	<	<	91	84
	Other Ethnicity	<	<	<	<	92	90
	Economically Disadvantaged	45	41	14	86	86	81
	Limited English Proficiency	<	<	<	<	88	84
	Migrant	<	<	<	<	<	86
Special Education	17	75	8	92	76	73	
Mathematics	All Students	58	33	10	90	88	84
	Female	53	40	7	93	88	84
	Male	63	25	13	88	88	84
	African American	35	50	15	85	78	74
	American Indian	<	<	<	<	90	85
	Asian	75	8	17	83	96	93
	Caucasian	61	31	8	92	93	89
	Hispanic	<	<	<	<	87	76
	Other Ethnicity	<	<	<	<	85	85
	Economically Disadvantaged	23	59	18	82	80	74
	Limited English Proficiency	<	<	<	<	88	77
	Migrant	<	<	<	<	<	83
Special Education	50	25	25	75	70	69	

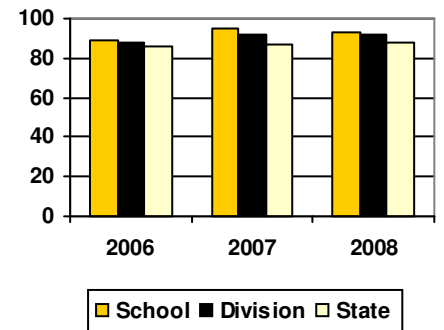
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Three-Year Trend SOL Passing Rates

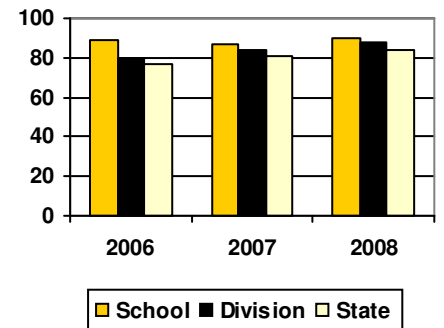
**Grade 3 History
and Social Science
Percent Passing**



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



**Grade 4 Mathematics
Percent Passing**



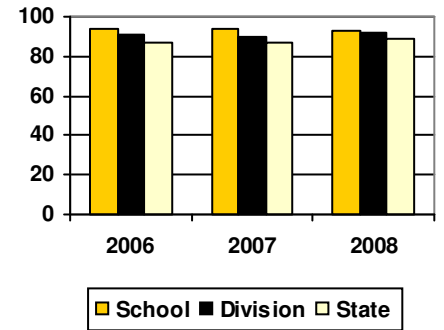
2007-2008 SOL PERFORMANCE

GRADE 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	58	36	7	93	92	89
	Female	65	33	2	98	94	91
	Male	50	38	12	88	91	88
	African American	45	32	23	77	85	82
	American Indian	<	<	<	<	100	91
	Asian	65	30	5	95	94	94
	Caucasian	58	41	1	99	96	93
	Hispanic	<	<	<	<	89	84
	Other Ethnicity	<	<	<	<	95	91
	Economically Disadvantaged	48	43	10	90	86	82
	Limited English Proficiency	<	<	<	<	83	83
	Migrant	<	<	<	<	<	81
	Special Education	17	56	28	72	76	73
English: Writing	All Students	32	58	11	89	92	87
	Female	44	49	6	94	95	91
	Male	18	67	16	84	88	83
	African American	18	59	23	77	85	79
	American Indian	<	<	<	<	83	89
	Asian	50	45	5	95	95	94
	Caucasian	30	59	10	90	94	90
	Hispanic	<	<	<	<	93	81
	Other Ethnicity	<	<	<	<	95	90
	Economically Disadvantaged	26	53	21	79	84	77
	Limited English Proficiency	<	<	<	<	92	80
	Migrant	<	<	<	<	<	96
	Special Education	17	44	39	61	63	59
Mathematics	All Students	73	21	6	94	89	88
	Female	75	22	3	97	89	89
	Male	72	20	8	92	89	87
	African American	64	23	14	86	80	81
	American Indian	<	<	<	<	83	87
	Asian	71	29	0	100	95	94
	Caucasian	76	20	4	96	94	92
	Hispanic	<	<	<	<	83	81
	Other Ethnicity	<	<	<	<	91	90
	Economically Disadvantaged	71	14	14	86	79	81
	Limited English Proficiency	<	<	<	<	79	80
	Migrant	<	<	<	<	<	88
	Special Education	44	28	28	72	72	73

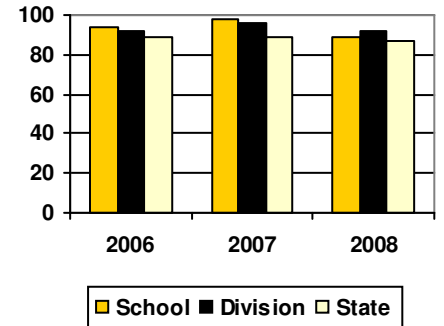
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Three-Year Trend SOL Passing Rates

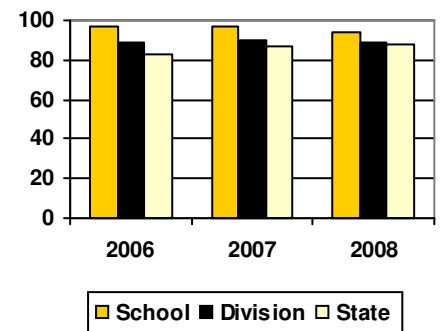
**Grade 5 English: Reading, Literature, and Research
Percent Passing**



**Grade 5 English: Writing
Percent Passing**



**Grade 5 Mathematics
Percent Passing**



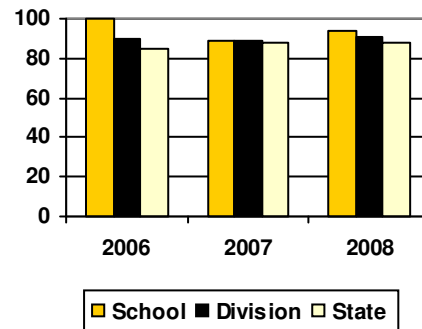
2007-2008 SOL PERFORMANCE

GRADE 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	State	Division
Science	<i>All Students</i>	35	58	6	94	91	88
	<i>Female</i>	41	56	3	97	91	87
	<i>Male</i>	30	60	10	90	92	89
	<i>African American</i>	23	59	18	82	81	80
	<i>American Indian</i>	<	<	<	<	92	92
	<i>Asian</i>	29	71	0	100	94	91
	<i>Caucasian</i>	44	52	4	96	96	93
	<i>Hispanic</i>	<	<	<	<	87	77
	<i>Other Ethnicity</i>	<	<	<	<	95	91
	<i>Economically Disadvantaged</i>	29	62	10	90	82	79
	<i>Limited English Proficiency</i>	<	<	<	<	77	72
	<i>Migrant</i>	<	<	<	<	<	82
<i>Special Education</i>	11	56	33	67	73	71	
Virginia Studies	<i>All Students</i>	35	50	16	84	84	83
	<i>Female</i>	34	52	13	87	83	82
	<i>Male</i>	35	47	18	82	86	84
	<i>African American</i>	18	50	32	68	71	73
	<i>American Indian</i>	<	<	<	<	96	85
	<i>Asian</i>	40	60	0	100	93	90
	<i>Caucasian</i>	39	45	16	84	89	88
	<i>Hispanic</i>	<	<	<	<	81	71
	<i>Other Ethnicity</i>	<	<	<	<	88	84
	<i>Economically Disadvantaged</i>	30	35	35	65	70	71
	<i>Limited English Proficiency</i>	<	<	<	<	82	70
	<i>Migrant</i>	<	<	<	<	<	76
<i>Special Education</i>	11	28	61	39	58	61	

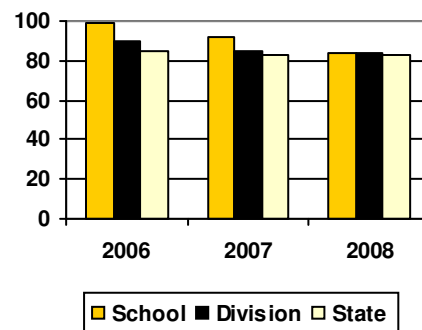
< Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

**Grade 5 Science
Percent Passing**



**Grade 5 Virginia Studies
Percent Passing**



Mission

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

Dr. James G. Merrill, Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

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.

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Additional information about the data used in this report card can be found at http://www.vbschools.com/school_data/report_cards/0809/index.asp.

SCHOOL BOARD MEMBERS

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

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

Mr. William J. "Bill" Brunke, IV
(District 7 - Princess Anne)

Mr. Todd C. Davidson
(At-Large)

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

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

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

Mr. Brent N. McKenzie
(District 3 - Rose Hall)

Mr. Patrick S. Salyer
(At-Large)

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

Mrs. Carolyn D. Weems
(At-Large)