

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

## BIRDNECK Elementary (K-5)

*Home of the Soaring Eagles*

957 South Birdneck Road  
Virginia Beach, VA 23451  
757-648-2120 (phone)  
757-437-4792 (fax)  
birdnes@vbschools.com  
<http://www.birdneckes.vbschools.com>

## 2007-2008

Mr. Irvin E. Beard, Principal  
Ms. Babette Brinkley, Assistant Principal  
Mr. David M. LeFevre, Assistant Principal  
Mrs. Christine C. Alarcon, Administrative Assistant  
Ms. Vicki Krauter, 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: Yes

Student Mobility: 38%

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

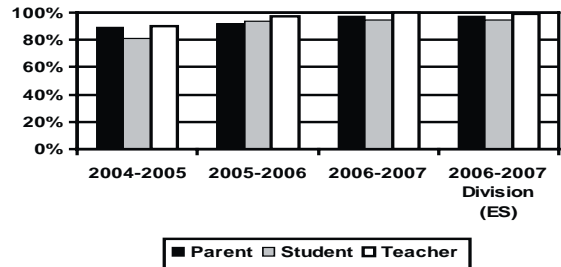
K	1	2	3	4	5
20:1	16:1	17:1	17:1	14:1	14:1

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

K	1	2	3	4	5
18:1	10:1	13:1	13:1	11:1	10:1

\*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.

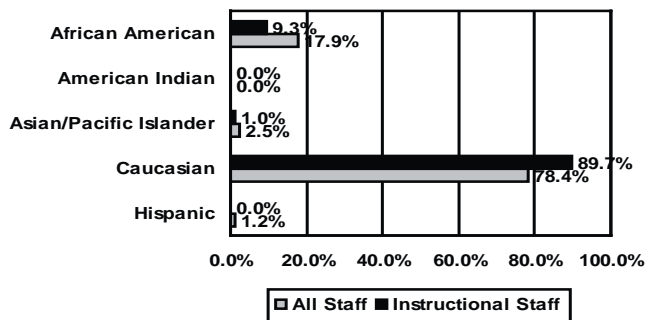
#### Attendance 2006-2007\*\*

School Average Daily Attendance:	94.9%
Division (ES) Average Daily Attendance:	95.9%
AYP Attendance Target:	94.0%

### STAFF CHARACTERISTICS

Administration/Intern: 4      Instructional: 97  
Classified: 59                      Other: 2

#### Fall 2007 Staff Characteristics



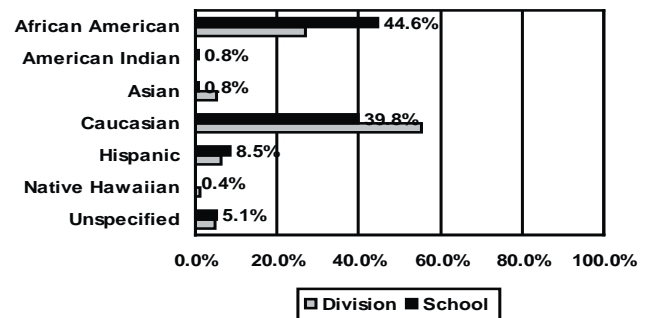
#### Additional Characteristics for Instructional Staff

	School	Division (ES)	State
Female	90.7%	92.2%	*
Male	9.3%	7.8%	*
Average years of teaching experience	11.7	14.5	*
Percentage with graduate degrees	49.5	47.9	*
Percentage new to the system	9.3	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	4	4	7
		Entire Division	

### STUDENT CHARACTERISTICS

School Membership: 991      Division Membership (ES): 31,176  
(excluding preschool)

#### Fall 2007 Student Characteristics



#### Additional Student Characteristics

	School	Division (ES)
Female	49.3%	49.0%
Male	50.7%	51.0%
Economically Disadvantaged	72.1%	30.8%
Gifted	3.0%	8.4%
Limited English Proficiency	1.0%	2.2%
Migrant	0.0%	<0.1%
Special Education	16.3%	11.4%

\*Not Available

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

## STUDENT PERFORMANCE INFORMATION

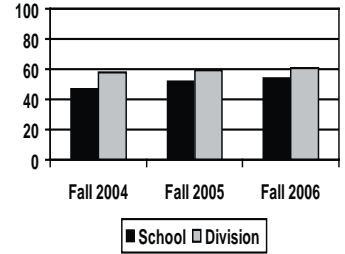
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this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

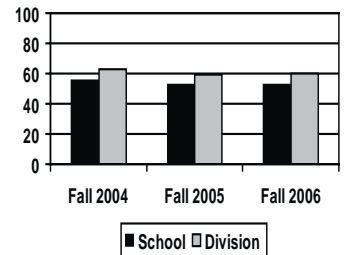
Grade 4		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
<b>Total Reading</b>	All Students	47	58	52	59	54	61
	Female	46	60	54	62	59	64
	Male	47	56	49	57	45	57
	African American	44	43	45	44	48	45
	American Indian	<	53	<	39	<	58
	Asian	<	65	<	66	<	67
	Caucasian	49	65	62	66	59	67
	Hispanic	<	51	44	54	<	57
	Native Hawaiian	<	<	<	54	<	72
	Unspecified Ethnicity	<	59	<	60	<	67
	Economically Disadvantaged	41	44	48	47	50	48
	Limited English Proficiency	<	39	<	<	<	37
	Special Education	24	26	<	26	30	26
	<b>Total Mathematics</b>	All Students	56	63	53	59	53
Female		55	63	51	59	57	60
Male		56	62	55	59	49	59
African American		56	47	47	44	50	45
American Indian		<	66	<	40	<	57
Asian		<	76	<	71	<	70
Caucasian		59	69	61	65	56	65
Hispanic		<	55	46	53	<	57
Native Hawaiian		<	<	<	53	<	70
Unspecified Ethnicity		<	64	<	61	<	65
Economically Disadvantaged		51	49	50	48	50	48
Limited English Proficiency		<	56	<	<	<	47
Special Education		45	36	44	34	36	32
<b>Total Language</b>		All Students	66	70	64	69	57
	Female	67	74	65	72	62	70
	Male	65	66	63	65	50	59
	African American	64	57	60	56	53	50
	American Indian	<	66	<	43	<	62
	Asian	<	77	<	78	<	75
	Caucasian	67	76	66	74	59	70
	Hispanic	<	64	59	63	<	61
	Native Hawaiian	<	<	<	55	<	73
	Unspecified Ethnicity	<	67	<	68	<	67
	Economically Disadvantaged	61	57	63	57	51	52
	Limited English Proficiency	<	58	<	<	<	44
	Special Education	56	42	47	42	43	36

### Three-Year Trend Stanford 10 Performance

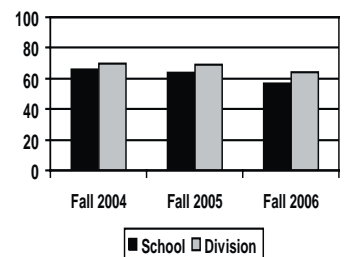
**Total Reading  
Percentile Ranks**



**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 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.

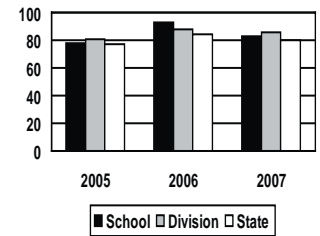
### 2006-2007 SOL PERFORMANCE

Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
<b>English: Reading, Literature, and Research</b>	All Students	30	53	17	83	86	80
	Female	35	54	11	89	87	83
	Male	26	52	22	78	84	78
	African American	21	56	24	76	77	71
	American Indian	<	<	<	<	74	81
	Asian	<	<	<	<	88	85
	Caucasian	38	53	9	91	90	87
	Hispanic	<	<	<	<	83	65
	Other Ethnicity	<	<	<	<	86	82
	Economically Disadvantaged	23	57	20	80	78	69
	Limited English Proficiency	<	<	<	<	68	62
	Migrant	<	<	<	<	<	71
	Special Education	22	59	19	81	64	62
	<b>Mathematics</b>	All Students	45	43	12	88	91
Female		48	44	8	92	91	89
Male		43	43	14	86	91	89
African American		41	41	18	82	83	81
American Indian		<	<	<	<	77	88
Asian		<	<	<	<	95	95
Caucasian		51	44	4	96	94	93
Hispanic		<	<	<	<	90	84
Other Ethnicity		<	<	<	<	90	89
Economically Disadvantaged		46	39	15	85	84	81
Limited English Proficiency		<	<	<	<	85	83
Migrant		<	<	<	<	<	89
Special Education		65	29	6	94	76	74
<b>Science</b>		All Students	34	56	10	90	92
	Female	36	57	7	93	92	88
	Male	32	55	13	87	92	89
	African American	16	67	17	83	84	79
	American Indian	<	<	<	<	87	91
	Asian	<	<	<	<	94	93
	Caucasian	55	40	5	95	96	93
	Hispanic	<	<	<	<	91	81
	Other Ethnicity	<	<	<	<	92	89
	Economically Disadvantaged	26	63	11	89	86	80
	Limited English Proficiency	<	<	<	<	86	80
	Migrant	<	<	<	<	<	80
	Special Education	25	58	17	83	77	74

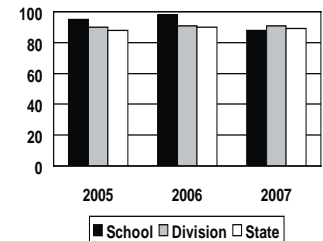
<Data not reported for less than 10 students

### Three-Year Trend SOL Passing Rates

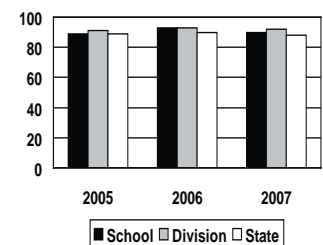
**Grade 3 English: Reading, Literature, and Research  
Percent Passing**



**Grade 3 Mathematics  
Percent Passing**



**Grade 3 Science  
Percent Passing**



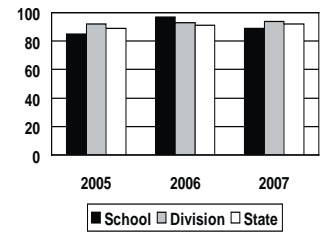
**2006-2007 SOL PERFORMANCE**

Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
History and Social Science	All Students	59	30	11	89	94	92
	Female	64	26	10	90	94	93
	Male	55	34	12	88	93	92
	African American	55	30	16	84	89	87
	American Indian	<	<	<	<	86	94
	Asian	<	<	<	<	97	96
	Caucasian	68	26	6	94	96	95
	Hispanic	<	<	<	<	94	87
	Other Ethnicity	<	<	<	<	93	91
	Economically Disadvantaged	56	30	14	86	89	86
	Limited English Proficiency	<	<	<	<	98	87
	Migrant	<	<	<	<	<	92
	Special Education	56	36	8	92	79	79
	Grade 4		School Proficiency Levels			Percent Passing	
Advanced			Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	42	50	8	92	92	87
	Female	45	47	8	92	94	89
	Male	39	53	8	92	91	86
	African American	42	47	11	89	86	80
	American Indian	<	<	<	<	96	93
	Asian	<	<	<	<	97	92
	Caucasian	44	53	4	96	95	91
	Hispanic	40	50	10	90	94	77
	Other Ethnicity	<	<	<	<	94	89
	Economically Disadvantaged	36	53	10	90	87	78
	Limited English Proficiency	<	<	<	<	88	74
	Migrant	<	<	<	<	<	80
	Special Education	29	63	8	92	75	69
	Mathematics	All Students	38	44	18	82	84
Female		35	47	19	81	84	81
Male		42	40	18	82	84	81
African American		32	44	24	76	70	69
American Indian		<	<	<	<	84	85
Asian		<	<	<	<	94	91
Caucasian		43	44	13	87	89	86
Hispanic		50	30	20	80	81	70
Other Ethnicity		<	<	<	<	91	83
Economically Disadvantaged		38	40	23	77	73	69
Limited English Proficiency		<	<	<	<	76	69
Migrant		<	<	<	<	<	72
Special Education		9	74	17	83	63	62

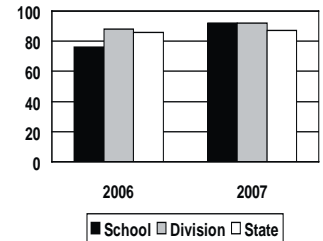
<Data not reported for less than 10 students

**Three-Year Trend  
SOL Passing Rates**

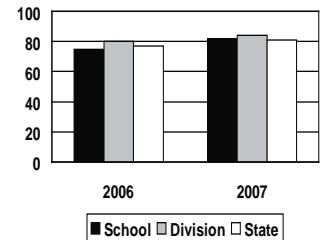
**Grade 3 History and Social Sciences  
Percent Passing**



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



**Grade 4 Mathematics  
Percent Passing**



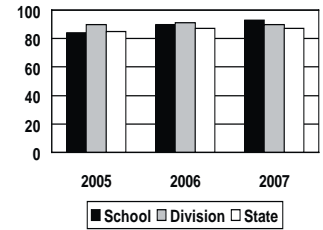
**2006-2007 SOL PERFORMANCE**

Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	38	55	7	93	90	87
	Female	40	56	4	96	91	89
	Male	36	54	10	90	88	85
	African American	21	67	12	88	80	80
	American Indian	<	<	<	<	94	91
	Asian	<	<	<	<	91	90
	Caucasian	55	43	2	98	94	91
	Hispanic	<	<	<	<	86	74
	Other Ethnicity	<	<	<	<	91	89
	Economically Disadvantaged	33	59	8	92	81	77
	Limited English Proficiency	<	<	<	<	75	70
	Migrant	<	<	<	<	<	68
	Special Education	25	63	13	88	69	68
English: Writing	All Students	31	66	2	98	96	89
	Female	43	55	1	99	98	93
	Male	17	79	3	97	93	86
	African American	23	73	5	95	92	84
	American Indian	<	<	<	<	100	87
	Asian	<	<	<	<	97	95
	Caucasian	45	55	0	100	97	92
	Hispanic	<	<	<	<	96	84
	Other Ethnicity	<	<	<	<	97	91
	Economically Disadvantaged	23	73	4	96	93	82
	Limited English Proficiency	<	<	<	<	94	82
	Migrant	<	<	<	<	<	75
	Special Education	<	<	<	<	75	63
Mathematics	All Students	59	34	7	93	90	87
	Female	60	34	6	94	92	88
	Male	58	34	7	93	89	86
	African American	54	37	9	91	81	80
	American Indian	<	<	<	<	86	85
	Asian	<	<	<	<	95	93
	Caucasian	70	27	4	96	94	90
	Hispanic	<	<	<	<	88	78
	Other Ethnicity	<	<	<	<	92	87
	Economically Disadvantaged	58	35	7	93	82	78
	Limited English Proficiency	<	<	<	<	85	78
	Migrant	<	<	<	<	<	80
	Special Education	47	41	12	88	70	70

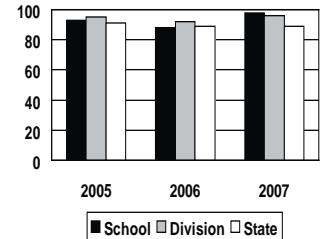
<Data not reported for less than 10 students

**Three-Year Trend  
SOL Passing Rates**

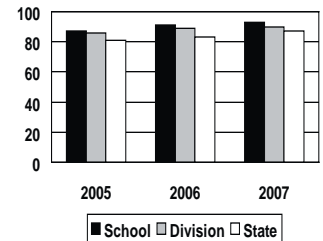
**Grade 5 English: Reading, Literature, and Research  
Percent Passing**



**Grade 5 English: Writing  
Percent Passing**



**Grade 5 Mathematics  
Percent Passing**



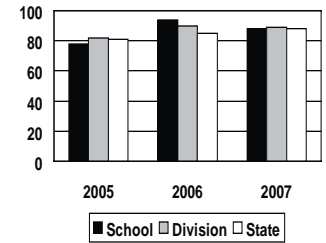
**2006-2007 SOL PERFORMANCE**

Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Science	All Students	18	70	12	88	89	88
	Female	15	74	12	88	88	87
	Male	21	66	13	87	90	88
	African American	8	70	21	79	76	78
	American Indian	<	<	<	<	100	89
	Asian	<	<	<	<	93	93
	Caucasian	28	69	4	96	95	93
	Hispanic	<	<	<	<	87	79
	Other Ethnicity	<	<	<	<	92	89
	Economically Disadvantaged	11	74	15	85	79	78
	Limited English Proficiency	<	<	<	<	80	76
	Migrant	<	<	<	<	<	70
	Special Education	<	<	<	<	68	70
	Virginia Studies	All Students	28	56	16	84	85
Female		26	57	17	83	84	82
Male		31	55	15	85	86	83
African American		21	62	17	83	73	74
American Indian		<	<	<	<	71	84
Asian		<	<	<	<	91	89
Caucasian		33	54	13	87	90	88
Hispanic		<	<	<	<	82	70
Other Ethnicity		<	<	<	<	88	83
Economically Disadvantaged		22	60	18	82	73	71
Limited English Proficiency		<	<	<	<	81	67
Migrant		<	<	<	<	<	66
Special Education		<	<	<	<	57	60

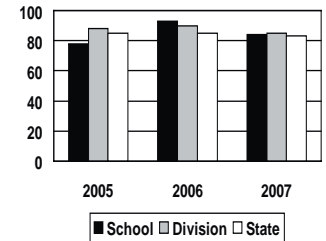
<Data not reported for less than 10 students

**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)