

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

## THOROUGHGOOD Elementary (K-5)

### *Home of the Seagulls*

1444 Dunstan Lane  
Virginia Beach, VA 23455  
757-648-3920 (phone)  
757-460-7516 (fax)  
tgoodes@vbschools.com  
<http://www.thoroughgoodes.vbschools.com>

## 2007-2008

Dr. Cheryl B. Zigrang, Principal  
Dr. Sharon L. Shewbridge, Assistant Principal  
Ms. Karen Joynt, 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:	12%

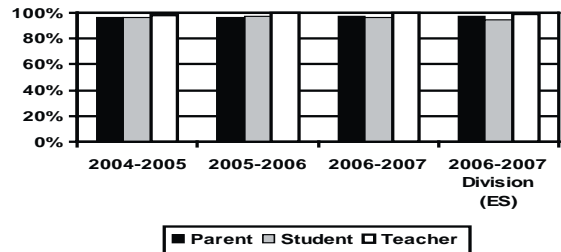
#### Pupil-Teacher Ratio (without resource personnel)

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

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

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

#### 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.

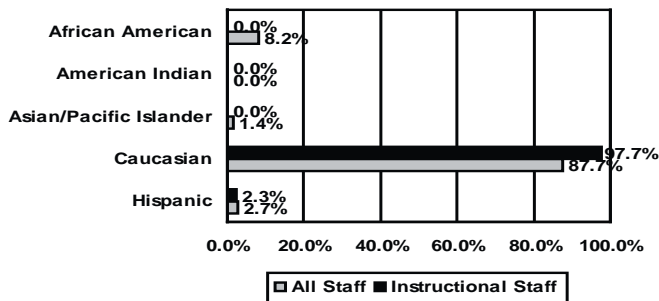
#### Attendance 2006-2007\*\*

School Average Daily Attendance:	96.0%
Division (ES) Average Daily Attendance:	95.9%
AYP Attendance Target:	94.0%

### STAFF CHARACTERISTICS

Administration/Intern: 2	Instructional: 43
Classified: 27	Other: 1

#### Fall 2007 Staff Characteristics



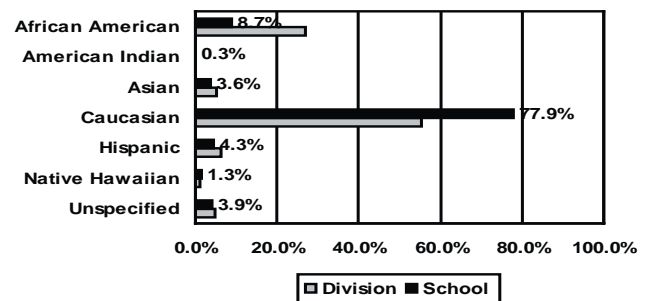
#### Additional Characteristics for Instructional Staff

	School	Division (ES)	State
Female	90.7%	92.2%	*
Male	9.3%	7.8%	*
Average years of teaching experience	15.8	14.5	*
Percentage with graduate degrees	44.2	47.9	*
Percentage new to the system	9.3	6.3	*
Percentage of core courses not taught by highly qualified teachers 06-07	6	3	3
		Entire Division	
Percentage of teachers with provisional credentials 06-07	4	4	7
		Entire Division	

### STUDENT CHARACTERISTICS

School Membership: 633	Division Membership (ES): 31,176
(excluding preschool)	

#### Fall 2007 Student Characteristics



#### Additional Student Characteristics

	School	Division (ES)
Female	47.6%	49.0%
Male	52.4%	51.0%
Economically Disadvantaged	12.7%	30.8%
Gifted	10.1%	8.4%
Limited English Proficiency	5.2%	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.

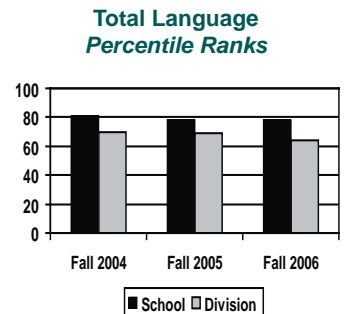
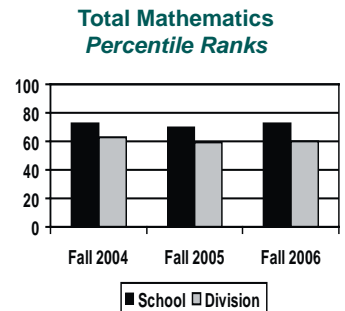
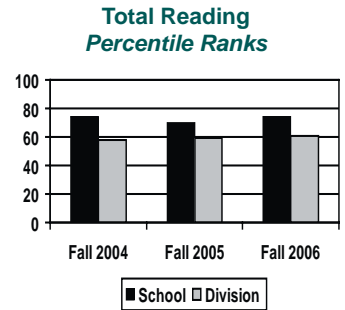
## STUDENT PERFORMANCE INFORMATION

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
<b>Total Reading</b>	All Students	74	58	70	59	74	61
	Female	74	60	71	62	76	64
	Male	73	56	68	57	73	57
	African American	45	43	<	44	<	45
	American Indian	<	53	<	39	<	58
	Asian	<	65	<	66	<	67
	Caucasian	79	65	71	66	76	67
	Hispanic	<	51	<	54	<	57
	Native Hawaiian	<	<	<	54	<	72
	Unspecified Ethnicity	<	59	<	60	<	67
	Economically Disadvantaged	45	44	49	47	<	48
	Limited English Proficiency	<	39	<	<	<	37
	Special Education	41	26	34	26	<	26
	<b>Total Mathematics</b>	All Students	73	63	70	59	73
Female		70	63	70	59	70	60
Male		76	62	70	59	75	59
African American		47	47	<	44	<	45
American Indian		<	66	<	40	<	57
Asian		<	76	<	71	<	70
Caucasian		76	69	72	65	74	65
Hispanic		<	55	<	53	<	57
Native Hawaiian		<	<	<	53	<	70
Unspecified Ethnicity		<	64	<	61	<	65
Economically Disadvantaged		46	49	56	48	<	48
Limited English Proficiency		<	56	<	<	<	47
Special Education		48	36	40	34	<	32
<b>Total Language</b>		All Students	81	70	78	69	78
	Female	81	74	84	72	81	70
	Male	80	66	71	65	76	59
	African American	54	57	<	56	<	50
	American Indian	<	66	<	43	<	62
	Asian	<	77	<	78	<	75
	Caucasian	84	76	79	74	80	70
	Hispanic	<	64	<	63	<	61
	Native Hawaiian	<	<	<	55	<	73
	Unspecified Ethnicity	<	67	<	68	<	67
	Economically Disadvantaged	57	57	63	57	<	52
	Limited English Proficiency	<	58	<	<	<	44
	Special Education	61	42	39	42	<	36

### Three-Year Trend Stanford 10 Performance



<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.

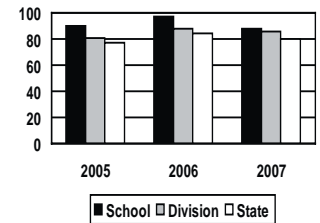
### 2006-2007 SOL PERFORMANCE

Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	51	37	12	88	86	80
	Female	46	43	11	89	87	83
	Male	54	33	13	87	84	78
	African American	25	33	42	58	77	71
	American Indian	<	<	<	<	74	81
	Asian	<	<	<	<	88	85
	Caucasian	57	39	4	96	90	87
	Hispanic	<	<	<	<	83	65
	Other Ethnicity	<	<	<	<	86	82
	Economically Disadvantaged	24	41	35	65	78	69
	Limited English Proficiency	<	<	<	<	68	62
	Migrant	<	<	<	<	<	71
	Special Education	8	42	50	50	64	62
	Mathematics	All Students	55	39	6	94	91
Female		56	36	8	92	91	89
Male		54	41	6	94	91	89
African American		25	50	25	75	83	81
American Indian		<	<	<	<	77	88
Asian		<	<	<	<	95	95
Caucasian		61	37	1	99	94	93
Hispanic		<	<	<	<	90	84
Other Ethnicity		<	<	<	<	90	89
Economically Disadvantaged		35	35	29	71	84	81
Limited English Proficiency		<	<	<	<	85	83
Migrant		<	<	<	<	<	89
Special Education		15	46	38	62	76	74
Science		All Students	65	31	5	95	92
	Female	59	32	8	92	92	88
	Male	69	29	2	98	92	89
	African American	27	45	27	73	84	79
	American Indian	<	<	<	<	87	91
	Asian	<	<	<	<	94	93
	Caucasian	72	28	0	100	96	93
	Hispanic	<	<	<	<	91	81
	Other Ethnicity	<	<	<	<	92	89
	Economically Disadvantaged	31	56	13	88	86	80
	Limited English Proficiency	<	<	<	<	86	80
	Migrant	<	<	<	<	<	80
	Special Education	9	64	27	73	77	74

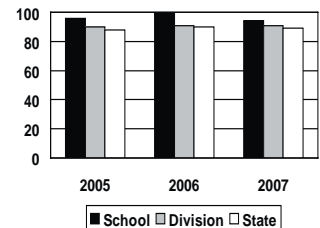
<Data not reported for less than 10 students

### Three-Year Trend SOL Passing Rates

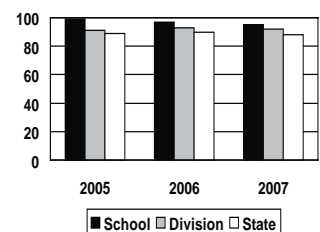
**Grade 3 English: Reading, Literature, and Research  
Percent Passing**



**Grade 3 Mathematics  
Percent Passing**



**Grade 3 Science  
Percent Passing**



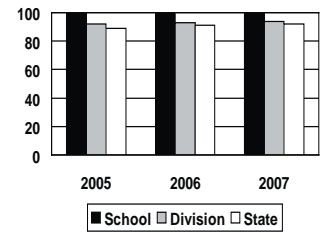
**2006-2007 SOL PERFORMANCE**

Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
History and Social Science	All Students	76	23	1	99	94	92
	Female	76	22	3	97	94	93
	Male	76	24	0	100	93	92
	African American	45	55	0	100	89	87
	American Indian	<	<	<	<	86	94
	Asian	<	<	<	<	97	96
	Caucasian	84	16	0	100	96	95
	Hispanic	<	<	<	<	94	87
	Other Ethnicity	<	<	<	<	93	91
	Economically Disadvantaged	38	63	0	100	89	86
	Limited English Proficiency	<	<	<	<	98	87
	Migrant	<	<	<	<	<	92
	Special Education	18	73	9	91	79	79
	Grade 4		School Proficiency Levels			Percent Passing	
Advanced			Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	67	31	2	98	92	87
	Female	71	27	2	98	94	89
	Male	65	33	2	98	91	86
	African American	<	<	<	<	86	80
	American Indian	<	<	<	<	96	93
	Asian	<	<	<	<	97	92
	Caucasian	69	29	1	99	95	91
	Hispanic	<	<	<	<	94	77
	Other Ethnicity	<	<	<	<	94	89
	Economically Disadvantaged	55	45	0	100	87	78
	Limited English Proficiency	<	<	<	<	88	74
	Migrant	<	<	<	<	<	80
	Special Education	<	<	<	<	75	69
	Mathematics	All Students	43	49	9	91	84
Female		29	60	12	88	84	81
Male		53	41	7	93	84	81
African American		<	<	<	<	70	69
American Indian		<	<	<	<	84	85
Asian		<	<	<	<	94	91
Caucasian		45	48	7	93	89	86
Hispanic		<	<	<	<	81	70
Other Ethnicity		<	<	<	<	91	83
Economically Disadvantaged		36	45	18	82	73	69
Limited English Proficiency		<	<	<	<	76	69
Migrant		<	<	<	<	<	72
Special Education		<	<	<	<	63	62

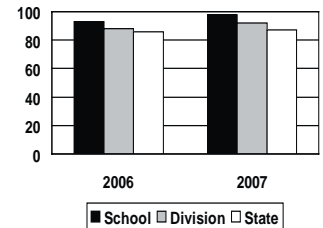
<Data not reported for less than 10 students

**Three-Year Trend  
SOL Passing Rates**

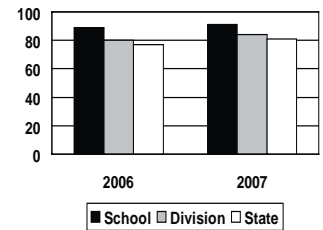
**Grade 3 History and Social Sciences  
Percent Passing**



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



**Grade 4 Mathematics  
Percent Passing**



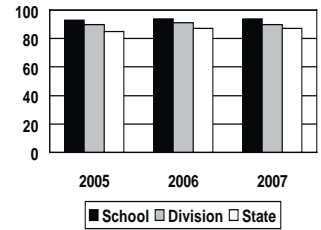
## 2006-2007 SOL PERFORMANCE

Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	50	43	6	94	90	87
	Female	57	37	6	94	91	89
	Male	45	48	7	93	88	85
	African American	<	<	<	<	80	80
	American Indian	<	<	<	<	94	91
	Asian	<	<	<	<	91	90
	Caucasian	53	41	6	94	94	91
	Hispanic	<	<	<	<	86	74
	Other Ethnicity	<	<	<	<	91	89
	Economically Disadvantaged	23	62	15	85	81	77
	Limited English Proficiency	<	<	<	<	75	70
	Migrant	<	<	<	<	<	68
	Special Education	8	54	38	62	69	68
	English: Writing	All Students	57	42	2	98	96
Female		69	31	0	100	98	93
Male		46	51	4	96	93	86
African American		<	<	<	<	92	84
American Indian		<	<	<	<	100	87
Asian		<	<	<	<	97	95
Caucasian		59	40	1	99	97	92
Hispanic		<	<	<	<	96	84
Other Ethnicity		<	<	<	<	97	91
Economically Disadvantaged		17	75	8	92	93	82
Limited English Proficiency		<	<	<	<	94	82
Migrant		<	<	<	<	<	75
Special Education		<	<	<	<	75	63
Mathematics		All Students	67	24	10	90	90
	Female	75	19	6	94	92	88
	Male	60	27	13	87	89	86
	African American	<	<	<	<	81	80
	American Indian	<	<	<	<	86	85
	Asian	<	<	<	<	95	93
	Caucasian	65	26	9	91	94	90
	Hispanic	<	<	<	<	88	78
	Other Ethnicity	<	<	<	<	92	87
	Economically Disadvantaged	31	46	23	77	82	78
	Limited English Proficiency	<	<	<	<	85	78
	Migrant	<	<	<	<	<	80
	Special Education	8	38	54	46	70	70

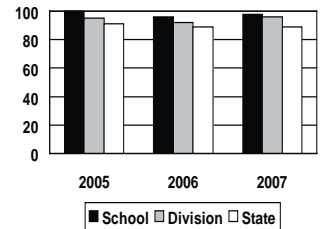
<Data not reported for less than 10 students

### Three-Year Trend SOL Passing Rates

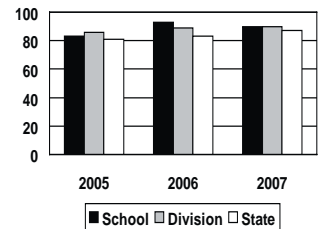
**Grade 5 English: Reading, Literature, and Research  
Percent Passing**



**Grade 5 English: Writing  
Percent Passing**



**Grade 5 Mathematics  
Percent Passing**



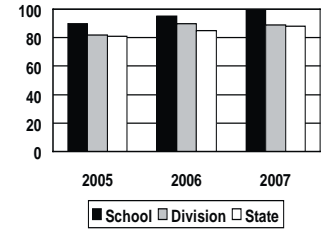
## 2006-2007 SOL PERFORMANCE

Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
<b>Science</b>	<i>All Students</i>	44	56	1	99	89	88
	<i>Female</i>	40	58	2	98	88	87
	<i>Male</i>	47	53	0	100	90	88
	<i>African American</i>	<	<	<	<	76	78
	<i>American Indian</i>	<	<	<	<	100	89
	<i>Asian</i>	<	<	<	<	93	93
	<i>Caucasian</i>	45	55	0	100	95	93
	<i>Hispanic</i>	<	<	<	<	87	79
	<i>Other Ethnicity</i>	<	<	<	<	92	89
	<i>Economically Disadvantaged</i>	8	92	0	100	79	78
	<i>Limited English Proficiency</i>	<	<	<	<	80	76
	<i>Migrant</i>	<	<	<	<	<	70
	<i>Special Education</i>	0	100	0	100	68	70
<b>Virginia Studies</b>	<i>All Students</i>	67	30	4	96	85	83
	<i>Female</i>	66	30	4	96	84	82
	<i>Male</i>	67	29	3	97	86	83
	<i>African American</i>	<	<	<	<	73	74
	<i>American Indian</i>	<	<	<	<	71	84
	<i>Asian</i>	<	<	<	<	91	89
	<i>Caucasian</i>	68	27	5	95	90	88
	<i>Hispanic</i>	<	<	<	<	82	70
	<i>Other Ethnicity</i>	<	<	<	<	88	83
	<i>Economically Disadvantaged</i>	31	69	0	100	73	71
	<i>Limited English Proficiency</i>	<	<	<	<	81	67
	<i>Migrant</i>	<	<	<	<	<	66
	<i>Special Education</i>	27	55	18	82	57	60

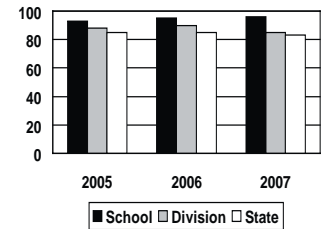
<Data not reported for less than 10 students

## 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)