

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

## SHELTON PARK Elementary (K-5)

### *Home of the Lions*

1700 Shelton Road  
Virginia Beach, VA 23455  
757-460-7577 (phone)  
757-460-7515 (fax)  
shparkes@vbschools.com  
<http://www.sheltonparkes.vbschools.com>

## 2007-2008

Mrs. Lou Anne Metzger, Principal  
Ms. Aimee S. Moore, Assistant Principal  
Mr. Michael Wells, 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: 37%

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

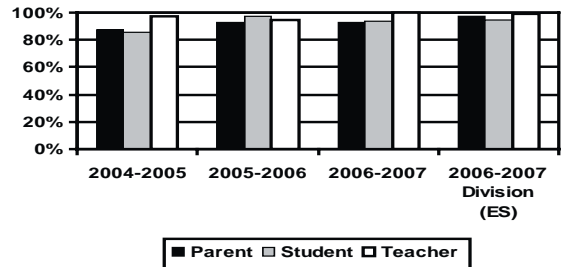
K	1	2	3	4	5
20:1	13:1	15:1	16:1	18:1	19:1

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

K	1	2	3	4	5
16:1	8:1	12:1	12:1	13:1	12:1

\*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.

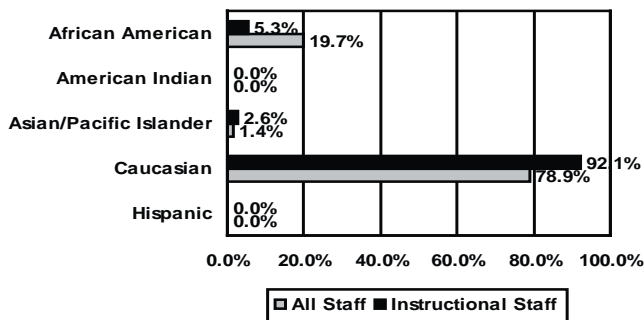
#### Attendance 2006-2007\*\*

School Average Daily Attendance:	95.5%
Division (ES) Average Daily Attendance:	95.9%
AYP Attendance Target:	94.0%

### STAFF CHARACTERISTICS

Administration/Intern: 2      Instructional: 38  
Classified: 30                      Other: 1

#### Fall 2007 Staff Characteristics



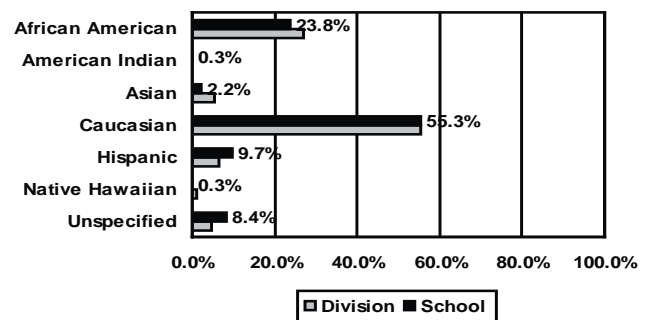
#### Additional Characteristics for Instructional Staff

	School	Division (ES)	State
Female	89.5%	92.2%	*
Male	10.5%	7.8%	*
Average years of teaching experience	14.5	14.5	*
Percentage with graduate degrees	55.3	47.9	*
Percentage new to the system	5.3	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	2	4	7
		Entire Division	

### STUDENT CHARACTERISTICS

School Membership: 320      Division Membership (ES): 31,176  
(excluding preschool)

#### Fall 2007 Student Characteristics



#### Additional Student Characteristics

	School	Division (ES)
Female	53.8%	49.0%
Male	46.3%	51.0%
Economically Disadvantaged	46.4%	30.8%
Gifted	7.2%	8.4%
Limited English Proficiency	0.0%	2.2%
Migrant	0.0%	<0.1%
Special Education	14.7%	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.

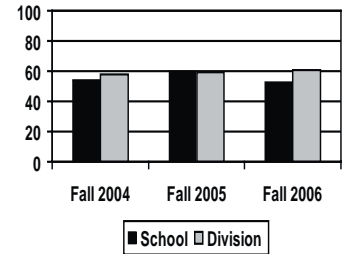
### STANFORD 10

Grade 4		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
<b>Total Reading</b>	All Students	54	58	60	59	53	61
	Female	51	60	66	62	55	64
	Male	59	56	54	57	51	57
	African American	37	43	55	44	41	45
	American Indian	<	53	<	39	<	58
	Asian	<	65	<	66	<	67
	Caucasian	61	65	70	66	58	67
	Hispanic	<	51	<	54	<	57
	Native Hawaiian	<	<	<	54	<	72
	Unspecified Ethnicity	<	59	<	60	<	67
	Economically Disadvantaged	48	44	56	47	50	48
	Limited English Proficiency	<	39	<	<	<	37
	Special Education	16	26	<	26	<	26
	<b>Total Mathematics</b>	All Students	59	63	53	59	60
Female		59	63	53	59	55	60
Male		60	62	54	59	65	59
African American		41	47	46	44	51	45
American Indian		<	66	<	40	<	57
Asian		<	76	<	71	<	70
Caucasian		68	69	61	65	65	65
Hispanic		<	55	<	53	<	57
Native Hawaiian		<	<	<	53	<	70
Unspecified Ethnicity		<	64	<	61	<	65
Economically Disadvantaged		52	49	46	48	64	48
Limited English Proficiency		<	56	<	<	<	47
Special Education		23	36	<	34	<	32
<b>Total Language</b>		All Students	67	70	59	69	50
	Female	65	74	67	72	51	70
	Male	70	66	49	65	50	59
	African American	64	57	58	56	37	50
	American Indian	<	66	<	43	<	62
	Asian	<	77	<	78	<	75
	Caucasian	69	76	64	74	58	70
	Hispanic	<	64	<	63	<	61
	Native Hawaiian	<	<	<	55	<	73
	Unspecified Ethnicity	<	67	<	68	<	67
	Economically Disadvantaged	67	57	53	57	52	52
	Limited English Proficiency	<	58	<	<	<	44
	Special Education	25	42	<	42	<	36

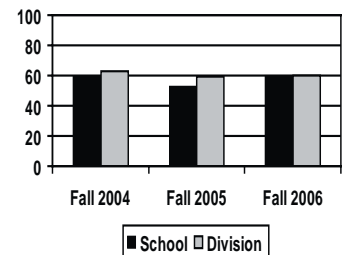
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### Three-Year Trend Stanford 10 Performance

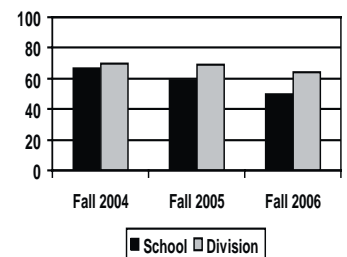
**Total Reading  
Percentile Ranks**



**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.

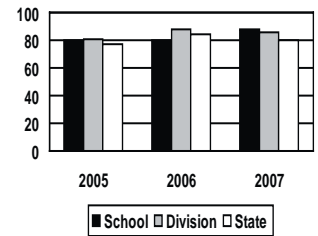
### 2006-2007 SOL PERFORMANCE

Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	48	40	12	88	86	80
	Female	45	52	3	97	87	83
	Male	52	29	19	81	84	78
	African American	26	58	16	84	77	71
	American Indian	<	<	<	<	74	81
	Asian	<	<	<	<	88	85
	Caucasian	61	32	6	94	90	87
	Hispanic	<	<	<	<	83	65
	Other Ethnicity	<	<	<	<	86	82
	Economically Disadvantaged	36	45	18	82	78	69
	Limited English Proficiency	<	<	<	<	68	62
	Migrant	<	<	<	<	<	71
	Special Education	40	20	40	60	64	62
	Mathematics	All Students	44	51	5	95	91
Female		41	59	0	100	91	89
Male		47	43	10	90	91	89
African American		28	61	11	89	83	81
American Indian		<	<	<	<	77	88
Asian		<	<	<	<	95	95
Caucasian		58	39	3	97	94	93
Hispanic		<	<	<	<	90	84
Other Ethnicity		<	<	<	<	90	89
Economically Disadvantaged		34	56	9	91	84	81
Limited English Proficiency		<	<	<	<	85	83
Migrant		<	<	<	<	<	89
Special Education		40	50	10	90	76	74
Science		All Students	40	52	8	92	92
	Female	34	59	7	93	92	88
	Male	45	45	10	90	92	89
	African American	11	68	21	79	84	79
	American Indian	<	<	<	<	87	91
	Asian	<	<	<	<	94	93
	Caucasian	65	32	3	97	96	93
	Hispanic	<	<	<	<	91	81
	Other Ethnicity	<	<	<	<	92	89
	Economically Disadvantaged	21	64	15	85	86	80
	Limited English Proficiency	<	<	<	<	86	80
	Migrant	<	<	<	<	<	80
	Special Education	50	30	20	80	77	74

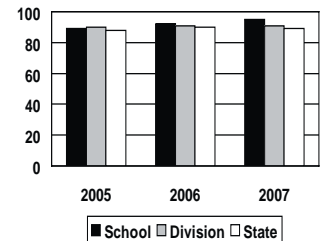
<Data not reported for less than 10 students

### Three-Year Trend SOL Passing Rates

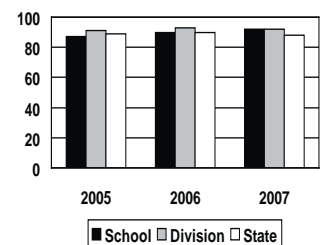
Grade 3 English: Reading, Literature, and Research  
Percent Passing



Grade 3 Mathematics  
Percent Passing



Grade 3 Science  
Percent Passing



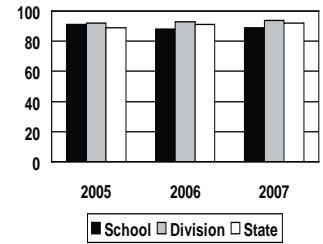
**2006-2007 SOL PERFORMANCE**

Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
History and Social Science	All Students	48	41	11	89	94	92
	Female	48	41	10	90	94	93
	Male	47	41	13	88	93	92
	African American	32	47	21	79	89	87
	American Indian	<	<	<	<	86	94
	Asian	<	<	<	<	97	96
	Caucasian	56	34	9	91	96	95
	Hispanic	<	<	<	<	94	87
	Other Ethnicity	<	<	<	<	93	91
	Economically Disadvantaged	29	53	18	82	89	86
	Limited English Proficiency	<	<	<	<	98	87
	Migrant	<	<	<	<	<	92
	Special Education	30	50	20	80	79	79
Grade 4		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	58	28	14	86	92	87
	Female	48	48	5	95	94	89
	Male	68	9	23	77	91	86
	African American	<	<	<	<	86	80
	American Indian	<	<	<	<	96	93
	Asian	<	<	<	<	97	92
	Caucasian	55	34	10	90	95	91
	Hispanic	<	<	<	<	94	77
	Other Ethnicity	<	<	<	<	94	89
	Economically Disadvantaged	60	27	13	87	87	78
	Limited English Proficiency	<	<	<	<	88	74
	Migrant	<	<	<	<	<	80
	Special Education	<	<	<	<	75	69
Mathematics	All Students	33	53	14	86	84	81
	Female	30	60	10	90	84	81
	Male	35	48	17	83	84	81
	African American	10	60	30	70	70	69
	American Indian	<	<	<	<	84	85
	Asian	<	<	<	<	94	91
	Caucasian	39	50	11	89	89	86
	Hispanic	<	<	<	<	81	70
	Other Ethnicity	<	<	<	<	91	83
	Economically Disadvantaged	31	50	19	81	73	69
	Limited English Proficiency	<	<	<	<	76	69
	Migrant	<	<	<	<	<	72
	Special Education	<	<	<	<	63	62

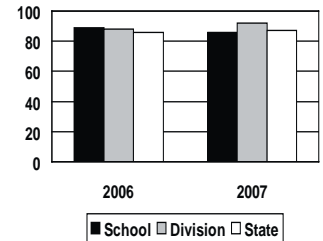
<Data not reported for less than 10 students

**Three-Year Trend  
SOL Passing Rates**

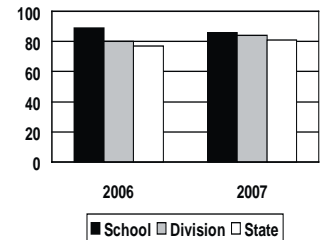
**Grade 3 History and Social Sciences  
Percent Passing**



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



**Grade 4 Mathematics  
Percent Passing**



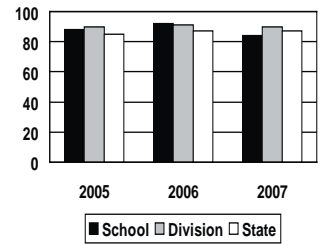
## 2006-2007 SOL PERFORMANCE

Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	18	65	16	84	90	87
	Female	17	72	10	90	91	89
	Male	19	58	23	77	88	85
	African American	11	63	26	74	80	80
	American Indian	<	<	<	<	94	91
	Asian	<	<	<	<	91	90
	Caucasian	21	71	7	93	94	91
	Hispanic	<	<	<	<	86	74
	Other Ethnicity	<	<	<	<	91	89
	Economically Disadvantaged	23	52	26	74	81	77
	Limited English Proficiency	<	<	<	<	75	70
	Migrant	<	<	<	<	<	68
	Special Education	0	80	20	80	69	68
	English: Writing	All Students	20	75	5	95	96
Female		27	70	3	97	98	93
Male		12	81	8	92	93	86
African American		16	79	5	95	92	84
American Indian		<	<	<	<	100	87
Asian		<	<	<	<	97	95
Caucasian		25	68	7	93	97	92
Hispanic		<	<	<	<	96	84
Other Ethnicity		<	<	<	<	97	91
Economically Disadvantaged		23	67	10	90	93	82
Limited English Proficiency		<	<	<	<	94	82
Migrant		<	<	<	<	<	75
Special Education		<	<	<	<	75	63
Mathematics		All Students	22	59	19	81	90
	Female	24	66	10	90	92	88
	Male	20	52	28	72	89	86
	African American	16	47	37	63	81	80
	American Indian	<	<	<	<	86	85
	Asian	<	<	<	<	95	93
	Caucasian	22	70	7	93	94	90
	Hispanic	<	<	<	<	88	78
	Other Ethnicity	<	<	<	<	92	87
	Economically Disadvantaged	20	53	27	73	82	78
	Limited English Proficiency	<	<	<	<	85	78
	Migrant	<	<	<	<	<	80
	Special Education	<	<	<	<	70	70

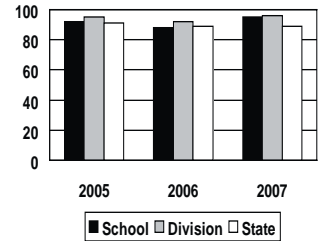
<Data not reported for less than 10 students

### Three-Year Trend SOL Passing Rates

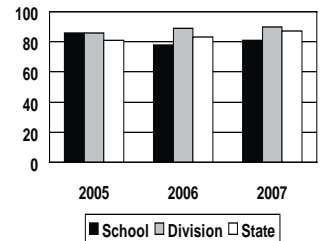
**Grade 5 English: Reading, Literature, and Research  
Percent Passing**



**Grade 5 English: Writing  
Percent Passing**



**Grade 5 Mathematics  
Percent Passing**



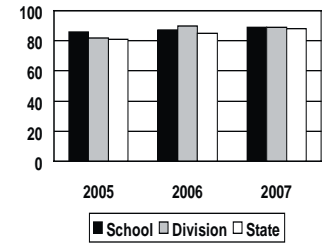
## 2006-2007 SOL PERFORMANCE

Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
<b>Science</b>	<i>All Students</i>	15	74	11	89	89	88
	<i>Female</i>	4	89	7	93	88	87
	<i>Male</i>	28	56	16	84	90	88
	<i>African American</i>	11	72	17	83	76	78
	<i>American Indian</i>	<	<	<	<	100	89
	<i>Asian</i>	<	<	<	<	93	93
	<i>Caucasian</i>	19	74	7	93	95	93
	<i>Hispanic</i>	<	<	<	<	87	79
	<i>Other Ethnicity</i>	<	<	<	<	92	89
	<i>Economically Disadvantaged</i>	21	62	17	83	79	78
	<i>Limited English Proficiency</i>	<	<	<	<	80	76
	<i>Migrant</i>	<	<	<	<	<	70
	<i>Special Education</i>	<	<	<	<	68	70
<b>Virginia Studies</b>	<i>All Students</i>	38	45	16	84	85	83
	<i>Female</i>	37	53	10	90	84	82
	<i>Male</i>	40	36	24	76	86	83
	<i>African American</i>	37	47	16	84	73	74
	<i>American Indian</i>	<	<	<	<	71	84
	<i>Asian</i>	<	<	<	<	91	89
	<i>Caucasian</i>	36	46	18	82	90	88
	<i>Hispanic</i>	<	<	<	<	82	70
	<i>Other Ethnicity</i>	<	<	<	<	88	83
	<i>Economically Disadvantaged</i>	35	39	26	74	73	71
	<i>Limited English Proficiency</i>	<	<	<	<	81	67
	<i>Migrant</i>	<	<	<	<	<	66
	<i>Special Education</i>	<	<	<	<	57	60

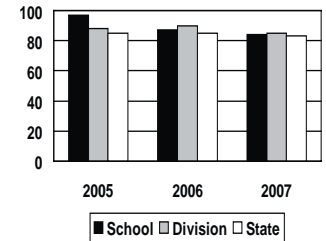
\*Not Available      <Data not reported for less than 10 students

## 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)