

ANNUAL

VIRGINIA BEACH CITY PUBLIC SCHOOLS

# Elementary School Report Card

ISSUED 2006-2007



Dear Parents or Guardian:

We are pleased to provide you with the ninth 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 94 percent of our schools made AYP for the 2006-2007 school year based on 2005-2006 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

## W. T. COOKE Elementary (K-5)

### *Home of the Seahawks*

1501 Mediterranean Avenue  
Virginia Beach, VA 23451  
757-437-4827 (phone)  
757-437-4711 (fax)  
cookees@vbschools.com  
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## 2006-2007

Mr. Gregory S. Anderson, Principal  
Ms. Joanne M. Pereira, Assistant Principal  
Mr. Corey Harris, PTA President

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**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 2006-2007 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

<b>Title I School:</b>	Yes
<b>Student Mobility:</b>	51%
<b>PTA Membership June 2006:</b>	542

Pupil-Teacher Ratio  
(without resource personnel)<sup>+</sup>

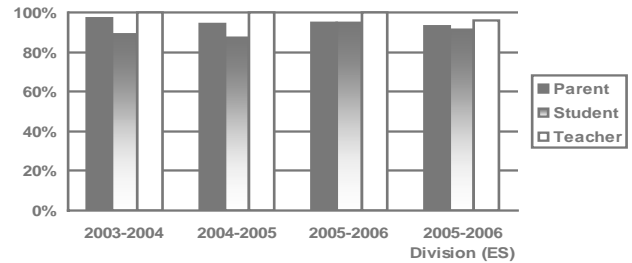
K	1	2	3	4	5
14:1	15:1	17:1	17:1	16:1	15:1

Pupil-Teacher Ratio  
(with resource personnel)<sup>+</sup>

K	1	2	3	4	5
13:1	10:1	12:1	12:1	11:1	11:1

<sup>+</sup>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 people giving a grade of A or B to the overall quality of education received by students at this school, based on the school division's annual spring survey.

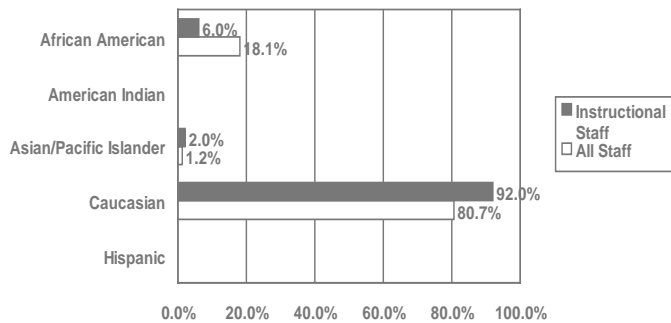
### Attendance 2005-2006\*\*

School Average Daily Attendance:	94.9%
Division (ES) Average Daily Attendance:	96.1%
AYP Attendance Target:	94.0%

### STAFF CHARACTERISTICS

**Administration/Intern:** 2      **Classified:** 30  
**Instructional:** 50              **Other:** 1

#### Fall 2006 Staff Characteristics



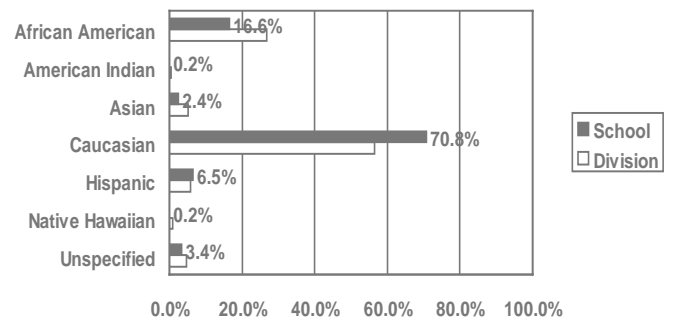
#### Additional Characteristics for Instructional Staff

	School	Division (ES)	State
<i>Female</i>	90.0%	92.1%	*
<i>Male</i>	10.0%	7.9%	*
<i>Average years of teaching experience</i>	14.0	14.4	*
<i>Percentage with graduate degrees</i>	50.0	47.0	*
<i>Percentage new to the system</i>	2.0	6.7	*
<i>Percentage of core courses not taught by highly qualified teachers 05-06</i>	17	6	5
		Entire Division	
<i>Percentage of teachers with provisional credentials 05-06</i>	2	5	7
		Entire Division	

### STUDENT CHARACTERISTICS

**School Membership:** 506      **Division Membership (ES):** 31,393

#### Fall 2006 Student Characteristics



#### Additional Student Characteristics

	School	Division (ES)
Female	48.0%	49.1%
Male	52.0%	50.9%
Economically Disadvantaged	47.8%	34.7%
Gifted	6.9%	8.6%
Limited English Proficiency	0.6%	2.1%
Migrant	0.0%	0.0%
Special Education	13.4%	11.7%

\*Not Available

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

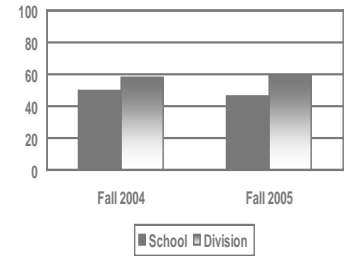
STUDENT PERFORMANCE INFORMATION

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.

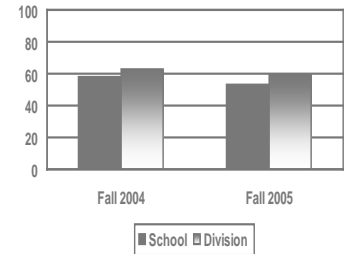
STANFORD 10

Grade 4		Fall 2004		Fall 2005	
		School	Division	School	Division
Total Reading	All Students	50	58	46	59
	Female	51	60	43	62
	Male	48	56	46	57
	African American	38	43	29	44
	American Indian	<	53	<	39
	Asian	<	65	<	66
	Caucasian	55	65	53	66
	Hispanic	<	51	<	54
	Native Hawaiian	<	<	<	54
	Unspecified Ethnicity	<	58	<	60
	Economically Disadvantaged	39	44	43	47
	Limited English Proficiency	<	39	<	<
	Special Education	22	26	26	26
	Total Mathematics	All Students	58	63	53
Female		53	63	50	59
Male		62	62	53	59
African American		41	47	35	44
American Indian		<	66	<	40
Asian		<	76	<	71
Caucasian		64	69	58	65
Hispanic		<	55	<	53
Native Hawaiian		<	<	<	53
Unspecified Ethnicity		<	63	<	61
Economically Disadvantaged		45	49	47	48
Limited English Proficiency		<	56	<	<
Special Education		40	36	36	34
Total Language		All Students	67	70	53
	Female	68	74	50	72
	Male	65	66	54	65
	African American	60	56	40	56
	American Indian	<	66	<	43
	Asian	<	77	<	78
	Caucasian	70	76	55	74
	Hispanic	<	64	<	63
	Native Hawaiian	<	<	<	55
	Unspecified Ethnicity	<	67	<	68
	Economically Disadvantaged	61	57	48	57
	Limited English Proficiency	<	58	<	<
	Special Education	55	42	46	42

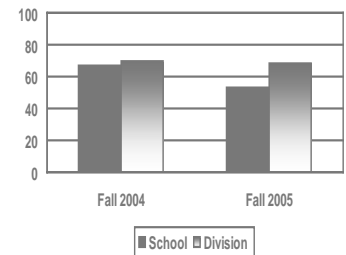
Two-Year Trend  
Stanford 10  
Performance  
**Total Reading  
Percentile Ranks**



**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 2005-2006 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.

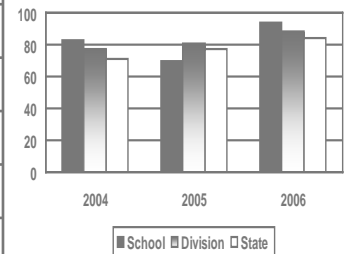
2005-2006 SOL PERFORMANCE

Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	51	43	6	94	88	84
	Female	47	47	6	94	90	85
	Male	55	39	6	94	87	82
	African American	<	<	<	<	79	73
	American Indian	<	<	<	<	86	86
	Asian	<	<	<	<	94	90
	Caucasian	53	39	8	92	92	88
	Hispanic	<	<	<	<	87	79
	Other Ethnicity	<	<	<	<	86	84
	Economically Disadvantaged	36	52	12	88	82	74
	Limited English Proficiency	<	<	<	<	87	77
	Migrant	<	<	<	<	<	71
	Special Education	36	36	27	73	75	71
Mathematics	All Students	79	20	2	98	91	90
	Female	79	18	3	97	91	90
	Male	79	21	0	100	91	89
	African American	<	<	<	<	82	82
	American Indian	<	<	<	<	95	92
	Asian	<	<	<	<	96	95
	Caucasian	81	17	2	98	95	93
	Hispanic	<	<	<	<	89	85
	Other Ethnicity	<	<	<	<	93	91
	Economically Disadvantaged	63	38	0	100	85	83
	Limited English Proficiency	<	<	<	<	87	85
	Migrant	<	<	<	<	<	83
	Special Education	45	45	9	91	76	75

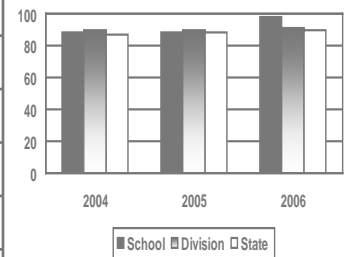
<Data not reported for less than 10 students

Three-Year Trend  
SOL Passing Rates

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



Grade 3 Mathematics  
Percent Passing

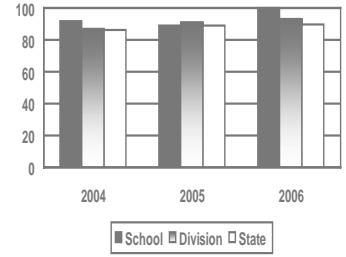


2005-2006 SOL PERFORMANCE

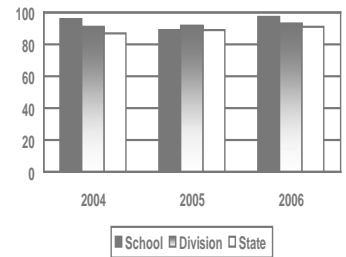
Three-Year Trend  
SOL Passing Rates

Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Science	All Students	56	44	0	100	93	90
	Female	55	45	0	100	94	90
	Male	58	42	0	100	93	90
	African American	<	<	<	<	86	81
	American Indian	<	<	<	<	100	91
	Asian	<	<	<	<	98	94
	Caucasian	63	38	0	100	96	95
	Hispanic	<	<	<	<	92	84
	Other Ethnicity	<	<	<	<	94	92
	Economically Disadvantaged	42	58	0	100	88	82
	Limited English Proficiency	<	<	<	<	90	82
	Migrant	<	<	<	<	<	87
Special Education	45	55	0	100	81	77	
History and Social Sciences	All Students	63	34	3	97	93	91
	Female	56	38	6	94	94	92
	Male	70	30	0	100	93	91
	African American	<	<	<	<	86	85
	American Indian	<	<	<	<	95	93
	Asian	<	<	<	<	96	95
	Caucasian	65	31	4	96	96	94
	Hispanic	<	<	<	<	93	85
	Other Ethnicity	<	<	<	<	92	92
	Economically Disadvantaged	32	60	8	92	87	84
	Limited English Proficiency	<	<	<	<	92	85
	Migrant	<	<	<	<	<	89
Special Education	45	55	0	100	81	78	
Grade 4		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	34	44	22	78	88	86
	Female	26	50	24	76	90	88
	Male	41	38	21	79	86	85
	African American	16	37	47	53	77	78
	American Indian	<	<	<	<	79	86
	Asian	<	<	<	<	90	92
	Caucasian	44	42	13	87	92	90
	Hispanic	<	<	<	<	86	80
	Other Ethnicity	<	<	<	<	91	88
	Economically Disadvantaged	21	45	34	66	79	77
	Limited English Proficiency	<	<	<	<	81	79
	Migrant	<	<	<	<	<	75
Special Education	20	47	33	67	71	72	

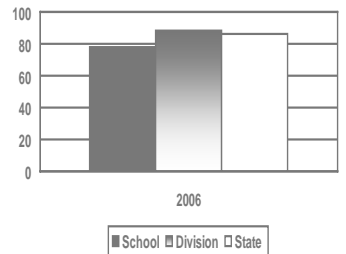
Grade 3 Science  
Percent Passing



Grade 3 History and Social Sciences  
Percent Passing



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



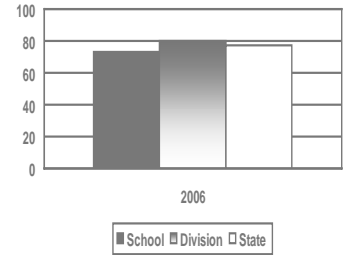
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2005-2006 SOL PERFORMANCE

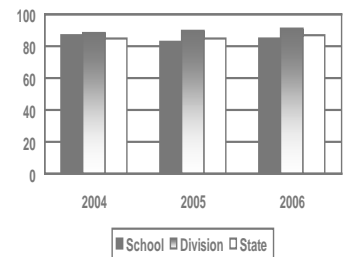
Grade 4		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	29	44	27	73	80	77
	Female	18	50	32	68	79	77
	Male	38	38	23	77	82	78
	African American	5	32	63	37	65	64
	American Indian	<	<	<	<	50	78
	Asian	<	<	<	<	87	87
	Caucasian	37	50	13	87	88	84
	Hispanic	<	<	<	<	75	65
	Other Ethnicity	<	<	<	<	84	80
	Economically Disadvantaged	16	39	45	55	67	64
	Limited English Proficiency	<	<	<	<	66	63
	Migrant	<	<	<	<	<	57
	Special Education	20	27	53	47	58	59
Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	47	38	15	85	91	87
	Female	42	44	14	86	92	89
	Male	53	32	16	84	90	85
	African American	44	31	25	75	84	77
	American Indian	<	<	<	<	95	89
	Asian	<	<	<	<	95	93
	Caucasian	49	41	10	90	94	91
	Hispanic	<	<	<	<	89	81
	Other Ethnicity	<	<	<	<	93	89
	Economically Disadvantaged	29	50	21	79	84	78
	Limited English Proficiency	<	<	<	<	86	81
	Migrant	<	<	<	<	<	67
	Special Education	7	43	50	50	70	72
English: Writing <sup>a</sup>	All Students	41	56	4	96	92	*
	Female	41	59	0	100	94	*
	Male	40	51	9	91	89	*
	African American	36	43	21	79	85	*
	American Indian	<	<	<	<	87	*
	Asian	<	<	<	<	95	*
	Caucasian	41	59	0	100	94	*
	Hispanic	<	<	<	<	91	*
	Other Ethnicity	<	<	<	<	95	*
	Economically Disadvantaged	19	74	7	93	85	*
	Limited English Proficiency	<	<	<	<	90	*
	Migrant	<	<	<	<	<	*
	Special Education	<	<	<	<	65	*

Three-Year Trend  
SOL Passing Rates

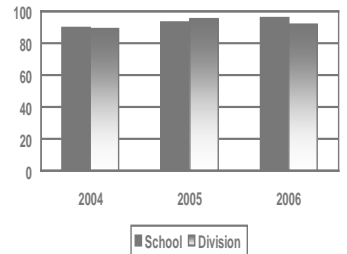
Grade 4 Mathematics  
Percent Passing



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



Grade 5 English: Writing  
Percent Passing



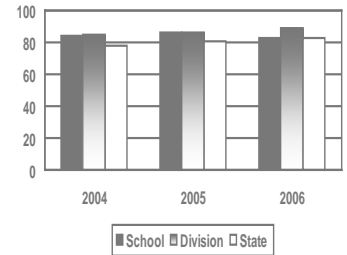
\*Not Available <Data not reported for less than 10 students  
<sup>a</sup>The state-generated report cards do not include English: Writing scores.

2005-2006 SOL PERFORMANCE

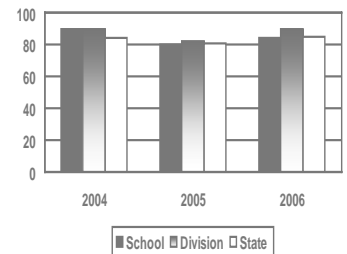
Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	44	38	17	83	89	83
	Female	42	49	9	91	89	84
	Male	47	26	26	74	88	82
	African American	31	38	31	69	81	74
	American Indian	<	<	<	<	90	85
	Asian	<	<	<	<	93	91
	Caucasian	49	41	10	90	91	87
	Hispanic	<	<	<	<	86	74
	Other Ethnicity	<	<	<	<	94	85
	Economically Disadvantaged	36	36	29	71	81	73
	Limited English Proficiency	<	<	<	<	81	72
	Migrant	<	<	<	<	<	65
	Special Education	7	50	43	57	69	63
Science	All Students	23	60	16	84	90	85
	Female	16	65	19	81	89	83
	Male	32	55	13	87	92	86
	African American	19	50	31	69	79	72
	American Indian	<	<	<	<	95	86
	Asian	<	<	<	<	96	91
	Caucasian	24	63	14	86	95	91
	Hispanic	<	<	<	<	88	75
	Other Ethnicity	<	<	<	<	97	87
	Economically Disadvantaged	14	61	25	75	81	73
	Limited English Proficiency	<	<	<	<	87	72
	Migrant	<	<	<	<	<	64
	Special Education	7	43	50	50	71	66
History and Social Sciences	All Students	49	36	15	85	90	85
	Female	42	42	16	84	88	84
	Male	58	29	13	87	92	86
	African American	38	31	31	69	81	75
	American Indian	<	<	<	<	100	87
	Asian	<	<	<	<	96	92
	Caucasian	53	37	10	90	94	90
	Hispanic	<	<	<	<	88	75
	Other Ethnicity	<	<	<	<	91	87
	Economically Disadvantaged	39	36	25	75	80	74
	Limited English Proficiency	<	<	<	<	86	75
	Migrant	<	<	<	<	<	65
	Special Education	21	29	50	50	71	68

Three-Year Trend  
SOL Passing Rates

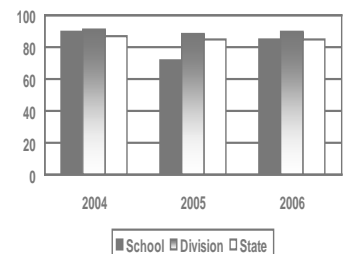
Grade 5 Mathematics  
Percent Passing



Grade 5 Science  
Percent Passing



Grade 5 History  
and Social Sciences  
Percent Passing



<Data not reported for less than 10 students

SCHOOL ACCOMPLISHMENTS 2005-2006

- The overall third-grade SOL score exceeded 93 percent.
- For the third consecutive year, a Cooke instructor made it into the final 10 for the citywide Teacher of the Year selection process.
- The National Association for the Education of Homeless Children and Youth has given Jill Belch a national award for her leadership with our Anchor Club for needy students.
- Our fifth graders had a 96 percent pass rate in writing on last spring's SOL test.

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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.

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*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/0607/index.asp](http://www.vbschools.com/school_data/report_cards/0607/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)



W. T. Cooke Elementary School  
1501 Mediterranean Avenue  
Virginia Beach, VA 23451

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