



B.M. Williams Primary

1100 Battlefield Blvd N, Chesapeake, VA 23320

Grade Span: PK-02

Chesapeake City Public Schools

Principal:
Mrs. Theresa L. Myers
(757) 547-0238

Superintendent:
Dr. James T. Roberts
(757) 547-0153

School's Designation:
Not In Improvement

The Commonwealth of Virginia is committed to providing quality education for all students. This commitment includes keeping parents and the public informed through the Virginia School Report Card of the progress of our schools in raising student achievement and enhancing the learning environment. The ratings for Adequate Yearly Progress (AYP) and school accreditation for specific school year are based on the achievement of students on tests taken during the previous academic year.

AYP ratings are preliminary and subject to change based on corrections to student-level records submitted by school divisions and the receipt of additional data.

This School's Focus Area(s):
 General Education

This School's Other Academic Indicator for AYP is Attendance Rate

This School - **Did Not Make AYP**
 This School Division - **Did Not Make AYP**
 The State - **Did Not Make AYP**

Annual Measurable Objective for Mathematics is **85**
 Annual Measurable Objective for Reading/Language Arts is **86**

School - Summary

This table provides summary information on enrollment, accountability ratings, and whether the school is required to implement a plan to raise achievement in English or Mathematics. Ratings are based on the achievement results on tests taken during the previous academic year and are subject to change based on corrections and additions to student-level records submitted by school divisions.

School - Summary			
	2009-2010	2010-2011	2011-2012
Student Population	864	848	902
Accreditation Status	Fully Accredited	Fully Accredited	Fully Accredited
AYP Status	Made AYP	Made AYP	Did Not Make AYP
Open Status	Open	Open	Open
School Improvement	Not In Improvement	Not In Improvement	Not In Improvement
English Improvement	Not In Improvement	Not In Improvement	Not In Improvement
Mathematics Improvement	Not In Improvement	Not In Improvement	Not In Improvement
LEP Reading Exempt	-	-	-

Key: < = A group below state definition for personally identifiable results
 - = No data for group
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Accreditation Adjusted Pass Rates

The Commonwealth of Virginia accredits schools based on the overall achievement of students on Standards of Learning (SOL) tests and approved substitute assessments in English, mathematics, history/social science, and science. Accreditation ratings are based on student achievement during the most recent completed school year or on average achievement during the three most recent school years — whichever is higher. Adjusted pass rates represent achievement in all tested grade levels and allowances made for transfer students and limited English proficient students and credit awarded schools for the successful remediation of students.

Accreditation Adjusted Pass Rates						
Subject	2009-2010		2010-2011		2011-2012	
	1 Year	3 Year	1 Year	3 Year	1 Year	3 Year
Grade 3 - 5 English	91	89	84	89	87	87
Mathematics	90	89	88	89	84	87
Grade 3 History	93	94	93	94	85	90
History	90	89	87	88	90	89
Grade 3 Science	89	90	90	90	89	89
Science	85	86	84	85	83	84

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School - Fall Membership

School membership (enrollment) is reported on September 30 of each school year.

School - Fall Membership			
Grade	2008-2009	2009-2010	2010-2011
PK - Pre-kindergarten	126	123	136
KA - Kindergarten - AM	103	119	123
KP - Kindergarten - PM	106	100	108
KG - Kindergarten	0	2	0
01 - Grade 1	252	252	265
02 - Grade 2	248	268	216

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Advanced Program Information

The percentage of students enrolled in advanced programs is a key indicator of school quality at the secondary level.

School - Advanced Program Information			
Program type	Count / Percentage		
	2008-2009	2009-2010	2010-2011
	-	-	-

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School - School Safety

Virginia's accreditation standards require school report cards to include information about school safety. The Offense Categories that are listed are the same as the offense categories defined in the Safe Schools Information Resource (SSIR) available on the VDOE Web site.

School - School Safety			
Offense Category	2008-2009	2009-2010	2010-2011
Weapons Offenses	0	1	0
Offenses Against Student	0	1	1
Offenses Against Staff	0	0	0
Other Offenses Against Persons	1	6	6
Alcohol, Tobacco, and Other Drug Offenses	0	0	0
Property Offenses	0	0	0
Disorderly or Disruptive Behavior Offenses	10	24	19
Technology Offenses	0	0	0
All Other Offenses	0	0	0

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Percentage of Students Passing/Tested/Not Tested

Schools, school divisions, and states are rated according to the progress toward the goals of the No Child Left Behind Act of 2001 (NCLB). This federal law requires states to set annual benchmarks for achievement in reading and mathematics leading to 100 percent proficiency by 2014. Schools, school divisions, and states that meet or exceed all annual benchmarks toward this goal are rated as having made adequate yearly progress (AYP). Schools, school divisions, states must test at least 95 percent of students overall, and 95 percent of students in each of the following subgroups: white, black, Hispanic, students with disabilities, limited English proficient students, and students identified as disadvantaged. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Percentage of Students Passing/Tested/Not Tested										
Student Subgroup	Type	2008-2009			2009-2010			2010-2011		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
English Performance										
All Students	School	91	100	0	86	100	0	88	100	0
	Division	92	100	0	91	100	0	91	100	0
	State	89	100	0	89	100	0	88	100	0
Black	School	88	100	0	82	100	0	85	100	0
	Division	86	100	0	85	100	0	86	100	0
	State	81	100	0	81	100	0	80	100	0
Hispanic	School	92	100	0	77	100	0	96	100	0
	Division	92	100	0	91	100	0	91	100	0
	State	85	100	0	85	100	0	84	100	0
White	School	94	100	0	90	100	0	90	100	0
	Division	95	100	0	94	100	0	94	100	0
	State	93	100	0	93	100	0	92	100	0
Students with Disabilities	School	84	100	0	80	100	0	67	100	0
	Division	79	100	0	77	100	0	70	100	0
	State	73	99	1	73	99	1	67	99	1
Economically Disadvantaged	School	85	100	0	79	100	0	84	100	0
	Division	85	100	0	84	100	0	84	100	0
	State	81	100	0	81	100	0	80	100	0
Limited English Proficient	School	91	100	0	89	100	0	91	100	0
	Division	84	100	0	81	100	0	80	100	0
	State	83	100	0	83	100	0	79	100	0
Mathematics Performance										
All Students	School	89	100	0	89	100	0	84	100	0
	Division	90	100	0	92	100	0	89	100	0
	State	86	100	0	88	100	0	87	99	1
Black	School	84	100	0	86	100	0	78	100	0
	Division	83	100	0	87	100	0	83	100	0
	State	77	99	1	79	99	1	77	99	1
Hispanic	School	85	100	0	84	100	0	85	100	0
	Division	92	100	0	93	100	0	90	100	0
	State	79	99	1	82	99	1	83	99	1
White	School	95	100	0	91	100	0	91	100	0
	Division	94	100	0	95	100	0	93	100	0
	State	90	100	0	91	100	0	90	100	0
Students with Disabilities	School	91	100	0	79	100	0	68	100	0
	Division	78	100	0	78	100	0	68	100	0
	State	71	99	1	73	99	1	66	99	1
Economically Disadvantaged	School	83	100	0	84	100	0	77	100	0
	Division	83	100	0	86	100	0	81	100	0
	State	77	99	1	80	99	1	78	99	1
Limited English Proficient	School	89	100	0	92	100	0	82	100	0
	Division	88	100	0	90	100	0	84	100	0
	State	79	100	0	82	100	0	82	100	0
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available										

Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Other Academic Indicators							
Student Subgroup	Type	2008-2009		2009-2010		2010-2011	
		Passed	Tested	Passed	Tested	Passed	Tested
Writing Performance							
All Students	School	88	86	78	96	82	98
	Division	92	-	93	-	91	-
	State	89	-	90	-	89	-
Black	School	84	90	75	95	81	100
	Division	86	-	89	-	85	-
	State	83	-	84	-	82	-
Hispanic	School	91	73	82	79	77	93
	Division	94	-	90	-	90	-
	State	83	-	85	-	87	-
White	School	90	82	83	99	81	100
	Division	95	-	95	-	94	-
	State	92	-	93	-	92	-
Students with Disabilities	School	68	42	60	88	61	100
	Division	70	-	70	-	66	-
	State	61	-	62	-	62	-
Economically Disadvantaged	School	73	77	69	96	76	97
	Division	83	-	87	-	83	-
	State	80	-	83	-	81	-
Limited English Proficient	School	<	64	<	50	<	38
	Division	91	-	82	-	78	-
	State	78	-	81	-	81	-
History Performance							
All Students	School	91	91	90	96	88	99
	Division	92	-	93	-	88	-
	State	89	-	89	-	84	-
Black	School	88	93	86	98	84	100
	Division	86	-	87	-	80	-
	State	81	-	81	-	73	-
Hispanic	School	86	75	96	81	94	97
	Division	93	-	93	-	90	-
	State	82	-	82	-	77	-
White	School	96	91	93	98	91	99
	Division	96	-	96	-	93	-
	State	93	-	93	-	89	-
Students with Disabilities	School	89	62	76	90	65	100
	Division	80	-	78	-	66	-
	State	72	-	72	-	61	-
Economically Disadvantaged	School	87	87	84	95	84	99
	Division	84	-	85	-	77	-
	State	80	-	80	-	72	-
Limited English Proficient	School	94	64	100	52	<	59
	Division	88	-	88	-	83	-
	State	80	-	80	-	73	-
Science Performance							
All Students	School	87	96	88	98	86	99
	Division	91	-	92	-	92	-
	State	89	-	90	-	90	-
Black	School	79	98	83	100	81	100
	Division	82	-	84	-	84	-
	State	80	-	81	-	81	-
Hispanic	School	86	79	84	81	84	97
	Division	93	-	91	-	91	-
	State	80	-	82	-	84	-
White	School	96	96	92	100	92	99
	Division	96	-	96	-	96	-

Other Academic Indicators

Student Subgroup	Type	2008-2009		2009-2010		2010-2011	
		Passed	Tested	Passed	Tested	Passed	Tested
Students with Disabilities	State	94	-	94	-	94	-
	School	76	85	79	98	71	100
	Division	75	-	75	-	74	-
Economically Disadvantaged	State	69	-	71	-	70	-
	School	81	95	83	98	83	99
	Division	81	-	83	-	83	-
Limited English Proficient	State	79	-	82	-	82	-
	School	88	68	93	59	77	76
	Division	85	-	84	-	79	-
	State	76	-	78	-	78	-

Notes:
 Science Performance: the percentage of students passing science

Key: < = A group below state definition for personally identifiable results
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Non-Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2008-2009 Percentage	2009-2010 Percentage	2010-2011 Percentage
Attendance Rate				
All Students	School	95	95	95
	Division	96	96	96
	State	95	95	95
Black	School	96	95	96
	Division	96	96	96
	State	95	95	95
Hispanic	School	94	95	95
	Division	96	96	96
	State	95	95	95
White	School	95	95	95
	Division	96	96	96
	State	95	95	95
Students with Disabilities	School	94	94	94
	Division	95	94	95
	State	94	94	94
Economically Disadvantaged	School	94	94	94
	Division	95	95	95
	State	94	94	94
Limited English Proficient	School	97	96	96
	Division	96	96	96
	State	96	96	96
Notes:				
Attendance Rate: average daily attendance percentage				
Key: < = A group below state definition for personally identifiable results				
- = No data for group				
* = Data not yet available				

AYP Objectives

No Child Left Behind requires states to set annual objectives for proficiency in reading, mathematics and participation in testing in these subjects. In addition, schools, school divisions and the commonwealth also must meet objectives for other indicators of academic achievement, including attendance, science, writing, history/social science and graduation. The table below shows how many and which AYP objectives were met.

AYP Objectives			
Annual Measurable Objectives	2008-2009	2009-2010	2010-2011
English Participation - All Students	Y	Y	Y
English Participation - Black	Y	Y	Y
English Participation - Economically Disadvantaged	Y	Y	Y
English Participation - Hispanic	Y	Y	Y
English Participation - Limited English Proficient	Y	Y	Y
English Participation - Students with Disabilities	Y	Y	Y
English Participation - White	Y	Y	Y
English Performance - All Students	Y	Y	Y
English Performance - Black	Y	Y	Y
English Performance - Economically Disadvantaged	Y	Y	Y
English Performance - Hispanic	Y	Y	Y
English Performance - Limited English Proficient	Y	Y	Y
English Performance - Students with Disabilities	Y	Y	N
English Performance - White	Y	Y	Y
Mathematics Participation - All Students	Y	Y	Y
Mathematics Participation - Black	Y	Y	Y
Mathematics Participation - Economically Disadvantaged	Y	Y	Y
Mathematics Participation - Hispanic	Y	Y	Y
Mathematics Participation - Limited English Proficient	Y	Y	Y
Mathematics Participation - Students with Disabilities	Y	Y	Y
Mathematics Participation - White	Y	Y	Y
Mathematics Performance - All Students	Y	Y	Y
Mathematics Performance - Black	Y	Y	N
Mathematics Performance - Economically Disadvantaged	Y	Y	N
Mathematics Performance - Hispanic	Y	Y	Y
Mathematics Performance - Limited English Proficient	Y	Y	Y
Mathematics Performance - Students with Disabilities	Y	Y	N
Mathematics Performance - White	Y	Y	Y
Other Academic Indicator - All Students	Y	Y	Y
Key: Y = Met objectives N = Did not meet objectives RN = Reduced failure by ten percent but did not meet other academic indicator			

Assessment Results at each Proficiency Level by Subgroup

The Virginia Assessment Program includes Standards of Learning (SOL) tests and other statewide assessments in English, history/social science, mathematics, and science. The tables below provide information for the three most recent years on the achievement of students on these tests, including percentages of students who demonstrate proficiency and advanced proficiency. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2008-2009				2009-2010				2010-2011			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available													

Career and Technical Education

Secondary schools report the number of credentials earned by students for passing occupational competency assessments recognized by the National Occupational Competency Testing Institute (NOCTI), state licensure examinations, industry certification examinations, and workplace readiness skills assessments. Prior to 2010-2011, workplace readiness skills assessments were included in the Industry Certification category, but now are reported separately.

Career and Technical Education				
	Type	Count		
		2008-2009	2009-2010	2010-2011
NOCTI Assessments	School	*	*	*
	Division	67	70	131
	State	3376	4254	4664
State Licensures	School	*	*	*
	Division	12	53	38
	State	593	739	880
Industry Certification	School	*	*	*
	Division	967	1217	1411
	State	15873	24064	28586
Workplace Readiness	School			*
	Division	-	-	0
	State	-	-	2589
CTE Completers	School	*	*	*
	Division	1499	1494	1551
	State	38334	39708	41329

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Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal

Definition of Highly Qualified

Virginia recognizes the importance of teacher quality in raising student achievement. This table provides the percentage of core academic classes taught by teachers teaching outside of their area of endorsement.

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified			
School type	2008-2009	2009-2010	2010-2011
School			
This school	0	0	0
Division			
All Schools	0	0	0
High Poverty	0	0	0
Low Poverty	0	0	0
State			
All Schools	2	1	1
High Poverty	3	2	1
Low Poverty	1	1	0
Notes:			
- High poverty means schools in the top quartile of poverty in the state.			
- Low poverty means schools in the bottom quartile of poverty in the state.			
- NCLB defines core academic subjects as: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history and geography.			
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

Provisionally Licensed Teachers

This table reports the percentage of teachers teaching with provisional or provisional special education credentials.

Provisionally Licensed Teachers			
Credential type	2008-2009	2009-2010	2010-2011
Division			
Provisional	2	1	1
Provisional Special Education	1	1	1
State			
Provisional	6	5	4
Provisional Special Education	2	2	1
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

Teacher Education Attainment

This table reports the percentage of teachers with bachelor's, master's, or doctorate degrees by highest degree earned.

Teacher Education Attainment			
Degree type	2008-2009	2009-2010	2010-2011
School			
Bachelor's Degree	45	46	44
Master's Degree	53	52	55
Doctoral Degree	0	0	0
Division			
Bachelor's Degree	34	34	34
Master's Degree	63	62	62
Doctoral Degree	1	1	1
State			
Bachelor's Degree	44	45	45
Master's Degree	53	53	53

Teacher Education Attainment			
Degree type	2008-2009	2009-2010	2010-2011
Doctoral Degree	1	1	1
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			