

Annual Elementary School Report Card

ISSUED 2008-2009



Dear Parents or Guardian:

We are pleased to provide you with the eleventh 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, 99 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 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 71 of our schools made AYP for the 2008-2009 school year based on 2007-2008 data. It is important to note that the AYP benchmarks increase each year.

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

LUXFORD Elementary (K-5)

Home of the Dragons

4808 Haygood Road
Virginia Beach, VA 23455
757-473-5014 (phone)
757-473-5103 (fax)
luxfordes@vbschools.com
<http://www.luxfordes.vbschools.com>

2008-2009

Ms. Joanne D'Agostino, Principal
Mr. Timothy P. Sullivan, Assistant Principal
Mrs. Tracie Rieger, 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 2008-2009 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 and www.doe.virginia.gov.

SCHOOL INFORMATION

Title I School:	No
Student Mobility:	25%

Pupil-Teacher Ratio (without resource personnel)

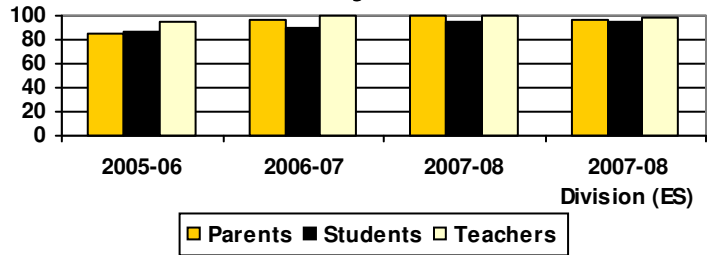
K	1	2	3	4	5
16:1	15:1	20:1	18:1	21:1	21:1

Pupil-Teacher Ratio (with resource personnel)

K	1	2	3	4	5
13:1	12:1	15:1	14:1	16:1	15:1

This school is part of the state's K-3 class size reduction initiative.

Overall Quality of Education



The bar chart displays the percentage of each group agreeing that the school provides a high-quality education.

Attendance 2007-2008

School Average Daily Attendance: 95.7%

Division (ES) Average Daily Attendance: 96.2%

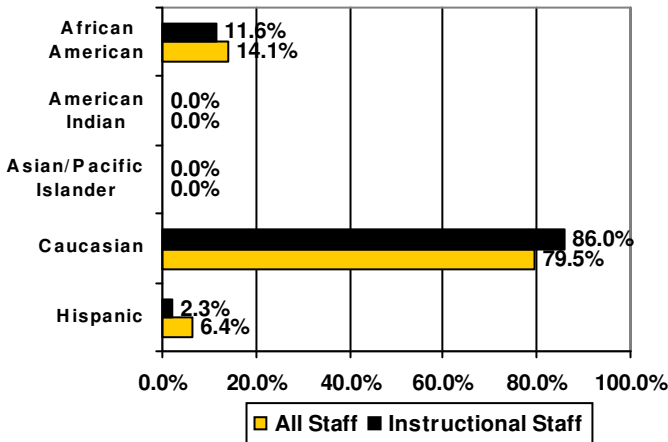
AYP Attendance Target: 94.0%

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

STAFF CHARACTERISTICS

Administrative/Intern:	2	Instructional:	43
Classified:	31	Other:	2

Fall 2008 Staff Characteristics



Additional Characteristics for Instructional Staff

	School	Division (ES)	State
Female	88.4%	92.1%	*
Male	11.6%	7.9%	*
Average years of teaching experience	12.8	14.5	*
Percentage with graduate degrees	51.2	48.3	*
Percentage new to the system	14.0	7.9	*
Percentage of core courses not taught by highly qualified teachers 07-08	3	1^	2
Percentage of teachers with provisional credentials 07-08	2	4^	7

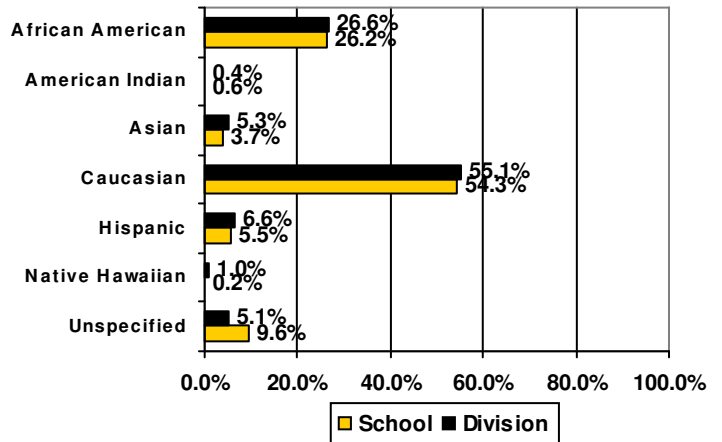
* Not Available

^ Entire Division

STUDENT CHARACTERISTICS

School Membership:	512	Division Membership (ES):	30,993
(excluding preschool)			

Fall 2008 Student Characteristics



Additional Student Characteristics

	School	Division (ES)
Female	48.0%	48.7%
Male	52.0%	51.3%
Economically Disadvantaged	45.6%	34.5%
Gifted	3.9%	7.9%
Limited English Proficiency	3.9%	2.2%
Migrant	0.0%	<0.1%
Special Education	10.2%	11.0%

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.

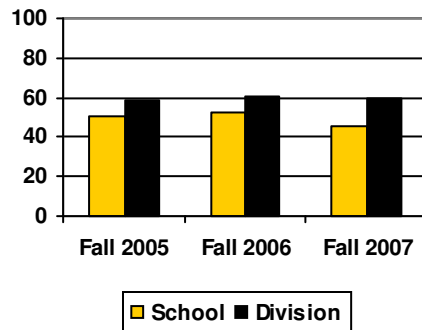
STANFORD 10

GRADE 4		Fall 2005		Fall 2006		Fall 2007	
		School	Division	School	Division	School	Division
Total Reading	All Students	51	59	53	61	45	60
	Female	54	62	51	64	43	63
	Male	47	57	56	57	46	56
	African American	45	44	43	45	33	44
	American Indian	<	39	<	58	<	37
	Asian	<	66	<	67	<	68
	Caucasian	55	66	58	67	48	67
	Hispanic	<	54	<	57	<	53
	Native Hawaiian	<	54	<	72	<	60
	Unspecified Ethnicity	<	60	<	67	<	60
	Economically Disadvantaged	43	47	39	48	37	46
	Limited English Proficiency	<	<	<	37	<	33
Special Education	24	26	29	26	23	25	
Total Mathematics	All Students	53	59	51	60	41	58
	Female	53	59	45	60	37	59
	Male	53	59	57	59	44	57
	African American	45	44	36	45	35	44
	American Indian	<	40	<	57	<	38
	Asian	<	71	<	70	<	70
	Caucasian	57	65	55	65	43	64
	Hispanic	<	53	<	57	<	55
	Native Hawaiian	<	53	<	70	<	58
	Unspecified Ethnicity	<	61	<	65	<	57
	Economically Disadvantaged	50	48	41	48	37	45
	Limited English Proficiency	<	<	<	47	<	42
Special Education	33	34	36	32	23	32	
Total Language	All Students	60	69	56	64	41	62
	Female	64	72	60	70	40	67
	Male	56	65	52	59	41	57
	African American	54	56	46	50	31	47
	American Indian	<	43	<	62	<	34
	Asian	<	78	<	75	<	73
	Caucasian	63	74	61	70	46	69
	Hispanic	<	63	<	61	<	57
	Native Hawaiian	<	55	<	73	<	58
	Unspecified Ethnicity	<	68	<	67	<	61
	Economically Disadvantaged	47	57	48	52	35	49
	Limited English Proficiency	<	<	<	44	<	38
Special Education	31	42	33	36	30	34	

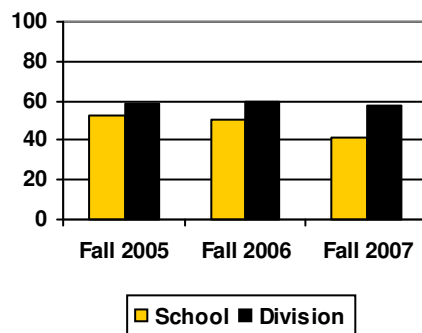
< Data not reported for less than 10 students

Three-Year Trend Stanford 10 Performance

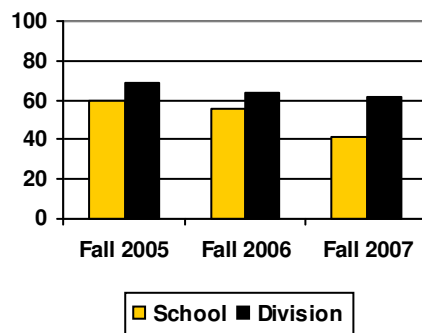
Total Reading Percentile Ranks



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 2007-2008 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.

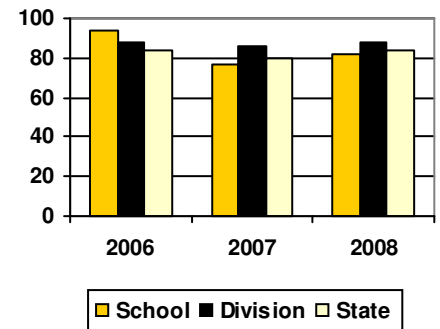
2007-2008 SOL PERFORMANCE

GRADE 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	29	53	18	82	88	84
	Female	40	44	16	84	90	87
	Male	15	64	21	79	85	81
	African American	25	47	28	72	79	74
	American Indian	<	<	<	<	83	84
	Asian	<	<	<	<	89	91
	Caucasian	29	62	9	91	92	88
	Hispanic	<	<	<	<	84	79
	Other Ethnicity	<	<	<	<	87	86
	Economically Disadvantaged	18	56	26	74	81	75
	Limited English Proficiency	<	<	<	<	72	79
	Migrant	<	<	<	<	<	70
	Special Education	<	<	<	<	67	67
Mathematics	All Students	33	56	11	89	91	89
	Female	26	61	13	87	91	89
	Male	42	48	9	91	90	89
	African American	16	72	13	88	83	81
	American Indian	<	<	<	<	92	89
	Asian	<	<	<	<	95	95
	Caucasian	49	46	6	94	94	93
	Hispanic	<	<	<	<	89	82
	Other Ethnicity	<	<	<	<	88	90
	Economically Disadvantaged	28	56	15	85	84	81
	Limited English Proficiency	<	<	<	<	87	82
	Migrant	<	<	<	<	<	79
	Special Education	<	<	<	<	72	74
Science	All Students	31	61	8	92	91	88
	Female	33	58	10	90	92	89
	Male	29	65	6	94	90	88
	African American	18	68	14	86	82	78
	American Indian	<	<	<	<	100	90
	Asian	<	<	<	<	94	93
	Caucasian	41	56	3	97	95	93
	Hispanic	<	<	<	<	91	80
	Other Ethnicity	<	<	<	<	92	90
	Economically Disadvantaged	21	65	15	85	84	79
	Limited English Proficiency	<	<	<	<	88	80
	Migrant	<	<	<	<	<	84
	Special Education	<	<	<	<	73	73

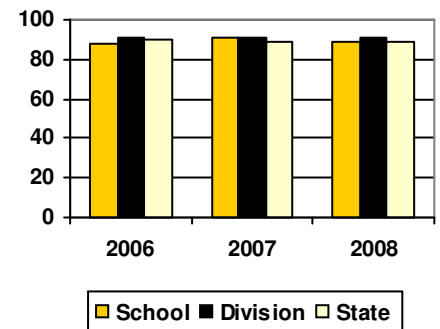
< Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

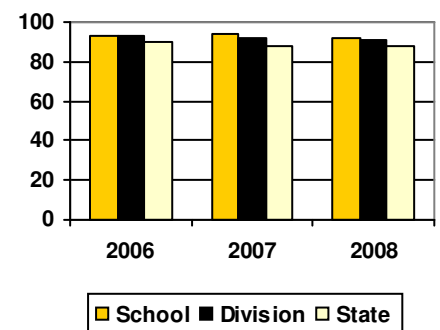
**Grade 3 English: Reading, Literature, and Research
Percent Passing**



**Grade 3 Mathematics
Percent Passing**



**Grade 3 Science
Percent Passing**



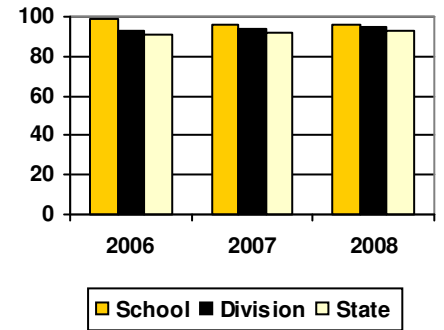
2007-2008 SOL PERFORMANCE

GRADE 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
History and Social Science	All Students	69	27	4	96	95	93
	Female	69	23	8	92	95	93
	Male	68	32	0	100	95	92
	African American	64	32	4	96	90	87
	American Indian	<	<	<	<	100	90
	Asian	<	<	<	<	97	97
	Caucasian	71	26	3	97	97	95
	Hispanic	<	<	<	<	95	88
	Other Ethnicity	<	<	<	<	94	94
	Economically Disadvantaged	58	36	6	94	91	86
	Limited English Proficiency	<	<	<	<	92	88
	Migrant	<	<	<	<	<	89
Special Education	<	<	<	<	81	79	
GRADE 4		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	53	41	6	94	92	88
	Female	42	55	3	97	94	90
	Male	62	30	8	92	90	87
	African American	44	38	19	81	85	81
	American Indian	<	<	<	<	90	89
	Asian	<	<	<	<	96	94
	Caucasian	58	38	4	96	96	92
	Hispanic	<	<	<	<	91	84
	Other Ethnicity	<	<	<	<	92	90
	Economically Disadvantaged	39	50	11	89	86	81
	Limited English Proficiency	<	<	<	<	88	84
	Migrant	<	<	<	<	<	86
Special Education	47	47	6	94	76	73	
Mathematics	All Students	34	47	20	80	88	84
	Female	25	53	22	78	88	84
	Male	40	42	18	82	88	84
	African American	19	50	31	69	78	74
	American Indian	<	<	<	<	90	85
	Asian	<	<	<	<	96	93
	Caucasian	40	43	17	83	93	89
	Hispanic	<	<	<	<	87	76
	Other Ethnicity	<	<	<	<	85	85
	Economically Disadvantaged	29	47	24	76	80	74
	Limited English Proficiency	<	<	<	<	88	77
	Migrant	<	<	<	<	<	83
Special Education	24	59	18	82	70	69	

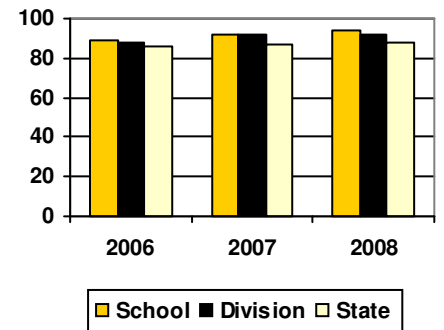
< Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

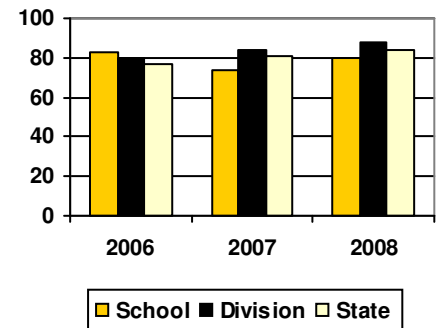
**Grade 3 History
and Social Science
Percent Passing**



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



**Grade 4 Mathematics
Percent Passing**



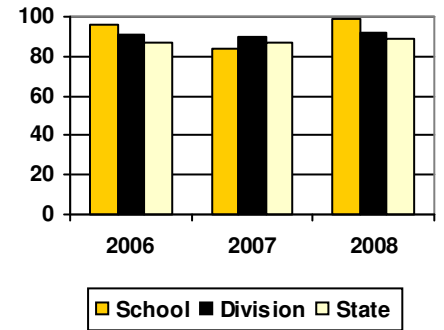
2007-2008 SOL PERFORMANCE

GRADE 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	36	63	1	99	92	89
	Female	33	67	0	100	94	91
	Male	38	60	2	98	91	88
	African American	28	72	0	100	85	82
	American Indian	<	<	<	<	100	91
	Asian	<	<	<	<	94	94
	Caucasian	42	56	2	98	96	93
	Hispanic	<	<	<	<	89	84
	Other Ethnicity	<	<	<	<	95	91
	Economically Disadvantaged	24	74	3	97	86	82
	Limited English Proficiency	<	<	<	<	83	83
	Migrant	<	<	<	<	<	81
	Special Education	9	82	9	91	76	73
English: Writing	All Students	15	85	0	100	92	87
	Female	13	87	0	100	95	91
	Male	18	82	0	100	88	83
	African American	4	96	0	100	85	79
	American Indian	<	<	<	<	83	89
	Asian	<	<	<	<	95	94
	Caucasian	19	81	0	100	94	90
	Hispanic	<	<	<	<	93	81
	Other Ethnicity	<	<	<	<	95	90
	Economically Disadvantaged	4	96	0	100	84	77
	Limited English Proficiency	<	<	<	<	92	80
	Migrant	<	<	<	<	<	96
	Special Education	<	<	<	<	63	59
Mathematics	All Students	46	38	16	84	89	88
	Female	38	38	24	76	89	89
	Male	53	37	9	91	89	87
	African American	43	36	21	79	80	81
	American Indian	<	<	<	<	83	87
	Asian	<	<	<	<	95	94
	Caucasian	50	40	10	90	94	92
	Hispanic	<	<	<	<	83	81
	Other Ethnicity	<	<	<	<	91	90
	Economically Disadvantaged	47	28	25	75	79	81
	Limited English Proficiency	<	<	<	<	79	80
	Migrant	<	<	<	<	<	88
	Special Education	73	18	9	91	72	73

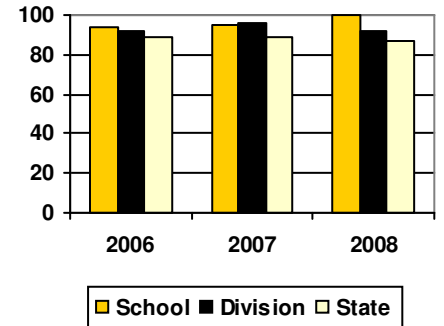
< Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

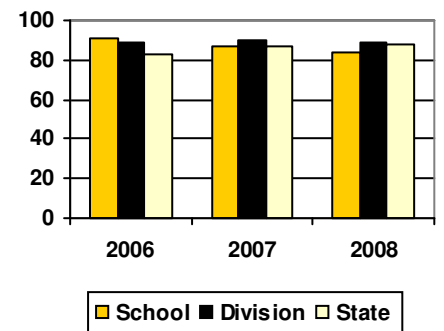
**Grade 5 English: Reading, Literature, and Research
Percent Passing**



**Grade 5 English: Writing
Percent Passing**



**Grade 5 Mathematics
Percent Passing**



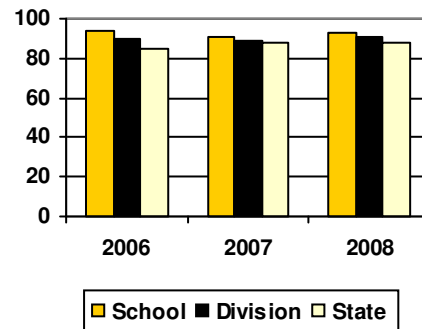
2007-2008 SOL PERFORMANCE

GRADE 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	State	Division
Science	<i>All Students</i>	23	69	7	93	91	88
	<i>Female</i>	18	70	13	88	91	87
	<i>Male</i>	29	68	2	98	92	89
	<i>African American</i>	11	74	15	85	81	80
	<i>American Indian</i>	<	<	<	<	92	92
	<i>Asian</i>	<	<	<	<	94	91
	<i>Caucasian</i>	28	69	3	97	96	93
	<i>Hispanic</i>	<	<	<	<	87	77
	<i>Other Ethnicity</i>	<	<	<	<	95	91
	<i>Economically Disadvantaged</i>	15	70	15	85	82	79
	<i>Limited English Proficiency</i>	<	<	<	<	77	72
	<i>Migrant</i>	<	<	<	<	<	82
<i>Special Education</i>	<	<	<	<	73	71	
Virginia Studies	<i>All Students</i>	41	55	4	96	84	83
	<i>Female</i>	31	62	8	92	83	82
	<i>Male</i>	51	49	0	100	86	84
	<i>African American</i>	33	67	0	100	71	73
	<i>American Indian</i>	<	<	<	<	96	85
	<i>Asian</i>	<	<	<	<	93	90
	<i>Caucasian</i>	47	50	3	97	89	88
	<i>Hispanic</i>	<	<	<	<	81	71
	<i>Other Ethnicity</i>	<	<	<	<	88	84
	<i>Economically Disadvantaged</i>	24	71	6	94	70	71
	<i>Limited English Proficiency</i>	<	<	<	<	82	70
	<i>Migrant</i>	<	<	<	<	<	76
<i>Special Education</i>	<	<	<	<	58	61	

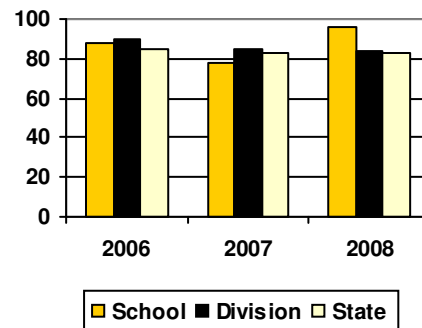
< Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

**Grade 5 Science
Percent Passing**



**Grade 5 Virginia Studies
Percent Passing**



Mission

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

Dr. James G. Merrill, Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

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.

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Additional information about the data used in this report card can be found at http://www.vbschools.com/school_data/report_cards/0809/index.asp.

SCHOOL BOARD MEMBERS

Mr. Daniel D. "Dan" Edwards, Chairman
(District 1 - Centerville)

Mrs. Rita Sweet Bellitto, Vice Chairman
(At-Large)

Mr. William J. "Bill" Brunke, IV
(District 7 - Princess Anne)

Mr. Todd C. Davidson
(At-Large)

Mrs. Emma L. "Em" Davis
(District 5 - Lynnhaven)

Mrs. Patricia G. Edmonson
(District 6 - Beach)

Mr. Dan R. Lowe
(District 4 - Bayside)

Mr. Brent N. McKenzie
(District 3 - Rose Hall)

Mr. Patrick S. Salyer
(At-Large)

Ms. Sandra Smith-Jones
(District 2 - Kempsville)

Mrs. Carolyn D. Weems
(At-Large)