

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

WINDSOR OAKS Elementary (K-5)

Home of the Warriors

3800 Van Buren Drive
Virginia Beach, VA 23452
757-648-4120 (phone)
757-431-4637 (fax)
winoakes@vbschools.com
<http://www.windsoroakes.vbschools.com>

2008-2009

Mr. Michael A. Maloney, Principal
Mrs. Ann V. Hurd, Assistant Principal
Ms. Louise Hill, 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: Yes
 Student Mobility: 24%

Pupil-Teacher Ratio (without resource personnel)

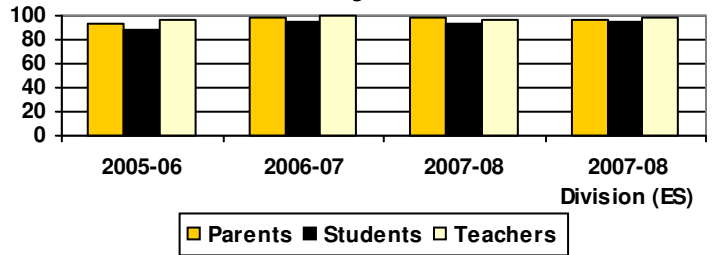
K	1	2	3	4	5
16:1	15:1	18:1	14:1	20:1	20:1

Pupil-Teacher Ratio (with resource personnel)

K	1	2	3	4	5
13:1	9:1	13:1	10:1	13:1	13:1

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

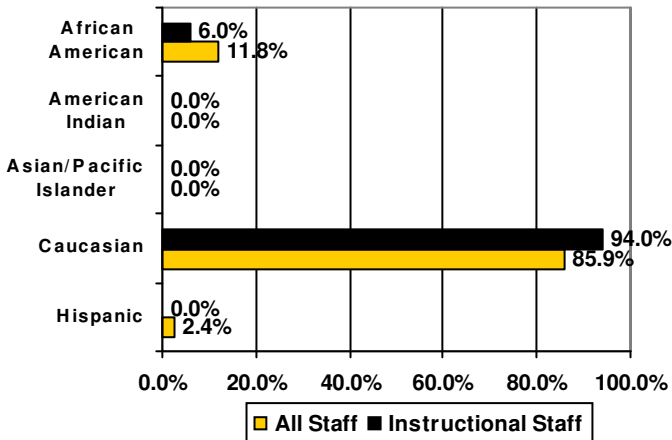
School Average Daily Attendance: 96.0%
 Division (ES) Average Daily Attendance: 96.2%
 AYP Attendance Target: 94.0%

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

STAFF CHARACTERISTICS

Administrative/Intern: 2 Instructional: 50
 Classified: 32 Other: 1

Fall 2008 Staff Characteristics



Additional Characteristics for Instructional Staff

	School	Division (ES)	State
Female	90.0%	92.1%	*
Male	10.0%	7.9%	*
Average years of teaching experience	14.0	14.5	*
Percentage with graduate degrees	56.0	48.3	*
Percentage new to the system	12.0	7.9	*
Percentage of core courses not taught by highly qualified teachers 07-08	0	1^	2
Percentage of teachers with provisional credentials 07-08	2	4^	7

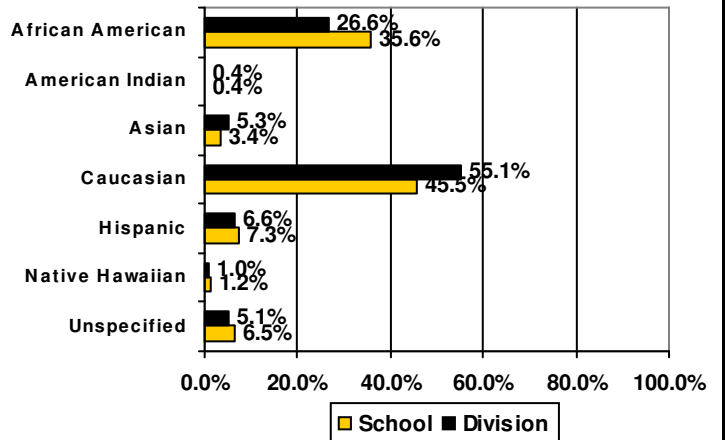
* Not Available

^ Entire Division

STUDENT CHARACTERISTICS

School Membership: 494 Division Membership (ES): 30,993
 (excluding preschool)

Fall 2008 Student Characteristics



Additional Student Characteristics

	School	Division (ES)
Female	54.5%	48.7%
Male	45.5%	51.3%
Economically Disadvantaged	47.3%	34.5%
Gifted	3.4%	7.9%
Limited English Proficiency	1.6%	2.2%
Migrant	0.0%	<0.1%
Special Education	12.1%	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.

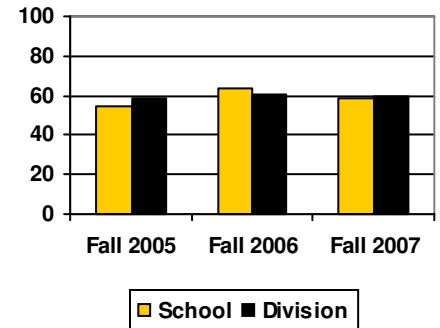
STANFORD 10

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

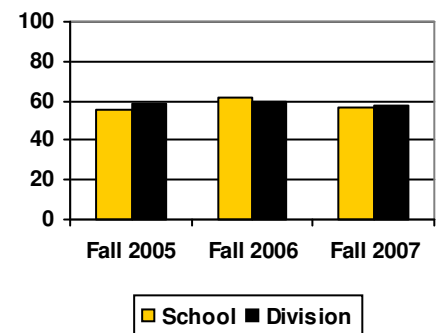
< Data not reported for less than 10 students

Three-Year Trend Stanford 10 Performance

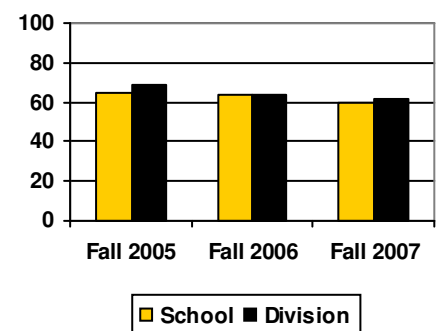
**Total Reading
Percentile Ranks**



**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.

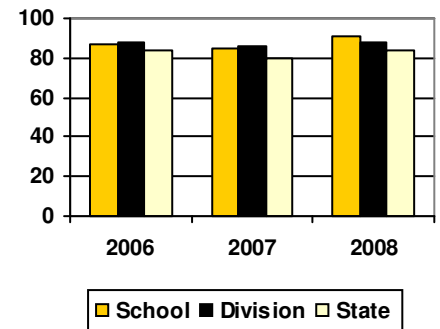
2007-2008 SOL PERFORMANCE

GRADE 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	44	47	9	91	88	84
	Female	49	44	7	93	90	87
	Male	37	51	11	89	85	81
	African American	42	50	8	92	79	74
	American Indian	<	<	<	<	83	84
	Asian	<	<	<	<	89	91
	Caucasian	47	41	12	88	92	88
	Hispanic	40	60	0	100	84	79
	Other Ethnicity	<	<	<	<	87	86
	Economically Disadvantaged	40	49	11	89	81	75
	Limited English Proficiency	<	<	<	<	72	79
	Migrant	<	<	<	<	<	70
	Special Education	<	<	<	<	67	67
Mathematics	All Students	49	39	11	89	91	89
	Female	43	43	14	86	91	89
	Male	57	34	9	91	90	89
	African American	32	60	8	92	83	81
	American Indian	<	<	<	<	92	89
	Asian	<	<	<	<	95	95
	Caucasian	60	29	11	89	94	93
	Hispanic	50	50	0	100	89	82
	Other Ethnicity	<	<	<	<	88	90
	Economically Disadvantaged	46	46	9	91	84	81
	Limited English Proficiency	<	<	<	<	87	82
	Migrant	<	<	<	<	<	79
	Special Education	<	<	<	<	72	74
Science	All Students	52	38	10	90	91	88
	Female	47	47	7	93	92	89
	Male	59	26	15	85	90	88
	African American	32	60	8	92	82	78
	American Indian	<	<	<	<	100	90
	Asian	<	<	<	<	94	93
	Caucasian	70	18	12	88	95	93
	Hispanic	<	<	<	<	91	80
	Other Ethnicity	<	<	<	<	92	90
	Economically Disadvantaged	40	49	11	89	84	79
	Limited English Proficiency	<	<	<	<	88	80
	Migrant	<	<	<	<	<	84
	Special Education	<	<	<	<	73	73

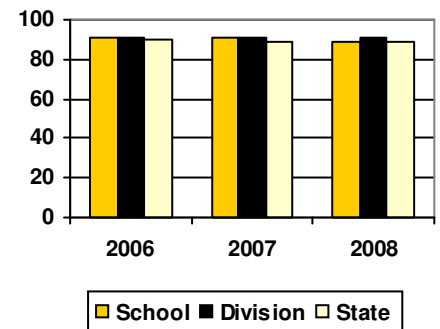
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Three-Year Trend SOL Passing Rates

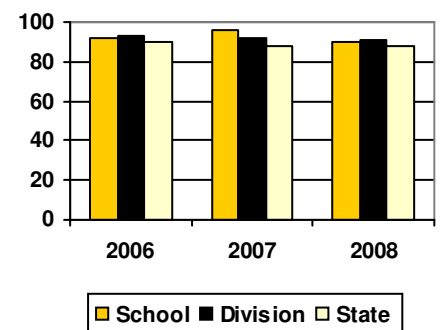
**Grade 3 English: Reading, Literature, and Research
Percent Passing**



**Grade 3 Mathematics
Percent Passing**



**Grade 3 Science
Percent Passing**



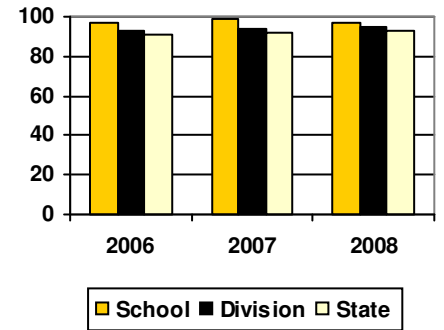
2007-2008 SOL PERFORMANCE

GRADE 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
History and Social Science	All Students	74	23	3	97	95	93
	Female	70	28	2	98	95	93
	Male	79	18	3	97	95	92
	African American	72	24	4	96	90	87
	American Indian	<	<	<	<	100	90
	Asian	<	<	<	<	97	97
	Caucasian	76	21	3	97	97	95
	Hispanic	<	<	<	<	95	88
	Other Ethnicity	<	<	<	<	94	94
	Economically Disadvantaged	71	26	3	97	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	52	35	12	88	92	88
	Female	71	24	5	95	94	90
	Male	33	48	20	80	90	87
	African American	32	47	21	79	85	81
	American Indian	<	<	<	<	90	89
	Asian	<	<	<	<	96	94
	Caucasian	71	26	3	97	96	92
	Hispanic	<	<	<	<	91	84
	Other Ethnicity	<	<	<	<	92	90
	Economically Disadvantaged	26	58	16	84	86	81
	Limited English Proficiency	<	<	<	<	88	84
	Migrant	<	<	<	<	<	86
Special Education	29	57	14	86	76	73	
Mathematics	All Students	35	45	20	80	88	84
	Female	40	45	14	86	88	84
	Male	30	45	25	75	88	84
	African American	24	41	35	65	78	74
	American Indian	<	<	<	<	90	85
	Asian	<	<	<	<	96	93
	Caucasian	47	47	6	94	93	89
	Hispanic	<	<	<	<	87	76
	Other Ethnicity	<	<	<	<	85	85
	Economically Disadvantaged	18	53	29	71	80	74
	Limited English Proficiency	<	<	<	<	88	77
	Migrant	<	<	<	<	<	83
Special Education	7	50	43	57	70	69	

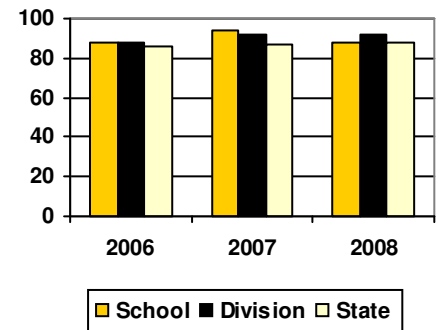
< Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

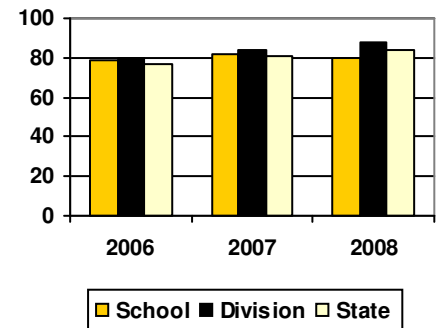
**Grade 3 History
and Social Science
Percent Passing**



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



**Grade 4 Mathematics
Percent Passing**



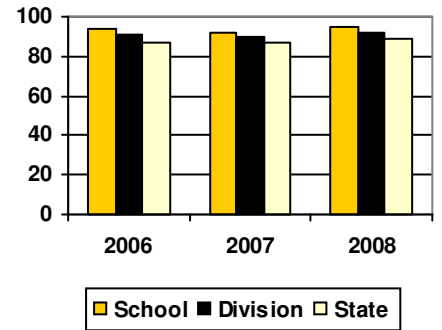
2007-2008 SOL PERFORMANCE

GRADE 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	45	50	5	95	92	89
	Female	51	44	4	96	94	91
	Male	35	58	6	94	91	88
	African American	41	52	7	93	85	82
	American Indian	<	<	<	<	100	91
	Asian	<	<	<	<	94	94
	Caucasian	54	46	0	100	96	93
	Hispanic	<	<	<	<	89	84
	Other Ethnicity	<	<	<	<	95	91
	Economically Disadvantaged	22	67	11	89	86	82
	Limited English Proficiency	<	<	<	<	83	83
	Migrant	<	<	<	<	<	81
	Special Education	33	58	8	92	76	73
English: Writing	All Students	31	63	6	94	92	87
	Female	43	52	5	95	95	91
	Male	14	79	7	93	88	83
	African American	22	74	4	96	85	79
	American Indian	<	<	<	<	83	89
	Asian	<	<	<	<	95	94
	Caucasian	36	56	8	92	94	90
	Hispanic	<	<	<	<	93	81
	Other Ethnicity	<	<	<	<	95	90
	Economically Disadvantaged	16	75	9	91	84	77
	Limited English Proficiency	<	<	<	<	92	80
	Migrant	<	<	<	<	<	96
	Special Education	<	<	<	<	63	59
Mathematics	All Students	46	42	12	88	89	88
	Female	51	36	13	87	89	89
	Male	39	52	10	90	89	87
	African American	42	38	19	81	80	81
	American Indian	<	<	<	<	83	87
	Asian	<	<	<	<	95	94
	Caucasian	53	42	5	95	94	92
	Hispanic	<	<	<	<	83	81
	Other Ethnicity	<	<	<	<	91	90
	Economically Disadvantaged	29	51	20	80	79	81
	Limited English Proficiency	<	<	<	<	79	80
	Migrant	<	<	<	<	<	88
	Special Education	27	45	27	73	72	73

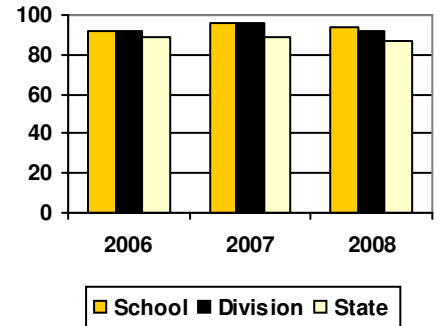
< Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

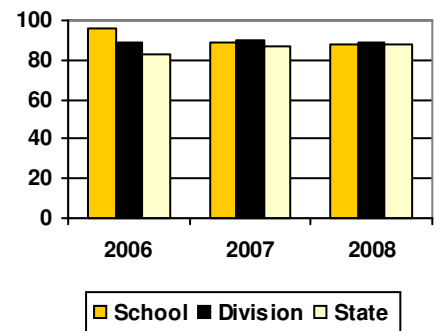
**Grade 5 English: Reading, Literature, and Research
Percent Passing**



**Grade 5 English: Writing
Percent Passing**



**Grade 5 Mathematics
Percent Passing**



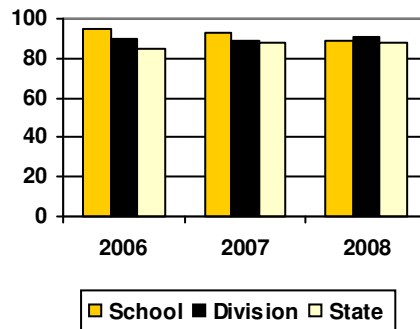
2007-2008 SOL PERFORMANCE

GRADE 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	State	Division
Science	<i>All Students</i>	25	64	11	89	91	88
	<i>Female</i>	27	60	13	87	91	87
	<i>Male</i>	23	70	7	93	92	89
	<i>African American</i>	19	62	19	81	81	80
	<i>American Indian</i>	<	<	<	<	92	92
	<i>Asian</i>	<	<	<	<	94	91
	<i>Caucasian</i>	32	68	0	100	96	93
	<i>Hispanic</i>	<	<	<	<	87	77
	<i>Other Ethnicity</i>	<	<	<	<	95	91
	<i>Economically Disadvantaged</i>	11	74	14	86	82	79
	<i>Limited English Proficiency</i>	<	<	<	<	77	72
	<i>Migrant</i>	<	<	<	<	<	82
<i>Special Education</i>	9	64	27	73	73	71	
Virginia Studies	<i>All Students</i>	20	57	23	77	84	83
	<i>Female</i>	18	57	25	75	83	82
	<i>Male</i>	24	56	20	80	86	84
	<i>African American</i>	17	50	33	67	71	73
	<i>American Indian</i>	<	<	<	<	96	85
	<i>Asian</i>	<	<	<	<	93	90
	<i>Caucasian</i>	20	63	17	83	89	88
	<i>Hispanic</i>	<	<	<	<	81	71
	<i>Other Ethnicity</i>	<	<	<	<	88	84
	<i>Economically Disadvantaged</i>	14	38	48	52	70	71
	<i>Limited English Proficiency</i>	<	<	<	<	82	70
	<i>Migrant</i>	<	<	<	<	<	76
<i>Special Education</i>	0	30	70	30	58	61	

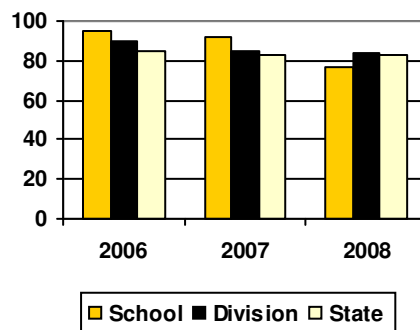
< Data not reported for less than 10 students

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)