

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 WOODS Elementary (K-5)

Home of the Wildcats

233 Presidential Boulevard
Virginia Beach, VA 23452
757-648-4160 (phone)
757-431-4638 (fax)
woods@vbschools.com
<http://www.windsorwoods@vbschools.com>

2008-2009

Mr. C. Drummond Ball, Principal
Ms. Linda H. Carpenter, Assistant Principal
Ms. Sharon Mapp, 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%

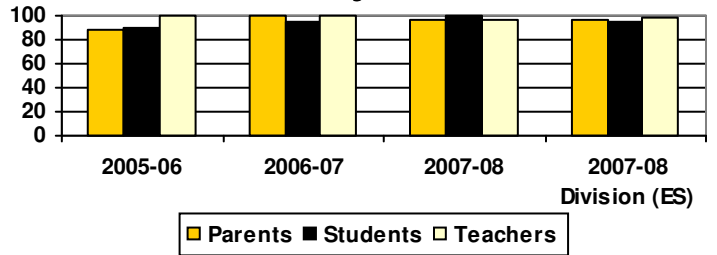
Pupil-Teacher Ratio (without resource personnel)

K	1	2	3	4	5
19:1	20:1	22:1	20:1	18:1	16:1

Pupil-Teacher Ratio (with resource personnel)

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

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

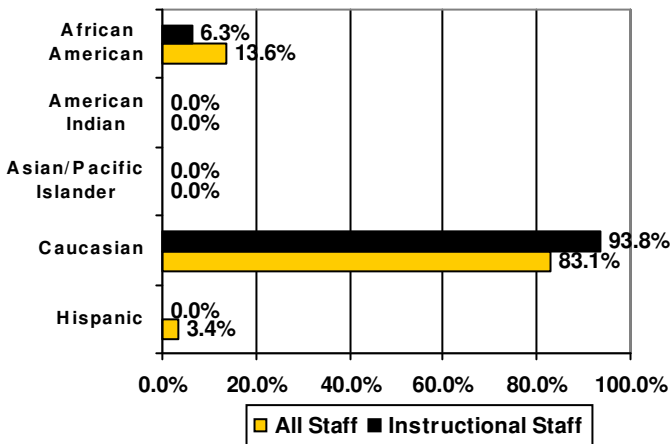
School Average Daily Attendance:	96.6%
Division (ES) Average Daily Attendance:	96.2%
AYP Attendance Target:	94.0%

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

STAFF CHARACTERISTICS

Administrative/Intern:	2	Instructional:	32
Classified:	24	Other:	1

Fall 2008 Staff Characteristics



Additional Characteristics for Instructional Staff

	School	Division (ES)	State
Female	81.3%	92.1%	*
Male	18.8%	7.9%	*
Average years of teaching experience	17.4	14.5	*
Percentage with graduate degrees	46.9	48.3	*
Percentage new to the system	0.0	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	3	4^	7

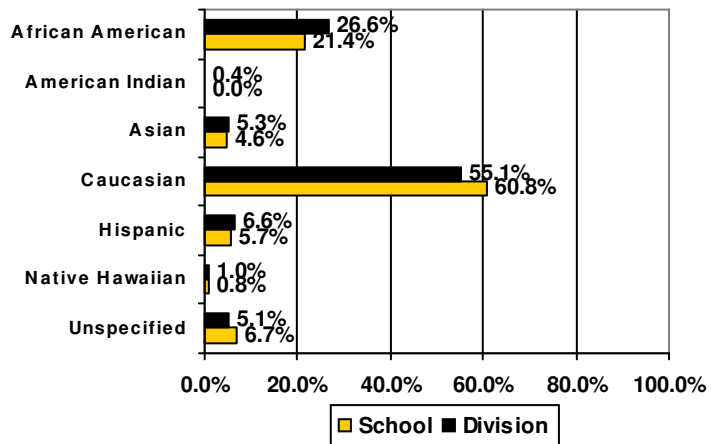
* Not Available

^ Entire Division

STUDENT CHARACTERISTICS

School Membership:	388	Division Membership (ES):	30,993
(excluding preschool)			

Fall 2008 Student Characteristics



Additional Student Characteristics

	School	Division (ES)
Female	51.0%	48.7%
Male	49.0%	51.3%
Economically Disadvantaged	36.7%	34.5%
Gifted	7.2%	7.9%
Limited English Proficiency	2.8%	2.2%
Migrant	0.0%	<0.1%
Special Education	14.2%	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.

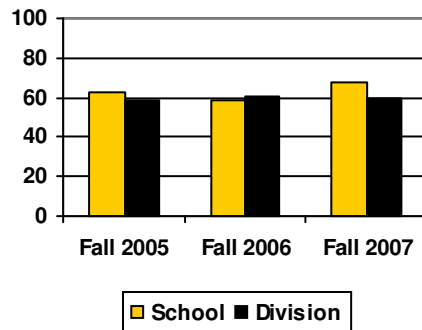
STANFORD 10

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

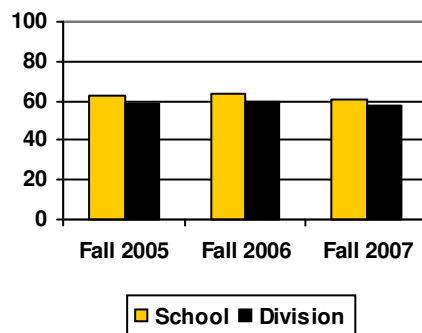
< Data not reported for less than 10 students

Three-Year Trend Stanford 10 Performance

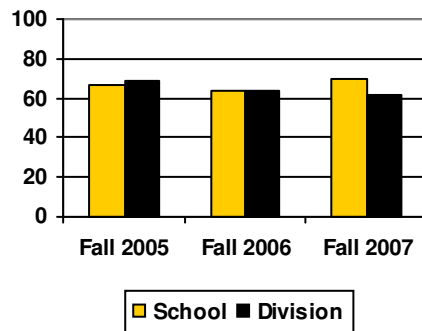
**Total Reading
Percentile Ranks**



**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.

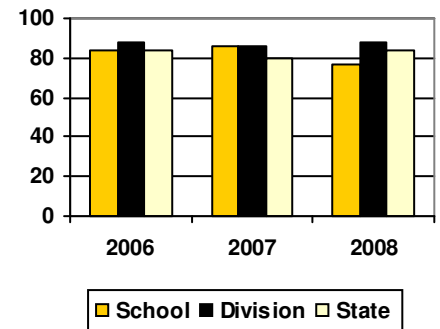
2007-2008 SOL PERFORMANCE

GRADE 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	35	42	23	77	88	84
	Female	39	39	22	78	90	87
	Male	31	46	23	77	85	81
	African American	20	47	33	67	79	74
	American Indian	<	<	<	<	83	84
	Asian	<	<	<	<	89	91
	Caucasian	42	39	19	81	92	88
	Hispanic	<	<	<	<	84	79
	Other Ethnicity	<	<	<	<	87	86
	Economically Disadvantaged	40	35	25	75	81	75
	Limited English Proficiency	<	<	<	<	72	79
	Migrant	<	<	<	<	<	70
	Special Education	8	46	46	54	67	67
Mathematics	All Students	30	57	13	87	91	89
	Female	31	49	20	80	91	89
	Male	29	68	4	96	90	89
	African American	0	75	25	75	83	81
	American Indian	<	<	<	<	92	89
	Asian	<	<	<	<	95	95
	Caucasian	40	51	9	91	94	93
	Hispanic	<	<	<	<	89	82
	Other Ethnicity	<	<	<	<	88	90
	Economically Disadvantaged	20	55	25	75	84	81
	Limited English Proficiency	<	<	<	<	87	82
	Migrant	<	<	<	<	<	79
	Special Education	0	55	45	55	72	74
Science	All Students	32	56	11	89	91	88
	Female	31	49	20	80	92	89
	Male	33	67	0	100	90	88
	African American	13	63	25	75	82	78
	American Indian	<	<	<	<	100	90
	Asian	<	<	<	<	94	93
	Caucasian	40	51	9	91	95	93
	Hispanic	<	<	<	<	91	80
	Other Ethnicity	<	<	<	<	92	90
	Economically Disadvantaged	32	53	16	84	84	79
	Limited English Proficiency	<	<	<	<	88	80
	Migrant	<	<	<	<	<	84
	Special Education	8	75	17	83	73	73

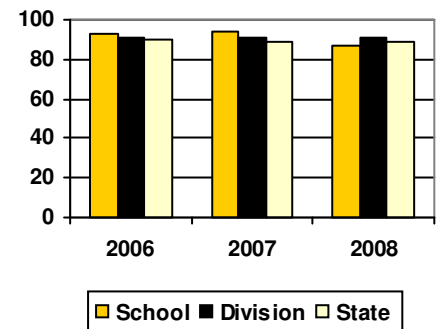
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Three-Year Trend SOL Passing Rates

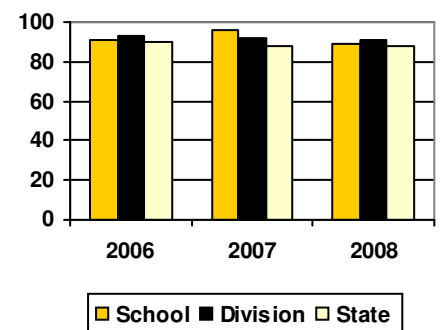
**Grade 3 English: Reading, Literature, and Research
Percent Passing**



**Grade 3 Mathematics
Percent Passing**



**Grade 3 Science
Percent Passing**



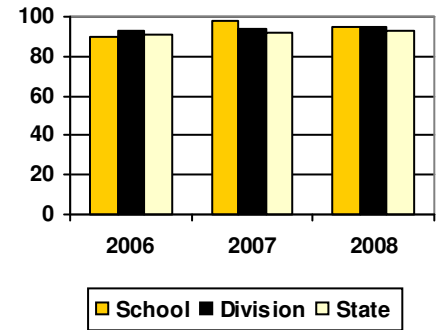
2007-2008 SOL PERFORMANCE

GRADE 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
History and Social Science	All Students	53	42	5	95	95	93
	Female	54	40	6	94	95	93
	Male	52	44	4	96	95	92
	African American	44	50	6	94	90	87
	American Indian	<	<	<	<	100	90
	Asian	<	<	<	<	97	97
	Caucasian	57	37	6	94	97	95
	Hispanic	<	<	<	<	95	88
	Other Ethnicity	<	<	<	<	94	94
	Economically Disadvantaged	47	47	5	95	91	86
	Limited English Proficiency	<	<	<	<	92	88
	Migrant	<	<	<	<	<	89
Special Education	25	58	17	83	81	79	
GRADE 4		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	66	34	0	100	92	88
	Female	66	34	0	100	94	90
	Male	67	33	0	100	90	87
	African American	70	30	0	100	85	81
	American Indian	<	<	<	<	90	89
	Asian	<	<	<	<	96	94
	Caucasian	68	32	0	100	96	92
	Hispanic	<	<	<	<	91	84
	Other Ethnicity	<	<	<	<	92	90
	Economically Disadvantaged	57	43	0	100	86	81
	Limited English Proficiency	<	<	<	<	88	84
	Migrant	<	<	<	<	<	86
Special Education	<	<	<	<	76	73	
Mathematics	All Students	50	46	4	96	88	84
	Female	48	48	3	97	88	84
	Male	52	44	4	96	88	84
	African American	50	50	0	100	78	74
	American Indian	<	<	<	<	90	85
	Asian	<	<	<	<	96	93
	Caucasian	53	42	5	95	93	89
	Hispanic	<	<	<	<	87	76
	Other Ethnicity	<	<	<	<	85	85
	Economically Disadvantaged	56	44	0	100	80	74
	Limited English Proficiency	<	<	<	<	88	77
	Migrant	<	<	<	<	<	83
Special Education	40	50	10	90	70	69	

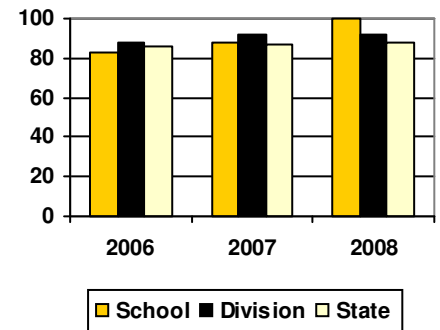
< Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

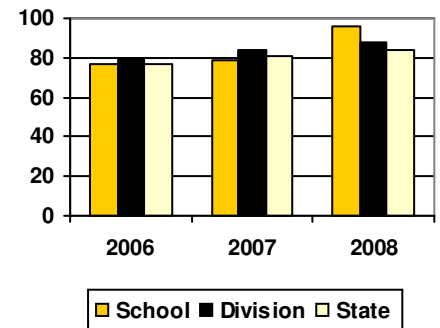
**Grade 3 History and Social Science
Percent Passing**



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



**Grade 4 Mathematics
Percent Passing**



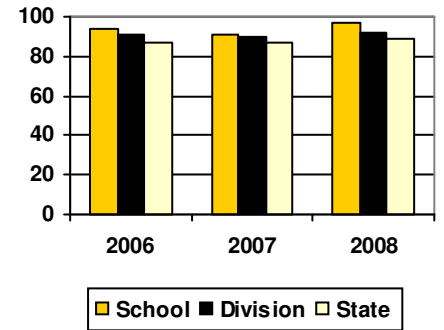
2007-2008 SOL PERFORMANCE

GRADE 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	44	53	3	97	92	89
	Female	50	47	3	97	94	91
	Male	38	59	3	97	91	88
	African American	43	48	10	90	85	82
	American Indian	<	<	<	<	100	91
	Asian	<	<	<	<	94	94
	Caucasian	43	57	0	100	96	93
	Hispanic	<	<	<	<	89	84
	Other Ethnicity	<	<	<	<	95	91
	Economically Disadvantaged	30	65	5	95	86	82
	Limited English Proficiency	<	<	<	<	83	83
	Migrant	<	<	<	<	<	81
	Special Education	47	47	5	95	76	73
English: Writing	All Students	16	76	7	93	92	87
	Female	18	76	6	94	95	91
	Male	15	76	9	91	88	83
	African American	18	65	18	82	85	79
	American Indian	<	<	<	<	83	89
	Asian	<	<	<	<	95	94
	Caucasian	14	81	5	95	94	90
	Hispanic	<	<	<	<	93	81
	Other Ethnicity	<	<	<	<	95	90
	Economically Disadvantaged	7	71	21	79	84	77
	Limited English Proficiency	<	<	<	<	92	80
	Migrant	<	<	<	<	<	96
	Special Education	0	64	36	64	63	59
Mathematics	All Students	61	33	7	93	89	88
	Female	57	32	11	89	89	89
	Male	64	33	3	97	89	87
	African American	45	35	20	80	80	81
	American Indian	<	<	<	<	83	87
	Asian	<	<	<	<	95	94
	Caucasian	66	32	2	98	94	92
	Hispanic	<	<	<	<	83	81
	Other Ethnicity	<	<	<	<	91	90
	Economically Disadvantaged	42	37	21	79	79	81
	Limited English Proficiency	<	<	<	<	79	80
	Migrant	<	<	<	<	<	88
	Special Education	58	21	21	79	72	73

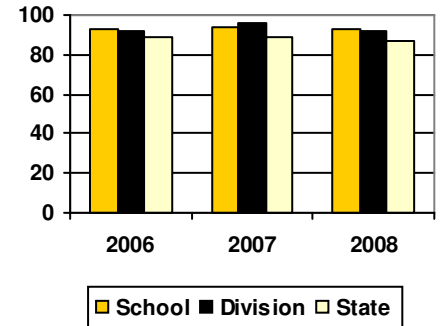
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Three-Year Trend SOL Passing Rates

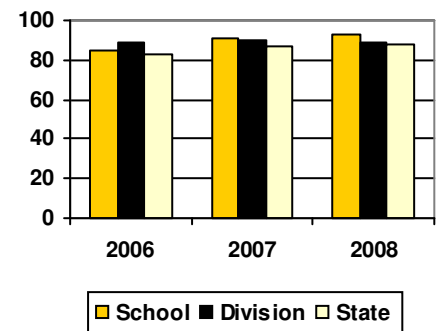
**Grade 5 English: Reading, Literature, and Research
Percent Passing**



**Grade 5 English: Writing
Percent Passing**



**Grade 5 Mathematics
Percent Passing**



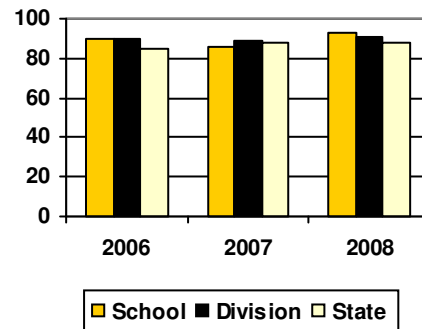
2007-2008 SOL PERFORMANCE

GRADE 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	State	Division
Science	<i>All Students</i>	38	55	7	93	91	88
	<i>Female</i>	44	50	6	94	91	87
	<i>Male</i>	32	61	8	92	92	89
	<i>African American</i>	32	53	16	84	81	80
	<i>American Indian</i>	<	<	<	<	92	92
	<i>Asian</i>	<	<	<	<	94	91
	<i>Caucasian</i>	38	57	4	96	96	93
	<i>Hispanic</i>	<	<	<	<	87	77
	<i>Other Ethnicity</i>	<	<	<	<	95	91
	<i>Economically Disadvantaged</i>	35	47	18	82	82	79
	<i>Limited English Proficiency</i>	<	<	<	<	77	72
	<i>Migrant</i>	<	<	<	<	<	82
<i>Special Education</i>	53	26	21	79	73	71	
Virginia Studies	<i>All Students</i>	29	60	11	89	84	83
	<i>Female</i>	31	53	16	84	83	82
	<i>Male</i>	27	67	6	94	86	84
	<i>African American</i>	27	53	20	80	71	73
	<i>American Indian</i>	<	<	<	<	96	85
	<i>Asian</i>	<	<	<	<	93	90
	<i>Caucasian</i>	26	64	10	90	89	88
	<i>Hispanic</i>	<	<	<	<	81	71
	<i>Other Ethnicity</i>	<	<	<	<	88	84
	<i>Economically Disadvantaged</i>	17	42	42	58	70	71
	<i>Limited English Proficiency</i>	<	<	<	<	82	70
	<i>Migrant</i>	<	<	<	<	<	76
<i>Special Education</i>	0	60	40	60	58	61	

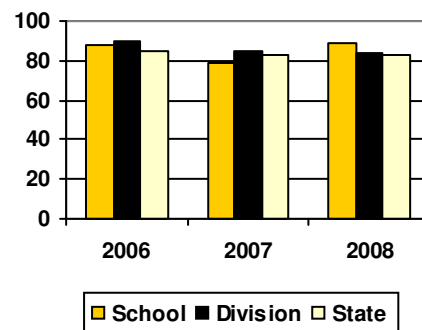
< Data not reported for less than 10 students

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)