

ANNUAL

VIRGINIA BEACH CITY PUBLIC SCHOOLS

High School Report Card

ISSUED 2007-2008



Dear Parents or Guardian:

We are pleased to provide you with the tenth 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 73 of our schools made AYP for the 2007-2008 school year based on 2006-2007 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

OCEAN LAKES High (9-12)

Home of the Dolphins

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757-648-5550 (phone)
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2007-2008

Mrs. Cheryl C. Askew, Principal
Mr. Norman F. Benwitz, Assistant Principal
Mr. Cecil R. Mainor, Assistant Principal
Mr. Christopher T. Tarkenton, Assistant Principal
Mr. Richard B. Trumble, Assistant Principal
Ms. Ann Zingraff-Newton, Mathematics and Science Academy Coordinator
Ms. Amy S. Hunley, Administrative Assistant
Ms. Diane Gillespie, PTSA 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 2007-2008 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

Student Mobility: 16%

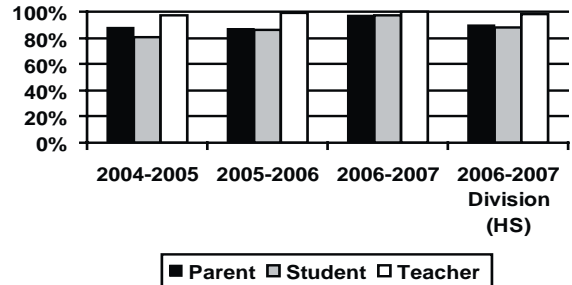
Average Class Size

English	Mathematics	Science	Social Studies
20.2	20.7	21.2	22.9

Attendance 2006-2007

School Average Daily Attendance:	95.6%
Division (HS) Average Daily Attendance:	94.5%

Overall Quality of Education

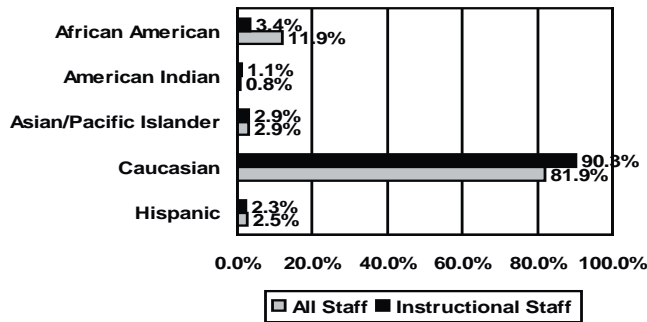


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 7 Instructional: 175
 Classified: 57 Other: 4

Fall 2007 Staff Characteristics



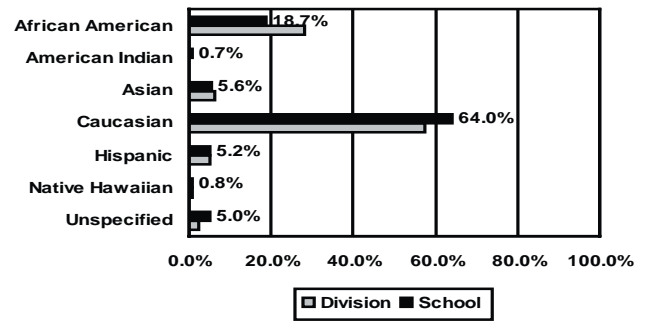
Additional Characteristics for Instructional Staff

	School	Division (HS)	State
Female	69.1%	65.1%	*
Male	30.9%	34.9%	*
Average years of teaching experience	13.4	14.1	*
Percentage with graduate degrees	47.4	47.3	*
Percentage new to the system	4.0	6.1	*
Percentage of core courses not taught by highly qualified teachers 06-07		Entire Division	
Percentage of teachers with provisional credentials 06-07	6	4	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 2,447 Division Membership (HS): 22,909

Fall 2007 Student Characteristics



Additional Student Characteristics

	School	Division (HS)
Female	48.9%	49.3%
Male	51.1%	50.7%
Economically Disadvantaged	15.9%	19.9%
Gifted	20.8%	14.4%
Limited English Proficiency	0.9%	0.9%
Migrant	0.0%	<0.1%
Special Education	10.2%	11.1%

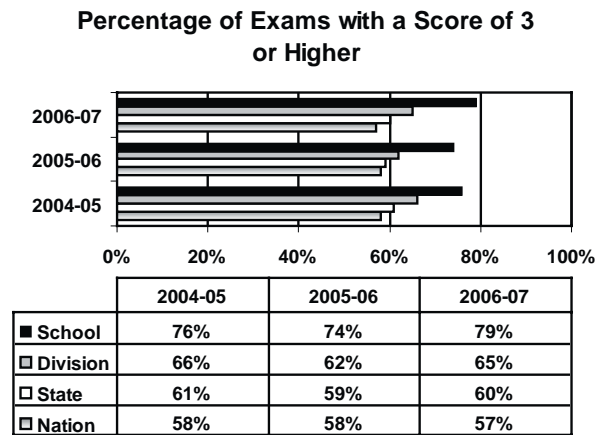
*Not Available

STUDENT PERFORMANCE MEASURES

ADVANCED PLACEMENT

The Advanced Placement (AP) Program is administered by the College Board and provides students with an opportunity to earn college credit for courses taken in high school if they receive a score of 3, 4, or 5 on the AP exams given in the spring.

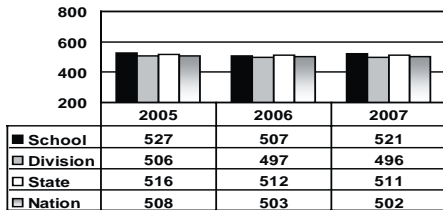
Advanced Placement		Number of AP Courses Taken by Students	Number of Exams Taken
2004-2005	School	987	745
	Division	6,387	4,839
	State	*	70,970
2005-2006	School	937	787
	Division	6,781	5,319
	State	*	80,783
2006-2007	School	989	877
	Division	7,038	5,504
	State	*	90,264



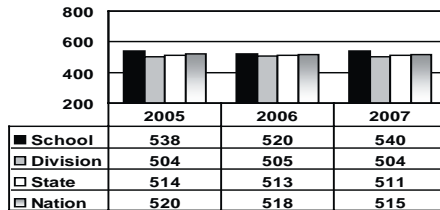
SAT REASONING TEST

The SAT Reasoning Test is an optional test taken by high school students and used by many colleges and universities as part of their admissions process. The test includes a mathematics, critical reading, and writing section. Scores on each section range from 200 to 800.

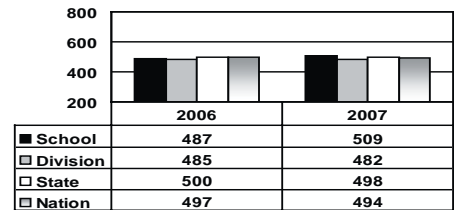
Average Critical Reading Score



Average Math Score



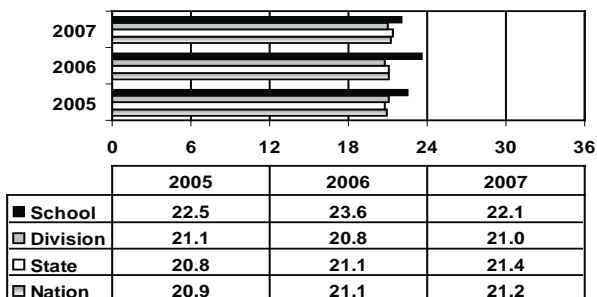
Average Writing Score



ACT

The ACT is an optional test taken by high school students and used by many colleges and universities as part of their admissions process. It includes multiple-choice tests that cover English, mathematics, reading, and science. Scores on each section range from 1 to 36. The composite score is the average of the four test scores.

ACT Composite Score



SCHOLARSHIPS ACCEPTED

The table below shows the dollar value of the scholarships accepted by students in this school and the division. The amount of renewable scholarships is multiplied by four and the dollar value of ROTC and military academy appointments is included. Pell grants, work study, and student loans are not included in the reported amounts.

Year	School	Division
2004-2005	\$2,360,608	\$13,630,720
2005-2006	\$2,653,616	\$22,129,536
2006-2007	\$3,277,160	\$19,648,113

*Not Available

STUDENT PERFORMANCE MEASURES

DIPLOMAS AWARDED

The table below shows the percent of each diploma type awarded by the school and division for the 2006-2007 school year. The Other Category includes Certificate of Program Completion, General Educational Development Certificate, Individual Student Alternative Education Plan Certificate, and General Achievement, Special, and Modified Standard diplomas.

	School	Division
Advanced	56%	51%
Standard	36%	40%
Other	8%	10%

Number of Diplomas Awarded at This School: 560

CAREER AND TECHNICAL EDUCATION

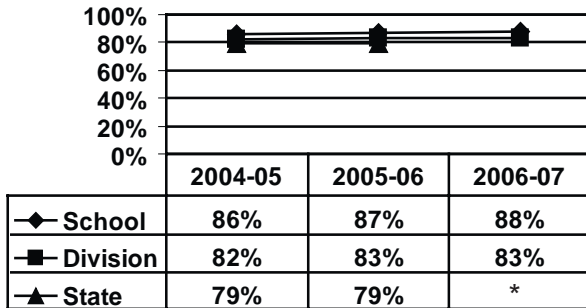
Students who are enrolled in a Technical and Career Education program of studies have the opportunity to earn industry certification, state licensure, and demonstrate skills on National Occupational Competency Testing Institute (NOCTI) assessments. The table below displays the number of assessments passed and the number of state licenses and industry certifications earned by students in the school, division, and state in 2006-2007.

	School	Division	State
NOCTI Assessments	74	431	1,917
State Licensures	6	33	1,039
Industry Certification	93	1,380	10,369
CTE Completers	205	2,090	31,043

GRADUATION RATE

The graduation rate is one measure used to determine NCLB Adequate Yearly Progress. The graph displays the graduation rates for all students at the school, division, and state levels for the past three years. The table contains graduation rates for the school, division, and state by student subgroup.

Graduation Rate (All Students)



Graduation Rate		African American	Caucasian	Hispanic
2004-2005	School	88%	85%	90%
	Division	77%	84%	84%
	State	70%	83%	68%
2005-2006	School	84%	87%	93%
	Division	76%	84%	87%
	State	71%	84%	65%
2006-2007	School	85%	88%	85%
	Division	75%	85%	81%
	State	*	*	*

AYP Graduation Target: 61%

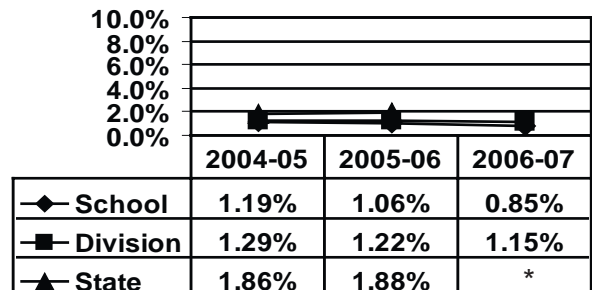
DROPOUT RATE

The table below shows the dropout rates for the school, division, and state. The graph displays the dropout rates for all students at the school, division, and state levels for the past three years.

Dropout Rate		Female	Male	African American	Asian	Caucasian	Hispanic
2004-2005	School	<	1.79%	2.05%	<	0.94%	<
	Division	1.12%	1.45%	1.76%	0.69%	1.07%	2.09%
	State	1.58%	2.13%	2.44%	1.47%	1.31%	5.28%
2005-2006	School	1.01%	1.10%	<	<	0.97%	<
	Division	0.99%	1.44%	1.72%	0.66%	1.02%	1.36%
	State	1.55%	2.2%	2.65%	1.15%	1.34%	4.32%
2006-2007	School	*	*	*	*	*	*
	Division	*	*	*	*	*	*
	State	*	*	*	*	*	*

*Not Available <Data not reported for less than 10 students

Dropout Rate (All Students)



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.

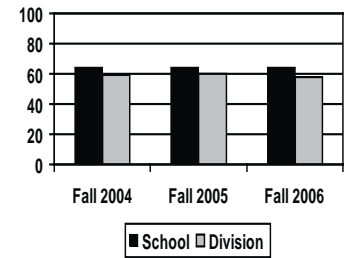
STANFORD 10

Grade 9		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
Total Reading	All Students	64	59	64	60	64	58
	Female	65	62	65	62	63	60
	Male	63	57	63	59	65	57
	African American	43	43	39	45	43	42
	American Indian	<	67	<	60	<	54
	Asian	63	65	72	66	73	64
	Caucasian	71	67	70	67	69	66
	Hispanic	59	51	58	55	60	51
	Native Hawaiian	<	<	<	62	<	63
	Unspecified Ethnicity	66	61	68	65	64	64
	Economically Disadvantaged	<	43	48	46	44	42
	Limited English Proficiency	<	20	<	<	<	23
	Special Education	23	27	25	28	22	24
	Total Mathematics	All Students	63	60	61	58	63
Female		62	62	59	59	62	59
Male		65	59	63	58	64	58
African American		44	44	35	43	41	43
American Indian		<	67	<	61	<	48
Asian		74	76	75	73	82	73
Caucasian		69	67	67	64	67	65
Hispanic		59	53	61	54	68	54
Native Hawaiian		<	<	<	65	<	63
Unspecified Ethnicity		71	63	67	63	64	60
Economically Disadvantaged		<	46	55	45	43	43
Limited English Proficiency		<	47	<	<	<	50
Special Education		30	31	29	29	26	27
Total Language		All Students	63	61	70	61	67
	Female	71	69	74	68	71	67
	Male	55	52	66	54	63	54
	African American	47	46	50	47	51	46
	American Indian	<	67	<	56	<	60
	Asian	70	72	81	72	81	70
	Caucasian	68	67	74	66	71	67
	Hispanic	55	56	73	59	60	52
	Native Hawaiian	<	<	<	69	<	68
	Unspecified Ethnicity	67	57	74	65	70	63
	Economically Disadvantaged	<	45	59	49	45	43
	Limited English Proficiency	<	33	<	<	<	44
	Special Education	18	27	37	27	29	24

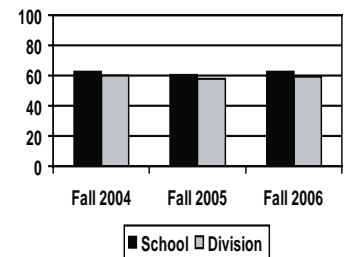
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Three-Year Trend Stanford 10 Performance

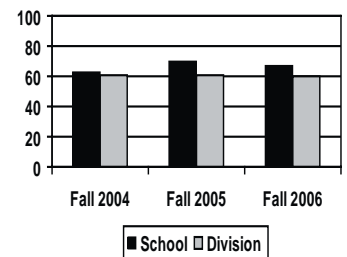
Total Reading Percentile Ranks



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 2006-2007 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://l1pe.doe.virginia.gov/reportcard/> and reflect the percentage of students at each proficiency level.

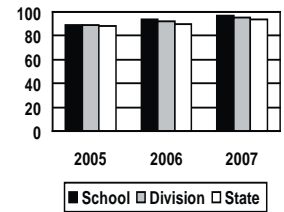
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	46	51	3	97	95	94
	Female	47	51	2	98	96	95
	Male	45	51	4	96	95	93
	African American	22	74	5	95	91	88
	American Indian	<	<	<	<	93	91
	Asian	59	41	0	100	96	96
	Caucasian	55	43	2	98	98	96
	Hispanic	27	67	7	93	93	90
	Other Ethnicity	55	41	5	95	98	93
	Economically Disadvantaged	20	73	7	93	90	87
	Limited English Proficiency	<	<	<	<	84	87
	Migrant	<	<	<	<	<	86
	Special Education	21	68	11	89	78	74
English: Writing	All Students	29	66	6	94	94	92
	Female	35	62	4	96	96	95
	Male	23	70	7	93	93	90
	African American	13	77	10	90	90	87
	American Indian	<	<	<	<	100	93
	Asian	45	55	0	100	96	95
	Caucasian	34	62	4	96	96	95
	Hispanic	11	81	8	92	92	87
	Other Ethnicity	48	48	5	95	97	92
	Economically Disadvantaged	12	79	9	91	89	86
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	80
	Special Education	3	67	31	69	74	67
Algebra I	All Students	11	83	6	94	96	92
	Female	10	84	6	94	97	93
	Male	11	82	7	93	95	90
	African American	7	85	8	92	93	87
	American Indian	<	<	<	<	100	90
	Asian	25	75	0	100	98	97
	Caucasian	9	85	6	94	97	94
	Hispanic	17	79	4	96	95	88
	Other Ethnicity	18	71	11	89	93	89
	Economically Disadvantaged	8	78	14	86	92	86
	Limited English Proficiency	<	<	<	<	97	88
	Migrant	<	<	<	<	<	93
	Special Education	0	93	7	93	84	75

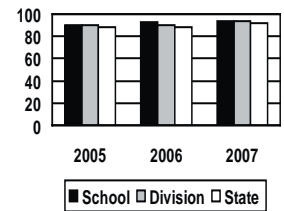
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Three-Year Trend SOL Passing Rates

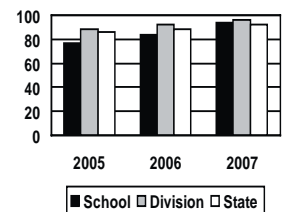
**High School End-of-Course
English: Reading, Literature,
and Research
Percent Passing**



**High School End-of-Course
English: Writing
Percent Passing**



**High School End-of-Course
Algebra I
Percent Passing**



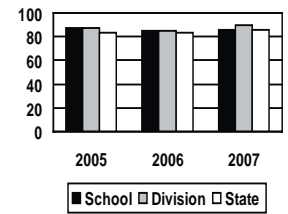
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Geometry	All Students	14	73	14	86	90	86
	Female	12	75	14	86	89	85
	Male	16	71	13	87	91	87
	African American	4	65	32	68	78	72
	American Indian	<	<	<	<	95	82
	Asian	41	59	0	100	96	93
	Caucasian	15	78	7	93	94	91
	Hispanic	18	57	25	75	88	80
	Other Ethnicity	18	82	0	100	96	88
	Economically Disadvantaged	5	78	17	83	79	74
	Limited English Proficiency	<	<	<	<	89	79
	Migrant	<	<	<	<	<	93
	Special Education	0	83	17	83	69	62
	Algebra II	All Students	34	59	7	93	92
Female		30	64	6	94	93	89
Male		38	54	8	92	90	87
African American		9	73	19	81	90	82
American Indian		<	<	<	<	83	85
Asian		51	46	3	97	93	93
Caucasian		39	56	5	95	93	90
Hispanic		24	69	7	93	92	82
Other Ethnicity		42	58	0	100	96	88
Economically Disadvantaged		21	58	21	79	88	82
Limited English Proficiency		<	<	<	<	85	85
Migrant		<	<	<	<	<	81
Special Education		<	<	<	<	83	73
Biology		All Students	17	76	7	93	91
	Female	12	81	7	93	91	87
	Male	21	72	7	93	91	87
	African American	4	80	16	84	82	76
	American Indian	<	<	<	<	94	92
	Asian	20	74	6	94	92	90
	Caucasian	21	75	3	97	96	93
	Hispanic	5	84	11	89	87	75
	Other Ethnicity	18	73	9	91	91	89
	Economically Disadvantaged	3	78	19	81	80	75
	Limited English Proficiency	<	<	<	<	70	68
	Migrant	<	<	<	<	<	67
	Special Education	4	80	15	85	71	64

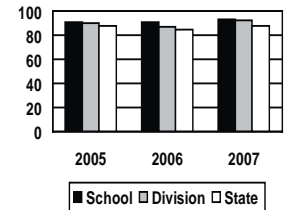
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Three-Year Trend SOL Passing Rates

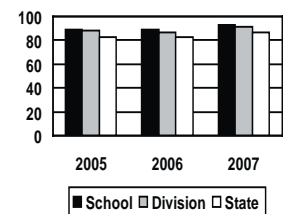
**High School End-of-Course
Geometry
Percent Passing**



**High School End-of-Course
Algebra II
Percent Passing**



**High School End-of-Course
Biology
Percent Passing**

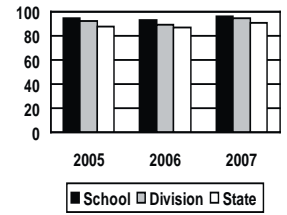


2006-2007 SOL PERFORMANCE

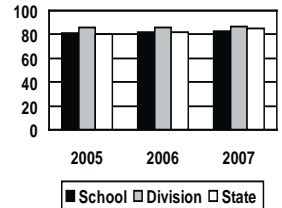
**Three-Year Trend
SOL Passing Rates**

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Chemistry	All Students	25	71	4	96	95	91
	Female	17	80	3	97	94	90
	Male	34	61	5	95	95	92
	African American	10	76	14	86	90	83
	American Indian	<	<	<	<	85	92
	Asian	35	65	0	100	97	93
	Caucasian	27	71	2	98	96	94
	Hispanic	31	56	13	88	93	80
	Other Ethnicity	22	78	0	100	96	89
	Economically Disadvantaged	19	73	8	92	89	82
	Limited English Proficiency	<	<	<	<	87	77
	Migrant	<	<	<	<	<	92
	Special Education	<	<	<	<	87	69
	Earth Science	All Students	10	73	17	83	87
Female		6	72	22	78	86	83
Male		13	75	12	88	89	86
African American		5	71	24	76	76	72
American Indian		<	<	<	<	84	86
Asian		13	80	7	93	91	89
Caucasian		13	74	13	87	93	91
Hispanic		4	83	13	87	84	74
Other Ethnicity		4	67	29	71	85	80
Economically Disadvantaged		4	67	30	70	75	72
Limited English Proficiency		<	<	<	<	69	63
Migrant		<	<	<	<	<	62
Special Education		4	68	28	72	62	61
Virginia and United States History		All Students	37	59	4	96	94
	Female	29	67	4	96	92	92
	Male	44	52	4	96	95	94
	African American	17	74	9	91	88	87
	American Indian	<	<	<	<	94	93
	Asian	50	46	4	96	97	96
	Caucasian	44	54	2	98	97	96
	Hispanic	27	67	6	94	90	89
	Other Ethnicity	43	48	9	91	94	92
	Economically Disadvantaged	13	75	12	88	87	86
	Limited English Proficiency	<	<	<	<	82	84
	Migrant	<	<	<	<	<	84
	Special Education	13	67	20	80	78	77

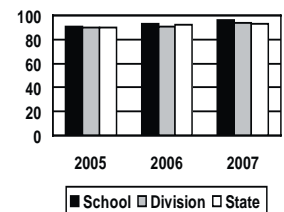
**High School End-of-Course
Chemistry
Percent Passing**



**High School End-of-Course
Earth Science
Percent Passing**



**High School End-of-Course
Virginia and United States
History
Percent Passing**



<Data not reported for less than 10 students

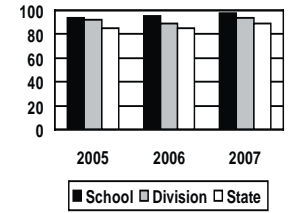
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
World History I	All Students	57	41	2	98	94	89
	Female	49	49	2	98	93	89
	Male	65	34	1	99	95	90
	African American	32	64	4	96	87	80
	American Indian	<	<	<	<	100	93
	Asian	72	28	0	100	97	96
	Caucasian	61	37	1	99	97	93
	Hispanic	52	48	0	100	92	84
	Other Ethnicity	55	41	3	97	91	86
	Economically Disadvantaged	37	56	7	93	86	79
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	75
	Special Education	30	65	4	96	78	69
	World History II	All Students	56	43	1	99	94
Female		45	53	2	98	92	91
Male		70	30	0	100	95	93
African American		41	57	2	98	85	84
American Indian		<	<	<	<	100	95
Asian		75	25	0	100	98	97
Caucasian		59	41	1	99	97	95
Hispanic		57	38	5	95	92	84
Other Ethnicity		62	38	0	100	95	91
Economically Disadvantaged		56	42	2	98	83	82
Limited English Proficiency		<	<	<	<	81	82
Migrant		<	<	<	<	<	84
Special Education		<	<	<	<	78	75
World Geography		All Students	30	57	13	87	79
	Female	27	56	18	83	76	80
	Male	34	58	8	92	83	85
	African American	17	62	22	78	67	71
	American Indian	<	<	<	<	91	86
	Asian	62	38	0	100	85	88
	Caucasian	36	54	10	90	86	88
	Hispanic	7	87	7	93	80	81
	Other Ethnicity	20	60	20	80	78	79
	Economically Disadvantaged	13	61	26	74	67	71
	Limited English Proficiency	<	<	<	<	76	69
	Migrant	<	<	<	<	<	68
	Special Education	6	60	34	66	56	57

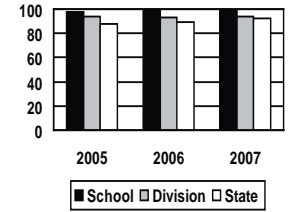
<Data not reported for less than 10 students

Three-Year Trend SOL Spring Scores

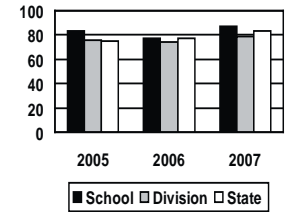
High School End-of-Course World History I Percent Passing



High School End-of-Course World History II Percent Passing



High School End-of-Course World Geography Percent Passing



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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.

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.

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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/0708/index.asp.

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