

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

OCEAN LAKES Elementary (K-5)

Home of the Waveriders

1616 Upton Drive
Virginia Beach, VA 23454
757-648-3200 (phone)
757-721-4009 (fax)
olakeses@vbschools.com
<http://www.oceanlakeses.vbschools.com>

2008-2009

Mr. Charles Grindle, Principal
Ms. Deborah V. Aktins, Assistant Principal
Ms. Jamie Ridgway, 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: 21%

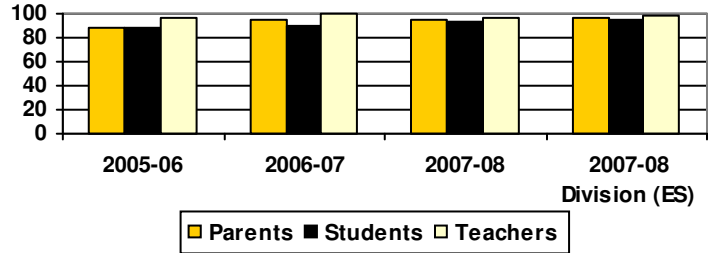
Pupil-Teacher Ratio (without resource personnel)

K	1	2	3	4	5
21:1	24:1	21:1	17:1	15:1	21:1

Pupil-Teacher Ratio (with resource personnel)

K	1	2	3	4	5
18:1	20:1	18:1	14:1	12:1	17:1

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

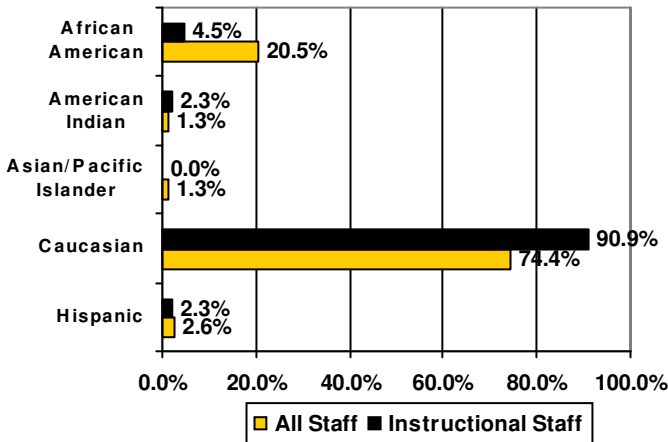
School Average Daily Attendance: 96.0%
 Division (ES) Average Daily Attendance: 96.2%
 AYP Attendance Target: 94.0%

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

STAFF CHARACTERISTICS

Administrative/Intern: 2 Instructional: 44
 Classified: 31 Other: 1

Fall 2008 Staff Characteristics



Additional Characteristics for Instructional Staff

	School	Division (ES)	State
Female	93.2%	92.1%	*
Male	6.8%	7.9%	*
Average years of teaching experience	13.1	14.5	*
Percentage with graduate degrees	36.4	48.3	*
Percentage new to the system	6.8	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

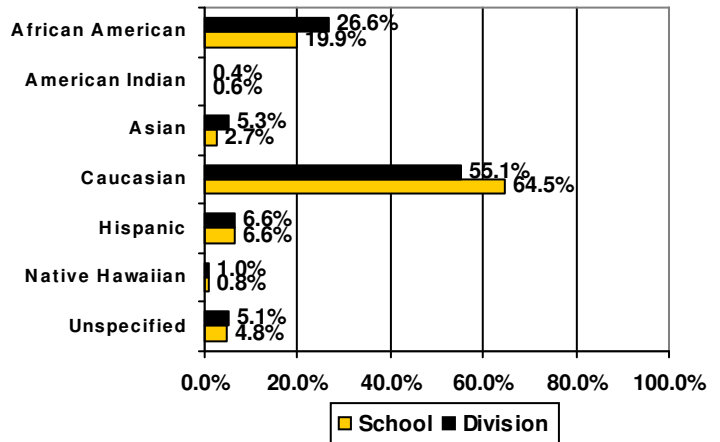
* Not Available

^ Entire Division

STUDENT CHARACTERISTICS

School Membership: 623 Division Membership (ES): 30,993
 (excluding preschool)

Fall 2008 Student Characteristics



Additional Student Characteristics

	School	Division (ES)
Female	47.7%	48.7%
Male	52.3%	51.3%
Economically Disadvantaged	26.1%	34.5%
Gifted	5.6%	7.9%
Limited English Proficiency	1.3%	2.2%
Migrant	0.0%	<0.1%
Special Education	11.6%	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.

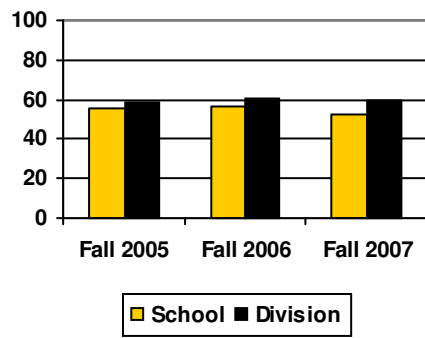
STANFORD 10

GRADE 4		Fall 2005		Fall 2006		Fall 2007	
		School	Division	School	Division	School	Division
Total Reading	All Students	56	59	57	61	53	60
	Female	61	62	61	64	57	63
	Male	51	57	53	57	50	56
	African American	47	44	49	45	37	44
	American Indian	<	39	<	58	<	37
	Asian	<	66	<	67	<	68
	Caucasian	61	66	54	67	58	67
	Hispanic	<	54	<	57	<	53
	Native Hawaiian	<	54	<	72	<	60
	Unspecified Ethnicity	<	60	<	67	<	60
	Economically Disadvantaged	59	47	62	48	46	46
	Limited English Proficiency	<	<	<	37	<	33
Special Education	18	26	17	26	17	25	
Total Mathematics	All Students	54	59	53	60	54	58
	Female	57	59	49	60	61	59
	Male	51	59	58	59	47	57
	African American	44	44	42	45	44	44
	American Indian	<	40	<	57	<	38
	Asian	<	71	<	70	<	70
	Caucasian	57	65	52	65	57	64
	Hispanic	<	53	<	57	<	55
	Native Hawaiian	<	53	<	70	<	58
	Unspecified Ethnicity	<	61	<	65	<	57
	Economically Disadvantaged	58	48	53	48	49	45
	Limited English Proficiency	<	<	<	47	<	42
Special Education	22	34	28	32	24	32	
Total Language	All Students	68	69	56	64	58	62
	Female	71	72	59	70	69	67
	Male	65	65	53	59	48	57
	African American	63	56	52	50	48	47
	American Indian	<	43	<	62	<	34
	Asian	<	78	<	75	<	73
	Caucasian	69	74	49	70	61	69
	Hispanic	<	63	<	61	<	57
	Native Hawaiian	<	55	<	73	<	58
	Unspecified Ethnicity	<	68	<	67	<	61
	Economically Disadvantaged	69	57	58	52	47	49
	Limited English Proficiency	<	<	<	44	<	38
Special Education	35	42	20	36	23	34	

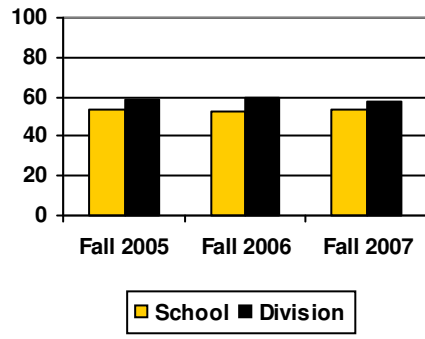
< Data not reported for less than 10 students

Three-Year Trend Stanford 10 Performance

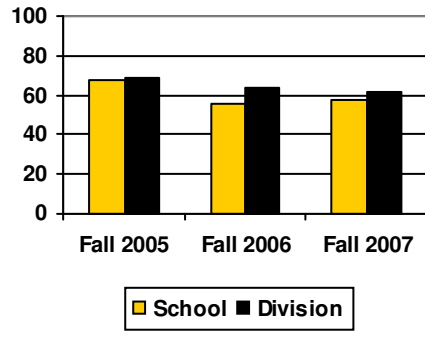
**Total Reading
Percentile Ranks**



**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.

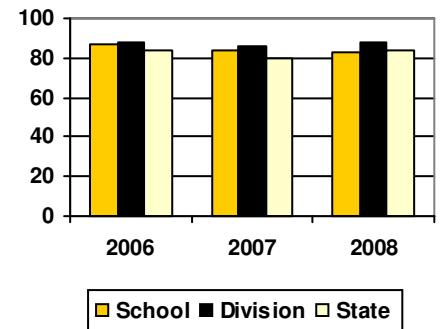
2007-2008 SOL PERFORMANCE

GRADE 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	37	46	17	83	88	84
	Female	38	57	5	95	90	87
	Male	36	36	27	73	85	81
	African American	9	64	27	73	79	74
	American Indian	<	<	<	<	83	84
	Asian	<	<	<	<	89	91
	Caucasian	42	40	18	82	92	88
	Hispanic	<	<	<	<	84	79
	Other Ethnicity	<	<	<	<	87	86
	Economically Disadvantaged	22	57	22	78	81	75
	Limited English Proficiency	<	<	<	<	72	79
	Migrant	<	<	<	<	<	70
	Special Education	8	33	58	42	67	67
Mathematics	All Students	42	42	16	84	91	89
	Female	41	51	8	92	91	89
	Male	43	34	23	77	90	89
	African American	45	27	27	73	83	81
	American Indian	<	<	<	<	92	89
	Asian	<	<	<	<	95	95
	Caucasian	42	44	15	85	94	93
	Hispanic	<	<	<	<	89	82
	Other Ethnicity	<	<	<	<	88	90
	Economically Disadvantaged	35	48	17	83	84	81
	Limited English Proficiency	<	<	<	<	87	82
	Migrant	<	<	<	<	<	79
	Special Education	0	17	83	17	72	74
Science	All Students	30	53	17	83	91	88
	Female	22	70	8	92	92	89
	Male	36	39	25	75	90	88
	African American	9	64	27	73	82	78
	American Indian	<	<	<	<	100	90
	Asian	<	<	<	<	94	93
	Caucasian	36	47	16	84	95	93
	Hispanic	<	<	<	<	91	80
	Other Ethnicity	<	<	<	<	92	90
	Economically Disadvantaged	17	61	22	78	84	79
	Limited English Proficiency	<	<	<	<	88	80
	Migrant	<	<	<	<	<	84
	Special Education	8	17	75	25	73	73

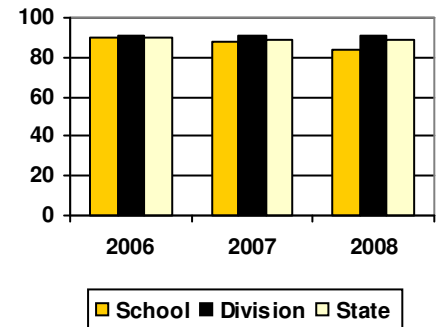
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Three-Year Trend SOL Passing Rates

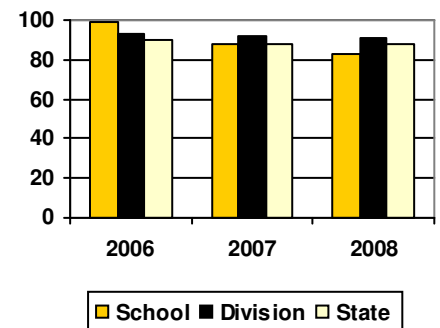
**Grade 3 English: Reading, Literature, and Research
Percent Passing**



**Grade 3 Mathematics
Percent Passing**



**Grade 3 Science
Percent Passing**



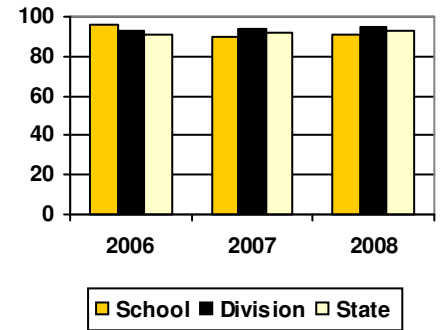
2007-2008 SOL PERFORMANCE

GRADE 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
History and Social Science	All Students	69	22	9	91	95	93
	Female	70	27	3	97	95	93
	Male	68	18	14	86	95	92
	African American	64	36	0	100	90	87
	American Indian	<	<	<	<	100	90
	Asian	<	<	<	<	97	97
	Caucasian	71	18	11	89	97	95
	Hispanic	<	<	<	<	95	88
	Other Ethnicity	<	<	<	<	94	94
	Economically Disadvantaged	65	26	9	91	91	86
	Limited English Proficiency	<	<	<	<	92	88
	Migrant	<	<	<	<	<	89
Special Education	25	42	33	67	81	79	
GRADE 4		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	50	43	7	93	92	88
	Female	59	35	6	94	94	90
	Male	41	51	8	92	90	87
	African American	23	54	23	77	85	81
	American Indian	<	<	<	<	90	89
	Asian	<	<	<	<	96	94
	Caucasian	58	36	6	94	96	92
	Hispanic	<	<	<	<	91	84
	Other Ethnicity	<	<	<	<	92	90
	Economically Disadvantaged	50	50	0	100	86	81
	Limited English Proficiency	<	<	<	<	88	84
	Migrant	<	<	<	<	<	86
Special Education	9	64	27	73	76	73	
Mathematics	All Students	39	48	13	87	88	84
	Female	48	40	12	88	88	84
	Male	30	56	14	86	88	84
	African American	38	46	15	85	78	74
	American Indian	<	<	<	<	90	85
	Asian	<	<	<	<	96	93
	Caucasian	46	42	12	88	93	89
	Hispanic	<	<	<	<	87	76
	Other Ethnicity	<	<	<	<	85	85
	Economically Disadvantaged	52	43	4	96	80	74
	Limited English Proficiency	<	<	<	<	88	77
	Migrant	<	<	<	<	<	83
Special Education	9	55	36	64	70	69	

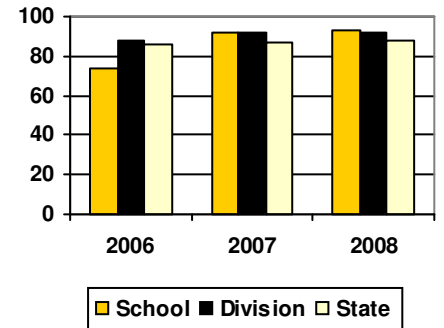
< Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

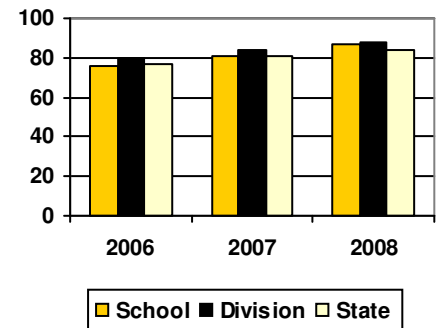
**Grade 3 History
and Social Science
Percent Passing**



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



**Grade 4 Mathematics
Percent Passing**



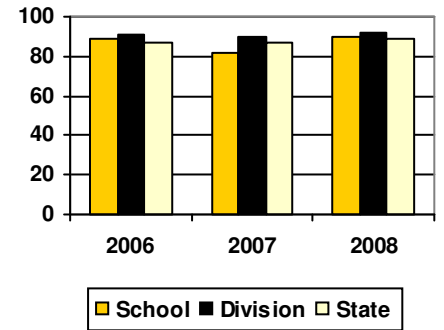
2007-2008 SOL PERFORMANCE

GRADE 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	36	54	10	90	92	89
	Female	38	55	7	93	94	91
	Male	34	54	12	88	91	88
	African American	38	46	17	83	85	82
	American Indian	<	<	<	<	100	91
	Asian	<	<	<	<	94	94
	Caucasian	35	60	5	95	96	93
	Hispanic	<	<	<	<	89	84
	Other Ethnicity	<	<	<	<	95	91
	Economically Disadvantaged	30	55	15	85	86	82
	Limited English Proficiency	<	<	<	<	83	83
	Migrant	<	<	<	<	<	81
	Special Education	7	80	13	87	76	73
English: Writing	All Students	4	83	13	87	92	87
	Female	6	88	6	94	95	91
	Male	2	76	22	78	88	83
	African American	0	88	12	88	85	79
	American Indian	<	<	<	<	83	89
	Asian	<	<	<	<	95	94
	Caucasian	5	82	13	87	94	90
	Hispanic	<	<	<	<	93	81
	Other Ethnicity	<	<	<	<	95	90
	Economically Disadvantaged	8	76	16	84	84	77
	Limited English Proficiency	<	<	<	<	92	80
	Migrant	<	<	<	<	<	96
	Special Education	0	64	36	64	63	59
Mathematics	All Students	37	50	13	87	89	88
	Female	40	45	15	85	89	89
	Male	34	54	12	88	89	87
	African American	33	58	8	92	80	81
	American Indian	<	<	<	<	83	87
	Asian	<	<	<	<	95	94
	Caucasian	37	48	15	85	94	92
	Hispanic	<	<	<	<	83	81
	Other Ethnicity	<	<	<	<	91	90
	Economically Disadvantaged	30	50	20	80	79	81
	Limited English Proficiency	<	<	<	<	79	80
	Migrant	<	<	<	<	<	88
	Special Education	13	67	20	80	72	73

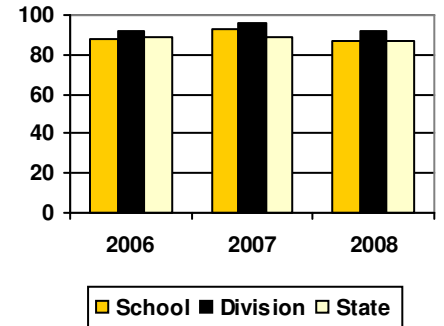
< Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

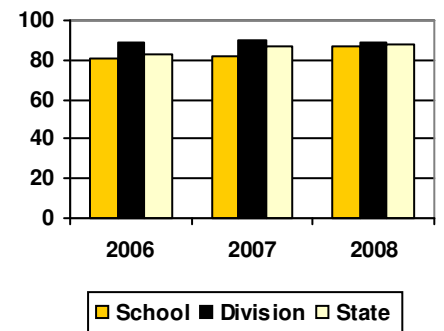
**Grade 5 English: Reading, Literature, and Research
Percent Passing**



**Grade 5 English: Writing
Percent Passing**



**Grade 5 Mathematics
Percent Passing**



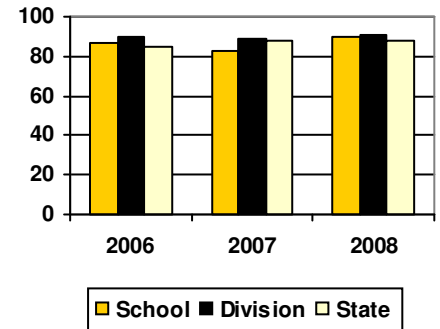
2007-2008 SOL PERFORMANCE

GRADE 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	State	Division
Science	<i>All Students</i>	17	74	10	90	91	88
	<i>Female</i>	13	83	4	96	91	87
	<i>Male</i>	21	63	17	83	92	89
	<i>African American</i>	17	71	13	88	81	80
	<i>American Indian</i>	<	<	<	<	92	92
	<i>Asian</i>	<	<	<	<	94	91
	<i>Caucasian</i>	17	78	5	95	96	93
	<i>Hispanic</i>	<	<	<	<	87	77
	<i>Other Ethnicity</i>	<	<	<	<	95	91
	<i>Economically Disadvantaged</i>	13	77	10	90	82	79
	<i>Limited English Proficiency</i>	<	<	<	<	77	72
	<i>Migrant</i>	<	<	<	<	<	82
	<i>Special Education</i>	0	73	27	73	73	71
Virginia Studies	<i>All Students</i>	29	54	17	83	84	83
	<i>Female</i>	30	53	17	83	83	82
	<i>Male</i>	28	55	17	83	86	84
	<i>African American</i>	22	57	22	78	71	73
	<i>American Indian</i>	<	<	<	<	96	85
	<i>Asian</i>	<	<	<	<	93	90
	<i>Caucasian</i>	28	60	12	88	89	88
	<i>Hispanic</i>	<	<	<	<	81	71
	<i>Other Ethnicity</i>	<	<	<	<	88	84
	<i>Economically Disadvantaged</i>	27	43	30	70	70	71
	<i>Limited English Proficiency</i>	<	<	<	<	82	70
	<i>Migrant</i>	<	<	<	<	<	76
	<i>Special Education</i>	13	53	33	67	58	61

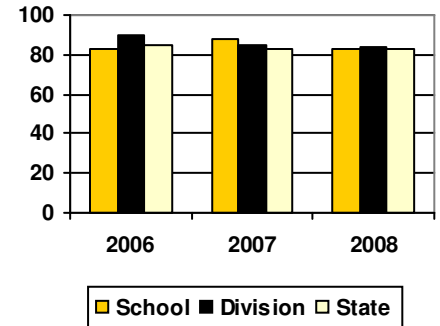
< Data not reported for less than 10 students

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)