

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Ms. Lauren D Campsen

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Ocean View Elementary School

(As it should appear in the official records)

School Mailing Address 9501 Mason Creek Road

(If address is P.O. Box, also include street address.)

Norfolk

Virginia

23503-2820

City

State

Zip Code+4(9 digits total)

County Norfolk

State School Code Number* 0190

Telephone (757) 531-3105

Fax (757) 531-1110

Web site/URL www.nps.k12.va.us

E-mail lcampsen@nps.k12.va.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Dr. Stephen C Jones

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Norfolk Public Schools

Tel. (757) 628-3830

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Barry Bishop

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 35 Elementary schools
 _____ 9 Middle schools
 _____ Junior High Schools
 _____ 5 High schools
 _____ 12 Other
 _____ 61 TOTAL
2. District Per Pupil Expenditure: _____ 9132
 Average State Per Pupil Expenditure: _____ 9755

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 8 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	35	29	64	7			0
K	53	40	93	8			0
1	30	43	73	9			0
2	40	32	72	10			0
3	57	37	94	11			0
4	42	45	87	12			0
5	42	34	76	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							559

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 2 | % American Indian or Alaska Native |
| 47 | % Asian or Pacific Islander |
| 8 | % Black or African American |
| 43 | % Hispanic or Latino |
| 43 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 26 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	50
(2)	Number of students who transferred from the school after October 1 until the end of the year	97
(3)	Total of all transferred students [sum of rows (1) and (2)]	147
(4)	Total number of students in the school as of October 1	573
(5)	Total transferred students in row (3) divided by total students in row (4)	0.26
(6)	Amount in row (5) multiplied by 100	26

8. Limited English Proficient students in the school: 6 %
- | | |
|----|---|
| 32 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 4

Specify languages: Chinese, Spanish, Tagalog, Arabic

9. Students eligible for free/reduced-priced meals: 60 %

Total number students who qualify: 334

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{9}{50}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

4	Autism		Orthopedic Impairment
	Deafness	15	Other Health Impairment
	Deaf-Blindness	16	Specific Learning Disability
	Emotional Disturbance	14	Speech or Language Impairment
1	Hearing Impairment		Traumatic Brain Injury
	Mental Retardation		Visual Impairment Including Blindness
	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	Full-time	Part-time
Administrator(s)	2	0
Classroom teachers	34	0
Special resource teachers/specialists	14	5
Paraprofessionals	13	0
Support Staff	15	0
Total number	78	5

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 $\frac{17}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	95 %	96 %	95 %
Daily teacher attendance	95 %	96 %	96 %	97 %	97 %
Teacher turnover rate	16 %	14 %	9 %	10 %	%
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Ocean View Elementary School is an urban school located in the Ocean View section of Norfolk. The school opened in January, 1939, as a replacement for Ocean View Grammar School located a few blocks away. Ms. Lucy Holt, the school's first principal, led her students in a parade from the old school to the new school for the opening ceremonies. The school currently houses students in grades PreK through five in both the original building and the ten room annex added in 1949.

Located within walking distance of the Chesapeake Bay, Ocean View School is dedicated to the protection and preservation of the environment, with particular emphasis on the Bay. This is accomplished through a series of service learning projects in which service to the community is linked to school curriculum both to help the bay and to increase student achievement. Students have raised over 300,000 oysters in the Chesapeake Bay Foundation's 'Bay Savers' project and worked with the City of Norfolk to restore the Maritime Forest behind the school, creating an outdoor classroom.

Ocean View celebrates the rich diversity of our students daily. Over the last few years, a growing number of Hispanic students have joined our student body, formerly equally divided between African-American and white students. To better meet the needs of these new students, we have created gifted / Limited English Proficiency (LEP) cluster classes operating under the Sheltered Instruction model. Our special education students are taught through inclusion cluster classes where regular education and special education teachers team teach in a collaborative planning and instructional model. Even with 60% of our students eligible for free and reduced lunch, socioeconomics do not limit our success. Ocean View teachers work to create challenging and varied learning experiences to expand the knowledge and vocabulary level of all students.

At Ocean View, we believe that all children must be encouraged to achieve to their highest potential. We know that we are responsible for setting the highest goals and expectations for all students. Our stated mission is to ensure proficiency for all students in each subject and at every grade level. To accomplish this mission, we reorganized our school under a data-driven decision-making management model in the fall of 2002. Now all decisions, from teacher assignments to scheduling to budget to instruction, are truly driven by student data that are collected and analyzed in a consistent and systematic way. Everyone is held accountable for student achievement. Content vertical data teams use student data to develop instruction and intervention strategies, then track the effectiveness of their own strategies with more data. The results have been dramatic. Student proficiency rates on the Virginia Standards of Learning Tests in reading and math have risen above 90 percent, while achievement gaps are steadily closing.

The Ocean View staff believes that the home, school and community can work together to ensure that the needs of all children are met and that they will have an opportunity to be successful. We have formed partnerships with United States Navy ships and work groups. These sailors- as well as parents and community members - clock over 6,000 volunteer hours at our school each year.

Located in an old building - in an urban school district, with the majority of students from low socioeconomic and minority homes, Ocean View School is, nonetheless, filled with students who are consistently meeting and exceeding local, state and national standards. Dedicated teachers, strongly committed to the philosophy that ALL students can learn, use powerful instructional strategies, common assessment data and focused intervention to ensure high levels of learning for all Ocean View students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Commonwealth of Virginia administers tests on the Virginia Standards of Learning (SOL) to hold schools accountable for student learning and achievement - as well as to determine accreditation for individual schools. English (reading and writing), math, science and social studies tests are administered in May of each year in grades 3 and 5. In the 2005-06 school year, testing in reading and math began in grade 4. These tests measure content knowledge, scientific and mathematical processes and reasoning.

State assessment results are reported on a scale of 0 ' 600. Scores of 400 ' 499 are considered pass/proficient and scores of 500 or above rank as pass/advanced. Ocean View Elementary has been fully accredited since the 2002-2003 school year. State SOL scores are reviewed to determine Adequate Yearly Progress (AYP) under the No Child Left Behind Act. Ocean View has consistently met all 35 indicators and achieved AYP since 2004.

Ocean View has focused on meeting and exceeding state academic benchmarks while eliminating achievement gaps. Ocean View students have demonstrated significant progress in both areas over the past five years. Our continued focus on data-driven decision-making with monthly common skill assessments, data determined focused interventions, and reassessments to ensure proficiency for students in all subjects at all grade levels, along with deep implementation of our Big Three Power Strategies has produced impressive results in student achievement. In 2002, the fifth grade pass rate on the state SOL reading test was 78 percent. On the state SOL math test, the pass rate was 67 percent. In 2007, 100 percent of Ocean View students passed the state reading test and 99 percent passed the state math test. All white, African-American, and disadvantaged students were proficient in math; pass/advanced rates doubled from 22 percent of students in 2005 to 44 percent in 2007. Among African-American students, the pass/advanced rate almost tripled from 11 percent to 40 percent.

Assessment results in grade 4 are equally impressive. In 2006, the first year that fourth graders were tested by the state, 96 percent of students were proficient in reading and 87 percent were proficient in math. In 2007, 97 percent of fourth grade students were proficient in reading and 96 percent were proficient in math. With reading pass rates for white students at 97 percent, African-American students at 96 percent, and disadvantaged students at 98 percent, the achievement gap among these groups was virtually eliminated. Students had similar results in math where 96 percent of white students, 95 percent of African-American students and 93 percent of disadvantaged students were proficient.

In 2002 Ocean View third graders struggled with the state tests with only 54 percent passing reading and 58 percent passing math. By 2007 third grade proficiency rates had soared to 87 percent in reading and 96 percent in math. The achievement gap in math again disappeared with 96 percent of white students, 95 percent of African-American students, and 96 percent of disadvantaged students passing the state math test. In reading, subgroup pass rates reveal a continuing, but narrowing achievement gap between African-American and white students. In 1998, the first year third graders were given the state reading test, 57 percent of white students and 14 percent of African-American students passed the test ' a gap of 43 percent. By 2007 that gap had narrowed to 14 percent with 92 percent of white students and 78 percent of African-American students passing the test. A strong focus remains on third grade reading as we strive to ensure reading proficiency for all Ocean View students.

2. Using Assessment Results

Ocean View Elementary operates under a data-driven decision-making model. Beginning as soon as SOL test data are received in July, the Ocean View Lead Data Team meets to analyze the data, identify school and grade level areas of strengths and weaknesses, disaggregate the data by identified subgroups, and identify teachers and students for intervention and support. This task is facilitated by the Norfolk Public Schools Data Warehouse, a comprehensive data collection software program that allows administrators and teachers to sort, graph and print information from school, district and state assessments.

Using the identified weak skill areas in each subject in each grade level, an Accountability Plan is developed to serve as an instructional blueprint for the coming year. For teachers, a comprehensive professional development plan is designed to link teacher training priorities to student achievement deficits. For students, instructional and intervention strategies are developed to target specific skill areas and subgroup gaps. Common weekly and monthly school level assessments - as well as district quarterly assessments - are used to track student progress throughout the school year. Tracking is done not only by grade, class, or subgroup - but also by individual student. Once a student is identified as non-proficient on any skill, he is immediately assigned to a small group for focused intervention on that skill and then reassessed to determine both his proficiency and the effectiveness of the intervention lessons.

We use data to determine what we need to do, carefully plan and implement our interventions, and then track the results by student, by teacher, by grade. We know exactly what powerful strategies we have used to obtain the achievement results we have. We continue to use what is working and strive to develop even more effective and focused interventions.

3. Communicating Assessment Results

Classroom teachers report assessment results to students using a two step process. The first step is a class meeting facilitated by the teacher sharing monthly assessment data for each content area that is charted on a poster in the hall beside every classroom. The chart indicates the standard that was assessed and the percentage of proficient students passing the assessment. The second step is an individual follow-up meeting with each student. These meetings focus on the individual student needs in preparation for intervention instructional practices.

Ocean View Elementary communicates student performance and assessment data to parents, students, and the community using district-wide reporting procedures. Informal progress reports are sent to parents the fourth week of every nine week grading period and report cards are sent at the end of the nine week grading period. Grades are submitted by teachers using an electronic grade book that is accessible to parents using an online password-protected account.

Communicating with parents goes above and beyond formal progress reports and report cards. We believe that active communication is essential to building a partnership among administrators, teachers and parents focused on student learning that occurs through four strategic initiatives. They are: 1) individual parent/teacher conferences; 2) individual written reports sent home daily; 3) parent group meetings scheduled by our parent liaison; and 4) parent newsletters or weekly agendas designed by the classroom teacher. When reporting assessment results to parents, we communicate how well an individual student has progressed, what steps we will take to make improvements in instruction, and how parents can actively participate in a plan of action to address the instructional needs of their child.

State assessment results for the Standards of Learning assessments are mailed to parents and reported to the community through the news media. The information states the grade levels tested and how the students scored as compared to students attending other schools in the state. These assessment results are also available on the Internet. The Annual School Report Card, issued to each school by the Commonwealth of Virginia and available on the Internet, provides information that emphasizes school, division, and state performance, including accreditation and Adequate Yearly Progress (AYP) status.

4. Sharing Success:

The Norfolk Public School District pairs high achieving schools with schools in need of additional support. In recent years, Ocean View has served as a mentoring school to three other schools in our district. Once these schools identify areas for improvement, administrators and teacher leaders from Ocean View meet with their counterparts at the other school to determine what support is needed. We then schedule a walk through where teachers and administrators visit our classrooms to observe instruction and meet with our teachers to discuss our successful instructional strategies. Next, we visit our mentee school to observe the implementation of these strategies and hold additional teacher to teacher discussions for continued improvement. Our reading and math specialists meet with their cohorts in these and other schools in the district to provide guidance in program design, successful instructional strategies and additional training for teachers.

Administrators and instructional leaders across our district have visited our school to observe

how our Lead Data Team and our Content Vertical Data Teams operate to analyze data, improve instruction, and track student achievement.

We have made our school available for site visits by numerous school administrators from surrounding districts - as well as schools in Northern Virginia. Our school served as the elementary site for a visit from the Broad Foundation the year that Norfolk Public Schools won the prestigious Broad Prize in Education.

The Ocean View principal has given presentations at conferences at the district, state and national level on the success of data-driven decision-making in improving student achievement and shared our power strategies, monthly common formative assessments and reassessments - as well as our intervention program design.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Ocean View Elementary School's curriculum and instruction is designed using the Virginia Standards of Learning and curriculum guides provided by Norfolk Public Schools. Each grade level assures implementation of grade level standards and objectives by developing a road map. The road map is used as a pacing guide to promote systematic weekly instruction in the content areas of reading, math, science, and social studies. Grade level teams meet weekly to collaborate and develop instructional learning activities aligned to state and local standards. Content area vertical teams, composed of a teacher representative from each grade level, meet twice a month to analyze student data and develop strategies to increase student achievement. We analyze, align, assess, and adjust the curriculum to ensure that students are engaged in meaningful and appropriate learning tasks. The alignment of curriculum, instruction, and evaluation is continually monitored to ensure that intended learning outcomes are achieved.

The language arts curriculum integrates reading, writing, speaking, and listening activities. Reading instruction is centered around a direct focus on twelve comprehension power standards that are taught through instruction in literature and content reading. Additional emphasis is placed on research, vocabulary building, and word analysis strategies. Writing is taught through a process where students use their knowledge of spoken and written language to plan, compose, revise, edit, and publish using the four square model of instruction.

The math curriculum promotes mastery learning through implementation of power standards that train students to problem solve in a variety of ways. They are given intense guided practice using manipulatives and specific guidelines to focus on number and number sense, computation and estimation, measurement and geometry, probability and statistics - as well as patterns, functions, and algebra. Students are exposed to math exemplars that employ strategies which demand more effort and challenge students to examine and explain the problem solving process.

Science instruction at Ocean View is a process for gaining knowledge and understanding of the natural world through scientific investigation. The science core curriculum places emphasis on using skills through active learning about force, motion, and energy, matter, life processes, living systems, earth/space systems, and earth patterns, cycles, and change. Students observe, inquire, question, formulate and test hypotheses, analyze data, report and evaluate findings in our maritime lab. Ocean View's focus on maritime environmental studies, along with its many related service learning projects, provides real life experiences for students who are actively engaged in improving their community.

Ocean View's social studies curriculum addresses important learning objectives pertaining to cognitive skills and civic participation. Vocabulary development dominates the teaching and learning experiences in history, civics, geography, and economics. Textbooks, films, trade books, reading passages and multiple field study activities are teaching tools used in combination with technological instruction. Teachers prepare study guides to help students identify important facts, concepts, and main ideas.

Art and music instruction is infused with an interdisciplinary component that is aligned to and supports all content area standards. Fifth grade students are given the opportunity to participate in chorus and learn string instruments with multiple performance events. Our art club students design sets for school programs and display their individual work in our annual art show. Our arts curriculum allows students to bring their own insight, ability, and vision to the subject by sharpening visual perceptions - and by strengthening reasoning and problem solving abilities.

2a. (Elementary Schools) Reading:

The language arts curriculum at Ocean View Elementary School is based on a well-balanced literacy approach to reading and writing. Instruction during the two hour communications skills block focuses on deep implementation of phonemic awareness,

phonological awareness, vocabulary, text comprehension, and fluency.

Teachers at Ocean View use a multitude of reading materials and strategies to teach reading skills to the students. They begin with the Trophies reading series, a research-based core curriculum from Harcourt that is supplemented with leveled books, big books, and other practice materials designed to facilitate and foster growth in all areas of reading development. In addition, we use computer software programs which include Breakthrough to Literacy, Accelerated Reader, Study Island and SOL Pass. Differentiated small group instruction is provided to students in all classrooms through daily guided reading groups. The reading specialist and literacy coaches are assigned to classrooms for small group intervention.

A variety of ongoing assessments are utilized to track student progress in reading. The Phonological Awareness Literacy Screening (PALS) assessment is administered to students in kindergarten through second grade and selected students in grade three. The Qualitative Reading Inventory (QRI), Yopp Singer, Developmental Reading Assessment (DRA), Multidimensional Fluency Assessment (MDFA), and the computer-based Standardized Test for Assessment in Reading (STAR Reading) are among other assessments that teachers use to monitor growth and mastery of specific reading skills. At Ocean View, we also administer weekly and monthly comprehension and word study assessments. The data collected from these assessments enables teachers to focus on the specific needs of each student - as well as help them plan their instructional lessons. Analysis of the data guides all planning for remediation and intervention.

2b. (Secondary Schools) English:

3. Additional Curriculum Area:

Mathematics instruction at Ocean View Elementary School includes a variety of instructional methods which cultivate students' abilities to investigate, make sense of and construct meaning from new situations, and make conjectures. The goal of our mathematics program is to shift instruction from teaching by telling to a model in which the teachers' role is one of facilitator and coach--combining directed instruction with inquiry-based learning.

The Ocean View balanced approach to mathematical literacy requires explicit, systematic instruction focused on linking conceptual and procedural knowledge. Our goal is to make connections between existing mathematical knowledge and newly encountered materials, problems, and experiences. This goal is achieved by using instruction that includes whole class directed teaching, small flexible groups (needs based, cooperative, and enrichment), independent work stations, and individual practice.

Ocean View's instructional environment is one in which skills are taught through real-life applications. It is an environment that requires critical thinking and reasoning, where students are expected to justify and defend their solutions orally and in writing, utilizing a variety of forms such as concrete/symbolic representations, modeling, mathematical language and graphic representations.

Assessment is also used as a process that involves planning, collecting data, interpreting results, and making instructional decisions to provide intervention to those students in need. In addition to the one hour daily mathematics instruction, there is an additional 15-20 minutes of supplementary mathematics instruction to provide a daily opportunity to use the current data to investigate mathematics concepts and relationships. This includes Calendar Math and a five-problem per day Math Daily Review. These activities involve a high level of student interaction in order to justify and defend answer choices.

4. Instructional Methods:

The instructional methods at Ocean View Elementary are in place to ensure that all students meet and exceed local, state, and national benchmarks. In order to accomplish these goals, we have various weekly, monthly and quarterly assessments in place that are used to monitor student skill mastery so that instruction can be adjusted to meet individual student needs. We also focus heavily on our three 'Power Strategies' -- justifying answers,

comparing and contrasting, and incorporating content vocabulary into everyday lessons.

Assessment data drive Ocean View's instruction and intervention programs. Intervention is provided in all subject areas by the classroom teacher and resource support staff after an assessment - in SOL test format - is administered to the entire class. Students not proficient are included in intervention lessons and then given a 'Form B' reassessment where they have a second chance to show proficiency. This intervention is reflected in teachers' daily lesson plans and is implemented throughout the building. The use of bi-monthly content vertical team meetings allows a representative from each grade level to analyze data and, with the help of peers, generate instructional strategies that will produce a higher proficiency pass rate on Form B assessments.

Other methods used to increase student achievement at Ocean View consist of best practices such as differentiated instruction (use of the Sheltered Instruction model for gifted learners and Limited English Proficiency learners and the inclusion model for special education students). Other methods of increasing student achievement are flexible grouping, literacy teachers who double dose (provide a second daily guided reading lesson) the low and middle reading groups, guided reading, and technology integration.

Students who continue to need additional specific skill support work in small flexible groups with SOL intervention teachers who tailor lessons to students' individual needs that are determined by common skill assessments. In addition, an after school tutorial program staffed by volunteer teachers meets twice each week to provide even more support for struggling students.

5. Professional Development:

Ocean View Elementary School and Norfolk Public Schools provide their educators with numerous professional development opportunities throughout the year. Beginning teachers are provided extensive support through the district-wide New Teacher Orientation, Beginning Educator Support Team, and mentorship programs. This support continues throughout their first three years of teaching with the Classroom Organization and Management Program, Teacher Expectations and Student Achievement Program, and continuing mentor support.

At Ocean View, the principal and Data Lead Team seek to correlate professional development programs with identified areas of concern based on recent student data. After examining Standards of Learning data, school-wide monthly assessment data, and teacher concerns, the Data Lead Team creates a list of targeted professional development opportunities for the upcoming year. Teachers are selected to attend workshops on an array of in-demand topics and return to the school to deliver the information to their peers. Staff development is provided during monthly staff meetings and early release days, as well as during grade level common resource planning time.

An example of how this alignment of assessment data with professional development priorities works can be found in changes to our writing instructional program. Having been disappointed with the small increases in fifth grade SOL writing scores, the Data Lead Team determined a need to align writing instruction throughout all grade levels within the school. One teacher in each grade level attended a workshop on the Four Square Writing Method by Judith Gould. These teachers then presented an interactive workshop that trained all Ocean View teachers with a working knowledge of the approach, provided model lessons and conducted peer observations to ensure deep implementation of this instruction method throughout the school. In 2007, 96 percent of Ocean View fifth graders demonstrated proficiency on the state writing SOL test.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 3 Test Mathematics

Edition/Publication Year 2002, 2003, 20 Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus advanced	96	96	97	91	88
% "Exceeding" State Standards					
Advanced	46	54	58	48	42
Number of students tested	78	88	81	84	72
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus advanced	95	95	94	89	84
% "Exceeding" State Standards					
Advanced	38	49	41	47	32
Number of students tested	37	39	34	27	42
2. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus advanced	96	96	96	91	86
% "Exceeding" State Standards					
Advanced	48	47	57	43	39
Number of students tested	54	58	51	59	54
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus advanced	96	97	100	93	92
% "Exceeding" State Standards					
Advanced	63	64	79	50	60
Number of students tested	24	37	0	48	28
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus advanced	96	87			
% "Exceeding" State Standards					
Advanced	38	33			
Number of students tested	81	80			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus advanced	96	86			
% "Exceeding" State Standards					
Advanced	24	21			
Number of students tested	26	34			
2. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus advanced	93	87			
% "Exceeding" State Standards					
Advanced	33	24			
Number of students tested	49	54			
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus advanced	95	93			
% "Exceeding" State Standards					
Advanced	49	48			
Number of students tested	38	32	0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus advanced	99	85	92	89	93
% "Exceeding" State Standards					
Advanced	44	36	22	13	16
Number of students tested	77	72	83	80	82
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus advanced	100	75	96	89	91
% "Exceeding" State Standards					
Advanced	40	29	11	7	15
Number of students tested	30	32	28	30	35
2. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus advanced	98	80	89	89	91
% "Exceeding" State Standards					
Advanced	42	33	22	8	8
Number of students tested	55	49	59	56	56
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus advanced	100	91	91	86	97
% "Exceeding" State Standards					
Advanced	55	41	35	17	19
Number of students tested	31	35	0	49	40
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus advanced	87	90	88	88	77
% "Exceeding" State Standards					
Advanced	27	53	18	9	13
Number of students tested	80	88	80	84	72
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed		2			
Percent of students alternatively assessed		2			
SUBGROUP SCORES					
1. Black/African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus advanced	78	89	88	89	68
% "Exceeding" State Standards					
Advanced	19	46	13	5	11
Number of students tested	37	39	34	27	42
2. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus advanced	83	85	85	85	76
% "Exceeding" State Standards					
Advanced	26	46	15	9	12
Number of students tested	55	56	50	59	54
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus advanced	92	91	83	88	88
% "Exceeding" State Standards					
Advanced	25	61	24	12	16
Number of students tested	25	37	0	48	28
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus advanced	97	96			
% "Exceeding" State Standards					
Advanced	63	62			
Number of students tested	80	80			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus advanced	96	93			
% "Exceeding" State Standards					
Advanced	46	55			
Number of students tested	26	34			
2. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus advanced	98	95			
% "Exceeding" State Standards					
Advanced	57	60			
Number of students tested	48	52			
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus advanced	97	100			
% "Exceeding" State Standards					
Advanced	68	67			
Number of students tested	38	32	0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus advanced	100	94	85	85	90
% "Exceeding" State Standards					
Advanced	39	35	24	24	17
Number of students tested	77	72	84	80	75
Percent of total students tested	100	100	99	100	91
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black/African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus advanced	100	93	82	85	88
% "Exceeding" State Standards					
Advanced	31	14	21	19	9
Number of students tested	29	32	28	30	34
2. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus advanced	100	96	83	85	88
% "Exceeding" State Standards					
Advanced	42	24	24	15	12
Number of students tested	55	49	57	55	54
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus advanced	100	94	85	86	91
% "Exceeding" State Standards					
Advanced	47	53	26	29	24
Number of students tested	32	35	0	39	36
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					