

ANNUAL

VIRGINIA BEACH CITY PUBLIC SCHOOLS

HIGH SCHOOL

# Report Card

ISSUED 2005-2006



Dear Parents or Guardian:

We are pleased to provide you with the eighth 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 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 95 percent of our schools made AYP for the 2005-2006 school year based on 2004-2005 data.

However, our ability to remain "ahead of the curve" and show 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,

Sheila S. Magula, Ed.D.  
Superintendent



## FIRST COLONIAL High (9-12)

1272 Mill Dam Road  
Virginia Beach, VA 23454  
757.496.6711  
757.496.6719 fax  
fchs@vbschools.com  
www.firstcolonialhs.vbschools.com

## 2005-2006

Dr. Hazel J. Jessee, Principal  
Ms. Carol J. Anthony, Assistant Principal  
Mr. Carlton L. Hill, Assistant Principal  
Mr. Lionel F. Jackson, Assistant Principal  
Dr. Anne L. Mannarino, Assistant Principal  
Ms. Paige D. Scherr, Legal Studies  
Academy Coordinator  
Ms. Vivian Payne, PTSA President

**State Accreditation Status:**  
Fully Accredited

*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.*

### School Board Members

Daniel D. "Dan" Edwards, Chairman  
Sandra Smith-Jones, Vice Chairman  
Rita Sweet Bellitto  
Jane S. Brooks  
Emma L. "Em" Davis  
Edward F. Fissinger, Sr.  
Dan R. Lowe

Michael W. Stewart  
Arthur T. Tate  
Carolyn D. Weems  
Dr. Lois S. Williams

## READING YOUR SCHOOL REPORT CARD

This report card for your child's school includes information related to school characteristics and student performance measures. Unless noted otherwise, the information is for the current school year, 2005-2006. Some of the information required by the No Child Left Behind Act of 2001 is also included. Additional information about your child's school and all other schools in the division is available at [www.vbschools.com](http://www.vbschools.com) and [www.doe.virginia.gov](http://www.doe.virginia.gov).

### SCHOOL INFORMATION

**PTSA Membership March 2005:** 541

**No Child Left Behind Adequate Yearly Progress (AYP)**

**Status:** Made AYP

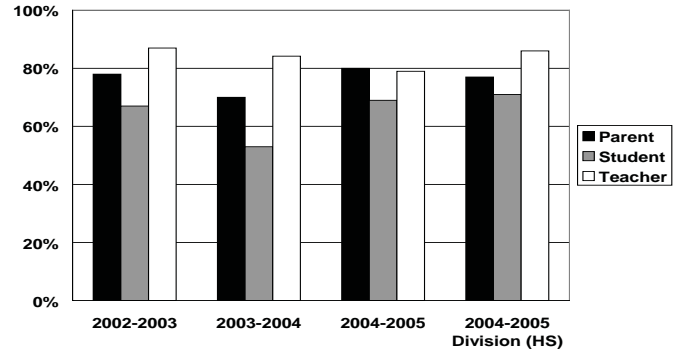
**No Child Left Behind Safe School**

**Status:** Not Persistently Dangerous

#### Average Class Size

English	Mathematics	Science	Social Studies
22.2	21.7	24.8	23.0

Percentage of people giving an A or B grade to the overall quality of education received by students at this school, based on the school division's annual spring survey.

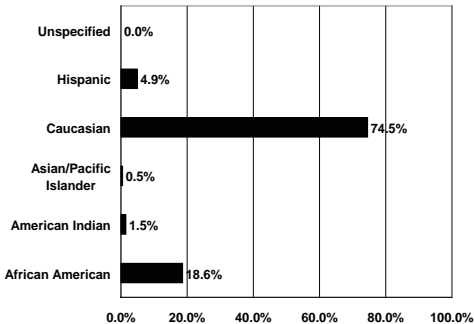


#### Attendance 2004-2005

School Average Daily Attendance: 94.4%

Division (HS) Average Daily Attendance: 94.3%

### STAFF CHARACTERISTICS



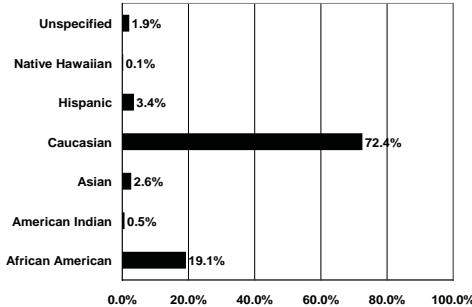
Administration/Intern:	6
Instructional:	147
Classified:	47
Other:	4

#### Additional Instructional Characteristics

	School	Division (HS)	State
Female	63.9%	65.7%	*
Male	36.1%	34.3%	*
Average years of teaching experience	13.3	13.8	*
Percentage with graduate degrees	41.5	46.3	*
Percentage new to the system	6.8	8.8	*
Percentage of core courses not taught by highly qualified teachers 04-05	4.7	5.6	4.4
Percentage of teachers with provisional credentials 04-05	5.9	4.5	7.1

\*Not Available

### STUDENT CHARACTERISTICS



September 30, 2005

Membership: 2,115

	School	Division (HS)
Female	52.1%	49.4%
Male	47.9%	50.6%
Economically Disadvantaged	20.7%	18.8%
Gifted	16.0%	12.9%
Limited English Proficiency	1.2%	0.9%
Migrant	0.0%	0.0%
Special Education	10.3%	11.1%

### STUDENT PERFORMANCE MEASURES

#### Stanford Achievement Tests

*The Stanford 10 is a nationally norm-referenced test designed to compare the achievement of students with other students throughout the country.*

#### Stanford Achievement Tests - Grade 9 Percentile Scores

Tests	Fall 2004	
	School	Division
Total Reading	65	59
Total Language	67	61
Total Mathematics	62	60
Partial Battery Total	63	59

# 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 score a 3, 4, or 5 on the AP exams given in the spring.

Advanced Placement	School			Division	State
	02-03	03-04	04-05	04-05	04-05
Number of AP courses taken by students	619	692	710	6,387	*
Number of exams taken <sup>^</sup>	506	567	572	4,839	80,583
Number of exams with a score of 3 or higher <sup>^</sup>	336	398	390	3,217	49,728
Percentage of exams with a score of 3 or higher <sup>^</sup>	66	70	68	66	62

<sup>^</sup>May include students not enrolled in AP courses

## GRADUATION RATE

The table below shows the graduation rates for the school, division, and state. The graduation rate is one measure used to determine NCLB Adequate Yearly Progress.

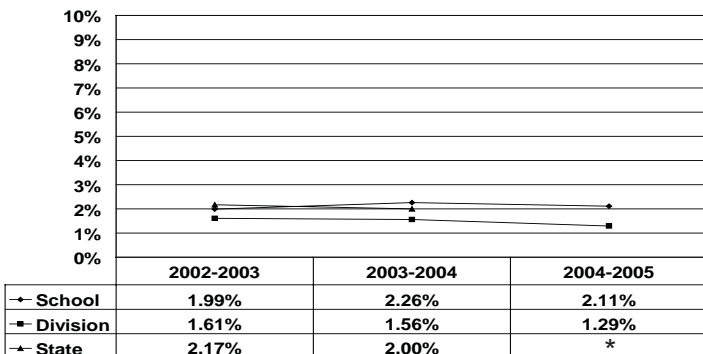
Graduation Rate	All Students	Female	Male	African American	Caucasian	Hispanic	
2002-2003	School	79.1%	84.7%	73.0%	52.7%	85.3%	<
	Division	80.3%	83.2%	77.2%	76.2%	80.7%	78.9%
	State	81.9%	85.4%	78.5%	75.2%	84.5%	72.2%
2003-2004	School	80.6%	*	*	65.8%	84.5%	<
	Division	81.5%	*	*	76.8%	82.6%	79.4%
	State	*	*	*	*	*	*
2004-2005	School	81.5%	*	*	60.3%	85.9%	75.0%
	Division	82.5%	*	*	77.2%	83.6%	83.6%
	State	*	*	*	*	*	*

**AYP Graduation Target: 57.0%**

## DROPOUT RATE

The line graph below shows the three-year trends for the percent of dropouts for the school, division, and state.

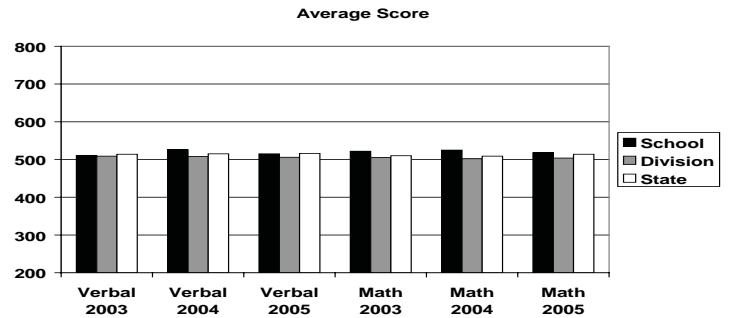
Three-Year Trends in Dropout Rate



\*Not Available

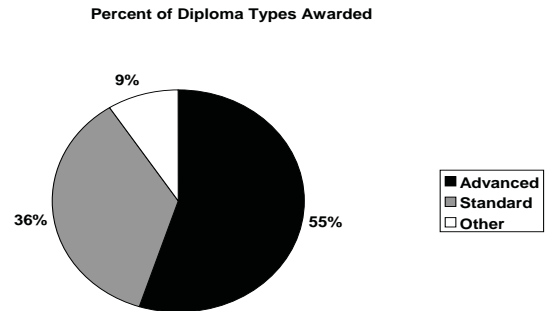
## SAT I

The SAT I 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 and verbal section. Each section has a maximum score of 800.



## DIPLOMAS AWARDED

The pie chart below shows the percent of diploma types awarded by the school during the 2004-2005 school year.



**Total number of diplomas awarded by school: 432**

## SCHOLARSHIPS ACCEPTED

The table below shows the dollar value of the scholarships accepted. Pell grants, work study, and student loans are not included.

Year	School	Division
2002-2003	\$1,410,812	\$11,696,215
2003-2004	\$1,653,000	\$13,374,904
2004-2005	\$517,465	\$13,630,720

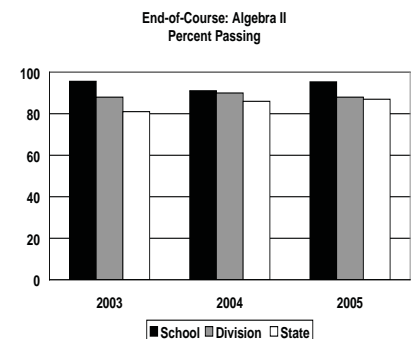
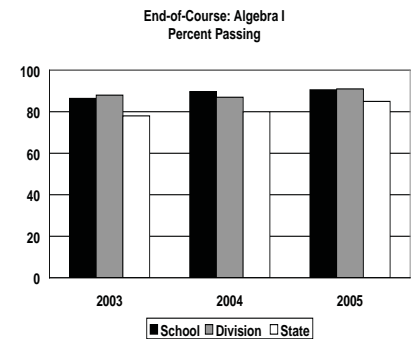
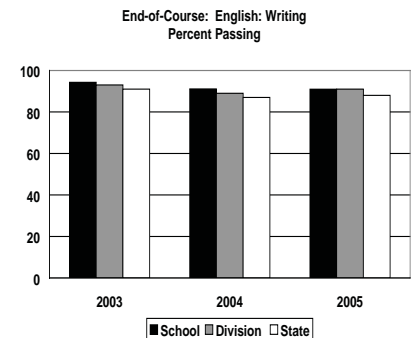
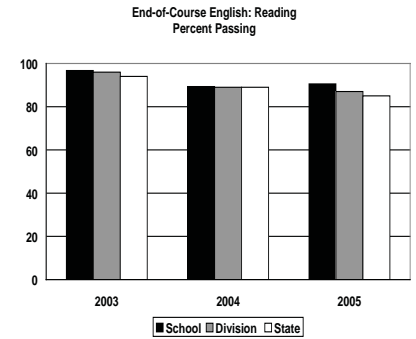
STUDENT PERFORMANCE MEASURES

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 2004-2005 SOL performance shown in the following tables includes all SOL unadjusted scores for the year including scores reported back to the home school for alternative center students. The bar graphs show three-year trends for spring SOL scores for the school, division, and state. Remediation recovery, SELP scores, retake test scores, substitute test scores, and alternate assessment scores are not included in the SOL Performance tables. Retake test scores are included in the bar charts. School and division scores exclude SECEP students.

2004-2005 SOL Performance

End-of-Course Tests		School % Tested	School Proficiency Levels			Percent Passing		
			Advanced	Proficient	Fail	School	Division	State
English: Reading	All Students	99.2	30	60	9	91	89	*
	Female	99.6	35	59	6	94	90	*
	Male	98.8	26	61	13	87	87	*
	African American	98.8	7	71	22	78	79	*
	American Indian	<	<	<	<	<	89	*
	Asian	92.3	8	75	17	83	90	*
	Caucasian	99.4	36	58	6	94	93	*
	Hispanic	100.0	31	54	15	85	84	*
	Native Hawaiian	<	<	<	<	<	97	*
	Unspecified Ethnicity	<	<	<	<	<	83	*
	Economically Disadvantaged	97.7	7	67	25	75	77	*
	Limited English Proficiency	<	<	<	<	<	73	*
	Special Education	100.0	3	46	51	49	60	*
Migrant	<	<	<	<	<	<	*	
English: Writing	All Students	96.7	39	52	9	91	90	*
	Female	96.6	46	48	6	94	93	*
	Male	96.8	33	55	13	87	87	*
	African American	96.7	17	60	23	77	81	*
	American Indian	<	<	<	<	<	95	*
	Asian	100.0	33	67	0	100	93	*
	Caucasian	97.3	44	50	6	94	94	*
	Hispanic	83.3	40	40	20	80	87	*
	Native Hawaiian	<	<	<	<	<	100	*
	Unspecified Ethnicity	<	<	<	<	<	87	*
	Economically Disadvantaged	96.3	13	62	25	75	81	*
	Limited English Proficiency	<	<	<	<	<	68	*
	Special Education	100.0	3	46	51	49	61	*
Migrant	<	<	<	<	<	<	*	
Algebra I	All Students	98.5	17	70	13	87	87	*
	Female	97.7	19	73	8	92	89	*
	Male	99.4	15	67	18	82	85	*
	African American	100.0	10	69	22	78	79	*
	American Indian	<	<	<	<	<	81	*
	Asian	100.0	42	58	0	100	94	*
	Caucasian	98.5	20	72	8	92	90	*
	Hispanic	94.1	6	75	19	81	85	*
	Native Hawaiian	<	<	<	<	<	90	*
	Unspecified Ethnicity	<	<	<	<	<	91	*
	Economically Disadvantaged	99.1	8	70	22	78	81	*
	Limited English Proficiency	92.3	42	25	33	67	88	*
	Special Education	100.0	9	69	23	77	60	*
Migrant	<	<	<	<	<	<	*	
Algebra II	All Students	99.2	41	54	5	95	90	*
	Female	99.0	43	52	5	95	91	*
	Male	99.4	38	56	6	94	88	*
	African American	100.0	22	69	9	91	84	*
	American Indian	<	<	<	<	<	80	*
	Asian	<	<	<	<	<	94	*
	Caucasian	99.4	43	54	3	97	91	*
	Hispanic	<	<	<	<	<	88	*
	Native Hawaiian	<	<	<	<	<	80	*
	Unspecified Ethnicity	<	<	<	<	<	90	*
	Economically Disadvantaged	100.0	13	71	16	84	89	*
	Limited English Proficiency	<	<	<	<	<	95	*
	Special Education	91.7	0	73	27	73	79	*
Migrant	<	<	<	<	<	<	*	

Three-Year Trend SOL Spring Scores

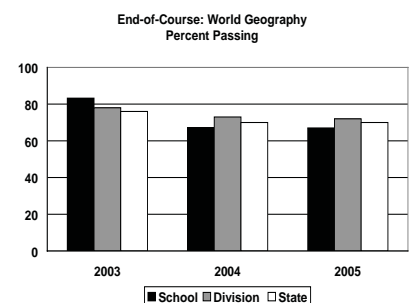
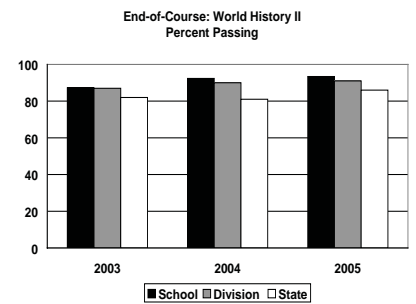
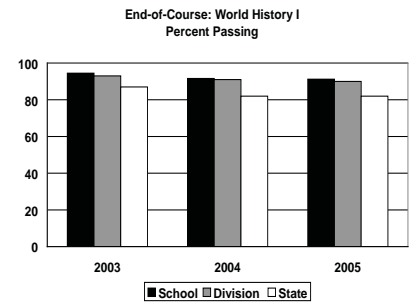
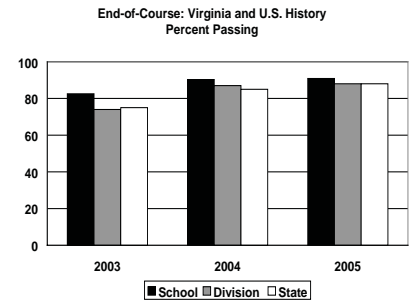
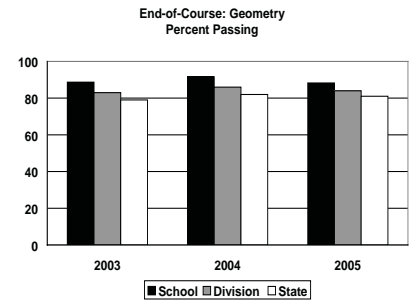


\* Not Available < Data not reported for less than 10 students

## 2004-2005 SOL Performance

## Three-Year Trend SOL Spring Scores

End-of-Course Tests		School % Tested	School Proficiency Levels			Percent Passing		
			Advanced	Proficient	Fail	School	Division	State
Geometry	All Students	98.1	33	56	11	89	87	*
	Female	99.3	35	52	13	87	85	*
	Male	96.3	31	61	8	92	88	*
	African American	93.7	11	59	30	70	72	*
	American Indian	<	<	<	<	<	80	*
	Asian	88.2	73	13	13	87	91	*
	Caucasian	99.4	38	56	6	94	92	*
	Hispanic	100.0	7	64	29	71	83	*
	Native Hawaiian	<	<	<	<	<	95	*
	Unspecified Ethnicity	100.0	18	73	9	91	90	*
	Economically Disadvantaged	94.9	28	57	15	85	78	*
	Limited English Proficiency	<	<	<	<	<	88	*
	Special Education	100.0	4	75	21	79	67	*
Migrant	<	<	<	<	<	<	*	
Virginia and U.S. History	All Students	96.8	40	52	8	92	90	*
	Female	98.2	32	59	9	91	89	*
	Male	95.3	48	46	7	93	92	*
	African American	97.8	15	61	24	76	82	*
	American Indian	<	<	<	<	<	100	*
	Asian	83.3	40	50	10	90	91	*
	Caucasian	97.1	47	50	4	96	94	*
	Hispanic	100.0	40	60	0	100	88	*
	Native Hawaiian	<	<	<	<	<	94	*
	Unspecified Ethnicity	<	<	<	<	<	86	*
	Economically Disadvantaged	92.6	15	55	31	69	78	*
	Limited English Proficiency	<	<	<	<	<	68	*
	Special Education	97.0	16	53	31	69	69	*
Migrant	<	<	<	<	<	<	*	
World History I	All Students	96.2	30	64	6	94	92	*
	Female	97.9	27	68	6	94	90	*
	Male	94.1	33	59	7	93	94	*
	African American	93.5	15	67	17	83	83	*
	American Indian	<	<	<	<	<	100	*
	Asian	100.0	20	80	0	100	96	*
	Caucasian	96.9	34	62	4	96	95	*
	Hispanic	91.7	27	64	9	91	89	*
	Native Hawaiian	<	<	<	<	<	95	*
	Unspecified Ethnicity	<	<	<	<	<	91	*
	Economically Disadvantaged	91.3	13	68	19	81	83	*
	Limited English Proficiency	<	<	<	<	<	83	*
	Special Education	95.5	5	71	24	76	75	*
Migrant	<	<	<	<	<	<	*	
World History II	All Students	96.5	26	69	5	95	94	*
	Female	96.5	14	80	6	94	91	*
	Male	96.5	41	55	4	96	96	*
	African American	100.0	21	63	17	83	86	*
	American Indian	<	<	<	<	<	<	*
	Asian	<	<	<	<	<	96	*
	Caucasian	95.5	28	70	3	97	96	*
	Hispanic	<	<	<	<	<	91	*
	Native Hawaiian	<	<	<	<	<	100	*
	Unspecified Ethnicity	<	<	<	<	<	86	*
	Economically Disadvantaged	93.1	15	78	7	93	86	*
	Limited English Proficiency	<	<	<	<	<	<	*
	Special Education	<	<	<	<	<	82	*
Migrant	<	<	<	<	<	<	*	
World Geography	All Students	94.4	19	52	29	71	76	*
	Female	94.1	17	53	31	69	72	*
	Male	94.6	22	52	26	74	79	*
	African American	95.9	0	50	50	50	58	*
	American Indian	<	<	<	<	<	78	*
	Asian	<	<	<	<	<	86	*
	Caucasian	93.9	28	55	18	82	85	*
	Hispanic	87.5	14	43	43	57	74	*
	Native Hawaiian	<	<	<	<	<	93	*
	Unspecified Ethnicity	<	<	<	<	<	79	*
	Economically Disadvantaged	96.3	0	49	51	49	60	*
	Limited English Proficiency	92.9	23	54	23	77	76	*
	Special Education	97.8	2	44	53	47	52	*
Migrant	<	<	<	<	<	<	*	



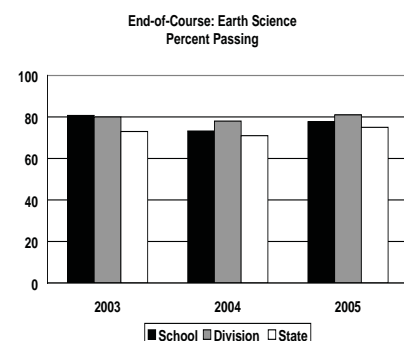
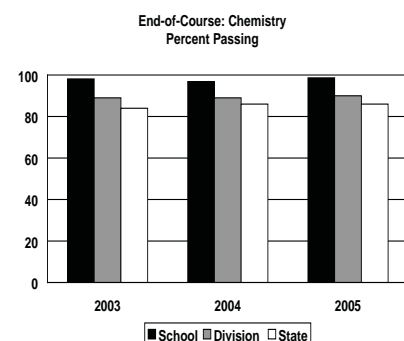
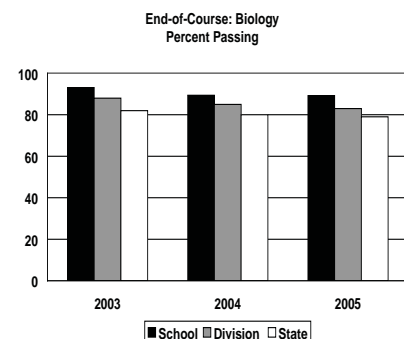
\*Not Available      <Data not reported for less than 10 students

## 2004-2005 SOL Performance

## Three-Year Trend SOL Spring Scores

End-of-Course Tests		School % Tested	School Proficiency Levels			Percent Passing		
			Advanced	Proficient	Fail	School	Division	State
Biology	All Students	98.8	14	77	9	91	87	*
	Female	99.3	13	80	6	94	87	*
	Male	98.3	15	73	11	89	87	*
	African American	98.0	3	74	23	77	73	*
	American Indian	<	<	<	<	<	95	*
	Asian	100.0	0	100	0	100	91	*
	Caucasian	98.9	18	77	4	96	93	*
	Hispanic	100.0	8	69	23	77	79	*
	Native Hawaiian	<	<	<	<	<	95	*
	Unspecified Ethnicity	<	<	<	<	<	86	*
	Economically Disadvantaged	99.0	3	70	27	73	74	*
	Limited English Proficiency	<	<	<	<	<	71	*
	Special Education	95.6	2	67	30	70	65	*
	Migrant	<	<	<	<	<	<	*
Chemistry	All Students	96.4	20	79	1	99	91	*
	Female	97.7	14	85	2	98	90	*
	Male	94.7	29	70	1	99	92	*
	African American	97.5	8	90	3	97	85	*
	American Indian	<	<	<	<	<	91	*
	Asian	<	<	<	<	<	92	*
	Caucasian	96.1	22	77	1	99	93	*
	Hispanic	<	<	<	<	<	84	*
	Native Hawaiian	<	<	<	<	<	95	*
	Unspecified Ethnicity	<	<	<	<	<	95	*
	Economically Disadvantaged	90.9	15	80	5	95	88	*
	Limited English Proficiency	<	<	<	<	<	100	*
	Special Education	<	<	<	<	<	83	*
	Migrant	<	<	<	<	<	<	*
Earth Science	All Students	95.2	7	75	18	82	85	*
	Female	94.9	5	73	22	78	81	*
	Male	95.7	9	78	13	87	88	*
	African American	96.0	6	63	31	69	70	*
	American Indian	<	<	<	<	<	94	*
	Asian	100.0	0	83	17	83	91	*
	Caucasian	92.6	9	83	8	92	92	*
	Hispanic	84.0	0	57	43	57	77	*
	Native Hawaiian	<	<	<	<	<	94	*
	Unspecified Ethnicity	92.3	0	75	25	75	83	*
	Economically Disadvantaged	93.3	3	68	29	71	73	*
	Limited English Proficiency	86.7	0	62	38	62	69	*
	Special Education	98.0	2	60	38	62	65	*
	Migrant	<	<	<	<	<	<	*

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



### SCHOOL ACCOMPLISHMENTS 2004-2005

- First Colonial was the first high school in Virginia to receive the Leadership in Cultural Diversity Education Award from the Virginia Board of Education.
- The First Colonial Legal Studies Academy completed its third year. Students earned national recognition at the Harvard Model United Nations Conference. Rising seniors completed a 50-hour legal internship.
- Students in chemistry and biology achieved the highest Standards of Learning scores in the school district.