

ANNUAL

VIRGINIA BEACH CITY PUBLIC SCHOOLS

High School Report Card

ISSUED 2006-2007



Dear Parents or Guardian:

We are pleased to provide you with the ninth 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 94 percent of our schools made AYP for the 2006-2007 school year based on 2005-2006 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

FRANK W. COX
High (9-12)

Home of the Falcons

2425 Shorehaven Drive
Virginia Beach, VA 23454
757-496-6767 (phone)
757-496-6731 (fax)
coxhs@vbschools.com
www.coxhs.vbschools.com

2006-2007

Dr. Brian K. Matney, Principal
Dr. Andrea P. Beam, Assistant Principal
Mr. David G. Flanigan, Assistant Principal
Mr. James M. Pohl, Assistant Principal
Mrs. Mary V. Wiggins, Assistant Principal
Mrs. Kelsey Griffo-Grice, PTSA President

State Accreditation Status:
Fully Accredited

NCLB Adequate Yearly Progress Status:
Made AYP

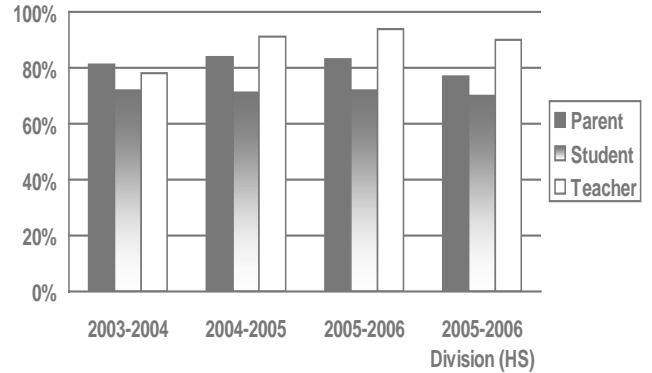
READING YOUR SCHOOL REPORT CARD

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 2006-2007 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%
PTSA Membership June 2006:	1,112
Average Class Size	
English	Mathematics
21.2	22.1
Science	Social Studies
21.9	24.0
Attendance 2005-2006	
School Average Daily Attendance:	94.4%
Division (HS) Average Daily Attendance:	94.4%

Overall Quality of Education

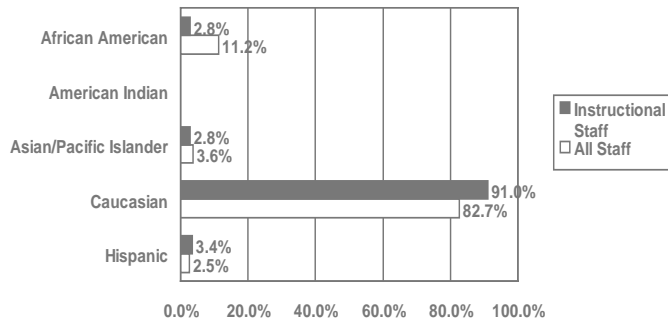


The bar chart above displays the percentage of people giving a grade of A or B to the overall quality of education received by students at this school, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 5 **Classified:** 43
Instructional: 145 **Other:** 4

Fall 2006 Staff Characteristics



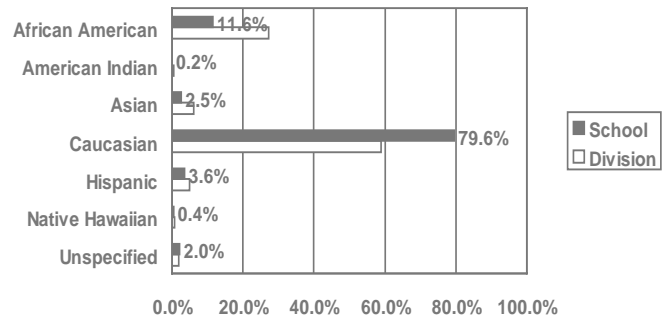
Additional Characteristics for Instructional Staff

	School	Division (HS)	State
<i>Female</i>	64.8%	65.2%	*
<i>Male</i>	35.2%	34.8%	*
<i>Average years of teaching experience</i>	16.4	14.0	*
<i>Percentage with graduate degrees</i>	53.8	46.3	*
<i>Percentage new to the system</i>	4.8	6.6	*
<i>Percentage of core courses not taught by highly qualified teachers 05-06</i>	3	6	5
		Entire Division	
<i>Percentage of teachers with provisional credentials 05-06</i>	3	5	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 2,055 **Division Membership (HS):** 23,336

Fall 2006 Student Characteristics



Additional Student Characteristics

	School	Division (HS)
<i>Female</i>	48.2%	49.4%
<i>Male</i>	51.8%	50.6%
<i>Economically Disadvantaged</i>	14.3%	24.3%
<i>Gifted</i>	17.7%	13.8%
<i>Limited English Proficiency</i>	0.7%	0.9%
<i>Migrant</i>	0.0%	0.0%
<i>Special Education</i>	9.8%	11.0%

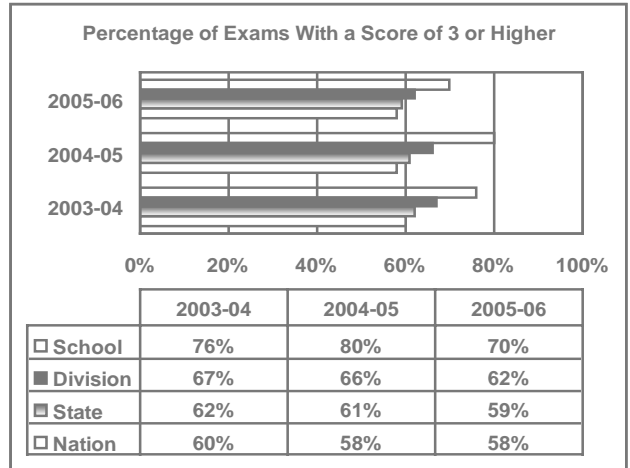
*Not Available

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.

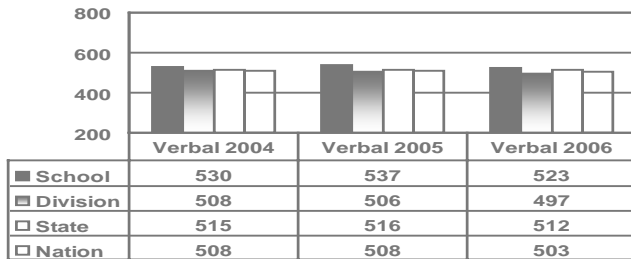
	Advanced Placement	Number of AP Courses Taken by Students	Number of Exams Taken
2003-2004	School	815	574
	Division	5,799	4,270
	State	*	62,100
2004-2005	School	832	590
	Division	6,387	4,839
	State	*	70,970
2005-2006	School	948	680
	Division	6,781	5,319
	State	*	80,783



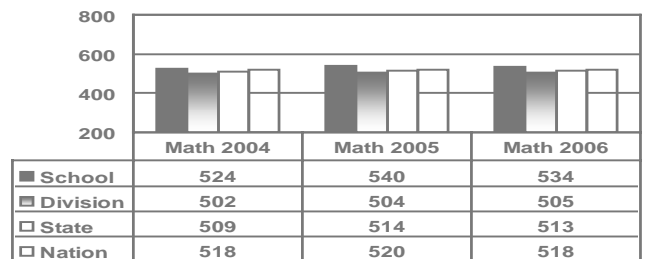
SAT REASONING TEST

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

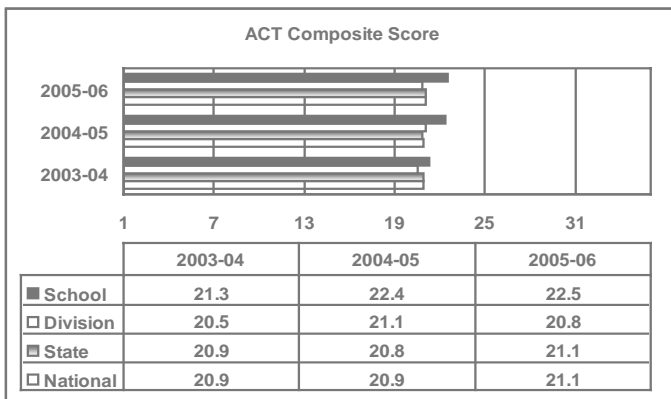


Average Math Score



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.



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
2003-2004	\$1,047,760	\$13,374,904
2004-2005	\$1,854,545	\$13,630,720
2005-2006	\$2,655,040	\$22,129,536

*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 2005-2006 school year. The Other category includes Certificate of Completion, General Education Development/Individual Student Alternative Education Plan (GED/ISAEP) Certificates, GED, as well as Modified Standard and Special Diplomas.

	School	Division
Advanced	60%	50%
Standard	34%	41%
Other	6%	8%

Number of Diplomas Awarded at This School: 499

CAREER AND TECHNICAL EDUCATION

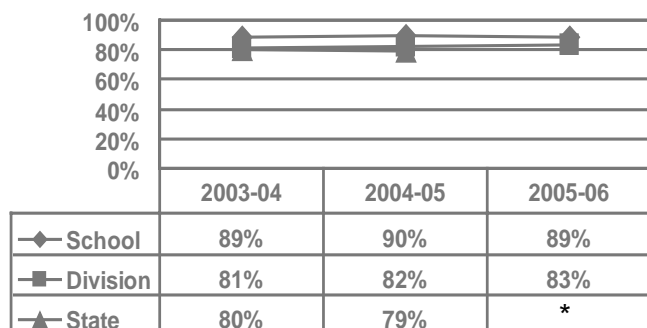
Students who are enrolled in a Technical and Career Education program of studies have the opportunity to earn industry certification, state licensure, and demonstrate skills on National Occupational Competency Testing Institute (NOCTI) assessments. The table below displays the number of assessments passed and the number of state licenses and industry certifications earned by students in the school, division, and state in 2005-2006.

	School	Division	State
NOCTI Assessments	10	357	969
State Licensures	0	38	1,146
Industry Certification	98	1,141	7,926
Total	108	1,536	10,041

GRADUATION RATE

The graduation rate is one measure used to determine NCLB Adequate Yearly Progress. The graph displays the graduation rate for all students at the school, division, and state level for the past three years. The table contains graduation rates for the school and division by student subgroup. The Virginia Department of Education does not report statewide graduation rates by student subgroup.

Graduation Rate (All Students)



Graduation Rate		African American	Caucasian	Hispanic	Other
2003-2004	School	84%	90%	75%	92%
	Division	77%	83%	79%	89%
2004-2005	School	95%	90%	95%	91%
	Division	77%	84%	84%	90%
2005-2006	School	76%	90%	100%	92%
	Division	76%	84%	87%	91%

AYP Graduation Target: 57%

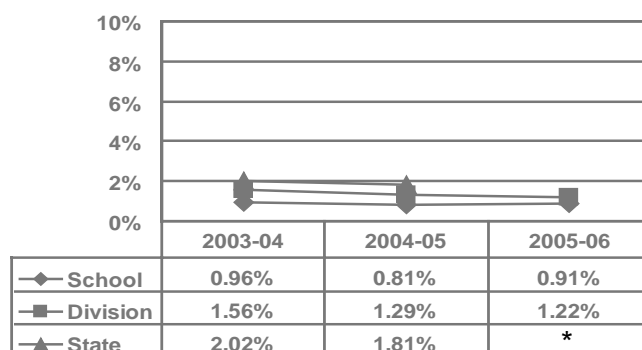
DROPOUT RATE

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

Dropout Rate		Female	Male	African American	Asian	Caucasian	Hispanic
2003-2004	School	<	1.31%	<	<	0.70%	<
	Division	1.47%	1.65%	2.25%	1.47%	1.27%	0.96%
	State	1.73%	2.35%	3.24%	1.62%	1.28%	5.38%
2004-2005	School	<	<	<	<	0.70%	<
	Division	1.12%	1.45%	1.75%	0.69%	1.07%	2.09%
	State	1.55%	2.10%	2.36%	1.47%	1.29%	5.27%
2005-2006	School	*	*	*	*	*	*
	Division	*	*	*	*	*	*
	State	*	*	*	*	*	*

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

Dropout Rate (All Students)



STUDENT PERFORMANCE INFORMATION

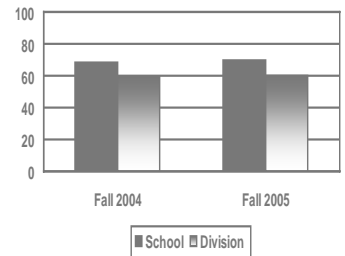
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this 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

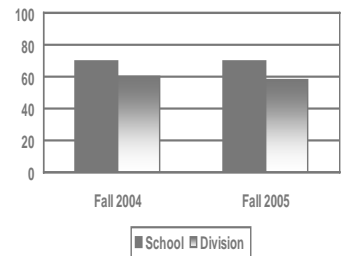
Grade 9		Fall 2004		Fall 2005	
		School	Division	School	Division
Total Reading	All Students	68	59	70	60
	Female	69	62	70	61
	Male	68	56	70	59
	African American	41	43	50	44
	American Indian	<	65	<	60
	Asian	70	65	88	66
	Caucasian	73	67	73	67
	Hispanic	47	51	62	55
	Native Hawaiian	<	<	<	62
	Unspecified Ethnicity	<	61	63	65
	Economically Disadvantaged	42	43	49	45
	Limited English Proficiency	<	20	<	<
	Special Education	39	27	40	28
Total Mathematics	All Students	70	60	70	58
	Female	69	62	70	59
	Male	71	59	71	58
	African American	44	44	49	43
	American Indian	<	63	<	61
	Asian	85	76	84	73
	Caucasian	74	67	74	64
	Hispanic	47	53	50	53
	Native Hawaiian	<	<	<	65
	Unspecified Ethnicity	<	63	68	62
	Economically Disadvantaged	47	45	45	45
	Limited English Proficiency	<	47	<	<
	Special Education	43	31	36	29
Total Language	All Students	72	61	72	61
	Female	77	69	77	68
	Male	66	52	67	53
	African American	45	46	52	47
	American Indian	<	66	<	56
	Asian	89	72	88	72
	Caucasian	76	67	74	66
	Hispanic	47	56	70	58
	Native Hawaiian	<	<	<	69
	Unspecified Ethnicity	<	57	61	65
	Economically Disadvantaged	45	45	49	48
	Limited English Proficiency	<	33	<	<
	Special Education	31	27	36	27

Two-Year Trend
Stanford 10
Performance

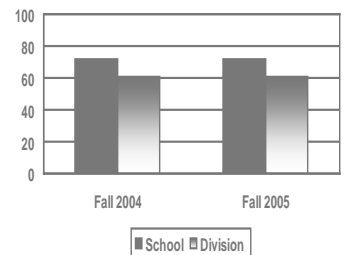
**Total Reading
Percentile Ranks**



**Total Mathematics
Percentile Ranks**



**Total Language
Percentile Ranks**



<Data not reported for less than 10 students

STUDENT PERFORMANCE INFORMATION

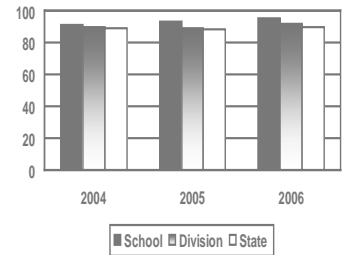
The Standards of Learning (SOL) tests are state mandated achievement tests used by students to earn verified credits for graduation and by schools and the division to assess student achievement and plan for continuous improvement. The test results are also used to determine school accreditation and AYP status. The 2005-2006 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. Results for individual SOL tests are available at <http://www.vbschools.com/SOL.asp>.

2005-2006 SOL PERFORMANCE

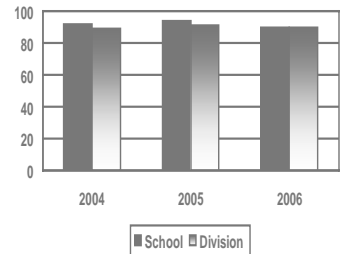
High School End-of-Course Tests ^a		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	46	49	5	95	92	90
	Female	51	46	4	96	93	92
	Male	41	53	6	94	90	89
	African American	16	72	12	88	84	83
	American Indian	<	<	<	<	84	88
	Asian	25	50	25	75	90	91
	Caucasian	53	44	3	97	96	94
	Hispanic	15	77	8	92	91	84
	Other Ethnicity	10	90	0	100	96	90
	Economically Disadvantaged	15	64	20	80	82	82
	Limited English Proficiency	<	<	<	<	71	73
	Migrant	<	<	<	<	<	67
	Special Education	20	57	23	77	75	69
	English: Writing ^b	All Students	28	62	10	90	90
Female		32	62	6	94	93	*
Male		23	62	15	85	87	*
African American		11	73	16	84	83	*
American Indian		<	<	<	<	93	*
Asian		29	50	21	79	91	*
Caucasian		32	60	7	93	94	*
Hispanic		11	58	32	68	87	*
Other Ethnicity		0	79	21	79	91	*
Economically Disadvantaged		12	58	31	69	80	*
Limited English Proficiency		<	<	<	<	62	*
Migrant		<	<	<	<	<	*
Special Education		3	65	33	68	67	*
Mathematics		All Students	25	65	10	90	88
	Female	25	65	10	90	89	86
	Male	26	65	9	91	88	85
	African American	12	70	19	81	79	75
	American Indian	<	<	<	<	87	82
	Asian	34	60	6	94	94	92
	Caucasian	28	65	8	92	91	89
	Hispanic	12	71	17	83	85	80
	Other Ethnicity	33	56	11	89	94	87
	Economically Disadvantaged	10	71	19	81	82	78
	Limited English Proficiency	17	61	22	78	89	80
	Migrant	<	<	<	<	<	78
	Special Education	9	63	28	72	72	66

Three-Year Trend SOL Spring Scores

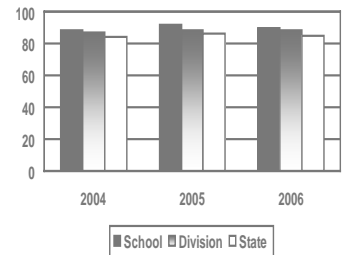
High School End-of-Course English: Reading, Literature, and Research Percent Passing



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



High School End-of-Course Mathematics Percent Passing



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

^bThe state-generated report cards do not include English: Writing scores.

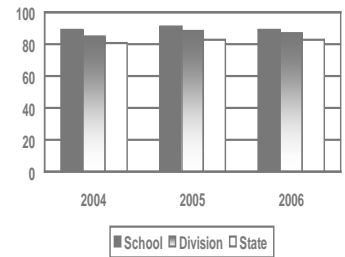
^cThe mathematics end-of-course test results include the following tests: Algebra I, Algebra II, and Geometry.

2005-2006 SOL PERFORMANCE

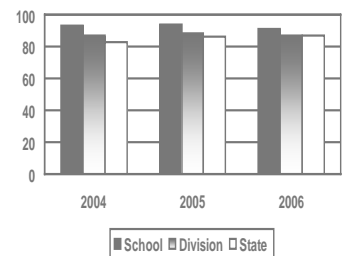
High School End-of-Course Tests [†]		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Science	All Students	17	71	11	89	87	83
	Female	14	73	13	87	86	82
	Male	21	70	9	91	88	84
	African American	6	64	30	70	75	71
	American Indian	<	<	<	<	97	82
	Asian	24	73	2	98	89	87
	Caucasian	19	72	9	91	92	90
	Hispanic	7	76	17	83	84	69
	Other Ethnicity	22	74	4	96	92	82
	Economically Disadvantaged	11	63	26	74	77	70
	Limited English Proficiency	0	63	37	63	68	60
	Migrant	<	<	<	<	<	59
	Special Education	11	57	33	67	67	60
History and Social Sciences	All Students	34	57	9	91	87	87
	Female	28	61	12	89	85	86
	Male	41	53	7	93	89	88
	African American	14	62	24	76	76	77
	American Indian	<	<	<	<	90	86
	Asian	37	53	10	90	91	93
	Caucasian	38	56	6	94	92	91
	Hispanic	18	62	20	80	83	80
	Other Ethnicity	21	66	14	86	90	87
	Economically Disadvantaged	17	58	25	75	75	76
	Limited English Proficiency	11	58	32	68	74	75
	Migrant	<	<	<	<	<	65
	Special Education	24	57	19	81	66	67

Three-Year Trend
SOL Spring Scores

High School End-of-Course
Science
Percent Passing



High School End-of-Course
History and Social Sciences
Percent Passing



<Data not reported for less than 10 students

[†]The science end-of-course test results include the following tests: Biology, Chemistry, and Earth Science. The history and social sciences end-of-course test results include the following tests: Virginia and U.S. History, World History I, World History II, and World Geography.

SCHOOL ACCOMPLISHMENTS 2005-2006

- For a third time, Cox was recognized by *Newsweek* magazine as one of the top 2.5 percent of all American high schools.
- Cox remains the first high school in Tidewater to achieve full accreditation, a goal secured in 2001 and each year through 2006.
- Our newspaper was one of only two statewide to win a VHSL “Sustained Excellence” award; our yearbook earned a trophy designation; and our music program received a coveted “blue ribbon” distinction.
- The Falcons won a state-record eighth VHSL Wachovia Cup, recognizing the Commonwealth’s finest AAA athletic/extracurricular program. Cox also won a Beach district-record 30th state title, in girls’ tennis.

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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.

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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.

No part of this publication may be produced or shared in any form without giving specific credit to Virginia Beach City Public Schools.

Additional information about the data used in this report card can be found at http://www.vbschools.com/school_data/report_cards/0607/index.asp.

SCHOOL BOARD MEMBERS

Mr. Daniel D. "Dan" Edwards, Chairman
(District 1 - Centerville)

Mrs. Rita Sweet Bellitto, Vice-Chairman
(At-Large)

Mr. Todd C. Davidson
(At-Large)

Mrs. Emma L. "Em" Davis
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Mrs. Patricia G. Edmonson
(District 6 - Beach)

Mr. Edward F. Fissinger, Sr.
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Ms. Sandra Smith-Jones
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Frank W. Cox High School
2425 Shorehaven Drive
Virginia Beach, VA 23454

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