

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

FIRST COLONIAL High (9-12)

Home of the Patriots

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Virginia Beach, VA 23454
757-496-6711 (phone)
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2006-2007

Mr. Dale R. Holt, Principal
Mr. Carlton L. Hill, Assistant Principal
Mr. Lionel F. Jackson, Jr., Assistant Principal
Ms. Evangeline R. Muldon, Assistant Principal
Ms. Deborah M. Shelton, Assistant Principal
Ms. Paige D. Scherr, Legal Studies Academy
Coordinator
Ms. Vivian Payne, PTSA President

State Accreditation Status:
Fully Accredited

NCLB Adequate Yearly Progress Status:
Made AYP

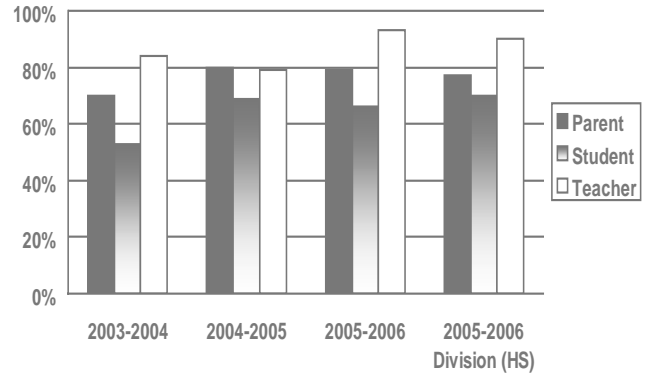
READING YOUR SCHOOL REPORT CARD

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:		20%	
PTSA Membership June 2006:		1,039	
Average Class Size			
English	Mathematics	Science	Social Studies
22.8	22.3	23.8	23.3
Attendance 2005-2006			
School Average Daily Attendance:		94.3%	
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: 6	Classified: 51																		
Instructional: 149	Other: 4																		
Fall 2006 Staff Characteristics																			
<table border="1"> <caption>Staff Characteristics by Race/Ethnicity</caption> <thead> <tr> <th>Race/Ethnicity</th> <th>Instructional Staff (%)</th> <th>All Staff (%)</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>8.1%</td> <td>7.6%</td> </tr> <tr> <td>American Indian</td> <td>0.7%</td> <td>1.0%</td> </tr> <tr> <td>Asian/Pacific Islander</td> <td>2.0%</td> <td>3.8%</td> </tr> <tr> <td>Caucasian</td> <td>85.2%</td> <td>74.3%</td> </tr> <tr> <td>Hispanic</td> <td>4.0%</td> <td>3.3%</td> </tr> </tbody> </table>		Race/Ethnicity	Instructional Staff (%)	All Staff (%)	African American	8.1%	7.6%	American Indian	0.7%	1.0%	Asian/Pacific Islander	2.0%	3.8%	Caucasian	85.2%	74.3%	Hispanic	4.0%	3.3%
Race/Ethnicity	Instructional Staff (%)	All Staff (%)																	
African American	8.1%	7.6%																	
American Indian	0.7%	1.0%																	
Asian/Pacific Islander	2.0%	3.8%																	
Caucasian	85.2%	74.3%																	
Hispanic	4.0%	3.3%																	
Additional Characteristics for Instructional Staff																			
	School Division (HS) State																		
<i>Female</i>	63.8% 65.2% *																		
<i>Male</i>	36.2% 34.8% *																		
<i>Average years of teaching experience</i>	13.5 14.0 *																		
<i>Percentage with graduate degrees</i>	38.9 46.3 *																		
<i>Percentage new to the system</i>	7.4 6.6 *																		
<i>Percentage of core courses not taught by highly qualified teachers 05-06</i>	2 6 5																		
<i>Percentage of teachers with provisional credentials 05-06</i>	5 5 7																		
	Entire Division Entire Division																		

STUDENT CHARACTERISTICS

School Membership: 2,151	Division Membership (HS): 23,336																								
Fall 2006 Student Characteristics																									
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Additional Student Characteristics																									
	School Division (HS)																								
<i>Female</i>	51.5% 49.4%																								
<i>Male</i>	48.5% 50.6%																								
<i>Economically Disadvantaged</i>	25.0% 24.3%																								
<i>Gifted</i>	16.6% 13.8%																								
<i>Limited English Proficiency</i>	0.9% 0.9%																								
<i>Migrant</i>	0.0% 0.0%																								
<i>Special Education</i>	10.0% 11.0%																								

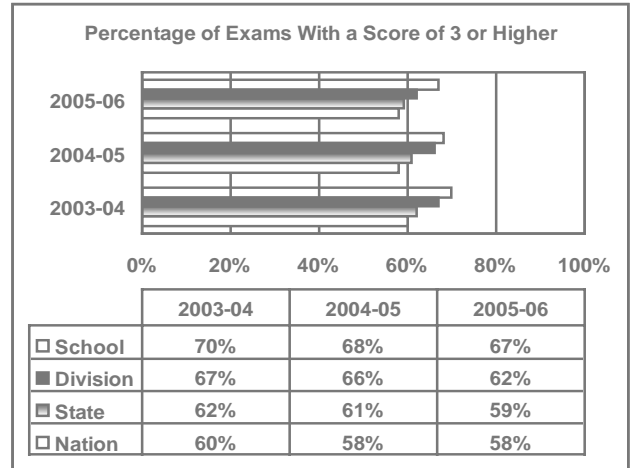
*Not Available

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.

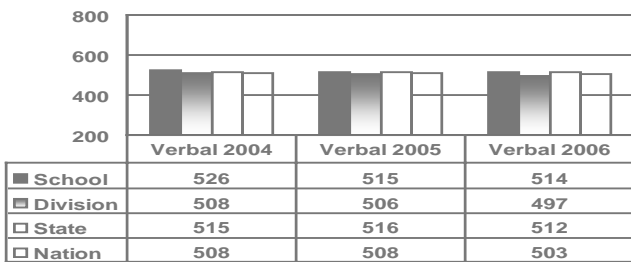
Advanced Placement		Number of AP Courses Taken by Students	Number of Exams Taken
2003-2004	School	692	567
	Division	5,799	4,270
	State	*	62,100
2004-2005	School	710	572
	Division	6,387	4,839
	State	*	70,970
2005-2006	School	724	586
	Division	6,781	5,319
	State	*	80,783



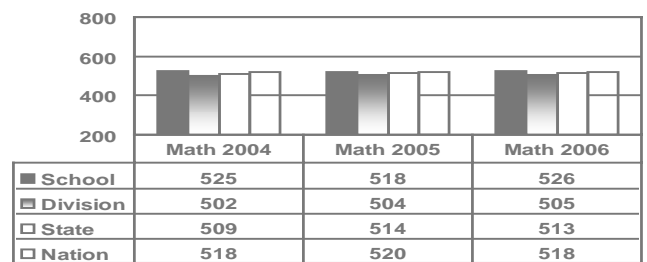
SAT REASONING TEST

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

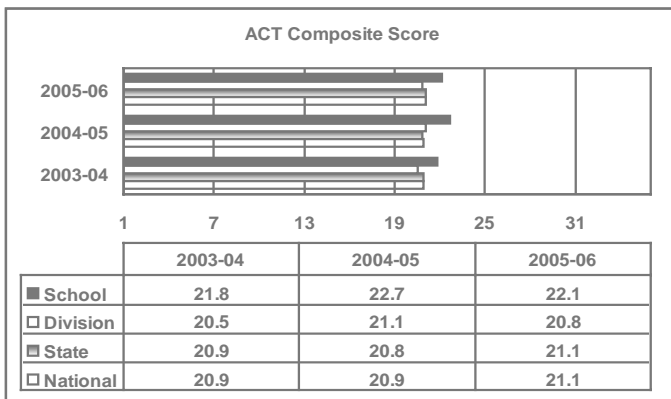


Average Math Score



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	\$1,653,000	\$13,374,904
2004-2005	\$517,465	\$13,630,720
2005-2006	\$1,276,000	\$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	33%	41%
Other	7%	8%

Number of Diplomas Awarded at This School: 434

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	3	357	969
State Licensures	0	38	1,146
Industry Certification	30	1,141	7,926
Total	33	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	66%	85%	<	<
	Division	77%	83%	79%	89%
2004-2005	School	60%	86%	75%	88%
	Division	77%	84%	84%	90%
2005-2006	School	72%	87%	83%	93%
	Division	76%	84%	87%	91%

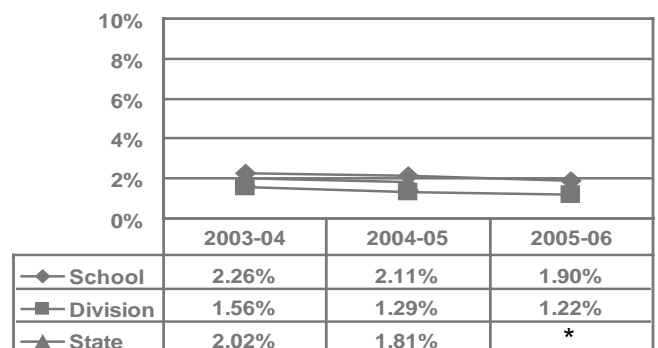
AYP Graduation Target: 57%

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	2.51%	2.01%	4.38%	<	1.91%	<
	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	2.09%	2.14%	3.87%	<	1.72%	<
	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	*	*	*	*	*	*

Dropout Rate (All Students)



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

STUDENT PERFORMANCE INFORMATION

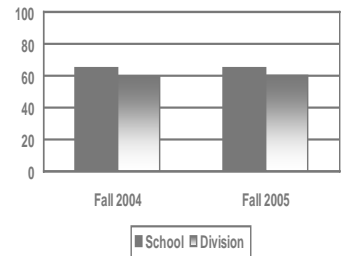
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this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

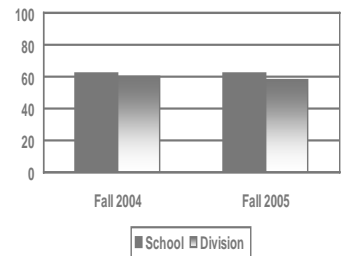
Grade 9		Fall 2004		Fall 2005	
		School	Division	School	Division
Total Reading	All Students	65	59	65	60
	Female	67	62	64	61
	Male	62	56	65	59
	African American	48	43	40	44
	American Indian	<	65	<	60
	Asian	73	65	66	66
	Caucasian	71	67	71	67
	Hispanic	51	51	44	55
	Native Hawaiian	<	<	<	62
	Unspecified Ethnicity	<	61	74	65
	Economically Disadvantaged	46	43	44	45
	Limited English Proficiency	<	20	<	<
	Special Education	35	27	32	28
Total Mathematics	All Students	62	60	62	58
	Female	63	62	60	59
	Male	60	59	63	58
	African American	44	44	44	43
	American Indian	<	63	<	61
	Asian	80	76	69	73
	Caucasian	67	67	66	64
	Hispanic	51	53	50	53
	Native Hawaiian	<	<	<	65
	Unspecified Ethnicity	<	63	73	62
	Economically Disadvantaged	44	45	47	45
	Limited English Proficiency	<	47	<	<
	Special Education	30	31	29	29
Total Language	All Students	67	61	70	61
	Female	76	69	74	68
	Male	56	52	64	53
	African American	49	46	51	47
	American Indian	<	66	<	56
	Asian	77	72	74	72
	Caucasian	73	67	74	66
	Hispanic	56	56	51	58
	Native Hawaiian	<	<	<	69
	Unspecified Ethnicity	<	57	77	65
	Economically Disadvantaged	50	45	55	48
	Limited English Proficiency	<	33	<	<
	Special Education	35	27	31	27

Two-Year Trend
Stanford 10
Performance

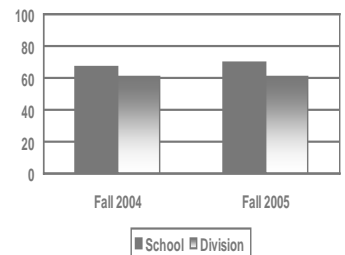
**Total Reading
Percentile Ranks**



**Total Mathematics
Percentile Ranks**



**Total Language
Percentile Ranks**



<Data not reported for less than 10 students

STUDENT PERFORMANCE INFORMATION

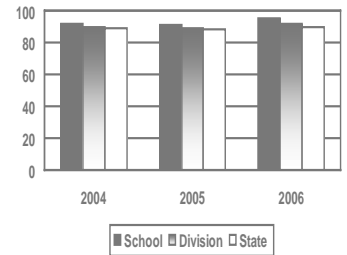
The Standards of Learning (SOL) tests are state mandated achievement tests used by students to earn verified credits for graduation and by schools and the division to assess student achievement and plan for continuous improvement. The test results are also used to determine school accreditation and AYP 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

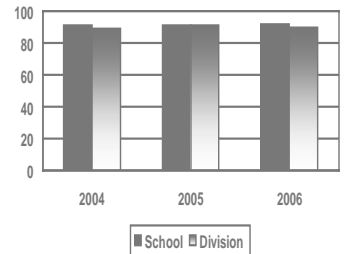
High School End-of-Course Tests ^a		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	46	49	5	95	92	90
	Female	47	50	3	97	93	92
	Male	44	48	7	93	90	89
	African American	15	71	14	86	84	83
	American Indian	<	<	<	<	84	88
	Asian	<	<	<	<	90	91
	Caucasian	54	43	3	97	96	94
	Hispanic	8	77	15	85	91	84
	Other Ethnicity	<	<	<	<	96	90
	Economically Disadvantaged	18	68	14	86	82	82
	Limited English Proficiency	<	<	<	<	71	73
	Migrant	<	<	<	<	<	67
	Special Education	19	67	14	86	75	69
	English: Writing ^b	All Students	28	63	8	92	90
Female		36	59	5	95	93	*
Male		20	69	12	88	87	*
African American		11	68	21	79	83	*
American Indian		<	<	<	<	93	*
Asian		30	60	10	90	91	*
Caucasian		33	62	5	95	94	*
Hispanic		7	73	20	80	87	*
Other Ethnicity		10	70	20	80	91	*
Economically Disadvantaged		9	67	24	76	80	*
Limited English Proficiency		<	<	<	<	62	*
Migrant		<	<	<	<	<	*
Special Education		4	74	22	78	67	*
Mathematics		All Students	29	61	11	89	88
	Female	31	60	9	91	89	86
	Male	27	61	12	88	88	85
	African American	19	59	23	77	79	75
	American Indian	<	<	<	<	87	82
	Asian	45	43	13	88	94	92
	Caucasian	32	61	7	93	91	89
	Hispanic	10	68	22	78	85	80
	Other Ethnicity	29	61	10	90	94	87
	Economically Disadvantaged	20	59	21	79	82	78
	Limited English Proficiency	38	44	19	81	89	80
	Migrant	<	<	<	<	<	78
	Special Education	7	60	33	67	72	66

Three-Year Trend SOL Spring Scores

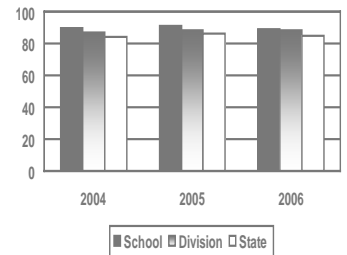
High School End-of-Course English: Reading, Literature, and Research Percent Passing



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.

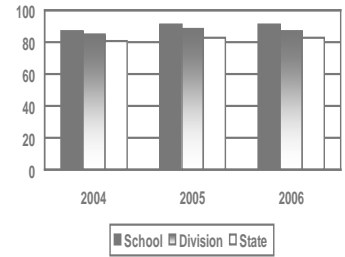
^cThe mathematics end-of-course test results include the following tests: Algebra I, Algebra II, and Geometry.

2005-2006 SOL PERFORMANCE

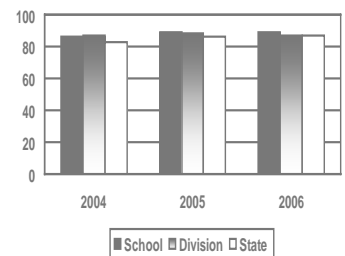
High School End-of-Course Tests [†]		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Science	All Students	17	73	9	91	87	83
	Female	14	75	10	90	86	82
	Male	21	71	9	91	88	84
	African American	6	72	22	78	75	71
	American Indian	<	<	<	<	97	82
	Asian	19	67	14	86	89	87
	Caucasian	21	74	5	95	92	90
	Hispanic	6	74	21	79	84	69
	Other Ethnicity	25	71	4	96	92	82
	Economically Disadvantaged	11	67	22	78	77	70
	Limited English Proficiency	5	58	37	63	68	60
	Migrant	<	<	<	<	<	59
	Special Education	7	56	36	64	67	60
History and Social Sciences	All Students	30	59	11	89	87	87
	Female	25	63	12	88	85	86
	Male	36	55	9	91	89	88
	African American	12	62	27	73	76	77
	American Indian	<	<	<	<	90	86
	Asian	33	59	8	92	91	93
	Caucasian	35	59	7	93	92	91
	Hispanic	18	60	22	78	83	80
	Other Ethnicity	40	53	7	93	90	87
	Economically Disadvantaged	11	61	28	72	75	76
	Limited English Proficiency	11	67	22	78	74	75
	Migrant	<	<	<	<	<	65
	Special Education	15	53	32	68	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

- First Colonial and Dr. Hazel Jessee, 2005-06 principal, were proud recipients of the Virginia Beach Humanitarian Award 2005-06 for efforts in closing the achievement gap.
- First Colonial developed a mentor program with Mr. Wayne Andrews, professor at Norfolk State University, which enlists current Norfolk State students to become mentors of minority students at First Colonial.
- The First Colonial Legal Studies Academy completed its fourth year. Students represented Virginia at the National High School Mock Trial Competition.
- Students achieved the highest Spring 2006 Standards of Learning (SOL) scores in the district in English: Reading, Algebra I, biology, and geometry.

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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
(District 5 - Lynnhaven)

Mrs. Patricia G. Edmonson
(District 6 - Beach)

Mr. Edward F. Fissinger, Sr.
(At-Large)

Mr. Dan R. Lowe
(District 4 - Bayside)

Mr. Lyndon S. Remias
(District 7 - Princess Anne)

Ms. Sandra Smith-Jones
(District 2 - Kempsville)

Mr. Michael W. Stewart
(District 3 - Rose Hall)

Mrs. Carolyn D. Weems
(At-Large)



First Colonial High School
1272 Mill Dam Road
Virginia Beach, VA 23454

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ORGANIZATION
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