

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

GREEN RUN High (9-12)

Home of the Stallions

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Virginia Beach, VA 23453
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2006-2007

Mr. George Parker, III, Principal
Dr. Donna G. Elliott, Assistant Principal
Ms. Heidi L. Mealy, Assistant Principal
Ms. Dolores K. Phipps, Assistant Principal
Mr. Andre L. Vickers, Assistant Principal
Mr. Matt Brown, PTSA President

State Accreditation Status:
Fully Accredited

NCLB Adequate Yearly Progress Status:
Made AYP

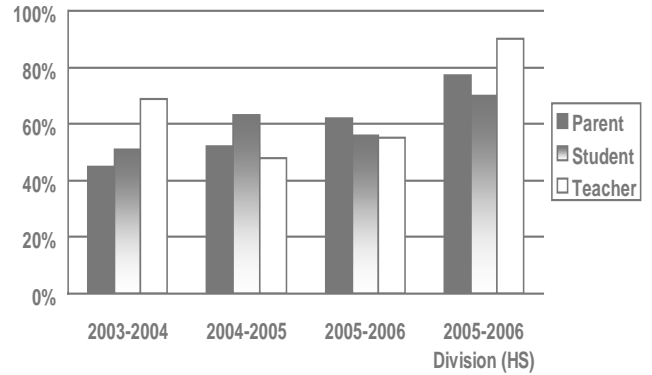
READING YOUR SCHOOL REPORT CARD

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:		30%	
PTSA Membership June 2006:		308	
Average Class Size			
English	Mathematics	Science	Social Studies
19.0	20.7	20.9	20.5
Attendance 2005-2006			
School Average Daily Attendance:		93.0%	
Division (HS) Average Daily Attendance:		94.4%	

Overall Quality of Education

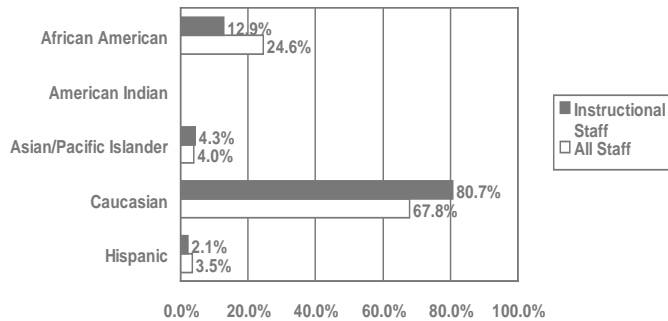


The bar chart above displays the percentage of people giving a grade of A or B to the overall quality of education received by students at this school, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 5 **Classified:** 50
Instructional: 140 **Other:** 4

Fall 2006 Staff Characteristics



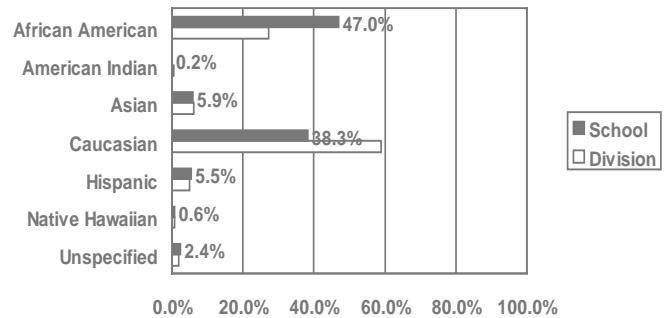
Additional Characteristics for Instructional Staff

	School	Division (HS)	State
<i>Female</i>	67.9%	65.2%	*
<i>Male</i>	32.1%	34.8%	*
<i>Average years of teaching experience</i>	12.4	14.0	*
<i>Percentage with graduate degrees</i>	45.0	46.3	*
<i>Percentage new to the system</i>	17.1	6.6	*
<i>Percentage of core courses not taught by highly qualified teachers 05-06</i>	8	6	5
		Entire Division	
<i>Percentage of teachers with provisional credentials 05-06</i>	8	5	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 1,757 **Division Membership (HS):** 23,336

Fall 2006 Student Characteristics



Additional Student Characteristics

	School	Division (HS)
<i>Female</i>	47.3%	49.4%
<i>Male</i>	52.7%	50.6%
<i>Economically Disadvantaged</i>	44.1%	24.3%
<i>Gifted</i>	5.9%	13.8%
<i>Limited English Proficiency</i>	1.5%	0.9%
<i>Migrant</i>	0.0%	0.0%
<i>Special Education</i>	15.7%	11.0%

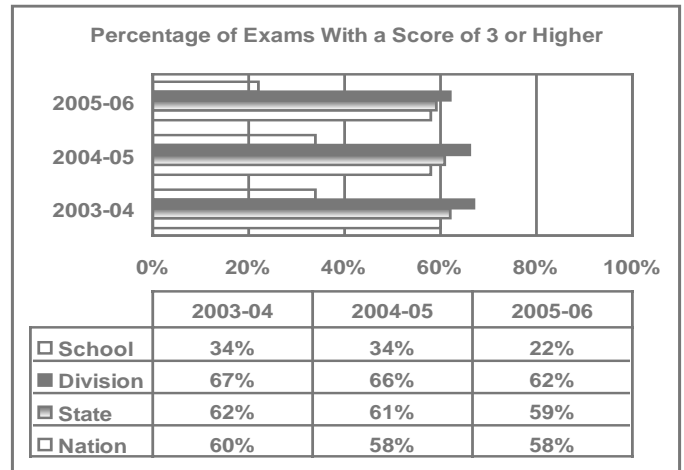
*Not Available

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	335	220
	Division	5,799	4,270
	State	*	62,100
2004-2005	School	265	196
	Division	6,387	4,839
	State	*	70,970
2005-2006	School	273	226
	Division	6,781	5,319
	State	*	80,783

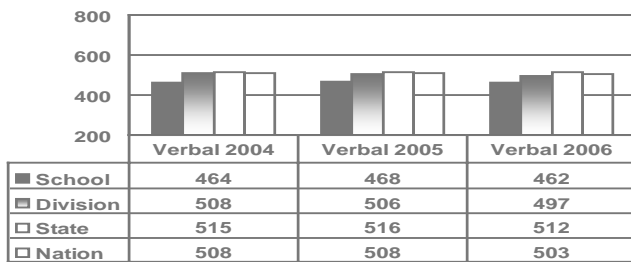


* Not Available

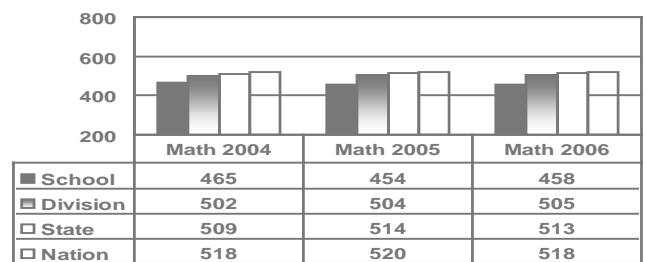
SAT REASONING TEST

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

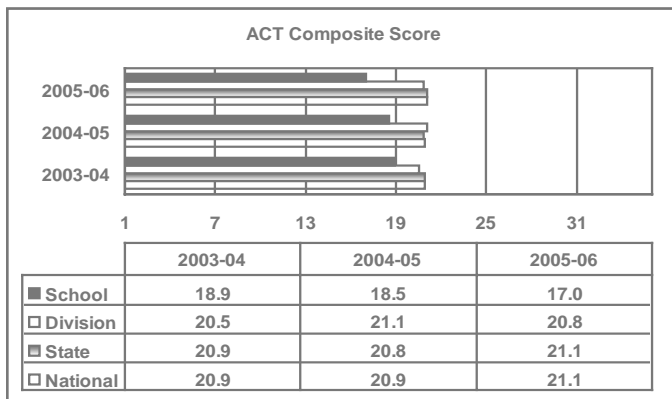


Average Math Score



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.



*Not Available

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	\$315,920	\$13,374,904
2004-2005	\$483,012	\$13,630,720
2005-2006	\$664,199	\$22,129,536

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	32%	50%
Standard	59%	41%
Other	9%	8%

Number of Diplomas Awarded at This School: 359

CAREER AND TECHNICAL EDUCATION

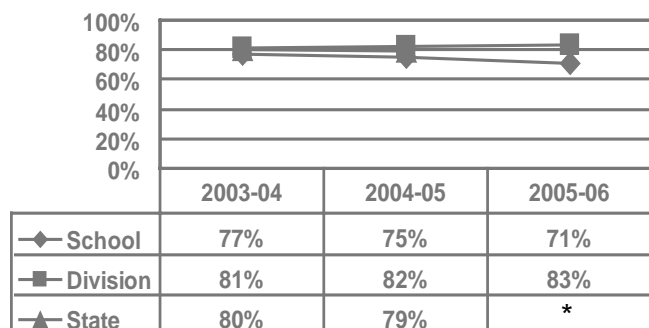
Students who are enrolled in a Technical and Career Education program of studies have the opportunity to earn industry certification, state licensure, and demonstrate skills on National Occupational Competency Testing Institute (NOCTI) assessments. The table below displays the number of assessments passed 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	40	1,141	7,926
Total	43	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	72%	77%	91%	92%
	Division	77%	83%	79%	89%
2004-2005	School	74%	72%	78%	91%
	Division	77%	84%	84%	90%
2005-2006	School	70%	67%	80%	85%
	Division	76%	84%	87%	91%

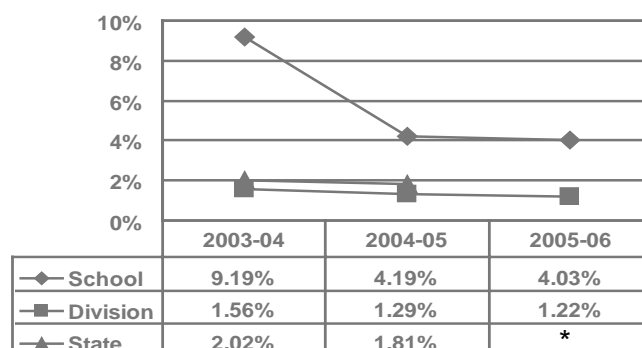
AYP Graduation Target: 57%

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	8.69%	9.65%	10.07%	<	8.65%	<
	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	3.90%	4.45%	3.84%	<	4.76%	<
	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

STUDENT PERFORMANCE INFORMATION

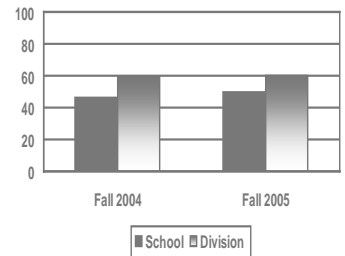
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this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

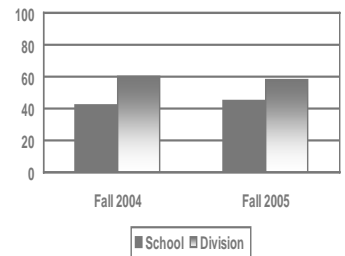
Grade 9		Fall 2004		Fall 2005	
		School	Division	School	Division
Total Reading	All Students	46	59	50	60
	Female	50	62	52	61
	Male	44	56	49	59
	African American	40	43	44	44
	American Indian	<	65	<	60
	Asian	33	65	51	66
	Caucasian	56	67	58	67
	Hispanic	41	51	44	55
	Native Hawaiian	<	<	<	62
	Unspecified Ethnicity	49	61	53	65
	Economically Disadvantaged	40	43	48	45
	Limited English Proficiency	<	20	<	<
	Special Education	18	27	26	28
Total Mathematics	All Students	42	60	45	58
	Female	44	62	45	59
	Male	41	59	45	58
	African American	37	44	39	43
	American Indian	<	63	<	61
	Asian	47	76	48	73
	Caucasian	48	67	52	64
	Hispanic	44	53	44	53
	Native Hawaiian	<	<	<	65
	Unspecified Ethnicity	41	63	46	62
	Economically Disadvantaged	37	45	41	45
	Limited English Proficiency	<	47	<	<
	Special Education	19	31	26	29
Total Language	All Students	41	61	42	61
	Female	52	69	53	68
	Male	33	52	34	53
	African American	36	46	40	47
	American Indian	<	66	<	56
	Asian	44	72	56	72
	Caucasian	46	67	45	66
	Hispanic	49	56	39	58
	Native Hawaiian	<	<	<	69
	Unspecified Ethnicity	38	57	30	65
	Economically Disadvantaged	35	45	42	48
	Limited English Proficiency	<	33	<	<
	Special Education	17	27	20	27

Two-Year Trend
Stanford 10
Performance

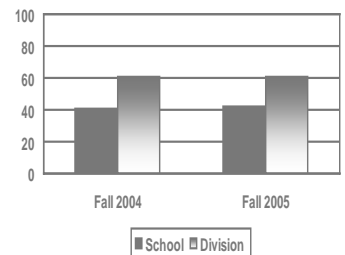
**Total Reading
Percentile Ranks**



**Total Mathematics
Percentile Ranks**



**Total Language
Percentile Ranks**



<Data not reported for less than 10 students

STUDENT PERFORMANCE INFORMATION

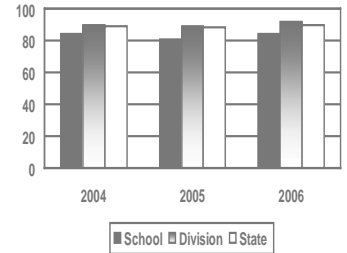
The Standards of Learning (SOL) tests are state mandated achievement tests used by students to earn verified credits for graduation and by schools and the division to assess student achievement and plan for continuous improvement. The test results are also used to determine school accreditation and AYP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

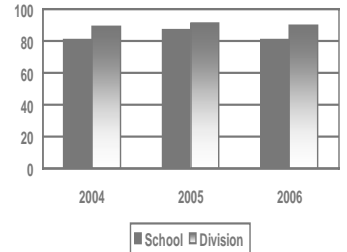
High School End-of-Course Tests ^a		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	22	62	16	84	92	90
	Female	22	63	15	85	93	92
	Male	22	61	17	83	90	89
	African American	15	63	23	77	84	83
	American Indian	<	<	<	<	84	88
	Asian	29	54	18	82	90	91
	Caucasian	30	60	10	90	96	94
	Hispanic	11	79	11	89	91	84
	Other Ethnicity	<	<	<	<	96	90
	Economically Disadvantaged	18	63	19	81	82	82
	Limited English Proficiency	<	<	<	<	71	73
	Migrant	<	<	<	<	<	67
	Special Education	7	58	35	65	75	69
	English: Writing ^b	All Students	11	71	19	81	90
Female		14	68	17	83	93	*
Male		6	74	20	80	87	*
African American		3	70	27	73	83	*
American Indian		<	<	<	<	93	*
Asian		31	50	19	81	91	*
Caucasian		15	75	10	90	94	*
Hispanic		12	71	18	82	87	*
Other Ethnicity		10	80	10	90	91	*
Economically Disadvantaged		6	71	24	76	80	*
Limited English Proficiency		<	<	<	<	62	*
Migrant		<	<	<	<	<	*
Special Education		0	61	39	61	67	*
Mathematics		All Students	8	76	16	84	88
	Female	5	76	81	19	89	86
	Male	11	75	13	87	88	85
	African American	5	72	23	77	79	75
	American Indian	<	<	<	<	87	82
	Asian	13	78	10	90	94	92
	Caucasian	11	80	9	91	91	89
	Hispanic	7	71	22	78	85	80
	Other Ethnicity	6	94	0	100	94	87
	Economically Disadvantaged	7	74	19	81	82	78
	Limited English Proficiency	7	71	21	79	89	80
	Migrant	<	<	<	<	<	78
	Special Education	5	74	21	79	72	66

Three-Year Trend SOL Spring Scores

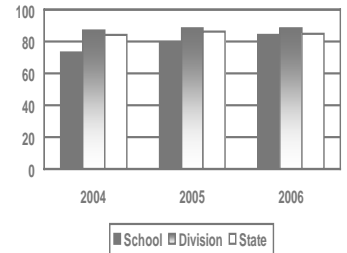
High School End-of-Course English: Reading, Literature, and Research Percent Passing



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.

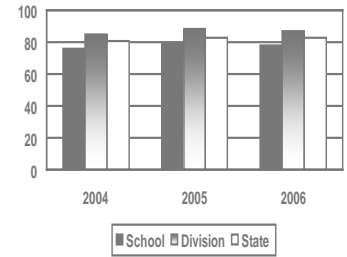
^cThe mathematics end-of-course test results include the following tests: Algebra I, Algebra II, and Geometry.

2005-2006 SOL PERFORMANCE

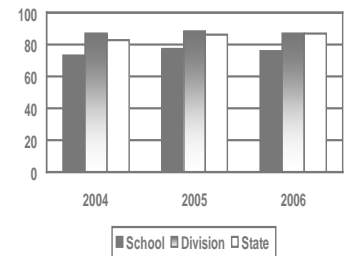
High School End-of-Course Tests [†]		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Science	All Students	6	72	22	78	87	83
	Female	4	72	24	76	86	82
	Male	8	72	20	80	88	84
	African American	3	67	30	70	75	71
	American Indian	<	<	<	<	97	82
	Asian	5	74	21	79	89	87
	Caucasian	11	76	13	87	92	90
	Hispanic	4	71	25	75	84	69
	Other Ethnicity	10	80	10	90	92	82
	Economically Disadvantaged	5	69	26	74	77	70
	Limited English Proficiency	8	50	42	58	68	60
	Migrant	<	<	<	<	<	59
	Special Education	6	57	37	63	67	60
History and Social Sciences	All Students	12	64	24	76	87	87
	Female	9	61	30	70	85	86
	Male	16	67	17	83	89	88
	African American	6	63	31	69	76	77
	American Indian	<	<	<	<	90	86
	Asian	15	67	18	82	91	93
	Caucasian	19	64	17	83	92	91
	Hispanic	7	69	24	76	83	80
	Other Ethnicity	18	59	23	77	90	87
	Economically Disadvantaged	10	60	30	70	75	76
	Limited English Proficiency	6	53	41	59	74	75
	Migrant	<	<	<	<	<	65
	Special Education	7	50	43	57	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

- Green Run NJROTC Unit placed in the top 10 in the nation in drill at the National Competition in Daytona Beach, Florida. The unit was recognized as a Distinguished NJROTC Unit by the Commander, Naval Service Training Command.
- Students participating in AP exams increased from 196 in 2005 to 238 in 2006. The number of free and reduced lunch test takers increased 33 percent.
- The school achieved 100 percent staff membership in the PTSA.
- The school successfully completed an accreditation visit by the Southern Association of Colleges and Schools (SACS).

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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)



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