

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

LANDSTOWN High (9-12)

Home of the Eagles

2001 Concert Drive
Virginia Beach, VA 23456
757-468-3800 (phone)
757-468-1860 (fax)
landshs@vbschools.com
www.landstownhs.vbschools.com

2006-2007

Mr. Brian S. Baxter, Principal
Ms. Mary Dees, Assistant Principal
Ms. Paula Johnson, Assistant Principal
Mr. James D. Miller, Assistant Principal
Mr. Thomas W. Taylor, Assistant Principal
Ms. Lisette Richardson, Technology Academy
Coordinator
Ms. Maggie Fitzgerald, PTSA President

State Accreditation Status:
Fully Accredited

NCLB Adequate Yearly Progress Status:
Made AYP

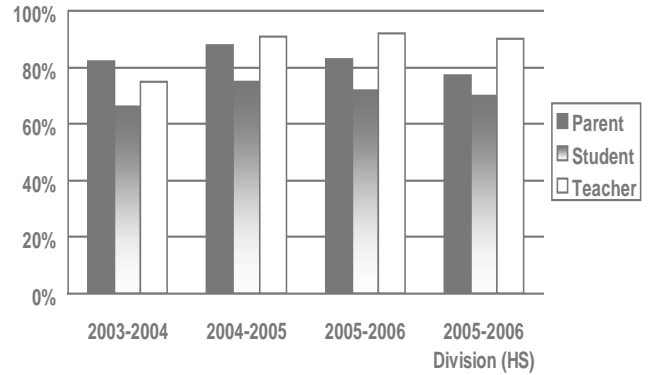
READING YOUR SCHOOL REPORT CARD

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:		14%	
PTSA Membership June 2006:		384	
Average Class Size			
English	Mathematics	Science	Social Studies
21.3	21.9	23.7	23.9
Attendance 2005-2006			
School Average Daily Attendance:		94.5%	
Division (HS) Average Daily Attendance:		94.4%	

Overall Quality of Education

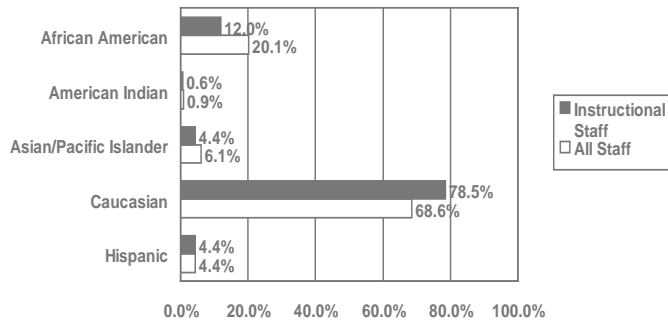


The bar chart above displays the percentage of people giving a grade of A or B to the overall quality of education received by students at this school, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 6 **Classified:** 60
Instructional: 158 **Other:** 5

Fall 2006 Staff Characteristics



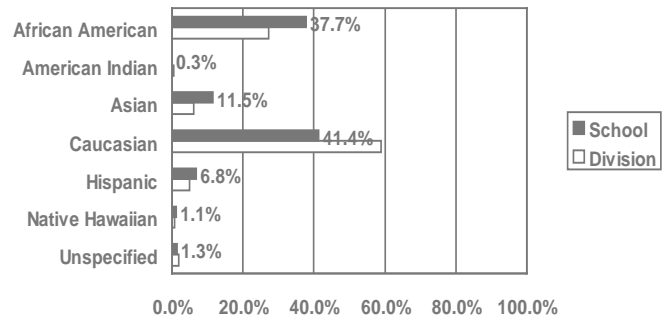
Additional Characteristics for Instructional Staff

	School	Division (HS)	State
<i>Female</i>	69.0%	65.2%	*
<i>Male</i>	31.0%	34.8%	*
<i>Average years of teaching experience</i>	11.9	14.0	*
<i>Percentage with graduate degrees</i>	50.6	46.3	*
<i>Percentage new to the system</i>	8.2	6.6	*
<i>Percentage of core courses not taught by highly qualified teachers 05-06</i>	9	6	5
		Entire Division	
<i>Percentage of teachers with provisional credentials 05-06</i>	8	5	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 2,273 **Division Membership (HS):** 23,336

Fall 2006 Student Characteristics



Additional Student Characteristics

	School	Division (HS)
<i>Female</i>	44.8%	49.4%
<i>Male</i>	55.2%	50.6%
<i>Economically Disadvantaged</i>	26.4%	24.3%
<i>Gifted</i>	11.3%	13.8%
<i>Limited English Proficiency</i>	0.0%	0.9%
<i>Migrant</i>	0.0%	0.0%
<i>Special Education</i>	11.2%	11.0%

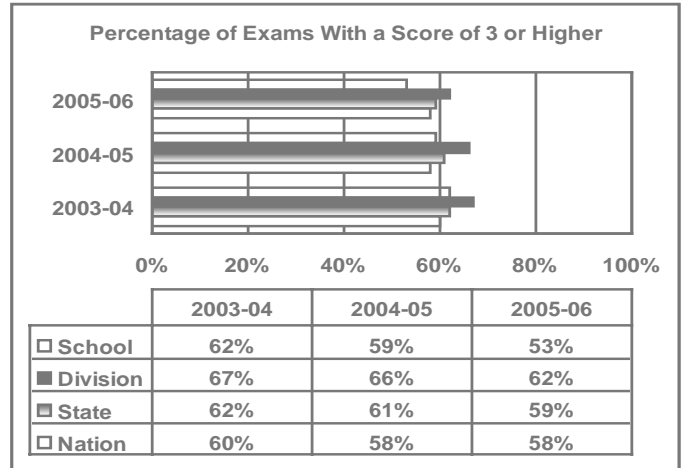
*Not Available

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.

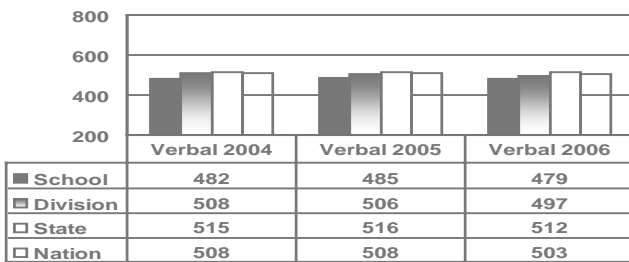
Advanced Placement		Number of AP Courses Taken by Students	Number of Exams Taken
2003-2004	School	465	229
	Division	5,799	4,270
	State	*	62,100
2004-2005	School	470	296
	Division	6,387	4,839
	State	*	70,970
2005-2006	School	601	411
	Division	6,781	5,319
	State	*	80,783



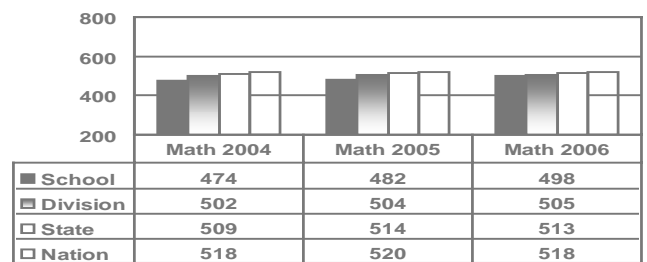
SAT REASONING TEST

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

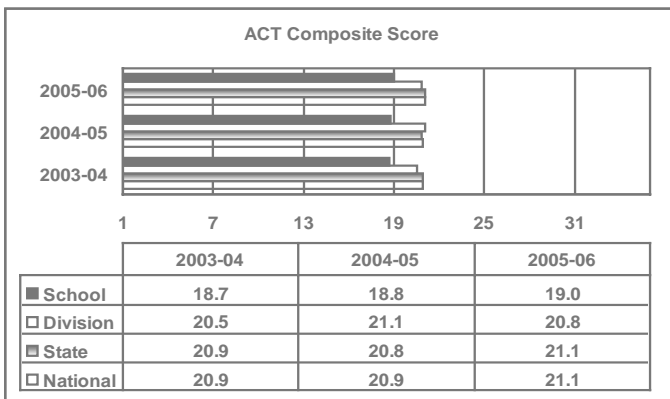


Average Math Score



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.



*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	\$1,025,635	\$13,374,904
2004-2005	\$1,172,590	\$13,630,720
2005-2006	\$2,568,655	\$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	49%	50%
Standard	44%	41%
Other	7%	8%

Number of Diplomas Awarded at This School: 472

CAREER AND TECHNICAL EDUCATION

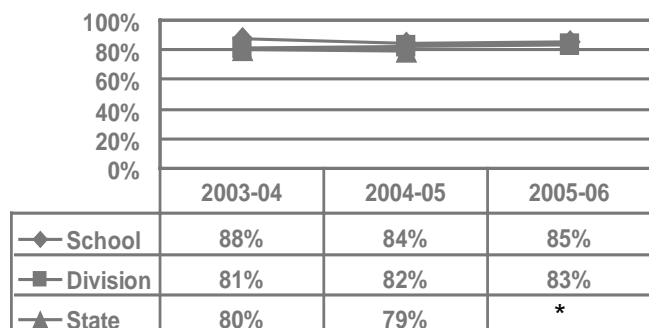
Students who are enrolled in a Technical and Career Education program of studies have the opportunity to earn industry certification, state licensure, and demonstrate skills on National Occupational Competency Testing Institute (NOCTI) assessments. The table below displays the number of assessments passed 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	37	357	969
State Licensures	0	38	1,146
Industry Certification	216	1,141	7,926
Total	253	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	88%	86%	83%	96%
	Division	77%	83%	79%	89%
2004-2005	School	84%	84%	79%	88%
	Division	77%	84%	84%	90%
2005-2006	School	81%	85%	81%	97%
	Division	76%	84%	87%	91%

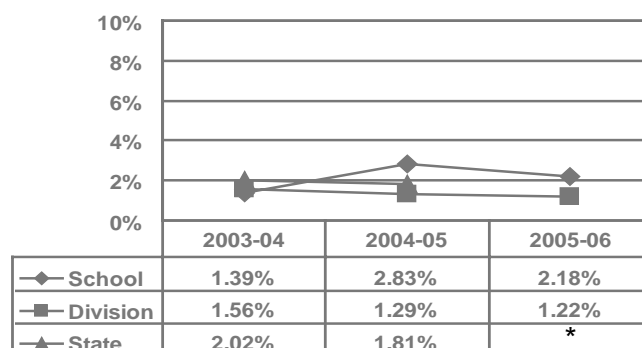
AYP Graduation Target: 57%

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	1.29%	1.49%	1.74%	<	<	<
	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	2.81%	2.85%	3.34%	<	2.73%	<
	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

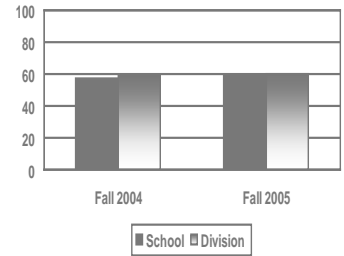
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this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

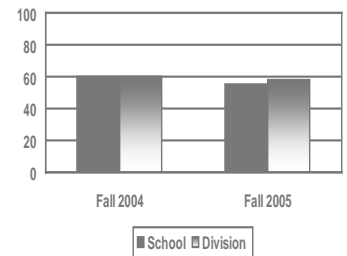
Grade 9		Fall 2004		Fall 2005	
		School	Division	School	Division
Total Reading	All Students	57	59	59	60
	Female	60	62	58	61
	Male	55	56	60	59
	African American	47	43	50	44
	American Indian	<	65	<	60
	Asian	65	65	65	66
	Caucasian	64	67	65	67
	Hispanic	60	51	51	55
	Native Hawaiian	<	<	<	62
	Unspecified Ethnicity	61	61	74	65
	Economically Disadvantaged	46	43	45	45
	Limited English Proficiency	<	20	<	<
	Special Education	26	27	24	28
Total Mathematics	All Students	60	60	55	58
	Female	61	62	54	59
	Male	59	59	55	58
	African American	52	44	45	43
	American Indian	<	63	<	61
	Asian	73	76	70	73
	Caucasian	65	67	60	64
	Hispanic	53	53	50	53
	Native Hawaiian	<	<	<	65
	Unspecified Ethnicity	50	63	65	62
	Economically Disadvantaged	50	45	37	45
	Limited English Proficiency	<	47	<	<
	Special Education	35	31	22	29
Total Language	All Students	60	61	58	61
	Female	67	69	64	68
	Male	54	52	52	53
	African American	53	46	49	47
	American Indian	<	66	<	56
	Asian	67	72	71	72
	Caucasian	62	67	62	66
	Hispanic	70	56	44	58
	Native Hawaiian	<	<	<	69
	Unspecified Ethnicity	65	57	81	65
	Economically Disadvantaged	50	45	45	48
	Limited English Proficiency	<	33	<	<
	Special Education	30	27	20	27

Two-Year Trend
Stanford 10
Performance

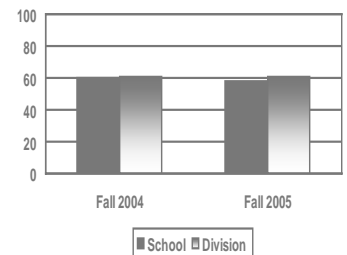
Total Reading
Percentile Ranks



Total Mathematics
Percentile Ranks



Total Language
Percentile Ranks



<Data not reported for less than 10 students

STUDENT PERFORMANCE INFORMATION

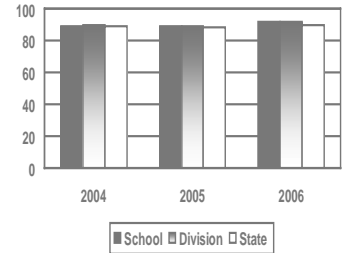
The Standards of Learning (SOL) tests are state mandated achievement tests used by students to earn verified credits for graduation and by schools and the division to assess student achievement and plan for continuous improvement. The test results are also used to determine school accreditation and AYP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

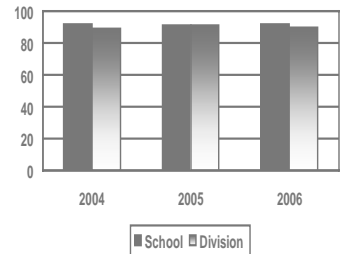
High School End-of-Course Tests ^a		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	35	57	8	92	92	90
	Female	35	57	8	92	93	92
	Male	35	58	8	92	90	89
	African American	26	63	11	89	84	83
	American Indian	<	<	<	<	84	88
	Asian	30	62	8	92	90	91
	Caucasian	49	47	4	96	96	94
	Hispanic	19	71	10	90	91	84
	Other Ethnicity	<	<	<	<	96	90
	Economically Disadvantaged	15	68	18	82	82	82
	Limited English Proficiency	<	<	<	<	71	73
	Migrant	<	<	<	<	<	67
	Special Education	19	65	17	83	75	69
	English: Writing ^b	All Students	22	70	8	92	90
Female		28	66	6	94	93	*
Male		16	75	9	91	87	*
African American		12	79	9	91	83	*
American Indian		<	<	<	<	93	*
Asian		25	70	5	95	91	*
Caucasian		32	61	7	93	94	*
Hispanic		17	69	14	86	87	*
Other Ethnicity		<	<	<	<	91	*
Economically Disadvantaged		7	76	17	83	80	*
Limited English Proficiency		<	<	<	<	62	*
Migrant		<	<	<	<	<	*
Special Education		0	68	32	68	67	*
Mathematics		All Students	15	73	13	87	88
	Female	13	74	12	88	89	86
	Male	16	71	13	87	88	85
	African American	10	72	18	82	79	75
	American Indian	<	<	<	<	87	82
	Asian	19	73	8	92	94	92
	Caucasian	18	74	8	92	91	89
	Hispanic	15	73	12	88	85	80
	Other Ethnicity	11	83	6	94	94	87
	Economically Disadvantaged	11	74	15	85	82	78
	Limited English Proficiency	<	<	<	<	89	80
	Migrant	<	<	<	<	<	78
	Special Education	16	70	14	86	72	66

Three-Year Trend SOL Spring Scores

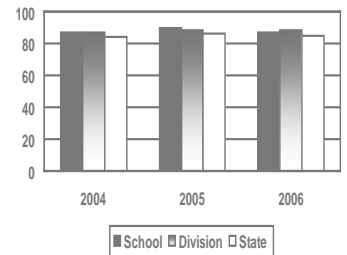
High School End-of-Course English: Reading, Literature, and Research Percent Passing



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.

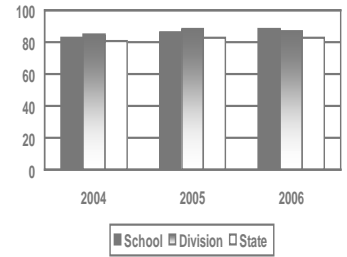
^cThe mathematics end-of-course test results include the following tests: Algebra I, Algebra II, and Geometry.

2005-2006 SOL PERFORMANCE

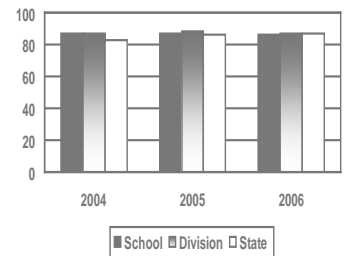
High School End-of-Course Tests [†]		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Science	All Students	14	74	12	88	87	83
	Female	10	76	15	85	86	82
	Male	17	73	10	90	88	84
	African American	6	77	18	82	75	71
	American Indian	<	<	<	<	97	82
	Asian	21	71	7	93	89	87
	Caucasian	19	73	8	92	92	90
	Hispanic	11	73	16	84	84	69
	Other Ethnicity	38	62	0	100	92	82
	Economically Disadvantaged	8	72	20	80	77	70
	Limited English Proficiency	<	<	<	<	68	60
	Migrant	<	<	<	<	<	59
	Special Education	13	57	31	69	67	60
History and Social Sciences	All Students	28	58	14	86	87	87
	Female	21	62	17	83	85	86
	Male	34	54	12	88	89	88
	African American	18	60	22	78	76	77
	American Indian	<	<	<	<	90	86
	Asian	37	57	6	94	91	93
	Caucasian	35	57	8	92	92	91
	Hispanic	27	52	20	80	83	80
	Other Ethnicity	27	73	0	100	90	87
	Economically Disadvantaged	15	58	27	73	75	76
	Limited English Proficiency	<	<	<	<	74	75
	Migrant	<	<	<	<	<	65
	Special Education	15	54	31	69	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

- The graduating class of 2006 received more than \$2.5 million in scholarships, including two military academy appointments.
- Landstown was the proud recipient of the Superintendent's Quality Award for our English 11 SOL scores.
- We closed the achievement gap in six SOL tested areas.
- Our AVID (Advancement Via Individual Determination) Program proudly boasts the largest numbers in any of the AVID sites in the city. Last year's senior class consisted of thirteen members, all of whom are now attending an institution of higher learning.

vbschools.com - your virtual link to Hampton Roads' largest school system

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)



Landstown High School
2001 Concert Drive
Virginia Beach, VA 23456

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ORGANIZATION
U.S. POSTAGE PAID
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