

ANNUAL

VIRGINIA BEACH CITY PUBLIC SCHOOLS

# High School Report Card

ISSUED 2007-2008



Dear Parents or Guardian:

We are pleased to provide you with the tenth 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 73 of our schools made AYP for the 2007-2008 school year based on 2006-2007 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*

1272 Mill Dam Road  
Virginia Beach, VA 23454  
757-648-5300 (phone)  
757-496-6719 (fax)  
fchs@vbschools.com  
<http://www.firstcolonialhs.vbschools.com>

## 2007-2008

Mr. Dale R. Holt, Principal  
Mr. Matthew D. Delaney, Assistant Principal  
Mr. Carlton L. Hill, Assistant Principal  
Ms. Evangeline R. Muldon, Assistant Principal  
Ms. Deborah M. Shelton, Assistant Principal  
Ms. Paige D. Scherr, Legal Studies Academy  
Coordinator  
Ms. Dianne Marzec, 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 2007-2008 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](http://www.vbschools.com) and [www.doe.virginia.gov](http://www.doe.virginia.gov).

### SCHOOL INFORMATION

Student Mobility: 22%

#### Average Class Size

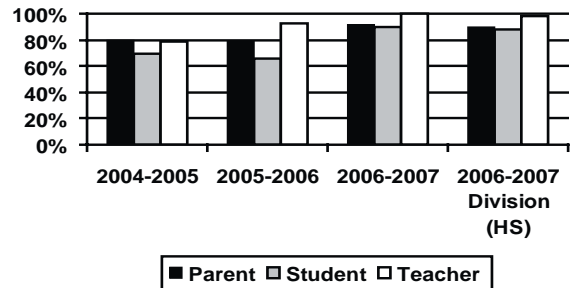
English	Mathematics	Science	Social Studies
20.5	21.4	22.8	22.3

#### Attendance 2006-2007

School Average Daily Attendance: 94.6%

Division (HS) Average Daily Attendance: 94.5%

#### Overall Quality of Education

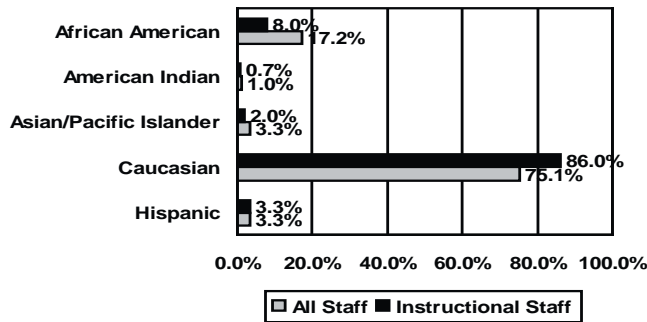


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

### STAFF CHARACTERISTICS

Administration/Intern: 6      Instructional: 150  
 Classified: 49                  Other: 4

#### Fall 2007 Staff Characteristics



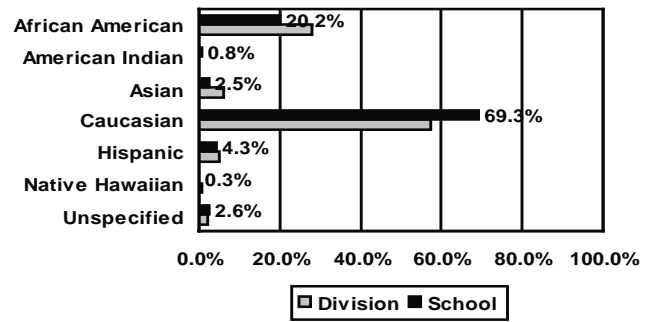
#### Additional Characteristics for Instructional Staff

	School	Division (HS)	State
Female	63.3%	65.1%	*
Male	36.7%	34.9%	*
Average years of teaching experience	13.7	14.1	*
Percentage with graduate degrees	44.0	47.3	*
Percentage new to the system	5.3	6.1	*
Percentage of core courses not taught by highly qualified teachers 06-07	1	3	3
		Entire Division	
Percentage of teachers with provisional credentials 06-07	6	4	7
		Entire Division	

### STUDENT CHARACTERISTICS

School Membership: 2,073      Division Membership (HS): 22,909

#### Fall 2007 Student Characteristics



#### Additional Student Characteristics

	School	Division (HS)
Female	52.1%	49.3%
Male	47.9%	50.7%
Economically Disadvantaged	18.3%	19.9%
Gifted	17.3%	14.4%
Limited English Proficiency	0.7%	0.9%
Migrant	0.0%	<0.1%
Special Education	9.5%	11.1%

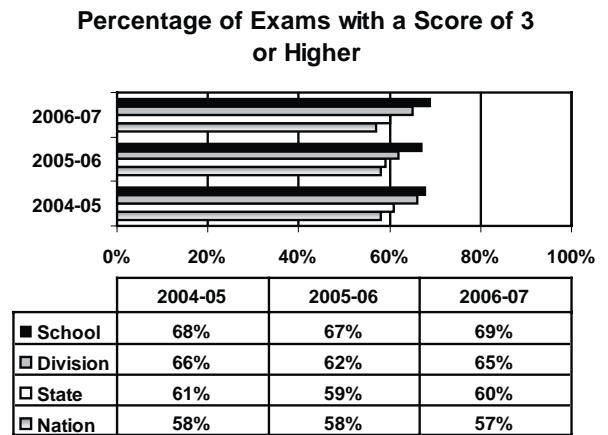
\*Not Available

## 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.

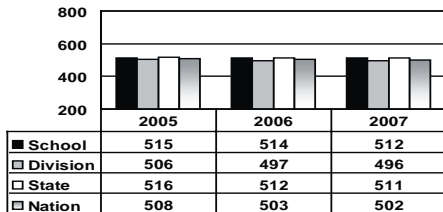
Advanced Placement		Number of AP Courses Taken by Students	Number of Exams Taken
2004-2005	School	710	572
	Division	6,387	4,839
	State	*	70,970
2005-2006	School	724	586
	Division	6,781	5,319
	State	*	80,783
2006-2007	School	737	570
	Division	7,038	5,504
	State	*	90,264



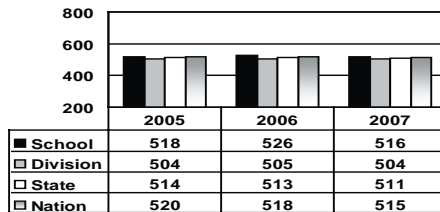
### SAT REASONING TEST

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.

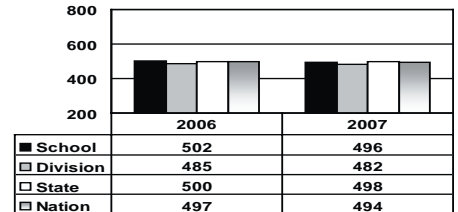
**Average Critical Reading Score**



**Average Math Score**



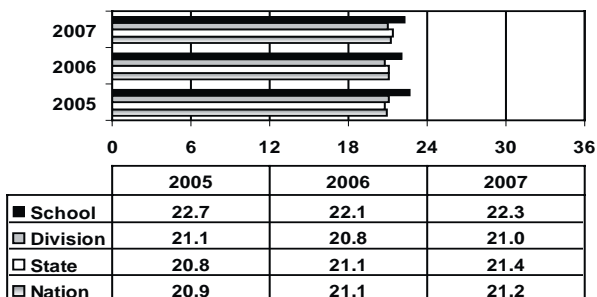
**Average Writing Score**



### 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.

**ACT Composite Score**



### 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
2004-2005	\$517,465	\$13,630,720
2005-2006	\$1,276,000	\$22,129,536
2006-2007	\$1,913,926	\$19,648,113

\*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 2006-2007 school year. The Other Category includes Certificate of Program Completion, General Educational Development Certificate, Individual Student Alternative Education Plan Certificate, and General Achievement, Special, and Modified Standard diplomas.

	School	Division
Advanced	52%	51%
Standard	38%	40%
Other	9%	10%

**Number of Diplomas Awarded at This School: 490**

### CAREER AND TECHNICAL EDUCATION

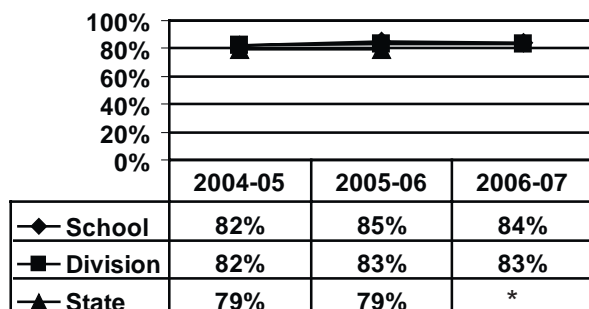
Students who are enrolled in a Technical and Career Education program of studies have the opportunity to earn industry certification, state licensure, and demonstrate skills on National Occupational Competency Testing Institute (NOCTI) assessments. The table below displays the number of assessments passed and the number of state licenses and industry certifications earned by students in the school, division, and state in 2006-2007.

	School	Division	State
NOCTI Assessments	29	431	1,917
State Licensures	0	33	1,039
Industry Certification	123	1,380	10,369
CTE Completers	169	2,090	31,043

### GRADUATION RATE

The graduation rate is one measure used to determine NCLB Adequate Yearly Progress. The graph displays the graduation rates for all students at the school, division, and state levels for the past three years. The table contains graduation rates for the school, division, and state by student subgroup.

#### Graduation Rate (All Students)



Graduation Rate		African American	Caucasian	Hispanic
2004-2005	School	60%	86%	75%
	Division	77%	84%	84%
	State	70%	83%	68%
2005-2006	School	72%	87%	83%
	Division	76%	84%	87%
	State	71%	84%	65%
2006-2007	School	75%	87%	<
	Division	75%	85%	81%
	State	*	*	*

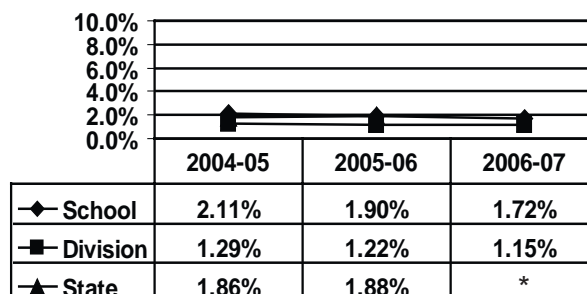
**AYP Graduation Target: 61%**

### DROPOUT RATE

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

Dropout Rate		Female	Male	African American	Asian	Caucasian	Hispanic
2004-2005	School	2.09%	2.14%	3.87%	<	1.72%	<
	Division	1.12%	1.45%	1.76%	0.69%	1.07%	2.09%
	State	1.58%	2.13%	2.44%	1.47%	1.31%	5.28%
2005-2006	School	2.42%	1.34%	2.56%	<	1.55%	<
	Division	0.99%	1.44%	1.72%	0.66%	1.02%	1.36%
	State	1.55%	2.2%	2.65%	1.15%	1.34%	4.32%
2006-2007	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.

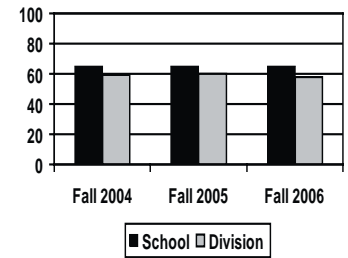
### STANFORD 10

Grade 9		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
<b>Total Reading</b>	All Students	65	59	65	60	65	58
	Female	67	62	64	62	66	60
	Male	62	57	65	59	63	57
	African American	48	43	40	45	41	42
	American Indian	<	67	<	60	<	54
	Asian	73	65	66	66	<	64
	Caucasian	71	67	71	67	72	66
	Hispanic	51	51	44	55	61	51
	Native Hawaiian	<	<	<	62	<	63
	Unspecified Ethnicity	<	61	74	65	63	64
	Economically Disadvantaged	46	43	44	46	43	42
	Limited English Proficiency	<	20	<	<	<	23
	Special Education	35	27	22	28	29	24
<b>Total Mathematics</b>	All Students	62	60	62	58	61	59
	Female	63	62	60	59	60	59
	Male	60	59	63	58	61	58
	African American	44	44	44	43	38	43
	American Indian	<	67	<	61	<	48
	Asian	80	76	69	73	<	73
	Caucasian	67	67	66	64	69	65
	Hispanic	51	53	50	54	52	54
	Native Hawaiian	<	<	<	65	<	63
	Unspecified Ethnicity	<	63	73	63	68	60
	Economically Disadvantaged	44	46	47	45	40	43
	Limited English Proficiency	<	47	<	<	<	50
	Special Education	30	31	29	29	25	27
<b>Total Language</b>	All Students	67	61	70	61	70	60
	Female	76	69	74	68	75	67
	Male	56	52	64	54	64	54
	African American	49	46	51	47	49	46
	American Indian	<	67	<	56	<	60
	Asian	77	72	74	72	<	70
	Caucasian	73	67	74	66	76	67
	Hispanic	56	56	51	59	58	52
	Native Hawaiian	<	<	<	69	<	68
	Unspecified Ethnicity	<	57	77	65	72	63
	Economically Disadvantaged	50	45	55	49	46	43
	Limited English Proficiency	<	33	<	<	<	44
	Special Education	35	27	31	27	30	24

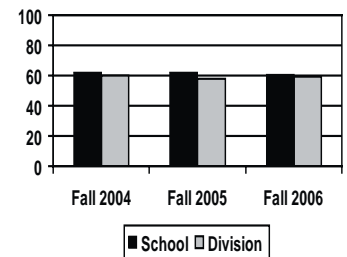
<Data not reported for less than 10 students

### Three-Year Trend Stanford 10 Performance

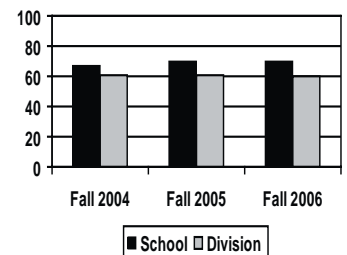
#### Total Reading Percentile Ranks



#### Total Mathematics Percentile Ranks



#### Total Language Percentile Ranks



## 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 2006-2007 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://l1pe.doe.virginia.gov/reportcard/> and reflect the percentage of students at each proficiency level.

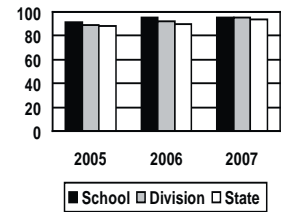
### 2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
<b>English: Reading, Literature, and Research</b>	All Students	48	47	5	95	95	94
	Female	50	43	7	93	96	95
	Male	44	52	4	96	95	93
	African American	27	56	17	83	91	88
	American Indian	<	<	<	<	93	91
	Asian	50	50	0	100	96	96
	Caucasian	55	42	2	98	98	96
	Hispanic	14	79	7	93	93	90
	Other Ethnicity	<	<	<	<	98	93
	Economically Disadvantaged	25	62	14	86	90	87
	Limited English Proficiency	<	<	<	<	84	87
	Migrant	<	<	<	<	<	86
	Special Education	10	60	30	70	78	74
<b>English: Writing</b>	All Students	30	65	5	95	94	92
	Female	39	56	4	96	96	95
	Male	19	75	6	94	93	90
	African American	14	73	14	86	90	87
	American Indian	<	<	<	<	100	93
	Asian	29	65	6	94	96	95
	Caucasian	35	63	2	98	96	95
	Hispanic	20	67	13	87	92	87
	Other Ethnicity	30	70	0	100	97	92
	Economically Disadvantaged	11	79	11	89	89	86
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	80
	Special Education	3	77	19	81	74	67
<b>Algebra I</b>	All Students	14	80	5	95	96	92
	Female	15	82	3	97	97	93
	Male	14	78	8	92	95	90
	African American	13	79	8	92	93	87
	American Indian	<	<	<	<	100	90
	Asian	20	80	0	100	98	97
	Caucasian	16	79	5	95	97	94
	Hispanic	6	89	6	94	95	88
	Other Ethnicity	<	<	<	<	93	89
	Economically Disadvantaged	10	82	8	92	92	86
	Limited English Proficiency	<	<	<	<	97	88
	Migrant	<	<	<	<	<	93
	Special Education	0	71	29	71	84	75

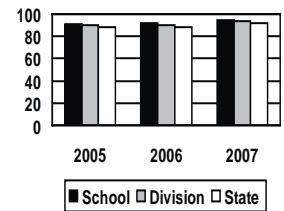
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### Three-Year Trend SOL Passing Rates

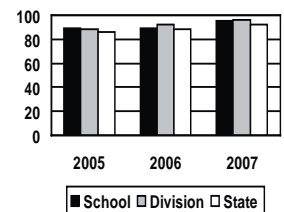
**High School End-of-Course  
English: Reading, Literature,  
and Research  
Percent Passing**



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



**High School End-of-Course  
Algebra I  
Percent Passing**



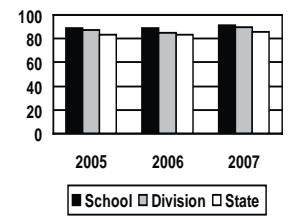
## 2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
<b>Geometry</b>	All Students	24	67	9	91	90	86
	Female	21	72	6	94	89	85
	Male	26	61	13	87	91	87
	African American	11	63	26	74	78	72
	American Indian	<	<	<	<	95	82
	Asian	<	<	<	<	96	93
	Caucasian	30	65	5	95	94	91
	Hispanic	5	86	9	91	88	80
	Other Ethnicity	14	79	7	93	96	88
	Economically Disadvantaged	12	59	29	71	79	74
	Limited English Proficiency	<	<	<	<	89	79
	Migrant	<	<	<	<	<	93
	Special Education	7	64	29	71	69	62
	<b>Algebra II</b>	All Students	27	63	10	90	92
Female		30	61	10	90	93	89
Male		24	65	11	89	90	87
African American		22	65	13	87	90	82
American Indian		<	<	<	<	83	85
Asian		43	43	14	86	93	93
Caucasian		28	63	9	91	93	90
Hispanic		<	<	<	<	92	82
Other Ethnicity		<	<	<	<	96	88
Economically Disadvantaged		26	54	20	80	88	82
Limited English Proficiency		<	<	<	<	85	85
Migrant		<	<	<	<	<	81
Special Education		0	76	24	76	83	73
<b>Biology</b>		All Students	18	76	5	95	91
	Female	13	81	6	94	91	87
	Male	23	72	5	95	91	87
	African American	7	78	15	85	82	76
	American Indian	<	<	<	<	94	92
	Asian	8	77	15	85	92	90
	Caucasian	23	75	2	98	96	93
	Hispanic	0	90	10	90	87	75
	Other Ethnicity	13	88	0	100	91	89
	Economically Disadvantaged	5	78	16	84	80	75
	Limited English Proficiency	<	<	<	<	70	68
	Migrant	<	<	<	<	<	67
	Special Education	8	68	25	75	71	64

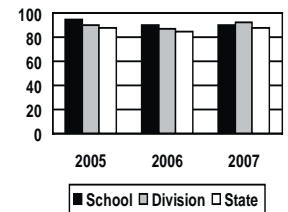
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### Three-Year Trend SOL Passing Rates

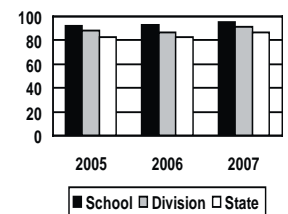
**High School End-of-Course  
Geometry  
Percent Passing**



**High School End-of-Course  
Algebra II  
Percent Passing**



**High School End-of-Course  
Biology  
Percent Passing**

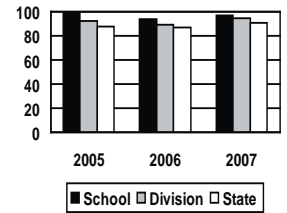


**2006-2007 SOL PERFORMANCE**

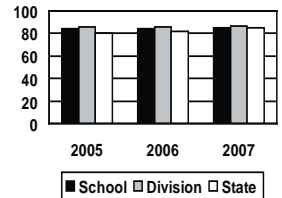
**Three-Year Trend  
SOL Passing Rates**

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Chemistry	All Students	15	82	3	97	95	91
	Female	11	86	3	97	94	90
	Male	21	76	3	97	95	92
	African American	9	87	4	96	90	83
	American Indian	<	<	<	<	85	92
	Asian	8	85	8	92	97	93
	Caucasian	16	81	3	97	96	94
	Hispanic	<	<	<	<	93	80
	Other Ethnicity	<	<	<	<	96	89
	Economically Disadvantaged	16	72	12	88	89	82
	Limited English Proficiency	<	<	<	<	87	77
	Migrant	<	<	<	<	<	92
	Special Education	<	<	<	<	87	69
	Earth Science	All Students	13	72	15	85	87
Female		11	72	17	83	86	83
Male		16	73	11	89	89	86
African American		5	65	30	70	76	72
American Indian		<	<	<	<	84	86
Asian		<	<	<	<	91	89
Caucasian		16	78	6	94	93	91
Hispanic		21	53	26	74	84	74
Other Ethnicity		30	60	10	90	85	80
Economically Disadvantaged		7	57	35	65	75	72
Limited English Proficiency		<	<	<	<	69	63
Migrant		<	<	<	<	<	62
Special Education		4	68	28	72	62	61
Virginia and United States History		All Students	39	55	6	94	94
	Female	34	59	7	93	92	92
	Male	44	50	6	94	95	94
	African American	21	61	18	82	88	87
	American Indian	<	<	<	<	94	93
	Asian	41	59	0	100	97	96
	Caucasian	44	53	3	97	97	96
	Hispanic	15	62	23	77	90	89
	Other Ethnicity	30	60	10	90	94	92
	Economically Disadvantaged	23	54	24	76	87	86
	Limited English Proficiency	<	<	<	<	82	84
	Migrant	<	<	<	<	<	84
	Special Education	8	65	27	73	78	77

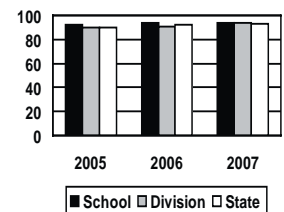
**High School End-of-Course  
Chemistry  
Percent Passing**



**High School End-of-Course  
Earth Science  
Percent Passing**



**High School End-of-Course  
Virginia and United States  
History  
Percent Passing**



<Data not reported for less than 10 students

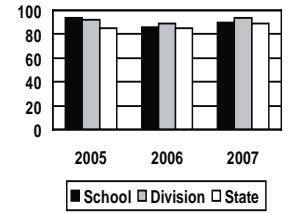
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
World History I	All Students	28	62	10	90	94	89
	Female	21	67	12	88	93	89
	Male	36	56	8	92	95	90
	African American	9	65	27	73	87	80
	American Indian	<	<	<	<	100	93
	Asian	40	50	10	90	97	96
	Caucasian	34	61	5	95	97	93
	Hispanic	11	78	11	89	92	84
	Other Ethnicity	27	55	18	82	91	86
	Economically Disadvantaged	11	61	28	72	86	79
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	75
	Special Education	2	68	30	70	78	69
	World History II	All Students	26	69	5	95	94
Female		20	73	7	93	92	91
Male		33	65	2	98	95	93
African American		10	74	15	85	85	84
American Indian		<	<	<	<	100	95
Asian		<	<	<	<	98	97
Caucasian		28	69	3	97	97	95
Hispanic		10	80	10	90	92	84
Other Ethnicity		<	<	<	<	95	91
Economically Disadvantaged		11	82	7	93	83	82
Limited English Proficiency		<	<	<	<	81	82
Migrant		<	<	<	<	<	84
Special Education		8	58	33	67	78	75
World Geography		All Students	22	56	22	78	79
	Female	18	59	23	77	76	80
	Male	28	51	21	79	83	85
	African American	4	53	43	57	67	71
	American Indian	<	<	<	<	91	86
	Asian	<	<	<	<	85	88
	Caucasian	31	55	14	86	86	88
	Hispanic	10	60	30	70	80	81
	Other Ethnicity	<	<	<	<	78	79
	Economically Disadvantaged	8	47	45	55	67	71
	Limited English Proficiency	<	<	<	<	76	69
	Migrant	<	<	<	<	<	68
	Special Education	8	33	58	42	56	57

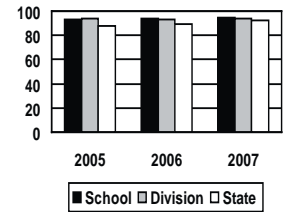
<Data not reported for less than 10 students

Three-Year Trend SOL Spring Scores

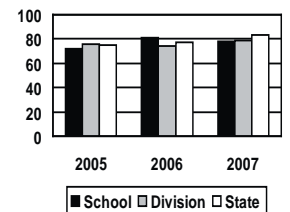
High School End-of-Course World History I Percent Passing



High School End-of-Course World History II Percent Passing



High School End-of-Course World Geography Percent Passing



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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.*

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Additional information about the data used in this report card can be found at [http://www.vbschools.com/school\\_data/report\\_cards/0708/index.asp](http://www.vbschools.com/school_data/report_cards/0708/index.asp).

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