

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

FRANK W. COX  
**High (9-12)**

***Home of the Falcons***

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2007-2008

Dr. Brian K. Matney, Principal  
Ms. Sandra R. Brown, Assistant Principal  
Mr. Cletus S. Griffin, Assistant Principal  
Dr. Michael E. Sicignano, Assistant Principal  
Ms. Mary V. Wiggins, Assistant Principal  
Ms. Kelsey Griffo-Grice, PTSA President

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**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: 18%

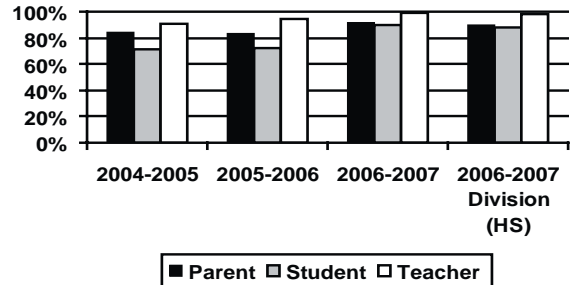
#### Average Class Size

English	Mathematics	Science	Social Studies
22.7	24.3	23.7	25.9

#### Attendance 2006-2007

School Average Daily Attendance:	94.5%
Division (HS) Average Daily Attendance:	94.5%

#### Overall Quality of Education

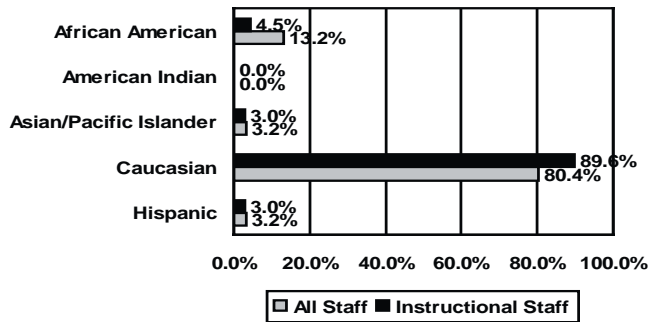


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

### STAFF CHARACTERISTICS

Administration/Intern: 5      Instructional: 134  
 Classified: 46                      Other: 4

#### Fall 2007 Staff Characteristics



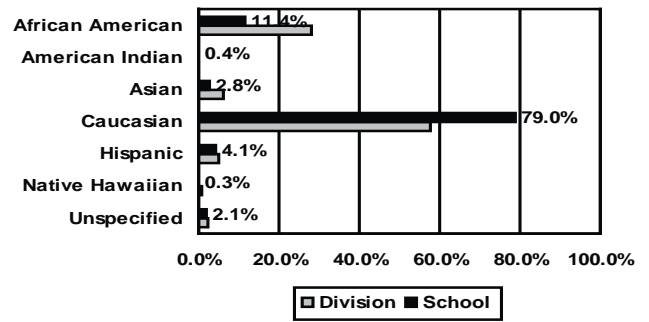
#### Additional Characteristics for Instructional Staff

	School	Division (HS)	State
Female	64.9%	65.1%	*
Male	35.1%	34.9%	*
Average years of teaching experience	16.1	14.1	*
Percentage with graduate degrees	59.0	47.3	*
Percentage new to the system	5.2	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	4	4	7
		Entire Division	

### STUDENT CHARACTERISTICS

School Membership: 1,995      Division Membership (HS): 22,909

#### Fall 2007 Student Characteristics



#### Additional Student Characteristics

	School	Division (HS)
Female	48.2%	49.3%
Male	51.8%	50.7%
Economically Disadvantaged	9.3%	19.9%
Gifted	19.5%	14.4%
Limited English Proficiency	0.9%	0.9%
Migrant	0.0%	<0.1%
Special Education	9.0%	11.1%

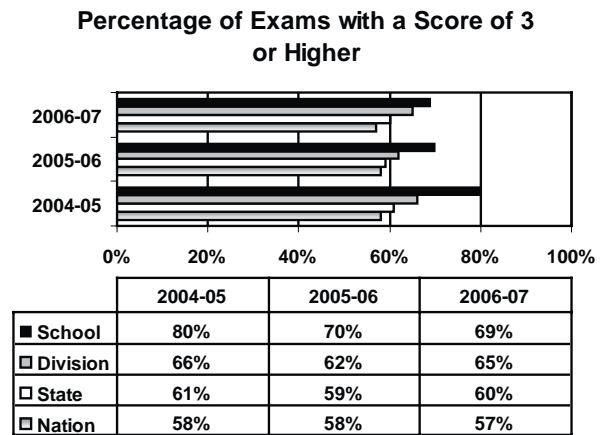
\*Not Available

## 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.

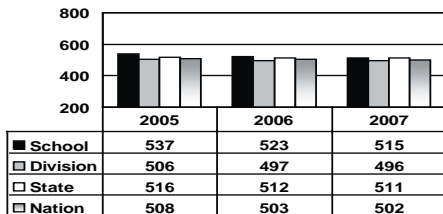
Advanced Placement		Number of AP Courses Taken by Students	Number of Exams Taken
2004-2005	School	832	590
	Division	6,387	4,839
	State	*	70,970
2005-2006	School	948	680
	Division	6,781	5,319
	State	*	80,783
2006-2007	School	947	700
	Division	7,038	5,504
	State	*	90,264



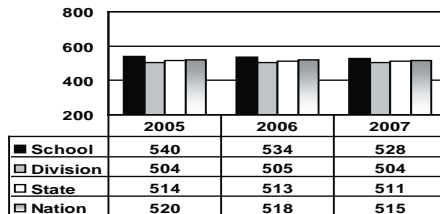
### SAT REASONING TEST

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.

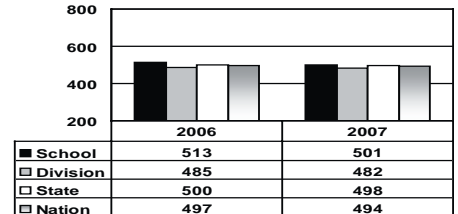
**Average Critical Reading Score**



**Average Math Score**



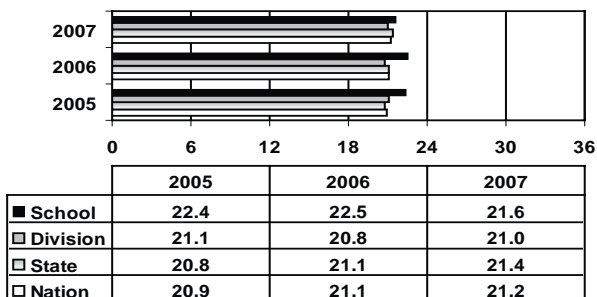
**Average Writing Score**



### 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	\$1,854,545	\$13,630,720
2005-2006	\$2,655,040	\$22,129,536
2006-2007	\$864,000	\$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	60%	51%
Standard	32%	40%
Other	8%	10%

**Number of Diplomas Awarded at This School: 488**

### CAREER AND TECHNICAL EDUCATION

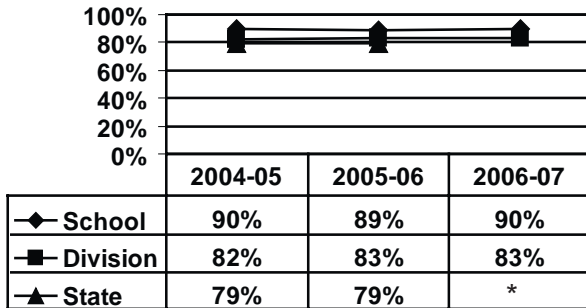
Students who are enrolled in a Technical and Career Education program of studies have the opportunity to earn industry certification, state licensure, and demonstrate skills on National Occupational Competency Testing Institute (NOCTI) assessments. The table below displays the number of assessments passed 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	129	1,380	10,369
CTE Completers	177	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	95%	90%	95%
	Division	77%	84%	84%
	State	70%	83%	68%
2005-2006	School	76%	90%	100%
	Division	76%	84%	87%
	State	71%	84%	65%
2006-2007	School	82%	91%	100%
	Division	75%	85%	81%
	State	*	*	*

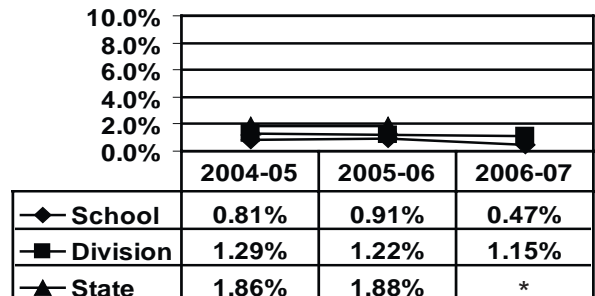
**AYP Graduation Target: 61%**

### 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	<	<	<	<	0.70%	<
	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	1.32%	<	<	<	0.70%	<
	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.

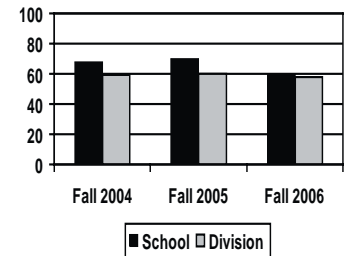
### STANFORD 10

Grade 9		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
<b>Total Reading</b>	All Students	68	59	70	60	60	58
	Female	69	62	70	62	63	60
	Male	68	57	70	59	58	57
	African American	41	43	50	45	39	42
	American Indian	<	67	<	60	<	54
	Asian	70	65	88	66	52	64
	Caucasian	73	67	73	67	66	66
	Hispanic	47	51	62	55	40	51
	Native Hawaiian	<	<	<	62	<	63
	Unspecified Ethnicity	<	61	63	65	56	64
	Economically Disadvantaged	42	43	49	46	41	42
	Limited English Proficiency	<	20	<	<	<	23
	Special Education	39	27	40	28	28	24
<b>Total Mathematics</b>	All Students	70	60	70	58	63	59
	Female	69	62	70	59	64	59
	Male	71	59	71	58	62	58
	African American	44	44	49	43	41	43
	American Indian	<	67	<	61	<	48
	Asian	85	76	84	73	76	73
	Caucasian	74	67	74	64	68	65
	Hispanic	47	53	50	54	46	54
	Native Hawaiian	<	<	<	65	<	63
	Unspecified Ethnicity	<	63	68	63	41	60
	Economically Disadvantaged	47	46	45	45	43	43
	Limited English Proficiency	<	47	<	<	<	50
	Special Education	43	31	36	29	33	27
<b>Total Language</b>	All Students	72	61	72	61	62	60
	Female	77	69	77	68	71	67
	Male	66	52	67	54	53	54
	African American	45	46	52	47	45	46
	American Indian	<	67	<	56	<	60
	Asian	89	72	88	72	38	70
	Caucasian	76	67	74	66	67	67
	Hispanic	47	56	70	59	45	52
	Native Hawaiian	<	<	<	69	<	68
	Unspecified Ethnicity	<	57	61	65	55	63
	Economically Disadvantaged	45	45	49	49	39	43
	Limited English Proficiency	<	33	<	<	<	44
	Special Education	31	27	36	27	29	24

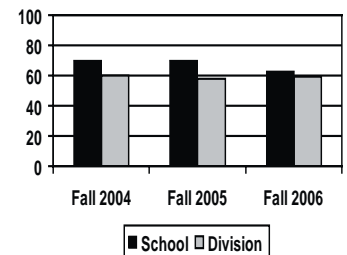
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### Three-Year Trend Stanford 10 Performance

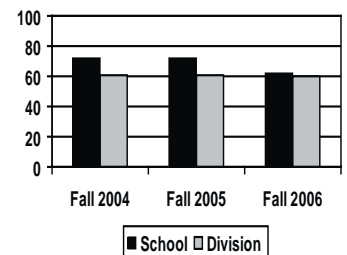
#### Total Reading Percentile Ranks



#### 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.

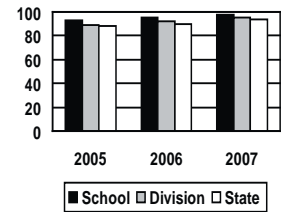
### 2006-2007 SOL PERFORMANCE

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	52	46	2	98	95	94
	Female	50	47	3	97	96	95
	Male	53	45	1	99	95	93
	African American	27	67	6	94	91	88
	American Indian	<	<	<	<	93	91
	Asian	45	55	0	100	96	96
	Caucasian	58	41	2	98	98	96
	Hispanic	23	77	0	100	93	90
	Other Ethnicity	33	67	0	100	98	93
	Economically Disadvantaged	34	63	2	98	90	87
	Limited English Proficiency	<	<	<	<	84	87
	Migrant	<	<	<	<	<	86
	Special Education	21	66	13	87	78	74
<b>English: Writing</b>	All Students	35	62	3	97	94	92
	Female	45	52	3	97	96	95
	Male	27	70	3	97	93	90
	African American	11	81	8	92	90	87
	American Indian	<	<	<	<	100	93
	Asian	30	70	0	100	96	95
	Caucasian	41	57	2	98	96	95
	Hispanic	19	81	0	100	92	87
	Other Ethnicity	21	79	0	100	97	92
	Economically Disadvantaged	8	82	10	90	89	86
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	80
	Special Education	5	80	15	85	74	67
<b>Algebra I</b>	All Students	24	74	2	98	96	92
	Female	31	67	2	98	97	93
	Male	18	81	2	98	95	90
	African American	13	85	2	98	93	87
	American Indian	<	<	<	<	100	90
	Asian	<	<	<	<	98	97
	Caucasian	27	72	1	99	97	94
	Hispanic	11	78	11	89	95	88
	Other Ethnicity	<	<	<	<	93	89
	Economically Disadvantaged	13	80	7	93	92	86
	Limited English Proficiency	<	<	<	<	97	88
	Migrant	<	<	<	<	<	93
	Special Education	8	90	3	98	84	75

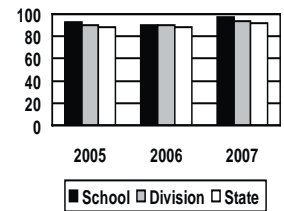
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### Three-Year Trend SOL Passing Rates

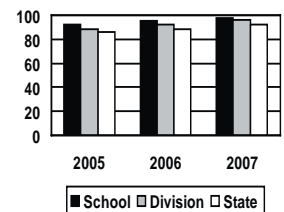
**High School End-of-Course  
English: Reading, Literature,  
and Research  
Percent Passing**



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



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



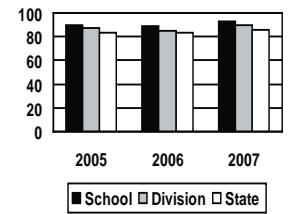
## 2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
<b>Geometry</b>	All Students	27	67	7	93	90	86
	Female	25	68	7	93	89	85
	Male	28	66	7	93	91	87
	African American	12	67	20	80	78	72
	American Indian	<	<	<	<	95	82
	Asian	35	65	0	100	96	93
	Caucasian	29	65	5	95	94	91
	Hispanic	13	80	7	93	88	80
	Other Ethnicity	<	<	<	<	96	88
	Economically Disadvantaged	17	61	22	78	79	74
	Limited English Proficiency	<	<	<	<	89	79
	Migrant	<	<	<	<	<	93
	Special Education	9	63	29	71	69	62
	<b>Algebra II</b>	All Students	27	67	6	94	92
Female		27	68	6	94	93	89
Male		27	65	7	93	90	87
African American		33	59	7	93	90	82
American Indian		<	<	<	<	83	85
Asian		38	62	0	100	93	93
Caucasian		27	66	7	93	93	90
Hispanic		14	79	7	93	92	82
Other Ethnicity		0	100	0	100	96	88
Economically Disadvantaged		4	91	4	96	88	82
Limited English Proficiency		<	<	<	<	85	85
Migrant		<	<	<	<	<	81
Special Education		8	83	8	92	83	73
<b>Biology</b>		All Students	11	83	5	95	91
	Female	9	86	5	95	91	87
	Male	14	81	5	95	91	87
	African American	0	78	22	78	82	76
	American Indian	<	<	<	<	94	92
	Asian	18	82	0	100	92	90
	Caucasian	13	84	3	97	96	93
	Hispanic	0	92	8	92	87	75
	Other Ethnicity	<	<	<	<	91	89
	Economically Disadvantaged	3	78	19	81	80	75
	Limited English Proficiency	<	<	<	<	70	68
	Migrant	<	<	<	<	<	67
	Special Education	3	75	22	78	71	64

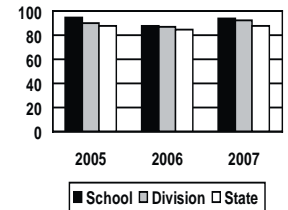
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### Three-Year Trend SOL Passing Rates

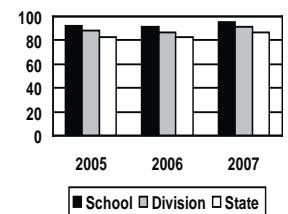
**High School End-of-Course  
Geometry  
Percent Passing**



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



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

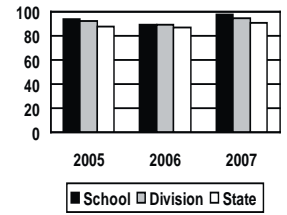


**2006-2007 SOL PERFORMANCE**

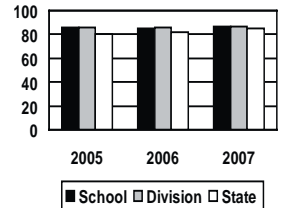
**Three-Year Trend  
SOL Passing Rates**

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Chemistry	All Students	23	74	2	98	95	91
	Female	21	79	1	99	94	90
	Male	26	71	3	97	95	92
	African American	20	72	8	92	90	83
	American Indian	<	<	<	<	85	92
	Asian	44	56	0	100	97	93
	Caucasian	24	75	2	98	96	94
	Hispanic	0	100	0	100	93	80
	Other Ethnicity	<	<	<	<	96	89
	Economically Disadvantaged	30	65	5	95	89	82
	Limited English Proficiency	<	<	<	<	87	77
	Migrant	<	<	<	<	<	92
	Special Education	<	<	<	<	87	69
	Earth Science	All Students	12	76	13	87	87
Female		8	77	15	85	86	83
Male		15	74	10	90	89	86
African American		7	63	30	70	76	72
American Indian		<	<	<	<	84	86
Asian		17	83	0	100	91	89
Caucasian		13	80	7	93	93	91
Hispanic		0	71	29	71	84	74
Other Ethnicity		<	<	<	<	85	80
Economically Disadvantaged		6	56	38	62	75	72
Limited English Proficiency		<	<	<	<	69	63
Migrant		<	<	<	<	<	62
Special Education		4	71	25	75	62	61
Virginia and United States History		All Students	47	51	3	97	94
	Female	39	57	4	96	92	92
	Male	54	44	2	98	95	94
	African American	33	58	9	91	88	87
	American Indian	<	<	<	<	94	93
	Asian	40	60	0	100	97	96
	Caucasian	49	49	2	98	97	96
	Hispanic	41	53	6	94	90	89
	Other Ethnicity	38	62	0	100	94	92
	Economically Disadvantaged	30	61	9	91	87	86
	Limited English Proficiency	<	<	<	<	82	84
	Migrant	<	<	<	<	<	84
	Special Education	33	50	17	83	78	77

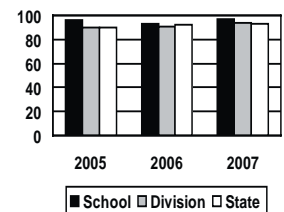
**High School End-of-Course  
Chemistry  
Percent Passing**



**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

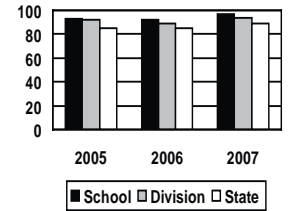
**2006-2007 SOL PERFORMANCE**

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
World History I	All Students	36	61	3	97	94	89
	Female	27	70	3	97	93	89
	Male	45	52	2	98	95	90
	African American	20	68	11	89	87	80
	American Indian	<	<	<	<	100	93
	Asian	64	27	9	91	97	96
	Caucasian	38	62	0	100	97	93
	Hispanic	24	53	24	76	92	84
	Other Ethnicity	<	<	<	<	91	86
	Economically Disadvantaged	9	78	13	88	86	79
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	75
	Special Education	20	75	5	95	78	69
	World History II	All Students	37	59	4	96	94
Female		28	67	5	95	92	91
Male		46	52	3	97	95	93
African American		23	63	13	87	85	84
American Indian		<	<	<	<	100	95
Asian		<	<	<	<	98	97
Caucasian		38	60	2	98	97	95
Hispanic		31	62	8	92	92	84
Other Ethnicity		<	<	<	<	95	91
Economically Disadvantaged		22	61	17	83	83	82
Limited English Proficiency		<	<	<	<	81	82
Migrant		<	<	<	<	<	84
Special Education		36	36	27	73	78	75
World Geography		All Students	32	54	14	86	79
	Female	29	54	18	82	76	80
	Male	36	54	10	90	83	85
	African American	10	57	33	67	67	71
	American Indian	<	<	<	<	91	86
	Asian	64	36	0	100	85	88
	Caucasian	38	54	9	91	86	88
	Hispanic	21	43	36	64	80	81
	Other Ethnicity	<	<	<	<	78	79
	Economically Disadvantaged	10	63	27	73	67	71
	Limited English Proficiency	<	<	<	<	76	69
	Migrant	<	<	<	<	<	68
	Special Education	18	53	29	71	56	57

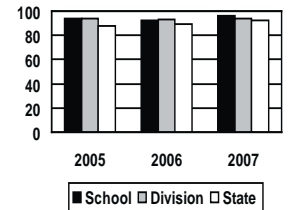
<Data not reported for less than 10 students

**Three-Year Trend  
SOL Spring Scores**

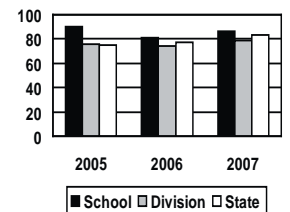
**High School End-of-Course  
World History I  
Percent Passing**



**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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