

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

GREEN RUN High (9-12)

Home of the Stallions

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Virginia Beach, VA 23453
757-648-5350 (phone)
757-431-4153 (fax)
grunhs@vbschools.com
<http://www.greenrunhs.vbschools.com>

2007-2008

Mr. George Parker, III, Principal
Dr. Donna G. Elliott, Assistant Principal
Ms. Heidi L. Mealy, Assistant Principal
Ms. Dolores K. Phipps, Assistant Principal
Mr. Todd A. Sherman, Assistant Principal
Ms. Stephanie Best, 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 and www.doe.virginia.gov.

SCHOOL INFORMATION

Student Mobility: 30%

Average Class Size

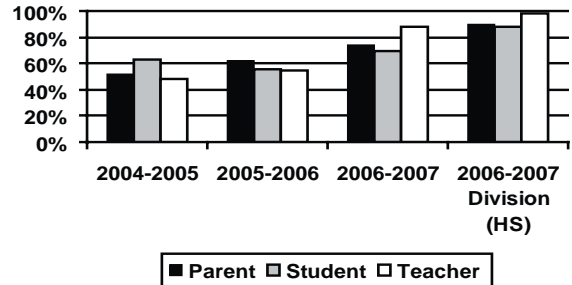
English	Mathematics	Science	Social Studies
20.3	22.0	23.3	22.7

Attendance 2006-2007

School Average Daily Attendance: 94.3%

Division (HS) Average Daily Attendance: 94.5%

Overall Quality of Education

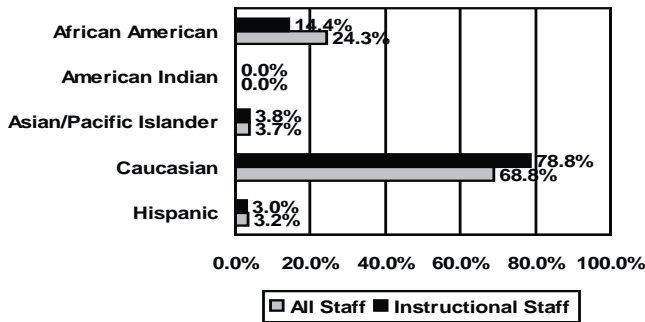


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 5 Instructional: 132
 Classified: 48 Other: 4

Fall 2007 Staff Characteristics



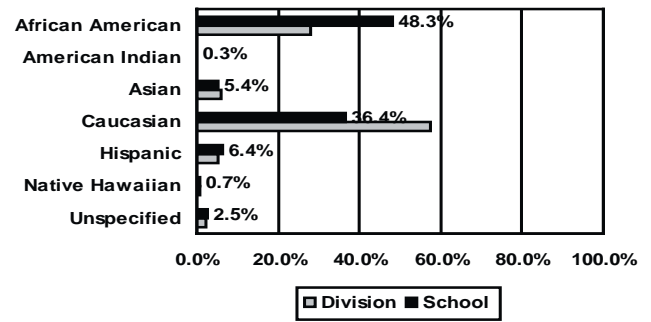
Additional Characteristics for Instructional Staff

	School	Division (HS)	State
Female	66.7%	65.1%	*
Male	33.3%	34.9%	*
Average years of teaching experience	12.4	14.1	*
Percentage with graduate degrees	43.9	47.3	*
Percentage new to the system	9.1	6.1	*
Percentage of core courses not taught by highly qualified teachers 06-07	5	3	3
		Entire Division	
Percentage of teachers with provisional credentials 06-07	7	4	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 1,809 Division Membership (HS): 22,909

Fall 2007 Student Characteristics



Additional Student Characteristics

	School	Division (HS)
Female	47.0%	49.3%
Male	53.0%	50.7%
Economically Disadvantaged	36.9%	19.9%
Gifted	6.0%	14.4%
Limited English Proficiency	1.5%	0.9%
Migrant	0.0%	<0.1%
Special Education	16.9%	11.1%

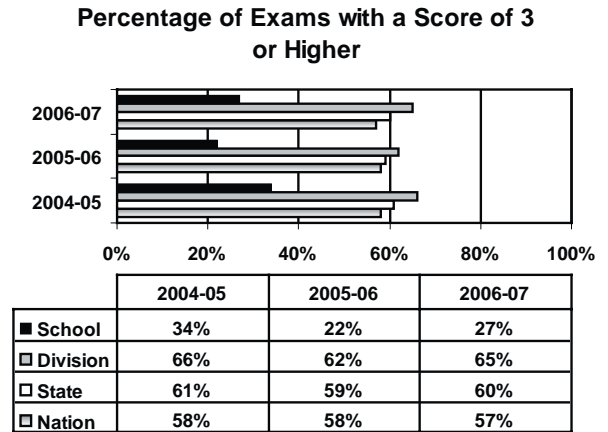
*Not Available

STUDENT PERFORMANCE MEASURES

ADVANCED PLACEMENT

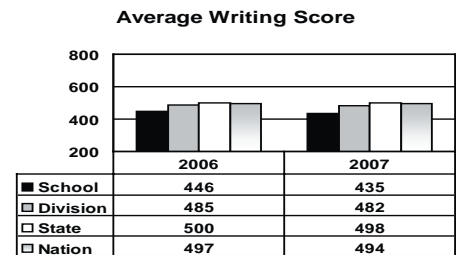
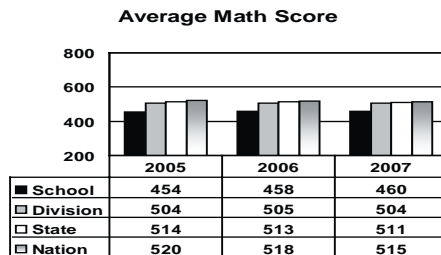
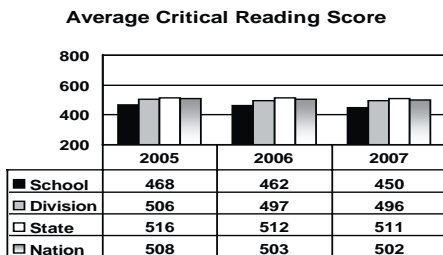
The Advanced Placement (AP) Program is administered by the College Board and provides students with an opportunity to earn college credit for courses taken in high school if they receive a score of 3, 4, or 5 on the AP exams given in the spring.

Advanced Placement		Number of AP Courses Taken by Students	Number of Exams Taken
2004-2005	School	265	196
	Division	6,387	4,839
	State	*	70,970
2005-2006	School	273	226
	Division	6,781	5,319
	State	*	80,783
2006-2007	School	265	177
	Division	7,038	5,504
	State	*	90,264



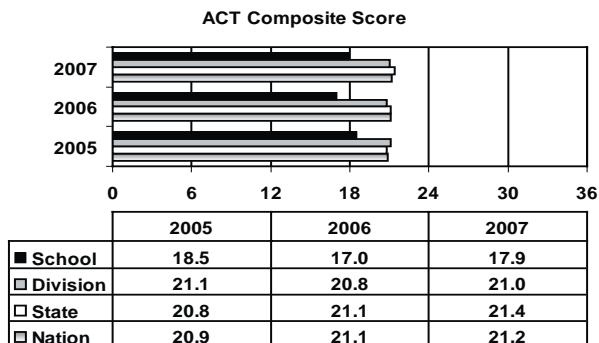
SAT REASONING TEST

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.



ACT

The ACT is an optional test taken by high school students and used by many colleges and universities as part of their admissions process. It includes multiple-choice tests that cover English, mathematics, reading, and science. Scores on each section range from 1 to 36. The composite score is the average of the four test scores.



SCHOLARSHIPS ACCEPTED

The table below shows the dollar value of the scholarships accepted by students in this school and the division. The amount of renewable scholarships is multiplied by four and the dollar value of ROTC and military academy appointments is included. Pell grants, work study, and student loans are not included in the reported amounts.

Year	School	Division
2004-2005	\$483,012	\$13,630,720
2005-2006	\$664,199	\$22,129,536
2006-2007	\$1,126,850	\$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	29%	51%
Standard	55%	40%
Other	16%	10%

Number of Diplomas Awarded at This School: 347

CAREER AND TECHNICAL EDUCATION

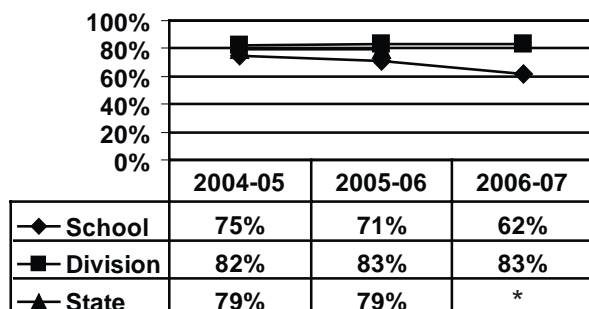
Students who are enrolled in a Technical and Career Education program of studies have the opportunity to earn industry certification, state licensure, and demonstrate skills on National Occupational Competency Testing Institute (NOCTI) assessments. The table below displays the number of assessments passed 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	21	431	1,917
State Licensures	4	33	1,039
Industry Certification	78	1,380	10,369
CTE Completers	165	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	74%	72%	78%
	Division	77%	84%	84%
	State	70%	83%	68%
2005-2006	School	70%	67%	80%
	Division	76%	84%	87%
	State	71%	84%	65%
2006-2007	School	59%	63%	61%
	Division	75%	85%	81%
	State	*	*	*

AYP Graduation Target: 61%

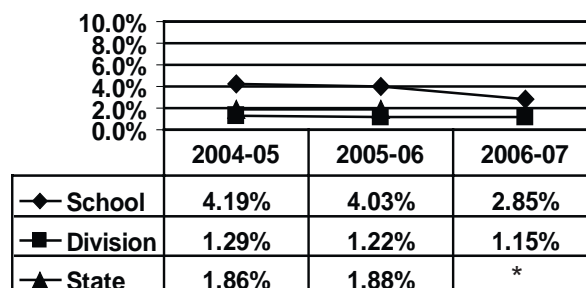
DROPOUT RATE

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	3.90%	4.45%	3.84%	<	4.76%	<
	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	2.93%	5.08%	4.37%	<	3.90%	<
	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	*	*	*	*	*	*

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

Dropout Rate (All 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.

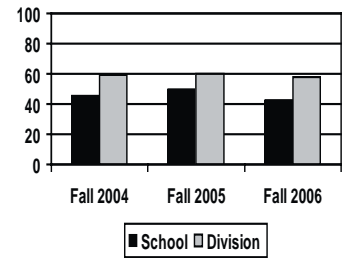
STANFORD 10

Grade 9		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
Total Reading	All Students	46	59	50	60	43	58
	Female	50	62	52	62	44	60
	Male	44	57	49	59	42	57
	African American	40	43	44	45	34	42
	American Indian	<	67	<	60	<	54
	Asian	33	65	51	66	57	64
	Caucasian	56	67	58	67	52	66
	Hispanic	41	51	44	55	47	51
	Native Hawaiian	<	<	<	62	<	63
	Unspecified Ethnicity	49	61	53	65	60	64
	Economically Disadvantaged	40	43	48	46	40	42
	Limited English Proficiency	<	20	<	<	<	23
	Special Education	18	27	26	28	18	24
	Total Mathematics	All Students	42	60	45	58	46
Female		44	62	45	59	46	59
Male		41	59	45	58	45	58
African American		37	44	39	43	38	43
American Indian		<	67	<	61	<	48
Asian		47	76	48	73	58	73
Caucasian		48	67	52	64	54	65
Hispanic		44	53	44	54	47	54
Native Hawaiian		<	<	<	65	<	63
Unspecified Ethnicity		41	63	46	63	54	60
Economically Disadvantaged		37	46	41	45	40	43
Limited English Proficiency		<	47	<	<	<	50
Special Education		19	31	26	29	22	27
Total Language		All Students	41	61	42	61	42
	Female	52	69	53	68	51	67
	Male	33	52	34	54	36	54
	African American	36	46	40	47	36	46
	American Indian	<	67	<	56	<	60
	Asian	44	72	56	72	57	70
	Caucasian	46	67	45	66	49	67
	Hispanic	49	56	39	59	45	52
	Native Hawaiian	<	<	<	69	<	68
	Unspecified Ethnicity	38	57	30	65	43	63
	Economically Disadvantaged	35	45	42	49	37	43
	Limited English Proficiency	<	33	<	<	<	44
	Special Education	17	27	20	27	16	24

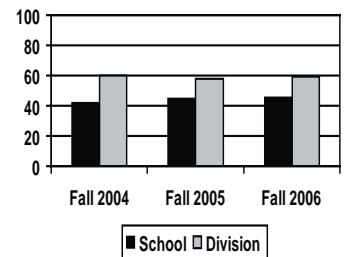
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Three-Year Trend Stanford 10 Performance

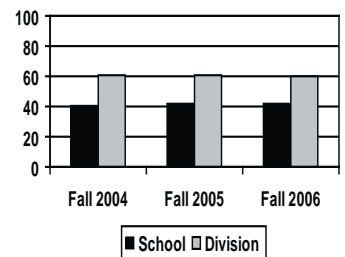
Total Reading Percentile Ranks



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.

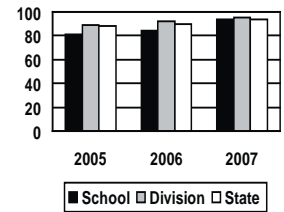
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	24	70	6	94	95	94
	Female	22	71	6	94	96	95
	Male	27	68	6	94	95	93
	African American	19	73	8	92	91	88
	American Indian	<	<	<	<	93	91
	Asian	27	69	4	96	96	96
	Caucasian	33	64	3	97	98	96
	Hispanic	15	70	15	85	93	90
	Other Ethnicity	<	<	<	<	98	93
	Economically Disadvantaged	18	74	8	92	90	87
	Limited English Proficiency	<	<	<	<	84	87
	Migrant	<	<	<	<	<	86
	Special Education	19	65	16	84	78	74
English: Writing	All Students	10	82	8	92	94	92
	Female	8	84	8	92	96	95
	Male	12	80	8	92	93	90
	African American	6	83	11	89	90	87
	American Indian	<	<	<	<	100	93
	Asian	22	70	9	91	96	95
	Caucasian	12	82	5	95	96	95
	Hispanic	10	81	10	90	92	87
	Other Ethnicity	<	<	<	<	97	92
	Economically Disadvantaged	6	83	11	89	89	86
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	80
	Special Education	0	76	24	76	74	67
Algebra I	All Students	9	87	4	96	96	92
	Female	7	90	3	97	97	93
	Male	10	84	6	94	95	90
	African American	8	88	4	96	93	87
	American Indian	<	<	<	<	100	90
	Asian	5	90	5	95	98	97
	Caucasian	8	86	5	95	97	94
	Hispanic	17	83	0	100	95	88
	Other Ethnicity	<	<	<	<	93	89
	Economically Disadvantaged	8	88	4	96	92	86
	Limited English Proficiency	<	<	<	<	97	88
	Migrant	<	<	<	<	<	93
	Special Education	2	91	7	93	84	75

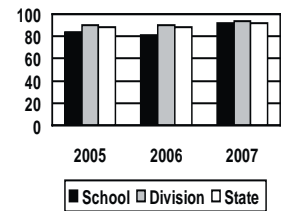
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Three-Year Trend SOL Passing Rates

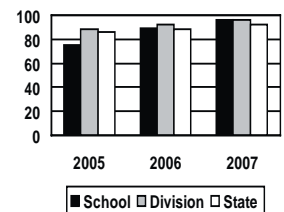
**High School End-of-Course
English: Reading, Literature,
and Research
Percent Passing**



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



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



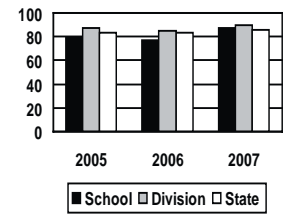
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Geometry	All Students	8	79	13	87	90	86
	Female	7	76	17	83	89	85
	Male	10	83	7	93	91	87
	African American	5	77	18	82	78	72
	American Indian	<	<	<	<	95	82
	Asian	8	84	8	92	96	93
	Caucasian	12	81	8	92	94	91
	Hispanic	12	82	6	94	88	80
	Other Ethnicity	10	80	10	90	96	88
	Economically Disadvantaged	8	74	18	82	79	74
	Limited English Proficiency	<	<	<	<	89	79
	Migrant	<	<	<	<	<	93
	Special Education	6	65	29	71	69	62
	Algebra II	All Students	11	82	7	93	92
Female		11	81	8	92	93	89
Male		10	83	7	93	90	87
African American		5	88	6	94	90	82
American Indian		<	<	<	<	83	85
Asian		21	74	5	95	93	93
Caucasian		14	77	9	91	93	90
Hispanic		8	85	8	92	92	82
Other Ethnicity		<	<	<	<	96	88
Economically Disadvantaged		9	83	9	91	88	82
Limited English Proficiency		<	<	<	<	85	85
Migrant		<	<	<	<	<	81
Special Education		<	<	<	<	83	73
Biology		All Students	4	84	12	88	91
	Female	3	84	13	87	91	87
	Male	5	84	11	89	91	87
	African American	2	83	15	85	82	76
	American Indian	<	<	<	<	94	92
	Asian	10	70	20	80	92	90
	Caucasian	6	86	7	93	96	93
	Hispanic	0	90	10	90	87	75
	Other Ethnicity	10	70	20	80	91	89
	Economically Disadvantaged	4	80	17	83	80	75
	Limited English Proficiency	<	<	<	<	70	68
	Migrant	<	<	<	<	<	67
	Special Education	0	63	38	63	71	64

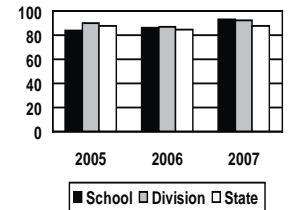
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Three-Year Trend SOL Passing Rates

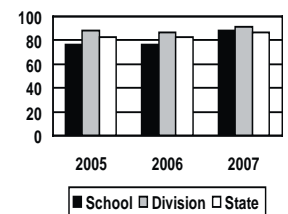
**High School End-of-Course
Geometry
Percent Passing**



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



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

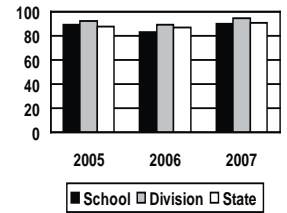


2006-2007 SOL PERFORMANCE

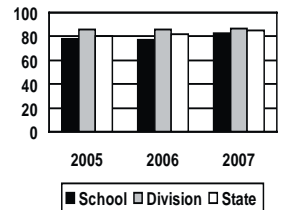
**Three-Year Trend
SOL Passing Rates**

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Chemistry	All Students	3	87	10	90	95	91
	Female	2	89	9	91	94	90
	Male	4	85	11	89	95	92
	African American	1	84	15	85	90	83
	American Indian	<	<	<	<	85	92
	Asian	8	75	17	83	97	93
	Caucasian	3	94	3	97	96	94
	Hispanic	0	90	10	90	93	80
	Other Ethnicity	<	<	<	<	96	89
	Economically Disadvantaged	2	74	23	77	89	82
	Limited English Proficiency	<	<	<	<	87	77
	Migrant	<	<	<	<	<	92
	Special Education	<	<	<	<	87	69
	Earth Science	All Students	7	76	17	83	87
Female		4	79	17	83	86	83
Male		9	75	16	84	89	86
African American		4	72	24	76	76	72
American Indian		<	<	<	<	84	86
Asian		24	62	14	86	91	89
Caucasian		10	84	6	94	93	91
Hispanic		6	78	17	83	84	74
Other Ethnicity		6	88	6	94	85	80
Economically Disadvantaged		6	72	22	78	75	72
Limited English Proficiency		<	<	<	<	69	63
Migrant		<	<	<	<	<	62
Special Education		3	53	44	56	62	61
Virginia and United States History		All Students	14	74	12	88	94
	Female	7	76	17	83	92	92
	Male	22	72	7	93	95	94
	African American	7	75	17	83	88	87
	American Indian	<	<	<	<	94	93
	Asian	22	70	9	91	97	96
	Caucasian	22	71	7	93	97	96
	Hispanic	9	82	9	91	90	89
	Other Ethnicity	<	<	<	<	94	92
	Economically Disadvantaged	7	77	16	84	87	86
	Limited English Proficiency	<	<	<	<	82	84
	Migrant	<	<	<	<	<	84
	Special Education	13	70	18	83	78	77

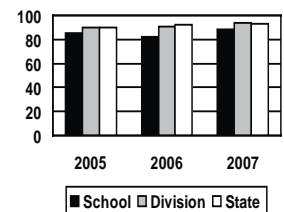
**High School End-of-Course
Chemistry
Percent Passing**



**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

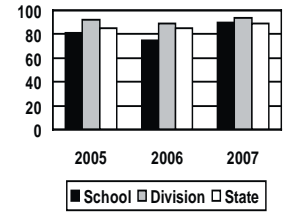
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
World History I	All Students	11	79	10	90	94	89
	Female	8	82	11	89	93	89
	Male	14	76	10	90	95	90
	African American	6	76	18	82	87	80
	American Indian	<	<	<	<	100	93
	Asian	26	74	0	100	97	96
	Caucasian	13	84	3	97	97	93
	Hispanic	10	83	7	93	92	84
	Other Ethnicity	19	75	6	94	91	86
	Economically Disadvantaged	9	75	16	84	86	79
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	75
	Special Education	9	62	29	71	78	69
	World History II	All Students	7	74	18	82	94
Female		3	73	24	76	92	91
Male		12	76	12	88	95	93
African American		2	69	29	71	85	84
American Indian		<	<	<	<	100	95
Asian		5	90	5	95	98	97
Caucasian		13	75	12	88	97	95
Hispanic		<	<	<	<	92	84
Other Ethnicity		<	<	<	<	95	91
Economically Disadvantaged		8	62	30	70	83	82
Limited English Proficiency		<	<	<	<	81	82
Migrant		<	<	<	<	<	84
Special Education		0	69	31	69	78	75
World Geography		All Students	5	67	27	73	79
	Female	4	62	34	66	76	80
	Male	6	71	22	78	83	85
	African American	2	61	37	63	67	71
	American Indian	<	<	<	<	91	86
	Asian	7	79	14	86	85	88
	Caucasian	11	69	20	80	86	88
	Hispanic	5	79	16	84	80	81
	Other Ethnicity	<	<	<	<	78	79
	Economically Disadvantaged	5	61	34	66	67	71
	Limited English Proficiency	<	<	<	<	76	69
	Migrant	<	<	<	<	<	68
	Special Education	3	51	46	54	56	57

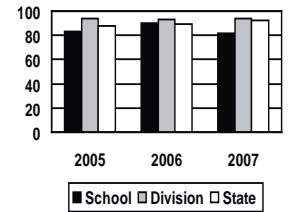
<Data not reported for less than 10 students

Three-Year Trend SOL Spring Scores

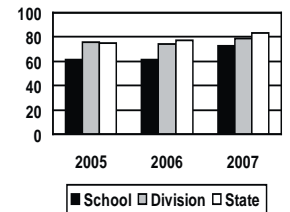
High School End-of-Course World History I Percent Passing



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



High School End-of-Course World Geography Percent Passing



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Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Mary Ann Morrill, Virginia Beach City Public Schools, 2512 George Mason Drive, P. O. Box 6038, Virginia Beach, Virginia 23456-0038. Telephone 263-1199; fax 263-1131; 263-1240 (TDD) or e-mail maryann.morrill@vbschools.com.

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.

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