

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

LANDSTOWN High (9-12)

Home of the Eagles

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Virginia Beach, VA 23456
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landshs@vbschools.com
<http://www.landstownhs.vbschools.com>

2007-2008

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. R. Lisette Richardson, Technology
Academy Coordinator
Ms. Amy N. Sulcer, Administrative Assistant
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 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: 17%

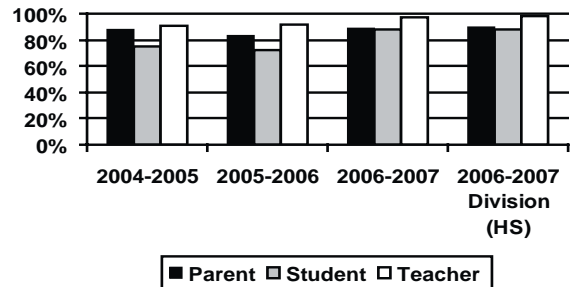
Average Class Size

English	Mathematics	Science	Social Studies
19.9	22.1	22.7	22.5

Attendance 2006-2007

School Average Daily Attendance:	93.8%
Division (HS) Average Daily Attendance:	94.5%

Overall Quality of Education

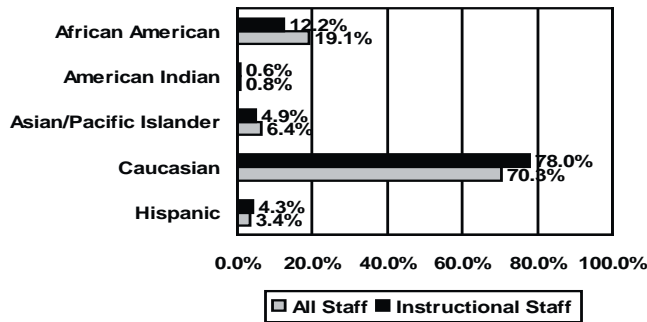


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 7 Instructional: 164
 Classified: 60 Other: 5

Fall 2007 Staff Characteristics



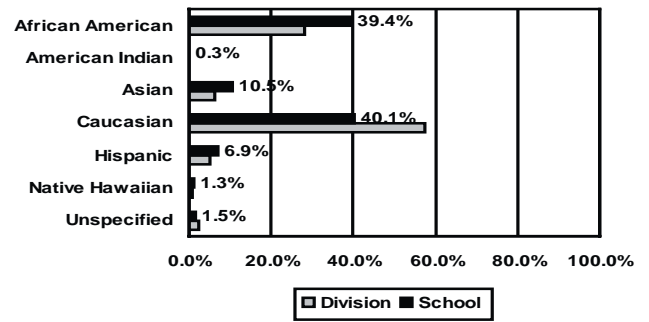
Additional Characteristics for Instructional Staff

	School	Division (HS)	State
Female	69.5%	65.1%	*
Male	30.5%	34.9%	*
Average years of teaching experience	12.1	14.1	*
Percentage with graduate degrees	51.8	47.3	*
Percentage new to the system	9.1	6.1	*
Percentage of core courses not taught by highly qualified teachers 06-07	3	3	3
		Entire Division	
Percentage of teachers with provisional credentials 06-07	7	4	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 2,299 Division Membership (HS): 22,909

Fall 2007 Student Characteristics



Additional Student Characteristics

	School	Division (HS)
Female	43.6%	49.3%
Male	56.4%	50.7%
Economically Disadvantaged	22.4%	19.9%
Gifted	11.7%	14.4%
Limited English Proficiency	0.6%	0.9%
Migrant	0.0%	<0.1%
Special Education	11.1%	11.1%

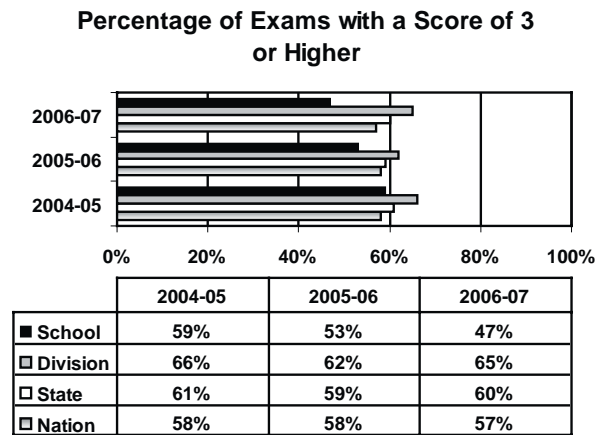
*Not Available

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.

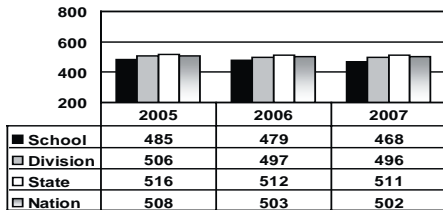
Advanced Placement		Number of AP Courses Taken by Students	Number of Exams Taken
2004-2005	School	470	296
	Division	6,387	4,839
	State	*	70,970
2005-2006	School	601	411
	Division	6,781	5,319
	State	*	80,783
2006-2007	School	745	461
	Division	7,038	5,504
	State	*	90,264



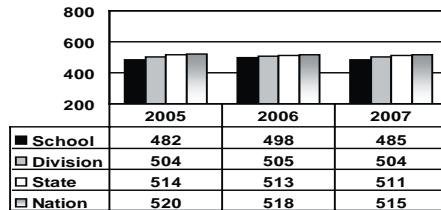
SAT REASONING TEST

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.

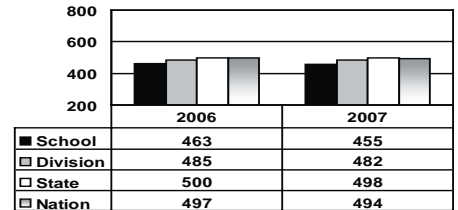
Average Critical Reading Score



Average Math Score



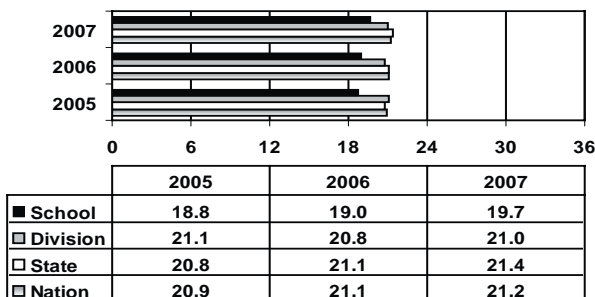
Average Writing Score



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	\$1,172,590	\$13,630,720
2005-2006	\$2,568,655	\$22,129,536
2006-2007	\$1,794,875	\$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	45%	51%
Standard	46%	40%
Other	9%	10%

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.

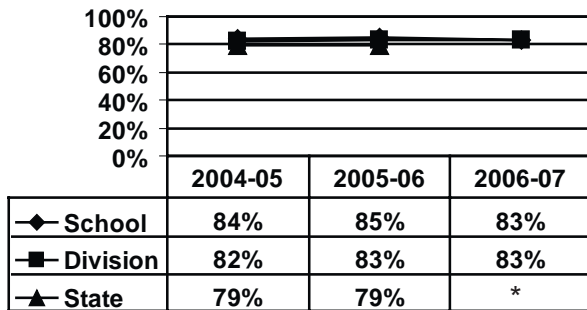
	School	Division	State
NOCTI Assessments	57	431	1,917
State Licensures	5	33	1,039
Industry Certification	211	1,380	10,369
CTE Completers	229	2,090	31,043

Number of Diplomas Awarded at This School: 489

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	84%	84%	79%
	Division	77%	84%	84%
	State	70%	83%	68%
2005-2006	School	81%	85%	81%
	Division	76%	84%	87%
	State	71%	84%	65%
2006-2007	School	78%	86%	84%
	Division	75%	85%	81%
	State	*	*	*

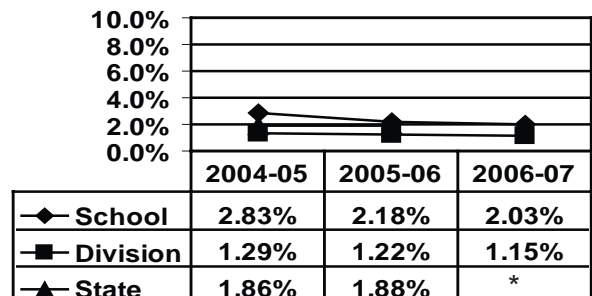
AYP Graduation Target: 61%

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	2.81%	2.85%	3.34%	<	2.73%	<
	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	1.39%	2.85%	3.21%	<	1.25%	<
	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.

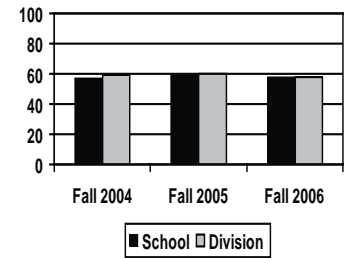
STANFORD 10

Grade 9		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
Total Reading	All Students	57	59	59	60	58	58
	Female	60	62	58	62	53	60
	Male	55	57	60	59	62	57
	African American	47	43	50	45	48	42
	American Indian	<	67	<	60	<	54
	Asian	65	65	65	66	66	64
	Caucasian	64	67	65	67	65	66
	Hispanic	60	51	51	55	53	51
	Native Hawaiian	<	<	<	62	53	63
	Unspecified Ethnicity	61	61	74	65	63	64
	Economically Disadvantaged	46	43	45	46	45	42
	Limited English Proficiency	<	20	<	<	<	23
	Special Education	26	27	24	28	24	24
	Total Mathematics	All Students	60	60	55	58	57
Female		61	62	54	59	54	59
Male		59	59	55	58	59	58
African American		52	44	45	43	47	43
American Indian		<	67	<	61	<	48
Asian		73	76	70	73	71	73
Caucasian		65	67	60	64	63	65
Hispanic		53	53	50	54	59	54
Native Hawaiian		<	<	<	65	45	63
Unspecified Ethnicity		50	63	65	63	49	60
Economically Disadvantaged		50	46	37	45	42	43
Limited English Proficiency		<	47	<	<	<	50
Special Education		35	31	22	29	22	27
Total Language		All Students	60	61	58	61	58
	Female	67	69	64	68	61	67
	Male	54	52	52	54	56	54
	African American	53	46	49	47	50	46
	American Indian	<	67	<	56	<	60
	Asian	67	72	71	72	72	70
	Caucasian	62	67	62	66	62	67
	Hispanic	70	56	44	59	<	52
	Native Hawaiian	<	<	<	69	68	68
	Unspecified Ethnicity	65	57	81	65	74	63
	Economically Disadvantaged	50	45	45	49	40	43
	Limited English Proficiency	<	33	<	<	<	44
	Special Education	30	27	20	27	21	24

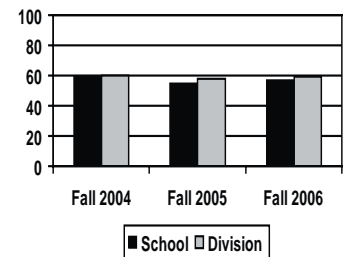
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Three-Year Trend Stanford 10 Performance

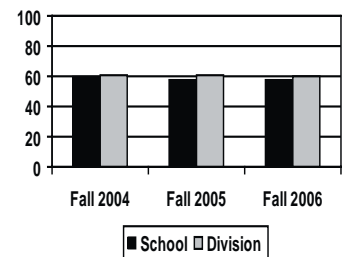
Total Reading Percentile Ranks



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.

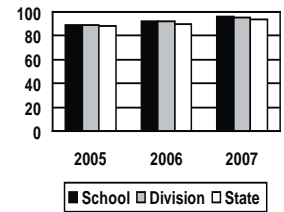
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	40	55	4	96	95	94
	Female	34	62	4	96	96	95
	Male	46	49	5	95	95	93
	African American	31	64	5	95	91	88
	American Indian	<	<	<	<	93	91
	Asian	43	55	3	98	96	96
	Caucasian	51	45	4	96	98	96
	Hispanic	32	59	8	92	93	90
	Other Ethnicity	<	<	<	<	98	93
	Economically Disadvantaged	25	70	5	95	90	87
	Limited English Proficiency	<	<	<	<	84	87
	Migrant	<	<	<	<	<	86
	Special Education	24	52	24	76	78	74
English: Writing	All Students	21	74	5	95	94	92
	Female	24	73	3	97	96	95
	Male	19	74	7	93	93	90
	African American	17	77	6	94	90	87
	American Indian	<	<	<	<	100	93
	Asian	31	66	3	98	96	95
	Caucasian	23	72	5	95	96	95
	Hispanic	14	80	6	94	92	87
	Other Ethnicity	<	<	<	<	97	92
	Economically Disadvantaged	19	77	5	95	89	86
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	80
	Special Education	2	76	21	79	74	67
Algebra I	All Students	18	79	3	97	96	92
	Female	22	74	4	96	97	93
	Male	15	82	2	98	95	90
	African American	18	78	4	96	93	87
	American Indian	<	<	<	<	100	90
	Asian	18	79	3	97	98	97
	Caucasian	17	80	2	98	97	94
	Hispanic	26	74	0	100	95	88
	Other Ethnicity	<	<	<	<	93	89
	Economically Disadvantaged	13	82	5	95	92	86
	Limited English Proficiency	<	<	<	<	97	88
	Migrant	<	<	<	<	<	93
	Special Education	9	76	15	85	84	75

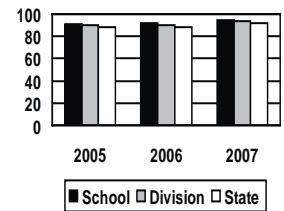
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Three-Year Trend SOL Passing Rates

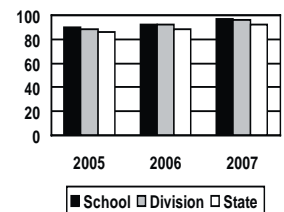
**High School End-of-Course
English: Reading, Literature,
and Research
Percent Passing**



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



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



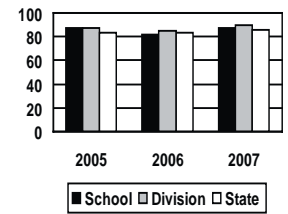
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Geometry	All Students	19	68	13	87	90	86
	Female	16	67	17	83	89	85
	Male	22	69	9	91	91	87
	African American	10	67	23	77	78	72
	American Indian	<	<	<	<	95	82
	Asian	30	62	8	92	96	93
	Caucasian	23	72	5	95	94	91
	Hispanic	28	65	8	93	88	80
	Other Ethnicity	<	<	<	<	96	88
	Economically Disadvantaged	11	65	23	77	79	74
	Limited English Proficiency	<	<	<	<	89	79
	Migrant	<	<	<	<	<	93
	Special Education	7	52	41	59	69	62
	Algebra II	All Students	13	81	6	94	92
Female		10	86	4	96	93	89
Male		16	77	7	93	90	87
African American		9	84	7	93	90	82
American Indian		<	<	<	<	83	85
Asian		20	73	7	93	93	93
Caucasian		14	82	4	96	93	90
Hispanic		5	89	5	95	92	82
Other Ethnicity		<	<	<	<	96	88
Economically Disadvantaged		7	88	5	95	88	82
Limited English Proficiency		<	<	<	<	85	85
Migrant		<	<	<	<	<	81
Special Education		<	<	<	<	83	73
Biology		All Students	10	78	12	88	91
	Female	4	79	16	84	91	87
	Male	15	77	9	91	91	87
	African American	5	77	18	82	82	76
	American Indian	<	<	<	<	94	92
	Asian	16	75	9	91	92	90
	Caucasian	13	80	6	94	96	93
	Hispanic	5	76	18	82	87	75
	Other Ethnicity	10	70	20	80	91	89
	Economically Disadvantaged	3	76	22	78	80	75
	Limited English Proficiency	<	<	<	<	70	68
	Migrant	<	<	<	<	<	67
	Special Education	3	60	37	63	71	64

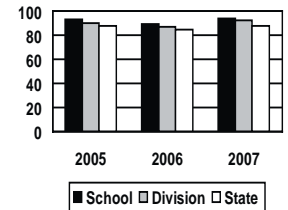
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Three-Year Trend SOL Passing Rates

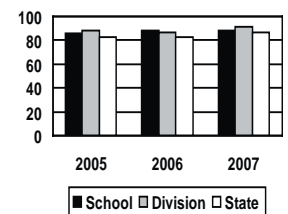
High School End-of-Course Geometry Percent Passing



High School End-of-Course Algebra II Percent Passing



High School End-of-Course Biology Percent Passing

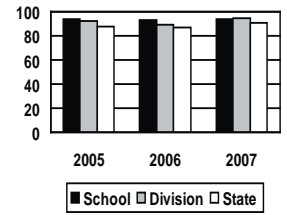


2006-2007 SOL PERFORMANCE

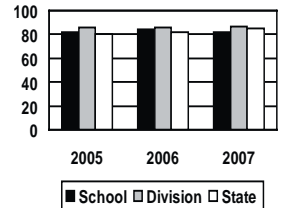
**Three-Year Trend
SOL Passing Rates**

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Chemistry	All Students	19	75	6	94	95	91
	Female	14	78	8	92	94	90
	Male	26	71	3	97	95	92
	African American	10	82	9	91	90	83
	American Indian	<	<	<	<	85	92
	Asian	15	83	2	98	97	93
	Caucasian	29	65	6	94	96	94
	Hispanic	18	77	5	95	93	80
	Other Ethnicity	<	<	<	<	96	89
	Economically Disadvantaged	7	80	13	87	89	82
	Limited English Proficiency	<	<	<	<	87	77
	Migrant	<	<	<	<	<	92
	Special Education	<	<	<	<	87	69
	Earth Science	All Students	12	69	18	82	87
Female		9	66	25	75	86	83
Male		15	72	12	88	89	86
African American		5	69	26	74	76	72
American Indian		<	<	<	<	84	86
Asian		13	77	10	90	91	89
Caucasian		20	70	9	91	93	91
Hispanic		12	63	24	76	84	74
Other Ethnicity		10	60	30	70	85	80
Economically Disadvantaged		5	68	28	72	75	72
Limited English Proficiency		0	64	36	64	69	63
Migrant		<	<	<	<	<	62
Special Education		3	60	37	63	62	61
Virginia and United States History		All Students	37	57	5	95	94
	Female	29	63	8	92	92	92
	Male	44	52	4	96	95	94
	African American	29	63	8	92	88	87
	American Indian	<	<	<	<	94	93
	Asian	49	50	1	99	97	96
	Caucasian	44	53	3	97	97	96
	Hispanic	28	64	8	92	90	89
	Other Ethnicity	<	<	<	<	94	92
	Economically Disadvantaged	29	62	9	91	87	86
	Limited English Proficiency	<	<	<	<	82	84
	Migrant	<	<	<	<	<	84
	Special Education	14	62	24	76	78	77

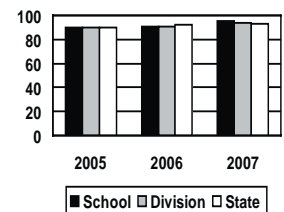
**High School End-of-Course
Chemistry
Percent Passing**



**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

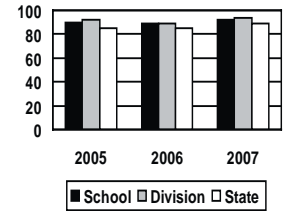
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
World History I	All Students	34	58	8	92	94	89
	Female	24	65	11	89	93	89
	Male	41	52	6	94	95	90
	African American	19	67	14	86	87	80
	American Indian	<	<	<	<	100	93
	Asian	42	51	7	93	97	96
	Caucasian	47	50	2	98	97	93
	Hispanic	25	69	6	94	92	84
	Other Ethnicity	45	27	27	73	91	86
	Economically Disadvantaged	14	67	19	81	86	79
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	75
	Special Education	14	68	18	82	78	69
	World History II	All Students	20	72	8	92	94
Female		13	77	9	91	92	91
Male		27	66	7	93	95	93
African American		9	74	16	84	85	84
American Indian		<	<	<	<	100	95
Asian		33	67	0	100	98	97
Caucasian		25	70	4	96	97	95
Hispanic		6	82	12	88	92	84
Other Ethnicity		<	<	<	<	95	91
Economically Disadvantaged		8	75	18	82	83	82
Limited English Proficiency		<	<	<	<	81	82
Migrant		<	<	<	<	<	84
Special Education		13	69	19	81	78	75
World Geography		All Students	15	65	20	80	79
	Female	8	70	22	78	76	80
	Male	23	60	17	83	83	85
	African American	7	65	28	72	67	71
	American Indian	<	<	<	<	91	86
	Asian	20	65	15	85	85	88
	Caucasian	23	66	11	89	86	88
	Hispanic	28	52	21	79	80	81
	Other Ethnicity	<	<	<	<	78	79
	Economically Disadvantaged	9	60	31	69	67	71
	Limited English Proficiency	<	<	<	<	76	69
	Migrant	<	<	<	<	<	68
	Special Education	0	54	46	54	56	57

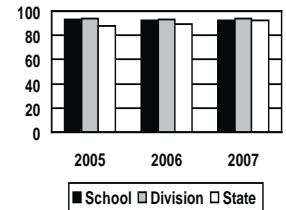
<Data not reported for less than 10 students

**Three-Year Trend
SOL Spring Scores**

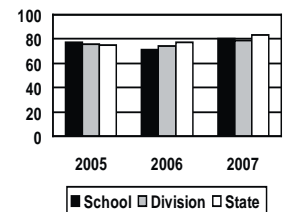
**High School End-of-Course
World History I
Percent Passing**



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



**High School End-of-Course
World Geography
Percent Passing**



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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.

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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