

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

PRINCESS ANNE High (9-12)

Home of the Cavaliers

4400 Virginia Beach Boulevard
Virginia Beach, VA 23462
757-648-5600 (phone)
757-473-5004 (fax)
pahs@vbschools.com
<http://www.princessannehs.vbschools.com>

2007-2008

Mrs. Patricia W. Griffin, Principal
Ms. Anne Marie Bissell, Assistant Principal
Mr. Thomas H. Gustafson, Assistant Principal
Ms. Angelita Isom, Assistant Principal
Mr. Ernest E. Sawyer, Assistant Principal
Dr. Helen T. Cox, International Baccalaureate
Magnet Center Program Coordinator
Mr. Wayne Varney, Special Education
Program Coordinator
Ms. Sarina Bowen, 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: 20%

Average Class Size

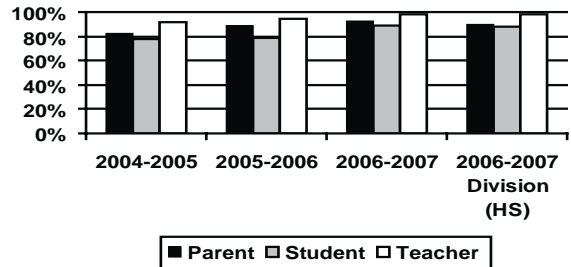
English	Mathematics	Science	Social Studies
17.8	18.0	20.2	21.1

Attendance 2006-2007

School Average Daily Attendance: 95.1%

Division (HS) Average Daily Attendance: 94.5%

Overall Quality of Education

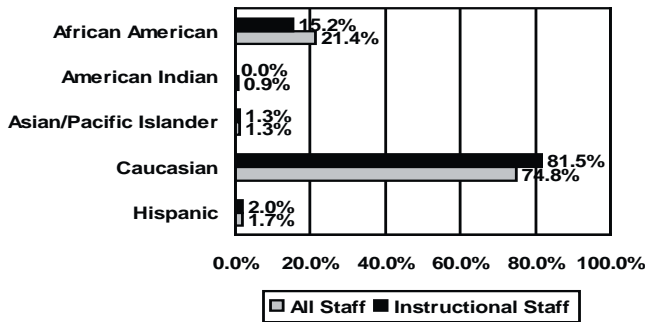


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 6 Instructional: 151
 Classified: 72 Other: 5

Fall 2007 Staff Characteristics



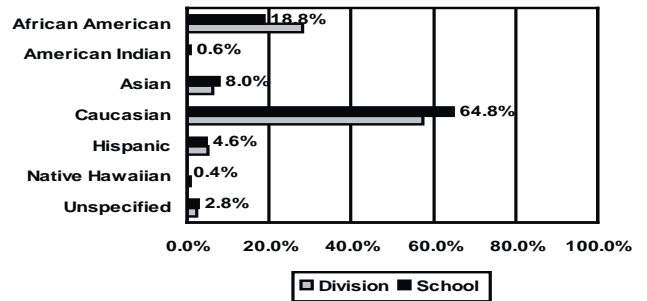
Additional Characteristics for Instructional Staff

	School	Division (HS)	State
Female	66.9%	65.1%	*
Male	33.1%	34.9%	*
Average years of teaching experience	16.5	14.1	*
Percentage with graduate degrees	53.0	47.3	*
Percentage new to the system	3.3	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	5	4	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 1,810 Division Membership (HS): 22,909

Fall 2007 Student Characteristics



Additional Student Characteristics

	School	Division (HS)
Female	53.4%	49.3%
Male	46.6%	50.7%
Economically Disadvantaged	16.7%	19.9%
Gifted	22.5%	14.4%
Limited English Proficiency	0.5%	0.9%
Migrant	0.0%	<0.1%
Special Education	12.8%	11.1%

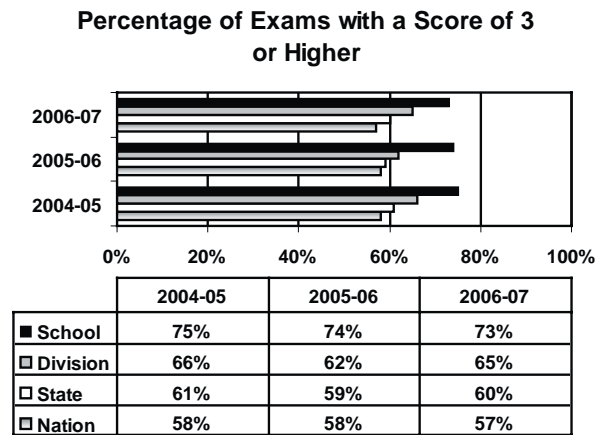
*Not Available

STUDENT PERFORMANCE MEASURES

ADVANCED PLACEMENT

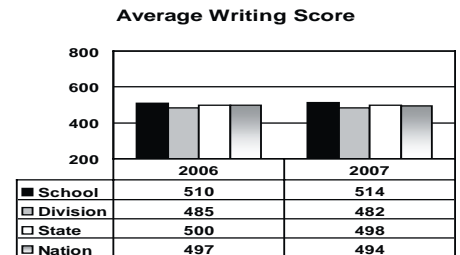
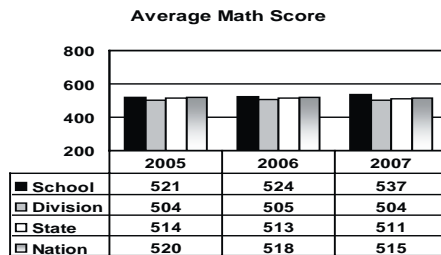
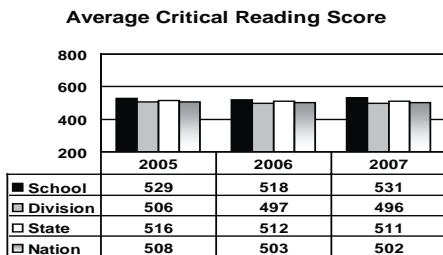
The Advanced Placement (AP) Program is administered by the College Board and provides students with an opportunity to earn college credit for courses taken in high school if they receive a score of 3, 4, or 5 on the AP exams given in the spring.

Advanced Placement		Number of AP Courses Taken by Students	Number of Exams Taken
2004-2005	School	549	657
	Division	6,387	4,839
	State	*	70,970
2005-2006	School	613	776
	Division	6,781	5,319
	State	*	80,783
2006-2007	School	655	791
	Division	7,038	5,504
	State	*	90,264



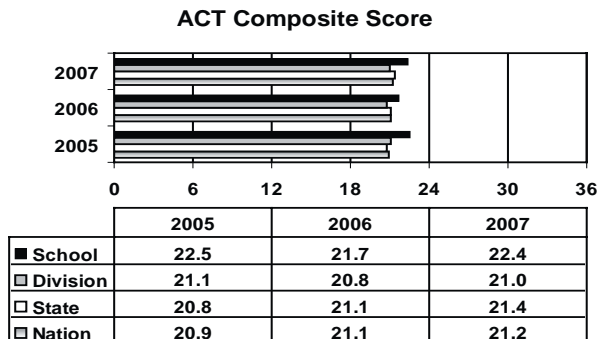
SAT REASONING TEST

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	\$1,600,023	\$13,630,720
2005-2006	\$3,010,004	\$22,129,536
2006-2007	\$3,791,872	\$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	59%	51%
Standard	29%	40%
Other	12%	10%

Number of Diplomas Awarded at This School: 451

CAREER AND TECHNICAL EDUCATION

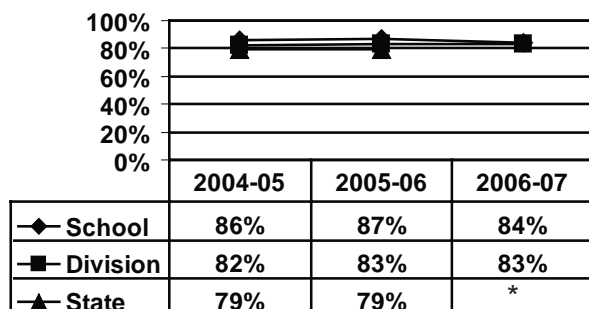
Students who are enrolled in a Technical and Career Education program of studies have the opportunity to earn industry certification, state licensure, and demonstrate skills on National Occupational Competency Testing Institute (NOCTI) assessments. The table below displays the number of assessments passed 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	23	431	1,917
State Licensures	3	33	1,039
Industry Certification	83	1,380	10,369
CTE Completers	141	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	77%	88%	71%
	Division	77%	84%	84%
	State	70%	83%	68%
2005-2006	School	82%	88%	95%
	Division	76%	84%	87%
	State	71%	84%	65%
2006-2007	School	71%	86%	94%
	Division	75%	85%	81%
	State	*	*	*

AYP Graduation Target: 61%

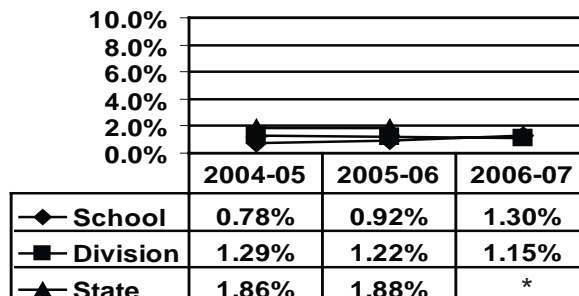
DROPOUT RATE

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	<	<	<	<	0.81%	<
	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%	<	<	<	<
	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.

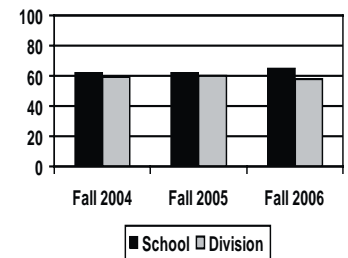
STANFORD 10

Grade 9		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
Total Reading	All Students	62	59	62	60	65	58
	Female	66	62	67	62	69	60
	Male	58	57	56	59	60	57
	African American	42	43	46	45	40	42
	American Indian	<	67	<	60	<	54
	Asian	81	65	78	66	81	64
	Caucasian	67	67	65	67	69	66
	Hispanic	50	51	51	55	53	51
	Native Hawaiian	<	<	<	62	<	63
	Unspecified Ethnicity	<	61	67	65	74	64
	Economically Disadvantaged	39	43	45	46	50	42
	Limited English Proficiency	<	20	<	<	<	23
	Special Education	27	27	25	28	30	24
Total Mathematics	All Students	66	60	65	58	71	59
	Female	68	62	68	59	72	59
	Male	63	59	63	58	70	58
	African American	46	44	48	43	48	43
	American Indian	<	67	<	61	<	48
	Asian	88	76	88	73	89	73
	Caucasian	69	67	67	64	75	65
	Hispanic	55	53	57	54	65	54
	Native Hawaiian	<	<	<	65	<	63
	Unspecified Ethnicity	<	63	63	63	74	60
	Economically Disadvantaged	45	46	53	45	57	43
	Limited English Proficiency	<	47	<	<	<	50
	Special Education	30	31	30	29	37	27
Total Language	All Students	67	61	63	61	67	60
	Female	74	69	74	68	74	67
	Male	58	52	52	54	59	54
	African American	47	46	53	47	43	46
	American Indian	<	67	<	56	<	60
	Asian	85	72	85	72	86	70
	Caucasian	71	67	63	66	72	67
	Hispanic	56	56	57	59	56	52
	Native Hawaiian	<	<	<	69	<	68
	Unspecified Ethnicity	<	57	73	65	75	63
	Economically Disadvantaged	45	45	49	49	52	43
	Limited English Proficiency	<	33	<	<	<	44
	Special Education	31	27	25	27	26	24

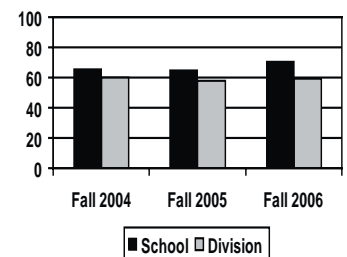
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Three-Year Trend Stanford 10 Performance

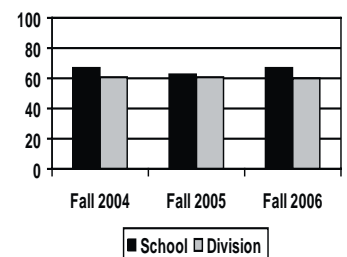
Total Reading Percentile Ranks



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.

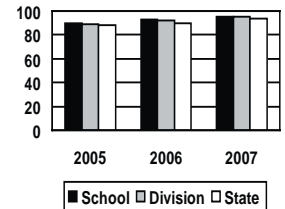
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	50	45	5	95	95	94
	Female	51	46	3	97	96	95
	Male	48	45	8	92	95	93
	African American	30	57	13	87	91	88
	American Indian	<	<	<	<	93	91
	Asian	73	23	4	96	96	96
	Caucasian	50	48	2	98	98	96
	Hispanic	45	36	18	82	93	90
	Other Ethnicity	92	8	0	100	98	93
	Economically Disadvantaged	24	56	20	80	90	87
	Limited English Proficiency	<	<	<	<	84	87
	Migrant	<	<	<	<	<	86
	Special Education	25	43	32	68	78	74
English: Writing	All Students	30	65	5	95	94	92
	Female	37	59	4	96	96	95
	Male	21	72	7	93	93	90
	African American	12	77	11	89	90	87
	American Indian	<	<	<	<	100	93
	Asian	52	43	4	96	96	95
	Caucasian	32	64	3	97	96	95
	Hispanic	16	68	16	84	92	87
	Other Ethnicity	45	55	0	100	97	92
	Economically Disadvantaged	14	71	15	85	89	86
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	80
	Special Education	3	70	27	73	74	67
Algebra I	All Students	15	82	2	98	96	92
	Female	15	82	3	97	97	93
	Male	16	82	1	99	95	90
	African American	6	86	8	92	93	87
	American Indian	<	<	<	<	100	90
	Asian	29	71	0	100	98	97
	Caucasian	16	83	1	99	97	94
	Hispanic	7	93	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	3	98	0	100	84	75

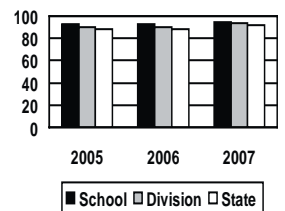
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Three-Year Trend SOL Passing Rates

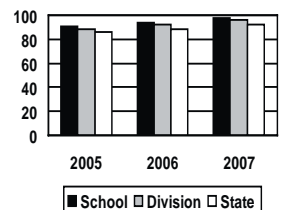
**High School End-of-Course
English: Reading, Literature,
and Research
Percent Passing**



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



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



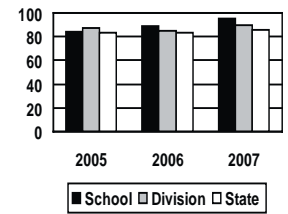
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Geometry	All Students	23	72	5	95	90	86
	Female	24	69	6	94	89	85
	Male	22	75	3	97	91	87
	African American	9	78	12	88	78	72
	American Indian	<	<	<	<	95	82
	Asian	44	56	0	100	96	93
	Caucasian	25	72	3	97	94	91
	Hispanic	19	69	13	88	88	80
	Other Ethnicity	<	<	<	<	96	88
	Economically Disadvantaged	16	70	14	86	79	74
	Limited English Proficiency	<	<	<	<	89	79
	Migrant	<	<	<	<	<	93
	Special Education	25	69	6	94	69	62
	Algebra II	All Students	34	63	3	97	92
Female		36	63	1	99	93	89
Male		32	63	6	94	90	87
African American		19	81	0	100	90	82
American Indian		<	<	<	<	83	85
Asian		59	41	0	100	93	93
Caucasian		33	64	4	96	93	90
Hispanic		33	57	10	90	92	82
Other Ethnicity		55	45	0	100	96	88
Economically Disadvantaged		36	62	2	98	88	82
Limited English Proficiency		<	<	<	<	85	85
Migrant		<	<	<	<	<	81
Special Education		0	100	0	100	83	73
Biology		All Students	21	74	5	95	91
	Female	18	77	5	95	91	87
	Male	24	71	5	95	91	87
	African American	5	74	21	79	82	76
	American Indian	<	<	<	<	94	92
	Asian	24	76	0	100	92	90
	Caucasian	23	75	2	98	96	93
	Hispanic	35	65	0	100	87	75
	Other Ethnicity	36	64	0	100	91	89
	Economically Disadvantaged	4	79	17	83	80	75
	Limited English Proficiency	<	<	<	<	70	68
	Migrant	<	<	<	<	<	67
	Special Education	7	74	19	81	71	64

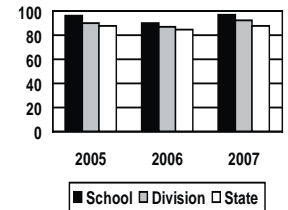
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Three-Year Trend SOL Passing Rates

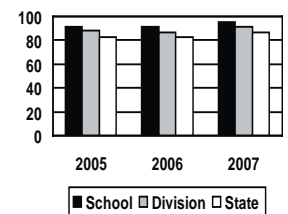
**High School End-of-Course
Geometry
Percent Passing**



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



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

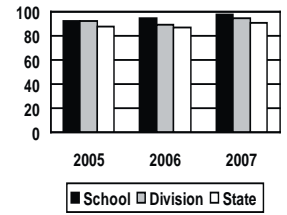


2006-2007 SOL PERFORMANCE

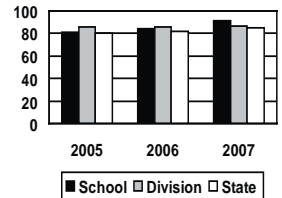
**Three-Year Trend
SOL Passing Rates**

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Chemistry	All Students	28	70	2	98	95	91
	Female	23	74	3	97	94	90
	Male	35	63	1	99	95	92
	African American	23	70	7	93	90	83
	American Indian	<	<	<	<	85	92
	Asian	51	49	0	100	97	93
	Caucasian	24	74	2	98	96	94
	Hispanic	21	79	0	100	93	80
	Other Ethnicity	<	<	<	<	96	89
	Economically Disadvantaged	29	69	3	97	89	82
	Limited English Proficiency	<	<	<	<	87	77
	Migrant	<	<	<	<	<	92
	Special Education	<	<	<	<	87	69
	Earth Science	All Students	16	75	9	91	87
Female		16	72	12	88	86	83
Male		17	77	6	94	89	86
African American		11	75	14	86	76	72
American Indian		<	<	<	<	84	86
Asian		<	<	<	<	91	89
Caucasian		20	72	8	92	93	91
Hispanic		5	79	16	84	84	74
Other Ethnicity		<	<	<	<	85	80
Economically Disadvantaged		11	70	19	81	75	72
Limited English Proficiency		<	<	<	<	69	63
Migrant		<	<	<	<	<	62
Special Education		7	61	33	67	62	61
Virginia and United States History		All Students	43	51	6	94	94
	Female	37	56	7	93	92	92
	Male	49	46	5	95	95	94
	African American	18	65	17	83	88	87
	American Indian	<	<	<	<	94	93
	Asian	52	48	0	100	97	96
	Caucasian	48	48	4	96	97	96
	Hispanic	33	53	13	87	90	89
	Other Ethnicity	79	21	0	100	94	92
	Economically Disadvantaged	14	79	8	92	87	86
	Limited English Proficiency	<	<	<	<	82	84
	Migrant	<	<	<	<	<	84
	Special Education	22	66	13	88	78	77

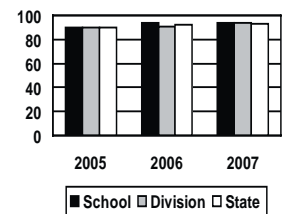
**High School End-of-Course
Chemistry
Percent Passing**



**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

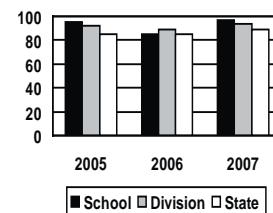
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
World History I	All Students	37	60	3	97	94	89
	Female	32	65	3	97	93	89
	Male	41	55	3	97	95	90
	African American	11	80	9	91	87	80
	American Indian	<	<	<	<	100	93
	Asian	64	36	0	100	97	96
	Caucasian	44	54	2	98	97	93
	Hispanic	42	58	0	100	92	84
	Other Ethnicity	<	<	<	<	91	86
	Economically Disadvantaged	17	72	11	89	86	79
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	75
	Special Education	10	81	10	90	78	69
	World History II	All Students	28	70	2	98	94
Female		24	73	3	97	92	91
Male		33	65	2	98	95	93
African American		12	85	4	96	85	84
American Indian		<	<	<	<	100	95
Asian		<	<	<	<	98	97
Caucasian		31	67	2	98	97	95
Hispanic		<	<	<	<	92	84
Other Ethnicity		<	<	<	<	95	91
Economically Disadvantaged		16	84	0	100	83	82
Limited English Proficiency		<	<	<	<	81	82
Migrant		<	<	<	<	<	84
Special Education		<	<	<	<	78	75
World Geography		All Students	22	64	14	86	79
	Female	22	59	19	81	76	80
	Male	22	70	9	91	83	85
	African American	18	49	33	67	67	71
	American Indian	<	<	<	<	91	86
	Asian	<	<	<	<	85	88
	Caucasian	25	65	10	90	86	88
	Hispanic	8	92	0	100	80	81
	Other Ethnicity	<	<	<	<	78	79
	Economically Disadvantaged	9	55	36	64	67	71
	Limited English Proficiency	<	<	<	<	76	69
	Migrant	<	<	<	<	<	68
	Special Education	13	50	37	63	56	57

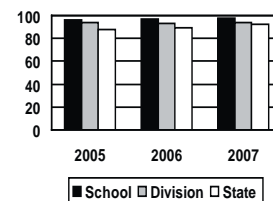
<Data not reported for less than 10 students

Three-Year Trend SOL Spring Scores

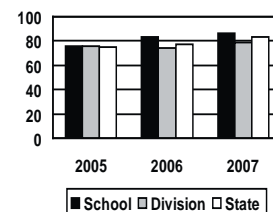
**High School End-of-Course
World History I
Percent Passing**



**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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