



## Powell Valley High

One Avenue Of Champions, Big Stone Gap, VA 24219

Grade Span: 09-12

### Wise County Public Schools

**Principal:**  
**David Lee**  
**(276) 523-1290**

**Superintendent:**  
**Dr. Gregory N. Killough**  
**(276) 328-8017**

**School's Designation:**  
**Not In Improvement**

The Commonwealth of Virginia is committed to providing quality education for all students. This commitment includes keeping parents and the public informed through the Virginia School Report Card of the progress of our schools in raising student achievement and enhancing the learning environment. The ratings for Adequate Yearly Progress (AYP) and school accreditation for specific school year are based on the achievement of students on tests taken during the previous academic year.

AYP ratings are preliminary and subject to change based on corrections to student-level records submitted by school divisions and the receipt of additional data.

**This School's Focus Area(s):**  
General Education

This School - **Made AYP**  
This School Division - **Did Not Make AYP**  
The State - **Did Not Make AYP**

Annual Measurable Objective for Mathematics is **71**  
Annual Measurable Objective for Reading/Language Arts is **73**

### School - Summary

This table provides summary information on enrollment, accountability ratings, and whether the school is required to implement a plan to raise achievement in English or Mathematics. Ratings are based on the achievement results on tests taken during the previous academic year and are subject to change based on corrections and additions to student-level records submitted by school divisions.

School - Summary			
	2005-2006	2006-2007	2007-2008
Student Population	488	527	542
Accreditation Status	Fully Accredited	Fully Accredited	Fully Accredited
AYP Status	Made AYP	Made AYP	Made AYP
Open Status	Open	Open	Open
School Improvement	Not In Improvement	Not In Improvement	Not In Improvement
English Improvement	Not In Improvement	Not In Improvement	Not In Improvement
Mathematics Improvement	Not In Improvement	Not In Improvement	Not In Improvement
LEP Reading Exempt	-	-	-

Key: ENG = English  
MATH = Mathematics  
OAI = Other Academic Indicator  
< = A group below state definition for personally identifiable results  
- = No data for group  
\* = Data not yet available

### Accreditation Adjusted Pass Rates

The Commonwealth of Virginia accredits schools based on the overall achievement of students on Standards of Learning (SOL) tests and approved substitute assessments in English, mathematics, history/social science, and science. Adjusted pass rates represent achievement in all tested grade levels and allowances made for transfer students and limited English proficient students and credit awarded schools for the successful remediation of students.

Accreditation Adjusted Pass Rates			
Subject	2005-2006	2006-2007	2007-2008
English	84	-	90
Grade 4, 6, 7, 8 & EOC English	-	93	-
Mathematics	81	83	93
History	86	89	84
Science	81	90	86

Key: < = A group below state definition for personally identifiable results  
- = No data for group  
\* = Data not yet available

## School - Fall Membership

School membership (enrollment) is reported on September 30 of each school year.

School - Fall Membership			
Grade	2004-2005	2005-2006	2006-2007
09	136	151	180
10	123	120	133
11	114	106	121
12	116	111	93

Key: < = A group below state definition for personally identifiable results  
 - = No data for group  
 \* = Data not yet available

## School - School Safety

Virginia's accreditation standards require school report cards to include information about school safety. The Offense Categories that are listed are the same as the offense categories defined in the Safe Schools Information Resource (SSIR) available on the VDOE Web site.

School - School Safety			
Offense Category	2004-2005	2005-2006	2006-2007
Related to Weapons	0	0	0
Against Student	0	0	3
Against Staff	0	0	0
Against Person	0	4	22
Related to ATOD	8	8	23
Related to Property	0	8	6
Related to Behavior	4	76	107
Technology	0	0	4
Other	16	34	10

Key: < = A group below state definition for personally identifiable results  
 - = No data for group  
 \* = Data not yet available

## Percentage of Students Passing/Tested/Not Tested

Schools, school divisions, and states are rated according to the progress toward the goals of the No Child Left Behind Act of 2001 (NCLB). This federal law requires states to set annual benchmarks for achievement in reading and mathematics leading to 100 percent proficiency by 2014. Schools, school divisions, and states that meet or exceed all annual benchmarks toward this goal are rated as having made adequate yearly progress (AYP). Schools, school divisions, states must test at least 95 percent of students overall, and 95 percent of students in each of the following subgroups: white, black, Hispanic, students with disabilities, limited English proficient students, and students identified as disadvantaged. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Percentage of Students Passing/Tested/Not Tested										
Student Subgroup	Type	2004-2005			2005-2006			2006-2007		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
<b>English Performance</b>										
All Students	School	82	96	4	94	98	2	91	99	1
	Division	82	99	1	84	100	0	86	100	0
	State	81	99	1	84	100	0	85	100	0
Black Students	School	-	<	<	<	<	<	<	<	<
	Division	-	<	<	84	100	0	96	100	0
	State	-	<	<	73	99	1	76	99	1
White Students	School	82	96	4	96	98	2	92	99	1
	Division	82	100	0	84	100	0	86	100	0
	State	87	99	1	89	100	0	90	100	0
Students with Disabilities	School	38	89	11	42	100	0	50	100	0
	Division	47	99	1	56	99	1	53	100	0
	State	56	98	2	64	100	0	62	99	1
Students Identified as Disadvantaged	School	76	92	8	79	97	3	86	100	0
	Division	75	99	1	77	98	2	81	100	0
	State	69	99	1	73	99	1	73	99	1
<b>Mathematics Performance</b>										
All Students	School	81	97	3	83	98	2	93	99	1
	Division	89	99	1	77	100	0	82	100	0
	State	84	99	1	76	100	0	80	99	1
Black Students	School	<	<	<	<	<	<	<	<	<
	Division	85	100	0	85	100	0	87	100	0
	State	73	98	2	62	99	1	68	99	1
Hispanic Students	School	<	<	<	100	100	0	<	<	<
	Division	60	100	0	77	100	0	83	100	0
	State	77	99	1	66	99	1	71	99	1
White Students	School	82	97	3	82	99	1	93	99	1
	Division	89	99	1	77	100	0	82	100	0
	State	89	99	1	81	100	0	85	100	0
Students with Disabilities	School	36	100	0	60	95	5	76	100	0
	Division	54	100	0	48	99	1	52	100	0
	State	61	98	2	53	100	0	58	99	1
Students Identified as Disadvantaged	School	69	96	4	83	100	0	92	98	2
	Division	84	99	1	71	99	1	75	100	0
	State	74	99	1	62	99	1	67	99	1
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available										

## Other Academic Indicators

NCLB also requires schools, school divisions and states to make progress in an additional area, such as science or attendance for elementary and middle schools, and graduation for high schools. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2004-2005 Percentage	2005-2006 Percentage	2006-2007 Percentage
<b>Science Performance</b>				
All Students	School	81	90	86
	Division	86	85	87
	State	84	85	88
Black Students	School	-	<	88
	Division	-	85	81
	State	-	73	77
Hispanic Students	School	<	100	<
	Division	59	81	64
	State	73	74	78
White Students	School	83	90	86
	Division	86	85	88
	State	91	91	93
Students with Disabilities	School	26	68	52
	Division	52	55	57
	State	64	65	67
Students Identified as Disadvantaged	School	63	85	80
	Division	78	78	82
	State	73	74	77
<b>Attendance Rate</b>				
All Students	School	93	94	93
	Division	94	94	94
	State	95	95	95
Black Students	School	<	95	93
	Division	95	95	94
	State	95	95	95
Hispanic Students	School	<	<	<
	Division	95	92	93
	State	95	95	95
White Students	School	93	94	93
	Division	94	94	94
	State	95	95	95
Students with Disabilities	School	90	91	92
	Division	93	93	92
	State	94	94	94
Students Identified as Disadvantaged	School	90	92	91
	Division	93	93	93
	State	94	94	94
Notes:				
Science Performance: the percentage of students passing science				
Attendance Rate: average daily attendance percentage				
Key: < = A group below state definition for personally identifiable results				
- = No data for group				
* = Data not yet available				

## Other Academic Indicator for School with a Graduating Class

NCLB also requires schools, school divisions and states to make progress in graduation for high schools. The Graduation Rate is based on the most recent available data when AYP determinations are released prior to the first day of school. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2004-2005 Percentage	2005-2006 Percentage	2006-2007 Percentage
<b>Graduation Rate</b>				
All Students	School	81	78	*
	Division	78	74	*
	State	79	79	*
Black Students	School	-	<	*
	Division	-	<	*
	State	-	71	*
Hispanic Students	School	-	<	*
	Division	-	<	*
	State	-	65	*
White Students	School	-	77	*
	Division	-	75	*
	State	-	84	*
Students with Disabilities	School	-	36	*
	Division	-	21	*
	State	-	42	*
Students Identified as Disadvantaged	School	-	79	*
	Division	-	73	*
	State	-	68	*

Notes:

Graduation Rate: the percentage of students achieving a regular high school diploma (rate from previous school year is used for AYP)

Key: < = A group below state definition for personally identifiable results

- = No data for group

\* = Data not yet available

## Assessment Results at each Proficiency Level by Subgroup

The Virginia Assessment Program includes Standards of Learning (SOL) tests and other statewide assessments in English, history/social science, mathematics, and science. The tables below provide information for the three most recent years on the achievement of students on these tests, including percentages of students who demonstrate proficiency and advanced proficiency. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2004-2005				2005-2006				2006-2007			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
<b>Mathematics</b>													<b>Grade 8</b>
All Students	School	0	7	7	93	<	<	<	<	<	<	<	<
	Division	22	61	83	17	36	42	78	22	43	41	84	16
	State	22	59	81	19	36	40	76	24	41	36	77	23
Male Students	School	<	<	<	<	-	-	-	-	<	<	<	<
	Division	21	58	79	21	-	-	-	-	41	40	81	19
	State	23	56	79	21	-	-	-	-	40	35	75	25
White Students	School	0	8	8	92	<	<	<	<	<	<	<	<
	Division	23	61	83	17	37	42	79	21	43	41	84	16
	State	27	59	86	14	43	40	83	17	48	35	84	16
Students with Disabilities	School	0	7	7	93	<	<	<	<	<	<	<	<
	Division	5	14	19	81	10	25	34	66	19	40	60	40
	State	9	41	50	50	16	29	45	55	19	28	47	53
Students Identified as Disadvantaged	School	0	9	9	91	<	<	<	<	<	<	<	<
	Division	15	62	78	22	28	46	73	27	32	45	76	24
	State	9	58	67	33	20	42	62	38	24	40	64	36
<b>English: Reading</b>													<b>High School</b>
All Students	School	17	64	82	18	35	59	95	5	28	63	91	9
	Division	19	65	85	15	37	54	91	9	39	54	93	7
	State	28	60	88	12	42	48	90	10	44	50	94	6
Female Students	School	22	66	88	13	39	58	96	4	32	64	96	4
	Division	25	64	89	11	36	54	91	9	44	51	95	5
	State	30	60	90	10	45	47	92	8	46	49	95	5
Male Students	School	13	63	76	24	32	60	92	8	25	63	88	12
	Division	14	67	81	19	37	54	91	9	35	57	92	8
	State	25	61	87	13	39	50	89	11	41	52	93	7
Black Students	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	<	<	<	<
	State	-	-	-	-	21	62	83	17	22	66	88	12
White Students	School	18	64	82	18	37	60	97	3	29	63	92	8
	Division	20	65	85	15	37	54	91	9	40	53	93	7
	State	34	58	92	8	52	42	94	6	53	43	96	4
Students with Disabilities	School	0	38	38	63	0	45	45	55	13	38	50	50
	Division	7	40	47	53	9	51	60	40	12	51	63	37
	State	11	55	66	34	18	51	69	31	19	55	75	25
Students Identified as Disadvantaged	School	11	65	76	24	11	70	81	19	22	63	86	14
	Division	15	64	79	21	25	59	84	16	28	61	88	12
	State	13	64	78	22	22	60	82	18	22	65	87	13
<b>English: Writing</b>													<b>High School</b>
All Students	School	21	64	85	15	24	68	92	8	18	71	89	11
	Division	18	69	87	13	22	67	89	11	20	68	88	12
	State	31	57	88	12	26	62	88	12	27	65	92	8
Female Students	School	27	64	91	9	37	56	94	6	23	69	92	8
	Division	25	67	93	7	28	63	91	9	28	64	92	8
	State	37	55	92	8	31	60	91	9	33	62	95	5
Male Students	School	17	64	80	20	9	81	89	11	15	72	87	13
	Division	11	70	81	19	17	70	87	13	13	72	85	15
	State	26	59	85	15	22	64	85	15	22	68	90	10
Black Students	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	<	<	<	<	<	<	<	<	<	<	<	<
	State	14	65	79	21	10	70	80	20	12	75	87	13
White Students	School	21	66	87	13	25	67	93	7	19	72	91	9
	Division	18	69	87	13	23	67	89	11	21	68	89	11
	State	39	54	93	7	34	59	92	8	34	61	95	5

Assessment Results at each Proficiency Level by Subgroup

Student Subgroup	Type	2004-2005				2005-2006				2006-2007			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Other Students	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	<	<	<	<
	State	-	-	-	-	-	-	-	-	30	63	92	8
Students with Disabilities	School	0	40	40	60	0	40	40	60	0	31	31	69
	Division	0	31	31	69	4	44	47	53	0	41	41	59
	State	8	53	62	38	5	55	60	40	5	62	67	33
Students Identified as Disadvantaged	School	0	89	89	11	6	79	85	15	11	70	81	19
	Division	6	82	88	12	11	72	83	17	10	69	79	21
	State	13	65	78	22	11	68	79	21	12	74	86	14

**Mathematics (Alternate Assessment) High School**

All Students	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	<	<	<	<
	State	-	-	-	-	50	30	80	20	66	22	88	12
Male Students	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	<	<	<	<
	State	-	-	-	-	49	30	78	22	67	22	88	12
White Students	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	<	<	<	<
	State	-	-	-	-	-	-	-	-	68	20	88	12
Students with Disabilities	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	<	<	<	<
	State	-	-	-	-	50	30	80	20	66	22	88	12
Students Identified as Disadvantaged	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	<	<	<	<
	State	-	-	-	-	-	-	-	-	68	19	87	13

**Algebra I High School**

All Students	School	3	78	81	19	10	74	84	16	4	88	92	8
	Division	28	65	92	8	23	69	92	8	25	70	96	4
	State	21	66	86	14	19	69	88	12	22	69	92	8
Female Students	School	3	80	83	18	5	81	86	14	1	90	91	9
	Division	30	65	94	6	28	66	95	5	25	71	96	4
	State	21	67	88	12	20	70	89	11	23	70	93	7
Male Students	School	4	76	80	20	14	68	82	18	8	85	93	8
	Division	26	65	91	9	18	72	90	10	26	70	95	5
	State	20	64	84	16	19	68	86	14	22	68	90	10
Black Students	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	10	80	90	10
	State	-	-	-	-	-	-	-	-	10	76	87	13
Hispanic Students	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	<	<	<	<	0	92	92	8	<	<	<	<
	State	13	68	81	19	11	72	83	17	14	73	88	12
White Students	School	4	79	82	18	11	71	82	18	4	88	92	8
	Division	27	65	93	7	24	68	92	8	26	70	96	4
	State	24	65	90	10	23	68	90	10	26	68	94	6
Students with Disabilities	School	<	<	<	<	0	80	80	20	0	77	77	23
	Division	9	68	76	24	3	70	73	27	3	76	79	21
	State	5	58	63	37	4	63	67	33	5	70	75	25
Students Identified as Disadvantaged	School	2	75	77	23	15	74	89	11	4	91	95	5
	Division	22	70	91	9	18	74	92	8	20	74	94	6
	State	11	68	79	21	9	72	81	19	11	75	86	14

**Geometry High School**

All Students	School	7	72	79	21	10	67	77	23	23	73	96	4
	Division	17	70	87	13	15	70	85	15	23	69	92	8
	State	23	60	83	17	22	61	83	17	23	63	86	14
Female Students	School	9	67	75	25	7	66	73	27	27	68	95	5
	Division	14	72	86	14	16	69	84	16	25	67	92	8
	State	21	61	82	18	20	61	81	19	21	64	85	15
Male Students	School	5	77	82	18	12	69	81	19	20	76	96	4
	Division	21	67	88	12	14	72	85	15	21	71	92	8
	State	25	60	85	15	24	60	84	16	25	62	87	13

Assessment Results at each Proficiency Level by Subgroup

Student Subgroup	Type	2004-2005				2005-2006				2006-2007			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Black Students	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	<	<	<	<
	State	-	-	-	-	7	60	<b>68</b>	32	7	65	<b>72</b>	28
White Students	School	7	73	<b>79</b>	21	9	67	<b>76</b>	24	24	72	<b>95</b>	5
	Division	17	71	<b>88</b>	12	13	71	<b>84</b>	16	23	69	<b>92</b>	8
	State	28	61	<b>89</b>	11	27	62	<b>88</b>	12	28	63	<b>91</b>	9
Students with Disabilities	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	0	59	<b>59</b>	41	4	62	<b>65</b>	35	4	42	<b>46</b>	54
	State	7	53	<b>61</b>	39	7	53	<b>60</b>	40	7	56	<b>62</b>	38
Students Identified as Disadvantaged	School	3	65	<b>68</b>	32	2	70	<b>72</b>	28	19	73	<b>92</b>	8
	Division	10	70	<b>80</b>	20	10	70	<b>80</b>	20	19	69	<b>88</b>	12
	State	12	60	<b>72</b>	28	10	62	<b>72</b>	28	10	64	<b>74</b>	26

**Algebra II High School**

All Students	School	40	56	<b>96</b>	4	18	76	<b>94</b>	6	23	70	<b>93</b>	7
	Division	41	56	<b>96</b>	4	19	70	<b>90</b>	10	19	76	<b>95</b>	5
	State	33	55	<b>88</b>	12	22	62	<b>85</b>	15	22	66	<b>88</b>	12
Female Students	School	39	57	<b>96</b>	4	18	75	<b>93</b>	7	21	67	<b>88</b>	12
	Division	41	56	<b>97</b>	3	20	69	<b>89</b>	11	21	74	<b>95</b>	5
	State	33	56	<b>89</b>	11	22	63	<b>85</b>	15	21	68	<b>89</b>	11
Male Students	School	41	54	<b>95</b>	5	18	77	<b>95</b>	5	25	72	<b>97</b>	3
	Division	41	55	<b>96</b>	4	19	71	<b>90</b>	10	16	78	<b>94</b>	6
	State	34	54	<b>87</b>	13	23	61	<b>84</b>	16	23	64	<b>87</b>	13
White Students	School	41	55	<b>95</b>	5	19	75	<b>94</b>	6	22	71	<b>93</b>	7
	Division	41	56	<b>97</b>	3	18	71	<b>89</b>	11	18	76	<b>95</b>	5
	State	36	54	<b>90</b>	10	25	62	<b>87</b>	13	24	66	<b>90</b>	10
Asian Students	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	<	<	<	<
	State	-	-	-	-	-	-	-	-	40	53	<b>93</b>	7
Students with Disabilities	School	<	<	<	<	-	-	-	-	<	<	<	<
	Division	<	<	<	<	-	-	-	-	7	57	<b>64</b>	36
	State	13	58	<b>71</b>	29	-	-	-	-	9	65	<b>73</b>	27
Students Identified as Disadvantaged	School	18	71	<b>88</b>	12	21	79	<b>100</b>	0	13	74	<b>87</b>	13
	Division	27	67	<b>95</b>	5	13	74	<b>88</b>	12	15	75	<b>90</b>	10
	State	22	61	<b>83</b>	17	13	66	<b>79</b>	21	12	70	<b>82</b>	18

**Science (Alternate Assessment) High School**

All Students	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	<	<	<	<
	State	-	-	-	-	50	24	<b>75</b>	25	58	29	<b>86</b>	14
Male Students	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	<	<	<	<
	State	-	-	-	-	49	25	<b>75</b>	25	59	26	<b>85</b>	15
White Students	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	<	<	<	<
	State	-	-	-	-	-	-	-	-	59	27	<b>86</b>	14
Students with Disabilities	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	<	<	<	<
	State	-	-	-	-	50	24	<b>75</b>	25	58	29	<b>86</b>	14
Students Identified as Disadvantaged	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	<	<	<	<
	State	-	-	-	-	-	-	-	-	61	24	<b>85</b>	15

**Biology High School**

All Students	School	5	69	<b>74</b>	26	8	81	<b>89</b>	11	13	75	<b>88</b>	12
	Division	5	76	<b>81</b>	19	8	76	<b>84</b>	16	8	78	<b>87</b>	13
	State	12	71	<b>83</b>	17	13	70	<b>83</b>	17	15	73	<b>87</b>	13
Female Students	School	4	63	<b>68</b>	32	6	71	<b>77</b>	23	16	68	<b>84</b>	16
	Division	3	73	<b>77</b>	23	6	73	<b>79</b>	21	9	77	<b>86</b>	14
	State	10	72	<b>82</b>	18	11	71	<b>82</b>	18	13	75	<b>87</b>	13
Male Students	School	6	78	<b>84</b>	16	10	89	<b>98</b>	2	11	80	<b>91</b>	9
	Division	8	79	<b>87</b>	13	9	80	<b>89</b>	11	7	80	<b>87</b>	13
	State	14	70	<b>83</b>	17	14	69	<b>83</b>	17	17	71	<b>87</b>	13

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2004-2005				2005-2006				2006-2007			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Black Students	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	0	67	<b>67</b>	33
	State	-	-	-	-	3	67	<b>69</b>	31	3	72	<b>76</b>	24
White Students	School	5	70	<b>75</b>	25	7	81	<b>89</b>	11	14	75	<b>89</b>	11
	Division	5	76	<b>82</b>	18	8	77	<b>85</b>	15	8	79	<b>87</b>	13
	State	16	74	<b>90</b>	10	17	73	<b>90</b>	10	20	74	<b>93</b>	7
Asian Students	School	<	<	<	<	-	-	-	-	<	<	<	<
	Division	<	<	<	<	-	-	-	-	<	<	<	<
	State	16	70	<b>86</b>	14	-	-	-	-	23	68	<b>91</b>	9
Other Students	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	<	<	<	<
	State	-	-	-	-	-	-	-	-	18	72	<b>90</b>	10
Students with Disabilities	School	<	<	<	<	30	50	<b>80</b>	20	0	33	<b>33</b>	67
	Division	0	41	<b>41</b>	59	5	51	<b>56</b>	44	0	42	<b>42</b>	58
	State	3	53	<b>57</b>	43	3	55	<b>58</b>	42	4	60	<b>63</b>	37
Students Identified as Disadvantaged	School	5	43	<b>49</b>	51	2	85	<b>87</b>	13	5	76	<b>82</b>	18
	Division	4	64	<b>67</b>	33	4	75	<b>79</b>	21	5	74	<b>79</b>	21
	State	4	65	<b>68</b>	32	4	65	<b>69</b>	31	4	71	<b>75</b>	25
<b>Chemistry</b>												<b>High School</b>	
All Students	School	22	78	<b>100</b>	0	8	90	<b>98</b>	2	28	67	<b>95</b>	5
	Division	27	66	<b>94</b>	6	15	73	<b>88</b>	12	30	65	<b>95</b>	5
	State	15	73	<b>88</b>	12	16	71	<b>87</b>	13	17	73	<b>91</b>	9
Female Students	School	13	88	<b>100</b>	0	3	97	<b>100</b>	0	23	68	<b>90</b>	10
	Division	23	74	<b>96</b>	4	9	77	<b>86</b>	14	27	66	<b>94</b>	6
	State	12	75	<b>88</b>	12	13	73	<b>86</b>	14	14	76	<b>90</b>	10
Male Students	School	32	68	<b>100</b>	0	18	76	<b>94</b>	6	35	65	<b>100</b>	0
	Division	33	57	<b>90</b>	10	23	69	<b>91</b>	9	34	63	<b>97</b>	3
	State	18	71	<b>89</b>	11	20	69	<b>88</b>	12	21	71	<b>92</b>	8
Black Students	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	<	<	<	<
	State	-	-	-	-	5	73	<b>78</b>	22	6	77	<b>83</b>	17
White Students	School	22	78	<b>100</b>	0	9	89	<b>98</b>	2	29	66	<b>95</b>	5
	Division	26	67	<b>94</b>	6	15	73	<b>88</b>	12	30	65	<b>95</b>	5
	State	17	74	<b>92</b>	8	19	72	<b>91</b>	9	20	74	<b>94</b>	6
Students Identified as Disadvantaged	School	<	<	<	<	<	<	<	<	18	73	<b>91</b>	9
	Division	28	72	<b>100</b>	0	11	67	<b>78</b>	22	14	79	<b>93</b>	7
	State	6	72	<b>78</b>	22	6	71	<b>77</b>	23	8	74	<b>82</b>	18
<b>Earth Science</b>												<b>High School</b>	
All Students	School	15	65	<b>81</b>	19	28	61	<b>89</b>	11	16	66	<b>82</b>	18
	Division	12	70	<b>82</b>	18	19	65	<b>84</b>	16	18	66	<b>84</b>	16
	State	15	65	<b>80</b>	20	18	63	<b>82</b>	18	20	65	<b>85</b>	15
Female Students	School	10	61	<b>71</b>	29	21	60	<b>81</b>	19	8	73	<b>81</b>	19
	Division	10	66	<b>76</b>	24	16	64	<b>80</b>	20	14	67	<b>81</b>	19
	State	11	67	<b>78</b>	22	14	66	<b>80</b>	20	15	67	<b>83</b>	17
Male Students	School	19	68	<b>87</b>	13	34	62	<b>96</b>	4	26	59	<b>84</b>	16
	Division	13	74	<b>87</b>	13	22	65	<b>88</b>	12	22	64	<b>87</b>	13
	State	19	64	<b>83</b>	17	23	61	<b>84</b>	16	24	63	<b>86</b>	14
Black Students	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	9	73	<b>82</b>	18
	State	-	-	-	-	6	63	<b>69</b>	31	6	66	<b>72</b>	28
Hispanic Students	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	<	<	<	<	0	92	<b>92</b>	8	<	<	<	<
	State	7	60	<b>67</b>	33	8	61	<b>69</b>	31	9	65	<b>74</b>	26
White Students	School	15	68	<b>83</b>	17	29	59	<b>88</b>	12	17	65	<b>82</b>	18
	Division	12	71	<b>83</b>	17	19	65	<b>84</b>	16	18	66	<b>84</b>	16
	State	21	67	<b>88</b>	12	25	64	<b>89</b>	11	26	65	<b>91</b>	9
Students with Disabilities	School	0	29	<b>29</b>	71	15	45	<b>60</b>	40	0	57	<b>57</b>	43
	Division	1	42	<b>44</b>	56	4	49	<b>53</b>	47	6	47	<b>52</b>	48
	State	5	52	<b>57</b>	43	6	53	<b>59</b>	41	6	54	<b>61</b>	39
Students Identified as Disadvantaged	School	7	61	<b>69</b>	31	20	64	<b>84</b>	16	11	66	<b>76</b>	24
	Division	5	69	<b>74</b>	26	13	63	<b>75</b>	25	12	66	<b>78</b>	22

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2004-2005				2005-2006				2006-2007			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
	State	6	62	<b>68</b>	32	7	62	<b>69</b>	31	8	64	<b>72</b>	28
<b>History and Social Science (Alternate Assessment)</b>												<b>High School</b>	
All Students	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	<	<	<	<
	State	-	-	-	-	63	13	<b>76</b>	24	67	19	<b>86</b>	14
Male Students	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	<	<	<	<
	State	-	-	-	-	64	11	<b>75</b>	25	68	19	<b>86</b>	14
White Students	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	<	<	<	<
	State	-	-	-	-	-	-	-	-	67	20	<b>87</b>	13
Students with Disabilities	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	<	<	<	<
	State	-	-	-	-	63	13	<b>76</b>	24	67	19	<b>86</b>	14
Students Identified as Disadvantaged	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	<	<	<	<
	State	-	-	-	-	-	-	-	-	70	16	<b>86</b>	14
<b>Virginia and United States History</b>												<b>High School</b>	
All Students	School	50	43	<b>92</b>	8	57	37	<b>94</b>	6	58	33	<b>91</b>	9
	Division	41	51	<b>92</b>	8	47	46	<b>93</b>	7	51	42	<b>93</b>	7
	State	34	55	<b>90</b>	10	39	52	<b>92</b>	8	40	53	<b>93</b>	7
Female Students	School	37	57	<b>94</b>	6	45	45	<b>91</b>	9	48	46	<b>93</b>	7
	Division	31	59	<b>90</b>	10	41	51	<b>91</b>	9	44	49	<b>93</b>	7
	State	28	60	<b>88</b>	12	33	57	<b>90</b>	10	34	58	<b>92</b>	8
Male Students	School	64	27	<b>91</b>	9	70	28	<b>98</b>	2	66	24	<b>90</b>	10
	Division	50	43	<b>94</b>	6	55	40	<b>94</b>	6	57	36	<b>93</b>	7
	State	40	51	<b>91</b>	9	46	47	<b>93</b>	7	46	48	<b>94</b>	6
Black Students	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	<	<	<	<
	State	-	-	-	-	20	65	<b>84</b>	16	21	67	<b>87</b>	13
White Students	School	50	42	<b>92</b>	8	59	36	<b>95</b>	5	60	33	<b>93</b>	7
	Division	41	51	<b>92</b>	8	47	45	<b>93</b>	7	51	42	<b>93</b>	7
	State	42	52	<b>93</b>	7	48	47	<b>95</b>	5	49	47	<b>96</b>	4
Asian Students	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	<	<	<	<
	State	-	-	-	-	46	49	<b>94</b>	6	46	50	<b>96</b>	4
Students with Disabilities	School	0	69	<b>69</b>	31	<	<	<	<	0	43	<b>43</b>	57
	Division	6	65	<b>71</b>	29	21	48	<b>69</b>	31	17	49	<b>66</b>	34
	State	14	56	<b>70</b>	30	17	56	<b>74</b>	26	18	59	<b>77</b>	23
Students Identified as Disadvantaged	School	31	56	<b>87</b>	13	30	59	<b>89</b>	11	50	33	<b>83</b>	17
	Division	33	57	<b>90</b>	10	31	56	<b>87</b>	13	44	44	<b>88</b>	12
	State	17	63	<b>80</b>	20	20	64	<b>84</b>	16	21	65	<b>86</b>	14
<b>World History I</b>												<b>High School</b>	
All Students	School	13	66	<b>79</b>	21	18	69	<b>87</b>	13	14	64	<b>78</b>	22
	Division	27	59	<b>86</b>	14	24	62	<b>86</b>	14	22	62	<b>84</b>	16
	State	29	56	<b>85</b>	15	28	56	<b>85</b>	15	31	58	<b>89</b>	11
Female Students	School	7	61	<b>69</b>	31	13	68	<b>81</b>	19	10	65	<b>75</b>	25
	Division	24	58	<b>82</b>	18	22	62	<b>84</b>	16	17	65	<b>82</b>	18
	State	25	60	<b>84</b>	16	24	60	<b>84</b>	16	27	62	<b>89</b>	11
Male Students	School	17	70	<b>87</b>	13	24	70	<b>94</b>	6	20	63	<b>83</b>	18
	Division	30	60	<b>90</b>	10	27	62	<b>88</b>	12	27	59	<b>86</b>	14
	State	33	53	<b>85</b>	15	32	53	<b>85</b>	15	36	54	<b>90</b>	10
Black Students	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	10	70	<b>80</b>	20
	State	-	-	-	-	12	61	<b>73</b>	27	14	66	<b>80</b>	20
Hispanic Students	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	<	<	<	<	0	82	<b>82</b>	18	<	<	<	<
	State	19	58	<b>77</b>	23	18	58	<b>76</b>	24	21	63	<b>84</b>	16
White Students	School	13	67	<b>80</b>	20	19	68	<b>87</b>	13	15	63	<b>78</b>	22
	Division	27	59	<b>86</b>	14	24	62	<b>86</b>	14	22	62	<b>84</b>	16

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2004-2005				2005-2006				2006-2007			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Students with Disabilities	State	35	55	<b>90</b>	10	35	55	<b>90</b>	10	38	55	<b>93</b>	7
	School	<	<	<	<	33	42	<b>75</b>	25	3	47	<b>50</b>	50
	Division	9	56	<b>65</b>	35	8	56	<b>64</b>	36	4	48	<b>53</b>	47
Students Identified as Disadvantaged	State	11	53	<b>64</b>	36	12	53	<b>64</b>	36	12	57	<b>69</b>	31
	School	5	65	<b>70</b>	30	11	70	<b>81</b>	19	7	61	<b>68</b>	32
	Division	16	63	<b>78</b>	22	16	60	<b>76</b>	24	15	62	<b>77</b>	23
	State	13	60	<b>73</b>	27	13	60	<b>73</b>	27	14	65	<b>79</b>	21
<b>World Geography</b>											<b>High School</b>		
All Students	School	<	<	<	<	8	58	<b>67</b>	33	30	60	<b>90</b>	10
	Division	19	54	<b>73</b>	27	14	61	<b>75</b>	25	26	51	<b>77</b>	23
	State	22	53	<b>75</b>	25	26	51	<b>77</b>	23	28	55	<b>83</b>	17
Female Students	School	<	<	<	<	<	<	<	<	<	<	<	<
	Division	17	52	<b>68</b>	32	14	62	<b>76</b>	24	25	48	<b>73</b>	27
	State	18	54	<b>72</b>	28	22	52	<b>75</b>	25	23	57	<b>80</b>	20
Male Students	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	13	60	<b>73</b>	27	27	56	<b>82</b>	18
	State	-	-	-	-	30	50	<b>80</b>	20	33	52	<b>85</b>	15
White Students	School	<	<	<	<	8	58	<b>67</b>	33	<	<	<	<
	Division	19	54	<b>74</b>	26	9	67	<b>76</b>	24	25	52	<b>77</b>	23
	State	29	53	<b>82</b>	18	34	50	<b>83</b>	17	35	53	<b>88</b>	12
Asian Students	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	<	<	<	<
	State	-	-	-	-	-	-	-	-	35	53	<b>89</b>	11
Students with Disabilities	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	<	<	<	<	0	25	<b>25</b>	75
	State	-	-	-	-	9	43	<b>52</b>	48	8	49	<b>57</b>	43
Students Identified as Disadvantaged	School	-	-	-	-	<	<	<	<	<	<	<	<
	Division	-	-	-	-	0	59	<b>59</b>	41	17	54	<b>71</b>	29
	State	-	-	-	-	12	52	<b>64</b>	36	13	58	<b>71</b>	29

Key: < = A group below state definition for personally identifiable results  
 - = No data for group  
 \* = Data not yet available

## Advanced Program Information

The percentage of students enrolled in advanced programs is a key indicator of school quality at the secondary level.

School - Advanced Program Information			
Program type	Count / Percentage		
	2004-2005	2005-2006	2006-2007
Advanced Placement Test Taken	21 / 4.29%	45 / 9.22%	46 / 8.73%
Advanced Placement course enrollment	25 / 5.11%	51 / 10.45%	53 / 10.06%
Dual Enrollment courses taken	44 / 9%	51 / 10.45%	43 / 8.16%

Key: < = A group below state definition for personally identifiable results  
 - = No data for group  
 \* = Data not yet available

## Program Completion Information

A Virginia high school diploma tells potential employers that the graduate possesses the skills and knowledge required for success in the workplace. It tells colleges, universities, and career and technical schools that the bearer is ready for the rigors of post-secondary education. This table provides program completion information for the three most recent years.

School - Program Completion Information			
Credential type	Count / Percentage		
	2004-2005	2005-2006	2006-2007
Advanced Diploma	59 / 49.17%	53 / 49.53%	49 / 50%
GED/ISAEP	<	<	<
Modified Standard Diploma	<	<	<
Standard Diploma	50 / 41.67%	41 / 38.32%	41 / 41.84%

Key: < = A group below state definition for personally identifiable results  
 - = No data for group  
 \* = Data not yet available

## Career and Technical Education

Secondary schools report the number industry certifications and state licenses earned by students and the number of National Occupational Competency Testing Institute (NOCTI) assessments passed by students.

Career and Technical Education				
	Type	Count		
		2004-2005	2005-2006	2006-2007
NOCTI Assessments	School	*	*	1
	Division	0	0	10
	State	559	1008	1917
State Licensures	School	*	*	2
	Division	0	60	12
	State	1100	1172	1039
Industry Certification	School	*	*	13
	Division	34	132	50
	State	4678	7935	10369
CTE Completers	School	61	53	49
	Division	323	279	270
	State	28420	29403	31043

Key: < = A group below state definition for personally identifiable results  
 - = No data for group  
 \* = Data not yet available

## Dropout Information

Schools report annually on the number of students in grade 7-12 who drop out. Dropout percentages represent the number of dropouts for a given school year divided by the membership on September 30th of that school year.

School - Dropout Information			
Student Subgroup	Count / Percentage		
	2004-2005	2005-2006	2006-2007
All Students	18 / 3.68%	12 / 2.46%	*
Female	<	<	*
Male	11 / 4.35%	<	*
Unspecified	-	<	*
Black	<	<	*
Hispanic	<	<	*
White	18 / 3.75%	<	*
Asian	-	<	*
American Indian	-	-	*
Native Hawaiian	-	-	*

Key: < = A group below state definition for personally identifiable results

School - Dropout Information

Student Subgroup	Count / Percentage		
	2004-2005	2005-2006	2006-2007
- = No data for group			
* = Data not yet available			

## Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal

### Definition of Highly Qualified

Virginia recognizes the importance of teacher quality in raising student achievement. This table provides the percentage of core academic classes taught by teachers teaching outside of their area of endorsement.

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified			
School type	2004-2005	2005-2006	2006-2007
<b>School</b>			
This school	0	1	4
<b>Division</b>			
All Schools	1	2	2
High Poverty	1	1	3
<b>State</b>			
All Schools	5	5	3
High Poverty	6	6	5
Low Poverty	3	3	2
Notes:			
- High poverty means schools in the top quartile of poverty in the state.			
- Low poverty means schools in the bottom quartile of poverty in the state.			
- NCLB defines core academic subjects as: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history and geography.			
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

## Provisionally and Conditionally Licensed Teachers

This table reports the percentage of teachers teaching with provisional or special education conditional credentials.

Provisionally and Conditionally Licensed Teachers			
Credential type	2004-2005	2005-2006	2006-2007
<b>School</b>			
Provisional	9	5	5
Special Education Conditional	0	0	0
<b>Division</b>			
Provisional	7	4	4
Special Education Conditional	1	0	1
<b>State</b>			
Provisional	8	7	7
Special Education Conditional	2	2	2
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

## Teacher Education Attainment

This table reports the percentage of teachers with bachelor's, master's, or doctorate degrees by highest degree earned.

Teacher Education Attainment			
Degree type	2004-2005	2005-2006	2006-2007
<b>School</b>			
Bachelor's Degree	50	57	66
Master's Degree	41	34	27
Doctoral Degree	2	2	2
<b>Division</b>			
Bachelor's Degree	61	63	65
Master's Degree	36	33	31
Doctoral Degree	1	0	0
<b>State</b>			

Teacher Education Attainment			
Degree type	2004-2005	2005-2006	2006-2007
Bachelor's Degree	49	49	50
Master's Degree	49	49	48
Doctoral Degree	1	1	1

Key: < = A group below state definition for personally identifiable results  
 - = No data for group  
 \* = Data not yet available