

RESEARCH BRIEF

PLANNING, INNOVATION, AND ACCOUNTABILITY
OFFICE OF RESEARCH AND EVALUATION - MARCH 20, 2019



Academy and Advanced Academic Programs Longitudinal Study: Final Report of Survey Results for High School Programs

Authors: Robert A. Veigel, M.S., Research Specialist
Heidi L. Janicki, Ph.D., Director of Research and Evaluation

Other Contact Person: Lisa A. Banicky., Ph.D., Executive Director of Planning, Innovation, and Accountability

ABSTRACT

In 2004, a longitudinal study of the academies and advanced academic programs was designed to study the impact of enrollment in the programs through the 2017-2018 school year. The primary component of the study includes conducting exit surveys of students in the last grade level of the programs and administering follow-up surveys to former program students one, two, four, and six years after high school graduation. Data from 2005 through 2018 graduates are presented in this report to examine patterns of results among multiple cohorts of students. Data related to three main areas were examined: impact of programs on educational experiences, impact of programs on employment experiences, and overall impact of the programs. While patterns of results varied to some extent based on the cohort of students responding to the surveys and the program in which they were enrolled, results regarding the impact of the programs on educational and employment experiences and the overall impact of the programs were positive. Overall, students indicated that they were well prepared to continue their education, that the programs influenced their career decisions, and that their experiences in the programs provided a solid foundation from which to pursue their goals.

BACKGROUND

In 2004, the Office of Planning, Innovation, and Accountability designed a longitudinal tracking schedule for students in all academies and advanced academic programs as part of the Academy and Advanced Academic Programs Longitudinal Study. Elements of the longitudinal study include conducting exit surveys of students enrolled in the programs when students reach the final year of academy enrollment and administering periodic follow-up surveys to former high school academy students following high school graduation. The purpose of this research brief is to provide stakeholders with a summary of each program's survey results regarding the impact on students' educational and employment experiences, as well as the perceived overall impact of the program. While the longitudinal study encompasses all academies and advanced academic programs at the elementary, middle, and high school levels, this research brief focuses on survey data from the high school programs only.¹

Exit surveys were administered to senior academy students as part of ongoing program monitoring efforts, and the final postgraduation survey six years after high school graduation was administered as part of the longitudinal study in summer 2018. This research brief includes results from students graduating from high school and then one, two, four, and six years after high school graduation. Data collected from multiple student cohorts are included. To examine patterns of results over multiple cohorts and multiple years, ranges of survey results are presented for each program based on the lowest and highest response percentages for all cohorts included in the analysis.

KEY TOPICS:

Background	p. 1
Survey Data Collection	p. 2
Survey Results by Program.....	p. 4
Summary	p. 18

¹ Longitudinal study results for the elementary and middle school programs are available from the Office of Planning, Innovation, and Accountability upon request. Each school housing an academy or advanced academic program, as well as the Department of Teaching and Learning, is also provided with a summary report of each program's specific results for the purpose of continuous improvement.

SURVEY DATA COLLECTION

Exit Surveys

The most recent exit surveys were administered online in May and June 2018 to seven cohorts of seniors in the high school programs. Each exit survey was based on the program’s specific goals and objectives from the original program proposal. As a result, the content of some survey questions was unique to each program. However, some survey items were asked of students in all programs, and results from several common exit survey items are presented in this research brief.

Postgraduation Surveys

In addition to the exit surveys, former academy students who graduated from the programs received postgraduation surveys one, two, four, and six years after graduating. Postgraduation surveys were scheduled for four cohorts of students with the exception of the IB Diploma Program. Postgraduation surveys for the IB Diploma Program students were scheduled for an additional three cohorts due to the implementation of the Middle Years Program (MYP) in grades nine and ten during 2005-2006.

For students who provided their email address on surveys in prior years, the follow-up surveys were administered online by sending an email message with a link to the survey. Students without a valid email address or those who did not respond to the online survey invitation received a survey through the postal mail. Postgraduation surveys were based on the programs’ specific goals and objectives and focused on the programs’ impact on students’ decisions following high school as well as their level of preparation for their education and employment. As with the exit surveys, the content of some postgraduation survey questions was unique to each program, but other items were applicable for all programs. Results from several common items are presented in this research brief.

Cohorts Represented in Survey Results

Table 1 provides the number of cohorts that are represented in each program’s results, as well as the years the cohorts graduated from high school. Data for multiple cohorts are presented in an effort to provide an overall view of each program’s effectiveness that is not dependent on only one cohort of students. Exit survey results for the four most recent graduating cohorts are presented (e.g., 2015 through 2018 graduates) in order to focus on the most recent data reflecting the programs’ effectiveness. Because of lower response rates for the postgraduation surveys due to students no longer attending Virginia Beach City Public Schools (VBCPS), data from all cohorts of students who responded to postgraduation surveys are included in this brief. As shown in Table 1, data presented in this research brief include exit survey data collected from 2015 through 2018 and postgraduation survey data collected from 2006 through 2018.

Table 1: Number of Cohorts Represented in Survey Results for Each Academy and High School Graduation Years

Academy and Advanced Academic Programs	Exit Survey	Follow-Up Survey (1 Year After High School)	Follow-Up Survey (2 Years After High School)	Follow-Up Survey (4 Years After High School)	Follow-Up Survey (6 Years After High School)
IB Diploma Program*	4 (2015-2018)	7 (2005-2011)	7 (2005-2011)	7 (2005-2011)	7 (2005-2011)
Mathematics and Science*	4 (2015-2018)	4 (2005-2008)	4 (2005-2008)	4 (2005-2008)	4 (2005-2008)
Technology	4 (2015-2018)	4 (2005-2008)	4 (2005-2008)	4 (2005-2008)	4 (2005-2008)
Health Sciences	4 (2015-2018)	4 (2006-2009)	4 (2006-2009)	4 (2006-2009)	4 (2006-2009)
Legal Studies	4 (2015-2018)	4 (2006-2009)	4 (2006-2009)	4 (2006-2009)	4 (2006-2009)
Visual & Performing Arts	4 (2015-2018)	4 (2008-2011)	4 (2008-2011)	4 (2008-2011)	4 (2008-2011)
Global Studies & World Languages	4 (2015-2018)	4 (2009-2012)	4 (2009-2012)	4 (2009-2012)	4 (2009-2012)

*Advanced academic program.

Survey Response Rates

Response rates for the exit surveys are typically high due to students completing the surveys while they are enrolled in VBCPS. Exit survey results in 2018 were based on 61 to 105 students depending on the program. The range of exit survey response rates for each program’s four most recent cohorts is included in Table 2. Response rates for postgraduation surveys one, two, four, and six years after high school are lower. Because the results from the postgraduation surveys are based on relatively small numbers of respondents, results may be more likely to fluctuate from year to year.

Table 2: Range of Cohort Survey Response Rates

Academy and Advanced Academic Programs	Exit Survey	Follow-Up Survey #1 (1 Year After High School)	Follow-Up Survey #2 (2 Years After High School)	Follow-Up Survey #4 (4 Years After High School)	Follow-Up Survey #6 (6 Years After High School)
IB Diploma Program*	79%-90%	34%-58%	29%-58%	33%-50%	32%-48%
Mathematics and Science*	69%-98%	39%-44%	27%-44%	24%-48%	31%-44%
Technology	100%	24%-29%	15%-28%	18%-23%	15%-25%
Health Sciences	90%-100%	20%-43%	25%-38%	19%-33%	19%-35%
Legal Studies	93%-100%	31%-40%	19%-42%	23%-30%	24%-32%
Visual & Performing Arts	100%	24%-36%	18%-22%	14%-27%	14%-19%
Global Studies & World Languages	83%-94%	19%-32%	19%-36%	17%-28%	11%-25%

Note: The range of survey response rates in this table for exit surveys represent the four most recent cohorts and represent all longitudinal study cohorts for the postgraduation surveys (i.e., one to seven cohorts depending on the program).

*Advanced academic program.

SURVEY RESULTS BY PROGRAM

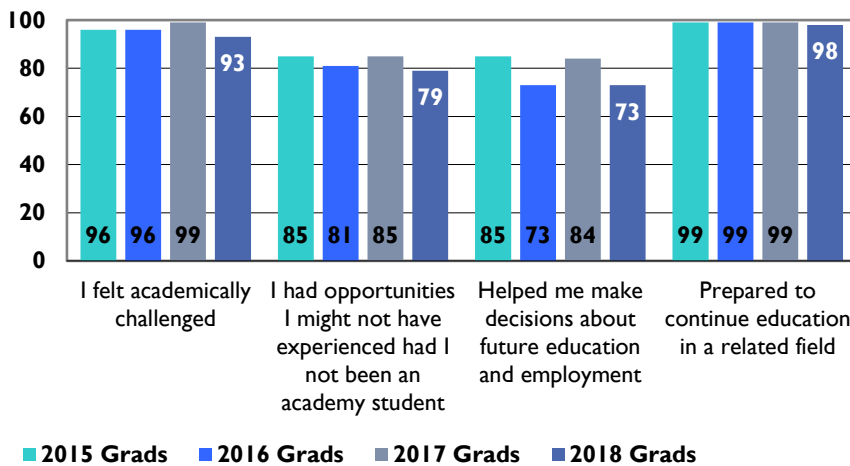
International Baccalaureate (IB) Diploma Program

The International Baccalaureate (IB) Diploma Program operates at Princess Anne High School and provides “students an advanced, comprehensive program of international study, offering an integrated approach to learning across the disciplines.”² Students take a variety of rigorous courses that emphasize critical thinking. In IB classes, students are exposed to a variety of international perspectives with differing points of view in order to value cultural differences and promote global responsibility.

Exit Survey Results

Figure 1 represents the results from the exit surveys administered to the four most recent cohorts to have completed the IB Diploma Program. Over the last four years, at least 93 percent of graduates agreed they were academically challenged in the program. A majority of the program participants (79%-85%) agreed that they had opportunities they would not otherwise have had because of the program. At least 73 percent of students indicated that the program helped them make decisions about their future education and employment, while almost all participants (98%-99%) agreed that the program prepared them to continue education. Additionally, over the last four cohorts, 96 to 100 percent of graduates indicated that they earned college credits while in the program.

Figure 1: IB Diploma Program Exit Survey Results 2015-2018



Students exiting the program upon graduation were also questioned about their program experience. Respondents to the exit surveys agreed that the program had met their expectations (78%-96%). A majority of respondents in each of the most recent four years (56%-83%) would reenroll in the program if they were starting high school over. Furthermore, 73 to 91 percent of respondents agreed that they would recommend the program to peers who were interested in the program’s focus areas.



From the students:

“...I believe that the program has adequately prepared me for a college environment. The most important skills I have developed through the program, however, are certainly writing, speaking, and organizational skills. By learning time management and proper communication techniques, the IB program has not only prepared me for a collegiate environment, but also a global environment and later on the workforce.”

“I have gained a holistic outlook on the world and a greater preparation for college and what I will encounter throughout the rest of my life.”

“I learned how to learn - I have better study habits, and I know how to organize my time. I think my writing skills and skills in analyzing have improved greatly, because we were required to write so many essays and other assignments. I feel better prepared for college.”

² Source: https://www.vbschools.com/academic_programs/academies_and_advanced_academic_programs/international_baccalaureate_programs

Table 3: Perception of Preparation for Higher Education

Survey Item	Survey Type	% of Respondents*
Better prepared for college than peers	Yr. 1 Postgrad	83%-97%
	Yr. 2 Postgrad	88%-100%
Prepared to be successful in college and educational endeavors	Yr. 1 Postgrad	94%-100%
	Yr. 2 Postgrad	93%-100%
	Yr. 4 Postgrad	96%-100%
	Yr. 6 Postgrad**	94%-100%
College major influenced by experience in program	Yr. 1 Postgrad	45%-88%
	Yr. 2 Postgrad	68%-90%
	Yr. 4 Postgrad	70%-85%
	Yr. 6 Postgrad**	61%-81%
Program influenced decisions	Yr. 4 Postgrad	81%-94%
Earned undergraduate degree	Yr. 4 Postgrad	77%-92%
Earned undergraduate degree or higher	Yr. 6 Postgrad	97%-100%

*Ranges based on responses from 2005-2011 graduates.

**Based on college graduates.

Career-Related Postgraduation Survey Results

Table 4 displays participants’ survey responses regarding career-oriented questions. When former students were asked about the impact of the program on their career four years after high school graduation, a majority of students (52%-79%) agreed that the program influenced their career decisions. Of employed respondents six years after high school, 56 to 87 percent indicated they were employed full-time. At least 50 percent of respondents surveyed six years after high school indicated their job was related to their experience in the program.

Overall Impact

Students responding to the survey one year after graduation agreed (92%-100%) that the program had provided them with a solid foundation to pursue their goals in their education and career. At least 88 percent of the respondents to the survey six years after graduation agreed that the program had “Some Impact” or a “Large Impact” on where they were with their education or career.

Education-Related Postgraduation Survey Results

Academy graduates’ survey results after high school regarding education are displayed in Table 3. Students involved in the IB Diploma Program agreed that they were better prepared for college than their peers (83%-100%). At least 93 percent of respondents at each survey period agreed that the program prepared them to be successful in college. A majority (81%-94%) of respondents who completed the survey four years after high school agreed that the program influenced their educational decisions, and 77 to 92 percent of respondents had completed their undergraduate course work four years after high school graduation. Almost all (97%-100%) of the students who completed the survey six years after high school indicated that they earned an undergraduate degree or higher.

Table 4: Perception of Preparation for Career

Survey Item	Survey Type	% of Respondents*
Prepared for employment and career success	Yr. 1 Postgrad	25%-49%
	Yr. 2 Postgrad	41%-68%
	Yr. 4 Postgrad	69%-90%
	Yr. 6 Postgrad**	83%-100%
Program influenced career decisions	Yr. 4 Postgrad	52%-79%
Employed full-time or in military (of those employed)	Yr. 4 Postgrad	48%-71%
	Yr. 6 Postgrad	56%-87%
Job related to program experience	Yr. 1 Postgrad	11%-37%
	Yr. 2 Postgrad	23%-48%
	Yr. 4 Postgrad	31%-73%
	Yr. 6 Postgrad**	50%-78%
Employed in Hampton Roads	Yr. 6 Postgrad**	2005 Grads: 12%
		2006 Grads: 50%
		2007 Grads: 30%
		2008 Grads: 14%
		2009 Grads: 39%
		2010 Grads: 14%
Salary range (most prevalent)	Yr. 6 Postgrad**	2011 Grads: 24%
		2005 Grads: Up to \$19,999 (41%)
		2006 Grads: Above \$59,999 (33%)
		2007 Grads: \$30,000-\$39,999 (40%)
		2008 Grads: Above \$59,999 (32%)
		2009 Grads: \$30,000-\$39,999 (33%)
		2010 Grads: \$50,000-\$59,999; Above \$59,999 (25%)
2011 Grads: Above \$59,999 (27%)		

*Ranges based on responses from 2005-2011 graduates.

**Of respondents working within, rather than outside, their chosen career field.

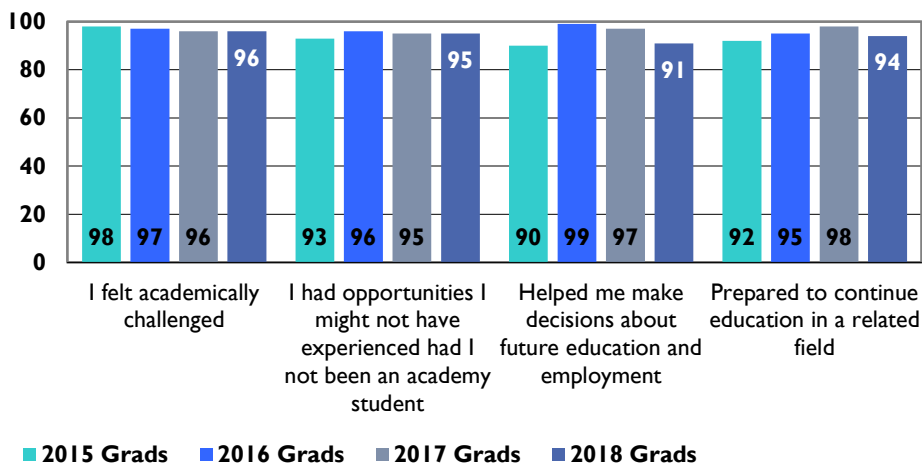
Mathematics & Science Academy

The Mathematics & Science Academy operates at Ocean Lakes High School and provides rigorous math and science classes infused with technology. The program was “designed for academically motivated and dedicated students. With this in mind, scientists, professors, community members, and educators created a challenging experience mirroring comparable competitive mathematics and science academy programs in the nation.”³

Exit Survey Results

Figure 2 represents the results from the exit surveys administered to the four most recent cohorts to have completed the academy. Over the last four years, at least 96 percent of graduates agreed they were academically challenged in the program. A high percentage of the program participants (93%-96%) agreed that they had opportunities they would not otherwise have had because of the program. At least 90 percent of students indicated that the program helped them make decisions about their future education and employment, while a majority of participants (92%-98%) agreed that the program prepared them to continue their education. Over the last four cohorts, 94 to 98 percent of graduates indicated that they earned college credits while in the program.

Figure 2: Math & Science Academy Exit Survey Results 2015-2018



High percentages of academy graduates also agreed (89%-97%) that the academy experience had met their expectations. Of the exit survey respondents from the last four cohorts, 77 to 97 percent would reenroll in the program if given the chance to do so. Additionally, 93 to 99 percent of respondents indicated that they would recommend the program to peers who were interested in math and science.



From the students:

“I gained skills that will help me thrive in the real world. Working hard in challenging classes, being held accountable for my actions and deadlines. For instance, the whole process of researching and securing mentorships and writing letters to professionals is something that will truly assist me in the future as I enter a world where I am held accountable for everything I do and say. The academy challenges students in a very diverse and loving environment.”

“Throughout my experience in the academy I have taken math and science classes that are not normally available at other high schools. I have expanded my knowledge, and have become more adept in my understanding of these topics. This academy has definitely played a huge role in building the foundation for what's to come in college.”

“I have a deep understanding of the broad importance of the sciences. Upon entry, I did not enjoy science and focused on math, and now I may argue that I enjoy sciences more than math.”

³ Source: https://www.vbschools.com/academic_programs/academies_and_advanced_academic_programs/mathematics_and_science_academy

Table 5: Perception of Preparation for Higher Education

Survey Item	Survey Type	% of Respondents*
Better prepared for college than peers	Yr. 1 Postgrad	82%-92%
	Yr. 2 Postgrad	71%-84%
Prepared to be successful in college and educational endeavors	Yr. 1 Postgrad	92%-97%
	Yr. 2 Postgrad	85%-97%
	Yr. 4 Postgrad	97%-100%
	Yr. 6 Postgrad**	94%-97%
Prepared for college course work in math and science	Yr. 1 Postgrad	Math: 82%-91%
		Science: 84%-94%
	Yr. 2 Postgrad	Math: 74%-94%
		Science: 82%-100%
	Yr. 4 Postgrad	Math: 90%-95%
		Science: 90%-98%
	Yr. 6 Postgrad**	Math: 83%-97%
		Science: 91%-100%
College major is related to experience in program	Yr. 1 Postgrad	76%-92%
	Yr. 2 Postgrad	61%-96%
	Yr. 4 Postgrad	80%-100%
	Yr. 6 Postgrad**	76%-93%
Program influenced decisions	Yr. 4 Postgrad	78%-100%
Earned undergraduate degree	Yr. 4 Postgrad	71%-95%
Earned undergraduate degree or higher	Yr. 6 Postgrad	95%-100%

*Ranges based on responses from 2005-2008 graduates.

**Based on college graduates.

Career-Related Postgraduation Survey Results

Table 6 displays participants’ responses regarding career-oriented questions. The majority of respondents four years after high school agreed that the program influenced their decisions about their career (70%-86%). Six years after graduating from the academy, at least 73 percent of employed respondents worked full-time. At least 75 percent of students who completed the survey six years after graduating indicated that their job was related to their experience in the program.

Overall Impact

Students responding to the survey one year after graduation agreed (90%-98%) that the program had provided them with a solid foundation to pursue their goals in their education and career. At least 92 percent of the respondents to the survey six years after graduation agreed that the program had “Some Impact” or a “Large Impact” on where they were with their education or career.”

Education-Related Postgraduation Survey Results

Academy graduates’ survey results regarding education are displayed in Table 5. Students who have completed the Math and Science Academy agreed (71%-92%) that they were better prepared for college than their peers. At least 85 percent of respondents at each survey period agreed that the academy prepared them to be successful in college. Four years after high school, at least 78 percent reported that the program influenced their educational decisions. A majority of respondents who completed the survey four years after high school indicated that they earned an undergraduate degree (71%-95%), and nearly all students (95%-100%) who completed the survey six years after high school reported earning a degree.

Table 6: Perception of Preparation for Career

Survey Item	Survey Type	% of Respondents*
Prepared for employment and career success	Yr. 1 Postgrad	16%-51%
	Yr. 2 Postgrad	45%-67%
	Yr. 4 Postgrad	77%-94%
	Yr. 6 Postgrad**	86%-100%
Program influenced career decisions	Yr. 4 Postgrad	70%-86%
Employed full-time or in military (of those employed)	Yr. 4 Postgrad	47%-80%
	Yr. 6 Postgrad	73%-91%
Job related to program experience	Yr. 1 Postgrad	16%-38%
	Yr. 2 Postgrad	34%-61%
	Yr. 4 Postgrad	50%-68%
	Yr. 6 Postgrad**	75%-95%
Employed in Hampton Roads	Yr. 6 Postgrad**	2005 Grads: 33%
		2006 Grads: 36%
		2007 Grads: 35%
		2008 Grads: 24%
Salary range (most prevalent)	Yr. 6 Postgrad**	2005 Grads: Above \$59,999 (33%)
		2006 Grads: Above \$59,999 (27%)
		2007 Grads: Up to \$19,999 (27%)
		2008 Grads: Above \$59,999 (29%)

*Ranges based on responses from 2005-2008 graduates.

**Of respondents working within, rather than outside, their chosen career field.

Technology Academy

The Technology Academy operates at Landstown High School and provides curriculum and instruction for students with an interest in technology. When attending the academy, students enroll in core academic classes as well as elective technology courses. Students choose one of three career strands: Information Technology, Engineering Technology, and Entrepreneurship Technology. “Students have multiple opportunities for taking advanced courses, participating in the dual enrollment program with Tidewater Community College, and sampling special programs featuring mentorships and internships.”⁴

Exit Survey Results

Figure 3 represents the results from the exit surveys administered to the four most recent cohorts to have completed the Technology Academy.⁵ Over the last four years, at least 68 percent of graduates agreed they were academically challenged in the program, and perceptions improved with the two most recent cohorts. A majority of the program participants (76%-89%) agreed that they had opportunities they would not otherwise have had because of the program. At least 88 percent of students indicated that the program helped them make decisions about their future education and employment, while a majority of participants (71%-79%) agreed that the program prepared them to continue their education. Over the last four cohorts, 62 to 77 percent of graduates indicated that they earned college credits while in the program.



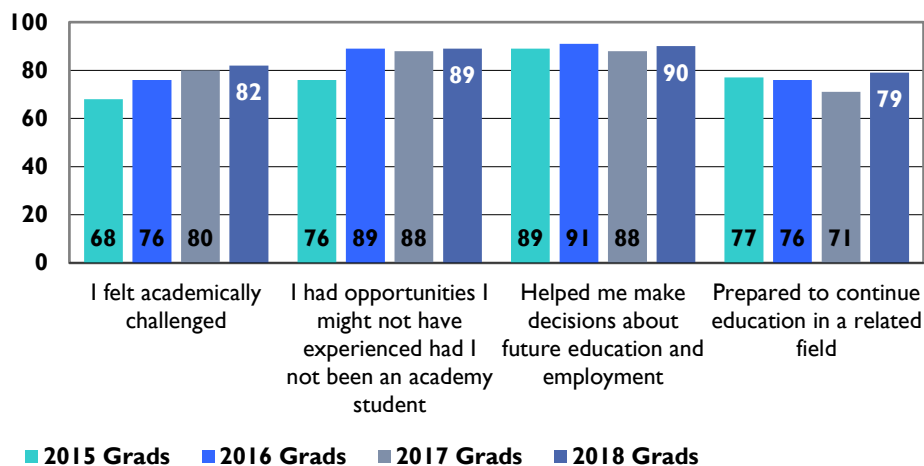
From the students:

“Industry certifications and more advanced knowledge of IT and computer science than I would have in a regular school.”

“Besides the tech skills, I learned leadership skills, time management, and how to interact with potential employers.”

“I think I gained a deeper appreciation and understanding of technology and technology-related fields.”

Figure 3: Technology Academy Exit Survey Results 2015-2018



Respondents to the exit survey agreed (66%-97%) that the program had met their expectations. A majority of respondents in the last four cohorts (75%-97%) agreed that they would reenroll in the program if given the opportunity. Furthermore, 81 to 99 percent of respondents agreed that they would recommend the academy to others who were interested in technology.

⁴ Source: https://www.vbschools.com/academic_programs/academies_and_advanced_academic_programs/governor_sstem_technology_academy

⁵ Does not include the Governor’s STEM Academy.

Table 7: Perception of Preparation for Higher Education

Survey Item	Survey Type	% of Respondents*
Better prepared for college than peers	Yr. 1 Postgrad	67%-81%
	Yr. 2 Postgrad	66%-79%
Prepared to be successful in college and educational endeavors	Yr. 1 Postgrad	71%-88%
	Yr. 2 Postgrad	73%-86%
	Yr. 4 Postgrad	79%-100%
	Yr. 6 Postgrad**	80%-90%
Prepared for college course work in technology	Yr. 1 Postgrad	63%-80%
	Yr. 2 Postgrad	67%-77%
	Yr. 4 Postgrad	79%-92%
	Yr. 6 Postgrad**	75%-88%
College major is related to experience in program	Yr. 1 Postgrad	62%-84%
	Yr. 2 Postgrad	59%-95%
	Yr. 4 Postgrad	63%-94%
	Yr. 6 Postgrad**	50%-94%
Program influenced decisions	Yr. 4 Postgrad	71%-93%
Earned undergraduate degree	Yr. 4 Postgrad	41%-80%
Earned undergraduate degree or higher	Yr. 6 Postgrad	65%-85%

*Ranges based on responses from 2005-2008 graduates.

**Based on college graduates.

Career-Related Postgraduation Survey Results

Table 8 displays participants’ survey responses regarding career-oriented questions. Respondents to surveys four years after graduation agreed (69%-93%) that the program influenced decisions about their career. Six years after graduating from the academy, 65 to 95 percent of employed respondents worked full-time. At least 80 percent of students who completed the survey six years after high school indicated that their job was related to their experience in the program.

Overall Impact

Students responding to the survey one year after graduation agreed (72%-86%) that the program had provided them with a solid foundation to pursue their goals in their education and career. At least 65 percent of the respondents to the survey six years after graduation agreed that the program had “Some Impact” or a “Large Impact” on where they were with their education or career.

Education-Related Postgraduation Survey Results

Academy graduates’ survey results regarding education are displayed in Table 7. Students who completed the Technology Academy agreed (66%-81%) that they were better prepared for college than their peers, and at least 71 percent agreed that the academy prepared them to be successful in college. Four years after high school, at least 71 percent reported that the program influenced their educational decisions. At least 41 percent of respondents who completed the survey four years after high school indicated that they earned an undergraduate degree, and at least 65 percent who completed the survey six years after high school reported earning an undergraduate degree or higher.

Table 8: Perception of Preparation for Career

Survey Item	Survey Type	% of Respondents*
Prepared for employment and career success	Yr. 1 Postgrad	53%-77%
	Yr. 2 Postgrad	56%-75%
	Yr. 4 Postgrad	65%-100%
	Yr. 6 Postgrad**	73%-100%
Program influenced career decisions	Yr. 4 Postgrad	69%-93%
Employed full-time or in military (of those employed)	Yr. 4 Postgrad	54%-73%
	Yr. 6 Postgrad	65%-95%
Job related to program experience	Yr. 1 Postgrad	34%-71%
	Yr. 2 Postgrad	36%-56%
	Yr. 4 Postgrad	53%-86%
	Yr. 6 Postgrad**	80%-87%
Employed in Hampton Roads	Yr. 6 Postgrad**	2005 Grads: 40%
		2006 Grads: 57%
		2007 Grads: 33%
		2008 Grads: 18%
Salary range (most prevalent)	Yr. 6 Postgrad**	2005 Grads: \$40,000-\$49,999 (40%)
		2006 Grads: \$30,000-\$39,999); \$50,000-\$59,999 (29%)
		2007 Grads: Above \$59,999 (27%)
		2008 Grads: Above \$59,999 (36%)

*Ranges based on responses from 2005-2008 graduates.

**Of respondents working within, rather than outside, their chosen career field.

Health Sciences Academy

The Health Sciences Academy operates at Bayside High School and focuses on the medical sciences. Academy students may pursue goals of postsecondary education at colleges, universities, or the community college level. In either plan of study, students receive a solid foundation in the core subjects. “A major learning component of the program is the opportunity for students to attain practical experience in the medical field.”⁶

Exit Survey Results

Figure 4 represents the results from the exit surveys administered to the four most recent cohorts to have completed the Health Sciences Academy. Over the last four years, at least 92 percent of graduates agreed they were academically challenged in the program. Most graduates of the academy (90%-100%) agreed that they had opportunities they would not otherwise have had because of the program. At least 90 percent of students indicated that the program helped them make decisions about their future education and employment, while a high percentage of participants (86%-99%) agreed that the program prepared them to continue their education. Over the last four cohorts, 84 to 94 percent of graduates indicated that they earned college credits while in the program.



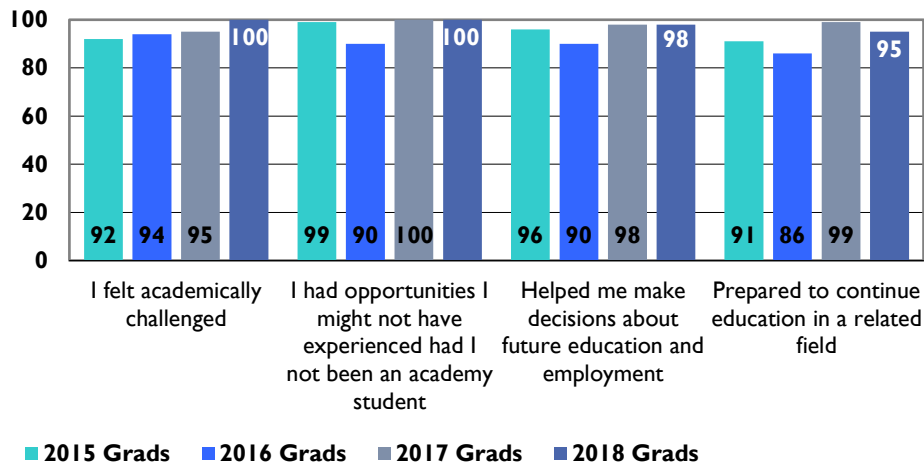
From the students:

“I have gained a step above in my classes that I will take in college. I have so much more knowledge about medical topics than I would have had if I attended any other school. I feel very prepared to pursue a career in the medical field and the academy has definitely prepared me for college.”

“I am very adept in the medical sciences and can easily apply my knowledge in college level courses. I also have a head start on medical and health related classes compared to people who did not go to the academy.”

“I gained boundless opportunity and a network of caring teachers and staff members who genuinely care about my success as much as I do.”

Figure 4: Health Science Academy Exit Survey Results 2015-2018



After graduating from the academy, 89 to 98 percent of respondents indicated that the program had met their expectations. Of those graduates surveyed over the last four years, 84 to 95 percent would reenroll in the program if given the opportunity to do so. A large majority (95%-97%) of the respondents would recommend the program to peers who were interested in a career or education in the health sciences field.

⁶Source: https://www.vbschools.com/academic_programs/academies_and_advanced_academic_programs/health_sciences_academy

Table 9: Perception of Preparation for Higher Education

Survey Item	Survey Type	% of Respondents*
Better prepared for college than peers	Yr. 1 Postgrad	64%-96%
	Yr. 2 Postgrad	75%-85%
Prepared to be successful in college and educational endeavors	Yr. 1 Postgrad	92%-97%
	Yr. 2 Postgrad	91%-100%
	Yr. 4 Postgrad	90%-96%
	Yr. 6 Postgrad**	86%-100%
Prepared for college course work in health sciences	Yr. 1 Postgrad	67%-91%
	Yr. 2 Postgrad	86%-96%
	Yr. 4 Postgrad	81%-94%
	Yr. 6 Postgrad**	100%
College major is related to experience in program	Yr. 1 Postgrad	67%-90%
	Yr. 2 Postgrad	66%-79%
	Yr. 4 Postgrad	63%-92%
	Yr. 6 Postgrad**	65%-80%
Program influenced decisions	Yr. 4 Postgrad	94%-96%
Earned undergraduate degree	Yr. 4 Postgrad	48%-76%
Earned undergraduate degree or higher	Yr. 6 Postgrad	78%-94%

*Ranges based on responses from 2006-2009 graduates.

**Based on college graduates.

Career-Related Postgraduation Survey Results

Table 10 displays participants' survey responses regarding career-oriented questions. A majority of respondents to the survey four years after high school agreed (80%-91%) that the program influenced decisions about their career. Of employed respondents six years after high school, 62 to 89 percent were employed full-time. At least 65 percent of students who completed the survey six years after high school indicated that their job was related to their experience in the program.

Overall Impact

Students responding to the survey one year after graduation agreed (83%-96%) that the program had provided them with a solid foundation to pursue their goals in their education and career. At least 67 percent of the respondents to the survey six years after graduation agreed that the program had "Some Impact" or a "Large Impact" on where they were with their education or career.

Education-Related Postgraduation Survey Results

Academy graduates' survey results regarding education are displayed in Table 9. Students involved in the Health Sciences Academy agreed that they were better prepared for college than their peers (64%-96%). At least 86 percent of respondents at each survey period agreed that the program prepared them to be successful in college. Most respondents (94%-96%) who completed the survey four years after graduation agreed that the program influenced their educational decisions. At least 48 percent of respondents had completed their undergraduate course work four years after high school graduation, and at least 78 percent completed undergraduate or higher degrees six years after high school.

Table 10: Perception of Preparation for Career

Survey Item	Survey Type	% of Respondents*
Prepared for employment and career success	Yr. 1 Postgrad	27%-52%
	Yr. 2 Postgrad	34%-51%
	Yr. 4 Postgrad	67%-85%
	Yr. 6 Postgrad**	86%-100%
Program influenced career decisions	Yr. 4 Postgrad	80%-91%
Employed full-time or in military (of those employed)	Yr. 4 Postgrad	23%-62%
	Yr. 6 Postgrad	62%-89%
Job related to program experience	Yr. 1 Postgrad	17%-36%
	Yr. 2 Postgrad	19%-50%
	Yr. 4 Postgrad	31%-60%
	Yr. 6 Postgrad**	65%-86%
Employed in Hampton Roads	Yr. 6 Postgrad**	2006 Grads: 86%
		2007 Grads: 71%
		2008 Grads: 71%
		2009 Grads: 29%
Salary range (most prevalent)	Yr. 6 Postgrad**	2006 Grads: \$20,000-\$29,999; \$40,000-\$49,999 (29%)
		2007 Grads: Up to \$19,999 (57%)
		2008 Grads: \$20,000-\$29,999 (36%)
		2009 Grads: \$20,000-\$29,999; \$40,000-\$49,999; Above \$59,999 (29%)

*Ranges based on responses from 2006-2009 graduates.

**Of respondents working within, rather than outside, their chosen career field.

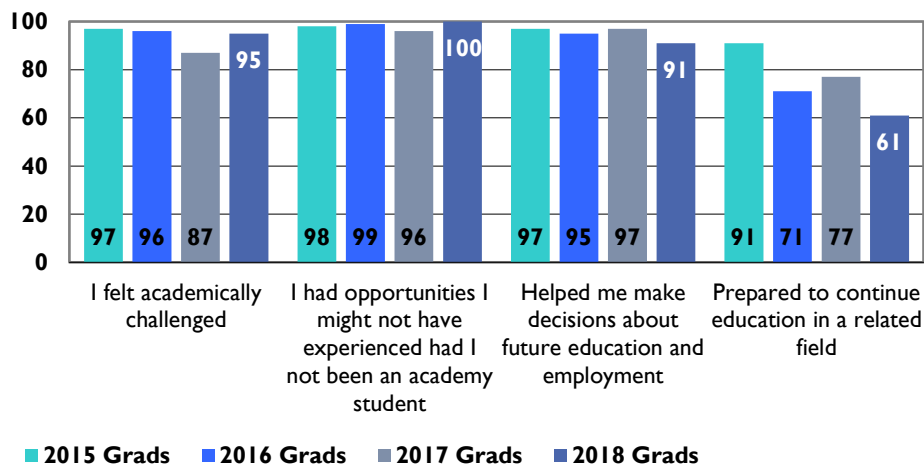
Legal Studies Academy

The Legal Studies Academy operates at First Colonial High School and provides students who are interested in the law opportunities to extend their knowledge. Students are given the chance to experience law-related fields and to understand legal and ethical issues. “The academy offers students the opportunity to embrace not only an academic curriculum that will prepare them for postsecondary education, but also will allow them career exploration within the area of legal studies.”⁷

Exit Survey Results

Figure 5 represents the results from the exit surveys administered to the four most recent cohorts to have completed the Legal Studies Academy. Over the last four years, at least 87 percent of graduates agreed they were academically challenged in the program. Almost all graduates of the academy (96%-100%) agreed that they had opportunities they would not otherwise have had because of the program. Most (91%-97%) students indicated that the program helped them make decisions about their future education and employment. At least 61 percent of participants agreed that the program prepared them to continue their education. Over the last four cohorts, 73 to 90 percent of graduates indicated that they earned college credits while in the program.

Figure 5: Legal Studies Academy Exit Survey Results 2015-2018



A majority (94%-98%) of respondents agreed that the academy program had met their expectations. In addition, 91 to 94 percent of respondents would reenroll in the program if they had the opportunity to do so. A majority (95%-100%) of the respondents agreed that they would recommend the academy to peers who were interested in legal studies.



From the students:

“I definitely would say I gained a better understanding of the world. Before entering the Academy I had a very limited perspective of the world. By being enrolled in the academy I was asked to apply what I was learning to the real world. From there I developed my own opinions and was able to then stand and speak for things that I truly believed in.”

“In the academy I became more comfortable public speaking and I learned more about my rights as a citizen. Although I don't plan on pursuing a legal career, I know that the skills I learned in the academy will help me in my future endeavors.”

“I gained confidence in myself when I'm public speaking and giving presentations. My knowledge increased in law and the legal system.”

⁷ Source: https://www.vbschools.com/academic_programs/academies_and_advanced_academic_programs/legal_studies_academy

Table 11: Perception of Preparation for Higher Education

Survey Item	Survey Type	% of Respondents*
Better prepared for college than peers	Yr. 1 Postgrad	69%-89%
	Yr. 2 Postgrad	72%-81%
Prepared to be successful in college and educational endeavors	Yr. 1 Postgrad	79%-100%
	Yr. 2 Postgrad	76%-100%
	Yr. 4 Postgrad	94%-100%
	Yr. 6 Postgrad**	93%-100%
Prepared for law-related college course work	Yr. 1 Postgrad	63%-92%
	Yr. 2 Postgrad	57%-93%
	Yr. 4 Postgrad	67%-89%
	Yr. 6 Postgrad**	82%-100%
College major is related to experience in program	Yr. 1 Postgrad	53%-69%
	Yr. 2 Postgrad	52%-81%
	Yr. 4 Postgrad	50%-77%
	Yr. 6 Postgrad**	54%-69%
Program influenced decisions	Yr. 4 Postgrad	83%-89%
Earned undergraduate degree	Yr. 4 Postgrad	67%-81%
Earned undergraduate or higher	Yr. 6 Postgrad	88%-94%

*Ranges based on responses from 2006-2009 graduates.

**Based on college graduates.

Career-Related Postgraduation Survey Results

Table 12 displays participants' survey responses regarding career-oriented questions. Respondents to the survey four years after high school agreed (61%-95%) that the program influenced their decisions about their career. Six years after graduating from the academy, at least 71 percent of employed respondents indicated they were employed full-time. At least 44 percent of students who completed the survey six years after high school indicated that their job was related to their experience in the program.

Overall Impact

Students responding to the survey one year after graduation agreed (67%-90%) that the program had provided them with a solid foundation to pursue their goals in their education and career. At least 88 percent of the respondents to the survey six years after graduation agreed that the program had "Some Impact" or a "Large Impact" on where they were with their education or career.

Education-Related Postgraduation Survey Results

Academy graduates' survey results regarding education are displayed in Table 11. Students involved in the Legal Studies Academy agreed that they were better prepared for college than their peers (69%-89%). At least 76 percent of respondents at each survey period agreed that the program prepared them to be successful in college. A majority (83%-89%) of respondents who completed the survey four years after graduation agreed that the program influenced their educational decisions. At least 67 percent of respondents had completed their undergraduate course work four years after high school graduation, and at least 88 percent of respondents completed a degree six years after graduation.

Table 12: Perception of Preparation for Career

Survey Item	Survey Type	% of Respondents*
Prepared for employment and career success	Yr. 1 Postgrad	25%-62%
	Yr. 2 Postgrad	48%-71%
	Yr. 4 Postgrad	71%-89%
	Yr. 6 Postgrad**	75%-100%
Program influenced career decisions	Yr. 4 Postgrad	61%-95%
Employed full-time or in military (of those employed)	Yr. 4 Postgrad	57%-67%
	Yr. 6 Postgrad	71%-87%
Job related to program experience	Yr. 1 Postgrad	10%-24%
	Yr. 2 Postgrad	17%-36%
	Yr. 4 Postgrad	21%-39%
	Yr. 6 Postgrad**	44%-63%
Employed in Hampton Roads	Yr. 6 Postgrad**	2006 Grads: 38%
		2007 Grads: 67%
		2008 Grads: 38%
		2009 Grads: 27%
Salary range (most prevalent)	Yr. 6 Postgrad**	2006 Grads: \$30,000-\$39,999 (50%)
		2007 Grads: \$30,000-\$39,999 (33%)
		2008 Grads: \$30,000-\$39,999 (44%)
		2009 Grads: \$40,000-\$49,999 (36%)

*Ranges based on responses from 2006-2009 graduates.

**Of respondents working within, rather than outside, their chosen career field.

Visual and Performing Arts Academy

The Visual and Performing Arts Academy operates at Salem High School and offers five strands including art, dance, theater, instrumental music, and vocal music. Academy students select courses that prepare them for postsecondary advanced studies or for a faster entry into arts-related occupations. “The balance between artistic development and academic preparation is at the heart of the Academy program. Students are exposed to the humanities and have the opportunity to select a course of study that will best meet their needs and interests.”⁸

Exit Survey Results

Figure 6 represents the results from the exit surveys administered to the four most recent cohorts to have completed the Visual and Performing Arts Academy. Over the last four years, at least 79 percent of graduates agreed they were academically challenged in the program. A majority of academy graduates (87%-94%) agreed that they had opportunities they would not otherwise have had because of the program. At least 82 percent of respondents indicated that the program helped them make decisions about their future education and employment, while at least 67 percent of participants agreed that the program prepared them to continue education. Over the last four cohorts, 61 to 88 percent of graduates indicated that they earned college credits while in the program.



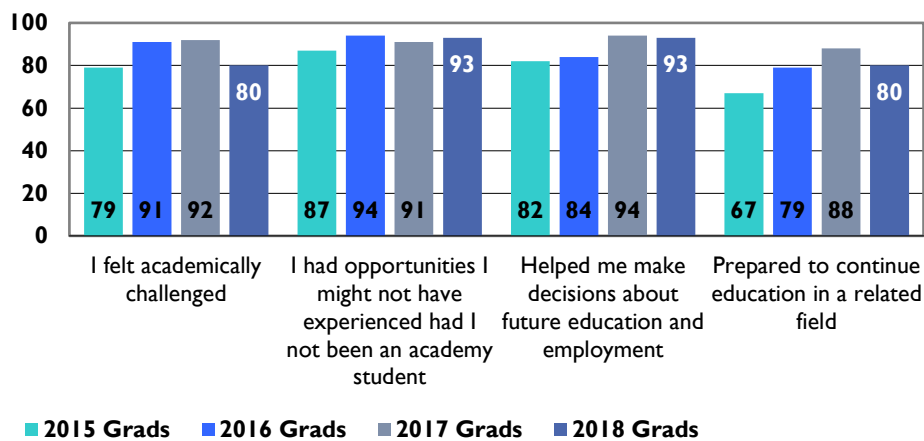
From the students:

“I gained a lot of confidence and my character development definitely proves so. In comparison to when I first enrolled, I didn't realize and appreciate the importance of my art and only participated in things and completed my work just for a grade. Now, I can admit that the things I've been taught have to really be incorporated with my talents and I found my passion.”

“I gained so much experience all around with dance; specifically modern dance. I took my first modern class my sophomore year in the academy, and now it is my favorite style of dance. The academy has definitely help me find the artist within myself.”

“I have gained much greater awareness and appreciation for the arts. I would have never seen a dance or theatre show if I wasn't in the academy. It bolstered my support for the arts.”

Figure 6: Visual and Performing Arts Academy Exit Survey Results 2015-2018



Respondents to the exit survey also agreed (65%-89%) that the academy had met their expectations. A majority of academy graduates in the last four cohorts (77%-95%) indicated that they would reenroll in the program if given the opportunity. Additionally, 81 to 96 percent would recommend the academy to peers who were interested in visual and performing arts.

⁸ Source: https://www.vbschools.com/academic_programs/academies_and_advanced_academic_programs/visual_and_performing_arts_academy

Table 13: Perception of Preparation for Higher Education

Survey Item	Survey Type	% of Respondents*
Better prepared for college than peers	Yr. 1 Postgrad	63%-90%
	Yr. 2 Postgrad	76%-92%
Prepared to be successful in college and educational endeavors	Yr. 1 Postgrad	90%-100%
	Yr. 2 Postgrad	92%-100%
	Yr. 4 Postgrad	83%-100%
Prepared for college course work in visual and performing arts	Yr. 6 Postgrad**	100%
	Yr. 1 Postgrad	82%-94%
	Yr. 2 Postgrad	88%-100%
	Yr. 4 Postgrad	77%-83%
College major is related to experience in program	Yr. 6 Postgrad**	80%-100%
	Yr. 1 Postgrad	58%-90%
	Yr. 2 Postgrad	54%-85%
	Yr. 4 Postgrad	46%-100%
Program influenced decisions	Yr. 6 Postgrad**	50%-86%
Program influenced decisions	Yr. 4 Postgrad	77% -100%
Earned undergraduate degree	Yr. 4 Postgrad	33%-82%
Earned undergraduate degree or higher	Yr. 6 Postgrad	58%-93%

*Ranges based on responses from 2008-2011 graduates.
 **Based on college graduates.

Career-Related Postgraduation Survey Results

Table 14 displays participants’ survey responses regarding career-oriented questions. Respondents to the survey four years after high school agreed (66%-100%) that the program influenced their decisions about their career. Six years after graduating from the academy, at least 63 percent of employed respondents indicated they were employed full-time. At least 40 percent of students who completed the survey six years after high school indicated that their job was related to their experience in the program.

Overall Impact

Students responding to the survey one year after graduation agreed (91%-100%) that the program had provided them with a solid foundation to pursue their goals in their education and career. At least 87 percent of the respondents to the survey six years after graduation agreed that the program had “Some Impact” or a “Large Impact” on where they were with their education or career.

Education-Related Postgraduation Survey Results

Academy graduates’ survey results regarding education are displayed in Table 13. Students involved in the Visual and Performing Arts Academy agreed that they were better prepared for college than their peers (63%-92%). Most respondents (83%-100%) at each survey period agreed that the program prepared them to be successful in college. A majority (77%-100%) of respondents who completed the survey four years after graduation agreed that the program influenced their educational decisions. At least 33 percent of respondents had completed their undergraduate course work four years after high school graduation, and at least 58 percent of respondents completed a degree six years after graduation.

Table 14: Perception of Preparation for Career

Survey Item	Survey Type	% of Respondents*
Prepared for employment and career success	Yr. 1 Postgrad	57%-64%
	Yr. 2 Postgrad	45%-61%
	Yr. 4 Postgrad	64%-83%
	Yr. 6 Postgrad**	88%-100%
Program influenced career decisions	Yr. 4 Postgrad	66%-100%
Employed full-time or in military (of those employed)	Yr. 4 Postgrad	45%-75%
	Yr. 6 Postgrad	63%-82%
Job related to program experience	Yr. 1 Postgrad	0%-63%
	Yr. 2 Postgrad	25%-46%
	Yr. 4 Postgrad	27%-63%
	Yr. 6 Postgrad**	40%-88%
Employed in Hampton Roads	Yr. 6 Postgrad**	2008 Grads: 25%
		2009 Grads: 33%
		2010 Grads: 25%
		2011 Grads: 50%
Salary range (most prevalent)	Yr. 6 Postgrad**	2008 Grads: Up to \$19,999 (75%)
		2009 Grads: \$40,000-\$49,999; Above \$59,999 (33%)
		2010 Grads: \$30,000-\$39,999 (50%)
		2011 Grads: \$30,000-\$39,999 (50%)

*Ranges based on responses from 2008-2011 graduates.
 **Of respondents working within, rather than outside, their chosen career field.

Global Studies and World Languages Academy

The Global Studies and World Languages Academy operates at Tallwood High School. The academy “prepares students for world citizenship by providing opportunities to develop the intellectual skills needed to make global connections among all disciplines.”⁹ Three major themes are infused into the course work: global issues, global systems, and global cultures. Students in the academy are required to study two world languages and take classes that offer rigorous curricula with geography integrated into every course’s subject matter.

Exit Survey Results

Figure 7 represents the results from the exit surveys administered to the four most recent cohorts to have completed the Global Studies and World Languages Academy. Over the last four years, at least 76 percent of graduates agreed they were academically challenged in the program. A majority of academy graduates (88%-99%) agreed that they had opportunities they would not otherwise have had because of the program. At least 79 percent of students indicated that the program helped them make decisions about their future education and employment, while 86 to 89 percent of participants agreed that the program prepared them to continue their education. Over the last four cohorts, 76 to 88 percent of graduates indicated that they earned college credits while in the program.



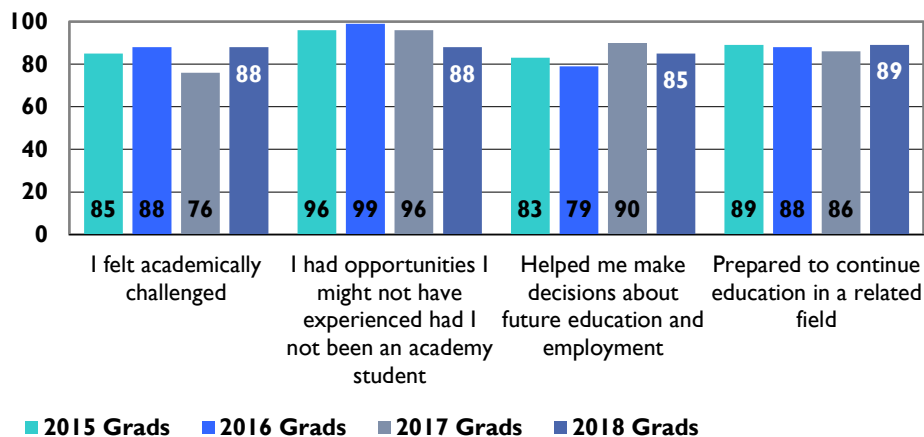
From the students:

“I gained a better understanding of the difference between people and more of how we’re all the same. I understand cultural differences and how to overcome them as well as a greater love for other countries.”

“I gained a profound sense of consciousness by enrolling in this academy. I am aware of issues that occur across the globe as well as our own country. I have learned about the impact of social institutions. Most importantly I have learned what it means to be a global citizen.”

“I pushed myself and (have) grown as an individual as I did more than the average scholar. I impacted so many other people besides myself so now I have something proud to look back on. Enrolling in the academy...made me reach out of (my) comfort zone and learn how to adapt to change. The academy broadened my perspectives.”

Figure 7: Global Studies and World Languages Academy Exit Survey Results 2015-2018



Respondents to the exit survey agreed (85%-96%) that the academy had met their expectations they had before they enrolled. In addition, 83 to 93 percent of respondents would reenroll in the program if given the opportunity to do so. Furthermore, nearly all respondents (94%-99%) would recommend the academy to peers who were interested in global studies.

⁹ Source: https://www.vbschools.com/academic_programs/academies_and_advanced_academic_programs/global_studies_and_world_languages_academy

Table 15: Perception of Preparation for Higher Education

Survey Item	Survey Type	% of Respondents*
Better prepared for college than peers	Yr. 1 Postgrad	66%-89%
	Yr. 2 Postgrad	75%-92%
Prepared to be successful in college and educational endeavors	Yr. 1 Postgrad	89%-100%
	Yr. 2 Postgrad	75%-100%
	Yr. 4 Postgrad	71%-100%
	Yr. 6 Postgrad**	86%-100%
Prepared for college course work in global studies (GS) and world languages (WL)	Yr. 1 Postgrad	GS: 78%-92%
		WL: 73%-92%
	Yr. 2 Postgrad	GS: 68%-83%
		WL: 75%-92%
	Yr. 4 Postgrad	GS: 71%-100%
		WL: 82%-100%
	Yr. 6 Postgrad**	GS: 71%-100%
		WL: 80%-100%
College major is related to experience in program	Yr. 1 Postgrad	74%-92%
	Yr. 2 Postgrad	54%-85%
	Yr. 4 Postgrad	70%-100%
	Yr. 6 Postgrad**	80%-90%
Program influenced decisions	Yr. 4 Postgrad	73%-85%
Earned undergraduate degree	Yr. 4 Postgrad	75%-82%
Earned undergraduate degree or higher	Yr. 6 Postgrad	83%-100%

*Ranges based on responses from 2009-2012 graduates.

**Based on college graduates.

Career-Related Postgraduation Survey Results

Table 16 displays participants’ survey responses regarding career-oriented questions. Respondents to the survey four years after high school agreed (64%-85%) that the program influenced their decisions about their career. Six years after graduating from the academy, at least 50 percent of employed respondents indicated they were employed full-time. At least 50 percent of students who completed the survey six years after high school indicated that their job was related to their experience in the program.

Overall Impact

Students responding to the survey one year after graduation agreed (80%-86%) that the program had provided them with a solid foundation to pursue their goals in their education and career. At least 71 percent of the respondents to the survey six years after graduation agreed that the program had “Some Impact” or a “Large Impact” on where they were with their education or career.

Education-Related Postgraduation Survey Results

Academy graduates’ survey results regarding education are displayed in Table 15. After high school, respondents involved in the Global Studies and World Languages Academy agreed that they were better prepared for college than their peers (66%-92%). The majority of respondents (71%-100%) at each survey period agreed that the program prepared them to be successful in college. A majority (73%-85%) of respondents who completed the survey four years after graduation agreed that the program influenced their educational decisions. At least 75 percent of respondents had completed their undergraduate course work four years after high school graduation, and at least 83 percent of respondents completed a degree six years after graduation.

Table 16: Perception of Preparation for Career

Survey Item	Survey Type	% of Respondents*
Prepared for employment and career success	Yr. 1 Postgrad	50%-66%
	Yr. 2 Postgrad	46%-80%
	Yr. 4 Postgrad	55%-100%
	Yr. 6 Postgrad**	67%-100%
Program influenced career decisions	Yr. 4 Postgrad	64%-85%
Employed full-time or in military (of those employed)	Yr. 4 Postgrad	45%-75%
	Yr. 6 Postgrad	50%-92%
Job related to program experience	Yr. 1 Postgrad	23%-50%
	Yr. 2 Postgrad	20%-50%
	Yr. 4 Postgrad	33%-55%
	Yr. 6 Postgrad**	50%-80%
Employed in Hampton Roads	Yr. 6 Postgrad**	2009 Grads: 17%
		2010 Grads: 50%
		2011 Grads: 40%
		2012 Grads: 33%
Salary range (most prevalent)	Yr. 6 Postgrad**	2009 Grads: \$20,000-\$29,999; Above \$59,999 (33%)
		2010 Grads: Up to \$19,999; \$30,000-\$39,999 (50%)
		2011 Grads: \$30,000-\$39,999 (60%)
		2012 Grads: \$40,000-\$49,999 (33%)

*Ranges based on responses from 2009-2012 graduates.

**Of respondents working within, rather than outside, their chosen career field.

SUMMARY

The longitudinal study of academies and advanced academic programs in Virginia Beach City Public Schools over the last 14 years has focused on students' experiences in the programs while in high school, as well as their perceptions of how their experience impacted their preparation for college and employment. Key survey results from high school students who were exiting the programs were summarized for each program, and postgraduation survey data were also presented for respondents who returned surveys one, two, four, and six years after high school. Depending on the cohort and the academy, the response rates for students exiting the programs within the last four years were 69 to 100 percent, and the response rates for students completing postgraduation surveys were 11 to 58 percent. Survey results addressed three main interest areas: the programs' impact on students' educational experiences, the programs' impact on students' employment experiences, and the overall impact of the program.

While patterns of results varied to some extent based on the cohort of students responding to the surveys and the program in which they were enrolled, results were positive overall. While each academy focuses on a different theme, all academies aim to ensure students are college and career ready. Students' perceived preparedness for college varied over time with at least 71 percent of academy graduates agreeing they were prepared for college one, two, and four years after high school. Of the college graduates completing the survey six years after high school, at least 80 percent of academy graduates agreed the programs prepared them for college. The programs, regardless of which academy is attended, influence students' educational decisions. Four years after high school, at least 71 percent of academy graduates indicated that the programs influenced their educational decisions.

Former academy students who responded to surveys four and six years after high school exhibited a pattern of results showing that the majority of former advanced academic program students had graduated from college. At least 71 percent of respondents from the advanced academic academies (IB Diploma Program and Math & Science Academy) reported earning an undergraduate degree four years after high school, and at least 95 percent of respondents reported having earned an undergraduate degree or graduate degree six years after high school. In general, reported college graduation rates were lower for former students from other academies, but varied depending on the program. At least 33 percent of respondents from the other academies who completed the survey four years after high school reported graduating with an undergraduate degree, and at least 58 percent of former students who completed a survey six years after high school reported having earned an undergraduate or graduate degree.

Students who graduated from the programs were able to find employment in career fields related to their previous experience in the academies, although there was variation depending on the program. Six years after graduating from high school, the majority of students from each cohort of the Math and Science Academy, Technology Academy, and Health Sciences Academy (at least 65%) indicated that their job was related to some extent to their experience in the academy. Of former students in the various programs who were employed six years after high school graduation, at least one half (50 to 95%) reported being employed full-time or in the military.

Overall, the programs had a lasting impact on former students' educational and career objectives. From 67 to 100 percent of former students agreed that the programs provided them with a solid foundation to pursue their goals. From 65 to 92 percent of respondents indicated that the programs had either some impact or a large impact on where they were in terms of their education or career six years after high school graduation.



2512 George Mason Drive
Virginia Beach, VA 23456
www.vbschools.com
Phone: 757-263-1199
Fax: 757-263-1131

©Copyright 2019. All rights reserved.

Aaron C. Spence, Ed.D., Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Office of Planning, Innovation, and Accountability.
For further information, please call (757) 263-1199.

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 2-33.1, 4-4.1, 4-4.2, 4-4.3, 4-6.1, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials and extracurricular activities.

To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

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 the Office of Planning, Innovation, and Accountability, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038.
Telephone (757) 263-1199 (voice); fax (757) 263-1131; 263-1240 (TDD) or email maryann.morrill@vbschools.com.

vbschools.com
your virtual link to Hampton Roads' largest school system



No part of this publication may be produced or shared in any form without giving specific credit to Virginia Beach City Public Schools.

March 2019