

ANNUAL

VIRGINIA BEACH CITY PUBLIC SCHOOLS

HIGH SCHOOL

Report Card

ISSUED 2005-2006



Dear Parents or Guardian:

We are pleased to provide you with the eighth annual School Report Card containing important information about your child's school. This report card is an important part of educational accountability designed to help you assess many aspects of your child's school and evaluate its success over time.

In addition to school and staff characteristics for the current school year and student performance for previous years, you will find information related to the school's progress toward meeting state and federal standards. I am pleased to indicate that for the current year, 100 percent of our schools earned full state accreditation.

Schools are also expected to make Adequate Yearly Progress (AYP) based on criteria required by the *No Child Left Behind (NCLB) Act of 2001*. A school's AYP status is based on Standards of Learning (SOL) test results and other factors such as attendance rates for elementary and middle schools and graduation rates for high schools. Criteria for meeting AYP are set for all students and for subgroups of students, including economically disadvantaged, limited English proficient, and students with disabilities, as well as for major racial and ethnic groups. Each student subgroup within a school must achieve all of the annual objectives for the school to be classified as making AYP. We are proud that 95 percent of our schools made AYP for the 2005-2006 school year based on 2004-2005 data.

However, our ability to remain "ahead of the curve" and show continuous improvement depends on our students, teachers, staff, community, and family members like you. We hope that you will continue to help us succeed through your commitment to your child's education and by taking an active role at your child's school.

Sincerely,

Sheila S. Magula, Ed.D.
Superintendent

FLOYD E. KELLAM

High (9-12)

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2005-2006

Mr. Bruce A. Biehl, Principal

Mr. Tony Anderson, Assistant Principal

Ms. Nancy B. Farrell, Assistant Principal

Ms. Juanita L. Nicholson, Assistant Principal

Mr. Michael W. Porter, Assistant Principal

Ms. Miriam Mason, Administrative Assistant

Ms. Dawn Miller, PTSA President

State Accreditation Status:

Fully Accredited

The mission of the Virginia Beach City Public Schools, in partnership with our entire community, is to ensure that each student is empowered with the knowledge and skills necessary to meet the challenges of the future.

School Board Members

Daniel D. "Dan" Edwards, Chairman

Sandra Smith-Jones, Vice Chairman

Rita Sweet Bellitto

Jane S. Brooks

Emma L. "Em" Davis

Edward F. Fissinger, Sr.

Dan R. Lowe

Michael W. Stewart

Arthur T. Tate

Carolyn D. Weems

Dr. Lois S. Williams

READING YOUR SCHOOL REPORT CARD

This report card for your child's school includes information related to school characteristics and student performance measures. Unless noted otherwise, the information is for the current school year, 2005-2006. Some of the information required by the No Child Left Behind Act of 2001 is also included. Additional information about your child's school and all other schools in the division is available at www.vbschools.com and www.doe.virginia.gov.

SCHOOL INFORMATION

PTSA Membership March 2005: 854

No Child Left Behind Adequate Yearly Progress (AYP)

Status: Made AYP

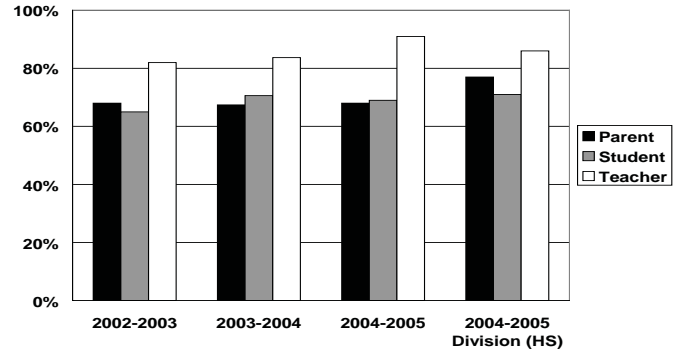
No Child Left Behind Safe School

Status: Not Persistently Dangerous

Average Class Size

| English | Mathematics | Science | Social Studies |
|---------|-------------|---------|----------------|
| 22.0 | 21.8 | 23.5 | 24.2 |

Percentage of people giving an A or B grade to the overall quality of education received by students at this school, based on the school division's annual spring survey.

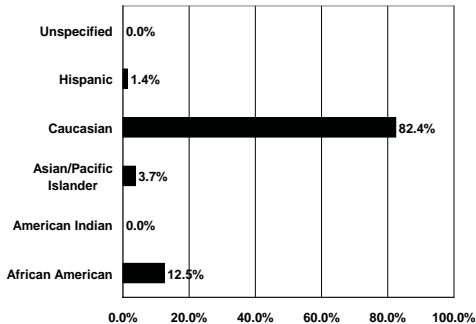


Attendance 2004-2005

School Average Daily Attendance: 94.3%

Division (HS) Average Daily Attendance: 94.3%

STAFF CHARACTERISTICS



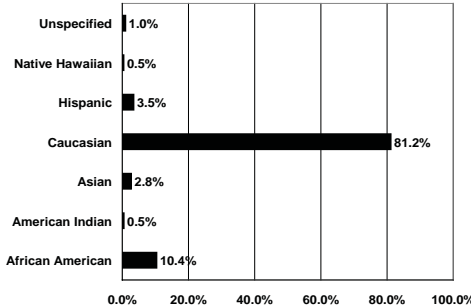
Administration/Intern: 6
 Instructional: 159
 Classified: 47
 Other: 4

Additional Instructional Characteristics

| | School | Division (HS) | State |
|--|--------|-----------------|-------|
| Female | 63.5% | 65.7% | * |
| Male | 36.5% | 34.3% | * |
| Average years of teaching experience | 14.6 | 13.8 | * |
| Percentage with graduate degrees | 43.4 | 46.3 | * |
| Percentage new to the system | 3.8 | 8.8 | * |
| Percentage of core courses not taught by highly qualified teachers 04-05 | 4.5 | 5.6 | 4.4 |
| | | Entire Division | |
| Percentage of teachers with provisional credentials 04-05 | 8.4 | 4.5 | 7.1 |
| | | Entire Division | |

*Not Available

STUDENT CHARACTERISTICS



September 30, 2005

Membership: 2,387

| | School | Division (HS) |
|-----------------------------|--------|---------------|
| Female | 49.5% | 49.4% |
| Male | 50.5% | 50.6% |
| Economically Disadvantaged | 4.7% | 18.8% |
| Gifted | 14.0% | 12.9% |
| Limited English Proficiency | 0.1% | 0.9% |
| Migrant | 0.0% | 0.0% |
| Special Education | 8.9% | 11.1% |

STUDENT PERFORMANCE MEASURES

Stanford Achievement Tests

The Stanford 10 is a nationally norm-referenced test designed to compare the achievement of students with other students throughout the country.

Stanford Achievement Tests - Grade 9 Percentile Scores

| Tests | Fall 2004 | Fall 2004 |
|-----------------------|-----------|-----------|
| | School | Division |
| Total Reading | 62 | 59 |
| Total Language | 57 | 61 |
| Total Mathematics | 65 | 60 |
| Partial Battery Total | 61 | 59 |

STUDENT PERFORMANCE MEASURES

ADVANCED PLACEMENT

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

| Advanced Placement | School | | | Division | State |
|--|--------|-------|-------|----------|--------|
| | 02-03 | 03-04 | 04-05 | 04-05 | 04-05 |
| Number of AP courses taken by students | 542 | 629 | 672 | 6,387 | * |
| Number of exams taken [^] | 350 | 393 | 439 | 4,839 | 80,583 |
| Number of exams with a score of 3 or higher [^] | 207 | 225 | 274 | 3,217 | 49,728 |
| Percentage of exams with a score of 3 or higher [^] | 59 | 57 | 62 | 66 | 62 |

[^]May include students not enrolled in AP courses

GRADUATION RATE

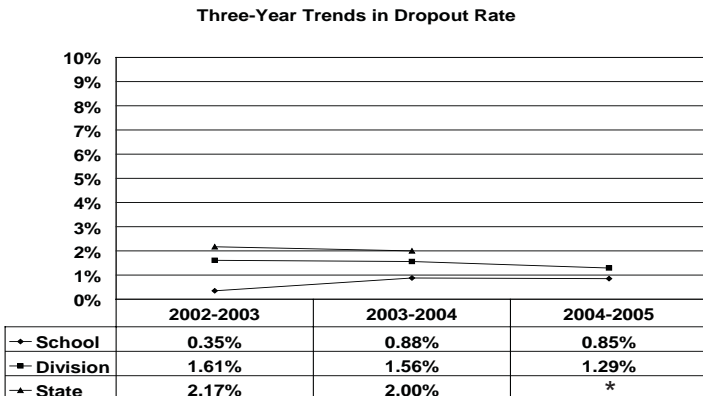
The table below shows the graduation rates for the school, division, and state. The graduation rate is one measure used to determine NCLB Adequate Yearly Progress.

| Graduation Rate | All Students | Female | Male | African American | Caucasian | Hispanic | |
|-----------------|--------------|--------|-------|------------------|-----------|----------|--------|
| 2002-2003 | School | 90.3% | 92.4% | 88.1% | 92.4% | 89.5% | 100.0% |
| | Division | 80.3% | 83.2% | 77.2% | 76.2% | 80.7% | 78.9% |
| | State | 81.9% | 85.4% | 78.5% | 75.2% | 84.5% | 72.2% |
| 2003-2004 | School | 91.7% | * | * | 89.1% | 91.4% | 100.0% |
| | Division | 81.5% | * | * | 76.8% | 82.6% | 79.4% |
| | State | * | * | * | * | * | * |
| 2004-2005 | School | 90.9% | * | * | 89.7% | 91.0% | 92.9% |
| | Division | 82.5% | * | * | 77.2% | 83.6% | 83.6% |
| | State | * | * | * | * | * | * |

AYP Graduation Target: 57.0%

DROPOUT RATE

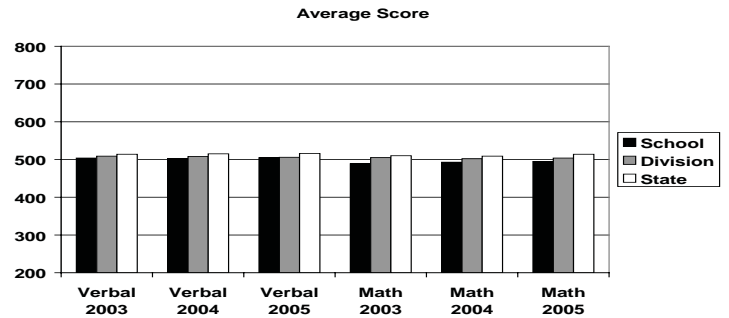
The line graph below shows the three-year trends for the percent of dropouts for the school, division, and state.



*Not Available

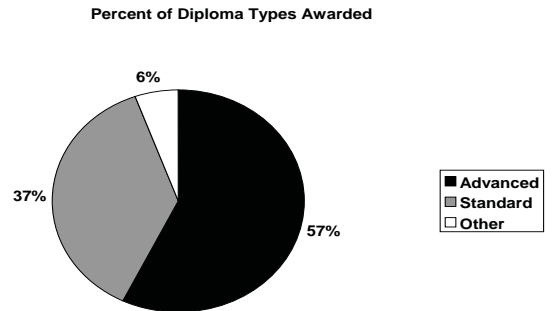
SAT I

The SAT I is an optional test taken by high school students and used by many colleges and universities as part of their admissions process. The test includes a mathematics and verbal section. Each section has a maximum score of 800.



DIPLOMAS AWARDED

The pie chart below shows the percent of diploma types awarded by the school during the 2004-2005 school year.



Total number of diplomas awarded by school: 531

SCHOLARSHIPS ACCEPTED

The table below shows the dollar value of the scholarships accepted. Pell grants, work study, and student loans are not included.

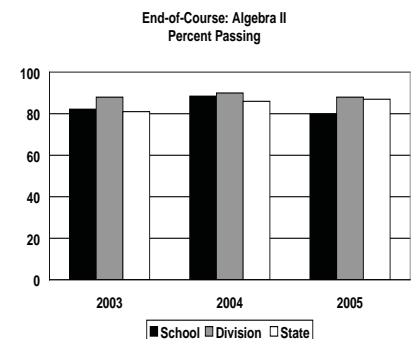
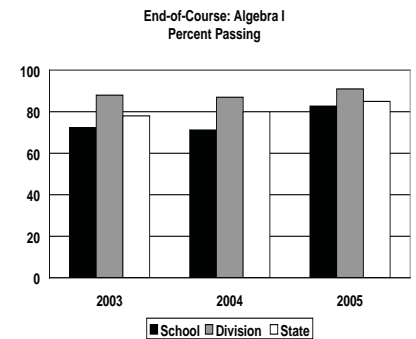
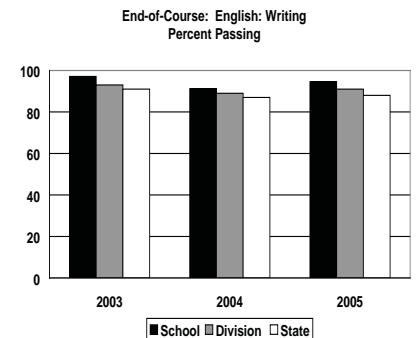
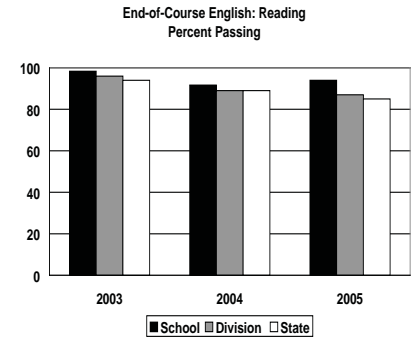
| Year | School | Division |
|-----------|-------------|--------------|
| 2002-2003 | \$1,211,813 | \$11,696,215 |
| 2003-2004 | \$1,381,589 | \$13,374,904 |
| 2004-2005 | \$2,200,879 | \$13,630,720 |

The Standards of Learning (SOL) tests are state mandated achievement tests used by students to earn verified credits for graduation and by schools and the division to assess student achievement and plan for continuous improvement. The test results are also used to determine school accreditation and AYP status. The 2004-2005 SOL performance shown in the following tables includes all SOL unadjusted scores for the year including scores reported back to the home school for alternative center students. The bar graphs show three-year trends for spring SOL scores for the school, division, and state. Remediation recovery, SELP scores, retake test scores, substitute test scores, and alternate assessment scores are not included in the SOL Performance tables. Retake test scores are included in the bar charts. School and division scores exclude SECEP students.

2004-2005 SOL Performance

Three-Year Trend SOL Spring Scores

| End-of-Course Tests | | School % Tested | School Proficiency Levels | | | Percent Passing | | |
|---------------------|-----------------------------|-----------------|---------------------------|------------|------|-----------------|----------|-------|
| | | | Advanced | Proficient | Fail | School | Division | State |
| English: Reading | All Students | 99.1 | 26 | 68 | 6 | 94 | 89 | * |
| | Female | 99.7 | 30 | 66 | 4 | 96 | 90 | * |
| | Male | 98.6 | 22 | 70 | 8 | 92 | 87 | * |
| | African American | 100.0 | 15 | 71 | 15 | 85 | 79 | * |
| | American Indian | < | < | < | < | < | 89 | * |
| | Asian | 100.0 | 19 | 50 | 31 | 69 | 90 | * |
| | Caucasian | 99.1 | 28 | 68 | 4 | 96 | 93 | * |
| | Hispanic | 95.2 | 25 | 70 | 5 | 95 | 84 | * |
| | Native Hawaiian | < | < | < | < | < | 97 | * |
| | Unspecified Ethnicity | < | < | < | < | < | 83 | * |
| | Economically Disadvantaged | 100.0 | 19 | 74 | 6 | 94 | 77 | * |
| | Limited English Proficiency | < | < | < | < | < | 73 | * |
| | Special Education | 100.0 | 7 | 66 | 28 | 72 | 60 | * |
| Migrant | < | < | < | < | < | < | * | |
| English: Writing | All Students | 97.4 | 33 | 62 | 6 | 94 | 90 | * |
| | Female | 98.0 | 44 | 53 | 3 | 97 | 93 | * |
| | Male | 96.9 | 22 | 71 | 8 | 92 | 87 | * |
| | African American | 98.4 | 20 | 67 | 13 | 87 | 81 | * |
| | American Indian | < | < | < | < | < | 95 | * |
| | Asian | 87.5 | 7 | 64 | 29 | 71 | 93 | * |
| | Caucasian | 97.5 | 35 | 61 | 4 | 96 | 94 | * |
| | Hispanic | 100.0 | 30 | 70 | 0 | 100 | 87 | * |
| | Native Hawaiian | < | < | < | < | < | 100 | * |
| | Unspecified Ethnicity | < | < | < | < | < | 87 | * |
| | Economically Disadvantaged | 100.0 | 22 | 74 | 4 | 96 | 81 | * |
| | Limited English Proficiency | < | < | < | < | < | 68 | * |
| | Special Education | 93.3 | 11 | 75 | 14 | 86 | 61 | * |
| Migrant | < | < | < | < | < | < | * | |
| Algebra I | All Students | 99.0 | 8 | 65 | 28 | 72 | 87 | * |
| | Female | 99.2 | 8 | 70 | 22 | 78 | 89 | * |
| | Male | 98.9 | 8 | 60 | 32 | 68 | 85 | * |
| | African American | 100.0 | 3 | 57 | 40 | 60 | 79 | * |
| | American Indian | < | < | < | < | < | 81 | * |
| | Asian | 100.0 | 25 | 44 | 31 | 69 | 94 | * |
| | Caucasian | 99.0 | 8 | 66 | 26 | 74 | 90 | * |
| | Hispanic | 92.3 | 25 | 58 | 17 | 83 | 85 | * |
| | Native Hawaiian | < | < | < | < | < | 90 | * |
| | Unspecified Ethnicity | < | < | < | < | < | 91 | * |
| | Economically Disadvantaged | 100.0 | 4 | 56 | 40 | 60 | 81 | * |
| | Limited English Proficiency | < | < | < | < | < | 88 | * |
| | Special Education | 98.6 | 4 | 42 | 54 | 46 | 60 | * |
| Migrant | < | < | < | < | < | < | * | |
| Algebra II | All Students | 99.6 | 20 | 61 | 19 | 81 | 90 | * |
| | Female | 100.0 | 23 | 59 | 18 | 82 | 91 | * |
| | Male | 99.1 | 16 | 63 | 21 | 79 | 88 | * |
| | African American | 100.0 | 16 | 64 | 20 | 80 | 84 | * |
| | American Indian | < | < | < | < | < | 80 | * |
| | Asian | 100.0 | 33 | 53 | 13 | 87 | 94 | * |
| | Caucasian | 99.5 | 20 | 61 | 19 | 81 | 91 | * |
| | Hispanic | 100.0 | 8 | 85 | 8 | 92 | 88 | * |
| | Native Hawaiian | < | < | < | < | < | 80 | * |
| | Unspecified Ethnicity | < | < | < | < | < | 90 | * |
| | Economically Disadvantaged | 100.0 | 13 | 63 | 25 | 75 | 89 | * |
| | Limited English Proficiency | < | < | < | < | < | 95 | * |
| | Special Education | 100.0 | 0 | 67 | 33 | 67 | 79 | * |
| Migrant | < | < | < | < | < | < | * | |

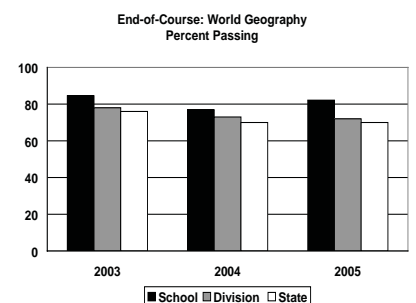
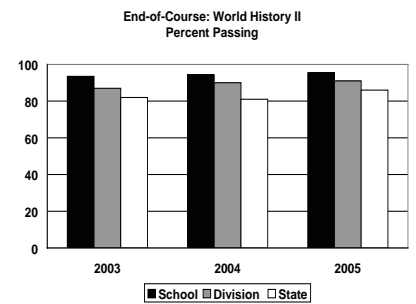
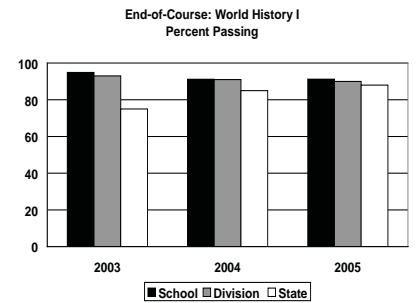
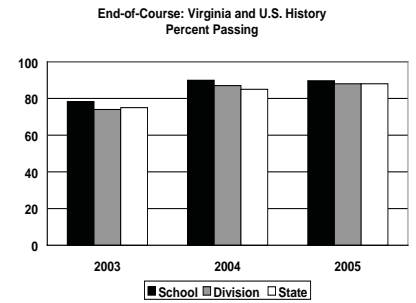
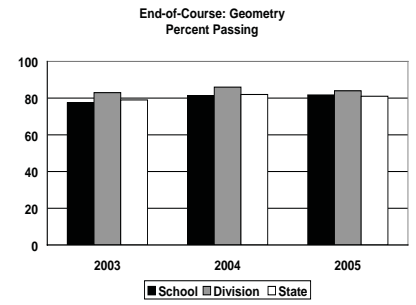


* Not Available < Data not reported for less than 10 students

2004-2005 SOL Performance

Three-Year Trend SOL Spring Scores

| End-of-Course Tests | | School % Tested | School Proficiency Levels | | | Percent Passing | | |
|---------------------------|-----------------------------|-----------------|---------------------------|------------|------|-----------------|----------|-------|
| | | | Advanced | Proficient | Fail | School | Division | State |
| Geometry | All Students | 99.3 | 12 | 73 | 15 | 85 | 87 | * |
| | Female | 100.0 | 10 | 75 | 15 | 85 | 85 | * |
| | Male | 98.6 | 15 | 71 | 14 | 86 | 88 | * |
| | African American | 100.0 | 7 | 64 | 29 | 71 | 72 | * |
| | American Indian | < | < | < | < | < | 80 | * |
| | Asian | 100.0 | 20 | 75 | 5 | 95 | 91 | * |
| | Caucasian | 99.6 | 13 | 75 | 12 | 88 | 92 | * |
| | Hispanic | 95.5 | 5 | 76 | 19 | 81 | 83 | * |
| | Native Hawaiian | < | < | < | < | < | 95 | * |
| | Unspecified Ethnicity | < | < | < | < | < | 90 | * |
| | Economically Disadvantaged | 100.0 | 14 | 66 | 20 | 80 | 78 | * |
| | Limited English Proficiency | < | < | < | < | < | 88 | * |
| | Special Education | 96.9 | 10 | 52 | 39 | 61 | 67 | * |
| Migrant | < | < | < | < | < | < | * | |
| Virginia and U.S. History | All Students | 97.7 | 24 | 67 | 8 | 92 | 90 | * |
| | Female | 97.6 | 18 | 73 | 9 | 91 | 89 | * |
| | Male | 97.8 | 31 | 61 | 7 | 93 | 92 | * |
| | African American | 100.0 | 19 | 69 | 11 | 89 | 82 | * |
| | American Indian | < | < | < | < | < | 100 | * |
| | Asian | 92.9 | 8 | 69 | 23 | 77 | 91 | * |
| | Caucasian | 97.6 | 25 | 68 | 7 | 93 | 94 | * |
| | Hispanic | 95.5 | 29 | 62 | 10 | 90 | 88 | * |
| | Native Hawaiian | < | < | < | < | < | 94 | * |
| | Unspecified Ethnicity | < | < | < | < | < | 86 | * |
| | Economically Disadvantaged | 97.1 | 18 | 67 | 15 | 85 | 78 | * |
| | Limited English Proficiency | < | < | < | < | < | 68 | * |
| | Special Education | 96.9 | 6 | 68 | 26 | 74 | 69 | * |
| Migrant | < | < | < | < | < | < | * | |
| World History I | All Students | 98.5 | 24 | 68 | 8 | 92 | 92 | * |
| | Female | 98.6 | 19 | 72 | 9 | 91 | 90 | * |
| | Male | 98.4 | 30 | 64 | 6 | 94 | 94 | * |
| | African American | 100.0 | 13 | 67 | 20 | 80 | 83 | * |
| | American Indian | < | < | < | < | < | 100 | * |
| | Asian | 100.0 | 45 | 50 | 5 | 95 | 96 | * |
| | Caucasian | 98.7 | 24 | 69 | 7 | 93 | 95 | * |
| | Hispanic | 84.6 | 45 | 45 | 9 | 91 | 89 | * |
| | Native Hawaiian | < | < | < | < | < | 95 | * |
| | Unspecified Ethnicity | < | < | < | < | < | 91 | * |
| | Economically Disadvantaged | 100.0 | 11 | 67 | 22 | 78 | 83 | * |
| | Limited English Proficiency | < | < | < | < | < | 83 | * |
| | Special Education | 100.0 | 6 | 61 | 32 | 68 | 75 | * |
| Migrant | < | < | < | < | < | < | * | |
| World History II | All Students | 99.0 | 32 | 64 | 4 | 96 | 94 | * |
| | Female | 98.0 | 19 | 76 | 5 | 95 | 91 | * |
| | Male | 100.0 | 47 | 51 | 2 | 98 | 96 | * |
| | African American | 100.0 | 25 | 72 | 3 | 97 | 86 | * |
| | American Indian | < | < | < | < | < | < | * |
| | Asian | 100.0 | 40 | 60 | 0 | 100 | 96 | * |
| | Caucasian | 99.1 | 32 | 65 | 4 | 96 | 96 | * |
| | Hispanic | < | < | < | < | < | 91 | * |
| | Native Hawaiian | < | < | < | < | < | 100 | * |
| | Unspecified Ethnicity | < | < | < | < | < | 86 | * |
| | Economically Disadvantaged | 100.0 | 23 | 69 | 8 | 92 | 86 | * |
| | Limited English Proficiency | < | < | < | < | < | < | * |
| | Special Education | < | < | < | < | < | 82 | * |
| Migrant | < | < | < | < | < | < | * | |
| World Geography | All Students | 99.0 | 18 | 65 | 16 | 84 | 76 | * |
| | Female | 99.5 | 13 | 70 | 17 | 83 | 72 | * |
| | Male | 98.6 | 23 | 61 | 15 | 85 | 79 | * |
| | African American | 98.1 | 8 | 61 | 31 | 69 | 58 | * |
| | American Indian | < | < | < | < | < | 78 | * |
| | Asian | 100.0 | 18 | 55 | 27 | 73 | 86 | * |
| | Caucasian | 99.4 | 20 | 67 | 13 | 87 | 85 | * |
| | Hispanic | 100.0 | 21 | 64 | 14 | 86 | 74 | * |
| | Native Hawaiian | < | < | < | < | < | 93 | * |
| | Unspecified Ethnicity | < | < | < | < | < | 79 | * |
| | Economically Disadvantaged | 97.0 | 16 | 50 | 34 | 66 | 60 | * |
| | Limited English Proficiency | < | < | < | < | < | 76 | * |
| | Special Education | 100.0 | 4 | 52 | 44 | 56 | 52 | * |
| Migrant | < | < | < | < | < | < | * | |



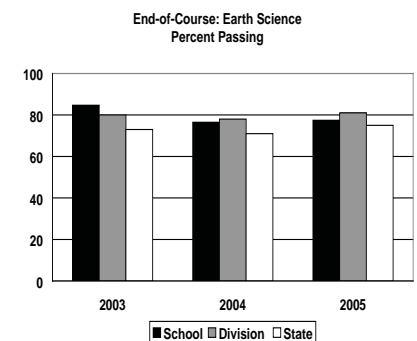
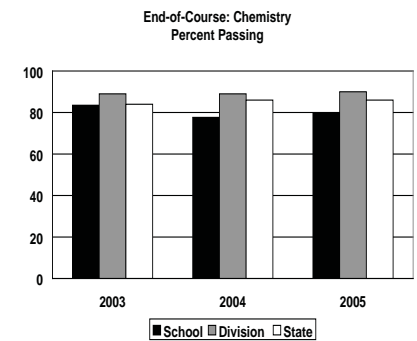
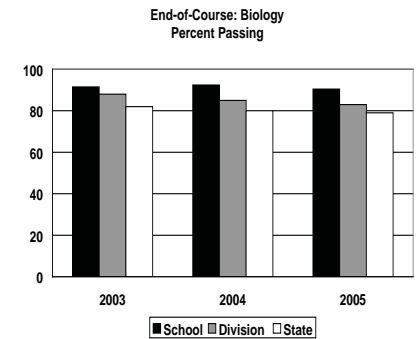
*Not Available <Data not reported for less than 10 students

2004-2005 SOL Performance

Three-Year Trend SOL Spring Scores

| End-of-Course Tests | | School % Tested | School Proficiency Levels | | | Percent Passing | | |
|---------------------|-----------------------------|-----------------|---------------------------|------------|------|-----------------|----------|-------|
| | | | Advanced | Proficient | Fail | School | Division | State |
| Biology | All Students | 98.9 | 8 | 82 | 9 | 91 | 87 | * |
| | Female | 99.7 | 7 | 84 | 9 | 91 | 87 | * |
| | Male | 98.1 | 9 | 81 | 10 | 90 | 87 | * |
| | African American | 98.8 | 1 | 72 | 27 | 73 | 73 | * |
| | American Indian | < | < | < | < | < | 95 | * |
| | Asian | 95.7 | 9 | 77 | 14 | 86 | 91 | * |
| | Caucasian | 99.2 | 9 | 84 | 7 | 93 | 93 | * |
| | Hispanic | 94.4 | 12 | 88 | 0 | 100 | 79 | * |
| | Native Hawaiian | < | < | < | < | < | 95 | * |
| | Unspecified Ethnicity | < | < | < | < | < | 86 | * |
| | Economically Disadvantaged | 97.6 | 0 | 71 | 29 | 71 | 74 | * |
| | Limited English Proficiency | < | < | < | < | < | 71 | * |
| | Special Education | 96.0 | 2 | 65 | 33 | 67 | 65 | * |
| | Migrant | < | < | < | < | < | < | * |
| Chemistry | All Students | 98.8 | 3 | 78 | 19 | 81 | 91 | * |
| | Female | 99.5 | 2 | 79 | 19 | 81 | 90 | * |
| | Male | 98.1 | 4 | 77 | 19 | 81 | 92 | * |
| | African American | 100.0 | 0 | 76 | 24 | 76 | 85 | * |
| | American Indian | < | < | < | < | < | 91 | * |
| | Asian | < | < | < | < | < | 92 | * |
| | Caucasian | 98.7 | 3 | 79 | 19 | 81 | 93 | * |
| | Hispanic | 100.0 | 0 | 75 | 25 | 75 | 84 | * |
| | Native Hawaiian | < | < | < | < | < | 95 | * |
| | Unspecified Ethnicity | < | < | < | < | < | 95 | * |
| | Economically Disadvantaged | 100.0 | 0 | 73 | 27 | 73 | 88 | * |
| | Limited English Proficiency | < | < | < | < | < | 100 | * |
| | Special Education | < | < | < | < | < | 83 | * |
| | Migrant | < | < | < | < | < | < | * |
| Earth Science | All Students | 98.8 | 6 | 75 | 19 | 81 | 85 | * |
| | Female | 100.0 | 2 | 74 | 23 | 77 | 81 | * |
| | Male | 97.6 | 8 | 76 | 15 | 85 | 88 | * |
| | African American | 98.6 | 1 | 53 | 46 | 54 | 70 | * |
| | American Indian | < | < | < | < | < | 94 | * |
| | Asian | 100.0 | 14 | 64 | 21 | 79 | 91 | * |
| | Caucasian | 99.0 | 6 | 80 | 14 | 86 | 92 | * |
| | Hispanic | 93.3 | 7 | 57 | 36 | 64 | 77 | * |
| | Native Hawaiian | < | < | < | < | < | 94 | * |
| | Unspecified Ethnicity | < | < | < | < | < | 83 | * |
| | Economically Disadvantaged | 97.6 | 7 | 49 | 44 | 56 | 73 | * |
| | Limited English Proficiency | < | < | < | < | < | 69 | * |
| | Special Education | 98.7 | 3 | 62 | 36 | 64 | 65 | * |
| | Migrant | < | < | < | < | < | < | * |

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



SCHOOL ACCOMPLISHMENTS 2004-2005

- The Varsity Girls Soccer team won the State AAA Tournament. This is not only the first Beach District, but also the first Eastern Region girls' soccer team to win a state title.
- Scholarships awarded to the senior class amounted to over two million dollars. This is the first time Kellam has surpassed this mark.
- Mr. John Merritt, a Kellam English teacher, was a finalist for the District's Teacher of the Year honor.
- Mr. James Avila, a Social Studies teacher, received top honors as the Outstanding Media Liaison for the school division.