

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



SALEM

High (9-12)

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2005-2006

Mr. Donald E. Robertson, Jr., Principal
Ms. Reba Jacobs-Miller, Assistant Principal
Mr. Ernest (Skip) L. Johnson, III, Assistant Principal
Mr. Kurt R. Kreassig, Assistant Principal
Mrs. Ann C. Shows, Assistant Principal
Ms. Eva K. Roupas, Academy Coordinator
Ms. Therese DeSanto, 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: 326

No Child Left Behind Adequate Yearly Progress (AYP)

Status: Made AYP

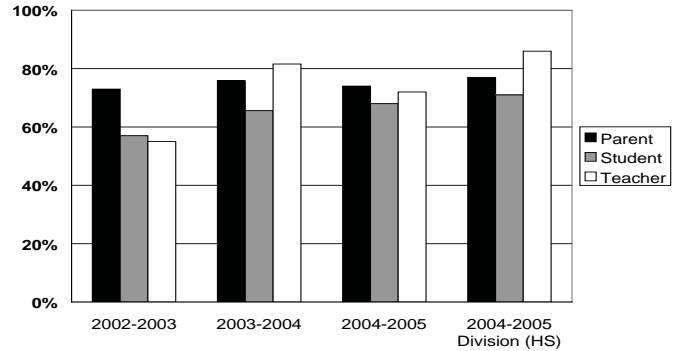
No Child Left Behind Safe School

Status: Not Persistently Dangerous

Average Class Size

English	Mathematics	Science	Social Studies
20.6	22.3	23.5	23.2

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.

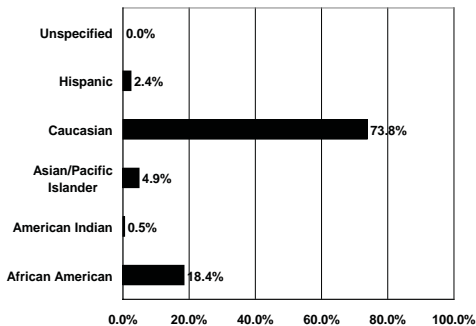


Attendance 2004-2005

School Average Daily Attendance: 95.2%

Division (HS) Average Daily Attendance: 94.3%

STAFF CHARACTERISTICS



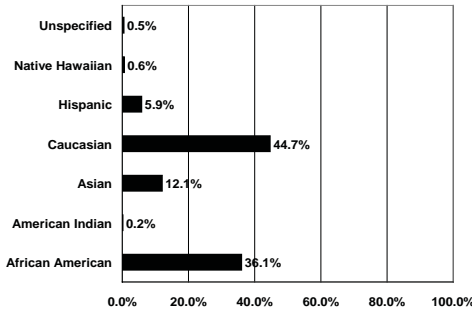
Administration/Intern:	6
Instructional:	144
Classified:	52
Other:	4

Additional Instructional Characteristics

	School	Division (HS)	State
Female	63.9%	65.7%	*
Male	36.1%	34.3%	*
Average years of teaching experience	14.1	13.8	*
Percentage with graduate degrees	42.4	46.3	*
Percentage new to the system	11.1	8.8	*
Percentage of core courses not taught by highly qualified teachers 04-05	7.0	5.6	4.4
		Entire Division	
Percentage of teachers with provisional credentials 04-05	7.6	4.5	7.1
		Entire Division	

*Not Available

STUDENT CHARACTERISTICS



September 30, 2005

Membership: 1,961

	School	Division (HS)
Female	51.9%	49.4%
Male	48.1%	50.6%
Economically Disadvantaged	16.7%	18.8%
Gifted	9.0%	12.9%
Limited English Proficiency	1.7%	0.9%
Migrant	0.0%	0.0%
Special Education	11.8%	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	60	59
Total Language	66	61
Total Mathematics	65	60
Partial Battery Total	63	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	413	320	441	6,387	*
Number of exams taken [^]	357	279	348	4,839	80,583
Number of exams with a score of 3 or higher [^]	174	145	187	3,217	49,728
Percentage of exams with a score of 3 or higher [^]	49	52	54	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.

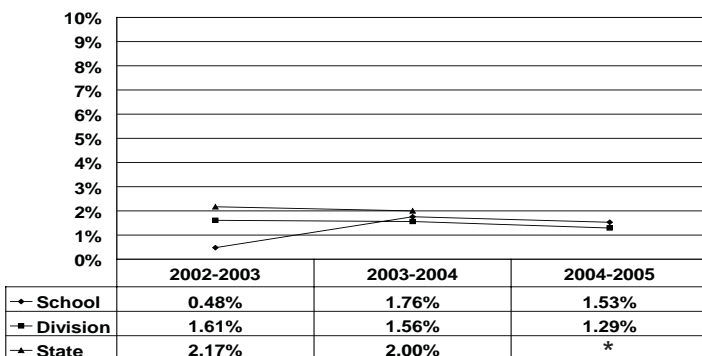
Graduation Rate	All Students	Female	Male	African American	Caucasian	Hispanic	
2002-2003	School	81.6%	82.8%	80.4%	78.6%	80.5%	83.3%
	Division	80.3%	83.2%	77.2%	76.2%	80.7%	78.9%
	State	81.9%	85.4%	78.5%	75.2%	84.5%	72.2%
2003-2004	School	79.3%	*	*	79.9%	76.9%	75.0%
	Division	81.5%	*	*	76.8%	82.6%	79.4%
	State	*	*	*	*	*	*
2004-2005	School	86.6%	*	*	86.4%	85.6%	89.7%
	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.

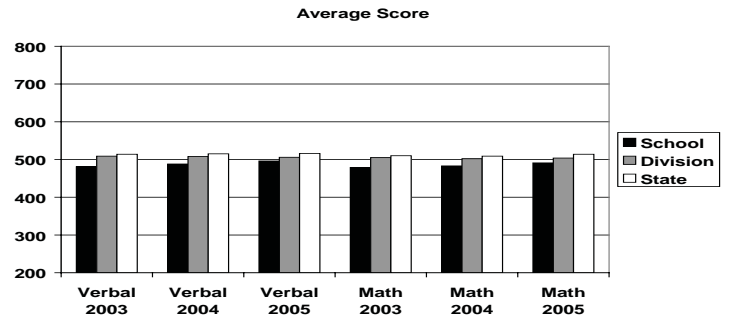
Three-Year Trends in Dropout Rate



*Not Available

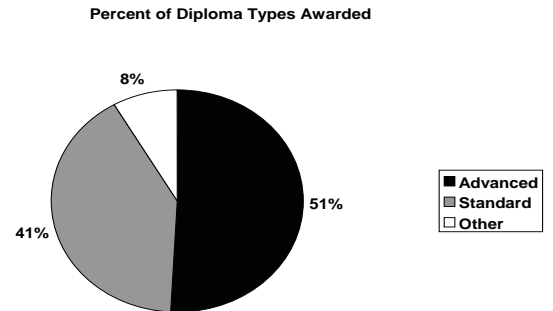
SAT I

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: 429

SCHOLARSHIPS ACCEPTED

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

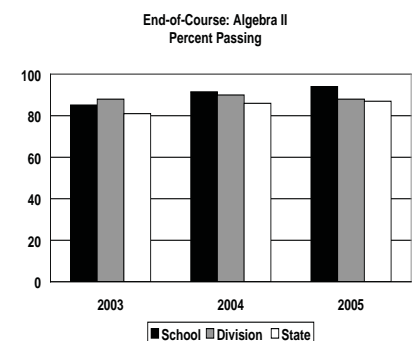
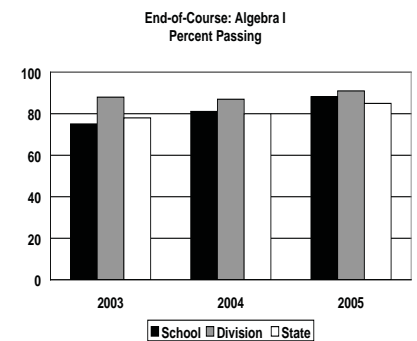
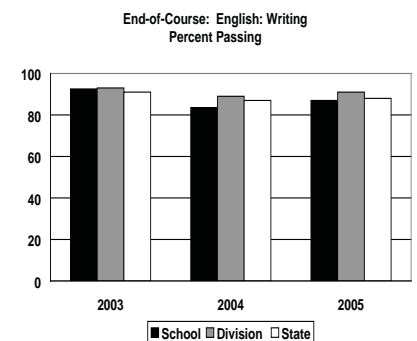
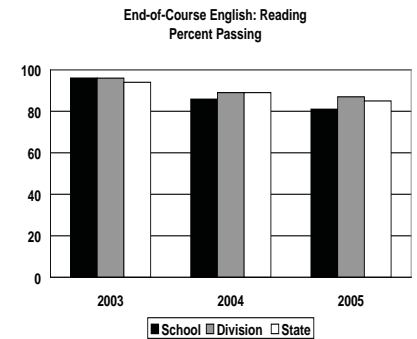
Year	School	Division
2002-2003	\$1,562,196	\$11,696,215
2003-2004	\$870,913	\$13,374,904
2004-2005	\$1,082,371	\$13,630,720

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	96.7	17	69	14	86	89	*
	Female	95.6	19	69	11	89	90	*
	Male	98.0	14	68	18	82	87	*
	African American	95.8	10	67	22	78	79	*
	American Indian	<	<	<	<	<	89	*
	Asian	93.0	21	71	8	92	90	*
	Caucasian	98.3	20	71	9	91	93	*
	Hispanic	100.0	23	58	19	81	84	*
	Native Hawaiian	<	<	<	<	<	97	*
	Unspecified Ethnicity	<	<	<	<	<	83	*
	Economically Disadvantaged	95.2	5	70	25	75	77	*
	Limited English Proficiency	<	<	<	<	<	73	*
	Special Education	93.5	2	49	49	51	60	*
Migrant	<	<	<	<	<	<	*	
English: Writing	All Students	96.5	24	61	15	85	90	*
	Female	97.3	29	60	11	89	93	*
	Male	95.7	19	62	20	81	87	*
	African American	95.1	18	58	25	75	81	*
	American Indian	<	<	<	<	<	95	*
	Asian	95.9	29	61	10	90	93	*
	Caucasian	97.8	28	63	9	91	94	*
	Hispanic	96.9	16	65	19	81	87	*
	Native Hawaiian	<	<	<	<	<	100	*
	Unspecified Ethnicity	<	<	<	<	<	87	*
	Economically Disadvantaged	95.2	8	68	25	75	81	*
	Limited English Proficiency	<	<	<	<	<	68	*
	Special Education	92.5	4	43	53	47	61	*
Migrant	<	<	<	<	<	<	*	
Algebra I	All Students	98.0	13	67	20	80	87	*
	Female	98.0	14	69	17	83	89	*
	Male	97.9	13	64	23	77	85	*
	African American	97.0	7	64	28	72	79	*
	American Indian	<	<	<	<	<	81	*
	Asian	100.0	30	55	14	86	94	*
	Caucasian	98.1	14	73	14	86	90	*
	Hispanic	100.0	14	67	19	81	85	*
	Native Hawaiian	<	<	<	<	<	90	*
	Unspecified Ethnicity	<	<	<	<	<	91	*
	Economically Disadvantaged	95.5	12	63	25	75	81	*
	Limited English Proficiency	<	<	<	<	<	88	*
	Special Education	98.4	5	43	52	48	60	*
Migrant	<	<	<	<	<	<	*	
Algebra II	All Students	96.6	25	70	6	94	90	*
	Female	96.6	22	73	4	96	91	*
	Male	96.6	27	66	7	93	88	*
	African American	95.1	17	74	9	91	84	*
	American Indian	<	<	<	<	<	80	*
	Asian	98.6	29	69	1	99	94	*
	Caucasian	96.3	29	66	6	94	91	*
	Hispanic	100.0	13	87	0	100	88	*
	Native Hawaiian	<	<	<	<	<	80	*
	Unspecified Ethnicity	<	<	<	<	<	90	*
	Economically Disadvantaged	92.9	13	79	8	92	89	*
	Limited English Proficiency	<	<	<	<	<	95	*
	Special Education	100.0	0	79	21	79	79	*
Migrant	<	<	<	<	<	<	*	

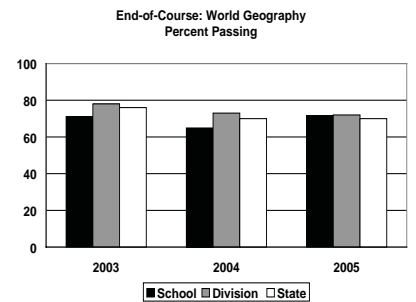
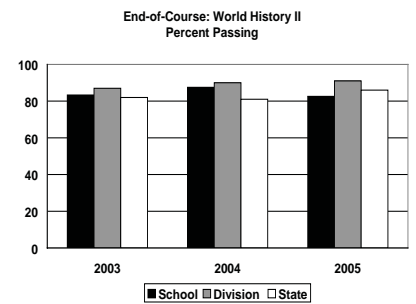
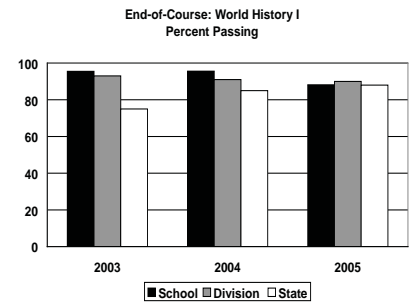
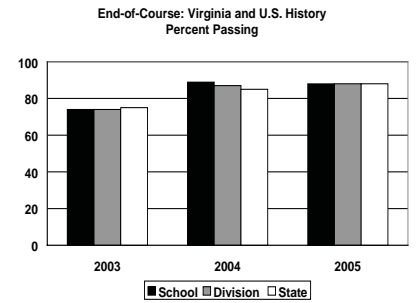
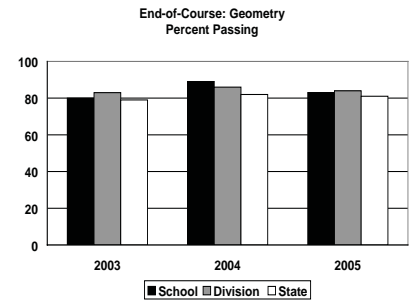


* Not Available < Data not reported for less than 10 students

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	96.6	25	59	16	84	87	*
	Female	96.1	24	60	16	84	85	*
	Male	97.1	27	57	15	85	88	*
	African American	95.3	11	63	26	74	72	*
	American Indian	<	<	<	<	<	80	*
	Asian	96.6	36	52	13	88	91	*
	Caucasian	97.1	34	59	6	94	92	*
	Hispanic	100.0	18	54	29	71	83	*
	Native Hawaiian	<	<	<	<	<	95	*
	Unspecified Ethnicity	<	<	<	<	<	90	*
	Economically Disadvantaged	96.2	17	63	20	80	78	*
	Limited English Proficiency	100.0	20	60	20	80	88	*
Special Education	92.5	11	54	35	65	67	*	
Migrant	<	<	<	<	<	<	*	
Virginia and U.S. History	All Students	94.9	20	68	12	88	90	*
	Female	93.9	18	69	13	87	89	*
	Male	96.0	23	67	10	90	92	*
	African American	93.4	15	67	18	82	82	*
	American Indian	<	<	<	<	<	100	*
	Asian	94.4	25	60	15	85	91	*
	Caucasian	95.6	24	70	7	93	94	*
	Hispanic	100.0	13	83	4	96	88	*
	Native Hawaiian	<	<	<	<	<	94	*
	Unspecified Ethnicity	<	<	<	<	<	86	*
	Economically Disadvantaged	91.5	11	59	30	70	78	*
	Limited English Proficiency	<	<	<	<	<	68	*
Special Education	93.9	7	63	30	70	69	*	
Migrant	<	<	<	<	<	<	*	
World History I	All Students	96.3	14	76	10	90	92	*
	Female	97.3	12	78	9	91	90	*
	Male	95.3	16	73	11	89	94	*
	African American	96.1	4	80	16	84	83	*
	American Indian	<	<	<	<	<	100	*
	Asian	98.0	10	88	2	98	96	*
	Caucasian	96.4	24	69	7	93	95	*
	Hispanic	93.1	11	74	15	85	89	*
	Native Hawaiian	<	<	<	<	<	95	*
	Unspecified Ethnicity	<	<	<	<	<	91	*
	Economically Disadvantaged	94.6	9	77	14	86	83	*
	Limited English Proficiency	<	<	<	<	<	83	*
Special Education	95.9	4	64	32	68	75	*	
Migrant	<	<	<	<	<	<	*	
World History II	All Students	98.1	14	68	18	82	94	*
	Female	98.3	5	70	25	75	91	*
	Male	97.9	24	66	10	90	96	*
	African American	97.4	7	63	30	70	86	*
	American Indian	<	<	<	<	<	<	*
	Asian	100.0	7	89	4	96	96	*
	Caucasian	97.9	22	66	12	88	96	*
	Hispanic	<	<	<	<	<	91	*
	Native Hawaiian	<	<	<	<	<	100	*
	Unspecified Ethnicity	<	<	<	<	<	86	*
	Economically Disadvantaged	94.9	5	62	32	68	86	*
	Limited English Proficiency	<	<	<	<	<	<	*
Special Education	<	<	<	<	<	82	*	
Migrant	<	<	<	<	<	<	*	
World Geography	All Students	95.7	17	61	22	78	76	*
	Female	97.5	14	60	25	75	72	*
	Male	93.8	20	62	18	82	79	*
	African American	93.5	9	56	35	65	58	*
	American Indian	<	<	<	<	<	78	*
	Asian	97.6	29	61	10	90	86	*
	Caucasian	97.0	23	65	12	88	85	*
	Hispanic	100.0	7	71	21	79	74	*
	Native Hawaiian	<	<	<	<	<	93	*
	Unspecified Ethnicity	<	<	<	<	<	79	*
	Economically Disadvantaged	93.5	8	64	28	72	60	*
	Limited English Proficiency	<	<	<	<	<	76	*
Special Education	95.0	13	42	45	55	52	*	
Migrant	<	<	<	<	<	<	*	

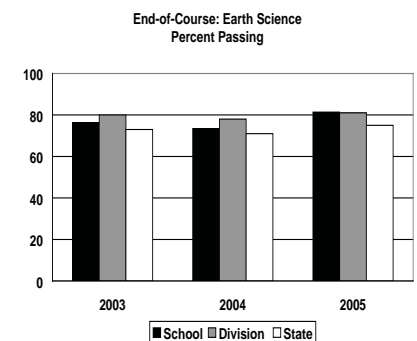
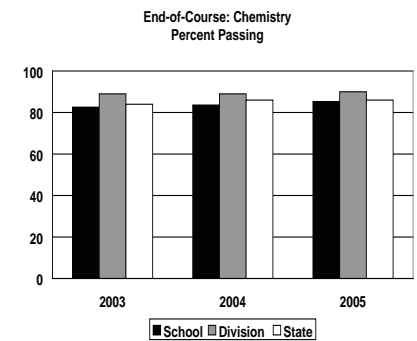
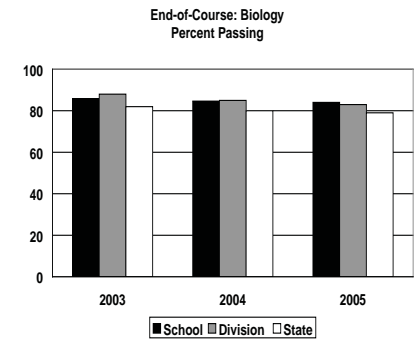


2004-2005 SOL Performance

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	95.1	7	81	12	88	87	*
	Female	95.2	7	80	13	87	87	*
	Male	95.1	8	81	11	89	87	*
	African American	94.1	2	77	21	79	73	*
	American Indian	<	<	<	<	<	95	*
	Asian	98.4	5	92	3	97	91	*
	Caucasian	96.0	13	81	6	95	93	*
	Hispanic	89.5	6	76	18	82	79	*
	Native Hawaiian	<	<	<	<	<	95	*
	Unspecified Ethnicity	<	<	<	<	<	86	*
	Economically Disadvantaged	93.7	5	76	19	81	74	*
	Limited English Proficiency	<	<	<	<	<	71	*
	Special Education	98.0	0	73	27	73	65	*
	Migrant	<	<	<	<	<	<	*
Chemistry	All Students	93.7	7	79	14	86	91	*
	Female	91.5	6	81	14	86	90	*
	Male	96.2	8	77	15	85	92	*
	African American	91.0	2	78	20	80	85	*
	American Indian	<	<	<	<	<	91	*
	Asian	98.2	6	81	13	87	92	*
	Caucasian	93.6	11	79	10	90	93	*
	Hispanic	92.9	0	77	23	77	84	*
	Native Hawaiian	<	<	<	<	<	95	*
	Unspecified Ethnicity	<	<	<	<	<	95	*
	Economically Disadvantaged	88.9	8	71	21	79	88	*
	Limited English Proficiency	<	<	<	<	<	100	*
	Special Education	<	<	<	<	<	83	*
	Migrant	<	<	<	<	<	<	*
Earth Science	All Students	94.9	10	75	15	85	85	*
	Female	96.4	8	74	18	82	81	*
	Male	93.3	11	76	12	88	88	*
	African American	92.3	3	73	25	75	70	*
	American Indian	<	<	<	<	<	94	*
	Asian	96.5	9	84	7	93	91	*
	Caucasian	96.2	15	78	7	93	92	*
	Hispanic	100.0	21	56	24	76	77	*
	Native Hawaiian	<	<	<	<	<	94	*
	Unspecified Ethnicity	<	<	<	<	<	83	*
	Economically Disadvantaged	93.2	9	71	20	80	73	*
	Limited English Proficiency	100.0	17	50	33	67	69	*
	Special Education	95.4	10	65	26	74	65	*
	Migrant	<	<	<	<	<	<	*

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



SCHOOL ACCOMPLISHMENTS 2004-2005

- Students enrolled in Earth Science achieved the highest SOL End-of-Course pass rate among the division's 11 high schools.
- Special needs students participating in the Virginia Alternate Assessment Program achieved a 100 percent pass advanced rate.
- Salem enjoyed a successful implementation of the Performing and Fine Arts Academy. Academy students achieved a 95 to 100 percent pass rate on the SOL End-of-Course tests.
- Achievement gaps, as measured by SOL End-of-Course pass rates, decreased in English, science, and social studies.