

ANNUAL

VIRGINIA BEACH CITY PUBLIC SCHOOLS

High School Report Card

ISSUED 2006-2007



Dear Parents or Guardian:

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

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

Schools are also expected to make Adequate Yearly Progress (AYP) based on criteria required by the *No Child Left Behind (NCLB) Act of 2001*. A school's AYP status is based on Standards of Learning (SOL) test results and other factors such as attendance rates or science performance for elementary and middle schools and graduation rates for high schools. Criteria for meeting AYP are set for all students and for subgroups of students, including economically disadvantaged, limited English proficient, and students with disabilities, as well as for major racial and ethnic groups. Each student subgroup within a school must achieve all of the annual objectives for the school to be classified as making AYP. We are proud that 94 percent of our schools made AYP for the 2006-2007 school year based on 2005-2006 data.

However, maintaining our school division's excellent record of continuous improvement depends on our students, teachers, staff, community, and family members like you. We hope that you will continue to help us succeed through your commitment to your child's education and by taking an active role at your child's school.

Sincerely,

James G. Merrill, Ed.D.
Superintendent

FLOYD E. KELLAM
High (9-12)

Home of the Knights

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2006-2007

Mr. Bruce A. Biehl, Principal
Ms. Nancy B. Farrell, Assistant Principal
Dr. Carolyn M. Keen, Assistant Principal
Mr. Paul D. Meadors, Assistant Principal
Mr. Michael W. Porter, Assistant Principal
Ms. Karen Johnston, PTSA President

State Accreditation Status:
Fully Accredited

NCLB Adequate Yearly Progress Status:
Made AYP

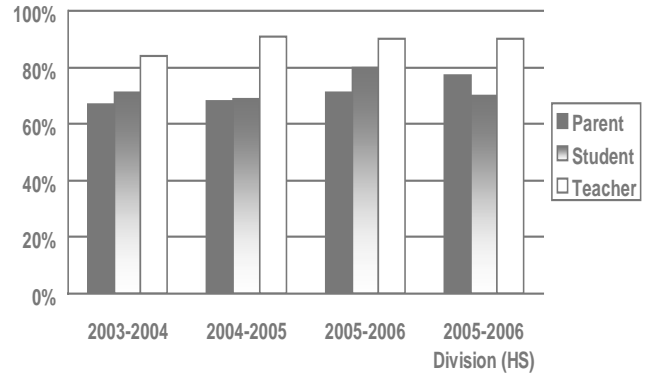
READING YOUR SCHOOL REPORT CARD

This report card for your child's school includes information related to school, staff, and student characteristics in addition to student performance measures. Unless otherwise noted, the information provided is for the 2006-2007 school year. The student subgroups reported for each performance measure were designed to allow for comparisons to the state. Additional information about your child's school and all other schools in the division is available at www.vbschools.com and www.doe.virginia.gov.

SCHOOL INFORMATION

Student Mobility:	10%
PTSA Membership June 2006:	809
Average Class Size	
English	Mathematics
22.1	23.1
Science	Social Studies
24.9	24.6
Attendance 2005-2006	
School Average Daily Attendance:	94.4%
Division (HS) Average Daily Attendance:	94.4%

Overall Quality of Education

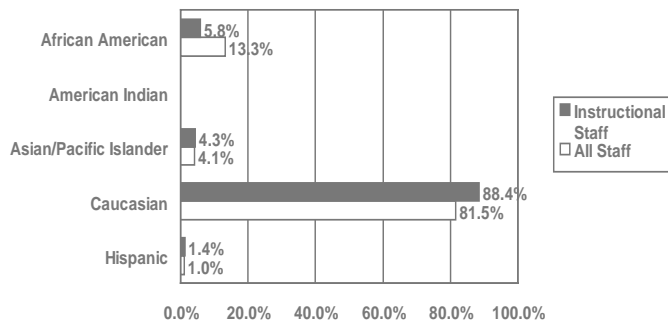


The bar chart above displays the percentage of people giving a grade of A or B to the overall quality of education received by students at this school, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 5 **Classified:** 48
Instructional: 138 **Other:** 4

Fall 2006 Staff Characteristics



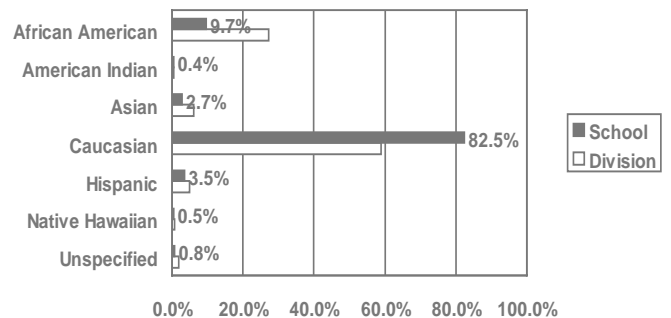
Additional Characteristics for Instructional Staff

	School	Division (HS)	State
<i>Female</i>	60.9%	65.2%	*
<i>Male</i>	39.1%	34.8%	*
<i>Average years of teaching experience</i>	15.5	14.0	*
<i>Percentage with graduate degrees</i>	45.7	46.3	*
<i>Percentage new to the system</i>	3.6	6.6	*
<i>Percentage of core courses not taught by highly qualified teachers 05-06</i>	4	6	5
		Entire Division	
<i>Percentage of teachers with provisional credentials 05-06</i>	7	5	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 2,080 **Division Membership (HS):** 23,336

Fall 2006 Student Characteristics



Additional Student Characteristics

	School	Division (HS)
<i>Female</i>	50.5%	49.4%
<i>Male</i>	49.5%	50.6%
<i>Economically Disadvantaged</i>	6.0%	24.3%
<i>Gifted</i>	15.2%	13.8%
<i>Limited English Proficiency</i>	0.2%	0.9%
<i>Migrant</i>	0.0%	0.0%
<i>Special Education</i>	8.3%	11.0%

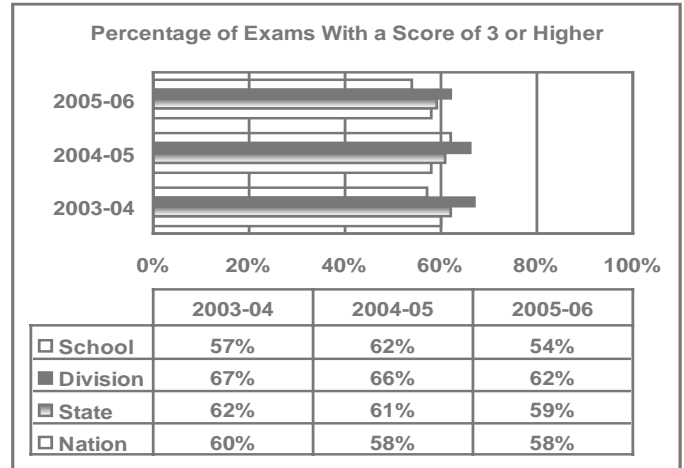
*Not Available

STUDENT PERFORMANCE MEASURES

ADVANCED PLACEMENT

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

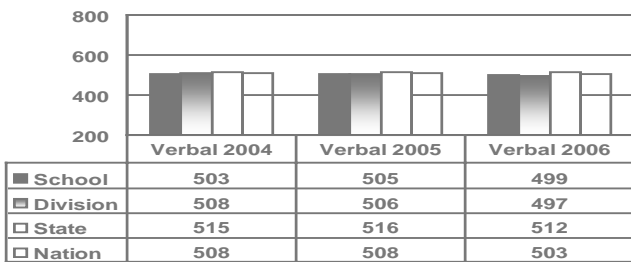
Advanced Placement		Number of AP Courses Taken by Students	Number of Exams Taken
2003-2004	School	629	393
	Division	5,799	4,270
	State	*	62,100
2004-2005	School	672	439
	Division	6,387	4,839
	State	*	70,970
2005-2006	School	666	433
	Division	6,781	5,319
	State	*	80,783



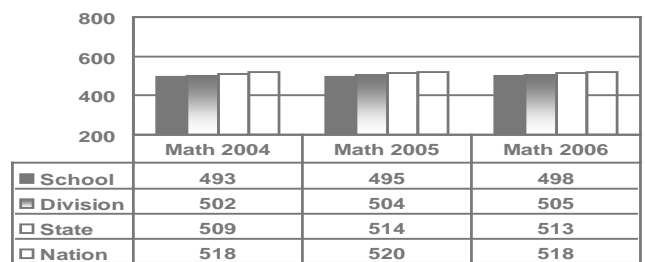
SAT REASONING TEST

The SAT Reasoning Test is an optional test taken by high school students and used by many colleges and universities as part of their admissions process. The test includes a mathematics, critical reading, and writing section. Scores on each section range from 200 to 800.

Average Critical Reading Score

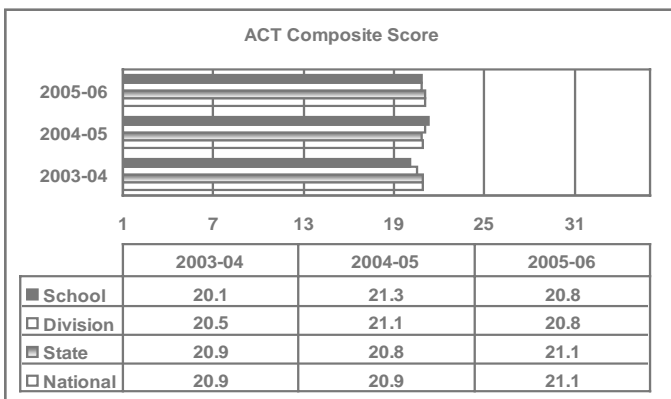


Average Math Score



ACT

The ACT is an optional test taken by high school students and used by many colleges and universities as part of their admissions process. It includes multiple-choice tests that cover English, mathematics, reading, and science. Scores on each section range from 1 to 36. The composite score is the average of the four test scores.



SCHOLARSHIPS ACCEPTED

The table below shows the dollar value of the scholarships accepted by students in this school and the division. The amount of renewable scholarships is multiplied by four and the dollar value of ROTC and military academy appointments is included. Pell grants, work study, and student loans are not included in the reported amounts.

Year	School	Division
2003-2004	\$1,381,589	\$13,374,904
2004-2005	\$2,200,879	\$13,630,720
2005-2006	\$2,933,913	\$22,129,536

*Not Available

STUDENT PERFORMANCE MEASURES

DIPLOMAS AWARDED

The table below shows the percent of each diploma type awarded by the school and division for the 2005-2006 school year. The Other category includes Certificate of Completion, General Education Development/Individual Student Alternative Education Plan (GED/ISAEP) Certificates, GED, as well as Modified Standard and Special Diplomas.

	School	Division
Advanced	59%	50%
Standard	34%	41%
Other	7%	8%

Number of Diplomas Awarded at This School: 525

CAREER AND TECHNICAL EDUCATION

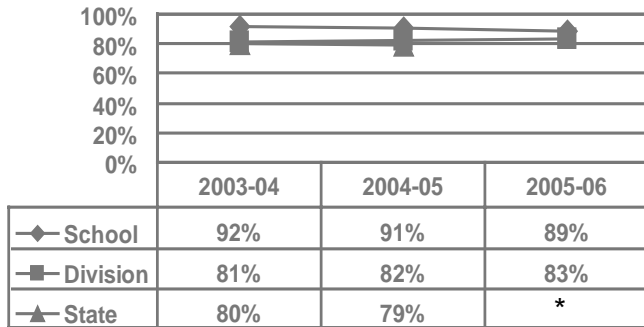
Students who are enrolled in a Technical and Career Education program of studies have the opportunity to earn industry certification, state licensure, and demonstrate skills on National Occupational Competency Testing Institute (NOCTI) assessments. The table below displays the number of assessments passed and the number of state licenses and industry certifications earned by students in the school, division, and state in 2005-2006.

	School	Division	State
NOCTI Assessments	28	357	969
State Licensures	0	38	1,146
Industry Certification	68	1,141	7,926
Total	96	1,536	10,041

GRADUATION RATE

The graduation rate is one measure used to determine NCLB Adequate Yearly Progress. The graph displays the graduation rate for all students at the school, division, and state level for the past three years. The table contains graduation rates for the school and division by student subgroup. The Virginia Department of Education does not report statewide graduation rates by student subgroup.

Graduation Rate (All Students)



Graduation Rate		African American	Caucasian	Hispanic	Other
2003-2004	School	89%	91%	100%	100%
	Division	77%	83%	79%	89%
2004-2005	School	90%	91%	93%	91%
	Division	77%	84%	84%	90%
2005-2006	School	84%	90%	95%	79%
	Division	76%	84%	87%	91%

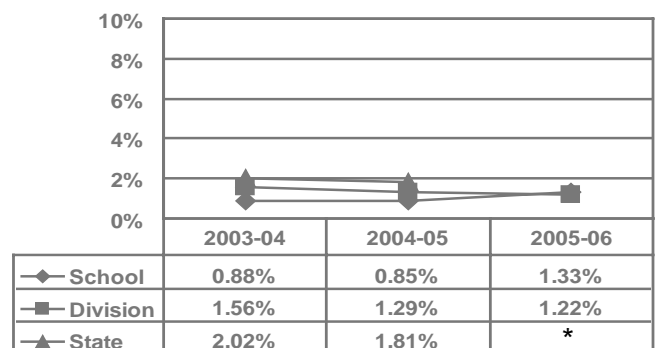
AYP Graduation Target: 57%

DROPOUT RATE

The table below shows the dropout rates for the school, division, and state. The graph displays the dropout rate for all students at the school, division, and state level for the past three years.

Dropout Rate		Female	Male	African American	Asian	Caucasian	Hispanic
2003-2004	School	<	1.15%	<	<	0.81%	<
	Division	1.47%	1.65%	2.25%	1.47%	1.27%	0.96%
	State	1.73%	2.35%	3.24%	1.62%	1.28%	5.38%
2004-2005	School	<	1.29%	<	<	0.98%	<
	Division	1.12%	1.45%	1.75%	0.69%	1.07%	2.09%
	State	1.55%	2.10%	2.36%	1.47%	1.29%	5.27%
2005-2006	School	*	*	*	*	*	*
	Division	*	*	*	*	*	*
	State	*	*	*	*	*	*

Dropout Rate (All Students)



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

STUDENT PERFORMANCE INFORMATION

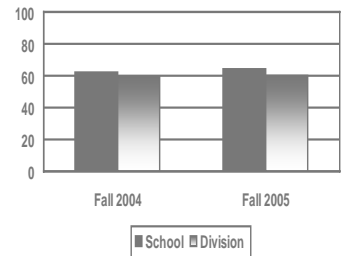
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this case, the percentile rank represents the group's relative standing compared to the nationally representative sample. For example, if the group of students has a percentile rank of 50, it means that the group of students performed as well as or better on the test than 50 percent of the national sample of students.

STANFORD 10

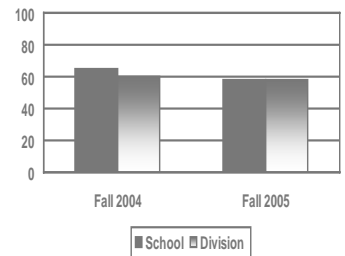
Grade 9		Fall 2004		Fall 2005	
		School	Division	School	Division
Total Reading	All Students	62	59	64	60
	Female	67	62	67	61
	Male	57	56	61	59
	African American	36	43	46	44
	American Indian	<	65	<	60
	Asian	72	65	69	66
	Caucasian	65	67	66	67
	Hispanic	57	51	72	55
	Native Hawaiian	<	<	<	62
	Unspecified Ethnicity	59	61	57	65
	Economically Disadvantaged	44	43	55	45
	Limited English Proficiency	<	20	<	<
	Special Education	30	27	28	28
Total Mathematics	All Students	65	60	58	58
	Female	67	62	60	59
	Male	63	59	56	58
	African American	44	44	46	43
	American Indian	<	63	<	61
	Asian	74	76	<	73
	Caucasian	67	67	59	64
	Hispanic	62	53	59	53
	Native Hawaiian	<	<	<	65
	Unspecified Ethnicity	69	63	60	62
	Economically Disadvantaged	52	45	51	45
	Limited English Proficiency	<	47	<	<
	Special Education	43	31	33	29
Total Language	All Students	57	61	61	61
	Female	69	69	71	68
	Male	45	52	53	53
	African American	34	46	44	47
	American Indian	<	66	<	56
	Asian	65	72	<	72
	Caucasian	59	67	63	66
	Hispanic	54	56	73	58
	Native Hawaiian	<	<	<	69
	Unspecified Ethnicity	45	57	48	65
	Economically Disadvantaged	45	45	67	48
	Limited English Proficiency	<	33	<	<
	Special Education	28	27	30	27

Two-Year Trend
Stanford 10
Performance

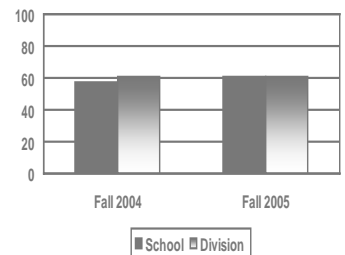
**Total Reading
Percentile Ranks**



**Total Mathematics
Percentile Ranks**



**Total Language
Percentile Ranks**



<Data not reported for less than 10 students

STUDENT PERFORMANCE INFORMATION

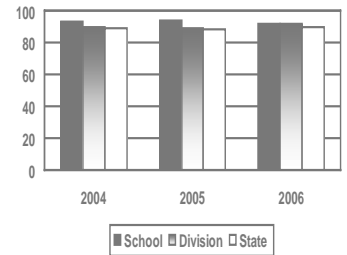
The Standards of Learning (SOL) tests are state mandated achievement tests used by students to earn verified credits for graduation and by schools and the division to assess student achievement and plan for continuous improvement. The test results are also used to determine school accreditation and AYP status. The 2005-2006 SOL performance shown in the following tables and graphs are based on the data in the individual school report cards provided by the Virginia Department of Education at <https://t1pe.doe.virginia.gov/reportcard/> and reflect the percentage of students at each proficiency level. Results for individual SOL tests are available at <http://www.vbschools.com/SOL.asp>.

2005-2006 SOL PERFORMANCE

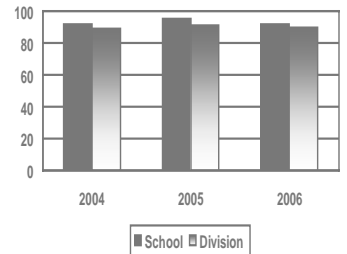
High School End-of-Course Tests ^a		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	36	55	8	92	92	90
	Female	38	58	4	96	93	92
	Male	35	53	13	87	90	89
	African American	19	55	26	74	84	83
	American Indian	<	<	<	<	84	88
	Asian	19	62	19	81	90	91
	Caucasian	40	55	5	95	96	94
	Hispanic	33	62	5	95	91	84
	Other Ethnicity	<	<	<	<	96	90
	Economically Disadvantaged	6	56	39	61	82	82
	Limited English Proficiency	<	<	<	<	71	73
	Migrant	<	<	<	<	<	67
	Special Education	9	53	37	63	75	69
	English: Writing ^b	All Students	25	67	8	92	90
Female		31	64	4	96	93	*
Male		17	70	13	87	87	*
African American		9	70	21	79	83	*
American Indian		<	<	<	<	93	*
Asian		17	67	17	83	91	*
Caucasian		26	67	6	94	94	*
Hispanic		50	50	0	100	87	*
Other Ethnicity		30	70	0	100	91	*
Economically Disadvantaged		0	54	46	54	80	*
Limited English Proficiency		<	<	<	<	62	*
Migrant		<	<	<	<	<	*
Special Education		2	61	37	63	67	*
Mathematics		All Students	10	70	19	81	88
	Female	10	73	18	82	89	86
	Male	11	68	21	79	88	85
	African American	4	65	31	69	79	75
	American Indian	<	<	<	<	87	82
	Asian	21	70	9	91	94	92
	Caucasian	11	71	18	82	91	89
	Hispanic	10	72	18	82	85	80
	Other Ethnicity	0	75	25	75	94	87
	Economically Disadvantaged	9	52	39	61	82	78
	Limited English Proficiency	<	<	<	<	89	80
	Migrant	<	<	<	<	<	78
	Special Education	4	58	38	62	72	66

Three-Year Trend SOL Spring Scores

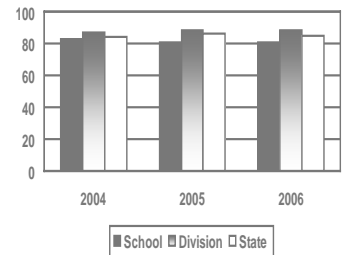
High School End-of-Course English: Reading, Literature, and Research Percent Passing



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



High School End-of-Course Mathematics Percent Passing



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

^bThe state-generated report cards do not include English: Writing scores.

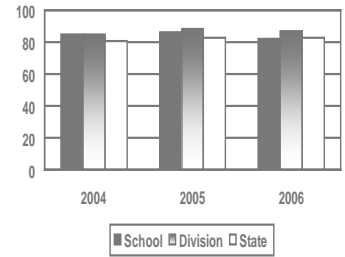
^cThe mathematics end-of-course test results include the following tests: Algebra I, Algebra II, and Geometry.

2005-2006 SOL PERFORMANCE

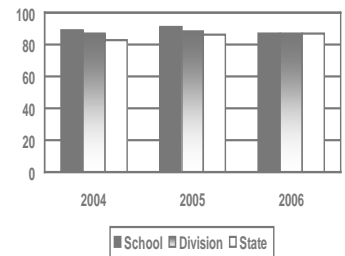
High School End-of-Course Tests [†]		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Science	All Students	9	73	18	82	87	83
	Female	7	73	19	81	86	82
	Male	10	73	17	83	88	84
	African American	5	58	37	63	75	71
	American Indian	<	<	<	<	97	82
	Asian	10	75	15	85	89	87
	Caucasian	9	76	15	85	92	90
	Hispanic	7	61	32	68	84	69
	Other Ethnicity	0	76	24	76	92	82
	Economically Disadvantaged	8	62	30	70	77	70
	Limited English Proficiency	<	<	<	<	68	60
	Migrant	<	<	<	<	<	59
	Special Education	4	58	37	63	67	60
History and Social Sciences	All Students	25	62	13	87	87	87
	Female	17	68	15	85	85	86
	Male	34	56	10	90	89	88
	African American	13	60	27	73	76	77
	American Indian	30	70	0	100	90	86
	Asian	32	62	6	94	91	93
	Caucasian	26	63	11	89	92	91
	Hispanic	31	52	17	83	83	80
	Other Ethnicity	13	75	13	88	90	87
	Economically Disadvantaged	13	60	27	73	75	76
	Limited English Proficiency	<	<	<	<	74	75
	Migrant	<	<	<	<	<	65
	Special Education	14	41	45	55	66	67

Three-Year Trend
SOL Spring Scores

High School End-of-Course
Science
Percent Passing



High School End-of-Course
History and Social Sciences
Percent Passing



<Data not reported for less than 10 students

[†]The science end-of-course test results include the following tests: Biology, Chemistry, and Earth Science. The history and social sciences end-of-course test results include the following tests: Virginia and U.S. History, World History I, World History II, and World Geography.

SCHOOL ACCOMPLISHMENTS 2005-2006

- Forty-eight percent of the 2006 Graduating Seniors were Honor Graduates.
- Kellam won the AP Psychology Bowl for the fourth straight year.
- The Kellam Girls' Gymnastic Team won the State AAA Gymnastics title.
- Kellam was the first school in the region to have an Equestrian Club.

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The Virginia Beach City Public Schools prohibits discrimination on the basis of race, color, religion, sex, ethnicity, national origin, age, disability, pregnancy and childbirth, or marital status. School Board policies and supporting regulation (Policies 2-33, 4-4, 5-7, and 6-7 and Regulation 5-44.1) provide equal access to courses, programs, counseling services, physical education and athletics, vocational education, instructional materials, and extracurricular activities. Violations of these policies should be reported to the Director of Student Leadership at 263-2020 or the Assistant Superintendent of Human Resources at 263-1133.

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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.

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

Additional information about the data used in this report card can be found at http://www.vbschools.com/school_data/report_cards/0607/index.asp.

SCHOOL BOARD MEMBERS

Mr. Daniel D. "Dan" Edwards, Chairman
(District 1 - Centerville)

Mrs. Rita Sweet Bellitto, Vice-Chairman
(At-Large)

Mr. Todd C. Davidson
(At-Large)

Mrs. Emma L. "Em" Davis
(District 5 - Lynnhaven)

Mrs. Patricia G. Edmonson
(District 6 - Beach)

Mr. Edward F. Fissinger, Sr.
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Mr. Dan R. Lowe
(District 4 - Bayside)

Mr. Lyndon S. Remias
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