

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

KEMPSVILLE High (9-12)

Home of the Chiefs

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Virginia Beach, VA 23464
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2006-2007

Mrs. Shea D. Paisley, Principal
Mrs. Brenda M. Fuller, Assistant Principal
Mr. George L. Korte, Assistant Principal
Mr. Carey Manugo, Assistant Principal
Mrs. Elizabeth H. Porter, Assistant Principal
Captain Kenneth Levins, PTSA President

State Accreditation Status:
Fully Accredited

NCLB Adequate Yearly Progress Status:
Made AYP

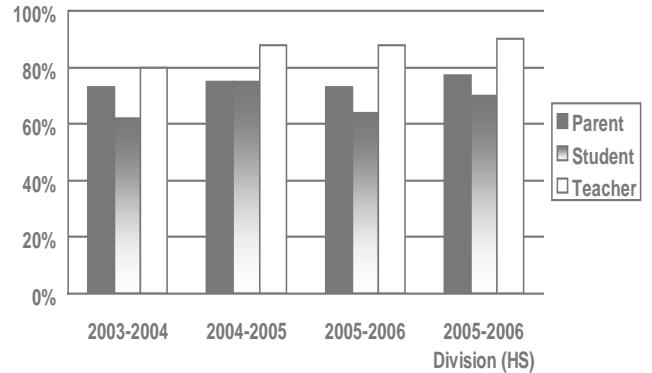
READING YOUR SCHOOL REPORT CARD

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:	15%
PTSA Membership June 2006:	626
Average Class Size	
English	Mathematics
Science	Social Studies
19.9	20.1
21.1	23.1
Attendance 2005-2006	
School Average Daily Attendance:	94.0%
Division (HS) Average Daily Attendance:	94.4%

Overall Quality of Education

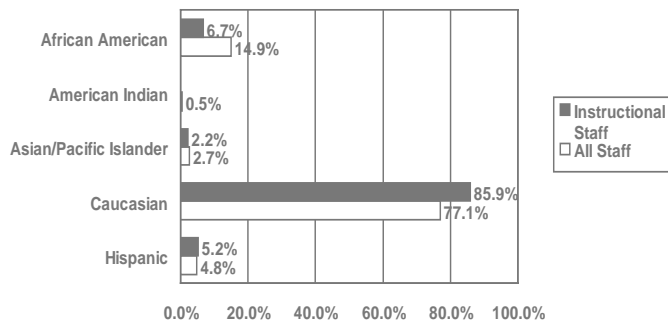


The bar chart above displays the percentage of people giving a grade of A or B to the overall quality of education received by students at this school, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 5 **Classified:** 44
Instructional: 135 **Other:** 4

Fall 2006 Staff Characteristics



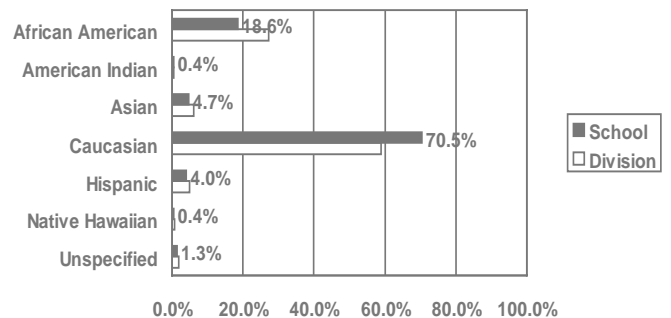
Additional Characteristics for Instructional Staff

	School	Division (HS)	State
<i>Female</i>	58.5%	65.2%	*
<i>Male</i>	41.5%	34.8%	*
<i>Average years of teaching experience</i>	15.7	14.0	*
<i>Percentage with graduate degrees</i>	46.7	46.3	*
<i>Percentage new to the system</i>	5.2	6.6	*
<i>Percentage of core courses not taught by highly qualified teachers 05-06</i>	5	6	5
		Entire Division	
<i>Percentage of teachers with provisional credentials 05-06</i>	7	5	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 2,014 **Division Membership (HS):** 23,336

Fall 2006 Student Characteristics



Additional Student Characteristics

	School	Division (HS)
<i>Female</i>	48.6%	49.4%
<i>Male</i>	51.4%	50.6%
<i>Economically Disadvantaged</i>	21.8%	24.3%
<i>Gifted</i>	14.3%	13.8%
<i>Limited English Proficiency</i>	0.7%	0.9%
<i>Migrant</i>	0.0%	0.0%
<i>Special Education</i>	10.9%	11.0%

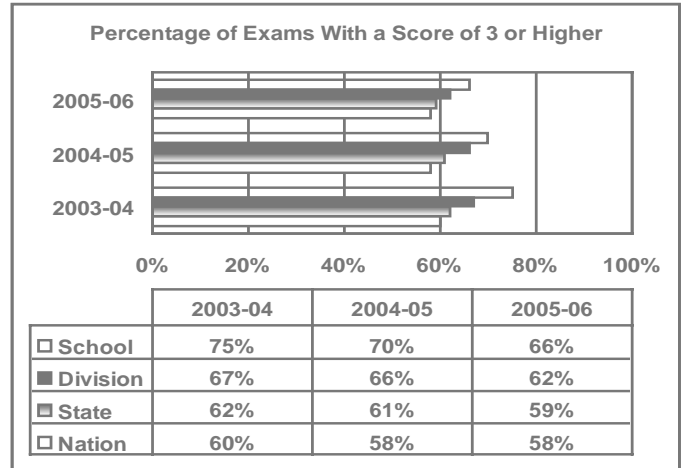
*Not Available

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.

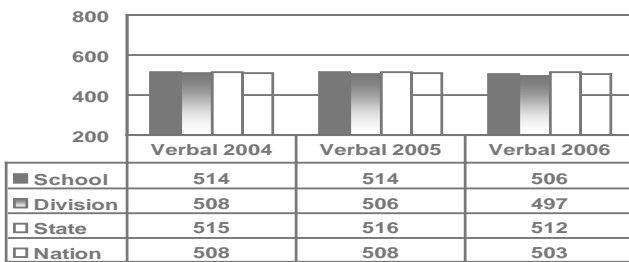
	Advanced Placement	Number of AP Courses Taken by Students	Number of Exams Taken
2003-2004	School	530	320
	Division	5,799	4,270
	State	*	62,100
2004-2005	School	626	400
	Division	6,387	4,839
	State	*	70,970
2005-2006	School	602	401
	Division	6,781	5,319
	State	*	80,783



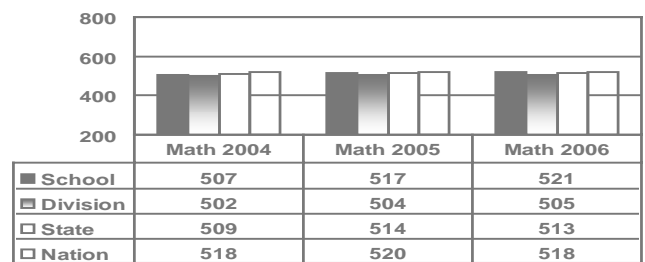
SAT REASONING TEST

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



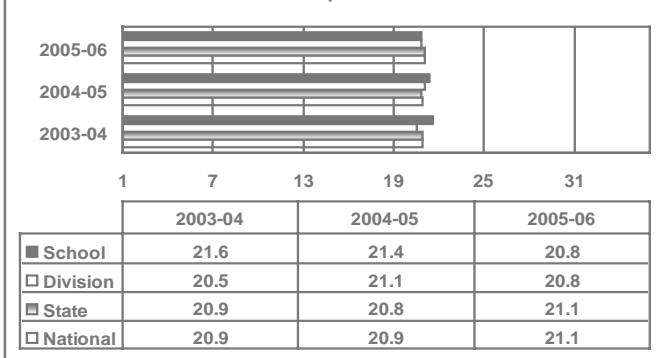
Average Math Score



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.

ACT Composite Score



*Not Available

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	\$1,821,648	\$13,374,904
2004-2005	\$1,010,483	\$13,630,720
2005-2006	\$2,397,021	\$22,129,536

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	49%	50%
Standard	43%	41%
Other	8%	8%

Number of Diplomas Awarded at This School: 409

CAREER AND TECHNICAL EDUCATION

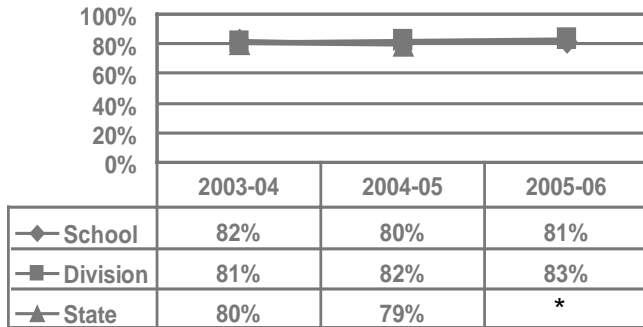
Students who are enrolled in a Technical and Career Education program of studies have the opportunity to earn industry certification, state licensure, and demonstrate skills on National Occupational Competency Testing Institute (NOCTI) assessments. The table below displays the number of assessments passed 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	25	357	969
State Licensures	0	38	1,146
Industry Certification	114	1,141	7,926
Total	139	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	75%	83%	<	95%
	Division	77%	83%	79%	89%
2004-2005	School	69%	81%	67%	97%
	Division	77%	84%	84%	90%
2005-2006	School	69%	84%	72%	91%
	Division	76%	84%	87%	91%

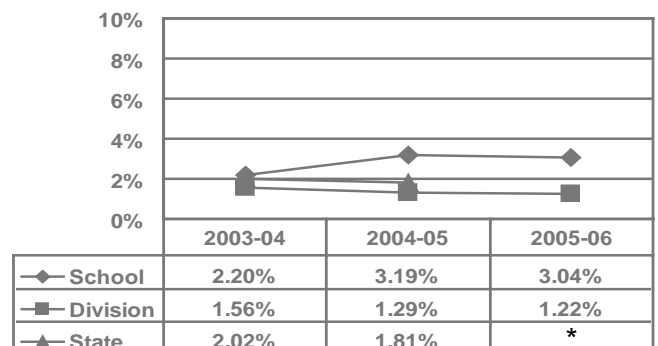
AYP Graduation Target: 57%

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	2.27%	2.12%	3.50%	<	1.94%	<
	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	2.73%	3.64%	5.73%	<	1.93%	<
	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

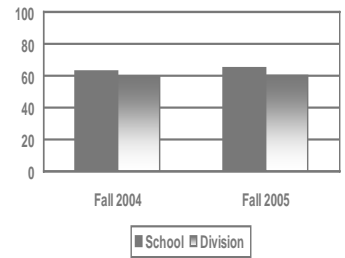
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this 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

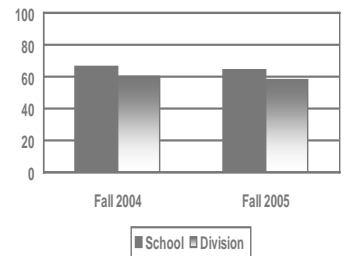
Grade 9		Fall 2004		Fall 2005	
		School	Division	School	Division
Total Reading	All Students	63	59	65	60
	Female	65	62	66	61
	Male	61	56	62	59
	African American	41	43	52	44
	American Indian	<	65	<	60
	Asian	66	65	64	66
	Caucasian	69	67	67	67
	Hispanic	56	51	58	55
	Native Hawaiian	<	<	<	62
	Unspecified Ethnicity	<	61	70	65
	Economically Disadvantaged	47	43	56	45
	Limited English Proficiency	<	20	<	<
	Special Education	37	27	35	28
Total Mathematics	All Students	66	60	64	58
	Female	66	62	65	59
	Male	65	59	63	58
	African American	44	44	44	43
	American Indian	<	63	<	61
	Asian	84	76	81	73
	Caucasian	70	67	68	64
	Hispanic	57	53	62	53
	Native Hawaiian	<	<	<	65
	Unspecified Ethnicity	<	63	65	62
	Economically Disadvantaged	52	45	55	45
	Limited English Proficiency	<	47	<	<
	Special Education	41	31	36	29
Total Language	All Students	67	61	64	61
	Female	73	69	69	68
	Male	61	52	58	53
	African American	51	46	53	47
	American Indian	<	66	<	56
	Asian	74	72	65	72
	Caucasian	71	67	66	66
	Hispanic	60	56	59	58
	Native Hawaiian	<	<	<	69
	Unspecified Ethnicity	<	57	63	65
	Economically Disadvantaged	53	45	52	48
	Limited English Proficiency	<	33	<	<
	Special Education	35	27	30	27

Two-Year Trend
Stanford 10
Performance

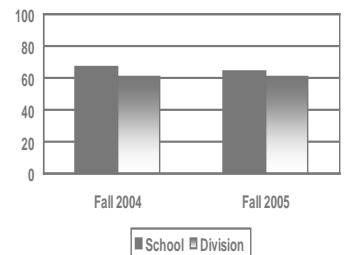
**Total Reading
Percentile Ranks**



**Total Mathematics
Percentile Ranks**



**Total Language
Percentile Ranks**



<Data not reported for less than 10 students

STUDENT PERFORMANCE INFORMATION

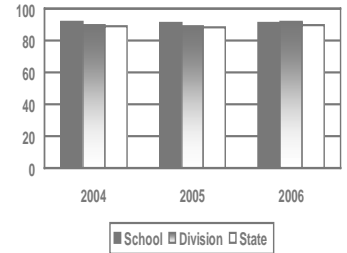
The Standards of Learning (SOL) tests are state mandated achievement tests used by students to earn verified credits for graduation and by schools and the division to assess student achievement and plan for continuous improvement. The test results are also used to determine school accreditation and AYP 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

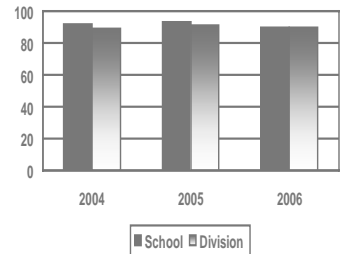
High School End-of-Course Tests ^a		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	39	52	9	91	92	90
	Female	38	53	9	91	93	92
	Male	39	52	9	91	90	89
	African American	21	62	18	82	84	83
	American Indian	<	<	<	<	84	88
	Asian	27	59	14	86	90	91
	Caucasian	45	49	6	94	96	94
	Hispanic	30	55	15	85	91	84
	Other Ethnicity	<	<	<	<	96	90
	Economically Disadvantaged	24	56	21	79	82	82
	Limited English Proficiency	<	<	<	<	71	73
	Migrant	<	<	<	<	<	67
	Special Education	17	57	26	74	75	69
	English: Writing ^b	All Students	23	67	10	90	90
Female		23	69	8	92	93	*
Male		23	65	12	88	87	*
African American		8	79	13	87	83	*
American Indian		<	<	<	<	93	*
Asian		28	56	16	84	91	*
Caucasian		27	65	8	92	94	*
Hispanic		15	65	19	81	87	*
Other Ethnicity		<	<	<	<	91	*
Economically Disadvantaged		10	72	18	82	80	*
Limited English Proficiency		<	<	<	<	62	*
Migrant		<	<	<	<	<	*
Special Education		5	69	26	74	67	*
Mathematics		All Students	14	70	16	84	88
	Female	14	72	14	86	89	86
	Male	14	69	17	83	88	85
	African American	3	69	28	72	79	75
	American Indian	<	<	<	<	87	82
	Asian	33	60	7	93	94	92
	Caucasian	16	72	12	88	91	89
	Hispanic	2	67	31	69	85	80
	Other Ethnicity	17	75	8	92	94	87
	Economically Disadvantaged	8	70	23	77	82	78
	Limited English Proficiency	27	53	20	80	89	80
	Migrant	<	<	<	<	<	78
	Special Education	6	63	31	69	72	66

Three-Year Trend SOL Spring Scores

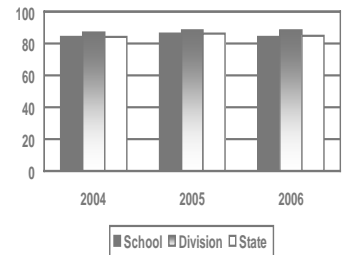
High School End-of-Course English: Reading, Literature, and Research Percent Passing



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.

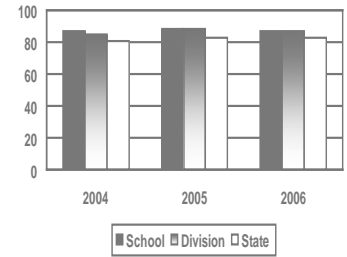
^cThe mathematics end-of-course test results include the following tests: Algebra I, Algebra II, and Geometry.

2005-2006 SOL PERFORMANCE

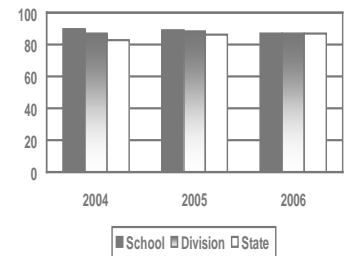
High School End-of-Course Tests [†]		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Science	All Students	13	74	13	87	87	83
	Female	11	76	13	87	86	82
	Male	16	72	12	88	88	84
	African American	4	69	27	73	75	71
	American Indian	<	<	<	<	97	82
	Asian	19	67	15	85	89	87
	Caucasian	17	76	8	92	92	90
	Hispanic	2	76	22	78	84	69
	Other Ethnicity	17	72	11	89	92	82
	Economically Disadvantaged	7	67	26	74	77	70
	Limited English Proficiency	0	54	46	54	68	60
	Migrant	<	<	<	<	<	59
	Special Education	8	66	26	74	67	60
History and Social Sciences	All Students	29	57	13	87	87	87
	Female	23	61	16	84	85	86
	Male	36	53	11	89	89	88
	African American	15	60	25	75	76	77
	American Indian	<	<	<	<	90	86
	Asian	23	63	15	85	91	93
	Caucasian	34	56	10	90	92	91
	Hispanic	18	71	11	89	83	80
	Other Ethnicity	36	50	14	86	90	87
	Economically Disadvantaged	18	57	25	75	75	76
	Limited English Proficiency	25	50	25	75	74	75
	Migrant	<	<	<	<	<	65
	Special Education	13	54	33	67	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

- Kempsville High School Class of 2006 earned \$2.7 million dollars in scholarship assistance and accepted \$2.3 million dollars to help further their education.
- The Kempsville High School Fine Arts Department was awarded the Blue Ribbon for Excellence in band, chorus, and orchestra.
- Kempsville High School had six National Merit Scholarship Commended students during the 2005-2006 school year.
- Kempsville High School was named one of "America's Best High Schools" by *Newsweek* for being one of the top 100 high schools in America.

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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.

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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.
(At-Large)

Mr. Dan R. Lowe
(District 4 - Bayside)

Mr. Lyndon S. Remias
(District 7 - Princess Anne)

Ms. Sandra Smith-Jones
(District 2 - Kempsville)

Mr. Michael W. Stewart
(District 3 - Rose Hall)

Mrs. Carolyn D. Weems
(At-Large)



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