

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

SALEM High (9-12)

Home of the SunDevils

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Virginia Beach, VA 23464
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2006-2007

Mr. Donald E. Robertson, Jr., Principal
Mr. Tony Anderson, Assistant Principal
Mrs. Reba Jacobs-Miller, Assistant Principal
Mr. Kurt R. Kreassig, Assistant Principal
Mrs. Ann C. Shows, Assistant Principal
Ms. Eva K. Roupas, Visual and Performing
Arts Academy Coordinator
Mrs. Sherrin Bradley, PTSA President

State Accreditation Status:
Fully Accredited

NCLB Adequate Yearly Progress Status:
Made AYP

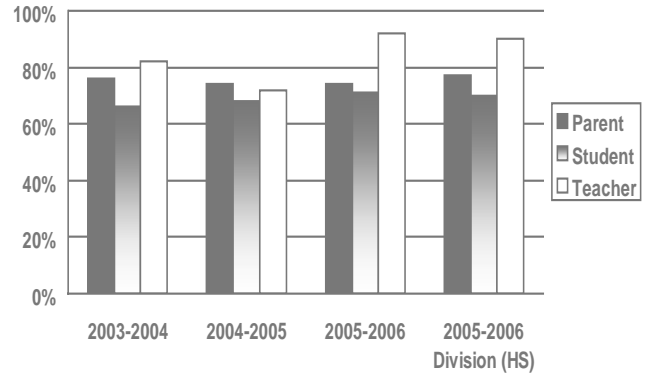
READING YOUR SCHOOL REPORT CARD

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:	19%
PTSA Membership June 2006:	529
Average Class Size	
English	Mathematics
Science	Social Studies
19.7	21.5
22.8	22.4
Attendance 2005-2006	
School Average Daily Attendance:	94.7%
Division (HS) Average Daily Attendance:	94.4%

Overall Quality of Education

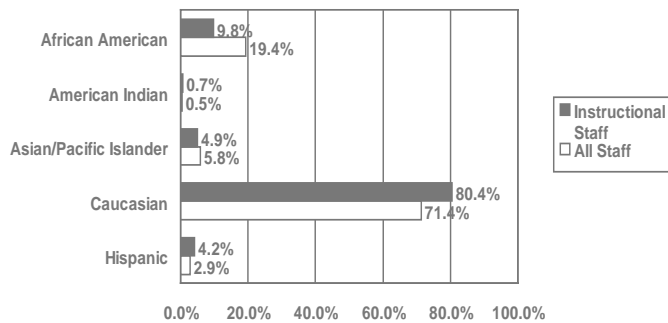


The bar chart above displays the percentage of people giving a grade of A or B to the overall quality of education received by students at this school, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 6 **Classified:** 53
Instructional: 143 **Other:** 4

Fall 2006 Staff Characteristics



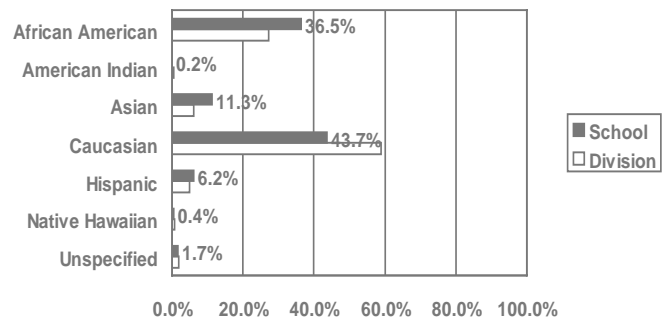
Additional Characteristics for Instructional Staff

	School	Division (HS)	State
<i>Female</i>	62.9%	65.2%	*
<i>Male</i>	37.1%	34.8%	*
<i>Average years of teaching experience</i>	14.4	14.0	*
<i>Percentage with graduate degrees</i>	43.4	46.3	*
<i>Percentage new to the system</i>	7.0	6.6	*
<i>Percentage of core courses not taught by highly qualified teachers 05-06</i>	10	6	5
		Entire Division	
<i>Percentage of teachers with provisional credentials 05-06</i>	6	5	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 1,909 **Division Membership (HS):** 23,336

Fall 2006 Student Characteristics



Additional Student Characteristics

	School	Division (HS)
<i>Female</i>	51.3%	49.4%
<i>Male</i>	48.7%	50.6%
<i>Economically Disadvantaged</i>	21.7%	24.3%
<i>Gifted</i>	10.4%	13.8%
<i>Limited English Proficiency</i>	2.1%	0.9%
<i>Migrant</i>	0.0%	0.0%
<i>Special Education</i>	12.2%	11.0%

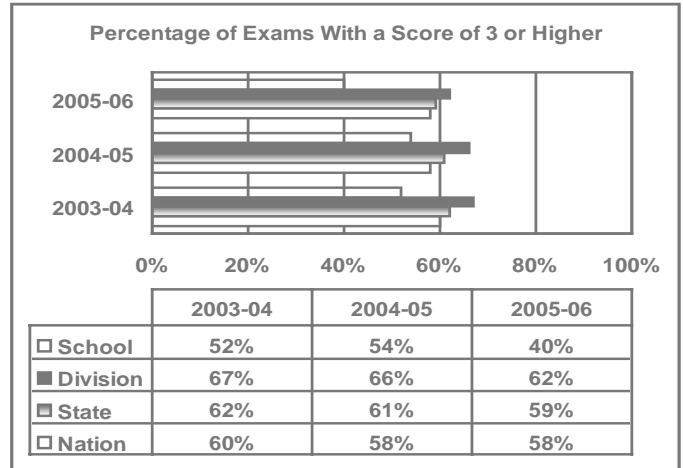
*Not Available

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.

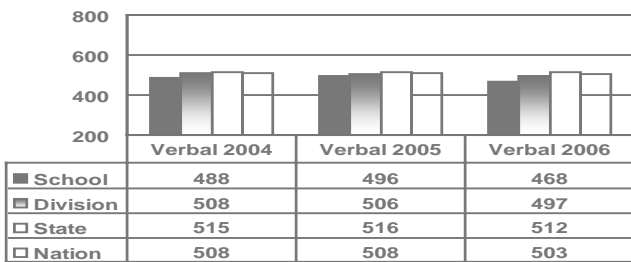
Advanced Placement		Number of AP Courses Taken by Students	Number of Exams Taken
2003-2004	School	320	279
	Division	5,799	4,270
	State	*	62,100
2004-2005	School	441	348
	Division	6,387	4,839
	State	*	70,970
2005-2006	School	452	371
	Division	6,781	5,319
	State	*	80,783



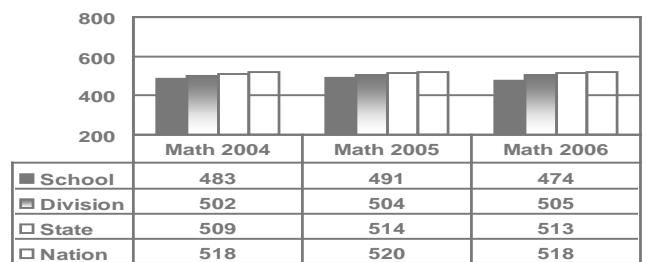
SAT REASONING TEST

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

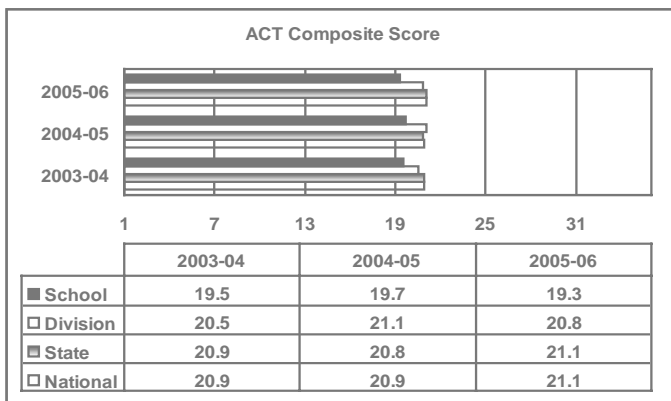


Average Math Score



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	\$870,913	\$13,374,904
2004-2005	\$1,082,371	\$13,630,720
2005-2006	\$950,675	\$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	41%	50%
Standard	51%	41%
Other	9%	8%

Number of Diplomas Awarded at This School: 399

CAREER AND TECHNICAL EDUCATION

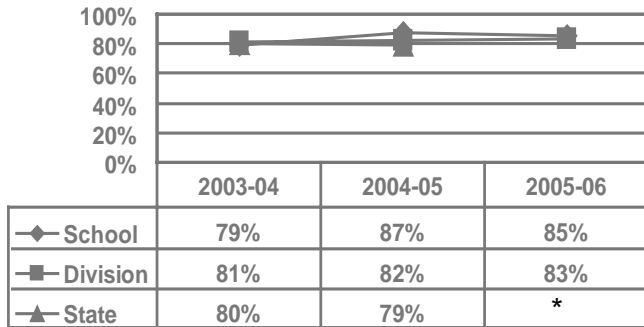
Students who are enrolled in a Technical and Career Education program of studies have the opportunity to earn industry certification, state licensure, and demonstrate skills on National Occupational Competency Testing Institute (NOCTI) assessments. The table below displays the number of assessments passed 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	11	357	969
State Licensures	0	38	1,146
Industry Certification	71	1,141	7,926
Total	82	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	80%	77%	75%	86%	
	Division	77%	83%	79%	89%	
2004-2005	School	86%	86%	90%	88%	
	Division	77%	84%	84%	90%	
2005-2006	School	85%	82%	92%	90%	
	Division	76%	84%	87%	91%	

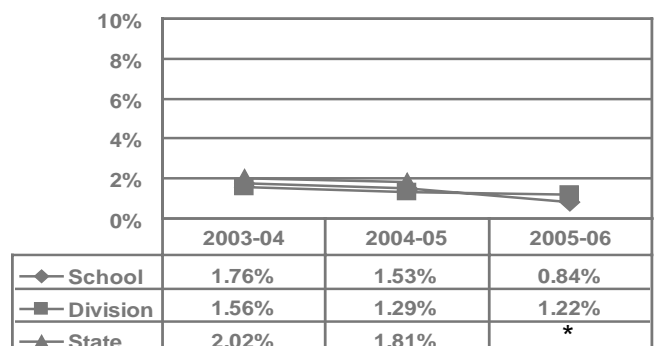
AYP Graduation Target: 57%

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	1.31%	2.17%	<	<	1.99%	<	
	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	<	2.10%	1.72%	<	1.43%	<	
	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

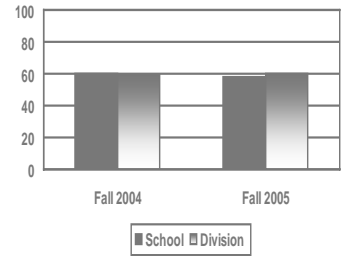
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this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

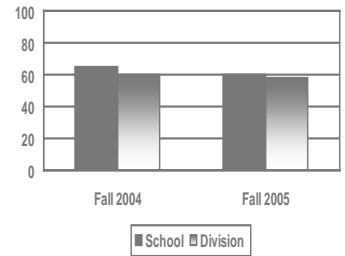
Grade 9		Fall 2004		Fall 2005	
		School	Division	School	Division
Total Reading	All Students	60	59	58	60
	Female	63	62	58	61
	Male	58	56	57	59
	African American	47	43	47	44
	American Indian	<	65	<	60
	Asian	60	65	57	66
	Caucasian	72	67	67	67
	Hispanic	55	51	55	55
	Native Hawaiian	<	<	<	62
	Unspecified Ethnicity	<	61	57	65
	Economically Disadvantaged	53	43	51	45
	Limited English Proficiency	<	20	<	<
	Special Education	27	27	31	28
Total Mathematics	All Students	65	60	60	58
	Female	67	62	61	59
	Male	63	59	59	58
	African American	53	44	50	43
	American Indian	<	63	<	61
	Asian	77	76	71	73
	Caucasian	72	67	65	64
	Hispanic	62	53	57	53
	Native Hawaiian	<	<	<	65
	Unspecified Ethnicity	<	63	62	62
	Economically Disadvantaged	60	45	53	45
	Limited English Proficiency	<	47	<	<
	Special Education	36	31	33	29
Total Language	All Students	66	61	60	61
	Female	73	69	67	68
	Male	59	52	51	53
	African American	54	46	51	47
	American Indian	<	66	<	56
	Asian	73	72	66	72
	Caucasian	75	67	65	66
	Hispanic	62	56	60	58
	Native Hawaiian	<	<	<	69
	Unspecified Ethnicity	<	57	63	65
	Economically Disadvantaged	57	45	55	48
	Limited English Proficiency	<	33	<	<
	Special Education	31	27	34	27

Two-Year Trend
Stanford 10
Performance

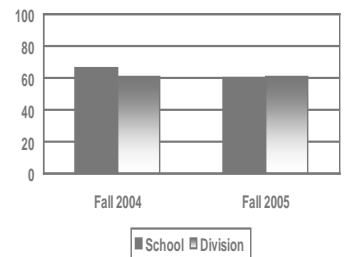
**Total Reading
Percentile Ranks**



**Total Mathematics
Percentile Ranks**



**Total Language
Percentile Ranks**



<Data not reported for less than 10 students

STUDENT PERFORMANCE INFORMATION

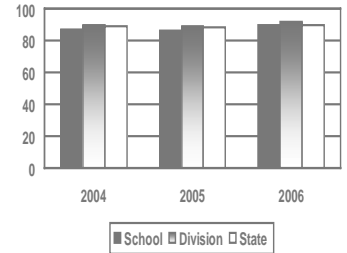
The Standards of Learning (SOL) tests are state mandated achievement tests used by students to earn verified credits for graduation and by schools and the division to assess student achievement and plan for continuous improvement. The test results are also used to determine school accreditation and AYP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

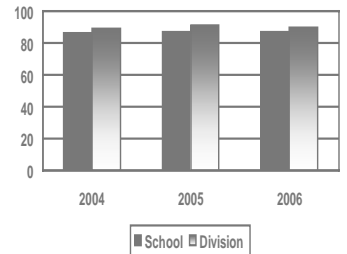
High School End-of-Course Tests ^a		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	27	63	10	90	92	90
	Female	31	64	6	94	93	92
	Male	23	63	14	86	90	89
	African American	17	68	14	86	84	83
	American Indian	<	<	<	<	84	88
	Asian	36	52	11	89	90	91
	Caucasian	35	59	5	95	96	94
	Hispanic	5	90	5	95	91	84
	Other Ethnicity	<	<	<	<	96	90
	Economically Disadvantaged	19	60	21	79	82	82
	Limited English Proficiency	0	73	27	73	71	73
	Migrant	<	<	<	<	<	67
	Special Education	8	58	34	66	75	69
	English: Writing ^b	All Students	13	74	13	87	90
Female		15	77	8	92	93	*
Male		11	72	18	82	87	*
African American		6	77	17	83	83	*
American Indian		<	<	<	<	93	*
Asian		23	66	11	89	91	*
Caucasian		19	73	8	92	94	*
Hispanic		0	82	18	82	87	*
Other Ethnicity		<	<	<	<	91	*
Economically Disadvantaged		5	74	21	79	80	*
Limited English Proficiency		<	<	<	<	62	*
Migrant		<	<	<	<	<	*
Special Education		0	66	34	66	67	*
Mathematics		All Students	15	72	13	87	88
	Female	14	72	14	86	89	86
	Male	16	73	12	88	88	85
	African American	8	72	20	80	79	75
	American Indian	<	<	<	<	87	82
	Asian	22	72	6	94	94	92
	Caucasian	18	72	10	90	91	89
	Hispanic	19	70	11	89	85	80
	Other Ethnicity	<	<	<	<	94	87
	Economically Disadvantaged	10	73	18	82	82	78
	Limited English Proficiency	17	72	10	90	89	80
	Migrant	<	<	<	<	<	78
	Special Education	9	63	28	72	72	66

Three-Year Trend SOL Spring Scores

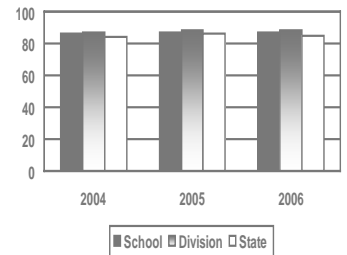
High School End-of-Course English: Reading, Literature, and Research Percent Passing



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.

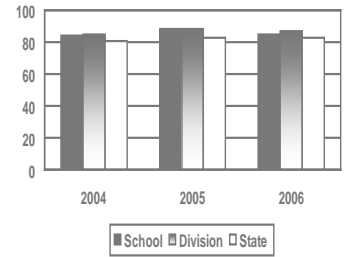
^cThe mathematics end-of-course test results include the following tests: Algebra I, Algebra II, and Geometry.

2005-2006 SOL PERFORMANCE

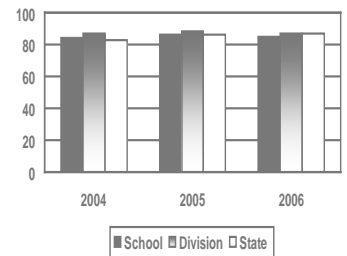
High School End-of-Course Tests [†]		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Science	All Students	10	76	15	85	87	83
	Female	7	78	16	84	86	82
	Male	14	73	13	87	88	84
	African American	3	74	23	77	75	71
	American Indian	<	<	<	<	97	82
	Asian	10	78	12	88	89	87
	Caucasian	15	77	8	92	92	90
	Hispanic	10	73	17	83	84	69
	Other Ethnicity	<	<	<	<	92	82
	Economically Disadvantaged	4	74	22	78	77	70
	Limited English Proficiency	5	62	33	67	68	60
	Migrant	<	<	<	<	<	59
	Special Education	6	54	40	60	67	60
History and Social Sciences	All Students	17	68	15	85	87	87
	Female	11	73	16	84	85	86
	Male	24	63	14	86	89	88
	African American	8	71	21	79	76	77
	American Indian	<	<	<	<	90	86
	Asian	22	68	10	90	91	93
	Caucasian	24	66	10	90	92	91
	Hispanic	17	64	19	81	83	80
	Other Ethnicity	8	67	25	75	90	87
	Economically Disadvantaged	11	67	23	77	75	76
	Limited English Proficiency	15	53	32	68	74	75
	Migrant	<	<	<	<	<	65
	Special Education	9	59	32	68	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



*Not Available <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

- Salem graduating seniors in 2006 earned approximately \$1 million in scholarships to colleges and universities across the country.
- Achievement gaps, measured by End-of-Course SOL test pass rates, decreased in English, mathematics, and social studies.
- Salem enjoyed a successful second year of the Visual and Performing Arts Academy. Academy students achieved a 91 to 100 percent pass rate in all End-of-Course SOL tests.
- Student participation rates in English (100%) and mathematics (99.29%) far exceeded the 95 percent benchmark of AYP.

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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
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Mrs. Patricia G. Edmonson
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Mr. Edward F. Fissinger, Sr.
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Mr. Lyndon S. Remias
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