

ANNUAL

VIRGINIA BEACH CITY PUBLIC SCHOOLS

# High School Report Card

ISSUED 2007-2008



Dear Parents or Guardian:

We are pleased to provide you with the tenth 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 73 of our schools made AYP for the 2007-2008 school year based on 2006-2007 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

## BAYSIDE High (9-12)

### *Home of the Marlins*

4960 Haygood Road  
Virginia Beach, VA 23455  
757-473-5050 (phone)  
757-473-5123 (fax)  
bayhs@vbschools.com  
<http://www.baysidehs.vbschools.com>

## 2007-2008

Ms. Kay L. Thomas, Principal  
Mr. David B. Barbour, Assistant Principal  
Mrs. Christine M. Colden, Assistant Principal  
Ms. Penney B. Fonville, Assistant Principal  
Ms. Bermina M. Nickerson, Assistant Principal  
Mr. Brian Jones, Health Sciences Academy  
Coordinator  
Mr. Dennis Talton, 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 2007-2008 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](http://www.vbschools.com) and [www.doe.virginia.gov](http://www.doe.virginia.gov).

### SCHOOL INFORMATION

Student Mobility: 28%

#### Average Class Size

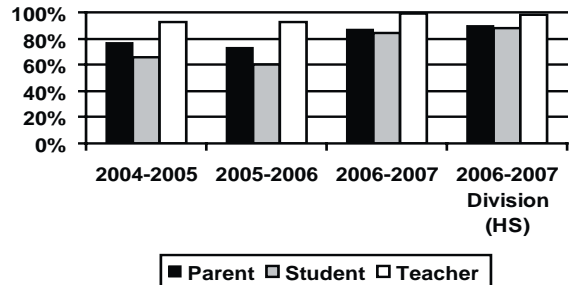
English	Mathematics	Science	Social Studies
20.6	21.4	21.8	22.5

#### Attendance 2006-2007

School Average Daily Attendance: 92.9%

Division (HS) Average Daily Attendance: 94.5%

#### Overall Quality of Education

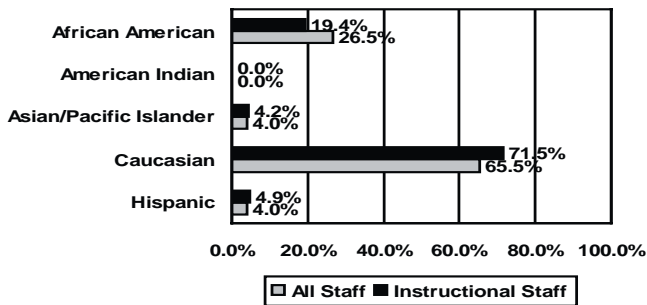


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

### STAFF CHARACTERISTICS

Administration/Intern: 6      Instructional: 144  
 Classified: 46                  Other: 4

#### Fall 2007 Staff Characteristics



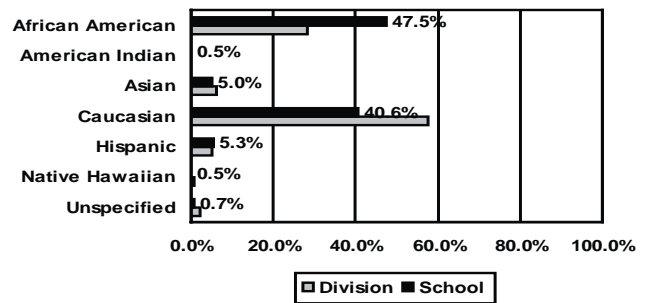
#### Additional Characteristics for Instructional Staff

	School	Division (HS)	State
Female	65.3%	65.1%	*
Male	34.7%	34.9%	*
Average years of teaching experience	13.6	14.1	*
Percentage with graduate degrees	36.1	47.3	*
Percentage new to the system	5.6	6.1	*
Percentage of core courses not taught by highly qualified teachers 06-07	3	3	3
		Entire Division	
Percentage of teachers with provisional credentials 06-07	5	4	7
		Entire Division	

### STUDENT CHARACTERISTICS

School Membership: 1,997      Division Membership (HS): 22,909

#### Fall 2007 Student Characteristics



#### Additional Student Characteristics

	School	Division (HS)
Female	53.7%	49.3%
Male	46.3%	50.7%
Economically Disadvantaged	36.9%	19.9%
Gifted	9.2%	14.4%
Limited English Proficiency	1.3%	0.9%
Migrant	0.0%	<0.1%
Special Education	11.3%	11.1%

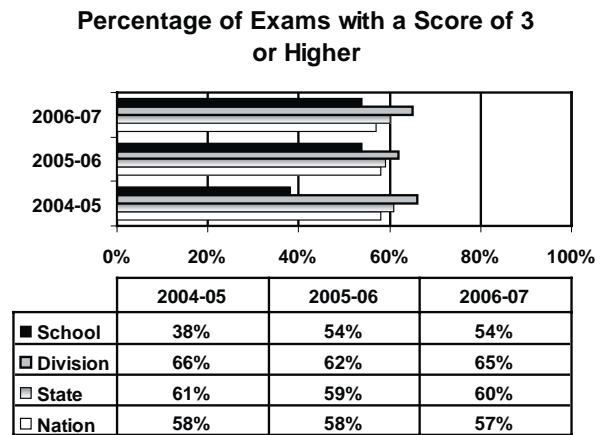
\*Not Available

## 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.

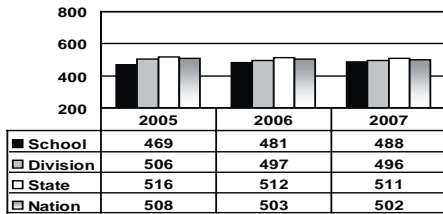
Advanced Placement		Number of AP Courses Taken by Students	Number of Exams Taken
2004-2005	School	328	303
	Division	6,387	4,839
	State	*	70,970
2005-2006	School	446	365
	Division	6,781	5,319
	State	*	80,783
2006-2007	School	428	366
	Division	7,038	5,504
	State	*	90,264



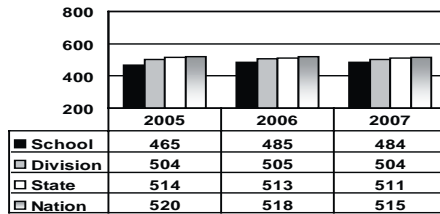
### SAT REASONING TEST

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.

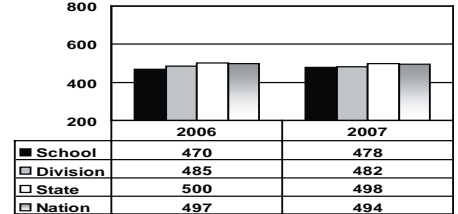
**Average Critical Reading Score**



**Average Math Score**



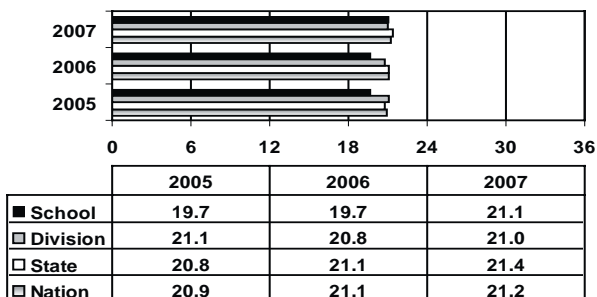
**Average Writing Score**



### 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**



### 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
2004-2005	\$360,180	\$13,630,720
2005-2006	\$775,549	\$22,129,536
2006-2007	\$529,496	\$19,648,113

\*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 2006-2007 school year. The Other Category includes Certificate of Program Completion, General Educational Development Certificate, Individual Student Alternative Education Plan Certificate, and General Achievement, Special, and Modified Standard diplomas.

	School	Division
Advanced	46%	51%
Standard	41%	40%
Other	13%	10%

**Number of Diplomas Awarded at This School: 430**

### CAREER AND TECHNICAL EDUCATION

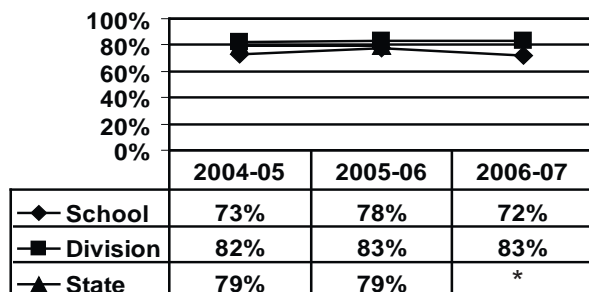
Students who are enrolled in a Technical and Career Education program of studies have the opportunity to earn industry certification, state licensure, and demonstrate skills on National Occupational Competency Testing Institute (NOCTI) assessments. The table below displays the number of assessments passed and the number of state licenses and industry certifications earned by students in the school, division, and state in 2006-2007.

	School	Division	State
NOCTI Assessments	16	431	1,917
State Licensures	6	33	1,039
Industry Certification	61	1,380	10,369
CTE Completers	160	2,090	31,043

### GRADUATION RATE

The graduation rate is one measure used to determine NCLB Adequate Yearly Progress. The graph displays the graduation rates for all students at the school, division, and state levels for the past three years. The table contains graduation rates for the school, division, and state by student subgroup.

#### Graduation Rate (All Students)



Graduation Rate		African American	Caucasian	Hispanic
2004-2005	School	75%	70%	80%
	Division	77%	84%	84%
	State	70%	83%	68%
2005-2006	School	74%	78%	94%
	Division	76%	84%	87%
	State	71%	84%	65%
2006-2007	School	65%	76%	72%
	Division	75%	85%	81%
	State	*	*	*

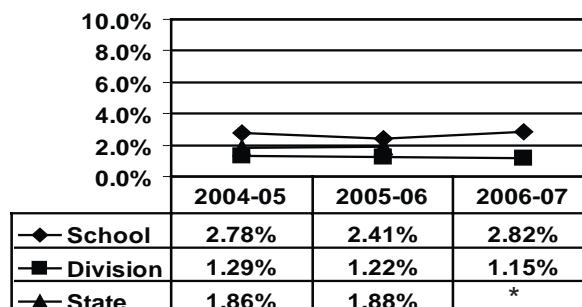
**AYP Graduation Target: 61%**

### DROPOUT RATE

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

Dropout Rate		Female	Male	African American	Asian	Caucasian	Hispanic
2004-2005	School	2.49%	3.05%	3.47%	<	2.03%	<
	Division	1.12%	1.45%	1.76%	0.69%	1.07%	2.09%
	State	1.58%	2.13%	2.44%	1.47%	1.31%	5.28%
2005-2006	School	2.01%	2.84%	3.85%	<	1.25%	<
	Division	0.99%	1.44%	1.72%	0.66%	1.02%	1.36%
	State	1.55%	2.2%	2.65%	1.15%	1.34%	4.32%
2006-2007	School	*	*	*	*	*	*
	Division	*	*	*	*	*	*
	State	*	*	*	*	*	*

#### Dropout Rate (All Students)



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

## STUDENT PERFORMANCE INFORMATION

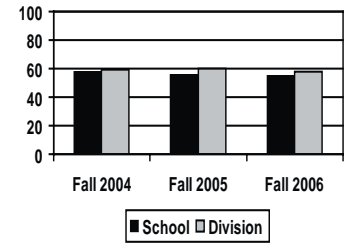
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this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

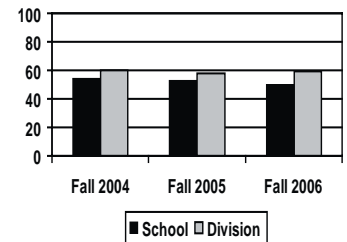
Grade 9		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
<b>Total Reading</b>	All Students	58	59	56	60	55	58
	Female	60	62	59	62	56	60
	Male	56	57	53	59	53	57
	African American	46	43	46	45	46	42
	American Indian	<	67	<	60	<	54
	Asian	61	65	59	66	74	64
	Caucasian	69	67	67	67	67	66
	Hispanic	44	51	68	55	55	51
	Native Hawaiian	<	<	<	62	<	63
	Unspecified Ethnicity	70	61	62	65	54	64
	Economically Disadvantaged	<	43	48	46	39	42
	Limited English Proficiency	<	20	<	<	<	23
	Special Education	28	27	33	28	18	24
	<b>Total Mathematics</b>	All Students	54	60	53	58	50
Female		54	62	53	59	51	59
Male		54	59	53	58	50	58
African American		44	44	42	43	42	43
American Indian		<	67	<	61	<	48
Asian		70	76	78	73	75	73
Caucasian		63	67	61	64	60	65
Hispanic		46	53	65	54	54	54
Native Hawaiian		<	<	<	65	<	63
Unspecified Ethnicity		52	63	58	63	51	60
Economically Disadvantaged		<	46	44	45	39	43
Limited English Proficiency		<	47	<	<	<	50
Special Education		27	31	33	29	20	27
<b>Total Language</b>		All Students	61	61	60	61	56
	Female	68	69	69	68	63	67
	Male	53	52	50	54	47	54
	African American	53	46	52	47	48	46
	American Indian	<	67	<	56	<	60
	Asian	74	72	66	72	81	70
	Caucasian	68	67	66	66	64	67
	Hispanic	48	56	78	59	56	52
	Native Hawaiian	<	<	<	69	<	68
	Unspecified Ethnicity	60	57	65	65	49	63
	Economically Disadvantaged	<	45	55	49	45	43
	Limited English Proficiency	<	33	<	<	<	44
	Special Education	27	27	24	27	19	24

### Three-Year Trend Stanford 10 Performance

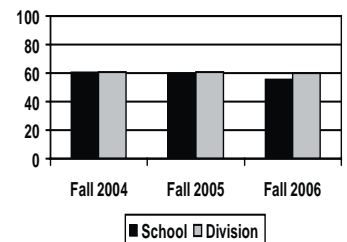
#### Total Reading Percentile Ranks



#### 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 2006-2007 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://l1pe.doe.virginia.gov/reportcard/> and reflect the percentage of students at each proficiency level.

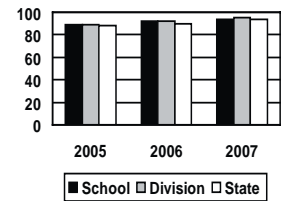
### 2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
<b>English: Reading, Literature, and Research</b>	All Students	37	57	6	94	95	94
	Female	38	55	6	94	96	95
	Male	35	59	6	94	95	93
	African American	23	68	9	91	91	88
	American Indian	<	<	<	<	93	91
	Asian	48	40	12	88	96	96
	Caucasian	50	47	3	97	98	96
	Hispanic	36	60	4	96	93	90
	Other Ethnicity	<	<	<	<	98	93
	Economically Disadvantaged	18	71	11	89	90	87
	Limited English Proficiency	<	<	<	<	84	87
	Migrant	<	<	<	<	<	86
	Special Education	27	55	18	82	78	74
<b>English: Writing</b>	All Students	23	72	5	95	94	92
	Female	27	69	4	96	96	95
	Male	19	75	7	93	93	90
	African American	16	79	5	95	90	87
	American Indian	<	<	<	<	100	93
	Asian	17	75	8	92	96	95
	Caucasian	31	64	4	96	96	95
	Hispanic	21	67	13	88	92	87
	Other Ethnicity	<	<	<	<	97	92
	Economically Disadvantaged	16	77	6	94	89	86
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	80
	Special Education	0	74	26	74	74	67
<b>Algebra I</b>	All Students	11	82	6	94	96	92
	Female	13	81	7	93	97	93
	Male	10	84	6	94	95	90
	African American	11	82	8	92	93	87
	American Indian	<	<	<	<	100	90
	Asian	18	82	0	100	98	97
	Caucasian	13	82	5	95	97	94
	Hispanic	5	90	5	95	95	88
	Other Ethnicity	<	<	<	<	93	89
	Economically Disadvantaged	7	83	9	91	92	86
	Limited English Proficiency	<	<	<	<	97	88
	Migrant	<	<	<	<	<	93
	Special Education	6	83	11	89	84	75

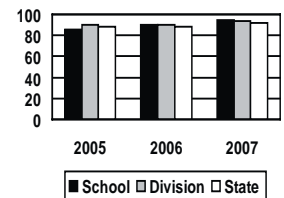
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### Three-Year Trend SOL Passing Rates

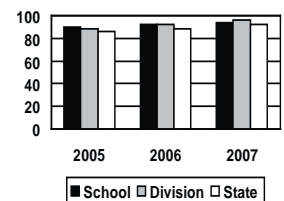
**High School End-of-Course  
English: Reading, Literature,  
and Research  
Percent Passing**



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



**High School End-of-Course  
Algebra I  
Percent Passing**



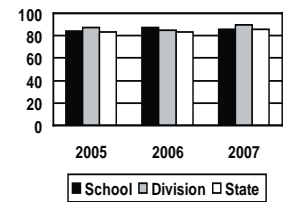
## 2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
<b>Geometry</b>	All Students	9	77	14	86	90	86
	Female	8	78	14	86	89	85
	Male	10	75	15	85	91	87
	African American	4	74	21	79	78	72
	American Indian	<	<	<	<	95	82
	Asian	16	84	0	100	96	93
	Caucasian	15	78	7	93	94	91
	Hispanic	4	78	17	83	88	80
	Other Ethnicity	<	<	<	<	96	88
	Economically Disadvantaged	5	72	23	77	79	74
	Limited English Proficiency	<	<	<	<	89	79
	Migrant	<	<	<	<	<	93
	Special Education	13	58	29	71	69	62
<b>Algebra II</b>	All Students	22	75	3	97	92	88
	Female	16	81	2	98	93	89
	Male	29	67	4	96	90	87
	African American	16	82	3	97	90	82
	American Indian	<	<	<	<	83	85
	Asian	35	57	9	91	93	93
	Caucasian	23	74	3	97	93	90
	Hispanic	29	71	0	100	92	82
	Other Ethnicity	<	<	<	<	96	88
	Economically Disadvantaged	20	76	5	95	88	82
	Limited English Proficiency	<	<	<	<	85	85
	Migrant	<	<	<	<	<	81
	Special Education	<	<	<	<	83	73
<b>Biology</b>	All Students	10	76	14	86	91	87
	Female	9	79	13	87	91	87
	Male	12	73	15	85	91	87
	African American	5	78	17	83	82	76
	American Indian	<	<	<	<	94	92
	Asian	21	68	11	89	92	90
	Caucasian	16	75	9	91	96	93
	Hispanic	10	75	15	85	87	75
	Other Ethnicity	<	<	<	<	91	89
	Economically Disadvantaged	4	76	21	79	80	75
	Limited English Proficiency	<	<	<	<	70	68
	Migrant	<	<	<	<	<	67
	Special Education	0	74	26	74	71	64

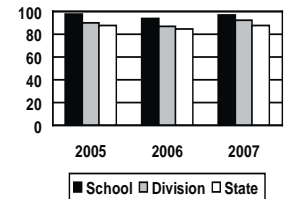
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### Three-Year Trend SOL Passing Rates

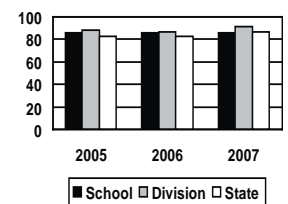
**High School End-of-Course  
Geometry  
Percent Passing**



**High School End-of-Course  
Algebra II  
Percent Passing**



**High School End-of-Course  
Biology  
Percent Passing**

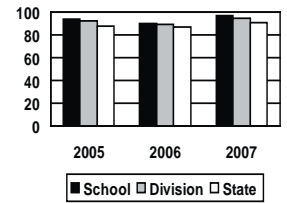


## 2006-2007 SOL PERFORMANCE

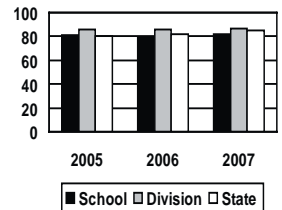
### Three-Year Trend SOL Passing Rates

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
<b>Chemistry</b>	All Students	7	90	3	97	95	91
	Female	5	92	3	97	94	90
	Male	10	87	4	96	95	92
	African American	4	91	4	96	90	83
	American Indian	<	<	<	<	85	92
	Asian	15	77	8	92	97	93
	Caucasian	7	92	2	98	96	94
	Hispanic	15	85	0	100	93	80
	Other Ethnicity	<	<	<	<	96	89
	Economically Disadvantaged	11	84	5	95	89	82
	Limited English Proficiency	<	<	<	<	87	77
	Migrant	<	<	<	<	<	92
	Special Education	<	<	<	<	87	69
	<b>Earth Science</b>	All Students	14	68	18	82	87
Female		10	69	21	79	86	83
Male		19	67	14	86	89	86
African American		6	70	24	76	76	72
American Indian		<	<	<	<	84	86
Asian		27	53	20	80	91	89
Caucasian		26	65	9	91	93	91
Hispanic		19	71	10	90	84	74
Other Ethnicity		<	<	<	<	85	80
Economically Disadvantaged		9	66	25	75	75	72
Limited English Proficiency		<	<	<	<	69	63
Migrant		<	<	<	<	<	62
Special Education		7	50	43	57	62	61
<b>Virginia and United States History</b>		All Students	40	54	6	94	94
	Female	35	56	10	90	92	92
	Male	45	52	3	97	95	94
	African American	24	68	9	91	88	87
	American Indian	<	<	<	<	94	93
	Asian	32	64	4	96	97	96
	Caucasian	56	39	5	95	97	96
	Hispanic	29	64	7	93	90	89
	Other Ethnicity	<	<	<	<	94	92
	Economically Disadvantaged	22	67	11	89	87	86
	Limited English Proficiency	<	<	<	<	82	84
	Migrant	<	<	<	<	<	84
	Special Education	23	60	17	83	78	77

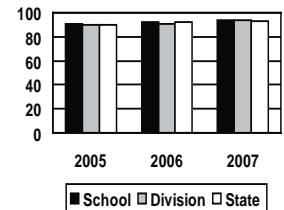
**High School End-of-Course  
Chemistry  
Percent Passing**



**High School End-of-Course  
Earth Science  
Percent Passing**



**High School End-of-Course  
Virginia and United States  
History  
Percent Passing**



<Data not reported for less than 10 students

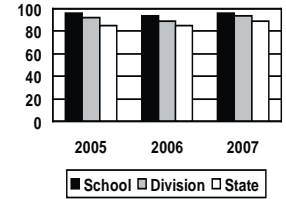
**2006-2007 SOL PERFORMANCE**

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
World History I	All Students	34	62	4	96	94	89
	Female	32	63	5	95	93	89
	Male	38	60	2	98	95	90
	African American	21	73	6	94	87	80
	American Indian	<	<	<	<	100	93
	Asian	57	38	5	95	97	96
	Caucasian	49	49	2	98	97	93
	Hispanic	43	57	0	100	92	84
	Other Ethnicity	<	<	<	<	91	86
	Economically Disadvantaged	19	74	7	93	86	79
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	75
	Special Education	28	72	0	100	78	69
	World History II	All Students	29	66	5	95	94
Female		20	73	7	93	92	91
Male		46	54	0	100	95	93
African American		12	78	10	90	85	84
American Indian		<	<	<	<	100	95
Asian		65	35	0	100	98	97
Caucasian		31	66	3	97	97	95
Hispanic		50	50	0	100	92	84
Other Ethnicity		<	<	<	<	95	91
Economically Disadvantaged		24	71	5	95	83	82
Limited English Proficiency		<	<	<	<	81	82
Migrant		<	<	<	<	<	84
Special Education		<	<	<	<	78	75
World Geography		All Students	18	60	22	78	79
	Female	13	59	27	73	76	80
	Male	22	60	17	83	83	85
	African American	9	62	29	71	67	71
	American Indian	<	<	<	<	91	86
	Asian	<	<	<	<	85	88
	Caucasian	35	54	11	89	86	88
	Hispanic	20	70	10	90	80	81
	Other Ethnicity	<	<	<	<	78	79
	Economically Disadvantaged	10	60	30	70	67	71
	Limited English Proficiency	<	<	<	<	76	69
	Migrant	<	<	<	<	<	68
	Special Education	14	49	38	62	56	57

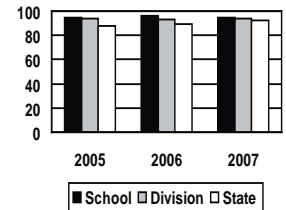
<Data not reported for less than 10 students

**Three-Year Trend  
SOL Spring Scores**

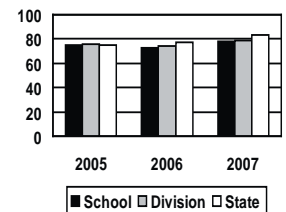
**High School End-of-Course  
World History I  
Percent Passing**



**High School End-of-Course  
World History II  
Percent Passing**



**High School End-of-Course  
World Geography  
Percent Passing**



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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/0708/index.asp](http://www.vbschools.com/school_data/report_cards/0708/index.asp).

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