

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

## KELLAM High (9-12)

### *Home of the Knights*

2323 Holland Road  
Virginia Beach, VA 23453  
757-427-3232 (phone)  
757-427-6265 (fax)  
kellamhs@vbschools.com  
<http://www.kellamhs.vbschools.com>

## 2007-2008

Mr. Bruce A. Biehl, Principal  
Dr. Nancy B. Farrell, Assistant Principal  
Dr. Carolyn M. Keen, Assistant Principal  
Mr. Paul D. Meadors, Assistant Principal  
Mr. Michael W. Porter, Assistant Principal  
Ms. Dawn Miller, 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: 10%

#### Average Class Size

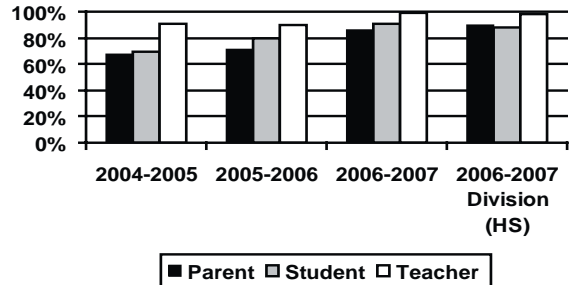
English	Mathematics	Science	Social Studies
22.1	22.5	23.3	24.1

#### Attendance 2006-2007

School Average Daily Attendance: 94.3%

Division (HS) Average Daily Attendance: 94.5%

#### Overall Quality of Education



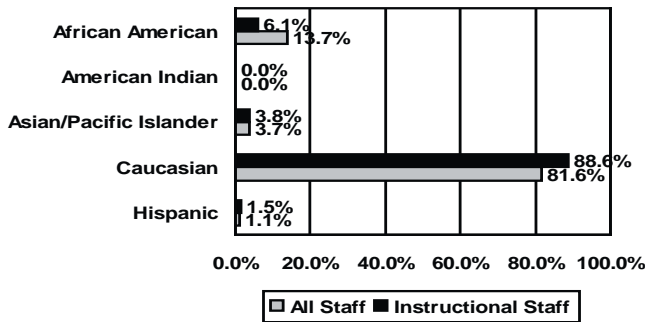
The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

### STAFF CHARACTERISTICS

Administration/Intern: 5      Instructional: 132

Classified: 49                  Other: 4

#### Fall 2007 Staff Characteristics



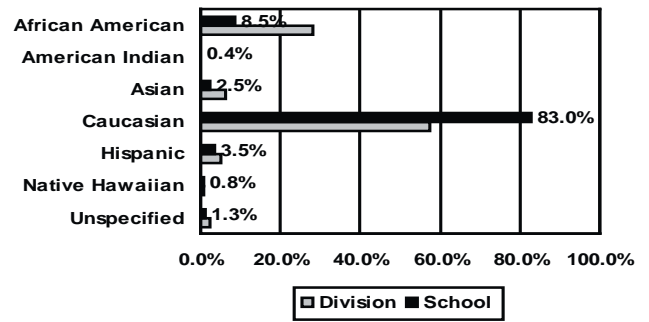
#### Additional Characteristics for Instructional Staff

	School	Division (HS)	State
Female	62.9%	65.1%	*
Male	37.1%	34.9%	*
Average years of teaching experience	16.1	14.1	*
Percentage with graduate degrees	46.2	47.3	*
Percentage new to the system	3.8	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	4	4	7
		Entire Division	

### STUDENT CHARACTERISTICS

School Membership: 1,957      Division Membership (HS): 22,909

#### Fall 2007 Student Characteristics



#### Additional Student Characteristics

	School	Division (HS)
Female	50.5%	49.3%
Male	49.5%	50.7%
Economically Disadvantaged	5.4%	19.9%
Gifted	16.4%	14.4%
Limited English Proficiency	0.1%	0.9%
Migrant	0.1%	<0.1%
Special Education	8.5%	11.1%

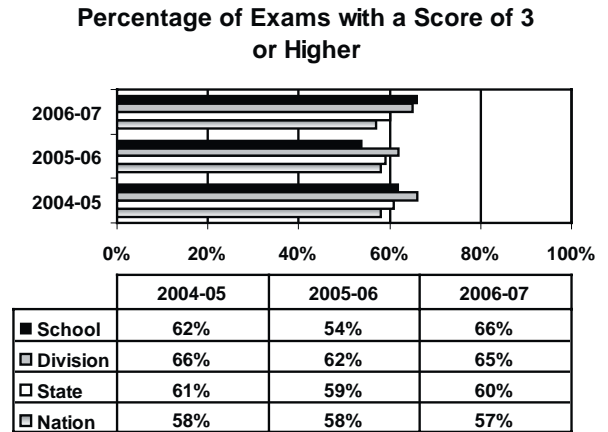
\*Not Available

## STUDENT PERFORMANCE MEASURES

### ADVANCED PLACEMENT

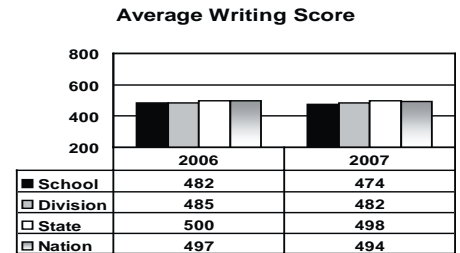
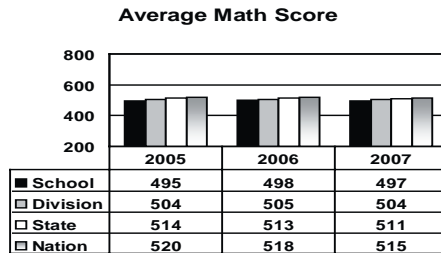
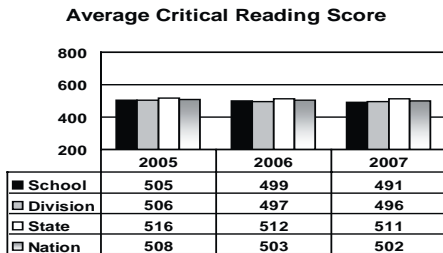
The Advanced Placement (AP) Program is administered by the College Board and provides students with an opportunity to earn college credit for courses taken in high school if they receive a score of 3, 4, or 5 on the AP exams given in the spring.

Advanced Placement		Number of AP Courses Taken by Students	Number of Exams Taken
2004-2005	School	672	439
	Division	6,387	4,839
	State	*	70,970
2005-2006	School	666	433
	Division	6,781	5,319
	State	*	80,783
2006-2007	School	742	473
	Division	7,038	5,504
	State	*	90,264



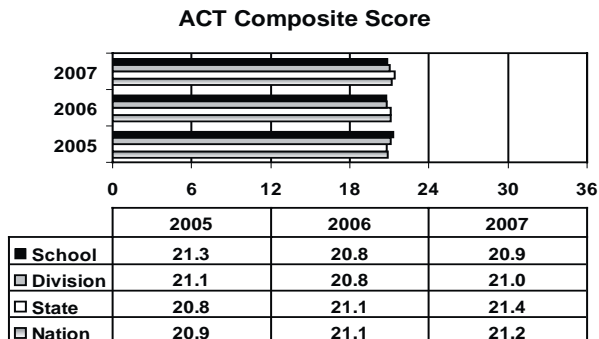
### SAT REASONING TEST

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.



### 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
2004-2005	\$2,200,879	\$13,630,720
2005-2006	\$2,933,913	\$22,129,536
2006-2007	\$1,783,194	\$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	60%	51%
Standard	33%	40%
Other	6%	10%

### 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.

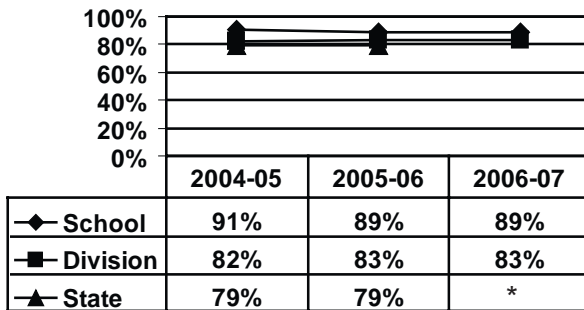
	School	Division	State
NOCTI Assessments	55	431	1,917
State Licensures	1	33	1,039
Industry Certification	175	1,380	10,369
CTE Completers	263	2,090	31,043

**Number of Diplomas Awarded at This School: 577**

### 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	90%	91%	93%
	Division	77%	84%	84%
	State	70%	83%	68%
2005-2006	School	84%	90%	95%
	Division	76%	84%	87%
	State	71%	84%	65%
2006-2007	School	86%	89%	94%
	Division	75%	85%	81%
	State	*	*	*

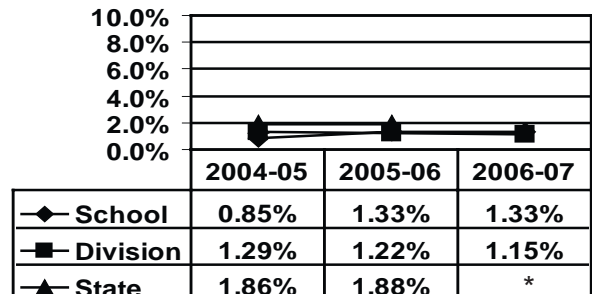
**AYP Graduation Target: 61%**

### 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	<	1.29%	<	<	0.98%	<
	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	<	1.80%	<	<	1.28%	<
	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.

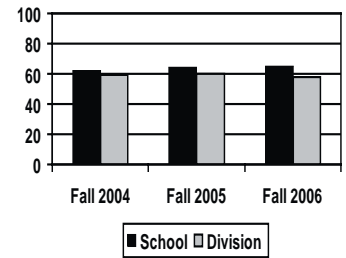
### STANFORD 10

Grade 9		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
<b>Total Reading</b>	All Students	62	59	64	60	65	58
	Female	67	62	67	62	67	60
	Male	57	57	61	59	63	57
	African American	36	43	46	45	48	42
	American Indian	<	67	<	60	<	54
	Asian	72	65	69	66	63	64
	Caucasian	65	67	66	67	67	66
	Hispanic	57	51	72	55	50	51
	Native Hawaiian	<	<	<	62	<	63
	Unspecified Ethnicity	59	61	57	65	<	64
	Economically Disadvantaged	44	43	55	46	36	42
	Limited English Proficiency	<	20	<	<	<	23
	Special Education	30	27	28	28	26	24
<b>Total Mathematics</b>	All Students	65	60	58	58	64	59
	Female	67	62	60	59	63	59
	Male	63	59	56	58	65	58
	African American	44	44	46	43	50	43
	American Indian	<	67	<	61	<	48
	Asian	74	76	<	73	76	73
	Caucasian	67	67	59	64	66	65
	Hispanic	62	53	59	54	50	54
	Native Hawaiian	<	<	<	65	<	63
	Unspecified Ethnicity	69	63	60	63	<	60
	Economically Disadvantaged	52	46	51	45	44	43
	Limited English Proficiency	<	47	<	<	<	50
	Special Education	43	31	33	29	33	27
<b>Total Language</b>	All Students	57	61	61	61	67	60
	Female	69	69	71	68	73	67
	Male	45	52	53	54	62	54
	African American	34	46	44	47	52	46
	American Indian	<	67	<	56	<	60
	Asian	65	72	<	72	72	70
	Caucasian	59	67	63	66	69	67
	Hispanic	54	56	73	59	59	52
	Native Hawaiian	<	<	<	69	<	68
	Unspecified Ethnicity	45	57	48	65	<	63
	Economically Disadvantaged	45	45	67	49	36	43
	Limited English Proficiency	<	33	<	<	<	44
	Special Education	28	27	30	27	27	24

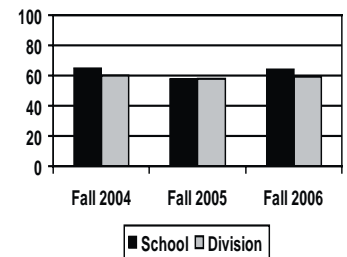
<Data not reported for less than 10 students

### Three-Year Trend Stanford 10 Performance

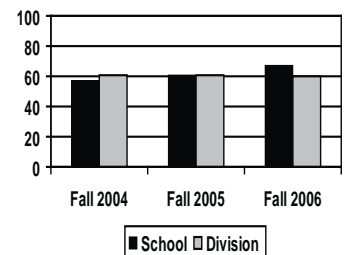
#### Total Reading Percentile Ranks



#### Total Mathematics Percentile Ranks



#### Total Language Percentile Ranks



## 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.

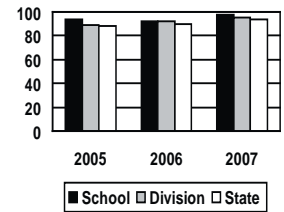
### 2006-2007 SOL PERFORMANCE

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	46	52	2	98	95	94
	Female	47	51	2	98	96	95
	Male	44	53	3	97	95	93
	African American	10	80	10	90	91	88
	American Indian	<	<	<	<	93	91
	Asian	43	50	7	93	96	96
	Caucasian	49	50	2	98	98	96
	Hispanic	60	40	0	100	93	90
	Other Ethnicity	<	<	<	<	98	93
	Economically Disadvantaged	35	57	9	91	90	87
	Limited English Proficiency	<	<	<	<	84	87
	Migrant	<	<	<	<	<	86
	Special Education	20	63	17	83	78	74
<b>English: Writing</b>	All Students	29	67	5	95	94	92
	Female	38	60	2	98	96	95
	Male	19	74	8	92	93	90
	African American	13	74	13	87	90	87
	American Indian	<	<	<	<	100	93
	Asian	27	67	7	93	96	95
	Caucasian	30	66	4	96	96	95
	Hispanic	33	67	0	100	92	87
	Other Ethnicity	<	<	<	<	97	92
	Economically Disadvantaged	20	68	12	88	89	86
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	80
	Special Education	5	68	27	73	74	67
<b>Algebra I</b>	All Students	13	84	4	96	96	92
	Female	13	84	3	97	97	93
	Male	12	84	4	96	95	90
	African American	3	90	8	93	93	87
	American Indian	<	<	<	<	100	90
	Asian	36	64	0	100	98	97
	Caucasian	13	83	4	96	97	94
	Hispanic	7	93	0	100	95	88
	Other Ethnicity	<	<	<	<	93	89
	Economically Disadvantaged	14	77	9	91	92	86
	Limited English Proficiency	<	<	<	<	97	88
	Migrant	<	<	<	<	<	93
	Special Education	3	85	12	88	84	75

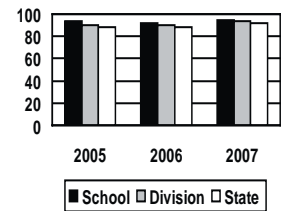
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### Three-Year Trend SOL Passing Rates

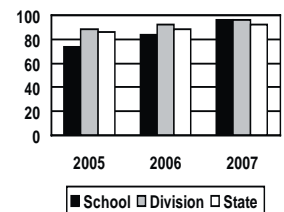
**High School End-of-Course  
English: Reading, Literature,  
and Research  
Percent Passing**



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



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



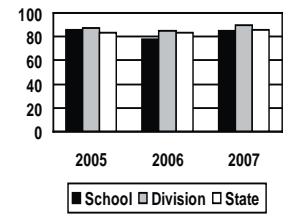
## 2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
<b>Geometry</b>	All Students	12	73	15	85	90	86
	Female	13	72	15	85	89	85
	Male	11	75	15	85	91	87
	African American	6	56	38	62	78	72
	American Indian	<	<	<	<	95	82
	Asian	7	93	0	100	96	93
	Caucasian	14	74	12	88	94	91
	Hispanic	0	92	8	92	88	80
	Other Ethnicity	<	<	<	<	96	88
	Economically Disadvantaged	0	59	41	59	79	74
	Limited English Proficiency	<	<	<	<	89	79
	Migrant	<	<	<	<	<	93
	Special Education	0	56	44	56	69	62
	<b>Algebra II</b>	All Students	13	78	9	91	92
Female		14	81	5	95	93	89
Male		12	75	13	87	90	87
African American		2	83	15	85	90	82
American Indian		<	<	<	<	83	85
Asian		33	58	8	92	93	93
Caucasian		13	78	9	91	93	90
Hispanic		13	88	0	100	92	82
Other Ethnicity		<	<	<	<	96	88
Economically Disadvantaged		0	81	19	81	88	82
Limited English Proficiency		<	<	<	<	85	85
Migrant		<	<	<	<	<	81
Special Education		7	73	20	80	83	73
<b>Biology</b>		All Students	10	81	9	91	91
	Female	7	85	8	92	91	87
	Male	12	78	10	90	91	87
	African American	0	72	28	72	82	76
	American Indian	<	<	<	<	94	92
	Asian	11	84	5	95	92	90
	Caucasian	11	82	7	93	96	93
	Hispanic	5	81	14	86	87	75
	Other Ethnicity	<	<	<	<	91	89
	Economically Disadvantaged	0	63	38	63	80	75
	Limited English Proficiency	<	<	<	<	70	68
	Migrant	<	<	<	<	<	67
	Special Education	2	58	40	60	71	64

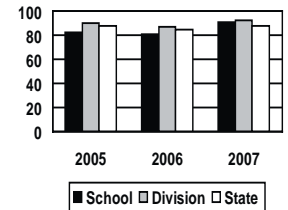
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### Three-Year Trend SOL Passing Rates

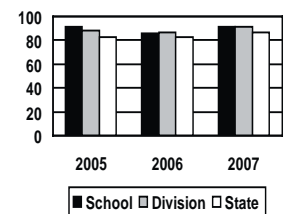
**High School End-of-Course  
Geometry  
Percent Passing**



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



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



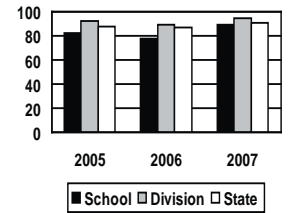
## 2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
<b>Chemistry</b>	All Students	5	83	11	89	95	91
	Female	4	83	14	86	94	90
	Male	8	84	8	92	95	92
	African American	0	84	16	84	90	83
	American Indian	<	<	<	<	85	92
	Asian	20	80	0	100	97	93
	Caucasian	6	84	10	90	96	94
	Hispanic	0	79	21	79	93	80
	Other Ethnicity	<	<	<	<	96	89
	Economically Disadvantaged	0	90	10	90	89	82
	Limited English Proficiency	<	<	<	<	87	77
	Migrant	<	<	<	<	<	92
	Special Education	<	<	<	<	87	69
	<b>Earth Science</b>	All Students	11	77	12	88	87
Female		4	81	15	85	86	83
Male		18	73	9	91	89	86
African American		7	71	21	79	76	72
American Indian		<	<	<	<	84	86
Asian		0	100	0	100	91	89
Caucasian		13	78	10	90	93	91
Hispanic		0	73	27	73	84	74
Other Ethnicity		<	<	<	<	85	80
Economically Disadvantaged		10	71	19	81	75	72
Limited English Proficiency		<	<	<	<	69	63
Migrant		<	<	<	<	<	62
Special Education		11	53	37	63	62	61
<b>Virginia and United States History</b>		All Students	34	63	3	97	94
	Female	25	71	4	96	92	92
	Male	43	54	2	98	95	94
	African American	15	75	10	90	88	87
	American Indian	<	<	<	<	94	93
	Asian	27	67	7	93	97	96
	Caucasian	36	62	2	98	97	96
	Hispanic	30	65	5	95	90	89
	Other Ethnicity	<	<	<	<	94	92
	Economically Disadvantaged	27	64	9	91	87	86
	Limited English Proficiency	<	<	<	<	82	84
	Migrant	<	<	<	<	<	84
	Special Education	18	66	16	84	78	77

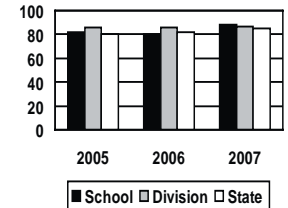
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### Three-Year Trend SOL Passing Rates

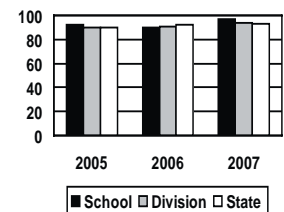
**High School End-of-Course  
Chemistry  
Percent Passing**



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



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



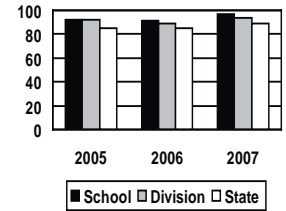
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
World History I	All Students	30	66	3	97	94	89
	Female	21	76	3	97	93	89
	Male	41	56	3	97	95	90
	African American	14	79	7	93	87	80
	American Indian	<	<	<	<	100	93
	Asian	42	58	0	100	97	96
	Caucasian	32	65	3	97	97	93
	Hispanic	14	76	10	90	92	84
	Other Ethnicity	<	<	<	<	91	86
	Economically Disadvantaged	18	59	23	77	86	79
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	75
	Special Education	14	64	23	77	78	69
	World History II	All Students	23	73	4	96	94
Female		14	82	4	96	92	91
Male		32	64	4	96	95	93
African American		18	73	9	91	85	84
American Indian		<	<	<	<	100	95
Asian		<	<	<	<	98	97
Caucasian		23	73	4	96	97	95
Hispanic		<	<	<	<	92	84
Other Ethnicity		<	<	<	<	95	91
Economically Disadvantaged		20	60	20	80	83	82
Limited English Proficiency		<	<	<	<	81	82
Migrant		<	<	<	<	<	84
Special Education		<	<	<	<	78	75
World Geography		All Students	20	63	17	83	79
	Female	16	63	21	79	76	80
	Male	22	64	14	86	83	85
	African American	12	60	28	72	67	71
	American Indian	<	<	<	<	91	86
	Asian	<	<	<	<	85	88
	Caucasian	21	65	14	86	86	88
	Hispanic	10	60	30	70	80	81
	Other Ethnicity	<	<	<	<	78	79
	Economically Disadvantaged	6	41	53	47	67	71
	Limited English Proficiency	<	<	<	<	76	69
	Migrant	<	<	<	<	<	68
	Special Education	6	34	59	41	56	57

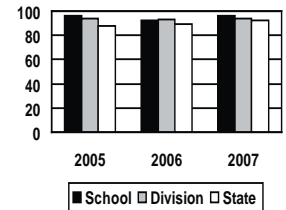
<Data not reported for less than 10 students

Three-Year Trend SOL Spring Scores

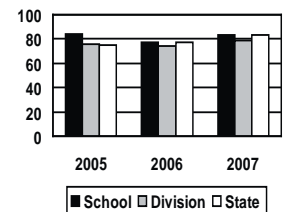
High School End-of-Course World History I Percent Passing



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



High School End-of-Course World Geography Percent Passing



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Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Mary Ann Morrill, Virginia Beach City Public Schools, 2512 George Mason Drive, P. O. Box 6038, Virginia Beach, Virginia 23456-0038. Telephone 263-1199; fax 263-1131; 263-1240 (TDD) or e-mail [maryann.morrill@vbschools.com](mailto:maryann.morrill@vbschools.com).

*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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