

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

KEMPSVILLE High (9-12)

Home of the Chiefs

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Virginia Beach, VA 23464
757-474-8400 (phone)
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<http://www.kempsvillehs.vbschools.com>

2007-2008

Mrs. Shea D. Paisley, Principal
Mr. George L. Korte, Assistant Principal
Mr. Carey C. Manugo, Assistant Principal
Mrs. Elizabeth H. Porter, Assistant Principal
Mr. Michael T. Vanderpool, Assistant Principal
Ms. Richanne Sensenig, 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 and www.doe.virginia.gov.

SCHOOL INFORMATION

Student Mobility: 17%

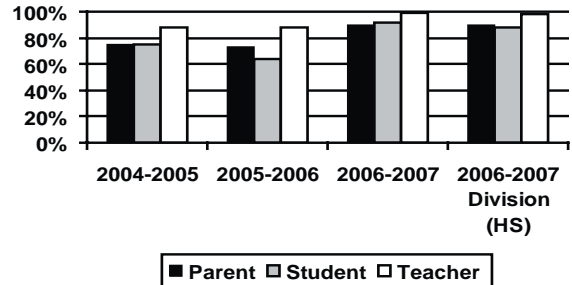
Average Class Size

English	Mathematics	Science	Social Studies
21.5	21.7	23.3	23.7

Attendance 2006-2007

School Average Daily Attendance:	94.5%
Division (HS) Average Daily Attendance:	94.5%

Overall Quality of Education

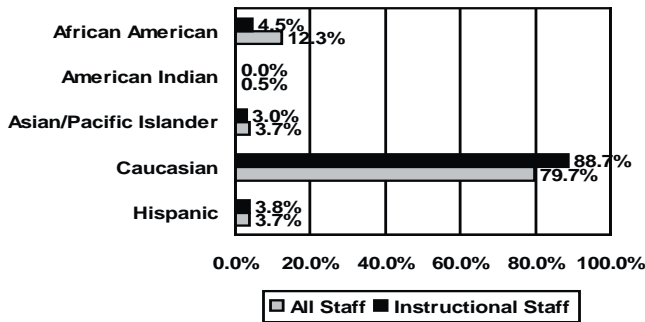


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 5 Instructional: 133
 Classified: 45 Other: 4

Fall 2007 Staff Characteristics



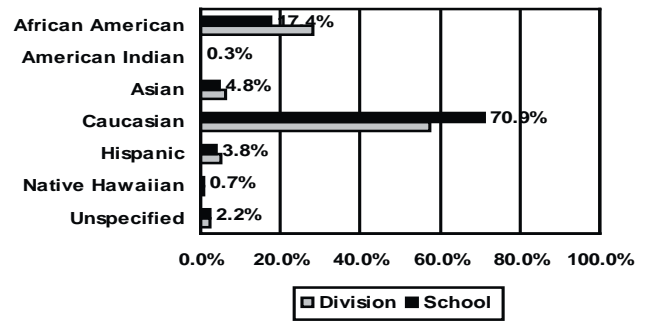
Additional Characteristics for Instructional Staff

	School	Division (HS)	State
Female	58.6%	65.1%	*
Male	41.4%	34.9%	*
Average years of teaching experience	15.5	14.1	*
Percentage with graduate degrees	48.9	47.3	*
Percentage new to the system	4.5	6.1	*
Percentage of core courses not taught by highly qualified teachers 06-07	4	3	3
		Entire Division	
Percentage of teachers with provisional credentials 06-07	10	4	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 1,893 Division Membership (HS): 22,909

Fall 2007 Student Characteristics



Additional Student Characteristics

	School	Division (HS)
Female	48.0%	49.3%
Male	52.0%	50.7%
Economically Disadvantaged	15.6%	19.9%
Gifted	14.7%	14.4%
Limited English Proficiency	0.7%	0.9%
Migrant	0.0%	<0.1%
Special Education	11.4%	11.1%

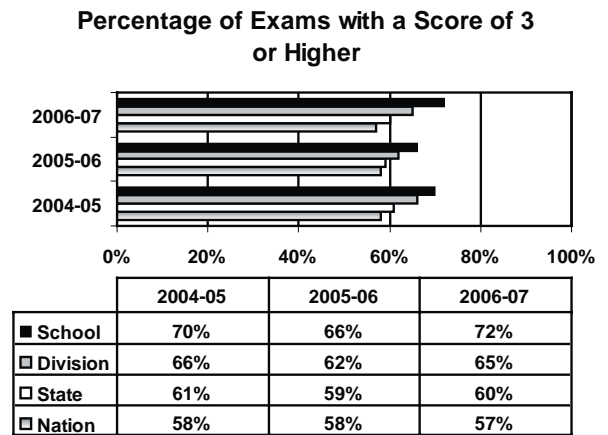
*Not Available

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.

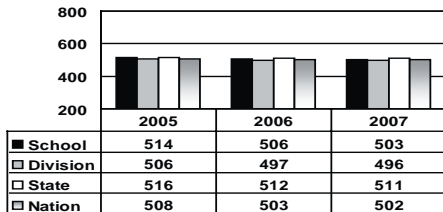
Advanced Placement		Number of AP Courses Taken by Students	Number of Exams Taken
2004-2005	School	626	400
	Division	6,387	4,839
	State	*	70,970
2005-2006	School	602	401
	Division	6,781	5,319
	State	*	80,783
2006-2007	School	618	440
	Division	7,038	5,504
	State	*	90,264



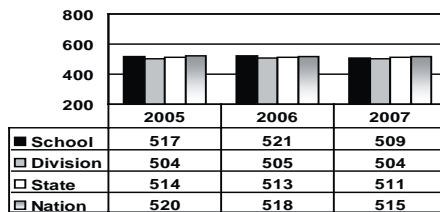
SAT REASONING TEST

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.

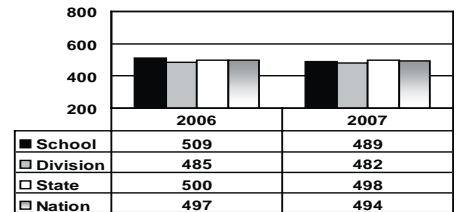
Average Critical Reading Score



Average Math Score



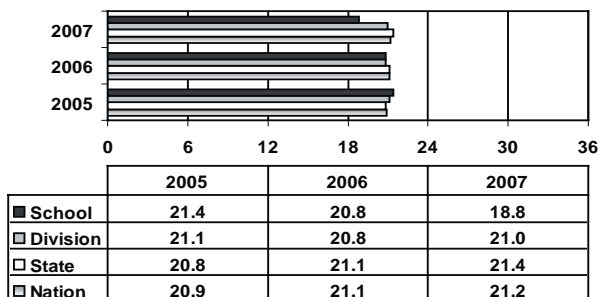
Average Writing Score



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	\$1,010,483	\$13,630,720
2005-2006	\$2,397,021	\$22,129,536
2006-2007	2,106,679	\$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	43%	51%
Standard	48%	40%
Other	10%	10%

Number of Diplomas Awarded at This School: 440

CAREER AND TECHNICAL EDUCATION

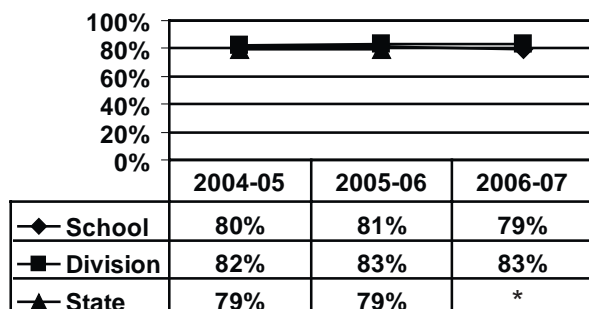
Students who are enrolled in a Technical and Career Education program of studies have the opportunity to earn industry certification, state licensure, and demonstrate skills on National Occupational Competency Testing Institute (NOCTI) assessments. The table below displays the number of assessments passed 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	42	431	1,917
State Licensures	2	33	1,039
Industry Certification	139	1,380	10,369
CTE Completers	187	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	69%	81%	67%
	Division	77%	84%	84%
	State	70%	83%	68%
2005-2006	School	69%	84%	72%
	Division	76%	84%	87%
	State	71%	84%	65%
2006-2007	School	74%	80%	70%
	Division	75%	85%	81%
	State	*	*	*

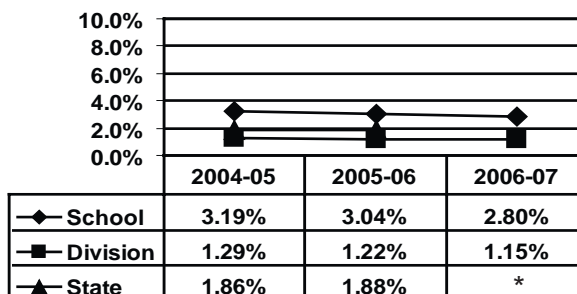
AYP Graduation Target: 61%

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	2.73%	3.64%	5.73%	<	1.93%	<
	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	2.49%	3.55%	3.15%	<	3.09%	<
	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.

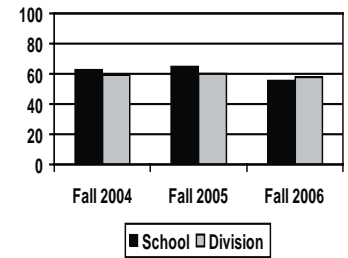
STANFORD 10

Grade 9		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
Total Reading	All Students	63	59	65	60	56	58
	Female	65	62	66	62	59	60
	Male	61	57	62	59	53	57
	African American	41	43	52	45	37	42
	American Indian	<	67	<	60	<	54
	Asian	66	65	64	66	49	64
	Caucasian	69	67	67	67	63	66
	Hispanic	56	51	58	55	54	51
	Native Hawaiian	<	<	<	62	<	63
	Unspecified Ethnicity	<	61	70	65	<	64
	Economically Disadvantaged	47	43	56	46	38	42
	Limited English Proficiency	<	20	<	<	<	23
	Special Education	37	27	35	28	26	24
Total Mathematics	All Students	66	60	64	58	58	59
	Female	66	62	65	59	59	59
	Male	65	59	63	58	56	58
	African American	44	44	44	43	41	43
	American Indian	<	67	<	61	<	48
	Asian	84	76	81	73	67	73
	Caucasian	70	67	68	64	63	65
	Hispanic	57	53	62	54	44	54
	Native Hawaiian	<	<	<	65	<	63
	Unspecified Ethnicity	<	63	65	63	<	60
	Economically Disadvantaged	52	46	55	45	45	43
	Limited English Proficiency	<	47	<	<	<	50
	Special Education	41	31	36	29	28	27
Total Language	All Students	67	61	64	61	62	60
	Female	73	69	69	68	69	67
	Male	61	52	58	54	54	54
	African American	51	46	53	47	48	46
	American Indian	<	67	<	56	<	60
	Asian	74	72	65	72	72	70
	Caucasian	71	67	66	66	65	67
	Hispanic	60	56	59	59	61	52
	Native Hawaiian	<	<	<	69	<	68
	Unspecified Ethnicity	<	57	63	65	<	63
	Economically Disadvantaged	53	45	52	49	54	43
	Limited English Proficiency	<	33	<	<	<	44
	Special Education	35	27	30	27	27	24

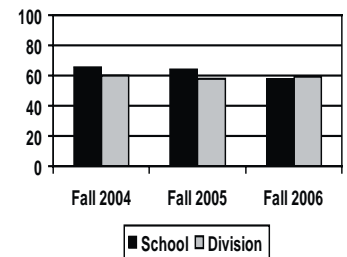
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Three-Year Trend Stanford 10 Performance

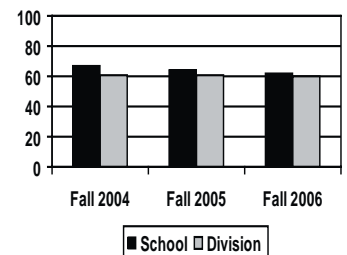
Total Reading Percentile Ranks



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.

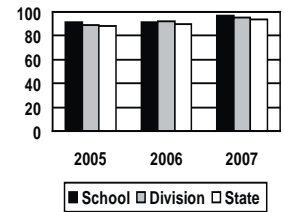
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	47	49	3	97	95	94
	Female	50	48	2	98	96	95
	Male	45	51	4	96	95	93
	African American	24	69	8	92	91	88
	American Indian	<	<	<	<	93	91
	Asian	35	65	0	100	96	96
	Caucasian	55	43	2	98	98	96
	Hispanic	41	55	5	95	93	90
	Other Ethnicity	64	36	0	100	98	93
	Economically Disadvantaged	23	68	9	91	90	87
	Limited English Proficiency	<	<	<	<	84	87
	Migrant	<	<	<	<	<	86
	Special Education	21	62	17	83	78	74
English: Writing	All Students	26	69	5	95	94	92
	Female	36	60	4	96	96	95
	Male	17	76	6	94	93	90
	African American	12	83	5	95	90	87
	American Indian	<	<	<	<	100	93
	Asian	33	58	8	92	96	95
	Caucasian	30	66	5	95	96	95
	Hispanic	5	80	15	85	92	87
	Other Ethnicity	<	<	<	<	97	92
	Economically Disadvantaged	14	75	11	89	89	86
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	80
	Special Education	0	72	28	72	74	67
Algebra I	All Students	7	85	8	92	96	92
	Female	8	86	5	95	97	93
	Male	6	83	11	89	95	90
	African American	2	80	17	83	93	87
	American Indian	<	<	<	<	100	90
	Asian	36	57	7	93	98	97
	Caucasian	8	87	5	95	97	94
	Hispanic	3	86	10	90	95	88
	Other Ethnicity	<	<	<	<	93	89
	Economically Disadvantaged	4	87	9	91	92	86
	Limited English Proficiency	<	<	<	<	97	88
	Migrant	<	<	<	<	<	93
	Special Education	0	84	16	84	84	75

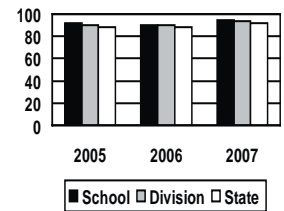
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Three-Year Trend SOL Passing Rates

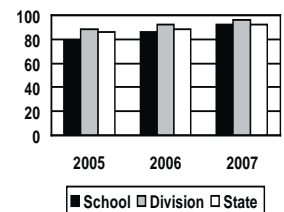
**High School End-of-Course
English: Reading, Literature,
and Research
Percent Passing**



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



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



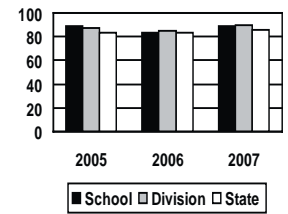
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Geometry	All Students	15	75	11	89	90	86
	Female	15	72	13	87	89	85
	Male	14	77	9	91	91	87
	African American	7	74	20	80	78	72
	American Indian	<	<	<	<	95	82
	Asian	27	60	13	87	96	93
	Caucasian	17	75	8	92	94	91
	Hispanic	10	70	20	80	88	80
	Other Ethnicity	<	<	<	<	96	88
	Economically Disadvantaged	8	75	17	83	79	74
	Limited English Proficiency	<	<	<	<	89	79
	Migrant	<	<	<	<	<	93
	Special Education	7	79	14	86	69	62
	Algebra II	All Students	18	72	10	90	92
Female		18	74	8	92	93	89
Male		18	69	13	88	90	87
African American		10	67	23	77	90	82
American Indian		<	<	<	<	83	85
Asian		40	60	0	100	93	93
Caucasian		18	74	8	92	93	90
Hispanic		6	71	24	76	92	82
Other Ethnicity		<	<	<	<	96	88
Economically Disadvantaged		11	72	17	83	88	82
Limited English Proficiency		<	<	<	<	85	85
Migrant		<	<	<	<	<	81
Special Education		0	100	0	100	83	73
Biology		All Students	9	86	6	94	91
	Female	8	88	4	96	91	87
	Male	9	83	8	92	91	87
	African American	4	81	14	86	82	76
	American Indian	<	<	<	<	94	92
	Asian	4	85	11	89	92	90
	Caucasian	9	87	4	96	96	93
	Hispanic	10	76	14	86	87	75
	Other Ethnicity	23	77	0	100	91	89
	Economically Disadvantaged	2	81	16	84	80	75
	Limited English Proficiency	<	<	<	<	70	68
	Migrant	<	<	<	<	<	67
	Special Education	2	82	16	84	71	64

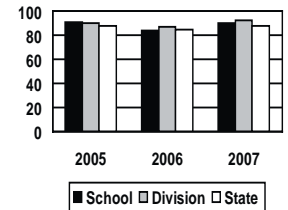
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Three-Year Trend SOL Passing Rates

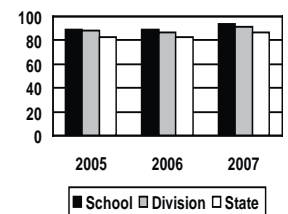
**High School End-of-Course
Geometry
Percent Passing**



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



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

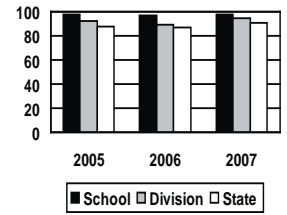


2006-2007 SOL PERFORMANCE

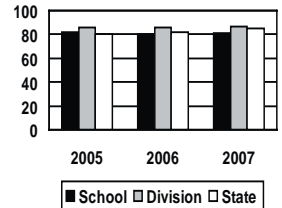
High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Chemistry	All Students	21	77	2	98	95	91
	Female	15	82	3	97	94	90
	Male	27	71	2	98	95	92
	African American	13	87	0	100	90	83
	American Indian	<	<	<	<	85	92
	Asian	28	72	0	100	97	93
	Caucasian	23	75	3	97	96	94
	Hispanic	8	92	0	100	93	80
	Other Ethnicity	<	<	<	<	96	89
	Economically Disadvantaged	13	87	0	100	89	82
	Limited English Proficiency	<	<	<	<	87	77
	Migrant	<	<	<	<	<	92
	Special Education	<	<	<	<	87	69
	Earth Science	All Students	7	75	19	81	87
Female		4	76	20	80	86	83
Male		9	73	18	82	89	86
African American		3	67	31	69	76	72
American Indian		<	<	<	<	84	86
Asian		5	68	27	73	91	89
Caucasian		9	78	13	87	93	91
Hispanic		8	72	20	80	84	74
Other Ethnicity		<	<	<	<	85	80
Economically Disadvantaged		3	69	28	73	75	72
Limited English Proficiency		<	<	<	<	69	63
Migrant		<	<	<	<	<	62
Special Education		8	55	38	63	62	61
Virginia and United States History		All Students	39	56	5	95	94
	Female	30	64	6	94	92	92
	Male	47	49	4	96	95	94
	African American	22	65	13	87	88	87
	American Indian	<	<	<	<	94	93
	Asian	16	84	0	100	97	96
	Caucasian	45	52	3	97	97	96
	Hispanic	24	57	19	81	90	89
	Other Ethnicity	50	50	0	100	94	92
	Economically Disadvantaged	21	70	8	92	87	86
	Limited English Proficiency	<	<	<	<	82	84
	Migrant	<	<	<	<	<	84
	Special Education	23	56	21	79	78	77

Three-Year Trend SOL Passing Rates

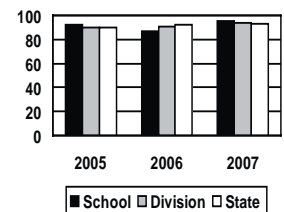
High School End-of-Course Chemistry Percent Passing



High School End-of-Course Earth Science Percent Passing



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



Data not reported for less than 10 students

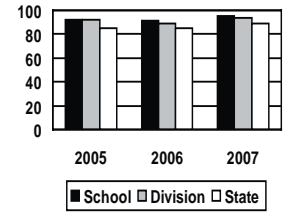
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
World History I	All Students	29	66	5	95	94	89
	Female	24	72	5	95	93	89
	Male	35	60	5	95	95	90
	African American	15	71	15	85	87	80
	American Indian	<	<	<	<	100	93
	Asian	29	71	0	100	97	96
	Caucasian	32	65	3	97	97	93
	Hispanic	26	63	11	89	92	84
	Other Ethnicity	<	<	<	<	91	86
	Economically Disadvantaged	12	78	10	90	86	79
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	75
	Special Education	10	70	20	80	78	69
	World History II	All Students	51	48	1	99	94
Female		42	58	0	100	92	91
Male		64	35	1	99	95	93
African American		32	68	0	100	85	84
American Indian		<	<	<	<	100	95
Asian		50	50	0	100	98	97
Caucasian		54	46	1	99	97	95
Hispanic		<	<	<	<	92	84
Other Ethnicity		<	<	<	<	95	91
Economically Disadvantaged		43	57	0	100	83	82
Limited English Proficiency		<	<	<	<	81	82
Migrant		<	<	<	<	<	84
Special Education		<	<	<	<	78	75
World Geography		All Students	13	66	21	79	79
	Female	7	68	25	75	76	80
	Male	18	63	19	81	83	85
	African American	5	61	34	66	67	71
	American Indian	<	<	<	<	91	86
	Asian	18	47	35	65	85	88
	Caucasian	16	67	17	83	86	88
	Hispanic	12	82	6	94	80	81
	Other Ethnicity	<	<	<	<	78	79
	Economically Disadvantaged	2	66	31	69	67	71
	Limited English Proficiency	<	<	<	<	76	69
	Migrant	<	<	<	<	<	68
	Special Education	3	48	49	51	56	57

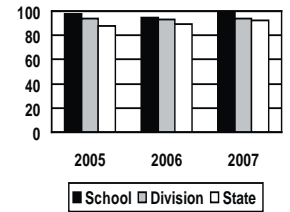
<Data not reported for less than 10 students

Three-Year Trend SOL Spring Scores

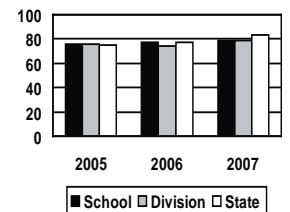
High School End-of-Course World History I Percent Passing



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.

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.

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