

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

## SALEM High (9-12)

### *Home of the SunDevils*

1993 SunDevil Drive  
Virginia Beach, VA 23464  
757-648-5650 (phone)  
757-474-0100 (fax)  
saalemhs@vbschools.com  
<http://www.salemhs.vbschools.com>

## 2007-2008

Dr. Donald E. Robertson, Jr., Principal  
Mr. Tony Anderson, Assistant Principal  
Mrs. Patti T. Jenkins, Assistant Principal  
Dr. Kurt R. Kreassig, Assistant Principal  
Ms. Ann C. Shows, Assistant Principal  
Mrs. Eva Roupas Melatti, Visual and  
Performing Arts Academy Coordinator  
Mr. Christopher McCullough, 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: 14%

#### Average Class Size

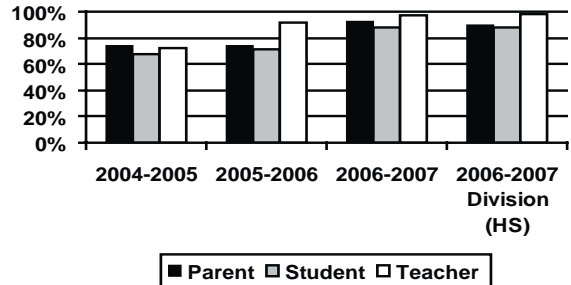
English	Mathematics	Science	Social Studies
20.6	21.1	23.9	23.4

#### Attendance 2006-2007

School Average Daily Attendance: 95.1%

Division (HS) Average Daily Attendance: 94.5%

#### Overall Quality of Education



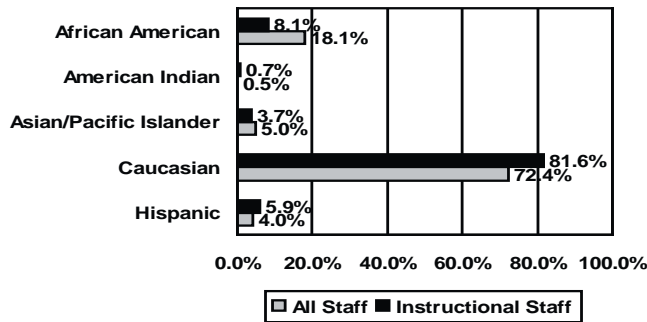
The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

### STAFF CHARACTERISTICS

Administration/Intern: 6      Instructional: 136

Classified: 53                  Other: 4

#### Fall 2007 Staff Characteristics



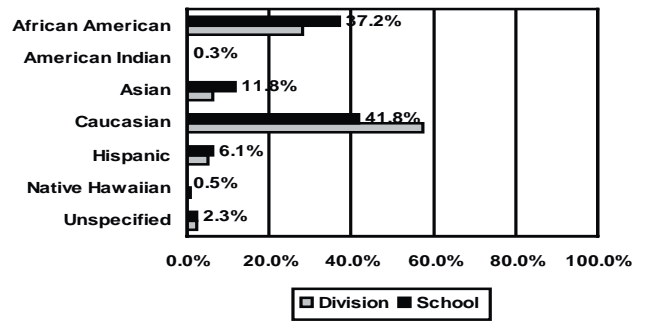
#### Additional Characteristics for Instructional Staff

	School	Division (HS)	State
Female	64.0%	65.1%	*
Male	36.0%	34.9%	*
Average years of teaching experience	14.6	14.1	*
Percentage with graduate degrees	41.9	47.3	*
Percentage new to the system	8.8	6.1	*
Percentage of core courses not taught by highly qualified teachers 06-07	2	3	3
		Entire Division	
Percentage of teachers with provisional credentials 06-07	7	4	7
		Entire Division	

### STUDENT CHARACTERISTICS

School Membership: 1,910      Division Membership (HS): 22,909

#### Fall 2007 Student Characteristics



#### Additional Student Characteristics

	School	Division (HS)
Female	50.3%	49.3%
Male	49.7%	50.7%
Economically Disadvantaged	18.2%	19.9%
Gifted	13.0%	14.4%
Limited English Proficiency	1.5%	0.9%
Migrant	0.0%	<0.1%
Special Education	12.3%	11.1%

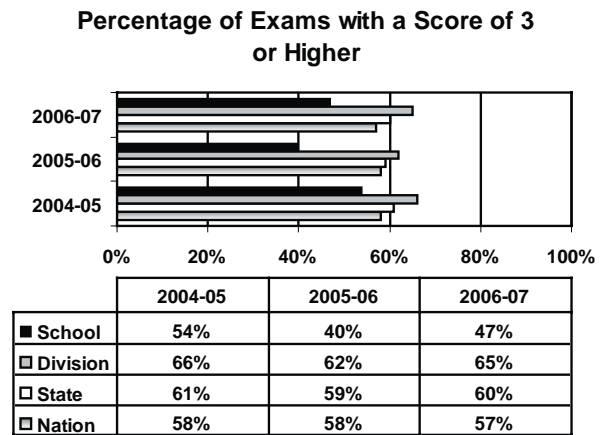
\*Not Available

## 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.

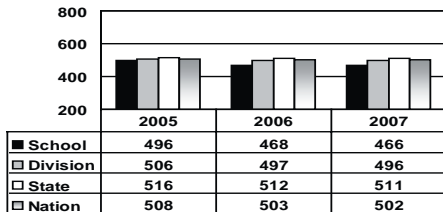
Advanced Placement		Number of AP Courses Taken by Students	Number of Exams Taken
2004-2005	School	441	348
	Division	6,387	4,839
	State	*	70,970
2005-2006	School	452	371
	Division	6,781	5,319
	State	*	80,783
2006-2007	School	433	367
	Division	7,038	5,504
	State	*	90,264



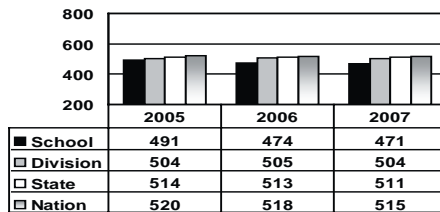
### SAT REASONING TEST

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.

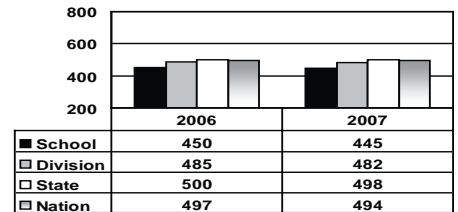
**Average Critical Reading Score**



**Average Math Score**



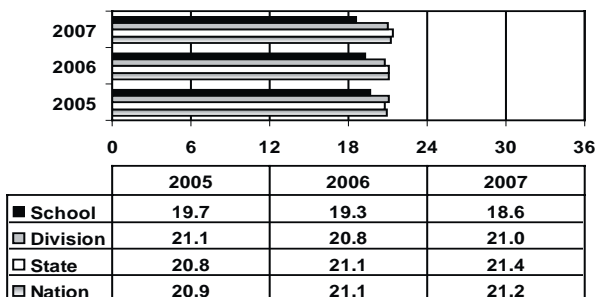
**Average Writing Score**



### 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	\$1,082,371	\$13,630,720
2005-2006	\$950,675	\$22,129,536
2006-2007	\$1,214,171	\$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	44%	51%
Standard	47%	40%
Other	9%	10%

**Number of Diplomas Awarded at This School: 429**

### CAREER AND TECHNICAL EDUCATION

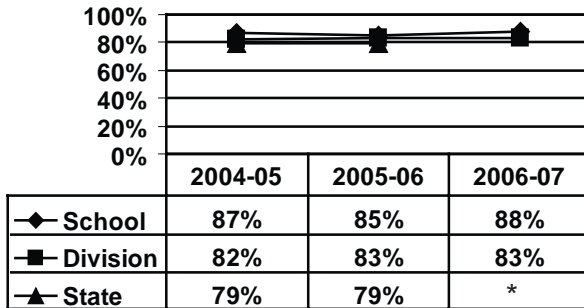
Students who are enrolled in a Technical and Career Education program of studies have the opportunity to earn industry certification, state licensure, and demonstrate skills on National Occupational Competency Testing Institute (NOCTI) assessments. The table below displays the number of assessments passed 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	32	431	1,917
State Licensures	4	33	1,039
Industry Certification	172	1,380	10,369
CTE Completers	186	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	86%	86%	90%
	Division	77%	84%	84%
	State	70%	83%	68%
2005-2006	School	85%	82%	92%
	Division	76%	84%	87%
	State	71%	84%	65%
2006-2007	School	86%	88%	75%
	Division	75%	85%	81%
	State	*	*	*

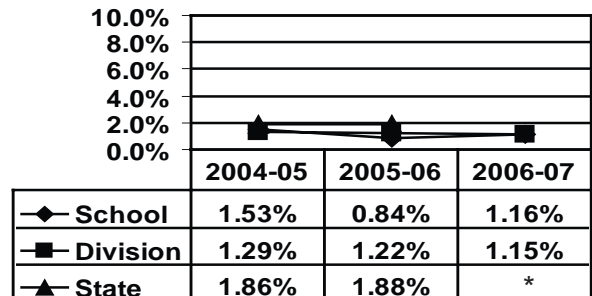
**AYP Graduation Target: 61%**

### 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	<	2.10%	1.72%	<	1.43%	<
	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	<	1.12%	<	<	<	<
	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.

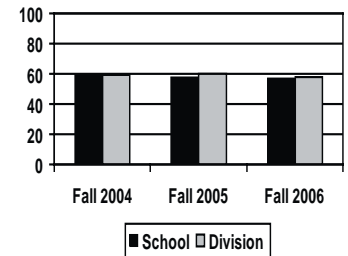
### STANFORD 10

Grade 9		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
<b>Total Reading</b>	All Students	60	59	58	60	57	58
	Female	63	62	58	62	57	60
	Male	58	57	57	59	57	57
	African American	47	43	47	45	47	42
	American Indian	<	67	<	60	<	54
	Asian	60	65	57	66	49	64
	Caucasian	72	67	67	67	67	66
	Hispanic	55	51	55	55	50	51
	Native Hawaiian	<	<	<	62	<	63
	Unspecified Ethnicity	<	61	57	65	65	64
	Economically Disadvantaged	53	43	51	46	53	42
	Limited English Proficiency	<	20	<	<	<	23
	Special Education	27	27	31	28	23	24
<b>Total Mathematics</b>	All Students	65	60	60	58	61	59
	Female	67	62	61	59	60	59
	Male	63	59	59	58	61	58
	African American	53	44	50	43	54	43
	American Indian	<	67	<	61	<	48
	Asian	77	76	71	73	67	73
	Caucasian	72	67	65	64	66	65
	Hispanic	62	53	57	54	52	54
	Native Hawaiian	2	<	<	65	<	63
	Unspecified Ethnicity	<	63	62	63	62	60
	Economically Disadvantaged	60	46	53	45	60	43
	Limited English Proficiency	<	47	<	<	<	50
	Special Education	36	31	33	29	33	27
<b>Total Language</b>	All Students	66	61	60	61	59	60
	Female	73	69	67	68	67	67
	Male	59	52	51	54	51	54
	African American	54	46	51	47	50	46
	American Indian	<	67	<	56	<	60
	Asian	73	72	66	72	58	70
	Caucasian	75	67	65	66	67	67
	Hispanic	62	56	60	59	51	52
	Native Hawaiian	<	<	<	69	<	68
	Unspecified Ethnicity	<	57	63	65	62	63
	Economically Disadvantaged	57	45	55	49	55	43
	Limited English Proficiency	<	33	<	<	<	44
	Special Education	31	27	34	27	28	24

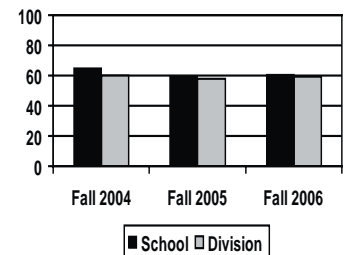
<Data not reported for less than 10 students

### Three-Year Trend Stanford 10 Performance

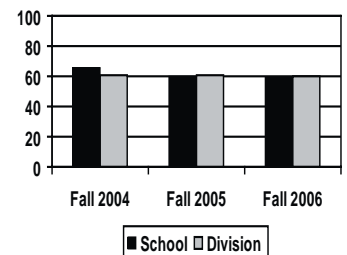
#### Total Reading Percentile Ranks



#### 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.

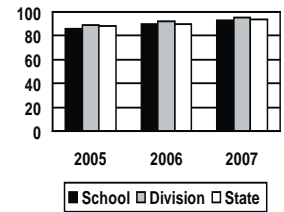
### 2006-2007 SOL PERFORMANCE

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	37	55	7	93	95	94
	Female	44	53	4	96	96	95
	Male	31	58	11	89	95	93
	African American	23	65	13	87	91	88
	American Indian	<	<	<	<	93	91
	Asian	37	58	5	95	96	96
	Caucasian	50	46	4	96	98	96
	Hispanic	35	58	6	94	93	90
	Other Ethnicity	<	<	<	<	98	93
	Economically Disadvantaged	28	61	11	89	90	87
	Limited English Proficiency	15	62	23	77	84	87
	Migrant	<	<	<	<	<	86
	Special Education	12	56	32	68	78	74
<b>English: Writing</b>	All Students	23	69	8	92	94	92
	Female	30	67	3	97	96	95
	Male	16	71	13	87	93	90
	African American	11	77	13	87	90	87
	American Indian	<	<	<	<	100	93
	Asian	22	73	5	95	96	95
	Caucasian	33	62	5	95	96	95
	Hispanic	29	65	6	94	92	87
	Other Ethnicity	<	<	<	<	97	92
	Economically Disadvantaged	14	71	15	85	89	86
	Limited English Proficiency	9	55	36	64	86	82
	Migrant	<	<	<	<	<	80
	Special Education	2	65	33	67	74	67
<b>Algebra I</b>	All Students	15	77	8	92	96	92
	Female	16	80	4	96	97	93
	Male	14	75	12	88	95	90
	African American	11	81	8	92	93	87
	American Indian	<	<	<	<	100	90
	Asian	35	59	6	94	98	97
	Caucasian	13	80	7	93	97	94
	Hispanic	7	79	14	86	95	88
	Other Ethnicity	20	73	7	93	93	89
	Economically Disadvantaged	13	78	9	91	92	86
	Limited English Proficiency	31	62	8	92	97	88
	Migrant	<	<	<	<	<	93
	Special Education	0	76	24	76	84	75

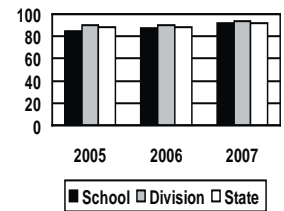
<Data not reported for less than 10 students

### Three-Year Trend SOL Passing Rates

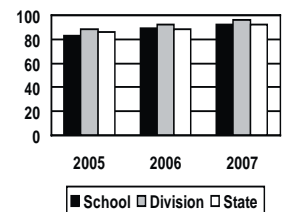
**High School End-of-Course  
English: Reading, Literature,  
and Research  
Percent Passing**



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



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



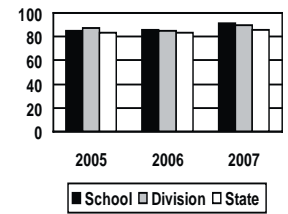
## 2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
<b>Geometry</b>	All Students	19	72	9	91	90	86
	Female	20	70	10	90	89	85
	Male	18	73	8	92	91	87
	African American	9	73	17	83	78	72
	American Indian	<	<	<	<	95	82
	Asian	27	69	4	96	96	93
	Caucasian	27	70	3	97	94	91
	Hispanic	16	74	11	89	88	80
	Other Ethnicity	<	<	<	<	96	88
	Economically Disadvantaged	17	67	17	83	79	74
	Limited English Proficiency	9	73	18	82	89	79
	Migrant	<	<	<	<	<	93
	Special Education	6	65	29	71	69	62
	<b>Algebra II</b>	All Students	9	83	8	92	92
Female		7	85	7	93	93	89
Male		11	81	8	92	90	87
African American		8	87	6	94	90	82
American Indian		<	<	<	<	83	85
Asian		6	81	13	87	93	93
Caucasian		10	82	8	92	93	90
Hispanic		7	82	11	89	92	82
Other Ethnicity		<	<	<	<	96	88
Economically Disadvantaged		12	78	10	90	88	82
Limited English Proficiency		<	<	<	<	85	85
Migrant		<	<	<	<	<	81
Special Education		5	76	19	81	83	73
<b>Biology</b>		All Students	11	79	10	90	91
	Female	8	82	10	90	91	87
	Male	13	77	10	90	91	87
	African American	6	78	15	85	82	76
	American Indian	<	<	<	<	94	92
	Asian	8	83	8	92	92	90
	Caucasian	15	80	5	95	96	93
	Hispanic	5	79	16	84	87	75
	Other Ethnicity	<	<	<	<	91	89
	Economically Disadvantaged	6	73	21	79	80	75
	Limited English Proficiency	0	54	46	54	70	68
	Migrant	<	<	<	<	<	67
	Special Education	4	65	30	70	71	64

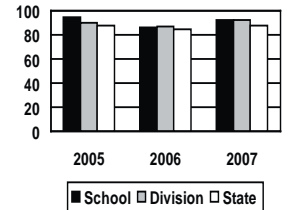
<Data not reported for less than 10 students

### Three-Year Trend SOL Passing Rates

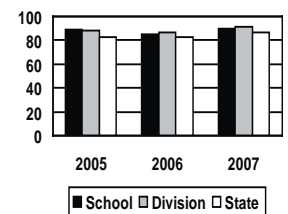
**High School End-of-Course  
Geometry  
Percent Passing**



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



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

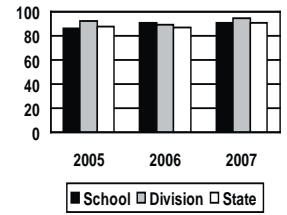


2006-2007 SOL PERFORMANCE

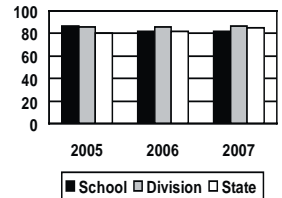
Three-Year Trend  
SOL Passing Rates

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Chemistry	All Students	9	82	9	91	95	91
	Female	6	87	7	93	94	90
	Male	13	76	11	89	95	92
	African American	4	82	14	86	90	83
	American Indian	<	<	<	<	85	92
	Asian	10	85	5	95	97	93
	Caucasian	12	83	5	95	96	94
	Hispanic	16	72	12	88	93	80
	Other Ethnicity	<	<	<	<	96	89
	Economically Disadvantaged	7	79	14	86	89	82
	Limited English Proficiency	<	<	<	<	87	77
	Migrant	<	<	<	<	<	92
	Special Education	0	80	20	80	87	69
	Earth Science	All Students	12	70	18	82	87
Female		10	72	18	82	86	83
Male		14	68	18	82	89	86
African American		3	69	27	73	76	72
American Indian		<	<	<	<	84	86
Asian		12	71	17	83	91	89
Caucasian		21	68	11	89	93	91
Hispanic		0	86	14	86	84	74
Other Ethnicity		21	71	7	93	85	80
Economically Disadvantaged		3	73	25	75	75	72
Limited English Proficiency		0	67	33	67	69	63
Migrant		<	<	<	<	<	62
Special Education		1	57	42	58	62	61
Virginia and United States History		All Students	29	64	7	93	94
	Female	23	69	8	92	92	92
	Male	36	57	7	93	95	94
	African American	14	73	12	88	88	87
	American Indian	<	<	<	<	94	93
	Asian	30	66	4	96	97	96
	Caucasian	42	53	5	95	97	96
	Hispanic	26	71	3	97	90	89
	Other Ethnicity	<	<	<	<	94	92
	Economically Disadvantaged	19	69	12	88	87	86
	Limited English Proficiency	25	58	17	83	82	84
	Migrant	<	<	<	<	<	84
	Special Education	14	59	27	73	78	77

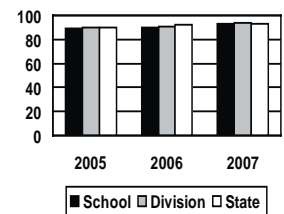
High School End-of-Course  
Chemistry  
Percent Passing



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

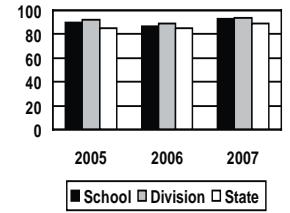
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
World History I	All Students	23	69	7	93	94	89
	Female	18	74	8	92	93	89
	Male	29	65	6	94	95	90
	African American	16	72	12	88	87	80
	American Indian	<	<	<	<	100	93
	Asian	26	74	0	100	97	96
	Caucasian	30	66	4	96	97	93
	Hispanic	22	66	13	88	92	84
	Other Ethnicity	23	77	0	100	91	86
	Economically Disadvantaged	17	72	10	90	86	79
	Limited English Proficiency	<	<	<	<	86	82
	Migrant	<	<	<	<	<	75
	Special Education	4	65	31	69	78	69
	World History II	All Students	12	79	9	91	94
Female		10	80	10	90	92	91
Male		15	78	7	93	95	93
African American		1	85	14	86	85	84
American Indian		<	<	<	<	100	95
Asian		9	83	9	91	98	97
Caucasian		21	74	6	94	97	95
Hispanic		11	84	5	95	92	84
Other Ethnicity		<	<	<	<	95	91
Economically Disadvantaged		3	75	22	78	83	82
Limited English Proficiency		<	<	<	<	81	82
Migrant		<	<	<	<	<	84
Special Education		<	<	<	<	78	75
World Geography		All Students	12	62	26	74	79
	Female	9	64	27	73	76	80
	Male	16	60	24	76	83	85
	African American	6	58	35	65	67	71
	American Indian	<	<	<	<	91	86
	Asian	18	64	18	82	85	88
	Caucasian	17	66	16	84	86	88
	Hispanic	5	58	37	63	80	81
	Other Ethnicity	<	<	<	<	78	79
	Economically Disadvantaged	8	67	25	75	67	71
	Limited English Proficiency	<	<	<	<	76	69
	Migrant	<	<	<	<	<	68
	Special Education	4	53	43	57	56	57

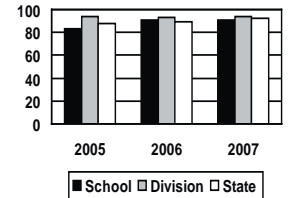
<Data not reported for less than 10 students

Three-Year Trend SOL Spring Scores

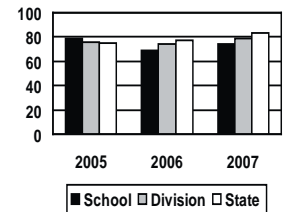
High School End-of-Course World History I Percent Passing



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



High School End-of-Course World Geography Percent Passing



**vbschools.com** - your virtual link to Hampton Roads' largest school system

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.

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.*

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

## SCHOOL BOARD MEMBERS

Mr. Daniel D. "Dan" Edwards, Chairman  
(District 1 - Centerville)

Mrs. Rita Sweet Bellitto, Vice-Chairman  
(At-Large)

Mr. Todd C. Davidson  
(At-Large)

Mrs. Emma L. "Em" Davis  
(District 5 - Lynnhaven)

Mrs. Patricia G. Edmonson  
(District 6 - Beach)

Mr. Edward F. Fissinger, Sr.  
(At-Large)

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

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

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

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

Mrs. Carolyn D. Weems  
(At-Large)