

ANNUAL

VIRGINIA BEACH CITY PUBLIC SCHOOLS

MIDDLE SCHOOL

Report Card

ISSUED 2005-2006



Dear Parents or Guardian:

We are pleased to provide you with the eighth 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 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 95 percent of our schools made AYP for the 2005-2006 school year based on 2004-2005 data.

However, our ability to remain "ahead of the curve" and show 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,

Sheila S. Magula, Ed.D.
Superintendent

BAYSIDE

Middle (6-8)

965 Newtown Road
Virginia Beach, VA 23462

757.473.5080

757.473.5185 fax

bayms@vbschools.com

www.baysidems.vbschools.com

2005-2006

Dr. Barbara O. Cooper, Principal
Mr. Robert R. Ambrose, Assistant Principal
Ms. Harriet Joey Hallock, Assistant Principal
Mr. Todd A. Sherman, Assistant Principal
Ms. Sandra R. Brown, Administrative Assistant
Ms. Retha Girley, PTA President

State Accreditation Status:

Fully Accredited

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.

School Board Members

Daniel D. "Dan" Edwards, Chairman
Sandra Smith-Jones, Vice Chairman
Rita Sweet Bellitto
Jane S. Brooks
Emma L. "Em" Davis
Edward F. Fissinger, Sr.
Dan R. Lowe

Michael W. Stewart
Arthur T. Tate
Carolyn D. Weems
Dr. Lois S. Williams

READING YOUR SCHOOL REPORT CARD

This report card for your child's school includes information related to school characteristics and student performance measures. Unless noted otherwise, the information is for the current school year, 2005-2006. Some of the information required by the No Child Left Behind Act of 2001 is also included. 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

PTA Membership March 2005: 154

No Child Left Behind Adequate Yearly Progress (AYP)

Status: Made AYP

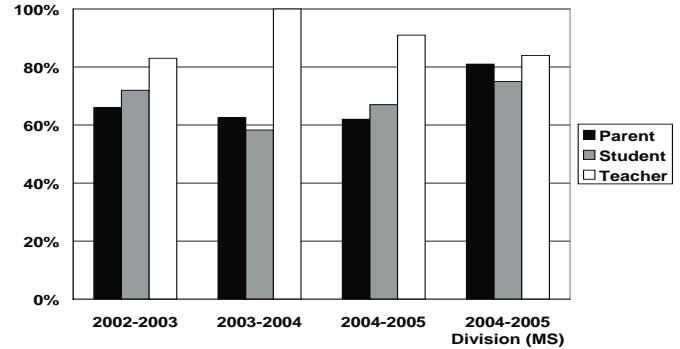
No Child Left Behind Safe School

Status: Not Persistently Dangerous

Average Class Size

English	Mathematics	Science	Social Studies
18.6	20.1	20.8	20.8

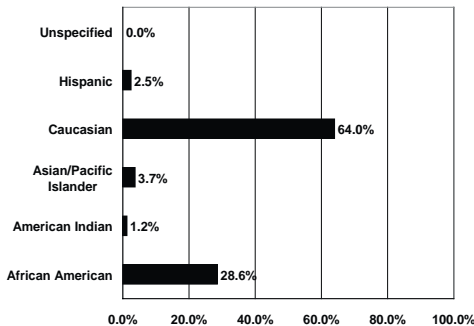
Percentage of people giving an A or B grade to the overall quality of education received by students at this school, based on the school division's annual spring survey.



Attendance 2004-2005**

School Average Daily Attendance:	94.2%
Division (MS) Average Daily Attendance:	95.4%
AYP Attendance Target:	94.0%

STAFF CHARACTERISTICS



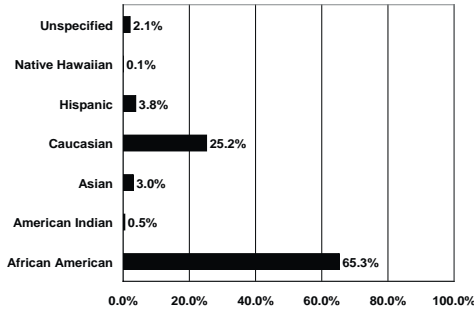
Administration/Intern:	5
Instructional:	101
Classified:	51
Other:	4

Additional Instructional Characteristics

	School	Division (MS)	State
Female	70.3%	75.9%	*
Male	29.7%	24.1%	*
Average years of teaching experience	11.5	13.6	*
Percentage with graduate degrees	44.6	48.1	*
Percentage new to the system	7.9	7.0	*
Percentage of core courses not taught by highly qualified teachers 04-05	5.7	5.6	4.4
Percentage of teachers with provisional credentials 04-05	2.9	4.5	7.1

*Not Available

STUDENT CHARACTERISTICS



September 30, 2005

Membership: 1,187

	School	Division (MS)
Female	47.6%	48.6%
Male	52.4%	51.4%
Economically Disadvantaged	56.4%	27.2%
Gifted	6.3%	14.3%
Limited English Proficiency	1.4%	2.0%
Migrant	0.0%	0.0%
Special Education	17.3%	13.3%

STUDENT PERFORMANCE MEASURES

Stanford Achievement Tests

The Stanford 10 is a nationally norm-referenced test designed to compare the achievement of students with other students throughout the country.

Stanford Achievement Tests - Grade 6 Percentile Scores

Tests	Fall 2004	Fall 2004
	School	Division
Total Reading	39	59
Total Language	53	69
Total Mathematics	52	73
Partial Battery Total	47	66

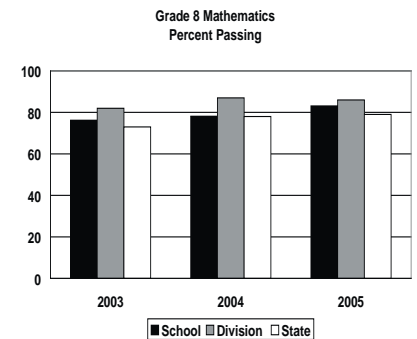
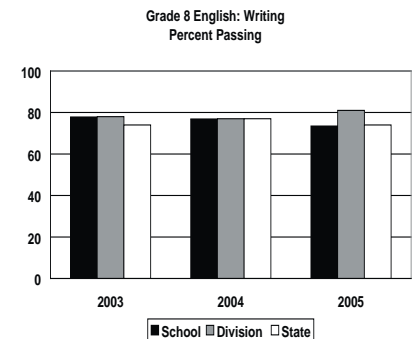
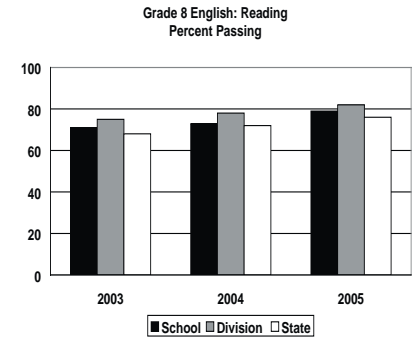
**Attendance as of March 31 is reported because it is used by the state to calculate AYP.

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 2004-2005 SOL performance shown in the following tables includes all SOL unadjusted scores for the year including scores reported back to the home school for alternative center students. The bar graphs show three-year trends for spring SOL scores for the school, division, and state. Remediation recovery, SELP scores, retake test scores, substitute test scores, and alternate assessment scores are not included in the SOL Performance tables. Retake test scores are included in the bar charts. School and division scores exclude SECEP students.

2004-2005 SOL Performance

Grade 8 [†]		School % Tested	School Proficiency Levels			Percent Passing		
			Advanced	Proficient	Fail	School	Division	State
English: Reading	All Students	99.0	26	53	21	79	82	*
	Female	100.0	31	51	18	82	86	*
	Male	97.9	21	55	24	76	78	*
	African American	98.8	20	59	21	79	71	*
	American Indian	<	<	<	<	<	79	*
	Asian	100.0	46	31	23	77	90	*
	Caucasian	98.9	38	42	20	80	86	*
	Hispanic	100.0	43	43	14	86	82	*
	Native Hawaiian	<	<	<	<	<	85	*
	Unspecified Ethnicity	<	<	<	<	<	82	*
	Economically Disadvantaged	98.7	19	56	25	75	69	*
	Limited English Proficiency	<	<	<	<	<	63	*
	Special Education	98.2	2	41	57	43	41	*
Migrant	<	<	<	<	<	<	*	
English: Writing	All Students	88.8	4	70	27	73	81	*
	Female	96.4	5	72	23	77	88	*
	Male	81.4	2	67	30	70	74	*
	African American	88.6	1	67	32	68	71	*
	American Indian	<	<	<	<	<	92	*
	Asian	83.3	10	60	30	70	88	*
	Caucasian	92.3	10	79	12	88	85	*
	Hispanic	88.2	13	67	20	80	74	*
	Native Hawaiian	<	<	<	<	<	92	*
	Unspecified Ethnicity	<	<	<	<	<	85	*
	Economically Disadvantaged	87.1	2	67	31	69	69	*
	Limited English Proficiency	<	<	<	<	<	62	*
	Special Education	51.9	0	46	54	46	36	*
Migrant	<	<	<	<	<	<	*	
Mathematics	All Students	99.2	4	79	17	83	86	*
	Female	99.5	4	79	16	84	88	*
	Male	99.0	4	78	17	83	85	*
	African American	98.8	2	78	20	80	76	*
	American Indian	<	<	<	<	<	90	*
	Asian	100.0	0	100	0	100	93	*
	Caucasian	100.0	11	78	10	90	91	*
	Hispanic	100.0	0	91	9	91	83	*
	Native Hawaiian	<	<	<	<	<	96	*
	Unspecified Ethnicity	<	<	<	<	<	85	*
	Economically Disadvantaged	98.7	1	79	20	80	76	*
	Limited English Proficiency	<	<	<	<	<	75	*
	Special Education	100.0	4	64	32	68	58	*
Migrant	<	<	<	<	<	<	*	

Three-Year Trend SOL Spring Scores



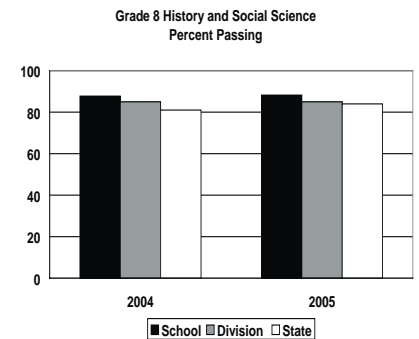
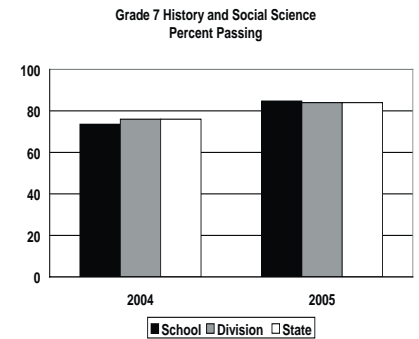
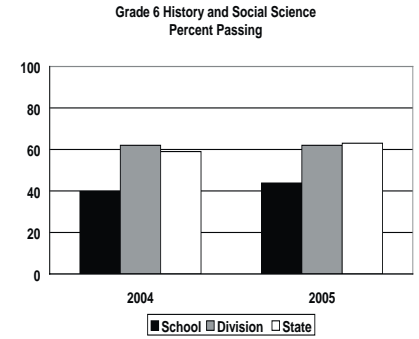
*Not Available < Data not reported for less than 10 students

†VGLA scores are included in the table but not in the bar charts in order to make appropriate comparisons.

2004-2005 SOL Performance

Three-Year Trend SOL Spring Scores

Grades 6, 7, 8 History and Social Science [†]		School % Tested	School Proficiency Levels			Percent Passing		
			Advanced	Proficient	Fail	School	Division	State
Grade 6: History and Social Science	All Students	94.0	6	38	56	44	62	*
	Female	95.0	6	38	56	44	59	*
	Male	93.1	5	38	56	44	65	*
	African American	93.5	4	35	61	39	44	*
	American Indian	<	<	<	<	<	61	*
	Asian	100.0	18	55	27	73	79	*
	Caucasian	96.1	10	47	43	57	70	*
	Hispanic	85.7	0	17	83	17	58	*
	Native Hawaiian	<	<	<	<	<	64	*
	Unspecified Ethnicity	<	<	<	<	<	71	*
	Economically Disadvantaged	93.0	4	31	65	35	44	*
	Limited English Proficiency	<	<	<	<	<	55	*
	Special Education	80.6	0	26	74	26	28	*
Migrant	<	<	<	<	<	<	*	
Grade 7: History and Social Science	All Students	87.0	26	58	15	85	84	*
	Female	91.7	26	55	19	81	83	*
	Male	82.8	27	62	12	88	85	*
	African American	86.5	19	62	19	81	73	*
	American Indian	<	<	<	<	<	83	*
	Asian	<	<	<	<	<	91	*
	Caucasian	90.8	42	49	9	91	89	*
	Hispanic	73.3	36	64	0	100	81	*
	Native Hawaiian	<	<	<	<	<	91	*
	Unspecified Ethnicity	<	<	<	<	<	83	*
	Economically Disadvantaged	82.4	19	60	21	79	72	*
	Limited English Proficiency	<	<	<	<	<	84	*
	Special Education	40.9	15	44	41	59	54	*
Migrant	<	<	<	<	<	<	*	
Grade 8: History and Social Science	All Students	93.1	21	67	12	88	85	*
	Female	97.9	16	69	15	85	84	*
	Male	88.2	27	65	9	91	86	*
	African American	93.0	17	70	13	87	76	*
	American Indian	<	<	<	<	<	88	*
	Asian	100.0	15	69	15	85	91	*
	Caucasian	91.4	33	59	8	92	89	*
	Hispanic	100.0	29	71	0	100	79	*
	Native Hawaiian	<	<	<	<	<	85	*
	Unspecified Ethnicity	<	<	<	<	<	81	*
	Economically Disadvantaged	92.9	18	66	16	84	73	*
	Limited English Proficiency	<	<	<	<	<	62	*
	Special Education	57.7	17	43	40	60	57	*
Migrant	<	<	<	<	<	<	*	



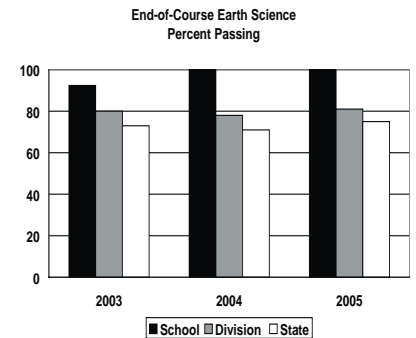
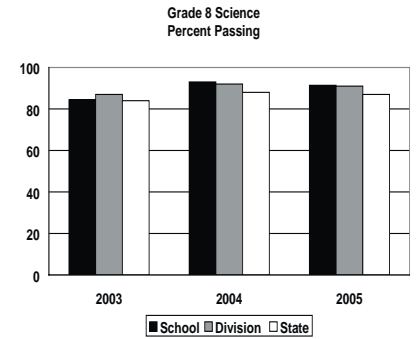
*Not Available < Data not reported for less than 10 students

[†]VGLA scores are included in the table but not in the bar charts in order to make appropriate comparisons.

2004-2005 SOL Performance

Three-Year Trend SOL Spring Scores

Grade 8 and End-of-Course [†]		School % Tested	School Proficiency Levels			Percent Passing		
			Advanced	Proficient	Fail	School	Division	State
Science	All Students	91.1	15	76	9	91	91	*
	Female	96.8	13	78	9	91	92	*
	Male	85.3	18	74	8	92	91	*
	African American	93.2	9	81	10	90	84	*
	American Indian	<	<	<	<	<	96	*
	Asian	<	<	<	<	<	96	*
	Caucasian	91.0	36	59	5	95	95	*
	Hispanic	100.0	9	91	0	100	90	*
	Native Hawaiian	<	<	<	<	<	96	*
	Unspecified Ethnicity	<	<	<	<	<	91	*
	Economically Disadvantaged	90.0	12	77	12	88	83	*
	Limited English Proficiency	<	<	<	<	<	78	*
	Special Education	51.9	11	67	22	78	67	*
	Migrant	<	<	<	<	<	<	*
End-of-Course: Earth Science	All Students	100.0	39	61	0	100	85	*
	Female	100.0	27	73	0	100	81	*
	Male	100.0	50	50	0	100	88	*
	African American	100.0	33	67	0	100	70	*
	American Indian	<	<	<	<	<	94	*
	Asian	<	<	<	<	<	91	*
	Caucasian	100.0	38	63	0	100	92	*
	Hispanic	<	<	<	<	<	77	*
	Native Hawaiian	<	<	<	<	<	94	*
	Unspecified Ethnicity	<	<	<	<	<	83	*
	Economically Disadvantaged	100.0	37	63	0	100	73	*
	Limited English Proficiency	<	<	<	<	<	69	*
	Special Education	<	<	<	<	<	65	*
	Migrant	<	<	<	<	<	<	*



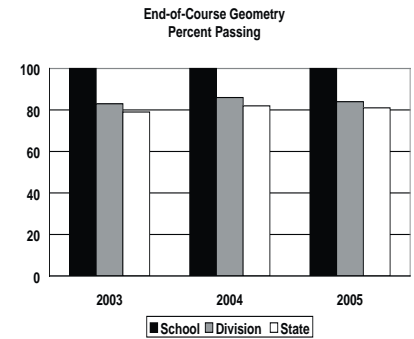
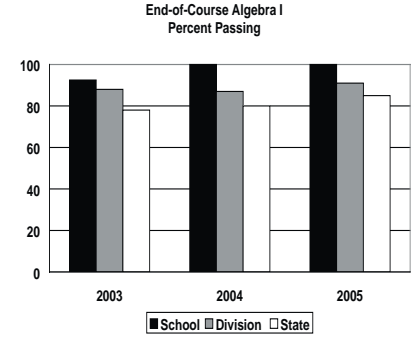
*Not Available < Data not reported for less than 10 students

[†]VGLA scores are included in the table but not in the bar charts in order to make appropriate comparisons.

2004-2005 SOL Performance

Three-Year Trend SOL Spring Scores

End-of-Course [†]		School % Tested	School Proficiency Levels			Percent Passing		
			Advanced	Proficient	Fail	School	Division	State
End-of-Course: Algebra I	All Students	100.0	42	58	0	100	87	*
	Female	100.0	28	72	0	100	89	*
	Male	100.0	59	41	0	100	85	*
	African American	100.0	26	74	0	100	79	*
	American Indian	<	<	<	<	<	81	*
	Asian	<	<	<	<	<	94	*
	Caucasian	100.0	55	45	0	100	90	*
	Hispanic	<	<	<	<	<	85	*
	Native Hawaiian	<	<	<	<	<	90	*
	Unspecified Ethnicity	<	<	<	<	<	91	*
	Economically Disadvantaged	100.0	39	61	0	100	81	*
	Limited English Proficiency	<	<	<	<	<	88	*
	Special Education	<	<	<	<	<	60	*
	Migrant	<	<	<	<	<	<	*
End-of-Course: Geometry	All Students	<	<	<	<	<	87	*
	Female	<	<	<	<	<	85	*
	Male	<	<	<	<	<	88	*
	African American	<	<	<	<	<	72	*
	American Indian	<	<	<	<	<	80	*
	Asian	<	<	<	<	<	91	*
	Caucasian	<	<	<	<	<	92	*
	Hispanic	<	<	<	<	<	83	*
	Native Hawaiian	<	<	<	<	<	95	*
	Unspecified Ethnicity	<	<	<	<	<	90	*
	Economically Disadvantaged	<	<	<	<	<	78	*
	Limited English Proficiency	<	<	<	<	<	88	*
	Special Education	<	<	<	<	<	67	*
	Migrant	<	<	<	<	<	<	*



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

[†]VGLA scores are included in the table but not in the bar charts in order to make appropriate comparisons.

SCHOOL ACCOMPLISHMENTS 2004-2005

- The Art Department won the Virginia Middle School Contest. The art of a seventh-grade student will be the cover design for the Virginia Middle School Curriculum.
- The Bayside Raiders won the City Track meet and the Football City Championship. The boys' basketball team won their division title.
- The requirements were met for Adequate Yearly Progress for all students.