

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

## KEMPS LANDING MAGNET (6-8)

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## 2005-2006

Mrs. Randi R. Riesbeck, Principal  
Mr. Charles H. Foster, Assistant Principal  
Ms. Jackie Slater, 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	Michael W. Stewart
Sandra Smith-Jones, Vice Chairman	Arthur T. Tate
Rita Sweet Bellitto	Carolyn D. Weems
Jane S. Brooks	Dr. Lois S. Williams
Emma L. "Em" Davis	
Edward F. Fissinger, Sr.	
Dan R. Lowe	

## 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](http://www.vbschools.com) and [www.doe.virginia.gov](http://www.doe.virginia.gov).

### SCHOOL INFORMATION

**PTA Membership March 2005:** 708

**No Child Left Behind Adequate Yearly Progress (AYP)**

**Status:** Made AYP

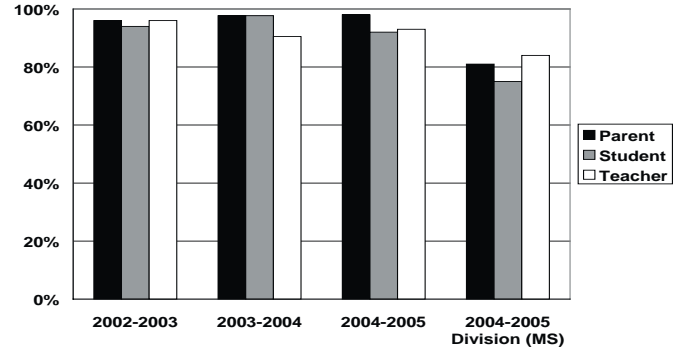
**No Child Left Behind Safe School**

**Status:** Not Persistently Dangerous

#### Average Class Size

English	Mathematics	Science	Social Studies
24.8	24.0	25.0	25.0

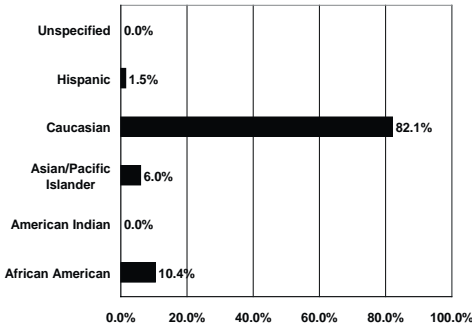
Percentage of people giving an A or B grade to the overall quality of education received by students at this school, based on the school division's annual spring survey.



#### Attendance 2004-2005\*\*

School Average Daily Attendance:	97.7%
Division (MS) Average Daily Attendance:	95.4%
AYP Attendance Target:	94.0%

### STAFF CHARACTERISTICS



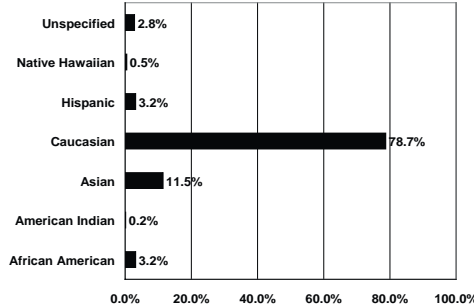
Administration/Intern:	2
Instructional:	44
Classified:	17
Other:	4

#### Additional Instructional Characteristics

	School	Division (MS)	State
Female	65.9%	75.9%	*
Male	34.1%	24.1%	*
Average years of teaching experience	16.4	13.6	*
Percentage with graduate degrees	54.5	48.1	*
Percentage new to the system	9.1	7.0	*
Percentage of core courses not taught by highly qualified teachers 04-05	2.7	5.6	4.4
Percentage of teachers with provisional credentials 04-05	6.4	4.5	7.1

\*Not Available

### STUDENT CHARACTERISTICS



September 30, 2005

Membership: 602

	School	Division (MS)
Female	49.7%	48.6%
Male	50.3%	51.4%
Economically Disadvantaged	4.8%	27.2%
Gifted	83.7%	14.3%
Limited English Proficiency	0.2%	2.0%
Migrant	0.0%	0.0%
Special Education	0.8%	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	92	59
Total Language	95	69
Total Mathematics	97	73
Partial Battery Total	94	66

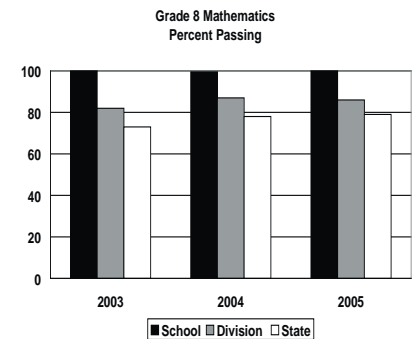
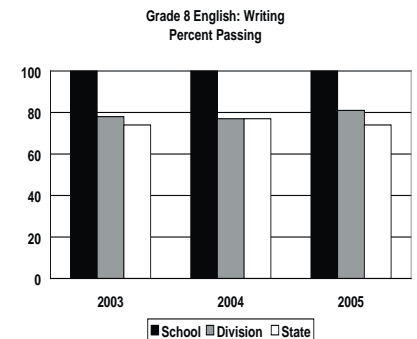
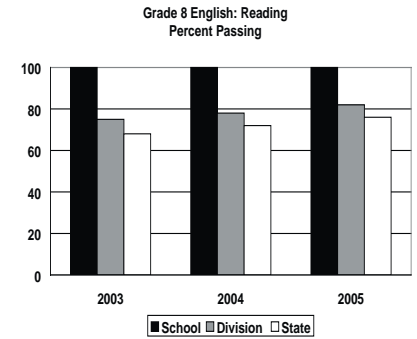
\*\*Attendance as of March 31 is reported because it is used by the state to calculate AYP.

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 <sup>†</sup>		School % Tested	School Proficiency Levels			Percent Passing		
			Advanced	Proficient	Fail	School	Division	State
English: Reading	All Students	100.0	87	13	0	100	82	*
	Female	100.0	90	10	0	100	86	*
	Male	100.0	85	15	0	100	78	*
	African American	<	<	<	<	<	71	*
	American Indian	<	<	<	<	<	79	*
	Asian	100.0	84	16	0	100	90	*
	Caucasian	100.0	88	12	0	100	86	*
	Hispanic	<	<	<	<	<	82	*
	Native Hawaiian	<	<	<	<	<	85	*
	Unspecified Ethnicity	<	<	<	<	<	82	*
	Economically Disadvantaged	<	<	<	<	<	69	*
	Limited English Proficiency	<	<	<	<	<	63	*
	Special Education	<	<	<	<	<	41	*
Migrant	<	<	<	<	<	<	*	
English: Writing	All Students	100.0	24	76	0	100	81	*
	Female	100.0	30	70	0	100	88	*
	Male	100.0	17	83	0	100	74	*
	African American	<	<	<	<	<	71	*
	American Indian	<	<	<	<	<	92	*
	Asian	100.0	24	76	0	100	88	*
	Caucasian	100.0	26	74	0	100	85	*
	Hispanic	<	<	<	<	<	74	*
	Native Hawaiian	<	<	<	<	<	92	*
	Unspecified Ethnicity	<	<	<	<	<	85	*
	Economically Disadvantaged	<	<	<	<	<	69	*
	Limited English Proficiency	<	<	<	<	<	62	*
	Special Education	<	<	<	<	<	36	*
Migrant	<	<	<	<	<	<	*	
Mathematics	All Students	100.0	53	47	0	100	86	*
	Female	100.0	52	48	0	100	88	*
	Male	100.0	53	47	0	100	85	*
	African American	100.0	50	50	0	100	76	*
	American Indian	<	<	<	<	<	90	*
	Asian	100.0	68	32	0	100	93	*
	Caucasian	100.0	51	49	0	100	91	*
	Hispanic	<	<	<	<	<	83	*
	Native Hawaiian	<	<	<	<	<	96	*
	Unspecified Ethnicity	100.0	53	47	0	100	85	*
	Economically Disadvantaged	100.0	27	73	0	100	76	*
	Limited English Proficiency	<	<	<	<	<	75	*
	Special Education	<	<	<	<	<	58	*
Migrant	<	<	<	<	<	<	*	

**Three-Year Trend SOL Spring Scores**



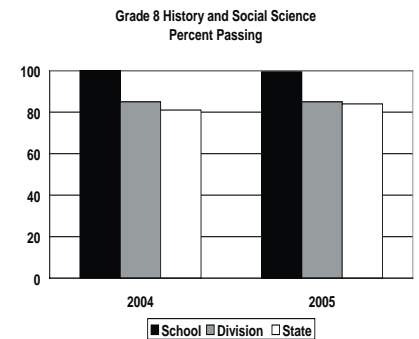
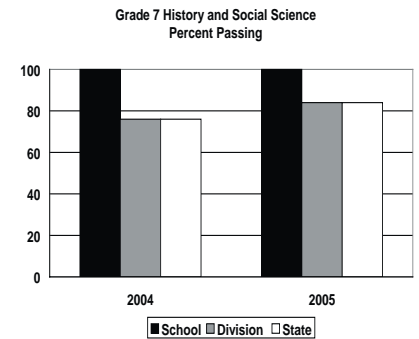
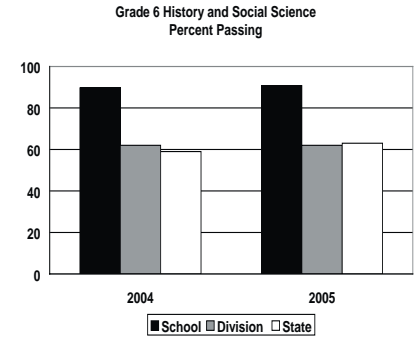
\*Not Available < Data not reported for less than 10 students

†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 <sup>†</sup>		School % Tested	School Proficiency Levels			Percent Passing		
			Advanced	Proficient	Fail	School	Division	State
Grade 6: History and Social Science	All Students	100.0	21	70	9	91	62	*
	Female	100.0	13	74	13	87	59	*
	Male	100.0	28	66	6	94	65	*
	African American	<	<	<	<	<	44	*
	American Indian	<	<	<	<	<	61	*
	Asian	100.0	22	72	6	94	79	*
	Caucasian	100.0	22	69	10	90	70	*
	Hispanic	<	<	<	<	<	58	*
	Native Hawaiian	<	<	<	<	<	64	*
	Unspecified Ethnicity	100.0	15	77	8	92	71	*
	Economically Disadvantaged	100.0	20	70	10	90	44	*
	Limited English Proficiency	<	<	<	<	<	55	*
	Special Education	<	<	<	<	<	28	*
Migrant	<	<	<	<	<	<	*	
Grade 7: History and Social Science	All Students	100.0	74	26	0	100	84	*
	Female	100.0	64	36	0	100	83	*
	Male	100.0	83	17	0	100	85	*
	African American	<	<	<	<	<	73	*
	American Indian	<	<	<	<	<	83	*
	Asian	100.0	86	14	0	100	91	*
	Caucasian	100.0	73	27	0	100	89	*
	Hispanic	<	<	<	<	<	81	*
	Native Hawaiian	<	<	<	<	<	91	*
	Unspecified Ethnicity	<	<	<	<	<	83	*
	Economically Disadvantaged	100.0	69	31	0	100	72	*
	Limited English Proficiency	<	<	<	<	<	84	*
	Special Education	<	<	<	<	<	54	*
Migrant	<	<	<	<	<	<	*	
Grade 8: History and Social Science	All Students	100.0	80	19	1	99	85	*
	Female	100.0	74	25	1	99	84	*
	Male	100.0	88	12	0	100	86	*
	African American	<	<	<	<	<	76	*
	American Indian	<	<	<	<	<	88	*
	Asian	100.0	84	16	0	100	91	*
	Caucasian	100.0	79	20	1	99	89	*
	Hispanic	<	<	<	<	<	79	*
	Native Hawaiian	<	<	<	<	<	85	*
	Unspecified Ethnicity	<	<	<	<	<	81	*
	Economically Disadvantaged	<	<	<	<	<	73	*
	Limited English Proficiency	<	<	<	<	<	62	*
	Special Education	<	<	<	<	<	57	*
Migrant	<	<	<	<	<	<	*	



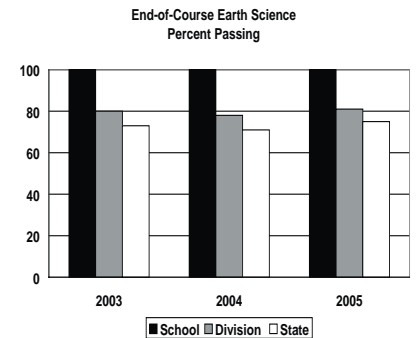
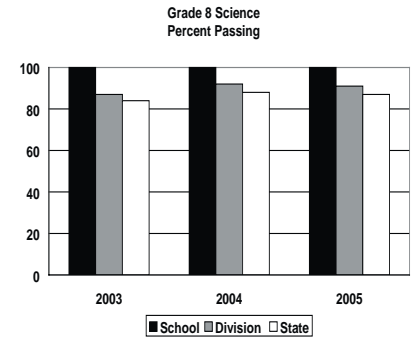
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<sup>†</sup>VGLA scores are included in the table but not in the bar charts in order to make appropriate comparisons.

## 2004-2005 SOL Performance

## Three-Year Trend SOL Spring Scores

Grade 8 and End-of-Course <sup>†</sup>		School % Tested	School Proficiency Levels			Percent Passing		
			Advanced	Proficient	Fail	School	Division	State
Science	All Students	100.0	69	31	0	100	91	*
	Female	100.0	61	39	0	100	92	*
	Male	100.0	76	24	0	100	91	*
	African American	<	<	<	<	<	84	*
	American Indian	<	<	<	<	<	96	*
	Asian	100.0	55	45	0	100	96	*
	Caucasian	100.0	71	29	0	100	95	*
	Hispanic	<	<	<	<	<	90	*
	Native Hawaiian	<	<	<	<	<	96	*
	Unspecified Ethnicity	100.0	73	27	0	100	91	*
	Economically Disadvantaged	100.0	54	46	0	100	83	*
	Limited English Proficiency	<	<	<	<	<	78	*
	Special Education	<	<	<	<	<	67	*
	Migrant	<	<	<	<	<	<	*
End-of-Course: Earth Science	All Students	100.0	64	36	0	100	85	*
	Female	100.0	59	41	0	100	81	*
	Male	100.0	70	30	0	100	88	*
	African American	<	<	<	<	<	70	*
	American Indian	<	<	<	<	<	94	*
	Asian	100.0	64	36	0	100	91	*
	Caucasian	100.0	66	34	0	100	92	*
	Hispanic	<	<	<	<	<	77	*
	Native Hawaiian	<	<	<	<	<	94	*
	Unspecified Ethnicity	<	<	<	<	<	83	*
	Economically Disadvantaged	<	<	<	<	<	73	*
	Limited English Proficiency	<	<	<	<	<	69	*
	Special Education	<	<	<	<	<	65	*
	Migrant	<	<	<	<	<	<	*



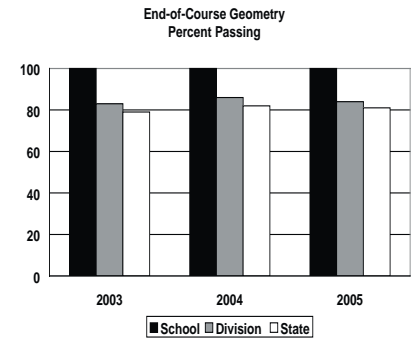
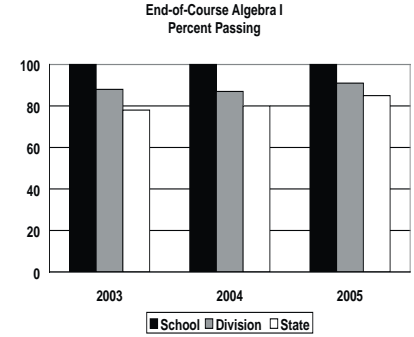
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<sup>†</sup>VGLA scores are included in the table but not in the bar charts in order to make appropriate comparisons.

## 2004-2005 SOL Performance

## Three-Year Trend SOL Spring Scores

End-of-Course <sup>†</sup>		School % Tested	School Proficiency Levels			Percent Passing		
			Advanced	Proficient	Fail	School	Division	State
End-of-Course: Algebra I	All Students	100.0	65	35	0	100	87	*
	Female	100.0	66	34	0	100	89	*
	Male	100.0	64	36	0	100	85	*
	African American	<	<	<	<	<	79	*
	American Indian	<	<	<	<	<	81	*
	Asian	100.0	78	22	0	100	94	*
	Caucasian	100.0	62	38	0	100	90	*
	Hispanic	<	<	<	<	<	85	*
	Native Hawaiian	<	<	<	<	<	90	*
	Unspecified Ethnicity	100.0	73	27	0	100	91	*
	Economically Disadvantaged	100.0	46	54	0	100	81	*
	Limited English Proficiency	<	<	<	<	<	88	*
	Special Education	<	<	<	<	<	60	*
	Migrant	<	<	<	<	<	<	*
End-of-Course: Geometry	All Students	100.0	73	27	0	100	87	*
	Female	100.0	75	25	0	100	85	*
	Male	100.0	71	29	0	100	88	*
	African American	<	<	<	<	<	72	*
	American Indian	<	<	<	<	<	80	*
	Asian	100.0	76	24	0	100	91	*
	Caucasian	100.0	71	29	0	100	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

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

### SCHOOL ACCOMPLISHMENTS 2004-2005

- The KLMS students placed first in the National Social Studies League in both grades six and seven, and our eighth-grade students took second place honors in this national competition.
- The KLMS PTA earned the PTA's Exemplary award for the fifth year in a row.
- Our Academic Challenge and Forensics teams claimed the 2004-2005 citywide Championships.
- The KLMS Guidance Department earned the Superintendent's Quality Award for their comprehensive student intervention plan.