

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

SALEM

Middle (6-8)

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2005-2006

Mrs. Shea D. Paisley, Principal

Mr. D. Alex Bergren, Assistant Principal

Mr. Gary R. Hartranft, Assistant Principal

Mrs. Angelita V. Napies, Assistant Principal

Ms. Corrine Dillon, 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: 701

No Child Left Behind Adequate Yearly Progress (AYP)

Status: Made AYP

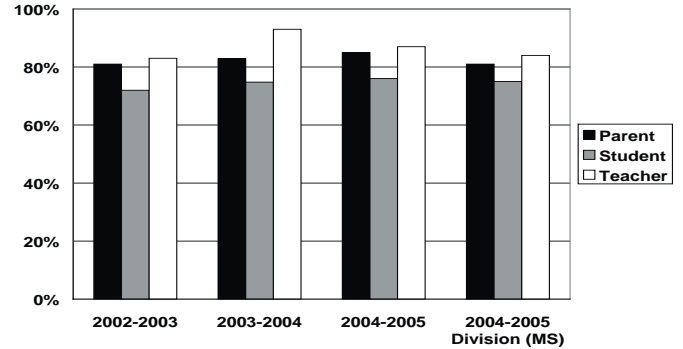
No Child Left Behind Safe School

Status: Not Persistently Dangerous

Average Class Size

English	Mathematics	Science	Social Studies
22.7	24.6	25.5	25.4

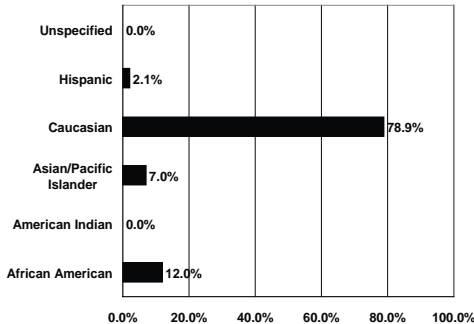
Percentage of people giving an A or B grade to the overall quality of education received by students at this school, based on the school division's annual spring survey.



Attendance 2004-2005**

School Average Daily Attendance:	96.5%
Division (MS) Average Daily Attendance:	95.4%
AYP Attendance Target:	94.0%

STAFF CHARACTERISTICS



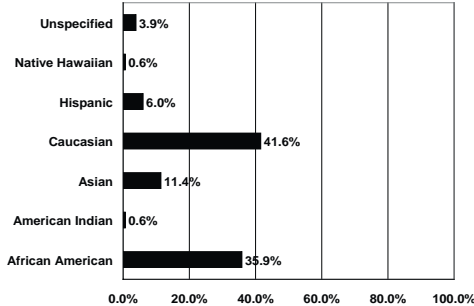
Administration/Intern:	4
Instructional:	90
Classified:	44
Other:	4

Additional Instructional Characteristics

	School	Division (MS)	State
Female	83.3%	75.9%	*
Male	16.7%	24.1%	*
Average years of teaching experience	16.0	13.6	*
Percentage with graduate degrees	54.4	48.1	*
Percentage new to the system	5.6	7.0	*
Percentage of core courses not taught by highly qualified teachers 04-05	4.7	5.6	4.4
Percentage of teachers with provisional credentials 04-05	5.1	4.5	7.1

*Not Available

STUDENT CHARACTERISTICS



September 30, 2005

Membership: 1,263

	School	Division (MS)
Female	48.0%	48.6%
Male	52.0%	51.4%
Economically Disadvantaged	21.9%	27.2%
Gifted	11.8%	14.3%
Limited English Proficiency	2.6%	2.0%
Migrant	0.0%	0.0%
Special Education	13.8%	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	60	59
Total Language	67	69
Total Mathematics	71	73
Partial Battery Total	66	66

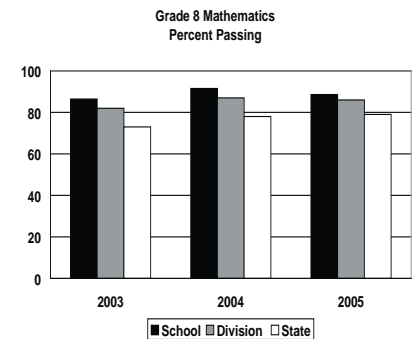
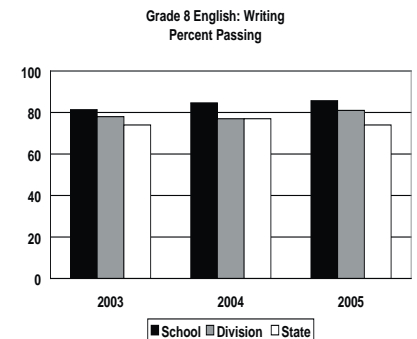
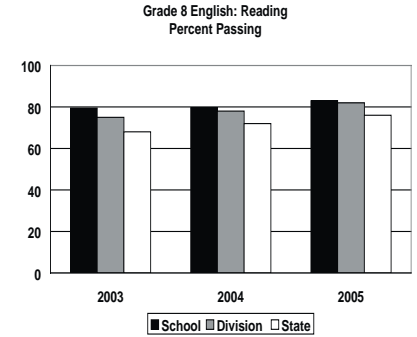
**Attendance as of March 31 is reported because it is used by the state to calculate AYP.

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	99.5	34	49	17	83	82	*
	Female	99.0	36	52	11	89	86	*
	Male	100.0	31	46	23	77	78	*
	African American	98.6	25	50	25	75	71	*
	American Indian	<	<	<	<	<	79	*
	Asian	100.0	43	41	16	84	90	*
	Caucasian	100.0	38	51	12	88	86	*
	Hispanic	100.0	32	55	14	86	82	*
	Native Hawaiian	<	<	<	<	<	85	*
	Unspecified Ethnicity	100.0	33	47	20	80	82	*
	Economically Disadvantaged	100.0	21	51	29	71	69	*
	Limited English Proficiency	<	<	<	<	<	63	*
	Special Education	96.2	8	36	56	44	41	*
Migrant	<	<	<	<	<	<	*	
English: Writing	All Students	99.3	7	79	14	86	81	*
	Female	99.5	9	85	6	94	88	*
	Male	99.0	5	72	23	77	74	*
	African American	100.0	6	76	18	82	71	*
	American Indian	<	<	<	<	<	92	*
	Asian	100.0	16	76	8	92	88	*
	Caucasian	98.9	6	83	11	89	85	*
	Hispanic	95.5	5	67	29	71	74	*
	Native Hawaiian	<	<	<	<	<	92	*
	Unspecified Ethnicity	100.0	13	80	7	93	85	*
	Economically Disadvantaged	98.7	1	70	29	71	69	*
	Limited English Proficiency	<	<	<	<	<	62	*
	Special Education	100.0	2	46	52	48	36	*
Migrant	<	<	<	<	<	<	*	
Mathematics	All Students	99.6	20	69	11	89	86	*
	Female	99.1	18	74	8	92	88	*
	Male	100.0	22	63	15	85	85	*
	African American	98.6	10	73	17	83	76	*
	American Indian	<	<	<	<	<	90	*
	Asian	100.0	26	66	9	91	93	*
	Caucasian	100.0	26	66	8	92	91	*
	Hispanic	100.0	15	69	15	85	83	*
	Native Hawaiian	<	<	<	<	<	96	*
	Unspecified Ethnicity	100.0	19	69	13	88	85	*
	Economically Disadvantaged	100.0	11	68	21	79	76	*
	Limited English Proficiency	<	<	<	<	<	75	*
	Special Education	96.1	12	45	43	57	58	*
Migrant	<	<	<	<	<	<	*	

Three-Year Trend SOL Spring Scores



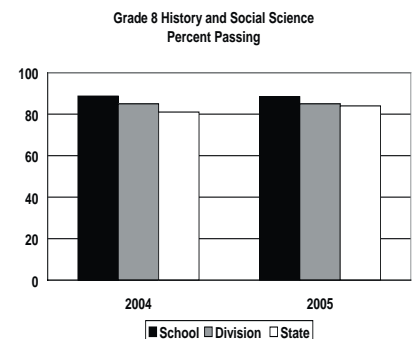
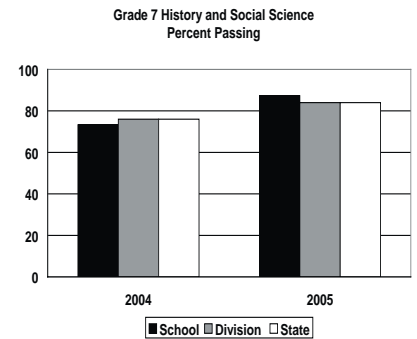
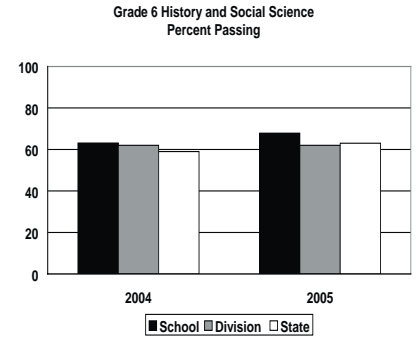
*Not Available < Data not reported for less than 10 students

†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	98.5	16	52	32	68	62	*
	Female	98.8	12	50	38	62	59	*
	Male	98.3	18	54	28	72	65	*
	African American	98.7	7	49	44	56	44	*
	American Indian	<	<	<	<	<	61	*
	Asian	94.7	30	56	15	85	79	*
	Caucasian	100.0	21	53	27	73	70	*
	Hispanic	100.0	15	55	30	70	58	*
	Native Hawaiian	<	<	<	<	<	64	*
	Unspecified Ethnicity	94.4	12	59	29	71	71	*
	Economically Disadvantaged	97.3	6	51	43	57	44	*
	Limited English Proficiency	<	<	<	<	<	55	*
	Special Education	94.2	2	31	67	33	28	*
Migrant	<	<	<	<	<	<	*	
Grade 7: History and Social Science	All Students	97.9	36	51	13	87	84	*
	Female	97.6	34	52	15	86	83	*
	Male	98.3	39	50	11	89	85	*
	African American	97.8	25	56	19	81	73	*
	American Indian	<	<	<	<	<	83	*
	Asian	90.9	48	46	6	94	91	*
	Caucasian	99.5	44	46	10	90	89	*
	Hispanic	100.0	27	58	15	85	81	*
	Native Hawaiian	<	<	<	<	<	91	*
	Unspecified Ethnicity	100.0	29	71	0	100	83	*
	Economically Disadvantaged	98.2	23	56	21	79	72	*
	Limited English Proficiency	<	<	<	<	<	84	*
	Special Education	94.4	6	57	37	63	54	*
Migrant	<	<	<	<	<	<	*	
Grade 8: History and Social Science	All Students	99.3	27	61	12	88	85	*
	Female	99.0	26	61	13	87	84	*
	Male	99.5	28	61	10	90	86	*
	African American	97.9	21	65	14	86	76	*
	American Indian	<	<	<	<	<	88	*
	Asian	100.0	30	62	8	92	91	*
	Caucasian	100.0	32	58	10	90	89	*
	Hispanic	100.0	19	67	14	86	79	*
	Native Hawaiian	<	<	<	<	<	85	*
	Unspecified Ethnicity	100.0	33	47	20	80	81	*
	Economically Disadvantaged	100.0	17	63	21	79	73	*
	Limited English Proficiency	<	<	<	<	<	62	*
	Special Education	96.2	12	46	42	58	57	*
Migrant	<	<	<	<	<	<	*	



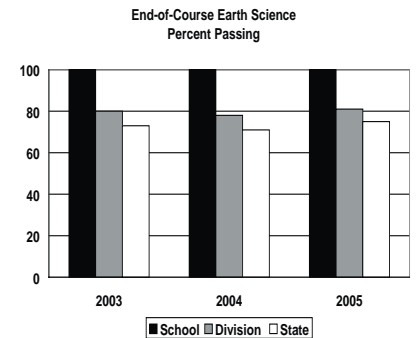
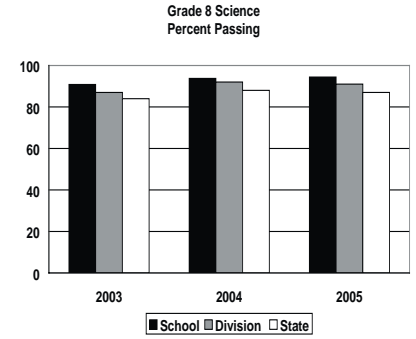
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[†]VGLA scores are included in the table but not in the bar charts in order to make appropriate comparisons.

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	99.0	31	63	6	94	91	*
	Female	98.6	28	67	5	95	92	*
	Male	99.5	34	60	6	94	91	*
	African American	98.6	18	73	8	92	84	*
	American Indian	<	<	<	<	<	96	*
	Asian	100.0	43	51	5	95	96	*
	Caucasian	99.5	39	58	3	97	95	*
	Hispanic	95.7	32	68	0	100	90	*
	Native Hawaiian	<	<	<	<	<	96	*
	Unspecified Ethnicity	100.0	27	53	20	80	91	*
	Economically Disadvantaged	97.4	22	68	11	89	83	*
	Limited English Proficiency	<	<	<	<	<	78	*
	Special Education	96.0	8	69	23	77	67	*
	Migrant	<	<	<	<	<	<	*
End-of-Course: Earth Science	All Students	100.0	57	43	0	100	85	*
	Female	100.0	39	61	0	100	81	*
	Male	100.0	77	23	0	100	88	*
	African American	100.0	0	100	0	100	70	*
	American Indian	<	<	<	<	<	94	*
	Asian	100.0	50	50	0	100	91	*
	Caucasian	100.0	73	27	0	100	92	*
	Hispanic	<	<	<	<	<	77	*
	Native Hawaiian	<	<	<	<	<	94	*
	Unspecified Ethnicity	<	<	<	<	<	83	*
	Economically Disadvantaged	<	<	<	<	<	73	*
	Limited English Proficiency	<	<	<	<	<	69	*
	Special Education	<	<	<	<	<	65	*
	Migrant	<	<	<	<	<	<	*



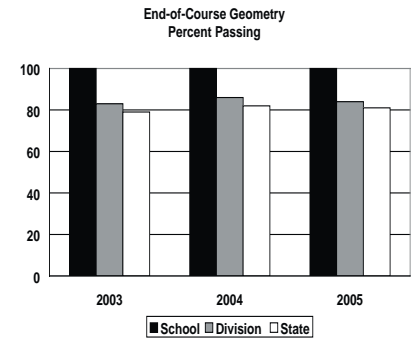
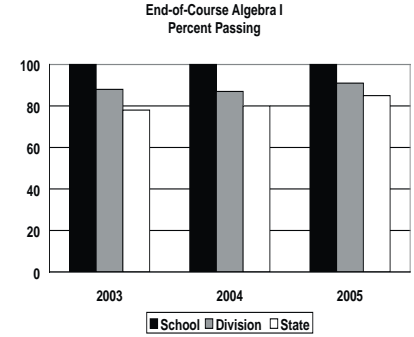
*Not Available < Data not reported for less than 10 students

[†]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	50	50	0	100	87	*
	Female	100.0	54	46	0	100	89	*
	Male	100.0	46	54	0	100	85	*
	African American	100.0	33	67	0	100	79	*
	American Indian	<	<	<	<	<	81	*
	Asian	100.0	56	44	0	100	94	*
	Caucasian	100.0	52	48	0	100	90	*
	Hispanic	<	<	<	<	<	85	*
	Native Hawaiian	<	<	<	<	<	90	*
	Unspecified Ethnicity	<	<	<	<	<	91	*
	Economically Disadvantaged	<	<	<	<	<	81	*
	Limited English Proficiency	<	<	<	<	<	88	*
	Special Education	<	<	<	<	<	60	*
	Migrant	<	<	<	<	<	<	*
End-of-Course: Geometry	All Students	100.0	63	38	0	100	87	*
	Female	<	<	<	<	<	85	*
	Male	100.0	70	30	0	100	88	*
	African American	<	<	<	<	<	72	*
	American Indian	<	<	<	<	<	80	*
	Asian	<	<	<	<	<	91	*
	Caucasian	100.0	50	50	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

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

SCHOOL ACCOMPLISHMENTS 2004-2005

- In 2004, Salem met state accreditation standards for the fifth consecutive year and added the distinction of meeting all accreditation standards as set forth in the *No Child Left Behind Act of 2001* federal legislation.
- Our school boasts the second highest average monthly attendance for 2004-2005 and was the highest ranked middle school in March 2005.
- Five Salem teachers received *Building Futures Grant* awards totaling in excess of \$3,600 to support innovative instructional practices.