

ANNUAL

VIRGINIA BEACH CITY PUBLIC SCHOOLS

Middle School Report Card

ISSUED 2006-2007



Dear Parents or Guardian:

We are pleased to provide you with the ninth 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 94 percent of our schools made AYP for the 2006-2007 school year based on 2005-2006 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

BAYSIDE Middle (6-8)

Home of the Raiders

965 Newtown Road
Virginia Beach, VA 23462
757-473-5080 (phone)
757-473-5185 (fax)
bayms@vbschools.com
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2006-2007

Dr. Barbara O. Cooper, Principal
Mr. Robert R. Ambrose, Assistant Principal
Ms. Harriet Joey Hallock, Assistant Principal
Mr. Todd A. Sherman, Assistant Principal
Mr. Kenneth Rines, PTA President

State Accreditation Status:
Fully Accredited

NCLB Adequate Yearly Progress Status:
Did Not Make AYP

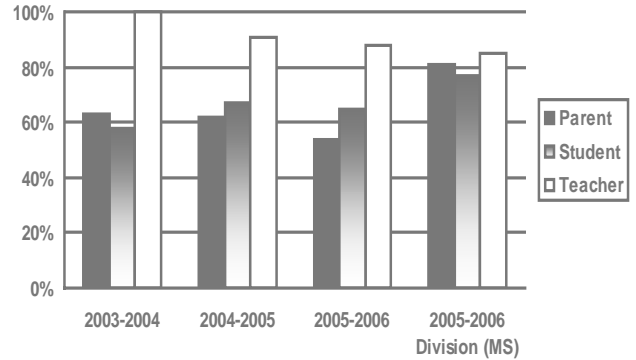
READING YOUR SCHOOL REPORT CARD

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 2006-2007 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:	32%
PTA Membership June 2006:	142
Average Class Size	
English	Mathematics
20.4	22.8
Science	Social Studies
23.3	23.3
Attendance 2005-2006**	
School Average Daily Attendance:	94.5%
Division (MS) Average Daily Attendance:	95.7%
AYP Attendance Target:	94.0%

Overall Quality of Education

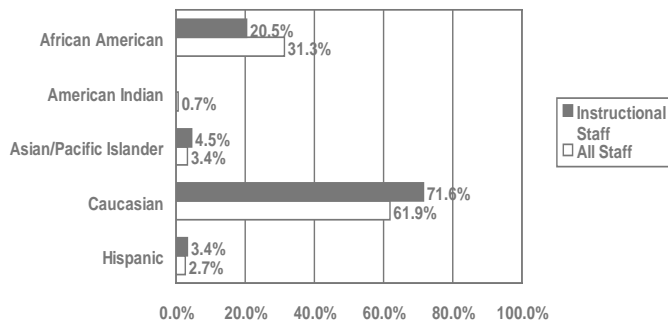


The bar chart above displays the percentage of people giving a grade of A or B to the overall quality of education received by students at this school, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 4 **Classified:** 51
Instructional: 88 **Other:** 4

Fall 2006 Staff Characteristics



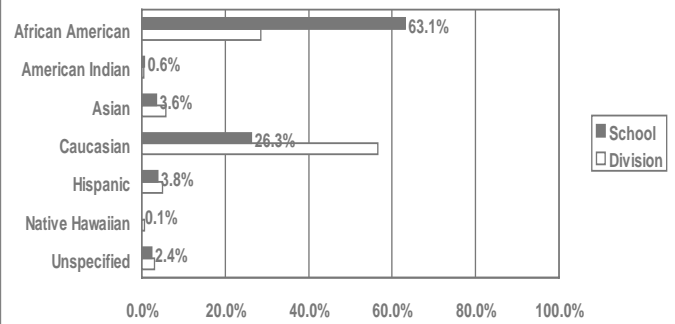
Additional Characteristics for Instructional Staff

	School	Division (MS)	State
<i>Female</i>	75.0%	76.4%	*
<i>Male</i>	25.0%	23.6%	*
<i>Average years of teaching experience</i>	12.4	13.9	*
<i>Percentage with graduate degrees</i>	40.9	50.1	*
<i>Percentage new to the system</i>	3.4	6.2	*
<i>Percentage of core courses not taught by highly qualified teachers 05-06</i>	7	6	5
		Entire Division	
<i>Percentage of teachers with provisional credentials 05-06</i>	5	5	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 1,104 **Division Membership (MS):** 17,023

Fall 2006 Student Characteristics



Additional Student Characteristics

	School	Division (MS)
<i>Female</i>	47.6%	48.7%
<i>Male</i>	52.4%	51.3%
<i>Economically Disadvantaged</i>	62.0%	31.2%
<i>Gifted</i>	7.2%	15.3%
<i>Limited English Proficiency</i>	1.8%	1.9%
<i>Migrant</i>	0.0%	0.0%
<i>Special Education</i>	18.5%	13.5%

*Not Available

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

STUDENT PERFORMANCE INFORMATION

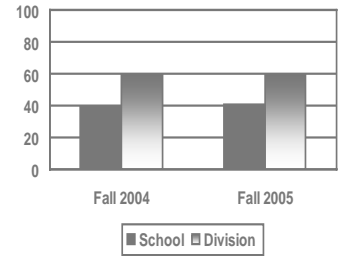
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this 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

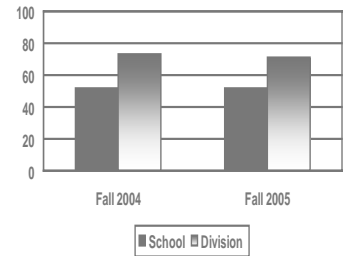
Grade 6		Fall 2004		Fall 2005	
		School	Division	School	Division
Total Reading	All Students	39	59	41	59
	Female	41	62	45	63
	Male	36	56	39	56
	African American	34	42	35	44
	American Indian	<	74	<	62
	Asian	56	67	50	67
	Caucasian	51	67	54	67
	Hispanic	25	51	37	51
	Native Hawaiian	<	<	<	66
	Unspecified Ethnicity	39	54	45	57
	Economically Disadvantaged	33	44	31	44
	Limited English Proficiency	<	30	<	<
	Special Education	16	26	15	24
Total Mathematics	All Students	52	73	52	71
	Female	54	74	54	72
	Male	51	72	51	69
	African American	48	55	46	53
	American Indian	<	77	<	81
	Asian	87	86	65	85
	Caucasian	63	80	63	77
	Hispanic	37	67	46	63
	Native Hawaiian	<	<	<	77
	Unspecified Ethnicity	37	70	58	71
	Economically Disadvantaged	46	58	44	57
	Limited English Proficiency	<	63	<	<
	Special Education	29	38	20	32
Total Language	All Students	53	69	54	68
	Female	59	74	61	73
	Male	47	64	47	62
	African American	51	56	50	56
	American Indian	<	60	<	71
	Asian	75	79	56	80
	Caucasian	57	74	59	73
	Hispanic	44	66	48	60
	Native Hawaiian	<	<	<	76
	Unspecified Ethnicity	44	62	57	67
	Economically Disadvantaged	48	57	47	55
	Limited English Proficiency	<	50	<	<
	Special Education	24	38	22	33

Two-Year Trend
Stanford 10
Performance

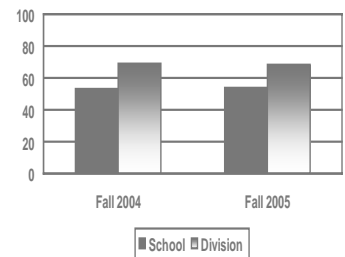
**Total Reading
Percentile Ranks**



**Total Mathematics
Percentile Ranks**



**Total Language
Percentile Ranks**



<Data not reported for less than 10 students

STUDENT PERFORMANCE INFORMATION

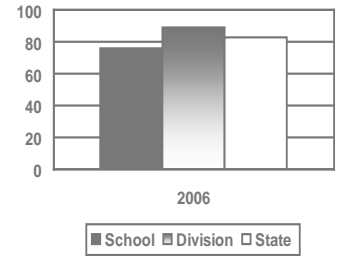
The Standards of Learning (SOL) tests are state mandated achievement tests used by students to earn verified credits for graduation and by schools and the division to assess student achievement and plan for continuous improvement. The test results are also used to determine school accreditation and AYP status. The 2005-2006 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://t1pe.doe.virginia.gov/reportcard/> and reflect the percentage of students at each proficiency level. Results for individual SOL tests are available at <http://www.vbschools.com/SOL.asp>.

2005-2006 SOL PERFORMANCE

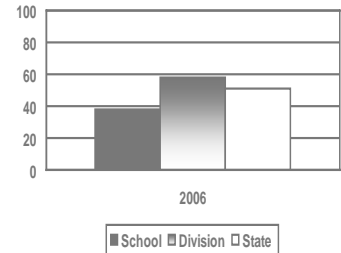
Grade 6		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	29	47	24	76	89	83
	Female	34	50	17	83	92	86
	Male	25	45	29	71	86	80
	African American	23	45	31	69	80	71
	American Indian	<	<	<	<	84	84
	Asian	38	44	19	81	94	91
	Caucasian	38	51	11	89	92	89
	Hispanic	23	54	23	77	89	75
	Other Ethnicity	54	46	0	100	89	86
	Economically Disadvantaged	20	50	30	70	79	71
	Limited English Proficiency	<	<	<	<	78	71
	Migrant	<	<	<	<	<	54
	Special Education	6	35	59	41	63	60
	Mathematics	All Students	7	30	62	38	58
Female		8	33	59	41	58	52
Male		7	28	65	35	59	51
African American		5	25	69	31	41	34
American Indian		<	<	<	<	55	52
Asian		13	31	56	44	76	73
Caucasian		12	38	50	50	67	60
Hispanic		7	36	57	43	48	39
Other Ethnicity		0	46	54	46	58	57
Economically Disadvantaged		4	25	71	29	41	34
Limited English Proficiency		<	<	<	<	46	39
Migrant		<	<	<	<	<	36
Special Education		0	12	88	12	31	30
Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	28	56	16	84	87	81
	Female	34	53	13	87	90	84
	Male	23	59	18	82	83	78
	African American	26	57	18	82	78	69
	American Indian	<	<	<	<	91	84
	Asian	30	50	20	80	91	89
	Caucasian	37	52	11	89	91	88
	Hispanic	17	75	8	92	85	70
	Other Ethnicity	<	<	<	<	86	85
	Economically Disadvantaged	23	58	19	81	77	67
	Limited English Proficiency	<	<	<	<	70	62
	Migrant	<	<	<	<	<	62
	Special Education	24	48	28	72	59	55

SOL Passing Rates

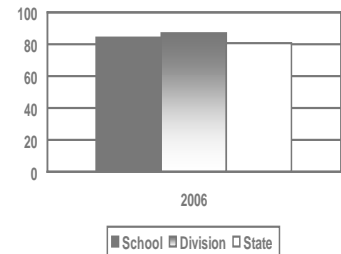
Grade 6 English: Reading, Literature, and Research
Percent Passing



Grade 6 Mathematics
Percent Passing



Grade 7 English: Reading, Literature, and Research
Percent Passing



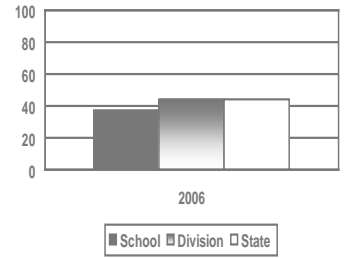
<Data not reported for less than 10 students

2005-2006 SOL PERFORMANCE

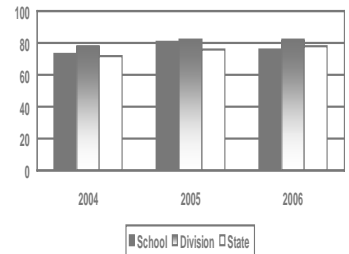
Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	4	33	63	37	44	44
	Female	2	28	69	31	44	44
	Male	5	38	57	43	44	43
	African American	5	32	63	37	29	26
	American Indian	<	<	<	<	33	42
	Asian	<	<	<	<	64	64
	Caucasian	3	32	65	35	53	53
	Hispanic	0	50	50	50	43	31
	Other Ethnicity	<	<	<	<	42	51
	Economically Disadvantaged	4	31	65	35	32	28
	Limited English Proficiency	<	<	<	<	35	30
	Migrant	<	<	<	<	<	38
	Special Education	19	42	39	61	29	26
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	22	54	24	76	82	78
	Female	27	47	26	74	86	81
	Male	17	61	23	77	79	75
	African American	18	53	29	71	71	64
	American Indian	<	<	<	<	80	81
	Asian	<	<	<	<	85	85
	Caucasian	33	55	12	88	87	85
	Hispanic	25	50	25	75	79	63
	Other Ethnicity	<	<	<	<	85	81
	Economically Disadvantaged	15	55	30	70	71	64
	Limited English Proficiency	<	<	<	<	64	54
	Migrant	<	<	<	<	<	41
	Special Education	16	29	55	45	47	50
English: Writing [†]	All Students	5	91	4	96	94	*
	Female	9	88	4	96	97	*
	Male	1	95	4	96	91	*
	African American	4	92	4	96	90	*
	American Indian	<	<	<	<	100	*
	Asian	<	<	<	<	97	*
	Caucasian	8	89	3	97	95	*
	Hispanic	<	<	<	<	97	*
	Other Ethnicity	<	<	<	<	94	*
	Economically Disadvantaged	2	93	5	95	90	*
	Limited English Proficiency	<	<	<	<	89	*
	Migrant	<	<	<	<	<	*
	Special Education	0	83	17	83	64	*

Three-Year Trend
SOL Passing Rates

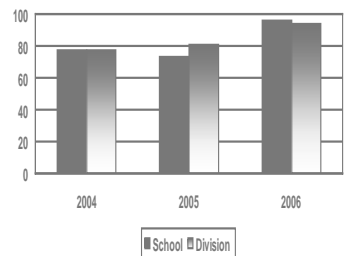
Grade 7 Mathematics
Percent Passing



Grade 8 English: Reading, Literature, and Research
Percent Passing



Grade 8 English: Writing
Percent Passing



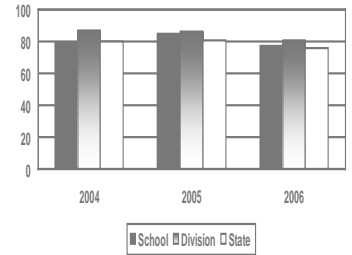
*Not Available <Data not reported for less than 10 students
[†]The state-generated report cards do not include English: Writing scores.

2005-2006 SOL PERFORMANCE

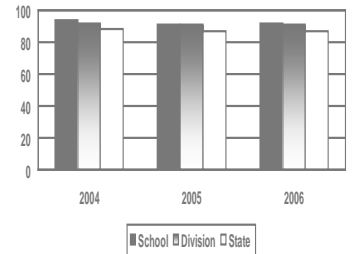
Three-Year Trend
SOL Passing Rates

Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	30	47	23	77	81	76
	Female	32	45	23	77	83	79
	Male	29	48	23	77	78	74
	African American	27	47	26	74	70	63
	American Indian	<	<	<	<	83	76
	Asian	<	<	<	<	91	89
	Caucasian	41	42	17	83	85	83
	Hispanic	<	<	<	<	81	64
	Other Ethnicity	<	<	<	<	80	81
	Economically Disadvantaged	27	45	29	71	70	62
	Limited English Proficiency	<	<	<	<	75	58
	Migrant	<	<	<	<	<	57
	Special Education	22	17	61	39	50	45
Science	All Students	24	67	8	92	91	87
	Female	23	66	11	89	91	86
	Male	26	69	5	95	91	88
	African American	18	71	12	88	82	75
	American Indian	<	<	<	<	100	90
	Asian	<	<	<	<	96	93
	Caucasian	43	57	0	100	95	93
	Hispanic	<	<	<	<	88	77
	Other Ethnicity	<	<	<	<	91	89
	Economically Disadvantaged	19	68	13	87	83	75
	Limited English Proficiency	<	<	<	<	88	72
	Migrant	<	<	<	<	<	64
	Special Education	42	42	15	85	69	64
Content-Specific [§]		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
History and Social Sciences	All Students	27	48	24	76	82	78
	Female	24	51	25	75	81	77
	Male	31	45	24	76	84	79
	African American	24	48	28	72	72	65
	American Indian	<	<	<	<	85	81
	Asian	32	58	10	90	90	87
	Caucasian	36	46	18	82	87	84
	Hispanic	29	47	24	76	78	65
	Other Ethnicity	26	57	17	83	85	80
	Economically Disadvantaged	21	51	28	72	70	62
	Limited English Proficiency	8	50	42	58	71	61
	Migrant	<	<	<	<	<	51
	Special Education	20	29	50	50	56	53

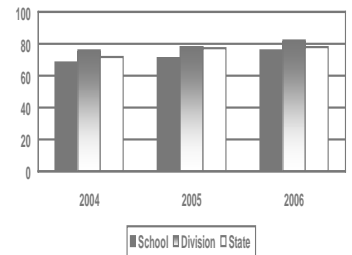
Grade 8 Mathematics
Percent Passing



Grade 8 Science
Percent Passing



Content-Specific History
and Social Sciences
Percent Passing



<Data not reported for less than 10 students

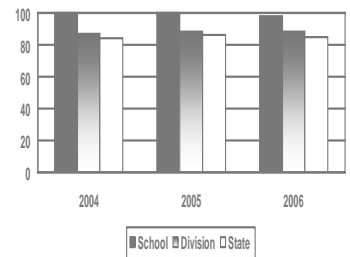
[§]This category includes the following tests: Grade 6 U.S. History to 1877, Grade 7 U.S. History from 1877 to present, and Grade 8 Civics and Economics.

2005-2006 SOL PERFORMANCE

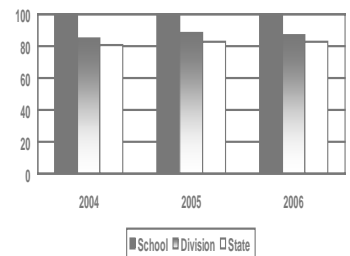
Three-Year Trend
SOL Passing Rates

High School End-of-Course Tests [†]		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	23	75	2	98	88	85
	Female	28	69	3	97	89	86
	Male	18	82	0	100	88	85
	African American	13	87	0	100	79	75
	American Indian	<	<	<	<	87	82
	Asian	<	<	<	<	94	92
	Caucasian	28	69	3	97	91	89
	Hispanic	<	<	<	<	85	80
	Other Ethnicity	<	<	<	<	94	87
	Economically Disadvantaged	17	83	0	100	82	78
	Limited English Proficiency	<	<	<	<	89	80
	Migrant	<	<	<	<	<	78
	Special Education	<	<	<	<	72	66
	Science	All Students	63	37	0	100	87
Female		64	36	0	100	86	82
Male		62	38	0	100	88	84
African American		48	52	0	100	75	71
American Indian		<	<	<	<	97	82
Asian		<	<	<	<	89	87
Caucasian		75	25	0	100	92	90
Hispanic		<	<	<	<	84	69
Other Ethnicity		<	<	<	<	92	82
Economically Disadvantaged		<	<	<	<	77	70
Limited English Proficiency		<	<	<	<	68	60
Migrant		<	<	<	<	<	59
Special Education		<	<	<	<	67	60

High School End-of-Course
Mathematics
Percent Passing



High School End-of-Course
Science
Percent Passing



<Data not reported for less than 10 students

[†]The mathematics end-of-course test results include the following tests: Algebra I, Algebra II, and Geometry. The science end-of-course test results include the following tests: Biology, Chemistry, and Earth Science.

SCHOOL ACCOMPLISHMENTS 2005-2006

- The passing rate for the English writing portion of the SOL improved by more than 20 percent, the largest gain among the middle schools.
- History and social science SOL scores in grades 6, 7, and 8 improved for the 2006 school year.
- A program addressing vocabulary in the content area was begun for the 2005-2006 school year. This program spotlighted root words, suffixes, and prefixes in each curriculum area weekly.
- Bayside Middle School Art students have first-place art work displayed in the Richmond, Virginia School Board Office and won Best in Show at Virginia Beach Human Rights Diversity Art Show 2005.

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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.

Alternate 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.

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/0607/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)

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Mr. Edward F. Fissinger, Sr.
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(District 4 - Bayside)

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(District 7 - Princess Anne)

Ms. Sandra Smith-Jones
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Bayside Middle School
965 Newtown Road
Virginia Beach, VA 23462

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