

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

CORPORATE LANDING Middle (6-8)

Home of the Jets

1597 Corporate Landing Parkway
Virginia Beach, VA 23454
757-437-6199 (phone)
757-437-6487 (fax)
clandms@vbschools.com
www.corporatelandingms.vbschools.com

2006-2007

Mr. Rodney J. Burnsworth, Principal
Mr. Barry C. Bowyer, Assistant Principal
Ms. Phyllis S. Coley, Assistant Principal
Ms. Christy E. McQueeney, Assistant Principal
Ms. Felicia Bailey, PTA President

State Accreditation Status:
Fully Accredited

NCLB Adequate Yearly Progress Status:
Made AYP

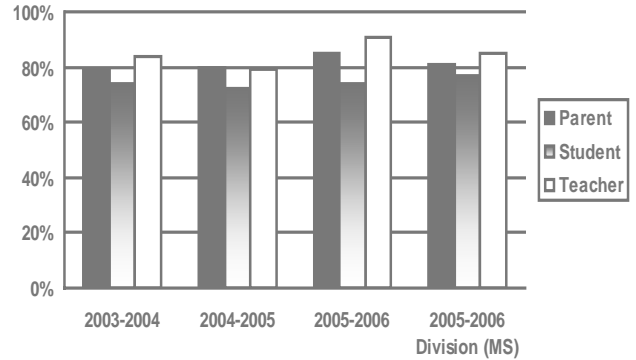
READING YOUR SCHOOL REPORT CARD

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 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:	19%
PTA Membership June 2006:	829
Average Class Size	
English	Mathematics
20.3	21.8
Science	Social Studies
21.8	21.8
Attendance 2005-2006**	
School Average Daily Attendance:	95.2%
Division (MS) Average Daily Attendance:	95.7%
AYP Attendance Target:	94.0%

Overall Quality of Education

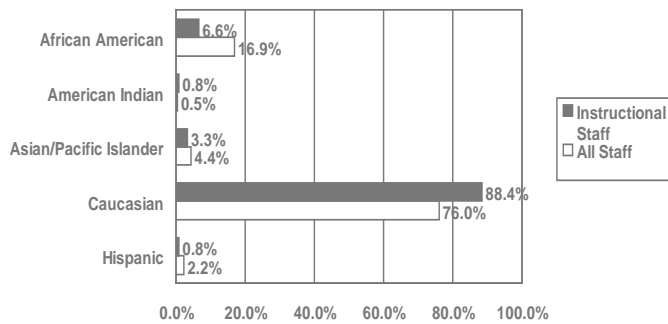


The bar chart above displays the percentage of people giving a grade of A or B to the overall quality of education received by students at this school, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 4 **Classified:** 54
Instructional: 121 **Other:** 4

Fall 2006 Staff Characteristics



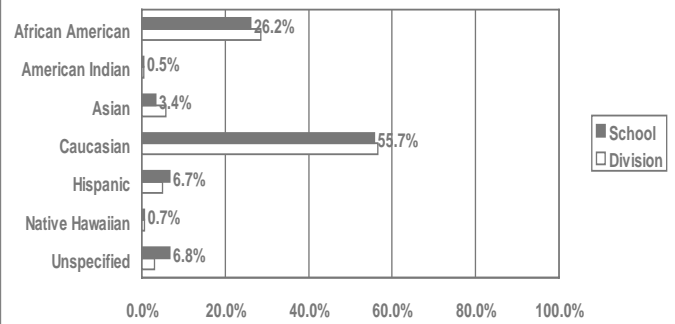
Additional Characteristics for Instructional Staff

	School	Division (MS)	State
Female	76.0%	76.4%	*
Male	24.0%	23.6%	*
Average years of teaching experience	12.2	13.9	*
Percentage with graduate degrees	43.8	50.1	*
Percentage new to the system	5.0	6.2	*
Percentage of core courses not taught by highly qualified teachers 05-06	3	6	5
		Entire Division	
Percentage of teachers with provisional credentials 05-06	5	5	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 1,456 **Division Membership (MS):** 17,023

Fall 2006 Student Characteristics



Additional Student Characteristics

	School	Division (MS)
Female	49.4%	48.7%
Male	50.6%	51.3%
Economically Disadvantaged	37.2%	31.2%
Gifted	10.0%	15.3%
Limited English Proficiency	2.0%	1.9%
Migrant	0.0%	0.0%
Special Education	17.2%	13.5%

*Not Available

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

STUDENT PERFORMANCE INFORMATION

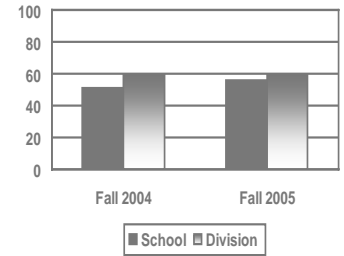
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this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

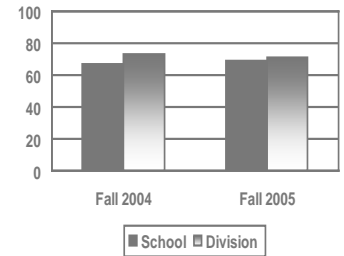
Grade 6		Fall 2004		Fall 2005	
		School	Division	School	Division
Total Reading	All Students	51	59	56	59
	Female	51	62	61	63
	Male	51	56	50	56
	African American	42	42	45	44
	American Indian	<	74	<	62
	Asian	48	67	56	67
	Caucasian	56	67	61	67
	Hispanic	43	51	53	51
	Native Hawaiian	<	<	<	66
	Unspecified Ethnicity	42	54	48	57
	Economically Disadvantaged	41	44	46	44
	Limited English Proficiency	<	30	<	<
	Special Education	20	26	27	24
Total Mathematics	All Students	67	73	69	71
	Female	66	74	71	72
	Male	67	72	66	69
	African American	57	55	56	53
	American Indian	<	77	<	81
	Asian	75	86	76	85
	Caucasian	71	80	74	77
	Hispanic	63	67	61	63
	Native Hawaiian	<	<	<	77
	Unspecified Ethnicity	66	70	57	71
	Economically Disadvantaged	55	58	61	57
	Limited English Proficiency	<	63	<	<
	Special Education	33	38	32	32
Total Language	All Students	65	69	63	68
	Female	69	74	72	73
	Male	60	64	54	62
	African American	59	56	54	56
	American Indian	<	60	<	71
	Asian	68	79	64	80
	Caucasian	67	74	68	73
	Hispanic	61	66	51	60
	Native Hawaiian	<	<	<	76
	Unspecified Ethnicity	53	62	57	67
	Economically Disadvantaged	58	57	54	55
	Limited English Proficiency	<	50	<	<
	Special Education	36	38	33	33

Two-Year Trend
Stanford 10
Performance

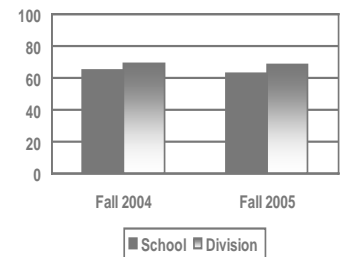
**Total Reading
Percentile Ranks**



**Total Mathematics
Percentile Ranks**



**Total Language
Percentile Ranks**



<Data not reported for less than 10 students

STUDENT PERFORMANCE INFORMATION

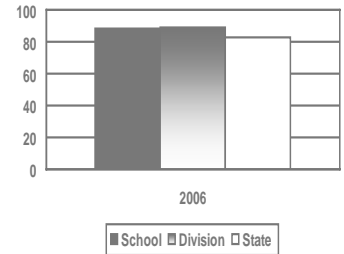
The Standards of Learning (SOL) tests are state mandated achievement tests used by students to earn verified credits for graduation and by schools and the division to assess student achievement and plan for continuous improvement. The test results are also used to determine school accreditation and AYP 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

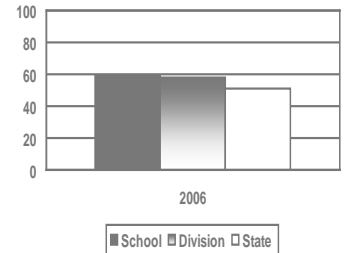
Grade 6		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	39	49	12	88	89	83
	Female	44	49	7	93	92	86
	Male	35	48	16	84	86	80
	African American	32	50	17	83	80	71
	American Indian	<	<	<	<	84	84
	Asian	28	67	6	94	94	91
	Caucasian	42	48	10	90	92	89
	Hispanic	33	59	7	93	89	75
	Other Ethnicity	48	37	15	85	89	86
	Economically Disadvantaged	28	53	19	81	79	71
	Limited English Proficiency	27	55	18	82	78	71
	Migrant	<	<	<	<	<	54
	Special Education	14	55	31	69	63	60
	Mathematics	All Students	18	41	41	59	58
Female		18	42	40	60	58	52
Male		18	40	42	58	59	51
African American		9	33	58	42	41	34
American Indian		<	<	<	<	55	52
Asian		11	61	28	72	76	73
Caucasian		21	43	36	64	67	60
Hispanic		7	52	41	59	48	39
Other Ethnicity		30	30	41	59	58	57
Economically Disadvantaged		11	35	54	46	41	34
Limited English Proficiency		0	55	45	55	46	39
Migrant		<	<	<	<	<	36
Special Education		14	16	70	30	31	30
Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	35	48	17	83	87	81
	Female	34	54	11	89	90	84
	Male	37	41	22	78	83	78
	African American	26	49	25	75	78	69
	American Indian	<	<	<	<	91	84
	Asian	37	42	21	79	91	89
	Caucasian	41	46	13	88	91	88
	Hispanic	21	71	8	92	85	70
	Other Ethnicity	39	39	23	77	86	85
	Economically Disadvantaged	26	50	24	76	77	67
	Limited English Proficiency	23	54	23	77	70	62
	Migrant	<	<	<	<	<	62
	Special Education	15	35	51	49	59	55

SOL Passing Rates

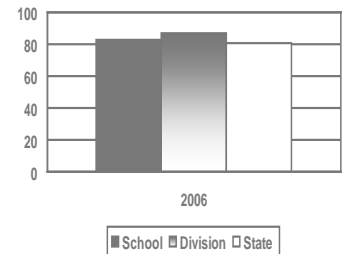
Grade 6 English: Reading, Literature, and Research
Percent Passing



Grade 6 Mathematics
Percent Passing



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



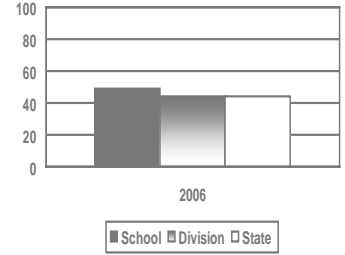
<Data not reported for less than 10 students

2005-2006 SOL PERFORMANCE

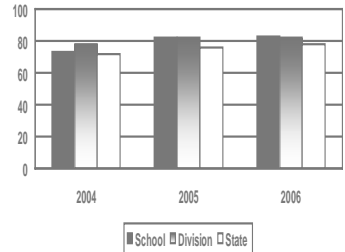
Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	7	42	51	49	44	44
	Female	7	44	49	51	44	44
	Male	7	40	53	47	44	43
	African American	4	38	59	41	29	26
	American Indian	<	<	<	<	33	42
	Asian	7	43	50	50	64	64
	Caucasian	9	48	43	57	53	53
	Hispanic	13	31	56	44	43	31
	Other Ethnicity	4	26	70	30	42	51
	Economically Disadvantaged	5	39	56	44	32	28
	Limited English Proficiency	18	45	36	64	35	30
	Migrant	<	<	<	<	<	38
	Special Education	9	10	81	19	29	26
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	28	55	17	83	82	78
	Female	29	56	16	84	86	81
	Male	26	55	19	81	79	75
	African American	18	55	27	73	71	64
	American Indian	<	<	<	<	80	81
	Asian	27	60	13	87	85	85
	Caucasian	30	56	14	86	87	85
	Hispanic	31	59	10	90	79	63
	Other Ethnicity	38	50	13	88	85	81
	Economically Disadvantaged	16	57	27	73	71	64
	Limited English Proficiency	<	<	<	<	64	54
	Migrant	<	<	<	<	<	41
	Special Education	17	41	42	58	47	50
English: Writing [†]	All Students	4	88	8	92	94	*
	Female	6	89	5	95	97	*
	Male	2	87	11	89	91	*
	African American	0	87	13	87	90	*
	American Indian	<	<	<	<	100	*
	Asian	0	93	7	93	97	*
	Caucasian	6	87	7	93	95	*
	Hispanic	0	100	0	100	97	*
	Other Ethnicity	10	88	2	98	94	*
	Economically Disadvantaged	1	87	12	88	90	*
	Limited English Proficiency	<	<	<	<	89	*
	Migrant	<	<	<	<	<	*
	Special Education	1	66	33	68	64	*

Three-Year Trend
SOL Passing Rates

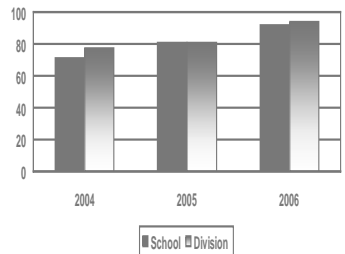
Grade 7 Mathematics
Percent Passing



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



Grade 8 English: Writing
Percent Passing



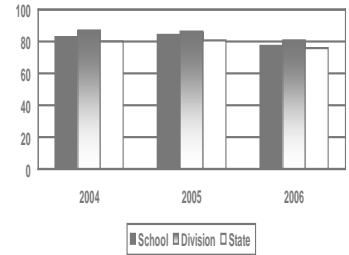
*Not Available <Data not reported for less than 10 students
[†]The state-generated report cards do not include English: Writing scores.

2005-2006 SOL PERFORMANCE

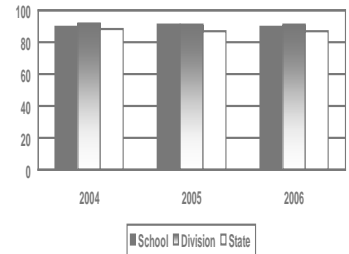
Three-Year Trend
SOL Passing Rates

Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	28	50	23	77	81	76
	Female	27	49	24	76	83	79
	Male	29	50	21	79	78	74
	African American	14	56	30	70	70	63
	American Indian	<	<	<	<	83	76
	Asian	38	54	8	92	91	89
	Caucasian	34	47	19	81	85	83
	Hispanic	48	30	22	78	81	64
	Other Ethnicity	12	55	33	67	80	81
	Economically Disadvantaged	18	51	31	69	70	62
	Limited English Proficiency	<	<	<	<	75	58
	Migrant	<	<	<	<	<	57
	Special Education	19	34	48	53	50	45
Science	All Students	21	69	10	90	91	87
	Female	15	73	12	88	91	86
	Male	26	66	8	92	91	88
	African American	13	69	17	83	82	75
	American Indian	<	<	<	<	100	90
	Asian	33	60	7	93	96	93
	Caucasian	25	68	7	93	95	93
	Hispanic	17	71	13	88	88	77
	Other Ethnicity	13	77	10	90	91	89
	Economically Disadvantaged	12	66	21	79	83	75
	Limited English Proficiency	<	<	<	<	88	72
	Migrant	<	<	<	<	<	64
	Special Education	14	56	31	69	69	64
Content-Specific [§]		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
History and Social Sciences	All Students	30	54	16	84	82	78
	Female	24	60	17	83	81	77
	Male	37	48	15	85	84	79
	African American	22	55	23	77	72	65
	American Indian	<	<	<	<	85	81
	Asian	32	50	18	82	90	87
	Caucasian	35	52	13	87	87	84
	Hispanic	16	70	14	86	78	65
	Other Ethnicity	35	50	15	85	85	80
	Economically Disadvantaged	20	51	29	71	70	62
	Limited English Proficiency	15	55	30	70	71	61
	Migrant	<	<	<	<	<	51
	Special Education	21	41	37	63	56	53

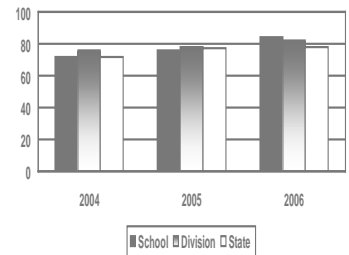
Grade 8 Mathematics
Percent Passing



Grade 8 Science
Percent Passing



Content-Specific History
and Social Sciences
Percent Passing



<Data not reported for less than 10 students

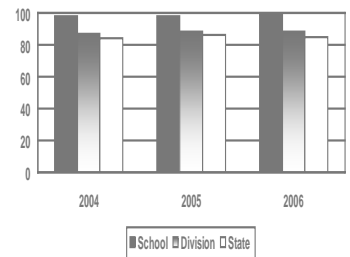
[§]This category includes the following tests: Grade 6 U.S. History to 1877, Grade 7 U.S. History from 1877 to present, and Grade 8 Civics and Economics.

2005-2006 SOL PERFORMANCE

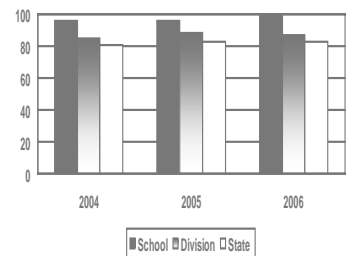
Three-Year Trend
SOL Passing Rates

High School End-of-Course Tests [†]		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	28	71	1	99	88	85
	Female	29	70	1	99	89	86
	Male	27	71	1	99	88	85
	African American	19	81	0	100	79	75
	American Indian	<	<	<	<	87	82
	Asian	<	<	<	<	94	92
	Caucasian	27	72	2	98	91	89
	Hispanic	29	71	0	100	85	80
	Other Ethnicity	40	60	0	100	94	87
	Economically Disadvantaged	22	78	0	100	82	78
	Limited English Proficiency	<	<	<	<	89	80
	Migrant	<	<	<	<	<	78
	Special Education	<	<	<	<	72	66
	Science	All Students	43	57	0	100	87
Female		32	68	0	100	86	82
Male		54	46	0	100	88	84
African American		36	64	0	100	75	71
American Indian		<	<	<	<	97	82
Asian		<	<	<	<	89	87
Caucasian		52	48	0	100	92	90
Hispanic		<	<	<	<	84	69
Other Ethnicity		38	62	0	100	92	82
Economically Disadvantaged		20	80	0	100	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 achievement gap on the SOL writing test among black and white students closed by over 12 percent and the pass rate for students with disabilities improved by over 29 percent. The pass rate for economically disadvantaged students improved by over 16 percent and black students improved by over 19 percent.
- The lesson study staff development program expanded this year to include mathematics and continued to be an integral part of the Futures Principal Academy.
- The Neptune Festival Sand Sculpture Team captured first place in the middle school division for the second year in a row.

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.

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)

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)



Corporate Landing Middle School
1597 Corporate Landing Parkway
Virginia Beach, VA 23454

NONPROFIT
ORGANIZATION
U.S. POSTAGE PAID
PERMIT NO. 120
VIRGINIA BEACH, VA