

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

GREAT NECK Middle (6-8)

Home of the Gulls

1848 North Great Neck Road
Virginia Beach, VA 23454
757-496-6770 (phone)
757-496-6774 (fax)
gneckms@vbschools.com
www.greatneckms.vbschools.com

2006-2007

Dr. John E. Smith, Principal
Mr. Kristine A. Egnatz, Assistant Principal
Mr. Jose T. Samiento, Assistant Principal
Ms. Nancy Blackwood, 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: 606

Average Class Size

English	Mathematics	Science	Social Studies
20.4	23.8	24.0	23.9

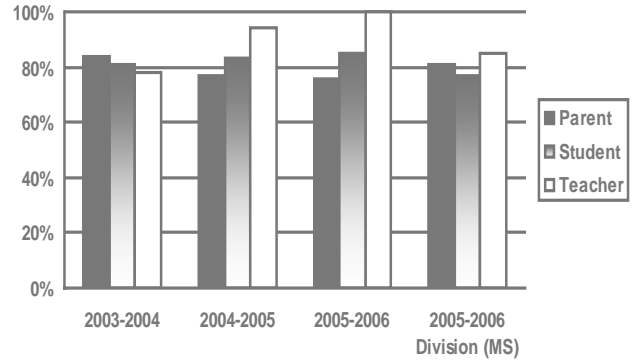
Attendance 2005-2006**

School Average Daily Attendance: 96.1%

Division (MS) Average Daily Attendance: 95.7%

AYP Attendance Target: 94.0%

Overall Quality of Education



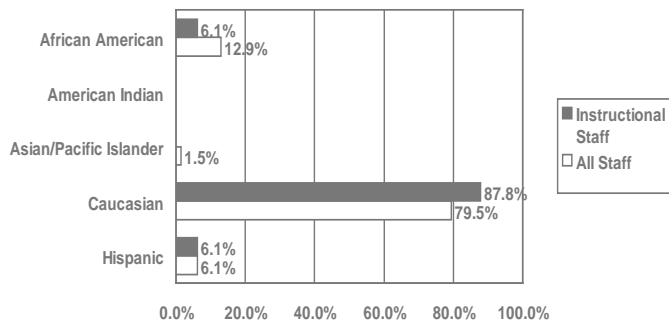
The bar chart above displays the percentage of people giving a grade of A or B to the overall quality of education received by students at this school, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 3 **Classified:** 43

Instructional: 82 **Other:** 4

Fall 2006 Staff Characteristics



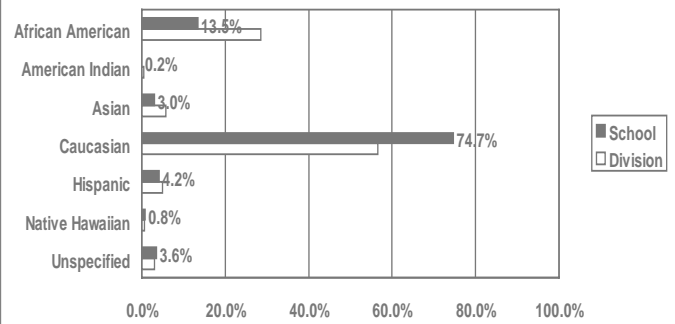
Additional Characteristics for Instructional Staff

	School	Division (MS)	State
Female	80.5%	76.4%	*
Male	19.5%	23.6%	*
Average years of teaching experience	16.0	13.9	*
Percentage with graduate degrees	48.8	50.1	*
Percentage new to the system	6.1	6.2	*
Percentage of core courses not taught by highly qualified teachers 05-06	8	6	5
		Entire Division	
Percentage of teachers with provisional credentials 05-06	9	5	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 1,015 **Division (MS) Membership:** 17,023

Fall 2006 Student Characteristics



Additional Student Characteristics

	School	Division (MS)
Female	49.6%	48.7%
Male	50.4%	51.3%
Economically Disadvantaged	22.3%	31.2%
Gifted	15.6%	15.3%
Limited English Proficiency	1.9%	1.9%
Migrant	0.0%	0.0%
Special Education	14.2%	13.5%

*Not Available

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

STUDENT PERFORMANCE INFORMATION

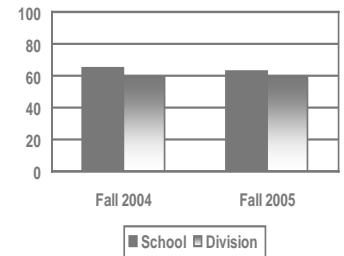
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this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

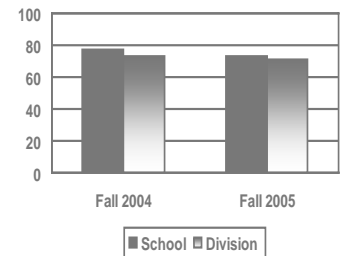
Grade 6		Fall 2004		Fall 2005	
		School	Division	School	Division
Total Reading	All Students	65	59	63	59
	Female	70	62	66	63
	Male	59	56	60	56
	African American	42	42	42	44
	American Indian	<	74	<	62
	Asian	72	67	71	67
	Caucasian	71	67	68	67
	Hispanic	50	51	51	51
	Native Hawaiian	<	<	<	66
	Unspecified Ethnicity	<	54	70	57
	Economically Disadvantaged	47	44	55	44
	Limited English Proficiency	<	30	<	<
	Special Education	29	26	23	24
Total Mathematics	All Students	77	73	73	71
	Female	79	74	72	72
	Male	75	72	75	69
	African American	51	55	49	53
	American Indian	<	77	<	81
	Asian	87	86	86	85
	Caucasian	83	80	78	77
	Hispanic	51	67	55	63
	Native Hawaiian	<	<	<	77
	Unspecified Ethnicity	<	70	71	71
	Economically Disadvantaged	62	58	66	57
	Limited English Proficiency	<	63	<	<
	Special Education	39	38	36	32
Total Language	All Students	71	69	69	68
	Female	77	74	74	73
	Male	65	64	64	62
	African American	54	56	49	56
	American Indian	<	60	<	71
	Asian	79	79	73	80
	Caucasian	76	74	73	73
	Hispanic	45	66	61	60
	Native Hawaiian	<	<	<	76
	Unspecified Ethnicity	<	62	71	67
	Economically Disadvantaged	59	57	62	55
	Limited English Proficiency	<	50	<	<
	Special Education	36	38	35	33

Two-Year Trend
Stanford 10
Performance

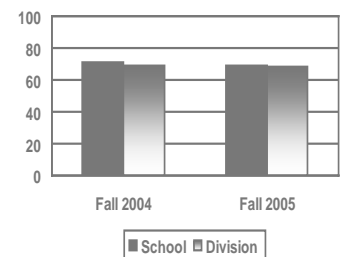
**Total Reading
Percentile Ranks**



**Total Mathematics
Percentile Ranks**



**Total Language
Percentile Ranks**



<Data not reported for less than 10 students

STUDENT PERFORMANCE INFORMATION

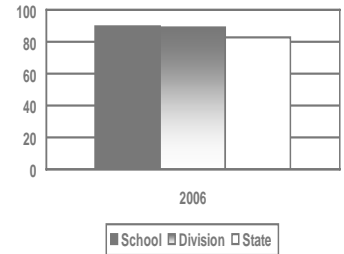
The Standards of Learning (SOL) tests are state mandated achievement tests used by students to earn verified credits for graduation and by schools and the division to assess student achievement and plan for continuous improvement. The test results are also used to determine school accreditation and AYP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

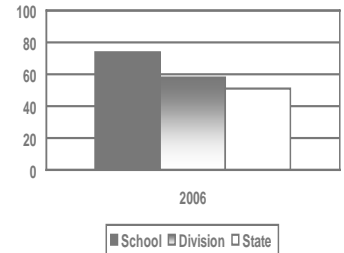
Grade 6		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	49	41	10	90	89	83
	Female	51	40	10	90	92	86
	Male	48	42	10	90	86	80
	African American	18	58	25	75	80	71
	American Indian	<	<	<	<	84	84
	Asian	58	33	8	92	94	91
	Caucasian	58	36	7	93	92	89
	Hispanic	<	<	<	<	89	75
	Other Ethnicity	<	<	<	<	89	86
	Economically Disadvantaged	31	54	15	85	79	71
	Limited English Proficiency	<	<	<	<	78	71
	Migrant	<	<	<	<	<	54
	Special Education	12	36	52	48	63	60
	Mathematics	All Students	33	41	26	74	58
Female		37	33	30	70	58	52
Male		30	48	22	78	59	51
African American		12	37	51	49	41	34
American Indian		<	<	<	<	55	52
Asian		58	42	0	100	76	73
Caucasian		38	41	21	79	67	60
Hispanic		10	50	40	60	48	39
Other Ethnicity		<	<	<	<	58	57
Economically Disadvantaged		19	39	42	58	41	34
Limited English Proficiency		<	<	<	<	46	39
Migrant		<	<	<	<	<	36
Special Education		10	29	62	38	31	30
Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	57	34	9	91	87	81
	Female	64	29	7	93	90	84
	Male	49	39	12	88	83	78
	African American	30	43	27	73	78	69
	American Indian	<	<	<	<	91	84
	Asian	70	30	0	100	91	89
	Caucasian	62	33	5	95	91	88
	Hispanic	50	25	25	75	85	70
	Other Ethnicity	54	38	8	92	86	85
	Economically Disadvantaged	42	37	22	78	77	67
	Limited English Proficiency	<	<	<	<	70	62
	Migrant	<	<	<	<	<	62
	Special Education	28	34	38	62	59	55

SOL Passing Rates

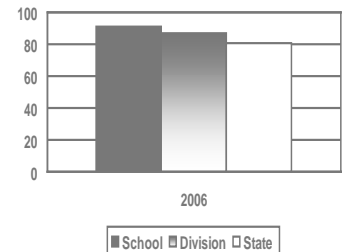
Grade 6 English: Reading, Literature, and Research
Percent Passing



Grade 6 Mathematics
Percent Passing



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



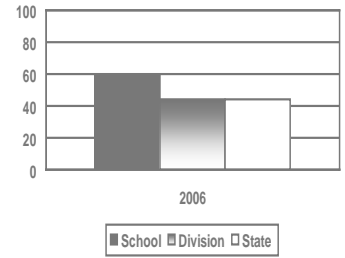
<Data not reported for less than 10 students

2005-2006 SOL PERFORMANCE

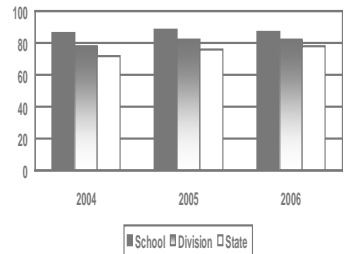
Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	13	46	41	59	44	44
	Female	9	51	40	60	44	44
	Male	16	41	43	57	44	43
	African American	8	23	70	30	29	26
	American Indian	<	<	<	<	33	42
	Asian	<	<	<	<	64	64
	Caucasian	13	52	35	65	53	53
	Hispanic	7	50	43	57	43	31
	Other Ethnicity	<	<	<	<	42	51
	Economically Disadvantaged	7	40	53	47	32	28
	Limited English Proficiency	<	<	<	<	35	30
	Migrant	<	<	<	<	<	38
	Special Education	16	20	63	37	29	26
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	33	54	13	87	82	78
	Female	39	54	7	93	86	81
	Male	28	55	18	82	79	75
	African American	16	58	26	74	71	64
	American Indian	<	<	<	<	80	81
	Asian	<	<	<	<	85	85
	Caucasian	38	53	10	90	87	85
	Hispanic	31	62	8	92	79	63
	Other Ethnicity	<	<	<	<	85	81
	Economically Disadvantaged	16	55	28	72	71	64
	Limited English Proficiency	<	<	<	<	64	54
	Migrant	<	<	<	<	<	41
	Special Education	16	44	40	60	47	50
English: Writing*	All Students	6	90	4	96	94	*
	Female	10	86	4	96	97	*
	Male	3	94	4	96	91	*
	African American	1	95	4	96	90	*
	American Indian	<	<	<	<	100	*
	Asian	<	<	<	<	97	*
	Caucasian	7	89	4	96	95	*
	Hispanic	0	100	0	100	97	*
	Other Ethnicity	<	<	<	<	94	*
	Economically Disadvantaged	1	90	9	91	90	*
	Limited English Proficiency	<	<	<	<	89	*
	Migrant	<	<	<	<	<	*
	Special Education	0	74	26	74	64	*

Three-Year Trend
SOL Passing Rates

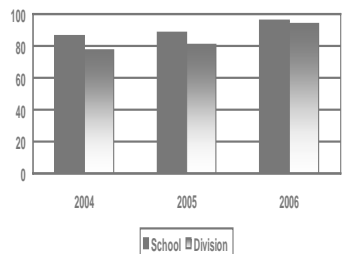
Grade 7 Mathematics
Percent Passing



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



Grade 8 English: Writing
Percent Passing



<Data not reported for less than 10 students

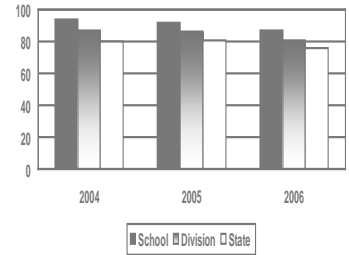
*The state-generated report cards do not include English: Writing scores.

2005-2006 SOL PERFORMANCE

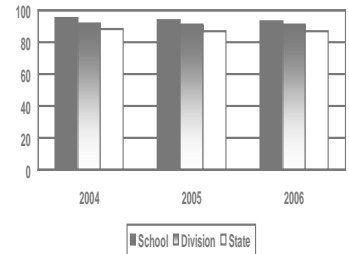
Three-Year Trend
SOL Passing Rates

Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	46	41	13	87	81	76
	Female	47	42	11	89	83	79
	Male	46	40	15	85	78	74
	African American	15	52	33	67	70	63
	American Indian	<	<	<	<	83	76
	Asian	<	<	<	<	91	89
	Caucasian	54	38	9	91	85	83
	Hispanic	55	27	18	82	81	64
	Other Ethnicity	45	55	0	100	80	81
	Economically Disadvantaged	20	55	26	74	70	62
	Limited English Proficiency	<	<	<	<	75	58
	Migrant	<	<	<	<	<	57
	Special Education	20	38	42	58	50	45
Science	All Students	34	59	7	93	91	87
	Female	28	65	6	94	91	86
	Male	39	53	9	91	91	88
	African American	11	70	18	82	82	75
	American Indian	<	<	<	<	100	90
	Asian	<	<	<	<	96	93
	Caucasian	40	55	5	95	95	93
	Hispanic	27	73	0	100	88	77
	Other Ethnicity	20	70	10	90	91	89
	Economically Disadvantaged	19	60	21	79	83	75
	Limited English Proficiency	<	<	<	<	88	72
	Migrant	<	<	<	<	<	64
	Special Education	14	55	30	70	69	64
Content-Specific [§]		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
History and Social Sciences	All Students	48	39	13	87	82	78
	Female	45	40	15	85	81	77
	Male	51	37	12	88	84	79
	African American	25	48	27	73	72	65
	American Indian	<	<	<	<	85	81
	Asian	64	25	11	89	90	87
	Caucasian	53	37	11	89	87	84
	Hispanic	42	42	16	84	78	65
	Other Ethnicity	52	41	7	93	85	80
	Economically Disadvantaged	32	42	26	74	70	62
	Limited English Proficiency	47	42	11	89	71	61
	Migrant	<	<	<	<	<	51
	Special Education	25	32	43	57	56	53

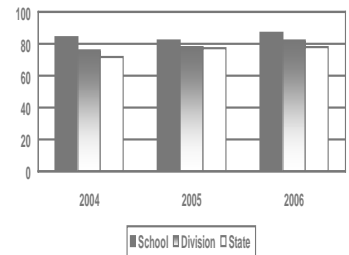
Grade 8 Mathematics
Percent Passing



Grade 8 Science
Percent Passing



Content-Specific History
and Social Sciences
Percent Passing



<Data not reported for less than 10 students

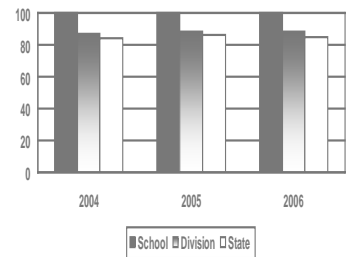
[§]This category includes the following tests: Grade 6 U.S. History to 1877, Grade 7 U.S. History from 1877 to present, and Grade 8 Civics and Economics.

2005-2006 SOL PERFORMANCE

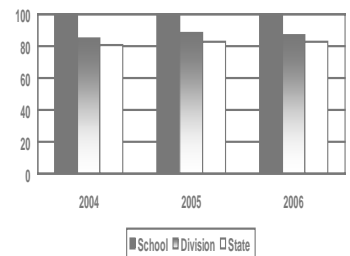
Three-Year Trend
SOL Passing Rates

High School End-of-Course Tests [†]		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	43	57	0	100	88	85
	Female	42	58	0	100	89	86
	Male	45	55	0	100	88	85
	African American	36	64	0	100	79	75
	American Indian	<	<	<	<	87	82
	Asian	<	<	<	<	94	92
	Caucasian	45	55	0	100	91	89
	Hispanic	<	<	<	<	85	80
	Other Ethnicity	<	<	<	<	94	87
	Economically Disadvantaged	<	<	<	<	82	78
	Limited English Proficiency	<	<	<	<	89	80
	Migrant	<	<	<	<	<	78
	Special Education	<	<	<	<	72	66
	Science	All Students	55	45	0	100	87
Female		45	55	0	100	86	82
Male		65	35	0	100	88	84
African American		50	50	0	100	75	71
American Indian		<	<	<	<	97	82
Asian		<	<	<	<	89	87
Caucasian		55	45	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

- Our 2006 spring SOL test results showed a significant increase in students who scored in the pass advanced category for History 7. Students achieved an almost 30 percent increase, 36 percent to 65 percent pass advanced.
- Overall discipline dropped 34 percent in the building.
- Forty-six percent of all students in grade 8 scored pass advanced on the Civics SOL test up from 25 percent the previous year.
- Forty-seven percent of our students earned Principal's List or Honor Roll for each of the four grading periods.

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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)

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)



Great Neck Middle School
1848 North Great Neck Road
Virginia Beach, VA 23454

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