

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

## KEMPS LANDING MAGNET (6-8)

### *Home of the Phoenix*

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Virginia Beach, VA 23462  
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klandms@vbschools.com  
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## 2006-2007

Mrs. Randi R. Riesbeck, Principal  
Mr. Charles H. Foster, Assistant Principal  
Ms. Diane Gillespie, PTA President

**State Accreditation Status:**  
Fully Accredited

**NCLB Adequate Yearly Progress Status:**  
Made AYP

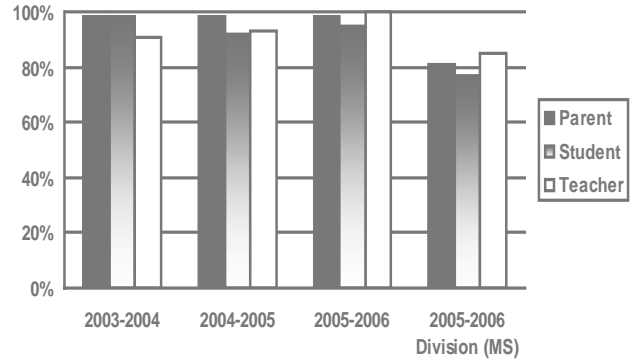
## READING YOUR SCHOOL REPORT CARD

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

### SCHOOL INFORMATION

<b>Student Mobility:</b>	2%
<b>PTA Membership June 2006:</b>	684
Average Class Size	
English	Mathematics
23.7	23.8
Science	Social Studies
24.8	24.8
Attendance 2005-2006**	
School Average Daily Attendance:	97.9%
Division (MS) Average Daily Attendance:	95.7%
AYP Attendance Target:	94.0%

Overall Quality of Education

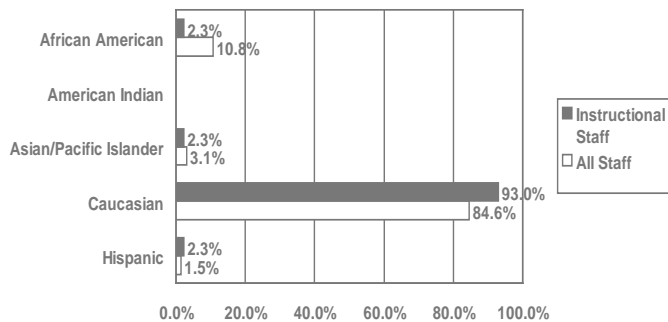


The bar chart above displays the percentage of people giving a grade of A or B to the overall quality of education received by students at this school, based on the school division's annual spring survey.

### STAFF CHARACTERISTICS

**Administration/Intern:** 2      **Classified:** 16  
**Instructional:** 43      **Other:** 4

Fall 2006 Staff Characteristics



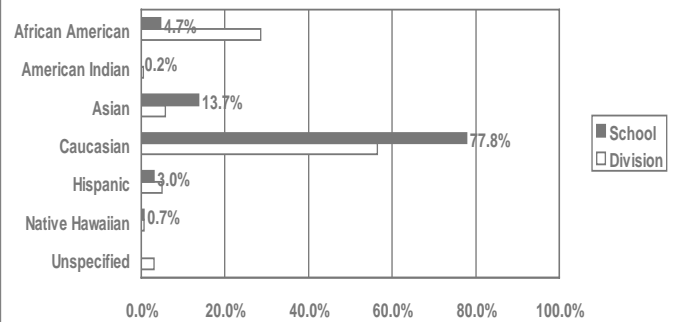
Additional Characteristics for Instructional Staff

	School	Division (MS)	State
<b>Female</b>	65.1%	76.4%	*
<b>Male</b>	34.9%	23.6%	*
<b>Average years of teaching experience</b>	17.2	13.9	*
<b>Percentage with graduate degrees</b>	60.5	50.1	*
<b>Percentage new to the system</b>	2.3	6.2	*
<b>Percentage of core courses not taught by highly qualified teachers 05-06</b>	0	6	5
		Entire Division	
<b>Percentage of teachers with provisional credentials 05-06</b>	4	5	7
		Entire Division	

### STUDENT CHARACTERISTICS

**School Membership:** 600      **Division Membership (MS):** 17,023

Fall 2006 Student Characteristics



Additional Student Characteristics

	School	Division (MS)
<b>Female</b>	48.8%	48.7%
<b>Male</b>	51.2%	51.3%
<b>Economically Disadvantaged</b>	6.3%	31.2%
<b>Gifted</b>	100.0%	15.3%
<b>Limited English Proficiency</b>	0.2%	1.9%
<b>Migrant</b>	0.0%	0.0%
<b>Special Education</b>	0.5%	13.5%

\*Not Available

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

STUDENT PERFORMANCE INFORMATION

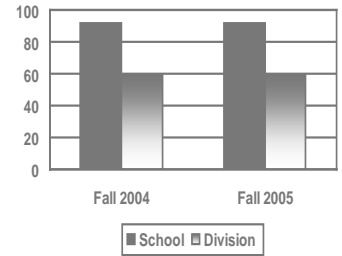
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this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

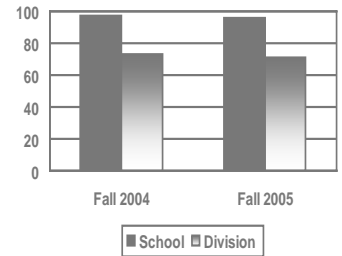
Grade 6		Fall 2004		Fall 2005	
		School	Division	School	Division
Total Reading	All Students	92	59	92	59
	Female	94	62	93	63
	Male	91	56	92	56
	African American	90	42	<	44
	American Indian	<	74	<	62
	Asian	92	67	88	67
	Caucasian	93	67	93	67
	Hispanic	<	51	<	51
	Native Hawaiian	<	<	<	66
	Unspecified Ethnicity	<	54	<	57
	Economically Disadvantaged	88	44	88	44
	Limited English Proficiency	<	30	<	<
	Special Education	<	26	<	24
Total Mathematics	All Students	97	73	96	71
	Female	97	74	96	72
	Male	96	72	96	69
	African American	97	55	<	53
	American Indian	<	77	<	81
	Asian	97	86	96	85
	Caucasian	96	80	97	77
	Hispanic	<	67	<	63
	Native Hawaiian	<	<	<	77
	Unspecified Ethnicity	<	70	<	71
	Economically Disadvantaged	96	58	96	57
	Limited English Proficiency	<	63	<	<
	Special Education	<	38	<	32
Total Language	All Students	95	69	94	68
	Female	96	74	94	73
	Male	95	64	94	62
	African American	93	56	<	56
	American Indian	<	60	<	71
	Asian	97	79	94	80
	Caucasian	95	74	94	73
	Hispanic	<	66	<	60
	Native Hawaiian	<	<	<	76
	Unspecified Ethnicity	<	62	<	67
	Economically Disadvantaged	94	57	92	55
	Limited English Proficiency	<	50	<	<
	Special Education	<	38	<	33

Two-Year Trend  
Stanford 10  
Performance

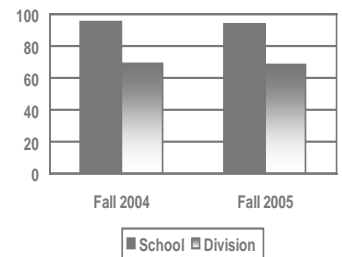
Total Reading  
Percentile Ranks



Total Mathematics  
Percentile Ranks



Total Language  
Percentile Ranks



<Data not reported for less than 10 students

STUDENT PERFORMANCE INFORMATION

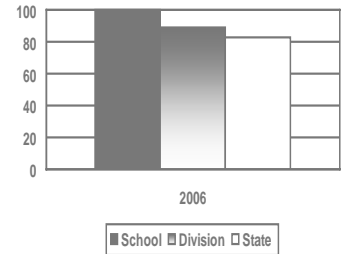
The Standards of Learning (SOL) tests are state mandated achievement tests used by students to earn verified credits for graduation and by schools and the division to assess student achievement and plan for continuous improvement. The test results are also used to determine school accreditation and AYP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

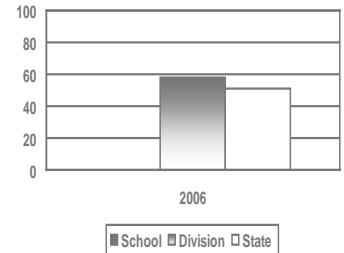
Grade 6		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	96	4	0	100	89	83
	Female	99	1	0	100	92	86
	Male	93	7	0	100	86	80
	African American	<	<	<	<	80	71
	American Indian	<	<	<	<	84	84
	Asian	93	7	0	100	94	91
	Caucasian	97	3	0	100	92	89
	Hispanic	<	<	<	<	89	75
	Other Ethnicity	<	<	<	<	89	86
	Economically Disadvantaged	100	0	0	100	79	71
	Limited English Proficiency	<	<	<	<	78	71
	Migrant	<	<	<	<	<	54
	Special Education	<	<	<	<	63	60
	Mathematics	All Students	None of the students in this school took the Grade 6 Mathematics SOL test.			58	51
Female		58				52	
Male		59				51	
African American		41				34	
American Indian		55				52	
Asian		76				73	
Caucasian		67				60	
Hispanic		48				39	
Other Ethnicity		58				57	
Economically Disadvantaged		41				34	
Limited English Proficiency		46				39	
Migrant		<				36	
Special Education		31				30	
Grade 7		School Proficiency Levels				Percent Passing	
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	93	7	0	100	87	81
	Female	97	3	0	100	90	84
	Male	90	10	0	100	83	78
	African American	<	<	<	<	78	69
	American Indian	<	<	<	<	91	84
	Asian	85	15	0	100	91	89
	Caucasian	95	5	0	100	91	88
	Hispanic	<	<	<	<	85	70
	Other Ethnicity	90	10	0	100	86	85
	Economically Disadvantaged	<	<	<	<	77	67
	Limited English Proficiency	<	<	<	<	70	62
	Migrant	<	<	<	<	<	62
	Special Education	<	<	<	<	59	55

SOL Passing Rates

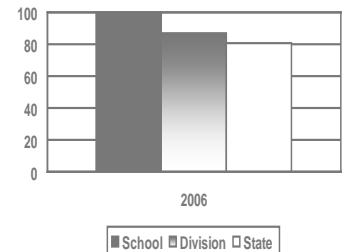
Grade 6 English: Reading, Literature, and Research  
Percent Passing



Grade 6 Mathematics  
Percent Passing



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



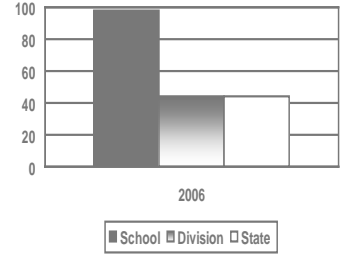
<Data not reported for less than 10 students

2005-2006 SOL PERFORMANCE

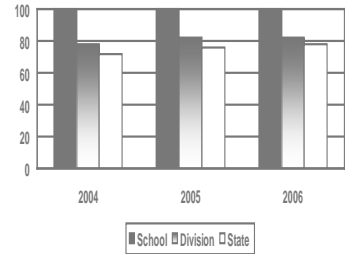
Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	51	48	2	98	44	44
	Female	48	51	1	99	44	44
	Male	54	44	2	98	44	43
	African American	<	<	<	<	29	26
	American Indian	<	<	<	<	33	42
	Asian	56	44	0	100	64	64
	Caucasian	51	47	2	98	53	53
	Hispanic	<	<	<	<	43	31
	Other Ethnicity	<	<	<	<	42	51
	Economically Disadvantaged	36	64	0	100	32	28
	Limited English Proficiency	<	<	<	<	35	30
	Migrant	<	<	<	<	<	38
	Special Education	<	<	<	<	29	26
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	86	14	0	100	82	78
	Female	86	14	0	100	86	81
	Male	85	15	0	100	79	75
	African American	<	<	<	<	71	64
	American Indian	<	<	<	<	80	81
	Asian	81	19	0	100	85	85
	Caucasian	87	13	0	100	87	85
	Hispanic	<	<	<	<	79	63
	Other Ethnicity	<	<	<	<	85	81
	Economically Disadvantaged	90	10	0	100	71	64
	Limited English Proficiency	<	<	<	<	64	54
	Migrant	<	<	<	<	<	41
	Special Education	<	<	<	<	47	50
English: Writing <sup>†</sup>	All Students	50	50	0	100	94	*
	Female	60	40	0	100	97	*
	Male	41	59	0	100	91	*
	African American	<	<	<	<	90	*
	American Indian	<	<	<	<	100	*
	Asian	43	57	0	100	97	*
	Caucasian	50	50	0	100	95	*
	Hispanic	<	<	<	<	97	*
	Other Ethnicity	50	50	0	100	94	*
	Economically Disadvantaged	<	<	<	<	90	*
	Limited English Proficiency	<	<	<	<	89	*
	Migrant	<	<	<	<	<	*
	Special Education	<	<	<	<	64	*

Three-Year Trend  
SOL Passing Rates

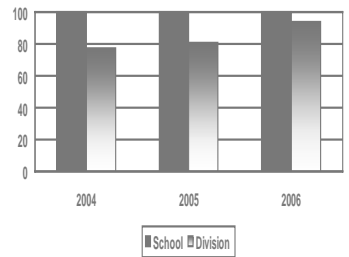
Grade 7 Mathematics  
Percent Passing



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



Grade 8 English: Writing  
Percent Passing



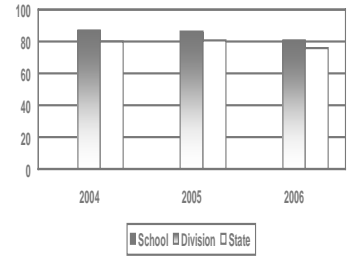
\*Not Available <Data not reported for less than 10 students  
<sup>†</sup>The state-generated report cards do not include English: Writing scores.

2005-2006 SOL PERFORMANCE

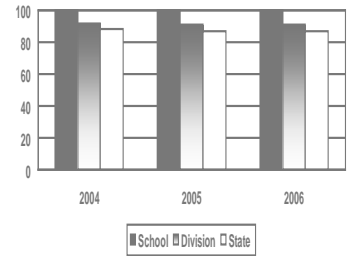
Three-Year Trend  
SOL Passing Rates

Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
<b>Mathematics</b>	All Students	None of the students in this school took the Grade 8 Mathematics SOL test.				81	76
	Female					83	79
	Male					78	74
	African American					70	63
	American Indian					83	76
	Asian					91	89
	Caucasian					85	83
	Hispanic					81	64
	Other Ethnicity					80	81
	Economically Disadvantaged					70	62
	Limited English Proficiency					75	58
	Migrant					<	57
	Special Education					50	45
	<b>Science</b>				All Students	77	23
Female		71	29	0	100	91	86
Male		82	18	0	100	91	88
African American		<	<	<	<	82	75
American Indian		<	<	<	<	100	90
Asian		75	25	0	100	96	93
Caucasian		78	22	0	100	95	93
Hispanic		<	<	<	<	88	77
Other Ethnicity		90	10	0	100	91	89
Economically Disadvantaged		<	<	<	<	83	75
Limited English Proficiency		<	<	<	<	88	72
Migrant		<	<	<	<	<	64
Special Education		<	<	<	<	69	64
<b>Content-Specific<sup>§</sup></b>		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
<b>History and Social Sciences</b>	All Students	68	29	3	97	82	78
	Female	62	33	4	96	81	77
	Male	73	26	1	99	84	79
	African American	68	32	0	100	72	65
	American Indian	<	<	<	<	85	81
	Asian	65	31	4	96	90	87
	Caucasian	69	29	3	97	87	84
	Hispanic	44	50	6	94	78	65
	Other Ethnicity	82	18	0	100	85	80
	Economically Disadvantaged	64	29	7	93	70	62
	Limited English Proficiency	<	<	<	<	71	61
	Migrant	<	<	<	<	<	51
	Special Education	<	<	<	<	56	53

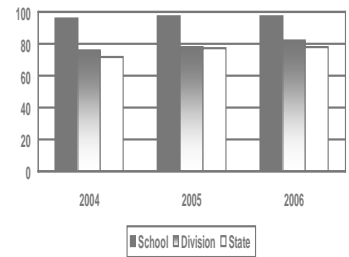
**Grade 8 Mathematics  
Percent Passing**



**Grade 8 Science  
Percent Passing**



**Content-Specific History  
and Social Sciences  
Percent Passing**



<Data not reported for less than 10 students

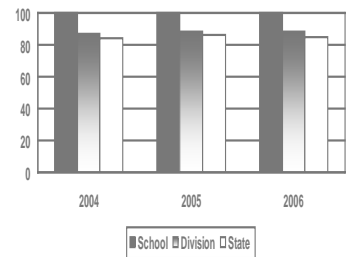
<sup>§</sup>This category includes the following tests: Grade 6 U.S. History to 1877, Grade 7 U.S. History from 1877 to present, and Grade 8 Civics and Economics.

2005-2006 SOL PERFORMANCE

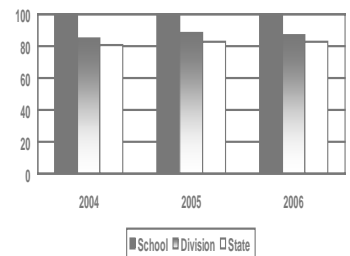
Three-Year Trend  
SOL Passing Rates

High School End-of-Course Tests <sup>†</sup>		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	64	36	0	100	88	85
	Female	63	37	0	100	89	86
	Male	65	35	0	100	88	85
	African American	67	33	0	100	79	75
	American Indian	<	<	<	<	87	82
	Asian	73	27	0	100	94	92
	Caucasian	63	37	0	100	91	89
	Hispanic	<	<	<	<	85	80
	Other Ethnicity	56	44	0	100	94	87
	Economically Disadvantaged	50	50	0	100	82	78
	Limited English Proficiency	<	<	<	<	89	80
	Migrant	<	<	<	<	<	78
	Special Education	<	<	<	<	72	66
	Science	All Students	76	24	0	100	87
Female		64	36	0	100	86	82
Male		88	12	0	100	88	84
African American		<	<	<	<	75	71
American Indian		<	<	<	<	97	82
Asian		67	33	0	100	89	87
Caucasian		78	22	0	100	92	90
Hispanic		<	<	<	<	84	69
Other Ethnicity		<	<	<	<	92	82
Economically Disadvantaged		82	18	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

<sup>†</sup>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

- Kemps Landing Magnet School students placed first in the National Social Studies League in both grades six and eight, and our seventh-grade students took second place honors in this national competition.
- Our Forensics Team claimed the 2005-2006 citywide Championship, placing first in 6 of 7 events, and continuing their reign as city champions for the tenth year in a row.
- Over 57 percent of the 249 KLMS students who sat the National Latin Exam this year earned one of the top four awards.
- As a result of superior performances by the KLMS Band, Chorus, and Orchestra, Kemps Landing was named a Blue Ribbon School by the Virginia Music Educators Association.

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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](mailto: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](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)



Kemps Landing Magnet School  
4722 Jericho Road  
Virginia Beach, VA 23462

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