

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

## VIRGINIA BEACH Middle (6-8)

### *Home of the Seahawks*

600 25th Street  
Virginia Beach, VA 23451  
757-437-4892 (phone)  
757-437-4708 (fax)  
vbms@vbschools.com  
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## 2006-2007

Ms. Rita Simpson, Principal  
Mr. James G. Dillon, Assistant Principal  
Mr. Fred Rebmman, Administrative Assistant  
Ms. Donna Killen, PTA President

**State Accreditation Status:**  
Fully Accredited

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

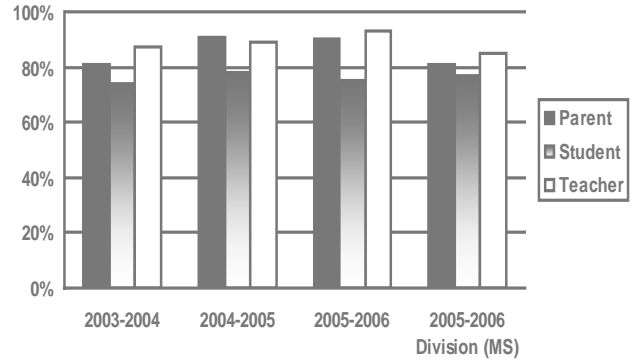
## READING YOUR SCHOOL REPORT CARD

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>	40%
<b>PTA Membership June 2006:</b>	727
<b>Average Class Size</b>	
English	Mathematics
Science	Social Studies
19.7	24.1
25.1	25.2
<b>Attendance 2005-2006**</b>	
School Average Daily Attendance:	93.6%
Division (MS) Average Daily Attendance:	95.7%
AYP Attendance Target:	94.0%

Overall Quality of Education

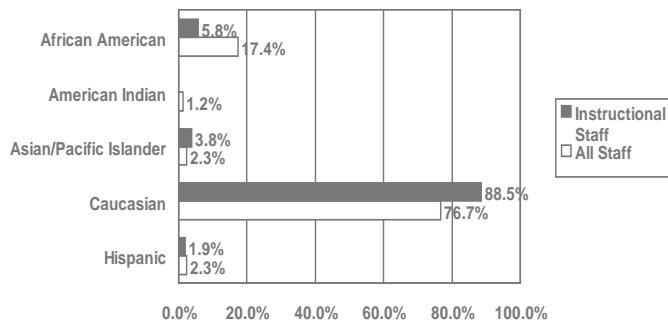


The bar chart above displays the percentage of people giving a grade of A or B to the overall quality of education received by students at this school, based on the school division's annual spring survey.

### STAFF CHARACTERISTICS

**Administration/Intern:** 3      **Classified:** 27  
**Instructional:** 52      **Other:** 4

Fall 2006 Staff Characteristics



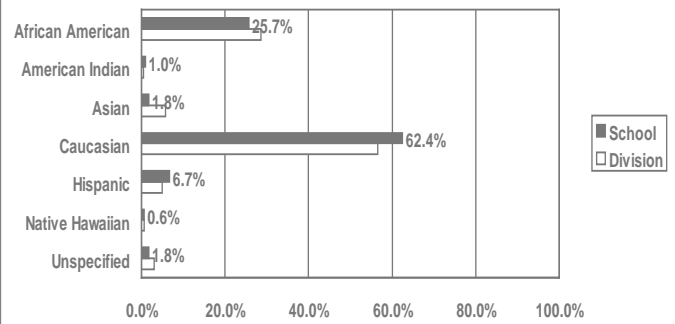
Additional Characteristics for Instructional Staff

	School	Division (MS)	State
<b>Female</b>	78.8%	76.4%	*
<b>Male</b>	21.2%	23.6%	*
<b>Average years of teaching experience</b>	13.5	13.9	*
<b>Percentage with graduate degrees</b>	69.2	50.1	*
<b>Percentage new to the system</b>	3.8	6.2	*
<b>Percentage of core courses not taught by highly qualified teachers 05-06</b>	2	6	5
		Entire Division	
<b>Percentage of teachers with provisional credentials 05-06</b>	6	5	7
		Entire Division	

### STUDENT CHARACTERISTICS

**School Membership:** 676      **Division Membership (MS):** 17,023

Fall 2006 Student Characteristics



Additional Student Characteristics

	School	Division (MS)
<b>Female</b>	52.4%	48.7%
<b>Male</b>	47.6%	51.3%
<b>Economically Disadvantaged</b>	48.2%	31.2%
<b>Gifted</b>	9.8%	15.3%
<b>Limited English Proficiency</b>	1.6%	1.9%
<b>Migrant</b>	0.0%	0.0%
<b>Special Education</b>	13.8%	13.5%

\*Not Available

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

STUDENT PERFORMANCE INFORMATION

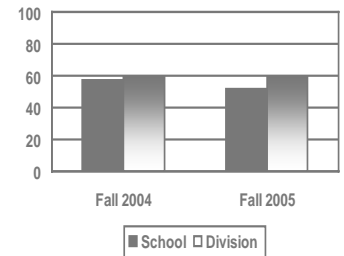
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this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

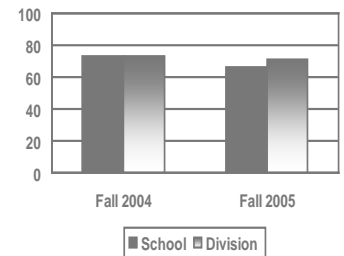
Grade 6		Fall 2004		Fall 2005	
		School	Division	School	Division
Total Reading	All Students	57	59	52	59
	Female	56	62	51	63
	Male	59	56	54	56
	African American	34	42	36	44
	American Indian	<	74	<	62
	Asian	<	67	<	67
	Caucasian	66	67	62	67
	Hispanic	47	51	46	51
	Native Hawaiian	<	<	<	66
	Unspecified Ethnicity	<	54	<	57
	Economically Disadvantaged	41	44	46	44
	Limited English Proficiency	<	30	<	<
	Special Education	34	26	27	24
Total Mathematics	All Students	73	73	66	71
	Female	68	74	64	72
	Male	78	72	69	69
	African American	54	55	53	53
	American Indian	<	77	<	81
	Asian	<	86	<	85
	Caucasian	79	80	73	77
	Hispanic	57	67	67	63
	Native Hawaiian	<	<	<	77
	Unspecified Ethnicity	<	70	<	71
	Economically Disadvantaged	60	58	61	57
	Limited English Proficiency	<	63	<	<
	Special Education	46	38	39	32
Total Language	All Students	64	69	59	68
	Female	65	74	62	73
	Male	63	64	55	62
	African American	49	56	46	56
	American Indian	<	60	<	71
	Asian	<	79	<	80
	Caucasian	69	74	65	73
	Hispanic	57	66	66	60
	Native Hawaiian	<	<	<	76
	Unspecified Ethnicity	<	62	<	67
	Economically Disadvantaged	53	57	54	55
	Limited English Proficiency	<	50	<	<
	Special Education	36	38	32	33

Two-Year Trend  
Stanford 10  
Performance

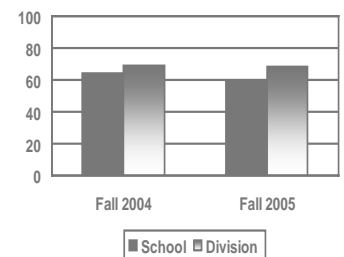
**Total Reading  
Percentile Ranks**



**Total Mathematics  
Percentile Ranks**



**Total Language  
Percentile Ranks**



<Data not reported for less than 10 students

STUDENT PERFORMANCE INFORMATION

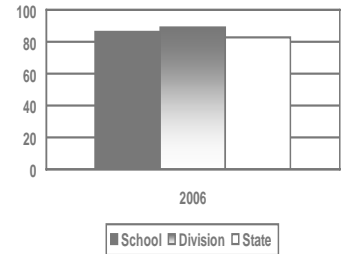
The Standards of Learning (SOL) tests are state mandated achievement tests used by students to earn verified credits for graduation and by schools and the division to assess student achievement and plan for continuous improvement. The test results are also used to determine school accreditation and AYP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

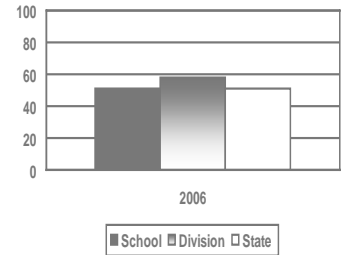
Grade 6		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	35	51	14	86	89	83
	Female	31	60	10	90	92	86
	Male	40	40	20	80	86	80
	African American	16	57	27	73	80	71
	American Indian	<	<	<	<	84	84
	Asian	<	<	<	<	94	91
	Caucasian	45	48	8	92	92	89
	Hispanic	10	70	20	80	89	75
	Other Ethnicity	<	<	<	<	89	86
	Economically Disadvantaged	21	54	25	75	79	71
	Limited English Proficiency	<	<	<	<	78	71
	Migrant	<	<	<	<	<	54
	Special Education	19	35	46	54	63	60
	Mathematics	All Students	8	43	49	51	58
Female		3	43	54	46	58	52
Male		14	42	43	57	59	51
African American		0	30	70	30	41	34
American Indian		<	<	<	<	55	52
Asian		<	<	<	<	76	73
Caucasian		12	49	39	61	67	60
Hispanic		0	50	50	50	48	39
Other Ethnicity		<	<	<	<	58	57
Economically Disadvantaged		0	39	61	39	41	34
Limited English Proficiency		<	<	<	<	46	39
Migrant		<	<	<	<	<	36
Special Education		0	23	77	23	31	30
Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	37	44	20	80	87	81
	Female	32	49	19	81	90	84
	Male	42	38	20	80	83	78
	African American	7	69	24	76	78	69
	American Indian	<	<	<	<	91	84
	Asian	<	<	<	<	91	89
	Caucasian	51	33	17	83	91	88
	Hispanic	<	<	<	<	85	70
	Other Ethnicity	<	<	<	<	86	85
	Economically Disadvantaged	21	44	35	65	77	67
	Limited English Proficiency	<	<	<	<	70	62
	Migrant	<	<	<	<	<	62
	Special Education	9	45	45	55	59	55

SOL Passing Rates

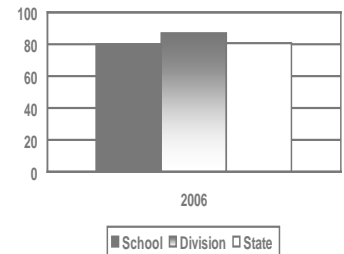
Grade 6 English: Reading, Literature, and Research  
Percent Passing



Grade 6 Mathematics  
Percent Passing



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



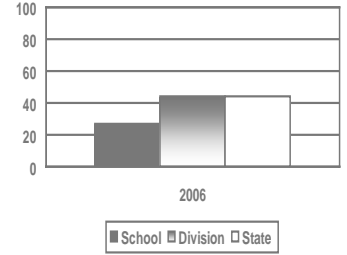
<Data not reported for less than 10 students

2005-2006 SOL PERFORMANCE

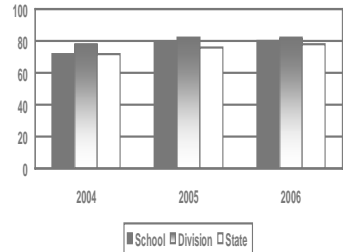
Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	2	25	73	27	44	44
	Female	2	23	75	25	44	44
	Male	2	28	70	30	44	43
	African American	0	23	77	23	29	26
	American Indian	<	<	<	<	33	42
	Asian	<	<	<	<	64	64
	Caucasian	4	29	68	32	53	53
	Hispanic	<	<	<	<	43	31
	Other Ethnicity	<	<	<	<	42	51
	Economically Disadvantaged	2	26	72	28	32	28
	Limited English Proficiency	<	<	<	<	35	30
	Migrant	<	<	<	<	<	38
	Special Education	5	25	70	30	29	26
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	21	59	20	80	82	78
	Female	29	58	13	87	86	81
	Male	14	59	26	74	79	75
	African American	14	51	36	64	71	64
	American Indian	<	<	<	<	80	81
	Asian	<	<	<	<	85	85
	Caucasian	24	62	14	86	87	85
	Hispanic	<	<	<	<	79	63
	Other Ethnicity	<	<	<	<	85	81
	Economically Disadvantaged	15	50	35	65	71	64
	Limited English Proficiency	<	<	<	<	64	54
	Migrant	<	<	<	<	<	41
	Special Education	4	48	48	52	47	50
English: Writing <sup>†</sup>	All Students	4	90	7	93	94	*
	Female	6	90	4	96	97	*
	Male	2	89	10	90	91	*
	African American	2	91	7	93	90	*
	American Indian	<	<	<	<	100	*
	Asian	<	<	<	<	97	*
	Caucasian	5	88	7	93	95	*
	Hispanic	<	<	<	<	97	*
	Other Ethnicity	<	<	<	<	94	*
	Economically Disadvantaged	4	85	10	90	90	*
	Limited English Proficiency	<	<	<	<	89	*
	Migrant	<	<	<	<	<	*
	Special Education	7	93	0	100	64	*

Three-Year Trend  
SOL Passing Rates

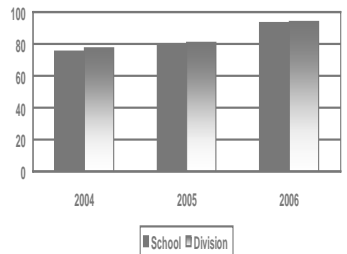
Grade 7 Mathematics  
Percent Passing



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



Grade 8 English: Writing  
Percent Passing



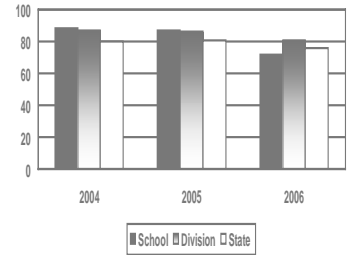
\*Not Available <Data not reported for less than 10 students  
<sup>†</sup>The state-generated report cards do not include English: Writing scores.

2005-2006 SOL PERFORMANCE

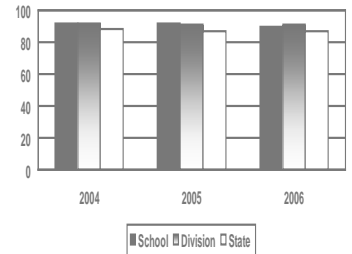
Three-Year Trend  
SOL Passing Rates

Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	25	47	28	72	81	76
	Female	25	56	19	81	83	79
	Male	25	39	37	63	78	74
	African American	5	48	46	54	70	63
	American Indian	<	<	<	<	83	76
	Asian	<	<	<	<	91	89
	Caucasian	33	46	21	79	85	83
	Hispanic	<	<	<	<	81	64
	Other Ethnicity	<	<	<	<	80	81
	Economically Disadvantaged	11	42	47	53	70	62
	Limited English Proficiency	<	<	<	<	75	58
	Migrant	<	<	<	<	<	57
	Special Education	0	35	65	35	50	45
Science	All Students	23	67	10	90	91	87
	Female	14	74	12	88	91	86
	Male	30	61	8	92	91	88
	African American	8	72	20	80	82	75
	American Indian	<	<	<	<	100	90
	Asian	<	<	<	<	96	93
	Caucasian	27	66	7	93	95	93
	Hispanic	<	<	<	<	88	77
	Other Ethnicity	<	<	<	<	91	89
	Economically Disadvantaged	16	71	13	88	83	75
	Limited English Proficiency	<	<	<	<	88	72
	Migrant	<	<	<	<	<	64
	Special Education	<	<	<	<	69	64
Content-Specific <sup>§</sup>		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
History and Social Sciences	All Students	23	44	33	67	82	78
	Female	16	43	41	59	81	77
	Male	30	45	25	75	84	79
	African American	11	40	49	51	72	65
	American Indian	<	<	<	<	85	81
	Asian	<	<	<	<	90	87
	Caucasian	27	46	26	74	87	84
	Hispanic	15	35	50	50	78	65
	Other Ethnicity	<	<	<	<	85	80
	Economically Disadvantaged	11	39	50	50	70	62
	Limited English Proficiency	30	30	40	60	71	61
	Migrant	<	<	<	<	<	51
	Special Education	6	38	55	45	56	53

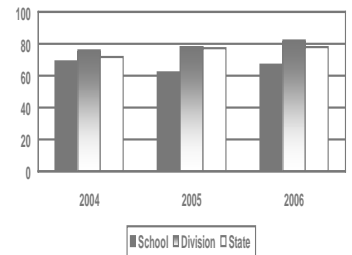
Grade 8 Mathematics  
Percent Passing



Grade 8 Science  
Percent Passing



Content-Specific History  
and Social Sciences  
Percent Passing



<Data not reported for less than 10 students

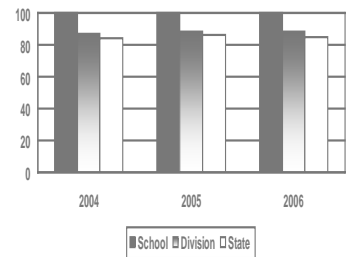
<sup>§</sup>This category includes the following tests: Grade 6 U.S. History to 1877, Grade 7 U.S. History from 1877 to present, and Grade 8 Civics and Economics.

2005-2006 SOL PERFORMANCE

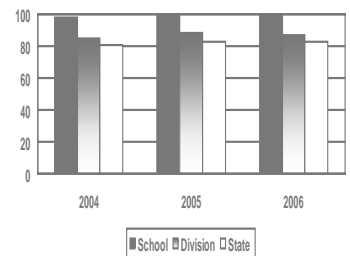
Three-Year Trend  
SOL Passing Rates

High School End-of-Course Tests <sup>†</sup>		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	59	41	0	100	88	85
	Female	61	39	0	100	89	86
	Male	58	42	0	100	88	85
	African American	40	60	0	100	79	75
	American Indian	<	<	<	<	87	82
	Asian	<	<	<	<	94	92
	Caucasian	62	38	0	100	91	89
	Hispanic	<	<	<	<	85	80
	Other Ethnicity	<	<	<	<	94	87
	Economically Disadvantaged	53	47	0	100	82	78
	Limited English Proficiency	<	<	<	<	89	80
	Migrant	<	<	<	<	<	78
	Special Education	<	<	<	<	72	66
	Science	All Students	57	43	0	100	87
Female		44	56	0	100	86	82
Male		71	29	0	100	88	84
African American		<	<	<	<	75	71
American Indian		<	<	<	<	97	82
Asian		<	<	<	<	89	87
Caucasian		56	44	0	100	92	90
Hispanic		<	<	<	<	84	69
Other Ethnicity		<	<	<	<	92	82
Economically Disadvantaged		90	10	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

- Eighth-grade English: Writing scores increased by over 18 percent and a 15 percent increase in English scores. This increase has resulted in a 5.7 percent reduction of the achievement gap.
- The Virginia Beach Middle School (VBMS) PTA received the Exemplary PTA Award for having the highest membership increase at the middle school level.
- The SCA, Men of Excellence, Optimist Club, NJHS, and FCCLA raised over \$2,000 to support 16 needy families at Christmas, participated in the Toys-for-Tots program, and raised \$1,700 to support Hurricane Katrina victims.
- Virginia Beach Middle School instituted a tracking, notification, and incentive plan to reduce the incidence of tardiness to school resulting in an increase in student attendance.

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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)



Virginia Beach Middle School  
600 25th Street  
Virginia Beach, VA 23451

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ORGANIZATION  
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