

ANNUAL

VIRGINIA BEACH CITY PUBLIC SCHOOLS

Middle School Report Card

ISSUED 2007-2008



Dear Parents or Guardian:

We are pleased to provide you with the tenth 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 73 of our schools made AYP for the 2007-2008 school year based on 2006-2007 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
757-648-4400 (phone)
757-473-5185 (fax)
bayms@vbschools.com
<http://www.baysidems.vbschools.com>

2007-2008

Dr. Barbara O. Cooper, Principal
Mr. Robert R. Ambrose, Assistant Principal
Ms. Harriet Joey Hallock, Assistant Principal
Mr. Jeffrey D. Hofmann, Assistant Principal
Ms. Janice McMillian, 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 2007-2008 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: 35%

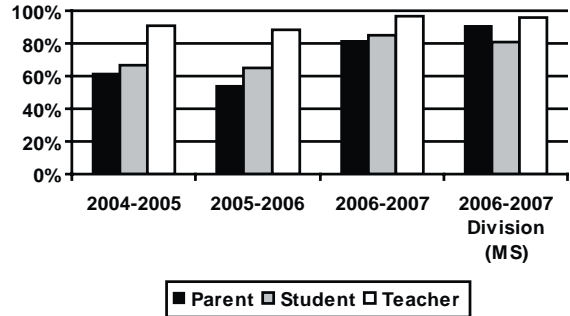
Average Class Size

English	Mathematics	Science	Social Studies
20.7	24.2	24.8	23.5

Attendance 2006-2007**

School Average Daily Attendance:	94.4%
Division (MS) Average Daily Attendance:	95.5%
AYP Attendance Target:	94.0%

Overall Quality of Education

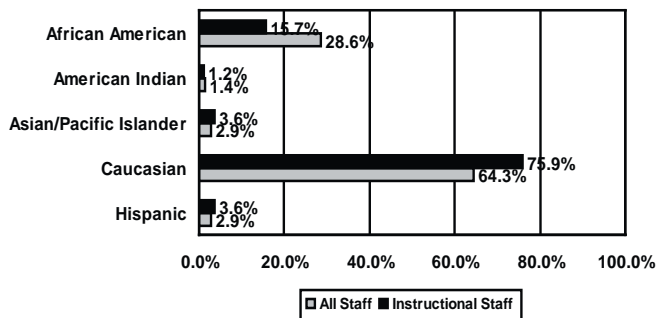


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 4 Instructional: 83
 Classified: 48 Other: 5

Fall 2007 Staff Characteristics



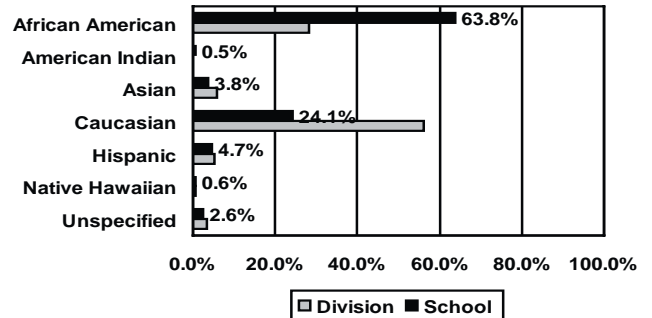
Additional Characteristics for Instructional Staff

	School	Division (MS)	State
Female	77.1%	77.1%	*
Male	22.9%	22.9%	*
Average years of teaching experience	12.7	14.2	*
Percentage with graduate degrees	42.2	49.6	*
Percentage new to the system	13.3	6.2	*
Percentage of core courses not taught by highly qualified teachers 06-07	5	3	3
		Entire Division	
Percentage of teachers with provisional credentials 06-07	5	4	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 1,071 Division Membership (MS): 16,623

Fall 2007 Student Characteristics



Additional Student Characteristics

	School	Division (MS)
Female	49.3%	48.9%
Male	50.7%	51.1%
Economically Disadvantaged	57.3%	27.3%
Gifted	9.0%	16.1%
Limited English Proficiency	1.4%	2.0%
Migrant	0.0%	<0.1%
Special Education	17.7%	12.9%

*Not Available

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

STUDENT PERFORMANCE INFORMATION

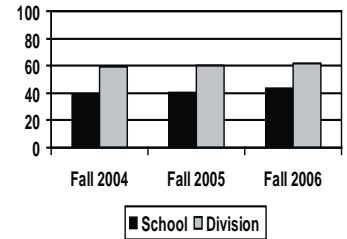
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this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

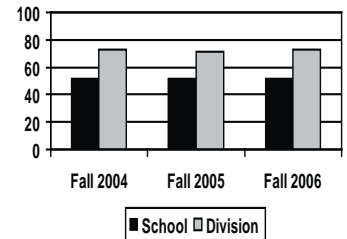
Grade 6		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
Total Reading	All Students	39	59	41	60	44	62
	Female	41	62	45	63	45	65
	Male	36	56	39	56	43	60
	African American	34	42	35	44	38	46
	American Indian	<	74	<	62	<	67
	Asian	56	67	50	67	<	70
	Caucasian	51	67	54	67	57	69
	Hispanic	25	51	37	51	55	54
	Native Hawaiian	<	<	<	66	<	69
	Unspecified Ethnicity	39	54	45	57	<	63
	Economically Disadvantaged	33	44	31	44	36	48
	Limited English Proficiency	<	30	<	<	<	46
	Special Education	16	26	15	24	16	27
Total Mathematics	All Students	52	73	52	71	52	73
	Female	54	74	54	72	51	73
	Male	51	72	51	70	52	73
	African American	48	55	46	53	44	56
	American Indian	<	77	<	81	<	79
	Asian	87	86	65	85	<	86
	Caucasian	63	80	63	77	64	79
	Hispanic	37	67	46	63	72	68
	Native Hawaiian	<	<	<	77	<	78
	Unspecified Ethnicity	37	70	58	71	<	73
	Economically Disadvantaged	46	58	44	57	42	60
	Limited English Proficiency	<	63	<	<	<	64
	Special Education	29	38	20	32	19	34
Total Language	All Students	53	69	54	68	55	69
	Female	59	74	61	73	59	74
	Male	47	64	47	62	50	65
	African American	51	56	50	56	52	58
	American Indian	<	60	<	71	<	76
	Asian	75	79	56	80	<	81
	Caucasian	57	74	59	73	58	73
	Hispanic	44	66	48	60	66	66
	Native Hawaiian	<	<	<	76	<	80
	Unspecified Ethnicity	44	62	57	67	<	73
	Economically Disadvantaged	48	57	47	56	50	59
	Limited English Proficiency	<	50	<	<	<	59
	Special Education	24	38	22	33	25	34

Three-Year Trend Stanford 10 Performance

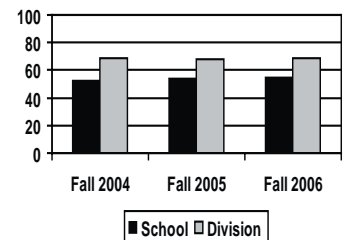
**Total Reading
Percentile Ranks**



**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 2006-2007 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.

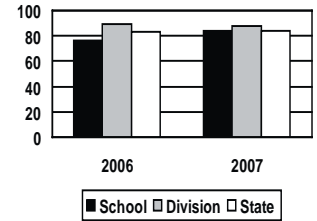
2006-2007 SOL PERFORMANCE

Grade 6		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	29	55	16	84	88	84
	Female	29	58	13	87	90	87
	Male	30	51	19	81	85	82
	African American	22	61	17	83	80	75
	American Indian	<	<	<	<	100	88
	Asian	<	<	<	<	93	92
	Caucasian	46	36	18	82	91	90
	Hispanic	27	73	0	100	83	71
	Other Ethnicity	<	<	<	<	89	84
	Economically Disadvantaged	22	60	17	83	79	72
	Limited English Proficiency	<	<	<	<	79	67
	Migrant	<	<	<	<	<	62
	Special Education	32	32	36	64	57	60
Mathematics	All Students	19	40	41	59	70	60
	Female	21	43	36	64	72	61
	Male	16	37	47	53	69	60
	African American	15	36	49	51	54	44
	American Indian	<	<	<	<	87	63
	Asian	<	<	<	<	88	80
	Caucasian	24	45	31	69	77	69
	Hispanic	43	43	14	86	67	48
	Other Ethnicity	<	<	<	<	71	61
	Economically Disadvantaged	17	33	50	50	57	44
	Limited English Proficiency	<	<	<	<	68	46
	Migrant	<	<	<	<	<	52
	Special Education	17	19	64	36	39	39
United States History to 1877	All Students	9	55	36	64	70	69
	Female	7	55	38	62	67	67
	Male	11	55	34	66	73	72
	African American	6	48	46	54	55	53
	American Indian	<	<	<	<	81	73
	Asian	<	<	<	<	83	84
	Caucasian	16	70	14	86	76	77
	Hispanic	7	64	29	71	64	58
	Other Ethnicity	<	<	<	<	72	68
	Economically Disadvantaged	5	49	47	53	54	51
	Limited English Proficiency	<	<	<	<	61	57
	Migrant	<	<	<	<	<	52
	Special Education	6	40	54	46	40	45

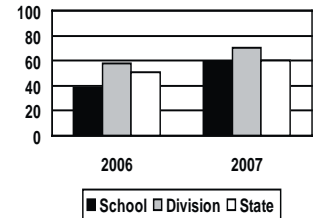
<Data not reported for less than 10 students

SOL Passing Rates

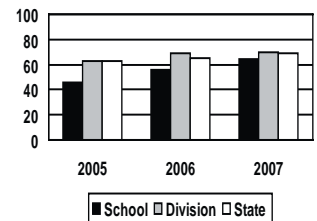
**Grade 6 English: Reading, Literature, and Research
Percent Passing**



**Grade 6 Mathematics
Percent Passing**



**Grade 6 United States History to 1877
Percent Passing**



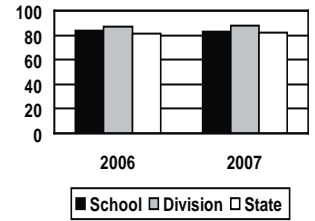
2006-2007 SOL PERFORMANCE

Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	28	55	17	83	88	82
	Female	27	59	13	87	91	86
	Male	29	50	21	79	86	80
	African American	21	58	21	79	81	72
	American Indian	<	<	<	<	100	89
	Asian	44	33	22	78	90	89
	Caucasian	40	51	9	91	93	88
	Hispanic	23	69	8	92	85	70
	Other Ethnicity	50	33	17	83	86	81
	Economically Disadvantaged	20	58	22	78	80	69
	Limited English Proficiency	<	<	<	<	71	62
	Migrant	<	<	<	<	<	62
	Special Education	14	40	46	54	60	54
Mathematics	All Students	10	40	50	50	57	56
	Female	7	42	51	49	56	57
	Male	13	38	49	51	58	55
	African American	9	39	52	48	48	40
	American Indian	<	<	<	<	44	57
	Asian	20	50	30	70	75	74
	Caucasian	11	48	41	59	62	64
	Hispanic	<	<	<	<	52	41
	Other Ethnicity	<	<	<	<	48	51
	Economically Disadvantaged	12	41	47	53	49	40
	Limited English Proficiency	<	<	<	<	52	40
	Migrant	<	<	<	<	<	49
	Special Education	23	32	45	55	43	37
United States History from 1877 to Present	All Students	55	37	8	92	89	87
	Female	49	43	8	92	89	86
	Male	60	32	8	92	90	88
	African American	49	41	10	90	81	78
	American Indian	<	<	<	<	90	89
	Asian	71	24	6	94	94	93
	Caucasian	67	29	5	95	94	92
	Hispanic	38	54	8	92	85	75
	Other Ethnicity	50	42	8	92	86	83
	Economically Disadvantaged	48	41	11	89	81	75
	Limited English Proficiency	<	<	<	<	82	70
	Migrant	<	<	<	<	<	72
	Special Education	24	58	18	82	68	67
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	12	71	17	83	82	80
	Female	11	74	15	85	86	83
	Male	13	69	18	82	79	76
	African American	12	71	18	82	72	68
	American Indian	<	<	<	<	86	86
	Asian	0	64	36	64	89	87
	Caucasian	14	73	13	87	88	87
	Hispanic	0	73	27	73	76	63
	Other Ethnicity	<	<	<	<	82	74
	Economically Disadvantaged	12	66	22	78	70	65
	Limited English Proficiency	<	<	<	<	58	52
	Migrant	<	<	<	<	<	55
	Special Education	9	54	37	63	46	50

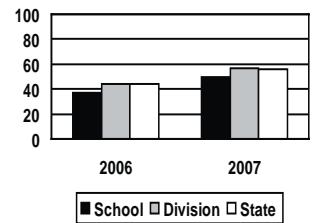
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

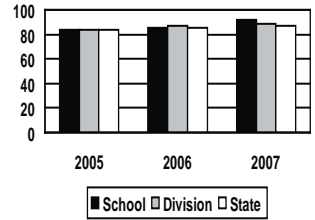
Grade 7 English: Reading, Literature, and Research
Percent Passing



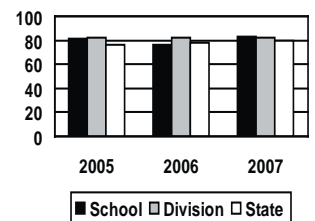
Grade 7 Mathematics
Percent Passing



Grade 7 United States History from 1877 to Present
Percent Passing



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

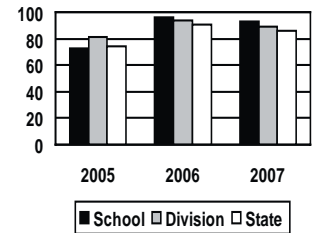


2006-2007 SOL PERFORMANCE

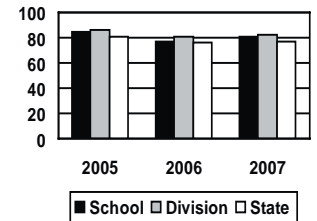
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Writing	All Students	2	91	7	93	89	86
	Female	1	94	5	95	93	90
	Male	3	89	8	92	85	81
	African American	3	91	6	94	83	77
	American Indian	<	<	<	<	86	88
	Asian	<	<	<	<	93	92
	Caucasian	1	91	8	92	92	90
	Hispanic	0	100	0	100	86	75
	Other Ethnicity	<	<	<	<	87	85
	Economically Disadvantaged	3	88	9	91	80	74
	Limited English Proficiency	<	<	<	<	71	68
	Migrant	<	<	<	<	<	60
	Special Education	0	86	14	86	51	53
Mathematics	All Students	24	56	19	81	82	77
	Female	23	63	14	86	85	80
	Male	26	51	24	76	79	75
	African American	23	57	20	80	73	64
	American Indian	<	<	<	<	81	78
	Asian	36	45	18	82	92	90
	Caucasian	27	56	17	83	86	84
	Hispanic	21	53	26	74	77	65
	Other Ethnicity	<	<	<	<	82	68
	Economically Disadvantaged	24	53	24	76	72	64
	Limited English Proficiency	<	<	<	<	76	62
	Migrant	<	<	<	<	<	75
	Special Education	25	32	43	57	49	47
Science	All Students	25	70	5	95	94	89
	Female	17	77	6	94	93	89
	Male	32	64	4	96	94	89
	African American	17	75	8	92	87	79
	American Indian	<	<	<	<	94	92
	Asian	45	55	0	100	97	95
	Caucasian	39	60	1	99	97	94
	Hispanic	18	82	0	100	93	78
	Other Ethnicity	27	73	0	100	94	89
	Economically Disadvantaged	19	72	9	91	87	78
	Limited English Proficiency	<	<	<	<	88	72
	Migrant	<	<	<	<	<	49
	Special Education	29	63	9	91	71	65
Civics and Economics	All Students	15	66	19	81	81	83
	Female	17	62	21	79	80	83
	Male	13	70	17	83	81	82
	African American	11	69	20	80	69	72
	American Indian	<	<	<	<	67	86
	Asian	20	50	30	70	86	91
	Caucasian	25	63	13	88	87	88
	Hispanic	8	67	25	75	71	69
	Other Ethnicity	<	<	<	<	79	82
	Economically Disadvantaged	11	65	23	77	68	69
	Limited English Proficiency	<	<	<	<	54	65
	Migrant	<	<	<	<	<	59
	Special Education	10	67	23	77	46	57

Three-Year Trend SOL Passing Rates

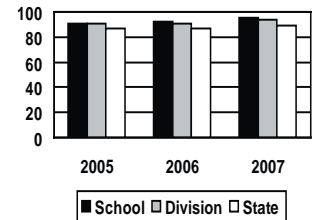
**Grade 8 English: Writing
Percent Passing**



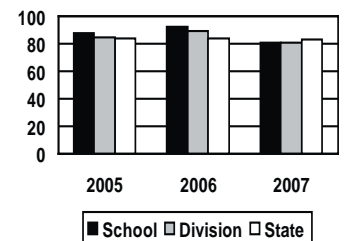
**Grade 8 Mathematics
Percent Passing**



**Grade 8 Science
Percent Passing**



**Grade 8 Civics and Economics
Percent Passing**



<Data not reported for less than 10 students

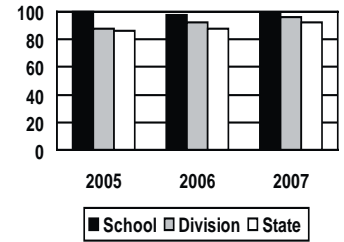
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Algebra I	All Students	40	59	1	99	96	92
	Female	47	51	2	98	97	93
	Male	33	68	0	100	95	90
	African American	43	57	0	100	93	87
	American Indian	<	<	<	<	100	90
	Asian	<	<	<	<	98	97
	Caucasian	30	67	3	97	97	94
	Hispanic	<	<	<	<	95	88
	Other Ethnicity	<	<	<	<	93	89
	Economically Disadvantaged	46	54	0	100	92	86
	Limited English Proficiency	<	<	<	<	97	88
	Migrant	<	<	<	<	<	93
	Special Education	<	<	<	<	84	75
Geometry	All Students	57	43	0	100	90	86
	Female	<	<	<	<	89	85
	Male	<	<	<	<	91	87
	African American	<	<	<	<	78	72
	American Indian	<	<	<	<	95	82
	Asian	<	<	<	<	96	93
	Caucasian	60	40	0	100	94	91
	Hispanic	<	<	<	<	88	80
	Other Ethnicity	<	<	<	<	96	88
	Economically Disadvantaged	<	<	<	<	79	74
	Limited English Proficiency	<	<	<	<	89	79
	Migrant	<	<	<	<	<	93
	Special Education	<	<	<	<	69	62
Earth Science	All Students	56	44	0	100	87	85
	Female	48	52	0	100	86	83
	Male	68	32	0	100	89	86
	African American	55	45	0	100	76	72
	American Indian	<	<	<	<	84	86
	Asian	<	<	<	<	91	89
	Caucasian	53	47	0	100	93	91
	Hispanic	<	<	<	<	84	74
	Other Ethnicity	<	<	<	<	85	80
	Economically Disadvantaged	60	40	0	100	75	72
	Limited English Proficiency	<	<	<	<	69	63
	Migrant	<	<	<	<	<	62
	Special Education	<	<	<	<	62	61

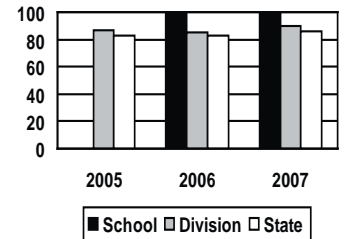
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

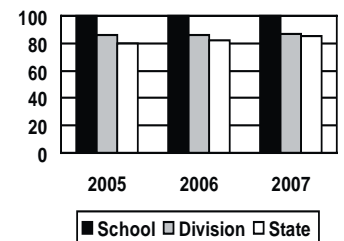
**High School End-of-Course
Algebra I
Percent Passing**



**High School End-of-Course
Geometry
Percent Passing**



**High School End-of-Course
Earth Science
Percent Passing**



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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.

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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/0708/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)