

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

BRANDON Middle (6-8)

Home of the Chargers

1700 Pope Street
Virginia Beach, VA 23464
757-648-4450 (phone)
757-366-4550 (fax)
brandms@vbschools.com
<http://www.brandonms.vbschools.com>

2007-2008

Dr. Catherine S. Rogers, Principal
Mr. John R. Carasella, Assistant Principal
Mr. L. W. "Skip" McLamb, Assistant Principal
Mrs. Linda P. Wormley, Assistant Principal
Ms. Shelli. Stough, 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: 13%

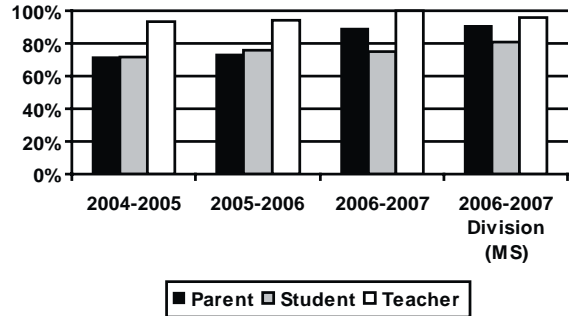
Average Class Size

English	Mathematics	Science	Social Studies
23.4	25.3	26.0	26.0

Attendance 2006-2007**

School Average Daily Attendance:	96.0%
Division (MS) Average Daily Attendance:	95.5%
AYP Attendance Target:	94.0%

Overall Quality of Education

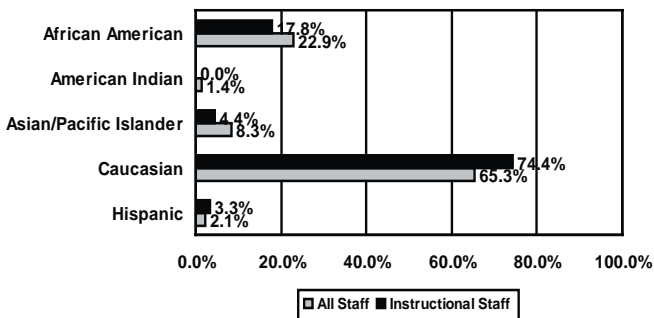


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 4 Instructional: 90
 Classified: 46 Other: 4

Fall 2007 Staff Characteristics



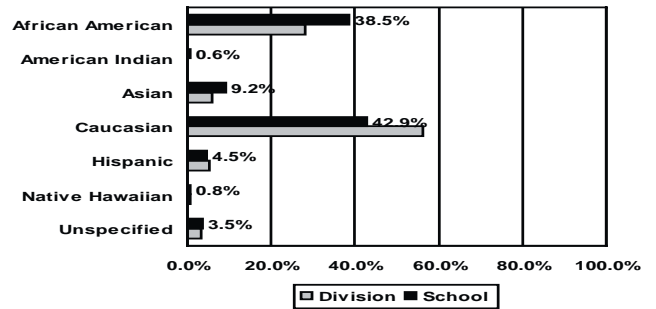
Additional Characteristics for Instructional Staff

	School	Division (MS)	State
Female	81.1%	77.1%	*
Male	18.9%	22.9%	*
Average years of teaching experience	14.3	14.2	*
Percentage with graduate degrees	55.6	49.6	*
Percentage new to the system	3.3	6.2	*
Percentage of core courses not taught by highly qualified teachers 06-07	2	3	3
		Entire Division	
Percentage of teachers with provisional credentials 06-07	6	4	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 1,248 Division Membership (MS): 16,623

Fall 2007 Student Characteristics



Additional Student Characteristics

	School	Division (MS)
Female	48.4%	48.9%
Male	51.6%	51.1%
Economically Disadvantaged	25.9%	27.3%
Gifted	12.1%	16.1%
Limited English Proficiency	2.3%	2.0%
Migrant	0.0%	<0.1%
Special Education	13.9%	12.9%

*Not Available

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

STUDENT PERFORMANCE INFORMATION

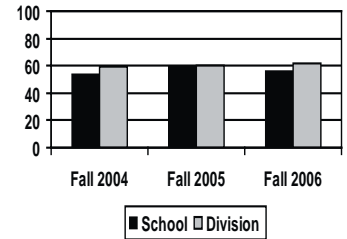
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this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

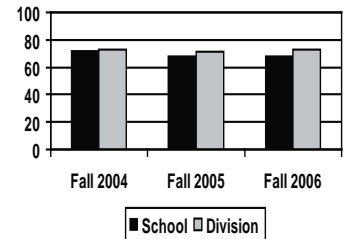
Grade 6		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
Total Reading	All Students	54	59	59	60	56	62
	Female	56	62	63	63	59	65
	Male	53	56	54	56	53	60
	African American	42	42	48	44	46	46
	American Indian	<	74	<	62	<	67
	Asian	64	67	67	67	67	70
	Caucasian	63	67	65	67	61	69
	Hispanic	57	51	62	51	57	54
	Native Hawaiian	<	<	<	66	<	69
	Unspecified Ethnicity	<	54	58	57	56	63
	Economically Disadvantaged	43	44	47	44	50	48
	Limited English Proficiency	<	30	<	<	<	46
	Special Education	24	26	26	24	25	27
Total Mathematics	All Students	72	73	68	71	68	73
	Female	71	74	70	72	68	73
	Male	72	72	67	70	68	73
	African American	57	55	57	53	56	56
	American Indian	<	77	<	81	<	79
	Asian	85	86	84	85	84	86
	Caucasian	80	80	73	77	74	79
	Hispanic	74	67	68	63	61	68
	Native Hawaiian	<	<	<	77	<	78
	Unspecified Ethnicity	<	70	74	71	79	73
	Economically Disadvantaged	59	58	55	57	65	60
	Limited English Proficiency	<	63	<	<	<	64
	Special Education	40	38	30	32	36	34
Total Language	All Students	66	69	67	68	67	69
	Female	70	74	73	73	73	74
	Male	63	64	61	62	63	65
	African American	56	56	59	56	60	58
	American Indian	<	60	<	71	<	76
	Asian	78	79	81	80	79	81
	Caucasian	72	74	70	73	70	73
	Hispanic	71	66	71	60	63	66
	Native Hawaiian	<	<	<	76	<	80
	Unspecified Ethnicity	<	62	73	67	79	73
	Economically Disadvantaged	60	57	56	56	66	59
	Limited English Proficiency	<	50	<	<	<	59
	Special Education	34	38	30	33	35	34

Three-Year Trend Stanford 10 Performance

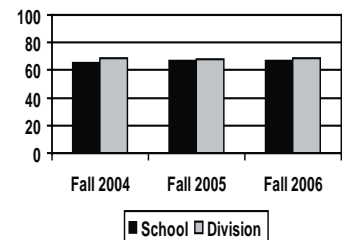
**Total Reading
Percentile Ranks**



**Total Mathematics
Percentile Ranks**



**Total Language
Percentile Ranks**



<Data not reported for less than 10 students

STUDENT PERFORMANCE INFORMATION

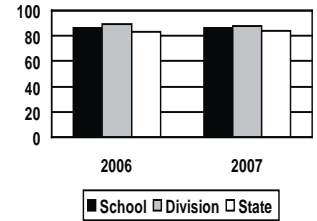
The Standards of Learning (SOL) tests are state mandated achievement tests used by students to earn verified credits for graduation and by schools and the division to assess student achievement and plan for continuous improvement. The test results are also used to determine school accreditation and AYP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

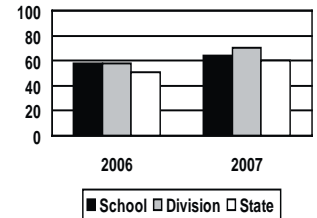
Grade 6		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	26	60	14	86	88	84
	Female	31	59	10	90	90	87
	Male	23	61	17	83	85	82
	African American	19	64	16	84	80	75
	American Indian	<	<	<	<	100	88
	Asian	31	63	6	94	93	92
	Caucasian	30	57	13	87	91	90
	Hispanic	25	63	13	88	83	71
	Other Ethnicity	40	47	13	87	89	84
	Economically Disadvantaged	26	62	12	88	79	72
	Limited English Proficiency	<	<	<	<	79	67
	Migrant	<	<	<	<	<	62
	Special Education	14	44	41	59	57	60
Mathematics	All Students	19	45	36	64	70	60
	Female	20	50	30	70	72	61
	Male	17	42	41	59	69	60
	African American	9	40	51	49	54	44
	American Indian	<	<	<	<	87	63
	Asian	38	47	16	84	88	80
	Caucasian	23	47	30	70	77	69
	Hispanic	31	50	19	81	67	48
	Other Ethnicity	14	64	21	79	71	61
	Economically Disadvantaged	15	41	44	56	57	44
	Limited English Proficiency	<	<	<	<	68	46
	Migrant	<	<	<	<	<	52
	Special Education	13	21	66	34	39	39
United States History to 1877	All Students	6	53	41	59	70	69
	Female	5	52	43	57	67	67
	Male	6	55	39	61	73	72
	African American	4	40	56	44	55	53
	American Indian	<	<	<	<	81	73
	Asian	9	66	25	75	83	84
	Caucasian	6	61	33	67	76	77
	Hispanic	6	69	25	75	64	58
	Other Ethnicity	7	57	36	64	72	68
	Economically Disadvantaged	6	42	52	48	54	51
	Limited English Proficiency	<	<	<	<	61	57
	Migrant	<	<	<	<	<	52
	Special Education	2	25	74	26	40	45

SOL Passing Rates

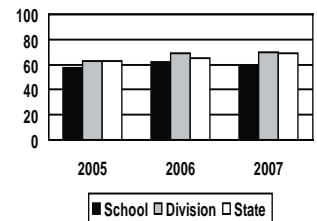
**Grade 6 English: Reading, Literature, and Research
Percent Passing**



**Grade 6 Mathematics
Percent Passing**



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



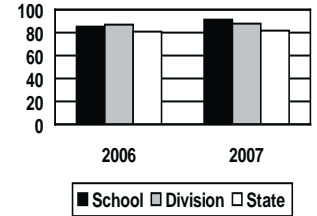
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2006-2007 SOL PERFORMANCE

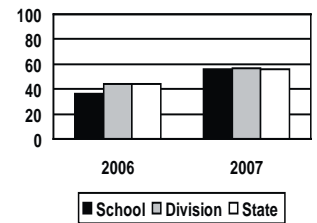
Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	47	44	9	91	88	82
	Female	50	44	6	94	91	86
	Male	44	44	13	87	86	80
	African American	35	53	12	88	81	72
	American Indian	<	<	<	<	100	89
	Asian	63	30	8	93	90	89
	Caucasian	53	40	8	92	93	88
	Hispanic	59	35	6	94	85	70
	Other Ethnicity	50	39	11	89	86	81
	Economically Disadvantaged	38	52	10	90	80	69
	Limited English Proficiency	60	20	20	80	71	62
	Migrant	<	<	<	<	<	62
	Special Education	38	33	30	70	60	54
Mathematics	All Students	7	49	44	56	57	56
	Female	6	48	45	55	56	57
	Male	8	50	43	57	58	55
	African American	7	42	51	49	48	40
	American Indian	<	<	<	<	44	57
	Asian	10	65	25	75	75	74
	Caucasian	6	56	39	61	62	64
	Hispanic	17	33	50	50	52	41
	Other Ethnicity	8	54	38	62	48	51
	Economically Disadvantaged	9	43	48	52	49	40
	Limited English Proficiency	<	<	<	<	52	40
	Migrant	<	<	<	<	<	49
	Special Education	24	47	29	71	43	37
United States History from 1877 to Present	All Students	22	55	24	76	89	87
	Female	17	59	24	76	89	86
	Male	27	50	23	77	90	88
	African American	13	53	34	66	81	78
	American Indian	<	<	<	<	90	89
	Asian	37	47	16	84	94	93
	Caucasian	25	58	17	83	94	92
	Hispanic	25	56	19	81	85	75
	Other Ethnicity	39	39	22	78	86	83
	Economically Disadvantaged	11	57	32	68	81	75
	Limited English Proficiency	20	60	20	80	82	70
	Migrant	<	<	<	<	<	72
	Special Education	3	41	57	43	68	67
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	17	67	16	84	82	80
	Female	19	67	14	86	86	83
	Male	15	67	18	82	79	76
	African American	14	59	27	73	72	68
	American Indian	<	<	<	<	86	86
	Asian	12	85	2	98	89	87
	Caucasian	20	71	9	91	88	87
	Hispanic	19	71	10	90	76	63
	Other Ethnicity	20	67	13	87	82	74
	Economically Disadvantaged	10	60	31	69	70	65
	Limited English Proficiency	<	<	<	<	58	52
	Migrant	<	<	<	<	<	55
	Special Education	5	50	45	55	46	50

Three-Year Trend SOL Passing Rates

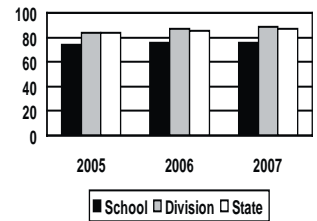
Grade 7 English: Reading, Literature, and Research
Percent Passing



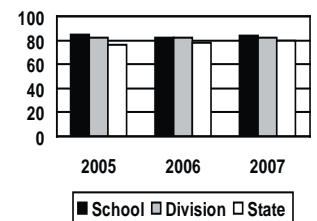
Grade 7 Mathematics
Percent Passing



Grade 7 United States History from 1877 to Present
Percent Passing



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



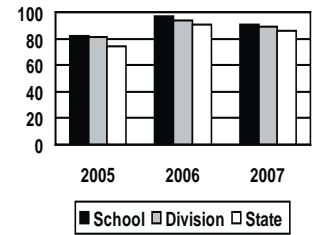
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2006-2007 SOL PERFORMANCE

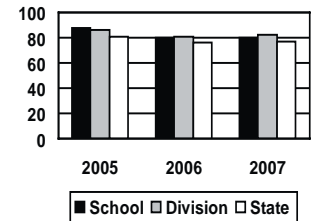
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Writing	All Students	1	90	9	91	89	86
	Female	1	94	5	95	93	90
	Male	1	85	13	87	85	81
	African American	0	87	13	87	83	77
	American Indian	<	<	<	<	86	88
	Asian	0	91	9	91	93	92
	Caucasian	2	92	6	94	92	90
	Hispanic	5	95	0	100	86	75
	Other Ethnicity	0	86	14	86	87	85
	Economically Disadvantaged	0	83	17	83	80	74
	Limited English Proficiency	<	<	<	<	71	68
	Migrant	<	<	<	<	<	60
	Special Education	0	81	19	81	51	53
Mathematics	All Students	40	40	20	80	82	77
	Female	43	41	16	84	85	80
	Male	38	39	23	77	79	75
	African American	23	45	32	68	73	64
	American Indian	<	<	<	<	81	78
	Asian	77	19	4	96	92	90
	Caucasian	47	41	13	87	86	84
	Hispanic	62	24	14	86	77	65
	Other Ethnicity	40	53	7	93	82	68
	Economically Disadvantaged	25	39	35	65	72	64
	Limited English Proficiency	80	10	10	90	76	62
	Migrant	<	<	<	<	<	75
	Special Education	15	31	55	45	49	47
Science	All Students	34	60	6	94	94	89
	Female	29	64	7	93	93	89
	Male	39	56	5	95	94	89
	African American	22	66	13	87	87	79
	American Indian	<	<	<	<	94	92
	Asian	46	54	0	100	97	95
	Caucasian	44	54	1	99	97	94
	Hispanic	20	80	0	100	93	78
	Other Ethnicity	50	43	7	93	94	89
	Economically Disadvantaged	18	68	14	86	87	78
	Limited English Proficiency	<	<	<	<	88	72
	Migrant	<	<	<	<	<	49
	Special Education	31	56	13	88	71	65
Civics and Economics	All Students	21	57	22	78	81	83
	Female	16	61	23	77	80	83
	Male	25	55	20	80	81	82
	African American	13	54	33	67	69	72
	American Indian	<	<	<	<	67	86
	Asian	23	63	14	86	86	91
	Caucasian	27	62	12	88	87	88
	Hispanic	29	52	19	81	71	69
	Other Ethnicity	29	50	21	79	79	82
	Economically Disadvantaged	8	52	41	59	68	69
	Limited English Proficiency	<	<	<	<	54	65
	Migrant	<	<	<	<	<	59
	Special Education	12	38	50	50	46	57

Three-Year Trend SOL Passing Rates

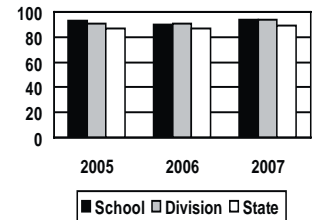
**Grade 8 English: Writing
Percent Passing**



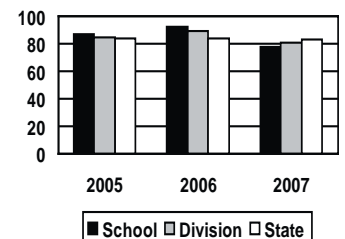
**Grade 8 Mathematics
Percent Passing**



**Grade 8 Science
Percent Passing**



**Grade 8 Civics and Economics
Percent Passing**



<Data not reported for less than 10 students

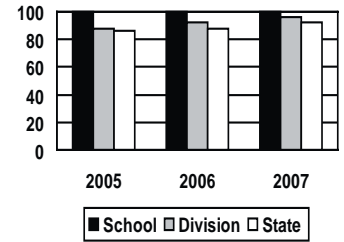
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Algebra I	All Students	43	57	0	100	96	92
	Female	42	58	0	100	97	93
	Male	45	55	0	100	95	90
	African American	46	54	0	100	93	87
	American Indian	<	<	<	<	100	90
	Asian	62	38	0	100	98	97
	Caucasian	35	65	0	100	97	94
	Hispanic	<	<	<	<	95	88
	Other Ethnicity	<	<	<	<	93	89
	Economically Disadvantaged	45	55	0	100	92	86
	Limited English Proficiency	<	<	<	<	97	88
	Migrant	<	<	<	<	<	93
	Special Education	<	<	<	<	84	75
Geometry	All Students	<	<	<	<	90	86
	Female	<	<	<	<	89	85
	Male	<	<	<	<	91	87
	African American	<	<	<	<	78	72
	American Indian	<	<	<	<	95	82
	Asian	<	<	<	<	96	93
	Caucasian	<	<	<	<	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	46	54	0	100	87	85
	Female	41	59	0	100	86	83
	Male	49	51	0	100	89	86
	African American	32	68	0	100	76	72
	American Indian	<	<	<	<	84	86
	Asian	<	<	<	<	91	89
	Caucasian	50	50	0	100	93	91
	Hispanic	<	<	<	<	84	74
	Other Ethnicity	<	<	<	<	85	80
	Economically Disadvantaged	<	<	<	<	75	72
	Limited English Proficiency	<	<	<	<	69	63
	Migrant	<	<	<	<	<	62
	Special Education	<	<	<	<	62	61

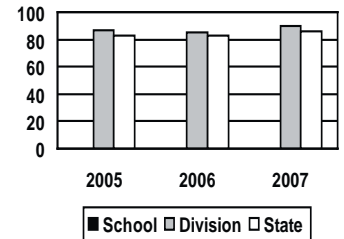
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

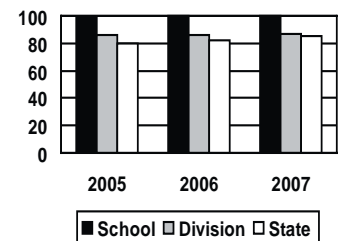
**High School End-of-Course
Algebra I
Percent Passing**



**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)