

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

GREAT NECK Middle (6-8)

Home of the Gulls

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Virginia Beach, VA 23454
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2007-2008

Dr. John E. Smith, Principal
Ms. Kristine A. Egnatz, Assistant Principal
Mr. Jose T. Sarmiento, Assistant Principal
Ms. Rachel Becka, 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: 19%

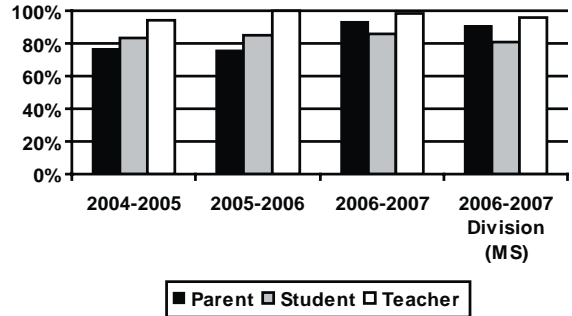
Average Class Size

English	Mathematics	Science	Social Studies
21.0	23.9	24.8	24.7

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

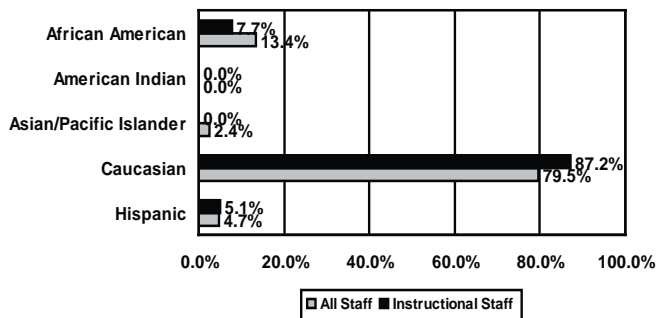


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 3 Instructional: 78
 Classified: 42 Other: 4

Fall 2007 Staff Characteristics



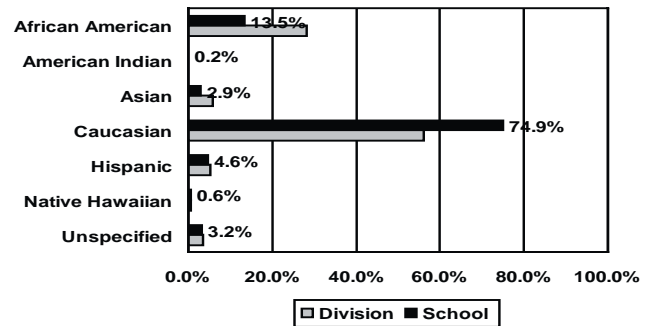
Additional Characteristics for Instructional Staff

	School	Division (MS)	State
Female	82.1%	77.1%	*
Male	17.9%	22.9%	*
Average years of teaching experience	16.4	14.2	*
Percentage with graduate degrees	51.3	49.6	*
Percentage new to the system	6.4	6.2	*
Percentage of core courses not taught by highly qualified teachers 06-07	9	3	3
		Entire Division	
Percentage of teachers with provisional credentials 06-07	2	4	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 989 Division Membership (MS): 16,623

Fall 2007 Student Characteristics



Additional Student Characteristics

	School	Division (MS)
Female	45.8%	48.9%
Male	54.2%	51.1%
Economically Disadvantaged	17.0%	27.3%
Gifted	14.9%	16.1%
Limited English Proficiency	3.6%	2.0%
Migrant	0.0%	<0.1%
Special Education	13.7%	12.9%

*Not Available

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

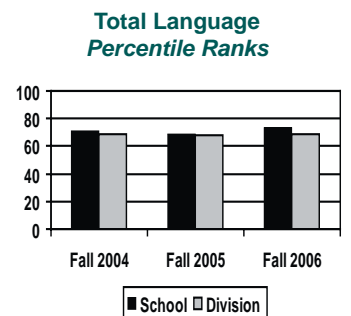
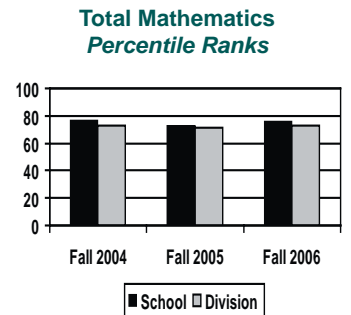
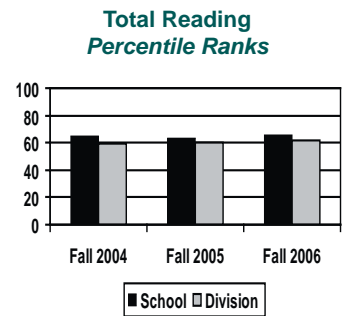
STUDENT PERFORMANCE INFORMATION

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	65	59	63	60	66	62
	Female	70	62	66	63	68	65
	Male	59	56	60	56	64	60
	African American	42	42	42	44	42	46
	American Indian	<	74	<	62	<	67
	Asian	72	67	71	67	<	70
	Caucasian	71	67	68	67	71	69
	Hispanic	50	51	51	51	<	54
	Native Hawaiian	<	<	<	66	<	69
	Unspecified Ethnicity	<	54	70	57	54	63
	Economically Disadvantaged	47	44	55	44	48	48
	Limited English Proficiency	<	30	<	<	<	46
	Special Education	29	26	23	24	29	27
Total Mathematics	All Students	77	73	73	71	76	73
	Female	79	74	72	72	76	73
	Male	75	72	75	70	76	73
	African American	51	55	49	53	52	56
	American Indian	<	77	<	81	<	79
	Asian	87	86	86	85	91	86
	Caucasian	83	80	78	77	80	79
	Hispanic	51	67	55	63	<	68
	Native Hawaiian	<	<	<	77	<	78
	Unspecified Ethnicity	<	70	71	71	58	73
	Economically Disadvantaged	62	58	66	57	59	60
	Limited English Proficiency	<	63	<	<	<	64
	Special Education	39	38	36	32	38	34
Total Language	All Students	71	69	69	68	73	69
	Female	77	74	74	73	78	74
	Male	65	64	64	62	69	65
	African American	54	56	49	56	54	58
	American Indian	<	60	<	71	<	76
	Asian	79	79	73	80	83	81
	Caucasian	76	74	73	73	76	73
	Hispanic	45	66	61	60	<	66
	Native Hawaiian	<	<	<	76	<	80
	Unspecified Ethnicity	<	62	71	67	62	73
	Economically Disadvantaged	59	57	62	56	59	59
	Limited English Proficiency	<	50	<	<	<	59
	Special Education	36	38	35	33	32	34

Three-Year Trend Stanford 10 Performance



<Data not reported for less than 10 students

STUDENT PERFORMANCE INFORMATION

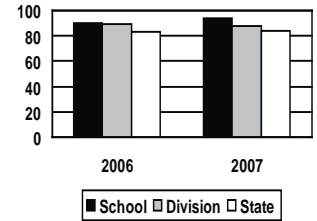
The Standards of Learning (SOL) tests are state mandated achievement tests used by students to earn verified credits for graduation and by schools and the division to assess student achievement and plan for continuous improvement. The test results are also used to determine school accreditation and AYP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

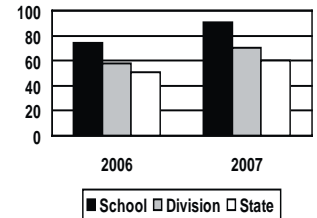
Grade 6		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	48	46	6	94	88	84
	Female	52	39	9	91	90	87
	Male	45	52	3	97	85	82
	African American	20	60	20	80	80	75
	American Indian	<	<	<	<	100	88
	Asian	50	50	0	100	93	92
	Caucasian	54	43	3	97	91	90
	Hispanic	55	45	0	100	83	71
	Other Ethnicity	20	70	10	90	89	84
	Economically Disadvantaged	26	58	16	84	79	72
	Limited English Proficiency	<	<	<	<	79	67
	Migrant	<	<	<	<	<	62
	Special Education	24	58	18	82	57	60
Mathematics	All Students	52	39	9	91	70	60
	Female	51	38	11	89	72	61
	Male	53	40	7	93	69	60
	African American	26	57	17	83	54	44
	American Indian	<	<	<	<	87	63
	Asian	<	<	<	<	88	80
	Caucasian	55	37	7	93	77	69
	Hispanic	55	27	18	82	67	48
	Other Ethnicity	50	30	20	80	71	61
	Economically Disadvantaged	25	63	12	88	57	44
	Limited English Proficiency	55	36	9	91	68	46
	Migrant	<	<	<	<	<	52
	Special Education	32	47	21	79	39	39
United States History to 1877	All Students	18	55	27	73	70	69
	Female	17	51	32	68	67	67
	Male	19	58	23	77	73	72
	African American	2	43	55	45	55	53
	American Indian	<	<	<	<	81	73
	Asian	20	60	20	80	83	84
	Caucasian	22	56	22	78	76	77
	Hispanic	<	<	<	<	64	58
	Other Ethnicity	0	60	40	60	72	68
	Economically Disadvantaged	4	42	54	46	54	51
	Limited English Proficiency	<	<	<	<	61	57
	Migrant	<	<	<	<	<	52
	Special Education	3	37	60	40	40	45

SOL Passing Rates

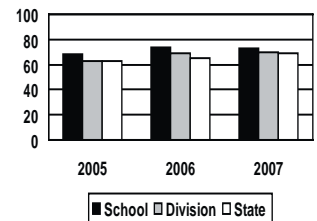
**Grade 6 English: Reading, Literature, and Research
Percent Passing**



**Grade 6 Mathematics
Percent Passing**



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



<Data not reported for less than 10 students

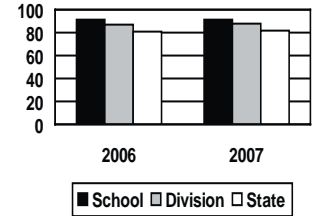
2006-2007 SOL PERFORMANCE

Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	56	35	9	91	88	82
	Female	54	38	8	92	91	86
	Male	59	32	9	91	86	80
	African American	38	42	20	80	81	72
	American Indian	<	<	<	<	100	89
	Asian	64	36	0	100	90	89
	Caucasian	60	33	6	94	93	88
	Hispanic	36	43	21	79	85	70
	Other Ethnicity	<	<	<	<	86	81
	Economically Disadvantaged	32	55	13	87	80	69
	Limited English Proficiency	50	30	20	80	71	62
	Migrant	<	<	<	<	<	62
	Special Education	18	36	46	54	60	54
	Mathematics	All Students	14	56	30	70	57
Female		12	57	31	69	56	57
Male		15	56	29	71	58	55
African American		5	43	51	49	48	40
American Indian		<	<	<	<	44	57
Asian		<	<	<	<	75	74
Caucasian		15	61	24	76	62	64
Hispanic		0	45	55	45	52	41
Other Ethnicity		<	<	<	<	48	51
Economically Disadvantaged		9	40	51	49	49	40
Limited English Proficiency		40	20	40	60	52	40
Migrant		<	<	<	<	<	49
Special Education		10	31	59	41	43	37
United States History from 1877 to Present		All Students	66	29	4	96	89
	Female	61	34	5	95	89	86
	Male	72	25	3	97	90	88
	African American	55	32	13	87	81	78
	American Indian	<	<	<	<	90	89
	Asian	73	27	0	100	94	93
	Caucasian	69	28	3	97	94	92
	Hispanic	40	53	7	93	85	75
	Other Ethnicity	<	<	<	<	86	83
	Economically Disadvantaged	51	37	12	88	81	75
	Limited English Proficiency	55	45	0	100	82	70
	Migrant	<	<	<	<	<	72
	Special Education	28	48	25	75	68	67
	Grade 8		School Proficiency Levels			Percent Passing	
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	28	57	15	85	82	80
	Female	32	55	13	87	86	83
	Male	24	60	17	83	79	76
	African American	13	54	33	67	72	68
	American Indian	<	<	<	<	86	86
	Asian	<	<	<	<	89	87
	Caucasian	32	57	11	89	88	87
	Hispanic	7	57	36	64	76	63
	Other Ethnicity	<	<	<	<	82	74
	Economically Disadvantaged	11	61	27	73	70	65
	Limited English Proficiency	<	<	<	<	58	52
	Migrant	<	<	<	<	<	55
	Special Education	11	41	48	52	46	50

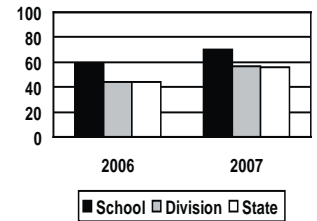
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

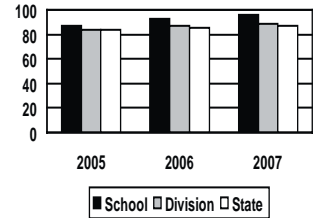
Grade 7 English: Reading, Literature, and Research
Percent Passing



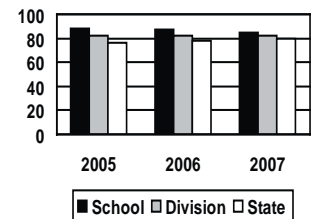
Grade 7 Mathematics
Percent Passing



Grade 7 United States History from 1877 to Present
Percent Passing



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

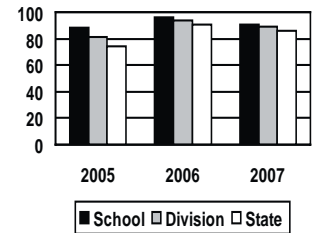


2006-2007 SOL PERFORMANCE

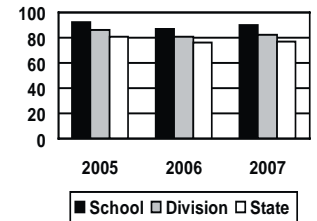
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Writing	All Students	7	84	9	91	89	86
	Female	9	83	8	92	93	90
	Male	5	85	10	90	85	81
	African American	3	77	21	79	83	77
	American Indian	<	<	<	<	86	88
	Asian	<	<	<	<	93	92
	Caucasian	8	86	6	94	92	90
	Hispanic	0	80	20	80	86	75
	Other Ethnicity	20	80	0	100	87	85
	Economically Disadvantaged	2	77	20	80	80	74
	Limited English Proficiency	<	<	<	<	71	68
	Migrant	<	<	<	<	<	60
	Special Education	2	51	46	54	51	53
Mathematics	All Students	56	34	10	90	82	77
	Female	53	38	10	90	85	80
	Male	59	31	11	89	79	75
	African American	33	41	26	74	73	64
	American Indian	<	<	<	<	81	78
	Asian	75	25	0	100	92	90
	Caucasian	60	32	8	92	86	84
	Hispanic	25	63	13	88	77	65
	Other Ethnicity	<	<	<	<	82	68
	Economically Disadvantaged	36	50	14	86	72	64
	Limited English Proficiency	30	60	10	90	76	62
	Migrant	<	<	<	<	<	75
	Special Education	37	20	43	57	49	47
Science	All Students	44	53	4	96	94	89
	Female	40	56	4	96	93	89
	Male	48	49	4	96	94	89
	African American	19	69	11	89	87	79
	American Indian	<	<	<	<	94	92
	Asian	<	<	<	<	97	95
	Caucasian	47	51	2	98	97	94
	Hispanic	42	50	8	92	93	78
	Other Ethnicity	<	<	<	<	94	89
	Economically Disadvantaged	30	63	7	93	87	78
	Limited English Proficiency	<	<	<	<	88	72
	Migrant	<	<	<	<	<	49
	Special Education	26	52	22	78	71	65
Civics and Economics	All Students	46	42	11	89	81	83
	Female	43	44	13	87	80	83
	Male	50	40	10	90	81	82
	African American	30	54	16	84	69	72
	American Indian	<	<	<	<	67	86
	Asian	<	<	<	<	86	91
	Caucasian	50	40	10	90	87	88
	Hispanic	21	57	21	79	71	69
	Other Ethnicity	<	<	<	<	79	82
	Economically Disadvantaged	27	54	20	80	68	69
	Limited English Proficiency	<	<	<	<	54	65
	Migrant	<	<	<	<	<	59
	Special Education	20	29	51	49	46	57

Three-Year Trend SOL Passing Rates

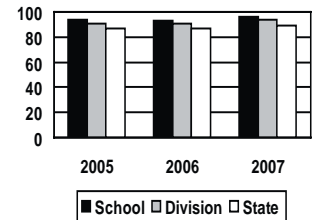
**Grade 8 English: Writing
Percent Passing**



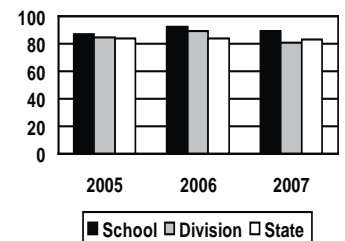
**Grade 8 Mathematics
Percent Passing**



**Grade 8 Science
Percent Passing**



**Grade 8 Civics and Economics
Percent Passing**



<Data not reported for less than 10 students

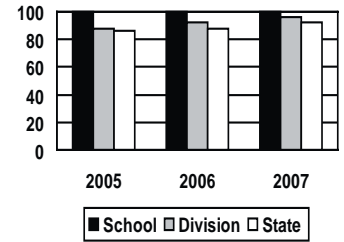
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Algebra I	All Students	79	21	0	100	96	92
	Female	79	21	0	100	97	93
	Male	79	21	0	100	95	90
	African American	<	<	<	<	93	87
	American Indian	<	<	<	<	100	90
	Asian	<	<	<	<	98	97
	Caucasian	78	22	0	100	97	94
	Hispanic	<	<	<	<	95	88
	Other Ethnicity	<	<	<	<	93	89
	Economically Disadvantaged	<	<	<	<	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	54	46	0	100	87	85
	Female	53	47	0	100	86	83
	Male	56	44	0	100	89	86
	African American	<	<	<	<	76	72
	American Indian	<	<	<	<	84	86
	Asian	<	<	<	<	91	89
	Caucasian	56	44	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

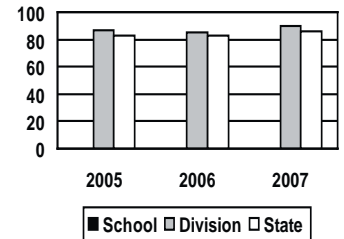
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

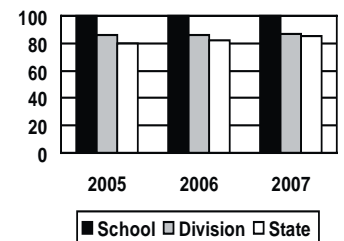
**High School End-of-Course
Algebra I
Percent Passing**



**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.

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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.

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(At-Large)

Mr. Todd C. Davidson
(At-Large)

Mrs. Emma L. "Em" Davis
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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)