

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

INDEPENDENCE Middle (6-8)

Home of the Eagles

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2007-2008

Ms. Cheryl R. Woodhouse, Principal
Mrs. Stephanie A. Enzmann, Assistant
Principal
Mr. Jon W. Irby, Assistant Principal
Mr. Bruce R. Rector, Assistant Principal
Ms. Lita Slaughter, PTA President

State Accreditation Status:
Fully Accredited

NCLB Adequate Yearly Progress Status:
Did Not Make 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: 21%

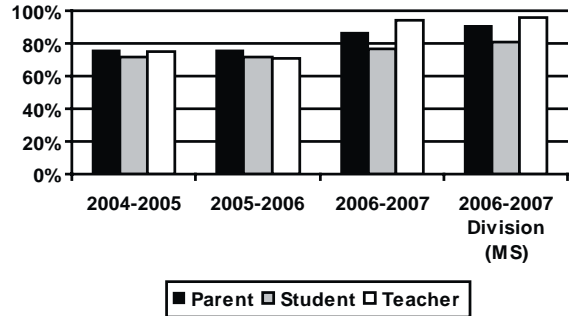
Average Class Size

English	Mathematics	Science	Social Studies
22.0	25.4	25.7	25.7

Attendance 2006-2007**

School Average Daily Attendance:	94.8%
Division (MS) Average Daily Attendance:	95.5%
AYP Attendance Target:	94.0%

Overall Quality of Education

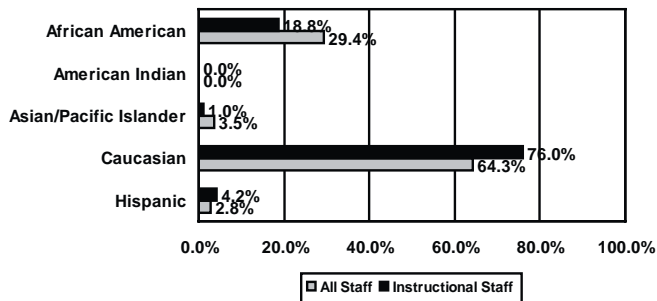


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 4 Instructional: 96
 Classified: 38 Other: 5

Fall 2007 Staff Characteristics



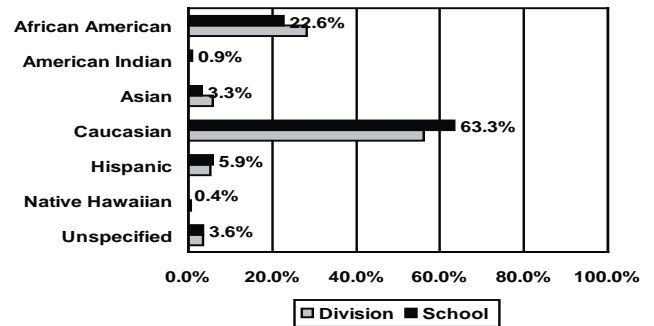
Additional Characteristics for Instructional Staff

	School	Division (MS)	State
Female	77.1%	77.1%	*
Male	22.9%	22.9%	*
Average years of teaching experience	11.7	14.2	*
Percentage with graduate degrees	45.8	49.6	*
Percentage new to the system	12.5	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	8	4	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 1,324 Division Membership (MS): 16,623

Fall 2007 Student Characteristics



Additional Student Characteristics

	School	Division (MS)
Female	50.5%	48.9%
Male	49.5%	51.1%
Economically Disadvantaged	26.1%	27.3%
Gifted	12.8%	16.1%
Limited English Proficiency	2.6%	2.0%
Migrant	0.0%	<0.1%
Special Education	12.3%	12.9%

*Not Available

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

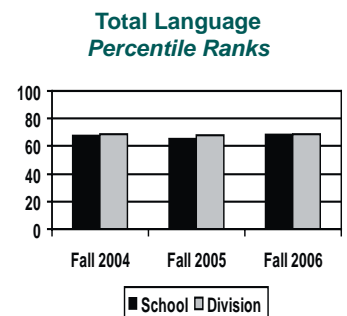
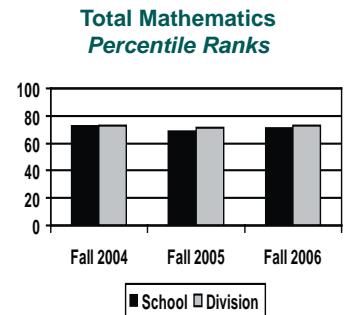
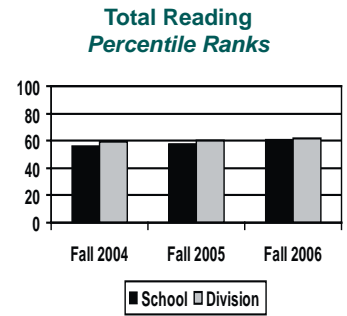
STUDENT PERFORMANCE INFORMATION

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	56	59	58	60	61	62
	Female	62	62	60	63	63	65
	Male	48	56	56	56	59	60
	African American	36	42	43	44	40	46
	American Indian	<	74	<	62	<	67
	Asian	70	67	65	67	75	70
	Caucasian	62	67	63	67	68	69
	Hispanic	43	51	47	51	53	54
	Native Hawaiian	<	<	<	66	<	69
	Unspecified Ethnicity	61	54	48	57	56	63
	Economically Disadvantaged	41	44	41	44	52	48
	Limited English Proficiency	<	30	<	<	<	46
	Special Education	25	26	22	24	30	27
Total Mathematics	All Students	73	73	69	71	71	73
	Female	74	74	69	72	72	73
	Male	71	72	68	70	71	73
	African American	53	55	50	53	50	56
	American Indian	<	77	<	81	<	79
	Asian	87	86	85	85	92	86
	Caucasian	78	80	73	77	77	79
	Hispanic	61	67	57	63	68	68
	Native Hawaiian	<	<	<	77	<	78
	Unspecified Ethnicity	71	70	67	71	67	73
	Economically Disadvantaged	58	58	51	57	59	60
	Limited English Proficiency	<	63	<	<	<	64
	Special Education	39	38	31	32	32	34
Total Language	All Students	68	69	66	68	69	69
	Female	74	74	72	73	72	74
	Male	61	64	59	62	66	65
	African American	54	56	52	56	52	58
	American Indian	<	60	<	71	<	76
	Asian	81	79	77	80	84	81
	Caucasian	72	74	71	73	73	73
	Hispanic	59	66	51	60	68	66
	Native Hawaiian	<	<	<	76	<	80
	Unspecified Ethnicity	62	62	53	67	66	73
	Economically Disadvantaged	57	57	52	56	60	59
	Limited English Proficiency	<	50	<	<	<	59
	Special Education	39	38	31	33	43	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.

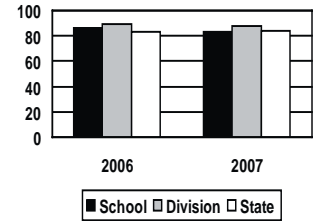
2006-2007 SOL PERFORMANCE

Grade 6		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	35	48	17	83	88	84
	Female	36	49	15	85	90	87
	Male	33	48	19	81	85	82
	African American	22	51	27	73	80	75
	American Indian	<	<	<	<	100	88
	Asian	<	<	<	<	93	92
	Caucasian	39	47	14	86	91	90
	Hispanic	20	60	20	80	83	71
	Other Ethnicity	45	41	14	86	89	84
	Economically Disadvantaged	25	52	23	77	79	72
	Limited English Proficiency	<	<	<	<	79	67
	Migrant	<	<	<	<	<	62
	Special Education	10	45	45	55	57	60
	Mathematics	All Students	24	43	34	66	70
Female		23	42	35	65	72	61
Male		24	43	33	67	69	60
African American		12	36	52	48	54	44
American Indian		<	<	<	<	87	63
Asian		<	<	<	<	88	80
Caucasian		27	42	30	70	77	69
Hispanic		20	47	33	67	67	48
Other Ethnicity		18	50	32	68	71	61
Economically Disadvantaged		17	39	45	55	57	44
Limited English Proficiency		<	<	<	<	68	46
Migrant		<	<	<	<	<	52
Special Education		7	9	84	16	39	39
United States History to 1877		All Students	10	53	37	63	70
	Female	9	50	41	59	67	67
	Male	11	57	33	67	73	72
	African American	4	46	49	51	55	53
	American Indian	<	<	<	<	81	73
	Asian	<	<	<	<	83	84
	Caucasian	10	57	32	68	76	77
	Hispanic	17	30	53	47	64	58
	Other Ethnicity	4	61	35	65	72	68
	Economically Disadvantaged	6	47	46	54	54	51
	Limited English Proficiency	<	<	<	<	61	57
	Migrant	<	<	<	<	<	52
	Special Education	0	22	78	22	40	45

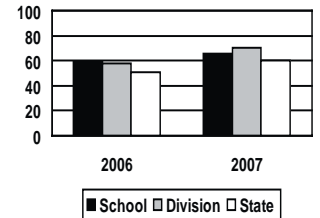
<Data not reported for less than 10 students

SOL Passing Rates

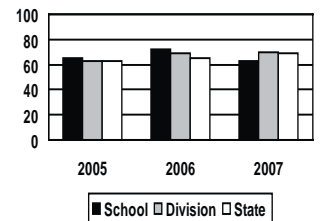
**Grade 6 English: Reading, Literature, and Research
Percent Passing**



**Grade 6 Mathematics
Percent Passing**



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



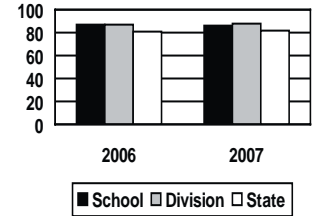
2006-2007 SOL PERFORMANCE

Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	40	46	14	86	88	82
	Female	41	50	9	91	91	86
	Male	39	43	18	82	86	80
	African American	23	54	23	77	81	72
	American Indian	<	<	<	<	100	89
	Asian	38	46	15	85	90	89
	Caucasian	47	42	11	89	93	88
	Hispanic	20	65	15	85	85	70
	Other Ethnicity	33	60	7	93	86	81
	Economically Disadvantaged	24	58	18	82	80	69
	Limited English Proficiency	<	<	<	<	71	62
	Migrant	<	<	<	<	<	62
	Special Education	17	40	43	57	60	54
Mathematics	All Students	4	37	59	41	57	56
	Female	4	35	61	39	56	57
	Male	3	39	57	43	58	55
	African American	2	34	65	35	48	40
	American Indian	<	<	<	<	44	57
	Asian	<	<	<	<	75	74
	Caucasian	3	41	55	45	62	64
	Hispanic	0	33	67	33	52	41
	Other Ethnicity	<	<	<	<	48	51
	Economically Disadvantaged	5	32	63	37	49	40
	Limited English Proficiency	<	<	<	<	52	40
	Migrant	<	<	<	<	<	49
	Special Education	7	20	73	27	43	37
United States History from 1877 to Present	All Students	36	49	15	85	89	87
	Female	33	54	13	87	89	86
	Male	39	44	17	83	90	88
	African American	21	57	23	77	81	78
	American Indian	<	<	<	<	90	89
	Asian	54	46	0	100	94	93
	Caucasian	41	47	12	88	94	92
	Hispanic	29	48	24	76	85	75
	Other Ethnicity	14	64	21	79	86	83
	Economically Disadvantaged	14	56	30	70	81	75
	Limited English Proficiency	<	<	<	<	82	70
	Migrant	<	<	<	<	<	72
	Special Education	15	38	47	53	68	67
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	17	65	18	82	82	80
	Female	22	64	13	87	86	83
	Male	12	65	23	77	79	76
	African American	8	68	25	75	72	68
	American Indian	<	<	<	<	86	86
	Asian	26	70	4	96	89	87
	Caucasian	20	65	15	85	88	87
	Hispanic	9	50	41	59	76	63
	Other Ethnicity	<	<	<	<	82	74
	Economically Disadvantaged	10	66	24	76	70	65
	Limited English Proficiency	6	56	38	63	58	52
	Migrant	<	<	<	<	<	55
	Special Education	3	41	55	45	46	50

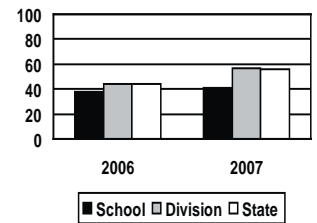
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

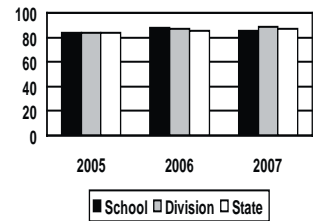
Grade 7 English: Reading, Literature, and Research
Percent Passing



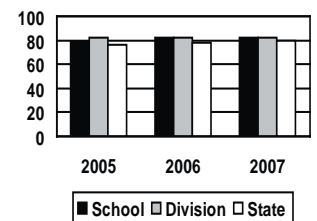
Grade 7 Mathematics
Percent Passing



Grade 7 United States History from 1877 to Present
Percent Passing



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



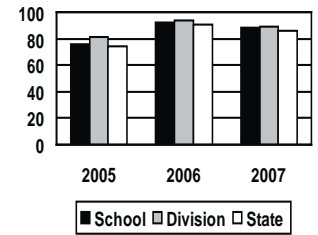
2006-2007 SOL PERFORMANCE

Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Writing	All Students	3	85	12	88	89	86
	Female	5	89	6	94	93	90
	Male	1	81	18	82	85	81
	African American	0	81	19	81	83	77
	American Indian	<	<	<	<	86	88
	Asian	4	91	4	96	93	92
	Caucasian	5	86	10	90	92	90
	Hispanic	0	84	16	84	86	75
	Other Ethnicity	<	<	<	<	87	85
	Economically Disadvantaged	2	76	22	78	80	74
	Limited English Proficiency	0	77	23	77	71	68
	Migrant	<	<	<	<	<	60
	Special Education	0	47	53	47	51	53
Mathematics	All Students	32	45	22	78	82	77
	Female	27	55	18	82	85	80
	Male	37	36	27	73	79	75
	African American	27	50	24	76	73	64
	American Indian	<	<	<	<	81	78
	Asian	54	46	0	100	92	90
	Caucasian	34	44	21	79	86	84
	Hispanic	11	33	56	44	77	65
	Other Ethnicity	<	<	<	<	82	68
	Economically Disadvantaged	21	51	28	72	72	64
	Limited English Proficiency	17	33	50	50	76	62
	Migrant	<	<	<	<	<	75
	Special Education	12	26	62	38	49	47
Science	All Students	29	62	8	92	94	89
	Female	24	67	9	91	93	89
	Male	35	57	7	93	94	89
	African American	15	70	15	85	87	79
	American Indian	<	<	<	<	94	92
	Asian	21	74	5	95	97	95
	Caucasian	34	60	6	94	97	94
	Hispanic	29	65	6	94	93	78
	Other Ethnicity	<	<	<	<	94	89
	Economically Disadvantaged	19	69	13	87	87	78
	Limited English Proficiency	<	<	<	<	88	72
	Migrant	<	<	<	<	<	49
	Special Education	14	48	38	63	71	65
Civics and Economics	All Students	18	57	25	75	81	83
	Female	16	59	25	75	80	83
	Male	21	55	24	76	81	82
	African American	7	50	43	57	69	72
	American Indian	<	<	<	<	67	86
	Asian	35	57	9	91	86	91
	Caucasian	22	60	18	82	87	88
	Hispanic	10	48	43	57	71	69
	Other Ethnicity	0	80	20	80	79	82
	Economically Disadvantaged	8	54	38	62	68	69
	Limited English Proficiency	7	53	40	60	54	65
	Migrant	<	<	<	<	<	59
	Special Education	4	39	57	43	46	57

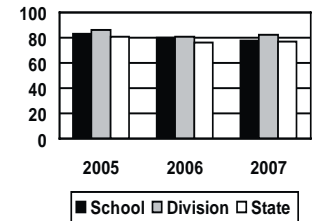
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

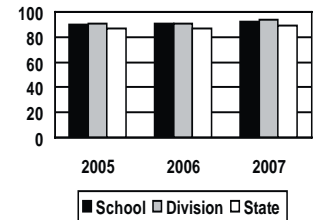
**Grade 8 English: Writing
Percent Passing**



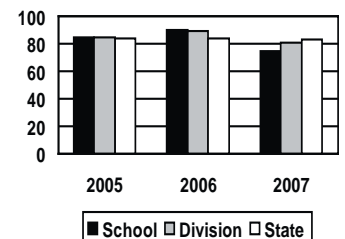
**Grade 8 Mathematics
Percent Passing**



**Grade 8 Science
Percent Passing**



**Grade 8 Civics and Economics
Percent Passing**



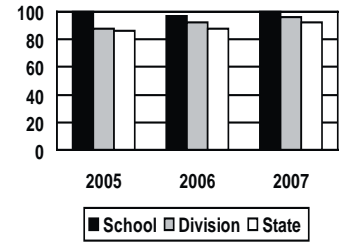
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Algebra I	All Students	40	59	0	100	96	92
	Female	43	56	1	99	97	93
	Male	37	63	0	100	95	90
	African American	20	80	0	100	93	87
	American Indian	<	<	<	<	100	90
	Asian	18	82	0	100	98	97
	Caucasian	44	56	1	99	97	94
	Hispanic	<	<	<	<	95	88
	Other Ethnicity	<	<	<	<	93	89
	Economically Disadvantaged	32	68	0	100	92	86
	Limited English Proficiency	<	<	<	<	97	88
	Migrant	<	<	<	<	<	93
	Special Education	<	<	<	<	84	75
Geometry	All Students	33	67	0	100	90	86
	Female	32	68	0	100	89	85
	Male	35	65	0	100	91	87
	African American	<	<	<	<	78	72
	American Indian	<	<	<	<	95	82
	Asian	<	<	<	<	96	93
	Caucasian	27	73	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	44	56	0	100	87	85
	Female	36	64	0	100	86	83
	Male	55	45	0	100	89	86
	African American	21	79	0	100	76	72
	American Indian	<	<	<	<	84	86
	Asian	73	27	0	100	91	89
	Caucasian	46	54	0	100	93	91
	Hispanic	<	<	<	<	84	74
	Other Ethnicity	<	<	<	<	85	80
	Economically Disadvantaged	27	73	0	100	75	72
	Limited English Proficiency	<	<	<	<	69	63
	Migrant	<	<	<	<	<	62
	Special Education	<	<	<	<	62	61

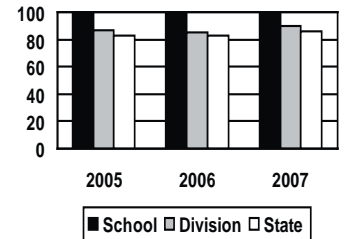
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

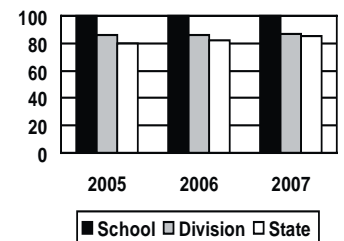
**High School End-of-Course
Algebra I
Percent Passing**



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



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



vbschools.com - your virtual link to Hampton Roads' largest school system

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.

SCHOOL BOARD MEMBERS

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(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)