

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

KEMPS LANDING MAGNET (6-8)

Home of the Phoenix

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Virginia Beach, VA 23462
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2007-2008

Mrs. Randi R. Riesbeck, Principal
Mr. Charles H. Foster, Assistant Principal
Ms. Laura Lowe, 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: 2%

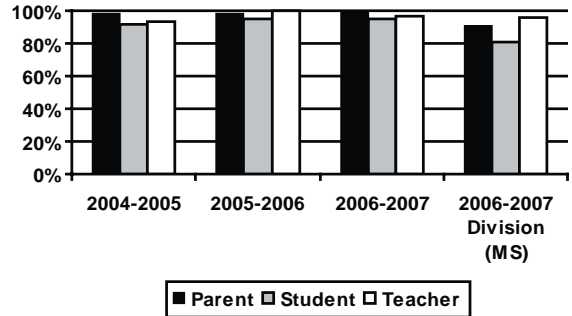
Average Class Size

English	Mathematics	Science	Social Studies
23.8	23.5	24.5	24.5

Attendance 2006-2007**

School Average Daily Attendance:	98.0%
Division (MS) Average Daily Attendance:	95.5%
AYP Attendance Target:	94.0%

Overall Quality of Education

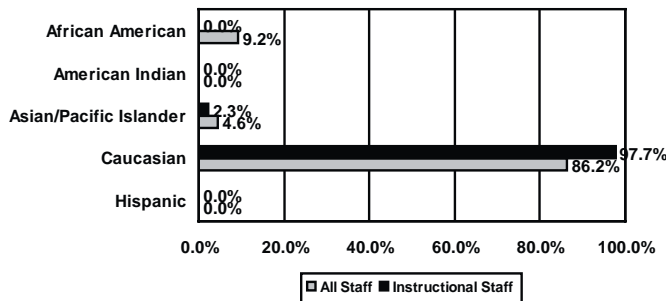


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 2 Instructional: 43
 Classified: 16 Other: 4

Fall 2007 Staff Characteristics



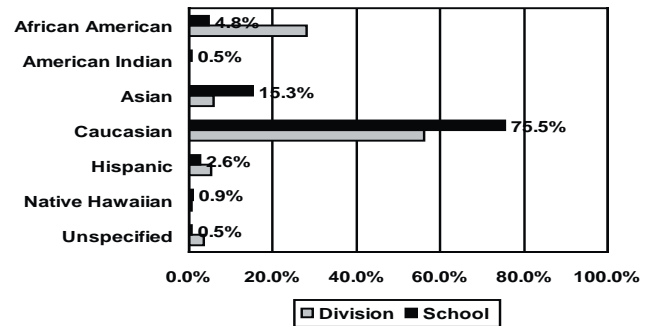
Additional Characteristics for Instructional Staff

	School	Division (MS)	State
Female	67.4%	77.1%	*
Male	32.6%	22.9%	*
Average years of teaching experience	15.4	14.2	*
Percentage with graduate degrees	60.5	49.6	*
Percentage new to the system	7.0	6.2	*
Percentage of core courses not taught by highly qualified teachers 06-07	0	3	3
		Entire Division	
Percentage of teachers with provisional credentials 06-07	0	4	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 588 Division Membership (MS): 16,623

Fall 2007 Student Characteristics



Additional Student Characteristics

	School	Division (MS)
Female	50.9%	48.9%
Male	49.1%	51.1%
Economically Disadvantaged	6.0%	27.3%
Gifted	100.0%	16.1%
Limited English Proficiency	0.5%	2.0%
Migrant	0.0%	<0.1%
Special Education	0.7%	12.9%

*Not Available

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

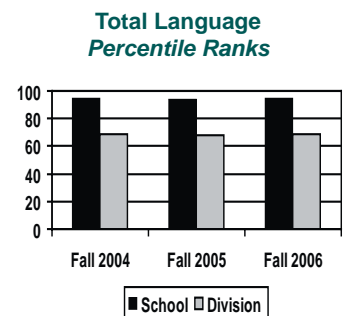
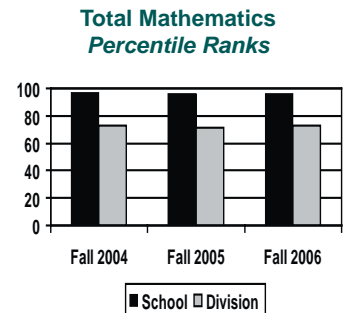
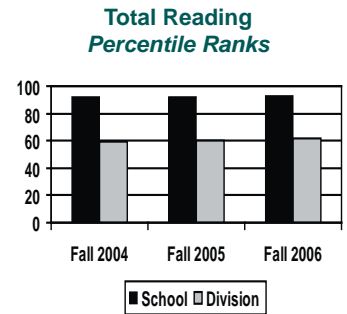
STUDENT PERFORMANCE INFORMATION

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	92	59	92	60	93	62
	Female	94	62	93	63	93	65
	Male	91	56	92	56	93	60
	African American	90	42	<	44	90	46
	American Indian	<	74	<	62	<	67
	Asian	92	67	88	67	89	70
	Caucasian	93	67	93	67	94	69
	Hispanic	<	51	<	51	<	54
	Native Hawaiian	<	<	<	66	<	69
	Unspecified Ethnicity	<	54	<	57	<	63
	Economically Disadvantaged	88	44	88	44	93	48
	Limited English Proficiency	<	30	<	<	<	46
	Special Education	<	26	<	24	<	27
Total Mathematics	All Students	97	73	96	71	96	73
	Female	97	74	96	72	97	73
	Male	96	72	96	70	96	73
	African American	97	55	<	53	94	56
	American Indian	<	77	<	81	<	79
	Asian	97	86	96	85	96	86
	Caucasian	96	80	97	77	97	79
	Hispanic	<	67	<	63	<	68
	Native Hawaiian	<	<	<	77	<	78
	Unspecified Ethnicity	<	70	<	71	<	73
	Economically Disadvantaged	96	58	96	57	95	60
	Limited English Proficiency	<	63	<	<	<	64
	Special Education	<	38	<	32	<	34
Total Language	All Students	95	69	94	68	95	69
	Female	96	74	94	73	96	74
	Male	95	64	94	62	94	65
	African American	93	56	<	56	94	58
	American Indian	<	60	<	71	<	76
	Asian	97	79	94	80	94	81
	Caucasian	95	74	94	73	95	73
	Hispanic	<	66	<	60	<	66
	Native Hawaiian	<	<	<	76	<	80
	Unspecified Ethnicity	<	62	<	67	<	73
	Economically Disadvantaged	94	57	92	56	96	59
	Limited English Proficiency	<	50	<	<	<	59
	Special Education	<	38	<	33	<	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.

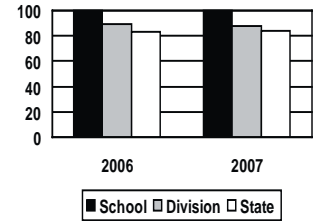
2006-2007 SOL PERFORMANCE

Grade 6		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	91	9	0	100	88	84
	Female	94	6	0	100	90	87
	Male	88	12	0	100	85	82
	African American	92	8	0	100	80	75
	American Indian	<	<	<	<	100	88
	Asian	94	6	0	100	93	92
	Caucasian	91	9	0	100	91	90
	Hispanic	<	<	<	<	83	71
	Other Ethnicity	<	<	<	<	89	84
	Economically Disadvantaged	100	0	0	100	79	72
	Limited English Proficiency	<	<	<	<	79	67
	Migrant	<	<	<	<	<	62
	Special Education	<	<	<	<	57	60
Mathematics	All Students	None of the students in this school took the Grade 6 Mathematics SOL test.			70	60	
	Female				72	61	
	Male				69	60	
	African American				54	44	
	American Indian				87	63	
	Asian				88	80	
	Caucasian				77	69	
	Hispanic				67	48	
	Other Ethnicity				71	61	
	Economically Disadvantaged				57	44	
	Limited English Proficiency				68	46	
	Migrant				<	52	
	Special Education				39	39	
United States History to 1877	All Students	17	74	9	91	70	69
	Female	13	72	15	85	67	67
	Male	20	76	4	96	73	72
	African American	8	83	8	92	55	53
	American Indian	<	<	<	<	81	73
	Asian	19	65	16	84	83	84
	Caucasian	18	75	7	93	76	77
	Hispanic	<	<	<	<	64	58
	Other Ethnicity	<	<	<	<	72	68
	Economically Disadvantaged	17	75	8	92	54	51
	Limited English Proficiency	<	<	<	<	61	57
	Migrant	<	<	<	<	<	52
	Special Education	<	<	<	<	40	45

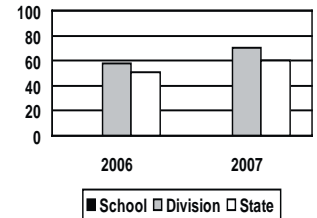
<Data not reported for less than 10 students

SOL Passing Rates

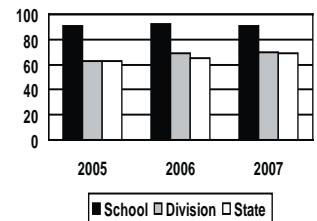
**Grade 6 English: Reading, Literature, and Research
Percent Passing**



**Grade 6 Mathematics
Percent Passing**



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

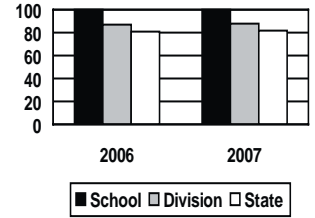


2006-2007 SOL PERFORMANCE

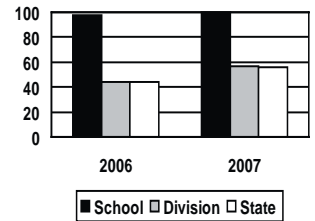
Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	99	1	0	100	88	82
	Female	99	1	0	100	91	86
	Male	99	1	0	100	86	80
	African American	<	<	<	<	81	72
	American Indian	<	<	<	<	100	89
	Asian	100	0	0	100	90	89
	Caucasian	99	1	0	100	93	88
	Hispanic	<	<	<	<	85	70
	Other Ethnicity	<	<	<	<	86	81
	Economically Disadvantaged	91	9	0	100	80	69
	Limited English Proficiency	<	<	<	<	71	62
	Migrant	<	<	<	<	<	62
	Special Education	<	<	<	<	60	54
Mathematics	All Students	66	34	0	100	57	56
	Female	66	34	0	100	56	57
	Male	66	34	0	100	58	55
	African American	18	82	0	100	48	40
	American Indian	<	<	<	<	44	57
	Asian	73	27	0	100	75	74
	Caucasian	70	30	0	100	62	64
	Hispanic	<	<	<	<	52	41
	Other Ethnicity	<	<	<	<	48	51
	Economically Disadvantaged	42	58	0	100	49	40
	Limited English Proficiency	<	<	<	<	52	40
	Migrant	<	<	<	<	<	49
	Special Education	<	<	<	<	43	37
United States History from 1877 to Present	All Students	98	2	0	100	89	87
	Female	96	4	0	100	89	86
	Male	100	0	0	100	90	88
	African American	<	<	<	<	81	78
	American Indian	<	<	<	<	90	89
	Asian	96	4	0	100	94	93
	Caucasian	98	2	0	100	94	92
	Hispanic	<	<	<	<	85	75
	Other Ethnicity	<	<	<	<	86	83
	Economically Disadvantaged	100	0	0	100	81	75
	Limited English Proficiency	<	<	<	<	82	70
	Migrant	<	<	<	<	<	72
	Special Education	<	<	<	<	68	67
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	73	27	0	100	82	80
	Female	82	18	0	100	86	83
	Male	65	35	0	100	79	76
	African American	40	60	0	100	72	68
	American Indian	<	<	<	<	86	86
	Asian	78	22	0	100	89	87
	Caucasian	73	27	0	100	88	87
	Hispanic	<	<	<	<	76	63
	Other Ethnicity	<	<	<	<	82	74
	Economically Disadvantaged	<	<	<	<	70	65
	Limited English Proficiency	<	<	<	<	58	52
	Migrant	<	<	<	<	<	55
	Special Education	<	<	<	<	46	50

Three-Year Trend SOL Passing Rates

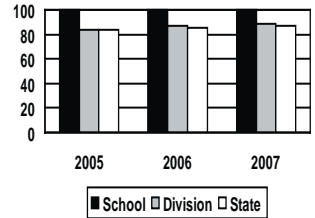
Grade 7 English: Reading, Literature, and Research
Percent Passing



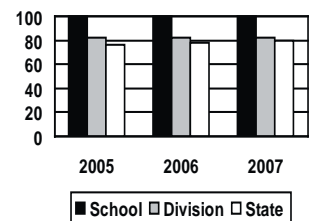
Grade 7 Mathematics
Percent Passing



Grade 7 United States History from 1877 to Present
Percent Passing



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



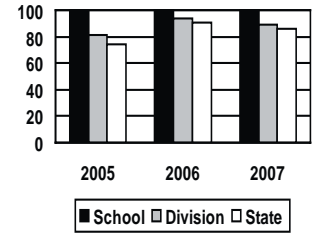
<Data not reported for less than 10 students

2006-2007 SOL PERFORMANCE

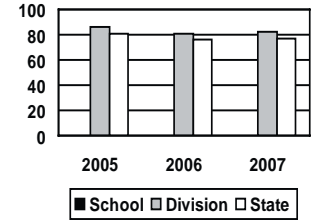
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Writing	All Students	32	68	0	100	89	86
	Female	41	59	0	100	93	90
	Male	24	76	0	100	85	81
	African American	20	80	0	100	83	77
	American Indian	<	<	<	<	86	88
	Asian	35	65	0	100	93	92
	Caucasian	31	69	0	100	92	90
	Hispanic	<	<	<	<	86	75
	Other Ethnicity	<	<	<	<	87	85
	Economically Disadvantaged	<	<	<	<	80	74
	Limited English Proficiency	<	<	<	<	71	68
	Migrant	<	<	<	<	<	60
	Special Education	<	<	<	<	51	53
Mathematics	All Students	None of the students in this school took the Grade 8 Mathematics SOL test.			82	77	
	Female				85	80	
	Male				79	75	
	African American				73	64	
	American Indian				81	78	
	Asian				92	90	
	Caucasian				86	84	
	Hispanic				77	65	
	Other Ethnicity				82	68	
	Economically Disadvantaged				72	64	
	Limited English Proficiency				76	62	
	Migrant				<	75	
	Special Education				49	47	
Science	All Students	89	11	0	100	94	89
	Female	85	15	0	100	93	89
	Male	94	6	0	100	94	89
	African American	<	<	<	<	87	79
	American Indian	<	<	<	<	94	92
	Asian	93	7	0	100	97	95
	Caucasian	89	11	0	100	97	94
	Hispanic	<	<	<	<	93	78
	Other Ethnicity	<	<	<	<	94	89
	Economically Disadvantaged	91	9	0	100	87	78
	Limited English Proficiency	<	<	<	<	88	72
	Migrant	<	<	<	<	<	49
	Special Education	<	<	<	<	71	65
Civics and Economics	All Students	73	27	0	100	81	83
	Female	71	29	0	100	80	83
	Male	75	25	0	100	81	82
	African American	70	30	0	100	69	72
	American Indian	<	<	<	<	67	86
	Asian	65	35	0	100	86	91
	Caucasian	75	25	0	100	87	88
	Hispanic	<	<	<	<	71	69
	Other Ethnicity	<	<	<	<	79	82
	Economically Disadvantaged	<	<	<	<	68	69
	Limited English Proficiency	<	<	<	<	54	65
	Migrant	<	<	<	<	<	59
	Special Education	<	<	<	<	46	57

**Three-Year Trend
SOL Passing Rates**

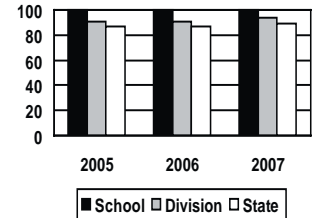
**Grade 8 English: Writing
Percent Passing**



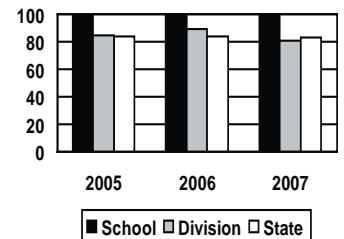
**Grade 8 Mathematics
Percent Passing**



**Grade 8 Science
Percent Passing**



**Grade 8 Civics and Economics
Percent Passing**



<Data not reported for less than 10 students

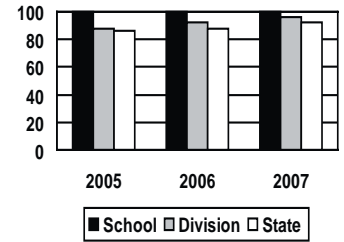
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Algebra I	All Students	60	40	0	100	96	92
	Female	60	40	0	100	97	93
	Male	59	41	0	100	95	90
	African American	<	<	<	<	93	87
	American Indian	<	<	<	<	100	90
	Asian	64	36	0	100	98	97
	Caucasian	60	40	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	75	25	0	100	90	86
	Female	78	22	0	100	89	85
	Male	72	28	0	100	91	87
	African American	40	60	0	100	78	72
	American Indian	<	<	<	<	95	82
	Asian	76	24	0	100	96	93
	Caucasian	77	23	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	75	25	0	100	87	85
	Female	71	29	0	100	86	83
	Male	78	22	0	100	89	86
	African American	60	40	0	100	76	72
	American Indian	<	<	<	<	84	86
	Asian	83	17	0	100	91	89
	Caucasian	74	26	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

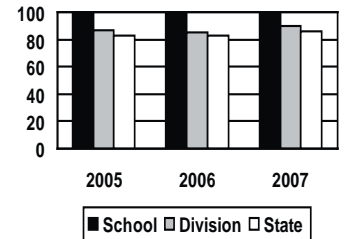
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

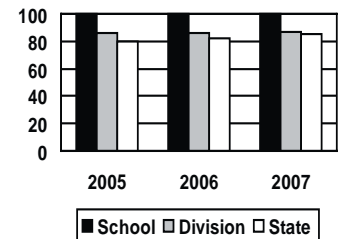
**High School End-of-Course
Algebra I
Percent Passing**



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



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



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.

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
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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
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Mrs. Carolyn D. Weems
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