

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

## KEMPSVILLE Middle (6-8)

### *Home of the Braves*

860 Churchill Drive  
Virginia Beach, VA 23464  
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757-474-8449 (fax)  
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## 2007-2008

Dr. James J. Smith, Principal  
Ms. Stacy B. Bland, Assistant Principal  
Mr. Joey H. Phillips, Assistant Principal  
Ms. Kirsten Kelly, 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](http://www.vbschools.com) and [www.doe.virginia.gov](http://www.doe.virginia.gov).

### SCHOOL INFORMATION

Student Mobility: 12%

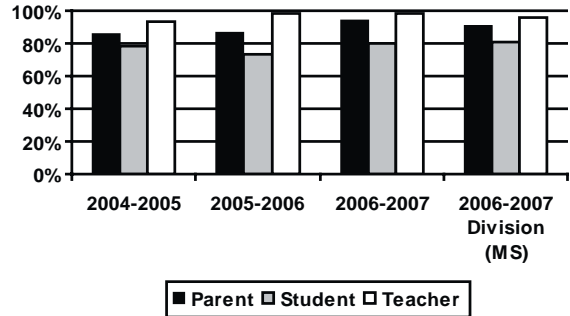
#### Average Class Size

English	Mathematics	Science	Social Studies
18.4	20.7	20.9	21.4

#### Attendance 2006-2007\*\*

School Average Daily Attendance:	96.1%
Division (MS) Average Daily Attendance:	95.5%
AYP Attendance Target:	94.0%

#### Overall Quality of Education

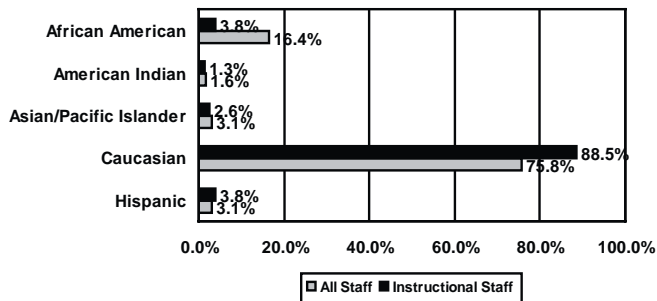


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

### STAFF CHARACTERISTICS

Administration/Intern: 3      Instructional: 78  
 Classified: 44                  Other: 3

#### Fall 2007 Staff Characteristics



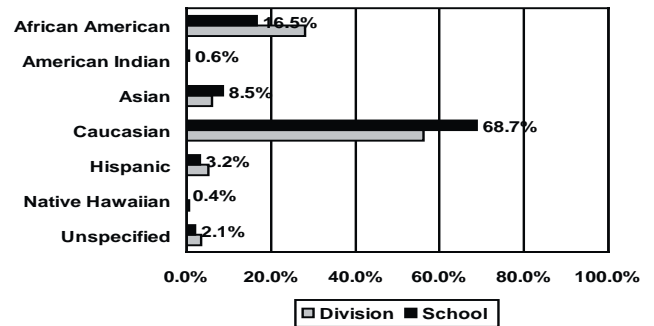
#### Additional Characteristics for Instructional Staff

	School	Division (MS)	State
Female	78.2%	77.1%	*
Male	21.8%	22.9%	*
Average years of teaching experience	17.0	14.2	*
Percentage with graduate degrees	41.0	49.6	*
Percentage new to the system	5.1	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: 1,016      Division Membership (MS): 16,623

#### Fall 2007 Student Characteristics



#### Additional Student Characteristics

	School	Division (MS)
Female	45.2%	48.9%
Male	54.8%	51.1%
Economically Disadvantaged	14.5%	27.3%
Gifted	15.6%	16.1%
Limited English Proficiency	1.5%	2.0%
Migrant	0.0%	<0.1%
Special Education	14.5%	12.9%

\*Not Available

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

## STUDENT PERFORMANCE INFORMATION

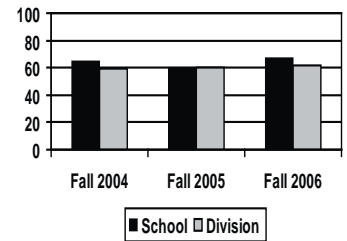
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this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

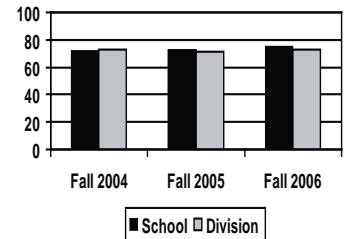
Grade 6		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
<b>Total Reading</b>	All Students	65	59	60	60	67	62
	Female	70	62	65	63	71	65
	Male	60	56	57	56	64	60
	African American	48	42	44	44	55	46
	American Indian	<	74	<	62	<	67
	Asian	53	67	65	67	67	70
	Caucasian	69	67	64	67	70	69
	Hispanic	<	51	48	51	56	54
	Native Hawaiian	<	<	<	66	<	69
	Unspecified Ethnicity	<	54	<	57	<	63
	Economically Disadvantaged	44	44	43	44	54	48
	Limited English Proficiency	<	30	<	<	<	46
	Special Education	29	26	25	24	36	27
<b>Total Mathematics</b>	All Students	72	73	73	71	75	73
	Female	74	74	73	72	76	73
	Male	71	72	73	70	74	73
	African American	53	55	56	53	59	56
	American Indian	<	77	<	81	<	79
	Asian	73	86	87	85	83	86
	Caucasian	76	80	76	77	78	79
	Hispanic	<	67	58	63	<	68
	Native Hawaiian	<	<	<	77	<	78
	Unspecified Ethnicity	<	70	<	71	<	73
	Economically Disadvantaged	52	58	60	57	57	60
	Limited English Proficiency	<	63	<	<	<	64
	Special Education	42	38	39	32	39	34
<b>Total Language</b>	All Students	71	69	66	68	70	69
	Female	78	74	71	73	78	74
	Male	65	64	61	62	63	65
	African American	61	56	56	56	61	58
	American Indian	<	60	<	71	<	76
	Asian	69	79	74	80	76	81
	Caucasian	74	74	69	73	72	73
	Hispanic	<	66	44	60	63	66
	Native Hawaiian	<	<	<	76	<	80
	Unspecified Ethnicity	<	62	<	67	<	73
	Economically Disadvantaged	59	57	49	56	56	59
	Limited English Proficiency	<	50	<	<	<	59
	Special Education	41	38	32	33	37	34

### Three-Year Trend Stanford 10 Performance

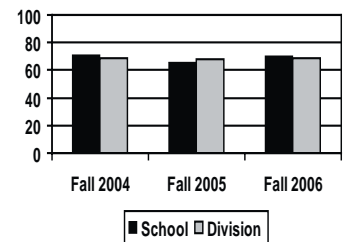
**Total Reading  
Percentile Ranks**



**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.

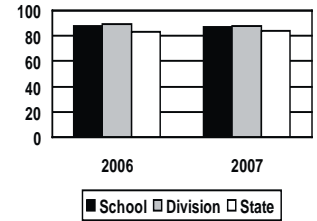
### 2006-2007 SOL PERFORMANCE

Grade 6		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	38	49	13	87	88	84
	Female	46	45	9	91	90	87
	Male	32	53	16	84	85	82
	African American	32	45	23	77	80	75
	American Indian	<	<	<	<	100	88
	Asian	37	52	11	89	93	92
	Caucasian	40	50	11	89	91	90
	Hispanic	<	<	<	<	83	71
	Other Ethnicity	<	<	<	<	89	84
	Economically Disadvantaged	31	40	29	71	79	72
	Limited English Proficiency	<	<	<	<	79	67
	Migrant	<	<	<	<	<	62
	Special Education	34	26	40	60	57	60
Mathematics	All Students	37	33	30	70	70	60
	Female	41	31	28	72	72	61
	Male	33	35	32	68	69	60
	African American	13	40	46	54	54	44
	American Indian	<	<	<	<	87	63
	Asian	38	46	15	85	88	80
	Caucasian	42	30	28	72	77	69
	Hispanic	<	<	<	<	67	48
	Other Ethnicity	<	<	<	<	71	61
	Economically Disadvantaged	26	28	46	54	57	44
	Limited English Proficiency	<	<	<	<	68	46
	Migrant	<	<	<	<	<	52
	Special Education	30	21	49	51	39	39
United States History to 1877	All Students	15	55	30	70	70	69
	Female	14	54	32	68	67	67
	Male	16	56	29	71	73	72
	African American	6	46	48	52	55	53
	American Indian	23	42	35	65	81	73
	Asian	<	<	<	<	83	84
	Caucasian	16	57	26	74	76	77
	Hispanic	<	<	<	<	64	58
	Other Ethnicity	<	<	<	<	72	68
	Economically Disadvantaged	2	46	51	49	54	51
	Limited English Proficiency	<	<	<	<	61	57
	Migrant	<	<	<	<	<	52
	Special Education	5	23	72	28	40	45

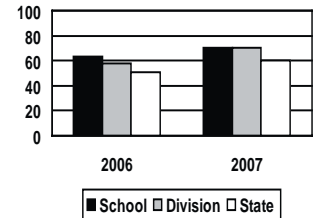
<Data not reported for less than 10 students

### SOL Passing Rates

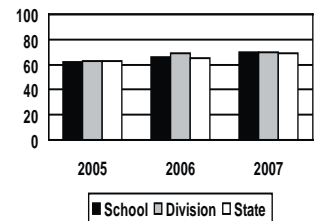
**Grade 6 English: Reading, Literature, and Research  
Percent Passing**



**Grade 6 Mathematics  
Percent Passing**



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

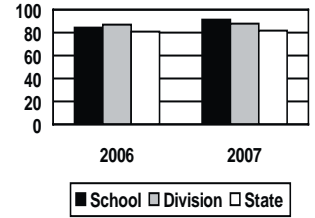


## 2006-2007 SOL PERFORMANCE

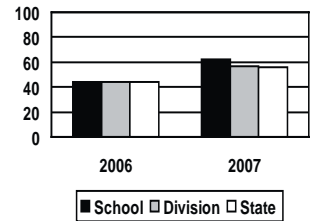
Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	44	47	9	91	88	82
	Female	44	47	8	92	91	86
	Male	43	47	10	90	86	80
	African American	23	59	18	82	81	72
	American Indian	<	<	<	<	100	89
	Asian	48	45	6	94	90	89
	Caucasian	47	46	7	93	93	88
	Hispanic	58	25	17	83	85	70
	Other Ethnicity	<	<	<	<	86	81
	Economically Disadvantaged	34	52	14	86	80	69
	Limited English Proficiency	<	<	<	<	71	62
	Migrant	<	<	<	<	<	62
	Special Education	26	41	33	67	60	54
Mathematics	All Students	15	48	38	62	57	56
	Female	14	47	39	61	56	57
	Male	15	48	37	63	58	55
	African American	14	41	45	55	48	40
	American Indian	<	<	<	<	44	57
	Asian	47	35	18	82	75	74
	Caucasian	11	52	37	63	62	64
	Hispanic	20	50	30	70	52	41
	Other Ethnicity	<	<	<	<	48	51
	Economically Disadvantaged	21	35	44	56	49	40
	Limited English Proficiency	<	<	<	<	52	40
	Migrant	<	<	<	<	<	49
	Special Education	21	23	56	44	43	37
United States History from 1877 to Present	All Students	41	50	8	92	89	87
	Female	38	55	8	92	89	86
	Male	44	46	9	91	90	88
	African American	24	59	17	83	81	78
	American Indian	<	<	<	<	90	89
	Asian	48	45	6	94	94	93
	Caucasian	44	50	6	94	94	92
	Hispanic	27	55	18	82	85	75
	Other Ethnicity	<	<	<	<	86	83
	Economically Disadvantaged	21	65	15	85	81	75
	Limited English Proficiency	<	<	<	<	82	70
	Migrant	<	<	<	<	<	72
	Special Education	16	45	39	61	68	67
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	24	59	18	82	82	80
	Female	28	56	16	84	86	83
	Male	20	61	19	81	79	76
	African American	22	55	24	76	72	68
	American Indian	<	<	<	<	86	86
	Asian	5	79	16	84	89	87
	Caucasian	25	58	17	83	88	87
	Hispanic	<	<	<	<	76	63
	Other Ethnicity	<	<	<	<	82	74
	Economically Disadvantaged	19	50	31	69	70	65
	Limited English Proficiency	<	<	<	<	58	52
	Migrant	<	<	<	<	<	55
	Special Education	23	25	53	47	46	50

### Three-Year Trend SOL Passing Rates

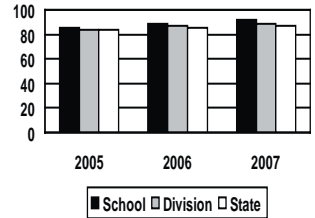
Grade 7 English: Reading, Literature, and Research  
Percent Passing



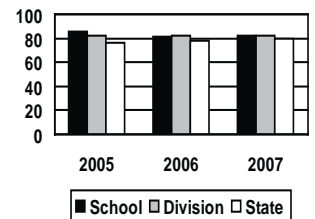
Grade 7 Mathematics  
Percent Passing



Grade 7 United States History from 1877 to Present  
Percent Passing



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



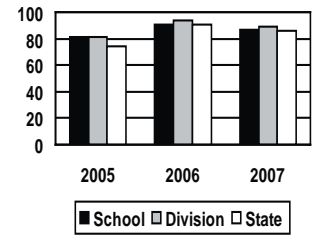
<Data not reported for less than 10 students

## 2006-2007 SOL PERFORMANCE

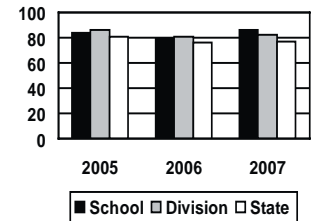
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Writing	All Students	3	84	13	87	89	86
	Female	3	90	7	93	93	90
	Male	3	79	18	82	85	81
	African American	0	88	12	88	83	77
	American Indian	<	<	<	<	86	88
	Asian	0	95	5	95	93	92
	Caucasian	4	82	14	86	92	90
	Hispanic	<	<	<	<	86	75
	Other Ethnicity	<	<	<	<	87	85
	Economically Disadvantaged	2	73	25	75	80	74
	Limited English Proficiency	<	<	<	<	71	68
	Migrant	<	<	<	<	<	60
	Special Education	0	49	51	49	51	53
Mathematics	All Students	47	39	14	86	82	77
	Female	48	40	12	88	85	80
	Male	46	38	16	84	79	75
	African American	39	39	22	78	73	64
	American Indian	<	<	<	<	81	78
	Asian	52	43	4	96	92	90
	Caucasian	49	37	14	86	86	84
	Hispanic	<	<	<	<	77	65
	Other Ethnicity	<	<	<	<	82	68
	Economically Disadvantaged	32	46	22	78	72	64
	Limited English Proficiency	<	<	<	<	76	62
	Migrant	<	<	<	<	<	75
	Special Education	30	18	52	48	49	47
Science	All Students	36	60	4	96	94	89
	Female	29	66	5	95	93	89
	Male	40	56	4	96	94	89
	African American	29	61	10	90	87	79
	American Indian	<	<	<	<	94	92
	Asian	32	68	0	100	97	95
	Caucasian	38	59	3	97	97	94
	Hispanic	<	<	<	<	93	78
	Other Ethnicity	<	<	<	<	94	89
	Economically Disadvantaged	16	73	10	90	87	78
	Limited English Proficiency	<	<	<	<	88	72
	Migrant	<	<	<	<	<	49
	Special Education	30	49	21	79	71	65
Civics and Economics	All Students	28	56	17	83	81	83
	Female	26	58	17	83	80	83
	Male	29	54	16	84	81	82
	African American	13	57	30	70	69	72
	American Indian	<	<	<	<	67	86
	Asian	10	75	15	85	86	91
	Caucasian	31	56	13	87	87	88
	Hispanic	<	<	<	<	71	69
	Other Ethnicity	<	<	<	<	79	82
	Economically Disadvantaged	12	60	28	72	68	69
	Limited English Proficiency	<	<	<	<	54	65
	Migrant	<	<	<	<	<	59
	Special Education	2	30	68	32	46	57

### Three-Year Trend SOL Passing Rates

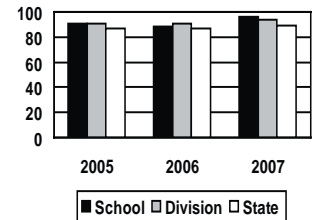
**Grade 8 English: Writing  
Percent Passing**



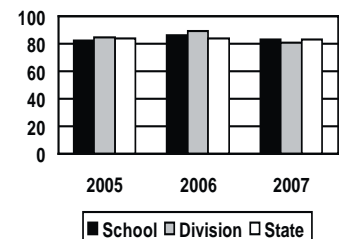
**Grade 8 Mathematics  
Percent Passing**



**Grade 8 Science  
Percent Passing**



**Grade 8 Civics and Economics  
Percent Passing**



<Data not reported for less than 10 students

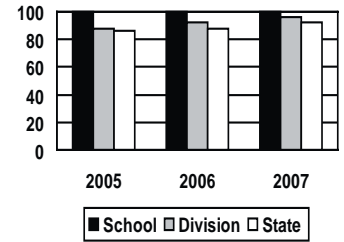
## 2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Algebra I	All Students	52	48	0	100	96	92
	Female	56	44	0	100	97	93
	Male	49	51	0	100	95	90
	African American	50	50	0	100	93	87
	American Indian	<	<	<	<	100	90
	Asian	79	21	0	100	98	97
	Caucasian	47	53	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	68	32	0	100	90	86
	Female	<	<	<	<	89	85
	Male	83	17	0	100	91	87
	African American	<	<	<	<	78	72
	American Indian	<	<	<	<	95	82
	Asian	<	<	<	<	96	93
	Caucasian	68	32	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	47	53	0	100	87	85
	Female	49	51	0	100	86	83
	Male	46	54	0	100	89	86
	African American	<	<	<	<	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	<	<	<	<	75	72
	Limited English Proficiency	<	<	<	<	69	63
	Migrant	<	<	<	<	<	62
	Special Education	<	<	<	<	62	61

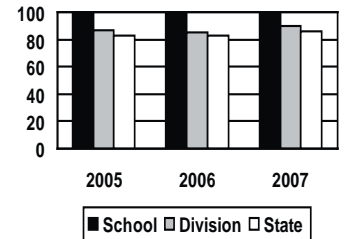
<Data not reported for less than 10 students

### Three-Year Trend SOL Passing Rates

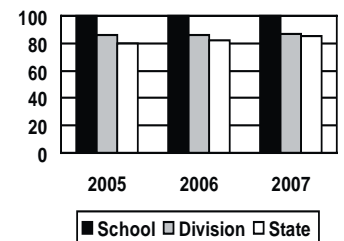
**High School End-of-Course  
Algebra I  
Percent Passing**



**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](http://www.vbschools.com/school_data/report_cards/0708/index.asp).

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