

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

LARKSPUR Middle (6-8)

Home of the Lions

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2007-2008

Dr. Dianne J. Cunningham, Principal
Ms. Kimberly B. Dailey, Assistant Principal
Mr. John A. Heft, Assistant Principal
Ms. Andra S. Morris, Assistant Principal
Ms. Sherri L. Dobbins, Administrative Assistant
Ms. Diana Fogel, 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: 22%

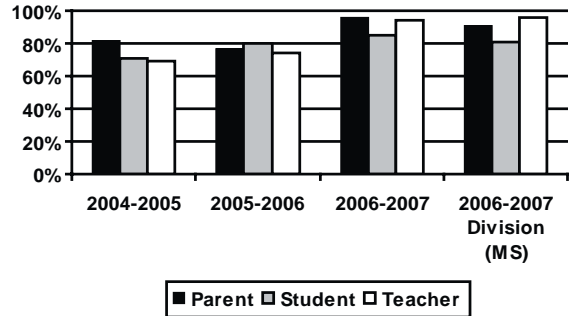
Average Class Size

English	Mathematics	Science	Social Studies
21.8	23.3	23.5	23.5

Attendance 2006-2007**

School Average Daily Attendance:	95.2%
Division (MS) Average Daily Attendance:	95.5%
AYP Attendance Target:	94.0%

Overall Quality of Education

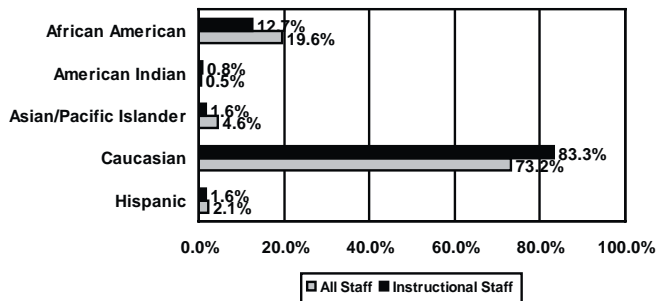


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 5 Instructional: 126
 Classified: 58 Other: 5

Fall 2007 Staff Characteristics



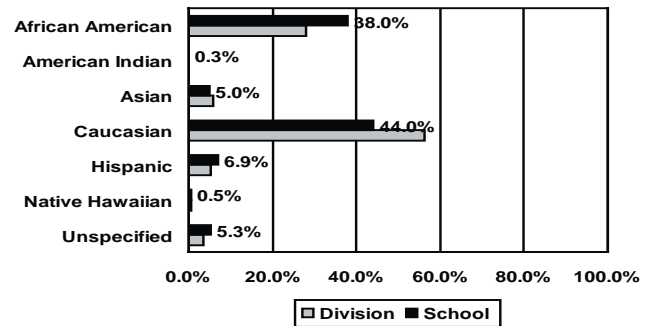
Additional Characteristics for Instructional Staff

	School	Division (MS)	State
Female	77.8%	77.1%	*
Male	22.2%	22.9%	*
Average years of teaching experience	13.0	14.2	*
Percentage with graduate degrees	52.4	49.6	*
Percentage new to the system	7.9	6.2	*
Percentage of core courses not taught by highly qualified teachers 06-07	8	3	3
		Entire Division	
Percentage of teachers with provisional credentials 06-07	1	4	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 1,639 Division Membership (MS): 16,623

Fall 2007 Student Characteristics



Additional Student Characteristics

	School	Division (MS)
Female	47.5%	48.9%
Male	52.5%	51.1%
Economically Disadvantaged	39.0%	27.3%
Gifted	9.2%	16.1%
Limited English Proficiency	2.0%	2.0%
Migrant	0.0%	<0.1%
Special Education	14.3%	12.9%

*Not Available

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

STUDENT PERFORMANCE INFORMATION

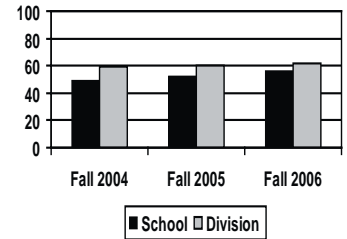
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this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

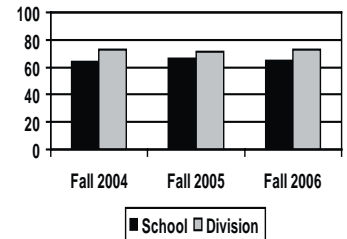
Grade 6		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
Total Reading	All Students	49	59	52	60	56	62
	Female	53	62	56	63	61	65
	Male	46	56	50	56	51	60
	African American	37	42	45	44	47	46
	American Indian	<	74	<	62	<	67
	Asian	61	67	61	67	58	70
	Caucasian	59	67	59	67	63	69
	Hispanic	45	51	49	51	49	54
	Native Hawaiian	<	<	<	66	<	69
	Unspecified Ethnicity	<	54	44	57	56	63
	Economically Disadvantaged	40	44	44	44	49	48
	Limited English Proficiency	<	30	<	<	<	46
	Special Education	22	26	20	24	24	27
Total Mathematics	All Students	64	73	67	71	65	73
	Female	68	74	67	72	68	73
	Male	61	72	66	70	64	73
	African American	48	55	56	53	56	56
	American Indian	<	77	<	81	<	79
	Asian	80	86	83	85	74	86
	Caucasian	73	80	73	77	72	79
	Hispanic	63	67	64	63	55	68
	Native Hawaiian	<	<	<	77	<	78
	Unspecified Ethnicity	<	70	69	71	73	73
	Economically Disadvantaged	54	58	62	57	55	60
	Limited English Proficiency	<	63	<	<	<	64
	Special Education	35	38	28	32	26	34
Total Language	All Students	60	69	61	68	63	69
	Female	67	74	66	73	70	74
	Male	53	64	55	62	57	65
	African American	48	56	54	56	55	58
	American Indian	<	60	<	71	<	76
	Asian	74	79	66	80	69	81
	Caucasian	67	74	65	73	69	73
	Hispanic	64	66	60	60	61	66
	Native Hawaiian	<	<	<	76	<	80
	Unspecified Ethnicity	<	62	60	67	62	73
	Economically Disadvantaged	52	57	56	56	57	59
	Limited English Proficiency	<	50	<	<	<	59
	Special Education	35	38	29	33	33	34

Three-Year Trend Stanford 10 Performance

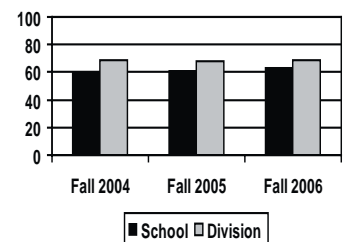
**Total Reading
Percentile Ranks**



**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.

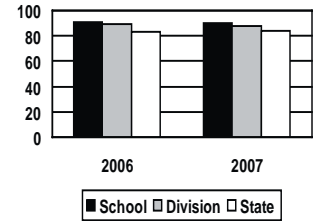
2006-2007 SOL PERFORMANCE

Grade 6		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	31	59	10	90	88	84
	Female	37	56	7	93	90	87
	Male	26	61	13	87	85	82
	African American	24	63	14	86	80	75
	American Indian	<	<	<	<	100	88
	Asian	38	54	8	92	93	92
	Caucasian	39	54	7	93	91	90
	Hispanic	12	71	18	82	83	71
	Other Ethnicity	36	55	9	91	89	84
	Economically Disadvantaged	24	59	17	83	79	72
	Limited English Proficiency	27	45	27	73	79	67
	Migrant	<	<	<	<	<	62
	Special Education	24	45	31	69	57	60
	Mathematics	All Students	26	45	29	71	70
Female		24	51	25	75	72	61
Male		28	40	32	68	69	60
African American		18	41	41	59	54	44
American Indian		<	<	<	<	87	63
Asian		41	44	15	85	88	80
Caucasian		32	48	19	81	77	69
Hispanic		16	50	34	66	67	48
Other Ethnicity		30	40	30	70	71	61
Economically Disadvantaged		17	42	41	59	57	44
Limited English Proficiency		36	27	36	64	68	46
Migrant		<	<	<	<	<	52
Special Education		15	39	46	54	39	39
United States History to 1877		All Students	13	57	31	69	70
	Female	10	54	36	64	67	67
	Male	15	59	26	74	73	72
	African American	10	53	37	63	55	53
	American Indian	<	<	<	<	81	73
	Asian	15	63	22	78	83	84
	Caucasian	14	58	28	72	76	77
	Hispanic	15	59	26	74	64	58
	Other Ethnicity	14	67	19	81	72	68
	Economically Disadvantaged	9	48	43	57	54	51
	Limited English Proficiency	9	55	36	64	61	57
	Migrant	<	<	<	<	<	52
	Special Education	20	32	48	52	40	45

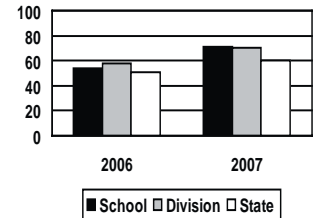
<Data not reported for less than 10 students

SOL Passing Rates

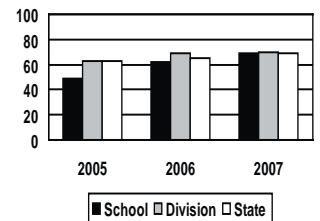
Grade 6 English: Reading, Literature, and Research Percent Passing



Grade 6 Mathematics Percent Passing



Grade 6 United States History to 1877 Percent Passing

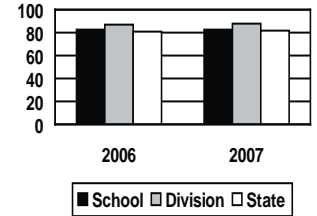


2006-2007 SOL PERFORMANCE

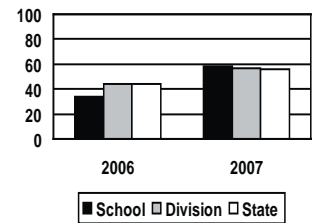
Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	31	52	17	83	88	82
	Female	34	51	15	85	91	86
	Male	28	53	18	82	86	80
	African American	24	59	18	82	81	72
	American Indian	<	<	<	<	100	89
	Asian	25	45	30	70	90	89
	Caucasian	38	47	16	84	93	88
	Hispanic	34	51	14	86	85	70
	Other Ethnicity	35	53	12	88	86	81
	Economically Disadvantaged	19	61	20	80	80	69
	Limited English Proficiency	9	64	27	73	71	62
	Migrant	<	<	<	<	<	62
	Special Education	6	47	48	52	60	54
	Mathematics	All Students	12	46	42	58	57
Female		11	45	43	57	56	57
Male		13	47	40	60	58	55
African American		10	45	45	55	48	40
American Indian		<	<	<	<	44	57
Asian		<	<	<	<	75	74
Caucasian		14	47	40	60	62	64
Hispanic		4	58	38	63	52	41
Other Ethnicity		36	36	27	73	48	51
Economically Disadvantaged		12	44	44	56	49	40
Limited English Proficiency		<	<	<	<	52	40
Migrant		<	<	<	<	<	49
Special Education		26	28	46	54	43	37
United States History from 1877 to Present		All Students	33	51	16	84	89
	Female	29	54	17	83	89	86
	Male	36	49	15	85	90	88
	African American	25	54	21	79	81	78
	American Indian	<	<	<	<	90	89
	Asian	40	40	20	80	94	93
	Caucasian	39	52	9	91	94	92
	Hispanic	31	44	25	75	85	75
	Other Ethnicity	56	25	19	81	86	83
	Economically Disadvantaged	24	53	23	77	81	75
	Limited English Proficiency	33	50	17	83	82	70
	Special Education	14	47	39	61	68	67
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	15	66	19	81	82	80
	Female	15	70	15	85	86	83
	Male	15	63	23	77	79	76
	African American	9	62	29	71	72	68
	American Indian	<	<	<	<	86	86
	Asian	26	59	15	85	89	87
	Caucasian	20	68	12	88	88	87
	Hispanic	10	77	13	87	76	63
	Other Ethnicity	4	78	19	81	82	74
	Economically Disadvantaged	7	70	23	77	70	65
	Limited English Proficiency	9	64	27	73	58	52
	Migrant	<	<	<	<	<	55
	Special Education	14	42	44	56	46	50

Three-Year Trend SOL Passing Rates

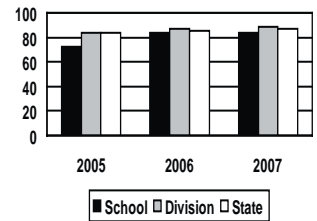
Grade 7 English: Reading, Literature, and Research
Percent Passing



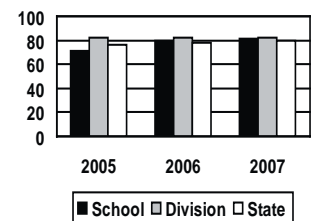
Grade 7 Mathematics
Percent Passing



Grade 7 United States History from 1877 to Present
Percent Passing



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



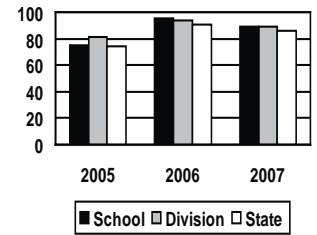
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2006-2007 SOL PERFORMANCE

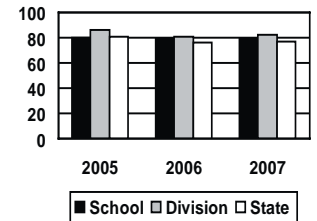
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Writing	All Students	2	87	11	89	89	86
	Female	4	89	7	93	93	90
	Male	0	84	16	84	85	81
	African American	1	84	15	85	83	77
	American Indian	<	<	<	<	86	88
	Asian	3	84	13	87	93	92
	Caucasian	2	89	8	92	92	90
	Hispanic	0	94	6	94	86	75
	Other Ethnicity	7	78	15	85	87	85
	Economically Disadvantaged	1	85	15	85	80	74
	Limited English Proficiency	<	<	<	<	71	68
	Migrant	<	<	<	<	<	60
	Special Education	0	50	50	50	51	53
Mathematics	All Students	36	43	21	79	82	77
	Female	37	45	18	82	85	80
	Male	35	42	23	77	79	75
	African American	26	47	27	73	73	64
	American Indian	<	<	<	<	81	78
	Asian	52	35	13	87	92	90
	Caucasian	43	41	16	84	86	84
	Hispanic	30	48	21	79	77	65
	Other Ethnicity	48	28	24	76	82	68
	Economically Disadvantaged	27	50	24	76	72	64
	Limited English Proficiency	25	50	25	75	76	62
	Migrant	<	<	<	<	<	75
	Special Education	15	38	47	53	49	47
Science	All Students	26	66	9	91	94	89
	Female	24	66	10	90	93	89
	Male	27	66	7	93	94	89
	African American	15	69	16	84	87	79
	American Indian	<	<	<	<	94	92
	Asian	27	67	7	93	97	95
	Caucasian	37	59	4	96	97	94
	Hispanic	10	83	7	93	93	78
	Other Ethnicity	22	78	0	100	94	89
	Economically Disadvantaged	15	72	13	88	87	78
	Limited English Proficiency	18	64	18	82	88	72
	Migrant	<	<	<	<	<	49
	Special Education	10	66	24	76	71	65
Civics and Economics	All Students	25	52	23	77	81	83
	Female	28	50	22	78	80	83
	Male	22	55	23	77	81	82
	African American	15	53	32	68	69	72
	American Indian	<	<	<	<	67	86
	Asian	34	43	23	77	86	91
	Caucasian	33	54	13	87	87	88
	Hispanic	19	58	23	77	71	69
	Other Ethnicity	25	50	25	75	79	82
	Economically Disadvantaged	14	55	31	69	68	69
	Limited English Proficiency	8	25	67	33	54	65
	Migrant	<	<	<	<	<	59
	Special Education	5	42	53	47	46	57

Three-Year Trend SOL Passing Rates

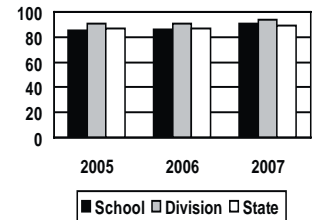
**Grade 8 English: Writing
Percent Passing**



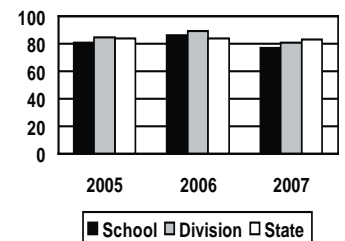
**Grade 8 Mathematics
Percent Passing**



**Grade 8 Science
Percent Passing**



**Grade 8 Civics and Economics
Percent Passing**



<Data not reported for less than 10 students

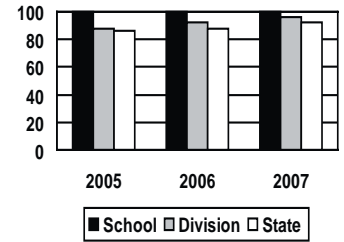
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Algebra I	All Students	46	54	0	100	96	92
	Female	46	54	0	100	97	93
	Male	46	54	0	100	95	90
	African American	46	54	0	100	93	87
	American Indian	<	<	<	<	100	90
	Asian	<	<	<	<	98	97
	Caucasian	44	56	0	100	97	94
	Hispanic	<	<	<	<	95	88
	Other Ethnicity	<	<	<	<	93	89
	Economically Disadvantaged	25	75	0	100	92	86
	Limited English Proficiency	<	<	<	<	97	88
	Migrant	<	<	<	<	<	93
	Special Education	<	<	<	<	84	75
Geometry	All Students	61	39	0	100	90	86
	Female	70	30	0	100	89	85
	Male	46	54	0	100	91	87
	African American	<	<	<	<	78	72
	American Indian	<	<	<	<	95	82
	Asian	<	<	<	<	96	93
	Caucasian	65	35	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	48	52	0	100	87	85
	Female	47	53	0	100	86	83
	Male	50	50	0	100	89	86
	African American	43	57	0	100	76	72
	American Indian	<	<	<	<	84	86
	Asian	<	<	<	<	91	89
	Caucasian	45	55	0	100	93	91
	Hispanic	<	<	<	<	84	74
	Other Ethnicity	<	<	<	<	85	80
	Economically Disadvantaged	36	64	0	100	75	72
	Limited English Proficiency	<	<	<	<	69	63
	Migrant	<	<	<	<	<	62
	Special Education	<	<	<	<	62	61

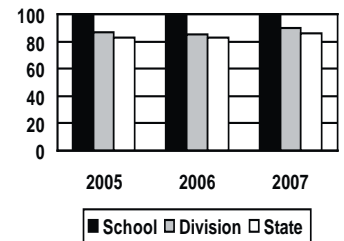
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

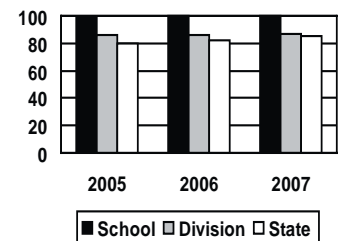
**High School End-of-Course
Algebra I
Percent Passing**



**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

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)