

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

## PLAZA Middle (6-8)

### *Home of the Trojans*

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## 2007-2008

Dr. Andrea Warren, Principal  
Dr. Thomas J. Curran, Assistant Principal  
Ms. Susanne R. Meyerholz, Assistant Principal  
Mrs. Barbara Winn, MYP Instructional Specialist  
Mr. Mike J. Zitt, Administrative Assistant  
Ms. Kim Timms, 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](http://www.vbschools.com) and [www.doe.virginia.gov](http://www.doe.virginia.gov).

### SCHOOL INFORMATION

Student Mobility: 23%

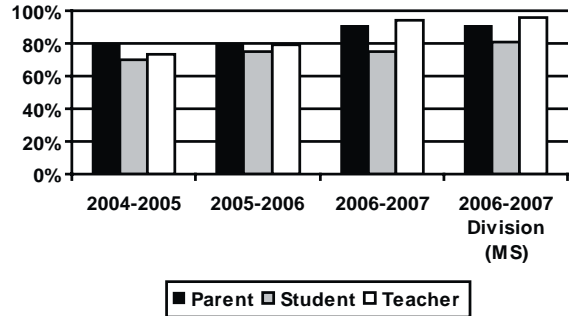
#### Average Class Size

English	Mathematics	Science	Social Studies
18.7	21.9	22.2	22.2

#### 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

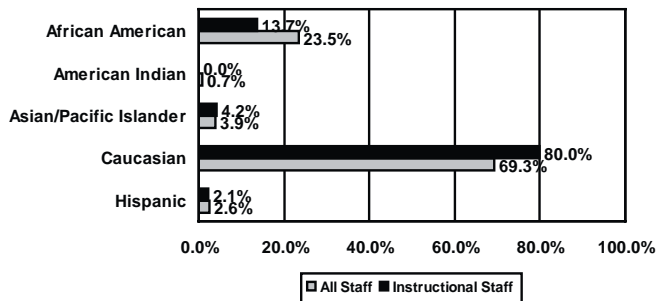


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

### STAFF CHARACTERISTICS

Administration/Intern: 5      Instructional: 95  
 Classified: 47                  Other: 6

#### Fall 2007 Staff Characteristics



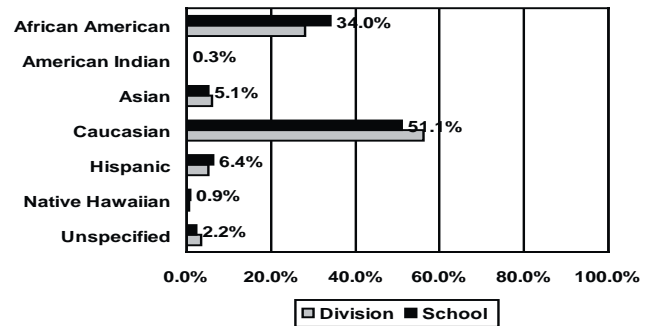
#### Additional Characteristics for Instructional Staff

	School	Division (MS)	State
Female	75.8%	77.1%	*
Male	24.2%	22.9%	*
Average years of teaching experience	13.9	14.2	*
Percentage with graduate degrees	57.9	49.6	*
Percentage new to the system	5.3	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	7	4	7
		Entire Division	

### STUDENT CHARACTERISTICS

School Membership: 1,125      Division Membership (MS): 16,623

#### Fall 2007 Student Characteristics



#### Additional Student Characteristics

	School	Division (MS)
Female	53.2%	48.9%
Male	46.8%	51.1%
Economically Disadvantaged	35.7%	27.3%
Gifted	20.4%	16.1%
Limited English Proficiency	3.2%	2.0%
Migrant	0.0%	<0.1%
Special Education	10.2%	12.9%

\*Not Available

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

## STUDENT PERFORMANCE INFORMATION

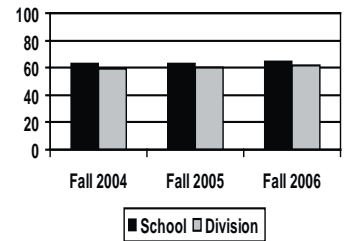
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this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

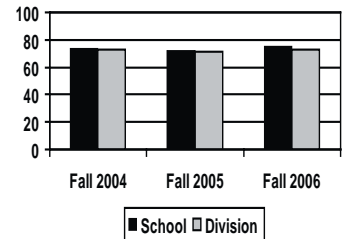
Grade 6		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
<b>Total Reading</b>	All Students	63	59	63	60	65	62
	Female	69	62	67	63	69	65
	Male	56	56	58	56	61	60
	African American	47	42	42	44	45	46
	American Indian	<	74	<	62	<	67
	Asian	72	67	78	67	78	70
	Caucasian	71	67	73	67	78	69
	Hispanic	58	51	51	51	48	54
	Native Hawaiian	<	<	<	66	<	69
	Unspecified Ethnicity	<	54	75	57	71	63
	Economically Disadvantaged	52	44	49	44	46	48
	Limited English Proficiency	<	30	<	<	<	46
Special Education	24	26	30	24	22	27	
<b>Total Mathematics</b>	All Students	74	73	72	71	75	73
	Female	78	74	74	72	77	73
	Male	69	72	69	70	72	73
	African American	56	55	53	53	56	56
	American Indian	<	77	<	81	<	79
	Asian	87	86	89	85	90	86
	Caucasian	80	80	80	77	84	79
	Hispanic	82	67	66	63	63	68
	Native Hawaiian	<	<	<	77	<	78
	Unspecified Ethnicity	<	70	80	71	74	73
	Economically Disadvantaged	66	58	59	57	59	60
	Limited English Proficiency	<	63	<	<	<	64
Special Education	29	38	36	32	28	34	
<b>Total Language</b>	All Students	74	69	72	68	74	69
	Female	80	74	76	73	78	74
	Male	65	64	68	62	69	65
	African American	59	56	56	56	61	58
	American Indian	<	60	<	71	<	76
	Asian	79	79	87	80	83	81
	Caucasian	80	74	78	73	80	73
	Hispanic	77	66	71	60	69	66
	Native Hawaiian	<	<	<	76	<	80
	Unspecified Ethnicity	<	62	80	67	89	73
	Economically Disadvantaged	64	57	60	56	59	59
	Limited English Proficiency	<	50	<	<	<	59
Special Education	33	38	46	33	35	34	

### Three-Year Trend Stanford 10 Performance

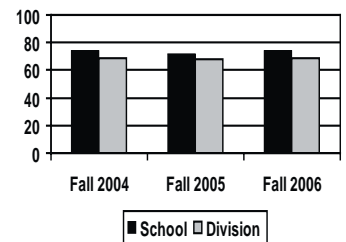
**Total Reading  
Percentile Ranks**



**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.

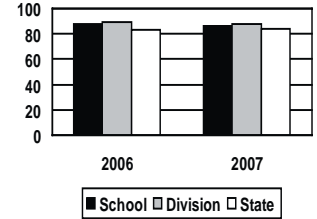
### 2006-2007 SOL PERFORMANCE

Grade 6		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	41	45	14	86	88	84
	Female	46	43	11	89	90	87
	Male	35	48	18	82	85	82
	African American	22	52	26	74	80	75
	American Indian	<	<	<	<	100	88
	Asian	44	52	4	96	93	92
	Caucasian	56	38	6	94	91	90
	Hispanic	21	58	21	79	83	71
	Other Ethnicity	50	43	7	93	89	84
	Economically Disadvantaged	23	51	27	73	79	72
	Limited English Proficiency	7	67	27	73	79	67
	Migrant	<	<	<	<	<	62
	Special Education	6	41	53	47	57	60
Mathematics	All Students	28	40	32	68	70	60
	Female	31	38	32	68	72	61
	Male	25	42	33	67	69	60
	African American	11	34	55	45	54	44
	American Indian	<	<	<	<	87	63
	Asian	40	44	16	84	88	80
	Caucasian	40	42	19	81	77	69
	Hispanic	6	61	33	67	67	48
	Other Ethnicity	38	38	23	77	71	61
	Economically Disadvantaged	11	38	51	49	57	44
	Limited English Proficiency	13	53	33	67	68	46
	Migrant	<	<	<	<	<	52
	Special Education	2	12	86	14	39	39
United States History to 1877	All Students	16	49	35	65	70	69
	Female	15	49	36	64	67	67
	Male	17	49	34	66	73	72
	African American	10	34	56	44	55	53
	American Indian	<	<	<	<	81	73
	Asian	20	72	8	92	83	84
	Caucasian	20	54	26	74	76	77
	Hispanic	10	50	40	60	64	58
	Other Ethnicity	21	64	14	86	72	68
	Economically Disadvantaged	5	41	55	45	54	51
	Limited English Proficiency	0	60	40	60	61	57
	Migrant	<	<	<	<	<	52
	Special Education	0	27	73	27	40	45

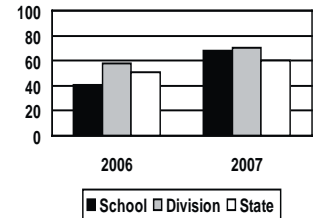
<Data not reported for less than 10 students

### SOL Passing Rates

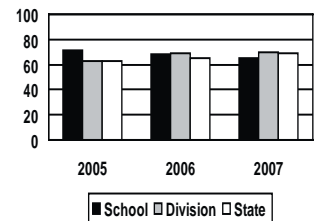
**Grade 6 English: Reading, Literature, and Research Percent Passing**



**Grade 6 Mathematics Percent Passing**



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



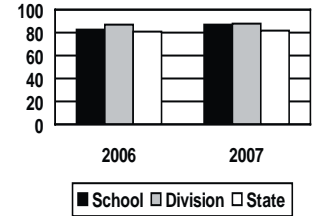
## 2006-2007 SOL PERFORMANCE

Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	46	41	13	87	88	82
	Female	46	42	12	88	91	86
	Male	45	41	15	85	86	80
	African American	26	52	22	78	81	72
	American Indian	<	<	<	<	100	89
	Asian	72	17	11	89	90	89
	Caucasian	59	36	5	95	93	88
	Hispanic	14	43	43	57	85	70
	Other Ethnicity	<	<	<	<	86	81
	Economically Disadvantaged	25	51	25	75	80	69
	Limited English Proficiency	<	<	<	<	71	62
	Migrant	<	<	<	<	<	62
	Special Education	23	44	33	67	60	54
Mathematics	All Students	6	41	53	47	57	56
	Female	5	41	54	46	56	57
	Male	8	40	52	48	58	55
	African American	3	35	62	38	48	40
	American Indian	<	<	<	<	44	57
	Asian	<	<	<	<	75	74
	Caucasian	11	54	35	65	62	64
	Hispanic	6	17	78	22	52	41
	Other Ethnicity	<	<	<	<	48	51
	Economically Disadvantaged	6	37	57	43	49	40
	Limited English Proficiency	<	<	<	<	52	40
	Migrant	<	<	<	<	<	49
	Special Education	14	22	65	35	43	37
United States History from 1877 to Present	All Students	33	54	13	87	89	87
	Female	28	58	14	86	89	86
	Male	38	51	11	89	90	88
	African American	19	58	22	78	81	78
	American Indian	<	<	<	<	90	89
	Asian	33	56	11	89	94	93
	Caucasian	42	52	5	95	94	92
	Hispanic	19	57	24	76	85	75
	Other Ethnicity	<	<	<	<	86	83
	Economically Disadvantaged	17	63	20	80	81	75
	Limited English Proficiency	<	<	<	<	82	70
	Migrant	<	<	<	<	<	72
	Special Education	22	35	43	57	68	67
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	22	56	21	79	82	80
	Female	27	58	16	84	86	83
	Male	17	55	28	72	79	76
	African American	14	52	34	66	72	68
	American Indian	<	<	<	<	86	86
	Asian	33	57	10	90	89	87
	Caucasian	27	59	14	86	88	87
	Hispanic	21	63	17	83	76	63
	Other Ethnicity	<	<	<	<	82	74
	Economically Disadvantaged	11	51	37	63	70	65
	Limited English Proficiency	<	<	<	<	58	52
	Migrant	<	<	<	<	<	55
	Special Education	13	16	71	29	46	50

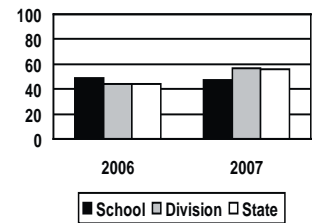
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### Three-Year Trend SOL Passing Rates

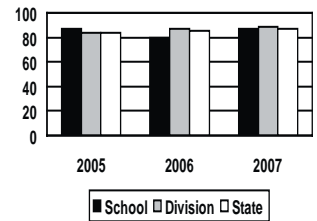
Grade 7 English: Reading, Literature, and Research  
Percent Passing



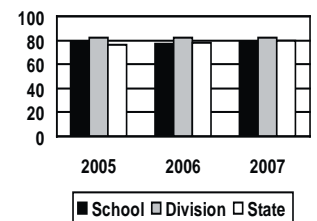
Grade 7 Mathematics  
Percent Passing



Grade 7 United States History from 1877 to Present  
Percent Passing



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

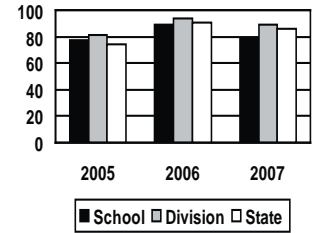


## 2006-2007 SOL PERFORMANCE

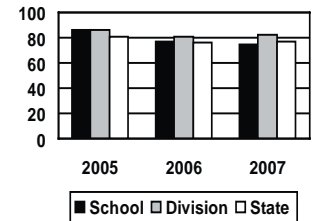
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Writing	All Students	5	74	21	79	89	86
	Female	7	81	12	88	93	90
	Male	3	66	31	69	85	81
	African American	2	71	28	72	83	77
	American Indian	<	<	<	<	86	88
	Asian	14	76	10	90	93	92
	Caucasian	7	74	19	81	92	90
	Hispanic	8	84	8	92	86	75
	Other Ethnicity	<	<	<	<	87	85
	Economically Disadvantaged	3	65	32	68	80	74
	Limited English Proficiency	<	<	<	<	71	68
	Migrant	<	<	<	<	<	60
	Special Education	0	23	77	23	51	53
Mathematics	All Students	34	40	25	75	82	77
	Female	34	40	26	74	85	80
	Male	34	41	25	75	79	75
	African American	19	46	35	65	73	64
	American Indian	<	<	<	<	81	78
	Asian	53	35	12	88	92	90
	Caucasian	40	39	22	78	86	84
	Hispanic	63	19	19	81	77	65
	Other Ethnicity	<	<	<	<	82	68
	Economically Disadvantaged	25	37	38	62	72	64
	Limited English Proficiency	<	<	<	<	76	62
	Migrant	<	<	<	<	<	75
	Special Education	16	20	64	36	49	47
Science	All Students	30	60	10	90	94	89
	Female	25	65	10	90	93	89
	Male	35	55	10	90	94	89
	African American	19	63	19	81	87	79
	American Indian	<	<	<	<	94	92
	Asian	32	68	0	100	97	95
	Caucasian	37	57	7	94	97	94
	Hispanic	24	71	6	94	93	78
	Other Ethnicity	<	<	<	<	94	89
	Economically Disadvantaged	16	69	16	84	87	78
	Limited English Proficiency	<	<	<	<	88	72
	Migrant	<	<	<	<	<	49
	Special Education	19	42	40	60	71	65
Civics and Economics	All Students	20	47	32	68	81	83
	Female	21	48	31	69	80	83
	Male	20	46	34	66	81	82
	African American	7	42	51	49	69	72
	American Indian	<	<	<	<	67	86
	Asian	38	48	14	86	86	91
	Caucasian	28	51	21	79	87	88
	Hispanic	21	46	33	67	71	69
	Other Ethnicity	<	<	<	<	79	82
	Economically Disadvantaged	9	42	49	51	68	69
	Limited English Proficiency	<	<	<	<	54	65
	Migrant	<	<	<	<	<	59
	Special Education	0	15	85	15	46	57

### Three-Year Trend SOL Passing Rates

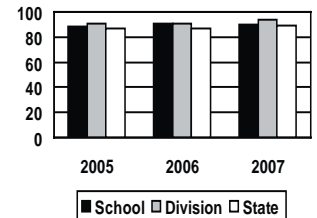
**Grade 8 English: Writing  
Percent Passing**



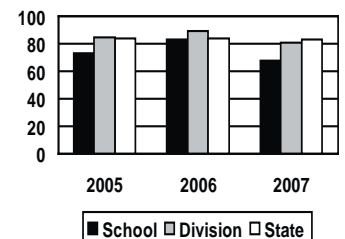
**Grade 8 Mathematics  
Percent Passing**



**Grade 8 Science  
Percent Passing**



**Grade 8 Civics and Economics  
Percent Passing**



<Data not reported for less than 10 students

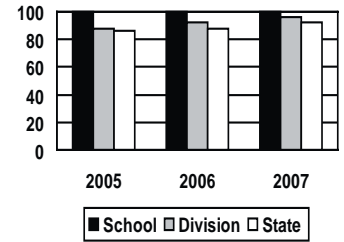
## 2006-2007 SOL PERFORMANCE

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	47	53	0	100	97	93
	Male	46	54	0	100	95	90
	African American	39	61	0	100	93	87
	American Indian	<	<	<	<	100	90
	Asian	69	31	0	100	98	97
	Caucasian	44	56	0	100	97	94
	Hispanic	<	<	<	<	95	88
	Other Ethnicity	<	<	<	<	93	89
	Economically Disadvantaged	50	50	0	100	92	86
	Limited English Proficiency	<	<	<	<	97	88
	Migrant	<	<	<	<	<	93
Special Education	<	<	<	<	84	75	
Geometry	All Students	51	49	0	100	90	86
	Female	48	52	0	100	89	85
	Male	56	44	0	100	91	87
	African American	<	<	<	<	78	72
	American Indian	<	<	<	<	95	82
	Asian	<	<	<	<	96	93
	Caucasian	55	45	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	50	50	0	100	87	85
	Female	45	55	0	100	86	83
	Male	58	42	0	100	89	86
	African American	38	63	0	100	76	72
	American Indian	<	<	<	<	84	86
	Asian	54	46	0	100	91	89
	Caucasian	51	49	0	100	93	91
	Hispanic	<	<	<	<	84	74
	Other Ethnicity	<	<	<	<	85	80
	Economically Disadvantaged	35	65	0	100	75	72
	Limited English Proficiency	<	<	<	<	69	63
	Migrant	<	<	<	<	<	62
Special Education	<	<	<	<	62	61	

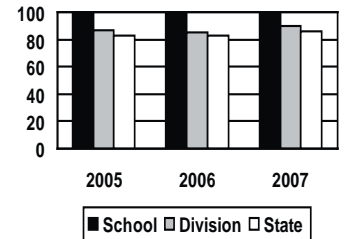
<Data not reported for less than 10 students

### Three-Year Trend SOL Passing Rates

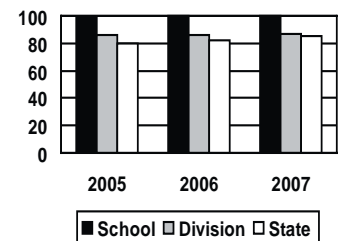
**High School End-of-Course  
Algebra I  
Percent Passing**



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



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



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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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