

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

PRINCESS ANNE Middle (6-8)

Home of the Panthers

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2007-2008

Mr. James M. Pohl, Principal
Mrs. Gwendolyn S. Holman, Assistant Principal
Ms. Tracey A. MacMillan, Assistant Principal
Mr. Salvatore A. Marchione, Assistant Principal
Ms. Karen Hinton, 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: 7%

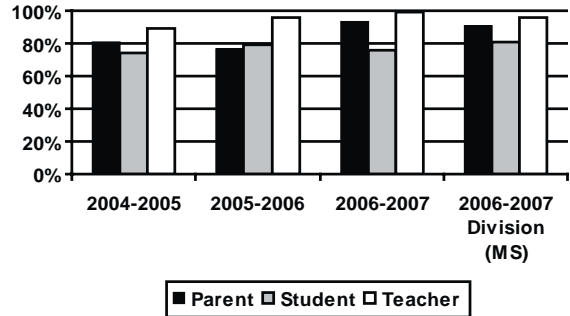
Average Class Size

English	Mathematics	Science	Social Studies
23.8	26.4	26.6	26.6

Attendance 2006-2007**

School Average Daily Attendance:	95.7%
Division (MS) Average Daily Attendance:	95.5%
AYP Attendance Target:	94.0%

Overall Quality of Education

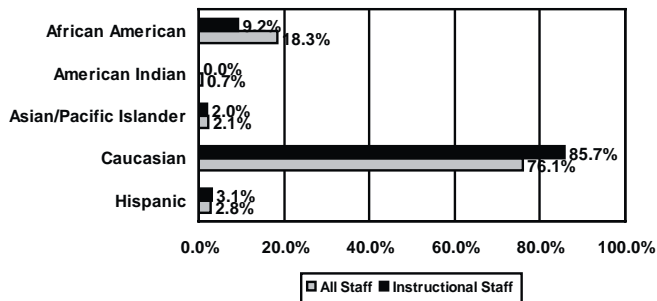


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 4 Instructional: 98
 Classified: 36 Other: 4

Fall 2007 Staff Characteristics



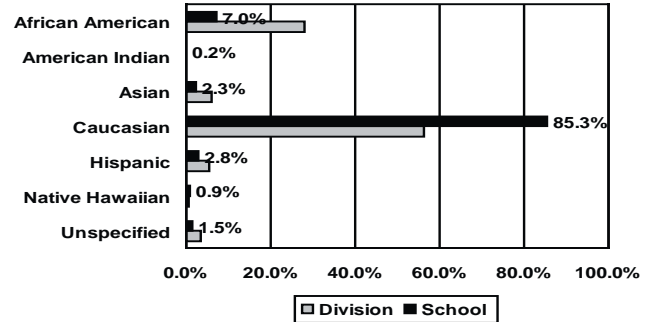
Additional Characteristics for Instructional Staff

	School	Division (MS)	State
Female	76.5%	77.1%	*
Male	23.5%	22.9%	*
Average years of teaching experience	14.3	14.2	*
Percentage with graduate degrees	44.9	49.6	*
Percentage new to the system	0.0	6.2	*
Percentage of core courses not taught by highly qualified teachers 06-07	1	3	3
		Entire Division	
Percentage of teachers with provisional credentials 06-07	3	4	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 1,447 Division Membership (MS): 16,623

Fall 2007 Student Characteristics



Additional Student Characteristics

	School	Division (MS)
Female	49.2%	48.9%
Male	50.8%	51.1%
Economically Disadvantaged	6.1%	27.3%
Gifted	18.7%	16.1%
Limited English Proficiency	0.3%	2.0%
Migrant	0.0%	<0.1%
Special Education	7.5%	12.9%

*Not Available

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

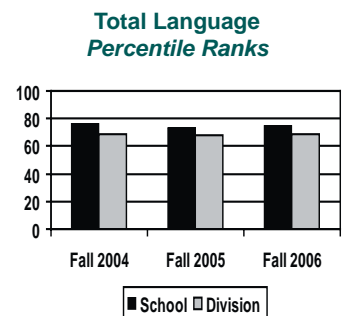
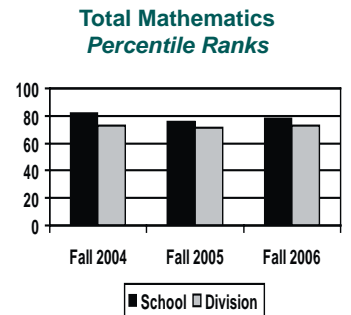
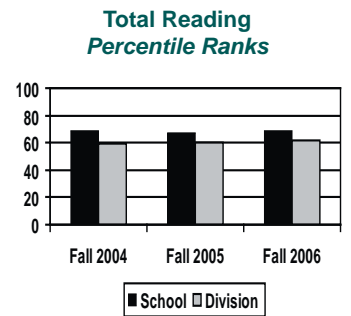
STUDENT PERFORMANCE INFORMATION

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
Total Reading	All Students	69	59	67	60	69	62
	Female	71	62	69	63	70	65
	Male	67	56	65	56	69	60
	African American	57	42	56	44	53	46
	American Indian	<	74	<	62	<	67
	Asian	65	67	<	67	67	70
	Caucasian	70	67	68	67	71	69
	Hispanic	68	51	64	51	54	54
	Native Hawaiian	<	<	<	66	<	69
	Unspecified Ethnicity	<	54	67	57	67	63
	Economically Disadvantaged	58	44	55	44	48	48
	Limited English Proficiency	<	30	<	<	<	46
	Special Education	42	26	32	24	26	27
Total Mathematics	All Students	82	73	76	71	78	73
	Female	81	74	74	72	76	73
	Male	83	72	78	70	79	73
	African American	63	55	62	53	53	56
	American Indian	<	77	<	81	<	79
	Asian	94	86	<	85	85	86
	Caucasian	83	80	77	77	79	79
	Hispanic	83	67	82	63	61	68
	Native Hawaiian	<	<	<	77	<	78
	Unspecified Ethnicity	<	70	82	71	80	73
	Economically Disadvantaged	70	58	71	57	59	60
	Limited English Proficiency	<	63	<	<	<	64
	Special Education	51	38	28	32	30	34
Total Language	All Students	76	69	73	68	75	69
	Female	81	74	76	73	78	74
	Male	70	64	71	62	72	65
	African American	66	56	70	56	59	58
	American Indian	<	60	<	71	<	76
	Asian	82	79	<	80	77	81
	Caucasian	76	74	73	73	76	73
	Hispanic	81	66	69	60	59	66
	Native Hawaiian	<	<	<	76	<	80
	Unspecified Ethnicity	<	62	68	67	77	73
	Economically Disadvantaged	63	57	67	56	57	59
	Limited English Proficiency	<	50	<	<	<	59
	Special Education	49	38	35	33	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.

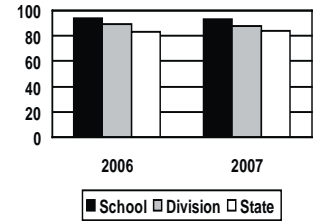
2006-2007 SOL PERFORMANCE

Grade 6		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	42	51	7	93	88	84
	Female	43	51	6	94	90	87
	Male	41	51	8	92	85	82
	African American	23	58	19	81	80	75
	American Indian	<	<	<	<	100	88
	Asian	28	72	0	100	93	92
	Caucasian	44	50	6	94	91	90
	Hispanic	<	<	<	<	83	71
	Other Ethnicity	<	<	<	<	89	84
	Economically Disadvantaged	32	42	26	74	79	72
	Limited English Proficiency	<	<	<	<	79	67
	Migrant	<	<	<	<	<	62
	Special Education	6	44	50	50	57	60
Mathematics	All Students	33	45	22	78	70	60
	Female	28	47	25	75	72	61
	Male	37	43	20	80	69	60
	African American	13	39	48	52	54	44
	American Indian	<	<	<	<	87	63
	Asian	56	39	6	94	88	80
	Caucasian	33	45	21	79	77	69
	Hispanic	<	<	<	<	67	48
	Other Ethnicity	<	<	<	<	71	61
	Economically Disadvantaged	17	43	40	60	57	44
	Limited English Proficiency	<	<	<	<	68	46
	Migrant	<	<	<	<	<	52
	Special Education	8	17	75	25	39	39
United States History to 1877	All Students	23	57	20	80	70	69
	Female	19	56	25	75	67	67
	Male	27	57	16	84	73	72
	African American	8	54	38	62	55	53
	American Indian	<	<	<	<	81	73
	Asian	33	56	11	89	83	84
	Caucasian	24	57	19	81	76	77
	Hispanic	20	40	40	60	64	58
	Other Ethnicity	<	<	<	<	72	68
	Economically Disadvantaged	16	52	32	68	54	51
	Limited English Proficiency	<	<	<	<	61	57
	Migrant	<	<	<	<	<	52
	Special Education	5	34	61	39	40	45

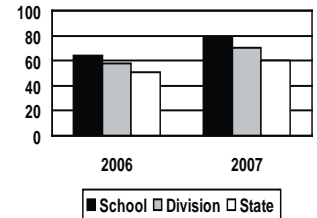
<Data not reported for less than 10 students

SOL Passing Rates

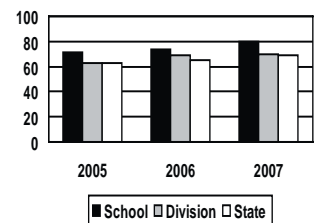
**Grade 6 English: Reading, Literature, and Research
Percent Passing**



**Grade 6 Mathematics
Percent Passing**



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



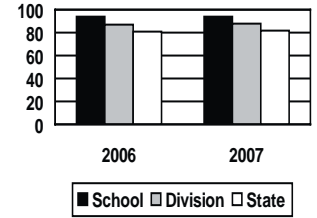
2006-2007 SOL PERFORMANCE

Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	55	39	6	94	88	82
	Female	57	38	5	95	91	86
	Male	54	39	7	93	86	80
	African American	37	47	16	84	81	72
	American Indian	<	<	<	<	100	89
	Asian	<	<	<	<	90	89
	Caucasian	57	38	5	95	93	88
	Hispanic	45	45	10	90	85	70
	Other Ethnicity	<	<	<	<	86	81
	Economically Disadvantaged	39	42	19	81	80	69
	Limited English Proficiency	<	<	<	<	71	62
	Migrant	<	<	<	<	<	62
	Special Education	24	45	31	69	60	54
Mathematics	All Students	6	48	46	54	57	56
	Female	7	46	48	52	56	57
	Male	6	51	43	57	58	55
	African American	6	37	57	43	48	40
	American Indian	<	<	<	<	44	57
	Asian	<	<	<	<	75	74
	Caucasian	6	50	44	56	62	64
	Hispanic	0	50	50	50	52	41
	Other Ethnicity	<	<	<	<	48	51
	Economically Disadvantaged	7	45	48	52	49	40
	Limited English Proficiency	<	<	<	<	52	40
	Migrant	<	<	<	<	<	49
	Special Education	14	14	73	27	43	37
United States History from 1877 to Present	All Students	62	35	3	97	89	87
	Female	58	38	4	96	89	86
	Male	66	32	3	97	90	88
	African American	49	47	4	96	81	78
	American Indian	<	<	<	<	90	89
	Asian	<	<	<	<	94	93
	Caucasian	63	34	3	97	94	92
	Hispanic	70	25	5	95	85	75
	Other Ethnicity	<	<	<	<	86	83
	Economically Disadvantaged	47	50	3	97	81	75
	Limited English Proficiency	<	<	<	<	82	70
	Migrant	<	<	<	<	<	72
	Special Education	26	55	18	82	68	67
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	29	62	9	91	82	80
	Female	31	64	6	94	86	83
	Male	27	61	12	88	79	76
	African American	22	61	17	83	72	68
	American Indian	<	<	<	<	86	86
	Asian	31	56	13	88	89	87
	Caucasian	29	62	8	92	88	87
	Hispanic	7	86	7	93	76	63
	Other Ethnicity	<	<	<	<	82	74
	Economically Disadvantaged	16	65	19	81	70	65
	Limited English Proficiency	<	<	<	<	58	52
	Migrant	<	<	<	<	<	55
	Special Education	2	41	57	43	46	50

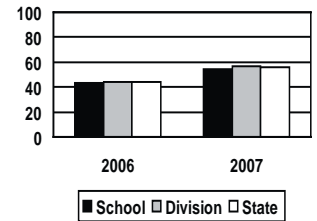
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

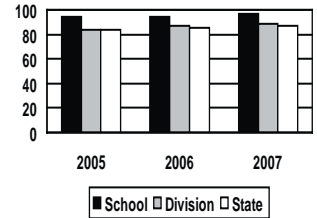
Grade 7 English: Reading, Literature, and Research
Percent Passing



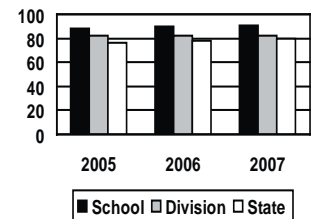
Grade 7 Mathematics
Percent Passing



Grade 7 United States History from 1877 to Present
Percent Passing



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

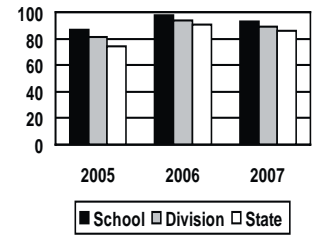


2006-2007 SOL PERFORMANCE

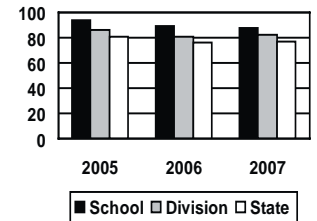
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Writing	All Students	6	88	7	93	89	86
	Female	8	89	3	97	93	90
	Male	3	87	10	90	85	81
	African American	3	79	18	82	83	77
	American Indian	<	<	<	<	86	88
	Asian	0	100	0	100	93	92
	Caucasian	6	88	6	94	92	90
	Hispanic	0	93	7	93	86	75
	Other Ethnicity	<	<	<	<	87	85
	Economically Disadvantaged	6	74	20	80	80	74
	Limited English Proficiency	<	<	<	<	71	68
	Migrant	<	<	<	<	<	60
	Special Education	0	65	35	65	51	53
Mathematics	All Students	45	43	12	88	82	77
	Female	45	43	12	88	85	80
	Male	45	42	13	87	79	75
	African American	35	50	15	85	73	64
	American Indian	<	<	<	<	81	78
	Asian	<	<	<	<	92	90
	Caucasian	46	42	12	88	86	84
	Hispanic	27	36	36	64	77	65
	Other Ethnicity	<	<	<	<	82	68
	Economically Disadvantaged	25	46	29	71	72	64
	Limited English Proficiency	<	<	<	<	76	62
	Migrant	<	<	<	<	<	75
	Special Education	9	39	52	48	49	47
Science	All Students	45	52	3	97	94	89
	Female	37	59	4	96	93	89
	Male	52	45	3	97	94	89
	African American	41	51	8	92	87	79
	American Indian	<	<	<	<	94	92
	Asian	55	36	9	91	97	95
	Caucasian	44	53	3	97	97	94
	Hispanic	50	50	0	100	93	78
	Other Ethnicity	<	<	<	<	94	89
	Economically Disadvantaged	22	66	13	88	87	78
	Limited English Proficiency	<	<	<	<	88	72
	Migrant	<	<	<	<	<	49
	Special Education	15	55	30	70	71	65
Civics and Economics	All Students	26	62	13	87	81	83
	Female	21	65	15	85	80	83
	Male	31	58	11	89	81	82
	African American	16	66	18	82	69	72
	American Indian	<	<	<	<	67	86
	Asian	44	50	6	94	86	91
	Caucasian	25	63	12	88	87	88
	Hispanic	14	57	29	71	71	69
	Other Ethnicity	<	<	<	<	79	82
	Economically Disadvantaged	15	62	23	77	68	69
	Limited English Proficiency	<	<	<	<	54	65
	Migrant	<	<	<	<	<	59
	Special Education	6	42	52	48	46	57

Three-Year Trend SOL Passing Rates

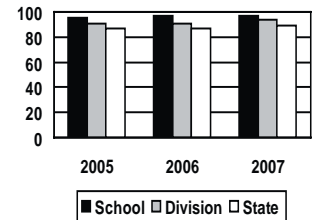
**Grade 8 English: Writing
Percent Passing**



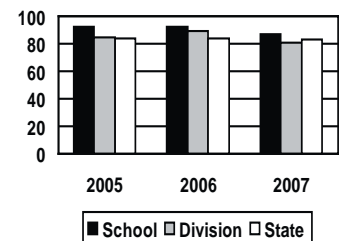
**Grade 8 Mathematics
Percent Passing**



**Grade 8 Science
Percent Passing**



**Grade 8 Civics and Economics
Percent Passing**



<Data not reported for less than 10 students

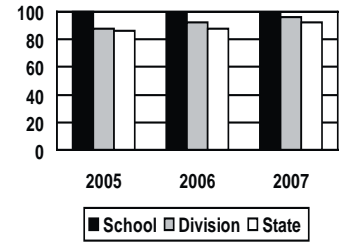
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Algebra I	All Students	54	45	1	99	96	92
	Female	57	42	1	99	97	93
	Male	52	47	1	99	95	90
	African American	43	50	7	93	93	87
	American Indian	<	<	<	<	100	90
	Asian	<	<	<	<	98	97
	Caucasian	53	46	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	53	47	0	100	90	86
	Female	35	65	0	100	89	85
	Male	65	35	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	41	59	0	100	87	85
	Female	33	67	0	100	86	83
	Male	50	50	0	100	89	86
	African American	31	69	0	100	76	72
	American Indian	<	<	<	<	84	86
	Asian	50	50	0	100	91	89
	Caucasian	40	60	0	100	93	91
	Hispanic	<	<	<	<	84	74
	Other Ethnicity	<	<	<	<	85	80
	Economically Disadvantaged	58	42	0	100	75	72
	Limited English Proficiency	<	<	<	<	69	63
	Migrant	<	<	<	<	<	62
	Special Education	<	<	<	<	62	61

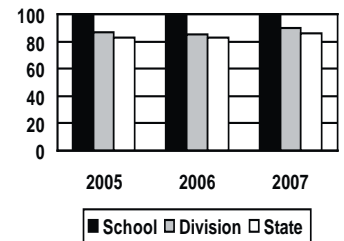
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

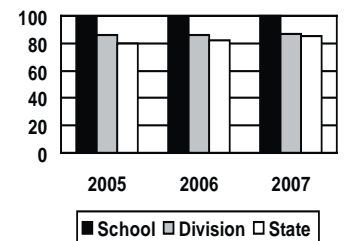
**High School End-of-Course
Algebra I
Percent Passing**



**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)