

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

## SALEM Middle (6-8)

### *Home of the Sharks*

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Virginia Beach, VA 23464  
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saalemms@vbschools.com  
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## 2007-2008

Dr. Eugene F. Soltner, Principal  
Mr. D. Alex Bergren, Assistant Principal  
Mrs. Angelita V. Napies, Assistant Principal  
Ms. Corri Dillon, 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: 17%

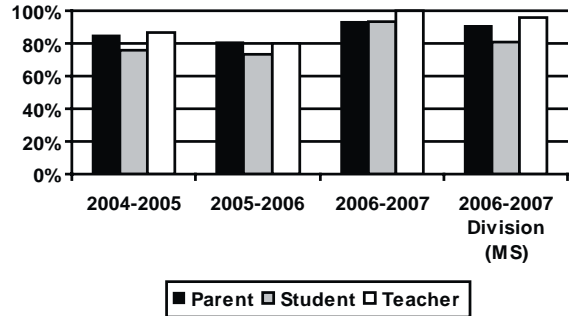
#### Average Class Size

English	Mathematics	Science	Social Studies
21.7	26.0	26.0	26.1

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

School Average Daily Attendance:	96.6%
Division (MS) Average Daily Attendance:	95.5%
AYP Attendance Target:	94.0%

#### Overall Quality of Education

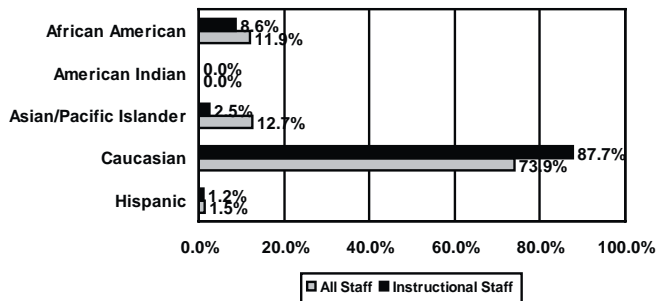


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

### STAFF CHARACTERISTICS

Administration/Intern: 3      Instructional: 81  
 Classified: 46                  Other: 4

#### Fall 2007 Staff Characteristics



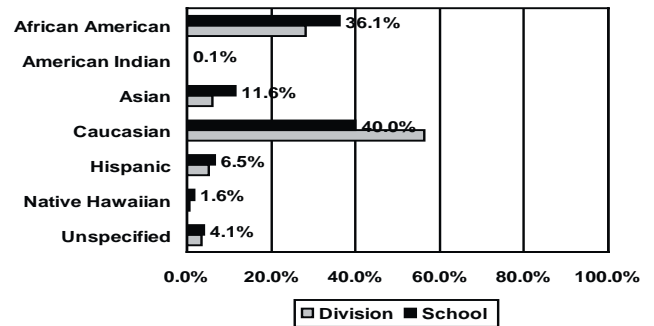
#### Additional Characteristics for Instructional Staff

	School	Division (MS)	State
Female	84.0%	77.1%	*
Male	16.0%	22.9%	*
Average years of teaching experience	16.8	14.2	*
Percentage with graduate degrees	53.1	49.6	*
Percentage new to the system	3.7	6.2	*
Percentage of core courses not taught by highly qualified teachers 06-07	3	3	3
		Entire Division	
Percentage of teachers with provisional credentials 06-07	5	4	7
		Entire Division	

### STUDENT CHARACTERISTICS

School Membership: 1,124      Division Membership (MS): 16,623

#### Fall 2007 Student Characteristics



#### Additional Student Characteristics

	School	Division (MS)
Female	48.4%	48.9%
Male	51.6%	51.1%
Economically Disadvantaged	22.6%	27.3%
Gifted	11.7%	16.1%
Limited English Proficiency	2.3%	2.0%
Migrant	0.0%	<0.1%
Special Education	12.5%	12.9%

\*Not Available

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

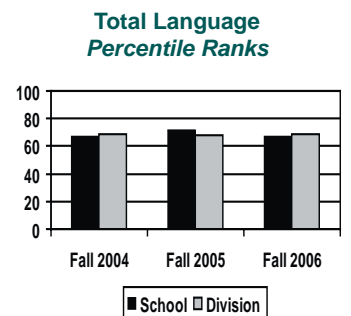
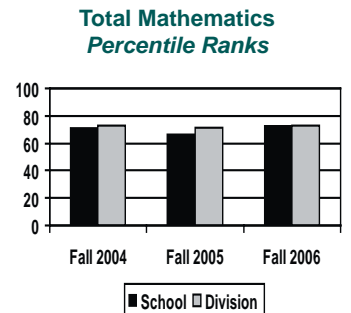
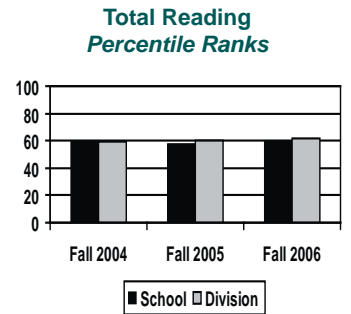
## STUDENT PERFORMANCE INFORMATION

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	60	59	58	60	60	62
	Female	61	62	60	63	64	65
	Male	60	56	56	56	56	60
	African American	49	42	52	44	49	46
	American Indian	<	74	<	62	<	67
	Asian	68	67	60	67	68	70
	Caucasian	70	67	65	67	67	69
	Hispanic	53	51	43	51	54	54
	Native Hawaiian	<	<	<	66	<	69
	Unspecified Ethnicity	41	54	68	57	67	63
	Economically Disadvantaged	54	44	43	44	58	48
	Limited English Proficiency	<	30	<	<	<	46
	Special Education	31	26	26	24	32	27
<b>Total Mathematics</b>	All Students	71	73	67	71	73	73
	Female	71	74	68	72	75	73
	Male	72	72	66	70	71	73
	African American	57	55	57	53	63	56
	American Indian	<	77	<	81	<	79
	Asian	87	86	76	85	84	86
	Caucasian	77	80	74	77	78	79
	Hispanic	63	67	55	63	70	68
	Native Hawaiian	<	<	<	77	<	78
	Unspecified Ethnicity	73	70	77	71	81	73
	Economically Disadvantaged	64	58	50	57	74	60
	Limited English Proficiency	<	63	<	<	<	64
	Special Education	38	38	32	32	44	34
<b>Total Language</b>	All Students	67	69	72	68	67	69
	Female	70	74	76	73	74	74
	Male	65	64	69	62	60	65
	African American	60	56	68	56	60	58
	American Indian	<	60	<	71	<	76
	Asian	75	79	82	80	81	81
	Caucasian	71	74	76	73	69	73
	Hispanic	62	66	55	60	58	66
	Native Hawaiian	<	<	<	76	<	80
	Unspecified Ethnicity	51	62	74	67	67	73
	Economically Disadvantaged	62	57	61	56	69	59
	Limited English Proficiency	<	50	<	<	<	59
	Special Education	40	38	42	33	35	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.

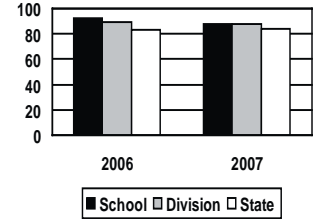
### 2006-2007 SOL PERFORMANCE

Grade 6		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	38	50	12	88	88	84
	Female	48	45	7	93	90	87
	Male	29	55	16	84	85	82
	African American	30	52	18	82	80	75
	American Indian	<	<	<	<	100	88
	Asian	46	48	7	93	93	92
	Caucasian	44	49	7	93	91	90
	Hispanic	33	48	19	81	83	71
	Other Ethnicity	36	57	7	93	89	84
	Economically Disadvantaged	35	55	10	90	79	72
	Limited English Proficiency	<	<	<	<	79	67
	Migrant	<	<	<	<	<	62
	Special Education	17	47	36	64	57	60
Mathematics	All Students	26	48	26	74	70	60
	Female	31	47	23	77	72	61
	Male	21	49	30	70	69	60
	African American	17	40	43	57	54	44
	American Indian	<	<	<	<	87	63
	Asian	47	43	11	89	88	80
	Caucasian	27	59	14	86	77	69
	Hispanic	24	36	40	60	67	48
	Other Ethnicity	23	54	23	77	71	61
	Economically Disadvantaged	27	39	33	67	57	44
	Limited English Proficiency	<	<	<	<	68	46
	Migrant	<	<	<	<	<	52
	Special Education	12	44	44	56	39	39
United States History to 1877	All Students	11	55	33	67	70	69
	Female	10	56	34	66	67	67
	Male	13	55	33	67	73	72
	African American	5	47	48	52	55	53
	American Indian	<	<	<	<	81	73
	Asian	22	62	16	84	83	84
	Caucasian	14	62	24	76	76	77
	Hispanic	8	48	44	56	64	58
	Other Ethnicity	7	60	33	67	72	68
	Economically Disadvantaged	7	52	41	59	54	51
	Limited English Proficiency	<	<	<	<	61	57
	Migrant	<	<	<	<	<	52
	Special Education	2	29	69	31	40	45

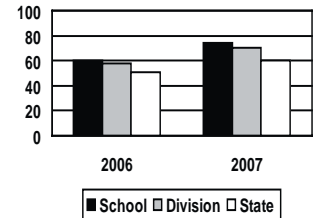
<Data not reported for less than 10 students

### SOL Passing Rates

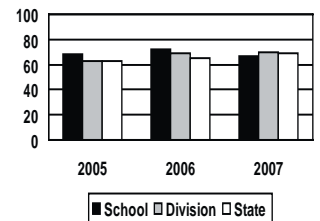
**Grade 6 English: Reading, Literature, and Research  
Percent Passing**



**Grade 6 Mathematics  
Percent Passing**



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



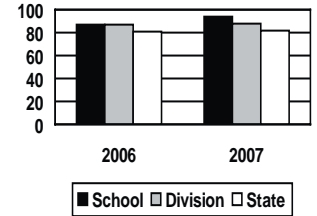
## 2006-2007 SOL PERFORMANCE

Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	47	46	6	94	88	82
	Female	49	47	4	96	91	86
	Male	46	46	8	92	86	80
	African American	44	48	8	92	81	72
	American Indian	<	<	<	<	100	89
	Asian	47	47	7	93	90	89
	Caucasian	55	40	5	95	93	88
	Hispanic	26	70	4	96	85	70
	Other Ethnicity	30	70	0	100	86	81
	Economically Disadvantaged	31	64	5	95	80	69
	Limited English Proficiency	<	<	<	<	71	62
	Migrant	<	<	<	<	<	62
	Special Education	25	55	20	80	60	54
Mathematics	All Students	12	56	32	68	57	56
	Female	9	56	35	65	56	57
	Male	14	56	30	70	58	55
	African American	8	58	35	65	48	40
	American Indian	<	<	<	<	44	57
	Asian	4	65	30	70	75	74
	Caucasian	17	59	24	76	62	64
	Hispanic	17	26	57	43	52	41
	Other Ethnicity	<	<	<	<	48	51
	Economically Disadvantaged	15	45	40	60	49	40
	Limited English Proficiency	<	<	<	<	52	40
	Migrant	<	<	<	<	<	49
	Special Education	20	41	39	61	43	37
United States History from 1877 to Present	All Students	65	30	5	95	89	87
	Female	65	31	4	96	89	86
	Male	64	29	6	94	90	88
	African American	57	35	8	92	81	78
	American Indian	<	<	<	<	90	89
	Asian	72	26	2	98	94	93
	Caucasian	73	24	3	97	94	92
	Hispanic	50	46	4	96	85	75
	Other Ethnicity	60	30	10	90	86	83
	Economically Disadvantaged	46	45	9	91	81	75
	Limited English Proficiency	<	<	<	<	82	70
	Migrant	<	<	<	<	<	72
	Special Education	28	44	28	72	68	67
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	19	64	18	82	82	80
	Female	23	64	13	87	86	83
	Male	15	63	21	79	79	76
	African American	16	60	24	76	72	68
	American Indian	<	<	<	<	86	86
	Asian	28	62	10	90	89	87
	Caucasian	18	67	15	85	88	87
	Hispanic	11	61	28	72	76	63
	Other Ethnicity	20	75	5	95	82	74
	Economically Disadvantaged	15	61	24	76	70	65
	Limited English Proficiency	<	<	<	<	58	52
	Migrant	<	<	<	<	<	55
	Special Education	8	29	63	37	46	50

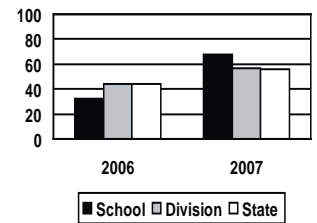
<Data not reported for less than 10 students

### Three-Year Trend SOL Passing Rates

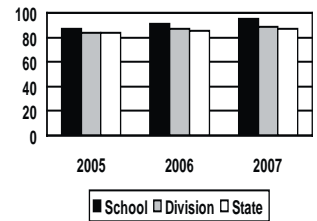
Grade 7 English: Reading, Literature, and Research  
Percent Passing



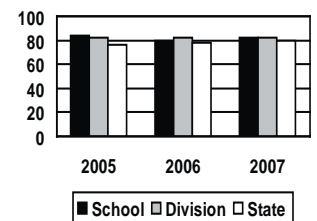
Grade 7 Mathematics  
Percent Passing



Grade 7 United States History from 1877 to Present  
Percent Passing



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

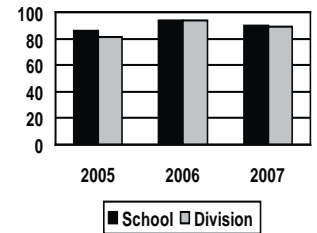


## 2006-2007 SOL PERFORMANCE

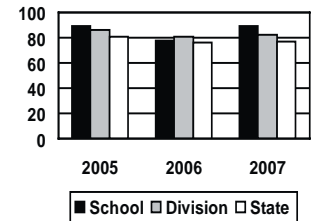
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Writing	All Students	2	88	10	90	89	86
	Female	2	91	7	93	93	90
	Male	1	86	13	87	85	81
	African American	2	83	15	85	83	77
	American Indian	<	<	<	<	86	88
	Asian	2	95	3	97	93	92
	Caucasian	2	90	8	92	92	90
	Hispanic	0	78	22	78	86	75
	Other Ethnicity	0	95	5	95	87	85
	Economically Disadvantaged	1	86	13	87	80	74
	Limited English Proficiency	<	<	<	<	71	68
	Migrant	<	<	<	<	<	60
	Special Education	0	60	40	60	51	53
Mathematics	All Students	44	45	11	89	82	77
	Female	49	42	9	91	85	80
	Male	39	48	13	87	79	75
	African American	35	49	15	85	73	64
	American Indian	<	<	<	<	81	78
	Asian	51	42	7	93	92	90
	Caucasian	49	44	7	93	86	84
	Hispanic	50	29	21	79	77	65
	Other Ethnicity	39	50	11	89	82	68
	Economically Disadvantaged	35	47	18	82	72	64
	Limited English Proficiency	<	<	<	<	76	62
	Migrant	<	<	<	<	<	75
	Special Education	25	55	20	80	49	47
Science	All Students	33	63	4	96	94	89
	Female	29	68	2	98	93	89
	Male	37	58	5	95	94	89
	African American	21	73	7	93	87	79
	American Indian	<	<	<	<	94	92
	Asian	40	58	2	98	97	95
	Caucasian	42	55	2	98	97	94
	Hispanic	24	76	0	100	93	78
	Other Ethnicity	42	58	0	100	94	89
	Economically Disadvantaged	22	73	5	95	87	78
	Limited English Proficiency	<	<	<	<	88	72
	Migrant	<	<	<	<	<	49
	Special Education	12	69	20	80	71	65
Civics and Economics	All Students	33	54	13	88	81	83
	Female	31	57	13	88	80	83
	Male	35	52	13	88	81	82
	African American	19	60	21	79	69	72
	American Indian	<	<	<	<	67	86
	Asian	45	45	10	90	86	91
	Caucasian	41	52	7	93	87	88
	Hispanic	33	61	6	94	71	69
	Other Ethnicity	45	45	10	90	79	82
	Economically Disadvantaged	18	65	18	82	68	69
	Limited English Proficiency	<	<	<	<	54	65
	Migrant	<	<	<	<	<	59
	Special Education	10	49	41	59	46	57

### Three-Year Trend SOL Passing Rates

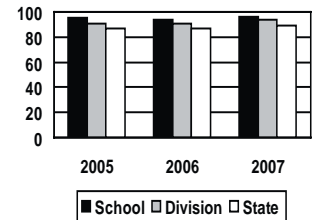
**Grade 8 English: Writing  
Percent Passing**



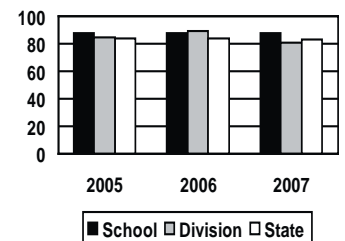
**Grade 8 Mathematics  
Percent Passing**



**Grade 8 Science  
Percent Passing**



**Grade 8 Civics and Economics  
Percent Passing**



<Data not reported for less than 10 students

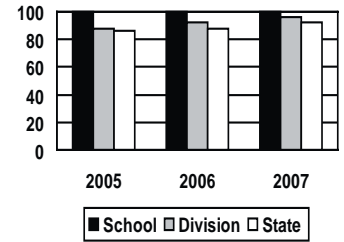
## 2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Algebra I	All Students	48	52	0	100	96	92
	Female	50	50	0	100	97	93
	Male	47	53	0	100	95	90
	African American	33	67	0	100	93	87
	American Indian	<	<	<	<	100	90
	Asian	48	52	0	100	98	97
	Caucasian	55	45	0	100	97	94
	Hispanic	<	<	<	<	95	88
	Other Ethnicity	<	<	<	<	93	89
	Economically Disadvantaged	43	57	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	<	<	<	<	89	85
	Male	62	38	0	100	91	87
	African American	<	<	<	<	78	72
	American Indian	<	<	<	<	95	82
	Asian	<	<	<	<	96	93
	Caucasian	<	<	<	<	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	68	32	0	100	87	85
	Female	69	31	0	100	86	83
	Male	68	32	0	100	89	86
	African American	70	30	0	100	76	72
	American Indian	<	<	<	<	84	86
	Asian	71	29	0	100	91	89
	Caucasian	61	39	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

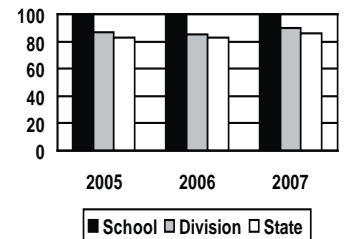
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### Three-Year Trend SOL Passing Rates

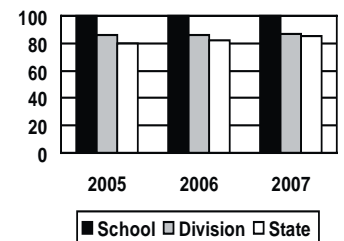
**High School End-of-Course  
Algebra I  
Percent Passing**



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



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



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*The 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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