

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

## VIRGINIA BEACH Middle (6-8)

*Home of the Seahawks*

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## 2007-2008

Ms. Rita Simpson, Principal  
Mr. James G. Dillon, Assistant Principal  
Mr. James A. Avila, Administrative Assistant  
Ms. Kathy Edwards, 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: 43%

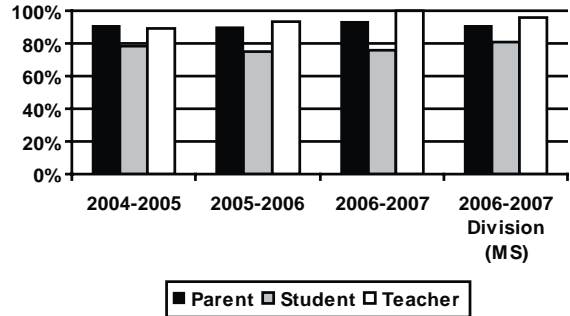
#### Average Class Size

English	Mathematics	Science	Social Studies
19.6	25.5	26.9	25.8

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

School Average Daily Attendance:	93.9%
Division (MS) Average Daily Attendance:	95.5%
AYP Attendance Target:	94.0%

#### Overall Quality of Education

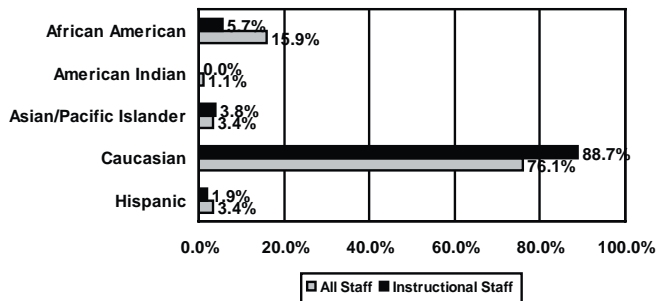


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

### STAFF CHARACTERISTICS

Administration/Intern: 3      Instructional: 53  
 Classified: 27                  Other: 5

#### Fall 2007 Staff Characteristics



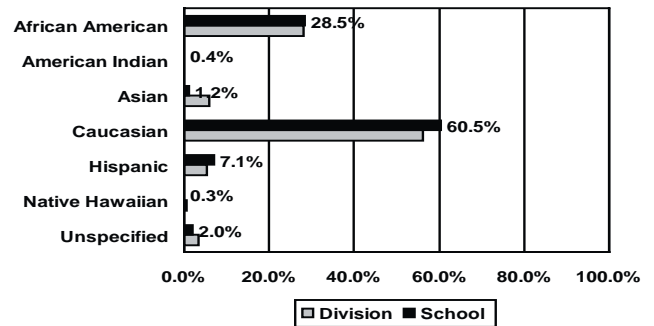
#### Additional Characteristics for Instructional Staff

	School	Division (MS)	State
Female	79.2%	77.1%	*
Male	20.8%	22.9%	*
Average years of teaching experience	13.5	14.2	*
Percentage with graduate degrees	66.0	49.6	*
Percentage new to the system	3.8	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: 688      Division Membership (MS): 16,623

#### Fall 2007 Student Characteristics



#### Additional Student Characteristics

	School	Division (MS)
Female	52.0%	48.9%
Male	48.0%	51.1%
Economically Disadvantaged	43.1%	27.3%
Gifted	9.2%	16.1%
Limited English Proficiency	1.6%	2.0%
Migrant	0.0%	<0.1%
Special Education	14.2%	12.9%

\*Not Available

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

## STUDENT PERFORMANCE INFORMATION

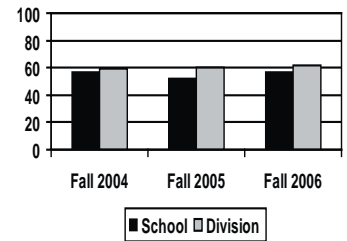
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this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

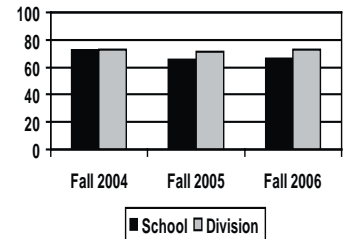
Grade 6		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
<b>Total Reading</b>	All Students	57	59	52	60	57	62
	Female	56	62	51	63	61	65
	Male	59	56	54	56	51	60
	African American	34	42	36	44	51	46
	American Indian	<	74	<	62	<	67
	Asian	<	67	<	67	<	70
	Caucasian	66	67	62	67	59	69
	Hispanic	47	51	46	51	46	54
	Native Hawaiian	<	<	<	66	<	69
	Unspecified Ethnicity	<	54	<	57	<	63
	Economically Disadvantaged	41	44	46	44	45	48
	Limited English Proficiency	<	30	<	<	<	46
	Special Education	34	26	27	24	29	27
<b>Total Mathematics</b>	All Students	73	73	66	71	67	73
	Female	68	74	64	72	69	73
	Male	78	72	69	70	63	73
	African American	54	55	53	53	62	56
	American Indian	<	77	<	81	<	79
	Asian	<	86	<	85	<	86
	Caucasian	79	80	73	77	67	79
	Hispanic	57	67	67	63	60	68
	Native Hawaiian	<	<	<	77	<	78
	Unspecified Ethnicity	<	70	<	71	<	73
	Economically Disadvantaged	60	58	61	57	59	60
	Limited English Proficiency	<	63	<	<	<	64
	Special Education	46	38	39	32	45	34
<b>Total Language</b>	All Students	64	69	59	68	59	69
	Female	65	74	62	73	65	74
	Male	63	64	55	62	54	65
	African American	49	56	46	56	56	58
	American Indian	<	60	<	71	<	76
	Asian	<	79	<	80	<	81
	Caucasian	69	74	65	73	59	73
	Hispanic	57	66	66	60	59	66
	Native Hawaiian	<	<	<	76	<	80
	Unspecified Ethnicity	<	62	<	67	<	73
	Economically Disadvantaged	53	57	54	56	54	59
	Limited English Proficiency	<	50	<	<	<	59
	Special Education	36	38	32	33	40	34

### Three-Year Trend Stanford 10 Performance

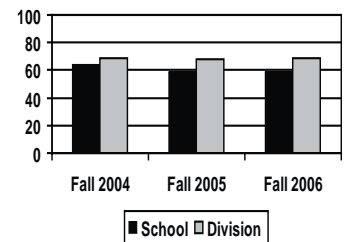
**Total Reading  
Percentile Ranks**



**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.

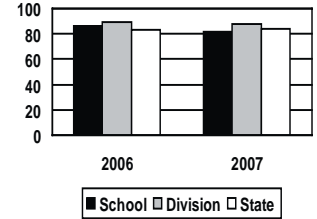
### 2006-2007 SOL PERFORMANCE

Grade 6		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	22	59	18	82	88	84
	Female	27	61	12	88	90	87
	Male	17	58	25	75	85	82
	African American	19	56	25	75	80	75
	American Indian	<	<	<	<	100	88
	Asian	<	<	<	<	93	92
	Caucasian	25	61	14	86	91	90
	Hispanic	0	63	38	63	83	71
	Other Ethnicity	30	50	20	80	89	84
	Economically Disadvantaged	17	58	25	75	79	72
	Limited English Proficiency	<	<	<	<	79	67
	Migrant	<	<	<	<	<	62
	Special Education	6	42	52	48	57	60
	Mathematics	All Students	16	44	40	60	70
Female		19	43	38	62	72	61
Male		13	46	42	58	69	60
African American		7	46	46	54	54	44
American Indian		<	<	<	<	87	63
Asian		<	<	<	<	88	80
Caucasian		20	43	37	63	77	69
Hispanic		13	33	53	47	67	48
Other Ethnicity		20	40	40	60	71	61
Economically Disadvantaged		12	43	45	55	57	44
Limited English Proficiency		<	<	<	<	68	46
Migrant		<	<	<	<	<	52
Special Education		3	26	71	29	39	39
United States History to 1877		All Students	3	45	52	48	70
	Female	2	41	57	43	67	67
	Male	5	49	46	54	73	72
	African American	2	41	58	42	55	53
	American Indian	<	<	<	<	81	73
	Asian	<	<	<	<	83	84
	Caucasian	4	46	50	50	76	77
	Hispanic	6	31	63	38	64	58
	Other Ethnicity	0	50	50	50	72	68
	Economically Disadvantaged	2	32	66	34	54	51
	Limited English Proficiency	<	<	<	<	61	57
	Migrant	<	<	<	<	<	52
	Special Education	3	23	74	26	40	45

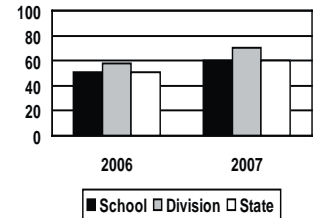
<Data not reported for less than 10 students

### SOL Passing Rates

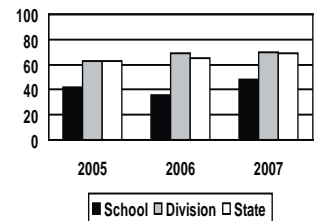
**Grade 6 English: Reading, Literature, and Research Percent Passing**



**Grade 6 Mathematics Percent Passing**



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

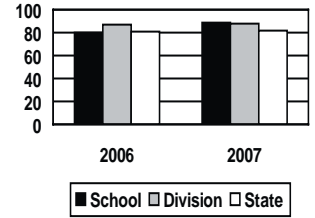


## 2006-2007 SOL PERFORMANCE

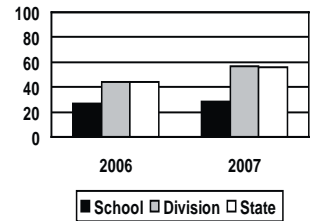
Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	28	61	11	89	88	82
	Female	28	65	7	93	91	86
	Male	28	56	16	84	86	80
	African American	16	65	19	81	81	72
	American Indian	<	<	<	<	100	89
	Asian	<	<	<	<	90	89
	Caucasian	37	57	6	94	93	88
	Hispanic	8	69	23	77	85	70
	Other Ethnicity	<	<	<	<	86	81
	Economically Disadvantaged	17	62	21	79	80	69
	Limited English Proficiency	<	<	<	<	71	62
	Migrant	<	<	<	<	<	62
	Special Education	16	53	32	68	60	54
Mathematics	All Students	1	27	72	28	57	56
	Female	1	30	69	31	56	57
	Male	0	24	76	24	58	55
	African American	2	26	72	28	48	40
	American Indian	<	<	<	<	44	57
	Asian	<	<	<	<	75	74
	Caucasian	0	25	75	25	62	64
	Hispanic	0	40	60	40	52	41
	Other Ethnicity	<	<	<	<	48	51
	Economically Disadvantaged	1	32	67	33	49	40
	Limited English Proficiency	<	<	<	<	52	40
	Migrant	<	<	<	<	<	49
	Special Education	0	18	82	18	43	37
United States History from 1877 to Present	All Students	46	43	11	89	89	87
	Female	46	44	10	90	89	86
	Male	46	41	13	87	90	88
	African American	33	44	23	77	81	78
	American Indian	<	<	<	<	90	89
	Asian	<	<	<	<	94	93
	Caucasian	55	42	4	96	94	92
	Hispanic	29	43	29	71	85	75
	Other Ethnicity	<	<	<	<	86	83
	Economically Disadvantaged	33	49	18	82	81	75
	Limited English Proficiency	<	<	<	<	82	70
	Migrant	<	<	<	<	<	72
	Special Education	27	38	35	65	68	67
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	17	61	23	77	82	80
	Female	20	61	19	81	86	83
	Male	13	61	26	74	79	76
	African American	5	62	33	67	72	68
	American Indian	<	<	<	<	86	86
	Asian	<	<	<	<	89	87
	Caucasian	24	61	16	84	88	87
	Hispanic	0	58	42	58	76	63
	Other Ethnicity	<	<	<	<	82	74
	Economically Disadvantaged	1	65	33	67	70	65
	Limited English Proficiency	<	<	<	<	58	52
	Migrant	<	<	<	<	<	55
	Special Education	0	33	67	33	46	50

### Three-Year Trend SOL Passing Rates

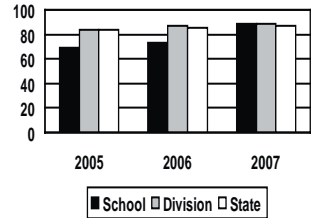
Grade 7 English: Reading, Literature, and Research  
Percent Passing



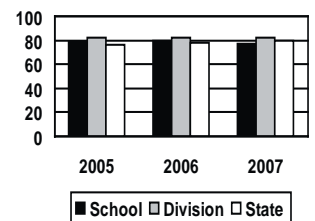
Grade 7 Mathematics  
Percent Passing



Grade 7 United States History from 1877 to Present  
Percent Passing



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



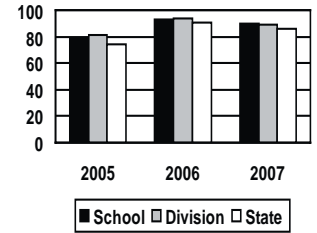
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**2006-2007 SOL PERFORMANCE**

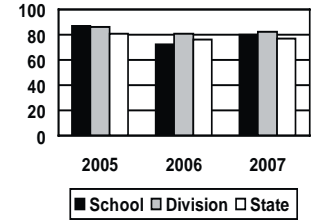
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Writing	All Students	2	87	10	90	89	86
	Female	2	93	6	94	93	90
	Male	3	82	15	85	85	81
	African American	2	84	14	86	83	77
	American Indian	<	<	<	<	86	88
	Asian	<	<	<	<	93	92
	Caucasian	3	89	8	92	92	90
	Hispanic	0	79	21	79	86	75
	Other Ethnicity	<	<	<	<	87	85
	Economically Disadvantaged	1	82	17	83	80	74
	Limited English Proficiency	<	<	<	<	71	68
	Migrant	<	<	<	<	<	60
	Special Education	0	75	25	75	51	53
Mathematics	All Students	27	53	20	80	82	77
	Female	27	55	18	82	85	80
	Male	28	50	22	78	79	75
	African American	13	57	30	70	73	64
	American Indian	<	<	<	<	81	78
	Asian	<	<	<	<	92	90
	Caucasian	35	50	15	85	86	84
	Hispanic	20	60	20	80	77	65
	Other Ethnicity	<	<	<	<	82	68
	Economically Disadvantaged	15	58	28	73	72	64
	Limited English Proficiency	<	<	<	<	76	62
	Migrant	<	<	<	<	<	75
	Special Education	11	17	72	28	49	47
Science	All Students	25	66	8	92	94	89
	Female	21	70	9	91	93	89
	Male	31	62	7	93	94	89
	African American	9	75	16	84	87	79
	American Indian	<	<	<	<	94	92
	Asian	<	<	<	<	97	95
	Caucasian	35	61	3	97	97	94
	Hispanic	0	75	25	75	93	78
	Other Ethnicity	<	<	<	<	94	89
	Economically Disadvantaged	14	71	15	85	87	78
	Limited English Proficiency	<	<	<	<	88	72
	Migrant	<	<	<	<	<	49
	Special Education	8	62	31	69	71	65
Civics and Economics	All Students	20	60	20	80	81	83
	Female	15	64	20	80	80	83
	Male	24	56	20	80	81	82
	African American	7	59	34	66	69	72
	American Indian	<	<	<	<	67	86
	Asian	<	<	<	<	86	91
	Caucasian	27	63	10	90	87	88
	Hispanic	0	42	58	42	71	69
	Other Ethnicity	<	<	<	<	79	82
	Economically Disadvantaged	8	65	27	73	68	69
	Limited English Proficiency	<	<	<	<	54	65
	Migrant	<	<	<	<	<	59
	Special Education	0	55	45	55	46	57

**Three-Year Trend  
SOL Passing Rates**

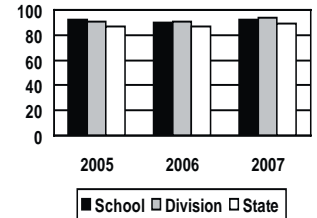
**Grade 8 English: Writing  
Percent Passing**



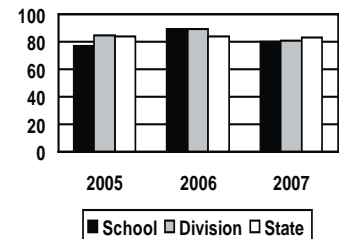
**Grade 8 Mathematics  
Percent Passing**



**Grade 8 Science  
Percent Passing**



**Grade 8 Civics and Economics  
Percent Passing**



<Data not reported for less than 10 students

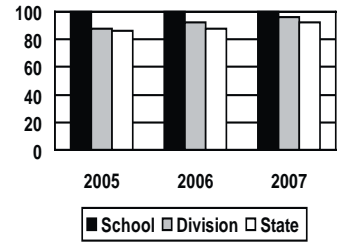
## 2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Algebra I	All Students	73	27	0	100	96	92
	Female	87	13	0	100	97	93
	Male	59	41	0	100	95	90
	African American	<	<	<	<	93	87
	American Indian	<	<	<	<	100	90
	Asian	<	<	<	<	98	97
	Caucasian	69	31	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	72	28	0	100	90	86
	Female	<	<	<	<	89	85
	Male	69	31	0	100	91	87
	African American	<	<	<	<	78	72
	American Indian	<	<	<	<	95	82
	Asian	<	<	<	<	96	93
	Caucasian	79	21	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	58	42	0	100	87	85
	Female	48	52	0	100	86	83
	Male	67	33	0	100	89	86
	African American	<	<	<	<	76	72
	American Indian	<	<	<	<	84	86
	Asian	<	<	<	<	91	89
	Caucasian	63	37	0	100	93	91
	Hispanic	<	<	<	<	84	74
	Other Ethnicity	<	<	<	<	85	80
	Economically Disadvantaged	50	50	0	100	75	72
	Limited English Proficiency	<	<	<	<	69	63
	Migrant	<	<	<	<	<	62
	Special Education	<	<	<	<	62	61

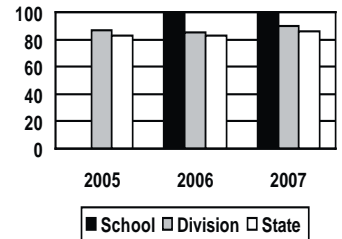
<Data not reported for less than 10 students

### Three-Year Trend SOL Passing Rates

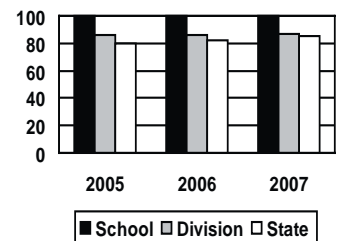
**High School End-of-Course  
Algebra I  
Percent Passing**



**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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