

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

CORPORATE LANDING Middle (6-8)

Home of the Jets

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2007-2008

Ms. Lauralee M. Grim, Principal
Mr. Barry C. Bowyer, Assistant Principal
Ms. Phyllis S. Coley, Assistant Principal
Ms. Christy E. McQueeney, Assistant Principal
Ms. Janice Henderson, 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: 17%

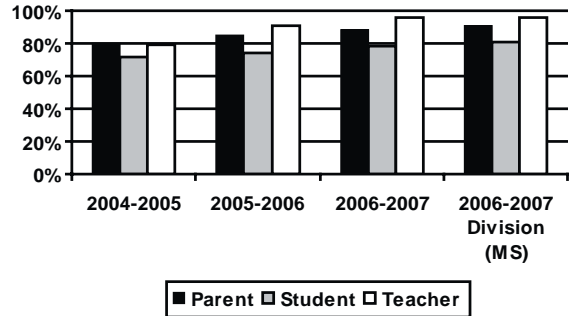
Average Class Size

English	Mathematics	Science	Social Studies
20.4	22.7	22.8	22.9

Attendance 2006-2007**

School Average Daily Attendance:	95.3%
Division (MS) Average Daily Attendance:	95.5%
AYP Attendance Target:	94.0%

Overall Quality of Education

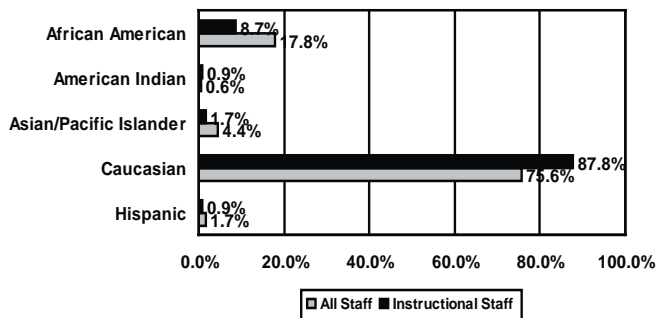


The bar chart above displays the percentage of each group agreeing that the school provides a high-quality education, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 4 Instructional: 115
 Classified: 56 Other: 5

Fall 2007 Staff Characteristics



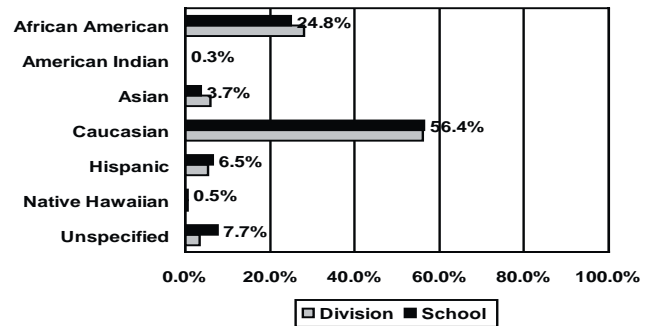
Additional Characteristics for Instructional Staff

	School	Division (MS)	State
Female	75.7%	77.1%	*
Male	24.3%	22.9%	*
Average years of teaching experience	12.8	14.2	*
Percentage with graduate degrees	47.0	49.6	*
Percentage new to the system	7.0	6.2	*
Percentage of core courses not taught by highly qualified teachers 06-07	2	3	3
		Entire Division	
Percentage of teachers with provisional credentials 06-07	4	4	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 1,497 Division Membership (MS): 16,623

Fall 2007 Student Characteristics



Additional Student Characteristics

	School	Division (MS)
Female	48.9%	48.9%
Male	51.1%	51.1%
Economically Disadvantaged	30.2%	27.3%
Gifted	11.0%	16.1%
Limited English Proficiency	1.6%	2.0%
Migrant	0.0%	<0.1%
Special Education	16.4%	12.9%

*Not Available

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

STUDENT PERFORMANCE INFORMATION

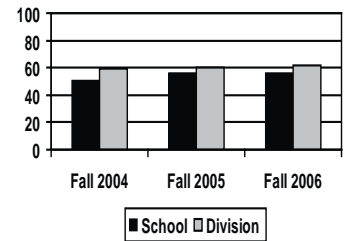
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this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

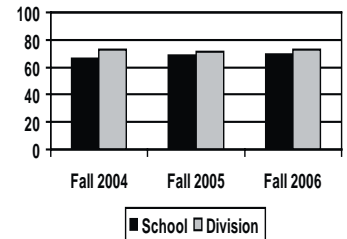
Grade 6		Fall 2004		Fall 2005		Fall 2006	
		School	Division	School	Division	School	Division
Total Reading	All Students	51	59	56	60	56	62
	Female	51	62	61	63	60	65
	Male	51	56	50	56	51	60
	African American	42	42	45	44	36	46
	American Indian	<	74	<	62	<	67
	Asian	48	67	56	67	68	70
	Caucasian	56	67	61	67	62	69
	Hispanic	43	51	53	51	51	54
	Native Hawaiian	<	<	<	66	<	69
	Unspecified Ethnicity	42	54	48	57	66	63
	Economically Disadvantaged	41	44	46	44	46	48
	Limited English Proficiency	<	30	<	<	<	46
	Special Education	20	26	27	24	23	27
Total Mathematics	All Students	67	73	69	71	70	73
	Female	66	74	71	72	70	73
	Male	67	72	66	70	70	73
	African American	57	55	56	53	55	56
	American Indian	<	77	<	81	<	79
	Asian	75	86	76	85	84	86
	Caucasian	71	80	74	77	74	79
	Hispanic	63	67	61	63	71	68
	Native Hawaiian	<	<	<	77	<	78
	Unspecified Ethnicity	66	70	57	71	72	73
	Economically Disadvantaged	55	58	61	57	60	60
	Limited English Proficiency	<	63	<	<	<	64
	Special Education	33	38	32	32	34	34
Total Language	All Students	65	69	63	68	63	69
	Female	69	74	72	73	69	74
	Male	60	64	54	62	56	65
	African American	59	56	54	56	50	58
	American Indian	<	60	<	71	<	76
	Asian	68	79	64	80	83	81
	Caucasian	67	74	68	73	65	73
	Hispanic	61	66	51	60	65	66
	Native Hawaiian	<	<	<	76	<	80
	Unspecified Ethnicity	53	62	57	67	75	73
	Economically Disadvantaged	58	57	54	56	59	59
	Limited English Proficiency	<	50	<	<	<	59
	Special Education	36	38	33	33	30	34

Three-Year Trend Stanford 10 Performance

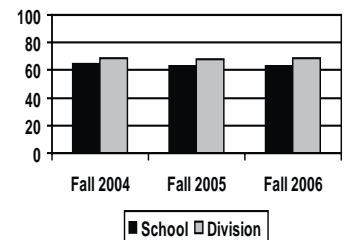
**Total Reading
Percentile Ranks**



**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.

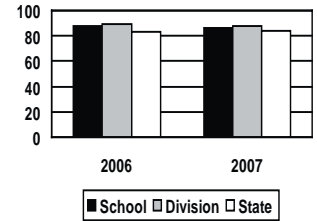
2006-2007 SOL PERFORMANCE

Grade 6		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	29	58	14	86	88	84
	Female	31	59	10	90	90	87
	Male	26	57	17	83	85	82
	African American	20	60	20	80	80	75
	American Indian	<	<	<	<	100	88
	Asian	38	54	8	92	93	92
	Caucasian	32	57	11	89	91	90
	Hispanic	25	50	25	75	83	71
	Other Ethnicity	25	68	8	93	89	84
	Economically Disadvantaged	24	59	17	83	79	72
	Limited English Proficiency	<	<	<	<	79	67
	Migrant	<	<	<	<	<	62
	Special Education	18	38	45	55	57	60
Mathematics	All Students	28	43	29	71	70	60
	Female	27	48	25	75	72	61
	Male	30	37	33	67	69	60
	African American	14	43	42	58	54	44
	American Indian	<	<	<	<	87	63
	Asian	50	43	7	93	88	80
	Caucasian	33	43	24	76	77	69
	Hispanic	25	42	33	67	67	48
	Other Ethnicity	29	45	26	74	71	61
	Economically Disadvantaged	20	42	38	62	57	44
	Limited English Proficiency	<	<	<	<	68	46
	Migrant	<	<	<	<	<	52
	Special Education	20	20	59	41	39	39
United States History to 1877	All Students	16	59	25	75	70	69
	Female	14	59	27	73	67	67
	Male	18	59	22	78	73	72
	African American	5	47	48	52	55	53
	American Indian	<	<	<	<	81	73
	Asian	23	54	23	77	83	84
	Caucasian	20	65	15	85	76	77
	Hispanic	13	54	33	67	64	58
	Other Ethnicity	18	62	21	79	72	68
	Economically Disadvantaged	10	58	32	68	54	51
	Limited English Proficiency	<	<	<	<	61	57
	Migrant	<	<	<	<	<	52
	Special Education	14	44	42	58	40	45

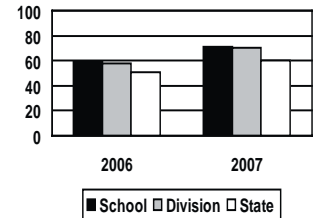
<Data not reported for less than 10 students

SOL Passing Rates

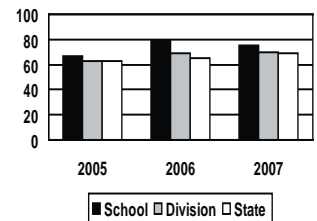
**Grade 6 English: Reading, Literature, and Research
Percent Passing**



**Grade 6 Mathematics
Percent Passing**



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



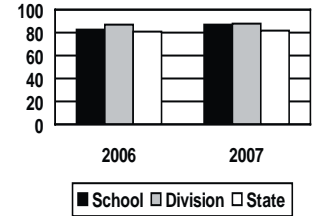
2006-2007 SOL PERFORMANCE

Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	43	44	13	87	88	82
	Female	46	43	10	90	91	86
	Male	40	45	15	85	86	80
	African American	30	51	20	80	81	72
	American Indian	<	<	<	<	100	89
	Asian	22	56	22	78	90	89
	Caucasian	49	43	8	92	93	88
	Hispanic	45	37	18	82	85	70
	Other Ethnicity	48	40	13	88	86	81
	Economically Disadvantaged	31	51	18	82	80	69
	Limited English Proficiency	17	58	25	75	71	62
	Migrant	<	<	<	<	<	62
	Special Education	24	37	38	62	60	54
	Mathematics	All Students	12	49	40	60	57
Female		11	52	37	63	56	57
Male		13	45	42	58	58	55
African American		9	46	45	55	48	40
American Indian		<	<	<	<	44	57
Asian		21	50	29	71	75	74
Caucasian		13	47	40	60	62	64
Hispanic		13	58	29	71	52	41
Other Ethnicity		12	56	32	68	48	51
Economically Disadvantaged		12	43	45	55	49	40
Limited English Proficiency		10	60	30	70	52	40
Migrant		<	<	<	<	<	49
Special Education		17	7	76	24	43	37
United States History from 1877 to Present		All Students	40	52	8	92	89
	Female	35	55	11	89	89	86
	Male	45	50	5	95	90	88
	African American	30	55	16	84	81	78
	American Indian	<	<	<	<	90	89
	Asian	21	74	5	95	94	93
	Caucasian	47	48	5	95	94	92
	Hispanic	31	54	14	86	85	75
	Other Ethnicity	37	63	0	100	86	83
	Economically Disadvantaged	29	57	14	86	81	75
	Limited English Proficiency	31	62	8	92	82	70
	Migrant	<	<	<	<	<	72
	Special Education	27	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	18	62	20	80	82	80
	Female	20	64	16	84	86	83
	Male	16	60	24	76	79	76
	African American	12	58	30	70	72	68
	American Indian	<	<	<	<	86	86
	Asian	21	47	32	68	89	87
	Caucasian	20	65	15	85	88	87
	Hispanic	11	69	20	80	76	63
	Other Ethnicity	24	60	17	83	82	74
	Economically Disadvantaged	13	60	27	73	70	65
	Limited English Proficiency	<	<	<	<	58	52
	Migrant	<	<	<	<	<	55
	Special Education	9	29	62	38	46	50

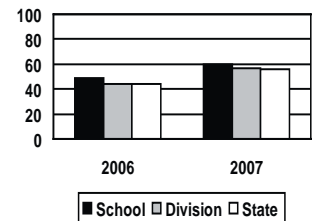
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

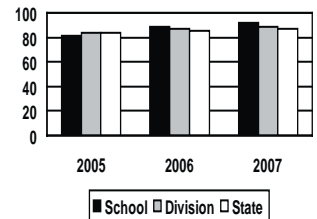
Grade 7 English: Reading, Literature, and Research
Percent Passing



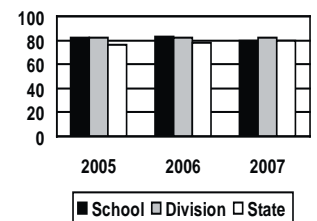
Grade 7 Mathematics
Percent Passing



Grade 7 United States History from 1877 to Present
Percent Passing



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

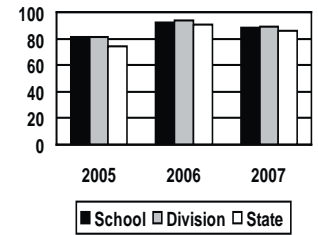


2006-2007 SOL PERFORMANCE

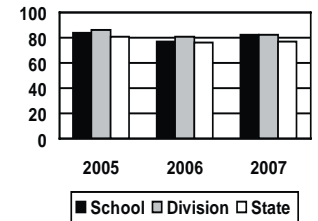
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Writing	All Students	3	85	12	88	89	86
	Female	4	88	8	92	93	90
	Male	2	82	16	84	85	81
	African American	2	80	19	81	83	77
	American Indian	<	<	<	<	86	88
	Asian	0	83	17	83	93	92
	Caucasian	3	87	9	91	92	90
	Hispanic	3	89	9	91	86	75
	Other Ethnicity	3	90	8	93	87	85
	Economically Disadvantaged	1	84	15	85	80	74
	Limited English Proficiency	<	<	<	<	71	68
	Migrant	<	<	<	<	<	60
	Special Education	1	51	48	52	51	53
	Mathematics	All Students	42	41	18	82	82
Female		42	45	12	88	85	80
Male		40	36	23	77	79	75
African American		28	44	28	72	73	64
American Indian		<	<	<	<	81	78
Asian		44	38	19	81	92	90
Caucasian		46	40	14	86	86	84
Hispanic		38	38	24	76	77	65
Other Ethnicity		48	40	12	88	82	68
Economically Disadvantaged		36	37	27	73	72	64
Limited English Proficiency		<	<	<	<	76	62
Migrant		<	<	<	<	<	75
Special Education		17	28	55	45	49	47
Science		All Students	27	66	7	93	94
	Female	22	72	6	94	93	89
	Male	33	61	7	93	94	89
	African American	13	76	11	89	87	79
	American Indian	<	<	<	<	94	92
	Asian	15	75	10	90	97	95
	Caucasian	36	60	4	96	97	94
	Hispanic	14	78	8	92	93	78
	Other Ethnicity	29	65	6	94	94	89
	Economically Disadvantaged	17	73	10	90	87	78
	Limited English Proficiency	<	<	<	<	88	72
	Migrant	<	<	<	<	<	49
	Special Education	12	58	30	70	71	65
	Civics and Economics	All Students	16	59	25	75	81
Female		11	64	25	75	80	83
Male		21	54	25	75	81	82
African American		12	55	33	67	69	72
American Indian		<	<	<	<	67	86
Asian		11	58	32	68	86	91
Caucasian		20	60	19	81	87	88
Hispanic		14	49	37	63	71	69
Other Ethnicity		10	70	20	80	79	82
Economically Disadvantaged		8	59	33	67	68	69
Limited English Proficiency		<	<	<	<	54	65
Migrant		<	<	<	<	<	59
Special Education		6	34	60	40	46	57

Three-Year Trend SOL Passing Rates

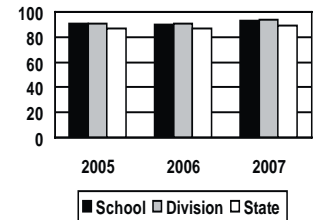
**Grade 8 English: Writing
Percent Passing**



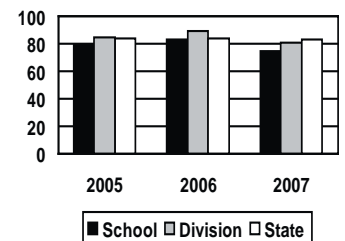
**Grade 8 Mathematics
Percent Passing**



**Grade 8 Science
Percent Passing**



**Grade 8 Civics and Economics
Percent Passing**



<Data not reported for less than 10 students

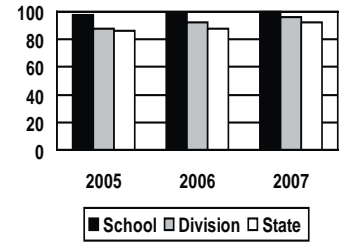
2006-2007 SOL PERFORMANCE

High School End-of-Course Tests		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Algebra I	All Students	58	42	0	100	96	92
	Female	63	37	0	100	97	93
	Male	54	46	0	100	95	90
	African American	57	43	0	100	93	87
	American Indian	<	<	<	<	100	90
	Asian	<	<	<	<	98	97
	Caucasian	57	43	0	100	97	94
	Hispanic	70	30	0	100	95	88
	Other Ethnicity	70	30	0	100	93	89
	Economically Disadvantaged	71	29	0	100	92	86
	Limited English Proficiency	<	<	<	<	97	88
	Migrant	<	<	<	<	<	93
	Special Education	<	<	<	<	84	75
Geometry	All Students	30	70	0	100	90	86
	Female	40	60	0	100	89	85
	Male	23	77	0	100	91	87
	African American	<	<	<	<	78	72
	American Indian	<	<	<	<	95	82
	Asian	<	<	<	<	96	93
	Caucasian	33	67	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	29	71	0	100	87	85
	Female	19	81	0	100	86	83
	Male	37	63	0	100	89	86
	African American	26	74	0	100	76	72
	American Indian	<	<	<	<	84	86
	Asian	<	<	<	<	91	89
	Caucasian	31	69	0	100	93	91
	Hispanic	<	<	<	<	84	74
	Other Ethnicity	<	<	<	<	85	80
	Economically Disadvantaged	32	68	0	100	75	72
	Limited English Proficiency	<	<	<	<	69	63
	Migrant	<	<	<	<	<	62
	Special Education	<	<	<	<	62	61

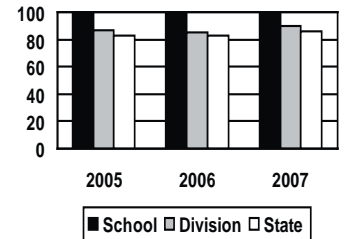
<Data not reported for less than 10 students

Three-Year Trend SOL Passing Rates

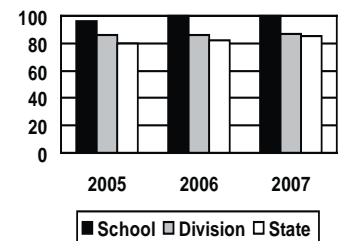
**High School End-of-Course
Algebra I
Percent Passing**



**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.

No part of this publication may be produced or shared in any form without giving specific credit to Virginia Beach City Public Schools.

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)