

ANNUAL

VIRGINIA BEACH CITY PUBLIC SCHOOLS

ELEMENTARY SCHOOL Report Card

ISSUED 2005-2006



Dear Parents or Guardian:

We are pleased to provide you with the eighth 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 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 95 percent of our schools made AYP for the 2005-2006 school year based on 2004-2005 data.

However, our ability to remain "ahead of the curve" and show 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,

Sheila S. Magula, Ed.D.
Superintendent

LYNNHAVEN
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2005-2006
Mr. Larry E. Ames, Principal
Mrs. Laura Yoakam, Assistant Principal
Ms. Keisha Wright, PTA President

State Accreditation Status:
Fully Accredited

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.

School Board Members

Daniel D. "Dan" Edwards, Chairman
Sandra Smith-Jones, Vice Chairman
Rita Sweet Bellitto
Jane S. Brooks
Emma L. "Em" Davis
Edward F. Fissinger, Sr.
Dan R. Lowe

Michael W. Stewart
Arthur T. Tate
Carolyn D. Weems
Dr. Lois S. Williams

READING YOUR SCHOOL REPORT CARD

This report card for your child's school includes information related to school characteristics and student performance measures. Unless noted otherwise, the information is for the current school year, 2005-2006. Some of the information required by the No Child Left Behind Act of 2001 is also included. 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

Title I School: Yes
PTA Membership March 2005: 324

No Child Left Behind Adequate Yearly Progress (AYP)
Status: Made AYP

No Child Left Behind Safe School
Status: Not Persistently Dangerous

Pupil-Teacher Ratio (excluding resource personnel)*

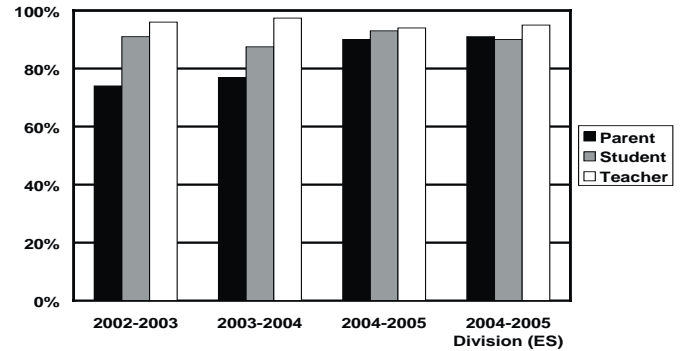
K	1	2	3	4	5
20:1	20:1	16:1	14:1	19:1	16:1

Pupil-Teacher Ratio (including resource personnel)

K	1	2	3	4	5
12:1	11:1	12:1	11:1	14:1	12:1

*This school is part of the state's K-3 class size reduction initiative.

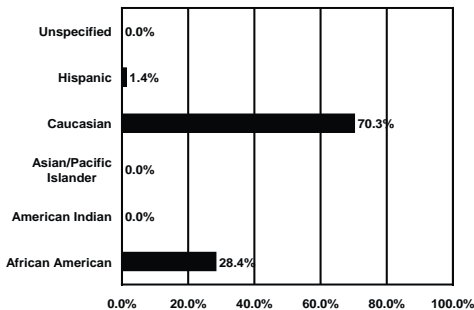
Percentage of people giving an A or B grade to the overall quality of education received by students at this school, based on the school division's annual spring survey.



Attendance 2004-2005**

School Average Daily Attendance:	96.0%
Division (ES) Average Daily Attendance:	95.9%
AYP Attendance Target:	94.0%

STAFF CHARACTERISTICS



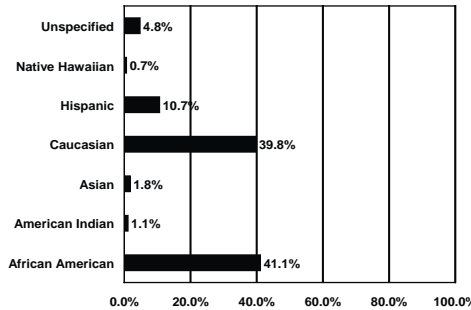
Administration/Intern:	2
Instructional:	44
Classified:	27
Other:	1

Additional Instructional Characteristics

	School	Division (ES)	State
Female	93.2%	92.4%	*
Male	6.8%	7.6%	*
Average years of teaching experience	14.0	14.2	*
Percentage with graduate degrees	45.5	46.4	*
Percentage new to the system	6.8	7.8	*
Percentage of core courses not taught by highly qualified teachers 04-05	0.0	5.6	4.4
Percentage of teachers with provisional credentials 04-05	0.0	4.5	7.1

*Not Available

STUDENT CHARACTERISTICS



September 30, 2005

Membership: 440
(excluding preschool)

	School	Division (ES)
Female	47.0%	48.9%
Male	53.0%	51.1%
Economically Disadvantaged	55.7%	30.7%
Gifted	4.1%	8.2%
Limited English Proficiency	4.1%	2.1%
Migrant	0.0%	2.0%
Special Education	13.6%	11.9%

STUDENT PERFORMANCE MEASURES

Stanford Achievement Tests

The Stanford 10 is a nationally norm-referenced test designed to compare the achievement of students with other students throughout the country.

Stanford Achievement Tests - Grade 4 Percentile Scores

Tests	Fall 2004	Fall 2004
	School	Division
Total Reading	39	58
Total Language	49	70
Total Mathematics	43	63
Partial Battery Total	42	62

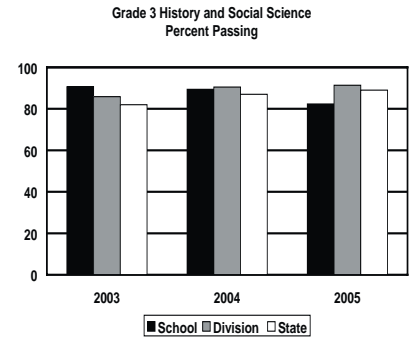
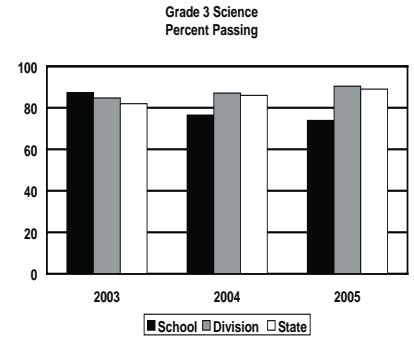
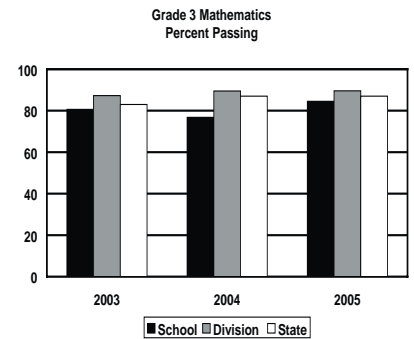
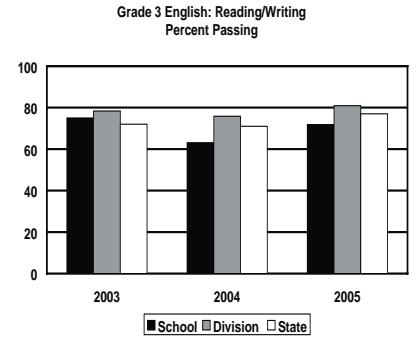
**Attendance as of March 31 is reported because it is used by the state to calculate AYP.

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 2004-2005 SOL performance shown in the table below includes all SOL unadjusted scores for the year. The bar graphs show three-year trends for spring SOL scores for the school, division, and state. Remediation recovery, SELP scores, and alternate assessment scores are not included. School and division scores exclude SECEP students.

2004-2005 SOL Performance

Grade 3 [†]		School % Tested	School Proficiency Levels			Percent Passing		
			Advanced	Proficient	Fail	School	Division	State
English: Reading/Writing	All Students	100.0	23	49	28	72	81	*
	Female	100.0	23	50	28	73	85	*
	Male	100.0	23	48	29	71	77	*
	African American	100.0	14	54	32	68	70	*
	American Indian	<	<	<	<	<	76	*
	Asian	<	<	<	<	<	84	*
	Caucasian	100.0	31	47	22	78	86	*
	Hispanic	<	<	<	<	<	79	*
	Native Hawaiian	<	<	<	<	<	76	*
	Unspecified Ethnicity	<	<	<	<	<	80	*
	Economically Disadvantaged	100.0	17	49	34	66	72	*
	Limited English Proficiency	<	<	<	<	<	69	*
	Special Education	100.0	0	42	58	42	52	*
	Migrant	<	<	<	<	<	<	*
Mathematics	All Students	100.0	31	54	15	85	90	*
	Female	100.0	25	55	20	80	90	*
	Male	100.0	39	52	10	90	90	*
	African American	100.0	11	68	21	79	80	*
	American Indian	<	<	<	<	<	82	*
	Asian	<	<	<	<	<	93	*
	Caucasian	100.0	49	43	9	91	94	*
	Hispanic	<	<	<	<	<	89	*
	Native Hawaiian	<	<	<	<	<	91	*
	Unspecified Ethnicity	<	<	<	<	<	91	*
	Economically Disadvantaged	100.0	21	60	19	81	83	*
	Limited English Proficiency	<	<	<	<	<	83	*
	Special Education	100.0	36	36	27	73	73	*
	Migrant	<	<	<	<	<	<	*
Science	All Students	93.2	33	41	26	74	90	*
	Female	97.5	33	36	31	69	90	*
	Male	88.2	33	47	20	80	90	*
	African American	96.6	11	54	36	64	79	*
	American Indian	<	<	<	<	<	94	*
	Asian	<	<	<	<	<	96	*
	Caucasian	100.0	53	31	17	83	95	*
	Hispanic	<	<	<	<	<	92	*
	Native Hawaiian	<	<	<	<	<	82	*
	Unspecified Ethnicity	<	<	<	<	<	94	*
	Economically Disadvantaged	93.0	18	48	35	65	83	*
	Limited English Proficiency	<	<	<	<	<	88	*
	Special Education	78.6	18	36	45	55	75	*
	Migrant	<	<	<	<	<	<	*
History and Social Science	All Students	93.2	40	43	18	82	91	*
	Female	97.5	33	46	21	79	92	*
	Male	87.9	48	38	14	86	91	*
	African American	100.0	21	54	25	75	82	*
	American Indian	<	<	<	<	<	87	*
	Asian	<	<	<	<	<	94	*
	Caucasian	100.0	57	29	14	86	95	*
	Hispanic	<	<	<	<	<	94	*
	Native Hawaiian	<	<	<	<	<	88	*
	Unspecified Ethnicity	<	<	<	<	<	95	*
	Economically Disadvantaged	93.0	28	53	20	80	85	*
	Limited English Proficiency	<	<	<	<	<	90	*
	Special Education	83.3	20	40	40	60	76	*
	Migrant	<	<	<	<	<	<	*

Three-Year Trend SOL Spring Scores



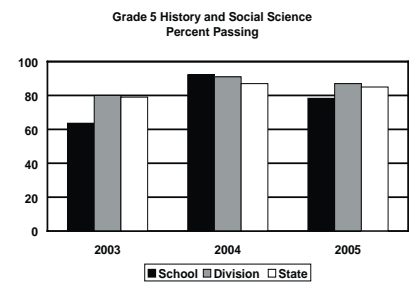
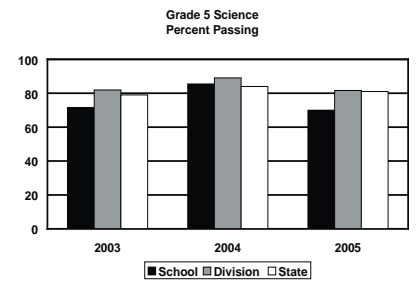
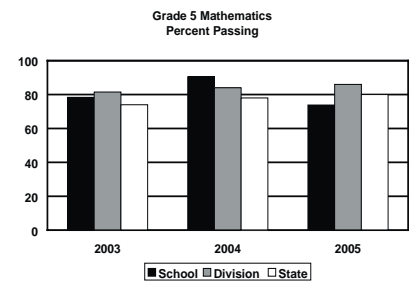
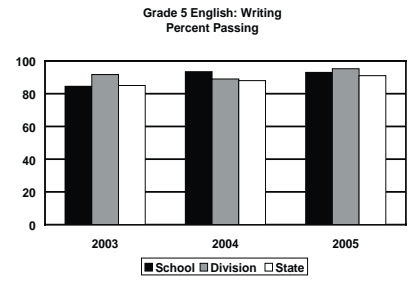
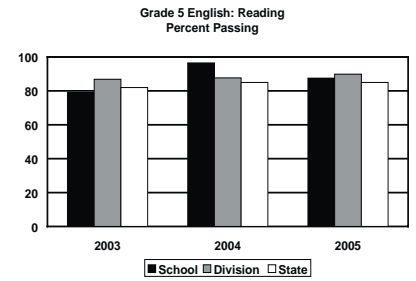
*Not Available < Data not reported for less than 10 students

†VGLA scores are included in the table but not in the bar charts in order to make appropriate comparisons.

2004-2005 SOL Performance

Three-Year Trend SOL Spring Scores

Grade 5 [†]		School % Tested	School Proficiency Levels			Percent Passing		
			Advanced	Proficient	Fail	School	Division	State
English: Reading	All Students	100.0	33	55	13	88	90	*
	Female	100.0	32	50	18	82	92	*
	Male	100.0	33	58	8	92	88	*
	African American	100.0	25	50	25	78	83	*
	American Indian	<	<	<	<	<	90	*
	Asian	<	<	<	<	<	95	*
	Caucasian	100.0	48	48	4	96	93	*
	Hispanic	<	<	<	<	<	89	*
	Native Hawaiian	<	<	<	<	<	92	*
	Unspecified Ethnicity	<	<	<	<	<	88	*
	Economically Disadvantaged	100.0	28	47	25	75	83	*
	Limited English Proficiency	<	<	<	<	<	81	*
	Special Education	100.0	9	64	27	73	71	*
	Migrant	<	<	<	<	<	<	*
English: Writing	All Students	87.7	35	58	7	93	95	*
	Female	89.3	44	56	0	100	98	*
	Male	86.5	28	59	13	88	93	*
	African American	89.3	24	64	12	88	93	*
	American Indian	<	<	<	<	<	94	*
	Asian	<	<	<	<	<	97	*
	Caucasian	96.3	42	54	4	96	96	*
	Hispanic	<	<	<	<	<	93	*
	Native Hawaiian	<	<	<	<	<	96	*
	Unspecified Ethnicity	<	<	<	<	<	93	*
	Economically Disadvantaged	82.1	35	52	13	87	92	*
	Limited English Proficiency	<	<	<	<	<	90	*
	Special Education	<	<	<	<	<	74	*
	Migrant	<	<	<	<	<	<	*
Mathematics	All Students	100.0	20	54	26	74	85	*
	Female	100.0	21	50	29	71	87	*
	Male	100.0	19	57	24	76	84	*
	African American	100.0	11	57	32	68	75	*
	American Indian	<	<	<	<	<	90	*
	Asian	<	<	<	<	<	93	*
	Caucasian	100.0	37	44	19	81	90	*
	Hispanic	<	<	<	<	<	85	*
	Native Hawaiian	<	<	<	<	<	100	*
	Unspecified Ethnicity	<	<	<	<	<	78	*
	Economically Disadvantaged	100.0	12	52	36	64	76	*
	Limited English Proficiency	<	<	<	<	<	73	*
	Special Education	100.0	9	36	55	45	55	*
	Migrant	<	<	<	<	<	<	*
Science	All Students	92.3	5	65	30	70	82	*
	Female	89.3	8	60	32	68	81	*
	Male	94.6	3	69	29	71	82	*
	African American	92.9	0	58	42	58	66	*
	American Indian	<	<	<	<	<	77	*
	Asian	<	<	<	<	<	90	*
	Caucasian	96.3	12	77	12	88	89	*
	Hispanic	<	<	<	<	<	77	*
	Native Hawaiian	<	<	<	<	<	79	*
	Unspecified Ethnicity	<	<	<	<	<	77	*
	Economically Disadvantaged	84.9	4	54	43	57	69	*
	Limited English Proficiency	<	<	<	<	<	63	*
	Special Education	<	<	<	<	<	59	*
	Migrant	<	<	<	<	<	<	*
History and Social Science	All Students	92.3	28	50	22	78	87	*
	Female	89.3	36	36	28	72	87	*
	Male	94.6	23	60	17	83	88	*
	African American	92.9	15	50	35	65	78	*
	American Indian	<	<	<	<	<	81	*
	Asian	<	<	<	<	<	94	*
	Caucasian	96.3	38	50	12	88	91	*
	Hispanic	<	<	<	<	<	88	*
	Native Hawaiian	<	<	<	<	<	92	*
	Unspecified Ethnicity	<	<	<	<	<	84	*
	Economically Disadvantaged	84.9	25	46	29	71	78	*
	Limited English Proficiency	<	<	<	<	<	82	*
	Special Education	<	<	<	<	<	66	*
	Migrant	<	<	<	<	<	<	*



*Not Available <Data not reported for less than 10 students

†VGLA scores are included in the table but not in the bar charts in order to make appropriate comparisons.

**SCHOOL
ACCOMPLISHMENTS
2004-2005**

- We received the *Most Improved Attendance* for Elementary Schools in May 2005.
- Lynnhaven Elementary received the *National PTA Parent Involvement Schools of Excellence Certification* in 2005.
- Lynnhaven Elementary continued to maintain a 93% passing rate on the fifth-grade English: Writing SOL test.