

ANNUAL

VIRGINIA BEACH CITY PUBLIC SCHOOLS

Elementary School Report Card

ISSUED 2006-2007



Dear Parents or Guardian:

We are pleased to provide you with the ninth 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 94 percent of our schools made AYP for the 2006-2007 school year based on 2005-2006 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

LYNNHAVEN Elementary (K-5)

Home of the Lions

210 Dillon Drive
Virginia Beach, VA 23452
757-431-4020 (phone)
757-431-4634 (fax)
lynnes@vbschools.com
www.lynnhavenes.vbschools.com

2006-2007

Mrs. Katherine R. Everett, Principal
Ms. Laura M. Yoakam, Assistant Principal
Ms. Tricia Johnson, 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 2006-2007 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

Title I School:	Yes
Student Mobility:	24%
PTA Membership June 2006:	295

Pupil-Teacher Ratio
(without resource personnel)⁺

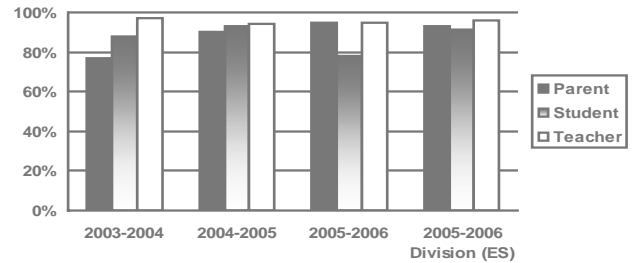
K	1	2	3	4	5
17:1	15:1	14:1	13:1	15:1	17:1

Pupil-Teacher Ratio
(with resource personnel)⁺

K	1	2	3	4	5
14:1	9:1	11:1	10:1	12:1	12:1

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

Overall Quality of Education



The bar chart above displays the percentage of people giving a grade of A or B to the overall quality of education received by students at this school, based on the school division's annual spring survey.

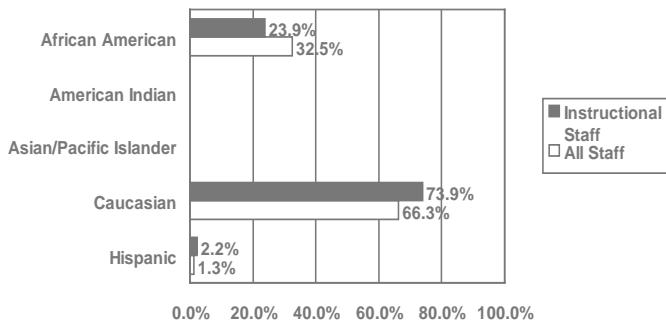
Attendance 2005-2006**

School Average Daily Attendance:	95.9%
Division (ES) Average Daily Attendance:	96.1%
AYP Attendance Target:	94.0%

STAFF CHARACTERISTICS

Administration/Intern: 2 **Classified:** 31
Instructional: 46 **Other:** 1

Fall 2006 Staff Characteristics



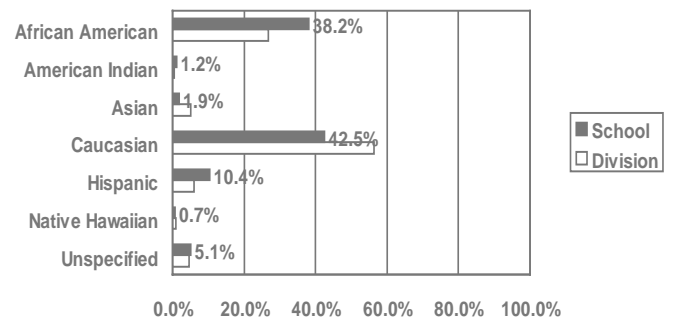
Additional Characteristics for Instructional Staff

	School	Division (ES)	State
<i>Female</i>	91.3%	92.1%	*
<i>Male</i>	8.7%	7.9%	*
<i>Average years of teaching experience</i>	15.0	14.4	*
<i>Percentage with graduate degrees</i>	45.7	47.0	*
<i>Percentage new to the system</i>	2.2	6.7	*
<i>Percentage of core courses not taught by highly qualified teachers 05-06</i>	2	6	5
		Entire Division	
<i>Percentage of teachers with provisional credentials 05-06</i>	2	5	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 414 **Division Membership (ES):** 31,393

Fall 2006 Student Characteristics



Additional Student Characteristics

	School	Division (ES)
<i>Female</i>	45.9%	49.1%
<i>Male</i>	54.1%	50.9%
<i>Economically Disadvantaged</i>	56.8%	34.7%
<i>Gifted</i>	6.5%	8.6%
<i>Limited English Proficiency</i>	4.3%	2.1%
<i>Migrant</i>	0.0%	0.0%
<i>Special Education</i>	12.8%	11.7%

*Not Available

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

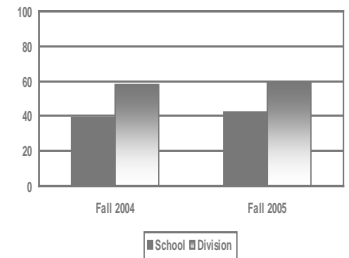
STUDENT PERFORMANCE INFORMATION

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.

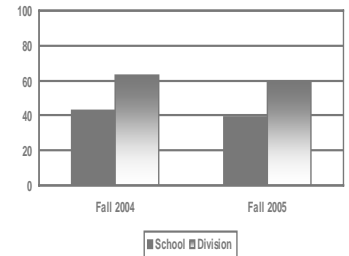
STANFORD 10

Grade 4		Fall 2004		Fall 2005	
		School	Division	School	Division
Total Reading	All Students	39	58	42	59
	Female	46	60	48	62
	Male	32	56	34	57
	African American	32	43	31	44
	American Indian	<	53	<	39
	Asian	<	65	<	66
	Caucasian	51	65	57	66
	Hispanic	<	51	<	54
	Native Hawaiian	<	<	<	54
	Unspecified Ethnicity	<	58	<	60
	Economically Disadvantaged	26	44	35	47
	Limited English Proficiency	<	39	<	<
	Special Education	18	26	16	26
	Total Mathematics	All Students	43	63	39
Female		50	63	41	59
Male		38	62	37	59
African American		32	47	31	44
American Indian		<	66	<	40
Asian		<	76	<	71
Caucasian		59	69	51	65
Hispanic		<	55	<	53
Native Hawaiian		<	<	<	53
Unspecified Ethnicity		<	63	<	61
Economically Disadvantaged		34	49	33	48
Limited English Proficiency		<	56	<	<
Special Education		29	36	23	34
Total Language		All Students	49	70	47
	Female	56	74	51	72
	Male	42	66	41	65
	African American	45	56	37	56
	American Indian	<	66	<	43
	Asian	<	77	<	78
	Caucasian	59	76	61	74
	Hispanic	<	64	<	63
	Native Hawaiian	<	<	<	55
	Unspecified Ethnicity	<	67	<	68
	Economically Disadvantaged	34	57	34	57
	Limited English Proficiency	<	58	<	<
	Special Education	34	42	16	42

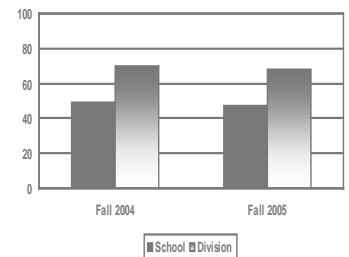
Two-Year Trend
Stanford 10
Performance
**Total Reading
Percentile Ranks**



**Total Mathematics
Percentile Ranks**



**Total Language
Percentile Ranks**



<Data not reported for less than 10 students

STUDENT PERFORMANCE INFORMATION

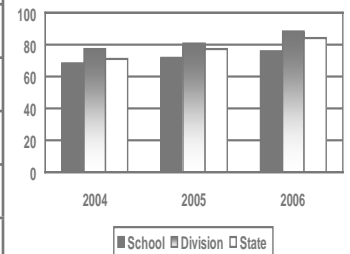
The Standards of Learning (SOL) tests are state mandated achievement tests used by students to earn verified credits for graduation and by schools and the division to assess student achievement and plan for continuous improvement. The test results are also used to determine school accreditation and AYP status. The 2005-2006 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.

2005-2006 SOL PERFORMANCE

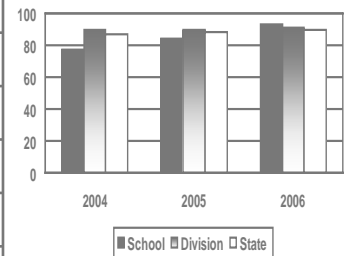
Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	25	51	24	76	88	84
	Female	27	55	18	82	90	85
	Male	24	48	27	73	87	82
	African American	24	29	47	53	79	73
	American Indian	<	<	<	<	86	86
	Asian	<	<	<	<	94	90
	Caucasian	31	62	8	92	92	88
	Hispanic	<	<	<	<	87	79
	Other Ethnicity	<	<	<	<	86	84
	Economically Disadvantaged	11	53	37	63	82	74
	Limited English Proficiency	<	<	<	<	87	77
	Migrant	<	<	<	<	<	71
	Special Education	<	<	<	<	75	71
Mathematics	All Students	53	40	7	93	91	90
	Female	59	36	5	95	91	90
	Male	48	42	9	91	91	89
	African American	24	65	12	88	82	82
	American Indian	<	<	<	<	95	92
	Asian	<	<	<	<	96	95
	Caucasian	77	19	4	96	95	93
	Hispanic	<	<	<	<	89	85
	Other Ethnicity	<	<	<	<	93	91
	Economically Disadvantaged	16	68	16	84	85	83
	Limited English Proficiency	<	<	<	<	87	85
	Migrant	<	<	<	<	<	83
	Special Education	<	<	<	<	76	75

Three-Year Trend SOL Passing Rates

Grade 3 English: Reading, Literature, and Research Percent Passing



Grade 3 Mathematics Percent Passing



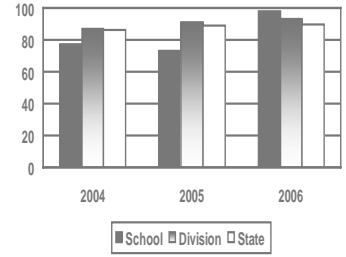
<Data not reported for less than 10 students

2005-2006 SOL PERFORMANCE

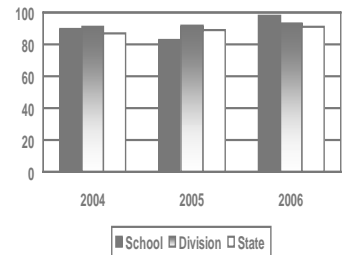
Three-Year Trend
SOL Passing Rates

Grade 3		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Science	All Students	43	55	2	98	93	90
	Female	41	55	5	95	94	90
	Male	45	55	0	100	93	90
	African American	25	69	6	94	86	81
	American Indian	<	<	<	<	100	91
	Asian	<	<	<	<	98	94
	Caucasian	56	44	0	100	96	95
	Hispanic	<	<	<	<	92	84
	Other Ethnicity	<	<	<	<	94	92
	Economically Disadvantaged	33	60	7	93	88	82
	Limited English Proficiency	<	<	<	<	90	82
	Migrant	<	<	<	<	<	87
Special Education	<	<	<	<	81	77	
History and Social Sciences	All Students	59	39	2	98	93	91
	Female	50	50	0	100	94	92
	Male	66	31	3	97	93	91
	African American	38	56	6	94	86	85
	American Indian	<	<	<	<	95	93
	Asian	<	<	<	<	96	95
	Caucasian	76	24	0	100	96	94
	Hispanic	<	<	<	<	93	85
	Other Ethnicity	<	<	<	<	92	92
	Economically Disadvantaged	33	60	7	93	87	84
	Limited English Proficiency	<	<	<	<	92	85
	Migrant	<	<	<	<	<	89
Special Education	<	<	<	<	81	78	
Grade 4		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	26	50	24	76	88	86
	Female	24	51	24	76	90	88
	Male	27	48	24	76	86	85
	African American	13	61	26	74	77	78
	American Indian	<	<	<	<	79	86
	Asian	<	<	<	<	90	92
	Caucasian	37	40	23	77	92	90
	Hispanic	<	<	<	<	86	80
	Other Ethnicity	<	<	<	<	91	88
	Economically Disadvantaged	14	55	31	69	79	77
	Limited English Proficiency	<	<	<	<	81	79
	Migrant	<	<	<	<	<	75
Special Education	20	47	33	67	71	72	

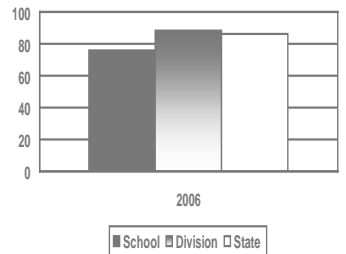
Grade 3 Science
Percent Passing



Grade 3 History and Social Sciences
Percent Passing



Grade 4 English: Reading, Literature, and Research
Percent Passing



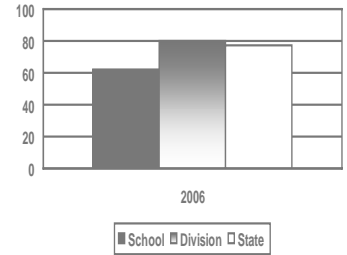
<Data not reported for less than 10 students

2005-2006 SOL PERFORMANCE

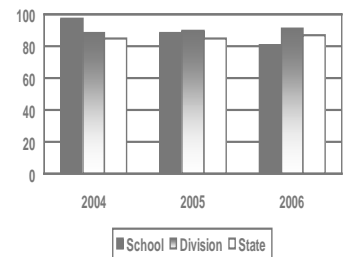
Grade 4		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	18	45	38	62	80	77
	Female	20	39	41	59	79	77
	Male	15	52	33	67	82	78
	African American	6	42	52	48	65	64
	American Indian	<	<	<	<	50	78
	Asian	<	<	<	<	87	87
	Caucasian	31	43	26	74	88	84
	Hispanic	<	<	<	<	75	65
	Other Ethnicity	<	<	<	<	84	80
	Economically Disadvantaged	10	40	50	50	67	64
	Limited English Proficiency	<	<	<	<	66	63
	Migrant	<	<	<	<	<	57
	Special Education	20	33	47	53	58	59
Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	20	61	19	81	91	87
	Female	23	61	16	84	92	89
	Male	18	61	21	79	90	85
	African American	10	67	23	77	84	77
	American Indian	<	<	<	<	95	89
	Asian	<	<	<	<	95	93
	Caucasian	36	48	16	84	94	91
	Hispanic	<	<	<	<	89	81
	Other Ethnicity	<	<	<	<	93	89
	Economically Disadvantaged	12	64	24	76	84	78
	Limited English Proficiency	<	<	<	<	86	81
	Migrant	<	<	<	<	<	67
	Special Education	0	64	36	64	70	72
English: Writing [†]	All Students	23	57	20	80	92	*
	Female	28	60	12	88	94	*
	Male	19	55	26	74	89	*
	African American	24	56	20	80	85	*
	American Indian	<	<	<	<	87	*
	Asian	<	<	<	<	95	*
	Caucasian	22	57	22	78	94	*
	Hispanic	<	<	<	<	91	*
	Other Ethnicity	<	<	<	<	95	*
	Economically Disadvantaged	20	60	20	80	85	*
	Limited English Proficiency	<	<	<	<	90	*
	Migrant	<	<	<	<	<	*
	Special Education	<	<	<	<	65	*

Three-Year Trend
SOL Passing Rates

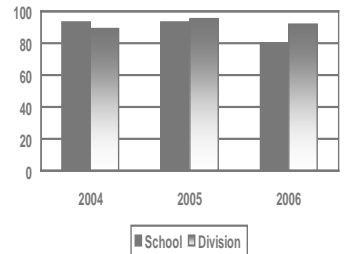
Grade 4 Mathematics
Percent Passing



Grade 5 English: Reading, Literature, and Research
Percent Passing



Grade 5 English: Writing
Percent Passing



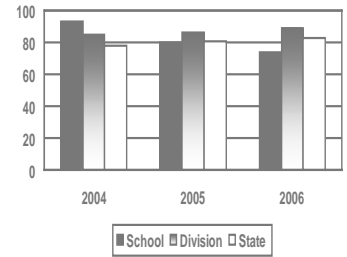
*Not Available <Data not reported for less than 10 students
[†]The state-generated report cards do not include English: Writing scores.

2005-2006 SOL PERFORMANCE

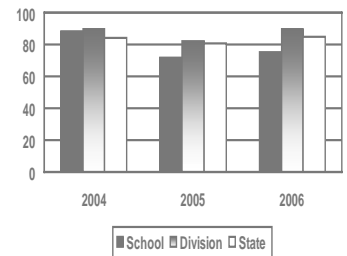
Grade 5		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	28	46	26	74	89	83
	Female	42	32	26	74	89	84
	Male	16	58	26	74	88	82
	African American	13	45	42	58	81	74
	American Indian	<	<	<	<	90	85
	Asian	<	<	<	<	93	91
	Caucasian	46	46	8	92	91	87
	Hispanic	<	<	<	<	86	74
	Other Ethnicity	<	<	<	<	94	85
	Economically Disadvantaged	18	50	32	68	81	73
	Limited English Proficiency	<	<	<	<	81	72
	Migrant	<	<	<	<	<	65
	Special Education	0	70	30	70	69	63
Science	All Students	14	60	25	75	90	85
	Female	17	55	28	72	89	83
	Male	12	65	24	76	92	86
	African American	4	58	38	62	79	72
	American Indian	<	<	<	<	95	86
	Asian	<	<	<	<	96	91
	Caucasian	28	60	12	88	95	91
	Hispanic	<	<	<	<	88	75
	Other Ethnicity	<	<	<	<	97	87
	Economically Disadvantaged	3	55	41	59	81	73
	Limited English Proficiency	<	<	<	<	87	72
	Migrant	<	<	<	<	<	64
	Special Education	<	<	<	<	71	66
History and Social Sciences	All Students	31	47	23	77	90	85
	Female	32	39	29	71	88	84
	Male	29	53	18	82	92	86
	African American	19	54	27	73	81	75
	American Indian	<	<	<	<	100	87
	Asian	<	<	<	<	96	92
	Caucasian	42	50	8	92	94	90
	Hispanic	<	<	<	<	88	75
	Other Ethnicity	<	<	<	<	91	87
	Economically Disadvantaged	14	50	36	64	80	74
	Limited English Proficiency	<	<	<	<	86	75
	Migrant	<	<	<	<	<	65
	Special Education	<	<	<	<	71	68

Three-Year Trend
SOL Passing Rates

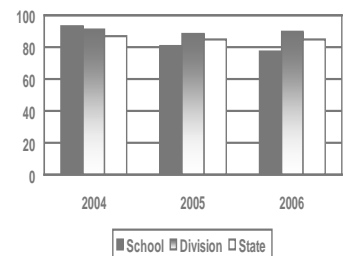
Grade 5 Mathematics
Percent Passing



Grade 5 Science
Percent Passing



Grade 5 History
and Social Sciences
Percent Passing



<Data not reported for less than 10 students

SCHOOL ACCOMPLISHMENTS 2005-2006

- Lynnhaven Elementary School increased its volunteer hours to 4,900 with the help of parents and community partners.
- Lynnhaven was proud to implement the Ladies Club and Gentlemen’s Club. There were 25 girls and 30 boys that participated in grades three through five.
- During the month of November, Lynnhaven Elementary School sponsors a Unity Circle Program. This assembly promotes unity within the school and the community.

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.

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/0607/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)

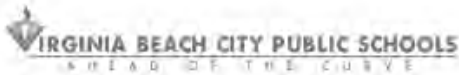
Mr. Dan R. Lowe
(District 4 - Bayside)

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)



Lynnhaven Elementary School
210 Dillon Drive
Virginia Beach, VA 23452

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