

ANNUAL

VIRGINIA BEACH CITY PUBLIC SCHOOLS

Middle 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 Middle (6-8)

Home of the Blues

1250 Bayne Drive
Virginia Beach, VA 23454
757-496-6790 (phone)
757-496-6793 (fax)
lynnms@vbschools.com
www.lynnhavenms.vbschools.com

2006-2007

Dr. Michael D. Kelly, Principal
Mr. Bruce P. Enzmann, Assistant Principal
Mr. Ricardo C. Randall, Assistant Principal
Ms. Sandra R. Brown, Assistant Principal
Ms. Margaret Derrick, PTA President

State Accreditation Status:
Fully Accredited

NCLB Adequate Yearly Progress Status:
Made AYP

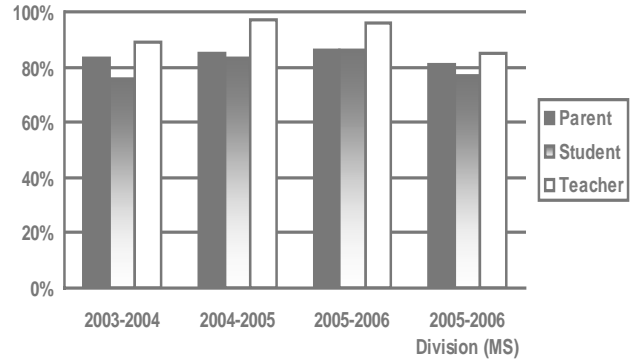
READING YOUR SCHOOL REPORT CARD

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

Student Mobility:	17%
PTA Membership June 2006:	867
Average Class Size	
English	Mathematics
21.0	24.7
Science	Social Studies
24.9	24.8
Attendance 2005-2006**	
School Average Daily Attendance:	95.7%
Division (MS) Average Daily Attendance:	95.7%
AYP Attendance Target:	94.0%

Overall Quality of Education

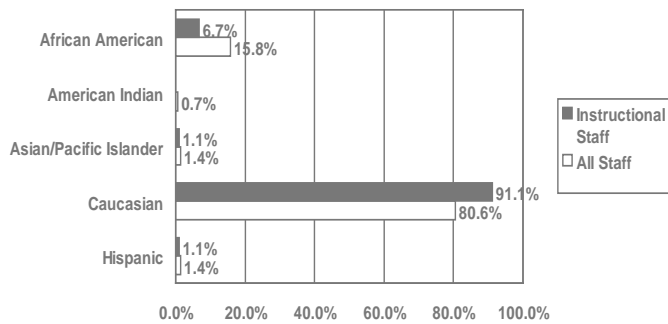


The bar chart above displays the percentage of people giving a grade of A or B to the overall quality of education received by students at this school, based on the school division's annual spring survey.

STAFF CHARACTERISTICS

Administration/Intern: 3 **Classified:** 42
Instructional: 90 **Other:** 4

Fall 2006 Staff Characteristics



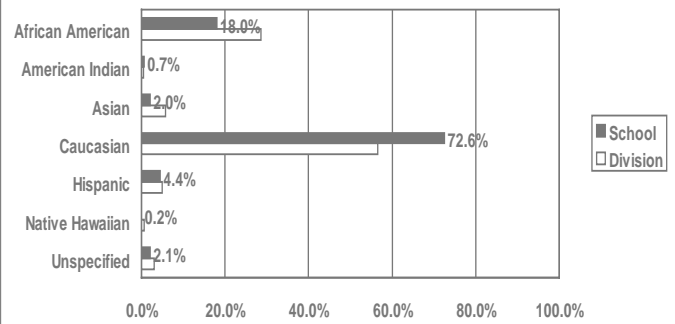
Additional Characteristics for Instructional Staff

	School	Division (MS)	State
<i>Female</i>	75.6%	76.4%	*
<i>Male</i>	24.4%	23.6%	*
<i>Average years of teaching experience</i>	13.9	13.9	*
<i>Percentage with graduate degrees</i>	47.8	50.1	*
<i>Percentage new to the system</i>	4.4	6.2	*
<i>Percentage of core courses not taught by highly qualified teachers 05-06</i>	4	6	5
		Entire Division	
<i>Percentage of teachers with provisional credentials 05-06</i>	1	5	7
		Entire Division	

STUDENT CHARACTERISTICS

School Membership: 1,222 **Division Membership (MS):** 17,023

Fall 2006 Student Characteristics



Additional Student Characteristics

	School	Division (MS)
Female	50.2%	48.7%
Male	49.8%	51.3%
Economically Disadvantaged	23.7%	31.2%
Gifted	13.3%	15.3%
Limited English Proficiency	2.3%	1.9%
Migrant	0.0%	0.0%
Special Education	12.5%	13.5%

*Not Available

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

STUDENT PERFORMANCE INFORMATION

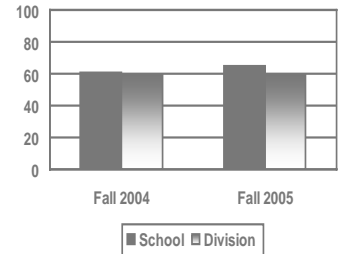
The Stanford Achievement Test 10 (SAT 10) is a norm-referenced multiple-choice assessment designed to compare the achievement of students with a nationally representative sample. The numbers reported below are percentile ranks based on the average score received by the particular student group. In this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

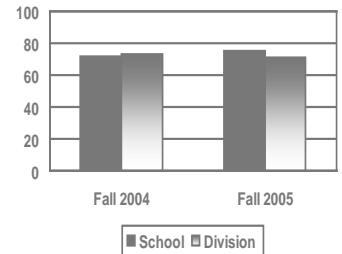
Grade 6		Fall 2004		Fall 2005	
		School	Division	School	Division
Total Reading	All Students	61	59	65	59
	Female	64	62	67	63
	Male	58	56	63	56
	African American	44	42	44	44
	American Indian	<	74	<	62
	Asian	<	67	64	67
	Caucasian	66	67	71	67
	Hispanic	49	51	45	51
	Native Hawaiian	<	<	<	66
	Unspecified Ethnicity	<	54	<	57
	Economically Disadvantaged	48	44	53	44
	Limited English Proficiency	<	30	<	<
	Special Education	23	26	30	24
Total Mathematics	All Students	72	73	75	71
	Female	73	74	77	72
	Male	70	72	73	69
	African American	50	55	44	53
	American Indian	<	77	<	81
	Asian	<	86	91	85
	Caucasian	77	80	80	77
	Hispanic	50	67	57	63
	Native Hawaiian	<	<	<	77
	Unspecified Ethnicity	<	70	<	71
	Economically Disadvantaged	49	58	61	57
	Limited English Proficiency	<	63	<	<
	Special Education	34	38	39	32
Total Language	All Students	71	69	69	68
	Female	76	74	73	73
	Male	66	64	65	62
	African American	59	56	52	56
	American Indian	<	60	<	71
	Asian	<	79	82	80
	Caucasian	74	74	73	73
	Hispanic	59	66	57	60
	Native Hawaiian	<	<	<	76
	Unspecified Ethnicity	<	62	<	67
	Economically Disadvantaged	61	57	63	55
	Limited English Proficiency	<	50	<	<
	Special Education	40	38	39	33

Two-Year Trend
Stanford 10
Performance

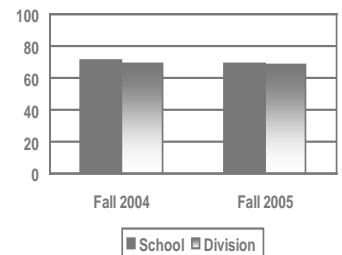
**Total Reading
Percentile Ranks**



**Total Mathematics
Percentile Ranks**



**Total Language
Percentile Ranks**



<Data not reported for less than 10 students

STUDENT PERFORMANCE INFORMATION

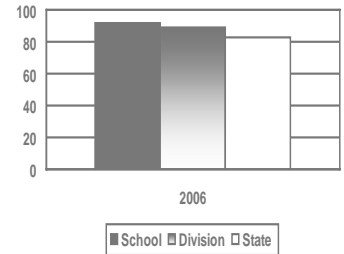
The Standards of Learning (SOL) tests are state mandated achievement tests used by students to earn verified credits for graduation and by schools and the division to assess student achievement and plan for continuous improvement. The test results are also used to determine school accreditation and AYP 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. Results for individual SOL tests are available at <http://www.vbschools.com/SOL.asp>.

2005-2006 SOL PERFORMANCE

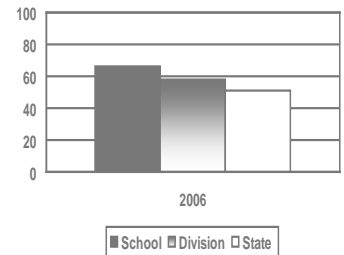
Grade 6		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	51	41	8	92	89	83
	Female	54	40	7	93	92	86
	Male	48	42	10	90	86	80
	African American	16	67	16	84	80	71
	American Indian	<	<	<	<	84	84
	Asian	47	40	13	87	94	91
	Caucasian	60	34	6	94	92	89
	Hispanic	25	63	13	88	89	75
	Other Ethnicity	<	<	<	<	89	86
	Economically Disadvantaged	32	51	17	83	79	71
	Limited English Proficiency	15	54	31	69	78	71
	Migrant	<	<	<	<	<	54
	Special Education	17	59	24	76	63	60
	Mathematics	All Students	27	39	34	66	58
Female		24	39	37	63	58	52
Male		29	40	31	69	59	51
African American		9	23	68	32	41	34
American Indian		<	<	<	<	55	52
Asian		27	53	20	80	76	73
Caucasian		31	43	26	74	67	60
Hispanic		25	25	50	50	48	39
Other Ethnicity		<	<	<	<	58	57
Economically Disadvantaged		15	32	53	47	41	34
Limited English Proficiency		17	42	42	58	46	39
Migrant		<	<	<	<	<	36
Special Education		28	23	49	51	31	30
Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	52	41	7	93	87	81
	Female	58	39	3	97	90	84
	Male	46	42	12	88	83	78
	African American	32	51	17	83	78	69
	American Indian	<	<	<	<	91	84
	Asian	<	<	<	<	91	89
	Caucasian	58	38	5	95	91	88
	Hispanic	43	50	7	93	85	70
	Other Ethnicity	<	<	<	<	86	85
	Economically Disadvantaged	32	53	15	85	77	67
	Limited English Proficiency	<	<	<	<	70	62
	Migrant	<	<	<	<	<	62
	Special Education	37	40	23	77	59	55

SOL Passing Rates

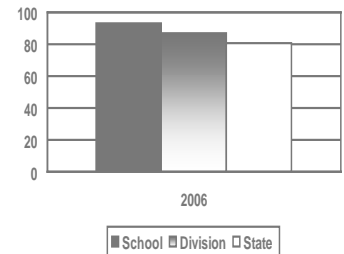
Grade 6 English: Reading, Literature, and Research
Percent Passing



Grade 6 Mathematics
Percent Passing



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



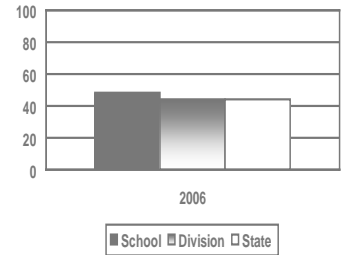
<Data not reported for less than 10 students

2005-2006 SOL PERFORMANCE

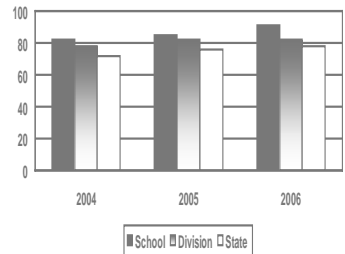
Grade 7		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	12	37	52	48	44	44
	Female	10	43	47	53	44	44
	Male	13	31	56	44	44	43
	African American	12	26	62	38	29	26
	American Indian	<	<	<	<	33	42
	Asian	<	<	<	<	64	64
	Caucasian	11	43	46	54	53	53
	Hispanic	14	29	57	43	43	31
	Other Ethnicity	<	<	<	<	42	51
	Economically Disadvantaged	14	25	61	39	32	28
	Limited English Proficiency	<	<	<	<	35	30
	Migrant	<	<	<	<	<	38
	Special Education	26	12	62	38	29	26
Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
English: Reading, Literature, and Research	All Students	34	57	9	91	82	78
	Female	33	60	7	93	86	81
	Male	36	54	10	90	79	75
	African American	15	73	12	88	71	64
	American Indian	<	<	<	<	80	81
	Asian	<	<	<	<	85	85
	Caucasian	38	54	8	92	87	85
	Hispanic	39	50	11	89	79	63
	Other Ethnicity	<	<	<	<	85	81
	Economically Disadvantaged	15	69	16	84	71	64
	Limited English Proficiency	<	<	<	<	64	54
	Migrant	<	<	<	<	<	41
	Special Education	12	60	29	71	47	50
English: Writing [†]	All Students	6	87	7	93	94	*
	Female	7	91	2	98	97	*
	Male	5	84	12	88	91	*
	African American	4	80	16	84	90	*
	American Indian	<	<	<	<	100	*
	Asian	<	<	<	<	97	*
	Caucasian	6	88	5	95	95	*
	Hispanic	0	94	6	94	97	*
	Other Ethnicity	0	87	13	87	94	*
	Economically Disadvantaged	0	84	16	84	90	*
	Limited English Proficiency	<	<	<	<	89	*
	Migrant	<	<	<	<	<	*
	Special Education	0	41	59	41	64	*

Three-Year Trend
SOL Passing Rates

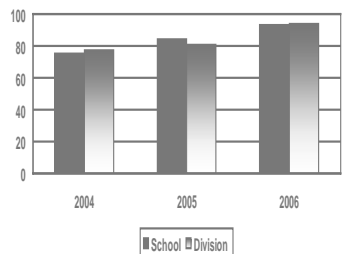
Grade 7 Mathematics
Percent Passing



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



Grade 8 English: Writing
Percent Passing



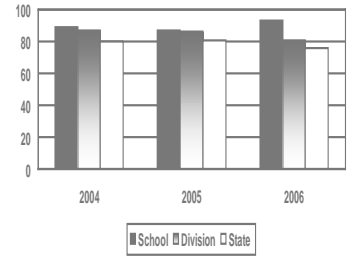
*Not Available <Data not reported for less than 10 students
[†]The state-generated report cards do not include English: Writing scores.

2005-2006 SOL PERFORMANCE

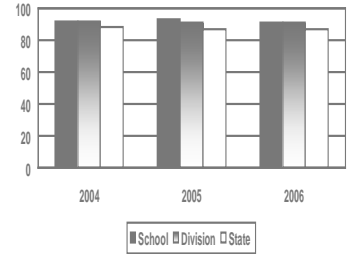
Three-Year Trend
SOL Passing Rates

Grade 8		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	47	47	7	93	81	76
	Female	44	48	8	92	83	79
	Male	49	45	5	95	78	74
	African American	36	51	13	87	70	63
	American Indian	<	<	<	<	83	76
	Asian	<	<	<	<	91	89
	Caucasian	50	45	5	95	85	83
	Hispanic	36	50	14	86	81	64
	Other Ethnicity	36	55	9	91	80	81
	Economically Disadvantaged	35	53	12	88	70	62
	Limited English Proficiency	<	<	<	<	75	58
	Migrant	<	<	<	<	<	57
	Special Education	53	33	14	86	50	45
Science	All Students	32	59	9	91	91	87
	Female	30	62	8	92	91	86
	Male	34	56	10	90	91	88
	African American	16	60	24	76	82	75
	American Indian	<	<	<	<	100	90
	Asian	<	<	<	<	96	93
	Caucasian	36	59	4	96	95	93
	Hispanic	13	69	19	81	88	77
	Other Ethnicity	<	<	<	<	91	89
	Economically Disadvantaged	19	60	21	79	83	75
	Limited English Proficiency	<	<	<	<	88	72
	Migrant	<	<	<	<	<	64
	Special Education	11	48	41	59	69	64
Content-Specific [§]		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
History and Social Sciences	All Students	36	48	16	84	82	78
	Female	31	51	18	82	81	77
	Male	41	45	14	86	84	79
	African American	16	52	32	68	72	65
	American Indian	<	<	<	<	85	81
	Asian	34	55	10	90	90	87
	Caucasian	42	47	12	88	87	84
	Hispanic	22	43	35	65	78	65
	Other Ethnicity	30	52	19	81	85	80
	Economically Disadvantaged	15	47	38	62	70	62
	Limited English Proficiency	17	54	29	71	71	61
	Migrant	<	<	<	<	<	51
	Special Education	15	43	42	58	56	53

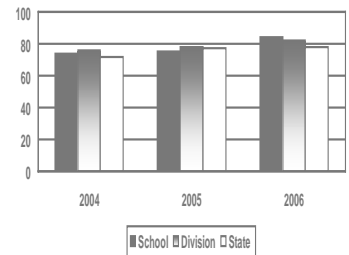
Grade 8 Mathematics
Percent Passing



Grade 8 Science
Percent Passing



Content-Specific History
and Social Sciences
Percent Passing



<Data not reported for less than 10 students

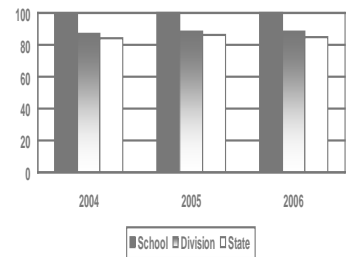
[§]This category includes the following tests: Grade 6 U.S. History to 1877, Grade 7 U.S. History from 1877 to present, and Grade 8 Civics and Economics.

2005-2006 SOL PERFORMANCE

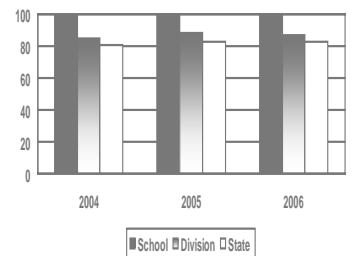
Three-Year Trend
SOL Passing Rates

High School End-of-Course Tests [†]		School Proficiency Levels			Percent Passing		
		Advanced	Proficient	Fail	School	Division	State
Mathematics	All Students	55	45	0	100	88	85
	Female	60	40	0	100	89	86
	Male	51	49	0	100	88	85
	African American	<	<	<	<	79	75
	American Indian	<	<	<	<	87	82
	Asian	<	<	<	<	94	92
	Caucasian	56	44	0	100	91	89
	Hispanic	<	<	<	<	85	80
	Other Ethnicity	<	<	<	<	94	87
	Economically Disadvantaged	40	60	0	100	82	78
	Limited English Proficiency	<	<	<	<	89	80
	Migrant	<	<	<	<	<	78
	Special Education	<	<	<	<	72	66
	Science	All Students	60	40	0	100	87
Female		43	57	0	100	86	82
Male		74	26	0	100	88	84
African American		<	<	<	<	75	71
American Indian		<	<	<	<	97	82
Asian		<	<	<	<	89	87
Caucasian		60	40	0	100	92	90
Hispanic		<	<	<	<	84	69
Other Ethnicity		<	<	<	<	92	82
Economically Disadvantaged		<	<	<	<	77	70
Limited English Proficiency		<	<	<	<	68	60
Migrant		<	<	<	<	<	59
Special Education		<	<	<	<	67	60

High School End-of-Course
Mathematics
Percent Passing



High School End-of-Course
Science
Percent Passing



<Data not reported for less than 10 students

[†]The mathematics end-of-course test results include the following tests: Algebra I, Algebra II, and Geometry. The science end-of-course test results include the following tests: Biology, Chemistry, and Earth Science.

SCHOOL ACCOMPLISHMENTS 2005-2006

- Lynnhaven has met full state accreditation for six consecutive years and has met all mandates of NCLB.
- Lynnhaven captured three Northern Division Championships as well as three City Championships in Academic Challenge, Field Hockey, and Boys' Track.
- Our students raised over \$40,000 for both local and national charities during the 2005-06 school year.
- Lynnhaven has been recognized nationally, both as "A School to Watch," and a "School of Excellence" for parental involvement.

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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.

Alternate formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Mary Ann Morrill, Virginia Beach City Public Schools, 2512 George Mason Drive, P. O. Box 6038, Virginia Beach, Virginia 23456-0038. Telephone 263-1199; fax 263-1131; 263-1240 (TDD) or e-mail maryann.morrill@vbschools.com.

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 Middle School
1250 Bayne Drive
Virginia Beach, VA 23454

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ORGANIZATION
U.S. POSTAGE PAID
PERMIT NO. 120
VIRGINIA BEACH, VA