

REVISED March 8, 2006

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mr. LeRoy Jackson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Lynn (Bert M.) Middle
(As it should appear in the official records)

School Mailing Address 5038 Halison Street
(If address is P.O. Box, also include street address)

Torrance California 90503-1920
City State Zip Code+4 (9 digits total)

County Los Angeles State School Code Number* 19 65060 6023089

Telephone (310) 533-4495 Fax (310) 972-6401

Website/URL http://www.bertlynn.com/ E-mail LJACKSON@TUSD.ORG

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. George Mannon
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Torrance Unified School District Tel. (310) 972-6500

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Terry Ragins
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 17 Elementary schools
 8 Middle schools
 n/a Junior high schools
 5 High schools
 1 Other
 31 TOTAL
2. District Per Pupil Expenditure: \$6506
 Average State Per Pupil Expenditure: \$7,251

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 1 Number of years the principal has been in her/his position at this school.
 6 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only: Using Oct 5 CBEDS for 05-06

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	142	122	264
K				8	134	116	250
1				9			
2				10			
3				11			
4				12			
5				Other			
6	126	121	247				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							761

Using Oct. 5 CBEDS for 05-06

6. Racial/ethnic composition of the students in the school:
- 40% White
 - 2% Black or African American
 - 10% Hispanic or Latino
 - 46% Asian/Pacific Islander
 - 2% American Indian/Alaskan Native
 - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 9% Per 2005 API Growth Report

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	38
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	32
(3)	Total of all transferred students [sum of rows (1) and (2)]	70
(4)	Total number of students in the school as of October 1	759
(5)	Total transferred students in row (3) divided by total students in row (4)	1
(6)	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 9 %
70 Total Number Limited English

Proficient

Number of languages represented: 22

Specify languages: Korean, Japanese, Mandarin, Spanish, Urdu, Arabic, Portuguese, Cantonese, Vietnamese, Hindi, Tagalog, Armenian, Farsi, French, Italian, Punjabi, Gujarati, Chaozhou, Polish, Rumanian, Serbo-Croatian and Tigrinya.

9. Students eligible for free/reduced-priced meals: 11%

Total number students who qualify: 81

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9%
65 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>18</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>29</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	_____
Classroom teachers	<u>31</u>	_____
Special resource teachers/specialists	<u>4</u>	_____
Paraprofessionals	<u>7</u>	_____
Support staff	<u>3</u>	_____
Total number	<u>48</u>	_____

Average school student-“classroom teacher” ratio: 25:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	98 %	97%	98 %
Daily teacher attendance	98%	97 %	97 %	98 %
Teacher turnover rate	5%	1%	7%	1%
Student dropout rate (middle/high)	0%	0%	0%	0%
Student drop-off rate (high school)	n/a	n/a	n/a	n/a

PART III - SUMMARY

Two years ago, students at Lynn Middle School came up with a motto that exemplifies our school: “Today We Learn, Tomorrow We Lead.” Lynn Middle School is a place where students can plant and pick produce in our vegetable garden, partake in a yearly trip into the past via our school’s Renaissance Day or participate in academic instruction based activities during our class competitions. Lynn Middle School maintains a balance of high standards and a warm caring environment, where students enjoy learning and develop the skills necessary to lead in the future.

Among the top ranked middle schools within the Torrance Unified School District, Lynn Middle School’s campus has been serving the needs of students on the west side of Torrance, California, since its inception in 1957. A middle school for more than a quarter of a century, Lynn currently provides a comprehensive educational curriculum to more than 750 students. Located about 20 miles south of Los Angeles, Torrance is a middle class community. Our student population encompasses a tremendous range of ethnic backgrounds that include African Americans, Caucasians, Hispanics, Koreans, Japanese, Vietnamese, Chinese, Egyptian, Iranian, Indian, and Pakistani. Over the past years Lynn Middle School has been a role model for other schools in our district and throughout the state of California. Lynn’s most recent Academic Performance Index (API) score of 864 is the highest among Middle Schools in our district.

Our success helping children learn is apparent by the continuing improvement of Bert Lynn’s annual CAT-6 (formerly SAT-9) scores and our rising position on the Academic Performance Index. This is the direct result of our continuing emphasis on standards-based curriculum as well as our attempts to give our students hands-on experience relative to the curriculum. All 7th grade students for example participate in a grade level “Renaissance Day” where each class submits projects from the Renaissance to a museum, students and faculty dawn medieval dress and take part in adapted Shakespearean plays, and the Renaissance Guild comes to perform for the students at a medieval lunch. We believe activities such as these allow our students to connect more effectively with and understand the content they encounter in the classroom.

Frequently during the school year, the Lynn Middle School community monitors achievement data for all students using multiple measures aligned to the California Contents standards. The school examines state, local and classroom assessments to make instructional and curricular improvements. The data is disaggregated by primary language, gender, ethnicity and special education. As part of the monitoring of student achievement we collect writing samples, student work samples, classroom observations, interviews and an analysis of grade distributions from all curricular areas. We use this information to create a climate of success for all learners.

While our curriculum at Lynn is standards-based, it is also value guided. We strive to educate our students not only academically, but socially as well. After-school clubs such as Youth Act and Junior Scholarship teach social responsibility and help students learn to contribute to the community around them. Youth Act has taken an active role in our community by sponsoring beach clean-ups and trips to a local retirement center. Junior Scholarship sponsored several fund-raising programs, including our annual “Penny Wars” to raise money for leukemia research. Lynn Middle School collaborates with local businesses and agencies during our annual Career Day that allows professionals from the community to come in and provide some insight and inspiration to our students.

Lynn Middle School upholds a tradition of supporting students and families with academic guidance and counseling. A comprehensive approach is in place to provide support of academic, personal/social development, and career awareness. Some of the personnel instrumental in providing guidance are; a full-time credentialed counselor, a half-time intervention specialist, an English Language Development Coordinator, a school psychologist, and special education staff. An open door policy for parents and students to talk with school administrators completes the tone of positive and continuous academic and social guidance for students throughout their three years at Lynn Middle School. The community at Lynn Middle School believes that all students have the potential to excel beyond merely acceptable levels of academic proficiency. We celebrate a long tradition of quality education that prepares our students to be the leaders of tomorrow.

PART IV – INDICATORS OF ACADEMIC SUCCESS

IV. 1. Understanding Assessment Results

The assessment results show that Lynn Middle School has progressed steadily on state and norm referenced tests for the past five years. All Lynn Middle School students participate in the California STAR (Standardized Testing and Reporting) program every year. California uses the California Standards Test (CST) and the California Achievement Test, 6th Edition (CAT/6) to determine student progress. The CAT/6 is a norm referenced test and the CST's measure student performance on California's academic content standards and identify students who achieve at each performance level: advanced, proficient, basic, below basic, and far below basic.

While we have a diverse student body at Lynn Middle School, we have only two statistically significant subgroups within our population. Over the past five years more than 40% of our students have been Asian, and our percentage of white students has been nearly the same. As subgroups, they have both grown in their respective test scores with a majority of scores falling within the proficient and advanced categories. Over the years, the gap between the two subgroups has decreased. Additionally a small subgroup of English Language Learner (ELL) students has also been monitored internally. We are proud to say that more than 50% of these students tested at a proficient or advanced level in both English Language Arts and Math.

California uses the Academic Performance Index (API) as a measure of performance and growth of school. Lynn students have continued to improve their scores over the past five years and we continue to score in the top 10% of all schools in California. Our API base score in 2001 of 825 has steadily grown to a score of 864 in 2005. Our improvement is very significant in that only 2% of our population scored in the far below basic category even though our special education students comprise 10 percent of the population.

Our composite scores for students scoring at the advanced and proficient levels in reading/language arts increased from 54% in 2002 to 70% in 2005. On the CST in mathematics, our scores rose from 53% in 2002 to 68% in 2005.

As our students grow academically, we continue to analyze our data and implement new strategies and incorporate new materials in our curriculum. Information regarding the state system can be found on the California Department of Education website under the category of testing and accountability: <http://www.cde.ca.gov/ta/>. Standardized achievement data, authentic and performance-based assessments are used in active, on-going evaluation of student work, which is used to improve student and school performance.

IV. 2. Using Assessment Data to Understand and Improve Student and School Performance

Continual monitoring of student learning is at the heart of our school's excellence. In order to ensure that our vision of excellence continues to improve the education process, we developed a Single School Plan (SSP), coordinated with Torrance Unified School District. The strategies of our plans are based on the data from the STAR accountability system. Edusoft is a computerized program that enables teachers to monitor individual student's assessment scores in correlation to our state standards. The three strategies of our plans are to improve writing skills of all students and to improve their ability to respond to each genre in the content standard. To improve the student performance in geometry, and higher order thinking skills used in the word problems. To improve the reading skills in each grade by focusing on vocabulary development, critical analysis and interpretation. All three of these strategies keep our instruction relevant and keeps our teachers well informed regarding the needs of every child.

In addition to the standardized state tests, the school also utilizes standards- aligned mathematics benchmark assessment as well as articulated writing assessments, which provide specific student achievement data. 7th and 8th grade students also take the UCLA algebra readiness tests to assess their math proficiency.

Lynn Middle School is committed to the vision of all students passing the California High School Exit Exam in 10th grade. Mathematics and English faculty have received training on the requirements and the components of the exit exam and they work with the students intensively to prepare them for high school. In 2005 in West High School (our feeder school) 94% of the students passed the mathematics exam and 92 % of the students passed the Language Arts exam.

Communication in a variety of languages (Korean and Chinese) to the parents and the community is essential for maintaining a positive relationship between school and home. School site and individual assessment results are mailed to each student's homes, discussed with parents during the parent-teacher conferences, and reviewed at a Parent Education Night. Access to data-analysis, via Internet based software, provides on-the-fly report creation for teachers and administrators. Utilized throughout the school year, teachers and site administrators assess student data to identify areas of concern and to guide instruction.

IV. 3. Communicating Student Performance and Assessment Data Results.

Our middle school utilizes a variety of methods to communicate with parents, students, and the community. Student agendas are provided for all students at the beginning of the year and are used as a form of daily communication and aid student organization through a teacher/parent signature program. At Back-to-School Night in September, teachers meet with the parents to discuss the goals and expectations for the year with reference to the state standards so that parents are prepared to understand the context of upcoming assessments. Quarterly report cards are formal methods of communicating student performance, in addition to phone calls, notes to homes, progress reports, e-mails, and conferences, which regularly supplement performance communication. Parent conferences are held in December and throughout the year as needed. In order to facilitate the transition from elementary school to middle school, 6th grade teachers issue weekly progress reports to each student throughout the year. Communication is further enhanced through our school's web site that post all important test dates and even daily classroom homework assignments. Some teachers have personal web sites where they post assignments, student grades and other information (such as missing assignments) enabling parents to monitor their child's progress right in the teacher's online grade book via password.

Our district report card addresses all academic subjects, which include assessments of each student's effort, achievement, and citizenship in language arts, mathematics, social studies, physical education, and science. The School Accountability Report Card and other school performance documents are available on the district's web site www.tusd.org. Parents receive their own children's results mailed to their home in the STAR report, which includes an explanation to decipher the data. In addition, our superintendent and principals make themselves readily available for individual questions and concerns parents may have regarding this report. School wide data is mailed to parents in the district newsletter and published in our two local newspapers, "The Los Angeles Times" and "The Daily Breeze," which publish state assessment scores and our Academic Performance Index (API). Statewide assessment data is also posted on the state web site for reference and comparison. If necessary, services such as translators are available to assist English language learners and their parents in understanding report cards and other assessment data.

IV. 4. Sharing School Success

Our math department chair conducted an in-service with all 16 elementary schools in Torrance Unified School Districts by our "How to Promote Algebraic Thinking." Our summer school program "Targeted Skills Summer School" was shared with all 8 middle schools principals in our district. We enjoy student teaching partnerships with two local universities. Being involved in teacher training allows us to share our success with new teachers. Lynn Middle School was recognized with the California Distinguished School award in 2002 and 2005.

Lynn Middle School utilizes technology to increase communication with our students and parents through the use of our school website www.bertlynn.com where we post information about school events, provide links to individual teacher websites and provide homework assignments for all of our

classrooms. Our parents and community members may also sign up to receive a daily communication by our administration, The Principal's Electronic Newsletter, which also provides an additional source of information regarding any upcoming events and the student bulletin. Torrance Unified School District also maintains easily accessible website which enables increased communication between parents, students and community members with links to other school organizations and personnel.

Comprehensive communication regarding the receipt of NCLB Blue Ribbon School status would be disseminated through our city's local cable television network, "The Los Angeles Times," which has the largest circulation in Southern California, and to our local newspaper, "The Daily Breeze." Additionally the Torrance Unified School District, and the Torrance Education Foundation publish newsletters that are distributed throughout the city and would enable Lynn Middle School to notify parents and the community of highly prized honor. The PTSA newsletter would also serve as an additional method of sharing

PART V – CURRICULUM AND INSTRUCTION

V. 1. Standards Based Curriculum

Lynn Middle School offers balanced, comprehensive standards aligned core curriculum for all students in English-Language Arts, mathematics, social science, science, physical education, health education and visual and performing arts. The teachers have a thorough understanding of the developmental needs of students and work together to implement best practices for young adolescent learners. Beyond traditional district and school assessments, Lynn students are evaluated through portfolios, journal writing, research reports, oral presentations, class participation, hands-on activities, as well as through individual and co-operative group projects. There has been a shift from a focus on only "the right answer" to an evaluation of data supporting open-ended questions and answers, driving our students toward higher-order thinking on all topics covered. In English Language Arts classes, teachers use prior knowledge to help students relate to the main characters in literature. In Math classes, teachers have students highlight the math expressions to organize and solve the equation when working on word problems. In Science, the teachers use students' everyday experiences and hands-on experiments to help students relate to curriculum, when studying motion. Teaching abstract thinking to the middle school students requires a clear understanding of their developmental needs.

All students demonstrate competency in the California Department of Education Standards listed in "Frameworks for California Public Schools for Language Arts, Mathematics, History/Social Science, Science, Foreign Language, and Visual and Performing Arts."

English (Language Arts)

Language arts instruction at Lynn Middle School is aligned with the California Standards and Torrance Unified School District's standards. Teachers utilize the Holt Reinhart literature book series, which include student grammar handbooks as well as core works of literature in their instruction. Much of the writing, grammar, and spelling instruction stems from the literature that is read unifying the curriculum. Literature comes alive through a wide variety of genre reading. Students who are struggling with reading at grade level are provided with a Second Chance Reading class where students improve their reading skills. ELD and Special Education instruction modifies the same curriculum to individually accommodate the needs of students. Lynn Middle School also participates in a school-wide Sustained Silent Reading period for all students and staff.

Mathematics

The mathematics program at Lynn Middle School is aligned with California state standards. Our sixth grade students use McDougall and our 7th grade pre-Algebra and 8th grade Algebra students use Prentice Hall texts and workbooks. Our math programs require sequencing; abstract thinking skills, logical thinking skills, and critical thinking skills in word problems.

Success in this demanding curriculum requires endless number of hours of instruction, practice and tutoring. Typically math teachers meet with students during lunch and after school four days a week. Students have an opportunity to pre-test prior to the Friday assessment. Every teacher in the math department uses weekly tests and quizzes as the measure to grade achievement. Homework is primarily used to grade effort. Once a quarter, students evaluate their own learning through writing prompts (a reflection) and teachers provide them written feedback. Teachers also use re-teaching, and practice workbooks and tutorial software, as needed. Our 7th and 8th grade students have the opportunity to accelerate in math (Geometry Honors and Algebra 2 Honors) at the high school.

Social Science

The goal of our social science program is educating our students about our past and present while preparing them for the future. All students use Houghton Mifflin textbooks which are aligned to the California State Standards; in addition they engage in a variety of projects including Renaissance Day. Our 6th grade students create clay replicas of Greek and Roman civilizations and wear attire indicative of Ancient Greek civilizations as a hand-on approach to our state's curriculum. Many of our 8th grade classrooms incorporate community service as a course requirement to so they may understand their role as citizens who share the responsibility of improving society.

Science

Our Prentice Hall science textbook series is directly linked to the California content standards. Our science teachers supplement this with students' everyday experiences and hands-on experiments to help students relate to curriculum. Science teachers hold an annual science fair where students present their projects with a written report using the scientific method to organize their experiment and conclusion. Some science teachers assign writing projects to research famous scientists which students present using technology such as the PowerPoint program. 8th grade teachers also conduct an Astronomy Night to give students real-world experiences as students use telescopes to study the physical characteristics of planets. Our 7th and 8th grade students have the opportunity to accelerate in science by taking Biology 1 Honors and Integrated Science 1 Honors at the high school.

The Arts & Foreign Language

At Lynn Middle School we offer Foreign Language instruction to both 7th and 8th graders. In 7th grade, students may take a yearlong beginning course in either Japanese or Korean. As 8th graders students can pursue a second year of Japanese or Korean, or they may take an introductory course in Spanish. All of our foreign language students who perform well can move on to more advanced instruction when they go to high school. This gives them a greater opportunity to master a language in high school and to take foreign language Advanced Placement Exams.

V. 2. English/Language Arts Curriculum

The English Language Arts curriculum at Lynn Middle School is literature based with our Houghton Mifflin Literature books and core novels at the center of instruction. Students are guided into the literature through a wide variety of activities that peak interest and stimulate reflection and investigation. These vary from simple graphic organizers to our 6th graders building and caring for our own "secret garden" in connection with the novel of the same name, or having our 8th graders take a field trip to the Museum of Tolerance in connection with reading "The Diary of a Young Girl" by Anne Frank. This is just a starting point for the curriculum. From this core of literature come lessons in fundamentals of grammar, spelling, vocabulary development and writing. All of these lessons are closely aligned with California's content standards, with a number of teachers site the specific standards that are being taught to the students on their boards and handouts. While teachers systematically approach the instruction of these important concepts they continue to relate them back to the literature that has been read and to the students' lives.

One of the foremost areas of focus at Lynn Middle School has been to create a language rich

environment throughout the school. We have long maintained a school wide Sustained Silent Reading period where all students and staff take a 15-minute reading break in their day. Most of our English language arts teachers and some of our teachers from other disciplines make self-selected reading a regular part of their homework regimen. From time to time we have school wide writing days where the day is devoted to all students going through the writing process to address a prompt in that days time. We have also repeatedly put an emphasis on writing across the curriculum in our staff development. At Lynn Middle School you will find students writing paragraphs, essays and reports in all subject areas including electives like industrial arts, home economics, and in physical education. Not only do these activities reinforce the skills taught in English language arts classes, but they also validate the vital importance of all students becoming highly competent readers and writers.

V. 3. Mathematics Curriculum

All students at Lynn Middle School are provided opportunities to be successful in rigorous courses such as the pre-algebra and algebra classes. These courses require sequencing, pattern recognition, abstract thinking, logical and critical thinking for applied for applied mathematics. Success in this demanding curriculum requires endless number of hours of instruction, practice, and re-teaching. Typically math teachers meet with their students during recess, lunch and after school four days a week. Students have an opportunity to take in class a pre-test prior to the Friday test and quizzes. After school sessions clarifies any misconception and promotes student initiative. In our school, we use homework as an effort grade only. The weekly assessments measure student achievement.

About forty 8th grade students are placed in high school honors classes. Similarly, incoming 6th graders are also placed in pre-algebra classes based on high-standardized test scores. Mainstreamed special day students are successful in regular math classrooms. High achievers and the gifted students join our Math Club. Our Math Club competes in nationally recognized competitions such as math Counts, American Mathematical Council of Competitions and American Scholastic Mathematics Association. Five to eight Lynn Middle School students are nationally recognized each year.

This year, Lynn Middle School gained a phenomenal 30-point increase in the standardized test scores. We are consistently the number one school in the Torrance in the department of mathematics. The co-chairpersons of the math department have been honored with Outstanding Teacher of the Year awards by the Torrance Unified school District.

V. 4. Instructional Methods

Lynn Middle School upholds the tradition of supporting students and parents with academic guidance and counseling. A full time counselor, a half-time intervention specialist, An English Development coordinator, a school psychologist, and a speech therapist and special education staff support this comprehensive approach. The student's introduction to Lynn Middle School begins with the 5th grade orientation tour of the campus. The 6th grade teachers meet with their elementary school colleagues to make the transition smoother. Concurrently parent orientation meeting are also takes place.

Similarly, students receive guidance regarding high school preparation, once they reach 8th grade. These students visit the high school and the counselors from high school come and spend the day with the students and give them individual guidance with course selection and provide general guidance. At every grade level differentiated instruction is offered to students, based on their needs. Home Work Club is an option for students who need additional support after school. Home Work Club is staffed with credentialed teachers from different grade levels. Mathematics department offers after school tutoring help to pre-algebra and algebra students, three days a week. Pre tests are given to students on Thursdays, before the actual assessment on Fridays.

The life management teacher offers another unique program, called "baby Think It Over". 7th grade students are given a life like baby doll as a weekend project. The students are held accountable for the baby's needs, and they are required to keep a log of their experiences. The teacher discusses issues related to teenage pregnancies.

Our Tech- lab offers hands –on curriculum to 7th graders. Students receive practical training in the use of every day and advanced tools. They create unique objects, using wood and plexi glass. Students also learn from rocket launch and other Physics experiments. This one semester course is very popular course.

Students at Lynn participate in Adventures in Art Program; their projects are showcased in an Art Show. Starry Night unit (Astronomy) is conducted by 8th grade science teachers. Students participate in Science Fair; Talent Show and 7th graders participate in an all day event called Renaissance Day. Students visit university campuses, museums and plays as part of grade level field trips. GATE and Honor Roll students attend weekend and week- long science camps.

Lynn offers a Targeted Skills Summer School for students, who need additional support. Students pass exams each week and move on to the next level. A special assembly is held at the end of each week to celebrate their success. Lynn middle school supports the needs of all its students.

V. 5. Professional Development Programs

Professional development is crucial to the success of the educational program at Lynn Middle School. Teachers and administrators view themselves as lifelong learners and believe they become better educators as they add to their personal knowledge base. Our teachers attend on-site and district in-services, take courses for credit, attend conferences and seminars, collaborate with peers, and serve as coordinators for on-site training. A testament to our philosophy as lifelong learners is our staff’s level of education; 34% percent of the faculty holds graduate degrees and 91% percent have thirty units beyond a bachelor’s degree.

For the last five years, Lynn Middle School teachers have focused yearly goals on an “Individual Teacher Development Plan” (IDTP) based on current research and expert advice pertaining to helping all students become “proficient.” Our English Language Arts teachers have participated in district Literacy Seminars and have pinpointed students who are struggling readers. Our complete staff, including special education teachers, participate in high quality professional development activities aligned with adopted materials and the school vision throughout the school year. The counseling staff has monthly meetings and professional development four or five times a year and on our staff development days. Classified staff attends training on safety and other topics as well.

One aspect of on-going professional development at our school site is the Beginning Teacher Support and Assessment (BTSA) program. BTSA is utilized by first- and second-year teachers who are assigned a Support Provider with whom they meet with weekly to reflect on teaching practices and discuss instruction and assessment methods. Additionally, there are monthly district BTSA meetings on such topics such as dealing with parent communication, meeting the needs of all students, classroom management, and inspiration.

Lynn Middle School uses technology to enhance teaching, learning, and in the administration of school programs. All of the staff has been trained to use Edusoft, a program that profiles individual test results and how they align with California state standards. Our teachers can use this information to create individualized instruction. Our school district has a computer training center funded by Toyota Motors Corporation where teachers are trained to utilize new technology in their instructional practices. Many of our teachers have been trained in Intel’s “Teach to the Future” program, and come back from the training eager to utilize our school’s computer lab, LCD projectors, and digital cameras in their instruction.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject English-Language Arts Grade 6 Test California Standards Test

Edition/Publication Year Annually Publisher Educational Testing Services (ETS)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001		
Testing month	May	May	May	May	April		
SCHOOL SCORES							
% At or Above Proficient	66	67	63	47	NA		
% At Advanced	29	25	29	20	NA		
Number of students tested	243	240	244	208	NA		
Percent of total students tested	100	99	100	NA	NA		
Number of students alternatively assessed	0	0	0	0	0		
Percent of students alternatively assessed	0	0	0	0	0		
SUBGROUP SCORES							
1. Asian							
% At or Above Proficient	58	66	75	Disaggregated Data Unavailable			
% At Advanced	36	NA	NA				
Number of students tested	107	109	97				
2. White (not of Hispanic origin)							
% At or Above Proficient	67	65	57				
% At Advanced	26	NA	NA				
Number of students tested	96	92	100				
3. Students w/ disabilities							
% At or Above Proficient	37	0	17				
% At Advanced	0	0	0				
Number of students tested	19	16	29				

STATE CRITERION-REFERENCED TESTS

Subject English-Language Arts Grade 7 Test California Standards Test

Edition/Publication Year Annually Publisher Educational Testing Services (ETS)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001		
Testing month	May	May	May	May	April		
SCHOOL SCORES							
% At or Above Proficient	72	65	59	56	NA		
% At Advanced	28	25	21	17	NA		
Number of students tested	257	247	234	229	253		
Percent of total students tested	100	99	100	NA	NA		
Number of students alternatively assessed	0	0	0	0	0		
Percent of students alternatively assessed	0	0	0	0	0		
SUBGROUP SCORES							
1. Asian							
% At or Above Proficient	70	78	61	Disaggregated Data Unavailable			
% At Advanced	33	NA	NA				
Number of students tested	115	99	93				
2. White (not of Hispanic origin)							
% At or Above Proficient	73	62	63				
% At Advanced	24	NA	NA				
Number of students tested	96	103	103				
3. Students w/ disabilities							
% At or Above Proficient	0	10	12				
% At Advanced	0	0	0				
Number of students tested	16	30	26				

STATE CRITERION-REFERENCED TESTS

Subject English-Language Arts Grade 8 Test California Standards Test

Edition/Publication Year Annually Publisher Educational Testing Services (ETS)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001		
Testing Month	May	May	May	May	April		
SCHOOL SCORES							
% At or Above Proficient	67	63	51	59	NA		
% At Advanced	38	24	18	18	NA		
Number of students tested	256	229	245	263	NA		
Percent of total students tested	100	100	100	NA	NA		
Number of students alternatively assessed	0	0	0	0	0		
Percent of students alternatively assessed	0	0	0	0	0		
SUBGROUP SCORES							
1. Asian							
% At or Above Proficient	76	67	58	Disaggregated Data Unavailable			
% At Advanced	45	NA	NA				
Number of students tested	102	93	94				
2. White (not of Hispanic origin)							
% At or Above Proficient	66	60	48				
% At Advanced	42	NA	NA				
Number of students tested	107	103	113				
3. Students w/ disabilities							
% At or Above Proficient	22	23	18				
% At Advanced	0	5	12				
Number of students tested	23	22	34				

STATE CRITERION-REFERENCED TESTS

Subject Mathematics

Grade 6

Test California Standards Test

Edition/Publication Year Annually Publisher Educational Testing Services (ETS)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001		
Testing month	May	May	May	May	April		
SCHOOL SCORES							
% At or Above Proficient	66	66	64	51	63		
% At Advanced	34	29	31	20	20		
Number of students tested	244	240	244	212	227		
Percent of total students tested	100	99	100	NA	NA		
Number of students alternatively assessed	0	0	0	0	0		
Percent of students alternatively assessed	0	0	0	0	0		
SUBGROUP SCORES							
1. Asian							
% At or Above Proficient	71	72	80	Disaggregated Data Unavailable			
% At Advanced	36	NA	NA				
Number of students tested	107	109	97				
2. White (not of Hispanic origin)							
% At or Above Proficient	65	58	64				
% At Advanced	26	NA	NA				
Number of students tested	97	92	100				
3. Students w/ disabilities							
% At or Above Proficient	21	6	14				
% At Advanced	0	0	0				
Number of students tested	19	16	29				

STATE CRITERION-REFERENCED TESTS

Subject Mathematics

Grade 7

Test California Standards Test

Edition/Publication Year Annually Publisher Educational Testing Services (ETS)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001		
Testing month	May	May	May	May	April		
SCHOOL SCORES							
% At or Above Proficient	68	63	60	58	62		
% At Advanced	30	31	18	23	30		
Number of students tested	257	246	234	234	263		
Percent of total students tested	100	98	100	NA	NA		
Number of students alternatively assessed	0	0	0	0	0		
Percent of students alternatively assessed	0	0	0	0	0		
SUBGROUP SCORES							
1. Asian							
% At or Above Proficient	75	79	71	Disaggregated Data Unavailable			
% At Advanced	38	NA	NA				
Number of students tested	115	99	93				
2. White (not of Hispanic origin)							
% At or Above Proficient	59	64	61				
% At Advanced	26	NA	NA				
Number of students tested	96	102	103				
3. Students w/ disabilities							
% At or Above Proficient	0	7	19				
% At Advanced	0	0	0				
Number of students tested	16	30	26				

STATE CRITERION-REFERENCED TESTS

Subject Mathematics Algebra 1 Grade 8 Test California Standards Test

Edition/Publication Year Annually Publisher Educational Testing Services (ETS)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	April
SCHOOL SCORES					
% At or Above Proficient	60	72	69	56	74
% At Advanced	9	5	8	13	39
Number of students tested	91	111	103	115	127
Percent of total students tested	36	49	42	NA	NA
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian					
% At or Above Proficient	86	81	70		
% At Advanced	24	NA	NA		
Number of students tested	37	62	44		
2. White (not of Hispanic origin)					
% At or Above Proficient	64	70	44		
% At Advanced	11	NA	NA		
Number of students tested	45	37	45		
3. Students w/ disabilities					
% At or Above Proficient	NA	NA	NA		
% At Advanced	NA	NA	NA		
Number of students tested	2	3	6		

Disaggregated Data
Unavailable

STATE CRITERION-REFERENCED TESTS

Subject Mathematics (General) Grade 8 Test California Standards Test

Edition/Publication Year Annually Publisher Educational Testing Services (ETS)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001		
Testing month	May	May	May	May	April		
SCHOOL SCORES							
% At or Above Proficient	48	50	43	23	NA		
% At Advanced	9	3	7	0	NA		
Number of students tested	109	103	99	104	NA		
Percent of total students tested	43	45	40	NA	NA		
Number of students alternatively assessed	0	0	0	0	0		
Percent of students alternatively assessed	0	0	0	0	0		
SUBGROUP SCORES							
1. Asian							
% At or Above Proficient	54	40	55	Disaggregated Data Unavailable			
% At Advanced	4	NA	NA				
Number of students tested	24	20	22				
2. White (not of Hispanic origin)							
% At or Above Proficient	50	56	43				
% At Advanced	16	NA	NA				
Number of students tested	50	62	54				
3. Students w/ disabilities							
% At or Above Proficient	26	11	30				
% At Advanced	0	0	0				
Number of students tested	19	18	23				

NATIONALLY NORM REFERENCED TEST

Subject Reading Grade 6 Test: Stanford Achievement Test – 9th Edition (1998-2002)
California Achievement Test-6th Edition (2003-Present)

Edition/Publication Year: 1998-2002 Publisher: Harcourt;
2003-Present Publisher: Educational Testing Service (ETS)

Scores are reported here as (check one): NCEs Scaled scores X Percentiles: NPR

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	April
SCHOOL SCORES					
Total Score	*	66	62	67	65
Number of students tested	*	240	244	199	219
Percent of total students tested	*	99	100	NA	NA
Number of students alternatively assessed	*	0	0	0	0
Percent of students alternatively assessed	*	0	0	0	0
SUBGROUP SCORES					
1. Asian	*	65	71	Disaggregated Data Unavailable	
Number of students tested	*	109	97		
2. White (not of Hispanic origin)	*	67	57		
Number of students tested	*	92	100		
3. Students w/ disabilities	*	30	24		
Number of students tested	*	16	29		

* Norm Referenced testing in this subject area for this grade level was discontinued after 2004.

NATIONALLY NORM REFERENCED TEST

Subject Reading Grade 7 Test: Stanford Achievement Test – 9th Edition (1998-2002)
California Achievement Test-6th Edition (2003-Present)

Edition/Publication Year: 1998-2002 Publisher: Harcourt;
2003-Present Publisher: Educational Testing Service (ETS)

Scores are reported here as (check one): NCEs Scaled scores X Percentiles: NPR

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	April
SCHOOL SCORES					
Total Score	65	69	61	71	73
Number of students tested	257	246	233	228	245
Percent of total students tested	100	98	100	NA	NA
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian	65	73	62	Disaggregated Data Unavailable	
Number of students tested	115	99	93		
2. White (not of Hispanic origin)	65	70	66		
Number of students tested	96	102	102		
3. Students w/ disabilities	13	35	27		
Number of students tested	16	30	26		

NATIONALLY NORM REFERENCED TEST

Subject Reading Grade 8 Test: Stanford Achievement Test – 9th Edition (1998-2002)
California Achievement Test-6th Edition (2003-Present)

Edition/Publication Year: 1998-2002 Publisher: Harcourt;
2003-Present Publisher: Educational Testing Service (ETS)

Scores are reported here as (check one): NCEs Scaled scores X Percentiles: NPR

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	April
SCHOOL SCORES					
Total Score	*	65	62	69	66
Number of students tested	*	229	243	250	228
Percent of total students tested	*	100	99	NA	NA
Number of students alternatively assessed	*	0	0	0	0
Percent of students alternatively assessed	*	0	0	0	0
SUBGROUP SCORES					
1. Asian	*	66	65	Disaggregated Data Unavailable	
Number of students tested	*	93	93		
2. White (not of Hispanic origin)	*	67	62		
Number of students tested	*	103	112		
3. Students w/ disabilities	*	31	37		
Number of students tested	*	22	33		

* Norm Referenced testing in this subject area for this grade level was discontinued after 2004.

NATIONALLY NORM REFERENCED TEST

Subject Math Grade 6 Test: Stanford Achievement Test – 9th Edition (1998-2002)
California Achievement Test-6th Edition (2003-Present)

Edition/Publication Year: 1998-2002 Publisher: Harcourt;
2003-Present Publisher: Educational Testing Service (ETS)

Scores are reported here as (check one): NCEs Scaled scores X Percentiles: NPR

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	April
SCHOOL SCORES					
Total Score	*	76	74	82	80
Number of students tested	*	241	244	204	219
Percent of total students tested	*	99	100	NA	NA
Number of students alternatively assessed	*	0	0	0	0
Percent of students alternatively assessed	*	0	0	0	0
SUBGROUP SCORES					
1. Asian	*	81	85	Disaggregated Data Unavailable	
Number of students tested	*	109	97		
2. White (not of Hispanic origin)	*	71	69		
Number of students tested	*	93	100		
3. Students w/ disabilities	*	36	27		
Number of students tested	*	17	29		

* Norm Referenced testing in this subject area for this grade level was discontinued after 2004.

NATIONALLY NORM REFERENCED TEST

Subject: Math Grade: 7 Test: Stanford Achievement Test – 9th Edition (1998-2002)
California Achievement Test-6th Edition (2003-Present)

Edition/Publication Year: 1998-2002 Publisher: Harcourt;
2003-Present Publisher: Educational Testing Service (ETS)

Scores are reported here as (check one): NCEs Scaled scores X Percentiles: NPR

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	April
SCHOOL SCORES					
Total Score	79	76	70	84	82
Number of students tested	256	246	234	227	251
Percent of total students tested	99	98	100	NA	NA
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Asian	82	85	78	Disaggregated Data Unavailable	
Number of students tested	115	99	93		
2. White (not of Hispanic origin)	75	74	70		
Number of students tested	96	102	103		
3. Students w/ disabilities	25	29	24		
Number of students tested	16	30	26		

NATIONALLY NORM REFERENCED TEST

Subject Math Grade 8 Test: Stanford Achievement Test – 9th Edition (1998-2002)
California Achievement Test-6th Edition (2003-Present)

Edition/Publication Year: 1998-2002 Publisher: Harcourt;
2003-Present Publisher: Educational Testing Service (ETS)

Scores are reported here as (check one): NCEs Scaled scores X Percentiles: NPR

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	April
SCHOOL SCORES					
Total Score	*	79	75	78	78
Number of students tested	*	229	243	255	228
Percent of total students tested	*	100	99	NA	NA
Number of students alternatively assessed	*	0	0	0	0
Percent of students alternatively assessed	*	0	0	0	0
SUBGROUP SCORES					
1. Asian	*	87	84	Disaggregated Data Unavailable	
Number of students tested	*	93	93		
2. White (not of Hispanic origin)	*	77	71		
Number of students tested	*	103	112		
3. Students w/ disabilities	*	39	57		
Number of students tested	*	22	33		

* Norm Referenced testing in this subject area for this grade level was discontinued after 2004.