

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Matthew Steinbarth

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lakeshore Elementary School

(As it should appear in the official records)

School Mailing Address 706 Prairie Road

(If address is P.O. Box, also include street address.)

City Fond du Lac State WI Zip Code+4 (9 digits total) 54935-2705

County Fond du Lac State School Code Number* 18620200

Telephone 920-929-2901 Fax 920-929-6991

Web site/URL http://www.fonddulac.k12.wi.us/school/lakeshore-elementary-school/17

E-mail steinbarthm@fonddulac.k12.wi.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. James Sebert E-mail: sebertj@fonddulac.k12.wi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fond du Lac School District Tel. 920-929-2901

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

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

**Non-public 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 (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 15 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	36	26	62
K	38	28	66
1	47	26	73
2	32	26	58
3	30	31	61
4	30	34	64
5	28	30	58
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	241	201	442

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 7%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	31
(4) Total number of students in the school as of October 1	442
(5) Total transferred students in row (3) divided by total students in row (4)	0.070
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 2 %
7 Total number ELL
 Number of non-English languages represented: 5
 Specify non-English languages: Spanish, Korean, Russian, Hmong, Punjabi
8. Students eligible for free/reduced-priced meals: 15 %
 Total number students who qualify: 57

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 10 %
45 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.

- | | |
|-------------------------|---|
| 2 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 1 Other Health Impaired |
| 0 Deaf-Blindness | 3 Specific Learning Disability |
| 7 Emotional Disturbance | 28 Speech or Language Impairment |
| 1 Hearing Impairment | 0 Traumatic Brain Injury |
| 1 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 2 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Lakeshore Elementary, located at the southern tip of Lake Winnebago in Fond du Lac, Wisconsin, warmly welcomes students and guests the moment they set foot in our inviting entryway, which has been beautified in partnership with local businesses. Student work is proudly displayed throughout the building, and our clear and consistent behavior expectations set a calm and focused tone for learning school-wide.

Lakeshore Elementary School's mission, in partnership with family and community, is to prepare children for a profoundly different future and to provide a safe environment, a caring and dedicated staff, and a challenging curriculum so that every child experiences the joys of learning. Lakeshore believes that:

All students can learn;
Every child has unique talents and abilities;
High expectations yield high achievement;
Learning is a continuous, life-long process;
We must prepare students to be respectful, responsible citizens;
We must provide opportunities for children to express themselves creatively; and,
Everyone deserves to be treated with kindness.

Lakeshore is one of ten elementary schools in the Fond du Lac School District, serving 442 students in pre-kindergarten - fifth grade. Our student-teacher ratio is the highest in the district and we receive less than half the instructional support as compared to other schools in our district, so we are especially proud of our ability to inspire Lakeshore students to achieve their best. Lakeshore received an Overall Accountability Score of 78.7 and an "Exceeds Expectations" rating on the 2012-13 School Report Card, and a score of 85.2 in Student Growth in Reading and Math (much higher than state average of 65.7). This put our school in the 90th percentile of more than 900 Wisconsin elementary schools in 2013!

We have three classrooms each in grades K-4, two fifth grade classrooms, and an off-site morning and afternoon four-year-old kindergarten class. Lakeshore has 29 talented and thoughtful staff members, including 19 classroom teachers, 3 special education teachers, 4 encore teachers, 1 guidance counselor, a 0.5 FTE literacy coach, and one principal, 19 of whom have earned a master's degree. Our staff collaborates three times a week in Professional Learning Communities, one for all-staff focus on our building goals and two for grade level teams. Our schedule allows for daily common planning time at each grade level, with larger blocks of time dedicated to literacy and math. Collegial Leadership Team members work on whole-school improvement, making data-based decisions on how to identify and deliver appropriate supports to meet each student's unique needs. Lakeshore teachers also maintain professional learning plans, setting annual personal objectives to promote continuous improvement.

Lakeshore offers "lab classroom" site visits to teachers from across the district to promote the sharing of best practices. We've won several grants that supplied resources to help motivate students, make our teaching practice more efficient, and strengthen home/school connections.

Lakeshore is fortunate to have an energized, incredibly supportive community of parents who are truly a part of our school family. Our Parent Teacher Organization conducts numerous fundraisers and community-building school events annually, including a winter carnival, book fairs, family activity nights, spring concerts, and family breakfasts. Lakeshore parents and foster grandparents volunteer in our classrooms on a daily basis and help us welcome (and sometimes lead) annual art and science residencies. Lakeshore also hosts a unique partnership with the local alternative high school, with collaborative student activities benefitting both younger and older students.

As for Lakeshore students, we are so incredibly proud of them! Lakeshore is highly civic-minded, building empathy and leadership in our students through service learning: annual food and donation drives for the needy, musical performances at nursing homes and hospitals, Jump Rope for Heart, and student work on the school nature center / outdoor classroom. Our students are active in annual "Battles of the Books" and Read-

a-Thons, Opera for the Young, Community Student Art Exhibits, the City Spelling Bee, Junior Achievement young entrepreneur activities, and so much more.

When asked for three adjectives that describe Lakeshore, our staff immediately answered: “Vibrant” ... “Responsive” ... “Focused.” We set high expectations for all in an inclusive and enriched environment that nurtures the “Four Cs” in our students: Critical thinking, Communication, Collaboration, and Creativity. Why is Lakeshore worthy of Blue Ribbon status? There are many reasons, but the simplest answer can be found in our daily, passionate dedication to making each of our students as successful as possible. We are honored and humbled to have the opportunity to share our story; thank you for taking the journey with us!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Wisconsin Knowledge and Concepts Examination (WKCE) is customized to measure the Wisconsin Model Academic Standards; it is administered to all students in Wisconsin public schools every fall. Students in grades 3 through 8 and 10 take tests in Reading and Mathematics; students in grade 4, 8 and 10 take additional tests in Science, Language Arts, Writing, and Social Studies. The Department of Public Instruction has established performance standards (cut scores) for the WKCE content areas to more closely align with national and international expectations of what is required to be college and career ready. The higher cut scores are comparable to the National Assessment of Educational Progress cut scores. Students score in one of four WKCE performance level categories:

Advanced - Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

Proficient - Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Basic – Students at this level demonstrate partial mastery of prerequisite knowledge and skills that are fundamental for proficient work.

Minimal Performance – Students at this level demonstrate limited knowledge and skills in the subject matter and limited ability to apply knowledge and skills effectively.

The level of performance considered proficient/acceptable/up to the school's and state's standards is "Proficient." In fall of 2012 (the most recent year for which scores are available), 53% of Lakeshore students tested in grades 3, 4, and 5 scored Proficient or Advanced in Reading (vs. state average of 36% and district average of 35%). 66% of Lakeshore students scored Proficient or Advanced in math (compared to 48% of their statewide peers and 49% of their district peers).

MATH: The percentage of 3rd grade students scoring proficient or advanced on the WKCE has remained fairly consistent over the years, with our 2012-13 results capping a three-year upward trend. In October 2010, 59% of our third graders scored proficient or advanced in math; the following year 62% did so, and for the most recently available year (2012), 65% scored as such. Although our overall third grade enrollment dropped from 2008 to 2012, the percentage of third graders eligible for free/reduced-price lunch increased slightly from 5% to 8% and the percentage receiving special education also saw a small increase from 5% to 13% in that same period.

61% of 4th graders scored proficient or advanced in math in 2012 (up from 56% in 2010), and 70% of 5th graders scored proficient or advanced in math in 2012, up from a low of 51% in 2011.

READING: 68% of 3rd graders scored proficient or advanced in 2012, up from a low of 35% in October 2011. Just 39% of 4th graders scored proficient or advanced in 2012, which is down from 46% the previous year. However, between 2008 and 2012, demographics changed rapidly: our overall 4th grade enrollment fell by nearly half, yet the percentage of students taking free or reduced lunch grew 5% to 9%, and students identified for special education more than doubled, from 6% to 15%. (Just 14% of fourth graders receiving special education scored above proficient in reading in 2012.) By the fifth grade, our reading scores rebound a bit; in 2012, 49% scored proficient or advanced, up from 32% in 2011.

We will continue to differentiate our curriculum to individualize instruction for all students. We will intensify efforts to reach out to families to make them feel welcome and improve access to school resources, ensuring that all staff have the training and support necessary to improve the home-school connection.

Overall, Lakeshore is seeing an increase in diversity—7% of students were of ethnic minority heritage in 2009, but 9% of students identify as such in 2013. This increase is driven by the growing Hispanic community in Fond du Lac. Double the number of Hispanic students attends in 2013 (16) than in 2009 (8). However, the number of Asian and black students enrolled at Lakeshore is declining.

On the whole, we see reason to celebrate. On the 2012-13 School Report Card, our Overall Accountability Score (78.7) and “Exceeds Expectations” rating was higher than any of the other nine elementary schools in the district. Lakeshore was rated 85.2/100 for Student Growth in Reading and Math, far higher than the state average of 65.7/100. In 2013, Lakeshore ranked in the 90th percentile among more than 900 Wisconsin elementary schools, up from the 75th percentile in 2012.

2. Using Assessment Results:

Lakeshore administers several assessment tools to measure students’ academic achievement periodically throughout the year. Measures of Academic Progress (MAP) assess longitudinal student math and reading progress in fall, winter, and spring. Fall MAP scores are used to group students by instructional need; winter MAP progress show measurable gains. The Developmental Reading Assessment (DRA) is administered three times per year in order to form reading groups that are dynamic and adjusted based on ever-changing student needs. The Phonological Awareness Literacy Screening (PALS) is a scientifically-based assessment tool that measures young children’s developing knowledge of literacy fundamentals and offers guidance for tailoring instruction to children’s specific needs. We administer PALS to students in kindergarten and first grade in fall and spring (and again mid-year to students scoring below the benchmark).

The Wisconsin Knowledge and Concepts Exam, which is part of the Wisconsin Student Assessment System of mandated criterion-referenced tests, is given to third through fifth grade students every November. Our students also complete benchmark assessments in writing four times throughout the year. These assessments use rubrics to measure students’ grasp of key concepts taught in the preceding unit of study as well as skill progression. Data are used to identify whole-group and individual instructional needs and measures progress toward the school goal of 80% of all students meeting grade level expectations.

Evidence of student learning is examined at our weekly Professional Learning Community meetings, during grade level planning time, and by our school-wide Leadership Team which meets on a monthly basis. During these collaborative sessions, staff follow the Response to Intervention framework to examine student data and set goals and drive future instructional enhancements. In this way we can identify what is or isn’t working and make modifications as needed to remain continually responsive to student needs. Staff are encouraged to reflect on personal practice and explore new resources that may help them better meet students’ needs. Our approach is to foster an open dialogue, pursue innovative techniques, and embrace change so we can learn and grow as a team.

Our Intervention/Enrichment block, 45 minutes per day in each classroom, allows teachers to creatively implement differentiated supports for struggling or under-challenged students. Activities are cross-curricular, high-interest, and inquiry-based, such as poetry writing, blueprint drawing, model building, and investigative reports on a topic that captures the student’s imagination.

Our biggest stakeholders are our students! We sit down with them one-on-one each trimester to review longitudinal achievement data in order to map unique strengths and set goals. Providing feedback and collaboratively setting goals have enormous impact on student achievement. We aim to go “beyond the numbers” so parents and students understand what scores represent. Lakeshore teachers host two parent/teacher conferences annually to personally explain students’ assessment results, strengths, challenges, and established goals. Trimester reports are sent home with up-to-date student progress data in all content areas as well as social skills. During their September meeting, Lakeshore Principal Lori Loehr shares a whole-school progress report summarizing all assessment results with the Parent Teacher Organization.

3. Sharing Lessons Learned:

Lakeshore takes a collegial approach to disseminating and modeling best practices, most evident in our “Learning Laboratory” classrooms in which teachers across the district visit to observe writing instruction in two featured classrooms. Lakeshore teachers are known for their initiative in piloting new programs and instructional strategies, after which they inservice other teachers, offering ongoing support as needed—face-to-face and remotely via technology.

Lakeshore teachers are on the cutting edge of technology, communicating via Facetime between classrooms and using the Edmodo social learning and networking platform to collaborate online, share and manage digital assets, and amplify lesson plans with motivating apps and educational content. Several groups of teachers voluntarily stay after school on a regular basis to collaborate on effective technology integration. Edmodo bolsters our professional learning communities by offering digital connection with other teachers during and beyond the school day. Finally, many of our teachers share the lesson plans, ideas, insights, and digital content they've generated with educators around the world via the SMART Exchange online community.

We focus on "teachers helping teachers," encouraging an open, engaging, and safe environment so that staff feel comfortable suggesting ideas and contributing to the professional dialogue. Our veteran teachers serve as mentors and coaches to new educators as well as modeling instructional practice to more than ten visiting student teachers and clinicians per year.

Every year, our school staff also selects a professional text for study and discussion. This year our teachers are reading select chapters from *Writing Essentials* by Regie Routman along with articles by the same author to deepen our understanding of effective writing instruction.

Lakeshore teachers and the principal have also presented at regional and state conferences, including sessions on math interventions at the Mathematical Proficiency for Every Student Conferences, as well as Add+Vantage Math Recovery courses presented in-district and at a regional Cooperative Educational Service Agency. Our teachers also present school updates, information, and progress reports at school board meetings.

At Lakeshore, we welcome new opportunities to share the lessons we've learned, whether they be school-specific (such as how we have made the most of limited staff and material resources) or individual staff expertise. We network with other elementary schools in the Fond du Lac School District, in our athletic conference, and statewide. When we share best practices, we contribute to the field of teaching as a whole as well as to our own continued improvement as educators.

4. Engaging Families and Community:

Lakeshore's spirit of civic engagement is something we're particularly proud of. It begins with our students, who enthusiastically demonstrate their empathy, leadership, and interpersonal skills through service to others. Our Student Council (22 fifth grade students this year) organizes numerous annual food and donation drives for local shelters and service agencies: Pennies for Patients; Adopt-a-Family at Christmas; toy and diaper drives for the Fond du Lac Family Resource Center; meal service and food drives for shelters and food pantries; and fundraising for the local humane society, the American Heart Association, national and international disasters, and local families with medical needs. Our "Kids from Lakeshore" fourth and fifth grade choir gives musical performances at hospitals, local nursing homes and rehabilitation centers, and city events. Our students learn valuable lessons by giving back to the community, sparking the same spirit of charitable partnership among our parents and stakeholders.

Lakeshore is fortunate to have an energized, incredibly supportive community of parents who are truly a part of our school family. Our Parent Teacher Organization conducts numerous fundraisers and community-building school events annually, including a winter carnival, book fairs, family activity nights (roller skating, bowling, restaurant outings, etc.), spring concerts, and "Muffins with Mom/Doughnuts with Dad" breakfasts. Lakeshore hosts annual Family Reading Nights and Read-A-Thon fundraisers featuring parent education workshops and resources for supporting children's literacy development in the home. Every parent or guardian of a fifth grade student meets with the school counselor to discuss the student's strengths, interests, education and career development, and transition to middle school.

Beyond special events and fundraisers, as many as 25 Lakeshore parents and foster grandparents volunteer in our classrooms every day. They read to children, provide tutoring, and help teachers prepare class

materials. They participate in annual art and science residencies and High Interest Days at which more than 30 people highlight the hobbies and careers they are passionate about.

Dozens of business and stakeholder partners in the Fond du Lac community have helped with development of our school nature center, beautification of our entryway, student and family wellness activities, and exposure to the fine arts. Members of the Fond du Lac Area Chamber of Commerce have facilitated Junior Achievement activities at Lakeshore, including financial literacy workshops and young entrepreneur activities. Lakeshore also has an “Agriculture Ambassador” who provides two presentations per class annually and hosts a Day on the Farm for the whole school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Four 21st Century Skills have been deemed most important in K-12 education: Critical thinking, Communication, Collaboration, and Creativity. At Lakeshore, addressing these “Four Cs,” begins with a strong English Language Arts curriculum. Our reading curriculum focuses on development of higher level thinking skills and connections between reading and writing. We use a workshop model and a leveled library to provide instruction in all components of a standards-based, balanced literacy approach. Student assessment data informs our decision-making on whole group, small group, and individual instruction.

Lakeshore’s math curriculum features real world problem solving, and the use of manipulatives to develop foundational concepts, technology to explore and enrich conceptual understanding, and games to reinforce skills. With our spiraling curriculum, concepts are covered repeatedly with deepening layers of complexity. At the intermediate level, students pursue individualized practice with technology.

The science units covered at Lakeshore include Physical Science, Earth Science, Life Science, and Human Science. Our inquiry-based curriculum reinforces students’ understanding of the scientific method via hands-on experiments. We utilize technology to deliver lessons and deepen understanding to the extent possible. The science curriculum is integrated with English language arts for cross-curricular reinforcement, and our “Scientist Residencies” bring leading experts from the science departments of local universities to our classrooms.

Our social studies curriculum is also integrated with literacy instruction, with strands including history, geography, environmental literacy, economic and financial concepts, civics and government, and the diverse cultures of communities around the world. We encourage our students to think like historians as they explore the influence of historical events. Guest speakers and performers (such as African dancers and local veterans) reinforce various lessons, our Student Council develops hands-on understanding of democracy, and all of our students take related field trips to museums, banks, and government facilities. Our students celebrate the historical and cultural significance of national holidays. Our aim is to promote civic competence in our students: the knowledge, intellectual processes, and democratic dispositions needed to be active and engaged participants in public life.

Technology is integrated throughout the curriculum, both as a specific unit of study and a learning tool that provides hands-on learn by doing experiences. We teach students how to be responsible users of technology. Teachers and students use SMART Boards and document cameras on a daily basis, whether exploring a 3D model or critiquing a classmate’s short story. Staff, families, and students network daily with one another via email and social networking apps like Edmodo, Twitter, and Facebook. Our media specialist integrates literacy, writing, math, and technology research in a specific media curriculum.

Our music curriculum aligns directly with the Wisconsin Model Academic Standards for Music; each class receives two 45 minute sessions of music instruction every six days. The district philosophy on music is, “Music is an aesthetic expression of human thought and emotion. It is an essential part of educating the whole child. We provide all students the knowledge and skills to establish a solid and permanent relationship with music.”

Lakeshore’s physical education (PE) program aligns with Wisconsin’s Model Academic Standards for Physical Education and is designed to develop essential motor skills and improve health in the five components of fitness (body composition, flexibility, cardiovascular & muscular strength and endurance). Social skills, self-esteem, and even academic outcomes also benefit from our fun, positive PE program. Nutrition, health, and other core content lessons are integrated into the PE curriculum to give students a well-rounded foundation for future success. Though students attend 45-minute PE classes only twice every six days, they are physically active at recess and after-school; enough so that in the last school year, more than 80% of our 4th and 5th grade students scored at or above the fitness targets on FitnessGram, an assessment of strength, endurance, flexibility, and aerobic capacity.

A unique art curriculum is provided for just 45 minutes every six days, but art projects are regularly integrated into other core content areas. The standards-based art curriculum utilizes multiple mediums including design, drawing, graphics, painting, fibers/weaving, construction, and ceramics. Instruction provides a framework that helps students learn the characteristics, principles, and elements of the visual arts via a wide range of subject matter, symbols, and images, to reflect students' ideas, feelings, and emotions.

2. Reading/English:

At Lakeshore, reading and writing are integrated throughout the curriculum as well as during 120 to 180 minutes (depending on grade level) of daily focused literacy instruction. Teachers differentiate instruction based on student achievement data as measured by the Developmental Reading Assessment, Measures of Academic Progress, running records, observations, and student conferences. Our curriculum and instructional approaches are designed to adapt to student needs via the Optimal Learning Model; examples of such targeted supports include modeling what effective readers do through interactive read aloud and shared reading, guided practice through small group instruction, and independent practice through daily time spent reading high-interest texts that build fluency and comprehension. Teachers are continuously gathering assessment data with readers during group instruction, individual reading conferences, and while analyzing students' journals. Our school's Reading Data Wall, located in the literacy coach's office, provides visual representation of students' reading levels via colorful notecards.

Lakeshore uses high-quality trade books for whole group, small group, and individual reading instruction. We also use Lucy Calkin's Units of Study for Teaching Writing as well as Pearson's Words their Way foundational skill development series, certified by the National Center for Response to Intervention as a research-based Instructional Intervention Tool. Our teachers utilize "Fry Words" high-frequency words to build vocabulary. We also utilize a selection of mentor texts to teach ideas, structures, and authentic reading and writing skills and to support broader reading comprehension strategies.

Instruction is reflective, authentic, and responsive and supports both analytical thinking and collaborative student/peer discussions. Our workshop model provides instruction in all components of a balanced literacy approach: reading, writing, language and word study, speaking, and listening. Numerous modes of communication are explored, including oral, visual, and technological.

It is important to us that students derive excitement and pleasure from reading, so we provide a range of quality literature that appeals to diverse student interests. Students select books to build their personal "book bins" for independent reading time. Students also have a say in reading material selected for small group book clubs and literature circles.

Lakeshore staff have participated in literacy training via Regie Routman in Residence: a literacy professional development series. Lakeshore's commitment to literacy improvement secured a personal visit by Ms. Routman during our district's residency.

3. Mathematics:

Lakeshore's math curriculum also utilizes a workshop model to maximize students' opportunity to become proficient in mathematical practice: real-world and hands-on problem-solving, construction of arguments, critique of others' work and rationale, precision, and the strategic use of appropriate tools. Based on Common Core State Standards, Math Expressions by Houghton Mifflin is our core curricular program. Skill-based differentiation and opportunity for remediation are embedded within all curricular materials and software. Interventions are based on developmental progression in number. Concepts, which spiral throughout grade levels in increasing layers of complexity to reinforce understanding, are presented as Big Ideas. Students are presented with multiple ways and methods to solve a problem; the specific problem-solving strategy is their choice. As such, our emphasis is on problem-solving and development of a productive disposition, or the ability to approach problems with a sense of efficacy and confidence.

Student performance assessments are both formative and summative, conducted during and at the end of

math units. This ongoing assessment allows us to identify students' mastery of practices and demonstration of productive disposition. Based on the results, teachers differentiate their mathematics instruction for each student. Small group activities (flash cards, practice drills, unique problem-solving tasks both individually and as a group, etc.) as well as individual practice of Math Expressions online eManipulatives (RoboPacker, Math Lingo, etc), eGlossary, and grade level eGames (fractions and decimals, coins and bills, etc.) help underscore lessons. Students also complete online math games, such as Buzzmath, to develop proficiency through supported practice.

Think Central is an online portal affiliated with our core curriculum, Math Expressions, so that students can access math practice resources anywhere they have Internet access. After entering the site with their unique Student ID number and password, students may access numerous resources in their personal online library, including homework for their current Math Expression lesson.

4. Additional Curriculum Area:

Lakeshore is proud of its ability to engage children in visual and performing arts in an era of diminishing resources in artistic content areas. Art is offered to grades K-5 for 45 minutes every six days. Music instruction is provided to grades K-5 for 90 minutes every six days. Both art and music curricula align directly with the Wisconsin Model Academic Standards for Music and Art.

Our fifth graders have an impressive participation rate in the school district band and orchestra. Beyond class time dedicated to the study of the curricular areas of visual and performing arts, all students in grades K-5 participate in Opera for the Young annually. Many students appear onstage in chorus and cameo roles, performing for their classmates alongside Opera for the Young's professional performers. The touring company also works with Lakeshore staff to hold a pre-show set and costume design contest, in which students submit designs for elements of the upcoming production's set and costumes.

Our students in grades K-5 also have a chance to showcase their mixed media visual art at Community Student Art Exhibits hosted by local business partners. Artwork is displayed at various partner venues throughout the city during monthly Tour the Town Art Walks. As often as possible we shift learning off-site with field trips to the Fond du Lac High School Performing Arts Center before and during productions. Lakeshore students also get a taste of the spotlight when they perform at our school's holiday and seasonal concerts.

Based on findings in brain research and cognitive development, our regular education classroom teachers also integrate music, movement, and art as a learning tool in other curricular areas. Our hands-on, project-based learning approach in literacy, math, social studies, and science offers numerous opportunities for students to create artwork while experientially learning the key skills and concepts (or deepening understanding) of a particular lesson. An example: after reading *Bridge to Terabithia*, students selected bridge construction as a related visual literacy project, working cooperatively to research, design, construct, and present popsicle stick bridges with criteria including strength, stability, and aesthetics. The popular project connected art to literacy and STEM, and both bridges and student-generated blueprints are still on display in our media center.

So many of our students are most engaged while creating art, which offers a strengths-based way for us to motivate every student. When artistic projects are completed in a science or social studies class, a cross-curricular synergy happens. Giving students opportunity to express themselves creatively not only enhances test scores and closes achievement gaps by exposing lower-income students to activities they may not have access to; it also offers a chance for students to develop higher-order thinking skills, including the "Four Cs" emphasized throughout our curriculum: Critical thinking, Communication, Collaboration, and Creativity. Our school mission states that "Every child has unique talents and abilities" and "We must provide opportunities for children to express themselves creatively." Lakeshore makes this a priority in the visual and performing arts programming offered to all students.

Lakeshore offers two daily sections of four-year-old kindergarten at a nearby location: one in the morning and another in the afternoon. A team of teachers worked together to ensure alignment with Wisconsin Early Learning Standards, and our 4K teacher collaborates with other district 4K teachers during inservice and collaboration days. She provides input to our kindergarten teachers on individual student development and helps to create class lists every spring. Four-year-old kindergarten was offered at Lakeshore beginning in 2005-2006 school year; since its inception, our kindergarten and first-grade students have been arriving at school more prepared to learn. Anecdotally, our kindergarten teachers shared that students who had attended the Lakeshore 4K program (vs. other 4K sites in the district) are always the best-prepared. In fall 2012, 14 of 69 incoming kindergarten students were not on track in several areas assessed by the PALS; in fall 2013, just 4 of 65 children scored as such.

5. Instructional Methods:

Our instructional methods are built around the Common Core State Standards and a shared belief that all children can learn. Teachers utilize the Optimal Learning Model to identify the level of support each student needs to learn essential concepts and skills, then design instruction that provides the right amount of support. Student learning preferences and intelligences (visual-spatial, kinesthetic, logical, etc.) are taken into account when teachers design lessons—a brain-friendly approach to individualizing instruction for all children.

We empower students to take ownership of their learning, setting individual goals at the beginning of a lesson and reinforcing them throughout. Feedback is specific and timely in order to promote continuous improvement, with an eye on both long-term and short-term learning goals, the achievement of which are publicly celebrated for further reinforcement. Learning is scaffolded in a collaborative environment that embraces the idea that learning is social; whole-group, small-group, and partnered activities are supplemented by individualized one-on-one support as needed. Instruction is made purposeful and relevant, with hands-on, problem-solving activities that show children the real-world connection: how does what they learn apply to real life?

Lakeshore uses the Response to Intervention framework to provide early, systematic, multi-tiered/differentiated assistance to students who need additional help. Research-based instructional interventions are adjusted as needed, based on formative student progress. Teachers collect and analyze multiple sources of data to make decisions about instructional focus and grouping across the curriculum. Cross-grade collaboration (vertical teaming) helps identify a common language and expectations for seamlessness across grades.

Teachers use a problem-solving model to make decisions between tiers of RtI and determine which intervention to implement for a particular student or groups of students. Technology integrated throughout our curriculum provides numerous opportunities for teachers to differentiate instruction and “meet students where they are.” For example, Tenmarks provide additional time for struggling students to master more challenging skills. Leveled Literacy Intervention, a scientifically-based supplemental literacy program, offers Tier 2 or 3 interventions based on the unique needs of each student.

Finally, all Lakeshore teachers make themselves accessible to families, sharing their email and cell phone numbers to facilitate communication. A strong home-school connection further supports our ability to differentiate instruction, because the more we know about each child’s strengths, challenges, interests, and access to resources, the better able we are to provide an education that will help each child reach his or her full potential.

6. Professional Development:

Lakeshore organizes professional development around the core priorities of collaboration and partnership. Our professional learning communities meet three times each week to improve learning at all grade levels by addressing DuFour’s key questions: What do students need to know? How do we know when they know it? What will we do if they haven’t learned it? What will we do if they already know it? With assistance

from our principal and literacy coach, our weekly 45 minute before-school collaborative time focuses on strengthening the connection between reading and writing, including integrating technologies that support literacy instruction and helping parents and guardians support their child's literacy skill-building at home.

We are in year two of a school-wide literacy focus to improve our students' writing skills. Vertical teams of all staff, not just classroom teachers, gather every six weeks to make data-driven decisions about enhancing or adopting new instructional strategies. These vertical teams ensure we share a common language and set of expectations across grade levels for more seamless student transitions. Grade level teams of teachers and special education specialists meet with the literacy coach and the principal weekly to share ideas for improved literacy instruction, collaboratively evaluate and score student writing, and clarify grade- and school-level objectives related to writing and reading.

Lucy Calkins Units of Study is a primary resource for these collegial team planning sessions. Another key resource is Regie Routman in Residence: Reading/Writing Connections, a professional development series designed to accelerate literacy achievement for all learners. The series dovetails with our existing literacy curriculum and can be embedded in existing ongoing professional development.

Since our district demonstrated a three year commitment to implementing the program, Regie Routman conducted an on-site residency for five full days. Two lab classroom teachers, the literacy coach, and principal attended the entire intensive residency, and all staff attended an evening session with Ms. Routman.

Lakeshore teachers share their learning with grade level colleagues from other schools at cross-district inservices. Our staff participate in myriad other independent professional development activities, including a three-year STEM class offered by the University of Wisconsin-Oshkosh, a Summer Institute offered annually in June and August, Wisconsin Technology Initiative Conferences offered on a Saturday in November and during the summer, and CESA 6 workshops on literacy and technology.

7. School Leadership

Lakeshore embraces a Team Leader structure with representatives from all constituent groups (K-1, 2-3, 4-5, encore, special education). Leaders are elected by their peers to attend regular meetings at which they identify school goals and related action plans, monitor progress toward meeting established goals, and refine goals and plans accordingly during formative evaluation. The team also plans the methods and timelines by which new programs will be introduced to staff plus any associated training needed.

Our Leadership Team currently consists of representatives from grades kindergarten, 3, and 4, the literacy coach, PE teacher, and principal. Meeting dates are established at the beginning of the year, with agendas set in advance of each meeting and minutes reported to teams by their representative leader.

While the Leadership Team creates the annual plan, all staff meet every six weeks to review progress on the goals and initiatives established for the plan. This year three goals were established for our school: at least 80% of Lakeshore students will be able to demonstrate effective communication, critical thinking, and collaboration skills. The goals are established and measured with student achievement data, such as MAP scores and Unit of Study rubric results. By using student data to differentiate instruction, we are thrilled to see 66% achievement on the communication goal; another 20% of students are within one point of the goal, and we expect to fully meet the goal by year's end. Regarding collaboration, 79% of our students meet the related benchmark for respect; 66% are able to attend to the quality of their writing in conferences and 68% can offer constructive feedback as part of Attention to Detail and Discussion Strategies.

The principal conducts classroom observations every trimester through the Teacher Effectiveness Project, after which written and verbal feedback is provided to increase high leverage teaching practices and help staff plan and adjust their Professional Learning Plans. Our principal also gives informal feedback on teaching practices during informal walk-throughs throughout the year.

Our classroom teachers show leadership on multiple levels, including the successful pursuit of recent grants from IBM, the Wisconsin Technology Initiative, and the Meemic Foundation. Many Lakeshore staff are involved in voluntary committees including the Technology Team, Business Partnership, PBIS Universal Committee, Data Team, Health and Social Committees, Student Council advisement, coaching (Running Club, Kids from Lakeshore Choir), and special event workgroups (Bike and Walk to School, Battle of the Books, Spelling Bee, etc.).

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: WSAS

All Students Tested/Grade: 3

Edition/Publication Year: 2012

Publisher: CTB

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	66	62	59	64	65
% Advanced	8	7	8	11	15
Number of students tested	62	71	64	72	75
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		56	40	46	
% Advanced		0	0	0	
Number of students tested	5	9	5	13	4
2. Students receiving Special Education					
% Proficient plus % Advanced	50	27		43	
% Advanced	25	9		7	
Number of students tested	8	11	5	14	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	2	1	3	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	3	2	2
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	3	2	3	1
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	2	4	1
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1				
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	66	65	60	63	68
% Advanced	9	8	9	11	15
Number of students tested	58	66	57	63	71
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: CTB

Test: WSAS
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	61	64	56	69	57
% Advanced	7	14	11	9	14
Number of students tested	46	69	72	77	80
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		50	33	50	
% Advanced		0	0	0	
Number of students tested	4	6	15	6	4
2. Students receiving Special Education					
% Proficient plus % Advanced	29	33		83	
% Advanced	14	11		0	
Number of students tested	7	9	11	6	5
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	2	2	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	1	1	2
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	2	4	1	1
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	4	1	5
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	0	0	1	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	64	65	57	71	56
% Advanced	7	14	11	10	14
Number of students tested	44	63	63	73	71
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: CTB

Test: WSAS
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	70	51	60	59	58
% Advanced	12	5	8	11	5
Number of students tested	69	78	78	91	73
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment	0	0	0	1	0
% of students tested with alternative assessment	0	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		24	57	50	
% Advanced		0	0	10	
Number of students tested	7	17	7	10	7
2. Students receiving Special Education					
% Proficient plus % Advanced	20	31		25	
% Advanced	0	0		12	
Number of students tested	10	13	4	8	11
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	2	1	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	2	2	2	1
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	4	1	2	1
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	4	1	6	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	0	1	1	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	69	53	60	59	58
% Advanced	13	6	8	10	6
Number of students tested	62	68	73	80	71
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: CTB

Test: WSAS
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	68	35	53	43	57
% Advanced	13	7	12	7	8
Number of students tested	62	71	64	72	75
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		33	40	31	
% Advanced		0	0	8	
Number of students tested	5	9	5	13	4
2. Students receiving Special Education					
% Proficient plus % Advanced	50	9		21	
% Advanced	12	0		0	
Number of students tested	8	11	5	14	4
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	2	1	3	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	3	2	2
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	3	2	3	1
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	2	4	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	67	36	53	44	58
% Advanced	14	8	11	8	8
Number of students tested	58	66	57	63	71
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: CTB

Test: WSAS
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	39	46	42	58	51
% Advanced	9	12	14	13	8
Number of students tested	46	69	72	77	80
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		33	27	17	
% Advanced		0	0	0	
Number of students tested	4	6	15	6	4
2. Students receiving Special Education					
% Proficient plus % Advanced	14	11		67	
% Advanced	0	0		0	
Number of students tested	7	9	11	6	5
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	2	2	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	1	1	2
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	2	4	1	1
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	4	1	5
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	0	0	1	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	41	48	43	60	54
% Advanced	9	11	14	14	7
Number of students tested	44	63	63	73	71
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: CTB

Test: WSAS
Edition/Publication Year: 2012

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Advanced	49	32	58	44	44
% Advanced	10	9	6	8	11
Number of students tested	69	78	78	91	73
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment	0	0	0	1	0
% of students tested with alternative assessment	0	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced		24	43	40	
% Advanced		0	0	10	
Number of students tested	7	17	7	10	7
2. Students receiving Special Education					
% Proficient plus % Advanced	10	8		12	
% Advanced	0	0		12	
Number of students tested	10	13	4	8	11
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	2	1	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	2	2	2	1
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	4	1	2	1
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	4	1	6	0
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	0	1	1	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	48	32	60	42	44
% Advanced	11	9	7	8	11
Number of students tested	62	68	73	80	71
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: