

U.S. Department of Education
2015 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 Mrs. Linda Marie Toth

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

Official School Name Lake Shore Elementary School

(As it should appear in the official records)

School Mailing Address 4531 Mountain Road

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

City Pasadena State MD Zip Code+4 (9 digits total) 21122-5305

County Anne Arundel County State School Code Number* 2162

Telephone 410-439-8182 Fax 410-222-6468

Web site/URL http://www.aacps.org/aacps/lakesh
es/index.asp E-mail ltoth@aacps.org

Twitter Handle @LakeShoreAACPS 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*Mr. George Arlotto, Ed.D

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: garlotto@aacps.org

Other)

District Name Anne Arundel County Public Schools Tel. 410-222-6465

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 Mrs. Stacy Korbela

(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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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):
- 80 Elementary schools (includes K-8)
 - 20 Middle/Junior high schools
 - 16 High schools
 - 5 K-12 schools
- 121 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. 5 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	0	0	0
K	34	29	63
1	21	27	48
2	27	24	51
3	28	21	49
4	17	31	48
5	22	28	50
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	149	160	309

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 3 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 4 % 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 2013 - 2014 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, 2013 until the end of the school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1	304
(5) Total transferred students in row (3) divided by total students in row (4)	0.072
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 1 %
3 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Arabic, Amharic
8. Students eligible for free/reduced-priced meals: 32 %
 Total number students who qualify: 96

Information for Public Schools Only - Data Provided by the State

The state has reported that 32 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 10 %
31 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>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>6</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>13</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>6</u> Multiple Disabilities | <u>0</u> 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	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
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 22:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	95%	95%	95%	94%
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 2014

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

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

15. Please summarize your school mission in 25 words or less: Lake Shore aims to develop academic success for all students in a safe and caring environment that fosters a positive attitude toward learning, while preparing students for a culturally diverse and technologically oriented society.

PART III – SUMMARY

Lake Shore Elementary was founded in 1952 and has remained a beacon of the community throughout its existence. Located between the Magothy River and the Chesapeake Bay, Lake Shore's attendance area remains deeply entrenched in the Pasadena community. Many of the current students' families have lived in the area for generations; their parents and grandparents, Lake Shore graduates themselves. This was highlighted in 2009 when the modernization of Lake Shore was completed. Staff was delighted to see extended families walking familiar hallways, dazzled by the amenities of a 21st century, Arts Integration school.

Just as Lake Shore families have been committed to the school and community, so has the Lake Shore staff. Teachers in the building are devoted to the profession and community they work within as evidenced by 100% teacher participation in the PTA and continuous growth as a Professional Learning Community. Lake Shore boasts six Nationally Board Certified teachers, which is approximately 25% of the faculty. In addition, the school has had 2 teachers advance to semifinalists for the Anne Arundel County Teacher of the Year, earned Maryland Green School status in 2013, and was named a Maryland Blue Ribbon School of Excellence in 2014.

Although Lake Shore's commitment and roots run deep, economic challenges and changing times have also impacted this small community. As the smallest of three local elementary schools, Lake Shore has the largest number of FARMS students in the area. In the past few years, the number of students who qualify for free and reduced lunch has increased from 12%-32%. While this is a significant increase, we know that it does not reflect the fact that there are additional families who are just too proud to request assistance. For these families, Lake Shore extends its resources by providing alternate lunch accounts, 'adopting' families for the holidays, and helping to connect families with other sources to assist them with providing basic necessities such as heating, and clothing to help their children come to school ready to learn each day.

One significant feature that distinguishes Lake Shore from other schools is the central commitment to its mission and vision statement. Students, teachers, families and volunteers work collaboratively to provide a safe and nurturing environment. This setting, provides maximum opportunities for learning for all students, while maintaining high expectations, valuing individual differences, and preparing them for the challenges of the 21st century. This central theme is expressed through the Lake Shore Lions' motto, "Lake Shore R.O.A.R.S." R.O.A.R.S. stands for respect, organization, attitude, responsibility, and safety, all of which play an integral role in student success. Lake Shore 'prides' itself on developing the whole child. Lake Shore's PBIS (positive behavior intervention system) encourages students to embrace these values by reinforcing academic and social behaviors which embody these traits. All students earn 'cub cash' which can be used to 'buy' items at the school store and at quarterly PBIS celebrations. Lake Shore also proudly displays an honor roll, "Walk of Pride", which individually recognizes student academic achievements for each quarter. All classrooms are celebrated for demonstrating outstanding behavior and character by earning 'golden lions' on the "Cruising with Pride" wall. A "Lion of the Quarter" breakfast celebrates teacher nominated students for demonstrating key character traits which contribute to success both at school and in the community. Highlighting these values through school based activities develops awareness and stresses the important role that these skills play on the path to college and career readiness.

Another exceptional example of our school's success is the devoted group of volunteers, PTA members, and community business partners who play an integral role in encouraging Lake Shore students along their educational journey. These valued adults exemplify how education, dedication, and giving back to your community provides the foundation for success in school and throughout life. Our volunteer program continues to grow. Parents of current and former students, grandparents, and local community members work directly with students and help to provide teacher support. The PTA continues to collaborate with staff and the community to carry on long standing traditions such as the annual Halloween Parade, Sundaes with Santa Auction and the annual May Day Carnival. In addition, PTA and local business partners help to provide funding for: field trip financial assistance, PBIS and classroom rewards, special STEM projects, and educational assemblies which enhance our students' learning experiences.

Overall, the Lake Shore Elementary school community continues to shine in its devotion to empower and challenge young minds by cultivating creativity and engaging in meaningful and rigorous learning. By imparting the importance of good citizenship and promoting global thinking, our little school strives to make big differences in our students' lives.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Core Curriculum and Instruction

Anne Arundel County Public Schools (AACPS) has adopted the Maryland College and Career Ready Standards Frameworks (MCCRSF) which are based on the Common Core State Standards. The MCCRSF provides key standards in the areas of Reading, Writing and Math. Science and Social Studies curriculums are based upon the Next Generation Science Standards (NGSS) and the College, Career and Civic Life (C3) Frameworks, respectively. Implementation is enhanced across the curriculum through Lake Shore’s Arts Integration Program.

READING/LANGUAGE ARTS

Lake Shore’s reading program encompasses daily instruction based on the MCCRSF. Reading and Writing standards are also addressed throughout the other content areas to provide maximum opportunities for learning. Teachers use the county wide Treasures program as well as supplementary texts, novels, and leveled readers. Students are assessed continuously to develop fluid groups to address specific skills, strengths and needs. In all grades, small and large group instruction is used daily. Foundational phonics and comprehension skills are enhanced as students move from the primary to intermediate grades. As students mature, the focus shifts from ‘learning to read’ to ‘reading to learn.’ With this growth, teachers develop students’ abilities to read and respond to different texts including informational and narrative examples.

Students are regularly engaged in challenging, writing activities that reflect the MCCRSF standards. Lake Shore has incorporated the Lucy Calkins writing program to further increase student performance. This program encourages students’ ability to develop and enhance their narrative, informational, and opinion writing skills. All grades provide multiple opportunities for students to participate in the entire writing process from developing ideas to drafting to making final edits. Throughout the curriculum students use writing to: create personal narratives, write research papers and books, compare a variety of texts, and explain their thinking.

MATHEMATICS

Math instruction is guided by the MCCRSF and Common Core standards. Instruction promotes a strong foundation in math concepts starting with the concrete and moving towards the representational and abstract, by using the enVision Math Program and supplementing with other resources such as Number Talks, FASTT Math, and Hands on Equations. Teachers use formative and summative assessments, along with collaborative planning to determine which resources best meet students’ need. STEM lessons incorporating science, technology, engineering, and math are used to further enhance problem solving abilities and encourage abstract thinking and perseverance.

SCIENCE

While addressing the Disciplinary Core Ideas in the NGSS, Lake Shore’s status as a Green School has shaped the implementation of the science curriculum by encouraging our students to apply their knowledge in real world situations. Students positively affect their environment by participating in the “Green Squad” recycling program, making bird feeders and bird houses, planting trees and flowers on the grounds, and raising butterflies. Students are regularly engaged through lessons related to: earth science, space, chemistry, physics and environmental science. STEM lessons are consistently implemented and students complete hands on experiments following the Scientific Method.

SOCIAL STUDIES

Social Studies instruction revolves around the C3 Framework. In social studies, students study important

historical figures and events which convey the history of our country. Basic components of geography, economics, and civics are explored. An appreciation of cultures is developed through art. Students are exposed to information related to primary and secondary sources and documents. Opportunities to expand on Language Arts and Speaking and Listening standards are regularly incorporated through research projects, and incorporating drama, debate, and movement.

EFFORTS/PROGRESS WITH BELOW AND ADVANCED LEARNERS

Lake Shore carefully considers the best teaching method for all students. Ongoing assessment allows teachers to readily identify both struggling and excelling students. The Advanced Learner Programs in both Language Arts and Math help teachers to establish more homogeneous groups to create instruction that is relevant and appropriate for individual student needs while providing ample rigor to encourage continued growth.

Students identified as struggling are supported through personalized programs designed to address their individual needs within the classroom. These may include: pre-teaching or reteaching of concepts, individualizing instruction or attending a support group after school. If a student requires further support, the teacher will meet with colleagues and the Educational Management team (EMT) to brainstorm ideas and discuss additional strategies which may be effective. Alternative intervention strategies (AIS) plans will be generated and the student will participate in an appropriate research based intervention program such as Wilson Reading Intervention or Do the Math.

Students identified as advanced learners through the Primary Talent Assessments and who are excelling are engaged in rigorous and motivating lessons to further develop their problem solving, creativity and persistence. In addition to participating in the ALPs curriculum in reading and/or math, they are challenged to continue to develop their abilities through programs/strategies such as: William and Mary Reading, the Socratic Method, and Mentoring Mathematical Minds.

2. Other Curriculum Areas:

Library/Media

The Library/Media provides all students an introduction to the research skills and literary exposure necessary to be efficient lifelong learners. Instruction is provided through an integrated curriculum, which affords the students the ability to identify and locate appropriate materials and then assess and evaluate the information discovered. Literature is explored through print, non-print and electronic materials. The Media Specialist uses various programs and events to promote reading, comprehension, and appreciation of literature. The Accelerated Reader program encourages students to read self selected books, while enhancing and assessing reading comprehension. The Black-eyed Susan reading program introduces quality literature to students and allows them to participate in book talks to discuss the book. The Book Fair is open twice a year to all families and staff, and provides access to a variety of high interest materials.

Technology

Recognizing the need for students in the 21st century to master Digital Literacy skills, Lake Shore utilizes “The Maryland Technology Standards” to develop these skills. Classes use the school’s computer lab at least once a week for instruction and research, although all students have access to classroom computers, laptops, Chromebooks and digital cameras daily. Programs such as “Type to Learn” are employed with even the youngest learners to foster the vital keyboarding skills necessary for success in their school careers and beyond. Every classroom is equipped with SMART Technology, such as SMART Boards, Airliners, and Senteos. “Discovery Streaming” allows students to complete online activities that incorporate the use of videos and articles. Students regularly use a variety of programs and applications included in the Microsoft Office Suite to complete multimedia based projects.

Art

Lake Shore's Art program is directed by the Anne Arundel County Visual Arts Curriculum and dares all students, grades K – 5, to develop their confidence and awareness of their world, through experimentation and exploration in a variety of mediums. Students are challenged to reflect and depict their experiences in creative ways while developing fine-motor skills and enhancing their vocabulary. Critical thinking skills are acquired through problem solving and the need to make decisions about their work. Student work is exhibited at the County Art Show as well as the annual Lake Shore "Night of the Arts." Students participate in the online art gallery, Artsonia. Through this site, student art work is shared with family and friends worldwide. Currently, Lake Shore ranks number three in the state of Maryland for the amount of student work that is showcased.

Music

The Music program is robust and diverse with Chorus and Instrumental Programs for students in grades 3 through 5, in addition to county-regulated General Music for all students. All music programs include embedded support of: reading, math, speaking, and listening skills with cultural arts teachers acting as resources to assist classroom teachers with Arts Integration objectives. Chorus and Instrumental students perform two major concerts each year along with many small performances to enhance school-wide activities. Together with Lake Shore's Dance Troupe, Music students display their talents at the annual "Night of the Arts" event which highlights all arts areas. The Dance Troupe as well as the Instrumental and Choral groups also take part in county based festivals. To further promote support and awareness of the arts, General Music continues its strong partnership with the Baltimore Symphony Orchestra and introduces Lake Shore students to orchestral music with field trips twice a year.

Physical Education

Physical Education uses the National Standards, as well as the Maryland State and the Anne Arundel County Curriculums. No matter a student's athletic talent, physical or cognitive abilities, the program strives to promote the knowledge and skills needed for an active, healthy lifestyle. Physical Education includes a planned sequence of physical activities where students develop skills and increase personal fitness; an important outcome is the development of a student's personal fitness potential. The program provides opportunities for enjoyment, personal challenge and social integration, along with the development of a positive self-image and a respect for others. Physical Education supports all students while developing psychomotor, cognitive and affective life skills. Special activities that enhance the program include: Running Club, the annual "Turkey Trot" for students and families, Fitnessgram Testing, Jump Rope for Heart and Field Day.

3. Instructional Methods and Interventions:

Instructional Methods

The highly qualified Lake Shore staff is composed of master teachers, who are dedicated to maximizing student potential by employing a variety of instructional methods and strategies which actively engage students in learning. The staff's focus on collaboration promotes vertical planning between teams and grade levels. All classroom, cultural arts teachers, special educators, related service providers, and para-professionals work together to foster academic excellence, life-long learning, and responsible citizenship among the student body.

Through careful analysis of data, teams collaboratively plan instruction in order to meet individual needs of the students. Differentiated instruction is incorporated into daily lessons through a variety of teaching methods and resources. Grouping in reading and math is fluid and allows students to move between groups based on current analysis of data. All students participate in ALPS Exploratory Trail enrichment programs, such as Jacob's Ladder and Primary Talent Development for grades K-2. Those students identified as ALP's single trail, are a homogenous group of students who meet the criteria and utilize programs such as Mentoring Mathematical Minds for math and William and Mary for Language Arts. In addition, our school

is an Arts Integrated school allowing teachers to create lessons that incorporate multimodality instruction enhanced by dance, drama, music and visual arts.

The co-teaching model is utilized throughout the school in supporting special education and general education students within the classroom. Selected teachers are paired to provide multi-faceted instruction which highlights and combines individual expertise and teaching methods, in order to differentiate instruction to reach the individual needs of all learners. This is accomplished through scaffolding, tiered lessons and familiarity with student needs. Researched-based interventions are implemented and available to all students, not just those identified with special needs. Programs such as, Triumphs, Edmark, Wilson Reading, Early Reading Intervention, Leveled Literacy Intervention, Soar to Success, Corrective Reading, Failure Free Reading, FASTT Math and Do The Math, support acquisition of skills. Special needs students are provided with instructional accommodations through IEP's and 504's.

Technology enhances daily instruction in all curricular areas. Students have access to SMART Boards and Senteos which encourage integrated activities and provide immediate detailed assessment. One computer lab, 2 portable laptop carts, 2 Chrome Book carts, 4 desktop computers in each classroom and 1 special education laptop cart allow access to educational programs and software throughout the building (ie: Kurzweil, FASTT Math, Lexia, Discovery Streaming).

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Students in grades 3-8 are assessed annually, in both mathematics and reading, using the MSA (Maryland School Assessment). On the MSA, student performance is measured and categorized into 3 levels; advanced, proficient, or basic. Over the past 5 years, Lake Shore's MSA data indicates that approximately 93% of all students tested in grades 3, 4, and 5 achieved at the proficient or advanced level in both reading and math. MSA data also tracks performance of various subgroups within schools. An MSA subgroup is defined as having a minimum of 5 students within a student category.

Lake Shore's special education population qualifies as a subgroup. From 2009-2012, comprehensive MSA data demonstrated that 87-95% of special education students in grades 3, 4, or 5, scored proficient or advanced in reading, while 88-91% achieved these levels in math. A downward trend in subgroup scores occurred in 2012-2013 when the Modified MSA was discontinued, and significantly learning disabled students took the same assessment as their non-disabled peers. To address this gap, general and special education teachers work to build perseverance and competence by supplementing rigorous in class instruction with specially designed intervention programs to address areas of weakness.

Another subgroup that is carefully monitored is our FARMs group, which currently makes up 32% of our population. Comprehensive MSA data from 2009-2014, has shown increased variability in this group's performance. The greatest gap between overall school and FARMs performance occurred in 2010-2011, when 9 and 12 percentage point differences were recorded in reading and math. To address these gaps, the school developed a mentoring program. Through this program, teachers support individual students emotionally, behaviorally, and academically by providing extra help, homework assistance, special lunches, and snacks during the school day to provide the support and encouragement necessary to excel.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

As we implement the Common Core Standards and prepare for the upcoming PARCC assessments, teachers recognize the importance of data analysis in order to provide the necessary rigor to meet the standards. Lake Shore's school improvement plan outlines school wide instructional goals and provides an avenue for the leadership team to analyze data regularly throughout the year.

Data is discussed at all levels throughout the building. Team planning sessions, Educational Management Team (EMT) and vertical planning meetings allow teachers to: share ideas, interpret data, develop strategies, and explore a variety of potential interventions or enrichment programs for students. Data from sources such as MSA, County Assessments, Topic tests, Achievement Series, and DIBELS is accessible to all staff through the "Performance Matters" application. This allows school staff to evaluate school based student performance and compare it with county wide performance data, while highlighting areas of strength and need in order to personalize instruction. Student Learning Objectives (SLOs) use data to determine the specific focus of short and long term instruction. The use of summative assessment continues to affect cross curricular instruction as lessons are implemented in: science, technology, engineering and math, Advanced Learner Programs, and Primary Talent Development.

At Lake Shore, multiple assessments are used throughout the year to: provide leveling information, develop fluid and flexible groupings, and pinpoint specific areas of need or mastery for the students. These assessments include: DIBELS for grades K-2, the KRA for kindergarteners, the Fountas and Pinnell Reading Assessment, as well as county assessments in reading, math, science and social studies. Assessment data is shared with and explained to parents and students through conferencing and the monthly newsletter. An online site, Parent-Connect, as well as interims, emails, and communication folders provides parents with continual, up to date, information related to student performance.

Part VI School Support

1. School Climate/Culture

Lake Shore strives to motivate and actively engage students academically by designing daily instruction that is creative, rigorous, and relevant to the real world challenges. As an Arts Integration school, movement, music, drama and art are incorporated into lessons to engage all learning modalities and motivate students through hands-on activities. Lessons are designed to illustrate the connection between academic learning and real life problem solving. Teachers use Discovery Learning, Discovery Streaming, SMART Technology, current news magazines and articles, and STEAM lessons to provide diversity in their instruction that assists in maintaining student attention and focus. The Bricks for Kids program provides opportunities for hands-on applications of science and engineering and highlights the importance of collaboration and cooperation between peers. Because learning is made interesting and interactive, students are eager to participate and are intrinsically motivated to succeed.

While the academic focus of the building is paramount, Lake Shore staff is also devoted to promoting the social and emotional development of the students. The staff utilizes a number of strategies and programs to encourage students to grow into citizens who make a positive difference in their community. Students are given many leadership roles within the building including: school store managers, the morning announcement team, cultural arts helpers, and the ‘Green Squad’ recycling team. A teacher-student mentor program was created to support and encourage students with academic, behavioral, and or social challenges that allow staff to connect on a highly personal level with these students. The school’s PBIS and Core Essentials Character Education Program help to shape appropriate behavior and recognize students who display respect, responsibility, organization, positive attitude, safe behavior and other characteristics that play an integral part in learning and success outside of the classroom. Students actively participate in daily morning meetings where teachers have the opportunity to further develop their classroom community by involving every student.

As a result of these efforts, Lake Shore’s positive climate is evident not only in its classrooms but throughout the building. The staff is a cohesive and accepting group that embraces challenges and provides each other with praise and support both personally and professionally. Their devotion to students, admiration for one another, and respect for the families that they serve is communicated through their daily interactions with all. Lake Shore is a true learning community where all are valued and accepted.

2. Engaging Families and Community

Family engagement and communication are essential elements in Lake Shore’s success. Fostering the relationship between home and school, benefits all members of the learning community. Teachers work to share information and progress regularly with families. Weekly work folders, Unit newsletters, daily agendas, and weekly emails that feature skills of the week help to keep teachers and families well informed. ConnectEd (a telecommunications system) is used to inform and remind families of upcoming school activities. Parent Connect (an online grade book) provides parents with up to date information related to a student’s current grades and assignments. Along with these channels of communication, Lake Shore also offers many different events throughout the year to encourage the home/school relationship. Our annual “Peek at Your Seat” and “Back to School” nights allow students and families to become acquainted with teachers, ask questions, and share goals and expectations. American Education Week is celebrated with an Open House. Family Reading Night provides an avenue for teachers to share their favorite books, facilitate family reading, and entertain their students by performing in a Reader’s Theater group. Additional events like these bring families and staff together to focus on their common goal of student learning.

Our Parent-Teacher Association and volunteer program also cultivate longstanding relationships with families. Volunteers are in the building everyday assisting teachers, supplementing instruction with students, and preparing materials. Outside of the classroom, the PTA and its volunteers organize and lead family events and fundraising initiatives such as May Day, Sundaes with Santa, and the Sock Hop. Volunteers also assist with after school activities such as Running Club, Bricks For Kids, Green Squad and

Dance Troupe.

Community engagement is further demonstrated by the vast array of relationships the school has with local businesses, charities, civic organizations, and other educational institutions. Former students return as college interns to assist our students. Local restaurants such as Ledo's and Chik-Fil-A, sponsor fundraisers to assist in expanding school wide initiatives. Lake Shore supports local charities annually by collecting and donating food and clothing for families in need. In collaboration with the Pasadena Business Association, the Sharing Foundation, the VFW, and other organizations, Lake Shore also provides holiday food and gifts to families requiring assistance. These partnerships, with families and community organizations, reveal Lake Shore's determination in assisting our students in developing their academic skills and social awareness to become positive and successful members of their community.

3. Professional Development

Professional development at Lake Shore is a way for teachers to continue to develop their skills to teach more effectively; leading to high academic achievement for our students. Teachers participate in graduate level classes, workshops, in house staff development, professional conferences, webinars, book talks and National Board Certification programs. Staff development is tailored to address the specific needs of our learning community.

Lake Shore embraces the collaborative planning model. To implement this method, teachers collaborate weekly with teammates to plan and analyze assessment data and reflect on their teaching practices. Staff participates in vertical team planning which incorporates intergrade and arts integration planning which is incorporated throughout the curriculum. Vertical planning assists students in bridging their skills between grade levels to ensure a smooth transition. In order to further develop differentiated instruction, teachers regularly participate in a variety of staff development workshops including: Arts Integration, Fountas and Pinnell, ALPs, Jacob's Ladder, William and Mary reading, Socratic Seminar, Mentoring Mathematical Minds, Number Talks, Hands on Equations, Wilson Reading, Voyager, Early Reading Intervention, FASTT Math, and Growth Mindset. Lead teachers act as resources for implementing new ideas and provide additional staff development opportunities in pertinent areas. Teachers' course work and teaching accomplishments are recognized by the principal regularly in the "Time to Paws" newsletter, and proudly displayed on banners outside of their classrooms to help show the students that learning continues throughout a lifetime.

Our recent staff development focus has incorporated assessing and analyzing data to drive instructional practices as well as continuing to increase our skills in Arts Integration. As a result of data analysis and in an effort to continue to prepare students for college and career readiness while providing strong foundations in reading and math, Lake Shore adopted two new programs; the Fountas and Pinnell Reading Assessment and Number Talks. The Reading Specialist, Lead Teachers, and Math office personnel provided training for staff to effectively assess student learning in pertinent areas, and then use the data to create groupings for differentiated instruction to target the specific needs of their students. By using these programs, students were encouraged to increase their reading proficiency, explain their mathematical thinking, and demonstrate their ability to construct viable arguments to support their reasoning. Arts Integration instruction, provided by artists in residence and resource staff, helps teachers continue to incorporate elements of the arts into daily lessons to reach all learners.

4. School Leadership

The Leadership team consists of the principal, reading specialist, math, primary, intermediate, and special education lead teachers, as well as, a cultural arts representative, and the guidance counselor. During weekly meetings, the team analyzes data compiled from the Performance Matters application which includes data from a variety of sources across the curriculum. Data, as well as observations gleaned from informal walkthroughs completed by the team, guides this group of educational leaders in making instructional decisions, programming suggestions, and identifying professional strengths and needs

throughout the building. This allows the team to provide colleagues with immediate feedback regarding effective instructional practices.

Lake Shore's philosophy focuses on increasing student achievement while fostering positive character traits and perseverance that prepares students for college and career readiness. Lake Shore challenges students with high expectations and rigor across the academic arena. Driven by the school improvement plan along with the principal and the Leadership team, all teachers work toward increasing student achievement. Since all teachers helped to develop the school improvement plan and collaborate regularly, the staff is uniformly invested in promoting student achievement by designing learning that is challenging, meaningful, and creative across the curriculum. Weekly leadership, staff, and team meetings allow collaboration with colleagues, school instructional leaders and the principal, to analyze data and discuss instructional practices as well as possible interventions and applications related specifically to school data.

The principal is a strong advocate of increasing professional knowledge; and staff achievement is regularly celebrated to encourage continued growth. She guides lead teachers through various roles in an effort to further their development as educational leaders. This is accomplished through mentoring staff, increasing exposure to and participation in leadership opportunities such as acting as SLO evaluators, serving as 'teacher in charge', and attending the yearly AACPS leadership conference. The principal fosters leadership in all teachers as is evidenced by several opportunities throughout the year when staff are asked to showcase their specific expertise by providing staff development to demonstrate new strategies and techniques. Staff, who have attended outside professional development and conferences related to current research and techniques, are encouraged to share what they have learned with colleagues to ensure that fellow educators also remain current in their practice.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MSA</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficiency Level 2 and above	98	96	93	94	96
Proficiency Level 3	35	45	47	34	37
Number of students tested	49	53	59	53	52
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency Level 2 and above	94	95	85	83	100
Proficiency Level 3	56	36	31	25	0
Number of students tested	18	22	13	12	7
2. Students receiving Special Education					
Proficiency Level 2 and above	100	33	100	100	100
Proficiency Level 3	0	33	33	25	14
Number of students tested	4	3	9	8	7
3. English Language Learner Students					
Proficiency Level 2 and above	100	100	100	0	100
Proficiency Level 3	0	100	100	0	0
Number of students tested	1	1	1	0	1
4. Hispanic or Latino Students					
Proficiency Level 2 and above	100	100	100	100	100
Proficiency Level 3	33	0	100	100	0
Number of students tested	3	2	1	2	1
5. African- American Students					
Proficiency Level 2 and above	0	100	0	0	100
Proficiency Level 3	0	33	0	0	0
Number of students tested	0	3	0	0	1
6. Asian Students					
Proficiency Level 2 and above	100	0	0	0	0
Proficiency Level 3	0	0	0	0	0
Number of students tested	1	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficiency Level 2 and above	0	0	100	0	0
Proficiency Level 3	0	0	100	0	0
Number of students tested	0	0	1	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficiency Level 2 and above	0	0	0	0	0
Proficiency Level 3	0	0	0	0	100
Number of students tested	0	0	0	0	1
9. White Students					
Proficiency Level 2 and above	98	95	93	96	96
Proficiency Level 3	36	48	47	33	39
Number of students tested	45	44	55	49	49
10. Two or More Races identified Students					
Proficiency Level 2 and above	0	100	100	50	0
Proficiency Level 3	0	50	0	0	0
Number of students tested	0	4	2	2	0
11. Other 1: Other 1					
Proficiency Level 2 and above	0	0	0	0	0
Proficiency Level 3	0	0	0	0	0
Number of students tested	0	0	0	0	0
12. Other 2: Other 2					
Proficiency Level 2 and above	0	0	0	0	0
Proficiency Level 3	0	0	0	0	0
Number of students tested	0	0	0	0	0
13. Other 3: Other 3					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

NOTES: Lake Shore utilized the comprehensive data chart with weighted averages for analysis.

All subgroup data was included in order to highlight successes of all students.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MSA</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficiency Level 2 and above	94	97	95	95	94
Proficiency Level 3	25	52	55	62	58
Number of students tested	51	58	63	58	52
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency Level 2 and above	83	93	91	73	81
Proficiency Level 3	11	36	32	18	38
Number of students tested	18	14	22	11	16
2. Students receiving Special Education					
Proficiency Level 2 and above	33	78	100	100	75
Proficiency Level 3	0	33	44	29	25
Number of students tested	3	9	9	7	8
3. English Language Learner Students					
Proficiency Level 2 and above	100	0	0	0	0
Proficiency Level 3	0	0	0	0	0
Number of students tested	1	0	0	0	0
4. Hispanic or Latino Students					
Proficiency Level 2 and above	100	100	100	100	100
Proficiency Level 3	0	0	100	100	50
Number of students tested	2	1	2	1	2
5. African- American Students					
Proficiency Level 2 and above	100	0	100	0	100
Proficiency Level 3	0	0	67	0	0
Number of students tested	2	0	3	0	3
6. Asian Students					
Proficiency Level 2 and above	0	0	0	100	0
Proficiency Level 3	0	0	0	0	0
Number of students tested	0	0	0	1	0
7. American Indian or Alaska Native Students					
Proficiency Level 2 and above	0	100	0	0	100
Proficiency Level 3	0	100	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	1	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
Proficiency Level 2 and above	0	0	0	0	50
Proficiency Level 3	0	0	0	0	50
Number of students tested	0	0	0	0	2
9. White Students					
Proficiency Level 2 and above	95	96	96	95	95
Proficiency Level 3	28	55	56	62	63
Number of students tested	43	53	55	55	59
10. Two or More Races identified Students					
Proficiency Level 2 and above	75	100	67	100	0
Proficiency Level 3	25	0	0	100	0
Number of students tested	4	3	3	1	0
11. Other 1: Other 1					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

NOTES: Lake Shore utilized the comprehensive data chart with weighted averages for analysis.

All subgroup data was included in order to highlight successes of all students.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MSA</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficiency Level 2 and above	88	87	91	89	96
Proficiency Level 3	27	26	32	23	35
Number of students tested	60	53	65	74	51
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency Level 2 and above	75	86	75	81	81
Proficiency Level 3	13	14	6	5	38
Number of students tested	16	21	16	21	8
2. Students receiving Special Education					
Proficiency Level 2 and above	64	67	57	71	100
Proficiency Level 3	9	0	29	29	13
Number of students tested	11	6	7	7	8
3. English Language Learner Students					
Proficiency Level 2 and above	0	0	0	0	0
Proficiency Level 3	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Proficiency Level 2 and above	100	100	100	100	100
Proficiency Level 3	0	50	0	33	67
Number of students tested	1	2	1	3	3
5. African- American Students					
Proficiency Level 2 and above	0	100	0	67	100
Proficiency Level 3	0	0	0	0	0
Number of students tested	0	3	0	3	1
6. Asian Students					
Proficiency Level 2 and above	0	0	100	50	100
Proficiency Level 3	0	0	0	50	0
Number of students tested	0	0	1	2	1
7. American Indian or Alaska Native Students					
Proficiency Level 2 and above	100	0	0	100	0
Proficiency Level 3	100	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
Proficiency Level 2 and above	0	0	0	0	0
Proficiency Level 3	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Proficiency Level 2 and above	91	87	90	91	96
Proficiency Level 3	27	30	34	23	35
Number of students tested	55	44	61	65	46
10. Two or More Races identified Students					
Proficiency Level 2 and above	33	50	100	0	0
Proficiency Level 3	0	0	0	0	0
Number of students tested	3	4	2	0	0
11. Other 1: Other 1					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

NOTES: Lake Shore utilized the comprehensive data chart with weighted averages for analysis.

All subgroup data was included in order to highlight successes of all students.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MSA</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficiency Level 2 and above	100	94	93	91	88
Proficiency Level 3	33	28	25	15	21
Number of students tested	24	53	59	53	52
Percent of total students tested	50	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency Level 2 and above	100	95	85	67	86
Proficiency Level 3	11	23	0	0	0
Number of students tested	9	22	13	12	7
2. Students receiving Special Education					
Proficiency Level 2 and above	100	67	100	100	71
Proficiency Level 3	33	0	11	13	0
Number of students tested	3	3	9	8	7
3. English Language Learner Students					
Proficiency Level 2 and above	0	0	100	0	100
Proficiency Level 3	0	0	100	0	0
Number of students tested	0	0	1	0	1
4. Hispanic or Latino Students					
Proficiency Level 2 and above	100	100	100	100	100
Proficiency Level 3	100	100	100	50	100
Number of students tested	1	2	1	2	1
5. African- American Students					
Proficiency Level 2 and above	0	100	0	0	100
Proficiency Level 3	0	0	0	0	0
Number of students tested	0	3	0	0	1
6. Asian Students					
Proficiency Level 2 and above	0	0	0	0	100
Proficiency Level 3	0	0	0	0	0
Number of students tested	0	0	0	0	1
7. American Indian or Alaska Native Students					
Proficiency Level 2 and above	0	0	100	0	0
Proficiency Level 3	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	1	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficiency Level 2 and above	0	0	0	0	100
Proficiency Level 3	0	0	0	0	0
Number of students tested	0	0	0	0	1
9. White Students					
Proficiency Level 2 and above	100	93	93	94	88
Proficiency Level 3	30	27	25	14	20
Number of students tested	23	44	55	49	49
10. Two or More Races identified Students					
Proficiency Level 2 and above	0	100	100	0	0
Proficiency Level 3	0	25	0	0	0
Number of students tested	0	4	2	2	0
11. Other 1: Other 1					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

NOTES: Lake Shore utilized the comprehensive data chart with weighted averages for analysis.

All subgroup data was included in order to highlight successes of all students.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MSA</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficiency Level 2 and above	98	98	90	98	94
Proficiency Level 3	20	28	37	24	15
Number of students tested	51	58	63	58	
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency Level 2 and above	94	100	77	100	88
Proficiency Level 3	17	29	32	9	13
Number of students tested	18	14	22	11	11
2. Students receiving Special Education					
Proficiency Level 2 and above	67	100	100	100	100
Proficiency Level 3	0	11	11	0	13
Number of students tested	3	9	9	7	7
3. English Language Learner Students					
Proficiency Level 2 and above	100	0	0	0	0
Proficiency Level 3	0	0	0	0	0
Number of students tested	1	0	0	0	0
4. Hispanic or Latino Students					
Proficiency Level 2 and above	100	100	100	100	100
Proficiency Level 3	0	0	50	100	50
Number of students tested	2	1	2	1	2
5. African- American Students					
Proficiency Level 2 and above	100	0	67	0	100
Proficiency Level 3	50	0	33	0	0
Number of students tested	2	0	3	0	1
6. Asian Students					
Proficiency Level 2 and above	0	0	0	100	50
Proficiency Level 3	0	0	0	0	0
Number of students tested	0	0	0	1	1
7. American Indian or Alaska Native Students					
Proficiency Level 2 and above	0	100	0	0	100
Proficiency Level 3	0	100	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	1	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
Proficiency Level 2 and above	0	0	0	0	0
Proficiency Level 3	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Proficiency Level 2 and above	98	98	95	98	95
Proficiency Level 3	19	28	38	24	15
Number of students tested	43	53	55	55	55
10. Two or More Races identified Students					
Proficiency Level 2 and above	100	100	33	100	0
Proficiency Level 3	25	0	0	0	0
Number of students tested	4	3	3	1	0
11. Other 1: Other 1					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

NOTES: Lake Shore utilized the comprehensive data chart with weighted averages for analysis.

All subgroup data was included in order to highlight successes of all students.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MSA</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficiency Level 2 and above	93	89	97	96	96
Proficiency Level 3	63	62	60	55	73
Number of students tested	60	53	65	74	51
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency Level 2 and above	81	86	100	90	100
Proficiency Level 3	50	48	44	29	63
Number of students tested	16	21	16	21	8
2. Students receiving Special Education					
Proficiency Level 2 and above	73	50	86	86	88
Proficiency Level 3	55	17	43	57	38
Number of students tested	11	8	7	7	8
3. English Language Learner Students					
Proficiency Level 2 and above	0	0	0	0	0
Proficiency Level 3	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Proficiency Level 2 and above	100	100	100	100	67
Proficiency Level 3	0	100	100	33	67
Number of students tested	1	2	1	3	3
5. African- American Students					
Proficiency Level 2 and above	0	67	0	100	100
Proficiency Level 3	0	67	0	67	0
Number of students tested	0	3	0	3	1
6. Asian Students					
Proficiency Level 2 and above	0	0	100	100	0
Proficiency Level 3	0	0	0	0	0
Number of students tested	0	0	1	2	0
7. American Indian or Alaska Native Students					
Proficiency Level 2 and above	100	0	0	100	0
Proficiency Level 3	100	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
Proficiency Level 2 and above	0	0	0	0	0
Proficiency Level 3	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Proficiency Level 2 and above	95	91	97	95	100
Proficiency Level 3	64	66	59	58	76
Number of students tested	55	44	61	65	46
10. Two or More Races identified Students					
Proficiency Level 2 and above	67	75	100	0	0
Proficiency Level 3	67	0	100	0	0
Number of students tested	3	4	2	0	0
11. Other 1: Other 1					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 2 and above					
Proficiency Level 3					
Number of students tested					

NOTES: Lake Shore utilized the comprehensive data chart with weighted averages for analysis.

All subgroup data was included in order to highlight successes of all students.