

# Lakeland Elementary/Middle

School No. 12

## School Profile - Fall 2017

### Welcome

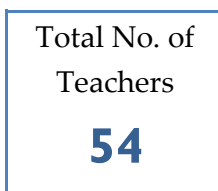
School profiles present a summary of up to three years of public schoolwide data on each school in the district. They include information on principal and teacher tenure, official enrollment, student demographics, attendance, suspensions, and the school survey. This profile also reports results from the Kindergarten Readiness Assessment (KRA) and Partnership for Assessment of Readiness for College and Careers (PARCC) assessments for Grades 3 through 8. For more information, visit [baltimorecityschools.org](http://baltimorecityschools.org)

### School Information

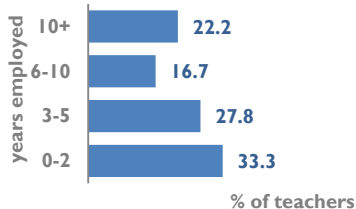
<b>Phone</b>	410-396-1406	<b>Management Type</b>	Traditional
<b>Address</b>	2921 Stranden Road Baltimore, MD 21230	<b>Grades Served</b>	PK - 8
<b>Principal</b>	Jammal, Najib M	<b>Tenure with City Schools</b>	15 years

### Teachers

Official figures are based on full-time teachers as of 10/15/2017.



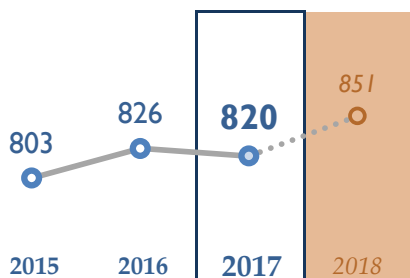
Percentage of Teachers by Tenure in City Schools



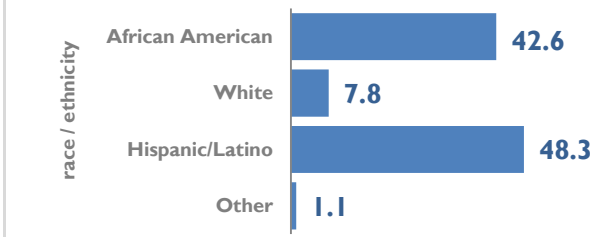
### Enrollment

Student enrollment is determined on September 30 of the school year specified. [Total enrollment for SY 2017-2018 is included](#); demographic and subgroup data is for SY 2016-17.

#### Total Student Enrollment

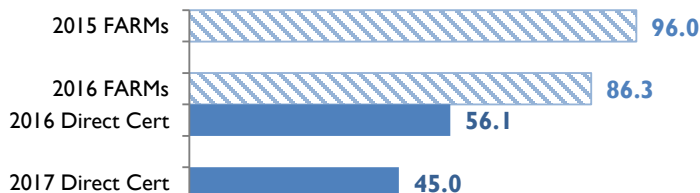


#### 2017 Percentage of Enrollment by Demographic

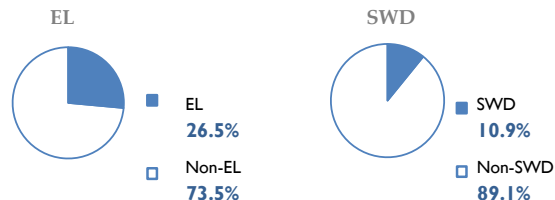


Prior to 2015-16, determination of low-income status was based on eligibility for free or reduced-price meals (FARMs). In 2015-16, under the federal Community Eligibility Provision for districts in low-income areas, City Schools began providing free meals to all students without need to collect FARMs applications. In that transition year, reporting about low-income students included FARMs applications plus direct certification of homeless or foster care status, participation in programs for low-income families (e.g., SNAP, TANF), or Medicaid eligibility. For 2016-17, direct certification (as of June 30 or September 30, 2016) is the only methodology used. While the percentage of low-income students generally remains unchanged, this change in methodology has resulted in a reported low-income percentage approximately 20 points lower than would be reported using FARMs forms, with variation at individual schools.

#### 2015 - 2017 Percentage of Enrollment in Low Income Subgroup



#### 2017 Percentage of Enrollment by Subgroup

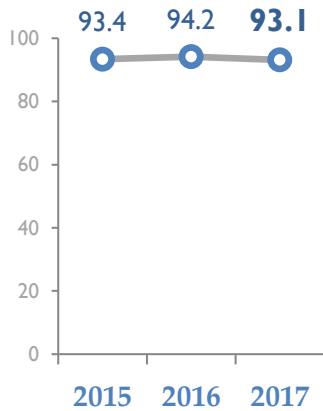


Key: FARMs = free and reduced-price meals; Direct Cert = direct certification; ELL = English language learner – i.e., students whose primary or home language is not English and have been assessed as having limited English proficiency; SWD = students with disabilities – i.e., those who have current Individualized Education Programs. An asterisk (\*) indicates less than 1% – data not reported.

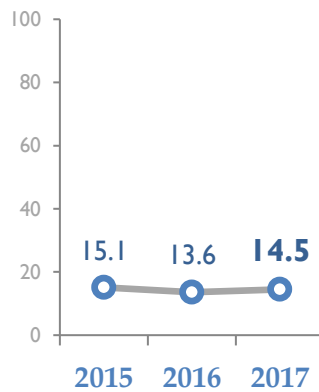
## Attendance

Attendance rates are calculated by dividing the total number of days attended by the total number of days enrolled during the school year. Chronic absence rate is the percent of students who were absent more than 20 days, among students who were enrolled for at least 90 days during the school year. Data are for the school year ending in the calendar year indicated (i.e., "2017" indicates the 2016-17 school year).

**Attendance Rate (%)**



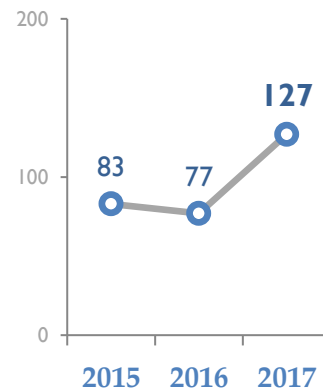
**Chronic Absence Rate (%)**



## Suspensions

The number of suspensions in a school year includes all suspension incidents and expulsions.

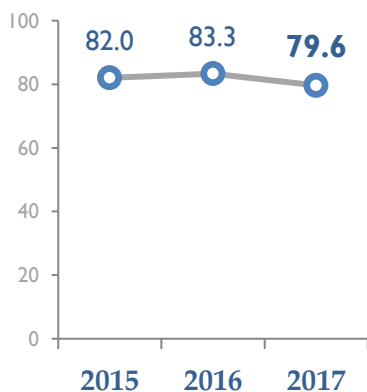
**Count of Suspension Incidents**



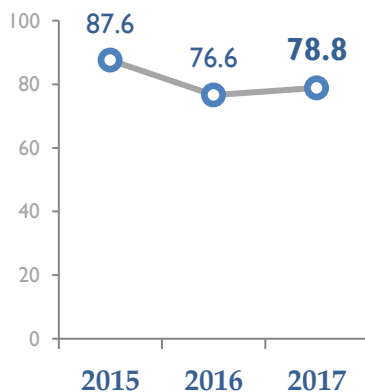
## School Survey

The annual school survey is given to students in grades 3 to 12, all school-based staff, and parents of students in pre-K to grade 12. Three separate indices were calculated that represent a combination of student, staff, and parent reports. They reflect key measures of school climate as defined by the National School Climate Center. Data are not reported when any of the three groups had 5 or fewer respondents, or if the response rates for students or staff were less than 30 percent. The Physical Security Index measures the extent to which students and staff feel safe in a school building, parents feel that their child is safe, and students fighting and bringing weapons to school is NOT a problem. The Respectful Relationships Index measures the extent to which students and staff report that there are respectful relationships among students and between students and staff at their school. The School Connectedness Index measures the extent to which students and staff feel they belong at the school, that parents feel welcome, that staff and parents work closely to meet students' needs, and that the administration is responsive to parent and staff concerns. Data are for the school year ending in the calendar year indicated (i.e., "2017" indicates the 2016-17 school year). For detailed information, visit the City Schools website.

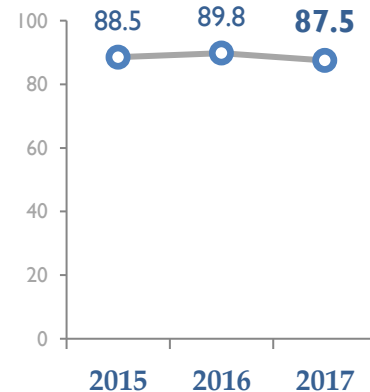
**Physical Security Index**



**Respectful Relationships Index**



**School Connectedness Index**



## 2017 Kindergarten Readiness Assessment (KRA) Results

Maryland's Kindergarten Readiness Assessment (KRA) is administered to incoming kindergarteners each fall. The KRA uses age-appropriate performance tasks and observations to measure specific skills and determine what each entering kindergartener knows and is able to do in four specific domains: Language & Literacy, Mathematics, Physical Well-Being & Motor Development, and Social Foundations. These domains have the greatest impact on overall kindergarten readiness. Students receive a scaled score in each of the domains, as well as a composite score aggregating the four domains. Students receive one of three readiness measures: Demonstrating Readiness, Approaching Readiness, and Emerging Readiness. Data are for the school year ending in the calendar year indicated (i.e., "2017" indicates the 2016-17 school year). For more information visit <http://www.readyatfive.org>.

School Readiness	Student Counts by Category (N)			Total	KRA - Percentage per Category			
	Emerging Readiness	Approaching Readiness	Demonstrating Readiness		Emerging Readiness	Approaching Readiness	Demonstrating Readiness	
Composite	24	28	29	81	29.6	34.6	35.8	
Domain	Not Yet Demonstrating Readiness	Demonstrating Readiness			Not Yet Demonstrating Readiness	Demonstrating Readiness		
Language and Literacy	60	23	83		72.3	27.7		
Math	70	12	82		85.4	14.6		
Physical Development	35	51	86		40.7	59.3		
Social Foundations	39	48	87		44.8	55.2		

"Student Counts by Category (N)" is the number of students in each category of the KRA.  
"KRA Percentage by Category" is the percentage of students in each category of the KRA.

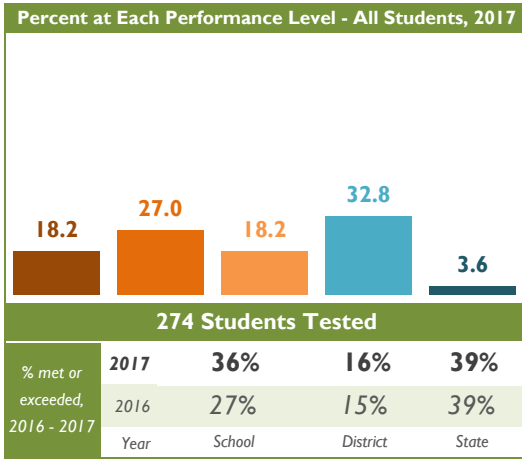
District Readiness	Emerging Readiness %	Approaching Readiness %	Demonstrating Readiness %	
Composite	22.5	39.4	38.0	
District Readiness	Not Yet Demonstrating Readiness %	Demonstrating Readiness %		
Language and Literacy		63.9	36.1	
Math		71.8	28.2	
Physical Development		46.4	53.6	
Social Foundations		47.9	52.1	

District Readiness	Emerging Readiness %	Approaching Readiness %	Demonstrating Readiness %	
Composite	19.0	38.0	43.0	
State Readiness	Not Yet Demonstrating Readiness %	Demonstrating Readiness %		
Language and Literacy		60.0	40.0	
Math		62.0	38.0	
Physical Development		45.0	55.0	
Social Foundations		47.0	53.0	

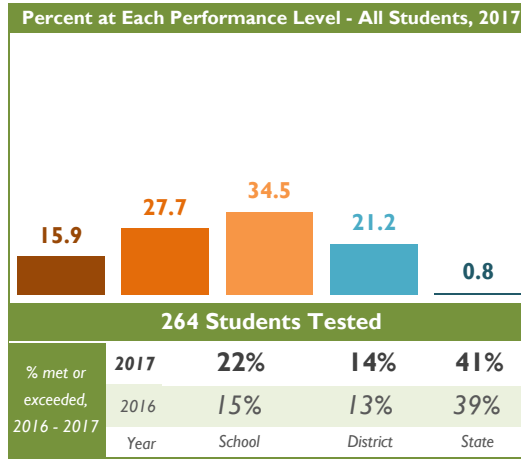
## PARCC Results - Grades 3-5

The PARCC (Partnership for Assessment of Readiness for College and Careers) assessment, aligned to Maryland's College and Career-Ready Standards, is administered in both Math and ELA in Grades 3-8 and for students in Algebra I, Algebra II, and English 10. Results are color coded and categorized by the percentage of students achieving each performance level. "% met or exceeded" indicates the total percentage of students achieving performance levels 4 or 5 on the PARCC exam (those performance levels, respectively, signify that students have met or exceeded expectations for grade level learning). A value of "\*" indicates that the data is suppressed due to the number of students tested. The percentages of students in each performance level may not add up to 100 due to rounding; the percentages of students in levels 4 and 5 may not add up to the total "% met or exceeded" due to rounding.

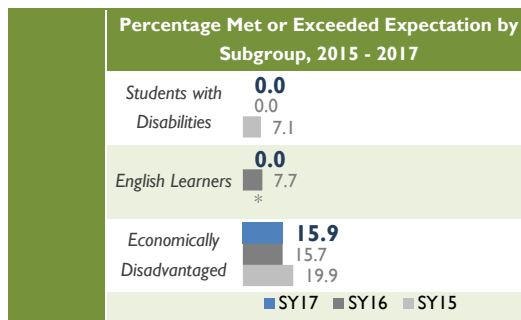
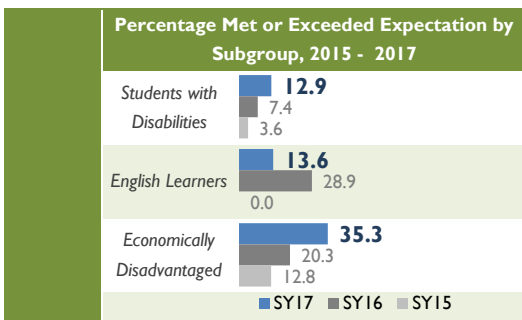
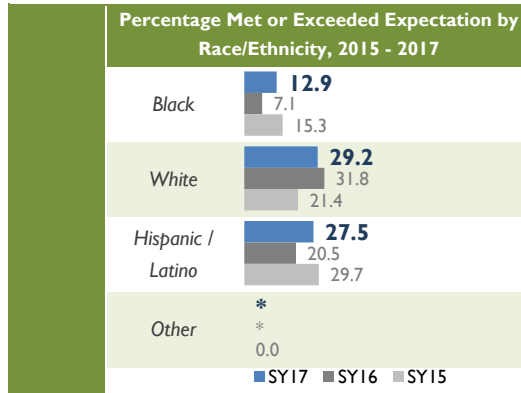
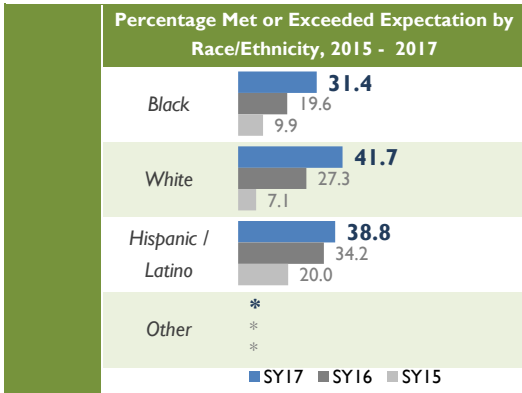
### MATHEMATICS



### ENGLISH LANGUAGE ARTS



1 - Have Not Met Expectations    2 - Partially Met Expectations    3 - Approached Expectations    4 - Met Expectations    5 - Exceeded Expectations

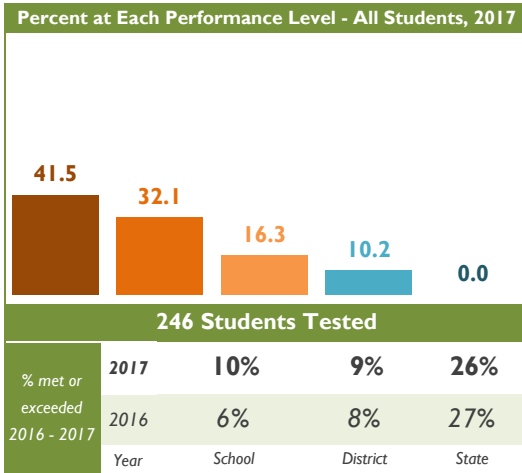


\*Denotes subgroup with fewer than 10 students who took the test. Economically disadvantaged (ED) indicates students who have been identified as enrolled in a direct certification program starting in SY 2016-17 and ED is the new terminology used to refer to students historically identified as low-income or FARMs students under the Every Student Succeeds Act (ESSA). For SY 2015-16, ED performance includes students listed as receiving Free or Reduced Meals (FARMs) on the September 30th enrollment file for SY 2015-16 based on their eligibility in SY 2014-15. "n/a" indicates the test is not given at this school.

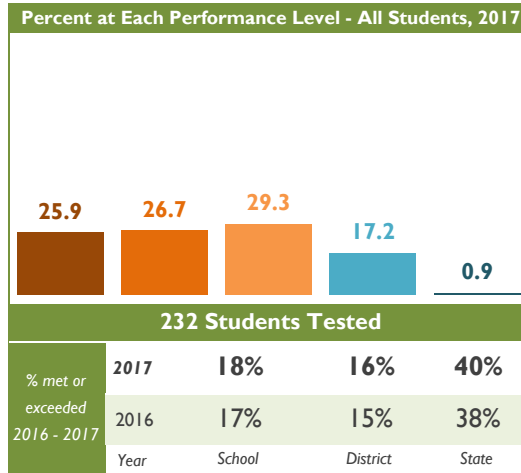
## PARCC Results - Grades 6-8

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### MATHEMATICS

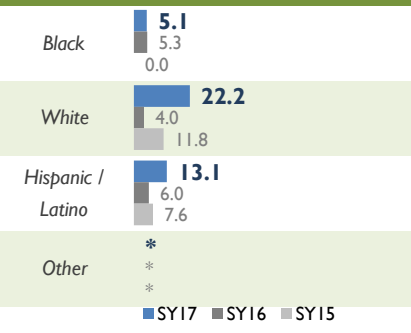


### ENGLISH LANGUAGE ARTS

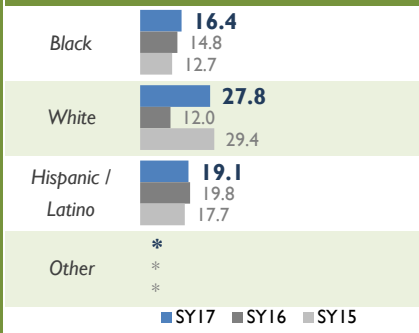


1 - Have Not Met Expectations    2 - Partially Met Expectations    3 - Approached Expectations    4 - Met Expectations    5 - Exceeded Expectations

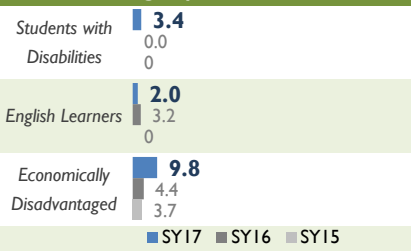
#### Percentage Met or Exceeded Expectation by Race/Ethnicity, 2015 - 2017



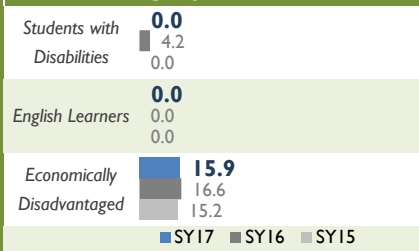
#### Percentage Met or Exceeded Expectation by Race/Ethnicity, 2015 - 2017



#### Percentage Met or Exceeded Expectation by Subgroup, 2015 - 2017



#### Percentage Met or Exceeded Expectation by Subgroup, 2015 - 2017



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