Lakeland High School
2018-19 Annual Report

January 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Lakeland High School. The AER addresses the complex reporting information required by federal and state laws. The school’s report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Dr. Brigitte Knudson, Assistant Principal, for assistance.

The AER is available for you to review electronically by visiting the following website [http://bit.ly/2tM6rMB](http://bit.ly/2tM6rMB), or you may review a copy in the main office at Lakeland.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Lakeland High School has not been given one of these labels.

Lakeland High School utilizes student performance data to make instructional decisions. The most recent data show our students’ proficiency levels are consistently higher than students across the state in the tested areas of English Language Arts, Mathematics, and Social Studies (the Science assessment is still in development at the state level). The following table shows Lakeland students’ proficiency levels over the past two years as compared to the performance of their peers statewide:

<table>
<thead>
<tr>
<th>Tested Subject</th>
<th>17-18 Statewide</th>
<th>17-18 Lakeland</th>
<th>18-19 Statewide</th>
<th>18-19 Lakeland</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>49.9%</td>
<td>68.9%</td>
<td>49.7%</td>
<td>71.8%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>39.1%</td>
<td>43.2%</td>
<td>39.9%</td>
<td>50.5%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>33.7%</td>
<td>49.4%</td>
<td>31.2%</td>
<td>58.0%</td>
</tr>
</tbody>
</table>

As shown in the above table, our students not only outperform their peers statewide, but are also increasing their proficiency in these key areas from year to year. We continue to focus our attention on Evidence Based Reading and Writing as well as problem solving as it relates to mathematics and science. To this end, all of our teachers are working in grade-level, content-
based professional learning groups focused on using student data to identify and address areas of struggle. Teachers are also being trained in standards-based inquiry learning that focuses on real-world scenarios and problem solving so students are equipped with the skills they need to succeed.

Although the overall student population has demonstrated consistent improvement over the past two testing cycles, it is our mission to ensure that all of our students have the opportunity to excel. In this respect, key challenges exist with our Economically Disadvantaged students and Students With Disabilities, both of whom struggle with achieving proficiency on state assessments. The table below compares the 2018-19 proficiency levels of all students with these two subgroups:

<table>
<thead>
<tr>
<th>Tested Subject</th>
<th>All Students</th>
<th>Econ. Disadvantaged</th>
<th>Students W/Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>71.8%</td>
<td>50.7%</td>
<td>19.4%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>50.5%</td>
<td>22.7%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>58.0%</td>
<td>40.5%</td>
<td>23.3%</td>
</tr>
</tbody>
</table>

To address this gap, we have embedded a host of interventions in our School Improvement Plan. Teachers are engaging in professional learning opportunities that emphasize best practices in teaching and learning, as well as training in data analysis and formative assessments as the basis for making informed and timely instructional decisions. Further, Lakeland utilizes a Response to Intervention (RtI) model to identify students who struggle and would benefit from additional intervention and support, including co-taught courses in the core content areas and foundational courses in literacy and mathematics. There is also a Chrome-book program that allows students to check out computers to assist them with their projects and assignments at home when they would otherwise be unable to have technological access.

State law requires that we also report the following additional information:

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**
   - Students are assigned to Lakeland via the geographical location of their residence within the district. In addition, Lakeland also accepts School of Choice students from surrounding areas through an application process.

2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**
   - In February 2019, Lakeland completed a positive and highly productive external review (QAR). As a result, the school is in its first year of a five-year cycle of school improvement planning that includes analysis of both quantitative and qualitative data. As part of the continuous school improvement process, perception data from key stakeholders (students, parents, and staff) provides comprehensive insight into both our successes and challenges. Similarly, the school conducts annual reviews of its intervention programs to ensure they are having a positive impact on student achievement.

3. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**
   - Not applicable to Lakeland High School.

4. **IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL**
   - The Department of Teaching, Learning, and Technology oversees the curriculum for the Huron Valley School District, including Lakeland High School. Curriculum is housed in Atlas Rubicon, an online repository.
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
   - The mean SAT score for students in 2017-18 was 1018.8
   - The mean SAT score for students in 2018-19 was 1018.7

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
   - 2017-18 1417 students 36% of parents participated
   - 2018-19 1398 students 33% of parents participated

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:
   - THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
     - 2017-18 19 students 1%
     - 2018-19 14 students 1%
   - THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
     - 14
   - THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
     - 2017-18 747 students 54%
     - 2018-19 764 students 57%
   - THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT
     - 2017-18 406 students 63%
     - 2018-19 447 students 63%

True to our school-developed mission to CONNECT ... EMPOWER ... ACHIEVE, the vision of Lakeland High School is to develop students who are productive members of society by creating an individualized learning experience that values high-level engagement, critical thinking, and collaboration. The 2018-19 school year brought us many successes. School spirit, student/staff engagement, and parent involvement were all outstanding. Together, our staff, students, and parents inspire and build futures one student at a time. Overcoming challenges and moving forward, we will maintain a focus on student achievement and improving the Huron Valley vision of being a Triple A school district in Academics, the Arts, and Athletics.

Sincerely,

Paul Gmelin, Ed.S.
Principal
Lakeland High School