

LAKEVIEW MIDDLE SCHOOL

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2015-2016 educational progress for Lakeview Middle 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 Timothy Erspamer for assistance.

The AER is available for you to review electronically by visiting the following web site www.lakeviewschools.net or you may review a copy in the principal's office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school HAS NOT BEEN GIVEN ONE OF THESE LABELS.

Based on data in the 15-16 AER report, the key challenges for Lakeview Middle School include addressing the fact that there is a 10% or more discrepancy in the following areas:

ELA:

In all grades there was a 10% or more discrepancy between Males and Females with the females scoring higher in each grade.

In all Grades the students without Disabilities scored 10% or higher than Students with disabilities.

In grades 4th and 7th the Non Economically Disadvantaged students scored 10% or higher than then Economically Disadvantaged students.

Math:

In grades 4th and 7th the students with disabilities scored more than 10% lower than the Students without disabilities.

In grade 4 the Economically Disadvantaged students scored more than 10% lower.
In grade 6 the Males scored 10% or higher than the females.

The key initiatives to address these needs this year are to continue implementation of a Multi-tiered system of support at all grade levels, continue the implementation of your Evidence Based Literacy Instruction (EBLI) program. Using the Multi-tiered system of supports, all grade levels are able to address the gaps in gender, economically disadvantaged and students with disabilities. More specifically, the EBLI program is being used to address ELA for the tier two and three students using our At-Risk and special education teachers. The Think Through Math program is being used to address math for the tier two and three students using our At-Risk teachers.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Lakeview Community Schools District has one building that houses the middle level grades of 4th through 7th.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The Lakeview Middle School, School Improvement Plan and the Professional Development Plan are created in conjunction with each other to compliment the improvement of our school. A school excellence team is represented by all stakeholders of our school community and in the 2015-2016 school year we used the “AdvancED” website to update our school improvement plan via the template. For the 2016-2017 school year we have utilized the “ASSIST” website provided by the state to compose and update our school improvement plan.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Lakeview Middle School serves as a non-traditional middle school housing all students in grades 4th-7th, as our district does not offer specialized school opportunities.

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

Lakeview Middle School offers access to the core curriculum through the building principal via the school district’s website or through the website: <http://www.corestandards.org/the-standards>. The core curriculum is followed and implemented in all classrooms at Lakeview Middle School. There is no content variance from the state model; however school staff has clarified the core curriculum to ensure understanding amongst staff and stakeholders.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Local AYP Measure	% Students Tested	*Mean RIT Norm	Mean RIT all students	Mean RIT Whites	Mean RIT Students with Disabilities	Mean RIT Economically Disadvantaged	Mean RIT Limited English Proficient	Mean RIT Migrant	Mean RIT Males	Mean RIT Females
Grade 4 Reading 2015	85	205.9	197	197	186	195	<10	<10	196	198
Grade 4 Reading 2016	93	205.9	204	204	188	201	<10	<10	204	205
Grade 4 Math 2015	87	213.5	206	206	203	204	<10	<10	206	206
Grade 4 Math 2016	93	213.5	210	210	202	207	<10	<10	211	209
Grade 5 Reading 2015	86	211.8	203	204	192	200	<10	<10	202	204
Grade 5 Reading 2016	88	211.8	203	203	187	199	<10	<10	202	205
Grade 5 Math 2015	86	221.4	210	210	204	207	<10	<10	210	210
Grade 5 Math 2016	88	221.4	213	213	202	211	<10	<10	215	211
Grade 6 Reading 2015	89	215.8	211	211	210	200	<10	<10	210	213
Grade 6 Reading 2016	88	215.8	210	210	193	205	<10	<10	211	209
Grade 6 Math 2015	89	225.30	217	216	218	206	<10	<10	216	217
Grade 6 Math 2016	85	225.30	214	214	210	206	<10	<10	214	214

Local AYP Measure	% Students Tested	*Mean RIT Norm	Mean RIT all students	Mean RIT Whites	Mean RIT Students with Disabilities	Mean RIT Economically Disadvantaged	Mean RIT Limited English Proficient	Mean RIT Migrant	Mean RIT Males	Mean RIT Females
Grade 7 Reading 2015	94	218	220	220	210	216	<10	<10	217	222
Grade 7 Reading 2016	91	218	218	217	206	214	<10	<10	214	221
Grade 7 Math 2015	94	228	226	226	219	221	<10	<10	227	225
Grade 7 Math 2016	90	228	223	223	209	221	<10	<10	221	224

*National Mean RIT scores NWEA MAP testing

Local scores are RIT Mean scores for the Spring NWEA MAP testing. There is a 10 RIT or more discrepancy in the following areas: Students with disabilities and the total population in 4th Grade Reading in both 2015 and 2016, Students with disabilities and the total population in 5th Grade Reading both in 2015 and 2016, Students with disabilities and the total population in 6th grade reading 2016 the gap increased considerably. In grade 7 Reading in 2015, there was a 10-point difference between the MEAN RIT score of all students and the MEAN RIT score of Students with Disabilities. In grade 7 Reading in 2016, there was a 12-point difference between the MEAN RIT score of all students and the MEAN RIT score of Students with Disabilities. There was a gap between students with disabilities and the total population in 5th Grade Math in 2016 and in grade 7 Math in 2016, there was a 14-point difference between the MEAN RIT score of all students and the MEAN RIT score of Students with Disabilities.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Lakeview Middle School strives to make one hundred percent contact with all families at least twice a school year during the scheduled parent-teacher conference times.

Percentages of our past three school years are as follows:

Year	Fall	Spring
2013-2014	68%	57%
2014-2015	217 Attended / 343 Students 63%	217 Attended / 344 Students 63%
2015-2016	251 Attended / 349 Students 72%	152 Attended / 343 Students 44%
2016-2017	250 Attended / 348 Students 72%	208 Attended / 346 Students 60%

In conclusion, the staff at Lakeview Middle School will continue to be committed to providing the most valuable experience possible for all of our students. The staff at Lakeview Middle School values all students and the relationships that have been fostered with our school families. Let us keep working together to help our students become successful young adults.

Sincerely,

Mr. Timothy G. Erspamer, Principal