

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 2016-2017 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 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. 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 16-17 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 grades 4th, 5th, and 7th, there was a 10% or more discrepancy between Males and Females with the females scoring higher in each grade.

In grades 5th, 6th, and 7th the students without Disabilities scored 10% or higher than Students with disabilities.

In grades 4th, 6th, and 7th the Non Economically Disadvantaged students scored 10% or higher than Economically Disadvantaged students.

Math:

In grades 4th and 7th, there was a 10% or more discrepancy between Males and Females with the females scoring higher in each grade.

There were no grades that the students with disabilities scored more than 10% lower than the Students without disabilities.

In grades 5th and 6th the Non Economically Disadvantaged students scored 10% or higher than Economically Disadvantaged students.

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. We became a Title I Targeted Assisted school in 2016-2017 and continue to support Tier 2 students with 2 fulltime interventionists.

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 2016-2017 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 2016	93	205.9	204	204	188	201	<10	<10	204	205
Grade 4 Reading 2017	79	205.9	201	199	<10	200.95	<10	<10	197	205
Grade 4 Math 2016	93	213.5	210	210	202	207	<10	<10	211	209
Grade 4 Math 2017	79	213.5	207	208	<10	208	<10	<10	207	208
Grade 5 Reading 2016	88	211.8	203	203	187	199	<10	<10	202	205
Grade 5 Reading 2017	91	211.8	208	208	190	204.5	<10	<10	207	210
Grade 5 Math 2016	88	221.4	213	213	202	211	<10	<10	215	211
Grade 5 Math 2017	91	221.4	218	218	201	212	<10	<10	217	219
Grade 6 Reading 2016	88	215.8	210	210	193	205	<10	<10	211	209
Grade 6 Reading 2017	83	215.8	210	210	192	205	<10	<10	211	209
Grade 6 Math 2016	85	225.30	214	214	210	206	<10	<10	214	214
Grade 6 Math 2017	82	225.3	217	218	206	213.5	<10	<10	219	215
Grade 7 Reading 2016	91	218	218	217	206	214	<10	<10	214	221

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 2017	80	218	214	214	<10	213	<10	<10	213	215
Grade 7 Math 2016	90	228	223	223	209	221	<10	<10	221	224
Grade 7 Math 2017	79	228	220	221	<10	215.5	<10	<10	221	219

*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 2016 but not in 2017, Students with disabilities and the total population in 5th Grade Reading both in 2016 and 2017, Students with disabilities and the total population in 6th grade reading 2016 and 2017. In grade 7 the 10% discrepancy existed between students with disabilities and the total population in 2016 however, fewer than 10 students with disabilities took the test in 2017 so we don't make a comparison.

There was a gap between students with disabilities and the total population in 5th Grade Math in 2016 and 2017. There was a gap between students with disabilities and the total population in 6th Grade Math in 2017 but not in 2016. There was a gap between students with disabilities and the total population in 7th Grade Math in 2016 but not in 2017.

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
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%
2017-2018	227 Attended / 348 Students 67%	213 Attended / 338 Students 63%

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