



May 31, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Lakeview 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 Assistant Superintendent of Curriculum and Instruction Jim Owen, [jowen@lakeviewspartans.org](mailto:jowen@lakeviewspartans.org), (269) 565-2413, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/m7cNQ7>, or you may review a copy in the main 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.**

To help our students who are specifically struggling in math and English, we have developed three levels of support in each of these two subjects. For our most struggling students, we have accelerated basic skills classes to try to get students closer to grade level in math and English. These are being taught by trained specialists with small class sizes. For those almost ready for grade-level work, we have a supplemental course to be taken along with a grade-level academic course. These will be taught by content experts and have small class sizes. And finally, those students who are ready for grade-level work with extra support; we have assigned them to team-taught courses.

We are also using Professional Learning Community (PLC) time to implement common formative and summative assessments that will help all of our teachers be more responsive to all of our students' needs. PLC teams set annual goals for their teams to ensure they are working in areas of high need for their team's development. Individual teachers set goals related to student success on important learning targets for their PLC'ed course. This helps our teachers ensure that all students are successful on identified learning targets.

State law requires that we also report additional information.

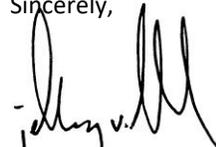
**TWO MOST RECENT YEARS ON THE FOLLOWING:**

1. Students enrolled in kindergarten through 4th grade attend one of four District elementary buildings. Elementary school assignment is based on a student's neighborhood of residence. Students enrolled in grades 5 through 8 attend Lakeview Middle School, and students enrolled in grades 9 through 12 attend Lakeview High School.
2. LHS uses the NCA AdvancEd accreditation process to frame our school improvement. We were reaccredited in 2013 and are in the fifth year of the 5-year cycle for school improvement. These goals help inform further data analysis, staff professional development and changes to instructional delivery. A copy of the current School Improvement Plan is available in the school office.

3. Lakeview High School students also have the option of applying to attend the [Battle Creek Area Mathematics and Science Center](#) and the [Calhoun Area Career Center](#).
4. The core curriculum represents learning objectives in place for all students. Lakeview School District continually assesses and reviews curriculum to ensure alignment with federal and state standards. Grade level and course content standards and benchmarks are available in the school office.
5. Aggregate student achievement data for assessments are included in the Annual Education Report. This data is used to monitor student growth and identify areas of improvement around instructional delivery.
6. Parent/teacher conferences are an important means of communicating between school and home regarding a student's academic progress. Conference attendance was: school year 2015-2016: fall 294 (22.4%), spring 277 (21.7%); school year 2016-17: fall 328 (12.4%), spring 286 (21.1%).
7. Fifty-three (3.9%) were dual enrolled at Lakeview High School and a college course in 2015-2016. Fifty-three (3.9%) were dual enrolled in 2016-2017.
8. Lakeview High School offered 19 Advanced Placement (AP) or college equivalent courses in 2015-2016 and 19 AP courses in 2016-2017.
9. Three hundred and forty one (25.2%) students were enrolled in at least one AP class in 2015-2016 and 341 (25.2%) were enrolled in 2016-2017.
10. Of the students who took an AP class for college credit in 2015-2016, 60 (66.7%) earned college credit. Sixty (66.7%) students earned college credit in 2016-2017.

The support of parents, staff and community is instrumental in our efforts to continuously improve student achievement. On behalf of the staff of Lakeview High School, I thank you for your role in our success.

Sincerely,



Jeffrey Bohl  
Principal