



Inspiring and Building Futures,  
One Student at a Time

## Lakeland High School

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February 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 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 Principal Libby Held for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/2KSsGwk>, or you may review a copy in the main office at Lakeland.

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Lakeland High School has not been given any of these labels.

Lakeland utilizes student performance data to make instructional decisions. The table below includes year-to-year comparable Michigan Merit Examination (MME) test scores for 11th grade Lakeland students in the four core content areas (English, Mathematics, Science, and Social Studies). The MME is the mandated state testing for all 11th graders each April and consists of the M-STEP, SAT, and ACT WorkKeys tests. Sitting for these examinations is a requirement for graduation in Huron Valley Schools. The following table shows proficiency levels for all Lakeland over the last two available testing cycles (rounded up to the nearest whole number)

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as compared to the performance of their peers statewide:

Tested Subject	21-22 Statewide	21-22 Lakeland	22-23 Statewide	22-23 Lakeland
SAT English	52%	58%	52.2%	56.7%
SAT Mathematics	30%	35%	29.9%	37.5%
M-STEP Science	38%	56%	39%	58.1%
M-STEP Social Studies	36%	41%	36.1%	43.6%

As shown in the table above, Lakeland students outperformed their peers statewide for the last two consecutive testing cycles. We are most proud of significant gains in M-STEP Science over this time, increasing student proficiency by over another 2% and outpacing the performance of statewide peers in 22-23 by a solid 19%. This significant gain can be linked to ongoing curriculum revision in our high school programs, which has focused on adapting our courses to the Next Generation Science Standards, which focus on a hands-on approach to learning.

However, while this is encouraging, there is still a lot of room for improvement in all areas. Moving into the current 23-24 school year, we have continued to focus instructionally on higher level thinking skills and application of problem solving as it relates to mathematics and science, as well as evidence-based reading and writing in our language arts and social studies courses to address these gaps. 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 these specific areas of struggle. Beyond this, our teachers are also engaging in regular cross curricular collaborative inquiry to address problems of practice and elevate student learning opportunities.

In addition to our comprehensive focus on the learning outcomes in the content areas (reading/writing, mathematics, science, and social studies) listed above, the data also allow us to monitor student growth over time for the whole school population, as seen in the chart above, as well as significant subgroups. Historically, we also focus on analyzing the performance of two of our most significant student subgroups, Economically Disadvantaged and Students With Disabilities, as it is our mission to ensure that all of our students have the opportunity to excel.

Comparing our **Students' Growth Over Time** on the MME as it pertains to these three categories (All Students, Economically Disadvantaged, and Students With Disabilities), the most recent two-year trend of students who met or exceeded growth expectations from year to year is mixed. Where the percentage of All

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Students who met or exceeded SAT standards increased over this period by 1.8% (from 30.7% to 32.5%), similar scores for our Economically Disadvantaged students showed a decline from year to year by 1.9% (from 20.8% to 18.9%), while scores for our Students With Disabilities remained stable at about 20%.

To address these gaps, we have embedded 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 addition, teachers are trained with the MTSS model, Multiple Tiers of Student Support, in order to close these gaps.

In addition, we are happy to report the graduation rate for students in all three groups (All Students, Economically Disadvantaged, and Students With Disabilities) has improved based on the five-year trend from 2019 to 2023, with the the rate for All Students improving from 79.79% to 99.26%; Economically Disadvantaged from 67.48% to 90.16%; and Students With Disabilities from 57.12% to 95.00%. During this period, we were able to hire two Behavior Interventionist to address student attendance

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 entering the 9th grade 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 fifth 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

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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 2021-22 was 982.9
- The mean SAT score for students in 2022-23 was 991

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

- 2021-22      1108 total students      21 % of parents participated (in person)
- 2022-23      1008 total students      47% of parents participated

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

- THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
  - 2021-22      38 students      3.4%
  - 2022-23
- THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
  - 15
- THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
  - 2021-22      332 students      30.0%
  - 2022-23      364 students      36.4%

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- THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT
  - 2021-22    207 students                      19% of all LHS Students
  - 2022-23    209 students                      20% of all LHS Students

True to our school's mission – **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. We are committed to supporting our students and their families as we work toward these goals together.

We are very proud of the hard work and success of our students, as well as the commitment and dedication of our staff toward continual growth and improvement in student achievement. We are very thankful for the continued support of our parents and community. On behalf of the entire educational team at Lakeland High School, we are honored to work with your child and look forward to working as a team with parents and the community to continue to grow and improve.

Sincerely,

Libby Held  
Principal, Lakeland High School

Dr. Paul Salah, Superintendent