

Lakeview High School Annual Education Report (AER)

August 18, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 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, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Principal, Brent Case for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.lakeview.misd.net/lakeviewhs/> or you may review a copy from the Lakeview High School office.

- For 2009-2010, Lakeview High School did not make Adequate Yearly Progress (AYP) because we did not attain target achievement goals for all subgroups of students in English language arts/Reading.

If we do not make AYP for two years in a row, we will be identified for school improvement. Lakeview High School has committed resources and programs to assess student learning, analyze student learning data and make the necessary adjustments to ensure student achievement for all students. Within that concept, Lakeview High School is dedicated to including all stakeholders in the process through various organizations thus ensuring students achieve to their maximum potential.

[Lakeview High School: Combined Report](#)

The administration and faculty at Lakeview High School are committed to providing the best possible education for all students. Although, we did not make AYP this year, we firmly believe that with the programs in place and with the combined efforts of school staff and community stakeholders our students will receive the education they deserve and achieve to the best of their ability.

Sincerely,

Brent Case, Principal

Full Annual Education Report

School-Level Student Assessment Data for Macomb ISD, Lakeview Public Schools (Macomb), Lakeview High School

Michigan Educational Assessment Program (MEAP)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
No records to display.									

Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading									

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	74.9%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	44.5%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	50.7%	<10	<10	<10	<10	<10	<10
White	2008-09	99.5%	66.1%	61.3%	61.3%	2.8%	58.5%	25.3%	13.4%
White	2009-10	99.6%	71.5%	58.2%	58.2%	1.1%	57.1%	27.2%	14.6%
Multiracial	2009-10	<10	64.4%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	18.6%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	22.2%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	100%	23.5%	24.3%	24.3%	0%	24.3%	29.7%	45.9%
Students with Disabilities	2009-10	100%	23.6%	13.2%	13.2%	0%	13.2%	34.2%	52.6%
Economically Disadvantaged	2008-09	100%	42.4%	46.4%	46.4%	1.8%	44.6%	33.9%	19.6%
Economically Disadvantaged	2009-10	100%	48.5%	54.9%	54.9%	0%	54.9%	29.4%	15.7%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	72.3%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	72.1%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	32.4%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	33.8%	<10	<10	<10	<10	<10	<10
White	2008-09	98.6%	56.5%	47.9%	47.9%	7.9%	40%	15.3%	36.7%
White	2009-10	99.6%	57.9%	35.2%	35.2%	4.2%	31%	23.8%	41%
Multiracial	2009-10	<10	44%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2008-09	<10	20.2%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	<10	17.3%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	97.3%	10.2%	5.6%	5.6%	0%	5.6%	8.3%	86.1%
Students with	2009-10	100%	11.2%	5.3%	5.3%	0%	5.3%	15.8%	78.9%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Disabilities									
Economically Disadvantaged	2008-09	100%	28.9%	26.8%	26.8%	3.6%	23.2%	23.2%	50%
Economically Disadvantaged	2009-10	100%	30.4%	23.5%	23.5%	2%	21.6%	30.4%	46.1%

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 11								
All Students	2008-09	<10	87.7%	<10	<10	<10	<10	<10
Female	2008-09	<10	88%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Male	2008-09	<10	87.5%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	80.3%	<10	<10	<10	<10	<10
White	2008-09	<10	91%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	85.8%	<10	<10	<10	<10	<10
Mathematics								
Grade: 11								
All Students	2008-09	<10	70.3%	<10	<10	<10	<10	<10
Female	2008-09	<10	63.9%	<10	<10	<10	<10	<10
Male	2008-09	<10	74.4%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	53.8%	<10	<10	<10	<10	<10
White	2008-09	<10	76.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	68.9%	<10	<10	<10	<10	<10
Science								
Grade: 11								

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
All Students	2008-09	<10	62.9%	<10	<10	<10	<10	<10
Female	2008-09	<10	59.4%	<10	<10	<10	<10	<10
Male	2008-09	<10	65.1%	<10	<10	<10	<10	<10
Black or African American	2008-09	<10	42.6%	<10	<10	<10	<10	<10
White	2008-09	<10	71.7%	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	<10	60.6%	<10	<10	<10	<10	<10

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
No records to display.								

2009-10 School-Level Accountability (AYP) Detail Reporting for Macomb ISD, Lakeview Public Schools (Macomb), Lakeview High School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.5%	94.6%
Mathematics	99.4%	94%
School		
English Language Arts / Reading	97.7%	89.7%
Mathematics	97.7%	77.8%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	99%	88.9%
Mathematics	99%	82.5%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
American Indian or Alaska Native		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.5%	95.1%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	99.4%	94.7%
School		
English Language Arts / Reading	97%	90.9%
Mathematics	97%	80%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Limited English Proficient		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	102.8%	78.2%
Mathematics	102.4%	78.1%
School		
English Language Arts / Reading	102.4%	63.4%
Mathematics	102.4%	51.2%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	105.7%	94.7%
Mathematics	105.4%	92.3%
School		
English Language Arts / Reading	98.1%	95.2%
Mathematics	98.1%	73.8%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

* [AYP Targets \(Annual Measurable Objectives\)](#)

Graduation Rate (High Schools only) (Goal 80%)	
All Students	
State	
75.39%	
District	

Graduation Rate (High Schools only) (Goal 80%)	
	90.2%
School	
	90.48%
Black or African American	
State	
	56.59%
District	
	83.33%
School	
	80%
American Indian or Alaska Native	
State	
	65%
District	

Graduation Rate (High Schools only) (Goal 80%)	
	81.82%
School	
	81.82%
Asian, Native Hawaiian, or Pacific Islander	
State	
	84.47%
District	
	<10
School	
	<10
Hispanic or Latino	
State	
	59.94%
District	

Graduation Rate (High Schools only) (Goal 80%)	
	<10
School	
	<10
White	
State	
	81.85%
District	
	91.27%
School	
	91.67%
Multiracial	
State	
	71.12%
Limited English Proficient	

Graduation Rate (High Schools only)
(Goal 80%)

State

65.51%

Students with Disabilities

State

57.61%

District

88.57%

School

88.24%

Economically Disadvantaged

State

59.8%

District

86.21%

Graduation Rate (High Schools only)
(Goal 80%)

School

85.71%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

94.8%

School

93.2%

Black or African American

State

91%

District

Attendance Rate (Goal 90%)	
93%	
School	
91.2%	
American Indian or Alaska Native	
State	
93.7%	
District	
94%	
School	
92.8%	
Asian, Native Hawaiian, or Pacific Islander	
State	
96.5%	
District	

Attendance Rate (Goal 90%)	
	96.6%
School	
	97.4%
Hispanic or Latino	
State	
	94.1%
District	
	95.3%
School	
	96.4%
White	
State	
	95.7%
District	

Attendance Rate (Goal 90%)	
	94.9%
School	
	93.3%
Multiracial	
State	
	94.8%
District	
	94.6%
School	
	98.9%
Limited English Proficient	
State	
	94.6%
District	

Attendance Rate (Goal 90%)	
	96.3%
School	
	98.9%
Students with Disabilities	
State	
	93.5%
District	
	93.3%
School	
	90.4%
Economically Disadvantaged	
State	
	94.8%
District	

Attendance Rate (Goal 90%)
95%
School
93.7%

* All data based on students enrolled for a full academic year.

** More information regarding AYP can be found at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

2009-10 School-Level Accountability (AYP) Status Reporting for Macomb ISD, Lakeview Public Schools (Macomb), Lakeview High School

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes	Not Met	Met	Not Met	C	School Improvement	2

December, 2009 School-Level Teacher Quality Reporting for Macomb ISD, Lakeview Public Schools (Macomb), Lakeview High School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	14	58	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
	97	21	43	31	5

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
Student is an English Language Learner					
ELL	2	58	32	10	0
	98	32	37	24	7

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not ELL					

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
#		‡	‡	‡	‡
Info not available		‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	10	66	24	8	3
Not SD	90	32	36	25	7
Student is an English Language Learner					
ELL	3	65	26	9	1
	97	35	35	24	7

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	9	73	22	4	#
Not SD	91	23	43	30	3
Student is an English Language Learner	2	60	33	8	#

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
ELL	98	27	42	28	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
	Reading	72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
	Reading	70.72	3.239	70.46	3.298	85.15	4.505