

DISTRICT LETTERHEAD

**REVISED 2015-16 TEMPLATE
(Letter Sent on District's Letterhead)**

School Annual Education Report (AER) Cover Letter

April 22, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for Lapeer Community 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 Mr. Matthew Olson, Director of Innovation, for assistance.

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

Lapeer Community High School has undertaken an aggressive school improvement plan designed to target three specific areas; reading, writing, and mathematics. This is being done in partnership with the implementation of the Ombudsman Program, a nationally recognized program designed to positively impact our most troubled students. This was done in response to data suggesting that our students are not achieving at levels acceptable to us in literacy and math. We have set high goals of ensuring that all students are reading at or above grade level and that we would see a decrease in behavior referrals alongside an increase in students' ability to problem solve and think in a higher order fashion.

State law requires that we also report the following additional information.

STATUS OF 3-5 YEAR IMPROVEMENT PLAN

Lapeer Community High School is embarking on building a new School Improvement Plan in 2013-14 including goals in the following areas.

Literacy – All students will demonstrate increased proficiency in reading

Mathematics – All students will demonstrate increased proficiency in math

Student Success – All students will graduate and be college / career ready

In 2013-14, staff began determination of strategies and related training to assist us in achieving our listed goals. We collect data through a number of instruments including, but not limited to the following...

- ACT Explore
- ACT Plan
- ACT
- District Level Common Summative Assessments
- Survey Data

In 2014-15, Lapeer Community High School will be making a significant transition to a new facility while simultaneously making changes to expand and rethink our program to provide a stronger alternative to our struggling student population. This will include a more blended instructional model that incorporates online learning to a greater extent as well as a focus on cross-curricular project-based learning.

Local Competency Test Achievement Results

Reading ACT	Average Score	English ACT	Average Score
2015	15.5	2015	14.5
2014	14.5	2014	13.4
2013	15	2013	13.8
Math ACT	Average Score	Science ACT	Average Score
2015	14.7	2015	15.2
2014	15.1	2014	14.6
2013	15.3	2013	15.9
Composite ACT	Average Score		
2015	15.0		
2014	14.6		
2013	15.1		

Parent-Teacher Conference Participation Numbers

Parent Teacher conferences were held on 2 consecutive evenings in the fall as well as an additional evening in the winter. Our conference participation rate for the year was approximately 30%

Other pertinent information related to Lapeer Community High School is as follows...

Postsecondary Enrollments (Dual Enrollments):	9
Number of College Equivalent Courses (AP/IB):	0
Number of Students Enrolled in above courses:	0
Number of Students Receiving College Credit in such courses:	0

Process for Assigning Pupils to a School

Students attending Lapeer Community Schools are assigned to school buildings based on their residence. Parents may request that their children attend a different building by completing an In District Schools of Choice Request and submitting it to any school building in the district. Details regarding the Schools-of-choice process can be obtained from the district website, www.lapeerschools.org.

Lapeer Community High School houses two programs aimed toward specific populations in the school district.

- **The Ombudsman Program:** This program is designed to assist students who are behind in credits and at risk of dropout. Students and their families may apply to the program directly or be referred by school staff. There is an application process that includes a formal application and entrance interview prior to acceptance.
- **The Lapeer Homeschool Partnership:** Families who choose to homeschool their children may enroll in this program to access non-essential coursework for their students to supplement their homeschool curriculum.

Specialized Schools in the District

Specialized schools provide alternative educational opportunities for students on either a part-time or full-time basis. In addition to the regular K-12 program provided by Lapeer Community Schools, the district has students attending three specialized school programs: Special education for the most severely handicapped students, Community High School, and Lapeer County Educational and Technical Center.

- The **Lapeer Intermediate School District** offers programs for the most severe mentally, physically and emotionally impaired students. Most of these programs are housed at the Lapeer County Educational and Technical Center.
- **The Ombudsman Program at Lapeer Community High School** serves "at-risk" youths ages 14-18 in an alternative environment. The school provides a curriculum designed to develop employability and social skills as

well as academic skills. A range of services address problems such as poor attendance, poor academic performance and behavioral issues. The program has capacity for up to 100 students at any given time and is housed at our Center for Innovation at 170 Millville Rd. in Lapeer.

- The **Lapeer County Educational and Technical Center** provides vocational education and related services to high school students from all of the county high schools. Students in the 15 programs learn job specific skills to help them prepare for employment upon graduation. They also learn academic skills in an applied setting. Hundreds of Lapeer High School students participated in the programs at the center.

Accessing the Core Curriculum

The core curriculum of Lapeer Community Schools is modeled after the Michigan Department of Education's (MDE) K-12 Curriculum and Standards. Our teachers have developed pacing guides, lesson plans and assessments to align with MDE grade or course level specific expectations. To access the core curriculum online, visit <http://www.mich.gov/mde>; click on Curriculum & Instruction on the menu, and then select Grade Level or High School Content Expectations.

The staff of Lapeer Community High School continues to be intensely committed to our mission of providing an alternative path to graduation for students who struggle in the traditional high school setting. While we have had challenges in meeting the lofty goals that we set, we remain steadfast in our commitment to helping our students. As we continue to grow and evolve as a program, we will continue to seek out means to better serve our students and families that need our services.

Sincerely,

Matthew P. Olson
Director of Innovation

Annual Education Report
Lapeer Community High School

M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	8th Grade Content	All Students	2013-14	25.6%	24.5%	0%	0%	0%	36.4%	63.6%
Social Studies	8th Grade Content	White	2013-14	31.2%	25.3%	0%	0%	0%	36.4%	63.6%
Social Studies	8th Grade Content	Female	2013-14	22.4%	21.4%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2013-14	28.7%	27.6%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2013-14	12.9%	16.3%	0%	0%	0%	36.4%	63.6%
Social Studies	8th Grade Content	Students With Disabilities	2013-14	6.4%	3.8%	<10	<10	<10	<10	<10

Annual Education Report
Lapeer Community High School

MME

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	11th Grade Content	All Students	2014-15	28.5%	21.8%	0%	0%	0%	0%	100%
Mathematics	11th Grade Content	All Students	2013-14	28.8%	25.4%	0%	0%	0%	13.6%	86.4%
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16%	7.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	22.1%	0%	0%	0%	0%	100%
Mathematics	11th Grade Content	White	2013-14	33.5%	25.8%	0%	0%	0%	13.6%	86.4%
Mathematics	11th Grade Content	Female	2014-15	29.1%	22.2%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2013-14	26.5%	25.4%	0%	0%	0%	15.4%	84.6%
Mathematics	11th Grade Content	Male	2014-15	27.8%	21.5%	0%	0%	0%	0%	100%
Mathematics	11th Grade Content	Male	2013-14	31.1%	25.5%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	13.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2013-14	13%	17.3%	0%	0%	0%	7.1%	92.9%
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Students With Disabilities	2013-14	4.2%	0%	<10	<10	<10	<10	<10

Annual Education Report
Lapeer Community High School

MME

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Reading	11th Grade Content	All Students	2013-14	58.7%	57.8%	18.2%	0%	18.2%	22.7%	59.1%
Reading	11th Grade Content	White	2013-14	65%	58.3%	18.2%	0%	18.2%	22.7%	59.1%
Reading	11th Grade Content	Female	2013-14	62.4%	61.2%	23.1%	0%	23.1%	38.5%	38.5%
Reading	11th Grade Content	Male	2013-14	55%	54.2%	<10	<10	<10	<10	<10
Reading	11th Grade Content	Economically Disadvantaged	2013-14	43%	47%	21.4%	0%	21.4%	35.7%	42.9%
Reading	11th Grade Content	Students With Disabilities	2013-14	24.1%	9.8%	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2014-15	49.3%	41.5%	15%	5%	10%	20%	65%
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	30.8%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	42%	15.8%	5.3%	10.5%	15.8%	68.4%
ELA	11th Grade Content	Female	2014-15	55.4%	51.1%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2014-15	43.3%	32.8%	7.1%	7.1%	0%	21.4%	71.4%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	36.7%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	2.4%	<10	<10	<10	<10	<10

Annual Education Report
Lapeer Community High School

MME

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	11th Grade Content	All Students	2014-15	29.4%	26.6%	0%	0%	0%	25%	75%
Science	11th Grade Content	All Students	2013-14	28.4%	25.2%	0%	0%	0%	13.6%	86.4%
Science	11th Grade Content	Hispanic of Any Race	2014-15	17%	7.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	27.1%	0%	0%	0%	26.3%	73.7%
Science	11th Grade Content	White	2013-14	33.4%	26%	0%	0%	0%	13.6%	86.4%
Science	11th Grade Content	Female	2014-15	26.7%	24.1%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2013-14	24.6%	22%	0%	0%	0%	15.4%	84.6%
Science	11th Grade Content	Male	2014-15	32.1%	28.9%	0%	0%	0%	14.3%	85.7%
Science	11th Grade Content	Male	2013-14	32.2%	28.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	23.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2013-14	14.2%	18.8%	0%	0%	0%	7.1%	92.9%
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	0%	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2013-14	5.5%	0%	<10	<10	<10	<10	<10

Annual Education Report
Lapeer Community High School

MME

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	11th Grade Content	All Students	2014-15	43.9%	43.8%	4.8%	0%	4.8%	61.9%	33.3%
Social Studies	11th Grade Content	All Students	2013-14	43.9%	42%	4.5%	0%	4.5%	27.3%	68.2%
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33%	61.5%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	43.7%	5%	0%	5%	60%	35%
Social Studies	11th Grade Content	White	2013-14	50%	42.5%	4.5%	0%	4.5%	27.3%	68.2%
Social Studies	11th Grade Content	Female	2014-15	40.5%	40%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2013-14	39.7%	35.1%	0%	0%	0%	30.8%	69.2%
Social Studies	11th Grade Content	Male	2014-15	47.2%	47.2%	0%	0%	0%	66.7%	33.3%
Social Studies	11th Grade Content	Male	2013-14	48.2%	49.4%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	41.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2013-14	27.5%	34.7%	0%	0%	0%	21.4%	78.6%
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15%	14.6%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2013-14	10.9%	3.3%	<10	<10	<10	<10	<10

Annual Education Report
Lapeer Community High School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
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No Data to Display

Annual Education Report
Lapeer Community High School

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report
Lapeer Community High School

MI -Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report
Lapeer Community High School

MI -Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report
 Lapeer Community High School

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	Mathematics	98.1%	36.5%	98.1%	N/A	<30	N/A
All Students	ELA	98.1%	48.5%	97.7%	N/A	<30	N/A
All Students	Science	97.5%	22.2%	98.1%	N/A	<30	N/A
All Students	Social Studies	97.4%	31.8%	98%	N/A	<30	N/A
American Indian	Mathematics	98.2%	27.8%	<30	N/A	N/A	N/A
American Indian	ELA	98%	41.5%	<30	N/A	N/A	N/A
American Indian	Science	97.8%	17.7%	<30	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	<30	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	<30	N/A	N/A	N/A
African American	ELA	96.5%	24.5%	<30	N/A	N/A	N/A
African American	Science	95.4%	6.1%	<30	N/A	N/A	N/A
African American	Social Studies	95.2%	11%	<30	N/A	N/A	N/A
Asian	Mathematics	99.1%	66.3%	<30	N/A	N/A	N/A
Asian	ELA	98.7%	70.2%	<30	N/A	N/A	N/A
Asian	Science	99%	38%	<30	N/A	N/A	N/A
Asian	Social Studies	98.8%	49.6%	<30	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	98.6%	N/A	<30	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	97.1%	N/A	<30	N/A
Hispanic of Any Race	Science	97.9%	11.7%	100%	N/A	<30	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	<30	N/A	<30	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	<30	N/A	N/A	N/A

Annual Education Report

Lapeer Community High School

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	< 30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	< 30	N/A	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	98.4%	N/A	N/A	N/A
Two or More Races	ELA	98.5%	46.9%	98.4%	N/A	N/A	N/A
Two or More Races	Science	98.5%	20.1%	< 30	N/A	N/A	N/A
Two or More Races	Social Studies	98.1%	28.3%	< 30	N/A	N/A	N/A
White	Mathematics	98.5%	42.5%	98.1%	N/A	< 30	N/A
White	ELA	98.5%	55%	97.7%	N/A	< 30	N/A
White	Science	98.1%	26.6%	98%	N/A	< 30	N/A
White	Social Studies	98%	37.3%	98%	N/A	< 30	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	97.5%	N/A	< 30	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	97.2%	N/A	< 30	N/A
Economically Disadvantaged	Science	96.8%	11.7%	97.1%	N/A	< 30	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	97%	N/A	< 30	N/A
English Language Learners	Mathematics	98.6%	20.3%	< 30	N/A	N/A	N/A
English Language Learners	ELA	98.2%	24%	< 30	N/A	N/A	N/A
English Language Learners	Science	98.2%	3.9%	< 30	N/A	N/A	N/A

Annual Education Report
 Lapeer Community High School

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Language Learners	Social Studies	97.9%	8.1%	<30	N/A	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	96.3%	N/A	<30	N/A
Students With Disabilities	ELA	96.6%	24.7%	96.9%	N/A	<30	N/A
Students With Disabilities	Science	96.5%	15.4%	94.7%	N/A	<30	N/A
Students With Disabilities	Social Studies	95%	13.9%	93.6%	N/A	<30	N/A

Annual Education Report
 Lapeer Community High School

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	78.6%	85.7%	45.3%
American Indian	64.8%	N/A	N/A
African American	64.5%	N/A	N/A
Asian	89.1%	N/A	N/A
Hispanic of Any Race	68.8%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	N/A	N/A
White	82.9%	86.4%	46.0%
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	76.8%	39.4%
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	65.8%	N/A
Bottom 30%	N/A	N/A	N/A

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

Annual Education Report
Lapeer Community High School

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.7%	94.9%	N/A

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



04/20/2016

Annual Education Report
Lapeer Community High School

Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display



04/20/2016

Annual Education Report
Lapeer Community High School

Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

Annual Education Report
 Lapeer Community High School

Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	3	7	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

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

Annual Education Report
 Lapeer Community High School

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report
Lapeer Community High School

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report
Lapeer Community High School

NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian Native	1	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report
 Lapeer Community High School

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

Rounds to zero

‡ 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Annual Education Report
 Lapeer Community High School

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	#
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

Rounds to zero

‡ 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Annual Education Report
 Lapeer Community High School

NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native	0	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Annual Education Report
 Lapeer Community High School

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0