

# THE LAMPHERE SCHOOLS

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## ADMINISTRATION CENTER

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May 29, 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 Lamphere 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 Greg Fuller for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/ex3cCg> , 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 a label.

The teachers at Lamphere High School have embraced the work of respected educational researchers to incorporate best-practice strategies into their classroom. Cultures of Thinking routines have been incorporated into nearly all classrooms. We use SRI scores to track student reading progress. Lamphere High School teachers collaborate through professional learning structure to incorporate strategies from other departments that serve our students well. At LHS we have gaps in achievement between our English Language Learners as well as Special Education students from the rest of our student population. Our constant refinement of curriculum and instructional strategies along with intervention courses are addressing these gaps.

State law requires that we also report additional information.

1. Students attending Lamphere High School are either residents of the Lamphere School District or have applied and met the requirements of School of Choice for Oakland County.
2. Lamphere High School is in year four of our five-year School Improvement Plan.
3. We offer an alternative educational path for Lamphere High School students that have experienced difficulty in the traditional high school setting.
4. The Lamphere School District adheres to the Career and College Readiness academic standards of the Michigan Merit Curriculum from the State of Michigan. Information on these can be found at [https://www.michigan.gov/documents/mde/faq1\\_178592\\_7.pdf](https://www.michigan.gov/documents/mde/faq1_178592_7.pdf)
5. Link to Spring 2017 aggregate testing information <https://goo.gl/ex3cCg>.
6. The last two years we have had approximately 47% and 48% of our parents attending conferences.
7. Dual Enrollment and Advanced Placement numbers are as follows:
  - a. We had no student in Dual Enrollment during the 2015/16 school year. We had one student in Dual Enrollment during the 2016/17 school year.
  - b. We offer 7 AP courses at Lamphere High School. Students also have an opportunity to take additional AP courses at CASA. We do not offer IB courses at Lamphere High School.
  - c. At Lamphere High School, 271 students enrolled in AP courses. 35% of Lamphere High School students enrolled in AP class(es).
  - d. During the 2016/17 school year, 96 students took an AP exam and 43 of those students received a score of 3 or higher which is 45% of our students.

At Lamphere High School, we have many avenues to support our students. Our literacy initiative and associated rubrics for writing is being utilized. Our student mentorship program is robust with groups such as our Link Crew and NHS tutoring program. We are continuing to see the benefits of our attendance policy. We have increased our Advanced Placement offerings and now have at least one AP course in math, science, social studies, and English. We also have a variety of intervention courses for students that struggle academically. We are pleased to share that 100% of our graduating seniors have been accepted to either a community college, a four year college/university, or have committed to the armed forces.

Sincerely,

Greg Fuller