LAPEER COMMUNITY SCHOOLS
District of Choices

CENTER FOR INNOVATION — West Campus
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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for the Center for Innovation. 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 Shadwin Spilski, Director of Innovation, for assistance.

The AER is available for you to review electronically by visiting the following website **CFI AER REPORT** or you may review a copy in the main office at your child's school.

For the 2024-25 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 2024-25. 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 2024-25. 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 22024-25. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Comprehensive Support and Improvement (CSI) school.

In reviewing the data in the combined report, several celebrations and challenges have been identified based on the results of Lapeer Community High School in relation to the state. The primary celebration would be the number of students receiving additional credits toward graduation as well as number of students recovering credits. Even though the students have started to increase the number of credits and are moving toward graduation, a challenge continues to be that students are not closing the credit cap they had when they entered into the program, which transfers into an achievement gap. Data on state assessments display continued low proficiency with low numbers (<30 students) assessed in most areas.

State law requires that we also report additional information.

Process for Assigning Pupils to Schools

Due to being an alternative high school, we utilize multiple factors to determine the assigning of pupils to the school. Below are a majority of the factors we utilize but we also utilize individual factors when assigning students.

- Student's previous academic history including grades, credits, and years in school.
- Behavior reports, referrals, court paperwork, as well as behavior plans.
- Parent requests for students to be placed in alternative settings.
- Teacher, administrator, and counselor recommendations for students to be placed in alternative setting.
- Student requests.

Regardless of the rationale for enrollment, students complete all the same enrollment paperwork and district and state requirements for being enrolled at Lapeer Community High School, which is a part of Lapeer Community Schools.

Status of the School Improvement Plan

Lapeer Community High School is continuing with the goals from last year, evaluating the programming and making adjustments as needed based on student achievement data, but state and local. Currently the School Improvement Goals are…

• All LCHS students will increase proficiency in reading

• All LCHS students will be proficient in mathematics

• All LCHS students will be proficient in using virtual curriculum

Achieving these goals has been through small group instruction, one on one support for students, as well as mentors for each student. Due to the nature of online programming, the students' reading and mathematics skills will continue to be top priority.

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 six specialized school programs: Special education for the most severely handicapped students, Community High School, Lapeer County Educational and Technical Center and two options utilizing the Year-Round calendar at both the K-5 and 6-8 grade levels.

• **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.

• **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 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.

• **Rolland-Warner Year-Round Middle School** is a program for students in grades 6-8 that operates on a balanced calendar. Students attend school the same number of days as traditional calendar students, but have a shorter summer break and more frequent week-long breaks during the school year. This program is housed at Rolland-Warner 6/7 Campus. Students in grades 6-8 will begin their year at this campus and then students in grade 8 will relocate to the Zemmer 8/9 Campus. Over 100 students participated in the Year-Round Middle School program this past school year.

• **Turrill Year-Round Elementary School** is a program for students in grades E5-5 that operates on a balanced calendar. Students attend school the same number of days as traditional calendar students, but have a shorter summer break and more frequent week-long breaks during the school year. During these week-long breaks, students can opt to attend intersession camps for a nominal fee. Turrill has over 450 students that take advantage of this option for their elementary school years.

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 College & Career Readiness on the menu, and then select the Michigan Merit Curriculum tab followed by the Academic Standards and Credit Guidance selection to access the appropriate subject area standards.

Local Competency Achievement Results on National Assessments

School Year	Total # of Students Tested	Mean SAT Score	EBR & Writing	Mathematics
2020-2021	14	806.4	408.6	397.9
2021-2022	25	749.6	389.2	360.4
2022-2023	29	773.1	395.2	377.9
2023-2024	15	696.0	348.0	348.0
2024-2025	35	721.1	387.7	333.4

Parent Teacher Conferences

During the 2024-25 school year, Lapeer Community High School conducted Fall or Winter Parent Teacher Conferences. The percent of students represented by parents at conferences can be found in the table below:

School Year	Fall		Winter	
	Number	Percent	Number	Percent
2017-2018	100	100%	39	39%
2018-2019	0	0%	0	0%
2019-2020	30	33%	0	0%
2020-2021	60	74%	47	58%
2021-2022	5	5%	8	8%
2022-2023	103	9.7%	99	18%
2023-2024	103	9.7%	104	3.9%
2024-2025	102	22%	92	23%

Required High School Additional Information

	2020-2021		2021-2022		2023-2024		2024-2025	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Post-Secondary Enrollments	0	0	1	3.1	2	6	3	7.5
College Equivalent Courses (CEC)	0	0	0	0	0	0	0	0
Students Enrollment in CECs	0	0	0	0	0	0	0	0
Students Receiving Credit CECs	0	0	0	0	0	0	0	0

The 2024-25 school year for Lapeer Community High School was a positive experience for students and staff. The staff and students continued to grow the positive culture that had been established, while promoting academic success for all students through Lapeer Community High School values. Staff continued to benefit from a learning coach/interventionist. Continuing to build relationships, providing educational guidance, access to community resources and employment opportunities, and meeting the social and emotional needs of students will be the major focus moving forward.

Sincerely,

Shadwin Spilski

Director of Innovation

Lapeer Community High School