



Adrian High School
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School Annual Education Report (AER) Cover Letter

3/13/17

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Adrian 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 Adrian High School Main Office for assistance, 517-263-2181.

The AER is available for you to review electronically by visiting the following web site www.theadrianmaples.com or you may review copy in the Adrian High School's Principal's Office.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has not been given one of these labels.

Five years ago, Adrian High School began a school wide-transformation funded by a \$3.1 million federal grant. Adrian High School implemented a Sustainability Plan which includes educating and supporting students as well as promoting school, parent, and community partnerships to ensure quality academic achievement for our students so they are able to reach

their maximum potential. We are providing a responsive environment in which our community feels welcome as partners in the comprehensive, rigorous, educational process built upon integrity, respect, and a caring attitude. We are improving home and school communication via frequently updated websites, phone calls, voicemail, electronic mail, instant messaging, Parent-Teacher Conferences, and varied forms of written communication.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

Adrian Public School students are assigned to schools using the attendance boundaries that are established by the Adrian Board of Education. Adrian High School also participates in School of Choice. Parents requesting Schools of Choice must submit paperwork to the Adrian Board of Education.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

In the 2015-2016 school year, the High School was in the 5th year of the School Improvement Plan.

Adrian High School has an on-going strategic plan in place. Improvement goals include, but not limited to, increasing student achievement across all subjects, with an emphasis on English Language Arts and mathematics, to increase high school graduation rate; increase student attendance and increase communication with all stakeholders in the school; to have stakeholders feel respected and valued; and to increase participation of students, staff and families.

Teaching and learning research has proven that lesson design, student engagement, timely assessment and re-teaching positively impact student achievement. With this in mind, all staff members receive on-going professional development in their subject area that includes diversity in teaching styles, learning styles, student engagement and teaching strategies. Adrian High School implemented the School Base Change process with the federal grant awarded five years ago. The Adrian Instructional Coaches worked alongside content teachers improving their instructional delivery and student engagement structures and strategies.

Adrian High School added a Success Center to identify at-risk students and help them succeed in school by keeping them on track academically before they begin to fail or consider dropping out. The school-based coordinator and graduation coaches identify, recruit and engage parents and concerned adults, organizations and government agencies to serve in a variety of ancillary roles to ensure student success.

In addition to the Student Success Center, Adrian High School will continue its partnership with the Adrian City Police and host a School Resource Officer (SRO). The program is intended to be a proactive approach to deal with the pressures today's young people find themselves having to confront. This includes the use of alcohol, drugs, and tobacco along with peer pressure and other

unhealthy social influences. Aside from assistance with law enforcement issues the SRO mentors students and is a valuable link to other service agencies that may provide preventative and counseling services.

In the 2014-2015 school year, the High School was in the 4th year of the School Improvement Plan.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

The students of Adrian High School receive special education services through the Lenawee Intermediate School District (LISD). In addition to the specialized schools, students receive diagnostic testing, school psychology, school social work, physical and occupational therapy, career technical education, special needs training and speech pathology services.

The Lenawee Intermediate School District provides educational services to students from birth through age 26 who have severe handicaps. Students with severe physical, mental, emotional or sensory impairments may receive their educational program at a classroom operated by the LISD. Students from Adrian High School attended LISD classroom programs during the 2015-16 school year.

The LISD operates the Laura Haviland Program for elementary, middle and high school students with severe emotional and behavioral impairments. Students from Adrian High School attended Laura Haviland during the 2015-16 school year.

In cooperation with the Lenawee County Probate Court, the LISD operates the juvenile education program housed at the Maurice Spear Campus.

LISD operates special education classrooms in local districts including classrooms for students with physical or other health impairments and hearing impairments in Madison; and classrooms for students with cognitive impairments in Tecumseh and Adrian. 21 students from Adrian High School attended these programs during the 2015-16 school year.

The LISD PREP Academy provides educational programs for teen parents from Lenawee County. During the student's instructional program, childcare support is provided. Students from Adrian High School attended the LISD PREP Academy during the 2015-16 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. 169 students from Adrian High School attended the LISD TECH Center or participated in the co-op/work experience program during 2015-16. This equals 32% of the junior and senior population for this school district.

The most recent follow-up of LISD TECH Center students (a 2015 study of 2014 graduates) showed 71.1% were continuing their education. Of those continuing their education, 71.3% were continuing in a field related to their LISD TECH Center program. In addition, 89.4% were working (full-time or part-time) with 7.6% reporting they were seeking employment. Of those working full-time, 71.4% were in a field related to their LISD TECH Center program.

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:

Adrian High School teachers follow the curriculum that has been approved by the Adrian Board of Education. Our curriculum follows the common core state standards. For the 2015-2016 school year, Adrian High School was in full implementation the Kent County Collaborative Curriculum, CCSS version, in science and social students and The Synced Solution, CCSS version, in mathematics and English. Teachers have established end of unit assessments and semester exams that will allow us to monitor our students’ progress through the curriculum. A copy of the core curriculum is available for your review in the Adrian High School Main Office and the Adrian Public Schools website: www.theadrianmaples.com .

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

All AHS 10th grade students participate in PSAT testing. This test assesses students’ readiness for college; and predicted achievement score on the SAT assessment. All AHS 11th grade students participate in the MME and SAT. The MME assesses students based on Michigan high school core content expectations. The SAT test assesses high school students’ general educational development and their ability to complete college-level work. Students may elect to take the PSAT and the ASVAB.

Adrian High School Average ACT Results 2012-2015					
Grad Yr.	English	Mathematics	Reading	Science	Composite
	School/State	School/State	School/State	School/State	School/State
2012	16.6/19.3	17.3/20.1	18.0/20.0	18.4/20.4	17.7/20.1
2013	19.1/19.1	19.6/19.9	19.5/20.0	20.1/20.2	19.7/19.9
2014	19.0/19.3	19.5/19.9	19.9/20.2	20.1/20.4	19.8/20.1
2015	18.8/19.4	18.9/19.5	19.1/20.1	19.2/20.1	19.1/19.9

Adrian High School Mean SAT Results 2016			
Grad Yr.	Evidence-Based Reading/Writing	Mathematics	Mean Total Score
	School/State	School/State	School/State
2016	503.3/507.4	490.3/493.6	993.6/1001.0

Adrian High School M-Step Results (percent proficient)				
	Mathematics	Evidence-Based Reading/Writing	Science	Social Studies
	School/State	School/State	School/State	School/State
2015	28.6/28.5	51.7/49.3	20.4/29.4	33.0/43.9
2016	37.3/36.8	63.9/60.2	29.6/33.0	37.7/43.1

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

Number and Percent of Students represented by Parents at Parent-Teacher Conferences			
	1st Trimester	2nd Trimester	3rd Trimester
2011-2012	48%/422	30%/261	24%/211
2012-2013	40%/334	33%/269	
2013-2014	35%/287	33%/270	
2014-2015	30%/255	25%/212	
2015-2016	36%/308	33%/281	

Adrian High School offers Dual Enrollment at the three local colleges. 10 students were dual enrolled at SHU and 2 students were dual enrolled at Adrian College and 8 student were enrolled in a College Now program at the LISD TECH Center which represents 5.2% of juniors and seniors and 100% of them are eligible for college credit.

Adrian High School offers seventeen International Baccalaureate courses. 133 students were enrolled in IB courses. By in large, students will qualify for college credit and/or other college benefits, by earning a score of 3 or better in their overall IB course(s). IB/HL courses are much more likely to yield college credit that IB/SL courses.

In 2015-2016, 133 students completed a total of 338 courses, 36% of the eligible student body. Eleven out of 17 students earned the IB diploma. Eighty five students completed 186 IB exams. Please call Brad Sharp at 517-266-4555 for additional information regarding IB scores.

In regards to AP courses, usually a score of 3 or better can net college credit, however, it is up to the college and/or university to determine which AP score earns college credit. Nine students took an AP exam and 4 student or 44% earned a score of 3 or better which makes them eligible to receive college credit. Please call Karen Kelly at 517-263-2181 for additional information regarding AP courses and testing.

In closing, the following tenant, implement in the 2010 – 2011 school year, will be carried through the 2015-2016 school year.

- **Leaders in Academics**
- **Leaders in the Arts**
- **Leaders in Athletics**
- **Be a Leader**
- **Be a Maple**

Using the tenants as a guideline. Adrian High School embraces all students at all levels, to ensure success as APS students and productive citizens of this community.

- Adrian High School staff creates an environment that is conducive to student learning.
- A cross section of classes is offered at AHS that meet all student academic needs and interests.
- An attendance policy based on the knowledge that attendance is a key component to student success.
- A Code of Conduct that provides a safe and positive learning environment.
- Increased student academic support has been implemented to assist students at all learning levels.
- The International Baccalaureate Program has been implemented to better serve higher level learners.
- Parent involvement is recognized as another important piece of student success.

As we enter the 2016-2017 school year, we are putting our motto into action. Adrian High School students will lead in the classroom and on the field, and our graduates will enter our Adrian community as adults that are prepared to be leaders in life.

Go Maples,



Kevin Ohrman, Principal
Adrian High School

02/28/2017

M-STEP Grades 3-11

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
ELA	11th Grade Content	All Students	2014-15	49.3%	49.7%	51.6%	15.9%	35.7%	27.5%	20.9%
ELA	11th Grade Content	American Indian or Alaska Native	2014-15	48.7%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Asian	2014-15	64.8%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2014-15	25.8%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	33.3%	33.9%	13.6%	20.3%	35.6%	30.5%
ELA	11th Grade Content	Two or More Races	2014-15	49.1%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	58.4%	60.6%	17.4%	43.1%	21.1%	18.3%
ELA	11th Grade Content	Female	2014-15	55.4%	50.5%	52.1%	15.6%	36.5%	30.2%	17.7%
ELA	11th Grade Content	Male	2014-15	43.3%	48.9%	51.2%	16.3%	34.9%	24.4%	24.4%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	36.3%	39.0%	9.8%	29.3%	28.0%	32.9%
ELA	11th Grade Content	English Language Learners	2014-15	15.2%	9.1%	9.1%	0.0%	9.1%	18.2%	72.7%
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	6.7%	7.1%	0.0%	7.1%	21.4%	71.4%

M-STEP Grades 3-11

Mathematics	11th Grade Content	All Students	2014-15	28.5%	27.2%	28.6%	8.8%	19.8%	30.8%	40.7%
Mathematics	11th Grade Content	American Indian or Alaska Native	2014-15	18.3%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Asian	2014-15	60.7%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2014-15	8.6%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16.0%	17.5%	18.6%	5.1%	13.6%	27.1%	54.2%
Mathematics	11th Grade Content	Two or More Races	2014-15	24.4%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	34.5%	35.8%	11.0%	24.8%	30.3%	33.9%
Mathematics	11th Grade Content	Female	2014-15	29.1%	22.8%	24.0%	4.2%	19.8%	32.3%	43.8%
Mathematics	11th Grade Content	Male	2014-15	27.8%	32.2%	33.7%	14.0%	19.8%	29.1%	37.2%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	13.2%	14.6%	4.9%	9.8%	26.8%	58.5%
Mathematics	11th Grade Content	English Language Learners	2014-15	11.9%	9.1%	9.1%	0.0%	9.1%	18.2%	72.7%
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	6.7%	7.1%	7.1%	0.0%	7.1%	85.7%
Science	11th Grade Content	All Students	2014-15	29.4%	19.5%	20.4%	7.7%	12.7%	26.5%	53.0%
Science	11th Grade Content	All Students	2015-16	33.0%	28.3%	29.6%	11.3%	18.2%	32.1%	38.4%

M-STEP Grades 3-11

Science	11th Grade Content	American Indian or Alaska Native	2014-15	23.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Asian	2014-15	47.8%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Asian	2015-16	50.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2014-15	7.3%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2015-16	8.3%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2014-15	17.0%	11.3%	12.1%	1.7%	10.3%	25.9%	62.1%
Science	11th Grade Content	Hispanic of Any Race	2015-16	19.9%	12.8%	13.9%	0.0%	13.9%	41.7%	44.4%
Science	11th Grade Content	Two or More Races	2014-15	27.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2015-16	29.7%	25.0%	25.0%	16.7%	8.3%	25.0%	50.0%
Science	11th Grade Content	White	2014-15	34.2%	24.8%	25.7%	11.0%	14.7%	25.7%	48.6%
Science	11th Grade Content	White	2015-16	38.7%	35.8%	37.3%	15.7%	21.6%	30.4%	32.4%
Science	11th Grade Content	Female	2014-15	26.7%	10.9%	11.5%	3.1%	8.3%	25.0%	63.5%
Science	11th Grade Content	Female	2015-16	29.8%	21.9%	22.8%	6.5%	16.3%	37.0%	40.2%
Science	11th Grade Content	Male	2014-15	32.1%	29.2%	30.6%	12.9%	17.6%	28.2%	41.2%

M-STEP Grades 3-11

Science	11th Grade Content	Male	2015-16	36.3%	37.1%	38.8%	17.9%	20.9%	25.4%	35.8%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	9.9%	11.0%	3.7%	7.3%	28.0%	61.0%
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	17.9%	19.2%	3.8%	15.4%	33.3%	47.4%
Science	11th Grade Content	English Language Learners	2014-15	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	11th Grade Content	English Language Learners	2015-16	4.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	7.1%	7.7%	0.0%	7.7%	7.7%	84.6%
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	0.0%	0.0%	0.0%	0.0%	21.4%	78.6%
Social Studies	11th Grade Content	All Students	2014-15	43.9%	31.4%	33.0%	3.3%	29.7%	50.0%	17.0%
Social Studies	11th Grade Content	All Students	2015-16	43.1%	36.1%	37.7%	10.7%	27.0%	55.3%	6.9%
Social Studies	11th Grade Content	American Indian or Alaska Native	2014-15	40.0%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Asian	2014-15	61.7%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Asian	2015-16	59.8%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2014-15	18.0%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33.0%	17.5%	18.6%	0.0%	18.6%	57.6%	23.7%
Social Studies	11th Grade Content	Hispanic of Any Race	2015-16	30.6%	20.5%	22.2%	2.8%	19.4%	69.4%	8.3%
Social Studies	11th Grade Content	Two or More Races	2014-15	41.4%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Two or More Races	2015-16	40.2%	33.3%	33.3%	16.7%	16.7%	50.0%	16.7%
Social Studies	11th Grade Content	White	2014-15	49.4%	38.9%	40.4%	5.5%	34.9%	45.0%	14.7%
Social Studies	11th Grade Content	White	2015-16	49.3%	43.4%	45.1%	13.7%	31.4%	50.0%	4.9%
Social Studies	11th Grade Content	Female	2014-15	40.5%	22.8%	24.0%	1.0%	22.9%	56.3%	19.8%
Social Studies	11th Grade Content	Female	2015-16	39.1%	27.1%	28.3%	6.5%	21.7%	64.1%	7.6%
Social Studies	11th Grade Content	Male	2014-15	47.2%	41.1%	43.0%	5.8%	37.2%	43.0%	14.0%
Social Studies	11th Grade Content	Male	2015-16	47.1%	48.6%	50.7%	16.4%	34.3%	43.3%	6.0%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	22.0%	24.4%	1.2%	23.2%	51.2%	24.4%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	21.4%	23.1%	5.1%	17.9%	69.2%	7.7%
Social Studies	11th Grade Content	English Language Learners	2014-15	12.6%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%

M-STEP Grades 3-11

Social Studies	11th Grade Content	English Language Learners	2015-16	9.2%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	13.3%	14.3%	0.0%	14.3%	28.6%	57.1%
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	0.0%	0.0%	0.0%	0.0%	71.4%	28.6%

02/28/2017

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Adrian High School	2015-16	Total Score	All Students	993.6	N/A	58	36.7%	100	63.3%	158
Adrian High School	2015-16	Total Score	Asian	<10	N/A	<10	<10	<10	<10	<10
Adrian High School	2015-16	Total Score	Black or African American	<10	N/A	<10	<10	<10	<10	<10
Adrian High School	2015-16	Total Score	Hispanic of Any Race	916.4	N/A	<10	25.0%	27	75.0%	36
Adrian High School	2015-16	Total Score	Two or More Races	994.2	N/A	<10	33.3%	<10	66.7%	12
Adrian High School	2015-16	Total Score	White	1024.3	N/A	43	42.6%	58	57.4%	101
Adrian High School	2015-16	Total Score	Female	975.3	N/A	28	30.8%	63	69.2%	91
Adrian High School	2015-16	Total Score	Male	1018.5	N/A	30	44.8%	37	55.2%	67
Adrian High School	2015-16	Total Score	Economically Disadvantaged	933.6	N/A	17	22.1%	60	77.9%	77
Adrian High School	2015-16	Total Score	Not Economically Disadvantaged	1050.6	N/A	41	50.6%	40	49.4%	81
Adrian High School	2015-16	Total Score	English Language Learners	<10	N/A	<10	<10	<10	<10	<10
Adrian High School	2015-16	Total Score	Not English Language Learners	996.4	N/A	58	37.4%	97	62.6%	155

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SAT

Adrian High School	2015-16	Total Score	Not Migrant	993.6	N/A	58	36.7%	100	63.3%	158
Adrian High School	2015-16	Total Score	Students With Disabilities	770.0	N/A	<10	<5%	13	>95%	13
Adrian High School	2015-16	Total Score	Students Without Disabilities	1013.7	N/A	58	40.0%	87	60.0%	145
Adrian High School	2015-16	Total Score	Homeless	<10	N/A	<10	<10	<10	<10	<10
Adrian High School	2015-16	Total Score	Not Homeless	995.1	N/A	58	37.2%	98	62.8%	156
Adrian High School	2015-16	Evidence-Based Reading and Writing	All Students	503.3	480	101	63.9%	57	36.1%	158
Adrian High School	2015-16	Evidence-Based Reading and Writing	Asian	<10	480	<10	<10	<10	<10	<10
Adrian High School	2015-16	Evidence-Based Reading and Writing	Black or African American	<10	480	<10	<10	<10	<10	<10
Adrian High School	2015-16	Evidence-Based Reading and Writing	Hispanic of Any Race	468.1	480	20	55.6%	16	44.4%	36
Adrian High School	2015-16	Evidence-Based Reading and Writing	Two or More Races	505.8	480	<10	58.3%	<10	41.7%	12
Adrian High School	2015-16	Evidence-Based Reading and Writing	White	518.1	480	70	69.3%	31	30.7%	101
Adrian High School	2015-16	Evidence-Based Reading and Writing	Female	496.8	480	54	59.3%	37	40.7%	91

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Adrian High School	2015-16	Evidence-Based Reading and Writing	Male	512.1	480	47	70.1%	20	29.9%	67
Adrian High School	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	479.6	480	43	55.8%	34	44.2%	77
Adrian High School	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	525.8	480	58	71.6%	23	28.4%	81
Adrian High School	2015-16	Evidence-Based Reading and Writing	English Language Learners	<10	480	<10	<10	<10	<10	<10
Adrian High School	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	505.4	480	101	65.2%	54	34.8%	155
Adrian High School	2015-16	Evidence-Based Reading and Writing	Not Migrant	503.3	480	101	63.9%	57	36.1%	158
Adrian High School	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	388.5	480	<10	<5%	13	>95%	13
Adrian High School	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	513.6	480	101	69.7%	44	30.3%	145
Adrian High School	2015-16	Evidence-Based Reading and Writing	Homeless	<10	480	<10	<10	<10	<10	<10
Adrian High School	2015-16	Evidence-Based Reading and Writing	Not Homeless	503.5	480	100	64.1%	56	35.9%	156
Adrian High School	2015-16	Mathematics	All Students	490.3	530	59	37.3%	99	62.7%	158

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SAT

Adrian High School	2015-16	Mathematics	Asian	<10	530	<10	<10	<10	<10	<10
Adrian High School	2015-16	Mathematics	Black or African American	<10	530	<10	<10	<10	<10	<10
Adrian High School	2015-16	Mathematics	Hispanic of Any Race	448.3	530	10	27.8%	26	72.2%	36
Adrian High School	2015-16	Mathematics	Two or More Races	488.3	530	<10	33.3%	<10	66.7%	12
Adrian High School	2015-16	Mathematics	White	506.1	530	43	42.6%	58	57.4%	101
Adrian High School	2015-16	Mathematics	Female	478.5	530	28	30.8%	63	69.2%	91
Adrian High School	2015-16	Mathematics	Male	506.4	530	31	46.3%	36	53.7%	67
Adrian High School	2015-16	Mathematics	Economically Disadvantaged	454.0	530	17	22.1%	60	77.9%	77
Adrian High School	2015-16	Mathematics	Not Economically Disadvantaged	524.8	530	42	51.9%	39	48.1%	81
Adrian High School	2015-16	Mathematics	English Language Learners	<10	530	<10	<10	<10	<10	<10
Adrian High School	2015-16	Mathematics	Not English Language Learners	491.0	530	59	38.1%	96	61.9%	155
Adrian High School	2015-16	Mathematics	Not Migrant	490.3	530	59	37.3%	99	62.7%	158
Adrian High School	2015-16	Mathematics	Students With Disabilities	381.5	530	<10	<5%	13	>95%	13

SAT

Adrian High School	2015-16	Mathematics	Students Without Disabilities	500.1	530	59	40.7%	86	59.3%	145
Adrian High School	2015-16	Mathematics	Homeless	<10	530	<10	<10	<10	<10	<10
Adrian High School	2015-16	Mathematics	Not Homeless	491.6	530	59	37.8%	97	62.2%	156

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
ELA	11th Grade Content	All Students	2014-15	79.5%	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2015-16	81.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	80.5%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2015-16	79.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	53.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2015-16	47.4%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	47.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2015-16	43.1%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2014-15	66.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2014-15	65.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2014-15	30.8%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2014-15	28.5%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Hispanic of Any Race	2014-15	80.2%	<10	<10	<10	<10	<10

MI-Access Functional Independence

ELA	11th Grade Content	Hispanic of Any Race	2015-16	81.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	83.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2015-16	81.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2014-15	48.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2015-16	41.4%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	49.5%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2015-16	38.4%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	84.4%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	85.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	62.8%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	54.7%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	79.2%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	80.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	48.9%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2014-15	42.6%	<10	<10	<10	<10	<10

MI-Access Functional Independence

ELA	11th Grade Content	Male	2014-15	79.6%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2015-16	81.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2014-15	80.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2015-16	82.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2014-15	55.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2015-16	50.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2014-15	50.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2015-16	46.3%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2014-15	78.8%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2015-16	81.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	80.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2015-16	80.6%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2014-15	51.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2015-16	47.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	45.1%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	42.1%	<10	<10	<10	<10	<10
ELA	11th Grade Content	English Language Learners	2014-15	75.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	English Language Learners	2014-15	81.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	English Language Learners	2014-15	34.9%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	English Language Learners	2014-15	41.9%	<10	<10	<10	<10	<10

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

02/28/2017

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



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	ELA	98.7%	69.6%	98.6%	61.5%	97.1%	79.0%
All Students	Mathematics	98.6%	62.1%	99.2%	50.7%	97.1%	59.9%
All Students	Science	98.1%	50.0%	98.6%	35.0%	97.7%	55.2%
All Students	Social Studies	98.1%	59.3%	98.2%	54.6%	96.5%	75.5%
Bottom 30%	ELA	N/A	25.1%	N/A	11.1%	N/A	30.6%
Bottom 30%	Mathematics	N/A	19.0%	N/A	6.8%	N/A	10.2%
Bottom 30%	Science	N/A	9.8%	N/A	2.2%	N/A	4.1%
Bottom 30%	Social Studies	N/A	13.3%	N/A	9.5%	N/A	20.4%
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	84.3%	<30	<30	<30	<30
Asian	Mathematics	99.4%	83.7%	<30	<30	<30	<30
Asian	Science	99.3%	65.5%	<30	<30	<30	<30
Asian	Social Studies	99.3%	76.0%	<30	<30	<30	<30
Black or African American	ELA	97.7%	46.9%	97.1%	42.9%	<30	<30
Black or African American	Mathematics	97.4%	37.3%	97.1%	34.9%	<30	<30
Black or African American	Science	96.5%	23.9%	<30	<30	<30	<30
Black or African American	Social Studies	96.6%	33.6%	<30	<30	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	98.3%	52.1%	100.0%	73.0%
Hispanic of Any Race	Mathematics	98.8%	51.1%	99.4%	43.5%	100.0%	48.7%
Hispanic of Any Race	Science	98.1%	36.7%	99.5%	25.0%	100.0%	43.2%



Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	98.4%	48.5%	100.0%	70.3%
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	97.9%	58.2%	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	97.9%	52.8%	<30	<30
Two or More Races	Science	98.5%	45.2%	91.7%	36.4%	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	94.1%	65.6%	<30	<30
White	ELA	99.0%	75.6%	99.1%	67.9%	99.1%	85.4%
White	Mathematics	98.9%	68.4%	99.5%	55.0%	99.1%	66.0%
White	Science	98.6%	57.1%	99.2%	42.2%	100.0%	61.5%
White	Social Studies	98.5%	65.8%	99.2%	56.4%	98.2%	78.9%
Economically Disadvantaged	ELA	98.3%	56.8%	98.3%	54.0%	96.4%	78.2%
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.2%	41.8%	96.4%	47.4%
Economically Disadvantaged	Science	97.5%	35.0%	98.5%	26.9%	97.6%	43.0%
Economically Disadvantaged	Social Studies	97.5%	43.9%	98.6%	46.8%	97.6%	69.6%
English Language Learners	ELA	98.8%	49.5%	98.7%	31.8%	<30	<30
English Language Learners	Mathematics	99.0%	48.4%	98.7%	28.1%	<30	<30



Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	96.9%	<30	<30	<30
English Language Learners	Social Studies	98.2%	30.9%	<30	<30	<30	<30
Students With Disabilities	ELA	97.2%	40.1%	94.3%	30.9%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	98.2%	27.1%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	96.8%	11.6%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	96.1%	27.1%	<30	<30

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	88.34%	94.85%
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	N/A	N/A
Hispanic of Any Race	72.07%	88.00%	92.86%
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	87.23%	95.04%
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	81.13%	92.77%
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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



MI School Data

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	94.79%	N/A

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

Accountability Status District Data

District Name	ELA Status	ELA 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

Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Adrian High School	Green	2	Green	2	Green	2	Green	2	Lime	44



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	25	29	1

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%	N/A	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%



MI School Data

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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					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ 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.



MI School Data
Annual Education Report
Adrian High School

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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					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

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.



MI School Data

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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 or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
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.

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					
Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability					
SD	12	76	24	7	#
Not SD	88	32	68	31	6
Student is an English Language Learner					
ELL	4	52	48	16	2
Not ELL	96	36	64	29	5

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.

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					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

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.



MI School Data

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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					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

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.



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
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0