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Whiteford High School

Engage • Encourage • Empower



"Home of the Bobcats"

We are Whiteford!

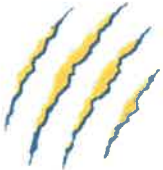
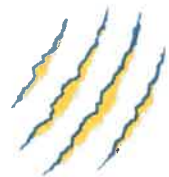
Empowered ...
for our world

Encouraged ...
by our community

Engaged ...
in our learning

Mission / Vision

2020 - 2021 Annual Report



Whiteford Agricultural School District

of the Counties of Lenawee and Monroe, Michigan



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January 4, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Whiteford 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 Valerie Orr for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3nxAsJd>, or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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.

The key challenges for Whiteford High School are students are performing below that of peers with similar demographics. Continued progress in student achievement has been observed in large part due to the Professional Learning Community Team's continued work on curriculum alignment and intentional supports for all students. The key initiatives at Whiteford High School to accelerate student achievement and address key challenges include:

- Utilizing Richard DuFour's Professional Learning Community (PLC) model for:
 - A Focus on Learning
 - A Collaborative Culture With a Focus on Learning for All
 - Collective Inquiry Into Best Practice and Current Reality
 - Action Orientation: Learning by Doing
 - A Commitment to Continuous Improvement
 - Results Orientation
- Utilizing Center for Educational Leadership 5D+Instructional Framework and Instructional Growth and Teacher Evaluation Tool
- Personalized Learning for students through an LMS; Schoology
- Curriculum alignment and revision based on student outcomes from multiple data measures
- Increasing rigor in curriculum offerings and lessons

- A Master Schedule with structured intervention and extension time with core teachers to address key deficits by student by standard
 - Staff mentors for all students
 - Utilizing all school media to invite parents to parent/teacher conferences
- State law requires that we also report additional information.
- Students are assigned to the Whiteford High School based on academic promotion as an eligible student in the Whiteford Agricultural District.
 - The current Whiteford High School Improvement Plan continues to be built and managed based on student performance data, staff performance data, and local, state and federal requirements. On-going and frequent review of the plan is a necessary component of this process.
 - Students are selected for inclusion in specialized schools either through self-nomination or placed by recommendation of an Individualized Educational Planning Committee. The purpose of these programs is to provide additional learning opportunities to the regular Whiteford curriculum.
 - Implementation of the Whiteford High School core curriculum varies as the state and federal requirements change, student performance data is reviewed, and student needs evolve. Continual evaluation of these expectations is the guiding factor in revisions to the delivery and assessment of core content. All curricula meet requirements of content expectations and Michigan State Standards. Core course outlines are available in the High School office upon request.
 - Whiteford High School students take the Northwest Education Association (NWEA) Measures of Academic Progress test annually. Results for the 2019-2020 school year are as follows (Note: Due to the COVID-19 pandemic, the Spring 2020 NWEA was not administered):

Student Growth Summary Report



Aggregate by School

Term: Winter 2019-2020
District: Whiteford Agricultural Schools

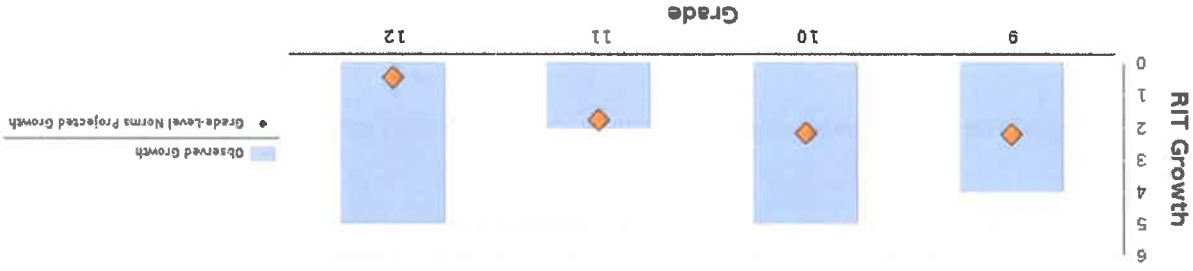
Norms Reference Data:
Growth Comparison Period: Fall 2019 - Winter 2020
Start: 4 (Fall 2019)
End: 20 (Winter 2020)

Grouping: None
Small Group Display: No

Whiteford High School

Math: Math K-12

Grade	Fall 2019		Winter 2020		Growth	Grade-Level Norms	School Conditional Growth Percentile	School Conditional Growth Index	Projected Growth	Observed Growth SE	Percentile	SD	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	240.6	12.9	88	4	0.9	2.2	1.60	84	99	71	45	63	73	74				
	Mean RIT	SD	Percentile	Mean RIT																													SD	Percentile		
9	236.6	15.6	86	240.6	12.9	88	4	0.9	2.2	1.60	84	99	71	45	63	73	74	236.6	15.6	86	240.6	12.9	88	4	0.9	2.2	1.60	84	99	71	45	63	73	74		
10	237.2	16.3	79	241.9	15.9	85	6	0.8	2.2	2.17	99	63	46	73	71	46	73	73	237.2	16.3	79	241.9	15.9	85	6	0.8	2.2	2.17	99	63	46	73	71	46	73	73
11	237.3	17.1	70	238.1	17.2	70	2	1.0	1.8	0.91	61	55	28	53	51	28	53	51	237.3	17.1	70	238.1	17.2	70	2	1.0	1.8	0.91	61	55	28	53	51	28	53	51
12	244.8	18.7	86	249.1	16.5	92	5	1.3	0.4	3.34	89	31	23	34	31	23	34	31	244.8	18.7	86	249.1	16.5	92	5	1.3	0.4	3.34	89	31	23	34	31	23	34	31

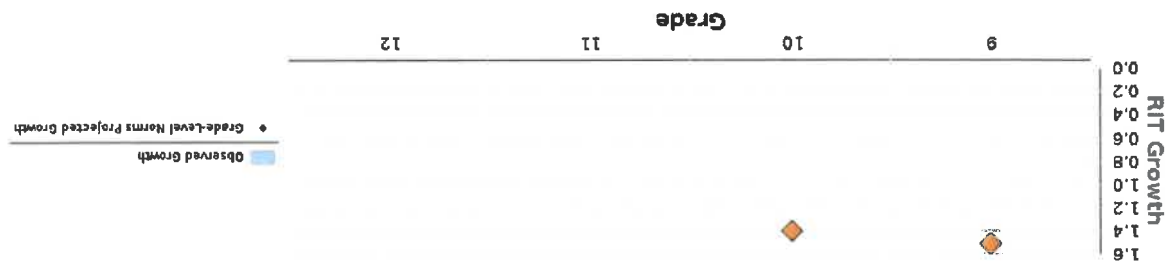


Norms Reference Data: 2020 Norms
 Growth Comparison Period: Fall 2019 - Winter 2020
 Weeks of Instruction: Start - 4 (Fall 2019)
 End - 20 (Winter 2020)
 Grouping: Small Group Display
 None

Whitford High School

Language Arts: Reading

Student	Fall 2019				Winter 2020				Growth			
	Count	Mean RIT	SD	Percentile	Count	Mean RIT	SD	Percentile	Observed Growth	Projected Growth	Conditional Growth	Grade-Level Norms
8	71	222.9	12.6	66	222.9	13.6	60	0	0.9	1.5	-1.33	8
9	62	223.2	16.6	58	223.5	16.1	63	0	1.1	1.4	-1.16	12
10	62	223.2	16.6	58	223.5	16.1	63	0	1.1	1.4	-1.16	12
11	62	223.2	16.6	58	223.5	16.1	63	0	1.1	1.4	-1.16	12
12	0											



Average SAT Scores

Year	Total	District	State
2018	75	985	1009
2019	49	972	984
2020	N/A		

- Total Students Enrolled and Percentages of Students Represented by Parents at Parent-Teacher Conferences

Year	Total (%)	Males (%)	Females (%)
2018-2019	13 (25%)	8 (15%)	5 (10%)
2019 (12)	13 (25%)	8 (15%)	5 (10%)
2020 (11)	15 (29%)	7 (14%)	8 (16%)
2020 (11)	15 (29%)	7 (14%)	8 (16%)
2021 (11)	10 (15%)	7 (10%)	3 (5%)
2021 (11)	10 (15%)	7 (10%)	3 (5%)
2022 (10)	20 (29%)	10 (15%)	10 (14%)
2022 (10)	20 (29%)	10 (15%)	10 (14%)
2023 (9)	22 (33%)	14 (21%)	8 (12%)
2023 (9)	22 (33%)	14 (21%)	8 (12%)

Number (%) of Postsecondary Enrollments (dual enrollment)

Year	Number (Percentage) Enrolled	Percentage Enrolled
2018-2019	54/256 Grades 9-12	21%
2018-2019	54/256 Grades 9-12	21%
2018-2019	51/256 Grades 9-12	20%
2018-2019	51/256 Grades 9-12	20%
2019-2020	45/241 Grades 9-12	19%
2019-2020	45/241 Grades 9-12	19%
2019-2020	43/241 Grades 9-12	18%
2019-2020	43/241 Grades 9-12	18%

- College Equivalent Courses Offered (AP/IB)

Whitford offers two AP course - AP Calculus & AP US History

• **Number (%) of Students Enrolled in College Equivalent Courses (AP/IB) – AP Calculus**


Year	Number	Percentage
2018-2019	10/52 Seniors and 1/51 Juniors	11%
2019-2020	16/48 Seniors and 0 Juniors	33%

• **Number (%) of Students Receiving a Score Leading to College Credit – AP Calculus**

Year	Number	Percentage
2018-2019	3/11 students	18.2%
2019-2020	1/16 students	6%

We are very proud of our students' achievement at Whiteford High School. The entire staff will continue to work at maintaining and improving our educational offerings in order to prepare all of our students for their future. We look forward to working with you and our students.

Sincerely,



Valerie Orr

Interim High/High School Principal/Superintendent



01/11/2021

Annual Education Report Whiteford High School (04507)
High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	98.00%	86.30%	89.56%	94.44%
Black or African American	67.31%	<10	79.37%	85.40%	94.44%
Hispanic or Any Race	72.07%	<10	82.01%	86.99%	94.44%
White	83.48%	97.87%	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	100.00%	79.46%	85.46%	94.44%
Students With Disabilities	57.12%	100.00%	73.71%	82.00%	94.44%

Annual Education Report Whiteford High School (04507)
Professional Qualifications of All Public Elementary and Secondary School Teachers

Whiteford High School (04507)	Other	B.A.	M.A.	Ph.D.
1	8	18	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

Inexperienced Teachers

Whiteford High School (04507)	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
15.44	3.06	3.06	19.8%	N/A	N/A	3.06	19.8%

Inexperienced Principals and Other School Leaders

Whiteford High School (04507)	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
1.00	0.00	0.00	0.0%	N/A	N/A	0.00	0.0%

Teacher Emergency or Provisional Credentials

Whiteford High School (04507)	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
15.44	0.00	0.00	0.0%	N/A	N/A	0.00	0.0%

Out-of-Field Teachers

Whiteford High School (04507)	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
15.44	1.67	1.67	10.8%	N/A	N/A	1.67	10.8%

Annual Education Report Whiteford High School (04507)

NAEP Grade 4 Math

Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
100	24	41	29	7
All Students				
Male	51	22	40	30
Female	49	25	42	28
National Lunch Program Eligibility	51	36	44	18
Eligible	49	12	37	11
Not Eligible	#	#	#	#
Info not available				
Race/Ethnicity	15	41	36	8
White	65	15	41	36
Black or African American	17	51	39	9
American	9	34	45	17
Hispanic	3	9	37	4
Asian	8225	#	#	22
American Indian or Alaska Native	#	#	#	#
Native Hawaiian or Other Pacific Islander	5	29	42	7
Two or More Races				
Student classified as having a disability	11	60	29	1
SD	89	19	42	7
Not SD				
Student is an English Language Learner	10	37	46	2
ELL	90	22	40	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) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.



01/11/2021

Annual Education Report Whiteford High School (04507)
NAEP Grade 8 Math

Percent of Students	32	68	31	9
All Students	51	33	67	31
Male	49	31	69	31
Female	4	48	52	16
National Lunch Program Eligibility	55	19	81	43
Eligible	#	#	#	#
Not Eligible	70	25	75	37
Race/Ethnicity	15	64	36	9
Black or African American	8	41	59	16
Hispanic	3	14	86	52
Asian	#	#	#	#
American Indian or Alaska Native	#	#	#	#
Native Hawaiian or Other Pacific Islander	4	39	61	24
Two or More Races	10	75	25	5
Student classified as having a disability	90	27	73	34
SD	0	9	0	9
Not SD	6	60	40	8
Student is an English Language Learner	94	30	70	32
ELL	1	9	1	9
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) 2019 Mathematics Achievement.

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01/11/2021

Annual Education Report Whiteford High School (04507)
NAEP Grade 4 Reading

Percent of Students	36	64	32	7
All Students	100	36	64	32
Male	51	40	60	28
Female	49	32	68	36
National Lunch Program Eligibility	53	49	51	20
Eligible	47	21	79	45
Not Eligible	#	#	#	#
Info not available				
Race/Ethnicity	65	29	71	37
White	18	58	42	15
Black or African American	9	50	50	18
Hispanic	3	18	82	44
Asian	#	#	#	#
American Indian or Alaska Native	#	#	#	#
Native Hawaiian or Other Pacific Islander	5	33	67	35
Two or More Races				
Student classified as having a disability	10	74	26	10
SD				
Not SD	90	31	69	34
Student is an English Language Learner	11	57	43	14
ELL				
Not ELL	89	33	67	34

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), 2019 Reading Assessment.
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01/11/2021

Annual Education Report Whiteford High School (04507)
NAEP Grade 8 Reading

Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
100	27	73	31	3
All Students				
51	32	68	26	2
Male				
49	21	79	37	3
Female				
47	39	61	19	1
Program Eligibility				
52	15	85	43	4
Not Eligible				
Info not available				
70	22	78	35	3
White				
15	48	52	12	0
Black or African American				
8	36	64	22	1
Hispanic				
3	14	86	56	6
Asian/Native Hawaiian or Pacific Islander				
4	23	77	40	5
Islander				
4	23	77	40	5
American Indian or Alaska Native				
Two or More Races				
11	71	29	5	0
Student classified as having a disability				
89	21	79	35	3
SD				
Not SD				
6	57	43	6	0
Student is an English Language Learner				
94	25	75	33	3
ELL				
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), 2019 Reading Assessment.

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01/11/2021

Annual Education Report Whiteford High School (04507)

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
4	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
8	Reading	83.3	2.41	91	3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.



01/11/2021

Annual Education Report Whiteford High School (04507) Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display