April 8, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Milford 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 Principal Kevin McKenna at kevin.mckenna@hvs.org or 248-684-8091 for assistance.

The AER is available for you to review electronically by visiting the following web site http://bit.ly/2tRMMKU or you may review a copy in the main office at your child’s school.

For the 2017-18 school year, schools were identified using 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 met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school. 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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

- TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.
- ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Milford High School was not given a “label” for this current year.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Our school has been identified as a Focus school.
To ensure a solid academic foundation and to allow our students to achieve at the highest levels, we followed the following goals:

- Students will increase Proficiency in Mathematics.
- Students will increase Proficiency in reading.
- Students will increase Proficiency in writing.
- Students will increase Proficiency in Science.
- Students will increase Proficiency in Social Studies.

Students are assigned to Milford High if they are residents in the Milford attendance area, have made application through the District’s open enrollment process, or Schools of Choice process. Huron Valley Schools provides open enrollment for District residents who would like to attend a school within the District that is not in their attendance area. Schools of Choice enrollment are offered to non-residents based on available openings. Information about these options is available at: http://www.hvs.org/parentresources/enrollmentcontacts/.

Currently, Milford High School is in their final year of the three-five year school improvement plan and will be reviewed during April 2019.

Our curriculum meets or exceeds the Michigan Department of Education grade level benchmarks and content expectations. Huron Valley Schools is in the process of implementing the Michigan Academic Standards. The District's curriculum is analyzed by our Teaching, Learning and Technology Department and the Triple A (Academics, Arts and Athletics) School Board Subcommittee to ensure it is aligned with state grade level expectations. Curriculum is accessible at your child's school, or by contacting Huron Valley Schools Teaching, Learning and Technology Department. The Michigan Department of Education (MDE) also has information about High School (9-12) Grade Level Content Expectations that parents may find helpful. This information is located on the MDE website at http://www.michigan.gov/mde/0,1607,7-140-38924---,00.html

Parent-Teacher conferences were well attended at Milford High.
- For 2015-16, 1354 students, 26% of parents attended.
- For 2016-17, 1347 students, 26% of parents attended.
- For 2016-17, 1391 students, 29% of parents attended.

The following information regarding Milford High School is required by state law to report:

- The number and percent of postsecondary enrollments (dual enrollments):
  - 2016-17: 2 students, <1%
  - 2017-18: 31 students, 2%
  - 2018-19: 31 students, 2%
- The number of college equivalent courses offered (AP/IB):
  - 2016-17: 16
  - 2017-18: 16
  - 2018-19: 15
- The number and percent of students enrolled in college equivalent courses (AP/IB) The number and percent of students:
• 2015-16: 390 students, of these students, 67% received a score leading to college credit.
  o 2016-17: 395 students, of these students, 64% received a score leading to college credit.
  o 2017-18: 394 students, of these students, 73% received a score leading to college credit.

Our fine teaching staff works tirelessly to bring out the potential in every student. It is the dynamic combination of dedicated teachers and motivated learners that creates the culture of success that we enjoy in Milford High School year after year.

Sincerely,

Kevin McKenna, Principal
Milford High School