



# **A**DDISON COMMUNITY SCHOOLS

219 N. Comstock • Addison, MI 49220

1/9/2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Addison 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 [scott.salow@addisonschools.us](mailto:scott.salow@addisonschools.us) for assistance.

The AER is available for you to review electronically by visiting the following website <https://www.addisonschools.org/> 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 2023-24. 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 2023-24. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2023-24. Some schools are not identified with any of these labels. In these cases, no label is given.

Addison High School continues to strive to inspire, educate, and empower our students for their future in all academic and personal endeavors. While we are pleased with some of the progress we have made as a community of learners and the individual growth each of our students has made, we continue to work tirelessly to improve and ensure success for all students. Our staff is committed to working collaboratively in their departments to ensure a quality experience for all students.

Our school improvement goals focus on increasing the scores of our bottom 30% and economically disadvantaged, improving proficiency levels in math and science, and raising our scores in special education. We have identified each student in these categories and developed strategies for success. Interventions are co-

teaching model, students are placed in classes comparable to their achievement levels, common core alignment, new textbooks, on-line resources, more district-provided assessments, tutoring, and computers accessible for every middle school student. In addition, we have also offered before-school and after-school tutoring for students who would like extra support in mathematics. There continues to be an increase of improvement in reading and writing.

To help accelerate student achievement and close persistent gaps in achievement, Addison currently requires that students, 9th-12th grade, be assigned to seminar. Seminar is a half-hour intervention class that helps students receive extra academic support in areas that they are not proficient in. Students also have an exploratory class where they can extend their learning in science, literature, and mathematics which teaches them beyond the curriculum and allows the students to apply their knowledge to real-life experiences.

MTSS implementation began district-wide during the 2023-2024 school year and is a proactive approach to students' behavioral and educational needs. In short, this is a system that is a data-driven, systematic, and scientifically proven approach to promoting an effective learning environment for each child. Each initiative is continuously reviewed at various times throughout the year to ensure it is moving our district in the right direction.

State law requires that we also report additional information. This annual report verifies the hard work staff and students have displayed in attaining expectations and requirements. We are committed to continuous growth and improvement.

**1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:**

Students are assigned equal sections of core classes. Special education students are placed in appropriate classes based on the IEP recommendations. That may include a co-taught class. Furthermore, teachers receive recommendations from the previous grade level teachers on appropriate placements based on student's grades, state assessment scores, local district assessments, and teacher observation

**2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:2021-2026** School Improvement Plan has been adopted by the School Board. The following areas are goals that the district has agreed upon.

**1. Student Achievement:** Provide instructional procedures and programs to increase student achievement and engagement.

**2. Technology:** Provide quality technology to support curriculum, instruction, operations, and communications.

**3. Learning Environment/Facilities:** Addison will provide safe and functional learning environments that meet the individual needs and diverse learning styles of all students.

**4. Communication, Community Engagement and Marketing:** We will improve communications and involvement among staff, students, parents, and the community to make Addison the Top choice academically and athletically in the area.

### **3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:**

The students of Addison Community Schools 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. Less than 10 students from Addison Community Schools attended LISD classroom programs during the 2023-24 school year.

The LISD operates the Laura Haviland Program for early elementary, elementary, middle and high school students with severe emotional and behavioral impairments. Zero students from Addison Community Schools attended Laura Haviland during the 2023-24 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. Less than 10 students from Addison Community Schools attended these programs during the 2023-24 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. Zero students from Addison Community Schools attended the LISD PREP Academy during the 2023-24 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. 47 students from Addison Community Schools attended the LISD TECH Center or participated in the co-op/work experience program during 2023-24. This equals 43.3% of the junior and senior population for this school district.

Local districts operate special education classrooms open to students from other districts. There are two MiCI classrooms in the county that other districts can send students to. Beyond that districts do individual agreements to allow students to attend a classroom in another district during the 2023-24 school year.

**4. 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**

A course description of its permutation and an explanation of the variances from the state's model can be accessed from our webpage at

[https://www.addisonschools.org/downloads/general\\_photos/ms\\_curriculum\\_guide\\_1.pdf](https://www.addisonschools.org/downloads/general_photos/ms_curriculum_guide_1.pdf)

**5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

Students in grades 9-12 are assessed three times a year in the core areas of Reading, Mathematics, Language Usage, and General Science using the NWEA as our local assessment. During the 2023-2024 school year, 11th-grade students were administered the M-STEP/SAT. 9th and 10<sup>th</sup> graders were administered the PSAT. To review the 2023-2024 testing scores please visit the MI School Data Grades 3-8 State Testing ( Includes PSAT Data Performance). <https://www.mischooldata.org/grades-3-8-state-testing-includes-psat-data-performance/>

**6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

We are currently seeing a declining trend with parents attending conferences because parents have access to their child's grades through our Home Access Center. Teachers are in contact with parents on a regular basis through email, as well as emailing lesson plans weekly.

**7. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS**

**( DUAL ENROLLMENT)**

- 30 students for fall and spring dual-enrolled
- 18 seniors out of 56 - 32% dual-enrolled
- 10 juniors out of 38- 26%
- 2 sophomores out of 55 -4%

**THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)**

2 courses were offered in person on campus ( AP Literature, and AP History)

2 courses were offered through Edmentum ( AP Psychology and AP Chemistry).

**THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)**

30 students total took AP courses - 20%

**THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A  
SCORE LEADING TO COLLEGE CREDIT**

14 AP taken, 13 earned a 3 or higher which qualified for college credit-  
92.9%

The high school staff provides excellent instruction and support to our students daily. Teachers continue to attend meaningful professional development to increase their knowledge on content as well as working to build meaningful relationships with their students. I continue to be impressed with how hard the students and teachers work toward improving their academics and behaviors and never settle for anything but the best.

Sincerely,

Ms. Yeider  
Middle/High School Principal