



ASHLEY HIGH SCHOOL

2015-2016 SCHOOL ANNUAL REPORT COVER LETTER

Traci Gavenda, Principal

Principal's Greeting/Message

March 16, 2017

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 the Ashley 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 Traci Gavenda, principal, for assistance.

The AER is available for you to review electronically by clicking the following link: [2015-16 Ashley High School Annual Education Report](#), or you may review a copy in the main office at your child's school.

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 was identified has not been given any of these labels.

Ashley High School has an enrollment of less than a 100 students in 9th - 12th grade. This allows the school district to offer small class sizes; which allows teachers the ability to directly assist students and positively impact student academic growth. With this said, due to the low number of students at each grade level the achievement results will fluctuate; as a student's results will count 5-10% depending on the number of students tested. Other factors that may impact testing results are this test is new and was given to students on the computer.

Student engagement and differentiating curriculum requirements to meet the needs of all students is priority. Time has been allocated for teacher collaboration to establish best practices. Ashley High School has implemented data reviews to better align their curriculum across grade level utilizing NWEA assessment data, as well as course assignments and assessments.

It is the belief at Ashley High School that all students can learn. Given this, and given that we refuse to give up on any student for any reason, we believe that it is our solemn duty to mold all of our students into productive members of our society. To this end, we believe an emphasis on the basics, reading, writing, and arithmetic is essential, as well as creating an educational environment that is rooted in personal responsibility and empathy for others.

Sincerely,
Traci Gavenda, Principal

Description of the School

Ashely High School serves students in 9th -12th grades. Programs provided at the school include Band, Technology, Physical Education, and Spanish along with the Common Core academic essentials.

Process for Assigning Pupils to the School

All district pupils in 9th -12th are assigned to Ashley High School since there is only one building in this district that serves this grade span of pupils. Students may also be assigned to this building for a program offered that better meets their educational needs.

Status of 3-5 Year School Improvement Plan

A copy of the School Improvement Plan is available www.ashleyschools.net. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
All Ashley High School students will be career and college ready in Mathematics.			
<ul style="list-style-type: none"> • Multi-Tiered System of Support 		X	
All Ashley High School students will be college and career readers and writers.			
<ul style="list-style-type: none"> • Multi-Tiered System of Support 		X	
All Ashley High School students will be college and career ready in Science.			
<ul style="list-style-type: none"> • Multi-Tiered System of Support 		X	
All Ashley High School students will be career and college ready in the area of Social Studies.			
<ul style="list-style-type: none"> • Multi-Tiered System of Support 		X	

Core Curriculum Status

A copy of the Core Curriculum is available at ELA Common Core Standards; Math Common Core Standards or can also be obtained in the principal's office.

English Language Arts

The English Language Arts curriculum follows Michigan approved Common Core State Standards. Building educators utilize Language Network: Grammar, Writing, Communication textbook and Literature and Integrated Studies textbook verified by research conducted by McDougal Littell and Scott Foresman. The English Language Arts curriculum was last approved by our local Board of Education in 2012.

Mathematics

The Mathematics curriculum follows Michigan approved Common Core State Standards. Building educators utilize Engage NY, Mathematics Application and Pre-Algebra verified by research conducted by Glencoe. The Mathematics curriculum was last approved by our local Board of Education in 2012.

Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. In addition to the GLCE/HSCes, the building is analyzing the Next Generation Science Standards. Although not yet state approved, these standards provide a road map to future science instruction. Building educators utilize Science Interactions Course 2 and 3 textbooks verified by research conducted by Glencoe. The Science curriculum was last approved by our local Board of Education in 2012. As the Next Generation Science Standards begin to roll out our Science teachers continue to attend Professional Development to ensure our school is ready.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize America History of a Nation textbook; Discover Our Heritage; Build Our Nation; The World and It's People textbook verified by research conducted by Houghton Mifflin, Glencoe and Pearson. The Social Studies curriculum was last approved by our local Board of Education in 2012. Teachers continue to find new ways to engage our students.

Aggregate Local Assessment Data

The most accurate assessments are continuous and cumulative in nature. Assessment of student achievement should occur in a variety of settings involving ordinary tasks and situations. Assessment techniques include observation, checklists and self-appraisal. Reporting student achievement through report cards showing skill levels is much more meaningful than letter grades.

The building's standard based report card links the curriculum to assessment and reporting. Assessments that are linked to the curriculum, allow for a better measure of student outcomes and success in the core curricular areas. The COMMON CORE national standards are now implemented into our assessment tools. Writing samples are also collected and scored using teacher designed and COMMON CORE aligned scoring rubrics. Progress reports, conferences and student work are also appropriate means to share student information with parents. This information is reviewed periodically with teachers and parents and presented to their next year's teacher.

NWEA MAP has been implemented as an Interim assessment. This data is being utilized to ensure all students are being supported in area of most need, as well as helping our teachers make data driven curriculum decisions that we were not able to do before. This assessment is used in conjunction with course assessments and assignments.

Parent Teacher Conference Attendance Data

	2014-15		2015-16	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	85	98%	85	98%

Post-Secondary Information

Students from Ashley High School have the opportunity to dual enroll in post-secondary classes at Mid-Michigan Community College and Lansing Community College.

	2014-15		2015-16	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
Number and Percent of Postsecondary Enrollments (Dual Enrollment)	0	0%	1	1%
Number of College Equivalent Courses Offered (AP/IB)	2	-	3	-
Number and Percentage of Students Enrolled in College Equivalent Courses (AP/IB)	12	10%	15	13%
Number and Percentage of Students Receiving a Score Leading to College Credit	2	2%	2	2%

Annual Education Report
Ashley High School (00131)

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%	31.8%	31.8%	0.0%	31.8%	54.5%	13.6%
ELA	11th Grade Content	White	2014-15	54.3%	31.8%	31.8%	0.0%	31.8%	54.5%	13.6%
ELA	11th Grade Content	Female	2014-15	55.4%	40.0%	40.0%	0.0%	40.0%	40.0%	20.0%
ELA	11th Grade Content	Male	2014-15	43.3%	25.0%	25.0%	0.0%	25.0%	66.7%	8.3%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	28.5%	31.8%	31.8%	4.5%	27.3%	36.4%	31.8%
Mathematics	11th Grade Content	White	2014-15	32.4%	31.8%	31.8%	4.5%	27.3%	36.4%	31.8%
Mathematics	11th Grade Content	Female	2014-15	29.1%	40.0%	40.0%	0.0%	40.0%	30.0%	30.0%
Mathematics	11th Grade Content	Male	2014-15	27.8%	25.0%	25.0%	8.3%	16.7%	41.7%	33.3%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	29.4%	18.2%	18.2%	4.5%	13.6%	27.3%	54.5%

Annual Education Report
Ashley High School (00131)

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
Science	11th Grade Content	All Students	2015-16	33.0%	19.0%	19.0%	9.5%	9.5%	42.9%	38.1%
Science	11th Grade Content	Hispanic of Any Race	2015-16	19.9%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	18.2%	18.2%	4.5%	13.6%	27.3%	54.5%
Science	11th Grade Content	White	2015-16	38.7%	21.1%	21.1%	10.5%	10.5%	42.1%	36.8%
Science	11th Grade Content	Female	2014-15	26.7%	0.0%	0.0%	0.0%	0.0%	40.0%	60.0%
Science	11th Grade Content	Female	2015-16	29.8%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2014-15	32.1%	33.3%	33.3%	8.3%	25.0%	16.7%	50.0%
Science	11th Grade Content	Male	2015-16	36.3%	14.3%	14.3%	7.1%	7.1%	50.0%	35.7%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	10.0%	10.0%	0.0%	10.0%	40.0%	50.0%
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	27.3%	27.3%	4.5%	22.7%	54.5%	18.2%

Annual Education Report
Ashley High School (00131)

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
Social Studies	11th Grade Content	All Students	2015-16	43.1%	35.0%	35.0%	10.0%	25.0%	55.0%	10.0%
Social Studies	11th Grade Content	Hispanic of Any Race	2015-16	30.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	27.3%	27.3%	4.5%	22.7%	54.5%	18.2%
Social Studies	11th Grade Content	White	2015-16	49.3%	33.3%	33.3%	11.1%	22.2%	55.6%	11.1%
Social Studies	11th Grade Content	Female	2014-15	40.5%	20.0%	20.0%	0.0%	20.0%	70.0%	10.0%
Social Studies	11th Grade Content	Female	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2014-15	47.2%	33.3%	33.3%	8.3%	25.0%	41.7%	25.0%
Social Studies	11th Grade Content	Male	2015-16	47.1%	30.8%	30.8%	7.7%	23.1%	53.8%	15.4%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	<10	<10	<10	<10	<10	<10

Annual Education Report
Ashley High School (00131)

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
Ashley High School	2015-16	Total Score	All Students	969.5	N/A	<10	38.1%	13	61.9%	21
Ashley High School	2015-16	Total Score	Hispanic of Any Race	<10	N/A	<10	<10	<10	<10	<10
Ashley High School	2015-16	Total Score	White	968.4	N/A	<10	36.8%	12	63.2%	19
Ashley High School	2015-16	Total Score	Female	<10	N/A	<10	<10	<10	<10	<10
Ashley High School	2015-16	Total Score	Male	975.0	N/A	<10	35.7%	<10	64.3%	14
Ashley High School	2015-16	Total Score	Economically Disadvantaged	913.0	N/A	<10	30.0%	<10	70.0%	10
Ashley High School	2015-16	Total Score	Not Economically Disadvantaged	1020.9	N/A	<10	45.5%	<10	54.5%	11
Ashley High School	2015-16	Total Score	Not English Language Learners	969.5	N/A	<10	38.1%	13	61.9%	21
Ashley High School	2015-16	Total Score	Not Migrant	969.5	N/A	<10	38.1%	13	61.9%	21
Ashley High School	2015-16	Total Score	Students With Disabilities	<10	N/A	<10	<10	<10	<10	<10
Ashley High School	2015-16	Total Score	Students Without Disabilities	1022.9	N/A	<10	47.1%	<10	52.9%	17
Ashley High School	2015-16	Total Score	Homeless	<10	N/A	<10	<10	<10	<10	<10

Annual Education Report
Ashley High School (00131)

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
Ashley High School	2015-16	Total Score	Not Homeless	982.0	N/A	<10	40.0%	12	60.0%	20
Ashley High School	2015-16	Evidence-Based Reading and Writing	All Students	490.0	480	10	47.6%	11	52.4%	21
Ashley High School	2015-16	Evidence-Based Reading and Writing	Hispanic of Any Race	<10	480	<10	<10	<10	<10	<10
Ashley High School	2015-16	Evidence-Based Reading and Writing	White	489.5	480	<10	47.4%	10	52.6%	19
Ashley High School	2015-16	Evidence-Based Reading and Writing	Female	<10	480	<10	<10	<10	<10	<10
Ashley High School	2015-16	Evidence-Based Reading and Writing	Male	490.7	480	<10	42.9%	<10	57.1%	14
Ashley High School	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	466.0	480	<10	50.0%	<10	50.0%	10
Ashley High School	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	511.8	480	<10	45.5%	<10	54.5%	11
Ashley High School	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	490.0	480	10	47.6%	11	52.4%	21
Ashley High School	2015-16	Evidence-Based Reading and Writing	Not Migrant	490.0	480	10	47.6%	11	52.4%	21

Annual Education Report
Ashley High School (00131)

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
Ashley High School	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	<10	480	<10	<10	<10	<10	<10
Ashley High School	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	520.6	480	10	58.8%	<10	41.2%	17
Ashley High School	2015-16	Evidence-Based Reading and Writing	Homeless	<10	480	<10	<10	<10	<10	<10
Ashley High School	2015-16	Evidence-Based Reading and Writing	Not Homeless	498.0	480	10	50.0%	10	50.0%	20
Ashley High School	2015-16	Mathematics	All Students	479.5	530	<10	42.9%	12	57.1%	21
Ashley High School	2015-16	Mathematics	Hispanic of Any Race	<10	530	<10	<10	<10	<10	<10
Ashley High School	2015-16	Mathematics	White	478.9	530	<10	42.1%	11	57.9%	19
Ashley High School	2015-16	Mathematics	Female	<10	530	<10	<10	<10	<10	<10
Ashley High School	2015-16	Mathematics	Male	484.3	530	<10	42.9%	<10	57.1%	14
Ashley High School	2015-16	Mathematics	Economically Disadvantaged	447.0	530	<10	30.0%	<10	70.0%	10
Ashley High School	2015-16	Mathematics	Not Economically Disadvantaged	509.1	530	<10	54.5%	<10	45.5%	11

Annual Education Report
Ashley High School (00131)

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
Ashley High School	2015-16	Mathematics	Not English Language Learners	479.5	530	<10	42.9%	12	57.1%	21
Ashley High School	2015-16	Mathematics	Not Migrant	479.5	530	<10	42.9%	12	57.1%	21
Ashley High School	2015-16	Mathematics	Students With Disabilities	<10	530	<10	<10	<10	<10	<10
Ashley High School	2015-16	Mathematics	Students Without Disabilities	502.4	530	<10	52.9%	<10	47.1%	17
Ashley High School	2015-16	Mathematics	Homeless	<10	530	<10	<10	<10	<10	<10
Ashley High School	2015-16	Mathematics	Not Homeless	484.0	530	<10	45.0%	11	55.0%	20

Annual Education Report
Ashley High School (00131)

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
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No Data to Display

Annual Education Report
Ashley High School (00131)

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

Annual Education Report
Ashley High School (00131)

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

Annual Education Report Ashley High School (00131)

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%	100.0%	64.8%	<30	<30
All Students	Mathematics	98.6%	62.1%	100.0%	45.8%	<30	<30
All Students	Science	98.1%	50.0%	100.0%	52.5%	<30	<30
All Students	Social Studies	98.1%	59.3%	97.1%	48.5%	<30	<30
Bottom 30%	ELA	N/A	25.1%	N/A	9.3%	N/A	<30
Bottom 30%	Mathematics	N/A	19.0%	N/A	4.7%	N/A	<30
Bottom 30%	Science	N/A	9.8%	N/A	<30	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	<30	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	N/A	N/A	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%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.4%	83.7%	N/A	N/A	N/A	N/A
Asian	Science	99.3%	65.5%	N/A	N/A	N/A	N/A
Asian	Social Studies	99.3%	76.0%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.7%	46.9%	N/A	N/A	N/A	N/A
Black or African American	Mathematics	97.4%	37.3%	N/A	N/A	N/A	N/A
Black or African American	Science	96.5%	23.9%	N/A	N/A	N/A	N/A
Black or African American	Social Studies	96.6%	33.6%	N/A	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.8%	60.8%	<30	<30	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	<30	<30	<30	<30

Annual Education Report Ashley High School (00131)

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**
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30	<30	<30
Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	<30	<30
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%	<30	<30	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	N/A	N/A
Two or More Races	Science	98.5%	45.2%	<30	<30	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	N/A	N/A
White	ELA	99.0%	75.6%	100.0%	64.7%	<30	<30
White	Mathematics	98.9%	68.4%	100.0%	45.9%	<30	<30
White	Science	98.6%	57.1%	100.0%	53.7%	<30	<30
White	Social Studies	98.5%	65.8%	96.9%	49.2%	<30	<30
Economically Disadvantaged	ELA	98.3%	56.8%	100.0%	58.2%	<30	<30
Economically Disadvantaged	Mathematics	98.2%	48.5%	100.0%	42.9%	<30	<30
Economically Disadvantaged	Science	97.5%	35.0%	100.0%	46.0%	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	95.2%	30.8%	<30	<30

Annual Education Report
 Ashley High School (00131)

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**
English Language Learners	ELA	98.8%	49.5%	N/A	N/A	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	N/A	N/A	N/A	N/A
English Language Learners	Science	98.5%	22.0%	N/A	N/A	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	<30	<30	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	<30	<30	<30	<30
Students With Disabilities	Science	97.0%	26.5%	<30	<30	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	<30	<30	<30	<30

Annual Education Report
 Ashley High School (00131)

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	N/A	N/A
American Indian or Alaska Native	66.57%	N/A	N/A
Asian	90.20%	N/A	N/A
Black or African American	67.36%	N/A	N/A
Hispanic of Any Race	72.60%	N/A	N/A
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	N/A	N/A
White	83.38%	N/A	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	N/A	N/A
English Language Learners	72.11%	N/A	N/A
Students With Disabilities	55.35%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	97.97%	98.48%

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



03/16/2017

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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

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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
Ashley High School	Green	2	Green	2	Green	2	Green	2	Green	10

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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	6	3	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

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%

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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	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
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
Other Pacific Islander	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
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) 2015 Mathematics Achievement.

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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	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
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
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	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) 2015 Mathematics Achievement.

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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	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	1	0	0	0	0
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.

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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	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
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
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
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), 2015 Reading Assessment.

Annual Education Report
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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	#
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.

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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	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
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	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
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), 2015 Reading Assessment.

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