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*Founded on Tradition – Focused on Excellence*

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## Comprehensive Needs Assessment Summary Milan High School 2025-2026

### **District Demographic Data**

The city of Milan was founded in 1831 and is located in the Southeastern Michigan Counties of Washtenaw and Monroe. The city has a total of 3.4 square miles with 75% of its residents living in Washtenaw County and 25% of its residents living in Monroe County. Located between the cultural and commercial hubs of Ann Arbor, MI and Toledo, OH, Milan has both rural and industrial areas. The population of the City of Milan is around 6,000, which inhabit just over 2,500 households. Milan Area Schools includes the entire City of Milan as well as parts of the following townships: Augusta, Pittsfield, Saline, York, Exeter, London, and Milan. These townships are also split between Washtenaw County and Monroe County. The residents of the City of Milan have varied educational experiences with approximately 37% of the population earning a bachelor's degree or beyond. The median household income in Milan is just over \$93,000, with a poverty rate of 9.4% (8.2% rate for residents aged 18 or under). \*Data listed above gathered online through the U.S. Census Bureau and MiSchoolData

The racial makeup of the student population is 83% White, 7% Hispanic/Latino, 6% Two or More Races, 3% African American, and 1% Asian. Our student population is also: 81% At-Risk, 38% Economically Disadvantaged, 17% Students with Disabilities, and 2% English Language Learners.

Milan Area Schools has four school buildings: Paddock Elementary School, Symons Elementary School, Milan Middle School, and Milan High School. The district proudly operates a schools-of-choice program and consistently receives enrollments from more than 20 districts from Washtenaw County and four contiguous counties. Milan Area Schools recognizes a net increase of 233 students when considering non-resident students attending Milan vs. resident students attending elsewhere. The District offers an exceptional educational program to over 1,800 students in Preschool through Twelfth grade. Milan Area Schools employs 353 staff with 97 serving in the capacity of direct instructional staff. The instructional staff is considered 100% Highly Qualified, with a beneficial mixture of veteran teachers and teachers new to the profession, averaging over 11 years of service.

### **School Demographic Data**

At Milan High School, we have a total of 505 students and 38 staff members providing direct student instruction and support. Of our 505 students, 47% are female students and 52.8% are male students. The percentage of students with disabilities in our building is 17%. Our student population is 83% White, 6% Hispanic, 6% Two or More Races, 3% African American, and less than 1% each of American Indian, Alaska Native, or Asian. Our free and reduced lunch rate for the 2025-2026 school year is 32%, and 82% of our students qualify for At-Risk services.

### **Staff Perceptions**

Staff perception survey results for Milan High School reflect very strong relationships and student support systems, alongside areas for continued growth related to culture, expectations, and communication. All staff (100%) reported that students have access to a trusted teacher, counselor, or staff member for both school-related and personal concerns, and that teachers genuinely care about their students. Staff also expressed strong agreement that the school is safe (100%) and that staff treat students with respect (96%), indicating a supportive and caring adult culture.

At the same time, staff feedback highlights opportunities to strengthen student behavior and schoolwide consistency. A notable portion of staff expressed concerns related to student respect toward peers and staff, as well as clarity and consistency in communication of school goals.

Additionally, some staff indicated a need to increase academic challenge for students and improve leadership visibility throughout the school day.

### **Parental Perceptions**

Parent and guardian survey results for Milan High School reflect a generally positive perception of the school environment, particularly in areas related to climate, safety, and accessibility. Families reported high levels of agreement that the school is clean and well-maintained (94%), welcoming to families (89%), and safe (85%). In addition, a strong majority of parents indicated that students have access to a trusted adult at school (86%) and that families can easily contact teachers or school staff with questions or concerns (86%), suggesting positive relationships and approachability of staff. At the same time, survey results point to several areas for continued growth. A notable portion of families reported that they do not regularly receive information or materials to support learning at home (55%), and lower agreement was also reported related to communication about academic progress (38%) and helpful feedback on student work (34%). In addition, some families expressed concerns regarding bullying prevention, student respect toward one another, and perceptions of a zero-tolerance approach to bullying.

### **Student Perceptions**

Student perception survey results indicate that many students at Milan High School feel supported by adults and generally safe within the school environment, while also identifying areas for improvement related to relevance, behavior, and fairness. A strong majority of students reported that there is a trusted teacher, counselor, or staff member they can go to for help with school or personal concerns (82% and 75%), and that school leadership is visible on campus (81%). Students also expressed confidence in the school's safety procedures (82%) and overall sense of safety (77%), suggesting that systems and supports are largely understood and accessible. At the same time, student feedback highlights opportunities to strengthen student culture and instructional relevance. Lower agreement was reported in areas related to mutual respect among students and between students and staff, fairness and consistency of discipline, and perceptions of a zero-tolerance approach to bullying. In addition, some students indicated that they do not consistently see connections between their learning and real-life applications outside of school.

### **Student Achievement**

SAT and PSAT assessment results from the 2024–2025 school year indicate stronger overall performance in English/Reading and Writing (ERW) than in mathematics across grade levels at Milan High School. In grades 9 and 10, students demonstrated meaningful growth from fall to spring, with ERW proficiency increasing by 12 percentage points at both grade levels. Mathematics proficiency also improved during the year, increasing by 11 percentage points in grade 9 and 8 percentage points in grade 10, though overall math proficiency remained lower than ERW.

Eleventh grade results show more limited progress. ERW proficiency for grade 11 students remained stable from fall to spring, while mathematics proficiency declined slightly, indicating a need for increased instructional focus and support in upper-level mathematics. When compared to statewide averages, Milan High School's ERW performance was generally comparable, while math proficiency remained below state levels across grade spans.

**In response to our assessment and perception data from the previous school year, the following items represent new or reinforced improvement initiatives.**

- **Balanced College and Career Readiness:** Strengthen programming that balances college preparation with career readiness.
- **Responsive Instruction and Intervention:** Adjust instructional practices, supports, and interventions to meet the shifting needs of students.
- **Expansion of MTSS Systems:** Continue expanding and refining the MTSS framework, with particular attention to aligning resources and increasing student engagement.
- **Growth of Work-Based Learning (WBL):** Continue to expand work-based learning opportunities to increase relevance, real-world connections, and career exploration for students.
- **Career and Technical Education (CTE) Programming:** Leverage the impact of the CTE millage to enhance programming, expand access to career pathways, and align coursework with workforce and postsecondary needs.

### **School Systems Review**

Milan Area Schools conducts Internal Reviews on an annual basis in each school building. The review process is modeled after the AdvancED Accreditation Review process, whereby the host school shares a comprehensive presentation reviewing academic and perception data along with data-based plans for the upcoming school year. The visiting team, including administrators and teachers from the three other district buildings, receive the presentation, conduct classroom visits, interview a student panel, review artifacts in the building, and then summarize their experience.

The visiting team for the most recent review, completed in November 2025, identified the following highlights at Milan High School:

- Student support is a priority
- Balancing college preparation and career readiness
- High staff commitment to the school and to the students
- Every child is seen
- Calm, comfortable, and purposeful learning environment
- Intentional effort to focus on the whole child and invest in school spirit
- Continuous growth and development of programs
- Team appreciated seeing the students grow and thrive as young adults

### **Comprehensive Needs Assessment Determinations**

The Comprehensive Needs Assessment, which serves as the conclusive report of the annual cyclical district improvement process, yields the following strategies in alignment with district-wide goals established by Milan Area Schools:

1. **MAS Mathematics Goal:** Reduce the gap in NWEA Mathematics RIT scores and PSAT/SAT Math by at least 25% from Fall to Spring between the all-student average and Students with Disabilities and also Economically Disadvantaged Students.

- **MHS Mathematics Strategy:** Milan High School will prioritize strengthening Tier 1 mathematics instruction, expanding targeted supports within the MTSS framework, and aligning instructional practices to improve student engagement, conceptual understanding, and readiness for college and career pathways.
2. **MAS Reading Goal:** Reduce the gap in NWEA Mathematics RIT scores and PSAT/SAT Math by at least 25% from Fall to Spring between the all-student average and Students with Disabilities and also Economically Disadvantaged Students.
- **MHS Reading Strategy:** Milan High School will continue to strengthen Tier 1 literacy practices across content areas, with an emphasis on comprehension, analysis of complex texts, and real-world application. Targeted interventions and expanded MTSS supports will be used to ensure students who need additional assistance continue to make progress toward college and career readiness benchmarks.