



**Southgate Anderson High School
School Annual Education Report (AER) Cover Letter**

March 28, 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 Anderson 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 Duane Lyons, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://bit.ly/2uunNOR>, 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 three or more underperforming student subgroups. 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.

Anderson High School has not been given one of these labels.

PSAT 8/9	PSAT 8/9	PSAT 10	PSAT 10	SAT 11	SAT 11
AHS	STATE	AHS	STATE	AHS	STATE
816	882	869	919	930	1000

With the state assessment results of 2018 at Anderson High School falling below the state mean, challenges continue specifically in the areas of reading, writing and math across all grade levels. The school improvement goals continue to target all students being proficient in literacy and mathematics. The initiatives we have put in place include mandatory lunch assistance, an exam waiver program, and PSAT/SAT practice based on based on the College Board’s recommended Next Steps.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

Anderson High School is a 9th, 10th, 11th, and 12th grade high school in the city of Southgate. Any child who is eligible to attend one of these grades can be assigned to Anderson High School.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

Southgate continued the school improvement process using the AdvancED Self-Assessment Report and the School Improvement system as models. The district’s mission statement guided the work of the School Improvement Team in each school. We are moving into the fourth year of our school improvement plan. As the standardized tests and targets change, we monitor and adjust our school improvement goals to reflect the current test and student growth goals.

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

Common Core State Standards have been fully implemented. Teachers will continue to adjust for student learning. Curriculum can be requested from each department until all curriculum materials are centrally located on the Atlas Rubicon system at the end of the school year.

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

Each building has a day in the fall and a day in the spring dedicated to Parent-Teacher conferences. In grades 9-12 parents are given a three hour window in the afternoon and evening. Parents are strongly encouraged to talk to all of their child’s teachers.

The fall conferences in 2017 were attended by the parents of 218 (18%) students and spring conferences in 2018 were attended by 144 (12%).

The fall conferences in 2018 were attended by the parents of 361 (31%) students and spring conferences in 2019 were attended by 377 (33%)

FOR HIGH SCHOOLS ONLY ALSO REPORT ON THE FOLLOWING:

POSTSECONDARY ENROLLMENTS AND AP COURSES AT ANDERSON HIGH SCHOOL:

In 2016-2017, there were five students enrolled in dual enrollment classes.

In 2017-2018, there were three students enrolled in four dual enrollment classes.

Nine Advanced Placement courses are offered at Anderson High School

In 2016-17, there were 348 (27%) enrolled in AP courses, and 135 (39%) students who earned a score of 3+ on the AP exams.

In 2017-2018, there were 168 (14%) enrolled in AP courses, and 88 (52%) students who earned a score of 3+ on the AP exams.

We are confident that we will see continued improvement in test scores and other measures of student achievement as we move forward. Our research-based initiatives have already provided data showing growth, and our School Improvement Plan addresses our needs as we look to the future.

Sincerely,

Duane Lyons
Principal