

ANDERSON HIGH SCHOOL

SOUTHGATE COMMUNITY SCHOOLS

Dr. Michelle Baker-Herring, Principal

Mr. Jason Martin, Assistant Principal/CTE Coordinator
Mr. Dave Pinkowski, Assistant Principal/Athletic Director

School Annual Education Report (AER) Cover Letter

March 2, 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 Thomas J. 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 Dr. Michelle Baker-Herring for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/RervzD>, or you may review a copy 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 has not been given one of these labels.

The key challenges that Anderson High School faces is the low performance of our special education population and our bottom 30%, in all of the areas tested. Math scores across all subgroups are subpar. The initiatives we have put in place is to identify the

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students in each subgroup and provide remediation based on the College Board's recommended Next Steps, an increased amount of informational reading and writing, and finally, focusing on Creating a Culture of Achievement/Excellence.

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 in accordance with Public Acts 25, 335, 339, the federal NCLB and requirements for Title I using the NCA Self-Assessment Report and the School Improvement systems as models. The district's mission statement guided the work of the School Development Teams in each school. We are moving into the second 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.

IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS:

Full implementation of the Common Core State Standards occurred this school year. Teachers will test out pacing guides developed last year and 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 over the course of the next 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

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teachers. The fall conferences in 2014 were attended by the parents of 312 (23%) students and Spring Conferences were attended by 198 (15%) students. The fall conferences in 2015 were attended by the parents of 315 (24%) students and Spring Conferences were attended by 169 (13%) students.

FOR HIGH SCHOOLS ONLY ALSO REPORT ON THE FOLLOWING:

POSTSECONDARY ENROLLMENTS AND AP COURSES AT ANDERSON HIGH SCHOOL:

There were two students in 14-15 who were dual-enrolled at a postsecondary institution this past year and one student in 15-16. Nine Advanced Placement Courses are offered at Anderson High School. In 14-15, there were 332 (24%) students enrolled in Advanced Placement courses at Anderson High School. There were 150 (45%) students who earned a score of 3+ on the AP exams. In 15-16, there were 372 (29%) and 123 (33%) students who earned a score of 3+ on the AP exams.

It is our sincere belief that with the research-based initiatives that are implemented over the next year of our School Improvement Plan, we will continue to see an increase in our student achievement in all subgroups and content areas.

Sincerely,

Dr. Michelle Baker-Herring

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