



## **Southgate Anderson Annual Education Report (AER) Cover Letter**

January 8, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2018-19 educational progress for Southgate 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 [Southgate Anderson Combined Report](#), or you may review a copy in the main office at your child's school. This report contains state assessment results for the past two years.

For the 2018-19 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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. There were no schools in the Southgate Community School District that were identified with any of the above labels.

With the state assessment results of 2019 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. We have also implemented the NWEA assessment, which allows us to see student growth over time, as well as the areas of need for individuals and groups of students.

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 fifth 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.

Common Core State Standards have been fully implemented. Teachers will continue to adjust for student learning. Any variances are contained in a personal curriculum for individual students who require one for their goals. The curriculum can be requested from each department. The centrally located curriculum is presently being developed.

Results for the past two years for state assessments can be found in the above referenced Combined Report.

Southgate Community Schools also administers the NWEA assessment three times per year. This is a nationally normed test that shows the academic growth of students over time. This assessment began in our district in the 2018-2019 school year, so there is only one year of data. The following chart shows the results of this assessment. There is no growth target for 11th grade, and 12th grade is not given the assessment.

<b>Mathematics</b>		<b>Fall 2018</b>	<b>Spring 2019</b>
	Grade	RIT Score	RIT Score
	9	225.4	226.5
	10	225.7	226.5
<b>Reading</b>			
	9	217.3	216.6
	10	219.3	216.8

<b>Language Usage</b>			
	9	216	217.7
	10	218.3	217.8
<b>Science</b>			
	9	213.7	214.6
	10	213.9	215

**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%)

**THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)**

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

In 2018-2019, there were nine students enrolled in dual enrollment classes.

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

Nine Advanced Placement courses are offered at Anderson High School

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

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.

In 2018-2019, there were 167 (14%) enrolled in AP courses, and there were 109 (42%) scores of 3 or higher 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