



School Annual Education Report (AER) Cover Letter

March 25, 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 the Galesburg-Augusta 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 Christie Robinson for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2IzJ7dA> 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.

Our school was has not been given one of these labels.

One of the key challenges facing our students is a strong foundation in mathematics. We are currently working to build that foundation by incorporating Response to Intervention classes for all students who are identified as deficient in their skills base on teacher recommendation, historic course performance, state assessments, local assessments, and other observations regarding each individual. In addition, our district has recognized the need to increase our focus on math and all levels have implemented goals to their improved plan for a K-12 initiative. Another challenge we face is elevating our higher-level students and providing opportunities for them. Our strategies for change include but are not limited to: Early Middle College, increasing elective options, promoting Advanced Placement courses based on PSAT and SAT aptitude, increasing EFE/EFA participation, and increasing dual enrollment opportunities. As a small district it takes creativity and persistence to increase offerings with limited staff and resources.

Students that live within our district boundaries are enrolled in our schools. In addition, we received students from the Schools of Choice allowance and 105C students. As the state broadens the horizons of public education, we are working to support students through online and off-campus opportunities.

The district currently has four initiatives in place in order to increase student achievement: Professional Learning Communities, the use of timely and meaningful data to drive instruction and decision making, systemic and direct interventions for students who need extra support, and Positive Behavior Supports. To support these initiatives, we continue the development of the following programs: Alternative High School, MVHS and E2020 courses, evening and summer credit recovery options, and constant improvements to our Pyramid of Interventions. In addition, we have introduced a district-wide incentive program known as RAMS, implemented 21F courses, and intensified our seminar.

Our high school is divided into two entities sharing a common building. Our traditional high school is conducted on a seven period schedule with nineteen highly qualified teachers providing innovative and student-centered instruction. The second specialized school on our campus is our alternative education. Our program is hosted by a highly qualified teacher, who supports and provides guidance in a computer based educational setting.

Our teaching staff works diligently to insure the application of the state and national standards, as they have been adapted in Michigan schools. Our English Language Arts, Math, and Social Studies have aligned to the Common Cores State Standards. The recent approval by the state to adapt the Next Generation Science standard will place a new challenge on our science department as we work to identify standards, align curriculum for courses, and implement those standards in a timely manner to our courses. The standards can be found at www.corestandards.org, or placing a request for the documents at the high school main office.

The spring of 2016 was the first year of statewide SAT assessment for all schools. Based on the College Board reporting site our students performed higher than the state average in the following categories: ERW, Math, Reading, Writing and Language, Analysis in Science, Analysis in History/Social Studies, Command of Evidence, Words in Context, Expression of Ideas, Standard English Conventions, Heart of Algebra, and Passport to Advanced Math. The only area we were equal to the state score was Problem Solving and Data Analysis. Our school did not fall below the state in any of the subject area mean scores.

Galesburg-Augusta High School SAT Performance			
Test Session	School Mean	District Mean	State Mean
Spring 2018	1008	1003	1003
SAT Distribution of Scores by Content			
Spring 2018	29% Met Both	28% Met Both	
	70% Met ERW	68% Met ERW	
	30% Met Math	29% Met Math	
	29% Met None	30% Met None	

ERW = Evidence Based Reading and Writing

All parents of our 310 actively enrolled students have the opportunity for a scheduled appointment with classroom teachers for a conference twice a year. Formal conferences are held in October and February. In addition, multiple parents/guardians are encouraged to set an appointment with teachers at any point during the year when they may feel the need. Unfortunately, the average attendance at our conferences is under 15% participation; an area of concern for all.

The Board of Education does not discriminate on the basis of race, color, national origin, sex (including sexual orientation, and transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected characteristic, (collectively "Protected Classes") in its programs and activities, including employment opportunities. The District's Compliance Officers shall handle inquiries regarding the Board's nondiscrimination policies and any complaint of discrimination.

Complaints or inquiries should be forwarded to:

1076 N. 37th St.
Galesburg, MI 49053

Christie Robinson, Principal Brian Dolph, Dean of Students
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At the high school, students also have the opportunity to dual enroll, take AP classes or receive a score leading to college credit. AP English, AP Government, AP Biology, and AP Calculus are offered at the high school. In addition, multiple students take advantage of online AP courses. Our students have the opportunity to enroll in Education for Employment, Education for the Arts, KAMSC for math and science accelerated students, and Early Middle College.

	2015-2016		2016-2017		2017-2018		2018-2019	
	1 st Sem	2 nd Sem	1 st Sem	2 nd Sem	1 st Sem	2 nd Sem	1 st Sem	2 nd Sem
Number of dual enrollment students	7	10	19	22	14	14	15	19
Percent of HS student body in dual enrollment courses	2%	3%	6%	7%	4.5%	4.5	4.8	6%
Number of students enrolled in AP courses on campus	59	58	52	56	50	47	57	54
Percent of our HS student body in AP courses on campus	19%	19%	17%	19%	16%	15%	18.3	17.5%
Number of students enrolled in AP courses online	1		6	6	2	1	3	2
Percent of our HS student body in AP courses online	<1%		2%	2%	<1%	<1%	<1%	<1%
Number of students who earned college credit	1		20	22	16	16	21	19
Percent of our HS student body who earned college credit	<1%		7%	7%	5%	5%	7%	6%
Number of students enrolled in Early Middle College (EMC)	2		2	2	12	12	14	14
Percent of our HS student body who are enrolled in EMC	<1%		<1%	<1%	4%	4%	4.5%	4.5%

I want to congratulate our students, staff, parents, and community members for all of their hard work and dedication. While we are meeting state expectation, we are consistently looking for ways to improve student achievement and the overall culture of our school. The future of Galesburg-Augusta is promising and energizing to lead into tomorrow!

Sincerely,

Christie Robinson

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