

Gibraltar School District

19370 Vreeland Road, Woodhaven, MI 48183 Phone (734) 379-6350 Fax (734) 379-6353 www.gibdist.net



April 12, 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 Oscar A. Carlson 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 Jessica Shultz for assistance.

The AER is available for you to review electronically by visiting the following web site, <http://bit.ly/2lvN3vM> , 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.

We have not been given one of these labels.

Carlson High School has demonstrated an overall increase in proficiency on the Social Studies subject area test for the 2017-2018 school year when comparing differing cohorts. All subject areas showed an overall growth of 5 or more percent when comparing yearly data and an average growth that is more than the expected 50 points that indicates a year's growth. The majority of our subgroups (races other than white, Economically Disadvantaged, and Students with Disabilities) experienced the same decline proportionately except our Economically Disadvantaged students increase the number of students who were proficient overall. It is important to note that there is a gap between each of our subgroups and the entire student population in terms of number of students demonstrating proficiency. Students who have been identified as needing additional support have been placed with an intervention teacher or had appropriate accommodations provided to help facilitate increased learning. All students have used Khan Academy to support their skill development in math, reading, and writing multiple times per week during Marauder Pride Time.

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State law requires that we also report additional information:

1. Students come to Carlson High School as residents of Gibraltar School District or School of Choice students. Placement for any student at the high school level is determined by considering all academic, behavioral, and environmental factors that play a role in the supports students need to receive their high school diploma.
2. Our school improvement plan is a living document that is carefully examined at specific checkpoints and monitored continuously to determine the most high impact strategies that will lead to student success. Currently, we are refining intervention and supports for students and addressing aspects of the Hess Cognitive Rigor Matrix as well as the Instructional Transformation Matrix to expand the number of strategies that teachers have access to, allowing them to meet the needs of students to a greater degree. It is updated yearly, and is available for review online at <http://www.gibdist.net/gibdist/academics/curriculum-school-improvement>
3. Carlson High School serves 9th through 12th grade students with some students from the middle school level taking high school level courses.
4. A copy of the standards in which our curriculum is based on can be found at <http://www.michigan.gov/mde>. It is implemented by the district administrators and curriculum director with the help of subject curriculum committees, and the district school improvement team. The district is in process of developing an online portal to store and share our curriculum documents.
5. Student achievement results for our tenth through twelfth grade students in April 2018 can be found in the following table:

	Date	Test Type	Mean (% Proficient)
Class of 2019	Apr. 2018	SAT	1011 (32%)
		EBRW	516 (67%)
		Math	495 (35%)
		Science	
		Social Studies (M-STEP)	51%
Class of 2020	April 2018	PSAT 10	894 (33%)
		EBRW	451 (57%)
		Math	443 (38%)
Class of 2021	April 2018	PSAT 8/9	882 (40%)
		EBRW	450 (67%)
		Math	432 (43%)

6. Parents of our 1,119 students are invited to parent teacher conferences annually, which are held each fall and spring. We have attained 40.7% (453) and 45.8% (512) participation (respectively) through personal face to face contact over the past two years. If such contact cannot be arranged, a phone conference is held.
7. During the 2017 - 2018 school year, we had 83 (7.4%) students participate in dual enrollment which is an increase from the 78 (7%) students who participated in dual enrollment during the 2016 - 2017 school year.

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Students are represented at a variety of post-secondary institutions. We currently offer 8 AP courses and additional online AP courses. For the 2016-2017 school year, we had 152 (13.2%) of our students enrolled in AP courses annually while in the 2017 - 2018 school year, we had 179 (16.0%) of our students enrolled in one or more AP courses. In the 2016-2017 school year, 63 (41.4%) students received a score on an AP qualifying exam that grants them college credit while in the 2017 - 2018 school year, 76 (42.5%) students achieve this qualifying score.

I am very proud of the continued work that our staff and students put in to challenge themselves on a daily basis. Oscar A. Carlson High School has consistently worked to be a place where students have pride in themselves, pride in their school, and pride in their community. Through hard work on the part of our entire community of stakeholders, our students have demonstrated increased levels of learning, increased sense of community, and ultimately, increased opportunity. I look forward to continuing our tradition of excellence in the coming years.

Sincerely,

Jessica Shultz