

DISTRICT  
LETTERHEAD



## READING HIGH SCHOOL “Home of the Rangers”

Wednesday, March 20, 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 Reading Junior-Senior 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 Mrs. Katherine Griffiths for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2FbjJUY> 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 not identified as not having a label. One of our ongoing challenges are making all students proficient in the areas of Mathematics and Reading. The school is implementing intervention classes to address need based on individual



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ability through SplashMath, iXL, EBLI, NoRedInk and Khan Academy. We are also targeting student attendance as an area of need. Reading Junior-Senior High School has begun implementing a new attendance policy and continue to work with county truancy officers to remedy this concern.

State law requires that we also report additional information.

1. Students are assigned to building per grade level enrolled.
2. All school improvement plans are being implemented, both short-term and long-term.
3. The district does not contain specialized schools.
4. A copy of the core curriculum is available upon request.
5. Our district utilizes the NWEA assessment program for which results are provided to parents multiple times throughout the year.
6. Approximately, <30% of students were represented at parent-teacher conferences.
7.
  - a. 12.98% of high school students are enrolled in college courses, thus dual-enrolled.
  - b. The school does not currently offer AP courses.
  - c. 12.98% of our students are enrolled in college equivalent courses.
  - d. 12.98% of students are receiving a score or grade that is equivalent to college credit.

I am proud and encouraged by the great growth and hard work that our staff and students put forth on a daily basis. Reading Junior-Senior High School is a wonderful place to learn!

Sincerely,

A handwritten signature in black ink that reads "Kaiti Mize". The signature is written in a cursive, flowing style.



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