



May 25, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the **2016-17** educational progress for the **BENDLE 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 **MR. Brandon Chapman** for assistance.

The AER is available for you to review electronically by visiting the following web site: www.bendleschools.org, or you may obtain a copy through the principal's office at your child's school.

For the 2016-17 school year, schools were identified using new 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. 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.

Bendle High School is committed to expectations for having all students become proficient in all subject areas. The school is committed to providing optimal learning experiences for all students. This is best exemplified through "dual enrollment," distance learning, and blended learning opportunities. Bendle High School is also committed to eliminating learning gaps among students at all grade levels. Social work services, tutoring, and additional learning opportunities for student's non-proficient in core content areas continue to be provided. Work also continues toward the implementation of a multi-tiered system of support intended to ensure all students achieve to the best of their abilities. Multiple formative assessments are used to monitor and develop alternative strategies specific to those students below grade level. Technology is integrated into instruction and assessment practices and research based programs and strategies are being used in all core content areas. The district provides staff with professional development opportunities intended to support teaching, data collection, and assessment practices in order to better address the needs of all students.

State law requires that we also report additional information.

1) PROCESS FOR ASSIGNING STUDENTS TO THE SCHOOL:

Bendle High School is the only 9-12 building within the district. All students are assigned according to grade level, required classes, and electives. Student choice exists for dual enrollment, alternative education, distance learning, and on-line credit recovery.

2) STATUS OF 3-5 YEAR SCHOOL IMPORVEMENT PLAN:

Bendle High School Improvement Plan is an ongoing and ever changing document that is updated throughout the school year based on collected data.

3) SPECIALIZED SCHOOLS:

There are no specialized schools within Bendle High School.

4) IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATES MODEL.

Copies of curriculum materials can be accessed by contacting the Bendle High School office during regular business hours at (810) 591-5103. The district continues to implement curriculum in accordance with the Michigan Department of Education and Bendle Board of Education recommendations and mandates.

5) AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

See: <https://goo.gl/WaJhd8>

6) STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:

Number of Parents Attending Parent-Teacher Conferences	% of Parents Attending Parent-Teacher Conferences
2015-16: 140	2015-16: 35%
2016-17: 148	2016-17: 41%

7) ADDITIONAL INFORMATION:

Number & % of Post Secondary Enrollments:	No.	%
Dual Enrollment	12	3.2
Number of College Equivalent Courses Offered:	0	0
Number & Percentage of Students Enrolled in College Equivalent Courses (AP/IB)	0	0
Number and % of Students Receiving a Score Leading to College Credit:	0	0

One of the most commonly referenced factors directly influencing a child's academic success is parent involvement. There are many ways parents can make a difference. Please feel free to contact your child's principal for more information on Bendle High School.

Sincerely

A handwritten signature in black ink, appearing to read "John Krolewski". The signature is fluid and cursive, with a large initial "J" and "K".

John Krolewski, Superintendent
Bendle Public Schools