

Bentley High School

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2023-2024 educational progress for Bentley 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 Justin Dickerson for assistance.

The AER is available for you to review electronically by visiting the following web site https://mischooldata.org/annual-education-report-1?Common_Locations=1-S,5734,930,80, or you may review a copy in the main office at your child's school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. 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.

In 2023-2024, we saw a continuing positive trend of improvement across many variables: 24 Students participated in AP courses, 10 of those students passed the AP exam, and a 96% graduation rate at Bentley High School. Additionally, additional AP courses were added to the course options and students took advantage of this.

We continued to add new staff and programs as we continue to strive to be the best at everything we do and offer our students as many opportunities as possible for a district our size.

The Bentley School District is continuing to strive to reduce the achievement gaps with our two subgroups of special education students and economically disadvantaged students. At Bentley High School, we have targeted a number of interventions that will provide a structure to address the achievement gap between our lowest achieving students and our highest achieving students and also afford our highest achieving students the chance to strive higher academically. We are also aiming to improve the culture of learning. Some of the key research-based and other initiatives that our staff will undertake to improve classroom instruction and school climate include:

- Chromebook Program – the district continued to add additional Chromebooks that are available to students and Google training has been provided to staff on how to best utilize the technology for creating technology-inclusive classrooms. All students at Bentley High School currently have been assigned Chromebooks and also have additional Chromebooks in each room available for students in classrooms who may have forgotten their Chromebooks on a given day.
- Academic Interventionist: continued to intervene for students who are struggling academically, but not failing. Strategies are implemented to help the students prior to falling below the failure line.
- Student Support Specialist Position: continued to the missions to build a strong rapport with our students and for a bridge between staff and students when students are having difficulty being successful in the classroom setting both academically and behaviorally.
- Continuing to provide additional education opportunities for our students through 21F and allowing our students to access classes online that cannot be offered in our traditional schedule.
- Creating an environment of learning by implementing strategies such as: daily trivia for students, reducing classroom disruptions by enforcing 'personal responsibility' for all students and by rewarding students for academic and behavioral improvements by using several forms of school-wide recognition.

- Credit Recovery Mentoring Program: two mentors in place to work with our students in credit recovery. Students are now assigned progress report grades and expected completion grades at the end of each semester. Students also have the opportunity to attend the traditional school day and our BOLD alternative after-school program to help with credit recovery situations.
- Multiple opportunities for college and military branch visits for our students. More interactive activities were provided to students by the Marine and Navy branches of our armed services.
- Differentiated Instruction: teachers used differentiated instructional strategies and collaborated with their colleagues in order to implement and practice the researched-based teaching strategies in their classrooms.
- Parent/Student Interviews: providing a voice to our students and parents in an effort to work together and provide an opportunity for everyone to be heard and create initiatives and programs that have the support of everyone involved and not only a select few.
- Partnership with Edmentum as our online coursework provider. Both core and elective classes are offered as well as credit recovery classes. Over () classes are offered to our students and many of those classes we are unable to offer due to the size of the district, so this gives our students additional education opportunities.
- Bentley Learning Center: which is on our main website and allows parents to check teacher playlists to ensure they are up to date on what their student is learning in class.
- PSAT is optional for 9th, 10th and 11th grade students who are interested in taking the PSAT.
- NWEA was continued for all students 9th through 11th grades and was taken two (fall/spring) times throughout the 2023-2024 school year. This was the fifth year NWEA testing was in place at Bentley High School.
- Continued our GENnet interactive TV (ITV) partnership to increase the options of academic courses for our students.

- Progress checks: every six weeks staff will inform students and parents of current progress in class and what needs to be done to continue success in the classroom.
- Partnership with the University of Michigan-Flint to place student teachers at Bentley and have them learn from our teachers and work with our students in order to prepare them for becoming new teachers and to potentially fill openings in the Bentley District.
- Administrative/Behavioral Intervention/Social Work phone calls and home visits when students have missed more than three consecutive days to do wellness and mental health check-ins.
- Home visits when applicable to check in on students and families.
- Scholarship and summer camp directory: these are posted online for our students and parents and updated regularly to keep them informed of all opportunities that are available to them.
- Counseling Announcements are posted online/social media for accessibility by students and parents.
- Senior audits: we have implemented senior audits to ensure all students are informed about their current graduation progress. This is done both in the fall and spring and includes written communication and verbal communication to ensure students are up to date on their current status.
- Student Connections: an initiative by the district to ensure that all students are 'connected' in some shape or form to our staff. Each staff has several students that they are connecting with and learning about in an effort to make sure no student ends up being disconnected throughout the year.
- Using data to guide instruction: staff will work collaboratively to evaluate student summative and formative data as a means of modifying our research-based instructional strategies.

- MCAN Advisor: Bentley was in its sixth year of a grant in which the school was provided an MCAN advisor to help students with career and college preparedness.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to Bentley High School as determined by completion of coursework at Bentley Middle School. Other considerations include age, credit status (with transfers), district boundaries, and limited Schools of Choice (Section 105 C.). Transportation is provided within the district to facilitate equal and fair access to all programming.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The district continued a monthly ½ day PD model which enables our staff to be given and participate in high quality Professional Learning with a focus on increasing student achievement and creating a culture of learning within the walls of the high school.

Differentiated instruction, inquiry-based instruction and daily learning objectives are a few of the research based teaching strategies that our teachers are utilizing to improve their classroom instruction. We have also sought to increase student achievement by providing staff with collaborative time and by promoting a learning environment with a focus on student achievement and the social/emotional welfare of all students.

BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Genesee Career Institute: Approximately 9 students attended the Genesee Career Institute (formerly Genesee Area Skill Center) for part of their instructional day. Genesee Career Institute provides vocational programs . A list of programs can be found here: <https://geneseeeci.ss19.sharpschool.com/Programs>

Distance Learning: In addition, approximately 65 students were enrolled in at least one distance learning course. These courses are cooperative efforts with the G.I.S.D. to provide additional learning opportunities to students throughout the county. Bentley students receive instruction from various satellite classrooms through interactive video

feeds. Distance learning courses included: American Sign Language, Abnormal Psychology, AP Psychology, AP Environmental, Astronomy, Black History, Criminal Justice, Calculus, the GISD and the 21 school districts in Genesee County provide special education programming for approximately 10,000 students.

Special education services available to all eligible Bentley students. The goal of special education is to ensure that students learn the skills needed for functional independence within our community. Students are placed in special education through the Individual Education Planning Committee process, where parents, local educators, and GISD staff analyze and develop programs to meet each student's special needs. GISD's special education schools teach: academic skills, independent living skills, communication skills, job training and prevocational education, social living habits, and self-care. For a complete list of available programs contact the High School Counseling Office or Skill Center.

THE CORE CURRICULUM

The core academic curriculum is a series of broad learning experiences students should have to prepare for an effective adult life. The Bentley Community School District is in the process of reviewing our core curriculum as we move into the 2022-2023 year. The last instructional review for the district focused on common unit planning based on Essential Outcome and Common Assessments. All unit plans were organized in a similar fashion; state what students will be able to Know, Understand, and Do. The Common Core Content Expectations were reviewed to ensure the curriculum is aligned to the required student learning expectations. Teachers will continue to participate in professional development to ensure continued focus on effective and engaging instructional practices. In addition, new Mathematics materials and educational software were purchased to support the state curriculum standards, assessments and novels. The core curriculum is available for review on the district website (<https://www.bentleyschools.org/>) or through the Administration Office for more information.

STUDENT ACHIEVEMENT RESULTS

These can be found on our Annual Education Report online:

https://mischooldata.org/annual-education-report-1?Common_Locations=1-S,5734,930,80

Student Performance on State Tests

The percent of students performing at average or above with their RIT scores on the NWEA.

2022-2023 NWEA Scores:

Reading	Math
<p><u>Fall '18':</u> 9th grade 52% are at or above average 10th grade 67% are at or above average 11th grade 58% are at or above average 12th grade -NA-</p>	<p><u>Fall '18':</u> 9th grade 37% are at or above average 10th grade 44% are at or above average 11th grade 47% are at or above average 12th grade -NA-</p>
<p><u>Spring '19':</u> 9th grade 52% are at or above average 10th grade 65% are at or above average 11th grade 58% are at or above average 12th grade -NA-</p>	<p><u>Spring '19':</u> 9th grade 46% are at or above average 10th grade 50% are at or above average 11th grade 56% are at or above average 12th grade -NA-</p>
<p><u>*Fall '20':</u> 9th grade 60% are at or above average 10th grade 69% are at or above average 11th grade 30% are at or above average 12th grade -NA- *due to Covid-19 not all students opted to take the NWEA (optional)*</p>	<p><u>*Fall '20':</u> 9th grade 26% are at or above average 10th grade 53% are at or above average 11th grade 65% are at or above average 12th grade -NA- *due to Covid-19 not all students opted to take the NWEA (optional)*</p>
<p><u>*Spring '21':</u> 9th grade 50% are at or above average 10th grade 57% are at or above average 11th grade 65% are at or above average 12th grade -NA- *due to Covid-19 not all student opted to take the NWEA (optional)*</p>	<p><u>*Spring '21':</u> 9th grade 48% are at or above average 10th grade 62% are at or above average 11th grade 62% are at or above average 12th grade -NA- *due to Covid-19 not all students opted to take the NWEA (optional)*</p>
<p><u>Fall '21':</u> 9th grade 40% are at or above average 10th grade 60% are at or above average 11th grade 51% are at or above average 12th grade 60% are at or above average</p>	<p><u>Fall '21':</u> 9th grade 33% are at or above average 10th grade 34% are at or above average 11th grade 41% are at or above average 12th grade 41% are at or above average</p>
<p><u>Spring '22':</u> 9th grade 45% are at or above average 10th grade 60% are at or above average 11th grade 49% are at or above average 12th grade -NA-</p>	<p><u>Spring '22':</u> 9th grade 33% are at or above average 10th grade 46% are at or above average 11th grade 43% are at or above average 12th grade -NA-</p>

<p><u>Fall '22':</u> 9th grade 41% are at or above average 10th grade 55% are at or above average 11th grade 51% are at or above average 12th grade -NA-</p> <p><u>Spring '23':</u> 9th grade 46% are at or above grade average 10th grade 52% are at or above grade average 11th grade 42% are at or above grade average 12th grade -NA-</p> <p><u>Fall '23':</u> 9th grade 33% are at or above grade average 10th grade 40% are at or above grade average 11th grade 34% are at or above grade average 12th grade -NA-</p> <p><u>Spring '24':</u> 9th grade 46% are at or above grade average 10th grade 52% are at or above grade average 11th grade 47% are at or above grade average 12th grade -NA-</p>	<p><u>Fall '22':</u> 9th grade 29% are at or above average 10th grade 28% are at or above average 11th grade 38% are at or above average 12th grade 28% are at or above average</p> <p><u>Spring '23':</u> 9th grade 38% are at or above average 10th grade 43% are at or above average 11th grade 54% are at or above average 12th grade -NA-</p> <p><u>Fall '23':</u> 9th grade 39% are at or above grade average 10th grade 51% are at or above grade average 11th grade 56% are at or above grade average 12th grade -NA-</p> <p><u>Spring '24':</u> 9th grade 49% are at or above grade average 10th grade 59% are at or above grade average 11th grade 45% are at or above grade average 12th grade -NA-</p>
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PARENT TEACHER CONFERENCES

Academic Year	Fall (Percent Attending)	Spring (Percent Attending)
2014-2015	30.7%	20.7%
2015-2016	N/A	N/A
2016-2017	40.2%	38.7%
2017-2018	43.5%	37.5%
2018-2019	14.2%	12.0%
2019-2020	16.5%	N/A: Covid-19

2020-2021	35% *virtual*	37% *virtual/in-person*
2021-2022	40% *virtual/in-person*	13% in-person*
2022-2023	42.0%	10.0%
2023-2024	41.0%	14.0%

POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

Academic Year	Number of Students Dual Enrolled
2014-2015	2
2015-2016	4
2016-2017	6
2017-2018	4
2018-2019	8
2019-2020	5
2020-2021	2
2021-2022	3
2022-2023	3
2023-2024	9

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

We offered AP Calculus, AP Earth Science, AP Psychology and AP courses through Michigan Virtual

STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

Academic Year	AP Enrollments
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2014-2015	5
2015-2016	4
2016-2017	9
2017-2018	14
2018-2019	31
2019-2020	27
2020-2021	40
2021-2022	18
2022-2023	18
2023-2024	24

STUDENTS TAKING AP EXAM AND RECEIVING A SCORE LEADING TO COLLEGE CREDIT

Academic Year	Students Receiving College Credit
2014-2015	0%
2015-2016	0%
2016-2017	17%
2017-2018	25%
2018-2019	46%
2019-2020	45%
2020-2021	25%
2021-2022	39%
2022-2023	38%
2023-2024	42%

At Bentley High School we are very small in size and full of pride. The Bentley Community School District is one that cherishes traditions and strives for excellence. We also place a large emphasis on helping every student achieve in all academic, mental health and social skills.

The student body and staff at Bentley High School care immensely about their own community. Every year we have a large amount of donations brought in to help the Eastern Food Bank of Michigan and many students who volunteer at the Bank itself. We host the City of Burton's annual Halloween trail and we also support the United Way by organizing blood drives twice a year and fundraising during the holiday season.

The National Honor Society students were involved in community based volunteer work and our community liaison director helps in meeting the direct needs of our families. Breakfast and lunch are provided to all our students daily.

As a staff we embrace restorative measures for discipline in addition to maintaining a discipline system that mirrors what our students are going to experience when they enter the post high school world. We at Bentley feel we need to work with our students to help prepare them for the expectations and social norms that they will need to adhere to as they move on from high school.

Our staff members continue to enhance their instruction by participating in a variety of professional development opportunities. These opportunities include increasing their technological abilities and enhancing their knowledge on best practice instructional methods.

They also volunteer to serve on the district's Curriculum Development Committee, the Medical Emergency Response Team, the Multi-Tiered System of Support team and the district's Technology Team. Their dedication to the success of the students in our district is top notch.

We have a great leadership team at the high school in place and we will continue to push the envelope and bring new initiatives to the table to benefit the district in our pursuit of Student Achievement and a Culture of Learning for everyone.

Sincerely,
Justin B. Dickerson
High School Principal

Learning for all.



Whatever it takes.