



Bedford High School

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Bedford Public Schools
is an Equal Opportunity
Educational Institution



Educating for Life!



A Fully Accredited
School District
2015-2020

April 22, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for Bedford 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 the school for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/YsrZN8> or you may review a copy in our main office at your child's school.

We will continue making efforts to assist our students with disabilities gain improvements. Expanding our co-taught class offerings is one way we hope to support these students. We appreciate the continued support of parents, staff, and our community in this effort.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All Bedford Public School students who successfully complete Bedford Junior High School move on to attend Bedford High School.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Bedford Public Schools has embarked on a mission to offer our students, staff and families the highest levels of learning possible. We have again partnered with AdvancED to gain district-wide certification status through this comprehensive organization and are very proud of our efforts. This district-wide accreditation will last until the end of the 2019-2020 school year. With this task in mind, there were four Improvement Priorities identified that we know are now our focus over the next three to five years. They are curriculum, data, assessment, and planning. We have been and continue to be hard at work to address these as they now have been embedded within our District Strategic Plan and our District School Improvement Plan. For a comprehensive look into these please feel free to contact Edward Manuszak, Assistant Superintendent of Instruction and Student Services (edward.manuszak@mybedford.us or 734-850-6025).

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Open Door is one of Bedford High School's alternative education programs. Bedford Virtual Academy is the second alternative option for students. Although Bedford High School's Open Door and Bedford Virtual Academy are not a specialized schools, they are specialized programs. Open Door is not located on the main campus where Bedford Virtual Academy is located on the main campus. Open Door and Bedford Virtual Academy, offer a total education program designed for 16 to 20 year old students who have not experienced success in the traditional high school program due to attendance, discipline or personal problems, but wish to earn a high school diploma. Application for admission to the Open Door program must be made with the high school principal or through the counseling office. Application for Bedford Virtual Academy must be made with the instructor within the program. Curriculum and school improvement plans are available from the high school principal.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

The goal of Bedford Public Schools is to provide all learners with a solid foundation of skills, knowledge, and understanding that is necessary for their continual growth and success as students within the school community and as productive adult members of society. Therefore, Bedford Public Schools follows a curricular process that establishes a core curriculum for students at all levels, which is developmentally appropriate and aligned with the Michigan Content Standards and Benchmarks, Grade Level Content Expectations, Michigan Merit Curriculum Course Content Expectations and the Building/District Mission Statements.

The District's K-12 curriculum review process allows for the systematic review and development of the State core-curriculum. This review process follows a cycle that examines, refines, and updates the curriculum areas of English/Language Arts, math, science, and social studies as well as art, music, physical education, vocational education, and world languages.

Building level educational committees develop School Improvement Plans, AdvancED, and building level objectives for the purpose of reviewing the core curriculum. Teachers serve as department chairs within each building and as curriculum representatives or K-12 Curriculum Coordinators at the District level.

All Curriculum committees work throughout the year, within their specific areas, to continually update and align the curriculum, prepare professional development, and review the District's assessment results. Bedford High School's core curriculum is aligned with the state standards and the Bedford High School Curriculum Guide is available online at the following web address.

http://www.bedford.k12.mi.us/~shs/pdf/curriculum%20guides/Guide_2016_2017.pdf

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Pre-Scholastic Aptitude Test (PSAT)

National Merit Scholarships are awarded to students, nationally, based on PSAT test results from the student's' junior year. Historically, one to three Bedford students, per year, score high enough to be named National Merit Scholarship semifinalists. To qualify for semifinalist status, students must score in the top half of the top percentile of all scores within the state. The PSAT test is an

optional test and roughly 85 students take the test annually. Aggregate student achievement results can be obtained by contacting the high school principal.

Scholastic Aptitude Test (SAT)

Roughly 10 students participate in the SAT test annually. The primary reason for the small number of students taking this test is that the ACT test is the assessment used by the State of Michigan as part of the Michigan Merit Exam (MME). Aggregate student achievement results can be obtained by contacting the high school principal.

Pre ACT Test (PLAN)

This test is intended to help sophomores who are preparing for the ACT test. Historically, students volunteered to take this test outside of the school hours. Each year BHS students perform above the national average. Aggregate student achievement results can be obtained by contacting the high school principal.

American College Testing (ACT)

Every 11th grade student in the state of Michigan took the ACT test as part of the Michigan Merit Exam (MME). Data describing the performance of Bedford High School students can be found in the Annual Education Report at the web link located in the first paragraph of this document.

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

BHS continues to offer traditional interim progress reports and traditional parent / teacher conferences annually. The traditional formats for these activities are seeing less parental activity each year due to the digital communication that BHS offers parents 24 hours a day and 7 days a week through online gradebooks and mark reporting features. In 2013-2014, 22% of our students were represented at P/T conferences. The trend in this area has seen a continued decrease from this percentage. However, data is not available to demonstrate the percentage of parents utilizing online communication and online mark reporting.

COLLEGE CREDIT OPPORTUNITIES

Bedford High School students have the opportunity to earn college credit through Advanced Placement (AP) courses and through dual enrollment.

Bedford High School offers eight AP courses to students annually. Students were enrolled in seven of those courses during the 2014-2015 school year.

<u>AP Course</u>	<u>Brief Descriptions</u>	<u>2014-2015</u>
American History	Civil War to Present Day	Yes
Biology	Integration of Biology	Yes
Calculus	Algebraic, Trigonometric	Yes
College English	Literature, Composition	Yes
Government	Political System	Yes
Physics	Classical & Modern Physics	No
Statistics	Analyzing Data	Yes
World History	8000 BC to Present Day	Yes

# of students eligible for AP courses (grades 10, 11, 12)	1109
# of students enrolled in AP courses	378
% of eligible students enrolled in AP (grades 10, 11, 12)	34%
# of students enrolled in AP who earned college credit (score of 3 or better)	145
% of eligible students enrolled in AP (grades 10, 11, 12) who earned college credit	38%
# of college courses in which PS credit will be granted. (score of 3 or better)	145

Bedford High School has many students who are dual enrolled in both high school and college courses. All of the students, except one, listed below took college courses at Monroe County Community College. One student did take a course online through Alpena Community College.

Dual Enrollment

2014-2015

# of students eligible for DE (grades 9, 10, 11, 12)	1582
# of students enrolled in DE	57
% of eligible students enrolled in DE	3.60%
# of students enrolled in DE who earned college credit	55
% of of eligible students enrolled in DE who earned college credit	96.49%
# of college courses in which PS credit was granted	88

The information below summarizes Bedford High School students' post-secondary accomplishments. The data is a compilation of both AP and dual enrollment. Very few students take part in both AP and dual enrollment. If a student did take part in both AP and dual enrollment he/she was counted twice in the below data.

Post-Secondary / Dual Enrollment in Combination with AP

2014-2015

# of students eligible to take post-secondary courses (grades 9, 10, 11, 12)	1582
# of students enrolled in post-secondary courses	435
% of eligible students enrolled in PS courses	27.50%
# of students enrolled in post-secondary courses who earned college credit	200
% of eligible students enrolled in PS courses who earned college credit	45.98%
# of college courses in which PS credit will be granted	233

The 2014-2015 school year was a tremendous year for the Bedford High School students and staff. We are extremely proud of our accomplishments and we are looking forward to additional growth in student accomplishments in the 2015-2016 school year.

Sincerely,

A handwritten signature in blue ink, appearing to read "Andrew Rousselo". The signature is fluid and cursive, with the first name "Andrew" and the last name "Rousselo" clearly distinguishable.

Andrew Rousselo
Principal