



# Bedford High School Annual Report Cover Letter

August 17, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for Bedford High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) 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 [PDF](#) or you may review a copy from the Bedford High School main office. For 2010-2011, Bedford High School did not make Adequate Yearly Progress (AYP) in English language arts due the reading scores of our students with disabilities. Although AYP was not achieved, BHS students displayed academic growth and improvement over the 2009-2010 scores. We are pleased to have reached the important goal of student improvement. We appreciate the continued support of parents, staff, and our community in this effort. State law requires that we also report additional information regarding the following topics.

## **PROCESS FOR ASSIGNING STUDENTS TO THE SCHOOL**

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

## **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

The 2010-2011 school year represented the first year of a five year district wide school improvement cycle. The five year cycle includes efforts to address NCA recommendations and district wide goals.

### District Goals

#### Goal 1: Improving the Learning Environment

- Continued progress was made with the BHS anti-bullying program entitled "Speak Up."
- A student driven character education program was initiated as part of a county wide effort to curb teen substance abuse.
- Staff received ongoing professional development on the topics of "differentiated instruction" and "setting clear expectations for the learning environment."

#### Goal 2: Math: Number System and Operations in Base Ten

- BHS math teachers constructed common assessments to address curricular and instructional improvements. These teachers examined the data and had professional dialogue regarding teaching strategies that are working and teaching strategies are not working.

#### Goal 3: Reading: Constructing Meaning from Text Using Inferential Thinking

- BHS staff received professional development on how to develop inferencing skills with their students.

#### Goal 4: Writing for Communication

- Previous studies of item analysis demonstrated that there is a deficiency in the use of supporting details in writing across genre and there is a discrepancy in the performance level between males and females with males demonstrating lower proficiency. BHS staff received professional development to help them understand the gender differences of their students and how to inspire all of their students by

understanding the gender differences. Although this professional development specifically looked at the subject of reading, all of the school's disciplines were addressed.

Additional information regarding the NCA recommendations and school improvement goals can be obtained by contacting the principal's office.

### **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

Open Door is the name of Bedford High School's alternative education program. Although Bedford High School's Open Door is not a specialized school, it is a specialized program that is not located on the main campus. Open Door, offers a total educational program designed for 16 – 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. Curriculum and school improvement plans are available from the high school principal.

	<u>2009-2010</u>	<u>2010-2011</u>
Open Door Students Served Grades (9-12)	51	38
Students graduated	11	5

### **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 foreign languages.

Building level educational committees develop School Improvement Plans, North Central Accreditation goals (NCA), 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 Districts' assessment results.

Bedford High School's core curriculum is aligned with the state standards and the Bedford High School Curriculum Guide is available on-line at the following web address.

<http://www.bedford.k12.mi.us/~shs/Registration/REGISTRATION%20template.htm>

### **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 students' junior year. Typically, 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.

PSAT 2008-2009  
119 students tested

PSAT 2009-2010  
93 students tested

PSAT 2010-2011  
108 students tested

#### *Scholastic Aptitude Test (SAT)*

Few Bedford High School students participate in the SAT test. The primary reason for the small number of students taking this test is that the ACT test is the preferred assessment instrument for colleges and universities in this area of the country.

SAT 2009-2010 (7 students tested)

	BHS	National
Writing	600	501
Math	594	515
Reading	567	493

SAT 2010-2011 (7 students tested)

	BHS	National
Writing	547	492
Math	588	516
Reading	565	501

#### *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. Starting with the 2009-2010 school year, BHS administered the PLAN test to every 10<sup>th</sup> grade student.

2009-2010 371 students took the PLAN test.

	BHS Average	National Average
English	17.5	16.9
Mathematics	18.2	17.4
Reading	17.9	16.9
Science	19.0	18.2
Composite	18.2	17.5

2010-2011 409 students took the PLAN test.

	BHS Average	National Average
English	17.1	16.9
Mathematics	18.0	17.4
Reading	18.5	16.9
Science	18.6	18.2
Composite	18.2	17.5

#### *American College Testing (ACT)*

Every 11<sup>th</sup> grade student in the state of Michigan takes 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 following [PDF](#) or you may review a copy from the Bedford High School main office.

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

Parent / Teacher Conferences

1087                      2009-2010 Parent-Teacher Conference Contacts

The above data represents the total number of teacher contacts made by parents during conferences. Each parent had the opportunity to contact all 5 of his/her student’s teachers. It does not display a percentage of the student body represented by a parent at conferences. Bedford High School changed the way in which it collects parent- teacher conference data for the 2010-2011 school year in order to meet state requirements for parent-teacher conference data.

283 BHS students or 17% of BHS students were represented by one or more parent/guardians at the 2010-2011 parent-teacher conferences.

**COLLEGE CREDIT OPPORTUNITIES**

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

Bedford High School offers seven AP courses to students annually. Students enrolled in six of those courses during the 2010-2011 school year.

AP Course	Brief Descriptions	2009-2010	2010-2011
American History	Civil War to Present Day	Yes	Yes
Biology	Integration of Biology	Yes	Yes
Calculus	Algebraic, trigonometric	Yes	Yes
College English	Literature, composition	Yes	Yes
Government	Political system	No	Yes
Physics	Classical & Modern Physics	No	No
Statistics	Analyzing data	Yes	Yes

<i>Advanced Placement / College Board</i>	2009-2010	2010-2011
# of students eligible for AP courses (grades 10,11,12)	1160	1236
# of students enrolled in AP courses	109	213
% of eligible students enrolled in AP (grades 10,11,12)	10.64%	17.2%
# of students enrolled in AP who earned college credit (score of 3 or better)	37	77
% of eligible students enrolled in AP (grades 10,11,12) who earned college credit	34%	36.%
# of college courses in which PS credit will be granted. (score of 3 or better)	37	103

Bedford High School has many students who are dual enrolled in both high school and college courses. All of the students listed below took college courses at Monroe County Community College.

<i>Dual Enrollment</i>	2009-2010	2010-2011
# of students eligible for DE	652	744
# of students enrolled in DE	73	56
% of eligible students enrolled in DE	11.20%	7.53%
# of students enrolled in DE who earned college credit	69	53
% of eligible students enrolled in DE who earned college credit	96.64%	96.97%
# of college courses in which PS credit was granted	115	96

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 took part in both they were counted twice in the below data.

<i>Post Secondary / Dual Enrollment in combination with AP</i>	2009- 2010	2010- 2011
# of students eligible to take post secondary courses (grades 10,11,12)	1160	1236
# of students enrolled in post secondary courses	182	269
% of eligible students enrolled in PS courses	10%	22%
# of students enrolled in post secondary courses who earned college credit.	106	130
% of eligible students enrolled in PS courses who earned college credit	65%	48%
# of college courses in which PS credit will be granted	152	199

The 2010-2011 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 2011-2012 school year.

Sincerely,

Scott A. Stalker  
Principal