



School Annual Education Report (AER) Cover Letter

January 31, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the The Bridge Alternative 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 Colleen M. Deaven, Principal/Director, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.brightonk12.com/TheBridge>, or you may review a copy in the main office at your child's school.

For the 2018-19 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Our school was identified as a Targeted Support and Improvement (TSI). Students in alternative settings often struggle academically. Last March, junior level students completed the SAT and the M-Step. According to the results of the M-Step social studies, 19% of these students are proficient in social studies, 58% are partially proficient and 42% are not proficient. The mean score for the SAT was 820.3. All of our teachers use differentiated instruction techniques and the classroom size is never over 25 students. Once again, the academic literacy class this year was offered to help students with reading fluency and comprehension. The Bridge offers students extra one to one support on Enrichment Fridays which occur 3 times per month. The Bridge offers other supports to all students as well.

Process for Assigning Pupils to the School

Brighton Area Schools has two high schools – Brighton High School and The Bridge Alternative High School. All high school-aged pupils living within the Brighton Area District are assigned to attend Brighton High School. Occasionally, a student faces unique challenges which cannot be addressed in a typical high school environment. Thus, when it is deemed appropriate by staff, the student and the student’s parents, the student is transferred to The Bridge. Out-of-District students can also apply to attend Brighton High School and/or The Bridge.

Status of School Improvement Plan

The Bridge Alternative High School has a continuous School Improvement Plan that is updated yearly and is aligned with three district-wide student achievement goals: reading, writing, and math. Selected goals are based on student achievement data and selected instructional interventions/practices are grounded in research based practices. We continue to offer the Academic Literacy, taught by an English teacher practiced in the Reader’s Apprenticeship approach. A majority of our students take this class to improve reading fluency, comprehension and writing skills. We are pleased with the staff’s commitment to providing the best learning experience for all students. The 2019/2020 school year will prove to be another successful year for teachers to take advantage of professional development to ensure student success.

A Brief Description of Each Specialized School

The Bridge Alternative High School is located in Brighton, Michigan. During the 2017/2018 school year we had an enrollment of 110 students. During the 2018/2019 school year we had an enrollment of 109 students. Our 2019 fall student count was 94 students. There are 11 professional staff members and 1 support staff member.

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

A copy of the core curriculum can be found in the Curriculum Guide for The Bridge Alternative High School. For a copy, please pick one up in our office. There is also a copy available to view or download from our website <http://www.brightonk12.com/TheBridge>. The Bridge Alternative High School’s curriculum is consistent with the standards put forth by the State of Michigan and meets the rigorous curriculum standards. Teachers work as a team to create unit objectives and pacing guides and to make decisions on the most effective ways to implement the curriculum

SAT and M-Step for Junior level students

Last March, junior level students completed the SAT and the M-Step. M-Step science, 5.3% of these students are proficient in science, 26.3% are partially proficient and 68.4% are not proficient. According to the results of the M-Step social studies, 16.2% of these students are proficient in social studies, 48.7% are partially proficient and 35.1% are not proficient. The mean score for the SAT was 820.3.

Identify the Number and Percent of Students Represented by Parents at Parent-Teacher Conferences

33% of students were represented at conferences.

The Number and Percent of Postsecondary Enrollments (Dual Enrollment):

0 students (0%) dual enrolled over the 2018-2019 school year.

The Number of College Equivalent Courses

Advanced Placement courses are not offered.

The Number and Percentage of Students Receiving a Score Leading to College Credit

0% of students received a score leading to college credit.

We sincerely appreciate the time you have taken to review the Annual Education Report for The Bridge Alternative High School.

Sincerely,



Colleen Deaven, Principal
The Bridge Alternative High School
deavenc@brightonk12.com