



April 22, 2016

Dear Bloomfield Hills High School Families and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for the Bloomfield Hills 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 Charlie Hollerith, Bloomfield Hills High School Principal at chollerith@bloomfield.org for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/pv7kiG>, or you may review a copy in the main office at your child's school.

Our school mission and philosophy are based around the District Guiding Principles and our four high school Cornerstones.

District 10 Guiding Principles

- 1) The curriculum makes time for depth by thoughtfully managing the number of standards ('less is more' concept.)
- 2) Content knowledge, while important, ceases to be the primary learning outcome, becoming a vehicle to support higher levels of thinking (application, analysis, synthesis, evaluation, creation.)
- 3) Deep student ownership and control of learning. Teaching shifts to facilitation.
- 4) Strong, caring relationships and very high levels of collaboration among/between staff and students.
- 5) A culture that embraces risk-taking in the learning process believing that sometimes more is learned from failure than success.
- 6) Project-based/Inquiry-based interdisciplinary learning boosts critical thinking and creativity by allowing students to frame problems and construct their own solutions.
- 7) Learners are connected to the world outside the school.

8) Engagement in meaningful work that increases learner passion and motivation.

9) Technology tools are readily available and easily accessible to support personalization.

10) Staff share a commitment to a small set of clearly understood annually identified, generally agreed-upon, non-negotiable instructional goals.

Bloomfield Hills High School Cornerstones

The instructional focus on student learning revolves around successful implementation of the District 10 Guiding Principles as well as our high school cornerstones. School improvement planning involves the continuous development and implementation of these concepts.

Bloomfield Hills High School cornerstones are: Relationships, Authentic Learning, Innovation, Responsibility and Ownership

Improvement Priorities

AdvancED External Review Summary (February 2015)

Results of 2015 AdvancED External Review included as improvement priorities:

- Create and use a clearly articulated, vertically-aligned curriculum in a single platform to ensure the continuous improvement of teaching and learning.
- Design a plan for implementation of initiatives that reflects a manageable number and pace
- Provide professional development to establish a systemic process that uses multiple data sources to drive instructional decision making, identify achievement gaps, and formulate instructional targets.

Other Priorities

- Continued development of Learning Communities
- Shifting instruction to be more student-centered with a higher level of student engagement.
- Strategic academic interventions to support students identified by external and internal data.
- Professional development around programs of Equity and Inclusion

State law requires that we also report additional information.

- Bloomfield Hills Schools assigns students to specific schools according to geographic boundaries and student residence. The district also has a

space-available open enrollment/transfer process for in-district students who wish to attend schools other than their assigned school.

- Bloomfield Hills High School is an AdvancEd Accredited School and uses a continuous improvement model. A steering committee of building administration, department heads, and parents have developed and identified instructional goals by looking at local and state assessment data. Assessment data used included results from the ACT Explore, ACT Plan, and Michigan Merit Exam. In addition, ACT Linkage reports were used to review student growth between grade levels. Locally, end-of-course assessment data was also used to identify areas of improvement. Teachers will continue to use formative assessment to routinely monitor student progress.

- All BHS schools follow the Common Core State Standards as adopted by the Michigan Department of Education, available for viewing at <http://www.michigan.gov/mde>. District instructional administrators coordinate the efforts of K-12 subject area curriculum committees to review, evaluate, develop and write curriculum and assessments. This ongoing process includes research, analysis of current practice, selection of appropriate resources, and implementation. These same curriculum committees also meet to assure that there is alignment both across the grade levels and between the grade levels. This is called horizontal and vertical articulation. Horizontal alignment assures that all students have access to the same curriculum regardless of which Bloomfield Hills' school they attend or teacher they are assigned. Vertical articulation addresses the transition between one grade or subject level to the next. The high school Course Description Book can be found online at: www.bloomfield.org

Bowers Academy supports at-risk students. With an average student to staff ratio of 12:1, we provide individual attention, supervision and potential mentoring experiences. Students can enroll from one semester to three years. Academic credit is earned through classroom performance, engagement in enrichment activities and adherence to our student code of conduct. Students have the opportunity to graduate from Bloomfield Hills Schools with 22 credits; graduates with 24 credits will earn a diploma from their home school.

- Model Center offers personalized education programs for independent students. With an average student to teacher ratio of 14:1, instructors let students take the lead, shaping the curriculum to fit their needs, interests and abilities. Model is offered as a part-time program for Bloomfield Hills High School students. Those in grades 10-12 can select two, four or six classes at MHS each semester, with the credits being applied to their Bloomfield Hills High School graduation requirements.

- The International Academy is a public, tuition-free high school of choice for Bloomfield Hills Schools students and 19 other Oakland County school districts, collaborating in consortium with university and business partners. Commencing with 9th grade, it provides a unique blend of rigorous academic standards, practical and career-related learning as well as personal development opportunities. The International Academy has three campuses: IA Central, IA West, and IA East. Bloomfield Hills Schools hosts IA Central. As an International Baccalaureate certified high school, the IA offers the full International Baccalaureate diploma program to all of its students and functions as the first all IB diploma public high school in North America.
- Below are the PSAT/NMSQT Fall 2015 results for 11th grade students. This is the first year of having all 11th graders participate in PSAT testing.

Participants	Mean ERW	Mean Math	Mean Total	Female	Male	Met Both Benchmarks State of Michigan
376	538	524	1062	49%	51%	39%
	94% met benchmark	60% met benchmark	60% met both benchmarks			

- Below are NWEA Test scores for 9th graders* given fall 2015(Percentiles) *First time using this assessment data

MATH	9th Grade
Fall 2015	240.3
Spring 2016	240.1
National Norm (Fall/Spg)	230/233
READING	
Fall 2015	224.8
Spring 2016	226.2
National Norm (Fall/Spg)	220.1/221.7

LANGUAGE USAGE	
Fall 2015	224.9
Spring 2016	226.3
National Norm (Fall/Spg)	218.2/220.2

- The number of parents that attended PT conferences (w/percentages) was the following:
 - 2013-2014: 79%
 - 2014-2015: 72%
 - The number and percent of postsecondary enrollments (dual enrollment):
 - 2013-2014: 23 (.014%)
 - 2014-2015: 13 (.008%)
 - The number of college equivalent courses offered (AP/IB):
 - 2013-2014: 39
 - 2014-2015: 39
 - The number and percentage of students enrolled in college equivalent courses (AP/IB):
 - 2013-2014: 628 (37.5%)
 - 2014-2015: 531 (32%)
- The number and percentage of students receiving a score leading to college credit:
- 2013-2014: 674 (64%)
 - 2014-2015: 81%

Our staff has worked hard to successfully transition into our new building (opened fall 2015). The new instructional spaces will allow for higher level of student engagement, collaboration, and authentic learning. We are committed to achieving the highest level of academic success and thank you for your continued support!

Sincerely,

Charlie Hollerith
Principal, Bloomfield Hills High School