



Bangor Public Schools

“Providing Educational Excellence as a Pathway to Success”

Bangor Career Academy School Annual Education Report (AER) Cover Letter

December 18, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Bangor Career Academy. 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 Steve Galvan for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3a8g662> , or you may review a copy in the main office at your child's school.

For the 2022-23 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 2021-22. 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 or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school WAS IDENTIFIED AS A COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI).

Due to an online learning environment and many students working off-site, it is a struggle for them to make adequate progress to stay on track for graduation, in addition, many students are credit deficient when they enter the program. A change in leadership and multiple staffing roles has also been a challenge. The school is working diligently to establish policies and procedures to create a stronger support program to increase student success and graduation rates.

State law requires that we also report additional information.

1) After an enrollment interview with the director, a student Educational Development Plan is created based on the courses and credits the student has completed. The EDP is reviewed semi-annually to ensure that the student enrolls in the courses necessary to stay on track for graduation.



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- 2) Our 3-5-year plan for school improvement is reviewed annually and monitored frequently to incorporate goals in the areas of reading.
- 3) Bangor Career Academy encompasses online learning (all student courses are online with a mentor assigned to monitor progress), expulsion school (students exiting districts due to state-mandated expulsion are provided off-site online learning opportunities), community-based partnerships (non-traditional learners), GED (students work on-site to gain the skills needed to pass the four subject area tests of the GED), and adult education (students older than 22 who are not eligible for the GED program work on completing online courses to earn credits for a high school diploma).
- 4) Bangor Career Academy adheres to the Michigan Merit Curriculum guidelines for core content which is delivered through our online learning system, Edmentum.
- 5) Achievement results for national and state assessments can be reviewed by clicking on the AER link above. Please note that many scores are not available due to small test group sizes.
- 6) Parent-Success Coach Conferences are attended by approximately 40% of student’s parents/guardians.
- 7) 5% of high school students are enrolled in dual enrollment courses. AP courses and tests are not offered for college credit.

Bangor Career Academy provides a small group environment with the staff-to-student ratio being 1:10. Students working on-site receive one-on-one support as needed. For students who struggle in the traditional brick-and-mortar school structure, we can provide them with an educational solution with universal support for success. Incentive programs have been implemented to reward students for progress in their courses.

Sincerely,

Glenn Woodley

Glenn Woodley, Director



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