



# DEXTER COMMUNITY SCHOOLS

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Dexter Community School District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Chris Timmis or Mollie Sharrar for help if you need assistance.

The District AER is available for you to review electronically by visiting the following web site Dexter Community School District [Parent Dashboard](#) or [Education Dashboard](#) links, or you may review a copy in the main office at your child's school.

These reports contain the following information:

**Student Assessment Data – Due to the suspension of state assessments, 2019-20 assessment data are not available.** Data from the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT are available for the 2018/2019 school year. Assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, are not available for the 2019/2020 school year due to the suspension of state assessment requirements. The report for prior years helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

### **Accountability – Detail Data and Status**

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

### **Teacher Qualification Data**

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

**NAEP Data (National Assessment of Educational Progress)**

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

**Civil Rights Data**

- Provides information on school quality, climate and safety

Review the table below listing our schools. For the 2019-20 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 three or more underperforming student subgroups. 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 status label is given.

\*Note that TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. Those definitions are:

- TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.
- ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

<b>School Name</b>	<b>Status Label</b>	<b>Key Initiative to Accelerate Achievement</b>
Bates Elementary	No label	Literacy Initiatives
Cornerstone Elementary	No label	Literacy Initiatives
Wylie Elementary	No label	Literacy Initiatives
Creekside Intermediate	No label	Literacy Initiatives
Mill Creek Middle	No label	Personalized Learning
Dexter High School	No label	Competency Development
Dexter Alternative School	No label	Competency Development

Like all schools throughout the world, Dexter Community Schools had an interesting and unprecedented year with a rapid move to virtual learning in March 2020. Our staff, students, families, and community have risen to the challenge and continue to work on behalf of all our students. DCS has been updating our Strategic Framework and created the [DCS Learner Profile](#) in a commitment to our vision – Champion Learning: Develop, Educate, and Inspire! As a result of this work and the support of our community, DCS students continue to excel and engage with our community.

Thank you for a great year and Go Dreads!

Sincerely,  
Dr. Christopher Timmis  
Superintendent