



DEXTER COMMUNITY SCHOOLS

Bates School, 2704 Baker Road, Dexter, Michigan 48130
(734) 424-4100 fax (734) 424-4111
www.dexterschools.org

January 26, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Dexter High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Interim Principal Abby Holland for assistance.

The AER is available for you to review electronically by visiting the following website: [Dexter High School AER](#), or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given one of these labels.

In our continued commitment to academic excellence, our school is actively implementing key initiatives to accelerate student achievement and close persistent gaps. Central to this effort is a focus on personalized, competency-based learning, ensuring that each student progresses at their own pace while developing a deep understanding of essential concepts. To support this, we have established targeted interventions and support systems that provide students with the resources they need to thrive. Our commitment to an equitable learning environment remains steadfast as we work to eliminate achievement disparities. Through these



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initiatives, we strive to create a dynamic and empowering educational experience that prepares every student for success.

State law requires that we also report additional information.

1. The Dexter Community Schools are organized by grade-level bands on one central campus. All Ninth, Tenth, Eleventh, and Twelfth Grade students are assigned to Dexter High School.
2. Our school improvement plan is aligned with the district strategic plan and includes goals for: culture; equity; extended learning opportunities; and personalized competency-based learning actualized through a learning continuum.
3. Dexter Schools supports a separate facility called Dexter Alternative School for some high school-age students who need an alternative educational experience on the path to graduation.
4. The implementation of the Dexter Community Schools curriculum is continually supported by district and building-level professional development along with monitoring by building principals and central office supervisors. This ensures appropriate instruction and equitable access to the curriculum for all students. Standards are based on the Common Core State Standards which can be found at www.corestandards.org.
5. Aggregate student achievement results can be found at [Dexter High School AER](#)
6. Dexter High School had a 12.1% participation rate for parent/teacher conferences.
7. The number and percent of students who participated in post-secondary enrollments (Dual Enrollment)
 - a. 106 Students (10%)
8. The number of college-equivalent classes offered (AP/IB)
 - a. 37 AP/ IB and 1 honors course.
9. The number and percentage of students enrolled in college-equivalent courses (AP/IB)
 - a. AP - 369 students in one or more AP classes (36%)
 - b. IB - 249 students in one or more IB classes (24%)
10. The number and percentage of students receiving a score leading to college credit
 - a. 106 students were dual enrolled, and 102 students (96% enrolled) will receive college credit



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- b. 242 students received a 3 or higher on one or more AP exams (65.5% of those who took an AP class)
- c. 85 students received a 4 or higher on one or more IB exams (34% of those who took an IB class)

Dexter High School proudly serves a diverse student body of roughly 1,100 learners in grades 9-12, maintaining its reputation as one of Michigan's top-performing schools. Our students consistently excel on statewide assessments such as the SAT and M-STEP, and our exceptional graduation rates reflect our unwavering commitment to the success of all student groups. These achievements highlight our dedication to academic excellence and our mission to prepare students for future success.

At Dexter High, we offer a comprehensive educational experience designed to meet the unique needs of every learner. Our curriculum includes a wide range of Advanced Placement (AP) and International Baccalaureate Diploma Programme (IB) courses, along with accelerated and specialized learning opportunities. Additionally, our partnership with the South and West Washtenaw Consortium provides students with hands-on career and technical education, equipping them with real-world skills for college, careers, and beyond.

Recognizing the importance of whole-child development, we continue to enhance our focus on social-emotional learning and student well-being. Through ongoing professional development and a commitment to fostering a supportive environment, our staff ensures that every student feels valued, challenged, and encouraged to grow.

At the core of Dexter High School is a vibrant, inclusive community where students, families, and staff work together to create a positive and engaging learning experience. From educators and counselors to administrators and support personnel, every member of our team is dedicated to empowering students to reach their fullest potential and thrive as lifelong learners and responsible citizens.

Sincerely,

Abby Holland

Interim Principal