



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 Alternative 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 Principal Abby Holland for assistance.

The AER is available for you to review electronically by visiting the following website: [Dexter Alternative 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 initiatives, we strive to create a dynamic and empowering educational experience that prepares every student for success.



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State law requires that we also report additional information.

1. A student support team made up of high school administrators, counselors, a special education representative, and graduation coaches meet regularly to identify students who will be invited to attend Dexter Alternative School. Considerations for an enrollment invitation may include:
 - a. Credit deficiency
 - b. History of poor attendance
 - c. Social or emotional concerns that impact their ability to be successful within the traditional high school.
 - d. Consistent programming
 - e. Individual instruction/coaching
 - f. Previous support efforts by District Graduation Coaches
 - g. Collaboration between guardian, student, and the Alternative Education team.
2. Students are admitted to the Dexter Alternative School on a rolling basis based on the needs of each student.
3. 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.
4. 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.
5. 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.
6. Aggregate student achievement results can be found at [Dexter Alternative School AER](#)
7. Dexter Alternative Education had a 60% participation rate for parent/teacher conferences.
8. The number and percent of students who participated in:
 - a. Post-secondary enrollments (Dual Enrollment): 1 students (7%)
 - b. The number of college-equivalent classes offered (AP/IB): 0 courses
 - c. The number and percentage of students enrolled in college-equivalent courses (AP/IB): 0 students



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- d. The number and percentage of students receiving a score leading to college credit: 1 students (7%)

Dexter Alternative School continues to provide a non-traditional, student-centered learning environment tailored to the needs of 11th and 12th-grade students. We remain dedicated to serving students within the Dexter Community Schools district, offering a supportive pathway for credit recovery, skill development, and personal growth.

Our commitment to student success is reflected in our strong community partnerships with the Dexter Wellness Center and the Dexter Rotary Club, which help expand resources for students beyond the classroom. This year, we continue to prioritize holistic well-being, with a particular focus on social-emotional learning, mental health support, and fostering a sense of belonging. Through ongoing professional development and staff collaboration, we are strengthening our ability to meet students where they are and guide them toward success.

At Dexter Alternative School, we strive to create a welcoming, affirming environment where every student is valued and supported. From educators and counselors to support staff and transportation teams, our dedicated professionals work together to empower students to overcome challenges, build confidence, and achieve their goals. We remain committed to providing a personalized and inclusive educational experience that helps every student thrive as a lifelong learner and engaged member of the Dexter community

Sincerely,

Abby Holland

Principal