



February 1, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for FlexTech High School-Nov. 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 Sarah Pazur for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/re0PtK> or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has not been given a label.

At FlexTech, we continue to work with students on an individual basis. We receive Title I funding with one third of our population qualifying for free and reduced lunch. We attract students from 21 cities across three different counties. FlexTech High School-Nov. does not self-identify as an at-risk or alternative high school, however we are a small public high school with an emphasis on high expectations and rigor where students find an individualized experience that allows them to design some of their own learning experiences under the guidance of highly qualified teachers. As a small school committed to the success of all of our students, FlexTech continues to face the challenge of meeting a wide range of student interest and academic ability in such a small setting. Through our Advisory program we create individualized learning plans for all students where they are held accountable for tracking their own progress. While still a struggle, in this way we

can meet the needs of all students whether they need to work on foundational academic skills or are ready for Advanced Placement and dual enrollment college courses. The school tracks academic growth through competency completion and assessment data. We also work to ensure that all students are equipped with the necessary skills to succeed in any path they choose.

State law requires that we also report additional information:

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No students may be denied participation in the application process due to lack of student records.
- If the Academy received more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through random selection drawing.

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the University Charter Schools Office.

Legal Notice

- The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice must be forwarded to the University Charter Schools Office.
- At a minimum, the legal notice must include:
 - A. The process and/or location(s) for requesting and submitted applications.
 - B. The beginning date and the ending date of the application period.

- C. The date, time and place the random selection drawing(s) will be held, if needed.
- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
 - The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

FlexTech is making progress toward the goals in the newly developed School Improvement Plan. The school improvement process is a collaboration of all stakeholders, including the administration, staff members and the board. Each unit within the school is represented on the School Improvement Team, so that all viewpoints are heard at the School Improvement Team meetings. In addition, members from all stakeholder groups are invited to participate. All stakeholders also have the opportunity to provide suggestions on goals and the creation of the plan. Additional stakeholder input is provided by the various data that is collected and used in creating the School Improvement Plan. This process relies on staff, parents and students participating in collaborative decision making to formulate and implement a three year school improvement plan. Together, the stakeholders work cooperatively to improve student achievement of the core curriculum goals.

FlexTech is a public school and therefore utilizes the Michigan Core Curriculum Framework, the High School Content Expectations and the Michigan Merit Curriculum as its guide for the development of all academic content areas of the FlexTech curriculum. A copy of the curriculum can be obtained from the FlexTech office.

FlexTech promotes a strong partnership with parents and guardians of the students who attend our academy. This strong partnership is critical to the individual success of each child in our school. FlexTech encourages and welcomes parents to drop in on any Friday morning to talk to teachers. We have an open door policy from 9am - 12pm every Friday or for those parents who are unable to make this time, we schedule meetings at their convenience. This scheduling arrangement allows parents and guardians consistent access to teachers and advisors, the ability to schedule a time that is convenient for them, but also allows plenty of time for a meaningful discussion during the conference. Our unique conference schedule has allowed us to hold conferences with all 50 (100%) of our families in the 2013-2014 school year, 86 (100%) in the 2014-2015 school year, and all 134 (100%) parents during the 2015-2016 school year.

With our enrollment making a slow climb upward our grade level data has been too small to be shared in the past because it could be student identifiable data. For the 2015-16 school year our average PSAT Composite score for our 9th graders was 745, our average PSAT Composite score for our 10th graders was 851 and our SAT Composite score for our 11th graders who tested in the spring was 901.

At this time FlexTech High School-Novis does not offer any specialized schools.

During the 2014-15 school year 5 students (5%) dual enrolled and all 5 of them (100%) received college credit. We offered 1 AP course and only 1 student (<5%) took the course and passed. During the 2015-16 school year, FlexTech High School-Novis had 8 students (6%) dual enrolled in college courses and 7 of them (88%) receive college credit. We offered 3 AP courses during the year, again only 1 student (<5%) took the course and passed.

FlexTech is proud to provide a unique and successful learning opportunity to all of their students and looks forward to the successes ahead.

Sincerely,
Sarah Pazur