



BYRON CENTER PUBLIC SCHOOLS

Helping Students Build Success Stories

February 13, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Byron Center High School. 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 Mr. Troy Reedy (Principal) for assistance.

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

For the 2023-2024 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 2022-23. 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 given no label.

Byron Center High School is the only high school in Byron Center Public Schools. It serves approximately 1,363 students in grades 9-12 who mostly reside within the growing Byron Center community. Students at Byron Center High School are held to high academic and behavioral standards. Students are expected to act in ways that are conducive to their learning and support their long term success as well. The staff at Byron Center High School cares deeply for students and works diligently to help students reach their potential.

Byron Center High School continues to hold academics in high regard. All students at Byron Center High School are expected to show growth in all subject areas. Collectively, Byron Center High School continues to implement highly effective instructional methods in order to increase proficiency levels. The Professional Learning Community process (PLCs) is Byron Center High School's approach to addressing the challenge of improving proficiency for all students. Focusing on and answering the four questions that drive PLCs are pivotal to our success. The four questions that we use to drive our decisions are below.

- What do we expect our students to learn?
- How will we know they are learning?
- How will we respond when they don't learn?
- How will we respond if they already know it?

By setting attainable goals and expectations, using common assessments aligned to our state standards, having a sound Response to Intervention (RtI) program and Multi-Tiered Systems of Support (MTSS) in place, and Progress Monitoring, Byron Center High School continues to rise to the top of the county and state in academics. Key challenges are identified and addressed through this process.

State law requires that we also report additional information.

Process for Assigning Pupils to the School:

Byron Center High School students are Byron Center students in grades 9-12. Students are assigned to the school for meeting the grade level and age requirements to attend at these grade levels and reside in the growing Byron Center Public Schools community.

School Improvement Plan:

Our School Improvement team meets regularly to discuss all components and facets of our building school improvement plan. Surveys to all stakeholders are sent out to gather both qualitative and quantitative data to ensure all voices are heard in order to build a plan for success. Byron Center High School's current school improvement plan is up-to-date and constantly being reviewed in order to ensure student and building success.

The school improvement goals at Byron Center High School are focused on improving proficiency scores on state assessments. These assessments include PSAT 9, PSAT 10, SAT, and M-STEP. We are fortunate to have some of the best proficiency scores in the area, but are always focused on improving. The strategies we use to achieve our goals include curriculum alignment, progress monitoring, and maximizing intervention opportunities. We also have a goal centered around social emotional learning and helping instill the 7 Habits of Highly Effective People through the Leader in Me program.

Curriculum and Alignment:

Byron Center High School has aligned curriculum in all content areas with the Michigan Curriculum Framework and the Michigan Merit Curriculum. Benchmarks can be found on the Michigan Department of Education website: [Michigan Academic Standards](#). Our assessments and report cards are also aligned with the curriculum. Classroom instruction is congruent with the curriculum expectations and is monitored constantly by building and district administration, as well as academic support personnel. For more information about the curriculum, please visit the Byron Center Public Schools [website](#).

Each grade level or content area team meets regularly to study curriculum challenges and to ensure that all students have common, equitable curricular experiences. A gap analysis is conducted annually with the M-STEP, MAP, PSAT, and SAT testing information, and the curriculum is examined for areas of strength and weakness. After this audit, necessary adjustments are made.

Common assessments with common scoring rubrics, a common curriculum, common core materials, and a common report card help us work toward our goal of equity. In addition, principals and other leaders in the school have common instructional expectations that are used to guide teacher evaluation. Professional development and constant communication between general

education and special education staff also facilitate this process. We are committed to all of our students having multiple opportunities to learn and be successful in the core curriculum.

Student Achievement

Student results are displayed below. Utilizing this data and making decisions based off of the data allow for Byron Center High School students to thrive. Below are achievement tables/charts for all ninth through twelfth grade students in the subject areas of math and reading.

Spring 2023 Assessments				
	# Students Assessed	% Proficient Overall	% Proficient Math	% Proficient ERW
PSAT 9	337	74%	83%	78%
PSAT 10	346	63%	65%	83%
SAT	311	62%	65%	77%
M-Step Science	311	69%	NA	NA
M-Step Social Studies	311	64%	NA	NA

Spring 2024 Assessments				
	# Students Assessed	% Proficient Overall	% Proficient Math	% Proficient ERW
PSAT 9	319	72%	73%	88%
PSAT 10	338	63%	67%	86%
SAT	337	58%	63%	77%
M-Step Science	335	57%	NA	NA
M-Step Social Studies	335	70%	NA	NA

To access a PDF download of the building AER Combined Report, please click [here](#).

Parent-Teacher Conference Attendance

Byron Center High School typically holds Parent/Teacher Conferences twice a year in October and February. During the 2023-2024 school year 14% of parents attended the October virtual conferences. 27% of parents attended the February conferences. Partnering with parents/guardians is crucial to the success of students. We make every effort to ensure parents/guardians know about conferences and are able to attend. We work with the other schools and departments in the district to schedule conferences on dates that are most conducive to parent involvement.

Post Secondary Information

Listed below are the statistics from 2023-2024 post-secondary enrollment.

	Course Count	Student Count	Student Percentage
Post-Secondary Enrollments (Dual Enrollments)	56	28	2%
College Equivalent Courses Offered	19	-	-
Enrollment in College Equivalent Courses (AP/IB)	-	403	30%
Student Score Leading to College Credit	-	366	27%

Closing

Byron Center Public Schools mission statement is “Helping Students Build Success Stories.” At Byron Center High School, we understand that high school is an integral part of an adolescent’s life and that we can play an important role in their preparation and pursuit of success. By continuing to provide a balanced academic and social/emotional curriculum, making learning relevant and rigorous, and using research-based instructional strategies in the classroom, Byron Center High School will look to continue to prepare each and every student for success in all of their endeavors.

Sincerely,

Troy Reedy
Byron Center High School Principal