



### Contract

The Board of Trustees of Central Michigan University voluntarily awards contracts for the establishment of charter public schools, as is provided for in Part 6A of Michigan's Revised School Code. Holly Academy opened on 09/01/1999. Its current charter contract took effect on 08/10/2004 and expires on 06/30/2011. At that time, the Board of Trustees may choose to reauthorize the Academy's contract for a term based on the Academy's performance.

### Mission Statement

To achieve individual academic success for all students through a positive family, school, and community partnership.

### Highlights/Accomplishments

Holly Academy received and successfully implemented the Federal Technology Grant award of \$45,000 for the 2008-2009 school year.

We are proud to have achieved the number one MEAP scores in Genesee County and number four MEAP scores in Oakland County. Holly Academy is located on the border of Genesee and Oakland Counties.

Top three finalist for MAPSA's School of Excellence Award.

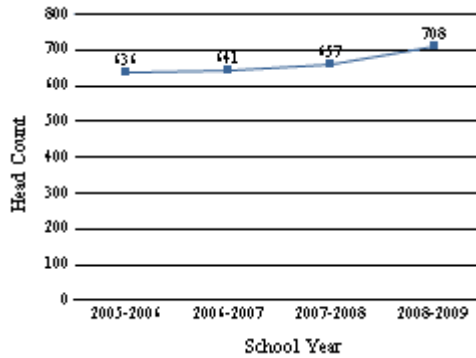
Our school celebrated its ten year anniversary during the 2008-2009 school year.

Throughout the 2008-2009 school year, the Board of Directors and Administration worked with the National Charter School Institute to write a comprehensive 5-year Strategic Plan.

The Holly Academy "Community Garden Project" donated 69 lbs of academy grown vegetables to the needy.

## School Profile

### Enrollment and Demographics



American Indian or Alaska Native	1.4%
Asian American	1.1%
Black or African American	1.8%
Hispanic or Latino	2.1%
Multiracial	0.0%
Native Hawaiian/Pacific Islander	0.0%
White	93.5%
<b>Total:</b>	<b>100.0%</b>

### General Information

Address 820 Academy Drive  
Holly, MI 48442

Phone 248-634-5554

Fax 248-634-5564

School Email kildeej@hollyacademy.org

Website <http://hollyacademy.org>

Administrator Ms. Julie Kildee

### Board Members

*Following is a list of the current Academy Board members and their positions.*

Board Email dkwujciak@aol.com

Name	Role
Diane Wujciak	President
Michelle Eisert	Vice President
Fritz Esch	Secretary
Paul Fuhs	Treasurer
Deborah Murray	Director
Jeffrey Monro	Director
Matthew Barcey	Director
Stacie Bommersbach	Director

### Mission Specific Goals

Central Michigan University (CMU) encourages the schools it charters to develop and adopt unique goals designed to gauge and demonstrate fulfillment of their missions, and for accountability purposes in their performance contract with the University. These mission specific goals are above and beyond the common goals based on standardized test outcomes and state and federal accountability measures that are a part of every charter contract issued by CMU.

CMU requires that mission specific goals developed by schools demonstrate the qualities listed below:

- Goals are written in precise, declarative sentences.
- Goals identify at least one and possibly multiple measures for assessing progress toward each goal. Measures for assessing progress are based on knowledge from baseline data and are easily understood and credible.
- Goals clearly state what data will be presented to support each measure, and when it will be presented.
- Goals include a means of assessment that is externally credible and makes non attainment of the goal as objectively apparent as attainment.

This Academy does not currently have mission specific goals that have been approved by CMU and adopted by the Board of Directors for inclusion in the charter contract.



## State Accountability Measures

### Education YES!

Through Education YES! each school in the state receives an annual report card that contains letter grades based on the school's MEAP scores, performance on key educational indicators, and success in making Adequate Yearly Progress (AYP).

	2007-2008	2008-2009
	K-8	K-8
ELA Grade	A	A
Math Grade	A	A
Science Grade	A	A
SS Grade	A	A
Self-Assessment	A	A
<b>Composite Grade</b>	<b>A</b>	<b>A</b>

Schools that receive a composite grade of an A under Education YES! are considered *Summary Accredited*. Schools that receive a composite grade of a B, C, or D-Alert are considered *Interim Accredited* and schools that receive a composite grade of an F are considered *Unaccredited*.

You can find additional information about the school's report card at:

[<https://oeaa.state.mi.us/ayp/>](https://oeaa.state.mi.us/ayp/)

## Fiscal Accountability

The table below provides information from the 2007-2008 Audited Financial Statements. The minimum foundation allowance for a Michigan public school in 2008-2009 was \$7,316. Industry standards suggest an Academy's fund balance should be equal to 5% to 15% of the schools total operating expenditures.

2008-2009 Foundation Allowance	\$7,316.00
Fund Balance	\$1,652,598.00
Fund Balance % of Expenditure	33.53%
Instruction % of Expenditure	56.62%

## Federal Accountability Measures

### School Improvement Phase

Under the federal No Child Left Behind (NCLB) act, a school that does not make AYP for two or more consecutive years is identified as in need of improvement, corrective action, or restructuring.

Subject	ELA	Math
Grades	Improvement Status	Improvement Status
K-8	Not Identified	Not Identified

### Adequate Yearly Progress (AYP)

The table below provides information on the Academy's performance in English Language Arts (ELA) and Mathematics relative to state AYP targets.

Subject	ELA			Math	
Grades	Made AYP	% Proficient	Target	% Proficient	Target
K-8	Yes	98.80	57.00	98.80	61.30

### Attendance & Graduation

The table below provides information on the performance of Academies serving elementary and middle school students on attendance rate and the performance of Academies serving high school students on graduation rate relative to state AYP targets.

Subject	ELA	Math	Target
Grades	Rate	Rate	Rate
K-8 Attendance	96.20	96.20	85.00

### Student Participation Rate

The table below provides information on the percent of students that were tested on the MEAP by subgroup. NCLB requires that at least 95% of students are tested.

Subject		ELA	Math	Target
Grades	Demographic	Rate	Rate	Rate
K-8	All	99.10	99.30	95.00
K-8	Economically Disadvantaged	100.00	100.00	95.00
K-8	Students with Disabilities	95.90	95.90	95.00
K-8	White	99.00	99.30	95.00

Note: A school may receive a participation rate of greater than 100%. This is due to the difference between the number of students enrolled when the MEAP/MME is administered and the date on which the official total student enrollment number is taken, which are the two numbers used to calculate the participation rate.



MEAP Performance Proficiency Percentages

Meap Level Proficiency %	Reading		Writing		ELA		Math		Science		Social Studies	
	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009
<b>3rd Grade</b>	<b>89.9</b>	<b>93.8</b>	<b>65.8</b>	<b>71.1</b>	<b>87.3</b>	<b>91.7</b>	<b>97.5</b>	<b>96.9</b>				
Level 1	46.8	53.1	0.0	0.0	25.3	26.0	64.6	69.1				
Level 2	43.0	40.6	65.8	71.1	62.0	65.6	32.9	27.8				
Level 3	8.9	6.3	34.2	25.8	12.7	8.3	2.5	3.1				
Level 4	1.3	0.0	0.0	3.1	0.0	0.0	0.0	0.0				
<b>4th Grade</b>	<b>94.1</b>	<b>97.5</b>	<b>67.6</b>	<b>63.0</b>	<b>92.6</b>	<b>95.1</b>	<b>100.0</b>	<b>92.6</b>				
Level 1	52.9	54.3	0.0	0.0	17.6	19.8	54.4	50.6				
Level 2	41.2	43.2	67.6	63.0	75.0	75.3	45.6	42.0				
Level 3	5.9	1.2	32.4	37.0	7.4	4.9	0.0	7.4				
Level 4	0.0	1.2	0.0	0.0	0.0	0.0	0.0	0.0				
<b>5th Grade</b>	<b>97.5</b>	<b>95.7</b>	<b>75.3</b>	<b>76.8</b>	<b>95.1</b>	<b>92.8</b>	<b>90.1</b>	<b>97.1</b>	<b>97.5</b>	<b>97.1</b>		
Level 1	60.5	49.3	1.2	0.0	29.6	24.6	33.3	62.3	69.1	71.0		
Level 2	37.0	46.4	74.1	76.8	65.4	68.1	56.8	34.8	28.4	26.1		
Level 3	2.5	4.3	23.5	23.2	4.9	7.2	9.9	2.9	2.5	2.9		
Level 4	0.0	0.0	1.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
<b>6th Grade</b>	<b>95.3</b>	<b>93.7</b>	<b>89.1</b>	<b>94.9</b>	<b>93.8</b>	<b>97.5</b>	<b>93.8</b>	<b>94.9</b>			<b>90.9</b>	<b>94.9</b>
Level 1	46.9	54.4	4.7	0.0	31.3	30.4	56.3	70.9			56.1	60.8
Level 2	48.4	39.2	84.4	94.9	62.5	67.1	37.5	24.1			34.8	34.2
Level 3	4.7	5.1	10.9	5.1	6.3	2.5	3.1	5.1			6.1	5.1
Level 4	0.0	1.3	0.0	0.0	0.0	0.0	3.1	0.0			3.0	0.0
<b>7th Grade</b>	<b>100.0</b>	<b>93.8</b>	<b>95.9</b>	<b>92.2</b>	<b>100.0</b>	<b>95.3</b>	<b>98.0</b>	<b>90.6</b>				
Level 1	51.0	39.1	6.1	0.0	32.7	21.9	77.6	60.9				
Level 2	49.0	54.7	89.8	92.2	67.3	73.4	20.4	29.7				
Level 3	0.0	3.1	4.1	7.8	0.0	4.7	0.0	9.4				
Level 4	0.0	3.1	0.0	0.0	0.0	0.0	2.0	0.0				
<b>8th Grade</b>	<b>97.6</b>	<b>95.7</b>	<b>92.7</b>	<b>91.3</b>	<b>95.1</b>	<b>95.7</b>	<b>92.7</b>	<b>91.3</b>	<b>95.1</b>	<b>91.3</b>		
Level 1	68.3	54.3	19.5	2.2	53.7	45.7	73.2	63.0	80.5	69.6		
Level 2	29.3	41.3	73.2	89.1	41.5	50.0	19.5	28.3	14.6	21.7		
Level 3	2.4	4.3	2.4	8.7	4.9	4.3	4.9	6.5	4.9	6.5		
Level 4	0.0	0.0	4.9	0.0	0.0	0.0	2.4	2.2	0.0	2.2		

The Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME) reveal how Michigan's students and schools are doing in the core academic subjects. The MEAP test and the MME are the only common academic measures given statewide to all students and serve as a measure of accountability under NCLB and Education YES!. The MEAP and the MME assess students annually in 3rd through 8th grades and 11th grade in English Language Arts (ELA) and Math and once at the elementary, middle school, and high school level in Science and Social Studies. Students scoring in Level 1 (Advanced) and Level 2 (Proficient) are considered proficient. Students scoring in Level 3 (Partially Proficient) and Level 4 (Not Proficient) are not considered proficient. The table above provides information on the percent of students who scored proficient and the percent of students who scored in each of the four performance levels.



Parent-Teacher Conferences

The parent-teacher conference participation rate is the percentage of students who were represented by a parent(s)/guardian at the parent-teacher conference.

	2007-2008	2008-2009
Participation Rate	98.00	97.00

Highly Qualified Teachers

In anticipation of potential federal rule changes, at the time of the printing of this report, the MDE has not released the 2008-09 HQT data.

Parents Right to Know

As a parent of a student at this school, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers, and requires us to give you this information in a timely manner upon request. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- ⇒ Whether the Michigan Department of Education has certified the teacher for the grades and subjects he or she teaches.
- ⇒ Whether the Michigan Department of Education has decided that the teacher can teach in a classroom without being certified under State regulations because of special circumstances.
- ⇒ The teacher's college major; whether the teacher has any advanced degrees and, if so, the subjects of the degrees.
- ⇒ Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

**About This Report.** This report was compiled by The Center for Charter Schools at Central Michigan University using data from the Michigan Department of Education and this Academy. It is intended to help comply with the reporting requirements of Public Act 25 of 1990 and the federal No Child Left Behind Act. For additional information about the school featured in this report, please visit [www.thecenterforcharters.org](http://www.thecenterforcharters.org).

Additional Information

Administered Assessments

Michigan law requires that schools use a nationally-recognized norm-referenced assessment or another assessment to annually assess student achievement in mathematics and literacy in grades 1-5. Below is information on which assessment(s) the Academy has listed in its contract. For detailed results of these assessments, please contact the school.

Grades	Test In Contract
1-2	Metropolitan Achievement Test
3-8	Performance Series/Scantron

Curriculum Narrative

Holly Academy was chartered upon the belief that all children are unique individuals. The Academy focuses on individual strengths and learning styles that lead to educational success. The Academy desires to foster the student's ability to learn and has designed curriculum to capture and encourage learning. The Academy has worked diligently to ensure that all curricula are aligned with the Michigan Curriculum Framework Standards and Benchmarks and the Grade Level Content Expectations (GLCE). Core content area committees have aligned our curriculum with the new social studies and science GLCE. The content areas of science, writing, reading, math, and social studies are taught on a daily basis. Students also receive instruction in physical education, computers, music, and Spanish, two to three times per week. In addition to the regular classes, our middle school students are offered electives, to include band, music, study skills, career pathways, and yearbook.

Improvement Plans

The Academy, as required by the Revised School Code, annually updates the School Improvement Plan (SIP) and submits the plan to the authorizer for review. The School Improvement Team is made up of core content committee chairs, three parents, the Professional Learning Community (PLC) team leaders, and administration. Data is gathered and disaggregated on a continuous basis. This data is used to conduct a comprehensive needs analysis. Once the needs are determined, specific measurable goals are developed. All staff, under the direction of the School Improvement Team, is accountable for the implementation of the strategies embedded in the goals.



**MEAP Performance Proficiency Percentages by Demographics**

One of the main goals of the federal No Child Left Behind (NCLB) act is to monitor the academic progress of all students. Therefore, NCLB requires schools to report on the academic progress of the students by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. The table below provides MEAP performance information for subgroups in which thirty or more students are assessed.

	<u>ELA</u>					<u>Math</u>				
	<u>Proficient</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Proficient</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>
<b>Grade 3</b>										
Male	86.60	22.20	64.40	13.30	0.00	93.40	66.70	26.70	6.70	0.00
Female	96.10	29.40	66.70	3.90	0.00	100.00	71.20	28.80	0.00	0.00
Students With Disabilities	63.60	9.10	54.50	36.40	0.00	90.90	18.20	72.70	9.10	0.00
White	92.30	26.70	65.60	7.80	0.00	98.90	70.30	28.60	1.10	0.00
<b>Grade 4</b>										
White	94.80	21.10	73.70	5.30	0.00	92.10	52.60	39.50	7.90	0.00
Female	92.70	19.50	73.20	7.30	0.00	95.10	48.80	46.30	4.90	0.00
Male	97.50	20.00	77.50	2.50	0.00	90.00	52.50	37.50	10.00	0.00
<b>Grade 5</b>										
Male	88.30	32.40	55.90	11.80	0.00	97.10	61.80	35.30	2.90	0.00
Female	97.10	17.10	80.00	2.90	0.00	97.20	62.90	34.30	2.90	0.00
White	92.40	24.20	68.20	7.60	0.00	96.90	62.10	34.80	3.00	0.00
<b>Grade 6</b>										
Female	100.00	30.80	69.20	0.00	0.00	89.70	64.10	25.60	10.30	0.00
Male	95.00	30.00	65.00	5.00	0.00	100.00	77.50	22.50	0.00	0.00
White	97.30	29.30	68.00	2.70	0.00	94.70	70.70	24.00	5.30	0.00
<b>Grade 7</b>										
Female	97.30	24.30	73.00	2.70	0.00	94.60	64.90	29.70	5.40	0.00
Male	92.60	18.50	74.10	7.40	0.00	85.20	55.60	29.60	14.80	0.00
White	96.50	24.60	71.90	3.50	0.00	91.20	61.40	29.80	8.80	0.00
<b>Grade 8</b>										
Female	96.20	46.20	50.00	3.80	0.00	84.60	57.70	26.90	11.50	3.80
Male	95.00	45.00	50.00	5.00	0.00	100.00	70.00	30.00	0.00	0.00
White	95.30	48.80	46.50	4.70	0.00	93.00	65.10	27.90	7.00	0.00

The Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME) reveal how Michigan's students and schools are doing in the core academic subjects. The MEAP test and the MME are the only common academic measures given statewide to all students and serve as a measure of accountability under NCLB and Education YES!. The MEAP and the MME assess students annually in 3rd through 8th grades and 11th grade in English Language Arts (ELA) and Math and once at the elementary, middle school, and high school level in Science and Social Studies. Students scoring in Level 1 (Advanced) and Level 2 (Proficient) are considered proficient. Students scoring in Level 3 (Partially Proficient) and Level 4 (Not Proficient) are not considered proficient. The table above provides information on the percent of students who scored proficient and the percent of students who scored in each of the four performance levels.