



April 30, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Holly Academy. 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 Julie Kildee at kildeej@hollyacademy.org for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/q8pJfg>, or you may review a copy in the main office.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. Holly Academy has not been given a label.

Holly Academy ranks itself on relative statewide data (M-Step) against both Genesee and Oakland Counties. Holly Academy's combined scores (an average of all grades, all subjects) for the 2016/2017 school year was 57.8%; Genesee County's average was 33% and Oakland County's average was 46%.

Holly Academy's comparative results vary, depending on the given assessment. The Academy outperformed all districts in Oakland County in the following subjects: 8th grade ELA, 4th grade science, and 5th and 8th grade social studies. The Academy outperformed all districts in Genesee County in the following subjects: 3rd, 4th, 6th, 7th, and 8th grade ELA, 3rd and 4th grade math, 4th and 7th grade science, and 5th and 8th grade social studies.

While Holly Academy improved its mathematics results on the 2016/2017 M-Step, we are still working hard to improve our core curriculum. In the 16/17 school year,

we implemented "Math Power-Up". This program focuses on targeted instruction for every student's individualized needs. Each student in K-5th grade receives 25 minutes of Math Power-UP, Monday through Thursday.

In the 2016/2017 school year, Holly Academy introduced 112 minutes of core mathematics instruction per week for our 6th-8th grade students. This school year (2017/2018) we have increased this additional core mathematics instruction to 135 minutes per week.

Ancillary math services include AMazing Math (before school for tier II and tier III students), ARMI Math (after school for tier III intervention students), and Dismissal Math (after school for special education students).

Process for Assigning Pupils - The Board of Directors will allow students who reside in Michigan to enroll in the Academy. Because space is limited, each student must enroll each year. Preference will be given to: A) Currently enrolled students: a letter will be sent home in January of each year. Letters must be returned to the office no later than March 1st. B) Siblings of enrolled students. When a maximum enrollment for a grade has been reached, applicants will be placed on a waiting list and admitted on the basis of a lottery system developed by the Director. The Board of Directors authorizes the Director to deny admission to any student who has a record of behavior the Director believes would constitute a threat to the safety and well-being of fellow students and staff.

Status of 3-5 Year School Improvement Plan—The Academy, as required by the Revised School Code, annually updates the School Improvement Plan (SIP) and submits the plan to the Michigan Department of Education. 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 analyzed 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.

Curriculum—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 students' 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 State of Michigan Content Standards. There is no variance between our curriculum and the state model.

The content areas of science, writing, reading, math, and social studies are taught on a daily basis school-wide. Students also receive instruction in physical education, technology, music, and Spanish, two to three times per week. In addition to the core classes, our middle school students are offered electives, to include band, choir, study skills, career pathways, and yearbook. To view core

class curricula per grade level, go to www.hollyacademy.org and click on "Curriculum Corner".

Through our ACES (Accelerating Children’s Education Services) program, Holly Academy embeds as best practice, key initiatives to accelerate student achievement. We recognize that some students exceed the academic achievement level of their peers. In some cases, the pace of classroom instruction does not match the student’s ability level. We strive to provide students opportunities in a learning environment that challenges them appropriately. Differentiated instruction, single subject accelerations, grade accelerations, and development of individual plans are options we support and oversee.

We provide individualized instruction specific to a student’s ability level. Classroom curriculum is enhanced through core subject enrichment. In addition, optional small groups may focus on preparation for academic competitions and/or special events.

Through our MTSS Program (Response to Intervention), students who fall six months or more behind their grade level peers in reading and/or mathematics on NWEA results, receive intervention through tier I or tier II services. Students falling within six months to one year behind receive small group instruction from highly qualified interventionists within the classroom. Students who fall more than one year behind their peers receive tier II instruction within the classroom and tier III one-on-one or very small group instruction outside the classroom during specials classes. Students are moved through tier II and III, as needed.

2015-16 NWEA (Holly Academy MAP Spring Scores)								
Grade level	Math		Reading		Language Usage		Science	
	HA	Benchmark	HA	Benchmark	HA	Benchmark	HA	Benchmark
3rd	206	203	207	198	203	200	201	195
4th	209	213	209	205	211	206	205	201
5th	223	221	219	211	216	211	213	205
6th	228	225	223	215	224	215	217	208
7th	235	228	228	218	226	217	220	210
8th	240	230	233	220	228	219	222	213
2016-17 NWEA (Holly Academy MAP Spring Scores)								
Grade level	Math		Reading		Language Usage		Science	
	HA	Benchmark	HA	Benchmark	HA	Benchmark	HA	Benchmark
3rd	207	203	206	198	207	200	203	195
4th	218	213	214	205	214	206	209	201
5th	222	221	217	211	216	211	212	205
6th	227	225	224	215	223	215	216	208

7th	235	228	230	218	226	217	220	210
8th	241	230	232	220	231	219	223	213

Parent/Teacher Conference participation rate:

2015/2016: 90% (461 families represented)

2016/2017: 87% (433 families represented)

The Holly Academy staff is very pleased to share the information in this Annual Report. Our teachers and support staff are dedicated to student success and professional growth. All Holly Academy teachers and students learn in an environment where high expectations are the norm. The 2016-2017 school year was highly successful, due to the focus of staff, students, and parents. We applaud all of our stakeholders, and look forward to continued success.

Regards,

Julie Kildee, Director

Jennifer Potteiger, Curriculum Director

Ken Kander, Finance Director

Jennifer Burns, Special Education Director