



April 19, 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 the Huron Academy (Grades 3-8). 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 Mark Talbot for assistance.

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

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.

Our school has not been given one of these labels.

A key challenge Huron Academy has is to increase overall percentages and increase math scores. The key initiative in the school to accelerate student achievement is time on task. Huron Academy has initiated a new after school academy where paraprofessionals are working with students after school. Also, the academy is doing back to basics tutoring. This is where classroom teachers are targeting students with academic needs using formative data to guide instruction. The whole Academy is focused on creating rigorous assessments while keeping high expectations. A continued strong Response to Intervention program will help close persistent gaps in achievement.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

ENROLLMENT

General Background and Statutory Requirements:

The Academy Board desires to adhere to the principles of the Revised School Code section 380.504 (3) in the matter of student enrollment. The following is the statutory requirements for public school academy enrollment:

1. A public school academy shall not charge tuition and shall not discriminate in its 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 school district.

However, a public school academy may limit admission to pupils who are within a particular range of age or grade level or any other basis that would be legal if used by a school district.

2. 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 resident of this state. Enrollment in the public school academy may be open to all individual who reside in this state who meet the admission policy and shall be open to all pupils who reside within the geographic boundaries, if any, of their authorizing body.

3. A public school academy shall be open for enrollment to all pupils who reside in the State of Michigan who meet the school's admission policy.

4. If there are more applications to enroll in the public school academy than there are spaces available, pupils shall be selected to attend using a random selection process. However, a school may give enrollment priority to a sibling of a pupil currently enrolled in the public school academy.

5. A public school academy shall allow any pupil who was enrolled in the immediately preceding school year to re-enroll in the appropriate grade unless that grade is not offered.

The HURON ACADEMY enrollment policy includes the following:

1. Re-Enrollment – During the re-enrollment period students currently enrolled may re-enroll for the following year. Students currently enrolled are assured of a seat the following year if their re-enrollment papers are submitted during the time frame given.
2. Open Enrollment – Upon completion of the re-enrollment period there will be an open enrollment period. During this time frame, applications will be received from all those not currently enrolled, (new students).
3. Lottery – If there are more applications for a class than there are open seats, a lottery (random selection drawing) will be used to select those to fill the empty seats and to establish the waiting list. Siblings will be selected first and the non-siblings. The Lottery will be held in a public forum.
4. Waiting list
 - A. A waiting list is established when a surplus of applications for a grade exists. Waiting list members will be given a number as to their place on the list and will be enrolled based upon their position on the list with one exception. The exception is the rule of sibling preference.
 - B. When there is no lottery or after the lottery is completed, additional student applications will be placed on the waiting list in a “first come” basis. Parents notified of an available seat will have 48 hours to accept or decline.
5. Sibling Preference- Students placed on a waiting list will be admitted in order of their placement. However, siblings of currently enrolled students move to the top of the waiting list in accordance with the principles of rule 380.5041 (3) of the school code.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Beginning in 2007, Huron Academy's School Improvement Team (SIT) created the first School Improvement Plan (SIP), with goals projected to show improvement over a five (5) year span. The SIP goals are based on a review of assessment data provided by the state's criterion referenced test, the MEAP, and the Global Scholars Performance Series assessment utilized by Huron Academy. The SIT aligns the SIP to the standards set forth by the Michigan North Central Association of Colleges and Schools. As a North Central Accredited school, certain guidelines and criterion that parallel the school improvement plan will be addressed. The SIP is reviewed annually by the SIT of Huron Academy, and the goals and strategies employed are adjusted according to the current assessment data. The Board of Directors reviews it prior to each school year. The review process is criterion based and focused on reaching the stated goals of the school improvement plan. During the 2012-13 school year the SIT took on the task of putting forth the requirements for moving from a targeted Title I school to a school-wide Title I school. The process required many hours of preparation and documentation with the assistance of a state certified facilitator, we are proud to report that Huron has completed the process and has been designated as a school-wide Title I facility.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

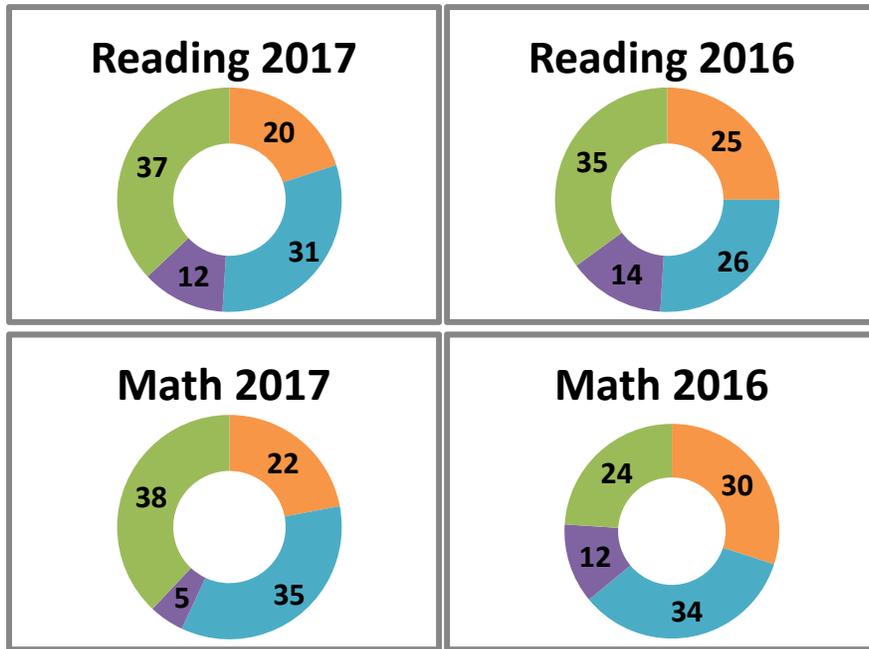
At this time, Huron Academy does not offer any specialized schools.

HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

Huron Academy implements the Michigan standards, benchmarks and grade level content expectations (GLCEs) through the use of curriculum created by school staff and leadership. Originally based off the SCOPE curriculum created by Oakland County Schools the current curriculum is continuously updated and now reflects The common core state standards, this updated curriculum is implemented by the teaching staff. The teaching staff also directly utilizes the Michigan GLCEs when planning instruction. We also incorporate the Curriculum Crafter online tool in our curriculum design. The Curriculum Crafter tool is a dynamic web-based curriculum management and design tool that offers embedded, researched-based curriculum which will align to Michigan educational standards. The curriculum tool is customized to our needs and helps us support current initiatives. Currently the school leadership team is moving the faculty toward full implementation of the Common Core curriculum. The Common Core State Standards Initiative is a state-led effort to establish a shared set of clear educational standards for English language arts and mathematics that states can voluntarily adopt. The standards have been informed by the best available evidence and the highest state standards across the country and globe and designed by a diverse group of teachers, experts, parents, and school administrators, so they reflect both our aspirations for our children and the realities of the classroom. Any person interested in acquiring a copy of the school's curriculum may obtain a copy through the Principal's office.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

In addition to statewide and other internal assessments, students at Huron Academy take the NWEA assessment to track proficiency and growth over the course of the school year, the graphs below summarize results of spring testing in reading and math. The results cover grades 3-7 as the school did not add an 8th grade until 2017-2018.



*Reported by percentage of students

Key: Proficient and Growing Proficient and Missed Growth Target
Not Yet Proficient and Growing Not Yet Proficient and Missed Growth Target

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Huron Academy maintains a regular schedule of parent teacher conferences three times a year that in 2015-16 serviced 512 students and parents schoolwide K-6, attaining 100% participation. In 2016-17 the population settled at 370 students for 3-8 and we attained 100% of participation in conferences. We are very pleased of the commitment of the learning community to the mission at Huron Academy.

Finally, as we look back at the 2016-17 school year we can all be very proud of the accomplishments of our students. The Academy is especially excited about the following highlights:

- Huron Academy was proud to have met all the academic contractual goals established by their authorizer Ferris State University. We have worked with FSU for seventeen years and appreciate their continued support.
- Ferris State University cited Huron Academy for being one of the best run Academies under their direction and awarded the school the Shining Star Award for the sixteenth consecutive year.
- Huron Academy is proud to be continually recognized by the Michigan North Central Association of Colleges and Schools as an accredited institution.
- Huron students raised over \$5,000 in its charitable efforts this school year supporting the American Heart Association and other worthy causes.
- Huron Academy students from the 5th, 6th, and 7th grades represented the Academy at the State level in Destination Imagination competitions.
- Huron students participated in Science Olympiad competitions at both the Elementary and Middle School platforms. Many of our students were honored with medals.
- Huron students participated in a new service learning curriculum that aligned community service to the curriculum.
- For the first year in nearly a decade students at Huron Academy had the opportunity to participate in Middle School instruction. The new curriculum brought an increase in student population as well as unique interest from the community in our programs.

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Sincerely,

Mark S. Talbot
School Principal