January 10, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the Huron 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 Mark Talbot for assistance.

The AER is available for you to review electronically by visiting the following web site http://bit.ly/2HS23Ug, or you may review a copy in the main office at your child’s school.

For the 2018-19 school year, schools were identified using 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 or has a graduation rate at or below 67%. 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 reading and math scores. A statewide legislative mandate for third grade reading proficiency has guided school improvement initiatives. Using the Response to Intervention process to identify students in need of intervention supports have been established to assist our early elementary learners with additional time on task. Huron Academy has initiated a new 1st grade RtI program to complement the program already established in 2nd grade to further support our struggling ELA learners. 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.
State law requires that we also report additional information.

1. **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 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.

2. 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. That process continues to this day as we continue to look to the future planning for the current year and encompassing a period of 5 years. The SIP goals are based on a review of assessment data provided by the state’s criterion referenced test, the M-Step, and NWEA assessment utilized by Huron Academy. The SIT aligns the SIP to the standards set forth by the Michigan Department of Education and 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. Within the past 5 year span Huron took on the task of putting forth the requirements for moving from a targeted Title I school to a schoolwide Title I school. As a result Huron was granted schoolwide Title 1 status and
continues to plan accordingly. Additionally the SIT regularly addresses Title III and other special populations as we are seeing increased student numbers in these area. Recently, a statewide legislative mandate for third grade reading proficiency has guided school improvement initiatives. Using the Response to Intervention process to identify students in need of intervention supports have been established to assist our early elementary learners.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL
At this time, Huron Academy does not offer any specialized schools.

4. IDENTIFY 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 maintains a curriculum that aligns with the standards established by the Michigan Department of Education. The curriculum is continuously updated and reflects common core state standards; this curriculum is implemented by the teaching staff.

Teachers are required to have weekly lesson plans available for the Academy’s Principal to review. The veteran teachers serve as mentors, working with each teacher on a continuing basis to guide curriculum delivery and teaching methodology in accordance with the expectation established in the state standards. Curriculum issues are addressed on a school wide basis at regular staff meetings and monthly School Improvement team meetings.

Student progress is reported three times per year. Reports consist of skill/content checklists indicating performance on curricular objectives. Progress reports are reviewed each marking by the Administrative Team to monitor delivery of academic content. Each year, the administration will meet with the staff to evaluate the overall effectiveness of the academic program, with specific reference to standardized test results, SIP assessment data, Michigan Standards, Common Core and progress report summaries. Curriculum revision will be based on the identification of curricular gaps revealed by these analyses and addressed by the school improvement team.

The Michigan 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.

5. **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 ready and math, covering the average percentile of students in grades K-2.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Average Percentile</th>
<th>Math Average Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2018</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>54th</td>
<td>68th</td>
</tr>
<tr>
<td>1st Grade</td>
<td>59th</td>
<td>79th</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>60th</td>
<td>77th</td>
</tr>
</tbody>
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6. **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 2017-18 the population settled at 243 students for K-2 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, at Huron Academy we as we look back at the 2017-2018 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 academy contractual goals established by their authorizer, Ferris State University. We have worked with FSU for eighteen 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 seventeenth 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 Academy Early Elementary was cited with a 93.34 Michigan School Index score which ranks it number 1 of all Ferris State University authorized schools.
- Huron students raised over $5,000 in its charitable efforts this school year supporting the American Heart Association, the Salvation Army and other worthy causes.
• Huron students participated in the Young Scientist Club. An after school opportunity for students to explore hands-on STEM experiments in Kindergarten.

• School leader Mr. Mark Talbot was recognized by the Michigan Association of Public School Academies as a finalist for the Administrator of the Year. The entire community is very proud of his efforts for Huron Academy.

At Huron Academy we are proud to be delivering on our mission to be a leader in the areas of academic excellence and safety, while developing the character of our students. We are excited about our partnership with the community and our students and look forward to future success.

Sincerely,

Mark Talbot
School Principal