



January 5, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Huron Academy (Grades K-2). The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Mr. Joshua Sobczak for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4ssnIq1>, or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status 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, in addition to its Title One and Reading Recovery programs. Also, the academy is doing back to basics tutoring as well as homework help. 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 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 individuals 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
 - i. 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.
 - ii. 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 criteria 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 I 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 areas. 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 support has been established to assist our early elementary learners. The SIT worked to update our reading and writing curriculum, and is working with new curriculum and resources to aid our literacy and language initiatives. Additionally, we have implemented a PBIS program (Positive Behavior Interventions and Support) and are doing student climate surveys three

times a year in order to monitor their SEL (socio-emotional learning) health in the post-pandemic climate. Ultimately, our primary focus in terms of school improvement this year and last has been boosting reading and math scores while ensuring the SEL health of our students.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

At this time, Huron Academy - Grades K-2 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 reading and math, covering the average percentile of students in grades K-2.

Grade	Reading Average Percentile		Math Average Percentile	
	Spring 2024	Spring 2025	Spring 2024	Spring 2025
Kindergarten	74 th	69 th	86 th	74 th
1 st Grade	62 nd	87 th	53 rd	82 nd
2 nd Grade	40 th	63 rd	34 th	27 th

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

In 2023-2024, we attained 100% (262 students) for conferences.

In 2024-2025, we attained 100% (267 students) for conferences.

Finally, at Huron Academy we as we look back at the 2024-2025 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 twenty 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 twentieth consecutive year.
- Huron Academy is proud to be continually recognized by Cognia as an accredited institution.
- 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 Academy students participated in the Explore Club. An after school opportunity for students to explore hands-on STEM experiments in Kindergarten.
- The school was able to procure over \$250,000 in grant revenue to fund our Summer Academy program.
- Huron Academy has incorporated the Positivity Project into daily routines.
- New forms of training, such as diversity training, were introduced to the staff during professional development.
- Huron has boosted its number of community events for our stakeholders, such as a staff kickball game with food trucks and vendors, a family picnic, and a family game night, holiday concerts, and PTC kickoff picnic.

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,

Joshua Sobczak
Superintendent/Principal