



# Holly Area Schools

*Excellence in Action!*

January 30, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 educational progress for the Holly Area School District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Jennifer Herbstreit, Assistant Superintendent for Curriculum for help if you need assistance.

The DISTRICT AER is posted on the district website and is available for you to review, or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

## **Teacher Qualification Data**

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

## **NAEP Data (National Assessment of Educational Progress)**

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

## **Civil Rights Data**

- Provides information on school quality, climate and safety

Review the table below listing our schools. For the 2019-2020 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 status label is given.

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### **Administration Office**

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**Michelle Flessa**, Director of Special Education

\* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

School Name	Status Label	Key Initiative to Accelerate Achievement
Davisburg Elementary	No Label	Grade level PLC groups analyze data to identify curriculum gaps and improve classroom instruction.
Holly Elementary	No Label	Grade level PLC groups analyze data to identify curriculum gaps and improve classroom instruction.
Patterson Elementary	No Label	Grade level PLC groups analyze data to identify curriculum gaps and improve classroom instruction.
Rose Pioneer Elementary	No Label	Grade level PLC groups analyze data to identify curriculum gaps and improve classroom instruction.
Holly Middle School	Targeted Support and Improvement	Grade level PLC groups analyze data to identify curriculum gaps and improve classroom instruction. Math Intervention and Math Coaches.
Holly High School	No Label	Grade level PLC groups analyze data to identify curriculum gaps and improve classroom instruction.

My sincere thanks and appreciation are extended to our parents, community members, staff, and students for their efforts in making Holly Area Schools a wonderful place to learn. The heart-felt passion and commitment of all stakeholders to provide a safe, inviting and high quality learning environment which ensures high achievement for all of our students. There are many exciting initiatives taking place in Holly Area Schools to help address achievement gaps and increase student achievement levels for all. Over the past four years, our teachers have been engaged in curriculum mapping and local common assessment building for English, Math, Science, Social Studies, and Co-curricular subjects. Currently our staff is taking on a focus in the area of Literacy and Math Instruction K-12. Our staff is also working to develop their instructional capacity in the area of formative assessment so that they may individualize instruction to best meet the needs of each learner. Additionally, we have introduced STEM courses for all elementary students and are working to grow this program into the secondary level as well. Our curriculum is available online on our website through a parent portal link to the HAS Atlas Rubicon site. Teachers and leaders across the district are supporting a continuous school improvement process to increase the quality of instruction, raise the expectations for learning, and ultimately increase overall student achievement. Our focus continues to be on data analysis and highly effective instructional practices. Staff use a universal data protocol process to guide instructional decision making, identify areas of student need, and improve curriculum.

Holly Area Schools has earned the distinction of AdvancED Systems Accreditation. This Systems Accreditation reflects the ongoing commitment to our school improvement initiatives that we support each day to ultimately improve the impact of teaching and learning for our students. There are many layers to the efforts and progress currently happening at Holly Area Schools. It is important that staff and parents work in partnership to ensure high academic standards and achievement for our students. Together, we can make a difference for your children!

Sincerely,

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