



Holly Area Schools

Excellence in Action!

March 13, 2017

Dear Parents and Community Members:

We are pleased to present the Annual Education Report (AER), which provides key information on the 2015-2016 educational progress for Holly High School. 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 Peter LoFiego at (248) 328-3203 or peter.lofiego@hask12.org for assistance.

The AER is available for review electronically by clicking here. A paper copy is available for review in the high school main office.

Our school improvement efforts are focused on raising student achievement levels in mathematics and reading proficiency. To do so, we've developed a comprehensive plan that includes identifying high-yield teaching and learning strategies, implementing those strategies into various facets of planning and instruction, and monitoring to ensure consistent implementation throughout the building. We're excited about the impacts of our efforts to achieve our academic goals and help all students work to their potential in all areas.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not identified with any of these labels, thus no distinction is provided.

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learning strategies, implementing those strategies into various facets of planning and instruction, and monitoring to ensure consistent implementation throughout the building. We're excited about the impacts of our efforts to achieve our academic goals and help all students work to their potential in all areas.

State law requires that we also report additional information:

1. Process for assigning pupils to the school

Students are assigned to the school based upon their home address. As part of state law, the district participates in the Schools of Choice (SOC) program for non-resident families. Students admitted to the district through SOC are assigned to schools based upon space availability.

2. The Status of the 3-5 year school improvement plan

Holly High School remains part of the AdvancEd network for school accreditation (member since 1948). We are hosting an external audit in February (2017) to move from individual building accreditation to "systems" accreditation, which will promote coordination of improvement efforts throughout all schools in the district.

3. A brief description of each specialized school

Holly Area Schools offers K-5, 6-8 and 9-12 buildings. We have one specialized school located at **Karl Richter Campus** for post-secondary special services programs.

4. Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of any variance from the state's model.

Holly High School has an aligned curriculum to meet the standards and benchmarks of the Michigan Merit Curriculum and Common Core Standards adopted by the Michigan Department of Education. Copies of the curriculum may be found at the HAS District [website](#). Further information related to the HHS curriculum, its development and implementation can be obtained through the Office of Curriculum and Instruction.

5. The aggregate student achievement results for local competency tests and nationally normed achievement tests are located at the end of this letter.

Click the following link for access to assessment results. ([click here](#))

6. Identify the number and percent of students represented by parents at parent-teacher conferences:

For the 2015-16 school year, parent teacher conference participation was 27% (313 students) during the October conferences, and 15% (197 students) during the January conferences.

7. Post-secondary and college equivalent course information for 2015-16 included the following:

- 0.009% of student body was dually enrolled.
- Thirty-one college equivalent courses were offered
- One hundred and thirty nine students enrolled in college equivalent courses.
- Seventy students (50% of enrollees) earned scores eligible for college credit.

Congratulations to our students and stakeholders for continuing the Holly High School standard of exceptional performance. Our school's achievement is the result of diligence and dedication on the part of our students, parents, and staff. We look forward to continuing this partnership and inspiring learners to shape tomorrow's world.

Sincerely,



Peter T. LoFiego
Principal