



2/15/2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Greater Heights 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 Richard Thompson for assistance at 810-768-3860 or email at thompsonr@greaterheightsacademy.org

The AER is available for you to review electronically by visiting the following website, https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-D,1842,80,0 or you may review a copy in the main office at your child's school.

For the 2023-24 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 subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup 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 or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Comprehensive Support and Improvement (CSI) school. Low proficiency scores have continued to be a challenge for the district for the past two years. The results from the NWEA examination indicate that students have not shown significant improvement level. The data provided had shown one factor is the transient student population. The number of cohort students currently enrolled for three or more years generates only one fourth of the student population. This is coupled with the number of students that are in violation of the attendance policy. Chronic absenteeism has long been a struggle for the district. This problem was exacerbated by the pandemic where we saw an increase in our chronically absent students by 24% from 2019 to 2023. We have utilized school staff to address this challenge. Greater Heights Academy (GHA) is striving to meet the state's proficiency targets based on state assessment data. The school is implementing strategies that meet the needs of all levels of learners, and developing teachers who are prepared to serve students who are significantly behind their statewide average peers in opportunities to learn. GHA implemented a



GREATER HEIGHTS ACADEMY

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Multi-tiered Support System (MTSS) program in an effort to increase test scores. The program entails identifying students who are not proficient in the areas of reading and math and targeting those deficiencies.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The Academy is open to all students who reside in Michigan. Because space is limited, each student must enroll each year. Preferences will be given to currently enrolled Students and siblings of enrolled students. For Open Enrollment, letters are sent home each year and must be returned to the office by a selected date at least 6 days later. When maximum enrollment for a grade level has been reached, applicants will be placed on a waiting list and admitted based on a lottery system in April. After Open Enrollment ends, students are admitted based on availability or put on a waitlist if classes are full.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The Academy, as required by the Revised School Code, annually updates the School Improvement Plan (SIP) and submits the plan to the Michigan Department of Education. The School Improvement Team consists of K-6 grade level teachers, the Special Education Director, the Instructional Specialist, and the Superintendent/Principal. Data is gathered and analyzed on an ongoing basis. Assessment Data, Classroom data, Perception surveys and demographic data are used to create the comprehensive needs assessment. Goals are established based on identified needs. Research is conducted to develop strategies that will address the needs. All staff, under the direction of the School Improvement Team, are accountable for the implementation of the strategies embedded in the goals.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

At this time, GHA does not have any specialized schools. Greater Heights Academy is a single-building district that serves students in grades kindergarten through 6th grade.

CORE CURRICULUM ACCESS

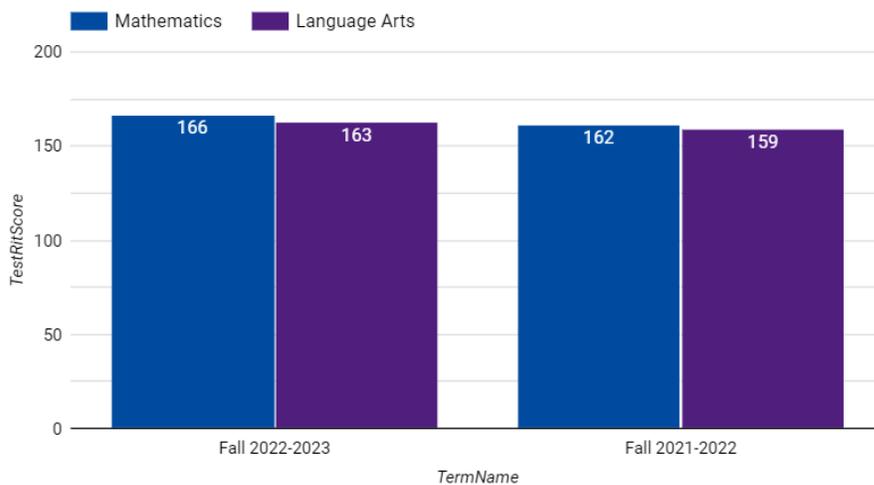
The curriculum can be accessed online at www.greaterheightsacademy.org under the About tab. Students are our first priority. We believe that traditional fundamentals of education must be enhanced to form a solid foundation for the future of the student. The high expectations and standards of the Academy are set above those of the accepted norms; we encourage students to excel. In addition, teaching character development and values enables a child to grow into a responsible, respectful member of society. Character development is just as much a part of the Academy's curriculum as the standards which are the foundation of the curriculum. There is no variance between GHA's curriculum and the state model. All content areas, including specials, are taught on a daily basis.



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

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

Greater Heights Academy - NWEA MAP Achievement - Average RIT Score by Term by Subject



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

In 2022-2023: On average, last school year, we saw an average of 200 parents or 86 % of families attending conferences. In 2021-2022: On average, we saw an average of 173 parents or 81% of families during our quarterly conferences.

Greater Heights is in its 10th year of operation. After 2 years of multiple changes in leadership, we have been able to gain consistency and momentum with stable leadership. Moreover, along with all other schools, we have faced the trials of educating students in the middle of a pandemic. In the past 2 years, we have built a high- quality instructional team and implemented new curriculum and professional development for staff. We are proud of the achievements our students have made, and we appreciate the continued support of our stakeholders

Sincerely,

Richard Thompson
Superintendent/Principal