



Holly Area Schools

Excellence in Action!

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March 2, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2015-16 educational progress for Holly Area 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 Scott M. Roper, Assistant Superintendent of Curriculum and Instruction for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following website link <https://goo.gl/YI8SeJ>, 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:

Student Assessment Data – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability Scorecard – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability scorecard status.

Serving Students of Northwest Oakland County

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

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

Review the table below listing our schools. 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 status label is given.

School Name	Status Label IDENTIFY FOCUS, PRIORITY, REWARD AND NO LABEL SCHOOLS	Key Initiative to Accelerate Achievement
Davisburg Elementary		Grade level teachers collaboratively analyze i-Ready diagnostic results using new Universal Data Protocol
Holly Elementary		Grade level teachers collaboratively analyze i-Ready diagnostic results using new Universal Data Protocol
Patterson Elementary		Grade level teachers collaboratively analyze i-Ready diagnostic results using new Universal Data Protocol

School Name	Status Label IDENTIFY FOCUS, PRIORITY, REWARD AND NO LABEL SCHOOLS	Key Initiative to Accelerate Achievement
Rose Pioneer Elementary		Grade level teachers collaboratively analyze i-Ready diagnostic results using new Universal Data Protocol
Karl Richter Campus		Unique Learning Systems Curriculum, Dynamic Learning Map Assessments
Holly Middle School		Data Analysis using M-Step “Crosswalk” and “Target Analysis” to identify strengths and areas of concern. Using i-Ready data in HMS Math.
Holly High School		Data Analysis of M-Step results and for PSAT & SAT using K -12 Reporting Tool.

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, quality, learning environment 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. 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 this year is on data analysis. Staff is using a new universal data protocol to impact instruction, revise assessments, and improve curriculum.

Holly Area Schools recently received a recommendation from a visiting external review team to earn 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,

David M. Nuss

