



School Annual Education Report (AER) Cover Letter

Wednesday, March 15, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for the Global 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 Mr. Robson, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/j7Kp3r> or you may review a copy in the main office at your child's school.

We understand there is much more work to be done at Global Heights Academy academically. The goal is to increase student achievement in ELA and math. In order to do this, the school has a rigorous and relevant professional development schedule that promotes the school mission of "Learning today...Leading tomorrow." With this mission, the rigorous PD and a relevant curriculum that meets the needs of our student population the academy will close the gap in overall achievement. The Academy follows a strict MTSS Process to identify students who may need specific, individualized interventions. Global Heights Academy is providing its staff with extensive training and professional development with its curriculum; which is aligned completely with the Common Core State Standards.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The last two years, The Board of Directors allows students who reside in Michigan to enroll in the Academy in accordance with the limits set by the Board of Directors. Because space is limited, each student must enroll every year. Preferences will be in writing and given to currently enrolled students and siblings of an enrolled student. When maximum enrollment for a grade has been reached, applicants shall be placed on a waiting list and admitted



on the basis of a lottery system. The Board authorizes the Educational Service Provider or School Leader to deny admission to any student who has a documented record of behavior s/he believes would constitute a threat to the safety and well-being of fellow students and/or staff. The last two school years there has not been a waiting list to enroll any students.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Global Heights Academy has completed its sixth year of operation and has compiled a School Improvement Plan based on student academic achievement data gathered from the Michigan State standardized test (MEAP), M-STEP and local assessments such as the NWEA and common building assessments for each year. The 3-5 year School Improvement Plan is available at the academy's website: www.globalheights.gee-edu.com. The School Improvement Team evaluates its plan quarterly to ensure all programs are being used with fidelity. When the team plans for the *following* year, they evaluate programs being used out of Title funds. This evaluation allows the academy to make important budgetary decisions the in preparation for the following year.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The last two years, Global Heights Academy offers a comprehensive curriculum completely aligned to the Common Core State Standards, which includes a full range of academic opportunities. Art, music, technology, physical education and foreign language are integrated into the curriculum to promote learning experiences and mastery of learning. This provides students with a deeper understanding of concepts taught. Additionally, student leadership is promoted as a part of the character development program. Students collaborate with their teacher to develop academic goals for themselves that can be monitored throughout the year. Students keep track of their performance on NWEA tests and understand their strengths and challenges.



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

The Board of Directors provides a comprehensive core curriculum to serve the educational needs of students of this Academy. The curriculum is aligned with the Common Core State Standards curriculum that was adopted by the State of Michigan School Board and is consistent with the Michigan School Code. The educational Service Provider and School Leader prepare guidelines for the description of the core curriculum as well as the sequence, in grade clusters, in which such courses will be taught. The curriculum is intended to provide a basic framework for instruction and learning. Within the framework, each teacher uses the curriculum in a manner best designed to meet the needs of the students for whom s/he is responsible.

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

NWEA Assessment: Spring Average Proficiency Percentile

2013-2014

Kindergarten: Math 49 Reading 33

First: Math 73 Reading 45

Second: Math 65 Reading 31

Third: Math 1 Reading 1

Fourth: Math 16 Reading 4

Fifth: Math 12 Reading 2

2014-2015

Kindergarten: Math 32 Reading 16

First: Math 91 Reading 65

Second: Math 30 Reading 8

Third: Math 1 Reading 2

Fourth: Math 12 Reading 5



Fifth: Math 5 Reading 4

For detailed Achievement Results see attached documents

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

Fall 2013 -	62%	115 students out of 185
Spring 2014 -	68%	161 students out of 190
Fall 2014 -	76%	186 students out of 242
Spring 2015 -	81%	190 students out of 234

We are proud of our committed and dedicated staff members who believe that all children can learn and continue to do whatever it takes. We are proud of our new initiatives and programs that will promote academic achievement. Also, we are proud of the collaboration between the community, parents, teachers and all other stakeholders that will make a significant difference and impact on student learning. We understand that there is still a lot of hard work ahead of us to increase achievement data. However, we are heading in the right direction.

Sincerely,

Mr. Shawn Robson

Principal