



GREATER HEIGHTS ACADEMY

3196 W. Pasadena Ave, Flint, MI | 810.768.3860 | GreaterHeightsAcademy.org

2/10/2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 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 or Sara Murray for assistance.

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-S,12977,1842,80 or you may review a copy in the main office at your child's school.

For the 2024-25 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 2023-24. 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, had a graduation rate at or below 67%, or failed to exit ATS status 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. Our identification is due to our performance being in the lowest 5% of all schools in the state. Proficiency rates in both reading and math remain critically low, but incremental progress via LLI and other initiatives shows potential. Addressing resource gaps and improving instructional supports are crucial to achieving growth and proficiency targets by 2025. Chronic absenteeism has long been a struggle for Greater Heights Academy but with this as a focus and goal of the 2023-2024 school year, we were able to increase the percentage of students not chronically absent (attend 90% or more of school days) from 29% (2021-22 school year) to more than 35% (2023-24 school year) as measured by the Daily Attendance Report. Identification also occurred because student achievement was affected by poor staff retention. But with the consistency of leadership and coaching, staff retention also improved from the 2022-2023 school year to the 2023-2024 school year by 40%. We will continue to focus on the partnership goals of improving attendance, academic growth and achievement and increasing talent retention with the intention of no longer performing in the lowest percentage of the state.

State law requires that we also report additional information.



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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. GHA is in its 2nd year of a partnership agreement and is also in its second year of the school improvement plan. MICIP is updated with progress and data on a regular basis.

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.

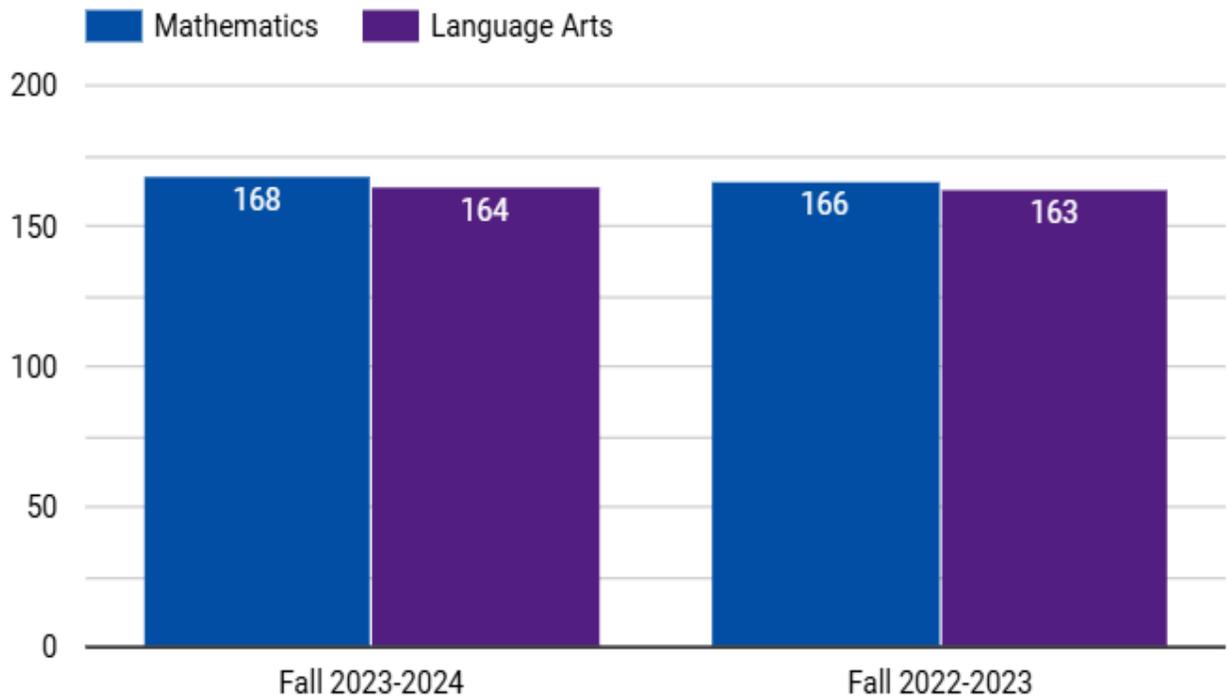
CORE CURRICULUM ACCESS

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



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



In 2023-2024: On average, last school year, we saw an average of 200 parents or 98% of families attending conferences, This is an increase from 2022-2023, where we saw 172 parents or 86% of our families represented at parent-teacher conferences.

Greater Heights is in its 11th 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 3 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