



Holly Area Schools

Excellence in Action!

January 31, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 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 for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/2XUWvPX>, or you may review a copy in the main office at your child's school.

For the 2021-22 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 2018-19. 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 2017-18. 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 2016-17. Our school is not identified with any of these labels. Holly High School's current overall index value was not calculated for the 19-20 or 20-21 school year due to a federal accountability waiver.

Our school improvement goals continue to include raising student achievement levels in mathematics and reading proficiency. To do so, we have 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. Our emphasis remains on the utilization of the *5 Dimensions of Teaching and Learning Instructional Framework*. School improvement efforts also include a focus on providing our students a safe learning environment by building positive relationships and supporting students' social/emotional well-being. We understand the impact the pandemic has had on our students, our plan will be to continue working toward our goals to help all students work to their potential.

Our curriculum is aligned with the State Standards for literacy and Math and Grade Level Standards for Science and Social Studies. Our teams have developed instructional units and curriculum maps. The school's curriculum is available to view online at <https://holly-oakland-public.rubiconatlas.org/>

Holly High School

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Peter LoFiego, Principal

Derek Lindsay, Assistant Principal **Jennifer Fettig**, Assistant Principal, **Casey Lombard**, Director of Athletics

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 addresses. 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). In the 2017-18 school year, the district was granted "systems" accreditation, we are currently in year four of a five-year accreditation cycle.

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 within the high school for post-secondary special services.

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 its 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. [Assessment Results](#)

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

For the 2020-21 school year, parent teacher conference participation was 9.95% (109 students) during the October conferences, and 11.8% (129 students) during the January conferences.

7. Post-secondary and college equivalent course information for 2020-21 included the following:

- 1.5% of the student body was dual-enrolled.
- Twelve college equivalent courses were offered.
- One hundred and seventeen students enrolled in college equivalent courses, taking one hundred and seventy two AP Exams.
- 69 Exams (40% of tests taken) scored well enough to be considered eligible for college credit (3 or above).

Congratulations to our students and stakeholders for continuing the Holly High School standard of excellent performance. Our school's achievement is the result of diligence and dedication on the part of our students, parents, and staff. While there is much work to be done to rebuild from the worldwide pandemic, we are confident that we will not only rebound, but will surpass the standard set in previous years. We look forward to continuing this partnership and inspiring learners to shape tomorrow's world.

Sincerely,

A handwritten signature in blue ink that reads "Peter T. LoFiego". The signature is written in a cursive style with a large initial 'P' and a stylized 'L'.

Peter T. LoFiego
Principal