



School Annual Education Report

February 7, 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 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. Shawn Robson, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site www.globalheights.gee-edu.com or you may review a copy in the main office at your child's school.

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 label is given.

Our school was has not been given one of these labels.

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 and begin to discuss proficiency amongst all students at the Academy. There are several key challenges we continue to face. 1) Improving our daily attendance rate. The Academy has experienced many truant students. It is the goal of the academy to improve this area by improving communications and offering more parent involvement opportunities. 2) With a Free and Reduced rate of nearly 100%, Global Heights Academy is looking to improve its engagement strategies at the classroom level. The staff has been implementing many Best Practice teaching strategies to engage its students. 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. If you would like to see the Combined Report, please visit the following website: <https://goo.gl/wQNtdd>

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 will allow 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.

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

Global Heights Academy has completed its seventh year of operation and has compiled a School Improvement Plan based on student academic achievement data gathered from the M-Step and local assessments such as the NWEA and common building assessments. The 3-5 year School Improvement Plan is available at the Academy's website: <http://globalheights.gee-edu.com>

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

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 and The Leader in Me 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.

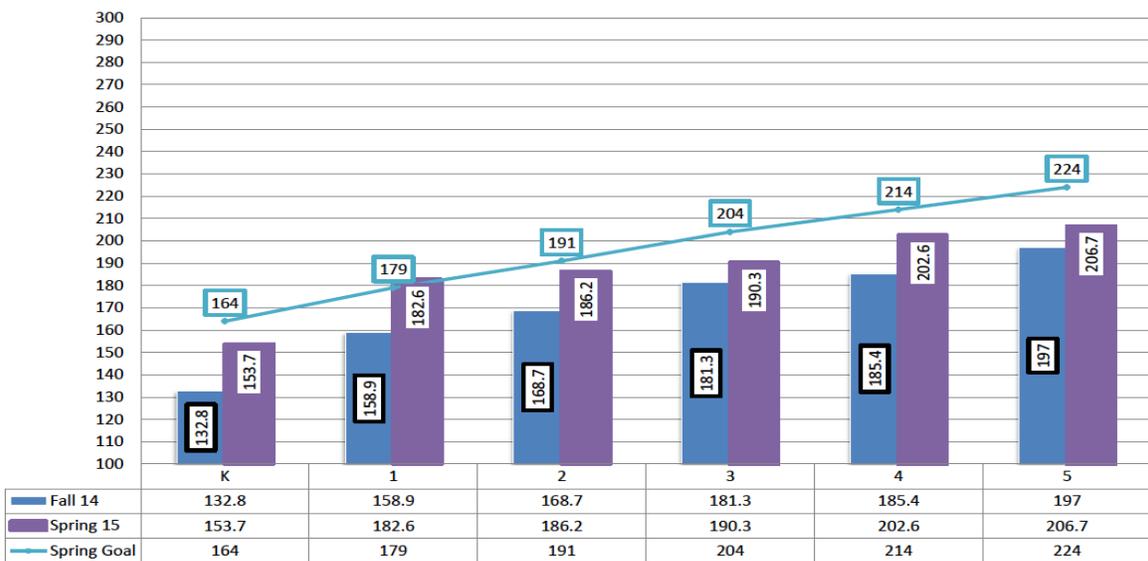
4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

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

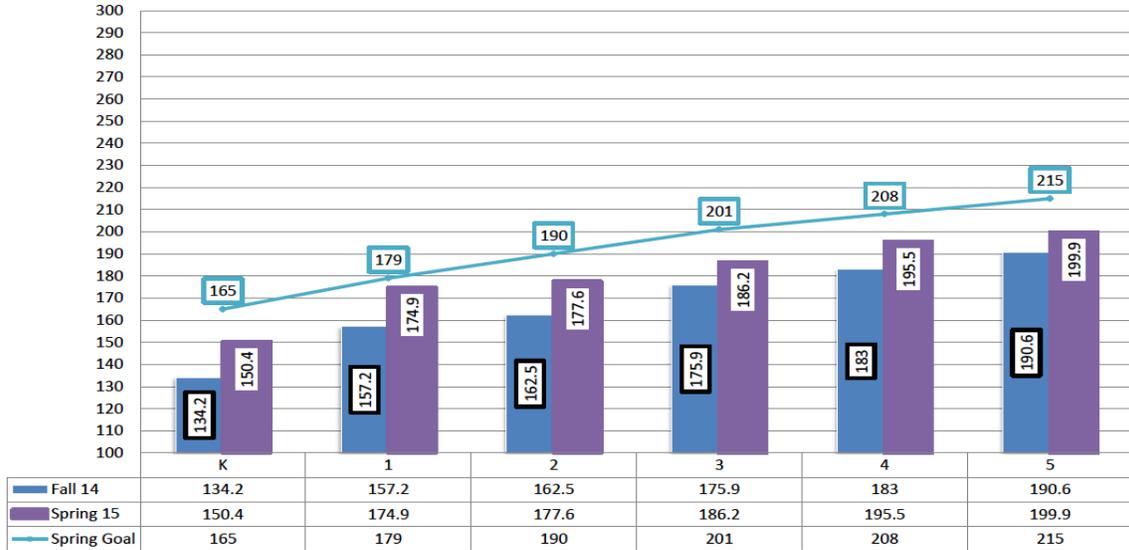
intended to provide a basic framework for instruction and learning. Within the framework, each teacher uses the curriculum in a manner best designed to meet the needs of the students for whom s/he is responsible.

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

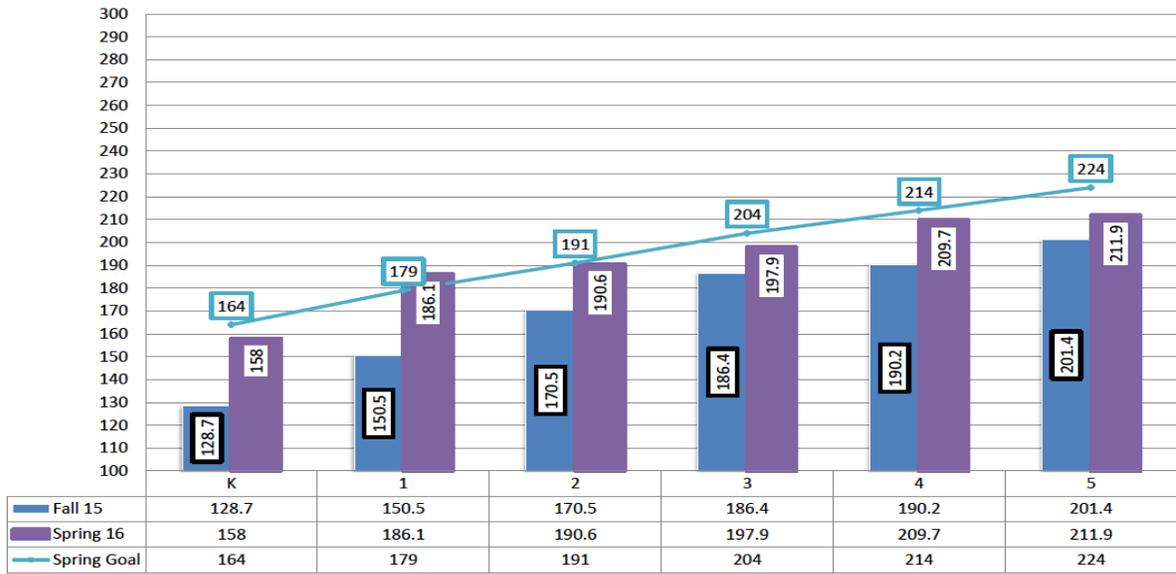
Math All Student Achievement NWEA Spring 15



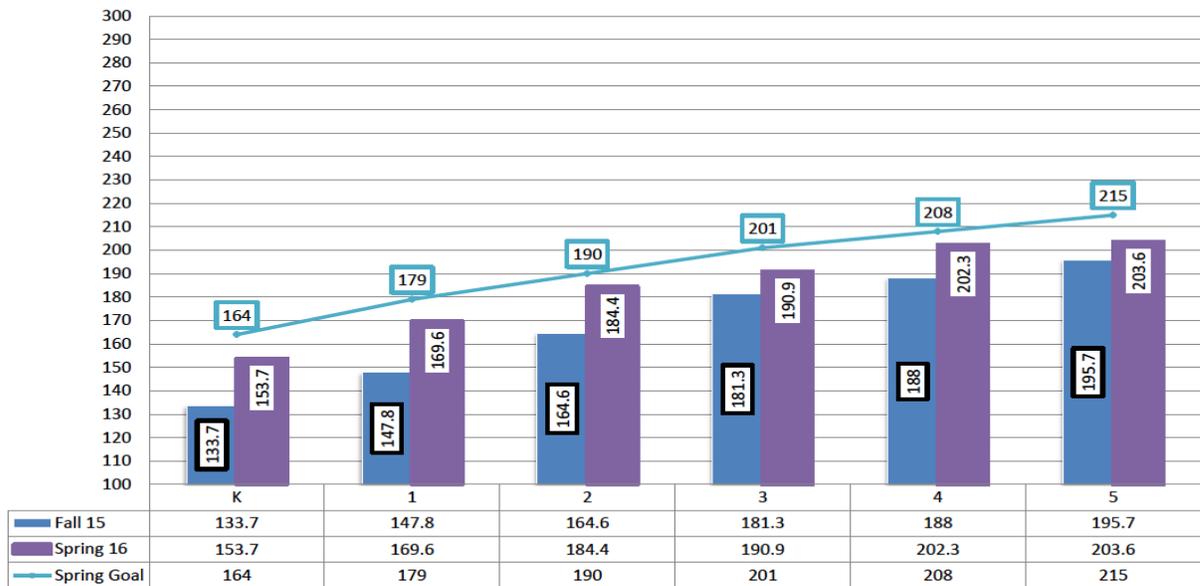
Reading All Student Achievement NWEA Spring 15



Math All Student Achievement NWEA Spring 16



Reading All Student Achievement NWEA Spring 16



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

Fall 2014 – 76% 186 students out of 242

Spring 2015 – 81% 190 students out of 234

Fall 2015 - 79% 175 students out of 221

Spring 2016 - 84% 170 students out of 201

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. Our school has gone from the 7th percentile to the 13th percentile on the state's Top to Bottom list. 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.

Sincerely,

Mr. Shawn Robson