HURON VALLEY SCHOOLS

Inspiring and Building Futures, One Student at a Time

Country Oaks Elementary School

February 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2025-26 educational progress for Country Oaks Elementary. 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 Principal Gary Hamilton for assistance.

The AER is available for you to review electronically by visiting this website: https://www.mischooldata.org/annual-education-report, or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2023-24. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2021-22, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given. Country Oaks Elementary has not been given one of these labels.

Students are assigned to Country Oaks Elementary if they are residents in the Country Oaks' attendance area. Schools of Choice enrollment is offered to non-residents based on available openings. Information about these options is available at https://www.hvs.org/page/enrollment-information.

Key academic challenges have been identified and continue to be supported with a variety of strategies and frameworks including and not limited to the Continuous Improvement process. Specifically, we will continue to support our subgroups with tiered interventions, teacher professional development, and ongoing classroom interventions and supports in order to close gaps in achievement.

Parent-Teacher conferences were well attended at Heritage Elementary.

For the 2024-2025 school year, 438 students, 94% of parents attended.

In regards to school improvement, we continue to work with our Continuous Improvement teams to review data, develop goals, and implement interventions and programs. Listed below are our School Improvement goals along with strategies, interventions, and supporting programs.

Parent-Teacher conferences were well attended at Heritage Elementary.

For the 2024-2025 school year, 438 students, 94% of parents attended.

We are very proud of the hard work and success of our students, as well as the commitment and dedication of our staff toward continual growth and improvement in student achievement. We are very thankful for the continued support of our parents and community. On behalf of the entire educational team at Country Oaks Elementary, we are honored to work with your child and look forward to working as a team with parents and the community to continue to grow and improve.

Sincerely,



Gary Hamilton, Principal
Country Oaks Elementary

HURON VALLEY SCHOOLS

Inspiring and Building Futures, One Student at a Time

Heritage Elementary School

February 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Heritage Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Principal Jenna Stevens for assistance.

The AER is available for you to review electronically by visiting the following website: https://www.mischooldata.org/annual-education-report, or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2023-24. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2021-22, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

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.

Heritage Elementary has not been given one of the labels.

State law requires that we also report additional information.

Through 2017, students were assigned to Heritage Elementary if they were residents in the Heritage Elementary attendance area. Beginning in the 2017-18 school year, students are assigned to Heritage Elementary School if they are residents in the Heritage attendance area or have made application through the District's open enrollment process, or Schools of Choice process. Huron Valley Schools provides open enrollment for District residents who would like to attend a school within the District that is not in their attendance area. Schools of Choice enrollment is offered to non-residents based on available openings. Information about these options is available at: https://www.hvs.org/page/enrollment-information

The status of our School Improvement Plan is considered to be ongoing, as it is a 5 year plan of growth.

Heritage Elementary School is not a "specialty school". We do house a cross categorical program for students with cognitive impairments.

Our curriculum meets or exceeds the Michigan Department of Education grade level benchmarks and content standards. Huron Valley Schools has implemented the Common Core State Standards (CCSS). The District's curriculum is analyzed by our Learning Services Department and the Triple A School Board Committee to ensure it is aligned with state grade level standards. Curriculum is accessible at your child's school, or by contacting Huron Valley Schools Learning Services Department. The Michigan Department of Education (MDE) also has information about K-8 Grade Level Content Expectations that parents may find helpful. This information is located on the MDE website.

Parent-Teacher conferences were well attended at Heritage Elementary.

For the 2024-2025 school year, 444 students, 95% of parents attended.

We are very proud of the hard work and success of our students, as well as the commitment and dedication of our staff toward continual growth and improvement in student achievement. We are very thankful for the continued support of our parents and community. On behalf of the entire educational team at Heritage Elementary, we are honored to work with your child and look forward to working as a team with parents and the community to continue to grow and improve.

Sincerely,

Jennifer L. Stevens

Jenna Stevens, Principal
Heritage Elementary School

HURON VALLEY SCHOOLS

Inspiring and Building Futures, One Student at a Time

Highland Elementary School

February 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Highland Elementary. 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 Principal Tricia Campbell for assistance.

The AER is available for you to review electronically by clicking on this link and visiting the MiSchool Data website, or you may review a copy in the main office at your child's school.

For the 2025-26 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 2024-25. 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. Highland was not identified as a TSI, ATS, or CSI school.

Highland Elementary is a school-wide Title 1 building. This has allowed us to allocate federal funds to support our students academically and social-emotionally. We are proud that we have a strong social work presence, a PBIS Building Coordinator, and additional hours for our PBIS and literacy paras. We focus heavily on classroom Tier 1 interventions and supports to meet individual student needs. Our elementary instructional specialist helps to coordinate Tier 2 interventions for at-risk students as needed. Our teacher consultant works with students at the top of the intervention pyramid. With an increasing amount of students with ELL needs, we are growing our practice in supporting students in this area. Individualized, targeted, specific instruction is vital to meeting the needs of our students.

State law requires that we also report additional information:

1. Students are assigned to Highland Elementary School if they are residents in the Highland attendance area or are placed in our district's emotionally-impaired program. Parents can also utilize the Open Enrollment or Schools of Choice process to enroll in our school. https://www.hvs.org/page/enrollment-information

2. The status of our Continuous School Improvement Plan is considered to be ongoing, as it is a multi-year plan of growth.

3. Highland Elementary is not a specialty school, however we do house a categorical program for emotionally-impaired students.

4. Highland Elementary follows the Michigan Academic Standards. Our curriculum meets or exceeds the MI Department of Education grade level benchmarks and content standards. The district's curriculum is analyzed by our Teaching, Learning, and Technology Department and the Triple A (Academics, Arts, and Athletics) School Board Subcommittee to ensure it is aligned with state grade level standards. Curriculum is accessible at our school, our district's website, or by contacting HVS Central Office. The MDE also has information about K-8 Grade Level Content Expectations that parents may find helpful.

5. Visit MI-School Data to view our comprehensive AER Report. https://mischooldata.org/school-entity-view-page?LocationCode=05787

6. In 23-24, 91% of parents attended parent-teacher conferences and in 25-26, 93% attended.

At Highland, we are a proud school-wide Title 1 building. We strive to provide individualized instruction and targeted interventions through a multi-tiered system of support. Individual student growth is a point of pride at Highland and we continue to strive to increase student achievement. We also house the district's emotionally impaired categorical program. Highland Elementary has a Positive Behavior Intervention Support Program (PBIS) that proactively teaches positive behavior and provides supports as needed. Students and staff focus on our schoolwide PAWS expectations that promote and encourage: personal best, acting responsibly, working and playing safely, and showing respect. Our students, staff, and parents will continue to partner together to develop and improve student academic achievement and social-emotional growth.

We are incredibly proud of the hard work, and success of our students, as well as the commitment and dedication of our staff toward continual growth and improvement in student achievement. We are very thankful for the continued support of our parents, including our Highland Elementary PTO and community. On behalf of the entire educational team at Highland Elementary, we are honored to work with your child and look forward to working as a team with all stakeholders to continue to grow and improve the overall wellbeing of all students.

Sincerely,



Tricia Campbell Principal,
Highland Elementary School

HURON VALLEY SCHOOLS

Inspiring and Building Futures, One Student at a Time

Johnson Elementary School

February 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Johnson Elementary. 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 Principal Ryan Smith for assistance.

The AER is available for you to review electronically by clicking on this link and visiting the MiSchool Data website, or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2021-22, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school was not identified as a 'TSI', 'ATS', 'CSI' SCHOOL and Johnson has not been given one of these labels.

Continuing with post pandemic work, we continue to be focused on attendance and social emotional concerns. Some students lack stamina and focus related strategies which impacts their confidence and competence and present negatively on testing outcomes. The Johnson team is always focused on improving teaching and learning in all academic subject areas. The staff at Johnson has been focused on expanding tier one interventions in all academic subject areas as well as tier one behavior and social emotional learning.

Many of our teachers have participated in literacy training in the 2023-2024 school year that help them to further develop literacy teaching and learning supports. Johnson is focused on understanding and implementing trauma informed care utilizing restorative practices with a focus on the neuroscience of the brain and social emotional learning having an impact on student academic outcomes. Johnson is also focused on growing our program for English Language Learners.

State law requires that we also report additional information.

1. Students are assigned to Johnson Elementary School based on a district attendance area map which designates neighborhoods in the community to their "home school".
2. The 2024-2025 School Improvement plan is ongoing and in progress.
3. Johnson Elementary School is not a specialized school but does have one of the higher English Language Learner (ELL) populations in the district. Johnson has an EL teacher and full time ELL paraeducator.
4. Johnson Elementary follows the Michigan Academic Standards. Our curriculum meets or exceeds the Michigan Department of Education grade level benchmarks and content standards. The district's curriculum is analyzed by our Teaching, Learning, and Technology Department and the Teaching, Learning and Technology School Board Subcommittee to ensure it is aligned with state grade level standards. Curriculum is accessible via the online platform Atlas, at your child's school or by contacting Huron Valley Schools Teaching, Learning, and Technology Department.
5. Visit MI-School Data to view our comprehensive AER Report, be sure to name Johnson Elementary School in the Box for School.
6. Ninety-five percent of the parents of our students attended parent/teacher conferences.

We are very proud of the hard work and success of our students, as well as the commitment and dedication of our staff toward continual growth and improvement in student achievement. We are very thankful for the continued support of our parents and community. On behalf of the entire educational team at Johnson Elementary, we are honored to work with your child and look forward to working as a team with parents and the community to continue to grow and improve.

Sincerely,



Ryan E. Smith, Principal

Johnson Elementary School

HURON VALLEY SCHOOLS

Inspiring and Building Futures, One Student at a Time

Kurtz Elementary School

February 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Kurtz Elementary. 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 principal Steve Chisik for assistance.

The AER is available for you to review electronically by going to (https://www.mischooldata.org/district-entity-view-page?LocationCode=63220) and visiting the MiSchool Data website, 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 2023-23. 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 2024-25. 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 2024-25. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a "Reward" school. We are not designated or labeled for any additional support by the state of Michigan.

Post pandemic work continues to be focused on attendance and social emotional concerns. Many students lack stamina and focus related strategies which impacts their confidence and competence and present negatively on testing outcomes. The Kurtz team is always focused on improving teaching and learning in all academic subject areas. The staff at Kurtz has been focused on expanding tier one interventions in all academic subject areas. Many of our teachers have participated in literacy training in the 2022-2023 school year that help them to further develop literacy teaching and learning supports. Kurtz is also focused on growing our categorical program for students with cognitive impairments and our program for English Language Learners.

State law requires that we also report additional information.

1. Students are assigned to Kurtz Elementary School based on a district attendance area map which designates neighborhoods in the community to their "home school".
2. The 2024-2025 School Improvement plan is ongoing and in progress.
3. Kurtz Elementary School has a cross categorical program for students with moderate cognitive impairments.
4. Kurtz Elementary follows the Michigan Academic Standards. Our curriculum meets or exceeds the Michigan Department of Education grade level benchmarks and content standards. The district's curriculum is analyzed by our Teaching, Learning, and Technology Department and the Teaching, Learning and Technology School Board Subcommittee to ensure it is aligned with state grade level standards. Curriculum is accessible via the online platform Atlas, at your child's school or by contacting Huron Valley Schools Teaching, Learning, and Technology Department.
5. Visit MI-School Data (https://www.mischooldata.org/school-entity-view-page?LocationCode=05759 to view our comprehensive AER Report).
6. One hundred percent of the parents of our students attended parent/teacher conferences.

We are very proud of the hard work and success of our students, as well as the commitment and dedication of our staff toward continual growth and improvement in student achievement. We are very thankful for the continued support of our parents and community. On behalf of the entire educational team at Kurtz Elementary, we are honored to work with your child and look forward to working as a team with parents and the community to continue to grow and improve.

Sincerely,



Steven Chisik
Principal of Kurtz Elementary School

HURON VALLEY SCHOOLS

Inspiring and Building Futures, One Student at a Time

Lakewood Elementary School

February 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Lakewood Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Principal Heather Peaden for assistance.

The AER is available for you to review electronically by visiting the following website: https://www.mischooldata.org/annual-education-report/, click generate a report, and enter the information for our school (2025-2026, Oakland Schools, Huron Valley Schools, Lakewood Elementary); or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2021-22, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given one of these labels.

For the 2024-2025 school year, Lakewood Elementary students exceeded state proficiency levels in all grade levels and all content areas of the Michigan Student Test for Educational Progress (M-STEP). Sub-groups of economically disadvantaged students and students with disabilities experienced more challenges in reaching proficiency on the M-Step assessments.

Lakewood uses the What I Need (WIN) program to provide students with additional, just in time support to help close learning gaps in the area of literacy. Our school has a math coach that works with teachers in all grades to enhance tier 1 and tier math instruction in our school. Additionally, 1st-5th grade classrooms are using the iReady Learning Pathways as a supplemental resource to provide additional support in math.

We will continue to evaluate the success of these programs and determine next steps in supporting student needs. As part of a district wide initiative, Lakewood Elementary is focusing on incorporating and utilizing Professional Learning Communities and Collaborative Inquiry to allow teachers the time to analyze student data, while collaborating on lesson plans and intervention strategies for students. In addition, Lakewood Elementary has continued to incorporate a social emotional program to help improve the self-regulation of students at Lakewood. This includes the use of the SOAR Positive Behavioral Interventions and Supports (PBIS) program, weekly lessons using the Michigan Model for Health curriculum, and implementing the Zones of Regulation in all JK-5 classrooms.

State law requires that we also report additional information.

Students are assigned to Lakewood Elementary School if they are residents in the Lakewood attendance area or have completed an application through the district's Open Enrollment or Schools of Choice processes. Huron Valley Schools provides open enrollment for District residents who would like to attend a school within the district that is not in their attendance area. Schools of Choice enrollment is offered to non-residents based on availability.
The status of our School Improvement Plan is ongoing, as it is a five-year plan of growth.

Lakewood Elementary is not a specialty school. We do house a categorical program for the district's students with Autism Spectrum Disorder.

Lakewood Elementary follows the Michigan Academic Standards. Our curriculum meets or exceeds the Michigan Department of Education grade level benchmarks and content standards. The district's curriculum is analyzed by our Teaching, Learning, and Technology Department and the Teaching, Learning and Technology School Board Subcommittee to ensure it is aligned with state grade level standards. Curriculum is accessible via the online platform Atlas, at your child's school or by contacting Huron Valley Schools Teaching, Learning, and Technology Department.

We are very proud of the hard work and success of our students, as well as the commitment and dedication of our staff toward continual growth and improvement in student achievement. We are very thankful for the continued support of our parents and community. On behalf of the entire educational team at Lakewood Elementary, we are honored to work with your child and look forward to working as a team with parents and the community to continue to grow and improve.

Sincerely,



Heather Peaden, Principal
Lakewood Elementary

HURON VALLEY SCHOOLS

Inspiring and Building Futures, One Student at a Time

Oxbow Elementary School

February 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Oxbow Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Principal Justine Greenleaf for assistance at justine.greenleaf@hvs.org.

The AER is available for you to review electronically by clicking on this link and visiting the MiSchool Data website, or you may review a copy in the Main Office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2021-22, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

We proudly report that Oxbow was not identified as a TSI, ATS, or CSI School.

Oxbow Elementary staff continue to work diligently with students to support progress toward school-wide goals in literacy, mathematics, and social-emotional learning. As part of a district-wide initiative to remain committed to these goals, the team continues to prioritize the use of Professional Learning Communities (PLCs) and Collaborative Inquiry to support lesson planning, assessment practices, data analysis, and targeted intervention strategies. School-based teams utilize a variety of assessments to monitor and analyze student progress, including literacy assessments for students in JK–5, iReady assessments for grades 1–5, classroom-based assessments, and district common assessments across all JK–5 classrooms. In addition, teachers utilize iReady Learning Pathways as a supplemental resource to provide targeted support in mathematics.

Oxbow Elementary has also continued to strengthen its focus on social-emotional learning to help the culture of Oxbow continue to cultivate and grow. This includes the use of Second Step in primary classrooms, the Positivity Project school-wide, and the Zones of Regulation in our Sensory Room.

Key Challenges:

Oxbow Elementary School is a school-wide Title I building serving approximately 399 students, with about 40% qualifying for free and reduced lunch. Title I funding allows the school to allocate resources to support our most at-risk learners. Our student population is highly mobile and transient and includes a significant number of economically disadvantaged students, a growing subgroup of English Learners, and a large population of Students with Disabilities.

To meet the diverse needs of all learners, Oxbow Elementary implements a Tier 2 intervention program, *What I Need (WIN)*, with a focus on literacy instruction in reading and writing. Additional literacy support is provided by a Literacy Specialist and Literacy Paraprofessionals, who deliver small-group Tier 2 reading interventions for students in JK–5. In the spring of 2023, Oxbow staff began a focused shift toward implementing practices aligned with the Science of Reading. This instructional shift continues to be a priority for both Oxbow Elementary and the HVS School District during the current school year.

Tier 3 services are provided by Resource Room Teachers and Paraprofessionals to ensure students receive targeted support throughout the school day, as outlined in their Individualized Education Plans (IEPs). Positive Behavioral Interventions and Supports (PBIS) are implemented proactively to teach, reinforce, and monitor social-emotional skills and positive behaviors across the building. Oxbow Elementary also utilizes a Sensory Room, facilitated by Positive Behavior Interventionist Paraprofessionals, where students learn and practice self-regulation strategies that can be transferred to the classroom setting. Through this support, students are taught the *Zones of Regulation* to better understand and manage their emotions and sensory needs. Additionally, Oxbow employs two full-time Social Workers who provide supplemental social-emotional and behavioral support to identified students. Title I funds are used to support academic instruction, social-emotional learning, and behavior interventions throughout the building.

Oxbow Elementary also provides one-to-one devices for students in grades 2–5, along with supplemental technology resources such as Smart Tables, coding programs, robotics, and STEM opportunities that teachers integrate into classroom instruction. These tools support engagement and help address achievement gaps among student subgroups. In recent years, the ongoing effects of the COVID-19 pandemic have significantly impacted our school community, including increased student absences and financial, emotional, logistical, and mental health challenges experienced by families. These challenges continue to affect student academic performance and social-emotional well-being. Despite these ongoing obstacles, Oxbow staff remain committed to supporting students through targeted academic interventions during the school day, throughout the school year, and through extended learning opportunities, including Summer Learning Programs.

1. **Assigning Pupils to Schools:**
Students are assigned to Oxbow Elementary School if they are residents in the Oxbow attendance area or have completed an application through the District's open enrollment or Schools of Choice process. Huron Valley Schools provides open enrollment for district residents who would like to attend a school within the district that is not in their attendance area. Schools of Choice enrollment is offered to nonresidents based on available openings.

Information about these options available at https://www.hvs.org/page/new-student-online-enrollment

Open Enrollment: https://www.hvs.org/page/open-enrollment
Schools of Choice: https://www.hvs.org/page/schools-of-choice

2. **Continuous School Improvement Plan:**
The status of our School Improvement Plan is considered to be ongoing, as it is a multi-year plan of growth. HVS and Oxbow are in the 3rd year of working towards the Continuous School Improvement Plan goals, last year working with an MDE Consultant to help guide and facilitate the process.

Oxbow's school goals mirror those of the school district.

School goals include:

1. All students at Oxbow Elementary will increase their proficiency in literacy by 2% annually on MSTEP.
2. All students at Oxbow Elementary will increase their proficiency in math by 1% annually on MSTEP.
3. The chronically absent % of students will decrease by 2% annually from the previous year.

3. Specialty Schools:
Oxbow Elementary School is not a "specialty school" and currently does not house a categorical program within the building.

4. Core Curriculum:
Oxbow Elementary follows the Michigan Academic Standards. Our curriculum meets or exceeds the Michigan Department of Education grade level benchmarks and content standards. The district's curriculum is analyzed by our Teaching, Learning, and Technology Department and the Teaching, Learning, and Technology School Board Subcommittee to ensure it is aligned with state grade-level standards. The curriculum is accessible via the online platform Atlas, at your child's school, or by contacting Huron Valley Schools Teaching, Learning, and Technology Department.

5. School Data:
Visit MI-School Data https://mischooldata.org/annual-education-report to view Oxbow's comprehensive AER Report.

6. Parent/Teacher Conferences:

SY 2023-24 88% of parents attended

SY 2024-2025 90% of parents attended

We are proud of the hard work and success of our students and grateful for the dedication of our staff as they continually strive to improve student achievement. We sincerely appreciate the continued support of our parents and community. On behalf of the entire Oxbow Elementary team, it is an honor to work with your child, and we look forward to partnering with families and our community to continue growing and improving together.

Sincerely,



Mrs. Justine Greenleaf
Principal, Oxbow Elementary School

HURON VALLEY SCHOOLS

Inspiring and Building Futures, One Student at a Time

Spring Mills Elementary School

February 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Spring Mills Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Principal Adam Wager for assistance.

The AER is available for you to review electronically by visiting the following website: https://mischooldata.org/annual-education-report/ , or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2021-22, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school was not identified as a TSI, ATS or CSI School.

Our school has subgroups in the areas of low socioeconomic status that remain one area of focus of our staff. We aim to continually close that gap through the School Continuous Improvement process. Tier 1 instruction and interventions are a key component at Spring Mills to meet the needs of individual students. We are fortunate to have an Elementary Instructional Specialist who coordinates and implements Tier 2 interventions for at risk students as needed. Our building Teacher Consultant works closely with students who need the most academic support. We are also fortunate to have 2 full time school social workers who support our students socially and emotionally. As a staff we regularly analyze and utilize multiple data sources to drive important academic and behavioral decisions.

State law requires that we also report additional information.

1. Students are assigned to Spring Mills Elementary School if they (a) reside in our attendance area or (b) if they are placed in one of our two specialized programs for students with autism. Families may also utilize the Open Enrollment or Schools of Choice process to enroll at Spring Mills. More information is available at https://www.hvs.org/page/schools-of-choice
2. The status of our Continuous School Improvement Plan is considered to be ongoing, as it is a multi-year plan of growth.
3. Spring Mills Elementary School is not a specialty school; however, we do house a categorical program for students with autism.
4. Spring Mills Elementary School follows the Michigan Academic Standards. Our curriculum meets or exceeds the Michigan Department of Education grade level benchmarks and content standards. The district's curriculum is analyzed by our Teaching, Learning and Technology Department and the Triple A (Academics, Arts, and Athletics) School Board Subcommittee to ensure it is aligned with our state's grade level standards. Curriculum is accessible at our school, via our district website, or by contacting the Huron Valley Schools Teaching, Learning and Technology Department.
5. Visit MI-School Data https://mischooldata.org/annual-education-report/ to view our comprehensive AER report.
6. For the 2024-25 school year, at least 99% of parents attended parent-teacher conferences at Spring Mills Elementary School. For the 2025-26 school year 95% of parents attended parent-teacher conferences at Spring Mills Elementary School.

We celebrate our students' achievements and the effort they've put in, and we appreciate our staff's steadfast dedication to helping every learner improve. We're grateful for the consistent support from families and the wider community. Everyone at Spring Mills Elementary is privileged to educate your child, and we look forward to partnering with parents and community members to keep building progress together.

Sincerely,

Adam Wager

Adam Wager

Principal, Spring Mills Elementary School

HURON VALLEY SCHOOLS

Inspiring and Building Futures, One Student at a Time

Muir Middle School

February 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2025-26 educational progress for Muir Middle 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 Principal Stephen Digsby for assistance.

The AER is available for you to review electronically by clicking on this link and visiting the MiSchool Data website, or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2021-22, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Muir Middle School has specific and unique challenges, continuing to focus and work with several subgroups, specifically economically disadvantaged students, students with disabilities, and our bottom 30% academic performers. We have academic interventions which includes Math Foundations equipped with iReady as an intervention program (grades 6 and 7), ELA Foundations classes also with iReady as an intervention program (grades 6 and 7), co-taught classes, categorical classrooms, Learning Resource Centers, Resource Room classes for ELA and Skills for Success classes (grades 7 and 8) and WIN (What I Need) time classes used as interventions to meet specific student needs.

On the 2025 MSTEP, 72.7% of 6th grade economically disadvantaged students were not proficient in ELA, and 71.2% were not proficient in Math. 81% of 7th grade economically disadvantaged students were not proficient in ELA, and 77.6% were not proficient in Math. On the PSAT 37% of 8th grade economically disadvantaged students were not proficient in ELA, and 85.2% were not proficient in Math. This data summarizes the importance of continual and targeted intervention through programming and accommodating.

State law requires that we also report additional information.

ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to Muir Middle School if they are residents in the Muir attendance area or have applied through the District's open enrollment or Schools of Choice processes. Huron Valley Schools provides open enrollment for District residents who would like to attend a school within the District that is not in their attendance area. Schools of choice enrollment is offered to non-residents based on available openings. Information about these options is available at: https://www.hvs.org/

SCHOOL IMPROVEMENT

Muir Middle School continues to monitor and progress through the School Continuous Improvement Team. We also continue to monitor and update our intervention and support programming in ELA and Math. Teachers participate regularly in Professional Learning Communities to ensure student growth, reflect on their practice and use data to drive instruction. Staff also engage in Collaborative Inquiry, which allows them dedicated time to work on larger problems of practice with colleagues. Professional Learning opportunities are ongoing to meet the needs of our staff and students.

CURRICULUM

Our curriculum meets or exceeds the Michigan Department of Education grade level benchmarks and content expectations. Huron Valley Schools has implemented the Michigan Academic Standards. The District's curriculum is analyzed by our Teaching Learning and Technology Department and the Triple A+ (Academics, Arts, Athletics and Activities) School Board Subcommittee to ensure it is aligned with state grade level standards. Curriculum is accessible at Muir Middle School, or by contacting

Huron Valley Schools Teaching Learning and Technology Department. The Michigan Department of Education (MDE) also has information about K-8 Grade Level

Content Expectations that parents may find helpful. This information is located on the MDE website at: https://www.michigan.gov/mde/services/academic-standards

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

Muir students take the iReady assessment in Math and Reading for grade 6. 48% of Muir 6 grade students were proficient on the spring Reading iReady and 54% of Muir 6 grade students were proficient on the spring iReady Math test.

Muir students took the NWEA assessment in Math and Reading for grades 7 and 8. 68.5% of Muir 7-8 grade students were above the 40th percentile on the Reading NWEA test. 69% of Muir 7-8 grade students were above the 40th percentile on the Math NWEA test.

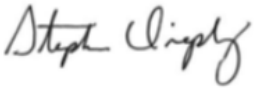
PARENT-TEACHER CONFERENCES

Parent-Teacher conferences are well attended at Muir Middle School.

1. For the 2023-24 school year, with 649 students, 78% of parents attended.
2. For the 2024-25 school year, with 905 students, 76% of parents attended.

We believe that our purpose is to educate all students, promote independent and collaborative learning and personal growth. Our dedicated instructional and support staff is committed to bringing out the potential in every student. It is the dynamic combination of dedicated teachers, motivated learners and an outstanding caring community that creates the culture of success we enjoy at Muir Middle School year after year. We are Motivated, Understanding, Innovative, and Relentless. We are MUIR!

Stephen Digsby



Principal, Muir Middle School

HURON VALLEY SCHOOLS

Inspiring and Building Futures, One Student at a Time

White Lake Middle School

February 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2025-26 educational progress for White Lake Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Principal Michelle Chotkowski for assistance.

The AER is available for you to review electronically by visiting the following website: https://bit.ly/45VVjPI, or you may review a copy in the main office at your child's school.

For the 2025-26 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 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2021-22, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has NOT been given one of these labels.

State law requires that we also report additional information.

Process for Assigning Pupils to the School:
Students are assigned to White Lake Middle School if they are residents in the White Lake attendance area or have completed the application process through the district's Open Enrollment or Schools of Choice processes. Huron Valley Schools provides Open Enrollment for district residents who would like to attend a school within the district that is not in their attendance areas. Schools of Choice enrollment is offered to non-residents based on available openings. Information about these options is available at: https://www.hvs.org/page/schools-of-choice.

School Improvement Plan:
White Lake Middle School continues to monitor and progress with our school improvement plan. We continue to review, make informed decisions based on data, and update our intervention and support programming in ELA and Math.

Curriculum:
Our curriculum meets or exceeds the Michigan Department of Education grade level benchmarks and content expectations. Huron Valley Schools has implemented the Michigan Academic Standards. The District's curriculum is analyzed by our Teaching Learning and Technology Department and the Triple A (Academics, Arts, and Athletics) School Board Subcommittee to ensure it is aligned with state grade level standards. Curriculum is accessible at White Lake Middle School, or by contacting Huron Valley Schools Teaching Learning and Technology Department. The Michigan Department of Education (MDE) also has information about academic standards that parents may find helpful. This information is located on the MDE website at: https://www.michigan.gov/mde/services/academic-standards.

Aggregate Student Achievement

Local Competency Tests

White Lake Middle School students take the iReady or NWEA MAP (Northwest Evaluation Association Measures of Academic Progress) assessment in Math and Reading. The breakdown by grade level proficiency from the Spring of 2025 is:

	6th Grade iReady	7th Grade NWEA MAP	8th Grade NWEA MAP
All Students - Reading	40%	46%	44%
All Students - Math	40%	51%	49%

Nationally Normed Achievement Tests

White Lake Middle School has specific and unique challenges. We continue to focus on and work with several subgroups, specifically economically disadvantaged students, students with disabilities, and our bottom 30% academic performers. We provide academic interventions which include Math and ELA support, Skills for Success, peer mentoring, co-taught classes, and Learning Resource Centers. These opportunities are offered at all grade levels.

State Subgroup Data: ELA - % Proficient or Advanced Proficient

	6th Grade M-Step	7th Grade M-Step	8th Grade PSAT
All Students	33.7	36.5	73.2
Econ. Disadvantaged	13.3	21.3	61.3
Special Education	6.7	13.9	12.5

State Subgroup Data: Math - % Proficient or Advanced Proficient

	6th Grade M-Step	7th Grade M-Step	8th Grade PSAT
All Students	30.9	34.3	31.7
Econ. Disadvantaged	12.0	13.3	14.5
Special Education	10.0	8.3	4.2

This data summarizes the importance of continual and targeted intervention through programming and differentiation.

Parent-Teacher Conferences:
Parent-Teacher conferences are well attended at White Lake Middle School.

For the 2023-2024 school year, with 527 students, 72% of parents participated.

For the 2024-2025 school year, with 514 students, 68% of parents participated.

We are very proud of the hard work and success of our students, as well as the commitment and dedication of our staff toward continual growth and improvement in student achievement. We are very thankful for the continued support of our parents and community. On behalf of the entire educational team at White Lake Middle School, we are honored to work with your child and look forward to working as a team with parents and the community to continue to grow and improve.

Sincerely,

Michelle Chotkowski

Michelle Chotkowski / Principal at White Lake Middle School

HURON VALLEY SCHOOLS

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Harbor High School

January 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2025-26 educational progress for Harbor 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 Principal Ben Dowker for assistance.

The AER is available for you to review electronically by clicking on this link and visiting the MiSchool Data website, or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2021-22, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school was identified as a COMPREHENSIVE SUPPORT AND IMPROVEMENT' SCHOOL.

As we continue to hold high expectations for student learning and place an emphasis on student progress toward our academic goals, we recognize the challenges that we face as a school community. Harbor High School is the alternative high school within Huron Valley Schools. The Michigan Department of Education requires participation in the SAT, ACT WorkKeys, and MSTEP, three days of combined testing for all juniors as a graduation requirement. Despite many student challenges, our scores overall have continued to rise or remained relatively flat. Harbor High School has adopted a Trauma Informed School model. We developed a variety of interventions, based on school-wide ACE survey data, to address and mitigate the effects of childhood trauma. These interventions in conjunction with a small learning environment, low class sizes, and Social-Emotional Learning (SEL) have made the difference. Harbor High School continues to evaluate the programs offered to all students and work with district and county teams to ensure proper supports are in place for struggling students.

State law requires that we also report additional information.

Students are assigned or referred to Harbor High School through the recommendation of counselors, administration and other staff members from the sending school within the Huron Valley Schools District. Parents may also refer their child or students may self-refer and attend with the permission of a parent.

We submit annual building level school improvement plans, as well as a District improvement plan to the state. These documents for each of the past two years are published and posted. Harbor High School has identified specific reading, writing, math, science, and social studies goals that we are working towards every year.

Harbor High School is an alternative high school servicing the Huron Valley Schools and neighboring districts. We provide a traditional selection of state curricular course offerings in a small learning community. The program supports students with credit recovery options, social/emotional support, and individualized learning. We accomplish this with a small dedicated staff and flexible programing including traditional classes, blended learning environments, and online courses.

Our curriculum meets or exceeds the Michigan Department of Education grade level benchmarks and content standards. Huron Valley Schools has implemented the Michigan Academic Standards. The District's curriculum is analyzed by our Teaching, Learning and Technology Department and the Triple A (Academics, Arts and Athletics) School Board Subcommittee to ensure it is aligned with state grade level standards. Curriculum is accessible at your child's school, or by contacting Huron Valley Schools Learning Services Department. The Michigan Department of Education (MDE) also has information about K-8 Grade Level Content Expectations that parents may find helpful. This information is located on the MDE website at http://www.michigan.gov/mde/0,1607,7-140- 28753---,00.html.

Our test results are as follows:

2023-24 (SAT): 820.0 (mean).
2024-25 (SAT): 738.0 (mean).

In 2023-24, 100 students or 70% of parents attended conferences.
In 2024-25, 106 students or 76% of parents attended conferences.

The number and percent of postsecondary enrollments are as follows (Dual Enrollments):

(2023-24) 1 student(s), or < 1% of the total student population, or 8% of the eligible seniors.
(2024-25) 1 student(s), or < 1% of the total student population, or 10% of the eligible seniors.

Currently, we do not enroll or offer college equivalent courses.

We are very proud of the hard work and success of our students, as well as the commitment and dedication of our staff toward continual growth and improvement in student achievement. We are very thankful for the continued support of our parents and community. On behalf of the entire educational team at Harbor High School, we are honored to work with your child and look forward to working as a team with parents and the community to continue to grow and improve.

Sincerely,



Benjamin Dowker,
Principal Harbor High School

HURON VALLEY SCHOOLS

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Lakeland High School

February 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Lakeland High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Libby Vieu, LHS Principal, for assistance.

The AER is available for you to review electronically by visiting the following website: Lakeland Annual Education Report, or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2021-22, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Lakeland High School has not been given one of these labels.

One of our key challenges is improving academic proficiency with all students, especially with our economically disadvantaged students and students with disabilities. Currently, 46.55% of students who are economically disadvantaged met proficiency, while 5.88% of students with disabilities met proficiency. In order to close this gap, all departments have increased exposures to practice exams. In addition, students with disabilities have engaged in a common curriculum to improve study skills. Last, academic support during seminar time has increased in student participation.

Lakeland utilizes student performance data to make instructional decisions. The table below includes year-to-year comparable Michigan Merit Examination (MME) test scores for 11th grade Lakeland students in the four core content areas (English, Mathematics, Science, and Social Studies). The MME is the mandated state testing for all 11th graders each April and consists of the M-STEP, SAT, and ACT WorkKeys tests.

Sitting for these examinations is a requirement for graduation in Huron Valley Schools. The following table shows proficiency levels for all Lakeland over the last five available testing cycles (rounded up to the nearest whole number) as compared to the performance of their peers statewide:

Tested Subject	**20-21 State**	**20-21 LHS**	**21-22 State**	**21-22 LHS**	**22-23 State**	**22-23 LHS**	**23-24 State**	**23-24 LHS**	**24-25 State**	**24-25 LHS**
SAT English	57%	64%	52%	58%	52.2%	56.7%	51.3%	62.6%	55.4%	65%
SAT Math	35%	33%	30%	35%	29.9%	37.5%	26.3%	29.5%	27.5%	29.5%
M-STEP Science	16%	18%	38%	56%	39%	58.1%	37.5%	58.2%	34.9%	39.8%
M-STEP Soc. Studies	44%	49%	36%	41%	36.1%	43.6%	39.6%	47.5%	42.1%	45.3%

As shown in the previous table, in the 2024-25 school year our students continued to outperform their peers statewide in all four tested areas of EBRW, Mathematics, Science, and Social Studies. It is important to note that all tested areas continue to rise to the pre-COVID scores during the school year of 2020-2021 illustrating progress in combating the “Covid Learning Delay.” One notable score that raises concern is the decline in SAT Mathematics over the past two years from the 2022-2023, which is a result of the Covid learning delay with these students during their late elementary and middle school years where basic algebraic foundations were lost. That said, intervention strategies have been implemented in order to build these skills in students. In addition, we continue to focus our attention on Evidence Based Reading and Writing as well as problem solving as it relates to mathematics and science. To this end, all of our teachers are working in grade-level, content-based professional learning groups focused on using student data to identify and address areas of struggle.

Moving into the current 25-26 school year, teachers are engaged in collaborative inquiry professional learning on research-based topics to improve teaching and learning and address learning gaps. In addition, we have embedded a host of interventions in our School Improvement Plan. Teachers are engaging in professional learning opportunities that emphasize best practices in teaching and learning, as well as training in data analysis and formative assessments as the basis for making informed and timely instructional decisions. Further, Lakeland utilizes a Response to Intervention (RtI) model to identify students who struggle and would benefit from additional intervention and support, including co-taught courses in the core content areas and foundational courses in literacy and mathematics.

In addition, we are happy to report the graduation rate for students in all three groups (All Students, Economically Disadvantaged, and Students With Disabilities) has improved based on the five-year trend from 2020 to 2025, with the the rate for All Students improving from 79.79% to 100%; Economically Disadvantaged from 67.48% to 99.85%; and Students With Disabilities from 57.12% to 99.52%. Lakeland continues to track absenteeism with our Behavior Interventionist to improve student attendance.

State law requires that we also report additional information.

1. Process for Assigning Pupils to the School

    a. Students are assigned to Lakeland via the geographical location of their residence within the district. In addition, Lakeland also accepts School of Choice students entering the 9th grade from surrounding areas through an application process.

2. The Status of the 3-5 Year School Improvement Plan

    a. Yearly, as part of the continuous school improvement process, perception data from key stakeholders (students, parents, and staff) provides comprehensive insight into both our successes and challenges. Similarly, the school conducts annual reviews of its intervention programs to ensure they are having a positive impact on student achievement.

3. A Brief Description of Each Specialized School

    a. Not applicable to Lakeland High School.

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

    a. The Department of Teaching, Learning, and Technology oversees the curriculum for the Huron Valley School District, including Lakeland High School. Curriculum is housed in Atlas Rubicon, an online repository.

5. The Aggregate Student Achievement Results for Any Local Competency Tests or Nationally Normed Achievement Tests

    a. The mean SAT score for students in 2022-23 was 991
    b. The mean SAT score for students in 2023-24 was 991.2
    c. The mean SAT score for students in 2024-25 was 1001

6. Identify the Number and Percent of Students Represented by Parents at Parent-Teacher Conferences
    a. 2022-23 1008 total students 47% of parents participated
    b. 2023-24 1018 total students 49% of parents participated
    c. 2024-25 952 total students 40% of parents participated

7. For high schools, only, also report on the following:
    a. The Number and Percent of Postsecondary Enrollments (Dual Enrollment)
        i. 2022-23 8 students .007% ii. 2023-24 5 students .002% iii. 2024-25 12 students .01%
    b. The Number of College Equivalent Courses Offered (AP/IB)
        i. 17
    c. The Number and Percentage of Students Enrolled in College Equivalent Courses (AP/IB)
        i. 2024-25 337 students 33.9%
        ii. 2025-26 324 students 33%
    d. The Number and Percentage of Students Receiving a Score Leading to College Credit
        i. 2022-23 209 students 20% of all LHS Students ii. 2023-24 357 students 60% of all LHS Students iii. 2024-25 224 students 69.14% of all LHS Students

We are very proud of the hard work and success of our students, as well as the commitment and dedication of our staff toward continual growth and improvement in student achievement. We are very thankful for the continued support of our parents and community. On behalf of the entire educational team at Lakeland High School, we are honored to work with your child and look forward to working as a team with parents and the community to continue to grow and improve.

Sincerely,

Libby Vieu

Libby Vieu, Lakeland High School Principal

HURON VALLEY SCHOOLS

Inspiring and Building Futures, One Student at a Time

Milford High School

February 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2025-26 educational progress for Milford 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 Principal Kevin McKenna for assistance.

The AER is available for you to review electronically by clicking on this link and visiting the MiSchool Data website, or you may review a copy in the main office at your child's school.

For the 2025-26 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 Targeted Support and Improvement (TSI) School.

To ensure a solid academic foundation and to allow our students to achieve at the highest levels, we followed the following goals:

- Students will increase Proficiency in Mathematics.
- Students will increase Proficiency in Reading.
- Students will increase Proficiency in Writing.
- Students will increase Proficiency in Science.
- Students will increase Proficiency in Social Studies.

Students are assigned to Milford High if they are residents in the Milford attendance area and have made an application through the District's open enrollment process or Schools of Choice process. Huron Valley Schools provides open enrollment for District residents who would like to attend a school within the District that is not in their attendance area. Schools of Choice enrollment are offered to non-residents based on available openings. Information about these options is available at Enrollment Information.

Our curriculum meets or exceeds the Michigan Department of Education grade level benchmarks and content expectations. Huron Valley Schools is in the process of implementing the Common Core State Standards (CCSS). The District's curriculum is analyzed by our Teaching, Learning, and Technology Department and the Triple-A School Board Committee to ensure it is aligned with state grade-level expectations.
The curriculum is accessible at your child's school or by contacting Huron Valley Schools' Teaching, Learning, and Technology Department. The Michigan Department of Education (MDE) also has information about High School (9-12) Grade Level Content Expectations that parents may find helpful. This information is located on the MDE website at http://www.michigan.gov/mde/0,1607,7-140-38924---,00.html

Parent-teacher conferences were well attended at Milford High.

- For 2022-23, 1257 students, 25% of parents attended. • For 2023-24, 1009 students, 28% of parents attended.
- For 2024-25, 1050 students, 27% of parents attended.

The following information regarding Milford High School is required by state law to report:

- The number and percent of postsecondary enrollments (dual enrollments):
- 2022-23: 6 students, <1% • 2023-24: 6 students, <1%
- 2024-25: 8 students, <1%

The number of college equivalent courses offered (AP/IB):

- 2022-23: 13
- 2023-24: 14
- 2024-25: 13

The number and percent of students enrolled in college equivalent courses (AP/IB) The number and percentage of students:

- 2022-23: 325 students; 75% received a score leading to college credit.
- 2023-24: 337 students; 82% received a score leading to college credit.
- 2024-25: 355 students; 89% received a score leading to college credit.

Our fine teaching staff works tirelessly to bring out the potential in every student. The dynamic combination of dedicated teachers and motivated learners creates the culture of success that we enjoy year after year at Milford High School.

We are very proud of the hard work and success of our students, as well as the commitment and dedication of our staff toward continual growth and improvement in student achievement. We are very thankful for the continued support of our parents and community. On behalf of the entire educational team at Milford High School, we are honored to work with your child and look forward to working as a team with parents and the community to continue to grow and improve.

Sincerely,



Kevin McKenna, Principal / Milford High School