



## **2024-2025 THE NEW STANDARD ACADEMY Annual Education Report (AER) Cover Letter**

February 15, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2023-2024 educational progress for The New Standard Academy (TNS). 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 Assistant Superintendent, Ms. Jenna Badgley for assistance.

The AER is available for you to review electronically by visiting the following website [MISCHOODATA](https://www.mischooldata.com).

Beginning in the 2018-2019 school year, the MDE started identifying schools using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. In the 2021-2022 school year, The New Standard was identified as a Targeted Support and Improvement (TSI) school. Since then, the academy has made necessary changes implementing policies and tightening instructional procedures that led to its departure from the TSI designation in Summer 2024.

The students of TNS have been administered the M-Step for the past eight years. Although 2015-2018 students demonstrated growth, there was a decline in 2019 and again in 2021 due to post-covid educational circumstances. In 2022, there was an increase in

performance, which is contributed to a semi-return to normalcy paired with a structured hybrid learning program implemented during Spring 2020. The academy since has been trending upward in the majority of M-Step testing categories as represented by the 23/24 graphs within his document.

The Academy is now operating a full high school with its first graduating class in Spring 2022. Academy students take the PSAT in 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grade with students taking the SAT in 11<sup>th</sup> grade. Students in 8<sup>th</sup> through 11<sup>th</sup> grade averaged 703, 712, 774, and 741 respectively; this is an increase in three of four grade levels. Deficit areas included reading and math-no calculator. As the Academy works to continue re-establishing normalcy, we expect to continue student growth.

This year, the Academy has begun the work of establishing a strong pathway to college alongside other viable opportunities for success. Many of last year's graduating class have secured multiple scholarships to various colleges and have concrete plans for their lives post secondary.

We are now in our third year of implementing our new curriculum resource from Houghton Mifflin Harcourt. The Academy decided to launch all disciplines and the teaching team has gone through a series of professional developments on the HMH platform to ensure proper implementation and utilization. At present we are compiling data to begin the process of gaging program impact. We remain hopeful that this change will bring about strong outcomes in academic performance.

We understand there are issues surrounding a need in upper elementary and middle school for a stronger foundation in problem solving and overall test strategy and endurance in grades K-12<sup>th</sup>. The school improvement team continues to analyze data and efforts within the School Improvement Plan (MiCIP) to close the achievement gaps across subgroups. Due to common barriers in math and reading, The New Standard has a MTSS (Multi-Tiered Systems of Support) program that places an experienced educator in every grade level, by content area, to address deficit standards. It is important to note that nationwide staffing issues are indeed impacting our ability to recruit and hire highly-qualified educators to serve on the MTSS team. Therefore, understanding the need for continual support, we have enlisted individuals with a proven track record of success to help students in grades identified above. The focus at this time for MTSS is grades K-8<sup>th</sup> with a special focus on kindergarten through third graders. We continued the use of our literacy consultant to work on phonics, penmanship, and other foundational components that prepare students to be strong learners; their focus is our students operating in the bottom 20%. A reading foundations course has been implemented in grades K-4 to employ research-based strategies and individualized instruction to increase fluency, comprehension and vocabulary as well.

Classroom teachers employ module assessments in an effort to gather data as to what objectives students have and have not mastered based on the month's pacing guide. This information allows our staff to progress monitor and accelerate instruction in areas of need for each student. The objectives that students have not mastered are retaught daily in each

intervention block. The process of addressing weak and/or strong areas (differentiation) allows the teachers to break the students into leveled activities and provide them with materials that are beneficial to each need. In the 23/24 school year, the Academy has strived to create individualized learning plans for students from the utilization of NWEA, HMH with AMIRA, and PSAT results.

The New Standard educators are provided with a multitude of opportunities for professional development with Genesee Intermediate School District, Saginaw Valley State University, MAPSA and The Romine Group. The hands-on approach to increasing the knowledge of our educators allows for visits and observation to other schools in which teachers can observe, take notes and end with a question/answer session on the newest and most statistically proven methods in teaching. “Daily Five”, “Teach Like A Champion” and “Evidence Based Literacy Instruction (EBLI)”, are some of the more specific implementations that have been maintained over the recent years. We continue to provide professional developments to help teachers with their instruction and have engaged in the following: Online resources, ClassLink usage, School Safety, Blood borne Pathogens, Displaying Objectivity and Control, Engaging and Motivating students, Trauma Overview Classroom Strategies & Practical Application, Structuring the Physical Environment Establishing Safety and Consistency, Prioritizing Relationships Minimizing Shame in the School Setting and Integrating Social Emotional Learning (SEL), Supporting Emotional Regulation, Compassion Fatigue/Self Care, and NWEA Data Dives.

## **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

As a charter school in the state of Michigan, The New Standard Academy was open to all pupils in grades Pre-Kindergarten through 12th in 2023-2024, who qualified for admission to a public school under the laws of the State of Michigan, and who reside within the state of Michigan with the only limit being the number of available seats the school has to offer. Also, in accordance with the law in the state of Michigan, The New Standard Academy may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion has expired. The Academy will have an open enrollment period starting after March of each year with a duration of 2 weeks (14 consecutive days). In the weeks prior to the open enrollment period, the school will conduct a re-enrollment period where current students will have the opportunity to claim their continuation for the upcoming school year. If the number of applicants exceeds the number of spots available, there will be an open and public lottery on that date. There will be written notice of the open lottery stating its purpose and it shall be posted, published and advertised pursuant to required laws.

## **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

The New Standard Academy’s MiCIP (School Improvement Plan) team serves to monitor and address areas of concern within the academy. The team consists of teachers, administrators, parents, volunteers and board members that have the best interest of the school, our students and families in mind. The plan was reviewed in 2022-2023 and updated for the 2024 school year.

## MICIP Goals and Noted Progress:

### — Increase Student Achievement Contains 2 Strategies

On Target 

Our goal is to provide opportunities for students, families and teachers to build a strong connection together to increase academic engagement and improve:

NWEA: The Median Student Conditional Growth Percentile for students in grades K-8 must be at or above the 50th percentile for both math and ELA fall-to-spring.

SAT/PSAT: 9-12 grade students will increase their overall EBRW and math scores by 30 points each by August 2025, as measured by college board assessments (SAT and PSAT).

Monthly Assessments: 80% of all 9th-12th grade students will demonstrate at least 60% proficiency on ELA and math HMH Module tests October-June.

Created Date: 09/01/2021 Target Completion Date: 09/01/2025

Strategy 1 of 2

## Whole School, Whole Community, Whole Child Framework (WSCC)

[Edit Strategy Implementation Plan](#)

### Strategy Details

"All educators want to improve the work they do for students, their families, and the community. Whether it's instruction, school climate, leadership, family engagement, or any of the other issues schools face on a daily basis, all educators need tools to help them improve their actions and methods. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success. The Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. "

Strategy Owner

Jenna

Badgley

Start Date

06/27/2023

Due Date

09/01/2025

### Strategy Implementation Activities

Activity 	Owner 	Start Date 	Due Date 	Status 
<input type="checkbox"/> TSI MTSS- Instructional Paraprofessionals	Correy Black	06/27/2023	09/01/2025	On Target
<input type="checkbox"/> Grade Level Deans	Correy Black	06/27/2023	09/01/2025	On Target
<input type="checkbox"/> Instructional Technology	Jenna Badgley	06/27/2023	09/01/2025	On Target
<input type="checkbox"/> MV Student Supports	Jenna Badgley	06/27/2023	09/01/2025	On Target
<input type="checkbox"/> TSI Support Staff	Correy Black	06/27/2023	09/01/2025	On Target

## 23g Expanded Learning Time

[Edit Strategy Implementation Plan](#)

### Strategy Details

EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Strategy Owner

Jenna

Badgley

Start Date

10/31/2023

Due Date

09/01/2025

### Strategy Implementation Activities

Activity 	Owner 	Start Date 	Due Date 	Status 
<input type="checkbox"/> Summer Programming- K-12 Students below grade level in the core content areas will engage in small group multi-tiered instruction by Academy teachers to remediate standards not yet mastered. Program expert will utilize NWEA data and module assessments to determine which students will participate. Summer programming will be 5 weeks, 4 days/week from 9am-2pm.	Correy Black	10/31/2023	09/01/2025	<i>On Target</i>
<input type="checkbox"/> Program Expert will implement and oversee 23g strategy activities and report progress/results.	Correy Black	10/31/2023	09/01/2025	<i>On Target</i>
<input type="checkbox"/> Pupil Transportation- Transportation to the school and home during the summer program.	Jenna Badgley	10/31/2023	09/01/2025	<i>On Target</i>
<input type="checkbox"/> Summer School Supplies- Curriculum and classroom supplies to provide instruction to students during summer programming.	Jenna Badgley	10/31/2023	09/01/2025	<i>On Target</i>

## **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

For 2023-2024, The New Standard was not a specialized school. The New Standard Academy provides the Flint area with alternatives to a traditional education. We offer an extended school day and summer programming to meet the educational needs of our students and community. We also provide an afterschool program complete with tutoring, mentoring, civic responsibilities, introduction to the arts, history club, fitness, snacks and free transportation.

## **CORE CURRICULUM ACCESS**

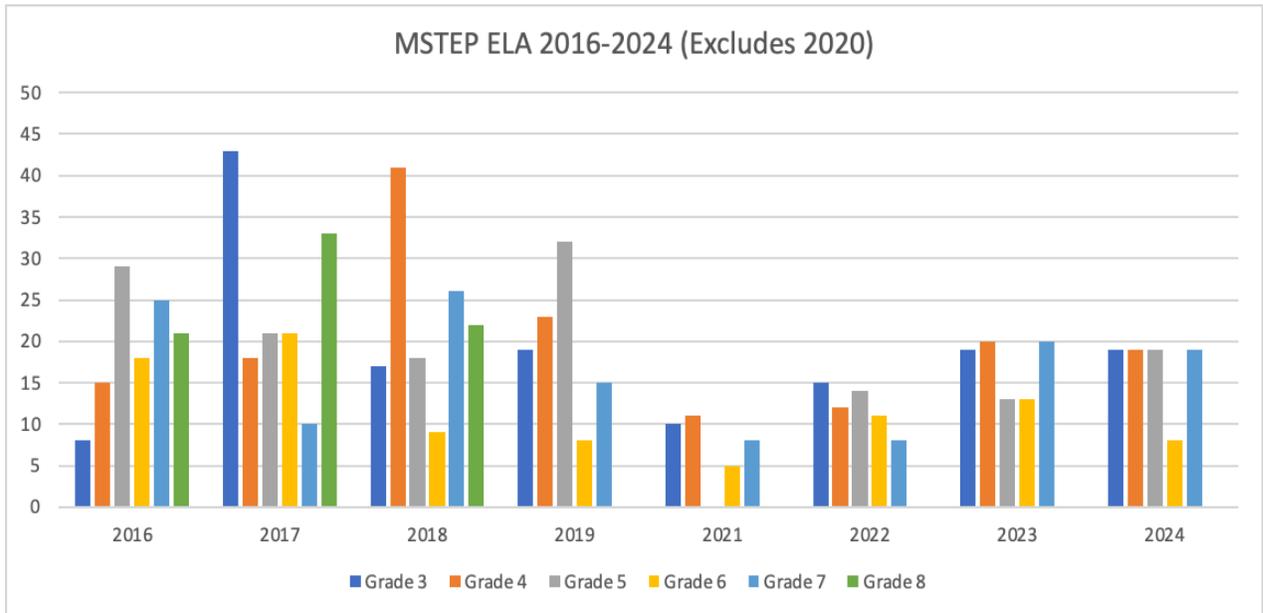
The New Standard remains in compliance with the Michigan Core Curriculum for the 2023-2024 school year. A copy of the Michigan core curriculum and academic standards can be accessed by visiting: <https://www.michigan.gov/mde/services/academic-standards>. By using the core curriculum framework and best practice resources, The Romine Group (TNS Management Company) has implemented an educator dashboard <https://launchpad.classlink.com/trg>, which is the hub for the school data system, educational applications, curriculum maps, lesson plans and pacing guides in which allows teachers to follow state requirements and cover standards timely to provide the best education to our students throughout the year. The New Standard varies in ways to deliver the curriculum by basing the deliverance on individual student goals and implementing differentiation into the school day. The core curriculum is delivered in the vital subjects of ELA, Social Studies, Science and Math within separate blocks throughout the school day allowing for the introduction of new information, as well as remediation within Math and ELA as shown by the HMH module assessments. TNS students also participate in a variety of elective courses designed to offer additional access to support in deficit areas and meet the interest needs of students. Elective courses include: Reading Foundations, PE, Technology, Art, Graphic Design, Criminal Law, Psychology, Speech, American Problems, Film and Music Appreciation and service learning projects.

## **AGGREGATE STUDENT ACHIEVEMENT RESULTS**

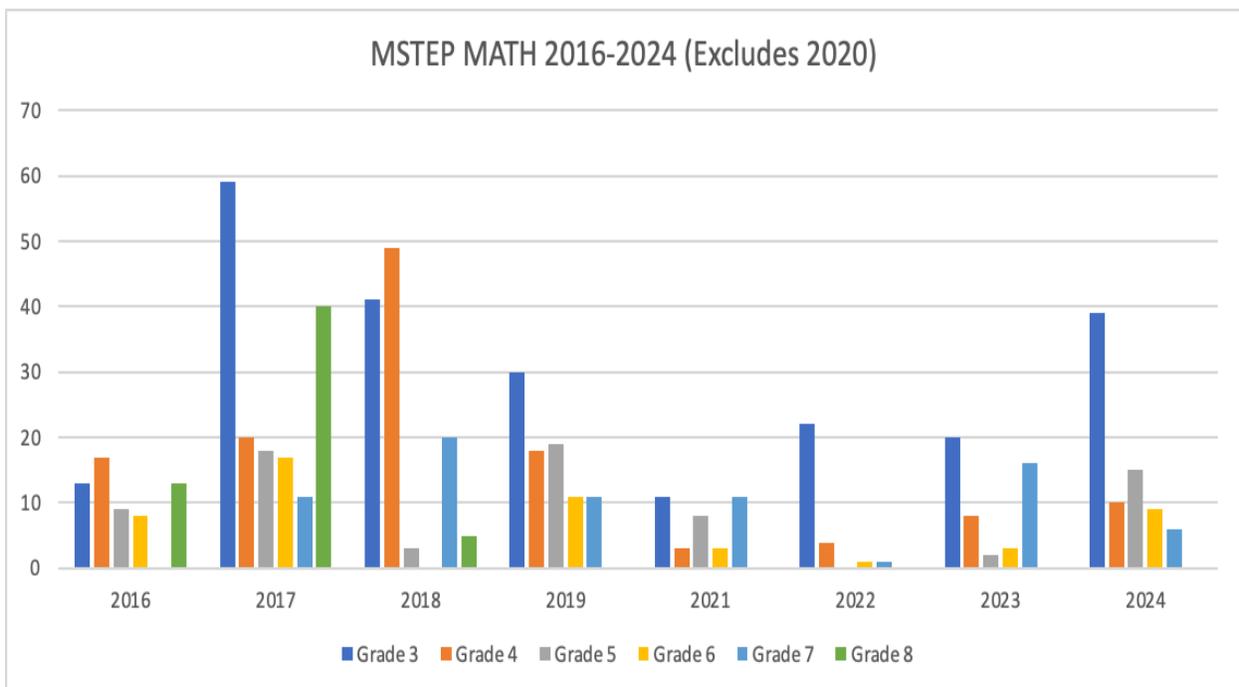
As shown below in figures 1 & 2, cohort progress demonstrates both trends and year to year progress. We have found that our performance status of the individual cohorts is maintained from year to year, while it looks as if grade level test scores from year to year fluctuate a bit. TNS has placed fundamental literacy skills for lower elementary and middle school math as priority. From figure 2, it is apparent that efforts to focus on math are showing promising results. The academy intends to maintain the same implemented math interventions in and through the 2024/25 school year. In addition, we are gathering data to see if the increases in both ELA and Math are due to the switch to the recently launched curriculum resource, HMH.

As shown in figure 1, from 2022 to 2023 and 2023 to 2024, we saw growth for all cohorts in ELA with the exception of 6th grade whose 23/24 incoming cohort was lacking in performance due to staffing placements. The Academy is looking for continued growth with the addition of the HMH curriculum alongside a plethora of other instructional resources that have been put in place utilizing residual ESSER funds. The academy has planned financially and these introduced programs are sustainable.

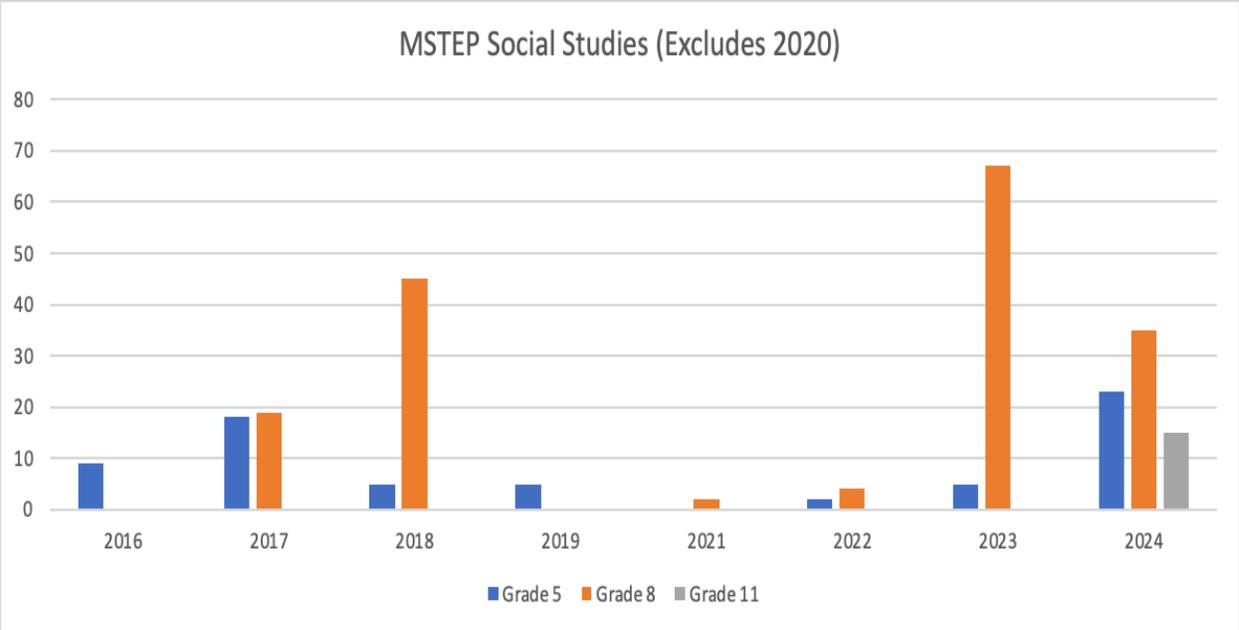
**Figure 1 -TNS M-STEP ELA:** Displays the percent of students proficient in reading on the M-STEP in each grade for years 2016 through 2024 (excludes 2020).



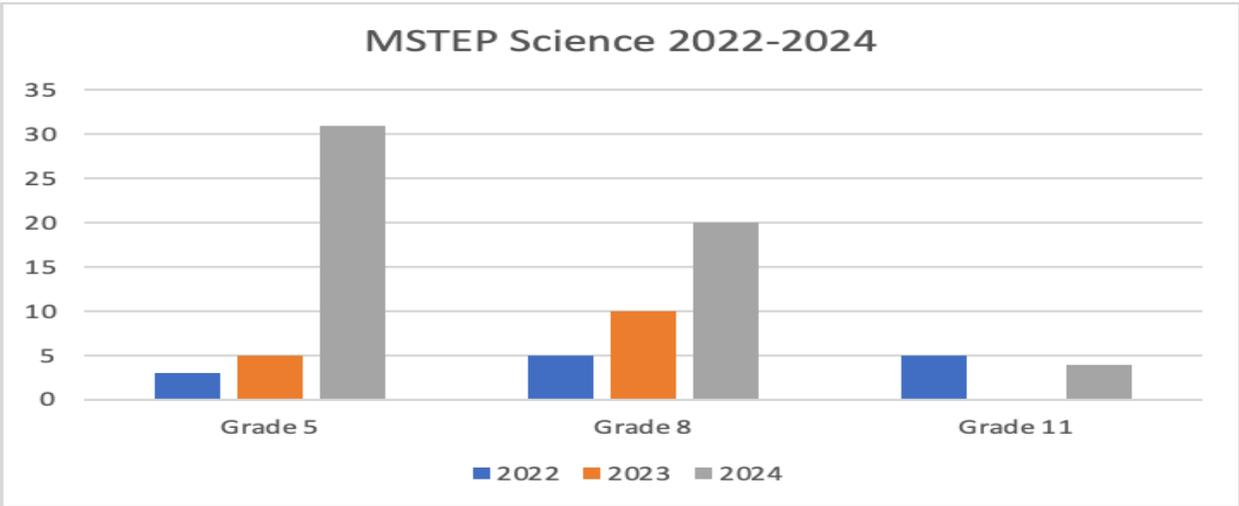
**Figure 2 -TNS M-STEP Math:** Displays the percent of students proficient in mathematics on the M-STEP in each grade for years 2016 through 2024 (excludes 2020).



**Figure 3 –TNS M-STEP Social Studies:** Displays the percent of students proficient in social studies on the M-STEP in each grade for years 2016 through 2024 (Excludes 2020).



In figure three above, it is clear that over the past year, we’ve seen measurable growth in our 5th, 8th, and 11th grade Social Studies classrooms. While we’re not yet where we want to be, the upward trend is a clear sign that our targeted efforts are making a difference. This progress can be largely attributed to two key strategies: our focused use of the MSTEP crosswalks and the implementation of afterschool tutoring programs. By aligning our instruction more closely with the key concepts and skills emphasized in the assessment, we’ve been able to provide students with a more structured and effective learning experience. Additionally, afterschool tutoring has given students the extra time and support they need to build their knowledge and confidence in Social Studies. We will continue refining our instructional strategies and support systems.



In figure 4 above, performance on MSTEP Science is displayed, it is evident that a negative trend is occurring over time with the most drastic between eighth and eleventh grade. As we shore up the high school science class by securing strong instructors alongside viable resources, we can expect the trend to flip over time. The goal for the 24/25 school year is to not only perform better than 23/24, but through afterschool tutoring and the acclimation of HMH, to experience exponential growth.

The New Standard made the transition to NWEA in 2016 and since then our team has found this transition to be extremely helpful. NWEA has several target reports to assist our instructional staff in filling gaps and creating the most reasonable pathway to accelerated learning in intervention. Our analysis of NWEA ELA scores across kindergarten through eighth grade shows promising growth trends compared to last year. As depicted in Figures 5 and 6, the overall observed growth has increased, reflecting a small positive momentum in student achievement. Specifically, kindergarten, first, third, fourth, and fifth grades all demonstrated gains in their average RIT scores, highlighting steady progress in foundational literacy skills. Additionally, the school's conditional percentile averaged well over 50, indicating that our students are performing above the national median. However, while we celebrate these improvements, we recognize the need for even greater gains in ELA achievement to reach our long-term goals.

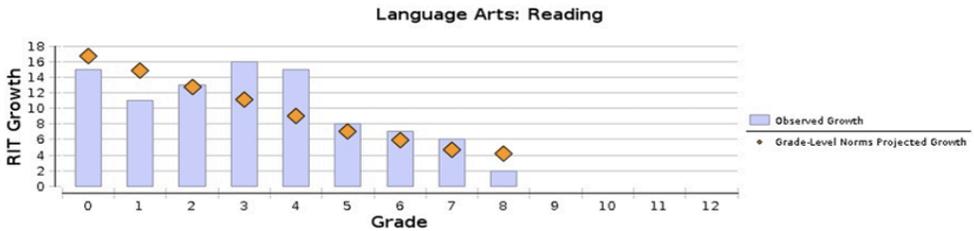
**Figure 5 - 6 –TNS NWEA:** Displays Students’ Fall-to-Spring growth progress towards grade level targets in reading between Spring 22-23 and Spring 23-24.

**ELA 2023-2024**

**map** Student Growth Summary Report  
 Aggregate by School  
 Term: Spring 2023-2024  
 District: The New Standard Academy  
 Norms Reference Data: 2020 Norms  
 Growth Comparison Period: Fall 2023 - Spring 2024  
 Weeks of Instruction: Start - 4 (Fall 2023)  
 End - 32 (Spring 2024)  
 Grouping: None  
 Small Group Display: No

**The New Standard Academy**  
 Language Arts: Reading

Grade (Spring 2024)	Total Number of Growth Events†	Comparison Periods						Growth		Growth Evaluated Against							
		Fall 2023			Spring 2024			Observed Growth	Observed Growth SE	Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile			Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
0	64	134.6	5.8	35	149.6	11.8	26	15	1.1	16.7	-0.68	25	64	23	36	33	
1	62	149.3	10.2	11	160.3	11.9	4	11	1.0	14.9	-1.53	6	62	16	26	29	
2	67	157.5	11.8	1	170.0	11.6	1	13	1.2	12.8	-0.11	46	67	25	37	35	
3	60	171.5	13.7	2	187.5	13.5	9	16	1.2	11.2	2.33	99	60	40	67	70	
4	69	182.0	16.4	2	197.2	15.7	14	15	1.4	9.0	3.00	99	69	46	67	67	
5	50	194.9	15.6	9	203.1	16.3	13	8	1.1	7.0	0.60	73	50	28	56	54	
6	64	197.2	14.0	3	204.5	13.8	6	7	1.6	6.0	0.77	78	64	31	48	43	
7	61	203.2	14.0	6	209.3	15.3	10	6	1.6	4.6	0.83	80	61	38	62	56	
8	47	206.0	13.9	6	207.7	12.9	4	2	1.2	4.2	-1.26	10	47	18	38	40	
9	8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
10	6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
11	8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
12	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	



# ELA 2022-2023



## Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023  
District: The New Standard Academy

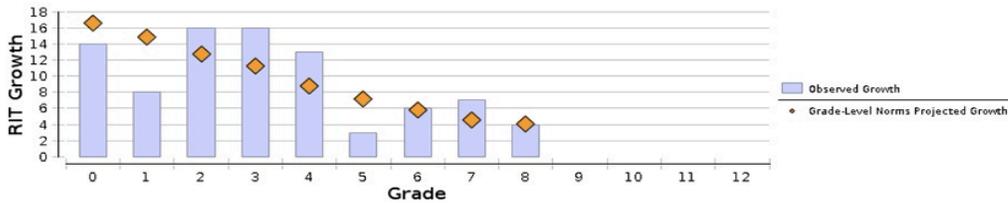
Norms Reference Data: 2020 Norms  
Growth Comparison Period: Fall 2022 - Spring 2023  
Weeks of Instruction: Start - 4 (Fall 2022)  
End - 32 (Spring 2023)  
Grouping: None  
Small Group Display: No

### The New Standard Academy

Language Arts:  
Reading

Grade (Spring 2023)	Total Number of Growth Events	Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2022			Spring 2023			Observed Growth	Observed Growth SE	Grade-Level Norms			Student Norms			
Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Projected School Growth	School Conditional Growth Index			School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile		
0	66	134.8	9.5	36	148.6	10.7	20	14	1.0	16.6	-1.16	12	66	20	30	37
1	71	149.1	8.3	10	157.3	9.6	1	8	0.7	14.9	-2.63	1	71	9	13	14
2	53	156.3	9.9	1	172.0	14.1	3	16	1.6	12.7	1.18	88	53	23	43	39
3	69	168.5	15.0	1	184.6	17.5	4	16	1.5	11.3	2.27	99	69	42	61	64
4	55	185.2	13.5	6	197.9	12.9	17	13	1.3	8.8	1.88	97	55	36	65	67
5	57	191.3	14.5	3	194.2	13.0	1	3	1.2	7.2	-2.17	1	57	16	28	22
6	60	200.0	14.2	8	205.5	12.9	8	6	1.2	5.8	-0.17	43	60	28	47	46
7	45	206.0	13.5	13	212.5	12.2	21	7	1.6	4.5	1.13	87	45	26	58	55
8	44	208.9	12.7	12	213.3	14.6	14	4	1.4	4.1	0.15	56	44	24	55	48
9	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Language Arts: Reading



Our review of NWEA Math scores across kindergarten through eighth grade shows significant growth compared to last year. As illustrated in Figures 7 and 8, the overall observed growth has surpassed that of the previous school year, reflecting the effectiveness of our instructional strategies and interventions.

With the exception of seventh and eighth grades, all grade levels demonstrated an increase in their average RIT scores, with some experiencing substantial growth compared to the 2022–2023 school year. Additionally, both the school and student conditional percentiles averaged well over 50, reinforcing the success of our ongoing efforts to enhance math proficiency. A particularly encouraging trend is the notable growth in achievement between Fall 2023 and Spring 2024, further validating the impact of our targeted support. As we move forward, we remain committed to sustaining and accelerating this progress to ensure continued success in math achievement for all students.

**Figure 7-8 –TNS NWEA:** Displays Students’ Fall-to-Spring growth progress towards grade level targets in math between Spring 22-23 and Spring 23-24.

# Math 2023-2024



## Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024  
District: The New Standard Academy

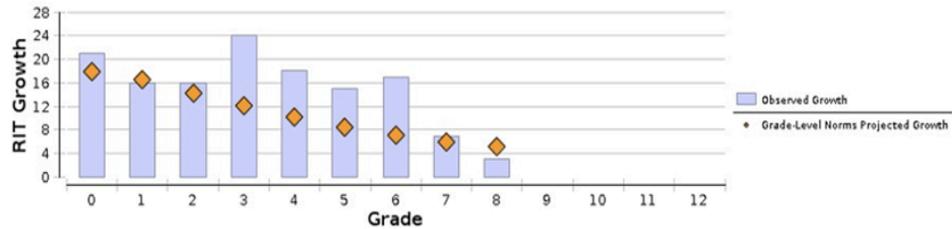
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Growth Comparison Period: Fall 2023 - Spring 2024  
Weeks of Instruction: Start - 4 (Fall 2023)  
End - 32 (Spring 2024)  
Grouping: None  
Small Group Display: No

### The New Standard Academy

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
0	66	136.6	9.8	29	157.6	12.8	54	21	1.0	18.0	1.35	91	66	48	73	72
1	62	153.2	9.8	12	169.5	11.6	13	16	1.1	16.5	-0.09	46	62	28	45	41
2	66	160.7	10.2	1	176.5	10.4	2	16	1.3	14.3	0.66	75	66	34	52	52
3	60	176.0	11.0	2	199.9	10.8	43	24	1.2	12.0	5.64	99	60	52	87	96
4	68	187.8	13.4	4	205.6	14.7	25	18	1.2	10.2	3.82	99	68	54	79	89
5	49	196.4	11.4	4	211.5	16.4	19	15	1.3	8.4	2.87	99	49	33	67	74
6	64	196.7	11.9	1	213.6	15.9	14	17	1.5	7.1	4.46	99	64	49	77	91
7	60	205.1	12.9	4	212.5	15.2	6	7	1.6	5.9	0.75	77	60	29	48	47
8	46	210.5	15.5	7	213.1	15.4	5	3	1.2	5.2	-1.06	14	46	12	26	28
9	8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Math: Math K-12



# Math 2022-2023



## Student Growth Summary Report

Aggregate by School

Term: Spring 2022-2023  
District: The New Standard Academy

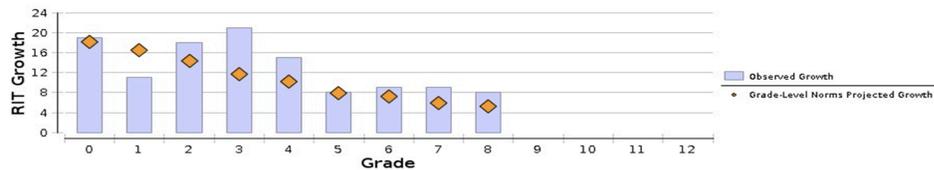
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Small Group Display: No

### The New Standard Academy

Math: Math K-12

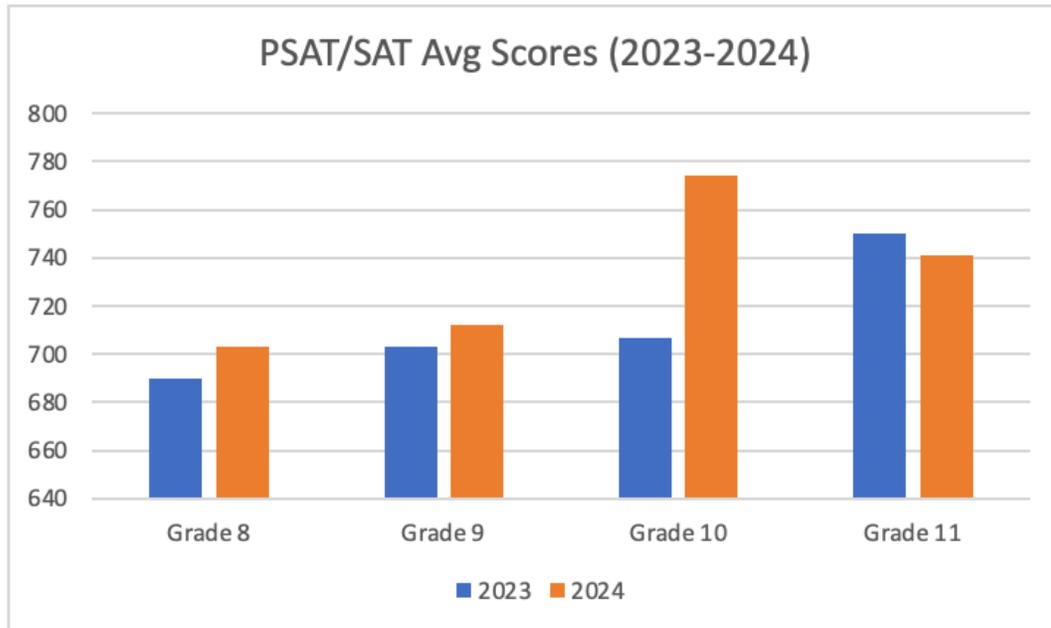
Grade (Spring 2023)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
0	63	135.6	11.1	23	154.1	9.7	28	19	0.9	18.1	0.17	57	63	30	48	44
1	68	154.3	9.9	16	164.9	9.3	3	11	0.7	16.5	-2.35	1	68	12	18	17
2	51	159.8	10.6	1	177.6	12.9	3	18	1.4	14.3	1.55	94	51	28	55	49
3	68	169.7	12.6	1	190.2	15.9	5	21	1.3	11.7	4.16	99	68	54	79	83
4	49	187.4	13.4	3	202.0	12.4	12	15	1.4	10.2	2.22	99	49	27	55	63
5	55	191.6	14.8	1	199.7	14.1	1	8	1.1	8.0	0.05	52	55	22	40	35
6	62	198.4	12.6	2	207.8	13.1	4	9	1.3	7.2	1.00	84	62	41	66	62
7	45	207.3	12.5	7	215.9	14.7	12	9	1.8	6.0	1.24	89	45	21	47	35
8	45	212.3	12.9	10	219.8	17.9	15	8	1.9	5.2	0.96	83	45	25	56	50
9	7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Math: Math K-12



## HIGH SCHOOL

**Figure 7 displays:** PSAT/SAT Achievement. Student performance is growing as students matriculate through high school, however we are working to secure much higher rates of performance in the future. Students have met with their Student Success Coordinator to further explore college entrance requirements.



Our recent analysis of PSAT/SAT scores indicates a positive trend, with student performance steadily increasing from grades 9 through 11. However, despite this upward trajectory, the overall average score remains below our desired benchmark. To address this, we have implemented targeted interventions aimed at strengthening student performance in both ELA and Math. In ELA, we introduced test prep classes and writing-intensive intervention programs to enhance critical reading and analytical writing skills. For Math, we have expanded support by offering after school tutoring sessions and integrating additional instructional time during the school day to reinforce key concepts.

### PARENT-TEACHER CONFERENCES

During our parent-teacher conferences in 2023-2024, 81% (589 out of 727) and 83% (573 of 692) of our students were supported with face-to-face or some other form of contact between their teachers/administrators and parents/guardians. Additional conference methods included Zoom, Google Meets, or phone. Other formats were offered for our families lacking transportation as our teachers are never opposed to home visit conferences to maintain the very important home to school connection and relationships. Teachers often hold meetings outside of the regularly scheduled conference to ensure parents are involved and as knowledgeable about their child's education as possible. In addition to the parent-teacher conference, the staff also holds Title I Parent Nights and Family Game Night, Camp Read-A-Lot, with the themes of assessment, literacy and homework. TNS also

provides resources during the conferences to aid with health and fitness for both adults and children.

***A MESSAGE FROM THE ASSISTANT SUPERINTENDENT***

*I would like to take a moment to congratulate the students and staff members at The New Standard Academy. Our school continues to demonstrate growth as our students are improving daily as it relates to citizenship, punctuality, growth and academic stamina. The school staff has made it a priority to build positive, lasting relationships in an attempt to maintain our family-like culture our stakeholders have come to love. With that being said; there is still much more that needs to be accomplished. Although we are headed in the right direction, we continue to raise the bar in which we expect our scholars to reside. We cannot complete this task without you, the parents and family members. We want to thank you for the continued trust and support that you have shown us with your most valued possession; your child. As The New Standard strives to create a higher performing institution and a restored community, I want to leave you with our mission statement in hopes that it will become an inspiration to all stakeholders of Flint. Our mission is our common goal that we must achieve together: "Serving the city of Flint with a higher standard of educational excellence and community wellness."*

*Sincerely,*

*Ms. Jenna Badgley  
Assistant Superintendent  
The New Standard Academy*