



**STRIVE Academy**  
St. Johns Public Schools

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## **Annual Education Report (AER)**

February 15, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for the STRIVE Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Jason Gnegy, Curriculum Director, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3u8Y0LB>, or you may review a copy in the main office at your child's school.

For the 2022-23 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. 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. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was NOT identified with one of the underperforming schools labels.

The STRIVE Academy is an alternative education setting. It is a small program that is intended to assist students who struggle academically in a traditional high school setting. Because of the small student count numbers, combined with the challenges students face, the data may not be complete and will be blank.

State law requires that we also report additional information.

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL** - Students are assigned to the school after a careful review of a student's academic and behavior records.
2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN** - The school improvement plan has been rewritten and revised to ensure the needs of the students are being met and the learning gaps are being addressed.
3. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL** - This school is an alternative learning program for students who seek a smaller school environment provided online, with teacher support.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL  
- The core curriculum can be accessed by contacting the Wilson Center STRIVE Office.
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS - None given
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES - 30 (73%)
7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:
  1. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
  2. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB) - 0 (0%)
  3. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB) - 0 (0%)
  4. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT - 0 (0%)

On behalf of the staff at STRIVE Academy, it is a pleasure to have your student(s) at our school. Our purpose is to provide an atmosphere that creates a sense of belonging and ownership. We encourage students to discover their potential and to develop skills which allow them to overcome personal, social, academic, and technological barriers to success that will allow them to redirect their lives and become cooperative, self-sufficient, and responsible citizens in school and in the community. We look forward to the great success of our students.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Palmer". The signature is fluid and cursive, with the first name "Mark" and last name "Palmer" clearly distinguishable.

Mark Palmer, Superintendent