



EAST SHORE LEADERSHIP ACADEMY

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February 1, 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 East Shore Leadership Academy. 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 Deanna Hall for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4apHmN2> 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 2024-25, 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. East Shore Leadership Academy was identified as a school that has not been given one of the labels.

The 2024-25 school year marks East Shore Leadership Academy's eleventh year of operation. A significant challenge impacting student performance continues to be the high mobility rate among students enrolling from the surrounding community. The school serves a population with a high percentage of low-income families and rental housing, resulting in frequent student turnover due to relocation. Research consistently demonstrates that high student mobility can negatively affect academic achievement and standardized assessment outcomes. Despite these challenges, East Shore Leadership Academy has implemented systematic, data-driven early-intervention processes to identify learning gaps and provide timely, targeted instruction.

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Student assessment data are reviewed regularly to inform instructional decisions. Teachers utilize ongoing formative assessments, benchmark data, and classroom-based measures to identify individual student needs. Based on these data points, instructional staff implement small-group instruction and individualized learning plans aligned with the *Leader in Me* framework. Students set measurable academic and behavioral goals and regularly monitor their progress, promoting accountability and ownership of learning.

Over the past several years, the school has invested in additional instructional programs, resources, and evidence-based tools across all grade levels. One program demonstrating a positive impact on school climate and academic outcomes is *Leader in Me*. Beyond the *Seven Habits*, the program integrates three core components—culture, leadership, and academics—that work in tandem to support student success. Improvements in school culture and student leadership skills have contributed to reductions in classroom disruptions and increased instructional time, which correlates with improved academic performance.

In response to post-pandemic behavioral and social-emotional needs, East Shore Leadership Academy has a behavior interventionist to provide targeted support. Behavioral data are used to identify students requiring intervention, and progress is monitored to assess effectiveness. As a result, students demonstrate improved self-regulation skills, increased classroom engagement, and greater access to instruction.

Additionally, the school offers an after-school tutoring program focused on core academic areas, along with math and reading intervention services for students identified through assessment criteria as needing additional support. Intervention effectiveness is monitored through progress-monitoring data to ensure instructional strategies are responsive and impactful, with the goal of accelerating student growth and closing achievement gaps.

State law requires that we also report additional information.

1.PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL: For the 2024-25 school year, East Shore Leadership Academy had a two-week enrollment period in March of 2024. At the end of that period if there are more students than space available, a lottery process takes place to fill the vacant openings. After the enrollment period, enrollment is on a first come first served basis.

2.THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN: East Shore Leadership Academy has completed their tenth year of operation. The School Improvement Plan, developed in 2015-16 is reviewed/revised each year and focuses primarily on increasing student achievement in core academic areas by

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providing extra support services for students identified as at risk for failing. The school has less than 170 students and 23 staff. The members of the School Improvement Team work together to analyze performance data to develop meaningful goals, objectives, and strategies. The team also identifies resources to meet the needs of the strategies for the purpose of increasing student achievement.

3.A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL: East Shore Leadership Academy is not a specialized 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: In 2024-25 East Shore Leadership Academy used the Michigan Department of Education Framework which is located on the Michigan Department of Education's website. East Shore Leadership Academy also uses *Curriculum Works* that was developed by Kent County Schools. This curriculum is updated on a continual basis and available to all staff 24/7. *Curriculum Works* is aligned with the Michigan Department of Education Framework and Common Core State Standards. A copy of *Curriculum Works* may be obtained in the main office. The Michigan Framework and Common Core State Standards is offered through the following websites: <https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html>

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

2024-25

NWEA Reading/Math

186.6 is the 3rd grade District Grade Level Reading RIT

190.1 is the 3rd grade District Grade Level Math RIT

206.4 is the 4th grade District Grade Level Reading RIT

212 is the 4th grade District Grade Level Math RIT

207.8 is the 5th grade District Grade Level Reading RIT

207.5 is the 5th grade District Grade Level Math RIT

221.5 is the 6th grade District Grade Level Reading RIT

226.6 is the 6th grade District Grade Level Math RIT

224.1 is the 7th grade District Grade Level Reading RIT

231.2 is the 7th grade District Grade Level Math RIT

233 is the 8th grade District Grade Level Reading RIT

242.2 is the 8th grade District Grade Level Math RIT

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2023-2024

NWEA Reading/Math

195.2 is the 3rd grade District Grade Level Reading RIT
198 is the 3rd grade District Grade Level Math RIT
207 is the 4th grade District Grade Level Reading RIT
207.3 is the 4th grade District Grade Level Math RIT
210.6 is the 5th grade District Grade Level Reading RIT
215.9 is the 5th grade District Grade Level Math RIT
218.7 is the 6th grade District Grade Level Reading RIT
226.7 is the 6th grade District Grade Level Math RIT
225 is the 7th/8th grade District Grade Level Reading RIT
232.1 is the 7th/8th grade District Grade Level Math RIT

6.IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES: In 2024-25 there were 148 students represented at parent-teacher conferences. This represented 93% of our student population.

7.FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING: East Shore Leadership Academy does not have a high school.

Sincerely,

Deanna Hall

Principal