2023-2024 THE NEW STANDARD ACADEMY
Annual Education Report (AER) Cover Letter

February 15, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-2023 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 mischooldata

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. For the 2021-2022 school year The New Standard was identified as a Targeted Support and Improvement (TSI) school. However, we are pleased to inform, that through appropriate intervention and thorough oversight, the academy is no longer a TSI identified school and is now identified as a school needing universal support alongside many other districts in the county.

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. In 2021, in spite of having a robust virtual offering, performance decreased again, however the output on this assessment was solely impacted negatively by parameters surrounding COVID-19. In Spring of 2022, M-STEP scores began a return to pre-covid performance although there is yet a great deal of work to be done. M-STEP scores for Spring 2022, have once again increased as we begin to enjoy data that resembles the pre-covid era.

The Academy had its first year of high school students in 2018-2019. We are now operating a full high school and saw our second graduating class in Spring 2023. Academy students take the PSAT in 8th, 9th and 10th grade with students taking the SAT in 11th grade. Students in 8th through 11th grade averaged 710, 755, 765, and 720 respectively. Deficit areas included reading and math-no calculator. As the Academy

works to continue re-establishing normalcy, we expect to see continued growth as we move forward. We have launched in-house tools such as anecdotal grade reports, which seek to push accountability and student responsibility for their academic success.

The Academy purchased Houghton Mifflin Hardcourt's curriculum resource and has been excited at all of the elements it has within that promote literacy, provide targeted interventions, and rigorous lessons. Now in our second year with it, we are eager to see how much of a positive impact the new resource will make. Currently, we are looking for and analyzing growth trends that emerge from the regimented utilization of HMH. It is our hope that a strong correlation can be made directly contributing academic success to proper HMH exposure. Thus far, we have seen an uptick in performance and achievement, so we are looking forward to extrapolating that data to draw the correlation to sound HMH implementation.

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 alongside endurance in grades K-12th. 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-8th with a special focus on kindergarten through third graders. An additional literacy consultant has been acquired 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 10%. 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. In addition, we have launched an Intensive Intervention block for some kindergarten and first grade students who have demonstrated a need for support in foundational principles as identified by beginning of the year and middle of the year growth data.

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.

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. We continue to provide professional development to help teachers with their instruction and have engaged in the following: Online resources, AMIRA, LETRS, ClassLink usage, School Safety, Bloodborne 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-K-12th in 2022-2023, 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:

Goal 1: All students will become proficient in math.

The median Student Conditional Growth Percentile for students in grades K-8 will be at or above the 50th percentile on the math Northwest Evaluation Association (NWEA's) Measure of Academic Progress for fall-to-spring 2024.

80% of all 9th-12th grade students will demonstrate at least 60% proficiency on Math HMH Module tests February-June 2024.

Our strategies include: 1) hands on activities and technology-based learning (HMH, MobyMax, BrainPop , IXL, Khan Academy) and 2) Using NWEA data, Title I teachers implement instructional practices in small groups and or push-services to accelerate at risk students with grade level performance in Math. Title I Teachers grades K-8 rotate math groups every 2-3 weeks working with groups based on needs, and continuously monitor progress. We have added a PSAT/SAT preparation class to help students fill in gaps in learning and build test taking stamina.

All teachers, K-6th grade, are provided with manipulative kits based on the HMH Math resource that we implement into our curriculum. 7th-8th grade teachers are provided with online materials and subscriptions to aid in the implementation of technology into the HMH math online resource while 9th-12th utilize HMH Algebra I & II and Geometry. In addition, kindergarten through eighth grade utilizes IXL to supplement math instruction.

Goal 2: All students will increase in proficiency in reading.

The median Student Conditional Growth Percentile for students in grades K-8 will be at or above the 50th percentile on NWEA's Measure of Academic Progress for fall-to-spring 2024.

80% of all 9th-12th grade students will demonstrate at least 60% proficiency on ELA HMH Module tests February-June 2024.

Our strategies include: 1) ELA centers where teachers use their 90 minute ELA block to incorporate researched based Daily 5 strategies. Within those ELA blocks, teachers also use AMIRA, to check for fluency in reading and also screens for dyslexia. 2) Using NWEA data, Title I teachers implement instructional practices to accelerate at-risk students to grade level performance in reading. Title 1 teachers also use AMIRA and HMH as a resource for assessment, lesson delivery, and practice. Grades K-8 intervention utilizes M-STEP to tailor the academic experience for their students. Data from Module Assessments provide opportunities for remediation and a deeper understanding of standards.

Goal 3: All students will increase proficiency in writing.
Measurable Objective 1: 5% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth and Ninth grade students will demonstrate a proficiency in ELA in Writing by 06/30/2024 as measured by either a score of a A or B on the school-wide writing rubrics.

Teachers are using the rubric designed for the writing portion of M-STEP to guide classroom-writing performances. Grade levels have implemented writing projects and had students complete grade level appropriate performances and projects to demonstrate their growing knowledge of writing proficiency. Writing quality continues to increase across grade levels.

Goal 4: Students in 5th and 8th grade will demonstrate growth in science skills.
Measurable Objective 1: A 5% increase of Fifth and Eighth grade students will demonstrate a proficiency on science skills in Science by 06/30/2024 as measured by M-STEP.

Teachers are utilizing methods of hands-on learning to increase rigor and relate science concepts to real-world experiences. Mystery Science and laboratory kits have been purchased for all grade levels.

Goal 5: Students in 5th and 8th grade will demonstrate growth in social studies skills.
Measurable Objective 1: A 5% increase of Fifth and Eighth grade students will demonstrate a proficiency of concepts in Social Studies by 06/30/2024 as measured by M-STEP.

Project-Based Learning - Project based learning and team teaching have been used to help students understand social studies concepts.

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, fitness, snacks and free transportation.

CORE CURRICULUM ACCESS
The New Standard remains in compliance with the Michigan Core Curriculum for the 2022-2023 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

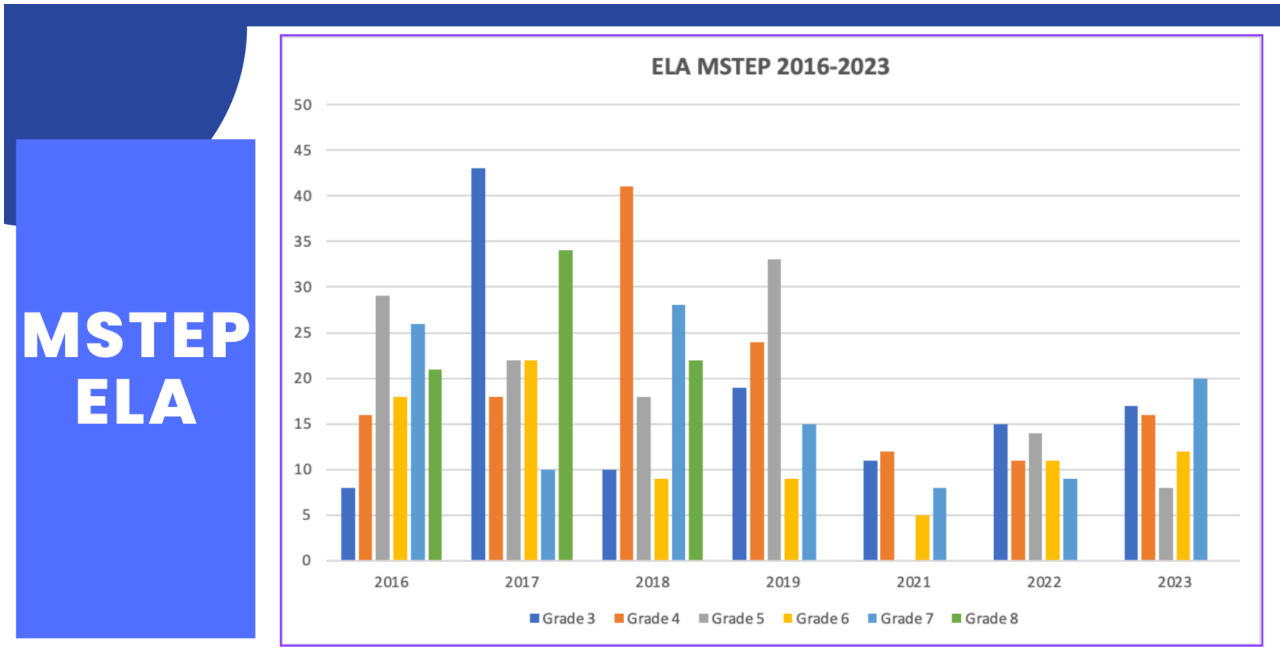
blocks throughout the school day allowing for the introduction of new information, as well as remediation within Math and ELA as shown by the HMH module assessments. TNS students also participate in a variety of elective courses designed to offer additional access to support in deficit areas and meet the interest needs of students. Elective courses include: reading foundations, PE, technology, art, graphic design, criminal law, psychology and service learning projects.

AGGREGATE STUDENT ACHIEVEMENT RESULTS

As shown below in figures 1 & 2, cohort progress demonstrates more trends than 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. TNS has placed fundamental literacy skills for lower elementary and middle school math as priority. It appears our efforts are making strides in a positive direction.

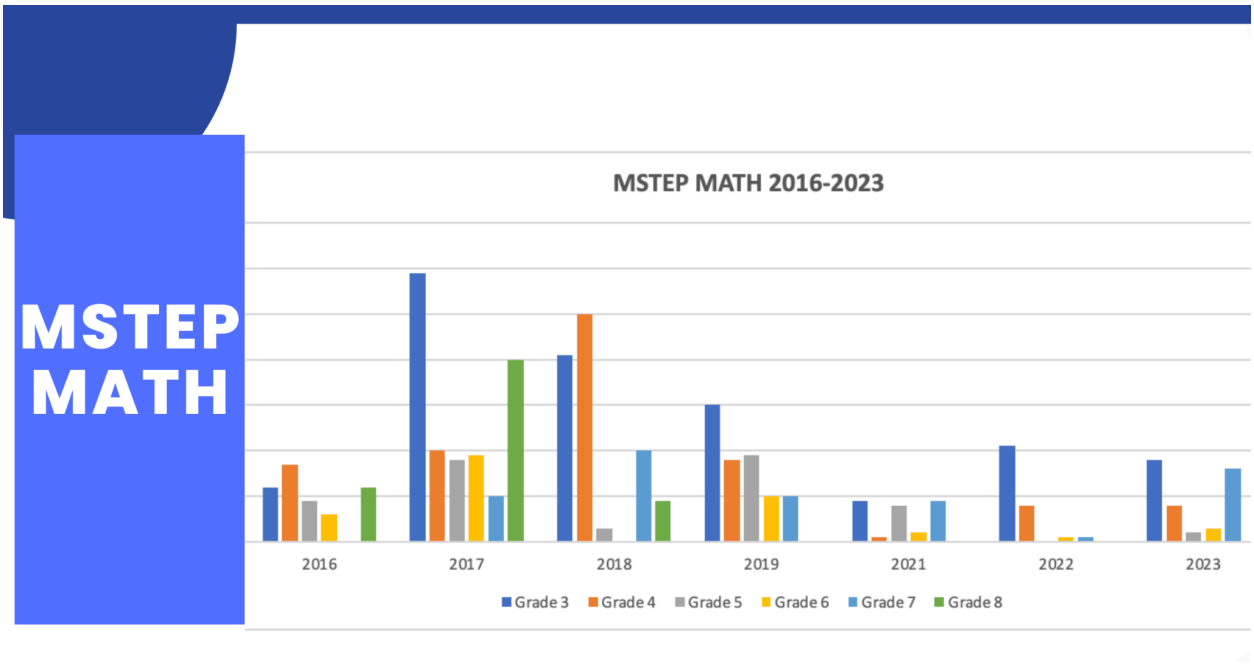
As shown in figure 1, from 2022 to 2023 we saw growth for all but one cohort in ELA but the grade level test scores fluctuated. One point can be made that for the most part, Academy grade level teachers have done a better job with the material as evidenced by increasing yearly proficiency percentages. The Academy is looking for continued growth with the addition of the HMH curriculum alongside added instructional resources that have been put in place due to ESSER funds.

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 2023 (excludes 2020).



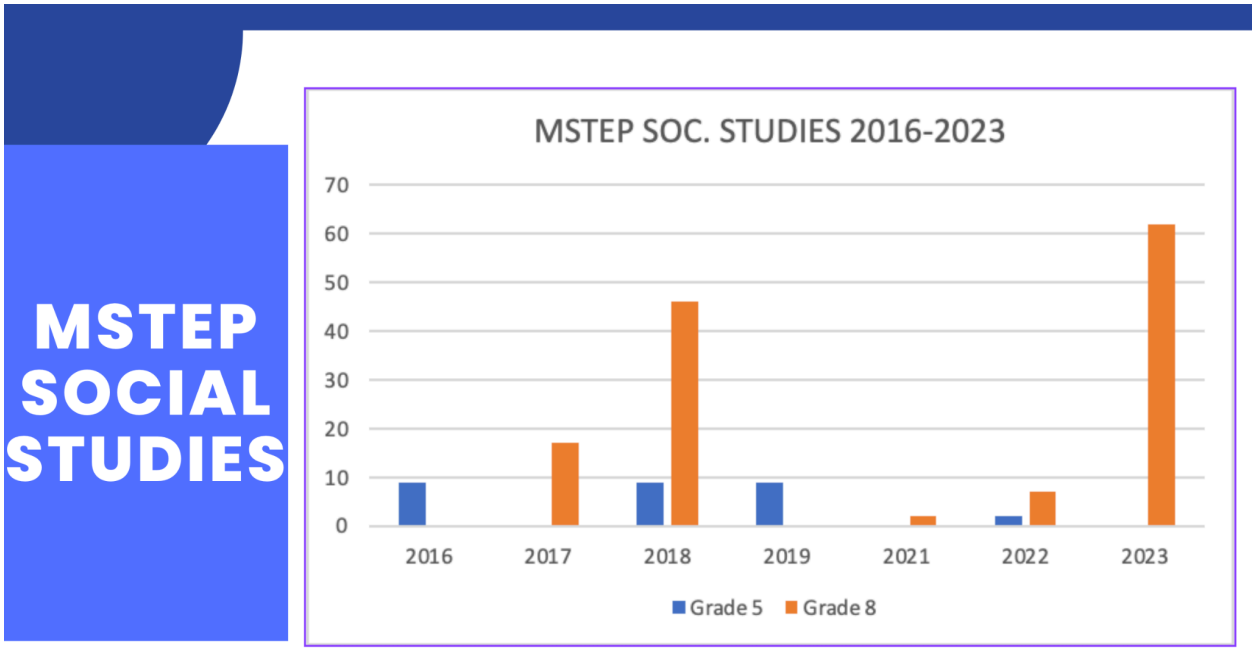
Math scores have shown small gains in percentages. We have sought to push greater intentional interventions across the grade levels. At the administration level, we have been more critical of what we accept in regard to planning and likewise critical of the instructional methodology used.

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 2023 (excludes 2020).



The social studies data, as shown in figure 3 below, continues to prove to be a difficult subject area for our students. We have done and continue to do strategic data dives into the crosswalks to glean further insight on M-STEP social studies standards. We have also done more in stressing thorough plans regarding social studies each week. The 8th grade has seen significant growth from diving into M-STEP crosswalks.

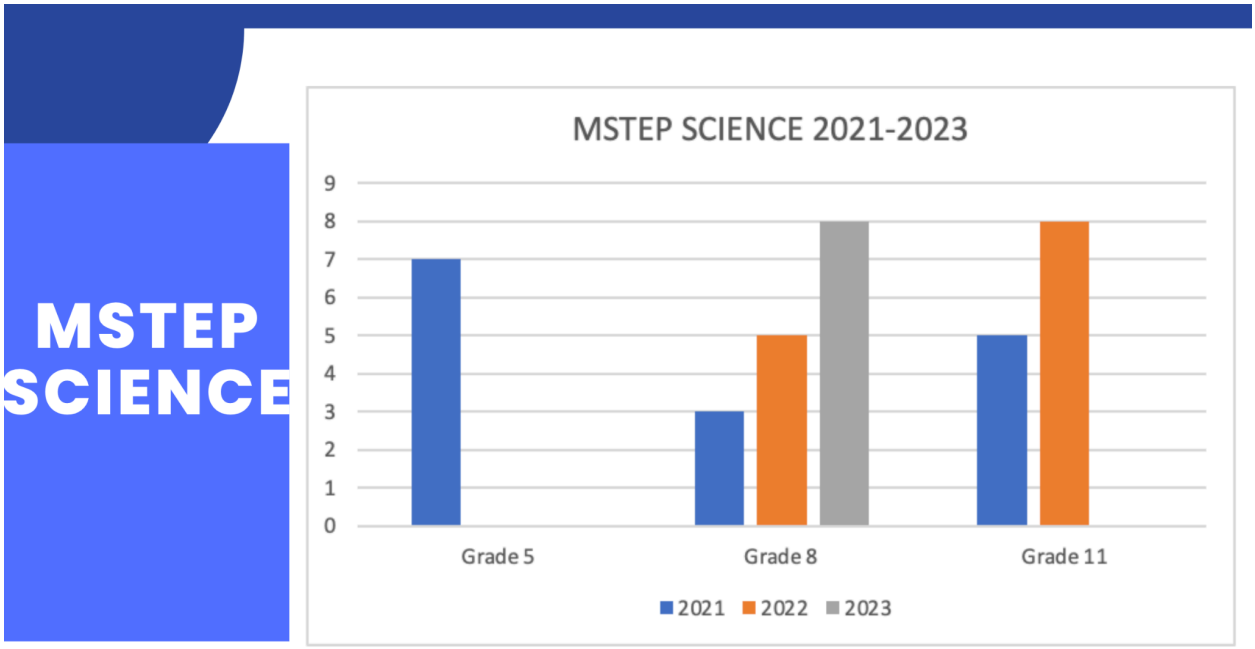
Figure 3 –TNS M-STEP Social Studies: Displays the percent of students proficient in social studies on the M-STEP in grades 5th and 8th, for years 2016 through 2023 (Excludes 2020).



As seen in Figure 4 below, amongst 8th grade students, there has been a consistent improvement in proficiency. While 5th grade has struggled in the past, we have made strategic staffing changes in an effort to alter student

outcomes. We have been pleased with the work of the acquired teachers alongside the initial growth feedback thus far and look forward to promising results.

Figure 4 –TNS M-STEP Science: Displays the percent of students proficient in science on the M-STEP in grades 5th and 8th, for years 2016 through 2023 (Excludes 2020).



The New Standard made the transition from Global Scholars to NWEA in September of 2016. Our team has found this transition to be helpful as NWEA has several target reports to assist our instructional staff in filling gaps and creating the most reasonable pathway to accelerated learning in intervention.

In Figure 5, From 21-22 to 22-23, a decline in math and reading in each grade level is evident. Unlike M-STEP scores reported, our NWEA scores show grade level growth from year to year and cohort growth as well. TNS plans to continue additional support such as instructional parapros, after school wrap-around services and tutoring to help mitigate post Covid deficits.

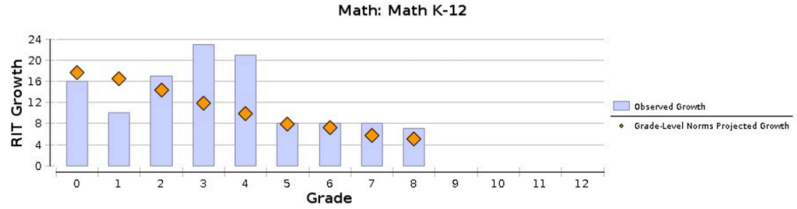
Figure 5 –TNS NWEA MATH: Displays RIT growth of students from Fall 2021 to Spring 2022 and Fall 2022 to Spring 2023. It is easy to see that for both school years, the Academy observed growth higher than the projected grade level norms.

NWEA MATH

The New Standard Academy

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods: Fall 2021: Mean RIT Score	Fall 2021: Standard Deviation	Fall 2021: Achievement Percentile	Spring 2022: Mean RIT Score	Spring 2022: Standard Deviation	Spring 2022: Achievement Percentile	Growth: Observed Growth	Growth: Observed Growth SE	Growth Evaluated Against: Grade-Level Norms: Projected School Growth	Grade-Level Norms: School Conditional Growth Index	Grade-Level Norms: School Conditional Growth Percentile	Student Norms: Number of Students With Growth Projections	Student Norms: Number of Students Who Met Their Growth Projection	Student Norms: Percentage of Students Who Met Growth Projection	Student Norms: Student Median Conditional Growth Percentile
0	64	138.4	8.9	42	154.7	10.9	32	16	1.0	17.7	-0.63	26	64	31	48	44
1	46	153.3	10.2	12	163.3	11.0	2	10	0.9	16.5	-2.60	1	46	5	11	16
2	65	155.5	9.9	1	172.1	10.8	1	17	1.1	14.3	1.03	85	65	30	46	43
3	63	173.3	11.7	1	195.9	15.2	22	23	1.3	11.9	5.08	99	63	51	81	88
4	57	183.4	13.0	1	204.1	16.8	19	21	1.9	9.9	5.43	99	57	44	77	93
5	56	191.1	12.4	1	199.5	13.9	1	8	1.1	7.9	0.21	58	56	26	46	43
6	51	197.8	14.1	1	205.7	15.4	2	8	1.0	7.2	0.33	63	51	26	51	49
7	38	203.6	10.3	3	212.1	12.0	6	8	1.2	5.8	1.31	91	38	25	66	70
8	52	204.6	14.7	2	211.9	15.3	3	7	1.0	5.1	0.93	82	52	31	60	58
9	4	*			*			*					*			
10	1	*			*			*					*			
11	0	**			**			**					**			
12	1	*			*			*					*			



The New Standard Academy

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods: Fall 2022: Mean RIT Score	Fall 2022: Standard Deviation	Fall 2022: Achievement Percentile	Spring 2023: Mean RIT Score	Spring 2023: Standard Deviation	Spring 2023: Achievement Percentile	Growth: Observed Growth	Growth: Observed Growth SE	Growth Evaluated Against: Grade-Level Norms: Projected School Growth	Grade-Level Norms: School Conditional Growth Index	Grade-Level Norms: School Conditional Growth Percentile	Student Norms: Number of Students With Growth Projections	Student Norms: Number of Students Who Met Their Growth Projection	Student Norms: Percentage of Students Who Met Growth Projection	Student Norms: 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	0.06	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	215.8	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	*			*			*					*			

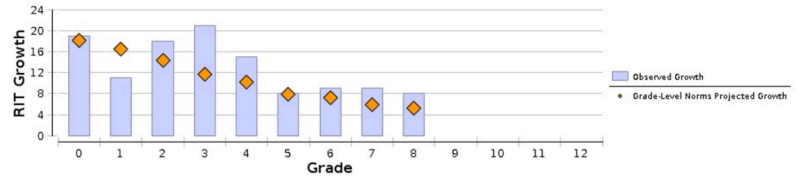


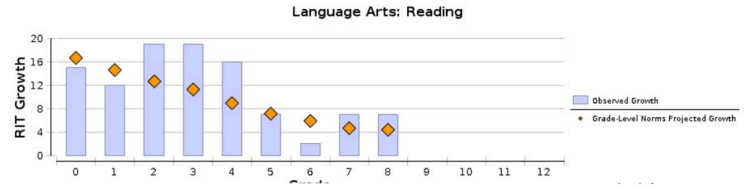
Figure 6 –TNS NWEA ELA: Displays RIT growth of students from Fall 2021 to Spring 2022 and Fall 2022 to Spring 2023. From the data points, it is clear that attention needs to be given to kinder, first, and fifth grade. All of these grades have at present undergone changes such as staffing and professional developments on instruction that should positively impact student growth outcomes.

NWEA ELA

The New Standard Academy

Language Arts: Reading

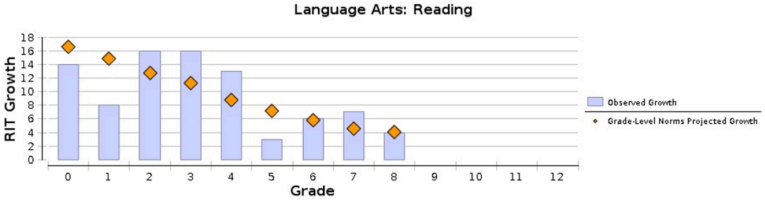
Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods: Fall 2021 Mean RIT Score	Fall 2021 Standard Deviation	Fall 2021 Achievement Percentile	Spring 2022 Mean RIT Score	Spring 2022 Standard Deviation	Spring 2022 Achievement Percentile	Growth: Observed Growth	Observed Growth SE	Growth Evaluated Against: Grade-Level Norms: Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Student Norms: 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	65	134.6	6.8	35	149.7	10.5	26	15	1.1	16.7	-0.64	26	65	30	46	34
1	50	146.2	9.6	4	157.8	9.5	2	12	0.9	14.6	-1.18	12	50	15	30	26
2	67	154.1	11.8	1	172.8	14.3	4	19	1.4	12.7	2.40	99	67	41	61	57
3	63	170.0	12.3	1	188.8	13.9	12	19	1.5	11.2	3.57	99	63	44	70	70
4	58	183.0	16.6	3	198.9	13.2	20	16	1.6	8.9	3.36	99	58	44	76	73
5	54	191.4	14.4	3	198.5	14.3	4	7	1.1	7.2	-0.04	48	54	27	50	49
6	49	199.0	14.7	6	201.2	13.8	2	2	1.2	5.9	-2.10	2	49	18	37	37
7	42	203.3	12.3	7	210.2	10.6	13	7	1.0	4.6	1.29	90	42	26	62	58
8	55	203.9	13.8	4	210.4	12.9	7	7	1.4	4.4	1.06	86	55	29	53	53
9	2	*			*			*					*			
10	1	*			*			*					*			
11	0	**			**			**					**			
12	1	*			*			*					*			



The New Standard Academy

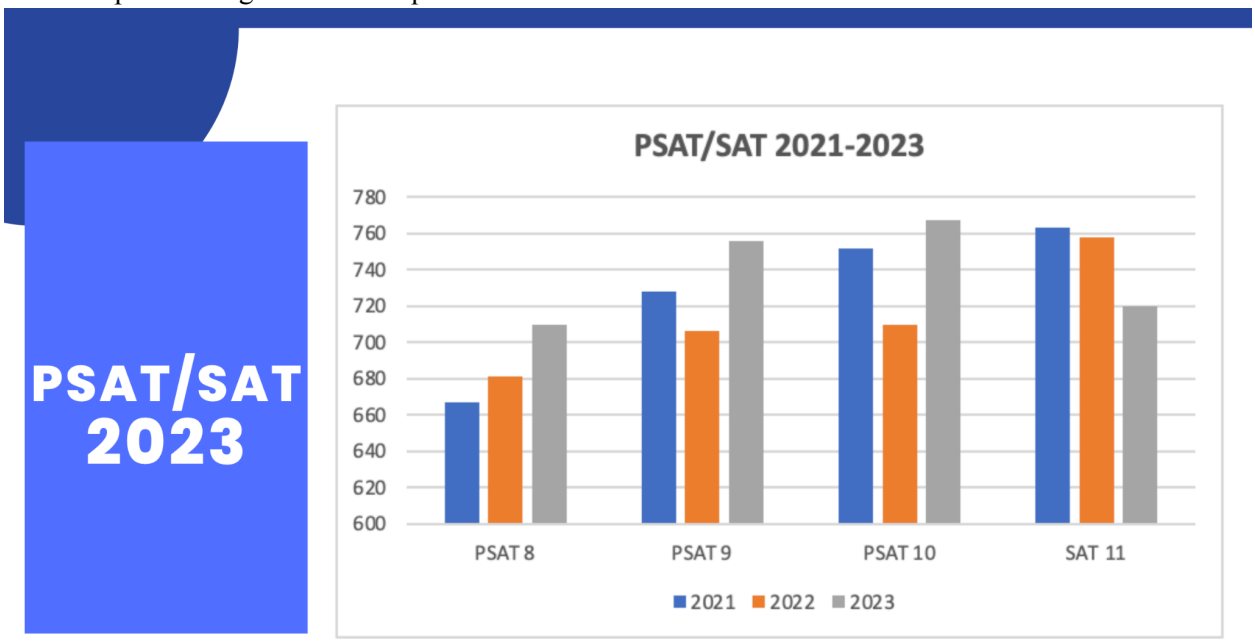
Language Arts: Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods: Fall 2022 Mean RIT Score	Fall 2022 Standard Deviation	Fall 2022 Achievement Percentile	Spring 2023 Mean RIT Score	Spring 2023 Standard Deviation	Spring 2023 Achievement Percentile	Growth: Observed Growth	Observed Growth SE	Growth Evaluated Against: Grade-Level Norms: Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Student Norms: 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	*			*			*					*			



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. We have added a PSAT/SAT preparation course which aims to build testing stamina and polish critical components of learning. In addition, the class introduces students to test taking strategies and moves in a manner to stress the importance of the test. Students have met with their Student Success Coordinator to further explore college entrance requirements.



PARENT-TEACHER CONFERENCES

During our parent-teacher conferences in 2021-2022 and 2022-2023, 81% (551 out of 680) and 83% (603 of 727) of our students were supported with face-to-face or some other form of contact between their teachers/administrators and parents/guardians respectively. 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