



School Annual Education Report (AER)

January 31, 2020

Dear Faxon Families and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Faxon 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 Lonnie Parham for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2W7iWOW>, or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the 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 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 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.

Our school has not been given one of these labels.

Faxon Academy focuses on achieving academic excellence. We will continue to be true to our Global Mindset educational plan in connection with the requirements of the state standards. Faxon Academy has placed an emphasis on reading in the youngest years, to ensure our third grade scholars will be reading at or above grade level by the time they have completed the third grade. Our school community will continue to use data including classroom assessments, the

Michigan - Student Test of Educational Progress (M-STEP), and Northwest Evaluation Association NWEA to drive instruction.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are accepted into Faxon Academy after a parent and/or a legal custodial guardian completes an application process, which includes the following requests/verifications;

- Child's birth certificate
- Child's immunization records
- A copy of the child's most recent report card (if applicable)
- A copy of the parent(s)' driver's licenses and/or state identification
- The school holds open enrollment for new students and returning students every year. In the event that any grade is over-subscribed, a public lottery is held to determine seating. If no lottery is required, students are assigned to the school on a wait-list in accordance to the date that their enrollment application was processed. Faxon Academy gives enrollment priority to siblings of a currently enrolled student.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

During the 2018-19 school year our team monitored our School Improvement Plan. The team reviewed the School Improvement Plan and updated it based on the collected data. The teachers also update their Year at a Glance (YAAG). Teachers review curriculum and scope and sequence. The School Improvement Team continues to review the plan using current data to guide the goals for each year.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

N/A


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

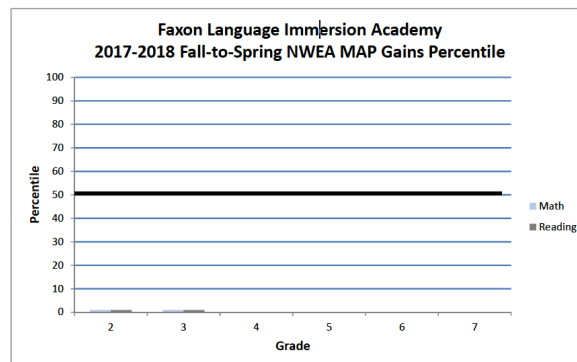
Upon written request, parents/guardians have the right to inspect any instructional material used as part of the educational curriculum of the student. Parents/guardians will have access to the instructional material within a reasonable period of time after the written request is received by the School Leader. The term instructional material means any learning materials provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

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

Students at Faxon Academy take a nationally-normed assessment called the NWEA MAP. The assessment is taken three times annually to understand how students achieve compared to other students around the country taking the same assessment. Taking the assessment in the fall, winter, and spring, allows staff and leadership to make necessary adjustments to inform instruction to meet the individual needs of students.

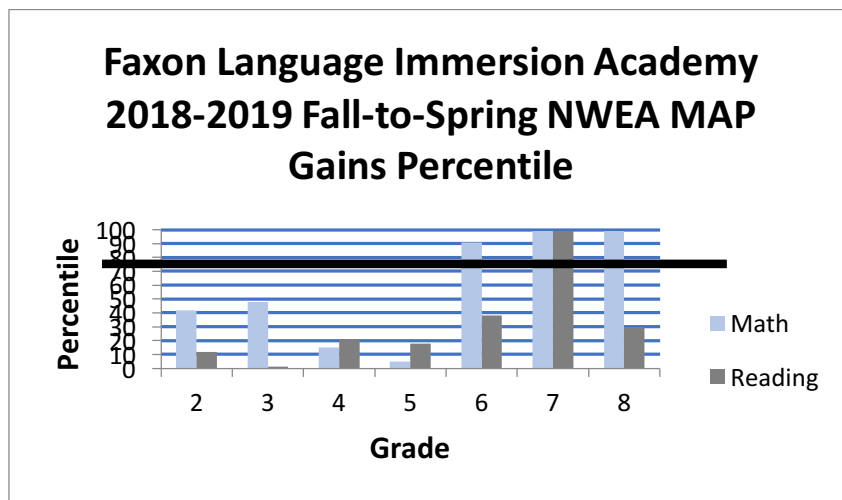
Faxon 2017-2018 MAP District Summary

		Faxon Language Immersion Academy MAP Gain Summary 2017-2018 Fall-to-Spring	
Grade		Math	Reading
K	Fall Cohort Mean RIT	142.2	n/a
	Fall Achievement Percentile	82	n/a
	Spring Cohort Mean RIT	144.4	n/a
	Spring Achievement Percentile	23	n/a
	School Gains	2.2	n/a
1	Fall Cohort Mean RIT	170.2	n/a
	Fall Achievement Percentile	11	n/a
	Spring Cohort Mean RIT	182.1	n/a
	Spring Achievement Percentile	58	n/a
	School Gains	11.9	n/a
2	Fall Cohort Mean RIT	175.1	175.0
	Fall Achievement Percentile	52	52
	Spring Cohort Mean RIT	180.8	180.8
	Spring Achievement Percentile	2	22
	School Gains	5.7	5.8
3	Fall Cohort Mean RIT	186.9	178.3
	Fall Achievement Percentile	28	7
	Spring Cohort Mean RIT	192.4	183.5
	Spring Achievement Percentile	4	1
	School Gains	5.5	5.2
4	Fall Cohort Mean RIT	n/a	n/a
	Fall Achievement Percentile	n/a	n/a
	Spring Cohort Mean RIT	n/a	n/a
	Spring Achievement Percentile	n/a	n/a
	School Gains	n/a	n/a
5	Fall Cohort Mean RIT	n/a	n/a
	Fall Achievement Percentile	n/a	n/a
	Spring Cohort Mean RIT	n/a	n/a
	Spring Achievement Percentile	n/a	n/a
	School Gains	n/a	n/a
6	Fall Cohort Mean RIT	n/a	n/a
	Fall Achievement Percentile	n/a	n/a
	Spring Cohort Mean RIT	n/a	n/a
	Spring Achievement Percentile	n/a	n/a
	School Gains	n/a	n/a
7	Fall Cohort Mean RIT	n/a	n/a
	Fall Achievement Percentile	n/a	n/a
	Spring Cohort Mean RIT	n/a	n/a
	Spring Achievement Percentile	n/a	n/a
	School Gains	n/a	n/a



Faxon 2018-2019 MAP District Summary

Faxon Language Immersion Academy MAP Growth Gain Summary 2018-2019 Fall-to-Spring			
Grade		Math	Reading
K	Fall Cohort Mean RIT	133.5	144.6
	Fall Achievement Percentile	18	72
	Spring Cohort Mean RIT	156	161.6
	Spring Achievement Percentile	31	72
	School Gains	22.5	17
	School Gains Percentile	78	56
1	Fall Cohort Mean RIT	152.4	151
	Fall Achievement Percentile	4	5
	Spring Cohort Mean RIT	167.4	164.9
	Spring Achievement Percentile	2	3
	School Gains	15	13.9
	School Gains Percentile	11	18
2	Fall Cohort Mean RIT	165.8	166.5
	Fall Achievement Percentile	3	10
	Spring Cohort Mean RIT	180.6	177.7
	Spring Achievement Percentile	3	5
	School Gains	14.8	11.2
	School Gains Percentile	42	12
3	Fall Cohort Mean RIT	170.3	170.3
	Fall Achievement Percentile	1	1
	Spring Cohort Mean RIT	182.5	176.8
	Spring Achievement Percentile	1	1
	School Gains	12.3	6.5
	School Gains Percentile	48	1
4	Fall Cohort Mean RIT	187.3	190.6
	Fall Achievement Percentile	1	12
	Spring Cohort Mean RIT	195.2	197.3
	Spring Achievement Percentile	1	9
	School Gains	7.9	6.8
	School Gains Percentile	15	24
5	Fall Cohort Mean RIT	200.8	201.7
	Fall Achievement Percentile	6	26
	Spring Cohort Mean RIT	205.2	206.3
	Spring Achievement Percentile	2	19
	School Gains	4.3	4.7
	School Gains Percentile	5	16
6	Fall Cohort Mean RIT	207.7	218
	Fall Achievement Percentile	8	87
	Spring Cohort Mean RIT	217.7	222
	Spring Achievement Percentile	17	83
	School Gains	10	4
	School Gains Percentile	91	38
7	Fall Cohort Mean RIT	207.3	214.3
	Fall Achievement Percentile	2	49
	Spring Cohort Mean RIT	217	225
	Spring Achievement Percentile	8	85
	School Gains	9.7	10.7
	School Gains Percentile	99	99
8	Fall Cohort Mean RIT	204	210
	Fall Achievement Percentile	1	17
	Spring Cohort Mean RIT	218	212
	Spring Achievement Percentile	9	14
	School Gains	14	2
	School Gains Percentile	99	10



6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Faxon Academy holds two conferences every year. Faxon Academy held Parent-Teacher Conferences in 2017-2018. Due to a transition in leadership and staff the data on Parent-Teacher conferences for these years is unknown. Faxon Academy had 88% of our families attend Parent-Teacher Conferences in 2018-2019. Faxon Academy will continue to strive for academic excellence in all areas of academia, and social emotional education. We are thankful for the support we have from our students, staff, parent community, our management company, Faxon Academy Board of Directors, and our authorizer, Saginaw Valley State University. Faxon Academy is the very best place for children to learn!

Sincerely,
Lonnie Parham
Interim Principal