



School Annual Education Report (AER) Cover Letter

January 27, 2022

Dear Faxon Academy 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 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 Mrs. Erika Beal for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3daLKI7> or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. 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 in 2017-18. 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% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Faxon Academy has not been given one of these labels.

As we continue facing challenges due to Covid-19 and a global pandemic, Faxon Academy has remained consistent with our efforts to provide our scholars and families a quality *Global Mindset*, educational experience. Our education program is designed to deliver curriculum that is aligned with state standards. Faxon Academy places an emphasis on early literacy and a strong focus on Spanish as a foreign language, to ensure our scholars are reading at or above grade level. Data derived from state standardized testing, along with local benchmark assessments are used to inform instruction and interventions utilized daily for individual student growth plans as well as, whole school achievement goals. Faxon Academy also understands the need for social emotional learning and puts into practice tools and strategies to

promote the fair and equitable use of restorative practices throughout our school community.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are accepted at Faxon Academy after parents and/or legal custodial guardian completes an application, which includes the following requests/verifications:

- Child's birth certificate
- Child's immunization records
- A copy of the parent/guardian's driver license and/or state identification

Faxon Academy holds a board approved open enrollment period for current students and new students. If any grade is over-subscribed, a public lottery is held to determine seating based on a waitlist. Faxon Academy enrolls students on a first come, first serve basis if there is an opening.

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

Faxon Academy has an approved School Improvement Plan (SIP). The SIP is being implemented and monitored. Mid-year goals will be analyzed and reported based on the district NWEA/MAP data from Fall 2021 to Winter 2022. Continual improvement and instructional adjustments will be made with the submission of the School Improvement Plan in MICIP.

3. 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

Faxon Academy's curriculum is based on Michigan standards with a focus on each individual student's needs. Upon written request, parents/guardians have the right to inspect any instructional materials used as part of the educational curriculum. Parents/guardians have access to the instructional materials daily from the classroom teacher. Any additional instruction material can be provided by written request received by the School Leader. The term instructional material means any learning materials provided to the student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats. The term may 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 MAP provided by NWEA. This assessment is administered three times a year to understand how Faxon students compare to other students. In addition, the MAP assessment provides for individual growth targets. This assessment allows the Faxon Academy staff to make necessary adjustments to inform instruction to meet the individual needs of all Faxon scholars. The midyear comparative MAP reports are found at www.faxonaademy.org under the transparency page.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
Faxon Academy holds two Parent-Teacher Conferences each year. Faxon Academy had 100% of our families attend conferences in Fall of 2021.

Faxon Academy is a *Global Mindset* school that focuses on the individual needs of all our scholars. Our education program is intentionally designed to serve scholars in a multitude of capacity. We honor the need for social emotional learning through daily use of restorative practices that makes our scholars feel more connected to both staff and other scholars and contributes to a positive school climate. Our Global Scholars program provides our scholars the opportunity to meet and interact with other scholars from different parts of the world, learning about different cultures, food service and climate change. The Global Scholars program enables our scholars to learn more about themselves as they make lasting impactful connections with others.

Sincerely,

Erika D. Beal, M.Ed.
Principal