

Swartz Creek Community Schools

8354 Cappy Lane . Swartz Creek, MI 48473-1299

(810)591-2300 FAX: (810)591-2784

www.swartzcreek.org

January 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Swartz Creek 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 Richard Thompson, Director for assistance.

The AER is available for you to review electronically by visiting the following web **<https://goo.gl/vIj3tK>** or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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.

In order to address the students who are not proficient on the MME, our school improvement plan will focus on the key challenges of improving our students' skills in the areas of reading, writing, mathematics, science and social studies. We will accomplish this by weekly SAT support classes in English and Math.

Key initiatives, which will be undertaken in the school to accelerate our student achievement and close persistent gaps in achievement, will be to continue our online curriculum with flexible learning options, individualized learning plans, mentorship program, Teen Quest program, Kiwanis KeyClub program, SAT Preparation Class and a Multi-Tiered Systems of Support Program which is based on data resources including STAR Reading, STAR Math and SWIS. Supporting a positive school culture, increasing our attendance and graduation rates and providing more counseling support for all of our students will also be a priority. Our EDP program and the goal of graduation will be a focus throughout the year with individual tutoring.

Because parental support is so important, we will continue to focus on parent/school communication, strengthening the parent/school relationship and providing more information and opportunities for supporting all of our students on their road to graduation. The parental supported is highlighted and empowered by mandatory Student Led Evaluations, where the student conducts the Parent Teacher conference. This is an exemplary practice that is held in each semester. We will also continue to utilize the ACE program (Academy Coalition for Excellence) that incorporates parents/guardians and community members to support our students and

Jeff Hall, Superintendent Rod Hetherton, Asst. Superintendent Curriculum/Instruction

Jon Pechette, Director of Finance Colleen Mansour, Director of Human Resources

Our Mission: Swartz Creek Community Schools inspires our learners to embrace challenges, set goals, grow their talents, and realize their dreams for success in a global society.

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become graduation coaches.

State law requires that we also report additional information:

1. Student building assignment is based on residency or by participating in the School of Choice process for this year and previous years.
2. Our SIP (School Improvement Plan) has annual reviews each year and revisions by each school and also by the district, which are implemented as soon as possible.
3. Swartz Creek Community Schools does not have any specialized schools.
4. The Swartz Creek School District follows the Michigan Merit Curriculum using High School and Grade Level Content Expectations to guide classroom instruction. Michigan recently adopted the National Common Core State Standards which Swartz Creek Schools is in the process of adopting as well. Core Standards can be found at:
http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51042-232021--,00.html
5. Locally administered assessment data can be viewed on our dashboard under the ACHIEVEMENT section that is posted on our website or by following this link:
<http://www.swartzcreek.org/Dashboard/Achievement.aspx>
6. PARENT-TEACHER CONFERENCES:

Grade	#/% of Students Fall 2014-2015	#/% of Students Spring 2014-2015	#/% of Students Fall 2015-2016	#/% of Students Spring 2015-2016
9-12	8/8%	None held	128/98%	None held

FOR HIGH SCHOOLS ONLY ALSO REPORT ON THE FOLLOWING:
THE NUMBER /PERCENT OF POSTSECONDARY ENROLLMENTS:
2014-15: None 2015-2016: 16/35 = 45.7%

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED:
2014-15: None 2015-2016: None

THE NUMBER /PERCENTAGE ENROLLED IN COLLEGE EQUIVALENT COURSES:
2014-15: None 2015-2016: 1 student 1/130 = .7

THE NUMBER /PERCENTAGE RECEIVING A SCORE LEADING TO COLLEGE CREDIT:
2014-15: None 2015-2016: 1 student 1/130 = .7

We continue to be very proud of our students' accomplishments at Swartz Creek Academy. I would like to congratulate the Academy staff, students, and parents for their dedication to our school and the work that is done to promote the success of our students. Our students are S.T.A.R. (Students Taking Academic Responsibility.) Our students also embody the citizenship of

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JFL "Ask not what your country can do for you, Ask what you can do for your country" I encourage everyone to continue being proactive in assisting our students in their progress toward graduation. Virtus et Scientia Character and knowledge.

Sincerely,

Richard Thompson, Dean of Students

Jeff Hall, Superintendent Rod Hetherton, Asst. Superintendent Curriculum/Instruction

Jon Pechette, Director of Finance Colleen Mansour, Director of Human Resources

Our Mission: Swartz Creek Community Schools inspires our learners to embrace challenges, set goals, grow their talents, and realize their dreams for success in a global society.

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	7th Grade Content	All Students	2014-15	49.1%	65.7%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	47.1%	44.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2014-15	55.4%	68.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2015-16	53.7%	46.1%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2014-15	56.3%	75.3%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2014-15	42.2%	54.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2015-16	40.6%	35.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	30.9%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2014-15	10.9%	20.0%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	11.4%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2015-16	48.9%	38.0%	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	55.2%	40.0%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2015-16	54.9%	46.4%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	8th Grade Content	Male	2015-16	43.0%	28.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	26.4%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	5.3%	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2014-15	49.3%	48.7%	19.4%	5.6%	13.9%	33.3%	47.2%
ELA	11th Grade Content	Black or African American	2014-15	25.8%	25.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Two or More Races	2014-15	49.1%	30.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	51.0%	23.3%	6.7%	16.7%	33.3%	43.3%
ELA	11th Grade Content	Female	2014-15	55.4%	57.7%	25.0%	0.0%	25.0%	33.3%	41.7%
ELA	11th Grade Content	Male	2014-15	43.3%	39.9%	16.7%	8.3%	8.3%	33.3%	50.0%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	41.0%	6.3%	0.0%	6.3%	43.8%	50.0%
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	14.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	33.3%	37.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	35.3%	34.4%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	7th Grade Content	White	2014-15	39.0%	39.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2015-16	41.6%	37.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	33.0%	40.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2014-15	33.5%	33.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2015-16	36.1%	36.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	21.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	11.4%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	8.8%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	32.7%	23.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2015-16	38.3%	25.0%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2015-16	34.1%	26.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2015-16	31.4%	21.4%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	14.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	5.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	28.5%	26.8%	5.6%	2.8%	2.8%	19.4%	75.0%

M-STEP Grades 3-11

Mathematics	11th Grade Content	Black or African American	2014-15	8.6%	4.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Two or More Races	2014-15	24.4%	20.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	28.7%	6.5%	3.2%	3.2%	19.4%	74.2%
Mathematics	11th Grade Content	Female	2014-15	29.1%	26.5%	0.0%	0.0%	0.0%	25.0%	75.0%
Mathematics	11th Grade Content	Male	2014-15	27.8%	27.0%	8.3%	4.2%	4.2%	16.7%	75.0%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	16.8%	0.0%	0.0%	0.0%	16.7%	83.3%
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	3.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	22.7%	20.0%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	23.9%	17.5%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2014-15	27.4%	22.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2015-16	28.9%	19.8%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	20.8%	18.7%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2014-15	24.6%	21.5%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2015-16	25.1%	20.0%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	7.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	2.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	5.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	29.4%	22.4%	8.6%	2.9%	5.7%	14.3%	77.1%
Science	11th Grade Content	All Students	2015-16	33.0%	37.2%	11.4%	0.0%	11.4%	20.0%	68.6%
Science	11th Grade Content	Black or African American	2014-15	7.3%	3.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2015-16	8.3%	8.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2015-16	19.9%	21.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2014-15	27.7%	10.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2015-16	29.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	24.4%	10.3%	3.4%	6.9%	10.3%	79.3%
Science	11th Grade Content	White	2015-16	38.7%	41.8%	15.4%	0.0%	15.4%	26.9%	57.7%
Science	11th Grade Content	Female	2014-15	26.7%	22.1%	0.0%	0.0%	0.0%	25.0%	75.0%
Science	11th Grade Content	Female	2015-16	29.8%	34.4%	10.5%	0.0%	10.5%	21.1%	68.4%

M-STEP Grades 3-11

Science	11th Grade Content	Male	2014-15	32.1%	22.7%	13.0%	4.3%	8.7%	8.7%	78.3%
Science	11th Grade Content	Male	2015-16	36.3%	40.3%	12.5%	0.0%	12.5%	18.8%	68.8%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	16.8%	0.0%	0.0%	0.0%	18.8%	81.3%
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	30.3%	15.0%	0.0%	15.0%	15.0%	70.0%
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	3.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	25.0%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2015-16	29.3%	31.7%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2015-16	34.3%	34.6%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2015-16	26.0%	26.8%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2015-16	32.6%	37.1%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	18.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	5.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	26.0%	14.3%	2.9%	11.4%	42.9%	42.9%
Social Studies	11th Grade Content	All Students	2015-16	43.1%	45.6%	17.1%	0.0%	17.1%	51.4%	31.4%

M-STEP Grades 3-11

Social Studies	11th Grade Content	Black or African American	2014-15	18.0%	12.0%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	16.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2015-16	30.6%	28.6%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Two or More Races	2014-15	41.4%	10.0%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Two or More Races	2015-16	40.2%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	26.7%	17.2%	3.4%	13.8%	44.8%	37.9%
Social Studies	11th Grade Content	White	2015-16	49.3%	49.8%	23.1%	0.0%	23.1%	46.2%	30.8%
Social Studies	11th Grade Content	Female	2014-15	40.5%	27.2%	18.2%	0.0%	18.2%	36.4%	45.5%
Social Studies	11th Grade Content	Female	2015-16	39.1%	40.1%	10.5%	0.0%	10.5%	68.4%	21.1%
Social Studies	11th Grade Content	Male	2014-15	47.2%	24.8%	12.5%	4.2%	8.3%	45.8%	41.7%
Social Studies	11th Grade Content	Male	2015-16	47.1%	51.8%	25.0%	0.0%	25.0%	31.3%	43.8%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	15.0%	0.0%	0.0%	0.0%	35.3%	64.7%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	32.6%	15.0%	0.0%	15.0%	55.0%	30.0%
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	6.5%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	28.6%	<10	<10	<10	<10	<10
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01/26/2017

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Swartz Creek Academy	2015-16	Total Score	All Students	833.1	N/A	<10	12.5%	28	87.5%	32
Swartz Creek Academy	2015-16	Total Score	Black or African American	<10	N/A	<10	<10	<10	<10	<10
Swartz Creek Academy	2015-16	Total Score	Hispanic of Any Race	<10	N/A	<10	<10	<10	<10	<10
Swartz Creek Academy	2015-16	Total Score	Two or More Races	<10	N/A	<10	<10	<10	<10	<10
Swartz Creek Academy	2015-16	Total Score	White	844.0	N/A	<10	12.0%	22	88.0%	25
Swartz Creek Academy	2015-16	Total Score	Female	843.5	N/A	<10	11.8%	15	88.2%	17
Swartz Creek Academy	2015-16	Total Score	Male	821.3	N/A	<10	13.3%	13	86.7%	15
Swartz Creek Academy	2015-16	Total Score	Economically Disadvantaged	840.0	N/A	<10	17.6%	14	82.4%	17
Swartz Creek Academy	2015-16	Total Score	Not Economically Disadvantaged	825.3	N/A	<10	6.7%	14	93.3%	15
Swartz Creek Academy	2015-16	Total Score	Not English Language Learners	833.1	N/A	<10	12.5%	28	87.5%	32
Swartz Creek Academy	2015-16	Total Score	Not Migrant	833.1	N/A	<10	12.5%	28	87.5%	32
Swartz Creek Academy	2015-16	Total Score	Students With Disabilities	<10	N/A	<10	<10	<10	<10	<10

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Swartz Creek Academy	2015-16	Total Score	Students Without Disabilities	842.0	N/A	<10	13.3%	26	86.7%	30
Swartz Creek Academy	2015-16	Total Score	Homeless	<10	N/A	<10	<10	<10	<10	<10
Swartz Creek Academy	2015-16	Total Score	Not Homeless	825.2	N/A	<10	9.7%	28	90.3%	31
Swartz Creek Academy	2015-16	Evidence-Based Reading and Writing	All Students	432.2	480	11	34.4%	21	65.6%	32
Swartz Creek Academy	2015-16	Evidence-Based Reading and Writing	Black or African American	<10	480	<10	<10	<10	<10	<10
Swartz Creek Academy	2015-16	Evidence-Based Reading and Writing	Hispanic of Any Race	<10	480	<10	<10	<10	<10	<10
Swartz Creek Academy	2015-16	Evidence-Based Reading and Writing	Two or More Races	<10	480	<10	<10	<10	<10	<10
Swartz Creek Academy	2015-16	Evidence-Based Reading and Writing	White	444.4	480	10	40.0%	15	60.0%	25
Swartz Creek Academy	2015-16	Evidence-Based Reading and Writing	Female	437.6	480	<10	35.3%	11	64.7%	17
Swartz Creek Academy	2015-16	Evidence-Based Reading and Writing	Male	426.0	480	<10	33.3%	10	66.7%	15
Swartz Creek Academy	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	427.1	480	<10	35.3%	11	64.7%	17

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SAT

Swartz Creek Academy	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	438.0	480	<10	33.3%	10	66.7%	15
Swartz Creek Academy	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	432.2	480	11	34.4%	21	65.6%	32
Swartz Creek Academy	2015-16	Evidence-Based Reading and Writing	Not Migrant	432.2	480	11	34.4%	21	65.6%	32
Swartz Creek Academy	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	<10	480	<10	<10	<10	<10	<10
Swartz Creek Academy	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	438.7	480	11	36.7%	19	63.3%	30
Swartz Creek Academy	2015-16	Evidence-Based Reading and Writing	Homeless	<10	480	<10	<10	<10	<10	<10
Swartz Creek Academy	2015-16	Evidence-Based Reading and Writing	Not Homeless	429.4	480	10	32.3%	21	67.7%	31
Swartz Creek Academy	2015-16	Mathematics	All Students	400.9	530	<10	12.5%	28	87.5%	32
Swartz Creek Academy	2015-16	Mathematics	Black or African American	<10	530	<10	<10	<10	<10	<10
Swartz Creek Academy	2015-16	Mathematics	Hispanic of Any Race	<10	530	<10	<10	<10	<10	<10
Swartz Creek Academy	2015-16	Mathematics	Two or More Races	<10	530	<10	<10	<10	<10	<10
Swartz Creek Academy	2015-16	Mathematics	White	399.6	530	<10	12.0%	22	88.0%	25

SAT

Swartz Creek Academy	2015-16	Mathematics	Female	405.9	530	<10	11.8%	15	88.2%	17
Swartz Creek Academy	2015-16	Mathematics	Male	395.3	530	<10	13.3%	13	86.7%	15
Swartz Creek Academy	2015-16	Mathematics	Economically Disadvantaged	412.9	530	<10	17.6%	14	82.4%	17
Swartz Creek Academy	2015-16	Mathematics	Not Economically Disadvantaged	387.3	530	<10	6.7%	14	93.3%	15
Swartz Creek Academy	2015-16	Mathematics	Not English Language Learners	400.9	530	<10	12.5%	28	87.5%	32
Swartz Creek Academy	2015-16	Mathematics	Not Migrant	400.9	530	<10	12.5%	28	87.5%	32
Swartz Creek Academy	2015-16	Mathematics	Students With Disabilities	<10	530	<10	<10	<10	<10	<10
Swartz Creek Academy	2015-16	Mathematics	Students Without Disabilities	403.3	530	<10	13.3%	26	86.7%	30
Swartz Creek Academy	2015-16	Mathematics	Homeless	<10	530	<10	<10	<10	<10	<10
Swartz Creek Academy	2015-16	Mathematics	Not Homeless	395.8	530	<10	9.7%	28	90.3%	31

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display



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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	99.5%	69.0%	87.0%	<30
All Students	Mathematics	98.6%	62.1%	99.4%	62.9%	87.0%	<30
All Students	Science	98.1%	50.0%	99.3%	53.0%	85.7%	<30
All Students	Social Studies	98.1%	59.3%	98.9%	63.5%	86.1%	<30
Bottom 30%	ELA	N/A	25.1%	N/A	8.7%	N/A	<30
Bottom 30%	Mathematics	N/A	19.0%	N/A	12.7%	N/A	<30
Bottom 30%	Science	N/A	9.8%	N/A	11.0%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	14.3%	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	N/A	N/A
Asian	ELA	99.3%	84.3%	<30	<30	N/A	N/A
Asian	Mathematics	99.4%	83.7%	<30	<30	N/A	N/A
Asian	Science	99.3%	65.5%	<30	<30	N/A	N/A
Asian	Social Studies	99.3%	76.0%	<30	<30	N/A	N/A
Black or African American	ELA	97.7%	46.9%	99.5%	42.0%	<30	<30
Black or African American	Mathematics	97.4%	37.3%	99.5%	39.1%	<30	<30
Black or African American	Science	96.5%	23.9%	98.8%	22.8%	<30	<30
Black or African American	Social Studies	96.6%	33.6%	97.2%	39.4%	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	99.1%	63.4%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	99.1%	39.6%	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	100.0%	37.5%	<30	<30



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Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	100.0%	56.3%	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	100.0%	56.3%	<30	N/A
Two or More Races	Mathematics	98.7%	59.2%	98.7%	52.9%	<30	N/A
Two or More Races	Science	98.5%	45.2%	<30	<30	<30	N/A
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	<30	N/A
White	ELA	99.0%	75.6%	99.5%	72.6%	86.1%	<30
White	Mathematics	98.9%	68.4%	99.4%	67.2%	86.1%	<30
White	Science	98.6%	57.1%	99.3%	57.7%	84.4%	<30
White	Social Studies	98.5%	65.8%	98.9%	67.0%	85.3%	<30
Economically Disadvantaged	ELA	98.3%	56.8%	99.2%	58.1%	<30	<30
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.0%	54.2%	<30	<30
Economically Disadvantaged	Science	97.5%	35.0%	99.2%	42.2%	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	98.2%	50.0%	<30	<30
English Language Learners	ELA	98.8%	49.5%	<30	<30	<30	N/A
English Language Learners	Mathematics	99.0%	48.4%	<30	<30	<30	N/A



Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	<30	<30	<30	N/A
English Language Learners	Social Studies	98.2%	30.9%	<30	<30	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	99.3%	40.6%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	99.3%	39.9%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	100.0%	34.9%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	98.3%	40.2%	<30	<30



Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	85.02%	45.10%
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	N/A	N/A
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	85.50%	42.86%
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	75.86%	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	83.78%	N/A
Bottom 30%	N/A	N/A	N/A

* All data based on students enrolled for a full academic year.



MI School Data

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	95.44%	N/A

* All data based on students enrolled for a full academic year.

Accountability Status District Data

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Swartz Creek Academy	Green	2	Red	0	Green	2	Green	2	Red	6



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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	8	6	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	N/A	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%



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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



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NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility					
Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability					
SD	12	76	24	7	#
Not SD	88	32	68	31	6
Student is an English Language Learner					
ELL	4	52	48	16	2
Not ELL	96	36	64	29	5

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



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NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0