



School Annual Education Report (AER)

April 23, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Grand Traverse Academy. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Jim Coneset, superintendent, for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site <https://goo.gl/1yRbu9> , or you may review a copy at school upon request.

These reports contain the following information:

Student Assessment Data – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Review the table below listing for GTA. For the 2016-17 school year, schools were identified using new 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 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. Some schools are not identified with any of these labels. In these cases, no status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Grand Traverse Academy	No Label	N/A

Grand Traverse Academy is focused on helping our students to become lifelong learners and community members. GTA teachers organize and deliver effective and efficient instruction within content areas, while differentiating in order to meet the wide range of student abilities. Our renewed commitment to William Glasser’s Quality School Model, and training in Choice Theory and the Questioning Process will allow us to better meet the needs of our students moving forward. We are very proud of the curriculum changes that we have made. Our focus on character education and relationship building makes GTA a wonderful place for all of our stakeholders. Our secondary programming not only offers a wide variety of classes but also encourages our students to branch out in dual enrollment and advanced placement classes, creating a well-rounded student who is well-prepared for their post-secondary life. Our graduating seniors this year have earned well over a million dollars in scholarships to a wide range of colleges and universities. Our parents and staff make Grand Traverse Academy a wonderful place for students to be safe, loved, and learning as they achieve excellence in character and academics.

Thank you for sharing your children with us!



Jim Coneset
Superintendent