



**GREAT LAKES**  
ACADEMY

Authorized by Eastern Michigan University

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January 31, 2020

Dear Parents, Students and Stakeholders:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the Great Lakes Academy School District. 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 Philip Yaccick, Chief Administrative Officer ([yaccickp@greatlakesacademy.org](mailto:yaccickp@greatlakesacademy.org)) for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site <http://bit.ly/2S8i38o> or you may review a copy in the main office.

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 MI-Access 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 the number and percentage of inexperienced teachers, principals and other school leaders.
- Reports teachers who are teaching with emergency or provisional credentials.
- Includes teacher who are not teaching in the subject or field for which they are certified.

**NAEP Data (National Assessment of Educational Progress)**

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

**Civil Rights Data**

- Provides information on school quality, climate and safety



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Review the table below listing our 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 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 status label is given.

\* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

School Name	Status Label	Key Initiative to Accelerate Achievement
Great Lakes Academy	CSI	Elevate student in Math and ELA

I want to thank the Great Lakes Academy District faculty, staff, students, and families for their commitment to our educational environment. While we recognize the areas in which we need to improve and increase student achievement, we also recognize and celebrate the areas in which we are achieving.

In the effort to immediately increase student achievement, the Great Lakes Academy administration and leadership team is working with stakeholders to effectively evaluate and assess all programs and positions. We understand that we must have a curriculum and positions that serve the needs of today’s Great Lakes Academy students. In addition, we plan to increase our parent/family involvement by rejuvenating our Parent Community Organization (PTO).

Please join me in embracing the future of Great Lakes Academy and knowing that our best days are ahead of us!

Sincerely,

Mr. Philip S Yaccick  
Principal/Chief Administrative Officer  
Great Lakes Academy District