



Contract

The Board of Trustees of Central Michigan University voluntarily awards contracts for the establishment of charter public schools, as is provided for in Part 6A of Michigan's Revised School Code. International Academy of Flint opened on 99-09-07. Its current charter contract took effect on 07-07-01 and expires on 12-06-30. At that time, the Board of Trustees may choose to reauthorize the Academy's contract for a term based on the Academy's performance.

Mission Statement

The International Academy of Flint will: prepare each student for success in college; inspire a life-long love of learning; foster responsible citizenship.

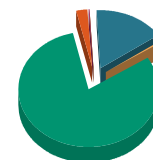
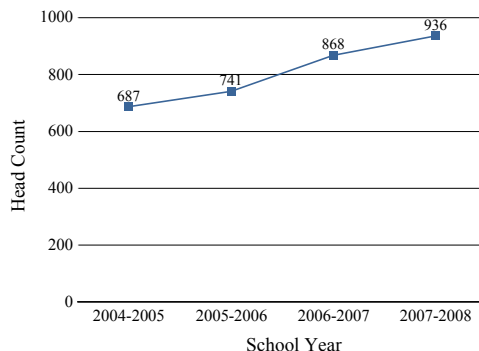
Highlights/Accomplishments

The Academy achieved AYP for the 2007-08 school year and returned to phase 0 of school improvement.

An exciting endeavor that the Academy is currently undergoing is its expansion. The facility's expansion project began in the fall of 2007 and is scheduled for completion in August of 2008. The Academy is proud to be rated among the top 100 high schools in America with a Bronze medal by U.S. News and World Reports. Additionally, the Academy achieved recognition by MAPSA as one of Michigan's top 20 schools.

School Profile

Enrollment and Demographics



American Indian or Alaska Native	0.0%
Asian American	0.6%
Black or African American	80.6%
Hispanic or Latino	2.5%
Multiracial	0.2%
Native Hawaiian/Pacific Islander	0.1%
White	16.0%
Total:	100.0%

General Information

Address 2820 South Saginaw Street
 Flint, MI 48503

Phone 810-251-5151

Fax 810-251-5154

School Email tcormier@sabis.net

Website http://www.iaf-sabis.net

Administrator Ms. Traci Cormier

Board Members

Following is a list of the current Academy Board members and their positions.

Email cconner_48473@yahoo.com

Name	Role
Carl Conner	President
Diane Thompson	Vice President
Jeffrey Houck	Secretary
Deborah Bourke	Treasurer
David Taylor	Director
Tovan Simpson	Director
Dan Smith	Director

Mission Specific Goals

1 Annually 85% of graduates will be accepted to college.

Not later than August of each year, the Academy will submit to the University Charter Schools Office a roster of graduates and copies of college acceptance letters for each student who has received such notification.

Levels of Performance:

- A. Exceeding Expectations: 91% and above
- B. Meeting Expectations: 85%-90%
- C. Approaching Expectations: 75%-84%
- D. Not Meeting Expectations: Less than 75%

2 By June, 2011, The Academy will demonstrate the following academic gains as measured by the EPAS assessment system:

The percentage of students that demonstrate expected or above expected academic progress between the administration of the EXPLORE assessment in the fall of grade 9 and the PLAN assessment in the fall of grade 10 will meet or exceed the national average.

The percentage of students that demonstrate expected or above expected academic progress between the administration of the PLAN in the fall of grade 10 and the ACT in the spring of grade 11 will meet or exceed the national average.



State Accountability Measures

Education YES!

Through Education YES! each school in the state receives an annual report card that contains letter grades based on the school's MEAP scores, performance on key educational indicators, and success in making Adequate Yearly Progress (AYP).

	<u>2006-2007</u>	<u>2007-2008</u>
	<u>2-12</u>	<u>2-12</u>
ELA Grade	C	B
Math Grade	B	B
Science Grade	D	C
Social Studies Grade	F	D
Indicators Grade	A	A
Composite Grade	C	B

Schools that receive a composite grade of an A under Education YES! are considered *Summary Accredited*. Schools that receive a composite grade of a B, C, or D-Alert are considered *Interim Accredited* and schools that receive a composite grade of an F are considered *Unaccredited*.

Fiscal Accountability

The table below provides information from the 2006-2007 Audited Financial Statements. The minimum foundation allowance for a Michigan public school in 2007-08 was \$7,204. Industry standards suggest an academy's fund balance should be equal to 5 to 15% of the schools total operating expenditures.

2007-2008 Foundation Allowance	\$7,475.00
Fund Balance	\$449,643.00
Fund Balance % of Expenditure	5.80%
Instruction % of Expenditure	43.29 %

Federal Accountability Measures

School Improvement Phase

Under the federal No Child Left Behind (NCLB) act, a school that does not make AYP for two or more consecutive years is identified as in need of improvement, corrective action, or restructuring.

<u>Subject</u>	<u>ELA</u>	<u>Math</u>
<u>Grades</u>	<u>Improvement Status</u>	<u>Improvement Status</u>
2-12	Not Identified	Not Identified

Adequate Yearly Progress (AYP)

The table below provides information on the Academy's performance in English Language Arts (ELA) and Mathematics relative to state AYP targets.

<u>Subject</u>	<u>ELA</u>			<u>Math</u>	
<u>Grades</u>	<u>Made AYP</u>	<u>% Proficient</u>	<u>Target</u>	<u>% Proficient</u>	<u>Target</u>
2-12	Yes	87.80	57.00	94.30	61.00

Attendance & Graduation

The table below provides information on the performance of Academies serving elementary and middle school students on attendance rate and the performance of Academies serving high school students on graduation rate relative to state AYP targets.

<u>Subject</u>	<u>ELA</u>	<u>Math</u>	<u>Target</u>
<u>Grades</u>	<u>Rate</u>	<u>Rate</u>	<u>Rate</u>
2-12 Graduation	71.43	71.43	80.00

Student Participation Rate

The table below provides information on the percent of students that were tested on the MEAP by subgroup. NCLB requires that at least 95% of students are tested.

<u>Subject</u>		<u>ELA</u>	<u>Math</u>	<u>Target</u>
<u>Grades</u>	<u>Demographic</u>	<u>Rate</u>	<u>Rate</u>	<u>Rate</u>
2-12	All	97.60	98.00	95.00
2-12	African American	97.80	98.10	95.00
2-12	Economically Disadvantaged	94.40	95.80	95.00
2-12	Students with Disabilities	94.70	94.70	95.00
2-12	White	95.90	97.30	95.00



MEAP Performance Proficiency Percentages

Meap Level Proficiency %	Reading		Writing		ELA		Math		Science		Social	
	2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008
3rd Grade	89.0	68.4	45.1	40.2	72.5	59.8	87.9	87.8				
Level 1	15.4	10.2	1.1	1.0	1.1	4.1	23.1	14.3				
Level 2	73.6	58.2	44.0	39.2	71.4	55.7	64.8	73.5				
Level 3	8.8	27.6	40.7	48.5	26.4	36.1	12.1	11.2				
Level 4	2.2	4.1	14.3	11.3	1.1	4.1	0.0	1.0				
4th Grade	80.1	80.2	23.8	24.2	60.1	61.5	91.3	91.1				
Level 1	16.3	6.6	0.0	0.0	1.3	1.1	18.5	21.1				
Level 2	63.8	73.6	23.8	24.2	58.8	60.4	72.8	70.0				
Level 3	20.0	16.5	72.5	75.8	38.8	36.3	8.6	7.8				
Level 4	0.0	3.3	3.8	0.0	1.3	2.2	0.0	1.1				
5th Grade	78.1	70.5	40.6	47.4	64.1	62.9	71.9	72.7	59.4	66.3		
Level 1	20.3	28.2	0.0	0.0	1.6	10.3	25.0	18.2	20.3	29.9		
Level 2	57.8	42.3	40.6	47.4	62.5	52.6	46.9	54.5	39.1	36.4		
Level 3	20.3	16.7	46.9	47.4	31.3	32.1	25.0	23.4	35.9	20.8		
Level 4	1.6	12.8	12.5	5.1	4.7	5.1	3.1	3.9	4.7	13.0		
6th Grade	89.1	75.8	65.4	80.0	80.0	78.4	81.8	80.0			60.0	55.4
Level 1	9.1	18.2	1.8	1.5	1.8	4.6	20.0	47.7			5.5	20.0
Level 2	80.0	57.6	63.6	78.5	78.2	73.8	61.8	32.3			54.5	35.4
Level 3	9.1	21.2	27.3	20.0	18.2	21.5	14.5	18.5			32.7	32.3
Level 4	1.8	3.0	7.3	0.0	1.8	0.0	3.6	1.5			7.3	12.3
7th Grade	79.4	63.7	57.1	86.4	73.0	75.8	57.8	76.8				
Level 1	12.7	18.2	0.0	0.0	1.6	7.6	17.2	26.1				
Level 2	66.7	45.5	57.1	86.4	71.4	68.2	40.6	50.7				
Level 3	19.0	21.2	27.0	13.6	23.8	19.7	39.1	23.2				
Level 4	1.6	15.2	15.9	0.0	3.2	4.5	3.1	0.0				
8th Grade	80.0	85.5	59.4	73.9	64.1	81.1	65.6	68.1	57.6	78.2		
Level 1	20.0	14.5	0.0	0.0	7.8	10.1	11.9	30.4	12.1	21.7		
Level 2	60.0	71.0	59.4	73.9	56.3	71.0	53.7	37.7	45.5	56.5		
Level 3	15.4	8.7	28.1	20.3	31.3	14.5	31.3	23.2	31.8	14.5		
Level 4	4.6	5.8	12.5	5.8	4.7	4.3	3.0	8.7	10.6	7.2		
9th Grade											64.5	61.8
Level 1											12.9	10.1
Level 2											51.6	51.7
Level 3											29.0	29.2
Level 4											6.5	9.0
HSPT	57.1		66.7				47.7		57.1		85.7	
Level 1	0.0		0.0				4.8		0.0		33.3	
Level 2	57.1		66.7				42.9		57.1		52.4	
Level 3	33.3		33.3				19.0		19.0		14.3	
Level 4	9.5		0.0				33.3		23.8		0.0	
Others	60.8	71.4	34.8	28.6	52.1	52.4	43.5	42.9	43.5	47.6	78.3	71.4
Level 1	4.3	0.0	0.0	0.0	4.3	0.0	0.0	4.8	0.0	0.0	26.1	19.0
Level 2	56.5	71.4	34.8	28.6	47.8	52.4	43.5	38.1	43.5	47.6	52.2	52.4
Level 3	30.4	23.8	60.9	66.7	43.5	42.9	17.4	23.8	26.1	23.8	4.3	23.8
Level 4	8.7	4.8	4.3	4.8	4.3	4.8	39.1	33.3	30.4	28.6	17.4	4.8

The Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME) reveal how Michigan's students and schools are doing in the core academic subjects. The MEAP test and the MME are the only common academic measures given statewide to all students and serve as a measure of accountability under NCLB and Education YES!. The MEAP and the MME assess students annually in 3rd through 8th grades and 11th grade in English Language Arts (ELA) and Math and once at the elementary, middle school, and high school level in science and social studies. Students scoring in Level 1 (Exceeded Expectations) and Level 2 (Met Expectations) are considered proficient. Students scoring in Level 3 (Basic) and Level 4 (Apprentice) are not considered proficient. The table above provides information on the percent of students who scored proficient and the percent of students who scored in each of the four performance levels.



Parent-Teacher Conferences

The parent-teacher conference participation rate is the percentage of students who were represented by a parent(s)/guardian at the parent-teacher conference.

Table with 3 columns: Participation Rate, 2006-2007 (79.00%), 2007-2008 (83.00%)

Highly Qualified Teachers

NCLB requires all core academic classes to be taught by highly qualified teachers (HQT). The information below indicates the percentage of core academic classes taught by HQT. Source: Registry of Educational Personnel (REP). Information below also reflects the percentage of teachers who are not HQT but are either emergency or provisionally permitted.

Table with 3 columns: Highly Qualified (83.33%, 98.04%), Emergency Permitted (0), Provisional Permitted (0)

Parents Right to Know

As a parent of a student at this school, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers, and requires us to give you this information in a timely manner upon request.

⇒Whether the Michigan Department of Education has certified the teacher for the grades and subjects he or she teaches.

⇒Whether the Michigan Department of Education has decided that the teacher can teach in a classroom without being certified under State regulations because of special circumstances.

⇒The teacher's college major; whether the teacher has any advanced degrees and, if so, the subjects of the degrees.

⇒Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

About This Report. This report was prepared by the Center for Charter Schools at Central Michigan University to comply with the requirements of Public Act 25 of 1990 and the No Child Left Behind Act. This report provides for parents, the accurate and reliable information necessary to make the best educational decisions for their children's future. For additional information please visit

www.thecenterforcharters.org

Additional Information

Administered Assessments

Michigan law requires that schools use a nationally-recognized norm-referenced assessment or another assessment to annually assess student achievement in mathematics and literacy in grades 1-5. Below is information on which assessment(s) the Academy has listed in its contract. For detailed results of these assessments, please contact the school.

Table with 2 columns: Grades, Test In Contract. Rows: 3 and up (Performance Series/Scantron), 1 and 2 (Iowa Test of Basic Skills)

Curriculum Narrative

The International Academy of Flint ("Academy"), managed by SABIS Educational Systems, relies upon the educational theory that mastery of essential concepts in core subject content areas is vital to academic success. Each subject is broken down into the smallest critical unit of knowledge, identified as an "essential concept". These essential concepts are considered the building blocks for the next level of learning. Essential concepts are defined as those concepts needed for future learning and not formally taught in later classes. After being taught, essential concepts are no longer reviewed and become assumed knowledge for the next level. Without achieving mastery of each essential concept, students will lack the necessary foundation to attain academic excellence and handle the rigors of post-secondary academic and social challenges. Mastery of each concept is necessary to ensure that the student will move on to the next level of learning. Weekly assessments of concepts covered are used to guide instructional gaps. The International Academy of Flint uses a hierarchy to order subjects. The most important subjects at the school are mathematics and English. The Academy considers a solid understanding of mathematics and mastery of English as the basis upon which future knowledge is built, and a major factor in determining career opportunities.

Improvement Plans

The Academy, as required by the revised school code, annually updates the School Improvement Plan (SIP). The School Improvement Team conducted a comprehensive needs assessment by reviewing available data, including criterion and norm referenced data. From the data, the School Improvement Team has established goals and has created an action plan. The Academy has indicated the following educational goals for the 2007-2008 year: increasing student achievement in accordance with state and federal adequate yearly progress (AYP) requirements, achieving success on Education YES! Performance Indicators, and students enrolled in the Academy for at least two consecutive years will achieve one year's growth per school year in reading and math in grades 3 and up. Additionally, the Academy has developed school wide goals including qualifying students for colleges and universities. Success toward achieving our goals and objectives was monitored by the involvement of teachers, academic coordinators, and parents. Each year the school improvement team is formed on a volunteer basis through sign up sheets and/ or recruitment. Overall, the academy's school improvement goals have been attained except in social studies. Our ultimate goal of achieving AYP was achieved this school year and the academy is currently in phase 0 of school improvement. Success can be measured by the evaluation tools of the MEAP, PST, and mastery of the Academy's essential concepts.

College Programs

Below is a list of post-secondary opportunities offered to students at the Academy including dual enrollment and Advanced Placement courses.

Table with 3 columns: Program, 2006-2007, 2007-2008. Row: Percentage of Dual Enrolled Students (0.00%, 1.00%)



MEAP Performance Proficiency Percentages by Demographics

One of the main goals of the No Child Left Behind (NCLB) Act is to monitor the academic progress of all students. Therefore, NCLB requires schools to report on the academic progress of the students by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. The table below provides MEAP performance information for subgroups in which thirty or more students are assessed.

	<u>ELA</u>					<u>Math</u>				
	<u>Proficient</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Proficient</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>
Grade 3										
Male	56.90	5.90	51.00	35.30	7.80	84.70	13.50	71.20	13.50	1.90
Economically Disadvantaged	59.10	2.80	56.30	35.20	5.60	88.80	12.70	76.10	9.90	1.40
Black	60.50	3.50	57.00	34.90	4.70	88.50	14.90	73.60	10.30	1.10
Female	63.10	2.20	60.90	37.00	0.00	91.30	15.20	76.10	8.70	0.00
Grade 4										
Economically Disadvantaged	57.40	1.50	55.90	39.70	2.90	89.50	14.90	74.60	9.00	1.50
Female	66.10	1.80	64.30	33.90	0.00	87.50	19.60	67.90	12.50	0.00
Male	54.30	0.00	54.30	40.00	5.70	97.00	23.50	73.50	0.00	2.90
White	53.80	0.00	53.80	38.50	7.70	92.30	15.40	76.90	0.00	7.70
Black	62.30	1.30	61.00	36.40	1.30	90.80	22.40	68.40	9.20	0.00
Grade 5										
Economically Disadvantaged	62.70	8.50	54.20	30.50	6.80	74.20	19.00	55.20	20.70	5.20
Female	76.90	12.80	64.10	23.10	0.00	82.00	17.90	64.10	17.90	0.00
Male	48.70	7.70	41.00	41.00	10.30	63.10	18.40	44.70	28.90	7.90
Black	63.10	7.70	55.40	33.80	3.10	71.90	14.10	57.80	26.60	1.60
Grade 6										
Economically Disadvantaged	79.10	4.70	74.40	20.90	0.00	81.40	41.90	39.50	16.30	2.30
Black	75.50	3.80	71.70	24.50	0.00	79.30	47.20	32.10	18.90	1.90
Female	78.60	4.80	73.80	21.40	0.00	78.50	45.20	33.30	19.00	2.40
Male	78.20	4.30	73.90	21.70	0.00	82.60	52.20	30.40	17.40	0.00
Grade 7										
Black	75.50	5.70	69.80	22.60	1.90	78.20	20.00	58.20	21.80	0.00
Male	53.60	3.60	50.00	39.30	7.10	60.00	20.00	40.00	40.00	0.00
Female	92.10	10.50	81.60	5.30	2.60	89.80	30.80	59.00	10.30	0.00
Economically Disadvantaged	74.00	8.00	66.00	22.00	4.00	80.80	30.80	50.00	19.20	0.00
Grade 8										
White	91.60	8.30	83.30	8.30	0.00	75.00	33.30	41.70	16.70	8.30
Black	77.80	11.10	66.70	16.70	5.60	64.80	27.80	37.00	25.90	9.30
Female	82.10	7.70	74.40	12.80	5.10	59.00	23.10	35.90	25.60	15.40
Male	80.00	13.30	66.70	16.70	3.30	80.00	40.00	40.00	20.00	0.00
Economically Disadvantaged	79.60	11.40	68.20	15.90	4.50	68.20	25.00	43.20	25.00	6.80

The Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME) reveal how Michigan's students and schools are doing in the core academic subjects. The MEAP test and the MME are the only common academic measures given statewide to all students and serve as a measure of accountability under NCLB and Education YES!. The MEAP and the MME assess students annually in 3rd through 8th grades and 11th grade in English Language Arts (ELA) and Math and once at the elementary, middle school, and high school level in science and social studies. Students scoring in Level 1 (Exceeded Expectations) and Level 2 (Met Expectations) are considered proficient. Students scoring in Level 3 (Basic) and Level 4 (Apprentice) are not considered proficient. The table above provides information on the percent of students who scored proficient and the percent of students who scored in each of the four performance levels.