



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 09/07/1999. Its current charter contract took effect on 07/01/2007 and expires on 06/30/2012. 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

US News & World Report ranked International Academy of Flint among the top 9% of all US high schools surveyed (21, 069) for the second consecutive year .

The International Academy of Flint received the Michigan Association of Public School Academies (MAPSA) "School of Excellence" Award for 2008-2009.

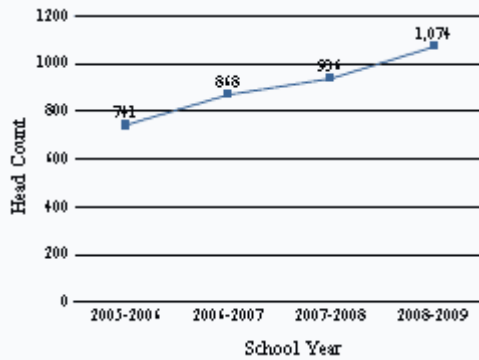
The Academy was recognized in October 2008, by the Michigan Department of Education (MDE) for "Beating the Odds" on the 2007 MEAP. This honor was given to schools that had over 60% academic proficiency with 50% or more of its students being eligible for a free/reduced lunch.

The Academy received the Keep Genesee County Beautiful School Award for the second consecutive year. A \$1,500 grant was also awarded to continue our initiatives.

Several Flint area TV stations and the Flint Journal covered our new facility addition dedication in September, 2008.

School Profile

Enrollment and Demographics



American Indian or Alaska Native	0.0%
Asian American	0.5%
Black or African American	79.8%
Hispanic or Latino	2.7%
Multiracial	1.5%
Native Hawaiian/Pacific Islander	0.1%
White	15.5%
Total:	100.0%

General Information

Address 2820 South Saginaw Street
 Flint, MI 48503
 Phone 810-600-5000
 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.

Board Email cconner_48473@yahoo.com

<u>Name</u>	<u>Role</u>
Carl Conner	President
Diane Thompson	Vice President
Jeffrey Houck	Secretary
Deborah Bourke	Treasurer
Allan Cisko	Director
Daniel Smith	Director
Tovan Simpson	Director

Mission Specific Goals

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

Progress:

During the 2008-2009 school year, International Academy of Flint exceeded expectations as 100% of the graduates applied for and were accepted to college.

Mission Goal 2: By June, 2011, The Academy will demonstrate the following academic gains as measured by the EPAS assessment system: 1) 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; 2) 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).

	2007-2008	2008-2009
	2-12	K-01
ELA Grade	B	
Math Grade	B	
Science Grade	C	
SS Grade	D	
Self-Assessment	A	
Composite Grade	B	

	2-12
ELA Grade	C
Math Grade	B
Science Grade	C
SS Grade	C
Self-Assessment	A
Composite Grade	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*.

You can find additional information about the school's report card at:

[<https://oeaa.state.mi.us/ayp/>](https://oeaa.state.mi.us/ayp/)

Fiscal Accountability

The table below provides information from the 2007-2008 Audited Financial Statements. The minimum foundation allowance for a Michigan public school in 2008-2009 was \$7,316. Industry standards suggest an Academy's fund balance should be equal to 5% to 15% of the schools total operating expenditures.

2008-2009 Foundation Allowance	\$7,580.00
Fund Balance	\$584,765.00
Fund Balance % of Expenditure	7.02%
Instruction % of Expenditure	45.19%

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.

Subject	ELA	Math
Grades	Improvement Status	Improvement Status
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.

Subject	ELA			Math	
Grades	Made AYP	% Proficient	Target	% Proficient	Target
2-12	Yes	89.20	57.00	96.50	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.

Subject	ELA	Math	Target
Grades	Rate	Rate	Rate
2-12 Graduation	54.17	54.17	85.00

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.

Subject		ELA	Math	Target
Grades	Demographic	Rate	Rate	Rate
2-12	All	98.70	>100	95.00
2-12	African American	97.60	99.30	95.00
2-12	Economically Disadvantaged	97.50	99.30	95.00
2-12	Students with Disabilities	>100	>100	95.00
2-12	White	>100	>100	95.00

Note: A school may receive a participation rate of greater than 100%. This is due to the difference between the number of students enrolled when the MEAP/MME is administered and the date on which the official total student enrollment number is taken, which are the two numbers used to calculate the participation rate.



MEAP/MME Performance Proficiency Percentages

Meap Level Proficiency %	Reading		Writing		ELA		Math		Science		Social Studies	
	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009
3rd Grade	68.4	73.5	40.2	41.4	59.8	69.0	87.8	79.5				
Level 1	10.2	17.1	1.0	0.0	4.1	5.2	14.3	24.8				
Level 2	58.2	56.4	39.2	41.4	55.7	63.8	73.5	54.7				
Level 3	27.6	24.8	48.5	50.9	36.1	31.0	11.2	20.5				
Level 4	4.1	1.7	11.3	7.8	4.1	0.0	1.0	0.0				
4th Grade	80.2	65.9	24.2	28.9	61.5	55.6	91.1	91.7				
Level 1	6.6	8.5	0.0	0.0	1.1	0.0	21.1	21.4				
Level 2	73.6	57.3	24.2	28.9	60.4	55.6	70.0	70.2				
Level 3	16.5	28.0	75.8	71.1	36.3	42.0	7.8	7.1				
Level 4	3.3	6.1	0.0	0.0	2.2	2.5	1.1	1.2				
5th Grade	70.5	77.3	47.4	52.3	62.8	68.2	72.7	77.8	66.2	81.8		
Level 1	28.2	9.1	0.0	0.0	10.3	2.3	18.2	26.7	29.9	19.3		
Level 2	42.3	68.2	47.4	52.3	52.6	65.9	54.5	51.1	36.4	62.5		
Level 3	16.7	20.5	47.4	45.5	32.1	31.8	23.4	18.9	20.8	15.9		
Level 4	12.8	2.3	5.1	2.3	5.1	0.0	3.9	3.3	13.0	2.3		
6th Grade	75.8	79.7	80.0	80.0	78.5	83.5	80.0	90.1			55.4	75.0
Level 1	18.2	30.4	1.5	0.0	4.6	10.1	47.7	51.9			20.0	22.5
Level 2	57.6	49.4	78.5	80.0	73.8	73.4	32.3	38.3			35.4	52.5
Level 3	21.2	16.5	20.0	18.8	21.5	16.5	18.5	9.9			32.3	12.5
Level 4	3.0	3.8	0.0	1.3	0.0	0.0	1.5	0.0			12.3	12.5
7th Grade	63.6	69.7	86.4	65.2	75.8	68.5	76.8	82.0				
Level 1	18.2	19.1	0.0	0.0	7.6	3.4	26.1	38.2				
Level 2	45.5	50.6	86.4	65.2	68.2	65.2	50.7	43.8				
Level 3	21.2	15.7	13.6	32.6	19.7	27.0	23.2	15.7				
Level 4	15.2	14.6	0.0	2.2	4.5	4.5	0.0	2.2				
8th Grade	85.5	85.5	73.9	76.8	81.2	84.1	68.1	77.9	78.3	70.6		
Level 1	14.5	20.3	0.0	0.0	10.1	10.1	30.4	35.3	21.7	16.2		
Level 2	71.0	65.2	73.9	76.8	71.0	73.9	37.7	42.6	56.5	54.4		
Level 3	8.7	13.0	20.3	20.3	14.5	15.9	23.2	16.2	14.5	20.6		
Level 4	5.8	1.4	5.8	2.9	4.3	0.0	8.7	5.9	7.2	8.8		
9th Grade											61.8	71.2
Level 1											10.1	17.6
Level 2											51.7	53.6
Level 3											29.2	25.6
Level 4											9.0	3.2
MME	71.4	75.0	28.6	50.0	52.4	70.0	42.9	55.0	47.6	50.0	71.4	85.0
Level 1	0.0	0.0	0.0	0.0	0.0	0.0	4.8	5.0	0.0	0.0	19.0	30.0
Level 2	71.4	75.0	28.6	50.0	52.4	70.0	38.1	50.0	47.6	50.0	52.4	55.0
Level 3	23.8	20.0	66.7	50.0	42.9	25.0	23.8	20.0	23.8	25.0	23.8	10.0
Level 4	4.8	5.0	4.8	0.0	4.8	5.0	33.3	25.0	28.6	25.0	4.8	5.0

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 (Advanced) and Level 2 (Proficient) are considered proficient. Students scoring in Level 3 (Partially Proficient) and Level 4 (Not Proficient) 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, 2007-2008, 2008-2009. Values: 83.00, 78.00

Highly Qualified Teachers

In anticipation of potential federal rule changes, at the time of the printing of this report, the MDE has not released the 2008-09 HQT data.

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 compiled by The Center for Charter Schools at Central Michigan University using data from the Michigan Department of Education and this Academy. It is intended to help comply with the reporting requirements of Public Act 25 of 1990 and the federal No Child Left Behind Act.

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.

Table with 2 columns: Grades, Test In Contract. Rows: 3-8 Performance Series/Scantron, 1-2 Iowa Test of Basic Skills, 9 ACT Explore, 10 ACT Plan

Curriculum Narrative

The International Academy of Flint, 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".

Improvement Plans

The Academy, as required by the revised school code, annually updates the School Improvement Plan (SIP). A recent audit conducted by the State indicates that the School Improvement Plan meets all requirements. The School Improvement Team (SIT) conducted a comprehensive needs assessment by reviewing available data, including criterion and norm referenced data.

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: Metric, 2007-2008, 2008-2009. Rows: Percentage of Dual Enrolled Students (1.00%, 88.00%), Number of College Level Equivalent Courses Offered (4, 5), Number of Students that took a College Level Equivalent Exam (6, 9), Percentage of Students who Achieved a College Credit Eligible Score (1.00%, 0.00%)

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MEAP Performance Proficiency Percentages by Demographics

One of the main goals of the federal 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.

	ELA					Math				
	Proficient	Level 1	Level 2	Level 3	Level 4	Proficient	Level 1	Level 2	Level 3	Level 4
Grade 11										
Female	66.70	0.00	66.70	25.00	8.30	41.70	0.00	41.70	25.00	33.30
Black	50.00	0.00	50.00	41.70	8.30	41.70	0.00	41.70	16.70	41.70
Economically Disadvantaged	68.80	0.00	68.80	25.00	6.30	62.50	0.00	62.50	12.50	25.00
Grade 3										
Male	67.70	4.60	63.10	32.30	0.00	84.60	23.10	61.50	15.40	0.00
Black	68.10	5.30	62.80	31.90	0.00	79.00	23.20	55.80	21.10	0.00
Economically Disadvantaged	69.00	6.00	63.00	31.00	0.00	82.10	25.70	56.40	17.80	0.00
Female	70.60	5.90	64.70	29.40	0.00	73.10	26.90	46.20	26.90	0.00
White	72.30	5.60	66.70	27.80	0.00	83.30	33.30	50.00	16.70	0.00
Grade 4										
Black	54.30	0.00	54.30	42.90	2.90	93.10	20.50	72.60	6.80	0.00
Male	57.60	0.00	57.60	42.40	0.00	91.10	23.50	67.60	8.80	0.00
Female	54.20	0.00	54.20	41.70	4.20	92.00	20.00	72.00	6.00	2.00
Economically Disadvantaged	54.40	0.00	54.40	42.10	3.50	91.70	16.70	75.00	6.70	1.70
Grade 5										
Male	60.00	2.50	57.50	40.00	0.00	87.80	34.10	53.70	9.80	2.40
Black	65.30	2.80	62.50	34.70	0.00	77.00	29.70	47.30	20.30	2.70
Economically Disadvantaged	63.90	1.40	62.50	36.10	0.00	74.40	20.30	54.10	21.60	4.10
White	91.70	0.00	91.70	8.30	0.00	83.40	16.70	66.70	8.30	8.30
Female	75.00	2.10	72.90	25.00	0.00	69.40	20.40	49.00	26.50	4.10
Grade 6										
Black	82.50	11.10	71.40	17.50	0.00	89.30	50.80	38.50	10.80	0.00
Male	79.40	11.80	67.60	20.60	0.00	88.60	60.00	28.60	11.40	0.00
Female	86.70	8.90	77.80	13.30	0.00	91.40	45.70	45.70	8.70	0.00
Economically Disadvantaged	82.80	12.50	70.30	17.20	0.00	93.90	53.00	40.90	6.10	0.00
Grade 7										
Economically Disadvantaged	65.60	3.10	62.50	31.30	3.10	81.30	37.50	43.80	17.20	1.60
Male	65.80	2.40	63.40	26.80	7.30	78.00	39.00	39.00	19.50	2.40
Black	68.00	2.70	65.30	29.30	2.70	85.30	40.00	45.30	13.30	1.30
Female	70.90	4.20	66.70	27.10	2.10	85.40	37.50	47.90	12.50	2.10
Grade 8										
Male	81.50	7.40	74.10	18.50	0.00	74.00	37.00	37.00	14.80	11.10
Female	85.70	11.90	73.80	14.30	0.00	80.40	34.10	46.30	17.10	2.40
Economically Disadvantaged	85.20	11.10	74.10	14.80	0.00	79.60	35.20	44.40	13.00	7.40
Black	86.00	8.80	77.20	14.00	0.00	78.50	32.10	46.40	14.30	7.10

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