

### 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. Academy of Inkster opened on 8/23/1999. Its current charter contract took effect on 7/1/2007 and expires on 6/30/2009. At that time, the Board of Trustees may choose to renew the Academy's contract for a term based on the Academy's performance.

### Mission Statement

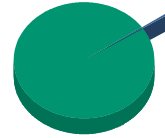
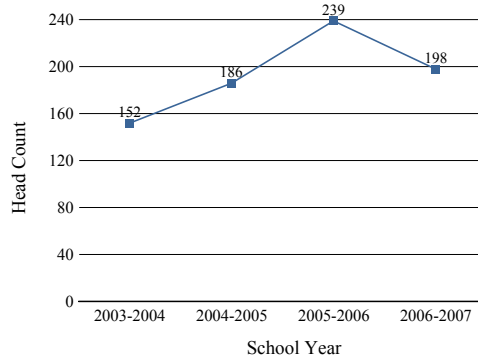
The Academy of Inkster, with combined efforts of parents, educators, and community will raise student achievement for every student by promoting a healthy learning environment with high and rigorous standards, with a special emphasis in the areas of vocational and entrepreneurial skills.

### Highlights/Accomplishments

The Academy of Inkster accomplished the following goals for the 2006-2007 school year. The graduation rate submitted to the State of Michigan was 98.80%. This is well above the School Improvement Goal of 80%. Eighty-seven percent of the graduating class of 2007 has been accepted to a post-secondary school. The graduating class of 2007 received over \$140,000 in scholarships. The Academy continues to serve the community by providing Seniors an opportunity to participate in the Student Internship Program. This past school year over 14 corporations and small businesses provided internships for the 78% of our students who participated in the program. The Academy also provides dual enrollment opportunities at Henry Ford Community College (HFCC). Students took classes in Biology, Calculus, and Pre-Calculus at HFCC. The Academy has received its second nomination for MAPSA Charter School of the Year. The success for the Academy comes from the drive and the determination of both students and staff to be resourceful and strive for hope and character.

## School Profile

### Enrollment and Demographics



American Indian or Alaska Native	0.5%
Asian American	0.0%
Black or African American	99.5%
Hispanic or Latino	0.0%
Multiracial	0.0%
Native Hawaiian/Pacific Islander	0.0%
White	0.0%
Total:	100.0%

### General Information

Administrator Mr. Raymond Alvarado  
 Address 28612 Avondale  
 Inkster, MI 48141  
 Phone 734-641-1312  
 Fax 734-641-9439  
 School Email [ralvarado@charteracademies.com](mailto:ralvarado@charteracademies.com)  
 Website

### Board Members

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

Email Not Available

Name	Role
Melvin Little	President
Donald McSwain	Vice President
Daveda Colbert	Secretary
John Cheairs	Treasurer

### Mission Specific Goals

- 1 Every eligible student at Academy of Inkster will participate in an on-the-job internship commensurate with the students chosen career path, as evidenced by report cards, transcripts, and work based-contracts. Eligibility requirements may include attendance, graduation status, citizenship, transportation, and enrollment at the Academy for at least two semesters, and the internship will be available in the 2nd semester of the 11th grade or one semester in the 12th grade.
- 2 All students at Academy of Inkster will average 20 hours of community service for each year enrolled in the Academy as a requirement for graduation, as evidenced by a Student Leadership Form placed with the students Educational Development Plan.

## State Accountability Measures

### Education YES!

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

	2005-2006	2006-2007
	9-12	9-12
ELA Grade	A	
Math Grade	F	
Science Grade	F	
Social Studies Grade	D	
Indicators Grade	A	
<b>Composite Grade</b>	<b>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*.

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

<https://oeaa.state.mi.us/ayp/>

## Federal Accountability Measures

### School Improvement Phase

Under the 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

### 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	Target

### 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

### 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

## Fiscal Accountability

The table below provides information from the 2005-2006 Audited Financial Statement. The minimum foundation allowance for a Michigan public school in 2006/07 is \$7,085. Industry standards suggest an academy's fund balance should be equal to 5-15% of total operating expenditures.

2006-2007 Foundation Allowance	\$7,385.00
Fund Balance	\$2,432.00
Fund Balance % of Expenditure	\$0.50%
Instruction % of Expenditure	\$37.86%

## MEAP Performance Proficiency Percentages

Meap Level Proficiency %	<u>Reading</u>		<u>Writing</u>		<u>ELA</u>	<u>Math</u>		<u>Science</u>		<u>Social Studies</u>	
	<u>2005-2006</u>	<u>2006-2007</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2006-2007</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2005-2006</u>	<u>2006-2007</u>
<b>11th Grade</b>		<b>21.2</b>		<b>2.0</b>	<b>7.8</b>				<b>7.8</b>		<b>49.0</b>
Level 1		0.0		0.0	0.0		0.0		0.0		5.9
Level 2		21.2		2.0	7.8		0.0		7.8		43.1
Level 3		48.1		72.5	64.7		13.5		13.7		29.4
Level 4		30.8		25.5	27.5		86.5		78.4		21.6
<b>9th Grade</b>										<b>45.9</b>	<b>20.0</b>
Level 1										0.0	4.0
Level 2										45.9	16.0
Level 3										37.8	62.0
Level 4										16.2	18.0
<b>HSPT</b>	<b>57.5</b>	<b>59.4</b>	<b>33.3</b>	<b>40.6</b>		<b>24.2</b>	<b>18.2</b>	<b>6.1</b>	<b>18.8</b>	<b>9.7</b>	<b>59.4</b>
Level 1	3.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	3.1
Level 2	54.5	59.4	33.3	40.6		24.2	18.2	6.1	18.8	9.7	56.3
Level 3	39.4	28.1	66.7	59.4		39.4	12.1	24.2	40.6	29.0	28.1
Level 4	3.0	12.5	0.0	0.0		36.4	69.7	69.7	40.6	61.3	12.5

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 grades 3-8 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.

	<u>2005-2006</u>	<u>2006-2007</u>
Participation Rate	60.00%	0.00%

### Highly Qualified Teachers

NCLB requires that 100% of teachers teaching core academic subjects be highly qualified. The information below indicates the percentage of teachers at the Academy that are highly qualified. It also provides information on the percentage of teachers that are not highly qualified but are either emergency or provisionally permitted.

	<u>2005-2006</u>	<u>2006-2007</u>
Highly Qualified	100.00%	100.00%

Emergency Permitted

Provisional Permitted

### 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. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

⊙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](http://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.

<u>Grades</u>	<u>Test In Contract</u>
9-12	Performance Series/Scantron

### Curriculum Narrative

The Academy of Inkster's ("Academy") curriculum is aligned with the State of Michigan Curriculum Framework Benchmarks and Standards and the High School Course Expectations where applicable. The Academy staff realizes that there is a high correlation between the level of expectations and the level of performance. Students will flourish when schools set high standards and provide access to meaningful curriculum for every learner. Instruction at the Academy is student centered; focused on cooperative learning, critical thinking skills and the use of technology. Alternative assessments are administered to provide students with authentic opportunities to demonstrate their mastery of the standards. The curriculum will be monitored, maintained, reviewed and revised on a regular basis.

The curriculum encompasses more subject areas than the Michigan Merit Curriculum requirements necessary for graduation. The Academy has a school-to-work focus with instruction given in cosmetology, medical assisting, computer technology and business administration. Interested students demonstrate their knowledge of these various areas of instruction within workplaces throughout their community in internships during their senior year of high school. These students are provided opportunities to apply curricular concepts in a real world context during internships at businesses throughout the community.

### Improvement Plans

The Academy, as required by the revised school code, annually updates the School Improvement Plan (SIP). The Academy submits the updated plan to the authorizer for review. The Center for Charter School's review focuses on finding evidence in the SIP that the Academy has high-quality, continuous improvement processes in place. The emphasis is on the planning processes and not the Plan.

The Academy of Inkster invites administrators, teachers, support staff, parents, community members, and students to participate actively as members of the School Improvement Team (SIT). Surveys are used as part of the comprehensive needs assessment along with results from standardized tests and student demographics.

Evaluation of the SIP is an ongoing process. The SIP is reviewed on a monthly basis and discussed as subject area teacher's meetings and staff meetings. Strategies that are working are kept in the SIP. Strategies that are not working are re-evaluated. Staff development plans are based on the completion of the comprehensive needs assessment.

### College Programs

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

	<u>2005-2006</u>	<u>2006-2007</u>
Percentage of Dual Enrolled Students.	0.00%	0.00%
Number of College Level Equivalent Courses Offered.	0.00	0.00
Number of Students that took a College Level Equivalent Exam.	0.00	0.00
Percentage of Students who Achieved a College Credit Eligible Score.	0.00%	0.00%

© 2007 Central Michigan University The Center for Charter Schools

## 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 not only 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>
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

*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 grades 3-8 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.*