

Island City Academy

Wm. Aaron Warren
Administrator

6421 South Clinton Trail
Eaton Rapids, Michigan 48827
Phone (517) 663-0111
Fax (517) 663-0167

School Annual Education Report (AER) Cover Letter

February 9, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Island City Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Wm. Aaron Warren for assistance.

The AER is available for you to review electronically by visiting the following web site [Island City Academy AER](#), or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school was identified as a HAS NOT BEEN GIVEN ONE OF THESE LABELS.

During the last three years Island City Academy has been recognized as one of the top charter schools in the State of Michigan. We have also seen continuous growth and improvement in reading over the past three years. Our overall state assessment scores have also steadily improved during that time frame. The challenge we face at ICA is that our Math and Science scores are lagging behind our reading performance scores.

In an effort to address these challenges we hired additional intervention staff to work with our students on Math and Science. Additionally, all of our teachers recently underwent training on the implementation of our Saxon Math curriculum a few years ago. We are pleased to share that we have seen a positive impact to our student scores in math. We are still lagging behind our reading scores, as is the whole state of Michigan, but we are closing the gap. The focus for the upcoming year is our writing curriculum. We are reviewing the writing curriculum to again ensure we are preparing our students are prepared for high school and beyond.

We also conducted a survey of staff that left the Academy over the past two years. The information obtained was reviewed and analyzed to access ways to limit staff turnover in future years. For the 2016 - 2017 year we had zero staff turnover and were able to maintain consistency for students, parents, and staff.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2015 – 2016

Siblings of currently enrolled students are given priority provided there is enough class space available for the sibling(s) and if the application(s) clearly identifies siblings. Sibling priority is given in the following manner: Siblings of students enrolled in ICA the previous academic year will receive first priority before the random lottery. If there are more siblings of currently enrolled students than classroom spaces from among the siblings in that grade, the remaining siblings will be put on a waiting list for that grade in the order of random selection.

Siblings of new students enrolled for the upcoming academic year will receive second priority. As each new student is enrolled, ICA will enroll the sibling(s) identified on the enrolled student's application in the appropriate grade(s), provided space is still available in the sibling's grade. If the sibling's grade is full, the sibling will be added to the waiting list for that grade.

ICA defines sibling as brothers and sisters living full-time in the same household with a parent, grandparent, guardian, or foster parent.

The random selection drawing shall be open to the public and ICA will notify all applicants of the date, time, and place of drawing via a public notice in a local publication. ICA will have a non-affiliated, public official draw names until all of the available classroom spaces have been filled. The remaining names will be drawn thereafter and assigned to a classroom waiting list for each grade level in the order of selection.

Applicants placed on the waiting list for any given school year must resubmit an application for the next school year in order to be considered for admission. A new waiting list is created for each school year.

While ICA would like to give priority to those applicants who have had their name on the waiting list for the previous year, the laws governing public school academies prohibit ICA from doing so.

ICA will not accept applications that do not have the required accompanying information.

2014 – 2015

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2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

2015 – 2016

ICA has a School Improvement Plan with goals extending three years into the future. This Plan was developed during the 2012 – 2013 school year and was reviewed/revised during the 2015 – 2016 school year.

In an effort to meet the goals staff Professional Development for the 2015 – 2016 academic school year was geared towards curriculum development. We spent the year ensuring our standards were properly aligned to State Standards, and aligned the curriculum to help students succeed. We continued to see a positive response to our additional focus on mathematics across all grade levels.

2014 - 2015

ICA has a School Improvement Plan with goals extending three years into the future. This Plan was developed during the 2012 – 2013 school year and reviewed/revised during the 2014 – 2015 school year.

In an effort to meet the goals staff Professional Development for the 2014 – 2015 academic school year was geared towards improving student performance in Math and Science. We saw a positive response in our math performance.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2015 – 2016

Island City Academy is a comprehensive K-8 elementary school authorized by Central Michigan University. Island City Academy is open to all students, without exception, free of charge. Island City Academy does not have a specialized school.

2014 – 2015

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4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

Island City Academics' curriculum is driven by the State of Michigan curriculum standards. ICA has adopted the National Common Core Curriculum for Mathematics and English Language Arts. The Academy has adopted the Academy written curriculum, is supported through the Battle Creek Science and Math Center. ICA is also utilizing Rosetta Stone to provide an in-depth Spanish curriculum for our students in 1st – 8th grade. A copy of the core curriculum can be obtained by parents via written request submitted to the school administration.

In 2015 - 2016, our curriculum is fully aligned and implemented using the Common Core State Standards and the Michigan Grade Level Content Expectations (GLCE) as the foundation.

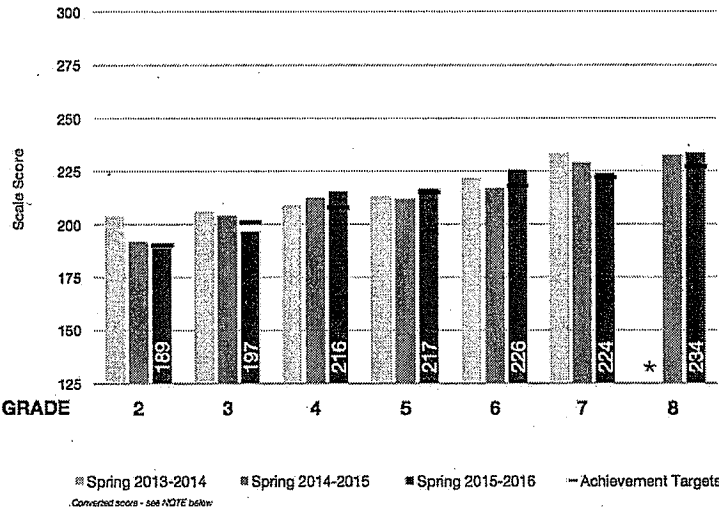
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

(Scroll down next two pages)

MAP Spring Results

STUDENTS ENROLLED FOR THREE¹ OR MORE YEARS AS COMPARED TO THE ACHIEVEMENT TARGETS

Reading



Percent of Students Meeting the Target ENROLLED FOR THREE¹ OR MORE YEARS

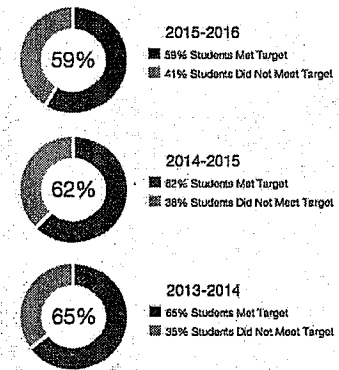
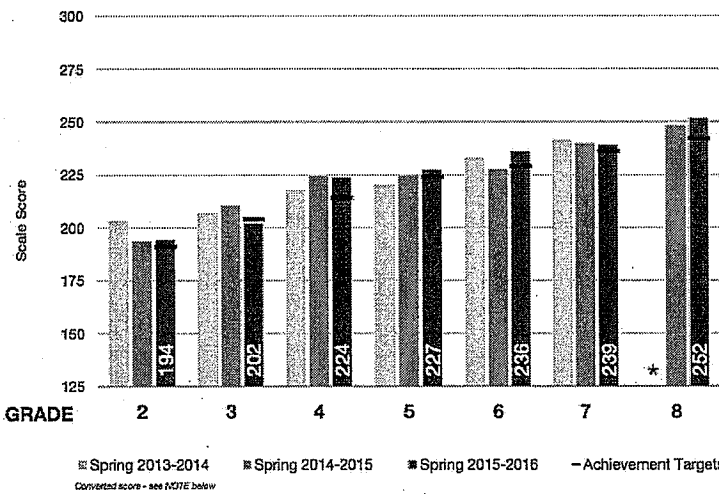


Fig. 11

Math



Percent of Students Meeting the Target ENROLLED FOR THREE¹ OR MORE YEARS

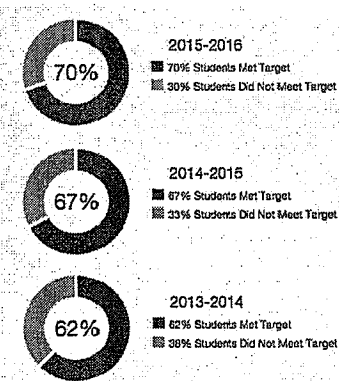


Fig. 12

¹If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.

*Family Education Rights and Privacy Act (FERPA) - Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 10 or fewer students is considered to contain student-identifiable data.

NOTE: Results for schools that made a transition in assessment within the last three years (e.g., from Performance Series to MAP) are converted to the current year's assessment scale.

MAP Fall-to-Spring Results

ALL STUDENTS ANALYZED BY GROWTH TOWARD ACHIEVEMENT TARGETS BASED ON MATCHED FALL-TO-SPRING SCORES

READING

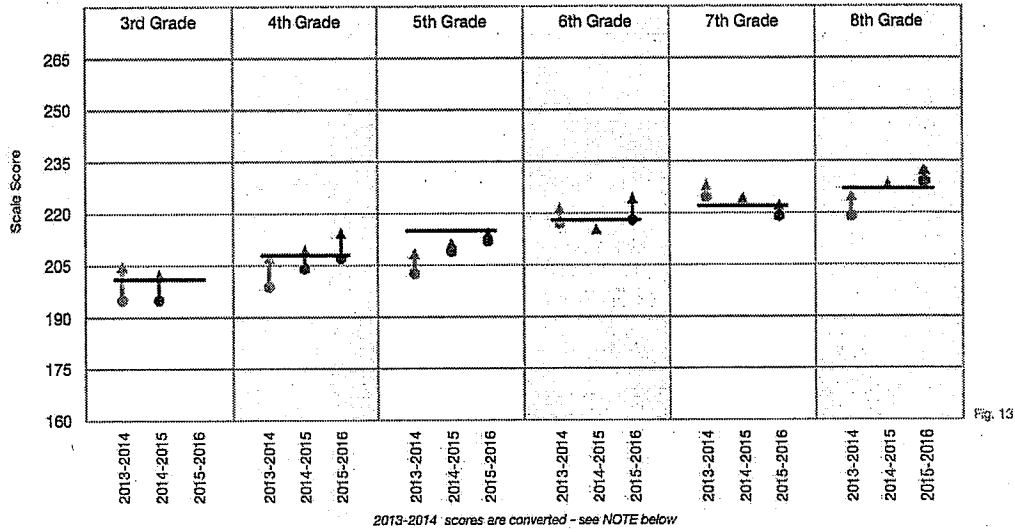


Fig. 13

MATH

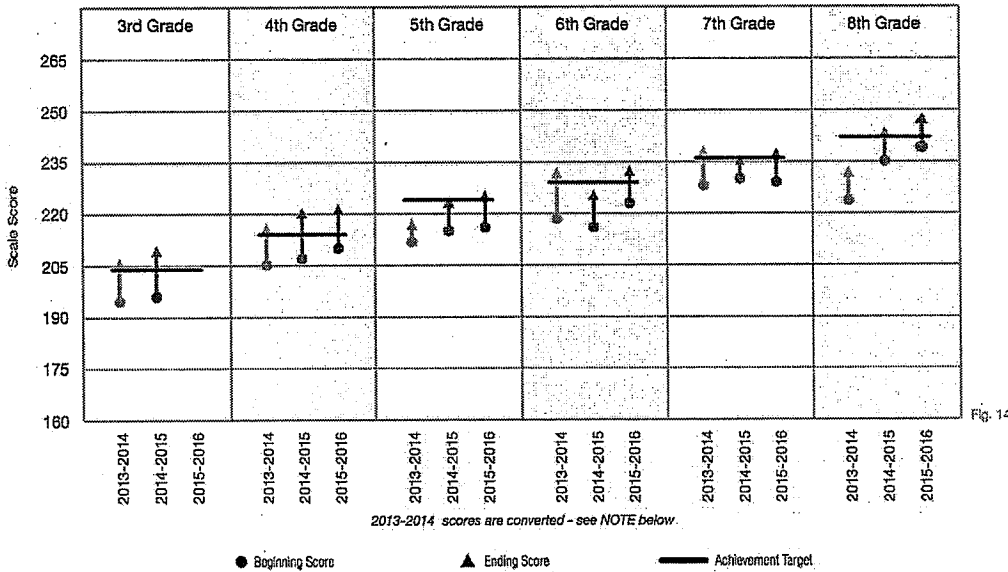


Fig. 14

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6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

2015 – 2016

Parent Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2015	K - 8	202	100%
Spring 2016	K - 8	188	93%

2014 – 2015

Parent Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2014	K - 8	214	95%
Spring 2015	K - 8	209	93%

During the last three years Island City Academy has been recognized as one of the top charter schools in the State of Michigan. For the 2015 – 2016 school year ICA was ranked 15th based on M-STEP performance grades 3 – 8. We have also seen continuous growth and improvement in reading over the past three years. Our overall state assessment scores have also steadily improved during that time frame. ICA continues to be a school of choice for Eaton County parents and students.

Sincerely,



Wm. Aaron Warren
Administrator

