



4100 W. Coldwater Road
Flint, Michigan 48504
810.785.8811

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Northridge 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 Northridge Academy for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.northridgeflint.com/>, <http://bit.ly/2H871MC> or you may review a copy in the main office at your child's school.

For the 2017-2018 school year, schools were identified using new 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. Some schools are not identified with any of these labels. In these cases, no label is given.

The Academy has not been given one of these labels.

Northridge Academy thrives in an environment with a population of students who contain many challenges with excessive transiency, and a lack of respect for learning and achievement with a open display of hopelessness, helplessness. Often times education is not a priority for most of our students. Students are not intrinsically motivated. Although the Academy face such challenges, we are able to transform the mindset of our students and their families into children with a desire and ability to overcome their challenges and face them head on with success being the result.

Key initiatives that Northridge Academy has in place by school design:

Instructional time, fiscal, and material resources are more than sufficient to support the purpose and direction of the Academy.

The Academy follows a rigorous daily master schedule with the inclusion of a daily 90 minute Success for All reading block set aside for the school's daily tiered reading schedule, and 30 minutes for the school's daily 30 minute math tiered block and has transitioned into a "Balanced Calendar" with small intercessions throughout the academic year. We employ two full-time interventionist instructional para's to work specifically with primary grades K-3 students in the area of reading, vocabulary, phonics, and math to more adequately prepare our students for elementary grades. We use the State of Michigan and Common Core Standards as a curricular framework. For our measurement of academic growth the Academy uses Focal Point assessment as our electronic teacher created assessment of what has been taught, NWEA quarterly benchmark assessments, and yearly state mandated M-Step Assessment. 1) Center-based learning is highly encouraged and implemented with flexible seating in our classrooms. The following technology have been purchased: 65 Near-Pods including full use of the website, 90 laptops, 300 Chromebooks, 36 desktops, 18 document cameras, 10 Mobi boards, and 10 iPads. Every classroom has a Promethean board whether the classroom is occupied or not with a total of 19 promethean boards. Software licenses for Reading A-Z, Focal Point, MobiMax, Discovery Education, TCI for social studies and science, and Near-Pod, Flocabulary, Brain-POP, and vocabulary workshop. One of our classrooms used specifically for our FOSS/Delta Science Kits, math manipulatives in the amount that every classroom teacher is able to create math kits for each student in their class.

State law requires that we also report additional information:

Process for assigning pupils to the school:

- Northridge Academy is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments.
- The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.
- Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings.
- In the spring, the school holds an advertised open enrollment period, during which any Michigan resident may apply.
- In the event that any grade is oversubscribed, a public lottery is held to determine enrollment and a waiting list.
- The academy identifies, evaluates and services all children in the school who may have disabilities. For more information regarding assistance for students with disabilities or if you suspect your child may have a disability, please contact the school leader.

The status of the 3-5 year school improvement plan:

According to the State of Michigan's District and Schools Accountability and Scorecards:

- 2015-2016, the academy achieved a percentage of 78.95%, yielding a Lime Green status.
- Reading M-Step Target: 29.15% Math M-Step Target: 15.00%
- Northridge Achieved: 52.26% Northridge Achieved: 37.19%

In 2016-2017, the State of Michigan scorecard rating was replaced with a Score Index identifying growth and proficiency in both ELA and Math. Northridge Academy's overall index yielded a 62.28%. The results are as follows:

- Growth Overview: 71.37%
- Reading M-Step Target: 57.92% Math M-Step Target: 50.70%
- Northridge Achieved: 75.54% Northridge Achieved: 66.25%

- Proficiency Overview: 51.12%
- Reading M-Step Target: 60.00% Math M-Step Target: 47.55%
- Northridge Achieved: 51.13% Northridge Achieved: 51.38%

Based on a 3 year longitudinal study of M-STEP data, the Michigan Context and Performance Report Card: Public Elementary and Middle Schools, 2017 - Mackinac Center of Public Policy for measuring academic performance across the State of Michigan, Northridge Academy ranked #53 out of 2,261 Michigan schools and #30 for most improved public elementary and middle school in the State of Michigan.

Our School Improvement Plan indicates approach to addressing the needs of the whole child. An Multi-Tiered System of Support team has been developed along with the development of an Multi-Tiered System of Support Plan. All students have been assessed and tiered based on ability level. Systemically tutors and resource room teachers follow schedules to pull-out and push-in to work with groups of students of not more than 10 at a time. Such students are tier two and tier three and or hold IEPs or 504 plans. Pullouts remain constants and are Monday through Friday for 50 minutes each day. Tutors push-in for tier three students Monday through Friday for 50 minutes. Tier one students receive instruction from classroom teachers. NWEA Learning Goal Objectives and study guides have been printed. Classroom teachers teach from NWEA materials Monday through Friday, for the first 25 minutes of every class. The last Friday of every month is devoted to assessing students using printed NWEA materials that have been taught Monday through Friday. Students are elevated in tiers based upon mastering objectives presented in the assessments. Assessment results guide further instruction of teachers. A data team has been developed and meets regularly to analyze, discuss, and monitor data. Data walls have been created, and are updated regularly which include but are not limited to NWEA goals and assessment results, DIBELS, M-Step, and Focal Point K-12. Parents and students are kept

abreast of all assessment results, and the proficiency of individual students. The school leader, and data coach monitor the progress of both teachers, and tutors.

Positive Behavior Intervention Support, a reward system has been implemented and followed with fidelity. Positive behavior of students is encouraged and amplified with the inclusion of a reward system for both students and staff.

Professional developments in classroom management, Multi-tiered system of Support(inclusive of PBIS) use of math manipulatives, Common Core, and assessment will continue to be a part of training for staff in addition to inclusion effective strategies to reach at-risk children.

At Northridge Academy all instructional staff is encourage to actively participate in Multi-Tiered System of Support. The core of the staff will change this upcoming year. In addition, two parents, and two students will change.

2017-18 most significant professional development activities:

“How to teach and reach the At-Risk Student”

“Applying Real-World Concepts to Science”

“Classroom Management”

Status of the curriculum:

2017-18: The academy purchased and began using the following: Success for All, (SFA) an extensive reading program that is implemented for 90 minutes per day. SFA requires students to read novels and books that are grade-level appropriate and specific to individual grade levels of students. SFA is in alignment with Common Core Standards, and exposes students to all genres. SFA assesses every student every quarter using Scholastic Reading Inventory (SRI).

Based on assessment results, students are tiered and placed in a reading class on the grade level for which they tested. Students are reassessed after three months, and again placed in a classroom with a teacher who teaches the grade level in which individual students tested on. The goal of the program is to raise reading levels of students by the end of every three months.

The math program utilized is Progressing in Math. Math is 90 minutes per day, and students are tiered based upon ability level. Both Success for All and Progressing in Math are aligned to Common Core Standards.

The Academy purchased Delta/FOSS Science and began using the hands-on science kits in September 2012-2013. Delta/FOSS is an interactive science program that uses science manipulatives from kits that contain both science literature and workbooks along with manipulatives interactive building activities. Social Studies Alive is used for social studies.

**Aggregate Student Achievement- NWEA MAP Data:
2015-2016 Fall to Spring by Grade Level**

In the table below shows students' Fall Mean RIT, their Spring Mean RIT, the growth attained, and the percentile that growth places them for each grade level 2-8(10). It is the goal that all grade levels would attain growth that places them at or above the 50th percentile in both reading and math. Boxes shaded in green are grades and subjects where that metric was met; boxes shaded in red are grades and subjects where the metric was not met.

		Reading	Math
2	Fall Mean RIT	159.3	165.8
	Fall Achievement Percentile	1	3
	Spring Mean RIT	207.6	198.5
	Spring Achievement Percentile	99	84
	Growth Achieved	48.3	32.7
	Growth Percentile	99	99
3	Fall Mean RIT	172.1	173.4
	Fall Achievement Percentile	1	1
	Spring Mean RIT	186.7	192.6
	Spring Achievement Percentile	4	5
	Growth Achieved	14.6	19.2
	Growth Percentile	95	99
4	Fall Mean RIT	186.6	187.7
	Fall Achievement Percentile	4	1
	Spring Mean RIT	196.9	201.3
	Spring Achievement Percentile	8	4
	Growth Achieved	10.3	13.6
	Growth Percentile	90	94

5	Fall Mean RIT	194.3	195.3
	Fall Achievement Percentile	3	1
	Spring Mean RIT	204.2	204.0
	Spring Achievement Percentile	11	2
	Growth Achieved	9.9	8.7
	Growth Percentile	97	57
6	Fall Mean RIT	202.6	205.8
	Fall Achievement Percentile	9	5
	Spring Mean RIT	208.7	214.7
	Spring Achievement Percentile	14	9
	Growth Achieved	6.1	8.9
	Growth Percentile	72	82
7	Fall Mean RIT	211.8	216.2
	Fall Achievement Percentile	34	20
	Spring Mean RIT	217.8	223.2
	Spring Achievement Percentile	48	26
	Growth Achieved	6.0	7.0
	Growth Percentile	89	75
8	Fall Mean RIT	212.5	217.4
	Fall Achievement Percentile	26	16
	Spring Mean RIT	214.0	226.2
	Spring Achievement Percentile	21	31
	Growth Achieved	1.5	8.8
	Growth Percentile	24	99

**Aggregate Student Achievement- NWEA MAP Data:
2016-2017 Fall to Spring by Grade Level**

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		Reading	Math
2	Fall Mean RIT	162.0	172.9
	Fall Achievement Percentile	2	25
	Spring Mean RIT	189.7	199.1
	Spring Achievement Percentile	56	87
	Growth Achieved	27.8	26.2
	Growth Percentile	99	99
3	Fall Mean RIT	173.4	179.3
	Fall Achievement Percentile	1	3
	Spring Mean RIT	194.3	208.6
	Spring Achievement Percentile	26	79
	Growth Achieved	20.9	29.3
	Growth Percentile	99	99
4	Fall Mean RIT	185.6	185.9
	Fall Achievement Percentile	3	1
	Spring Mean RIT	207.2	210.4
	Spring Achievement Percentile	58	33
	Growth Achieved	21.5	24.6
	Growth Percentile	99	99
5	Fall Mean RIT	196.1	197.0
	Fall Achievement Percentile	6	2
	Spring Mean RIT	204.3	210.5
	Spring Achievement Percentile	12	9
	Growth Achieved	8.3	13.6
	Growth Percentile	84	98
6	Fall Mean RIT	202.3	202.2
	Fall Achievement Percentile	8	2
	Spring Mean RIT	209.7	216.2
	Spring Achievement Percentile	17	13
	Growth Achieved	7.4	14.0

	Growth Percentile	90	99
7	Fall Mean RIT	207.6	212.2
	Fall Achievement Percentile	15	9
	Spring Mean RIT	212.3	221.7
	Spring Achievement Percentile	19	21
	Growth Achieved	4.7	9.5
	Growth Percentile	68	98
8	Fall Mean RIT	219.4	224.1
	Fall Achievement Percentile	61	40
	Spring Mean RIT	223.1	232.0
	Spring Achievement Percentile	66	54
	Growth Achieved	3.7	7.8
	Growth Percentile	67	95

**Aggregate Student Achievement- NWEA MAP Data:
2017-2018 Fall to Spring by Grade Level**

Goal Metric #1: Student Growth

In the table below shows students' Fall Mean RIT, their Spring Mean RIT, the growth attained, and the percentile that growth places them for each grade level 2-8 (10). It is the goal that all grade levels would attain growth that places them at or above the 50th percentile in both reading and math. Boxes shaded in green are grades and subjects where that metric was met; boxes shaded in red are grades and subjects where the metric was not met.

Reading						
	Fall		Spring		Growth	
Grade	Mean RIT	Percentile	Mean RIT	Percentile	RIT Growth	Percentile
2	196.1	99	214.7	99	18.6	98
3	200.4	96	220.8	99	20.5	99
4	202.4	74	209.8	73	7.3	45
5	210	75	212.9	57	2.8	4
6	211	50	212.8	32	1.8	6
7	219.8	79	223.3	78	3.5	48
8	217.8	53	221	55	3.2	57

Math						
	Fall		Spring		Growth	
Grade	Mean RIT	Percentile	Mean RIT	Percentile	RIT Growth	Percentile
2	193.8	99	214.9	99	21.1	99
3	206.4	99	232.1	99	25.7	99
4	204.3	65	221.1	86	16.8	99
5	208.5	34	208.5	6	0	1
6	216.2	42	222.2	35	6.1	24
7	226	67	228.6	50	2.6	4
8	225.3	45	232.8	58	7.5	92

Goal Metric #2: Student Achievement

In the table below, you will find where Northridge Academy performed in regards to the proficiency percentile at each grade level. It shows the average achievement level by grade, and then your overall average achievement percentile ranking for grades 2-8. The overall score is not an average of the grade levels average; it is a true average of all student percentile rankings who had valid test events for fall and spring.

Average Proficiency Percentile		
Grade	Reading	Math
2	87	90
3	88	93
4	60	64
5	54	27
6	43	43
7	58	50

8	54	54
Overall:	65	60

Aggregate Student Achievement- M-STEP Proficiency Data:

2015-2016 M-Step Proficiency by Grade-Level in Percent (overall)				
Grade	ELA (percent)	Math (percent)	Social Studies (percent)	Science (percent)
3	14.0	14.0		
4	15.2	0		0
5	29.3	4.9	2.4	
6	22.6	6.5		
7	51.7	24.1		13.8
8	45.8	8.3	4.2	
3-8 Aggregate	27.9	9.5	3.1	6.5
2016-2017 M-Step Proficiency by Grade Level in Percent (overall)				
Grade	ELA (percent)	Math (percent)	Social Studies (percent)	Science (percent)
3	12.1	54.5		
4	9.7	6.5		0
5	29.0	3.2	6.5	

6	25.7	25.7		
7	36	16		0
8	65.2	26.1	17.4	
3-8 Aggregate	27.5	22.5	11.1	0
2017-2018 M-Step Proficiency by Grade Level in Percent (overall)				
Grade	ELA (percent)	Math (percent)	Social Studies (percent)	Science (percent)
3	42.9	76.2		
4	11.5	15.4		
5	11.8	2.9	0	
6	32.4	8.8		
7	58.8	23.5		
8	56.0	28.0	0	
3-8 Aggregate	32.5	22.3	0	

Parent-Teacher Conferences:

16/17: 267 Students. 76 %

17/18: 224 Students. 68%

I would like to personally congratulate the staff, students and families of Northridge Academy on a successful school year. Thank you for choosing Northridge Academy for your child's education. We look forward to continuing to provide a quality education to you and your family.

Sincerely,



Latricia Brown
Northridge Academy
School Leader