

Flint Cultural Center Academy

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The Art and Science of Learning

February 15, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Flint Cultural Center 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 Eric Lieske for assistance.

The AER is available for you to review electronically by visiting the following web site fccacademy.org, or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

The key challenges for the school this year include the effects from the COVID-19 pandemic, including but certainly not limited to the challenges of teaching students virtually without having a chance to prepare students or staff prior to schools shutting down on March 12, 2020. The results have left many students behind academically. We are also very concerned about the fragile mental health issues that we are beginning to see in our students from the effect of the pandemic that has strained our families financially and emotionally. Of course, inequity in funding and constantly changing requirements and new legislation affecting public education continue to make it difficult for schools, from trying to establish ways to measure student progress with fidelity despite ever changing state assessments to the exodus of educational professionals into other fields and discouragement of promising young adults from pursuing educational careers.

We have several key initiatives in place to accelerate student achievement including: District and school improvement process and plans.

- The development and growth of a high performing public charter school is first and foremost on our list of initiatives. We completed the construction of the Academy's structure in early August 2019. We opened for our "founding" school year on August 19, 2019.



- Implementing the fine, performing and visual arts into and across the curriculum. With the Academy sitting on the campus of the Flint Cultural Center, our students and educators have the unique opportunity to engage daily with educators from the Flint Institute of Arts, the Flint Institute of Music, the REP Theater, the Flint Public Library, the Sloan Museum, the Longway Planetarium and Applewood Estate (home of Charles S. Mott).
- Professional Learning Community's (PLC) have been developed to focus on the areas of curriculum, high quality student work, and school culture.
- Literacy Intervention Program which includes Literacy Specialist in our elementary buildings, screening and diagnostic assessments, Title I and at-risk (31a) funded paraprofessionals to help implement interventions and Individual Reading Intervention Plans (IRIP's) and specific intervention programs.
- School social worker
- The Flint Cultural Center Academy operates on a balanced school calendar that works to diminish the impact of summer learning loss and provides two intersession opportunities during the school year. The intersession focuses on expeditionary learning for students the unique ability to explore innovative learning opportunities within and around the Flint community.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The Flint Cultural Center Academy is a non-profit public school and engages in "schools of choice". Any child residing in the state of Michigan can attend provided they complete an enrollment application within the application window, are accepted through a lottery (conducted by a third party) and complete the official enrollment requirements of the Academy. Board policy 5111 identifies this process clearly.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The Flint Cultural Center Academy is in its first year of a school improvement plan. The plan was approved by the Michigan Department of Education (MDE) and we are currently working to review, assess, and revise our upcoming school improvement plan based on data from our first year as a school.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The Flint Cultural Center Academy is a single school district. The Academy utilizes EL Education as its framework on mastery of knowledge and skills, character and high quality work. Due to the physical location of the Academy, students have the unique opportunity to engage in real life implementation and experiences of the fine, performing and visual arts through our Flint Cultural Center partners. The Academy is also partnered with the CRIM Fitness Foundation to offer after-school programming for students. As a Microsoft Flagship School (one of 23 in the world) students and staff utilize the Microsoft platform. Continuous and ongoing training on Microsoft opportunities occur with FCCA staff members.

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

The State of Michigan requires that all students enrolled in public school districts receive daily core curriculum instruction in language arts, reading, English, math, science and social studies. The Flint Cultural Center Academy, being in full compliance with state requirements, offers daily core curriculum instruction which meets or exceeds state requirements in all areas. The Academy is currently developing



and implementing outcomes for kindergarten through seventh grade which reflect the state Core Curriculum guidelines. The Academy's Curriculum Professional Learning Community (PLC) is focused on a routine process for analyzing curriculum, instructional pedagogy and assessment. Additionally, student achievement is monitored by standardized achievement tests, local benchmark assessments and national normed assessment results. For more information or a complete copy of the Michigan Department of Education's Model Core Curriculum Outcomes please visit this link:

<http://www.mich.gov/mde/0,4615,7-140-28753---,00.html>

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

Due to the COVID-19 health pandemic this information is currently not available.

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

The Flint Cultural Center Academy had 97 percent of parents attending the Fall 2019 parent teacher conferences and 93 percent attendance for Spring 2020. Spring conferences were held virtually or over the phone due to the COVID-19 pandemic.

Thank you for taking the time to read this Annual Report.

Sincerely,

Eric Lieske

CEO and Principal

Annual Education Report Flint Cultural Center Academy (25919)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

Annual Education Report Flint Cultural Center Academy (25919)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Flint Cultural Center Academy (25919)	0	9	8	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Flint Cultural Center Academy (25919)	17.00	5.00	29.4%	N/A	N/A	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
No Data to Display							

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Flint Cultural Center Academy (25919)	17.00	0.00	0.0%	N/A	N/A	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Flint Cultural Center Academy (25919)	17.00	0.00	0.0%	N/A	N/A	N/A	N/A

Annual Education Report Flint Cultural Center Academy (25919)
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Flint Cultural Center Academy (25919)
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Flint Cultural Center Academy (25919)
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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Annual Education Report Flint Cultural Center Academy (25919)
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
Two or More Races	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	3

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report Flint Cultural Center Academy (25919)
Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display