

**Frontier International Academy**  
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4/18/2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Frontier International 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 Dr. Adnan Aabed for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/eka3dp> or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in 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.

Frontier International Academy was identified as a "HAS NOT BEEN GIVEN ONE OF THESE LABELS".

We are pleased to reach some of our important goals and continuously working to improve. We commit to work on meeting the academic needs of all of our students mainly English Language Learners in content areas such as mathematics, science and social studies. Details of the plan include:

- Implement school curriculum with fidelity.
- Increase the effectiveness of all teachers by providing embedded professional development opportunities during the school year such as SIOP (Sheltered Instruction Observation Protocol) Framework.
- Implement induction mentor program for new teachers to so support them in their planning of instruction and modeling best mathematical practices.
- Use six reading and math interventionists and paraprofessionals in contents areas classrooms to help English language Learners to improve their language proficiency as well as math, science and social studies proficiency.
- Frontier leadership and staff will collaborate with GEE mentors and specialists to support our teachers in instruction delivery, implementation of Instructional Learning Cycles, Multi-Tiers Support System (MTSS), and school improvement plan.

State law requires that we also report additional information.

- 1- **Process of Assigning Students to the School:** Frontier International Academy is a public school academy (charter school) open to all students in the surrounding community. The Academy does not deny admission to anyone on the basis of intellectual or athletic ability, measures of achievement or aptitude, physical handicaps, religion, creed, race, gender, color or national origin. There are two enrollment periods for the Academy. The re-enrollment time period is for students returning to the Academy for another year. There is an open enrollment period for students interested in attending the Academy for the first time. Any student applying for admission after those dates are placed on a waiting list and placed on a first-come basis for each available seat per grade level.
- 2- **The Status of the 3-5 Year School Improvement Plan:** The school Improvement team has written a comprehensive school improvement plan focused on raising achievement in reading, writing, science, math and social studies. The team analyzed data in each of these content areas and developed a school Improvement plan for accomplishing these goals. We are revising our efforts to better serve those students who are considered English Language Learners (ELL). The School Board also designed a five years' strategic plan that focus on improving the academic achievement and parent involvement.
- 3- **Description of the school:** Frontier International Academy is a medium sized, urban high school (grades 9 to 12) located in Detroit, Michigan. It is situated in a neighborhood setting. The school is made up of a diverse population consisting of students from a number of different races and cultures. Though the community is for the most part stable, an increasing number of students represent a certain amount of transience, as the economy of southeast lower Michigan remains tenuous and immigration rates continue to fluctuate. Frontier International Academy has a fairly large population of students from the surrounding communities of Detroit, Hamtramck, and Highland Park that select Frontier International Academy during open enrollment periods. Overall, Frontier International Academy has shown growth over the past three years and strives to increase its academic performance as measured by both ACT, SAT and M-STEP, the state-mandated measure of academic performance, despite a significant increase in students that are bilingual (ELL 66%) or eligible for free and/or reduced lunch (98%). 41% of our English Language Learners (ELL) showed progress in the WIDA test in the year 2016/17.
- 4- **How to Access a Copy of the Core Curriculum:** Frontier International Academy utilizes the Common Core State Standards, the Next Generation Science Standards, and the College, Career, and Civic Life Framework for Social Studies, as well as other state curriculum documents, which are aligned through work with the Wayne County RESA to assure alignment of standards and objectives for instruction and assessment. The full curriculum is available on the school website <http://frontier-academy.net/curriculum>.
- 5- **Aggregate Student Achievement Results for Nationally Normed Achievement Tests:** Students in grades 9 through 11 are tested two times per year using Northwest Evaluation Association (NWEA) software. To view the achievement report from Mischooldata, please use the following link.. The 2016/17 NWEA RIT mean scores in math and reading for our 11<sup>th</sup>, 10<sup>th</sup>, and 9<sup>th</sup> grades are shown in the table below:

NWEA 2016/17	Math Fall 2016	Math Spring 2017	Reading Fall 2016	Reading Spring 2017
11 <sup>th</sup> grade	217	223	209	212
10 <sup>th</sup> grade	213.1	218.4	206	210
9 <sup>th</sup> grade	213	218	202	207

6- **The number and Percent of Students Represented by Parents at Parent-Teacher**

**Conferences:** We continue improving communication, attendance, and parental support within the school. For the last three years, our parents/guardians attend the fall/winter/spring conferences with more than 80% and Parent engagement and involvement is one of our strategic plan goal for the school year 2017/18.

- 7- **Number and Percent of Postsecondary Enrollments:** For the 2017/18 school year, a total of 14 students in grades 10, 11, and 12 were dual-enrolled in 21 courses in community colleges. Frontier International Academy offered on site Advanced Placement courses to 80 students in grade 11 and 12 of the year 2017/18. Advanced Placement courses are offered in AP Biology, AP English Literature and Composition and AP English Language and Composition. The Percent of students who enrolled in college after high school is 66% in the last year. In addition, a Graduation rate for the last three years was 94%.

The faculty and staff of Frontier International Academy continue to strive to make the educational experience the best it can be for each student. Our teachers and support staff are committed to the academic success of our students. We believe that each student will develop the academic and leadership skills they will require to be citizens of the ever-changing global future. We appreciate the continued support of parents, staff and our community in this effort.

Sincerely,

Dr. Adnan Aabed, Principal