



*Building diversity & great minds*

A Tuition-Free Charter Public School

## **MULTICULTURAL ACADEMY**

### **Dear Parents and Community Members:**

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-2025 educational progress for Multicultural 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 the Principal, Mrs. Mohana Mukherjee, for assistance.

The AER is available for you to review electronically by visiting the following web link: <http://macademyk8.com/transparency/>, or you may review a copy in the main office at your child's school.

For the 2024-2025 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 has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school 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 is currently in an MDE partnership to improve academic scores and student attendance.

Multicultural Academy is striving to meet the state's proficiency targets based on state assessment data. The school is implementing strategies that meet the needs of all levels of learners and developing teachers who are prepared to serve students who are significantly behind their statewide average peers in opportunities to learn.

State law requires that we also report additional information.

### **1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

- Multicultural Academy is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollment.
- The academy does not charge tuition nor discriminate in admissions policies or practices based on 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 allowed 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.
- If any grade is over-subscribed, 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.

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

The Academy has developed goals for all four core subject areas. Measurement will be based on M-STEP results for students in grades 3-8 & Grade 11 and Northwest Evaluation Association (NWEA) for students in K-11.

- All assessment scores are analyzed and used to drive classroom instruction and facilitate professional development.
- The Academy requires that all assessments are monitored continually and evaluated by the administration.
- Student achievement is assessed by the state assessment (M-STEP) and Northwest Evaluation Association (NWEA). This assessment data drives strategies and instructional development decisions. The data is reviewed and shared with all stakeholders.
- The school schedule of student instructional days exceeds that required by the state, additionally, a faculty schedule that includes two weeks of professional development.
- Multicultural Academy ensures continuous improvement through our School Improvement Team, which includes various stakeholders. The school improvement process facilitates the achievement of the academy's goals. Academic performance is monitored through continuous reviewing of assessment data.
- The effort for continuous school improvement is enhanced with the support of Bay Mills, Washtenaw ISD, and UMC Partners, our management company. This effort provides mentoring services for first-year teachers, planned professional development during the school year, and an annual comprehensive school review that is based on clearly defined objectives.

### 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

At this time, Multicultural Academy does not offer any specialized schools.

#### 4. These are a few of the key challenges our school faces:

- Make students proficient in ELA, as per state standards, appreciating the fact that 80% of our student population are English Language Learners, with some of them being immigrants.
- Make students proficient in Mathematics, as per state standards, appreciating the fact that 80% of our students are English Language Learners.

#### 5. Initiatives Taken:

The ELL Department and the Title I Department have been working closely with classroom teachers by providing support to Tier 2 and Tier 3 students, both in push-in and pull-out forms.

Moreover, to overcome the school's challenges, we have the following:

- The school will hire highly qualified and certified teachers and highly qualified paraprofessionals. The school administration is working hard on zero turnover of staff to give academic and mental stability to students and their growth.
- The school is forming a team to keep updating the School Improvement Plan (SIP) every year. The school will make sure the SIP is implemented.
- The Academy is partnering with our families and community stakeholders to strengthen academic achievement and parental involvement. Multicultural Academy is a Title I school, covering K-11, and our students represent different cultures, and 8 different languages are spoken.
- The school's curriculum is housed at <http://www.curriculumcrafter.com/> and it is aligned with the state Common Core Standards and NWEA assessments.

#### 6. PSAT8/9, PSAT 10, SAT, and ACT WorkKeys

As part of our commitment to preparing students for college and career readiness, we have introduced assessments to monitor and support student growth at various stages:

- **PSAT8/9:** This early assessment helps identify academic strengths and areas for improvement for students in grades 8 and 9, setting them on a path for future success.
- **PSAT 10:** Given to students in grade 10, the PSAT 10 allows us to measure readiness for the SAT and helps identify areas where students may need additional support.
- **SAT:** This college entrance exam is administered to all 11th-grade students, and we work closely with our staff to ensure students are fully prepared.
- **ACT WorkKeys:** For students looking to explore career readiness, the ACT WorkKeys assessment helps identify essential skills for success in the workplace.

These assessments are designed to help guide students towards academic success and are integrated into our overall approach to continuous improvement.

In closing, Multicultural Academy will continue to strive for academic excellence in all areas of education. Students, staff, and parents will keep working effectively to achieve our authorization goals, our SIP goals, and MDE goals. We believe we can do it because we have highly qualified staff, excellent parent involvement, an updated curriculum, needed resources, a safe learning environment, and effective leadership. We appreciate and encourage your continual support of the Multicultural Academy.

Sincerely,  
Mrs. Mohana Mukherjee, Superintendent and Principal.

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**Putting  
Students  
First**

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