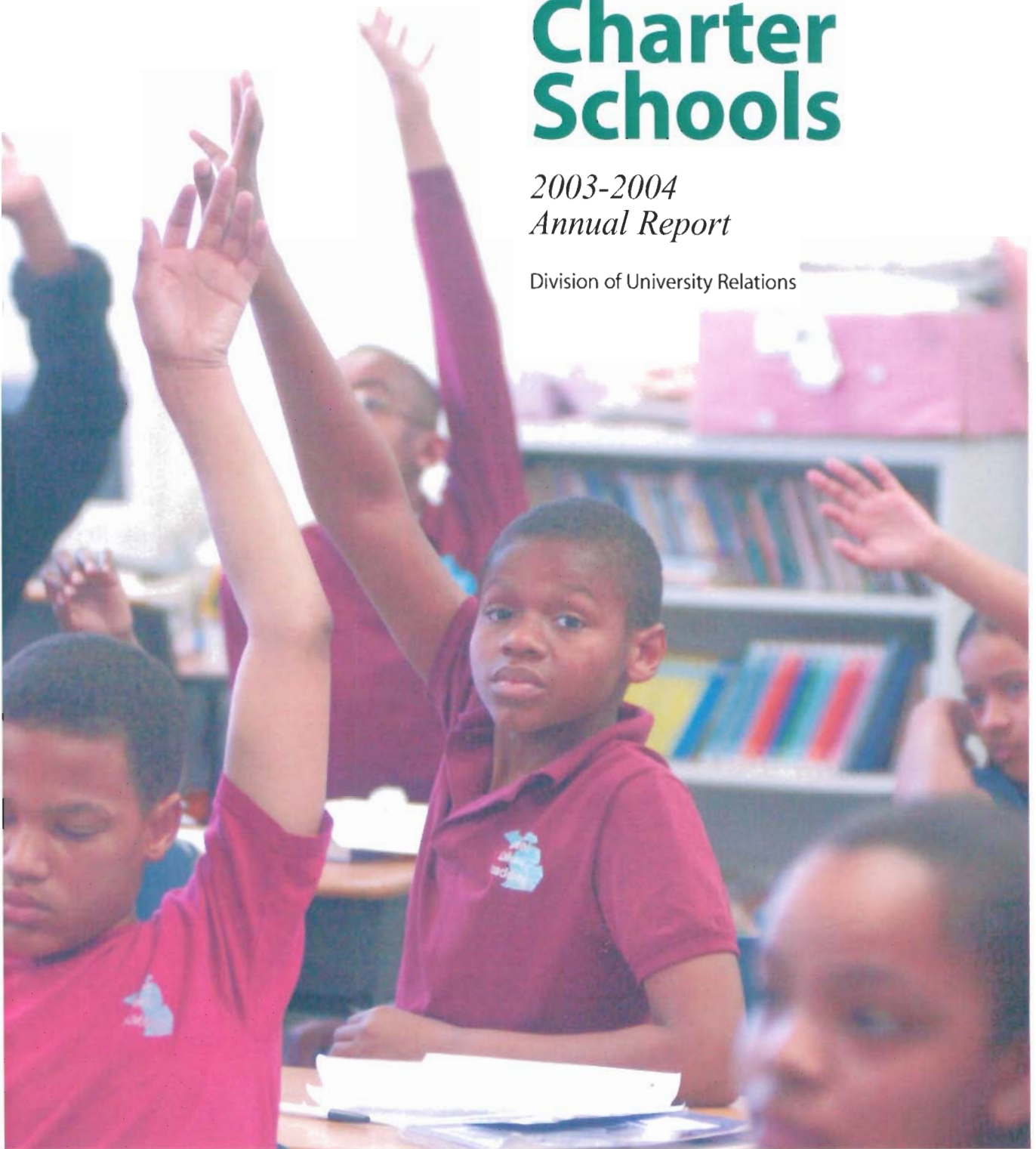


EASTERN MICHIGAN UNIVERSITY

# Charter Schools

2003-2004  
*Annual Report*

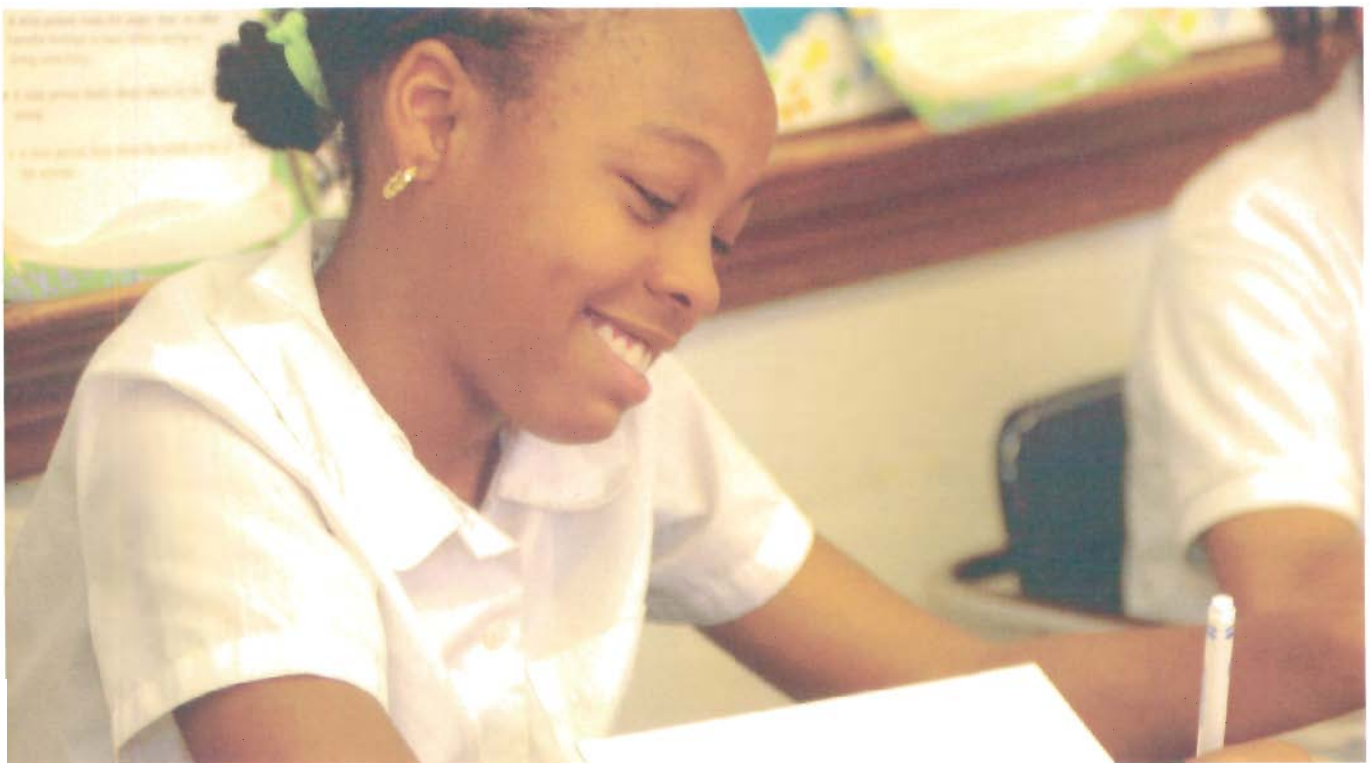
Division of University Relations





# TABLE OF CONTENTS

- 1 Introduction and Background
- 3 Academy for Business and Technology
- 5 Ann Arbor Learning Community
- 7 Commonwealth Community Development Academy
- 9 Edison Oakland Academy
- 11 Gaudior Academy
- 13 Grand Blanc Academy
- 15 Great Lakes Academy
- 17 Hope Academy
- 19 Eastern Michigan University Charter School Administration  
Financial Report for Fiscal Years 2002-03 and 2003-04
- 20 Charter Schools Assessment Programs
- 21 Appendix A – 2003-04 Annual Parent Survey
- 23 Appendix B – MEAP Analysis
- 24 Appendix C – Terra Nova Analysis
- 25 Appendix D – 2004 Charter-Granting Authorizers
- 26 Appendix E – Facts About Michigan Charter Schools





# INTRODUCTION AND BACKGROUND

## Charter Schools in Michigan and Nationwide

The Michigan Legislature passed its first charter school law, Public Act 362, Part 6, in 1993, and the law was signed into effect in December of that year. This law allows four educational entities in Michigan to authorize and license charters for public school academies: public state universities, community colleges, intermediate school districts and local school districts. Public state universities have authorized most of the charters during the past 10 years; however, the state legislature placed a limitation on university-authorized charter schools of 150 charters, and the “cap” still exists. The only higher education institution that issued charters in 2003-04 was Bay Mills Community College.

The charter school movement has experienced continuous growth in Michigan as indicated on the chart below. According to the Michigan Association of Public School Academies (MAPSA), there are 210 licensed charter schools serving more than 80,000 students.

Year	No. of Schools	No. of Students	Percent Gain
1994-95	12	1,200	
1995-96	43	5,250	338%
1996-97	79	12,500	138%
1997-98	108	20,500	64%
1998-99	138	32,500	59%
1999-00	173	47,500	46%
2000-01	185	57,500	21%
2001-02	189	65,000	13%
2002-03	190	69,000	6%
2003-04	210	80,000	16%

The number of charter schools nationwide increased by 309 during the 2003-04 school year, according to the Center for Education Reform, a Washington-based group that advocates school choice. The center lists 2,996 charter schools operating in 37 states and the District of Columbia. According to the center's estimate, the schools serve more than 741,949 students. States with the most students attend-

ing charter schools are California with 169,900 in 500 schools; Arizona with 77,000 in 491 schools; Michigan with 80,000; Texas with 71,000 in 295 schools; and Florida with 56,800 in 258 schools.

## Charter Schools Office at Eastern Michigan University

The Charter Schools Office at Eastern Michigan University was created by the Division of University Relations in the fall of 1995 under the direction of Juanita Reid, vice president for University Relations. On January 1, 1996, Dr. Joseph F. Pollack, former school superintendent in Michigan and Illinois, was appointed director of the new office. During the past three years, the Charter Schools Office has added Michael Collett, finance officer, and Dr. Malverne Winborne, associate director, to its staff.

In its first year of operation, a Charter School Review Committee was created. It included Dr. Joseph Pollack, director; Dr. Jerry Robbins, dean of the College of Education; Dr. Susan Kattelus, head of the Department of Accounting and Finance in the College of Business; Dr. Thomas Fleming, representing the Provost's Office; and John Beaghan, uni-





versity controller. This committee's role is to make recommendations to the vice president for University Relations and the Eastern Michigan University Board of Regents on new charter applicants and requests for charter renewals. The current committee members include Dr. Alane Starko, interim dean; Daniel Cooper, interim controller; Dr. Kattelus; Dr. Winborne; and Dr. Pollack.

By June 1996, two charter schools for Eastern Michigan University had been approved by the Board of Regents: Gaudior Academy in Inkster (grades K-8) and Commonwealth Community Development Academy of Detroit (grades K-8).

During the following three years, six additional charter schools were authorized. In 1997, the Academy for Business and International Studies (now the Academy for Business and Technology) in Dearborn Heights, consisting of grades 6-12, and the Great Lakes Academy in Pontiac, a K-6 elementary school, were established. In 1998, the Ann Arbor Learning Community, a K-8 academy in Ann Arbor, and Hope Academy, a K-6 charter school in Detroit, were authorized and implemented. In 1999, two additional schools were approved and received charters: the Edison Oakland Academy, a K-8 school in Ferndale, and Grand Blanc Academy, a K-8 school in

Grand Blanc. At the opening of the current school year, 2004-05, the eight charter schools were enrolling approximately 3,500 students.

Four of the charter schools are run independently by their founding boards and operate all aspects of their schools, including educational programs and financing. These four are the Ann Arbor Learning Community, Commonwealth Academy, Gaudior Academy and Hope Academy. The other four schools are run by private, educational management companies. The Academy for Business and Technology is managed by the Leona Group of East Lansing, Mich. Edison Oakland Academy is operated by Edison Schools of New York City. Grand Blanc Academy operates under a contract with the Mosaica Corporation of New York City and Great Lakes Academy is managed by Imagine Schools of Virginia.

In the 2003-04 parent survey, 85 percent of parents expressed satisfaction with their students' progress; 80 percent with their students' teachers; and 82 percent with their schools' administrators.

The present Charter Schools Office staff members include Dr. Pollack, director; Dr. Malverne Winborne, assistant director; R. Michael Collett, finance officer; Larry Barkoff, attorney; and Patricia Walker, administrative secretary.



# ACADEMY FOR BUSINESS AND TECHNOLOGY

The Academy for Business and Technology in Dearborn Heights was authorized by the Board of Regents in 1997 to operate as a grade 6-12 secondary school. In 2003, the academy opened an elementary campus (K-5) in Dearborn. The secondary school features business and technology courses, as well as following the state curriculum framework. The elementary school offers basic studies, classroom businesses and Arabic. The academy is also aligned with state standards. In 2003-04, the two academies served more than 460 students. In June of 2004, the secondary academy held its fifth high school graduation for 36 students. Twenty-three of the 2004 graduates have gone on to pursue advanced studies in either community colleges or universities.

Approximately forty-seven percent of the students qualify for federally-assisted programs based upon family income. During the 2003-04 school year, 40 students had active IEPs and qualified for special education services.

The elementary academy's curriculum included language arts, math, science and social studies. The 2003-04 school year marked the beginning of a new education initiative: the use of a curriculum coach working closely with teachers and administrators to plan, pace and assess curriculum to ensure its quality and alignment with state standards. Test scores and teacher observations also were used to assess progress on curriculum goals and make adjustments when needed. The campus is wired with T1 broadband Internet access. Extracurricular activities include Arabic, Spanish, chess club, dance and sports.

The following subjects were taught during the 2003-04 academic year on the secondary campus: English, honors English, math, reading, science, social studies, biology, calculus, chemistry, civics, government, journal-

## Academy for Business and Technology (elementary)

**Address**  
5277 Calhoun  
Dearborn, MI 48126

**Telephone:**  
313.581.2223

**Year Opened**  
2003-04

**Grades**  
K-5

**Enrollment**  
301

## Academy for Business and Technology (secondary)

**Address**  
26104 Eton  
Dearborn Heights, MI 48125

**Telephone**  
313.299.1550

**Year Opened**  
1997-98

**Grades**  
6-12

**Enrollment**  
364

## HIGHLIGHT

Academy for Business and Technology fourth grade students exceeded the Michigan AYP standards by 27 percent on the English/Language Arts (ELA) test.

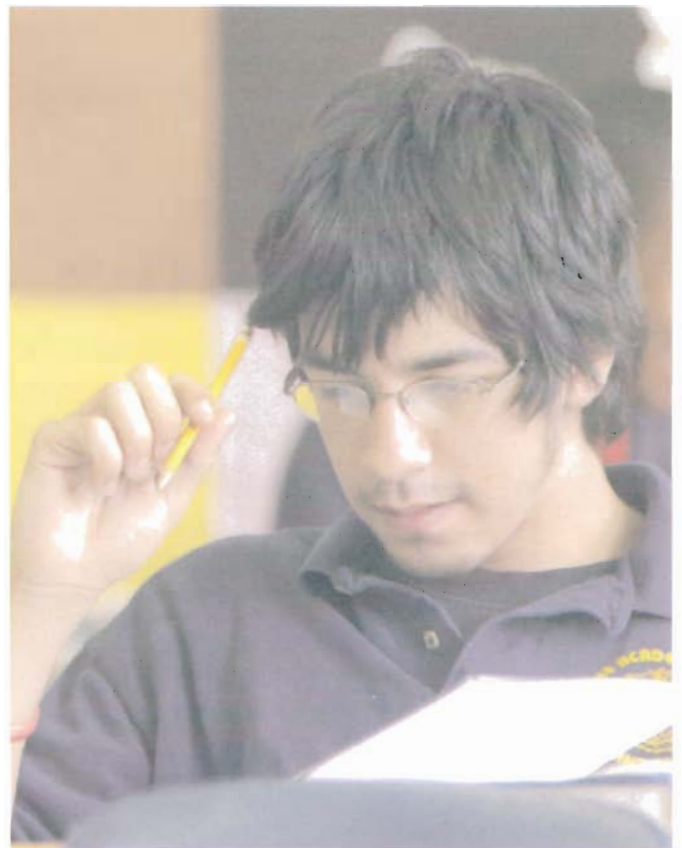




ism, linear algebra, physical education, psychology, Spanish, sociology, art, computer training, creative writing, marketing, economics, business law, business math, entrepreneurship, personal finance and programming.

In the 2003-04 parent surveys, approximately 80 percent of the respondents were satisfied with their child's progress and two-thirds were satisfied with teachers. In the elementary academy survey, 95 percent responded positively to the question "I rate this academy as a good school" while 82 percent positively responded at the secondary level.

On the MEAP tests, fourth grade students scored 27 percent above state standards in English/language arts while middle school and high school students were below state standards.





# ANN ARBOR LEARNING COMMUNITY

The Ann Arbor Learning Community began as a K-6 elementary school in 1998 and is presently a K-8 school enrolling 116 students in 2003-04 with an average class size of 17. Approximately 30 percent of the student body live in the Ann Arbor area and 30 percent in the Ypsilanti area. Other students come to the academy from several different communities in south-east Michigan. They represent a wide range of social and economic backgrounds.

The Ann Arbor Learning Community provides a student-centered, integrated curriculum. Its strong, basic core curriculum consists of language arts, mathematics, science and social studies,

supported by a stimulating, hands-on thematic approach. This model emphasizes development of essential life skills including positive self-concept, problem solving, decision-making skills and conflict-management skills.

The school focuses on outdoor education, environmental science and performing arts. The current building, which was occupied first during the 2000-01 school year, includes an outdoor laboratory and access to Ann Arbor's park system. The school has a large group of parent volunteers and continues to utilize a highly sophisticated technology program funded initially through a \$200,000 state grant.

The AALC School Improvement Team developed two long-range goals with input from parents, staff needs assessments, student achievement data and educational research. The two goals were to improve reading and literature comprehension and to provide a comprehensive program of physical education and wellness.

The staff analyzed student data and determined that struggling readers needed more direct instruction in critical reading strategies. The School Improvement Team approved a staff proposal to implement more comprehensive direct instruction

## Ann Arbor Learning Community

**Address**  
2898 Packard  
Ann Arbor, MI 48108

**Telephone**  
734.477.0340

**Year Opened**  
1998/99

**Grades**  
K-8

**Enrollment**  
116

### HIGHLIGHT

■ All grades (1-8) average ed 1.9 years of growth in reading, language arts and math during a seven-month period on the national Terra Nova tests.







strategies in reading instruction. Staff attended a conference focused on specific strategies for teaching in a multiage classroom. Student post-assessment indicates an increase in student skills in reading this year.

On the MEAP math and English/language arts scores, the academy far exceeded the state standards for “Adequate Yearly Progress” in both elementary and middle school grades.

On the national Terra Nova tests, students gained an average of one year and nine months or nearly two times the national average.

On the most recent parent survey, 84 percent of the respondents expressed satisfaction with overall student progress while 85 percent expressed satisfaction with the school staff and 88 percent with the school administration.

# COMMONWEALTH COMMUNITY DEVELOPMENT ACADEMY

Commonwealth Community Development Academy opened its doors as a middle school in 1996. Its initial enrollment consisted of 187 students. In 1998, the academy opened an elementary school building which houses grades K-4 on the east side of Detroit. In both the elementary and middle school, the academy stresses basic math and science for students, 75 percent of whom come from low-income families. With the addition of the elementary grades, the academy enrolled 581 students in grades K-8 during 2003-04.

As part of its School Improvement Plan, the academy has continued to schedule extensive staff development for its teaching staff to provide teachers

with the opportunity to remain current with the latest teaching methods and practices.

Qualified consultants have been used to train teachers using various techniques and technology to implement the skills of the curriculum.

Commonwealth Academy continues to improve its curriculum. It adopted the Success For All reading reform model which was implemented in the 2002-03 school year. Success For All mandates that students participate in a daily 90-minute structured reading program and higher level tests are given every eight weeks.

The mathematics curriculum at Commonwealth, Everyday Mathematics, is a research-based program from the University of Chicago School Mathematics Program (UCSMP). Extensive professional development with Everyday Mathematics facilitators from McGraw-Hill began in June 2003 with the Leadership Training for administrators and pacing and instructional implementation for teachers in August 2003.

Continued professional development was held in February 2004 and is scheduled for 2004-05.

Commonwealth currently instructs the writing process supported by the model Step Up to Writing, and has conducted pro-

## Commonwealth Community Development Academy

**Address**  
8735 Schoolcraft (Middle School)  
Detroit, MI 48238

**Telephone**  
313.933.1535

**Address**  
13477 Eureka (Elementary School)  
Detroit, MI 48212

**Telephone**  
313.366.9470

**Year Opened**  
1996/97

**Grades**  
K-8

**Enrollment**  
581

### HIGHLIGHT

■ On the national Terra Nova test, six of the nine grade levels (K-8) achieved above-average gains for the 2003-04 school year.







professional development sessions instituted by the author Maureen Auman. Sessions were held in February 2004. A designee will attend the Train the Trainer session to establish a campus resource for monitoring and guidance. When this writing model was first implemented in March 2000, the MEAP writing scores soared to more than 60%. Additional professional development should restore the writing scores to those levels.

The primary goals at Commonwealth Academy are student improvement on standardized test scores, promoting daily attendance, academic achievement and reading comprehension. Commonwealth students are continually making strides in their academic performance. The academy did not achieve “adequate yearly progress” under MEAP standards of math performance and English/language arts at the middle school. Some progress has been made in the lower grades

which received a “safe harbor” status. On the national Terra Nova test, six of the nine grade levels (K-8) achieved above-average gains for the school year.





# EDISON OAKLAND ACADEMY

**E**dison Oakland Public School Academy of Ferndale opened its doors in the fall of 1999 and is managed by Edison Schools, Inc. In 2003-04, the charter school served 833 students in grades K-6 and was organized into two academies: the primary academy (K-2) and the elementary academy (3-6). Of the 833 students, 82 percent live in Detroit and 18 percent live in the surrounding school districts of Southfield, Oak Park, Ferndale and Royal Oak. Approximately 50 percent of the students are from low-income households and seven percent are special education students.



The academy offers a variety of choices in its curriculum. In the reading area, teachers use Success For All in the primary grades. This curriculum requires students to master phonetic skills prior to making a transition to a literature-based program. In grades five and six, teachers use a five-day literacy plan based on Success For All and Project Read. In the math program, teachers use the University of Chicago School Mathematics Program: everyday mathematics, transition math and algebra. In addition, extensive programs are offered in writing, science, history, social science and foreign language.

To ensure that its school maintains the highest level of performance, Edison provides professional growth and development before teachers enter the classroom. All teachers receive a week of curriculum training before the school year starts. If a new teacher is hired after the training period, he/she may attend a make-up training in October. Edison also offers a range of national conferences each year that are organized by subject area, topic and/or theme, and provides ongoing staff development at the local school level.

A Parent Advisory Council, that is representative of the school enrollment, has been convened to

## Edison Oakland Academy

### Address

22111 Woodward Avenue  
Ferndale, MI 48220

### Telephone

248.582.8191

### Year Opened

1999/2000

### Grades

K-6

### Enrollment

839

### HIGHLIGHT

■ Edison Oakland students in all grades (1-6) averaged 1.1 years of growth in reading, language arts and math during a six-month period on the national Terra Nova test - double the normal rate of growth.



address/plan school programs, issues, goals and to ensure a parent voice in house and school-wide decisions. Parent volunteer

opportunities are organized through the efforts of the Parent Advisory Council and individual house teams. House teams, with parent input, design specific plans to engage parents including such elements as:

- Volunteer opportunities
- Dates of evening parent conferences
- Open House dates
- Family activities
- Parent/Teacher communication system
- Homework support



In the 2003-04 parent survey, 97 percent of parents expressed satisfaction with their child's progress, 98 percent with their child's teacher and 90 percent with the school administration. On the MEAP, fourth graders scored eleven percent higher than state standards in math, and three percent lower in English/language arts. On the national Terra Nova test, all grades (1-6) achieved above average growth in math and reading except for sixth grade reading.



# GAUDIOR ACADEMY

**G**audior Academy is a K-8 public school academy located in Inkster. The 2003-04 school year marked the beginning of the eighth year of its charter with Eastern Michigan University with an enrollment of 213 children. More than 30 percent of the students are from low-income backgrounds with 50 percent from Detroit and Inkster, and the remainder from 12 other school districts.

On March 31, 2004, Gaudior Academy finalized the purchase of the building the school had been renting for six years. After two years of research and meetings with representatives from dif-

ferent financial institutions, the school entered into a bond agreement and purchased the building for \$3.1 million. One of the major changes was the initiation of the Gaudior Early Learning Center, GECC. The GECC held preschool classes for 10 four-year-olds during the spring. Plans for the 2004-05 school year include a GECC wing that would house not only the preschool but also child care facilities for children aged six months to four years old.

All children take the core subjects of language arts, math, science and social studies. The upper levels have specialists teaching math and science, in addition to the school-wide specialists in art, music, physical education and Spanish. Explorations into student-chosen topics are held weekly in Levels Four and Five. Enrichment classes are offered before and after school for those students who want to extend their school experiences. Classes include art, soccer, basketball, karate and guitar.

Gaudior Academy offers a thematic, integrated curriculum built around the Multiple Intelligences as described by Howard Gardner in his book entitled **Frames of Mind**. Gardner's theory identifies nine different ways that intelligence is manifested. Therefore, lessons in school

## Gaudior Academy

### Address

27100 Avondale  
Inkster, MI 48141

### Telephone

313.792.9444

### Year Opened

1996/97

### Grades

K-8

### Enrollment

213

### HIGHLIGHT

■ Gaudior Academy fourth and seventh grade students exceeded the Michigan AYP standards for English/Language Arts (ELA) by an average of 25 percentage points.







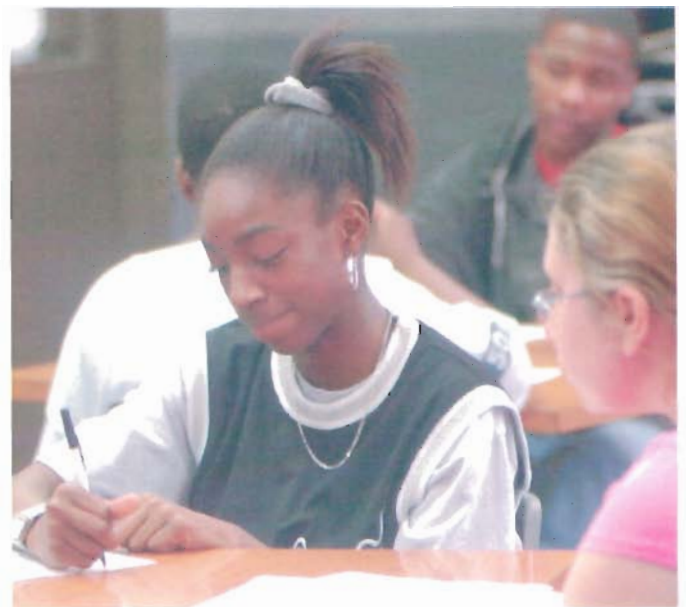
integrate as many of the nine intelligences as possible for maximum student learning.

Gaudior utilizes other innovative concepts to support Gardner's theory. Discipline is based on Jane Nelson's Positive Discipline that fosters cooperative problem solving and mutual respect in both the children and the staff. Finally, Cunningham's four-block literacy model offers a cross-curricular literacy program that focuses on guided reading, writing, and phonics in a way that supports Gardner's Multiple Intelligences. By combining these educational philosophies, Gaudior offers an environment that "educates the whole child" in a "more joyful" learning environment reflecting the origin of the school's name as "gaudior" is Latin for "more joyful."

On the state MEAP tests, Gaudior exceeded the state standards in fourth and seventh grade English/language arts and in fourth and eighth grade math results. On the national Terra Nova tests,

Gaudior students exceeded the national norms in all grades except third grade math results.

In the most recent parent survey, 86 percent of the respondents felt satisfied with their children's academic progress while 92 percent were satisfied with the teaching staff and 86 percent with the administration. These are outstanding ratings for the school community.



# GRAND BLANC ACADEMY

**G**rand Blanc Academy opened in 1999 and is managed by the Mosaica Corporation of New York. The initial school enrollment was 341 students, and the 2003-04 enrollment in grades K-8 was 457 students. At the beginning of the 2003-04 school year, approximately 50 students at Grand Blanc Academy had active Individual Education Plans (IEPs) for special education.

The academy stresses basic skills, technology, creative studies and the Paragon Program. The Paragon Program is based on Great Books and is approximately half of the school day. The academy also uses the University of Chicago Math Program and the Core Language Arts Program.

Students in grades K-5 are offered reading, language arts,

mathematics, science, Spanish, music, physical education and Paragon. Students in grades 6-8 are offered language arts, mathematics, science, Spanish, world and U.S. history, physical education and health. Students also had the opportunity to elect coursework in journalism, speech and debate, photography, videography, life skills, visual art, choir, band, computers and drama.

Grand Blanc Academy's School Improvement Plan focuses on improving student achievement in all academic areas. One of the ways to accomplish these goals is through the use of technology throughout the curriculum. All of the classrooms are equipped with computers that have Internet access and a TV/VCR. All of the teachers are provided a laptop computer so that they can complete necessary work and instructional planning both at school and at home. This unique curriculum strives to incorporate instructional technology on a regular basis.

The software available is designed to complement the curriculum and to help raise student achievement across the curriculum areas. Grand Blanc Academy also uses the Successmaker Program, a self-paced math and reading computerized tutorial program, to help students strengthen weak areas and further enhance their strengths. Sixth, seventh and

## **Grand Blanc Academy**

### **Address**

5135 East Hill  
Grand Blanc, MI 48439

### **Telephone**

810.953.3140

### **Year Opened**

1999/2000

### **Grades**

K-8

### **Enrollment**

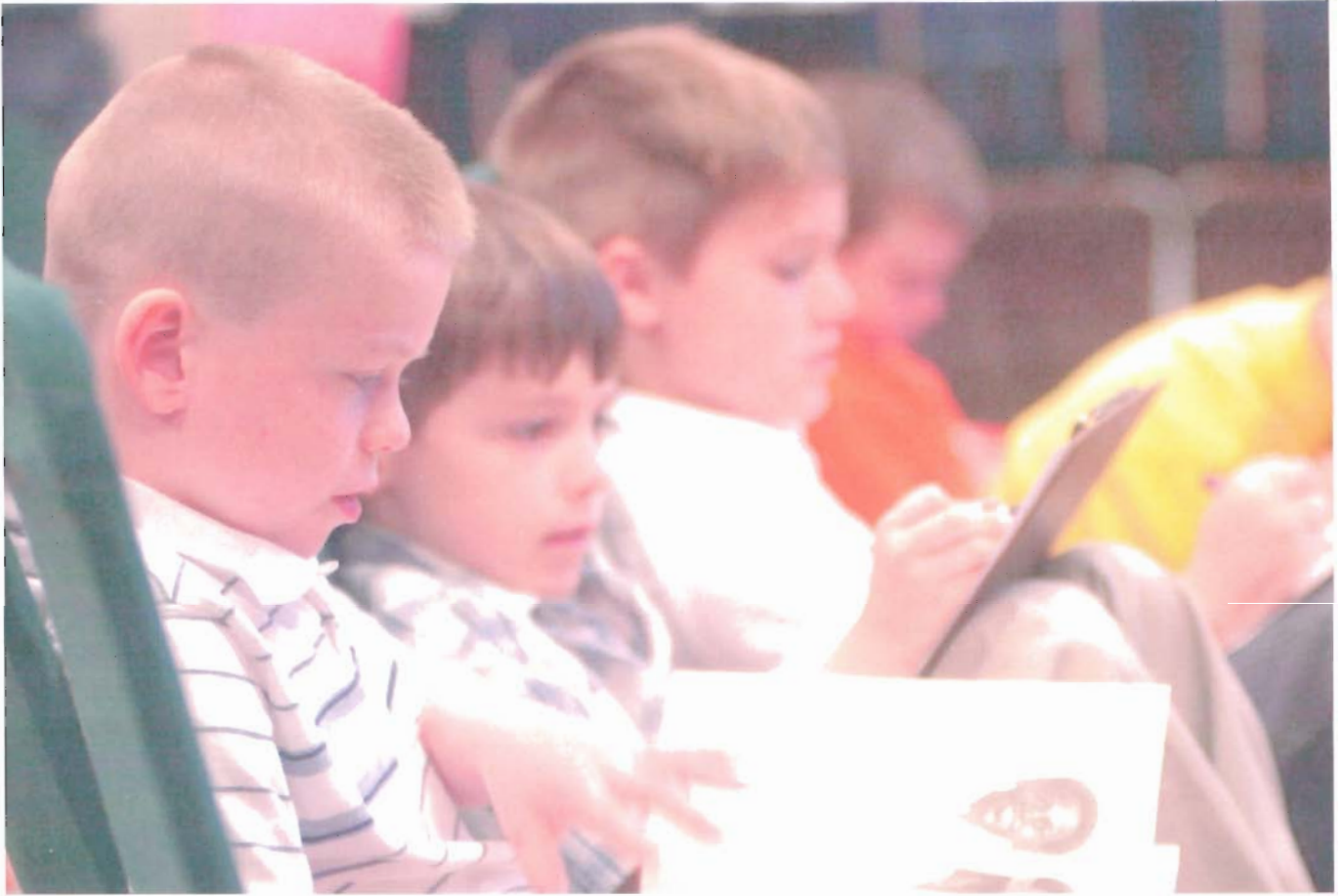
457

### **HIGHLIGHT**

■ Grand Blanc Academy's fourth-grade students exceeded the AYP state standards in math MEAP scores by 23 percent and English/Language Arts (ELA) by 26 percent.







eighth grade students are using the Scholastic Read 180 Program to boost their reading levels.

The 2003-04 parent satisfaction survey indicated that Grand Blanc Academy respondents were 89 percent satisfied with children's progress, 93 percent satisfied with school staff and 89 percent satisfied with school administration.

On the state-wide MEAP test, fourth graders exceeded state standards by more than 20 percent in math and English/language arts, and seventh and eighth graders also exceeded state standards in both areas. On the national Terra Nova test, the cumulative gain by all grades in reading and math was 1.2 years of growth in seven months with only fifth grade reading and seventh grade math not exceeding seven months of growth.



# GREAT LAKES ACADEMY

Great Lakes Academy began operation in the fall of 1997 as a K-3 grade school. For the first three years, the school added a grade level leading to an enrollment of 326 students in grades K-6 during the 2003-04 school year. Two-thirds of the student body come from low-income backgrounds.

Great Lakes Academy is dedicated to educating children by offering small class sizes, innovative teachers, a safe and nurturing environment, an integrated curriculum, extra-curricular activities and character/ethics building. The academy recognizes that the training of a child at home in conjunction with the school is crucial to

success. At Great Lakes Academy, the parents and faculty join together to promote solid instruction with character-building principles. During the 2002-03 school year, Great Lakes Academy received the state Golden Apple Award for outstanding academic growth.

The academic program is based on the "Lightpoints Curriculum." Core subjects include language arts (reading, writing, oral communication, and phonics), mathematics, science, social studies, computer technology, visual arts, vocal music and physical and health education. In the fall of 2000, the school also adopted and integrated the Hirsch Core Knowledge Curriculum into its academic program. The school's curriculum, instructional practices, and assessment system are developed collaboratively by school staff, parents, students and community, are aligned with the school's improvement plan, written curriculum and assessment policies, and are consistent with the State Board of Education approved curriculum content standards.

The school's administrative team allocates the necessary human, fiscal and educational resources and interventions to ensure articulation and alignment of the written curriculum, instructional practices and assessment systems, consistent with the

## Great Lakes Academy

### Address

46312 Woodward Avenue  
Pontiac, MI 48342

### Telephone

248.334.6434

### Year Opened

1997/98

### Grades

K-6

### Enrollment

326

### HIGHLIGHT

■ At Great Lakes Academy, four of the six grades (1-6) tested exceeded the national norms on the Terra Nova tests.





school's policies and procedures on improving student achievement.

In addition, the school's administrative team provides continuing professional development for all educators based on the school's curriculum and the academic goals derived from an analysis of student data, ensuring that all staff will have the skills necessary to effectively instruct students.

In the 2003-04 annual parent survey at Great Lakes Academy, parents indicated a 93 percent satisfaction level with their children's progress and 74 percent satisfaction rating with school administrators and staff.

On the annual MEAP tests, fourth graders did not meet statewide standards in math and English/language arts. On the national Terra Nova tests, kindergarten, first, second and fifth

grades exceeded expectations while third, fourth and sixth graders had generally below-average scores.





# HOPE ACADEMY

**H**ope Academy began its operation in 1998 as a K-3 elementary school with an enrollment of 288 students. It has since grown to a K-6 elementary school with an enrollment of 467 students in 2003-04, mainly from low-income families (55 percent) in Detroit. The mission statement of Hope Academy, in cooperation with the community and parents, is to promote excellence in academics in a caring environment so that all students are knowledgeable, resourceful and self-reliant individuals, able to adapt and contribute to our changing society.

The mission statement and educational beliefs reflect the

high academic standards expected of Hope Academy students and staff. With the guidance of teachers utilizing this philosophy, students will master more effectively the challenging content provided to them and develop complex problem-solving skills.

The curriculum framework is of comprehensive scope and sequence representing the content knowledge, skills and processes students at Hope Academy will be introduced to during their educational experience. The entire document is aligned with the Michigan Curriculum Framework, where applicable, and includes additional benchmarks and goals from several national organizations including, but not limited to, the National Council of Teachers of English, the National Council of Teachers of Mathematics, the National Council of Science Educators and the National Council of Social Studies Teachers.

The four core subject areas of language arts, math, science and social studies are broken down into grade-level expectations or exit skills. These exit skills provide much needed clarification for teachers in their development and implementation of daily lesson plans. Exit skills are coded for easy notation within lesson plans and allow for a smooth verification of acceptable implemen-

## Hope Academy

### Address

10100 Grand River  
Detroit, MI 48204

### Telephone

313.934.0054

### Year Opened

1998/99

### Grades

K-6

### Enrollment

467

### HIGHLIGHT

■ Hope Academy students exceeded the AYP state standards in math and English/Language Arts (ELA) on the MEAP tests by eleven and seven percentage points respectively.





tation. When implemented in its entirety, the scope and sequence should alleviate unnecessary repetition of subject matter as well as reduce the number of gaps within the whole of the student's education.

The "specials" or non-core subjects included within this

framework are: band, dance, drama, foreign language, health, life skills, physical education, technology, visual art and vocal music for the middle school; and art, drama, health, life skills, music, physical education and technology for lower and upper elementary. These subjects represent a three-year course of study as students typically attend these classes less frequently, especially in the elementary grades.

Seventy-one percent of parent survey respondents rated the progress of their child as satisfactory, 71 percent were very satisfied with the staff and 74 percent with the administration.

On the state MEAP test, Hope fourth graders exceeded the state standards in math and English/language arts while Terra Nova scores were below average in grades 4-6.





# EASTERN MICHIGAN UNIVERSITY

## CHARTER SCHOOL ADMINISTRATION FINANCIAL REPORT

### For Fiscal Years 2002-2003 and 2003-2004

	<u>2004</u>	<u>2003</u>
Appropriations Received (Michigan State School Aid)	\$ 25,893,627	25,192,280
Appropriations Disbursed	25,161,110	24,479,944
Eastern Michigan University Administrative Fee	732,517 <sup>1</sup>	712,336
Total Revenue	732,517	712,336
Operating Expenses	<u>742,131<sup>2</sup></u>	<u>714,826<sup>3</sup></u>
Surplus/(Deficit)	<u>\$ (9,614)<sup>4</sup></u>	<u>(2,490)<sup>4</sup></u>

1 The increase in the University's 2004 administrative fee was the result of an increase in the blended FTE state aid membership, upon which state foundation funding is based, but was negatively influenced by a \$74 per student state funding cut.

2 In the 2003-2004 school year, 3,574 students were enrolled in eight charter schools, with a blended FTE state aid membership of 3,558.33. The operating budget included a director, assistant director, administrative assistant, accountant and part-time attorney. Other expenses included printing, equipment, professional dues, workshops and related office and field expenditures, including \$233,000 in direct assistance to schools for staff professional development, achievement testing, policy development and cultural student enrichment programs.

3 In the 2002-2003 school year, 3,478 students were enrolled in eight charter schools with a blended FTE state aid membership of 3,455.65. The operating budget included a director, assistant director, administrative assistant, accountant and part-time attorney. Other expenses included legal fees, workshops and related office and field expenditures, including more than \$202,000 in direct assistance to schools for staff professional development, achievement testing, policy development, and cultural student enrichment programs.

4 The deficit was covered by the existing fund balance.

# CHARTER SCHOOLS ASSESSMENT PROGRAMS

## **Michigan Educational Assessment Program**

The Michigan Educational Assessment Program (MEAP) tests were first administered in 1970. The goal of the tests is to measure what Michigan students know and are able to achieve. Michigan's MEAP tests are criterion-referenced, which means that results are reported as performance against prescribed state standards. These standards are set by Michigan educators and approved by the State Board of Education. Students are tested in four content areas: ELA (English language arts), mathematics, science and social studies. The ELA content area includes reading, writing and listening. Currently, students are tested in grades 4, 5, 7, 8 and 11\*.

As outlined by the state, the purpose of the MEAP test is:

1. to measure academic achievement as compared to expectations and whether improvement of achievement is during a specific time period;
2. to determine whether improvement programs and policies are having the desired results;
3. to target academic assistance where needed.

The MEAP is being utilized in the annual yearly progress (AYP) assessment portion of the federal No Child Left Behind (NCLB) program. The MEAP is also utilized in the Michigan Education YES! program's individual school assessments.

## **Terra Nova**

The Terra Nova test is a national norm-referenced test. Each student's performance is compared to other students' performances across the United States. The test was developed by CTB-McGraw-Hill of California and uses both selected- and constructed-response

items which measure important basic and applied skills. Students are tested in five content areas: mathematics, reading, language arts, science and social studies.

Currently, students in each academy authorized by EMU complete this exam twice a year, once in the fall (pre-test) and again in the spring (post-test). This allows evaluators to compare data between pre- and post-testing and provides reliable information concerning student academic growth during a specific period of time.

Results are reported in several variations, but typically the Grade Mean Equivalent (GME) reports the most significant data for evaluation purposes. This score reports the student's performance in terms of grade level over an academic year (10 months). For instance, a GME score of 2.3 translates into a student performing at the third month of second grade. Eight months later, on the post-test, this same student would be expected to score eight months higher, receiving a score of 3.1 or first month of third grade. By comparing the pre- and post-test GME scores, evaluators can determine whether there has been satisfactory academic progress.

In most of EMU's charter schools, as many as 30 percent of the students taking the above tests were new, having been enrolled for only a few months before the tests were administered. In addition, the enrollment at charter schools is comprised of a large number of students who have transferred from schools that have been identified as high-priority schools, due to their chronic low academic performance.

*\*High School students must complete the High School Proficiency Test (HSPT) at some point during their high school career. Most students take the test in the 11th grade, but some opt to try it in the 10th grade.*



# 2003-04 ANNUAL PARENT SURVEY

The Charter Schools Office at Eastern Michigan University (EMU) conducted a survey among the parents of the students at Eastern Michigan University's eight charter schools for the second year in a row. This survey provides feedback from this sample of parents about the experiences of their children in the charter schools during the 2003-04 academic year. The survey is an 11-item self-administered survey consisting of satisfaction questions along with some background information about students.

A total of 1,074 households were mailed a survey. A total of 230 (approximately 20 percent) of the surveys were completed and returned in time for the analysis. The following are the highlights of this annual survey.

1. The main reasons parents sent their children to charter schools continue to be the same as in last year's survey. They are:

- a. Academic Programs – 49 percent
- b. School Environment – 20 percent
- c. Size of School – 8 percent
- d. Location of School – 8 percent

2. 84 percent of the parents were satisfied with the progress of their children during the year which is the same as the previous school year.

3. 80 percent of the parents were satisfied with their children's teachers during the year which is up five points over the previous year.

4. 74 percent of the parents were satisfied with the location of their children's charter schools during this year which is up three points over the previous year.

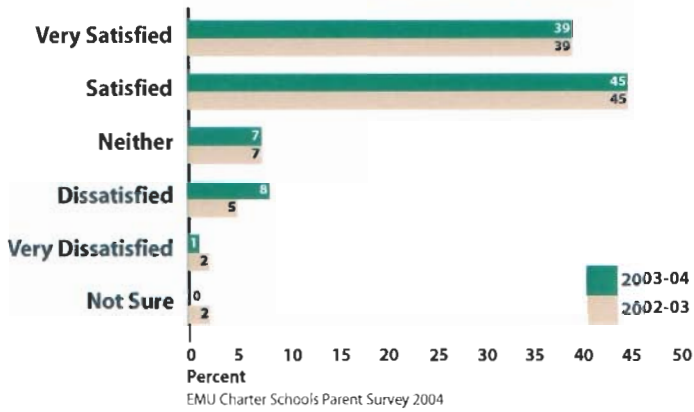
5. 34 percent of these parents stated that they have two or more students in charter schools this year which is slightly lower than last year.

6. Nearly 80 percent of these parents stated that they plan on having their children return to the charter schools in the fall.

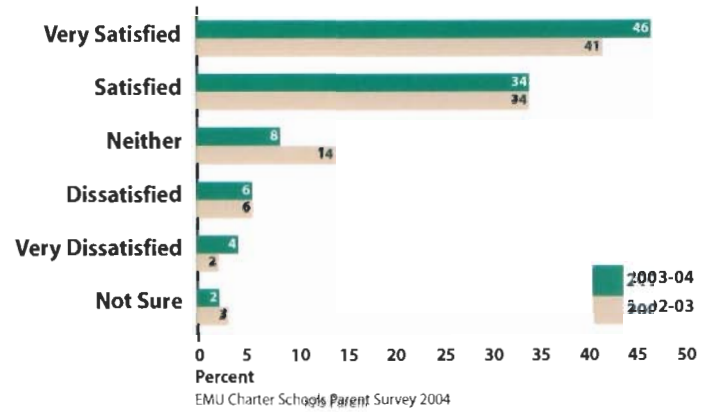
7. More than 80 percent of these parents would recommend their children's charter schools to a friend or relative.

This survey will be completed again in the spring of 2005.

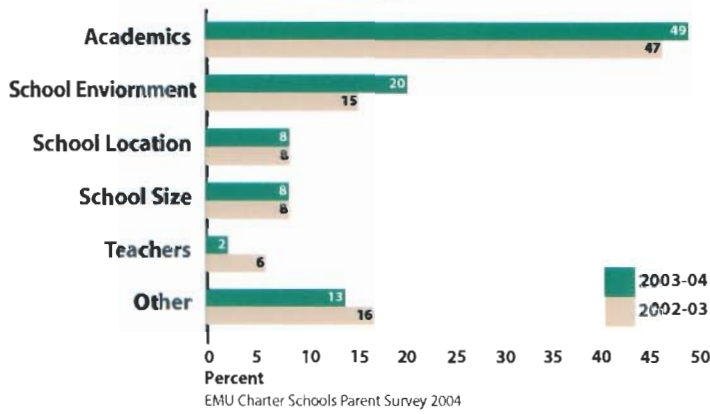
### Overall Satisfaction with Child's Progress at Charter Schools



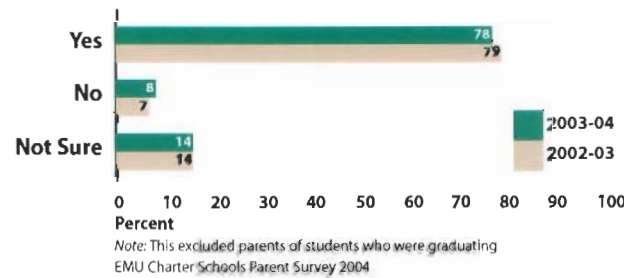
### Overall Satisfaction with Charter School Teachers



### Main Reason for Sending Child to Charter School



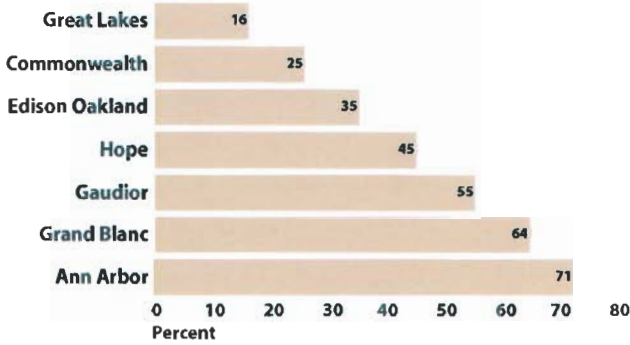
### Parents Who Plan on Having Their Child Return to the Charter School in the Fall



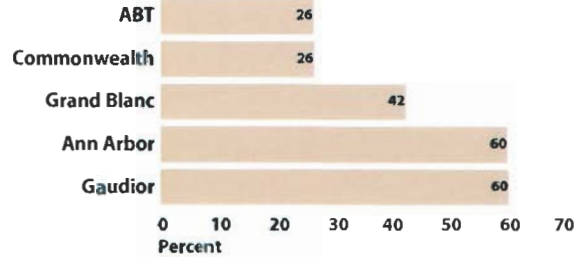


# MEAP ANALYSES

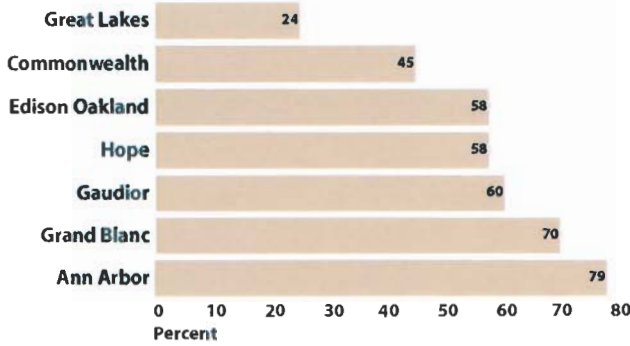
**Fourth Grade MEAP Reading Results 2004<sup>1</sup>**



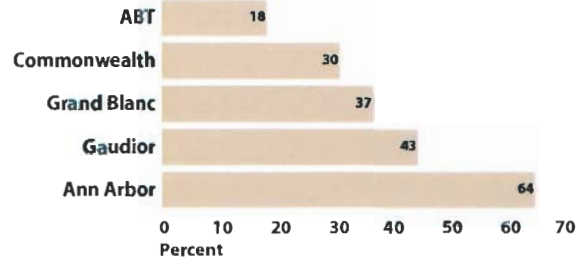
**Seventh Grade MEAP Reading Results 2004<sup>1</sup>**



**Fourth Grade MEAP Math Results 2004<sup>1</sup>**



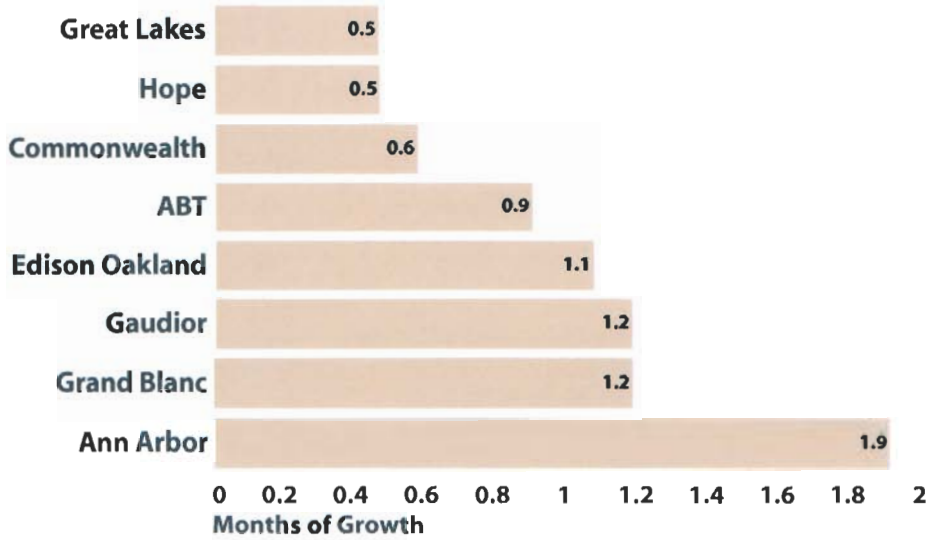
**Eighth Grade MEAP Math Results 2004<sup>1</sup>**



<sup>1</sup> Passing (Levels 1 and 2) for elementary reading is 38 percent, elementary math is 47 percent, middle school reading is 31 percent, middle school math is 31 percent, high school reading is 47 percent and high school math is 33 percent.

# TERRA NOVA ANALYSES

## Pre-Post Test Results for 2003-2004



Note: Growth based on difference between Fall 2003 Pre-test and Spring 2004 Post-test.

Academy for Business and Technology includes data on the elementary school only.



## 2004 CHARTER-GRANTING AUTHORIZERS

**Allegan ISD**

Robert Brenner  
310 Thomas St.  
Allegan, MI 49010

**Bay-Arenac ISD**

Michael Dewey  
4228 Two Mile Rd.  
Bay City, MI 48706

**Bay Mills Community College**

Patrick Shannon  
12214 W. Lakeshore Dr.  
Brimley, MI 49715

**Central Michigan University**

James Goenner  
2520 South University Park  
Mt. Pleasant, MI 48859

**COP-ISD**

James Mick  
6065 Learning Lane  
Indian River, MI 49749

**Detroit Public Schools**

Daniel Bully  
New Center Bldg.  
3031 W. Grand Blvd., Ste. 450  
Detroit, MI 48202

**Eastern Michigan University**

Joseph Pollack  
207 Welch Hall  
Ypsilanti, MI 48197

**Ferris State University**

Jimmie Rodgers  
Charter Schools Office  
Big Rapids, MI 49307

**Grand Rapids Public Schools**

Bert Bleke  
1331 Franklin St., SE  
Grand Rapids, MI 49501

**Grand Valley State University**

Edward Richardson  
1143 Mackinac Hall  
Allendale, MI 49401

**Hillsdale ISD**

Robert Henthorne  
310 West Bacon Rd.  
Hillsdale, MI 49242

**Inkster Public Schools**

W. Howard Morris  
29115 Carlyle  
Inkster, MI 48141

**Kellogg Community College**

Paul Ohm  
450 North Ave.  
Battle Creek, MI 49017

**Lake Superior State University**

Lila Malmberg  
4705 Taylor Lake  
Cadillac, MI 49601

**Macomb ISD**

Michael DeVault  
44001 Garfield Rd.  
Clinton Township, MI 48038

**Manistee Area Public Schools**

Joel Raddatz  
550 Maple St.  
Manistee, MI 49660

**Manistee ISD**

Gib Hoffman  
225 9th St.  
Manistee, MI 49660

**Midland County Educational**

Service Agency  
William McKinstry  
3917 Jefferson Ave.  
Midland, MI 48640

**Northern Michigan University**

William Hyry  
1401 Presque Isle Ave.  
Marquette, MI 49855

**Oakland University**

Yvette Jenkins  
Public School Academies &  
Urban Partnerships  
405H SEHS  
Rochester, MI 48309

**Saginaw ISD**

Richard Lane  
6235 Gratiot Rd.  
Saginaw, MI 48603

**Saginaw Valley State University**

Ronald Schneider  
7400 Bay Rd.  
University Center, MI 48710

**St. Clair ISD**

Daniel DeGrow  
P.O. Box 5001  
499 Range Rd.  
Port Huron, MI 48061

**Washtenaw Community College**

Lee Schleicher  
P.O. Box D-1  
4800 E. Huron River Dr.  
Ann Arbor, MI 48106

**Washtenaw ISD**

William Miller  
P.O. Box 1406  
1819 South Wagner Rd.  
Ann Arbor, MI 48106

**Wayne RESA**

Blandina Rose  
P.O. Box 807  
33500 Van Born Rd.  
Wayne, MI 48184

**Wyoming Public Schools**

Jon Felske  
3575 Gladiola Ave. SW  
Wyoming, MI 49509

## FACTS ABOUT MICHIGAN CHARTER SCHOOLS

- Charter schools are public schools – they serve about 80,000 Michigan students in 2004-05.
- Charter schools receive per-pupil state aid only, averaging \$1,036 less per student than their traditional competitors.
- Charter schools are authorized by universities, community colleges, intermediate school districts and local districts. Most are authorized by the state’s universities or by Bay Mills Community College.
- Nearly 90 percent of charter schools received passing grades – As, Bs or Cs – on the state’s Education YES! Report cards released in August 2004.
- About 1,000 seniors graduate from Michigan charter schools each spring, many of them with the pride of knowing they beat the odds by graduating or were first in their families to receive a diploma.
- Charter teachers must be certified according to state law, just like their peers in traditional schools.
- About 58 percent of charter school students are economically disadvantaged, compared to the state average of 33 percent. More than half of charter school students are minorities; the state average is 19 percent.
- Nearly 85 percent of the state’s charter schools saw increases or had steady enrollment for the 2003-04 school year. More than two-thirds had waiting lists – 15 with lists of 200 to 900 children.
- Charter schools showed greater gains than the state average in seven of 10 grades/subjects on the 2004 MEAPs.
- Detroit, Flint and Grand Rapids charter schools outpaced the traditional districts in most grades/subjects by as much as 10-26 percentage points.



## BOARD OF REGENTS

(2003-04)

**Philip A. Incarnati**

Fenton, Chair

**Karen Q. Valvo**

Ann Arbor, Vice Chair

**Joseph E. Antonini**

Troy

**Jan A. Brandon**

Ann Arbor

**Steven G. Gordon**

Southfield

**Rosalind E. Griffin**

Farmington Hills

**Michael G. Morris**

Northville

**Sharon J. Rothwell**

Taylor

## EXECUTIVE OFFICERS

(2003-04)

**Samuel A. Kirkpatrick**

President

**Paul T. Schollaert**

Provost and Vice President for  
Academic Affairs

**John Beaghan**

Interim Vice President for Business and Finance

**Courtney O. McAnuff**

Vice President for Enrollment Services

**Stuart J. Starmer**

Vice President for Advancement

**Juanita M. Reid**

Vice President for University Relations

**James F. Vick**

Vice President for Student Affairs





# EASTERN MICHIGAN UNIVERSITY™

## Charter Schools Office

Dr. Joseph F. Pollack, Director  
207 Welch Hall  
Eastern Michigan University  
Ypsilanti, MI 48197

