

EASTERN MICHIGAN UNIVERSITY™

Charter Schools

2007-2008 Annual Report





Charter Schools Annual Report 2007-2008

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Introduction and Background

Charter Schools in Michigan

The Michigan Legislature passed its first charter school law, Public Act 362, Part 6A, 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 12 years; however, the state legislature placed a limitation on university-authorized charter schools of 150 charters, and the “cap” still exists.

In 2003, the legislature passed a unique charter school law to create “urban high school academies,” Public Act 179 of 2003 (MCL 380.521-529, Part C). Michigan public universities may authorize these schools in Detroit only with large entities such as foundations. At the present time, only one university has issued an urban high school charter.

Since new charters from the State of Michigan have been unavailable to Eastern Michigan University, the Charter Schools Office has embarked on an expansion program for our existing schools resulting, over the past seven years, in major renovations and enrollment increases.



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 233 licensed charter schools serving more than 100,000 students (as of September 2008).

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	199	74,500	8%
2004-05	216	81,500	10%
2005-06	222	90,000	8%
2006-07	230	100,000	10%
2007-08	233	103,000	3%



Charter Schools Nationwide

The number of charter schools nationwide increased by 355 during this school year, according to the Center for Education Reform, a Washington-based group that advocates school choice. The center lists more than 4,300 charter schools operating in 40 states and the District of Columbia in 2007-08. According to the center's estimate, the schools served more than 1.34 million students. States with the most students attending charter schools are California, Arizona, Florida, Ohio, Texas and Michigan.

Charter Schools Office at Eastern Michigan University

The Charter Schools Office at Eastern Michigan University was created as part of the Division of University Relations in the fall of 1995. On January 1, 1996, Dr. Joseph F. Pollack, former school superintendent in Michigan and Illinois, was appointed director of the new office.

At the opening of the 2007-08 school year, nine charter schools enrolled approximately 3,500 students. Five of the charter schools are run independently by their school boards and operate most aspects of their schools, including educational programs and financing. These five are the Ann Arbor Learning Community, Commonwealth Academy, Gaudior Academy, Great Lakes Academy and Hope Academy. The other three schools are run by private, educational management companies. The Academy for Business and Technology is managed by the Leona Group of East Lansing, Michigan. 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.

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

Schools of Distinction

Three Eastern Michigan University charter schools were designated for distinction during the 2007-08 school year. A Michigan Department of Education analysis of that year's MEAP test data indicated that these charter schools achieved a unique degree of academic success. The schools (Edison Oakland Academy, Academy for Business and Technology Elementary, and Grand Blanc Academy) were among 52 charter schools state-wide that achieved 60 percent academic proficiency with populations made up of more than 50 percent free/reduced lunch (low-



income level) students.

In addition, the Ann Arbor Learning Community has been honored as one of the 53 best charter schools in the United States by the Washington-based Center for Education Reform. Ann Arbor Learning Community was one of only two schools in Michigan to receive the honor in 2007.



Charter Schools Assessment Programs



The Michigan Educational Assessment Program (MEAP)

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. In 2007-08, students were tested in grades 4, 5, 7 and 8. Since 2007, the ACT/Michigan Merit Exam has been utilized for high schools.

The MEAP is being utilized in the Adequate 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.

Iowa Test of Basic Skills (ITBS)

The Iowa Test of Basic Skills (ITBS) is a national norm-referenced test. Each student's performance is based upon peer scores of like students in the United States. The test was developed by the University of Iowa in 1935 and is used extensively in schools in many parts of the nation. The contents and skills measured in grades K-8 include vocabulary, word analysis, reading comprehension, listening, language, mathematics, social studies, and science. All are assessed on age-appropriate levels.

The ITBS was administered for the first time in Eastern Michigan University's charter schools in spring 2006. Since this is an annual test, comparative scores for students were available after the 2007 test. Students' academic growth is measured by utilizing "value-added" measurements

(whether the student gained one year of growth in each of the tested areas).

In most of Eastern Michigan University's charter schools, nearly one-third of the students taking the above tests are 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.

Annual Oversight Review (AOR)

The Annual Oversight Assessment is a comprehensive review of each school's accomplishments for the academic year by the Charter Schools Office. The "academic assessment" comprises 60 percent of the total rating including the MEAP, ITBS, and *Education Yes!* final results. Other areas of accomplishment include monitoring teacher and staff qualifications, school board requirements, school operations, finance and regulatory reporting, and facilities review which combine for 40 percent of the ratings.



Academy for Business and Technology Elementary School

The Academy for Business and Technology Elementary (ABTE) School in Dearborn, opened in 2003 and currently operates a grade K-5 elementary campus. The school offers basic studies, classes in business and Arabic. The academy's curriculum is aligned with state standards. In 2007-2008, 312 students were enrolled.



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This school continues to meet federal (*No Child Left Behind Act*) and state (*EducationYES!*) guidelines for satisfactory progress in student academic performance. ABTE continues to achieve these educational goals, while working with a student population many of whom are

from households where English is the second language.

During the 2007-2008 school year, the Academy for Business and Technology Elementary received a grade of "B" on its Michigan *Education YES!* report card.



Mission Statement

In cooperation with parents and community, ABT will provide all students with a safe environment for learning and preparing them for success in their adult lives by equipping them with the skills necessary to foster creativity, to develop a sound character, to achieve higher education, to obtain employment and to be fully productive citizens well into the 21st century.

Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements
- Annual Oversight Assessment – Full Approval

According to survey results:

- Parents satisfied with their children's academic progress
- Parents satisfied with academy's teachers
- Parents satisfied with academy's administrator

Vital Statistics

- Years as a charter school: 5
- Total Enrollment: 312
- Grades: K-5
- Student teacher ratio: 22:1
- Percent of special education students: 12
- Percent of low income students: 83
- Percent Highly Qualified Teachers: 100

Mission Statement

In cooperation with parents and community, ABT will provide all students with a safe environment for learning and preparing them for success in their adult lives by equipping them with the skills necessary to foster creativity, to develop a sound character, to achieve higher education, to obtain employment and to be fully productive citizens well into the 21st century.

Performance Indicators

- Overall school received passing score on Michigan Educational Assessment Program (MEAP) exam, but missed making AYP (Adequate Yearly Progress) because of its graduation rate in 2006-2007.
- Met Education YES! (Michigan Report Card) requirements
- Annual Oversight Assessment – Full Approval

According to survey results:

- Parents satisfied with their children's academic progress
- Parents satisfied with academy's teachers
- Parents satisfied with academy's administrator

Vital Statistics

- Years as a charter school: 11
- Total Enrollment: 383
- Grades: 6-12
- Student teacher ratio: 22:1
- Percent of special education students: 12
- Percent of low income students: 83
- Percent Highly Qualified Teachers: 100

Academy for Business and Technology Secondary School

The Academy for Business and Technology Secondary (ABTS) School was authorized by the Board of Regents in 1997 to operate as a secondary school (grades 6-12) in Dearborn Heights. In 2005 the academy relocated to Melvindale, Michigan.

This school has a special emphasis on business and technology, while it continues to align its course offerings with the State of Michigan's curriculum (Grade Level Content Expectations).

The Academy for Business and Technology Secondary (ABTS) School has made great strides in the area of academic performance during school year 2007-2008. The academy served 383 students, with 55 graduating in June. Thirty-four of these 2008 graduates have gone on to pursue advanced studies in either community colleges or universities. A number



of these students are currently enrolled at Eastern Michigan University. The other graduates have joined Michigan's workforce.

ABTS continues to be the only charter school in Michigan to offer a JROTC (Air Force) program.



Ann Arbor Learning Community

The Ann Arbor Learning Community (AALC) began as a K-6 school in 1998. It is presently a K-8 school that enrolled 213 students in 2007-2008 with an average class size of 15. Approximately 60 percent of the student body resides in the Ann Arbor-Ypsilanti area, with the remainder coming from other communities throughout southeast 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.

During the 2007-2008 school year, Ann Arbor Learning Community received a grade of "A" on its Michigan *Education YES!* report card.



Mission Statement

To nurture independent learners as they acquire the tools they need to shape an environmentally and socially responsible future.

In a supportive, student-centered community that appreciates uniqueness, AALC helps students develop a strong sense of self and lifetime love of learning.

The school fosters the development of essential life skills and core academic knowledge through small, multi-aged classrooms that honor the learning and creative strengths of each student.

Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements
- Annual Oversight Assessment – Full Approval

According to survey results:

- Parents satisfied with their children's academic progress
- Parents highly satisfied with academy's teachers
- Parents satisfied with academy's administrator

Vital Statistics

- Years as a charter school: 10
- Total Enrollment: 213
- Grades: K-8
- Student teacher ratio: 14:1
- Percent of special education students: 15
- Percent of low income students: 6
- Percent Highly Qualified Teachers: 100

Mission Statement

To challenge each student to succeed at his/her maximum potential in a safe and secure environment. Academic and social excellence will be encouraged through effective instruction and cooperation between faculty, parents and students.

Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements
- Annual Oversight Assessment – Exemplary Approval

According to survey results:

- Parents highly satisfied with their children's academic progress
- Parents highly satisfied with academy's teachers
- Parents highly satisfied with academy's administrator

Vital Statistics

- Years as a charter school: 12
- Total Enrollment: 275
- Grades: K-8
- Student teacher ratio: 19:1
- Percent of special education students: 7
- Percent of low income students: 94
- Percent Highly Qualified Teachers: 100

Commonwealth Community Development Academy

Commonwealth Community Development Academy opened its doors as a middle school in 1996. Its initial enrollment consisted of 268 students. In 1998, the academy opened an elementary school building which housed grades K-4 on the east side of Detroit. In both the elementary and middle schools, basic math and science are emphasized. In the

2004-2005 school year, the academy consolidated the K-6 grades in one building. During the 2006-2007 school year a seventh grade was added to the school, and an eighth grade was added in school year 2007-2008.

Commonwealth Community Development Academy continues to make improvements in student achieve-

ment. This is the fifth year that the academy has utilized the Success For All comprehensive school reform model as a method of improving student academic performance. The Success For All school reform model mandates that all students participate in a daily 90-minute structured reading program, with higher grade level students being assessed every eight weeks.



Edison Oakland Academy

Edison Oakland Public School Academy of Ferndale opened its doors in the fall of 1999. It is managed by Edison Schools, Inc. In 2007-2008, the charter school served 932 students in grades K-7 and was organized into two academies: the primary academy (K-2) and the elementary/secondary academy (3-7). Nearly 80 percent of this academy's student population resides in the city of Detroit.



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.

During the 2007-2008 school year, Edison Oakland Public School Academy received a grade of "B" on its Michigan *Education YES!* report card.

Mission Statement

To develop students with strong character who come to value learning as a lifelong process.

Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements
- Annual Oversight Assessment – Full Approval

According to survey results:

- Parents highly satisfied with their children's academic progress
- Parents highly satisfied with academy's teachers
- Parents satisfied with academy's administrator

Vital Statistics

- Years as a charter school: 9
- Total Enrollment: 932
- Grades: K-7
- Student teacher ratio: 24:1
- Percent of special education students: 5
- Percent of low income students: 73
- Percent Highly Qualified Teachers: 100



Mission Statement

To provide learning experiences in an atmosphere which nurtures and educates the whole child by addressing the multiple intelligences, instilling a love of learning, and fostering respect for themselves, their fellow citizens, their country, and their world.

Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements
- Annual Oversight Assessment – Full Approval

According to survey results:

- Parents highly satisfied with their children's academic progress
- Parents highly satisfied with academy's teachers
- Parents highly satisfied with academy's administrator

Vital Statistics

- Years as a charter school: 12
- Total Enrollment: 224
- Grades: K-8
- Student teacher ratio: 15:1
- Percent of special education students: 3
- Percent of low income students: 42
- Percent Highly Qualified Teachers: 95

Gaudior Academy

Gaudior Academy is a K-8 public school academy located in Inkster. The 2007-2008 school year marked the beginning of the twelfth year of its charter with Eastern Michigan University with an enrollment of 224 children. Approximately 50 percent of its students reside in Detroit and Inkster, with the remainder coming from 12 other school districts.

The 2007-2008 school year marked their third year of ownership of the building they occupy. It also marked their third year operating the Gaudior Early Learning Center, a child-care center and preschool for children ranging in ages from six months to four years of age. This center greatly strengthens Gaudior Academy's presence in the community.



Grand Blanc Academy



Grand Blanc Academy opened in 1999 and is managed by the Mosaica Corporation of New York. The initial school enrollment was 341 students, and the 2007-2008 enrollment in grades K-8 was 454 students.

The academy stresses basic skills, technology, creative studies and the Paragon Program. The Paragon Program is based on Great Books and comprises 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.



Mission Statement

To work together with families and the community to instill the values of citizenship and lifelong learning. We will provide a safe and effective learning environment striving to meet the needs of all students.

Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements
- Annual Oversight Assessment – Full Approval

According to survey results:

- Parents highly satisfied with their children's academic progress
- Parents highly satisfied with academy's teachers
- Parents highly satisfied with academy's administrator

Vital Statistics

- Years as a charter school: 9
- Total Enrollment: 454
- Grades: K-8
- Student teacher ratio: 21:1
- Percent of special education students: 12
- Percent of low income students: 52
- Percent Highly Qualified Teachers: 100



Mission Statement

To provide an environment which promotes and provides practical knowledge to become productive and responsible citizens in the 21st Century. GLA will prepare students to function in a complex, ever changing world by cultivating habits which promote self concept. The results will be excellence in the basic core subject areas, art, music, physical education and technology.

Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements
- Annual Oversight Assessment – Full Approval

According to survey results:

- Parents satisfied with their children's academic progress
- Parents satisfied with academy's teachers
- Parents satisfied with academy's administrator

Vital Statistics

- Years as a charter school: 11
- Total Enrollment: 288
- Grades: K-6
- Student teacher ratio: 16:1
- Percent of special education students: 11
- Percent of low income students: 83
- Percent Highly Qualified Teachers: 100

Great Lakes Academy

Great Lakes Academy (GLA) 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 288 students in grades K-6 during the 2007-2008 school year. Great Lakes Academy was a recent recipient of the state's Golden Apple Award for outstanding academic growth.

With nearly 90 percent of Great Lakes Academy's students facing the challenges of a difficult economy, this school pro-

vides an educational environment that is intimate, safe and nurturing. Great Lakes Academy's integrated curriculum includes extracurricular 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.

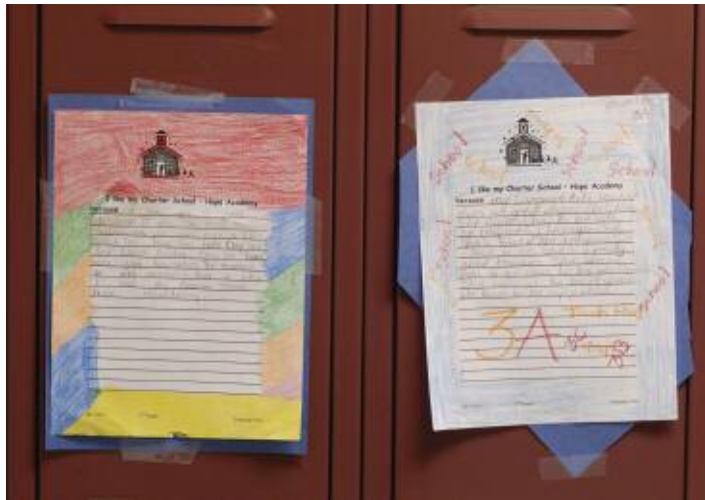


Hope Academy

Hope 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 441 students in 2007-2008, primarily from Detroit. 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 implementation. When implemented in its entirety, the scope and sequence will alleviate unnecessary repetition of subject matter as well as reduce the number of gaps within the whole of the students' 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 classes represent a three-year course of study as students typically attend them less frequently, especially in the elementary grades.

Hope Academy continues to make Adequate Yearly Progress as mandated by the federal government's No Child Left Behind Act. Hope Academy also continues to meet the State of Michigan's mandate for educational progress, as outlined in the *EducationYES!* report card.



Mission Statement

To provide a positive, nurturing and collaborative educational environment where we ensure the intellectual, social, and physical development of every student.

Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements
- Annual Oversight Assessment – Full Approval

According to survey results:

- Parents satisfied with their children's academic progress
- Parents satisfied with academy's teachers
- Parents satisfied with academy's administrator

Vital Statistics

- Years as a charter school: 10
- Total Enrollment: 441
- Grades: K-6
- Student teacher ratio: 17:1
- Percent of special education students: 13
- Percent of low income students: 76
- Percent Highly Qualified Teachers: 100

Charter Schools Administration Financial Report

Fiscal Years 2006-2007 and 2007-2008

	2008	2007
Appropriations Received (Michigan State School Aid)	\$ 27,231,933	26,985,281
Appropriations Disbursed	26,456,492	26,220,394
Eastern Michigan University Administrative Fee	775,441 ¹	764,887
Operating Expenses	795,592 ²	693,772 ³
Surplus/(Deficit)	\$ (20,151) ⁴	71,115

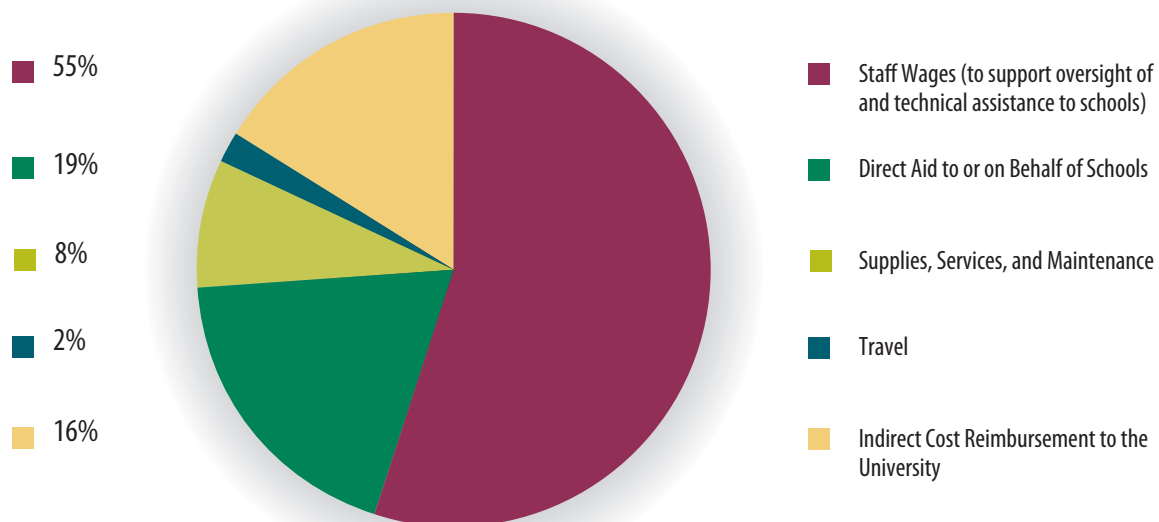
¹ The University's 2008 administrative fee increase was the result of a \$90 per pupil increase in the state's foundation allowance, and a 16 FTE membership increase. FTE membership, full time equivalent membership, is based upon a blend of 25% of the prior school year official February enrollment count and 75% of the current school year official September enrollment count.

² In the 2007-2008 school year, 3,520 students were enrolled in eight charter schools, with a blended FTE state aid membership of 3,509.41. The operating budget included a director, associate director, administrative assistant, accountant and part-time attorney. Other expenses included printing, equipment, professional dues, workshops and related office and field expenditures. Expenditures included \$154,339 in direct assistance to schools for staff professional development, achievement testing and policy development, and over \$125,000 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program.

³ In the 2006-2007 school year, 3,536 students were enrolled in eight charter schools, with a blended FTE state aid membership of 3,492.69. The operating budget included a director, associate director, administrative assistant, accountant and part-time attorney. Other expenses included printing, equipment, professional dues, workshops and related office and field expenditures. Expenditures included \$107,407 in direct assistance to schools for staff professional development, achievement testing and policy development, and over \$112,000 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program.

⁴ The 2007-2008 deficit was a planned deficit to give academies a larger professional development grant award than would otherwise have been available.

Uses of Charter School Funding for the Year Ended June 30, 2008



Schedule of Expenditures and Grants Made To or On Behalf of Charter Schools

Fiscal Year 2007-2008

School	Amount Prof. Dev. Grants*	Amount Expenditures	Total Amount
ABT Total	14,000	4,898	18,898
AALC Total	10,685	3,992	14,677
CCDA Total	14,000	5,353	19,353
EDOAK Total	13,348	12,164	25,512
GAUD Total	14,000	3,302	17,302
GBA Total	14,000	6,431	20,431
GLA Total	14,000	3,905	17,905
HOPE Total	14,000	6,261	20,261
Grand Total	108,033	46,306	154,339

Reason for Expenditure	Total Amount
Professional Development Grants	108,033
Professional Development/EMU Administrator Workshops	2,842
Professional Development/Continuing Education and Other	160
Board Training, Enrichment and Other	2,093
Academic Testing	41,211
Grand Total	154,339

*Each academy's professional development grant initially was determined to bring its current balance at July 1, 2007 to \$12,000, including carry over of unexpended funding from prior years. Subsequently, each academy was also given the opportunity to request an additional \$2,000 during the school year.

EASTERN MICHIGAN UNIVERSITY™

2007-08 Academic Year

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