

EASTERN MICHIGAN UNIVERSITY™

# Charter Schools

2008-2009 Annual Report





# Charter Schools Annual Report 2008-2009

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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. The only higher education institution that issued new charters in 2008-2009 was Bay Mills Community College.



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, no 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 continues in its ongoing efforts to ensure quality programs at our charter schools, along with sustainable increases in enrollments.

## Charter Schools Nationwide

The number of charter schools nationwide increased by 644 during this school year, according to the Center for Education Reform, a Washington-based group that advocates school choice. The center lists 4,624 charter schools operating in 40 states and the District of Columbia in 2008-2009. According to the center's estimate, the schools served more than 1.5 million students. States with the most students attending charter schools are California, Arizona, Florida, Ohio, Texas and Michigan. The center also reports a 257% increase in the number of charter schools opened during the past ten years (1999-2009) nationwide. (1,297 to 4,624)

## 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, the late Dr. Joseph F. Pollack, former school superintendent in Michigan and Illinois, was appointed director of the new office.

At the opening of the 2008-2009 school year, eight charter schools enrolled approximately 3,500 students. Five of the charter schools have been run independently by their school boards and operated 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 have been run by private, educational management companies. The Academy for Business and Technology has been managed by the Leona Group of East Lansing Michigan. Edison Oakland Academy has been operated by Edison Schools of New York City. Grand Blanc Academy has operated under a contract with the Mosaica Corporation of New York City.

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



# 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 2008-2009, students were tested in grades 3 through 9. 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 those schools chartered by Eastern Michigan University, a significant number of the students taking the above mentioned tests have been enrolled only a few months prior to the administration of the exam. Additionally, a large number of the students enrolled at EMU chartered schools have transferred from schools that have been identified by the state of Michigan as high priority schools, due to their chronic low academic performance.

# 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 2008-2009, 305 students were enrolled.

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 2008-2009 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

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: 6
- Total Enrollment: 305
- Grades: K-5
- Student teacher ratio: 18:1
- Percent of special education students: 13
- Percent of low income students: 90
- 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

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements

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: 12
- Total Enrollment: 343
- Grades: 6-12
- Student teacher ratio: 17:1
- Percent of special education students: 12
- Percent of low income students: 82
- 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 continued 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 2008-2009. The academy served 343 students, with 56 graduating in June. Thirty-six of these 2009 graduates have gone on to pursue advanced studies in either community colleges or universities. One graduate has enlisted in the military. 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 273 students in 2008-2009 with an average class size of 19. 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 2008-2009 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: 11
- Total Enrollment: 273
- Grades: K-8
- Student teacher ratio: 19:1
- Percent of special education students: 14
- Percent of low income students: 2
- 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

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: 13
- Total Enrollment: 262
- Grades: K-8
- Student teacher ratio: 25:1
- Percent of special education students: 8
- Percent of low income students: 98
- 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 achievement. 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.

During the 2008-2009 school year, Commonwealth Community Development Academy received a grade of "B" on its Michigan Education YES! report card.



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

# 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 2008-2009, the charter school served 926 students in grades K-8 and was organized into two academies: the primary academy (K-2) and the elementary/secondary academy (3-8). 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 2008-2009 school year, Edison Oakland Public School Academy received a grade of "B" on its Michigan Education YES! report card.



## *Performance Indicators*

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements

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: 10
- Total Enrollment: 926
- Grades: K-8
- Student teacher ratio: 25:1
- Percent of special education students: 8
- Percent of low income students: 74
- 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

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: 13
- Total Enrollment: 210
- Grades: K-8
- Student teacher ratio: 10:1
- Percent of special education students: 7
- Percent of low income students: 56
- Percent Highly Qualified Teachers: 100



# Gaudior Academy

Gaudior Academy is a K-8 public school academy located in Inkster. The 2008-2009 school year marked the beginning of the thirteenth year of its charter with Eastern Michigan University with an enrollment of 210 children. Approximately 50 percent of its students reside in Detroit and Inkster, with the remainder coming from 12 other school districts.

The 2008-2009 school year marked their fourth year of ownership of the building they occupy. It was also their fourth 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.

During the 2008-2009 school year, Gaudior Academy received a grade of "B" on its Michigan Education YES! report card.



# 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 2008-2009 enrollment in grades K-8 was 456 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.

During the 2008-2009 school year, Grand Blanc Academy received a grade of "B" on its Michigan Education YES! report card.

## 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

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: 10
- Total Enrollment: 456
- Grades: K-8
- Student teacher ratio: 20:1
- Percent of special education students: 22
- Percent of low income students: 65
- 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

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: 12
- Total Enrollment: 209
- Grades: K-6
- Student teacher ratio: 16:1
- Percent of special education students: 11
- Percent of low income students: 96
- 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 209 students in grades K-6 during the 2008-2009 school year. Great Lakes Academy was a recent recipient of the state's Golden Apple Award for outstanding academic growth.

With over 90 percent of Great Lakes Academy's students facing the challenges of a difficult economy, this school provides 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 484 students in 2008-2009, 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.

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. During the 2008-2009 school year, Hope Academy received a grade of "B" on its Michigan Education YES! report card.



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

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.



## 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

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: 484
- Grades: K-6
- Student teacher ratio: 24:1
- Percent of special education students: 15
- Percent of low income students: 87
- Percent Highly Qualified Teachers: 100

# Charter Schools Administration Financial Report

For the years ended June 30, 2008 and June 30, 2009

	<b>2009</b>	<b>2008</b>
Appropriations Received (Michigan State School Aid)	\$ 26,407,384	27,231,933
Appropriations Disbursed	26,623,625	26,456,492
Eastern Michigan University Administrative Fee	783,759 <sup>1</sup>	775,441
Operating Expenses	800,878 <sup>2</sup>	795,592 <sup>3</sup>
Surplus/(Deficit)	\$ (17,119) <sup>4</sup>	(20,151)

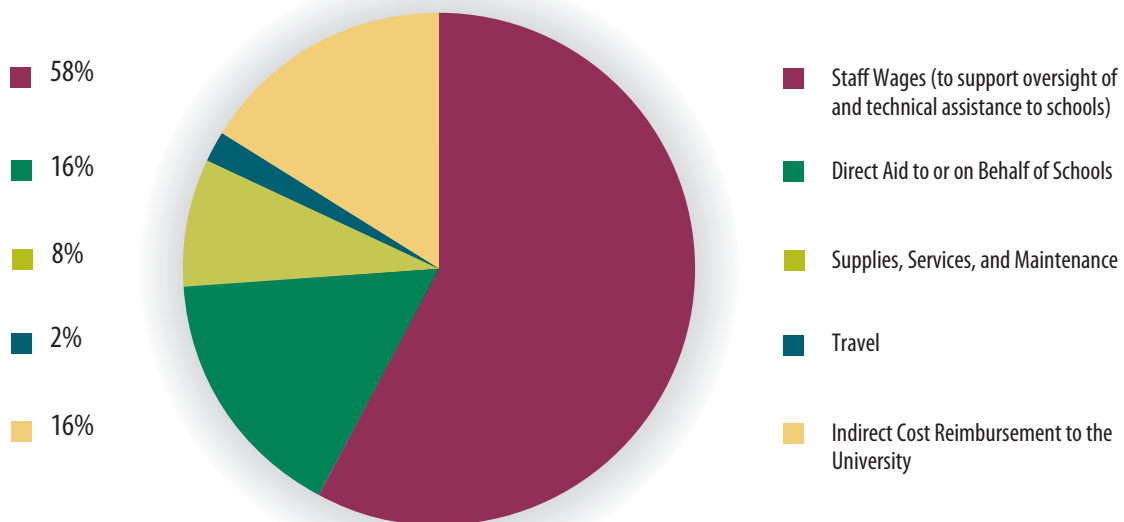
<sup>1</sup> The University's 2009 administrative fee increase was the result of a \$105 per pupil increase in the state's foundation allowance, coupled with a 19 FTE membership decrease. FTE membership, full time equivalent membership, is based upon a blend of 25% of the prior school year official February enrollment count and 75% of the current school year official September enrollment count.

<sup>2</sup> In the 2008-2009 school year, 3,468 students were enrolled in eight charter schools, with a blended FTE state aid membership of 3,490.32. 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 \$127,694 in direct assistance to schools for staff professional development, achievement testing and policy development, and over \$128,000 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program.

<sup>3</sup> 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.

<sup>4</sup> The 2008-2009 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, 2009



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

For the year ended June 30, 2009

School	Amount Prof. Dev. Grants*	Amount Expenditures	Total Amount
ABT Total	10,000	8,190	18,190
AALC Total	8,246	4,148	12,394
CCDA Total	10,000	3,609	13,609
EDOAK Total	7,050	12,748	19,798
GAUD Total	10,000	3,320	13,320
GBA Total	8,727	8,020	16,747
GLA Total	9,980	6,133	16,113
HOPE Total	10,000	7,523	17,523
<b>Grand Total</b>	<b>74,003</b>	<b>53,691</b>	<b>127,694</b>

Reason for Expenditure	Total Amount
Professional Development Grants	74,003
Professional Development/EMU Administrator Workshops	2,558
Professional Development/Continuing Education and Other	140
Board Training, Enrichment and Other	1,898
Academic Testing	49,095
<b>Grand Total</b>	<b>127,694</b>

\*Each academy's professional development grant initially was determined to bring its current balance at July 1, 2008 to \$10,000, including carry over of unexpended funding from prior years.



# EASTERN MICHIGAN UNIVERSITY™

## 2008-09 Academic Year

### Board of Regents

Thomas W. Sidlik, chair (2008)  
Ann Arbor

Roy E. Wilbanks, chair (2009)  
Ypsilanti

Floyd Clack  
Flint

Gary D. Hawks  
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Philip A. Incarnati  
Clarkston

Mohamed Okdie  
Detroit

Francine Parker  
St. Clair Shores

James F. Stapleton  
Ann Arbor

### Executive Officers

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President

Jack Kay  
Provost and Executive Vice President

Bernice A. Lindke  
Vice President for Student Affairs and  
Enrollment Management

Donald Loppnow  
Vice President for Advancement

John W. Lumm  
Chief Financial Officer

Kenneth A. McKanders  
General Counsel, Legal Affairs



# A Tribute to DR. JOSEPH F. POLLACK

During the past year, the Eastern Michigan University Charter Schools Office suffered the untimely loss of its original leader, the late Dr. Joseph F. Pollack. Dr. Pollack served Eastern Michigan University from 1997 – 2009 as director of the Charter Schools Office. In this position, he oversaw the establishment of eight charter schools. Under his leadership, these schools have become models of educational success in their communities. Dr. Pollack believed that charter schools offered



“high quality” educational options to those of modest means. He was instrumental in the formation of the Michigan Council of Charter School Authorizers (The Council) as a means of strengthening charter schools and their oversight. In addition, Dr. Pollack held leadership positions with various state and national organizations whose focus is on improving the educational outcomes of all public school students. In recognition of his contributions to education and to honor his legacy, the Edison Oakland Public School Academy has changed its name to the “Dr. Joseph F. Pollack Academic Center of Excellence.”



## Charter Schools Office

Dr. Malverne C. Winborne, *Interim Director*

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Eastern Michigan University

Ypsilanti, Michigan 48197