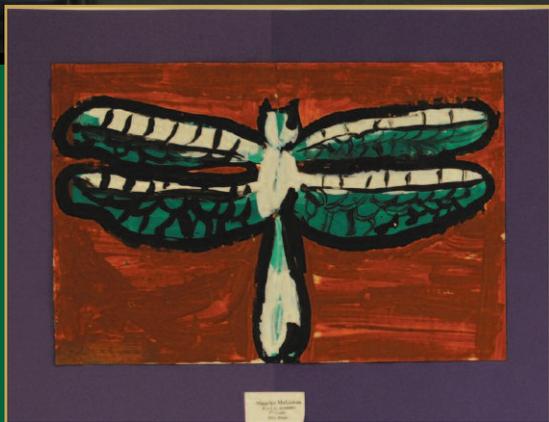
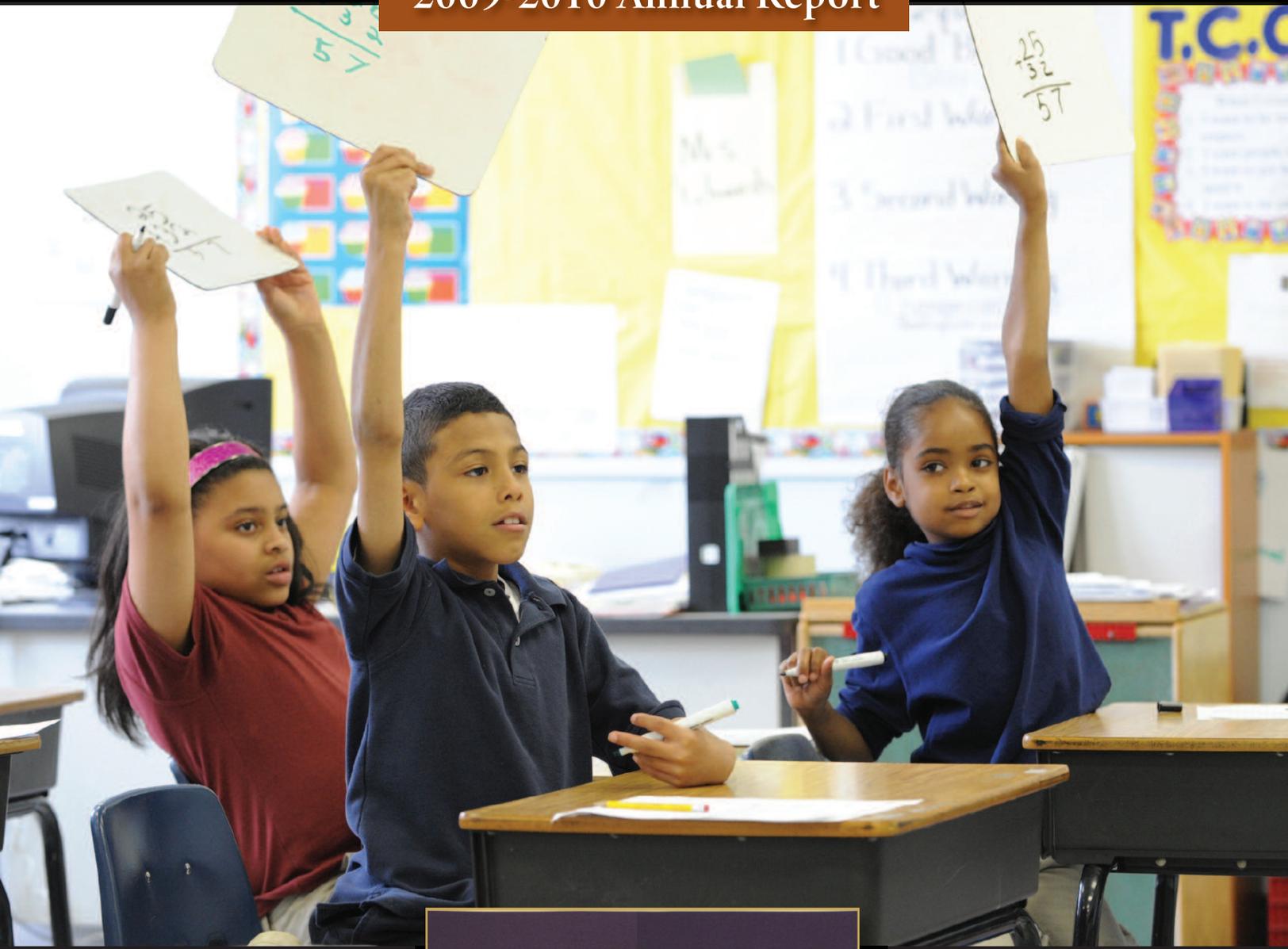


Charter Schools

2009-2010 Annual Report





Charter Schools Annual Report 2009-2010

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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 continued to authorize the majority of public school academies in Michigan. However, the “cap” on the number of public school academies these universities

authorize these schools in Detroit in conjunction with large entities such as foundations. At the present time, no university has issued an urban high school charter.

In 2010, the Michigan Legislature passed a series of educational reform bills (HB 4787, HB 4788, HB 5596, S 926, and S 981). These bills amended the Michigan Public School Code. There are a series of changes to the school code introduced through this legislation that impacts the charter school authorization process. First, the state is permitted to intervene in the lowest-performing five percent of all public schools. Second, the legislation allows for the creation of 10

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 for school choice. The Center lists 4,046 charter schools operating in 39 states and the District of Columbia in 2009-2010. According to the Center's estimate, these schools served more than 1.54 million students. In addition, the Center estimates that the states with the largest number of students attending charter schools are California, Arizona, Florida, Texas, Michigan and Ohio.

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.

During the 2009-2010 school year EMU's Charter School Office authorized eight public school academies which enrolled approximately 3,300 students. Five of these charter schools were self-managed. These five are the Ann Arbor Learning Community, Commonwealth Academy, Gaudior Academy, Great Lakes Academy and Hope Academy. The other three schools were managed by educational service providers (ESP). The Academy for Business and Technology was managed by the Leona Group of East Lansing, Michigan. Grand Blanc Academy operated under a contract with the Mosaica Corporation of New York City. The Dr. Joseph F. Pollack Academic Center of Excellence (formerly Edison



could authorize was still in place during the 2009-2010 school year. The only higher education institution that was allowed to offer additional charters 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 author-

new charter schools referred to as schools of excellence, and two K-12 cyber schools geared toward serving at-risk students online. And third, under this legislation, high achieving public school academies would be able to convert into "schools of excellence," which would free up their original charters that authorizers could then offer to groups interested in establishing new academies.



Oakland Academy) was run by Visions Education Development Consortium of Southfield, Michigan.

At the start of the 2009-2010 school year, the director of the Charter Schools Office, Dr. Joseph F. Pollack, passed away. The associate director, Dr. Malverne C. Winborne, was named interim director for the remainder of the school year. Other members of the Charter Schools Office staff included Michael Collett, finance officer; Larry Barkoff, attorney; and Patricia Walker, administrative secretary.



Significant Achievements during 2009-2010

During the 2009-2010 school year there were a number of significant accomplishments among Eastern Michigan University's charter schools. Listed below are a few of these significant accomplishments:

- The Edison Oakland Public School Academy relocated from Ferndale, Michigan to a new facility in Southfield, Michigan. This academy honored Dr. Pollack by changing its name to The Dr. Joseph F. Pollack Academic Center of Excellence.
- The Academy for Business and Technology – Secondary School became the first public school academy in Michigan to win a state championship in a team sport (Class C men's basketball). It should be noted that the team's grade point average was 3.2 on a 4.0 scale.
- Commonwealth Community Development Academy was recognized by the Skillman Foundation for making significant academic gains.
- Eight of our nine charter schools received a grade of "B" or better on their Michigan Education YES! report card.
- The EMU Charter Schools Office completed an analysis of student performance data which revealed that students who are enrolled in one of EMU's public school academies for three years or more tend to outperform students who are new to the school.

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 2009-2010, students were tested in grades 3, 4, 5, 6, 7, 8 and 9.

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

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

Since 2007, the ACT/Michigan Merit Exam has been administered in Michigan 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 content 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 authorized by Eastern Michigan University, a significant number (approximately one-third) of the students taking the above tests are new. 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.



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 2009-2010, 293 students were enrolled.

This school, continues to meet federal (No Child Left Behind Act) and state (EducationYES!) guidelines for satisfacto-

ry 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 2009-2010 school year, Academy for Business and Technology Elementary received a grade of "A" 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: 7
- Total Enrollment: 293
- Grades: K-5
- Student teacher ratio: 18:1
- Percent of special education students: 13
- Percent of low income students: 94
- 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: 13
- Total Enrollment: 353
- Grades: 6-12
- Student teacher ratio: 16:1
- Percent of special education students: 18
- Percent of low income students: 86
- 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 2009-2010. The academy served a total of 353 students, with 53 graduating in June. Forty-four of these 2010 graduates have gone on to pursue advanced studies at either a community college or a university, while one has committed to serving this nation in the armed forces. 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 263 students in 2009-2010 with an average class size of 17. Approximately 75 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 2009-2010 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

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: 12
- Total Enrollment: 263
- Grades: K-8
- Student teacher ratio: 18:1
- Percent of special education students: 13
- Percent of low income students: 9
- 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: 14
- Total Enrollment: 252
- Grades: K-8
- Student teacher ratio: 16:1
- Percent of special education students: 7
- Percent of low income students: 93
- 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. During the 2009-2010 school year this academy offered K-8 classes at the east Detroit location.

Commonwealth Community Development Academy continues to make improvements in student achievement. This is the ninth 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 2009-2010 school year, Commonwealth Community Development Academy received a grade of "B" on its Michigan Education YES! report card.



Gaudior Academy

Gaudior Academy is a K-8 public school academy located in Inkster. The 2009-2010 school year marked the beginning of the fourteenth year of its charter with Eastern Michigan University with an enrollment of 191 children.

Approximately 50 percent of its students reside in Detroit and Inkster, with the remainder coming from 12 other school districts.

The 2009-2010 school year marked

their sixth year of ownership of the building they occupy. It also marked their fifth 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 2009-2010 school year, Gaudior Academy received a grade of "B" on its Michigan Education YES! report card.

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: 14
- Total Enrollment: 191
- Grades: K-8
- Student teacher ratio: 10:1
- Percent of special education students: 7
- Percent of low income students: 67
- Percent Highly Qualified Teachers: 100



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

- Overall school received passing score on Michigan Educational Assessment Program (MEAP) exam, but missed making AYP (Adequate Yearly Progress) because of one sub-group (students with disabilities)
- 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: 11
- Total Enrollment: 468
- Grades: K-8
- Student teacher ratio: 25:1
- Percent of special education students: 18
- Percent of low income students: 75
- Percent Highly Qualified Teachers: 100

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 2009-2010 enrollment in grades K-8 was 468 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 2009-2010 school year, Grand Blanc Academy received a grade of "B" on its Michigan Education YES! report card.



Great Lakes Academy

Great Lakes Academy (GLA) began operation in the fall of 1997 as a K-3 grade school. This academy continued to add grade levels, eventually becoming a K-7 school. Great Lakes Academy was a 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 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.

Mission Statement

To provide an environment which promotes and provides practical knowledge to become productive and responsive 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: 13
- Total Enrollment: 285
- Grades: K-7
- Student teacher ratio: 16:1
- Percent of special education students: 9
- Percent of low income students: 94
- Percent Highly Qualified Teachers: 100



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: 12
- Total Enrollment: 495
- Grades: K-6
- Student teacher ratio: 24:1
- Percent of special education students: 10
- Percent of low income students: 90
- Percent Highly Qualified Teachers: 100

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 495 students in 2009-2010, 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, visu-



al 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.

During the 2009-2010 school year, Hope Academy received a grade of "B" on its Michigan Education YES! report card.



Pollack Academic Center of Excellence



The Dr. Joseph F. Pollack Academic Center of Excellence opened up its doors as the Edison Oakland Public School Academy of Ferndale in the fall of 1999. It was managed by Edison Schools, Inc. During the 2009-2010 school year this academy changed its name, relocated to Southfield, Michigan, and became a self-managed school. Also, in 2009-2010, the charter school served 668 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 2009-2010 school year, the Dr. Joseph F. Pollack Academic Center of Excellence 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

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: 11
- Total Enrollment: 668
- Grades: K-8
- Student teacher ratio: 20:1
- Percent of special education students: 7
- Percent of low income students: 67
- Percent Highly Qualified Teachers: 100



Charter Schools Administration Financial Report

For the years ended June 30, 2010 and June 30, 2009

	2010	2009
Appropriations Received (Michigan State School Aid)	\$ 22,465,804	26,407,384
Appropriations Disbursed	21,737,739	25,623,625
Eastern Michigan University Administrative Fee, Net of Discount	728,065 ¹	783,759
Other Revenue	700	0
Total Revenue	728,765	783,759
Operating Expenses	598,701 ²	800,878 ³
Surplus/(Deficit)	\$ 130,064 ⁴	(17,119) ⁴

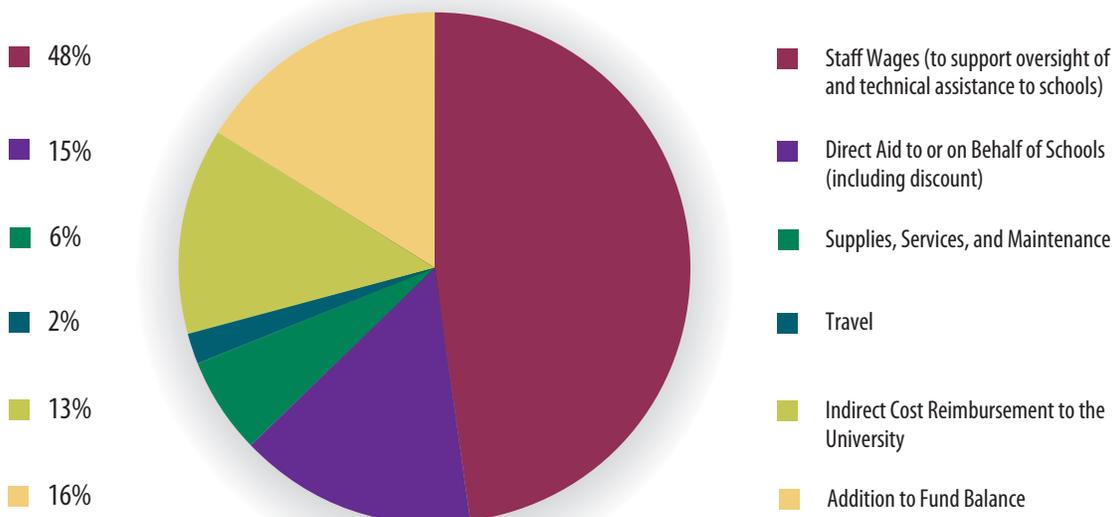
¹ The University's 2010 administrative fee decrease was the result of a \$154 per FTE reduction in funding in 2010 from 2009 levels, coupled with a 180 FTE membership decrease caused primarily by the relocation of PACE academy. FTE membership, full time equivalent membership, is based upon a blend of 25% of the prior school year official February enrollment count and 75% of the current school year official September enrollment count. The authorizing fee is discounted by the amount collectible from state restricted categorical funding.

² In the 2009-2010 school year, 3,268 students were enrolled in eight charter schools, with a blended FTE state aid membership of 3,309.76. The operating budget included a director part-year, interim director part-year, associate director part-year, administrative assistant, accountant and part-time attorney. Other expenses included printing, equipment, professional dues, workshops and related office and field expenditures, and more than \$105,000 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program. Expenditures and discounts for schools totaled \$115,088 in financial assistance as demonstrated in the accompanying table.

³ 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, and more than \$128,000 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program. Expenditures for schools for staff professional development, achievement testing and policy development totaled \$127,694, and discounts for schools totaled \$62,915.

⁴ The 2009-2010 surplus primarily resulted from the loss of the department's director in September. 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, 2010



Direct Financial Assistance to Chartered Schools

Fiscal Year 2009 - 2010

School	Academic Testing	Authorizer Discount ¹	Other	Total
ABT	\$7,726	\$14,579	\$970	\$23,275
AALC	3,047	1,834	950	5,830
CCDA	3,424	5,008	930	9,362
GA	2,896	4,360	950	8,205
GBA	5,040	7,116	950	13,105
GLA	4,528	6,768	950	12,246
HA	7,202	9,565	950	17,717
PACE	11,905	12,493	950	25,348
Total	\$45,768	\$61,723	\$7,597	\$115,088

Reason for Expenditure	Amount
Academic Testing	\$45,768
Authorizer Discount	61,723
Prof.Dev./EMU Administrator Workshops	2,902
Prof. Dev./Continuing Ed. (Other)	160
Board Training, Enrichment and Other	472
Student Performance Measurement	4,063
Total	\$115,088

¹ EMU discounts its authorizing fee the collectible amount from state restricted categorical aid.

EASTERN MICHIGAN UNIVERSITY™

2009-10 Academic Year



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“State Champs”



Michigan High School Athletic Association
Men's 2010 Class "C" Basketball Champions
Academy for Business and Technology – "Gators"



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