



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

April 6, 2009

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

MEMORANDUM

TO: Members of the State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Approval of the 2008 Report to the Legislature on Public School Academies

Attached is the 2008 Public School Academy Report to the Legislature that has been revised based on the Board's discussion at its March 17, 2009, meeting. In each case, staff noted the issue and its resolution. Following are the revisions that have been made:

- (1) The usage and definition of the "host district" comparison has been questioned. An explanation of the term is now included in the introduction, the text, and in the executive summary document, as well as in the glossary. A discussion of the need to explore alternatives to this comparison for next year's report is included as well.
- (2) More emphasis has been placed on the need for improvement in achievement among charter high schools.
- (3) The report and the executive summary now emphasize more fully the point that there are a number of traditional schools that are "beating the odds" and achieving strong student performance with high-poverty populations.
- (4) It is noted in the report and in the executive summary that Public School Academy (PSA) expenditure comparisons must take into account the fact that many PSAs do not provide transportation services, and also enroll fewer special education pupils.
- (5) The report and executive summary now make mention of the idea that the closure of low-performing PSAs can be an instructive model for traditional schools.
- (6) The term "service provider" is clarified to reference "management company" more consistently throughout both documents.

Various terms in the glossary were clarified more thoroughly. Once approved, the report will be posted on Michigan Department of Education's website so that readers have easy electronic access to full-color charts and attachments.

It is recommended that the State Board of Education approve the 2008 Report to the Legislature on Public School Academies as attached to the Superintendent's memorandum dated April 6, 2009, and approve its transmittal to the Legislature.

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Michigan Public School Academies At a Glance

Executive Summary of the 2008 PSA Report to the Legislature

Public School Academies (PSAs) are active participants in Michigan's K-12 educational marketplace. The belief that all parents should have the ability to choose the school that's best for their child, even if they can't afford to pay tuition or move to a preferred location, has caused many to view PSAs as an instrument of social justice. In addition, authorizers' willingness to close schools that do not live up to the terms of their performance contracts has also bolstered the legitimacy of PSAs by ensuring a proper focus on quality.

This is not to say that PSAs are without their challenges; growing pains remain and continued attention is needed to ensure academic and operational success. In general, academic performance in charters is below statewide averages for all traditional public schools; if PSAs are truly to be an effective lever for change across the state and not just in specific communities, their overall rate of student achievement must make greater gains. In particular, high school performance requires targeted, intensive focus. Student achievement at the secondary level must be an area of targeted, intensive focus. Sustained leadership and support is necessary to address these issues.

However, the results being achieved by PSAs in Michigan point to a sector that is becoming more mature and more fully integrated into Michigan's educational landscape.

A Word About Host Districts

In 2007-08, Michigan had 232 PSAs serving more than 100,000 students. These schools continue to be generally clustered in the state's urban areas. There are 20 urban "host" school districts in Michigan that have three or more PSAs within their boundaries. Roughly 75% of the state's PSAs are located in these host districts.

Whenever possible, charts in this report include data for the host districts as well as PSA and traditional public school statewide aggregates or averages. The host districts comprise a subset of "all traditional public schools" reflecting areas where PSAs are in relatively high demand and it is useful to separate out their data for baseline comparisons.

The "host district" comparison has been used in MDE's annual PSA

report to the Legislature since 2005. It offers an additional point of reference for understanding the performance of charter schools, since the student population in host districts approximates that of charter schools more closely than does the statewide average. Neither a pure statewide average nor the host district comparison, however, provides an ideal statistical measure to use in assessing the overall achievement of charter schools in Michigan. During the coming year, MDE will work with stakeholders to review various ways of analyzing and comparing charter school data in preparation for the issuance of the 2008-09 PSA Report to the Legislature.

PSA Fundamentals

Demographically, PSAs in Michigan tend to look much like their urban host counterparts. More than half of their student populations are African American, and nearly 60% of PSA students are eligible to receive free/reduced-price lunch. PSAs continue to serve a lower percentage of special education students than schools in their host districts.

Universities and community colleges continue to be the primary authorizers of PSAs. A majority of PSA boards contract with one of 53 service providers (also known as management companies) to provide school services, which may include facility management, personnel management, payroll and accounting, curriculum development, and professional development services for staff and teachers.

Each PSA/service provider agreement is unique. Some PSA boards contract for only one or two services, such as human resources or accounting, whereas others choose to contract for all day-to-day staff functions.

Authorizers

During the past three years, MDE has conducted on-site visits and reviews for 15 Michigan authorizers. MDE's findings show authorizers are active in their compliance monitoring efforts and that they have, in many instances, developed a broader menu of tools and resources for supporting the academic and financial performance of the PSAs they oversee.

Academic Achievement in PSAs

MEAP performance data show PSAs and host districts alike lagging behind all traditional public schools; however, students in PSAs performed slightly better than students in urban host districts. Similar results were reflected in nearly all of the demographic subgroups measured, with PSAs outperforming the urban host district but performing less well than the statewide traditional public school average. African-American students in PSAs performed better than African-American students in traditional public schools statewide.

PSA high school performance as measured by the Michigan Merit Exam (MME) is generally lower than host districts and all traditional public schools. Academic achievement in secondary charter schools must be an area of concentrated, focused improvement.

It is worth noting, however, that 27% of PSA high school pupils are enrolled in PSAs that offer alternative education programs. This percentage is noticeably higher than in traditional public schools, and likely has some effect on aggregated MME scores. In addition, the length of time a PSA high school has been operating has a pronounced effect on student achievement. Schools that have been operating for seven years or more perform significantly better than their younger counterparts.

PSAs “Beating the Odds”

Studies indicate the single best predictor of student academic performance continues to be socio-economic status. Student achievement generally falls as poverty levels rise. However, there are a number of PSAs and traditional public schools that have begun to beat those odds. This year, MDE identified 52 PSA buildings that succeeded in achieving over 60% proficiency with populations of more than half free and reduced-price lunch.

This year’s legislative report explored and identified the strategies being used in the “beating the odds” schools. These included the following:

- Utilization of clear, consistent educational approaches
- Effective use of data
- Collaborative staff and school leadership
- Intentional development of school culture
- Consistent approaches to students’ non-academic challenges
- Deliberate efforts to engage parents

Each of the PSAs is gathering data and using staff input to develop as precise a picture as possible of how their pupils are performing and what their academic and personal needs are. Then, keeping their core objectives in mind, each school develops a plan of action for moving their pupils toward success. While implementing these plans, the schools work to maximize communication and accountability among all parties – students, teachers, and parents –

at all times. This approach appears to be generating positive results among some of Michigan’s most at-risk pupils.

A number of traditional school districts are also delivering promising results with high-poverty student populations. The Office of School Improvement is in the process of conducting research into the achievements of traditional school districts in this area and will issue its findings in 2009.

Report Cards/Adequate Yearly Progress

PSAs perform better than host districts relative to state and federal accountability programs. PSAs have more schools “not identified for improvement” than host districts, but not as many as traditional public schools. No PSAs were in Phase 6 or above, but seven were in Phase 4 and two in Phase 5. The percentage of PSAs in Phases 4 and 5 was roughly comparable to traditional public schools, but lower than host districts. Authorizer intervention and efforts to provide technical support for PSAs in NCLB sanction phases have so far resulted either in turn-around or in school closure before that point. This type of authorizer intervention may be instructive for those who are working with traditional schools that face performance challenges.

Charter schools that received report cards received slightly more A and B grades than host districts, but fewer than traditional public schools.

Attendance/Graduation/Dropout Rates

In 2007-08, PSAs experienced higher attendance and graduation rates than did host districts, but PSAs had a lower attendance rate than all traditional public schools. PSA dropout rates are mixed.

PSA Financial Performance

In 2006-07, with an average of \$9,402 per-pupil revenues, the PSA average is below traditional public schools by \$535/pupil, and below host districts by \$1,778.

PSA fund balances tend to be lower on average than traditional public schools’ fund balances, tending toward about 5% rather than the 11-15% typically held by traditional public schools. Six PSAs had deficits in the 2007-08 school year.

PSAs typically spend a lower percentage of their revenues on instructional activities, primarily because such calculations must consider facility lease and purchase costs that come out of PSA operating expenses. Conversely, most traditional public schools incur expenses for services that many PSAs do not provide, such as transportation, meals, athletics, and co-curricular activities. In addition, PSAs also serve fewer students with special needs. Salaries for PSAs’ teachers in 2006-07 averaged \$39,334, \$16,192 less than Michigan’s average salary of \$55,526 statewide.

SBE Recommendations

The opportunities and issues described in this report point to a PSA sector that is becoming more mature and fully integrated into Michigan's educational landscape. PSA performance continues to make progress and the current statutory framework is capable of delivering solid results.

MDE's recommendations are designed to strengthen the PSA sector still further to ensure greater consistency and quality among all charter schools. The following recommendations, therefore, reflect broad policy and practical suggestions that will hold Michigan's PSA sector to continued high standards of accountability. Some of these recommendations require continued discussion among policymakers; others are ready for implementation at the MDE staff level.

Legislative Action Items

PSA Location/Facilities Issues

As Michigan's PSA sector has matured, issues have arisen relative to the establishment and relocation of new charter school sites. Members of the SBE also have questions about how the specific characteristics of various PSA projects, such as school location, can change from the time of charter application to the issuance of a charter contract, and how such contracts can be amended and interpreted after their issuance.

The SBE believes that it is necessary and appropriate to develop strong guidelines relative to PSA contractual changes, particularly as they relate to school location and facilities. The Legislature is asked to provide the department charged with overseeing school building approval issues with the **authority to promulgate rules** that would establish processes and criteria for selecting and developing school locations and sites.

MDE Staffing

Adequate resources are needed to ensure continued strong monitoring of PSA compliance and performance. SBE recommends the Legislature appropriate \$225,000 in additional funds for the purpose of adding 3 FTEs to PSA program staff.

As other issues arise that require legislative clarification, the SBE will bring them forward for dialogue and consideration.

MDE Action Items

School Accountability

Accountability and transparency for all public schools is a primary objective for the SBE. MDE staff have been asked to help provide simple, uniform report cards that all schools can provide to students and families. These report cards would compare the performance of a given school to other schools in the geographic region, as well as to statewide averages.

Leadership Resources

MDE is working to deepen the connection between the charter and traditional school communities through administrative information sharing and support. This type of information sharing and collaboration may be useful in the development of effective school leadership for **all** public schools. MDE will **establish a task force** comprised of groups in both the traditional school district and PSA sectors to determine how to bolster communication and make useful information resources available.

High School Student Achievement

High school student achievement among charter schools continues to need improvement. With the relatively new Michigan Merit Curriculum and constantly rising federal accountability requirements, PSAs and traditional public schools alike need to improve their performance as quickly as possible, lest they fall even further behind. Currently, there are 109 PSAs offering some grades of high school; as their secondary capacity continues to grow it is essential to ensure they have the tools and resources they need to succeed. MDE staff will **convene a study group** to formulate more specific recommendations relative to improving high school performance.

Assurances and Verification

For several years, Michigan authorizers have voluntarily participated in a pilot “Assurances and Verification” project in which they demonstrate their systems for complying with the requirements set forth in statute. As described in this report, the outcomes of these reviews have been generally positive.

MDE staff will **formally institutionalize Assurances and Verification** and explore appropriate ways of expanding the project. Collaboration between MDE and the Michigan authorizer community has been productive and consistent to date. However, should Michigan's authorizing community elect not to participate cooperatively in this important MDE initiative, formal criteria may be needed to provide an objective basis for moving forward. In those circumstances, MDE will recommend the Legislature assign to MDE the authority to promulgate rules that establish standards and criteria for authorizer performance.

Areas for Future Exploration

Service Provider Transparency

Many questions have been raised about service providers and how they use their funds. Some interests argue for increased transparency and accountability on the part of service providers, citing legitimate public interest in knowing how much they earn in their work for public schools. Other interests argue that as long as the PSA is performing well, the profit margin for a service provider shouldn't matter. Fundamental to the issues of accountability and transparency is equity—between PSAs and traditional schools, as well as among private companies working with either or both. No matter the service or product provided by a company, public disclosure may help all preK-12 boards demonstrate the value of their service agreements to the public.

Any policies or legislation regarding these issues should provide equitable treatment of all service providers working in preK-12 education, and accurately reflect the relative scope of services being provided. A service provider that exercises greater control over a school's daily operations, for example, may require a different type of scrutiny than one that is merely providing one or two isolated and discrete services.

The SBE will continue to explore and discuss these issues in the coming year, with an eye toward finalizing a policy recommendation for the Legislature's consideration.

Windup and Dissolution

Progress is being made on the ongoing issues of windup and dissolution. MDE has worked with authorizers to dissolve the operations of closed charter schools and return all outstanding assets to the state. Authorizers and school leaders are demonstrating their commitment to ensure that closures are handled appropriately. MDE will continue to identify administrative solutions to these issues.

Research Concepts to Pursue

In the future, MDE will pursue specific research on topics of interest to the State Board of Education and the Legislature. Subjects under consideration for research include:

- Tracking of student mobility data and patterns among all public schools
- Service provider accountability
- Student safety in PSAs
- How PSAs are addressing the new high school graduation requirements
- Post-graduation trends among PSA students



2008 Public School Academy Report to the Legislature

Table of Contents

	<u>Page</u>
Statutory Basis	2
Introduction	3
Public School Academy Fundamentals	5
Academic Achievement in PSAs	15
Report Cards/Adequate Yearly Progress.....	26
PSA Financial Performance	30
Recommendations	38
Appendix A: Glossary	
Appendix B: “Beating the Odds” Research Findings	
Appendix C: PSA Proficiency Comparison – by Referent District	
Appendix D: 2007-08 PSA Update	
Appendix E: One-Page Profiles of Michigan PSAs	

Statutory Basis

This report is submitted to the Michigan Legislature in fulfillment of the State Board of Education's responsibilities pursuant to sections 501a and 1311c of 1976 PA 451 (MCL 380.501a and MCL 380.1311c), which state:

380.501a Public school academy; report to legislative committees on education.

Sec. 501a.

Not later than 1 year after the effective date of this section, and at least annually thereafter, the state board shall submit a comprehensive report, with findings and recommendations, to the house and senate committees on education. The report shall evaluate public school academies generally, including, but not limited to, an evaluation of whether public school academies are fulfilling the purposes specified in section 511(1). The report also shall contain, for each public school academy, a copy of the academy's mission statement, attendance statistics and dropout rate, aggregate assessment test scores, projections of financial stability, and number of and comments on supervisory visits by the authorizing body.

380.1311c Strict discipline academy; report; evaluation; contents.

Sec. 1311c.

Not later than 1 year after the effective date of this section, and at least annually thereafter, the state board shall submit a comprehensive report, with findings and recommendations, to the house and senate committees on education. The report shall evaluate strict discipline academies generally, including, but not limited to, an evaluation of whether strict discipline academies are fulfilling the purposes specified in former section 511(1). The report also shall contain, for each strict discipline academy, a copy of the academy's mission statement, attendance statistics and dropout rate, aggregate assessment test scores, projections of financial stability, and number of and comments on supervisory visits by the authorizing body.

The purposes specified in section 511(1) are as follows:

- (a) To improve pupil achievement for all pupils, including, but not limited to, educationally disadvantaged pupils, by improving the learning environment.
- (b) To stimulate innovative teaching methods.
- (c) To create new professional opportunities for teachers in a new type of public school in which the school structure and educational program can be innovatively designed and managed by teachers at the school site level.
- (d) To achieve school accountability for pupil educational performance by placing full responsibility for performance at the school site level.
- (e) To provide parents and pupils with greater choices among public schools, both within and outside their existing school districts.
- (f) To determine whether state educational funds can be more effectively, efficiently, and equitably utilized by allocating funds on a per pupil basis directly to the school rather than through school district administration.

Introduction

The continuing evolution of Michigan's charter public school sector has generated new opportunities for leadership and change. Once regarded as a policy experiment, public school academies (PSAs) continue to earn greater legitimacy in Michigan's K-12 educational marketplace.

This legitimacy has come about as a result of some interesting trends. For example, a number of families and community leaders, particularly those in urban areas, have come to view PSAs as an instrument of social justice. They contend the ability to choose a school for one's child should not be a privilege that belongs only to those families who can afford to pay tuition or move to a preferred location, but to everyone.

In addition, authorizers' willingness to close schools that do not meet the terms of their performance contracts has bolstered the legitimacy of PSAs. These closures – a total of 38 to date – are evidence that authorizers are holding PSAs accountable, and also are instructive for leaders seeking to address performance issues in traditional K-12 schools.

The blending of these two policy ideals – social justice and accountability – brings about an interesting dynamic for Michigan PSAs. They serve a higher percentage of low-income children than their traditional K-12 counterparts, and they simultaneously face serious consequences for low student achievement. PSAs are uniquely positioned to help Michigan reduce the achievement gap between affluent children and children in poverty. An appendix to this report explores the work of 52 individual PSAs across Michigan that are “beating the odds” and achieving favorable academic results with economically disadvantaged student populations. A complementary study focusing on the traditional schools that fall into this category is underway and will be issued later in 2009.

This is not to say that PSAs are without their challenges; growing pains remain and continued attention is needed to ensure academic and operational success. In general, academic performance in charters is below statewide traditional public school averages; if PSAs are truly to be an effective lever for change across the state and not just in specific communities, their overall rate of student achievement must make greater gains. In particular, high school performance requires targeted, intensive focus and improvement. Michigan PSAs have experienced challenges with student performance in grades 9-12; additional work is needed to bring up achievement in these grades.

Ongoing financial pressures can also result in inadequate PSA budgeting and decision-making at the board level. The development of PSA board leaders is critical to addressing these issues and to the establishment and operation of successful schools. High quality training and leadership development opportunities are needed to prepare the boards for the responsibilities of adopting a quality educational program and delivering positive student results, hiring staff or contracting with a service provider (also known as a management company), entering into lease/purchase agreements, and complying with all applicable aspects of state and federal law. To date, authorizers provide this support once a board member has been screened and appointed, but additional training and outreach may be of benefit. The Michigan Department of Education (MDE) is helping to foster the development of strong, autonomous boards by using a portion of its Federal Charter Schools Program grant funding to help independent grassroots and local community developers understand the importance of the board role before they make important decisions and recommendations.

Leadership development at the school staff level is also important. PSA teachers often assume greater leadership responsibilities and have greater influence on school management and decision-making than their traditional district counterparts. Small staff sizes result in a broader distribution of administrative tasks, helping PSA teachers grow as school leaders. In some cases, PSAs have begun recognizing leadership potential more quickly and promoting staff from within, raising some intriguing ideas about how PSAs may create smoother paths for teachers to advance professionally.

Service provider leadership also needs to be explored in greater depth. A majority of the public charter schools in the state use service providers to provide some level of staffing and support. Despite this volume, little is known about how service providers accomplish their deliverables on a budget that is, on average, \$1,778 per pupil lower than the host district average and still manage to retain enough of a profit to maintain their involvement. Ample opportunities for review of various service provider models and their relative effectiveness exist and should be fully explored.

The opportunities and issues described in this report point to a PSA sector that is becoming more mature and more fully integrated into Michigan's educational landscape. Strategies and expectations for PSAs that are just as high as they are for their traditional K-12 counterparts, while capitalizing fully on the strengths and unique characteristics of PSAs, are bearing fruit.

Note: A Word About "Host Districts"

Michigan's public school academies continue to be generally clustered in the state's urban areas. Twenty school districts have three or more PSAs within their boundaries. For purposes of this report, these districts are referred to as "**host districts**." This year's host districts include: Ann Arbor, Benton Harbor, Dearborn, Detroit, Flint, Grand Rapids, Hamtramck, Highland Park, Holland, Inkster, Jackson, Lansing, Midland, Muskegon, Pontiac, Port Huron, Saginaw, Southfield, Taylor, and Wayne-Westland.

Whenever possible, charts in this report include data for the host districts as well as PSA and traditional public school statewide aggregates or averages. The host districts comprise a subset of "all traditional public schools" reflecting areas where PSAs are in relatively high demand and it is useful to separate out their data for baseline comparisons.

The "host district" comparison has been used in MDE's annual PSA report to the Legislature since 2005. It offers an additional point of reference for understanding the performance of charter schools, since the student population in host districts approximates that of charter schools more closely than does the statewide average.

Neither a pure statewide average nor the host district comparison, however, provides an ideal statistical measure to use in assessing the overall achievement of charter schools in Michigan. During the coming year, MDE will work with stakeholders to review various ways of analyzing and comparing charter school data in preparation for the issuance of the 2008-09 PSA Report to the Legislature. This year's report, however, retains the analytical framework that has been in place since 2005.

Public School Academy Fundamentals

Authorizers may establish charter public schools under any of three sections of Michigan law:

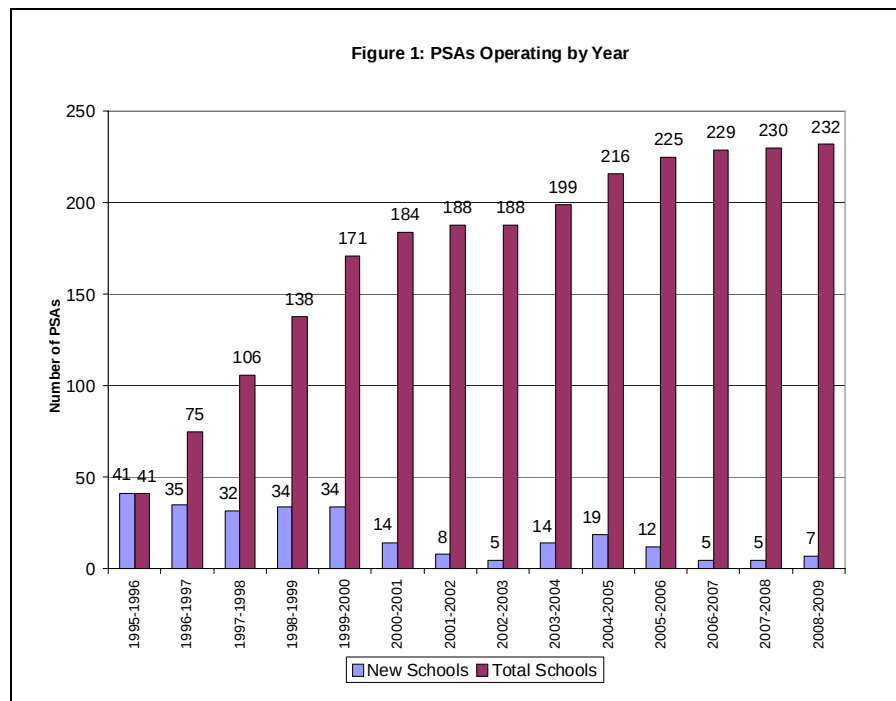
1. Part 6A of the Revised School Code (MCLA 380.501 – 508) permits 150 state public university-authorized general PSAs and an unlimited number of PSAs authorized within their geographical boundaries by community colleges, intermediate school districts, or local school districts.
2. Part 6C of the Revised School Code (MCLA 380.521 – 529) permits 15 Urban High School Academies to be authorized within the City of Detroit by state public universities.
3. Public Act 23 of 1999 (MCLA 380.1311b – 1311e) permits an unlimited number of Strict Discipline Academies organized to serve suspended or expelled students, or those placed by a court or juvenile agency.

Demographics

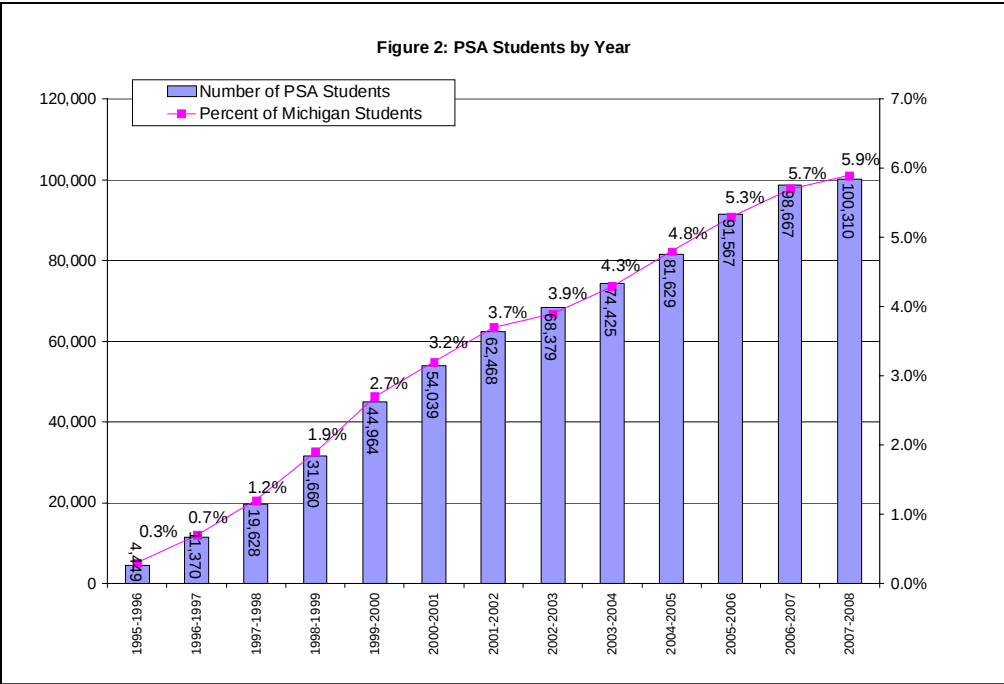
Growth in the number of public school academies in Michigan has slowed, but continues despite the cap on the number of public university-authorized Part 6A charter schools. During 2008, the first Urban High Schools authorized under Part 6C of the Revised School Code opened in Detroit. This continued growth, combined with ongoing improvement in academic performance, indicates growing stability in a system that is now thirteen years old and that serves nearly 6% of Michigan schoolchildren.

Five closures and seven new PSAs (a detailed list is included in Appendix D) netted an increase of two PSAs for the 2008-09 school year, bringing the total to 232. This small increase reflects a leveling-off of growth since the 2005-06 school year, as **Figure 1** shows.

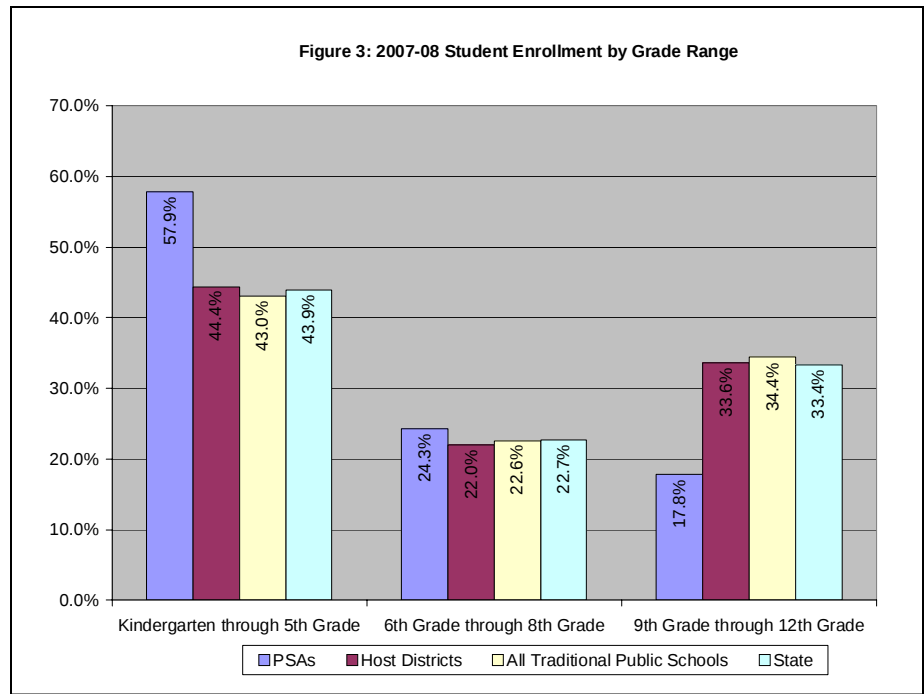
Figure 2 (on the following page) shows that the number of students served has continued to grow more steeply than the number of academies. For the 2007-08 school year, the number of students increased by 2,000 pupils.



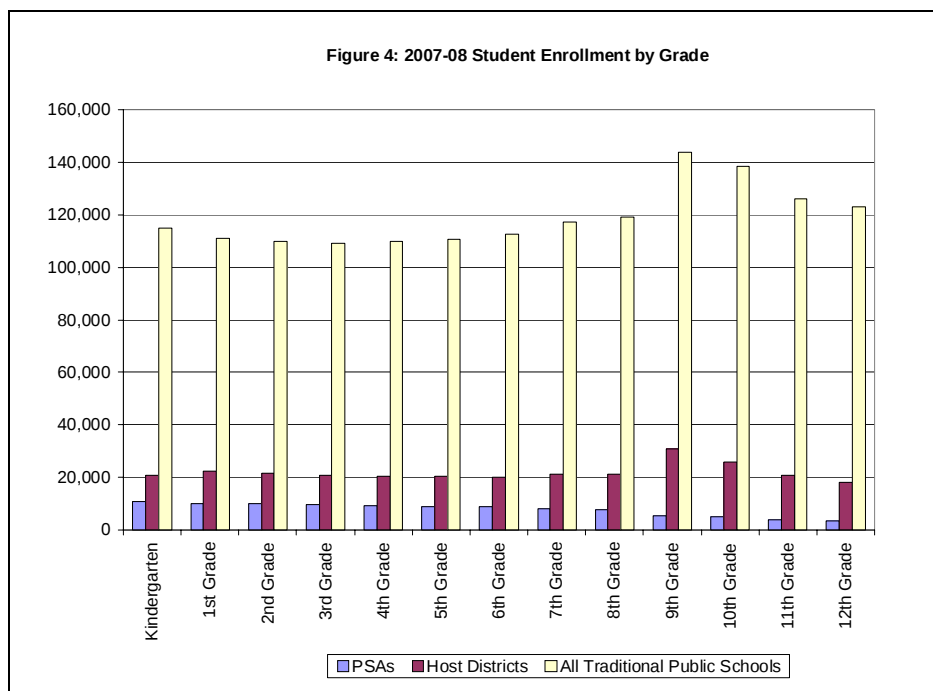
Geographically, Michigan's public school academies continue to be generally clustered in the state's urban areas. Twenty school districts have three or more PSAs within their boundaries. For purposes of this report, these districts are referred to as **"host districts."** This year's host districts include: Ann Arbor, Benton Harbor, Dearborn, Detroit, Flint, Grand Rapids, Hamtramck, Highland Park, Holland, Inkster, Jackson, Lansing, Midland, Muskegon, Pontiac, Port Huron, Saginaw, Southfield, Taylor, and Wayne-Westland.



Whenever possible, charts in this report include data for the host districts as well as PSA and traditional public school statewide aggregates or averages. The host districts comprise a subset of "all traditional public schools" reflecting areas where PSAs are in relatively high demand and it is useful to separate out their data for baseline comparisons.



PSAs continue to serve proportionately more students in grades K-5 than either host districts or all traditional public schools. Nearly 60% of PSA students are in these grades, as opposed to 44.4% for host districts, and 43% for all traditional public schools. Statewide, 43.9% of students are in this grade range (see **Figures 3 and 4**).

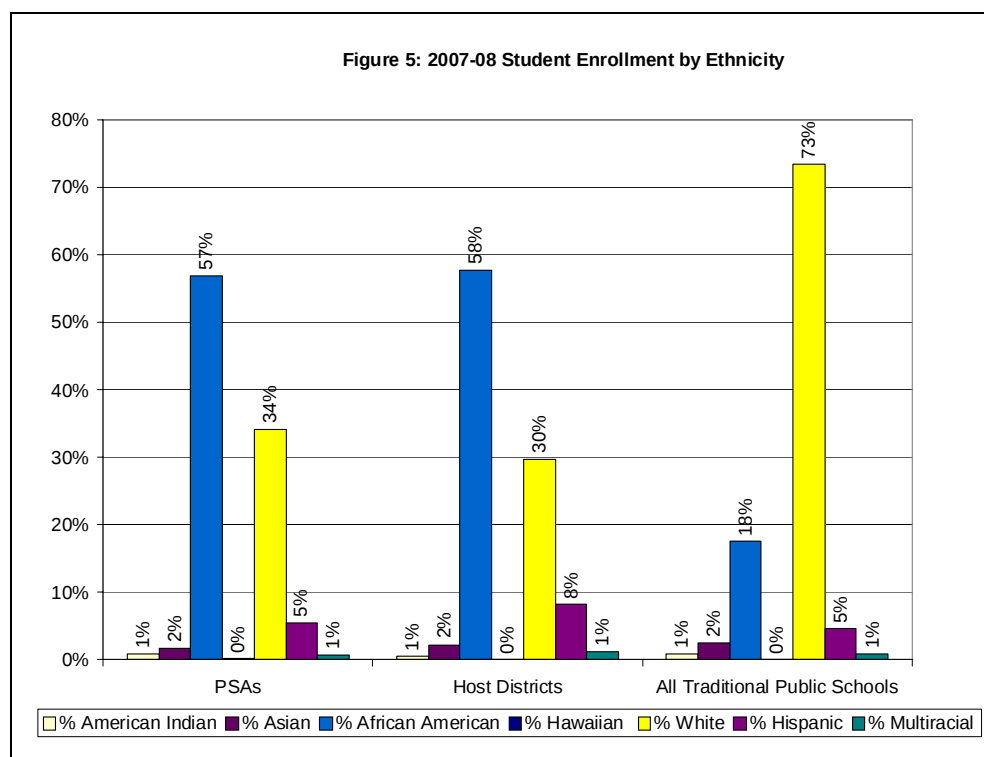


The proportion of middle school and high school students is essentially unchanged this year, although fourteen schools expanded in 2008 by adding a grade in the 6-12 range. Another five schools will be eliminating service in the upper grades.

No schools added elementary grades in fall 2008, but five added pre-K

services, while two discontinued pre-K programs.

Figure 5 shows the ethnic make-up of PSAs, host districts, and all traditional public schools. The ethnic mix of PSAs tends to closely mirror that of the 20 urban host districts where 75% of PSAs are located. African-American students make up more than half the population in PSAs and host districts. Caucasian students represent 34% of PSA students and 30% of host district pupils. Both host districts and the PSAs within them have a significantly lower proportion of Caucasian students than traditional public schools, where Caucasian students are 73% of the population; African-American students make up only 18% of the traditional public school student population.



Participation in free and reduced-price lunch programs is a good proxy for economic status. **Figures 6-8** show that 57.4% of PSA students participate in these programs, which is lower than the 63.2% in host districts but higher than the 36.2% in traditional public schools statewide.

Figure 6: PSA Average Free/Reduced Lunch Eligibility

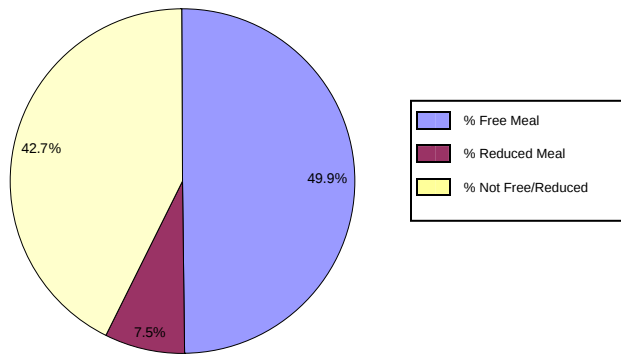


Figure 7: Host Districts Average Free/Reduced Lunch Eligibility

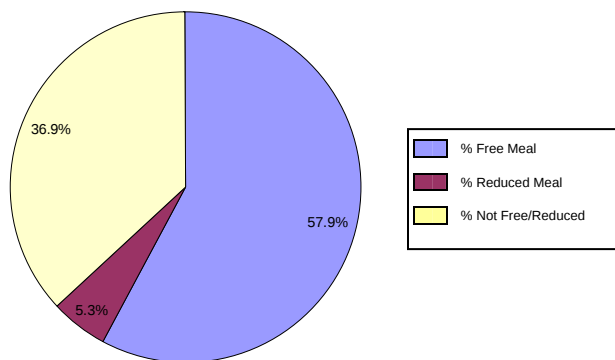
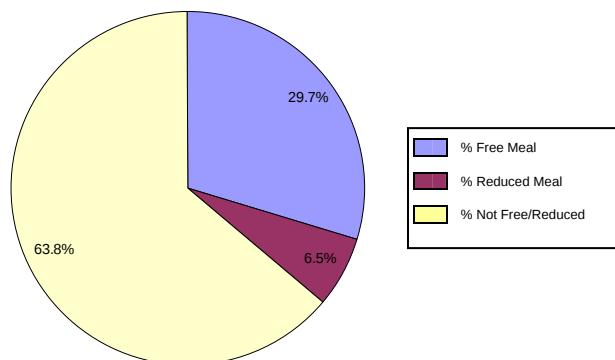


Figure 8: All Traditional Public Schools Average Free/Reduced Lunch Eligibility



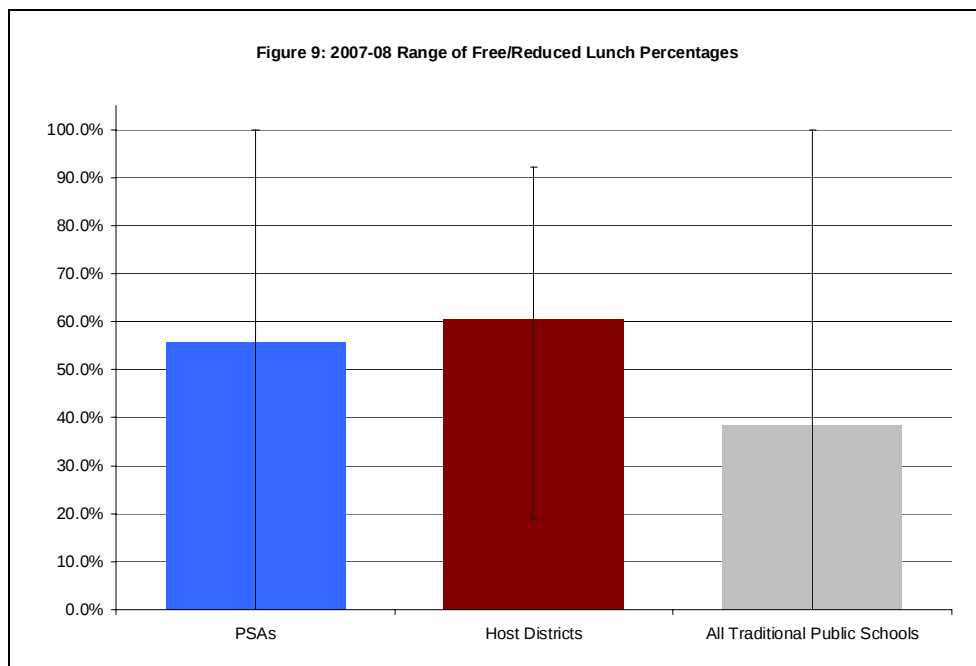
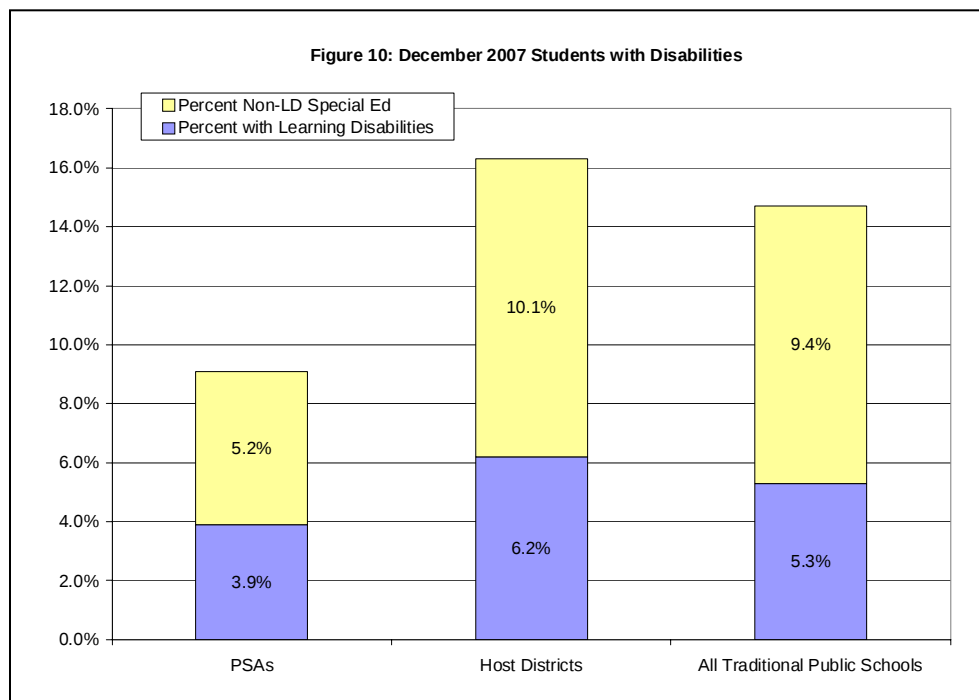


Figure 9 shows the wide variation in free and reduced-price lunch eligibility in all schools. PSAs and traditional public schools both include schools with participation as low as under 10% and as high as over 90%.

Because state-wide averages can hide this variation, scatter-plot displays are used in the following academic section of the report. This allows PSAs to be compared to other schools serving similar populations and differentiated from schools serving different populations.

As of December 2007, PSAs continue to serve a lower percentage of special education students than schools in their host districts, as **Figure 10** shows.

Figure 11 (on the following page) divides PSAs, ranked by special education percentage, into ten equal groups. Each group's overall percentage is displayed to illustrate the wide range within PSAs.



Figures 12-14 show the proportions of students with different disability types for PSAs, hosts, and all traditional public schools. Here, there are no striking differences between the different school populations.

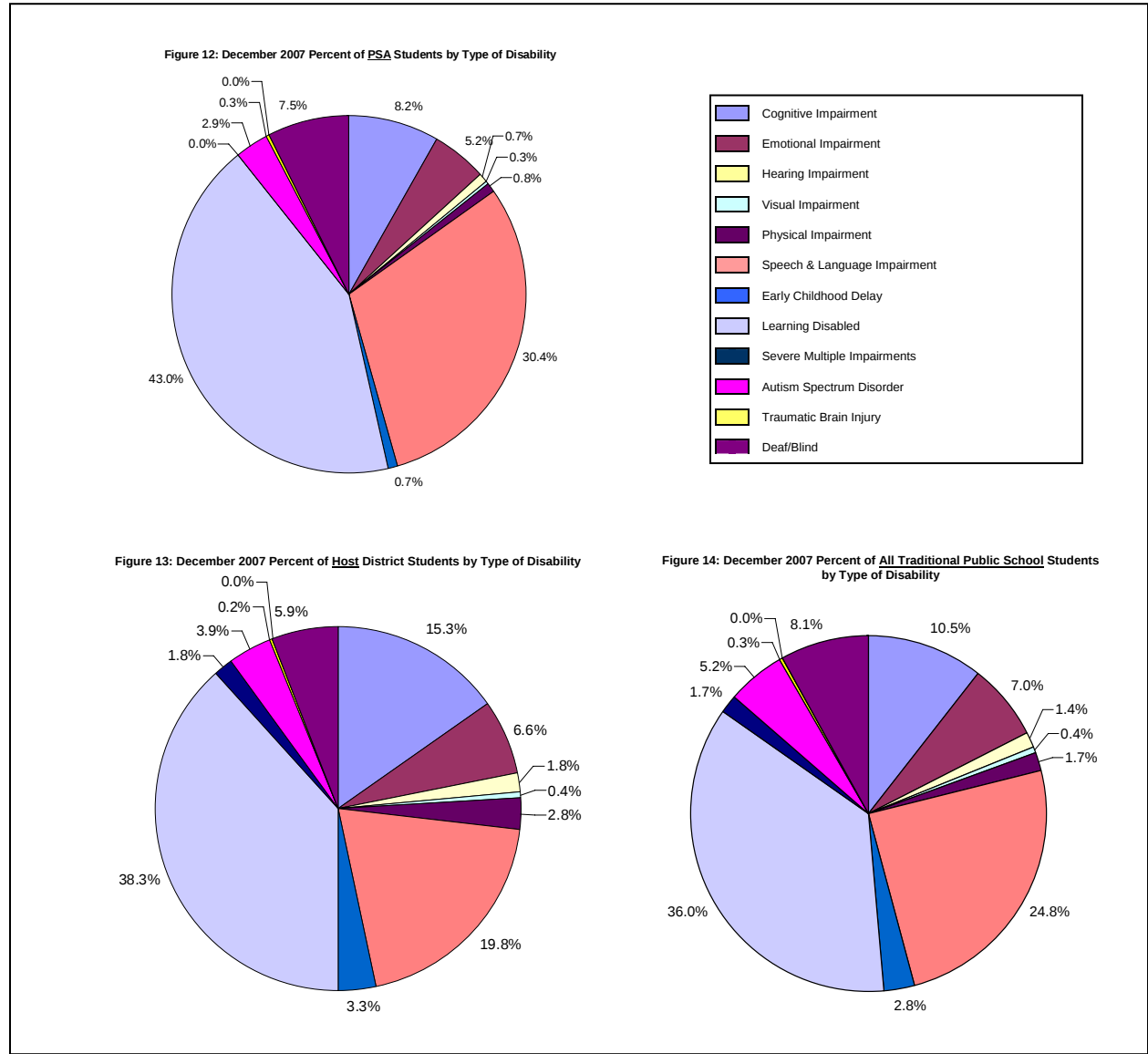
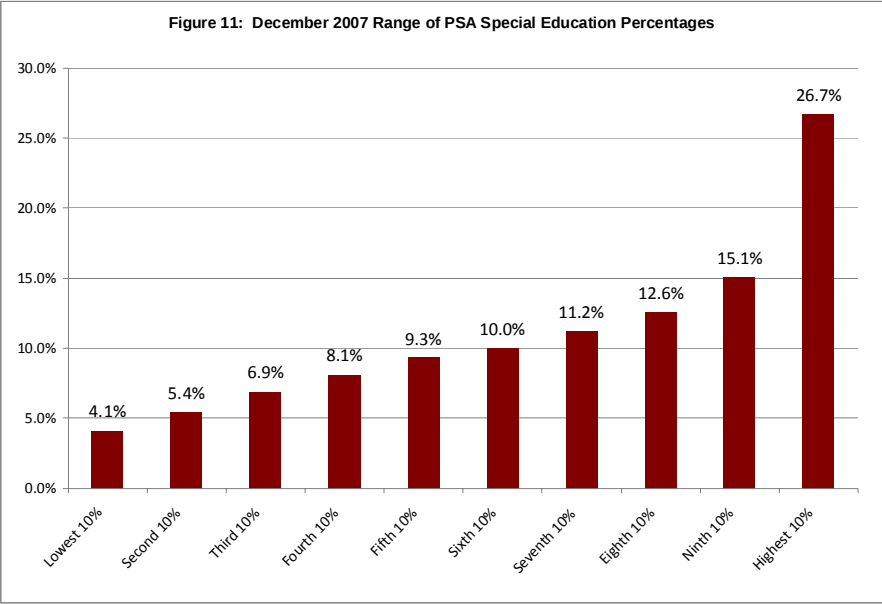
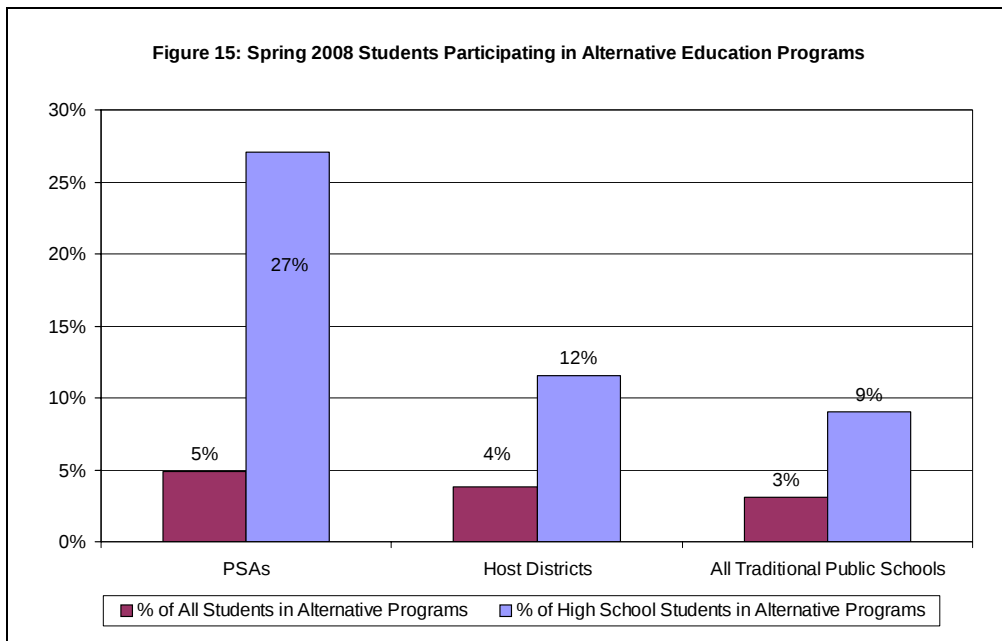
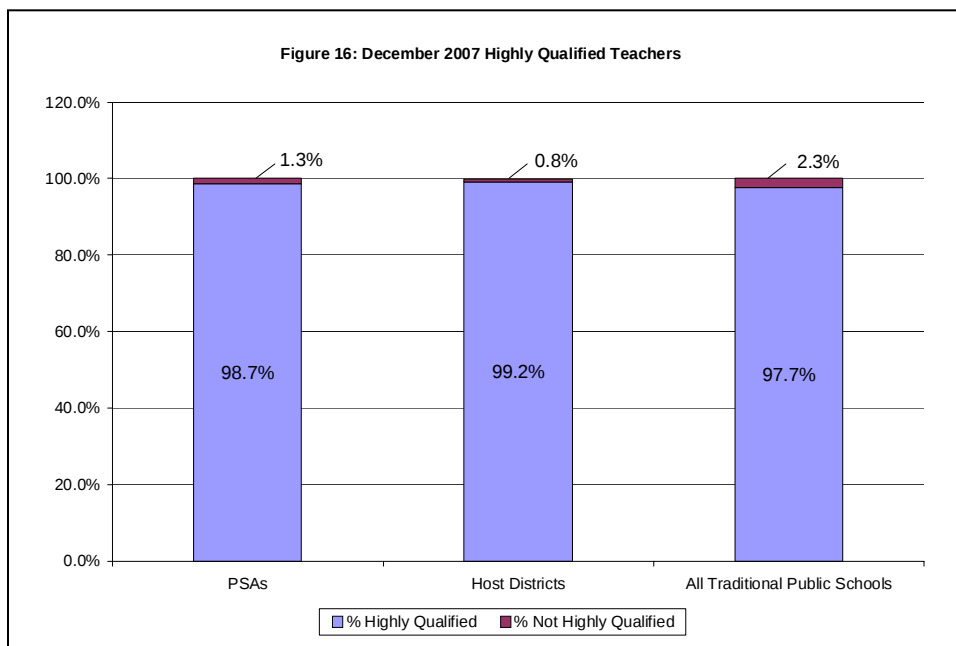


Figure 15 shows that PSAs are serving a higher percentage of students through alternative education programs, particularly at the high school level. There are a number of PSA programs that have been developed as “second-chance” institutions for students that are at risk, including several Strict Discipline Academies.



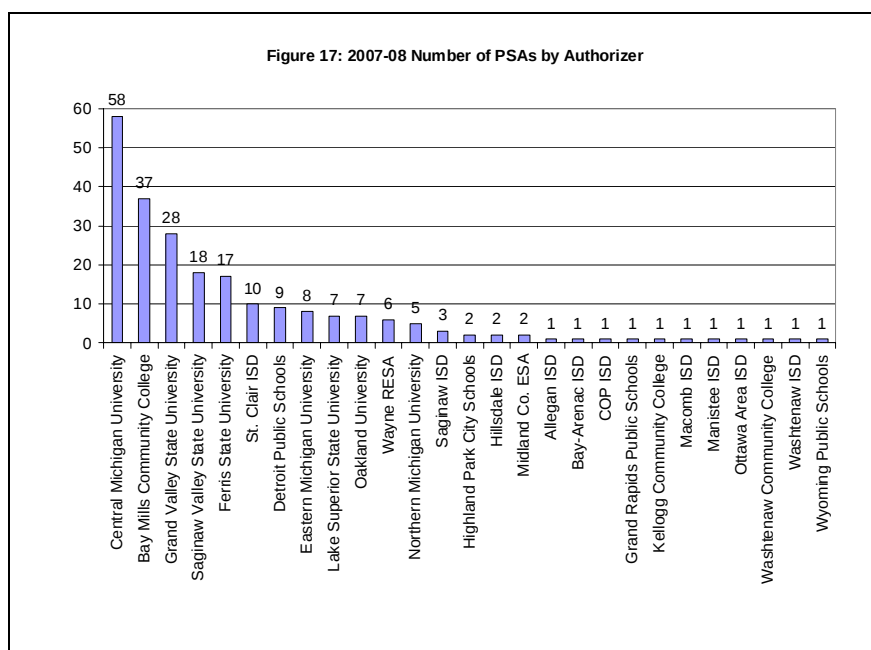
PSA Teachers

Nearly 99 percent of teachers in Michigan PSAs meet the definition of “highly qualified” under the Elementary and Secondary Education Act (ESEA), as shown in **Figure 16**. This total is a full percentage point higher than in traditional public schools, but lower than in host districts.



Authorizers

Universities and community colleges continue to be the primary authorizers of PSAs. Of the possible 150 provided by statute, 148 PSAs have been authorized by eight universities; 39 by three community colleges; 30 PSAs by 12 Intermediate School Districts (ISDs); and 13 by four local school districts. **Figure 17** shows the 2007-08 distribution of PSAs by individual authorizer.



PSA authorizers are responsible for all of the following activities under Michigan law:

- Reviewing applications and awarding charters to qualified applicants;
- Establishing the method of selection and appointment for board members;
- Issuing charter contracts that include clear expectations for performance;
- Acting as a fiscal agent for state school aid funds;
- Gathering and evaluating data related to school compliance and performance; and
- Taking action based on a school's performance relative to the expectations set forth in the charter contract.

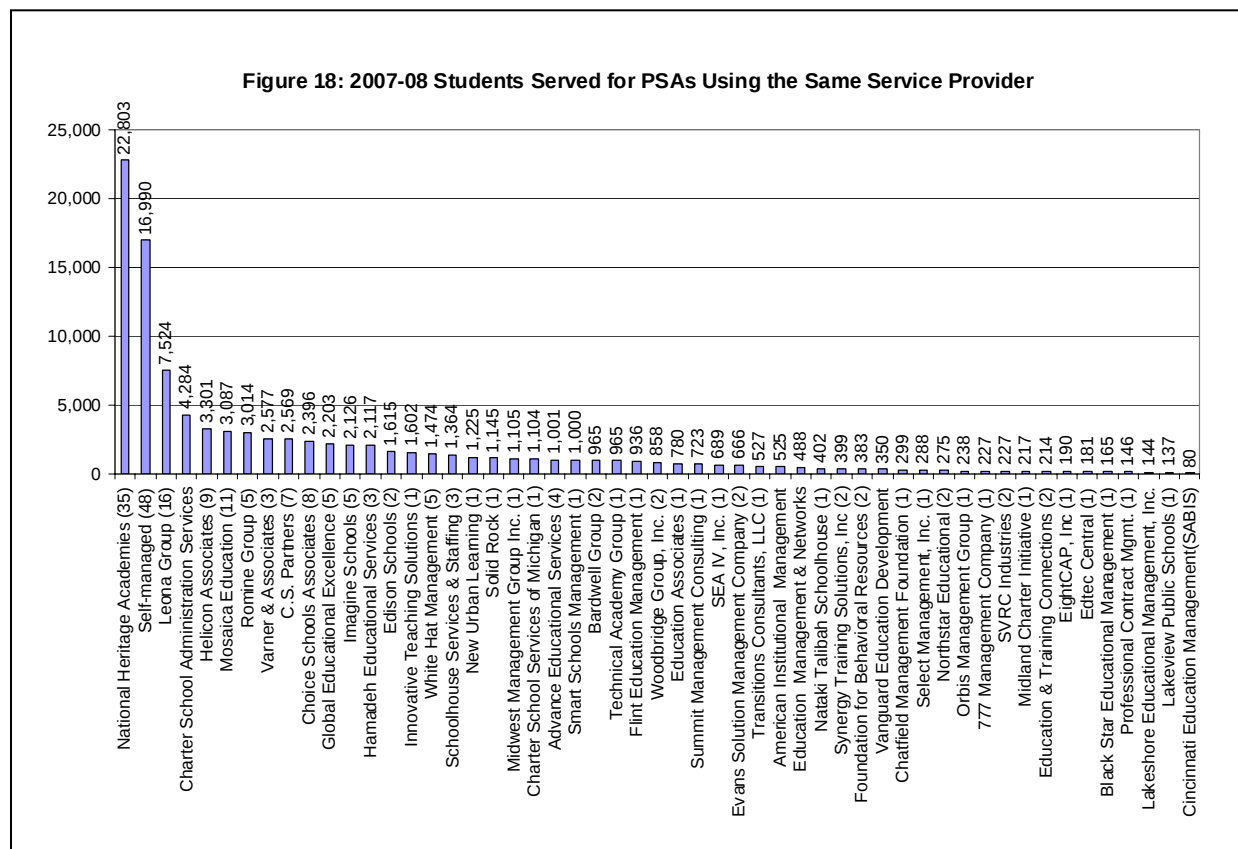
In addition to these responsibilities, many Michigan authorizers have developed additional oversight and support functions. Through the Michigan Council of Charter School Authorizers, they have also adopted a common set of oversight and accountability standards, available at www.mccsa.us.

In 2005, MDE began developing a pilot "Assurances and Verification" program to examine authorizer practices in Michigan. On a voluntary basis, authorizers provide assurances that they have processes and systems in place to ensure 18 important requirements for the PSAs they charter. During a subsequent verification visit, MDE staff examine the authorizer's files and records for a sample of PSAs to ensure that the systems are implemented as described.

During the past three years, Assurances and Verification visits have been conducted for 15 Michigan authorizers. MDE's findings show authorizers are active in their compliance monitoring efforts and that they have, in many instances, developed a broad menu of tools and resources for supporting the academic and financial performance of the PSAs they oversee.

Service Providers

Michigan law permits PSA boards to contract with service providers (also known as management companies) for various school staffing and support functions, which may include facility management, personnel management, payroll and accounting, curriculum development, and professional development services for staff and teachers. The majority of Michigan PSAs have contracted with one of 53 service providers to provide educational services. **Figure 18** shows the number of students served by PSAs using each service provider.



Each PSA/service provider agreement is unique. Some PSA boards contract for only one or two services, such as human resources or accounting, whereas others choose to contract for all day-to-day staff functions. The variation in service provider arrangements is broad and difficult to quantify. Some service providers work with only one PSA, while others contract with multiple PSAs in Michigan and across the country. Some service providers act in only a limited capacity, while others offer complete “turn-key” operations. This widely varied approach to PSA contracting has allowed for the creation of a diverse service provider marketplace in Michigan.

Service providers are accountable to the non-profit PSA boards that hire them. The boards are responsible for setting policy, directing operational and academic performance, and ensuring fiscal stability. Regardless of the type or level of support for which it is contracted, each service provider operates at the direction of the PSA board.

PSA Boards

PSA board members are public officials that have sworn a constitutional oath of office in Michigan. Each board member undergoes a selection and appointment process established by the PSA's authorizer before being named by the authorizer's governing board.

Some concerns have been raised about whether or not service providers (also known as management companies) in Michigan are able to name their own governing boards and thus exercise some undue level of influence or control over these boards once a school is established. While Michigan law permits the developer of a new PSA to name the members of an initial governing board, it is up to the authorizer to ensure that those board members are qualified, independent voices on behalf of the PSAs they serve.

To ensure procedural consistency across Michigan's authorizing community, the Michigan Council of Charter School Authorizers has adopted standards for this selection and appointment process. At minimum, these standards presume written application for board appointment, a criminal records check, and a personal interview. The standards also delve into potential conflict of interest issues and recommend the use of a disclosure form to be completed by PSA board members on an annual basis. These procedures are designed to ensure board member quality and autonomy and prevent inappropriate PSA board member/service provider relationships.

The Michigan Department of Education

In addition to monitoring authorizing practices through its pilot "Assurances and Verification" program, MDE provides direct review of PSA compliance and practice. As part of its general leadership and supervision of all public schools in Michigan, the Department reviews schools' compliance with statutory and reporting requirements. MDE also offers the same support to PSAs that traditional districts receive under the federal No Child Left Behind law.

During 2007-08, MDE staff conducted nearly 200 visits to PSAs in Michigan. These visits were conducted by staff working to provide technical support, monitoring and assistance in a variety of areas. In addition, the Department has fielded hundreds of phone calls from PSA staff, parents and community members. MDE staff members will continue to provide support to and monitoring of PSAs in the same manner they work with all other public schools in Michigan.

Academic Achievement in PSAs

Most charter and traditional public schools evaluate academic performance in a variety of ways. For many PSAs, authorizers aggregate academic data within their oversight systems and use this research to inform their accountability decisions. In addition to the Michigan Educational Assessment Program (MEAP) and Michigan Merit Examination (MME), several authorizers also require the use of specific standardized assessments (such as Gates-MacGinitie, Iowa Basic, or Scantron Performance Series), which are used to monitor educational progress and in some cases measure annual growth. These assessments are typically funded through the authorizer's oversight fee and allow comparative analysis within an authorizer's portfolio.

For this report, the fundamental measures used to analyze academic performance are the MEAP and MME, since they are the measures for which data are available for all PSAs and all traditional public schools in the state. The remaining data analyzed in this report combine MEAP's academic data with other factors to derive: Adequate Yearly Progress (AYP), No Child Left Behind (NCLB) phases of school improvement status, Education YES! School Report Card grades, and attendance and graduation rates. These measures are discussed as individual components within the analysis of academic performance.

In each case, the most recent available data are reported. The results used for this report are from fall 2007 elementary and middle school test administration dates and spring 2008 high school testing dates.

Test Performance

The MEAP test is an annual assessment of student achievement based on the Grade Level Content Expectations (GLCEs) as developed and approved by the State Board of Education (SBE) for English Language Arts (ELA) and Mathematics in grades 3-8. These SBE-approved expectations were developed with participation from Michigan educators, parents, community members, university professors, and other experts within each content area and grade level.

The MME consists of three parts:

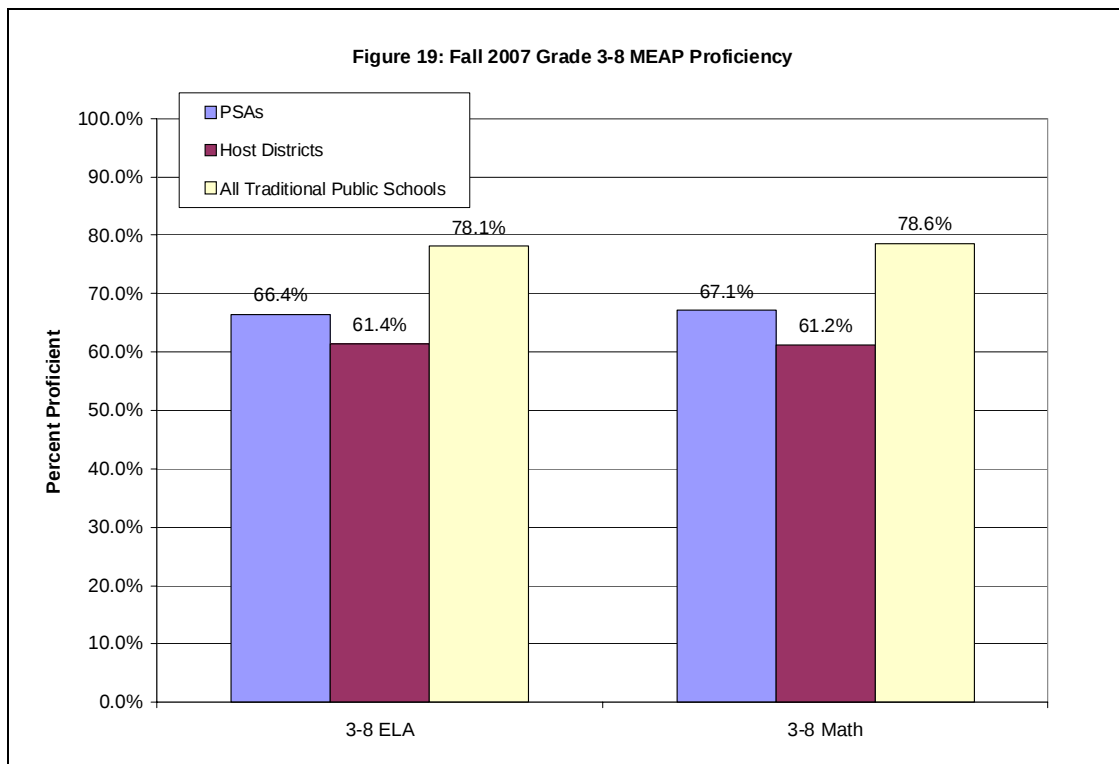
- The American College Testing (ACT) college entrance examination
- WorkKeys job skills assessments in reading and mathematics
- Michigan assessments in mathematics, science, social studies, and persuasive writing

Students expected to graduate in 2010 took the MME in March 2008. The MME assessment measures student learning against Michigan high school standards, benchmarks, and core content expectations.

Elementary and Middle School Student Achievement

Figure 19 compares Fall 2007 PSA Grade 3-8 performance with that of the 20 host districts and with traditional public schools. For both ELA and mathematics, data have been aggregated for all six grades to give an overview of the school's performance. This figure shows the percentage of students who met or exceeded state standards. Both PSA and host district performance lagged behind traditional public schools, but students in PSAs performed slightly better than students in urban host districts.

A comparison of each PSA to its referent district has been included in Appendix C of this document. This comparison does not include the relative number of pupils being tested in each of the schools, but may lend some additional perspective to the charts on the following pages.



Figures 20-23 compare PSA, traditional public school, and host district performance in ELA and mathematics for several demographic subgroups: economically disadvantaged students, African-American students, Hispanic students, and students with disabilities. Each of these groups was of sufficient size to allow for meaningful comparisons.

In the fall of 2007, each of these subgroups showed higher proficiency in PSAs than in urban host districts. African-American students in PSAs performed better than African-American students in all traditional public schools statewide.

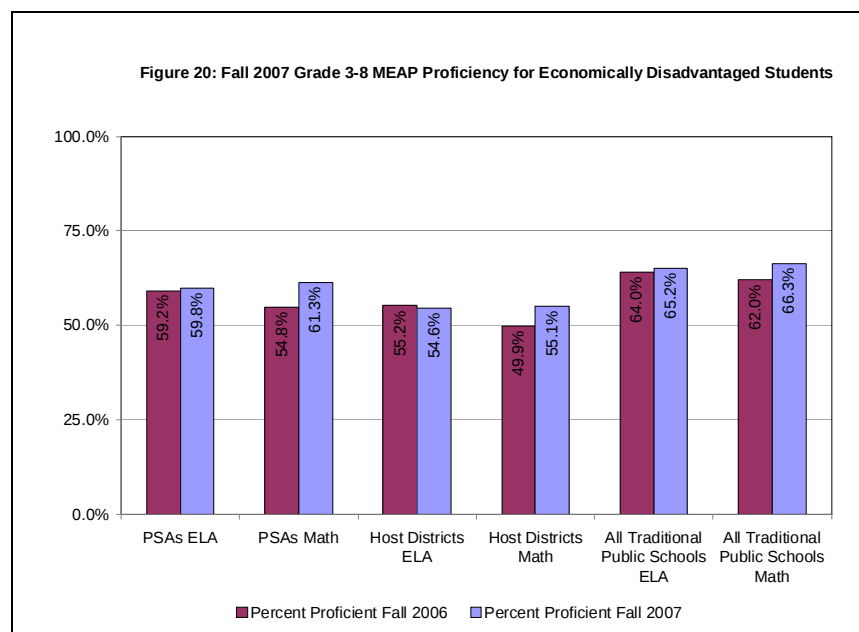


Figure 21: Fall 2007 Grade 3-8 MEAP Proficiency for African American Students

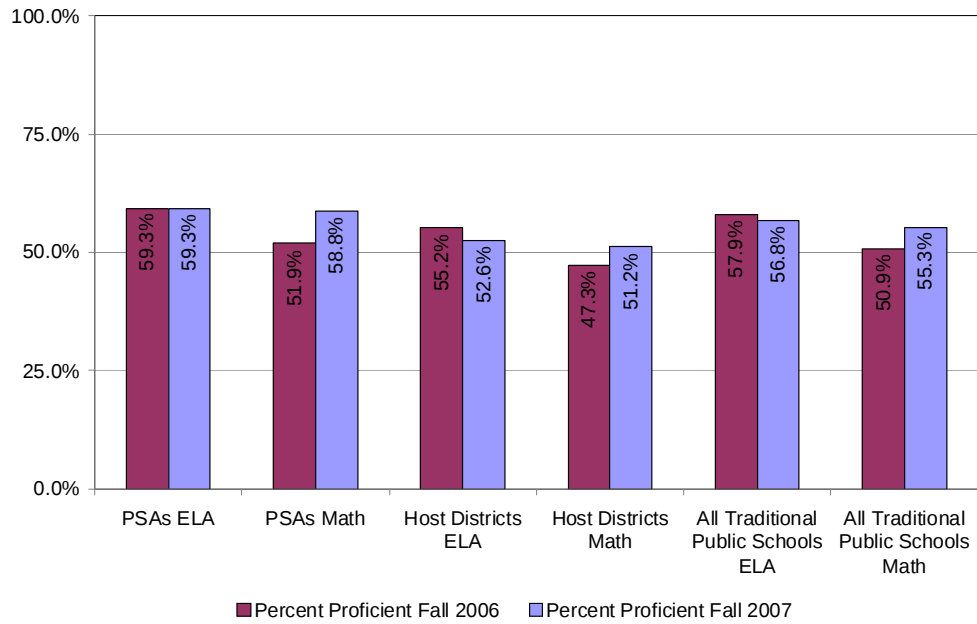
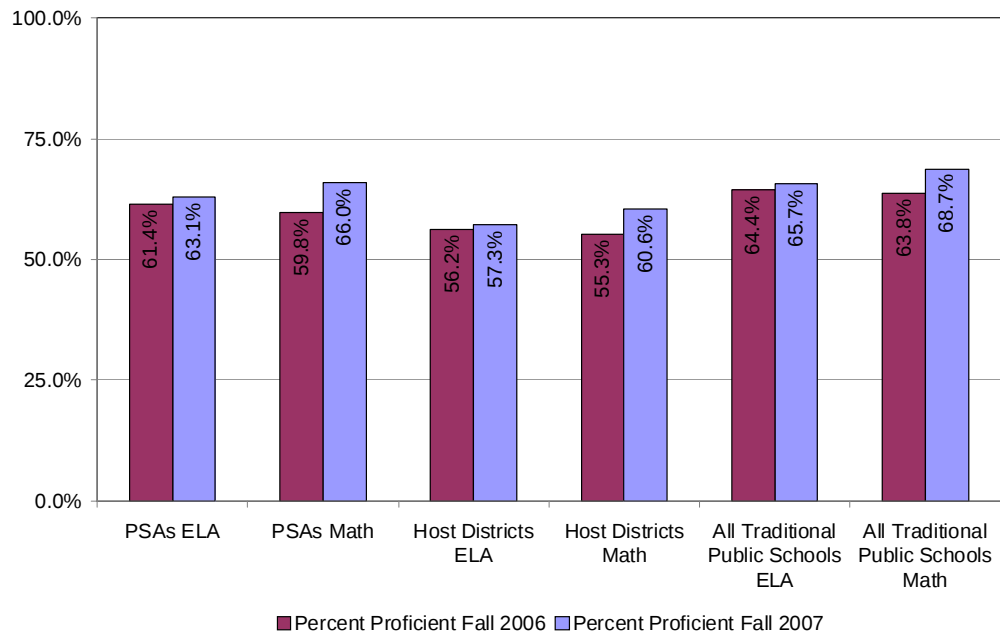
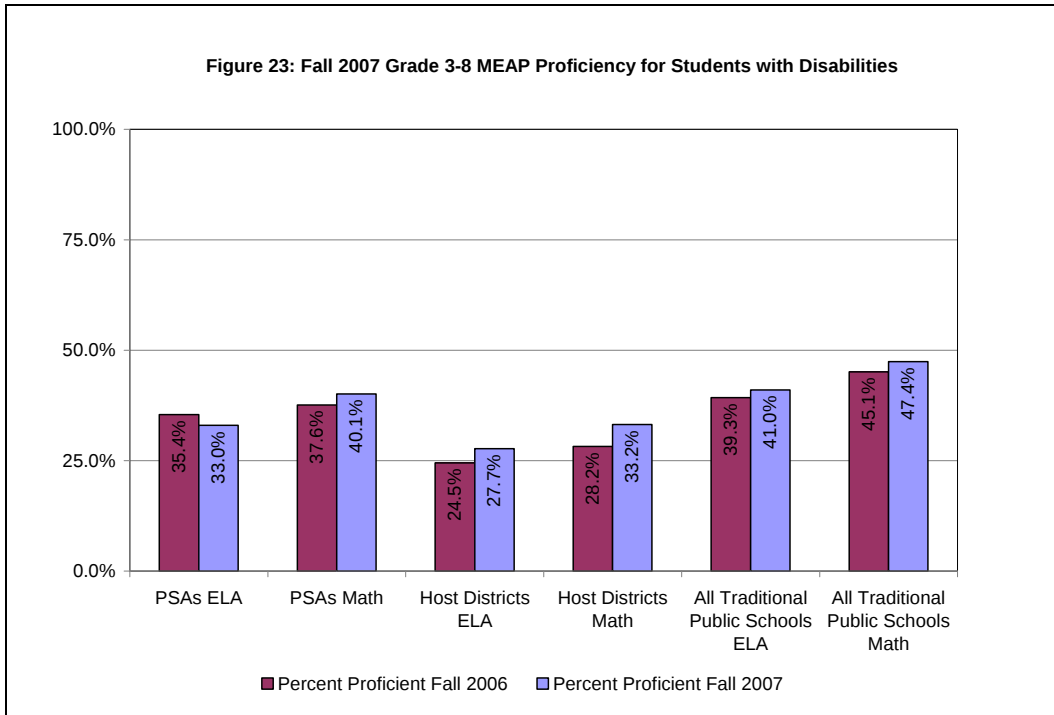


Figure 22: Fall 2007 Grade 3-8 MEAP Proficiency for Hispanic Students

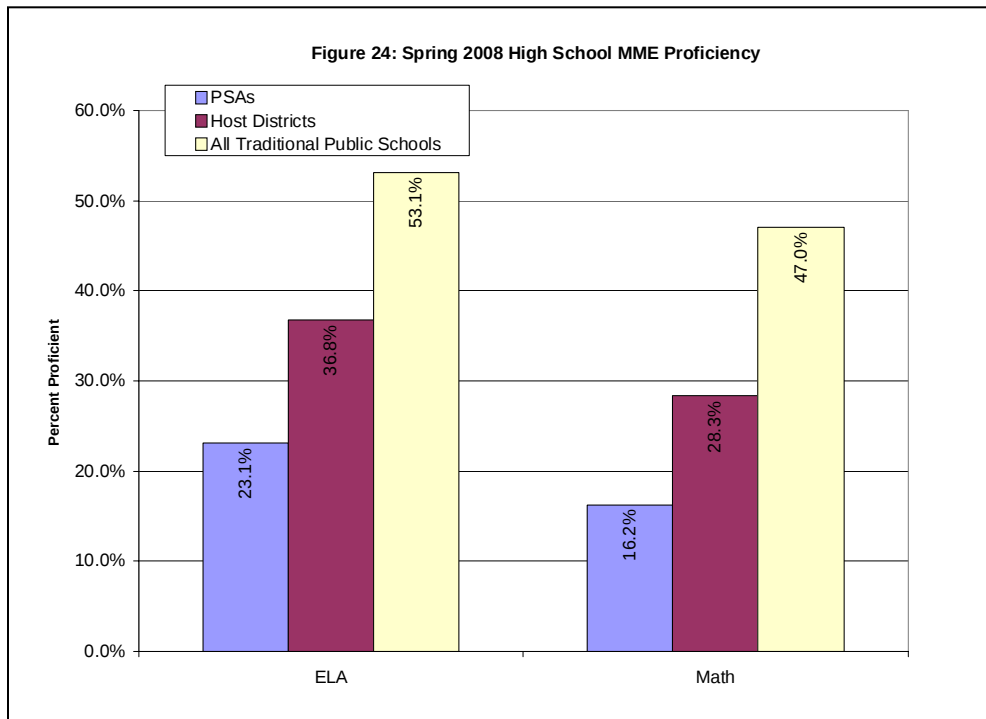




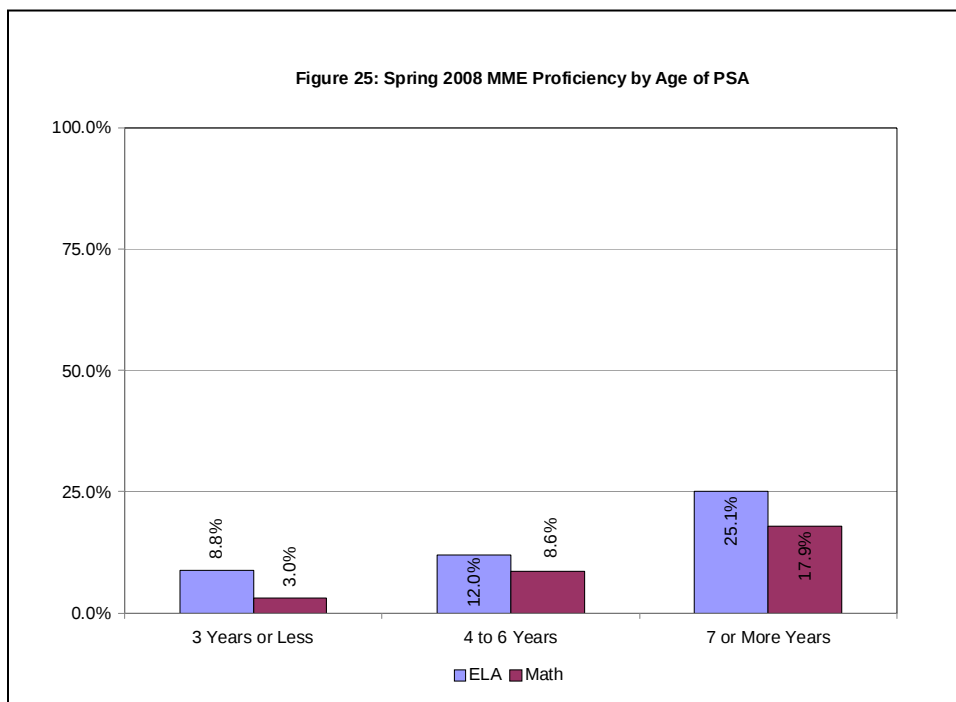
High School Student Achievement

Figure 24 shows that PSA high schools, in the aggregate, did not perform as well as host districts or traditional public schools on the mathematics and ELA portions of the MME. Again, a comparison of each PSA to its referent district has been included in Appendix C of this document. As mentioned, high school performance is an area in need of targeted, intensive improvement.

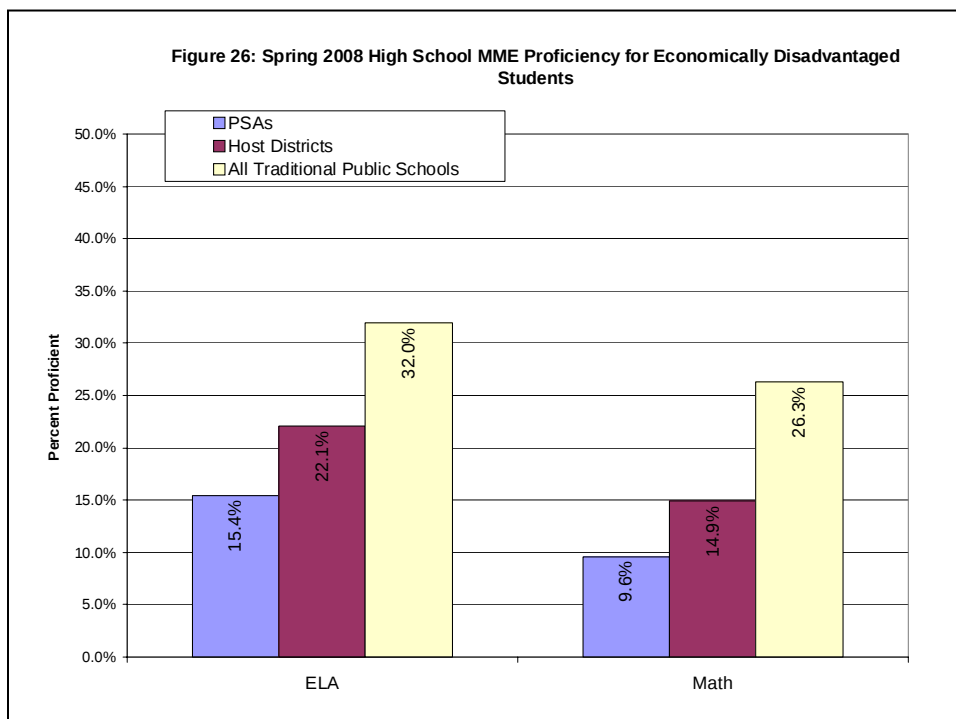
As mentioned on page 11, 27% of all PSA high school pupils are participating in alternative education programs. This percentage is noticeably higher than in traditional public schools, and likely has some effect on the aggregated MME scores reported here.

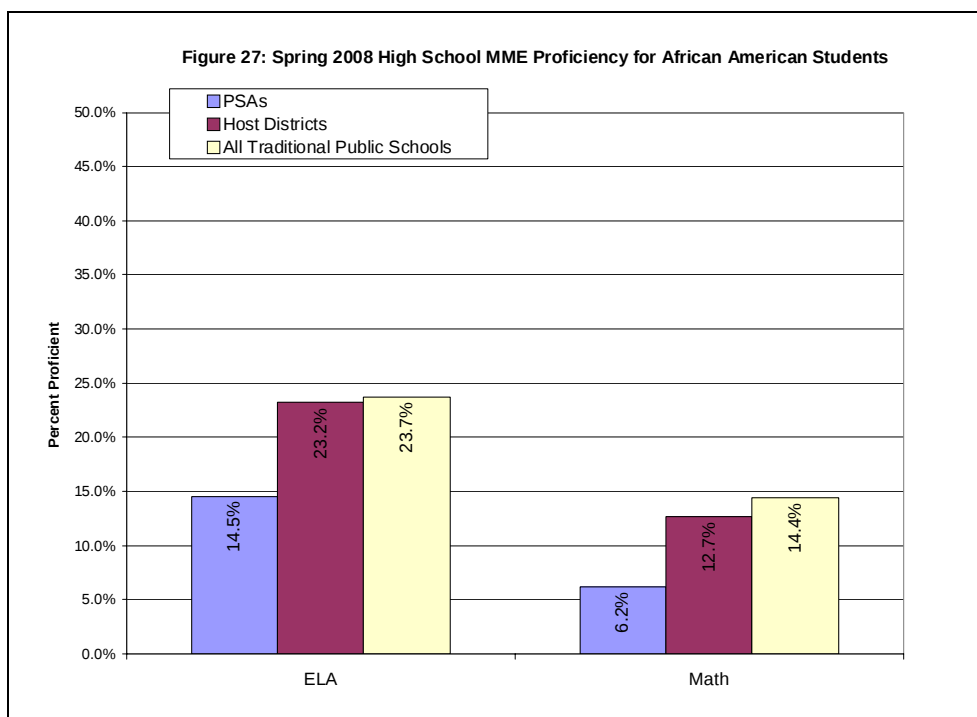


The length of time a PSA high school has been operating has a pronounced effect on student achievement. **Figure 25** shows this pattern of improvement, with schools that have been operating for seven years or more performing significantly better than their newer counterparts.



Subgroup comparisons show that both economically disadvantaged students and African-American students also perform less well in PSA high schools than in host district or traditional public school high schools. **Figures 26 and 27** illustrate this.





No comparisons can be presented for Hispanic students or students with disabilities because those subgroups were too small at the high school level to provide for statistically reliable analysis.

Combining Academic and Socio-economic Analysis

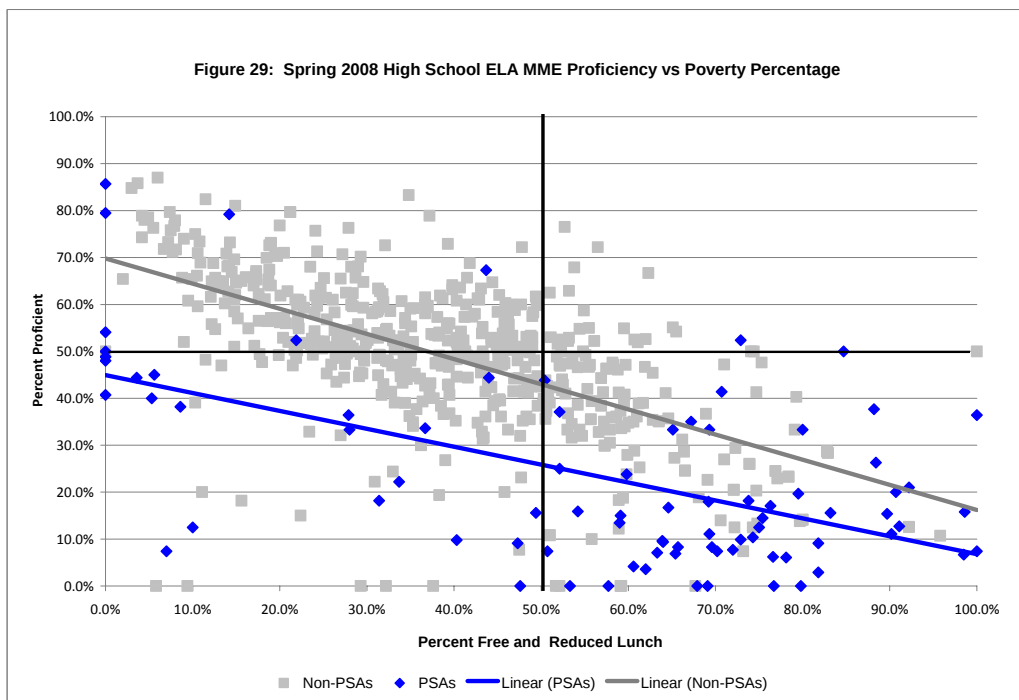
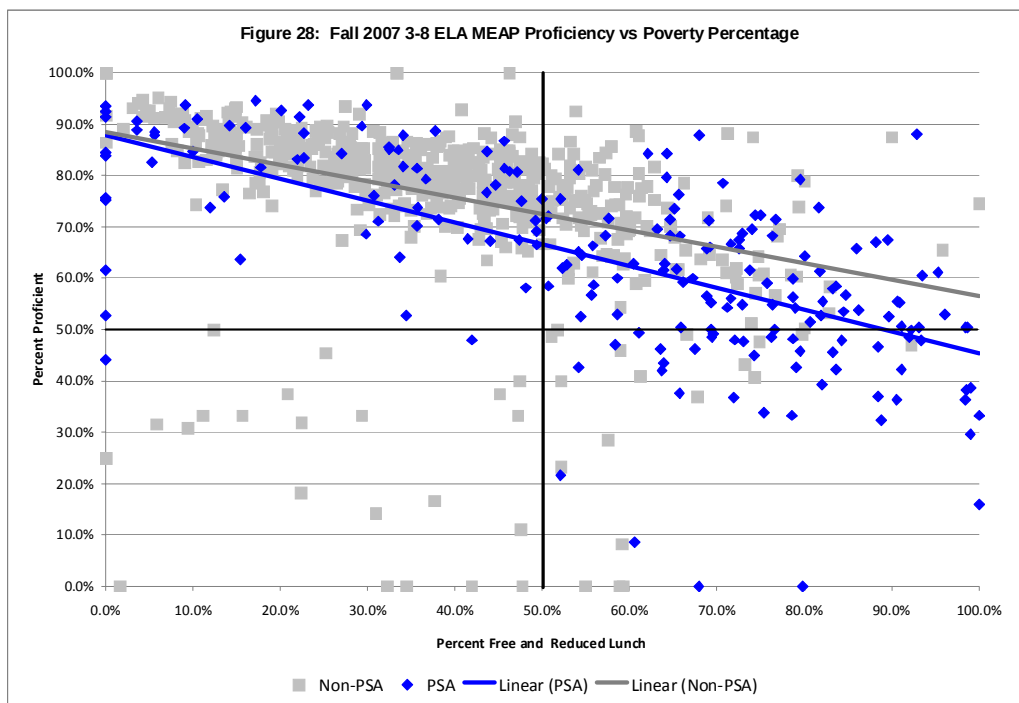
Studies indicate the single best predictor of student academic performance continues to be socio-economic status. The charts presented on the following pages blend MEAP and MME achievement results with free and reduced-price lunch data to allow comparison among schools serving similar economic populations.

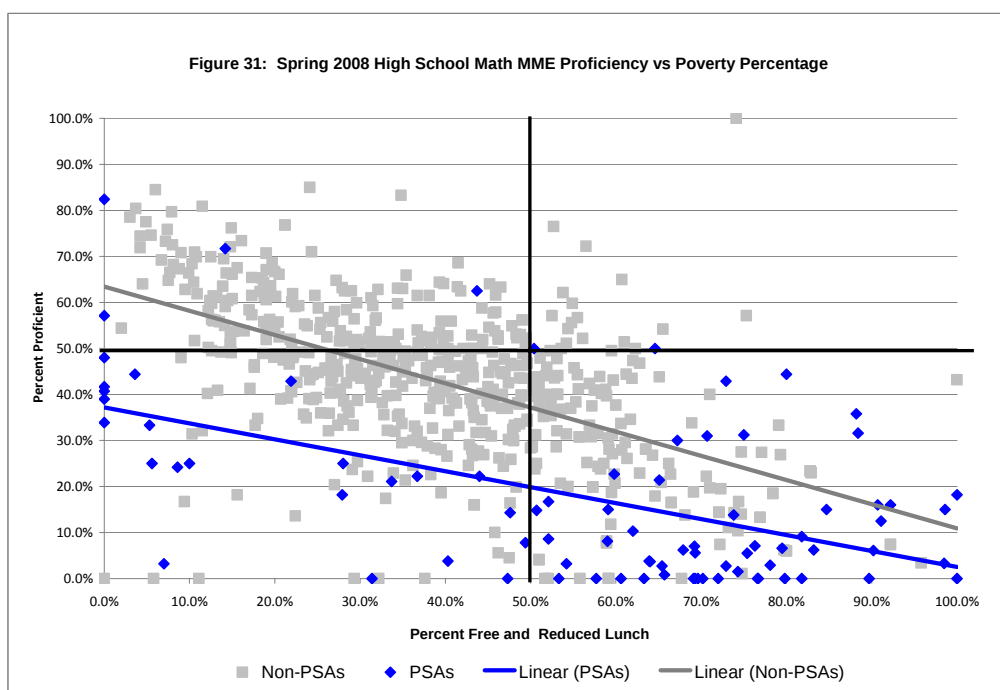
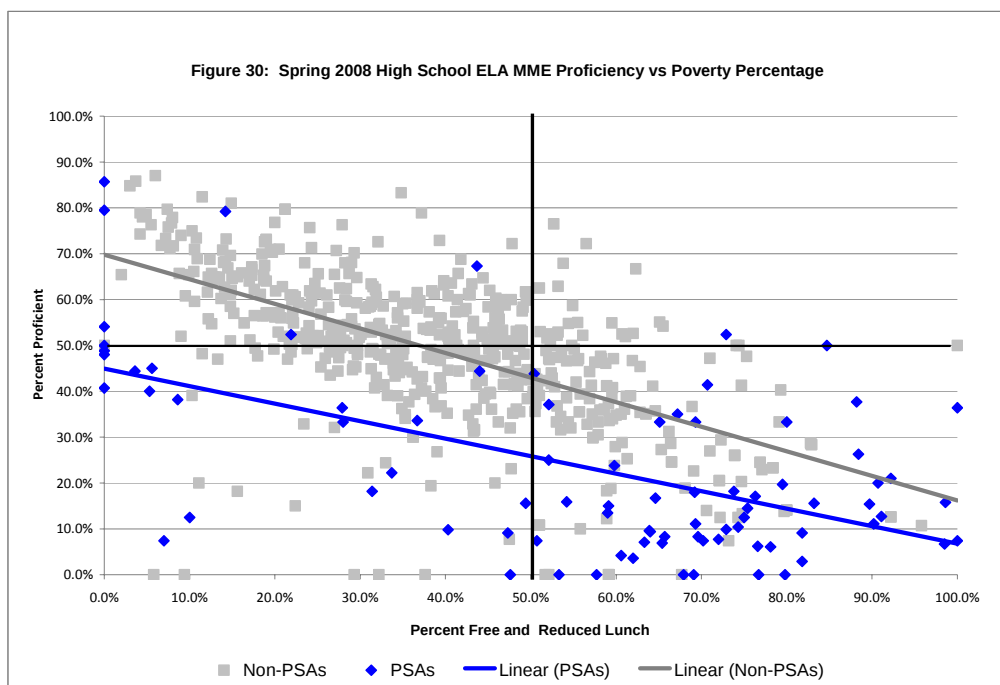
The scatter plots should be read in two steps. Moving horizontally from left to right across the bottom axis, a reader progresses from relatively prosperous student populations to relatively distressed populations. The figures on the bottom scale represent the percentage of students eligible for free/reduced lunch subsidies and range from 0-100%. At any given point on that scale, moving vertically up the chart, the reader encounters one dot for every school in Michigan whose population fits that proportion of students in poverty. A school's dot is located at the height along the vertical axis at left that indicates the percentage of that school's students who scored proficient on MEAP.

The general pattern of the dot-cluster (falling from left to right) displays a classic negative correlation: the more students in poverty, the fewer MEAP proficiencies. This is true not only for Michigan's traditional public schools (shown in grey squares) and Michigan PSAs (shown in darker, blue diamonds) but also for students across the nation. When the nation does not leave any children behind, the dot-cluster will level out, meaning that children in poverty succeed at the same rate as relatively well-off students, and then rise so that both populations succeed in higher numbers. NCLB's goal of 0% failures by 2014 would be represented on a chart like this with all dots lined up at the 100% top edge of the chart.

Figures 28-31 display the resulting patterns for 3-8 ELA, 3-8 mathematics, High School ELA, and High School mathematics. Each chart is divided into four quadrants by a horizontal and vertical line at the halfway (50%) point.

The schools in the upper right quadrant represent extraordinarily interesting successes – they have succeeded in achieving over 50% proficiency with more than half free/reduced lunch populations.

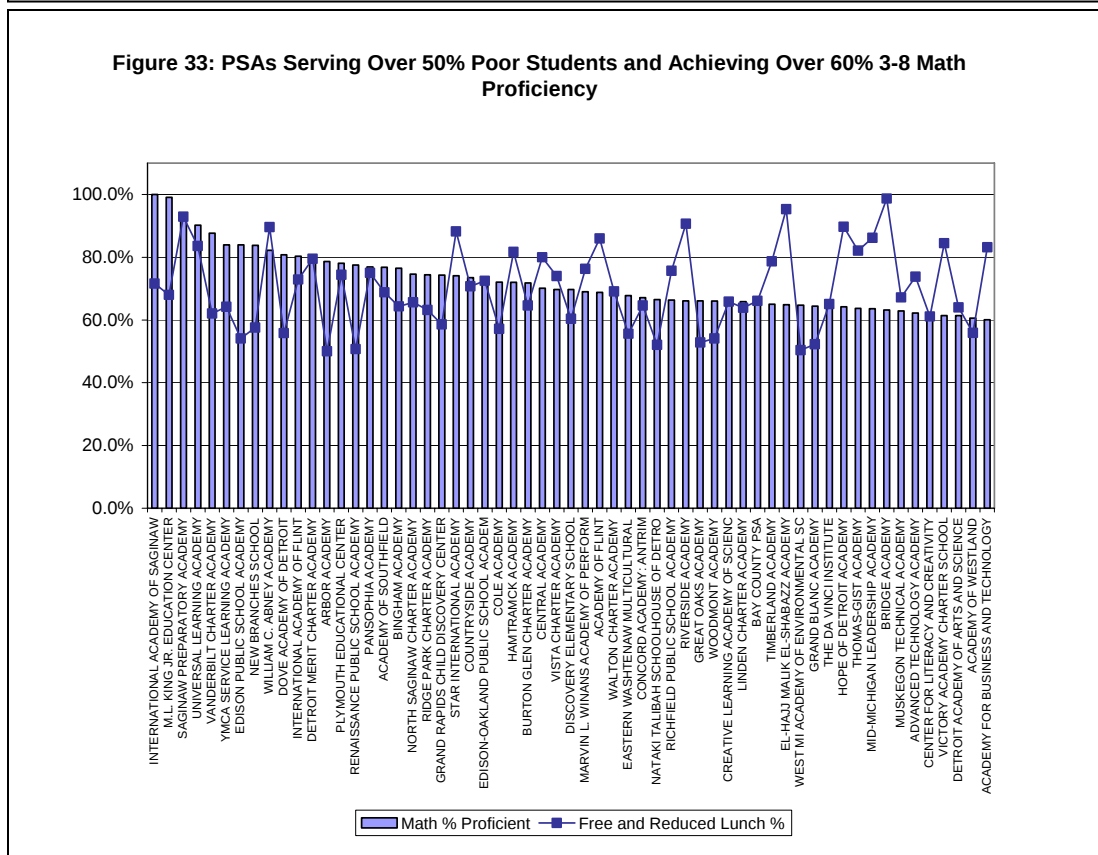
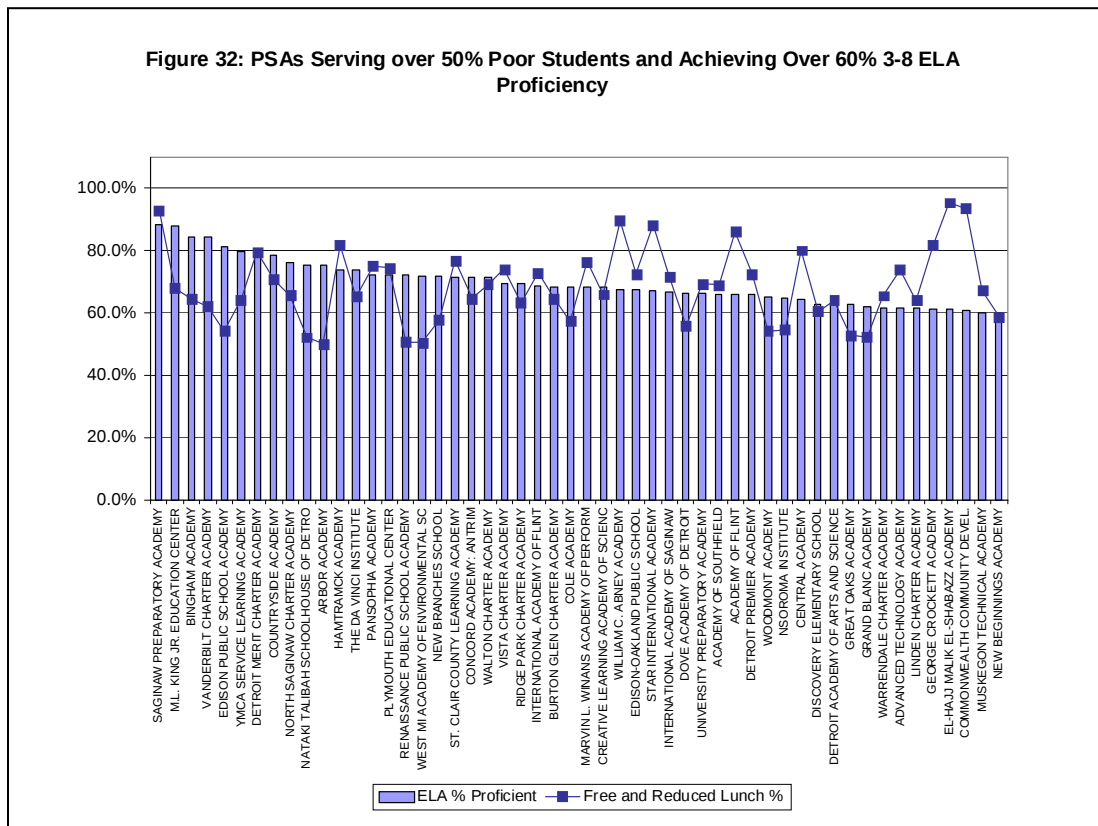




Few high schools – either PSAs or traditional public schools – are in the upper right quadrant. High school achievement continues to be an area of challenge for all schools, particularly as they adjust to the increased rigor of Michigan's High School Content Expectations.

As mentioned previously, high school performance is an area of challenge for PSAs and will need to be addressed in the years to come.

Figures 32-33 identify the elementary and middle school PSAs that have one or more school buildings with overall student achievement levels in the upper right quadrant in **Figures 28-31**.



Of particular interest are the consistent results being delivered by the schools in this category. Of the 27 PSAs in the upper right quadrant in 2006-07, 24 repeated their accomplishment a second time in a row in 2007-08. Eighteen have appeared on the list every year since 2005-06. These schools seem to have developed systematic approaches to consistently reach economically disadvantaged pupils; a growing number of other Michigan PSAs are doing so as well.

A number of traditional school districts are also delivering promising results with high-poverty student populations. However, since the scope of this report is limited to Michigan's PSA population, the Department's research and discussion is focused on this group only. The Office of School Improvement is in the process of conducting research into the achievements of traditional school districts in this area and will issue its findings in 2009.

To further explore the strategies being used in the "beating the odds" PSAs, MDE contacted all 52 charter schools in this category to request additional information about the programmatic and instructional approaches they have adopted. The Department also sought to identify any commonalities or extrinsic factors that may be impacting the schools' success in this regard. Through a comprehensive review of school data and records, survey results, staff interviews and site visits, a clearer picture of what is working in these schools has begun to emerge. This information is included in Appendix B of this report.

Michigan “Beating the Odds” PSAs

Each of the PSAs listed below has one or more buildings with student populations that are achieving over 60% proficiency with more than half free/reduced lunch populations. **A similar list of traditional school districts in this category will be issued during 2009.**

Public School Academy	Authorizer	Date Opened	service provider (2007-08)
El-Hajj Malik El-Shabazz Academy	CMU	09/05/1995	Self-Managed
Saginaw Preparatory Academy	SVSU	09/15/1997	Leona Group
William C. Abney Academy	GVSU	08/01/1998	Leona Group
Star International Academy	OU	08/24/1998	Hamadeh Educational Services
Academy Of Flint	CMU	09/01/1999	Varner & Associates
Hamtramck Academy	Bay Mills	09/08/2003	National Heritage Academies
Central Academy	CMU	08/26/1996	Global Educational Excellence
Detroit Merit Charter Academy	GVSU	10/10/2002	National Heritage Academies
Marvin L. Winans Academy	SVSU	06/02/1997	Solid Rock
Pansophia Academy	CMU	09/05/1995	Helicon Associates
Plymouth Educational Center	CMU	09/05/1995	Self-Managed
Vista Charter Academy	Bay Mills	09/03/1996	National Heritage Academies
Advanced Technology Academy	LSSU	09/01/2000	Technical Academy Group
International Academy Of Flint	CMU	09/01/1999	Flint Education Management
Edison-Oakland PSA	EMU	09/01/1999	Edison Schools
International Academy Of Saginaw	Bay Mills	09/04/2007	Cincinnati Education Management(Sabis)
Countryside Academy	CMU	05/30/1997	Self-Managed
Walton Charter Academy	NMU	09/01/1999	National Heritage Academies
Academy Of Southfield	CMU	09/25/1995	Charter School Administration Services
M.L. King Jr. Education Center	Detroit Public Schools	10/01/1995	Self-Managed
Muskegon Technical Academy	GVSU	09/01/2001	Orbis Management Group
Creative Learning Academy	SVSU	08/19/1996	Choice Schools Associates
North Saginaw Charter Academy	CMU	09/01/1999	National Heritage Academies
The Da Vinci Institute	CMU	08/28/1995	Self-Managed
Concord Academy: Antrim	LSSU	08/05/1998	Lakeshore Educational Management, Inc.
Burton Glen Charter Academy	NMU	09/01/1999	National Heritage Academies
Bingham Academy	Bay Mills	09/07/2004	Mosaica Education
YMCA Service Learning Academy	LSSU	09/01/1999	Self-Managed
Detroit Academy Of Arts And Science	OU	09/02/1997	Self-Managed
Linden Charter Academy	CMU	09/01/1999	National Heritage Academies
Ridge Park Charter Academy	LSSU	09/18/1998	National Heritage Academies
Vanderbilt Charter Academy	GVSU	12/02/1996	National Heritage Academies
Discovery Elementary School	GVSU	09/03/1996	Self-Managed
New Branches School	CMU	08/29/1995	Self-Managed
Cole Academy	CMU	08/28/1995	Self-Managed
Dove Academy Of Detroit	OU	08/25/1997	Schoolhouse Services & Staffing
Woodmont Academy	Bay Mills	09/08/2004	Imagine Schools
Edison Public School Academy	OU	09/18/1998	Self-Managed
Great Oaks Academy	Bay Mills	08/30/2004	National Heritage Academies
Grand Blanc Academy	EMU	09/01/1999	Mosaica Education
Nataki Talibah Schoolhouse Of Detroit	CMU	09/05/1995	Nataki Talibah Schoolhouse
Renaissance Public School Academy	CMU	08/12/1996	Imagine Schools
West MI Academy Of Environmental Science	CMU	08/28/1995	Choice Schools Associates
Arbor Academy	GVSU	08/01/1998	Foundation For Behavioral Resources

Report Cards / Adequate Yearly Progress

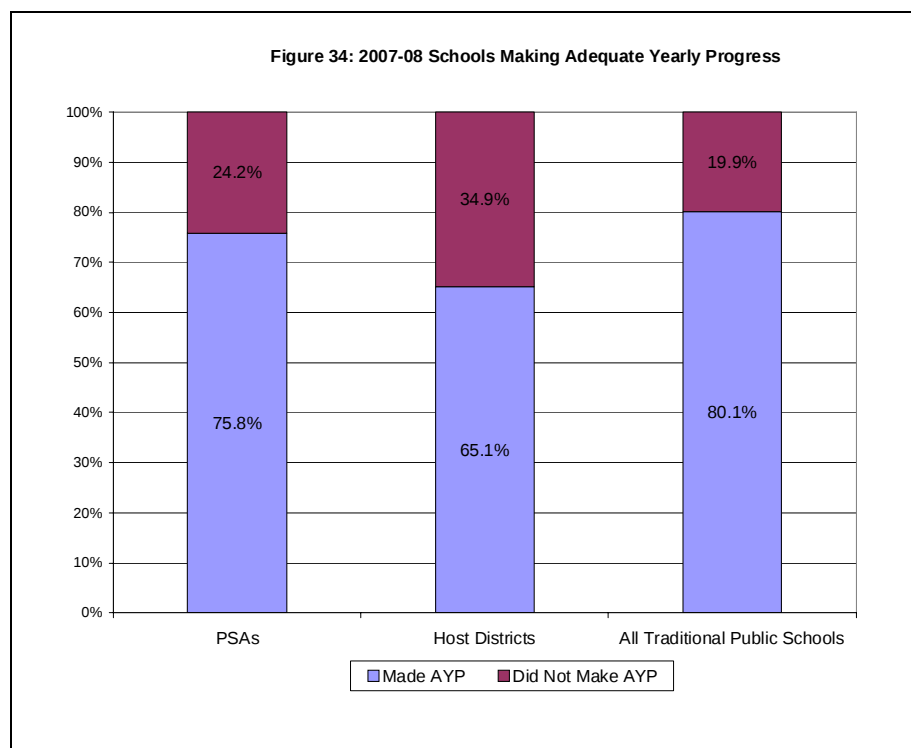
“Adequate Yearly Progress” is defined by the federal No Child Left Behind Act as demonstrating that a school is on track to meet state proficiency standards by 2013-14.

Figure 34 shows the percentage of PSAs, host districts, and traditional public schools that made AYP in 2007-08. Charter schools made AYP at a higher rate than host districts. The gap between PSAs and traditional public schools closed by six percentage points over the 2006-07 school year. This reflects an improvement of almost 4% on the part of PSAs and a decline of just over 2% on the part of traditional public schools.

If a school does not make AYP for two consecutive years, it is designated by NCLB as needing improvement. Michigan designates these schools “high priority.” If they qualify for Title I funds, they become eligible for additional technical support. If a school continues to not make AYP, its improvement status moves to the next level. As a school moves to each new level, it becomes subject to more stringent requirements and more intensive interventions.

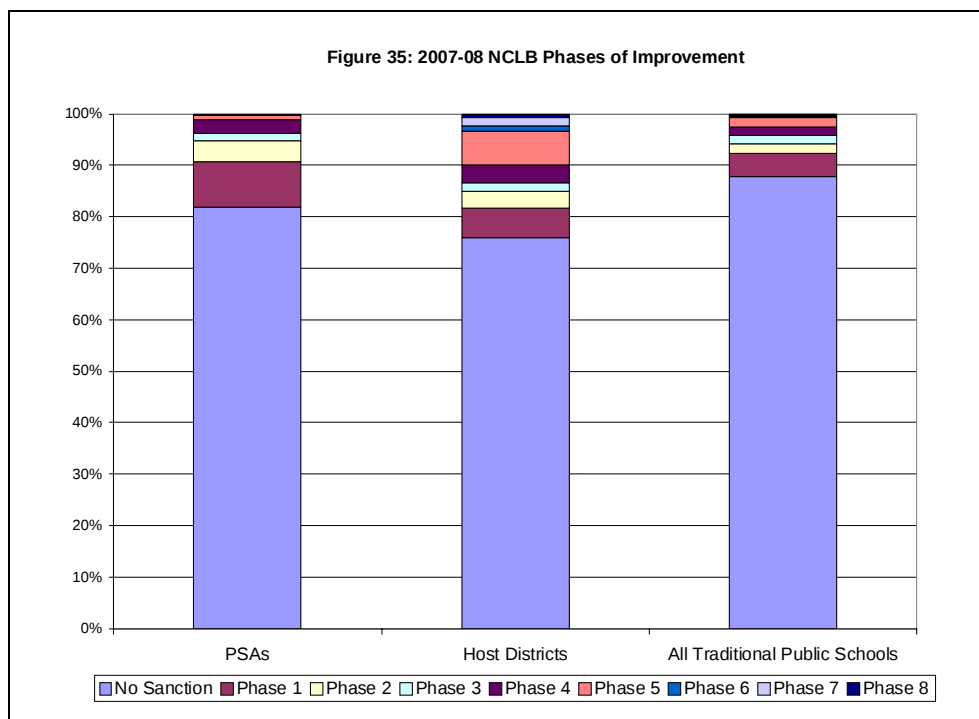
To make AYP, schools must meet the following requirements:

- 1) Attendance rate (elementary and middle schools) or graduation rate (high schools) must be at a minimum of 80% for all students and subgroups.
- 2) Participation rate (the percentage of students who are tested using MEAP or MME) must be at a minimum of 95%.
- 3) The school must meet established proficiency targets in ELA and mathematics for all students. The school can also meet this requirement by reaching “safe harbor,” which is accomplished by reducing the previous year's percentage of students identified as “not proficient” by 10% in each subgroup.



Schools which cannot provide sufficient data on student success are placed in AYP advisory status.

Figure 35 shows that PSAs again perform better than host districts, having more schools “Not Identified for Improvement” than host districts, while traditional public schools statewide performed better still. No charter schools were in Phase 6 or above, but seven were in Phase 4 and two in Phase 5.



The percentage of PSAs in Phases 4 and 5 was roughly comparable to traditional public schools, and lower than host districts. Authorizer efforts at intervention and technical support for PSAs in NCLB sanction phases have so far resulted either in turn-around or in school closure before that point.

Education YES! School Report Card Grades

Public Act 25 of 1990 requires that all Michigan public schools receive a report card annually. Currently, that report card is called Education YES!. Schools' Education YES! reports are published electronically on the MDE website, where they are accessible to parents and students. A number of factors are weighted to calculate each school's composite grade. About two-thirds of a school's composite grade is based on achievement scores: ELA and mathematics for elementary schools; and ELA, mathematics, science, and social studies for middle and high schools. Schools complete a self-assessment of 40 performance

indicators developed from Michigan's Comprehensive School Improvement Framework. These indicators include Teaching for Learning, Leadership, Personnel and Professional Learning, School and Community Relations, and Data and Information Management.

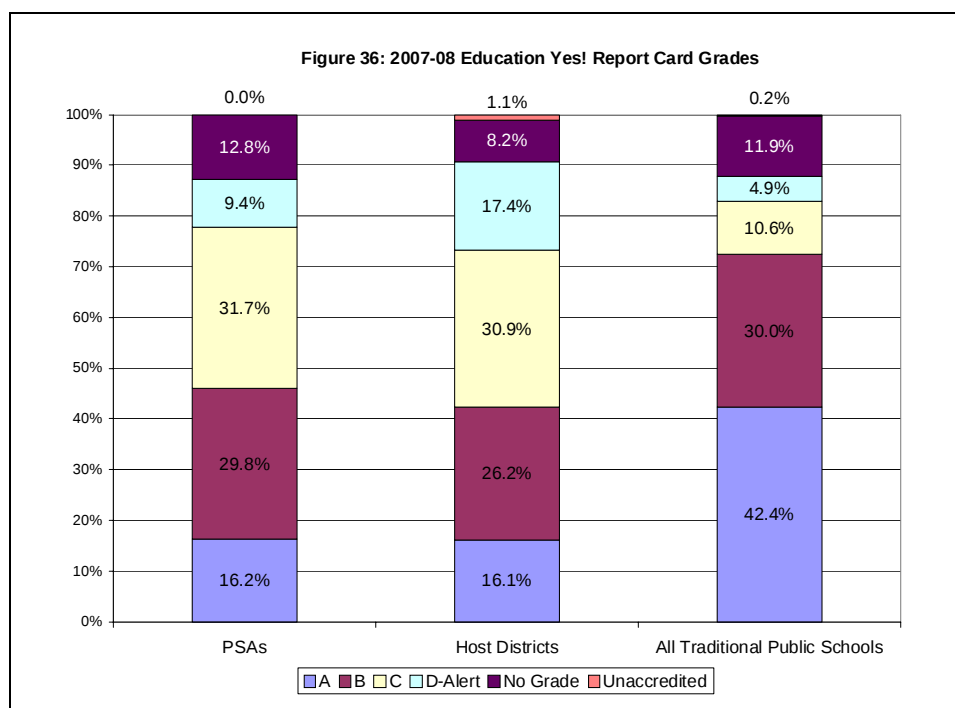


Figure 36 compares 2007-08 Education YES! report cards for PSAs, host districts, and all traditional public schools. Charter schools received slightly more A and B grades than host districts, but fewer than traditional public schools.

Attendance, Graduation and Dropout Rates

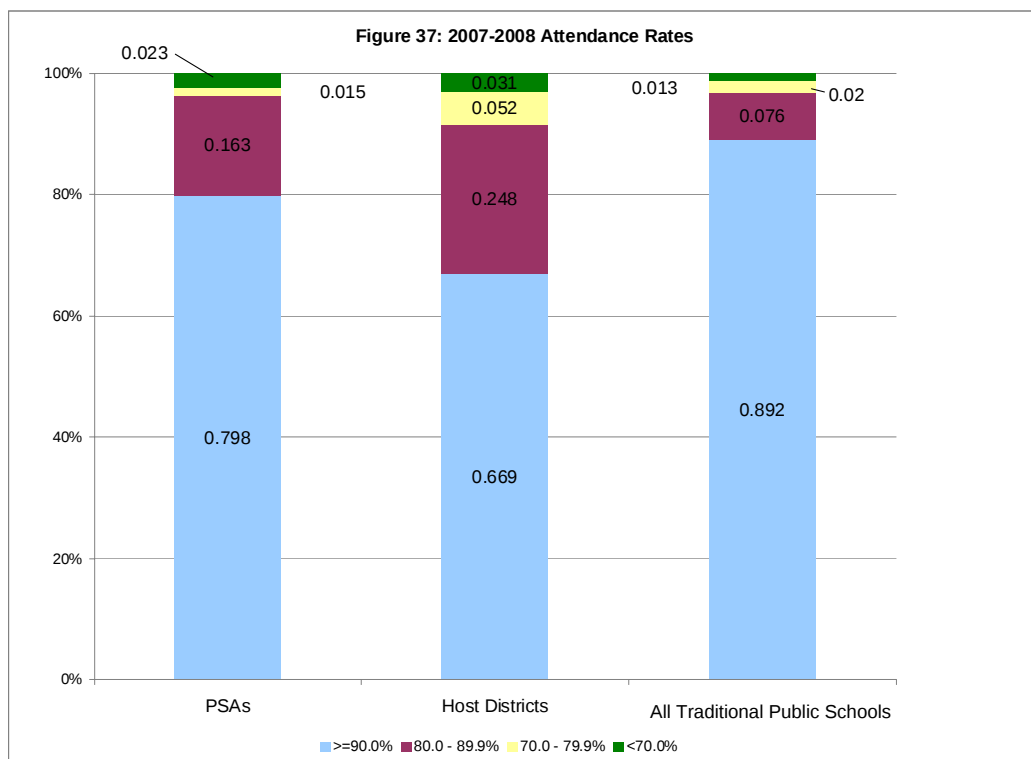
Both federal NCLB criteria and the state law that mandates this annual report to the Legislature specify that attendance and graduation rates should be tracked. **Figure 37** provides an analysis of attendance rates for charter schools compared to that of host schools and non-charter public schools for 2007-08.

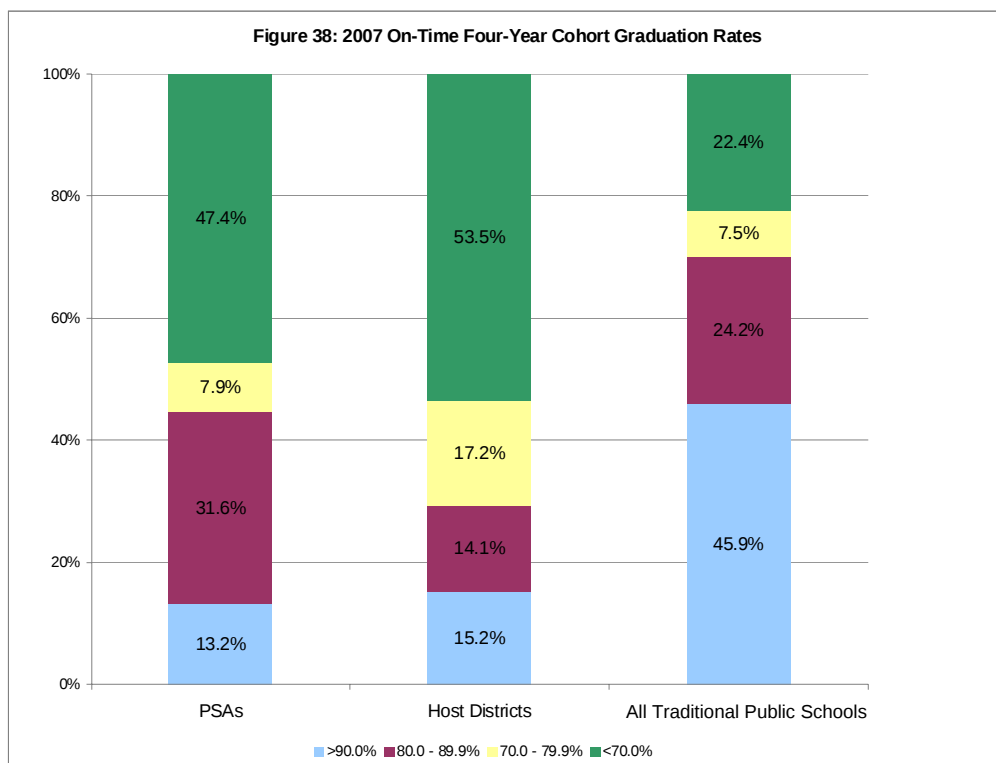
Each district (PSA or traditional public school) was identified within one of four groups:

1. Schools with an attendance rate below 70%.
2. Schools with an attendance rate between 70%-80%.
3. Schools with an attendance rate between 80%-90%.
4. Schools with an attendance rate above 90%.

The schools in each group were counted to calculate percentages. They are not weighted by student count. In 2007-08, PSAs experienced higher attendance rates than did host districts, but PSAs had a lower attendance rate than traditional public schools.

Buildings with graduation rates were separated into four groups: those with graduation rates less than 70%; those with graduation rates between 70% and 80%, those with graduation rates between 80% and 90%; and those with graduation rates above 90%.

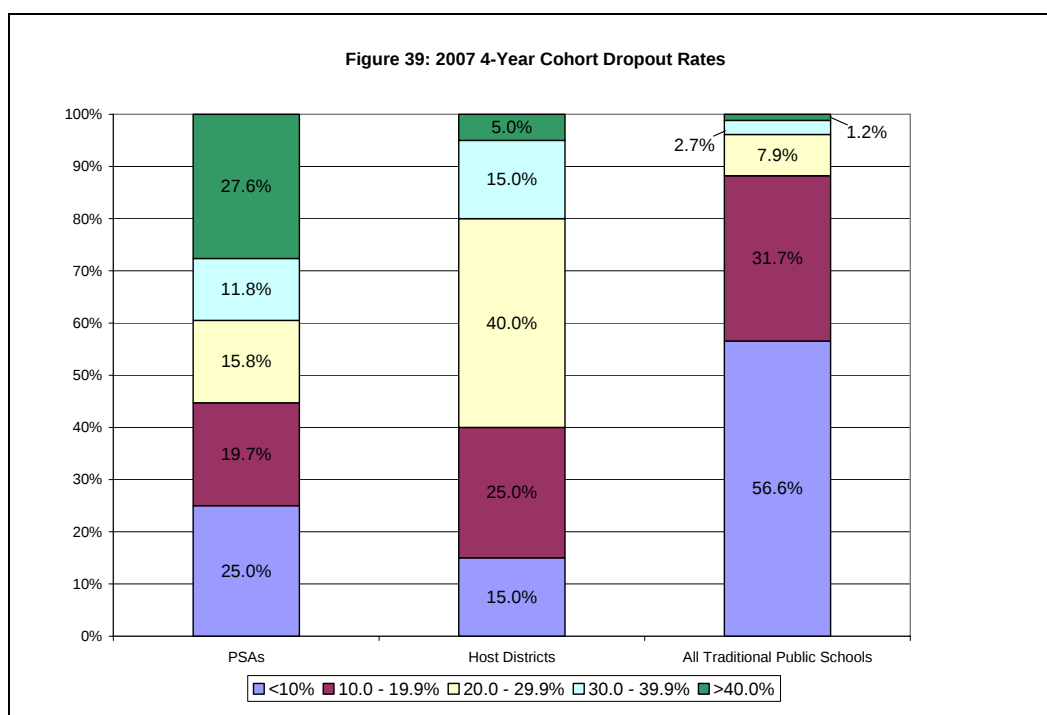




In the 2007-08 school year, PSAs and host districts both experienced lower graduation rates than traditional public schools. PSAs had higher graduation rates than host districts.

School dropout rates were separated into five

groups: those with dropout rates less than 10%; those with dropout rates between 10% and 20%, those with dropout rates between 20% and 30%; those with dropout rates between 30% and 40%; and those with dropout rates above 40%. As **Figure 39** shows, PSAs experienced mixed results in this area during 2007-08.



PSA Financial Performance

Comparisons of financial information are more useful among PSAs than they are between PSAs and other public schools, since PSA revenue and expenses differ from traditional public schools in several ways which make comparisons difficult:

1. Foundation allowance to PSAs are tied to geographic districts, but capped.
2. Since PSAs lack taxing authority to raise funds for capital investments, they finance facilities from operating funds.
3. Competitive start-up grants are available to PSAs in their first three years of operation.
4. PSAs often offer fewer optional services than traditional districts (e.g., transportation, meals, nurses, counselors).
5. PSAs that contract with a service provider to hire staff are prohibited from participating in the Michigan Public School Employees Retirement System and instead fund alternative retirement plans.

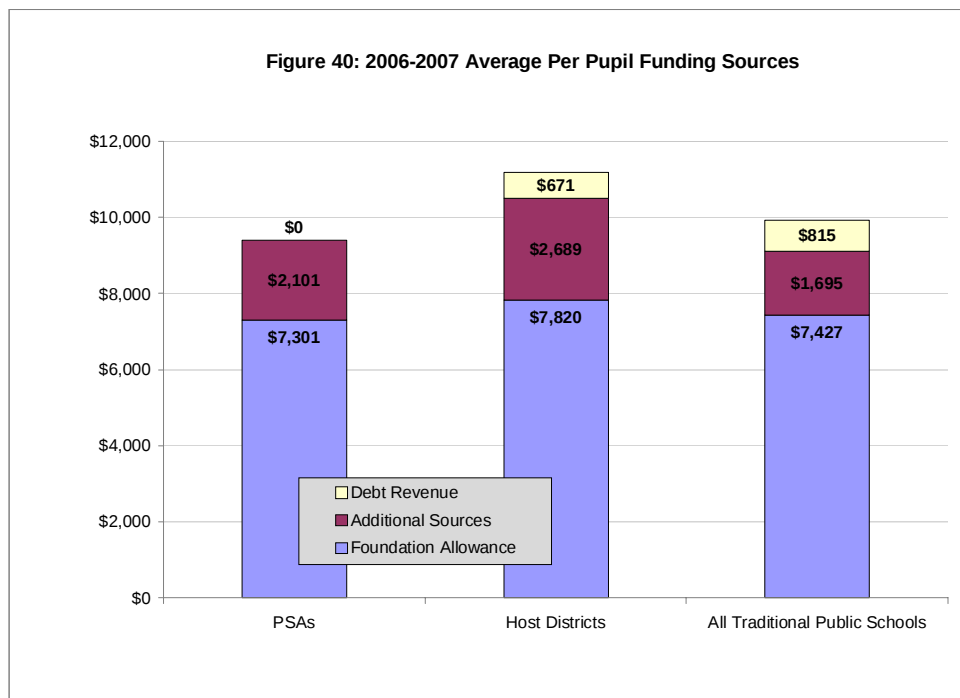
The following charts compare PSAs to both host districts and traditional public schools wherever feasible, but these differences in underlying systems should be kept in mind when reviewing information.

Revenues

Figure 40 compares revenue sources for PSAs with all traditional public schools and with host districts. Both PSAs and traditional public schools receive state-funded foundation grants; PSA foundation grants are tied to the local traditional school district in which they were

originally located, but were capped at \$7,385 during 2006-07, the most recent year for which data are available. The chart shows weighted averages for each type of school. Each PSA and traditional school district's foundation grant is multiplied by

the number of students to which it applies; the sum is then divided by the total number of pupils involved. The PSA average is \$519 below the host districts' weighted average and \$126 below the traditional public school districts' weighted average.

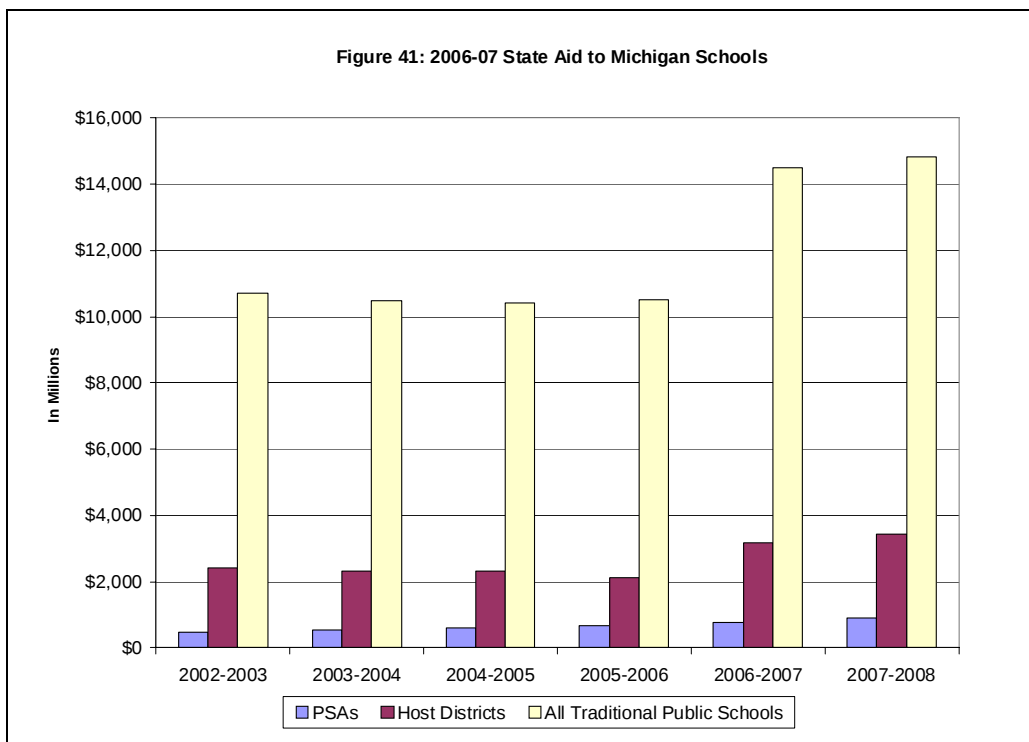


PSAs, like traditional public school districts, are eligible for additional “categorical” and competitive federal, local, and state funds. These funds are for designated purposes such as supporting state at-risk, special needs, early childhood, and bilingual students. Per pupil averages, again weighted by the number of students in each school, are shown, along with host and traditional public school district tax revenue, which these districts can borrow against to finance facilities. In 2006-07, with an average of \$9,402 per-pupil revenues, the PSA average is below traditional public schools by \$535/pupil, and below host districts by \$1,778.

Figure 41 shows total state aid to each of the three categories of schools year by year since 2002-03.

Fiscal Stability

Michigan’s charter school statute requires PSAs to maintain (and directs MDE to report on) “fiscal stability.” While school districts traditionally use fund balance as a proxy for stability, that number is less meaningful for PSAs since substantial startup expenses during the first few years of a PSA’s existence distort those numbers, and since some PSA boards’ contracts with their service providers espouse alternative approaches to fiscal stability that do not rely on fund balance reserves. For instance, boards that hire National Heritage Academies to manage their schools receive a commitment that in exchange for retaining any surpluses (thus reducing fund balances to zero), the management company will absorb any deficits, including startup expenses. On the other hand, boards that decide to own their facility often spend several years amassing larger than traditional fund balances in preparation for construction or purchase. Yet other PSA boards are philosophically committed to not accumulating fund balances, since PSAs’ leaner allowance of per pupil operating funds demands that every available dollar be spent during the year in which it becomes available.



These are some of the reasons PSA fund balances tend to be lower on average than traditional public school districts' fund balances, at about 5% rather than the 11-15% typically held by traditional public schools (**Figure 42**). PSAs generally approach more traditional fund balances as they age, as **Figure 43** shows for the 144 PSAs over six years old.

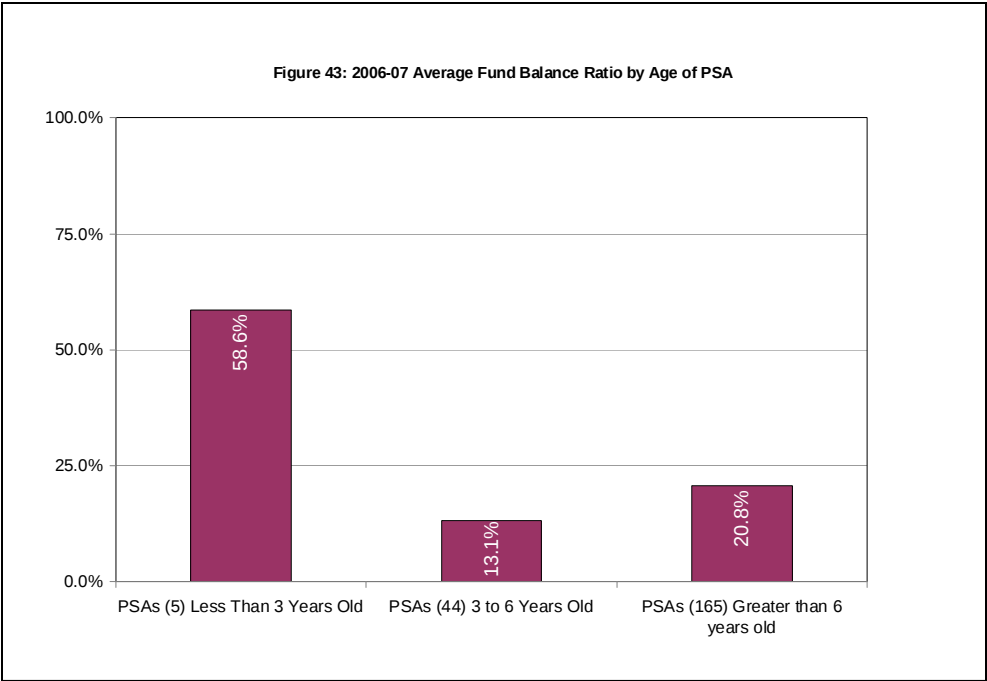
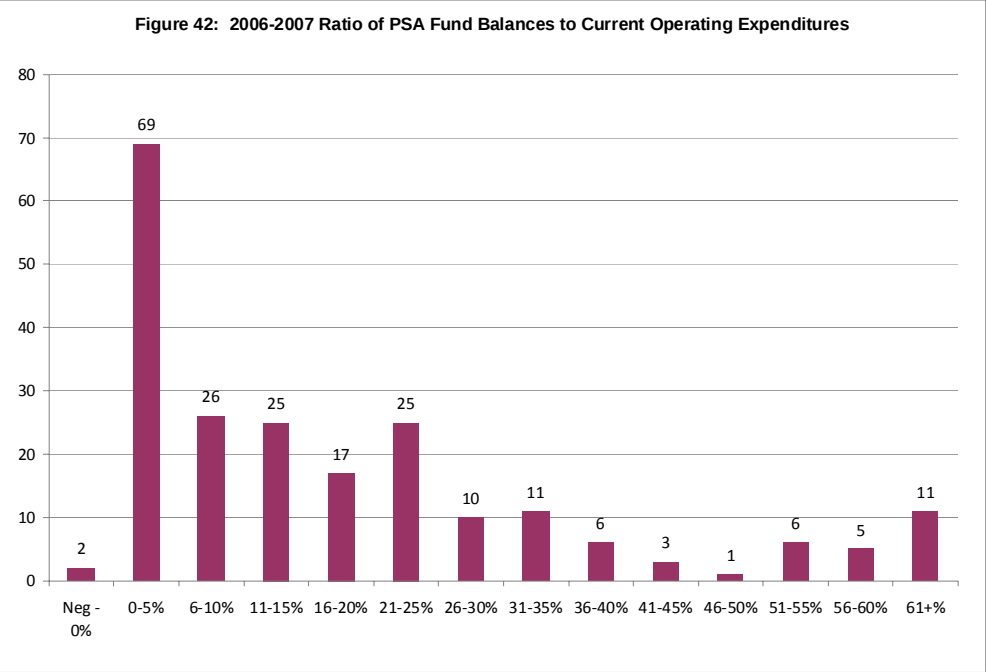
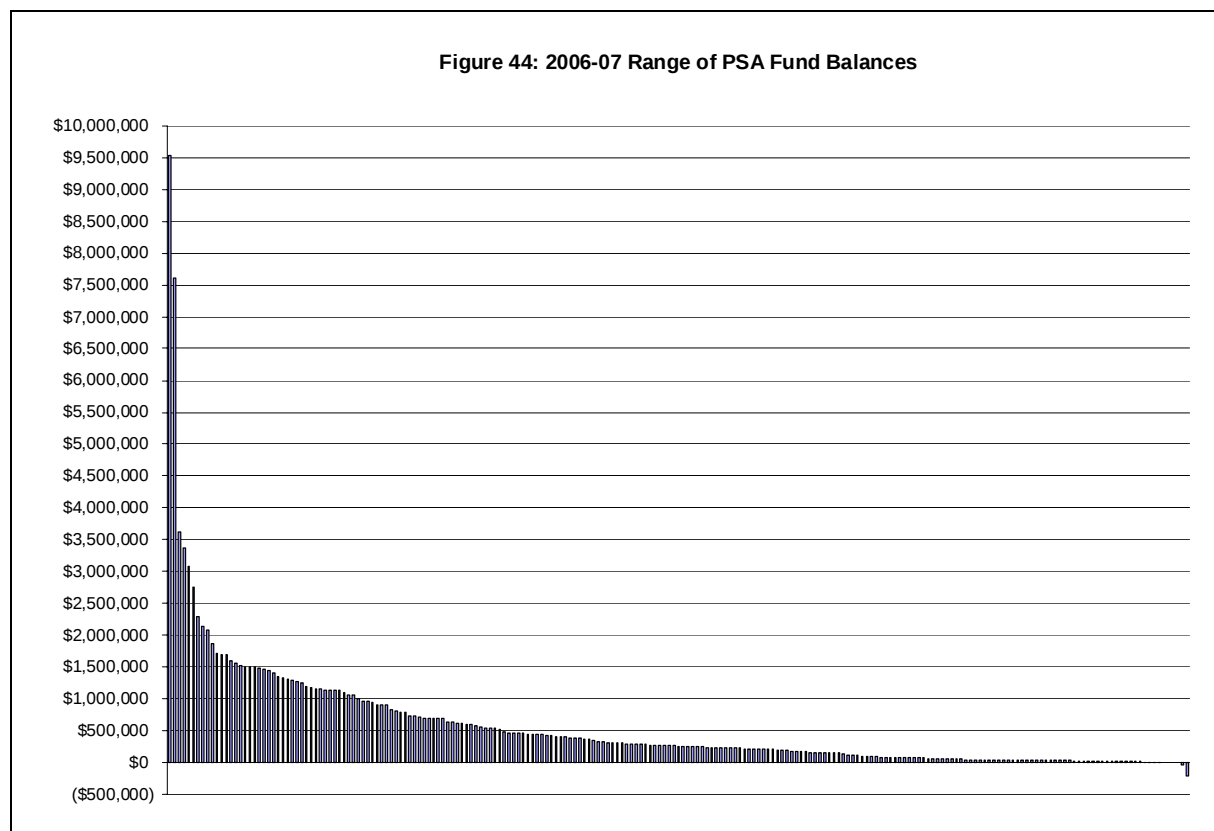


Figure 44, showing each school's fund balance, is a much-reduced version of information that MDE makes available to PSA boards so they can compare their own school to other PSAs in Michigan. Because PSAs face similar financial challenges and conditions, this intra-group comparison can be more helpful to boards than inter-group comparisons with host districts and traditional public schools, providing a basis for productive self-evaluation and for conversation with service providers.



Expenses

Comparisons of the percentage of current operating expenses devoted to instruction at PSAs and traditional public schools must consider facility lease and purchase costs that come out of PSA operating expenses. Conversely, most traditional public schools incur expenses for services that many PSAs do not provide, such as transportation, meals, athletics, and co-curricular activities. In addition, PSAs also serve fewer students with special needs.

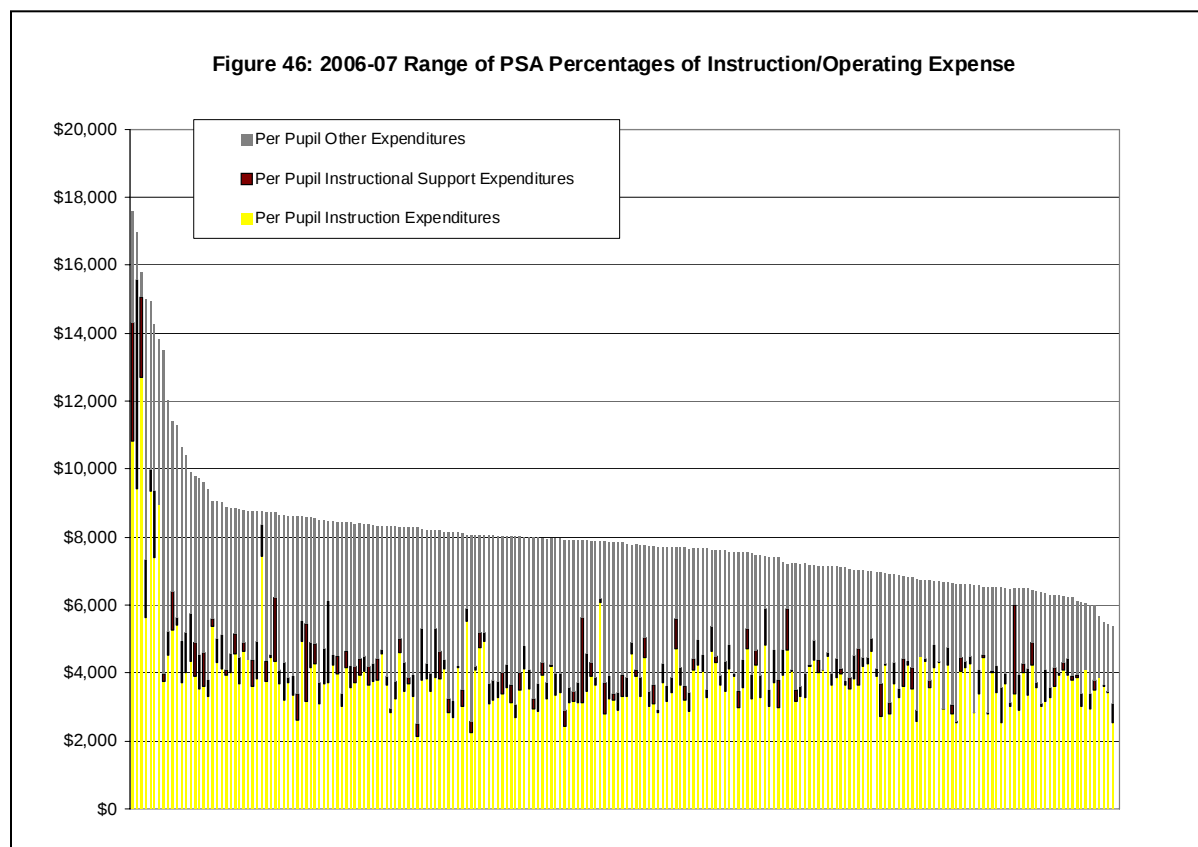
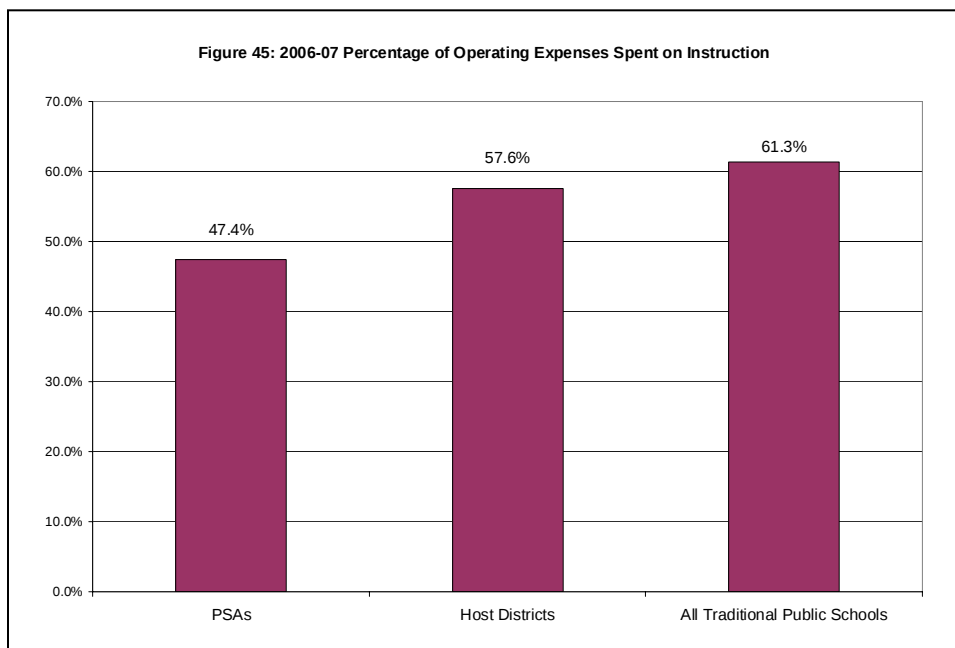
For these reasons, direct comparisons must be made cautiously.

Expenditure Categories:

- Instruction - including special education classroom services
- Instructional Support - Support Services, such as speech therapy, counselors, library services, and nurses
- Administrative Support - Support Services, including business operations, facility operations and maintenance

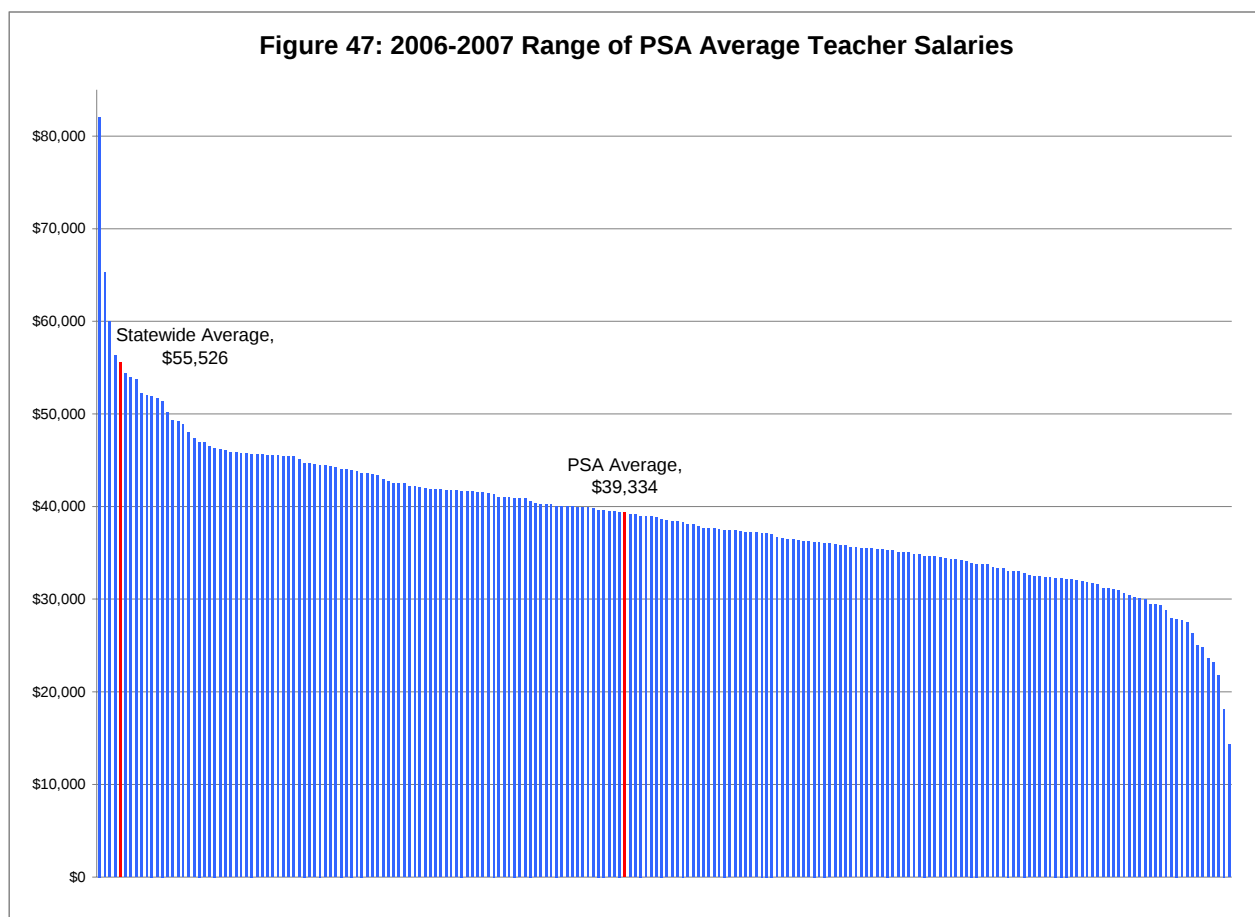
Figure 45 shows that PSAs spend a lower percentage of operating expenses on instruction.

Figure 46 is another chart MDE makes available to charter school governance boards to allow each board to see how its use of funds compares with other PSAs; this information can be used as a basis for conversations with service providers and school administrators. This chart is included here to illustrate the wide range in the percentage of operating funds dedicated to instruction among PSAs.



Teachers' Salaries in Public School Academies

Salaries for PSAs' teachers in 2006-07 averaged \$39,334, \$16,192 less than Michigan's average salary of \$55,526 statewide. Other data suggests that one contributing factor for the discrepancy is that teachers in PSAs are relatively new, rather than veteran, teachers. **Figure 47** shows the distribution of salaries at all 232 PSAs.



Service Providers

As mentioned previously, PSA boards in Michigan are permitted by statute to contract with service providers (also known as management companies) to purchase services involved in running their schools. A majority of Michigan PSA boards have opted to hire a service provider for portions of their work. These contracts range from facility management to staff and personnel management, accounting and payroll, curriculum development, and professional learning services for administrators and/or teachers. As described on page 13 of this report, some service providers offer a full range of day-to-day management and support, while others provide perform only one or two specific functions on behalf of a school.

The 53 service providers contracted by Michigan PSAs were presented in **Figure 18** on page 13 of this report. A number of questions about these service providers and how they spend their funds have been raised, with some interest in increased accountability and transparency.

Many aspects of service provider spending are already reported through their schools' data submissions to the state. Michigan's Center for Educational Performance and Information (CEPI) maintains academic, personnel and financial information about each of the service provider-managed schools, just as it does for all other schools. Review of this information presents some initial expenditure and teacher salary data. More research is needed to determine what other findings can be gleaned through a careful analysis of information that has already been reported and made publicly available.

Figure 48 displays instructional percentages reported by all schools that hired the same service provider to illustrate the wide range of expense patterns in place.

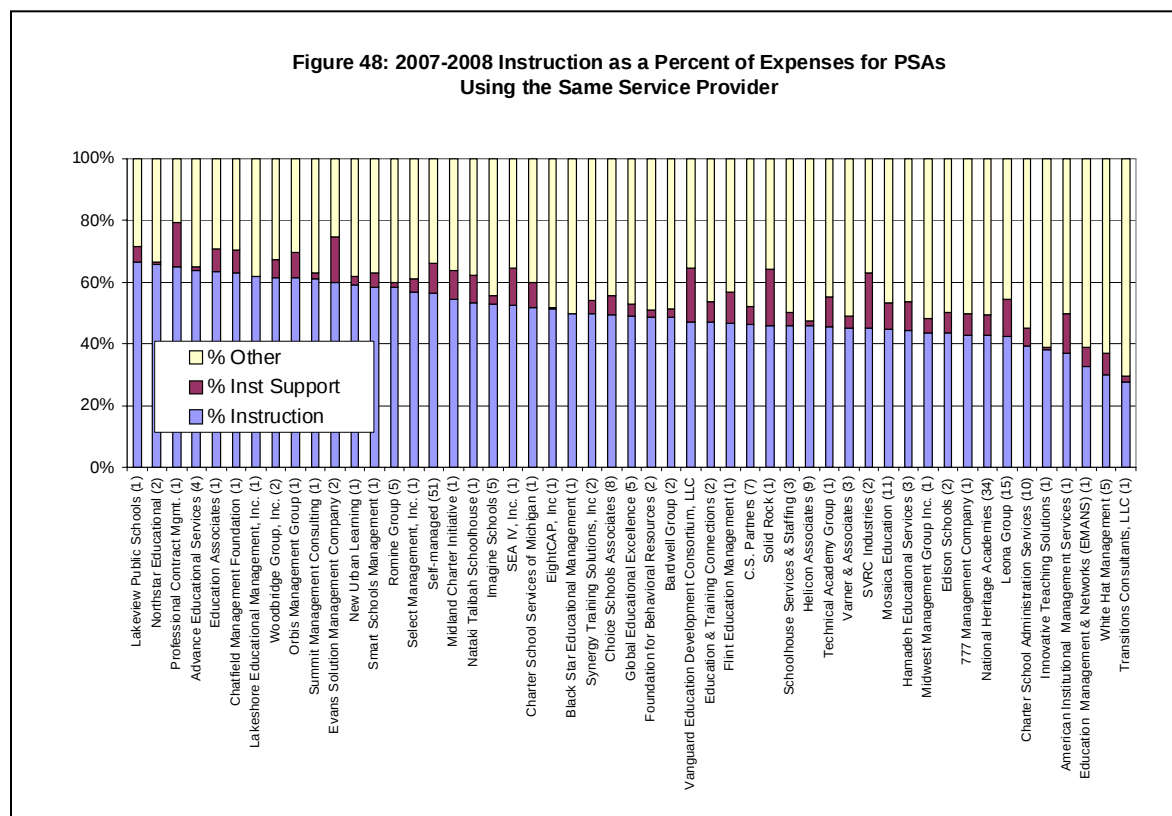


Figure 49 on the next page displays teacher salaries, sorted into clusters of PSAs whose boards have hired the same service provider. Again, an expanded version of these charts ranks individual PSAs and allows each PSA board to see where it fits in the range of Michigan charter schools. MDE is working to make this information available to PSA board members as a tool for their deliberations as they choose whether to hire a service provider to manage part or all of their operations.

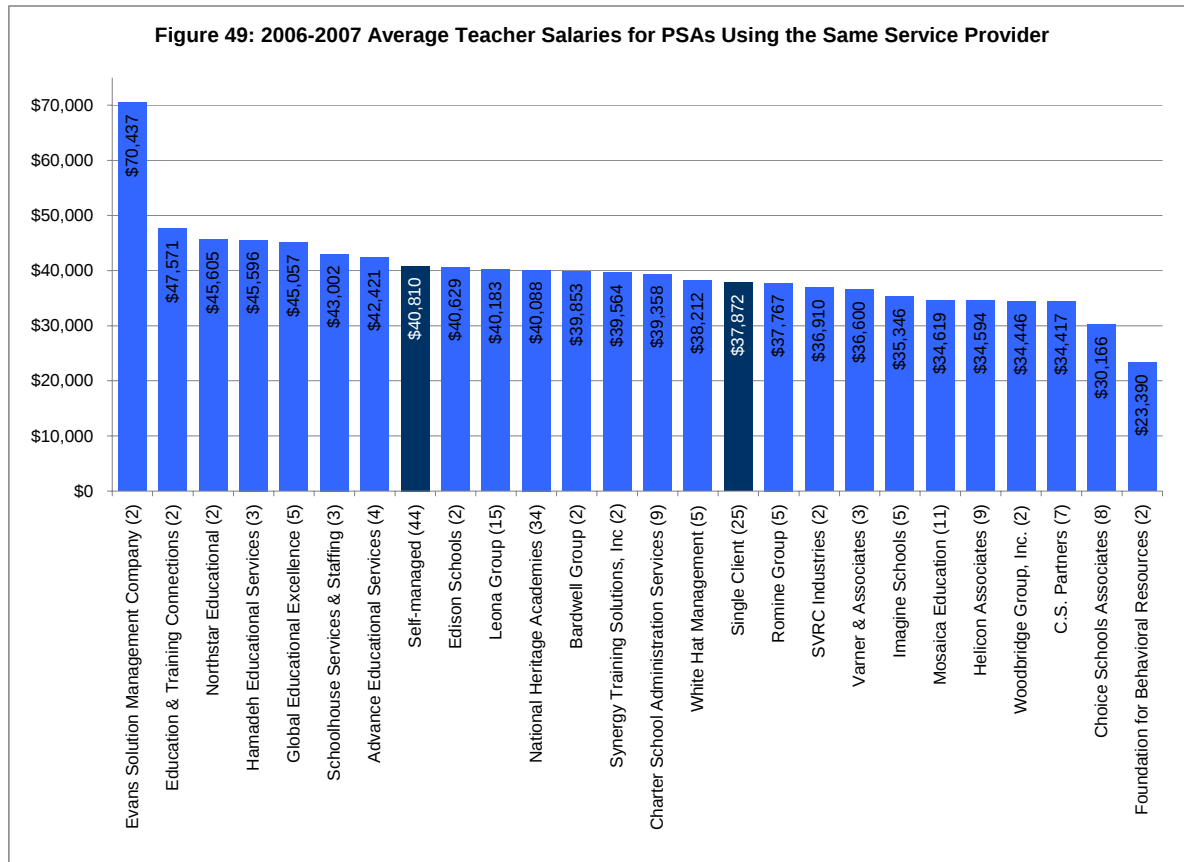


Figure 50 shows a list of the PSAs that had financial deficits in 2007-08. PSA represented six of the 27 Michigan schools in this category. In general, their deficits were smaller than traditional public schools, totaling \$231,404 on average compared to the traditional public school average of \$7,975,406.

Figure 50: PSAs with Deficits Reported for 2007-08

School	Authorizer	service provider	Balance
Hillsdale Preparatory School	Hillsdale ISD	CS Partners	-\$6,282.30
Walden Green Montessori	Central Michigan University	Advance Educational Services	-\$115,769.00
Victory Academy Charter School	Bay Mills Community College	Global Educational Excellence	-\$28,340.00
West Village Academy	Central Michigan University	Transitions Consultants, LLC	-\$624,656.15
Discovery Arts & Technology PSA	Bay Mills Community College	Mosaica Education	-\$428,269.93
Northpointe Academy	Highland Park City Schools	Evans Solutions Management Company	-\$185,109.00
			-\$1,388,426.38

Recommendations

The opportunities and issues described in this report point to a PSA sector that is becoming more mature and fully integrated into Michigan's educational landscape. While overall performance and quality still need to improve - particularly at the high school level - PSA performance continues to make progress and the current statutory framework is capable of delivering solid results. As a sector, PSAs in Michigan are making strong advancements relative to educating both economically disadvantaged and minority students and generally offer positive alternatives to families seeking a choice.

MDE's recommendations are designed to strengthen the PSA sector still further to ensure greater consistency and quality among all charter schools. The results produced to date indicate a limited need for statutory revisions; the law appears to be working well to support school and student achievement.

The following recommendations, therefore, reflect broad policy and practical suggestions that will hold Michigan's PSA sector to continued high standards of accountability.

Recommendations to the Legislature

PSA Location /Facilities Issues

As Michigan's PSA sector has matured, issues have arisen relative to the establishment and relocation of new charter school sites. Some PSAs have moved out of the communities in which they were originally established, raising both practical and policy concerns about how site decisions are made.

Members of the SBE also have questions about how the specific characteristics of various PSA projects, such as school location, can change from the time of charter application to the issuance of a charter contract, and how such contracts can be amended and interpreted after their issuance. There is a strong interest in ensuring that such changes are adopted only after careful consideration of their impact on local communities, families and students.

The SBE believes that it is necessary and appropriate to develop strong guidelines relative to PSA contractual changes, particularly as they relate to school location and facilities. The Legislature is asked to provide the department charged with overseeing school building approval issues with the **authority to promulgate rules** that would establish processes and criteria for selecting and developing school locations and sites.

MDE Staffing

Adequate resources are needed to ensure continued strong monitoring of PSA compliance and performance. Enhanced staffing capacity is also necessary to ensure continued MDE compliance with federal regulations for Charter School Program grant recipients. Additional GF/GP support will allow for appropriate monitoring of charter schools, proactive leadership, and effective administration of the state's PSA program.

An **additional allocation of \$225,000** would support a 3.0 FTE equivalent staffing enhancement. These three positions would be at the analyst/specialist level and would leverage existing staff relative to all of the following efforts and activities:

- PSA support, monitoring and site visits
- Authorizer dialogue and site visits
- Grant administration
- Research projects
- Other new activities described in this report (see “MDE Action Items” below).

The SBE wishes this item to be considered in the FY 2010 budget.

As other issues arise that require legislative clarification, the SBE will bring them forward for dialogue and consideration.

MDE Action Items

The following action items will be accomplished at the MDE staff level, to the extent possible. Additional financial resources will help ensure the effective implementation of each recommended action item.

School Accountability

Accountability and transparency for all public schools is primary objective for the SBE. MDE staff have been asked to help provide simple, uniform report cards that all schools can provide to students and families. These report cards would compare the performance of a given school to other schools in the geographic region, as well as to statewide averages. The SBE recommends that parental input be sought into the design of these documents.

Leadership Resources

MDE is working to deepen the connection between the charter and traditional school communities through administrative information sharing and support. This type of information sharing and collaboration may be useful in the development of effective school leadership for **all** public schools.

MDE will **establish a task force** comprised of groups in both the traditional school district and PSA sectors to determine how to bolster communication among the two sectors and what types of information resources would be most helpful.

In particular, the task force will help **finalize and distribute a toolkit** for traditional public schools that are considering chartering as a potential restructuring alternative for buildings in advanced stages of NCLB sanctions. By the end of this year, MDE will issue materials and resources to help school leaders determine if this is a viable option to pursue.

High School Student Achievement

High school student achievement among charter schools continues to need improvement. With the relatively new Michigan Merit Curriculum and constantly rising federal accountability requirements, PSAs and traditional public schools alike need to improve their performance as quickly as possible, lest they fall even further behind. Currently, there are 109 PSAs offering some grades of high school; as their secondary capacity continues to grow it is essential to ensure they have the tools and resources they need to succeed.

The knowledge gained through a review of the “beating the odds” schools identified in this report may drive school improvement efforts at the secondary level. However, more work is needed to identify strategies for high school success. MDE staff will **convene a study group** to formulate more specific recommendations relative to improving high school performance.

Assurances and Verification

For several years, Michigan authorizers have voluntarily participated in a pilot “Assurances and Verification” project in which they demonstrate their systems for complying with the requirements set forth in statute. As described in this report, the outcomes of these reviews have been generally positive.

At this time, the Assurances and Verification project needs to move past its pilot stage and develop into a lasting system for ensuring authorizer quality. MDE staff will **formally institutionalize Assurances and Verification** and explore appropriate ways of expanding the project. For instance, exploring precisely how Michigan authorizers are accomplishing their oversight and support objectives may show how different approaches to this work can enhance school and student achievement.

Collaboration between MDE and the Michigan authorizer community has been productive and consistent to date. However, should Michigan’s authorizing community elect not to participate cooperatively in this important MDE initiative, formal criteria may be needed to provide an objective basis for moving forward. In those circumstances, MDE will recommend the Legislature assign to MDE the authority to promulgate rules that establish standards and criteria for authorizer performance.

Areas for Future Exploration

Service Provider Transparency

As mentioned previously, many questions have been raised about service providers (also known as management companies) and how they use their funds. Some interests argue for increased transparency and accountability on the part of service providers, citing legitimate public interest in knowing how much they earn in their work for public schools. Other interests argue that as long as the PSA is performing well, the profit margin for a service provider shouldn’t matter. Still others contend that private firms providing either PSAs or traditional public schools with services and products, such as janitorial or food services, are not expected to report their profit margins and question why service providers should be singled out for public reporting.

Fundamental to the issues of accountability and transparency is equity—between PSAs and traditional schools, as well as among private companies working with either or both. No matter the service or product provided by a company, public disclosure may help all preK-12 boards demonstrate the value of their service agreements to the public.

Any policies or legislation regarding these issues should provide equitable treatment of all service providers working in preK-12 education, and accurately reflect the relative scope of services being provided. A service provider that exercises greater control over a school’s daily operations, for example, may require a different type of scrutiny than one that is merely providing one or two isolated and discrete services.

The SBE will continue to explore and discuss these issues in the coming year, with an eye toward finalizing a policy recommendation for the Legislature's consideration.

Windup and Dissolution

Progress is being made on the ongoing issues of windup and dissolution. MDE has worked with authorizers to dissolve the operations of closed charter schools and return all outstanding assets to the state. Authorizers and school leaders are demonstrating their commitment to ensure that closures are handled appropriately. MDE will continue to identify administrative solutions to these issues.

Research Concepts to Pursue

In the future, MDE will pursue specific research on topics of interest to the State Board of Education and the Legislature. Subjects under consideration for research include:

- Tracking of student mobility data and patterns among all public schools
- Service provider accountability
- Student safety in PSAs
- How PSAs are addressing the new high school graduation requirements
- Post-graduation trends among PSA students

Appendix A

Glossary

Glossary

Alternative Education Program

Alternative education is a program operated as a subdivision of the regular K-12 program. It is designed for students who can be better served in an alternative delivery system. Alternative education pupils are funded under the K-12 foundation rate. Students served include those who have special needs and are lacking sufficient credit to graduate with their class. Alternative education programs often include expanded services from the regular program such as counseling, childcare, and transportation.

Attendance Rate

The percentage of total school days that students in a school or district are present in school.

Authorizer

A public institution identified in Michigan statute as able to issue a contract to organize and operate one or more public school academies. Michigan law recognizes local school districts, intermediate school districts, community colleges, and public universities as authorizers.

Adequate Yearly Progress (AYP)

The measure specified in the Elementary and Secondary Education Act (ESEA) for use in holding schools and districts responsible for student achievement in English language arts and mathematics. AYP is based on Michigan Educational Assessment Program (MEAP) test results, participation rates in MEAP testing, and attendance or graduation rates.

Categorical Funding

Support from the state and federal governments that is targeted for particular categories of children or families, special programs and special purposes. This money is granted in addition to school districts' general purpose revenue, and it almost always has restrictions on its use.

The Center for Educational Performance and Information (CEPI)

Michigan state agency in DMB charged with collecting and reporting data about Michigan's K-12 public schools.

Dropout Rate

Total number of students who left high school permanently at any time during the four-year cohort period, or whose whereabouts are unknown

EducationYES!

The state accountability system used in Michigan to determine how well a school is performing based on MEAP results and other school characteristics. Each school is graded on its MEAP achievement and MEAP improvement, as well as 11 other performance indicators, such as engagement, instructional quality and learning opportunities.

ELA

Acronym for English Language Arts

Elementary and Secondary Education Act (ESEA)

The principal federal law affecting K-12 education, sometimes referred to a "No Child Left Behind" or "NCLB" during the administration of George W. Bush.

Foundation Grant

State-funded revenues received by schools on a per-pupil basis. The foundation grant is the basic amount allocated by the State to local education agencies and PSAs through the State School Aid Act. PSA foundation grants are tied to the local traditional school district in which they were originally located, but were capped at \$7,385 during 2006-07, the most recent year for which data are available.

Free / Reduced Price Lunch (FRL)

Children whose families have income of 130% or less of the Federal poverty guideline as well as those who receive food stamps or Temporary Assistance for Needy Families (TANF) are eligible for free lunch. Those whose families have incomes from 131% to 185% of the poverty guideline are eligible for reduced-price meals. For purposes of this report, FRL is used as a proxy for economic status.

FTE

An individual pupil's pro rata share of school membership pursuant to the State School Aid Act. In no case may a pupil generate more than 1.00 FTE. The total number of FTEs in a school is used to determine membership for purposes of awarding state aid.

Fund Balance

An amount of money retained in a PSA or traditional school district's general operating fund after all expenditures are made.

Grade Level Content Expectations (GLCE)

The Michigan framework for grade-by-grade assessments in grades K-8, which offers teachers a guide for their instructional and curricular emphases in classrooms. GLCEs provide greater clarity for what students are expected to know and be able to do by the end of each grade.

Graduation Rate

In order to comply with The No child left Behind (NCLB) Act of 2001 and, as defined in The Michigan Department (MDE) Consolidated State Application Accountability Workbook, the state of Michigan has moved to an accountability system for high schools in which a graduation rate includes only "on-time" graduates who earn diplomas in four years. This calculation aligns with the guidelines provided by the National Governors Association (NGA) Graduation Counts Compact. The "four-year adjusted cohort graduation rate" is calculated by tracking individual students from the time they were enrolled as first-time ninth-graders, with a four-year expected completion rate. The formula accounts for students who leave school and return later, for students retained in a grade and stay in school, and for students who transferred into and out of the public school system. Thus, this is a more accurate measure of the Graduation rate. Students included in building rates must have been reported to the state for two or more count days. Students included in district rates must have been reported to the state for one or more count days.

Host District

One of the 20 Michigan school districts that have three or more PSAs within their boundaries. This year's host districts include: Ann Arbor, Benton Harbor, Dearborn, Detroit, Flint, Grand Rapids, Hamtramck, Highland Park, Holland, Inkster, Jackson, Lansing, Midland, Muskegon, Pontiac, Port Huron, Saginaw, Southfield, Taylor, and Wayne-Westland. For purposes of this report, host districts comprise a subset of "all traditional public schools" reflecting areas where PSAs are in relatively high demand and it is useful to separate out their data for baseline comparisons.

High School Content Expectations (HSCE)

The Michigan framework for grade-by-grade assessments in grades 9-12, which offers teachers a guide for their instructional and curricular emphases in classrooms. HSCEs provide greater clarity for what students are expected to know and be able to do by the end of each grade.

Michigan Educational Assessment Program (MEAP)

An annual assessment given to students in grades 3-9 based on Michigan Curriculum Framework.

Michigan Merit Examination (MME)

The 2007-08 Michigan Merit Examination (MME) assessed students in grade 11 and eligible students in grade 12 based on Michigan high school standards. For 2007-08, it consisted of three components:

- ACT Plus Writing® college entrance examination
- WorkKeys® job skills assessments in reading and mathematics
- Michigan-developed assessments in science, social studies, and writing

Public School Academy (PSA)

A PSA is a state-supported public school, also known as a charter school, authorized pursuant to Part 6A of Michigan's Revised School Code. According to Section 380.504(4), "A public school academy may include any grade up to grade 12 or any configuration of those grades, including kindergarten and early childhood education, as specified in its contract."

School Report Card

A public reporting tool utilized as part of Michigan's EducationYES! accountability program. Each Michigan school is graded on its MEAP achievement and MEAP improvement, as well as 11 other performance indicators.

Service Provider (Management Company)

A private organization that contracts with a PSA board to deliver various school staffing and support functions, which may include facility management, personnel management, payroll and accounting, curriculum development, and professional development services for staff and teachers. In some instances, a service provider may be used to manage the entire operations of a school.

Strict Discipline Academy

A Michigan school chartered under Public Act 23 of 1999 to serve suspended, expelled or incarcerated young people.

Traditional Public School

An elementary or secondary school in the United States supported by public funds and providing free education for children of a community or district.

Urban High School

A Michigan school chartered under part 6C of the revised school code to operate within Detroit.

Appendix B

“Beating the Odds” Research Findings

PSAs “Beating the Odds”

As described beginning on page 18 of this report, 52 PSAs in Michigan have succeeded in achieving over 50% proficiency with more than half free/reduced lunch populations

The general characteristics of the 52 schools vary widely. They are located in urban, suburban, and rural areas all across the state, from Detroit to Alpena to Benton Harbor. They use a variety of grade configurations across PK-12 and have student populations that differ in terms of their relative size and demographic makeup. Their philosophies, programming, and instructional approaches are all unique. Some use the services of an service provider, while others are self-managed. Their instructional spending levels and financial circumstances are dissimilar. A broad array of different authorizers is represented.

In short, there are few, if any, external circumstances or structural commonalities to which these schools' success can be immediately attributed. MDE looked for programmatic commonalities to explain which practices are most directly responsible for the success of these schools. These findings are discussed below.

Clear, Consistent Approaches

The 52 “beating the odds” schools use different theories and practices to guide their teaching and learning. On the surface, explaining how such dissimilar approaches can deliver comparable levels of student success seems difficult.

However, each school has carefully developed an instructional program consistent with the unique needs of its student population. Each school demonstrates a clear understanding of the state's GLCEs and HSCEs and, through a strategic review of relevant data and other staff, parent and student feedback, the school understands its student population thoroughly. These schools have fully and honestly explored their current needs and realities through a careful review of hard data and then developed programming that is deliberative, highly responsive, and effective at transitioning them along the path toward success. These schools do not question that **all** students are able to attain mastery of these core skills, given the right tools.

Some representative comments from “beating the odds” schools:

- *Kids are kids, some just have a better home life with a greater exposure to knowledge. You have to take them from where they are at when they come to you and build on their strengths and work on their weaknesses. (William C. Abney Academy, Grand Rapids)*
- *One lesson that stands out above the rest is the importance of teachers gaining an understanding of each individual student's situation (their story) without allowing that situation to lower their behavioral or academic expectations. Instead, that information should be used to fill in the gaps with resources that may be useful in helping the student obtain expected goals. (Hamtramck Academy, Hamtramck)*
- *... Every child at Arbor Academy is assessed and a service plan developed for each curriculum area. Our systems provide for day by day tracking of every objective in every academic area for each child. Teachers, administrators, and parents can view and review student progress and the special services plan for each student. Each Monday parents review the weekly progress plan for their child and on Friday a weekly accomplishment report is provided to the parent. (Arbor Academy, Battle Creek)*

As student populations vary among these schools, so do the approaches being used. However, each of these schools ensures that teachers and staff understand where their students are, know where they need to go, and do the hard work of getting them there.

Each school MDE interviewed is heavily focused on core skills. While special courses are offered in non-core subject areas, they are not emphasized to the same degree and some schools say they will actually require students to drop special courses temporarily if they are failing to perform well in basic subject areas. Additional time may also be provided through an extended school year or through extended study periods in core areas.

- *Proficiency has been increased by allowing extended time for ELA and Math. Extra time allows for remedial work as needed. The emphasis on GLCEs ensures that teachers focus on necessary skills. (Academy of Southfield, Southfield)*
- *The biggest tool we have implemented was in our shift to a balanced school calendar (some would refer to this as year-round). This has enabled us to reduce the period of time each child is out of the classroom, which helps eliminate learning loss from extended periods absent of instruction. (Ridge Park Academy, Kentwood)*

The schools have been very intentional about the speed with which they introduce, implement, and discard changes to their programming. They gather considerable evidence before adopting new programmatic elements and work to integrate such research-based elements carefully into their daily activities. They say they evaluate constantly and carefully adjust as evidence dictates, moving with purpose at all times and never taking their eyes off the ball. These successful schools indicate they are not easily distracted by the latest trends in K-12 education and they do not change approaches rapidly; rather, they provide stability and consistency for staff and students through a series of practices they consider tried and true relative to their school populations. New elements may be added over time, but only after considerable strategic deliberation.

Some representative comments from schools:

- *We don't change, not really. While we might tinker around the edges in response to other factors, we know we're doing the right things and it's in our students' best interest for us to stay intent on our goals. (Detroit Service Learning Academy, Detroit)*
- *At the start of each school year, each teacher gets a playbook of what we are going to be doing and when. We stick to that playbook so that everyone knows what to expect. (Dove Academy, Detroit)*
- *We have worked carefully to develop highly detailed schedules and plans for how each GLCE is going to be introduced, taught and assessed. We have it down to the exact date, so we can be absolutely certain we stay on track with our students. (Vanderbilt Academy, Holland)*

This level of relentless consistency appears to be among the most significant elements of the work going on in these schools. Keeping a constant objective in mind and utilizing stable approaches for addressing that objective not only supports strong organizations, but also provides reliability for stakeholders working with the school. The principles of transparency, reliability, and continuity are important not only for the organization itself, but for populations that may face high levels of financial or other uncertainty. Consistent, fair and long-standing objectives and expectations appear to be very helpful in building trust and supporting parents, staff, and school leaders alike as they work to drive strong performance in their students.

Effective Utilization of Data

Each of the 52 “beating the odds” schools is using student assessment data in intriguing ways. By developing a clear understanding of how each individual pupil is performing, teachers are able to better structure and differentiate their instructional approaches on an ongoing basis. Successful PSAs are doing diagnostic testing and analysis in September so they can better plan, predict, and address each student’s academic development all year long.

- *Data is the foundation of our success. By understanding how our students are doing and by examining our instructional delivery we can be more efficient and effective. Formative assessment has been an effective tool, as it allows us to determine what each student needs in order to meet grade level achievement. [We work to] provide each teacher with a better understanding for what lower and upper level peers are teaching, which enables the teacher to adjust their curriculum so it is in line with what their incoming students already know and what they are expected to know in the next grade. (Detroit Merit Charter Academy, Detroit)*
- *It's important to determine the initial learning level for each student – it's difficult to help them improve without knowing where they are starting from. Many disadvantaged students haven't been exposed to the same experiences as other children, so we need to fill in the basic gaps...to achieve our current level of success, [we must] continue to have students tested before school starts. This will enable us to place students of similar levels together and provide teachers with info they can use to plan ahead of time. (North Saginaw Charter Academy, Saginaw)*
- *I have my thumb on student data at all times; that level of knowledge makes all the difference in the world for me and for the entire staff. (International Academy of Flint, Flint)*

How this early assessment is conducted varies among schools. In some cases, the PSA authorizer provides leadership and funding for student assessment and data tracking; in others, the schools have developed their own tools. How these schools respond to and utilize their data is similar. Once they have diagnostic assessment results in hand, they combine the scores with staff feedback, parent insights, and all other available information to develop a clear picture of where each student is performing. Teachers and specialists then plan and provide a program of instruction that is designed to help address the unique needs of each pupil. Some of the “beating the odds” PSAs group students together by ability; others schedule special interventions for pupils in need of extra help.

- Detroit Merit Charter Academy groups students based on assessment results and teacher feedback. Pupils are placed into three different groups according to their academic performance and may move among classes as their skill levels change. Teachers encourage students to move to the highest-performing group, while students who are already in the top class may move out to get extra help if necessary. This approach appears to be effective in motivating students while differentiating instruction more readily.
- New Branches Academy in Grand Rapids uses individualized reading and math interventions to provide extra help to children in need of academic support. Assessment data provide diagnostic information that is then used to offer targeted support. The school has a room filled with small individual cubicles, instructional tools, and qualified staff who are prepared to interact with students one-on-one so they can improve their performance more rapidly.

This strong emphasis on data is offering schools an ability to have greater certainty about the instructional approaches they use, both on a global and individual basis. Schools are able to evaluate programs quickly and change direction as needed. For teachers, good data can be a powerful tool in planning and differentiating their lessons.

- *Assessment results are thoroughly reviewed and shared by all members of the staff. Action and improvement plans are immediately put in place to ensure that areas of improvement are addressed, the high priority items are reflected upon, and planning is in place to address those areas and meet our students' needs. Assessment results are disaggregated by our Coordinator of Assessments and administrators and shared with teachers to impact the teaching in the classroom. Professional development is also provided to all instructional staff to ensure their ability to read and understand the assessment results and use them to positively impact teaching and learning. (Star International Academy, Dearborn Heights)*
- *We do have a strong sense of how our students are doing, and we keep abreast of how other schools in our area are performing, too. It helps us know what our strengths are and where we need to push. (International Academy of Flint, Flint)*

In addition, data are also being used to provide merit pay for teachers. At Detroit Merit Charter Academy, for example, a growth model is used to determine how much progress each student made in a given year. The goal for staff is 1.4 years of progress in a single academic year. Most staff members attain this goal and receive financial benefit for their efforts. Without this type of disaggregated data in hand, such performance pay programs would be far more difficult to administer.

Leadership

When asked what they do to help support their high-poverty populations, school leaders in the “beating the odds” PSAs almost unanimously reply, “Whatever it takes.” The work of assessing, analyzing, and improving student performance cuts across the entire school organization, but requires particular leadership at the classroom level. MDE survey responses from these schools ranked instructional delivery and instructional leadership as the most important factors in their schools’ success with high-poverty students.

One administrator told MDE that “the days of closing the door to your classroom and becoming king or queen of your own empire are over.” Teachers in these schools appear to be building strong connections with each other and with their administration to share ideas, discuss areas of concern, and develop solutions as problems arise. Staff members working in the same grade level or subject area meet often (weekly or more) to ensure they are on track with each student’s overall progress. What’s more, teachers often share ideas among grade levels to ensure continuity in the curriculum and bolster instructional success. For example, a seventh grade teacher will receive comments from a colleague working in the eighth grade regarding student performance trends so that the seventh grade program can be strengthened down the road.

- *Our Principal and Academic Coordinator monitor all areas of instruction to ensure that the teachers and students are working as a group to bring a quality education to all. Mentoring and peer observation are part of the school culture. Regular grade level meetings are scheduled so teachers discuss their instruction and how it can be tailored to meet students’ individual needs. ... During these meetings we look at data, discuss new strategies, talk about our students, and share best practices. As a K-12 building our staff also meet with content level teachers. This not only made the whole staff cohesive and able to work as a team, but also used the very rich resources in every teacher in the school and made them look at each other as experts in different areas. (Central Academy, Ann Arbor)*

- *Our solutions team has provided our economically disadvantaged students with an assembly of educational professionals made up of the leadership team, office of special education, and teaching staff to analyze the situation of each student brought to it. This group provides problem-solving opportunities, resource suggestions, a plan of action as well as the critical follow-up opportunity for each student and parent referred to this body. (Detroit Academy of Arts and Sciences, Detroit)*
- *I have staff members in my office daily asking questions about how we can help a particular student grasp a concept a little better. Part of my role is to help problem-solve from behind the scenes without getting in the way, and I think the teachers here appreciate having that extra level of support. (International Academy of Saginaw, Saginaw)*

Teachers in these schools are accountable to each other as well as to the students they serve. They have a strong ownership in the school's overall mission and are aware of their role in its future success. Organizationally, this shared leadership and transparency within the classroom are making a difference in how teachers approach their work. They bear a strong sense of responsibility for being the ultimate delivery mechanism for high-quality instruction.

Teachers also appear to be empowered to recommend changes and offer suggestions for fine-tuning instructional delivery. Empowerment provides teachers with additional opportunities to respond to student needs and become involved in school leadership.

- *Teachers have a structured curriculum – but one that is flexible and not micro-managed. ...the staff feels it is very important to incorporate instruction that caters to all of the different learning styles of our children. (Conner Creek Academy East, Roseville)*
- *Our staff is very active in recommending ideas that will help improve teaching and learning. If one teacher is struggling in a particular area, they have a group of willing colleagues standing by to provide ideas and support. (International Academy of Saginaw, Saginaw)*

Teachers in these schools often take on additional leadership responsibilities (e.g., literacy coach, curriculum specialist) to support the overall mission of the school. Even in cases where this has not occurred, teachers in each of these 52 schools volunteer their time outside the school day for extra help, tutoring, and parent outreach in support of their students' performance objectives.

- *Teachers hold after school tutoring for students every day after school to assist them with their academic needs and ensure that continuous support is available. (Star International Academy, Dearborn Heights)*

Many of the schools use paraprofessional staff to support their Title I pupils more effectively. This allows for more personalized attention for students in need of extra help and helps build strong staff connections and relationships. As paraprofessional staff members become certified teachers, they are frequently hired by the school to serve in this capacity. Schools say this helps foster staff continuity and ensures new teachers can "hit the ground running" relative to school programming and expectations.

Many of the administrators have also taught at the schools they are now leading. They appear to have strong histories with the school and are cognizant of their part in maintaining a strong core vision and strategic approach.

Working at Culture

The “beating the odds” PSAs emphasize the need for a solid school culture. They describe very deliberate and effective efforts in this area and rank it as the third most significant element in their success with high-poverty pupils.

One of the chief indicators of school effectiveness in this regard is the frequency with which staff report, “You can tell the new students when they come in, as it takes them some time to adjust to our expectations and culture. They stick out for a while.” School leaders appear to be weaving disciplinary, social, and academic expectations together to create a school culture that fosters student success.

- *All students are truly accepted for who they are, by both staff and fellow students. This translates into a safe and caring environment that students value and defend vigorously. Consequently, the negative variable of economic status is neutralized and even the lowest performing students begin to realize their potential. (Da Vinci Institute, Jackson)*
- *We have learned that learning requires a safe, secure and nurturing environment. We try to provide a family atmosphere...our school culture is open, accepting, warm, upbeat and achievement focused. Staff are hired to reflect the composition of the student population as closely as possible with respect to race and the language spoken in the home. Next, staff are trained to be sensitive to and respectful of the norms of various groups. (Academy for Business and Technology, Dearborn)*
- *Administration as well as staff members have been able to establish the culture that we are here for one objective; it is to meet the need of the child. A visit to the school in the early morning while students are coming off the bus or from their parents' cars would be a very good example to show that students look forward to meeting the staff and administration. When they run out of the car to hug the principal or greet him, it shows that they ARE aware of the caring culture that has been established for them. (Central Academy, Ann Arbor)*
- *You must understand and accept the culture of the students you are teaching. Building a relationship with each student is important to not only teaching, but also to reaching them. (Vista Charter Academy, Wyoming)*

Expectations appear to be very high for students, families, and teachers alike. These schools report that they allow no excuses for low performance; every child can learn given the right tools. Using sound data and clear, consistent approaches, these schools are working to make it happen. By developing a healthy, supportive school culture, they are able to communicate this fact to all stakeholders in their community every day.

Addressing Non-Academic Challenges

How schools help economically disadvantaged students set aside their personal concerns so that they are ready to begin learning is an enormous area of inquiry. The “beating the odds” PSAs handle this challenge in different ways.

Some PSAs believe that they must first address the personal, non-academic concerns of their pupils in a direct, specific way so students are better equipped to learn. These schools provide personal tools to students to give them a strong belief in themselves, help them respond to tough situations outside of school (e.g., homelessness, incarceration of a parent), and drive them to a future that includes postsecondary education.

- *We serve high numbers of kids whose fathers are in jail or who may be homeless. We spend a lot of time trying to help these students deal with these issues so they can be ready to learn. In one recent case, we took a staff collection to help keep a boy and his mother off the streets when they were evicted from a shelter. The students and their parents know us, they trust us, and we work to get involved and help them wherever we can. (William C. Abney Academy, Grand Rapids)*
- *We have to meet their physical and psychological needs first...Letting students know they are cared for. [We are] very aware of their background and what they are coming to school with. (Cesar Chavez Academy, Detroit)*
- *We have learned that “relationships” are key for students who come from poverty and thus place emphasis on creating warm, welcoming, inviting and supportive - while at the same time challenging - relationships with our students and their families. Once the relationship is in place, we can focus on the rigor and relevance that are also critically important. (Waypoint Academy, Muskegon)*

Other PSAs recognize their students' personal challenges but choose not to single them out, believing that a laser-like focus on academics is more appropriate to achieving success. They still focus on physical and psychological needs and give students the tools they need to succeed in school and in life, but their approach is less deliberate.

- *We believe in the research that suggests a minimal role for the economic status in students' achievement. Instead of focusing on this disadvantage, we establish the culture in the school that ALL children will learn; however, we need to work with them based on their individual need regardless where they are economically. We cannot have enough of any programs that can help students in the classroom or one on one. What we would avoid all the time is to keep referring to the students' economic background or status and FOCUS on meeting their individual needs whatever they are. (Central Academy, Ann Arbor)*
- *What makes our school successful is that the adults are in charge. Kids get to be kids. It doesn't matter if you had to get up this morning, dress yourself and your younger siblings, make your own breakfast, find your own way to school – you are a child here. We will care for you and work with you as we work with all our children, to help you learn and grow as you should. We will not treat you any differently because of where you came from, but we will give you the tools all children need to succeed. (Detroit Service Learning Academy, Detroit)*
- *Our culture of learning is all inclusive of our community members. All students are made to feel their work here is important. They feel safe to question or ask for help when necessary. (Plymouth Educational Center, Detroit)*

How a school responds to the non-academic needs of disadvantaged students seems to come back to consistency of approach and a clear understanding of the needs of the student population being served. It is evident that the approach must be unwavering and reliable so that students have a high degree of trust in the school and know what to expect on a daily basis. Inclusiveness, caring, warmth, and positive relationships are all essential to building trust and, ultimately, to achieving academic success.

The Challenge of Parent Involvement

Achieving high levels of parental involvement is an area of concern for all schools, regardless of the composition of their student bodies. The “beating the odds” PSAs have not completely solved the challenge of parental involvement, but they have made strides. By working to understand the students and families they serve, these schools are using targeted strategies that they know will prove most effective.

- *Realizing that for many adults who live in poverty that school was not a ‘safe’ or friendly place for them, first and foremost, we focus our efforts on creating a warm, welcoming, service-oriented environment throughout our building and program. (Waypoint Academy, Muskegon)*
- *Many parents might choose not to be involved not because they don’t care about their children but simply because they (parents) believe that they don’t have as big of a role to play in their child’s life. They don’t feel qualified to partner with the teacher. Therefore, teachers send a very clear message from the first day that parents’ role is crucial and without their help, the school would not be able to help the child. We make them feel that we need their help as the most knowledgeable about their child, they are the experts who are going to help us lead their child to success. We acknowledge the cultural differences, do a lot of parental education and always celebrate their involvement. (Central Academy, Ann Arbor)*
- *At the beginning of each year, we host an orientation program for students and parents. During this meeting, we lay out what we expect of them and what they can expect of us. This helps build a level of trust, as well as a positive and structured school climate that gives order to the school day. Students feel secure and can focus all of their attention on learning, while parents have a greater understanding of their role in their child’s academic development. (Vista Charter Academy, Wyoming)*
- *It is important for us to make sure the strategies we use are appropriate to our population. What good would it do, for example, to use an online newsletter when we have 14 homeless families in our population? We have to make choices that make sense. (William C. Abney Academy, Grand Rapids)*

While these schools have developed approaches that allow them to communicate effectively with parents, many acknowledge it is an ongoing challenge. More must be done to help all schools support high levels of parental involvement and, ultimately, student success.

Managing Regulatory and Financial Issues

The 52 schools that are achieving well with high-poverty populations have the same compliance responsibilities as all public school districts in the state, as well as the financial pressures associated with their capped per-pupil foundation allowance. Managing these issues poses a challenge for these schools; however, they appear to have developed effective strategies for addressing them without losing focus on their primary objectives relative to student achievement.

Many of the schools indicate that they receive compliance help from their authorizer in the form of reporting calendars, reminders, and technical support. Those that use the services of an service provider say the management assistance they receive helps them stay focused on student results.

When asked what they would change about their financial and regulatory environments, school leaders indicate less paperwork would always be helpful. They do not express a need for more dollars, though they say any future increases or windfalls received would be welcomed and immediately used to offset instructional expenditures.

- *We think compliance is necessary for struggling schools. Schools like ours should not be burdened down with meaningless time consuming paperwork that hinders a leader's time to be in the classroom. (Renaissance Public School Academy, Mount Pleasant)*
- *Teachers would always choose to focus on students instead of paperwork. (Cesar Chavez Academy, Detroit)*

Summary of Findings

In his landmark management book *Good to Great*, author Jim Collins writes that, “You must maintain unwavering faith that you can and will prevail in the end, regardless of the difficulties, AND *at the same time*, have the discipline to confront the most brutal facts of your current reality, whatever they might be.” It appears this is what “beating the odds” schools are doing.

Each of the PSAs is gathering data and using staff input to develop as precise a picture as possible of how their pupils are performing and what their academic and personal needs are. Keeping their core objectives in mind, each school develops a plan of action for moving their pupils toward success. While implementing these plans, the schools work to maximize communication and accountability among all parties – students, teachers, and parents – at all times.

This approach appears to be generating positive results among some of Michigan’s most at-risk pupils.

Appendix C

PSA Proficiency Comparison By Referent District

PSA Proficiency Comparison

The following pages summarize PSA performance on statewide MEAP and MME assessments, and compare that performance to the local school district in which the PSA is located (known as the “referent” district). FRL information for each district and PSA is also provided.

Referent districts that are highlighted in black are considered host districts for purposes of the data presented in this report.

Fall 2007 3-8 MEAP ELA Proficiency v. Percent FRL - By School Building

District Name	Percent Proficient	Proficiency Status	% Difference	FRL	FRL Status	% Difference
ALLEGAN COUNTY						
FENNVILLE PUBLIC SCHOOLS	69.0			57.0		
DISCOVERY ELEMENTARY SCHOOL	62.9	Below District	6.1	60.4	Above District	3.4
ALLEGAN PUBLIC SCHOOLS	80.0			42.7		
OUTLOOK ACADEMY	33.3	Below District	46.7	78.6	Above District	35.9
ALPENA COUNTY						
ALPENA PUBLIC SCHOOLS	82.0			45.0		
BINGHAM ACADEMY	84.3	Above District	2.3	64.3	Above District	19.3
ANTRIM COUNTY						
ALBA PUBLIC SCHOOLS	78.6			66.2		
CONCORD ACADEMY: ANTRIM	71.4	Below District	7.2	64.6	Below District	1.6
ELK RAPIDS SCHOOLS	86.0			26.4		
WOODLAND SCHOOL	90.9	Above District	4.9	10.5	Below District	15.9
BAY COUNTY						
BAY CITY SCHOOL DISTRICT	76.0			46.5		
BAY COUNTY PSA	59.3	Below District	16.7	66.1	Above District	19.6

Fall 2007 3-8 MEAP ELA Proficiency v. Percent FRL - By School Building

District Name	Percent Proficient	Proficiency Status	% Difference	FRL	FRL Status	% Difference
BERRIEN COUNTY						
BENTON HARBOR AREA SCHOOLS	47.0			93.6		
COUNTRYSIDE ACADEMY	78.0	Above District	31.0	71.0	Below District	22.6
BENTON HARBOR CHARTER SCHOOL	52.7	Above District	5.7	34.4	Below District	59.2
MILDRED C. WELLS PREPARATORY ACADEM	29.7	Below District	17.3	99.0	Above District	5.4
BRANCH COUNTY						
COLDWATER COMMUNITY SCHOOLS	74.0			47.7		
PANSOPHIA ACADEMY	72.3	Below District	1.7	75.0	Above District	27.3
CALHOUN COUNTY						
LAKEVIEW SCH. DISTRICT (CALHOUN)	80.0			30.7		
ARBOR ACADEMY	75.4	Below District	4.6	50.0	Above District	19.3
BATTLE CREEK PUBLIC SCHOOLS	65.0			75.9		
ENDEAVOR CHARTER ACADEMY	80.8	Above District	15.8	46.2	Below District	29.7
MARSHALL PUBLIC SCHOOLS	85.0			19.6		
MARSHALL ACADEMY	75.9	Below District	9.1	13.6	Below District	6.0
CHARLEVOIX COUNTY						
BOYNE FALLS PUBLIC SCHOOL DISTRICT	84.6			43.1		
CONCORD ACADEMY:BOYNE	88.8	Above District	4.2	3.6	Below District	39.5
CHARLEVOIX PUBLIC SCHOOLS	86.0			32.9		
NORTHWEST ACADEMY	75.0	Below District	11.0	47.6	Above District	14.7

Fall 2007 3-8 MEAP ELA Proficiency v. Percent FRL - By School Building

District Name	Percent Proficient	Proficiency Status	% Difference	FRL	FRL Status	% Difference
CHIPPEWA COUNTY						
SAULT STE. MARIE AREA SCHOOLS	77.0			44.8		
JOSEPH P. LUMSDEN BAHWETING ANISHNA	78.2	Above District	1.2	44.6	Below District	0.2
BRIMLEY AREA SCHOOLS	84.0			41.5		
OJIBWE CHARTER SCHOOL	50.0	Below District	34.0	69.3	Above District	27.8
DELTA COUNTY						
BARK RIVER-HARRIS SCHOOL DISTRICT	78.0			39.4		
NAH TAH WAHSH PUBLIC SCHOOL ACADEM'	67.2	Below District	10.8	44.0	Above District	4.6
EATON COUNTY						
EATON RAPIDS PUBLIC SCHOOLS	78.0			31.9		
ISLAND CITY ACADEMY	85.0	Above District	7.0	33.5	Above District	1.6
EMMET COUNTY						
PUBLIC SCHOOLS OF PETOSKEY	87.0			28.1		
CONCORD ACADEMY - PETOSKEY	91.3	Above District	4.3	0.0	Below District	28.1
GENESEE COUNTY						
GRAND BLANC COMMUNITY SCHOOLS	88.0			19.5		
WOODLAND PARK ACADEMY	71.4	Below District	16.6	38.1	Above District	18.6
GRAND BLANC ACADEMY	62.0	Below District	26.0	52.3	Above District	32.8

Fall 2007 3-8 MEAP ELA Proficiency v. Percent FRL - By School Building

District Name	Percent Proficient	Proficiency Status	% Difference	FRL	FRL Status	% Difference
FLINT CITY SCHOOL DISTRICT	49.0			75.9		
NORTHRIDGE ACADEMY	38.7	Below District	10.3	99.1	Above District	23.2
INTERNATIONAL ACADEMY OF FLINT	68.7	Above District	19.7	72.1	Below District	3.8
CENTER ACADEMY	55.2	Above District	6.2	90.9	Above District	15.0
RICHFIELD PUBLIC SCHOOL ACADEMY	59.0	Above District	10.0	75.7	Below District	0.2
WESTWOOD HEIGHTS SCHOOLS	62.0			77.7		
ACADEMY OF FLINT	65.7	Above District	3.7	86.0	Above District	8.3
LINDEN CHARTER ACADEMY	61.5	Below District	0.5	63.9	Below District	13.8
ATHERTON COMMUNITY SCHOOLS	72.0			58.5		
BURTON GLEN CHARTER ACADEMY	68.3	Below District	3.7	64.6	Above District	6.1
BENDLE PUBLIC SCHOOLS	68.0			39.0		
MADISON ACADEMY	69.1	Above District	1.1	49.3	Above District	10.3
GLADWIN COUNTY						
BEAVERTON RURAL SCHOOLS	76.0			40.2		
CREATIVE LEARNING ACADEMY OF SCIENC	68.2	Below District	7.8	65.8	Above District	25.6
GRAND TRAVERSE COUNTY						
TRAVERSE CITY AREA PUBLIC SCHOOLS	86.0			33.8		
GRAND TRAVERSE ACADEMY	83.1	Below District	2.9	21.9	Below District	11.9

Fall 2007 3-8 MEAP ELA Proficiency v. Percent FRL - By School Building

District Name	Percent Proficient	Proficiency Status	% Difference	FRL	FRL Status	% Difference
HILLSDALE COUNTY						
HILLSDALE COMMUNITY SCHOOLS	75.0			51.2		
HILLSDALE PREPARATORY SCHOOL	84.2	Above District	9.2	27.0	Below District	24.2
WILL CARLETON CHARTER SCHOOL ACADEM	88.4	Above District	13.4	5.6	Below District	45.6
INGHAM COUNTY						
LANSING PUBLIC SCHOOL DISTRICT	65.0			68.0		
COLE ACADEMY	68.3	Above District	3.3	57.2	Below District	10.8
EL-HAJJ MALIK EL-SHABAZZ ACADEMY	61.2	Below District	3.8	95.3	Above District	27.3
MID-MICHIGAN LEADERSHIP ACADEMY	53.7	Below District	11.3	86.2	Above District	18.2
CAPITAL AREA ACADEMY	47.7	Below District	17.3	73.0	Above District	5.0
NEW CITY ACADEMY	46.2	Below District	18.8	63.5	Below District	4.5
LESLIE PUBLIC SCHOOLS	74.0			35.3		
WHITE PINE ACADEMY	63.7	Below District	10.3	15.4	Below District	19.9
WAVERLY COMMUNITY SCHOOLS	74.0			41.2		
WINDEMERE PARK CHARTER ACADEMY	85.6	Above District	11.6	32.4	Below District	8.8
IOSCO COUNTY						
TAWAS AREA SCHOOLS	85.0			46.5		
SUNRISE EDUCATION CENTER	48.6	Below District	36.4	69.4	Above District	22.9

Fall 2007 3-8 MEAP ELA Proficiency v. Percent FRL - By School Building

District Name	Percent Proficient	Proficiency Status	% Difference	FRL	FRL Status	% Difference
ISABELLA COUNTY						
MT. PLEASANT CITY SCHOOL DISTRICT	83.0			7.9		
RENAISSANCE PUBLIC SCHOOL ACADEMY	72.0	Below District	11.0	50.7	Above District	42.8
MOREY CHARTER SCHOOL	67.5	Below District	15.5	47.3	Above District	39.4
JACKSON COUNTY						
JACKSON PUBLIC SCHOOLS	61.0			57.7		
THE DA VINCI INSTITUTE	74.0	Above District	13.0	75.0	Above District	17.3
PARAGON CHARTER ACADEMY	81.4	Above District	20.4	45.7	Below District	12.0
JACKSON ARTS AND TECHNOLOGY PSA	39.3	Below District	21.7	82.0	Above District	24.3
KALAMAZOO COUNTY						
PORTAGE PUBLIC SCHOOLS	90.0			21.0		
OAKLAND ACADEMY	92.6	Above District	2.6	20.1	Below District	0.9
KALAMAZOO PUBLIC SCHOOL DISTRICT	60.0			65.7		
KALAMAZOO ADVANTAGE ACADEMY	48.5	Below District	11.5	92.0	Above District	26.3
PARAMOUNT CHARTER ACADEMY	88.2	Above District	28.2	22.7	Below District	43.0

Fall 2007 3-8 MEAP ELA Proficiency v. Percent FRL - By School Building

District Name	Percent Proficient	Proficiency Status	% Difference	FRL	FRL Status	% Difference
KENT COUNTY						
GRAND RAPIDS PUBLIC SCHOOLS	78.0			83.9		
NEW BRANCHES SCHOOL	71.6	Below District	6.4	57.6	Below District	26.3
WILLIAM C. ABNEY ACADEMY	67.5	Below District	10.5	89.6	Above District	5.7
RIDGE PARK CHARTER ACADEMY	69.5	Below District	8.5	63.2	Below District	20.7
GRAND RAPIDS CHILD DISCOVERY CENTER	52.9	Below District	25.1	58.6	Below District	25.3
KENOWA HILLS PUBLIC SCHOOLS	80.0			40.2		
WEST MI ACADEMY OF ENVIRONMENTAL SC	71.7	Below District	8.3	50.4	Above District	10.2
WALKER CHARTER ACADEMY	89.6	Above District	9.6	29.3	Below District	10.9
KENTWOOD PUBLIC SCHOOLS	81.0			47.3		
EXCEL CHARTER ACADEMY	85.1	Above District	4.1	32.5	Below District	14.8
BYRON CENTER PUBLIC SCHOOLS	90.0			20.0		
BYRON CENTER CHARTER SCHOOL	82.5	Below District	7.5	5.3	Below District	14.7
CALEDONIA COMMUNITY SCHOOLS	92.0			15.0		
CROSS CREEK CHARTER ACADEMY	91.4	Below District	0.6	22.2	Above District	7.2
GODWIN HEIGHTS PUBLIC SCHOOLS	78.0			74.8		
VISTA CHARTER ACADEMY	69.5	Below District	8.5	74.0	Below District	0.8
WYOMING PUBLIC SCHOOLS	77.0			60.1		
VANGUARD CHARTER ACADEMY	88.7	Above District	11.7	37.7	Below District	22.4
BELDING AREA SCHOOL DISTRICT	77.0			51.8		
GRATTAN ACADEMY	85.0	Above District	8.0	10.0	Below District	41.8
THRESHOLD ACADEMY	42.2	Below District	34.8	91.1	Above District	39.3

Fall 2007 3-8 MEAP ELA Proficiency v. Percent FRL - By School Building

District Name	Percent Proficient	Proficiency Status	% Difference	FRL	FRL Status	% Difference
FOREST HILLS PUBLIC SCHOOLS	94.0			7.1		
KNAPP CHARTER ACADEMY	86.7	Below District	7.3	45.6	Above District	38.5
CEDAR SPRINGS PUBLIC SCHOOLS	84.0			37.8		
CREATIVE TECHNOLOGIES ACADEMY	75.6	Below District	8.4	0.0	Below District	37.8
COMSTOCK PARK PUBLIC SCHOOLS	82.0			34.9		
CHANDLER WOODS CHARTER ACADEMY	93.8	Above District	11.8	23.2	Below District	11.7
LAPEER COUNTY						
LAPEER COMMUNITY SCHOOLS	83.0			29.6		
CHATFIELD SCHOOL	89.2	Above District	6.2	9.0	Below District	20.6
LIVINGSTON COUNTY						
HARTLAND CONSOLIDATED SCHOOLS	90.0			10.0		
CHARYL STOCKWELL ACADEMY	83.9	Below District	6.1	0.0	Below District	10.0
MACOMB COUNTY						
ROSEVILLE COMMUNITY SCHOOLS	72.0			52.5		
CONNER CREEK ACADEMY EAST	66.0	Below District	6.0	57.0	Above District	4.5
UTICA COMMUNITY SCHOOLS	85.0			14.9		
HURON ACADEMY	78.2	Below District	6.8	33.1	Above District	18.2
WARREN CONSOLIDATED SCHOOLS	78.0			37.1		
CONNER CREEK ACADEMY	50.0	Below District	28.0	76.6	Above District	39.5
BEN ROSS PUBLIC SCHOOL ACADEMY	52.7	Below District	25.3	0.0	Below District	37.1

Fall 2007 3-8 MEAP ELA Proficiency v. Percent FRL - By School Building

District Name	Percent Proficient	Proficiency Status	% Difference	FRL	FRL Status	% Difference
NEW HAVEN COMMUNITY SCHOOLS	68.0			33.4		
MERRITT ACADEMY	68.6	Above District	0.6	29.8	Below District	3.6
MT. CLEMENS COMMUNITY SCHOOL DISTRI	61.0			73.3		
MT. CLEMENS MONTESSORI ACADEMY	90.6	Above District	29.6	3.6	Below District	69.7
PREVAIL ACADEMY	81.4	Above District	20.4	35.6	Below District	37.7
VAN DYKE PUBLIC SCHOOLS	64.0			72.4		
ACADEMY OF WARREN	47.1	Below District	16.9	58.3	Below District	14.1
MANISTEE COUNTY						
MANISTEE AREA SCHOOLS	80.0			51.1		
CASMAN ALTERNATIVE ACADEMY	0.0	Below District	80.0	67.9	Above District	16.8
MARQUETTE COUNTY						
ISHPEMING PUBLIC SCHOOL DISTRICT	88.0			42.6		
NORTH STAR ACADEMY	21.7	Below District	66.3	64.0	Above District	21.4
MECOSTA COUNTY						
BIG RAPIDS PUBLIC SCHOOLS	79.0			49.4		
CROSSROADS CHARTER ACADEMY	85.0	Above District	6.0	43.7	Below District	5.7

Fall 2007 3-8 MEAP ELA Proficiency v. Percent FRL - By School Building

District Name	Percent Proficient	Proficiency Status	% Difference	FRL	FRL Status	% Difference
MIDLAND COUNTY						
MIDLAND PUBLIC SCHOOLS	89.0			24.1		
MIDLAND ACADEMY OF ADVANCED AND CR	84.4	Below District	4.6	0.0	Below District	24.1
MONROE COUNTY						
BEDFORD PUBLIC SCHOOLS	89.0			15.7		
NEW BEDFORD ACADEMY	71.1	Below District	17.9	31.3	Above District	15.6
JEFFERSON SCHOOLS (MONROE)	81.0			26.2		
TRIUMPH ACADEMY	73.7	Below District	7.3	35.7	Above District	9.5
MUSKEGON COUNTY						
MUSKEGON CITY SCHOOL DISTRICT	53.0			86.0		
TRI-VALLEY ACADEMY OF ARTS AND ACAD	36.4	Below District	16.6	98.4	Above District	12.4
TIMBERLAND ACADEMY	59.8	Above District	6.8	78.7	Below District	7.3
MUSKEGON TECHNICAL ACADEMY	60.0	Above District	7.0	67.2	Below District	18.8
THREE OAKS PUBLIC SCHOOL ACADEMY	44.2	Below District	8.8	0.0	Below District	86.0
OAKLAND COUNTY						
SOUTHFIELD PUBLIC SCHOOL DISTRICT	70.0			47.4		
AGBU ALEX-MARIE MANOOGIAN SCHOOL	75.3	Above District	5.3	0.0	Below District	47.4
ACADEMY OF SOUTHFIELD	65.8	Below District	4.2	68.8	Above District	21.4
ACADEMY OF LATHRUP VILLAGE	56.6	Below District	13.4	68.8	Above District	21.4
BRADFORD ACADEMY	58.1	Below District	11.9	48.1	Above District	0.7
LAURUS ACADEMY	71.2	Above District	1.2	49.2	Above District	1.8
WOODMONT ACADEMY	65.2	Below District	4.8	54.1	Above District	6.7
CRESCENT ACADEMY	42.1	Below District	27.9	63.7	Above District	16.3

Fall 2007 3-8 MEAP ELA Proficiency v. Percent FRL - By School Building

District Name	Percent Proficient	Proficiency Status	% Difference	FRL	FRL Status	% Difference
OAK PARK CITY SCHOOL DISTRICT	54.0			65.7		
ACADEMY OF OAK PARK	43.0	Below District	11.0	63.2	Below District	2.5
PONTIAC CITY SCHOOL DISTRICT	50.0			83.9		
PONTIAC ACADEMY FOR EXCELLENCE	50.6	Above District	0.6	91.1	Above District	7.2
GREAT LAKES ACADEMY	45.6	Below District	4.4	83.3	Below District	0.6
WALTON CHARTER ACADEMY	71.2	Above District	21.2	69.1	Below District	14.8
ARTS AND TECHNOLOGY ACADEMY OF PON	42.3	Below District	7.7	83.6	Below District	0.3
FERNDALE PUBLIC SCHOOLS	70.0			49.7		
EDISON-OAKLAND PUBLIC SCHOOL ACADEM	67.5	Below District	2.5	72.5	Above District	22.8
HOLLY AREA SCHOOL DISTRICT	80.0			31.6		
HOLLY ACADEMY	93.5	Above District	13.5	0.0	Below District	31.6
FARMINGTON PUBLIC SCHOOL DISTRICT	88.0			13.1		
OAKLAND INTERNATIONAL ACADEMY	38.0	Below District	50.0	98.6	Above District	85.5
WATERFORD SCHOOL DISTRICT	80.0			29.9		
ACADEMY OF WATERFORD	56.0	Below District	24.0	71.6	Above District	41.7
LAMPHERE PUBLIC SCHOOLS	78.0			37.8		
GREAT OAKS ACADEMY	62.7	Below District	15.3	52.8	Above District	15.0
OTTAWA COUNTY						
GRAND HAVEN AREA PUBLIC SCHOOLS	90.0			29.0		
WALDEN GREEN MONTESSORI	92.5	Above District	2.5	0.0	Below District	29.0
WEST MI ACADEMY OF ARTS AND ACADEMI	83.5	Below District	6.5	22.7	Below District	6.3
HOLLAND CITY SCHOOL DISTRICT	73.0			55.6		
BLACK RIVER PUBLIC SCHOOL	89.7	Above District	16.7	14.2	Below District	41.4
VANDERBILT CHARTER ACADEMY	84.2	Above District	11.2	62.1	Above District	6.5
WEST OTTAWA PUBLIC SCHOOL DISTRICT	81.0			41.9		
EAGLE CREST CHARTER ACADEMY	93.8	Above District	12.8	29.9	Below District	12.0

Fall 2007 3-8 MEAP ELA Proficiency v. Percent FRL - By School Building

District Name	Percent Proficient	Proficiency Status	% Difference	FRL	FRL Status	% Difference
SAGINAW COUNTY						
SAGINAW CITY SCHOOL DISTRICT	60.0			74.6		
SAGINAW COUNTY TRANSITION ACADEMY	61.5	Above District	1.5	0.0	Below District	74.6
FRANCIS REH PSA	52.9	Below District	7.1	96.1	Above District	21.5
NORTH SAGINAW CHARTER ACADEMY	76.3	Above District	16.3	65.6	Below District	9.0
BUENA VISTA SCHOOL DISTRICT	46.0			62.0		
SAGINAW PREPARATORY ACADEMY	88.1	Above District	42.1	92.9	Above District	30.9
BRIDGEPORT-SPAULDING COMMUNITY SCH	66.0			69.8		
INTERNATIONAL ACADEMY OF SAGINAW	66.7	Above District	0.7	71.6	Above District	1.8
ST. CLAIR COUNTY						
PORT HURON AREA SCHOOL DISTRICT	78.0			43.6		
ST. CLAIR COUNTY LEARNING ACADEMY	71.4	Below District	6.6	76.7	Above District	33.1
LANDMARK ACADEMY	76.1	Below District	1.9	30.7	Below District	12.9
ST. CLAIR COUNTY INTERVENTION ACADE	33.3	Below District	44.7	100.0	Above District	56.4
WASHTENAW COUNTY						
ANN ARBOR PUBLIC SCHOOLS	89.0			20.0		
HONEY CREEK COMMUNITY SCHOOL	89.3	Above District	0.3	16.0	Below District	4.0
CENTRAL ACADEMY	64.2	Below District	24.8	80.0	Above District	60.0
ANN ARBOR LEARNING COMMUNITY	87.9	Below District	1.1	5.6	Below District	14.4
EASTERN WASHTENAW MULTICULTURAL AC	56.8	Below District	32.2	55.6	Above District	35.6
MILAN AREA SCHOOLS	77.0			18.8		
SOUTH ARBOR CHARTER ACADEMY	94.6	Above District	17.6	17.2	Below District	1.6

Fall 2007 3-8 MEAP ELA Proficiency v. Percent FRL - By School Building

District Name	Percent Proficient	Proficiency Status	% Difference	FRL	FRL Status	% Difference
SCHOOL DISTRICT OF YPSILANTI	64.0			62.9		
FORTIS ACADEMY	81.7	Above District	17.7	34.1	Below District	28.8
VICTORY ACADEMY CHARTER SCHOOL	53.5	Below District	10.5	84.5	Above District	21.6
WAYNE COUNTY						
HIGHLAND PARK CITY SCHOOLS	49.0			71.3		
GEORGE WASHINGTON CARVER ACADEMY	36.8	Below District	12.2	71.9	Above District	0.6
BUSINESS ENTREPRENEURSHIP, SCIENCE,	36.3	Below District	12.7	90.6	Above District	19.3
NSOROMA INSTITUTE	64.5	Above District	15.5	54.5	Below District	16.8
NORTHPOINTE ACADEMY	48.0	Below District	1.0	41.9	Below District	29.4
SCHOOL DISTRICT OF THE CITY OF INKS	68.0			89.4		
THOMAS-GIST ACADEMY	55.0	Below District	13.0	82.1	Below District	7.3
CHERRY HILL SCHOOL OF PERFORMING AR	44.9	Below District	23.1	74.3	Below District	15.1
JOY PREPARATORY ACADEMY	46.2	Below District	21.8	73.8	Below District	15.6
WESTWOOD COMMUNITY SCHOOLS	64.0			78.1		
ACADEMY FOR BUSINESS AND TECHNOLOG	58.0	Below District	6.0	83.2	Above District	5.1
WAYNE-WESTLAND COMMUNITY SCHOOL D	77.0			50.4		
GAUDIOR ACADEMY	67.6	Below District	9.4	41.5	Below District	8.9
ACADEMY OF WESTLAND	58.7	Below District	18.3	55.9	Above District	5.5
DISCOVERY ARTS AND TECHNOLOGY PSA	32.4	Below District	44.6	88.8	Above District	38.4
FLAT ROCK COMMUNITY SCHOOLS	79.0			36.5		
SUMMIT ACADEMY	70.1	Below District	8.9	35.6	Below District	0.9
REDFORD UNION SCHOOL DISTRICT	65.0			53.0		
DAVID ELLIS ACADEMY WEST	52.5	Below District	12.5	54.4	Above District	1.4

Fall 2007 3-8 MEAP ELA Proficiency v. Percent FRL - By School Building

District Name	Percent Proficient	Proficiency Status	% Difference	FRL	FRL Status	% Difference
DEARBORN CITY SCHOOL DISTRICT	70.0			61.7		
ADVANCED TECHNOLOGY ACADEMY	61.6	Below District	8.4	73.8	Above District	12.1
DEARBORN ACADEMY	47.9	Below District	22.1	84.3	Above District	22.6
WEST VILLAGE ACADEMY	48.0	Below District	22.0	78.7	Above District	17.0
RIVERSIDE ACADEMY	55.0	Below District	15.0	90.7	Above District	29.0
CLARA B. FORD ACADEMY (SDA)	16.0	Below District	54.0	100.0	Above District	38.3
HURON SCHOOL DISTRICT	79.0			28.1		
SUMMIT ACADEMY NORTH	79.0	Below District	0.0	39.4	Above District	11.3
VAN BUREN PUBLIC SCHOOLS	70.0			42.9		
NEW BEGINNINGS ACADEMY	60.0	Below District	10.0	58.6	Above District	15.7
KEYSTONE ACADEMY	81.6	Above District	11.6	17.8	Below District	25.1
ROMULUS COMMUNITY SCHOOLS	69.0			62.5		
METRO CHARTER ACADEMY	80.6	Above District	11.6	47.1	Below District	15.4
PLYMOUTH-CANTON COMMUNITY SCHOOLS	88.0			10.9		
CANTON CHARTER ACADEMY	93.8	Above District	5.8	9.1	Below District	1.8
TAYLOR SCHOOL DISTRICT	65.0			62.1		
CREATIVE MONTESSORI ACADEMY	87.8	Above District	22.8	34.1	Below District	28.0
TRILLIUM ACADEMY	64.0	Below District	1.0	33.7	Below District	28.4
TAYLOR EXEMPLAR ACADEMY	76.7	Above District	11.7	43.6	Below District	18.5
HAMTRAMCK PUBLIC SCHOOLS	61.0			83.7		
HAMTRAMCK ACADEMY	73.7	Above District	12.7	81.7	Below District	2.0
BRIDGE ACADEMY	50.5	Below District	10.5	98.7	Above District	15.0
HANLEY INTERNATIONAL ACADEMY	52.8	Below District	8.2	81.9	Below District	1.8
FRONTIER INTERNATIONAL ACADEMY	50.5	Below District	10.5	98.5	Above District	14.8

Fall 2007 3-8 MEAP ELA Proficiency v. Percent FRL - By School Building

District Name	Percent Proficient	Proficiency Status	% Difference	FRL	FRL Status	% Difference
LIVONIA PUBLIC SCHOOLS	85.0			16.0		
AMERICAN MONTESSORI ACADEMY	73.7	Below District	11.3	11.9	Below District	4.1
DEARBORN HEIGHTS SCHOOL DISTRICT #7	75.0			53.2		
UNIVERSAL LEARNING ACADEMY	58.5	Below District	16.5	77.4	Above District	24.2
ECORSE PUBLIC SCHOOL DISTRICT	65.0			95.8		
DR. CHARLES DREW ACADEMY	46.6	Below District	18.4	88.4	Below District	7.4
DETROIT CITY SCHOOL DISTRICT	51.0			81.6		
ACADEMY OF DETROIT-WEST	56.3	Above District	5.3	75.2	Below District	6.4
AISHA SHULE/WEB DUBOIS PREP. ACADEM	56.7	Above District	5.7	84.7	Above District	3.1
ALLEN ACADEMY	48.0	Below District	3.0	72.0	Below District	9.6
BLANCHE KELSO BRUCE ACADEMY	0.0	Below District	51.0	100.0	Above District	18.4
CENTER FOR LITERACY AND CREATIVITY	49.4	Below District	1.6	61.1	Below District	20.5
CESAR CHAVEZ ACADEMY	50.0	Below District	1.0	88.6	Above District	7.0
CHANDLER PARK ACADEMY	55.0	Above District	4.0	76.6	Below District	5.0
CHARLOTTE FORTEN ACADEMY	8.7	Below District	42.3	60.6	Below District	21.0
COLIN POWELL ACADEMY	51.5	Above District	0.5	80.7	Below District	0.9
COMMONWEALTH COMMUNITY DEVEL. ACA	60.6	Above District	9.6	93.5	Above District	11.9
DAVID ELLIS ACADEMY	50.5	Below District	0.5	65.9	Below District	15.7
DETROIT ACADEMY OF ARTS AND SCIENCE	63.0	Above District	12.0	72.2	Below District	9.4
DETROIT COMMUNITY SCHOOLS	37.7	Below District	13.3	65.3	Below District	16.3
DETROIT ENTERPRISE ACADEMY	54.3	Above District	3.3	71.2	Below District	10.4
DETROIT MERIT CHARTER ACADEMY	79.2	Above District	28.2	79.5	Below District	2.1
DETROIT PREMIER ACADEMY	65.7	Above District	14.7	72.5	Below District	9.1
DOVE ACADEMY OF DETROIT	66.3	Above District	15.3	55.8	Below District	25.8
EATON ACADEMY	58.5	Above District	7.5	50.7	Below District	30.9
EDISON PUBLIC SCHOOL ACADEMY	81.1	Above District	30.1	54.1	Below District	27.5
FLAGSHIP CHARTER ACADEMY	42.7	Below District	8.3	79.1	Below District	2.5
GEORGE CROCKETT ACADEMY	61.3	Above District	10.3	82.6	Above District	1.0
HOPE ACADEMY	48.5	Below District	2.5	76.2	Below District	5.4

Fall 2007 3-8 MEAP ELA Proficiency v. Percent FRL - By School Building

District Name	Percent Proficient	Proficiency Status	% Difference	FRL	FRL Status	% Difference
DETROIT CITY SCHOOL DISTRICT (continued)	51.0			81.6		
HOPE OF DETROIT ACADEMY	52.6	Above District	1.6	92.0	Above District	10.4
M.L. KING JR. EDUCATION CENTER	87.9	Above District	36.9	68.0	Below District	13.6
MARILYN F. LUNDY ACADEMY	33.8	Below District	17.2	75.4	Below District	6.2
MARVIN L. WINANS ACADEMY OF PERFORM	68.0	Above District	17.0	76.3	Below District	5.3
MICHIGAN TECHNICAL ACADEMY	55.0	Above District	4.0	73.5	Below District	8.1
NATAKI TALIBAH SCHOOLHOUSE OF DETRO	75.4	Above District	24.4	52.1	Below District	29.5
OLD REDFORD ACADEMY	55.0	Above District	4.0	73.7	Below District	7.9
PIERRE TOUSSAINT ACADEMY	47.9	Below District	3.1	93.4	Above District	11.8
PLYMOUTH EDUCATIONAL CENTER	72.3	Above District	21.3	74.4	Below District	7.2
ROSS HILL ACADEMY	49.2	Below District	1.8	76.4	Below District	5.2
STAR INTERNATIONAL ACADEMY	67.1	Above District	16.1	88.2	Above District	6.6
TIMBUKTU ACADEMY OF SCIENCE AND TEC	50.5	Below District	0.5	93.1	Above District	11.5
UNIVERSAL ACADEMY	37.0	Below District	14.0	88.4	Above District	6.8
UNIVERSITY PREPARATORY ACADEMY	66.0	Above District	15.0	71.7	Below District	9.9
VOYAGEUR ACADEMY	46.0	Below District	5.0	79.5	Below District	2.1
WARRENDALE CHARTER ACADEMY	61.7	Above District	10.7	65.4	Below District	16.2
WESTON TECHNICAL ACADEMY	42.7	Below District	8.3	54.2	Below District	27.4
WOODWARD ACADEMY	54.2	Above District	3.2	79.0	Below District	2.6
YMCA SERVICE LEARNING ACADEMY	79.6	Above District	28.6	64.2	Below District	17.4

Fall 2007 3-8 MEAP Math Proficiency v. Percent FRL - By School Building

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
ALLEGAN COUNTY						
FENNVILLE PUBLIC SCHOOLS	76.0			57.0		
DISCOVERY ELEMENTARY SCHOOL	69.7	Below District	6.3	60.4	Above District	3.4
ALLEGAN PUBLIC SCHOOLS	83.0			42.7		
OUTLOOK ACADEMY	33.3	Below District	49.7	78.6	Above District	35.9
ALPENA COUNTY						
ALPENA PUBLIC SCHOOLS	76.0			45.0		
BINGHAM ACADEMY	76.5	Above District	0.5	64.3	Above District	19.3
ANTRIM COUNTY						
ALBA PUBLIC SCHOOLS	86.0			66.2		
CONCORD ACADEMY: ANTRIM	67.1	Below District	18.9	64.6	Below District	1.6
ELK RAPIDS SCHOOLS	84.0			26.4		
WOODLAND SCHOOL	91.7	Above District	7.7	10.5	Below District	15.9
BAY COUNTY						
BAY CITY SCHOOL DISTRICT	79.0			46.5		
BAY COUNTY PSA	65.2	Below District	13.8	66.1	Above District	19.6

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
BERRIEN COUNTY						
BENTON HARBOR AREA SCHOOLS	54.0			93.6		
COUNTRYSIDE ACADEMY	74.0	Above District	20.0	71.0	Below District	22.6
BENTON HARBOR CHARTER SCHOOL	58.4	Above District	4.4	34.4	Below District	59.2
MILDRED C. WELLS PREPARATORY ACADE	34.1	Below District	19.9	99.0	Above District	5.4
BRANCH COUNTY						
COLDWATER COMMUNITY SCHOOLS	76.0			47.7		
PANSOPHIA ACADEMY	76.9	Above District	0.9	75.0	Above District	27.3
CALHOUN COUNTY						
LAKEVIEW SCH. DISTRICT (CALHOUN)	75.0			30.7		
ARBOR ACADEMY	78.6	Above District	3.6	50.0	Above District	19.3
BATTLE CREEK PUBLIC SCHOOLS	61.0			75.9		
ENDEAVOR CHARTER ACADEMY	80.0	Above District	19.0	46.2	Below District	29.7
MARSHALL PUBLIC SCHOOLS	80.0			19.6		
MARSHALL ACADEMY	70.0	Below District	10.0	13.6	Below District	6.0
CHARLEVOIX COUNTY						
BOYNE FALLS PUBLIC SCHOOL DISTRICT	86.6			43.1		
CONCORD ACADEMY:BOYNE	86.5	Below District	0.1	3.6	Below District	39.5
CHARLEVOIX PUBLIC SCHOOLS	84.0			32.9		
NORTHWEST ACADEMY	70.8	Below District	13.2	47.6	Above District	14.7

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
CHIPPEWA COUNTY						
SAULT STE. MARIE AREA SCHOOLS	83.0			44.8		
JOSEPH P. LUMSDEN BAHWETING ANISHNABEW	89.0	Above District	6.0	44.6	Below District	0.2
BRIMLEY AREA SCHOOLS	84.0			41.5		
OJIBWE CHARTER SCHOOL	52.2	Below District	31.8	69.3	Above District	27.8
DELTA COUNTY						
BARK RIVER-HARRIS SCHOOL DISTRICT	76.0			39.4		
NAH TAH WAHSH PUBLIC SCHOOL ACADEMY	52.5	Below District	23.5	44.0	Above District	4.6
EATON COUNTY						
EATON RAPIDS PUBLIC SCHOOLS	77.0			31.9		
ISLAND CITY ACADEMY	85.8	Above District	8.8	33.5	Above District	1.6
EMMET COUNTY						
PUBLIC SCHOOLS OF PETOSKEY	88.0			28.1		
CONCORD ACADEMY - PETOSKEY	85.3	Below District	2.7	0.0	Below District	28.1
GENESEE COUNTY						
GRAND BLANC COMMUNITY SCHOOLS	90.0			19.5		
WOODLAND PARK ACADEMY	68.5	Below District	21.5	38.1	Above District	18.6
GRAND BLANC ACADEMY	64.4	Below District	25.6	52.3	Above District	32.8

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
FLINT CITY SCHOOL DISTRICT	51.0			75.9		
NORTHTRIDGE ACADEMY	51.1	Above District	0.1	99.1	Above District	23.2
INTERNATIONAL ACADEMY OF FLINT	80.3	Above District	29.3	72.1	Below District	3.8
CENTER ACADEMY	55.2	Above District	4.2	90.9	Above District	15.0
RICHFIELD PUBLIC SCHOOL ACADEMY	66.4	Above District	15.4	75.7	Below District	0.2
WESTWOOD HEIGHTS SCHOOLS	64.0			77.7		
LINDEN CHARTER ACADEMY	65.8	Above District	1.8	63.9	Below District	13.8
ACADEMY OF FLINT	68.8	Above District	4.8	86.0	Above District	8.3
ATHERTON COMMUNITY SCHOOLS	78.0			58.5		
BURTON GLEN CHARTER ACADEMY	71.8	Below District	6.2	64.6	Above District	6.1
BENDLE PUBLIC SCHOOLS	71.0			39.0		
MADISON ACADEMY	67.5	Below District	3.5	49.3	Above District	10.3
GLADWIN COUNTY						
BEAVERTON RURAL SCHOOLS	80.0			40.2		
CREATIVE LEARNING ACADEMY OF SCIEN	65.9	Below District	14.1	65.8	Above District	25.6
GRAND TRAVERSE COUNTY						
TRAVERSE CITY AREA PUBLIC SCHOOLS	83.0			33.8		
GRAND TRAVERSE ACADEMY	80.1	Below District	2.9	21.9	Below District	11.9
HILLSDALE COUNTY						
HILLSDALE COMMUNITY SCHOOLS	79.0			51.2		
HILLSDALE PREPARATORY SCHOOL	86.8	Above District	7.8	27.0	Below District	24.2
WILL CARLETON CHARTER SCHOOL ACAD	83.0	Above District	4.0	5.6	Below District	45.6

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
INGHAM COUNTY						
LANSING PUBLIC SCHOOL DISTRICT	63.0			68.0		
COLE ACADEMY	72.1	Above District	9.1	57.2	Below District	10.8
EL-HAJJ MALIK EL-SHABAZZ ACADEMY	64.9	Above District	1.9	95.3	Above District	27.3
MID-MICHIGAN LEADERSHIP ACADEMY	63.6	Above District	0.6	86.2	Above District	18.2
CAPITAL AREA ACADEMY	42.5	Below District	20.5	73.0	Above District	5.0
NEW CITY ACADEMY	39.4	Below District	23.6	63.5	Below District	4.5
LESLIE PUBLIC SCHOOLS	77.0			35.3		
WHITE PINE ACADEMY	73.0	Below District	4.0	15.4	Below District	19.9
WAVERLY COMMUNITY SCHOOLS	78.0			41.2		
WINDEMERE PARK CHARTER ACADEMY	82.7	Above District	4.7	32.4	Below District	8.8
IOSCO COUNTY						
TAWAS AREA SCHOOLS	81.0			46.5		
SUNRISE EDUCATION CENTER	48.6	Below District	32.4	69.4	Above District	22.9
ISABELLA COUNTY						
MT. PLEASANT CITY SCHOOL DISTRICT	83.0			7.9		
RENAISSANCE PUBLIC SCHOOL ACADEMY	77.5	Below District	5.5	50.7	Above District	42.8
MOREY CHARTER SCHOOL	73.7	Below District	9.3	47.3	Above District	39.4
JACKSON COUNTY						
JACKSON PUBLIC SCHOOLS	60.0			57.7		
THE DA VINCI INSTITUTE	64.0	Above District	4.0	75.0	Above District	17.3
PARAGON CHARTER ACADEMY	86.1	Above District	26.1	45.7	Below District	12.0
JACKSON ARTS AND TECHNOLOGY PSA	47.6	Below District	12.4	82.0	Above District	24.3

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
KALAMAZOO COUNTY						
PORTAGE PUBLIC SCHOOLS	90.0			21.0		
OAKLAND ACADEMY	93.6	Above District	3.6	20.1	Below District	0.9
KALAMAZOO PUBLIC SCHOOL DISTRICT	60.0			65.7		
KALAMAZOO ADVANTAGE ACADEMY	45.8	Below District	14.2	92.0	Above District	26.3
PARAMOUNT CHARTER ACADEMY	88.7	Above District	28.7	22.7	Below District	43.0
KENT COUNTY						
GRAND RAPIDS PUBLIC SCHOOLS	57.0			83.9		
NEW BRANCHES SCHOOL	83.8	Above District	26.8	57.6	Below District	26.3
WILLIAM C. ABNEY ACADEMY	82.2	Above District	25.2	89.6	Above District	5.7
RIDGE PARK CHARTER ACADEMY	74.4	Above District	17.4	63.2	Below District	20.7
GRAND RAPIDS CHILD DISCOVERY CENTER	74.3	Above District	17.3	58.6	Below District	25.3
KENOWA HILLS PUBLIC SCHOOLS	79.0			40.2		
WEST MI ACADEMY OF ENVIRONMENTAL STUDIES	64.7	Below District	14.3	50.4	Above District	10.2
WALKER CHARTER ACADEMY	90.9	Above District	11.9	29.3	Below District	10.9
KENTWOOD PUBLIC SCHOOLS	80.0			47.3		
EXCEL CHARTER ACADEMY	86.4	Above District	6.4	32.5	Below District	14.8
BYRON CENTER PUBLIC SCHOOLS	92.0			20.0		
BYRON CENTER CHARTER SCHOOL	85.4	Below District	6.6	5.3	Below District	14.7

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
CALEDONIA COMMUNITY SCHOOLS	93.0			15.0		
CROSS CREEK CHARTER ACADEMY	92.4	Below District	0.6	22.2	Above District	7.2
GODWIN HEIGHTS PUBLIC SCHOOLS	78.0			74.8		
VISTA CHARTER ACADEMY	69.7	Below District	8.3	74.0	Below District	0.8
WYOMING PUBLIC SCHOOLS	81.0			60.1		
VANGUARD CHARTER ACADEMY	86.8	Above District	5.8	37.7	Below District	22.4
BELDING AREA SCHOOL DISTRICT	81.0			51.8		
GRATTAN ACADEMY	84.0	Above District	3.0	10.0	Below District	41.8
THRESHOLD ACADEMY	48.2	Below District	32.8	91.1	Above District	39.3
FOREST HILLS PUBLIC SCHOOLS	96.0			7.1		
KNAPP CHARTER ACADEMY	87.0	Below District	9.0	45.6	Above District	38.5
CEDAR SPRINGS PUBLIC SCHOOLS	87.0			37.8		
CREATIVE TECHNOLOGIES ACADEMY	77.3	Below District	9.7	0.0	Below District	37.8
COMSTOCK PARK PUBLIC SCHOOLS	85.0			34.9		
CHANDLER WOODS CHARTER ACADEMY	94.3	Above District	9.3	23.2	Below District	11.7
LAPEER COUNTY						
LAPEER COMMUNITY SCHOOLS	83.0			29.6		
CHATFIELD SCHOOL	91.6	Above District	8.6	9.0	Below District	20.6

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
LIVINGSTON COUNTY						
HARTLAND CONSOLIDATED SCHOOLS	90.0			10.0		
CHARYL STOCKWELL ACADEMY	81.1	Below District	8.9	0.0	Below District	10.0
MACOMB COUNTY						
ROSEVILLE COMMUNITY SCHOOLS	73.0			52.5		
CONNER CREEK ACADEMY EAST	65.0	Below District	8.0	57.0	Above District	4.5
UTICA COMMUNITY SCHOOLS	85.0			14.9		
HURON ACADEMY	83.5	Below District	1.5	33.1	Above District	18.2
WARREN CONSOLIDATED SCHOOLS	80.0			37.1		
CONNER CREEK ACADEMY	46.0	Below District	34.0	76.6	Above District	39.5
BEN ROSS PUBLIC SCHOOL ACADEMY	58.2	Below District	21.8	0.0	Below District	37.1
NEW HAVEN COMMUNITY SCHOOLS	72.0			33.4		
MERRITT ACADEMY	66.2	Below District	5.8	29.8	Below District	3.6
MT. CLEMENS COMMUNITY SCHOOL DISTR	65.0			73.3		
MT. CLEMENS MONTESSORI ACADEMY	91.5	Above District	26.5	3.6	Below District	69.7
PREVAIL ACADEMY	81.8	Above District	16.8	35.6	Below District	37.7
VAN DYKE PUBLIC SCHOOLS	67.0			72.4		
ACADEMY OF WARREN	43.8	Below District	23.2	58.3	Below District	14.1

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
MANISTEE COUNTY						
MANISTEE AREA SCHOOLS	79.0			51.1		
CASMAN ALTERNATIVE ACADEMY	11.1	Below District	67.9	67.9	Above District	16.8
MARQUETTE COUNTY						
ISHPEMING PUBLIC SCHOOL DISTRICT	82.0			42.6		
NORTH STAR ACADEMY	26.1	Below District	55.9	64.0	Above District	21.4
MECOSTA COUNTY						
BIG RAPIDS PUBLIC SCHOOLS	84.0			49.4		
CROSSROADS CHARTER ACADEMY	86.0	Above District	2.0	43.7	Below District	5.7
MIDLAND COUNTY						
MIDLAND PUBLIC SCHOOLS	88.0			24.1		
MIDLAND ACADEMY OF ADVANCED AND C	80.7	Below District	7.3	0.0	Below District	24.1
MONROE COUNTY						
BEDFORD PUBLIC SCHOOLS	88.0			15.7		
NEW BEDFORD ACADEMY	67.9	Below District	20.1	31.3	Above District	15.6
JEFFERSON SCHOOLS (MONROE)	80.0			26.2		
TRIUMPH ACADEMY	78.2	Below District	1.8	35.7	Above District	9.5

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
MUSKEGON COUNTY						
MUSKEGON CITY SCHOOL DISTRICT	55.0			86.0		
TRI-VALLEY ACADEMY OF ARTS AND ACA	26.7	Below District	28.3	98.4	Above District	12.4
TIMBERLAND ACADEMY	65.0	Above District	10.0	78.7	Below District	7.3
MUSKEGON TECHNICAL ACADEMY	62.9	Above District	7.9	67.2	Below District	18.8
THREE OAKS PUBLIC SCHOOL ACADEMY	47.7	Below District	7.3	0.0	Below District	86.0
OAKLAND COUNTY						
SOUTHFIELD PUBLIC SCHOOL DISTRICT	71.0			47.4		
AGBU ALEX-MARIE MANOOGIAN SCHOOL	81.2	Above District	10.2	0.0	Below District	47.4
ACADEMY OF SOUTHFIELD	76.8	Above District	5.8	68.8	Above District	21.4
ACADEMY OF LATHRUP VILLAGE	50.0	Below District	21.0	68.8	Above District	21.4
BRADFORD ACADEMY	51.1	Below District	19.9	48.1	Above District	0.7
LAURUS ACADEMY	68.6	Below District	2.4	49.2	Above District	1.8
WOODMONT ACADEMY	66.0	Below District	5.0	54.1	Above District	6.7
CRESCENT ACADEMY	36.3	Below District	34.7	63.7	Above District	16.3
OAK PARK CITY SCHOOL DISTRICT	51.0			65.7		
ACADEMY OF OAK PARK	43.0	Below District	8.0	63.2	Below District	2.5
PONTIAC CITY SCHOOL DISTRICT	51.0			83.9		
PONTIAC ACADEMY FOR EXCELLENCE	48.8	Below District	2.2	91.1	Above District	7.2
GREAT LAKES ACADEMY	52.5	Above District	1.5	83.3	Below District	0.6
WALTON CHARTER ACADEMY	68.3	Above District	17.3	69.1	Below District	14.8
ARTS AND TECHNOLOGY ACADEMY OF PO	50.9	Below District	0.1	83.6	Below District	0.3
FERNDALE PUBLIC SCHOOLS	75.0			49.7		
EDISON-OAKLAND PUBLIC SCHOOL ACADI	72.2	Below District	2.8	72.5	Above District	22.8

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
HOLLY AREA SCHOOL DISTRICT	81.0			31.6		
HOLLY ACADEMY	95.3	Above District	14.3	0.0	Below District	31.6
FARMINGTON PUBLIC SCHOOL DISTRICT	86.0			13.1		
OAKLAND INTERNATIONAL ACADEMY	57.0	Below District	29.0	98.6	Above District	85.5
WATERFORD SCHOOL DISTRICT	79.0			29.9		
ACADEMY OF WATERFORD	57.3	Below District	21.7	71.6	Above District	41.7
LAMPHERE PUBLIC SCHOOLS	79.0			37.8		
GREAT OAKS ACADEMY	66.1	Below District	12.9	52.8	Above District	15.0
OTTAWA COUNTY						
GRAND HAVEN AREA PUBLIC SCHOOLS	89.0			29.0		
WALDEN GREEN MONTESSORI	89.7	Above District	0.7	0.0	Below District	29.0
WEST MI ACADEMY OF ARTS AND ACADEM	82.3	Below District	6.7	22.7	Below District	6.3
HOLLAND CITY SCHOOL DISTRICT	75.0			55.6		
BLACK RIVER PUBLIC SCHOOL	89.7	Above District	14.7	14.2	Below District	41.4
VANDERBILT CHARTER ACADEMY	87.7	Above District	12.7	62.1	Above District	6.5
WEST OTTAWA PUBLIC SCHOOL DISTRICT	82.0			41.9		
EAGLE CREST CHARTER ACADEMY	93.0	Above District	11.0	29.9	Below District	12.0
SAGINAW COUNTY						
SAGINAW CITY SCHOOL DISTRICT	61.0			74.6		
SAGINAW COUNTY TRANSITION ACADEMY	18.8	Below District	42.2	0.0	Below District	74.6
FRANCIS REH PSA	57.1	Below District	3.9	96.1	Above District	21.5
NORTH SAGINAW CHARTER ACADEMY	74.6	Above District	13.6	65.6	Below District	9.0

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
BUENA VISTA SCHOOL DISTRICT	40.0			62.0		
SAGINAW PREPARATORY ACADEMY	92.7	Above District	52.7	92.9	Above District	30.9
BRIDGEPORT-SPAULDING COMMUNITY SCHOOL DISTRICT	69.0			69.8		
INTERNATIONAL ACADEMY OF SAGINAW	100.0	Above District	31.0	71.6	Above District	1.8
ST. CLAIR COUNTY						
PORT HURON AREA SCHOOL DISTRICT	75.0			43.6		
ST. CLAIR COUNTY LEARNING ACADEMY	42.9	Below District	32.1	76.7	Above District	33.1
LANDMARK ACADEMY	72.4	Below District	2.6	30.7	Below District	12.9
ST. CLAIR COUNTY INTERVENTION ACADEMY	50.0	Below District	25.0	100.0	Above District	56.4
WASHTENAW COUNTY						
ANN ARBOR PUBLIC SCHOOLS	90.0			20.0		
HONEY CREEK COMMUNITY SCHOOL	92.6	Above District	2.6	16.0	Below District	4.0
CENTRAL ACADEMY	70.1	Below District	19.9	80.0	Above District	60.0
ANN ARBOR LEARNING COMMUNITY	74.0	Below District	16.0	5.6	Below District	14.4
EASTERN WASHTENAW MULTICULTURAL SCHOOLS	67.8	Below District	22.2	55.6	Above District	35.6
MILAN AREA SCHOOLS	79.0			18.8		
SOUTH ARBOR CHARTER ACADEMY	93.3	Above District	14.3	17.2	Below District	1.6
SCHOOL DISTRICT OF YPSILANTI	64.0			62.9		
FORTIS ACADEMY	83.8	Above District	19.8	34.1	Below District	28.8
VICTORY ACADEMY CHARTER SCHOOL	61.4	Below District	2.6	84.5	Above District	21.6

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
WAYNE COUNTY						
HIGHLAND PARK CITY SCHOOLS	44.0			71.3		
GEORGE WASHINGTON CARVER ACADEMY	37.2	Below District	6.8	71.9	Above District	0.6
BUSINESS ENTREPRENEURSHIP, SCIENCE,	43.5	Below District	0.5	90.6	Above District	19.3
NSOROMA INSTITUTE	58.0	Above District	14.0	54.5	Below District	16.8
NORTHPOINTE ACADEMY	44.4	Above District	0.4	41.9	Below District	29.4
SCHOOL DISTRICT OF THE CITY OF INKS	79.0			89.4		
THOMAS-GIST ACADEMY	64.0	Below District	15.0	82.1	Below District	7.3
CHERRY HILL SCHOOL OF PERFORMING AF	41.5	Below District	37.5	74.3	Below District	15.1
JOY PREPARATORY ACADEMY	42.0	Below District	37.0	73.8	Below District	15.6
WESTWOOD COMMUNITY SCHOOLS	64.0			78.1		
ACADEMY FOR BUSINESS AND TECHNOLOI	60.0	Below District	4.0	83.2	Above District	5.1
WAYNE-WESTLAND COMMUNITY SCHOOL	75.0			50.4		
GAUDIOR ACADEMY	64.7	Below District	10.3	41.5	Below District	8.9
ACADEMY OF WESTLAND	60.6	Below District	14.4	55.9	Above District	5.5
DISCOVERY ARTS AND TECHNOLOGY PSA	34.8	Below District	40.2	88.8	Above District	38.4
FLAT ROCK COMMUNITY SCHOOLS	83.0			36.5		
SUMMIT ACADEMY	79.9	Below District	3.1	35.6	Below District	0.9
REDFORD UNION SCHOOL DISTRICT	62.0			53.0		
DAVID ELLIS ACADEMY WEST	49.0	Below District	13.0	54.4	Above District	1.4

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
DEARBORN CITY SCHOOL DISTRICT	77.0			61.7		
ADVANCED TECHNOLOGY ACADEMY	62.2	Below District	14.8	73.8	Above District	12.1
DEARBORN ACADEMY	56.2	Below District	20.8	84.3	Above District	22.6
WEST VILLAGE ACADEMY	48.0	Below District	29.0	78.7	Above District	17.0
RIVERSIDE ACADEMY	66.0	Below District	11.0	90.7	Above District	29.0
CLARA B. FORD ACADEMY (SDA)	15.2	Below District	61.8	100.0	Above District	38.3
HURON SCHOOL DISTRICT	78.0			28.1		
SUMMIT ACADEMY NORTH	76.0	Below District	2.0	39.4	Above District	11.3
VAN BUREN PUBLIC SCHOOLS	68.0			42.9		
NEW BEGINNINGS ACADEMY	58.9	Below District	9.1	58.6	Above District	15.7
KEYSTONE ACADEMY	85.2	Above District	17.2	17.8	Below District	25.1
ROMULUS COMMUNITY SCHOOLS	73.0			62.5		
METRO CHARTER ACADEMY	82.8	Above District	9.8	47.1	Below District	15.4
PLYMOUTH-CANTON COMMUNITY SCHOOLS	91.0			10.9		
CANTON CHARTER ACADEMY	94.7	Above District	3.7	9.1	Below District	1.8
TAYLOR SCHOOL DISTRICT	66.0			62.1		
CREATIVE MONTESSORI ACADEMY	75.4	Above District	9.4	34.1	Below District	28.0
TRILLIUM ACADEMY	58.9	Below District	7.1	33.7	Below District	28.4
TAYLOR EXEMPLAR ACADEMY	81.7	Above District	15.7	43.6	Below District	18.5
HAMTRAMCK PUBLIC SCHOOLS	60.0			83.7		
HAMTRAMCK ACADEMY	72.0	Above District	12.0	81.7	Below District	2.0
BRIDGE ACADEMY	63.2	Above District	3.2	98.7	Above District	15.0
HANLEY INTERNATIONAL ACADEMY	55.9	Below District	4.1	81.9	Below District	1.8
FRONTIER INTERNATIONAL ACADEMY	49.5	Below District	10.5	98.5	Above District	14.8

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
LIVONIA PUBLIC SCHOOLS	83.0			16.0		
AMERICAN MONTESSORI ACADEMY	72.3	Below District	10.7	11.9	Below District	4.1
DEARBORN HEIGHTS SCHOOL DISTRICT #7	76.0			53.2		
UNIVERSAL LEARNING ACADEMY	90.2	Above District	14.2	77.4	Above District	24.2
ECORSE PUBLIC SCHOOL DISTRICT	61.0			95.8		
DR. CHARLES DREW ACADEMY	41.9	Below District	19.1	88.4	Below District	7.4
DETROIT CITY SCHOOL DISTRICT	50.0			81.6		
ACADEMY OF DETROIT-WEST	47.4	Below District	2.6	75.2	Below District	6.4
AISHA SHULE/WEB DUBOIS PREP. ACADEM	48.7	Below District	1.3	84.7	Above District	3.1
ALLEN ACADEMY	54.7	Above District	4.7	72.0	Below District	9.6
BLANCHE KELSO BRUCE ACADEMY	25.0	Below District	25.0	100.0	Above District	18.4
CENTER FOR LITERACY AND CREATIVITY	62.1	Above District	12.1	61.1	Below District	20.5
CESAR CHAVEZ ACADEMY	49.0	Below District	1.0	88.6	Above District	7.0
CHANDLER PARK ACADEMY	52.0	Above District	2.0	76.6	Below District	5.0
CHARLOTTE FORTEN ACADEMY	8.7	Below District	41.3	60.6	Below District	21.0
COLIN POWELL ACADEMY	57.3	Above District	7.3	80.7	Below District	0.9
COMMONWEALTH COMMUNITY DEVEL. AC	59.8	Above District	9.8	93.5	Above District	11.9
DAVID ELLIS ACADEMY	53.6	Above District	3.6	65.9	Below District	15.7
DETROIT ACADEMY OF ARTS AND SCIENCI	61.0	Above District	11.0	72.2	Below District	9.4
DETROIT COMMUNITY SCHOOLS	38.8	Below District	11.2	65.3	Below District	16.3
DETROIT ENTERPRISE ACADEMY	59.5	Above District	9.5	71.2	Below District	10.4
DETROIT MERIT CHARTER ACADEMY	79.8	Above District	29.8	79.5	Below District	2.1
DETROIT PREMIER ACADEMY	53.9	Above District	3.9	72.5	Below District	9.1
DOVE ACADEMY OF DETROIT	80.8	Above District	30.8	55.8	Below District	25.8
EATON ACADEMY	54.7	Above District	4.7	50.7	Below District	30.9
EDISON PUBLIC SCHOOL ACADEMY	83.9	Above District	33.9	54.1	Below District	27.5
FLAGSHIP CHARTER ACADEMY	34.8	Below District	15.2	79.1	Below District	2.5
GEORGE CROCKETT ACADEMY	48.6	Below District	1.4	82.6	Above District	1.0
HOPE ACADEMY	48.5	Below District	1.5	76.2	Below District	5.4

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
DETROIT CITY SCHOOL DISTRICT (continued)	50.0			81.6		
HOPE OF DETROIT ACADEMY	64.2	Above District	14.2	92.0	Above District	10.4
M.L. KING JR. EDUCATION CENTER	99.1	Above District	49.1	68.0	Below District	13.6
MARILYN F. LUNDY ACADEMY	21.7	Below District	28.3	75.4	Below District	6.2
MARVIN L. WINANS ACADEMY OF PERFOR	69.0	Above District	19.0	76.3	Below District	5.3
MICHIGAN TECHNICAL ACADEMY	49.0	Below District	1.0	73.5	Below District	8.1
NATAKI TALIBAH SCHOOLHOUSE OF DETR	66.5	Above District	16.5	52.1	Below District	29.5
OLD REDFORD ACADEMY	50.0	Below District	0.0	73.7	Below District	7.9
PIERRE TOUSSAINT ACADEMY	40.5	Below District	9.5	93.4	Above District	11.8
PLYMOUTH EDUCATIONAL CENTER	78.1	Above District	28.1	74.4	Below District	7.2
ROSS HILL ACADEMY	50.8	Above District	0.8	76.4	Below District	5.2
STAR INTERNATIONAL ACADEMY	74.1	Above District	24.1	88.2	Above District	6.6
TIMBUKTU ACADEMY OF SCIENCE AND TE	47.0	Below District	3.0	93.1	Above District	11.5
UNIVERSAL ACADEMY	47.2	Below District	2.8	88.4	Above District	6.8
UNIVERSITY PREPARATORY ACADEMY	58.0	Above District	8.0	71.7	Below District	9.9
VOYAGEUR ACADEMY	43.0	Below District	7.0	79.5	Below District	2.1
WARRENDALE CHARTER ACADEMY	55.6	Above District	5.6	65.4	Below District	16.2
WESTON TECHNICAL ACADEMY	42.2	Below District	7.8	54.2	Below District	27.4
WOODWARD ACADEMY	48.2	Below District	1.8	79.0	Below District	2.6
YMCA SERVICE LEARNING ACADEMY	83.9	Above District	33.9	64.2	Below District	17.4

Spring 2008 MME ELA Proficiency v. Percent FRL - By School Building

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
ANTRIM COUNTY						
Alba Public Schools	31.3			66.2		
Concord Academy: Antrim	16.7	Below District	14.6	64.6	Below District	1.6
BAY COUNTY						
Essexville-Hampton Public Schools	51.5			26.3		
Bay-Arenac Community High School	36.4	Below District	15.1	27.9	Above District	1.6
BERRIEN COUNTY						
Benton Harbor Area Schools	12.6			87.5		
Countryside Academy	41.4	Above District	28.8	66.4	Below District	21.1
BRANCH COUNTY						
Coldwater Community Schools	42.0			38.0		
Pansophia Academy	12.5	Below District	29.5	75.0	Above District	37.0
CALHOUN COUNTY						
Lakeview Sch. District (Calhoun)	47.3			21.5		
Battle Creek Area Learning Center	3.6	Below District	43.7	62.0	Above District	40.5

Spring 2008 MME ELA Proficiency v. Percent FRL - By School Building

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
CHARLEVOIX COUNTY						
Boyne Falls Public School District	45.5			43.1		
Concord Academy:Boyne	44.4	Below District	1.1	3.6	Below District	39.5
Charlevoix Public Schools	65.0			16.0		
Northwest Academy	0.0	Below District	65.0	47.6	Above District	31.6
CHIPPEWA COUNTY						
Brimley Area Schools	65.7			36.6		
Ojibwe Charter School	33.3	Below District	32.4	69.3	Above District	32.7
DELTA COUNTY						
Bark River-Harris School District	42.9			38.1		
Nah Tah Wahsh Public School Academy	44.4	Above District	1.5	44.0	Above District	5.9
EMMET COUNTY						
Public Schools of Petoskey	65.6			19.7		
Concord Academy - Petoskey	85.7	Above District	20.1	0.0	Below District	19.7
GENESEE COUNTY						
Flint City School District	25.0			43.0		
International Academy of Flint	52.4	Above District	27.4	72.1	Above District	29.1

Spring 2008 MME ELA Proficiency v. Percent FRL - By School Building

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
GRAND TRAVERSE COUNTY						
Traverse City Area Public Schools	63.0			26.0		
Grand Traverse Academy	52.4	Below District	10.6	21.9	Below District	4.1
Traverse City College Preparatory Academy	33.3	Below District	29.7	28.0	Above District	2.0
HILLSDALE COUNTY						
Hillsdale Community Schools	53.0			42.0		
Will Carleton Charter School Academy	45.0	Below District	8.0	5.6	Below District	36.4
ISABELLA COUNTY						
Mt. Pleasant City School District	52.0			12.0		
Morey Charter School	9.1	Below District	42.9	47.3	Above District	35.3
JACKSON COUNTY						
Jackson Public Schools	35.0			53.0		
The da Vinci Institute	33.3	Below District	1.7	54.5	Above District	1.5
KENT COUNTY						
Wyoming Public Schools	39.0			50.0		
Horizons Community High School	15.0	Below District	24.0	59.1	Above District	9.1
Kenowa Hills Public Schools	57.1			23.5		
West MI Academy of Environmental Science	43.8	Below District	13.3	50.4	Above District	26.9

Spring 2008 MME ELA Proficiency v. Percent FRL - By School Building

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
Byron Center Public Schools	72.8			16.9		
Byron Center Charter School	40.0	Below District	32.8	5.3	Below District	11.6
Belding Area School District	41.0			41.0		
Grattan Academy	12.5	Below District	28.5	7.1	Below District	33.9
Cedar Springs Public Schools	55.0			31.0		
Creative Technologies Academy	48.0	Below District	7.0	0.0	Below District	31.0
LIVINGSTON COUNTY						
Howell Public Schools	56.2			16.9		
Kensington Woods High School	48.8	Below District	7.4	0.0	Below District	16.9
MACOMB COUNTY						
Roseville Community Schools	39.0			42.0		
Conner Creek Academy East	15.6	Below District	23.4	29.4	Below District	12.6
Warren Consolidated Schools	50.0			32.0		
Conner Creek Academy	6.3	Below District	43.7	67.1	Above District	35.1
Fraser Public Schools	51.8			19.4		
Arts Academy in the Woods	38.2	Below District	13.6	8.6	Below District	10.8
MANISTEE COUNTY						
Manistee Area Schools	58.4			33.0		
Casman Alternative Academy	0.0	Below District	58.4	67.9	Above District	34.9

Spring 2008 MME ELA Proficiency v. Percent FRL - By School Building

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
MARQUETTE COUNTY						
Ishpeming Public School District	72.9			31.3		
North Star Academy	25.0	Below District	47.9	47.8	Above District	16.5
MECOSTA COUNTY						
Big Rapids Public Schools	55.0			37.0		
Crossroads Charter Academy	67.3	Above District	12.3	39.6	Above District	2.6
MIDLAND COUNTY						
Midland Public Schools	80.0			16.0		
Windover High School	23.8	Below District	56.2	59.8	Above District	43.8
Midland Acad. of Advanced & Creative Studies	50.0	Below District	30.0	0.0	Below District	16.0
Academic and Career Education Academy	18.2	Below District	61.8	31.4	Above District	15.4
MUSKEGON COUNTY						
Muskegon City School District	29.0			77.0		
Muskegon Technical Academy	35.0	Above District	6.0	67.2	Below District	9.8
OAKLAND COUNTY						
Southfield Public School District	32.0			37.0		
AGBU Alex-Marie Manoogian School	40.7	Above District	8.7	0.0	Below District	37.0

Spring 2008 MME ELA Proficiency v. Percent FRL - By School Building

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
Oak Park City School District	18.3			47.7		
Academy of Oak Park	9.6	Below District	8.7	73.4	Above District	25.7
Pontiac City School District	14.0			72.0		
Pontiac Academy for Excellence	12.7	Below District	1.3	91.1	Above District	19.1
Life Skills Center of Pontiac	0.0	Below District	14.0	57.7	Below District	14.3
Farmington Public School District	65.0			11.0		
Oakland International Academy	15.8	Below District	49.2	97.5	Above District	86.5
OTTAWA COUNTY						
Holland City School District	59.9			38.4		
Black River Public School	79.2	Above District	19.3	14.2	Below District	24.2
Wavecrest Career Academy	7.4	Below District	52.5	7.0	Below District	31.4
PRESQUE ISLE COUNTY						
Onaway Area Community School District	41.0			43.4		
Presque Isle Academy II	0.0	Below District	41.0	69.1	Above District	25.7
SAGINAW COUNTY						
Saginaw City School District	21.0			61.0		
Saginaw Learn to Earn Academy	7.1	Below District	13.9	63.3	Above District	2.3

Spring 2008 MME ELA Proficiency v. Percent FRL - By School Building

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
ST. CLAIR COUNTY						
Port Huron Area School District	47.0			29.0		
St. Clair County Learning Academy	0.0	Below District	47.0	76.7	Above District	47.7
St. Clair County Intervention Academy	36.4	Below District	10.6	100.0	Above District	71.0
Algonac Community School District	47.9			27.1		
Blue Water Learning Academy	0.0	Below District	47.9	53.3	Above District	26.2
WASHTENAW COUNTY						
Ann Arbor Public Schools	73.0			17.0		
Central Academy	33.3	Below District	39.7	80.0	Above District	63.0
Washtenaw Technical Middle College	79.5	Above District	6.5	0.0	Below District	17.0
WAYNE COUNTY						
Dearborn City School District	46.0			49.0		
Advanced Technology Academy	18.2	Below District	27.8	73.8	Above District	24.8
Henry Ford Academy	54.1	Above District	8.1	0.0	Below District	49.0
Riverside Academy	20.0	Below District	26.0	92.8	Above District	43.8
Clara B. Ford Academy (SDA)	7.4	Below District	38.6	100.0	Above District	51.0

Spring 2008 MME ELA Proficiency v. Percent FRL - By School Building

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
Detroit City School District	26.0			62.0		
Casa Richard Academy	6.1	Below District	19.9	78.1	Above District	16.1
Aisha Shule/WEB Dubois Prep. Academy	50.0	Above District	24.0	84.7	Above District	22.7
Michigan Technical Academy	9.9	Below District	16.1	68.4	Above District	6.4
Eaton Academy	7.4	Below District	18.6	50.7	Below District	11.3
Michigan Health Academy	13.5	Below District	12.5	59.0	Below District	3.0
Cesar Chavez Academy	21.0	Below District	5.0	98.9	Above District	36.9
Marvin L. Winans Academy of Performing Arts	17.1	Below District	8.9	74.3	Above District	12.3
Detroit Community Schools	8.3	Below District	17.7	65.9	Above District	3.9
HEART Academy	37.1	Above District	11.1	52.1	Below District	9.9
Detroit Academy of Arts and Sciences	9.4	Below District	16.6	51.2	Below District	10.8
Charlotte Forten Academy	4.2	Below District	21.8	60.6	Below District	1.4
George Crockett Academy	9.1	Below District	16.9	71.9	Above District	9.9
Voyageur Academy	19.7	Below District	6.3	69.7	Above District	7.7
Star International Academy	37.7	Above District	11.7	88.2	Above District	26.2
Weston Preparatory Academy	15.9	Below District	10.1	54.2	Below District	7.8
Ross Hill Academy	8.3	Below District	17.7	54.3	Below District	7.7
Universal Academy	26.3	Above District	0.3	88.4	Above District	26.4
Allen Academy	7.7	Below District	18.3	72.0	Above District	10.0
Old Redford Academy	11.1	Below District	14.9	62.0	Below District	0.0
Hope of Detroit Academy	15.4	Below District	10.6	57.6	Below District	4.4
Marilyn F. Lundy Academy	14.5	Below District	11.5	75.4	Above District	13.4
University Preparatory Academy	18.0	Below District	8.0	65.8	Above District	3.8
Blanche Kelso Bruce Academy	0.0	Below District	26.0	67.0	Above District	5.0
Life Skills Center of Metropolitan Detroit	6.9	Below District	19.1	65.4	Below District	3.4
Covenant House Life Skills Center West	11.1	Below District	14.9	90.2	Above District	28.2
Covenant House Life Skills Center East	2.9	Below District	23.1	81.8	Above District	19.8
Covenant House Life Skills Center Central	7.4	Below District	18.6	70.2	Above District	8.2

Spring 2008 MME ELA Proficiency v. Percent FRL - By School Building

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
Huron School District	52.1			20.2		
Summit Academy North	33.6	Below District	18.5	32.8	Above District	12.6
School District of the City of Inkster	24.5			65.0		
Cherry Hill School of Performing Arts	10.4	Below District	14.1	74.3	Above District	9.3
Academy of Inkster	9.8	Below District	14.7	40.3	Below District	24.7
Taylor School District	30.0			49.0		
Trillium Academy	22.2	Below District	7.8	33.7	Below District	15.3
Westwood Community Schools	20.0			68.0		
Academy for Business and Technology	15.6	Below District	4.4	83.1	Above District	15.1
Hamtramck Public Schools	23.3			72.4		
Frontier International Academy	6.7	Below District	16.6	98.5	Above District	26.1

Spring 2008 MME Math Proficiency with % Free/Reduced-Price Lunch

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
ANTRIM COUNTY						
Alba Public Schools	25.0			66.2		
Concord Academy: Antrim	50.0	Above District	25.0	64.6	Below District	1.6
BAY COUNTY						
Essexville-Hampton Public Schools	55.9			26.3		
Bay-Arenac Community High School	18.2	Below District	37.7	27.9	Above District	1.6
BERRIEN COUNTY						
Benton Harbor Area Schools	7.4			87.5		
Countryside Academy	31.0	Above District	23.6	66.4	Below District	21.1
BRANCH COUNTY						
Coldwater Community Schools	35.0			38.0		
Pansophia Academy	31.3	Below District	3.7	75.0	Above District	37.0
CALHOUN COUNTY						
Lakeview Sch. District (Calhoun)	40.4			21.5		
Battle Creek Area Learning Center	10.3	Below District	30.1	62.0	Above District	40.5

Spring 2008 MME Math Proficiency with % Free/Reduced-Price Lunch

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
CHARLEVOIX COUNTY						
Boyne Falls Public School District	50.0			43.1		
Concord Academy:Boyne	44.4	Below District	5.6	3.6	Below District	39.5
Charlevoix Public Schools	58.0			16.0		
Northwest Academy	14.3	Below District	43.7	47.6	Above District	31.6
CHIPPEWA COUNTY						
Brimley Area Schools	68.6			36.6		
Ojibwe Charter School	0.0	Below District	68.6	69.3	Above District	32.7
DELTA COUNTY						
Bark River-Harris School District	42.9			38.1		
Nah Tah Wahsh Public School Academy	22.2	Below District	20.7	44.0	Above District	5.9
EMMET COUNTY						
Public Schools of Petoskey	58.8			19.7		
Concord Academy - Petoskey	57.1	Below District	1.7	0.0	Below District	19.7
GENESEE COUNTY						
Flint City School District	17.0			43.0		
International Academy of Flint	42.9	Above District	25.9	72.1	Above District	29.1

Spring 2008 MME Math Proficiency with % Free/Reduced-Price Lunch

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
GRAND TRAVERSE COUNTY						
Traverse City Area Public Schools	59.0			26.0		
Grand Traverse Academy	42.9	Below District	16.1	21.9	Below District	4.1
Traverse City College Preparatory Academy	25.0	Below District	34.0	28.0	Above District	2.0
HILLSDALE COUNTY						
Hillsdale Community Schools	48.0			42.0		
Will Carleton Charter School Academy	25.0	Below District	23.0	5.6	Below District	36.4
ISABELLA COUNTY						
Mt. Pleasant City School District	48.0			12.0		
Morey Charter School	0.0	Below District	48.0	47.3	Above District	35.3
JACKSON COUNTY						
Jackson Public Schools	31.0			53.0		
The da Vinci Institute	21.4	Below District	9.6	54.5	Above District	1.5
KENT COUNTY						
Wyoming Public Schools	31.0			50.0		
Horizons Community High School	15.0	Below District	16.0	59.1	Above District	9.1
Kenowa Hills Public Schools	59.7			23.5		
West MI Academy of Environmental Science	50.0	Below District	9.7	50.4	Above District	26.9

Spring 2008 MME Math Proficiency with % Free/Reduced-Price Lunch

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
Byron Center Public Schools	67.1			16.9		
Byron Center Charter School	33.3	Below District	33.8	5.3	Below District	11.6
Belding Area School District	41.0			41.0		
Grattan Academy	25.0	Below District	16.0	7.1	Below District	33.9
Cedar Springs Public Schools	55.0			31.0		
Creative Technologies Academy	48.0	Below District	7.0	0.0	Below District	31.0
LIVINGSTON COUNTY						
Howell Public Schools	53.9			16.9		
Kensington Woods High School	39.0	Below District	14.9	0.0	Below District	16.9
MACOMB COUNTY						
Roseville Community Schools	29.0			42.0		
Conner Creek Academy East	7.8	Below District	21.2	29.4	Below District	12.6
Warren Consolidated Schools	42.0			32.0		
Conner Creek Academy	0.0	Below District	42.0	67.1	Above District	35.1
Fraser Public Schools	42.6			19.4		
Arts Academy in the Woods	24.2	Below District	18.4	8.6	Below District	10.8

Spring 2008 MME Math Proficiency with % Free/Reduced-Price Lunch

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
MANISTEE COUNTY						
Manistee Area Schools	41.7			33.0		
Casman Alternative Academy	6.3	Below District	35.4	67.9	Above District	34.9
MARQUETTE COUNTY						
Ishpeming Public School District	64.4			31.3		
North Star Academy	16.7	Below District	47.7	47.8	Above District	16.5
MECOSTA COUNTY						
Big Rapids Public Schools	58.0			37.0		
Crossroads Charter Academy	62.5	Above District	4.5	39.6	Above District	2.6
MIDLAND COUNTY						
Midland Public Schools	77.0			16.0		
Windover High School	22.7	Below District	54.3	59.8	Above District	43.8
Midland Academy of Advanced and Creative Studies	41.7	Below District	35.3	0.0	Below District	16.0
Academic and Career Education Academy	0.0	Below District	77.0	31.4	Above District	15.4
MUSKEGON COUNTY						
Muskegon City School District	23.0			77.0		
Muskegon Technical Academy	30.0	Above District	7.0	67.2	Below District	9.8

Spring 2008 MME Math Proficiency with % Free/Reduced-Price Lunch

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
OAKLAND COUNTY						
Southfield Public School District	16.0			37.0		
AGBU Alex-Marie Manoogian School	40.7	Above District	24.7	0.0	Below District	37.0
Oak Park City School District	7.7			47.7		
Academy of Oak Park	3.8	Below District	3.9	73.4	Above District	25.7
Pontiac City School District	6.0			72.0		
Pontiac Academy for Excellence	12.5	Above District	6.5	91.1	Above District	19.1
Life Skills Center of Pontiac	0.0	Below District	6.0	57.7	Below District	14.3
Farmington Public School District	56.0			11.0		
Oakland International Academy	15.0	Below District	41.0	97.5	Above District	86.5
OTTAWA COUNTY						
Holland City School District	52.2			38.4		
Black River Public School	71.7	Above District	19.5	14.2	Below District	24.2
Wavecrest Career Academy	3.2	Below District	49.0	7.0	Below District	31.4

Spring 2008 MME Math Proficiency with % Free/Reduced-Price Lunch

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
PRESQUE ISLE COUNTY						
Onaway Area Community School District	43.6			43.4		
Presque Isle Academy II	0.0	Below District	43.6	69.1	Above District	25.7
SAGINAW COUNTY						
Saginaw City School District	14.0			61.0		
Saginaw Learn to Earn Academy	0.0	Below District	14.0	63.3	Above District	2.3
ST. CLAIR COUNTY						
Port Huron Area School District	40.0			29.0		
St. Clair County Learning Academy	0.0	Below District	40.0	76.7	Above District	47.7
St. Clair County Intervention Academy	18.2	Below District	21.8	100.0	Above District	71.0
Algonac Community School District	50.5			27.1		
Blue Water Learning Academy	0.0	Below District	50.5	53.3	Above District	26.2
WASHTENAW COUNTY						
Ann Arbor Public Schools	71.0			17.0		
Central Academy	44.4	Below District	26.6	80.0	Above District	63.0
Washtenaw Technical Middle College	82.4	Above District	11.4	0.0	Below District	17.0

Spring 2008 MME Math Proficiency with % Free/Reduced-Price Lunch

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
WAYNE COUNTY						
Dearborn City School District	41.0			49.0		
Advanced Technology Academy	13.8	Below District	27.2	73.8	Above District	24.8
Henry Ford Academy	33.9	Below District	7.1	0.0	Below District	49.0
Riverside Academy	16.0	Below District	25.0	92.8	Above District	43.8
Clara B. Ford Academy (SDA)	0.0	Below District	41.0	100.0	Above District	51.0
Detroit City School District	14.0			62.0		
Casa Richard Academy	2.9	Below District	11.1	78.1	Above District	16.1
Aisha Shule/WEB Dubois Prep. Academy School	15.0	Above District	1.0	84.7	Above District	22.7
Michigan Technical Academy	2.7	Below District	11.3	68.4	Above District	6.4
Eaton Academy	14.8	Above District	0.8	50.7	Below District	11.3
Michigan Health Academy	8.1	Below District	5.9	59.0	Below District	3.0
Cesar Chavez Academy	16.0	Above District	2.0	98.9	Above District	36.9
Marvin L. Winans Academy of Performing Arts	7.1	Below District	6.9	74.3	Above District	12.3
Detroit Community Schools	0.8	Below District	13.2	65.9	Above District	3.9
HEART Academy	8.6	Below District	5.4	52.1	Below District	9.9
Detroit Academy of Arts and Sciences	3.7	Below District	10.3	51.2	Below District	10.8
Charlotte Forten Academy	0.0	Below District	14.0	60.6	Below District	1.4
George Crockett Academy	9.1	Below District	4.9	71.9	Above District	9.9
Voyageur Academy	6.6	Below District	7.4	69.7	Above District	7.7
Star International Academy	35.8	Above District	21.8	88.2	Above District	26.2
Weston Preparatory Academy	3.2	Below District	10.8	54.2	Below District	7.8
Ross Hill Academy	0.0	Below District	14.0	54.3	Below District	7.7
Universal Academy	31.6	Above District	17.6	88.4	Above District	26.4
Allen Academy	0.0	Below District	14.0	72.0	Above District	10.0

Spring 2008 MME Math Proficiency with % Free/Reduced-Price Lunch

District Name	% Proficient	Proficiency Status	% Difference	% FRL	FRL Status	% Difference
Detroit City School District (continued)	14.0			62.0		
Old Redford Academy	5.6	Below District	8.4	62.0	Below District	0.0
Hope of Detroit Academy	0.0	Below District	14.0	57.6	Below District	4.4
Marilyn F. Lundy Academy	5.5	Below District	8.5	75.4	Above District	13.4
University Preparatory Academy	7.0	Below District	7.0	65.8	Above District	3.8
Blanche Kelso Bruce Academy	0.0	Below District	14.0	67.0	Above District	5.0
Life Skills Center of Metropolitan Detroit	2.7	Below District	11.3	65.4	Above District	3.4
Covenant House Life Skills Center West	6.1	Below District	7.9	90.2	Above District	28.2
Covenant House Life Skills Center East	0.0	Below District	14.0	81.8	Above District	19.8
Covenant House Life Skills Center Central	0.0	Below District	14.0	70.2	Above District	8.2
Huron School District	38.9			20.2		
Summit Academy North	22.2	Below District	16.7	32.8	Above District	12.6
School District of the City of Inkster	13.3			65.0		
Cherry Hill School of Performing Arts	1.5	Below District	11.8	74.3	Above District	9.3
Academy of Inkster	3.8	Below District	9.5	40.3	Below District	24.7
Taylor School District	20.0			49.0		
Trillium Academy	21.1	Above District	1.1	33.7	Below District	15.3
Westwood Community Schools	14.0			68.0		
Academy for Business and Technology	6.3	Below District	7.7	83.1	Above District	15.1
Hamtramck Public Schools	18.5			72.4		
Frontier International Academy	3.3	Below District	15.2	98.5	Above District	26.1

Appendix D

2007-08 PSA Update

PSA STATUS UPDATE

PSAs Opening Fall 2008

Authorizer	PSA	Proposed Location	Est. Date of Opening	Grades Offered	Status on Authorizing Contract
Bay Mills CC	Dream Academy (Leona)	Benton Harbor	Fall 2008	9-12	September 2008 opening; district code: 11905 building code: 09912
	Vista Meadows (edtec central, LLC)	Dearborn	Fall 2008	4-12	September 2008 opening; district code: 82716 building code: 09906
Ferris State University	Lighthouse Academy (SDA—Wedgwood Christian Services)	Grand Rapids	Fall 2008	4-12	September 2008 opening; district code: 41922 building code: 09924
Grand Valley State University	University Preparatory Science and Math (New Urban Learning)	Detroit	Fall 2008	6-8	Part 6c Urban High School Academy district code: 82701 building code: 09907
	Reach Academy (National Heritage Academies)	Roseville	Fall 2008	K-5	September 2008 opening; district code: 50912 building code: 09905
	University Preparatory Academy (New Urban Learning) not grant eligible	Detroit	Fall 2008	K-12	Merger of existing PSA with Public School Academies of Detroit (PSAD) as a Part 6c Urban High School Academy. New district code: 82702 Building codes: 09908 – K-5 09887 – K-5 09888 – 6-8 09889 – 9-12
Kalamazoo RESA	Youth Advancement Academy (SDA)	Kalamazoo	Fall 2008	9-12	September 2008 opening; district code: 39906 building code: 09913

PSAs Intending to Open Fall 2009

Authorizer	PSA	Proposed Location	Est. Date of Opening	Grades Offered	Status on Authorizing Contract
Muskegon Public Schools	International School of Muskegon	Muskegon	Fall 2009	K-8	Contract not yet received at MDE
Grand Valley State University	Henry Ford Academy of Creative Studies	Detroit	Fall 2009	9-12	Contract not yet received at MDE
	Achieve Academy (NHA)	Canton	Fall 2009	K-8	Contract not yet received at MDE
	Michigan Mathematics and Science Academy (Concept Schools)	Metro Detroit	Fall 2009	5-7	Contract not yet received at MDE
Oakland University	Four Corners	Royal Oak	Fall 2009	PreK-8	Contract not yet received at MDE

Location Changes for Fall 2008

District Code	PSA	Description of changes
82998	ACE Academy	Closing Eliot Center Site (09824) – awaiting contract amendment
63914	Advanced Technology Academy	7265 Calhoun Dearborn 48126 (08707) will retain grades K-8; new site 4800 Oakman Blvd; Dearborn (awaiting Cert of Occupancy) will house 9-12
47902	Charyl Stockwell Academy	Adding new site: 2100 Progressive Drive; Hartland (awaiting contract amendment)
82914	Colin Powell Academy	Adding new site: 19360 Harper Avenue; Harper Woods (awaiting contract amendment)
50902	Conner Creek Academy East	16911 Eastland Roseville (08726) will retain grades K-6.; Grades 7-12 will be housed at new site :13 Mile & Ryan Roads, Warren (awaiting contract amendment.) Closing two sites: 29695 Gratiot Roseville (09310), and 26200 Ridgemont Roseville (09089)
41905	Excel Charter Academy	Adding new site: 624 52 nd Street, SE; Kentwood, MI 49548 (awaiting Certificate of Occupancy). Site will be named Grand River Preparatory High School
82997	Flagship Charter Academy	New mailing address 13661 Wisconsin, Detroit. (retaining same building code) The academy has not moved from its physical location. – awaiting contract amendment
47901	Kensington Woods High School	New mailing address 3700 Cleary Drive, Howell. (retaining same building code) The academy has not moved from its physical location.

25911	Madison Academy	Moved from 1291 East Maple, Burton to new location 6170 Torrey, Flint
52901	North Star Academy	Closing building (09616); reporting all students 6-12 under building #08476 at same location
82922	N'soroma Institute	Closing site located at 26555 Franklin Road Southfield, 48034; opening a site in 20045 Joann, Detroit (awaiting contract amendment) will retain same building code
82904	Plymouth Educational Center	Adding new site: 7375 Woodward Avenue; Detroit (awaiting contract amendment)
82959	West Village Academy	All students will be located at 3530 Westwood; Dearborn (08733) Closing site: 9331 Grandville, Detroit (09688)

PSAs Closed for Fall 2008

Authorizer	PSA	District #	Location	service provider	Most Recent Status
GVSU	Kalamazoo Advantage Academy	39904	Kalamazoo	Mosaica	Contract terminates 8/5/08 nonrenewal
	Tri-Valley Academy of Arts & Sciences	61901	Muskegon	Choice Schools	Contract terminates 6/30/08 nonrenewal
	University Preparatory Academy	82965	Detroit	New Urban Learning	PSA converted to an urban high school
Wyoming PS	Horizons High School	41902	Wyoming	Self Managed	Contract terminates 6/30/08 nonrenewal
Wayne RESA	Charlotte Forten Academy	82936	Detroit	Leona	Contract terminates 6/30/08 nonrenewal

Name Changes for Fall 2008

District Code	PSA New Name	Formerly known as:
05901	Concord Montessori & Community School	Concord Academy-Antrim
82964	Detroit Midtown Academy	Marilyn F. Lundy Academy
82953	Detroit Service Learning Academy	YMCA Learning Academy
61903	Way Point Academy	Muskegon Technical Academy
82943	Weston Preparatory Academy	Weston Technical Academy

Service Provider Changes for Fall 2008

District Code	PSA	Former Education service provider:	New Education service provider:
25908	Academy of Flint	Charter School Administrative Services (CSAS)	Varner & Associates
82963	George Washington Carver Academy	Evans Solutions	Transitions Consultants, LLC
82907	Michigan Technical Academy	Helicon Associates	Midwest Management Group Inc.
82959	West Village Academy	American Institutional Management Services	Transitions Consultants, LLC

Grade Level Changes for Fall 2008

District Code	PSA Name	Grade Level Changes	Resulting 08-09 Grade Level Offered
63914	Advanced Technology Academy	Add PK	PK-12
13901	Arbor Academy	Delete PK	K-6
09902	Bay County Public School Academy	Add PK	PK-6
82983	Bridge Academy	Add PK	PK-8
63917	Bradford Academy	Add Grade 10	K-10
82923	Chandler Park Academy	Add Grade 10	K-10
47902	Charyl Stockwell Academy	Add Grade 9	K-9
44901	Chatfield School	Add Grades 7 and 8	K-8
41916	Cross Creek Charter Academy	Add Grade 9	K-9
54901	Crossroads Charter Academy	Add PK	PK-12
82925	Detroit Community Schools	Add Grade 8	K-12
82964	Detroit Midtown Academy	Delete Grade 6	7-12
82988	Discovery Arts & Technology PSA	Add Grade 7	K-7
70906	Eagles Crest Charter Academy	Add PK	PK-8 – awaiting contract amendment
82915	Eaton Academy	Add Grade 7	K-7, 9-12
41905	Excel Charter Academy	Add Grade 9	K-9
82997	Flagship Charter Academy	Add Grade 6	K-6
82986	Hanley International Academy	Add Grade 8	K-8
74903	Landmark Academy	Add Grade 10	K-10
25911	Madison Academy	Add Grade 9	K-9
13903	Marshall Academy	Add Grade 11	K-11

District Code	PSA Name	Grade Level Changes	Resulting 08-09 Grade Level Offered
50906	Merritt Academy	Add Grade 11	K-11
82907	Michigan Technical Academy	Add PK	PK-12 – awaiting contract amendment
39903	Oakland Academy	Delete PK	K-6
82904	Plymouth Educational Center	Add Grade 9	K-9
25910	Richfield Public School Academy	Add PK	PK-8
73908	Saginaw Preparatory Academy	Add Grade 8	PK-8
61904	Three Oaks Public School Academy	Deleting Grades 9-10	K-8
82973	Trillium Academy	Add Grade 12	K-12
81907	Victory Academy Charter School	Delete Grade 6	K-5
82959	West Village Academy	Deleting Grades 9-10	K-8
82943	Weston Preparatory Academy	Deleting Grade 8	K-7, 9-12

PSAs Opened Fall 2007

Authorizer	PSA	Location	Opening Date	Grades Offered	Status on Authorizing Contract
Bay Mills CC	International Academy of Saginaw (SABIS) 1944 Iowa Ave, Saginaw, MI 48601	Saginaw	Fall 2007	K-3	District Code: 73912 Building Code: 09784
	Traverse City College Preparatory Academy (Leona) 1402 Carlisle Road Traverse City, MI 49686	Traverse City	Fall 2007	9-12	District Code: 28903 Building Code: 09821
Ferris State University	Clara B. Ford Academy (edtech) Strict Discipline Academy 20651 West Warren Avenue Dearborn Heights, MI 48127	Dearborn Heights	Fall 2007	4-12	District Code: 82996 Building Code: 09787
Central Michigan University	Flagship Charter Academy (NHA) 8735 Schoolcraft Road Detroit, MI 48238	Detroit (NW)	Fall 2007	K-5	District Code: 82997 Building Code: 09785
	ACE Academy (SDA) 330 Glendale Ave Highland Park, MI 48203 3500 John R Detroit, MI 48201	Highland Park & Detroit	Fall 2007	6-12	District Code: 82998 Building Codes: 09823 (H Park) 09824 (Detroit)

PSAs Closed for Fall 2007

Authorizer	PSA	District #	Location	service provider	2007-08 FTE Enrollment	Most Recent Status
Oakland University	Academy of Michigan	63908	Oak Park	CSAS	521	Removed from School Code Master 7/2/07
CMU	Sankofa Shule	33903	Lansing	Self-managed	82	Removed from School Code Master 7/2/07
GVSU	Gateway Academy	41913	Grand Rapids	Self-managed	126	Removed from School Code Master 7/5/07
	Lakeshore Academy	64901	Hart	Self-managed	105	Removed from School Code Master 7/2/07

Name Changes for Fall 2007

District Code	PSA New Name	Formerly known as:
37902	Morey Public School Academy	Morey Charter School

Location Changes for Fall 2007

District Code	Building Code	PSA	Formerly located at:	Now located at:
82922	07606	Nsoroma Institute	22180 Parklawn, Oak Park	26555 Franklin Road, Southfield
63912	09830	Oakland International Academy	New site	8228 Conant Street, Detroit
73905	08284	Saginaw County Transition Academy	919 Veterans Memorial Parkway, Saginaw	1000 Tuscola Street, Saginaw
82982	09827	Universal Learning Academy	New site	24480 George Street, Dearborn Heights
70901	08212	Walden Green Montessori	17771 W Spring Lake Rd, Spring Lake	17339 Roosevelt, Ferrysburg

Service Provider Changes for Fall 2007

District Code	PSA	Former Education service provider:	New Education service provider:
82981	American Montessori Academy	Helicon Associates	CS Partners
82984	Dr. Charles Drew	Helicon Associates	Varner & Associates
63921	Crescent Academy	Helicon Associates	CS Partners

Grade Level Changes for Fall 2007

District Code	PSA Name	Grade Level Changes	Resulting 07-08 Grade Level Offered
82981	American Montessori Academy	Add Grade 6	K-6
04901	Bingham Academy	Add Grade 6	K-6
70904	Black River Public School	Add Grade K	K-12
63917	Bradford Academy	Add Grade 9	K-9
82980	Business, Entrepreneurship, Science & Tech	Add Grade 8	K-8
82923	Chandler Park Academy	Add Grade 9	K-9
82936	Charlotte Forten Academy	Deleting Grade 5-6	7-12
82919	Commonwealth Com. Development Acad	Add Grade 8	K-8
82925	Detroit Community Schools	Add Grade 7	K-7, 9-12
82979	Detroit Enterprise Academy	Add Grade 8	K-8
82985	Detroit Premier Academy	Add Grade 8	K-8

District Code	PSA Name	Grade Level Changes	Resulting 07-08 Grade Level Offered
82984	Dr. Charles Drew Academy	Add Grade 8	K-8
82915	Eaton Academy	Add Grade 6	K-6, 9-12
82945	Edison Public School Academy	Add PK	PK-8
63910	Edison Oakland Public School Academy	Add Grade 7	K-7
33902	El-Hajj Malik El-Shabazz Academy	Add PK	PK-6
81906	Fortis Academy	Add Grade 8	K-8
63907	Great Lakes Academy	Add Grades 7-8	K-8
63922	Great Oaks Academy	Add Grade 8	K-8
82977	Hamtramck Academy	Add Grade 8	K-8
82986	Hanley International Academy	Add Grade 7	K-7
50903	Huron Academy	Eliminate Grades 7-8	K-6
38903	Jackson Arts & Technology PSA	Eliminate Grade 7	K-6
74903	Landmark Academy	Add Grade 9	K-9
63918	Laurus Academy	Add Grade 8	K-8
25911	Madison Academy	Add Grade 8	K-8
13903	Marshall Academy	Add Grade 10	K-10
50906	Merritt Academy	Add Grade 10	K-10
33904	Mid-Michigan Leadership Academy	Add PK	PK-8
82962	New Beginnings Academy	Add PK	PK-5
15902	Northwest Academy	Add Grades k-4	K-12
17902	Ojibwe Charter School	Add Grade 12	K-12
63906	Pontiac Academy for Excellence	Add Grade 12	K-12
50909	Prevail Academy	Add Grade 8	K-8
82975	Riverside Academy	Add Grades PK and 12	PK-12
73908	Saginaw Preparatory Academy	Add Grade 7	PK-7
82941	Star International Academy	Add PK	PK-12
82995	Taylor Exemplar Academy	Add Grade 7	K-7
82973	Trillium Academy	Add Grade 11	K-11
58902	Triumph Academy	Add Grade 8	K-8
99982982	Universal Learning Academy	Add Grade 4	K-4
81906	Victory Academy Charter School	Add Grade 6	K-6
82959	West Village Academy	Add Grade 10	K-10
63919	Woodmont Academy	Add Grade 7	K-7



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