



August 15, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the Charyl Stockwell Preparatory Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Mr. Jim Reese at the school for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.mischooldata.org/AER/AER/CombinedReport/InquirySettings.aspx> or you may review a copy from the Principal's office at your child's school.

For 2010-2011, The Charyl Stockwell Preparatory Academy made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

Although we are thrilled with our ranking as the 15th best Charter School in the State, and are ranked in the top 20th percentile of all schools in the State, we continue to strive to be the best. We believe that our unique approach to education that values the whole child; adopts, implements and monitors instructional practices such as differentiation and continuous progress mastery learning within a framework of high expectations and a developmentally appropriate education along with a strong character development program has helped us get this far and will continue to assist us in our growth and in our mission of providing a safe place for students to grow and learn.

We were extremely proud of our first year ACT composite score that showed our students to be college ready and placed us second in Livingston County in student achievement. The partnership we have created with our families and the opportunities we provide to students through enrichment and support, such as our advising program, will continue to meet the needs of all students who attend the Charyl Stockwell Preparatory Academy.

State law requires that we also report additional information.

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils. However, the Academy may not provide a preference to children of Board members or Academy employees.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No students may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the University Charter Schools Office.

Legal Notice

- The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice must be forwarded to the University Charter Schools Office.
- At a minimum, the legal notice must include:
 - A. The process and/or location(s) for requesting and submitting applications.
 - B. The beginning date and the ending date of the application period.
 - C. The date, time, and place the random selection drawing(s) will be held, if needed.

- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse students body.

Both the Charyl Stockwell Academy and the Charyl Stockwell Preparatory Academy continue to make progress toward the goals in the School Improvement Plan. The school improvement process is a collaboration of all CSA stakeholders, including the administration, staff members from all units, a board member, and a parent. Each unit within the school is represented on the School Improvement Team. These unit representatives gather and report back information, so that all viewpoints are heard at the School Improvement Team meetings. In addition, members from all stakeholder groups are invited to participate. All stakeholders also have the opportunity to provide suggestions on goals and the creation of the plan. Additional stakeholder input is provided by the various data that is collected and used in creating the School Improvement Plan. This process relies on staff, parents, and students participating in collaborative decision making to formulate and implement a three year school improvement plan. Together, the stakeholders work cooperatively to improve student achievement of the core curriculum goals.

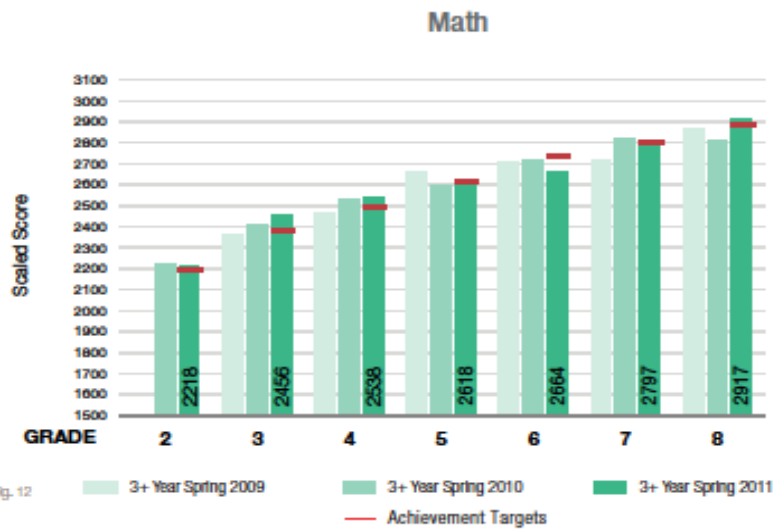
Charyl Stockwell Academy is a public school and therefore utilizes the Michigan Core Curriculum Framework, the Grade Level Content Expectations, the High School Content Expectations and the Michigan Merit Curriculum as its guide for the development of all academic content areas of the CSA curriculum. The core curriculum at the Charyl Stockwell Academy provides learning experiences in reading, writing, spelling, speaking, listening, handwriting, mathematics, social studies, science and technology. Foreign Language (Spanish), Art, Music, and Physical Education are also offered across the K-11 curriculum. Activities that promote character development, motor development, health education, career awareness and library skills are integrated into the core content curriculum areas.

The CSPA high school graduation requirements have been designed with the school's mission of college preparation as a guide. Successful completion of these graduation requirements is necessary to earn a diploma from CSPA High School. Students with disabilities are assisted in meeting these graduation requirements as appropriate and as specified in their Individualized Education Program (IEP). Students with disabilities who are unable to meet these graduation requirements, or for whom these requirements are deemed inappropriate, may request a personal curriculum. Anyone interested in obtaining a copy of the curriculum may request one from either Lisa Pick, Dean of Curriculum and Instruction at Charyl Stockwell Academy or Jim Reese, Principal at the Charyl Stockwell Preparatory Academy.

In addition to MEAP data that is collected and disaggregated by the State, available at <http://aer.data4ss.org>, CSA and CSPA also collect student achievement data using the Scantron EdPerformance Series. The data follows:

Performance Series Spring Results

AVERAGES FOR STUDENTS ENROLLED FOR THREE OR MORE YEARS, AS COMPARED TO THE ACHIEVEMENT TARGETS¹

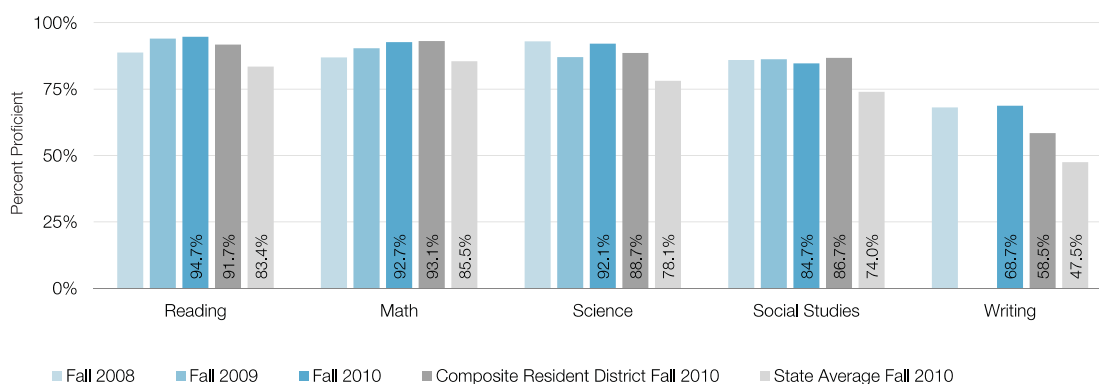


¹For groups with ten or less students enrolled for three or more years, students enrolled for two years were also included.

²Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. A group of 10 or less stu

MEAP Results

AVERAGES FOR ALL STUDENTS, AS COMPARED TO THE COMPOSITE RESIDENT DISTRICT AND STATE AVERAGES



The Charyl Stockwell Academy promotes a strong partnership with parents and guardians of the students who attend our academy. This strong partnership is critical to the individual success of each child in our school. CSA teachers schedule parent/teacher conferences on an individual basis, at least 2 times per year. This scheduling arrangement allows parents and guardians not only to schedule a time that is convenient for them, but also allows plenty of time for a meaningful discussion during the conference. As a result, we had **93%** parent attendance for our middle school students and **86%** for our high school students at parent/teacher conferences.

CSA, in collaboration with parents, has established programs and practices that enhance parent involvement and reflect the specific needs of our students and their families. These include, but are not limited to the following:

- An active Parent Council that meets monthly and is formally incorporated as an arm of governance at CSA
- A Family Handbook that is distributed to all parents
- A weekly parent newsletter that details current happenings, information on how to be involved and how to support their students and their school
- A special parent section on the website that provides detailed information, specifically for parents
- Classrooms that are always open for parent visits
- A responsive School Board that consists of at least one parent of an enrolled student
- An annual parent survey that gathers information about parent satisfaction
- A welcoming school that encourages regular volunteering in classrooms, the school library, publishing center, and other groups that help to support the day to day activities of the school
- Parent book discussion groups related to the philosophies and methods utilized at CSA

- CSA's annual report distributed in the fall of each year

The Charyl Stockwell Preparatory Academy served students in grade 9 in 2008-2009, grades 9 and 10 in 2009-2010 and grades 9, 10, and 11 in 2010-2011. During the 2010-2011 school year 15 of our 104 students (14%) took AP tests and 7 of those (46.6%) earned college credit.

CSA and CSPA are proud to provide a unique and successful learning opportunity to all of their students and look forward to the successes ahead.

Sincerely,

Shelley Stockwell, Executive Director

Jim Reese, Principal, Charyl Stockwell Preparatory Academy

Lisa Pick, Dean of Curriculum and Instruction, Charyl Stockwell Academy