PROVING THE PROMISE 2011
PURSUING EXCELLENCE
annual review
THE CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY
Charter schools began as a

PROMISE

A promise for improving education, a promise toward which all the passions and energies of The Center for Charter Schools are focused. Through effective leadership, careful oversight and a relentless focus on achievement, this promise is proven every single day.
MISSION
The Center for Charter Schools advances public education through our state and national leadership and gold standard approach to chartering schools, overseeing and supporting their operations, and evaluating their performance.

VISION
We envision a diverse and dynamic public education marketplace that fosters academic excellence for all children.

VALUES
We are an innovative, results-oriented organization that values and empowers passionate professionals who are committed to quality and accountability, and known for their integrity.
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Education transforms and changes lives. From its origins as a tiny normal school for training teachers nearly 120 years ago, Central Michigan University has been committed to transforming lives by offering world-class instruction and facilities to provide the education of tomorrow.

Our uncompromising commitment to providing a superior learning environment is our “Central Commitment” that charts a course toward a dedicated focus on the academic success of students.

This Central commitment extends into the field of K-12 education. In 1994, Central Michigan University became the first university in Michigan to authorize a charter school. Today, we embrace the transformative power of education by chartering 58 schools that serve nearly 31,000 Michigan students, and we are the nation’s foremost leading authorizer of charter public schools.

At this moment in our history, there is no greater time than now to take stock of our formative educational opportunities. We believe charter schools will help ensure our young people have access to a quality education, enabling them to compete and succeed throughout their education and beyond. If we provide our youth with opportunity and demand academic excellence, honesty and integrity from them, they literally can, through education, transform their lives.

Central Michigan University’s innovation in the area of school reform is a point of honor for the institution. We are honored to be affiliated with a dedicated group of individuals who are transforming public education to improve the quality of learning for students throughout Michigan.

Dr. George E. Ross
President
Central Michigan University
Dear Friends,

When it comes to the educational opportunities we provide today’s schoolchildren, there are no second chances. We must get it right the first time, with academic preparation that is solid and sufficient to bolster our young people in a world that is constantly changing.

This responsibility is one we take seriously at The Center for Charter Schools. Each school we authorize, each document we review, and each oversight visit we make carries with it the weight of our single-minded determination that every child must have access to nothing less than a superior educational opportunity.

During the past year, our uncompromising focus on educational quality was acknowledged with the conversion of three CMU-authorized charter public schools to “Schools of Excellence” under Michigan law. Holly Academy, Eagle Crest Charter Academy and South Arbor Charter Academy are now authorized under a new section of statute that recognizes them for high academic achievement.

And it doesn’t stop there. We have continued to make tremendous headway with our new student measurement model, My Goal, which allows students and parents to predict and manage their growth toward fixed and competitive standards of excellence. We have imagined — and given families the power to realize — entirely new ways of thinking about their child’s academic progress in a way that is both empowering and supportive of school accountability.

It’s not just a national model; it’s a meaningful tool and driver for lasting educational change. It is precisely this type of thinking and innovation that is helping The Center for Charter Schools realize its potential not just as an authorizer, but also as a transformative leader in the field of K-12 education. We have been richly blessed with a robust team of school partners, a capable staff, and students and families who see the promise in themselves and their school and who are working hard to achieve it.

Last year, more than 28,500 students attended the 55 schools authorized by CMU. These are 28,500 individual children with unique gifts, needs and futures that must be nurtured and encouraged. Working with our schools, we are certain that our shared culture of performance — our relentless pursuit of excellence — is delivering results that will ensure we get it right.

Warm regards,

MARY KAY SHIELDS
Interim Executive Director
The Center for Charter Schools
That’s the best word to describe the Center’s approach to ensuring children and families can access world-class educational opportunities in cities and towns throughout Michigan. Our team is single-minded in its efforts to build, strengthen, and replicate high-quality programs.

Since becoming Michigan’s first university authorizer in 1994, we have constantly challenged ourselves to be pioneers and innovators. From the broadest educational policies to the most subtle student performance detail, we dig deeper to find the best strategies for delivering performance.

Together with our school leaders, we are generating positive results along the way, proving the promise of charter public schools and building exciting new transformations across K-12 education. The excellence we care about most, however, is embodied in those who graduate each year with educational backgrounds that have prepared them well for the lives they will lead.

Because when it comes to our kids, we can’t afford to be anything other than relentless.
OUR SCHOOLS: BY THE NUMBERS

During the 2010-11 school year, CMU remained one of the largest university authorizers in the nation.

With 55 schools serving over 28,500 students, the Center supports a wide array of dynamic programs serving a diverse population of Michigan’s children. Operating at this scope and scale, it is possible for Center professionals to be effective in their determinations about what works in schools, what doesn’t, and how to thoughtfully and strategically implement best practices.

Our expertise is paying dividends in the form of improved educational opportunities and student achievement. Many of the schools chartered by CMU are successfully boosting performance at a rate that matches or exceeds the expectations of the students they serve.
Enrollment by Year

Length of Student Enrollment

*student enrollment declined in 2010-2011 due to the closure of 5 schools

Length of Charter Contracts for CMU Chartered Schools

Education YES! Percentage of Buildings that received an A, B, or C

CMU Charters 95.2% Statewide Average 83.8%

Adequate Yearly Progress Percentage of Buildings that made AYP

CMU Charters 85.5% Statewide Average 79.1%
Improving Academic Performance

One of the most important ways in which CMU-authorized schools are proving the promise of charter schools is with respect to improved student achievement, especially with at-risk students.

Using state-of-the-art computer adaptive tests allows teachers to quickly pinpoint the proficiency level of individual students. This provides for more accurate student placement; diagnosis of instructional needs, including real-time instructional adjustments; and measurement of student gains against the school’s educational goal.

Using CEPI’s longitudinal data, the Center has developed a statistical analysis which represents a charter school’s student population in a proportionately-weighted average of those traditional public school districts their students would attend. This “composite resident district” analysis is the most accurate comparison to measure a charter school’s performance. In 2010, students in CMU’s charter public schools outperformed students from the traditional districts in which they live on all 18 MEAP tests. Further, CMU’s charter school students in Detroit, Grand Rapids, Flint and Lansing outperformed their traditional school district counterparts in math and reading.

CMU’s charter public schools are helping to close the achievement gap, as African American students in charters have outperformed their statewide counterparts in traditional public schools during each of the past five years.

Also, continuously enrolled students in CMU charter public schools are meeting or exceeding the statewide average in math and reading. This is significant proof that CMU charter schools are working.

In 2010, students in CMU’s charter public schools outperformed students from the traditional districts in which they live on all 18 MEAP tests.
### MICHIGAN’S TOP 25 CHARTER SCHOOLS

<table>
<thead>
<tr>
<th>RANK</th>
<th>SCHOOL NAME</th>
<th>PROFICIENCY</th>
<th>AUTHORIZER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CANTON CHARTER ACADEMY</td>
<td>94.60%</td>
<td>CENTRAL MICHIGAN UNIVERSITY</td>
</tr>
<tr>
<td>2</td>
<td>MT. CLEMENS MONTESSORI ACADEMY</td>
<td>94.00%</td>
<td>BAY MILLS COMMUNITY COLLEGE</td>
</tr>
<tr>
<td>3</td>
<td>SOUTH ARBOR CHARTER ACADEMY</td>
<td>92.80%</td>
<td>CENTRAL MICHIGAN UNIVERSITY</td>
</tr>
<tr>
<td>4</td>
<td>HOLLY ACADEMY</td>
<td>92.20%</td>
<td>CENTRAL MICHIGAN UNIVERSITY</td>
</tr>
<tr>
<td>5</td>
<td>ACHIEVE CHARTER ACADEMY</td>
<td>92.10%</td>
<td>GRAND VALLEY STATE UNIVERSITY</td>
</tr>
<tr>
<td>6</td>
<td>EAGLE CREST CHARTER ACADEMY</td>
<td>92.00%</td>
<td>CENTRAL MICHIGAN UNIVERSITY</td>
</tr>
<tr>
<td>7</td>
<td>THE MIDLAND ACADEMY OF ADVANCED AND CREATIVE STUDIES</td>
<td>91.70%</td>
<td>CENTRAL MICHIGAN UNIVERSITY</td>
</tr>
<tr>
<td>8</td>
<td>CHANDLER WOODS CHARTER ACADEMY</td>
<td>91.40%</td>
<td>GRAND VALLEY STATE UNIVERSITY</td>
</tr>
<tr>
<td>9</td>
<td>CROSS CREEK CHARTER ACADEMY</td>
<td>91.30%</td>
<td>CENTRAL MICHIGAN UNIVERSITY</td>
</tr>
<tr>
<td>10</td>
<td>MARTIN LUTHER KING, JR. EDUCATION CENTER ACADEMY</td>
<td>90.80%</td>
<td>DETROIT CITY SCHOOL DISTRICT</td>
</tr>
<tr>
<td>11</td>
<td>BLACK RIVER PUBLIC SCHOOL</td>
<td>90.60%</td>
<td>GRAND VALLEY STATE UNIVERSITY</td>
</tr>
<tr>
<td>12</td>
<td>CHARYL STOCKWELL ACADEMY</td>
<td>89.80%</td>
<td>CENTRAL MICHIGAN UNIVERSITY</td>
</tr>
<tr>
<td>13</td>
<td>CHATFIELD SCHOOL</td>
<td>88.80%</td>
<td>SAGINAW VALLEY STATE UNIVERSITY</td>
</tr>
<tr>
<td>14</td>
<td>VANGUARD CHARTER ACADEMY</td>
<td>88.80%</td>
<td>GRAND VALLEY STATE UNIVERSITY</td>
</tr>
<tr>
<td>15</td>
<td>WEST MI ACADEMY OF ARTS AND ACADEMICS</td>
<td>88.70%</td>
<td>GRAND VALLEY STATE UNIVERSITY</td>
</tr>
<tr>
<td>16</td>
<td>CONCORD ACADEMY - PETOSKEY</td>
<td>87.90%</td>
<td>LAKE SUPERIOR STATE UNIVERSITY</td>
</tr>
<tr>
<td>17</td>
<td>OAKLAND ACADEMY</td>
<td>87.80%</td>
<td>GRAND VALLEY STATE UNIVERSITY</td>
</tr>
<tr>
<td>18</td>
<td>ISLAND CITY ACADEMY</td>
<td>87.10%</td>
<td>CENTRAL MICHIGAN UNIVERSITY</td>
</tr>
<tr>
<td>19</td>
<td>WALKER CHARTER ACADEMY</td>
<td>87.00%</td>
<td>GRAND VALLEY STATE UNIVERSITY</td>
</tr>
<tr>
<td>20</td>
<td>WOODLAND SCHOOL</td>
<td>86.10%</td>
<td>SAGINAW VALLEY STATE UNIVERSITY</td>
</tr>
<tr>
<td>21</td>
<td>HONEY CREEK COMMUNITY SCHOOL</td>
<td>85.60%</td>
<td>WASHTECHNAW ISD</td>
</tr>
<tr>
<td>22</td>
<td>GRAND TRAVERSE ACADEMY</td>
<td>84.80%</td>
<td>LAKE SUPERIOR STATE UNIVERSITY</td>
</tr>
<tr>
<td>23</td>
<td>NEW BEDFORD ACADEMY</td>
<td>84.30%</td>
<td>FERRIS STATE UNIVERSITY</td>
</tr>
<tr>
<td>24</td>
<td>COLE ACADEMY</td>
<td>84.30%</td>
<td>CENTRAL MICHIGAN UNIVERSITY</td>
</tr>
<tr>
<td>25</td>
<td>JOSEPH K. LUMSDEN BAHWETING ANISHNAIBE ACADEMY</td>
<td>84.00%</td>
<td>NORTHERN MICHIGAN UNIVERSITY</td>
</tr>
</tbody>
</table>

This table shows the ranking of the top 25 charter public schools based on the percentage of each school’s students who scored a “1” (Advanced) or a “2” (Proficient) on each subsection tested on the 2010 Michigan Education Assessment Program Exam (MEAP) grades 3-8.
PERFORMANCE REPORTS

The Center continues to build the depth and breadth of the data it provides to its schools, offering detailed performance reports that help practitioners know where they are succeeding and where they need to improve. The reports offer timely, relevant information to support schools as they achieve their mission-specific and contractual goals.

During 2011, the Center will be issuing three comprehensive performance reports for each of its schools, along with a detailed scorecard that helps schools make sense of their data.

THE ACADEMIC PERFORMANCE REPORT
Published annually in the summer, the Academic Performance Report provides a comprehensive overview of the Academy’s academic outcomes for the academic year just completed.

THE OPERATIONAL PERFORMANCE REPORT
Published annually in the fall, the Operational Performance Report provides a comprehensive overview of the Academy’s operational outcomes for the academic year ending in June.

THE FINANCIAL PERFORMANCE REPORT
Published annually in the winter, the Financial Performance Report provides a comprehensive overview of the Academy’s financial outcomes for the previous academic year.

THE SCORECARD OF SCHOOL PERFORMANCE
Published annually in the winter, the Scorecard of School Performance is a summary of the three performance reports, and it provides a detailed analysis of the Academy’s performance as it relates to the charter contract. This report serves as the yardstick against which both school leaders and the Center can leverage their future actions and decisions.

PERFORMANCE AND ACCOUNTABILITY ARE THE CORNERSTONES OF THE CENTER’S EFFORTS RELATED TO PUBLIC EDUCATION. WE ARE ON THE CUTTING EDGE OF EFFORTS TO MEASURE, REPORT, AND FACILITATE K-12 ACHIEVEMENT; OUR TEAM IS ACTIVE IN ITS EFFORTS TO DEVISE AND SUPPORT EFFECTIVE, RESEARCH-BASED METHODS OF MOVING SCHOOLS FORWARD.
## ACADEMIC PERFORMANCE

Academic Performance provides information regarding assessment and illustration of the Academy’s academic performance. Student achievement represents the level of academic achievement that students have attained toward defined standards.

Student growth represents the amount of growth over time that students have demonstrated toward the achievement standards.

State and federal accountability provides additional information regarding the Academy’s status based on the state’s EducationYES! report card, as well as Adequate Yearly Progress (AYP) defined by the No Child Left Behind Act.

### FISCAL PERFORMANCE

Fiscal Performance provides information regarding the Academy’s performance surrounding financial reporting, internal controls, budgeting and the annual financial audit.

### OPERATIONAL PERFORMANCE

Operational Performance provides information regarding the Academy’s performance on compliance, governance and other operational functions.

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### Scorecard

#### 2009-2010

#### Academic Performance

<table>
<thead>
<tr>
<th>Measure 1</th>
<th>Site</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 2 through 7</td>
<td>Reading</td>
<td>Site 3</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 8 through 11</td>
<td>Reading</td>
<td>Site 4</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
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</tbody>
</table>

#### Student Achievement

#### Measure 2

<table>
<thead>
<tr>
<th>Grades 3 through 8</th>
<th>Site</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades 9 through 11</th>
<th>Site</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### State & Federal Accountability

<table>
<thead>
<tr>
<th>EducationYES! (Accreditation)</th>
<th>Site</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>K through 12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AYP</th>
<th>Site</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>K through 12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Fiscal Performance

<table>
<thead>
<tr>
<th>Site</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Spending</td>
<td>Site 9</td>
</tr>
<tr>
<td>Occupancy/Enrollment</td>
<td>Site 10</td>
</tr>
<tr>
<td>Liquidity</td>
<td>Site 11</td>
</tr>
<tr>
<td>Fund Balance</td>
<td>Site 12</td>
</tr>
<tr>
<td>Financial Audit &amp; Management Letter</td>
<td>Site 13</td>
</tr>
</tbody>
</table>

#### Operational Performance

<table>
<thead>
<tr>
<th>Site</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Calendar of Reporting Requirements</td>
<td>Site 14</td>
</tr>
<tr>
<td>Board Policies</td>
<td>Site 15</td>
</tr>
<tr>
<td>Grants and Contract Administration</td>
<td>Site 16</td>
</tr>
</tbody>
</table>
To be effective, K-12 leadership requires accurate longitudinal assessment of student achievement. Gone are the days of snapshot assessment and anecdotal evaluation; the Center has been leading the way in the development of cutting-edge systems that allow for meaningful performance growth, intervention and measurement over time.

The Center has successfully piloted the first-of-its-kind methodology to help students, parents and schools determine their progress toward academic performance standards. First incubated at the Center and expanded through the National Charter Schools Institute, the My Goal initiative uses state-of-the-art research and student assessment technology to show whether a student is on track to achieve performance excellence.

To make this determination, My Goal sets clear academic targets for students in each year of their academic careers. Using the outcomes of high-quality annual assessments, students and teachers are able to make necessary adjustments to help students achieve their goals.

Fully customizable and individualized student by student, My Goal represents a major step forward in measuring growth against a college-ready benchmark.

What is my future educational goal?

2009 average ACT scores for students enrolled in postsecondary institutions

<table>
<thead>
<tr>
<th>ACT Score</th>
<th>Institution Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>The Ivy League</td>
</tr>
<tr>
<td>29</td>
<td>Top Public Universities</td>
</tr>
<tr>
<td>24</td>
<td>State Universities</td>
</tr>
<tr>
<td>21</td>
<td>National ACT Average</td>
</tr>
<tr>
<td>19</td>
<td>Michigan ACT Average</td>
</tr>
<tr>
<td>16</td>
<td>Open Enrollment Institutions (Mean)</td>
</tr>
</tbody>
</table>

My Life, My Education, My Potential

Preparing for Life

Preparing for Work

How can education help prepare me for life?

How Does My Goal Work?

Using the Performance Series test results, this chart shows the achievement of students enrolled at schools chartered by CMU. The scaled scores are averaged and show the achievement level of all students who took the test in each grade. The red marker, identified as Grade Level, is the scaled score that a group of students would need to achieve in order to be at grade level, based on the test’s national average.
EXCELLENCE IN OUR SCHOOLS

At the Center, we maintain the firm belief that when it comes to academic growth and achievement, enough is never enough.

It is a given that all children can learn and that, for some, the capacity and thirst for new knowledge can even seem limitless. No matter where a child begins, it is the job of the school/authorizer partnership to make sure students can advance well beyond their own expectations.

Our team is dedicated to developing strong academic results for all children, regardless of where they live or their background. Our unyielding determination to see every student succeed is our hallmark as a staff and an institution. It’s also a huge piece of the puzzle as we seek to execute our mission of transforming public education.

We believe good authorizing plays a key role in charter school success. We work with all our schools to deliver solid academic, operational and fiscal results and, as a consequence, CMU-authorized schools are recognized for their excellence.
HOLLY ACADEMY

Holly Academy, over the past three years, has averaged more than 90 percent of the school’s K-8 students testing proficient on the MEAP’s reading and math sections, making it eligible for “School of Excellence” status as one of the state’s highest-performing charter public schools.

Holly Academy had the tenth-best MEAP scores in the state among all public school districts in 2010. “The teachers, board members, staff and administration at this school combine to form a perfect storm,” said Director Julie Kildee. “A challenging curriculum and quality facilities are great, but it’s the passion we share for educating our students that makes Holly Academy the best,” she said.

Kildee, who has been with the Academy for 10 years, said the relationship with CMU has been critical to Holly Academy’s success. Board President Stacie Bommersbach agreed, adding that the tools CMU provides are especially helpful to the Academy Board.

“This is a self-managed school. Every key decision is made by our administration and board members, so when the Center sends a representative to our meeting or hosts an orientation session for new board members, it’s support that we’re grateful to have,” said Bommersbach.

Since its establishment in 1999, Holly Academy has worked with CMU on many initiatives, including a “School of Excellence” celebration at the end of the 2010-2011 school year. The two partnered again in August 2011 to host Holly Academy’s annual “Ignite: Fueling Excellence” conference, giving educators throughout the state an opportunity to hear from the experts on best practices and share strategies for school improvement.

JULIE KILDEE  Leader
STACIE BOMMERSBACH  Board President
EAGLE CREST
CHARTER ACADEMY

Located in Holland, Eagle Crest Charter Academy is a high-performing school serving students in grades K-8. The school opened in 1997 in affiliation with National Heritage Academies, a leading education management organization. Eagle Crest consistently ranks at the top of all Michigan public schools in terms of MEAP performance, and the school has an impressive ability to retain key leaders — in fact, Director Daniel Harris, Board President Robert Sorensen and Vice President Brian Polet have been with the Academy for more than 10 years.

DANIEL HARRIS  Leader
ROBERT SORENSEN  Board President

SOUTH ARBOR
CHARTER ACADEMY

South Arbor Charter Academy offers students in grades K-8 a challenging, back-to-basics educational program with an emphasis on parent involvement. Since opening in 1999 in partnership with National Heritage Academies, the Ypsilanti school has grown to enroll a diverse population of nearly 800 students from 15 different school districts. Also a high-performing school, South Arbor had the third-best MEAP scores in Michigan in 2010.

KIM BONDY  Leader
DR. EDWARD FADDEN  Board President

UNDER A NEW MICHIGAN LAW, THE HIGHEST PERFORMING CHARTER PUBLIC SCHOOLS CAN CONVERT TO BECOME “SCHOOLS OF EXCELLENCE.” CMU IS PROUD OF OUR FIRST THREE SCHOOLS TO EARN THIS IMPRESSIVE DISTINCTION.
Each charter application process brings with it new opportunities for growth, promise and innovation. During its 2010 charter application process, the Center received 49 applications that proposed schools in 14 different counties, numerous grade configurations and varying academic themes. Six applicants were invited to participate in the second phase of the process. After a final review, the Center presented its recommendation to the Central Michigan University Board of Trustees for consideration and to grant applicants a charter contract.

During 2011, three CMU-authorized charters will convert to “Schools of Excellence,” established as part of the education reform legislation passed in 2010. This has created three new openings for CMU to authorize three new charter public schools, which will open in fall 2011. The new academies are: Jalen Rose Leadership Academy, FlexTech High School and Noor International Academy.

CMU IS PLEASED THAT THREE NEW CHARTER PUBLIC SCHOOLS ARE OPENING IN 2011
FLEXTECH HIGH SCHOOL
FlexTech High School focuses on creating a unique and challenging academic experience for each of its students, recognizing that each student has a different set of needs and goals. Class sizes will be small; the school will serve grades 9-12 and enroll just 200 students initially. The school, located in Brighton, will also provide various online learning opportunities, flexible scheduling and plenty of one-on-one advising, empowering each student to take an active role in preparing for success in college, work and life.

JALEN ROSE LEADERSHIP ACADEMY
Founded by 13-year NBA veteran and Detroit native Jalen Rose, the high school will offer a rigorous college-prep curriculum, including three college courses throughout each student’s junior and senior year, as well as four years of research and technology courses. The ultimate goal? To prepare Detroit’s young people to graduate with a college degree. Jalen Rose Leadership Academy opened in September 2011 with 120 ninth-grade students, with plans to add one grade per year until grades 9-12 are served.

NOOR INTERNATIONAL ACADEMY
Located in Sterling Heights, Noor International Academy is committed to preparing its students for success in a global world with an emphasis on the study of international cultures. Students will have a chance to participate in the International Baccalaureate program, a challenging curriculum that promotes academic excellence and cultural appreciation. The Academy opened its doors in September 2011 with students in Kindergarten through fifth grade.
For most students, a summer job is a way to stay busy and make some extra money before going back to school. But for 2011 graduate Arsen Melkonyan, what began as a summer job turned into something far more rewarding.

Melkonyan, who recently graduated second in his class at the Armenian General Benevolent Union (AGBU) Alex & Marie Manoogian School, was awarded the Chick Evans Caddie Scholarship, which will provide him four years of tuition and housing at the University of Michigan in Ann Arbor.

After first hearing about the scholarship as a junior in high school, he applied and was awarded the scholarship based on an excellent academic record and many years of caddying experience at the Tam-O-Shanter Country Club in West Bloomfield.

“**I STARTED CADDYING WHEN I WAS 13 OR 14, SO ABOUT FIVE YEARS NOW.**”

Melkonyan said the diversity and small class size at Manoogian helped him reach his full potential as a student. Through the school’s dual-enrollment program, he was able to earn college credit for classes he took at Lawrence Technological University while still in high school.

“There are only about 30 of us, so the counselor knows every single one of us,” he said. “Whenever there’s an internship, dual enrollment program or scholarship that might help us, he’s the first one to say, ‘Let’s go! Let’s get this started!’ It’s a very friendly environment.”

When he begins coursework at the University of Michigan, Melkonyan plans on studying either biology or psychology, eventually completing his education in medical school.

Melkonyan is one of 31 graduates in Manoogian’s class of 2011, who have earned a collective total of nearly $1.2 million in scholarships from local universities. Located in Southfield, the school offers grades K-12 with a total enrollment of 385 students.
TAylor inTernATionAL ACADeMY

TIA is sending students on a two-week overseas student exchange trip in spring 2012 to their sister school located in Krakow, Poland – the International School of Krakow (iSK), a United States of America State Department School – which houses 37 different nationalities. Students in every grade are engaged with the Krakow school.

WEst MiChiGAn ACADeMY oF enVironMenTal SCienCe

WMAES gave 13 juniors and seniors the opportunity to travel to Texas for a service learning project. This activity allowed students to experience the beauty of the Galveston Bay Estuary, while learning about the environmental impact that Hurricane Ike had on the region.

CHARYL STOckWEll AcAdEMY STUDENt HEADED TO GEORgIA tEcH oNE yEAR EARLY

Charyl Stockwell Academy student Brittany Marshall always had a passion for math. With support from her teachers at CSA, she was able to turn that passion into an amazing opportunity: Marshall, along with just nine other students nationwide, was accepted to Georgia Tech’s Early Admission Program, allowing her to bypass her senior year of high school and begin college coursework in fall 2011 at the school’s campus in Atlanta.

Marshall said her instructors at Charyl Stockwell Academy played a critical role in preparing her for Georgia Tech’s rigorous math standards.

“My teachers knew how much I love math and supported my desire to learn as much as I could,” she said. “I was allowed to work at my own pace and always had a teacher available when I had questions or needed help.”

Marshall’s is the founding class at Charyl Stockwell Academy, and she would like to return in June 2012 to see her classmates graduate.

“CSA is a small school and close-knit. All the students know each other well. We’ve grown up together and become like a family. I will miss everyone and plan to keep in touch and visit when I can. But I am excited for this next step in my life,” Marshall said.

Charyl Stockwell Academy offers grades K-12. Founded in 1996, the Brighton-area school serves a population of about 1,000 students.
EXCELLENCE IN ACTION

For many students in low-performing schools, charter public schools are a free public educational option and a valuable alternative to failure. Students can parachute out of a poor quality setting and land in a school that meets their academic, emotional and developmental needs.

The value of the charter alternative is immense, particularly in Michigan’s struggling urban communities. Indeed, CMU-authorized charter schools are located primarily in Michigan’s core communities, in response to demand from students, parents and families. Rather than making excuses for student performance, these schools rank in the top echelons of student achievement, with some even receiving national recognition for their work.
“WE NEED TO EMPOWER PARENTS TO MAKE DECISIONS IN THE BEST INTERESTS OF THEIR CHILDREN. I SUPPORT EXTENDING SCHOOLS OF CHOICE AND LIFTING THE CAP ON CHARTER SCHOOLS. FROM MY EXPERIENCE, CMU HAS BEEN A LEADER IN AUTHORIZING QUALITY CHARTER SCHOOLS IN THE STATE.”

State Senator Phil Pavlov (R-St. Clair)
Chair, Senate Education Committee

“WE NEED TO INCREASE THE NUMBER OF CHARTER SCHOOLS IN MICHIGAN TO HELP ATTRACT THE TOP CHARTER OPERATORS FROM ACROSS THE NATION AND ENCOURAGE MORE CHOICE AT THE LOCAL LEVEL.”

Governor Rick Snyder
Education Message to the Michigan Legislature
April 27, 2011
Governor Rick Snyder wants to lift chart school cap
The Grand Rapids Press - April 27, 2011

West Michigan has 6 charter schools converting to Schools of Excellence
The Grand Rapids Press - Monika Scott
June 22, 2011

Michigan’s Policy Landscape Responds to Strong Charter School Outcomes.

The quality and value demonstrated by Michigan’s charter public schools have led to calls for additional growth and replication. In an address given in April 2011, Michigan Governor Rick Snyder announced his proposal that “any caps limiting the number of charter schools in districts with at least one academically failing school be removed...[allowing] for more charters in areas where additional education options are needed the most.”

In addition, the Governor said artificial constraints preventing charter school boards from overseeing more than one building should be removed, indicating that this would help with the recruitment of nationally prominent charter school operators.

This level of accountability, coupled with strong and growing performance results in Michigan charters, has made it difficult for charter opponents to argue against continued growth and replication of high-performing schools.

Indeed, the call for more charter schools has been made on both sides of the political aisle, with President Obama and U.S. Education Secretary Arne Duncan bringing national support and attention to the issue. Even some union leaders are beginning to back off their former positions of opposition and discuss support for quality educational programming, regardless of governance type.

Michigan families also support public charters, with 77 percent of voters in a 2010 survey expressing support for public charter schools.

We believe one and only one ingredient is making this recipe for change a reality: charters are demonstrating the academic quality and accountability we need.

Expanding Dialogue on Essential K-12 Issues

The Center was an active participant in critical discussions with national education leaders during 2011, including a special event with Michelle Rhee, founder of StudentsFirst.org and former Chancellor of the District of Columbia Public Schools. Widely recognized for her innovative spirit and unflinching – even heroic – challenge to the status quo, Ms. Rhee provided her insights on great schools and great teachers at events in Lansing and Flint this past March.

In June, former Florida governor and head of the nonprofit Foundation for Excellence in Education Jeb Bush came to speak in Michigan on the need for comprehensive education reform. Describing today's “adult-centered” K-12 system and calling for changes that included an increase in the number of Michigan charter schools.
The Center advances public education through our state and national leadership in the charter sector and the education reform movement.

**SHARING EXPERTISE WITH LEADERS IN MICHIGAN - AND ACROSS THE GLOBE**

Center professionals work to share successful ideas, strategies and practices with other educators across the nation and even across the world. During the past year, Center staff members have made numerous conference presentations, been invited to states to share strategies, policy recommendations, and other valuable K-12 resources, and produced a host of publications that support the advancement of quality education.

The Center’s web resources and publications are second to none. Through its Board Channel, e-newsletter and other virtual resources, the Center is able to pass along critical governance and compliance information quickly and directly to school leaders and board members, no matter where they are in the world. In addition, the Center’s ADDY award-winning publication, Board Essentials, offers information and resources on issues unique to charter school board governance.

What’s more, the Center’s interim executive director, Mary Kay Shields, has testified before the Michigan legislature and has been named vice chair of the Michigan Council of Charter School Authorizers, where she shares her expertise on charter school oversight and effectiveness with fellow authorizers.
SUSTAINING LEADERSHIP THROUGH THE BOARD DEVELOPMENT SERIES

The Center enriched the service of its charter school board members by presenting a robust Board Development Series. The high water mark of this year’s series occurred on May 11, 2011, when the Center joined the National Charter Schools Institute to host “Ideas Equal to Our Ambitions: An Evening with Frederick M. Hess.” Dr. Hess, who is widely known as one of the most provocative people writing and speaking about public education today, spoke to an audience of more than 200 education leaders and practitioners. He challenged the outmoded ideas underlying the design of today’s education system, and proposed common-sense strategies for transforming America’s schools.

EARNING ACKNOWLEDGEMENT FOR PUBLIC POLICY CONTRIBUTIONS

The National Association of Charter School Authorizers recognized Michigan with its 2010 Award for Excellence in Improving Public Policy after the state became the first in the nation to enact a “smart cap” on charter school authorizing. The Center provided the information used to develop the policy discussion leading to the expansion of high quality educational options for students with the greatest need, and shares in the national accolades.

“CMU’S RELENTLESS PURSUIT OF EXCELLENCE IS HELPING RAISE THE QUALITY BAR FOR THE ENTIRE CHARTER MOVEMENT.”

Greg Richmond, President and CEO
National Association of Charter School Authorizers
The Education Innovator, May 2010
BEHIND THE EXCELLENCE

Chartering is a process...one that requires up-front diligence, responsible oversight, and thorough evaluation.

At the Center, we have developed strong systems and processes for carrying out these critical functions. We also have tremendously talented, capable partners in place, who are equally dedicated to the relentless pursuit of excellence.

THE CHARTERING PROCESS
Applicants for charters are thoroughly reviewed and evaluated by Center staff before being recommended to the CMU Board of Trustees. Following Board approval, a detailed and specific performance contract is developed for the school.

Our school leads work closely with the schools we authorize to ensure they are supplied with resources, information, and tools for success. This dedicated team of individuals discerns the unique needs and concerns of each school, and responds with key elements and supports.

At the Center, we strike a careful balance in our oversight. It is important for us to provide fertile ground for schools to innovate and succeed, while simultaneously holding schools accountable for the results they achieve. While we do provide reliable data, advice and support along the way, the Center is not actively engaged in operating the schools we authorize, but rather for supporting schools along their paths to excellence.

REAUTHORIZATION
Performance reviews are conducted throughout the term of the contract to ensure that charter schools have met the terms of their performance charter contracts. Each school’s academic, operational and fiscal results are evaluated to determine progress toward contractual objectives. Schools that are struggling will be reauthorized for shorter time periods, if at all, while those that are meeting or surpassing their performance goals will be renewed for longer periods of time.

AUTOMATING COMPLIANCE THROUGH AOIS
The Center has led the way in developing compliance monitoring systems that are second to none. Through the creation of the Authorizer’s Oversight Information System (AOIS) in 2001, the Center devised new ways of automating basic compliance tasks so authors and schools could develop a stronger shared focus on what matters most: high-quality, effective teaching and learning.

AOIS is a digital document management system that tracks and maintains information for each CMU-authorized school. Originally built to manage the unique needs of the Center and its schools, AOIS has grown into a distinctive tool for authorizers and schools alike, and is now employed by 21 organizations in 12 states.
AOIS CLIENTS INCLUDE: The Center for Charter Schools at Central Michigan University • Ferris State University Charter Schools Office • Northern Michigan University Charter Schools Office • Lake Superior State University • The Thomas B. Fordham Foundation • Chicago International Charter School Foundation • Lucas County Educational Service Center • Educational Service Center of Central Ohio • White Hat Management • The DC Public Charter School Board • Ball State University Office of Charter Schools • Brighton School District, Colorado • Missouri Baptist University Office of Charter Liaisons • Victory Schools East St. Louis School District 189 • Ohio Council of Community Schools • Groveport Madison Cruiser Academy • Oakland University • Lady Liberty Charter School • Perspectives Charter Schools • Nevada Department of Education
The Center’s goal is to produce a variety of tools which assist schools and streamline the reporting process. These tools increase transparency, efficiency and simplicity, allowing our schools to spend more time focusing on the activities of teaching and learning.

With these process in place, the Center is able to monitor a school’s progress for the year, with an emphasis on compliance, academics and finances. These tools assist in communicating our clear expectations and streamline the reauthorization process for schools.

The hallmark of our work with schools is to ensure clear communication while building mutual understanding, trust and respect.
### August 2011
- **August 16:** Deadline for 2010-2011 Annual Education Report Posting
- **August 19:** Performance Series Testing Agreement Form
- **August 20:** Academy Roles Verification Application (A10)

### September 2011
- **September 1:** 2011-2012 School Improvement Plan
- **September 2:** Board Member Nomination Materials for consideration at the December 3, 2011, University Board of Trustees meeting
- **September 6-September 10:** Performance Series and Measures of Academic Progress (MAP) for Primary Grades - Fall Testing Window

### 2012 Amendment Application
Charter Contract Amendment Application for 2012-2013

#### VISION STATEMENT
"The Center for Charter Schools celebrates excellence in diverse learning environments to communicate。

### 2012 Reauthorization Checklist
Charter Contract Reauthorization Checklist for 2012

#### VISION STATEMENT
"The Center for Charter Schools envisions a diverse and dynamic public education marketplace that fosters academic excellence for all children."

### Scantron’s Performance Series Assessment Coordinator Verification Form (A10)

- **August 12**
- **August 19**, 2011

### Scantron’s Performance Series Testing Agreement Form (A25)

- **August 12**
- **August 19**, 2011

### Fall Test Schedules and Current Enrollment Information

- **August 6, 2011**
- **September 23, 2011**

### Important Changes for 2011-2012

- **Scantron’s Performance Series Assessment Coordinator Verification Form (A10)**
- **Scantron’s Performance Series Testing Agreement Form (A25)**

### Action

- **MDE’s or State-Required Submissions**
- **Presentations and Workshops**
- **University Board of Trustees Meetings**

### University-Required Submissions
- **Performance Series**

### Master Calendar of Reporting Requirements

- **August 2011**
- **September 2011**
Across Michigan, nearly 350 charter school board members are sharing in the relentless pursuit of academic quality for all children in CMU-authorized charter public schools.

These talented individuals, who volunteer their time, energy and expertise, are public officials appointed by the CMU Board of Trustees. They have taken the Constitutional oath of office and assumed duties that require much time, care and attention.

At the Center, we work hard to develop and cultivate the leadership talents and professional expertise of our board members. Through the Board Development Series, our online Board Gear portal, and the data and information we provide on an ongoing basis, our board members are given extensive information and tools to use in governing their schools.

What’s more, these hard working board members, supported by our staff of professionals, are meeting the concerns and challenges faced by our schools. Our team attended hundreds of charter school board meetings, had countless private consultations with individual board members, and engaged many more phone calls, emails and questions.

BOARD MEMBERS & LEADERS

A.G.B.U. Alex and Marie Manoukian School
   c. 1995, K-12, 395 students
   Dyana Kezelian – Administrator
   Hoxep Torosian – Administrator
   Richard Marburger – President
   Robert Stojanian
   Janice Torosian
   Alice Nigoghiasian
   Richard Krunian
   Deep Sarafian
   Linda Kariban
   Esther Lyons
   Edmond Azadian

Academy of Flint
   c. 1999, K-8, 539 students
   Elina Crutchfield – Administrator
   Daniel Hall – President
   Yolanda Brownhart-Williams
   Samuel Warren

Academy of Southfield
   c. 1995, K-8, 311 students
   Carolyn Mosley – Administrator
   Queen Hall – President
   Elma Peppy
   Deanna Briggs
   Arika Bailey
   Michael Johnson

Academy of Westland
   c. 1996, K-8, 490 students
   LaGuardia Summers – Administrator
   James Peddy – President
   Deborah Dayeck
   Karen Jackson

ACE Academy
   c. 2007, 6-12, 131 students
   Craig Bartholomew – Administrator
   Walter Lockett – President
   Barbara Rivers
   Dean Bach
   Cory Chavis

Canton Charter Academy
   c. 2000, K-8, 729 students
   Cathy Henkenberns – Administrator
   Rocco Bellino – President
   Cristina Samahan
   Vickie Coleman
   Diana Noble
   Jeffrey Mason

Capital Area Academy
   c. 1999, K-8, 208 students
   Daniel Labas – Administrator
   Wilson Caldwell – President
   Neal Johnson
   Karen Pavlovich
   Timothy Aben

Center Academy
   c. 1999, K-8, 498 students
   Ronald Newton – Administrator
   Wanda Brown – President
   Edna Devaughn
   Nina Lewis
   Russell Kirksey

Central Academy
   c. 1996, K-12, 525 students
   Luay Shalabi – Administrator
   Ronald Jaworski – President
   Suzanne Baccouche
   Elaine Rumman
   Muhammad Jaffer
   Mohammed Kabeiro
   Shabbir Khan
   Nazia Bashshur

Charity Stockwell Academy
   c. 1996, K-11, 1,005 students
   Shelley Stockwell – Administrator
   Debi Skolin – Building Administrator
   James Reese – Building Administrator
   David Price – President
   Gregory Spinazze
   Terrence Davidson
   Sharon Smith
   Erin Wolfe

Cole Academy
   c. 1995, K-6, 173 students
   James Henderson – Administrator
   Philip Brownie – President
   Patricia Henrich
   Beth Pratt
   Jared Burkhart
   Mary Harding

Countrywide Academy
   c. 1995, K-12, 475 students
   Lyn Sperry – Administrator
   Steve Rogoni – Building Administrator
   Sarah Brookshire – Building Administrator
   George McManus, III – President
   Charles Gay
   Peter Yancich
   John Hinkelman
   John Harris
   Diana Young
   Stephen Welkert

Cross Creek Charter Academy
   c. 1997, K-8, 735 students
   Joe Nouewkoop – Administrator
   Patrick Barbour – President
   John Foe
   Mursalata Muhammad
   Barbara Evers
   Max Smith

Detroit Leadership Academy
   c. 2010, K-5, 199 students
   Shawn Hill – Administrator
   Mark Lattore – President
   Ehrlich Crow
   Daniel Piekowski
   Harold Curry
   Diane Jackson

Detroit West Preparatory Academy (formerly known as Academy of Detroit West)
   c. 1995, K-6, 294 students
   Geraldine Sumpter – Administrator
   Helen Johnson – President
   Shirley Moss
   Keela Exxon
   Eddie Taylor
   Edward Cooley

Dr. Charles Drew Academy
   c. 2005, K-8, 427 students
   Wilhelmina Hall – Administrator
   Sallie Morton – Building Administrator
   Janice Adams – President
   Katherine Washers
   Debirley Porter
   Loren Bennett

Eagle Crest Charter Academy
   c. 1997, K-8, 716 students
   Daniel Harris – Administrator
   Robert Sonerson – President
   Stephen Kacmar
   Brian Polet
   Robyn Allison

El-Hajj Malik El-Shabazz Academy
   c. 1995, K-6, 340 students
   Eugene Cain – Administrator
   Stephanie Berry-Shenkel – President
   Cordellin McConnel
   Ronald Gillum
   Willie Davis
   Linda Logan
   George Logan

Flagship Charter Academy
   c. 2007, K-8, 675 students
   Krystal Bell – Administrator
   Anthony Smith – President
   Shaeen Johnston
   Arleen Donello
   Emmanuel Haley
   Jondi Shannan

Global Preparatory Academy
   c. 1999, K-8, 177 students
   Ron Wiens – Administrator
   Noireen Mitchell – Building Administrator
   Carlos Johnson – President
   Anthony Garrett-Levent
   Brenda Ledge
   Patricia Bellingham-Chum
   Daiva Padma
   Marcus Foreman

Holly Academy
   c. 1999, K-8, 779 students
   Julie Kline – Administrator
   Stacie Bommersbach – President
   Paul Fuch
   Diane Wujciak
   Matthew Barciay
   Fritz Esh
   Kay Hollis
   Michelle Esiar
International Academy of Flint  
**c. 1999, K-12, 1,205 students**  
Traci Schmidt-Corner – Administrator  
Bernard Sheff – President  
Daniel Smith  
Kathleen Thompson  
Jeff Hauki  
Deborah Bourke  
Majer Stewart

Island City Academy  
**c. 1996, K-8, 299 students**  
Aimee LeTarte – Administrator  
Paul Greinke – President  
Crystal Perry  
Leah Perkins  
Kevin Bonds  
Kevin Webb  

Morer Public School Academy  
**c. 1997, K-8, 109 students**  
Stan Aschbrenner – Administrator  
Bob Howell – President  
Francis Hackett  
Judy Molenhauer  
Jerry Pickler  
Sharon Majorski  
James Carroll  
Larry Gitt  

Nataki Telbah Schoolhouse of Detroit  
**c. 1995, K-12, 446 students**  
Melisa Smith – Administrator  
Walter Zolotor – President  
Jeanne Turner  
Michele Samuelson  
Tамира Hodgens-Prutt  
Eric Jenkins  
Dexter Mays  
Destine Lambert-Bounds  

New Beginnings Academy  
**c. 1996, K-8, 6,412 students**  
Wayne Billette – Administrator  
Beverly Brunner – President  
Stacey Golden  
Gerard Bonb  
John Lewis  

New Branches School  
**c. 1995, K-7, 2,821 students**  
Pam Duffy – Administrator  
Ryan Julian – President  
Stephanie Schaefer  
Cheryl Saugher  
Erica Curry Van Ee  
Dawn Martinson  
Scott Embee  

North Saginaw Charter Academy  
**c. 1996, K-8, 518 students**  
Robert Morgenstein – Administrator  
Todd Lewicki – President  
Maria Montalvo  
Diana Bay  
Levi Pierce  
Denise Sherman  

Old Redford Academy  
**c. 1992, K-12, 1,972 students**  
Melissa Ross – Administrator  
Jennifer Wilkins – Building Administrator  
Amelia Novacek – Building Administrator  
Philip Robie – Building Administrator  
Sam Williams – President  
Johnie Washington  
Gary Sellers  
Marcus Williams  
Hill Crawford  

Pausaphia Academy  
**c. 1995, K-12, 250 students**  
Robert Ollar – Administrator  
Del Ruff – Building Administrator  
Michelle Boyd – President  
Letha VanBlaarom  
Ted Short  
Georgia Balisly  
Charlene Hudson  

Plymouth Educational Center Charter School  
**c. 1993, K-11, 1,249 students**  
Jesse Klingshirn – Administrator  
James Sproull – Building Administrator  
Diane Mung – Building Administrator  
Danyon Fair – President  
Loretta Smith  
Judith Jackson  
Carolyn Sudduth  
Herman Gray  
Celia Thomas  
Doris Ray  

Quest Charter Academy  
**c. 2009, K-6, 510 students**  
Randi Horn – Administrator  
Theodore Lang – President  
Daniel McGhugh  
Andrea Grosjean  
Carla Caldwell  
Joseanna Kimball  

Renaissance Public School Academy  
**c. 1995, K-8, 530 students**  
Holli Addice – Administrator  
Mark Smith – President  
Lisa Sytewma  
Geoffrey Quick  
Robert Mills  

Riverside Academy  
**c. 2002, K-12, 4,994 students**  
Eman Radaa – Administrator  
Rafz Saab – Administrator  
Adri Anzali – President  
Hassan Fastenber – President  
Mohammad Othman  
Fahmiz Amamli  
Adam Attalis  
Naile Salameh  

South Arbor Charter Academy  
**c. 1995, K-8, 760 students**  
Tim DiLaura – Administrator  
Edward Fadd – President  
Christopher Andrews  
Stephen Anderson  
Brian Luallen  
Christine Crown  

Summit Academy  
**c. 1996, K-8, 530 students**  
Alison Cbrandt – Administrator  
Sally Racette – Building Administrator  
Michael Porter – President  
Michael Baldwin  
Anna Reahe  
Dino Anastasia  
Rocke Smith  

Taylor International Academy  
**c. 2010, K-8, 88 students**  
Fred Borsuk – Administrator  
Thomas West – President  
Ellen Stephens  
Lorraine Schultz  
David Lewis  
Gail Perry-Mason

The De Verc Institute  
**c. 1993, K-12, 540 students**  
Sandy Mares – Administrator  
Kristi Rydberg – Building Administrator  
Brian Hanson – President  
Richard Holmes, III  
Mindy Bashfield-Orta  
Shel Marumwka  
Andrew Schulz  
Kenneth Berger  
Shawn Christe

The Dearborn Academy  
**c. 1997, K-8, 501 students**  
Najm Saymama – President  
Monte Plisvsky  
Felicia Fawaz  
Maher El-Jarradi  

The Midland Academy of Advanced and Creative Studies  
**c. 1996, K-12, 250 students**  
Kathryn Shick – Administrator  
Elizabeth Haigh – Building Administrator  
John Putnam – President  
Joseph Grist  
Joan Secrist  
Timothy Nash

Threshold Academy  
**c. 1997, K-5, 183 students**  
John Van Nieuwenhuizen – Administrator  
Victoria Simon – Building Administrator  
John Korncke – President  
Cora Farris  
Mary Foy  
Michael Blinding  
Erik Roberts

Trillium Academy  
**c. 2002, K-12, 720 students**  
Angela Romanowsk – Administrator  
Michael Grifflis – Building Administrator  
Christina Sims – Building Administrator  
Robert Bovitz – President  
Gregory Handel  
Kevin Thriss  
Lisa Green  
Douglas Mars  
Ronald Palmer

Walden Green Montessori  
**c. 1995, K-9, 215 students**  
Barbara Koning – Administrator  
Sandra Kuhn – President  
Susan O’Neill  
Glen Zuny  
Robert DeVries  
James Anthony

West Michigan Academy of Educational Science  
**c. 1995, K-12, 531 students**  
Scott Morgan – Administrator  
John Holm – Administrator  
Nancy Harris – President  
Linda Favel  
Philip Wheeler  
Russell Hook

West Village Academy  
**c. 1999, K-8, 430 students**  
Donita White – Administrator  
Kevin Barber – President  
Evelyn Crawford  
L. Nicole Hunter  
Ryan Hersherberg  
Paul Semmek

Woodland Park Academy  
**c. 1995, K-9, 430 students**  
Michelle Basini – Administrator  
Theodore Schmidt – President  
William Rausch  
Paul Vassall  
Karen Foyleck  
Angela Stato

Woodward Academy  
**c. 1996, K-8, 567 students**  
David Patterson – Administrator  
William Jackson – Building Administrator  
Maria Massaquoi-Anderson – President  
Lucile Watts  
Virginia Lloyd  
Montressia Smith-Cannady  
Franklyn Seatbrook  
Patricia House

“c.” is the date first chartered by CMU.
Michigan’s charter school law was approved by the Legislature.

CMU became the first authorizer in the state, and the first public university in the nation, to charter a public school.

CMU played a leadership role in the founding of the Michigan Association of Public School Academies.

The Michigan Supreme Court upheld the constitutionality of the state’s charter school law.

CMU commissioned Standard & Poor’s School Evaluation Services to conduct a comprehensive, objective analysis of each of the schools it chartered.

CMU launched AES – a web-based digital document management system used to oversee and manage schools.

CMU launched AOIS – a web-based digital document management system used to oversee and manage schools.

CMU played a leadership role in the founding of the National Association of Charter School Authorizers.

The McPherson Commission issued its report calling for an incremental increase to the “cap” and for stronger accountability and oversight for charter schools.

CMU played a leadership role in establishing the Michigan Public Education Finance Authority.

The Michigan Department of Education called CMU the “gold standard” for charter school oversight and accountability.
CMU received a perfect score on the Michigan Department of Education’s Authorizer Assurance and Verification Audit.

The U.S. Department of Education highlighted the practices that make CMU one of America’s outstanding authorizers.

The number of students attending charter schools in Michigan topped 100,000 or 6% of the total state enrollment for the first time.

AOIS was selected in a competitive bid process by the District of Columbia Public Charter School Board to assist them in overseeing their 82 schools.

The Center’s executive director was invited to testify before the U.S. Congress on how supporting outstanding charter schools could help build an innovative, world-class American education system.

The Attorney General issued an opinion clarifying the charter school law and the definition of a first class school district, which allowed community colleges to charter schools within the city of Detroit.

Michigan became the first state in the country to enact a charter school “smart cap.”

U.S. Department of Education’s “Education Innovator” highlighted CMU for its use of AOIS and the Performance Series test by Scantron.

The Center’s executive director was inducted into the National Charter Schools’ Hall of Fame.

CMU converts the first three “Schools of Excellence” under Michigan’s new smart cap law.

The Center’s interim executive director was invited to testify before the House and Senate Education committees on quality authorizing practices.

Michigan legislature takes up legislation to eliminate the arbitrary cap on university authorized charter public schools.
CMU, an AA/EO institution, strongly and actively strives to increase diversity within its community (see www.cmich.edu/aaeo).