



FRANCIS REH ACADEMY

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Mission Statement:

Francis Reh Public School Academy ~ in coordination with families and community stakeholders ~ will provide for students a safe, nurturing and intellectually challenging environment where high expectations will promote personal responsibility and academic excellence.

Our Core Values:

We Believe -

Every student can learn.

Student achievement is our primary goal.

Students learn best when actively engaged in meaningful and challenging activities.

High expectations lead to high achievement.

Parent participation positively impacts student success.

Our school community is committed to meeting the needs of each individual student.

A positive educational experience creates life-long learners.

August 19, 2011

Dear Francis Reh Academy parents and community:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2010-11 educational progress for Francis Reh 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 Ms. Scheid, school leader, for assistance.

The AER is available for you to review electronically by visiting: www.francisreh.com You may also review a copy from the school leader's office.

Francis Reh Public School Academy is a learning community built with area families' needs in mind! Francis Reh Public School Academy provides area families with a quality school choice - in a safe, caring and family-oriented environment.

Francis Reh offers full-day preschool and kindergarten, sports, mobile computer labs, library, playground and gym, computers in every classroom, breakfast, lunch, snack and supper served daily, a dress code and much more.

Highlights from the 2010-11 school year include:

- The academy was reauthorized by the Ferris State University Charter School Office for an additional three years, through June 2014.
- Reading and math EdPerformance Scantron goals, as established by Ferris State University Charter Schools Office, were achieved.
- Francis Reh expanded its family of learners, welcoming serving 375 students by spring 2011.
- The academy opened its Pre-K program, funded through Great Start Readiness Program state funds.
- A choir program was launched for students in grades 5-8.

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AYP Status of the School

We are pleased to report that for 2010-11, Francis Reh Academy made Adequate Yearly Progress (AYP). Because our school has not made AYP for two consecutive years, we are identified for school improvement. To address this, we have implemented the Rebalanced Literacy Model school-wide; our staff has undergone extensive professional development in the areas of reading, writing and co-teaching; and we have implemented one-hour blocks for each grade level to provide tier II and III interventions.

Family Involvement

Francis Reh Public School Academy values family participation as an integral component of the education experience. Parents may participate on the school improvement team and family involvement is encouraged at many levels. The school holds monthly parent meetings and parent-teacher conferences are held twice per year, in the fall and spring. In addition, we have an “open door” policy to encourage families to work collaboratively with the school to ensure continued success.

The Annual Education Report contains the following information:

Student Assessment Data– Michigan Educational Assessment Program (MEAP), Michigan Merit Exam (MME), and Michigan’s Alternative Assessment Program (MI-Access)

Presents achievement data for English language arts and mathematics for grades 3 to 8 (MEAP), for grade 11 (MME) and science for grades 5 and 8 compared to targets for all students as well as subgroups of students
Provides achievement data for English language arts, mathematics and science for students with significant disabilities (MI-Access) compared to targets for all students with disabilities as well as subgroups of students
Helps readers understand achievement progress within schools and compare these to district and state achievement

Adequate Yearly Progress (AYP) – Detail Data and Status

Provides information from assessments, graduation and attendance rates and AYP status in relation to four criteria:

- The district must test 95% of students in total and in each required subgroup
- The district must attain achievement goals in English language arts and mathematics or reduce the percentage of students in the non-proficient category of achievement significantly ("safe harbor") annually
- The district must attain achievement goals for each subgroup that has at least 30 students in the group
- The district must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools

Teacher Quality Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8; Cannot be compared with MEAP results for grades 4 and 8 because there are no national standards.

State law requires that we also report the following additional information:

Process for assigning pupils to the school:

Francis Reh Academy is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments. The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.

Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings. In the spring, the school holds an advertised open enrollment period, during which any Michigan resident may apply. In the event that any grade is over-subscribed, a public lottery is held to determine enrollment and a waiting list.

The academy identifies, evaluates and services all children in the school who may have disabilities. For more information regarding assistance for students with disabilities or if you suspect your child may have a disability, please contact the school leader.

The status of the 3-5 year school improvement plan:

The school improvement plan is a living, breathing document that guides academy staff in developing strategies to improve instruction, learning and performance on standardized tests.

Throughout the year the school improvement team reviewed the goals of the previous year and used test data analysis, teacher narratives and student-parent surveys to gauge success. Based on these findings, the team identified and developed a plan to address ongoing needs.

Staff members were required to actively participate in professional development opportunities, curriculum development and the integration of technology.

The school improvement team developed a dynamic plan that incorporates a consensus decision-making process to help improve student learning. The goals and strategies the team brought forward guided the school in providing a challenging core curriculum for all grade levels.

Specific initiatives included the school-wide implementation of the Re-Balanced Literacy Program; implementation of the Response to Intervention framework for student behavioral and academic support and realignment of curriculum, focused around themes and essential questions. Positive Behavior Support (PBS) has been in place since fall 2007. The SWIS data collection process supports staff in analyzing student behavior trends, making pro-active decisions and implementing effective behavior management strategies.

The school improvement team consists of:

Board members

School leader

Instructional coach

Home school community liaison

General and special education teachers

Parent

Status of the curriculum The academy continued to implement the Kent County Core Curriculum (KC4), which is fully aligned to Michigan standards. This quality curriculum promotes mastery of all core subjects: math, English language arts, social studies and science. Using various learning styles and teaching strategies, the curriculum provides a solid foundation for expanded learning opportunities and enables all students to achieve academic success.

The instructional coach worked cooperatively with the school leader and teaching staff to ensure that the written curriculum is aligned to state standards, to develop a school plan that meets state accountability and federal annual yearly progress requirements, and to provide on-site support for curriculum implementation in classrooms.

The academy's curriculum is available to all students and can be reviewed at the school. The instructional coach worked closely with teachers and administrators to plan, pace and assess. The school also assessed its curriculum through state and standardized tests.

Additional methods of ensuring compliance with outlined curriculum standards included lesson plan monitoring, classroom observation and submission of classroom goals to academy leaders.

Parent-Teacher Conferences

90% of students were represented by parents at parent-teacher conferences.

Aggregate Student Achievement - Scantron

2010-11

Location ^	Grade	Item Pool	Reading Student Count	Mean Reading SS	SE of Mean Reading SS	Reading Overall SIP (%)	Math Student Count (English)	Mean Math SS (English)	SE of Mean Math SS (English)	Math Overall SIP (%) (English)	Language Arts Student Count	Mean Language Arts SS	SE of Mean Language Arts SS	Language Arts Overall SIP (%)	Science Student Count	Mean Science SS	SE of Mean Science SS	Science Overall SIP (%)
Francis Reh	Overall		287	2496		46	287	2390		55	287	2355		31	279	2380		58
	Grade 2	Grade 2	44	2002	(34)	46	44	2023	(25)	55	44	2043	(30)	31	44	2106	(29)	58
	Grade 3	Grade 3	38	2221	(45)	55	38	2223	(25)	61	38	2201	(26)	39	38	2224	(26)	39
	Grade 4	Grade 4	35	2445	(40)	62	35	2380	(21)	55	35	2347	(26)	52	35	2364	(25)	38
	Grade 5	Grade 5	41	2593	(43)	64	41	2461	(27)	37	41	2437	(19)	50	40	2453	(25)	35
	Grade 6	Grade 6	46	2687	(32)	65	46	2531	(23)	39	46	2472	(20)	48	46	2494	(21)	31
	Grade 7	Grade 7 *	47	2705	(36)	54	47	2498	(32)	30	47	2479	(24)	40	42	2472	(31)	25
	Grade 8	Grade 8 *	36	2808	(35)	56	36	2622	(31)	27	36	2503	(29)	38	34	2569	(23)	34

Location ^	Grade	Item Pool	Reading Student Count	Mean Reading SS	SE of Mean Reading SS	Reading Overall SIP (%)	Math Student Count	Mean Math SS	SE of Mean Math SS	Math Overall SIP (%)	Language Arts Student Count	Mean Language Arts SS	SE of Mean Language Arts SS	Language Arts Overall SIP (%)	Science Student Count	Mean Science SS	SE of Mean Science SS	Science Overall SIP (%)
Francis Reh	Overall		276	2465		46	276	2377		51	276	2356		31	13	2172		58
	Grade 2	Grade 2	29	1922	(41)	39	29	1999	(37)	51	29	1991	(31)	29				
	Grade 3	Grade 3	40	2205	(41)	56	40	2194	(27)	56	40	2193	(30)	46	7	2111	(87)	28
	Grade 4	Grade 4	34	2382	(44)	59	34	2358	(22)	52	34	2384	(25)	54	6	2243	(58)	27
	Grade 5	Grade 5	46	2506	(45)	55	46	2430	(27)	37	46	2397	(28)	48				
	Grade 6	Grade 6	52	2552	(46)	51	52	2450	(33)	33	52	2388	(30)	37				
	Grade 7	Grade 7	43	2747	(38)	62	43	2522	(28)	31	43	2528	(26)	43				
	Grade 8	Grade 8	32	2792	(41)	55	32	2579	(29)	18	32	2522	(22)	39				

I would like to personally congratulate the staff, students and families of Francis Reh Academy on a successful school year. Thank you for choosing Francis Reh Academy for your child's education. We look forward to continuing to provide a quality education to you and your family.

Sincerely,

Ms. Kate Scheid, School Leader