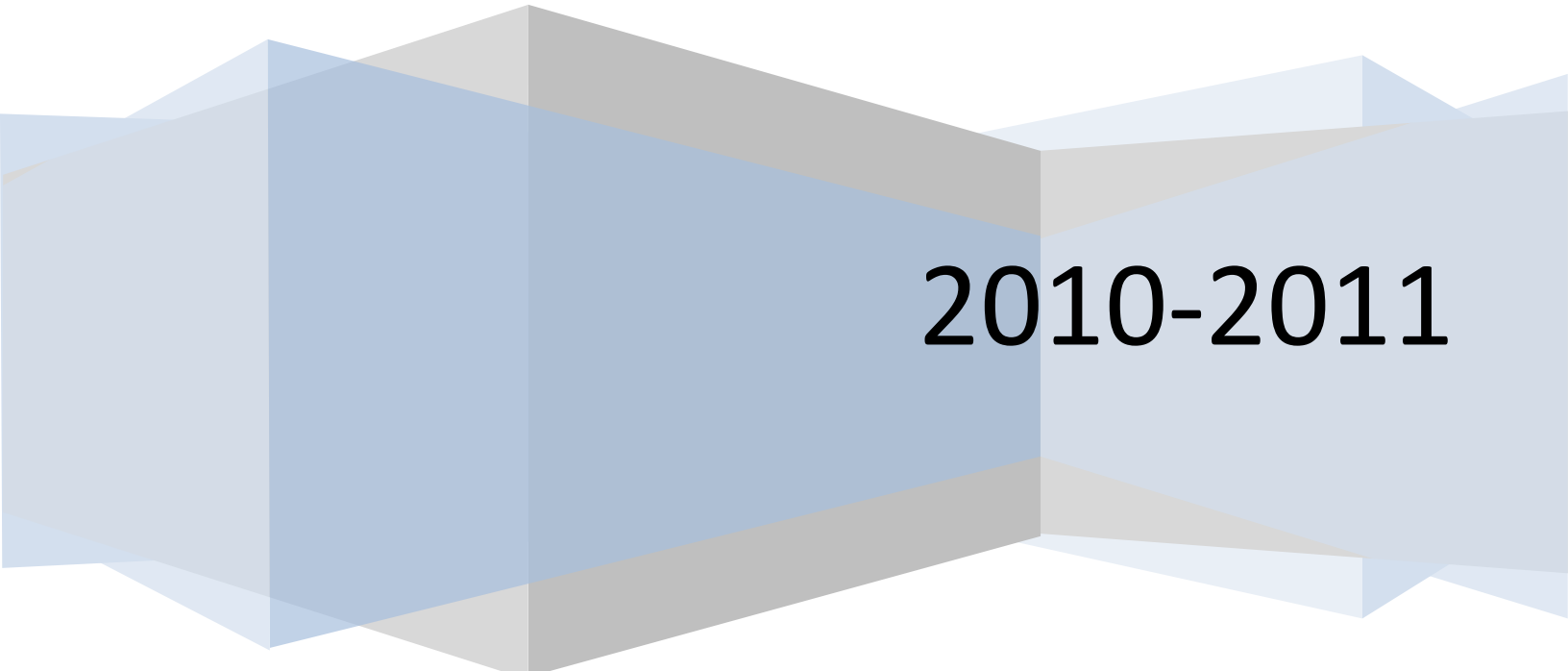


CASA RICHARD ACADEMY

ANNUAL EDUCATION REPORT



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1. EXECUTIVE SUMMARY

The Casa Maria Academy originated in 1989 as a remedial/tutorial program for at-risk, middle school students in Southwest Detroit. It advanced to a full curriculum status in 1993. In 1996 it was chartered as the first Public School Academy under the new Michigan law, and in 1997 was re-authorized by the Wayne County Regional Educational Services Agency (WCRESA) under the new name SER Casa Environmental and Technological Academy to operate grades 9 through 12, continuing and expanding through the years to achieve the mission and goals established during its inception. In 2001 the name of the Academy was formally changed to Casa Richard Academy when we relocated to our newly renovated facility at 2635 Howard, Detroit, MI 48216.

Since our inception, we have been striving to provide a quality educational choice to parents and students of our community, especially for students who have experienced educational/behavioral challenges in traditional large schools. Through publication of this report, we are sharing that progress with our authorizer, the Michigan Department of Education (MDE), and the community.

As a charter high school open to all Wayne County residents, we are our own district. We do not have feeder schools; therefore, students are not assigned to us, and we are a school of choice.

This Annual Report contains specific information we agreed would be reported (as indicated in our original charter school application) for purposes of monitoring our performance. It also contains additional information that is to be reported for all public schools in Michigan in accordance with Public Act 25 of the Michigan School Code, and the No Child Left Behind Act of 2001. Finally, the report references information and data that MDE is required to collect for its own annual report to the Michigan Legislature with respect to public school academies. Please note that this report is based upon the best information available to us from MDE at this time.

2. MISSION STATEMENT AND EDUCATIONAL GOALS

a. Mission Statement

The Casa Richard Academy, in collaboration with the community, will continue to educate, empower, and support at-risk youth in the County of Wayne. The mission is to provide an appropriate educational program and learning environment that will effectively meet the educational needs of its students and citizens, and helps its students accomplish educational goals that are significant and transferable. We stress a dynamic and rigorous 21st Century curriculum based on the State of Michigan and national standards, with an emphasis on training in applied technology, therefore preparing our students to become contributing citizens in a fast changing society.

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Goals

- To provide Professional Development opportunities to improve instructional strategies that ultimately increases student achievement.
- Improvement in students standardized test scores, including Michigan Merit Exam (MME)/American College Testing (ACT).
- Increased parental involvement—displaying a presence in and around the building.
- Increased confidence and life-long learning, due to new experiences.
- Promote interest in entrepreneurial activities and community involvement

b. Strategies to Accomplish Goals

- Instructional – workshops/professional development for teachers; and students utilizing interactive lessons and peer tutoring.
- Assessment – Quarterly testing in core academic classes that parallels the MME/ACT assessment format.
- Community Involvement – Invited local community leaders and business owners as role models. Build links with local businesses to enable students to have work experience with these businesses through internships.
- Staff Development – established regular workshops and meetings for teachers stressing MME/ACT College Readiness Standards related academic achievement, with a particular emphasis on low-performing areas of the previous year’s MME/ACT scores, and provide all teachers the opportunity to observe high-performance teachers in action, in the classroom.
- Parental Improvement – encouraged regular parent-teacher interaction. The Parental Portal, of Power School, was opened to give parents access to on-the-spot student attendance and grades. Parents were also able to communicate with teachers via email.
- Provide meaningful activities outside of school, to expose students to opportunities that were unavailable or previously not considered, such as:
 - Horseback riding
 - Skiing
 - Kidspeak
 - Detroit Opera House
 - Holocaust Museum
 - Youth Legislative Day
- School Improvement Committees
 - Parent Involvement
 - Teaching & Learning
 - Leadership

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- Personnel & Professional Learning
- School Community Relations
- Continuous Improvement Monitoring System (CIMS)
- Child Study Team

3. EVALUATION AND ASSESSMENT PROCESSES OF OVERALL ACADEMY PERFORMANCE

The Michigan Educational Assessment Program (MEAP), the Michigan Merit Exam (MME), American College Testing (ACT), the GRADE (Group Reading Assessment and Diagnostic Evaluation) Reading Comprehension Test, and CRA quarterly exams, are used to evaluate and assess individual student achievement as well as overall academic performance. We utilize a spring-to-spring assessment cycle. New students are tested upon enrollment using an in-house Reading Comprehension and Mathematics assessment, in order to identify individual ability levels and placement. In order to determine improvement and progress for both individual students and us as a whole, scores are compared from year to year.

We also utilize several additional assessment and evaluation tools, including:

- Progress Reports
- Quarterly Report Cards
- ACT PLAN and EXPLORE (Pre- and Post- Testing)
- Student Portfolios
- Teacher-created Criterion Reference Tests
- Project-based Evaluations
- Authentic assessments
- Peer Observations
- Teacher Evaluations (Annual)
- Tutoring
- Quarterly classroom assessment (core classes)

4. INSTRUCTIONAL, ENROLLMENT, AND RETENTION STATISTICS

a. Instructional Statistics

	2008-2009	2009-2010	2010-2011
Total School Days	166	163	167
Instructional Hours	1076.3	1074.3	1101.1
Professional Development	32.5 Hours	38 Hours	38 Hours

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b. Enrollment and Retention Statistics

	2008-2009	2009-2010	2010-2011
Total Ending Enrollment	82	69	86
# of Students Retained in Same Grade	28	12	16
Promotion Rate	66%	83%	81%
Waiting List	51	30	34

Post-Secondary and Dual Enrollment

	2008-2009	2009-2010	2010-2011
# of Graduates	23	20	19
# of Students Attending Post-Sec	10	12	11
% of Students Attending Post-Sec	43	60	58
# of Students in Dual Enrollment	0	0	0
% of Students in Dual Enrollment	0	0	0

Advanced Placement Classes

	2008-2009	2009-2010	2010-2011
# of Courses Offered	1	0	0
# of Students Enrolled	8	0	0
# of Students Elig. for College Credit	1	0	0
% of Students Elig. for College Credit	13	0	0

c. Graduation and Attendance Statistics (*attendance rates do not apply to us*)

State Minimum AYP (Target=85%)	2008-2009	2009-2010	2010-2011
All Students	43%	50%	61%

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5. SCHOOL IMPROVEMENT PLAN

The School Improvement Plan has been updated and will be submitted as required by the No Child Left Behind Act of 2001. We are currently in the 4th year of our 5 year school improvement plan. We have just finished making revisions to some areas of the plan, based on data from the 2010-11 school years. Since this is a living document, we will continue to update it as long as the data tells us that adjustments need to be made. We continue to make progress on each required component and have implemented strategies for continuous improvement in accordance with the Revised School Code Act 451 of 1976 for the coming school year. All other progress indicators are contained in other sections of the Annual Education Report (accreditation status, AYP status, composite and disaggregated MME scores, percentage of students tested, graduation rates, and other progress indicators).

6. CORE CURRICULUM

a. Curriculum Alignment and Summary

Our curriculum model of instruction is based on student success. The core curriculum consists of the following subject areas: English, Mathematics, Science and Social Studies. Educational goals and objectives are aligned to the Michigan High School Content Standards and Benchmarks.

MATHEMATICS	SCIENCE	BUSINESS/VOCATIONAL
Algebra 1	Intro To Natural Science (INS)	Accounting
Algebra 2	Biology	Life Skills
Geometry	Chemistry	Occupational Planning
Pre Calculus	Physics	Work Study
PHYSICAL EDUCATION	FINE ARTS	REMEDIAL
Physical Education	Art 1	English
Health	Art 2	
SOCIAL STUDIES	COMPUTERS	ENGLISH
Civics	Computer 1	Am. Lit. (2 nd sem 11 th grade)
Current Events	Computer 2	English Language Arts (9 th)
Economics		Literature of Self Discovery (10 th)
Global Geography		Reading & Writing Lab (11 th sem ¹)
Intro to Law	FOREIGN LANGUAGE	World Literature (12 th)
Legal Issues	Spanish 1 (<i>first year</i>)	
Personal Finance	Spanish 2	
US History	Spanish 3	
World History		

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Page | 7 Our curriculum is based on the Michigan Curriculum Framework and thus follows the Michigan High School Content Expectations. A copy of the curriculum along with the graduation requirements may be found in the school office, the student/parent handbook, or on the academy’s website: www.casarichardacademy.com.

b. Educational Materials

- Glencoe, Close-Up Press, Pearson, and West Educational Publishing – Social Studies
- McDougal – Literature/English
- Jamestown – Remedial Reading
- Prentice Hall– High School Science/Health
- Scott, Foresman – Spanish
- South Western Education-Business
- Holt, McDougal & Larson – Math

c. Student Involvement Rates in Special Programs/Activities

(Student involvement ranges between 25-100% in the following activities):

Student Council	Student Driven Fundraisers
Field Trips	Tutoring
Winter / Spring Dances	Mock Interviews with multi-national corporations
Career Day	Spirit Week
Ford Motor Company High School Partnership Program	
Crash Test	Credit Drives America
Diversity In the Workplace	

d. Field Trips

- African American Museum
- Explorathon 2011 (math, science, technology, and engineering)
- Horseback Riding
- Holocaust Museum
- Kidspeak
- River Walk
- Youth Legislative Day

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7. DESCRIPTION OF PARENT INVOLVEMENT

We strive to involve parents in the educational process as much as possible, and do so in the following ways:

- Work to encourage and increase parent involvement in programs, particularly Title 1.
- Provide annual initial parent orientation sessions, assisted by existing parents, where participants directly participate in setting expectations for students, staff and parents.
- Regular parent-teacher conferences offered throughout the year, at times convenient to parents.

Percent of Families Represented at Parent Teacher Conferences

	November		April	
	Number	Percent	Number	Percent
2010/2011	66	55	36	33
2009/2010	41	30	25	21

- Offer special activities and events that bring students and parents together.
- Parent representation on the Board of Directors.

a. Events and Activities

Each year students, staff and parent volunteers, organize and implement a variety of activities and events, as follows:

Fall Ball	Student Mentoring
Field Trips	Holiday Feast

8. ADDITIONAL REQUIRED HIGH SCHOOL CRITERIA FOR CURRENT YEAR AND PREVIOUS YEAR

- a. We offered World History to fulfill the State Social Studies requirement for the class of 2012.
- b. We offered Physics to give students a choice to fulfill the science requirement for the class of 2011.

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9. TEACHER QUALIFICATIONS

	2008-2009	2009-2010	2010-2011
% of Teachers w/Emergency or Provisional Credentials	22	18	18
% of Classes not Taught by Highly Qualified Teachers	11	15	15
% of Classes Taught by Highly Qualified Teachers	89	85	85

Parents of students in Title I schools are guaranteed annual notification of their “right to know” about teacher qualifications by their school district.

This means parents may request and receive from that office, information regarding the professional qualifications of the student’s classroom teachers, including: (a) whether the teacher is state-certified in his/her instructional subject; (b) whether a teacher is teaching under emergency or other provisional status; and (c) the baccalaureate degree major of the teacher and any other graduate degree major or certification.

The point of contact for requesting information regarding qualifications of our teachers is:

Terry Lajiness, 2635 Howard Street, Detroit, MI 48216, (313) 963-7757

10. MME TEST DATA (**SPRING 2011 RESULTS**)

REPORT OF PERCENT IN EACH PERFORMANCE LEVEL FOR...						
DISTRICT: CASA RICHARD ACADEMY						
SCHOOL: CASA RICHARD ACADEMY						
Performance Level	Subject					
	ELA	Reading	Writing	Mathematics	Science	Social Studies
Not Proficient		35	18	59	59	6
Partially Proficient		53	82	24	35	41
Proficient		12	0	17	6	53
Advanced		0	0	0	0	0
Proficient or Advanced		12	0	17	6	53

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STATEWIDE REPORT OF PERCENT IN EACH PERFORMANCE LEVEL						
Performance Level	Subject					
	ELA	Reading	Writing	Mathematics	Science	Social Studies
Not Proficient		14	8	33	24	8
Partially Proficient		22	45	15	15	15
Proficient		60	42	39	52	36
Advanced		3	5	13	9	41
Proficient or Advanced		63	47	52	61	77

DIFFERENCE FROM STATEWIDE PERCENTS IN EACH PERFORMANCE LEVEL						
DISTRICT: CASA RICHARD ACADEMY						
SCHOOL: CASA RICHARD ACADEMY						
Performance Level	Subject					
	ELA	Reading	Writing	Mathematics	Science	Social Studies
Not Proficient		21	10	26	35	-2
Partially Proficient		32	37	9	20	26
Proficient		-48	-42	-22	-46	17
Advanced		-3	-5	-13	-9	-41
Proficient or Advanced		-51	-47	-35	-55	-24

a. Aggregate

KEY FOR MME RESULTS	Level 1	Level 2	Level 3	Level 4
	Exceeds Proficiency	Meets or Exceeds Proficiency	Partially Proficient	Not Proficient

MME READING – 2011					
MDE Results	Number Tested	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4
	17	0	12	53	35
MME WRITING – 2011					
MDE Results	Number Tested	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4
	17	0	0	82	18
MME MATH – 2011					
MDE Results	Number Tested	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4
	17	0	17	24	59

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MME SCIENCE – 2011					
MDE Results	Number Tested	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4
	17	0	6	35	59
MME SOCIAL STUDIES – 2011					
MDE Results	Number Tested	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4
	17	0	53	41	6

- Disaggregated Data(Casa 2011 MME 11th graders)

Percentage meeting proficiency—please note there are fewer than 20 students for our subgroups. Further, there were no Caucasian and only two Hispanic students who tested, along with three Special Ed students tested in this cycle.

MME	MATH	SCIENCE	SOCIAL STUDIES	READING	WRITING
Females	12%	6%	35%	12%	0%
Males	6%	0%	18%	0%	0%

MME	MATH	SCIENCE	SOCIAL STUDIES	READING	WRITING
African American	18%	6%	47%	12%	0%
Caucasian	0%	0%	0%	0%	0%
Hispanic	0%	0%	6%	0%	0%

MME	MATH	SCIENCE	SOCIAL STUDIES	READING	WRITING
Special Ed	0%	0%	6%	6%	0%
General Ed	18%	6%	47%	6%	0%

MME	MATH	SCIENCE	SOCIAL STUDIES	READING	WRITING
Free/Reduced Lunch	12%	6%	35%	12%	0%
Full Pay	6%	0%	18%	0%	0%

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11. ROLE OF THE COMMUNITY (and/or others) IN THE EDUCATION PROCESS

Our main focus for involving the community and/or other agencies in our educational processes is to engage parents and community partners, while also working actively with our authorizer and other educational institutions. Major community partners include the Ford Motor Company, KG Technologies, the Detroit Hispanic Development Corporation, and Alternatives for Girls.

We also involved other institutions in our programs, including:

U.S. Department of Education	MAPSA
Community Partnership of SW Detroit	Michigan Virtual High School
Campbell and Bowen Branch Libraries	Mercy Educational Project
Wayne County RESA	Matrix Theatre

12. PROFESSIONAL DEVELOPMENT

We started the year with three days of Professional Development, August 30-September 1st, and followed up with six days of professional development throughout the year. Our main focus was on improving instructional strategies and how to analyze data, thus leading to increased academic achievement. All staff are regularly evaluated through classroom observations (both formal and informal), as well as peer observations and self-review.

Topics and Training Area

- Power School
- Differentiated Instruction
- Rigor & Relevance – Evidence of Student Learning
- Promethean Board and Smart Board
- Lesson Plans
- MME / ACT
PLAN & EXPLORE
- Classroom Learning & Teaching Strategies
- High School Content Expectations (HSCE's)
- Instructional Strategies (Marzano)
- Parental Involvement
- Data and its Usage

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13. BUILDING LEVEL DECISION PROCESSES

As a public school academy, decision-making is focused at the building level. The Administration has involved all staff in the decision-making processes through a variety of methods. Our teaching staff meets weekly with the administrators to participate in team-decision-making pertaining to items that impact the instructional program. During these planning meetings, coupled with regular weekly professional development sessions, the staff participated in creating and refining a number of our processes and procedures that directly affected the delivery of services to our students and families.

Key areas where building level and team-decision making processes are employed included: establishing student rules and expectations; delineating teacher and parent expectations; refining core curriculum standards; researching, reviewing and selecting teaching materials and supplies; refining the school-wide discipline system; establishing the school calendar and daily schedule; recommending the deployment of staff resources; improving the facility and teaching learning environments, implementing the use of technology; improving teaching techniques and aligning the curriculum.

14. COMPLIANCE

We have complied with all requirements of the law, pursuant to Public Act Part 6A of the Michigan School Code, and all other applicable state and federal laws, including successfully passing all portions of its financial and other audits for the past school year. Copies of the audit reports were submitted on time to the proper agencies as designated by law.

15. ACCOMPLISHMENTS

We continue to make progress in improving many aspects of our programs and services. The following are key improvements and accomplishments for the past school year.

- Quarterly exams continued and improved
- School Improvement Team Solidified
- School Improvement Plan Updated
- One hundred percent of juniors tested on MME/ACT
- 8th hour Credit Recovery
- Making AYP!

16. CONCLUSIONS

This is our third year of full inclusion of our Special Ed students into the General Ed population. This works out well and continues to be a smooth and positive transition, and has led to more collaborative team teaching. In addition, eighth hour credit recovery was refined, which helped to increase our completion rate for students. We managed to see some successes for the eighth hour; first semester 39% of the students who signed up, successfully completed their course work. However, second semester, 47% of the students successfully passed their classes, thus earning credit. We look forward to another great year, academically and fiscally, building upon the foundation and expectations that are manifested each day.

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We continue to offer a much-needed option for at-risk students in the Detroit metropolitan area. Board members, administrators, teachers, support staff, parents, students and our community partners continue to work together to strengthen and enhance our programs. We met all of our fiscal obligations, fulfilled all conditions and provisions of our contract, and most importantly, met the needs of our students and families. We continue to strive for the highest quality possible in all of our services, internally to our staff, as well as externally to our students, parents and the community. As we progress into the years ahead, we will continue to pursue excellence as well as provide a quality educational choice for students and parents.