

GREAT LAKES ACADEMY

46312 Woodward Avenue ~ Pontiac, MI 48342 ~ 248.334.6434 ~ 248.334.6457 (fax)
www.greatlakesacademy.org



Annual Education Report

August 2011



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School Annual Education Report (AER)

August 5, 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 Great Lakes 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 Great Lakes Academy for assistance.

The AER is available for you to review electronically by visiting the following web site www.greatlakesacademy.org or you may review a copy in the main office at Great Lakes Academy.

For 2010-2011, Great Lakes 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.

Great Lakes Academy is a public charter school authorized by Eastern Michigan University. Great Lakes Academy does not discriminate on the basis of sex, race, color, religion, national or ethnic origin in its admissions or school policies. We publicize our annual re-enrollment and open-enrollment dates in an effort to provide parents/students opportunities to enroll their child in our academy.

The 3 - 5 year School Improvement Plan is a living document that is monitored and adjusted annually. Great Lakes Academy uses the Michigan Benchmarks and Standards as well as the National Core Curriculum Content Standards to guide instruction. Technology is used to support instruction and student achievement. A copy of the core curriculum is located in the principal's office.

Great Lakes Academy students take the Iowa Test of Basic Skills (ITBS) in April of every school year. This is a national normed test which shows the achievement levels of Great Lakes Academy students in comparison to their peers at the national level. When looking at IOWA test data for the last three (3) years our students are making yearly progress. Grades 1, 2, and 5 made marginal gains between the 2009 and 2010 school year while grades 3 and 6 had a marginal

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decline and grade 4 maintained. However, between the 2010 and 2011 school year all grades showed growth averaging about 6 months, with the exception of grade one which maintained.

Great Lakes Academy implemented a Saturday School program in the fall of 2010 to increase parental involvement. Saturday School was held on the second Saturday of every month and participation varied. In September, we had about 103 families represented. Saturday School attendance steadily declined from there with 57 families represented in October and only 20 on the second Saturday in May. Parents attended two conferences this school year. Parent attendance at the fall conference was approximately 50% while attendance at the spring conference was a little lower with approximately 40% of our population represented. Great Lakes Academy will continue to encourage parental and community involvement by working closely with stakeholders to address their needs and concerns.

Congratulations to the students, staff, parents, and administration of Great Lakes Academy for the many accomplishments this past school year. We made many changes last year and we will continue to make improvements in order that our students will be able to compete in a global society. We are looking forward to the 2011-2012 school year and will remain focused on student achievement and academic growth. We are continuously striving to become a top achieving school modeling the 90-90-90 Achievement Model cited in research.

Thanks to the Pontiac community and Eastern Michigan University for supporting Great Lakes Academy in **"Building Excellence in Every Child"**.

Sincerely,
Michelle Y. Parham
Michelle Y. Parham
Principal

EFFECTIVE
TEACHING