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Gaudior Academy School Annual Education Report (AER) Cover Letter

August 21, 2011

Dear Families 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 Gaudior 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 Michael Kaczmarek for assistance. The AER is available for you to review electronically by visiting the following web site www.gaudioracademy.org or you may review or request a copy from Gaudior's office.

For the 10-11 school year, Gaudior Academy made Adequate Yearly Progress as we have done every year since AYP has been measured. The staff recognizes that although this is a major accomplishment, there is always room for improvement. Further improvement will only occur if there is effective collaboration between staff, students, and community.

Mission Statement

Gaudior Academy is a diverse community committed to high standards while meeting individual needs in a joyful educational environment. Together we become successful learners who take pride in ourselves, our school, and our world.

Description

Gaudior Academy is a Pre-K-8 Public School Academy (PSA, aka charter school) located in Inkster, Michigan. Authorized by Eastern Michigan University (EMU) in July of 1996, Gaudior has continued to

offer an education that focuses on educating the leaders of tomorrow by stressing academic and social skills. On Count Day of 2010, the school was composed of 240 children with 29 staff people. The school's curriculum and philosophy contains many unique and innovative ideas, from the way the children are grouped to the expectation that all members of the community are to be active participants in the learning process. Much of the teaching philosophy originates with Howard Gardner's *Multiple Intelligences* theory and Jeanne Gibbs' *Tribes, A Learning Community*. The staff also relies on the works of Lisa Delpit and Gloria Ladson-Billings as resources for addressing diversity in the classroom, Carolyn Tomlinson's books on Differentiation and Integration, Patrice Cunningham's *Four Blocks* method of teaching Language Arts to lower elementary children, and Robert Marzano's books focusing on what works in schools. These readings guide the staff in making decisions concerning delivery of curriculum, classroom management, building of community, and working with families.

Process for Assigning Students

Gaudior Academy accepts applications from any student who resides in the State of Michigan, who meets the state age requirements, and who would expect to attend kindergarten through eighth grade. According to state law, students are eligible to attend Gaudior Academy if they are five years old by December 1st of the year they seek enrollment.

Application Process

Families can learn about Gaudior Academy by visiting the school's website, attending bi-annual open houses, visiting the school, observing in classrooms, and calling the school office with any questions or concerns that families might have about the school.

Sibling Priority

State law provides that siblings of enrolled students have priority over other applicants. The number of siblings will be subtracted from the places available.

Enrollment Period

Applications are accepted at any time. A two-week open enrollment period is always offered in the middle of March. After the open enrollment period, all applications are tallied and compared to our anticipated openings for the following school year. If there are fewer applications than openings for a grade level, all applications will be immediately accepted. If the number of applications for a grade level exceeds the openings, the administration will arrange the lottery to

establish a waitlist. The position on the waiting list shall be determined by a random selection drawing.

Philosophy

Gaudior Academy offers a thematic, integrated curriculum built around the Multiple Intelligences described by Howard Gardner in *Frames of Mind*. Gardner's theory identifies nine different ways that intelligence is manifested. Therefore, lessons in school integrate as many of the nine intelligences as possible for maximum student learning.

Gaudior utilizes other innovative concepts to support Gardner's theory. Discipline is based on Jane Nelson's *Positive Discipline* that fosters cooperative problem solving and mutual respect from both the children and the staff. The constant focus on community and teamwork, that is a major focus of the school, is based on Jeanne Gibbs' *Tribes*, which fosters inclusion in the classroom. This process-based theory develops the skills children need to learn, influence, and work in a community setting. Finally, Patricia Cunningham's four-block literacy model offers a cross-curricular literacy program that focuses on guided reading, writing, and phonics in a way that supports Gardner's Multiple Intelligences. By combining these educational philosophies, Gaudior offers an environment that "educates the whole child" in a "more joyful" learning environment reflecting the origin of our school name, as "*gaudior*" is Latin for "more joyful".

Curriculum

Using the guidelines provided by the above theories, and the Grade-Level Content Expectations for the core curriculum provided by the State's Department of Education, the staff has created a school curriculum that encourages every person in the Gaudior community to "think outside the box". Integration is a must, as is cooperative and collaborative learning. The teachers are not only active participants in the learning experience, but are also mentors, helping students identify their strengths and find areas where they will need more help. The teachers do not use textbooks. This requires that the teachers research teaching materials and generate the majority of the exercises children use to learn a concept. The children, also, do extensive research and help generate their own learning materials.

Gaudior has also created a list of curriculum requirements that must be met every year by every student. These requirements ensure that all the intelligences, as defined by Gardner, are addressed. All children:

- create a hard-cover book which they have written and illustrated and present during Young Authors' Night that concludes March Reading Month.
- complete a science fair project that is an experiment. The lower elementary children, Levels 1-3, do group projects. Groups ranging from 3 to 5 students will determine their problem, hypothesis, do the experiments, record data, form a conclusion, and then present their findings using a presentation board for the science fair held every January. The older children, Levels 4-5, do individual projects following the same criteria.
- create at least two pieces of art for Fine Arts Night held in junction with Young Authors' Night.
- participate in Presidential Fitness testing held in the fall and spring.
- participate in at least two performances, one being the all-school performance in the spring.

Family-Student Teacher Conferences

Every family attends the Family/Student/Teacher conferences held twice a year – in the fall and spring. Any initial conferences that are missed are made up at a later date. We average near 98% in meeting with families for conferences.

Discussion points include student goals, progress, and academic and social skills. The second conference of each year is a student-lead conference.

Multiple Measures of Student Progress

Gaudior students surpassed the AYP (Annual Yearly Progress) requirements again this year. For 2010-2011, Gaudior Academy made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal once again, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort. AYP is the Federal standard defined in *No Child Left Behind* requirements. The school received a "B" rating on its Advanced report, Michigan's standard for grading schools. This grade is determined by a school's AYP scores and the self-study the school completes every year. The State provides the rubric to be used for the self-study. The results for the Advanced scores for school improvement can be found on the following website under the View Your School's Performance tab: www.mischooldata.org/Default.aspx and MEAP scores can be found at: [Gaudior Meap Scores](#)

Fall MEAP 2010 3-9: Grade 3

	Math	Reading
Level 1: Advanced	30.4%	21.7%
Level 2: Proficient	65.2%	47.8%
Level 3: Partially Proficient	4.3%	26.1%
Level 4: Not Proficient	0%	4.3%
Met or Exceeded	95.7%	69.6%
Not Met	4.3%	30.4%
Number Included	23	23
Number Tested	23	23

Note: * = Fewer than 10 students included.

N/A = Not Applicable.

Fall MEAP 2010 3-9: Grade 4

	Math	Reading	Writing
Level 1: Advanced	4.3%	4.3%	4.3%
Level 2: Proficient	56.5%	65.2%	17.4%
Level 3: Partially Proficient	39.1%	30.4%	65.2%
Level 4: Not Proficient	0%	0%	13%
Met or Exceeded	60.9%	69.6%	21.7%
Not Met	39.1%	30.4%	78.3%
Number Included	23	23	23
Number Tested	23	23	23

Note: * = Fewer than 10 students included.

N/A = Not Applicable.

Fall MEAP 2010 3-9: Grade 5

	Math	Reading	Science
Level 1: Advanced	12.5%	16.7%	8.3%

Level 2: Proficient	33.3%	41.7%	33.3%
Level 3: Partially Proficient	50%	25%	41.7%
Level 4: Not Proficient	4.2%	16.7%	16.7%
Met or Exceeded	45.8%	58.3%	41.7%
Not Met	54.2%	41.7%	58.3%
Number Included	24	24	24
Number Tested	24	24	24

Note: * = Fewer than 10 students included.

N/A = Not Applicable.

Fall MEAP 2010 3-9: Grade 6			
	Math	Reading	Social Studies
Level 1: Advanced	18.5%	18.5%	11.1%
Level 2: Proficient	44.4%	48.1%	33.3%
Level 3: Partially Proficient	37%	22.2%	37%
Level 4: Not Proficient	0%	11.1%	18.5%
Met or Exceeded	63%	66.7%	44.4%
Not Met	37%	33.3%	55.6%
Number Included	27	27	27
Number Tested	27	27	27

Note: * = Fewer than 10 students included.

N/A = Not Applicable.

Fall MEAP 2010 3-9: Grade 7			
	Math	Reading	Writing
Level 1: Advanced	17.2%	3.4%	0%
Level 2: Proficient	48.3%	51.7%	20.7%
Level 3: Partially Proficient	34.5%	13.8%	58.6%

Proficient			
Level 4: Not Proficient	0%	31%	20.7%
Met or Exceeded	65.5%	55.2%	20.7%
Not Met	34.5%	44.8%	79.3%
Number Included	29	29	29
Number Tested	29	29	29

Note: * = Fewer than 10 students included.

N/A = Not Applicable.

Fall MEAP 2010 3-9: Grade 8			
	Math	Reading	Science
Level 1: Advanced	20%	20%	25%
Level 2: Proficient	50%	60%	60%
Level 3: Partially Proficient	25%	20%	10%
Level 4: Not Proficient	5%	0%	5%
Met or Exceeded	70%	80%	85%
Not Met	30%	20%	15%
Number Included	20	20	20
Number Tested	20	20	20

Note: * = Fewer than 10 students included.

N/A = Not Applicable.

The IOWA tests are nationally-normed tests and are required by EMU. These tests are given to all the students in grades K-8. They test all subject areas including reading, language, math, science, social studies, and research skills. Results are given in percentiles, which show how the students compare with other students at the same grade level from across the United States.

In addition to these standardized forms of assessment, Gaudior also uses collections of student work, pre/post tests, literacy tests, portfolios, and a variety of other authentic assessments as identified in the curriculum requirements to monitor student achievement. The composite scores below represent the growth of returning students from each grade.

Grade	Reading	Language	Math	SS	Science	Source of Information	Composite
K	39	52	41	NA	NA	NA	47
1	35	32	32	51	56	44	45
2	33	32	24	28	38	33	26
3	33	25	26	40	39	29	30
4	31	34	21	28	45	33	31
5	29	32	20	30	33	38	29
6	24	23	17	27	18	24	21
7	22	29	19	24	28	34	26
8	43	56	48	46	55	51	49

Annual Report

Gaudior Academy truly believes in and encourages the building of a community of life-long learners. All members of the community are applauded for their efforts in creating a community that offers a joyful educational experience. Together, we are becoming successful learners who take pride in ourselves, our school, and our world.

Joyfully Yours,

Michael Kaczmarek
Director
Gaudior Academy