

School Annual Education Report (AER) Cover Letter

August 13, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for the Universal Learning Academy (09827). 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 Dr. Halim Ahmed (School Principal), Leila Hamade (Director of Compliance), or Mrs. Nawal Hamadeh (Superintendent, Founder & CEO) for assistance.

The AER is available for you to review electronically by visiting the following web site www.ulapsa.org/parents or you may review a copy from the Main office at your child's school.

For 2009-2010, Universal Learning 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.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district. Details are outlined in our Board Approved Application & Enrollment Procedures assuring the following:

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils. However, the Academy may not provide a preference to children of Board members or Academy employees.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Universal Learning Academy is a single school building district in which all students are equitably assigned to the same building and have equal access to full facility, programs, resources, technology, highly qualified staff and curriculum.

SCHOOL IMPROVEMENT PLAN STATUS

At Universal Learning Academy, Comprehensive Needs Assessment (CNA) is an ongoing and continuous process of analyzing data as it is readily available throughout the school year and involves all key stakeholders including staff, parents, students and community members. Ongoing assessment, evaluation, mentoring/training and support is facilitated by the District through the Superintendent's and Compliance Office who work close with and lead the School Improvement (SI) Team.

We utilize the School Improvement Framework (SIF) Process Cycle which has four (4) major components that cycle in a continuous praxisⁱ.

- **Gather Data** Where are we now (status) and where do we want to be (goals)?
- **Study/Analyze** What did the data/information we collected tell us?
- **Plan** How do we organize our work so that it aligns to our goals and resources?
- **Do** Staff implements the strategies and action steps outlined in the plan.
- **Gather Data II** Where are we now (status) and did we reach our goals?

While the CNA is recommended to be conducted once every three to five years and revisited annually, we complete annually with updates made throughout the year as new data is made available.

Our Schoolwide Reform Strategies, commonly referred to as our Goals, are derived from the CAN and are focused on helping all students reach the state's standards. The goals are comprehensively written to cover all programs and services in keeping with accountability, transparency & reporting requirements. Strategies are described in detail, are NCLB "scientifically"ⁱⁱⁱ researched best practices and in implementation need resources/materials and professional development to provide an enriched and accelerated curriculum for all students. We have utilized advancedED District/School Improvement Plan Goals & NCA Accredited Schools templates online, which allows us to describe and present our strategies in an action plan format within our consolidated, district wide improvement plan.

Our strategies address the needs of all children in the school, but particularly that who are low achieving, and meet the needs of students representing all major subgroups participating in our School-Wide Title I program. Teachers are directed to meet student needs in utilizing our School Improvement Plan strategies with continuous analysis to determine if student needs are met. CNA data and School Improvement Team (SIT) review and evaluation continue to demonstrate that our SIP strategies are effective and increasing student achievement allowing us to continue to meet AYP requirements.

Our Goals & Objectives continue to address ARRA assurances and have been updated based on MDE field consultant recommendations to include targets through 2013-14 school year in which 100% of students are expected to be proficient. Our SIP has been submitted online via advancedED online planning tools and is available on our school website at www.ulapsa.org or in print at the school upon request.

SPECIALIZED SCHOOL STATUS

Universal Learning Academy is a public school academy that is authorized by Bay Mills Community College and was founded in 2004 by Mrs. Nawal Hamadeh, President of Hamadeh Educational Services, Inc. (formerly High Scope Educational Management Company). Since our inception, we continue to make progress in achieving the mission and goals envisioned by our founder. Through publication of this report, we are sharing that progress with others, along with our plans for continued growth and improvement into the future.

Universal Learning Academy is not considered a specialized school but has been recognized as a School of Excellence by the State Department of Education.

CORE CURRICULUM ACCESS, IMPLEMENTATION AND VARIANCES

Decisions about the Academy's curriculum are initiated through a collaboration of instructional leaders, assessment and evaluation specialists and curriculum and program specialists (including IB) with surveyed feedback from students, staff, parents and community members. The Academy's curriculum model of instruction is based on recognized and accepted strands and objectives for students' eligible for elementary through middle school grades. The core curriculum consists of MDE-defined core courses which include English Language Arts, Mathematics, Science, Social Studies, World Languages, Physical Education and Visual/Performing/Applied Arts. Educational goals and objectives are aligned to the voluntary Michigan Model, Content Standards, and Grade Level Content Expectations. In addition to providing all students a solid foundation in each of the core academic areas through integrated technologies, students are also exposed to a variety of specialty areas including: Health & Safety, Computer Sciences and International Cultures.

Data driven curriculum decisions are made as a part of the continuous improvement process updating curriculum materials to ensure alignment with the Michigan Core Curriculum Framework & the Grade Level Content Expectations, in addition to thorough planning and completion of curriculum/unit maps per grade level across all subject areas taught. Such curriculum alignment activities are scheduled on a continuous basis, and formally on an annual basis. Instructional staff is provided with in-service time, in which substitutes are assigned to cover teachers in the classroom, and allow for vertical and horizontal planning. Additionally, teacher work days are scheduled on the school calendar to allow for such collaboration and curriculum alignment as well. Analysis of formative and summative assessments are desegregated and analyzed to impact current programs in place, and plan for improvement measures to address high priority items identified from such assessment results. Best research practices are reviewed and actions are put in place to allow for improved upon instruction and practices in the classrooms to address specific sub group needs at each grade level.

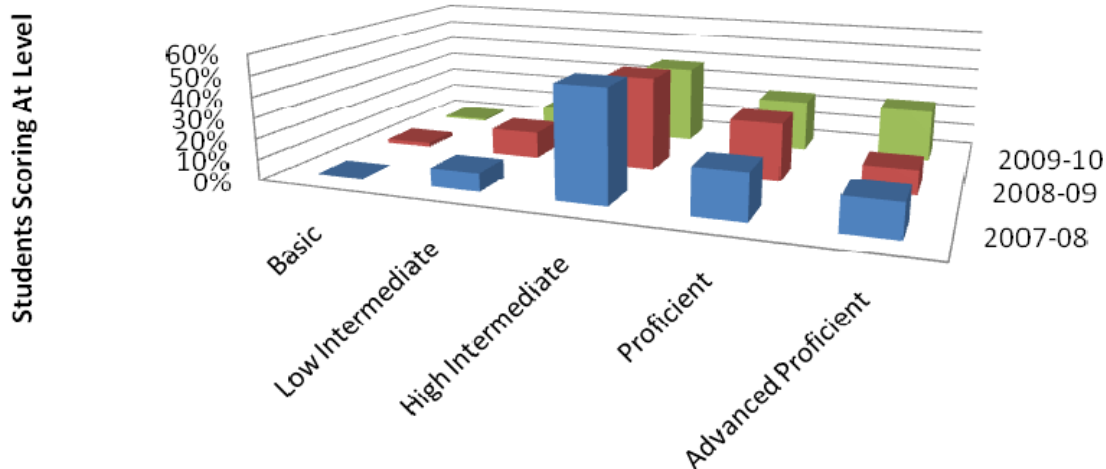
We do not have any variances from the Michigan Curriculum Framework and all staff is required to provide equitable access to General Ed curriculum for all students. Curriculum content, standards and alignment plans are available at the school by contacting the school principal as well as are available online for review via school website at www.ulapsa.org.

LOCAL/NATIONAL STUDENT AGGREGATE ACHIEVEMENT RESULTS

English Language Proficiency Assessment (ELPA): 2-5

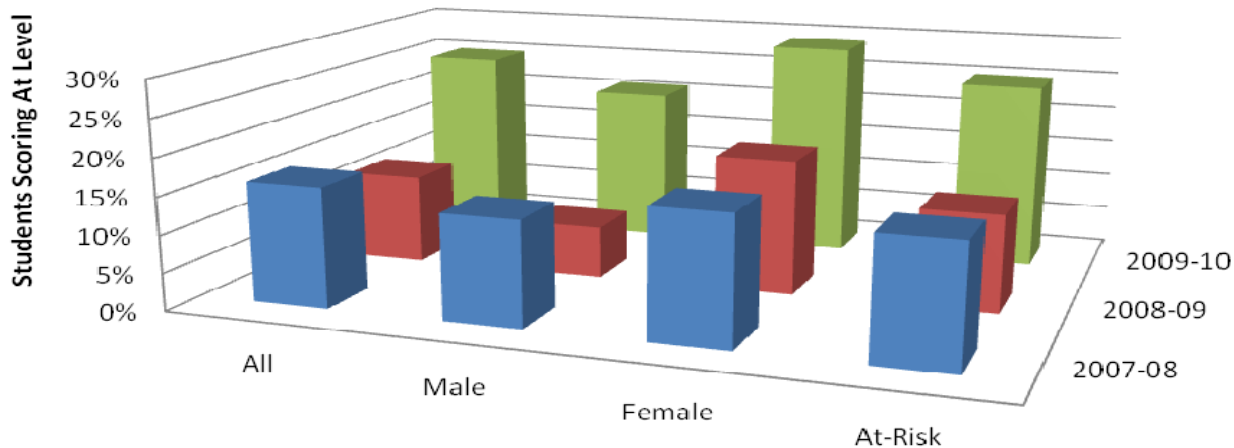
Data tables below provide trend data related to ELPA proficiency levels overall as well as subgroups for students exiting at Advanced Proficient level. Data includes enrollment changes annually.

ELPA Student Level Data



	Basic	Low Intermediate	High Intermediate	Proficient	Advanced Proficient
2007-08	0%	9%	53%	22%	16%
2008-09	2%	13%	45%	28%	12%
2009-10	1%	11%	38%	25%	25%

ELPA Student Subgroup Level Data

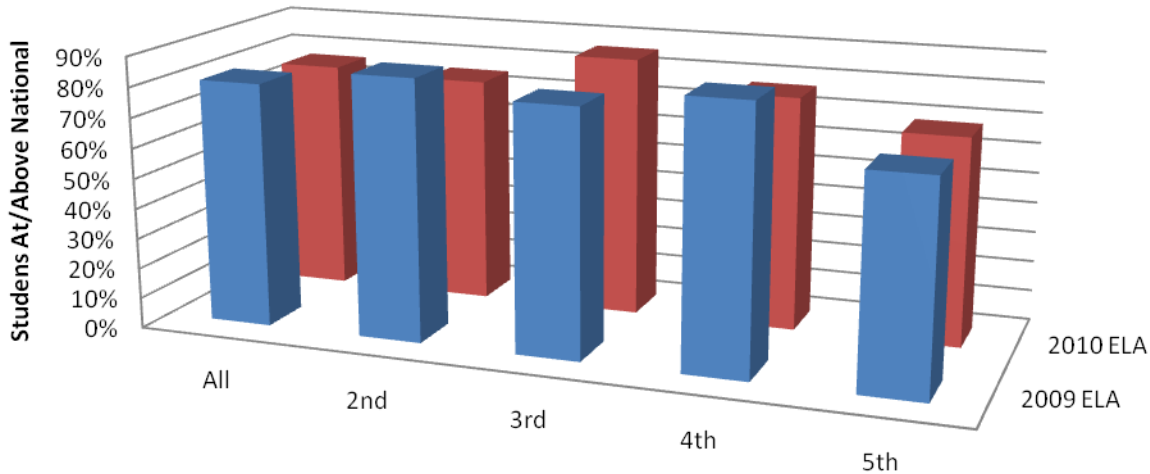


	All	Male	Female	At-Risk
2007-08	16%	14%	17%	16%
2008-09	12%	7%	18%	13%
2009-10	25%	21%	29%	25%

Scantron Performance Series: 2-5

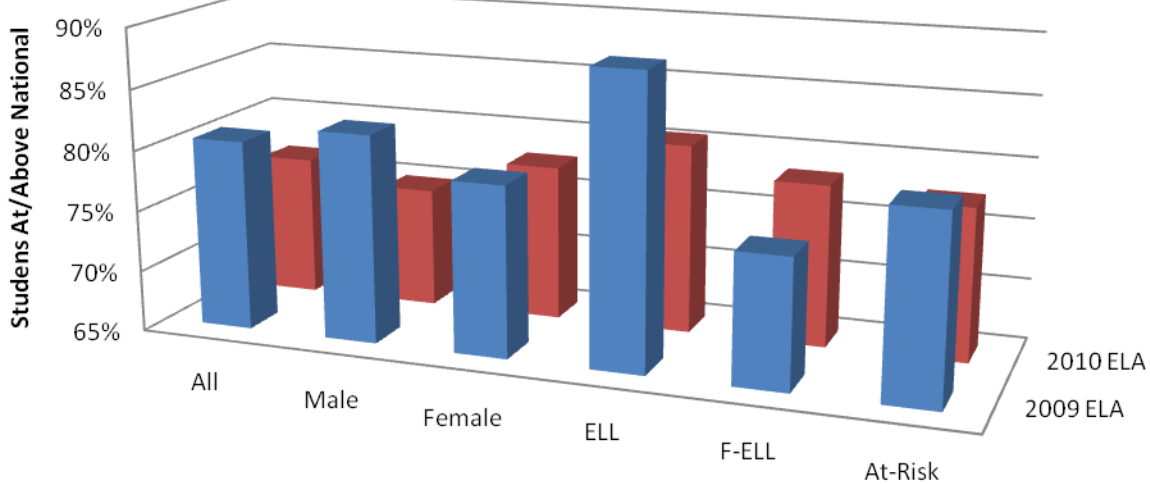
The tables below represent the percentage of students by grade and subject level as well as subcategory overall who have met or exceeded National growth ranges.

Scantron ELA Data



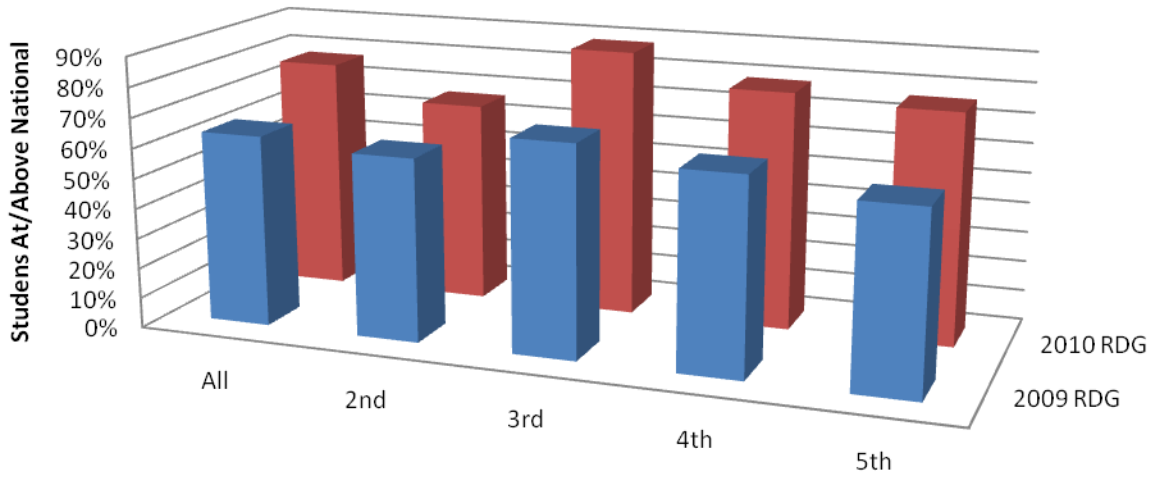
	All	2nd	3rd	4th	5th
2009 ELA	81%	86%	81%	87%	69%
2010 ELA	77%	75%	86%	77%	68%

Scantron ELA Subgroup Data



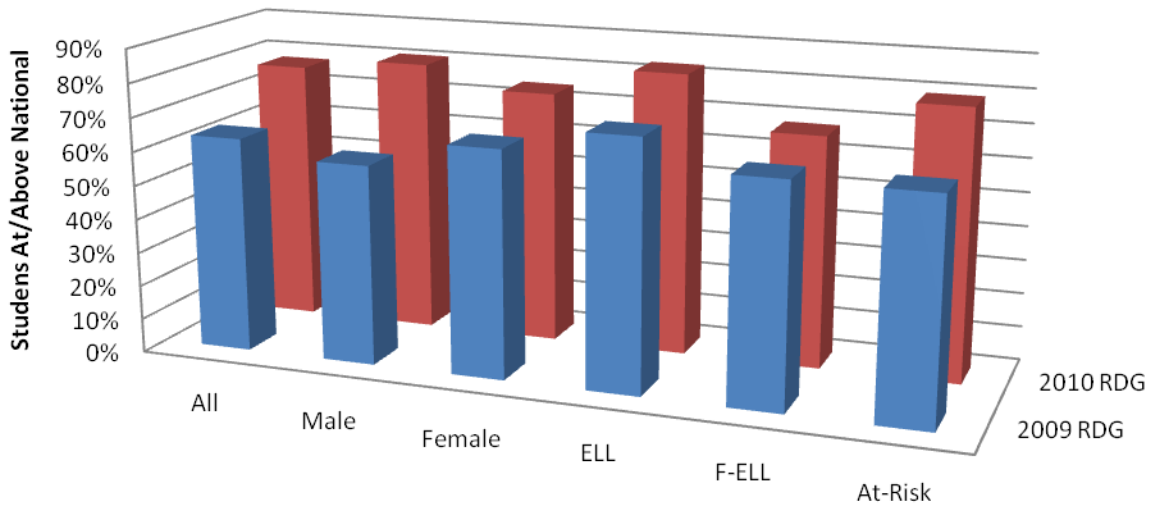
	All	Male	Female	ELL	F-ELL	At-Risk
2009 ELA	81%	82%	79%	89%	76%	80%
2010 ELA	77%	75%	78%	81%	78%	78%

Scantron RDG Data



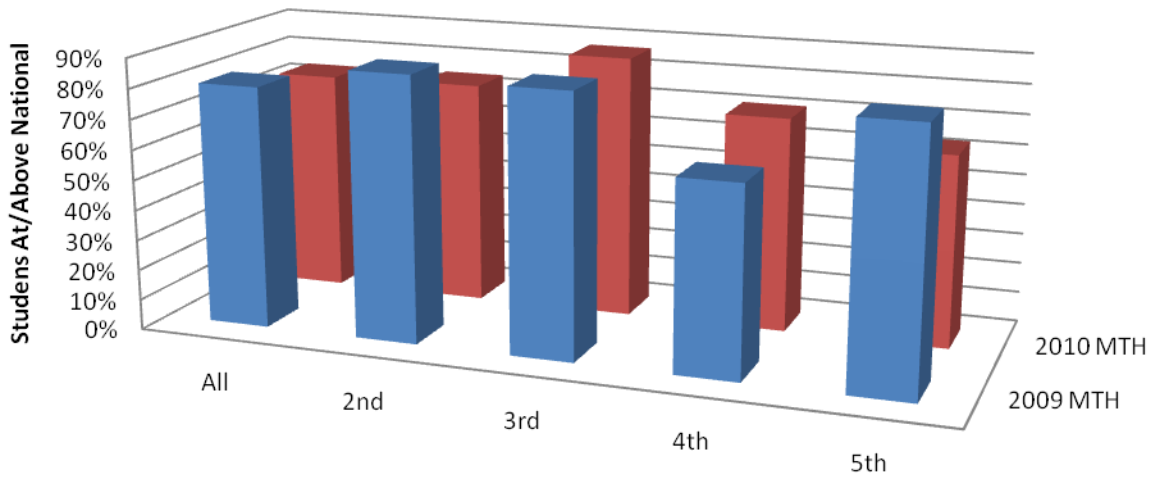
	All	2nd	3rd	4th	5th
■ 2009 RDG	64%	61%	70%	64%	59%
■ 2010 RDG	78%	67%	88%	79%	76%

Scantron RDG Subgroup Data



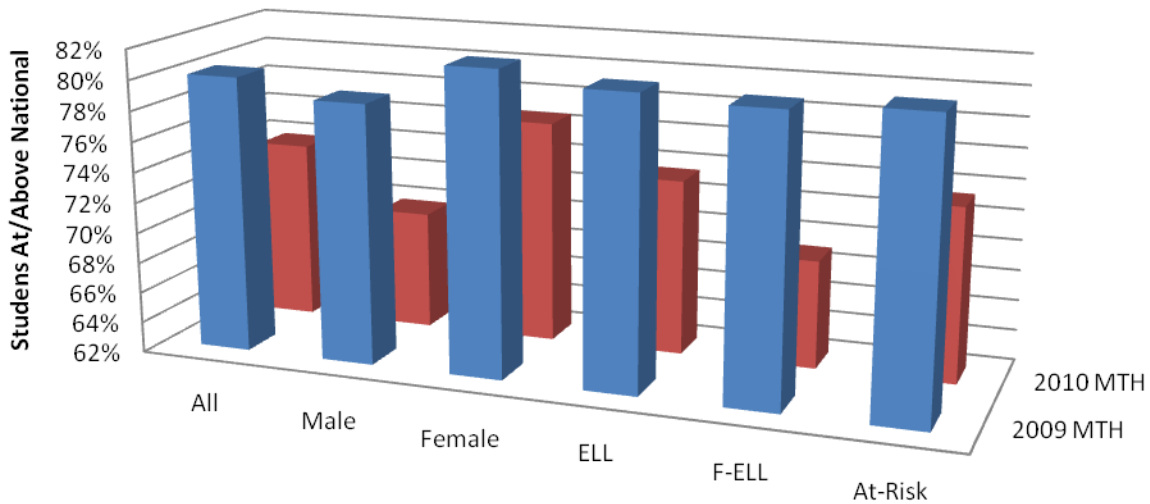
	All	Male	Female	ELL	F-ELL	At-Risk
■ 2009 RDG	64%	59%	67%	73%	65%	64%
■ 2010 RDG	78%	81%	75%	83%	68%	79%

Scantron MTH Data



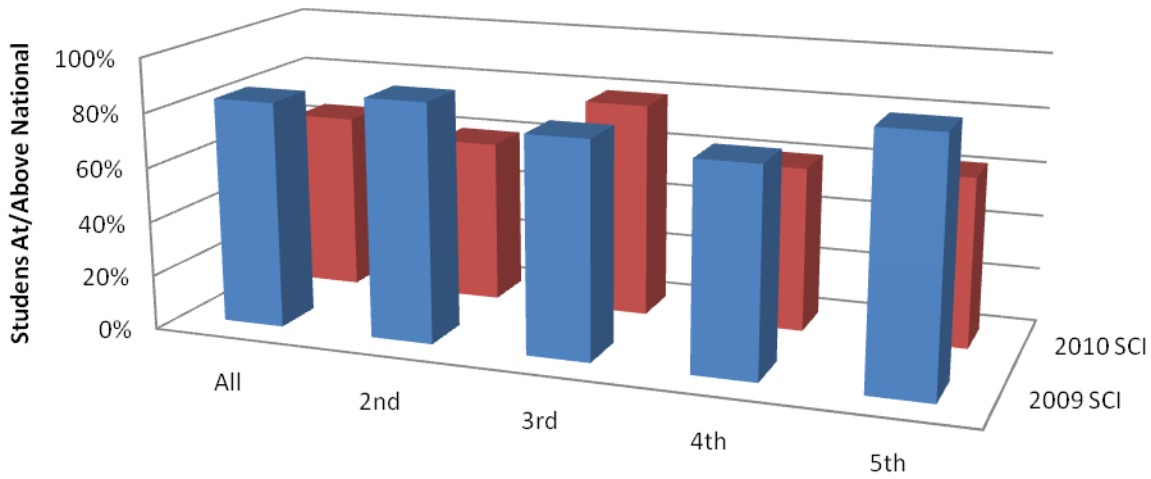
	All	2nd	3rd	4th	5th
■ 2009 MTH	80%	88%	86%	62%	84%
■ 2010 MTH	74%	74%	87%	71%	63%

Scantron MTH Subgroup Data



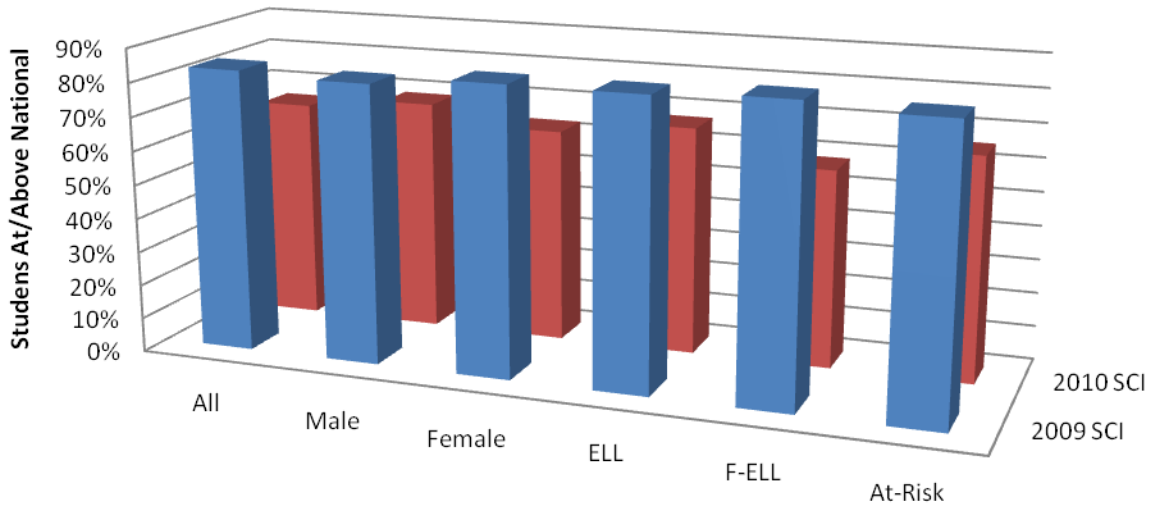
	All	Male	Female	ELL	F-ELL	At-Risk
■ 2009 MTH	80%	79%	82%	81%	81%	81%
■ 2010 MTH	74%	70%	77%	74%	69%	73%

Scantron SCI Data



	All	2nd	3rd	4th	5th
■ 2009 SCI	83%	88%	79%	76%	91%
■ 2010 SCI	65%	60%	79%	60%	62%

Scantron SCI Subgroup Data



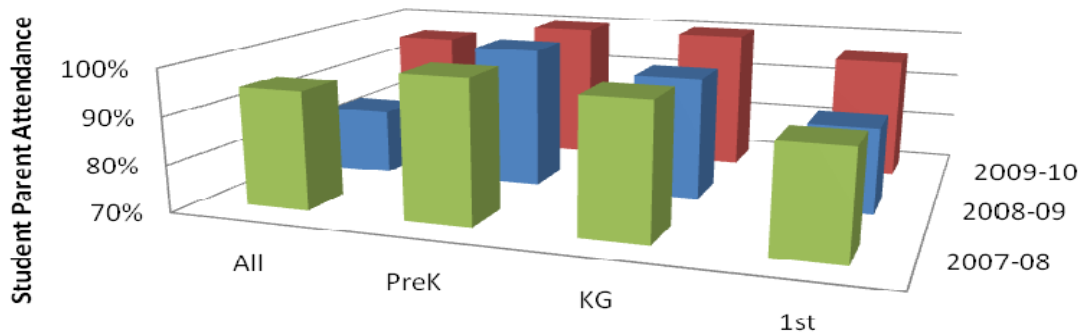
	All	Male	Female	ELL	F-ELL	At-Risk
■ 2009 SCI	83%	82%	85%	84%	86%	84%
■ 2010 SCI	65%	69%	63%	67%	58%	66%

PARENT-TEACHER CONFERENCES ATTENDANCE & PARTICIPATION

At Universal Learning Academy we require all parents to volunteer 20 hours minimum annually at the school. We continue to have 100% participation in parent-teacher conferences and though our enrollment and parent community changes each year, we are still able to keep attendance at or above 90% overall. For parents that are not able to physically attend, they are able to participate by electronic communication/means or via telephone so while we are reporting actual physical attendance in our data tables; 100% of our parents do participate in conferences.

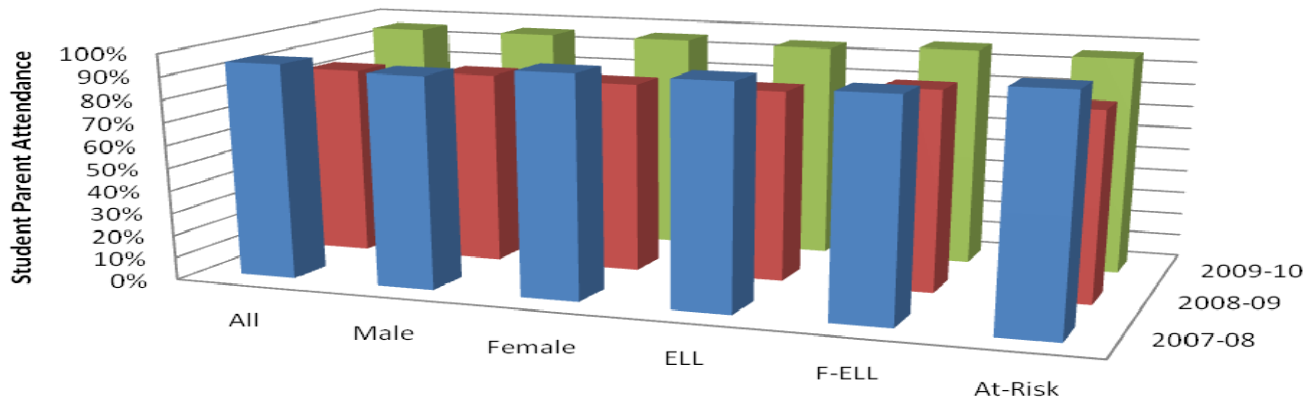
With the improvements made to our parental involvement policy effective 2009-10 and on, we expect parental attendance not only parent teacher conferences to increase, but overall involvement in regular activities as well as we continue to implement Epstein's Model and National standards in our implementation plan.

Parent-Teacher Conference Attendance



	All	PreK	KG	1st
2007-08	95%	100%	98%	92%
2008-09	84%	100%	96%	88%
2009-10	96%	100%	100%	96%

Parent-Teacher Conference Subgroup Attendance



	All	Male	Female	ELL	F-ELL	At-Risk
2007-08	95%	93%	97%	97%	95%	100%
2008-09	84%	85%	84%	84%	88%	83%
2009-10	96%	96%	96%	95%	97%	96%

HIGH SCHOOL DATA

Universal Learning Academy has no enrolled high school students and data is therefore, non applicable.

CONCLUSION & STAKEHOLDER APPRECIATION

We have undergone many challenges as charter schools, yet we continue to achieve our mission, goals and objectives. Further, we continue to attract students and parents that are impressed with our progress and programs. We continue to remain financially sound during times of economic crisis, educationally oriented to success, and prepared to exceed expectations of all stakeholders and customers.

We intend to continue improving our services to students and families well into the future. We are committed to our practice of involving all stakeholders in these efforts – parents, teachers, students, staff, and the surrounding community – as we realize it has only been through a collaborative process that we have been able to achieve the progress outlined in this report. And for that, we would like to express our gratitude and appreciation to all stakeholders for this collaborative spirit.

Sincerely,

Mrs. Nawal Hamadeh,
Superintendent, CEO & Founder

ⁱ MDE Online School Improvement & Accountability Resources <http://www.advanc-ed.org/mde/?m2m>

ⁱⁱ “What Is Scientifically Based Research? A Guide for Teachers”, National Institute for Literacy (Fall 2005).
http://www.nifl.gov/partnershipforreading/publications/science_research.pdf

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Black or African American	2009-10	<10	80.6%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	79%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	84.6%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	90%	83.7%	83.7%	16.3%	67.3%	14.3%	2%
White	2009-10	100%	92.7%	80.3%	80.3%	21.3%	59%	16.4%	3.3%
Limited English Proficient	2008-09	100%	74.9%	85.7%	85.7%	0%	85.7%	7.1%	7.1%
Limited English Proficient	2009-10	100%	82.2%	64.3%	64.3%	3.6%	60.7%	25%	10.7%
Students with Disabilities	2008-09	<10	63.4%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	71%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	79.1%	87.2%	87.2%	17%	70.2%	10.6%	2.1%
Economically Disadvantaged	2009-10	100%	84.5%	75.4%	75.4%	19.7%	55.7%	19.7%	4.9%
Grade: 04									

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Latino									
Hispanic or Latino	2009-10	<10	92.3%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	94.9%	89.8%	89.8%	49%	40.8%	10.2%	0%
White	2009-10	100%	96.9%	93.3%	93.3%	36.7%	56.7%	5%	1.7%
Limited English Proficient	2008-09	100%	85.1%	92.9%	92.9%	21.4%	71.4%	7.1%	0%
Limited English Proficient	2009-10	100%	92.1%	88.9%	88.9%	22.2%	66.7%	7.4%	3.7%
Students with Disabilities	2008-09	<10	79.7%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	87.8%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	85.7%	93.6%	93.6%	53.2%	40.4%	6.4%	0%
Economically Disadvantaged	2009-10	100%	91.9%	93.3%	93.3%	35%	58.3%	5%	1.7%
Grade: 04									
All Students	2008-09	100%	87.9%	96.2%	96.2%	46.2%	50%	3.8%	0%
All Students	2009-10	100%	92.3%	86.9%	86.9%	36.1%	50.8%	13.1%	0%
Female	2008-09	100%	87.9%	100%	100%	60%	40%	0%	0%
Female	2009-10	100%	92.9%	84.8%	84.8%	36.4%	48.5%	15.2%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Male	2008-09	100%	87.8%	92.6%	92.6%	33.3%	59.3%	7.4%	0%
Male	2009-10	100%	91.6%	89.3%	89.3%	35.7%	53.6%	10.7%	0%
Black or African American	2008-09	<10	73.8%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	82.3%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	89.3%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	92%	100%	100%	46.7%	53.3%	0%	0%
White	2009-10	100%	95.1%	87%	87%	37%	50%	13%	0%
Limited English Proficient	2008-09	<10	75.7%	<10	<10	<10	<10	<10	<10
Limited English Proficient	2009-10	100%	86.6%	93.8%	93.8%	12.5%	81.3%	6.3%	0%
Students with Disabilities	2008-09	<10	68.1%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	80%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	80.4%	95.2%	95.2%	47.6%	47.6%	4.8%	0%
Economically Disadvantaged	2009-10	100%	87.8%	86.4%	86.4%	33.9%	52.5%	13.6%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Disabilities									
Economically Disadvantaged	2008-09	100%	64.4%	86.2%	86.2%	37.9%	48.3%	13.8%	0%
Economically Disadvantaged	2009-10	100%	69.8%	94.7%	94.7%	63.2%	31.6%	5.3%	0%
Science									
Grade: 05									
All Students	2008-09	100%	83.1%	84.8%	84.8%	27.3%	57.6%	15.2%	0%
All Students	2009-10	100%	81%	63.6%	63.6%	31.8%	31.8%	27.3%	9.1%
Female	2008-09	100%	83.3%	100%	100%	26.7%	73.3%	0%	0%
Female	2009-10	100%	81.1%	65.2%	65.2%	26.1%	39.1%	26.1%	8.7%
Male	2008-09	100%	82.9%	72.2%	72.2%	27.8%	44.4%	27.8%	0%
Male	2009-10	100%	80.8%	61.9%	61.9%	38.1%	23.8%	28.6%	9.5%
Black or African American	2008-09	<10	61.8%	<10	<10	<10	<10	<10	<10
Black or African American	2009-10	<10	59.6%	<10	<10	<10	<10	<10	<10
White	2008-09	100%	89.4%	82.1%	82.1%	25%	57.1%	17.9%	0%
White	2009-10	100%	87.5%	61%	61%	29.3%	31.7%	29.3%	9.8%
Limited English Proficient	2008-09	100%	59%	60%	60%	0%	60%	40%	0%

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Limited English Proficient	2009-10	<10	56.7%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2008-09	<10	63.6%	<10	<10	<10	<10	<10	<10
Students with Disabilities	2009-10	<10	60.7%	<10	<10	<10	<10	<10	<10
Economically Disadvantaged	2008-09	100%	72.3%	86.2%	86.2%	27.6%	58.6%	13.8%	0%
Economically Disadvantaged	2009-10	100%	70.6%	60.5%	60.5%	26.3%	34.2%	28.9%	10.5%

Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
No records to display.									

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
No records to display.								

2009-10 School-Level Accountability (AYP) Detail Reporting for Wayne RESA, Universal Learning Academy, Universal Learning Academy

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	97.7%	90.5%
Mathematics	97.7%	99%
School		
English Language Arts / Reading	97.7%	90.5%
Mathematics	97.7%	99%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
American Indian or Alaska Native		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
School		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	98.1%	90%
Mathematics	98.1%	98.9%
School		
English Language Arts / Reading	98.1%	90%
Mathematics	98.1%	98.9%
Multiracial		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	98%	81%
Mathematics	98%	98.4%
School		
English Language Arts / Reading	98%	81%
Mathematics	98%	98.4%
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	97.5%	89.5%
Mathematics	97.5%	98.9%
School		
English Language Arts / Reading	97.5%	89.5%
Mathematics	97.5%	98.9%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

* [AYP Targets \(Annual Measurable Objectives\)](#)

Graduation Rate (High Schools only)
(Goal 80%)

All Students

State

75.39%

Black or African American

State

56.59%

American Indian or Alaska Native

State

65%

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

Hispanic or Latino

Graduation Rate (High Schools only)
(Goal 80%)

State

59.94%

White

State

81.85%

Multiracial

State

71.12%

Limited English Proficient

State

65.51%

Students with Disabilities

State

Graduation Rate (High Schools only)
(Goal 80%)

57.61%

Economically Disadvantaged

State

59.8%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

93%

School

93%

Black or African American

State

Attendance Rate (Goal 90%)	
	91%
District	
	91.1%
School	
	91.1%
American Indian or Alaska Native	
State	
	93.7%
Asian, Native Hawaiian, or Pacific Islander	
State	
	96.5%
Hispanic or Latino	
State	
	94.1%

**Attendance Rate
(Goal 90%)**

District

93.3%

School

93.3%

White

State

95.7%

District

93.1%

School

93.1%

Multiracial

State

94.8%

**Attendance Rate
(Goal 90%)**

Limited English Proficient

State

94.6%

District

93%

School

93%

Students with Disabilities

State

93.5%

District

92.3%

School

92.3%

Attendance Rate (Goal 90%)	
Economically Disadvantaged	
State	94.8%
District	92.8%
School	92.8%

* All data based on students enrolled for a full academic year.

** More information regarding AYP can be found at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%

2009-10 School-Level Accountability (AYP) Status Reporting for Wayne RESA, Universal Learning Academy, Universal Learning Academy

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Yes	Met	Met	Met	A	N/A	0

December, 2009 School-Level Teacher Quality Reporting for Wayne RESA, Universal Learning Academy, Universal Learning Academy

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	5	28	11	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	20.5%
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
having a disability	10	75	22	2	1
SD	90	27	39	27	7
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
Info not available	#	‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
having a disability	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Student classified as having a disability	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
	Reading	72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
	Reading	70.72	3.239	70.46	3.298	85.15	4.505