



**EASTERN  
MICHIGAN  
UNIVERSITY®**

# Charter Schools

**2012-2013  
Annual Report**

**A World Class  
Education for  
all Students**



# Contents

- 2 Letter from the Director
- 3 Letter from the Provost  
Introduction to Charter Schools
- 4 Charter Schools Office at Eastern Michigan University
- 5 Significant Achievements
- 6 Assessment Programs
- 7 Satisfaction Surveys
- 8 Leadership Seminars
- 9 Numbers Tell a Story—Data of Our Schools
- 10 Charter School Board Members
- 11-12 Our New Schools
- 13 Academy for Business and Technology Elementary
- 14 Academy for Business and Technology Secondary
- 15 Ann Arbor Learning Community
- 16 Commonwealth Community Development Academy
- 17 Dr. Joseph F. Pollack Academic Center of Excellence
- 18 Gaudior Academy
- 19 Grand Blanc Academy
- 20 Great Lakes Academy
- 21 Hope Academy
- 23 Eastern Michigan University Charter Schools  
Administration Financial Report
- 24 Financial Assistance to Charter Schools  
Schedule of Expenditures and Grants
- 26 Eastern Michigan University's Board of Regents  
and Executive Officers



## *Greetings from the Director:*

As I look back on another school year, I am satisfied with the knowledge that the Eastern Michigan University (EMU) Charter Schools Office (CSO) has had significant accomplishments. The CSO staff has worked hard to bring about these successes. However, we were privileged to have strong support to the executive leadership of EMU. Specifically, Regents Beth Fitzsimmons and Thomas Sidlik have been true champions of the efforts of the CSO. They have worked closely with my office and the executive leadership of EMU to ensure our success. Also, the guidance and direction of EMU President Susan Martin and Executive Vice President and Provost Kim Schatzel has proven invaluable.

Our significant accomplishments include the awarding of three charters for three new schools: The James and Grace Lee Boggs School (Boggs School); The Detroit Public Safety Academy (DPSA) and Global Tech Academy (GTA). What excites me about these schools is their unique educational themes. The Boggs School located in Detroit, began its operations in September 2013, has a place-based focus designed to produce students who will work to revitalize the urban communities. DPSA located in Detroit began its operations in September 2013. This school has a public safety focus. Their goal is to produce graduates who will enter professions such as law enforcement, fire protection, and homeland security. GTA located in Willow Run will begin its operations in September, 2014. This school will introduce a digital classroom as part of its instructional practice. As you can see we are very excited to add these three schools to our family of public school academes.

In addition to awarding new charters we have re-authorized three charter schools. These schools are the Ann Arbor Learning Community located in Ann Arbor, Hope Academy, located in Detroit and Gaudior Academy located in Inkster.

The 2012-2013 school year saw the implementation of a new student assessment program called Performance Series which was developed by the Scantron organization. It will provide our education “stakeholders” with a realistic view as to how our students compare nationally in reading, mathematics, science and social studies.

With regards to the state-wide student assessment program, the Michigan Department of Education has “raised the bar” academically. This has led to somewhat mixed results among our charter schools, with some showing strong growth and others experiencing decline. We are working with the leadership of our schools to help them address their areas of deficiency and to further bolster their areas of success. In addition to our continued EMU sponsored seminar series for our school leaders, we have renewed our board development efforts. This renewed board development effort is a collaborative effort with the Non-profit Enterprise at Work (NEW) organization. The actual work in this collaboration will occur in 2014.

We recently experienced staff changes with the resignation of Mr. Larry Barkoff, who was general counsel to our office. Mr. Barkoff has provided significant support to the CSO for the past 11 years. However, we are pleased to announce that attorney Ms. Lauren London has been hired to fill that vacancy. We anticipate Ms. London will become a valuable member of our team.

In closing, the CSO has made significant strides in school year 2012-2013. However, we have much work yet to do in order to live up to our Vision—“A World Class Education for all Students.” Our students deserve the best.

Sincerely,

Malverne  
Director of the Charter Schools Office  
Eastern Michigan University

## Our Vision

---

# A World Class Education *for all* Students



## *Hello from the Provost:*

Eastern Michigan University has a proud legacy of service to our state's municipalities and its citizens, especially those communities in southeastern Michigan. The EMU Charter Schools Office is a vital part of this important commitment. EMU charter schools provide Michigan families with outstanding alternative public educational options for their children.

The EMU Charter Schools Office, founded in 1996, has been highly successful in providing oversight to its chartered

schools. Through these efforts, public education in Michigan has been enhanced; especially in those communities that continue to face significant and serious social and economic hardships.

The connections between the charter schools and the university are numerous and growing. EMU continues to enroll an ever-increasing number of students who were educated at one of our charter schools. In fact, the top four 2013 graduates of Academy for Business and Technology (ABT), an EMU chartered school, are part of EMU's upcoming 2014 freshmen class. Another graduate of ABT is a scholar-athlete and a starter for Eastern Michigan University's Men's Basketball team.

In addition to the long-standing positive relationship between the EMU Charter Schools Office and the EMU College of Education, this year saw even greater collaboration with the university's College of Business, College of Technology, and College of Arts and Sciences. These efforts will result in EMU's outstanding educational resources further supporting the success of our charter schools and enhancing their students' educational experiences.

This year has marked the beginning of a new era in EMU's authorizing practice with the awarding of three new charter schools: The James and Grace Lee Boggs School; The Detroit Public Safety Academy and Global Tech Academy. These schools will operate in southeast Michigan, serving communities that are important to the EMU Charter Schools Office's vision of providing a World Class Education for All Students. Our goal is for all our charter school students to be a part of Eastern Michigan University from their first classroom lesson to achieving their college degree.

The Charter Schools Office is truly one of EMU's Centers of Excellence.

Regards,

Kim Schatzel, Ph.D.

Provost and Executive Vice President of Academic and Student Affairs  
Eastern Michigan University

## Introduction to Charter Schools



### Charter School Law in Michigan

The Michigan Legislature passed its first charter school law, Public Act 362, Part 6A, in 1993, and the law was signed into effect in December of that year. This law allows four educational entities in Michigan to authorize and license charters for public school academies: public state universities, community colleges, intermediate school districts and local school districts.

Charter schools may include grades K-12 or any combination of those grades. They may not charge tuition and must serve anyone who applies to attend up to enrollment capacity; that is, they may not screen out students

based on race, religion, gender, or test scores. Students are selected randomly for admission if the number of students applying exceeds the school's enrollment capacity [RSC §380.504(2)]. Charter teachers must be certified and "highly qualified" as defined in the federal Elementary and Secondary Education Act (ESEA) [§380.505(1)]; charter school students are assessed annually as part of the Michigan Education Assessment Program (MEAP), and charter schools are required to administer other state mandated assessments such as the Michigan Merit Exam (MME) and the English Language Proficiency Assessment (ELPA). Charter schools cannot be religiously affiliated [RSC §380.502(1)].

Public state universities have authorized the majority of public school academies in Michigan; however, there was a “cap” on the number of additional charters that these universities could authorize from 1999 until 2012 when Michigan Senate Bill 618 was signed into law by Governor Rick Snyder. The new law made a number of key changes to the Michigan charter school law, lifting the cap, allowing authorizers to issue charters for new schools and clarifying authorizer oversight responsibilities.

### Major responsibilities of an authorizing body in Michigan

Pursuant to Section 380.502(4): “An authorizing body shall oversee, or shall contract with an intermediate school district, community college, or state public university to oversee, each public school academy operating under a contract issued by the authorizing body. The authorizing body is responsible for overseeing compliance by the board of directors with the contract and all applicable law.”

These oversight duties include:

- Thoroughly reviewing the applicant’s educational plan. The plan must address the educational needs of the students, curriculum goals and objectives, teaching methods, and student assessment.
- Determining if all fire, safety, and health codes are met.
- Developing a description of the methods to be used to monitor the charter school’s compliance with applicable law and its performance in meeting its targeted educational objectives. Authorizers must implement a corrective plan of action for their schools that do not meet those standards.
- Ensuring that charter school boards



*The Charter Schools Office staff (from left to right) Dr. Roberto Quiroz, Lauren London, Dr. Malverne C. Winborne, Michael Collett and Mary Rebandt.*

operate independently of any educational management company involved in the operation of the school.

- Developing a description of the process for amending the contract during the term of the contract.

### Charter Schools Nationwide

Over 500 new public charter schools opened their doors for the 2012-2013 school year. Compared with the previous year (2011-2012), an estimated additional 275,000 students are attending public charter schools in the 2012-2013 school year. There are now approximately 6,000 public charter schools enrolling over 2.3 million students across the country. Source: The National Alliance for Public Charter Schools (NAPCS).

### Charter Schools Office at Eastern Michigan University

The Charter Schools Office at Eastern Michigan University was created as part of the Division of University Relations in the fall of 1995. On January 1, 1996, the late Dr. Joseph F. Pollack, former public school superintendent in Michigan and Illinois, was appointed director of the new office.

By the opening of the 2012-2013 school-year, eight charter schools enrolled approximately 3,500 students. Two of the charter schools are run independently by their school boards and operate most aspects of their schools, including educational programs and financing. These two are Hope Academy and Commonwealth Academy. The other six schools were operated by Education Manage-

ment Organizations (EMO). These schools and their respective EMO’s are, The Academy for Business and Technology (the Leona Group of East Lansing, Michigan), Grand Blanc Academy (CS Partners of Brighton, Michigan), Gaudior Academy (Choice Schools of Grand Rapids, Michigan), Ann Arbor Learning Community (CS Partners of Brighton, Michigan), Great Lakes Academy (Employees Only of Rochester, Michigan) and The Dr. Joseph F. Pollack Academic Center of Excellence (Employees Only of Rochester, Michigan).

### The Staff at Eastern Michigan University Charter Schools Office

Dr. Malverne C. Winborne serves as the Charter Schools Director. Other members of the Charter Schools Office staff included Dr. Roberto Quiroz, Associate Director, Michael Collett, Finance Officer, Lauren London, Attorney, and Mary Rebandt, Administrative Secretary.

In 2013 Larry Barkoff, EMU attorney announced his departure to pursue a position at Washtenaw Community College. He provided over 10 years of dedicated services to the Charter Schools Office and to Eastern Michigan University.

# Significant Achievements 2012-1013



- Three charters were approved by the Eastern Michigan University Board of Regents. The reauthorized schools were Ann Arbor Learning Community, Hope Academy and Gaudior Academy.
- After an extensive review of twenty one applications, three new charters were awarded. The three new schools are the Detroit Public Safety Academy, Global Tech Academy and The James and Grace Lee Boggs School. The Detroit Public Safety Academy and the James and Grace Lee Boggs School will open in Detroit in the fall of 2013. The Global Tech Academy will open in Ypsilanti in the fall of 2014.
- The EMU Charter Schools Office successfully passed a multipoint authorizer Assurances and Verifications audit from the Michigan Department of Education.
- The Charter Schools Office developed new policies including a charter authorization process and a charter reauthorization process.
- A new nationally normed assessment, Scantron Performance Series was piloted and successfully implemented at all of our schools. Extensive training of staff and administration took place to prepare for a smooth first year with this computer adaptive test.
- In spite of the growth of charter schools, and the decline in Michigan school aged population, EMU charter schools experienced a modest increase in student enrollment.

## The Michigan Educational Assessment Program (MEAP)

In accordance with state law, Eastern Michigan University Charter Schools Office considers the performance of students on the MEAP as the most significant factor when assessing schools. The Michigan Educational Assessment Program (MEAP) tests were first administered in 1970. The goal of the tests is to measure what Michigan students know and are able to achieve. Michigan's MEAP tests are criterion-referenced, which means that results are reported as performance against prescribed state standards. These standards are set by Michigan educators and approved by the State Board of Education. Students are tested in four content areas: ELA (English language arts), mathematics, science and social studies. The ELA content area includes reading, writing and listening. In 2011-2012, students were tested in grades 3-9.

## Scantron Performance Series Assessments

Eastern Michigan University, Charter Schools Office required all its authorized schools to test students on the Performance Series Assessments by Scantron/Global Scholar. Students in grades 3-10 must be assessed to determine their performance in Reading and Mathematics. These assessments, available in a computer-adaptive on-line platform, provide the Charter Schools Office a second objective measure of academic achievement and progress in addition to the MEAP. The results of these assessments are used in conjunction with the MEAP, and the assessment of a set of financial and operational indicators to determine if a school may be granted another charter when their contract term expires.

At the school level, principals and teachers use the results of the assessments to plan

instruction and design programs targeted at the specific needs of students. Growth in academic achievement can be calculated by comparing the progress students make with norms based on a large national sample of students who took the same test.

## Annual School Assessment

Annually Eastern Michigan University Authorized schools are provided a summary report which is a report card from the authorizer and which serves as the official overall assessment of the status of the schools. A rubric is used that is based on the legal requirements of the Michigan legislation for reviewing charter schools. The annual assessment report provides formal feedback about the schools performance in six key areas, including,

- Academic Assessment 60%
- Staff Backgrounds 2.5%
- Board Requirements 10%
- School Operations 5%
- School Finance/Regulatory Reporting 20%
- Facilities Review Process 2.5%

The annual assessment is a formal report which is shared with board presidents and the school leaders. The annual school assessment process takes place at the conclusion of the school year in the summer of each year when each school leader is presented with the results and the opportunity to review the strengths and weaknesses on each individual section of the assessment.

# Assessment Programs



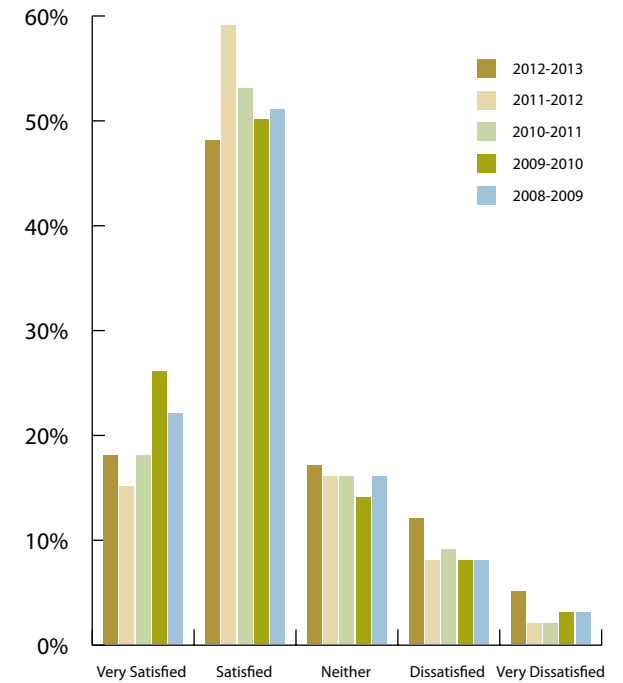
## Annual Parent and Staff Satisfaction Surveys

Eastern Michigan University conducts an annual survey of parents and staff at each charter school. The goal of these surveys is to measure the level of satisfaction among parents and staff on a number of factors pertaining to their experiences with the school. They are also asked about ways their school could improve.

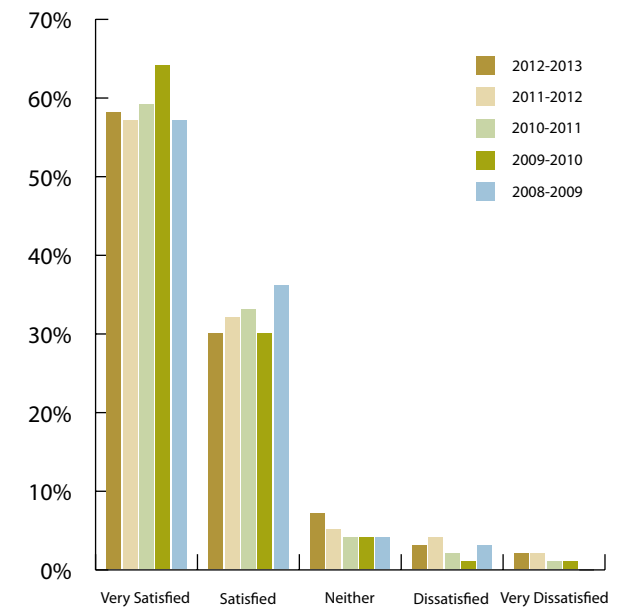
These surveys are conducted in May and the reports are prepared in June. A summary of the findings is compiled, using a number of charts showing the most current results, as well as the trends from past surveys. Copies of the summary reports are distributed to school leaders and school board presidents for planning and evaluation of efforts. The charts to the right are an example of the kind of status and trend data available to school leaders:



### Parent Overall Satisfaction



### Teacher Overall Satisfaction





## School Leaders Seminar Series

The Charter Schools Office sponsors a seminar series for school leaders with the goal of improving the collaboration among these leaders, and to inform them of legal/legislative updates, organizational development issues, and educational best practices. In addition to participating in the seminar series, leaders participate in a peer review process. The peer review process involves teams visiting schools, learning from each other and presenting their experiences and insights at the leadership seminars. Time is provided in each of these day-long sessions, for participants to share developments, issues and best practices in school administration and leadership.



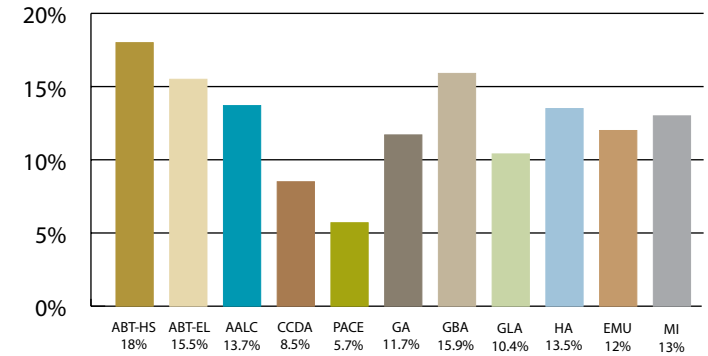
Eastern Michigan University Charter Schools Leadership Seminar Topics: 2012-2013		
Date	Seminar Topics	Presenter (s)
September 19, 2012	Individual EMU school ITBS Longitudinal Assessment Data  Student Teacher Placement Process	Juliane Blazeovski, Hypothesi, LLC  Barbara Gorenflo, Assistant Dean, College of Education, Eastern Michigan University
November 14, 2012	Dialogue with Academy Leaders  Resources and Initiatives	Kim Schatzel, Provost and Executive Vice President Academic and Student Affairs, Eastern Michigan University  Phillip Caldwell II, Tammy Hatfield, Brandy Archer Michigan Department of Education, Charter Schools Office
December 12, 2012	Michigan Legislative Update  Changing School Culture	Leigh Greden, Government and Community Relations, Eastern Michigan University  Wayne Millette, Interim Dean Ann Arbor Learning Community
January 23, 2012	National Writing Project Grant  Scantron Assessment: Strategies	Sarah Lorenz, Director, Professional Development, William Tucker, Director, Eastern Michigan University, National Writing Project  Riley Justice, Assessment Specialist, Hope Academy, Detroit
March 6, 2013	Educational Achievement Authority  School Leadership Best Practices	Judith Berry, Assistant Chancellor EAA, Detroit, Michigan  Academy Leaders, Eastern Michigan University Charter Schools
May 1, 2013	Common Core Curriculum  Michigan Legislative Update	Danna Ferris Kent County Intermediate School District  Leigh Greden, Government and Community Relations, Eastern Michigan University

# Numbers Tell a Story



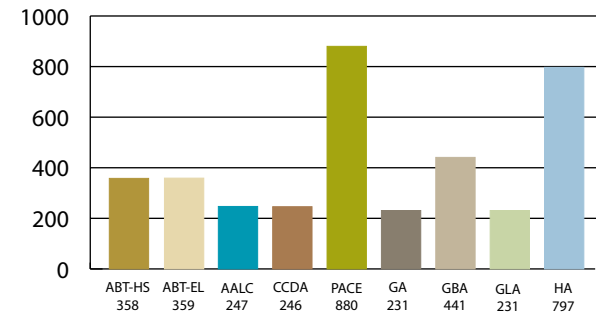
## Percent Students Receiving Special Education Services

EMU Charter Schools v State Average



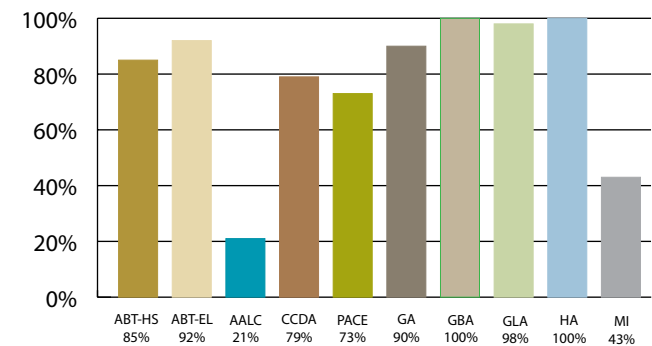
## EMU Charter Schools Student Enrollment

2012-2013



## Percent At Risk Students

EMU Charter Schools Eligible for Free and Reduced Lunch



# Our Values

High Standards

EQUITY

Diversity

Relationships

Continuous Improvement

Transparency

## Our schools and their Board Members

### 1 Ann Arbor Learning Community

3980 Research Park Drive  
Ann Arbor, MI 48108

#### Board Members:

Valerie Mates  
Mary Packard  
Theodore Layher  
Tara Mahoney  
Patricia Berry  
Katherine Lawrence  
John Petz

### 2 Academy for Business and Technology

5277 Calhoun  
(Elementary)  
Dearborn, MI 48126

#### Board Members:

Sally Contreras  
Gernard Geter II  
Tammy Smith  
Fay Calvo  
Marcella Bell

### 3 Academy for Business and Technology

19625 Wood (Secondary)  
Melvindale, MI 48122

#### Board Members:

Sally Contreras  
Gernard Geter II  
Tammy Smith  
Fay Calvo  
Marcella Bell

### 4 Commonwealth Community Development Academy

13477 Eureka Road  
Detroit, MI 48212

#### Board Members:

O. Richard Hamme IV  
Curtis Robinson  
Cynthia Smith  
Solomon Spann III  
Rupert Canonier

### 5 Dr. Joseph F. Pollack Academic Center of Excellence

23777 Southfield Road  
Southfield, MI 48075

#### Board Members:

Madelia Buford  
Jasmine Henry  
Rumell McDowell  
Denise Bennett  
Floyd Jean Webb

### 6 Gaudior Academy

27100 Avondale  
Inkster, MI 48141

#### Board Members:

LaTanya Beanum  
Kecia M. Harper  
Elizabeth Ochalek  
Karl D'Abreu  
Stathia McNally  
William Guess

### 7 Grand Blanc Academy

5135 Hill Road  
Grand Blanc, MI 48439

#### Board Members:

Frederick Cheek  
Tom Riutta  
Peter T. Sinclair  
Mary Elizabeth Spademan  
Alyssa Stewart

### 8 Great Lakes Academy

46312 Woodward Ave.  
Pontiac, MI 48324

#### Board Members:

Daisy Davis  
Jeffery Hill  
Lennox D. Reid  
Sandra L. Rolle  
Ethan Vinson  
Rashun Washington  
Bettie Shaw-Henderson

### 9 Hope Academy

12121 Broadstreet  
Detroit, MI 48204

#### Board Members:

Leatrice W. Eagleson  
Vera A. Hurt  
Randy C. McNeil  
Deborah R. Nowlin-Swartz  
Angela H. Polk

## New Charter Schools

### 1 The James and Grace Lee Boggs School

4141 Mitchell Street  
Detroit, MI 48207

#### Board Members:

Lumas Helaire  
Alice Jennings-Edwards  
Klotylda Phillippi  
Soh Suzuki  
Patrick Michael Crouch

### 2 Detroit Public Safety Academy

1250 Rosa Parks Blvd.  
Detroit, MI, 48216

#### Board Members:

Kamal Cheeks  
Sarah Robinson  
Hazel White  
Antonio Boatwright  
Diasree Curry

### 3 Global Tech Academy

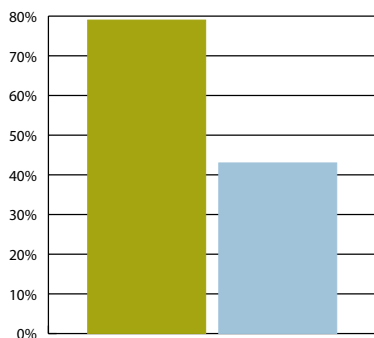
1715 Forest Street  
Ypsilanti MI 48198

#### Board Members:

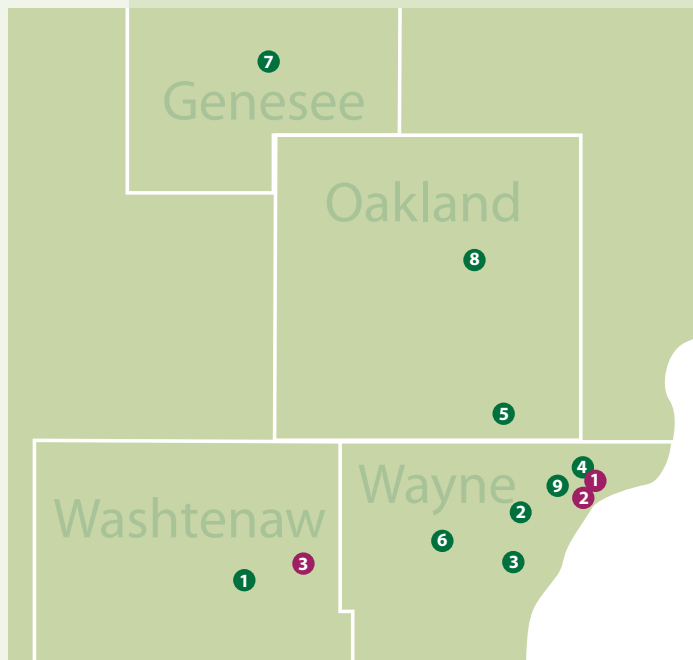
Samy Ali-Khodja  
Franci Moorman  
Adrian Iraola  
Paula Kauffman  
Theron Kersey

## Percent At Risk Students

EMU Charter Schools V. State Average



■ EMU Charter Schools, 79%  
■ Michigan, 43%



# Our Mission

---

*The mission of*  
**Eastern Michigan University**  
**Charter Schools Office**

*is to* **create a**  
**community** *of*  
*life-long learners.*

*We will develop and maintain* **a diverse**  
portfolio of **excellent schools.**

**Our authorizing practice**  
places a **high value** *on*  
**quality relationships** with our stakeholders.

## New Charter Schools

### The New School Selection Process

Eastern Michigan University Board of Regents Approve Issuing Charters for three new schools. Two will open in the Fall of 2013 and one in 2014.

The three new charters reflect the continuing commitment of the EMU Charter Schools Office to serve the communities in southeast Michigan and to provide options for students in urban areas where academic performance has traditionally been unacceptably low. Our current portfolio of schools includes schools in Pontiac, Inkster, Detroit, Dearborn, and Ann Arbor. The three new charter schools will be located in Ypsilanti, and Detroit.

### Our Priorities

The priorities for 2012 charter school applications sought out schools that have the following key features:

- Use new ways of addressing the educational needs of historically underserved populations.
- Establish partnerships with institutions of higher education.
- Value socio-economic diversity among their students, staff and school board.

## Opening in the 2013-2014 School year

### The James and Grace Lee Boggs School

The mission of the Boggs School is to nurture creative, critical thinkers who contribute to the well-being of their communities. The school is named after Grace Lee Boggs, a long-time community activist who challenged the school development team to “think beyond what you even believe is possible.” The Boggs School will implement “Place-Based Education,” a nationally renowned and research-based model, which immerses students in local heritage, cultures, landscapes, opportunities and experiences, using these as a foundation for the study of academic subjects. They will be located in the old Sophie Wright Settlement building on Mitchell Street on Detroit’s east side. After five years of planning, they will open teaching grades K-3 and will grow to K-12 at capacity.

### Detroit Public Safety Academy

Detroit Public Safety Academy, located at 1250 Rosa Parks Boulevard in Detroit, is focused on educating and training students who are interested in police and firefighter technology, specifically addressing under-represented populations in these careers. Local and state federal police agencies and municipal firefighters will assist with tutoring, mentoring and life skills development. The academy will be managed by the LEONA Group, a school management company based in East Lansing, Michigan. The school will provide school to-university-to career readiness as well as teach the essential pillars of character education. They will open teaching grades 9-10 and add a grade each year.

## Opening in the 2014-2015 School year:

### Global Tech Academy

Global Tech Academy, will be an elementary school located at 1715 E. Forest Avenue in Ypsilanti Township. The school will be managed by Global Educational Excellence, an Educational Service Provider based in Ann Arbor, Michigan. They will serve the community by providing high quality education and meeting the basic needs of students and families with an innovative year-round calendar. Students will benefit from an android-tablet based curriculum, universal lunch, breakfast and the 21st century after school program. With Eastern Michigan University’s Office of Urban Education Educational Equity (OUEEE) as a partner, Global Tech Academy will become a professional development school for the preparation of urban teachers. They will be teaching grades K-5.



*Excited students pose for their first day of school picture, with special guest, Grace Lee Boggs (front row, right).*



*“Cadets” and guest speaker from the Detroit Police Department*



*The site of Global Tech Academy.*



# Academy for Business and Technology Elementary

The Academy for Business and Technology Elementary (ABTE) School in Dearborn, opened in 2003 and currently operates a grade K-5 elementary campus. The school offers basic subjects and the curriculum is aligned with state standards. The school continues to emphasize the technology offerings and has added a technology class. Other special classes include gym, health and art. Additionally, teachers are placing increased attention toward bringing to grade level all students who are struggling. This has been done through the development of a structured RTI (Response To Intervention) program.

The Response to Intervention Program provides for entry testing of all students in reading and mathematics followed by periodic benchmark testing using the Scantron Performance Series. Students scoring below

grade level are referred to the RTI Program for remediation in math and reading with either pull-outs or push-into the classroom. Progress monitoring is then done to closely track progress. ABTE continues to achieve its student educational objectives while working with a student population where 30 percent reside in households in which English is the second language.

## The school was proud of the following accomplishments:

- The academy completed a three-year effort to develop an effective Response To Intervention (RTI) Program. Paraprofessionals and teachers create centers inside the classroom to allow classroom teachers to give additional support.



- The instructional staff has integrated the Positive Behavior Intervention Support (PBIS) Program and the RTI Program. Teachers now can identify and support students struggling academically as well as those students whose behavior may impede their academic progress.
- The school was chosen as one of the top 100 public elementary and middle schools by the Mackinac Center for Public Policy and assigned an "A" grade. This report was based on a comprehensive statistical analysis of the schools' MEAP scores for the years 2009-2012 and the schools' free lunch percentages.

## Mission Statement

In cooperation with parents and community, ABT will provide all students with a safe environment for learning and preparing them for success in their adult lives by equipping them with the skills necessary to foster creativity, to develop a sound character, to achieve higher education, to obtain employment and to be fully productive citizens well into the 21st century.

## Performance Indicators

Results on the Michigan Report Card. Proficient means the school has met it's MEAP academic target:

- Mathematics = Proficient
- Reading = Proficient
- Writing = Proficient
- Science = Not Proficient
- Social Studies = Proficient

## According to survey results:

- Parents are highly satisfied with their children's academic progress.
- Parents are highly satisfied with academy's teachers.
- Parents are highly satisfied with academy's administrator.

## Vital Statistics

- Years as a charter school: 10
- Total enrollment: 359
- Grades: K-5
- Student teacher ratio: 20:1
- Percent of special education students: 16%
- Percent of low income students: 92%
- Percent highly qualified teachers: 100%



*"ABT Elementary School provides a quality, data driven education in a multi-cultural, safe and secure environment that meets the needs of all students."*

# Academy for Business and Technology Secondary

The Academy for Business and Technology Secondary School (ABTS) was authorized by the Board of Regents in 1997 to operate as a secondary school (grades 6-12) in Dearborn Heights. In 2005 the academy relocated to Melvindale, Michigan. This school places a special emphasis on business and technology while it continues to align courses with the state of Michigan curriculum.

ABTS made great strides in the area of academic performance during the 2012-2013 school year. The academy served a total of 354 students. The majority of ABTS students (71 percent) live in Detroit. ABTS graduates 85% of its Detroit students, which exceeds the Michigan state-wide average of 76 percent (CEPI, 2010).

## The following are accomplishment for 2012-2013:

- The Academy for Business and Technology Secondary's ranking on the Michigan Department of Education Top to Bottom list increased from the 2nd percentile in 2011-12 to the 8th percentile in 2012-13.
- The retention of staff has been steady for the last 2 years, with 80 percent of the staff returning for the new school year.
- All grades showed growth from fall to spring, with the largest gains seen in our 7th grade on various school assessments.



*“We meet students where they are and equip them with what they need to know.”*



## Mission Statement

In cooperation with parents and community, ABT will provide all students with a safe environment for learning and preparing them for success in their adult lives by equipping them with the skills necessary to foster creativity, to develop a sound character, to achieve higher education, to obtain employment and to be fully productive citizens well into the 21st century.

## Performance Indicators

Results on the Michigan Report Card. Proficient means the school has met its MEAP academic target:

- Mathematics = Proficient
- Reading = Proficient
- Writing = Proficient
- Science = Not Proficient
- Social Studies = Proficient

## According to survey results:

- Parents are satisfied with their children's academic progress.
- Parents are satisfied with academy's teachers .
- Parents are satisfied with academy's administrator.

## Vital Statistics

- Years as a charter school: 16
- Total enrollment: 354
- Grades: 6-12
- Student teacher ratio: 18:1
- Percent of special education students: 18%
- Percent of low income students: 85%
- Percent highly qualified teachers: 100%



# Ann Arbor Learning Community

The Ann Arbor Learning Community (AALC) began as a K-6 school in 1998. It is presently a K-8 school that enrolled 247 students in 2012-2013 with an average class size of 17. Approximately 89 percent of the student body resides in the Ann Arbor-Ypsilanti area, with the remainder coming from other communities throughout southeast Michigan. They represent diverse social and economic backgrounds.

Ann Arbor Learning Community is committed to the rigorous development of student intellect, curiosity and cooperation with a focus on helping students value themselves, their peers and their community. A safe and nurturing environment supports the social

and emotional development of children, which is fundamental for effective student learning. Our learning community—made up of students, teachers, staff and families working together—affirms and supports a variety of learning styles.

### The school was proud of the following accomplishments:

- There was a significant across the board increase at the 5th grade level in Mathematics, Reading and Science as measured by the Michigan Educational Assessment Program (MEAP).
- Three AALC students made the final cut



in the National History Day competition in Washington, DC.

- In 2013 the Ann Arbor Learning Community Charter was re-authorized by the Eastern Michigan University Board of Regents for a four year period. The request for re-authorization was the result of a rigorous effort led by the academy board. The process included a review of all aspects of the curriculum and the instructional programs with the involvement of the entire school community.



*“My kids come home from school happy every day...that’s the mark of a great school. My kids love AALC”*

### Mission Statement

To nurture independent learners as they acquire the tools they need to shape an environmentally and socially responsible future. In a supportive, student-centered community that appreciates uniqueness, AALC helps students develop a strong sense of self and lifetime love of learning. The school fosters the development of essential life skills and core academic knowledge through small, multi-aged classrooms that honor the learning and creative strengths of each student.

### Performance Indicators

Results on the Michigan Report Card. Proficient means the school has met it’s MEAP academic target:

- Mathematics = Proficient
- Reading = Proficient
- Writing = Proficient
- Science = Proficient
- Social Studies = Proficient

### According to survey results:

- Parents are satisfied with their children’s academic progress.
- Parents are highly satisfied with academy’s teachers.
- Parents are satisfied with academy’s administrator.

### Vital Statistics

- Years as a charter school: 15
- Total enrollment: 247
- Grades: K-8
- Student teacher ratio: 17:1
- Percent of special education students: 21%
- Percent of low income students: 14%
- Percent highly qualified teachers: 100%





Commonwealth Community Development Academy opened its doors as a middle school in 1996. Its initial enrollment consisted of 270 students. In 1998, the academy opened an elementary school building which housed grades K-4 on the east side of Detroit. In the 2004-2005 school year, the academy consolidated the K-6 grades in one building. During the 2006-2007 school year a seventh grade was added to the school, and the eighth grade was added in 2007-2008.

# Commonwealth Community Development Academy

In both the elementary and middle schools, basic math and science are emphasized. Commonwealth Community Development Academy continues to make improvements in student achievement. This is the eleventh year that the academy has utilized the Success for All comprehensive school reform model as a method of improving student academic performance. Commonwealth Community Academy was recognized in 2011 as a “Good School Making the Grade: Continuous Improvement” by the Skillman Foundation of Detroit.

## The school is most proud of:

- The mathematics curriculum, Everyday Mathematics, was improved to bridge the gap between school and home through electronic support services. Parents now have 24 hour access to curriculum tools to support their children.
- Commonwealth Academy and founder, Dr. Cullian W. Hill, was acknowledged by the Detroit Pistons organization as a “Game Changer” due to its commitment to providing a safe environment with high-quality learning for inner-city children.
- Commonwealth Academy increased the level of scientific exploration and technology usage during instruction and students hands-on practice. Students are learning life-skill applications and strategies for the real world.

*“Commonwealth is the BEST kept secret NOW being told.”*



## Mission Statement

To challenge each student to succeed at his/her maximum potential in a safe and secure environment. Academic and social excellence will be encouraged through effective instruction and cooperation between faculty, parents and students.

## Performance Indicators

Results on the Michigan Report Card. Proficient means the school has met its MEAP academic target:

- Mathematics = Proficient
- Reading = Proficient
- Writing = Proficient
- Science = Not Proficient
- Social Studies = Not Proficient

## According to survey results:

- Parents are satisfied with their children's academic progress.
- Parents are highly satisfied with academy's teachers.
- Parents are highly satisfied with academy's administrator.

## Vital Statistics

- Years as a charter school: 17
- Total enrollment: 246
- Grades: K-8
- Student teacher ratio: 25:1
- Percent of special education students: 9%
- Percent of low income students: 79%
- Percent highly qualified teachers: 100%





# Dr. Joseph F. Pollack Academic Center of Excellence

The Dr. Joseph F. Pollack Academic Center of Excellence (PACE) opened its doors fall of 1999. In 2010 the school was named after Dr. Joseph Pollack, who developed the Eastern Michigan University Charter Schools Office and became its first director. In 2012-2013, the charter school served 883 students in grades K-8 organized into the primary academy (K-2) and the elementary/secondary academy (3-8). Approximately 87 percent of the academy's student population resides in the city of Detroit.

The academy offers a variety of choices in its curriculum. In the reading area, teachers use Success for All in the primary grades. This curriculum requires students to master phonetic skills prior to making a transition to a literature-based program. In grades five and six, teachers use a five-day literacy plan based on Success for All and Project Read. Teachers use the University of Chicago School

Mathematics Program: everyday mathematics, transition math and algebra. In addition, extensive programs are offered in writing, science, history, social science and foreign language.

## The school was most proud of these achievements:

- As a result of attention to the school improvement framework and the school's instructional core, the school's top to bottom ranking increased from the 10th percentile in 2011-12 to the 18th percentile in 2012-13.
- The academy focused on the use of computer based, data-driven instruction. The Performance Series Assessment results helped teachers identify and address specific student deficiencies.
- Work was completed on a \$100K



playground renovation thanks to a dedicated team of PACE Academy teachers, students, parents and administrators.

- PACE made a concerted effort to increase parent participation, forming the R.E.A.L. Parents and R.E.A.L. Dad's groups. R.E.A.L. is an acronym for Raising Educated Academic Leaders. Already these groups have participated in Love and Logic training, a Back to School BBQ and Picnic, a Million Father's Rally on the first day of school and volunteered over 4,000 hours in the 2012-2013 school year.

## Mission Statement

To develop students with strong character who come to value learning as a lifelong process.

## Performance Indicators

Results on the Michigan Report Card. Proficient means the school has met it's MEAP academic target:

- Mathematics = Proficient
- Reading = Proficient
- Writing = Proficient
- Science = Proficient
- Social Studies = Proficient

## According to survey results:

- Parents are highly satisfied with their children's academic progress.
- Parents are highly satisfied with the academy's teachers.
- Parents are highly satisfied with the academy's administrator.

## Vital Statistics

- Years as a charter school: 14
- Total enrollment: 883
- Grades: K-8
- Student teacher ratio: 24:1
- Percent of special education students: 6%
- Percent of low income students: 73%
- Percent highly qualified teachers: 100%



*“PACE Academy, Helping Build a Better World, One Student at a Time!”*

# Gaudior Academy



Gaudior Academy is a K-8 public school academy located in Inkster. The 2012-2013 school year marked the beginning of the sixteenth year of its charter with Eastern Michigan University with an enrollment of 231 children. Approximately 50 percent of its students reside in Detroit and Inkster, with the remainder coming from 12 other school districts.

The 2012-2013 school year marked the ninth year of ownership of the building they occupy. It also marked the seventh year operating the Gaudior Early Learning Center, a child-care center and preschool for children ranging in ages from six months to four years of age. This center greatly strengthens Gaudior Academy's presence in the community.

## The school was most proud of the following accomplishments:

- The board of Gaudior Academy has approved a restructuring plan for a Montessori based instructional program for all grades.
- With the support of a new Educational Service Provider, Choice Schools, teachers and staff are committed to turning Gaudior into a school of excellence.
- Future plans include efforts to instill a culture of academic rigor and mutual respect.

*“The Gaudior community understands that learning involves more than what happens in the classroom. Everyone is encouraged and supported in their quest for academic and social growth.”*



## Mission Statement

To provide learning experiences in an atmosphere which nurtures and educates the whole child by addressing the multiple intelligences, instilling a love of learning, and fostering respect for themselves, their fellow citizens, their country, and their world.

## Performance Indicators

Results on the Michigan Report Card. Proficient means the school has met it's MEAP academic target:

- Mathematics = Proficient
- Reading = Proficient
- Writing = Proficient
- Science = Proficient
- Social Studies = Proficient

## According to survey results:

- Parents are satisfied with their children's academic progress.
- Parents are highly satisfied with academy's teachers.
- Parents are satisfied with academy's administrator.

## Vital Statistics

- Years as a charter school: 17
- Total enrollment: 231
- Grades: K-8
- Student teacher ratio: 16:1
- Percent of special education students: 12%
- Percent of low income students: 94%
- Percent highly qualified teachers: 100%





# Grand Blanc Academy

Grand Blanc Academy opened in 1999. The initial school enrollment was 341 students, and the 2012-2013 enrollment in grades K-8 was 442 students.

Students in grades K-5 are offered reading, language arts, mathematics, science, Spanish, music, and physical education. Students in grades 6-8 are offered language arts, mathematics, science, Spanish, world and U.S. history, physical education and health.

Students also had the opportunity to take courses in journalism, speech and debate, photography, videography, life skills, visual art, choir, band, computers and drama. The Academy strives to support families by partnering with local agencies including Big

Brothers and Big Sisters, Insight Recovery and Mental Health.

## The school was proud of the following achievements:

- Grand Blanc Academy continued job-embedded professional development with a focus on Guided Reading, Literature Circles, and Writing Across the Curriculum, resulting in increased reading scores across all grade levels (K-8).
- Staff use data to make decisions. School wide and classroom data are displayed for teachers. Teachers discuss goals with students and set individual goals, resulting



- in higher gains in reading and math.
- Grand Blanc Academy works to build community relationships to support our vision of the whole child. Caring Communities helps 5th through 8th grade students develop social skills. Big Brothers and Big Sisters volunteers offer activities and mentoring. Students attend the YMCA for swimming lessons. The community and the local food bank have supported a Weekend Backpack program to provide food to needy students.



*“Our school is a safe, warm and welcoming place for students and families focused on supporting the development of the whole child.”*

## Mission Statement

To work together with families and the community to instill the values of citizenship and lifelong learning. We will provide a safe and effective learning environment striving to meet the needs of all students.

## Performance Indicators

Results on the Michigan Report Card. Proficient means the school has met it's MEAP academic target:

- Mathematics = Proficient
- Reading = Proficient
- Writing = Proficient
- Science = Not Proficient
- Social Studies = Proficient

## According to survey results:

- Parents are satisfied with their children's academic progress.
- Parents are highly satisfied with academy's teachers.
- Parents are satisfied with academy's administrator.

## Vital Statistics

- Years as a charter school: 14
- Total enrollment: 442
- Grades: K-8
- Student teacher ratio: 22:1
- Percent of special education students: 16%
- Percent of low income students: 100%
- Percent highly qualified teachers: 100%

# Great Lakes Academy

Great Lakes Academy (GLA) began operations in the fall of 1997 as a K-3 school. For the first three years, the school added a grade level each year leading to an enrollment of 228 students in grades K-8 during the 2012-2013 school year. Great Lakes Academy is a past recipient of the state's Golden Apple Award for outstanding academic growth.

Great Lakes Academy's integrated curriculum includes extracurricular activities. The academy recognizes that the training of a child at home in conjunction with the school is crucial to success. At Great Lakes Academy, the parents and faculty join together to promote solid instruction with character building principles.

## The school was proud of the following achievements:

- Great Lakes Academy moved up on the Michigan Department of Education's Top-to-Bottom ranking from the 22nd percentile in 2011-2012 to the 35th percentile in 2012-2013.
- In 2012-2013 the school retained 64% of the staff from the previous year.
- School-wide our students have made the anticipated one year's growth in reading, mathematics, science, and social studies on all assessments, including the MEAP, Scantron, NWEA, and the Fountas and Pinnell reading assessment.



## Mission Statement

To provide an environment which promotes and provides practical knowledge to become productive and responsive citizens in the 21st Century. GLA will prepare students to function in a complex, ever changing world by cultivating habits which promote self concept. The results will be excellence in the basic core subject areas, art, music, physical education and technology.

## Performance Indicators

Results on the Michigan Report Card. Proficient means the school has met it's MEAP academic target:

- Mathematics = Proficient
- Reading = Proficient
- Writing = Proficient
- Science = Not Proficient
- Social Studies = Proficient

## According to survey results:

- Parents are satisfied with their children's academic progress.
- Parents are highly satisfied with academy's teachers.
- Parents are satisfied with academy's administrator.

## Vital Statistics

- Years as a charter school: 16
- Total enrollment: 228
- Grades: K-8
- Student teacher ratio: 16:1
- Percent of special education students: 11%
- Percent of low income students: 98%
- Percent highly qualified teachers: 100%



*“While focused on student achievement, we realize that we must educate the whole child—academically, socially, and emotionally.”*



# Hope Academy

Hope Academy began its operation in 1998 as a K-3 elementary school in Detroit with an enrollment of 288 students. It has since grown to a K-8 school with an enrollment of 798 students in 2012-2013.

The four core subject areas of language arts, math, science and social studies are broken down into grade-level expectations or exit skills. These exit skills provide much-needed clarification for teachers in their development and implementation of daily lesson plans. Exit skills are coded for easy notation within lesson plans and allow for a smooth verification of acceptable implementation. When implemented in its entirety, the scope and sequence will alleviate unnecessary repetition of subject matter as well as reduce the number of gaps within the whole of the students' education.

The extra-curricular courses "specials" for middle school students are band, dance, drama, foreign language, health, life skills,

physical education, technology, visual art and vocal music. Similarly, elementary children participate in art, drama, health, life skills, music, physical education and technology. These classes represent a three-year course of study. Students typically attend them less frequently in the elementary grades than in middle school.

### The School is most proud of the following achievements:

- Overall students are growing academically as compared to the previous year.
- We are increasing our use of technology, we now have two fully functioning computer labs.
- We are investing in a new writing program.
- We are increasing the options for after-school activities.



*“Hope Academy strives to have each and every student leave each day better than when they came.”*



### Mission Statement

To provide a positive, nurturing and collaborative educational environment where we ensure the intellectual, social, and physical development of every student.

### Performance Indicators

Results on the Michigan Report Card (meeting school target for all students):

- Mathematics = Proficient
- Reading = Proficient
- Writing = Proficient
- Science = Not Proficient
- Social Studies = Proficient

### According to survey results:

- Parents are highly satisfied with their children's academic progress.
- Parents are highly satisfied with the academy's teachers.
- Parents are highly satisfied with the academy's administrator.

### Vital Statistics

- Years as a charter school: 15
- Total enrollment: 798
- Grades: K-8
- Student teacher ratio: 25:1
- Percent of special education students: 7%
- Percent of low income students: 100%
- Percent highly qualified teachers: 100%



# EASTERN MICHIGAN UNIVERSITY

## Charter Schools Administration Financial Report

For the years ended June 30, 2013 and June 30, 2012

	<b>2013</b>	<b>2012</b>
Appropriations Received (Michigan State School Aid)	\$ 24,940,565	22,034,202
Appropriations Disbursed	24,141,659	21,283,498
Eastern Michigan University Administrative Fee, Net of Discount	798,906 <sup>1</sup>	750,704
Operating Expenses	786,949 <sup>2</sup>	826,134 <sup>3</sup>
Surplus/(Deficit)	\$ 11,957	(75,430) <sup>4</sup>

<sup>1</sup> The University's administrative fee increased in 2013 as a result of an increase in FTE membership at EMU's eight chartered schools of 241. The state foundation allowance was unchanged from 2012. The authorizing fee is discounted by the amount collectible from state restricted categorical funding.

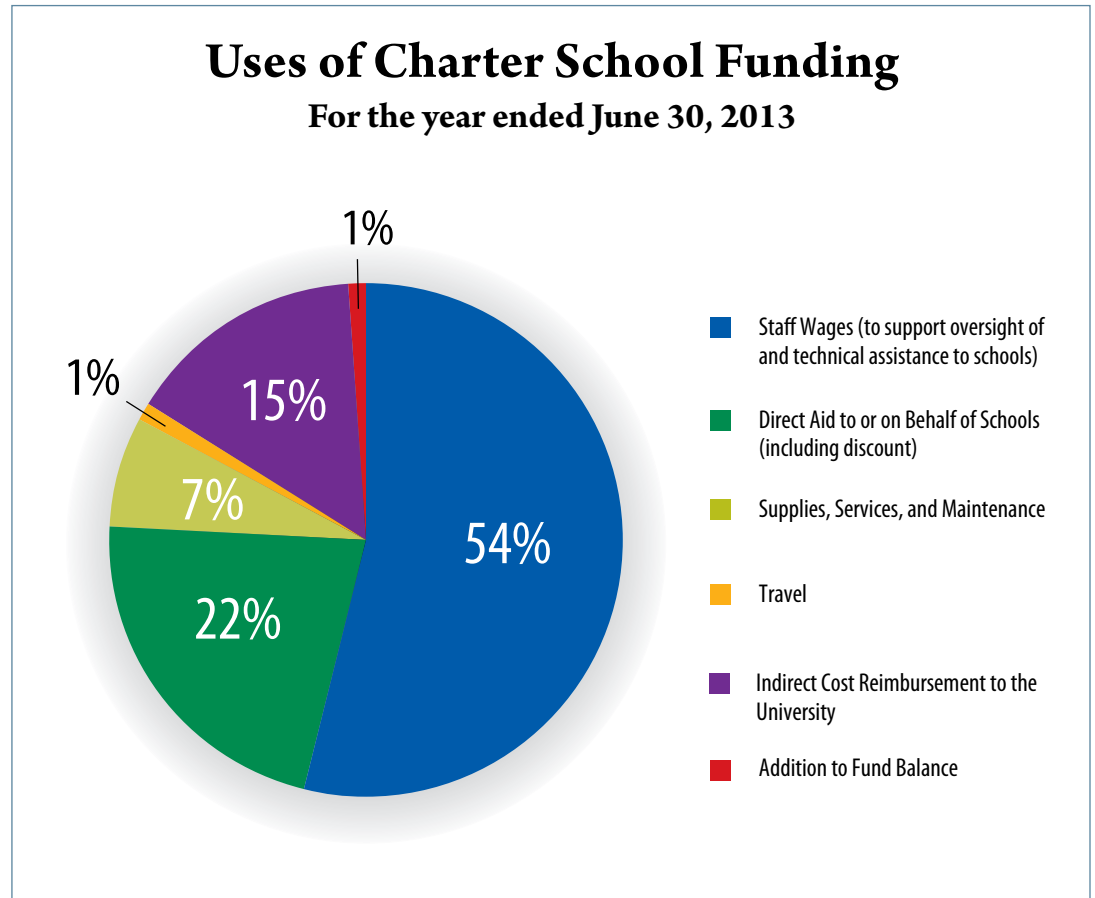
<sup>2</sup> In the 2012-2013 school year, 3,783 students were enrolled in eight charter schools, with a blended FTE state aid membership of 3,772.98. The operating budget included a director, associate directory, administrative assistant, accountant and part-time attorney. Other expenses included printing, equipment, professional dues, workshops and related office and field expenditures, and over \$129,900 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program. Expenditures and discounts for schools totaled \$186,686 in financial assistance as demonstrated in the accompanying table.

<sup>3</sup> In the 2011-2012 school year, 3,534 students were enrolled in eight charter schools, with a blended FTE state aid membership of 3,531.69. The operating budget included a director, associate directory, administrative assistant, accountant and part-time attorney. Other expenses included printing, equipment, professional dues, workshops and related office and field expenditures, and over \$127,800 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program. Expenditures for schools for staff and board professional development, achievement testing and student performance measurement totaled \$165,251, and discounts for schools totaled \$68,453.

<sup>4</sup> The 2011-2012 deficit was planned in order to provide professional development grants to the schools.

### Uses of Charter School Funding

For the year ended June 30, 2013





# EASTERN MICHIGAN UNIVERSITY

## Direct Financial Assistance to Chartered Schools

Fiscal Year 2012 - 2013

SCHOOL	PROFESSIONAL DEVELOPMENT	ACADEMIC TESTING	AUTHORIZER DISCOUNT <sup>1</sup>	OTHER	TOTAL
ABT	\$8,700	\$9,780	\$16,012	\$1,622	\$36,114
AALC	3,300	4,180	2,313	1,523	11,316
CCDA	3,200	4,686	6,929	1,378	16,192
PACE	11,700	10,194	12,225	1,593	35,711
GA	3,000	4,576	3,084	1,718	12,378
GBA	5,800	6,709	9,219	1,401	23,129
GLA	3,000	3,532	5,936	1,626	14,093
HA	10,500	10,704	14,993	1,555	37,752
<b>TOTAL</b>	<b>\$49,200</b>	<b>\$54,360</b>	<b>\$70,710</b>	<b>\$12,416</b>	<b>\$186,686</b>

REASON	AMOUNT
Professional Development Grants	\$49,200
Authorizer Discount	70,710
Academic Testing	54,360
Student Performance Measurement	7,125
Professional Development / EMU Administrator Workshops	3,497
Board Training, Enrichment and Other	1,705
Professional Development/ Continuing Education and Other	90
<b>TOTAL</b>	<b>\$186,686</b>

<sup>1</sup> EMU discounts its authorizing fee the collectible amount from state restricted categorical aid.





# EASTERN MICHIGAN UNIVERSITY™

## 2012-13 Academic Year

### Board of Regents

Roy E. Wilbanks, chair  
Ypsilanti

Francine Parker, vice chair  
St. Clair Shores

Floyd Clack  
Flint

Beth Fitzsimmons, Ph.D.  
Ann Arbor

Michael Hawks  
Okemos

Mike Morris  
Northville

Thomas W. Sidlik  
Ann Arbor

James F. Stapleton  
Ann Arbor

### Executive Officers

Susan W. Martin, Ph.D.  
President

Kim Schatzel, Ph.D.  
Provost and Executive Vice President of  
Academic and Student Affairs

John Donegan  
Chief, Operations

James Gallaher, Ph.D.  
Chief Human Resources Officer

Derrick Gragg, Ph.D.  
Director, Intercollegiate Athletics

Leigh Greden  
Executive Director, Government and  
Community Relations

Gloria Hage  
General Counsel/University Attorney

Bob Heighes  
Executive Director, Public Safety

Walter Kraft  
Vice President, Communications

John W. Lumm  
Chief Financial Officer

Carl Powell, Ph.D.  
Assistant Vice President and  
Chief Information Officer

Vicki Reaume  
Vice President and Secretary,  
Board of Regents

Tom Stevick  
Vice President for Advancement



**EASTERN MICHIGAN UNIVERSITY™**

**Charter Schools Office  
Eastern Michigan University**

Dr. Malverne C. Winborne, Director  
310 Porter, Ypsilanti, Michigan 48197  
Ph. 734-487-2086 • Fax 734-485-5310  
[mwinborne@emich.edu](mailto:mwinborne@emich.edu) • [www.emich.edu/charter](http://www.emich.edu/charter)