

# Charter Schools

2014-2015 Annual Report



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## *Greetings from the Director:*

*The closeout of the 2014-2015 school year marked the 20th anniversary of the Eastern Michigan University (EMU) Charter School Office's operation. This journey began in 1995 under the leadership of former President William E. Shelton and the late Dr. Joseph F. Pollack, the first director of the Charter Schools Office. The first charters were awarded in 1996, to Commonwealth Community Development Academy and Gaudior Academy, which opened in September of that year. I have had the privilege of directing the EMU Charter Schools Office since 2010. During this period the Charter School Office has grown to a staff of five, with 10 charter schools (11 buildings), and approximately 3,300 students.*

*A lot has happened in the 2014-2015 school year. Global Tech Academy began operations in the fall of 2014. Unfortunately, one of our charter schools (Gaudior Academy) closed its doors in 2015. The James and Grace Lee Boggs School and The Detroit Public Safety Academy (two of our newer academies) increased their enrollments and expanded their grade levels.*

*EMU Charter Schools Office hosted a Math Challenge event at the Student Center in May 2015. Approximately 400 first through eighth grade students from 12 charter schools participated in this event. We also hosted our second annual board appreciation dinner at EMU's University House in December of 2014.*

*The Charter Schools Office has continued to facilitate working relationships with EMU's various colleges. We have established strong working relationships with the College of Education and the College of Business.*

*The Charter Schools Office enjoys a continued strong relationship with the EMU Regents. Also, our office continued to receive strong support from the former EMU president Susan Martin and Interim President Kim Schatzel.*

*As we have completed the 20th year of operation at EMU and as we embark on the next 20 years, we look forward to addressing the educational needs of families in southeast Michigan. Many of these families exist in the margins of our society. However, they deserve the best educational opportunities available. This speaks to our vision as an authorizer, that EMU charter schools will offer a "World Class Education for All Students." We have much work ahead to realize that vision, but our children deserve it.*

*Warmest Regards,*

*Dr. Malverne C. Winborne  
Director of the Charter Schools Office  
Eastern Michigan University*



**Our Vision**  

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**A World Class  
Education  
for all Students**



## *Greetings from the Interim President:*

*As an executive administrator at Eastern Michigan University, I had the privilege of overseeing the Charter School Office during the past three years. In this capacity, I not only received updates from its director, Dr. Malverne Winborne, I found myself thoroughly engaged in a number of activities and events. This included participating in the March Reading Month, the Math Facts Challenge event and the Board Member Appreciation Dinner, just to name a few.*

*I also visited several of our charter schools, and met with their building leaders. This provided me with first-hand knowledge of the tremendous efforts by those entrusted with the exciting task of educating our children. I shared in the numerous successes and periodic challenges facing these schools. It should be noted that the families associated with these schools continue to see value in the educational support provided to their children. This is indicated by the high retention rate amongst families who choose to send their children to our charter schools.*

*EMU's Charter School Office continues to strive for excellence among our charter schools in addressing the educational needs of families it serves. This means that those schools not up to the challenge will receive special attention ranging from providing targeted technical assistance to reducing the length of their charter contract or closing the school. We acknowledge that the majority of our schools are serving families from communities that exist in the socio-economic margins of society. That said, the EMU Charter Schools Office continues its commitment to assuring that its charter schools share the vision of "A World Class Education for All Students."*

*As we move into our next 20 years of operation, we realize that much work still needs to be done and the EMU Charter Schools Office is poised to meet this challenge.*

*Regards,*

*Kim Schatzel, Ph.D.  
Interim President,  
Provost & Executive Vice President  
of Academic & Student Affairs*

# Introduction to Charter Schools



## Charter Schools 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 public state universities, community colleges, intermediate school districts and local school districts to authorize and license charters for public school academies. 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.

Public state universities have authorized the majority of public school academies in Michigan. There was a “cap” on the number of additional charters that these universities could authorize from 1999 until 2012. In 2012 Michigan Senate Bill 618 was signed into law making a number of key changes to the Michigan charter school law, allowing authorizers to issue charters for new schools and strengthening authorizer oversight responsibilities.

The Center for Education Reform’s 2015 annual report highlights responsible authorizing practices in Michigan. According to the report, Michigan authorizers are “opening strong charter schools while holding current charters accountable to their contracts and closing and/or turning them over to proven operators as necessary. In addition, Michigan authorizers have come together to propose an accreditation system for authorizers to ensure accountability.” (*Charter School Laws Across the States 2015 Rankings and Scorecard*, The Center for

Education Reform, March 2015).

Since 2000, the number of charter schools in Michigan and their enrollment has more than doubled, reaching 141,094 in 2014-15, according to the Department of Education. In Michigan, charter schools or public school academies, can be authorized by several kinds of education agencies. The authorizers and the number of schools under their oversight are listed in the chart below:

### 2014 Michigan Charter Schools

Authorizer Type	Number of Schools Authorized
Intermediate School District	25
Local Education Agency	25
Community College	44
University	208

### 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:

- Reviewing new charter applicant’s educational plan, including how the plan will 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.
- Monitoring the proposed charter school’s compliance with applicable law and its performance in meeting its targeted educational objectives.
- Monitoring the proposed school’s financial management and school board meetings through regular reports and on-site visits.
- Ensuring that charter school boards operate independently of any educational management company involved in the operation of the school.
- Developing a process for periodic reauthorizations and—as needed—amending the contract during the term of the contract.

## Charter Schools Nationwide

During the 2014-15 school year, more than 500 new public charter schools opened. An estimated 348,000 additional students attended public charter schools in the 2014-15 school year compared with the previous school year. With the addition of new charter schools and students, there are now more than 6,700 public charter schools enrolling about 2.9 million students throughout the country (Source: The National Alliance for Public Charter Schools).

# Our Schools

## **Academy for Business and Technology Elementary**

Dearborn  
The Leona Group of East Lansing, Michigan

## **Academy for Business and Technology Secondary**

Melvindale  
The Leona Group of East Lansing, Michigan

## **Ann Arbor Learning Community**

Ann Arbor  
APHR of Novi, Michigan

## **Commonwealth Community Development Academy**

Detroit  
Academy School Board

## **Detroit Public Safety Academy**

Detroit  
The Leona Group of East Lansing, Michigan

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

Southfield  
The Maroon Group of Flint, Michigan

## **Global Tech Academy**

Detroit  
Global Educational Excellence of Ann Arbor, Michigan

## **Grand Blanc Academy**

Grand Blanc  
CS Partners of Brighton, Michigan

## **Great Lakes Academy**

Pontiac  
Employees Only of Rochester, Michigan

## **Hope Academy**

Detroit  
Black Family Development of Detroit, Michigan

## **The James and Grace Lee Boggs School**

Detroit  
Nataki Talebah of Detroit, Michigan

## **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 2014-2015 school-year, Eastern Michigan University's eleven charter schools enrolled approximately 3,300 students. Commonwealth Community Development Academy was run independently by its school board and operated most aspects of the school, including educational programs and financing. The other ten schools were operated by Education Management Organizations (EMO).

## **Our Values**

**High Standards**

**EQUITY**

*Diversity*

**Relationships**

**Continuous Improvement**

**Transparency**

## **The Staff of The Charter Schools Office**



*The Charter Schools Office staff (from left to right) Mary Rebandt, Administrative Secretary, Lauren London, Attorney, Dr. Roberto Quiroz, Associate Director, Dr. Malverne C. Winborne, Director, and Michael Collett, Finance Officer.*

# 20 Years of Reaching Towards Our Vision. A World Class Education for all Students.



Public Act 362—  
First Michigan  
Charter School Law  
Passed.

The first nine schools  
are chartered in the  
state of Michigan



EMUniversity Board  
of Regents Grants  
first Charters to  
Gaudior Academy  
and Common-  
wealth Community  
Development  
Academies.



Ann Arbor Learning Community  
and Hope Academy, Detroit  
are approved by the Board of  
Regents of EMU.



Edison Oakland Academy in Ferndale and Great Lakes  
Academy in Pontiac receive "Golden Apple Awards"  
from the Michigan Department of Education.



Dr. Malverne C. Winborne  
is appointed Director of the  
Charter Schools Office at EMU.

Eastern Michigan University grants charters to three  
schools: Global Tech Academy of Ypsilanti, The James  
and Grace Lee Boggs School in Detroit, and the  
Detroit Public Safety Academy.



Eastern Michigan University  
Charter Schools enroll 3,580  
students in 12 schools.

1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015

Eastern Michigan  
University Charter  
Schools Office is  
created by Division of  
University Relations.  
The president was  
William E. Shelton  
and the Board of  
Regents chair was  
Philip A. Incarnati.



Dr. Joseph F. Pollack is appointed  
the first Director of the Charter  
Schools Office.

The Academy for Business  
and International Studies  
(*now the Academy for  
Business and Technology*)  
and Great Lakes Academy,  
Pontiac are approved by the  
Board of Regents of EMU.



Edison Oakland Academy in  
Ferndale and Grand Blanc  
Academy are approved by the  
Board of Regents of EMU.



In 2002-2003 the state  
legislature placed a  
limitation or "cap" on  
university authorized  
charter schools of 150.

In 2009, the Edison Oakland Public School  
Academy relocated from Ferndale, Michigan  
to a new facility in Southfield, Michigan. This  
academy honored Dr. Pollack by changing its  
name to The Dr. Joseph F. Pollack Academic  
Center of Excellence.



Michigan Legislature passes P.A.  
277 which lifts the cap on new  
charter schools and increases  
accountability requirements.

6,300 Public Charter Schools enroll 2.5  
million students in the United States.

The Charter Schools Office hosts the  
first Board Member Appreciation  
Dinner on the campus of EMU.

EMU Charter Schools  
Office Co-Sponsored  
the Math Facts  
Challenge with the  
Dr. Joseph F. Pollack  
Center of Academic  
Excellence  
(PACE Academy).



# Assessment Programs

## Michigan Student Test of Educational Program (M-STEP)

In accordance with state law, the Eastern Michigan University



Charter Schools Office considers the academic achievement of all students as the most significant factor when assessing schools. One important measure of student achievement and growth is the performance of students on the Michigan Student Test of Educational Progress (M-STEP). The M-STEP (first administered in the spring of 2015) includes summative assessments designed to measure student growth. Students were tested in English language arts and mathematics in grades 3–8, science in grades 4 and 7, and social studies in grades 5 and 8. It also included the Michigan Merit Examination in 11th grade, consisting of a college entrance exam, work skills assessment, and M-STEP summative assessments in English language arts, mathematics, science, and social studies. This test replaced The Michigan Educational Assessment Program (MEAP) which was first administered in 1970.

## Scantron Performance Series Assessments

Eastern Michigan University Charter Schools Office requires all its authorized schools to test students on the nationally normed Performance Series Assessments by Scantron. Students in grades 3-10 must be assessed to determine their performance in Reading and Mathematics. These assess-

ments, 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 M-STEP. The results of the Scantron assessments are used in conjunction with the M-STEP, and the assessment of a set of financial and operational indicators to determine if a school will be granted another charter when its 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 statistically balanced national sample of students. Here are some of the highlights from the 2014-2015 school year:



## EMU Charter Schools

### Recognizing Achievement and Improvement on the Performance Series Assessment

#### Highest % of students meeting PS norm targets in 2014-2015

- **Math**
  - Detroit Public Safety Academy (57%)
  - Commonwealth Community Development Academy (50%)
- **Reading**
  - Grand Blanc Academy (56%)
  - Ann Arbor Learning Community (55%)

#### Schools showing substantial improvement in the % of students meeting PS norm targets (at least 3 percentage point gain) from 2013-2014 to 2014-2015

- **Math**
  - Detroit Public Safety Academy (increase of 22 %)
  - Commonwealth Community Development Academy (increase of 22 %)
  - The James and Grace Lee Boggs School (increase of 20 %)
  - Academy for Business and Technology Elementary (increase of 12 %)
- **Reading**
  - The James and Grace Lee Boggs School (increase of 15 %)
  - Ann Arbor Learning Community (increase of 6 %)
  - Academy for Business and Technology Elementary (increase of 5 %)
  - Grand Blanc Academy (increase of 5 %)
  - Commonwealth Community Development Academy (increase of 4 %)

#### Schools with a decrease in the college readiness gap from 2013-2014 to 2014-2015 (linked sample)

- **Math**
  - Academy for Business and Technology Elementary (decreased gap by 4 scaled score points)
  - Commonwealth Community Development Academy (decreased gap by 13 scaled score points)
- **Reading**
  - Academy for Business and Technology Secondary (decreased gap by 21 scaled score points)
  - Grand Blanc Academy (decreased gap by 19 scaled score points)
  - Ann Arbor Learning Community (decreased gap by 3 scaled score points)



# Holding Schools Accountable

## School Assessments – Annual Oversight Assessment

Annually Eastern Michigan University authorized schools are provided a summary report which serves as the official assessment of their overall performance. The assessment process takes place at the conclusion of the school year. Each school leader is presented with the results and an opportunity to review the strengths and weaknesses on each individual section of the assessment. The annual assessment report is presented to the board presidents during a meeting at Eastern Michigan University. This report provides feedback about the schools performance in six key areas (see chart below).

### Annual Oversight Assessment

Assessment Component	Scoring Rubric	Percent of Points Awarded
<b>Academic Assessment</b>	Performance on MDE Top to Bottom Ranking, MDE Report Card results in Reading, Math, Science and Social Studies, and Scantron PS Math and Reading.	60%
<b>Staff Backgrounds</b>	Michigan Certifications, criminal background checks and professional development.	2%
<b>Board Requirements</b>	Membership, meetings with quorum, credentials and state required designated members.	11%
<b>School Operations</b>	Up to date Annual Report, School Improvement Plan, Staff & Employee Handbook, Curriculum and Technology Plans, Open Enrollment.	5%
<b>School Finance/Regulatory Reporting</b>	Budgetary control, Insurance, Annual Audit, Transparency posting, Quarterly Reports, Reporting requirements, Debt, Operating fund balance.	20%
<b>Facilities Review</b>	Passed on-site inspection, required documents up to date.	2%

## School Assessments – 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 these schools could improve.

These surveys were conducted in May and the reports were prepared in June. A summary of the findings is compiled, using a number of graphs 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 graphs to the right indicate satisfaction data available to school leaders:

Figure 1: Parent Satisfaction with Child’s Progress at Charter School  
Overall Percentages for all EMU Charter Schools

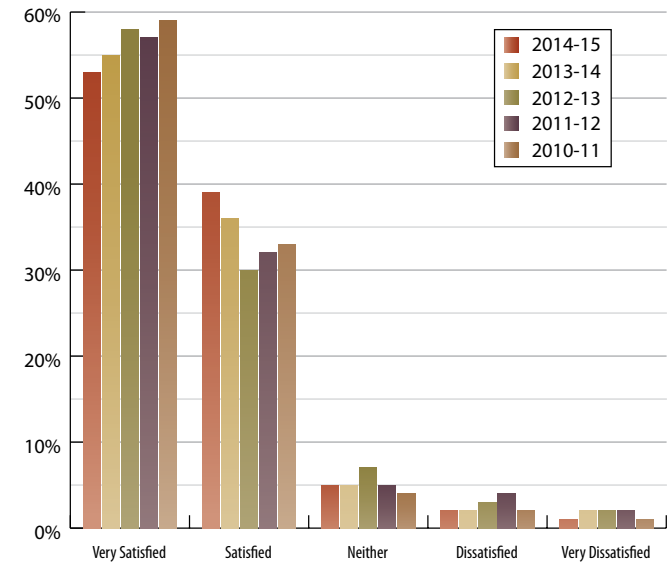
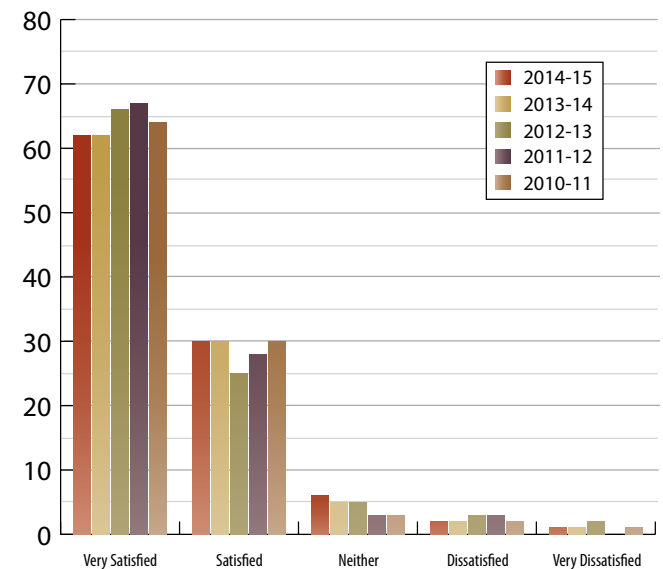


Figure 2: Parent Satisfaction with Charter School Teachers  
Overall Percentages for all EMU Charter Schools



## School Leaders Seminar Series

The Charter Schools Office presents a series of seminars for school leaders with the goal of improving the collaboration among these leaders, and to inform them of legal and legislative matters, school leadership issues and educational best practices. In addition to attending the seminar series, leaders participate in a peer review process. The peer review process brings together schools to learn from each other. Time is set aside at each of these day-long sessions for participants to share current issues, concerns and innovative programs.

At each of these gatherings, the staff of the Charter Schools Office make presentations to update school leaders about legal developments, contract requirements and state of Michigan compliance rules and deadlines. The chart below lists the topics and speakers from this past years seminar series.



Eastern Michigan University Charter Schools Leadership Seminar Topics: 2014-2015		
Date	Seminar Topics	Presenter (s)
September 17, 2014	Year-End Review	Malverne Winborne and Roberto Quiroz
	Academic Performance	Malverne Winborne and Juliane Blazevski
	CSO Website	Mike Collett
November 20, 2014	High Performing Schools	Chris Plum, Mark Rankin & George Tomey, GPS, Inc.
	Support for Development	Mike Tidwell, Jake Albers & Paul Nucci, EMU College of Business
	MDE Accountability Metrics	Roberto Quiroz
December 17, 2014	Round Robin	School Leaders
	Legislative Update	Mr. Kenneth Dobson, Executive Director and Community Relations, Eastern Michigan University
	Student Achievement Data	Juliane Blazevski, Hypothesi
January 28, 2015	Instructional Leadership	Sherry Lambertson, Executive Director, Institute for Excellence in Education
	Legal Update	Lauren London
March 4, 2015	Epicenter	James Goenner, Director, National Charter Schools Institute
	Legal Update	Lauren London
	Finance and Compliance Update	Mike Collett
April 15, 2015	Urban Leadership Specialists: Connecting Communities, Families, and Schools.	Mario Dewberry, Director of Operations, Urban Leadership Specialists, Detroit MI
May 6, 2015	Legal Update	Lauren London
	Finance and Compliance Update	Mike Collett
	What is Your Brand?	Malverne Winborne

# Our Mission

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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.





# Significant Achievements during 2014-2015



- Global Tech Academy began operations in August of 2014.
- Epicenter was introduced as a repository of compliance information for all schools chartered by Eastern Michigan University.
- The Charter Schools Office expanded its working relationship with the College of Education and the College of Business.
- The Scantron Performance Series assessment data were used extensively at all of our schools.
- No new schools were identified as “Priority Schools” by the Michigan Department of Education.
- The charter for Gaudior Academy located in Inkster, Michigan was not renewed.
- After careful vetting, 36 school board members we appointed or re-appointed.
- An appreciation event for charter school board members was held at the Eastern Michigan University House.
- A math facts challenge was held with over 500 students and parents at the Eastern Michigan Student Center.
- Ann Arbor Learning Community was removed from Focus School status by the Michigan Department of Education.

# Our Schools and their Board Members

## Academy for Business and Technology

(Elementary)  
5277 Calhoun  
Dearborn, MI 48126

## Academy for Business and Technology

(Secondary)  
19625 Wood  
Melvindale, MI 48122

### Board Members:

David Vincent  
Bernard Geter II  
Tammy Smith  
Fay Calvo  
Marcella Bell  
Marvin Jennings Jr.  
Renee Newman

## Ann Arbor Learning Community

3980 Research Park Drive  
Ann Arbor, MI 48108

### Board Members:

Renee Pinter  
Mary Packard  
Theodore Layher  
Catherine Jones  
Patricia Berry  
Katherine Lawrence  
David Arditti

## 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  
Adrianna Adams  
Grace Vereen

## Detroit Public Safety Academy

1250 Rosa Parks Blvd.  
Detroit MI, 48216

### Board Members:

Hazel White  
Dieasree Curry  
Kamal Cheeks  
Jonathan Kinloch  
Yvette Garcia

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

23777 Southfield Road  
Southfield, MI 48075

### Board Members:

Elizabeth Taylor  
Jasmine Henry  
Rumell McDowell  
Denise Bennett  
Floyd Jean Webb

## Grand Blanc Academy

5135 Hill Road  
Grand Blanc, MI 48439

### Board Members:

Frederick Cheek  
Jorge Paul  
Peter Sinclair  
Julie Hare  
Alyssa Stewart

## Great Lakes Academy

46312 Woodward Ave.  
Pontiac, MI 48324

### Board Members:

Bettie Shaw-Henderson  
Kema Johnson  
Elaine Miller  
Sandra Rolle  
Ethan Vinson

## Global Tech Academy

1715 E. Forest Ave.  
Ypsilanti, MI 48198

### Board Members:

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

## Hope Academy

12121 Broadstreet  
Detroit, MI 48204

### Board Members:

Leatrice Eagleson  
Vera Hurt  
Randy McNeil  
Angela Polk  
Deborah Nowlin-Swartz

## The James and Grace Lee Boggs School

4141 Mitchell Street  
Detroit, MI 48207

### Board Members:

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



# Board Member Appreciation Banquet



# Former EMU Charter School Student Scores Big!



*EMU Board of Regents honors Academy for Business and Technology men's basketball team—2010 Michigan state class C champions. On the left in the back row: John Kirk 2010 ABT HS Principal. Holding trophy: Michael Talley III. Holding certificate: Dr. Susan Martin, 2010 EMU President. On the right: Dr. Malverne C. Winborne, director of the Charter Schools Office.*

Michael Talley III graduated from the Academy for Business and Technology where he was named high school Class C Player of the year by the Associated Press. In 2010, his senior year, he led the team to a state championship and averaged 24 points per game. He later went on to play on the varsity team at Eastern Michigan University.

He developed his skills and an inspiring character at the EMU charter school in large part due to the influence of his father, who was also the basketball coach. The coach and his son were praised by school principal John Kirk for

dramatically improving the overall school culture at the Academy. Kirk pointed out that the father of this outstanding athlete and scholar, had himself been a great basketball player who was named Michigan's "Mr. Basketball" in 1989.

When asked how Michael Talley III was as a student, John Kirk stated that, "He was the most humble kid you could meet. He was a leader as an athlete and a student." His influence on his teammates led to a winning season, as well as a dedication to academics. The year they won state championship honors, the team earned a 3.4 average grade point.



# EMU Charter School Student Population

## Our School Locations

**1 Academy for Business and Technology**  
(Elementary)  
5277 Calhoun  
Dearborn, MI 48126

**2 Academy for Business and Technology**  
(Secondary)  
19625 Wood  
Melvindale, MI 48122

**3 Ann Arbor Learning Community**  
3980 Research Park Drive  
Ann Arbor, MI 48108

**4 Commonwealth Community Development Academy**  
13477 Eureka Road  
Detroit, MI 48212

**5 Detroit Public Safety Academy**  
1250 Rosa Parks Blvd.  
Detroit MI, 48216

**6 Dr. Joseph F. Pollack Academic Center of Excellence**  
23777 Southfield Road  
Southfield, MI 48075

**7 Gaudior Academy**  
27100 Avondale  
Inkster, MI 48141

**8 Global Tech Academy**  
1715 Forest Street  
Ypsilanti MI 48198

**9 Grand Blanc Academy**  
5135 Hill Road  
Grand Blanc, MI 48439

**10 Great Lakes Academy**  
46312 Woodward Ave.  
Pontiac, MI 48324

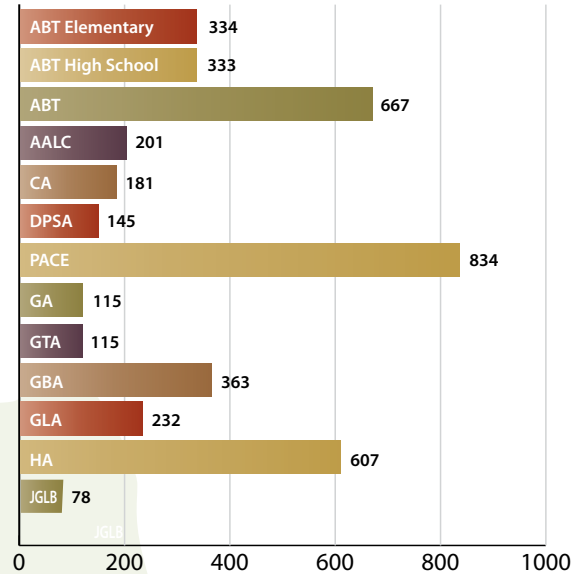
**11 Hope Academy**  
12121 Broadstreet  
Detroit, MI 48204

**12 The James and Grace Lee Boggs School**  
4141 Mitchell Street  
Detroit, MI 48207

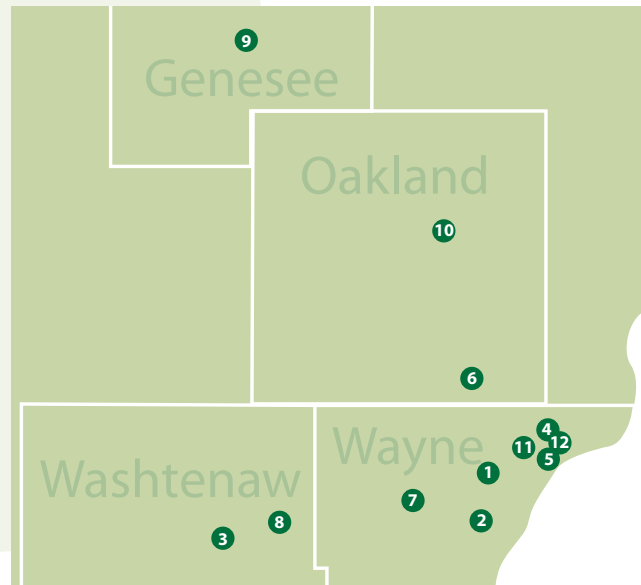
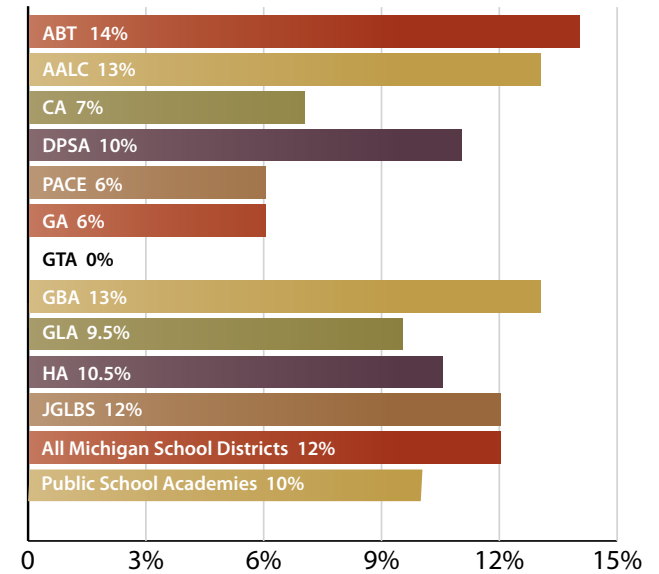
## Key for Charts

**ABT:** Academy for Business and Technology  
**AALC:** Ann Arbor Learning Community  
**CCAD:** Commonwealth Community Development Academy  
**DPSA:** Detroit Public Safety Academy  
**PACE:** Dr. Joseph F. Pollack Academic Center of Excellence  
**GA:** Gaudior Academy  
**GTA:** Global Tech Academy  
**GBA:** Grand Blanc Academy  
**GLA:** Great Lakes Academy  
**HA:** Hope Academy  
**JGLBS:** The James and Grace Lee Boggs School

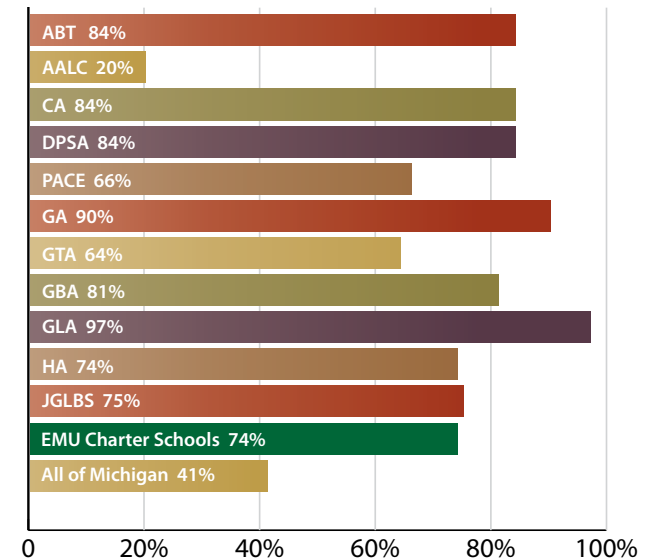
2014-2015 Enrollment  
Total Number of EMU Charter School Students: 3,539



2014-2015 EMU Charter Schools Special Education Population



2014-2015 At Risk Students





# Academy for Business and Technology Elementary

*“The vision and purpose of ABT Elementary School is, Academic Success for All!”*

## 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.

## 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: 12
- Total enrollment: 334
- Grades: K-5
- Student-teacher ratio: 20:1
- Percent of special education students: 14%
- Percent of low income students: 88%
- Percent highly qualified teachers: 100%



The Academy for Business and Technology Elementary School (ABTE) is a school of choice in Dearborn, Michigan that provides a quality education for students in grades K-5. ABTE is fully accredited by AdvancEd and the North Central Association on Accreditation and School Improvement. The Academy offers a challenging curriculum which is aligned to the State of Michigan Standards. Additional special classes include technology, gym, health and STEM (Science, Technology Engineering and Mathematics). The vision of ABTE is 'Academic Success for All,' and, as such, the goal is to provide the academic support system necessary to make this a reality for every student. This is accomplished by providing a safe, secure school culture, a Positive Behavior Intervention Support (PBIS) system, an English as a Second Language (ESL) program, tutoring for all grade levels,

a summer academic camp, and a structured Response to Intervention (RtI) program designed to bring all students to grade level achievement.

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, a nationally normed computerized testing system. Students scoring below grade level are referred for remediation in mathematics and reading either inside or outside of the classroom. Progress monitoring is then done to closely track improvement.

Founded in 2003, ABTE continues to achieve its student educational objectives and to strive for its vision of Academic Success for All!

## The school was proud of the following accomplishments:

- During 2014-2015 we achieved “Lime” status from the Michigan Department of Education.
- Seventy percent (70%) of the students were at or above grade level in Reading and Mathematics.



# Academy for Business and Technology Secondary



*“People expect excellence from ABT and we provide quality education to students regardless of circumstance. Our focus is the all-around child—academically, socially, and emotionally.”*

ABTS made great strides in the area of academic performance during the 2014-2015 school year. The academy served a total of 333 students. The majority of ABTS students (71 percent) live in Detroit.

**The school is most proud of the following achievements:**

- In 2014-2015 we had a 95% graduation rate with 93% of those students being accepted to a two or four year college.
- Over \$100,000 in scholarships was offered to our graduates this year.

- For its inaugural year our boy’s track team was 7th in the state for the 4x200 relay.
- The baseball team was Conference Champions and made it to the District Semi-Finals.
- Our boys’ basketball team was the District Champion in 2014-2015

The Academy for Business and Technology Secondary School (ABTS) was authorized by the Eastern Michigan University 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 Standards.



## 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.

## According to survey results:

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

## Vital Statistics

- Years as a charter school: 18
- Total enrollment: 333
- Grades: 6-12
- Student-teacher ratio: 19:1
- Percent of special education students: 14%
- Percent of low income students: 88%
- Percent highly qualified teachers: 100%



# Ann Arbor Learning Community

*“We love AALC. We believe in the philosophy, the caring approach of staff, the strong environmental focus, and the holistic approach to education.”*

## 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.

## According to survey results:

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

## Vital Statistics

- Years as a charter school: 17
- Total enrollment: 201
- Grades: K-8
- Student-teacher ratio: 17:1
- Percent of special education students: 13%
- Percent of low income students: 20%
- Percent highly qualified teachers: 100%



The Ann Arbor Learning Community (AALC) began as a K-6 school in 1998. It is presently a K-8 school that enrolled 201 students in 2014-2015 with an average class size of 17. Approximately 91 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. The 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:

- During the 2014-2015 school year, we narrowed the achievement gap, which allowed us to get off of the Focus School list.
- We saw a 6% increase in the percentage of students who met their annual target gain on the Scantron Performance Series test.
- We had two groups of students present about their experiences at Annie's Big Nature Lesson and in their student-led permaculture class at the SEMIS Forum at Eastern Michigan University in the spring of 2015.



# Commonwealth Community Development Academy



*“Commonwealth is the place I want to be,  
it’s the place I call my home.”*

Commonwealth Community Development Academy opened its doors as a middle school in 1996. 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. In the 2014-2015 school year the enrollment was 181 students.

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 twelfth year that the academy has utilized the Success For All comprehensive school reform model as a method of improving student academic performance. Commonwealth Community Development Academy was recognized in 2011 as a “Good School Making the Grade: Continuous Improvement” by the Skillman Foundation of Detroit.

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

- Overall 49% of students demonstrated gains in both mathematics and reading.
- Students attended Saturday school sessions and Friday night Lock-In’s to complete academic and career exploration projects.
- Record attendance was achieved during each parent-teacher conference.
- Parents attended school workshops to learn how to best support their children with homework and academic projects.
- The Success for All Foundation recognized a former Commonwealth student as an SFAI Alumnus” at the national All Experienced Site Conference in New Orleans, LA.



## **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.

## **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: 19
- Total enrollment: 181
- Grades: K-8
- Student-teacher ratio: 25:1
- Percent of special education students: 7%
- Percent of low income students: 84%
- Percent highly qualified teachers: 100%



# Detroit Public Safety Academy

*“DPSA is changing student’s lives one day at a time. DPSA is building productive students who will become productive citizens who work and take care of our world.”*

## Mission Statement

Detroit Public Safety Academy, in partnership with our community, will provide a safe, innovative and nurturing environment where students are valued and treated with dignity and respect as staff prepare and engage them in meaningful, differentiated learning experiences that will promote distinguishable character and work-force success, particularly in the public safety arena.

## Vital Statistics

- Years as a charter school: 2
- Total enrollment: 145
- Grades: 6-11
- Student-teacher ratio: 18:1
- Percent of special education students: 12%
- Percent of low income students: 84%
- Percent highly qualified teachers: 100%

The Detroit Public Safety Academy (DPSA) is a 7-12 secondary school academy located in Detroit. The 2013-2014 school year marked the beginning of the first year of its charter with Eastern Michigan University with an enrollment of 56 students in grades 9-10. In 2014-2015 the school enrolled 145 students in grades 6-11.

The founders of the Detroit Public Safety Academy were concerned that urban students are under-represented in public safety careers. The academy will offer technical assistance along with a rigorous curriculum to support partnerships with local institutions that provide law enforcement and fire and emergency degrees such as Wayne County Community College District (WCCCD) located less than two miles from the school.

Of particular interest at DPSA is school-to-career readiness concurrent with the ethical challenges facing law enforcement and fire and emergency services. DPSA emphasizes the importance of ethics, integrity and honesty by adopting a character education program to address the challenges faced today by public safety officers. While some Detroit schools do offer character education, DPSA does so within the context of public safety.

DPSA staff has an unwavering dedication to doing whatever it takes to ensure that every student is successful. Our teachers and administrators are committed to preparing students to enter the growing and demanding fields of public safety in a welcoming environment that focuses on the whole child. DPSA is unique in its focus on preparing students to assume



careers in public safety. Character education is a part of the daily curriculum.

For two consecutive years DPSA has shown tremendous increases on the Scantron Benchmark Assessment in both reading and math. In 2016 DPSA will graduate their first senior class. A partnership with the Livonia Police Department will give 22 students the opportunity to be immediately employed by LPD as Police Service Aides while attending college and the police academy. Upon completion they will be hired as fully vested police officers.

## The school was proud of the following achievements:

- DPSA experienced significant growth in Math and Reading on the Scantron Assessment.
- DPSA Experienced 136% increase in enrollment over the previous year.
- DPSA was able to establish working relationships with the Detroit Crime Commission, Livonia Police Department, and Wayne County Community College District which allowed the academy to provide students exposure and access, at high levels, to careers in the public safety sector.



# Dr. Joseph F. Pollack Academic Center of Excellence



The Dr. Joseph F. Pollack Academic Center of Excellence opened its doors in the fall of 1999 as the Edison-Oakland Academy in Ferndale, Michigan. In 2010 the school relocated to Southfield, Michigan and was named after Dr. Joseph Pollack, who developed the Eastern Michigan University Charter Schools Office and became its first director. In 2014-2015, the charter school served 834 students in grades K-8. The school is organized into the

*“PACE Academy creating a culture where everyone is focused on Learning, Loving, and Leading TOGETHER!”*

primary academy (K-2) and the elementary/secondary academy (3-8). Approximately 87 percent of the academy’s students reside 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.

At PACE teachers use a student centered approach that is the foundation for teaching and learning. The PACE approach blends research-based teaching methods with a warm and friendly environment that is nurturing, empowering and kind. Evidence of this success can be found in the positive reviews received from parents, students, and partners alike, and in the increase in state ranking provided by the Michigan Department of Education.



**The school was most proud of these achievements:**

**Academic Points of Pride:**

- Full Achievement Network implementation
- 4th and 5th grade compartmentalization
- Student handbook refresh
- Retention policy implementation
- School wide college theme integration
- Middle school advisory maximized

**Extracurricular Points of Pride:**

- FLEX club
- 8th grade year end trips
- Archery team
- PACE Academy dance workshop
- Kid’s university

**Parents as Partners Points of Pride:**

- Introduction of PACE Academy Parent University Series
- Further partnership with Detroit Parent Network
- 1st Annual Student, Parent, Teacher, Retreat: Kalahari Waterpark and Resort
- 3 Parent’s Night Out activities
- R.E.A.L Dad’s male mentorship field trips
- R.E.A.L Dad’s back to school picnic
- R.E.A.L Parents health fair



## Mission Statement

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

## According to survey results:

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

## Vital Statistics

- Years as a charter school: 16
- Total enrollment: 834
- Grades: K-8
- Student teacher ratio for grades 1-8: 26:1
- Student teacher ratio for Kindergarten: 21:1
- Percent of special education students: 6%
- Percent of low income students: 73%
- Percent highly qualified teachers: 100%





# Global Tech Academy

*“Global Tech Academy is a nurturing and safe environment where excellence is intentional!”*

## Mission Statement

The school’s mission is to “promote lifelong learning by nurturing academic excellence, positive character and appreciation of cultures.”

## 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: 1
- Total enrollment: 129
- Grades: K-4
- Student-teacher ratio: 23:1
- Percent of special education students: 10%
- Percent of low income students: 72%
- Percent highly qualified teachers: 100%

Global Tech Academy opened in the fall of 2014 with an initial enrollment of 129 students in grades PK-4.

Global Tech Academy offers families a “home away from home” atmosphere for both children and adults. We don’t want to be just a child’s school. We want to be a central part of our community, where families can get all the support they need to be successful. We strive to educate the whole child through innovative academic initiatives, arts experiences, and a creative physical education program. We are also passionate about our students’ emotional and social well-being, demonstrated by our on-going character education activities.

In addition to positive student achievement data, our families are our best evidence of success. We have received powerful testimonials. When parents and caregivers shed tears of gratitude over their sons’ and daughters’ improvement in not just their grades, but their love of school, their interest in learning, their improved attitudes toward elders and family members at home, and their stronger friendships with other children, we know we are doing our best work.

## The school was proud of the following achievements:

- Collaborating with families to create a school culture in which a standard of excellence in academic achievement and character development are the norm.
- Engaging our families and community organizations to create a “home away from home” for our students. This strong home-to-school connection is what new families often mention as a major reason they’ve sought us out as their school of choice.
- Participating in the 2014-2015 EMU Math Fact Challenge. One of our fourth grade students won first place out of the twelve charter schools competing.







# Grand Blanc Academy

*“Grand Blanc Academy is a warm and welcoming place to learn and grow. We have high expectations for our student’s growth not only academically, but in all facets of their lives.”*



Grand Blanc Academy opened in 1999. The initial school enrollment was 341 students. The 2014-2015 enrollment in grades K-8 was 363 students. Students in grades K-5 are offered classes in 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.

Igniting growth, imagination, and dreams is the vision and foundation of Grand Blanc Academy. The child’s education is the most important goal of the school. Grand Blanc Academy strives to serve the whole child through centered personal relationships that will instill the value of each and every child in the school community.

Rigorous lessons are varied to provide differentiated instruction. Intervention teachers support student learning and accelerate growth. The feel of a neighborhood school with a warm friendly atmosphere and a welcoming environment is what Grand Blanc Academy represents with the All Star staff and students.

Students have 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:**

- Parent surveys indicate a high satisfaction with the safety of their children while attending our school.
- Grand Blanc Academy is proud to have brought home the trophy for the Eastern

Michigan University Charter School Math Facts Challenge competition two years in a row.

- Students that attended Grand Blanc Academy for more than two years have scored higher on the Career and College Readiness Standards than students that attended less than two years.
- The community outreach program has grown to include programs such as Big Brother’s Big Sisters, the University of RHYMES, Hero Club, Student Council and many other partnerships.



### **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.

### **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: 16
- Total enrollment: 363
- Grades: K-8
- Student-teacher ratio: 22:1
- Percent of special education students: 13%
- Percent of low income students: 91%
- Percent highly qualified teachers: 100%



# Great Lakes Academy

*“At Great Lakes Academy we are transitioning from a Culture of Socialization to a Culture of Learning one student at a time.”*

## Mission Statement

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

## 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: 18
- Total enrollment: 232
- Grades: K-8
- Student teacher ratio: 16:1
- Percent of special education students: 10%
- Percent of low income students: 99%
- Percent highly qualified teachers: 100%

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 232 students in grades K-8 during the 2014-2015 school year. Great Lakes Academy is a past recipient of the Michigan Golden Apple Award for outstanding academic growth.

Great Lakes Academy’s integrated curriculum includes extracurricular activities such as the Step program (cheerleading and dance), Basketball, and Gear-Up (in cooperation with Oakland University). The academy recognizes that the education 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.

At Great Lakes Academy, we base our school climate on our Pillars of Excellence:

- Respectful- Staff and Students respecting the learning environment by treating fellow students fairly, respecting staff, students and following all school procedures and policies.
- Responsible- Staff and Students prioritizing learning as their main responsibility. Being prepared and attentive for every minute of instruction. Minimizing items that impede quality instruction.
- Safe- Staff and Students ensuring that they remain safe from bullying, put downs or accidents/incidents that may stem from disruptive behavior.

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

- Our top achievement was adopting a new curriculum (Atlas Rubicon) that is fully aligned to the Common Core standards.
- Our second most significant achievement was forming a structured framework for our Multi-tiered System of Support (RTI)
- Our third most significant achievement was creating a more focused approach to implementing a positive school culture and climate.





Hope Academy began the process, promise and commitment to educate students in July, 1998, enrolling 288 students in kindergarten through 3rd grade. In 2014-2015 Hope Academy served students in grades K-8, with an enrollment of 607 students. Each grade cluster contains 3 classes. K-3 is departmentalized with each teacher teaching all the core subjects. Students in grades 4 – 8 are taught by three core subject teachers. To address the emergent academic needs of the students, the Scantron Assessment is administered three times a year to monitor students' progress. Teachers utilize the data derived from MSTEP, Scantron and local assessments to inform instruction.

To enrich the students' education, Hope Academy offers students Music, Physical Education, Spanish and Instructional Technology. As Hope Academy implements the Common Core State Standards (CCSS), the extracurricular teachers are responsible for including the CCSS in their lesson planning and classroom instruction. The school also offers programming to meet the needs of diverse learners, including the Bridge Up Program and The Honors Academy. These programs are designed for students who are exceeding the standards consistently at Hope Academy. Students are challenged to reach greater heights.

# Hope Academy

*"Hope Academy. Where students are our priority."*

Hope Academy continues to expose students to extracurricular activities to enhance their learning. After-school activities include mentoring, Girl Scouts, Boy Scouts, Basketball, Cheerleading, and Academic Tutoring.

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

- Successfully completing the implementation of our Transformation Plan. The Hope Academy staff participated and complied with all the expectations of the state School Reform Officer (SRO) and the School Improvement Facilitator (SIF).
- Increasing parent involvement with support from the Parent Coordinator. Realizing Our Ability to Revolutionize (ROAD) helped parents to identify their strengths, weaknesses, opportunities, and threats. Parents participated in various workshops, empowerment hours and hands-on engagement activities that increased their awareness of academics, standards, and homework.
- Successfully administering the MSTEP. Hope Academy elected to take the assessments using technology for the first time. Students were well prepared through practice using the smarter balance practice test and performance tasks.



### Mission Statement

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

### According to survey results:

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

### Vital Statistics

- Years as a charter school: 17
- Total enrollment: 607
- Grades: K-8
- Student-teacher ratio: 28:1
- Percent of special education students: 11%
- Percent of low income students: 74%
- Percent highly qualified teachers: 100%





# The James and Grace Lee Boggs School

*“A student comforted his brother by saying, ‘I know you are mad at your teacher right now, but you have to admit they care about us here and that wasn’t true at our old school’”*

## Mission Statement

Our mission is to nurture creative, critical thinkers who contribute to the well-being of their communities.

## 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: 2
- Total enrollment: 79
- Grades: K-5
- Student-teacher ratio Kindergarten: 20:1
- Student-teacher ratio grades 1-4: 24:1
- Percent of special education students: 12%
- Percent of low income students: 82%
- Percent highly qualified teachers: 100%



The James and Grace Lee Boggs School opened in the fall of 2013 with an initial enrollment of 46 students in grades K-4. In 2014 the school enrolled 78 students in grades K-5. The Boggs School is a place-based school that encourages students to take pride in their culture and heritage, to learn about and connect deeply with their community. According to a founding member, “Before the school started, the school team and volunteers went door to door and knocked on over 1500 doors on the east side of Detroit in various neighborhoods and asked people what they wanted to see in a new school and started building relationships with community residents.”

The school has partnered with many community organizations on the east side of Detroit, including The Boggs Center to Nurture Community Leadership and Earthworks Urban Farms. Through visits to sister schools

such as The Project School in Bloomington, Indiana, we began implementing an initiative called Passions. In Passions, students travel across grade levels throughout the school to participate in hour-long classes that are offered by teachers based on a passionate interest. This practice allows children to reach a state of full involvement, and enjoyment in the activity.

The school continues to develop teacher-created curriculum that addresses the needs of the school and community as well as utilizes the resources of both. This model is called Place-Based Education.

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

- Families enroll their students in our school because they love the small class sizes and



the personalized attention that their children receive, not only from their classroom teachers, but from all of the adults in the school—“everyone knows everyone”

- The percentage of our students meeting their target goals on the Scantron assessment increased by 154% in math and by 39% in reading.
- Our Youth Leadership group traveled to Selma, Alabama to participate in the 50th year anniversary of the March on Selma. This same group put on a Solutionary Summit for our neighbors, hosting a barbecue that included a skills share, a Makers workshop, and take home flower pots for the community.
- Our students worked with artist Tyree Guyton (The Heidelberg Project) to create an art installation on our street called The Star House.
- The Boggs School Oral History Club will continue to interview neighbors who used to use our school building when it was a neighborhood community center. A short documentary about the club prompted the Ewald Foundation to fund more oral history collections at the school.





*Children tending the James and Grace Lee Boggs vegetable garden. Teachers use this garden for science, mathematics and literacy projects.*

# EASTERN MICHIGAN UNIVERSITY

## Charter Schools Administration Financial Report

For the years ended June 30, 2015 and June 30, 2014

	2015	2014
Appropriations Received (Michigan State School Aid)	\$ 24,011,381	24,127,630
Appropriations Disbursed	23,268,277	23,356,654
Eastern Michigan University Administrative Fee, Net of Discount	743,104 <sup>1</sup>	770,976
Operating Expenses	890,019 <sup>2</sup>	808,254 <sup>3</sup>
Surplus/(Deficit)	\$ (146,915) <sup>4</sup>	(37,278)

<sup>1</sup> The University's administrative fee decreased in 2015 as a result of a 118 FTE membership decrease at EMU's eleven chartered schools. The state foundation allowance, including equity payments increased by a weighted average \$91/fte from 2014. The authorizing fee is discounted by the amount collectible from state restricted categorical funding.

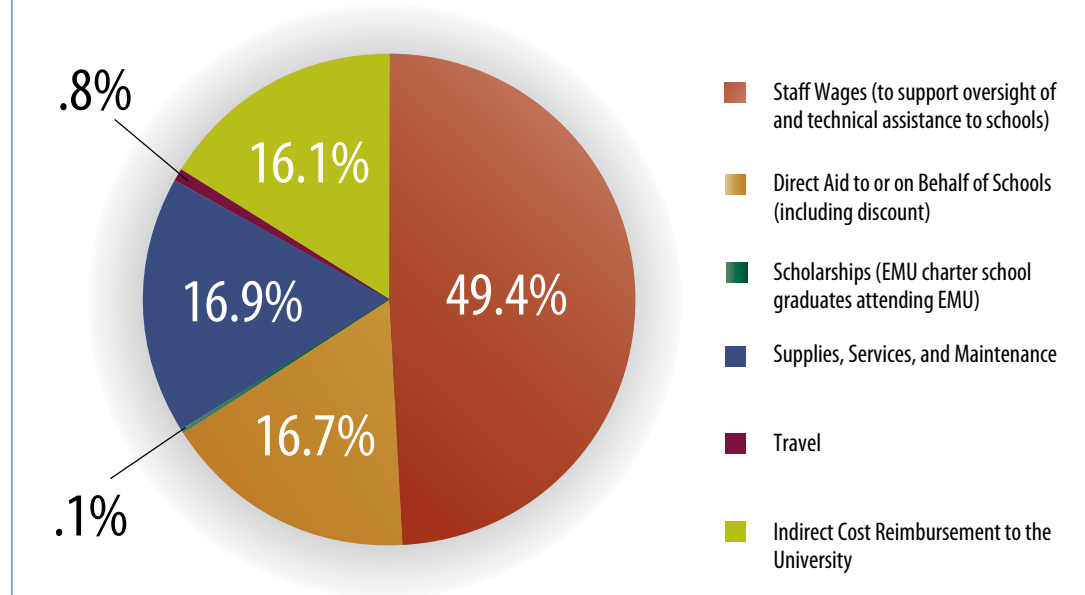
<sup>2</sup> In the 2014-2015 school year, 3,540 students were enrolled in eleven charter schools, with a blended FTE state aid membership of 3,485.46. The operating budget included a director, associate director, administrative assistant, accountant and part-time attorney. Other expenses included consulting services, printing, equipment, professional dues, workshops and related office and field expenditures, and \$158,633 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program. Expenditures and discounts for schools totaled \$164,135 in financial assistance as demonstrated in the accompanying table.

<sup>3</sup> In the 2013-2014 school year, 3,620 students were enrolled in ten charter schools, with a blended FTE state aid membership of 3,603.03. The operating budget included a director, associate director, administrative assistant, accountant and part-time attorney. Other expenses included printing, equipment, professional dues, workshops and related office and field expenditures, and \$133,000 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program. Expenditures for schools provided staff and board professional development, achievement testing and student performance measurement totaling \$121,207. Discounts for schools totaled \$86,139.

<sup>4</sup> The 2014-2015 deficit was planned, allowing for additional consulting and professional services to assist with the wind up and dissolution of Gaudior Academy which ceased operations in February.

### Uses of Charter School Funding

For the year ended June 30, 2015



# EASTERN MICHIGAN UNIVERSITY

## Direct Financial Assistance to Chartered Schools

Fiscal Year 2014 - 2015

SCHOOL	ACADEMIC TESTING	AUTHORIZER DISCOUNT	OTHER	TOTAL
Academy for Business and Technology	\$9,536	\$15,905	\$3,656	\$29,098
Ann Arbor Learning Community	2,092	3,543	1,823	7,458
Commonwealth Community Development Academy	2,302	6,982	1,747	11,031
Detroit Public Safety Academy	1,725	3,895	1,606	7,226
Dr. Joseph F. Pollack Academic Center of Excellence	9,379	15,251	4,270	28,900
Gaudior Academy	1,459	16,452	420	18,331
Global Tech Academy	1,712	1,270	1,178	4,160
Grand Blanc Academy	5,238	7,953	2,462	15,653
Great Lakes Academy	2,551	5,565	1,963	10,079
Hope Academy	8,717	16,490	3,379	28,586
The James and Grace Lee Boggs School	1,319	942	1,352	3,613
<b>GRAND TOTAL</b>	<b>\$46,031</b>	<b>\$94,247</b>	<b>\$23,856</b>	<b>\$164,135</b>

REASON	AMOUNT
Authorizer Discount	94,247
Academic Testing	46,031
Student Performance Measurement	13,125
Student Enrichment/Entrepreneurship	6,696
Professional Development/EMU Administrator Workshops	3,641
Board Training, Enrichment and Other	294
Professional Development/Continuing Education and Other	100
<b>GRAND TOTAL</b>	<b>\$164,135</b>

## 2014-15 Academic Year

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Northville

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Ann Arbor

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Northville

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sources

**Mike Valdes**  
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### Charter Schools Office Eastern Michigan University

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