



Charter Schools

2016-2017 Annual Report

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Our Vision

A World Class Education for all Students



Greetings from the Director:

The 2016-2017 school year has been a very busy, productive and exciting year! We had a tremendous opportunity to serve the educational needs of the communities of southeastern Michigan. During the 2016-2017 school year, my office provided strong oversight for our 11 charter schools, serving approximately 3,500 students. Three of our schools, the Academy for Business and Technology, Great Lakes Academy and Ann Arbor Learning Community, were reauthorized in 2017.

Our schools continue the challenging work of addressing the academic performance of their students. Overall, our schools are making significant progress in meeting the academic needs of our students. This is evidenced by the fact that two of our schools, Commonwealth Academy and Hope Academy, have been officially removed from the Priority School List.

Two of our schools (Academy for Business and Technology and Great Lakes Academy) have reached their 20th year of continuous operations. They join Commonwealth Community Development Academy in reaching this milestone.

We are beginning to see more students from our charter schools attending Eastern Michigan University. We have profiled another graduate of one of our schools (Hope Academy). This student, Trayveon "Tray" McGuire, continues to excel here at EMU (please read his profile on page 12 of this report).

The Charter Schools Office has undergone an operations audit from the Michigan Department of Education. The findings resulted in an official removal from the "At Risk" authorizers list. This was in no small measure based on the hard work of the Charter Schools Office team members. We have expanded our collaboration with EMU's Colleges of Education, Business, and Technology.

We hosted our fourth annual Board Appreciation Dinner in December of 2016. This event continues to provide an excellent opportunity for our charter school board members and school leaders to interact with the EMU leadership (the regents and the executive team). In May of 2017 my office again hosted the Math Facts Challenge event at EMU's Student Center. There were approximately 350 first through eighth grade students who participated!

Finally, the 2016-2017 school year saw the arrival of our new associate director Mr. Christopher "Chris" Shropshire, following an extensive search. Chris brings a wealth of knowledge and experiences to this position. He has hit the ground running. Chris is a welcome addition the EMU community.

In summing up the 2016-2017 school year, we continue to view our role in authorizing these schools to be an honor and a privilege. As always we have maintained a laser focus on addressing the educational and social needs of our families in southeast Michigan. We will continue to serve these communities to the best of our ability. Again, this speaks to our vision that the EMU charter schools will offer a "World Class Education for All Students."

Peace,

*Malverne C. Winborne, Ph.D.
Director
Eastern Michigan University Charter Schools Office*

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 took effect in December of that year. It allows public state universities, community colleges, intermediate school districts and local school districts to authorize and license charters for public school academies (PSA). Public school academies, typically referred to as 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 charters universities could authorize from 1999 until 2012. In 2012 Michigan Senate Bill 618 was signed into law making several significant changes to the Michigan charter school law, allowing authorizers to issue more charters 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 Michigan Department of Education. In Michigan, charter schools or PSA’s, can be authorized by several kinds of education agencies. The authorizers and the number of schools under their oversight are listed in the following chart:

2016 Michigan Charter Schools	
Authorizer Type	Number of Schools Authorized
Intermediate School District	22
Local Education Agency	29
Community College	44
University	209
Total	304

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 a 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 each charter school’s compliance with applicable law and its performance in meeting its targeted educational objectives.
- Monitoring each school’s fiscal management and school board meetings through regular reports and on-site visits.
- Ensuring that each charter school board operates 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 its term.

Charter Schools Nationwide

An estimated 3 million students attend more than 6,800 public charter schools throughout the country. Public school academies comprise 6% of public education, with 56% of schools located in urban, 26% in suburban and 17% in rural communities within 46 states and Washington DC. Concurrently, 56% of public school academy students are from low income families and 10% are English language learners (National Alliance on Public Charter Schools).



EMU Charter Schools Office

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 2016-2017 school year, Eastern Michigan University's eleven charter schools enrolled nearly 3,500 students. All EMU-authorized schools are governed by independent, autonomous board members who are public officials appointed by the Eastern Michigan University Board of Regents and provided with training and support by the Eastern Michigan University Charter Schools Office. Each academy contracts with one or more professional organizations to provide academic and administrative services.



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



Our Values

High Standards

EQUITY

Diversity

Relationships

**Continuous
Improvement**

Transparency

Assessment Programs

Michigan Student Test of Educational Progress (M-STEP)

In accordance with state law, the Eastern Michigan University Charter Schools Office considers the academic achievement of all students to be 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 (MSTEP).

The M-STEP (first administered in the spring of 2015) includes summative assessments designed to measure student growth.



Students are 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 includes 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.

Computer Adaptive Assessment

In addition to the MSTEP, the Eastern Michigan University Charter Schools Office requires all EMU-authorized schools to test students in grades 3-10 on the nationally normed Measures of Academic Progress (MAP) test. The MAP test was developed and is administered by the Northwest Evaluation Association (NWEA). Approximately 4.5 million students in 49 countries, all 50 states and over 3,400 districts take this test multiple times annually. This assessment is administered in an online environment and is adaptive to the demonstrated learning of students, providing quantitative data that is used to measure academic achievement and growth. Academic performance is examined over time, against a standard and relative to an academically similar peer group. The Charter Schools Office has set educational goals for each authorized school regarding student growth and achievement as measured by the NWEA MAP assessment. Performance on the MAP assessment is utilized in conjunction with MSTEP performance to assess each school's academic performance.

The MAP assessments, the M-STEP, and a set of financial and operational indicators are used 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. Below are highlights from the 2015-2016 school year:

Eastern Michigan University Charter Schools Recognizing Academic Achievement and Growth on the NWEA MAP Assessment		
<p>Schools with the most Students Meeting Growth Targets</p> <ul style="list-style-type: none"> Global Tech Academy (67%) Hope Academy (68%) The James and Grace Lee Boggs School (70%) Academy for Business and Technology Elementary (73 %) 	<p>Schools with the highest Student Median Growth Percentile</p> <ul style="list-style-type: none"> Global Tech Academy (50) The James and Grace Lee Boggs School (51) Commonwealth Academy (51) Hope Academy (52) Academy for Business and Technology Elementary (74) 	<p>Most significant gains in Achievement Between Fall and Spring</p> <ul style="list-style-type: none"> Academy for Business and Technology Elementary Commonwealth Academy Grand Blanc Academy Global Tech Academy



Holding Schools Accountable

School Assessments – Annual Oversight Assessment

Each year, 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 after 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 school board presidents during a meeting at Eastern Michigan University.

This report provides feedback about the school’s performance in six key areas (see chart).

Annual Oversight Assessment

Assessment Component	Scoring Rubric	Percent of Points Awarded
Academic Assessment	Performance in Reading and Mathematics on the NWEA MAP Assessment.	60%
Staff Backgrounds	Michigan Certifications, criminal background checks and professional development.	2%
Board Requirements	Membership, meetings with quorum, credentials and state required designated members.	11%
School Operations	Up to date Annual Report, School Improvement Plan, Staff & Employee Handbook, Curriculum and Technology Plans, Open Enrollment.	5%
School Finance/Regulatory Reporting	Budgetary control, Insurance, Annual Audit, Transparency posting, Quarterly Reports, Reporting requirements, Debt, Operating Fund Balance.	20%
Facilities Review	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, teachers and staff at each charter school. The goal of these surveys is to measure the level of satisfaction among parents and staff on numerous factors pertaining to their experiences with the school. They are also asked about ways these schools could improve. A summary of the findings is compiled, using various graphs, to show 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. The graphs below indicate the most recent parent satisfaction data.



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

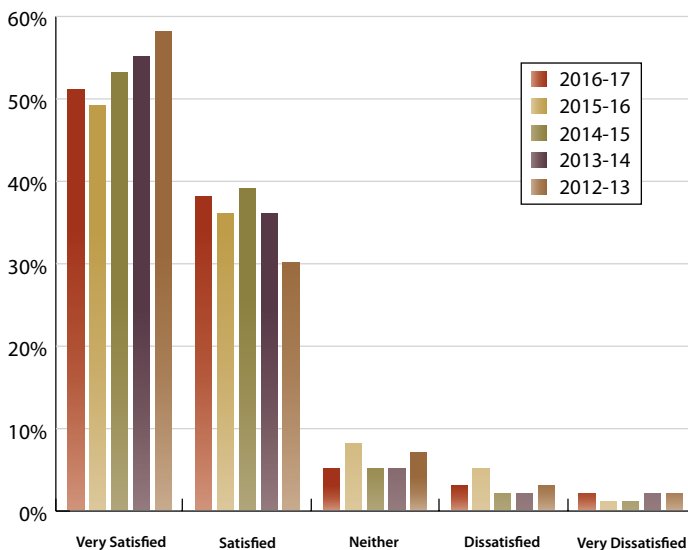
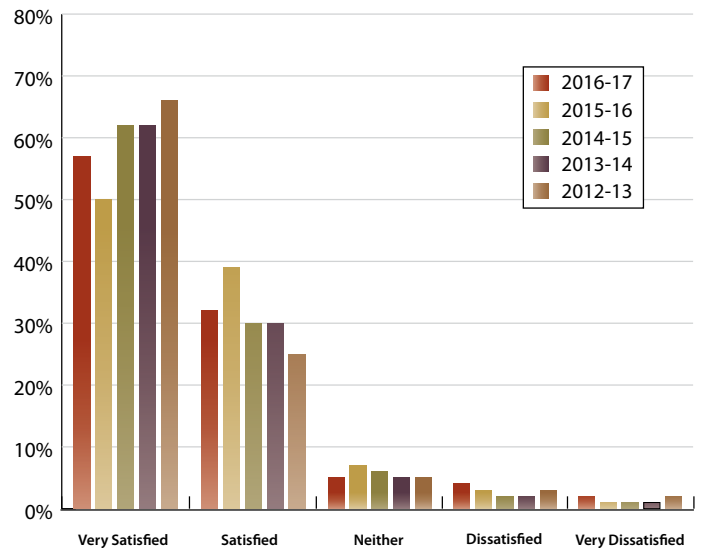


Figure 2: Parent Satisfaction with Charter School Teachers
Overall Percentages for all EMU Charter Schools



Eastern Michigan University Charter Schools Leadership Seminar Topics: 2016-2017

Seminar Topic	Presenter (s)
Accelerating Student Achievement	School Leaders
Legal Updates (Special Education and You)	Lauren London, Associate General Counsel, Eastern Michigan University
State Budget Update	Mike Collett, Chief Finance and Compliance Officer, Eastern Michigan University Charter Schools Office
Community Engagement: Engage EMU	Jessica "Decky" Alexander, Director of the Office of Academic Service Learning, Eastern Michigan University
Instructional Coaching: Coaching Teachers for Student Success	Betty Underwood
What's in a Name: Labels and Our Kids	Dr. Malverne C. Winborne, Director Eastern Michigan University Charter Schools Office
Leading Radical Change for Improvement	School Leaders
Student Growth Percentiles: A Growth Model for Student Success	Chris Shropshire, Associate Director, Eastern Michigan University Charter Schools Office
NWEA Unleashed	School Leaders

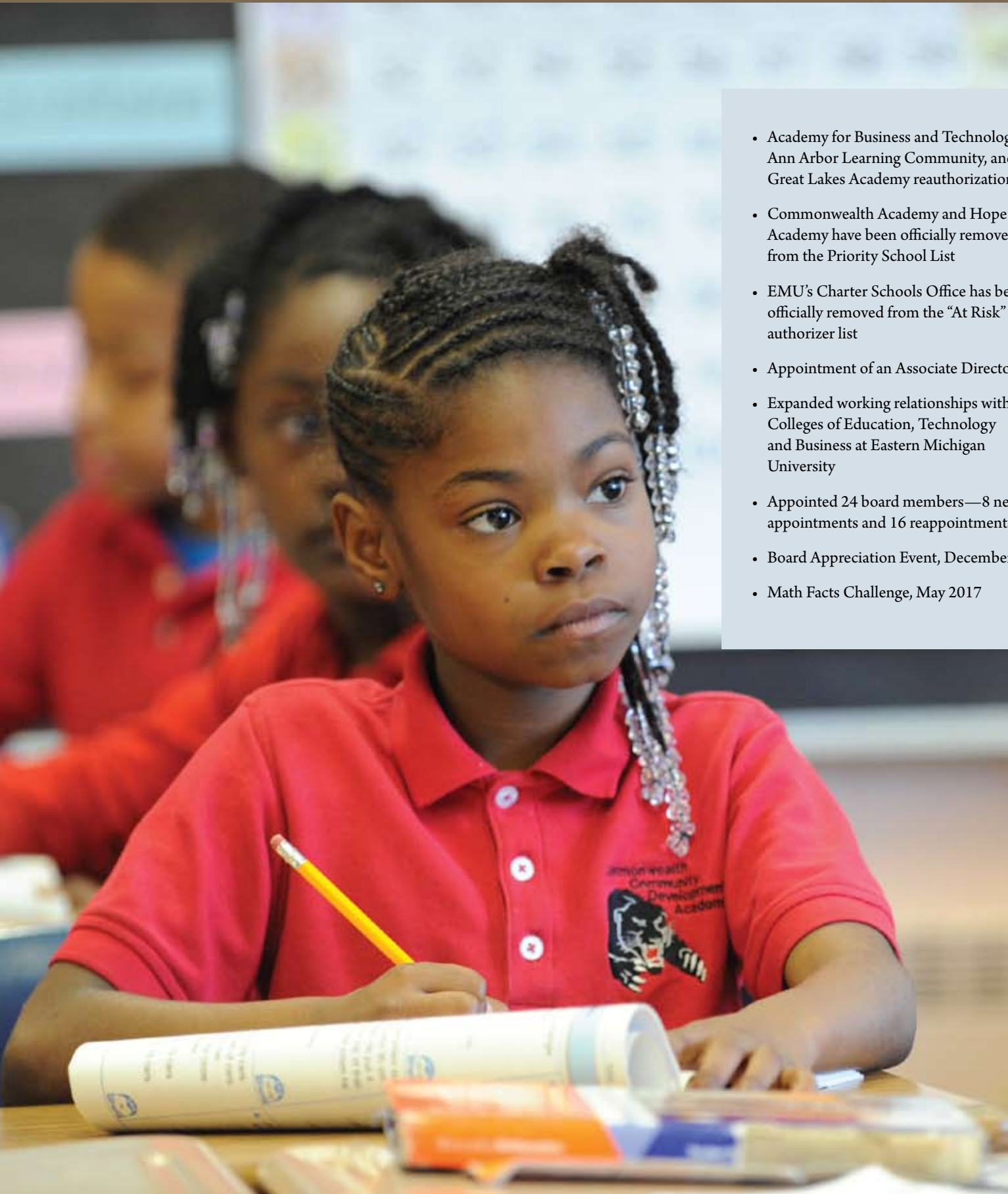
School Leaders Seminar Series

The Charter Schools Office conducts a series of seminars on the Eastern campus for school leaders. The goal of these meetings is to bring school leaders together to facilitate collaboration. At these meetings the Charter Schools Office staff and invited speakers make presentations to update school leaders about legal developments, contract requirements, and Michigan compliance rules and deadlines. The group also engages in discussions about school leadership and educational best practices, as time is set aside for participants to share current issues, concerns and innovative programs.

In addition to attending the seminar series, leaders participate in a peer review process. This process brings together schools to learn from each other. The chart above lists the topics and speakers from this past year's seminar series.



Significant Achievements during 2016-2017



- Academy for Business and Technology, Ann Arbor Learning Community, and Great Lakes Academy reauthorizations
- Commonwealth Academy and Hope Academy have been officially removed from the Priority School List
- EMU's Charter Schools Office has been officially removed from the "At Risk" authorizer list
- Appointment of an Associate Director
- Expanded working relationships with the Colleges of Education, Technology and Business at Eastern Michigan University
- Appointed 24 board members—8 new appointments and 16 reappointments
- Board Appreciation Event, December 2016
- Math Facts Challenge, May 2017

Math Facts Challenge

About 350 southeastern Michigan-area students from 18 different charter schools displayed their math skills answering questions and competing with students from other schools during an exciting event held in the Student Center at Eastern Michigan University. The 2017 Math Facts Challenge placed students in grades 1-8 in a series of fun, head-to-head competitions where students answered grade-level questions, ranging from addition facts to multi-step equations. The challenge was sponsored by the EMU Charter Schools Office. The Math Facts Challenge originated at PACE Academy, located in Southfield, and was held there for several years as a school-wide competition. This competition has grown from a single school event to an 18-charter school event. The 2016-2017 school

year marked the third year that EMU's Charter Schools Office sponsored this event.



EMU Student Spotlight—Trayveon (Tray) McGuire



Background Information:

Classification: Graduating Senior

Major(s): Political Science and Leadership

High School: Southfield High School

Middle School: Hope Academy
(an EMU-chartered school)

EMU Involvement:

- Presidential Events and International Development Assistant
- Peer Mentor, TRIO Student Support Services

Why EMU?

Trayveon chose to attend Eastern Michigan University because he believed EMU's institutional values aligned with his own personal values, and he now feels it has been a great fit. Additionally, Tray notes the diversity in the student body at EMU and values the experience of being able to learn and grow in such an environment. Tray sees EMU as a place of opportunity to have access to experiences and mentorship in order to maximize his potential and be of service to society.

The Impact of Attending Hope Academy

Trayveon notes that his most salient memories and experiences at Hope were regular trips to the

library and the focus on developing a love for reading. Trayveon recalls that before Hope, he had never been to the library and did not regularly read. After his two years at Hope Academy, his family built on this foundation with regular visits to the library that further developed his love for reading and learning.

EMU Impact

Trayveon currently serves in two significant capacities on the EMU campus, as the Presidential Events and International Development Assistant and as a Peer Mentor for the TRIO Student Support Service Program. Within his work in the President's Office, he works with a team to plan and implement events to advance the image and reputation of Eastern Michigan University. Concurrently, he manages a portfolio of gift prospects to support international relations and increase international exposure opportunities for EMU students. Tray is also a Peer Mentor for the TRIO Student Support Services program, where he advises and assists fellow students in the areas of academic, personal and professional development and works to help ensure students graduate from EMU. In March 2017, Trayveon was awarded a Student Gold Medallion Award for Outstanding Leadership by a Student for his immense contributions to Eastern Michigan University. We are proud to spotlight Trayveon, a former Hope Academy student, on the great work he is doing and are excited for his future. Tray is the embodiment of **TRUEMU!**

Our Schools and their Board Members

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

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

Board Members:
Board Members:
David Vincent
Bernard Geter II
Tammy Smith
Belda Garza
Marvin Jennings Jr.
Renee Newman

*Managed by
The Leona Group of East
Lansing, MI*

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

Board Members:
Kenneth Sherman
Clement James Goebel III
Susan Uvick
Catherine Jones
Ashleigh Bell
Rodger Verhey
David Arditti
Jeffrey Sorensen

*Managed by
Charter HR Educational
Services, Grand Rapids, MI*

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

Board Members:
O. Richard Hamme IV
Curtis Robinson
Cynthia Smith
Solomon Spann III
Adrianna Adams
Grace Vereen

*Managed by
Genesee Education
Consultant Services,
Flint, MI*

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

Board Members:
Hazel White
Diasree Curry
Kamal Cheeks
Jonathan Kinloch
Yvette Garcia
Danielle Johnson

*Managed by
The Leona Group of East
Lansing, MI*

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

Board Members:
Jasmine Henry
Rodney Dent
Denise Bennett
Floyd Jean Webb

*Managed by
Human Resource Experts,
Rochester, MI*

7 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

*Managed by
Global Educational
Excellence of
Ann Arbor, MI*

8 Grand Blanc Academy
5135 Hill Road
Grand Blanc, MI 48439

Board Members:
Frederick Cheek
Jorge Paul
Peter Sinclair
Julie Hare
Alyssa Stewart
Felicia Carter
Angelo Powell

*Managed by
CS Partners of Brighton, MI*

9 Great Lakes Academy
46312 Woodward Ave.
Pontiac, MI 48324

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

*Managed by
Human Resource Experts,
Rochester, MI*

10 Hope Academy
12121 Broadstreet
Detroit, MI 48204

Board Members:
Leatrice Eagleson
Vera Hurt
Mario Beasley
Kenneth Davis
Angela Polk
Chedrin Chambers

*Managed by
BFDI Educational Services,
Detroit, MI*

11 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
Leseliey Welch

*Managed by
Nataki Educational
Services, Southfield, MI*

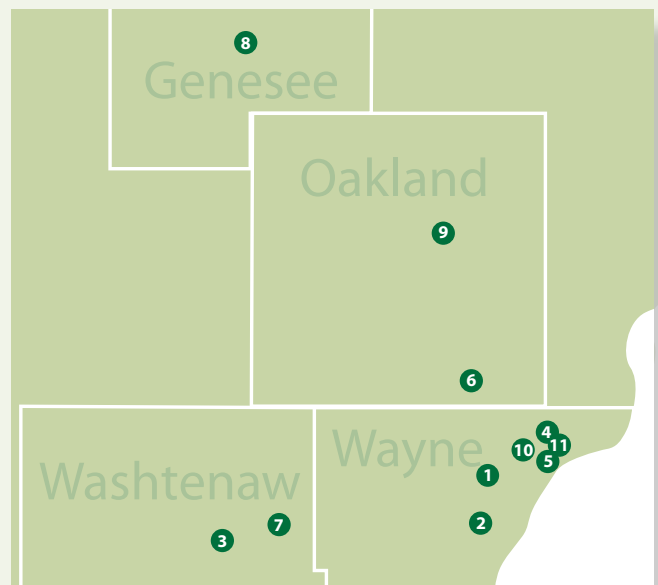
Our Mission

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.**



Board Member Appreciation Banquet





EMU Charter School Student Population

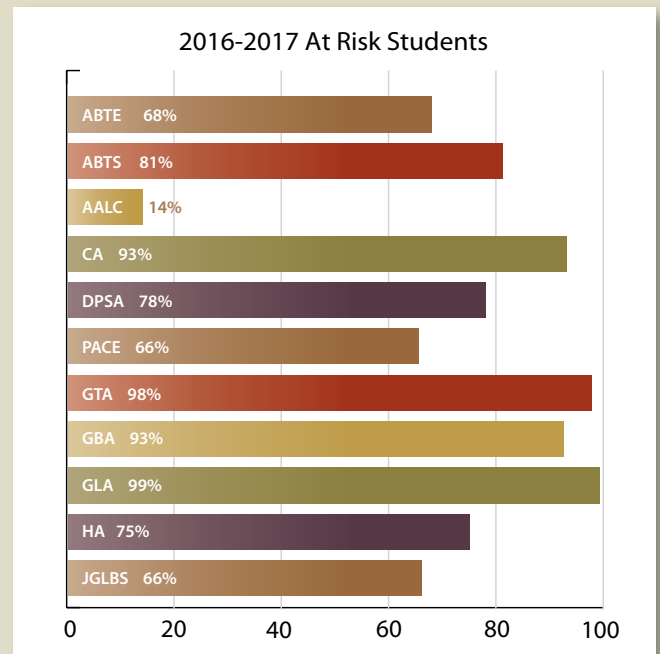
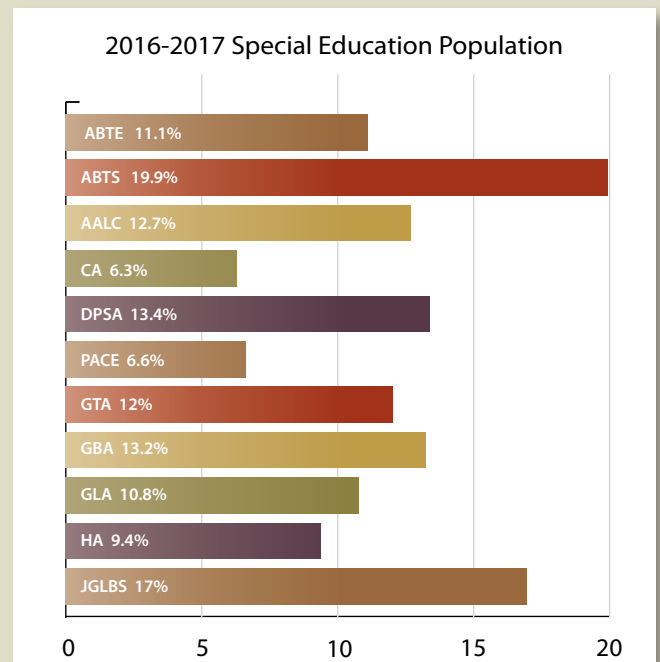
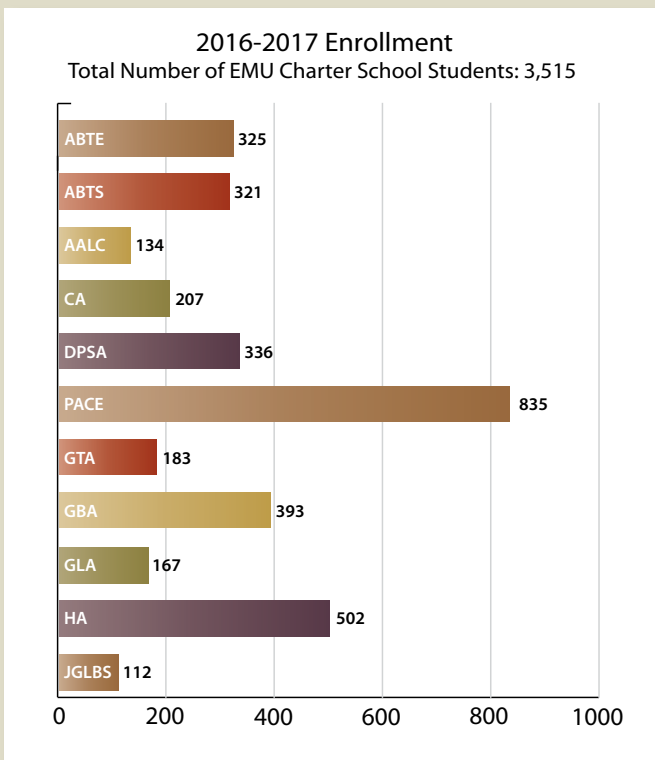


Chart Key

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

Academy for Business and Technology Elementary

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 and Physical Education.

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 Multi-Tier System of Supports (MTSS) program designed to bring all students to grade level achievement.

The MTSS program provides for placement testing of all students in reading and mathematics followed by periodic benchmark testing using the Northwest Evaluation Association (NWEA), a nationally normed computer adaptive test. Students scoring below grade level are referred for additional support in mathematics and reading which takes place both inside and outside of the



classroom. Regular progress monitoring is conducted to closely track improvement and make adjustments. Founded in 2003, ABTE continues to achieve its student educational objectives and to strive for its vision of Academic Success For All!

ABTE is proud to offer:

- A free before/after school Enrichment Program from 6:30-8:00 a.m. and 3:30-6:00 p.m.
- A free breakfast and lunch for all of its students.

"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: 14
- Total enrollment: 325
- Grades: K-5
- Student-teacher ratio: 20:1
- Percent of special education students: 11%
- Percent of low income students: 68%
- Percent highly qualified teachers: 100%

Academy for Business and Technology Middle and High School

Academy for Business and Technology Middle and High School (ABT MS/HS) is a tuition free public charter school located in Melvindale, MI that serves students in grades 6-12. Our school is accredited by the North Central Association. We offer a rigorous curriculum aligned to the State of Michigan standards that prepares students to be college and career ready. In addition to our core curriculum, we offer classes to create well-rounded students in the areas of business, technology, and STEM (Science, Technology, Engineering, and Mathematics).

At ABT MS/HS we operate with the foundational belief that all students can learn. We dedicate resources to supporting students both academically and socially. For example, we offer free after-school tutoring, school day academic and behavior support through our Multi-Tiered System of Support (MTSS) program, social work services, and guidance counseling. By working with our various community partners, we also offer students a variety of experiences to learn, grow, and become productive citizens. This includes college fairs and tours, career day speakers, and field trip opportunities. We also offer several sports programs including football, softball, basketball and cheerleading.

ABT Middle/High School is proud of the following accomplishments:

- Our average SAT score increased nearly 50 points from Spring 2016 to Spring 2017.
- All grade levels met their growth targets in mathematics on the NWEA MAP assessment from Fall 2016 to Fall 2017.
- All seniors during the 2016-2017 school year applied to a minimum of three colleges and most were accepted to at least one institution, including Eastern Michigan University, Wayne County Community College, Henry Ford College, Siena Heights University, Oakland University and University of Michigan-Dearborn.

“Obstacles may change your direction... but not your destination.”



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: 20
- Total enrollment: 321
- Grades: 6-12
- Student-teacher ratio: 19:1
- Percent of special education students: 20%
- Percent of low income students: 81%
- Percent highly qualified teachers: 100%

Ann Arbor Learning Community

Ann Arbor Learning Community (AALC) opened as a K-8 school in 1998. Enrollment for 2016-2017 was 117 students with an average class size of 20 students. The student body is comprised of a variety of diverse social and economic backgrounds from Ann Arbor, Ypsilanti, and several surrounding communities.

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.

“AALC has provided a loving, supportive environment for my kids. It’s a school where they learn by doing, not by sitting in seats and listening... I am confident my kids are learning critical thinking and social skills, not just how to take a test.”

AALC is proud of the following accomplishments:

- Middle School students showed the highest growth on the NWEA MAP test with nearly 60% of students meeting their growth target. Six students in reading and six students in math showed a conditional growth percentile of greater than 90, demonstrating more growth than 90 percent of their academic peers.
- For the 12th consecutive year, AALC had students participate in the National History Day in Michigan competition, including a group advancing to the state level for their performance, “Glued to the Seat: Claudette Colvin Takes a Stand Against Jim Crow.” Additionally, an AALC alumna qualified as an alternate for the national contest.
- Middle school students led the whole school community in a mock presidential election.
- Gardening and outdoor learning opportunities continued to enrich the student learning experience.



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: 19
- Total enrollment: 134
- Grades: K-8
- Student-teacher ratio: 17:1
- Percent of special education students: 13%
- Percent of low income students: 14%
- Percent highly qualified teachers: 100%

Commonwealth Community Development Academy

“Commonwealth is the place I call my home.”

Commonwealth Community Development Academy (“Commonwealth”) was established in 1996 and just completed its 21st school year! The school has met the Michigan Department of Education’s academic standards 15 out of its 21 years of existence and continuously works to provide a strong academic foundation for students’ future learning. Commonwealth proudly serves a second generation of students, whose parents are alumni of Commonwealth and desire for their children to have the same quality educational experience they had as Commonwealth students. Our alumni are proud and grateful for their experience and are working together to continue our service to the community through fundraising and student recruitment efforts.

Since his retirement from Commonwealth, the founder Dr. Cullian W. Hill continues to support the school in financial and academic endeavors. He has established a productive partnership between his church--Greater Concord Missionary Baptist Church--and Commonwealth to engage in community outreach efforts such as: The Annual Back-to-School Festival, advertising and marketing initiatives as well as exposure activities for students to perform at various community cultural events. Dr. Hill also introduces new and different cultural experiences to students in order to enhance and expand on academic learning.

Commonwealth Academy is working to establish even more community partnerships to further support students with additional services. Students receive one-on-one tutoring, clothing, food bags, school supplies and other assistance as needed and resources permit.

Commonwealth Academy is proud of the following accomplishments:

- Commonwealth’s charter was renewed by Eastern Michigan University, further contributing to the school’s stability in serving our community.
- Overall 44% of students demonstrated gains in Reading with over 40% in Math and 45% in Science.
- Students continue to improve their learning experiences through Project-based Learning, applying hands-on skills both inside and out of the classroom. School-wide projects and subject specific projects are an organic part of the Commonwealth educational experience.
- Parents attended enrichment workshops
- Commonwealth’s charter was renewed by Eastern Michigan University, further contributing to the school’s stability in serving our community.
- Parents were very supportive of teachers and students through volunteer efforts such as: classroom support, field trips, bus monitoring, playground monitors and community helpers.
- Commonwealth partnered with FOCUS Detroit to provide school shoes and weekend food bags to students and families.
- Commonwealth is an Ambassador School for the “Success for All” Reading Reform Model!
- Athletic programs have been added to expand our extra-curricular offerings including: cross-country, basketball, volleyball and flag football.



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: 21
- Total enrollment: 207
- Grades: K-8
- Student-teacher ratio: 25:1
- Percent of special education students: 6%
- Percent of low income students: 93%
- Percent highly qualified teachers: 100%

Detroit Public Safety Academy

The Detroit Public Safety Academy (DPSA) is a 6-12 secondary public school academy located in Detroit, Michigan. The 2013-2014 school year marked 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 7-11. In 2015-2016 the school enrolled 250 students in grades 7-12, and in the 2016-17 school year the school enrolled 350 students.

The founders of the Detroit Public Safety Academy were concerned that urban students are traditionally under-represented in public safety careers. The academy offers technical assistance along with a rigorous curriculum and has established partnerships with local institutions (such as Wayne County Community College District) that provide law enforcement, firefighters and emergency medical service degrees and training.

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.

A particular interest at DPSA is school-to-career readiness with a clear awareness of the ethical challenges facing law enforcement and fire and emergency services. Character education is a part of the daily curriculum. Teachers emphasize the importance of ethics, integrity and honesty. While some Detroit schools do offer character education, DPSA does so within the real world context of public safety.



DPSA demonstrated tremendous increases on benchmark assessments in both reading and math. In 2016 DPSA graduated the first senior class. DPSA continues to graduate seniors, with a class of 62, attending schools such as Saginaw Valley University, Eastern Michigan University, and Michigan State University. 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. DPSA continues to increase its partnerships with the Detroit Police Department, The Detroit Crime Commission, and the Detroit Fire Department.

DPSA is proud of the following accomplishments:

- Our top achievement was graduating 62 seniors with 3 graduates beginning careers with the Livonia Police Department, 3 interning with the Detroit Fire Department and 4 attending Eastern Michigan University. All 62 graduates have post-secondary placements and earned more than \$400,000.00 in scholarships.
- A significant achievement was making achievement gains on the computer adaptive assessment in both reading and math in all grade levels.
- We successfully added 6th grade, an additional 100 students, enabling us to meet to boast an enrollment of 350 students.

“Detroit Public Safety Academy is a beacon of hope for children throughout the city of Detroit that is working to help those same children become agents of change and the protectors of our future. It’s real and it’s happening at DPSA”



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 workforce success, particularly in the public safety arena.

Vital Statistics

- Years as a charter school: 4
- Total enrollment: 336
- Grades: 7-12
- Student-teacher ratio: 18:1
- Percent of special education students: 13%
- Percent of low income students: 78%
- 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 in the fall of 1999 as the Edison-Oakland Public School Academy in Ferndale, Michigan. In the fall of 2009, the school relocated to Southfield, Michigan and was renamed Dr. Joseph F. Pollack Academic Center of Excellence, after the first director of the Eastern Michigan University Charter Schools Office. The charter school serves approximately 850 students in grades K-8. Eighty-seven percent of the academy's students reside in the city of Detroit.

The academy offers a variety of choices in its curriculum. In the area of reading, teachers use Story Time and Evidence Based Literacy Instruction (EBLI). This curriculum requires students to master phonetic skills prior to making a transition to a literature-based program. The Strategies for Writers resource is used to develop writing skills. Mathematics instruction comes from the Eureka Math/Engage New York mathematics curriculum. This curriculum is used in grades K-8 to ensure continuity in mathematics instruction in all

classrooms. In addition to the above-mentioned resources, extensive programs are offered in science, history, social science and foreign language.

At PACE Academy, we also strive to teach our students the tenets of being a positive, contributing member of society. For student character development instruction, we partner with Franklin Covey to utilize "The Leader in Me" curriculum built from The 7 Habits of Highly Effective People by Stephen Covey. Our teachers also use a student centered approach as the foundation for teaching and learning. The PACE Academy 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 continuous academic improvement.



PACE Academy is proud of the following accomplishments:

- High student and teacher retention.
- Award winning choir, band and sports teams.
- Increase in parent volunteerism.



"At PACE we LEARN the freedom of responsibility, LOVE and respect ourselves and others, LEAD by being positive examples and TOGETHER achieve legendary greatness!"



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: 18
- Total enrollment: 835
- 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: 65%
- Percent highly qualified teachers: 100%

Global Tech Academy

We are successfully in our 4th year with an enrollment of 178 students. We have two priorities: the well-being/safety of our students and academic excellence. We strive to educate the whole child through innovative academic initiatives, technology, art experiences, music, physical education, and foreign language (Spanish). We also believe in the importance of character education throughout the entire school year. The staff at Global Tech Academy models respect, responsibility, appreciation, commitment, cooperation, creativity, curiosity, empathy, integrity, tolerance and perseverance so our students understand the value of knowledge and positive character.

We want to be a central part of our community, where families can get all the support they need to be successful. We have a parent resource room where parents have access to the Internet and various resources, and we have also partnered with Food Gatherers so our families can receive free healthy food on a monthly basis. At Global Tech Academy, excellence is intentional!



Global Tech Academy is proud of the following accomplishments:

- Global Tech now has Early Release Fridays in which the students leave at 12:30 p.m. every Friday. This allows the teachers to have ongoing professional development, data and grade level team meetings, and teacher collaboration so they can improve and enhance their pedagogy.
- We have added three additional classrooms to accommodate increasing enrollment.
- We have added several after school extracurricular activities such as a Robotics club, Engineering STEM club, Boy Scouts and Girl Scouts.

“Global Tech Academy is an exceptional community-based school that prioritizes building core values, individual character traits, and academic excellence in each student within a safe and nurturing environment. 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: 3
- Total enrollment: 183
- Grades: K-4
- Student-teacher ratio: 23:1
- Percent of special education students: 12%
- Percent of low income students: 98%
- Percent highly qualified teachers: 100%

Grand Blanc Academy

Grand Blanc Academy opened in 1999. The initial school enrollment was 341 students in grades K-5. The school has grown to be a Pre-school through grade 8 building. Students in grades K-5 are offered classes in reading, language arts, mathematics, science, social studies, music and physical education. Middle School students have the opportunity to excel in reading, writing, mathematics, social studies, and science. Intervention teacher(s) support needs in reading through the Reading Plus program and small group mathematics lessons. Music and physical education allow students to develop their physical and artistic sides.

Igniting growth, imagination, and dreams are the foundation of Grand Blanc Academy. Supporting the whole child's education is the most important goal of the school. Grand Blanc Academy staff strive to serve the children through student centered personal relationships that recognize 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.

Grand Blanc Academy has the feel of a neighborhood school with a warm, friendly atmosphere and a welcoming environment. Many community partnerships have been developed such as an in-house Big Brothers and Big Sisters program, University of RHYMES, Boy Scouts and Girl Scouts and Caring Communities.



Grand Blanc Academy is proud of the following accomplishments:

- Grand Blanc Academy has partnered with Tim Horton's Foundation this year. The Foundation worked on character-building and community service with our fifth and sixth grade students at the camp in Kentucky in the fall and in the spring.
- Grand Blanc Academy has ramped up its athletic program by continuing our JV and Varsity Basketball and Cheerleading teams. Flag Football has been added to our program this year.
- Teachers worked with students to develop learning plans to fill in academic gaps in reading and math in order for students to make more than one year's academic growth.

"Grand Blanc Academy is an innovative community that supports and celebrates lifelong learning for the success of our students and families by igniting growth, imagination, and dreams."



Mission Statement

Grand Blanc Academy is an innovative community that supports and celebrates lifelong learning for the success of our students and families by igniting growth, imagination, and dreams.

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: 393
- Grades: K-8
- Student-teacher ratio: 22:1
- Percent of special education students: 13%
- Percent of low income students: 93%
- Percent highly qualified teachers: 100%

Great Lakes Academy

Great Lakes Academy (GLA) began operations in the fall of 1997 as a K-3 school. The school added a grade level each year for the next five years, leading to the current configuration of providing a public education for students in grades K-8.

Great Lakes Academy's programming is built around the shared vision of educating children in a safe and nurturing environment. Its mission is to teach students the academic and character skills necessary to be lifelong learners in a competitive world.

Our school climate is based on the following **Pillars of Excellence:**

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

Great Lakes Academy is proud to fully implement the following Foundational Pillars:

- Every child is exposed to educational opportunities beyond High School.
- Small class sizes.
- Curriculum enriched with technology.
- Enrichment opportunities that foster self-confidence, self-esteem, teamwork and creativity.
- Using test data to guide instruction.
- Increased time on task through the provision of more learning time.



“Great Lakes Academy is committed to giving every student the opportunity to be responsible for their academic success and to put them on the path of lifelong learning. We want them to be proud of their accomplishments.”



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 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: 20
- Total enrollment: 167
- Grades: K-8
- Student teacher ratio: 16:1
- Percent of special education students: 11%
- Percent of low income students: 99%
- Percent highly qualified teachers: 100%

Hope Academy

The mission of Hope Academy is to provide a positive, nurturing, and collaborative educational environment where we ensure the intellectual, social, and physical development of every student.

Hope Academy began the process, promise and commitment to educate students in July, 1998, enrolling 288 students in kindergarten through 3rd grade. Presently, Hope Academy has an enrollment of 515 students, grades K-8. Each grade cluster contains 2-3 classes. Students in grades 4 – 8 are departmentalized. All Hope Academy teachers are certified and highly qualified. To address the emergent academic needs of the students, the NWEA Assessment is administered three times a year to monitor students' progress.

Teachers utilize the data derived from M-STEP, NWEA, and local formative and summative assessments to drive instruction and increase student achievement.

To enrich the students' education, Hope Academy offers students Music, Physical Education, Instructional Technology, and Science Labs for both elementary and middle school students. As Hope Academy implements the Common Core State Standards (CCSS) in all common core classes, the special subjects and special education teachers are responsible for including the CCSS in their lesson planning and classroom instruction as well. The Academy also offers programs such as intervention classes to meet the challenges of diverse learners and special needs students.



Programs are designed for students who are exceeding the standards consistently at Hope Academy. Hope Academy students are challenged to reach greater heights.

Hope Academy continues to involve students in extracurricular activities to enhance their learning. After-school activities include: Mentoring, Girl Scouts, Boy Scouts, Basketball, Cheerleading, and Academic Tutoring. The Academy also offers after-school and summer school programs.

"A Restorative Practices Community and Where Students Are Our Priority"

Hope Academy is proud of the following accomplishments:

- Establishing a District-wide Multi-Tiered System of Support (MTSS). This includes a procedural guide for academics and behavior.
- Achievement increased and as a result, Hope Academy was removed from the State of Michigan's Priority Schools list.
- Professional Learning was impactful and included the 5 power strategies for improving student academic achievement: Reciprocal Teaching; Gradual Release Method; Cornell Notes; Close Reading; Frayer Model "Vocabulary." The 5 power strategies are embedded throughout all grades (K-8).
- All staff receiving training in "Restorative Practices" and "Differentiated Instruction."



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: 19
- Total enrollment: 502
- Grades: K-8
- Student-teacher ratio: 28:1
- Percent of special education students: 9%
- Percent of low income students: 75%
- Percent highly qualified teachers: 100%

The James and Grace Lee Boggs School

The James and Grace Lee Boggs School serves students in grades K-8 and is a community-based charter school on the East Side of Detroit. Our mission is to nurture creative, critical thinkers who contribute to the well-being of their communities. We approach that mission by using a model of place-based learning. Place-based education roots content area knowledge in the local history, culture, and heritage of the community of the school, encouraging a deep connection to place and utilizing the learning of students to make a positive difference in their community.

Place-based learning experiences at the Boggs School vary by grade and current events, yet some examples are:

- A trip on a glass bottom boat along the Detroit River in order to observe the river, collect water samples, and test them for lead and phosphorous levels
- Studying the Detroit Water Shut-offs and producing a film that premiered at the annual Allied Media Conference in Detroit
- Studying what happens to the garbage that we throw away in the city
- Meeting our neighbors around the school and helping them get to know one another by creating trading cards
- Studying the 1967 Detroit Rebellion
- Exploring the neighborhood as it looked 300 years ago
- Writing persuasive papers about school improvement needs

This commitment to learning via community-building came from our mentors and



namesakes, James and Grace Lee Boggs, long-time activists, philosophers, and writers who believed that the energy and learning of young people could be the answer to the problems we face in Detroit. They considered our kids to be “solutionaries.”

With dedicated teachers and support from partner organizations such as The Boggs Center to Nurture Community Leadership, Earthworks Farm, Southeast Michigan Stewardship Coalition, 826 Michigan, the Inside-Out Literary Arts Program, People in Education, Detroit Children’s Choir, MOSAIC Youth Theatre, and the Wayne State University Math Corps Program, the Boggs School offers rich and varied academic and extracurricular experiences that bring the joy back to learning!

The Boggs School is proud of the following accomplishments:

- Students have had their stories published in a book, illustrated by best-selling author, Dave Eggers. That book, “*Where is it Coming From?*” was reviewed in the New York Times Book Review.
- Students have published two books of poems with the Inside-Out Literary Arts Program called, *Bleeding Paper*, *Spitting Ink*.
- A student-created mosaic mural with a local artist now hangs permanently in the Main Branch of the Detroit Public Library and was featured in HOUR magazine.
- As part of a local photographer’s exhibit, student portraits have been displayed in the Detroit Institute of Arts.
- The students’ study of the 50th anniversary of the 1967 Rebellion was featured on WDET and Michigan Public Radio.

“The first thing that struck me about Boggs was that it was a safe place for all children to be free.”



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

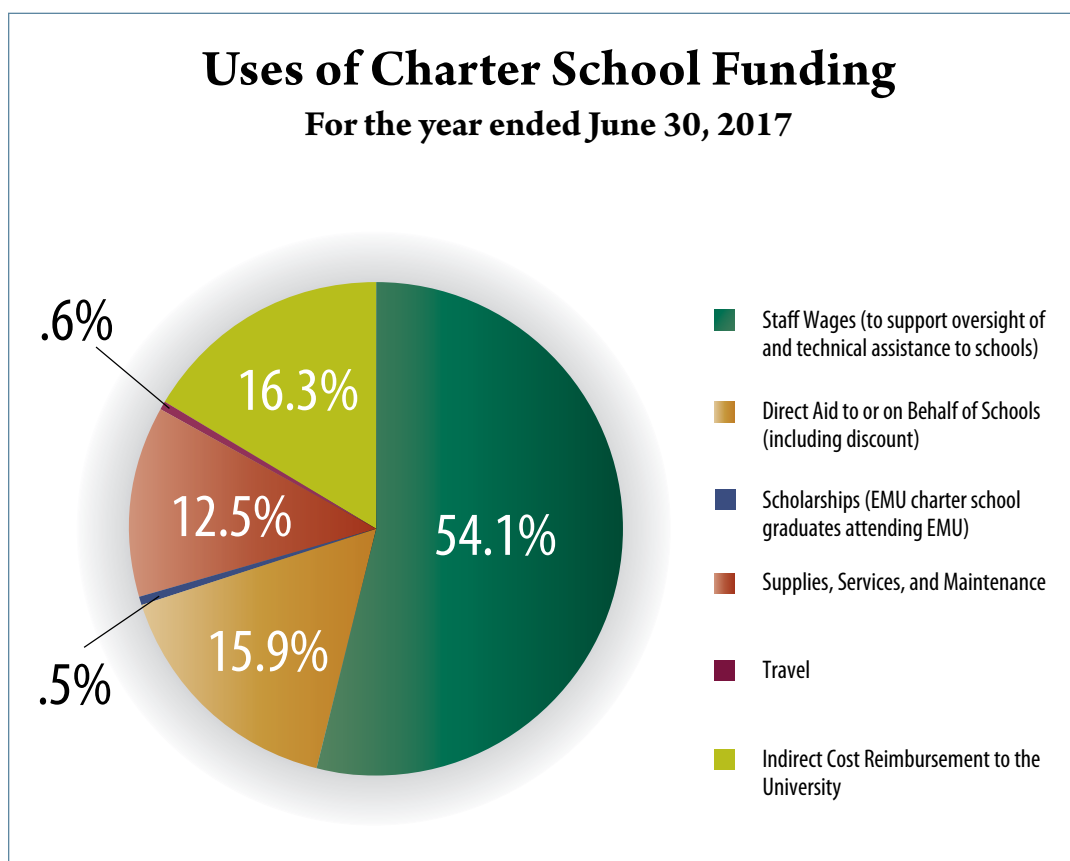
- Years as a charter school: 4
- Total enrollment: 112
- Grades: K-7
- Student-teacher ratio Kindergarten: 20:1
- Student-teacher ratio grades 1-4: 24:1
- Percent of special education students: 17%
- Percent of low income students: 66%
- Percent highly qualified teachers: 100%

EASTERN MICHIGAN UNIVERSITY

Charter Schools Administration Financial Report

For the years ended June 30, 2017 and June 30, 2016

	2017	2016
Appropriations Received (Michigan State School Aid)	\$24,948,699	\$24,237,747
Appropriations Disbursed	24,168,446	23,481,274
Eastern Michigan University Administrative Fee, Net of Discount	780,253 ¹	756,473
Operating Expenses	829,463 ²	840,380 ³
Surplus/(Deficit)	\$(49,210) ⁴	\$(83,907)



¹ The University's administrative fee increased approximately \$24,000 in 2017 over 2016. The increase resulted from a membership increase of 41 blended FTE's, combined with a state foundation allowance increase of \$120 per FTE. The authorizing fee is discounted by the amount collectible from state restricted categorical funding.

² In the 2016-2017 school year, 3,498 students were enrolled in EMU's ten authorized charter schools, with a blended FTE state aid membership of 3,495.11. The operating budget included a director, associate director, administrative assistant, accountant and part-time attorney. Other expenses included a web based oversight application, consulting services, printing, equipment, professional dues, workshops and related office and field expenditures, and \$147,702 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program. Expenditures and discounts for schools totaled \$144,701 in financial assistance as demonstrated in the accompanying table.

³ In the 2015-2016 school year, 3,457 students were enrolled in EMU's ten authorized charter schools, with a blended FTE state aid membership of 3,453.64. The operating budget included a director, associate director, administrative assistant, accountant and part-time attorney. Other expenses included a web based oversight application, consulting services, printing, equipment, professional dues, workshops and related office and field expenditures, and \$151,977 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 \$54,100. Discounts for schools totaled \$75,717.

⁴ The 2016-2017 deficit was planned, drawing on fund balance reserve.

EASTERN MICHIGAN UNIVERSITY

Direct Financial Assistance to Chartered Schools

Fiscal Year 2016 - 2017

SCHOOL	ACADEMIC TESTING	AUTHORIZER DISCOUNT	OTHER	TOTAL
Academy for Business and Technology	\$8,649	\$15,309	\$2,631	\$26,589
Ann Arbor Learning Community	1,308	1,887	2,070	5,264
Commonwealth Community Development Academy	2,907	3,499	2,041	8,447
Detroit Public Safety Academy	2,756	7,343	2,016	12,114
Dr. Joseph F. Pollack Academic Center of Excellence	10,802	16,555	2,016	29,373
Global Tech Academy	2,491	4,243	2,041	8,775
Grand Blanc Academy	5,262	8,956	2,070	16,287
Great Lakes Academy	2,453	5,428	2,641	10,522
Hope Academy	6,496	12,302	2,098	20,896
The James and Grace Lee Boggs School	1,282	3,135	2,016	6,433
GRAND TOTAL	\$44,405	\$78,658	\$21,638	\$144,701

REASON	AMOUNT
Authorizer Discount	78,658
Academic Testing	44,405
Student Performance Measurement	9,375
Student Enrichment/Entrepreneurship	7,728
Professional Development/EMU Administrator Workshops	3,076
Board Training, Enrichment and Other	683
Professional Development/Continuing Education and Other	775
GRAND TOTAL	\$144,701



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Charter Schools Office Eastern Michigan University

Dr. Malverne C. Winborne, Director
310 Porter, Ypsilanti, Michigan 48197
Ph. 734-487-2086
mwinborne@emich.edu
www.emich.edu/charterschools