

EASTERN MICHIGAN UNIVERSITY®

# Charter Schools

2017-2018 Annual Report



Academy for Business and Technology Class of 2013...

Eastern Michigan University Class of 2018.

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## Our Vision

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# A World Class Education for all Students



### *Greetings from the Director:*

*The 2017-2018 school year was an awesome year for the Eastern Michigan University's Charter School Office. We continued in our extraordinary efforts to address the educational needs of the communities of southeastern Michigan. During the 2017-2018 school year, our office provided oversight for our 11 charter schools, serving nearly 3,500 students.*

*Our three newest schools, the Detroit Public Safety Academy, Global Tech Academy and The James and Grace Lee Boggs School were reauthorized this year. These schools just completed their fifth years of operation and are positioning themselves to meet and/or exceed the standards we set for all of the schools in our portfolio.*

*Our schools continue the challenging work of addressing the academic performance and socio-emotional development needs of their students. They are making significant progress in these areas.*

*I'm proud to announce that two more of our schools, Ann Arbor Learning Community and Hope Academy, have reached their 20th years of continuous operations. They have joined a growing list of our schools who have reached this milestone.*

*I am extremely excited to announce the opening of our newest school, The Woodley Leadership Academy, located in Saginaw, Michigan. This school was founded by Saginaw native and retired professional football star (Pittsburgh Steelers) Mr. LaMarr Woodley. The academy is a K-8 school opening its doors fall of 2018. The unique focus of The Woodley Leadership Academy is the development and nurturing of leadership skills amongst its students. We look forward to welcoming The Woodley Leadership Academy into the EMU Charter Schools Office's family of schools.*

*Again, we hosted an event to show our appreciation for the hard work of our charter school board members. This year's event was a Fan Experience at the EMU Convocation Center. This February event was a double-header (men's and women's) basketball game and was open to board members and their families.*

*In May we hosted the annual Math Facts Challenge event at EMU's Student Center. There were approximately 350 first through eighth grade students who participated! This continues to provide excitement to these "MATH-letes" in the spirit of friendly competition, and allows them to visit the beautiful Eastern Michigan University campus.*

*Finally, I would like to spotlight two recent EMU graduates, Ms. Dasia Dix and Mr. LaVonte Verdell (please see pages 11-12). These two, along with Ms. Sherene Ibrahim, are 2013 graduates of our charter school the Academy for Business and Technology. Together they worked as a team, encouraging each other, while working full-time and carrying full academic course loads. In April of this year they graduated together. These alumni are TRUEMU!!!*

*In summing up the 2017-2018 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. 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 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 as well as charter school enrollment has grown exponentially. Currently, there are 294 charter schools serving over 150,000 students. In the state of Michigan, 10% of all students attend a charter school. The authorizers and number of schools under their oversight are listed in the following chart:

2018 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



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

## 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. During the 2017-18 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. Board members are recruited, vetted, overseen and trained by the Eastern Michigan University Charter Schools Office.



## 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.



Approximately 4.5 million students in 49 countries, all 50 states and over 3400 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 with regard to expectations around 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 Academy academic performance.

The results of the NWEA MAP 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 2017-2018 school year:



## 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.

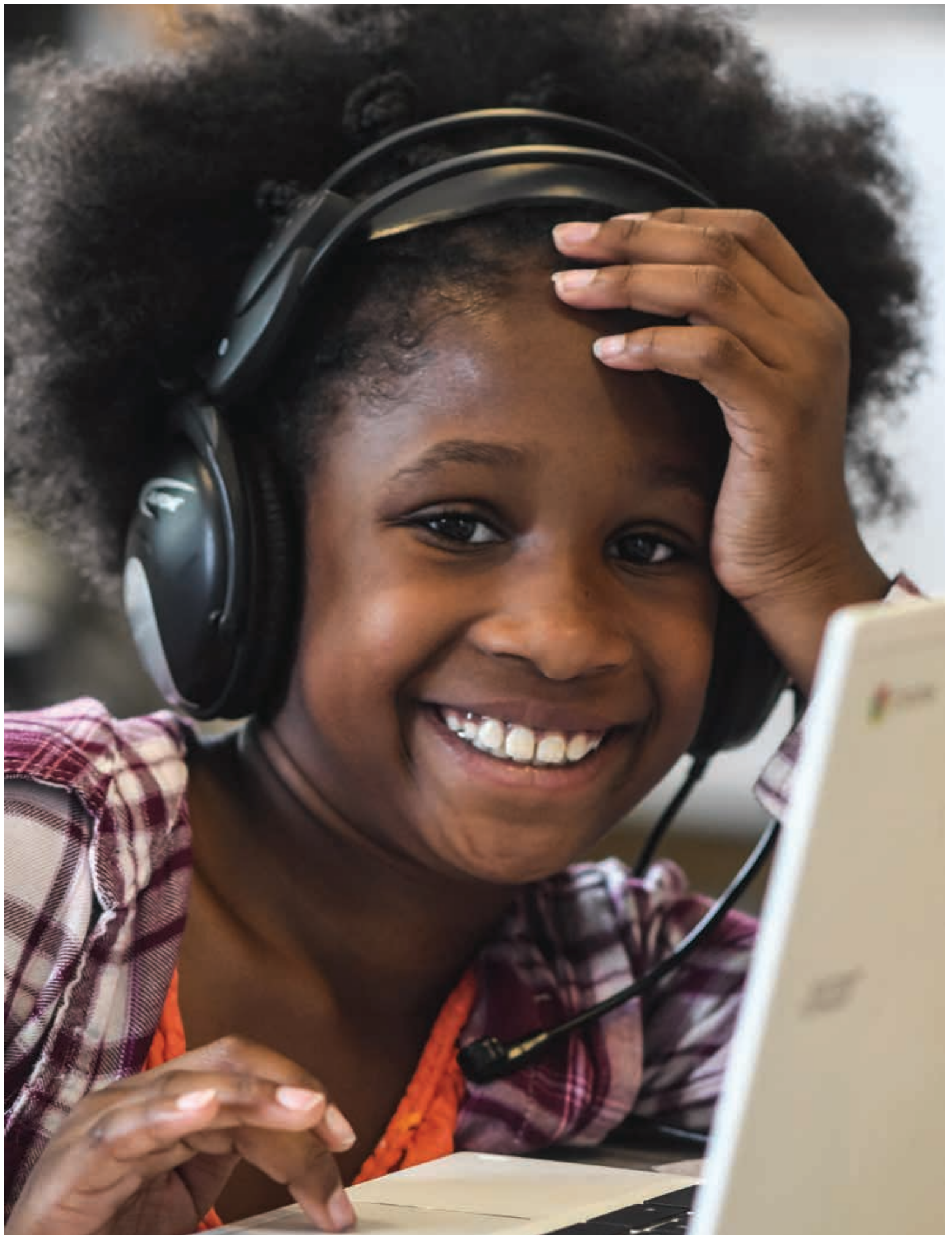
## Eastern Michigan University Charter Schools Recognizing Academic Achievement and Growth on the NWEA MAP Assessment

### Schools with the highest Student Median Growth Percentile

Ann Arbor Learning Community  
Commonwealth Community Development Academy  
Detroit Public Safety Academy  
The James and Grace Lee Boggs School  
Dr. Joseph F. Pollack Academic Center of Excellence (PACE Academy)

### Most significant gains in Achievement Between Fall and Spring

Dr. Joseph F. Pollack Academic Center of Excellence (PACE Academy)  
Detroit Public Safety Academy  
Ann Arbor Learning Community  
Academy for Business and Technology Elementary



# 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
<b>Academic Assessment</b>	Performance in Reading and Mathematics on the NWEA MAP Assessment.	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%



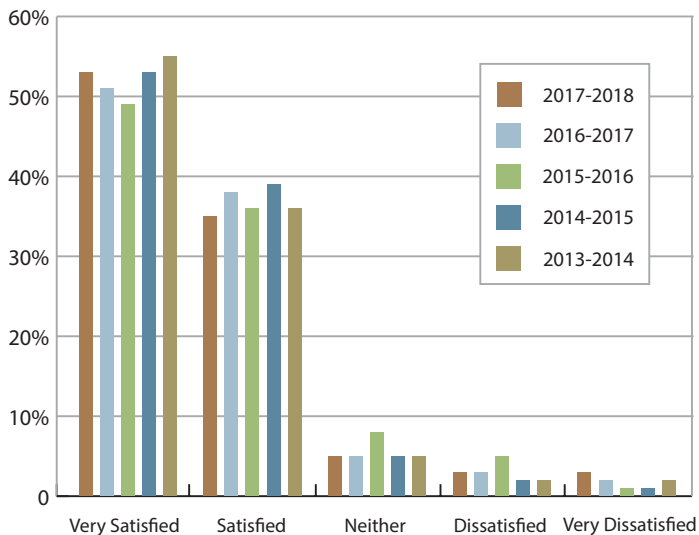




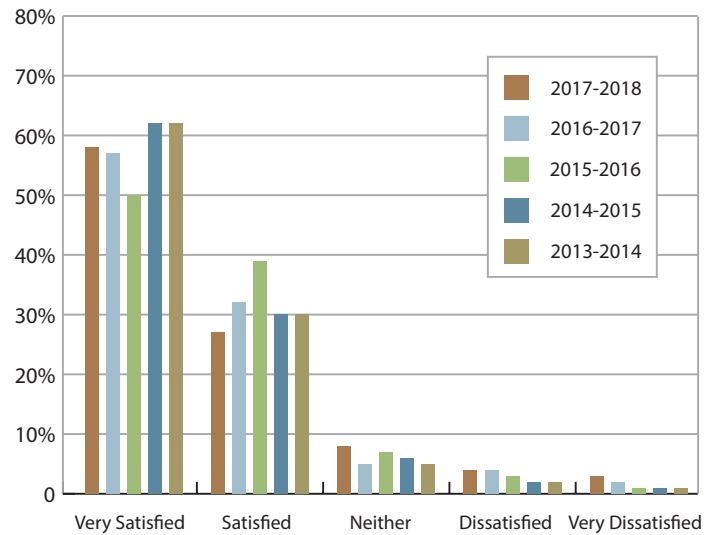
## School Assessments – Annual Parent and Staff Satisfaction Surveys

Eastern Michigan University conducts an annual survey of parents, 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.

Parent Satisfaction with Child's Progress at Charter School



Parent Satisfaction with Charter School Teachers



## Eastern Michigan University Charter Schools Leadership Seminar Topics: 2017-2018

Seminar Topic	Presenter (s)
Instructional Leadership	L. Neal, Education Equals Success, LLC
Leveraging Data to Drive Successful Student Outcomes	L. Neal, Education Equals Success, LLC
Global Partnerships: US and China K-12 Relationships	C. Shropshire, Associate Director, Eastern Michigan University Charter Schools Office
Public v. Private Employees: Rights and Responsibilities	L. London, General Counsel, Eastern Michigan University
Public Employees and Free Speech	L. London, General Counsel, Eastern Michigan University
WHO AM I: Identity and Leadership	Good-Mayweather Consulting, LLC
This is America: A Critical Reflection of Race and Equity	C. Shropshire, Associate Director, Eastern Michigan University Charter Schools Office
Leadership and Ethics: Whatever It Takes, How Far is too Far?	Dr. M. Winborne, Director, C. Shropshire, Associate Director, Eastern Michigan University Charter Schools Office
Social Media and You: Leveraging Social Media to Increase Community Engagement	T. Johnson, Social Media Strategist
Strategic and Grassroots Student Recruitment and Community Outreach	Dr. R. Atkins, Group Atkins, LLC
MI Policy Updates and Discussion	Various Speakers

### 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.



# 2017-2018 Highlights

- The James and Grace Lee Boggs School, Detroit Public Safety Academy, and Global Tech Academy reauthorizations
- Expanded Leadership Development to include: Diversity/Equity/Inclusion, Personal Effectiveness and Leadership, and Student and Community Outreach
- Revision of Educational Goals to quantify expected growth and achievement for EMU-authorized schools
- Board Appreciation Event, February 2018
- Math Facts Challenge, May 2018
- Secured EMU Board of Regents approval for The Woodley Leadership Academy, Fall 2018 Opening
- Addition of a 9-12 Program to the Ann Arbor Learning Community, Fall 2018 Opening

# EMU Student Spotlight

## LaVonte Verdell

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### Background Information:

**High School:** Academy of Business and Technology Secondary School—  
an EMU-Chartered School, Class of 2013, Ranked 3rd in Graduating Class

**EMU Classification:** Alumni, Class of 2018

**Degree:** Bachelors of Arts – Criminal Justice

### EMU Involvement:

- Supervisor, SEEUS
- Vice President and Co-Founder, Pre-Law Society

### EMU Experience:

LaVonte found that EMU provided him with the opportunity and safe space to be free to be himself while discovering himself. He valued being able to have a voice on campus and speak for change. LaVonte valued his experience of working and going to school; stating that it helped greatly with his organization, focus and motivation. He learned how to overcome adversity, be committed and live passionately while on campus. This is evident in LaVonte working more than 30 hours per week, being enrolled full-time and graduating within 5 years. The advice LaVonte would give to future and current EMU students is that the college experience is what you make it and if you don't like your experience, change it.



### The Impact of Attending Academy for Business and Technology Secondary School (ABT):

LaVonte was enrolled at ABT from the 6-12 grade and notes the supportive and challenging environment provided at ABT prepared him well for EMU academically, socially and interpersonally. He refers to ABT as a family that seeks to love, support and push one another forward. This was evident in the AP coursework he successfully completed and exposure opportunities provided during his time there. He welcomed the challenge of engaging in the EMU experience, having been the beneficiary of a solid foundation provided by the educators of ABT.

# EMU Student Spotlight

## Dasia Dix

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### Background Information:

**High School:** Academy of Business and Technology Secondary School—an EMU-Chartered School, Class of 2013, Ranked 4th in Graduating Class

**EMU Classification:** Alumni, Class of 2018

**Degree:** Bachelors of Arts – Criminal Justice

**Minor:** Communications

### EMU Involvement:

- Volunteer, Youth Mentorship Programs
- Full-Time Employment (Local Nursing Home)

### EMU Experience:

Dasia valued the knowledge she acquired while attending EMU. She notes the great relationships that she was able to build with professors, students and staff. Dasia recalled the support and challenge provided to her at EMU. She excitedly recalls the long nights of studying, group projects, and exam weeks. When reflecting on the experience at EMU, she is grateful for the real-world application of assignments and the guidance received by educators at EMU. Dasia worked full-time, volunteered in the community and was a full-time student, graduating within 5 years. Her focus has always been to make her family proud and her greatest strength is her unwavering focus and commitment to the process of becoming great. The advice she would give to future and current EMU students is: to stay focused and have patience, the feeling and pride of accomplishment will be all worth it in the end. She is proud of her EMU experience and believes that the experience was an integral part of her development and growth.



### The Impact of Attending Academy for Business and Technology Secondary School (ABT):

Dasia was enrolled at ABT Secondary from 6-12 grade and she reflected on this period as being one of intense self-discovery, self-reflection and maturation. She highlights the continuous support, challenge and relationships she built during her secondary years. This family empowered her as she endured one of the most difficult times in her life. Academically, she believes she was more than prepared for the rigors of college and cites her AP coursework as a contributing factor to her collegiate success. Dasia is grateful to her ABT family for always believing in her potential and not accepting anything less than her best, always pushing her towards being great.

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# 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:**  
Renee Newman  
Marvin Jennings Jr.  
David Vincent  
Belda Garza  
Tammy Smith

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

**Board Members:**  
Susan Uvick  
David Arditti  
Rodger Verhey  
Catherine Jones  
Jeffrey Sorensen  
Clement James Goebel III

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

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

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

**Board Members:**  
Hazel White  
Diasree Curry  
Kamal Cheeks  
Danielle Lang  
Yvette Garcia  
Shawn Yates  
Rolanda Williams  
Kenneth Dettloff

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

**Board Members:**  
Rodney Dent  
Floyd Jean Webb  
Jasmine Henry  
Courtney Lockhart  
Tina Poole  
Denise Bennett

**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

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

**Board Members:**  
Felicia Carter  
Angelo Powell  
Peter Sinclair  
Alyssa Stewart

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

**Board Members:**  
Kema Johnson  
Ethan Vinson  
Elaine Miller  
Sandra Rolle

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

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

**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  
Amber York  
Thomas Nikundiwe

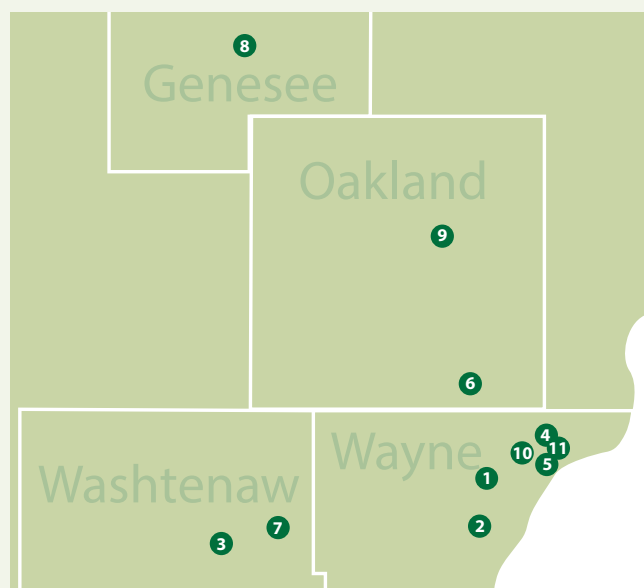
## Our Mission

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 Event



# 2018 Math Facts Challenge

More than 350 southeastern Michigan area students from 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 2018 Math Facts Challenge places students in grades 1-8 in a series of fun, head-to-head competitions where students answer grade-level questions, ranging from complex addition/subtraction to multi-step equations. The challenge is 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 single school event to an 18 charter school event. The 2017-2018 school year marks the fourth year that EMU's Charter Schools Office has sponsored this event.

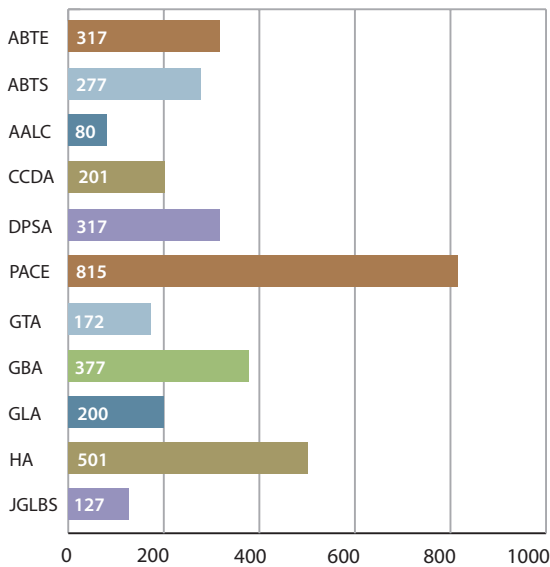




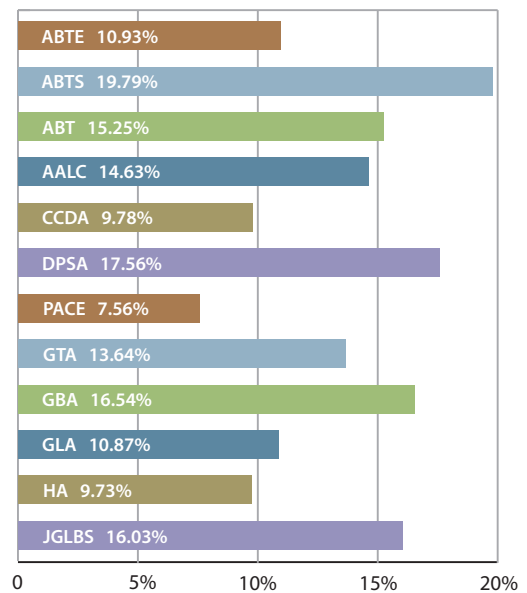
# EMU Charter School Student Population



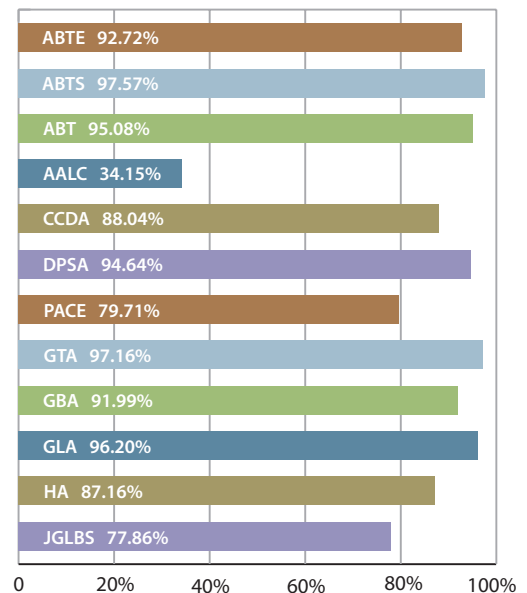
2017-2018 Enrollment  
Total Number of EMU Charter School Students: 3,384



2017-2018 Special Education Population



2017-2018 At Risk 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:

- Before/after school Enrichment Program
- Free Breakfast and Lunch Program
- Small Group Instruction
- After-school Tutoring
- Physical Education and Technology
- Full Day Kindergarten Program
- Caring, Highly Qualified Teachers

*“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: 15
- Total enrollment: 317
- Grades: K-5
- Student-teacher ratio: 20:1
- Percent of special education students: 11%
- Percent of at-risk students: 93%
- Percent highly qualified teachers: 100%

# Academy for Business and Technology Middle & 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:

- We were awarded a \$9000 grant for our STEM/Robotics Program that allowed us to create a working robot our first year. We finished 30 of 40 in our first competition and 26 of 40 in our second. We look forward to expanding the program to include a middle school team in the 2018-2019 school year.
- Our Career Day included speakers from many different professions such as engineering, law enforcement, medicine, and politics and the media. One notable guest was Ilona Varga, Wayne County Commissioner.

- We work with several community partners to create opportunities for our students to grow and learn. These partners include I2D2, Spectrum Child and Family Services, EcoTek Labs, Michigan Works, Dentist R Us, NAACP, Sylvan Learning Center and many more.

*“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: 21
- Total enrollment: 277
- Grades: 6-12
- Student-teacher ratio: 19:1
- Percent of special education students: 20%
- Percent of at risk students: 98%
- Percent highly qualified teachers: 100%

# Ann Arbor Learning Community

Ann Arbor Learning Community (AALC) opened as a K-8 school in 1998. Enrollment for 2017-2018 was 83 students with an average class size of 16 students. The student body is comprised of a variety of diverse social and economic backgrounds from Ann Arbor, Ypsilanti, and several surrounding communities.



*“From the moment I walked into AALC, I knew this school was different. It was something I could see in the way the teachers spoke to the students, the way the students treated each other, and in the way the school leaders and teachers treated me as a parent.”*

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 that leads to a strong sense of self and a love of learning.

## AALC is proud of the following accomplishments:

- In 2018, AALC celebrates 20 years of educating students.
- On the NWEA MAP test, three grade levels showed a conditional growth percentile of greater than 90, demonstrating more growth than 90 percent of their academic peers. Two additional grade levels demonstrated a conditional growth percentile of greater than 70.
- Together, the community collected bottle caps for a project that will result in a bench made of the recycled caps. The community looks forward to enjoying this bench at their new facility.
- Middle school students enjoyed an increased role in PTSO by organizing students to meet weekly with the PTSO president and assist in the planning of school-wide events.
- Teachers participated in ongoing professional development in Conscious Discipline, a brain based social emotional learning program that supports building resiliency in students and teachers.



### 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: 20
- Total enrollment: 81
- Grades: K-8
- Student-teacher ratio: 17:1
- Percent of special education students: 13%
- Percent of at-risk students: 34%
- Percent highly qualified teachers: 100%

# Commonwealth Community Development Academy

Commonwealth Community Development Academy (“Commonwealth”) was established in 1996 and just completed its 22nd school year! The school has met the Michigan Department of Education’s academic standards 16 out of its 22 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 and cultural events. Dr. Hill also introduces new and different cultural experiences to students in order to enhance and expand on academic learning.

Commonwealth Academy has established effective community partnerships with groups such as FOCUS Detroit, Junior Achievement, The University of Michigan Wolverine Pathways program and the Michigan Fitness Foundation. These partnerships help to extend Project-based Learning activities beyond the classroom, providing exploration with the

culture of monastery living, financial planning, earning academic scholarships for college, and maintaining physical fitness. These partnership opportunities provide students with other support resources such as one-on-one tutoring, clothing, food bags, and school supplies. Beginning August 2018, Commonwealth will add the partnership, Building Healthy Communities Initiative to a growing list of community partners.

## Commonwealth Academy is proud of the following accomplishments:

- Overall, an average of 52% of students demonstrated growth in Mathematics according to the RIT Growth Conditional Index on the NWEA MAP Growth Summary report for CCDA. This is an 8% improvement over last year’s score. In Reading an overall average of 47% of students demonstrated growth according to the RIT Growth Conditional Index on the NWEA MAP Growth Summary report for CCDA. This was a 7% increase over the last school year’s performance indicators.
- 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.
- Two Commonwealth students have been accepted into the U of M Pathways program and will receive 4 year college scholarships to U of M upon successful completion of the program.
- Parents attended enrichment workshops to learn strategies on how to support their



student’s learning with regard to homework and projects. Parents also were very supportive of teachers and students through volunteer efforts such as classroom support, field trips, bus monitoring, playground monitors and community service activities.

- Commonwealth partnered with FOCUS Detroit to provide school shoes and weekend food bags to students and families. FOCUS Detroit also provided the field trip to the Holy Dormition Orthodox Monastery in Rives Junction, MI, just outside of Jackson, MI.
- Commonwealth is an Ambassador School for the “Success for All” Reading Reform Model!
- The Athletic department participated in cross-country, basketball, volleyball and flag football sports. The boys basketball team won the United League championship for the 2017-18 school year.

*“Commonwealth is the place I call my home.”*



### 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: 22
- Total enrollment: 201
- Grades: K-8
- Student-teacher ratio: 25:1
- Percent of special education students: 6%
- Percent of at-risk students: 88%
- 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 beginning with an enrollment of 56 students. The school has since grown tremendously boasting an enrollment of 345 students the 2017-18 school year.

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, Livonia Police Department) 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.

For two consecutive years DPSA has shown tremendous increases on the Scantron Benchmark Assessment in both reading and math. Currently, the academy has shown significant growth in both Math and ELA based on the EMU sponsored growth measure NWEA in grades 6-10. In 2016 DPSA graduated the first senior class. A partnership with the Livonia

Police Department will give 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 is proud of the following accomplishments:

- Our top achievement was graduating 56 of 56 seniors with 4 graduates beginning careers with Law Enforcement, 3 interning with the Detroit Fire Department and 6 attending Eastern Michigan University. All 56 graduates have post-secondary placements and earned more than \$275,000 in scholarships.
- We successfully added a Public Safety Curriculum for grades 9 and 10, Public Safety 1 and Public Safety 2, focusing on the skills necessary to assume public safety careers.
- DPSA was reauthorized by EMU and awarded a 4 year charter.

*“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: 5
- Total enrollment: 317
- Grades: 7-12
- Student-teacher ratio: 18:1
- Percent of special education students: 13%
- Percent of at risk students: 95%
- 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 Dr. Joseph F. Pollack who served as the founding 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 the Wit & Wisdom curriculum and Evidence Based Literacy Instruction (EBLI). Wit & Wisdom explores specific topics at each grade level to develop depth of understanding and inspire curiosity. It uses literary works,

informational text, and visual art to deliver standards based content to students. EBLI requires students to master phonetic skills prior to making a transition to a literature-based program. Mathematics instruction is delivered through the Eureka Math/Engage New York mathematics curriculum. The reading and mathematics curricula are used at all grade levels to ensure continuity of instruction in grades K-8. 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.
- Overall increase in student academic performance in mathematics & reading
- 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**

PACE Academy empowers students to realize their potential through meaningful educational opportunities and creates productive citizens in an ever changing world.

### **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: 19
- Total enrollment: 815
- 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 at-risk students: 80%
- Percent highly qualified teachers: 100%

# Global Tech Academy

We are successfully in our 5th year with an enrollment of 160 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 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!”*

## Global Tech Academy is proud of the following accomplishments:

- Global Tech 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 are adding a Social Emotional Learning curriculum to better serve our students’ emotional needs.



### 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: 4
- Total enrollment: 172
- Grades: K-4
- Student-teacher ratio: 23:1
- Percent of special education students: 12%
- Percent of at risk students: 9%
- 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, art 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. Art and physical education allow students to develop their physical and artistic sides.

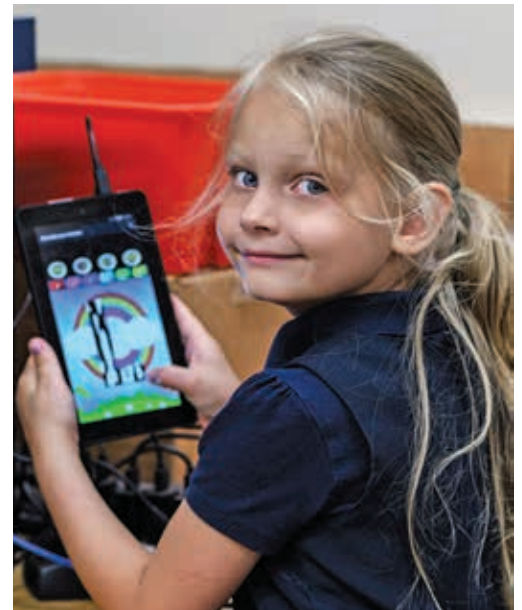
Igniting growth, imagination, and dreams are the foundation of Grand Blanc Academy. Supporting the whole child's education is the most important goal of the school. Grand Blanc Academy staff strive to serve the children through student centered personal relationships that recognize the value of each 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, Caring Communities, Lapeer Correctional Facility, Threads for Treads, and other community organizations.

- Teachers work 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.”*

## Grand Blanc Academy is proud of the following accomplishments:

- Grand Blanc Academy has partnered with Tim Horton's Foundation. The Foundation works with students on character-building and community service with our fifth grade students at their camp in Kentucky in the fall and in the spring.
- Grand Blanc Academy middle school students have been recognized for achieving the second highest scores in the state with our Reading Plus program.



### 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: 19
- Total enrollment: 377
- Grades: K-8
- Student-teacher ratio: 22:1
- Percent of special education students: 13%
- Percent of at risk students: 92%
- Percent highly qualified teachers: 100%

# Great Lakes Academy

Great Lakes Academy is celebrating 22 years of service to the city of Pontiac. Great Lakes Academy began operations in the fall of 1997 as a K-3 school. The school added a grade level each year for the first 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. 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 to lifelong learning.



## Great Lakes Academy is pleased to offer:

- College preparatory and Common Core aligned curriculum
- Chromebooks or tablets for every student
- Data driven instruction
- Smaller class sizes
- Extended learning day
- Free breakfast and lunch
- Full day kindergarten
- A safe, civil and peaceful learning environment
- Great Lakes University comprehensive professional development for teachers
- Summer School
- After school tutoring

*“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: 21
- Total enrollment: 200
- Grades: K-8
- Student teacher ratio: 16:1
- Percent of special education students: 11%
- Percent of at-risk students: 96%
- Percent highly qualified teachers: 100%

# Hope Academy

## “Celebrating 20 Years 1998 - 2018”

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, Early Literacy Benchmark Assessment, AIMS 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 subject 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 exceed the standards consistently at Hope Academy. All Hope Academy students are challenged to reach greater heights.

Hope Academy continues to engage students in extracurricular activities to enhance their learning experiences. Our overall focus is to provide a well-rounded education that addresses the needs of the whole-child. In-school and after-school tutorial services

include: Academic Games; Boy and Girl Scouts; Basketball League for Boys and Girls; Academic Tutoring; Spanish; and Chess Club; Art; Drama; Boys to Men Male Mentoring; and Summer School Programs.

### 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 on-going training in “Restorative Practices” and “Differentiated Instruction.”
- Comprehensive onsite wraparound services (including a Clothes Closet and a Washer and Dryer);
- Parent R.O.A. R. (Realizing Our Ability to Revolutionize!)



*“A Restorative Practices Community and Where Students Are Our Priority”*



### 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: 20
- Total enrollment: 501
- Grades: K-8
- Student-teacher ratio: 28:1
- Percent of special education students: 9%
- Percent of at-risk students: 87%
- 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 education. Place-based learning roots content area knowledge in the local history, culture, and heritage of the community of the school, encouraging a deep connection to place and utilize 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:

- Experiencing the Detroit River on a glass bottom boat 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 and providing alternative solutions.
- Meeting the people who live around the school and helping them get to know one another by creating trading cards of notable neighbors.
- Studying the 1967 Detroit Rebellion and projecting our vision of Detroit 50 years from now.
- Exploring the neighborhood as it looked

300 years ago and discussing colonization and its effects on the people and the environment.

- 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 affectionately called our kids, “*Solutionaires*”.

## School Day

Our school day goes from 9am-4pm with breakfast, lunch, and dinner served daily. We also offer affordable, daily after-school programming from 4:30-6pm. Our class sizes range from 20 students (or less) in Kindergarten to 25 students in the other grade levels. We have a stand-alone kindergarten with mixed age groupings from 1st-8th grade. We offer Art, PE, and music and we have recess for 30 minutes a day for each grade level.

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*, and *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

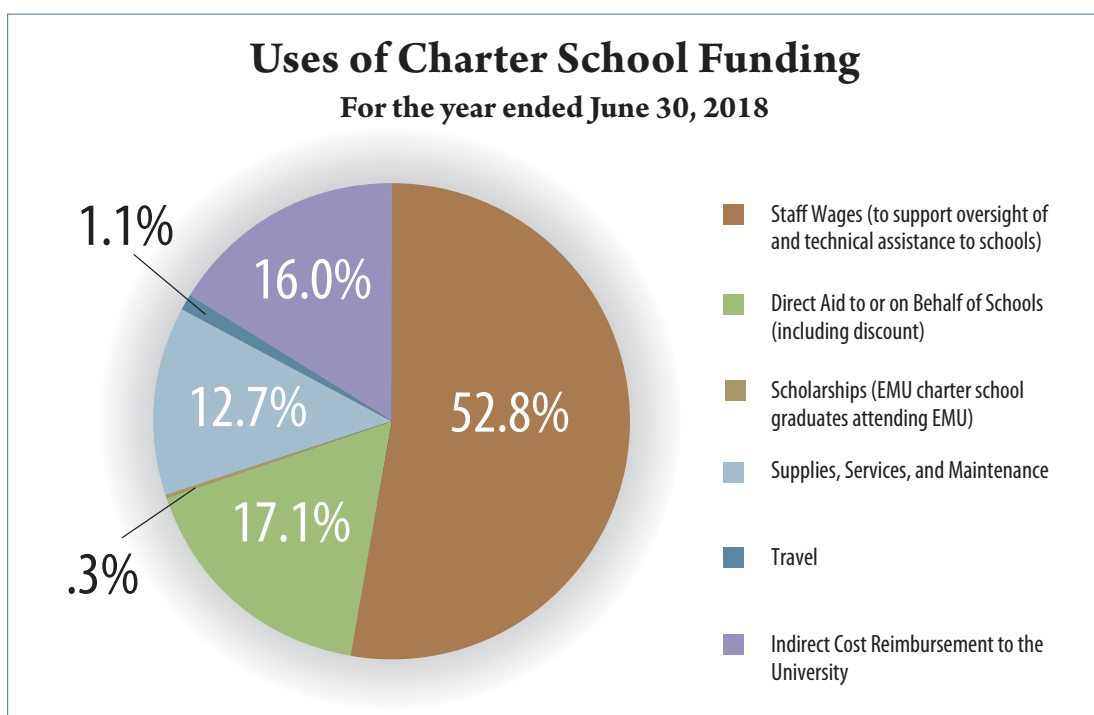
- Years as a charter school: 5
- Total enrollment: 127
- Grades: K-7
- Student-teacher ratio Kindergarten: 20:1
- Student-teacher ratio grades 1-4: 24:1
- Percent of special education students: 17%
- Percent of at-risk students: 78%
- Percent highly qualified teachers: 100%

# EASTERN MICHIGAN UNIVERSITY

## Charter Schools Administration Financial Report

For the years ended June 30, 2018 and June 30, 2017

	2018	2017
Appropriations Received (Michigan State School Aid)	\$24,817,287	\$24,948,699
Appropriations Disbursed	24,044,209	24,168,446
Eastern Michigan University Administrative Fee, Net of Discount	773,078 <sup>1</sup>	780,253
Other Revenue	3,734 <sup>2</sup>	
Total Revenue	776,812	780,253
Operating Expenses	837,519 <sup>3</sup>	829,463 <sup>4</sup>
Operating Surplus/(Deficit)	\$(60,707)	(49,210)
Non-Operating Expenses		
Surplus/(Deficit)	\$(60,707) <sup>5</sup>	\$(49,210)



<sup>1</sup> The University's administrative fee decreased approximately \$7,000 in 2018 under 2017. The decrease resulted from a membership decrease of 83 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.

<sup>2</sup> The University was reimbursed by the state a portion of its cost of providing an analytic tool to its authorized academies.

<sup>3</sup> In the 2017-2018 school year, 3,417 students were enrolled in EMU's ten authorized charter schools, with a blended FTE state aid membership of 3,412.22. The operating budget included a director, associate director, administrative assistant, accountant, part-time attorney and student assistant. Other expenses included a web based oversight application, consulting services, printing, equipment, professional dues, workshops and related office and field expenditures, and \$149,700 of indirect cost recovery to the Eastern Michigan University general fund for its support to the

program. Expenditures and discounts for schools totaled \$160,737 in financial assistance as demonstrated in the accompanying table.

<sup>4</sup> In the 2016-2017 school year, 3,515 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, part-time attorney, and student assistant. 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 for schools provided staff and board professional development, achievement testing, student performance measurement and student enrichment totaling \$66,043. Discounts for schools totaled \$78,658.

<sup>5</sup> The 2017-2018 deficit was planned, drawing on fund balance reserve.

# EASTERN MICHIGAN UNIVERSITY

## Direct Financial Assistance to Chartered Schools

Fiscal Year 2017 - 2018

SCHOOL	ACADEMIC TESTING	AUTHORIZER DISCOUNT	OTHER	TOTAL
Academy for Business and Technology	\$6,840	\$20,181	\$1,974	\$28,995
Ann Arbor Learning Community	1,310	2,595	2,066	5,971
Commonwealth Community Development Academy	2,713	6,585	2,378	11,676
Detroit Public Safety Academy	2,492	8,516	2,066	13,074
Dr. Joseph F. Pollack Academic Center of Excellence	9,809	19,506	2,066	31,381
Global Tech Academy	2,481	5,985	1,974	10,440
Grand Blanc Academy	4,626	12,958	1,974	19,558
Great Lakes Academy	2,550	6,242	1,974	10,766
Hope Academy	5,878	13,435	1,974	21,287
The James and Grace Lee Boggs School	1,611	3,828	2,151	7,590
<b>GRAND TOTAL</b>	<b>\$40,310</b>	<b>\$99,831</b>	<b>\$20,596</b>	<b>\$160,737</b>

REASON	AMOUNT
Authorizer Discount	99,831
Academic Testing	40,310
Student Performance Measurement	8,625
Student Enrichment/Entrepreneurship	7,123
Professional Development/EMU Administrator Workshops	3,920
Board Training, Enrichment and Other	929
<b>GRAND TOTAL</b>	<b>\$160,737</b>



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**Mary Treder Lang, CPA, CGMA**  
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Vice President and Director Intercollegiate  
Athletics

**Ron Woody**  
Chief Information Officer

# EASTERN MICHIGAN UNIVERSITY®



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