

EASTERN MICHIGAN UNIVERSITY™

Charter Schools



2011-2012 Annual Report

From the Director

Greetings:

On behalf of the Eastern Michigan University (EMU) Board of Regents, President Susan Martin and the Charter Schools Office, it is my pleasure to share our annual report for the 2011-2012 school year. We have completed our 16th year as a charter school authorizer. As with other school years, 2011-2012 presented us with some unique challenges as well as significant accomplishments. This report highlights our achievements.

We renewed the charters for two of our public school academies, the Academy for Business and Technology and Great Lakes Academy. Both schools received their first charters from EMU in 1997 and recently completed their 15th year of operation.

The Charter Schools Office continues to assess the performance of its public school academies in the following areas: academic performance, regulatory compliance and financial stability. Facility reviews are conducted yearly at each school to monitor compliance issues. We continue to provide the financial oversight necessary to help ensure that each of our schools have the fiscal resources to operate effectively. We assess on an annual basis by survey, parent and staff opinions about our schools. While we continue to see gains in academic performance at our schools, we acknowledge that there is room for improvement, and we are committed to assuring that this occurs. Michigan's children deserve no less.

The Charter Schools Office continued its practice of underwriting the Iowa Test of Basic Skills (ITBS, a nationally standardized achievement test) testing program, at all of our academies. The test results assist teachers, parents and students themselves in facilitating academic progress. The results of the ongoing three-year longitudinal study of student performance using the ITBS again revealed that, students who spend at least three years at EMU chartered schools are generally outperforming the new students at these schools.

The Charter Schools Office has amended the charter for Hope Academy allowing it to open a high school.

During the 2011-2012 school year, the EMU Charter Schools Office awarded \$50,000 in professional development grants to our public school academies. The grant funds assisted teachers and staff members in furthering their educational training. The grants reflect Eastern Michigan University's commitment to staff development and school improvement.

In 2011, the Michigan legislature passed PA 277 allowing university authorizers to increase their number of public school academies. For the first time since 1999 the Charter Schools Office solicited new applicants for charter schools. After an extensive review process three applicants have been selected to develop charters to open new schools in the fall of 2013 and 2014.

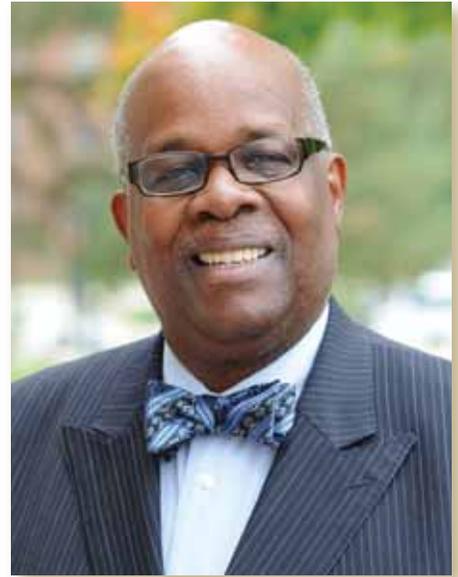
The Charter Schools Office welcomed its new administrative secretary, Ms. Mary Rebandt. Ms. Rebandt brings with her nearly two decades of administrative experience at Eastern Michigan.

Finally, the Charter Schools Office has relocated to the John W. Porter College of Education building on EMU's campus.

As you review this report, it is my hope that you understand and appreciate the pivotal role that Eastern Michigan University, in conjunction with its public school academies, continues to play in fostering a positive and successful educational experience for Michigan's children.

Respectfully submitted,

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





Charter Schools Annual Report 2011-2012

Table of Contents

3	Introduction and Background	11	Commonwealth Community Development Academy	16	Hope Academy
5	Charter Schools Assessment Programs	12	Dr. Joseph F. Pollack Academic Center of Excellence	17	Eastern Michigan University Charter School Administration Financial Report
8	Academy for Business and Technology Elementary	13	Gaudior Academy	18	Financial Assistance to Charter Schools Schedule of Expenditures and Grants
9	Academy for Business and Technology Secondary	14	Grand Blanc Academy	19	Eastern Michigan University Charter Schools Board Members
10	Ann Arbor Learning Community	15	Great Lakes Academy	21	Board of Regents/Executive Officers

Introduction and Background



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 four educational entities in Michigan to authorize and license charters for public school academies: public state universities, community colleges, intermediate school districts and local school districts. Public state universities continued to authorize the majority of public school academies in Michigan; however, there was still a “cap” on the number of additional charters that these universities could authorize during the 2011-2012 school year. The only higher education institution that was allowed to offer additional charters was Bay Mills Community College.

In 2003, the legislature passed a unique charter school law to create “urban high school academies,” Public Act 179 of 2003 (MCL 380:521-529, Part C). Michigan public universities may authorize these schools in Detroit in conjunction with large entities such as foundations. At the present time, no university has issued an urban high school charter.

In 2010, the Michigan Legislature passed a series

of educational reform bills (HB 4787, HB 4788, HB 5596, S 926, and S 981). These bills amended the Michigan Public School Code. There are a series of changes to the school code introduced through this legislation that impacts the charter school authorization process. First, the state is permitted to intervene in the lowest-performing five percent of all public schools. Second, the legislation allows for the creation of 10 new charter schools referred to as schools of excellence, and two K-12 cyber schools geared toward serving at-risk students online. Third, under this legislation, high achieving public school academies would be able to convert into “schools of excellence,” which would free up their original charters that authorizers could then offer to groups interested in establishing new academies.

In 2012, Michigan Senate Bill 618 was signed into law by Governor Rick Snyder. The new law made a number of key changes to the Michigan charter school law, removing many restrictions. Among the changes, the law increased the number of charter contracts that could be issued by universities from 150 to 300 through December 31, 2012 and to 500 by December 31, 2014. There will be no limit after that date.

Charter Schools Nationwide

The National Alliance for Public Charter Schools (NAPCS) announced that the number of students attending public charter schools across the nation has surpassed two million. Over 500 new public charter schools opened their doors in the 2011-2012 school year, an estimated increase of 200,000 students.

There are now approximately 5,600 public charter schools enrolling what is estimated to be more than two million students nationwide. The numbers equate to a 13 percent growth in students in just one year, while more than 400,000 students remain on wait lists to attend the public school of their choice.

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 school superintendent in Michigan and Illinois, was appointed director of the new office.

At the opening of the 2011-2012 school year, eight charter schools enrolled approximately 3,500 students. Six of the charter schools are run independently by their school boards and operate most aspects of their schools, including educational programs and financing. These six are the Ann



From left to right: Larry Barkoff, Dr. Malverne C. Winborne, Michael Collett, Dr. Roberto Quiroz, and Mary Rebandt.



Arbor Learning Community, Commonwealth Academy, Gaudior Academy, Great Lakes Academy, Hope Academy, and The Dr. Joseph F. Pollack Academic Center of Excellence. The other two schools are run by private, educational management companies. The Academy for Business and Technology is managed by the Leona Group of East Lansing, Michigan. The Grand Blanc Academy operates under a contract with CS Partners of Brighton, Michigan.

Dr. Malverne C. Winborne serves as the Charter Schools Director. Other members of the Charter Schools Office staff include Dr. Roberto Quiroz, Associate Director, Michael Collett, Finance Officer, and Larry Barkoff, Attorney.

In 2012 Mary Rebandt joined the office as the Administrative Secretary. She brings to our office over 18 years of experience at Eastern Michigan University.

Significant Achievements during 2011-2012

- The Charter Schools Office continued an analysis of student performance data which revealed that students who are enrolled in one of EMU's public school academies for three years or more outperform students who are new to the school.
- In March of 2012 the Charter Schools Office announced that it would be accepting applications for new charter school contracts. These applications would be for the first new EMU authorized charter schools since 1999. A total of 21 applications were received in time for a review.
- Two charter renewals were awarded to Great Lakes Academy and the Academy for Business and Technology.
- The charter for Hope Academy was amended to initiate a new "Schools for the Future" High School in Detroit.
- All existing charters were amended to comply with changes in the revised Michigan charter schools law (PA 277).
- The Charter School Office staff revised the process for soliciting, vetting, and appointing new charter school board members.
- The Charter School Offices relocated to the John W. Porter College of Education building.

Charter Schools Assessment Programs

The Michigan Educational Assessment Program (MEAP)

The Michigan Educational Assessment Program (MEAP) tests were first administered in 1970. The goal of the tests is to measure what Michigan students know and are able to achieve. Michigan's MEAP tests are criterion-referenced, which means that results are reported as performance against prescribed state standards. These standards are set by Michigan educators and approved by the State Board of Education. Students are tested in four



content areas: English language arts (ELA), mathematics, science and social studies. The ELA content area includes reading, writing and listening. In 2011-2012, students were tested in grades 3, 4, 5, 6, 7, 8 and 9.

As outlined by the state, the purpose of the MEAP test is:

- To measure academic achievement as compared to expectations and whether improvement occurs during a specific time period;
- To determine whether improvement programs and policies are having the desired results;
- To target academic assistance where needed.

Iowa Test of Basic Skills (ITBS)

The Iowa Test of Basic Skills (ITBS) is a national norm-referenced test. Each student's performance is based upon peer scores of like students in the United States. The test was developed by the University of Iowa in 1935 and is used extensively in schools in many parts of the nation. The contents and skills measured in grades K-8 include vocabulary word analysis, reading comprehension, listening, language, mathematics, social studies, and science. All are assessed on age-appropriate levels.

ITBS Results

The ITBS was administered for the first time in Eastern Michigan University's charter schools in spring 2006. Since this is an annual test, comparative scores for students were available after the 2007 test. Students' academic growth is measured by utilizing "value-added" measurements (whether the student gained one year of growth in each of the tested areas).

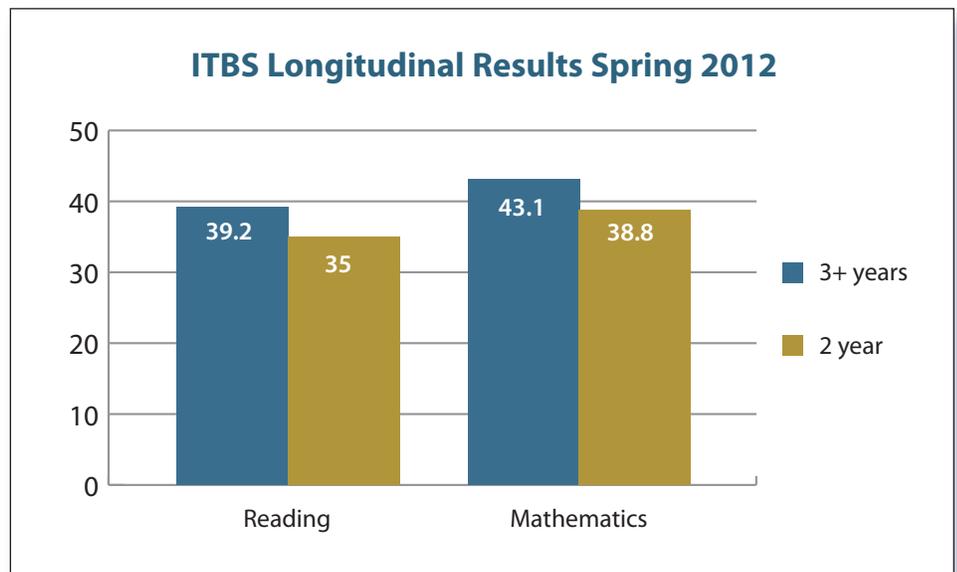
In those schools chartered by Eastern Michigan University, a significant number (approximately one-third) of the students taking the ITBS are new. In addition, the enrollment at charter schools is comprised of a large number of students who have transferred from schools that have been

identified as high-priority schools, due to their chronically low academic performance. Results consistently show that, for all EMU charter schools, the longer students remain at their school, the higher their academic performance (see chart below).

Scantron Performance Series Assessments

The Performance Series Assessments in Reading and Mathematics were chosen in the summer of 2012 as the new required assessments for all students in grades 3-8. These computer-adaptive on-line tests will allow the Eastern Michigan University Charter Schools Office to continue to include progress in academic achievement as the most significant factor in assessing its charter schools. In addition to the annual assessment program, the results of these assessments will also serve to determine if a school may be granted another charter when their contract term expires.

At the school level, principals and teachers will use the results of the assessments to plan instruction and design programs targeted at the specific needs of students. Growth in academic achievement can be calculated by comparing the progress students make with norms based on a large national sample of students who took the same test.



School Leaders Seminar Series

The Charter Schools Office sponsors a seminar series for the principals of the charter schools. The goal of these seminars is to encourage the collaboration among school principals, to inform them of legal requirements, and leadership best practices. In addition to attending the seminar series, leaders are expected to participate in a peer review process. The peer review process involves teams visiting schools and sharing what they learn with their colleagues at the leadership seminar meetings. Time is provided in each of the sessions for participants to share developments, issues and best practices in school administration and leadership. In addition to the speakers, and the collaborative discussions among school leaders, the staff of the Charter Schools Office makes presentations at each meeting. Staff shares information about legal developments, contract requirements; compliance rules and deadlines, financial information, accountability; assessment and curriculum. The following are the seminar series topics from the past year.



School Annual Oversight Assessment

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

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

The annual assessment is a formal report presented at a special meeting between the school leader and the staff of the Charter Schools Office. At this meeting in August, the school leader is presented with the results and the opportunity to review the strengths and weaknesses of each individual section of the assessment. The annual assessment report is also sent to the board president of each school.

Annual Parent and Teacher Survey

Eastern Michigan University conducts the annual survey of parents and teachers at each charter school. The purpose of the survey is to provide parents and teachers the opportunity to express their opinions on a number of topics. The survey questions seek to determine the level of satisfaction that parents have with the conditions of the school, the leadership, the teachers and its programs.

The surveys are conducted in May and the reports are prepared in June. A summary of the findings is compiled, including a number of charts showing the most current results, as well as the trends from past surveys. Copies of the summary reports are mailed to school leaders and school board presidents to use as feedback for planning and evaluation of school programs and services.



Eastern Michigan University Charter Schools Leadership Seminar Topics: 2011-2012

Date	Seminar Topics	Presenter(s)
September 21, 2011	<p>Welcoming Diversity: A Grassroots Approach to Community Building</p> <p>Michigan Charter School Research Project</p>	<p>Ticheal Jones, Dean Anu Whitelocke, Board Chairperson Ann Arbor Learning Community</p> <p>Mahima Mahadevan, Project Manager Gerald R. Ford School of Public Policy The University of Michigan</p>
November 15, 2011	<p>Revised ITBS</p> <p>Peer Review Presentations</p> <p>Individual EMU School ITBS Longitudinal Assessment Data</p>	<p>Janet Pilar, Riverside Publishing</p> <p>Academy Leaders</p> <p>Juliane Blazeovski, Hypothesi, LLC</p>
December 12, 2011	<p>Vision for EMU College of Education</p>	<p>Jann Joseph, Ph.D. Dean, College of Education Eastern Michigan University</p>
January 25, 2012	<p>Common Core Curriculum</p>	<p>Danna Ferris, M. Ed. Curriculum Crafter</p>
March 7, 2012	<p>Creating Safe Schools for LGBT Students</p> <p>Resources for Special Education</p>	<p>Meggie Brammer, Graduate Assistant, Eastern Michigan University</p> <p>Steven C. Camron, Esq. Associate Professor, Graduate Coordinator, Special Education Department, Eastern Michigan University</p>
May 2, 2012	<p>Girls On the Run</p> <p>Iowa Assessments Update</p>	<p>Elizabeth Keller, Social Worker Lauren LeDue, K-1 Teacher, Ann Arbor Learning Community</p> <p>Matt Paupore, Consultant, Riverside Publishing</p>
August 22, 2012	<p>End of the Year Review and Goals for 2012-2013</p>	<p>Charter Schools Office Staff, Eastern Michigan University</p>



Academy for Business and Technology Elementary School

The Academy for Business and Technology Elementary (ABTE) School in Dearborn, opened in 2003 and currently operates a grade K-5 elementary campus. The school offers basic subjects as well as classes in business and Arabic. The academy's curriculum is aligned with state standards. In 2011-2012, 365 students were enrolled at the school.

This school continues to meet federal (No Child Left Behind Act) and state (EducationYES!) guidelines for satisfactory progress in student academic performance. ABTE continues to achieve these educational goals, while working with a student population many of whom are from households where English is the second language.

During the 2011-2012 school year Academy for Business and Technology Elementary received a grade of "C" on its Michigan Education YES! report card.

The school was proud of the following accomplishments:

- ABTE made AYP (Adequate Yearly Progress) in spite of the raised state standards.
- The RTI program evaluation results show that 82 students below grade level improved 5.2 levels on average on the DRA Assessment.
- ABTE scored at the 47th percentile on the Michigan "top to bottom" list of schools, making it consistently one of the highest ranked schools chartered by Eastern Michigan University.



“Our vision and purpose at the Academy for Business and Technology is Academic Success for All!”

Mission Statement

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

Performance Indicators

- Made AYP (Adequate Yearly Progress)
 - Met Education YES! (Michigan Report Card) requirements
- According to survey results:
- Parents satisfied with their children's academic progress
 - Parents satisfied with academy's teachers
 - Parents satisfied with academy's administrator

Vital Statistics

- Years as a charter school: 9
- Total enrollment: 365
- Grades: K-5
- Student teacher ratio: 22:1
- Percent of special education students: 11
- Percent of low income students: 84
- Percent highly qualified teachers: 100

Academy for Business and Technology Secondary School

The Academy for Business and Technology Secondary (ABTS) School was authorized by the Board of Regents in 1997 to operate as a secondary school (grades 6-12) in Dearborn Heights. In 2005 the academy relocated to Melvindale, Michigan.

This school has a special emphasis on business and technology, while it continues to align its course offerings with the State of Michigan's curriculum (Grade Level Content Expectations).

The Academy for Business and Technology Secondary School (ABTS) made great strides in the area of academic performance during school year 2011-2012. The academy served a total of 347 students. The majority of ABTS students live in Detroit. ABTS graduates 84 percent of its Detroit students which exceeds the Michigan state-wide average of 76 percent (CEPI, 2010).

In 2011, 95% of the graduates continued to pursue advanced studies in either community colleges or universities, while one has committed to serving this nation in the armed forces. The other graduates have joined Michigan's workforce.

The following are accomplishments for 2011-2012:

- Showing across the board improvements in all core courses
- Making AYP (Adequate Yearly Progress)
- Having the Charter reauthorized for 5 years



"I am extremely glad I chose this school for my children. They are more willing to learn and very eager to go to school."

Mission Statement

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

Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements

According to survey results:

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

Vital Statistics

- Years as a charter school: 15
- Total enrollment: 347
- Grades: 6-12
- Student teacher ratio: 18:1
- Percent of special education students: 19
- Percent of low income students: 87
- Percent highly qualified teachers: 100

The Ann Arbor Learning Community (AALC) began as a K-6 school in 1998. It is presently a K-8 school that enrolled 254 students in 2011-2012 with an average class size of 19. Approximately 89 percent of the student body resides in the Ann Arbor-Ypsilanti area, with the remainder coming from other communities throughout southeast Michigan. They represent a wide range of social and economic backgrounds.

The Ann Arbor Learning Community provides a student-centered, integrated curriculum. Its strong, basic core curriculum consists of language arts, mathematics, science and social studies, supported by a stimulating, hands-on thematic approach.

During the 2011-2012 school year, Ann Arbor Learning Community received a grade of "B" on its Michigan Education YES! report card.

The school was proud of the following accomplishments:

- In 2011 Ann Arbor Learning Community received NCA accreditation for 5 years in a process that involved teachers, staff, administration, parents and students.
- Teachers and school staff took on administrative responsibilities during leadership transition.
- The board maintained a reduced class size to maximize student learning.



"Ann Arbor Learning Community is a school that continuously seeks to educate the whole child."

Mission Statement

To nurture independent learners as they acquire the tools they need to shape an environmentally and socially responsible future.

In a supportive, student-centered community that appreciates uniqueness, AALC helps students develop a strong sense of self and lifetime love of learning.

The school fosters the development of essential life skills and core academic knowledge through small, multi-aged classrooms that honor the learning and creative strengths of each student.

Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements

According to survey results:

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

Vital Statistics

- Years as a charter school: 14
- Total enrollment: 254
- Grades: K-8
- Student teacher ratio: 19:1
- Percent of special education students: 11
- Percent of low income students: 14
- Percent highly qualified teachers: 100

Commonwealth Community Development Academy

Commonwealth Community Development Academy opened its doors as a middle school in 1996. Its initial enrollment consisted of 268 students. In 1998, the academy opened an elementary school building which housed grades K-4 on the east side of Detroit. In both the elementary and middle schools, basic math and science are emphasized. In the 2004-2005 school year, the academy consolidated the K-6 grades in one building. During the 2006-2007 school year a seventh grade was added to the school, and the eighth grade was added in 2007-2008.

Commonwealth Community Development Academy continues to make improvements in student achievement. This is the eleventh year that the academy has utilized the *Success For All* comprehensive school reform model as a method of improving student academic performance. Commonwealth Community Development Academy was recognized in 2011 as a "Good School Making the Grade: Continuous Improvement" by the Skillman Foundation.

During the 2011-2012 school year, Commonwealth Community Development Academy received a grade of "C" on its Michigan Education YES! report card.

The school is most proud of:

- The new science laboratory and the science curriculum
- The new dance studio and the dance program



"Parents say, Commonwealth takes care of its students."

Mission Statement

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

Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements

According to survey results:

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

Vital Statistics

- Years as a charter school: 16
- Total enrollment: 266
- Grades: K-8
- Student teacher ratio: 23:1
- Percent of special education students: 10
- Percent of low income students: 99
- Percent highly qualified teachers: 100

Dr. Joseph F. Pollack Academic Center of Excellence

The Dr. Joseph F. Pollack Academic Center of Excellence opened its doors as the Edison Oakland Public School Academy of Ferndale in the fall of 1999. It was managed by Edison Schools, Inc. In 2011-2012, the charter school served 839 students in grades K-8 organized into the primary academy (K-2) and the elementary/secondary academy (3-8). Approximately 66 percent of the academy's student population resides in the city of Detroit.

The academy offers a variety of choices in its curriculum. In the reading area, teachers use *Success For All* in the primary grades. This curriculum requires students to master phonetic skills prior to making a transition to a literature-based program. In grades five and six, teachers use a five-day literacy plan based on *Success For All* and *Project Read*. Teachers use the *University of Chicago School Mathematics Program*: everyday mathematics, transition math and algebra. In addition, extensive programs are offered in writing, science, history, social science and foreign language.

During the 2011-2012 school year, the Dr. Joseph F. Pollack Academic Center of Excellence received a grade of "D-alert" on its Michigan Education YES! report card.

The school was most proud of these achievements:

- Significant increases in mathematics performance on the Iowa Assessments
- A revised teacher evaluation process



"PACE Academy: Focused on achievement, centered around children, destined and bound for greatness!"

Mission Statement

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



Performance Indicators

- Overall school received passing score on Michigan Educational Assessment Program (MEAP) but missed making AYP (Adequate Yearly Progress) because of one sub-group (students with disability) in one subject (reading).
- Partially met Education YES! (Michigan Report Card) requirements

According to survey results:

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

Vital Statistics

- Years as a charter school: 13
- Total enrollment: 839
- Grades: K-8
- Student teacher ratio: 22:1
- Percent of special education students: 6
- Percent of low income students: 64
- Percent highly qualified teachers: 100

Gaudior Academy

Gaudior Academy is a K-8 public school academy located in Inkster. The 2011-2012 school year marked the beginning of the sixteenth year of its charter with Eastern Michigan University with an enrollment of 226 children. Approximately 50

percent of its students reside in Detroit and Inkster, with the remainder coming from 12 other school districts.

The 2011-2012 school year marked the eighth year of ownership of the building they occupy. It also marked

the seventh year operating the Gaudior Early Learning Center, a child-care center and preschool for children ranging in ages from six months to four years of age. This center greatly strengthens Gaudior Academy's presence in the community.

During the 2011-2012 school year, Gaudior Academy received a grade of "C" on its Michigan Education YES! report card.

The school was most proud of the following accomplishments:

- After school and Saturday tutoring program
- New Quest program for high achieving students
- Field trips to Ford Motor Company and to the University of Michigan Planetarium



“Learning involves more than what happens in the classroom . . . everyone is encouraged and supported in their quest for academic and social growth.”

Mission Statement

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

Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements

According to survey results:

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

Vital Statistics

- Years as a charter school: 16
- Total enrollment: 226
- Grades: K-8
- Student teacher ratio: 24:1
- Percent of special education students: 11
- Percent of low income students: 84
- Percent highly qualified teachers: 100

Grand Blanc Academy opened in 1999. The initial school enrollment was 341 students, and the 2011-2012 enrollment in grades K-8 was 417 students.

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

Students also had the opportunity to elect coursework in journalism, speech and debate, photography, videography, life skills, visual art, choir, band, computers and drama. The Academy strives to support families by partnering with local agencies including Big Brothers/Big Sisters, Insight Recovery and Mental Health.

During the 2011-2012 school year, Grand Blanc Academy received a grade of "D-alert" on its Michigan Education YES! report card.

The school was proud of the following achievements:

- Implementation of 5-week instructional learning cycles
- Collaboration between the school counselor, the behavioral specialist and the school social worker
- ITBS scores showed a 5 year gain in mathematics



“Grand Blanc Academy is a family oriented school. We create a comfortable learning environment that allows for growth, imagination, and dreams.”

Mission Statement

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

Performance Indicators

- Overall school received a passing score on the Michigan Educational Assessment Program (MEAP), but missed making AYP (Adequate Yearly Progress) because of one sub-group (students with disability) in one subject (reading).
- Partially met Education YES! (Michigan Report Card) requirements

According to survey results:

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

Vital Statistics

- Years as a charter school: 13
- Total enrollment: 417
- Grades: K-8
- Student teacher ratio: 20:1
- Percent of special education students: 17
- Percent of low income students: 100
- Percent highly qualified teachers: 100

Great Lakes Academy

Great Lakes Academy (GLA) began operation in the fall of 1997 as a K-3 grade school. For the first three years, the school added a grade level each year leading to an enrollment of 254 students in grades K-7 during the 2011-2012 school year. Great Lakes Academy is a past recipient of the state's Golden Apple Award for outstanding academic growth. During the 2011-2012 school year Great Lakes Academy received a grade of "C" on its Michigan Education Yes! report card.

Great Lakes Academy's integrated curriculum includes extracurricular activities. The academy recognizes that the training of a child at home in conjunction

with the school is crucial to success. At Great Lakes Academy, the parents and faculty join together to promote solid instruction with character building principles.

The school was proud of the following achievements:

- Qualified for Michigan Department of Education's performance based bonus funding as a result of mathematics achievement on the MEAP
- Over a three year period we have consistently doubled our ranking on the state top-to-bottom list



"We take pride in teaching the academic and character skills necessary to ensure that our students are lifelong learners in a competitive world."

Mission Statement

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

Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Met Education YES! (Michigan Report Card) requirements

According to survey results:

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

Vital Statistics

- Years as a charter school: 15
- Total enrollment: 254
- Grades: K-7
- Student teacher ratio: 16:1
- Percent of special education students: 10
- Percent of low income students: 96
- Percent highly qualified teachers: 100

Hope Academy began its operation in 1998 as a K-3 elementary school in Detroit with an enrollment of 288 students. It has since grown to a K-8 school with an enrollment of 578 students in 2011-2012.

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

Hope Academy announced an innovative 9th grade program for the 2012-13 school year. The "Schools for the Future" high school will use a blended learning model to teach students who are 2 or more years below grade level in reading.

During the 2011-2012 school year, Hope Academy received a grade of "C" on its Michigan Education YES! report card.

The school was most proud of the following achievements:

- Moving into a new renovated school building
- Completing the school year with an enrollment of 575
- Increased the number of students on the honor roll by 10%.



"Hope Academy is a school where love abounds and children's lives are changed for the better."

Mission Statement

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

Performance Indicators

- Overall school did not make AYP (Adequate Yearly Progress) on Michigan Educational Assessment Program (MEAP) in reading and mathematics.
- Met Education YES! (Michigan Report Card) requirements

According to survey results:

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

Vital Statistics

- Years as a charter school: 14
- Total enrollment: 578
- Grades: K-8
- Student teacher ratio: 25:1
- Percent of special education students: 14
- Percent of low income students: 98
- Percent highly qualified teachers: 100

Charter Schools Administration Financial Report

For the years ended June 30, 2012 and June 30, 2011

	2012	2011
Appropriations Received (Michigan State School Aid)	\$ 22,034,202	23,626,415
Appropriations Disbursed	<u>21,283,498</u>	<u>22,878,171</u>
Eastern Michigan University Administrative Fee, Net of Discount	750,704 ¹	748,244
Other Revenue	<u>—</u>	<u>1,300</u>
Total Revenue	<u>750,704</u>	<u>749,544</u>
Operating Expenses	<u>826,134</u> ²	<u>664,186</u> ³
Surplus/(Deficit)	<u>\$ (75,430)</u> ⁴	<u>85,358</u> ⁴

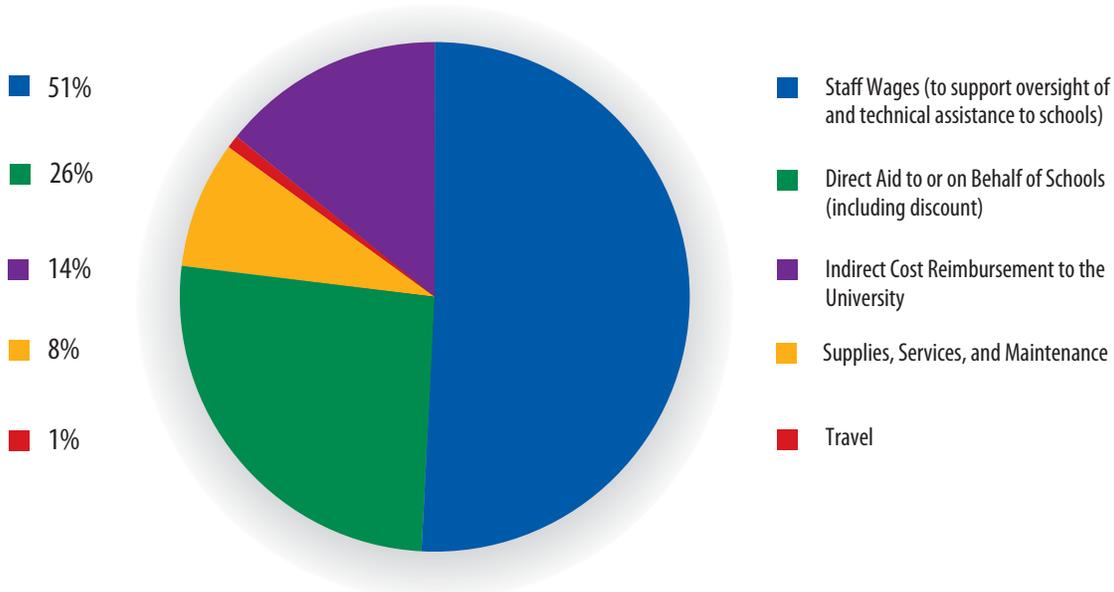
¹ The University's administrative fee remained stable in 2012 as a result of a \$300 per pupil reduction in the state foundation funding, and an increase in FTE membership at EMU's eight chartered schools of 133. The authorizing fee is discounted by the amount collectible from state restricted categorical funding.

² In the 2011-2012 school year, 3534 students were enrolled in eight charter schools, with a blended FTE state aid membership of 3,531.69. The operating budget included a director, associate director, administrative assistant, accountant and part-time attorney. Other expenses included printing, equipment, professional dues, workshops and related office and field expenditures, and over \$127,800 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program. Expenditures and discounts for schools totaled \$233,704 in financial assistance as demonstrated in the accompanying table.

³ In the 2010-2011 school year, 3,416 students were enrolled in eight charter schools, with a blended FTE state aid membership of 3,398.13. The operating budget included a director, administrative assistant, accountant and part-time attorney. Other expenses included printing, equipment, professional dues, workshops and related office and field expenditures, and over \$99,900 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program. Expenditures for the schools for staff and board professional development, achievement testing and student performance measurement totaled \$146,751, and discounts for schools totaled \$60,764.

⁴ The 2011-2012 deficit was planned in order to provide professional development grants to the schools. The 2010-2011 surplus was primarily due to having one less staff member than was anticipated.

Uses of Charter School Funding for the Year Ended June 30, 2012



Direct Financial Assistance to Chartered Schools

Fiscal Year 2011 - 2012

School	Professional Development	Academic Testing	Authorizer Discount ¹	Other	Total
ABT	\$16,000	\$13,781	\$15,701	\$1,055	\$46,536
AALC	5,500	5,455	2,154	1,022	14,130
CCDA	6,000	6,423	6,019	1,002	19,443
PACE	19,000	18,971	14,954	1,002	53,927
GA	5,000	6,138	4,346	1,002	16,486
GBA	9,500	8,209	7,191	1,022	25,921
GLA	5,500	6,165	5,479	1,002	18,146
HA	13,000	12,485	12,609	1,002	39,116
Total	\$79,500	\$77,626	\$68,453	\$8,126	\$233,704

Reason for Expenditure	Amount
Professional Development Grants	\$79,500
Authorizer Discount	68,453
Academic Testing	77,626
Student Performance Measurement	4,631
Prof.Dev./EMU Administrator Workshops	2,703
Board Training, Enrichment and Other	691
Prof. Dev./Continuing Ed. (Other)	100
Total	\$233,704

¹ EMU discounts its authorizing fee the collectible amount from state restricted categorical aid.

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2011-12 Academic Year

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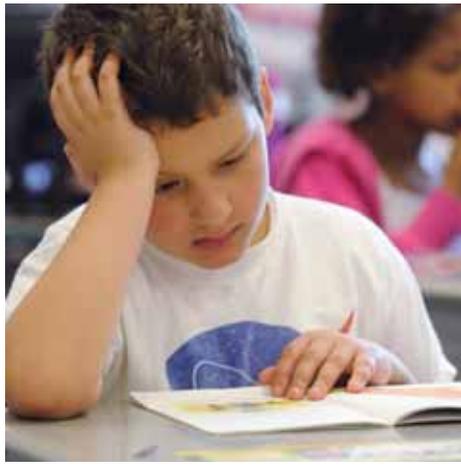
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Vice President for Advancement







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