

EASTERN MICHIGAN UNIVERSITY®



Charter Schools

2015-2016 Annual Report

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Our Vision

A World Class Education for all Students



Greetings from the Director:

The 2015-2016 school year marked the beginning of the third decade of the Eastern Michigan University (EMU) Charter Schools Office. It was a very busy and productive school year. As usual this was another great opportunity to serve the educational needs of the communities of southeastern Michigan.

During the 2015-2016 school year, the Charter Schools Office oversaw 10 charter schools in 11 buildings, with approximately 3,460 students. Two of our schools, Commonwealth Community Development Academy and Hope Academy were reauthorized.

Our schools continue the challenging work of addressing the academic performance of their students. Overall, our schools are making stronger gains in reading performance. Their mathematics performance was somewhat disappointing and efforts are underway to better use formative assessments and to focus on improving mathematics teaching methods.

In celebrating the achievements of our schools, I'm proud to announce that one of our newest schools, Detroit Public Safety Academy had its first high school graduation exercise this year. Of the 53 graduates, 49 are continuing their education (six at EMU) and five are attending police academies.

Commonwealth Community Development Academy, located in Detroit, is our oldest charter school having completed its 20th year of operation. This school has been a beacon of stability in its community.

The Charter Schools Office enjoys continued strong relationships with the EMU regents and the executive leadership team. We have expanded our collaboration with EMU's College of Education and its College of Business.

We hosted our third annual Board Appreciation Dinner in December. This event continues to provide an excellent opportunity for our charter school board members, school leaders and EMU leadership (the regents and the executive team) to meet.

In May the EMU Charter Schools Office again hosted the Math Facts Challenge event at EMU's Student Center. The number of schools that participated in this event grew from 12 in 2015 to 19 in 2016. There were approximately 500 first through eighth grade students who participated.

On a more personal note, I had the pleasure of teaching Tai Chi to a group of elementary students at The James and Grace Lee Boggs School, which is located in Detroit. It was a rewarding experience for these students and especially for me.

On a somewhat sad note, the 2015-2016 school year ended with the retirement of the associate director, Dr. Robert (Roberto) Quiroz. We thank Dr. Quiroz for his years of service and wish him well in his retirement.

In summing up this past school year, the Charter Schools Office considers it an honor and a privilege to authorize these schools. As always we have maintained a laser focus on addressing the educational and social needs of families in southeast Michigan. We will continue to serve these communities to the best of our ability. Again, this speaks to our vision that 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 and their enrollment has more than doubled, reaching 141,094 in 2014-15, according to the Michigan Department of Education. The authorizers and the number of schools under their oversight are listed in the following chart:

2015 Michigan Charter Schools	
Authorizer Type	Number of Schools Authorized
Intermediate School District	22
Local Education Agency	29
Community College	44
University	209
Total	304

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

- Reviewing new charter applicant’s educational plan, including how the plan will address the educational needs of the students, curriculum goals and objectives, teaching methods, and student assessment.
- Determining if all fire, safety, and health codes are met.
- Monitoring the proposed charter school’s compliance with applicable law and its performance in meeting its targeted

educational objectives.

- Monitoring the proposed school’s financial management and school board meetings through regular reports and on-site visits.
- Ensuring that charter school boards operate independently of any educational management company involved in the operation of the school.
- Developing a process for periodic reauthorizations and—as needed—amending the contract during the term of the contract.

Charter Schools Nationwide

During the 2015-16 school year, more than 400 new public charter schools opened. An estimated 250,000 additional students attended public charter schools compared with the previous school year. With the addition of new charter schools and students, there are now more than 6,800 public charter schools enrolling about 2.9 million students throughout the country (Source: The National Alliance for Public Charter Schools).



EMU Charter Schools Office

Charter Schools Office at Eastern Michigan University

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

By the opening of the 2015-2016 school year, Eastern Michigan University's eleven charter schools enrolled approximately 3,460 students. Commonwealth Community Development Academy was run independently by its school board and operated most aspects of the school, including educational programs and financing. The other ten schools were operated by Education Management Organizations (EMO).



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

Our Values

High Standards

EQUITY

Diversity

Relationships

Continuous
Improvement

Transparency



Assessment Programs

Michigan Student Test of Educational Program (M-STEP)

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



Scantron Performance Series Assessments

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

At the school level, principals and teachers use the results of the assessments to plan instruction and design programs targeted at the specific needs of students. Growth in academic achievement can be calculated by comparing the progress students make with norms based on a statistically balanced national sample of students. Here are some of the highlights from the 2015-2016 school year:



Eastern Michigan University Charter Schools Recognizing Achievement and Improvement on the Performance Series Assessment

Highest % of students meeting PS norm targets in 2015-2016

- **Math**
Ann Arbor Learning Community (45%)
Academy for Business and Technology Secondary (43%)
- **Reading**
Ann Arbor Learning Community (66%)
Detroit Public Safety and Academy for Business and Technology Elementary (51%)

Schools showing substantial improvement in the % of students meeting PS norm targets from 2014-2015 to 2015-2016

- **Math**
Academy for Business and Technology Secondary (increase of 16%)
Great Lakes Academy (increase of 9%)
Ann Arbor Learning Community (increase of 5%)
- **Reading**
Academy for Business and Technology Secondary (increase of 11%)
Ann Arbor Learning Community (increase of 11%)
Hope Academy (increase of 8%)
Detroit Public Safety Academy (increase of 7%)
Academy for Business and Technology Elementary (increase of 5%)
Great Lakes Academy (increase of 4%)

Schools with a decrease in the college readiness gap from 2014-2015 to 2015-2016 (linked sample)

- **Math**
No schools showed a decrease in college readiness gap in the linked sample analysis
- **Reading**
Great Lakes Academy (decreased gap by 39 points)
Dr. Joseph F. Pollack Academic Center of Excellence (decreased gap by 32 points)
Academy for Business and Technology Secondary (decreased gap by 31 points)
Ann Arbor Learning Community (decreased gap by 4 points)

Eastern Michigan University Charter Schools Office Scantron Assessment Workshops: 2015-2016

Date	Workshop Topics	Presenter (s)
September 30, 2015	Sharing School Level PD and Assessment Plans for 2015 Scantron Data Review Does Professional Development Improve Teaching? How to Create a Platform for Collaboration	School Coordinators Juliane Blazeovski, Hypothesi Shawn Quilter and Beth Kubitskey, Associate Deans of the College of Education, Eastern Michigan University Jessica Rice, Literacy Coach, Academy for Business and Technology Secondary
December 2, 2015	Collaboration Activity PLC Norms Formative Assessments Writing Across the Curriculum and Monitoring New Strategies Impact on Student Performance PLC Projects Teams Report and Suggested Project	Jean Chlebek, Director of Academic Achievement, Leona Group Jessica Rice, Academy for Business and Technology Participating School Leaders
February 23, 2016	Team Work Formative Assessments, Writing Across the Curriculum Monitoring the Use of Questioning and Impact On Student Performance Closing Reflections	Jessica Rice and Kristina Van Goethem Team 1 Team 2 Participants
March 16, 2016	Eastern Michigan University Charter Schools Evaluation Scantron Performance Series Effective Assessment Practices RTI and Targeted Assessment Closing Remarks	Neil Beckwith, Consultant, Michigan Department of Education Dr. Roberto Quiroz and School Staff Ms. Angela Moore, Assistant Administrator, Commonwealth Community Development Academy Dr. Malverne C. Winborne



Holding Schools Accountable

School Assessments – Annual Oversight Assessment

Annually Eastern Michigan University authorized schools are provided a summary report which serves as the official assessment of their overall performance. The assessment process takes place 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 schools' performance in six key areas (see chart).

Annual Oversight Assessment

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



School Assessments – Annual Parent and Staff Satisfaction Surveys

Eastern Michigan University conducts an annual survey of parents, teachers and staff at each charter school. The goal of these surveys is to measure the level of satisfaction among parents and staff on a number of 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 a number of graphs showing the most current results, as well as the trends from past surveys. Copies of the summary reports are distributed to school leaders and school board presidents for planning and evaluation of efforts. The graphs below indicate the most recent parent satisfaction data:



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

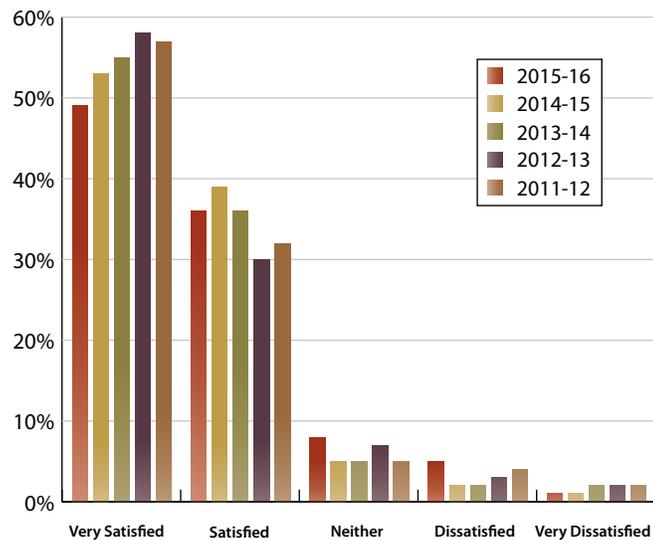
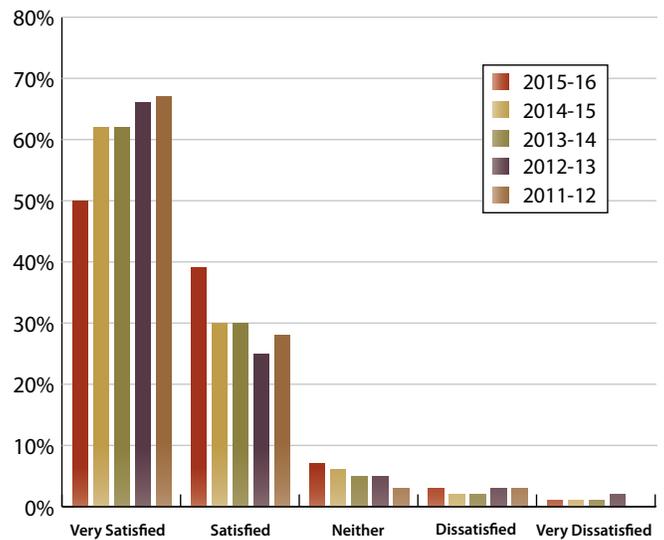


Figure 2: Parent Satisfaction with Charter School Teachers
Overall Percentages for all EMU Charter Schools



School Leaders Seminar Series

The Charter Schools Office organizes 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 staff and invited speakers keep school principals informed of legal and legislative

developments. The group has a common interest in discussions about school leadership and educational best practices. In addition to attending the seminar series, leaders participate in a peer review process. The peer review process brings together schools to learn from each other. Time is set aside at each of these day-long sessions for participants to share current issues, concerns and innovative

programs.

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

Eastern Michigan University Charter Schools Leadership Seminar Topics: 2015-2016

Date	Seminar Topics	Presenter (s)
September 16, 2015	Michigan Education Legislative Update Academic Performance Data 2014-15 Update and School Assessments	Kenneth Dobson, Executive Director, Government and Community Relations, Eastern Michigan University Julianne Blazeveski, Senior Consultant, Hypothesi Dr. Malverne C. Winborne and Dr. Roberto Quiroz
November 4, 2015	Remarks from the Dean of the College Of Education 826 Michigan School Updates, Director's Comments	Michael Saylor, Dean, College of Education Eastern Michigan University Amanda Uhle, Executive Director, 826 Michigan Dr. Malverne C. Winborne, Director of Charter Schools
December 16, 2015	Legislative Update Round Robin Legal Update Finance Update Director's Comments	Kenneth Dobson, Executive Director, Government and Community Relations School Leaders Lauren London Mike Collett Dr. Malverne C. Winborne
January 27, 2016	Computer Science First Charter Schools in Michigan: Current Issues Legal Update Finance and Compliance Update School Updates and Director's Comments	Jenell Leonard, Commissioner, Michigan Film and Digital Media Office Jared Burkhart, Executive Director, Michigan Council of Charter School Authorizers Lauren London Mike Collett Dr. Malverne C. Winborne
March 2, 2016	The Importance of Self-Renewal by Reflective Practice with Colleagues Leadership Priorities Self-assessment Legal Update: Open Meetings Act Finance and Compliance Update: A Tool for Budget Planning Leadership Priorities Self-assessment Results Discussion; How School Leaders Set Priorities	School Leaders School Leaders Lauren London Mike Collett Dr. Malverne C. Winborne School Leaders
May 25, 2016	NWEA Families and School Choice in Detroit Legal Update Finance and Compliance Update Round Robin	Kristi Smith, Senior Account Executive-National Accounts NWEA Sarah Lenhoff, Assistant Professor, Wayne State University College of Education Lauren London Mike Collett School Leaders

Significant Achievements during 2015-2016

- The Epicenter database pilot year was completed and will continue to be used to monitor compliance at all schools chartered by Eastern Michigan University.
- The Charter Schools Office expanded working relationships with the Colleges of Education and the School of Business at Eastern Michigan University.
- No new schools were identified as “Priority Schools”.
- The Academy for Business and Technology –Secondary school was removed from the state “Priority Schools” list.
- After careful vetting, 25 school board members were appointed or re-appointed.
- A board appreciation event was held at the Eastern Michigan University President’s House.
- A math facts challenge was held with over 500 students from 19 charter schools at the Eastern Michigan Student Center.
- Received notification that the Michigan Department of Education no longer considers EMU’s Charter Schools Office as an “At Risk” authorizer.
- Following a full review, Commonwealth Academy and Hope Academy were awarded contract reauthorizations.



Math Facts Challenge

About 500 southeastern Michigan area students from 19 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 2016 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 addition facts 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. Two years ago, PACE played host to its first multi-school event, inviting four other schools into the competition, which involved about 200 students. The event continues to grow. Last spring 2015 Eastern Michigan University staged the event, playing host to 12 charter schools, and this year 2016 the field of competing, equation-solving schools increased to 19.



Success Stories at Commonwealth



At Commonwealth Community Development Academy a teacher, a professional staff member, and the school office manager are proud to say they got their start at the school where they now work with children every day. Congratulations are certainly in order!

Life Lessons Learned

I remember my middle school years at Commonwealth where I attended from sixth through eighth grade. The teachers were great. I remember my math teacher... he pushed us to be our best. He taught us more than just math. He introduced us to big words like “superfluous”. He also shared many life lessons. Today I pass on these lessons to the students, lessons that help them see the value of school. It helps them to relate when I remind them and say with pride that I also went to school here.

–Domonique Brown, School Office Manager

10 years later...

It is an honor to be back at Commonwealth ten years later. Some of my favorite memories were made at Commonwealth Academy—whether it was clapping to the beat with my teacher or reading under Ms. Wade’s library staircase. It is definitely an adjustment being on the “other side.” Being on the teacher’s side allows me to see all the hard work my old teachers had to put in. Those learning experiences allowed me to go on and be successful in middle school, high school, and college. In fact, I graduated with distinction from the University of Michigan Dearborn. Immediately after graduation, I was hired as a third grade teacher. I came back to Commonwealth so that I could be a part of the foundation that changed so many lives and continues to do so on a daily basis. I am hoping that I can inspire my students by showing them that anything is possible.

–Adell Coleman, Elementary School Teacher

Giving Back

I am proud to say my experiences at Commonwealth prepared me with a solid foundation for success. After leaving Commonwealth, I went on to graduate from Cass Technical High School and to earn an undergraduate degree from the University of Michigan. Currently I am pursuing a graduate degree at the University of Detroit Mercy.

I now work at Commonwealth to contribute to the academic and social foundation of students coming behind me. I seek to give young people opportunities to be successful in every aspect of life—opportunities that I had and others that I didn’t. As the future becomes the present, I intend to create more opportunities for young people and adults to earn success. I will try to make an impact on the thinking of young people because that is what drives their actions and their way of life.

–Nicholas Smith, School Technology Coordinator

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

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

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

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

*Managed by
APHR of Novi, Michigan*

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

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

*Managed by
Academy School Board*

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

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

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

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

Board Members:
Elizabeth Taylor
Jasmine Henry
Rumell McDowell
Denise Bennett
Floyd Jean Webb

*Managed by
The Maroon Group of
Flint, Michigan and
Human Resource Experts*

7 Global Tech Academy
1715 E. Forest Ave.
Ypsilanti, MI 48198

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

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

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

Board Members:
Frederick Cheek
Jorge Paul
Peter Sinclair
Julie Hare
Alyssa Stewart

*Managed by
CS Partners of Brighton,
Michigan*

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

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

*Managed by
Employees Only of
Rochester, Michigan*

10 Hope Academy
12121 Broadstreet
Detroit, MI 48204

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

*Managed by
Black Family Development
Educational Services of
Detroit, Michigan*

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

*Managed by
Nataki Talebah of
Detroit, Michigan*

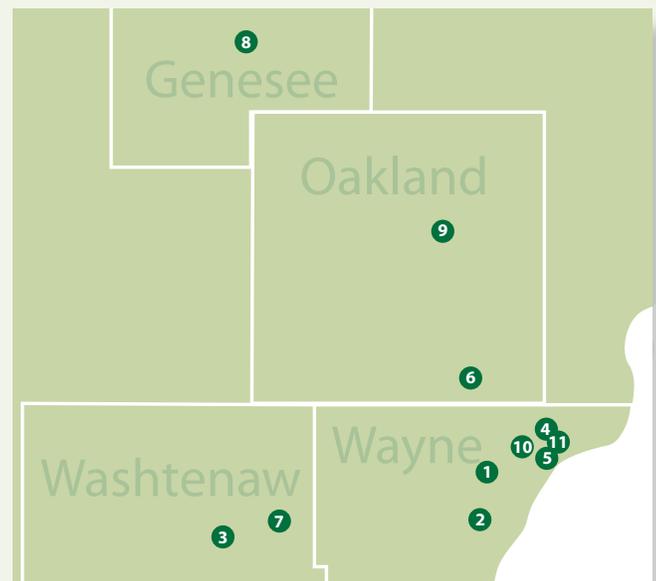
Our Mission

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

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

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

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



Board Member Appreciation Banquet





EMU Charter School Student Population

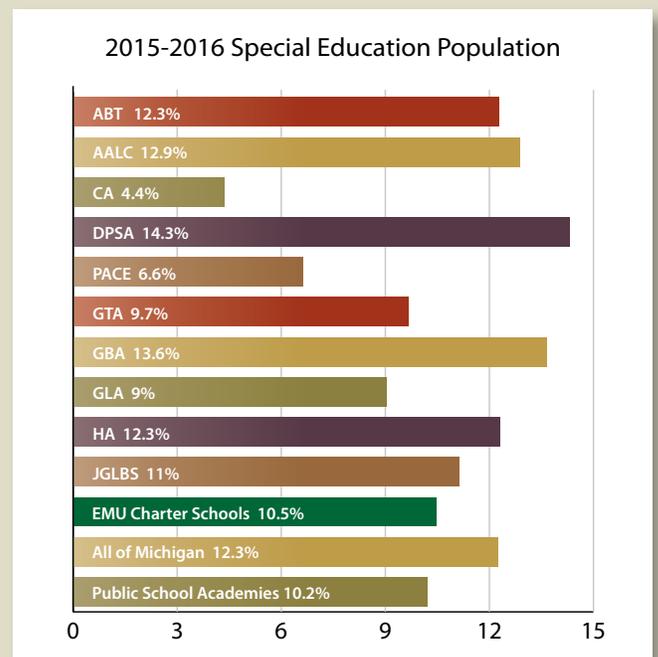
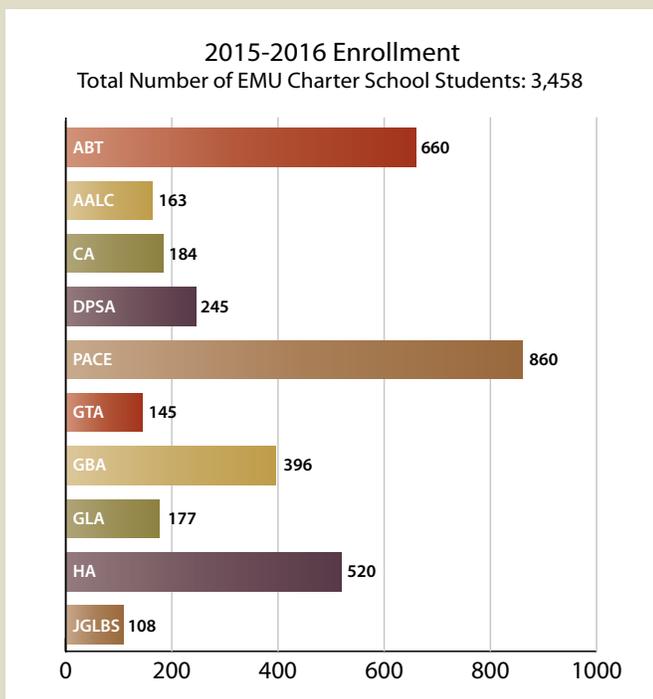
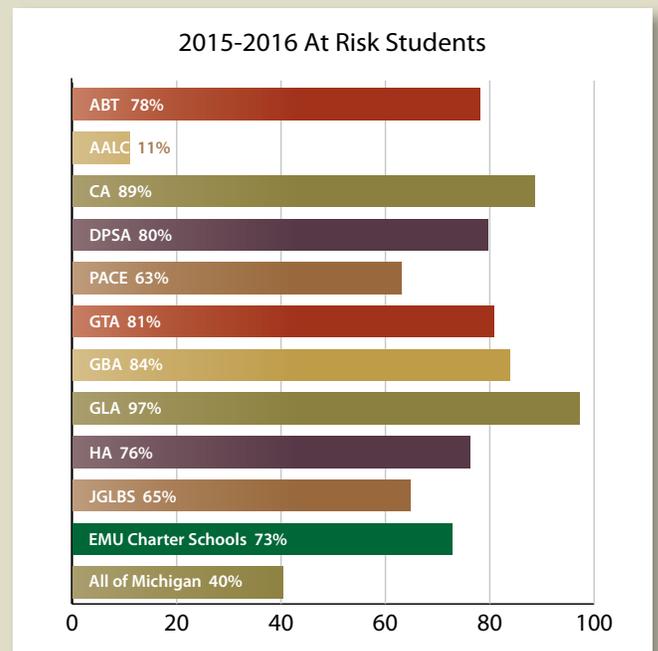


Chart Key

- ABT:** Academy for Business and Technology
- 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, gym, health and STEM (Science, Technology Engineering and Mathematics).

The vision of ABTE is 'Academic Success for All,' and, as such, the goal is to provide the academic support system necessary to make this a reality for every student. This is accomplished by providing a safe and secure school culture, a Positive Behavior

Intervention Support (PBIS) system, an English as a Second Language (ESL) program, tutoring for all grade levels, a summer academic camp, and a structured Response to Intervention (RTI) program designed to bring all students to grade level achievement.

The Response to Intervention Program provides for 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 of the following accomplishments:

- ABTE achieved a "Lime" school rating from the Michigan Department of Education.
- At the conclusion of the 2015-2016 school year, 70% of students were at or above grade level based on school testing data.
- ABTE received a renewal of accreditation by the North Central Association Commission on Accreditation and School Improvement.

"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: 13
- Total enrollment: 309
- Grades: K-5
- Student-teacher ratio: 20:1
- Percent of special education students: 9%
- Percent of low income students: 79%
- Percent highly qualified teachers: 100%

Academy for Business and Technology Secondary

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

ABTS has made strides in the area of academic performance. The academy served a student population of 351 students, with the majority of students (71 percent) coming from Detroit.

The school is most proud of the following accomplishments this year:

- The academy's top achievement for school year 2015-2016 was being removed from the Michigan Department of Education Priority List.
- The successful implementation of a Response to Intervention (RTI) process for middle school students to address the needs of students of all learning levels.
- The Academy came together to overcome significant tragedies (multiple deaths

among staff and students), all while successfully transitioning to new leadership.

- The continued laser focus, dedication and drive for educational excellence and continuous improvement.



“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: 19
- Total enrollment: 351
- Grades: 6-12
- Student-teacher ratio: 19:1
- Percent of special education students: 15%
- Percent of low income students: 79%
- Percent highly qualified teachers: 100%

Ann Arbor Learning Community

Ann Arbor Learning Community (AALC) opened as a K-8 school in 1998. Enrollment for 2015- 2016 was 163 students with an average class size of 21 students. Approximately 91 percent of the students enrolled reside in the Ann Arbor-Ypsilanti area, with smaller numbers of students coming from surrounding communities in southeast Michigan. The student body is comprised of diverse social and economic backgrounds.

Ann Arbor Learning Community is committed to the rigorous development of student intellect, curiosity and cooperation with a focus on helping students value themselves, their peers and their community. A safe and nurturing environment supports the social and emotional development of children, which is fundamental for effective student learning. The learning community—made up of students, teachers, staff and families working together—affirms and supports



a variety of learning styles.

The school is most proud of the following accomplishments this year:

- We saw an increase in the percent of students who met their target in both reading and math on the Scantron Performance Series test.
- Nine students presented at the SEMIS Community Forum at EMU. Intermediate students presented their work with Project Curiosity by leading attendants through a process of nature drawing. Middle school students participated in a poster session by presenting their semester projects for their elective course Culture and Ecology.

- The entire community worked together to make progress toward the goal of meeting NASA's recommendation for the number of plants per square foot. Each grade level participated in a developmentally appropriate way.

“AALC has provided a loving, supportive environment for my kids. It’s a school where they learn by doing, not by sitting in seats and listening.”



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: 18
- Total enrollment: 163
- Grades: K-8
- Student-teacher ratio: 17:1
- Percent of special education students: 13%
- Percent of low income students: 11%
- Percent highly qualified teachers: 100%

Commonwealth Community Development Academy

Commonwealth Community Development Academy (Commonwealth) was established in 1996 and just completed its 20th school year. Enrollment in 2015-2016 was 184 students in grades Kindergarten through Eighth grade. The Academy has continuously improved academically as demonstrated by an increase in ranking based on the Michigan Department of Education standards.

Project-based learning was expanded to strengthen the Academy's curriculum in multiple content areas. Students were able to engage in multi-disciplinary projects, spanning various content areas, enriching learning and building interdisciplinary skills. Science projects enabled students to showcase skills in effectively implementing the scientific method of investigation, while demonstrating strong skills in mathematics for accurate data analysis and collection, concluding with a research and essay summary that illustrates writing and English language arts skills. Through this project and others, students learned to value their work and apply everyday life skills to successfully complete a critical task.

We are a proud community that is elated to have alumni on staff (Mr. Nicholas Smith, class of 2000, IT Director; Mrs. Dominique Brown, class of 2000, Office Secretary; Miss Adell Coleman, class of 2006, 3rd grade teacher) who desire to give back to the Commonwealth family and enrich the educational experience of future Commonwealth students. Additional alumni are working together to support the Academy through fund development and recruitment efforts. The founder of Commonwealth Community Development Academy, Dr. Cullian W. Hill, who has served as the Executive Administrator since the school was founded, retired on June 30, 2016. Dr. Hill leaves the school in capable hands and looks

forward to cheering the school on for another 20 years.

The school was proud of the following accomplishments this year:

- Increased services for students through strengthened community partnerships, resulting in additional supplies and services being offered. Students received one-on-one tutoring, clothing, food as well as school supplies. Commonwealth partnered with FOCUS Detroit to assist students with school shoes and weekend food bags.
- Approximately 50% of students demonstrated gains in both math and reading.
- Students attended Saturday school sessions and Friday night lock-ins to complete academic and career exploration projects.
- Parents attended school workshops to learn how to best support their children with home and academic projects. Parent involvement also increased with strong parental support on field trips and monitoring of the building and playground. Attendance at parent-teacher conferences was at a record high.
- The Success for All Foundation recognized a former Commonwealth student as a "SFAI Alumnus" at the national All Experienced Site Conference in New Orleans, LA.



"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: 20
- Total enrollment: 184
- Grades: K-8
- Student-teacher ratio: 25:1
- Percent of special education students: 4%
- Percent of low income students: 89%
- Percent highly qualified teachers: 100%

Detroit Public Safety Academy

The Detroit Public Safety Academy (DPSA) is a 7-12 secondary public school academy located in Detroit, Michigan. The 2013-2014 school year marked the first year of its charter with Eastern Michigan University with an enrollment of 56 students in grades 9-10. In 2014-2015 the school enrolled 145 students in grades 7-11. In 2015-2016 the school enrolled 245 students in grades 7-12.

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

service degrees and training.

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

A particular interest at DPSA is school-to-career readiness with a clear awareness of the ethical challenges facing law enforcement and fire and emergency personnel. 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. In 2016 DPSA graduated the first senior class. A partnership with the Livonia Police Department will give 22 students the opportunity to be immediately employed by LPD as Police



Service Aides while attending college and the police academy. Upon completion they will be hired as fully vested police officers.

The school is most proud of the following accomplishments this year:

- Our top achievement was graduating 54 of 55 seniors with 4 graduates beginning careers with the Livonia Police Department, 3 interning with the Detroit Fire Department and 6 attending Eastern Michigan University. All 54 graduates have post-secondary placements and earned more than \$350,000 in scholarships.
- A significant achievement was making academic gains on the Scantron assessment in both reading and math in all grade levels.
- We successfully added 12th grade and an additional 100 students, enabling us to meet our enrollment goal and continuing our growth trajectory.



“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: 3
- Total enrollment: 245
- Grades: 7-12
- Student-teacher ratio: 18:1
- Percent of special education students: 14%
- Percent of low income students: 80%
- Percent highly qualified teachers: 100%

Dr. Joseph F. Pollack Academic Center of Excellence

The Dr. Joseph F. Pollack Academic Center of Excellence (PACE) opened its doors in the fall of 1999 as the Edison-Oakland Public School Academy in Ferndale, Michigan. In the fall of 2009, the school relocated to Southfield, Michigan and was renamed Dr. Joseph F. Pollack Academic Center of Excellence, after the first director of the Eastern Michigan University Charter Schools Office. In 2015-2016, the charter school served 860 students in grades K-8. Approximately 87 percent of the academy's students reside in the city of Detroit.

The academy offers a variety of choices in its curriculum. In the area of reading, teachers use Story Time and Evidence Based Literacy Instruction (EBLI). This curriculum

requires students to master phonetic skills prior to making a transition to a literature-based program. The Strategies for Writers resource is used to develop writing skills. For the 2016-2017 school year, PACE Academy will transition to the use of the Engage New York mathematics curriculum in order to ensure continuity in mathematics 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 teachers use a student-centered approach that is the foundation for teaching and learning. The PACE approach blends research-based teaching methods with a warm and friendly environment that is nurturing, empowering and kind. Evidence of the success of this philosophy 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 this year:

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



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



Mission Statement

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

According to survey results:

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

Vital Statistics

- Years as a charter school: 17
- Total enrollment: 860
- Grades: K-8
- Student teacher ratio for grades 1-8: 26:1
- Student teacher ratio for Kindergarten: 21:1
- Percent of special education students: 7%
- Percent of low income students: 74%
- Percent highly qualified teachers: 100%

Global Tech Academy

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 opened in the fall of 2014 with an initial enrollment of 129 students in grades PK-5th. We finished our 2nd year with an enrollment of 145 students. Student achievement is our top priority. We strive to educate the whole child through innovative academic initiatives, art experiences, music, physical education, and foreign language. We also believe in the importance of character education. 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. We have also partnered with Food Gatherers so our families can receive free healthy food on a monthly basis. At Global Tech Academy, excellence is intentional!

Global Tech Academy is proud of the following accomplishments this year:

- Global Tech increased enrollment by 20%, with continued strengthened ties with parents and the community.
- Global Tech opened a full scale science lab which includes microscopes, science kits with refillable materials for all grades, Lego's and Kleenex kits, scales, goggles and sanitation unit, a document camera and other science materials.
- The establishment of "Boost", which is an academic enrichment program designed for Kindergarten and first grade students. This program operated two Saturdays each month and was supported by staff volunteers and principal.



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: 2
- Total enrollment: 145
- Grades: K-4
- Student-teacher ratio: 23:1
- Percent of special education students: 10%
- Percent of low income students: 85%
- Percent highly qualified teachers: 100%

Grand Blanc Academy

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

Igniting growth, imagination, and dreams is the foundation of Grand Blanc Academy. Supporting the whole child's education is the most important goal of the school. Grand Blanc Academy staff strive to serve the children through student centered personal relationships that recognize the value of each and every child in the school community. Rigorous lessons are varied to provide differentiated instruction. Intervention teachers support student learning and accelerate growth.

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



Grand Blanc Academy is proud of the following Accomplishments this year:

- Grand Blanc Academy students are being recognized for their achievements outside of our school as evident by these examples: A middle school student was awarded 1st place at the state level in an essay contest and three GBA students received placement medals at the Eastern Michigan University Math Facts Challenge.
- Grand Blanc Academy has ramped up its after school program by forming our first JV and Varsity basketball and cheerleading teams.
- Students developed a Fashion Design Club where they created patterns and clothing showcased during our Annual Talent Show.

- Grand Blanc Academy worked with community and school partners to provide water and assistance to our students and families during the Flint water crisis. This built a tremendous unity with students as far away as Ohio!



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



Mission Statement

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

According to survey results:

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

Vital Statistics

- Years as a charter school: 17
- Total enrollment: 396
- Grades: K-8
- Student-teacher ratio: 22:1
- Percent of special education students: 13%
- Percent of low income students: 94%
- Percent highly qualified teachers: 100%

Great Lakes Academy

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

Great Lakes Academy (GLA) began operations in the fall of 1997 as a K-3 school. The school added a grade level each year leading to the current K-8 configuration. The school enrollment was 177 students in grades K-8 during the 2015-2016 school year. Great Lakes Academy is a past recipient of the Michigan Golden Apple Award for outstanding academic growth.

Great Lakes Academy's integrated curriculum includes extracurricular activities such as the Step program (cheerleading and dance), basketball, and Gear-Up (in cooperation with Oakland University). The academy recognizes that the education of a child at home in conjunction with the school is crucial to success. At Great Lakes Academy, the parents and faculty join together to promote solid instruction with character-building principles.

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

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

The school is most proud of the following accomplishments this year:

- Academic growth in reading and math on the Scantron assessment.
- Implementation of the Power of "7" through Parent University. Power Parenting University uses the researched-based Power of 7 certification system to help parents and families embrace 7 proven parental "Power Moves." These 7 proven "Power Moves" have been found in all high performing schools across all demographics! These 7 proven "Power Moves" don't require parents to hold a high level of academic training. However, these moves require parents/families to have the "will" to become active and engaged. Upon completion, parents will have an added "skill" power to connect to their "will" power. A skill that will benefit their child and empower them to be great



performance-based partners. The Power of 7 sessions are suited for all parents, step-parents, grandparents and others that directly or indirectly influence the educational decisions of children.

- Implementing a sports program that consists of girls and boys basketball, cross country, soccer, volleyball and flag football.



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: 19
- Total enrollment: 177
- Grades: K-8
- Student teacher ratio: 16:1
- Percent of special education students: 9%
- Percent of low income students: 100%
- Percent highly qualified teachers: 100%

Hope Academy

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

Hope Academy began the process, promise and commitment to educate students in July, 1998, enrolling 288 students in kindergarten through 3rd grade. In 2015-2016 Hope Academy served students in grades K-8, with an enrollment of 520 students. 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 Global Scholars Assessment is administered three times a year to monitor students' progress. Beginning with the 2016-2017 school year, NWEA Assessment will replace Global Scholars. Teachers utilize the data derived from MSTEP, Global Scholars, local formative and summative assessments and next fall, NWEA 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. Hope Academy implements the Common Core State Standards (CCSS) in reading and mathematics. The special subjects and special education teachers are responsible for including the CCSS in their lesson planning and classroom instruction as well. The Academy also offers programs such as intervention classes to meet the challenges of diverse learners and special needs students.

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

Hope Academy continues to involve students to extracurricular activities to enhance their learning. After-school activities include: mentoring, Girl Scouts, Boy Scouts, basketball, cheerleading, and academic tutoring. The Academy also offers after-school and summer school programs.

The school is most proud of the following accomplishments this year:

- Establishing a district-wide Multi-Tiered System of Support (MTSS). This includes a procedural guide for academics and behavior.
- 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 imbedded throughout all grades (K-8).
- The launching of Hope Academy's new Website (www.hopeacad.org)



"Hope Academy. 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: 18
- Total enrollment: 520
- Grades: K-8
- Student-teacher ratio: 28:1
- Percent of special education students: 12%
- Percent of low income students: 77%
- Percent highly qualified teachers: 100%

The James and Grace Lee Boggs School

The James and Grace Lee Boggs School (Boggs School) opened in the fall of 2013 with an initial enrollment of 46 students in grades K-4. Currently, the Boggs School has 108 students in grades K-7. The Boggs School is a community-based school whose mission is to nurture creative, critical thinkers who contribute to the well-being of their communities. We approach that mission by using a model of place-based learning. Place-based education roots content area knowledge in the local history, culture, and heritage of the community of the school, encouraging a deep connection to place and utilizing the learning of students to make a positive difference in their community. The school was designed and developed over five years. In order to build substantial relationships with the surrounding community, the school team along with volunteers went door to door, connecting with over 1,500 residents in various neighborhoods on the east



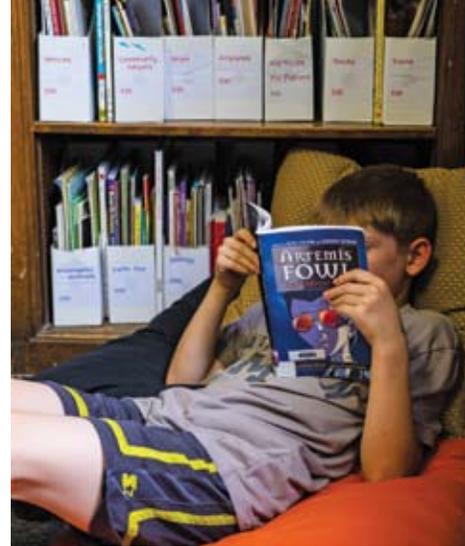
side of Detroit to ensure the school would add value and be community-based.

This commitment to community-building came from our mentors and namesakes, James and Grace Lee Boggs. They were long time community activists, philosophers, and writers who believed that young people could be the answer (the “solutionaries”) to the problems we face in Detroit.

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, and Detroit Future Schools, the Boggs School offers rich and varied academic and extracurricular experiences that bring the joy back to learning!

In just three years, our students have had some notable learning adventures. Their stories have been published in a book illustrated by best-selling author, Dave Eggers, which was reviewed in the New York Times Book Review. They have published a book of poems with the InsideOut Literary Arts Program called, *Bleeding Paper, Spitting Ink*. A mural that they created with a local artist now hangs permanently in the Main Branch of the Detroit Public Library, and as part of a local photographer’s exhibit, their images have been displayed in the Detroit Institute of Arts.

Families feel welcome at the Boggs School because we truly believe that it takes a village to raise our children and we are always asking ourselves something that James Boggs used to say: “What can we be that our children can see?”



The James and Grace Lee Boggs School is proud of the following accomplishments this year:

- Three powerful place-based experiences for upper grade students: a trip on a glass bottomed boat, traversing along the Detroit River in order to observe the river and collect water samples; collecting water samples at Belle Isle and testing for lead, Ph levels, and phosphorous; and an exploration of the Detroit Water shut-offs, culminating in a student-created film that premiered at the annual Allied Media Conference in Detroit.
- A published book of student poetry with InsideOut Literary Arts Program— *Bleeding Paper, Spitting Ink*.
- Students worked on a mural with a local artist that is permanently installed at the Main Branch of the Detroit Public Library and was featured in HOUR magazine.
- Students are provided with free breakfast, lunch and dinner every day.

“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

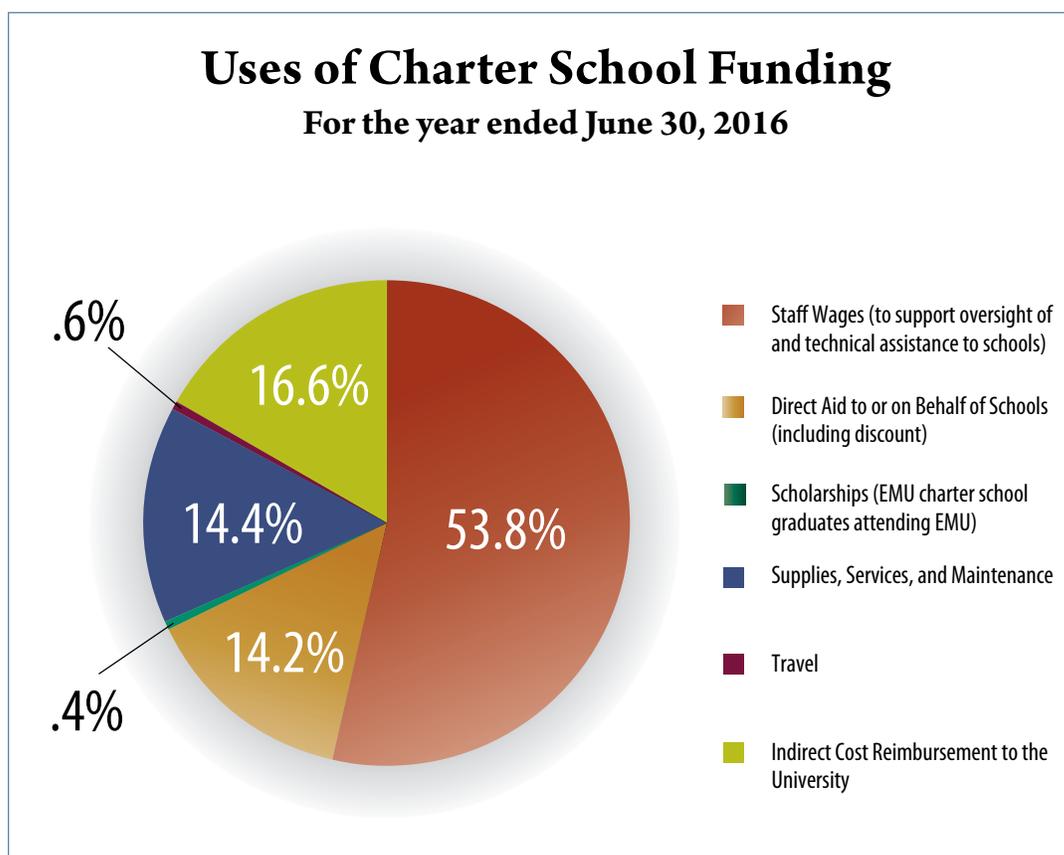
- Years as a charter school: 3
- Total enrollment: 108
- Grades: K-7
- Student-teacher ratio Kindergarten: 20:1
- Student-teacher ratio grades 1-4: 24:1
- Percent of special education students: 11%
- Percent of low income students: 76%
- Percent highly qualified teachers: 100%

EASTERN MICHIGAN UNIVERSITY

Charter Schools Administration Financial Report

For the years ended June 30, 2016 and June 30, 2015

	2016	2015
Appropriations Received (Michigan State School Aid)	\$24,237,747	\$24,011,381
Appropriations Disbursed	23,481,274	23,268,277
Eastern Michigan University Administrative Fee, Net of Discount	756,473 ¹	743,104
Operating Expenses	840,380 ²	890,019 ³
Surplus/(Deficit)	\$(83,907) ⁴	\$(146,915)



¹ The University's administrative fee increased minimally in 2016 over 2015. The increase resulted from a membership decrease of 32 blended FTE's, combined with a state foundation allowance increase of \$140 per FTE, including equity payments. The authorizing fee is discounted by the amount collectible from state restricted categorical funding.

² In the 2015-2016 school year, 3,457 students were enrolled in EMU's ten authorized charter schools, with a blended FTE state aid membership of 3,453.64. The operating budget included a director, associate director, administrative assistant, accountant and part-time attorney. Other expenses included a web based oversight application, consulting services, printing, equipment, professional dues, workshops and related office and field expenditures, and \$151,977 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program. Expenditures and discounts for schools totaled \$129,818 in financial assistance as demonstrated in the accompanying table.

³ In the 2014-2015 school year, 3,540 students were enrolled in EMU's eleven authorized charter schools, with a blended FTE state aid membership of 3,485.46. The operating budget included a director, associate director, administrative assistant, accountant and part-time attorney. Other expenses included consulting services, printing, equipment, professional dues, workshops and related office and field expenditures, and \$158,633 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program. Expenditures for schools provided staff and board professional development, achievement testing and student performance measurement totaling \$69,887. Discounts for schools totaled \$94,247.

⁴ The 2015-2016 deficit was planned, drawing on fund balance reserve.

EASTERN MICHIGAN UNIVERSITY

Direct Financial Assistance to Chartered Schools

Fiscal Year 2015 - 2016

SCHOOL	ACADEMIC TESTING	AUTHORIZER DISCOUNT	OTHER	TOTAL
Academy for Business and Technology	\$7,161	\$15,294	\$3,789	\$26,244
Ann Arbor Learning Community	1,385	1,184	1,631	4,199
Commonwealth Community Development Academy	2,018	7,286	1,682	10,986
Detroit Public Safety Academy	1,593	3,841	1,067	6,500
Dr. Joseph F. Pollack Academic Center of Excellence	7,634	15,965	3,847	27,446
Global Tech Academy	1,697	2,692	1,554	5,943
Grand Blanc Academy	2,160	9,839	2,235	14,234
Great Lakes Academy	2,065	5,977	2,207	10,250
Hope Academy	5,478	11,575	2,579	19,632
The James and Grace Lee Boggs School	827	2,066	1,491	4,384
GRAND TOTAL	\$32,018	\$75,717	\$22,082	\$129,818

REASON	AMOUNT
Authorizer Discount	75,717
Academic Testing	32,018
Student Performance Measurement	9,000
Student Enrichment/Entrepreneurship	7,835
Professional Development/EMU Administrator Workshops	3,199
Board Training, Enrichment and Other	667
Professional Development/Continuing Education and Other	425
Data Analytics Support	957
GRAND TOTAL	\$129,818



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Charter Schools Office Eastern Michigan University

Dr. Malverne C. Winborne, Director
310 Porter, Ypsilanti, Michigan 48197
Ph. 734-487-2086 • Fax 734-485-5310
mwinborne@emich.edu
www.emich.edu/charterschools