

DETROITPUBLICSCHOOLSCOMMUNITYDISTRICT

2015-2016

**DPSCD OFFICE OF CHARTER
SCHOOLS ANNUAL REPORT**

HAMILTON ACADEMY



LETTER FROM THE DIRECTOR

The 2015-16 year was one that saw the Detroit Public Schools Office of Charter Schools receive recognition for quality authorizing. In the fall of 2015, the Michigan Department of Education conducted a detailed review of the Office of Charter Schools' authorizing procedures. We received top marks in all 16 categories measured, and demonstrated improvement in 15 of the 16 categories reviewed since the last visit in 2012.

The results were a reflection of the hard work we have put into charter school authorizing. Our efforts were also recognized nationally. In January 2016, the National Association of Charter School Authorizers announced that the DPS Office of Charter Schools scored 12 out of 12 on its annual Index of Essential Practices, one of only two authorizers in Michigan identified as utilizing the practices considered critical for high-quality authorizing.



Despite the accolades, we have much work to do. We will not be satisfied until every school in our portfolio is performing in a manner that aligns with our mission to support, performing in a manner that aligns with our mission to support, develop and hold accountable high-performing charter schools that prepare Detroit children for college and careers.

To support that mission, we have expanded staff and restructured responsibilities.

Deputy Director **Jendayi Gardner, PhD**, joined us in November. An educator with the district for 16 years, Dr. Gardner has already begun providing academic training and support to schools. Beginning in 2017, she will ramp up that support, with a special emphasis on schools whose performance on the 2016 M-STEP assessment was in the bottom 5 percent of schools in Michigan.

In September, **Anna Nowinski** joined our team as Operations Manager after interning in the Office of Charter Schools for two years. She holds a B.S. in Education and Social Policy from Northwestern University and is working toward a Masters of Accounting. In addition to providing financial compliance oversight, she manages logistics for an increasing number of professional development opportunities for school staff and board members.

In 2016, we also welcomed Data Analyst **Steven Wiltse**, AICP, who provides data reports, and Program Associate **Jeanne Jack**, who provides board support. On the governance side, we welcomed new board liaisons **Renee McCree** and **Latrechia Scott**, who are our representatives at charter school board meetings.

We offered more opportunities for professional development to board members and school personnel than ever before, and are on track to surpass those offerings in the 2016-17 school year.

While we have dedicated more resources to oversight and support, we are keenly aware that we cannot accomplish our mission alone. We are honored to participate in this work with dedicated school board members, principals, teachers and a host of other personnel who impact children daily.

The information contained in this annual report represents data from July 1, 2015 through June 30, 2016. It offers a snapshot of the students served, as well as how the school performed on a variety of important measures.

In order to map our path to success, we must collectively take stock of where we are and how far we have to go. We hope this report will assist in that effort. Thank you for traveling with us!

A handwritten signature in black ink, reading "Kisha Verdusco". The signature is fluid and cursive, with a long horizontal line extending to the right.

Kisha Verdusco, Director of Charter Schools, Detroit Public Schools Community District

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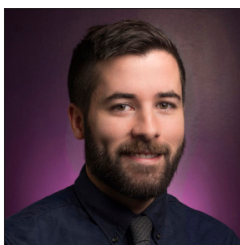
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days/365 day a year
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Dr. Sibyl St. Clair

Deputy Executive Director for
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HAMILTON ACADEMY



- ▶ **ADDRESS:** 14223 Southhampton St, Detroit, MI 48213
- ▶ **PHONE:** (313) 866-4505
- ▶ **PRINCIPAL:** Dr. Pamela Bilbrew
- ▶ **GRADES:** K-8
- ▶ **YEAR OPENED:** 2011
- ▶ **MANAGEMENT:** Educational Partnerships, Inc.
- ▶ **ENROLLMENT:** 293 students
- ▶ **FREE OR REDUCED LUNCH:** 100%
- ▶ **SPECIAL EDUCATION:** 15%
- ▶ **ENGLISH LANGUAGE LEARNERS:** 0%
- ▶ **BOARD OF DIRECTORS**
Arthur Burt
Rikki Marcillis-Atigarin
Jacquelyn McClinton
Paris Hodge
Regina-Ann Campbell
- ▶ **ENROLLMENT DEMOGRAPHICS**
Black.....99.6%
White..... 0.3%

▶ **SPECIAL PROGRAMS**
Soccer, After-School Tutoring, Summer School, Boys' basketball, Muffins with Mom, Donuts with Dad, Bring a Parent to School Day, Home Skills Academy

▶ **STUDENT SUCCESS**
Our student Talayah Stewart and her grandmother Celestine Mabene, known as 'Grandma' in our building, were recognized by Gleaners at the 2016 Women's Power Breakfast. Talayah Stewart and Grandma were the Guest Speakers. Because of the participation, Gleaners raised over \$75,000 dollars to help feed hungry kids in Michigan.

▶ **POINT OF PRIDE**
Throughout the year, students are recognized in an assembly for their hard work and success in our Honor Roll. Students are recognized in a ceremony for grades, citizenship, dedication and hard work at Hamilton Academy in our Kindergarten and 8th grade graduations

▶ **OUR MISSION**
The Mission of Hamilton Academy in collaboration with its school community, parents, and stakeholders is to prepare students who can compete academically and socially in a democratic society.

**2015-16 demographic data provided by school.*

HAMILTON ACADEMY

The Detroit Public Schools Community District Office of Charter Schools mission is to support, develop and hold accountable high-performing charter schools that prepare Detroit children for college and careers.

In accordance with this mission, the Office of Charter Schools has established academic targets that require each general-admission academy to close the college readiness gap by 70 percent at each grade level, as measured by the NWEA Measures of Academic Progress and/or Scantron Performance Series assessments each year.

The goal is for each academy to demonstrate that it is preparing students for college. Students are considered college ready when they can earn a composite score of 21 on the ACT by the 11th grade. The NWEA MAP and Scantron Performance Series are computer-adaptive tests that allow us to measure student progress toward a score of 21 on the ACT beginning as early as the second grade.

For the first time, this report reflects the academy's progress toward meeting the Educational Goals that were set in the 2016 charter contract. The academy will be held accountable for the new goals beginning this school year (2016-2017).

Each year, DPSCD provides its authorized academies with grade-level goals based on student performance on the fall assessment. The enclosed report shows how your academy performed relative to its spring 2016 goal, which requires closing the gap between actual fall performance and the national college readiness standard by 70 percent.*

The enclosed results are based on results of the assessments that were administered between April 25 and June 10, 2016.

Since 2012, each DPSCD-authorized academy has been required to test all children in grades 2-8 in the fall, winter and spring. DPSCD covers the cost of NWEA testing. If you have questions about this report, you may contact us at: (313) 873-7927.

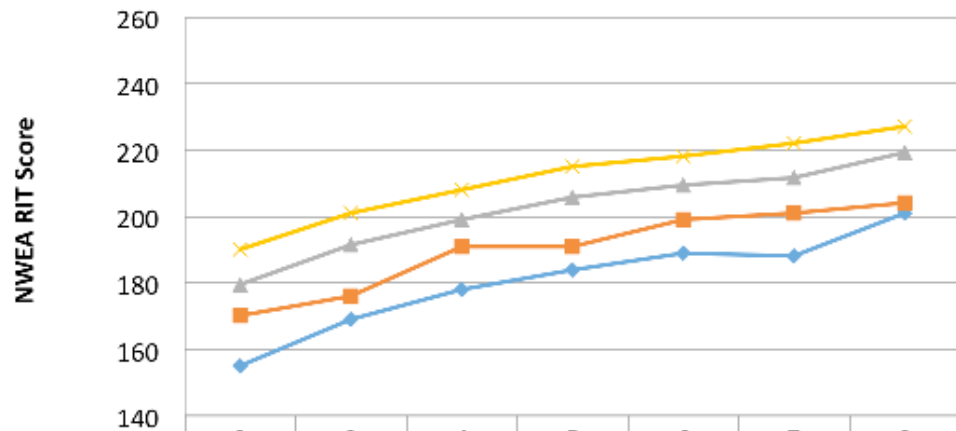
***Formula for calculating 70% target: (College Readiness Target - Fall Actual Score x .70 + Fall Actual Score)**

COLLEGE READINESS ANALYSIS | SPRING 2016

► SCHOOL: HAMILTON ACADEMY | SUBJECT: READING

GRADE	FALL SCORE	SPRING SCORE	DPSCD REQUIRED 70% TARGET	COLLEGE READINESS TARGETS
2	155	170	180	190
3	169	176	191	201
4	178	191	199	208
5	184	191	206	215
6	189	199	209	218
7	188	201	212	222
8	201	204	219	227

Actual vs. Target NWEA Scores

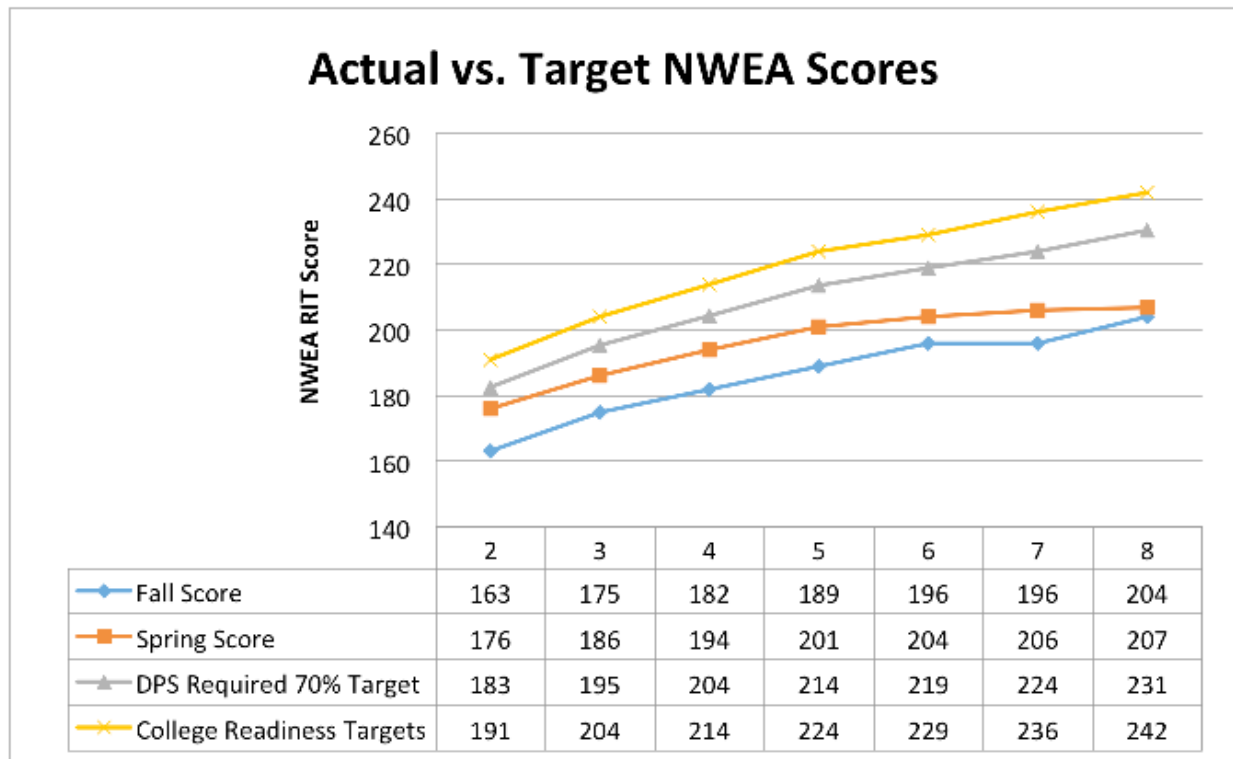


	2	3	4	5	6	7	8
◆ Fall Score	155	169	178	184	189	188	201
■ Spring Score	170	176	191	191	199	201	204
▲ DPS Required 70% Target	180	191	199	206	209	212	219
✕ College Readiness Targets	190	201	208	215	218	222	227

COLLEGE READINESS ANALYSIS | SPRING 2016

► SCHOOL: HAMILTON ACADEMY | SUBJECT: MATHEMATICS

GRADE	FALL SCORE	SPRING SCORE	DPSCD REQUIRED 70% TARGET	COLLEGE READINESS TARGETS
2	163	176	183	191
3	175	186	195	204
4	182	194	204	214
5	189	201	214	224
6	196	204	219	229
7	196	206	224	236
8	204	207	231	242



► PROGRESS TOWARD EDUCATIONAL GOALS

The following report outlines the academy’s progress toward meeting the authorizer academic goals that were included in the 2016 charter contract. The academy will be held accountable for meeting the goals at the end of the 2016-2017 school year and beyond. The data included in this report is meant to show how the academy performed in its initial year under the new contract.

► CHARTER CONTRACT GOALS

The academy is expected to achieve the following School Level Median Growth Percentiles for grades 3-8 on the NWEA MAP assessment:

- 2016-17 58 or higher in Reading and 55 or higher in Math
- 2017-18 63 or higher in Reading and 60 or higher in Math
- 2018-19 68 or higher in Reading and 65 or higher in Math

For the 2017-2018 school year, the percentage of students making Low Growth* in reading shall be no higher than 40, and no higher than 41 percent in math.

The following charts illustrate the Academy’s growth on the NWEA MAP assessment in Grades 3-8 between 2013 and 2016. The growth targets for the current contract use the 2015-2016 actual performance as a baseline.

► HAMILTON ACADEMY GRADE AND SCHOOL LEVEL MEDIAN GROWTH PERCENTILES 2013-2016

READING

GRADE	3	4	5	6	7	8	ALL
2015-16	34	56	56	69	80	68	54
2014-15	23	38	28	45	18	27	28
2013-14	27	53	50	67	73	82	50

MATH

GRADE	3	4	5	6	7	8	ALL
2015-16	38	32	70	45	62	45	51
2014-15	27	24	38	50	44	55	40
2013-14	38	50	59	72	73	78	62

► PERCENTAGE OF STUDENTS DEMONSTRATING GROWTH

READING

RATE	HIGH	MEDIUM	LOW
2015-16	31.8%	20.6%	47.7%
2014-15	17.3%	11.8%	70.9%
2013-14	36.5%	18.4%	45.1%

*2015-16 data reflect results of NWEA's 2015 norm study. Prior years reflect results of the 2012 study.

MATH

RATE	HIGH	MEDIUM	LOW
2015-16	30.8%	19.7%	49.5%
2014-15	25.0%	16.4%	58.6%
2013-14	38.6%	26.4%	35.0%

► DEFINITIONS/CLARIFICATIONS:

1. Low growth = 0-49th percentile, Medium growth = 50-74 and High growth = 75-99. Students in high growth category (75th-99th percentile) will have a higher chance of hitting the achievement targets in about three years if they consistently continue to grow at that rate.
2. The numbers in column labeled All represent the median growth percentile for all students in that school. This number shows where a typical student in that school falls when compared to other test takers nationally. If this number is 50, it indicates that a typical student in that school outperforms 50 percent of test takers nationally. It is recommended that this number should be more than 50 for both reading and mathematics.
3. Grade level median growth percentiles show where a typical student in that grade falls when compared to other test takers nationally. If this number is 50, it indicates that a typical student in that grade outperforms 50 percent of test takers nationally.
4. Three-year data has been presented to show trends.
5. The percentage of students demonstrating low, medium and high growth are shown in the last two tables. In order to have a median growth percentile of 50 or more, the percentage of students making low growth should not be more than 50% in both reading and mathematics. Stated differently, the percentage of students making at least typical growth (high growth + medium growth) in both mathematics and reading should be more than 50%.

► 2016 M-STEP REPORT FOR HAMILTON ACADEMY

Here you will find the results of the Spring 2016 Michigan Student Test of Educational Progress (M-STEP) for your Public School Academy.

The data included are publicly available from the Michigan Department of Education. Detroit Public Schools Community District has aggregated your school's results and offered performance comparison data in an effort to give you a holistic picture of your school's performance on this assessment.

This report does not incorporate grades with fewer than 10 students, and it does not analyze information that constitutes the State of Michigan's Top-to-Bottom ranking of schools, which also measures achievement gaps and student achievement growth over time.

This is the second M-STEP report, as Michigan phased out the MEAP in 2014. It is our commitment to continue to provide you with data that can be used to make sound governance and academic decisions about the Public School Academies authorized by Detroit Public Schools Community District.

About the M-STEP

The M-STEP assesses students in the areas of English Language Arts, Mathematics, Science, and Social Studies. English Language Arts and Mathematics are assessed in grades 3-8, Science in grades 4 and 7, and Social Studies in grades 5 and 8. The test is administered in the spring and based on the Michigan Academic Standards.

Student performance on the M-STEP is represented as proficient or not proficient. Level 3 and Level 4 students make up the population defined as "percent proficient."

Level 1: Not Proficient | **Level 2: Partially Proficient** | **Level 3: Proficient** | **Level 4: Advanced**

For more information about the M-STEP, please visit: www.michigan.gov/mde and search for "M-STEP"

M-STEP REPORTS: HAMILTON ACADEMY

► M-STEP PERCENT PROFICIENT IMPROVEMENT BY GRADE AND SUBJECT

SUBJECT	GRADE	PERCENT ADVANCED & PROFICIENT IN 2015	PERCENT ADVANCED & PROFICIENT IN 2016	NET CHANGE	DPS COMMUNITY DISTRICT	STATE OF MICHIGAN
ENGLISH & LANGUAGE ARTS	Grade 3	<=5.0	<=5.0	0	9.9	46.0
	Grade 4	20.0	<=5.0	-15.0	10.9	46.3
	Grade 5	<=5.0	10.5	5.5	12.8	50.6
	Grade 6	<=5.0	<=5.0	0	8.4	45.0
	Grade 7	<=5.0	10.0	5.0	11.9	47.1
	Grade 8	8.8	6.5	-2.4	17.9	48.9
	Grade 11	-	-	-	-	-
	Grade 12	-	-	-	-	-
MATH	Grade 3	<=5.0	<=5.0	0	10.4	45.2
	Grade 4	<=10.0	<=5.0	-5.0	7.2	44.0
	Grade 5	<=5.0	<=10.0	5.0	<=5.0	33.8
	Grade 6	<=5.0	<=5.0	0	<=5.0	32.8
	Grade 7	<=5.0	<=5.0	0	5.2	35.3
	Grade 8	<=5.0	<=5.0	0	6.8	32.7
	Grade 11	-	-	-	-	-
	Grade 12	-	-	-	-	-
SCIENCE	Grade 4	<=10.0	<=5.0	-5.0	<=5.0	14.7
	Grade 7	<=5.0	<=5.0	0	<=5.0	23.9
	Grade 11	-	-	-	5.2	33.0
	Grade 12	-	-	-	<=5.0	10.6
SOCIAL STUDIES	Grade 5	<=5.0	<=10.0	5.0	<=5.0	18.9
	Grade 8	<=5.0	<=5.0	0	6.8	29.3
	Grade 11	-	-	-	12.2	43.1
	Grade 12	-	-	-	8.4	17.4

'<=5' - Less than or equal to 5 percent of students tested as advanced or proficient

'<=10' - Less than or equal to 10 percent of students tested as advanced or proficient

'*' - Less than 10 students tested

'-' - Blank values indicate Not Tested

2016 PORTFOLIO M-STEP RANKINGS

District	Overall % Proficient 2016	Overall % Proficient 2015	Overall % Proficient Change	English % Proficient 2016	Mathematics % Proficient 2016	Science % Proficient 2016	Social Studies % Proficient 2016
State of Michigan	37.2%	37.2%	0.0%	47.3%	37.3%	23.6%	30.2%
Martin Luther King, Jr. Education Center Academy	31.8%	28.7%	3.1%	43.9%	26.5%	29.7%	12.3%
New Paradigm Glazer Academy	17.9%	26.4%	-8.5%	28.6%	11.5%	6.3%	14.8%
New Paradigm Loving Academy	13.7%	16.1%	-2.4%	18.9%	12.2%	3.3%	8.3%
Ross-Hill Academy	12.6%	10.5%	2.2%	20.7%	8.5%	5.0%	6.7%
DPSCD Office of Charter Schools Portfolio Average	11.3%	11.9%	-0.6%	17.9%	8.3%	6.5%	5.0%
GEE White Academy	9.4%	8.7%	0.6%	14.6%	8.2%	3.3%	4.0%
David Ellis Academy	9.1%	13.0%	-3.9%	15.2%	6.2%	4.4%	3.5%
Pathways Academy	8.7%	-	-	*	*	8.3%	9.1%
GEE Edmonson Academy	8.7%	7.2%	1.5%	15.2%	5.6%	4.4%	2.3%
Rutherford Winans Academy	8.6%	14.1%	-5.5%	17.4%	4.8%	0.0%	0.0%
MacDowell Preparatory Academy	8.0%	6.7%	1.4%	15.9%	3.6%	2.3%	3.2%
Detroit Public Schools Community District	7.7%	9.6%	-1.9%	11.8%	6.1%	3.1%	6.8%
Timbuktu Academy of Science and Technology	6.2%	8.3%	-2.2%	11.0%	2.9%	5.2%	1.8%
Escuela Avancemos	5.2%	4.3%	0.9%	7.5%	4.4%	0.0%	5.9%
Hamilton Academy	3.7%	3.8%	-0.2%	5.4%	3.1%	1.7%	2.0%
Capstone Academy Charter School (SDA)	-	-	-	-	-	-	-

'*': No results due to sample size

'-': Blank values indicate Not Tested

FINANCIAL REPORT

The mission of the Detroit Public Schools Community District Office of Charter Schools is to support, develop and hold accountable high-performing charter schools that prepare Detroit children for college and careers.

Fiscal soundness is not only an integral part of providing a strong academic program, it is required by law. In order to monitor school financial health, Detroit Public Schools Community District reviews each academy's quarterly financial statements, which are uploaded to the Epicenter compliance system.

This report covers the fourth quarter ended and year-to-date fiscal year 2015-16. The fourth quarter was April 1, 2016 to June 30, 2016. While the review was based upon unaudited financial information, it contains important information that should guide board decision-making and strategic planning.

THIS REPORT FOCUSES ON THREE KEY INDICATORS:

1 LIQUIDITY POSITION

Can the school meet its short-term obligations as they become due?

2 OPERATIONS

Are expenditures in line with revenues?

3 FUND BALANCE

Is the school in a surplus or deficit position? Is the school in line with State requirements?

SUMMARY

Based on their unaudited financial statements, Hamilton Academy's liquidity position was less than ideal. The current and debt to asset ratios were strong; however the amount of working capital indicated the school only had the ability to pay **one month** of anticipated cash disbursements. This is attributed to the fiscal year's negative operating cash flow. Having a negative or small operating cash flow reduces the school's ability to generate cash to pay operating expenditures. During the fourth quarter the school had a strong operating performance with a positive operating cash flow of **\$141,272** and an **11.35%** net profit margin. During the fiscal year the fund balance decreased by **\$120,611**.

The school's days cash on hand was **less than one day** for both quarterly and fiscal year calculations, which is a major concern. However, the school had **\$426,859** representing current assets due from the State and Federal governments, and other funds. Timely settlement of these accounts would greatly enhance the cash balance and the school's ability to pay operating expenses.

Please contact the Office of Charter Schools at (313) 873-7927 with questions or concerns.

FINANCIAL REPORT

ENROLLMENT

YEAR-TO-DATE

Enrollment 6/30/16	Enrollment +/-
260	4

LIQUIDITY

FOURTH QUARTER

Current Ratio	Working Capital	Debt to Asset Ratio	Days Cash on Hand
1.73	\$184,741	0.58	0.84

YEAR-TO-DATE

Current Ratio	Working Capital	Debt to Asset Ratio	Days Cash on Hand
1.73	\$184,740	0.58	1.27

*Note: Some figures are the same for the Quarter and Year-to-Date

FINANCIAL RATIO EQUATION EXPLANATIONS

- ▶ **1. Current Ratio:** The current ratio is a financial ratio that measures whether or not the academy has enough resources to pay its immediate debts. This ratio indicates the percentage of current assets to current liabilities. Acceptable current ratios vary and are generally between 1.5 and 3.
- ▶ **2. Working Capital:** Working capital is the difference between current assets and current liabilities, and represents an absolute dollar amount. Working capital is a measure of an academy's ability to satisfy current financial obligations as they become due. An acceptable amount depends on the academy's monthly cash disbursement stream, but generally, a healthy organization has a working capital amount of at least 3-6 months of anticipated cash disbursements, e.g. payroll, supplies and lease.
- ▶ **3. Debt to Asset Ratio:** The debt to asset ratio shows the proportion of the academy's assets that are financed through debt. If the ratio is less than 1, most of the company's assets are financed through equity. If the ratio is greater than 1, most of the school's assets are financed through debt.
- ▶ **4. Cash on Hand:** The days cash on hand represents the number of days of operating expenses the academy could pay with its current available cash. Knowing the number of days' cash on hand allows you to adjust your expenditures. Cash on hand is computed by **1)** determining the sum of cash in bank, petty, and marketable securities; **2)** divide operating expenses by the number of days it represents (i.e., this is generally, 90 for a quarter, 180 for 6 months, or 360 for a year) to compute daily operating expenses or disbursements, and **3)** divide sum of cash, item 1; by amount computed in item **2)**.

KEY GOOD FAIR POOR N/A

FINANCIAL REPORT

OPERATIONS

FOURTH QUARTER

Operating Cash Flow Ratio	Operating Cash Flow
0.56	\$141,272

YEAR-TO-DATE

Operating Cash Flow Ratio	Operating Cash Flow
-0.48	-\$120,611

► **5. Operating Cash Flow Ratio:** This ratio indicates the ability of the academy to pay off its short-term liabilities using its state aid, grant funds and other receipts. It is expressed as a percentage. If the operating cash flow is less than 1, the academy has generated less cash in the period than it needs to pay its bills.

► **6. Operating Cash Flow:** Operating cash flow is a solid measure of the academy's operating results because it refers to actual cash from school-related activity, eg. state aid, grant funds, etc.) It represents earnings from operations before interest and taxes, plus depreciation.

PROFITABILITY

FOURTH QUARTER

Net Profit Margin	Return on Assets
11.35%	32.32%

YEAR-TO-DATE

Net Profit Margin	Return on Assets
-4.35%	-27.59%

► **7. Net Profit Margin:** The net profit margin formula looks at how much of a company's revenues are kept as net income. The net profit margin is generally expressed as a percentage. Net profit margin is the number of dollars of after-tax profit a school generates per dollar of revenue. This ratio shows the return on revenue.

► **8. Return on Assets:** This is a financial measure of an academy's return on assets used in operations. It is measured as a percentage and is computed by dividing results from operations over total assets. It also is an indicator of an academy's long-term financial sustainability.

EQUITY

FOURTH QUARTER

Fund Balance at 6/30/16	Fund Balance +/-
\$182,933	\$141,272

YEAR-TO-DATE

Fund Balance at 6/30/16	Fund Balance as % of Revenues	Fund Balance +/-
\$182,933	6.59%	-\$120,611

*Note: Some figures are the same for the Quarter and Year-to-Date

► **9. Fund Balance:** Accumulation of revenues minus expenditures. Any surplus revenues in excess of expenditures at the end of a fiscal year fall to a fund balance.

► **10. Fund Balance as a Percent of Revenues:** Fund balance divided by revenue. The State requires schools to have a general fund balance above or equal to 5% of revenue. Schools who do not meet that requirement in one or both of the previous two fiscal years are required to submit budgetary assumptions to CEPI.

STAFFING REPORT: HAMILTON ACADEMY

The DPSCD Office of Charter Schools, through Quality Performance Resource Group, reviews charter school personnel documents in the fall winter and spring. The documents reviewed for all applicable staff are: Teaching Certificates, Criminal Background Checks, Unprofessional Conduct Checks and Highly Qualified credentials.

This report documents the cumulative results from the 2015-16 school year.

The following feedback report is intended to be used to identify opportunities to improve the documentation required for school employees. Every effort has been made to maintain consistency with federal, State of Michigan and Michigan Department of Education rules, statutes, regulations and guidelines.

	FALL	WINTER	SPRING
ACADEMY STATUS	1	4	2
DATE OF REVIEW	October 28, 2015	January 20, 2016	May 6, 2016
ISSUES IDENTIFIED	No issues identified	Teacher CBC and UPC requested; Non-Teaching CBC requested. 5 Substitute CBCs and 6 UPCs missing; replies pending	Social Worker License renewal in progress; Para highly qualified credential missing or incomplete and UPC in process

► ACADEMY STATUS

The Academy Status matrix below gives an overall picture of the status of all academies. The explanations of the Academy Status levels are meant as general guidelines and the classification of a particular academy is somewhat subjective. Typically at the fall audit, academies should be in Level 1 and 2 and only have pending documents not on file. Academies in Level 3 have some significant follow up to be conducted for the winter audit. Academies in Level 4 have unacceptable deficiencies.

► **Level 1** - All required documentation for all staff current and on file or in timely process.

► **Level 2** - All certificates/permits for teaching staff current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks for all staff may be incomplete. Some instructional paraprofessionals may not have Highly Qualified credentials on file.

► **Level 3** - Some certificates/permits for teaching staff incomplete (1-2); some non-compliance. Some Criminal Background Checks and Unprofessional Conduct Checks are missing. Some instructional paraprofessionals may not have Highly Qualified credentials on file.

► **Level 4** - Large numbers of certificates/permits for teaching staff. Incomplete (3 or more); significant non-compliance. Significant numbers of Criminal Background Checks and Unprofessional Conduct Checks for all staff. Many instructional paraprofessionals may not Highly Qualified credentials on file.

Questions should be directed to Ken Tesauro at ktesauro@qprgroup.com or Jacqueline Sims in the DPSCD Office of Charter Schools, (313) 873-7927.

COMPLIANCE REPORT

HAMILTON ACADEMY

EPICENTER COMPLIANCE STAR RATING SYSTEM | JULY '15 - JUNE '16

STARS	ENTITY	ENTITY TYPE	PAST DUE	% ON TIME	% ACCURACY
★ ★ ★	Hamilton Academy	Board		96% (45 of 47)	96% (47 of 49)
★	Hamilton Academy	School District		91% (60 of 66)	86% (66 of 77)

Stars are determined from the On Time and Submission Accuracy.

They must meet the following performance levels.

This report reflects % On Time and % Accurate from July 1, 2015 - June 30, 2016.

STAR RATING	ON TIME SUBMISSION	SUBMISSION ACCURACY
★ ★ ★	95% or better	95% or better
★ ★	90% or better	90% or better
★	85% or better	85% or better

Detroit Public Schools Community District Office of Charter Schools

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