

Charter Schools

2005-2006 Annual Report





Charter Schools Annual Report 2005-2006

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Introduction and Background

Charter Schools in Michigan and Nationwide

The Michigan Legislature passed its first charter school law, Public Act 362, Part 6A, in 1993, and the law was signed into effect in December of that year. This law allows four educational entities in Michigan to authorize and license charters for public school academies: public state universities, community colleges, intermediate school districts and local school districts. Public state universities have authorized most of the charters during the past 12 years; however, the state legislature placed a limitation on university-authorized charter schools of 150 charters, and the “cap” still exists. The only higher education institution that issued new charters in 2005-06 was Bay Mills Community College.

In 2003, the legislature passed a unique charter school law to create “urban high school academies,” Public Act 179 of 2003 (MCL 380.521-529, Part 6C). Michigan public universities may authorize these schools in Detroit only with large entities such as foundations. At the present time, no university has issued an urban high school charter.

Since new charters from the state of Michigan have been unavailable to Eastern Michigan University, the Charter Schools Office has embarked on an expansion program for our existing schools resulting, over the past seven years, in major renovations and enrollment increases.

Year	Outcome
2000-01	Commonwealth Community Development Academy adds four relocatable classrooms. Grand Blanc Academy builds new (four) classrooms.
2002-02	Great Lakes Academy buys its Pontiac (Mich.) school building and renovates new space.
2002-03	Commonwealth Community Development Academy adds three additional relocatable classrooms.
2003-04	Gaudior Academy purchases its Inkster (Mich.) school building. Academy for Business and Technology opens K-5 elementary school in Dearborn, Mich.
2004-05	Gaudior Academy adds preprimary wing. Ann Arbor Learning Community plans move to new building. Academy for Business and Technology Secondary plans move to larger facility.
2005	Ann Arbor Learning Community opens 300-student renovated building in Research Park. Academy for Business and Technology Secondary opens 400-student renovated building in Melvindale, Mich.
2006	Edison Oakland Academy plans renovation to existing building.

The charter school movement has experienced continuous growth in Michigan as indicated on the chart below. According to the Michigan Association of Public School Academies (MAPSA), there are 230 licensed charter schools serving more than 100,000 students (as of September 2006).

Year	No. of Schools	No. of Students	Percent Gain
1994-95	12	1,200	
1995-96	43	5,250	338%
1996-97	79	12,500	138%
1997-98	108	20,500	64%
1998-99	138	32,500	59%
1999-00	173	47,500	46%
2000-01	185	57,500	21%
2001-02	189	65,000	13%
2002-03	190	69,000	6%
2003-04	199	74,500	8%
2004-05	216	81,500	10%
2005-06	230	100,000	20%

The number of charter schools nationwide increased by 644 during this school year, according to the Center for Education Reform, a Washington, D.C.-based group that advocates school choice. The center lists 3,977 charter schools operating in 40 states and the District of Columbia in 2005-06. According to the center's estimate, the schools served more than 1.15 million students. States with the most students attending charter schools are California, Arizona, Florida, Ohio, Texas and Michigan.

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 Jan. 1, 1996, Dr. Joseph F. Pollack, former school superintendent in Michigan and Illinois, was appointed director of the new office.

In its first year of operation, a Charter School Review Committee was created. It included Dr. Jerry Robbins, dean of the College of Education; Dr. Susan Kattelus, head of the Department of Accounting and Finance in the College of Business; Dr. Thomas Fleming, representing the Provost's Office; John Beaghan, university controller; and Dr. Pollack, director. The current committee members include Dr. Vernon Polite, dean; Daniel Cooper, controller; Dr. Malverne Winborne, associate director; Dr. Kattelus and Dr. Pollack. This committee's role is to make recommendations to the Eastern Michigan University Board of Regents on new charter applicants and requests for charter renewals as well as meeting periodically to review the status of our academies.

By June 1996, two charter schools for Eastern Michigan University had been approved by the Board of Regents: Gaudior Academy in Inkster, Mich. (grades K-8) and Commonwealth Community Development Academy of



Detroit (grades K-8). During the following three years, six additional charter schools were authorized. In 1997, the Academy for Business and International Studies (now the Academy for Business and Technology) in Dearborn Heights, Mich., consisting of grades 6-12, and the Great Lakes Academy in Pontiac, Mich., a K-6 elementary school, were established. In 1998, the Ann Arbor Learning Community, a K-8 academy in Ann Arbor, and Hope Academy, a K-6 charter school in Detroit, were authorized and implemented. In 1999, two additional schools were approved and received charters: the Edison Oakland Academy, a K-6 school in Ferndale, Mich., and Grand Blanc Academy, a K-8 school in Grand Blanc, Mich. At the opening of the 2005-06 school year, the eight charter schools enrolled approximately 3,500 students.

Five of the charter schools are run independently by their school boards and operate all aspects of their schools, including educational programs and financing. These five are the Ann Arbor Learning Community, Commonwealth Academy, Gaudior Academy, Great Lakes

Academy and Hope Academy. The other three schools are run by private, educational management companies. The Academy for Business and Technology is managed by the Leona Group of East Lansing, Mich. Edison Oakland Academy is operated by Edison Schools of New York, N.Y. Grand Blanc Academy operates under a contract with the Mosaica Corporation of New York, N.Y.

In the 2005-06 parent survey, 84 percent of parents expressed satisfaction with their students' progress; 82 percent with their students' teachers; and 81 percent with their schools' administrators.

The present Charter Schools Office staff members include Dr. Pollack, director; Dr. Winborne, associate director; Michael Collett, finance officer; Larry Barkoff, attorney; and Patricia Walker, administrative secretary.

Charter Schools Assessment Programs

The Michigan Educational Assessment Program (MEAP) tests were first administered in 1970. The goal of the tests is to measure what Michigan students know and are able to achieve. Michigan's MEAP tests are criterion-referenced, which means that results are reported as performance against prescribed state standards. These standards are set by Michigan educators and approved by the State Board of Education. Students are tested in four content areas: ELA (English language arts), mathematics, science and social studies. The ELA content area includes reading, writing and listening. In 2005-06, students were tested in grades 3-8 and 11*.

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

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

The MEAP is being utilized in the adequate yearly progress (AYP) assessment portion of the federal No Child Left Behind (NCLB) program. The MEAP is also utilized in the Michigan Education YES! program's individual school assessments.

Iowa Test of Basic Skills (ITBS)

The Iowa Test of Basic Skills (ITBS) is a national norm-referenced test. Each student's performance is based upon peer scores of like students in the United States. The test was developed by the University of Iowa in 1935 and is used extensively in schools in many parts of the nation. The contents and skills measured in grades K-10 include vocabulary, word analysis, reading comprehension, listening, language, mathematics, social studies, and science. All are assessed on age-appropriate levels.

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

In most of Eastern Michigan University's charter schools, nearly one-third of the students taking the above tests are new, having been enrolled for only a few months before the tests were administered. In addition, the enrollment at charter schools is comprised of a large number of students who have transferred from schools that have been identified as high-priority schools, due to their chronic low academic performance.

* Up to 2006, students took the high school MEAP at some point during their high school career, most students in the 11th grade, some in the 10th grade. In 2007, the ACT will be administered in Michigan high schools.



Commonwealth Community Development Academy

Commonwealth Community Development Academy opened its doors as a middle school in 1996. Its initial enrollment consisted of 268 students. In 1998, the academy opened an elementary school building which housed grades K-4 on the east side of Detroit. In both the elementary and middle school, the academy stressed basic math and science for students, 80 percent of whom come from low-income families. In the 2005-2006 school year, the academy consolidated to a K-6 structure in one building.

As part of its school improvement plan, the academy has continued to schedule extensive staff development for its teaching staff to provide teachers with the opportunity to remain current with the latest teaching methods and practices. Qualified consultants have been used to train teachers using various techniques and technology to imple-

ment the curriculum.

Commonwealth Academy continues to improve its curriculum. It adopted the Success For All reading reform model which was implemented in the 2002-03 school year. Success For All mandates that students participate in a daily 90-minute structured reading program and higher level tests are given every eight weeks.



Mission Statement

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

Performance Indicators

- **Made AYP (adequate yearly progress)**
- **Received a "C" on the Michigan Report Card**
- **82 percent of the parents surveyed were satisfied with their students' academic performance at Commonwealth Community Development Academy**
- **78 percent of the parents surveyed were satisfied with their students' teachers at Commonwealth Community Development Academy**
- **63 percent of the parents surveyed were satisfied with the school administrator at Commonwealth Community Development Academy**

Vital Statistics

- **Years as a charter school: 10**
- **Total enrollment: 268**
- **Number of teachers: 18**
- **Grades: K-6**
- **Student-teacher ratio: 18:1**
- **Percent of low-income population served: 81**



Mission Statement

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

Performance Indicators

- Made AYP (adequate yearly progress)
- Received a "B" on the Michigan Report Card for the elementary school and a "B" for the middle school
- 88 percent of the parents surveyed were satisfied with their students' academic performance at Gaudior Academy
- 91 percent of the parents surveyed were satisfied with their students' teachers at Gaudior Academy
- 97 percent of the parents surveyed were satisfied with the school administrator at Gaudior Academy

Vital Statistics

- Years as a charter school: 10
- Total enrollment: 238
- Number of teachers: 17
- Grades: K-8
- Student-teacher ratio: 14:1
- Percent of low-income population served: 42

Gaudior Academy

Gaudior Academy is a K-8 public school academy located in Inkster, Mich. The 2005-2006 school year marked the beginning of the 10th year of its charter with Eastern Michigan University with an enrollment of 238 children.

Approximately 42 percent of the students are from low-income backgrounds, with 50 percent from Detroit and Inkster, Mich., and the remainder from

12 other school districts.

The 2005-2006 school year marked the second year of ownership of the building Gaudior Academy had been leasing. This also marked the completion of the first year of operation of the Gaudior Early Childhood Center (GECC). The GECC is a child care center and preschool for children ranging in ages from six months to four years old.



Great Lakes Academy

Great Lakes Academy began operation in the fall of 1997 as a K-3 grade school. For the first three years, the school added a grade level leading to an enrollment of 259 students in grades K-6 during the 2005-2006 school year. Eighty-two percent of the student body come from low-income backgrounds.

Great Lakes Academy is dedicated to educating children by offering small class sizes, innovative teachers, a safe and nurturing environment, an integrat-

ed curriculum, extracurricular activities and character/ethics building. The academy recognizes that the training of a child at home in conjunction with the school is crucial to success. At Great Lakes Academy, the parents and faculty join together to promote solid instruction with character-building principles. Great Lakes Academy is a recipient of the state's Golden Apple Award for outstanding academic growth.

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

Performance Indicators

- Made AYP (adequate yearly progress)
- Received a "C" on the Michigan Report Card
- 64 percent of the parents surveyed were satisfied with their students' academic performance at Great Lakes Academy
- 64 percent of the parents surveyed were satisfied with their students' teachers at Great Lakes Academy
- The number one stated reason parents send their children to this school is its academic program

Vital Statistics

- Years as a charter school: nine
- Total enrollment: 259
- Number of teachers: 20
- Grades: K-6
- Student-teacher ratio: 16:1
- Percent of low-income population served: 82



Mission Statement

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

Performance Indicators

- Made AYP (adequate yearly progress)
- Received a "C" on the Michigan Report Card
- 90 percent of the parents surveyed were satisfied with their students' academic performance at ABT Elementary
- 85 percent of the parents surveyed were satisfied with their students' teachers at ABT Elementary
- 79 percent of the parents surveyed satisfied with the school administrator at ABT Elementary

Vital Statistics

- Years as a charter school: three
- Total enrollment: 316
- Number of teachers: 16
- Grades: K-5
- Student-teacher ratio: 19:1
- Percent of low-income population served: 85.5

Academy for Business and Technology Elementary School

The Academy for Business and Technology (ABT) Elementary School in Dearborn, Mich., opened in 2003 and currently operates a grade K-5 elementary campus. The school offers basic studies, classes in business and Arabic. The academy's curriculum is aligned with state standards. In 2005-2006, 316 students were enrolled.

This school, which just completed its third year of operation, continues to meet Michigan and federal guidelines for satisfactory progress in student academic performance. ABT Elementary School is achieving these goals while educating a significant percentage of students from households where English is a second language.



Academy for Business and Technology Secondary School

The Academy for Business and Technology (ABT) in Dearborn Heights, Mich., was authorized by the Board of Regents in 1997 to operate as a secondary school (grades 6-12). In 2005, the academy moved to a campus in Melvindale, Mich. The secondary school teaches business and technology courses and is aligned with state curriculum standards.

In 2005-2006, the academy served 390 students, with 33 graduating in June. Sixteen of these 2006 graduates have gone on to pursue advanced studies in either community colleges or universities, while another three have committed to serving this nation in the armed forces. The remaining graduates have joined Michigan's workforce. ABT Secondary School is the only charter school in Michigan to offer a JROTC (Air Force) program.



Mission Statement

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

Performance Indicators

- Received a "D" on the Michigan Report Card
- 53 percent of the parents surveyed were satisfied with students' academic performance at ABT Secondary
- 61 percent of the parents surveyed were satisfied with their students' teachers at ABT Secondary
- 61 percent of the parents surveyed were satisfied with the school administrator at ABT Secondary

Vital Statistics

- Years as a charter school: nine
- Total enrollment: 390
- Number of teachers: 26
- Grades: 6-12
- Student-teacher ratio: 15:1
- Percent of low-income population served: 55

Mission Statement

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

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

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

Performance Indicators

- Made AYP (adequate yearly progress)
- Received a "B" on the Michigan Report Card
- 97 percent of the parents surveyed were satisfied with their students' academic performance at AALC
- 90 percent of the parents surveyed were satisfied with their students' teachers at AALC
- 86 percent of the parents surveyed were satisfied with the school administrator at AALC

Vital Statistics

- Years as a charter school: eight
- Total enrollment: 141
- Number of teachers: nine
- Grades: K-8
- Student-teacher ratio: 15:1
- Percent of low-income population served: 15

Ann Arbor Learning Community

The Ann Arbor Learning Community (AALC) began as a K-6 elementary school in 1998 and is presently a K-8 school that enrolled 141 students in 2005-2006 with an average class size of 15.

Approximately 30 percent of the student body lives in the Ann Arbor area and 30 percent in the Ypsilanti area. The rest of the students come from other communities in southeast Michigan. They represent a wide range of social and economic backgrounds.

The Ann Arbor Learning Community

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

During the 2005-2006 school year, AALC moved into a newly-renovated building in Ann Arbor's Research Park. This new location has attracted a number of new students and teachers to the AALC family.



Hope Academy



Hope Academy began its operation in 1998 as a K-3 elementary school with an enrollment of 288 students. It has since grown to a K-6 elementary school with an enrollment of 457 students in 2005-06, mainly from low-income families (86 percent) in Detroit. The four core subject areas of language arts, math, science and social studies are broken down into grade-level expectations or exit skills. These exit skills provide much-needed clarification for teachers in their develop-

ment and implementation of daily lesson plans. Exit skills are coded for easy notation within lesson plans and allow for a smooth verification of acceptable implementation. When implemented in its entirety, the scope and sequence should alleviate unnecessary repetition of subject matter as well as reduce the number of gaps within the whole of the students' education.

The "specials" or noncore subjects included within this framework are art, drama, health, life skills, music, physical education and technology for lower and upper elementary. These classes represent a three-year course of study as students typically attend them less frequently.

Mission Statement

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

Performance Indicators

- Made AYP (adequate yearly progress)
- Received a "C" on the Michigan Report Card
- 78 percent of the parents surveyed were satisfied with their students' academic performance at Hope Academy
- 74 percent of the parents surveyed were satisfied with their students' teachers at Hope Academy
- 78 percent of the parents surveyed were satisfied with the school administrator at Hope Academy

Vital Statistics

- Years as a charter school: eight
- Total enrollment: 457
- Number of teachers: 27
- Grades: K-6
- Student-teacher ratio: 19:1
- Percent of low-income population served: 86



Mission Statement

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

Performance Indicators

- Made AYP (adequate yearly progress)
- Received a "B" on the Michigan Report Card
- 95 percent of the parents surveyed were satisfied with their students' academic performance at Edison Oakland Academy
- 85 percent of the parents surveyed were satisfied with their students' teachers at Edison Oakland Academy
- 84 percent of the parents surveyed were satisfied with the school administrator at Edison Oakland Academy

Vital Statistics

- Years as a charter school: seven
- Total enrollment: 835
- Number of teachers: 44
- Grades: K-6
- Student-teacher ratio: 22:1
- Percent of low-income population served: 57

Edison Oakland Academy

Edison Oakland Public School Academy of Ferndale, Mich., opened its doors in the fall of 1999 and is managed by Edison Schools, Inc. In 2005-2006, the charter school served 853 students in grades K-6 and was organized into two academies: the primary academy (K-2) and the elementary academy (3-6). Of the 835 students, nearly 80 percent live in the city of Detroit.

The academy offers a variety of choices in its curriculum. In the reading area, teachers use **Success For All** in the primary grades. This curriculum requires students to master phonetic skills prior to making a transition to a literature-based program. In grades five and six, teachers use a five-day literacy plan



based on **Success For All** and **Project Read**. In the math program, teachers use the University of Chicago School Mathematics Program: everyday mathematics, transition math and algebra. In addition, extensive programs are offered in writing, science, history, social science and foreign language.



Grand Blanc Academy



Chicago Math Program and the Core Language Arts Program.

Students in grades K-5 are offered reading, language arts, mathematics, science, Spanish, music, physical education and Paragon. Students in grades 6-8 are offered language arts, mathe-

Grand Blanc Academy opened in 1999 and is managed by the Mosaica Corporation of New York, N.Y. The initial school enrollment was 341 students, and has reached an enrollment of 446 K-8 graders during the 2005-2006 school year.

The academy stresses basic skills, technology, creative studies and the Paragon Program. The Paragon Program is based on Great Books and comprises approximately half of the school day. The academy also uses the University of

mathematics, science, Spanish, world and U.S. history, physical education and health. Students also had the opportunity to elect coursework in journalism, speech and debate, photography, videography, life skills, visual art, choir, band, computers and drama.

Grand Blanc Academy has cultivated a strong relationship with its parent community as evidenced by its parent participation rate of more than 90 percent for conferences and related activities.

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

Performance Indicators

- Made AYP (adequate yearly progress)
- Received a "B" on the Michigan Report Card
- 92 percent of the parents surveyed were satisfied with their students' academic performance at Grand Blanc Academy
- 94 percent of the parents surveyed were satisfied with their students' teachers at Grand Blanc Academy
- 96 percent of the parents surveyed were satisfied with the school administrator at Grand Blanc Academy

Vital Statistics

- Years as a charter school: seven
- Total enrollment: 446
- Number of teachers: 25
- Grades: K-8
- Student-teacher ratio: 22:1
- Percent of low-income population served: 36



Charter Schools Administration Financial Report

for Fiscal Years 2004-2005 and 2005-2006

	2006	2005
Appropriations Received (Michigan State School Aid)	\$ 24,214,571	25,222,454
Appropriations Disbursed	23,505,286	24,517,363
Eastern Michigan University Administrative Fee	709,285 ¹	705,091
Operating Expenses	686,165 ²	757,130 ³
Surplus/(Deficit)	\$ 24,120	(52,039) ⁴

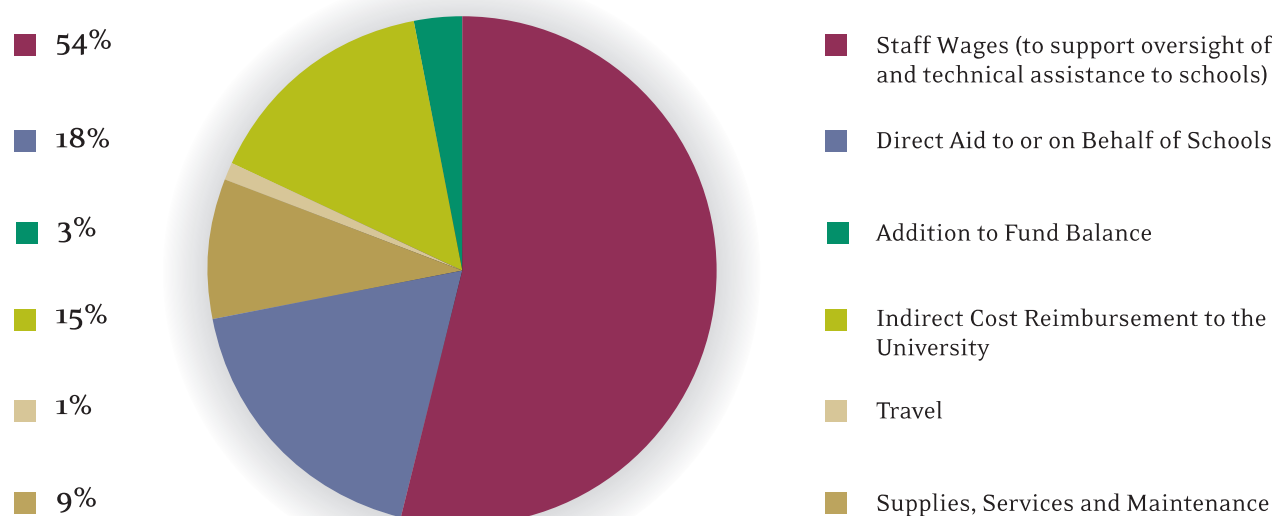
¹ The University's 2006 administrative fee increase was the result of a \$175 per pupil increase in the state's foundation allowance, combined with a total enrollment decrease of 45 students, resulting in an FTE decrease of 77.19 in the blended state aid membership, upon which state foundation funding is based.

² In the 2005-2006 school year, 3,347 students were enrolled in eight charter schools, with a blended FTE state aid membership of 3,331.29. The operating budget included a director, assistant director, administrative assistant, accountant and part-time attorney. Other expenses included printing, equipment, professional dues, workshops and related office and field expenditures. Expenditures included \$126,182 in direct assistance to schools for staff professional development, achievement testing, policy development and cultural student enrichment programs, and more than \$107,000 of indirect cost recovery to Eastern Michigan University for its support to the program.

³ In the 2004-2005 school year, 3,391 students were enrolled in eight charter schools, with a blended FTE state aid membership of 3,408.48. The operating budget included a director, assistant director, administrative assistant, accountant and part-time attorney. Other expenses included printing, equipment, professional dues, workshops and related office and field expenditures. Expenditures included \$205,000 in direct assistance to schools for staff professional development, achievement testing, policy development and cultural student enrichment programs, and more than \$106,000 of indirect cost recovery to Eastern Michigan University for its support to the program.

⁴ The 2004-2005 deficit, primarily due to implementation of a new testing program, was covered by the existing fund balance.

Uses of Charter School Funding for the Year Ended June 30, 2006



Schedule of Expenditures and Grants Made to or on Behalf of Charter Schools

Fiscal Year 2005-2006

School	Amount Prof. Dev. Grants*	Amount Expenditures	Total Amount
ABT Total	4,000.00	12,684.39	16,684.39
AALC Total	10,000.00	6,770.73	16,770.73
CCDA Total	10,000.00	4,522.61	14,522.61
EDOAK Total	—	12,423.72	12,423.72
GAUD Total	10,000.00	2,897.19	12,897.19
GBA Total	10,000.00	10,077.12	20,077.12
GLA Total	10,000.00	4,741.29	14,741.29
HOPE Total	10,000.00	8,065.12	18,065.12
Grand Total	64,000.00	62,182.17	126,182.17

Reason for Expenditure	Total Amount
Professional Development Grants	64,000.00
Academic Testing	49,442.39
Board Policies, Training and Enrichment	379.47
GIS Training/Implementation	10,140.00
EMU Administrator Leadership Workshops	2,220.31
Grand Total	126,182.17

*Each academy's professional development grant was determined to bring its current balance at July 1, 2005 to \$10,000, including carry over of unexpended funding from prior years.

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