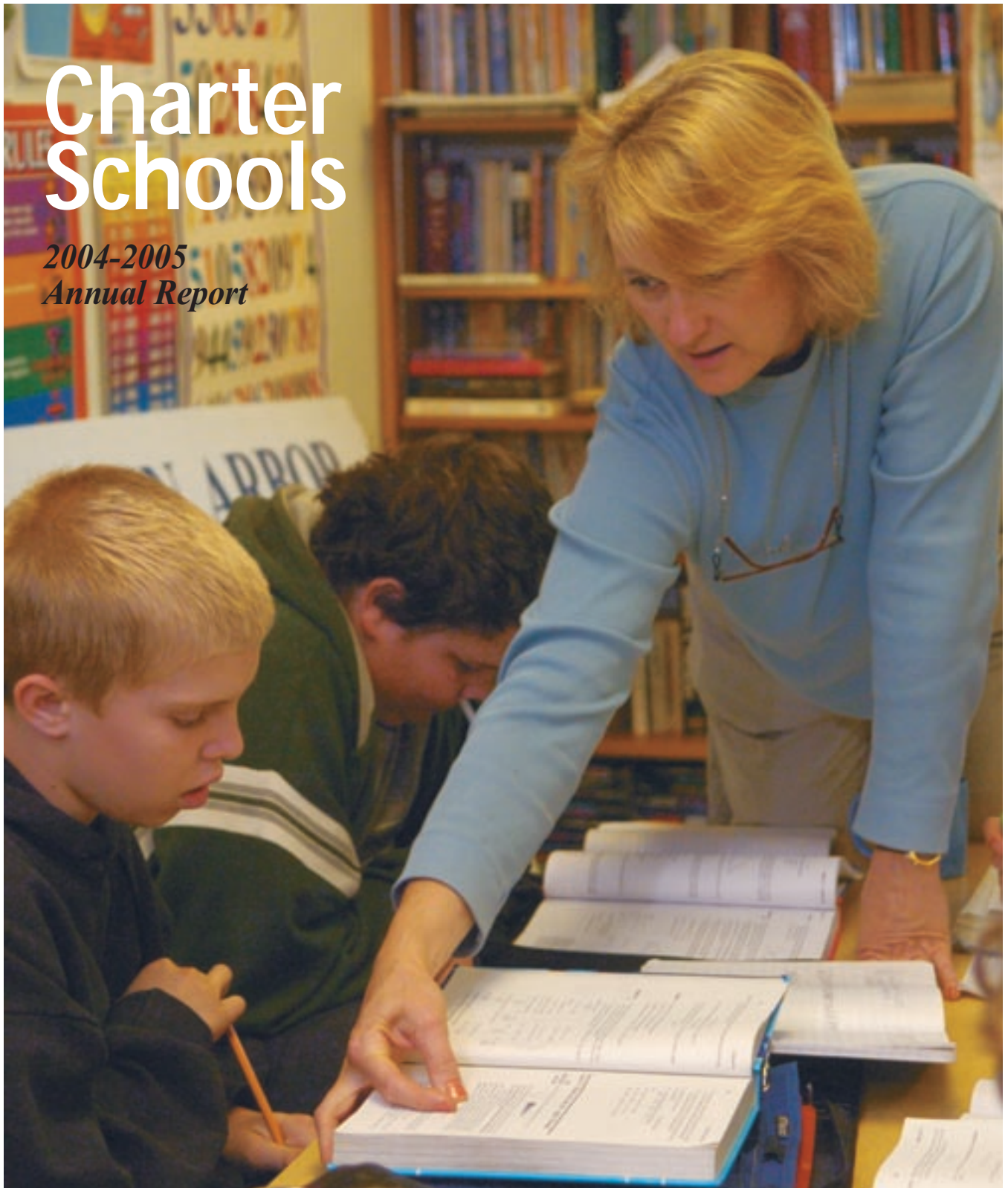


EASTERN MICHIGAN UNIVERSITY™

# Charter Schools

*2004-2005  
Annual Report*





# CHARTER SCHOOLS 2004-2005 ANNUAL REPORT

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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 6, 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 10 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 2004-05 was Bay Mills Community College.

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 six years, in major renovations and enrollment increases.

Year	Outcome
2000-01	Commonwealth Community Development Academy adds four relocatable classrooms. Grand Blanc Academy builds new (4) classrooms.
2001-02	Great Lakes Academy buys its Pontiac school building and renovates new space.
2002-03	Commonwealth Community Development Academy adds three additional relocatable classrooms.
2003-04	Gaudior Academy purchases its Inkster school building. Academy for Business and Technology opens K-5 elementary school in Dearborn.
2004-05	Gaudior Academy adds pre-primary 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. Edison Oakland Academy plans \$250,000 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 216 licensed charter schools serving more than 81,000 students.

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%

The number of charter schools nationwide increased by 446 during this school year, according to the Center for Education Reform, a Washington-based group that advocates school choice. The center lists 3,343 charter schools operating in 37 states and the District of Columbia in 2004-05. According to the center's estimate, the schools served more than 948,000 students. States with the most students attending charter schools are California, Arizona, Florida, Ohio, Texas and Michigan.

## Charter Schools Office at Eastern Michigan University

**T**he Charter Schools Office at Eastern Michigan University was created by the Division of University Relations in the fall of 1995 under the direction of Juanita Reid, vice president for University Relations. On January 1, 1996, Dr. Joseph 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. Joseph Pollack, director; 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; and John Beaghan, university controller. 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 (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, consisting of grades 6-12, and the Great Lakes Academy in Pontiac, 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, and Grand Blanc Academy, a K-8 school in Grand Blanc. At the opening of the 2004-05 school year, the eight charter schools enrolled approximately 3,400 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, Michigan. Edison Oakland Academy is operated by Edison Schools of New York City. Grand Blanc Academy operates under a contract with the Mosaica Corporation of New York City.

In the 2004-05 parent survey, 83 percent of parents expressed satisfaction with their students' progress; 84 percent with their students' teachers; and 84 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 2004-05, students were tested in grades 4, 5, 7, 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;
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.

## Terra Nova

The Terra Nova test is a national norm-referenced test. Each student's performance is compared to other students' performances across the United States. The test was developed by CTB McGraw-Hill of California and uses both selected- and constructed-response



items which measure important basic and applied skills. Students are tested in five content areas: mathematics, reading, language arts, science and social studies.

Students in each academy authorized by EMU completed this exam twice during the academic year, once in the fall (pre-test) and again in the spring (post-test). This allows evaluators to compare data between pre- and post-testing and provides reliable information concerning student academic growth during a specific period of time.

Results are reported in several variations, but typically the Grade Mean Equivalent (GME) reports the most significant data for evaluation purposes. This score reflects the student's performance in terms of grade level over an academic year (10 months). For instance, a GME score of 2.3 translates into a student performing at the third month of second grade. Eight months later, on the post-test, this same student would be expected to score eight months higher, receiving a score of 3.1 or first month of third grade. By comparing the pre- and post-test GME scores, evaluators can determine whether there has been satisfactory academic progress.

In many of EMU's charter schools, nearly one-third of the students taking the above tests were 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.

*\*High School students must complete the High School Proficiency Test (HSPT) at some point during their high school career. Most students take the test in the 11th grade, but some opt to try it in the 10th grade.*

# COMMONWEALTH COMMUNITY DEVELOPMENT ACADEMY

Commonwealth Community Development Academy opened its doors as a middle school in 1996. Its initial enrollment consisted of 187 students. In 1998, the academy opened an elementary school building which housed grades K-4 on the east side of Detroit. In both the elementary and middle schools, the academy stressed basic math and science for students, 75 percent of whom come from low-income families. In the 2004-2005 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 recruited to train teachers in using various techniques and technology to implement the skills of 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 is encouraged through effective instruction and cooperation between faculty, parents and students.

## Vital Statistics

- Years as a charter school: 9
- Total Enrollment: 277
- Number teachers: 18
- Grades: K-6
- Student teacher ratio: 14:1
- Percent of low income population served: 80

## Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Received a **B** on the Michigan Report Card
- Students made six months academic growth after seven months of instruction, as measured by the Terra Nova test
- 86 percent of the parents were satisfied with their students' academic performance at Commonwealth Community Development Academy
- 77 percent of the parents were satisfied with their students' teachers at Commonwealth Community Development Academy
- 73 percent of the parents were satisfied with the school administrator at Commonwealth Community Development Academy

# GAUDIOR ACADEMY

**G**audior Academy is a K-8 public school academy located in Inkster. The 2004-05 school year marked the ninth year of its charter with Eastern Michigan University with an enrollment of 238 children. A little over 27 percent of the students are from low-income backgrounds, with 50 percent from Detroit and Inkster, and the remainder from 12 other school districts.

On March 31, 2004, Gaudior Academy finalized the purchase of the building the school had been renting for six years. After two years of research and meetings with representatives from different financial institutions, the school entered into a bond agreement and purchased the building for \$3.1 million. One of the major changes was the initiation of the Gaudior Early Learning Center (GELC). The GELC held preschool classes for ten four-year-olds during the spring. Plans for the 2004-05 school year included a GELC wing that housed the preschool program and child care facilities for children aged six months to four years old.



## 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.

## Vital Statistics

- Years as a charter school: 9
- Total enrollment: 227
- Number teachers: 16
- Grades: K-8
- Student teacher ratio: 15:1
- Percent of low income population served: 27

## Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Received a **C** on the Michigan Report Card for the elementary school and a **B** for the middle school
- Students made 12 months academic growth after seven months of instruction, as measured by the Terra Nova test
- 84 percent of the parents were satisfied with their students' academic performance at Gaudior Academy
- 80 percent of the parents were satisfied with their students' teachers at Gaudior Academy
- 88 percent of the parents were satisfied with the school administrator at Gaudior Academy



# 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 273 students in grades K-6 during the 2004-2005 school year. Over half 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 integrated 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. During the 2002-03 school year, Great Lakes Academy received the state Golden Apple Award for outstanding academic growth.



## Mission Statement

To provide an environment which promotes and provides practical knowledge to become productive and responsive citizens in the 21st Century. GLA prepares 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 **B** on the Michigan Report Card
- Students made nine months academic growth after seven months of instruction, as measured by the Terra Nova test
- 91 percent of the parents were satisfied with their students' academic performance at Great Lakes Academy
- 91 percent of the parents were satisfied with their students' teachers at Great Lakes Academy
- 76 percent of the parents were satisfied with the school administrator at Great Lakes Academy

## Vital Statistics

- Years as a charter school: 8
- Total enrollment: 273
- Number teachers: 20
- Grades: K-6
- Student teacher ratio: 14:1
- Percent of low income population served: 72

# ACADEMY FOR BUSINESS AND TECHNOLOGY – ELEMENTARY SCHOOL

The Academy for Business and Technology (ABT) Elementary School in Dearborn opened in 2003. This building operates as a grade K-5 elementary campus. This elementary school offers basic studies, classes in business and Arabic. The academy also is aligned with state standards. In 2004-2005, this school served 281 students.

Approximately 84 percent of the students qualify for federally-assisted programs based upon family income. During the 2004-2005 school year, 27 students had active IEPs (individual education plans) and qualified for special education services.



## Mission Statement

In cooperation with parents and community, will provide all students with a safe environment for learning and the preparation 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.

## Vital Statistics

- Years as a charter school: 2
- Total enrollment: 281
- Number teachers: 13
- Grades: K-5
- Student teacher ratio: 22:1
- Percent of low income population served: 84

## Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Received a **No Grade** as a new school on the Michigan Report Card
- Students made eight months academic growth after seven months of instruction, as measured by the Terra Nova test
- 67 percent of the parents were satisfied with their students' academic performance at ABT Elementary
- 81 percent of the parents were satisfied with their students' teachers at ABT Elementary
- 60 percent of the parents were satisfied with the school administrator at ABT Elementary

# ACADEMY FOR BUSINESS AND TECHNOLOGY – SECONDARY SCHOOL

The Academy for Business and Technology (ABT) in Dearborn Heights was authorized by the Board of Regents in 1997 to operate as a grade 6-12 secondary school. In 2005, the academy moved to a secondary campus (6-12) in Melvindale. The school features business and technology courses, and follows the state curriculum framework. The academy also is aligned with state standards. In 2004-2005, this academy served 337 students. Twenty-three of the 36 2005 graduates have gone on to pursue advanced studies in either community colleges or universities.

Approximately 88 percent of the students qualify for federally-assisted programs based upon family income. During the 2004-2005 school year, 45 students had active IEPs (individual education plans) and qualified for special education services.



## Mission Statement

In cooperation with parents and community, will provide all students with a safe environment for learning and the preparation 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.

## Vital Statistics

- Years as a charter school: 8
- Total enrollment: 337
- Number teachers: 22
- Grades: 6-12
- Student teacher ratio: 16:1
- Percent of low income population served: 88

## Performance Indicators

- Did Not Make AYP (Adequate Yearly Progress)
- Received a C on the Michigan Report Card
- Students underperformed on the Terra Nova test
- 67 percent of the parents were satisfied with their students' academic performance at ABT Secondary
- 81 percent of the parents were satisfied with their students teachers at ABT Secondary
- 60 percent of the parents were satisfied with the school administrator at ABT Secondary

# 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 enrolling 114 students in 2004-2005 with an average class size of 17. Approximately 30 percent of the student body lives in the Ann Arbor area and 30 percent in the Ypsilanti area. Other students come to the academy from several different communities in south-east 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. This model emphasizes development of essential life skills including positive self-concept, problem-solving, decision-making skills and conflict-management skills. The school focuses on outdoor education, environmental science and performing arts.



## 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, multiaged classrooms that honor the learning and creative strengths of each student.

## Vital Statistics

- Years as a charter school: 7
- Total enrollment: 115
- Number teachers: 9
- Grades: K-8
- Student teacher ratio: 13:1
- Percent of low income population served: 13

## 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
- Students made 17 months academic growth after seven months of instruction, as measured by the Terra Nova test
- 88 percent of the parents were satisfied with their students' academic performance at AALC
- 88 percent of the parents were satisfied with their students' teachers at AALC
- 80 percent of the parents were satisfied with the school administrator AALC

# 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 471 students in 2004-05, mainly from low-income families (55 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 development 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 student's education.

The "specials" or non-core subjects included within this framework are: band, dance, drama, foreign language, health, life skills, physical education, technology, visual art and vocal music for the middle school; and art, drama, health, life skills, music, physical education and technology for lower and upper elementary. These subject offerings represent a three-year course of study as students typically attend these classes less frequently in the lower grades.



## Mission Statement

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

## Vital Statistics

- Years as a charter school: 7
- Total enrollment: 471
- Number teachers: 27
- Grades: K-6
- Student teacher ratio: 15:1
- Percent of low income population served: 81

## Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Received a **C** on the Michigan Report Card
- Students made seven months academic growth after seven months of instruction, as measured by the Terra Nova test
- 80 percent of the parents were satisfied with their students' academic performance at Hope Academy
- 95 percent of the parents were satisfied with their students' teachers at Hope Academy
- 78 percent of the parents were satisfied with the school administrator at Hope Academy

# EDISON OAKLAND ACADEMY

Edison Oakland Public School Academy of Ferndale opened its doors in the fall of 1999 and is managed by Edison Schools, Inc. In 2004-2005, 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 853 students, 82 percent live in Detroit and 18 percent live in the surrounding school districts of Southfield, Oak Park, Ferndale and Royal Oak. Approximately 50 percent of the students are from low-income households and seven percent are special education students.

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 that students 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.



## Mission Statement

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

## Vital Statistics

- Years as a charter school: 6
- Total enrollment: 853
- Number teachers: 43
- Grades: K-6
- Student teacher ratio: 20:1
- Percent of low income population served: 59

## Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Received a **B** on the Michigan Report Card
- Students made 12 months academic growth after seven months of instruction, as measured by the Terra Nova test
- 84 percent of the parents were satisfied with their students' academic performance at Edison Oakland Academy
- 84 percent of the parents were satisfied with their students' teachers at Edison Oakland Academy
- 62 percent of the parents were satisfied with the school administrator at Edison Oakland Academy

# GRAND BLANC ACADEMY

Grand Blanc Academy opened in 1999 and is managed by the Mosaica Corporation of New York. The initial school enrollment was 341 students, and the 2004-2005 enrollment in grades K-8 was 483 students. At the beginning of the 2004-2005 school year, approximately 50 students at Grand Blanc Academy had active Individual Education Plans (IEPs) for special education.

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 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, 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.



## Mission Statement

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

## Vital Statistics

- Years as a charter school: 6
- Total enrollment: 483
- Number teachers: 32
- Grades: K-8
- Student teacher ratio: 15:1
- Percent of low income population served: 33

## Performance Indicators

- Made AYP (Adequate Yearly Progress)
- Received a **C** on the Michigan Report Card for the elementary school and a **C** for the middle school
- Students made 16 months academic growth after seven months of instruction, as measured by the Terra Nova test
- 90 percent of the parents were satisfied with their students' academic performance at Grand Blanc Academy
- 84 percent of the parents were satisfied with their students' teachers at Grand Blanc Academy
- 88 percent of the parents were satisfied with the school administrator at Grand Blanc Academy

# CHARTER SCHOOL ADMINISTRATION FINANCIAL REPORT

FOR FISCAL YEARS 2003-2004 AND 2004-2005

	2005	2004
Appropriations Received (Michigan State School Aid)	\$ 25,222,454	25,893,627
Appropriations Disbursed	24,517,363	25,161,110
Eastern Michigan University Administrative Fee	705,091 <sup>1</sup>	732,517
Operating Expenses	757,130 <sup>2</sup>	742,131 <sup>3</sup>
Surplus/(Deficit)	\$ (52,039) <sup>4</sup>	(9,614) <sup>4</sup>

- 1 The University's 2005 administrative fee decreased as the result of a total enrollment decrease of 183 students, resulting in an FTE decrease of 149.85 in the blended state aid membership, upon which state foundation funding is based. Two middle school grades were eliminated at one of the University's authorized academies. The per pupil foundation allowance increased by \$74 per pupil.
- 2 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 over \$106,000 of indirect recovery to Eastern Michigan University for its support to the program.
- 3 In the 2003-2004 school year, 3,574 students were enrolled in eight charter schools, with a blended FTE state aid membership of 3,558.33. 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 \$233,000 in direct assistance to schools for staff professional development, achievement testing, policy development and cultural student enrichment programs, and over \$99,000 of indirect recovery to Eastern Michigan University for its support to the program.
- 4 The deficit, primarily due to a new testing program implemented in 2004-2005, was covered by the existing fund balance.



# SCHEDULE OF EXPENDITURES AND GRANTS MADE TO OR ON BEHALF OF CHARTER SCHOOLS

## FISCAL YEARS 2004-2005

SCHOOL	AMOUNT (Prof. Dev. Grants) <sup>1</sup>	AMOUNT (Expenditures)	TOTAL AMOUNT
ABT Total	13,000.00	17,779.44	30,779.44
AALC Total	2,115.00	6,525.16	8,640.16
CCDA Total	13,000.00	9,085.55	22,085.55
EDOAK Total	13,000.00	42,296.37	55,296.37
GAUD Total	13,000.00	5,440.59	18,440.59
GBA Total	10,986.00	18,430.71	29,416.71
GLA Total	5,473.00	10,833.43	16,306.43
HOPE Total	6,973.00	17,102.24	24,075.24
<b>Grand Total</b>	<b>77,547.00</b>	<b>127,493.49</b>	<b>205,040.49</b>

REASON FOR EXPENDITURE	TOTAL AMOUNT
Professional Development Grants <sup>1</sup>	77,547.00
Academic Testing	120,971.56
Board Policies, Training, and Assistance	6,341.93
Professional Development/Continuing Education	180.00
<b>Grand Total</b>	<b>205,040.49</b>

<sup>1</sup> Each academy's professional development grant was determined to bring its current balance at July 1, 2004 to \$13,000, including carry over of unexpended funding from the prior year.

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