

Charter Schools

2010-2011 Annual Report

From the Director

Greetings:

On behalf of the Eastern Michigan University (EMU) Board of Regents, President Susan Martin and the Charter Schools Office, it is my pleasure to share our annual report for the 2010-2011 school year. We have completed our 15th year as a charter authorizer. The past school year presented us with some unique challenges as well as significant accomplishments. This report highlights our achievements.

We renewed the charters for two of our public school academies, Commonwealth Community Development Academy and Gaudior Academy. Both schools received their first charters from EMU in 1996 and recently completed their 15th year of operation.

The Charter Schools Office continues to assess the performance of its public school academies in the following areas: academic performance, regulatory compliance and financial stability. Facility reviews are conducted yearly at each school to monitor compliance issues. Our finance officer, Mike Collett, provides the financial oversight necessary for fiscal integrity at each school. We measure, on an annual basis, parent and staff opinions with our Parent and Staff Surveys. While we continue to see improvement in academic performance at our schools, we acknowledge that there is room for improvement, and we are committed to assuring that this occurs. Michigan's children deserve no less.

Every academic year, the Charter Schools Office underwrites a testing program, the Iowa Test of Basic Skills (ITBS, a nationally standardized achievement test) at all of our academies. The test results assist teachers, parents and students themselves in facilitating academic progress. According to the results of an ongoing three-year longitudinal study of student performance using the ITBS, students who spend at least three years at one of our charter schools generally outperform the new students at their school.

During the 2010-2011 school year, the EMU Charter Schools Office awarded \$80,000 in professional development grants to our public school academies. The grant funds assisted teachers and staff members in furthering their educational training. The grants reflect Eastern Michigan University's commitment to staff development and school improvement.

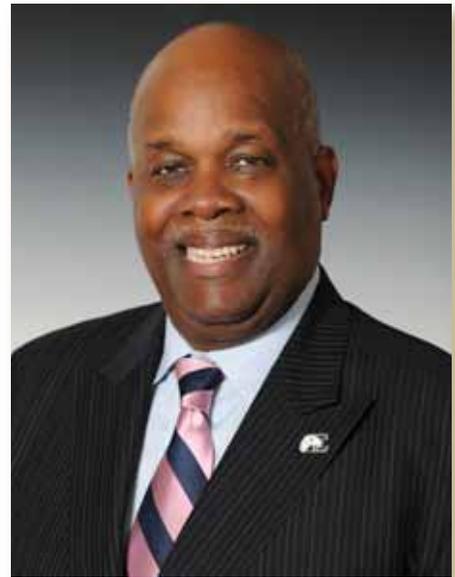
The Charter Schools Office welcomed its new associate director, Dr. Roberto Quiroz. Dr. Quiroz brings with him a wealth of knowledge and experience in the field of education.

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

Finally, it is with mixed feelings that we say good-bye to Ms. Patricia Walker, the administrative assistant for the Charter Schools Office. Pat has dedicated more than 20 years to Eastern Michigan University and 10 years to the Charter Schools Office. She has been instrumental in the success of this office and will be sorely missed. We wish her well in her retirement.

Respectfully submitted,

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





Charter Schools Annual Report 2010-2011

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Introduction and Background



Charter Schools in Michigan

The Michigan Legislature passed its first charter school law, Public Act 362, Part 6A, in 1993, and the law was signed into effect in December of that year. This law allows four educational entities in Michigan to authorize and license charters for public school academies: public state universities, community colleges, intermediate school districts and local school districts. Public state universities continued to authorize the majority of public school academies in Michigan; however, there was still a “cap” on the number of additional charters that these universities could authorize during the 2010-2011 school year. The only higher education institution that was allowed to offer additional charters statewide was Bay Mills Community College.

In 2003, the legislature passed a unique charter school law to create “urban high school academies,” Public Act 179 of 2003 (MCL 380:521-529, Part C). Michigan public universities may authorize these schools in Detroit in conjunction with large entities such as foundations. At the present time, Grand Valley State University has issued three urban high school charters.

In 2010, the Michigan Legislature passed a series of educational reform bills (HB 4787, HB 4788, HB 5596, S 926, and S 981). These bills amended the Michigan Public School Code.

There are a series of changes to the school code introduced through this legislation that impacts the charter school authorization process. First, the state is permitted to intervene in the lowest-performing five percent of all public schools. Second, the legislation allows for the creation of ten new charter schools referred to as schools of excellence, and two K-12 cyber schools geared toward serving at-risk students online. And third, under this legislation, high achieving public school academies would be able to convert into “schools of excellence,” which would free up their original charters that authorizers could then offer to groups interested in establishing new academies.

Charter Schools Nationwide

The number of charter schools nationwide increased by 465 during this school year, according to the Center for Education Reform, a Washington-based group that advocates school choice. The center lists 5,400 charter schools operating in 39 states and the District of Columbia in 2010-2011. According to the center’s estimate, the schools served more than 1.7 million students. In addition, the center estimates that the states with the largest number of students attending charter schools are California, Arizona, Florida, Texas, Michigan and Ohio.

Charter Schools Office at Eastern Michigan University

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

At the opening of the 2010-2011 school year, eight charter schools enrolled approximately 3,400 students. Six of the charter schools are run independently by their building staff with school board governance. These six are the Ann Arbor Learning Community, Commonwealth Community Development Academy, Gaudior Academy, Great Lakes Academy, Hope Academy and the Dr. Joseph F. Pollack Academic Center of Excellence. The other two schools are run by private, full-service educational management companies with school board oversight. The Academy for



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



Business and Technology is managed by the Leona Group of East Lansing, Michigan. Grand Blanc Academy operates under a contract with the Mosaica Corporation of New York City.

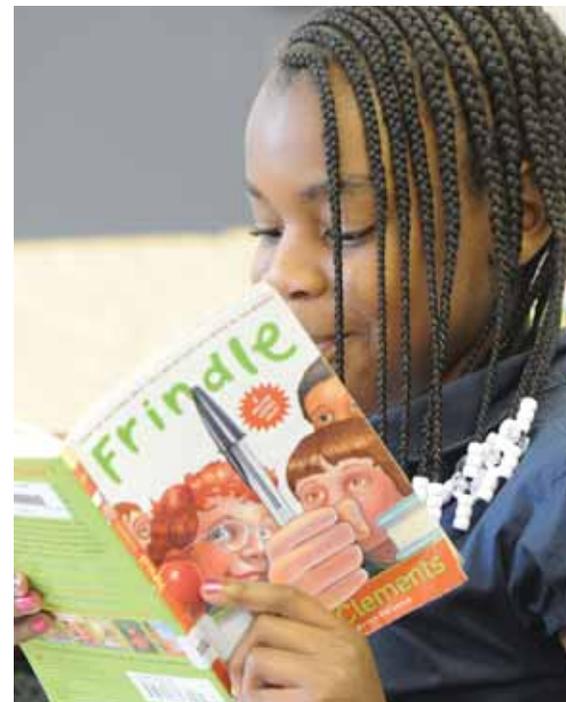
Dr. Malverne C. Winborne serves as the Director of the Charter Schools Office. Other members of the Charter Schools Office staff include Dr. Roberto Quiroz, Associate Director; Michael Collett, Finance Officer; Larry Barkoff, Attorney; and Patricia Walker, Administrative Secretary.

Patricia Walker announced her decision to retire at the end of the year. She has been at Eastern Michigan University more than 20 years and at the Charter Schools Office for 10 years. Her efforts have been much appreciated and were critical to the development of the office and we wish her all the best in her retirement from Eastern Michigan University.

Significant Achievements during 2010-2011

During the 2010-2011 school year there were a number of significant accomplishments at Eastern Michigan University's charter schools. Listed below are a few of these significant accomplishments:

- The Charter Schools Office conducted an extensive search for an Associate Director, which resulted in the hiring of Dr. Roberto Quiroz.
- Six of our nine charter school buildings received a grade of "B" or better on their Michigan Education YES! report card.
- The EMU Charter Schools Office continued an analysis of student performance data which revealed that students who were enrolled in one of EMU's public school academies for three years or more tend to outperform students who are new to the school.





The Michigan Educational Assessment Program (MEAP)

The Michigan Educational Assessment Program (MEAP) tests were first administered in 1970.

The goal of these tests is to measure what Michigan students know and are able to achieve. Michigan's MEAP tests are criterion-referenced, which means that results are reported as performance against prescribed state standards. These standards are set by Michigan educators and approved by the State Board of Education. Students are tested in four content areas: English language arts (ELA), mathematics, science and social studies. The ELA content area includes reading, writing and listening. In 2010-2011, students were tested in grades 3, 4, 5, 6, 7, 8 and 9.

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

- to measure academic achievement as com-

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

Iowa Test of Basic Skills (ITBS)

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

The ITBS was administered for the first time in

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

In those schools chartered by Eastern Michigan University, a significant number (approximately one-third) of the students taking the above tests are new. In addition, the enrollment at charter schools is comprised of a large number of students who have transferred from schools that have been identified as high-priority schools, due to their 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/Michigan Merit Exam was administered in Michigan high schools for the first time.

Academy for Business and Technology Elementary School

The Academy for Business and Technology Elementary School (ABTE) in Dearborn 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 2010-2011, 357 students were enrolled.

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

During the 2010-2011 school year, the Academy for Business and Technology Elementary received a grade of "A" on its Michigan Education YES! report card.



"ABT is an awesome little school that serves kids first!" —Parent

Mission Statement

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

Performance Indicators

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

According to survey results:

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

Vital Statistics

- Years as a charter school: 8
- Total enrollment: 357
- Grades: K-5
- Student teacher ratio: 20:1
- Percent of special education students: 14
- Percent of low income students: 82
- Percent highly qualified teachers: 100

Academy for Business and Technology Secondary School

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

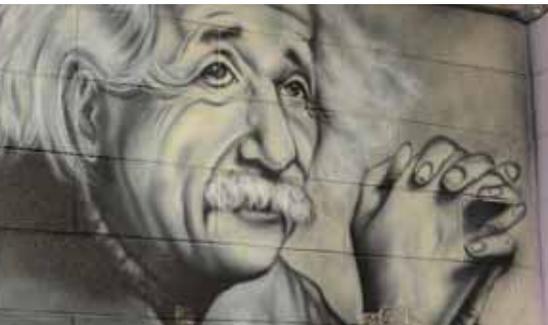
This school has a special emphasis on business and technology, while it continues to align its course offerings with the State of Michigan's curriculum (Grade Level Content Expectations).

The Academy for Business and Technology Secondary School (ABTS) has made great strides in the area of academic performance during the school year 2010-2011. The academy served a total of 372 students. The majority of its students live in Detroit. ABTS graduates 84 percent of its Detroit students which exceeds the Michigan state-wide average of 76 percent (CEPI, 2010).

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



“ABT continues to educate the whole child with outstanding instruction and an outstanding athletic program...” —John Kirk, School Principal



Mission Statement

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

Performance Indicators

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

According to survey results:

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

Vital Statistics

- Years as a charter school: 14
- Total enrollment: 372
- Grades: 6-12
- Student teacher ratio: 16:1
- Percent of special education students: 18
- Percent of low income students: 86
- Percent highly qualified teachers: 100

Ann Arbor Learning Community

The Ann Arbor Learning Community (AALC) began as a K-6 school in 1998. It is presently a K-8 school that enrolled 269 students in 2010-2011 with an average class size of 17. Approximately 75 percent of the student body resides in the Ann Arbor-Ypsilanti area, with the remainder coming from other communities throughout southeast Michigan. They represent a wide range of social and economic backgrounds.

The Ann Arbor Learning Community provides a student-centered, integrated curriculum. Its strong basic core curriculum consists of language arts, mathematics, science and social studies, supported by a stimulating, hands-on thematic approach. In 2011 Ann Arbor Learning Community was designated an Emerald Level Certified Green School.

During the 2010-2011 school year, Ann Arbor Learning Community received a grade of "A" on its Michigan Education YES! report card.



"Ann Arbor Learning Community is committed to the development of student intellect, curiosity and cooperation, focusing on helping students value themselves, their peers and their community."

—Ticheal Jones, Dean

Mission Statement

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

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

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

Performance Indicators

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

According to survey results:

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

Vital Statistics

- Years as a charter school: 13
- Total enrollment: 269
- Grades: K-8
- Student teacher ratio: 18:1
- Percent of special education students: 12
- Percent of low income students: 12
- Percent highly qualified teachers: 100

Commonwealth Community Development Academy



“We tell parents that we take the children at their present level and work with them to reach their maximim potential.” — School Administrator

Commonwealth Community Development Academy opened its doors as a middle school in 1996. Its initial enrollment consisted of 268 students. In 1998, the academy opened an elementary school building which housed grades K-4 on

the east side of Detroit. In both the elementary and middle schools, basic math and science are emphasized. In the 2004-2005 school year, the academy consolidated the K-6 grades in one building. During the 2006-2007 school year a seventh

grade was added to the school, and an eighth grade was added in school year 2007-2008.

Commonwealth Community Development Academy continues to make improvements in student achievement. This is the tenth year that the academy has utilized the Success For All comprehensive school reform model as a method of improving student academic performance, and in 2010-2011 was recognized for exemplary use of technology resources. Commonwealth Community Development Academy was recognized in 2011 as a “Good School Making the Grade: Continuous Improvement” by the Skillman Foundation.

During the 2010-2011 school year, Commonwealth Community Development Academy received a grade of “C” on its Michigan Education YES! report card.

Mission Statement

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

Performance Indicators

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

Vital Statistics

- Years as a charter school: 15
- Total enrollment: 265
- Grades: K-8
- Student teacher ratio: 16:1
- Percent of special education students: 7
- Percent of low income students: 93
- Percent highly qualified teachers: 100

Dr. Joseph F. Pollack Academic Center of Excellence

The Dr. Joseph F. Pollack Academic Center of Excellence opened its doors as the Edison Oakland Public School Academy of Ferndale in the fall of 1999 and was managed by Edison Schools, Inc. In 2010-2011, the charter school served 765 students in grades K-8 and was organized into two academies: the primary academy (K-2) and the elementary/secondary academy (3-8). This year, 66 percent of the academy's student population resides in the city of Detroit.

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



“Our diverse staff gives our students a clearer view of the world.” —Family and Student Support Specialist

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.

During the 2010-2011 school year, the Dr. Joseph F. Pollack Academic Center of Excellence received a grade of “B” on its Michigan Education YES! report card.

Mission Statement

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

Performance Indicators

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

Vital Statistics

- Years as a charter school: 12
- Total enrollment: 765
- Grades: K-8
- Student teacher ratio: 23:1
- Percent of special education students: 7
- Percent of low income students: 79
- Percent highly qualified teachers: 100

Gaudior Academy

Gaudior Academy is a K-8 public school academy located in Inkster. The 2010-2011 school year marked the beginning of the fifteenth year of its charter with Eastern Michigan University with an enrollment of 239 children. Approximately 50 percent of its students reside in Detroit and Inkster, with the remainder coming from 12 other school districts.

The 2010-2011 school year marked the seventh year of ownership of the building they occupy. It also marked their sixth year operating the Gaudior Early Learning Center, a child-care center and preschool for children ranging in ages from six months to four years of age. This center greatly strengthens Gaudior Academy's presence in the community.

During the 2010-2011 school year, Gaudior Academy received a grade of "B" on its Michigan Education YES! report card.



"We always help others... we do daily appreciations for the people who did stuff for us."

— Stephen Lawrence, 4th Grade Student

Mission Statement

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

Performance Indicators

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

According to survey results:

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

Vital Statistics

- Years as a charter school: 15
- Total enrollment: 239
- Grades: K-8
- Student teacher ratio: 10:1
- Percent of special education students: 9
- Percent of low income students: 80
- Percent highly qualified teachers: 100

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 2010-2011 enrollment in grades K-8 was 408 students.

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. The Academy strives to support families by partnering with local agencies including Big Brothers/Big Sisters, and Insight Recovery and Mental Health.

During the 2010-2011 school year, Grand Blanc Academy received a grade of "C" on its Michigan Education YES! report card.



"I am having the time of my whole life. This is an awesome class and I just love it here!"

—Kindergarten Student

Mission Statement

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

Performance Indicators

- Overall school received passing score on Michigan Educational Assessment Program (MEAP) exam, but missed making AYP (Adequate Yearly Progress) because of one sub-group (students with disabilities)
- Met Education YES! (Michigan Report Card) requirements

According to survey results:

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

Vital Statistics

- Years as a charter school: 12
- Total enrollment: 408
- Grades: K-8
- Student teacher ratio: 20:1
- Percent of special education students: 13
- Percent of low income students: 78
- Percent highly qualified teachers: 100

Great Lakes Academy

Great Lakes Academy (GLA) began operation in the fall of 1997 as a K-3 grade school. For the next four years, the school added a grade level each year. For the 2010-2011 school year, enrollment is 250 students in grades K-7. Great Lakes Academy was a recipient of the state's Golden Apple Award for outstanding academic growth. During the 2010-2011 school year Great Lakes Academy received a grade of "B" on its Michigan Education Yes! report card.

Great Lakes Academy's integrated curriculum includes 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.



"What is special about our school is that we allow students to be part of creating their own song."

—Teacher

Mission Statement

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

Performance Indicators

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

According to survey results:

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

Vital Statistics

- Years as a charter school: 14
- Total enrollment: 250
- Grades: K-7
- Student teacher ratio: 16:1
- Percent of special education students: 8
- Percent of low income students: 97
- Percent highly qualified teachers: 100

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 498 students in 2010-2011, coming primarily from 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 will alleviate unnecessary repetition of



“Hope Academy is like a family. They care about you.” —Student

subject matter as well as reduce the number of gaps within the whole of the students’ 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 mid-

dle school; and art, drama, health, life skills, music, physical education and technology for lower and upper elementary.

During the 2010-2011 school year, Hope Academy received a grade of “B” on its Michigan Education YES! report card.

Mission Statement

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

Performance Indicators

- Overall school received passing score on Michigan Educational Assessment Program (MEAP) exam, but missed making AYP (Adequate Yearly Progress) because of one sub-group (students with disabilities)
- Met Education YES! (Michigan Report Card) requirements

According to survey results:

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

Vital Statistics

- Years as a charter school: 13
- Total enrollment: 498
- Grades: K-6
- Student teacher ratio: 24:1
- Percent of special education students: 10
- Percent of low income students: 90
- Percent highly qualified teachers: 100

Charter Schools Administration Financial Report

For the years ended June 30, 2011 and June 30, 2010

	2011	2010
Appropriations Received (Michigan State School Aid)	\$ 23,626,415	22,465,804
Appropriations Disbursed	<u>22,878,171</u>	<u>21,737,739</u>
Eastern Michigan University Administrative Fee, Net of Discount	748,244 ¹	728,065
Other Revenue	<u>1,300</u>	<u>700</u>
Total Revenue	<u>749,544</u>	<u>728,765</u>
Operating Expenses	<u>664,186</u> ²	<u>598,701</u> ³
Surplus/(Deficit)	<u>\$ 85,358</u> ⁴	<u>130,064</u> ⁴

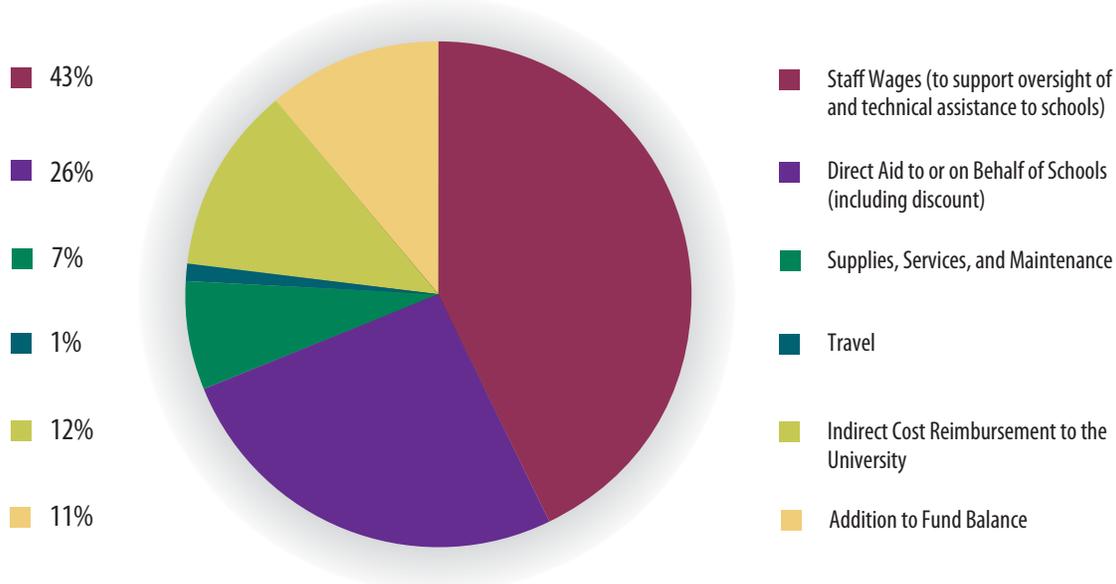
¹ The University's 2011 administrative fee increase was the result of an 88 FTE membership total increase at its eight chartered academies. The state increased the \$154 per FTE reduction in funding in 2010 to \$170 per FTE in fiscal year 2011. FTE membership, full time equivalent membership, is based on a blend of 25% of the prior school year official February enrollment count and 75% of the current school year official September enrollment count. The authorizing fee is discounted by the amount collectible from state restricted categorical funding.

² In the 2010-2011 school year, 3416 students were enrolled in eight charter schools, with a blended FTE state aid membership of 3398.13. The operating budget included a director, administrative assistant, accountant and part-time attorney. Other expenses included printing, equipment, professional dues, workshops and related office and field expenditures, and over \$99,900 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program. Expenditures and discounts for schools totaled \$207,515 in financial assistance as demonstrated in the accompanying table.

³ In the 2009-2010 school year, 3,268 students were enrolled in eight charter schools, with a blended FTE state aid membership of 3,309.76. The operating budget included a director part-year, interim director part-year, associate director part-year, administrative assistant, accountant and part-time attorney. Other expenses included printing, equipment, professional dues, workshops and related office and field expenditures, and over \$105,300 of indirect cost recovery to the Eastern Michigan University general fund for its support to the program. Expenditures for schools for staff and board professional development, achievement testing and student performance measurement totaled \$53,365, and discounts for schools totaled \$61,723.

⁴ The 2010-2011 surplus was primarily due to having one less staff member than was anticipated. The 2009-2010 surplus primarily resulted from the loss of the department's director in October.

Uses of Charter School Funding for the Year Ended June 30, 2011



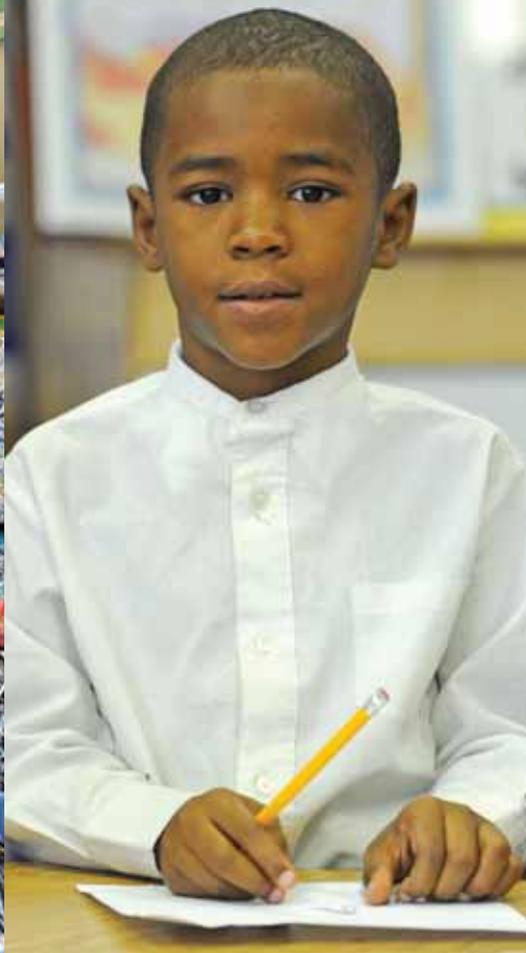
Direct Financial Assistance to Chartered Schools

Fiscal Year 2010 - 2011

School	Professional Development	Academic Testing	Authorizer Discount ¹	Other	Total
ABT	\$17,000	\$8,043	\$12,562	\$4,544	\$42,150
AALC	6,500	3,328	2,013	2,444	14,285
CCDA	6,000	3,255	4,932	2,124	16,311
PACE	18,000	11,113	12,627	2,144	43,884
GA	5,500	3,576	5,415	2,444	16,936
GBA	9,500	5,800	6,567	2,144	24,012
GLA	6,000	3,241	5,968	2,144	17,353
HA	11,500	8,260	10,679	2,144	32,584
Total	\$80,000	\$46,617	\$60,764	\$20,134	\$207,515

Reason for Expenditure	Amount
Professional Development Grants	\$80,000
Authorizer Discount	60,764
Academic Testing	46,617
Student Performance Measurement	14,025
Student Enrichment/Entrepreneurship	3,000
Prof.Dev./EMU Administrator Workshops	2,546
Board Training, Enrichment and Other	423
Prof. Dev./Continuing Ed. (Other)	140
Total	\$207,515

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



EASTERN MICHIGAN UNIVERSITY™

2010-11 Academic Year

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Walter Kraft
Vice President, Communications

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Chief Financial Officer

Linda McGill
Special Assistant to the President

Vicki Reaume
Vice President and Secretary,
Board of Regents

Tom Stevick
Vice President for Advancement



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