

LIBRARIES
MICHIGAN STATE UNIVERSITY
EAST LANSING, MICH 48824-1048

This is to certify that the
dissertation entitled

Educational Funding Reform in Michigan Since 1994: How Did
the Big Winners Spend the Money?

presented by

Bert Emerson

has been accepted towards fulfillment
of the requirements for the

Doctoral degree in School Administration



Major Professor's Signature

Feb. 5, 2005

Date

PLACE IN RETURN BOX to remove this checkout from your record.
TO AVOID FINES return on or before date due.
MAY BE RECALLED with earlier due date if requested.

DATE DUE	DATE DUE	DATE DUE
		FEB 05 2008 01 27 8

**EDUCATIONAL FUNDING IN MICHIGAN SINCE 1994:
HOW DID THE BIG WINNERS SPEND THE MONEY?**

By

Bert Emerson

A DISSERTATION

Submitted to
Michigan State University
In partial fulfillment of the requirements
For the degree of

Doctor of Philosophy

School of Education
Department of School Administration

2005

Abstract

Educational Funding In Michigan Since 1994:

How Did the Big Winners Spend the Money?

By

Bert Emerson

On March 15, 1994, a constitutional amendment, known as Proposal A changed the way Michigan funded its public school system. A major source of revenue was shifted from property tax to a sales tax. Distribution of school aid was also radically altered from system rooted in local tax to a centrally controlled foundation grant.

One of the goals of Proposal A was to narrow the per pupil funding variation existent in Michigan's public school districts. During the seven-year term of this study, disproportionately large funding increases were granted to the low-spending schools relative to the modest revenue increases enjoyed by the highest spending school districts. With the exception of a small number of outliers, the range of per pupil funding variance was narrowed from more than \$6,000 to \$1,300.

This dissertation's population of interest is the group of school districts that gained the most from Proposal A, those districts that received less than \$3,950 the year before the passage of Proposal A and \$6,500 in the last year of this study. Two questions were addressed:

1. What did the big winners do with the windfalls?
2. Did decision-making processes change?

Before the funding change, decision-makers in sample districts chose low taxes rather than advocating expensive educational program. In apparent anomaly, this did not change with the passage of Proposal A. Relying on quantitative data extracted from various Department of Education sources and qualitative data collected in a series of interviews, this study concludes that cautious decision-makers resisted massive spending increases even though Proposal A ostensibly made money available without impacting local taxes. While the new Proposal A monies were allocated to restoration of program offered in previous years, times of relative affluence, much of the new money was not spent. Money was allowed to accumulate in funds equity. No material changes were perceived in the decision-making process.

Dedication and Acknowledgements

As with everything, this dissertation is dedicated to my family: Lynne (Dr. Mom) and Johnny and Mikey. I feel compelled to mention the Great Pyrenees as well, though truth be known, he was more hindrance than help on this project.

As with so many things, writing a dissertation is a learned process that, one suspects, gets easier if done a second time. A lesson I learned in my first attempt is to enlist the very best person you can find as chairman. His name is David Plank. Those Saturday morning sessions were well above and beyond the call, most especially for those of us who needed more than a single year's worth of coaching. David is the perfect combination of gentle critic, coach and friend. David also help recruit the rest of my committee: David Arsen, another friend, Douglas Robert who was there when Proposal A was conceived, and Christopher Dunbar, a gentle and dignified man.

Thank you all for your help and patience.

TABLE OF CONTENTS

DEDICATION & ACKNOWLEDGMENTS	iv
LIST OF GRAPHS	vii
LIST OF TABLES	viii
INTRODUCTION.....	1
CHAPTER ONE	
History of Proposal A	5
CHAPTER TWO	
Conceptual Framework	30
CHAPTER THREE	
Literature Review	38
CHAPTER FOUR	
Research Design	48
CHAPTER FIVE	
Financial Data & Superintendents' Stories	59
CHAPTER SIX	
New Money Old Values	107
APPENDIX A	
History of Foundation Grants	116
APPENDIX B	
1994 Enrollments, Student Teacher Ratio & Operating Millage ...	134
APPENDIX C	
History of Enrollments, Minimum Grant Schools	147
APPENDIX D	
History of Funds Balance, Minimum Grant Schools	150
APPENDIX E	
History of Funds Balance per Pupil, Minimum Grant Schools	152
APPENDIX F	
History of Foundation Grants, Minimum & Hold Harmless Schools ..	155
APPENDIX G	
Proposal A Catch-up Premiums & per Pupil Fund Equity Growth ..	159

APPENDIX H	
History of Minimum Grant per Pupil Fund Balance re: Total Expense ..	160
APPENDIX I	
History of Instructional Expense per Pupil ..	161
APPENDIX J	
History of Average Teachers' Salaries ..	162
APPENDIX K	
History of Pupil Teacher Ratio ..	163
APPENDIX L	
History of Added Needs Expenses per Pupil ..	164
APPENDIX M.	
History of Administrative Expense per Pupil ..	165
APPENDIX N	
History of Operation & Maintenance Expense per Pupil ..	166
APPENDIX O	
History of Basic Instructional Expense per Pupil ..	167
APPENDIX P	
History of Ending Funds Balance – All Schools ..	168
APPENDIX Q	
Per Pupil Spending – Total General Fund Uses ..	197
BIBLIOGRAPHY	198

LIST OF GRAPHS

1. Average Annual Increases in Foundation Grant.....	17
2. Funds Balance per Student.....	61
3. Sample Schools Increases in Foundation Grant Relative to Increases in Funds Equity Per Student	68
4. Growth in State Foundation Grant and in Equity per Student	69
5. Catch Up Premium & Annual Growth in Fund Equity	70
6. Average Instructional Expense per Student	73
7. Teachers' Average Salaries	74
8. Student / Teacher Ratios	76
9. Increase in Basic Instructional Expense	78
10. Increase in Added Needs Expense	79
11. Increase in Operation & Maintenance Expense per Student	80
12. Increase in Administrative Expense per Student	82
13. Summary Uses of Proposal A Increases	83

LIST OF TABLES

1. Variations in per Student Grants 1993-94	14
2. Variations in per Student Grants 1994-95	20
3. Variations in per Student Grants 1995-96	21
4. Variations in per Student Grants 1996-97	22
5. Variations in per Student Grants 1997-98	23
6. Variations in per Student Grants 1998-99	24
7. Variations in per Student Grants 1999 – 2000	25
8. Variations in per Student Grants 2000 – 2001	26
9. History of Proposal A Foundation Grant Growth	27
10. History of Variation Between Base & Minimum Foundation Grants ..	28
11. Overall Funding Variation 1993-94 and 2001-2002	29
12. Sample Districts' Pre-Proposal Funding & Enrollments	53
13. Aggregate Enrollment Histories 1993-94 through 2000-2001	54
14. Aggregate Funds Equity	60
15. Year-End Funds Equity	63
16. Fund Equity as a Percentage General Fund Budget (FY 1994)	64

Educational Funding Reform in Michigan Since 1994: How Did the Big Winners Spend the Money?

Bert Emerson

On March 15, 1994, Michigan voters approved, by referendum, an amendment to the state constitution that profoundly changed the state's method for funding its public school system. Commonly known as Proposal A, the change addressed three major concerns: tax reform, distribution of educational dollars and funding equity between local districts.¹ Proposal A shifted the primary source of funding for Michigan's public school system from a local *ad valorem* property tax to a state sales tax and changed distribution of school monies from a localized system to a state-based, per student foundation grant program. Thus, under the terms of Proposal A, Michigan switched from a modified power equalized system to a modified foundation system² and a three-tiered financing system was constructed to narrow funding differences between Michigan's school districts.

When the source of school revenue shifted from local millage elections to the state legislature, so too went local control of the amounts of money available to local schools. Provisions in Proposal A were designed so that local public school boards could no longer significantly impact revenues. Districts suddenly had to

¹ See "School Finance in Michigan Before and After The Implementation of Proposal A," Appendix A, The Michigan School Aid Act Compiled and Appendices, prepared jointly by the Michigan House and Senate Fiscal Agencies, October 1994.

² Courant, Paul N., Gramlich, Edward and Loeb, Susanna, "A Report on School Finance and Educational Reform" from the proceedings of a Conference held at the Federal Reserve Bank of Chicago, October 27-28, 1994

manage with the money that came from the state. This meant that districts that had historically enjoyed local voter support for many educational services could no longer respond quickly to new demands. On the other hand, Proposal A funding also meant that local school districts that had habitually approved little additional school tax suddenly discovered windfall revenue increases without the effort of persuading reluctant local electorates to raise local property taxes.

Those who study change have found that, at the individual level, most people resist change. At the organizational level, most change occurs incrementally. At both levels, connection to past preferences and behaviors is common. But Proposal A forced significant change, change that could not be resisted. Funding rules were fundamentally rewritten and local school districts could only learn to manage within the new system. Once revenue constraints were loosened for those districts that enjoyed the greatest increases, it is rational to presume that spending would consume much of the new money. This presumption can be rationally tested.

This dissertation studies a sample of school districts that experienced the largest funding increases as a result of Proposal A. It poses and answers two fundamental questions:

1. How did the big winners spend the money?
2. Was the decision making process affected when control of revenue levels shifted from local school boards to the state legislature?

Financial data published by the Michigan Department of Education will be presented for the last year preceding Proposal A and for the first seven years of the new funding era (school fiscal years 1993-94 through 2000-01). Growth in spending and variation in proportionate spending will be compared with qualitative data collected in a series of interviews with decision makers in the study's sub-section population.

If no new spending resulted from Proposal A revenues, additional revenues would accumulate in a district's fund equity. Such equity growth would appear in Department of Education data as reported in Form B. Interview responses would also reveal funds equity growth, most especially if local decision makers overtly decided to save new money rather than spend it. In districts in which Proposal A money resulted in additional spending, Department of Education data would indicate how districts spent these new funds whether in employing additional instructional staff, spending more in non-instructional areas or in capital spending. Qualitative responses will color financial indication of districts' intent in the use of new monies.

Constant budget allocations and unchanged student teacher ratios may indicate that district *status quos* were not affected by new Proposal A monies. The proposal's additional money may merely have caused the price of the *status quo* to rise. On the other hand, changed budget allocations may indicate local decision makers' preferences. Insight relative to how new allocations were determined will be sought in the qualitative research. To help understand the results, studies of

lottery winners and others who have experienced large, unexpected financial windfalls will be cited.

As a constitutional amendment, Proposal A presented change that could not be resisted. The change in funding was sudden. This dissertation studies the effect, if any, on the public school districts that stood to gain the most.

Chapter I

History of Proposal A

Prior to Proposal A, Michigan schools were heavily reliant on local property tax revenue. As a result, Michigan property tax levies were nearly the highest in the nation.³ At the same time, because revenue was local, there were also significant variations in per student revenues across the state's 555 local school districts. In 1993-94, Michigan's lowest-funded school district received local tax and state aid that combined to only a fifth the amount per student that the highest-funded school district received in local tax per student.⁴ This long-standing state of affairs changed suddenly and dramatically. Phillip Kearney, the unofficial historian of Michigan school finance, put it this way:

In late July of 1993, in lightning-like fashion, the Michigan Legislature eliminated entirely the local property tax as a source of operating revenue for the public schools. The public school establishment awakened on the morning of July 22, 1993 to find, as a result of the Legislature's adoption of Public Act 145 of 1993, fully two thirds of its operating revenues wiped out and no immediate prospects for how that revenue was to be replaced. The Legislature not only had thrown out the local property tax as a source of school funding, it had done so without making any provision whatsoever for replacing the \$6.5 billion lost as a consequence of its action. Michigan had departed from the fold, becoming the only state in the nation other than Hawaii that apparently would not be looking to the local property tax as a major source of school operating revenues.⁵

³ "Michigan's High Wire Act", Addonizio, Michael F., Kearney, C. Phillip, and Prince, Henry J., Journal of Education Finance, 20 (Winter 1995), p. 235 – 269.

⁴ see Appendix A – Senate Fiscal Agency Data: History of Foundation Grants

⁵ "A Primer on Michigan School Finance," Kearney, C. Phillip, Educational Studies Program, University of Michigan, Third Edition, 1994, p.1

The ensuing crisis lasted several months. It was eventually resolved on March 15, 1994, with the passage of an amendment to the state's constitution. That amendment is commonly known as Proposal A.⁶

While the new system brought profound change to the process of school funding, many of the disadvantages of the old system remained. Most specifically, even though the new system narrowed the disparity between best and lowest funded of the state's schools, Proposal A funding still reflected the funding hierarchy of the discarded system. School districts that had been the lowest funded before the passage of Proposal A remained the lowest funded. Those districts with the most revenue before Proposal A continued to receive the most money per student in the new system. Still, all of the state's schools benefited financially in the proposal's first year and the variation in funding was narrowed by disproportionately larger increases for the lowest funded school districts. Commitments were also made for continuation of catch-up subsidies for those low-funded districts in future years. The goal was to have each of the state's schools receive at least a "basic" per student foundation grant, initially established at \$5,000.

District Power Equalizing

The Gilbert E. Bursley School District Equalization Act of 1973 (Bursley) had regulated the vast majority of funding for Michigan public schools for 18

⁶ Op. Cit. "Michigan's High Wire Act"

years.⁷ Bursley was a modified district power equalized funding system, the purpose of which was to combine local taxing efforts, as expressed in local millage elections, with state subsidies in order to equalize taxing efforts between school districts with high tax bases and those with little tax base.

District Power Equalizing (DPE) represents tax base equalizing.⁸ In theory, DPE negates differences in local taxable wealth. Its primary purpose is to equalize the effect of differing tax bases. Low taxable values ought not prevent local school districts from producing as many dollars per student for education as any other district. Conversely, no district should be able, by virtue of high property tax value, to finance expensive educational programs at low tax rates. DPE is an arrangement between the state and its localities, the goal of which is to produce a one-to-one positive relationship between revenues per student and school tax rates, exactly in accord with the situation that would prevail if tax bases (per student) were equal throughout the state.⁹ Through a system of subsidies, a state legislature guarantees a specified number of dollars per student for each mil of local taxing effort. If local property tax values are not sufficient to raise the legislatively guaranteed amount, the state subsidizes the local taxing effort. Power equalizing for local schools is based on a guaranteed number of dollars for every

⁷ See "School Finance in Michigan Before and After The Implementation of Proposal A," Appendix A, The Michigan School Aid Act Compiled and Appendices, prepared jointly by the Michigan House and Senate Fiscal Agencies, October 1994.

⁸ see Benson, Charles S., The Economics of Public Education, Houghton Mifflin Company, Boston, 1978 pages 350-351

⁹ Ibid. Pages 350-1

mil in local tax multiplied by the number of students in the local school. The more millage approved by local electorates, the larger the guarantee per student.

Under Bursley, Michigan's various school communities decided the rates at which they chose to tax themselves. Local tax was then levied at those rates. Taxes were collected and the correct state subsidies were added to the tax until districts received the legislatively guaranteed amounts from the combination of those two sources – local tax and state subsidy. Subsequently, local schools received the legislatively guaranteed “yield” for the millage levied for each of their students, regardless of the taxable values in their districts. Differences in funding per student were to result from the willingness and ability of local communities' to tax themselves for educational services and not to be the result of local property value

DPE contains at least two weaknesses by which dollar equity can be subverted, possibly resulting in disparate funding. If DPE guarantees do not grow at rates that exceed the fastest growing tax values or, alternately if recapture provisions do not govern formulae, local tax yield may exceed the maximum guaranteed by the DPE formula. Secondly, various communities' willingness to approve or ability to pay high local property tax levies for schools' use can result in significant variation in local districts' approved tax levels and, subsequently, in funding.

Tax Effort and Tax Yield

The fundamental appeal of DPE lies in mollification of distinction between tax effort and tax yield. Tax effort refers to the number of mills, the level of tax rate, a community is willing to levy against its property. Tax yield alludes to the number of dollars that are raised in the arithmetic of tax rates multiplied by taxable value.

A fundamental weakness in DPE lies in the responsiveness of the legislature to adjust DPE formulae as property values change at different rates in different parts of the state. If property values have grown faster than the DPE guarantee, more money can be raised in local tax than is guaranteed in the DPE formula. If left unchecked, DPE's primary purpose, the equalization of disparate property values per student, is thwarted. If local tax yield exceeds the DPE guarantee, high valuation districts can receive more by actually levying less millage than lower valuation school districts receive even when state aid is added to local tax revenues.

As an example consider a district in which an extremely valuable property is located (e.g. a nuclear power plant). This district can levy a relatively low rate of millage and still collect tax revenue far in excess of the yield guaranteed in the DPE formula. A neighboring district, one without a similarly high value property, can levy a higher rate of millage, collect both local tax and the subsidies guaranteed by DPE, and still have fewer dollars *in toto* than the district with the

single high valuation property. As a result of the high tax collected from the owner of the high valued property, the tax yield from the low levy is higher than the higher tax effort of all taxpayers in the neighboring community. The relationship between taxing effort, as expressed in the number of mills levied, and tax yield is inverted.

Despite the DPE character of Bursley, it was not uncommon in the early 1990s for the tax effort and tax yield relationship to be inverted in Michigan. This inversion of local tax effort and yield is demonstrated by comparing the 1993-94 funding for the Mackinac Island Public Schools with the same year's funding for the Taylor School District.¹⁰ Mackinac Island is a popular resort island with valuable business and residential properties but few resident school age students: Only 88 students were enrolled in 1993-94. The district levied less local tax for schools (7.8 mills in 1993-94) than any other school system in the state. That levy raised \$8,514 per student.¹¹ In contrast, suburban schools in Genesee County (Flint), Kent County (Grand Rapids) and the Detroit tri-county area levied millages in excess of 38 mills. Taylor School District, a Detroit suburb, levied 45.67 school mills, the state's highest school millage rate. Taylor received \$3,234 per student in local tax and \$2,415 in state aid.¹² Despite Mackinac Island's ineligibility for DPE subsidy, local taxes per student exceeded Taylor's total Bursley yield guarantee of \$5,649 per student by almost \$3,000 per student even

¹⁰ See Appendix B, "1994 Enrollments, Ranking in State, Student:Teacher Ratios & Operating Millage"

¹¹ Michigan Department of Education Bulletin 1014, 1993-94

¹² Ibid.

though Taylor's taxing effort was more than six times the Mackinac Island tax rate.

During the late 1970s and the 1980s, local tax bases across the state grew at rates that varied greatly from community to community. DPE theory was allowed to founder when the Michigan legislature failed to adjust the formula guarantee to keep pace with the fastest growing valuations. By 1993-94, fully a third of the State's school districts could raise more money in local property tax than the Bursley formula guaranteed. While those districts (said to be "out-of-formula") received no general state aid, local taxes per student exceeded the amounts guaranteed to "in-formula" districts with less local property valuation. The common DPE alternative to fast growing valuations outdistancing formulae is to legislate recapture formulae that confiscate "excess" local tax. While attempts were made to recapture local taxes, they were not effective.

Variation in Communities' Taxing Capacities

It is not accurate to say that school districts funded under a full-fledged DPE system have equal capacity to pay for schools. DPE does nothing in the short run to equalize the proclivity in some school districts for approving additional school millage and the predisposition in other school districts to prefer lower taxes even if that means less service.

Districts with few low-income households are in a much better position to increase school tax rates than are districts in which the majority of households are poor. Park & Carroll (1979)¹³ examined the fates of millage requests in Michigan school districts between the 1971-72 and the 1975-76 school years. They estimated the responses of school districts' to the fiscal incentives implicit both in the foundation plan that proceeded Bursley and also in the first three years of Bursley. Park & Carroll concluded that the demographic characteristics of districts affected the amounts of money available to the local schools:

We find significantly higher expenditures in school districts serving populations that are wealthier, higher-income, [and with residents] employed in higher-level positions ... and more urban. Expenditures are significantly lower in school districts serving populations that tend to live in ... poverty.¹⁴

A full-fledged DPE system does not compensate for disparate taxing capacities that are the result of resident voters' proclivities and abilities to pay higher school tax.

Tax price is also affected by the deductibility of state property taxes from federal income taxes. Michigan's Property Tax Relief Act (known as a "circuit breaker") provided tax credits to tax payers who paid high property taxes relative to their incomes, in effect potential price subsidies via income tax deductions or rebates. The likelihood for qualifying for such subsidies increased with the local

¹³ Park, Rolla Edward and Carroll, Stephen J. The Search for Equity in School Finance: Michigan School District Response to A Guaranteed Tax Base, prepared for the National Institute of Educational and the U.S. Department of Health, Education & Welfare, March 1979, page V (summary)

¹⁴ Ibid., page V

property tax bill and the level of taxpayer sophistication, qualities that were not evenly dispersed throughout the state.¹⁵

Over a period of years, and, in some cases dozens of elections, levels of educational service and the amount taxpayers were willing to pay for them were established in each of Michigan's communities. In addition, people tended to move to communities that provided combinations of educational services and taxes that suited their preferences, given their incomes (see Tiebout¹⁶), subsequently reinforcing the diversity of districts' tax levels and services.

By 1993, the results of a poorly maintained DPE grant system and disparate tax capacities had combined to distort the relationship of tax effort and tax yield in Michigan public school finance. Consequently the amounts of money that districts could spend varied greatly.

Local Funding Disparity the Year Before Proposal A

In fiscal 1994, the last fiscal year of the Bursley system, the highest-funded pupils in the state attended the Bois Blanc Pines School District, a small northern school district near the Mackinac Bridge.¹⁷ The per-student funding level in Bois Blanc was \$13,734. That same year, Sigel Township School District #3, another small district but in Michigan's thumb, had only \$2,762 available for each of its

¹⁵ Ibid.

¹⁶ Tiebout, Charles, "A Pure Theory of Local Expenditures," *Journal of Political Economy* 64 (Oct 1956): 422

¹⁷ see Appendix A, History of Foundation Grants, Senate Fiscal Agency Data

students. While both of these schools served small populations and neither offered high school instruction - resident students attended neighboring high schools as tuition students - variation in funding allowed Michigan's highest-funded public school district to spend almost five times the number of dollars available to the state's lowest-funded public school.

The lowest-funded kindergarten through twelfth grade (K-12) systems functioned on approximately a third the number of dollars received by the highest-funded K-12 programs. A rural northern Michigan K-12 school district, the Onaway Area Community Schools, had only \$3,398 for each of its 1,025 students. A Detroit suburban school district, the Bloomfield Hills School District, was the highest-funded K-12 school district in Michigan with \$10,294 to spend on each of its 5,582 students.

In the initial year of Proposal A, school districts that received less than \$4,200 per student in 1993-94 would receive either a \$250 per student increase or \$4,200, whichever was more. Thirty-nine school districts spent between Sigel Township's \$2,762 and \$3,949 in 1993-94. Forty-seven school districts had more than \$6,500 to spend on their students. Michigan's remaining 468 school districts spent between \$3,950 and \$6,470 in fiscal 1994.

(Table 1) - Variations in per pupil grants -1993-94¹⁸

\$2,762 > \$3,939	40 school districts
\$3,951 > \$4,198	65 school districts
\$4,206 > \$4,998	257 school districts
\$5,008 > \$6,470	146 school districts
< \$6,500	47 school districts

¹⁸ Developed from Appendix A, "History of Foundation Grants"

Bursley repealed

By approving Proposal A on March 15, 1994, Michigan voters “overturned the financial structure of school districts across the state and included provisions that would alter the revenue raising capabilities of cities, townships, counties and tax increment districts.”¹⁹ In its summary description of the proposal, Moody’s Investor Service predicted that new emphasis would be placed on enrollment prediction and planning. At the same time the new system clearly de-emphasized local variables such as economy and voter supports -- the very things that had driven Bursley -- as major determinants of school district revenue growth.²⁰ Districts would be challenged in their ability to manage the impact of enrollment on their existing cost structures while retaining only limited control over the revenue stream.

The legislative enactment of Proposal A, Public Act 336 of 1993 (enrolled House Bill 5123) eliminated the Bursley Act and replaced it with a three-tiered foundation grant system. Moody’s Investors Service described the three-tiered system this way:

First, rather than move all districts in which the 1993-94 per pupil revenues were under \$5,000 up to \$5,000 immediately, the legislature chose to move those districts up gradually. Districts below \$4,200 per pupil in 1993-94 are raised to \$4,200 per pupil in 1994-95, or by \$250 per pupil, whichever is greater.

¹⁹ Tax Reform in Michigan: The Impact of Proposal A,” Moody’s Investor Service, 1997 Municipal Credit Research Bulletin, May 1997, page 1

²⁰ Ibid, page 4

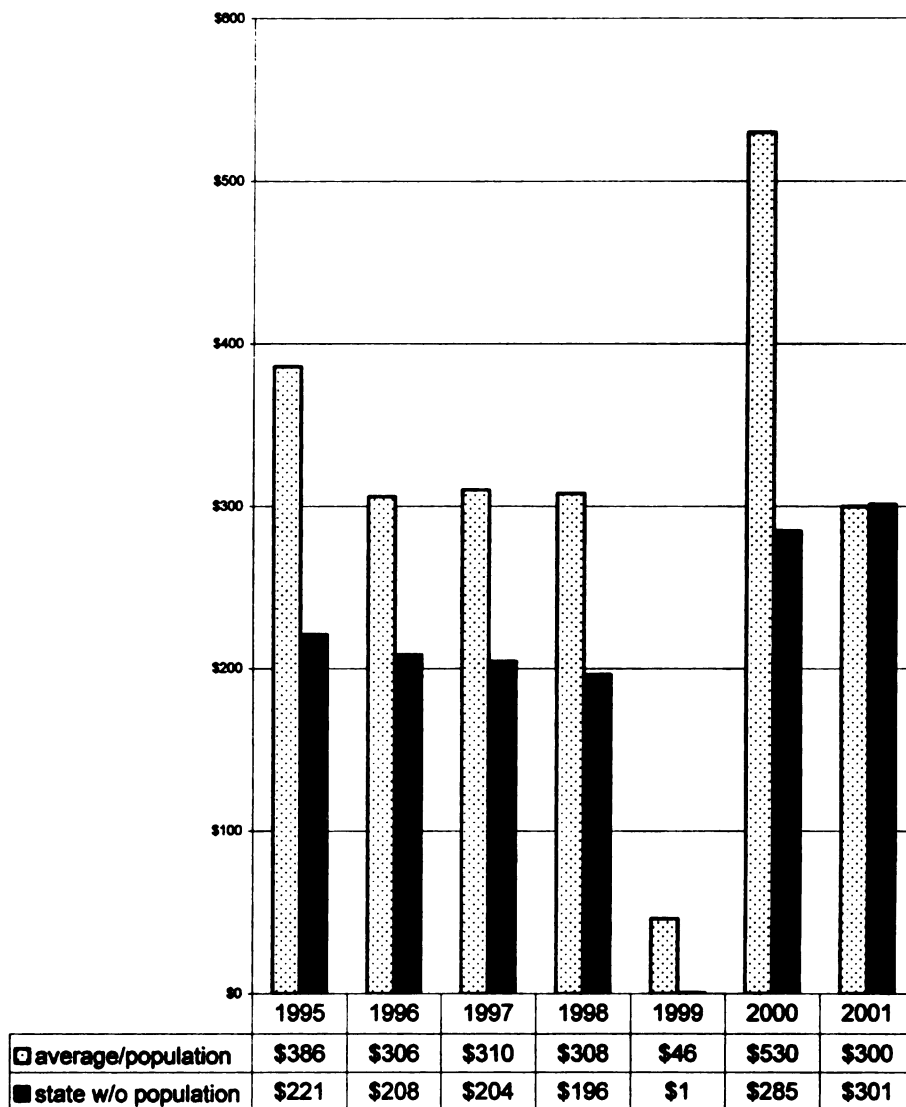
Second, the Legislature chose not to bring all remaining districts up, or down, to a \$5,000 per pupil starting point in 1994-95. Rather, it chose to use each individual district's 1993-94 revenue per pupil level as the starting point and increase that level on a sliding scale. The district in which the 1993-94 revenue per pupil level was close to \$4,200 received a larger increase for 1994-95 than the district in which the 1993-94 per pupil level was closer to \$6,500.

Third, the Legislature chose not to "level down" but rather "hold harmless" those districts in which 1993-94 per pupil revenues levels exceeded \$6,500 as long as voters in those districts are willing to tax themselves at a rate in addition to the required 18 mill rate.²¹

Because the new grant levels were based on the old funding system, the hierarchy of lowest-funded to best-funded did not change. The range was narrowed in the proposal's first year and the authorizing legislation contained a formula by which the lowest-funded school districts (this study's subject population) continued to receive larger increases as new yearly allocations were established. In each of the first seven years of the proposal, the state's lowest-funded schools received larger increases in their funding than did the state's highest-funded schools. While the hierarchy of funding did not change, Proposal A significantly and dramatically increased funds available to the lowest funded of the state's school districts, thus narrowing the range.

²¹ Kearney, op cit. "Primer on Michigan School Finance" pages 16-17

Graph 1
Average Annual Increase in Foundation Grants



“Minimum” grants of \$4,200 were awarded to schools that received less than \$3,950 per student in the year before Proposal A. (This was a single year increase of 52% -- from \$2,762 to \$4,200 -- for the state’s lowest funded school, Siegel Township School District #3.) Thirty-nine (39) other below-\$3,950 school districts also received \$4,200 in 1994-95.²² “Minimum” grants between \$4,200 and \$5,000 and “basic” grants between \$5,000 and \$6,500 came to the majority of Michigan public schools. “Hold-harmless” grants of \$6,500 plus additional taxing authority came to the 54 school districts that had been the state’s best-funded districts.

Subsidies to the “minimum” grant school districts narrowed both the absolute dollar differences and the percentage differences between highest and lowest funded of the state’s districts. In spite of their continued status as the lowest-funded school districts in the state, many schools in Michigan enjoyed windfalls in the Proposal’s initial year and continued to receive disproportionately larger increases in revenue in the subsequent five years of implementation.

Unlike Bursley’s reliance on local taxing authority, Proposal A established a foundation grant system that guaranteed levels of per student funding for operations while anticipating the same state property tax rate across Michigan. All of the state’s homesteads were taxed at a rate of six mills of the property’s taxable value. In order for school districts to receive their full foundation grants, local electors were required to pass a local property tax of 18 mills on all non-homestead

²² See Appendix A , History of Michigan Public Schools Foundation Grants (pages 1 & 2)

properties in the school district. Proposal A foundation grants were computed on the presumption that 18 mils were approved and levied on non-homestead properties. Non-homestead properties were required to also pay the six mils in state school tax.²³

Per Student Funding in 1994-95, Year One of Proposal A

In the first year of Proposal A the hold-harmless school districts were granted authority to seek and, if approved by local electorates, to levy additional local tax to maintain their pre-Proposal A revenue levels. Those local property tax millages could continue historical funding levels by whatever dollar amount was approved by the legislature for increase in the basic foundation grant -- \$200 in 1994-95.²⁴ Fifty-four (54) school districts -- the 47 pre-Proposal schools and seven other districts that in 1993-94 were within the sliding formula of the new “hold-harmless” level -- used their new taxing authority to maintain per student funding above the \$6,500 “hold-harmless” level.²⁵ The school revenue that exceeded the hold-harmless threshold was all local tax money.

One hundred ninety-six (196) school districts received grants that varied between the \$5,000 “basic” grant and the \$6,500 “hold-harmless” grant.²⁶

²³ Op. cit. School Finance Reform in Michigan Before and After Implementation of Proposal A

²⁴ Ibid

²⁵ See Appendix A: “History of Foundation Grants”

²⁶ Ibid

While the “basic” grant was the eventual goal for the 309 school districts that received less than \$5,000 in 1994-95, those districts were not immediately awarded a “basic” grant. Instead they received a foundation grant of at least \$4,200 or a sliding scale increase that exceeded the \$200 increase for school districts above the “basic” grant.²⁷

(Table 2) Variations in per pupil grants –1994-95²⁸

(minimum) = \$4,200 40 school districts

\$4,200 > \$5,000 267 school districts

(basic) = \$5,000 2 school districts

\$5,000 > \$6,500 194 school districts

(hold-harmless) <\$6,500 52 school districts

In the first year, 267 school districts, almost half of the districts in the state, received a per student grant that was more than the \$4,200 “minimum” grant but less than the \$5,000 “basic” grant. Those less-than-“basic” schools also received catch-up subsidies, based in a sliding scale formula that, in turn, was based in annual legislative increases in school funding per student.

Year 2 of Proposal A (1995-96): Catching up

In 1995-96, the proposal’s second year, \$153 was added to the foundation

²⁷ Op. Cit. “School Finance in Michigan Before and After the Implementation of Proposal A”

²⁸ Developed from Appendix A: History of Foundation Grants (Senate Fiscal Agency)

grant.²⁹ A catch-up factor of exactly twice that increase was added to “minimum” foundation grants.³⁰ The “minimum” grant therefore became \$4,506 for the Proposal’s second year.³¹

School district grants that exceeded the 1994-95 “minimum” grant (\$4,200), yet were still less than the “basic” 5,000 grant in 1994-95, again enjoyed catch-up increases that exceeded the “basic” grant’s increase. The sliding scale awarded subsidies to some school districts that nearly doubled the \$153 basic grant increase, while schools that were nearly at the “basic” level received only a few dollars as supplement to the foundation’s increase.³²

(Table 3) Variations in per pupil grants –1995-96³³

(minimum) = \$4,506	39 school districts
\$4,506 > \$5,153	245 school districts
(basic) = \$5,153	25 school districts
\$5,153 > \$6,653	194 school districts
(“hold-harmless”) < \$6,653	52 school districts

In response to a desegregation order, the state was ordered to increase the foundation grant to the Coloma Community Schools from the first year’s “minimum” grant (\$4,200) to \$4,949 in 1995-96. The 39 remaining school

²⁹ “State School Aid Update”, Michigan Department of Education, Vol. 3, No.8, May 1995

³⁰ Ibid

³¹ See Appendix A: History of Foundation Grants (Senate Fiscal Agency)

³² Op. Cit. “State School Aid Update”, Michigan Department of Education, Vol. 3, No.8, May 1995

³³ Developed from Appendix A: “History of Foundation Grants”

districts that received the 1994-95 “minimum” continued in the lowest bracket of the 1995-96-grant array. The difference between the “minimum” grant and the “basic” grant was narrowed by \$153, that year’s funding increase.

Because 23 school districts were only a few dollars below the “basic” grant in 1994-95, the catch-up supplement for 1995-96 was sufficient to place them on the “basic” rung of Proposal A’s funding ladder. Twenty-five (25) schools districts were funded exactly at the “basic” level in 1995-96. Although the gap between lower and higher funded school districts decreased, rankings did not change. The roster of districts between the “basic” and the “hold-harmless” levels remained the same in 1995-96 as it was in 1994-95. Likewise, the same fifty-two (52) “hold-harmless” schools maintained that status in 1995-96.

The “basic” foundation was increased by \$155 in 1996-97³⁴ and again in 1997-98.³⁵ For both school years the same sliding scale formula was employed to subsidize districts that were funded below the new basic grant.

(Table 4) Variations in per pupil grants –1996-97³⁶

(minimum) = \$4,816	39 school districts
\$4,816 > \$5,308	220 school districts
(basic) = \$5,308	50 school districts
\$5,308 > \$6,808	194 school districts
(hold-harmless) < \$6,808	52 school districts

³⁴ “State School Aid Update,” Michigan Department of Education, Vol. 4, No 8, June 1996

³⁵ Ibid. Vol. 5. No 8, May 1997

³⁶ developed from Appendix A: “History of Foundation Grants”

As a result of the catch-up subsidy, 25 more schools moved from the below-“basic” status to “basic” status in 1996-97. The “rising tide” of the foundation grants floated 55 additional schools into a “basic” level in 1997-98. The roster of minimum grant schools and those above basic remained the same.

(Table 5) Variations in per pupil grants –1997-98³⁷

(minimum) = \$5,124	39 school districts
\$5,124 > \$5,462	165 school districts
(basic) = \$5,462	105 school districts
\$5,462 > \$6,962	194 school districts
(hold-harmless) < \$6,962	52 school districts

Only “minimum” foundation allowances were increased in 1998-99. They increased by \$46 to \$5,170.³⁸ The 39 “minimum” grant schools and 17 other schools that received less than \$5,170 in 1997-98 were increased to \$5,170. Other districts’ grants were not changed from the 1997-98 levels.

³⁷ developed from Appendix A: “History of Foundation Grants”

³⁸ “State School Aid Update,” Michigan Department of Education, Vol. 7 No. 1, October 1998

(Table 6) Variations in per pupil grants –1998-99³⁹

(minimum) = \$5,170	56 school districts
\$5,170 > \$5,462	148 school districts
(basic) = \$5,462	105 school districts
\$5,462 > \$6,962	194 school districts
(hold-harmless) < \$6,962	52 school districts

Year Six: All Rise to “Basic”

The “basic” foundation grant was increased by \$234 for the 1999-2000 school year⁴⁰ and the sliding scale subsidies were again added to “below-basic” grants. The “minimum” grant grew, initially, to \$5,696. However, in June 2000, just as schools’ fiscal years were ending, Enrolled Senate Bill 1044 added a late session supplement for 1999-2000 funding.⁴¹ When signed into law as Public Act 297 of 2000 on July 26, 2000, that legislation’s “equity payment” elevated the 39 “minimum” districts and the remaining 49 “below-basic” schools to the new “basic” grant level.⁴² For the first time, all school districts in Michigan received at least the basic foundation grant in 1999-2000 school year. Three hundred nine (309) districts received that “basic” grant. One hundred forty-six (146) schools

³⁹ Developed from Appendix A: “History of Foundation Grants”

⁴⁰ “State School Aid Update,” Michigan Department of Education, Vol. 8. No. 1, October 1999

⁴¹ “State School Aid Update,” Michigan Department of Education, Vol. 8 No. 11, August 2000.

⁴² Developed from Appendix A: “History of Foundation Grants”

were still above the “basic” grant but below “hold-harmless” and the same 52 “hold-harmless” schools still levied operational millage to maintain their above “hold-harmless” status.

(Table 7) Variations in per pupil grants –1999-2000⁴³

(basic) = \$5,700	309 school districts
\$5,700 > \$7,200	146 school districts
(hold-harmless) < \$7,200	52 school districts

In addition to eliminating the “minimum” and “below basic” categories, Public Act 297 of 2000 also included appropriations for 2000-2001, 2001-2002 and 2002-2003 foundation grants. Three hundred (\$300) dollars were added to per student foundation grants for 2000-2001; three hundred dollars (\$300) were also promised for 2001-2002; and \$200 were promised for 2002-2003. Most importantly for narrowing the variations among districts, an additional \$200 was added for “basic” grant districts for 2001-2002. With this last “equity payment,” the range between the “basic” schools and the “hold-harmless” threshold was narrowed from the initial \$1,500 range in the first years of the proposal to \$1,300. While \$1,300 still represents almost 25% of the per pupil funding for basic schools, differences of 300% and more had disappeared.

⁴³ developed from Appendix A: History of Foundation Grants (Senate Fiscal Agency)

(Table 8) Variations in per pupil grants – 2000-2001⁴⁴

(basic) = \$6,000	309 school districts
\$6,000 > \$7,500	195 school districts
(hold-harmless) <\$7,500	52 school districts

The \$200 “equity” payment included in Public Act 297 of 2000 was the last of the proposal’s disproportionate increases to the state’s lowest-funded local school districts.

Proposal A’s Seven Year History

Before Proposal A, Michigan public school funding varied by more than \$11,000 per student. By fiscal 2001, a majority of the state’s schools received a basic grant (\$6,000 per student) which was more than twice the amounts received in the last year of Bursley.

Bois Blanc Pine’s School District retained its highest-in-the-state funding status. Its per-pupil grant had grown to \$15,192. The difference between the absolute highest and the lowest funded educations had narrowed from \$10,972 to \$8,692⁴⁵ or almost 20%. However, only the 54 school districts received grants above the hold harmless level and those hold-harmless premiums were all funded

⁴⁴ developed from Appendix A: “History of Foundation Grants”

⁴⁵ see Appendix A: “History of Foundation Grants”

by additional local property tax. Excluding those 54 outliers, educations funded by state aid dollars varied by no more than \$1,300.

The funding gap was closed by granting relatively modest funding increases to the state's best-funded districts while adding larger amounts, both in dollar terms and percentage terms, to the state's lowest-funded districts.

(Table 9) History of Proposal A Foundation Grant Growth

	minimum	basic	hold-harmless
1994-95	\$4,200	\$5,000	\$6,500
1995-96	\$4,506	\$5,153	\$6,653
1996-97	\$4,816	\$5,308	\$6,808
1997-98	\$5,124	\$5,462	\$6,962
1998-99	\$5,170	\$5,462	\$6,962
1999-00	\$5,696*	\$5,700	\$7,200
2000-01	\$6,000	\$6,000	\$7,500

*Increased retroactively to \$5,700 in July 2000

All of the school districts that received the \$6,000 "basic" grant in 2000-01 had received less than the \$5,000 "basic" grant in the proposal's first year. For Sigel Township School District #3, the lowest funded school in 1993-94, the \$3,238 increase was an increase of 117%.

Interestingly, with the promise of PA 297 of 2000 and its 2001-02 minimum grant of \$6,500, the “minimum” grant had, in eight years, come to equal what in the beginning of Proposal A was the highest state supported grant. This advance caused then-Michigan Governor John Engler to boast in a letter to the legislature: “What was once considered extraordinary has now become universal.”⁴⁶

(Table 10) History of Variance Between Base & Minimum Foundation Grants

	<i>Base</i>	<i>Minimum</i>	<i>difference</i>
1994-95	\$4,200	\$5,000	\$800
1995-96	\$4,506	\$5,153	\$647
1996-97	\$4,816	\$5,308	\$492
1997-98	\$5,124	\$5,462	\$338
1998-99	\$5,170	\$5,462	\$292
1999-00	\$5,696*	\$5,700	\$ 4
2000-01	\$6,000	\$6,000	\$ 0
2001-02	\$6,500	\$6,500	\$ 0

For those erstwhile low-funded schools, funding levels had doubled.

⁴⁶ Engler, John, in letter to Michigan House of Representatives, September 28, 2001

(Table 11) Overall Funding Variation 1993-94 and 2001-2002

	<u>1993-94</u>	<u>2001-2002</u>	<u>%growth</u>
Lowest Funded	\$ 2,762	\$6,500	135.3%
Highest funded	\$13,734	\$15,195	10.6%
Difference	\$ 10,972	\$8,695	

Chapter II

Conceptual Framework

Prior to Proposal A, the political pushing and pulling of the Bursley School District Equalization Act of 1973 defined the economic *status quo* in which the state's local school districts existed. Revenues were determined by politics – by the amounts the state legislature guaranteed in the per mil formulae and by the level of local taxes (millages) that local electorates approved.

In effect, the local millage elections were public auctions in which communities determined how much they would tax themselves for various arrays of educational services. District school boards proposed new tax levels coupled with promises to provide defined levels of service. The electorate either approved or disapproved the proposed tax levels and, subsequently, the level of educational service that was provided.

It is important to acknowledge the variation in services and tax levies under Bursley because Proposal A altered a fundamental connection between funding and local politics. While Proposal A maintained the hierarchy of Bursley spending variation in assigning the new foundation grants, the amounts of funding and the local control of funding were gone. Conceptually framed in terms of how pre-proposal funding was decided, this paper will explore how new monies were spent

when the Bursley equilibriums were disrupted by the proposal's alteration of funding, and subsequently, spending constraints.

The public finance literature offers two dominant theoretical explanations for how communities reveal their level of demand for local governmental service, the median voter model⁴⁷ and the Tiebout model.⁴⁸ Pre-Proposal A patterns of school district taxation and expenditures can be interpreted as a reflection of these two theories. Both define what may be regarded as equilibrium tax/spending combinations across districts, given local residents' income, tax prices and preferences. Both theoretical mechanisms operate through voter decisions in local school millage elections.

Conceptual framework – The Median Voter Model

The median voter model supposes a hypothetical citizen whose taste for desired service at an acceptable tax cost is located at the mid-point between those willing to pay more for still more service and those willing to accept less service for lower tax. The median voter is that hypothetical voter on the margin. It is this theoretical voter who casts the deciding vote in local millage elections - the fifty-percent-plus-one consumer who must be satisfied with the proposed array of services at the proposed cost. In theory, the median voter may be the only truly satisfied voter, other voters either willing to pay more tax for more service or

⁴⁷ See Black, Anthony Downes, in Musgrave & Musgrave: Public Finance in Theory & Practice (Chapter 6)

⁴⁸ Tiebout, op cit

preferring still less tax even though the lower tax means less service. This median voter determines the level of service in every school district. Each school district determines its educational service level as a function of the median voter's expression at the millage polls.

According to this theory, a millage package that is approved by a single vote has perfectly identified the preferences of the median voter. The model assumes that everyone votes or that the voters who do vote somehow represent the wider preferences of all community members. If a large majority of voters approve a new tax array, the newly proposed services have not exploited all of the tax capacity of the district. If the millage is not approved, the proposal was not properly sized for the district's tastes.

The median voter model presumes competing packages of goods and services at varying prices. Demand for education is a function of both income and price. Those with higher incomes can afford more education. On the other hand, the higher the price, the less education can be afforded.⁴⁹ In the provision of public goods, local voters either accept the new price for the proposed array of services or communities declare the new prices too high and reject the proposals. Periodically, millage authority expires. If voters refuse to renew millages – that is, if the tastes of the median voter change - services must be cut.

Over a period of time, the median voter model predicts that each taxing entity establishes an array of services at a specified price that is acceptable to a

⁴⁹ See Addonizio, Michael, "Equity or Choice? School Finance Reform and the Income-Expenditure Relationship," *Journal of Educational Finance*, Association of School Business Officials International, Vol. 23, No. 1, summer, 1997, p. 38

majority in the community. Equilibrium is established between those who want more and are willing to pay more and those who want to pay less and are willing to accept fewer governmental services. As a result of many elections in many communities, these public auctions determine the matrix of tax levels and services. Each community establishes a *status quo* that defines the median tastes of the community.

Conceptual framework – The Tiebout Model⁵⁰

The Tiebout model suggests that people choose where they live on the basis of the local services that are provided as a function of local tax price. Households select packages of services that communities have established at the prices that households are willing and able to pay. Preferences for governmental services are expressed by where people choose to live. In essence, the Tiebout model is the flip side of the median voter model.

Of course the amount of money available to schools is not the only factor that people consider when deciding where to live. Other quality-of-life factors may be important as well. Change in the availability of service may occur. If desired public sector “products” are no longer available in a community, Tiebout would expect households to move to communities that provide acceptable levels of service at acceptable prices. The values of homes are affected by the level of service and by the tax that is paid to support that array of service. Spatial mobility

⁵⁰ Tiebout, op cit.

provides the local public school-goods counterpart to the private market's shopping trip.⁵¹

Communities vary in their abilities to afford tax. Taxpayer sophistication relative to the net cost for school tax (after income tax deductions) is also greater in some school districts than in others. Preference functions for school services differ greatly between communities. Whether by virtue of elections or by choices made by mobile consumers, both the median voter model and the Tiebout model anticipate that, over time, consumers' tastes will be matched to governmental services at acceptable prices. Over time, communities attract like-thinking people and, subsequently, develop identifiable characteristics.

Conceptual framework – Local Effects of Proposal A & the Proposal's Consequent Disruption of the Funding *Status Quo*

Proposal A affected local decision-making in three fundamental respects:

1. There is less local autonomy for determining the amounts of revenues.
2. Independent of local effort, there are differential increases in foundations.
3. The proposal altered the spending constraint in every school district.

⁵¹ Ibid

Proposal A changed the relationships between local tastes and prices. When tax level was determined by the median voter, in theory, services were suggested which were subsequently rejected because the price was too high or accepted because the community was willing to pay for that desired service. Proposal A changed the tax price of education in every school district. It did so by eliminating the connection between local referenda (millage elections) and local funding levels. In districts in which more money became available as a result of the proposal, services could be offered that exceeded the median voter's taste as determined at the price-desire nexus. The opposite sides of this disconnect developed in districts in which the median voter would have supported higher spending than Proposal A funded. It altered the direct effect local voters' tastes could exert on available public money.

Because local school districts no longer had authority to affect school tax levels, tax capacity was no longer relevant. Frustrated consumers could neither approve additional taxes to provide more services in their local schools nor could they lower their homestead tax by rejecting school millage requests. The preference of the median voter mattered only hypothetically because the bulk of school spending no longer depended on approval of local millages.

In communities in which Proposal A allowed less operating money than the median voter would have approved, Proposal A has resulted in the reduction or elimination of programs. In other communities, those of interest in this study, Proposal A has provided more money than was likely to have been available under

Bursley. Except for the cultural history of school communities and the expectations that those old agreements may have imposed, the preferences of local voters have become largely irrelevant in determining how much money is available to local school districts.

If considered through the lens of Tiebout, Proposal A has altered the range of choices. Price tolerance has become extraneous. School districts are all funded at similar levels, although different districts may choose to spend similar revenues differently. Tiebout-like, consumers can choose among options such as private schools, schools of choice in other communities, charter schools and the like to remedy dissatisfaction. If those alternatives come closer to matching the consumer's taste at a desired price, Tiebout theory predicts a migration of students from school districts that do not match family preferences to alternatives that better match their taste. Some families may no longer find the services they desire while others may find themselves with more services than they would have supported in pre-Proposal millage elections. Proposal A limits the range of spending, and, subsequently limits the options that competing districts could offer. Given time, the Tiebout effect may redefine each district's unique array of services. Local governments will have to decide the direction of their spending and the array of services they will offer. Households will then have to react – to move or not to move – in response to the array of services offered.

Proposal A has changed the dynamic of decision-making in local school districts. Decisions are no longer directly linked to local voter preferences.

Because school decision-makers are not dependent on the next local millage election, citizen influence on local decision-making may have been weakened as there is no longer a local public referendum to validate or repudiate the decisions of district leaders. The dynamic has changed in high-spending districts where the likely approval of more Bursley millage money has been replaced by limited resources that must now be allocated in competition with other local interests. This is also true in school districts where spending was low and Proposal A provided more money than the local voters historically provided.

Chapter III

Literature Review

Prior to Proposal A, Michigan's median voters had established levels of tax and service that were acceptable in every school district. The Tiebout model asserts that people had moved to communities that offered services and price levels they wanted, subsequently reinforcing median voter choices. Proposal A upset the *status quo* of each district however, when finance reform suddenly and irresistibly changed local revenues, and broke their connection to local resident preferences.

Proposal A exchanged local control of revenue for the promise of increased revenue without the need of locally approved operational millages. Loss of the connection between revenue and local voter approval signaled a fundamental change for Michigan school districts relative to how much money there was to spend. Well-funded districts could no longer propose new programs that required still higher spending. Instead, all programs had to compete within narrowly defined financial constraints. On the other hand, Bursley's low-funded districts were provided with increases in revenues that made it possible to provide more program than a cost-conscious local electorate would likely have funded locally – at least had funded in the past.

Passage of Proposal A may also have changed how spending decisions were made. Bureaucratic response to windfall gains as reviewed in recent publications offer insight into this paper's primary topic of interest.

Change

The literature on organizational behavior recognizes change as an inevitable cultural phenomenon. However, the literature also anticipates that successful, durable change must be firmly rooted in and connected to the old, established *status quos*. Resistance to change is also well documented as a characteristic of well-established institutions.^{52 53 54} In order to succeed, change must respect its context in history and must be cognizant of the social situations in which the entity must exist. It is important to determine the degree to which an innovation is compatible with existing values and past experiences. On one hand, people rely on predicable controls (norms, traditional values, predictions that help identify who one is) while, on the other hand, change is an irresistible and unavoidable part of life. The literature suggests that there must be a connection between the past and adaptable change.

However, when Proposal A changed Michigan school finance, the change was not gradual, nor was there opportunity for participation in a diffusion process before the new system was implemented. Proposal A was imposed on an historic

⁵² Popkewitz, T.S., A Political Sociology of Educational Reform: Power & Knowledge in Teaching, Teacher Education and Research, Teachers College Press, New York, 1991

⁵³ Rogers, E.M., Diffusion of Innovations, The Free Press, New York, 1983

⁵⁴ Marris, P., Loss and Change, Pantheon Books, New York, 1974

status quo. Regardless, the change was essentially irresistible and irreversible.

Proposal A is cemented in the state's constitution.

Politics

A *status quo* evolved over two decades of Bursley era millage elections in which median voter choices decided the levels at which each of the state's local school districts were funded. Median voter theory suggests that each school district's constituency was marginally satisfied before Proposal A. Proposal A disrupted that *status quo* and created a disruption between preferred and imposed levels of funding.⁵⁵ Finally, high-funded school districts could no longer spend as they had habitually spent – and as their constituencies expected that they would continue to spend. Even those districts that had cooperative electorates and large tax bases were suddenly without new money or means to control their revenues.⁵⁶ At the same time, the Proposal produced windfalls for low-funded districts and an anomalous, obverse problem. These big winners had more money than their communities collectively expected them to spend. If those communities were content with lower funding levels (and lower spending), how would windfalls be managed and the money spent?

⁵⁵ See Addonizio, 1997, *op cit*

⁵⁶ See Moody's Investors Service, *op. cit.* pages 3 - 6

Political models predict that bureaucracies will fight to retain and preserve the established *status quo*. A primary response of all bureaucracy is to preserve itself.

Sudden Wealth Syndrome

Until now the literature has generally dealt with change as a methodical process and a political response that protects *status quo*. Behavior predicted in the literature on change is fairly consistent with the findings in studies of lotto winners and those who have experienced other sudden, dramatic receipt of wealth: Newly wealthy subjects attempt to reconcile their new situations of wealth to their pre-wealth values, expectations and relationships. While not unprecedented in human experience, the financial windfalls experienced by this study's sample population changed collective financial circumstances much as if the sample school districts had won a lottery or were recipients of large insurance settlements.

A six-year study by the Ontario Lottery Corporation (conducted by Toronto's Goldfarb Consultants)⁵⁷ found that 93% of the people who won more than \$500,000 put most of the money in a bank. A large majority (75%) shared some of the winnings with family or friends. Minor purchases, vacations and paying off debts were also documented in the study. Only 15% of the respondents were said to have affected an over-all change in lifestyle.

⁵⁷ Canadian Press Newswire, S 23, 1997

Eckblad and von-de-Lippe⁵⁸ reported similar findings in their University of Oslo (Institute of Psychology) study of Norwegian lottery winners. Two hundred sixty-one (261) winners of \$150,000 or more between 1987-91 were studied. Subjects were described as cautious realists who expressed few emotions aside from moderate happiness and relief. Winners emphasized caution, emotional control and inconspicuous spending. A wish for anonymity was frequent, together with fear of envy from others. Betting was modest both before and after winning. Experiences with winning were predominately positive, and life quality was said to be stable or improved. An age trend was observed, accounting for more variance than any other variable. Older winners seemed to represent a puritan subculture of caution, modesty and emotional restraint. A slightly more impatient pattern of spending was characteristic of younger winners. H.R. Kaplan⁵⁹ described lottery winners as self-controlled realists rather than as gamblers.

While people who experience sudden wealth recognize that spending constraints have shifted, they are wary of the effect their new wealth may have on social relationships. That some of the rules seem to have changed while many other rules may or may not have changed was documented in a British Columbia study of lottery winners.

Few among us have not dreamt of winning the lottery, spending imaginary millions and fantasizing how different and better life would be. But the couple that recently became British Columbia's

⁵⁸ 'Norwegian Lottery Winners: Cautious Realists', Eckblad, Gudren-Fleischer and von-de-Lippe, Anna-Lousie, *Journal of Gambling Studies*, University of Oslo, Winter, 1994, vol. 10 (4), pages 305 -322

⁵⁹ Kaplan, H. Roy, "Lottery Winners: The Myth and Reality," *Journal of Gambling Studies*, Winter, 1994, Vol. 10 (4), pages 305 - 322

biggest-ever [lottery] winners insists the money will not turn their lives upside down . . . ‘A sense of normalcy is the only way to stay sane’ [the couple said]. . . . The couple was reported to have “exceedingly modest dreams.” They planned to buy new shock absorbers for their eight-year-old car and they hope to go skiing. When asked what they planned to spend the money on, the couple responded: “Not much. We want to put the money in the bank and invest it and do what’s needed as the situation presents itself. We don’t want to alter our lives. We want things to stay the same.”⁶⁰

According to a 1996 survey conducted by the British Columbia Lottery Corporation, the most common use of lottery winnings is to bank it. Next most common uses are buying recreational vehicles, paying off debts, buying a boat and donating to charity. Sharing winnings with family came seventh. The study concluded with the observation from spokesperson Elizabeth Bruce: “Generally I don’t think [winning] has a major impact as far as a change in life style.”⁶¹

Games of chance are not the only way people become rich suddenly. The Money Meaning & Choices Institute offers counseling services to California Silicon Valley entrepreneurs who have experienced great financial success.⁶² Their common profile of clients is a young person who has parlayed an e-based idea into a fortune and then faces life with a new set of rules:

Sudden Wealth Syndrome sounds positively awful – until you remember the cause. A lot of the reaction is, ‘you have problems because you have money?’ What a joke! . . . And if talking about money is taboo, then talking about going to therapy because you have too much of it is social suicide – especially in the US, where the pursuit of the mighty greenback is the national pastime and

⁶⁰ *ibid.*

⁶¹ *ibid.*

⁶² *see: “Money, Meaning & Choices,” Canadian Business, vol. 73 (14) August 7, 2000, page 34 - 36*

striking it rich the ultimate fulfillment of the American Dream. The people we see are very sensitive to these issues. They feel stupid or guilty or humiliated and they're reluctant to use this kind of service . . . A lot of these people spend 90% of their time at the office . . . Then they wake up wealthy -- with more money than they imagined, after less work. ... After the excitement wears off, they say, 'Gee, I'm confused.'⁶³

In an unpublished dissertation, Van Wormer⁶⁴ studied recipients of government grants that were spurred by Sputnik. His research determined that initially grant recipients were confused by the availability of money but, subsequently, they spent money in many of the same ways as they spent money before grants were available. While the National Science Foundation budget grew almost 100 fold in 15 years, from \$1.5 million in 1952 to more than \$121 million in 1967, Van Wormer reported that not one critic suggested an alternative approach to teaching -- such as adopting the Soviet curriculum as an educational model.⁶⁵

The rise in educational expenditures during [the period of] 1957-1962 was part of a long established trend since the Depression and the Second World War . . . An analysis of the results of public school bond elections in the period 1957-1970 reveals similar results . . . no influence upon education by Sputnik can be established."⁶⁶

⁶³ Ibid.

⁶⁴ "Sputnik & American Education" Ph.D. Dissertation. Michigan State University, James William Van Wormer, 1976

⁶⁵ Ibid, page 74

⁶⁶ Ibid, pages 175 - 6

Van Wormer concludes: "Judged on the whole, no significant change in American educational theory and practice can be directly related to Sputnik and subsequent Soviet space achievement." ⁶⁷ Sputnik inspired a 100-fold increase in federal funding for education and yet it was not powerful enough to affect significant change in the educational *status quo*. The new money was spent in much the same way that educational money had always been spent.

The sudden wealth syndrome defines an identity crisis, a crisis of meaning and purpose. Newly found wealth changes some of the rules, yet it doesn't necessarily change the culture. Relationships that were important continue to remain important. Family is the same. Friends are often the same. Hobbies and passions still have appeal. Yet the money, the "fulfillment of the American Dream," has made only dreamt-of options available. Dreams seem to be available for the taking, yet, as the literature on change clearly predicts, change is difficult, often resisted and, to be fully accepted, must be connected to the past with an umbilical of accepted historical experience.

While sudden wealth may inspire a period of euphoria that engenders initial, wild spending, recipients of windfalls often experience confusion, which, after initial exhilaration, matures into an accommodation of old values with new money. Very often the suddenly wealthy return to old life styles that are only modestly enhanced by the windfalls. Factory workers begin living as factory foreman; middle managers adopt life styles similar to their senior management

⁶⁷ Ibid, page 180

employers. Sudden wealth doesn't generally change what is inherently important, nor do the suddenly wealthy wander too far from what has always been familiar and comfortable. Church memberships don't change. Family and friends don't change because they are important links to the past and to a person's identity.

While it would have been bad television for the Beverly Hillbillies to move back "home" before the series was cancelled, sudden wealth syndrome predicts that, while Jed and Granny may not have moved back to the drafty shack they were living in when fortune befell them, it is highly unlikely that they would have stayed in Beverly Hills. Even before a season of bad ratings, they would likely have moved back to Bug-Tussle; to a house with central heat and running water where they could sit on the front porch and live out their days with people they'd known all their lives, undoubtedly talking about the peculiarities of people in Beverly Hills.

Predictions

Three hypothesis are proposed for what Proposal A's biggest winners did with new monies.

1. School districts bureaucracies were slow to act because of institutional inertia and internal disagreement about how to allocate the new resource. More positively put, educators had no idea what investments would best increase student learning and have simply not expended money. "Extra" money from Proposal A was put in the bank pending a thoughtful review

and assessment process for changes in resource allocation. As corollary, cynical decision makers hoarded the new money.

2. Windfall increases were negotiated away to the stakeholders. Salaries were increased to employees, more employees were hired and the money was otherwise dribbled away over time, essentially maintaining the *status quo*. Having more money doesn't make a difference: More money was spent procuring the same goods and services.
3. Infrastructures were re-built; buildings and equipment that were long left neglected were repaired or replaced. Textbooks and technology were procured to support expanded program for students. The big winners otherwise tried to catch up to the better-financed districts' programs.

Chapter IV

Research Design

The Michigan Department of Education requires school districts to submit financial data in conformance with the state's mandated accounting code. Those locally produced data reconcile to independently conducted annual audits and combine in a report commonly known as Form B. These data are published by the Department of Education in various formats. Form B data may be reviewed on the department's web site in detail or in compilation, as presented in the Department's Bulletin 1014. Bulletin 1014 arranges Form B data from individual districts in ranking order to facilitate comparison of the state's school districts.

School districts that gained the most from Proposal A were identified through foundation grant histories published by the Michigan Senate Fiscal Agency. Form B data were analyzed to determine how new monies were spent (or not spent). Data from Bulletin 1014 were used in comparing fund uses by the sample districts relative to all of the state's districts. Enrollment and financial data were gathered from the Michigan Department of Education web site.

Case study interviews with decision-makers were conducted in the selected school districts. These qualitative data were gathered in a series of personal interviews, all performed in the 22 original minimum grants school districts that enrolled more than 1,000 students. Those interviews were tape-recorded. Notes and transcripts are referenced in this study.

The results of those interviews were compared to Michigan Department of Education accounting data. The research design combined quantitative data collected from various Department of Education sources with qualitative data collected from interviews of the big winners' decision-makers.

Sample Population

Proposal A established a foundation grant system that relied on pre-proposal levels of per student funding. In its first year (1994-95) the Proposal guaranteed \$4,200 per student or an increase of \$250 per student for each school district that receipted less than \$4,200 in 1993-94, whichever was more. Forty (40) Michigan public school districts received increases that exceeded \$250 while qualifying for the "minimum" \$4,200 threshold grant. These minimum grant school districts received increases that ranged from \$268 to \$1,438 per student, in the proposal's first year.⁶⁸ These school districts comprise this study's base population.

In 1993-94, 31 school districts in Michigan offered less than kindergarten through grade 12 curricula. These were "primary" districts in the nomenclature of the state. Eleven, more than a third of these primary districts were among the 40 minimum grant schools. As a general practice, primary districts pay tuition to send their secondary students to neighboring districts' high schools. In 1996, legislation changed the flow of state money for primary districts' high school students who attended a neighbor's high school. Instead of sending state aid to the resident, primary district, in 1996 the state began sending state aid directly to the non-resident, educating district. This change in state cash flow and the skewed

⁶⁸ See Appendix A, Roster of Michigan Public Schools, History of Foundation Grants

structure of spending without secondary curricula made data comparison impractical. Further, primary district data are not included in the state's Bulletin 1014. For all of these reasons, the 11 primary districts that began the Proposal A era as minimum grant districts were excluded from this study's sample population.

The average enrollment of all 555 school districts in Michigan in 1994 was 3,175.9 full time equivalent students.⁶⁹ The average enrollment of minimum grant districts that offered K-12 curricula was 1,713 students for the seven years that were studied. Seven of the minimum grant school districts enrolled fewer than 1,000 students during one or more of the years studied. Three of the districts with more than 1,000 students enrolled fewer than 1,500 students in one or more of the years studied. More than half of the sample population, 13 of the 22, enrolled fewer than 2,000 students in one or more years of this study. Only one of the minimum grant school districts, Hudsonville, had a population larger than the state's average.⁷⁰

The minimum grant districts had small student bodies relative to the average Michigan public school district. Because data were examined on a per student basis, modest changes in enrollments in small-enrollment districts result in major changes in the data that this study examines. The 7 minimum grant districts that enrolled fewer than 1,000 students in one or more years during the period studied (1994-95 through 2000-2001)⁷¹ were excluded from the sample.

Twenty-two districts with combined state membership aid and per pupil

⁶⁹ See Appendix B, 1994 Enrollments, Enrollment Ranking in Michigan, Teacher Ratio & Operational Millage (source: Michigan Department of Education, Bulletin 1014, 1993-94)

⁷⁰ See Appendix C – History of Enrollments – Minimum Grant Schools

⁷¹ See Appendix C

local tax of less than \$3,950 in fiscal 1994 and more than 1,000 students in the first seven years of Proposal A – 22 of the 40 original minimum grant school districts – comprised the initial roster of this study.

Two Additional School Districts Are Excused From the Study

Subsequent to initial data collection, two additional school districts were excluded from the studied population. Both of these districts received extraordinary federal assistance that minimized the affect of the new state funding procedure.

One of the school districts, Coloma Community Schools, was subject to school integration, court ordered acceptance of neighboring district's residents. In 1997, a federal court ordered the State of Michigan to "blend" Coloma's foundation grant with that of the neighboring, sending school district. With this altered foundation, Coloma left the ranks of "minimum" grant districts. During interview in the district, court intervention was cited as a major factor in district decision-making. The funding changes in Coloma that were attributable to Proposal A were said to be minimal by comparison.

Another district, Gwinn Area Community Schools, was home to a large air force base. Gwinn qualified as a minimum grant school because it levied little local millage. Subsequently, under Bursley the district received little in local tax

and little in state aid. However, the district's status as a minimal grant school was misleading because the district's revenues were subsidized by the military (special federal revenue) while the base was operational. Two years after Proposal A became the state's educational funding structure, the base was closed and Gwinn lost more than half of its enrollment. Again federal subsidies cushioned the financial shock.

Coloma and Gwinn were not affected by Proposal A as much as they were by the factors that qualified them for federal attention. Subsequently, they were excluded from the studied population.

The School Districts Studied

While Proposal A has imposed change on all of Michigan's public school districts, a study of Proposal A's effects on the erstwhile better-funded districts would be a study in coping with stagnant revenues rather than a study of active change in exploring new spending options. This study examines a sample population of 20 school districts that experienced the biggest gains in per student funding as a result of Proposal A. All of the studied districts offered kindergarten through grade twelve curricula.

This study has identified the following 20 Michigan public school districts as its sample of interest.

(Table 12) Sample Districts' Pre-Proposal A Funding & Enrollment Range

	<u>1993-94 funding</u>	<u>enrollment range 1994-95 thru 2000-01</u>
Benzie County Central Schools	\$3,836	1,775 – 1,953
Farwell Area Schools	\$3,890	1,634 – 1,754
Harrison Community Schools	\$3,905	2,278 – 2,375
Crawford Ausable Schools	\$3,843	2,165 – 2,374
Maple Valley School District	\$3,889	1,635 – 1,726
Beaverton Rural Schools	\$3,779	1,790 – 1,919
Kingsley Area Schools	\$3,834	1,135 – 1,338
Public Schools of Calumet	\$3,858	1,665 – 1,763
Bad Axe Public Schools	\$3,590	1,416 - 1,651
Kalkaska Public Schools	\$3,920	1,916 – 2,139
Manistee Public Schools	\$3,923	1,770 – 2,054
Lake City Area School District	\$3,935	1,328 – 1,409
Hudsonville Public School District	\$3,887	3,472 – 4,637
Crosswell Lexington Com. Schools	\$3,934	2,381 – 2,570
South Haven Pubic Schools	\$3,819	2,552 – 2,935
Mattawan Consolidated Schools	\$3,891	2,842 – 3,260
Paw Paw Public Schools	\$3,825	2,152 – 2,314
Munising Public Schools	\$3,875	1,037 – 1,140
Allegan Public Schools	\$3,949	2,962 - 3,031
Standish-Sterling Com. Schools	\$3,738	1,980 – 2,201

The average funding for these 20 districts was \$3,814 per student in 1993-94.

These “minimum” grant school districts, therefore, received, on average, an increase of \$386 in the proposal’s first year. The average Bursley guaranteed funding received by all other districts in the state was \$5,017 per student in 1993-94. That average rose by \$222 in the proposal’s first year. The \$386 increase for the population districts was \$164 per student more than it was for the rest of the

state; an amount that was 174% of the average increase received by most of the state's school districts in that first year.⁷²

None of the 40 districts was wealthy and only one was arguably urban. The minimum grant districts were, with the exception of Hudsonville, all out-state schools that served relatively low-income populations.

(Table 13) Aggregate Enrollment Histories 1993-94 through 2000-01⁷³

	State	Minimum Grant	Minimum Grant
	<u>Enrollment</u>	<u>Enrollment</u>	<u>% of State</u>
1993-94	1,569,351	42,067	2.7%
1994-95	1,548,817	41,721	2.7%
1995-96	1,607,296	42,265	2.6%
1996-97	1,632,421	42,621	2.6%
1997-98	1,649,769	42,716	2.6%
1998-99	1,659,691	42,438	2.6%
1999-2000	1,663,901	42,526	2.6%
2000-01	1,633,890	42,373	2.6%

Neither the state public school enrollment nor the aggregate of the sample population changed greatly during the term of the study. The average size of the 20 districts that were studied was 2,013 students in 1994. That average grew to only 2,048 by 2000-01. Nine of the sample's enrollments changed less than eight

⁷² see Appendix A, "History of Foundation Grants"

⁷³ State of Michigan Department of Education Web Site, Data Base

percent (up or down). Six districts lost more than 8 percent of their populations during the term of the study. Five districts grew by 8% or more. The aggregate number of students in the study varied little during the term of the study (low = 41,721 in 1995 and high = 42,716 in 1998).

Munising Public Schools' 1994 enrollment of 1,105 students made that district the smallest of the sample districts. While the Munising enrollments grew by 103 students during the period of this study, Munising's enrollment remained the smallest of the sample school districts.

The Hudsonville Public School District was unique in the sample for several reasons. Hudsonville had, by far, the largest student body in 1994 (3,472 students). Its enrollment increased by a third during the study to 4,637 students, making it nearly half again the size of the next largest district in the study. Hudsonville also was the only district that served a suburban population. Hudsonville is a growing bedroom community for Grand Rapids, the second largest city in Michigan. The other minimum grant schools served small towns or villages and surrounding rural areas.

The minimum grant districts shared a defining characteristic: None levied sufficient millage under Bursley to generate more than \$3,950 per student in combined local tax and state aid. These school districts were minimum grant districts because voters did not approve high local millage rates. None of the minimum grant districts levied more than 30.5⁷⁴ mills for school support under Bursley. By contrast, the districts in the state that levied the highest operational

⁷⁴ See Appendix B, 1994 Enrollments, Enrollment Ranking in Michigan, Teacher Ratio & Operational Millage (source: Michigan Department of Education, Bulletin 1014, 1993-94)

millage rates levied millages that exceeded 40 mills. While 28 school districts in the state levied less millage than the 24.79 mills levied by the lowest levying minimum grant school district (Kalkaska), all of these low-levying districts had sufficient property value per student to generate more in local tax than Bursley guaranteed. They were out-of-formula and generated more than \$3,950 in 1993-94 local tax. Most of these low-millage districts were either large urban districts or were very small, primary school districts located in resort communities with very high property value per student. They were transformed from “out of formula” districts in Bursley to hold-harmless districts when Proposal A was enacted.

Quantitative analysis

This study began with an assessment of financial data published by various state agencies. Spending patterns for the 20 sample school districts were established from financial data published by the Michigan Department of Education (primarily Form B and Bulletin 1014). Spending was tracked from 1993-94 through the 2000-01 school year. For each district, spending was tracked over time, and then compared with other districts in the sample. Composites and per student averages of the sample were compared to state averages. Staff costs were examined relative to teacher census. Other selected spending and funds equity were measured relative to student enrollments.

This study’s focus of interest is how the minimum grants schools spent the gains of Proposal A. Attendant to that primary inquiry are the following:

1. Did reserves (funds equity) increase? If so, were increases in reserves a function of indecision or of overt decision-making? Were increases a function of greater cash need because cash from state aid payments slowed relative to pre-Proposal A when coming primarily from local tax? Does an increase in reserve indicate the district's anticipation of future hard times (hoarding)?
2. Did money spent on teachers' salaries increase? If so, were more teachers hired or was existing staff simply paid more?
3. Was more money spent on capital goods and building infrastructure (equipment and building repair) or was the money spent in student services, either directly in classroom services or indirectly in support services?

Interviews collected data in a number of qualitative areas, such as what the decision-making process was, whether that process had changed as a result of Proposal A, what the time trend was, whether there were unique circumstances and whether there was a long range strategic plan (established or still in the process of evolving). Were these decisions responses to strong union power, strong local interest groups other than employees, conservative school board members or something else?

Twenty-six people were interviewed in 22 school districts. The currently sitting superintendents in 19 of the original 22 districts were interviewed. In one district, an assistant superintendent who had directed curriculum in her district for 17 years was interviewed in the company of the district's business manager. Two recently retired superintendents agreed to participate in the study on behalf of the

districts they had superintended during the time frame studied. The currently sitting superintendents in those three districts were not interviewed.

The longest sitting of the superintendents had been with his district for 35 years, including 21 years as superintendent. The most recently hired superintendent had only been with her district ten months at the time of her interview. District business officials accompanied her and another recently hired superintendent in interviews. Both business managers had been part of their districts' decision making during the entire Proposal A era.

Review of the data revealed patterns across time within each of the districts. Qualitative remarks were evaluated in light of related quantitative data. The data were analyzed for patterns between districts in the study's sample and state wide spending patterns.

Chapter V

Financial Data & Superintendents' Stories

Chapter IV of this study predicted three uses for the new Proposal A monies:

1. Windfalls were not spent;
2. Windfalls were negotiated away to stakeholders so that more money was spent for similar levels of service;
3. Windfalls were spent on expanded services for students, including improvements to facilities and infrastructure.

What the Quantitative Data Tell About the Districts in the Sample

If increased revenues precipitated higher spending, that spending would have been reported in Forms B and in Bulletin 1014. However, if districts did not spend the additional money, increased Proposal A revenues would have accumulated as funds equity, also reported in Forms B.

As shown in the tables below,⁷⁵ the aggregate fund equity of this study's population districts, the minimum grant school districts, increased each of the seven years of the study. Therefore, at least some of the new money was not spent.

(Table 14) Aggregate Funds Equity

	Minimum Grant Schools	% growth	All of the other State's Schools	% growth
30-Jun				
1994	\$16,029,680		\$679,698,895	
1995	\$20,023,604	24.9%	\$868,456,949	27.8%
1996	\$27,854,615	39.0%	\$1,011,156,685	16.5%
1997	\$31,970,019	14.7%	\$1,146,880,308	13.4%
1998	\$43,405,894	35.7%	\$1,642,590,365	43.3%
1999	\$51,687,354	19.0%	\$1,799,635,826	9.6%
2000	\$61,113,276	18.2%	\$1,767,056,103	-1.8%
2001	\$67,961,413	11.2%	\$1,746,251,689	-1.2%
	total growth	323.9%		157.2%

Between July 1, 1994 (the first day of Proposal A) and June 30, 2001, the aggregate fund equity of the 20 school districts included in this study more than tripled. In the first seven years of Proposal A, the sample's aggregate equity grew from \$16 million to almost \$68 million.⁷⁶ While the rate of growth slowed for the minimum grant school districts in the last two years of the study, the aggregate fund equity of the sample districts increased each year of the study. Every one of the 20 minimum grant districts had more in fund equity on June 30, 2001 than on July 1, 1994. In fact, with two exceptions, the districts studied more than doubled their funds equity. Two increased equity by a factor of ten.

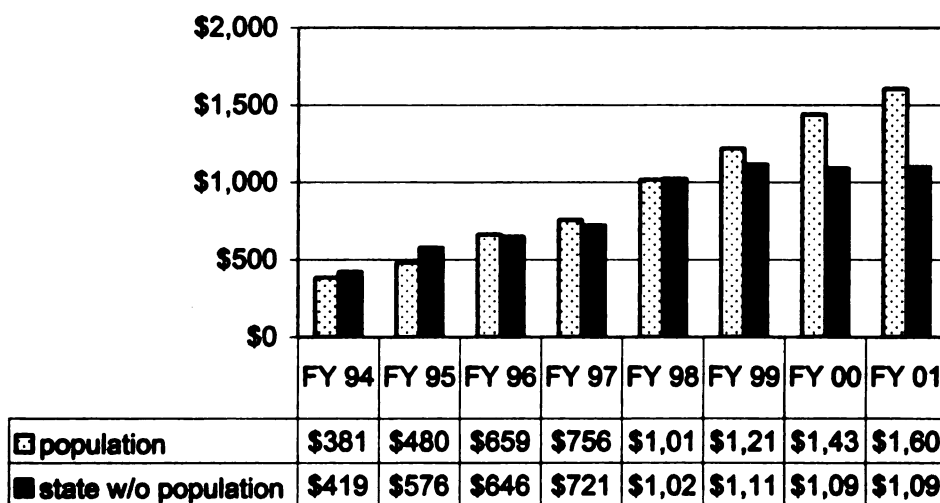
⁷⁵ See Appendix D, History of Funds Balance, Minimum Grant Schools

⁷⁶ Ibid.

The aggregate fund equity of all of Michigan's public school districts (excluding the sample) grew 157.2% during the same time period, about half as much as the sample districts.⁷⁷ Aggregate equity for all of the state's districts did not increase as much proportionately, nor did it increase for the entire period studied. State aggregate equity grew each of the first five years of the proposal, and then stood virtually unchanged for the last three years of the study. It actually declined slightly in 1999-2000 and 2000-2001.

When equity is expressed in per student terms, minimum grant school districts reported steady growth. While equity per student at the onset of Proposal A was greater for the state than for the sample districts, under the new funding mechanism equity per student grew faster in the studied population than in the state as a whole. By the third year of Proposal A, equity per student in the sample districts had passed the state per student average. By the seventh year, equity per

Graph 2
Funds Balance per Student



student for the population districts exceeded the state average by a third.

This change in fund equity was especially dramatic in the three studied districts that had negative funds balance on the last day of Bursley. The negative \$335,253 fund equity of the Farwell Area Schools' shrank by a third to a minus \$248,764 in the first year of Proposal A. In year two, equity climbed over zero. Remarkably, by June 30, 2001, Farwell reported equity of nearly \$1.5 million. The Kalkaska school district corrected its \$386,799 debit equity position after a single year of the new system. It continued to receipt more than it spent until, by June 30, 2001, Kalkaska reported equity in excess of \$1.7 million. The third school district with negative fund equity in 1994, the Croswell Lexington Schools, went from its negative \$39,234 in fiscal 1994 to over \$5 million by 2001.

(Table 15) Year End Funds Equity⁷⁸

	FY 94	FY 95	FY 01
Munising	\$82,250	\$381,956	\$1,925,766
Allegan	\$1,458,277	\$1,581,506	\$2,363,716
Standish-Sterling	\$1,395,049	\$1,826,136	\$10,989,210
Benzie Central	\$692,583	\$708,041	\$2,224,560
Farwell	-\$335,253	\$-248,764	\$1,453,952
Harrison	\$519,413	\$1085,968	\$3,357,703
Crawford-Au Sable	\$355,749	\$253,666	\$1,559,648
Maple Valley	\$568,649	\$695,307	\$2,985,436
Beaverton	\$456,201	\$594,467	\$1,057,696
Kingsley	\$1,284,227	\$1,454,855	\$3,120,978
Calumet	\$641,351	\$1,101,204	\$2,315,806
Bad Axe	\$1,830,989	\$2,820,867	\$3,667,053
Kalkaska	\$-386,799	\$101,188	\$1,735,612
Manistee	\$479,408	\$513,951	\$1,027,385
Lake City	\$809,896	\$886,661	\$1,612,205
Hudsonville	\$1,944,267	\$2,830,757	\$8,793,854
Cros-Lex	\$-39,234	\$320,467	\$5,151,323
South Haven	\$2,359,468	\$974,801	\$2,798,769
Mattawan	\$1,526,241	\$1,661,476	\$5,286,525
Paw Paw	<u>406,948</u>	<u>\$479,094</u>	<u>\$4,534,214</u>
	<u>\$16,029,680</u>	<u>\$20,023,604</u>	<u>\$67,961,413</u>

Of the 20 studied school districts, the Bad Axe Schools added the fewest dollars to fund equity during the study. Growth, however, is relative: Bad Axe had almost \$2 million in fund equity before Proposal A was initiated. It still had one of the largest funds equity in FY 2001. (It should also be noted that Bad Axe ended the Bursely era with the lowest funding per student of any of the 20 school districts studied.) For Bad Axe, the relative growth attributable to Proposal A's

⁷⁸ Ibid

first seven years was “only” 100%: Bad Axe Schools’ fund equity “only” doubled.

(Table 16) Fund Equity as % of FY 1994 Budget: Minimum Grant Schools⁷⁹

District name	total revenue	total expense	6/30/1994 fund balance	
MUNISING	\$4,805,645	\$4,257,565	\$82,250	1.9%
ALLEGAN	\$12,654,425	\$12,248,271	\$1,458,277	11.9%
STANDISH STERLING	\$8,517,870	\$8,667,538	\$1,395,049	16.1%
BENZIE CO CENTRAL	\$7,000,600	\$7,085,800	\$672,583	9.5%
FARWELL	\$6,944,253	\$7,008,720	-\$335,253	-4.8%
HARRISON	\$9,287,406	\$9,093,776	\$519,413	5.7%
CRAWFORD AUSABLE	\$8,768,250	\$9,103,825	\$355,749	3.9%
MAPLE VALLEY	\$6,876,384	\$7,023,094	\$568,649	8.1%
BEAVERTON	\$7,462,991	\$7,906,280	\$456,201	5.8%
KINGSLEY	\$5,024,190	\$4,545,186	\$1,284,227	28.3%
CALUMET	\$7,029,942	\$6,614,735	\$641,351	9.7%
BAD AXE	\$6,046,926	\$5,562,105	\$1,830,989	32.9%
KALKASKA	\$8,466,162	\$8,846,904	-\$386,799	-4.4%
MANISTEE	\$8,251,953	\$7,758,420	\$479,408	6.2%
LAKE CITY	\$5,915,052	\$5,705,856	\$809,896	14.2%
HUDSONVILLE	\$13,464,416	\$13,311,648	\$1,944,267	14.6%
CROSWELL	\$10,021,857	\$10,017,063	-\$39,234	-0.4%
LEXINGTON				
SOUTH HAVEN	\$11,640,210	\$12,447,335	\$2,359,468	19.0%
MATTAWAN	\$10,753,050	\$10,479,336	\$1,526,241	14.6%
PAW PAW	<u>\$8,822,450</u>	<u>\$9,332,050</u>	<u>\$406,948</u>	<u>4.4%</u>
	\$167,754,032	\$167,015,507	\$16,029,680	9.6%

Just as growth is relative, so was the financial desperation of many of the minimum grant schools. As stated above, three districts had negative funds equity on June 30, 1994. The other districts in the study ranged from solvent to flush.

⁷⁹ op cit. Michigan Department of Education, Bulletin 1014, 1994

Munising had less than \$100,000 in reserves while Bad Axe had a June 30, 1994 fund balance of \$1.8 million. As a percent of total expenditures, Bad Axe Schools' fund equity was the highest in the study: With a budget of only \$5.6 million,⁸⁰ the Bad Axe's fund equity amounted to nearly a third of annual spending. Several of the other districts had similarly healthy year-end balances to begin the new funding era.

While most of the districts in the study were solvent to begin the Proposal A era, and seven had funds balance in excess of a million dollars, all 20 of study's population had funds equity in excess of \$1 million on June 30, 2001. The holder of the population's largest fund equity at the end of the study, Standish-Sterling Community Schools, entered the Proposal A years with equity of \$1.4 million, equal to 16% of its annual expenditure budget. That reserve had increased five-fold by June 30, 2001. This end-of-study equity was virtually equal to the district's annual budget. For perspective, Michigan School Business Officials Association suggests maintaining reserves of 15-20% of general fund budget.⁸¹

Statewide, 34 school districts ended the Bursley era with negative funds balance. In other words, roughly six percent of the schools in the state were insolvent on the eve of Proposal A, compared to 15% of this study's sample. After a year of Proposal A, only 11 districts reported more in liabilities than assets. Only one of those 11 districts – Farwell – was a minimum grant school district. By June 30, 2001 only two percent of the state's schools had negative funds

⁸⁰ See Appendix P, History of Funds Balance

⁸¹ See Michigan School Business Officials Association web site (www.MSBO.org), School Finance, MSBO Guidelines, Fund Balance & Related Issues

balance⁸² and none of those school districts started the new funding era as a minimum grant district.

Fund Equity Accumulation as a Function of Funding

While it is an unexpected finding, analysis of district funds equity reveals little relationship between funds equity per student on June 30, 2001 and Proposal A's variable increases in district per student funding. Proposal A neither strengthened nor weakened the relationships between what school districts reserved in equity and the total amounts – or increases via Proposal A – received in per student funding. As noted above, the lowest funded of the studied schools, the Bad Axe Schools, enjoyed one of the state's highest rates of equity per student before Proposal A was initiated. Funding notwithstanding, sample school districts (chosen because of their low rates of fiscal 1994 funding per student) ranged from insolvent to flush, from negative funds equity to reserves that exceeded a third of annual budgets. The range of equity of the sample schools as a percentage of their budgets was typical of all schools in the state. Some school districts operated without accumulated equity while others reported large funds balance per student, independent of funding levels.⁸³

This curious lack of correlation between per student funding and funds equity neither began with nor was greatly affected by the new funding mechanism.

⁸² See Michigan Department of Education – B Report data for 2001

⁸³ see Appendix P, "History of Funds Equity"

When the 1994-95 per student funding grant for each school district in the state is compared to June 30, 1994 funds balance per student, the resulting correlation coefficient ($-.081$) indicates virtually no relationship between funding per student and accumulated fund equity. The correlation is, in fact, slightly negative. While the funds equity per student increased for most of Michigan's schools by 2001 and the rankings of the districts changed somewhat, the relationship between the June 30, 2001 fund equity per student and the 1994 funding per student is not statistically significant. The correlation coefficient is -0.088 .

District rankings of funds equity per student remained remarkably consistent during the period studied, suggesting that there is little relationship between per student funding and accumulated equities per student. School districts that had healthy equities in 1994 generally had still healthier equities in 2001, regardless of their places in Proposal A's funding array. When Michigan school districts are rank-ordered by fund equity per student for both 1994 and 2001, those relative rankings correlate strongly (correlation coefficient = 0.542).⁸⁴ The relationship is not as strong, yet is still statistically significant, when the sample school 1994 rankings are compared to 2001 rankings. The positive correlation coefficient is $.405$.⁸⁵

These findings indicate that districts that habitually allocated all of current year revenues to current year spending before 1994 continued to do so after Proposal A. Similarly, districts that traditionally saw savings as legitimate

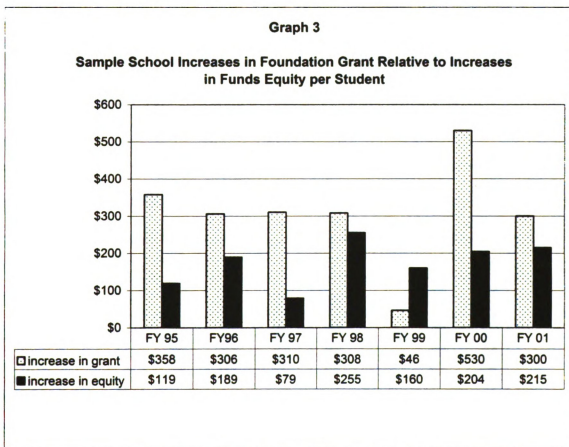
⁸⁴ see Appendix E, Funds Balance Per Student, Change in State-wide Ranking 1995 to 2001

⁸⁵ *ibid*

appropriation and so allocated portions of current year funding to funds equity continued to do so after Proposal A was initiated, regardless of how the proposal affected them.

Funds Equity Growth & Foundation Grant Growth

The average 1993-94 funding base received by the studied population was \$3,814.⁸⁶ Because an increase of \$250 would have resulted in grants of less than \$4,200 in the proposal's inaugural year, the sample districts all received the \$4,200 minimum grant. The average increase for those districts was \$358. By contrast, the average increase in foundation grant for all districts in the state, excluding the

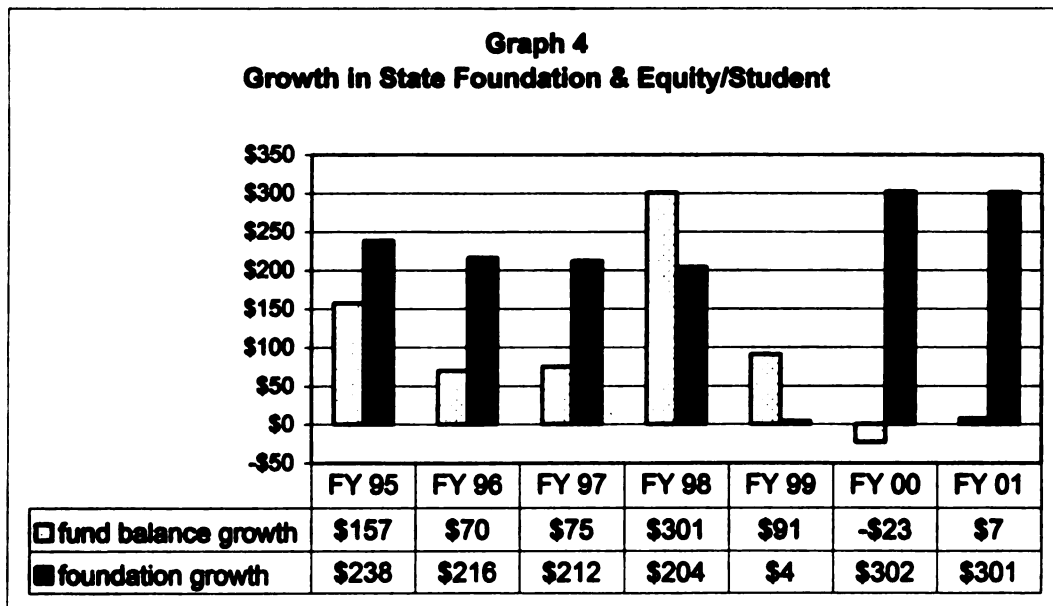


sample districts, was \$221 in the first year of Proposal A.⁸⁷

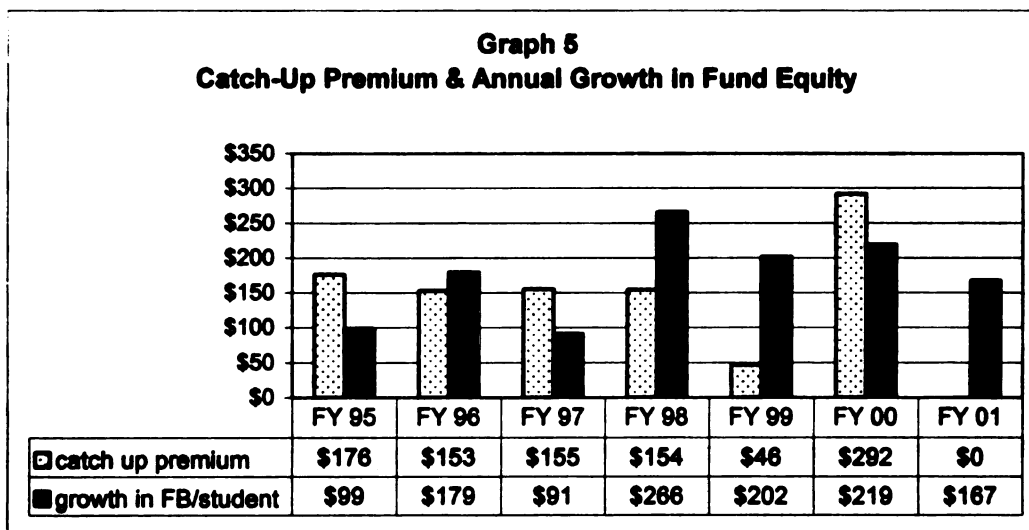
During the seven-year term of this study, the average increase in foundation grant for the sample districts was \$308 per year. Average funds balance growth per student was not as consistent as foundation grant growth but, as described above, the sample population's aggregate fund balance increased each year of the study: average per student funds equity growth ratio was almost 2:3 for the sample districts (\$184: \$308).

Foundation grants did not grow as quickly for the state as a whole as they did for the sample. Not surprisingly, neither did funds equity per student. The average yearly increase in funds equity per student was \$97⁸⁸ while average growth in foundation grants for the state was \$202. The ratio of equity growth to foundation grant growth was slightly less than 1:2.

State average fund equity per student was lower than the sample's ratio even though, in fiscal year 1998, the State of Michigan paid \$212 million to 83



plaintiff school districts and smaller amounts to the state's other school districts in settlement of *Durant v. State of Michigan*.⁸⁹ As a result of the extraordinary gain received by the 83 plaintiffs (none of which were districts in this study's sample) unusual funds balance growth was reported statewide. Thus state averages were skewed while the studied population's averages were not. If the FY 1998 accumulation of equity is disregarded, increase in funds equity per student for the state (without the sample districts) averaged \$63 for the remaining six years of the study. The \$63: \$202 ratio of equity to foundation growth is approximately 1:3, half the 2:3 ratio savings growth to foundation grant growth computed above for the sample schools. Simply put, without *Durant*, fund equity per student grew twice as fast in sample districts as in the rest of the state's school districts.



Chapter 1 described the catch-up subsidies that went to the below-basic districts for the first six years of Proposal A. This study's sample population

⁸⁹ see House Fiscal Agency, "Legislative Brief" Fiscal Forum, Vol. 8 # 2, January 1999

received both the increase and the subsidy.⁹⁰ Those catch-up premiums nearly equaled the foundation grant increases enjoyed by the basic grant schools.

This analysis clearly shows that even though the sample schools continued to receive fewer dollars per student, their funds equity per student grew at twice the state average. The savings can be explained by recognizing that, with the catch-up subsidies, the revenue increases were twice the increases enjoyed by the rest of the state. Over the same period, however, the sample district increased spending at rates similar to increased state spending. This analysis suggests that, instead of being spent, the catch-up subsidy dollars were salted away into the accumulated funds equity of the sample districts.⁹¹

Additional Spending

If 60% of the new Proposal A money going to sample schools was retained as equity -- not spent -- then the other 40% must have been consumed. Chapter 3 predictions propose two additional possible uses of the new money:

1. More money was spent providing substantially the same programs as were provided at lower cost before Proposal A (same quantity of service at higher prices) or;
2. Additional programs were provided for students and/or money was spent to upgrade facilities and equipment.

⁹⁰ see Appendix G – Growth In Foundation Grants & Funds Balance Per Student

⁹¹ see Appendix H – Total General Fund Spending (adapted from Bulletin 1014)

Additional Services – Average Instructional Expense Per Student

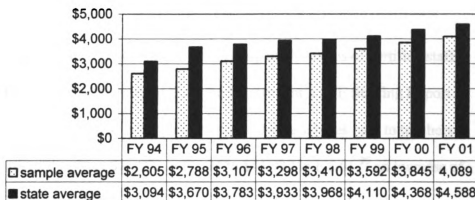
Total Instructional Expenditures are those expenses incurred providing three types of classroom instruction: basic, added needs and adult education. They do not include capital outlay.⁹² Generally, instructional expense is the cost of the in-classroom teacher -- her salary and the cost of her fringe benefits. The costs of supplies, textbooks, in-service training or conferences attended by the classroom teacher are also part of total instructional expense but rarely constitute a large portion of that spending. Instructional expense also includes the cost of substitute teachers (again people providing instruction to students).

The data from the years studied indicate a steady growth in instructional expense for all schools in the state.⁹³ The cost of providing instructional services in the minimum grant schools grew by an aggregate of 56.95% between 1994-95 and 2000-01. The increase for the state was similar: 48.29%.

⁹² Michigan Department of Education Bulletin 1014, April 2002,, page ii

⁹³ see Appendix I, History of Average Instructional Expense Per Student: Minimum Grant Schools

Graph 6
Average Instructional Expense/Student

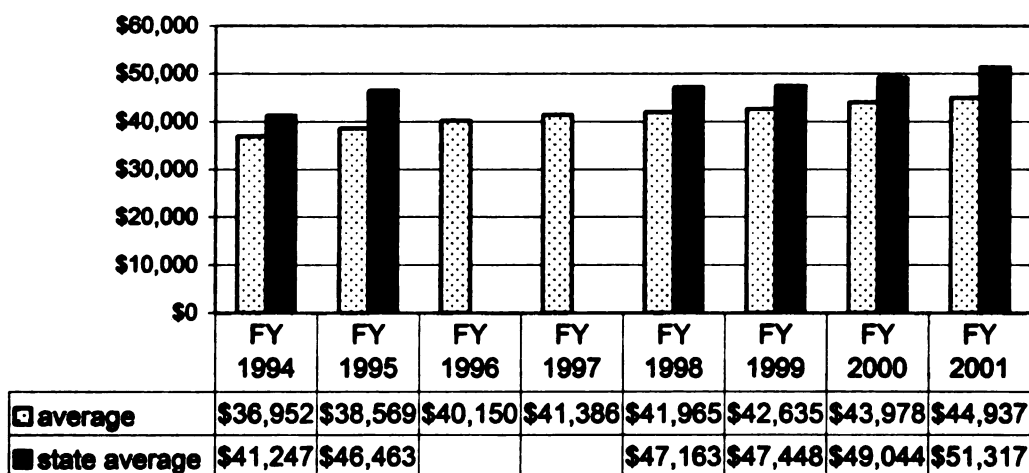


Logical explanations for this increase are straightforward. Either instructional expense increased because people who had always been in the classrooms cost more to employ or more people were hired. Increase in instructional expense could also result from a combination of the two: higher costs for salaries and benefits and also additional staff. To determine whether the same number of employees cost more money or whether additional people were hired, two sets of data are examined: average teacher salaries and the ratio of students to teachers.

Additional Spending – Teacher Average Salaries

Average salaries are computed by dividing total salaries of certified staff by the corresponding teacher count from the Department's FTE Staffing Report IM-4204.⁹⁴ As can be seen in the graph below, average salaries paid to teachers in sample districts rose from \$36,952 in FY 94 to \$44,937 in FY 01,⁹⁵ an increase of 21.61% in eight years. During the same period, teachers throughout the state (including teachers in minimum grant school districts) saw their average salaries rise from \$41,247 to \$51,317, an increase of 24.41%. This analysis makes two things clear: Not only are minimum grant employees paid less than teachers in other districts, their percentage increases were slightly less during the term of this

Graph 7
Teachers' Average Salaries



⁹⁴ Bulletin 1014, April 2002, page iii

study.

The first year's growth for both the sample and all districts was larger than growth in subsequent years. After the initial year for the state and the second year for the sample districts, neither instructional salaries nor total instructional expenditures suggest that higher compensation consumed large portions of the new revenues.

Decline in Teacher-Student Ratios

More spending on teacher salaries per student without a reduction in student - teacher ratios suggest higher prices for the same number of teachers, and thus arguably for the same levels of service. Higher instructional costs per student that are coupled with a reduction in the student - teacher ratio suggest that higher spending may at least be partially attributable to more people providing services to students.

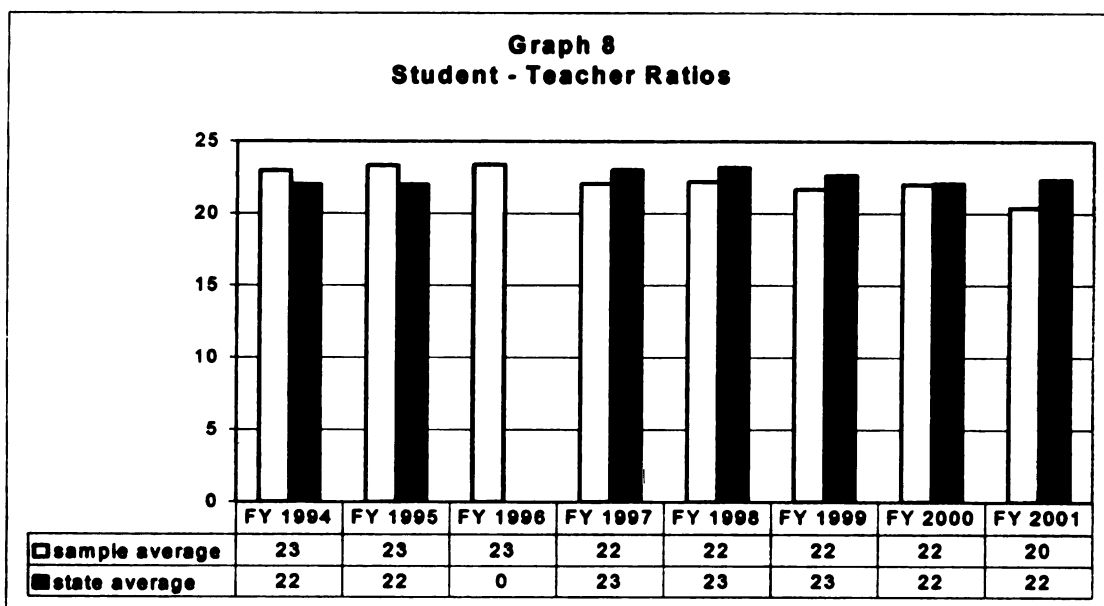
The ratio of students to teachers that was reported in Bulletin 1014 remained virtually unchanged in all Michigan public schools between the years 1994-95 and 2000-2001. (This ratio is calculated by dividing the fall pupil count,

⁹⁵ see Appendix I, Average Teachers' Salaries

not including special education students, by the total number of K-12 teachers.⁹⁶⁾

The ratio of Michigan students to their teachers was 22:1 for the first two and the last two years of the period studied.⁹⁷ The data were not available for 1996-97 and the average rose only to 23:1 for the 1997-98 and 1998-99 school years.

In contrast, there was a change in the pupil-teacher ratio for the population



districts. For the first three years of Proposal A funding, the average ratio of students to teachers was 23:1. In 1997-98, the ratio dropped to equal the overall state average of 22:1. In the last year of the study, the minimum grant schools' ratio dropped to 20:1 while the state school ratio remained at 22:1.

⁹⁶ Bulletin 1014, Michigan Public School Districts Ranked by Selected Financial Data, Michigan Department of Education, April 2002, page iii.

⁹⁷ See Appendix J, History of Pupil/Teacher Ratio: Minimum Grant Schools

Seventeen (17) of the studied districts had lower pupil teacher ratios in FY 2001 than in FY 1994. The general pattern of a gradual decline began in years two and three of the Proposal. However, three of the school districts in the sample -- Kalkaska, South Haven and Mattawan -- maintained their 1994 ratios, all of which were already at the population's 2001 average of 20 students per teacher.⁹⁸

All of the state's school districts increased classroom spending during the first seven years of Proposal A. While the sample districts did not increase spending enough to exceed state per student spending, they did increase their classroom spending by a greater percentage than the state average. This apparent anomaly is explained by considering both the growth in average teacher salaries and the relative changes in student - teacher ratios. More money was spent in the minimum grant districts, yet the average paid to each teacher was less -- and increased less during the term of this study than did average salaries throughout the state. The additional spending went to increasing the number of staff.

These increases in the cost of instruction per student suggest that districts across the state negotiated away some of Proposal A's new money to current employees in the first year. The minimum grant school districts afforded increases in salaries and benefits in the second year, but those increases were smaller. In addressing the study's primary query, use of Proposal A revenue increases by sample school districts, the data suggest that, while some of the increase went to employees in the form of increased salaries and wages, those holding stakes in the minimum grant schools still faced labor negotiators unwilling to pay salaries

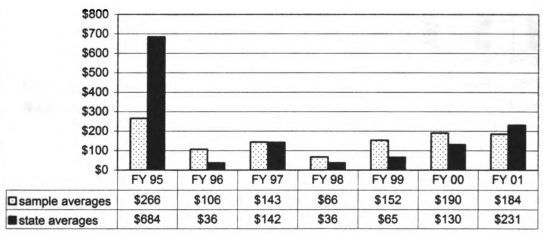
⁹⁸ Ibid.

common in better-funded schools. It is reasonable to conclude that some of the new money went to current employees in the minimum grant school districts. However, much of the increased spending on staff went to additional staff members rather than to large increases in compensation to already-employed educators. After three years of the proposal, one of the uses of the windfall money by minimum grant schools was to increase the number of teachers relative to the number of students.

Basic Instruction

Basic program costs refer to instructional programs such as pre-school, elementary, middle and high school programs but not to capital outlay.⁹⁹ The cost of employees is the primary component of this function and the data indicate that

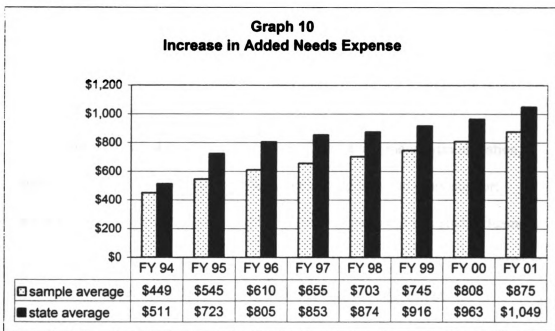
Graph 9
Increase in Basic Instructional Expense



⁹⁹ Michigan Department of Education, Bulletin 1014, p.ii

salaries and fringe benefit costs jumped in the Proposal's first years for all districts in the state. Because student teacher ratios did not change in either the first or second year of the proposal, the data also suggest that the new spending initially benefited already-employed staff. Beginning in the Proposal's second year, costs rose at slower rates, rates that approximated the increases in the foundation grant. Statewide spending increased by 44% and by an average of 56% in the sample schools.¹⁰⁰

Added Needs Spending

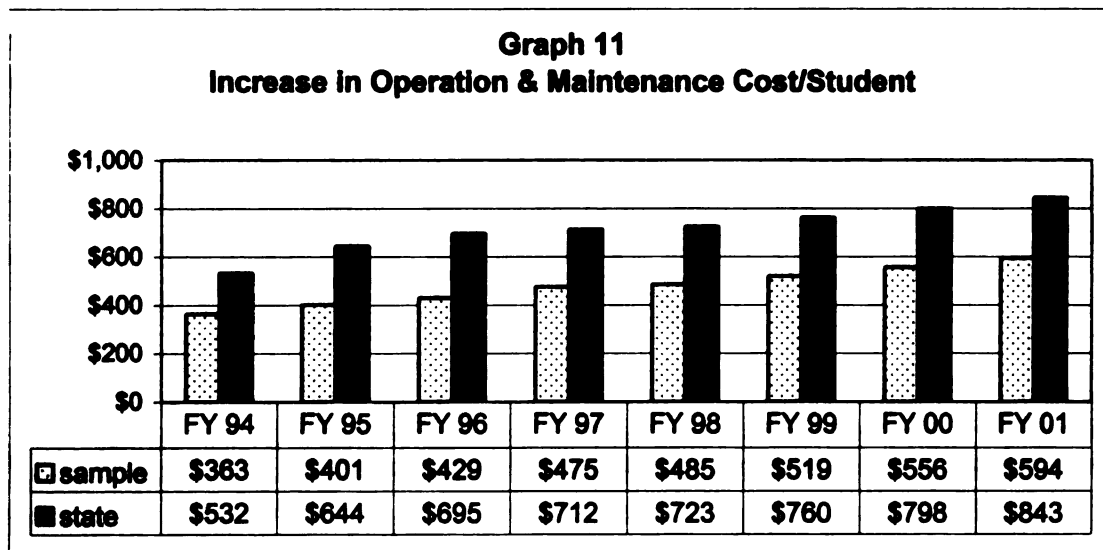


¹⁰⁰ see Appendix O.

Added needs instructional costs include special education, compensatory education and vocational education.¹⁰¹ Spending on added needs more than doubled during the term of this study for all of the state's school districts.¹⁰² Spending in sample districts increased from \$449 per student in FY 1994 to \$875 in FY 2001, an increase of 95.2%. During the same period, state averages increased by 105.3%, from \$511 to \$1,049 per student. Thus, the data show that teachers were paid slightly more, there were more teachers employed and many of those additional teachers provided services to students in pullout, non-traditional classroom settings.

Additional Service – non-instructional

As with added needs spending, the total cost of general administration, school administration, business services, central services and other support services¹⁰³ per student virtually doubled during the period of this study. Business



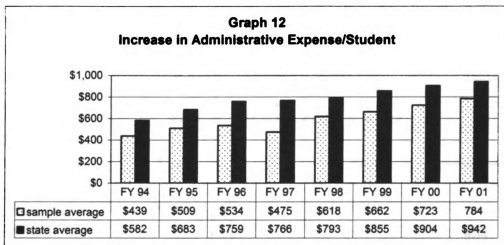
and administrative spending by the minimum grant school districts increased from \$439 per student in FY 94 to \$784 per student in FY 01.¹⁰⁴ There was a similar increase in operation and maintenance expense per pupil: \$363 in FY 94 to \$594 in FY 01.¹⁰⁵ While this doubling of spending is notable, the proportion of total spending consumed by non-instructional expense changed little relative to total spending. After the first two years of increased instructional spending, spending on those support functions increased at rates that were parallel to instructional spending. Operation & maintenance expense per student was 9% of total expense per student in fiscal 1994 (\$363 of \$4,087). That proportion of total expense per student remained unchanged (\$594 of \$6,639) in 2000-01.

Administrative expense per student for minimum grant schools was 11% (\$439 of \$4,087) of the total expense per student in the last year of Bursley. Administrative expenses per student as a percentage of total expense per student increased to 12% in fiscal 2001 (\$784 of \$6,639).

¹⁰⁴ see Appendix M: History of Administrative Expense Per Student: Minimum Grant Schools

¹⁰⁵ see Appendix N: History of Operation & Maintenance Cost/Pupil: Minimum Grant Schools

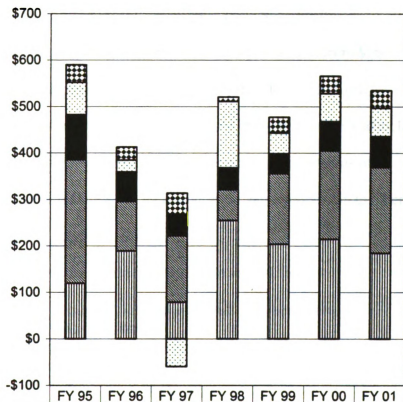
The data indicate that administrator salaries increased at rates that were similar to teacher salary increases, and that operation & maintenance costs also maintained a consistent proportion of the total budgets. Spending for these non-



instructional categories increased at rates that were virtually identical to the increase in revenues. Because spending increases paralleled the revenue increases and because districts continued to allocate similar proportions of their budgets to administrative and operations and maintenance functions, it is reasonable to conclude that people paid from those functions benefited from the proposal. This lends further support to the assertions that stakeholders claimed some of the increase in the form of salaries and benefits but services also were added.

As foundation grants grew, districts had the opportunity to choose how that new money would be used. Sample school district uses of the new revenues are summarized in the graph and table below. Except for the first year of Proposal A, the year in which increases were negotiated away to stakeholders, the most prominent use of new Proposal A money by the sample population was to enhance

Graph 13
Summary Uses of Proposal A Increases



	FY 95	FY 96	FY 97	FY 98	FY 99	FY 00	FY 01
operation & maintenance	\$38	\$28	\$46	\$10	\$34	\$37	\$38
administration	\$70	\$25	-\$60	\$143	\$45	\$60	\$61
added needs expense	\$97	\$64	\$46	\$47	\$43	\$63	\$67
basic instructional expense	\$266	\$106	\$143	\$66	\$152	\$190	\$184
growth in funds balance	\$119	\$189	\$79	\$255	\$204	\$215	\$185

funds balance. (Spending increases that exceed foundation grant increases were possible because of increases in state categorical funding and the settlement of *Durant*.)

Chapter 2 postulated that new monies either were not spent (money was saved), that more was spent providing substantially similar services (prices for similar services rose to consume new monies as windfalls were negotiated away to stakeholders) or that windfalls were spent on increased services for children and on improvement of facilities and equipment. Quantitative data indicate that Proposal A monies were directed to all three of these uses. Specifically:

- Funds equity were increased. Funds equity increased from \$16 million to almost \$68 million for the 20 sample school districts.
- Compensation to stakeholders increased in all of the state's schools. Average teacher salaries, administrative costs and the costs of operation & maintenance increased in the same proportion to other increases in expenditure budgets.
- Services were increased for children in several forms:
 1. The number of instructional staff members increased, reducing class sizes.
 2. More was spent on basic and added needs instruction.
 3. Administrative services were added and buildings & grounds spending increased.

Presentation of Qualitative Data: The Superintendents' Stories

Data reported by the school districts and published by the state provides an opportunity to compare uniform, objective data on dollars received, dollars spent and the numbers of people performing similar tasks. Nevertheless such data are similar to the artifacts of archeology, evidence of a culture but lacking the voice of the people who created them. To confirm the story suggested by the quantitative data, and to add nuance and motivation to them, leaders in each of the sample districts were interviewed for this study.

What was asked?

In a preamble, participants were told:

Proposal A changed distribution of school monies from a localized system to a state-based, per student foundation grant program. One of the stated purposes of the Proposal was to narrow funding differences between Michigan's school districts. For local school districts which had habitually raised little money, Proposal A provided significant increases in state generated revenues. Your district was one of the low-funded districts that the Proposal sought to bring closer to the best-funded districts. Since 1994, your revenue per student has almost doubled.

Participants were then invited to answer the following 4 questions:

- 1. How did you spend the money?**
- 2. Except for enhancement millages, the proposal stripped local schools of their authority to ask for additional millage levies – for more money. Did that shift in authority change how budgetary decisions were made in your district? How?**

3. *According to the data, your fund equity rose, you hired additional teachers and you paid everyone more.*
 - a. *Was there a conscious effort not to spend the new money?*
 - b. *Who decided the priorities? (You? The Board? Other groups?)*
4. *Is education in your district better for kids because of Proposal A? If so, how?*

Interview Question # 1: How did you spend the money?

Respondents confirmed that funds equity were built, employees were paid more, more teachers were hired and those people were better supplied. The change most often mentioned first was that plant and facility needs were addressed. Ten of the 24 respondents initially described neglected conditions of their buildings and their bus fleets.

Rather than directly answering the question of how money was spent, seven of the district leaders began by referring to their district's weak financial condition when the proposal was initiated.

"We were ready to go down the tubes," one superintendent said before he launched into a list of catch-up measures in the Proposal's first years. "Proposal A was a Godsend for us." Another superintendent noted that when Proposal A passed, his district was in the red. "We had a negative [exact dollar amount recited] fund equity. The first of the Proposal money went into fund equity. It [the Proposal] helped us get out of a big hole!" Another superintendent said. "It helped us immeasurably. We'd had no salary increases. We'd done a lot of other

cost savings things. Proposal A saved us.” Clearly these superintendents faced significant financial challenges on the eve of Proposal A.

After initial allusions to the desperation of pre-Proposal finances, respondents generally affirmed that curricula and program were restored that had been part of districts’ recent histories. Typical of such responses, one superintendent shared, “When the Proposal passed, we were so far in the hole, we had to use all of the first two years’ catch up money just to get legal.” [Michigan law prohibits deficit spending by local government.] He added, “It took five years of the Proposal before we had added back what had been cut in the late 1980s.”

In some cases modest enhancements were described. Broadened curricula came in the forms of early childhood programs, including all-day every-day kindergarten and preschool programs. Advanced placement classes were provided for secondary students. Art, music and physical education offerings and elementary librarians were added or were restored to elementary programs. Additional counseling and social work services for at-risk populations were added. Computer-based learning was added both as a subject of itself and also as learning assistance in other curricula. Six respondents alluded to additional administrative help in planning curricular change, providing in-service to staff and tracking student achievement.

The comment from one of the retired superintendents typified the responses that were received from many:

We allocated some of that money for program expansion in terms of academic offerings, which consequentially led to increasing our staff as we expanded programs. We did not have any counseling in the middle school. We hired a middle school counselor. We expanded our curriculum work by hiring a director of curriculum and instruction.

Technology received a pretty good chunk of that money. Technologically we were deficit. The initial infusion of money, immediately after passing Proposal A, was over a million dollars.

We expanded our professional development effort in the form of teacher training.... [Conferences were] non-existent before Proposal A.

Superintendents also indicated that more teachers were hired to lower class sizes and to expand curricula horizontally. This confirmed the observation made in the quantitative data analysis that class size ratios fell for the minimum grant schools. "No debate," a superintendent said. "people here believe that their kid will do better if there aren't as many kids in their child's class."

Touching thumb to each of the fingers on his hand as he enumerated pre-proposal problems faced, then solved with Proposal A money, another long time superintendent started his answer to the survey's first question by describing his district before Proposal A:

We had no fund balance; limited curriculum; limited support; the bus fleet was neglected and salaries were low. So, in combination, we had a lot of places to put the new money.

Proposition A was good for us. Our fund balance is now \$2.4 million. We can fix and maintain our buildings. We've addressed all of our facilities. We've addressed the bus fleet. Our buildings are all barrier free. We just renovated the auditorium. We've added staff to transition [sic]. We have re-built boilers. We have an alternative program in our secondary. (It's off site.) Improvements have benefited our schools.

Now the issue for us is not to go back.

One superintendent responded to this question by saying:

I think a lot of our so-called “extra” money (if there is such a thing) is spent on trying to meet some of the needs that through parenting or through lack of finances just don’t get done at home.

He then described additions to staff and student support programs.

Facility needs were addressed with Proposal A money and also with bonded debt. In those districts that had passed bonded debt – a rarity in minimum grant schools before the proposal – district leaders credited the proposal’s lowering of local school tax as vital in the approval of the long-term debt. Districts that had not passed new debt millage in spite of the proposal’s lower local tax burden alluded to their community’s historical aversion to all school tax.

The facilities that were observed during interviews appeared to be in very good repair. One of the districts had built a huge, extremely impressive new building that became part of an all-afternoon tour. Several superintendents mentioned the condition of their buildings and the need to upgrade wiring infrastructure that could support new technology. Technology held a prominent place in the list of additions made by all but one of the respondents. At the same time, district leaders expressed concern for now-aging computers and acknowledged that they don’t know how they can replace the equipment purchased with the catch-up money.

In literally every interview, either the term “conservative,” the term “frugal” or a variation (like “responsible”) was used in reference to the community’s tastes in educational spending and its school board’s decision-making posture describing the uses of new Proposal A monies.

Interview Question # 2: The Proposal stripped local districts of their authority to ask for additional revenues (via local property tax). Did this shift in authority from local school boards to the state legislature change the way decisions were made in your district?

Responses to this question consistently identified a fundamental change in the dynamics of collective bargaining strategies as a result of the Proposal. Respondents perceived that the Proposal's shift in funding authority had narrowed local bargaining parameters. Because increases in the foundation grant were predictable, there was little room to argue about how much money was available. Grant funding was publicized, making total dollar revenue increases easy to compute. Both sides knew what monies were available to negotiators and, perhaps more importantly, that there were few options for increasing those funds. Unions could no longer force districts to the millage polls.

One long veteran superintendent said:

We don't find ourselves hearing from across the negotiations table that this is our community's problem and the parents need to solve it by passing more money. We've been able to say: This is what we have [and] we've been able to say that very clearly.

More than one respondent alluded to the predictability of legislative increases. Reliable continuation of funding made planning easier and long-range projects more realistic.

Proposal A was the best thing that ever happened to us. While the shift may bring state mandates, I don't know any way to get around the switch because this community was not going to approve new operational money.

Answers varied to follow-up questions that sought to establish who made budgetary decisions for this more predictable funding. Successful millage elections had been rare in the histories of minimum grant districts. Strategies for passing millage, such as building political coalitions among interest groups, promising program changes, proposing upgrades in athletic facilities or committing proposed new money to purchase band uniforms, were not successful before the proposal. Decision-making based in political coalition was not part of the pre-Proposal culture of minimum grant schools. Subsequently, formal loss of local operational millage options did not affect decision-making practices because that local authority had not been exercised before Proposal A. Interviews yielded the consistent message that Proposal A's elimination of local millage levies did not change the local budget process from wide-based coalition-building to narrower administrative or board-based decisions. Exercise of political power by minimum grant communities had been limited to rejection of millage proposals. In some districts, the school board dictated spending decisions. Other districts relied on a strong superintendent or an administrative team. No respondent acknowledged a change in his/her district's habit as a result of the Proposal.

Considered from the perspective of the median voter theory set out in Chapter II, minimum grant community tastes were satisfied with little program and

little community participation before Proposal A. Low tax was the primary criterion. No strategy could overcome the aversion to higher tax. When the Proposal rendered the median voter model defunct, the median voter's primary choice, lower tax, was no longer part of the political mix. One superintendent complained waggishly: "We have more than our share of people who would vote 'no' on free ice cream!" Another superintendent suggested, using present tense in his verbs, that Proposal A had changed little in regard to local attitudes toward taxes and educational services: "It's really hard to get support here for anything educational. Our community has very low expectations and they don't value education.

One of the few superintendents who did acknowledge a change (of sorts) in decision-making approached the question from a managerial rather than a political perspective:

This proposal has given us more stability and a better ability to project. In some senses we've been more cost effective because of that. Carry-over for our building budgets so we didn't have a year-end spending frenzy on things that weren't appropriate or dollars that weren't well spent. ...We haven't gotten loose in our spending habits. Part of the liability of Proposal A is to have a district become accustomed to a certain growth rate and to plan with that growth in mind.

That same superintendent then went on to suggest that the real change in decision-making has been a shift in political power from local school boards to the state and even federal levels:

The board certainly came to understand that there is a certain degree of uncertainty in the way that has developed because of Proposal A. [Because of this shift in funding] the State's level of micro-management of the local schools has just gone through the roof. We find ourselves subject to a lot of sanctions and dictates from the State that were far more gradual in their implementation in the past. But now, because of Proposal A, the state's got the false impression that they now own the schools. And the legislature is saying that it's giving schools money when the truth is that it is still taxpayer money. It's just gathered in a different way. In the past when we would say that we would have three years to implement a change that the State would want to make, now we're hearing things like – next month this needs to be done. And if it's not done in time, there are sanctions tied to it.

There's a lot of knee jerk leadership that's happening now where we're watching the legislature sort of like a stockbroker watches a ticker tape. The very stability that we've been able to offer our principals for a cleaner, more efficient, more well planned operation at the building level, we've had the very reverse of that at the district level. The new problem is that the Federal government is puppeting the State government that in turn was puppeting six hundred plus local schools. And little of it had to do with quality for kids. It all had to do with numbers – some kind of measurement.

Even though his district did not use pre-Proposal local funding autonomy as this superintendent would have preferred, and while he was happy with the initial advantages his district enjoyed in the initial years of Proposal A, this superintendent was clearly uncomfortable with the strings that he perceived attached to the new funding mechanism.

Three district respondents cited competition from parochial schools as reason for millage failures in the past and insisted that competition is still fierce in

spite of the Proposal. Resistance to proposed millages was evident not only in voting booths but in central offices as well. Public school administrators were leery of even proposing tax increases because of consequent local reaction to public education. Public school decisions were still tempered by anticipated reaction in the private school ranks. One superintendent offered a strange example of cooperation with a local private school in support of such a delicate political situation. The bleachers at the public school football field were not safe. The school board did not want to allocate operational monies to that project and the community would not approve higher tax when there was another football field in the community that the public school team could use – on nights when the private school's team was away.

Superintendents also reported that while collective bargaining had been affected, its role in the decision-making process was not greatly impacted by the loss of local millage referenda: These districts were rarely successful in gaining millage authority when it was available on a local basis.

Interview Question # 3: According to the data, your district's fund equity rose, you hired additional teachers and you paid everyone a little more.

- 1. Was there a conscious effort to accumulate equity – not spend all the new money?**
- 2. Who decided that priority?**

All of the districts acknowledged a conscious effort not to spend all of the money. Variations of three reasons were cited for accumulating funds equity:

1. Having a reserve is only prudent. Responsible school administrators save as a matter of habit. As a corollary to the prudence of saving, three superintendents expressed aversion to borrowing operating capital that they anticipated would be necessary if they spent all the increases on expanded operations.
2. Proposal A prosperity will not last – hard times will return.
3. Expanded operations would have required new construction in several districts. However, Proposal A did not equalize bonding authority. Very low taxable values require extraordinarily high rates of tax to service construction bonds. Because voter approval of millage to service bonds is as difficult to achieve as operational millage, several districts regarded fund equity as a capital savings account that eventually could be used to build classrooms and fund other large, capital projects.

Reasons to Accumulate Fund Equity – Frugality & Prudence

During his interview, one superintendent shared that one of his community's most valuable assets is its knowledge of what it is like to operate without money. This superintendent observed that the catch-up double increases were going to end and, when they did, he did not want to have to cut services that his school could no longer afford but that the community had become accustomed to receiving.

Another superintendent alluded to “the culture of this community,” a community that was strongly represented by an ethnic group whose parsimony was said to extend well past sparing. As she put it, “Our community simply doesn't spend all the money it has available: One of the legitimate uses of money it to

save it.” On the other hand, she continued, “We’ve always operated on the assumption that if someone needs something, we try to get it for them. If they don’t need something, then we don’t spend the money. This community is frugal and they expect us to be so. But what teachers need, they get!” She concluded, “The area we’re in is conservative.”

Allusion to the conservatism of another district ended with a superintendent declaring that . . . “we squeeze nickels here until the buffalo bellows.” A similar reaction from Abraham Lincoln was alleged when another district pinched pennies. Still another superintendent, after describing the care with which spending decisions were made, administrative recommendations were reviewed by board committees and the critical expectations of the community were acknowledged, and while clearly recalling the difficulty the district had experienced passing pre-proposal millage elections, finally blurted: “[This community] isn’t frugal: It’s cheap!”

Several superintendents alluded to the need to regain financial health with Proposal A funds. Typical of this attitude, one respondent began his interview by sharing, “Our board is still very gun-shy. They vowed never to go back to those days {of negative funds equity}.” Another veteran superintendent shared, “Our district has a history of living frugally. We’ve spent money where we see a need. We haven’t just gone and spent money for the sake of spending it. We’ve been able to build equity. We currently have a \$2.8 million equity. Now we’re able to make adjustments and use that equity as a rainy day fund.” In answer to the

question about a conscious effort not to spend, one of the business official respondents asserted with considerable force: “There sure was on my part!” He continued, “We were pretty stingy with the new money - didn’t want to give it all away.” A summary statement from a superintendent who had served his district as superintendent for 14 years declared, “I sweat blood for fund equity! We’re not going back!”

Corollary to the “prudent management” explanation of where the money went, three superintendents alluded to their aversion to borrowing operational money. Consequent to borrowing is the need to pay interest on the borrowed money – money that could go to program. If enough fund equity is accumulated, borrowing can be avoided.

Reason to Accumulate Funds Equity – Hard Times Will Return

The inevitable return of hard times was an overriding concern of one superintendent in determining how new Proposal A money would be used: She did not want to add program that she would have to cut later. Much of that district’s initial increases went into supplies and capital outlay – “things that would be easier to cut,” in her words. This superintendent wanted to avoid spending so that “the stuff kids really need can be offered even when times get tough again.”

Another superintendent compared her school district to “ people who lived through the depression. We just believe that the bad old days will be coming back.

That money [the accumulated equity] would carry us through. We also hired a business manager. ... We're going to use fund equity to avoid making cuts."

Five superintendents alluded to keeping programs modest so that, when it came time to make painful cuts again, community expectations would not have evolved past "reasonable-ness."

"We just didn't want to add things that we'd have to cut again," one superintendent said, verbalizing the common sense of inevitability of hard times' return. In recalling any number of finance meetings, still another superintendent said:

I told them that the boom wasn't going to last forever. We wanted to position the district so that if there was a decline in state revenue, like there is now, there would be a sufficient fund balance there to fund the program without cutting staff or cutting opportunities for kids. So those were the two basis principles that we used. No percentage of budget or anything. We just said we wanted to have a responsible fund balance so if there was a decline in economic activity that meant a loss of State revenue and we were dealing with executive order cuts or a reduction in the foundation -- as you know many of the districts around here have gone through wholesale lay-offs -- we wouldn't have to do that...We wanted to get to a position where we could absorb at least a two-year decline in any state ordered reduction.

Another superintendent reported that his district set percentage targets for funds equity. "We've worked towards building our fund equity for the last four years. The discussion was 15% then it went to 17%." When asked the purpose of establishing that particular level of funds equity, he replied:

Just the need for us to have a greater resiliency in the district. So we didn't find ourselves having to cut student programs as soon as

there was a fluctuation in the state level -- That we could provide a stable program for our community. And that if the state was fluctuating as it has been in the way it funds us that we would be able to absorb a lot of those things without having it affect us.

In response to a probe about whether he distrusts the way the state funds schools, this superintendent said:

We didn't foresee this kind of recession but we did see the potential. ...The funding piece is just one part of the puzzle. You add to that the schools of choice. You add to that charter schools. You can see where a school district had better have a reserve if all of a sudden there is a need to become more competitive. If a charter school shows up and says we're going to provide a laptop for every student, well what are we going to do? Are we just going to say goodbye to those kids or are we going to step up and say well, here's what we can do and we'll do it better. I think there is a point where you have to compete.

In addition to the "hard times will return" motive, five respondents expressed concern for the enrollment declines that they anticipated for their districts. One superintendent anticipated a loss of approximately half of his current enrollment by the year 2010. His district hopes that fund equity accumulation will soften the effect of that loss of membership and the attendant halving of his revenue budget.

Reason to Accumulate Funds Equity – Low Taxable Values

In addition to reluctant constituencies and the inevitable return of hard times, some of the respondent schools used Proposal A money for capital improvements. Four superintendents of low-tax value districts observed during

interviews that even if local voters would approve a bond, higher tax rates still could not raise sufficient tax to service useful debt levels. Therefore, Proposal A money was hoarded in what one superintendent called his “capital accounts” and another called his “public improvement fund” until sufficient amounts accumulated to do major repairs and even build new facilities. The superintendent with the public improvement fund elaborated:

We set up a public improvement fund. We set aside 5% of our state aid for maintenance, repairs and additional classrooms – that type of thing. We haven’t always been able to put 5% of our state aid in there, but that’s been our goal.

Another superintendent said: “If we could get to the point where we can add classrooms without a bond, we’d do it. Our last two millages have not gone through here.”

A superintendent of a district involved in a major building and renovation program credited Proposal A’s lower operating taxes and its infusion of cash as important for his district’s facilities makeover.

Proposal A allowed us to go beyond what the bonded money would allow: Rubberized track, replace aging bleachers, addition to administrative building, bus garage improvements. We had an old bus fleet – lots of red tags. Now we’re on a 10-year replacement schedule. We had nothing but green tags this year which was the first time in the district’s history that that has happened. We now have a dispatcher and a mechanic.

The biggest effect is the lowering of burden on local tax. When I got here, the buildings leaked, we were overcrowded. I had 16 buckets in my office and every time it rained I could hear the plunking. They couldn’t find the leaks.

We’ve passed three bond issues since 1995. This is a totally new district. We’re now just finishing a \$19.8 million project. When

it's done, this will be an attractive place for upscale population. The elementary schools are all modernized. Each has a new library. We have equity between buildings. We have technology. We have a district owned fiber optic loop for phones, computers, and email. We have video in the high school.

Without the Proposal none of this would have happened. Operations were an issue too. The proposal allowed us to put together an infrastructure and an upgrade in curriculum.

In this district, the priority was on facilities improvement that will benefit students and families in years to come. The superintendent did not believe the improvements would have been funded had they relied upon community support for millage increases.

Interview Question # 3: Who decided spending priorities while establishing funds equity?

Consistently, responses to the question of setting district priorities identified conservative school board members led by strong recommendations from administration. One superintendent pointed out that the community and the boards were one and the same. Therefore, this superintendent argued, the community was involved. On the other hand, he, too, acknowledged that spending decisions were recommended by a central office cognizant of the conservative tastes of school boards and communities – the same formula that existed before Proposal A.

Interview Question # 4: Has education in your district improved because of Proposal A?

Two superintendents shrugged indifferent, lukewarm endorsement” to the question of whether education had improved in their districts because of Proposal A. One of these alluded to his district’s longtime fiscal responsibility and an attitude that they would have continued providing the service that their community wanted without the Proposal. The proposal, however, made it possible for them to “add a few extras we probably wouldn’t have done otherwise,” and the ability to save a lot more. His district’s fund equity had risen from 22 percent to almost 48 percent of the budget.

The other 18 districts saw Proposal A as “God-send,” a phrase actually used in three interviews. While respondents alluded to doubts for the future of the funding under the Proposal, enthusiasm for the first seven years was unqualified in most of the sample. Those school leaders said things like, “We couldn’t pass millage and we were going down the tubes,” and “Proposal A made it possible for us to stay in business and to put stuff back that we’d cut over the years.” Another said, “We’re poor and we don’t have much political representation in [our region in] Michigan. I think that Proposal A was a good thing for our school system. It could have been even better if we would have held our enrollment. We still end up better than we would have!”

Interview Question # 5: If your district had the \$8,000 foundation grant that is the current hold-harmless level, what would you do with the money?

Literature reviewed in Chapter III suggested that change is both a methodical process and a political response that protects *status quo*. School leaders' response to this last question was consistent with predictions of sudden wealth syndrome as the respondents attempted to reconcile this hypothetical situation of additional wealth to their pre-wealth values, expectations and relationships: They simply had not spent much time imagining that more good fortune would visit them in their careers.

This hypothetical question was the only one to which there were no immediate responses. Several of the superintendents reflected for several seconds before saying anything. When they came, answers tended to be variations of "we would do more of the same." Respondents suggested more early childhood programs; more AP classes at their high schools; more money in capital funds. Three superintendents explained why it was a difficult question: They simply did not believe that was possible for the gap between the minimum grants and the hold harmless grants could ever narrow to zero. It would not happen because the state had neither the money nor the political will to attempt this level of equity.

Unanticipated Open-Ended Responses

Several of the respondents completed their interviews by suggesting that the “significant increase” alluded to in the interview’s preamble was not really so very much more money after all. They objected to interviewer use of the term “windfall.” The reasons repeated in several of the districts were:

1. It took a lot of money just to get out of the hole we were in.
2. In addition to normal inflation, there were extraordinary increases in health care relative to the consumer price index.
3. Michigan Public School Employees’ Retirement System rates had more than doubled from 5% of compensation since passage of Proposal A.
4. In spite of *Durants* I, II and III there were still under-funding problems of the mandated programs.
5. Declining student enrollments and the subsequent diseconomies of scale counteracted the growth in per student funding.
6. Only one superintendent commented on the Headlee Tax Limitation’s effect on the 18 mils of local millage. The district continued to find it difficult to have this local millage approved and lack of local approval of this millage subsequently resulted in loss of a significant percentage of the district’s local match.

So! How Was The Money Used?

Both the quantitative data and the interview responses indicate that minimum grant schools spent money to restore programs that had once been offered but had been cut in recent years for budgetary reasons. Initially, this restoration centered on re-establishment of financial solvency via accumulation of funds equity. Qualitative comment established that there was pressure to grant modest increases in compensation to employees, but that there was also political

pressure to keep such increases “responsible.” The hiring of additional staff consumed new monies. The studied school districts also allocated money to repair buildings, add technology infrastructure and to renovate bus fleets.

Data indicate that new money was spent in manners consistent with past habits. Qualitative data indicate that, with the exception of preference for low tax, there was little public input in school matters before the proposal. Public interest in local schools did not increase as a result of the proposal’s passage. Respondents indicated that loss of local control of revenue impacted rhetoric at the negotiations table but not, apparently, to an extent that could counterweigh political pressure to maintain “reasonable” compensation levels.

In the initial years, much of the new money was not spent. In an accounting sense, capital was not only accumulated as fund equity, it was also allowed to accumulate in the forms of property. For example, buildings were repaired and up-graded and new buses were purchased. Early increases were allowed to trickle to stakeholders in the form of increased salaries and wages.

In subsequent years, additions were made to curricular offerings. These curricular additions were mainstream educational offerings generally thought to be part of a standard public school education. Elementary music, art and physical education were restored. Advanced Placement opportunities were added for high school students. Student to teacher ratios were lowered. In many cases, personnel were added with sole responsibility for curriculum development. Elementary librarians and elementary counselors or social workers were added. Technology

was introduced. Funds equity continued to grow. Technology was arguably the only newcomer to minimum grants school offerings in that the general use of technology in education delivery came into vogue in the late 1980s, just as the Bursley gaps began to grow.

The last question in the qualitative survey invited respondents to imagine that the \$1,300 gap between their basic grant and the hold-harmless grants was closed, that their schools would receive \$8,000 for each of their students. How would the district use that money? Virtually all of the answers were variations of: “We’d do more of what we did with the initial money.”

This answer was not only universally consistent with the population’s respondents, it is also consistent with the literature. Districts used their Proposal A money to expand what they had been doing and what was perceived in their communities as a fundamental public school education. What was fundamental for each district had been decided at the polls during Bursley. The new money easily satisfied local tastes for program and also provided for the inevitable hard times.

Chapter VI

New Money Old Values

A singular characteristic shared by this study's sample school districts was an historic aversion to school tax. In a power equalizing system such as Bursley, these minimum grant schools provided services to communities that chose low taxes and a willingness to accept lower educational services rather than the higher tax rates and greater power-equalized revenue enjoyed by other school districts in Michigan.

Proposal A altered the external spending constraints in all districts. Formerly high spending districts found growth in their revenues restricted to levels that were less than had been custom. On the other end of the funding continuum, the minimum grant schools received significant increases in funding that greatly surpassed the revenues that they in all likelihood could ever have garnered under Bursley.

Proposal A changed the state's school funding mechanism. Local cultures on the other hand did not change. Minimum grant school constituents still would have accepted lower levels of service if that had meant lower tax.

One of the stated purposes of Proposal A was to reduce the funding differences between Michigan's public school districts. Premiums were paid to the minimum grant school districts at the inception of the new system in July

1994. Disproportionately larger increases were also granted to the lowest funded districts during the first seven years after the new system's initiation.

The question addressed in this dissertation is: How did those minimum grant schools, the big winners, spend the new money?

How was the Money Spent? Two answers.

The first answer is: It wasn't. Suspicious decision-makers doubted their good fortune and put much of the new money away for the inevitable return of hard times. Demands for additional services that failed local tests of frugality also failed to force new spending. The demand to save was more pressing than the demand for contemporary new programs. The hoarders spoke louder than those demanding program that exceeded traditional tastes. Local tastes were satisfied without spending all of the new money. As a result, the data indicate that funds equity in the sample districts more than tripled in the seven years studied.

Prudent management suggested that new spending commitments needed to be modest. The school leaders that participated in this study argued that all kids deserved solid-but-devoid-of-frills programs, including the restoration of basics that had deteriorated in recent years through lack of local support. The local definition of "all kids" included the children who would come along after the inevitable hard times returned. Again, hoarding money for the future outweighed new spending in the first years of the Proposal.

Given the size and sudden availability of Proposal A catch-up funds, it can be presumed that while there were proposals for additional spending on “frills.” Through the lens of political pressure there simply was not sufficient political support in the studied districts for such proposals to carry the day. Conversely, as many of the survey’s respondents argued, development of funds equity is a legitimate goal that their communities established as a buffer against leaner years.

Declining enrollments and the subsequent effect that per pupil funding would have on aggregate revenues loomed large in five of the sample districts and further supported the argument for conserving funds equity.

The second answer off how the money was spent is not inconsistent with how money was spent before the passage of Proposal A. In the initial years, respondents recalled spending money to just catch-up with spending that had been curtailed in recent lean times. The quantitative data confirm modest, “responsible” increases in employee compensation and spending to repair and upgrade buildings and bus fleets. Curricular offerings were expanded: early childhood additions and advanced placement classes extended curricula vertically while more support personnel, foreign language, technology and alternative programs broadened curricular offerings. Most notable in new spending was the hiring of additional staff and the subsequent reductions in class size. Qualitative data indicate that districts broadened their curricula to include educational offerings generally thought to be part of a standard public school education. Elementary music, art and physical education were brought back. Elementary librarians and elementary

counselors or social workers were restored or added. Many districts added advanced placement opportunities for high school students. In some cases personnel was hired with sole responsibility for curriculum development.

In the last years of the study, the ratio of students to teachers dropped noticeably in the studied population. Quantitative data indicate that student-teacher ratios dropped 16 percent in the sample schools, from a 24:1 ratio the year before Proposal A was passed to a 20:1 ratio in fiscal 2001. This decline did not appear until the third and fourth years of the proposal but it was dramatic when it did begin. The statewide student teacher ration remained at 22:1 for the period studied. Comments during interviews support this interpretation of the Bulletin 1014 data and reveal a belief that these smaller class sizes would improve student learning. What none of those interviewed needed to say was that class sizes can easily be increased when hard times reappear.

In short, as they increased funds equity, the study's population school districts rebuilt their programs the levels enjoyed in the 1980s and added early childhood and other programs considered part of traditional curricula. Employees were paid better and more employees were hired relative to the number of students. Superintendents were careful to describe increased employee compensation as deserved but measured. Program additions were described in similar, cautious terms. Funds equity were built and highly touted. Technology was arguably the only newcomer to the budgets of the districts studied.

Consistently, the character of curricular additions reflects each district's historic acceptance of lower educational services even though the acceptance was no longer a trade-off for lower taxes. Vocal music was restored but string orchestra programs ubiquitous in the suburbs were not added. The need for pay-to-play sports was eliminated ("traditional" sports were fully funded) but new sports were rarely added. Advanced placement classes were made available to high school students, but languages other than Spanish for high school students were not. Money was spent in manners consistent with how money had been spent in the sample districts during past, more affluent times. Repairs to facilities that had delayed during recent lean years were scheduled. Bus fleets were upgraded. Arguably this continuation of spending pattern was restorative, not new spending.

The last question in the qualitative survey invited respondents to imagine that the \$1,300 gap between their basic/minimum grant and the hold-harmless grants was closed, that their schools would receive \$8,000 for each of their students. How would the district use that money? Virtually all of the answers indicated that school leaders would do more of what we did with the initial money. This answer was not only universally consistent with the population's respondents, it is also consistent with the literature on change. Districts used their Proposal A money to expand what the schools had provided during "good times." There was a commitment to provide students with what was locally perceived to be solid, fundamental, basic public school education. "Frills" were suspect. Savings that could buffer hard times were subsequently seen as legitimate uses of the new

money. If the minimums grant schools were funded at the hold-harmless rate, much of the increased money would accumulate as fund equity.

An Apparent Anomaly

An anomaly is suggested when “free” money becomes available yet recipients refuse to increase spending to match those new revenues. While it would seem logical to presume that “free” Proposal A money would be claimed by eager stakeholders, this study suggests that proponents of spending were bested by those who wanted to save. Hanushek argues that the price of governmental service rises to the amounts of money available without congruent increase in function. Data from the population schools support exactly the opposite point of view. In an apparent anomaly, Proposal A’s big winners did not spend half of the money made available by the new funding system. The big winners added back program that had been available in recent, more affluent years. They even added modestly to program offerings. Although money was available to begin to do so, they did not attempt to replicate the programs of their higher spending, suburban neighbors.

Park & Carroll predicted in the early years of Bursley that demand for educational service would vary on the basis of household income and suburban/rural setting. That prediction is validated even when the relationship between price and service becomes tenuous. Independent of the apparent stability

of the price / service nexus, data imply that districts also adhere to old habits of consumption expectation.

The not-spending anomaly is explained in the literature on change. Change is slow and is rooted in practices of the past. Programs and compensation that seemed sparse by suburban standards were a norm that was acceptable in the districts studied. The conservatism of suspicious decision-makers outweighed whatever pressure was exerted for more spending. Moreover, the sudden wealth syndrome predicts exactly the behavior that the data confirm. Sudden wealth may generate an initial frenzy of spending, but comfortable conservatism and long-established tastes and values will temper long-term life changes.

In spite of funding that was the lowest in the state, the districts in this study's subset were well-managed and, with three exceptions, solvent before Proposal A. Proposal A windfalls were used to restore programs to levels enjoyed during these districts' "better times." Compared to state standards, only modest improvements to compensation and program were afforded. Much of the new money was saved for an eventual rainy day.

When ending funds balance per student for all of the state's schools are compared to beginning funds balance per student, a strong correlation indicates that district attitudes varied throughout the state but the attitudes locally did not change significantly. Those districts with a penchant for accumulating funds equity continued that practice while districts that had habitually matched spending to revenues more closely either accumulated less equity per student or, in the cases

of non-population school districts, actually consumed equity in later years of the study.

The Future of Proposal A

The reason that minimum grant schools had the lowest funding per student was political. During the Bursley era, those 40 communities did not support local millage referenda. They accepted lower educational services because it meant lower local tax. Exactly the opposite was true in the higher funded districts, particularly the hold-harmless districts. Those communities were willing and able to pay higher tax for higher service.

The politics of the state allowed Bursley to evolve until per student funding varied by a factor of five at the extremes of the continuum. This disparate funding, while perhaps embarrassing, was acceptable politically until property tax rates increased to levels that disadvantaged Michigan in a national business market. The politics of national business nurtured Proposal A's concern for disparate funding as much as the social politic of education.

Proposal A altered the funding rules. New constraints contradicted the political inclinations of the communities that preferred the extremes of the low tax/low service and high tax/high service continuum. While it is unlikely that politics will allow the state's educational funding disparity to return to the

extremes of 1994-95, persistent rumbles about “tweaking Proposal A” suggest that changes will undoubtedly be made.

While the median voter model is no longer operative in millage elections, districts that did offer and continue to offer high service are, according to the Tiebout model, still attracting high demand families. Funds equity in those districts have fallen. When the conflict between critical financial and wholesale reduction of favorite program arrives, the Park & Carroll presumption of political demand will assert itself.

Newly elected Governor Jennifer Granholm was forced to implement an executive reduction in school aid funds in January 2003. The formula for dividing the reduction did not equally affect every school district. Districts that had prospered under Proposal A – still Michigan’s lowest funded schools – were forced to accept larger reductions per student than were assessed against the state’s best-funded schools. It is suggested that the executive order is preview for future “tweaking” of the new funding mechanism.

Politics accommodated the disparate array of Bursley funding. Politics will similarly erode Proposal A’s reform.

Appendix A

Roster of Michigan Public Schools History of Foundation Grants

source: Michigan Senate Fiscal Agency

	<u>base 94</u>	<u>found95</u>	<u>found96</u>	<u>found97</u>	<u>found98</u>	<u>found99</u>	<u>found00</u>	<u>found01</u>	<u>found02</u>
Sigel Twp School District 3	\$2,762	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Church School District	\$2,826	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Sodus Twp School District 5	\$3,161	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Verona Twp Sch Dist No 1f	\$3,286	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Onaway Area Comm School Dist	\$3,398	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Bad Axe Public Schools	\$3,590	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Hagar Township School Dist 6	\$3,628	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Wolverine Comm School Distr	\$3,675	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Excelsior District #1	\$3,727	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Easton Twp School District 6	\$3,737	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Standish Sterling Comm Schs	\$3,738	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Mio Au Sable Schools	\$3,746	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Nottawa Community School	\$3,776	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Beaverton Rural Schools	\$3,779	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Gwinn Area Community Schools	\$3,782	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Mesick Consolidated Sch Dis	\$3,805	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Uby Community Schools	\$3,814	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
South Haven Public Schools	\$3,819	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Paw Paw Public School Distr	\$3,825	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Kingsley Area School	\$3,834	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Benzie County Central Sch	\$3,836	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Stanton Twp School District	\$3,842	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Crawford Ausable Schools	\$3,843	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Public Schools of Calumet	\$3,858	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Munising Public Schools	\$3,875	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Hudsonville Public Sch Distr	\$3,887	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Maple Valley School District	\$3,889	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500

Appendix A

Roster of Michigan Public Schools History of Foundation Grants

Source: Michigan Senate Fiscal Agency

	<u>base</u>	<u>94</u>	<u>found95</u>	<u>found96</u>	<u>found97</u>	<u>found98</u>	<u>found99</u>	<u>found00</u>	<u>found01</u>	<u>found02</u>
Farwell Area Schools	\$3,890		\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Mattawan Cons School Distr	\$3,891		\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Coloma Community Schools	\$3,902		\$4,200	\$4,949	\$5,201	\$5,447	\$5,447	\$5,700	\$6,000	\$6,500
Harrison Community Schools	\$3,905		\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Arenac Eastern School Distr	\$3,918		\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Forest Area Community Schs	\$3,919		\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Kalkaska Public Schools	\$3,920		\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Manistee Area Public Schools	\$3,923		\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Ionia Twp School District 2	\$3,926		\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Croswell Lexington Comm Sch	\$3,934		\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Lake City Area School Distr	\$3,935		\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Rogers City Area Schools	\$3,943		\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Allegan Public Schools	\$3,949		\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
Rudyard Area Schools	\$3,951		\$4,201	\$4,507	\$4,817	\$5,125	\$5,170	\$5,700	\$6,000	\$6,500
Bangor Public Schools	\$3,954		\$4,204	\$4,510	\$4,819	\$5,127	\$5,170	\$5,700	\$6,000	\$6,500
Alpena Public Schools	\$3,961		\$4,211	\$4,516	\$4,825	\$5,131	\$5,170	\$5,700	\$6,000	\$6,500
Morley Stanwood Comm Schools	\$3,962		\$4,212	\$4,517	\$4,825	\$5,132	\$5,170	\$5,700	\$6,000	\$6,500
White Pigeon Comm Sch Distr	\$3,975		\$4,225	\$4,528	\$4,835	\$5,140	\$5,170	\$5,700	\$6,000	\$6,500
Kaleva Norman - Dickson Schs	\$3,975		\$4,225	\$4,528	\$4,835	\$5,140	\$5,170	\$5,700	\$6,000	\$6,500
W Branch Rose City Area Schs	\$3,978		\$4,228	\$4,531	\$4,838	\$5,143	\$5,170	\$5,700	\$6,000	\$6,500
Sigel Twp School District 4	\$3,982		\$4,232	\$4,535	\$4,841	\$5,145	\$5,170	\$5,700	\$6,000	\$6,500
Whittemore Prescott Area Sch	\$3,985		\$4,235	\$4,537	\$4,843	\$5,147	\$5,170	\$5,700	\$6,000	\$6,500
Stephenson Area Public Schs	\$3,992		\$4,242	\$4,543	\$4,848	\$5,151	\$5,170	\$5,700	\$6,000	\$6,500
Dowagiac Union Schools	\$3,997		\$4,247	\$4,548	\$4,853	\$5,155	\$5,170	\$5,700	\$6,000	\$6,500
Bronson Community Sch Distr	\$4,004		\$4,254	\$4,554	\$4,858	\$5,159	\$5,170	\$5,700	\$6,000	\$6,500
Holton Public Schools	\$4,009		\$4,259	\$4,559	\$4,862	\$5,163	\$5,170	\$5,700	\$6,000	\$6,500
Norway Vulkan Area Schools	\$4,012		\$4,262	\$4,561	\$4,863	\$5,164	\$5,170	\$5,700	\$6,000	\$6,500
Coopersville Public Sch Dist	\$4,013		\$4,263	\$4,562	\$4,864	\$5,165	\$5,170	\$5,700	\$6,000	\$6,500

Appendix A

Roster of Michigan Public Schools History of Foundation Grants

source: Michigan Senate Fiscal Agency

	<u>base 94</u>	<u>found95</u>	<u>found96</u>	<u>found97</u>	<u>found98</u>	<u>found99</u>	<u>found00</u>	<u>found01</u>	<u>found02</u>
Saranac Community Schools	\$4,020	\$4,270	\$4,568	\$4,870	\$5,169	\$5,170	\$5,700	\$6,000	\$6,500
Otsego Public Schools	\$4,024	\$4,274	\$4,572	\$4,873	\$5,172	\$5,172	\$5,700	\$6,000	\$6,500
Carsonville-Port Sanilac	\$4,024	\$4,274	\$4,572	\$4,874	\$5,172	\$5,172	\$5,700	\$6,000	\$6,500
Lake Linden Hubbell Sch Dist	\$4,033	\$4,283	\$4,580	\$4,880	\$5,178	\$5,178	\$5,700	\$6,000	\$6,500
Lakeview Community Schools	\$4,037	\$4,287	\$4,584	\$4,883	\$5,181	\$5,181	\$5,700	\$6,000	\$6,500
Baraga Township School Distr	\$4,041	\$4,291	\$4,587	\$4,886	\$5,183	\$5,183	\$5,700	\$6,000	\$6,500
Quincy Community School Dist	\$4,045	\$4,295	\$4,591	\$4,890	\$5,186	\$5,186	\$5,700	\$6,000	\$6,500
Cass City Public Schools	\$4,048	\$4,298	\$4,593	\$4,892	\$5,188	\$5,188	\$5,700	\$6,000	\$6,500
Reed City Public Schools	\$4,051	\$4,301	\$4,596	\$4,894	\$5,190	\$5,190	\$5,700	\$6,000	\$6,500
Belding Area School District	\$4,053	\$4,303	\$4,598	\$4,896	\$5,191	\$5,191	\$5,700	\$6,000	\$6,500
McBain Rural Agr School Dist	\$4,064	\$4,314	\$4,608	\$4,904	\$5,198	\$5,198	\$5,700	\$6,000	\$6,500
Tri County Area Schools	\$4,064	\$4,314	\$4,608	\$4,905	\$5,199	\$5,199	\$5,700	\$6,000	\$6,500
Marion Public Schools	\$4,068	\$4,318	\$4,611	\$4,907	\$5,201	\$5,201	\$5,700	\$6,000	\$6,500
North Adams-Jerome Pub Schs	\$4,077	\$4,327	\$4,619	\$4,914	\$5,206	\$5,206	\$5,700	\$6,000	\$6,500
Carney Nadeau Public Schools	\$4,084	\$4,334	\$4,626	\$4,920	\$5,211	\$5,211	\$5,700	\$6,000	\$6,500
Hillman Community Schools	\$4,085	\$4,335	\$4,626	\$4,921	\$5,212	\$5,212	\$5,700	\$6,000	\$6,500
Tawas Area Schools	\$4,086	\$4,336	\$4,627	\$4,921	\$5,212	\$5,212	\$5,700	\$6,000	\$6,500
Bloomington Public Sch Dist	\$4,087	\$4,337	\$4,628	\$4,922	\$5,213	\$5,213	\$5,700	\$6,000	\$6,500
Suttons Bay Public Sch Dist	\$4,087	\$4,337	\$4,628	\$4,922	\$5,213	\$5,213	\$5,700	\$6,000	\$6,500
Union City Comm School Distr	\$4,091	\$4,341	\$4,632	\$4,926	\$5,216	\$5,216	\$5,700	\$6,000	\$6,500
Chassell Twp School District	\$4,092	\$4,342	\$4,633	\$4,927	\$5,217	\$5,217	\$5,700	\$6,000	\$6,500
Hancock Public Schools	\$4,096	\$4,346	\$4,636	\$4,929	\$5,218	\$5,218	\$5,700	\$6,000	\$6,500
Deckerville Comm School Dist	\$4,099	\$4,349	\$4,639	\$4,932	\$5,221	\$5,221	\$5,700	\$6,000	\$6,500
Hopkins Public Schools	\$4,102	\$4,352	\$4,642	\$4,934	\$5,223	\$5,223	\$5,700	\$6,000	\$6,500
Imlay City Community Schools	\$4,102	\$4,352	\$4,642	\$4,935	\$5,223	\$5,223	\$5,700	\$6,000	\$6,500
Tahquamenon Area Schools	\$4,108	\$4,358	\$4,647	\$4,938	\$5,227	\$5,227	\$5,700	\$6,000	\$6,500
Decatur Public Schools	\$4,112	\$4,362	\$4,651	\$4,942	\$5,229	\$5,229	\$5,700	\$6,000	\$6,500
Mid Peninsula School Distr	\$4,114	\$4,364	\$4,652	\$4,943	\$5,230	\$5,230	\$5,700	\$6,000	\$6,500

Appendix A

Roster of Michigan Public Schools History of Foundation Grants

source: Michigan Senate Fiscal Agency

	<u>base 94</u>	<u>found95</u>	<u>found96</u>	<u>found97</u>	<u>found98</u>	<u>found99</u>	<u>found00</u>	<u>found01</u>	<u>found02</u>
Peck Community School Dist	\$4,115	\$4,365	\$4,653	\$4,944	\$5,231	\$5,231	\$5,700	\$6,000	\$6,500
Cheboygan Area Schools	\$4,119	\$4,369	\$4,657	\$4,948	\$5,234	\$5,234	\$5,700	\$6,000	\$6,500
Gerrish Higgins School Distr	\$4,129	\$4,379	\$4,666	\$4,955	\$5,240	\$5,240	\$5,700	\$6,000	\$6,500
Reading Community Schools	\$4,135	\$4,385	\$4,671	\$4,960	\$5,245	\$5,245	\$5,700	\$6,000	\$6,500
Boyne Falls Public Sch Distr	\$4,149	\$4,399	\$4,684	\$4,970	\$5,254	\$5,254	\$5,700	\$6,000	\$6,500
Almont Community Schools	\$4,152	\$4,402	\$4,686	\$4,972	\$5,255	\$5,255	\$5,700	\$6,000	\$6,500
Marquette City School Distr	\$4,153	\$4,403	\$4,687	\$4,973	\$5,256	\$5,256	\$5,700	\$6,000	\$6,500
Northwest School District	\$4,153	\$4,403	\$4,687	\$4,974	\$5,256	\$5,256	\$5,700	\$6,000	\$6,500
Three Rivers Community Schs	\$4,156	\$4,406	\$4,690	\$4,976	\$5,258	\$5,258	\$5,700	\$6,000	\$6,500
Eau Claire Public Schools	\$4,160	\$4,410	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Ishpeming Public School Dist	\$4,162	\$4,412	\$4,695	\$4,981	\$5,262	\$5,262	\$5,700	\$6,000	\$6,500
Cedar Springs Public Schools	\$4,172	\$4,422	\$4,704	\$4,988	\$5,269	\$5,269	\$5,700	\$6,000	\$6,500
Hillsdale Comm Public Schs	\$4,174	\$4,424	\$4,713	\$4,986	\$5,275	\$5,275	\$5,700	\$6,000	\$6,500
Colon Community School Distr	\$4,178	\$4,428	\$4,709	\$4,993	\$5,272	\$5,272	\$5,700	\$6,000	\$6,500
Newaygo Public School Distr	\$4,182	\$4,432	\$4,713	\$4,996	\$5,275	\$5,275	\$5,700	\$6,000	\$6,500
Bay City School District	\$4,184	\$4,434	\$4,715	\$4,997	\$5,276	\$5,276	\$5,700	\$6,000	\$6,500
Vassar Public Schools	\$4,185	\$4,435	\$4,716	\$4,998	\$5,277	\$5,277	\$5,700	\$6,000	\$6,500
Lakeshore School District	\$4,187	\$4,437	\$4,717	\$4,999	\$5,278	\$5,278	\$5,700	\$6,000	\$6,500
Marcellus Community Schools	\$4,188	\$4,438	\$4,718	\$5,001	\$5,279	\$5,279	\$5,700	\$6,000	\$6,500
Vanderbilt Area School	\$4,193	\$4,443	\$4,723	\$5,005	\$5,282	\$5,282	\$5,700	\$6,000	\$6,500
Kingston Community Sch Distr	\$4,193	\$4,443	\$4,723	\$5,005	\$5,282	\$5,282	\$5,700	\$6,000	\$6,500
North Branch Area Schools	\$4,198	\$4,448	\$4,727	\$5,008	\$5,285	\$5,285	\$5,700	\$6,000	\$6,500
Brandywine Public Sch Distr	\$4,206	\$4,456	\$4,734	\$5,014	\$5,290	\$5,290	\$5,700	\$6,000	\$6,500
Sandusky Comm School Dist	\$4,206	\$4,456	\$4,734	\$5,014	\$5,290	\$5,290	\$5,700	\$6,000	\$6,500
Evart Public Schools	\$4,225	\$4,474	\$4,750	\$5,028	\$5,302	\$5,302	\$5,700	\$6,000	\$6,500
Clinton Community Schools	\$4,225	\$4,474	\$4,750	\$5,028	\$5,302	\$5,302	\$5,700	\$6,000	\$6,500
Owosso Public Schools	\$4,226	\$4,475	\$4,751	\$5,029	\$5,302	\$5,302	\$5,700	\$6,000	\$6,500
Edwardsburg Public Schools	\$4,226	\$4,475	\$4,751	\$5,029	\$5,303	\$5,303	\$5,700	\$6,000	\$6,500

Appendix A

Roster of Michigan Public Schools History of Foundation Grants

Source: Michigan Senate Fiscal Agency

	<u>base_94</u>	<u>found95</u>	<u>found96</u>	<u>found97</u>	<u>found98</u>	<u>found99</u>	<u>found00</u>	<u>found01</u>	<u>found02</u>
Ionia Public Schools	\$4,229	\$4,478	\$4,754	\$5,032	\$5,305	\$5,305	\$5,700	\$6,000	\$6,500
Hart Public School District	\$4,236	\$4,485	\$4,760	\$5,036	\$5,309	\$5,309	\$5,700	\$6,000	\$6,500
Ontonagon Area Schools	\$4,237	\$4,485	\$4,760	\$5,037	\$5,309	\$5,309	\$5,700	\$6,000	\$6,500
Hanover Horton Schools	\$4,237	\$4,486	\$4,761	\$5,037	\$5,310	\$5,310	\$5,700	\$6,000	\$6,500
Ewen-trout Creek Consol	\$4,237	\$4,486	\$4,761	\$5,037	\$5,310	\$5,310	\$5,700	\$6,000	\$6,500
Dundee Community Schools	\$4,239	\$4,487	\$4,762	\$5,039	\$5,311	\$5,311	\$5,700	\$6,000	\$6,500
St Ignace City School Distr	\$4,242	\$4,491	\$4,766	\$5,042	\$5,313	\$5,313	\$5,700	\$6,000	\$6,500
Greenville Public Schools	\$4,244	\$4,492	\$4,766	\$5,042	\$5,314	\$5,314	\$5,700	\$6,000	\$6,500
Vestaburg Community Schools	\$4,246	\$4,494	\$4,768	\$5,044	\$5,315	\$5,315	\$5,700	\$6,000	\$6,500
Bark River Harris Sch Distr	\$4,246	\$4,494	\$4,768	\$5,044	\$5,315	\$5,315	\$5,700	\$6,000	\$6,500
Capac Community Sch District	\$4,247	\$4,495	\$4,769	\$5,044	\$5,316	\$5,316	\$5,700	\$6,000	\$6,500
Houghton-Portage Twp Sch Dis	\$4,248	\$4,496	\$4,770	\$5,046	\$5,317	\$5,317	\$5,700	\$6,000	\$6,500
Freeland Comm School Distr	\$4,249	\$4,497	\$4,771	\$5,047	\$5,317	\$5,317	\$5,700	\$6,000	\$6,500
Reese Public Schools	\$4,250	\$4,498	\$4,772	\$5,047	\$5,318	\$5,318	\$5,700	\$6,000	\$6,500
Brimley Area Schools	\$4,264	\$4,511	\$4,783	\$5,057	\$5,326	\$5,326	\$5,700	\$6,000	\$6,500
Mar Lee School District	\$4,264	\$4,512	\$4,784	\$5,057	\$5,326	\$5,326	\$5,700	\$6,000	\$6,500
Manton Consolidated Schools	\$4,265	\$4,512	\$4,784	\$5,058	\$5,327	\$5,327	\$5,700	\$6,000	\$6,500
Buchanan Community Sch Distr	\$4,267	\$4,514	\$4,786	\$5,060	\$5,328	\$5,328	\$5,700	\$6,000	\$6,500
Sault Ste Marie Area Schools	\$4,270	\$4,517	\$4,789	\$5,062	\$5,330	\$5,330	\$5,700	\$6,000	\$6,500
Cadillac Area Public Schools	\$4,270	\$4,518	\$4,790	\$5,063	\$5,331	\$5,331	\$5,700	\$6,000	\$6,500
Bloomfield Twp Sch Dist 7f	\$4,272	\$4,519	\$4,790	\$5,063	\$5,331	\$5,331	\$5,700	\$6,000	\$6,500
Birch Run Area School Distr	\$4,277	\$4,524	\$4,795	\$5,067	\$5,335	\$5,335	\$5,700	\$6,000	\$6,500
Brown City Comm School Distr	\$4,281	\$4,528	\$4,799	\$5,071	\$5,338	\$5,338	\$5,700	\$6,000	\$6,500
Constantine Public Sch Distr	\$4,281	\$4,528	\$4,799	\$5,071	\$5,338	\$5,338	\$5,700	\$6,000	\$6,500
Camden Frontier Schools	\$4,283	\$4,529	\$4,799	\$5,071	\$5,338	\$5,338	\$5,700	\$6,000	\$6,500
Iron Mountain City Sch Distr	\$4,289	\$4,535	\$4,805	\$5,076	\$5,342	\$5,342	\$5,700	\$6,000	\$6,500
Montabella Comm School Distr	\$4,301	\$4,547	\$4,816	\$5,085	\$5,350	\$5,350	\$5,700	\$6,000	\$6,500
Hudson Area Schools	\$4,303	\$4,549	\$4,817	\$5,086	\$5,351	\$5,351	\$5,700	\$6,000	\$6,500

Appendix A

Roster of Michigan Public Schools History of Foundation Grants

source: Michigan Senate Fiscal Agency

	<u>base 94</u>	<u>found95</u>	<u>found96</u>	<u>found97</u>	<u>found98</u>	<u>found99</u>	<u>found00</u>	<u>found01</u>	<u>found02</u>
Sturgis Public School Distr	\$4,308	\$4,554	\$4,822	\$5,090	\$5,354	\$5,354	\$5,700	\$6,000	\$6,500
Fairview Area School Distr	\$4,315	\$4,561	\$4,828	\$5,096	\$5,359	\$5,359	\$5,700	\$6,000	\$6,500
Oscoda Area Schools	\$4,317	\$4,563	\$4,830	\$5,097	\$5,360	\$5,360	\$5,700	\$6,000	\$6,500
Adams Twp School District	\$4,321	\$4,566	\$4,832	\$5,099	\$5,362	\$5,362	\$5,700	\$6,000	\$6,500
Lakewood Public Schools	\$4,323	\$4,568	\$4,834	\$5,101	\$5,364	\$5,364	\$5,700	\$6,000	\$6,500
Summerfield School District	\$4,326	\$4,571	\$4,837	\$5,104	\$5,366	\$5,366	\$5,700	\$6,000	\$6,500
Manistique Area Schools	\$4,329	\$4,574	\$4,840	\$5,107	\$5,368	\$5,368	\$5,700	\$6,000	\$6,500
Walkerville Rural Comm Schs	\$4,331	\$4,576	\$4,841	\$5,107	\$5,368	\$5,368	\$5,700	\$6,000	\$6,500
Ironwood Area Schools	\$4,332	\$4,576	\$4,841	\$5,107	\$5,369	\$5,369	\$5,700	\$6,000	\$6,500
Bessemer City School Distr	\$4,337	\$4,582	\$4,847	\$5,112	\$5,372	\$5,372	\$5,700	\$6,000	\$6,500
Hesperia Comm School Distr	\$4,337	\$4,582	\$4,847	\$5,112	\$5,373	\$5,373	\$5,700	\$6,000	\$6,500
Bangor Township Schools	\$4,339	\$4,584	\$4,849	\$5,114	\$5,374	\$5,374	\$5,700	\$6,000	\$6,500
Berrien Springs Pub Sch Dist	\$4,344	\$4,588	\$4,852	\$5,117	\$5,377	\$5,377	\$5,700	\$6,000	\$6,500
Oakridge Public Schools	\$4,347	\$4,592	\$4,856	\$5,120	\$5,379	\$5,379	\$5,700	\$6,000	\$6,500
Breitung Twp School District	\$4,348	\$4,592	\$4,856	\$5,120	\$5,379	\$5,379	\$5,700	\$6,000	\$6,500
North Central Area Schools	\$4,349	\$4,593	\$4,857	\$5,121	\$5,380	\$5,380	\$5,700	\$6,000	\$6,500
Caro Community Schools	\$4,350	\$4,594	\$4,857	\$5,121	\$5,380	\$5,380	\$5,700	\$6,000	\$6,500
Freesoil Community Sch Distr	\$4,355	\$4,599	\$4,862	\$5,125	\$5,384	\$5,384	\$5,700	\$6,000	\$6,500
Mason County Central Sch Dis	\$4,358	\$4,602	\$4,865	\$5,128	\$5,386	\$5,386	\$5,700	\$6,000	\$6,500
Wayland Union Schools	\$4,362	\$4,606	\$4,868	\$5,130	\$5,388	\$5,388	\$5,700	\$6,000	\$6,500
Montague Area Public Schools	\$4,363	\$4,607	\$4,869	\$5,131	\$5,388	\$5,388	\$5,700	\$6,000	\$6,500
Benton Harbor Area Schools	\$4,364	\$4,608	\$4,870	\$5,132	\$5,389	\$5,389	\$5,700	\$6,000	\$6,500
Bedford Public School Distr	\$4,378	\$4,621	\$4,882	\$5,143	\$5,398	\$5,398	\$5,700	\$6,000	\$6,500
Springport Public Schools	\$4,379	\$4,622	\$4,882	\$5,143	\$5,398	\$5,398	\$5,700	\$6,000	\$6,500
Kent City Community Schools	\$4,380	\$4,623	\$4,883	\$5,144	\$5,399	\$5,399	\$5,700	\$6,000	\$6,500
Mason Cons School District	\$4,382	\$4,625	\$4,885	\$5,146	\$5,401	\$5,401	\$5,700	\$6,000	\$6,500
Jonesville Community Schools	\$4,384	\$4,627	\$4,887	\$5,147	\$5,402	\$5,402	\$5,700	\$6,000	\$6,500
Pinconning Area Schools	\$4,386	\$4,629	\$4,889	\$5,149	\$5,403	\$5,403	\$5,700	\$6,000	\$6,500

Appendix A

Roster of Michigan Public Schools History of Foundation Grants

source: Michigan Senate Fiscal Agency

	<u>base 94</u>	<u>found95</u>	<u>found96</u>	<u>found97</u>	<u>found98</u>	<u>found98</u>	<u>found00</u>	<u>found01</u>	<u>found02</u>
Martin Public Schools	\$4,394	\$4,636	\$4,895	\$5,154	\$5,408	\$5,408	\$5,700	\$6,000	\$6,500
Homer Community Schools	\$4,397	\$4,639	\$4,898	\$5,157	\$5,410	\$5,410	\$5,700	\$6,000	\$6,500
Linden Comm School District	\$4,400	\$4,642	\$4,900	\$5,159	\$5,412	\$5,412	\$5,700	\$6,000	\$6,500
Rockford Public Schools	\$4,402	\$4,644	\$4,902	\$5,160	\$5,413	\$5,413	\$5,700	\$6,000	\$6,500
Pinckney Community Schools	\$4,403	\$4,645	\$4,903	\$5,161	\$5,413	\$5,413	\$5,700	\$6,000	\$6,500
Big Rapids Public Schools	\$4,406	\$5,000	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Hamilton Community Schools	\$4,407	\$4,649	\$4,906	\$5,164	\$5,416	\$5,416	\$5,700	\$6,000	\$6,500
Vicksburg Community Schools	\$4,410	\$4,652	\$4,909	\$5,166	\$5,418	\$5,418	\$5,700	\$6,000	\$6,500
Lawrence Public School Distr	\$4,412	\$4,653	\$4,910	\$5,167	\$5,419	\$5,419	\$5,700	\$6,000	\$6,500
Shelby Public Schools	\$4,412	\$4,654	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Burr Oak Comm School Distr	\$4,412	\$4,654	\$4,911	\$5,168	\$5,419	\$5,419	\$5,700	\$6,000	\$6,500
Osceola Twp School District	\$4,413	\$4,654	\$4,911	\$5,168	\$5,420	\$5,420	\$5,700	\$6,000	\$6,500
Menominee Area Public Schs	\$4,417	\$4,659	\$4,915	\$5,171	\$5,422	\$5,422	\$5,700	\$6,000	\$6,500
Mason County Eastern Sch Dis	\$4,418	\$4,659	\$4,915	\$5,172	\$5,423	\$5,423	\$5,700	\$6,000	\$6,500
Grant Public School District	\$4,418	\$4,660	\$4,916	\$5,172	\$5,423	\$5,423	\$5,700	\$6,000	\$6,500
Gaylord Community Schools	\$4,419	\$4,661	\$4,917	\$5,173	\$5,423	\$5,423	\$5,700	\$6,000	\$6,500
Schoolcraft Community Schs	\$4,422	\$4,664	\$4,920	\$5,176	\$5,426	\$5,426	\$5,700	\$6,000	\$6,500
Wakefield Twp School Distr	\$4,425	\$4,666	\$4,922	\$5,177	\$5,427	\$5,427	\$5,700	\$6,000	\$6,500
Marlette Community Schools	\$4,428	\$4,669	\$4,924	\$5,179	\$5,429	\$5,429	\$5,700	\$6,000	\$6,500
Ida Public School District	\$4,429	\$4,670	\$4,925	\$5,180	\$5,429	\$5,429	\$5,700	\$6,000	\$6,500
Bellevue Comm Sch District	\$4,435	\$4,676	\$4,931	\$5,186	\$5,434	\$5,434	\$5,700	\$6,000	\$6,500
Vandercook Lake Public Schs	\$4,437	\$4,677	\$4,931	\$5,186	\$5,434	\$5,434	\$5,700	\$6,000	\$6,500
Palo Comm School District	\$4,437	\$4,678	\$4,932	\$5,186	\$5,434	\$5,434	\$5,700	\$6,000	\$6,500
Whitmore Lake Pub Schools	\$4,438	\$4,679	\$4,933	\$5,187	\$5,435	\$5,435	\$5,700	\$6,000	\$6,500
Gladstone Area Schools	\$4,439	\$4,680	\$4,934	\$5,188	\$5,436	\$5,436	\$5,700	\$6,000	\$6,500
Portland Public School Distr	\$4,443	\$4,683	\$4,937	\$5,191	\$5,439	\$5,439	\$5,700	\$6,000	\$6,500
Lawton Community School Distr	\$4,443	\$4,684	\$4,938	\$5,191	\$5,439	\$5,439	\$5,700	\$6,000	\$6,500
Airport Community Sch Distr	\$4,446	\$4,686	\$4,939	\$5,193	\$5,440	\$5,440	\$5,700	\$6,000	\$6,500

Appendix A

Roster of Michigan Public Schools History of Foundation Grants

source: Michigan Senate Fiscal Agency

	<u>base 94</u>	<u>found95</u>	<u>found96</u>	<u>found97</u>	<u>found98</u>	<u>found99</u>	<u>found00</u>	<u>found01</u>	<u>found02</u>
Sparta Area Schools	\$4,448	\$4,688	\$4,941	\$5,194	\$5,441	\$5,441	\$5,700	\$6,000	\$6,500
L Anse Area Schools	\$4,448	\$4,688	\$4,941	\$5,194	\$5,441	\$5,441	\$5,700	\$6,000	\$6,500
Mendon Community School Dist	\$4,449	\$4,689	\$4,942	\$5,195	\$5,442	\$5,442	\$5,700	\$6,000	\$6,500
Goodrich Area Schools	\$4,449	\$4,690	\$4,943	\$5,196	\$5,442	\$5,442	\$5,700	\$6,000	\$6,500
Jenison Public Schools	\$4,451	\$4,692	\$4,945	\$5,197	\$5,444	\$5,444	\$5,700	\$6,000	\$6,500
Columbia School District	\$4,456	\$4,696	\$4,948	\$5,200	\$5,447	\$5,447	\$5,700	\$6,000	\$6,500
Gladwin Community Schools	\$4,462	\$4,702	\$4,954	\$5,205	\$5,451	\$5,451	\$5,700	\$6,000	\$6,500
Olivet Community Schools	\$4,466	\$4,705	\$4,956	\$5,207	\$5,452	\$5,452	\$5,700	\$6,000	\$6,500
Grandville Public Schools	\$4,468	\$4,708	\$4,959	\$5,209	\$5,454	\$5,454	\$5,700	\$6,000	\$6,500
Lakeville Comm School Distr	\$4,469	\$4,709	\$4,960	\$5,210	\$5,455	\$5,455	\$5,700	\$6,000	\$6,500
Breckenridge Comm Schools	\$4,477	\$4,716	\$4,966	\$5,216	\$5,459	\$5,459	\$5,700	\$6,000	\$6,500
White Cloud Public Schools	\$4,482	\$4,721	\$4,971	\$5,220	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Blissfield Community Schools	\$4,483	\$4,722	\$4,972	\$5,221	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Onsted Community Schools	\$4,484	\$4,723	\$4,972	\$5,221	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Akron Fairgrove Schools	\$4,485	\$4,724	\$4,973	\$5,222	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Elkton Pigeon Bayport Schs	\$4,486	\$4,725	\$4,974	\$5,222	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Lapeer Community Schools	\$4,486	\$4,735	\$4,983	\$5,230	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Clare Public Schools	\$4,497	\$4,736	\$4,984	\$5,231	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Reeths Puffer Schools	\$4,500	\$4,738	\$4,986	\$5,233	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Posen Cons School District	\$4,501	\$4,739	\$4,987	\$5,234	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Delton Kellogg School Distr	\$4,501	\$4,740	\$4,988	\$5,235	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Napoleon Community Schools	\$4,503	\$4,741	\$4,989	\$5,236	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Swan Valley School District	\$4,504	\$4,742	\$4,989	\$5,235	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Byron Area Schools	\$4,504	\$4,742	\$4,989	\$5,236	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
North Dickinson Co Sch Distr	\$4,505	\$4,743	\$4,990	\$5,237	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Fremont Public School Distr	\$4,507	\$4,745	\$4,992	\$5,238	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Atlanta Community Schools	\$4,510	\$4,748	\$4,995	\$5,241	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Berlin Twp School District 3	\$4,513	\$4,751	\$4,997	\$5,243	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500

Appendix A

Roster of Michigan Public Schools History of Foundation Grants

source: Michigan Senate Fiscal Agency

	<u>base_94</u>	<u>found95</u>	<u>found96</u>	<u>found97</u>	<u>found98</u>	<u>found99</u>	<u>found00</u>	<u>found01</u>	<u>found02</u>
Fennville Public Schools	\$4,516	\$4,754	\$5,000	\$5,245	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Davison Community Schools	\$4,519	\$4,757	\$5,003	\$5,248	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Escanaba Area Public Schools	\$4,520	\$4,758	\$5,004	\$5,249	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Hartford Public School Distr	\$4,521	\$4,759	\$5,005	\$5,250	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
St Charles Community Schools	\$4,524	\$4,761	\$5,006	\$5,251	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Morenci Area Schools	\$4,525	\$4,762	\$5,007	\$5,251	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Cassopolis Public Schools	\$4,526	\$4,763	\$5,008	\$5,252	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Hamtramck Public Schools	\$4,526	\$4,763	\$5,008	\$5,253	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Litchfield Community Schools	\$4,530	\$4,767	\$5,012	\$5,256	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Fowlerville Community Schs	\$4,534	\$4,771	\$5,015	\$5,258	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Perry Public School District	\$4,534	\$4,771	\$5,015	\$5,258	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Pittsford Area Schools	\$4,545	\$4,781	\$5,024	\$5,266	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Flushing Community Schools	\$4,549	\$4,785	\$5,028	\$5,270	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Yale Public Schools	\$4,552	\$4,788	\$5,030	\$5,271	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Watervliet School District	\$4,552	\$4,788	\$5,030	\$5,271	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Big Jackson School District	\$4,552	\$4,789	\$5,031	\$5,272	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Chippewa Hills School Distr	\$4,553	\$4,789	\$5,031	\$5,272	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Port Huron Area School Distr	\$4,554	\$4,790	\$5,032	\$5,274	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Gallen Township School Distr	\$4,557	\$4,793	\$5,035	\$5,275	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Plainwell Community Schools	\$4,558	\$4,794	\$5,036	\$5,277	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Coleman Community Sch Distr	\$4,559	\$4,795	\$5,037	\$5,277	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Kelloggville Public Schools	\$4,559	\$4,795	\$5,037	\$5,277	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Durand Area Schools	\$4,559	\$4,795	\$5,037	\$5,278	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Negaunee Public Schools	\$4,560	\$4,796	\$5,038	\$5,279	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Niles Community School Distr	\$4,560	\$4,796	\$5,038	\$5,279	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Littlefield Public Sch Distr	\$4,562	\$4,797	\$5,038	\$5,279	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Ithaca Public Schools	\$4,562	\$4,798	\$5,039	\$5,279	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Stockbridge Comm Schools	\$4,563	\$4,799	\$5,040	\$5,280	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500

Appendix A

Roster of Michigan Public Schools History of Foundation Grants

source: Michigan Senate Fiscal Agency

	<u>base 94</u>	<u>found95</u>	<u>found96</u>	<u>found97</u>	<u>found98</u>	<u>found99</u>	<u>found00</u>	<u>found01</u>	<u>found02</u>
Coldwater Comm Schools	\$4,566	\$4,802	\$5,043	\$5,283	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Meridian Public Schools	\$4,572	\$4,807	\$5,047	\$5,286	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Lowell Area School District	\$4,577	\$4,813	\$5,053	\$5,291	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Rapid River Public Schools	\$4,581	\$4,816	\$5,055	\$5,293	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Pine River Area Schools	\$4,584	\$4,819	\$5,058	\$5,296	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Gobles Public School Distr	\$4,588	\$4,823	\$5,062	\$5,299	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Traverse City School Distr	\$4,588	\$4,823	\$5,062	\$5,299	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Harbor Beach Comm Schools	\$4,588	\$4,823	\$5,062	\$5,299	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Superior Central School Dist	\$4,589	\$4,824	\$5,063	\$5,300	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Thornapple Kellogg Sch Distr	\$4,598	\$4,832	\$5,070	\$5,306	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Hemlock Public School Distr	\$4,598	\$4,833	\$5,071	\$5,307	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Mayville Community Sch Distr	\$4,607	\$4,841	\$5,078	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Central Montcalm Public Schs	\$4,612	\$4,845	\$5,081	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Buckley Comm School District	\$4,612	\$4,846	\$5,082	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Merrill Comm School District	\$4,623	\$4,856	\$5,091	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Leslie Public Schools	\$4,624	\$4,857	\$5,092	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Mona Shores School District	\$4,626	\$4,859	\$5,094	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Clio Area School District	\$4,632	\$4,865	\$5,099	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Shepherd Public School Distr	\$4,640	\$4,872	\$5,105	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
St Louis Public Schools	\$4,646	\$4,879	\$5,112	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Inland Lakes School District	\$4,647	\$4,879	\$5,112	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Athens Area Schools	\$4,649	\$4,882	\$5,114	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Zeeland Public Schools	\$4,653	\$4,885	\$5,117	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Whitehall School District	\$4,660	\$4,892	\$5,123	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Marshall Public Schools	\$4,664	\$4,895	\$5,126	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Unionville Sebewaing Area	\$4,664	\$4,896	\$5,127	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Concord Community Schools	\$4,669	\$4,900	\$5,130	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Hastings Area School Distr	\$4,675	\$4,907	\$5,137	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500

Appendix A

Roster of Michigan Public Schools History of Foundation Grants

source: Michigan Senate Fiscal Agency

	<u>base_94</u>	<u>found95</u>	<u>found96</u>	<u>found97</u>	<u>found98</u>	<u>found99</u>	<u>found00</u>	<u>found01</u>	<u>found02</u>
Genesee School District	\$4,676	\$4,908	\$5,138	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Bear Lake School District	\$4,679	\$4,910	\$5,139	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Marysville Public Sch Distr	\$4,684	\$4,916	\$5,145	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Mt Morris Consolidated Schs	\$4,689	\$4,920	\$5,148	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Harper Creek Comm Schools	\$4,690	\$4,921	\$5,149	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
West Iron County Sch Distr	\$4,690	\$4,921	\$5,149	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Alma Public Schools	\$4,691	\$4,922	\$5,150	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Eaton Rapids Public Schools	\$4,694	\$4,924	\$5,152	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Carrollton School District	\$4,707	\$4,937	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Beal City School	\$4,707	\$4,937	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Millington Comm Schools	\$4,710	\$4,940	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Au Gres Sims School District	\$4,716	\$4,946	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Dewitt Public Schools	\$4,718	\$4,948	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Waldron Area Schools	\$4,719	\$4,949	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Brandon School District	\$4,719	\$4,949	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Gull Lake Community Schools	\$4,722	\$4,952	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Bendle Public Schools	\$4,727	\$4,957	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
New Lothrop Area Public Schs	\$4,730	\$4,960	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Portage Public Schools	\$4,738	\$4,967	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Ashley Community Schools	\$4,743	\$4,972	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Bloomfield No 1 Red Sch	\$4,744	\$4,973	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Bullock Creek School Distr	\$4,751	\$4,980	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Richmond Community Schools	\$4,758	\$4,987	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Western School District	\$4,761	\$4,989	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Carson City Crystal Area Sch	\$4,761	\$4,989	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Deerfield Public Schools	\$4,763	\$4,991	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Mancelona Public Schools	\$4,768	\$4,996	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Northview Public School Dist	\$4,769	\$4,997	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500

Appendix A

Roster of Michigan Public Schools History of Foundation Grants

source: Michigan Senate Fiscal Agency

	<u>base 94</u>	<u>found95</u>	<u>found96</u>	<u>found97</u>	<u>found98</u>	<u>found99</u>	<u>found00</u>	<u>found01</u>	<u>found02</u>
Dearborn Hgts Sch Dist No. 7	\$4,771	\$4,999	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	\$6,500
Grass Lake Community Schools	\$4,773	\$5,000	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,001	\$6,500
Ravenna Public Schools	\$4,775	\$5,002	\$5,155	\$5,310	\$5,464	\$5,464	\$5,702	\$6,003	\$6,500
Chesaning Union Schools	\$4,779	\$5,006	\$5,159	\$5,314	\$5,468	\$5,468	\$5,706	\$6,006	\$6,500
Anchor Bay School District	\$4,785	\$5,012	\$5,165	\$5,320	\$5,474	\$5,474	\$5,712	\$6,013	\$6,500
Dryden Community Schools	\$4,785	\$5,012	\$5,165	\$5,320	\$5,474	\$5,474	\$5,712	\$6,013	\$6,500
Michigan Center School Distr	\$4,788	\$5,015	\$5,168	\$5,323	\$5,477	\$5,477	\$5,715	\$6,015	\$6,500
Charlotte Public Schools	\$4,795	\$5,021	\$5,174	\$5,329	\$5,483	\$5,483	\$5,721	\$6,022	\$6,500
Allendale Public School Dist	\$4,796	\$5,023	\$5,176	\$5,331	\$5,485	\$5,485	\$5,723	\$6,023	\$6,500
Houghton Lake Comm Schools	\$4,797	\$5,024	\$5,177	\$5,332	\$5,486	\$5,486	\$5,724	\$6,024	\$6,500
Saginaw Twp Community Schs	\$4,797	\$5,024	\$5,188	\$5,343	\$5,497	\$5,497	\$5,735	\$6,035	\$6,500
Howell Public Schools	\$4,803	\$5,030	\$5,183	\$5,338	\$5,492	\$5,492	\$5,730	\$6,031	\$6,500
Fenton Area Public Schools	\$4,804	\$5,031	\$5,184	\$5,339	\$5,493	\$5,493	\$5,731	\$6,031	\$6,500
Morrice Area Schools	\$4,808	\$5,034	\$5,187	\$5,342	\$5,496	\$5,496	\$5,734	\$6,035	\$6,500
Wyandotte City School Distr	\$4,810	\$5,036	\$5,189	\$5,344	\$5,498	\$5,498	\$5,736	\$6,036	\$6,500
Fulton Schools	\$4,815	\$5,041	\$5,194	\$5,349	\$5,503	\$5,503	\$5,741	\$6,042	\$6,500
Adrian City School District	\$4,825	\$5,050	\$5,203	\$5,358	\$5,512	\$5,512	\$5,750	\$6,051	\$6,500
Corunna Public School Distr	\$4,827	\$5,053	\$5,206	\$5,361	\$5,515	\$5,515	\$5,753	\$6,053	\$6,500
Public Schools of Petoskey	\$4,831	\$5,057	\$5,210	\$5,365	\$5,519	\$5,519	\$5,757	\$6,057	\$6,500
Ovid Elsie Area Schools	\$4,832	\$5,058	\$5,211	\$5,366	\$5,520	\$5,520	\$5,758	\$6,058	\$6,500
Memphis Community Schools	\$4,833	\$5,059	\$5,212	\$5,367	\$5,521	\$5,521	\$5,759	\$6,059	\$6,500
Webberville Community Schs	\$4,834	\$5,059	\$5,212	\$5,367	\$5,521	\$5,521	\$5,759	\$6,060	\$6,500
Holly Area School District	\$4,844	\$5,069	\$5,222	\$5,377	\$5,531	\$5,531	\$5,769	\$6,069	\$6,500
Hale Area Schools	\$4,848	\$5,073	\$5,226	\$5,381	\$5,535	\$5,535	\$5,773	\$6,073	\$6,500
Lincoln Park Public Schools	\$4,849	\$5,074	\$5,227	\$5,382	\$5,536	\$5,536	\$5,774	\$6,074	\$6,500
East Jackson Public Schools	\$4,850	\$5,075	\$5,228	\$5,383	\$5,537	\$5,537	\$5,775	\$6,075	\$6,500
Forest Park School District	\$4,850	\$5,075	\$5,228	\$5,383	\$5,537	\$5,537	\$5,775	\$6,075	\$6,500
Bath Community Schools	\$4,851	\$5,076	\$5,229	\$5,384	\$5,538	\$5,538	\$5,776	\$6,076	\$6,500

Appendix A

Roster of Michigan Public Schools History of Foundation Grants

source: Michigan Senate Fiscal Agency

	<u>base 94</u>	<u>found95</u>	<u>found96</u>	<u>found97</u>	<u>found98</u>	<u>found99</u>	<u>found00</u>	<u>found01</u>	<u>found02</u>
Bridgeport-SpaULDing Consol	\$4,858	\$5,082	\$5,235	\$5,390	\$5,544	\$5,544	\$5,782	\$6,082	\$6,500
Comstock Public Schools	\$4,858	\$5,082	\$5,235	\$5,390	\$5,544	\$5,544	\$5,782	\$6,083	\$6,500
Swartz Creek Community Schs	\$4,868	\$5,092	\$5,245	\$5,400	\$5,554	\$5,554	\$5,792	\$6,092	\$6,500
Fruitport Community Schools	\$4,869	\$5,093	\$5,246	\$5,401	\$5,555	\$5,555	\$5,793	\$6,093	\$6,500
Tecumseh Public Schools	\$4,874	\$5,098	\$5,251	\$5,406	\$5,560	\$5,560	\$5,798	\$6,098	\$6,500
Chippewa Valley Schools	\$4,880	\$5,103	\$5,256	\$5,411	\$5,565	\$5,565	\$5,803	\$6,104	\$6,500
East Jordan Public Sch Distr	\$4,881	\$5,104	\$5,257	\$5,412	\$5,566	\$5,566	\$5,804	\$6,105	\$6,500
West Ottawa Public Sch Distr	\$4,888	\$5,112	\$5,265	\$5,420	\$5,574	\$5,574	\$5,812	\$6,113	\$6,500
Pennfield School District	\$4,903	\$5,126	\$5,279	\$5,434	\$5,588	\$5,588	\$5,826	\$6,126	\$6,500
Laingsburg Comm School Distr	\$4,911	\$5,133	\$5,286	\$5,441	\$5,595	\$5,595	\$5,833	\$6,134	\$6,500
Algonac Community Sch Distr	\$4,914	\$5,136	\$5,289	\$5,444	\$5,598	\$5,598	\$5,836	\$6,136	\$6,500
Atherton Comm School Distr	\$4,917	\$5,139	\$5,292	\$5,447	\$5,601	\$5,601	\$5,839	\$6,140	\$6,500
Parchment School District	\$4,923	\$5,145	\$5,298	\$5,453	\$5,607	\$5,607	\$5,845	\$6,145	\$6,500
St Johns Public Schools	\$4,924	\$5,146	\$5,299	\$5,454	\$5,608	\$5,608	\$5,846	\$6,146	\$6,500
Pickford Public Schools	\$4,931	\$5,152	\$5,305	\$5,460	\$5,614	\$5,614	\$5,852	\$6,153	\$6,500
Climax Scotts Comm Schools	\$4,944	\$5,165	\$5,318	\$5,473	\$5,627	\$5,627	\$5,865	\$6,165	\$6,500
North Huron School District	\$4,951	\$5,171	\$5,324	\$5,479	\$5,633	\$5,633	\$5,871	\$6,172	\$6,500
Wyoming Public Schools	\$4,952	\$5,172	\$5,325	\$5,480	\$5,634	\$5,634	\$5,872	\$6,173	\$6,500
Milan Area Schools	\$4,958	\$5,178	\$5,331	\$5,486	\$5,640	\$5,640	\$5,878	\$6,178	\$6,500
N.I.C.E. Community Schools	\$4,965	\$5,185	\$5,338	\$5,493	\$5,647	\$5,647	\$5,885	\$6,186	\$6,500
Centreville Public Schools	\$4,967	\$5,187	\$5,340	\$5,495	\$5,649	\$5,649	\$5,887	\$6,188	\$6,500
Lincoln Cons School District	\$4,978	\$5,198	\$5,351	\$5,506	\$5,660	\$5,660	\$5,898	\$6,198	\$6,500
Monroe Public Schools	\$4,991	\$5,210	\$5,363	\$5,518	\$5,672	\$5,672	\$5,910	\$6,210	\$6,510
Comstock Park Public Schools	\$4,995	\$5,214	\$5,367	\$5,522	\$5,676	\$5,676	\$5,914	\$6,215	\$6,515
Pottsville Public Schools	\$4,996	\$5,215	\$5,368	\$5,523	\$5,677	\$5,677	\$5,915	\$6,215	\$6,515
Redford Union School Distr	\$4,998	\$5,215	\$5,368	\$5,523	\$5,677	\$5,677	\$5,915	\$6,215	\$6,515
Addison Community Schools	\$4,998	\$5,216	\$5,369	\$5,524	\$5,678	\$5,678	\$5,916	\$6,217	\$6,517
Kearsley Community Schools	\$5,008	\$5,227	\$5,380	\$5,535	\$5,689	\$5,689	\$5,927	\$6,227	\$6,527

Appendix A

Roster of Michigan Public Schools History of Foundation Grants

source: Michigan Senate Fiscal Agency

	<u>base 94</u>	<u>found95</u>	<u>found96</u>	<u>found97</u>	<u>found98</u>	<u>found99</u>	<u>found00</u>	<u>found01</u>	<u>found02</u>
Albion Public Schools	\$5,009	\$5,227	\$5,380	\$5,535	\$5,689	\$5,689	\$5,927	\$6,228	\$6,528
Madison Public Schools	\$5,009	\$5,227	\$5,380	\$5,535	\$5,689	\$5,689	\$5,927	\$6,228	\$6,528
Whiteford Agr School Distr	\$5,009	\$5,227	\$5,380	\$5,535	\$5,689	\$5,689	\$5,927	\$6,228	\$6,528
Spring Lake Public Sch Distr	\$5,017	\$5,235	\$5,388	\$5,543	\$5,697	\$5,697	\$5,935	\$6,235	\$6,535
Roxand Twp Sch Dis 12 Loucks	\$5,018	\$5,236	\$5,389	\$5,544	\$5,698	\$5,698	\$5,936	\$6,237	\$6,537
Williamston Comm Schools	\$5,026	\$5,244	\$5,397	\$5,552	\$5,706	\$5,706	\$5,944	\$6,244	\$6,544
Alcona Community Schools	\$5,027	\$5,245	\$5,398	\$5,553	\$5,707	\$5,707	\$5,945	\$6,245	\$6,545
Jackson Public Schools	\$5,034	\$5,252	\$5,405	\$5,560	\$5,714	\$5,714	\$5,952	\$6,252	\$6,552
Gibraltar School District	\$5,037	\$5,318	\$5,471	\$5,626	\$5,780	\$5,780	\$6,018	\$6,318	\$6,618
South Lyon Community Schools	\$5,039	\$5,256	\$5,409	\$5,564	\$5,718	\$5,718	\$5,956	\$6,256	\$6,556
Mt Pleasant City School Dist	\$5,044	\$5,261	\$5,414	\$5,569	\$5,723	\$5,723	\$5,961	\$6,262	\$6,562
Armada Area Schools	\$5,056	\$5,272	\$5,425	\$5,580	\$5,734	\$5,734	\$5,972	\$6,273	\$6,573
Mason Public Schools	\$5,059	\$5,275	\$5,428	\$5,583	\$5,737	\$5,737	\$5,975	\$6,276	\$6,576
Pellston Public School Distr	\$5,061	\$5,277	\$5,430	\$5,585	\$5,739	\$5,739	\$5,977	\$6,278	\$6,578
Elk Rapids Schools	\$5,062	\$5,278	\$5,431	\$5,586	\$5,740	\$5,740	\$5,978	\$6,279	\$6,579
Big Bay De Noc School Distr	\$5,062	\$5,278	\$5,431	\$5,586	\$5,740	\$5,740	\$5,978	\$6,279	\$6,579
Grand Rapids City Sch Distr	\$5,066	\$5,282	\$5,435	\$5,590	\$5,744	\$5,744	\$5,982	\$6,282	\$6,582
Westwood Heights Sch Distr	\$5,068	\$5,284	\$5,437	\$5,592	\$5,746	\$5,746	\$5,984	\$6,284	\$6,584
Galesburg Augusta Comm Schs	\$5,086	\$5,301	\$5,454	\$5,609	\$5,763	\$5,763	\$6,001	\$6,302	\$6,602
Huron Valley Schools	\$5,090	\$5,305	\$5,458	\$5,613	\$5,767	\$5,767	\$6,005	\$6,306	\$6,606
Tekonsha Community Schools	\$5,098	\$5,313	\$5,466	\$5,621	\$5,775	\$5,775	\$6,013	\$6,313	\$6,613
Fowler Public Schools	\$5,098	\$5,313	\$5,466	\$5,621	\$5,775	\$5,775	\$6,013	\$6,314	\$6,614
Baldwin Community Schools	\$5,098	\$5,313	\$5,466	\$5,621	\$5,775	\$5,775	\$6,013	\$6,314	\$6,614
Grand Ledge Public Schools	\$5,099	\$5,314	\$5,467	\$5,622	\$5,776	\$5,776	\$6,014	\$6,315	\$6,615
Hartland Consolidated Schs	\$5,100	\$5,315	\$5,468	\$5,623	\$5,777	\$5,777	\$6,015	\$6,315	\$6,615
Dansville Ag School	\$5,107	\$5,321	\$5,474	\$5,629	\$5,783	\$5,783	\$6,021	\$6,322	\$6,622
North Muskegon Public Schs	\$5,110	\$5,324	\$5,477	\$5,632	\$5,786	\$5,786	\$6,024	\$6,325	\$6,625
Sand Creek Community Schools	\$5,110	\$5,325	\$5,478	\$5,633	\$5,787	\$5,787	\$6,025	\$6,325	\$6,625

Appendix A

Roster of Michigan Public Schools History of Foundation Grants

source: Michigan Senate Fiscal Agency

	<u>base 94</u>	<u>found95</u>	<u>found96</u>	<u>found97</u>	<u>found98</u>	<u>found99</u>	<u>found00</u>	<u>found01</u>	<u>found02</u>
Moran Township School Distr	\$5,118	\$5,332	\$5,485	\$5,640	\$5,794	\$5,794	\$6,032	\$6,333	\$6,633
Holland City School District	\$5,119	\$5,338	\$5,491	\$5,646	\$5,800	\$5,800	\$6,038	\$6,338	\$6,638
Orchard View Schools	\$5,125	\$5,339	\$5,492	\$5,647	\$5,801	\$5,801	\$6,039	\$6,339	\$6,639
Brighton Area Schools	\$5,142	\$5,356	\$5,509	\$5,664	\$5,818	\$5,818	\$6,056	\$6,356	\$6,656
Haslett Public Schools	\$5,145	\$5,358	\$5,511	\$5,666	\$5,820	\$5,820	\$6,058	\$6,358	\$6,658
Glen Lake Community Sch Dist	\$5,146	\$5,359	\$5,512	\$5,667	\$5,821	\$5,821	\$6,059	\$6,360	\$6,660
Godfrey Lee Public Sch Distr	\$5,153	\$5,366	\$5,519	\$5,674	\$5,828	\$5,828	\$6,066	\$6,366	\$6,666
Britton Macon Area Sch Distr	\$5,154	\$5,366	\$5,519	\$5,674	\$5,828	\$5,828	\$6,066	\$6,367	\$6,667
Pontiac City School District	\$5,172	\$5,384	\$5,537	\$5,692	\$5,846	\$5,846	\$6,084	\$6,384	\$6,684
Pewamo Westphalia Comm Schs	\$5,186	\$5,398	\$5,551	\$5,706	\$5,860	\$5,860	\$6,098	\$6,398	\$6,698
Owendale Gagetown Area Schs	\$5,192	\$5,403	\$5,556	\$5,711	\$5,865	\$5,865	\$6,103	\$6,404	\$6,704
Manchester Community Sch Dst	\$5,195	\$5,406	\$5,559	\$5,714	\$5,868	\$5,868	\$6,106	\$6,406	\$6,706
Ellsworth Community Schools	\$5,202	\$5,413	\$5,566	\$5,721	\$5,875	\$5,875	\$6,113	\$6,413	\$6,713
Wayne-Westland Community	\$5,211	\$5,421	\$5,574	\$5,729	\$5,883	\$5,883	\$6,121	\$6,915	\$7,215
Battle Creek Public Schools	\$5,213	\$5,423	\$5,576	\$5,731	\$5,885	\$5,885	\$6,123	\$6,424	\$6,724
Alba Public Schools	\$5,215	\$5,425	\$5,578	\$5,733	\$5,887	\$5,887	\$6,125	\$6,425	\$6,725
Southgate Community Sch Dist	\$5,219	\$5,429	\$5,582	\$5,737	\$5,891	\$5,891	\$6,129	\$6,430	\$6,730
Clarkston Comm School Distr	\$5,233	\$5,446	\$5,599	\$5,754	\$5,908	\$5,908	\$6,146	\$6,447	\$6,747
New Haven Community Schools	\$5,238	\$5,447	\$5,600	\$5,755	\$5,909	\$5,909	\$6,147	\$6,448	\$6,748
Oxford Area Comm Sch Distr	\$5,249	\$5,458	\$5,611	\$5,766	\$5,920	\$5,920	\$6,158	\$6,458	\$6,758
Muskegon City School Distr	\$5,249	\$5,458	\$5,611	\$5,766	\$5,920	\$5,920	\$6,158	\$6,458	\$6,758
Kentwood Public Schools Supt	\$5,268	\$5,477	\$5,630	\$5,785	\$5,939	\$5,939	\$6,177	\$6,477	\$6,777
Saginaw City School District	\$5,275	\$5,483	\$5,636	\$5,791	\$5,945	\$5,945	\$6,183	\$6,483	\$6,783
Bentley Community School Dis	\$5,299	\$5,506	\$5,659	\$5,814	\$5,968	\$5,968	\$6,206	\$6,507	\$6,807
Plymouth Canton Comm Schs	\$5,317	\$5,524	\$5,677	\$5,832	\$5,986	\$5,986	\$6,224	\$6,525	\$6,825
Boyer City Public Sch Distr	\$5,320	\$5,526	\$5,679	\$5,834	\$5,988	\$5,988	\$6,226	\$6,527	\$6,827
Ludington Area School Distr	\$5,331	\$5,537	\$5,690	\$5,845	\$5,999	\$5,999	\$6,237	\$6,537	\$6,837
Lakeview School District	\$5,334	\$5,539	\$5,692	\$5,847	\$6,001	\$6,001	\$6,239	\$6,540	\$6,840

Appendix A

Roster of Michigan Public Schools History of Foundation Grants

source: Michigan Senate Fiscal Agency

	<u>base 94</u>	<u>found95</u>	<u>found96</u>	<u>found97</u>	<u>found98</u>	<u>found99</u>	<u>found00</u>	<u>found01</u>	<u>found02</u>
St Joseph Public Schools	\$5,336	\$5,541	\$5,694	\$5,849	\$6,003	\$6,003	\$6,241	\$6,542	\$6,842
Kenowa Hills Public Schools	\$5,338	\$5,544	\$5,697	\$5,852	\$6,006	\$6,006	\$6,244	\$6,544	\$6,844
Waterford School District	\$5,353	\$5,567	\$5,720	\$5,875	\$6,029	\$6,029	\$6,267	\$6,568	\$6,868
Saline Area School District	\$5,361	\$5,565	\$5,718	\$5,873	\$6,027	\$6,027	\$6,265	\$6,566	\$6,866
Allen Park Public Schools	\$5,364	\$5,568	\$5,721	\$5,876	\$6,030	\$6,030	\$6,268	\$6,568	\$6,868
Chelsea School District	\$5,367	\$5,573	\$5,726	\$5,881	\$6,035	\$6,035	\$6,273	\$6,573	\$6,873
Autrain-Onota Public Schools	\$5,377	\$5,581	\$5,734	\$5,889	\$6,043	\$6,043	\$6,281	\$6,581	\$6,881
Willow Run Community Schools	\$5,378	\$5,582	\$5,735	\$5,890	\$6,044	\$6,044	\$6,282	\$6,583	\$6,883
Detroit City School District	\$5,380	\$5,584	\$5,737	\$5,892	\$6,046	\$6,046	\$6,284	\$6,584	\$6,884
Huron School District	\$5,380	\$5,584	\$5,737	\$5,892	\$6,046	\$6,046	\$6,284	\$6,584	\$6,884
Lake Fenton Schools	\$5,392	\$5,595	\$5,748	\$5,903	\$6,057	\$6,057	\$6,295	\$6,596	\$6,896
Lansing Public School Distr	\$5,401	\$5,604	\$5,757	\$5,912	\$6,066	\$6,066	\$6,304	\$6,605	\$6,905
Grand Haven City School Dist	\$5,428	\$5,630	\$5,783	\$5,938	\$6,092	\$6,092	\$6,330	\$6,631	\$6,931
Montrose Community Schools	\$5,432	\$5,634	\$5,787	\$5,942	\$6,096	\$6,096	\$6,334	\$6,634	\$6,934
Les Cheneaux Comm Sch Distr	\$5,438	\$5,639	\$5,792	\$5,947	\$6,101	\$6,101	\$6,339	\$6,640	\$6,940
Holt Public Schools	\$5,439	\$5,641	\$5,794	\$5,949	\$6,103	\$6,103	\$6,341	\$6,641	\$6,941
Woodhaven Public Schools	\$5,447	\$5,648	\$5,801	\$5,956	\$6,110	\$6,110	\$6,348	\$6,649	\$6,949
Essexville Hampton Sch Distr	\$5,452	\$5,653	\$5,806	\$5,961	\$6,115	\$6,115	\$6,353	\$6,653	\$6,953
Kalamazoo City School Distr	\$5,469	\$5,671	\$5,824	\$5,979	\$6,133	\$6,133	\$6,371	\$6,671	\$6,971
Grand Blanc Comm Schools	\$5,480	\$5,679	\$5,832	\$5,987	\$6,141	\$6,141	\$6,379	\$6,680	\$6,980
Garden City School District	\$5,483	\$5,683	\$5,836	\$5,991	\$6,145	\$6,145	\$6,383	\$6,684	\$6,984
Clintondale Comm Schools	\$5,487	\$5,687	\$5,840	\$5,995	\$6,149	\$6,149	\$6,387	\$6,687	\$6,987
City of Muskegon Heights Sch	\$5,490	\$5,689	\$5,842	\$5,997	\$6,151	\$6,151	\$6,389	\$6,690	\$6,990
Johannesburg-Lewiston Schs	\$5,519	\$5,717	\$5,870	\$6,025	\$6,179	\$6,179	\$6,417	\$6,718	\$7,018
Van Buren Public Schools	\$5,519	\$5,718	\$5,871	\$6,026	\$6,180	\$6,180	\$6,418	\$6,718	\$7,018
Hazel Park City School Dist	\$5,536	\$5,734	\$5,887	\$6,042	\$6,196	\$6,196	\$6,434	\$6,734	\$7,034
Utica Community Schools	\$5,540	\$5,739	\$5,892	\$6,047	\$6,201	\$6,201	\$6,439	\$6,739	\$7,039
Crestwood School District	\$5,548	\$5,745	\$5,898	\$6,053	\$6,207	\$6,207	\$6,445	\$6,746	\$7,046

Appendix A

Roster of Michigan Public Schools History of Foundation Grants

source: Michigan Senate Fiscal Agency

	<u>base 94</u>	<u>found95</u>	<u>found96</u>	<u>found97</u>	<u>found98</u>	<u>found99</u>	<u>found00</u>	<u>found01</u>	<u>found02</u>
Caseville Public Schools	\$5,554	\$5,751	\$5,904	\$6,059	\$6,213	\$6,213	\$6,451	\$6,751	\$7,051
Flint City School District	\$5,555	\$5,752	\$5,905	\$6,060	\$6,214	\$6,214	\$6,452	\$6,752	\$7,052
Romeo Community Schools	\$5,584	\$5,780	\$5,933	\$6,088	\$6,242	\$6,242	\$6,480	\$6,780	\$7,080
East Grand Rapids Pub Schs	\$5,601	\$5,800	\$5,953	\$6,108	\$6,262	\$6,262	\$6,500	\$6,801	\$7,101
L Anse Creuse Public Schools	\$5,607	\$5,802	\$5,955	\$6,110	\$6,264	\$6,264	\$6,502	\$6,802	\$7,102
Ecorse Public School Dist	\$5,624	\$5,818	\$5,971	\$6,126	\$6,280	\$6,280	\$6,518	\$6,819	\$7,119
Byron Center Public Schools	\$5,624	\$5,821	\$5,974	\$6,129	\$6,283	\$6,283	\$6,521	\$6,822	\$7,122
Beecher Community Sch Distr	\$5,625	\$5,819	\$5,972	\$6,127	\$6,281	\$6,281	\$6,519	\$6,819	\$7,119
River Valley School District	\$5,627	\$5,821	\$5,974	\$6,129	\$6,283	\$6,283	\$6,521	\$6,821	\$7,121
Roseville Community Schools	\$5,659	\$5,852	\$6,005	\$6,160	\$6,314	\$6,314	\$6,552	\$6,852	\$7,152
Sigel Twp School District 6	\$5,669	\$5,861	\$6,014	\$6,169	\$6,323	\$6,323	\$6,561	\$6,862	\$7,162
Engadine Consolidated Schs	\$5,677	\$5,869	\$6,022	\$6,177	\$6,331	\$6,331	\$6,569	\$6,869	\$7,169
Highland Park City Schools	\$5,681	\$5,873	\$6,026	\$6,181	\$6,335	\$6,335	\$6,573	\$6,874	\$7,174
Dexter Community School Dist	\$5,684	\$5,876	\$6,029	\$6,184	\$6,338	\$6,338	\$6,576	\$6,876	\$7,176
Frankenmuth School District	\$5,690	\$5,881	\$6,034	\$6,189	\$6,343	\$6,343	\$6,581	\$6,882	\$7,182
Bellaire Public Schools	\$5,699	\$5,890	\$6,043	\$6,198	\$6,352	\$6,352	\$6,590	\$6,891	\$7,191
East Detroit City Sch Distr	\$5,708	\$5,899	\$6,052	\$6,207	\$6,361	\$6,361	\$6,599	\$6,900	\$7,200
East China Twp School Distr	\$5,711	\$5,902	\$6,055	\$6,210	\$6,364	\$6,364	\$6,602	\$6,903	\$7,203
Mt Clemens Community Schools	\$5,713	\$5,904	\$6,057	\$6,212	\$6,366	\$6,366	\$6,604	\$6,904	\$7,204
Westwood Community Schools	\$5,719	\$5,909	\$6,062	\$6,217	\$6,371	\$6,371	\$6,609	\$6,910	\$7,210
Ypsilanti School District	\$5,734	\$5,924	\$6,077	\$6,232	\$6,386	\$6,386	\$6,624	\$6,924	\$7,224
Flat Rock Community Schools	\$5,754	\$5,943	\$6,096	\$6,251	\$6,405	\$6,405	\$6,643	\$6,944	\$7,244
Central Lake Public Schools	\$5,773	\$5,961	\$6,114	\$6,269	\$6,423	\$6,423	\$6,661	\$6,962	\$7,262
Taylor School District	\$5,779	\$5,967	\$6,120	\$6,275	\$6,429	\$6,429	\$6,667	\$6,967	\$7,267
Inkster City School District	\$5,799	\$5,987	\$6,140	\$6,295	\$6,449	\$6,449	\$6,687	\$6,987	\$7,287
Oak Park City School Distr	\$5,902	\$6,086	\$6,239	\$6,394	\$6,548	\$6,548	\$6,786	\$7,086	\$7,386
Ferdale City School Distr	\$5,926	\$6,109	\$6,262	\$6,417	\$6,571	\$6,571	\$6,809	\$7,109	\$7,409
South Redford School Distr	\$5,944	\$6,126	\$6,279	\$6,434	\$6,588	\$6,588	\$6,826	\$7,126	\$7,426

Appendix A

Roster of Michigan Public Schools History of Foundation Grants

source: Michigan Senate Fiscal Agency

	<u>base_94</u>	<u>found95</u>	<u>found96</u>	<u>found97</u>	<u>found98</u>	<u>found99</u>	<u>found00</u>	<u>found01</u>	<u>found02</u>
Berkley City School District	\$5,966	\$6,149	\$6,302	\$6,457	\$6,611	\$6,611	\$6,849	\$7,149	\$7,449
Van Dyke Public Schools	\$5,968	\$6,149	\$6,302	\$6,457	\$6,611	\$6,611	\$6,849	\$7,150	\$7,450
Pentwater Public School Dist	\$5,991	\$6,171	\$6,324	\$6,479	\$6,633	\$6,633	\$6,871	\$7,171	\$7,471
Frankfort Area Schools	\$5,993	\$6,173	\$6,326	\$6,481	\$6,635	\$6,635	\$6,873	\$7,173	\$7,473
Carman-Ainsworth Schools	\$6,002	\$6,181	\$6,334	\$6,489	\$6,643	\$6,643	\$6,881	\$7,182	\$7,482
Mackinaw City Public Schools	\$6,002	\$6,182	\$6,335	\$6,490	\$6,644	\$6,644	\$6,882	\$7,182	\$7,482
Godwin Heights Public Schs	\$6,015	\$6,194	\$6,347	\$6,502	\$6,656	\$6,656	\$6,894	\$7,195	\$7,495
Buena Vista School District	\$6,020	\$6,199	\$6,352	\$6,507	\$6,661	\$6,661	\$6,899	\$7,200	\$7,500
Ganges School District No.4	\$6,034	\$6,213	\$6,366	\$6,521	\$6,675	\$6,675	\$6,913	\$7,213	\$7,513
Riverview Community Sch Dist	\$6,034	\$6,213	\$6,366	\$6,521	\$6,675	\$6,675	\$6,913	\$7,213	\$7,513
Lakeview Public Schools	\$6,050	\$6,231	\$6,384	\$6,539	\$6,693	\$6,693	\$6,931	\$7,232	\$7,532
Leland Public School Distr	\$6,050	\$6,228	\$6,381	\$6,536	\$6,690	\$6,690	\$6,928	\$7,228	\$7,528
Lake Orion Community Schools	\$6,081	\$6,259	\$6,412	\$6,567	\$6,721	\$6,721	\$6,959	\$7,259	\$7,559
Madison School District	\$6,099	\$6,274	\$6,427	\$6,582	\$6,736	\$6,736	\$6,974	\$7,275	\$7,575
Rochester Community Sch Dist	\$6,132	\$6,306	\$6,459	\$6,614	\$6,768	\$6,768	\$7,006	\$7,307	\$7,607
Clawson City School District	\$6,145	\$6,319	\$6,472	\$6,627	\$6,781	\$6,781	\$7,019	\$7,319	\$7,619
Onekama Consolidated Schools	\$6,174	\$6,347	\$6,500	\$6,655	\$6,809	\$6,809	\$7,047	\$7,347	\$7,647
Caledonia Community Schools	\$6,176	\$6,349	\$6,502	\$6,657	\$6,811	\$6,811	\$7,049	\$7,350	\$7,650
Lakeshore Public Schools	\$6,199	\$6,373	\$6,526	\$6,681	\$6,835	\$6,835	\$7,073	\$7,373	\$7,673
Charlevoix Public Schools	\$6,216	\$6,387	\$6,540	\$6,695	\$6,849	\$6,849	\$7,087	\$7,387	\$7,687
Fraser Public Schools	\$6,253	\$6,423	\$6,576	\$6,731	\$6,885	\$6,885	\$7,123	\$7,423	\$7,723
Forest Hills Public Schools	\$6,257	\$6,427	\$6,580	\$6,735	\$6,889	\$6,889	\$7,127	\$7,427	\$7,727
Powell Township School Distr	\$6,261	\$6,430	\$6,583	\$6,738	\$6,892	\$6,892	\$7,130	\$7,431	\$7,731
Arvon Township School Distr	\$6,266	\$6,435	\$6,588	\$6,743	\$6,897	\$6,897	\$7,135	\$7,436	\$7,736
Elm River Twp School Distr	\$6,275	\$6,444	\$6,597	\$6,752	\$6,906	\$6,906	\$7,144	\$7,444	\$7,744
White Pine School District	\$6,297	\$6,465	\$6,618	\$6,773	\$6,927	\$6,927	\$7,165	\$7,465	\$7,765
Okemos Public Schools	\$6,298	\$6,466	\$6,619	\$6,774	\$6,928	\$6,928	\$7,166	\$7,467	\$7,767
Fitzgerald Public Schools	\$6,317	\$6,484	\$6,637	\$6,792	\$6,946	\$6,946	\$7,184	\$7,485	\$7,785

Appendix B

Michigan Public Schools

1994 Enrollments, Enrollment Ranking, Student:Teacher Ratio & Operational Millage
source: Michigan Department of Education, Bulletin 1014, 1994

operating millage		student	enrollment	student/teacher	operating
<u>rank</u>	<u>dname</u>	<u>count</u>	<u>ranking</u>	<u>ratio</u>	<u>millage</u>
1	MACKINAC ISLAND	88	521	11	7.8
2	BRIDGMAN	917	413	17	8.37
3	LELAND	390	495	17	10.9
4	NORTHPORT	299	508	17	13.38
5	HARBOR SPRINGS	1,013	392	21	13.99
6	CASEVILLE	284	510	16	14.76
7	GLEN LAKE	806	434	19	15.06
8	BEAVER ISLAND	87	522	12	15.79
9	MACKINAW CITY	239	513	13	17.76
10	ELK RAPIDS	1,337	338	19	18.79
11	ALCONA	1,011	395	19	19.22
12	JOHANNE-LEWISTON	811	432	20	19.75
13	NEW BUFFALO	644	456	15	19.84
14	FRANKFORT-ELBERTA	543	474	16	20.06
15	WATERSMEET TWP	195	516	10	20.5
16	JEFFERSON	2,639	178	20	21.75
17	GERRISH HIGGINS	1,869	258	18	22.18
18	WHITEFISH	74	524	9	22.26
19	ONAWAY	1,025	389	24	22.65
20	FAIRVIEW	486	482	22	23.48
21	EAST CHINA	4,973	71	21	23.52
22	BELLAIRE	616	461	20	23.55
23	NORTH HURON	722	445	20	23.76
24	CHARLEVOIX	1,335	339	20	23.77
25	PENTWATER	382	497	19	23.81
26	LES CHENEAUX	407	493	17	23.91
27	SUTTONS BAY	981	401	21	24.37
28	LUDINGTON	2,691	172	21	24.38
29	BLOOMFIELD HILLS	5,562	60	16	24.4
30	KALKASKA	2,139	225	21	24.79
31	WOLVERINE	374	499	22	24.85
32	OSCODA	2,229	214	18	24.95
33	BENZIE CO CENTRAL	1,775	268	26	25.03
34	INLAND LAKES	914	414	21	25.27
35	ENGADINE	362	501	18	25.27
36	GWINN	2,884	155	20	25.28
37	BALDWIN	893	419	19	25.35
38	DETOUR	279	511	13	25.42
39	PORT HOPE	124	519	16	25.5
40	NEGAUNEE	1,754	270	22	25.5
41	CENTRAL LAKE	486	482	18	25.64

Appendix B

Michigan Public Schools

1994 Enrollments, Enrollment Ranking, Student:Teacher Ratio & Operational Millage
source: Michigan Department of Education, Bulletin 1014, 1994

operating millage		student count	enrollment ranking	student/teacher ratio	operating millage
<u>rank</u>	<u>dname</u>	<u>count</u>	<u>ranking</u>	<u>ratio</u>	<u>millage</u>
42	BARAGA	666	452	18	25.69
43	FRANKENMUTH	1,103	377	21	25.73
44	ESSEXVILLE HAMPTON	1,796	264	20	25.76
45	HILLMAN	676	450	23	25.78
46	HALE	762	437	20	25.86
47	STANDISH STERLING	2,201	219	25	25.97
48	SOUTH HAVEN	2,935	149	21	25.98
49	AU GRES SIMS	577	466	21	25.99
50	HOUGHTON LAKE	2,074	233	23	26.19
51	TAWAS	1,710	281	23	26.24
52	SAUGATUCK	657	453	19	26.27
53	BRIMLEY	559	470	21	26.5
54	BEAVERTON	1,919	250	22	26.59
55	MID PENINSULA	427	492	22	26.69
56	CRAWFORD AUSABLE	2,165	224	25	26.72
57	MIDLAND	8,947	27	21	26.88
58	ARENAC EASTERN	523	477	21	27.06
59	COVERT	779	435	19	27.08
60	BURT TOWNSHIP	78	523	9	27.13
61	CRESTWOOD	2,703	169	24	27.3
62	EAU CLAIRE	646	455	20	27.31
63	MIO AU SABLE	888	422	20	27.32
64	BAD AXE	1,569	307	23	27.39
65	PELLSTON	715	446	18	27.68
66	BIRMINGHAM	7,276	42	17	27.75
67	PAW PAW	2,275	211	23	27.76
68	COLOMA	1,932	245	21	27.78
69	WHITTEMORE PRESCOTT	1,931	247	23	27.88
70	LAMPHERE	2,285	208	19	28
71	ONEKAMA	482	485	19	28.03
72	BREITUNG TWP	2,215	216	24	28.12
73	MAPLE VALLEY	1,728	275	22	28.13
74	RIVER VALLEY	1,298	343	18	28.14
75	FOREST AREA	984	400	26	28.23
76	ATLANTA	555	471	20	28.25
77	MESICK	969	404	23	28.25
78	STEPHENSON	1,107	375	18	28.3
79	N.I.C.E.	1,692	284	19	28.36
80	DEARBORN	13,664	11	21	28.39
81	TAHQUAMENON	1,232	354	22	28.5
82	ALPENA	5,954	52	25	28.53
83	KINGSLEY	1,338	337	25	28.53
84	UBLY	971	402	30	28.59

Appendix B

Michigan Public Schools

1994 Enrollments, Enrollment Ranking, Student:Teacher Ratio & Operational Millage

source: Michigan Department of Education, Bulletin 1014, 1994

operating millage		student	enrollment	student/teacher	operating
<u>rank</u>	<u>dname</u>	<u>count</u>	<u>ranking</u>	<u>ratio</u>	<u>millage</u>
85	LAKE LINDEN HUBBELL	617	460	22	28.62
86	BANGOR (VAN BUREN)	1,715	279	24	28.63
87	POSEN	369	500	18	28.72
88	ANN ARBOR	14,926	8	19	28.73
89	PETOSKEY	2,696	171	21	28.76
90	CALUMET	1,681	285	23	28.79
91	SAGINAW TWP	4,819	77	22	28.93
92	ELKTON-PIGEON-BAY PT	1,372	333	23	28.94
93	GAYLORD	3,172	134	23	28.97
94	CROSWELL LEXINGTON	2,397	202	24	29
95	FARWELL	1,653	290	20	29.01
96	W BRANCH ROSE CITY	2,996	145	21	29.16
97	DOWAGIAC UNION	3,252	131	23	29.2
98	RUDYARD	1,244	349	21	29.22
99	GRAND HAVEN	5,883	55	21	29.27
100	COOPERSVILLE	2,678	175	24	29.28
101	NOVI	4,441	87	20	29.43
102	HARBOR BEACH	908	416	21	29.47
103	NORTHVILLE	4,158	92	21	29.49
104	LAKE CITY	1,404	326	22	29.5
105	HARRISON	2,278	209	24	29.58
106	GODWIN HEIGHTS	2,192	221	22	29.58
107	CALEDONIA	2,516	187	20	29.65
108	MONROE	7,324	40	25	29.68
109	FOREST PARK	761	438	19	29.73
110	ST IGNACE	1,047	384	19	29.75
111	ST JOSEPH	2,599	181	20	29.78
112	HOPKINS	1,368	334	26	29.8
113	LAKEVIEW (MONTCALM)	1,792	267	22	29.82
114	MORLEY STANWOOD	1,496	315	22	29.85
115	WHITE PIGEON	1,237	351	22	29.85
116	MANISTEE	2,031	237	24	29.87
117	ALLEGAN	3,031	144	22	29.89
118	CARSONVILLE-PT SANIL	743	442	24	29.9
119	KALEVA NORMAN DICKSO	842	428	23	29.95
120	QUINCY	1,482	317	20	29.97
121	MUNISING	1,106	376	21	29.98
122	MATTAWAN	2,793	163	27	30.03
123	TRAVERSE CITY	10,874	21	23	30.06
124	NORTH ADAMS	584	464	21	30.09
125	ONTONAGON	838	429	21	30.16
126	MANCELONA	970	403	22	30.19
127	GROSSE POINTE	7,792	36	19	30.22

Appendix B

Michigan Public Schools

1994 Enrollments, Enrollment Ranking, Student:Teacher Ratio & Operational Millage

source: Michigan Department of Education, Bulletin 1014, 1994

<u>operating</u> <u>millage</u>	<u>student</u> <u>count</u>	<u>enrollment</u> <u>ranking</u>	<u>student/teacher</u> <u>ratio</u>	<u>operating</u> <u>millage</u>
rank dname				
128 KENOWA HILLS	2,969	146	23	30.33
129 HUDSONVILLE	3,472	115	25	30.42
130 ROGERS CITY	962	406	21	30.45
131 BELDING	2,573	183	21	30.48
132 MARION	833	430	21	30.48
133 MCBAIN	1,035	386	23	30.5
134 HOLTON	1,218	356	22	30.5
135 DECATUR	1,259	347	22	30.52
136 OTSEGO	2,459	195	22	30.59
137 CARNEY NADEAU	298	509	18	30.7
138 CASS CITY	1,671	287	23	30.78
139 NORWAY-VULCAN	1,058	381	22	30.86
140 MARQUETTE	4,838	75	23	30.9
141 VANDERBILT	325	505	18	30.9
142 UNION CITY	1,399	327	21	30.93
143 MASON (MONROE)	1,992	242	19	30.93
144 BRONSON	1,460	322	24	31
145 IRONWOOD	1,795	265	22	31
146 EWEN-TROUT CREEK	577	466	19	31
147 MANTON	927	410	25	31
148 TRI COUNTY	2,030	238	24	31.02
149 LIVONIA	16,903	6	23	31.04
150 HANCOCK	1,061	380	21	31.05
151 VASSAR	1,929	248	24	31.05
152 TROY	11,487	18	20	31.06
153 IONIA	3,452	116	24	31.1
154 NEWAYGO	2,869	156	23	31.1
155 KINGSTON	774	436	26	31.11
156 DECKERVILLE	1,053	383	27	31.15
157 COLON	1,029	387	17	31.28
158 CHIPPEWA HILLS	2,630	179	23	31.29
159 SANDUSKY	1,527	311	20	31.29
160 BAY CITY	10,769	23	23	31.3
161 L'ANSE	847	427	21	31.33
162 SAULT STE MARIE	3,537	113	23	31.34
163 FOREST HILLS	6,344	47	19	31.34
164 THREE RIVERS	3,246	132	24	31.35
165 HARPER WOODS	1,026	388	22	31.38
166 CHEBOYGAN	2,474	192	26	31.4
167 MARCELLUS	1,054	382	23	31.42
168 HESPERIA	1,577	306	24	31.43
169 BLOOMINGDALE	1,310	341	23	31.44
170 WHITMORE LAKE	1,146	369	22	31.47

Appendix B

Michigan Public Schools

1994 Enrollments, Enrollment Ranking, Student:Teacher Ratio & Operational Millage

source: Michigan Department of Education, Bulletin 1014, 1994

operating millage		student	enrollment	student/teacher	operating
<u>rank</u>	<u>dname</u>	<u>count</u>	<u>ranking</u>	<u>ratio</u>	<u>millage</u>
171	SARANAC	1,236	352	23	31.5
172	REED CITY	2,135	226	23	31.5
173	BOYNE CITY	1,382	332	21	31.57
174	EVART	1,442	324	22	31.64
175	IMLAY CITY	2,272	212	26	31.72
176	BARK RIVER HARRIS	647	454	19	31.75
177	GREENVILLE	4,109	96	22	31.75
178	NORTHWEST	3,614	110	26	31.8
179	NORTH BRANCH	2,426	200	24	31.8
180	CHASSELL TWP	346	503	22	31.9
181	ALGONAC	2,550	185	21	31.9
182	HANOVER HORTON	1,239	350	22	31.96
183	ISHPEMING	1,473	320	25	31.96
184	HILLSDALE	2,643	177	23	32
185	READING	1,004	398	22	32
186	PECK	553	473	20	32
187	BENTON HARBOR	7,279	41	23	32.01
188	BOYNE FALLS	348	502	24	32.01
189	WALKERVILLE	452	488	22	32.01
190	VESTABURG	743	442	20	32.03
191	CEDAR SPRINGS	2,825	159	23	32.05
192	MASON CO. CENTRAL	1,878	257	26	32.1
193	BUCHANAN	1,897	253	18	32.11
194	MONTABELLA	1,341	335	23	32.13
195	ALMONT	1,310	341	22	32.16
196	CONSTANTINE	1,602	298	22	32.16
197	REESE	1,135	372	24	32.17
198	BRANDYWINE	1,732	274	20	32.19
199	ADAMS TWP	490	481	21	32.31
200	BERRIEN SPRINGS	1,743	271	23	32.32
201	MANISTIQUE	1,393	329	22	32.33
202	AVONDALE	3,101	139	22	32.35
203	CLINTON	1,142	370	24	32.38
204	FREE SOIL	207	515	17	32.4
205	OWOSSO	4,632	79	24	32.4
206	HOUGHTON-PORTAGE TWP	1,234	353	22	32.41
207	WAYLAND UNION	2,847	158	21	32.43
208	MARTIN	860	426	19	32.44
209	CAMDEN FRONTIER	725	444	22	32.45
210	KENTWOOD	7,838	35	20	32.52
211	BANGOR TWP (BAY)	2,781	165	26	32.55
212	NORTH CENTRAL	673	451	21	32.6
213	GOODRICH	1,621	295	25	32.61

Appendix B

Michigan Public Schools

1994 Enrollments, Enrollment Ranking, Student:Teacher Ratio & Operational Millage
source: Michigan Department of Education, Bulletin 1014, 1994

operating millage		student count	enrollment ranking	student/teacher ratio	operating millage
	<u>rank</u> <u>dname</u>				
	214 HART	1,496	315	24	32.65
	215 FREELAND	1,263	346	26	32.65
	216 DUNDEE	1,476	319	23	32.68
	217 LAKESHORE (BERRIEN)	2,938	148	24	32.71
	218 NORTH DICKINSON CO	555	471	18	32.72
	219 HUDSON	1,247	348	24	32.75
	220 FARMINGTON	10,960	20	25	32.77
	221 CAPAC	1,585	303	26	32.82
	222 IRON MOUNTAIN	1,586	302	23	32.83
	223 HAMILTON	2,111	228	24	32.84
	224 PORTAGE	8,238	31	20	32.89
	225 WAKEFIELD TWP	486	482	19	33
	226 BROWN CITY	1,194	360	25	33
	227 MASON CO. EASTERN	623	458	22	33.03
	228 WEST OTTAWA	5,610	57	23	33.04
	229 LAKE FENTON	1,390	330	23	33.05
	230 SHELBY	1,606	297	21	33.05
	231 WATERVLIET	1,320	340	20	33.07
	232 REPUBLIC MICHIGAMME	220	514	12	33.13
	233 BIRCH RUN	1,895	255	23	33.19
	234 CADILLAC	3,923	102	25	33.2
	235 BELLEVUE	1,089	378	22	33.22
	236 EDWARDSBURG	1,921	249	23	33.25
	237 MONTAGUE	1,607	296	25	33.25
	238 WARREN	13,530	12	25	33.26
	239 KENT CITY	1,698	282	17	33.3
	240 STURGIS	3,084	140	23	33.3
	241 SUPERIOR CENTRAL	468	487	18	33.31
	242 PLYMOUTH CANTON	14,910	9	26	33.31
	243 BIG RAPIDS	2,223	215	23	33.38
	244 FENNVILLE	1,643	291	22	33.39
	245 PINCONNING	2,476	191	22	33.39
	246 GLADWIN	2,019	240	23	33.42
	247 SOUTH LAKE	2,189	222	23	33.47
	248 LAKEWOOD (IONIA)	2,816	160	24	33.48
	249 MARENISCO	112	520	11	33.5
	250 FREMONT	2,784	164	24	33.5
	251 CARO	2,493	190	20	33.5
	252 OAKRIDGE	1,907	251	23	33.51
	253 WEST BLOOMFIELD	5,254	62	20	33.51
	254 KELLOGGSVILLE	2,045	235	25	33.54
	255 SUMMERFIELD	897	418	22	33.57
	256 BEAR LAKE	513	478	21	33.58

Appendix B

Michigan Public Schools

1994 Enrollments, Enrollment Ranking, Student:Teacher Ratio & Operational Millage

source: Michigan Department of Education, Bulletin 1014, 1994

operating millage		student count	enrollment ranking	student/teacher ratio	operating millage
<u>rank</u>	<u>dname</u>	<u>count</u>	<u>ranking</u>	<u>ratio</u>	<u>millage</u>
257	BIG BAY DE NOC	380	498	15	33.63
258	AKRON FAIRGROVE	613	462	23	33.68
259	LINDEN	2,582	182	24	33.69
260	LAKEVILLE	2,509	188	27	33.7
261	HOLLAND	5,588	58	22	33.85
262	LAWRENCE	810	433	21	33.88
263	HOMER	1,081	379	19	33.9
264	BESSEMER	566	469	18	33.9
265	ROCHESTER	11,987	17	23	33.92
266	JONESVILLE	1,202	358	22	34
267	VANDERCOOK LAKE	908	416	21	34
268	VICKSBURG	2,630	179	22	34
269	SPARTA	3,170	135	23	34
270	JENISON	5,348	61	25	34.03
271	MERIDIAN	1,726	275	26	34.04
272	DEXTER	2,291	207	26	34.09
273	IDA	1,628	293	22	34.11
274	SPRINGPORT	1,130	373	21	34.15
275	SALINE	3,652	108	23	34.19
276	GLADSTONE	2,034	236	23	34.2
277	BEDFORD	5,047	69	24	34.2
278	COLUMBIA	2,013	241	23	34.25
279	OSCEOLA TWP	306	507	19	34.26
280	BRECKENRIDGE	1,223	355	23	34.28
281	HAMTRAMCK	3,426	119	24	34.31
282	CLARE	1,628	293	22	34.33
283	PORTLAND	1,864	259	24	34.33
284	ROCKFORD	6,047	51	22	34.37
285	AIRPORT	2,668	176	25	34.39
286	CASSOPOLIS	1,588	301	21	34.4
287	GRANT	2,108	229	26	34.42
288	NILES	4,455	86	24	34.45
289	YALE	1,900	252	23	34.45
290	UNIONVILLE SEBEWAING	954	407	21	34.45
291	GALIEN TOWNSHIP	576	468	18	34.49
292	SOUTHFIELD	8,793	28	18	34.5
293	HOWELL	5,948	53	24	34.53
294	SOUTH LYON	4,520	83	22	34.57
295	PORT HURON	13,417	13	25	34.59
296	ST CHARLES	1,278	344	23	34.6
297	PINE RIVER	1,425	325	24	34.62
298	ZEELAND	3,575	111	23	34.63
299	MARLETTE	1,524	312	24	34.67

Appendix B

Michigan Public Schools

1994 Enrollments, Enrollment Ranking, Student:Teacher Ratio & Operational Millage
source: Michigan Department of Education, Bulletin 1014, 1994

operating millage		student count	enrollment ranking	student/teacher ratio	operating millage
<u>rank</u>	<u>dname</u>	<u>count</u>	<u>ranking</u>	<u>ratio</u>	<u>millage</u>
300	ADDISON	1,188	361	21	34.69
301	ONSTED	1,636	292	21	34.69
302	CENTRAL MONTCALM	2,448	196	24	34.72
303	RAPID RIVER	532	475	21	34.73
304	STOCKBRIDGE	1,764	269	24	34.76
305	SCHOOLCRAFT	1,011	395	21	34.8
306	TRENTON	3,148	136	18	34.88
307	LAPEER	7,958	34	27	34.89
308	DAVISON	4,965	73	27	34.9
309	SHEPHERD	1,932	245	21	34.91
310	PITTSFORD	867	425	21	34.92
311	MENOMINEE	2,439	198	21	34.94
312	MAYVILLE	1,341	335	23	34.94
313	LITTLEFIELD	512	479	18	34.97
314	COLDWATER	3,868	104	21	34.98
315	ITHACA	1,659	289	21	34.98
316	DURAND	2,308	206	24	34.98
317	OLIVET	1,269	345	25	35
318	MORENCI	1,012	394	21	35
319	MENDON	756	439	20	35
320	HARTFORD	1,569	307	21	35
321	BYRON	1,159	367	23	35.03
322	PERRY	1,939	244	20	35.03
323	DELTON KELLOGG	2,194	220	22	35.08
324	LOWELL	3,389	121	21	35.08
325	PINCKNEY	3,854	105	26	35.11
326	WALDRON	477	486	17	35.12
327	ESCANABA	3,945	101	24	35.13
328	CENTREVILLE	965	405	18	35.13
329	MT MORRIS	3,440	117	25	35.15
330	NAPOLEON	1,482	317	23	35.16
331	WHITE PINE	191	517	16	35.16
332	SWAN VALLEY	1,665	288	24	35.19
333	WHITE CLOUD	1,543	309	22	35.3
334	CLIO	3,949	100	24	35.33
335	GOBLES	944	409	23	35.33
336	LAWTON	1,171	363	21	35.35
337	COMSTOCK	2,686	173	18	35.41
338	DEARBORN HGTS NO 7	3,501	114	27	35.43
339	BLISSFIELD	1,591	300	24	35.44
340	LITCHFIELD	588	463	22	35.45
341	COLEMAN	1,137	371	22	35.47
342	BRANDON	4,124	95	27	35.47

Appendix B

Michigan Public Schools

1994 Enrollments, Enrollment Ranking, Student:Teacher Ratio & Operational Millage
source: Michigan Department of Education, Bulletin 1014, 1994

operating millage		student	enrollment	student/teacher	operating
<u>rank</u>	<u>dname</u>	<u>count</u>	<u>ranking</u>	<u>ratio</u>	<u>millage</u>
343	REETHS PUFFER	4,348	89	24	35.48
344	FLUSHING	4,079	97	24	35.5
345	FOWLERVILLE	2,779	166	23	35.53
346	BRIGHTON	6,154	49	21	35.61
347	LESLIE	1,579	305	23	35.62
348	CHELSEA	2,542	186	20	35.62
349	BENDLE	2,026	239	21	35.65
350	ST LOUIS	1,508	314	23	35.68
351	GRANDVILLE	4,967	72	25	35.7
352	HEMLOCK	1,511	313	27	35.72
353	WATERFORD	10,799	22	27	35.75
354	MERRILL	1,017	390	22	35.78
355	BRIDGEPORT-SPAULDING	2,797	162	26	35.85
356	SPRING LAKE	1,847	260	22	35.89
357	MICHIGAN CENTER	1,202	358	26	35.94
358	PLAINWELL	2,714	168	21	35.98
359	CARSON CITY CRYSTAL	1,389	331	21	35.99
360	ALMA	2,900	152	23	36
361	FULTON	1,006	397	21	36
362	BULLOCK CREEK	2,132	227	22	36.05
363	MILLINGTON	1,733	273	24	36.05
364	THORNAPPLE KELLOGG	2,418	201	23	36.1
365	GODFREY LEE	2,187	223	17	36.1
366	CONCORD	953	408	20	36.15
367	WYANDOTTE	4,865	74	23	36.15
368	ALBION	2,207	217	23	36.18
369	ATHERTON	1,116	374	21	36.19
370	MONA SHORES	3,710	107	25	36.24
371	ATHENS	923	412	20	36.25
372	BYRON CENTER	1,890	256	19	36.3
373	ROMEO	4,380	88	21	36.31
374	WHITEHALL	2,089	231	22	36.35
375	SOUTH REDFORD	3,346	126	24	36.38
376	PARCHMENT	3,310	129	22	36.42
377	WEST IRON COUNTY	1,536	310	23	36.43
378	HASTINGS	3,434	118	21	36.46
379	BEAL CITY	502	480	21	36.5
380	BUCKLEY	390	495	18	36.51
381	CHESANING UNION	2,442	197	24	36.55
382	GULL LAKE	2,749	167	20	36.59
383	PICKFORD	581	465	21	36.61
384	BURR OAK	330	504	19	36.68
385	WAVERLY	3,233	133	19	36.75

Appendix B

Michigan Public Schools

1994 Enrollments, Enrollment Ranking, Student:Teacher Ratio & Operational Millage

source: Michigan Department of Education, Bulletin 1014, 1994

operating millage		student	enrollment	student/teacher	operating
<u>rank</u>	<u>dname</u>	<u>count</u>	<u>ranking</u>	<u>ratio</u>	<u>millage</u>
386	EATON RAPIDS	3,121	138	23	36.79
387	HARPER CREEK	2,799	161	23	36.8
388	NEW LOTHROP	892	420	22	36.8
389	SWARTZ CREEK	4,209	90	23	36.82
390	MEMPHIS	927	410	23	36.82
391	CARROLLTON	1,445	323	24	36.85
392	LINCOLN PARK	5,899	54	22	36.86
393	WALLED LAKE	10,995	19	22	36.88
394	ELLSWORTH	278	512	20	36.93
395	DEERFIELD	405	494	16	36.93
396	GROSSE ILE	1,897	253	19	36.95
397	DRYDEN	746	440	24	36.98
398	POTTERVILLE	987	399	18	37
399	ASHLEY	428	491	20	37
400	MARSHALL	2,469	193	21	37.02
401	RAVENNA	1,187	362	25	37.03
402	BATH	1,013	392	22	37.11
403	GENESEE	876	423	23	37.11
404	GIBRALTAR	2,885	154	27	37.13
405	WAYNE-WESTLAND	16,258	7	23	37.14
406	EAST JACKSON	1,462	321	20	37.22
407	OXFORD	2,895	153	24	37.27
408	MORRICE	713	447	19	37.27
409	WESTERN	2,276	210	23	37.3
410	MARYSVILLE	2,350	205	24	37.37
411	WHITEFORD	745	441	20	37.4
412	EAST JORDAN	1,210	357	22	37.5
413	CHARLOTTE	3,541	112	23	37.5
414	ADRIAN	5,036	70	24	37.5
415	RICHMOND	1,809	263	27	37.55
416	CORUNNA	2,063	234	26	37.55
417	WARREN WOODS	2,429	199	25	37.57
418	MILAN	2,465	194	21	37.57
419	TEKONSHA	449	489	17	37.58
420	MANCHESTER	1,165	364	24	37.58
421	LAKEVIEW (MACOMB)	2,685	174	23	37.66
422	RIVERVIEW	2,089	231	23	37.73
423	WYOMING	6,549	44	22	37.8
424	ALLEN PARK	2,908	150	24	37.82
425	ANCHOR BAY	4,513	85	25	37.85
426	DEWITT	2,204	218	24	37.97
427	REDFORD UNION	6,242	48	29	37.98
428	CHIPPEWA VALLEY	9,582	25	28	38.08

Appendix B

Michigan Public Schools

1994 Enrollments, Enrollment Ranking, Student:Teacher Ratio & Operational Millage
source: Michigan Department of Education, Bulletin 1014, 1994

operating millage		student count	enrollment ranking	student/teacher ratio	operating millage
<u>rank</u>	<u>dname</u>	<u>count</u>	<u>ranking</u>	<u>ratio</u>	<u>millage</u>
429	LAKE ORION	4,837	76	23	38.09
430	MT PLEASANT	4,607	81	24	38.16
431	UTICA	23,309	4	24	38.18
432	WEBBERVILLE	873	424	22	38.2
433	FRUITPORT	3,761	106	25	38.2
434	NORTHVIEW	3,265	130	21	38.25
435	HOLLY	4,163	91	28	38.27
436	FENTON	3,059	142	26	38.35
437	GRASS LAKE	821	431	18	38.35
438	GRAND RAPIDS	29,795	2	26	38.39
439	ALBA	179	518	17	38.47
440	MADISON (LENAWEE)	621	459	18	38.5
441	GRAND BLANC	5,587	59	24	38.52
442	ALLENDALE	1,594	299	22	38.52
443	ST JOHNS	3,403	120	25	38.54
444	TECUMSEH	3,053	143	24	38.58
445	SOUTHGATE	4,605	82	25	38.6
446	HARTLAND	3,382	123	25	38.67
447	L ANSE CREUSE	8,432	29	25	38.67
448	PENNFIELD	1,718	278	22	38.7
449	LINCOLN CONS	3,385	122	24	38.76
450	CLARKSTON	5,858	56	24	38.83
451	ECORSE	1,397	328	21	38.83
452	ROYAL OAK	7,553	38	19	38.87
453	OVID ELSIE	1,831	262	23	38.9
454	CLIMAX SCOTTS	678	449	20	38.91
455	WESTWOOD HEIGHTS	1,163	365	23	39
456	LAINGSBURG	1,148	368	22	39.03
457	MASON (INGHAM)	3,380	125	23	39.15
458	JACKSON	8,119	32	25	39.18
459	MELVINDALE ALLEN PK	2,105	230	22	39.21
460	ARMADA	1,676	286	22	39.23
461	COMSTOCK PARK	1,836	261	25	39.33
462	KEARSLEY	3,628	109	26	39.4
463	WILLIAMSTON	1,693	283	23	39.4
464	HURON VALLEY	10,622	24	24	39.43
465	EAST LANSING	3,969	99	20	39.6
466	MADISON (OAKLAND)	3,327	127	22	39.6
467	ORCHARD VIEW	2,858	157	21	39.7
468	OWENDALE GAGETOWN	322	506	19	39.73
469	CLAWSON	1,793	266	22	39.76
470	GALESBURG AUGUSTA	1,163	365	20	39.9
471	PEWAMO WESTPHALIA	638	457	19	40

Appendix B

Michigan Public Schools

1994 Enrollments, Enrollment Ranking, Student:Teacher Ratio & Operational Millage

source: Michigan Department of Education, Bulletin 1014, 1994

<u>operating</u> <u>millage</u>	<u>rank</u>	<u>dname</u>	<u>student</u> <u>count</u>	<u>enrollment</u> <u>ranking</u>	<u>student/teacher</u> <u>ratio</u>	<u>operating</u> <u>millage</u>
	472	NORTH MUSKEGON	697	448	17	40.2
	473	BRITTON MACON	443	490	20	40.22
	474	KALAMAZOO	12,019	16	21	40.25
	475	SAND CREEK	912	415	19	40.25
	476	WILLOW RUN	3,980	98	24	40.32
	477	GRAND LEDGE	5,098	67	23	40.5
	478	CARMAN-AINSWORTH	5,254	62	24	40.51
	479	NEW HAVEN	1,016	391	27	40.67
	480	DANSVILLE	891	421	22	40.7
	481	BATTLE CREEK	9,238	26	22	40.72
	482	FITZGERALD	2,903	151	24	40.8
	483	SAGINAW	14,414	10	27	40.9
	484	CENTER LINE	2,553	184	20	40.91
	485	LAKE SHORE (MACOMB)	2,955	147	24	40.97
	486	BENTLEY	1,039	385	21	41.05
	487	PONTIAC	12,968	14	28	41.09
	488	LANSING	21,948	5	26	41.1
	489	HOLT	5,097	68	23	41.1
	490	OKEMOS	4,144	94	21	41.1
	491	HASLETT	2,698	170	23	41.2
	492	FOWLER	526	476	21	41.39
	493	MUSKEGON	7,700	37	27	41.6
	494	CLARENCEVILLE	1,713	280	22	41.83
	495	MONTROSE	1,721	277	22	41.95
	496	BEECHER	3,128	137	24	42
	497	HAZEL PARK	7,430	39	25	42.04
	498	DETROIT	182,916	1	26	42.08
	499	LAKEVIEW (CALHOUN)	3,326	128	22	42.15
	500	BERKLEY	5,199	64	22	42.54
	501	ROSEVILLE	6,141	50	21	42.64
	502	WOODHAVEN	4,647	78	22	42.84
	503	HIGHLAND PARK	5,112	66	23	42.93
	504	FRASER	4,515	84	22	42.95
	505	MUSKEGON HEIGHTS	3,065	141	24	42.97
	506	MT CLEMENS	4,617	80	34	43.13
	507	FLINT	27,442	3	28	43.15
	508	RIVER ROUGE	2,369	204	21	43.18
	509	HURON	1,991	243	25	43.28
	510	OAK PARK	3,381	124	25	43.3
	511	BUENA VISTA	1,734	272	25	43.42
	512	INKSTER	2,378	203	21	43.51
	513	VAN BUREN	6,797	43	23	43.58
	514	YPSILANTI	5,195	65	23	43.67

Appendix B

Michigan Public Schools

1994 Enrollments, Enrollment Ranking, Student:Teacher Ratio & Operational Millage
source: Michigan Department of Education, Bulletin 1014, 1994

operating millage		student	enrollment	student/teacher	operating
<u>rank</u>	<u>dname</u>	<u>count</u>	<u>ranking</u>	<u>ratio</u>	<u>millage</u>
515	GARDEN CITY	6,368	45	25	43.67
516	EAST GRAND RAPIDS	2,501	189	20	43.75
517	EAST DETROIT	8,369	30	23	43.89
518	CLINTONDALE	4,150	93	25	44.25
519	FERNDAL	7,996	33	22	44.49
520	FLAT ROCK	1,582	304	23	44.58
521	WESTWOOD	2,266	213	29	44.79
522	ROMULUS	3,914	103	26	44.82
523	VAN DYKE	6,359	46	24	45.04
524	TAYLOR	<u>12,044</u>	15	<u>25</u>	<u>45.67</u>
	state average	3,176		22.00	33.39

Appendix C

History of Enrollments: Minimum Grant Schools

1993-94 thru 2000-2001

source: Michigan Department of Education Bulletin 1014

	FY 94	1994 FTE	1995 FTE	1996 FTE	1997 FTE	1998 FTE	1999 FTE	2000 FTE	2001 FTE
Foundation	source SFA	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014
Sigel Twp School District 3	\$2,762	na	24	29	19	20	14	23	21
Church School District	\$2,826	na	22	31	19	24	22	25	26
Sodus Twp School District 5	\$3,161	na	73	89	85	79	84	82	70
Verona Twp Sch Dist No 1f	\$3,286	na	20	32	21	22	27	29	24
Onaway Area Comm School Dist	\$3,398	1,025	977	1,009	1,002	957	951	931	916
Bad Axe Public Schools	\$3,590	1,569	1,651	1,529	1,599	1,535	1,518	1,475	1,416
Hagar Township School Dist 6	\$3,628	na	60	69	57	54	54	69	69
Wolverine Comm School Distr	\$3,675	374	384	382	368	371	376	330	306
Excelsior District #1	\$3,727	na	47	55	33	37	41	0	33
Easton Twp School District 6	\$3,737	na	38	72	31	32	32	41	34
Standish Sterling Comm Schs	\$3,738	2,201	2,168	2,198	2,104	2,086	1,980	2,038	1,976
Mio Au Sable Schools	\$3,746	888	919	910	926	945	925	917	892
Nottawa Community School	\$3,776	na	183	222	171	168	166	167	167
Beaverton Rural Schools	\$3,779	1,919	1,918	1,892	1,878	1,845	1,826	1,790	1,810
Gwinn Area Community Schools	\$3,782	2,884	2,347	1,480	1,374	1,353	1,431	1,455	1,420
Mesick Consolidated Sch Dis	\$3,805	969	967	971	946	948	961	965	953
Ubly Community Schools	\$3,814	971	910	940	905	919	924	921	907
South Haven Public Schools	\$3,819	2,935	2,780	2,784	2,797	2,809	2,728	2,843	2,552
Paw Paw Public School Distr	\$3,825	2,275	2,152	2,225	2,240	2,248	2,253	2,276	2,314
Kingsley Area School	\$3,834	1,338	1,135	1,171	1,211	1,279	1,284	1,291	1,307
Benzle County Central Sch	\$3,836	1,775	1,775	1,827	1,862	1,908	1,875	1,884	1,953
Stanton Twp School District	\$3,842	na	199	307	185	184	164	146	138
Crawford Ausable Schools	\$3,843	2,165	2,277	2,356	2,374	2,298	2,290	2,264	2,200
Public Schools of Calumet	\$3,858	1,681	1,701	1,745	1,763	1,742	1,688	1,679	1,665
Munising Public Schools	\$3,875	1,105	1,133	1,080	1,140	1,102	1,098	1,054	1,037

Appendix C

History of Enrollments: Minimum Grant Schools 1993-94 thru 2000-2001 source: Michigan Department of Education Bulletin 1014

	FY 94	1994 FTE	1995 FTE	1996 FTE	1997 FTE	1998 FTE	1999 FTE	2000 FTE	2001 FTE
Foundation	source 8FA	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014
Hudsonville Public Sch Distr	\$3,887	3,472	3,682	3,897	4,057	4,216	4,293	4,526	4,637
Maple Valley School District	\$3,889	1,726	1,660	1,659	1,669	1,635	1,666	1,663	1,708
Farwell Area Schools	\$3,890	1,653	1,634	1,711	1,750	1,754	1,715	1,709	1,650
Mattawan Cons School Distr	\$3,891	2,973	2,842	2,971	2,997	3,073	3,128	3,206	3,260
Coloma Community Schools	\$3,902	1,932	2,419	2,362	2,369	2,349	2,346	2,269	2,147
Harrison Community Schools	\$3,905	2,278	2,305	2,340	2,363	2,359	2,375	2,364	2,303
Arenac Eastern School Distr	\$3,918	523	519	506	489	479	477	467	435
Forest Area Community Schs	\$3,919	984	1,010	1,021	931	835	827	831	855
Kalkaska Public Schools	\$3,920	2,139	2,082	2,119	2,044	2,053	2,014	1,968	1,916
Manistee Area Public Schools	\$3,923	2,031	2,054	2,024	1,934	1,858	1,772	1,770	1,776
Ionla Twp School District 2	\$3,926	na	29	72	28	30	25	25	25
Croswell Lexington Comm Sch	\$3,934	2,397	2,381	2,409	2,474	2,535	2,570	2,544	2,536
Lake City Area School Distr	\$3,935	1,404	1,409	1,366	1,379	1,366	1,359	1,376	1,328
Rogers City Area Schools	\$3,943	962	926	935	891	859	821	771	733
Allegan Public Schools	\$3,949	3,031	2,962	2,962	2,996	3,015	2,996	3,006	3,029

Appendix D

History of Funds Balance: Minimum Grant Schools

1993-94 thru 2000-01

source: Michigan Department of Web Site

	7/1/1994	6/30/1995	6/30/1996	6/30/1997
Munising Public Schools	\$82,250	\$381,956	\$435,415	\$636,348
Allegan Public Schools*	\$1,458,277	\$1,581,506	\$1,700,804	\$2,312,089
Standish Sterling Com Schools	\$1,395,049	\$1,826,136	\$2,651,972	\$3,947,735
Benzie County Central Schools	\$672,583	\$708,041	\$1,066,513	\$961,006
Farwell Area Schools	-\$335,253	-\$248,764	\$540,933	\$719,639
Harrison Community Schools	\$519,413	\$1,085,968	\$1,788,280	\$1,491,991
Crawford Ausable Schools	\$355,749	\$253,666	\$730,598	\$355,529
Maple Valley School District	\$568,649	\$695,307	\$802,134	\$668,286
Beaverton Rural Schools	\$456,201	\$594,467	\$607,442	\$631,394
Kingsley Area Schools	\$1,284,227	\$1,454,855	\$1,615,865	\$1,664,176
Public Schools of Calumet	\$641,351	\$1,101,204	\$1,740,102	\$1,953,268
Bad Axe Public Schools	\$1,830,989	\$2,820,867	\$3,639,718	\$3,453,777
Kalkaska Public Schools	-\$386,799	\$101,188	\$105,535	\$131,559
Manistee Area Public Schools	\$479,408	\$513,951	\$671,580	\$900,445
Lake City Area School District	\$808,896	\$886,661	\$1,062,912	\$1,130,038
Hudsonville Public Sch District	\$1,944,267	\$2,830,757	\$3,674,190	\$4,215,143
Croswell Lexington Comm Schools	-\$39,234	\$320,467	\$926,535	\$1,803,058
South Haven Public Schools	\$2,359,468	\$974,801	\$1,494,445	\$1,634,591
Mattawan Cons Schl District	\$1,526,241	\$1,661,476	\$2,128,196	\$2,245,629
Paw Paw Public School District	\$406,948	\$479,094	\$471,446	\$1,114,318
	\$16,029,680	\$20,023,604	\$27,854,615	\$31,970,019
aggregate fund balance, all schools	\$695,916,212	\$888,663,108	\$1,039,305,582	\$1,178,850,321

- * The Michigan Department of Education reported a July 1, 1996 fund balance of \$1,995,082 for the Allegan Public Schools; The June 30, 1996 fund balance reported by the Michigan Department of Education for the Allegan Public Schools was \$1,700,804.
- * The Michigan Department of Education reported a July 1, 1996 fund balance of \$2,187,153 for the Allegan Public Schools; The June 30, 1996 fund balance reported by the Michigan Department of Education for the Allegan Public Schools was \$2,167,922.

Appendix D

History of Funds Balance: Minimum Grant Schools

1993-94 thru 2000-01

source: Michigan Department of Web Site

	<u>6/30/1998</u>	<u>6/30/1999</u>	<u>6/30/2000</u>	<u>6/30/2001</u>
Munising Public Schools	\$779,164	\$1,053,414	\$1,641,447	\$1,925,768
Allegan Public Schools*	\$2,187,153	\$2,160,547	\$2,006,440	\$2,363,716
Standish Sterling Corn Schools	\$5,528,670	\$6,951,472	\$8,959,857	\$10,989,210
Benzie County Central Schools	\$1,235,931	\$1,475,127	\$2,033,668	\$2,224,560
Farwell Area Schools	\$1,055,870	\$1,325,743	\$1,614,395	\$1,453,952
Harrison Community Schools	\$2,462,178	\$3,136,127	\$3,366,527	\$3,357,703
Crawford Ausable Schools	\$859,029	\$1,263,634	\$1,529,477	\$1,559,648
Maple Valley School District	\$1,045,144	\$1,786,917	\$2,282,075	\$2,985,436
Beaverton Rural Schools	\$1,260,372	\$979,114	\$708,346	\$1,057,696
Kingsley Area Schools	\$2,084,857	\$2,475,839	\$2,770,133	\$3,120,978
Public Schools of Calumet	\$1,167,720	\$1,452,490	\$1,944,435	\$2,315,806
Bad Axe Public Schools	\$4,047,029	\$3,654,707	\$3,278,042	\$3,667,053
Kalkaska Public Schools	\$518,583	\$1,236,756	\$1,606,529	\$1,735,612
Manistee Area Public Schools	\$1,436,877	\$1,166,691	\$1,117,445	\$1,027,385
Lake City Area School District	\$1,025,515	\$1,441,488	\$1,663,534	\$1,612,205
Hudsonville Public Sch District	\$5,454,837	\$6,693,337	\$8,332,772	\$8,793,854
Croswell Lexington Comm Schools	\$3,230,089	\$4,138,715	\$4,761,260	\$5,151,323
South Haven Public Schools	\$2,710,524	\$2,701,507	\$2,958,435	\$2,798,769
Mattawan Cons Schl District	\$2,912,527	\$3,426,490	\$4,558,866	\$5,286,525
Paw Paw Public School District	<u>\$2,403,825</u>	<u>\$3,167,239</u>	<u>\$3,979,593</u>	<u>\$4,534,214</u>
	\$43,405,894	\$51,687,354	\$61,113,276	\$67,961,413
	\$1,685,977,026	\$1,851,323,180	\$1,828,169,379	\$1,814,213,102

Appendix E

History of Funds Balance: Minimum Grant Schools

1993-94 thru 2000-01

source: Michigan Department of Education Bulletins 1014

	<u>7/1/1994</u>	<u>6/30/1995</u>	<u>6/30/1996</u>	<u>6/30/1997</u>	<u>6/30/1998</u>	<u>6/30/1999</u>	<u>6/30/2000</u>	<u>6/30/2001</u>
Municipal Public Schools	\$82,250	\$381,956	\$435,415	\$636,348	\$779,164	\$1,053,414	\$1,641,447	\$1,925,768
Allegan Public Schools*	\$1,458,277	\$1,581,506	\$1,700,804	\$2,312,089	\$2,187,153	\$2,160,547	\$2,006,440	\$2,363,716
Standish Sterling Corn Schools	\$1,395,049	\$1,826,136	\$2,651,972	\$3,947,735	\$5,528,670	\$6,951,472	\$8,959,857	\$10,989,210
Benzie County Central Schools	\$672,583	\$708,041	\$1,066,513	\$961,006	\$1,235,931	\$1,475,127	\$2,033,668	\$2,224,560
Farwell Area Schools	-\$335,253	-\$248,764	\$540,933	\$719,639	\$1,055,870	\$1,325,743	\$1,614,395	\$1,453,952
Harrison Community Schools	\$519,413	\$1,085,968	\$1,788,280	\$1,491,991	\$2,462,178	\$3,136,127	\$3,366,527	\$3,357,703
Crawford Ausable Schools	\$355,749	\$253,666	\$730,598	\$355,529	\$859,029	\$1,263,634	\$1,529,477	\$1,559,648
Maple Valley School District	\$568,649	\$695,307	\$802,134	\$668,286	\$1,045,144	\$1,786,917	\$2,282,075	\$2,985,436
Beaverton Rural Schools	\$456,201	\$594,467	\$607,442	\$631,394	\$1,260,372	\$979,114	\$708,346	\$1,057,696
Kingsley Area Schools	\$1,284,227	\$1,454,855	\$1,615,865	\$1,664,176	\$2,084,857	\$2,475,839	\$2,770,133	\$3,120,978
Public Schools of Calumet	\$641,351	\$1,101,204	\$1,740,102	\$1,953,268	\$1,167,720	\$1,452,490	\$1,944,435	\$2,315,806
Bad Axe Public Schools	\$1,830,989	\$2,820,867	\$3,639,718	\$3,453,777	\$4,047,029	\$3,654,707	\$3,278,042	\$3,667,053
Kalkaska Public Schools	-\$386,799	\$101,188	\$105,535	\$131,559	\$518,583	\$1,236,756	\$1,606,529	\$1,735,612
Manistee Area Public Schools	\$479,408	\$513,951	\$671,580	\$900,445	\$1,436,877	\$1,166,691	\$1,117,445	\$1,027,385
Lake City Area School District	\$809,896	\$886,661	\$1,062,912	\$1,130,038	\$1,025,515	\$1,441,488	\$1,663,534	\$1,612,205
Hudsonville Public Sch District	\$1,944,267	\$2,830,757	\$3,674,190	\$4,215,143	\$5,454,837	\$6,693,337	\$8,332,772	\$8,793,854
Croce- Lex Comm Schools	-\$39,234	\$320,467	\$926,535	\$1,803,058	\$3,230,089	\$4,138,715	\$4,761,260	\$5,151,323
South Haven Public Schools	\$2,359,468	\$974,801	\$1,494,445	\$1,634,591	\$2,710,524	\$2,701,507	\$2,958,435	\$2,798,789
Mattawan Cons Schl District	\$1,526,241	\$1,661,476	\$2,128,196	\$2,245,629	\$2,912,527	\$3,426,490	\$4,558,866	\$5,286,525
Paw Paw Public School District	\$406,948	\$479,094	\$471,446	\$1,114,318	\$2,403,825	\$3,167,239	\$3,979,593	\$4,534,214
	\$16,029,680	\$20,023,604	\$27,854,615	\$31,970,019	\$43,405,894	\$51,687,354	\$61,113,276	\$67,961,413
Aggregate fund balance, all schools	\$695,916,212	\$888,663,108	\$1,039,305,562	\$1,178,850,321	\$1,685,977,026	\$1,851,323,180	\$1,828,169,379	\$1,814,213,102

* The Michigan Department of Education reported a July 1, 1996 fund balance of \$1,995,082 for the Allegan Public Schools;

The June 30, 1996 fund balance reported by the Michigan Department of Education for the Allegan Public Schools was \$1,700,804.

* The Michigan Department of Education reported a July 1, 1996 fund balance of \$2,187,153 for the Allegan Public Schools;

The June 30, 1996 fund balance reported by the Michigan Department of Education for the Allegan Public Schools was \$2,167,922.

Appendix E

History of Blended Count Enrollments: Minimum Grant Schools

1993-94 thru 2000-01

source: Michigan Department of Education Bulletins 1014

	1994 FTE	1995 FTE	1996 FTE	1997 FTE	1998 FTE	1999 FTE	2000 FTE	2001 FTE
Munising Public Schools	1,105	1,133	1,080	1,140	1,102	1,098	1,054	1,037
Allegan Public Schools*	3,031	2,982	2,962	2,996	3,015	2,996	3,006	3,029
Standish Sterling Corn Schools	2,201	2,168	2,198	2,104	2,086	1,980	2,038	1,976
Benzie County Central Schools	1,775	1,775	1,827	1,862	1,908	1,875	1,884	1,953
Farwell Area Schools	1,653	1,634	1,711	1,750	1,754	1,715	1,709	1,650
Harrison Community Schools	2,278	2,305	2,340	2,353	2,359	2,375	2,364	2,303
Crawford Ausable Schools	2,165	2,277	2,356	2,374	2,298	2,290	2,284	2,200
Maple Valley School District	1,726	1,660	1,659	1,669	1,635	1,666	1,663	1,708
Beaumont Rural Schools	1,919	1,918	1,892	1,878	1,845	1,826	1,790	1,810
Kingsley Area Schools	1,338	1,135	1,171	1,211	1,279	1,294	1,291	1,307
Public Schools of Calumet	1,681	1,701	1,745	1,763	1,742	1,688	1,679	1,665
Bed Axe Public Schools	1,569	1,651	1,529	1,599	1,535	1,518	1,475	1,416
Kalkaska Public Schools	2,139	2,082	2,119	2,044	2,053	2,014	1,968	1,916
Manistee Area Public Schools	2,031	2,054	2,024	1,934	1,858	1,772	1,770	1,776
Lake City Area School District	1,404	1,409	1,366	1,379	1,366	1,359	1,376	1,328
Hudsonville Public Sch District	3,472	3,682	3,897	4,057	4,216	4,293	4,526	4,637
Croce- Lex Comm Schools	2,397	2,381	2,409	2,474	2,535	2,570	2,544	2,536
South Haven Public Schools	2,935	2,780	2,784	2,797	2,809	2,728	2,643	2,552
Mattawan Cons SchI District	2,973	2,842	2,971	2,997	3,073	3,128	3,206	3,260
Paw Paw Public School District	2,275	2,152	2,225	2,240	2,248	2,253	2,276	2,314
average	2,103	2,086	2,113	2,131	2,136	2,122	2,126	2,119

Appendix E

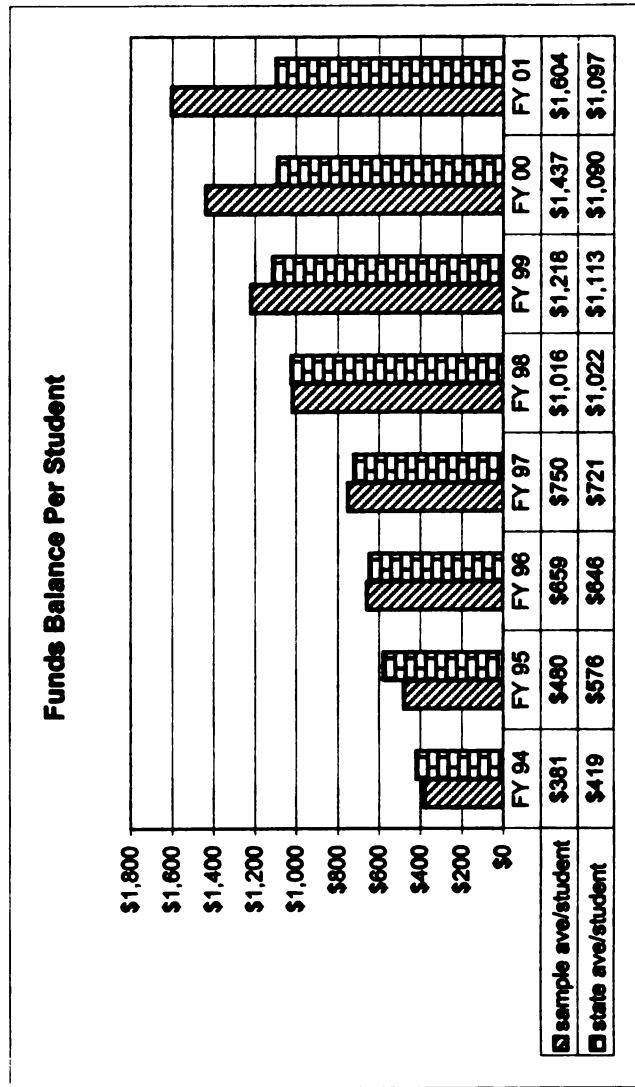
History of Funds Balance per Student: Minimum Grant Schools 1993-94 thru 2000-01

computed from data taken from Michigan Department of Education Bulletins 1014

	7/1/1994	6/30/1995	6/30/1996	6/30/1997	6/30/1998	6/30/1999	6/30/2000	6/30/2001
Munising Public Schools	\$74	\$337	\$403	\$558	\$707	\$959	\$1,557	\$986
Allegan Public Schools*	\$481	\$530	\$574	\$772	\$725	\$721	\$667	\$780
Standish Sterling Corn Schools	\$634	\$842	\$1,207	\$1,876	\$2,650	\$3,511	\$4,396	\$6,660
Benzle County Central Schools	\$379	\$399	\$584	\$516	\$648	\$787	\$1,079	\$966
Farwell Area Schools	-\$203	-\$152	\$316	\$411	\$602	\$773	\$945	\$851
Harrison Community Schools	\$228	\$471	\$764	\$634	\$1,044	\$1,320	\$1,424	\$1,855
Crawford Ausable Schools	\$164	\$111	\$310	\$150	\$374	\$552	\$676	\$1,193
Maple Valley School District	\$329	\$419	\$484	\$400	\$639	\$1,073	\$1,372	\$1,793
Beaverton Rural Schools	\$238	\$310	\$321	\$336	\$683	\$536	\$396	\$747
Kingsley Area Schools	\$960	\$1,282	\$1,380	\$1,374	\$1,630	\$1,913	\$2,146	\$1,629
Public Schools of Calumet	\$382	\$647	\$997	\$1,108	\$670	\$860	\$1,158	\$1,304
Bad Axe Public Schools	\$1,167	\$1,709	\$2,380	\$2,160	\$2,637	\$2,408	\$2,222	\$2,761
Kalkaska Public Schools	-\$181	\$49	\$50	\$64	\$253	\$614	\$816	\$1,307
Manistee Area Public Schools	\$236	\$250	\$332	\$466	\$773	\$658	\$631	\$222
Lake City Area School District	\$577	\$629	\$778	\$819	\$751	\$1,061	\$1,209	\$632
Hudsonville Public Sch District	\$560	\$769	\$943	\$1,039	\$1,294	\$1,559	\$1,841	\$2,698
Croce- Lex Comm Schools	-\$16	\$135	\$385	\$729	\$1,274	\$1,610	\$1,872	\$2,226
South Haven Public Schools	\$804	\$351	\$537	\$584	\$965	\$990	\$1,119	\$2,699
Mattawan Cons Schl District	\$513	\$585	\$716	\$749	\$948	\$1,095	\$1,422	\$1,745
Paw Paw Public School District	\$179	\$223	\$212	\$497	\$1,069	\$1,406	\$1,749	\$2,295
sample ave/student	\$381	\$480	\$659	\$750	\$1,016	\$1,218	\$1,437	\$1,604
\$ growth	\$99	\$99	\$179	\$91	\$266	\$202	\$219	\$167
% growth		26.0%	37.3%	13.8%	35.5%	19.9%	18.0%	11.6%

Appendix E

	FY 94	FY 95	FY 96	FY 97	FY 98	FY 99	FY 00	FY 01
total State FTEs	1,664,185	1,548,817	1,607,286	1,632,421	1,649,769	1,659,691	1,663,901	1,633,890
sample FTEs	<u>42,067</u>	<u>41,721</u>	<u>42,285</u>	<u>42,281</u>	<u>42,716</u>	<u>42,438</u>	<u>42,526</u>	<u>42,373</u>
state FTE, net of sample	1,622,118	1,507,096	1,565,031	1,590,160	1,607,053	1,617,253	1,621,375	1,591,517
aggregate state fund balan	\$695,916,212	\$889,663,108	\$1,039,305,582	\$1,178,850,321	\$1,685,977,026	\$1,851,323,180	\$1,828,169,379	\$1,814,213,102
aggregate sample fund bal	<u>\$16,028,680</u>	<u>\$20,023,604</u>	<u>\$27,854,615</u>	<u>\$31,970,019</u>	<u>\$43,405,894</u>	<u>\$51,687,354</u>	<u>\$61,113,276</u>	<u>\$67,961,413</u>
state FB, net of sample	\$679,886,532	\$869,639,504	\$1,011,450,967	\$1,146,880,302	\$1,642,571,132	\$1,799,635,826	\$1,767,056,103	\$1,746,251,689
state ave/student	\$419	\$576	\$646	\$721	\$1,022	\$1,113	\$1,090	\$1,097



Appendix F

Roster of Michigan Public Schools History of Foundation Grants Minimum Grant Schools source: Senate Fiscal Agency

	base_94	found95	found96	found97	found98	found99	found00	found01	found02
1 Sigel Twp School District 3	\$2,762	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
2 Church School District	\$2,826	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
3 Sodus Twp School District 5	\$3,161	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
4 Verona Twp Sch Dist No 1f	\$3,286	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
5 Onaway Area Comm School Dist	\$3,398	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
6 Bad Axe Public Schools	\$3,590	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
7 Hagar Township School Dist 6	\$3,628	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
8 Wolverine Comm School Distr	\$3,675	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
9 Excelsior District #1	\$3,727	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
10 Easton Twp School District 6	\$3,737	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
11 Standish Sterling Comm Schs	\$3,738	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
12 Mlo Au Sable Schools	\$3,746	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
13 Nottawa Community School	\$3,776	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
14 Beaverton Rural Schools	\$3,779	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
15 Gwinn Area Community Schools	\$3,782	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
16 Mesick Consolidated Sch Dis	\$3,805	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
17 Ubly Community Schools	\$3,814	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
18 South Haven Public Schools	\$3,819	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
19 Paw Paw Public School Distr	\$3,825	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
20 Kingsley Area School	\$3,834	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
21 Benzie County Central Sch	\$3,836	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
22 Stanton Twp School District	\$3,842	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
23 Crawford Ausable Schools	\$3,843	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
24 Public Schools of Calumet	\$3,858	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
25 Munising Public Schools	\$3,875	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500
26 Hudsonville Public Sch Distr	\$3,887	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	\$6,500

Appendix F

Roster of Michigan Public Schools History of Foundation Grants Minimum Grant Schools source: Senate Fiscal Agency

	base_94	found95	found96	found97	found98	found99	found00	found01	found02
27	Maple Valley School District	\$3,889	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,500
28	Farwell Area Schools	\$3,890	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,500
29	Mattawan Cons School Distr	\$3,891	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,500
30	Coloma Community Schools	\$3,902	\$4,200	\$4,949	\$5,201	\$5,447	\$5,447	\$5,700	\$6,500
31	Harrison Community Schools	\$3,905	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,500
32	Arenac Eastern School Distr	\$3,918	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,500
33	Forest Area Community Schs	\$3,919	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,500
34	Kalkaska Public Schools	\$3,920	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,500
35	Manistee Area Public Schools	\$3,923	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,500
36	Ionia Twp School District 2	\$3,926	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,500
37	Croswell Lexington Comm Sch	\$3,934	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,500
38	Lake City Area School Distr	\$3,935	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,500
39	Rogers City Area Schools	\$3,943	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,500
40	Allegan Public Schools	\$3,949	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,500
	average	\$3,695	\$4,200	\$4,520	\$4,828	\$5,134	\$5,179	\$5,700	\$6,500

Appendix F

Rooster of Michigan Public Schools History of Foundation Grants

Hold Harmless Schools

source: Senate Fiscal Agency

	base_94	found95	found96	found97	found98	found99	found00	found01	found02
504 City of Harper Woods Schools	\$6,341	\$6,508	\$6,661	\$6,816	\$6,970	\$6,970	\$7,208	\$7,508	\$7,808
505 Northville Public Schools	\$6,375	\$6,550	\$6,703	\$6,858	\$7,012	\$7,012	\$7,250	\$7,550	\$7,850
506 Clarenceville School Distr	\$6,411	\$6,575	\$6,728	\$6,883	\$7,037	\$7,037	\$7,275	\$7,575	\$7,875
507 Livonia Public Schools	\$6,438	\$6,605	\$6,758	\$6,913	\$7,067	\$7,067	\$7,305	\$7,605	\$7,905
508 East Lansing School District	\$6,470	\$6,632	\$6,785	\$6,940	\$7,094	\$7,094	\$7,332	\$7,633	\$7,933
509 Watersmeet Twp School Distr	\$6,502	\$6,662	\$6,815	\$6,970	\$7,124	\$7,124	\$7,362	\$7,663	\$7,963
510 Avondale School District	\$6,606	\$6,766	\$6,919	\$7,074	\$7,228	\$7,228	\$7,466	\$7,767	\$8,067
511 Bangor Twp School District 8	\$6,652	\$6,812	\$6,965	\$7,120	\$7,274	\$7,274	\$7,512	\$7,812	\$8,112
512 Saugatuck Public Schools	\$6,671	\$6,831	\$6,984	\$7,139	\$7,293	\$7,293	\$7,531	\$7,832	\$8,132
513 Bridgman Public Schools	\$6,694	\$6,854	\$7,007	\$7,162	\$7,316	\$7,316	\$7,554	\$7,855	\$8,155
514 Midland Public Schools	\$6,752	\$6,912	\$7,068	\$7,223	\$7,377	\$7,377	\$7,615	\$7,916	\$8,216
515 Walled Lake Cons Sch Distr	\$6,792	\$6,953	\$7,106	\$7,245	\$7,399	\$7,399	\$7,637	\$7,938	\$8,238
516 Harbor Springs School Distr	\$6,817	\$6,977	\$7,130	\$7,285	\$7,439	\$7,439	\$7,677	\$7,978	\$8,278
517 Trenton Public Schools	\$6,874	\$7,042	\$7,195	\$7,350	\$7,504	\$7,504	\$7,742	\$8,043	\$8,343
518 Republic Michigamme Schools	\$6,922	\$7,082	\$7,235	\$7,390	\$7,544	\$7,544	\$7,782	\$8,082	\$8,382
519 Grosse Ile Township Schools	\$6,926	\$7,086	\$7,239	\$7,394	\$7,548	\$7,548	\$7,786	\$8,086	\$8,386
520 Novi Community Schools	\$6,931	\$7,091	\$7,244	\$7,399	\$7,553	\$7,553	\$7,791	\$8,091	\$8,391
521 Dearborn City School Distr	\$6,933	\$7,094	\$7,247	\$7,402	\$7,556	\$7,556	\$7,794	\$8,094	\$8,394
522 River Rouge City Schools	\$6,955	\$7,115	\$7,268	\$7,423	\$7,577	\$7,577	\$7,815	\$8,116	\$8,416
523 Romulus Community Schools	\$6,990	\$7,150	\$7,303	\$7,458	\$7,612	\$7,612	\$7,850	\$8,150	\$8,450
524 Waverly Schools	\$6,998	\$7,159	\$7,312	\$7,467	\$7,621	\$7,621	\$7,859	\$8,160	\$8,460
525 Warren Woods Public Schools	\$7,069	\$7,239	\$7,392	\$7,547	\$7,701	\$7,701	\$7,939	\$8,240	\$8,540
526 Melvindale Allen Park Schs	\$7,113	\$7,273	\$7,426	\$7,581	\$7,735	\$7,735	\$7,973	\$8,274	\$8,574
527 Marenisco School District	\$7,116	\$7,276	\$7,429	\$7,584	\$7,738	\$7,738	\$7,976	\$8,276	\$8,576
528 Colfax Twp Sch Dist 1f	\$7,168	\$7,328	\$7,481	\$7,636	\$7,790	\$7,790	\$8,028	\$8,328	\$8,628
529 Sch Dist City of Royal Oak	\$7,216	\$7,380	\$7,533	\$7,659	\$7,813	\$7,813	\$8,051	\$8,351	\$8,651

Appendix F

Roster of Michigan Public Schools History of Foundation Grants Hold Harmless Schools

source: Senate Fiscal Agency

	base_94	found95	found96	found97	found98	found99	found00	found01	found02
530 West Bloomfield School Distr	\$7,225	\$7,386	\$7,539	\$7,694	\$7,848	\$7,848	\$8,086	\$8,386	\$8,686
531 Wells Township School Distr	\$7,267	\$7,427	\$7,580	\$7,735	\$7,889	\$7,889	\$8,127	\$8,428	\$8,728
532 South Lake Schools	\$7,298	\$7,458	\$7,611	\$7,766	\$7,920	\$7,920	\$8,158	\$8,459	\$8,759
533 Port Hope Community Schools	\$7,350	\$7,510	\$7,663	\$7,818	\$7,972	\$7,972	\$8,210	\$8,511	\$8,811
534 Troy Public School District	\$7,374	\$7,534	\$7,687	\$7,842	\$7,996	\$7,996	\$8,234	\$8,535	\$8,835
535 Detour Area Schools	\$7,379	\$7,539	\$7,692	\$7,847	\$8,001	\$8,001	\$8,239	\$8,539	\$8,839
536 Northport Public School Dist	\$7,387	\$7,547	\$7,700	\$7,855	\$8,009	\$8,009	\$8,247	\$8,547	\$8,847
537 Warren Consolidated Schools	\$7,421	\$7,582	\$7,735	\$7,890	\$8,044	\$8,044	\$8,282	\$8,583	\$8,883
538 Ann Arbor Public Schools	\$7,574	\$7,734	\$7,887	\$8,042	\$8,196	\$8,196	\$8,434	\$8,735	\$9,035
539 Covert Public Schools	\$7,727	\$7,887	\$8,040	\$8,195	\$8,349	\$8,349	\$8,587	\$8,888	\$9,188
540 Centerline Public Schools	\$7,885	\$8,045	\$8,198	\$8,353	\$8,507	\$8,507	\$8,745	\$9,046	\$9,346
541 Grosse Pointe Public Schs	\$8,233	\$8,393	\$8,546	\$8,701	\$8,855	\$8,855	\$9,093	\$9,394	\$9,694
542 New Buffalo Area School Dist	\$8,367	\$8,527	\$8,680	\$8,835	\$8,989	\$8,989	\$9,227	\$9,528	\$9,828
543 Farmington Public Sch Dist	\$8,407	\$8,567	\$8,720	\$8,875	\$9,029	\$9,029	\$9,267	\$9,568	\$9,868
544 Burt Township School Distr	\$8,428	\$8,588	\$8,741	\$8,896	\$9,050	\$9,050	\$9,288	\$9,589	\$9,889
545 Beaver Island Comm Schools	\$8,627	\$8,787	\$8,940	\$9,095	\$9,249	\$9,249	\$9,487	\$9,788	\$10,088
546 Lamphere Public Schools	\$8,777	\$8,937	\$9,090	\$9,245	\$9,399	\$9,399	\$9,637	\$9,937	\$10,237
547 Oneida Twp School District 3	\$9,022	\$9,182	\$9,335	\$9,490	\$9,644	\$9,644	\$9,882	\$10,182	\$10,482
548 Whitefish Schools	\$9,270	\$9,430	\$9,583	\$9,738	\$9,892	\$9,892	\$10,130	\$10,430	\$10,730
549 Southfield Public Sch Distr	\$9,299	\$9,459	\$9,612	\$9,767	\$9,921	\$9,921	\$10,159	\$10,459	\$10,759
550 Jefferson Schools-Monroe Con	\$9,500	\$9,660	\$9,813	\$9,968	\$10,122	\$10,122	\$10,360	\$10,660	\$10,960
551 Mackinac Island Pub Schools	\$9,594	\$9,754	\$9,907	\$10,062	\$10,216	\$10,216	\$10,454	\$10,754	\$11,054
552 Birmingham City School Distr	\$10,217	\$10,377	\$10,530	\$10,685	\$10,839	\$10,839	\$11,077	\$11,378	\$11,678
553 Bloomfield Hills School Dist	\$10,294	\$10,454	\$10,607	\$10,762	\$10,916	\$10,916	\$11,154	\$11,455	\$11,755
554 Grant Township Schools	\$10,681	\$10,841	\$10,994	\$11,149	\$11,303	\$11,303	\$11,541	\$11,842	\$12,142
555 Bois Blanc Pines Sch Distr	\$13,734	\$13,894	\$14,047	\$14,202	\$14,356	\$14,356	\$14,594	\$14,895	\$15,195
	\$7,713	\$7,874	\$8,027	\$8,181	\$8,335	\$8,335	\$8,573	\$8,874	\$9,174

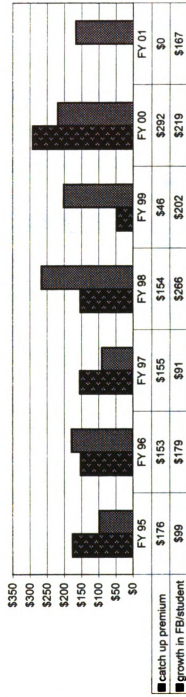
Appendix G

Minimum Grant Schools

Comparison: Proposal A Catch-Up Premium & Per Student Fund Equity Growth

	<u>FY 94</u>	<u>FY 95</u>	<u>FY 96</u>	<u>FY 97</u>	<u>FY 98</u>	<u>FY 99</u>	<u>FY 00</u>	<u>FY 01</u>	<u>totals</u>
basic grant		\$5,000	\$5,153	\$5,308	\$5,462	\$5,462	\$5,700	\$6,000	
minimum grant	\$3,814	\$4,200	\$4,506	\$4,816	\$5,124	\$5,170	\$5,700	\$6,000	
difference		\$800	\$647	\$492	\$338	\$292	\$0	\$0	
minimum growth*		\$386	\$306	\$310	\$308	\$46	\$530	\$300	
basic growth*		\$210	\$153	\$155	\$154	\$0	\$238	\$300	
catch up premium		\$176	\$153	\$155	\$154	\$46	\$292	\$0	\$976
* average growth described in Chapter 1									
sample FB / student	\$381	\$480	\$659	\$750	\$1,016	\$1,218	\$1,437	\$1,604	
growth in FB/student		\$99	\$179	\$91	\$266	\$202	\$219	\$167	\$1,223

Catch-Up Premium & Annual Growth in Fund Equity



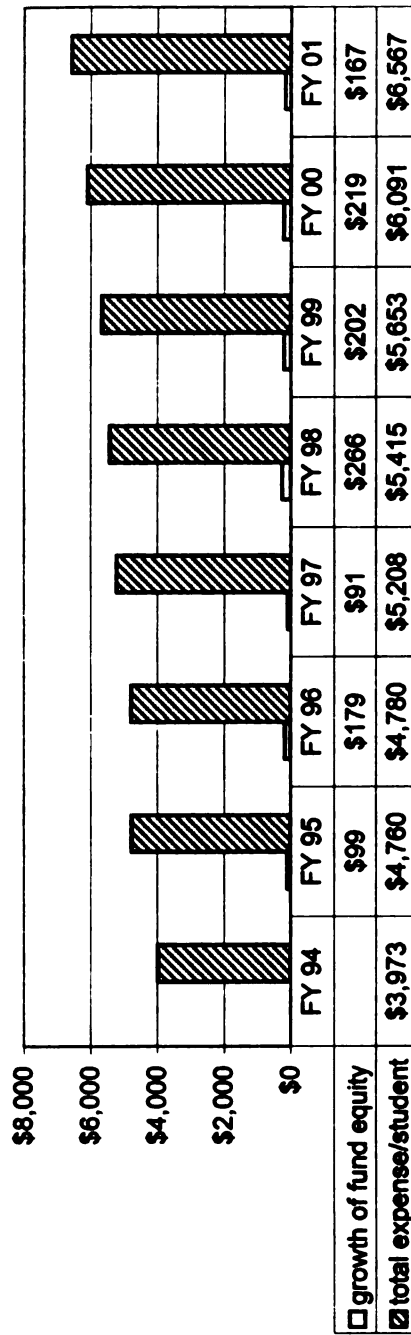
Appendix H

History of Minimum Grant Schools Growth in Funds Balance Per Student re: Total Expense

sources: Developed from Appendix A & B, Bulletin 1014

	<u>FY 94</u>	<u>FY 95</u>	<u>FY 96</u>	<u>FY 97</u>	<u>FY 98</u>	<u>FY 99</u>	<u>FY 00</u>	<u>FY 01</u>
fund balance/student	\$381	\$480	\$659	\$750	\$1,016	\$1,218	\$1,437	\$1,604
growth of fund equity		\$99	\$179	\$91	\$266	\$202	\$219	\$167
total expense/student	<u>\$3,973</u>	<u>\$4,760</u>	<u>\$4,780</u>	<u>\$5,208</u>	<u>\$5,415</u>	<u>\$5,653</u>	<u>\$6,091</u>	<u>\$6,567</u>
	\$4,354	\$5,339	\$5,618	\$6,049	\$6,697	\$7,073	\$7,747	\$8,338

Sample Schools Funds Balance & Total Expense per Student



History of Average Instructional Expense/Pupli: Minimum Grant Schools

Appendix I

1993-94 thru 2000-01

	FY 94	FY 95	FY 96	FY 97	FY 98	FY 99	FY 00	FY 01
	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014
Munising Public Schools	\$2,611	\$2,658	\$3,163	\$3,127	\$3,260	\$3,481	\$3,696	3,831
Allegan Public Schools	\$2,518	\$2,750	\$3,224	\$3,312	\$3,476	\$3,621	\$3,967	\$4,162
Standish Sterling Comm Schs	\$2,548	\$2,768	\$3,051	\$3,312	\$3,437	\$3,760	\$3,703	\$3,741
Benzie County Central Sch	\$2,588	\$2,806	\$3,008	\$3,210	\$3,273	\$3,569	\$3,701	\$3,988
Farwell Area Schools	\$2,984	\$3,271	\$3,291	\$3,570	\$3,869	\$3,970	\$4,166	\$4,847
Harrison Community Schools	\$2,587	\$2,867	\$3,236	\$3,512	\$3,641	\$3,740	\$4,151	\$4,353
Crawford Ausable Schools	\$2,628	\$2,740	\$2,989	\$3,231	\$3,549	\$3,476	\$3,874	\$4,083
Maple Valley School District	\$2,772	\$3,051	\$3,358	\$3,571	\$3,631	\$3,731	\$4,096	\$4,145
Beaverton Rural Schools	\$2,691	\$2,737	\$3,242	\$3,519	\$3,521	\$3,913	\$4,145	\$4,175
Kingsley Area School	\$2,360	\$2,677	\$3,058	\$3,235	\$3,213	\$3,474	\$3,852	\$3,976
Public Schools of Calumet	\$2,644	\$2,756	\$3,040	\$3,214	\$3,381	\$3,545	\$3,771	\$3,942
Bad Axe Public Schools	\$2,438	\$2,554	\$3,090	\$3,271	\$3,513	\$3,814	\$4,185	\$4,341
Kalkaska Public Schools	\$2,724	\$2,804	\$3,198	\$3,390	\$3,290	\$3,426	\$3,716	\$3,980
Manistee Area Public Schools	\$2,546	\$2,765	\$3,311	\$3,480	\$3,679	\$3,891	\$4,190	\$4,568
Lake City Area School Distr	\$2,592	\$2,818	\$3,030	\$3,170	\$3,382	\$3,464	\$3,796	\$4,196
Hudsonville Public Sch Distr	\$2,526	\$2,538	\$2,856	\$2,973	\$3,078	\$3,264	\$3,406	\$3,825
Croswell Lexington Comm Sch	\$2,512	\$2,594	\$2,866	\$2,980	\$2,997	\$3,105	\$3,381	\$3,716
South Haven Public Schools	\$2,727	\$3,086	\$3,219	\$3,439	\$3,633	\$3,716	\$3,843	\$4,132
Mattawan Cons School Distr	\$2,402	\$2,620	\$2,804	\$3,114	\$3,155	\$3,271	\$3,454	\$3,675
Paw Paw Public School Distr	\$2,704	\$2,909	\$3,183	\$3,321	\$3,422	\$3,616	\$3,802	\$4,099
sample average	\$2,605	\$2,788	\$3,107	\$3,298	\$3,410	\$3,592	\$3,845	4,089
	\$183	\$183	\$319	\$190	\$112	\$182	\$252	\$244
	7.04%	7.04%	11.43%	6.13%	3.41%	6.35%	7.03%	6.35%
						eight year increase		56.95%
state average	\$3,094	\$3,670	\$3,783	\$3,933	\$3,968	\$4,110	\$4,368	\$4,588
	18.62%	18.62%	3.08%	3.97%	0.89%	3.58%	6.28%	5.04%
						eight year increase		48.29%

Appendix J

History of Average Teachers' Salaries: Minimum Grant Schools 1993-94 thru 2000-01

	FY 1994	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001
	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014
Munising Public Schools	\$29,827	\$33,146	\$33,439	\$34,935	\$34,802	\$37,510	\$38,634	\$39,325
Allegan Public Schools	\$37,023	\$38,823	\$42,331	\$44,048	\$42,701	\$40,506	\$40,602	\$42,148
Standish Sterling Comm Schs	\$41,676	\$42,049	\$44,549	\$44,565	\$46,815	\$47,632	\$46,242	\$47,841
Benzie County Central Sch	\$38,237	\$39,763	\$39,063	\$40,200	\$40,083	\$41,261	\$41,650	\$42,963
Farwell Area Schools	\$37,118	\$38,402	\$42,054	\$43,913	\$45,059	\$43,862	\$43,502	\$47,795
Harrison Community Schools	\$38,459	\$39,036	\$41,615	\$43,325	\$44,555	\$42,943	\$44,396	\$44,682
Crawford Ausable Schools	\$36,901	\$38,226	na	\$38,738	\$39,449	\$38,533	\$42,946	\$43,995
Maple Valley School District	\$34,809	\$37,415	\$37,875	\$40,066	\$43,072	\$43,419	\$45,186	\$44,554
Beaverton Rural Schools	\$33,795	\$38,782	\$39,620	\$39,657	\$39,571	\$44,604	\$42,040	\$41,224
Kingsley Area School	\$37,138	\$41,521	\$39,624	\$40,590	\$41,215	\$41,565	\$43,800	\$44,215
Public Schools of Calumet	\$35,594	\$37,986	\$39,712	\$39,738	\$39,575	\$40,806	\$42,013	\$42,967
Bad Axe Public Schools	\$36,172	\$39,262	\$42,119	\$45,048	\$44,300	\$46,043	\$47,522	\$49,463
Kalkaska Public Schools	\$32,254	\$36,958	\$38,247	\$41,383	\$41,455	\$40,984	\$43,847	\$40,974
Manistee Area Public Schools	\$35,938	\$40,461	\$42,497	\$42,728	\$44,847	\$46,009	\$49,115	\$50,644
Lake City Area School Distr	\$33,876	\$32,630	\$34,966	\$36,345	\$36,007	\$36,095	\$38,258	\$41,163
Hudsonville Public Sch Distr	\$44,503	\$42,941	\$44,363	\$45,508	\$46,695	\$47,471	\$47,665	\$48,337
Croswell Lexington Comm Sch	\$37,753	\$37,099	\$37,849	\$38,357	\$38,248	\$39,478	\$40,660	\$42,872
South Haven Public Schools	\$34,896	\$37,194	\$38,241	\$41,286	\$42,312	\$42,767	\$46,286	\$46,251
Mattawan Cons School Distr	\$42,667	\$40,063	\$41,830	\$43,103	\$43,882	\$43,897	\$46,610	\$48,553
Paw Paw Public School Distr	\$40,396	\$39,631	\$42,868	\$44,177	\$44,653	\$47,305	\$48,593	\$48,764
average	\$36,952	\$38,569	\$40,150	\$41,396	\$41,965	\$42,636	\$43,978	\$44,937
	4.38%	4.10%	3.08%	1.40%	1.60%	eight year increase	3.15%	2.18%
state average	\$41,247	\$46,463			\$47,163	\$47,448	\$49,044	\$51,317
	12.65%				0.60%	eight year increase	3.36%	4.63%
								24.41%

Appendix K

History of Pupil/Teacher Ratio: Minimum Grant Schools 1993-94 thru 2000-01

	FY 1994	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001
	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014
Munising Public Schools	21	22	21	20	19	19	19	19
Allegan Public Schools	22	22	24	24	22	22	20	20
Standish Sterling Comm Schs	25	25	26	24	25	24	24	23
Benzle County Central Sch	26	25	25	23	24	23	23	22
Farwell Area Schools	20	20	23	22	20	20	20	19
Harrison Community Schools	24	24	24	22	23	22	21	20
Crawford Ausable Schools	25	24	na	23	22	21	21	20
Maple Valley School District	22	21	22	20	22	21	20	19
Beaverton Rural Schools	22	24	23	21	23	23	21	21
Kingsley Area School	25	26	24	23	23	22	22	21
Public Schools of Calumet	23	24	24	21	22	22	21	20
Bad Axe Public Schools	23	24	24	23	22	21	20	20
Kalkaska Public Schools	21	22	21	20	22	22	22	21
Manistee Area Public Schools	24	24	22	21	22	20	21	20
Lake City Area School Distr	22	21	22	20	21	20	20	19
Hudsonville Public Sch Distr	25	25	25	24	24	23	23	21
Croswell Lexington Comm Sch	24	24	24	23	23	22	21	21
South Haven Public Schools	21	23	24	22	22	22	22	22
Mattawan Cons School Distr	21	23	23	22	21	21	21	21
Paw Paw Public School Distr	23	23	23	23	22	23	22	19
sample average	23	23	23	22	22	22	22	20
		1.53%	0.29%	-5.64%	0.68%	-2.48%	1.62%	-7.27%
					eight year increase			-11.11%
state average	22	22	na	23	23	23	22	22
					eight year increase			0.00%

Appendix L

Added Needs Expenses/Pupil: Minimum Grant Schools 1993-94 thru 2000-01

	FY 94	FY 95	FY 96	FY 97	FY 98	FY 99	FY 00	FY 01
	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014
Munising Public Schools	\$482	\$549	\$619	\$582	\$564	\$642	\$688	\$758
Allegan Public Schools	\$446	\$560	\$723	\$780	\$817	\$841	\$1,000	\$994
Standish Sterling Comm Schs	\$384	\$561	\$559	\$634	\$778	\$902	\$903	\$983
Benzle County Central Sch	\$476	\$535	\$647	\$708	\$764	\$797	\$882	\$919
Farwell Area Schools	\$594	\$866	\$886	\$884	\$982	\$1,037	\$1,143	\$1,306
Harrison Community Schools	\$556	\$638	\$662	\$761	\$803	\$897	\$941	\$1,013
Crawford Ausable Schools	\$648	\$541	\$522	\$591	\$659	\$665	\$718	\$826
Maple Valley School District	\$527	\$663	\$770	\$816	\$833	\$907	\$937	\$939
Beaverton Rural Schools	\$570	\$610	\$805	\$1,045	\$1,106	\$1,211	\$1,297	\$1,329
Kingsley Area School	\$263	\$444	\$561	\$620	\$590	\$637	\$772	\$806
Public Schools of Calumet	\$634	\$643	\$617	\$710	\$754	\$756	\$806	\$849
Bad Axe Public Schools	\$303	\$406	\$505	\$588	\$612	\$685	\$813	\$856
Kalkaska Public Schools	\$607	\$645	\$593	\$576	\$689	\$669	\$735	\$895
Manistee Area Public Schools	\$522	\$567	\$637	\$670	\$682	\$758	\$797	\$780
Lake City Area School Distr	\$417	\$517	\$571	\$706	\$764	\$782	\$807	\$880
Hudsonville Public Sch Distr	\$267	\$301	\$329	\$359	\$430	\$469	\$465	\$540
Croswell Lexington Comm Sch	\$471	\$516	\$541	\$557	\$579	\$560	\$567	\$688
South Haven Public Schools	\$527	\$838	\$833	\$800	\$871	\$931	\$944	\$1,063
Mattawan Cons School Distr	\$200	\$204	\$206	\$201	\$195	\$213	\$250	\$242
Paw Paw Public School Distr	\$286	\$402	\$488	\$519	\$578	\$645	\$695	\$840
sample average	\$449	\$545 \$97 21.58%	\$610 \$64 11.83%	\$655 \$46 7.47%	\$703 \$47 7.19%	\$745 \$43 6.08%	\$808 \$63 8.43%	\$875 \$67 8.33%
						eight year increase	95.16%	
state average	\$511	\$723 \$212 41.49%	\$805 \$82 11.34%	\$853 \$48 5.96%	\$874 \$21 2.46%	\$916 \$42 4.81%	\$963 \$47 5.13%	\$1,049 \$96 8.93%
						eight year increase	105.28%	

History of Administrative Expense/Pupli: Minimum Grant Schools

Appendix M

1993-94 thru 2000-01

	FY 94	FY 95	FY 96	FY 97	FY 98	FY 99	FY 00	FY 01
	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014
Munising Public Schools	\$446	\$480	\$624	\$466	\$672	\$681	\$749	\$817
Allegan Public Schools	\$446	\$519	\$498	\$571	\$528	\$546	\$598	\$690
Standish Sterling Comm Schs	\$381	\$442	\$438	\$598	\$531	\$525	\$545	\$693
Benzle County Central Sch	\$450	\$547	\$567	\$416	\$669	\$730	\$719	\$920
Farwell Area Schools	\$398	\$445	\$435	\$316	\$461	\$517	\$604	\$634
Harrison Community Schools	\$436	\$471	\$531	\$541	\$568	\$587	\$650	\$687
Crawford Ausable Schools	\$513	\$526	\$560	\$478	\$652	\$700	\$799	\$838
Maple Valley School District	\$382	\$444	\$476	\$570	\$571	\$560	\$560	\$586
Beaverton Rural Schools	\$485	\$550	\$581	\$391	\$755	\$866	\$985	\$1,007
Kingsley Area School	\$368	\$499	\$455	\$482	\$487	\$513	\$554	\$606
Public Schools of Calumet	\$409	\$442	\$460	\$590	\$594	\$734	\$790	\$810
Bad Axe Public Schools	\$415	\$477	\$541	\$512	\$655	\$729	\$756	\$848
Kalkaska Public Schools	\$412	\$545	\$633	\$284	\$795	\$745	\$854	\$890
Manistee Area Public Schools	\$506	\$545	\$610	\$426	\$716	\$711	\$875	\$929
Lake City Area School Distr	\$487	\$514	\$588	\$390	\$669	\$786	\$726	\$813
Hudsonville Public Sch Distr	\$348	\$426	\$481	\$563	\$544	\$580	\$604	\$714
Groswell Lexington Comm Sch	\$552	\$566	\$528	\$540	\$552	\$586	\$641	\$707
South Haven Public Schools	\$429	\$622	\$608	\$378	\$685	\$732	\$885	\$948
Mattawan Cons School Distr	\$393	\$452	\$473	\$554	\$612	\$623	\$637	\$725
Paw Paw Public School Distr	\$527	\$667	\$597	\$446	\$636	\$791	\$920	\$809
sample average	\$439	\$509	\$534	\$475	\$618	\$662	\$723	784
\$ increase	\$70	\$25	\$25	-\$80	\$143	\$45	\$60	\$61
% increase	15.89%	4.96%	4.96%	-11.16%	30.13%	7.21%	9.13%	8.44%
						eight year increase		78.42%
state average	\$582	\$683	\$759	\$766	\$793	\$855	\$904	\$942
	17.35%	11.13%	11.13%	0.92%	3.52%	7.82%	5.73%	4.20%
						eight year increase		61.86%

History of Operation & Maintenance Cost/Pupil: Minimum Grant Schools

Appendix N

1993-94 thru 2000-01

	FY 94	FY 95	FY 96	FY 97	FY 98	FY 99	FY 00	FY 01
	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014	source 1014
Munlaing Public Schools	\$448	\$474	\$505	\$500	\$522	\$557	\$598	\$636
Allegan Public Schools	\$347	\$411	\$470	\$495	\$587	\$689	\$654	\$675
Standish Sterling Comm Schs	\$264	\$345	\$363	\$371	\$367	\$426	\$387	\$402
Benzle County Central Sch	\$323	\$330	\$359	\$377	\$372	\$449	\$437	\$526
Farwell Area Schools	\$354	\$381	\$318	\$431	\$434	\$410	\$441	\$476
Harrison Community Schools	\$334	\$356	\$383	\$522	\$505	\$536	\$569	\$635
Crawford Ausable Schools	\$449	\$427	\$449	\$553	\$560	\$550	\$737	\$591
Maple Valley School District	\$347	\$381	\$447	\$448	\$458	\$511	\$643	\$776
Beaverton Rural Schools	\$359	\$417	\$422	\$442	\$510	\$600	\$615	\$584
Kingsley Area School	\$218	\$257	\$332	\$359	\$348	\$347	\$389	\$444
Public Schools of Calumet	\$442	\$492	\$503	\$564	\$581	\$755	\$645	\$754
Bad Axe Public Schools	\$283	\$365	\$399	\$467	\$507	\$522	\$550	\$585
Kalkaska Public Schools	\$462	\$506	\$533	\$609	\$527	\$552	\$614	\$719
Manistee Area Public Schools	\$368	\$409	\$446	\$481	\$529	\$546	\$586	\$630
Lake City Area School Distr	\$346	\$386	\$419	\$462	\$539	\$504	\$566	\$615
Hudsonville Public Sch Distr	\$281	\$312	\$329	\$433	\$404	\$428	\$451	\$532
Croswell Lexington Comm Sch	\$488	\$538	\$519	\$642	\$521	\$557	\$584	\$620
South Haven Public Schools	\$507	\$518	\$546	\$630	\$600	\$641	\$699	\$660
Mattawan Cons School Distr	\$342	\$373	\$426	\$471	\$466	\$452	\$479	\$514
Paw Paw Public School Distr	\$302	\$344	\$374	\$347	\$367	\$441	\$475	\$504
sample	\$363	\$401	\$429	\$475	\$485	\$519	\$556	\$594
\$ growth	\$38	\$38	\$28	\$46	\$10	\$34	\$37	\$38
% growth	10.44%	10.44%	7.05%	10.67%	2.00%	7.00%	7.19%	6.83%
						eight year increase		63.52%
state	\$532	\$644	\$695	\$712	\$723	\$760	\$798	\$843
	21.05%	21.05%	7.92%	2.45%	1.54%	5.12%	5.00%	5.64%
						eight year increase		58.46%

Appendix O

BASIC Program Expense: Minimum Grant Schools

1994-94 through 2000-01

source: Michigan Department of Education Bulletin 1014

	<u>FY 94</u>	<u>FY 95</u>	<u>FY 96</u>	<u>FY 97</u>	<u>FY 98</u>	<u>FY 99</u>	<u>FY 00</u>	<u>FY 01</u>
MUNISING PUBLIC SCHOOLS	\$2,066	\$2,288	\$2,544	\$2,544	\$2,697	2,838	\$3,008	\$3,073
ALLEGAN PUBLIC SCHOOLS	\$2,014	\$2,315	\$2,465	\$2,517	\$2,637	2,762	\$2,936	\$3,136
STANDISH STERLING SCHOOL DISTR	\$2,108	\$2,358	\$2,441	\$2,649	\$2,630	2,855	\$2,799	\$2,980
BENZIE COUNTY CENTRAL SCHOOL	\$2,112	\$2,438	\$2,358	\$2,501	\$2,509	2,773	\$2,808	\$3,068
FARWELL AREA SCHOOLS	\$2,391	\$2,565	\$2,405	\$2,686	\$2,887	2,934	\$3,022	\$3,542
HARRISON COMMUNITY SCHOOLS	\$1,981	\$2,319	\$2,494	\$2,678	\$2,770	2,772	\$3,159	\$3,340
CRAWFORD AUSABLE SCHOOLS	\$2,081	\$2,274	\$2,313	\$2,454	\$2,720	2,828	\$3,102	\$3,055
MAPLE VALLEY SCHOOL DISTRICT	\$2,177	\$2,498	\$2,517	\$2,668	\$2,666	2,796	\$3,118	\$3,185
BEAVERTON RURAL SCHOOLS	\$2,058	\$2,262	\$2,437	\$2,461	\$2,404	2,696	\$2,840	\$2,837
KINGSLEY AREA SCHOOL	\$1,723	\$2,355	\$2,496	\$2,608	\$2,623	2,838	\$3,080	\$3,170
CALUMET PUBLIC SCHOOLS	\$2,092	\$2,330	\$2,407	\$2,502	\$2,625	2,788	\$2,962	\$3,092
BAD AXE PUBLIC SCHOOLS	\$2,135	\$2,284	\$2,585	\$2,682	\$2,901	3,128	\$3,372	\$3,485
KALKASKA PUBLIC SCHOOLS	\$2,117	\$2,360	\$2,605	\$2,815	\$2,601	2,758	\$2,981	\$3,085
LAKE CITY AREA SCHOOL DIST	\$2,024	\$2,380	\$2,673	\$2,810	\$2,897	3,133	\$2,989	\$3,787
MANISTEE AREA PUBLIC SCHOOLS	\$2,061	\$2,368	\$2,372	\$2,457	\$2,611	2,682	\$3,393	\$3,316
HUDSONVILLE PUBLIC SCHOOL DIST	\$2,259	\$2,363	\$2,526	\$2,614	\$2,648	2,795	\$2,941	\$3,285
CROSWELL LEXINGTON COMMUNITY S	\$1,995	\$2,145	\$2,322	\$2,423	\$2,418	2,544	\$2,815	\$3,028
SOUTH HAVEN PUBLIC SCHOOLS	\$2,115	\$2,374	\$2,307	\$2,610	\$2,654	2,775	\$2,899	\$3,069
MATTAWAN CONSOLIDATED SCHOOL D	\$2,201	\$2,541	\$2,598	\$2,913	\$2,960	3,058	\$3,204	\$3,433
PAW PAW PUBLIC SCHOOL DISTRICT	\$2,289	\$2,516	\$2,575	\$2,708	\$2,769	2,915	\$3,046	\$3,194
sample averages	\$2,100	\$2,366	\$2,472	\$2,615	\$2,681	\$2,833	\$3,024	\$3,208
		\$266	\$106	\$143	\$66	\$152	\$190	\$184
		12.7%	4.5%	5.8%	2.5%	5.7%	6.7%	6.1%
						eight year increase		44.0%
state averages	\$2,145	\$2,829	\$2,865	\$3,007	\$3,043	\$3,108	\$3,238	\$3,469
		\$684	\$36	\$142	\$36	\$65	\$130	\$231
		31.9%	1.3%	5.0%	1.2%	2.1%	4.2%	7.1%
						eight year increase		52.8%

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>D</u> <u>C</u> <u>O</u> <u>D</u> <u>E</u>	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
01010	\$254,827	\$834,143	\$1,592,506	\$1,866,835	\$2,020,212	\$2,118,050	\$1,747,602	\$1,419,415
02010	\$271,267	\$261,780	\$233,263	\$146,386	\$142,576	\$104,065	\$95,501	\$176,004
02020	\$230,608	\$277,230	\$307,496	\$244,155	\$240,941	\$312,921	\$387,844	\$373,175
02070	\$82,250	\$381,956	\$435,415	\$636,348	\$779,163	\$1,053,414	\$1,641,447	\$1,925,768
02080	\$216,169	\$341,975	\$476,695	\$525,496	\$547,144	\$413,721	\$390,312	\$354,202
03000	\$319,946	\$465,629	\$576,980	\$803,724	\$1,148,582	\$1,346,927	\$1,551,583	\$1,720,955
03010	\$520,049	\$202,716	\$554,623	\$686,744	\$1,352,456	\$2,038,011	\$2,019,676	\$1,922,587
03020	\$2,060,831	\$2,103,089	\$3,202,308	\$2,781,885	\$3,309,768	\$3,493,845	\$3,471,259	\$3,943,030
03030	\$1,458,277	\$1,581,506	\$1,995,082	\$2,312,089	\$2,167,922	\$2,160,547	\$2,006,440	\$2,363,716
03040	\$785,927	\$782,761	\$1,080,602	\$1,900,896	\$2,590,704	\$2,457,125	\$1,863,464	\$777,919
03050	\$1,593,456	\$1,740,341	\$2,109,032	\$2,059,131	\$2,330,098	\$2,373,268	\$1,524,927	\$847,375
03060	\$479,115	\$690,008	\$651,164	\$780,834	\$838,474	\$668,046	\$488,352	\$282,102
03070	\$1,147,186	\$1,286,612	\$1,286,729	\$1,374,382	\$1,523,011	\$1,696,932	\$1,678,333	\$1,814,807
03080	\$949,032	\$1,200,882	\$1,202,569	\$1,215,616	\$1,605,531	\$1,697,583	\$1,853,067	\$1,962,163
03100	\$1,512,565	\$2,381,384	\$3,082,111	\$4,093,240	\$5,658,475	\$6,928,945	\$8,310,309	\$9,585,290
03440	\$262,556	\$257,588	\$224,551	\$165,706	\$163,954	\$138,081	\$93,059	\$98,245
03901			\$0	\$88,557	\$128,747	\$145,141	\$198,889	\$92,101
04000	\$332,393	\$320,180	\$476,250	\$558,390	\$731,360	\$793,970	\$913,818	\$1,043,426
04010	\$2,194,150	\$3,338,906	\$4,036,033	\$5,170,719	\$6,870,104	\$7,347,366	\$6,918,111	\$7,333,234
05010	-\$250,956	\$89,776	\$280,656	\$376,548	\$303,286	\$189,609	\$125,506	\$140,101
05035	\$406,755	\$445,134	\$571,470	\$757,731	\$871,777	\$884,791	\$921,684	\$948,942
05040	\$417,729	\$607,228	\$733,785	\$952,941	\$1,158,352	\$1,254,364	\$1,077,576	\$757,331
05060	\$335,173	\$665,096	\$922,637	\$813,377	\$204,762	\$502,609	\$343,410	\$345,603
05065	\$467,697	\$708,067	\$874,947	\$881,661	\$859,030	\$788,748	\$697,729	\$666,376
05070	\$51,294	\$368,426	\$749,478	\$389,052	\$703,781	\$789,734	\$508,998	\$310,535
05901					\$0	\$71,386	\$187,228	\$197,708
06010	\$195,100	\$377,738	\$606,142	\$769,429	\$888,783	\$1,045,587	\$1,014,213	\$1,131,650

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>D</u> <u>C</u> <u>O</u> <u>D</u> <u>E</u>	<u>7/1/84</u>	<u>6/30/85</u>	<u>7/1/86</u>	<u>6/30/87</u>	<u>7/1/88</u>	<u>6/30/89</u>	<u>7/1/90</u>	<u>6/30/91</u>
06020	\$693,347	\$802,141	\$1,020,251	\$1,140,634	\$1,375,268	\$1,085,040	\$1,105,000	\$1,185,807
06050	\$1,395,049	\$1,826,136	\$2,651,972	\$3,947,735	\$5,528,670	\$6,951,472	\$8,959,857	\$10,989,210
07010	\$182,614	\$124,822	\$66,725	\$61,515	\$78,345	\$129,075	\$172,002	\$231,802
07020	\$328,893	\$563,292	\$796,612	\$904,763	\$1,343,974	\$1,684,408	\$2,193,093	\$2,757,076
07040	\$233,051	\$664,184	\$899,862	\$893,154	\$647,148	\$674,730	\$923,096	\$850,105
08000	\$82,058	\$123,850	\$257,443	\$330,805	\$426,564	\$388,081	\$435,068	\$439,939
08010	\$774,753	\$855,647	\$1,025,017	\$1,197,725	\$1,800,444	\$2,262,418	\$1,783,797	\$1,440,546
08030	\$859,704	\$1,649,303	\$1,993,501	\$1,566,616	\$2,041,276	\$1,767,985	\$1,637,767	\$604,767
08050	\$1,105,005	\$1,196,033	\$1,364,558	\$1,633,765	\$1,837,643	\$2,035,481	\$1,726,464	\$1,684,679
09000	\$924,156	\$940,123	\$1,268,334	\$1,592,816	\$1,965,932	\$2,195,250	\$1,982,197	\$1,749,523
09010	\$1,480,505	\$2,783,331	\$2,829,387	\$2,289,461	\$4,177,022	\$4,999,947	\$4,456,807	\$230,418
09030	\$813,373	\$779,716	\$1,254,119	\$1,735,296	\$3,000,231	\$3,150,120	\$1,490,205	\$439,776
09050	\$686,665	\$2,139,889	\$1,859,655	\$2,394,327	\$2,992,094	\$3,083,367	\$2,967,768	\$2,867,043
09090	\$102,465	\$550,096	\$911,845	\$655,073	\$700,097	\$775,400	\$831,259	\$842,132
09901			\$43,662	\$117,926	\$182,329	\$233,408	\$264,158	\$265,602
10015	\$672,583	\$708,041	\$1,066,513	\$961,006	\$1,235,931	\$1,475,127	\$2,033,668	\$2,224,560
10025	\$206,011	\$369,640	\$406,055	\$578,899	\$932,907	\$755,128	\$741,177	\$887,664
11000	\$1,055,506	\$1,212,601	\$1,284,648	\$1,377,212	\$1,557,040	\$1,455,760	\$1,790,067	\$1,803,866
11010	\$389,193	\$229,684	\$988,675	\$2,169,073	\$4,869,501	\$6,622,738	\$5,935,815	\$4,134,088
11020	\$6,351,943	\$6,191,836	\$6,408,716	\$6,238,801	\$7,104,473	\$5,439,791	\$4,683,188	\$3,862,678
11030	\$986,148	\$1,621,316	\$1,947,677	\$1,969,174	\$1,816,040	\$2,000,903	\$1,792,400	\$1,529,566
11033	\$454,336	\$211,146	\$194,938	\$898,616	\$1,536,297	\$1,674,576	\$1,631,749	\$2,123,661
11160	\$1,388	\$62,942	\$166,729	\$189,500	\$274,013	\$227,837	\$293,451	\$315,630
11200	\$1,202,748	\$1,718,346	\$2,110,608	\$1,292,296	\$748,747	\$1,181,620	\$1,423,003	\$1,839,897
11210	\$637,549	\$686,829	\$1,406,782	\$1,142,111	\$1,552,244	\$2,775,374	\$2,572,527	\$2,990,382
11240	\$847,537	\$1,100,144	\$1,419,970	\$1,304,262	\$1,350,560	\$1,074,169	\$338,756	\$554,320
11250	\$23,162	\$366,465	\$826,672	\$1,262,377	\$1,430,316	\$1,420,835	\$1,147,463	\$700,579
11300	\$367,910	\$667,550	\$889,791	\$1,421,694	\$2,493,826	\$3,371,660	\$3,628,327	\$2,656,623

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>D</u> CODE	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
11310	\$695,998	\$544,636	\$728,193	\$645,330	\$1,057,026	\$1,185,373	\$1,368,140	\$1,736,411
11320	\$252,586	\$445,100	\$589,884	\$711,124	\$1,339,673	\$1,772,899	\$1,982,283	\$2,187,671
11330	\$1,020,874	\$968,501	\$1,907,814	\$1,996,948	\$2,303,739	\$2,496,515	\$2,224,199	\$1,900,385
11340	\$3,776,397	\$3,518,229	\$3,101,287	\$2,762,312	\$3,407,720	\$3,086,261	\$2,743,625	\$2,715,537
11670	\$89,516	\$86,473	\$128,270	\$51,703	\$32,947	\$32,538	\$107,393	\$123,258
11830	\$161,048	\$198,266	\$317,823	\$343,216	\$336,914	\$233,511	\$274,021	\$328,452
11901					\$140,300	\$252,984	\$261,216	\$358,536
11903							\$0	\$0
12000	\$204,690	\$223,799	\$175,033	\$209,066	\$238,805	\$286,571	\$370,904	\$421,864
12010	\$3,150,860	\$3,170,635	\$3,359,699	\$2,324,918	\$2,638,768	\$3,526,458	\$3,205,971	\$2,793,044
12020	\$1,757,411	\$2,191,812	\$2,672,956	\$3,073,950	\$3,059,788	\$2,612,965	\$2,813,296	\$3,056,134
12040	\$163,836	\$403,919	\$882,532	\$1,370,218	\$1,817,146	\$2,129,922	\$2,010,510	\$2,325,531
12901			\$116,222	\$88,015	\$95,938	\$177,204	\$278,719	\$319,809
13000	\$1,338,073	\$1,361,721	\$1,294,381	\$1,504,724	\$1,616,099	\$1,932,388	\$2,306,531	\$2,401,067
13010	\$2,088,610	\$2,201,951	\$2,090,355	\$2,234,750	\$2,248,175	\$2,756,246	\$2,720,072	\$2,516,031
13020	\$16,713,903	\$20,114,092	\$20,770,272	\$21,606,141	\$23,354,091	\$24,845,608	\$25,474,509	\$27,998,165
13050	\$552,419	\$669,174	\$843,274	\$726,514	\$702,995	\$694,242	\$865,976	\$1,073,003
13070	\$2,079,886	\$2,713,877	\$3,183,575	\$3,393,466	\$4,173,802	\$4,772,813	\$4,953,139	\$5,132,426
13080	\$904,184	\$875,009	\$497,823	\$307,871	\$525,116	\$624,508	\$632,801	\$788,913
13090	\$394,778	\$775,239	\$1,630,462	\$1,231,678	\$2,139,085	\$2,837,211	\$3,423,577	\$3,982,836
13095	\$196,503	\$142,809	\$106,228	\$194,480	\$393,889	\$480,569	\$546,119	\$755,128
13110	\$204,929	\$144,275	\$196,417	\$231,237	\$211,167	-\$136,408	\$39,570	-\$539,063
13120	\$874,278	\$1,210,360	\$1,623,725	\$1,792,774	\$2,205,852	\$2,011,544	\$1,871,884	\$2,013,697
13130	\$62,841	-\$34,974	\$173,906	\$223,027	\$292,540	\$414,839	\$517,428	\$664,379
13135	\$692,961	\$704,273	\$698,278	\$677,467	\$555,508	\$1,000,037	\$1,072,351	\$1,202,486
13901					\$0	-\$45,255	\$0	\$0
13902					\$0	\$27,959	\$33,060	\$42,783
13903							\$0	\$196,960

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1984-2001

<u>DCODE</u>	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
14000	\$109,009	-\$198,069	\$2,278	\$6,556	\$71,486	\$142,855	\$420,727	\$1,010,837
14010	\$743,489	\$855,945	\$1,010,003	\$1,029,295	\$1,285,075	\$1,415,441	\$1,307,607	\$1,253,684
14020	\$537,333	\$337,284	\$1,176,218	\$1,978,622	\$3,508,369	\$4,520,059	\$5,516,829	\$4,581,902
14030	\$1,898,793	\$2,362,512	\$2,959,770	\$3,156,789	\$3,835,084	\$3,264,222	\$3,753,503	\$4,828,675
14050	\$383,611	\$611,642	\$743,073	\$852,472	\$1,357,001	\$1,490,661	\$1,608,728	\$1,694,500
15000	\$88,547	\$310,568	\$459,126	\$729,024	\$1,252,330	\$1,648,027	\$1,816,294	\$1,582,590
15010	\$260,361	\$250,723	\$240,541	\$254,345	\$218,133	\$224,324	\$238,759	\$336,106
15020	\$64,801	\$590,469	\$790,236	\$1,112,432	\$1,146,696	\$1,365,063	\$1,571,711	\$1,981,254
15030	\$115,631	\$117,851	\$106,381	\$141,327	\$288,446	\$362,676	\$384,878	\$302,598
15050	\$1,239,038	\$1,678,854	\$2,001,068	\$2,146,819	\$2,881,571	\$3,020,643	\$3,644,052	\$4,239,779
15060	\$125,703	\$754,909	\$852,273	\$903,818	\$912,790	\$638,918	\$734,484	\$918,261
15901			-\$29,151	\$12,973	\$112,117	\$300,184	\$260,317	\$271,857
15902			\$0	-\$23,957	-\$13,464	-\$29,134	\$79,873	\$66,080
16000	\$283,574	\$285,306	\$267,740	\$225,112	\$453,232	\$708,513	\$803,677	\$961,324
16015	\$966,654	\$1,197,190	\$953,806	\$800,338	\$1,133,472	\$1,330,843	\$1,477,542	\$1,837,611
16050	\$485,102	\$435,276	\$664,023	\$726,696	\$693,338	\$699,971	\$609,739	\$840,863
16070	\$219,095	\$454,994	\$569,585	\$775,175	\$900,426	\$934,345	\$975,657	\$935,058
16100	-\$120,009	-\$303,744	-\$155,407	-\$157,506	-\$33,360	\$29,393	\$49,101	\$187,312
17000	\$366,724	\$529,681	\$765,125	\$726,747	\$855,272	\$1,106,593	\$771,957	\$947,922
17010	\$618,870	\$1,852,613	\$2,485,829	\$2,363,445	\$2,749,949	\$2,143,026	\$2,446,607	\$3,329,680
17050	\$333,296	\$487,579	\$563,768	\$634,399	\$713,161	\$635,025	\$503,872	\$520,262
17090	\$136,534	\$156,245	\$196,180	\$312,549	\$568,819	\$466,956	\$373,382	\$666,797
17110	\$834,834	\$664,489	\$599,186	\$716,330	\$1,149,321	\$1,471,948	\$1,691,808	\$1,576,211
17140	\$60,086	\$121,279	\$379,936	\$578,947	\$923,665	\$785,006	\$1,300,943	\$1,575,284
17160	\$130,462	\$165,705	\$194,086	\$209,813	\$199,172	\$120,191	\$118,666	\$101,237
17901			\$803,720	\$765,930	\$961,371	\$1,355,835	\$1,659,950	\$1,858,862
18000	\$408,705	\$323,226	\$304,415	\$389,039	\$461,221	\$959,273	\$1,559,961	\$2,137,983
18010	\$229,660	\$564,233	\$481,837	\$468,162	\$617,614	\$480,994	\$140,375	\$573,628

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

DCODE	7/1/94	6/30/95	7/1/96	6/30/97	7/1/98	6/30/99	7/1/00	6/30/01
18020	\$335,253	\$248,764	\$540,933	\$719,639	\$1,055,870	\$1,325,743	\$1,614,395	\$1,453,952
18060	\$519,413	\$1,085,968	\$1,788,280	\$1,491,991	\$2,462,178	\$3,136,127	\$3,366,527	\$3,357,703
19000	\$155,801	\$95,417	\$95,376	\$84,399	\$232,402	\$390,420	\$573,929	\$617,911
19010	\$1,540,831	\$1,414,301	\$1,376,585	\$1,464,221	\$2,125,992	\$2,776,565	\$3,447,353	\$3,239,967
19070	\$242,526	\$411,666	\$427,138	\$314,139	\$419,484	\$480,616	\$373,223	\$356,884
19100	\$492,573	\$279,172	\$388,823	\$613,237	\$378,239	\$388,850	\$310,717	\$231,188
19120	\$934,197	\$1,421,943	\$2,238,199	\$3,230,783	\$4,265,309	\$5,005,959	\$5,378,799	\$5,800,742
19125	\$113,396	\$250,640	\$394,341	\$271,379	\$396,060	\$480,935	\$587,562	\$699,765
19140	\$3,073,098	\$3,349,777	\$3,527,244	\$3,738,413	\$3,817,191	\$3,424,848	\$2,849,675	\$2,631,987
20015	\$355,749	\$253,666	\$730,598	\$355,529	\$859,029	\$1,263,634	\$1,529,477	\$1,559,648
21000	\$271,101	\$293,751	\$374,519	\$441,075	\$506,664	\$641,478	\$764,181	\$889,510
21010	\$1,037,832	\$1,879,901	\$2,563,756	\$2,291,633	\$2,885,986	\$2,274,422	\$1,963,984	\$1,918,788
21025	\$603,623	\$621,562	\$730,727	\$534,164	\$654,190	\$512,502	\$280,800	\$270,872
21060	\$217,225	\$350,682	\$438,505	\$629,511	\$707,654	\$615,403	\$577,792	\$787,117
21065	\$515,103	\$601,643	\$681,541	\$665,217	\$670,909	\$714,905	\$705,214	\$825,756
21080	\$21,224	\$37,424	\$34,023	\$17,553	\$52,823	\$26,207	\$130,504	\$193,657
21135	\$389,838	\$329,654	\$253,015	\$117,936	\$289,856	\$470,349	\$510,005	\$539,405
22000	\$95,687	\$238,303	\$289,661	\$377,215	\$554,151	\$655,301	\$609,701	\$770,706
22010	\$319,416	\$465,984	\$698,513	\$823,627	\$1,436,215	\$1,761,157	\$1,867,091	\$2,213,585
22025	\$865,721	\$1,004,253	\$1,162,226	\$1,135,296	\$1,401,450	\$1,505,534	\$1,894,646	\$2,335,491
22030	\$1,355,462	\$1,744,907	\$1,852,038	\$1,571,716	\$1,767,402	\$1,487,948	\$1,504,455	\$1,366,871
22045	\$217,781	\$276,361	\$276,102	\$23,846	\$-274,263	\$-335,212	\$-246,048	\$-119,094
23000	\$140,299	\$130,317	\$197,867	\$256,785	\$315,819	\$237,638	\$272,719	\$324,399
23010	\$368,770	\$171,305	\$196,738	\$90,711	\$89,504	\$187,248	\$282,640	\$657,023
23030	\$1,198,064	\$1,391,186	\$1,397,452	\$1,274,170	\$1,463,995	\$1,680,764	\$1,291,392	\$1,019,169
23050	\$444,402	\$676,731	\$842,538	\$1,196,826	\$1,428,904	\$1,449,222	\$1,879,587	\$1,509,293
23060	\$949,009	\$836,102	\$987,864	\$353,229	\$1,951,444	\$3,125,497	\$3,700,701	\$3,691,373
23065	\$568,649	\$695,307	\$802,134	\$668,286	\$1,045,144	\$1,786,917	\$2,282,075	\$2,985,436

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>D</u> <u>C</u> <u>O</u> <u>D</u> <u>E</u>	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
23080	\$855,154	\$819,648	\$1,097,062	\$1,456,553	\$1,910,794	\$1,830,106	\$1,600,011	\$1,566,762
23090	\$705,840	\$1,074,766	\$1,033,212	\$1,237,853	\$1,484,444	\$1,525,732	\$1,148,836	\$1,124,138
23490	\$115,774	\$75,636	\$131,274	\$144,745	\$161,006	\$242,443	\$296,665	\$342,864
23590	-\$6,400	\$32,956	\$26,217	\$12,915	\$18,245	\$33,879	\$43,826	\$46,746
23901			\$0	\$22,084	\$169,831	\$306,385	\$91,267	\$244,282
24020	\$269,512	\$494,083	\$506,145	\$2,667,988	\$3,567,262	\$3,175,994	\$2,790,351	\$2,876,636
24030	-\$269,928	-\$6,832	\$121,766	\$179,625	\$173,856	\$231,272	\$251,623	\$283,104
24040	\$569,083	\$446,724	\$394,740	\$314,787	\$403,008	\$229,851	\$95,456	\$320,858
24070	\$356,015	\$986,643	\$1,756,019	\$1,998,670	\$2,334,477	\$2,643,685	\$2,804,692	\$3,175,274
24901	\$0	\$78,372	\$49,759	\$509	\$23,860	\$128,393	\$179,423	\$365,154
25000	\$2,087,175	\$2,012,417	\$2,392,909	\$2,320,500	\$3,056,114	\$3,853,834	\$3,896,399	\$5,321,611
25010	\$1,204,189	\$471,296	\$1,465,535	\$1,985,390	\$9,853,694	\$23,516,427	\$22,180,876	\$28,778,149
25030	\$8,233,953	\$10,541,367	\$10,447,322	\$9,748,555	\$10,684,619	\$7,343,744	\$6,785,615	\$7,126,616
25040	\$1,432,405	\$2,369,849	\$3,124,660	\$2,970,306	\$3,319,231	\$2,895,665	\$2,467,259	\$2,949,915
25050	\$163,190	\$743,871	\$710,065	\$689,630	\$1,256,304	\$973,370	\$990,889	\$1,378,194
25060	\$1,929,511	\$1,389,218	\$1,137,210	\$982,950	\$1,129,766	\$1,316,989	\$1,086,968	\$1,763,998
25070	\$431,981	\$431,948	\$595,206	\$574,820	\$745,398	\$792,011	\$943,937	\$1,018,417
25080	\$5,766,906	\$4,747,146	\$3,815,567	\$3,351,682	\$6,267,123	\$6,594,926	\$6,328,768	\$5,543,923
25100	\$944,825	\$1,289,560	\$1,052,708	\$934,382	\$1,518,170	\$2,295,033	\$2,552,084	\$1,766,833
25110	\$1,582,802	\$2,672,843	\$3,191,903	\$3,895,032	\$4,458,381	\$4,879,059	\$5,020,086	\$3,898,765
25120	\$1,813,553	\$2,209,989	\$2,773,911	\$2,256,536	\$3,396,579	\$4,519,017	\$5,007,694	\$6,245,998
25130	\$282,244	\$618,332	\$675,437	\$339,593	\$178,005	\$346,332	\$469,122	\$1,064,233
25140	\$904,060	\$1,307,133	\$2,198,448	\$2,423,144	\$3,989,685	\$4,495,986	\$3,825,463	\$4,348,287
25150	\$685,277	\$912,998	\$1,184,153	\$1,325,623	\$1,792,999	\$2,828,835	\$3,334,144	\$4,186,201
25180	\$1,210,836	\$992,828	\$350,900	\$43,925	\$627,073	\$1,506,384	\$1,514,063	\$1,785,249
25200	\$416,214	\$526,317	\$627,398	\$967,734	\$1,423,262	\$1,633,818	\$1,618,389	\$1,641,593
25210	\$124,459	\$276,649	\$438,501	\$235,818	\$176,085	\$252,588	\$125,621	\$87,688
25230	\$69,543	\$363,347	\$373,504	\$521,150	\$777,773	\$1,218,829	\$1,379,122	\$1,156,515

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>DCODE</u>	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
25240	\$1,161,000	\$2,016,979	\$1,481,719	\$1,020,972	\$879,623	\$805,249	-\$732,360	-\$611,846
25250	\$490,742	\$213,753	\$522,122	\$815,686	\$1,135,616	\$1,000,689	\$1,129,951	\$1,284,543
25260	\$1,413,511	\$1,471,541	\$1,575,348	\$1,361,888	\$1,135,042	\$2,015,974	\$2,609,586	\$3,319,434
25280	\$48,862	\$124,091	\$245,051	\$183,340	\$255,632	\$669,894	\$858,651	\$1,141,163
25901			\$28,097	\$54,954	\$89,259	\$120,362	\$147,946	\$175,120
25902			\$121,070	\$137,150	\$162,205	\$243,808	\$584,488	\$642,373
25903							-\$84,258	\$44,080
25904							\$85,747	\$250,896
25905							\$2,242	\$12,180
25906							\$133,504	\$64,772
25907							\$32,728	\$46,152
25908							\$73,972	\$52,104
25909							\$11,348	\$37,066
26010	\$456,201	\$594,467	\$607,445	\$631,394	\$1,260,372	\$979,114	\$708,346	\$1,057,696
26040	\$584,148	\$842,669	\$1,404,556	\$1,385,660	\$1,976,569	\$967,754	\$1,205,819	\$1,318,512
26901			\$0	\$2,238	\$22,168	\$36,227	\$58,163	\$25,674
27000	\$113,006	\$202,471	\$192,739	\$137,608	\$175,482	\$193,452	\$175,160	\$127,916
27010	\$172,071	\$278,546	\$162,575	\$161,401	\$104,309	\$321,957	\$475,044	\$524,821
27020	-\$54,752	\$227,700	\$289,022	\$106,449	\$141,929	\$168,882	-\$448,146	-\$348,563
27060	\$475,272	\$470,733	\$514,712	\$580,559	\$587,166	\$686,550	\$653,834	\$629,589
27070	\$433,197	\$600,696	\$679,468	\$645,294	\$682,324	\$649,038	\$528,404	\$569,756
27080	\$87,371	\$201,728	\$237,030	-\$53,081	-\$529,053	\$285,259	\$289,655	\$201,734
28000	\$794,999	\$729,844	\$1,022,480	\$1,445,235	\$2,126,723	\$2,568,780	\$2,738,195	\$3,220,422
28010	\$2,826,269	\$3,233,442	\$5,355,917	\$6,950,427	\$6,881,845	\$6,514,736	\$6,365,280	\$8,073,614
28035	\$98,123	-\$3,229	\$133,615	\$102,956	\$77,456	\$134,096	\$260,821	\$291,845
28080	\$1,284,227	\$1,454,855	\$1,615,865	\$1,664,176	\$2,084,857	\$2,475,839	\$2,770,133	\$3,120,978
28901			\$0	\$21,769	\$27,512	\$207,186	\$277,446	\$250,739
28902							\$0	\$36,088

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>DCODE</u>	<u>7/1/84</u>	<u>6/30/85</u>	<u>7/1/86</u>	<u>6/30/87</u>	<u>7/1/88</u>	<u>6/30/89</u>	<u>7/1/90</u>	<u>6/30/91</u>
29000	\$138,180	\$171,758	\$254,742	\$164,180	\$182,484	\$284,825	\$380,556	\$415,338
29010	\$174,609	\$349,249	\$128,440	\$144,567	\$74,050	\$794,818	\$981,113	\$1,114,449
29020	\$211,464	\$393,949	\$586,959	\$497,146	\$436,155	\$508,862	\$264,566	\$225,166
29040	\$575,725	\$705,412	\$940,973	\$811,208	\$1,218,514	\$1,296,459	\$1,057,050	\$1,037,920
29050	\$826,636	\$1,127,046	\$1,423,811	\$1,313,781	\$1,634,368	\$1,730,956	\$1,704,550	\$2,584,995
29060	\$967,838	\$1,229,891	\$1,259,874	\$1,528,030	\$1,929,053	\$1,988,465	\$1,635,719	\$1,768,062
29100	\$525,984	\$829,587	\$1,131,369	\$1,119,828	\$1,265,847	\$1,500,778	\$1,934,122	\$2,060,611
30000	\$181,024	\$190,389	\$505,513	\$710,722	\$974,568	\$1,349,363	\$1,517,166	\$1,711,392
30010	\$692,904	\$907,677	\$933,035	\$816,884	\$578,340	\$512,747	\$351,291	\$359,846
30020	\$298,949	\$534,039	\$367,209	\$350,974	\$1,050,541	\$502,791	\$270,619	\$567,035
30030	\$235,948	\$226,885	\$69,921	\$174,877	\$657,880	\$834,349	\$650,619	\$573,935
30040	\$175,116	\$184,029	\$99,307	\$40,333	\$469,478	\$664,929	\$330,456	\$142,404
30050	\$107,175	\$222,123	\$447,683	\$611,439	\$789,573	\$805,629	\$661,736	\$661,487
30060	\$339,200	\$486,989	\$482,573	\$453,791	\$687,995	\$846,329	\$765,795	\$937,222
30070	\$194,474	\$300,732	\$435,734	\$419,826	\$410,558	\$479,280	\$533,058	\$492,687
30080	\$98,069	\$159,882	\$221,117	\$281,370	\$552,783	\$573,780	\$654,748	\$751,889
30901					\$1,703	\$32,547	\$31,715	\$358,337
30902					\$0	\$105,559	\$198,916	\$219,602
31000	\$178,660	\$266,081	\$259,551	\$334,217	\$304,160	\$353,578	\$538,877	\$877,235
31010	\$494,778	\$630,216	\$716,852	\$775,465	\$909,237	\$1,195,910	\$553,326	\$141,050
31020	\$231,772	\$429,386	\$487,441	\$597,692	\$582,833	\$343,470	\$338,593	\$470,016
31030	\$641,351	\$1,101,204	\$1,740,102	\$1,953,268	\$1,167,719	\$1,452,490	\$1,944,435	\$2,315,806
31050	\$417,413	\$516,330	\$726,037	\$1,056,418	\$1,329,228	\$1,549,278	\$1,721,522	\$1,662,620
31070	\$115,730	\$236,280	\$215,600	\$197,353	\$151,349	\$78,857	\$75,662	\$102,837
31100	\$96,079	\$176,209	\$110,628	\$131,137	\$125,997	\$122,245	-\$63,634	-\$203,050
31110	\$200,699	\$249,958	\$276,049	\$400,348	\$389,219	\$493,497	\$458,059	\$510,155
31130	\$191,353	\$209,225	\$196,241	\$242,336	\$400,345	\$405,840	\$350,169	\$294,559
31140	\$136,176	\$144,204	\$143,972	\$159,690	\$173,048	\$159,692	\$175,842	\$247,210

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>DCODE</u>	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
32000	\$317,320	\$330,620	\$359,600	\$462,573	\$605,436	\$689,499	\$769,168	\$781,223
32010	\$1,830,989	\$2,820,867	\$3,639,718	\$3,453,777	\$4,047,029	\$3,654,707	\$3,278,042	\$3,667,053
32030	\$783,751	\$920,824	\$946,805	\$1,008,214	\$1,061,343	\$1,116,223	\$990,269	\$786,475
32040	\$53,331	\$83,342	\$81,765	\$107,037	\$149,304	\$184,383	\$208,844	\$236,187
32050	\$1,143,103	\$1,515,269	\$1,520,029	\$2,037,566	\$2,157,225	\$2,008,325	\$1,577,788	\$1,453,447
32060	\$474,391	\$781,020	\$1,275,535	\$1,365,297	\$1,373,824	\$1,707,424	\$1,899,805	\$2,136,744
32080	\$320,910	\$473,716	\$702,183	\$698,080	\$619,761	\$333,871	\$312,761	\$451,009
32090	\$177,515	\$358,986	\$615,451	\$684,861	\$796,483	\$711,581	\$577,088	\$572,126
32130	\$472,251	\$617,883	\$773,514	\$859,625	\$1,009,583	\$1,116,871	\$1,002,138	\$806,010
32140	\$35,412	\$55,629	\$48,459	\$65,838	\$77,827	\$72,481		
32170	\$432,585	\$748,047	\$836,957	\$1,164,751	\$1,486,154	\$2,100,787	\$2,511,063	\$2,563,499
32250	\$75,724	\$54,750	\$43,676	\$100,549	\$150,564	\$202,089	\$217,581	\$283,457
32260	\$38,780	\$61,844	\$70,872	\$94,481	\$96,371	\$94,159	\$157,494	\$154,873
32610	\$21,919	\$56,823	\$43,296	\$54,783	\$71,452	\$87,077	\$94,119	\$100,284
32620	\$17,483	\$23,102	\$14,315	\$29,431	\$55,759	\$49,654	\$62,223	\$89,898
32630	\$24,121	\$53,538	\$69,508	\$99,162	\$139,392	\$187,595	\$199,634	\$214,751
32650	\$28,246	\$49,213	\$36,673	\$58,980	\$28,347	\$41,552	\$68,075	\$96,632
33000	\$702,322	\$750,861	\$945,877	\$1,055,573	\$1,181,165	\$1,807,630	\$2,096,059	\$2,545,537
33010	\$5,823,424	\$6,340,596	\$4,164,229	\$3,644,912	\$5,956,669	\$7,074,058	\$5,797,623	\$3,556,908
33020	\$5,000,991	\$4,088,620	\$5,943,610	\$10,974,294	\$19,134,764	\$27,359,453	\$31,604,589	\$30,028,684
33040	-\$2,053	\$137,959	\$338,502	\$278,148	\$530,134	\$654,981	\$476,635	\$335,437
33060	\$717,180	\$1,383,435	\$1,518,283	\$1,373,860	\$2,152,103	\$2,345,787	\$2,094,141	\$1,620,434
33070	\$1,911,893	\$2,511,628	\$1,453,231	\$70,359	\$3,508,243	\$6,226,841	\$6,431,669	\$6,506,536
33100	\$392,356	\$1,060,025	\$1,242,800	\$817,715	\$807,966	\$1,252,411	\$1,372,121	\$1,638,143
33130	\$983,241	\$1,479,610	\$1,338,292	\$1,938,612	\$2,583,965	\$3,194,149	\$3,052,180	\$2,931,711
33170	\$4,147,385	\$5,917,599	\$5,521,012	\$4,015,119	\$5,719,917	\$4,916,958	\$4,224,891	\$3,871,451
33200	\$313,094	\$445,239	\$671,932	\$721,339	\$917,216	\$1,463,036	\$1,441,128	\$1,566,305
33215	\$2,948,996	\$4,328,820	\$3,212,593	\$2,325,656	\$4,605,196	\$5,193,152	\$4,527,592	\$3,587,492

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>DCODE</u>	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
33220	\$456,388	\$451,680	\$463,877	\$383,722	\$636,815	\$723,206	\$624,196	\$687,587
33230	\$292,984	\$934,719	\$668,102	\$773,914	\$1,414,427	\$1,371,120	\$1,253,492	\$1,476,764
33901	\$0	-\$3,171	-\$454	\$5,963	\$9,487	\$2,063	\$2,211	\$115,436
33902			-\$16,317	-\$89,198	\$16,134	\$205,346	\$189,923	\$142,360
33903			-\$50,995	-\$83,436	\$11,440	\$54,472	\$12,313	-\$3,362
33904			\$0	\$0	\$0	\$0	\$96,273	\$115,438
33905			\$0	\$18,749	-\$1,167,051	-\$773,689	-\$228,811	-\$584,267
33906							\$19,348	\$36,832
33907							\$152,941	\$98,690
33908							\$502	\$1,845
33909							\$14,605	\$40,011
34000	\$276,722	\$281,940	\$307,832	\$408,181	\$682,980	\$743,115	\$934,573	\$1,113,238
34010	\$2,073,606	\$2,341,886	\$2,701,451	\$2,463,809	\$3,850,430	\$3,788,858	\$4,304,194	\$5,048,596
34040	\$284,027	\$361,624	\$193,362	\$191,961	\$286,736	\$379,178	\$297,795	\$382,943
34080	\$984,572	\$988,532	\$1,021,250	\$987,340	\$1,711,035	\$1,801,929	\$1,363,138	\$908,404
34090	\$749,716	\$838,847	\$821,190	\$506,160	\$1,450,631	\$1,579,913	\$1,587,644	\$1,356,943
34110	\$456,433	\$643,445	\$573,895	\$329,028	\$848,586	\$935,312	\$698,865	\$292,268
34120	\$236,574	\$424,126	\$122,964	\$244,129	\$411,222	\$802,731	\$1,149,565	\$1,284,476
34140	-\$6,356	\$61,686	\$16,851	\$62,148	\$63,289	\$62,603	\$72,457	\$71,480
34340	\$229,110	\$210,409	\$193,903	\$234,328	\$277,069	\$300,167	\$347,793	\$394,417
34360	\$122,416	\$138,781	\$84,836	\$87,707	\$105,991	\$100,881	\$102,686	\$89,581
35000	\$133,840	\$193,988	\$286,249	\$247,958	\$397,591	\$381,241	\$373,978	\$349,039
35010	\$1,136,195	\$764,282	\$1,330,060	\$893,619	\$717,955	\$1,185,705	\$1,093,864	\$998,159
35020	\$445,364	\$609,841	\$626,934	\$408,601	\$536,253	\$521,332	\$518,797	\$459,870
35030	\$80,252	\$131,607	\$395,817	\$545,253	\$1,261,803	\$1,768,416	\$1,795,554	\$1,179,584
35040	\$251,940	\$62,549	\$195,259	\$317,852	\$924,610	\$1,270,694	\$1,310,784	\$1,845,887
35901			\$0	\$7,331	\$19,660	\$31,407	\$36,491	\$35,310
36015	\$903,369	\$1,306,270	\$1,309,284	\$1,410,716	\$1,424,104	\$734,432	\$343,280	\$15,638

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>DCODE</u>	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
36025	\$69,130	\$468,071	\$607,585	\$129,216	\$184,538	\$25,291	\$176,785	\$648,622
37010	\$2,490,097	\$3,493,648	\$3,138,946	\$1,484,874	\$798,533	\$1,351,920	\$1,907,974	\$2,695,413
37040	\$434,490	\$677,532	\$1,183,147	\$1,469,111	\$1,846,947	\$2,276,359	\$2,351,760	\$2,693,373
37060	\$544,569	\$815,322	\$1,185,545	\$987,023	\$932,028	\$997,517	\$923,782	\$1,079,139
37901			\$8,579	\$29,559	-\$14,426	\$53,219	\$50,567	\$63,102
37902					\$199,492	\$261,569	\$292,497	\$382,574
38000	\$212,712	\$396,266	\$469,508	\$590,961	\$899,091	\$1,869,196	\$2,259,988	\$2,306,484
38010	\$778,141	\$1,187,534	\$1,609,995	\$1,176,102	\$1,543,145	\$1,530,650	\$1,645,109	\$1,797,578
38020	\$36,401	\$202,611	\$441,037	\$671,880	\$1,343,323	\$1,620,511	\$1,942,285	\$2,256,491
38040	\$86,001	\$341,774	\$802,006	\$1,264,407	\$1,501,701	\$917,733	\$929,788	\$942,316
38050	\$251,450	\$372,949	\$429,444	\$296,466	\$479,472	\$764,918	\$1,014,670	\$1,440,106
38080	\$262,328	\$422,615	\$767,570	\$717,430	\$831,263	\$722,635	\$737,753	\$918,284
38090	\$192,224	\$445,328	\$778,816	\$426,113	\$338,924	\$129,113	\$150,083	\$673,636
38100	\$219,773	\$392,665	\$531,397	\$894,844	\$860,276	\$927,194	\$1,069,179	\$1,231,049
38120	\$736,611	\$1,163,233	\$1,651,692	\$1,575,177	\$2,035,991	\$2,493,015	\$2,260,220	\$2,694,794
38130	\$564,019	\$926,693	\$1,023,515	\$1,154,197	\$1,386,961	\$1,305,223	\$1,326,732	\$1,454,881
38140	\$1,013,796	\$922,918	\$1,268,361	\$2,090,617	\$2,950,328	\$2,798,402	\$2,719,486	\$3,139,197
38150	\$306,560	\$273,345	\$448,286	\$385,260	\$408,644	\$167,554	\$335,490	\$407,445
38170	\$387,931	\$356,794	\$507,867	\$48,460	\$1,795,485	\$1,518,566	\$1,997,754	\$645,864
38901			\$62,690	\$122,073	\$164,979	\$163,476	\$228,678	\$260,217
38902					\$0	\$37,455	\$52,462	\$64,040
39000	\$765,354	\$920,257	\$1,155,870	\$1,483,846	\$1,947,380	\$2,291,738	\$2,416,196	\$2,438,062
39010	\$2,427,500	\$3,545,664	\$3,425,504	\$3,038,740	\$3,652,722	\$3,379,872	\$3,408,332	\$3,800,988
39020	\$156,810	\$569,297	\$742,789	\$583,277	\$739,395	\$548,293	\$557,333	\$554,436
39030	\$583,536	\$1,017,786	\$1,205,157	\$1,527,098	\$2,130,714	\$2,018,104	\$1,604,005	\$1,870,174
39050	\$518,361	\$742,954	\$701,882	\$798,686	\$964,517	\$1,433,367	\$1,555,496	\$1,609,182
39065	\$1,290,278	\$1,437,937	\$1,776,574	\$1,230,835	\$1,772,022	\$1,850,136	\$1,763,333	\$1,379,533
39130	\$514,262	\$194,227	\$477,612	\$401,895	\$772,787	\$955,569	\$156,072	\$48,519

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>DCODE</u>	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
39140	\$3,186,472	\$4,557,574	\$4,253,370	\$4,671,918	\$7,178,997	\$6,837,633	\$7,375,370	\$6,689,951
39160	\$296,523	\$342,031	\$468,734	\$234,353	\$489,763	\$528,363	\$275,245	\$262,441
39170	\$1,169,377	\$1,317,816	\$1,478,408	\$1,807,484	\$2,021,290	\$2,261,937	\$2,478,535	\$2,761,545
39901			\$24,478	\$99,687	\$14,286	\$9,898	\$27,102	\$28,802
39903					\$0	-\$42,112	\$172	\$0
39904					\$0	-\$461,412	\$0	\$0
39905					\$0	\$24,329	\$45,612	\$36,453
40020	\$494,702	\$485,556	\$563,518	\$625,303	\$671,422	\$732,713	\$747,850	\$782,719
40040	-\$386,799	\$101,188	\$105,535	\$131,559	\$518,583	\$1,236,756	\$1,606,529	\$1,735,612
40060	\$84,134	\$99,203	\$77,727	\$83,986	\$53,302	\$33,631	\$30,023	\$26,552
41000	\$3,052,920	\$3,589,183	\$3,984,102	\$4,791,881	\$4,459,505	\$4,692,332	\$4,345,031	\$4,526,371
41010	\$11,680,493	\$12,496,598	\$16,954,214	\$15,910,757	\$18,301,342	\$19,850,838	\$16,644,052	\$7,671,044
41020	\$1,963,542	\$2,689,524	\$4,337,208	\$3,774,347	\$4,053,471	\$4,534,548	\$4,687,246	\$3,652,833
41025	\$815,293	\$2,069,627	\$1,508,394	\$1,879,007	\$2,969,645	\$2,593,898	\$2,729,614	\$2,617,074
41026	\$2,106,417	\$2,180,602	\$3,153,074	\$2,813,462	\$4,940,949	\$4,681,491	\$4,348,695	\$2,848,322
41040	\$966,352	\$1,418,613	\$1,497,594	\$927,360	\$2,072,185	\$3,189,759	\$4,052,197	\$4,402,061
41050	\$2,462,229	\$3,034,860	\$2,960,193	\$3,089,889	\$4,895,219	\$5,037,723	\$4,186,056	\$3,974,627
41070	\$591,355	\$865,256	\$904,850	\$1,264,815	\$1,442,657	\$1,306,828	\$1,780,634	\$2,205,660
41080	\$626,906	\$656,816	\$777,694	\$778,131	\$805,397	\$751,155	\$409,272	\$90,884
41090	\$1,421,469	\$1,763,305	\$2,101,289	\$2,514,088	\$3,386,638	\$2,542,067	\$2,139,964	\$2,249,251
41110	\$10,521,236	\$15,532,005	\$19,637,799	\$23,807,406	\$25,759,808	\$22,726,290	\$16,878,667	\$15,644,072
41120	\$990,390	\$2,144,610	\$1,818,639	\$1,828,491	\$1,965,341	\$1,652,585	\$1,791,138	\$2,199,502
41130	\$3,179,234	\$3,924,138	\$3,606,184	\$4,569,282	\$5,376,111	\$4,977,500	\$3,926,365	\$3,556,842
41140	\$2,984,001	\$3,366,318	\$3,762,819	\$5,396,942	\$6,121,294	\$6,876,204	\$6,284,248	\$6,082,280
41145	\$800,091	\$1,286,355	\$1,463,780	\$1,181,095	\$3,788,062	\$4,457,873	\$4,103,910	\$4,184,287
41150	\$571,499	\$438,462	\$546,034	\$575,751	\$1,245,154	\$1,527,646	\$1,433,637	\$1,529,269
41160	\$2,263,338	\$3,478,736	\$4,429,377	\$3,547,936	\$3,703,540	\$4,308,393	\$3,410,183	\$3,481,656
41170	\$2,008,303	\$2,360,404	\$1,716,713	\$1,843,750	\$2,407,092	\$2,811,987	\$3,196,590	\$3,132,001

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>DCODE</u>	<u>7/1/84</u>	<u>6/30/85</u>	<u>7/1/86</u>	<u>6/30/87</u>	<u>7/1/88</u>	<u>6/30/89</u>	<u>7/1/90</u>	<u>6/30/91</u>
41210	\$1,485,330	\$1,265,919	\$1,866,196	\$3,257,409	\$5,341,261	\$6,457,643	\$5,162,158	\$2,053,340
41240	\$1,326,417	\$1,559,719	\$1,610,797	\$1,080,856	\$2,293,421	\$1,583,223	\$1,172,970	\$1,463,703
41901			\$55,610	\$171,160	\$239,653	\$204,582	\$226,712	\$257,415
41902			\$99,536	\$94,805	\$77,093	\$130,809	\$93,080	\$90,906
41904			\$48,817	-\$1,183,682	-\$1,164,494	-\$1,037,105	\$287,236	\$239,823
41905			\$14,201	\$26,606	\$49,082	\$99,733	\$88,869	\$48,123
41906			\$66,618	\$16,725	\$116	-\$1,556	\$1,484	\$31,602
41907			-\$30,602	-\$81,485				
41908			\$0	-\$41,261	-\$23,152	\$30,146	\$118,293	\$160,897
41909			\$0	\$30,349	\$44,435	\$48,341	\$52,285	\$55,501
41910			\$0	\$25,927	\$36,680	\$51,170	\$55,719	\$68,228
41911			\$0	\$14,893	-\$18,323	\$27,846	\$46,187	\$48,013
41912					\$1,197	\$2,001		
41913					\$36,793	\$117,180	\$216,693	\$243,148
41914					\$22,126	\$42,105	\$42,654	\$38,067
41915					\$12,760	\$40,565	\$45,665	\$23,303
41916					\$10,384	\$10,384	\$50,080	\$26,678
41917					\$0	\$2,075	\$88,040	\$130,230
41918					\$0	\$142,170	\$123,899	\$176,045
41919					\$0	\$0	\$19,624	\$35,000
41920							\$21,157	\$44,402
41921							\$0	-\$6,016
42030	\$117,364	\$145,376	\$167,419	\$187,587	\$161,685	\$171,538	\$191,193	\$211,197
43040	\$564,644	\$586,596	\$205,215	\$73,662	\$443,979	\$564,568	\$585,053	\$292,322
44000	\$146,927	\$166,045	\$348,839	\$578,738	\$1,015,734	\$1,265,746	\$1,732,942	\$1,677,330
44010	\$1,380,329	\$1,260,784	\$398,037	\$1,852,656	\$3,547,275	\$4,026,744	\$4,220,811	\$3,910,130
44020	\$859	\$245,876	\$511,351	\$718,114	\$1,048,938	\$1,323,472	\$1,556,393	\$1,566,488
44050	\$248,415	\$451,312	\$652,097	\$741,984	\$824,267	\$690,520	\$556,489	\$418,246

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>DCODE</u>	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
44060	\$225,297	\$544,004	\$949,080	\$1,420,765	\$1,993,109	\$2,432,631	\$2,830,554	\$2,862,541
44090	\$1,142,586	\$803,337	\$912,202	\$1,350,590	\$1,456,552	\$1,609,695	\$1,687,478	\$1,751,264
44901					\$707,478	\$848,343	\$551,607	\$1,420,109
45010	\$711,999	\$666,812	\$690,004	\$857,994	\$1,109,892	\$1,219,608	\$1,208,209	\$1,400,300
45020	\$416,237	\$551,029	\$396,469	\$582,931	\$521,117	\$684,201	\$545,243	\$553,597
45040	\$572,900	\$405,591	\$447,744	\$348,301	\$486,542	\$479,776	\$485,048	\$339,514
45050	\$45,763	\$95,584	\$100,184	\$23,566	\$409,621	\$465,579	\$441,528	\$306,197
46000	\$459,122	\$554,141	\$628,836	\$662,717	\$870,439	\$1,005,899	\$1,164,749	\$1,569,764
46010	\$2,522,224	\$1,952,502	\$1,802,238	\$1,940,314	\$2,355,804	\$2,947,415	\$2,869,047	\$2,392,337
46020	\$885,295	\$588,899	\$531,884	\$554,687	\$684,056	\$720,956	\$726,140	\$705,775
46040	\$533,407	\$705,121	\$826,172	\$1,226,191	\$1,591,040	\$1,621,506	\$1,502,013	\$2,296,605
46050	\$543,283	\$577,442	\$649,151	\$400,485	\$431,335	\$544,355	\$505,377	\$455,382
46060	\$168,715	\$374,323	\$735,621	\$732,522	\$1,329,072	\$1,801,781	\$1,514,056	\$1,537,016
46070	\$254,436	\$313,238	\$411,522	\$414,320	\$367,138	\$414,331	\$275,251	\$384,205
46080	\$1,316,968	\$1,756,619	\$2,192,591	\$2,387,304	\$2,846,678	\$2,892,244	\$2,365,177	\$2,654,981
46090	\$1,715,679	\$1,722,331	\$1,674,299	\$1,421,435	\$1,392,735	\$1,641,173	\$1,676,185	\$1,767,630
46100	\$1,020,924	\$1,231,035	\$1,771,435	\$1,911,754	\$2,183,209	\$2,091,075	\$1,951,515	\$1,928,660
46110	\$1,416,906	\$1,400,608	\$1,811,831	\$1,766,711	\$1,917,087	\$2,039,977	\$1,733,363	\$1,611,863
46130	\$411,844	\$476,377	\$513,337	\$466,814	\$557,990	\$559,920	\$460,088	\$672,413
46140	\$431,368	\$697,143	\$1,106,963	\$1,160,350	\$1,806,291	\$1,687,213	\$1,017,134	\$1,137,265
47000	\$224,073	\$212,954	\$674,482	\$627,510	\$1,211,943	\$1,782,421	\$983,350	\$947,897
47010	\$1,824,855	\$3,503,396	\$4,344,119	\$2,814,117	\$1,875,855	\$2,206,913	\$2,393,311	\$3,086,583
47030	\$417,456	\$838,054	\$1,517,745	\$1,409,559	\$1,874,426	\$1,405,546	-\$161,188	\$500,250
47060	\$423,499	\$462,867	\$835,512	\$796,862	\$1,678,334	\$1,640,664	\$989,065	\$547,621
47070	\$1,714,536	\$3,408,460	\$1,801,531	\$2,202,698	\$2,553,639	\$2,609,160	\$2,388,931	\$2,456,498
47080	\$505,458	\$438,688	\$1,472,559	\$1,528,602	\$2,672,006	\$3,557,658	\$2,838,214	\$2,653,360
47901			\$168,169	\$142,089	\$47,980	-\$60,221	-\$22,579	\$30,314
47902			\$0	\$6,016	\$26,746	\$44,175	\$9,664	\$32,695

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>DPCODE</u>	<u>7/1/84</u>	<u>6/30/85</u>	<u>7/1/86</u>	<u>6/30/87</u>	<u>7/1/88</u>	<u>6/30/89</u>	<u>7/1/90</u>	<u>6/30/01</u>
48040	\$471,171	\$520,625	\$617,778	\$751,769	\$523,312	\$531,045	\$196,315	\$115,731
49010	\$167,176	\$308,492	\$364,583	\$290,551	\$411,882	\$320,597	\$361,832	\$293,971
49020	\$35,377	\$33,496	\$17,049	\$55,363	\$53,304	\$54,630	\$91,612	\$97,723
49040	\$463,876	\$699,462	\$815,378	\$710,129	\$690,817	\$751,948	\$645,084	\$476,027
49055	\$576,836	\$667,606	\$698,733	\$712,950	\$740,748	\$849,010	\$718,120	\$627,877
49070	\$289,993	\$314,541	\$321,939	\$464,197	\$292,529	\$234,037	\$153,917	\$190,695
49110	\$234,967	\$375,966	\$450,089	\$535,594	\$531,698	\$655,445	\$679,489	\$1,035,625
50000	\$1,101,689	\$1,179,732	\$1,335,360	\$1,812,550	\$2,231,681	\$2,341,151	\$2,500,378	\$2,652,313
50010	\$4,568,541	\$4,962,993	\$5,162,464	\$5,824,731	\$6,586,691	\$6,750,451	\$6,594,142	\$6,607,954
50020	\$261,582	\$609,972	\$1,118,024	\$880,895	\$2,542,320	-\$621,389	-\$2,474,176	-\$1,593,689
50030	\$4,456,887	\$5,567,784	\$6,280,171	\$6,195,544	\$8,430,001	\$9,690,660	\$10,754,874	\$9,479,195
50040	\$879,122	\$1,413,385	\$1,775,997	\$2,277,034	\$3,959,928	\$4,323,651	\$4,737,353	\$4,863,815
50050	\$418,148	\$475,624	\$566,485	\$781,887	\$1,193,731	\$1,432,821	\$884,305	\$196,190
50070	\$5,570	\$26,793	\$127,002	\$169,714	\$1,101,376	\$2,005,386	\$3,141,049	\$2,864,750
50080	\$868,009	\$2,643,533	\$845,992	\$2,456,183	\$3,407,824	\$3,393,294	\$5,446,039	\$4,608,692
50090	\$2,207,037	\$2,857,114	\$4,111,508	\$5,337,560	\$8,992,980	\$10,400,033	\$10,891,700	\$10,702,313
50100	\$1,560,279	\$1,879,975	\$1,822,706	\$2,231,039	\$4,569,680	\$4,221,843	\$2,913,060	\$2,483,223
50120	\$1,753,629	\$2,144,486	\$2,549,010	\$2,773,467	\$3,156,544	\$3,530,388	\$5,634,499	\$5,556,709
50130	\$1,143,518	\$1,588,893	\$1,966,327	\$1,837,919	\$1,348,326	\$1,701,210	\$1,602,179	\$2,183,591
50140	\$2,785,491	\$4,133,217	\$8,505,947	\$12,385,487	\$18,137,779	\$19,244,150	\$19,749,915	\$18,505,778
50160	-\$1,268,841	-\$692,571	-\$1,869,985	-\$2,237,856	\$10,224	\$115,114	\$1,174,587	\$2,402,068
50170	-\$109,387	\$184,675	\$507,338	\$414,940	\$366,302	\$467,109	\$85,683	\$4,843
50180	\$364,330	\$745,580	\$790,066	\$916,678	\$1,564,252	\$1,669,172	\$1,953,740	\$1,987,020
50190	\$1,048,352	\$1,655,093	\$2,656,946	\$2,774,826	\$3,816,705	\$4,214,057	\$4,931,743	\$5,559,937
50200	\$2,384,854	\$3,459,112	\$3,693,992	\$3,712,207	\$4,492,388	\$5,171,709	\$5,711,869	\$4,855,949
50210	\$17,351,759	\$24,643,244	\$29,939,469	\$35,193,874	\$43,779,868	\$50,122,453	\$53,405,397	\$55,454,283
50220	\$205,766	\$2,529,224	\$5,764,449	\$9,195,990	\$11,550,575	\$12,235,059	\$15,467,840	\$14,602,728
50230	\$8,161,342	\$11,838,929	\$15,595,231	\$14,677,590	\$17,725,062	\$19,064,705	\$17,896,751	\$18,499,075

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>DCODE</u>	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
50240	\$2,663,020	\$3,186,189	\$3,376,732	\$3,491,202	\$3,836,656	\$4,425,789	\$4,686,366	\$4,833,509
50901			\$80,602	\$91,597	\$175,794	\$144,456	\$157,638	\$197,963
50902							\$114,548	\$159,356
50903							\$11,676	\$176,668
50904							\$83,763	\$303,949
51000	\$45,810	\$184,241	\$205,925	\$166,547	\$135,803	\$264,749	\$411,460	\$436,451
51020	\$238,663	\$286,227	\$322,138	\$285,597	\$342,370	\$297,541	\$417,402	\$406,052
51045	\$287,348	\$285,311	\$277,284	\$364,061	\$539,110	\$553,859	\$573,678	\$780,913
51060	\$636,273	\$837,756	\$727,589	\$758,164	\$592,978	\$322,678	\$203,389	\$424,769
51070	\$479,408	\$513,951	\$671,580	\$900,445	\$1,436,879	\$1,166,691	\$1,117,445	\$1,027,385
51902			\$0	\$22,604	\$101,437	\$71,710	\$50,368	-\$32,925
51903					\$66,923	\$143,817	\$217,009	\$105,970
51904							\$0	\$0
52000	\$435,838	\$481,772	\$615,299	\$637,148	\$771,329	\$1,041,432	\$1,564,614	\$1,545,659
52015	-\$54,151	\$277,600	\$603,401	\$539,182	\$875,485	\$789,663	\$268,713	\$299,104
52040	\$1,749,369	\$3,388,623	\$6,565,719	\$6,894,735	\$5,716,572	\$3,685,356	\$3,481,520	\$3,035,840
52090	\$85,769	\$91,757	\$89,703	\$660	\$350,782	\$636,268	\$466,282	\$566,828
52100	\$184,194	\$212,227	\$166,637	\$123,492	\$118,722	\$210,151	\$183,024	\$279,528
52110	\$604,077	\$737,903	\$822,485	\$712,504	\$760,843	\$545,562	\$544,412	\$417,571
52160	\$309,798	\$315,597	\$289,370	\$315,800	\$308,895	\$243,767	\$315,358	\$396,749
52170	\$261,062	\$1,678,435	\$3,183,969	\$1,463,108	\$826,166	\$1,709,292	\$3,799,761	\$4,590,156
52180	\$449,121	\$565,785	\$782,949	\$988,327	\$1,832,068	\$1,874,817	\$2,134,086	\$1,975,647
52901					\$43,638	\$48,066	\$4,617	\$18,385
53000	\$90,210	\$93,060	\$101,940	\$180,237	\$491,375	\$630,820	\$762,835	\$683,022
53010	\$498,407	\$473,530	\$725,090	\$562,726	\$1,193,561	\$1,204,329	\$965,937	\$552,343
53020	\$286,329	\$422,142	\$464,482	\$613,468	\$766,771	\$914,421	\$740,206	\$605,673
53030	\$23,017	\$56,608	\$124,991	\$8,070	\$21,788	\$5,138	-\$28,708	-\$83,579
53040	\$2,070,251	\$3,165,423	\$2,818,152	\$4,075,714	\$4,053,410	\$3,523,938	\$3,003,394	\$3,161,530

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>DCODE</u>	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
54000	\$556,565	\$649,800	\$930,253	\$744,943	\$858,567	\$866,530	\$1,010,706	\$1,319,998
54010	\$1,044,686	\$2,201,606	\$2,653,540	\$2,789,030	\$2,955,053	\$1,311,282	\$897,842	\$630,148
54025	\$974,989	\$915,489	\$1,251,297	\$1,663,849	\$5,683,581	\$6,318,514	\$6,881,311	\$7,886,466
54040	\$667,480	\$660,511	\$433,163	\$981,943	\$1,776,715	\$2,296,707	\$2,705,204	\$3,029,106
54901					\$0	\$338,855	\$143,929	\$354,253
55000	\$117,081	\$150,272	\$138,456	\$210,721	\$281,053	\$365,049	\$346,660	\$379,059
55010	\$269,471	\$252,297	\$147,123	\$137,546	\$256,493	\$244,139	\$101,606	\$49,643
55100	\$1,571,847	\$1,641,351	\$1,978,865	\$2,483,434	\$3,155,960	\$3,501,159	\$3,330,744	\$3,269,453
55115	\$664,227	\$653,558	\$857,093	\$562,037	\$566,488	\$510,234	\$354,401	\$511,786
55120	\$661,541	\$676,226	\$886,134	\$996,105	\$1,478,638	\$1,572,761	\$1,756,857	\$1,847,464
55901			\$197,496	\$78,984	\$25,355	\$50,454	\$68,516	\$84,972
56000	\$229,851	\$323,003	\$613,014	\$726,759	\$966,568	\$1,166,463	\$1,320,821	\$1,691,095
56010	\$9,262,373	\$12,857,038	\$15,978,521	\$14,458,633	\$18,364,706	\$16,320,664	\$16,453,922	\$12,757,868
56020	\$330,478	\$391,833	\$448,915	\$495,521	\$773,874	\$1,065,434	\$1,155,976	\$1,258,762
56030	\$147,541	\$399,986	\$496,604	\$696,082	\$812,731	\$862,297	\$512,418	\$127,925
56050	\$770,967	\$404,675	\$221,507	\$360,245	\$295,621	\$63,998	\$6,199	\$24,180
56901			\$9,846	\$45,688	\$155,291	\$237,283	\$275,843	\$288,273
56902			\$0	\$2,691	\$80,592	\$96,319	\$71,310	\$205,259
57020	\$808,896	\$886,661	\$1,062,912	\$1,130,038	\$1,025,515	\$1,441,488	\$1,663,534	\$1,612,205
57030	\$547,918	\$507,213	\$400,042	\$689,624	\$1,325,107	\$1,736,914	\$1,980,174	\$2,224,572
58000	\$384,416	\$367,324	\$1,235,043	\$1,948,246	\$2,750,062	\$3,180,601	\$3,493,026	\$4,739,745
58010	\$2,173,734	\$4,138,301	\$5,852,505	\$4,923,327	\$6,407,210	\$4,974,067	\$3,200,458	\$2,260,121
58020	\$1,260,728	\$582,121	\$1,399,024	\$1,878,272	\$2,378,826	\$2,666,001	\$3,434,561	\$2,779,610
58030	\$1,717,068	\$1,957,343	\$3,028,202	\$4,529,728	\$6,456,980	\$6,780,246	\$7,603,116	\$7,071,998
58050	\$169,394	\$193,200	\$497,418	\$769,326	\$1,354,557	\$1,534,180	\$1,733,912	\$1,778,388
58070	\$332,866	\$245,607	\$510,186	\$747,466	\$1,311,814	\$1,355,470	\$1,343,715	\$1,203,396
58080	\$13,835,420	\$13,092,801	\$11,922,497	\$11,448,128	\$10,852,518	\$9,792,438	\$8,453,325	\$8,993,506
58090	\$1,196,570	\$1,636,812	\$1,889,969	\$1,520,430	\$2,044,975	\$2,062,496	\$2,385,692	\$2,687,355

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>DCODE</u>	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
58100	\$446,917	\$595,861	\$675,018	\$872,237	\$1,317,136	\$1,354,076	\$1,128,572	\$1,385,840
58110	\$764,538	\$885,963	\$1,108,505	\$1,187,776	\$1,588,371	\$1,756,685	\$1,678,792	\$1,713,684
58901					\$0	\$65,657	\$151,036	\$89,369
59000	\$99,059	\$151,218	\$234,316	\$298,629	\$613,302	\$700,423	\$726,258	\$712,675
59020	\$1,115,325	\$1,044,049	\$956,407	\$930,616	\$1,127,913	\$770,824	\$1,062,084	\$1,136,236
59045	\$155,599	\$280,278	\$130,547	\$591,515	\$750,235	\$866,838	\$795,790	\$828,642
59070	\$1,230,778	\$1,026,344	\$422,745	\$524,541	\$695,241	\$1,028,793	\$1,275,301	\$1,486,499
59080	\$669,535	\$676,591	\$815,759	\$883,340	\$1,355,107	\$1,657,476	\$2,146,546	\$2,888,660
59090	\$387,917	\$315,074	\$98,026	\$71,983	\$299,185	\$232,983	\$279,560	\$302,397
59125	\$1,743,441	\$1,918,664	\$2,123,430	\$2,513,080	\$2,871,379	\$2,737,057	\$2,143,314	\$2,317,805
59150	\$373,270	\$518,372	\$722,066	\$822,473	\$1,265,731	\$1,337,237	\$1,522,897	\$1,799,408
59901					\$456	\$59,824	\$41,503	\$99,081
60010	\$438,685	\$420,528	\$279,285	\$367,370	\$514,050	\$544,764	\$507,926	\$582,823
60020	\$487,574	\$483,448	\$3,256	\$88,220	\$285,104	\$387,683	\$387,106	\$168,457
61000	\$1,055,443	\$1,142,110	\$1,234,134	\$1,459,342	\$1,494,475	\$1,533,815	\$1,630,140	\$1,937,056
61010	\$1,736,502	\$3,137,225	\$3,617,590	\$3,109,701	\$5,080,823	\$4,520,222	\$4,310,203	\$3,645,629
61020	\$1,058,845	\$1,560,054	\$1,931,164	\$3,140,541	\$2,879,298	\$2,911,372	\$2,817,966	\$1,182,009
61060	\$1,187,752	\$2,723,751	\$3,748,114	\$5,438,218	\$5,558,175	\$5,946,484	\$5,845,179	\$5,926,860
61065	\$682,955	\$928,784	\$1,366,609	\$1,602,768	\$2,375,083	\$3,117,026	\$3,514,224	\$2,984,442
61080	\$3,852,337	\$4,319,986	\$4,687,715	\$3,711,054	\$3,925,329	\$4,037,069	\$3,164,555	\$3,038,229
61120	\$197,837	\$314,356	\$306,105	\$675,735	\$869,742	\$1,082,994	\$1,047,078	\$860,469
61180	\$678,762	\$822,552	\$1,086,192	\$1,236,859	\$1,400,903	\$1,431,371	\$1,449,525	\$1,554,227
61190	\$1,360,764	\$1,253,068	\$1,219,406	\$836,646	\$1,840,092	\$1,709,222	\$1,842,441	\$1,893,368
61210	\$1,256,266	\$1,638,482	\$1,468,258	\$1,583,963	\$1,927,901	\$1,897,993	\$1,805,055	\$1,766,728
61220	\$830,158	\$530,844	\$712,440	\$164,126	\$291,801	\$1,264,755	\$1,569,775	\$1,251,408
61230	\$285,141	\$223,416	\$223,076	\$482,311	\$478,235	\$473,667	\$395,870	\$229,138
61240	\$640,868	\$882,559	\$917,853	\$1,295,747	\$1,816,058	\$1,827,169	\$1,463,777	\$1,524,826
61901			-\$46,757	\$74,680	\$112,417	\$86,220	\$120,454	\$32,861

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>D</u> CODE	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
61902					\$0	\$0	\$19,324	\$45,310
62000	\$234,330	\$144,030	\$209,431	\$565,093	\$639,432	\$739,071	\$538,491	\$673,727
62040	\$1,320,565	\$1,589,250	\$1,753,688	\$1,694,721	\$2,212,787	\$2,446,623	\$2,095,970	\$2,135,175
62050	\$1,402,761	\$1,595,868	\$1,678,563	\$1,632,758	\$3,233,174	\$3,564,009	\$3,526,246	\$3,558,185
62060	\$309,608	\$412,403	\$1,291,233	\$1,214,146	\$1,316,866	\$1,348,338	\$1,737,286	\$1,775,861
62070	\$2,050,796	\$2,638,777	\$2,812,428	\$2,269,517	\$2,270,824	\$2,307,879	\$2,540,713	\$2,909,558
62090	\$1,259,538	\$1,665,512	\$1,761,792	\$1,842,878	\$2,014,869	\$2,165,492	\$1,737,205	\$1,562,751
62470	\$82,063	\$137,196	\$108,799	\$169,129	\$219,647	\$201,282	\$181,942	\$196,734
63000	\$2,140,614	\$2,498,857	\$3,868,828	\$6,287,253	\$9,166,407	\$8,983,510	\$11,596,822	\$10,650,713
63010	\$3,059,230	\$5,483,930	\$6,407,561	\$7,773,579	\$11,565,955	\$12,079,138	\$12,522,047	\$11,948,729
63020	\$3,107,621	\$1,431,451	\$771,384	\$928,506	\$3,594,899	\$3,315,619	\$3,038,859	\$2,485,208
63030	\$2,143,051	\$3,661,666	\$11,085,214	\$14,887,097	\$15,203,726	\$12,966,704	\$8,750,054	\$8,485,806
63040	\$1,229,028	\$2,495,387	\$3,671,730	\$4,871,360	\$7,727,027	\$8,624,229	\$9,471,253	\$10,301,125
63050	\$3,847,435	\$5,110,559	\$4,795,324	\$3,167,204	\$4,235,017	\$4,478,239	\$3,025,862	\$1,191,225
63060	\$5,739,988	\$9,686,443	\$9,475,317	\$13,345,401	\$15,624,731	\$22,468,466	\$22,578,994	\$16,090,031
63070	\$3,751,146	\$3,368,202	\$4,307,558	\$4,532,523	\$5,959,249	\$5,215,770	\$4,277,705	\$2,718,682
63080	\$8,925,692	\$9,742,021	\$10,086,073	\$10,432,242	\$12,603,946	\$13,544,841	\$13,905,628	\$15,711,739
63090	\$243,057	\$509,430	\$429,376	\$304,306	\$1,092,292	\$1,265,364	\$1,364,436	\$1,628,411
63100	\$3,182,831	\$3,129,503	\$3,858,064	\$4,028,494	\$5,523,352	\$5,783,090	\$7,269,110	\$5,500,660
63110	\$1,374,946	\$1,921,883	\$1,897,051	\$2,616,089	\$3,792,709	\$3,814,051	\$3,692,281	\$3,155,353
63130	\$3,446,469	\$6,949,877	\$8,539,915	\$6,552,867	\$6,752,374	\$5,689,498	\$4,264,362	\$2,333,545
63140	-\$970,139	-\$1,670,000	-\$2,829,766	-\$2,493,377	-\$820,741	-\$744,705	-\$863,860	-\$1,255,324
63150	\$5,397,868	\$6,200,902	\$12,108,496	\$15,233,546	\$28,917,737	\$33,174,565	\$32,984,094	\$34,813,354
63160	\$1,302,000	\$1,436,150	\$1,310,473	\$1,498,874	\$8,267,791	\$8,808,314	\$6,975,317	\$6,243,622
63180	\$297,375	\$1,157,526	\$1,214,301	\$1,462,055	\$2,213,225	\$2,251,286	\$2,093,442	\$2,109,902
63190	\$1,559,294	\$2,935,253	\$3,446,867	\$4,583,044	\$7,217,657	\$7,123,024	\$3,967,017	\$3,004,276
63200	\$21,403,963	\$26,246,831	\$26,861,078	\$24,475,648	\$29,078,071	\$32,334,598	\$28,935,031	\$24,089,489
63210	\$741,091	\$1,671,316	\$1,504,728	\$1,254,305	\$2,211,450	\$2,864,663	\$3,052,101	\$3,295,430

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>DCODE</u>	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
63220	\$1,553,716	\$2,847,369	\$3,007,985	\$3,006,779	\$8,031,776	\$6,773,412	\$9,011,247	\$12,241,797
63230	\$2,659,767	\$3,535,379	\$5,368,650	\$4,789,254	\$6,925,859	\$2,886,406	\$3,833,951	\$4,884,027
63240	\$735,704	\$1,907,227	\$2,098,482	\$1,751,541	\$2,687,337	\$2,770,781	\$2,813,035	\$2,847,635
63250	\$40,437	\$1,452,659	\$2,838,972	\$5,323,434	\$7,346,856	\$9,863,394	\$9,968,950	\$7,847,797
63260	\$8,004,514	\$8,753,365	\$8,766,096	\$7,262,262	\$5,864,655	\$4,778,826	\$5,262,724	\$5,843,987
63270	\$51,235	\$68,850	-\$492,257	-\$253,773	\$1,581,139	\$1,598,099	\$1,726,145	\$1,709,000
63280	\$2,208,285	\$1,636,685	\$1,778,927	\$1,926,000	\$4,989,660	\$4,993,176	\$4,471,089	\$4,378,693
63290	\$17,918,247	\$20,201,501	\$18,083,259	\$18,512,580	\$25,109,236	\$27,447,044	\$20,751,459	\$18,831,082
63300	\$3,786,749	\$4,151,534	\$4,161,687	\$4,195,263	\$4,361,386	\$5,437,417	\$5,663,370	\$5,501,474
63901			\$100,299	\$221,991	\$296,045	\$300,599	\$302,221	\$302,900
63902			\$104,824	\$226,618	\$320,637	\$425,662	\$1,704,499	\$1,720,121
63903			\$608,654	\$959,146	\$1,294,330	\$1,683,178	\$1,491,889	\$1,839,957
63904			\$222,219	\$471,566	\$736,653	\$742,932	\$866,255	\$993,442
63905			-\$12,277	-\$66,487	\$180,469	\$538,815	\$878,306	\$1,629,383
63906			\$0	-\$36,213	-\$301,584	\$1,505	\$70,292	-\$58,008
63907					\$224,475	\$342,187	\$605,406	\$580,386
63908					\$1,713	\$216,108	\$408,311	\$660,222
63910							\$14,183	\$23,921
63911							\$325,269	\$527,974
63912							\$1,273	\$56,114
63913							\$26,737	\$56,737
63914							\$0	-\$63,672
64000	\$98,005	\$122,047	\$203,993	\$285,433	\$314,120	\$367,388	\$279,431	\$323,493
64040	\$1,398,660	\$1,431,983	\$1,368,048	\$1,439,333	\$1,598,577	\$1,381,077	\$1,119,504	\$998,421
64070	\$466,690	\$686,616	\$775,438	\$991,459	\$1,225,584	\$968,412	\$897,431	\$1,091,514
64080	\$1,069,208	\$1,671,094	\$3,423,822	\$5,013,876	\$5,843,325	\$5,671,787	\$5,647,818	\$5,300,323
64090	\$492,006	\$495,129	\$733,789	\$769,620	\$859,028	\$812,798	\$488,742	\$317,607
64901			\$0	\$185,860	\$164,167	\$247,809	\$272,576	\$382,639

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>DCODE</u>	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
65045	\$40,877	\$370,597	\$939,499	\$1,642,742	\$3,479,032	\$4,762,128	\$5,070,234	\$5,690,383
66045	-\$172,424	-\$148,813	-\$135,349	-\$215,098	-\$159,881	-\$146,196	-\$380,707	-\$175,409
66050	-\$31,505	\$52,865	\$164,814	\$328,954	\$520,991	\$621,601	\$752,139	\$917,645
66070	\$169,320	\$252,055	\$348,609	\$407,231	\$365,231	\$150,213	-\$152,523	-\$268,167
67020	\$1,667,393	\$1,408,480	\$1,562,255	\$1,371,657	\$1,712,273	\$1,812,520	\$1,713,019	\$1,852,403
67050	\$404,252	\$523,051	\$810,746	\$1,045,541	\$1,425,030	\$1,705,166	\$1,709,071	\$1,896,419
67055	\$1,044,519	\$1,526,869	\$1,646,254	\$2,073,739	\$2,561,513	\$2,921,303	\$2,820,019	\$2,976,533
67060	\$260,928	\$401,735	\$919,596	\$1,198,568	\$2,552,186	\$3,091,836	\$3,613,410	\$3,173,176
68010	\$149,445	\$422,436	\$635,384	\$1,017,001	\$1,412,739	\$1,343,033	\$957,160	\$714,028
68030	\$531,785	\$492,482	\$365,693	\$297,214	\$463,929	\$685,828	\$717,502	\$563,647
69020	\$1,296,111	\$1,433,548	\$817,345	\$824,957	\$1,208,341	\$1,199,921	\$956,825	\$1,102,463
69030	\$144,914	\$409,132	\$545,474	\$617,561	\$706,136	\$797,884	\$782,104	\$816,206
69040	\$114,905	\$134,338	\$285,454	\$278,233	\$382,976	\$306,166	\$117,667	\$147,566
70000	\$617,749	\$841,221	\$1,061,509	\$1,387,801	\$1,737,034	\$1,906,360	\$1,968,298	\$2,658,872
70010	\$2,332,759	\$4,804,620	\$4,786,255	\$4,147,391	\$5,421,214	\$5,117,414	\$3,674,280	\$3,667,630
70020	\$1,520,169	\$1,873,528	\$2,240,586	\$3,107,506	\$5,488,906	\$3,618,209	\$2,596,650	\$1,525,075
70040	\$650,981	\$719,528	\$694,278	\$954,374	\$839,412	\$960,535	\$1,242,420	\$823,735
70070	\$3,727,156	\$6,063,403	\$6,412,378	\$5,705,055	\$7,619,944	\$7,754,607	\$7,435,918	\$7,680,312
70120	\$1,659	\$345,534	\$591,504	\$74,951	\$619,764	\$1,253,437	\$1,276,848	\$1,451,045
70175	\$2,263,567	\$2,129,085	\$2,416,334	\$3,306,567	\$5,215,366	\$5,093,790	\$4,524,930	\$4,035,201
70190	\$1,944,267	\$2,830,757	\$3,674,191	\$4,215,143	\$5,454,835	\$6,693,337	\$8,332,772	\$8,793,854
70300	\$1,197,889	\$1,811,649	\$2,405,526	\$2,677,394	\$3,022,306	\$3,694,308	\$4,509,211	\$4,531,620
70350	\$1,403,818	\$1,828,464	\$2,321,047	\$1,970,837	\$1,821,781	\$2,190,564	\$3,001,664	\$3,731,895
70901	\$0	\$4,462	\$39,626	\$10,536	\$17,044	\$87,258	\$92,694	\$204,898
70902			\$0	\$105,288	\$103,340	\$123,809	\$186,778	\$228,352
70904			\$0	-\$60,668	-\$584,495	\$58,001	\$327,220	\$84,831
70905			\$0	\$20,431	\$33,455	\$53,866	\$61,729	\$63,860
70906					\$8,164	\$8,164	\$38,717	\$42,636

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>DCODE</u>	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
71050	\$885,355	\$989,281	\$1,155,138	\$1,217,499	\$1,284,161	\$1,354,630	\$1,471,518	\$1,635,035
71060	\$164,925	\$284,489	\$292,021	\$209,228	\$288,785	\$329,069	\$405,005	\$447,023
71080	\$549,913	\$850,955	\$977,738	\$887,574	\$1,033,689	\$1,144,672	\$1,113,264	\$1,262,493
72000	\$290,456	\$361,635	\$541,103	\$785,326	\$939,762	\$1,156,559	\$1,262,273	\$1,329,264
72010	\$1,328,657	\$1,509,963	\$1,873,638	\$2,169,002	\$3,296,634	\$3,764,632	\$4,000,952	\$3,846,122
72020	\$1,712,801	\$2,172,064	\$2,076,574	\$2,156,477	\$3,939,271	\$4,284,040	\$4,444,168	\$4,391,962
73000	\$889,487	\$972,762	\$1,345,340	\$1,135,035	\$1,689,388	\$2,492,525	\$2,564,870	\$2,426,675
73010	\$6,864,708	\$7,708,185	\$12,095,339	\$13,936,355	\$14,235,650	\$13,677,812	\$11,927,520	\$10,377,608
73030	\$1,046,311	\$883,510	\$859,918	\$892,446	\$1,347,778	\$1,414,156	\$1,229,499	\$1,071,118
73040	\$2,977,977	\$3,603,266	\$4,214,750	\$5,178,965	\$7,117,568	\$6,523,247	\$6,211,393	\$5,637,835
73080	\$3,623,909	\$4,512,406	\$4,164,666	\$4,587,686	\$5,067,983	\$4,922,219	\$4,355,537	\$2,406,797
73110	\$191,156	\$950,316	\$1,520,690	\$1,875,021	\$2,438,219	\$2,574,181	\$2,740,308	\$3,195,270
73170	\$16,701	\$116,813	\$584,523	\$898,248	\$1,462,124	\$1,212,178	\$1,112,033	\$1,322,133
73180	\$1,775,520	\$2,018,710	\$2,067,897	\$1,005,177	\$1,349,498	\$1,160,468	\$1,363,733	\$1,547,817
73190	\$2,148,538	\$2,285,152	\$2,242,908	\$2,477,072	\$3,221,657	\$3,678,887	\$4,132,264	\$5,006,030
73200	\$908,455	\$1,040,454	\$1,267,568	\$1,430,345	\$1,908,729	\$2,439,432	\$2,953,280	\$3,935,258
73210	\$658,652	\$839,735	\$997,518	\$1,107,438	\$1,379,308	\$1,542,563	\$1,430,050	\$1,333,876
73230	\$100,801	\$378,638	\$681,216	\$779,524	\$1,124,117	\$1,051,250	\$926,724	\$890,848
73240	\$546,765	\$569,317	\$637,271	\$917,330	\$1,032,623	\$1,061,873	\$917,040	\$634,424
73255	\$188,251	\$380,567	\$382,426	\$484,939	\$940,952	\$991,882	\$1,053,198	\$1,081,495
73901	\$0	\$4,718						
72902			\$2,498	\$16,877				
73903			\$0	\$0	\$0	\$0	\$0	\$0
73904			\$3,753	\$12,122	\$37,569	\$50,935	\$93,138	\$21,316
73905			\$6,517	\$19,097	\$20,462	\$36,826	\$40,462	\$65,433
73906					\$1,017	\$12,874		
73908					\$7,369	\$33,665	\$8,852	\$7,462
73909					\$0	\$353,566	\$676,588	\$539,334

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>DCODE</u>	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
73910							\$16,448	\$24,774
74000	\$541,144	\$630,170	\$1,781,455	\$2,376,559	\$3,081,392	\$791,811	\$941,493	\$1,177,839
74010	\$5,291,799	\$5,305,624	\$5,878,311	\$6,396,216	\$8,355,575	\$9,660,623	\$10,609,179	\$13,230,794
74030	\$206,555	\$1,124,215	\$1,682,776	\$2,459,112	\$2,797,998	\$3,435,829	\$3,485,830	\$3,824,932
74040	\$845,893	\$1,460,239	\$1,773,241	\$2,094,805	\$2,560,334	\$2,762,939	\$2,989,926	\$3,281,316
74050	\$2,241,865	\$4,746,776	\$6,117,402	\$5,661,968	\$9,085,231	\$10,408,825	\$9,999,852	\$8,840,851
74100	\$1,138,542	\$1,546,691	\$1,624,958	\$1,676,852	\$2,460,231	\$2,690,585	\$2,286,918	\$2,373,838
74120	\$323,586	\$492,006	\$371,828	\$313,566	\$617,694	\$733,776	\$674,417	\$698,765
74130	\$548,148	\$1,272,725	\$1,493,584	\$1,692,806	\$1,910,084	\$2,221,590	\$2,263,677	\$2,080,896
74901			\$33,811	\$51,276	\$58,279	\$42,850	\$68,311	\$86,614
74902			\$0	\$15,017	\$10,964	\$110,258	\$62,243	\$101,048
74903							-\$96,700	\$55,919
74904							\$65,618	\$43,399
74905							\$0	\$89,942
74906							\$0	\$88,165
74907							\$0	\$34,776
75000	\$204,933	\$249,332	\$580,516	\$624,921	\$638,025	\$962,197	\$801,578	\$927,473
75010	\$291,000	\$463,310	\$1,402,520	\$2,763,208	\$4,251,648	\$5,062,912	\$6,023,856	\$6,784,705
75020	\$213,140	\$288,932	\$394,745	\$471,231	\$528,811	\$587,369	\$560,389	\$586,162
75030	-\$81,741	\$480,255	\$818,673	\$1,093,399	\$1,532,389	\$1,567,557	\$1,370,662	\$1,392,987
75040	\$412,708	\$299,426	\$570,523	\$821,124	\$1,000,798	\$1,079,185	\$1,239,551	\$1,288,181
75050	\$1,108,958	\$1,429,159	\$1,678,412	\$1,793,840	\$2,382,310	\$2,258,807	\$1,836,480	\$1,884,602
75060	\$91,545	\$37,550	\$103,371	\$215,283	\$351,656	\$387,386	\$221,525	\$39,734
75070	\$68,618	\$185,809	\$332,640	\$224,350	\$295,060	\$300,845	\$320,303	\$645,054
75080	\$792,369	\$893,867	\$792,471	\$517,911	\$1,990,296	\$3,547,274	\$4,469,497	\$5,293,168
75100	\$488,937	\$461,061	\$485,633	\$469,083	\$536,941	\$511,018	\$601,736	\$650,943
76000	\$313,733	\$263,343	\$158,138	\$150,362	\$172,182	\$235,572	\$235,824	\$142,835
76060	\$106,727	\$281,834	\$212,741	\$105,397	\$232,248	\$360,332	\$453,824	\$768,552

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>DCODE</u>	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
76070	\$143,870	\$90,322	\$707	\$26,541	\$88,706	\$146,057	\$443,008	\$743,452
76080	-\$39,234	\$320,467	\$926,535	\$1,803,058	\$3,230,089	\$4,138,715	\$4,761,260	\$5,151,323
76090	\$686,298	\$455,869	\$594,392	\$894,196	\$1,239,882	\$1,456,293	\$1,714,397	\$2,174,470
76140	\$471,912	\$658,129	\$749,992	\$622,083	\$587,044	\$902,696	\$1,164,034	\$1,519,293
76180	\$206,355	\$225,511	\$348,755	\$416,911	\$753,906	\$907,705	\$1,292,891	\$1,326,869
76210	\$50,681	\$183,090	\$240,898	\$160,243	\$543,731	\$961,410	\$1,194,637	\$1,285,459
77010	\$573,253	\$685,989	\$770,363	\$763,092	\$879,746	\$860,043	\$959,454	\$1,311,963
78000	\$585,349	\$610,256	\$737,801	\$851,490	\$1,570,652	\$2,171,821	\$2,699,148	\$3,091,674
78020	\$451,044	\$570,339	\$558,625	\$346,020	\$408,398	\$531,013	\$630,095	\$743,801
78030	\$1,133,850	\$1,507,157	\$1,418,601	\$1,163,572	\$1,431,544	\$1,463,586	\$957,808	\$147,493
78040	\$264,461	\$244,563	\$137,808	\$238,397	\$582,987	\$585,223	\$555,701	\$684,225
78060	\$133,764	\$108,522	\$14,094	-\$18,605	\$3,019	\$180,316	\$116,968	\$229,358
78070	\$516,812	\$538,370	\$743,832	\$704,130	\$836,260	\$929,001	\$1,029,034	\$954,643
78080	\$91,818	\$304,595	\$376,934	\$574,525	\$646,549	\$402,800	\$378,934	\$1,370,014
78100	\$1,371,791	\$1,853,203	\$2,185,730	\$2,139,424	\$2,567,336	\$2,903,034	\$2,936,606	\$2,643,646
78110	\$1,833,878	\$2,240,610	\$2,510,419	\$1,795,133	\$2,016,777	\$1,990,144	\$2,452,476	\$2,562,162
79000	\$300,110	\$305,240	\$314,891	\$379,651	\$465,508	\$518,116	\$578,855	\$560,751
79010	\$389,519	\$448,053	\$461,986	\$511,161	\$443,485	\$567,158	\$627,072	\$641,678
79020	\$1,066,533	\$1,198,817	\$1,630,184	\$1,706,673	\$2,591,373	\$2,852,348	\$3,195,664	\$3,271,009
79030	\$791,887	\$831,676	\$913,764	\$923,592	\$1,096,371	\$1,253,416	\$1,365,037	\$1,265,792
79080	\$752,985	\$772,788	\$949,610	\$1,175,982	\$1,077,064	\$1,135,423	\$1,076,018	\$1,095,718
79090	\$116,347	\$198,206	\$345,862	\$394,486	\$798,283	\$750,887	\$653,359	\$1,074,595
79100	\$880,264	\$775,305	\$1,014,794	\$620,945	\$589,237	\$400,238	\$113,410	\$116,002
79110	\$814,402	\$832,994	\$912,003	\$956,263	\$1,179,608	\$1,465,105	\$1,707,931	\$1,881,019
79145	\$21,499	\$73,842	\$247,428	\$415,461	\$637,850	\$719,443	\$625,493	\$711,068
79150	\$1,372,614	\$1,874,066	\$2,102,388	\$2,499,793	\$3,477,187	\$4,091,016	\$4,472,879	\$5,364,511
80000	\$876,770	\$737,755	\$852,037	\$944,302	\$1,256,966	\$1,488,798	\$1,939,952	\$2,344,662
80010	\$2,359,468	\$974,801	\$1,494,445	\$1,634,591	\$2,710,524	\$2,701,507	\$2,958,435	\$2,798,769

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

DCODE	7/1/94	6/30/95	7/1/96	6/30/97	7/1/98	6/30/99	7/1/00	6/30/01
80020	\$1,853,757	\$1,818,608	\$1,762,643	\$2,460,936	\$3,166,400	\$2,806,736	\$2,093,493	\$2,541,135
80040	\$2,650,821	\$3,562,702	\$3,314,596	\$3,866,560	\$4,658,940	\$5,355,393	\$5,147,520	\$5,401,806
80050	\$186,675	\$308,124	\$332,529	\$511,165	\$818,239	\$1,291,036	\$1,731,070	\$2,480,429
80090	\$288,650	\$222,316	\$145,056	\$43,689	\$319,616	\$860,565	\$1,152,248	\$1,270,493
80110	\$418,590	\$695,716	\$898,690	\$1,049,281	\$1,358,381	\$1,320,755	\$1,493,235	\$1,298,052
80120	\$683,801	\$966,731	\$1,240,753	\$1,450,287	\$2,026,411	\$2,279,800	\$2,602,140	\$2,305,688
80130	\$668,616	\$888,077	\$1,135,047	\$1,232,906	\$1,471,446	\$1,621,534	\$1,378,938	\$982,241
80140	\$285,082	\$443,500	\$653,784	\$552,957	\$707,816	\$706,332	\$541,358	\$482,829
80150	\$1,526,241	\$1,661,476	\$2,128,196	\$2,245,629	\$2,912,527	\$3,426,490	\$4,558,866	\$5,286,525
80160	\$406,948	\$479,094	\$471,446	\$1,114,318	\$2,403,825	\$3,167,239	\$3,979,593	\$4,534,214
80240	\$26,064	\$39,299	\$35,516	\$27,437	\$75,289	\$130,223	\$145,227	\$171,285
81000	\$711,300	\$718,196	\$2,011,958	\$3,193,792	\$3,968,745	\$4,492,228	\$5,034,799	\$5,266,363
81010	\$5,020,403	\$6,674,621	\$8,521,424	\$7,594,801	\$26,419,615	\$20,219,499	\$14,756,816	\$24,063,658
81020	-\$1,240,677	\$745,892	\$1,488,381	\$1,765,866	\$3,185,383	\$4,135,078	\$4,345,829	\$3,578,044
81040	\$414,162	\$1,861,759	\$3,210,836	\$3,780,154	\$3,593,748	\$2,902,891	\$3,214,999	\$2,534,418
81050	\$1,390,603	\$1,613,349	\$1,773,576	\$1,170,295	\$2,286,705	\$2,477,583	\$2,786,015	\$2,607,072
81070	\$2,913,312	\$2,947,551	\$3,476,661	\$2,605,700	\$2,134,567	\$4,085,200	\$5,552,597	\$7,162,066
81080	\$682,344	\$692,459	\$751,979	\$560,643	\$627,731	\$697,000	\$491,565	\$862,458
81100	-\$573,351	\$175,025	\$801,078	\$1,886,178	\$2,282,622	\$1,764,806	\$1,421,619	\$1,084,353
81120	\$1,550,076	\$2,000,265	\$2,520,123	\$3,442,153	\$4,433,604	\$4,418,519	\$4,337,212	\$3,644,335
81140	\$598,056	\$470,882	\$355,246	\$121,593	\$516,567	\$793,092	\$1,028,869	\$1,508,774
81150	\$2,369,543	\$3,441,184	\$3,168,508	\$2,123,306	\$3,773,340	\$4,225,957	\$4,296,350	\$3,825,460
81901			\$12,795	\$46,143	\$65,520	\$152,498	\$157,097	\$170,679
81902			\$0	-\$81,989	\$51,638	\$192,490	\$441,723	\$453,105
81903					\$11,105	\$151,392	\$385,577	\$494,664
81904					\$0	\$34,110	\$38,843	\$44,406
81905							\$13,541	\$43,859
82000	\$9,092,526	\$10,097,810	\$12,070,941	\$13,815,888	\$14,375,566	\$15,218,883	\$12,796,947	\$12,392,362

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

DCODE	7/1/94	6/30/95	7/1/96	6/30/97	7/1/98	6/30/99	7/1/00	6/30/01
82010	\$13,334,448	\$1,028,180	-\$27,061,965	\$22,472,758	\$91,158,271	\$115,129,539	\$106,442,566	\$70,227,134
82020	\$836,497	\$932,625	\$821,844	\$978,758	\$1,477,872	\$2,232,490	\$1,386,034	\$624,244
82030	\$4,042,007	\$567,185	\$5,412,867	\$7,730,422	\$15,034,982	\$19,322,272	\$18,808,983	\$17,742,686
82040	-\$614,816	-\$1,233,418	-\$2,342,208	-\$1,239,364	\$198,380	\$1,998,313	\$3,062,875	\$3,923,275
82045	\$675,592	\$929,866	\$2,248,053	\$2,796,465	\$3,972,736	\$4,519,622	\$2,019,835	\$3,165,786
82050	\$332,525	\$722,858	\$18,768	-\$1,448,712	\$3,716,558	\$2,757,926	\$2,827,949	\$212,206
82055	\$6,460,830	\$7,581,358	\$11,697,411	\$11,678,366	\$16,821,034	\$16,964,888	\$17,095,239	\$18,897,343
82060	\$953,374	\$639,656	\$1,022,428	\$1,582,312	\$3,658,888	\$5,068,272	\$5,487,765	\$6,050,891
82070	\$1,242,231	\$488,449	\$1,294,143	\$151,247	\$2,401,039	\$1,776,778	\$1,616,588	\$2,287,609
82080	\$1,783,600	\$791,787	-\$365,683	\$1,949	-\$1,432,337	-\$1,916,020	-\$1,732,444	\$22,289
82090	-\$41,029	\$1,421,477	\$3,089,583	\$3,665,395	\$5,548,573	\$9,117,959	\$9,697,255	\$10,516,196
82095	\$1,455,415	\$5,922,952	\$8,392,155	\$13,650,648	\$22,249,636	\$25,172,070	\$21,958,581	\$21,057,003
82100	\$2,110,319	\$4,330,909	\$4,543,359	\$4,867,093	\$13,153,403	\$16,864,038	\$14,973,146	\$16,411,775
82110	\$1,689,419	\$3,536,469	\$4,872,897	\$4,483,431	\$2,350,739	\$1,593,381	\$101,758	-\$1,352,380
82120	\$2,499,856	\$2,591,208	\$2,309,567	-\$339,973	-\$137,261	\$38,815	\$529,055	\$525,719
82130	-\$1,473,847	\$247,174	\$2,394,467	\$3,358,803	\$6,371,295	\$6,962,337	\$7,454,093	\$8,700,799
82140	\$1,780,899	\$2,068,564	\$2,351,960	\$2,389,834	\$3,970,571	\$4,629,089	\$4,525,840	\$4,592,696
82150	\$471,348	\$2,950,011	\$3,206,468	\$1,385,869	\$3,080,828	\$5,412,054	\$3,263,175	\$608,509
82155	\$4,243,605	\$4,946,506	\$5,685,179	\$6,207,754	\$6,829,237	\$7,002,445	\$7,184,235	\$7,106,964
82160	-\$278,123	-\$1,925,571	\$3,128,324	\$9,292,597	\$14,263,657	\$13,509,834	\$12,367,284	\$16,995,359
82170	\$360,624	\$1,900,872	\$1,326,158	\$990,425	\$3,428,372	\$3,923,039	\$1,784,278	\$633,063
82180	\$641,075	\$733,999	\$386,890	\$557,313	\$999,652	\$337,207	\$422,581	\$645,532
82230	\$2,012,942	\$2,203,411	\$2,550,075	\$2,013,613	\$3,268,805	\$2,906,820	\$2,579,113	\$3,884,515
82240	\$4,055	\$225,011	\$761,777	\$907,838	\$261,556	\$911,438	\$31,219	\$180,165
82250	-\$596,467	\$297,349	\$1,497,727	\$2,286,251	\$2,115,232	\$1,926,966	\$936,422	\$161,202
82290	\$669,359	\$1,183,003	\$1,387,683	\$292,273	\$2,002,220	\$1,614,015	\$1,749,299	\$1,091,472
82300	\$380,637	\$501,832	\$900,653	\$837,576	\$2,701,662	\$2,906,753	\$2,546,936	\$2,229,040
82320	\$98,032	\$791,199	\$1,589,935	\$2,618,752	\$3,613,451	\$3,855,535	\$3,738,819	\$3,766,939

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

DCODE	7/1/84	6/30/85	7/1/86	6/30/87	7/1/88	6/30/89	7/1/90	6/30/91
82340	-\$1,636,929	-\$1,259,801	-\$165,527	\$60,271	\$700,836	\$1,010,216	\$792,289	\$946,729
82365	\$308,386	\$498,226	\$343,154	\$347,976	\$2,892,578	\$1,079,446	-\$188,611	\$78,724
82390	\$1,540,055	\$2,000,800	\$2,380,606	\$2,590,220	\$7,225,421	\$8,088,773	\$8,451,872	\$7,507,217
82400	\$1,806,851	\$1,904,367	\$2,101,265	\$1,427,663	\$2,347,794	\$2,480,079	\$3,017,823	\$3,229,885
82405	\$1,342,788	\$2,435,193	\$1,733,220	\$476,831	\$856,598	\$951,436	\$334,764	\$11,737
82430	\$2,296,652	\$2,612,650	\$1,964,326	\$2,366,772	\$2,933,491	\$3,731,325	\$4,137,064	\$4,388,697
82901	\$132,450	\$127,766	\$208,757	\$449,016	\$461,677	\$387,503	\$465,403	\$327,961
82902			-\$7,378	-\$63,944	\$129,744	\$71,262	\$86,346	\$157,366
82903			\$91,821	\$128,604	\$74,221	\$77,279	\$207,804	\$334,143
82904			\$48,993	\$197,475	\$289,294	\$339,473	\$356,894	\$807,782
82905			\$49,220	\$93,097	\$108,177	\$122,581	\$124,084	\$202,690
82906			-\$243,780	-\$182,638				
82907			\$40,344	\$154,028	\$47,718	\$103,691	\$123,981	\$325,827
82908			-\$56,495	-\$333,696	-\$11,055	\$621	\$72,996	\$284,466
82909			\$472,037	\$798,343	\$937,199	\$1,220,061	\$1,412,040	\$2,467,707
82910			\$239,182	\$419,539	\$437,573	\$405,370	\$507,772	\$605,288
82911			\$0	\$24,062	\$140,124	\$18,062	\$58,424	\$97,168
82912			\$0	\$25,883	\$213,025	\$357,864	\$933,443	\$946,385
82913			-\$17,852	-\$20,135	-\$608,288	\$986,767	\$738,354	\$1,099,981
82914			\$0	\$93,382	\$242,320	\$350,914	\$86,234	\$323,555
82915			\$0	\$41,111	\$29,357	\$48,805	\$68,133	\$79,108
82916			\$0	\$97,256	\$217,280	\$432,468	\$339,167	\$509,992
82917			\$0	\$7,781	\$55,226	\$30,879	\$43,797	\$54,892
82918			\$0	\$47,580	\$104,865	\$62,970	\$553,499	\$746,498
82919			\$0	-\$27,033	\$291,299	\$713,403	\$1,050,845	\$1,488,069
82920			\$0	\$2,131	\$20,783	\$282,034	\$478,356	\$365,907
82921					\$2,992	\$45,945	\$268,407	\$339,334
82922			\$0	-\$69,840	-\$93,675	\$63,555	\$143,447	\$95,393

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>DCODE</u>	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
82923					\$238,204	\$282,507	\$416,116	\$232,155
82924					\$311,991	\$803,909	\$1,288,936	\$1,787,469
82925					\$73,328	\$210,103	\$292,888	\$340,137
82926					\$0	\$0	\$0	\$0
82927					\$4,506	\$3,322	\$58,325	\$117,254
82928					\$24,912	\$136,879	\$244,859	\$597,812
82929					\$0	\$0	\$12,081	\$20,439
82930					\$9,142	\$21,716	\$35,325	\$41,612
82932					\$12,278	\$145,949	\$217,410	\$219,908
82933					-\$86,683	-\$49,906	\$144,999	\$221,058
82934					\$0	-\$135,602	\$32,167	\$521,286
82935					\$0	\$59,141	\$230,127	\$395,137
82936					\$0	\$241,543	\$363,489	\$428,168
82937					\$0	\$255,234	\$680,108	\$817,421
82938					\$0	\$284,250	\$297,316	\$423,144
82939					\$0	\$144,627	\$446,702	\$543,675
82940					\$0	\$306,166	\$631,485	\$762,855
82941					\$0	\$521,694	\$928,449	\$1,562,855
82942					\$0	\$273,235	\$1,770,501	\$1,770,501
82943					\$0	\$17,962	\$44,369	\$67,759
82944					-\$4,166	-\$176,899	\$51,196	\$65,329
82945					\$0	\$0	\$18,178	\$8,901
82946					\$0	-\$149,414		
82947					\$0	\$305,035	\$278,557	\$371,631
82948					\$0	\$153,447	\$446,917	\$665,632
82949					\$0	\$251,685	\$320,018	\$318,742
82950					\$0	\$121,830	\$243,047	\$357,149
82953							\$30,000	\$52,535

Appendix P

Michigan Department of Education

All Public Schools

Ending Funds Balance

source: State of Michigan Bulletins 1014, 1994-2001

<u>D</u> <u>C</u> <u>O</u> <u>D</u> <u>E</u>	<u>7/1/94</u>	<u>6/30/95</u>	<u>7/1/96</u>	<u>6/30/97</u>	<u>7/1/98</u>	<u>6/30/99</u>	<u>7/1/00</u>	<u>6/30/01</u>
82954							\$239,740	\$417,590
82955							\$595,710	\$880,892
82956							\$141,496	\$86,241
82957							\$577,987	\$1,177,759
82958							\$130,058	\$81,071
82959							\$49,915	\$158,663
82960							-\$43,325	\$907
82961							\$38,927	\$135,174
82962							\$11,297	\$168,673
82963							\$4,441	\$68,096
82964							\$0	-\$156,467
82965							\$0	\$178,895
82966							\$0	\$206,450
82967							\$0	\$27,688
82968							\$0	\$31,450
82969							\$0	\$3,982
83000	\$634,612	\$717,273	\$841,098	\$987,170	\$1,096,192	\$1,207,527	\$1,301,284	\$1,635,344
83010	\$1,704,217	\$1,864,836	\$2,156,131	\$2,828,193	\$4,024,154	\$4,863,222	\$5,350,460	\$6,055,932
83060	\$275,171	\$453,367	\$394,357	\$473,056	\$637,477	\$745,976	\$839,071	\$396,219
83070	\$1,293,606	\$1,707,553	\$2,184,031	\$2,414,827	\$2,726,903	\$2,716,581	\$2,986,449	\$2,841,158
Total	\$695,728,575	\$888,480,553	\$1,039,305,582	\$1,178,850,321	\$1,685,977,026	\$1,851,323,180	\$1,828,169,379	\$1,814,213,102
K-12 enroll	1,569,351	1,548,817	1,607,296	1,632,421	1,649,769	1,659,691	1,663,901	1,633,890
FB/FTE	\$443.32	\$573.65	\$646.62	\$722.15	\$1,021.95	\$1,115.46	\$1,098.72	\$1,110.36

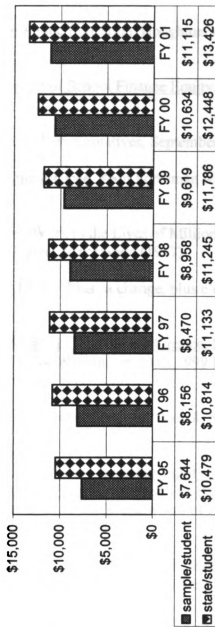
Appendix Q

Per Pupil Spending - Total General Fund Uses

Source: Bulletin 1014

	FY 95	FY 96	FY 97	FY 98	FY 99	FY 00	FY 01
sample/student	\$7,644	\$8,156	\$8,470	\$8,958	\$9,619	\$10,634	\$11,115
state/student	\$10,479	\$10,814	\$11,133	\$11,245	\$11,786	\$12,448	\$13,426

Total General Fund Spending/Student



Bibliography

Abrahamson, Mark, "Sudden Wealth, Gratification and Attainment: Durkheim's Anomie of Affluence Reconsidered" *American Sociological Review*; 1980, 45,1 Feb, 49 – 57

Becker, Gay, Disrupted Lives: How People Create Meaning in a Chaotic World, University of California Press, Berkley & Los Angeles California, 1997

Bell, Derrick, And We Are Not Saved; The Elusive Quest For Racial Justice, Basic Books, Inc., 1987

Benson, Charles S., The Economics of Public Education, Houghton Mifflin Company, Boston, 1978, pages 350 – 351

Berne, Robert & Stiefel, Leanna, Concepts of School Finance Equity. LB 2826.m5 B47.1984

Engler, John, letter to Michigan House of Representatives, September 28, 2001

Fisher. Ronald C., State and Local Public Finance, Scott Foresman & Company, Chicago, Ill., 1987

Kaplan, H. Roy, "If I were a Rich Man: Work in the Lives of Million Dollar Lottery Winners, North-Central Sociological Association (1987)

Karr, Alphonse, Less Guepes, Janvier 1849: "Plus ca change, plus c'est la meme chose"

Ladd, Chalk & Hansen, Equity & Adequacy in Educational Finance, National Research Council, National Academy Press, Washington, D.C. 1999 LB 2825.E68.1999

Michigan Department of Education, "State School Update," Vol. 8, No. 10, July 2000

Park, Rolla Edward and Carroll, Stephen J.; "The Search For Equity in School Finance: Michigan School District Response to a Guaranteed Tax Base," Prepared for the National Institute of Educational and the U.S. Department of Health, Education & Welfare, March 1979, page V (summary)

Plank, David, "Why School Reform Doesn't Change Schools: Political and Organizational Perspectives," *Politics of Education Association Yearbook*, 1987, p 143 - 152

**“School Finance in Michigan Before and After the Implementation of Proposal A,
The Michigan School Aid Act Compiled and Appendices, prepared jointly by the
Michigan House and Senate Fiscal Agencies, October 1994**

Standard & Poors Evaluation Service

Tyack & Cuba, Tinkering Toward Utopia

**Weiler, Hans N. “The Politics of Reform and Non-Reform in French Education”
Comparative Education Review, Vol. 32, No 3**

MICHIGAN STATE UNIVERSITY LIBRARIES



3 1293 02736 0431