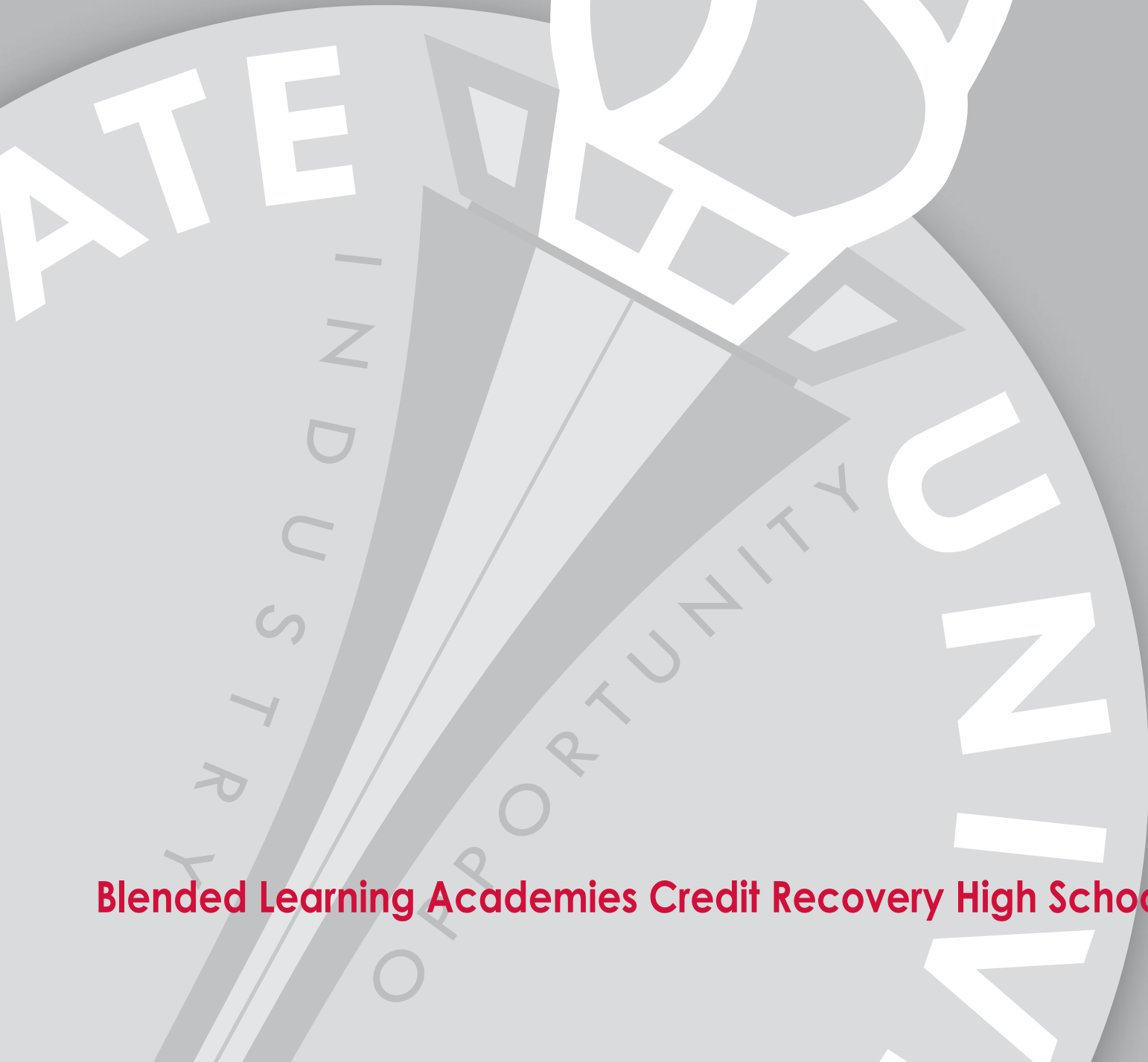


CONTRACT PERFORMANCE REPORT

2017-2018



Charter Schools Office



Blended Learning Academies Credit Recovery High School

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Mission

The Ferris State University Charter Schools Office focuses on student success and continuous improvement through quality oversight, professional learning opportunities, and relevant resources for its authorized public school academies.

Vision

Ferris State University will authorize public school academies that promise to transform the lives of students by demonstrating high-quality performance.

Core Values

The core values of the Ferris State University Charter Schools Office are the foundation of our organization's culture. Our values are static, unchanging and non-negotiable, built from the belief that learning is a lifelong process and all students can learn.

We Value:

Student Learning

As a higher education institution, student learning is in our DNA; we see the opportunities created when students succeed, and we focus our oversight and support efforts on continual student success.

A Collaborative Working Environment

By supporting each other and building partnerships, we encourage a sense of community through cooperation, teamwork and consensus building with our stakeholders.

Diversity

Recognizing that stakeholders are made up of diverse populations, we honor diversity of ideas, beliefs, and cultures.

Opportunities

Through the work we do as a charter school authorizer, we help create learning opportunities and environments by lending support for professional growth and development.

Excellence

Committed to superior results, we engage in practices that produce the highest quality outcomes in all our endeavors.

Accountability

Accountability leads to academic progress—we believe in being held accountable for our work as an authorizer as deeply as we believe in holding all stakeholders accountable for their work.

Integrity & Trust

Our actions are guided by fairness and respect through transparency, effective communication and the building of positive relationships with each other and our stakeholders.

October 2018

TO OUR *Partners in Education*

The Contract Performance Reports (CPR) are individually prepared for each Ferris State University authorized public school academy, and are a service of the Charter Schools Office (CSO). The CPR is a comprehensive report on each academy's contractual performance in the areas of finance, compliance, governance, and student achievement and growth. Each academy is also shown in comparison to the overall FSU charter school portfolio, as well as the resident and composite school district.

It is our hope that by providing this information about each academy that the CPR will be a valuable diagnostic tool for Boards, administration and education service providers. The CPR is one of the most important documents the CSO uses when determining the overall performance of the academy and in decisions relative to school support and Reauthorization. We hope you will find it valuable as well.

Focused on student success and continuous improvement through quality oversight, we take our role seriously to provide resources for each FSU-authorized academy to help them achieve their contractual expectations. This document, along with initiatives such as the School Support Team are but a few examples of that commitment.

Ferris State University is proud of its authorized public school academies, and we look forward to our continued partnership for the benefit of students and families who chose to enroll at each of our academies. We thank all school personnel and academy Boards of Directors for their commitment to quality and improvement.

The CPR is a collaborative effort by the CSO Executive Leadership Team and it is my pleasure to introduce that team to you:



Dr. RONALD S. RIZZO
Director



Charissa Talsma
Academic Assessment Specialist



Ronald Schneider
Associate Director



Sharon Hopper
Compliance Auditor/Board Liaison

CONTRACTUAL GOALS

EDUCATIONAL GOALS

Pursuant to the Terms and Conditions of the Contract (“Contract”) issued by the Ferris State University Board of Trustees (“University Board”), this contractual Educational Goal Policy has been prepared by the Ferris State University Charter Schools Office (CSO). It now becomes part of the Contract and will go into effect 30 days after Academy Board notification, as stated in Article XII, Section 12.16 of the Contract for all academies being authorized or reauthorized pursuant to Contracts issued by the University Board. Failure by the Academy Board to comply with this policy may result in the non-issuance of a Contract, or for existing academies, the initiation of suspension, termination or revocation proceedings under the Contract, and will be taken into account when considering reauthorization of an academy upon expiration of the contract.

A. Educational Goals and Related Measures:

The Academy shall pursue the educational goal of preparing all students academically for success in college, work, and life. Although an increase in academic achievement for all groups of pupils as measured by assessments and other objective criteria is the most important factor in determining the Academy’s progress toward the achievement of the educational goal, the CSO also considers other factors. Upon request, the Academy shall provide to Ferris State University a written report, along with supporting data, demonstrating:

1. Improved academic achievement for all groups of students, and
2. Measurable progress toward the achievement of the educational goal.

It is expected that the Academy will meet the State of Michigan’s academic standards and any improvement targets required to be achieved pursuant to state and federal law. The Academy is also expected to remain off the Priority School List published by the Michigan Department of Education or School Reform Office. If the Academy already has school buildings identified on this list, it is expected to make the progress necessary for them to no longer be identified.

B. Educational Goal to Be Achieved:

Academies authorized by the Ferris State University Board of Trustees will prepare all students academically for success in college, work, and life.

C. Measure for Determining Goal Achievement:

To determine whether the Academy is demonstrating measurable progress in preparing all students academically for success in college, work, and life, the CSO will assess the Academy’s performance using the following measures of student growth and achievement. The Academy will properly administer the tests detailed under each of the following metrics in accordance with the time frames identified in the Academy’s Master Calendar of Reporting Requirements.

Measure 1: Student Growth Towards Achievement

Improved academic achievement for all students in grades 2-11 regardless of each student’s achievement level. On average, all students, regardless of academic ability, will meet or exceed national average growth benchmarks.

GRADE(S)	GOAL	METRIC
Grades 2-8	The Fall to Spring growth rate for all students in Reading and Math of each grade and subject area as measured by the CSO designated nationally norm-referenced test will fall at or above the 50th percentile.	Average percent of growth (gains percentile) as measured by the CSO designated nationally norm-referenced assessments for each grade level and subject area*
Grades 9-10	The average Spring to Spring Subject Area Scores on State assigned college entrance suite of assessments will increase by 30 points. If average scores are at or above the published benchmark, subject area scores are expected to increase.	Average Spring to Spring Evidence Based Reading/Writing (EBRW) and Math scores on the state provided college entrance suite of assessments will increase by 30 points. (same cohort of students) Average EBRW and Math scores from 9th Grade to 10th Grade will increase by 30 points. Average EBRW and Math scores from 10th Grade to 11th Grade will increase by 30 points.

*The CSO will look at the total number of grade levels for each subject area in determining progress towards the CSO determined assessment growth goal. (i.e., in a grade 2-8 building, there are 7 grades, with 14 data points. Meeting 12/14 would not be attaining the goal; however, it would be a factor in determining school support status.)

Measure 2: Student Achievement

The average academic achievement percentiles of all students in grades 2-11 will be at or above the 50th percentile and/or improve from year to year and over the course of the charter contract.**

GRADE(S)	GOAL	METRIC
Grades 2-8	The average Spring percentile ranking for the Academy on a nationally normed assessment will be at the 50th percentile in both Math and Reading.	The average national achievement percentile ranking for Math and Reading (grades 2-8 combined) will be at the 50th percentile.**
Grades 8-11 NOTE: 8th Grade will begin this testing in 2019	Students' average achievement levels on the state assigned college entrance suite will be at the 50th percentile.	The national percentile ranking of the average total score for all assessed students in each individual grade (8th, 9th, 10th, & 11th) on the state assigned college entrance suite will be at or above the 50th percentile.**

**The CSO will look at the average percentile ranking for each subject area in determining progress towards this student achievement goal. (i.e. if a school's average percentile ranking is not at or above the 50th percentile in any area, the CSO will look at whether the school's percentile ranking is increasing from year to year and over the course of the charter contract.)

Measure 3: Student Achievement & Growth: Relative Performance and State/Federal Accountability

State Assessment:

GRADE(S)	GOAL	METRIC
Grades 3-8	The percent proficient of all grade levels assessed in ELA and Math as determined by the state identified assessment for each grade will be at or above the resident and composite district.	State Required Assessments Composite resident district will be determined based on pupil enrollment as submitted to CEPI via MSDS in the fall of each academic year. The Academy's MSTEP percent proficient in ELA and Math will be compared with the composite district's percent proficient.
Grade 11	The average State Required College Entrance Assessment Scores will be at or above the resident district's scores.	State Required College Entrance Assessment The academy's average SAT Total Score, EBRW Score, and Math Score scores will be compared with the resident district's average scores.
All grades assessed	The growth values for both ELA and Math must meet or exceed the established state targets stated in the MDE Index.	State determined growth target values are stated in the Growth Component of the MDE Index. The Academy earns a growth value based in the percentage of students attaining their Adequate Growth Percentile (AGP). The Academy's value in the Growth Component will be compared to the State's Growth Target.

***The CSO will look at the year-to-year growth component index value in determining progress towards this growth goal (i.e.- Academy's growth values should reduce the gap between the state target values and the school's growth values by 25% year to year and over the course of the charter contract.)

State/Federal Accountability:

GRADE(S)	GOAL	METRIC
School	The Academy will have an index score of 40 or higher. Based on contractual language, the Academy cannot be in the bottom 5% of index values.	MDE Annual Index Score

Strict Discipline and Alternative Education Academies

Academies designated as Strict Discipline Academies or Alternative Education Academies, as per the Michigan School Code, may be exempted from certain parts of these requirements due to their unique nature. In all cases, specific educational goals will be mutually developed and agreed upon by the Academy and FSU-CSO and shall be attached to the contract.

New Academies

For the first three years of operation, new academies will be expected to improve academic achievement for all grades and subject areas using the following measures:

Measure 1: Student Growth

Measure 2: Student Achievement

Measure 3: State/Federal Accountability: as required by the State

Blended Learning Academies

MISSION

Blended Learning Academies supports the emotional and academic strength of 9-12 grade students in an educational environment that encourages all students to meet their intellectual and personal potential.

SCHOOL LEADER Greg Morris

GRADES SERVED: 9-12

YEAR OPENED: 2014

CSO FIELD REP: Don Haist

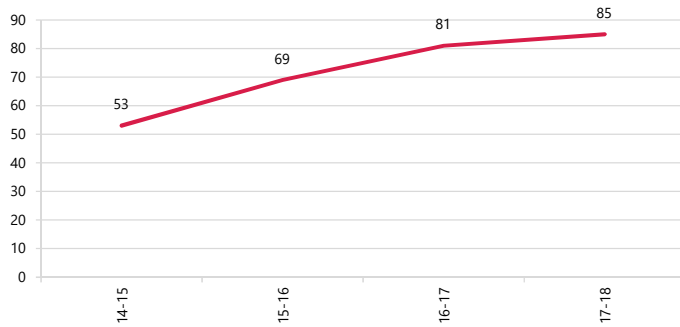
CURRENT CHARTER CONTRACT TERM: 2014-2019

EDUCATIONAL SERVICE PROVIDER: ITS Education Management Group, LLC

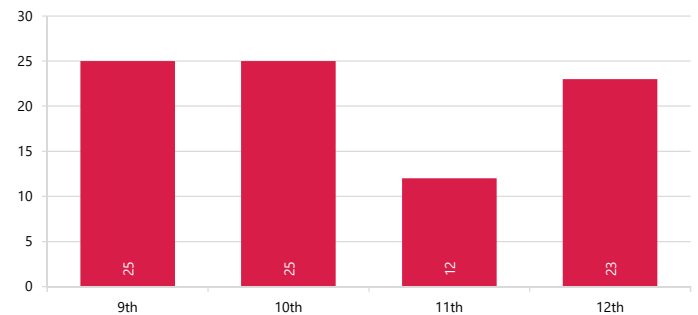
RESIDENT DISTRICT: Lansing Public School District



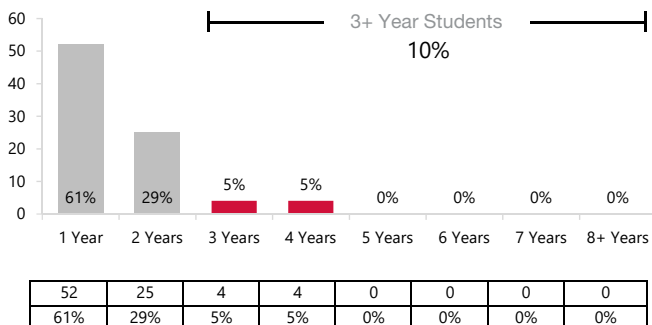
Enrollment by Year



Number of Students in Each Grade



Length of Enrollment



Student Ethnicity

Ethnicity	Academy	Local District	State
American Indian or Alaskan Native	0%	<1%	<1%
Asian American	1%	6%	3%
Black or African American	9%	39%	18%
Native Hawaiian or Other Pacific Islander	0%	<1%	<1%
Caucasian	71%	25%	66%
Hispanic or Latino	15%	19%	8%
Multi-racial	4%	10%	4%

COMPOSITE DISTRICT

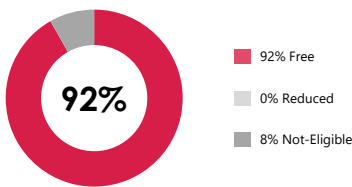
The composite district is a proxy district using the weighted average of the public school districts where the Academy's students reside. The composite district is a more accurate comparison to the Academy than the resident district, based on the make-up of the student body. This comparator is used as a benchmark for student performance in various academic measures, such as the M-STEP and SAT assessments. A list of districts that make up the composite district are presented in the table to the right.

District in Which Students Live	% of Students From That District
Lansing Public School District	74.1%
DeWitt Public Schools	10.6%
Bath Community Schools	4.7%
Perry Public Schools	3.5%
St. Johns Public Schools	2.4%
Ashley Community Schools	1.2%
East Lansing School District	1.2%
Holt Public Schools	1.2%
Laingsburg Community Schools	1.2%

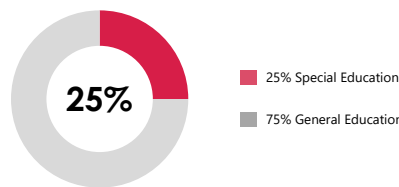
RESIDENT DISTRICT

The resident district, identified on the prior page, refers to the public school district in which the Academy physically resides. Similar to the composite district, this district is used as a comparison for student performance in various academic measures.

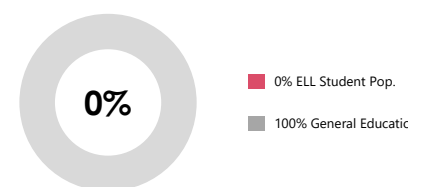
Free & Reduced Price Eligibility



General & Special Education Status



English Language Learners (ELL)



M-STEP Proficiency

Grade	Subject	Prior Year 2016-2017	Current Year 2017-2018	Composite District	Resident District	State
Grade 3	ELA			NA	29.6%	44.4%
	Math			NA	28.6%	45.7%
Grade 4	ELA			NA	19.5%	45.0%
	Math			NA	15.3%	42.0%
Grade 5	ELA			NA	20.8%	46.5%
	Math			NA	9.6%	34.3%
Grade 6	ELA			NA	18.5%	41.4%
	Math			NA	9.6%	34.6%
Grade 7	ELA			NA	12.0%	43.4%
	Math			NA	6.7%	35.7%
Grade 8	ELA			NA	15.4%	42.8%
	Math			NA	6.1%	32.7%
Grade 11	ELA (SAT)	*	*	50.8%	24.6%	57.8%
	Math (SAT)	*	*	28.8%	6.2%	36.9%

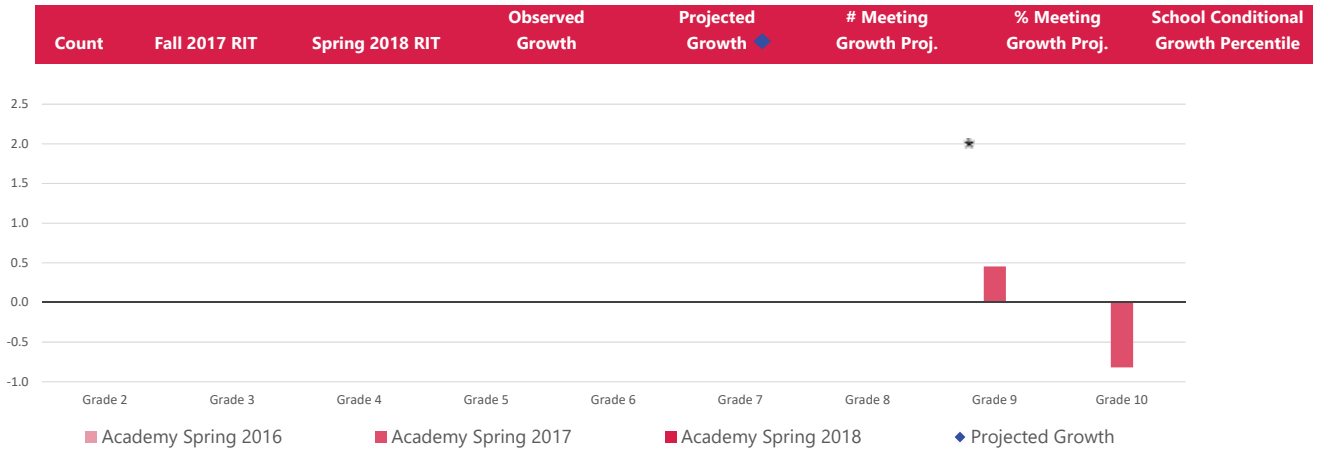
ACADEMIC PERFORMANCE

MEASURE 1: STUDENT GROWTH

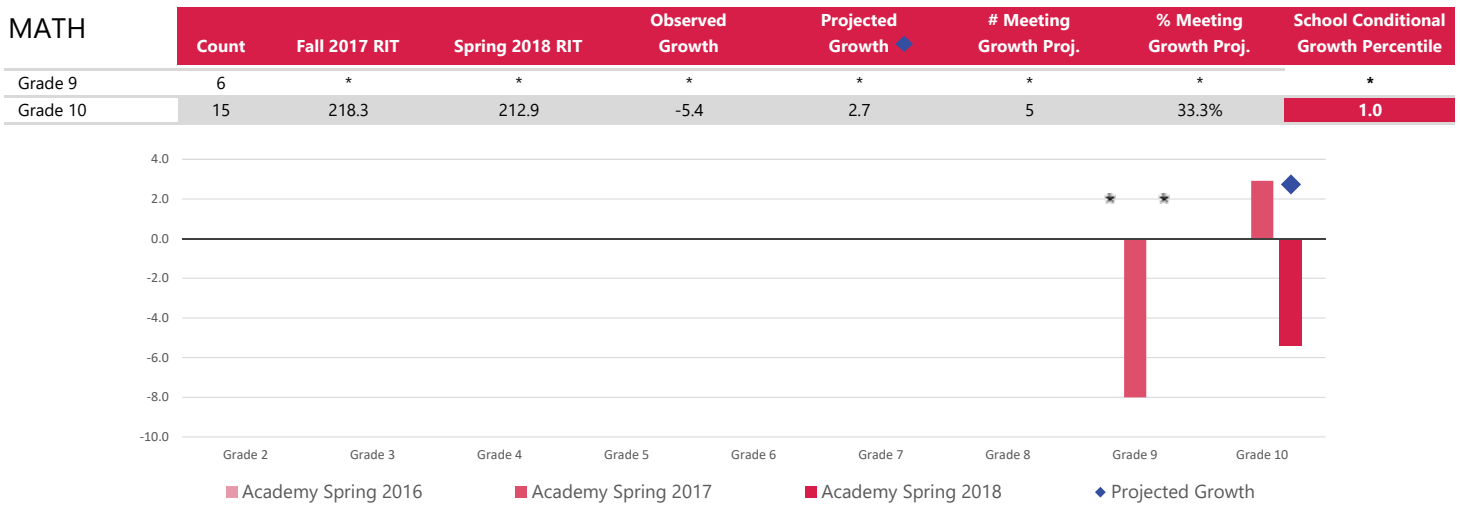
NWEA MAP Growth Percentiles for Grades 2 through 10

School Conditional Growth Percentile (Gains Percentile) for Reading & Math in grades 2 through 10 will be at or above the 50th percentile.

READING



MATH



* Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. A group of 10 or less students is considered to contain student identifiable data.

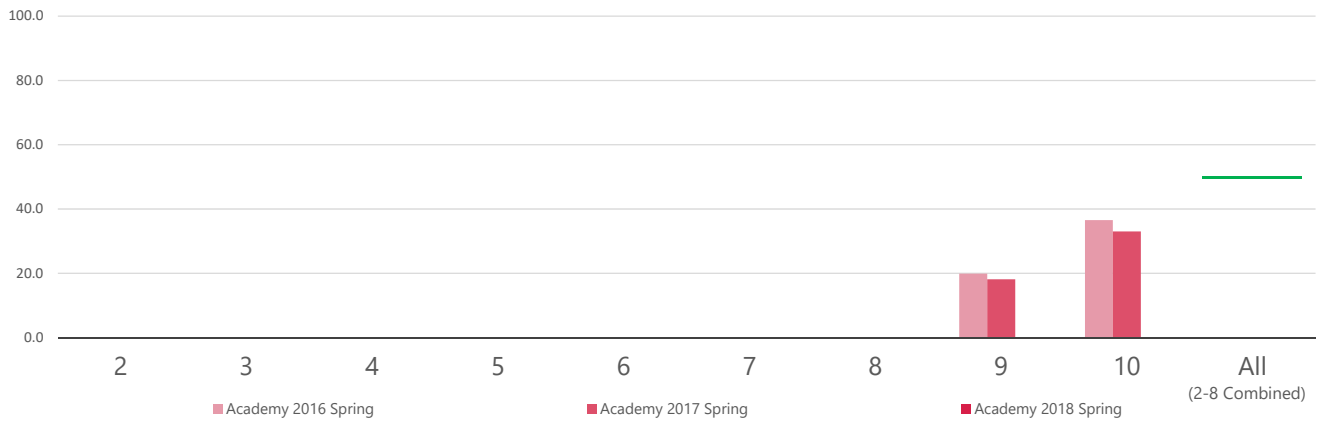
ACADEMIC PERFORMANCE

MEASURE 2: STUDENT ACHIEVEMENT

Spring NWEA MAP Achievement for Grades 2 through 10

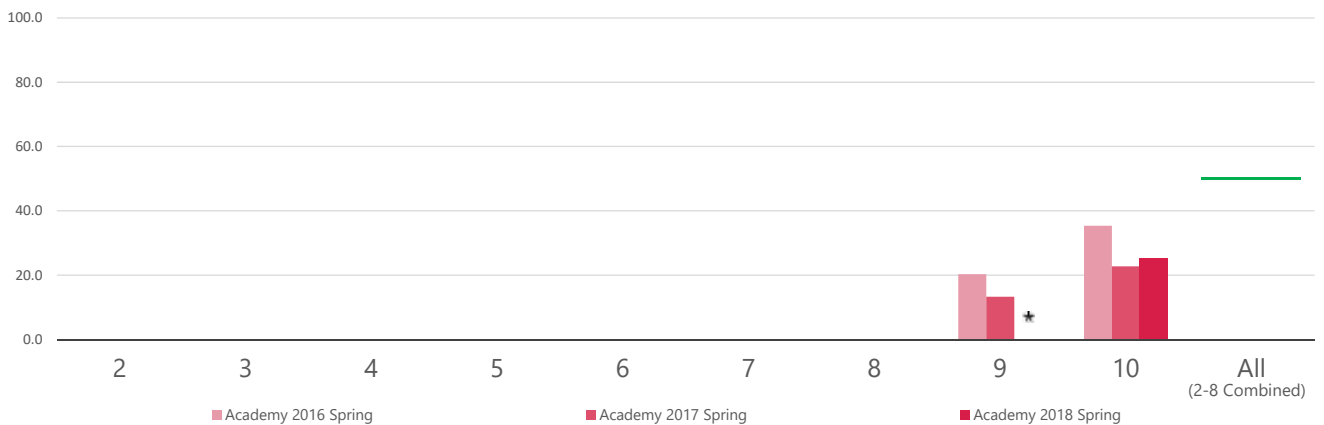
The average national achievement percentile ranking for Reading and Math in grades 2-8 (combined) will be at the 50th percentile.

READING



Current Year
Prior Year
Change

MATH



Current Year
Prior Year
Change

Current Year	*	25.3
Prior Year	13.3	22.8
Change		2.6

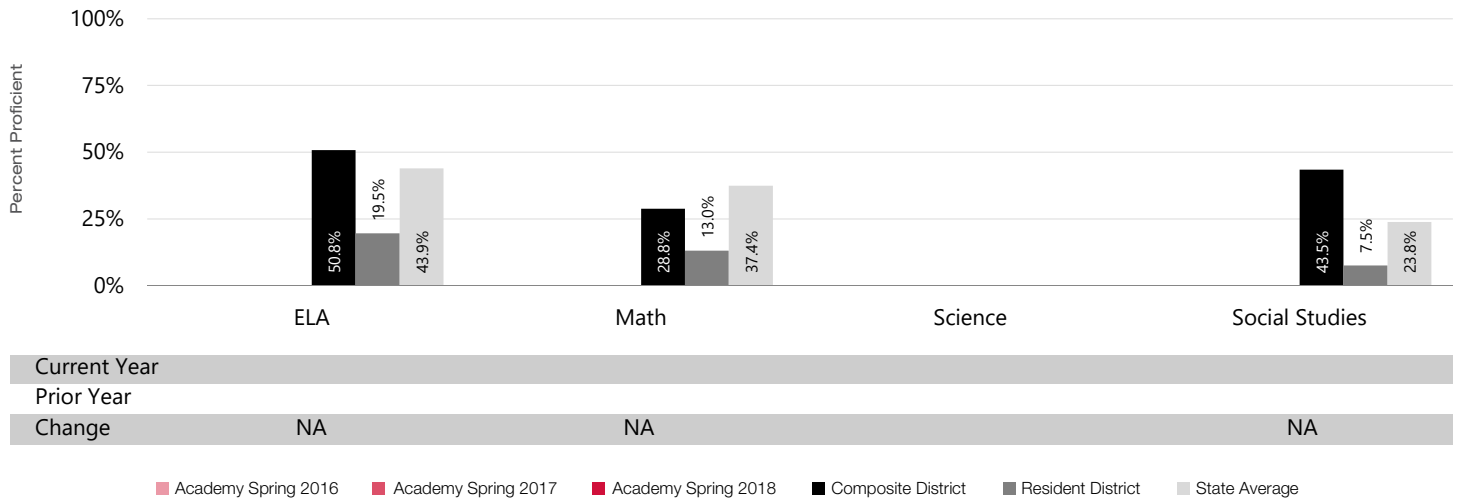
* Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. A group of 10 or less students is considered to contain student identifiable data.

ACADEMIC PERFORMANCE

MEASURE 3: STATE & FEDERAL ACCOUNTABILITY

M-STEP Proficiency in Grades 3 through 8

Percent proficient for all students, as compared to the composite district, resident district, and state average



M-STEP Proficiency by Subgroup

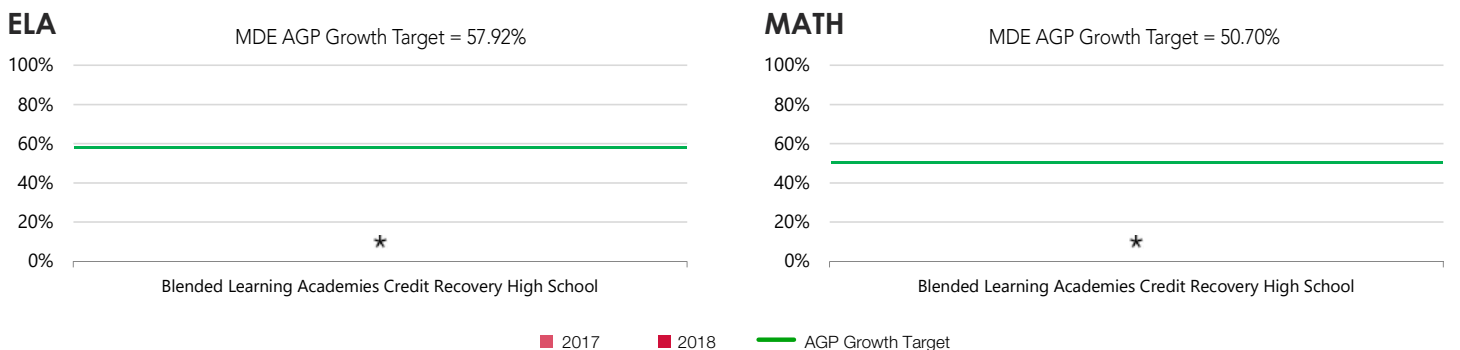
2017-2018 percent proficient for all students, as compared to the state average

Subject	Academy	State
ELA		
All Students	--	43.9%
Ethnic/Racial Minorities	--	40.4%
Students with Disabilities	--	13.9%
Limited English Proficient	--	22.5%
Economically Disadvantaged	--	29.2%
Male	--	39.6%
Female	--	48.3%
Math		
All Students	--	37.4%
Ethnic/Racial Minorities	--	33.9%
Students with Disabilities	--	11.6%
Limited English Proficient	--	23.0%
Economically Disadvantaged	--	22.4%
Male	--	38.6%
Female	--	36.0%

MDE School Growth Index 2017

Percent of all students in grades 4-8 & 11 who met their Adequate Growth Percentile (AGP)

(The 2018 Growth Index will be available when released by the MDE)



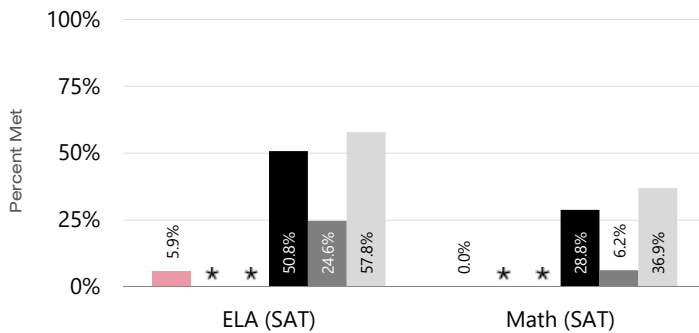
* Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. A group of 10 or less students is considered to contain student identifiable data.

ACADEMIC PERFORMANCE

MEASURE 3: STATE & FEDERAL ACCOUNTABILITY

SAT Results of Grade 11

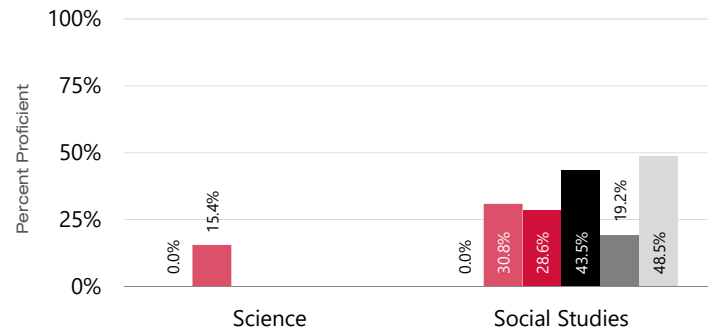
Percent of students meeting college readiness, with comparisons



	ELA (SAT)	Math (SAT)
Current Year	*	*
Prior Year	*	*
Change	NA	NA

M-STEP Results of Grade 11

Percent of students proficient, with comparisons



	Science	Social Studies
Current Year		28.6%
Prior Year	15.4%	30.8%
Change		↓ -2.2%

■ Academy Spring 2016 ■ Academy Spring 2017 ■ Academy Spring 2018 ■ Composite District ■ Resident District ■ State Average

SAT Total Score Results 2018

Composite SAT scores of all Ferris charter schools, with the state-wide average and comparison districts

School	Total Score
National Average	1010
Statewide	1000
Creative Technologies Academy	977
Michigan Connections Academy	973
Composite District	961
Grand Rapids Public Schools	943
Conner Creek Academy East	877
Detroit City School District	866
Voyageur Academy	866
Blended Learning Academies Credit Recovery High School	850
Lansing Public School District	844
Hope Academy of West Michigan	841
Hope of Detroit Academy	822
Flint Public Schools	788
Detroit Delta Preparatory Academy for Social Justice	785
Lighthouse Academy (SDA)	784
Clara B. Ford Academy (SDA)	738

MDE Index Value 2017

Overall Index of all Ferris charter schools

(The 2018 Index Value will be available when released by the MDE)

School	Value
Huron Academy - Elementary	82.62
Huron Academy - Elementary/Middle School	81.41
New Bedford Academy	76.34
Bridge Academy	76.09
Hope of Detroit Academy - Elementary	74.41
Muskegon Montessori Academy for Environmental Change	73.16
Bridge Academy West	70.92
Michigan Connections Academy	70.24
Creative Technologies Academy	67.13
Marshall Academy	62.71
Northridge Academy	62.28
Benton Harbor Charter School	50.05
Conner Creek Academy East - Elementary	47.53
Hope of Detroit Academy - Middle/High	46.06
Battle Creek Montessori Academy	45.93
Voyageur College Prep	42.89
Conner Creek Academy East - Collegiate	40.04
Hope Academy of West Michigan	39.18
Voyageur Academy	37.10
Joy Preparatory Academy	30.37
Clara B. Ford Academy (SDA)	26.73
Detroit Delta Preparatory Academy for Social Justice	25.66
Lighthouse Academy - North Campus	21.20
Lighthouse Academy - East Village	16.81
Lighthouse Academy	15.67
Blended Learning Academies Credit Recovery High School	10.93
Lighthouse Academy - St. Johns	0.00
Lighthouse Academy - Waalkes	0.00
Lighthouse Academy - The Pier	*

* Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. A group of 10 or less students is considered to contain student identifiable data.


THE CHARTER CONTRACT

COMPLIANCE & CONTRACT LENGTH OF TERM


Charter Contract Compliance History

On-time compliance record for the Board's compliance activities, the Academy's compliance activities, and overall compliance.


Year	On-time Compliance Overall	On-time Compliance Board	On-time Compliance Academy
2015-2016	91%	92%	90%
2016-2017	98%	96%	100%
2017-2018	100%	100%	100%



100%



100%



100%

Charter Contract Timeline

History of the Academy's charter contracts, along with key aspects to each contract period.

Length of Term	Dates	Amendments During the Contract	Notes
5 year	2014-2019	N	Initial Contract

BOARD of DIRECTORS

BOARD MEMBERSHIP & ACTIVITIES

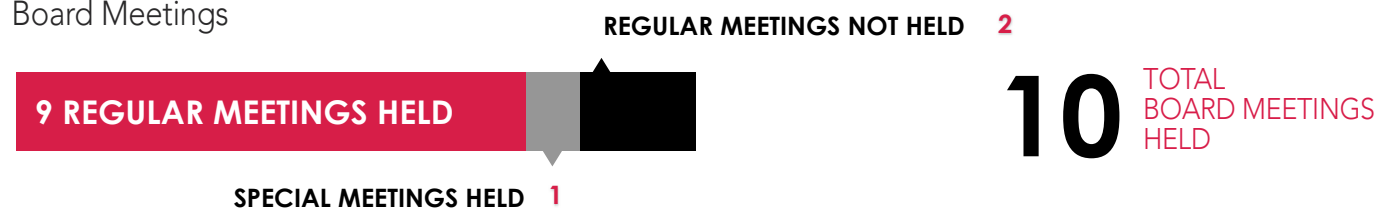
Academy Board Service

Board demographics and required professional development credits.

Board Member	Office	Length of Service	Term Expiration
Marcus Kirkpatrick	President	4 Years	6/30/2019
Ann Rossi	Vice President	4 Years	6/30/2021
Nancy Zamiara	Treasurer	4 Years	6/30/2018
Lauren Kasel	Secretary	2 Years	6/30/2020
Hall Sheylene	Director	2 Years	6/30/2019
Meagan Mahoney-Lamson	Director	2 Years	6/30/2020
William Jaconette	Director	<1 Year	6/30/2021

Academy Board Meetings, Attendance, and Position Vacancies

Board Meetings



Board Attendance



Board Position Vacancies



Board Professional Development Credits



FISCAL PERFORMANCE

BUDGETING & REPORTING

Your Academy's Revenue

	2015-2016	2016-2017	2017-2018	Trend	% of Revenue
Enrollment	68	79	91		
Per-pupil Foundation Allowance	\$7,391	\$7,511	\$7,631		
General Fund Revenues					
Local	\$1,825	\$15,277	\$18,554		2%
State	\$584,319	\$725,276	\$766,305		86%
Federal	\$42,367	\$43,064	\$47,050		5%
Other	\$10,293	\$62,816	\$59,092		7%
Detail					
51c Spec Ed Headlee Obligation	\$2,734	\$7,500	\$14,326		2%
22b Discretionary Payment	\$127,094	\$173,368	\$193,772		22%
11(3) PSA Protected	\$369,655	\$474,155	\$500,115		56%
31A At Risk	\$35,149	\$35,338	\$43,317		5%
99h First Robotics	\$6,500	\$3,500			
152a Headlee Obligation for Data Collection	\$1,692	\$2,178	\$2,308		<1%
22i Technology Infrastructure Grant	\$533				
25g Pupil Exceeding 1.0 FTE	\$21,138	\$16,074			
22n High School Pupil Supports			\$1,991		<1%
Total	\$564,496	\$712,113	\$755,828		
Total General Fund Revenues	\$638,804	\$846,433	\$891,001		

Your Academy's Expenditures

	2015-2016	2016-2017	2017-2018	Trend	% of Expenditures
Expenses/Transfers					
Instruction	\$242,994	\$256,559	\$230,234		28%
Pupil Support Services	\$140,287	\$157,643	\$229,976		28%
Administration	\$187,868	\$238,949	\$241,288		29%
Operations and Maintenance	\$62,534	\$95,589	\$111,892		14%
Transportation	\$0	\$0	\$0		<1%
Other	\$1,153	\$4,682	\$6,649		<1%
Outgoing Transfers & Other Transactions	\$0	\$0	\$0		<1%
Total Expenses/Transfers	\$634,836	\$753,421	\$820,039		
Total Revenues over Expenses	\$3,968	\$93,012	\$70,963		
General Fund Balance Beginning of Year	\$8,799	\$12,767	\$105,778		
General Fund Balance End of Year	\$12,767	\$105,778	\$176,741		
Fund Balance as a % of Revenue	2%	12%	20%		

Total Instruction



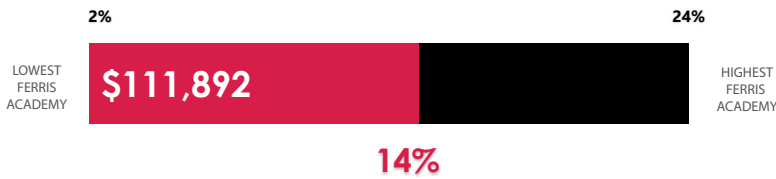
28¢ OF EVERY DOLLAR WAS SPENT ON INSTRUCTION

Total Business & Administration



29¢ OF EVERY DOLLAR WAS SPENT ON BUSINESS & ADMINISTRATIVE COSTS

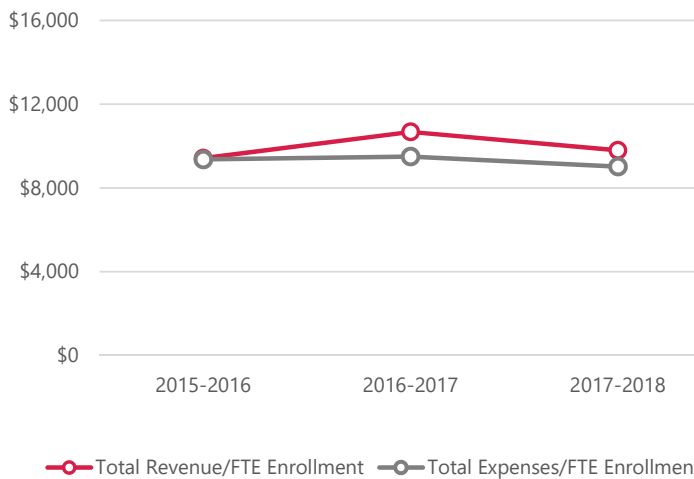
Total Operations & Maintenance



14¢ OF EVERY DOLLAR WAS SPENT ON THE BUILDING & FACILITIES

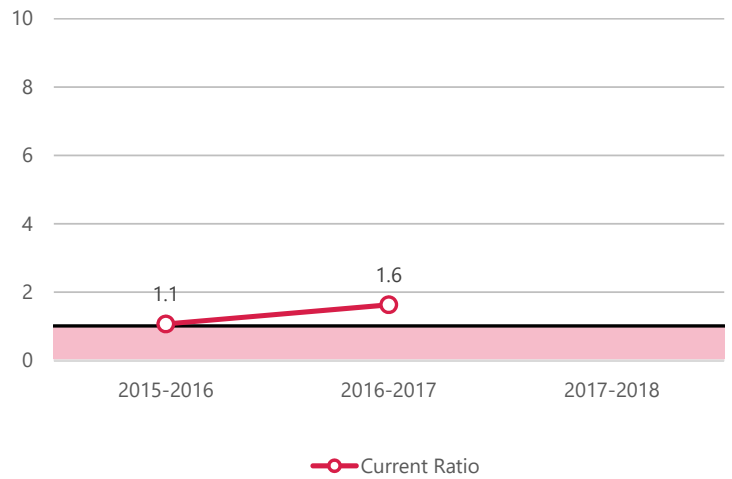
Per-student Finances

HOW AVERAGE EXPENSES AND REVENUES PER STUDENT COMPARE



Current Ratio

ABILITY OF THE ACADEMY TO PAY OFF DEBT IF IT CAME DUE



The Total Revenue per Student illustrates all revenues received, divided by the Academy's overall total enrollment. Similarly, the Total Expenses/Student illustrates total expenses, divided by enrollment. Revenue per Student should exceed Expenses per Student, with a trend to increase this difference. If the Expenses per Student exceed Revenue per Student, the Academy is operating in deficit spending.

The current ratio illustrates the balance of debts to assets. This measures the ability of the Academy to pay back its short-term and long-term obligations with its current assets on hand. If the ratio is 1.0, then the Academy has an equal amount of debt to assets. If the ratio is below 1.0, then the Academy could not fulfill its current liabilities if they came due all at once.

OTHER MEASURES

REVIEWS

School Visits

In order to carry out its responsibility for evaluating academy performance, the CSO has developed the Mid-Contract and Reauthorization Visitation procedures. The CSO views these visitations as part of an ongoing evaluative process, and not as a single event. Visitation teams of three to four educators spend one to two days interviewing stakeholders, observing operations, and reviewing information for each visited school. Visitation guides are sent to each school outlining the procedures for their upcoming visit. The Academy Internal Review Guide focuses on what the school will do before the visit. This internal review process provides an opportunity for the Academy's School Improvement Team and other key stakeholders to self-reflect on some of the key indicators of quality student performance and organizational effectiveness. The Visitation Preparation Guide describes the review procedures and the responsibilities of the school and the CSO.

After each visit, CSO personnel discuss observations, review data, and create a comprehensive Visitation Report. These reports help determine placement in the School Support Team designation process, share visitation findings, and review the school's School Improvement Plan. In addition, the report contains Opportunities for Growth related to facilities, school systems, school culture, mission accomplishment, student academic outcomes, governance/leadership, resources, and the school's support system. Reauthorization Visits are used to make recommendations to the FSU Board of Trustees regarding contract renewal, extension, revocation, or non-renewal. Mid-Contract Visits help schools to focus on areas of concern, recognize points of pride, and ensure boards of directors and the CSO understand any issues that must be addressed before the Reauthorization Visit.

Visitation Reports are available on the FSU CSO website by selecting the authorized school and going to the Reports/Performance Data link (<https://ferris.edu/HTMLS/administration/academicaffairs/charterschools/schools/homepage.htm>)

Quality Reviews

The CSO may elect to contract with a nationally recognized expert in the area of charter school reviews to conduct a Quality School Review (QSR). An external review team conducts a multi-day site visit utilizing the QSR Protocol, which is grounded in the Charter Contract and focuses on critical areas of inquiry associated with curriculum, instruction, assessment, and a limited fiscal review of support of the Educational Program. The external team conducts classroom observations and schedules interviews with board members, administrators, staff members, and students. In addition to school reviews, the CSO may bring in external teams to provide an analysis of office procedures and policies.

END NOTES

SOURCES

Page 8:	Charter Contract, CSO Office, Ferris State University CEPI, Michigan Department of Education MSDS, Michigan Department of Education M-STEP, Michigan Department of Education SAT, Michigan Department of Education
Page 9:	CEPI, Michigan Department of Education MSDS, Michigan Department of Education M-STEP, Michigan Department of Education SAT, Michigan Department of Education
Page 10-11:	Measures of Academic Progress, NWEA
Page 12:	M-STEP/Growth Index Scores, Michigan Department of Education
Page 13:	M-STEP/Index Values, Michigan Department of Education SAT, Michigan Department of Education
Page 14-15:	Charter Contract, CSO Office, Ferris State University Epicenter, Academy Document Submission (current year represents 4th Quarter, unaudited)
Page 16-17:	FID, Michigan Department of Education Epicenter, Academy Document Submission

ACRONYMS & GLOSSARY

Adequate Growth Percentile (AGP): The SGP a student needs to become or remain proficient in 3 years. These growth targets are set by the Michigan Department of Education.

Composite District: The composite district is a proxy district using the weighted average of the public school districts where the Academy's students reside. The composite district is a more accurate comparison to the Academy than the resident district, based on the make-up of the student body. This comparator is used as a benchmark for student performance in various academic measures, such as the M-STEP and SAT assessments. A list of districts that make up the composite district are presented in the table to the right.

Conditional Growth Percentile (CGP): The students percentile rank for growth based on all other students who took the assessment nation-wide. A CGP of 50 means that the students growth was greater than 50% of similar students.

Current Ratio: The current ratio illustrates the balance of debts to assets. This measures the ability of the Academy to pay back its short-term and long-term obligations with its current assets on hand. If the ratio is 1.0, then the Academy has an equal amount of debt to assets. If the ratio is below 1.0, then the Academy could not fulfill its current liabilities if they came due all at once.

Expenditures: The amount the Academy spent on various activities to education its students.

Growth Percentile: The amount of growth students had between two tests; usually fall-to-spring (MAP), or year-to-year (M-STEP).

M-STEP: The state administered standardized assessment in grades 3 through 10.

MAP: A standardized assessment administered by NWEA in grades 2 through 8 that provides student diagnostics.

Per-student Finances: The Total Revenue per Student illustrates all revenues received, divided by the Academy's overall total enrollment. Similarly, the Total Expenses/Student illustrates total expenses, divided by enrollment. Revenue per Student should exceed Expenses per Student, with a trend to increase this difference. If the Expenses per Student exceed Revenue per Student, the Academy is operating in deficit spending.

Proficiency: A state-determined level of achievement that all students should obtain.

Projected Growth: The amount of growth a student (or group of students) should be able to obtain based on national trends and the student's prior test scores.

Resident District: The resident district, identified on the prior page, refers to the public school district in which the Academy physically resides. Similar to the composite district, this district is used as a comparison for student performance in various academic measures.

Revenue: The amount the Academy received from various sources, that it can allocate to operate the program.

RIT Score: The Rasch Unit used in the MAP test for measuring the difficulty and complexity of the assessment.

Student Achievement: The amount of academic content a student has learned over a set amount of time.

Student Growth: The amount of change (gain or loss) in student achievement over a set amount of time.

Student Growth Percentile (SGP): The amount of growth a student achieved from the last time he or she took the test compared to other Michigan students who performed at a similar level.



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