

CONTRACT PERFORMANCE REPORT

2015-2016

Muskegon Montessori Academy for Environmental Change

Charter Schools Office

Ferris State University

Big Rapids, MI 49307

(231) 591-5802

www.ferris.edu/charterschools

Copyright © 2016 Ferris State University Charter Schools Office

TABLE OF CONTENTS

CONTRACTUAL GOALS	6
ACADEMY OVERVIEW	8
ACADEMIC PERFORMANCE	10
MEASURE 1: GROWTH	
MEASURE 2: ACHIEVEMENT	
MEASURE 3: STATE & FEDERAL ACCOUNTABILITY	
THE CHARTER CONTRACT	14
BOARD of DIRECTORS	15
FISCAL PERFORMANCE	16
OTHER MEASURES	18
END NOTES	19

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 2016

TO OUR PARTNERS IN EDUCATION



Dr. RONALD S. RIZZO

Director

It is with great pleasure that we unveil a new comprehensive report to our stakeholders, the Contract Performance Report (CPR). Replacing the former Academy Performance Report, the CPR contains not only academic performance, but has detailed information about the academy's status in regards to compliance and governance, as well as the academy's financial performance. The Charter Schools Office (CSO) has made every attempt to present the information in easy-to-read, understandable charts, graphs and tables.

We believe the CPR provides the most comprehensive information we have published to help our stakeholders make crucial decisions regarding their schools. Our hope is that the information provided in this report will help Boards, educational service providers, administrators and school leadership teams understand how all of the requirements of the charter school contract interact in the academy's overall performance. The CPR is one of the most important documents the CSO uses when determining the overall performance of the Academy.

We thank you for your dedication and continued work on behalf of the students and families which you serve. We look forward to serving as not only your Authorizer, but as a resource for you as you continue your valuable work.

The CPR is a collaborative effort of the CSO Executive Leadership Team. It is my pleasure to introduce the members of this team who have helped produce the Contract Performance Report:



Charissa Talsma

Academic Assessment Specialist



Ronald Schneider

Associate Director



Mindy Britton

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”), these Educational Goal Policies (“EG Policies”) have been prepared by the Charter Schools Office (CSO). They now become 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 re-authorized pursuant to Contracts issued by the University Board. Failure by the Academy Board to comply with these Policies 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 accreditation 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 and Focus school lists published by the Michigan Department of Education. If the Academy already has school buildings identified on these lists, it is expected to make the progress necessary for them to no longer be identified.

B. Educational Goal to Be Achieved:

Prepare 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, Ferris State University 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

Improved academic achievement for all students in grades 2-10 regardless of achievement level will be assessed using the following metrics:

GRADES	METRICS	GROWTH TARGETS
Grades 2-10	The Fall to Spring growth rate in Reading & Math of each grade and subject area for all groups of pupils for which the administered nationally norm-referenced test is designed will fall at or above the fiftieth percentile.	Average Percent of Growth (Gains Percentile) for Reading & Math for all grade levels assessed will be at or above the fiftieth percentile.

Measure 2: Student Achievement

The academic achievement of all students in grades 2-10, who have been enrolled for three or more years at the Academy shall be deemed a cohort and will be assessed using the following metrics and achievement targets:

GRADES	METRICS	ACHIEVEMENT TARGETS
Grades 2-10	The average college readiness level based on the RIT scale from the MAP by NWEA reading and math tests administered in the spring.	Students enrolled for three*or more years will, on average, achieve scaled scores equal to or greater than the grade-level reading and math college readiness achievement targets identified in Appendix A.

*If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.

Strict Discipline 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 this contract.

New Academies

After one and two 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- Exempt

Measure 3: Relative Performance & State/Federal Accountability

Additional Goals

FSU-CSO also recommends the Academy submit additional goals to address civility, overall student development, or other goals deemed appropriate by the Academy Board.

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

The academic achievement of Full Academic Year Students will be assessed using the following metrics and achievement targets:

GRADES	METRICS	ACHIEVEMENT TARGETS
Due to the change in assessment, the lack of comparable results, and the approved state waiver for federal accountability, this measure will not be in effect for the 2015-2016 school year. It the FSU-CSO's intention to re-address this performance measure in the future.		

D. Academy Board Mission Specific Goals:

FSU requires each academy, in addition to adopting the Contractual Educational Goals, to develop measurable goals that can be evaluated to determine whether the Academy is accomplishing its stated mission. Mission specific educational goals should be used to demonstrate achievement in areas that are central to the Academy's mission and vision, yet should not overlap with the academic and non-academic measures already addressed in the Contractual Educational Goals that are aligned with federal, state, and FSU accountability measures. The Academy's progress towards achieving those educational goals as set forth in the Charter Contract is a performance measure tracked annually and evaluated during mid-contract review and reauthorization.

MUSKEGON MONTESSORI ACADEMY FOR ENVIRONMENTAL CHANGE



MUSKEGON
Montessori
ACADEMY FOR
ENVIRONMENTAL CHANGE

MISSION

The mission of Muskegon Montessori Academy for Environmental Change (MMAEC) is to prepare students to be academically and environmentally excellent for sustained success in a global economy. The Academy will sharpen critical thinking skills of its students through learning that remains relevant, active, environmentally focused, and globally mindful.

HEADMASTER: Alisha DuBois

GRADES SERVED: PreK-8

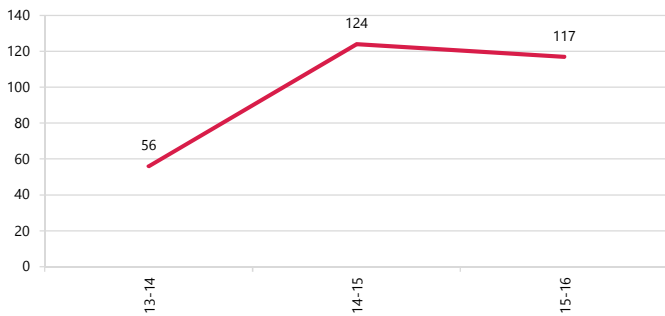
YEAR OPENED: 2013

CURRENT CHARTER CONTRACT TERM: 2013-2018

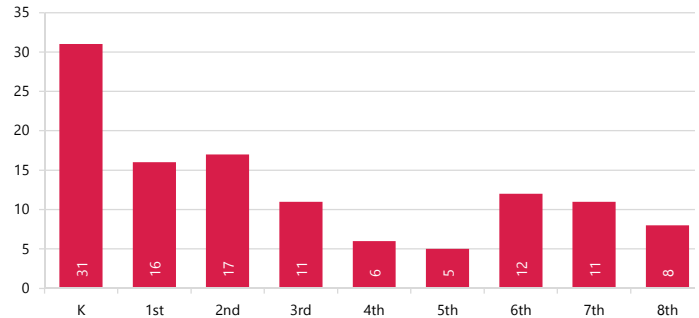
EDUCATIONAL SERVICE PROVIDER: MIChoice

RESIDENT DISTRICT: Mona Shores Public School District

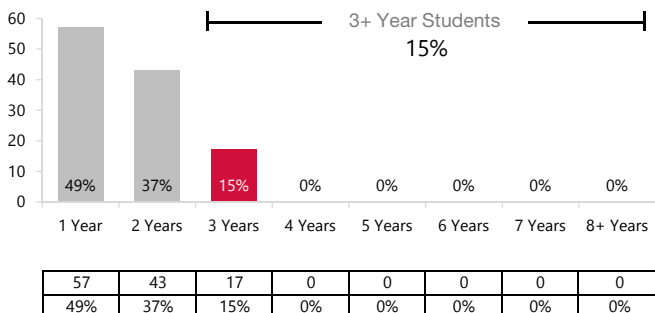
Enrollment by Year



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%	2%	3%
Black or African American	15%	11%	18%
Native Hawaiian or Other Pacific Islander	0%	<1%	<1%
Caucasian	68%	78%	68%
Hispanic or Latino	11%	3%	7%
Multi-racial	5%	5%	3%

COMPOSITE DISTRICT

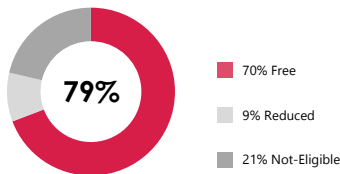
The composite district is a proxy district using the weighted average of the public school districts where the Academy's students reside. The composite district is a more accurate comparison to the Academy than the resident district, based on the make-up of the student body. This comparator is used as 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
Muskegon, Public Schools of the City of	53.8%
Mona Shores Public School District	21.4%
Muskegon Heights School District	8.5%
Fruitport Community Schools	3.4%
Reeths-Puffer Schools	3.4%
Orchard View Schools	2.6%
Oakridge Public Schools	2.6%
North Muskegon Public Schools	1.7%
Whitehall District Schools	1.7%
Grand Rapids Public Schools	0.9%

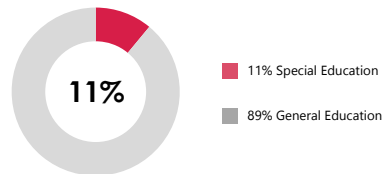
RESIDENT DISTRICT

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.

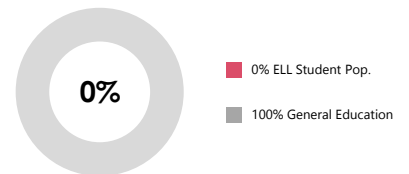
Free & Reduced Price Eligibility



General & Special Education Status



English Language Learners (ELL)



M-STEP Proficiency

Grade	Subject	Prior Year 2014-2015	Current Year 2015-2016	Composite District	Resident District	State
Grade 3	ELA	*	*	35.3%	53.7%	46.0%
	Math	*	*	38.1%	56.4%	45.2%
Grade 4	ELA	*	*	36.4%	49.7%	46.3%
	Math	*	*	37.3%	48.6%	44.0%
Grade 5	ELA	*	*	47.2%	61.7%	50.6%
	Math	*	*	26.5%	36.8%	33.8%
Grade 6	ELA	33.3%	54.5%	21.4%	43.7%	45.0%
	Math	0.0%	27.3%	11.1%	39.2%	32.8%
Grade 7	ELA	*	45.5%	17.5%	54.9%	47.1%
	Math	*	27.3%	7.0%	42.5%	35.3%
Grade 8	ELA	*	*	32.1%	44.3%	48.9%
	Math	*	*	20.0%	36.3%	32.7%

ACADEMIC PERFORMANCE

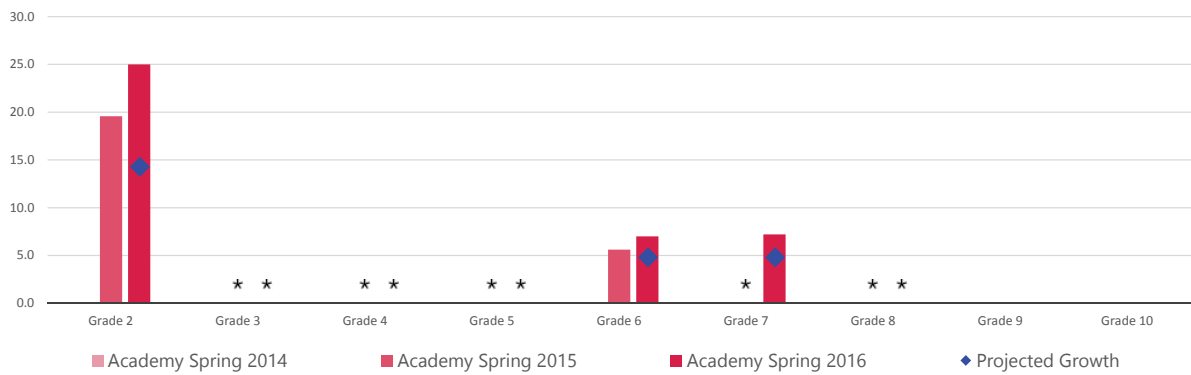
MEASURE 1: STUDENT GROWTH

NWEA MAP Growth Percentiles for Grades 2 through 10

Average Percent of Growth (Gains Percentile) for Reading & Math for grades 2 through 10 will be at or above the fiftieth percentile.

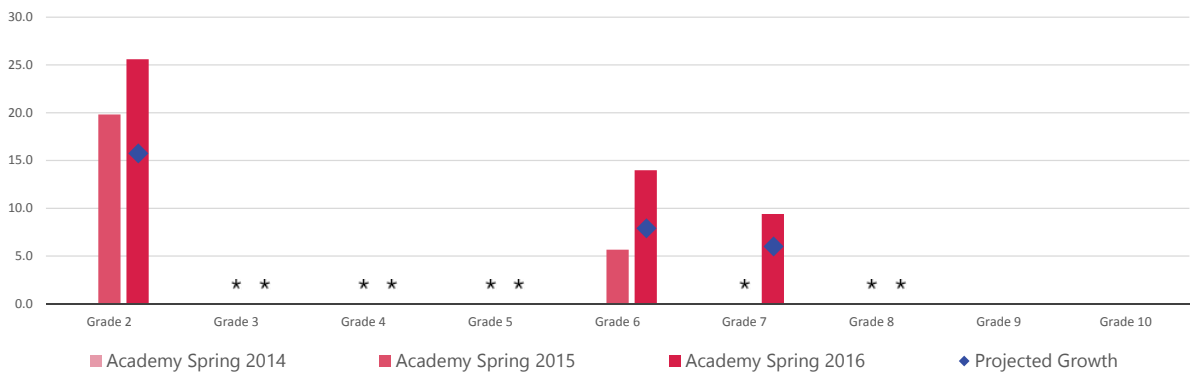
READING

	Count	Fall 2015 RIT	Spring 2016 RIT	Growth	Projected Growth	# Meeting Growth Proj.	% Meeting Growth Proj.	School Conditional Growth Percentile
Grade 2	15	171.9	196.9	25.0	14.3	14	93.3%	99.0
Grade 3	8	*	*	*	*	*	*	*
Grade 4	5	*	*	*	*	*	*	*
Grade 5	4	*	*	*	*	*	*	*
Grade 6	10	212.8	219.8	7.0	4.8	5	50.0%	88.0
Grade 7	10	206.5	213.7	7.2	4.8	6	60.0%	97.0
Grade 8	7	*	*	*	*	*	*	*



MATH

	Count	Fall 2015 RIT	Spring 2016 RIT	Growth	Projected Growth	# Meeting Growth Proj.	% Meeting Growth Proj.	School Conditional Growth Percentile
Grade 2	15	172.5	198.1	25.6	15.7	12	80.0%	99.0
Grade 3	8	*	*	*	*	*	*	*
Grade 4	5	*	*	*	*	*	*	*
Grade 5	4	*	*	*	*	*	*	*
Grade 6	10	210.5	224.5	14.0	7.9	7	70.0%	99.0
Grade 7	10	213.6	223.0	9.4	6.0	8	80.0%	97.0
Grade 8	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.

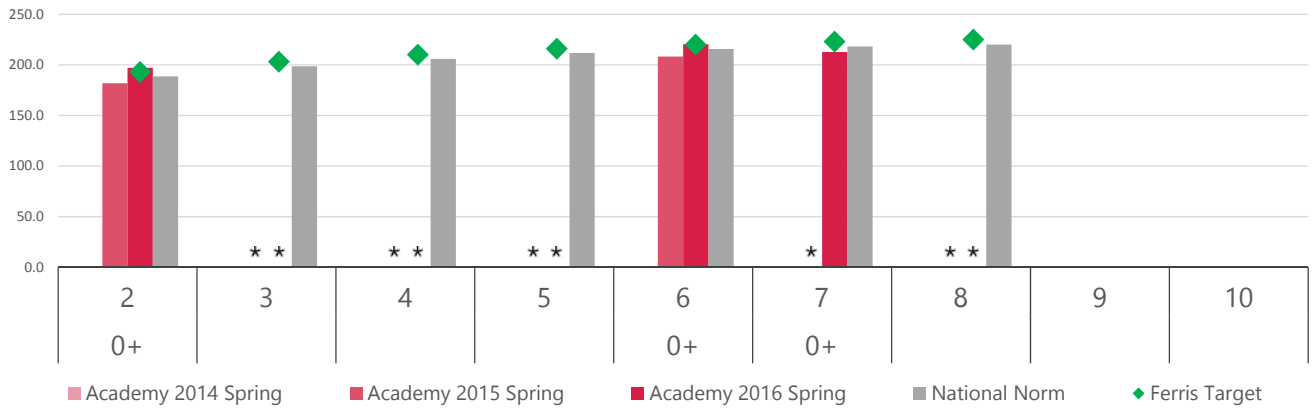
ACADEMIC PERFORMANCE

MEASURE 2: STUDENT ACHIEVEMENT

Spring NWEA MAP Achievement for Grades 2 through 10

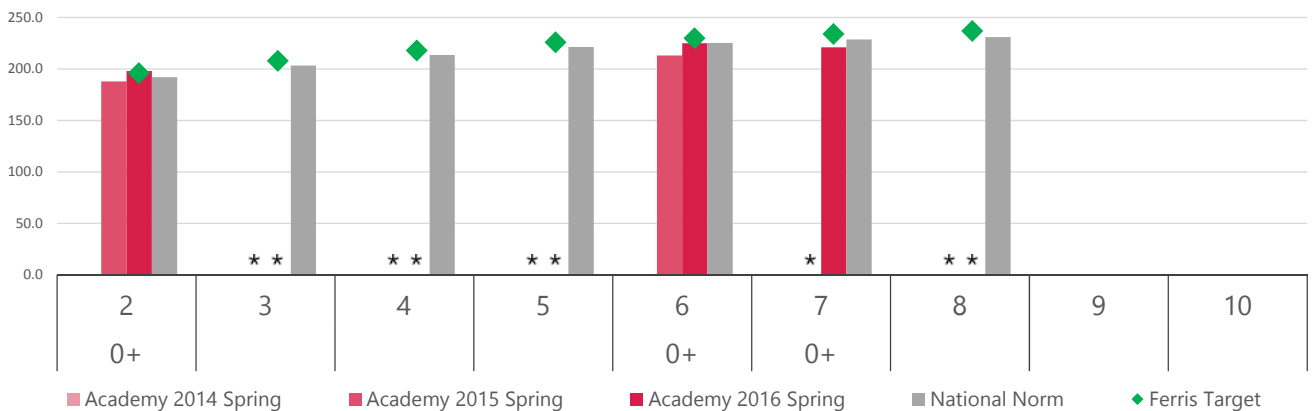
Students enrolled for three¹ or more years will, **on average**, achieve scaled scores **equal to or greater than** the grade-level reading and math college readiness achievement targets.

READING



Academy	197.2	*	*	*	220.5	212.8	*
National Norm	188.7	198.6	205.9	211.8	215.8	218.2	220.1
Ferris Target	193.0	203.0	210.0	216.0	220.0	223.0	225.0

MATH



Academy	198.0	*	*	*	225.0	221.1	*
National Norm	192.1	203.4	213.5	221.4	225.3	228.6	230.9
Ferris Target	196.0	208.0	218.0	226.0	230.0	234.0	237.0

¹If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.

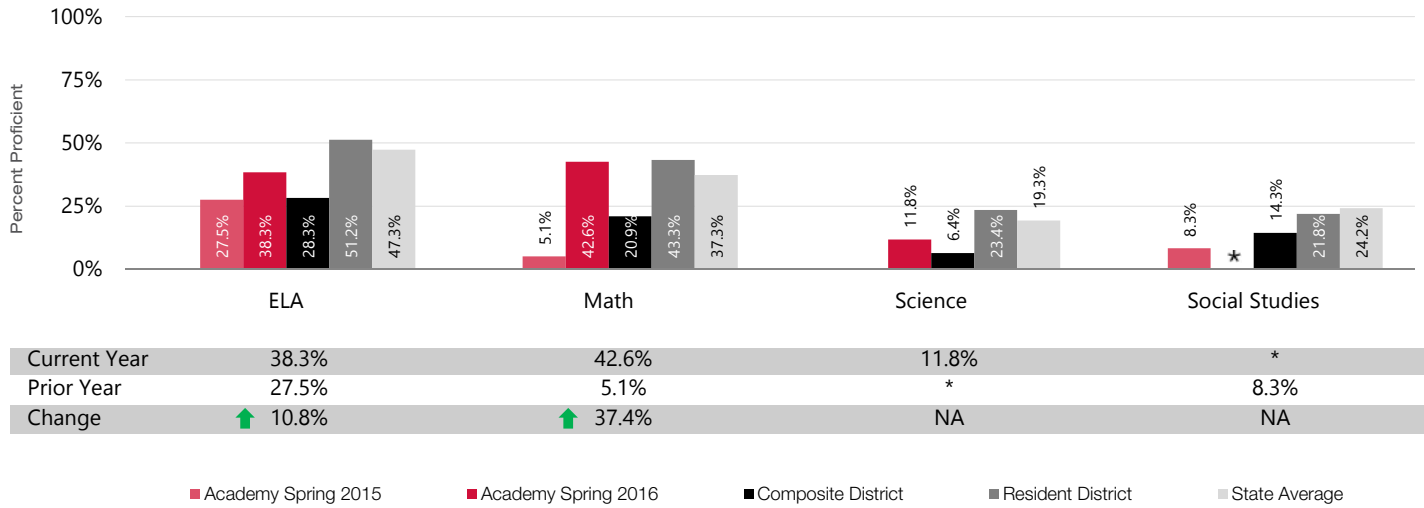
* Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. A group of 10 or less students is considered to contain student identifiable data.

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

Percent proficient for all students, as compared to the state average.

ELA

	Academy	State
All Students	38.3%	49.1%
Ethnic/Racial Minorities	36.4%	45.3%
Students with Disabilities	*	14.5%
Limited English Proficient	--	22.1%
Economically Disadvantaged	36.8%	32.4%
Male	33.3%	44.4%
Female	43.5%	53.9%

MATH

	Academy	State
All Students	42.6%	37.2%
Ethnic/Racial Minorities	45.5%	33.7%
Students with Disabilities	*	11.1%
Limited English Proficient	--	20.4%
Economically Disadvantaged	39.5%	21.2%
Male	37.5%	38.3%
Female	47.8%	36.1%

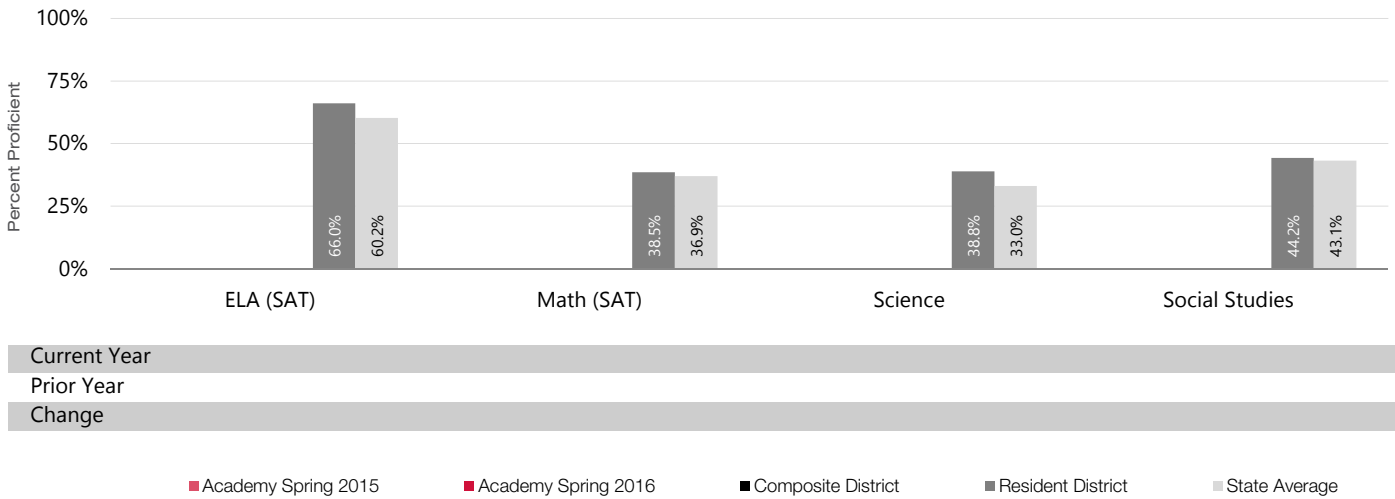
* Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. A group of 10 or less students is considered to contain student identifiable data.

ACADEMIC PERFORMANCE

MEASURE 3: STATE & FEDERAL ACCOUNTABILITY

M-STEP & SAT Results in Grade 11

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



SAT Total Score Results 2016

List of composite SAT scores, with comparison districts.

School	Total Score
Marshall Academy	1032
Statewide	1001
National Average	1000
Creative Technologies Academy	998
Michigan Connections Academy	957
Grand Rapids Public Schools	920
Conner Creek Academy East	879
Detroit City School District	875
Lansing Public School District	857
Voyageur Academy	849
Flint Public Schools	804
Detroit Delta Preparatory Academy for Social Justice	789
Hope Academy of West Michigan	789
Clara B. Ford Academy (SDA)	787
Lighthouse Academy (SDA)	768
Blended Learning Academies Credit Recovery High School	763
Allen Academy	760

Top-to-Bottom List 2016

2016 State ranking of all Ferris charter schools.

School	Statewide Percentile Ranking
--------	------------------------------

The Top-to-Bottom list, which is part of Michigan's student assessment system, ranks public schools in Michigan based on various student performance outcomes over a two year period. Due to changes in the state student assessment system in 2015, specifically moving from the MEAP to M-STEP, a Top-to-Bottom list was not produced for the 2014-2015 academic year.

A Top-to-Bottom list is anticipated for the 2015-2016 academic year, which is due out in late 2016. The CSO will provide additional information about the 2016 Top-to-Bottom list when it is released.

For more information on the Michigan student assessment system and the Top-to-Bottom rankings, please visit:

<http://www.mi.gov/ttb>

* 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
2013-2014	96%	98%	94%
2014-2015	100%	100%	100%
2015-2016	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	Ammendments During the Contract	Notes
5 year	2013-2018	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	Number of Credits Required	Number of Credits Earned
Kristy Crocker	Secretary	3 Years	6/30/2018	12	10.25
Douglass Doty	Treasurer	1 Year	6/30/2017	6	3.75
Renaë Hesselink	President	3 Years	6/30/2018	12	4
Heidi Kejonen	Director	2 Years	6/30/2016	6	8.25

Academy Board Meetings, Attendance, and Position Vacancies

Board Meetings



Board Attendance



Board Position Vacancies



FISCAL PERFORMANCE

BUDGETING & REPORTING

The Academy's Revenue

	2013-2014	2014-2015	2015-2016	Trend	% of Revenue
Enrollment	54	102	116		
Per-pupil Foundation Allowance	\$7,026	\$7,126	\$7,391		
General Fund Revenues					
Local	\$954	\$27,929	\$38,303		3%
State	\$398,435	\$727,981	\$903,692		70%
Federal	\$131,644	\$216,931	\$340,986		26%
Other	\$0	\$172,390	\$3,954		<1%
Detail					
51c Spec Ed Headlee Obligation		\$10,764	\$18,847		1%
22b Discretionary Payment	\$115,629	\$207,425	\$281,100		22%
11(3) PSA Protected	\$259,349	\$466,410	\$553,491		43%
31A At Risk	\$15,877	\$16,058	\$33,823		3%
152a Headlee Obligation for Data Collection	\$1,321	\$2,398	\$2,868		<1%
31d School Lunch		\$458	\$707		<1%
22i Technology Infrastructure Grant	\$664		\$925		<1%
35a(6) Early Literacy Targeted Instruction			\$1,980		<1%
102d Financial Analytic Tools			\$165		<1%
22f Best Practice Incentive	\$2,775	\$4,799			
22f Best Practice Residual	\$152	\$161			
22c Foundation Equity Payment	\$2,669	\$11,997			
Total	\$398,435	\$720,469	\$893,907		
Total General Fund Revenues	\$531,033	\$1,145,232	\$1,286,935		

The Academy's Expenditures

	2013-2014	2014-2015	2015-2016	Trend	% of Expenditures
Expenses/Transfers					
Instruction	\$308,273	\$434,011	\$583,448		55%
Pupil Support Services	\$96,613	\$71,306	\$122,314		12%
Administration	\$233,934	\$316,841	\$225,616		21%
Operations and Maintenance	\$89,061	\$117,653	\$78,745		7%
Transportation	\$511	\$0	\$0		<1%
Other	\$3,073	\$6,768	\$5,525		<1%
Outgoing Transfers & Other Transactions	\$106,815	\$46,424	\$47,707		4%
Total Expenses/Transfers	\$838,279	\$993,003	\$1,063,354		
Total Revenues over Expenses	-\$307,246	\$152,228	\$223,581		
General Fund Balance Beginning of Year	\$0	-\$307,246	-\$155,017		
General Fund Balance End of Year	-\$307,246	-\$155,017	\$68,563		
Fund Balance as a % of Revenue	-58%	-14%	5%		

Total Instruction



55¢ OF EVERY DOLLAR WAS SPENT ON INSTRUCTION

Total Business & Administration



21¢ OF EVERY DOLLAR WAS SPENT ON BUSINESS & ADMINISTRATIVE COSTS

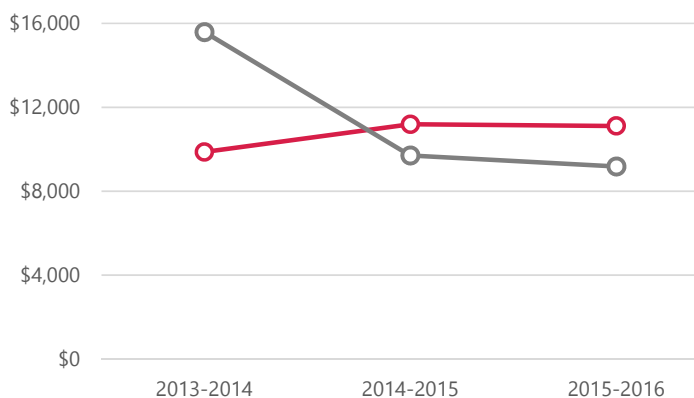
Total Operations & Maintenance



7¢ OF EVERY DOLLAR WAS SPENT ON THE BUILDING & FACILITIES

Per-student Finances

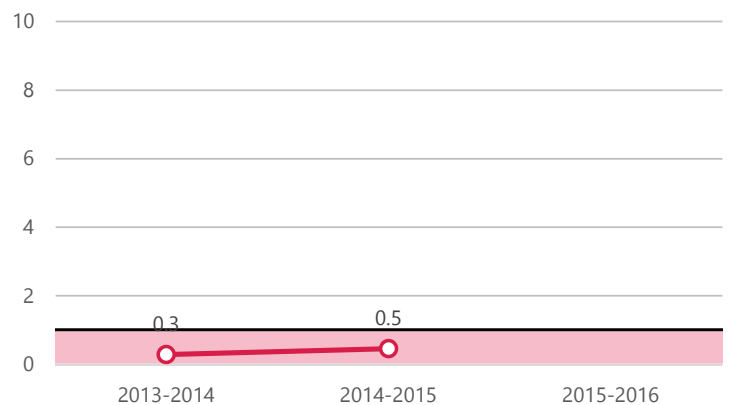
HOW AVERAGE EXPENSES AND REVENUES PER STUDENT COMPARE



—○— Total Revenue/FTE Enrollment —○— Total Expenses/FTE Enrollment

Current Ratio

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



—○— Current Ratio

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

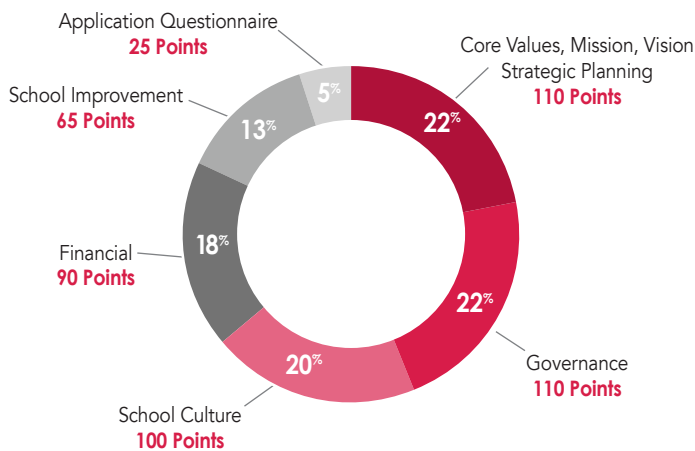
REVIEWS

Program Reviews

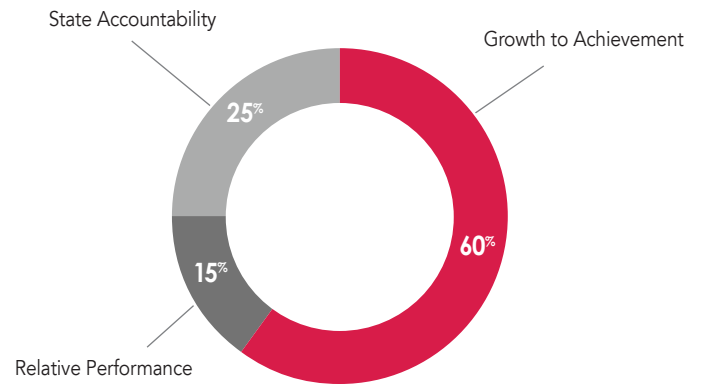
In addition to annual reports such as the M-STEP and MME, and the Annual Performance Report (APR), the CSO performs comprehensive on-site reviews at Mid-Contract and Reauthorization times. Each Visitation Review consists of a team of 3 to 4 members who spend 1.5 to 2 days at the Academy. The review consists of classroom visitations, dinner with the Academy School Improvement Team, and interviews with a wide range of stakeholders.

The pie charts below show the point distribution for the Visitation Rubric and the APR. While both stages of the Academy's evaluation are significant, the CSO emphasizes that the APR and the Academy's progress toward the contractual educational goals are the most important factor in determining recommendations to the FSU Board of Trustees regarding Reauthorization.

Visitation Rubric



Academic Performance Report



Total Score

450 - 500	Exceeds Standards	90% +
375 - 449	Proficient	75% - 89%
300-374	Partially Proficient	60% - 74%
299 & Below	Not Proficient	Below 60%

Quality School Review

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.

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, Michigan Department of Education
- Page 13: M-STEP, Michigan Department of Education
SAT, Michigan Department of Education
- Page 14-15: Charter Contract, CSO Office, Ferris State University
Epicenter, Academy Document Submission
- Page 16-17: FID, Michigan Department of Education
Epicenter, Academy Document Submission



Charter Schools Office
Ferris State University
Big Rapids, MI 49307
(231) 591-5802
www.ferris.edu/charterschools