

# CONTRACT PERFORMANCE REPORT

2015-2016

Voyageur Academy

## Charter Schools Office

Ferris State University

Big Rapids, MI 49307

(231) 591-5802

[www.ferris.edu/charterschools](http://www.ferris.edu/charterschools)

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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 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.

# VOYAGEUR ACADEMY



## MISSION

The mission of the Voyageur School District is to prepare students to be College Ready and College Bound. This mission will be achieved through the fundamental pillars of Discipline, Focus and Hard-Work; and the Sustenance pillars of Perseverance and Character.

**SCHOOL LEADERS:** Aundrea Johnson, Jeff Maxwell

**GRADES SERVED:** K-12

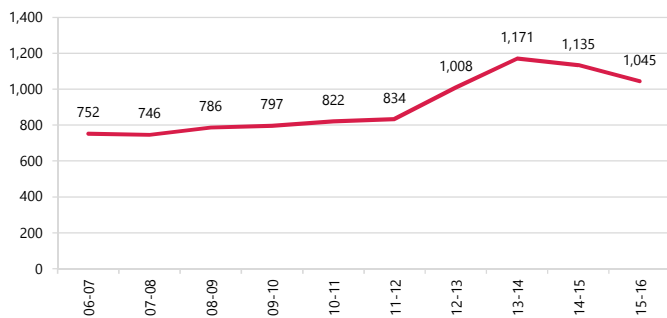
**YEAR OPENED:** 1998

**CURRENT CHARTER CONTRACT TERM:** 2015-2019

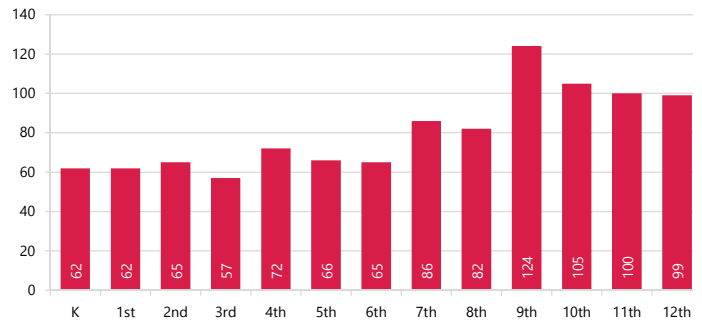
**EDUCATIONAL SERVICE PROVIDER:** American Promise Schools

**RESIDENT DISTRICT:** Detroit City School District

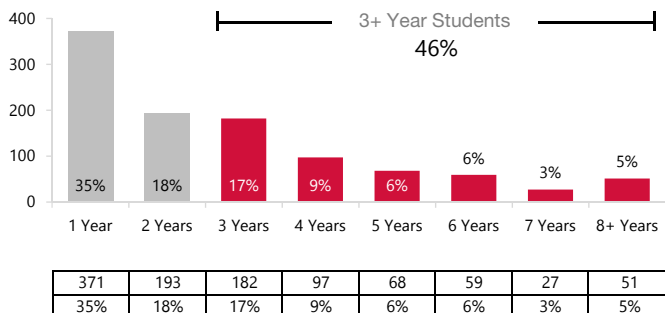
Enrollment by Year



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	76%	82%	18%
Native Hawaiian or Other Pacific Islander	<1%	<1%	<1%
Caucasian	5%	2%	68%
Hispanic or Latino	19%	14%	7%
Multi-racial	0%	<1%	3%



## COMPOSITE DISTRICT

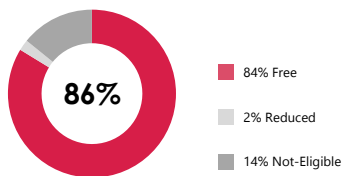
The composite district is a proxy district using the weighted average of the public school districts where the Academy's students reside. The composite district is a more accurate comparison to the Academy than the resident district, based on the make-up of the student body. This comparator is used as 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
Detroit City School District	98.2%
River Rouge, School District of the City of	0.6%
Highland Park City Schools	0.4%
Ecorse Public Schools	0.3%
Lincoln Park, School District of the City of	0.2%
Redford Union Schools, District No. 1	0.1%
South Redford School District	0.1%
Taylor School District	0.1%
East Detroit Public Schools	0.1%

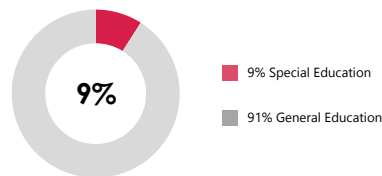
## RESIDENT DISTRICT

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.

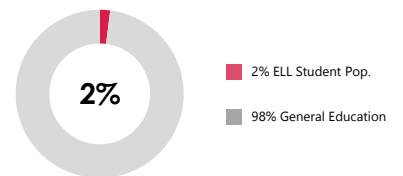
### Free & Reduced Price Eligibility



### 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	37.9%	<b>30.5%</b>	9.9%	9.9%	46.0%
	Math	24.2%	<b>17.9%</b>	10.4%	10.4%	45.2%
Grade 4	ELA	25.5%	<b>30.9%</b>	10.9%	10.9%	46.3%
	Math	22.2%	<b>28.4%</b>	7.2%	7.2%	44.0%
Grade 5	ELA	11.9%	<b>21.8%</b>	12.8%	12.8%	50.6%
	Math	0.0%	<b>6.8%</b>	2.5%	2.5%	33.8%
Grade 6	ELA	5.2%	<b>22.2%</b>	8.4%	8.4%	45.0%
	Math	2.5%	<b>3.2%</b>	3.9%	3.9%	32.8%
Grade 7	ELA	20.0%	<b>20.0%</b>	11.9%	11.9%	47.1%
	Math	11.8%	<b>8.2%</b>	5.2%	5.2%	35.3%
Grade 8	ELA	19.7%	<b>46.4%</b>	17.9%	17.9%	48.9%
	Math	3.9%	<b>10.1%</b>	6.8%	6.8%	32.7%
Grade 11	ELA (SAT)		<b>27.4%</b>	33.8%	34.2%	60.2%
	Math (SAT)		<b>7.4%</b>	14.3%	14.6%	36.9%

# ACADEMIC PERFORMANCE

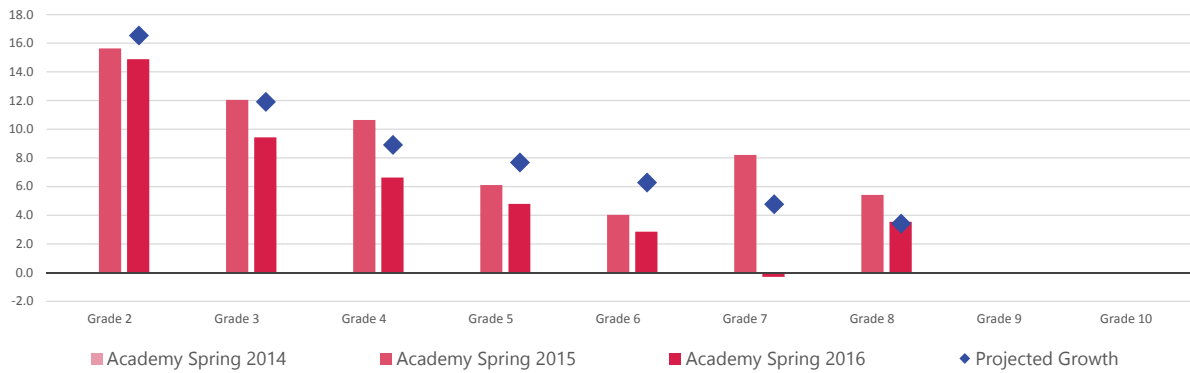
## MEASURE 1: STUDENT GROWTH

### 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.

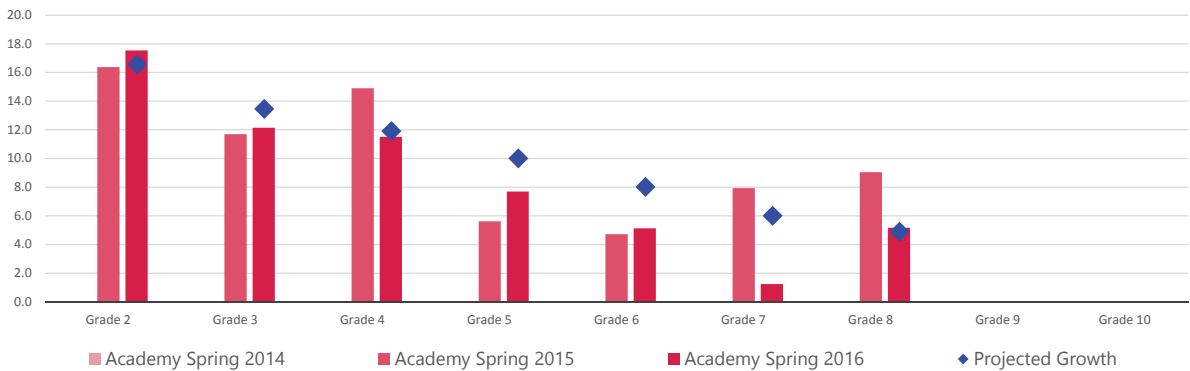
#### READING

	Count	Fall 2015 RIT	Spring 2016 RIT	Growth	Projected Growth	# Meeting Growth Proj.	% Meeting Growth Proj.	School Conditional Growth Percentile
Grade 2	58	159.4	174.3	14.9	16.5	27	46.6%	45.0
Grade 3	54	178.9	188.3	9.4	11.9	24	44.4%	18.0
Grade 4	61	190.0	196.6	6.6	8.9	22	36.1%	17.0
Grade 5	57	194.1	198.9	4.8	7.7	22	38.6%	14.0
Grade 6	55	199.7	202.5	2.9	6.3	19	34.5%	14.0
Grade 7	64	206.2	205.9	-0.3	4.8	24	37.5%	2.0
Grade 8	65	214.5	218.1	3.5	3.4	30	46.2%	56.0



#### MATH

	Count	Fall 2015 RIT	Spring 2016 RIT	Growth	Projected Growth	# Meeting Growth Proj.	% Meeting Growth Proj.	School Conditional Growth Percentile
Grade 2	57	165.5	183.1	17.5	16.6	33	57.9%	57.0
Grade 3	53	182.5	194.6	12.2	13.5	20	37.7%	19.0
Grade 4	60	191.1	202.6	11.5	11.9	31	51.7%	40.0
Grade 5	57	199.8	207.5	7.7	10.0	18	31.6%	23.0
Grade 6	57	199.5	204.6	5.1	8.0	20	35.1%	20.0
Grade 7	60	207.7	208.9	1.2	6.0	18	30.0%	4.0
Grade 8	66	216.2	221.3	5.2	4.9	39	59.1%	62.0



\* 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.

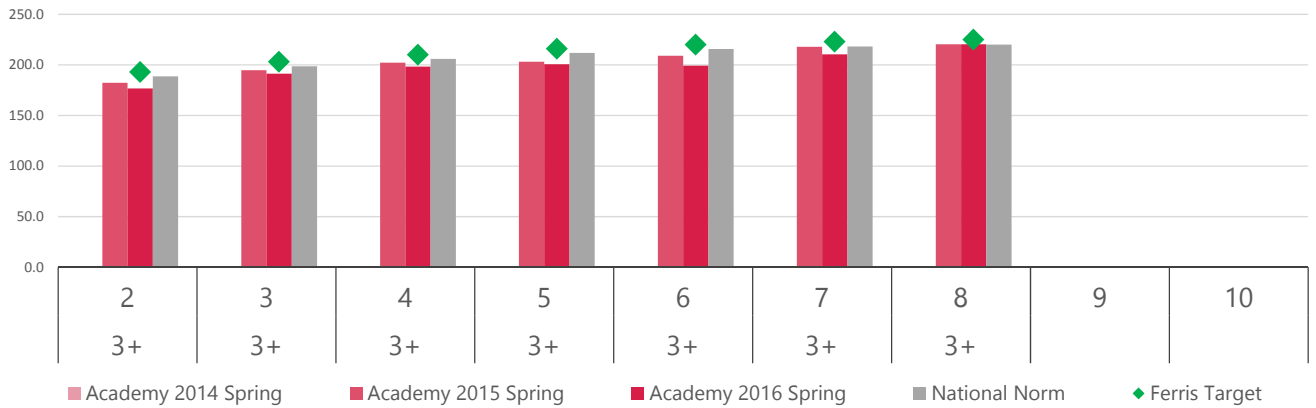
# ACADEMIC PERFORMANCE

## MEASURE 2: STUDENT ACHIEVEMENT

### Spring NWEA MAP Achievement for Grades 2 through 10

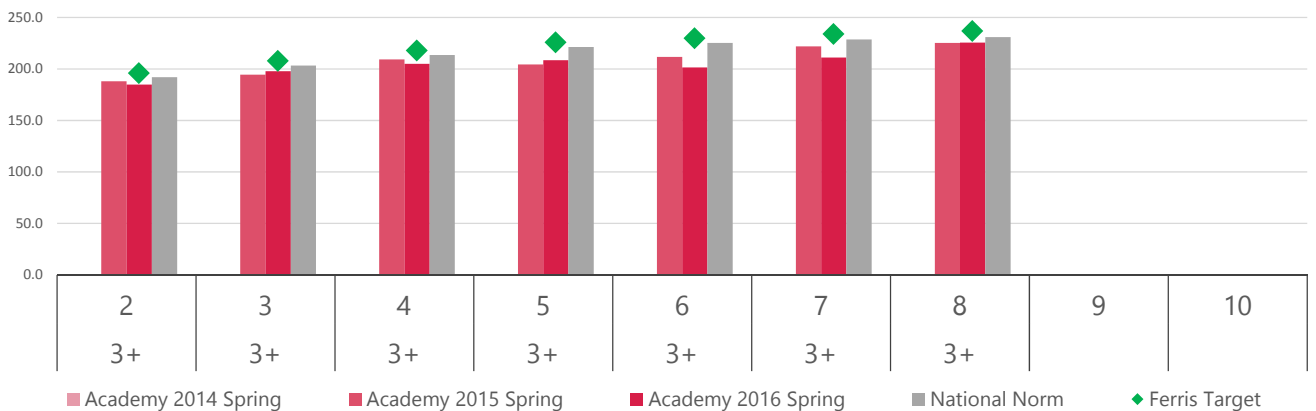
Students enrolled for three<sup>1</sup> or more years will, **on average**, achieve scaled scores **equal to or greater than** the grade-level reading and math college readiness achievement targets.

#### READING



Academy	176.7	191.3	198.4	200.7	199.2	210.5	220.4
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	184.8	197.9	205.0	208.5	201.5	211.2	225.5
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

<sup>1</sup>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.

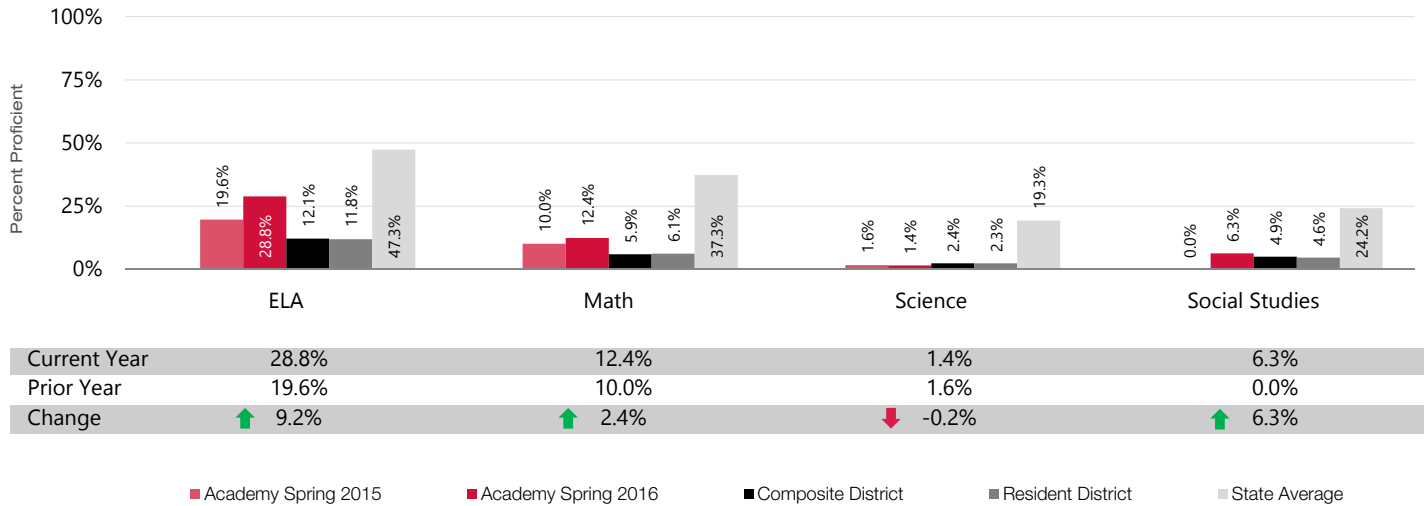
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# ACADEMIC PERFORMANCE

## 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	28.8%	49.1%
Ethnic/Racial Minorities	28.3%	45.3%
Students with Disabilities	6.7%	14.5%
Limited English Proficient	21.6%	22.1%
Economically Disadvantaged	27.4%	32.4%
Male	22.2%	44.4%
Female	35.4%	53.9%

#### MATH

	Academy	State
All Students	12.4%	37.2%
Ethnic/Racial Minorities	12.3%	33.7%
Students with Disabilities	0.0%	11.1%
Limited English Proficient	8.3%	20.4%
Economically Disadvantaged	12.0%	21.2%
Male	9.3%	38.3%
Female	15.5%	36.1%

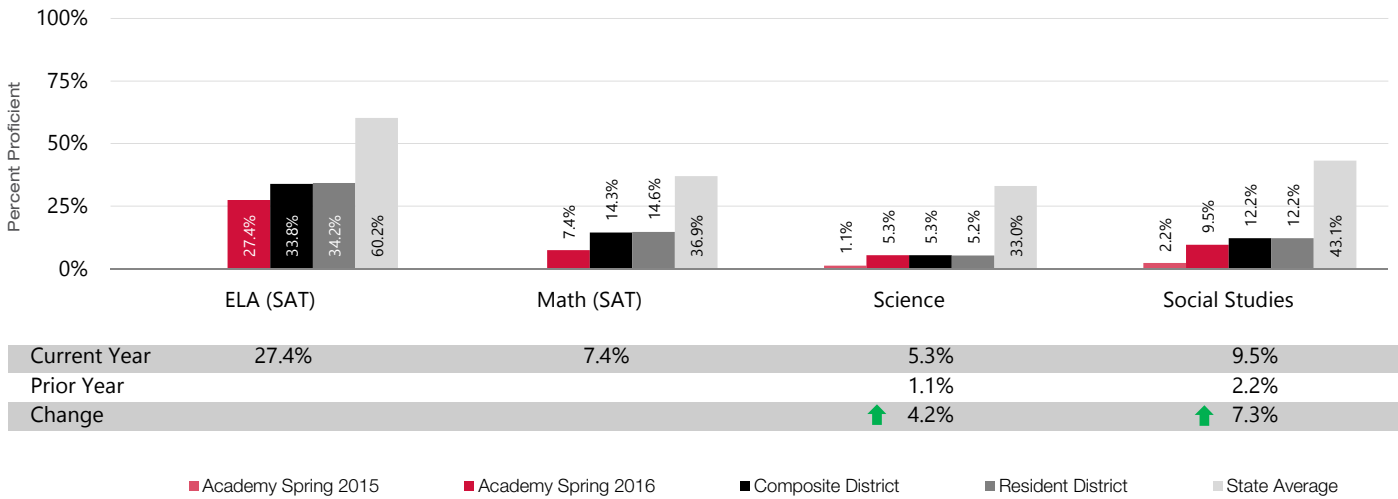
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# ACADEMIC PERFORMANCE

## 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
<b>Composite District</b>	<b>874</b>
Lansing Public School District	857
<b>Voyageur Academy</b>	<b>849</b>
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
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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>

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# THE CHARTER CONTRACT


## COMPLIANCE & CONTRACT LENGTH OF TERM

### Charter Contract Compliance History

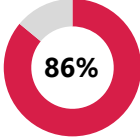
On-time compliance record for the Board's compliance activities, the Academy's compliance activities, and overall compliance.

Year	On-time Compliance Overall	On-time Compliance Board	On-time Compliance Academy
2013-2014	91%	91%	90%
2014-2015	97%	97%	97%
<b>2015-2016</b>	<b>90%</b>	<b>86%</b>	<b>95%</b>


  



90%



86%



95%

### 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
4 year	2015-2019	Y	
1 year	2014-2015	Y	Contract Extension
5 year	2009-2014	Y	
1 year	2003-2009	Y	Contract Extension
5 year	2003-2008	Y	
5 year	1998-2003	Y	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
Minika Benning	Vice President	5 Years	6/30/2017	12	17
Anita Gibbs	Director	2 Years	6/30/2016	3	5
Colin Packard	Director	2 Years	6/30/2018	12	4
Barbara Smith	Treasurer	17 Years	6/30/2019	12	12.5
Curtis Wade	President	17 Years	6/30/2019	12	14

### Academy Board Meetings, Attendance, and Position Vacancies

#### Board Meetings



#### Board Attendance



#### Board Position Vacancies



# FISCAL PERFORMANCE

## BUDGETING & REPORTING

### The Academy's Revenue

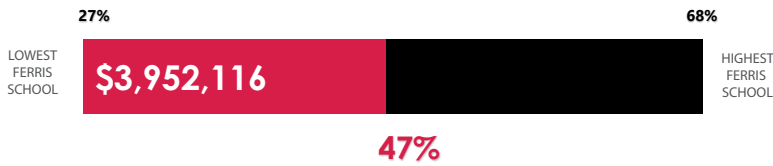
	2013-2014	2014-2015	2015-2016	Trend	% of Revenue
Enrollment	1,149	1,100	1,023		
Per-pupil Foundation Allowance	\$7,168	\$7,218	\$7,391		
<b>General Fund Revenues</b>					
Local	\$47,726	\$59,810	\$181,141		2%
State	\$8,917,343	\$8,938,619	\$8,263,605		87%
Federal	\$782,301	\$646,389	\$1,007,142		11%
Other	\$15,887	\$0	\$0		<1%
<b>Detail</b>					
51c Spec Ed Headlee Obligation	\$144,183	\$198,357	\$119,728		1%
22b Discretionary Payment	\$1,863,657	\$1,808,359	\$1,864,646		20%
11(3) PSA Protected	\$6,312,020	\$6,093,835	\$5,715,490		60%
31A At Risk	\$461,234	\$476,522	\$625,392		7%
99h First Robotics		\$0	\$9,000		<1%
152a Headlee Obligation for Data Collection	\$28,396	\$27,679	\$26,165		<1%
31d School Lunch	\$12,832	\$13,786	\$14,569		<1%
22i Technology Infrastructure Grant			\$8,193		<1%
22f Best Practice Incentive		\$55,399			
22f Best Practice Residual		\$1,860			
22j Performance-Based Funding	\$34,386	\$44,215			
22c Foundation Equity Payment		\$36,561			
Total	\$8,856,708	\$8,756,573	\$8,383,184		
<b>Total General Fund Revenues</b>	<b>\$9,563,258</b>	<b>\$9,644,818</b>	<b>\$9,451,888</b>		

### The Academy's Expenditures

	2013-2014	2014-2015	2015-2016	Trend	% of Expenditures
<b>Expenses/Transfers</b>					
Instruction	\$3,381,493	\$3,901,281	\$3,952,116		47%
Pupil Support Services	\$859,926	\$651,771	\$847,201		10%
Administration	\$1,916,937	\$2,120,292	\$2,351,652		28%
Operations and Maintenance	\$1,158,948	\$879,572	\$967,032		12%
Transportation	\$176,334	\$130,982	\$119,464		1%
Other	\$75,322	\$119,739	\$139,226		2%
Outgoing Transfers & Other Transactions	\$1,753,044	\$1,543,723	\$0		<1%
<b>Total Expenses/Transfers</b>	<b>\$9,322,003</b>	<b>\$9,347,360</b>	<b>\$8,376,691</b>		
Total Revenues over Expenses	\$241,254	\$297,458	\$1,075,197		
General Fund Balance Beginning of Year	\$1,601,723	\$1,842,977	\$2,140,438		
General Fund Balance End of Year	\$1,842,977	\$2,140,438	\$3,215,635		
Fund Balance as a % of Revenue	19%	22%	34%		



## Total Instruction



**47¢** OF EVERY DOLLAR WAS SPENT ON INSTRUCTION

## Total Business & Administration



**28¢** OF EVERY DOLLAR WAS SPENT ON BUSINESS & ADMINISTRATIVE COSTS

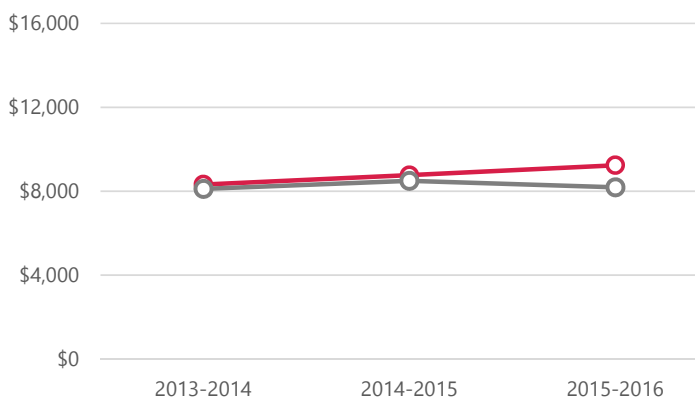
## Total Operations & Maintenance



**12¢** OF EVERY DOLLAR WAS SPENT ON THE BUILDING & FACILITIES

## Per-student Finances

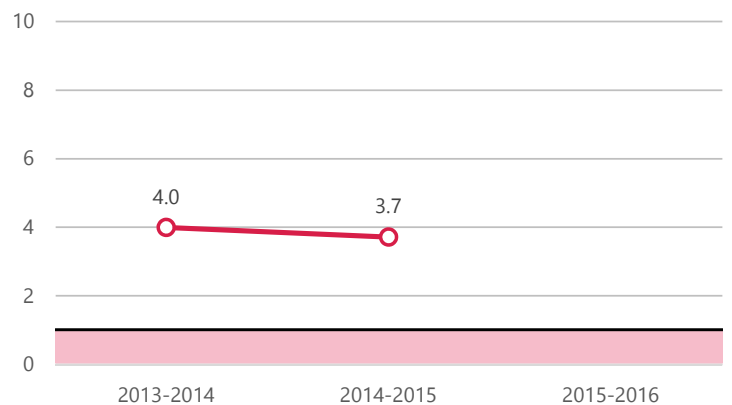
HOW AVERAGE EXPENSES AND REVENUES PER STUDENT COMPARE



—○— 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

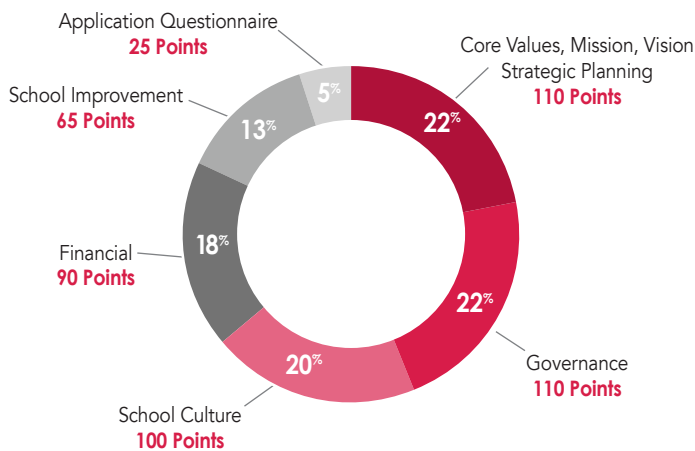
## REVIEWS

### Program Reviews

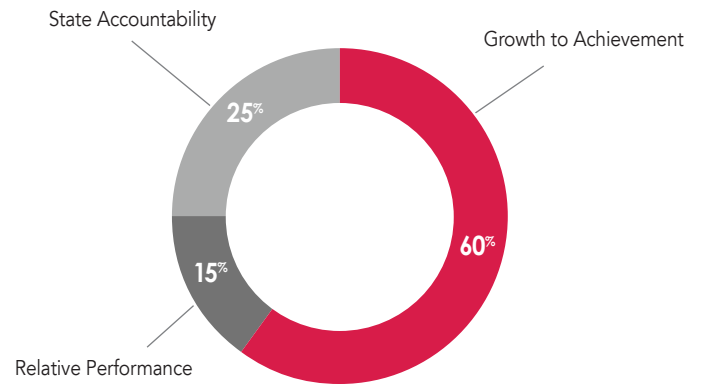
In addition to annual reports such as the M-STEP and MME, and the Annual Performance Report (APR), the CSO performs comprehensive on-site reviews at Mid-Contract and Reauthorization times. Each Visitation Review consists of a team of 3 to 4 members who spend 1.5 to 2 days at the Academy. The review consists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



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