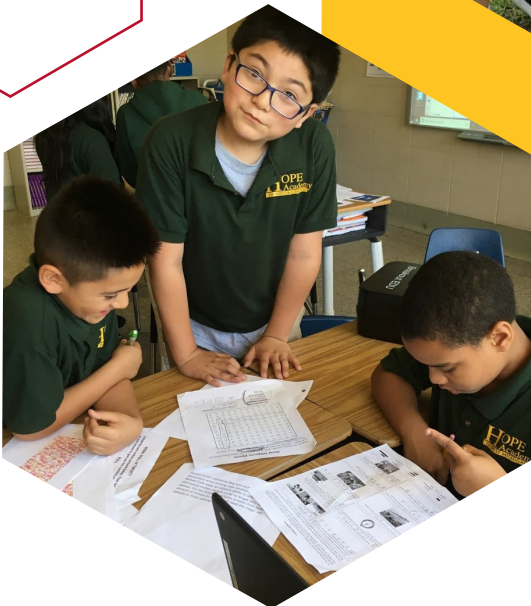


FERRIS STATE
UNIVERSITY



CONTRACT PERFORMANCE REPORT

2024 CHARTER SCHOOLS OFFICE

HOPE OF DETROIT ACADEMY

To Our Partners in Education

The Contract Performance Reports (CPR) are specifically created for each public-school academy authorized by Ferris State University and are provided as a service by the Charter Schools Office (CSO). The CPRs offer an in-depth analysis of each academy's performance based on various key contractual areas. Additionally, each academy's performance is compared to the overall Ferris State University charter school portfolio, as well as the resident and composite school districts. Our aim in providing this information is that the CPR serves as a valuable tool for Boards, administration, and education service providers in diagnosing areas of success and improvement. The CPR is one of the primary documents used by the CSO when evaluating the overall performance of an academy, as well as when making decisions related to school support and reauthorization. We trust that you will also find it to be a useful resource.

With a focus on student achievement and ongoing improvement through quality oversight, we are dedicated to offering resources that assist each Ferris State University-authorized academy in meeting their contractual obligations. This report, along with other initiatives like our new School Support Model, demonstrates our commitment to supporting your work. Ferris State University takes pride in its authorized public-school academies, and we look forward to continuing our partnership to benefit the students and families who choose to enroll in our schools.

We extend our gratitude to all school staff and academy Boards of Directors for their dedication to quality and continuous improvement.

Sincerely,



Chris Loiselle, CPA, MBA
Director of Charter Schools



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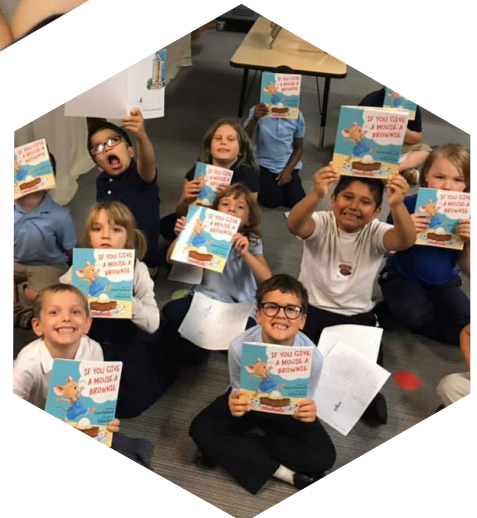


Charter Schools Office

Ferris State University

1020 Maple Street, Big Rapids, MI 49307

(231) 591-5802 | www.ferris.edu/charterschools





Goals and Related Measures

Ferris State University monitors demonstrated improved pupil academic achievement for all groups of pupils as required by the Revised School Code.

Pursuant to the Terms and Conditions of the Contract ("Contract") issued by the Ferris State University Board of Trustees ("University Board"), this contractual Educational Goals 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 thirty (30) days after Academy Board notification, as stated in these new Terms and Conditions 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 consideration when determining reauthorization of an academy upon expiration of the contract.

A. Educational Goals and Related Measures:

In accordance with the applicable law and the charter contract Terms and Conditions, the Academy shall achieve or demonstrate measurable progress toward the achievement of the educational goals identified in this policy. Additionally, 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 Partnership School list published by the Michigan Department of Education. If the Academy already has school buildings identified on this list, it is expected to make the progress necessary to no longer be identified.

B. Educational Goals to Be Achieved:

Academies will show academic progress by demonstrating:

1. Measurable academic growth toward achievement, and
2. Academic achievement for all groups of students.

C. Targets for Determining Goal Achievement:

Goal 1: Academic Growth (Grades 2-8)

Academies are expected to score within the "Meets" category on at least one Target (in both math and reading) in order to achieve their Contractual Educational Goals.*

ACADEMIC GROWTH TARGETS (GRADES 2-8)

Is the school meeting state designation expectations as set forth by state and federal accountability systems (growth)?

TARGET	MEASURE	METRIC
50 on the index	Growth values as indicated by the School Index.	Exceeds: ≥ 70 Meets: ≥ 50 but < 70 Approaching: ≥ 30 but < 50 Does Not Meet: < 30

Are students making expected annual growth compared to their peers?

50th Percentile	The fall to spring average of all NWEA MAP "School Conditional Growth Percentiles" in reading and math.	Exceeds: ≥ 70 Percentile Meets: ≥ 50 but < 70 Percentile Approaching: ≥ 30 but < 50 Percentile Does Not Meet: < 30 th Percentile
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Are students making sufficient yearly academic growth to increase proficiency?

The difference will be at least +3%	Percentage of students proficient on the ELA and Math M-STEP/PSAT-8 over time. (Current Year - Average (Prior Year 1 + Prior Year 2)).	Exceeds: $\geq 6\%$ Meets: $\geq 3\%$ but $< 6\%$ Approaching: $\geq 1\%$ but $< 3\%$ Does Not Meet: $< 1\%$
-------------------------------------	---	---

*The FSU CSO will produce a scorecard outlining how the academy performed on each of the Targets outlined above. The scorecard will be presented to academy boards annually.

Goal 2: Student Achievement (Grades 2-8)

Academies are expected to score within the "Meets" category on at least one Target (in both math and reading) in order to achieve their Contractual Educational Goals.*

STUDENT ACHIEVEMENT TARGETS (GRADES 2-8)

Is the school meeting state designation expectations as set forth by state and federal accountability systems (overall)?

TARGET	MEASURE	METRIC
45 on the index	Overall values as indicated by the School Index.	Exceeds: ≥ 70 Meets: ≥ 45 but < 70 Approaching: ≥ 30 but < 45 Does Not Meet: < 30

Are students achieving proficiency on a nationally normed assessment?

50%	The percent of students meeting grade level norms on the reading and math NWEA MAP.	Exceeds: $\geq 70\%$ Meets: $\geq 50\%$ but $< 70\%$ Approaching: $\geq 30\%$ but $< 50\%$ Does Not Meet: $< 30\%$
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Are students performing well on state examinations in comparison to students in schools they might otherwise attend (composite)?

The difference will be at least +3%	The average percent proficient in ELA & math on the M-STEP/PSAT-8 compared to the composite district (Academy Average - Composite Average).	Exceeds: $\geq 10\%$ Meets: $\geq 3\%$ but $< 10\%$ Approaching: $< 3\%$ but $< 0\%$ Does Not Meet: $\leq 0\%$
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*The FSU CSO will produce a scorecard outlining how the academy performed on each of the Targets outlined above. The scorecard will be presented to academy boards annually.

Goal 1 & 2: Academic Growth & Student Achievement (High School)

Academies are expected to score within the "Meets" category on at least one Target (in both math and evidence-based reading & writing) in order to achieve their Contractual Educational Goals.*

ACADEMIC GROWTH AND ACHIEVEMENT TARGETS (HIGH SCHOOL)

Are students making sufficient academic growth to achieve proficiency?

TARGET	MEASURE	METRIC
The difference will be at least +3%	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the SAT (11th grade) over time (Current Year - Average (Prior Year 1 + Prior Year 2)).	Exceeds: $\geq 6\%$ Meets: $\geq 3\%$ but $< 6\%$ Approaching: $\geq 1\%$ but $< 3\%$ Does Not Meet: $< 1\%$

Are students performing well on state examinations in comparison to students in schools they might otherwise attend (composite)?

The difference will be at least +3%	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the SAT (11th grade) will surpass the school's composite district percentage.	Exceeds: $\geq 10\%$ Meets: $\geq 3\%$ but $< 10\%$ Approaching: $< 3\%$ but $> 0\%$ Does Not Meet: $\leq 0\%$
-------------------------------------	--	---

Are students performing well on state examinations in relation to a benchmark standard?

Math: 40% EBRW: 50%	The percentage of students meeting or surpassing grade-level college readiness benchmarks on the PSAT (9th & 10th grade) and SAT (11th grade) will be 40% in math and 50% in evidence-based reading and writing (EBRW).	Math Exceeds: $\geq 50\%$ Meets: $\geq 40\%$ but $< 50\%$ Approaching: $\geq 30\%$ but $< 40\%$ Does Not Meet: $< 30\%$ EBRW Exceeds: $\geq 60\%$ Meets: $\geq 50\%$ but $< 60\%$ Approaching: $\geq 30\%$ but $< 50\%$ Does Not Meet: $< 30\%$
----------------------------------	---	--

*The FSU CSO will produce a scorecard outlining how the academy performed on each of the Targets outlined above. The scorecard will be presented to academy boards annually.

Bottom-Line Targets

Improvement in academic growth and student achievement, as measured by state and nationally normed assessments, is the most important factor in determining an Academy's progress. However, the Ferris State University CSO may also consider *Bottom-Line Targets* as an alternative measure to monitor progress.

If an Academy fails to meet the specified number of target measures for each goal, they will need to identify *Bottom-Line Targets* to show academic growth and student achievement through alternative measures. These alternative measures should be created as interim benchmarks that will ultimately lead to compliance with the Contractual Educational Goals. *Bottom-Line Targets* are measures that must be achieved within the timeframe of the Charter Contract, or sooner if applicable, in order to be recommended to the Ferris State University Board of Trustees for contract reauthorization.

Any academy required to identify *Bottom-Line Targets* will work collaboratively with the CSO to develop an Academic Monitoring Plan. The Academic Monitoring Plan will include at least (2) *Bottom-Line Targets* that will be identified and measured using a predetermined list of research-based, CSO-approved metrics. By meeting the *Bottom-Line Targets*, an academy will meet the minimum requirements of this policy.

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 measures, targets and metrics 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 increase growth towards achievement. Goal #1 will be used for all new K-8 schools. The first target in the high school table will be used for all new schools serving 9th-12th grade students.





Academy Overview



Mission

It is the mission of Hope of Detroit Academy to promote a multi-cultural community of learners who strive for excellence, determination, and achievement through college and/or vocational education.

Number of Campuses: 2

Grades Served: K-12

Year Opened: 1999

CSO Field Rep: Ronnie Phillips

Current Charter Contract Term: 2024-2029

Educational Service Provider: The Leona Group

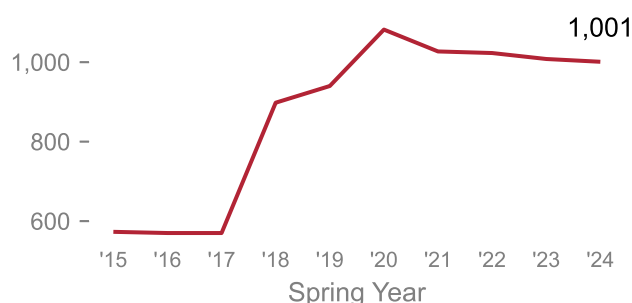
Resident District: Detroit Public Schools Community District

Superintendent/Principal: Ali Abdel (K-12)

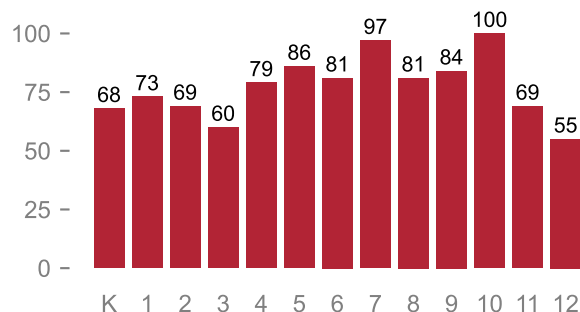
Assistant Principal: Nichole Markusic (K-4)

Assistant Principal: Tracy Durandetto (5-12)

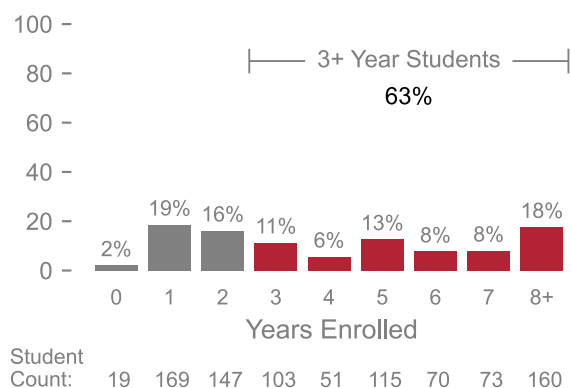
Enrollment by Year



Number of Students in Each Grade



Length of Enrollment



Student Ethnicity

Ethnicity	Academy	Local District	State
2+ Races	*	1%	5%
Asian	*	1%	4%
Black (non-Hispanic)	9%	81%	18%
Hispanic	89%	14%	9%
Nat. Hawaiian Other Pac. Isl.	0%	0%	0%
Native American/Alaskan Native	0%	0%	1%
White (non-Hispanic)	1%	2%	63%

*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data suppression rules.

Academy Overview



Composite District

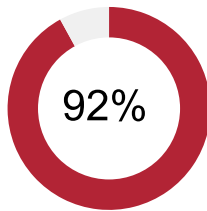
The composite district is a proxy district using the weighted average of the public school districts where the Academy's students reside. The composite district is a more accurate comparison to the Academy than the resident district, based on the make-up of the student body. This comparator is used as 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 District
Detroit Public Schools Community District	93.4%
Wayne-Westland Community School District	6.3%
Other	0.3%

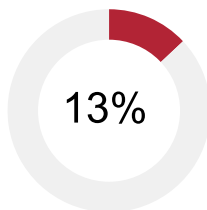
Resident District

The resident district, identified on the previous 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.

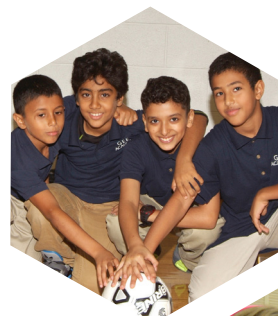
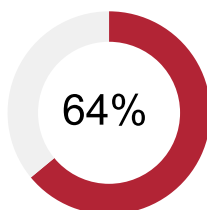
Free and Reduced Lunch %



Special Education %



English Language Learner (ELL) %



*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data suppression rules.

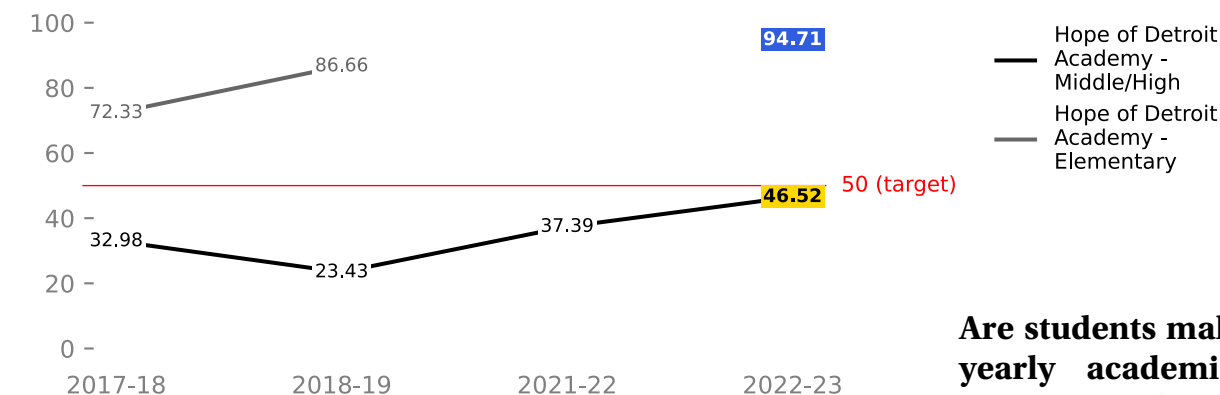


Educational Goals

Academic Growth (Grades 2-8)

Is the school meeting state designation expectations as set forth by state and federal accountability systems (growth)?

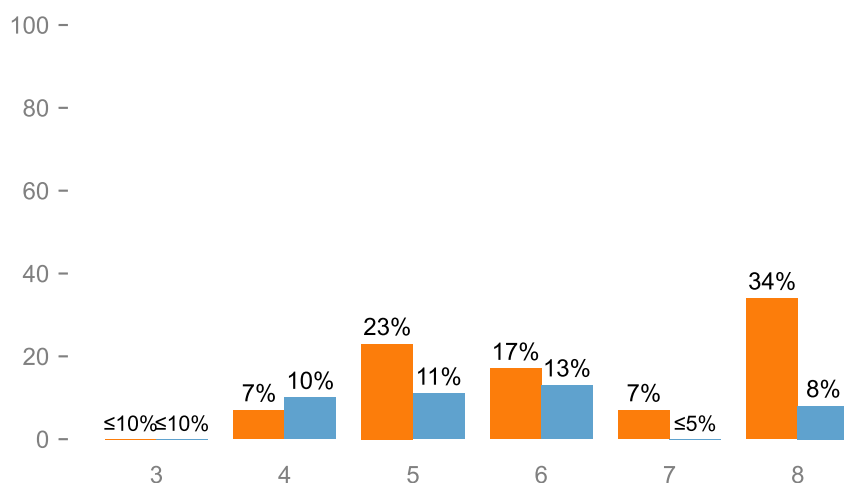
Growth Accountability Index Trend



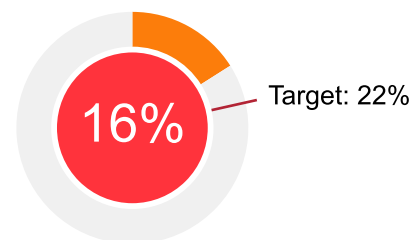
*Latest index scores will be added here when available.

Are students making sufficient yearly academic growth to increase proficiency?

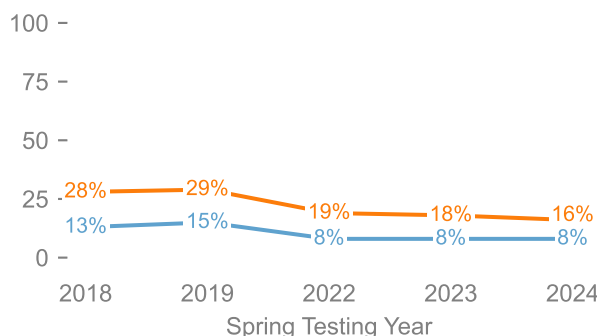
M-STEP/PSAT 8 ELA & Math Proficiency by Grade



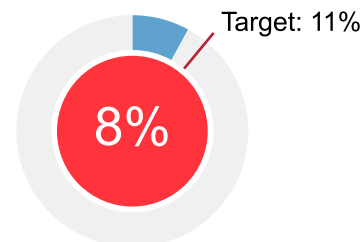
ELA Spring 2024 Proficiency



M-STEP/PSAT 8 ELA & Math Proficiency Trend



Math Spring 2024 Proficiency



*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data suppression rules.



Educational Goals

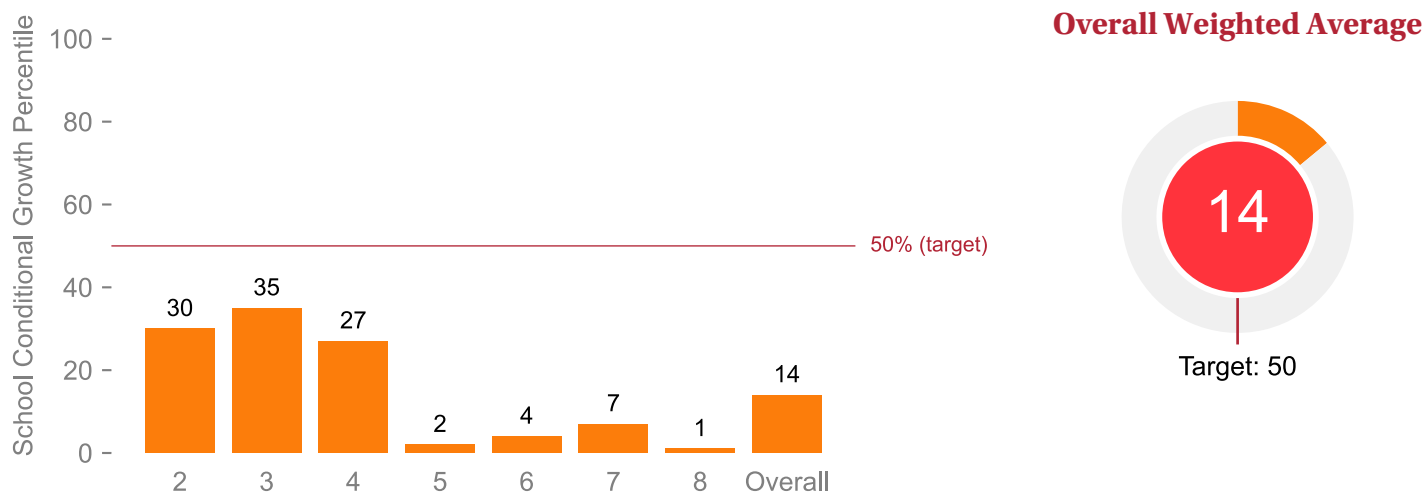
Academic Growth (Grades 2-8)

Are students making expected annual growth compared to their peers?

The top shows where students would rank in their RIT growth from Fall to Spring compared with a random 100 students from across the nation. Growth percentile data compares the actual Fall to Spring RIT growth score of each grade level with a projected RIT growth score. The bottom chart shows the percentage of students meeting their projected growth.

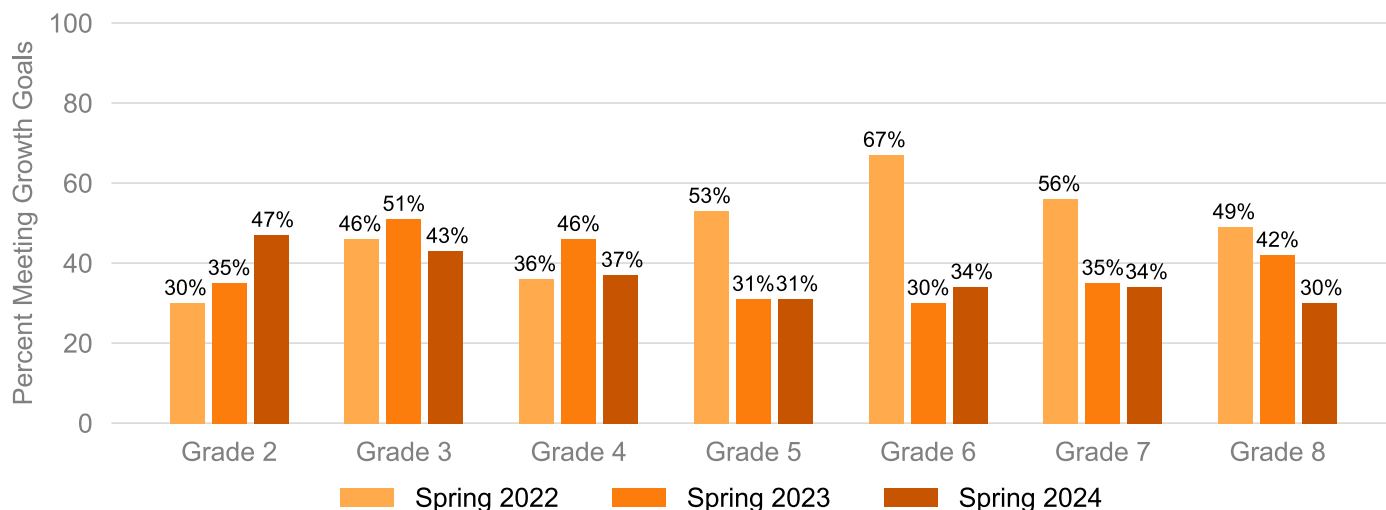
NWEA MAP Reading Growth Percentiles for Grades 2 through 8

School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (AKA "Met" projected growth).



** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

Reading Growth Over Time by Grade Level





Educational Goals

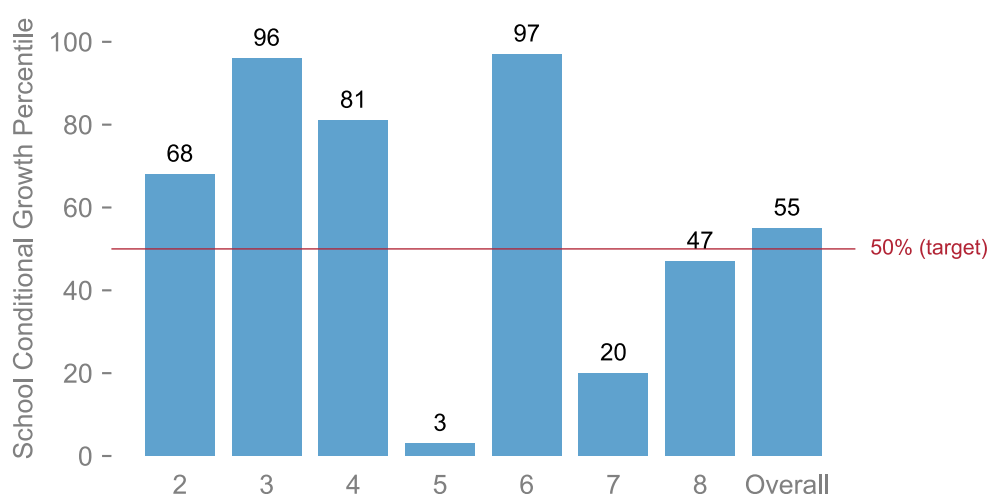
Academic Growth (Grades 2-8)

Are students making expected annual growth compared to their peers?

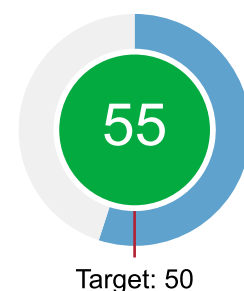
The top shows where students would rank in their RIT growth from Fall to Spring compared with a random 100 students from across the nation. Growth percentile data compares the actual Fall to Spring RIT growth score of each grade level with a projected RIT growth score. The bottom chart shows the percentage of students meeting their projected growth.

NWEA MAP Math Growth Percentiles for Grades 2 through 8

School Conditional Growth Percentile (Gains Percentile) for Reading and Math in grades 2 through 8 will be at the 50th percentile (AKA "Met" projected growth).

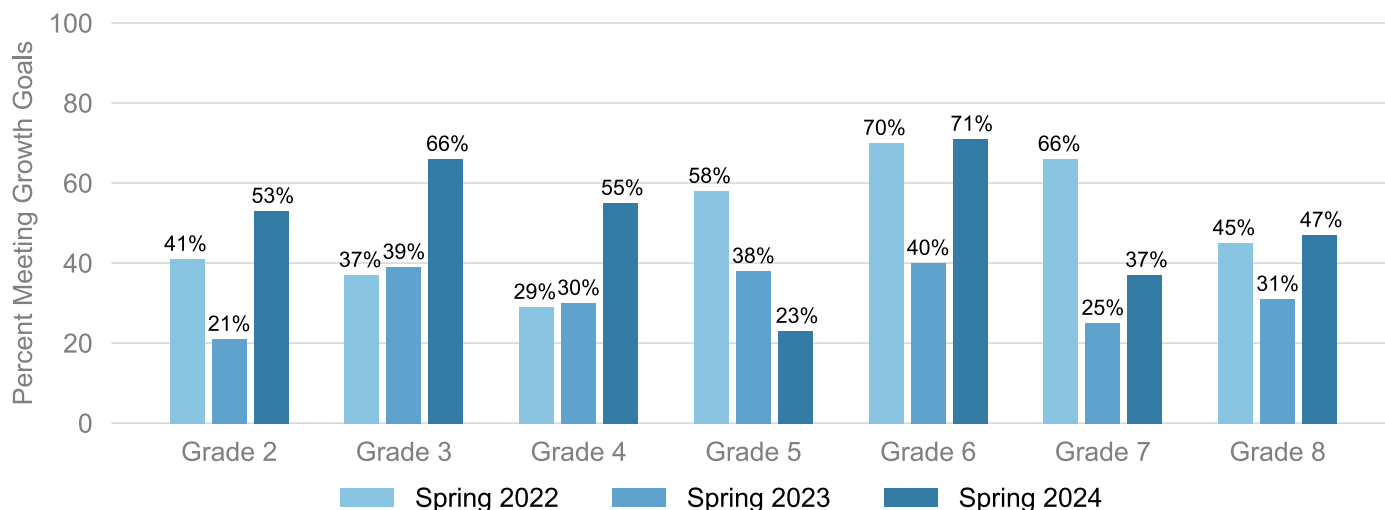


Overall Weighted Average



** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

Math Growth Over Time by Grade Level



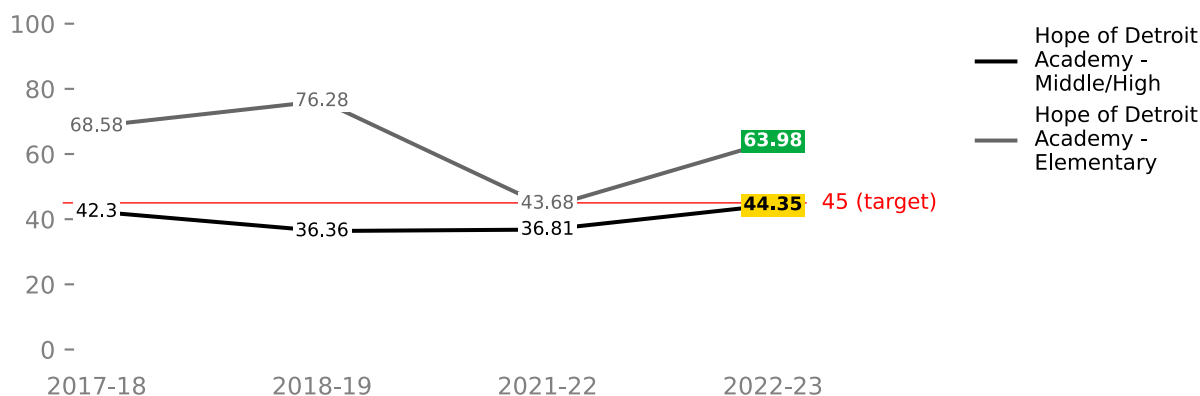


Educational Goals

Student Achievement (Grades 2-8)

Is the school meeting state designation expectations as set forth by state and federal accountability systems (overall)?

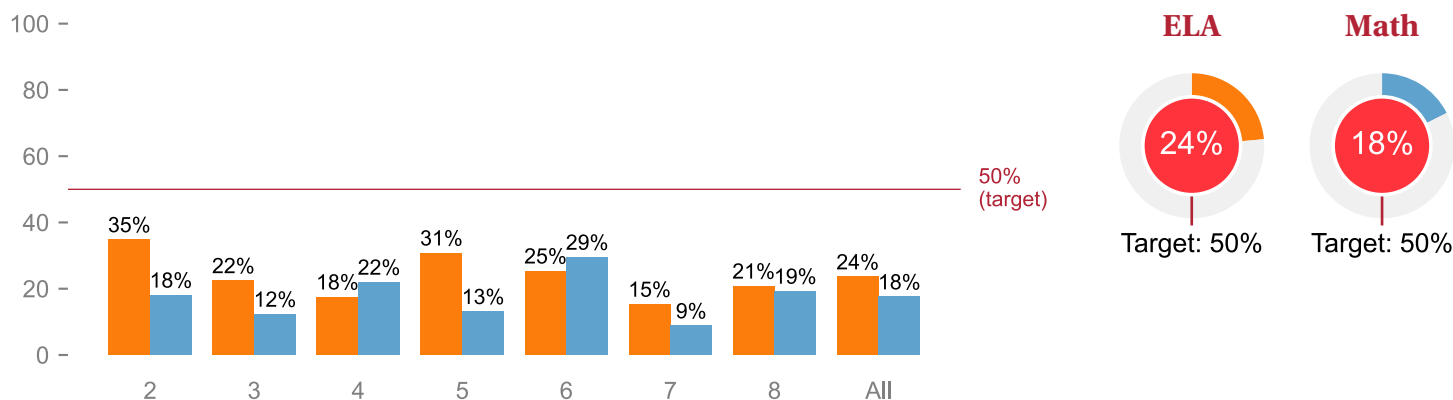
Overall Accountability Index Trend



*Latest index scores will be added here when available.

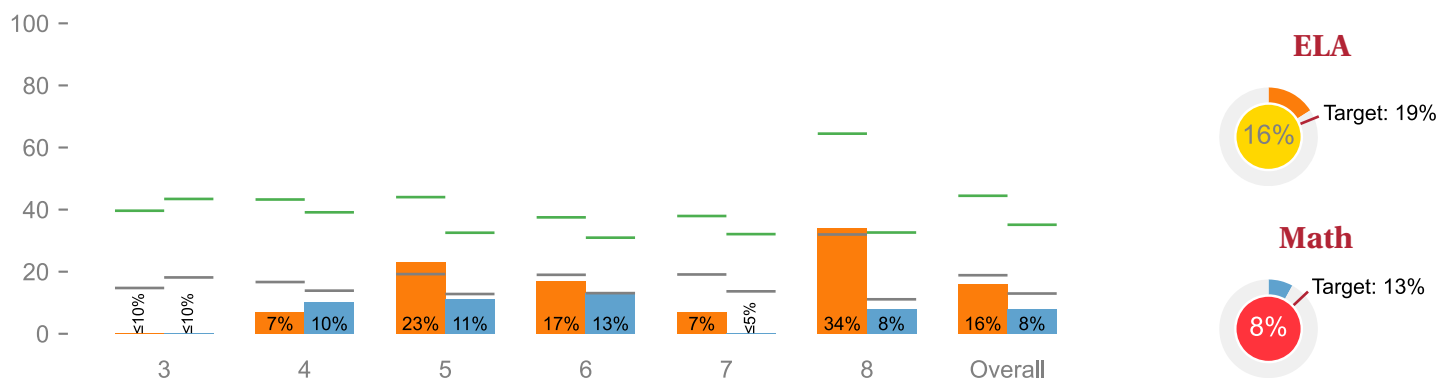
Are students achieving proficiency on a nationally normed assessment?

NWEA Percentage of Students Meeting ELA & Math Grade Level Norms



Are students performing well on state examinations in comparison to students in schools they might otherwise attend? (Composite Resident District - CRD)

M-STEP & PSAT 8 ELA & Math Proficiency vs CRD (+3) vs State by Grade



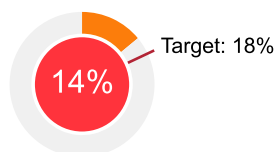
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Educational Goals

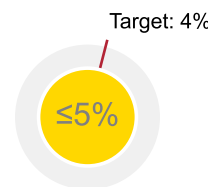
Academic Growth & Achievement (High School)

Are students making sufficient academic growth to achieve proficiency?

SAT ELA Spring 2024 Proficiency

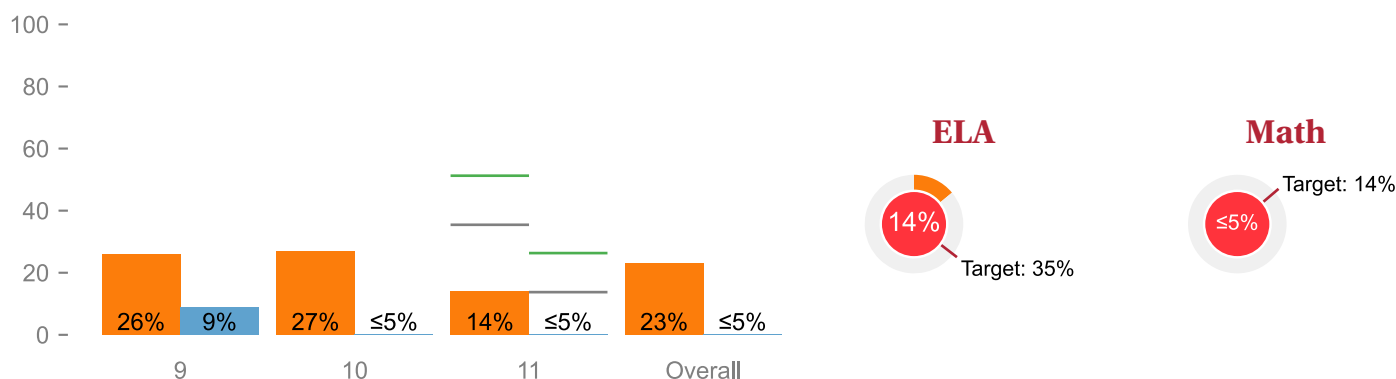


SAT Math Spring 2024 Proficiency



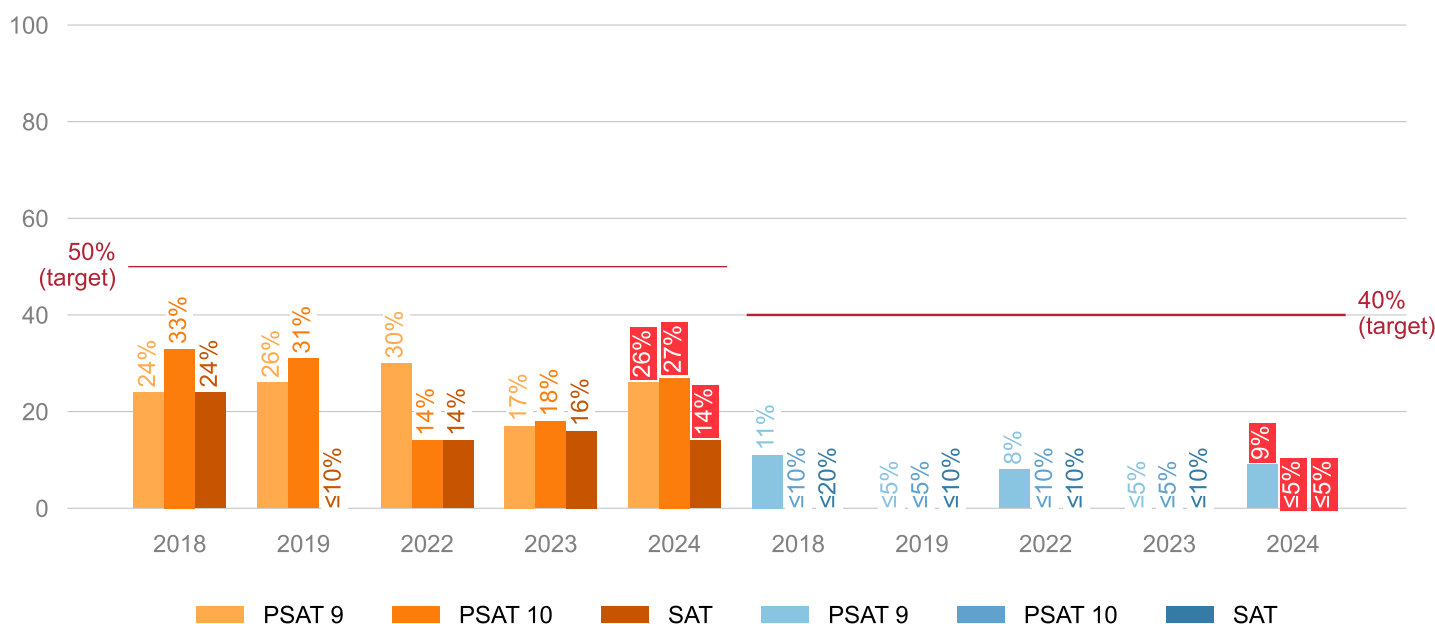
Are students performing well on state examinations in comparison to students in schools they might otherwise attend? (Composite Resident District - CRD)

SAT ELA & Math Proficiency vs CRD (+3) vs State by Grade



Are students performing well on state examinations in relation to a benchmark standard?

PSAT 9, PSAT 10, and SAT ELA & Math Proficiency Trend



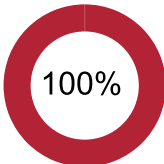
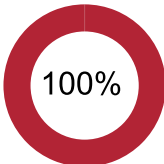
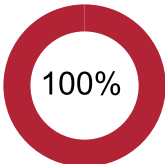
*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data suppression rules.

Compliance & Governance

The Charter Contract

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
2021-2022	95%	90%	100%
2022-2023	95%	96%	95%
2023-2024	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
5 year	2024-2029
5 year	2019-2024
5 year	2014-2019
5 year	2009-2014
5 year	2004-2009
5 year	1999-2004

Compliance & Governance Board Membership & Activities

Academy Board Service

Board Member	Office	Length of Service	Term Expiration
Thomas Rys	President	25	06/30/2027
Roslyn Love	Vice President	24	06/30/2028
Joe Gappy	Treasurer	25	06/30/2025
James Krol	Secretary	8	06/30/2025
Kimberly Farrow	Director	9	06/30/2027
Tina McCullar	Director	6	06/30/2028
Vacant			

Academy Board Meetings, Attendance, and Position Vacancies

Board Meetings



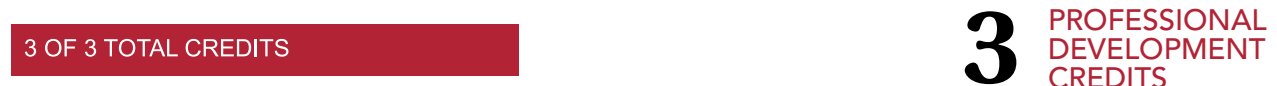
Board Attendance



Board Position Vacancies



Board Professional Development Credits



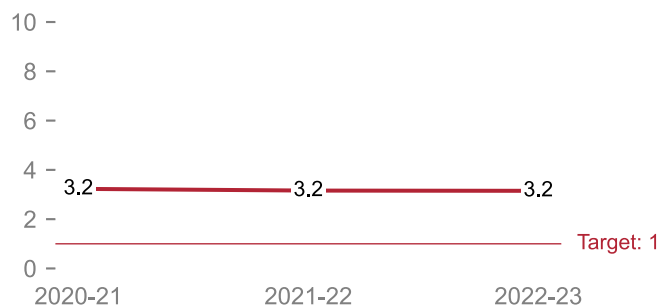


Key Performance Indicators

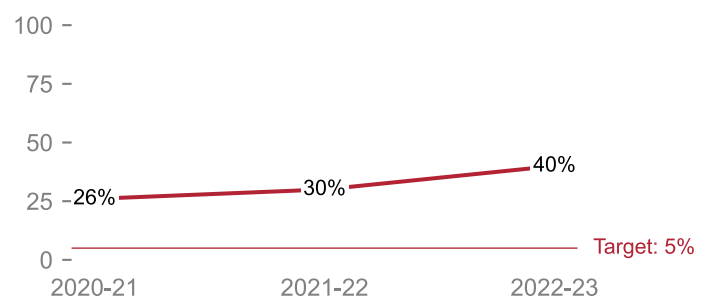
Revenues and Expenditures

	2020-21	2021-22	2022-23
Federal	\$1,875,162	\$2,944,784	\$3,066,730
Local	\$329,375	\$316,950	\$576,434
Other	\$26,603	\$1,046	\$6,611
Other Financing	\$24,627	\$66,460	\$69,035
State	\$9,763,044	\$9,780,226	\$9,984,581
Enrollment	1063	1022	1005
General Fund Balance Beginning of Year	\$1,568,285	\$3,113,727	\$3,979,612
General Fund Balance End of Year	\$3,113,727	\$3,979,612	\$5,441,279
General Fund Revenues			
Per-pupil Foundation Allowance	\$8,111	\$8,700	\$9,150
Total General Fund Revenues	\$12,018,811	\$13,109,466	\$13,703,391
Total Expenses/Transfers	\$10,473,370	\$12,243,581	\$12,241,723
Total Revenue over Expenses	\$1,545,441	\$865,885	\$1,461,668
Fund Balance as a % of Revenue	26%	30%	40%

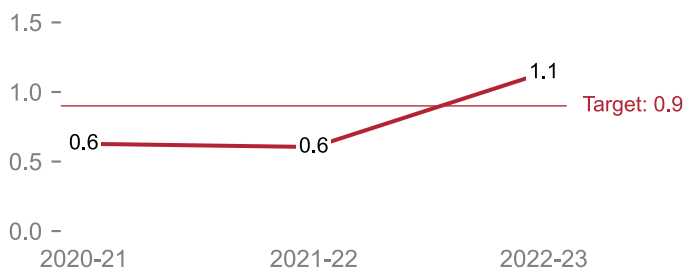
Current Ratio Trend



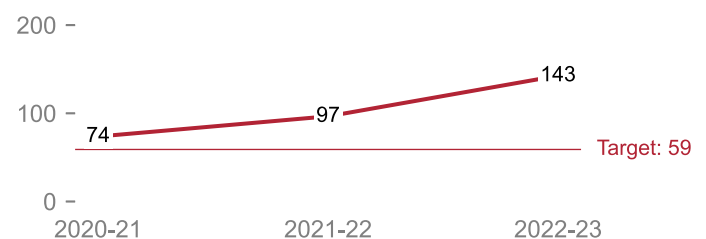
Fund Balance Trend



Debt-To-Asset Ratio



Unrestricted Days Cash





Budget & Key Performance Indicators

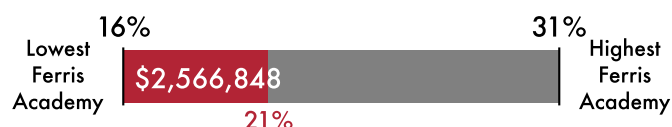
Your Academy's Expenditures (Continued)

Instruction



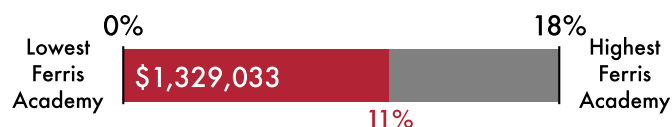
55¢ OF EVERY DOLLAR WAS SPENT ON INSTRUCTION

Business and Administrative Costs



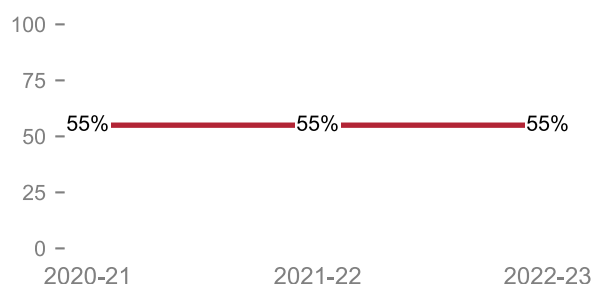
21¢ OF EVERY DOLLAR WAS SPENT ON BUSINESS AND ADMINISTRATIVE COSTS

Building and Facilities

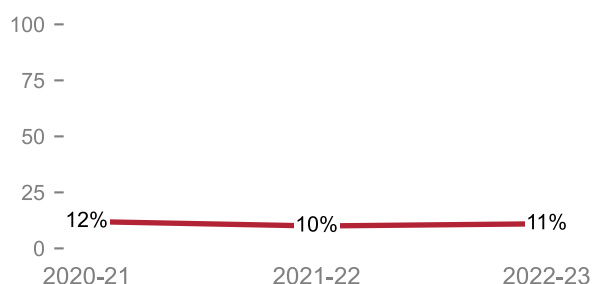


11¢ OF EVERY DOLLAR WAS SPENT ON THE BUILDING AND FACILITIES

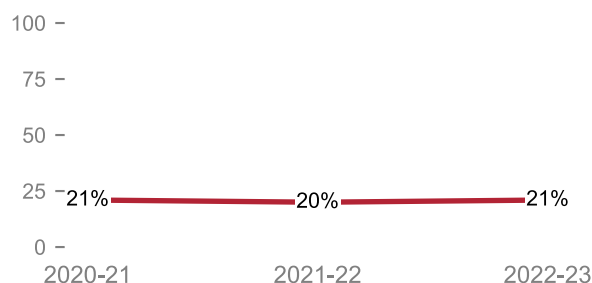
Instruction Trend



Building and Facilities Trend



Business and Administration Trend





End Notes

Sources

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Acronyms & Glossary:

CCR: College and Career Readiness - this refers to the benchmark scores used as proxy targets for determining if a students are "college and career ready" per their PSAT and SAT scores.

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 educate its students.

Growth Percentile: The amount of growth students had between two tests; usually fall-to-spring (MAP)
MAP: A standardized assessment administered by NWEA in grades 2 through 8 that provides student Diagnostics.

Index (Accountability - Growth and Overall): A school scoring system created by the MDE with stakeholder feedback. More information can be found at: www.mischooldata.org/school-index/

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.

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.

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.

Family Educational Rights and Privacy Act (FERPA) data suppression rules:

Following those used by CEPI via MISchoolData.org, if any count or percent of students represented in a cell or on a chart is 1 or 2 in number, data suppression rules apply. For more information, see: https://www.michigan.gov/-/media/Project/Websites/cepi/MISchoolData/Grades_38_and_High_School_Assessments_Disclosure_Avoidance.pdf
For general counts (e.g. ethnicity) - data are suppressed (denoted by an asterisk) if there are less than 10 students.



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