

# CONTRACT PERFORMANCE REPORT

2017-2018



Charter Schools Office



Huron Academy



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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	<p>The average Spring to Spring Subject Area Scores on State assigned college entrance suite of assessments will increase by 30 points.</p> <p>If average scores are at or above the published benchmark, subject area scores are expected to increase.</p>	<p>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)</p> <p>Average EBRW and Math scores from 9th Grade to 10th Grade will increase by 30 points.</p> <p>Average EBRW and Math scores from 10th Grade to 11th Grade will increase by 30 points.</p>

\*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.	<b>State Required Assessments</b> 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.	<b>State Required College Entrance Assessment</b> 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**

# Huron Academy

## MISSION

Huron Academy's mission is to be a leader in the areas of academic excellence and safety, while developing the character of our students.

**PRINCIPAL** Mark Talbot

**GRADES SERVED:** PreK-8

**YEAR OPENED:** 1999

**CSO FIELD REP:** Art Willick

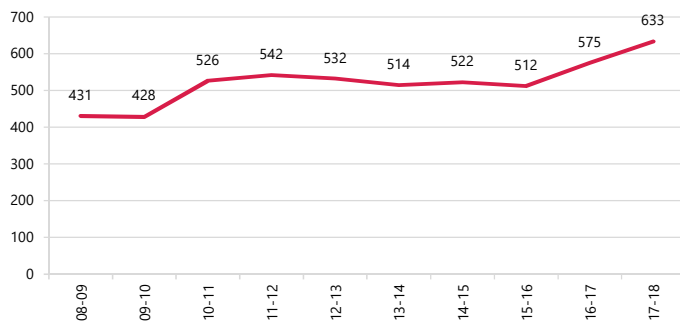
**CURRENT CHARTER CONTRACT TERM:** 2016-2023

**EDUCATIONAL SERVICE PROVIDER:** CS Partners

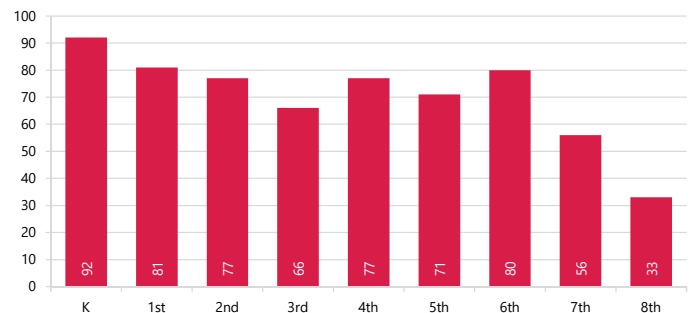
**RESIDENT DISTRICT:** Utica Community Schools



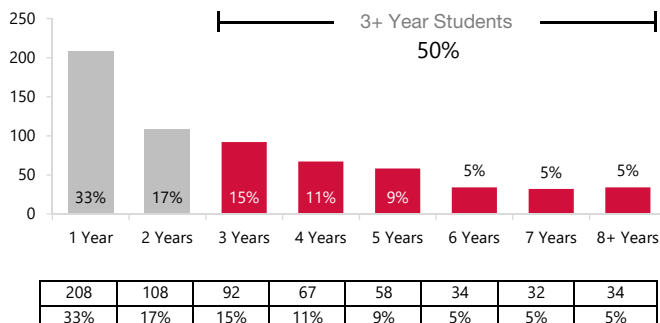
Enrollment by Year



Number of Students in Each Grade



Length of Enrollment



Student Ethnicity

Ethnicity	Academy	Local District	State
American Indian or Alaskan Native	<1%	<1%	<1%
Asian American	9%	4%	3%
Black or African American	27%	5%	18%
Native Hawaiian or Other Pacific Islander	0%	<1%	<1%
Caucasian	56%	86%	66%
Hispanic or Latino	3%	3%	8%
Multi-racial	5%	2%	4%



## COMPOSITE DISTRICT

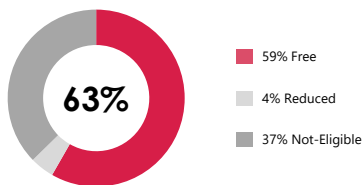
The composite district is a proxy district using the weighted average of the public school districts where the Academy's students reside. The composite district is a more accurate comparison to the Academy than the resident district, based on the make-up of the student body. This comparator is used as 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.

## RESIDENT DISTRICT

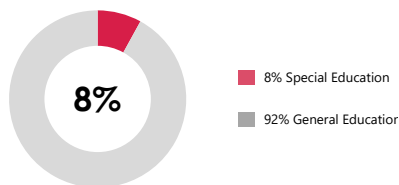
The resident district, identified on the prior page, refers to the public school district in which the Academy physically resides. Similar to the composite district, this district is used as a comparison for student performance in various academic measures.

District in Which Students Live	% of Students From That District
Warren Consolidated Schools	32.5%
Utica Community Schools	31.3%
Chippewa Valley Schools	9.2%
Fraser Public Schools	4.1%
Roseville Community Schools	3.3%
Van Dyke Public Schools	2.8%
Clintondale Community Schools	2.4%
Detroit Public Schools Community District	2.2%
Eastpointe Community Schools	2.1%
L'Anse Creuse Public Schools	1.7%
Mount Clemens Community School District	1.7%
Warren Woods Public Schools	1.1%
Fitzgerald Public Schools	0.9%
Southfield Public School District	0.8%
Lake Shore Public Schools (Macomb)	0.6%
Troy School District	0.5%
Madison District Public Schools	0.3%
Harper Woods, The School District of the City of	0.3%
Lakeview Public Schools (Macomb)	0.3%
Other	1.7%

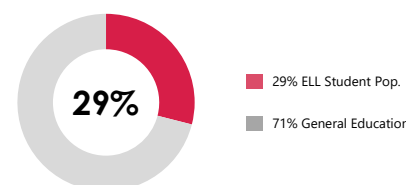
### Free & Reduced Price Eligibility



### 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	27.3%	<b>31.3%</b>	41.5%	54.0%	44.4%
	Math	22.1%	<b>45.3%</b>	42.4%	51.9%	45.7%
Grade 4	ELA	47.2%	<b>28.6%</b>	44.7%	55.4%	45.0%
	Math	31.9%	<b>18.2%</b>	41.2%	48.6%	42.0%
Grade 5	ELA	56.6%	<b>37.7%</b>	41.7%	58.9%	46.5%
	Math	19.7%	<b>26.1%</b>	30.8%	43.3%	34.3%
Grade 6	ELA	57.0%	<b>32.5%</b>	39.0%	53.6%	41.4%
	Math	40.5%	<b>22.1%</b>	29.8%	47.4%	34.6%
Grade 7	ELA	52.9%	<b>47.4%</b>	44.4%	55.0%	43.4%
	Math	41.2%	<b>40.4%</b>	32.4%	46.1%	35.7%
Grade 8	ELA		<b>51.6%</b>	44.1%	52.4%	42.8%
	Math		<b>41.9%</b>	33.3%	41.7%	32.7%
Grade 11	ELA (SAT)			NA	66.8%	57.8%
	Math (SAT)			NA	50.2%	36.9%

# ACADEMIC PERFORMANCE

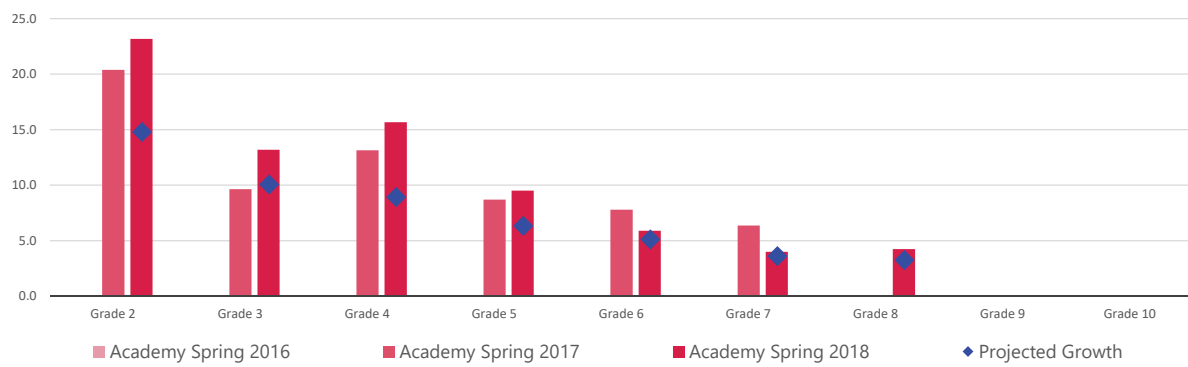
## MEASURE 1: STUDENT GROWTH

### 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.

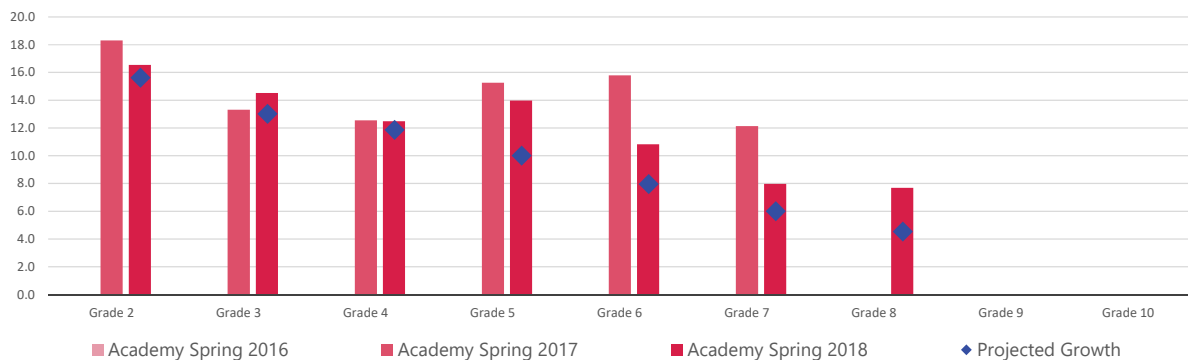
#### READING

	Count	Fall 2017 RIT	Spring 2018 RIT	Observed Growth	Projected Growth	# Meeting Growth Proj.	% Meeting Growth Proj.	School Conditional Growth Percentile
Grade 2	70	169.8	192.9	23.2	14.8	59	84.3%	99.0
Grade 3	61	190.0	203.2	13.2	10.0	38	62.3%	93.0
Grade 4	74	190.4	206.1	15.7	8.9	62	83.8%	99.0
Grade 5	67	204.0	213.5	9.5	6.3	50	74.6%	97.0
Grade 6	75	208.0	213.9	5.9	5.1	40	53.3%	71.0
Grade 7	53	216.2	220.2	4.0	3.6	28	52.8%	57.0
Grade 8	29	218.5	222.8	4.2	3.2	14	48.3%	75.0



#### MATH

	Count	Fall 2017 RIT	Spring 2018 RIT	Observed Growth	Projected Growth	# Meeting Growth Proj.	% Meeting Growth Proj.	School Conditional Growth Percentile
Grade 2	70	173.4	189.9	16.5	15.6	40	57.1%	68.0
Grade 3	61	189.7	204.2	14.5	13.0	41	67.2%	76.0
Grade 4	74	193.5	206.0	12.5	11.9	43	58.1%	79.0
Grade 5	67	206.6	220.6	14.0	10.0	51	76.1%	96.0
Grade 6	74	210.3	221.1	10.8	8.0	51	68.9%	95.0
Grade 7	53	225.5	233.5	8.0	6.0	38	71.7%	82.0
Grade 8	30	231.1	238.8	7.7	4.5	20	66.7%	90.0



\* 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.

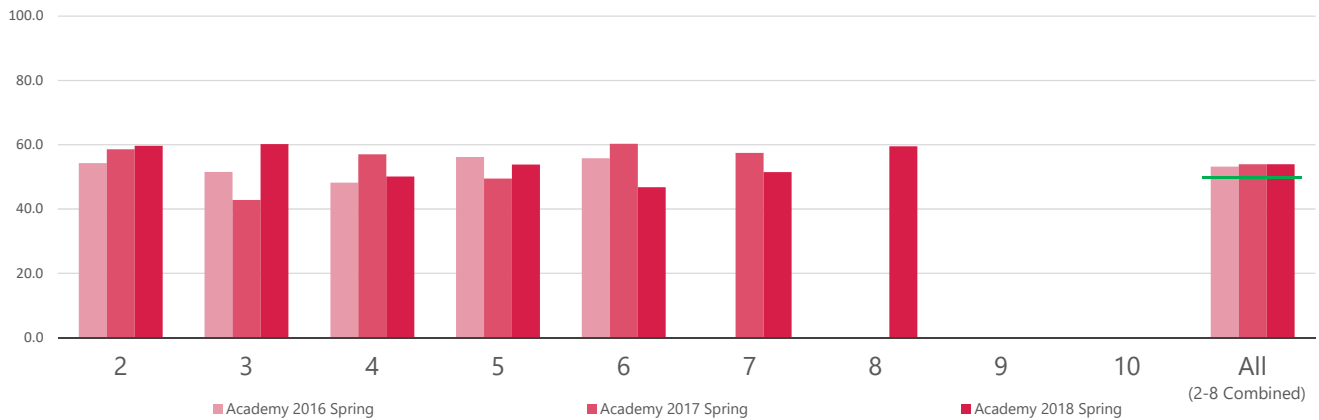
# ACADEMIC PERFORMANCE

## MEASURE 2: STUDENT ACHIEVEMENT

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

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

#### READING



Current Year	59.7	60.2	50.1	53.9	46.8	51.5	59.5	53.9
Prior Year	58.6	42.8	57.0	49.5	60.3	57.5		53.9
Change	1.0	17.4	-6.9	4.4	-13.5	-6.0		0.0

#### MATH



Current Year	45.9	51.6	34.1	48.9	42.5	56.2	64.3	47.2
Prior Year	50.8	35.3	39.3	47.0	59.8	59.5		48.0
Change	-4.9	16.3	-5.2	1.9	-17.3	-3.3		-0.8

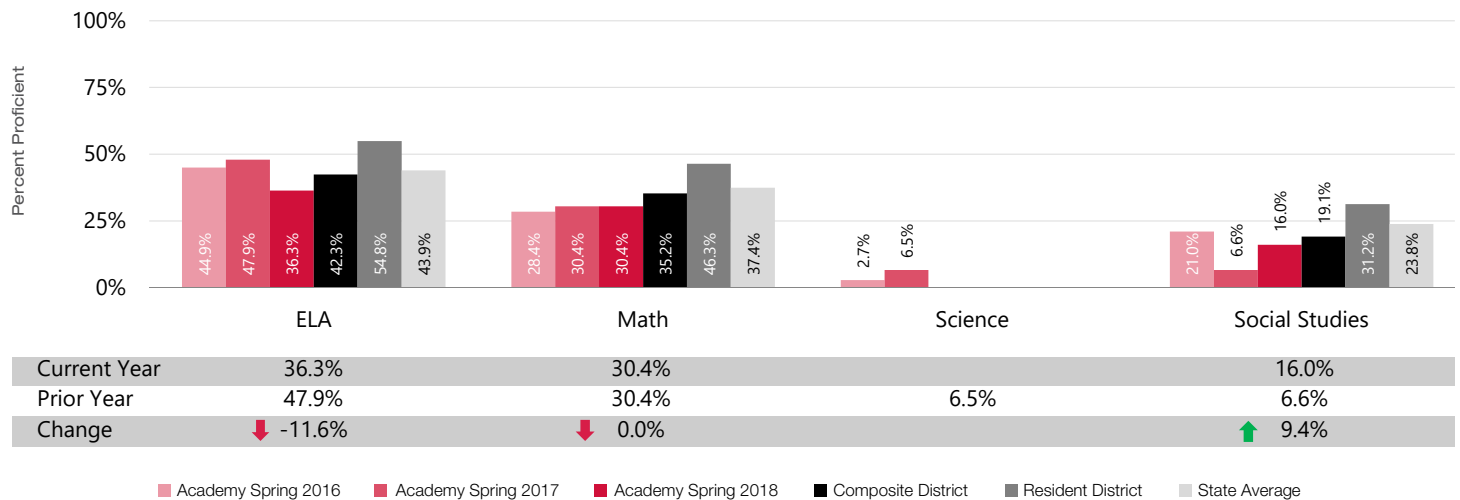
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# ACADEMIC PERFORMANCE

## 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

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

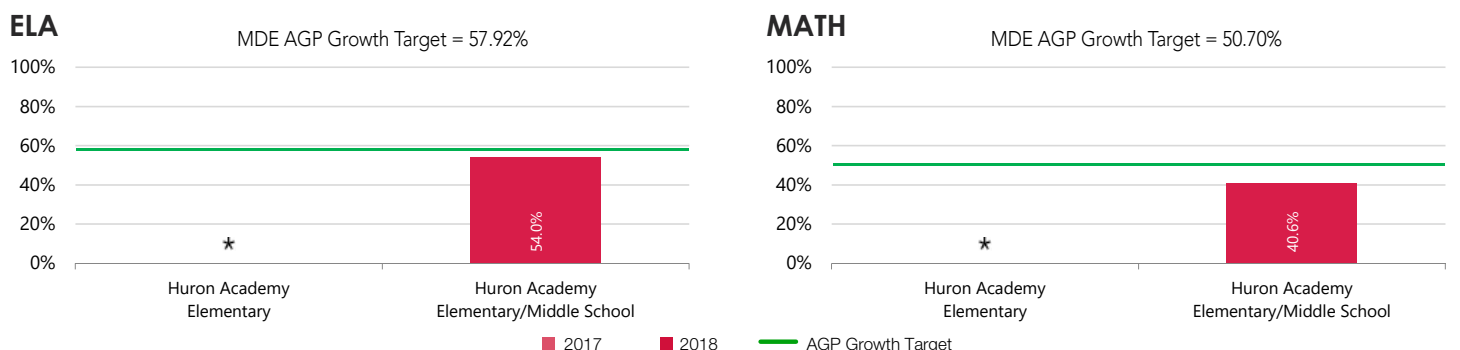
ELA	Academy	State
All Students	36.3%	43.9%
Ethnic/Racial Minorities	33.1%	40.4%
Students with Disabilities	--	13.9%
Limited English Proficient	--	22.5%
Economically Disadvantaged	--	29.2%
Male	31.1%	39.6%
Female	41.0%	48.3%

Math	Academy	State
All Students	30.4%	37.4%
Ethnic/Racial Minorities	26.9%	33.9%
Students with Disabilities	--	11.6%
Limited English Proficient	--	23.0%
Economically Disadvantaged	--	22.4%
Male	31.7%	38.6%
Female	29.2%	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)



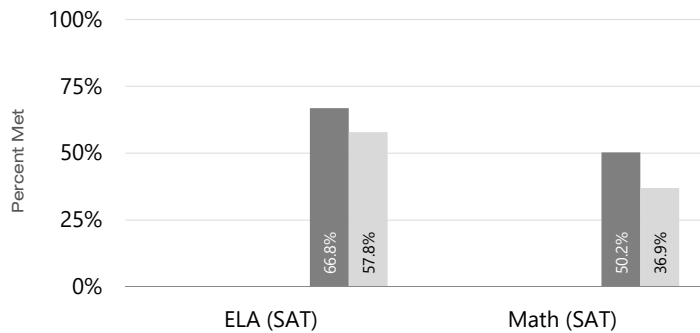
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# ACADEMIC PERFORMANCE

## MEASURE 3: STATE & FEDERAL ACCOUNTABILITY

### SAT Results of Grade 11

Percent of students meeting college readiness, with comparisons

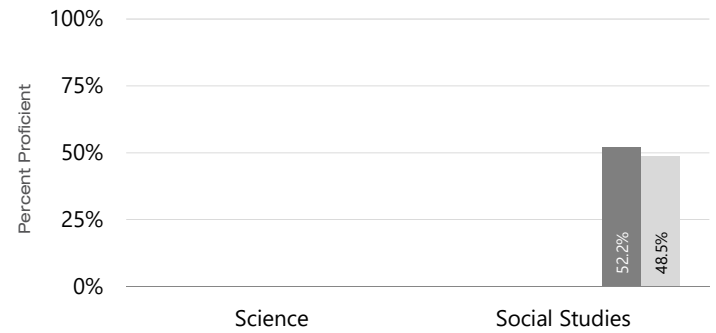


Current Year		
Prior Year		
Change	NA	NA

■ Academy Spring 2016 ■ Academy Spring 2017 ■ Academy Spring 2018

### M-STEP Results of Grade 11

Percent of students proficient, with comparisons



Current Year		
Prior Year		
Change		NA

■ 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
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
<b>Huron Academy - Elementary</b>	<b>82.62</b>
<b>Huron Academy - Elementary/Middle School</b>	<b>81.41</b>
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	*




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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
2015-2016	100%	100%	100%
2016-2017	100%	100%	100%
<b>2017-2018</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
			

### 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
7 year	2016-2023	Y	
5 year	2011-2016	Y	
2 year	2004-2011	Y	Contract Extension
5 year	2004-2009	Y	
5 year	1999-2004	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
Jeffrey Duchene	President	14 Years	6/30/2020
Colleen Dickey	Vice President	11 Years	6/30/2018
James Perna	Treasurer	16 Years	6/30/2021
Katherine Columbo	Secretary	18 Years	6/30/2018
Ramzi Twal	Director	12 Years	6/30/2021
Suzan Karadsheh	Director	5 Years	6/30/2019
Jeffrey Parlow	Director	2 Years	6/30/2020

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

#### Board Meetings

**11 REGULAR MEETINGS HELD**

**SPECIAL MEETINGS HELD 1**

**12** TOTAL BOARD MEETINGS HELD

#### Board Attendance

**87% AVERAGE ATTENDANCE**

**87%** AVERAGE BOARD ATTENDANCE

#### Board Position Vacancies

**0 VACANCIES DURING 2017-2018**

**0** BOARD POSITION VACANCIES

#### Board Professional Development Credits

**4 of 3 TOTAL CREDITS**

**4** PROFESSIONAL DEVELOPMENT CREDITS

# FISCAL PERFORMANCE

## BUDGETING & REPORTING

### Your Academy's Revenue

	2015-2016	2016-2017	2017-2018	Trend	% of Revenue
Enrollment	510	566	625		
Per-pupil Foundation Allowance	\$7,391	\$7,511	\$7,631		
<b>General Fund Revenues</b>					
Local	\$29,585	\$84,370	\$182,788		3%
State	\$3,968,835	\$4,491,486	\$5,076,384		89%
Federal	\$187,645	\$203,911	\$416,555		7%
Other	\$23,623	\$4,193	\$0		<1%
<b>Detail</b>					
51c Spec Ed Headlee Obligation	\$53,679	\$48,297	\$54,476		<1%
22b Discretionary Payment	\$941,220	\$1,112,175	\$1,294,870		23%
11(3) PSA Protected	\$2,823,755	\$3,131,315	\$3,438,105		61%
31A At Risk	\$152,535	\$185,526	\$243,361		4%
152a Headlee Obligation for Data Collection	\$12,927	\$14,383	\$15,867		<1%
31d School Lunch	\$3,683	\$4,107	\$4,520		<1%
35a Early Literacy Targeted Instruction			\$15,960		<1%
99s(6) Science Olympiad and STEM Progra		\$2,000			
104d Computer Adaptive Tests		\$3,171	\$1,166		<1%
41 Bilingual Education			\$6,397		<1%
Total	\$3,987,798	\$4,500,974	\$5,074,723		
<b>Total General Fund Revenues</b>	<b>\$4,209,688</b>	<b>\$4,783,960</b>	<b>\$5,675,727</b>		

### Your Academy's Expenditures

	2015-2016	2016-2017	2017-2018	Trend	% of Expenditures
<b>Expenses/Transfers</b>					
Instruction	\$2,047,173	\$2,422,097	\$2,834,934		50%
Pupil Support Services	\$120,126	\$114,705	\$173,332		3%
Administration	\$960,310	\$1,068,273	\$1,191,136		21%
Operations and Maintenance	\$555,413	\$482,604	\$446,395		8%
Transportation	\$0	\$22,128	\$28,913		<1%
Other	\$73,208	\$111,197	\$123,795		2%
Outgoing Transfers & Other Transactions	\$568,042	\$785,936	\$869,097		15%
<b>Total Expenses/Transfers</b>	<b>\$4,324,272</b>	<b>\$5,006,940</b>	<b>\$5,667,602</b>		
Total Revenues over Expenses	-\$114,584	-\$222,980	\$8,125		
General Fund Balance Beginning of Year	\$1,277,743	\$1,163,159	\$940,180		
General Fund Balance End of Year	\$1,163,159	\$940,180	\$948,305		
Fund Balance as a % of Revenue	28%	20%	17%		



## Total Instruction



**50¢** OF EVERY DOLLAR WAS SPENT ON INSTRUCTION

## Total Business & Administration



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

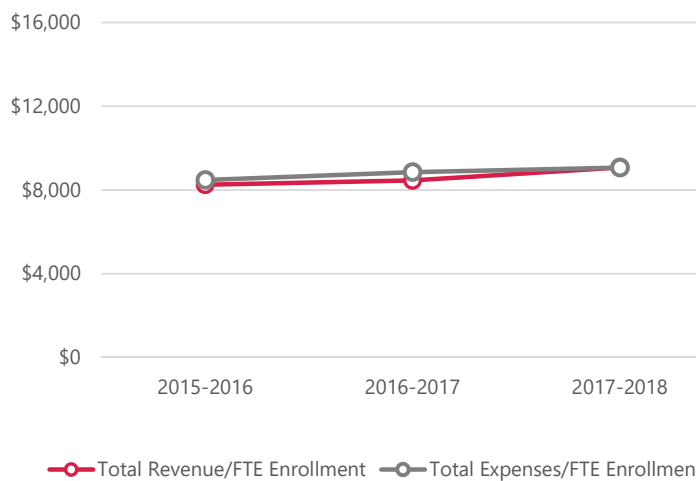
## Total Operations & Maintenance



**8¢** OF EVERY DOLLAR WAS SPENT ON THE BUILDING & FACILITIES

## Per-student Finances

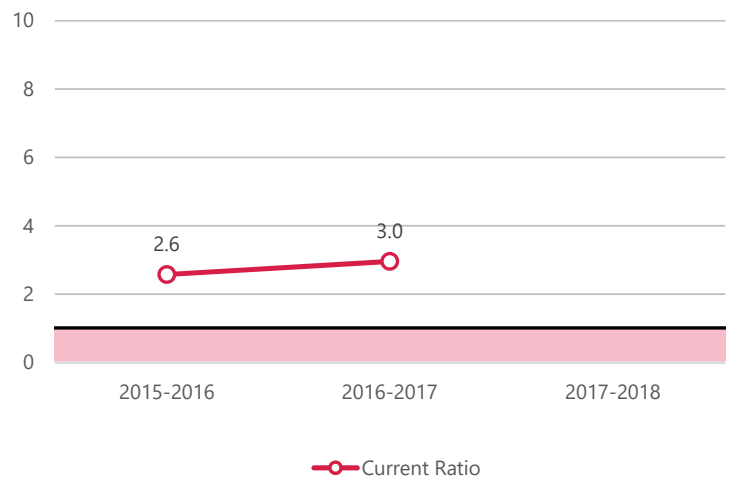
HOW AVERAGE EXPENSES AND REVENUES PER STUDENT COMPARE



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.

## Current Ratio

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



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.

