FERRIS STATE
UNIVERSITY
Charter Schools Office

CONTRACT PERFORMANCE REPORT

2018-2019

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 WORK 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.

Dr. RONALD S. RIZZO
Director

TO OUR
PARTNERS IN EDUCATION

The Contract Performance Reports (CPRs) 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 both school support and Reauthorization. We hope you will find it valuable as well.

Focused on student success and continuous improvement through quality oversight, all of us at the CSO 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 and Professional Development Series 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 trust that families have placed in you is enormous, and please know that we stand with you in the ongoing work to continue to earn that trust.

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

Bob Fidler
Academic Assessment Specialist

Ronald Schneider
Associate Director

Sharon Hopper
Compliance Auditor/Board Liaison

EDUCATIONAL GOALS

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

A. Educational Goals and Related Measures:

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

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

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

B. Educational Goal to Be Achieved:

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

C. Measure for Determining Goal Achievement:

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

Measure 1: Student Growth Towards Achievement

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

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

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

Measure 2: Student Achievement

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

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

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

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

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

Note: 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

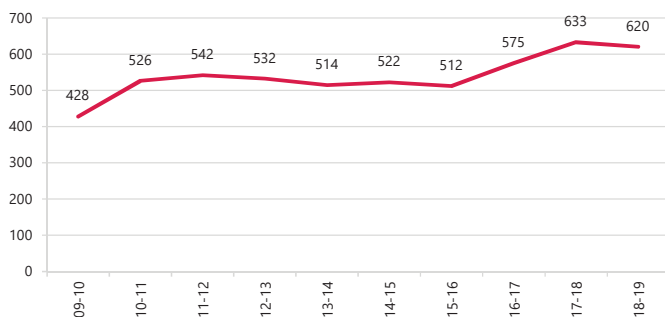**GRADES SERVED:** PreK-8

YEAR OPENED: 1999

CSO FIELD REP: Art Willick

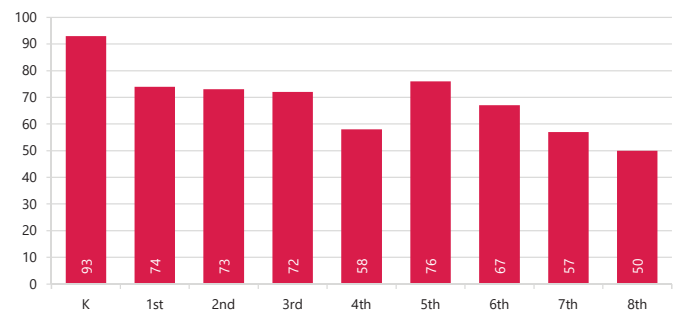**CURRENT CHARTER CONTRACT TERM:** 2016-2023

EDUCATIONAL SERVICE PROVIDER: CS Partners

RESIDENT DISTRICT: Utica Community Schools

Enrollment by Year

Data points: 09-10: 428, 10-11: 526, 11-12: 542, 12-13: 532, 13-14: 514, 14-15: 522, 15-16: 512, 16-17: 575, 17-18: 633, 18-19: 620

Number of Students in Each Grade

K: 93, 1st: 74, 2nd: 73, 3rd: 72, 4th: 58, 5th: 76, 6th: 67, 7th: 57, 8th: 50

Length of Enrollment

3+ Year Students 50%

1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8+ Years
160	157	72	67	55	53	26	30
26%	25%	12%	11%	9%	9%	4%	5%
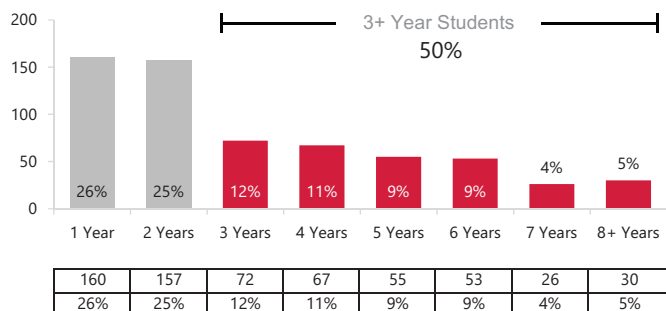
Student Ethnicity

Ethnicity	Academy	Local District	State
American Indian or Alaskan Native	<1%	<1%	<1%
Asian American	8%	4%	3%
Black or African American	30%	5%	18%
Native Hawaiian or Other Pacific Islander	0%	<1%	<1%
Caucasian	54%	85%	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.
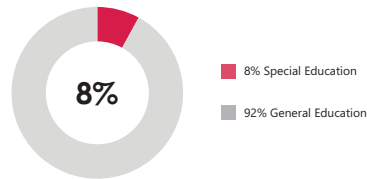
RESIDENT DISTRICT

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.
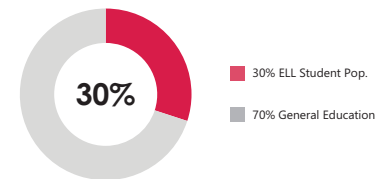
District in Which Students Live	% of Students From That District
Warren Consolidated Schools	31.3%
Utica Community Schools	28.4%
Chippewa Valley Schools	10.3%
Eastpointe Community Schools	4.0%
Clintondale Community Schools	3.9%
Fraser Public Schools	3.1%
Roseville Community Schools	2.9%
Van Dyke Public Schools	1.9%
Detroit Public Schools Community District	1.8%
Center Line Public Schools	1.6%
L'Anse Creuse Public Schools	1.6%
Warren Woods Public Schools	1.3%
Mount Clemens Community School District	1.1%
Fitzgerald Public Schools	1.0%
Southfield Public School District	1.0%
Lakeview Public Schools (Macomb)	0.8%
Lake Shore Public Schools (Macomb)	0.6%
Hazel Park, School District of the City of	0.5%
Oxford Community Schools	0.5%
Other	2.4%

Free & Reduced Price Eligibility

61%

- 55% Free
- 6% Reduced
- 39% Not-Eligible
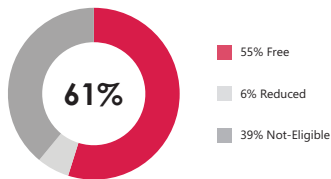
General & Special Education Status

8%

- 8% Special Education
- 92% General Education

English Language Learners (ELL)

30%

- 30% ELL Student Pop.
- 70% General Education

M-STEP Proficiency

Grade	Subject	Prior Year 2017-2018	Current Year 2018-2019	Composite District	Resident District	State
Grade 3	ELA	31.3%	27.4%	42.2%	55.3%	45.1%
	Math	45.3%	32.9%	48.3%	60.3%	46.7%
Grade 4	ELA	28.6%	55.9%	45.3%	56.8%	45.8%
	Math	18.2%	42.4%	38.2%	46.1%	41.8%
Grade 5	ELA	37.7%	40.5%	46.3%	58.2%	46.2%
	Math	26.1%	17.7%	36.1%	46.8%	34.8%
Grade 6	ELA	32.5%	33.8%	39.2%	58.7%	41.7%
	Math	22.1%	23.1%	29.9%	52.2%	35.1%
Grade 7	ELA	47.4%	28.8%	41.5%	52.0%	42.7%
	Math	40.4%	32.2%	31.9%	48.8%	35.7%
Grade 8	ELA	51.6%	61.2%	59.4%	72.4%	61.9%
	Math	41.9%	42.9%	35.6%	52.2%	41.4%
Grade 11	ELA (SAT)			NA	63.5%	55.3%
	Math (SAT)			NA	48.3%	36.3%

*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.
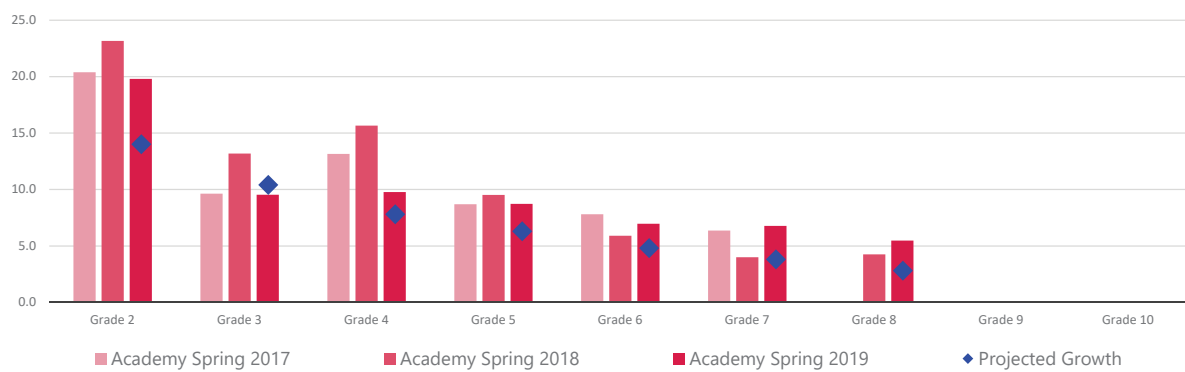
MEASURE 1: STUDENT GROWTH

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 2018 RIT	Spring 2019 RIT	Observed Growth	Projected Growth	# Meeting Growth Proj.	% Meeting Growth Proj.	School Conditional Growth Percentile
Grade 2	72	175.1	194.9	19.8	14.0	56	77.8%	99.0
Grade 3	70	187.5	197.1	9.5	10.4	37	52.9%	35.0
Grade 4	56	197.9	207.7	9.8	7.8	35	62.5%	89.0
Grade 5	76	200.8	209.5	8.7	6.3	51	67.1%	91.0
Grade 6	64	209.2	216.2	7.0	4.8	41	64.1%	87.0
Grade 7	56	211.2	218.0	6.8	3.8	35	62.5%	95.0
Grade 8	49	217.4	222.9	5.5	2.8	32	65.3%	88.0

Academy Spring 2017   Academy Spring 2018   Academy Spring 2019   ◆ Projected Growth

MATH	Count	Fall 2018 RIT	Spring 2019 RIT	Observed Growth	Projected Growth	# Meeting Growth Proj.	% Meeting Growth Proj.	School Conditional Growth Percentile
Grade 2	72	176.4	193.8	17.4	15.2	43	59.7%	79.0
Grade 3	70	187.6	202.4	14.9	12.9	45	64.3%	81.0
Grade 4	56	199.9	212.9	13.0	11.4	35	62.5%	77.0
Grade 5	76	203.7	216.9	13.2	9.1	56	73.7%	94.0
Grade 6	64	212.5	224.4	11.9	7.3	46	71.9%	98.0
Grade 7	56	219.0	226.5	7.5	5.7	32	57.1%	80.0
Grade 8	49	230.0	237.6	7.6	4.9	36	73.5%	90.0
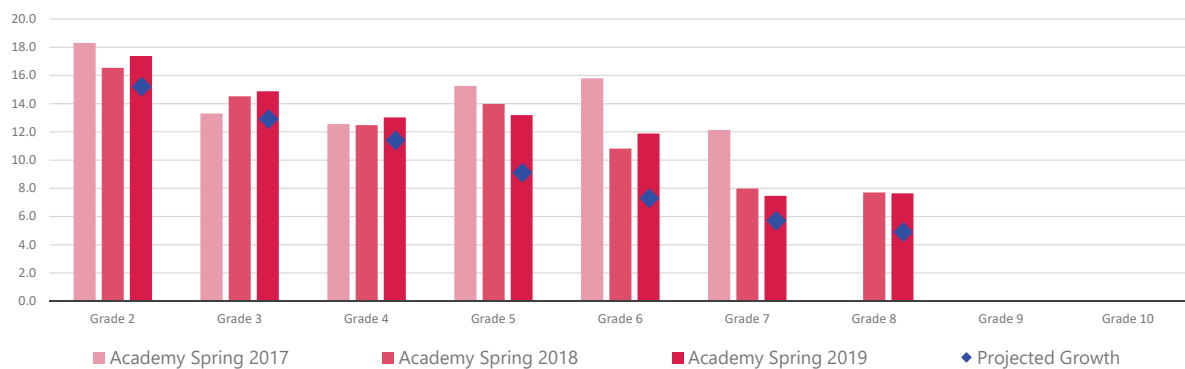
Academy Spring 2017   Academy Spring 2018   Academy Spring 2019   ◆ Projected Growth

★ 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.

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

Academy 2017 Spring — Academy 2018 Spring — Academy 2019 Spring
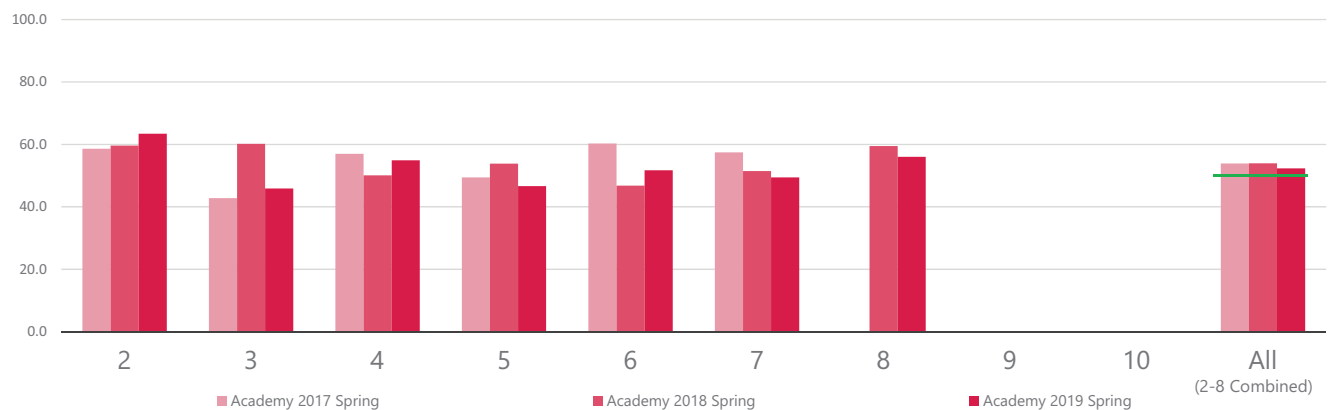
	2	3	4	5	6	7	8	All (2-8 Combined)
Current Year	63.4	45.9	54.9	46.7	51.8	49.5	56.0	52.4
Prior Year	59.7	60.2	50.1	53.9	46.8	51.5	59.5	53.9
Change	3.8	-14.3	4.8	-7.2	5.0	-2.0	-3.5	-1.6

MATH

Academy 2017 Spring — Academy 2018 Spring — Academy 2019 Spring
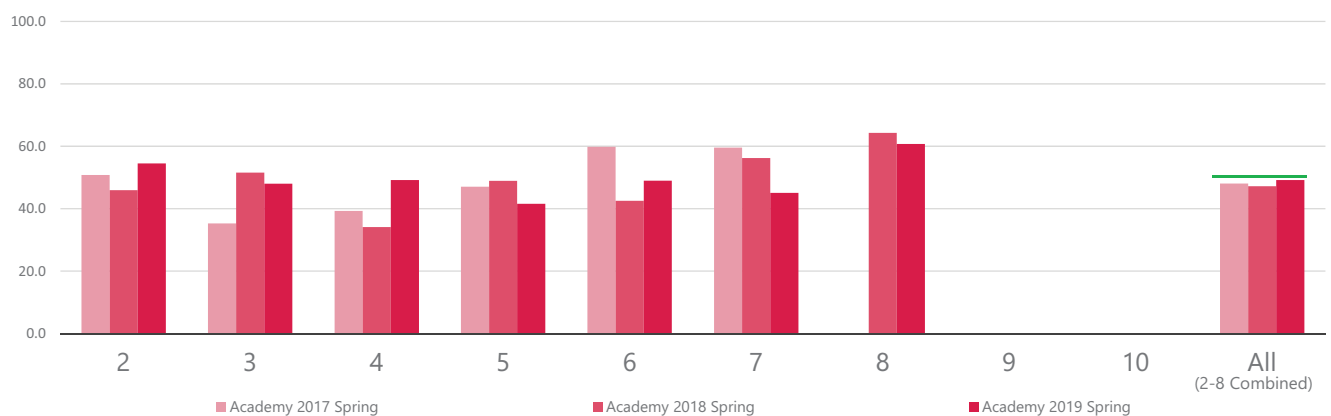
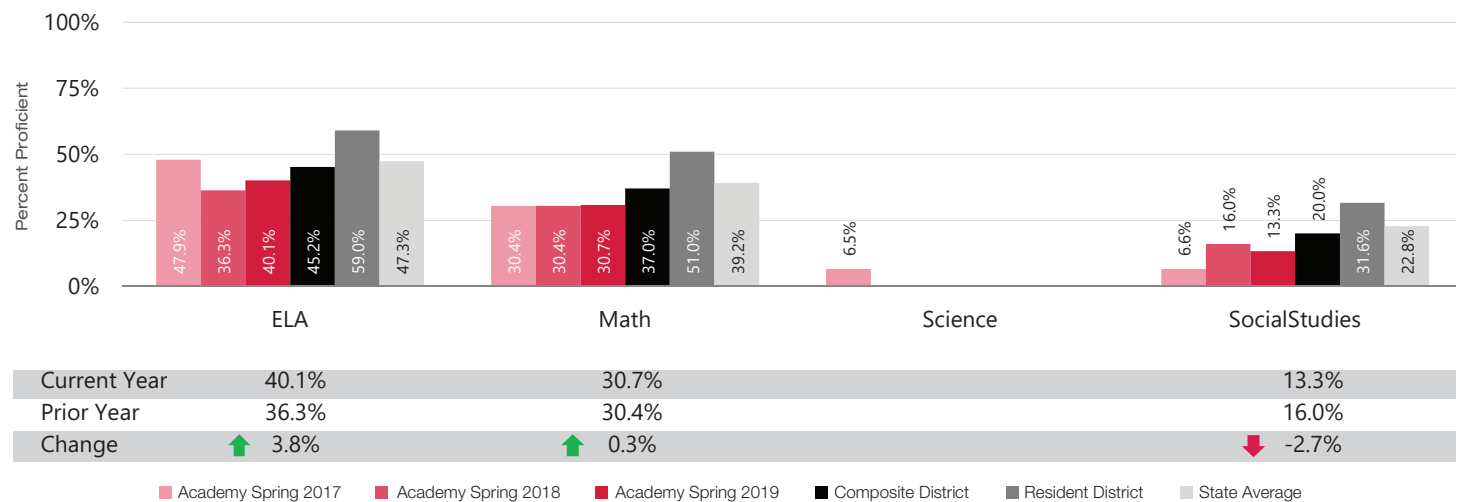|	2	3	4	5	6	7	8	All (2-8 Combined)
Current Year	54.5	48.0	49.2	41.6	48.9	45.0	60.7	49.2
Prior Year	45.9	51.6	34.1	48.9	42.5	56.2	64.3	47.2
Change	8.6	-3.6	15.1	-7.3	6.4	-11.2	-3.5	2.0

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MEASURE 3: STATE & FEDERAL ACCOUNTABILITY

M-STEP Grades 3 through 8, and PSAT Grades 8 through 10

M-STEP & PSAT Proficiency Grades 3 through 8

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

	ELA	Math		Social Studies
Current Year	40.1%	30.7%		13.3%
Prior Year	36.3%	30.4%		16.0%
Change	▲ 3.8%	▲ 0.3%		▼ -2.7%

Legend: ■ Academy Spring 2017 ■ Academy Spring 2018 ■ Academy Spring 2019 ■ Composite District ■ Resident District ■ State Average

M-STEP & PSAT Proficiency Grades 3 through 8 by Subgroup

2018-2019 percent proficient for all students, as compared to the state average

ELA	Academy	State
All Students	40.1%	47.3%
Ethnic/Racial Minorities	39.4%	46.4%
Students with Disabilities	--	16.1%
Limited English Proficient	--	23.9%
Economically Disadvantaged	--	32.6%
Male	36.5%	43.1%
Female	43.6%	51.6%

Math	Academy	State
All Students	30.7%	39.2%
Ethnic/Racial Minorities	28.2%	38.3%
Students with Disabilities	--	12.0%
Limited English Proficient	--	23.4%
Economically Disadvantaged	--	24.1%
Male	35.4%	40.9%
Female	26.2%	37.4%

MDE School Growth Index 2018

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

(The 2019 Growth Index will be available when released by the MDE)
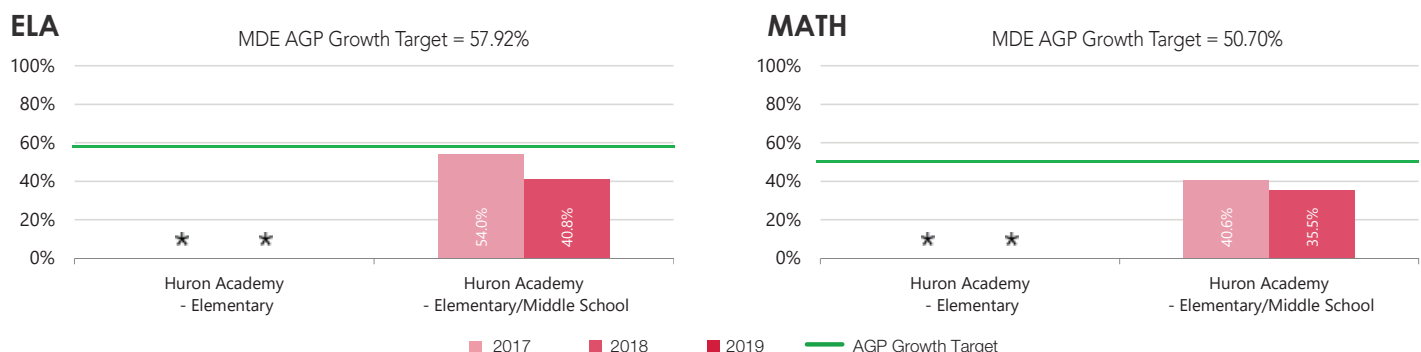
Legend: ■ 2017 ■ 2018 ■ 2019 — AGP Growth Target

*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.
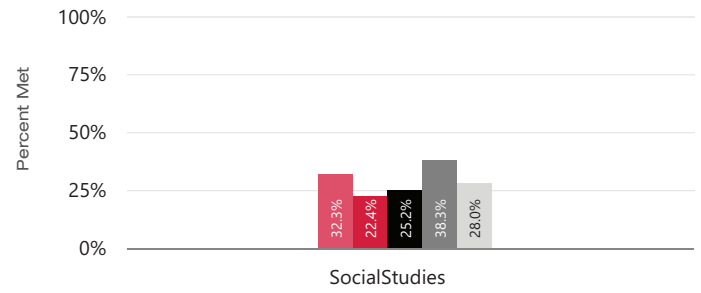
PSAT Results Grade 8

Percent of students meeting college readiness and State Average
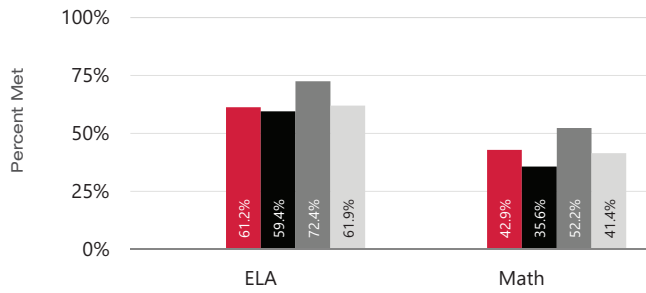
	ELA	Math
Current Year	61.2%	42.9%
Prior Year	0.0%	0.0%
Change	⬆ 61.2%	⬆ 42.9%

M-STEP Proficiency Grade 8

Percent of students proficient, with comparisons

	SocialStudies
Current Year	22.4%
Prior Year	32.3%
Change	⬇ -9.8%

PSAT Results Grade 9

Percent of students meeting college readiness
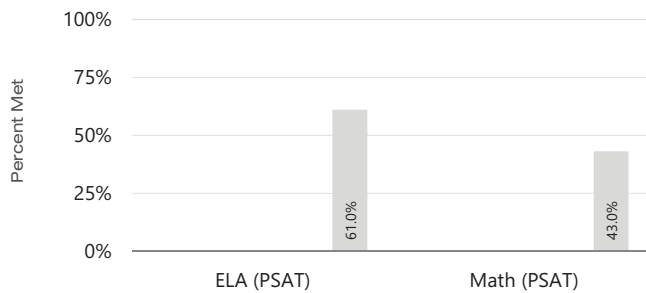
	ELA (PSAT)	Math (PSAT)
Current Year		
Prior Year		
Change	NA	NA

PSAT Results Grade 10

Percent of students meeting college readiness
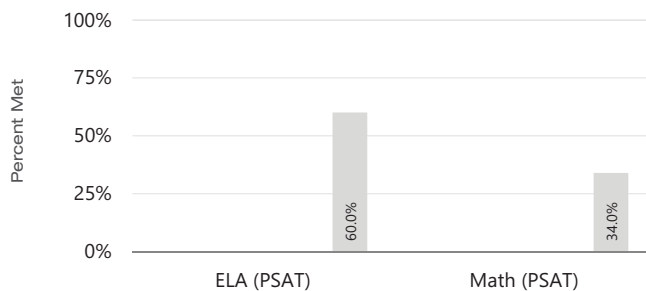
	ELA (PSAT)	Math (PSAT)
Current Year		
Prior Year		
Change	NA	NA

- Academy Spring 2017
- Academy Spring 2018
- Academy Spring 2019
- Composite District
- Resident District
- State Average

✱ 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.

MEASURE 3: STATE & FEDERAL ACCOUNTABILITY
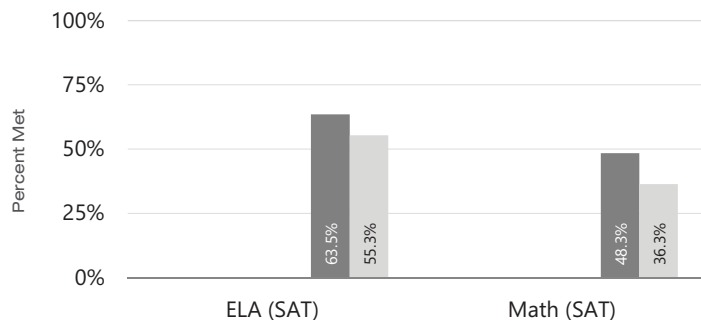SAT Grade 11, M-STEP Grade 11, and Michigan School Index

SAT Results Grade 11
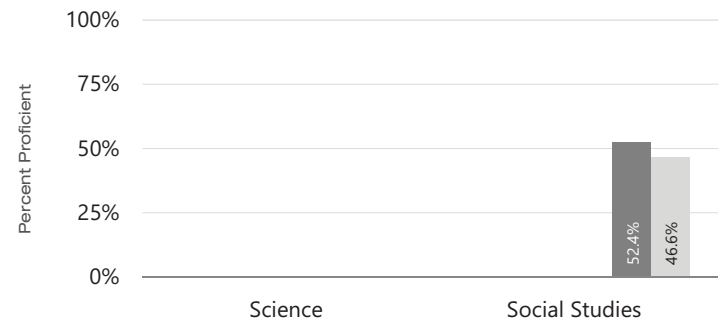Percent of students meeting college readiness, with comparisons

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

Bar labels: ELA (SAT): 63.5%, 55.3%; Math (SAT): 48.3%, 36.3%

M-STEP Results Grade 11
Percent of students proficient, with comparisons

	Science	Social Studies
Current Year		
Prior Year		
Change		NA

Bar labels: Social Studies: 52.4%, 46.6%

Legend: ■ Academy Spring 2017 ■ Academy Spring 2018 ■ Academy Spring 2019 ■ Composite District ■ Resident District ■ State Average

SAT Total Score Results 2019
Composite SAT scores of all Ferris charter schools, with the state-wide average and comparison districts

School	Total Score
National Average	1068
Statewide	985
Creative Technologies Academy	924
Grand Rapids Public Schools	914
Michigan Connections Academy	913
Marshall Academy	873
Detroit City School District	848
Voyageur Academy	834
Lansing Public School District	830
Hope Academy of West Michigan	825
Conner Creek Academy East	820
Hope of Detroit Academy	765
Flint Public Schools	763
Clara B. Ford Academy (SDA)	750
Blended Learning Academies Credit Recovery High School	739
Lighthouse Academy (SDA)	739

MDE Index Value 2018
Overall Index of all Ferris charter schools

(The 2019 Index Value will be available when released by the MDE)

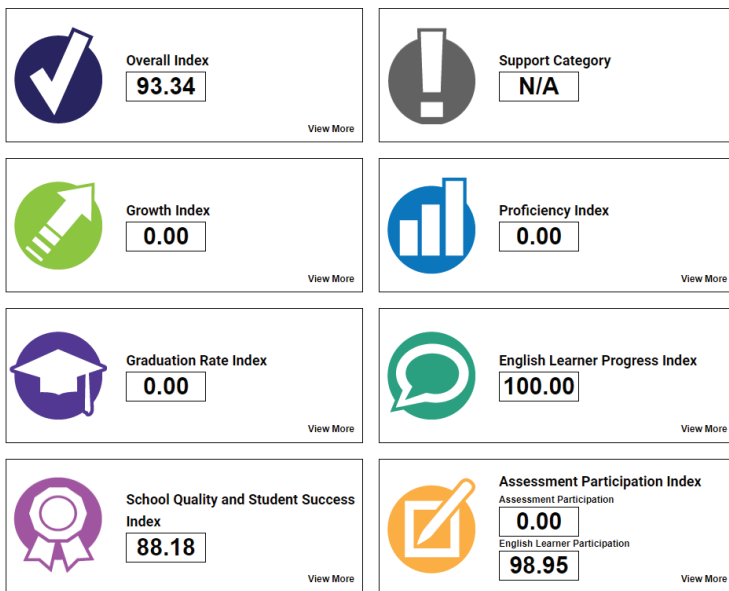| School	Value
Huron Academy - Elementary	93.34
Muskegon Montessori Academy for Environmental Change	80.95
Creative Technologies Academy	69.20
Hope of Detroit Academy - Elementary	68.58
New Bedford Academy	67.53
Bridge Academy	67.08
Huron Academy - Elementary/Middle School	65.96
Michigan Connections Academy	64.18
Marshall Academy	62.64
Bridge Academy West	58.20
Northridge Academy	57.48
Voyageur College Prep	43.96
Hope of Detroit Academy - Middle/High	42.30
Battle Creek Montessori Academy	42.25
Benton Harbor Charter School Academy	38.16
Hope Academy of West Michigan	34.08
Conner Creek Academy East - Elementary	32.56
Voyageur Academy	30.19
Conner Creek Academy East - Collegiate	28.52
Joy Preparatory Academy	23.96
Lighthouse Academy	22.74
Clara B. Ford Academy (SDA)	21.64
Lighthouse Academy - Eagle Village	20.32
Lighthouse Academy - St. Johns	17.74
Lighthouse Academy - North Campus	10.95
Blended Learning Academies Credit Recovery High School	9.46
Lighthouse Academy - Waalkes	6.63
Lighthouse Academy - The Pier	0.00

*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.

Michigan School Index Scores

In 2016-2017 Michigan introduced the Michigan School Index System as a new accountability system under the Every Student Succeeds Act (ESSA) of 2015. Schools receive an overall index value ranging from 0-100, based on six key areas: student assessment data, graduation rates, attendance rates, completing advanced coursework, postsecondary enrollment, and staffing ratios.

Scores for 2018-2019 will be released by the MDE once they become available. Below are the Academy's index scores for 2017-2018, along with the overall school index:

Huron Academy - Elementary

Overall Index **93.34** — View More	Support Category **N/A** — View More
Growth Index **0.00** — View More	Proficiency Index **0.00** — View More
Graduation Rate Index **0.00** — View More	English Learner Progress Index **100.00** — View More
School Quality and Student Success Index **88.18** — View More	Assessment Participation Index — Assessment Participation **0.00** — English Learner Participation **98.95** — View More

Huron Academy - Elementary/Middle School

Overall Index **65.96** — View More	Support Category **N/A** — View More
Growth Index **55.31** — View More	Proficiency Index **53.85** — View More
Graduation Rate Index **0.00** — View More	English Learner Progress Index **97.69** — View More
School Quality and Student Success Index **87.79** — View More	Assessment Participation Index — Assessment Participation **100.00** — English Learner Participation **88.35** — View More

For more information on Michigan's school accountability system and the School Index System, please visit:
https://www.michigan.gov/mde/0,4615,7-140-81376_59490---,00.html

THE CHARTER CONTRACT
COMPLIANCE & CONTRACT TERMS

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
2016-2017	100%	100%	100%
2017-2018	100%	100%	100%
2018-2019	**100%**	**100%**	**100%**
	100%	100%	100%

Charter Contract Timeline

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

Length of Term	Dates	Ammendments During the Contract	Notes
7 year	2016-2023	Y	
5 year	2011-2016	Y	
2 year	2009-2011	Y	Contract Extension
5 year	2004-2009	Y	
5 year	1999-2004	Y	Initial Contract

BOARD MEMBERSHIP & ACTIVITIES

Academy Board Service
Board demographics and required professional development credits.

Board Member	Office	Length of Service	Term Expiration
Jeffrey Duchene	President	15 Years	6/30/2020
Colleen Dickey	Vice President	12 Years	6/30/2022
James Perna	Treasurer	17 Years	6/30/2021
Katherine Columbo	Secretary	19 Years	6/30/2022
Ramzi Twal	Director	13 Years	6/30/2021
Suzan Karadsheh	Director	6 Years	6/30/2023
Jeffrey Parlow	Director	3 Years	6/30/2020

Academy Board Meetings, Attendance, and Position Vacancies

Board Meetings

REGULAR MEETINGS NOT HELD 1

10 REGULAR MEETINGS HELD

SPECIAL MEETINGS HELD 1

11 TOTAL BOARD MEETINGS HELD

Board Attendance

82% AVERAGE ATTENDANCE

82% AVERAGE BOARD ATTENDANCE

Board Position Vacancies

0 VACANCIES

0 BOARD POSITION VACANCIES

Board Professional Development Credits

1 of 3 TOTAL CREDITS

1 PROFESSIONAL DEVELOPMENT CREDITS

FISCAL PERFORMANCE
BUDGETING & REPORTING

Your Academy's Revenue

	2016-2017	2017-2018	2018-2019	% of Revenue
Enrollment	566	625	622	
Per-pupil Foundation Allowance	$7,511	$7,631	$7,871	
General Fund Revenues				
Local	$84,370	$182,788	$165,483	3%
State	$4,491,486	$5,076,384	$5,233,469	90%
Federal	$203,911	$346,196	$427,601	7%
Other	$4,193	$52,936	$0	<1%
Detail				
51c Spec Ed Headlee Obligation	$48,297	$54,476	$54,288	<1%
22b Discretionary Payment	$1,112,175	$1,294,870	$1,435,805	25%
11(3) PSA Protected	$3,131,315	$3,438,105		
31A At Risk	$185,526	$243,361	$286,132	5%
152a Headlee Obligation for Data Collection	$14,383	$15,867	$15,926	<1%
31d School Lunch	$4,107	$4,520	$5,154	<1%
35a(6) Early Literacy Targeted Instruction		$15,960	$15,636	<1%
99s(6) Science Olympiad and STEM Progra	$2,000			
104d Computer Adaptive Tests	$3,171	$1,166	$4,576	<1%
41 Bilingual Education		$6,397	$6,783	<1%
Total	$4,500,974	$5,074,723	$5,243,485	
Total General Fund Revenues	**$4,783,960**	**$5,658,304**	**$5,826,553**	

Your Academy's Expenditures

	2016-2017	2017-2018	2018-2019	% of Expenditures
Expenses/Transfers				
Instruction	$2,422,097	$2,834,935	$2,579,538	45%
Pupil Support Services	$114,705	$176,532	$626,858	11%
Administration	$1,068,273	$1,191,136	$1,240,348	21%
Operations and Maintenance	$482,604	$446,394	$451,521	8%
Transportation	$22,128	$28,913	$35,005	<1%
Other	$111,197	$123,796	$112,887	2%
Outgoing Transfers & Other Transactions	$785,936	$869,097	$749,848	13%
Total Expenses/Transfers	**$5,006,940**	**$5,670,803**	**$5,796,005**	
Total Revenues over Expenses	-$222,980	-$12,499	$30,548	
General Fund Balance Beginning of Year	$1,163,160	$940,180	$927,685	
General Fund Balance End of Year	$940,180	$927,685	$958,233	
Fund Balance as a % of Revenue	20%	16%	16%	

Total Instruction

25%   66%

LOWEST FERRIS ACADEMY | **$2,579,538** | HIGHEST FERRIS ACADEMY

45%
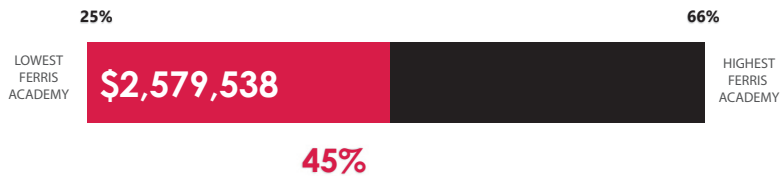
45¢
OF EVERY DOLLAR WAS SPENT ON INSTRUCTION

Total Business & Administration

15%   32%

LOWEST FERRIS ACADEMY | **$1,240,348** | HIGHEST FERRIS ACADEMY

21%

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

Total Operations & Maintenance

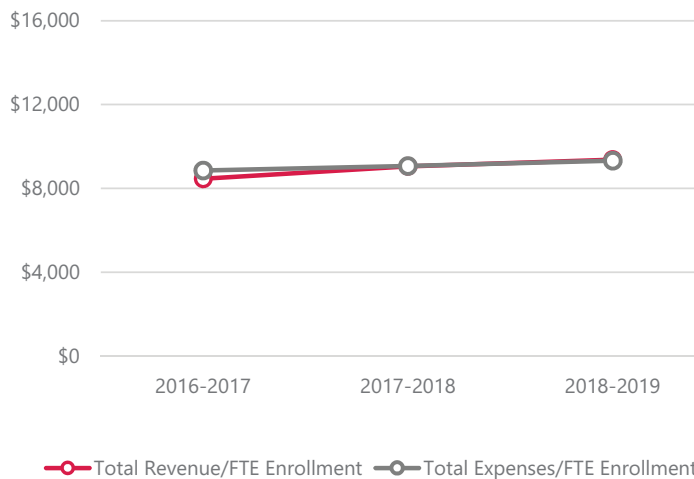2%   24%

LOWEST FERRIS ACADEMY | **$451,521** | HIGHEST FERRIS ACADEMY

8%

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

Per-student Finances
HOW AVERAGE EXPENSES AND REVENUES PER STUDENT COMPARE

Legend: —o— Total Revenue/FTE Enrollment   —o— Total Expenses/FTE Enrollment

Current Ratio
ABILITY OF THE ACADEMY TO PAY OFF DEBT IF IT CAME DUE
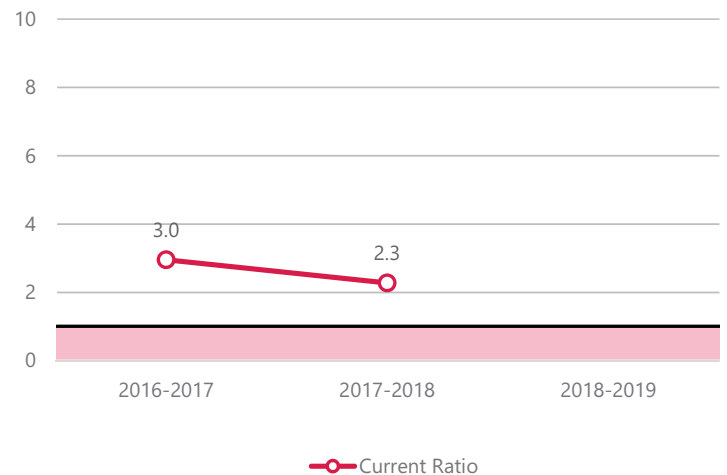
Legend: —o— Current Ratio

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

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
                    *Student Enrollment: Data contained in this chart from the MSDS/CEPI Public Release File

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:   PSAT, M-STEP, Michigan Department of Education

Page 14:   SAT/Index Values, Michigan Department of Education

Page 15:   Overall Index Value & Index Scores, Michigan Department of Education

Page 16-17:   Charter Contract, CSO Office, Ferris State University
                    Academy Document Submission

Page 18-19:   FID, Michigan Department of Education
                    Academy Document Submission (current year represents 4th Quarter, unaudited)
                    *Student Enrollment: Data contained in the chart from FSR/State Aid Report

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).

Index Scores: The accountability rating the MDE gives schools based on a series of measures, over time. There is an overall index score as well as component index scores for areas such as growth, graduation rate, assessment participation, and other areas of school performance.

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.

PSAT: Is a suite of exams created and administered by College Board that are aligned with the SAT, a college entrance examination. Students take the PSAT in grades 8, 9, and 10, and is composed of evidence-based reading, writing and language, and math.

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.

SAT: A college entrance examination used to make admissions decisions. The SAT is composed of evidence-based reading and writing and math, and is a traditional paper-based multiple choice exam created and administered by College Board.   Students typically take the examination in the spring of grade 11.

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

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

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

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