



CHARTER SCHOOLS
OFFICE

HURON ACADEMY (3-6)
REAUTHORIZATION REVIEW
October 4-5, 2010



FERRIS STATE UNIVERSITY

Imagine More

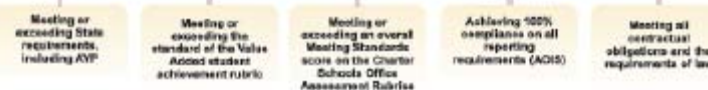
MISSION

The Ferris State University Charter Schools Office recommends authorization of Public School Academies and provides oversight focused on continuous quality improvement.

VISION

Ferris State University will be recognized as an exemplary authorizer of Public School Academies.

This will be evidenced by the performance of our Public School Academies as follows:



CORE VALUES

We value a collaborative and supportive working environment, as demonstrated by our commitment to –

- A shared vision
- Cooperative spirit
- Teamwork
- Consensus building
- Mutual support for all

We value providing opportunities for those who don't have many, as reflected in our –

- Compassion
- Valuing of diversity
- Humanness

We value continuous improvement, as reflected in our ongoing commitment to –

- High expectations and standards
- Strong oversight practices
- Opportunities for professional development
- Support of risk taking
- Accountability for actions
- Academic excellence
- Critical thinking

We value integrity and trust, demonstrated by our –

- Loyalty
- Freedom to act
- Encouragement of civil discourse
- Transparency of roles and responsibilities
- Commitment to effective communication

Next to the authorization of a Public School Academy, the oversight, evaluation, and reauthorization of that academy are the most important job a State authorizer performs. The Ferris State University Charter Schools Office (CSO) takes this responsibility seriously, and has prepared this document as an intensive report on the PSA's status at the Mid-Contract Review, or as the academy is considered for Reauthorization.

The report contained in this document was prepared by a visitation team comprised of members of the CSO, which may have also included an outside reviewer(s) hired for this specific review by the CSO. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation either provided by the academy or gathered by the interviewers.

A final copy of this report has been given to each member of the Board of Directors, the School Leader(s), and a copy to the Educational Service provider (if applicable). Please call the CSO at (231) 591-5802 if there are any questions about this report or visit our website: www.ferris.edu/charterschools for more information on FSU-authorized public school academies.

*All data contained in this report is deemed as **accurate as possible** by the Charter Schools Office at the time this report was prepared.

TOTAL SCORE

495-550	= Exceeding Standards
412-494.9	= Meets Standards
330-411.9	= Needs Improvement
329.9 & Below	= Deficient

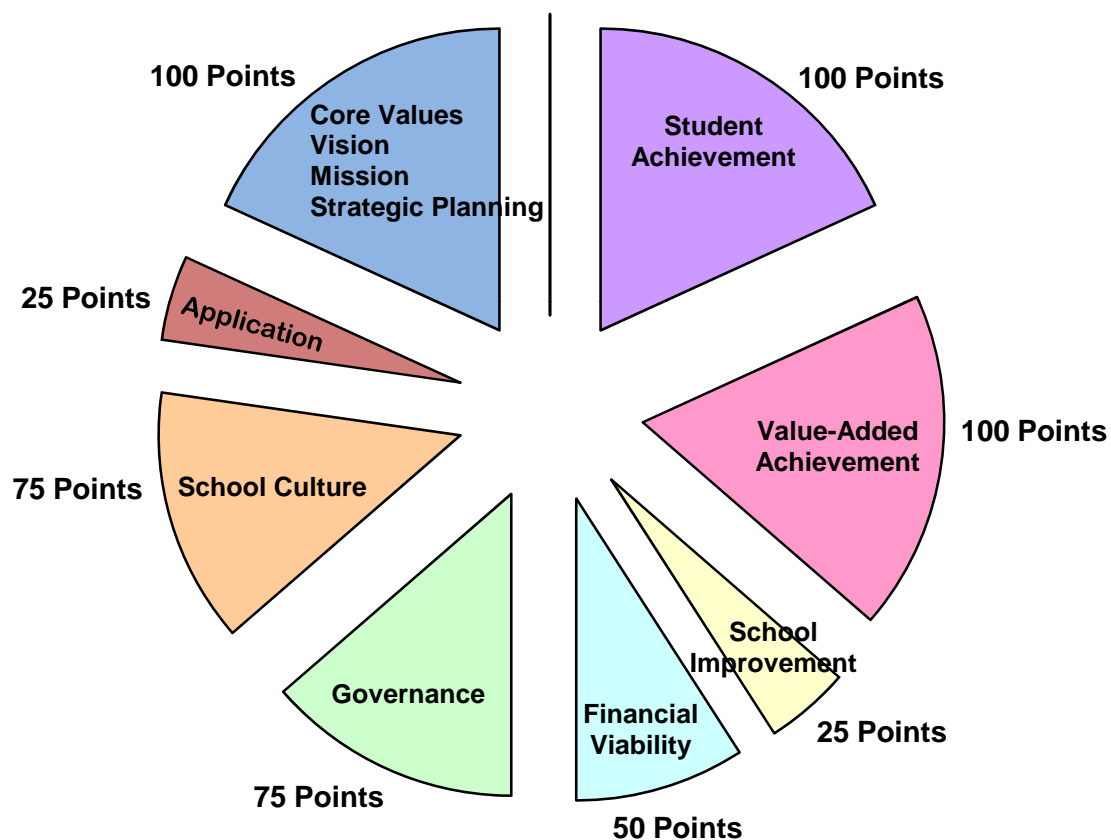
550 Points Maximum



**FERRIS STATE
UNIVERSITY**

CHARTER SCHOOLS OFFICE

Reauthorization Formula - 2010



Reauthorization Review Point Tally Sheet - 2010

Academy Name: **HURON ACADEMY**

Dates of Visitation: **October 4-5, 2010**

Status: **MEETS STANDARDS**

Overall Percentage: **83.7%**

<i>Section</i>	<i>Points Possible</i>	<i>Points Achieved</i>	<i>Category</i>
Student Achievement	100	78.8	Meets Standards
Value-Added Achievement	100	55.2	Deficient
School Improvement	25	21.1	Meets Standards
Financial Viability	50	50	Exceeds Standards
Governance	75	71.2	Exceeds Standards
School Culture	75	75	Exceeds Standards
Reauthorization Application	25	23	Exceeds Standards
Core Values/Vision/Mission/Strategic Planning	100	86.2	Meets Standards
Total Score:	550	460.5	Meets Standards

Visitation Team Members

Name: Jim Ridders

Signature: *James H. Ridders*

Name: Art Willick

Signature: *A. Willick*

Name: Larry Lindquist

Signature: *Larry Lindquist*

Name: Rebecca Shankland

Signature: *Rebecca Shankland*

Team Chair: **Jim Ridders**

TOTAL SCORE

495 - 550	Exceeds Standards	90%+
412 - 494.9	Meets Standards	75% - 89%
330 - 411.9	Needs Improvement	60% - 74%
329.9 & Below	Deficient	Below 60%

550 Points Maximum

Executive Summary – Huron Academy Reauthorization Review

The Reauthorization Review Team has compiled the results of its visitation notes and findings. We congratulate the stakeholders of the Academy for their commitment to continue to grow as a high performing school and the commitment to become a School of Excellence, as defined by the Michigan charter school legislation.

The Review Team has considered the Academy's performance on all aspects of the reauthorization rubric, and has determined a score of 460.5 points out of a possible 550 points. This score is within the *Meets Standards* category of the reauthorization performance standards.

While the Review Team found many impressive aspects of the Academy's operations, there are several points that warrant special mention, as follows:

- **School Culture:** There is an obvious spirit of commitment to a culture of respect, trust, communication and support among all stakeholders. There is a family atmosphere of unified purpose and success among board members, administrators, staff members, parents and students.
- **Contractual Goals:** There is obvious attention to contract responsibilities, as reflected in the comprehensive and complete reauthorization application.
- **School Improvement:** There is wide participation in School Improvement Team planning and implementation activities. School improvement goals and plans are the subject of ongoing professional development and board discussion.
- **Financial Viability:** While the Academy has accumulated a significant fund balance, the formal designation of a significant portion of this reserve to a facilities fund represents a commitment to the school's future.

As with any organization, there are always areas that need further development. Considering the obvious commitment of the board, administration and staff to the success of the Academy, the Review Team is confident that these items will continue to be the focus of continuous improvement efforts. The following areas were identified for additional attention:

- **Student Achievement:** While Huron Academy is a high performing school, there is a need to meet the challenge of Scantron achievement trajectories and positive MEAP improvements. Of particular note, the Academy resides in a high performing school district. This presents challenges to meet comparable academic performance levels.

- Strategic Planning: This section of the reauthorization rubric includes an interesting pattern of scores. First, the Review Team found it appropriate to award the maximum points for the areas of core values, mission and vision. However, there was no evidence that these elements were used to develop a comprehensive strategic plan. It appears that long range planning has been limited to facilities and special issues. A comprehensive plan that includes SMART goals will be a helpful tool for planning the future of the Academy.
- Facilities: While the Review Team is aware of scheduled upcoming planning discussions, we encourage attention to student's needs for adequate facilities related to the Academy's future enrollment and grade level configuration. These decisions are critical to future planning of programs and services.

The Charter Schools Office and the Review Team thank all those from Huron Academy who were involved in this reauthorization effort. We also recognize the efforts of all stakeholders involved in working toward the success of the Academy.

Sincerely,

A handwritten signature in cursive script, reading "James H. Ridders".

James Ridders, FSU-CSO Field Representative
Review Team Chair

Student Achievement and Progress Toward Contractual Academic Goals

3-6 Version

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
AYP: Achievement	13/13	The Academy exceeded State AYP targets by 10% or more in both MATH and READING in 2 out of 3 years. 13 Points	The Academy met State AYP targets in both MATH and READING in 2 out of 3 years. 9.7 Points	The Academy met AYP in either MATH or READING in 2 out of 3 years. 7.8 Points	The Academy did not meet AYP in either MATH or READING in 2 out of 3 years. 0 Points	
AYP: Participation	13/13	The Academy tested over 95% of its students in both MATH and READING in 2 out of 3 years. 13 Points	The Academy tested between 93%-94.9% of its students in both MATH and READING in 2 out of 3 years. 9.7 Points	The Academy tested between 90%-92.9% of its students in both MATH and READING in 2 out of 3 years. 7.8 Points	The Academy tested fewer than 90% of its students in both MATH and READING in 2 out of 3 years. 0 Points	
AYP: Other Indicators	13/13	The Academy's attendance rate was greater than 85% and/or the Academy's graduation rate was greater than 80% in 2 out of 3 years. 13 Points	The Academy's attendance rate was 85% and/or the Academy's graduation rate was 80% in 2 out of 3 years. 9.7 Points	The Academy's attendance rate was 80%-84% and/or the Academy's graduation rate was 70%-79% in 2 out of 3 years. 7.8 Points	The Academy's attendance rate was below 80% and/or the Academy's graduation rate was below 70% in 2 out of 3 years. 0 Points	
Composite Grade as Assigned by MDE in Ed Yes!	13/13	A 13 Points	B 9.7 Points	C 7.8 Points	D or below 0 Points	
Relative Performance to State (MEAP-READING)	5.2/7	The Academy exceeded the State MEAP percent proficient in 2 out of 3 years in READING. 7 Points	The Academy met the State MEAP percent proficient in 2 out of 3 years in READING. 5.2 Points	The Academy exceeded or met the State MEAP percent proficient in 1 out of 3 years in READING. 4.2 Points	The Academy has not met the State MEAP percent proficient in any year in a 3 year period in READING. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		7 Points	5.2 Points	4.2 Points	0 Points	
Relative Performance to State (MEAP-MATH)	5.2/7	The Academy exceeded the State MEAP percent proficient in 2 out of 3 years in MATH.	The Academy met the State MEAP percent proficient in 2 out of 3 years in MATH.	The Academy exceeded or met the State MEAP percent proficient in 1 out of 3 years in MATH.	The Academy has not met the State MEAP percent proficient in any year in a 3 year period in MATH.	
Relative Performance to the Resident District (MEAP-READING)	0/7	The Academy exceeded the District MEAP percent proficient in 2 out of 3 years in READING.	The Academy met the District MEAP percent proficient in 2 out of 3 years in READING.	The Academy exceeded or met the District MEAP percent proficient in 1 out of 3 years in READING.	The Academy has not met the District MEAP percent proficient in any year in a 3 year period in READING.	
Relative Performance to the Resident District (MEAP-MATH)	0/7	The Academy exceeded the District MEAP percent proficient in 2 out of 3 years in MATH.	The Academy met the District MEAP percent proficient in 2 out of 3 years in MATH.	The Academy exceeded or met the District MEAP percent proficient in 1 out of 3 years in MATH.	The Academy has not met the District MEAP percent proficient in any year in a 3 year period in MATH.	
Relative Performance to a Demographically Comparable School (MEAP-READING)	5.2/7	The Academy exceeded its comparable School MEAP percent proficient in 2 out of 3 years in READING.	The Academy met its comparable School MEAP percent proficient in 2 out of 3 years in READING.	The Academy exceeded or met its comparable School MEAP percent proficient in 1 out of 3 years in READING.	The Academy has not met its comparable School MEAP percent proficient in any year in a 3 year period in READING.	
Relative Performance to a Demographically Comparable School (MEAP-MATH)	5.2/7	The Academy exceeded its comparable School MEAP percent proficient in 2 out of 3 years in MATH.	The Academy met its comparable School MEAP percent proficient in 2 out of 3 years in MATH.	The Academy exceeded or met its comparable School MEAP percent proficient in 1 out of 3 years in MATH.	The Academy has not met its comparable School MEAP percent proficient in any year in a 3 year period in MATH.	
School Improvement Status	6/6		The Academy is not identified for improvement. 6 Points		The Academy is identified for improvement. 0 Points	

**Progress Towards Educational Goals as Defined by the Definition of Quality
(Full Academic Year Students)**

READING Performance (MEAP/MME)		Target	Actual	Performing Above Target 5 Points	Performing On Target 4 Points	Performing Below Target 3 Points	Reviewer Comments
Grade 3	/5		<p align="center">THIS SECTION NOT USED IN 2010-2011. (Baseline data is 2009)</p>				
Grade 4	/5						
Grade 5	/5						
Grade 6	/5						
MATH Performance (MEAP/MME)		Target	Actual	Performing Above Target 5 Points	Performing On Target 4 Points	Performing Below Target 3 Points	Reviewer Comments
Grade 3	/5						
Grade 4	/5						
Grade 5	/5						
Grade 6	/5						
Total Points Earned	78.8/100						

Value-Added Achievement-Scantron Performance Series Data

Based on the Assessment of *Cohort Groups Only*

(Cohort is defined as Students with the Academy for 3 or more years)

(MI-Access Students Not Included)

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Value-Added Student Proficiency Math	 15/25	The percentage of students reaching the expected increase exceeds the <i>Margin of Performance</i> as established by the education goals for the Academy. 25 Points	The percentage of students reaching the expected increase falls within the <i>Margin of Performance</i> as established by the education goals for the Academy. 18.8 Points	The percentage of students reaching the expected increase falls below (.1%-10%) the <i>Margin of Performance</i> as established by the education goals for the Academy. 15 Points	The percentage of students reaching the expected increase falls more than 10% below the <i>Margin of Performance</i> as established by the education goals for the Academy. 0 Points	Target 90.2% Actual 85.2% Margin 1%
Value-Added Student Proficiency Reading	 15/25	The percentage of students reaching the expected increase exceeds the <i>Margin of Performance</i> as established by the education goals for the Academy. 25 Points	The percentage of students reaching the expected increase falls within the <i>Margin of Performance</i> as established by the education goals for the Academy. 18.8 Points	The percentage of students reaching the expected increase falls below (.1%-10%) the <i>Margin of Performance</i> as established by the education goals for the Academy. 15 Points	The percentage of students reaching the expected increase falls more than 10% below the <i>Margin of Performance</i> as established by the education goals for the Academy. 0 Points	Target 86% Actual 80.8% Margin 1%
Value-Added Student Proficiency ELA	 12/20	The percentage of students reaching the expected increase exceeds the <i>Margin of Performance</i> as established by the education goals for the Academy. 20 Points	The percentage of students reaching the expected increase falls within the <i>Margin of Performance</i> as established by the education goals for the Academy. 15 Points	The percentage of students reaching the expected increase falls below (.1%-10%) the <i>Margin of Performance</i> as established by the education goals for the Academy. 12 Points	The percentage of students reaching the expected increase falls more than 10% below the <i>Margin of Performance</i> as established by the education goals for the Academy. 0 Points	Target 90.8% Actual 84.6% Margin 1%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Student Cohort Gains MATH	6.6/11	90-100% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 11 Points	75-89% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 8.2 Points	60-74% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 6.6 Points	Less than 60% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 0 Points	68%
Student Cohort Gains READING	6.6/11	90-100% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 11 Points	75-89% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 8.2 Points	60-74% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 6.6 Points	Less than 60% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 0 Points	60.8%
Student Cohort Gains ELA	0/8	90-100% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 8 Points	75-89% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 6 Points	60-74% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 4.8 Points	Less than 60% of students made gains greater than the <i>Standard Error of Measurement</i> (SEM) as defined by the Scantron Performance Series. 0 Points	
Total Points Earned	55.2/100					

School Improvement

NCA VERSION

Total Possible Points: 25

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
<u>Standard I:</u> Vision and Purpose	<p>The Academy has not committed to a shared purpose and direction. The Academy has little or no evidence that expectations for student learning are aligned with the Academy's vision with little support by Academy personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision has little influence on allocations of time and human, material, and fiscal resources.</p> <p style="text-align: center;">0 Points</p>	<p>The Academy has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The Academy is developing expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations will serve as the focus for assessing student performance and Academy effectiveness but the process is not fully in place. The Academy's vision has some influence on allocations of time and human, material, and fiscal resources.</p> <p style="text-align: center;">2.8 Points</p>	<p>The Academy has committed to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources.</p> <p style="text-align: center;">3.4 Points</p>	<p>The Academy has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is fully supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources.</p> <p style="text-align: center;">4 Points</p>	SCORE 3.4/4
<u>Standard II:</u> Governance and Leadership	<p>The Academy has leaders who have not established or are currently establishing processes to develop the Academy's vision and improvement efforts. The leader's process of allocating resources provides little support to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders do not encourage or promote collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation.</p> <p style="text-align: center;">0 Points</p>	<p>The Academy has leaders who have established processes to develop the Academy's vision and improvement efforts. The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders allow collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, attempt to create equity of learning opportunities and support for innovation, but implementation of those processes and conditions is sporadic, and results are varied.</p> <p style="text-align: center;">1.8 Points</p>	<p>The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage shared collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these conditions are being implemented, the implementation is not systemic across the Academy, and the results are varied.</p> <p style="text-align: center;">2.5 Points</p>	<p>The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for Academy improvement among each stakeholder group. The leaders provide stakeholders meaningful roles in the decision –making processes that promote a culture of participation, responsibility, and ownership. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the Academy functions.</p> <p style="text-align: center;">3 Points</p>	SCORE 2.5/3

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
<u>Standard III:</u> Teaching and Learning	<p>The Academy implements a curriculum based on expectations for student learning that has not been fully aligned with the requisite knowledge, skills, and attitudes. The Academy demonstrates little or no evidence of alignment between the curriculum and instructional practices. Teachers use instructional practices that reflect little engagement of students in the learning process. Teachers provide few opportunities for students to apply their knowledge and skills to real world situations. Teachers give students limited feedback to improve their performance.</p> <p>0 Points</p>	<p>The Academy implements a curriculum based on expectations for student learning that provides opportunities for most students to acquire the requisite knowledge, skills, and attitudes. The Academy demonstrates some evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the Academy. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide limited opportunities for students to apply their knowledge and skills to real world situations. Teachers give students random or periodic feedback to improve their performance.</p> <p>1.8 Points</p>	<p>The Academy implements a curriculum based on expectations for student learning that provides opportunities for all students to acquire the requisite knowledge, skills, and attitudes. The Academy demonstrates evidence of alignment between the curriculum and instructional practices, with systematic implementation across the Academy. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.</p> <p>2.5 Points</p>	<p>The Academy implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire the requisite knowledge, skills, and attitudes. The Academy has a formalized process to align instructional practices with the curriculum, and demonstrates results through systematic and sustainable implementation across the Academy. Teachers use proven, instructional-based practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers use proven instructional practices that actively engage students in the learning process. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance.</p> <p>3 Points</p>	<p>SCORE 2.5/3</p>
<u>Standard IV:</u> Documenting and Using Results	<p>The Academy is currently using assessments that are not aligned with student expectations or has no comprehensive assessment system based on clearly defined performance measures. The system has limited capability to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessments do not yield timely and accurate information that is meaningful and useful to leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.</p> <p>0 Points</p>	<p>The Academy is currently using assessments that have limited alignments with student expectations and/or is developing a comprehensive assessment system based on clearly defined performance measures and plans to administer the assessments in the near future. The system will be used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. When fully operational, the assessment system will yield timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.</p> <p>2.8 Points</p>	<p>The Academy uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.</p> <p>3.4 Points</p>	<p>The Academy uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.</p> <p>4 Points</p>	<p>SCORE 3.4/ 4</p>

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
Standard V: Resource and Support Systems	<p>The Academy has very limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy does not systematically employ and allocate staff members who are qualified for their assignments. The Academy provides limited learning opportunities for staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.</p> <p>0 Points</p>	<p>The Academy has limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy employs and allocates staff members who are generally qualified for their assignments. The Academy provides learning opportunities for most staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.</p> <p>1.8 Points</p>	<p>The Academy has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy employs and allocates staff members who are well-qualified for their assignments. The Academy provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.</p> <p>2.5 Points</p>	<p>The Academy effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy systematically employs and allocates staff members who are well-qualified for their assignments in all content areas. The Academy provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.</p> <p>3 Points</p>	SCORE 2.5/3
Standard VI: Stakeholder Communications and Relationships	<p>The Academy has little understanding, commitment, and support of stakeholders. Academy personnel seek few opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate little or no participation by stakeholder groups.</p> <p>0 Points</p>	<p>The Academy has begun the process to gain understanding, commitment, and support of stakeholders. Academy personnel are seeking opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate some participation by stakeholder groups.</p> <p>2.8 Points</p>	<p>The Academy has the understanding, commitment, and support of stakeholders. Academy personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.</p> <p>3.4 Points</p>	<p>The Academy has the understanding, commitment, and support of all stakeholders. Academy personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by some participation by most stakeholder groups.</p> <p>4 Points</p>	SCORE 3.4/4

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
Standard VII: Commitment to Continuous Improvement	The Academy has not developed a collaborative and ongoing process for improvement that aligns the functions of the Academy with the expectations for student learning. The Academy cannot demonstrate progress in improving student performance and Academy effectiveness. 0 Points	The Academy is developing a collaborative and ongoing process for improvement that aligns the functions of the Academy with the expectations for student learning, but the plan has not been implemented. Improvement efforts are being developed, but the Academy cannot yet demonstrate progress in improving student performance and Academy effectiveness. New improvement efforts are not informed by results of earlier efforts through reflection and assessment of the improvement process. 2.8 Points	The Academy implements a collaborative and ongoing process for improvement that aligns most functions of the Academy with the expectations for student learning, but the plan has not been implemented. Improvement efforts are sustained and the Academy demonstrates progress in improving student performance and Academy effectiveness. New improvement efforts are informed by results of earlier efforts through reflection and assessment of the improvement process. 3.4 Points	The Academy fully implements a collaborative and ongoing process for improvement that aligns all functions of the Academy with the expectations for student learning. Improvement efforts are systematic, sustained, and fully embedded, and the Academy demonstrates progress in improving student performance and Academy effectiveness. New improvement efforts are clearly informed by results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement. 4 Points	SCORE 3.4/4
Total Points Earned	21.1/25				

Financial Viability

Total Points: 50

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Budget Development	10/10		Board meeting minutes document that the full Board has had the opportunity to provide input into the budget development process two times or more prior to budget adoption. 10 Points	Board meeting minutes document that budget development appears on a regular Board meeting agenda only once prior to budget adoption. 6 Points	No evidence can be found that the full Board has had an opportunity to provide direction for the budget development process. 0 Points	
	8/8		The Academy's budget reflects and supports the school improvement plan with budget allotment amounts for each strategy. The budgeted amounts are consistent with the Board's overall strategic plan. 8 Points	The Academy's budget appears inconsistent with the school improvement plan. The budgeted amounts are not consistent with the Board's overall strategic plan. 4.8 Points	The Academy's budget does not take school improvement into consideration. The budgeted amounts are not consistent with the Board's overall strategic plan. 0 Points	
	6/6		Each member of the Board receives monthly financial statements prior to each regularly-scheduled Board meeting. 6 Points	Only the Board Treasurer receives monthly financial statements in their Board packet prior to each regularly-scheduled meeting. 3.6 Points	Monthly financial statements are distributed "at the table" and no one receives these documents prior to the regularly-scheduled meetings. 0 Points	
Audit/Fund Balances	5/5		The Board requests RFPs for external auditing services no less than every three 3 years. 5 Points		The Board does not request RFPs for external auditing services every three 3 years. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	5/5		The Academy's audit was completed in a timely manner, is submitted to the State by or before October 31, and results are shared with the Board of Directors in advance of the public presentation. 5 Points	The Academy's audit was performed within the specified timeframe, but Board of Directors did not receive it in advance of meeting for review. 3 Points	The Academy's audit was not performed within specified timeframe and was not shared with the Board of Directors in a timely manner. 0 Points	
	5/5		The Academy's audit was unqualified with no reportable conditions. 5 Points	The Academy's audit was unqualified with some reportable conditions. 3 Points	The Academy's audit was qualified with a management letter and board response. 0 Points	
	4/4	The Board maintains a fund balance of at least 10% of general revenue. 4 Points	The Board maintains a fund balance within 3%-9.9% of general revenue. 3 Points	The Board maintains a fund balance within 2.9%-1% of general revenue. 2 Points	The Board maintains a fund balance of less than 1% of general revenue. 0 Points	
	7/7		The Board has an identifiable long-range plan for fund balances. There are no needs in the general budget that go underfunded to maintain the fund balance. 7 Points	The Board has no identifiable long-range plan for fund balances. There are needs in the general budget going underfunded in order to maintain the fund balance. 4.2 Points		Now have moved one million dollars to facilities fund
Total Points Earned	50/50					

Governance

(As Reflected in Board Minutes and Observations) Total Possible Points: 75

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		4 Points	3.4 Points	2.4 Points	0	
Leadership	3.4/4	The Board of Directors has all relevant policies in place in accordance with State and federal laws and references those policies for decision making at Board meetings.	The Board of Directors has all relevant policies in place in accordance with State and federal laws and demonstrates some familiarity with them.	The Board of Directors has all relevant policies in place in accordance with State and federal law but is unfamiliar with those policies.	The Board of Directors has few policies in place that are required by State and federal law, and the Board policy book has not been regularly updated.	
	2.4/4	The Board of Directors has an active candidate pool with more than two (2) applications for every anticipated vacancy.	The Board of Directors actively solicits applications for its candidate pool and has two (2) applications on file.	The Board of Directors only solicits applications when it anticipates a vacancy.		No candidate pool, and one position vacancy
	4/4	The Board of Directors asks for, and receives detailed monthly progress reports on student academic achievement. The Board regularly engages in discussion about these reports.	The Board of Directors receives a monthly report from its administrative staff on student academic achievement. The Board occasionally engages in discussion about these reports.	The Board of Directors does not receive monthly student achievement reports. Little or no discussion regarding student achievement takes place at Board meetings.	The Board of Directors does not ask for, and does not receive, student academic achievement progress reports. Student academic achievement is rarely discussed by the Board.	
	3.4/4	The Board of Directors has not cancelled a meeting in the past review period due to lack of quorum.	The Board of Directors has not cancelled more than one meeting during the review period due to a lack of quorum.	The Board of Directors has cancelled 2 to 3 meetings during the review period due to lack of a quorum.	The Board of Directors has cancelled more than 3 meetings due to lack of quorum.	One meeting cancelled for lack of quorum – July 23, 2008

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	4/4	The Board of Directors has not rescheduled any meetings during the review period. 4 Points	The Board of Directors has held no more than one rescheduled meeting per year in the review period. 3.4 Points	The Board of Directors has held 2-3 rescheduled meetings per year in the review period. 2.4 Points	The Board of Directors has held more than 3 rescheduled meetings per year in the review period. 0 Points	
	4/4		The physical facility is inviting, attractive, clean, well-maintained, and conducive to safety and learning. 4 Points	The physical facility is not always inviting, attractive, clean, well-maintained, and conducive to safety and learning. 2.4 Points.	The physical facility is not inviting, attractive, clean, well-maintained, and conducive to safety and learning. 0 Points	MOVED FROM SCHOOL CLIMATE
Technology	5/5		The Board insures there is adequate technology infrastructure, equipment and programs and staff training to address strategies identified in the Academy technology plan and School Improvement Plan. 5 Points	The Board does not insure there is adequate technology infrastructure, equipment and programs and staff training to address strategies identified in the Academy technology plan and School Improvement Plan. 3 Points	The technology and infrastructure in the Academy does not provide for the minimal standards of a modern Academy. 0 Points	
	5/5	The Board demonstrates its commitment to the Academy's technology and improvement plan by insuring there is a high ratio of technology available per student. 5 Points	The Board demonstrates its commitment to the Academy's technology and improvement plan by insuring there is an acceptable ratio of technology per student. 4.2 Points	The Board demonstrates its lack of commitment to the Academy's technology and improvement plan by underfunding support for adequate technological resources for students. 3 Points	The technology within the Academy does not meet the minimal standards of a modern Academy. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Professional Development	4/4	The Board of Directors includes money for its own professional development in its annual general fund budget and each member of the Board participates in at least one professional development activity annually. 4 Points	The Board of Directors includes money for its own professional development in its annual general fund budget and most Board members participate annually. 3.4 Points	There is little or no evidence that The Board of Directors includes money for its own professional development in its annual general fund budget or that Board members attend professional development. 2.4 Points		No meeting rescheduled
Professional Participation	4/4		The Board has strong representation at CSO sponsored events such as the Recognition Celebration and Board Leadership Conference. 4 Points	The Board has some representation at CSO sponsored events such as the Recognition Celebration and Board Leadership Conference. 2.4 Points	The Board has little or no representation at CSO sponsored events such as the Recognition Celebration and Board Leadership Conference. 0 Points	
Compliance Reporting (AOIS)-Rate	3/3	The Academy meets the CSO percentage requirement for AOIS reporting. YES 3 Points			The Academy does not meet the CSO percentage requirement for AOIS reporting. NO 0 Points	07-08=100% 08-09=100% 09-10=100%
Compliance Reporting (AOIS)-Accuracy	2/3	All documents submitted to AOIS are marked "accurate and complete". (Blemish-free record) 3 Points	95-99% of all documents submitted to AOIS are marked "accurate and complete". 2 Points	90-94% of all documents submitted to AOIS are marked "accurate and complete". 1 Points	89% or fewer of all documents submitted to AOIS are marked "accurate and complete". 0 Points	07-08=99% 08-09=97% 09-10=98%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Administrator Continuing Education Credits	3/3		All Administrators meet CEU requirements. 3 Points		Not all administrators meet CEU requirements. 0 Points	
Special Education/504-Delivery of Services	3/3		The Academy's Special Education Program meets all state and federal regulations and has a child find process in place to identify students who may be eligible for Special Education & 504 services. 3 Points	The Academy is aware of state and federal regulations for Special Education and has implemented IEP's or 504 plans for some students. 2 Points	The Academy's Special Education program is not in compliance with the state and federal regulations. 0 Points	
Governance Yes or No	Score	YES			NO	Comments
The Board is in compliance with all the terms and conditions of its contract with Ferris State University Board of Trustees.	3/3	3 Points			0 Points	
The Charter Schools enrollment process is in compliance as defined by the Revised School Code	3/3	3 Points			0 Points	

Governance Yes or No	Score	YES			NO	Comments
Board minutes reflect that the Board receives periodic updates on the Academy's progress towards its school improvement plan and academic contractual goals.	7/7	7 Points			0 Points	
The Board begins its meetings at the posted time.	4/4	4 Points			0 Points	
The Board posts timely notices of its annual meeting schedule and all regular and special meetings.	4/4	4 Points			0 Points	
Total Points Earned	71.2/75					

School Culture

Total Points: 75

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
			8 Points	4.8 Points	0 Points	
Safe & Orderly Environment	8/8		Academy staff members and the Board have developed behavioral expectations and implemented systems that create a safe and orderly academic environment that is conducive to learning.	The Academy and the Board have developed behavioral expectations and implemented systems for students but they are not consistently enforced. The academic environment is not always conducive to learning.	Little or no evidence exists that the Academy has developed behavioral expectations or systems that are consistently enforced. The academic environment is not conducive to learning.	
	8/8		Staff members consistently demonstrate that they share responsibility for student discipline. Adults and students can be observed supporting and encouraging respectful and collaborative behavior throughout the academy.	Staff members do not consistently demonstrate that they share responsibility for student discipline. Adults and students are not always observed supporting and encouraging respectful and collaborative behavior throughout the academy.	Little or no evidence exists that staff members demonstrate that they share responsibility for student discipline. Adults and students are not observed supporting or encouraging respectful and collaborative behavior throughout the academy.	
	8/8		The Academy has a comprehensive safety plan in place and has implemented safety and security measures into daily operations.	The Academy has a comprehensive safety plan in place however it does not seem to be known by staff. The Academy has implemented some safety and security measures into daily operations.	The Academy does not have a comprehensive safety plan in place. The Academy has not implemented safety and security measures into daily operations.	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
			6.0 Points	3.6 Points	0 Points	
Staff Stability	6/6		There has been minimal building administrator turnover (2 or less) in the past 5 years.		There has been significant building administrator turnover (3 or more) in the past 5 years.	
	6/6		40% or less of the teaching staff has turned over during the past 5 years.		More than 40% of the teaching staff has turned over during the past 5 years.	
Site and Facilities	6/6		All emergency systems are operational, well-maintained, and inspected on a regular basis.	Some emergency systems are in working order and are inspected on a regular basis.	Little or no evidence that emergency systems are in working order and inspected on a regular basis.	
	6/6		All hazardous chemicals and cleaners are properly labeled and safely secured.	Most hazardous chemicals and cleaners are properly labeled but are not always safely secured.	Hazardous chemicals and cleaners are not properly labeled or safely secured.	
	6/6		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment.	Some areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment.	Ventilation and heating/cooling are not suitable for the working/learning environment.	
	6/6		Restrooms and other public areas are well-maintained, clean, and inviting.	Restrooms and other public areas are not always well-maintained, clean, or inviting.	Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory.	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	6/6		All areas are well-lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning. 6 Points	Most areas are well-lit and most lights are functioning properly to provide an atmosphere conducive to teaching and learning. 3.6 Points	There are some questionable lighting areas. Lighting is generally poor and not conducive to teaching and learning. 0 Points	
Parent/Family Involvement and Communication	3/3		The Academy uses a variety of strategies to facilitate communication with its parents/families paying particular attention to the economic and cultural aspects of the population it serves. 3 Points	The primary focus of the Academy's communication is one-way with little consideration to the economic and cultural aspects of the population it serves. 1.8 Points	No evidence of a formalized communication strategy or for consideration to the economic and cultural aspects of the population it serves. 0 Points	
		YES		NO		
	3/3		In general, parents are actively engaged in academic and/or social activities, or committees with the Academy as evidenced by participation in those activities 3 Points	Little or no evidence to suggest that parents are actively engaged in academic and/or social activities, or committees with the Academy as evidenced by participation in those activities 0 Points		
Community Involvement	3/3		The Academy has established partnerships (where appropriate or practical) with business or community agencies to supplement comprehensive health and human services to students and families. 3 Points	The Academy has not established partnerships (where appropriate or practical) with business and community agencies to supplement comprehensive health and human services to students and families. 0 Points		
Total Points Earned	75/75					

Core Values/Vision/Mission/Strategic Planning

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Core Values (35 Points)			In collaboration with the Academy's stakeholders, the Board has developed Core Values that are the basis and foundation for the Academy's Vision and Mission Statements.	The Board has identified some Core Values, but there does not appear to be collaboration with the Academy's stakeholders nor do the Core Values appear to serve as the foundation and basis for the Academy's Vision and Mission Statements.	The Board has no discernable Core Values identified.	
	12/12		12 Points	7.2 Points	0 Points	
		The Board's Core Values have been communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. Such communications are numerous and consistent.	The Board's Core Values have been communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc.	The Board's Core Values appear to have been sporadically communicated to stakeholders.	There is no evidence to show that the Academy's Core Values have been communicated to stakeholders.	
	8/8	8 Points	6 Points	4.8 Points	0 Points	
		Board minutes and/or other documents clearly indicate that the Academy's Core Values have been updated or reaffirmed on a continuous basis at Board retreats and meetings.	Board minutes and/or other documents indicate that the Academy's Core Values have been updated or reaffirmed at least once during the past 3 years.	Board minutes and/or other documents do not indicate that the Academy's Core Values have been updated or reaffirmed at least once during the past 3 years.		
	5/5	5 Points	3.7 Points	2.9 Points		

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Vision (20 Points)						
	10/10		In collaboration with stakeholders, the Board has developed a Vision Statement that articulates a realistic view of what it desires the Academy to become in the future. The Vision Statement is clearly linked to the Academy's stated Core Values. 10 Points	The Board has identified a Vision Statement; however, the statement appears to be a somewhat unrealistic view of what it desires the Academy to become in the future. There appears to have been minimal collaboration with stakeholders. There seems to be minimal connection to the Academy's Core Values. 6 Points	The Board has no discernable Vision Statement identified. 0 Points	
	5/5	The Academy's Vision Statement is communicated to all to stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. Such communications are numerous and consistent. 5 Points	The Academy's Vision Statement is communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. 3.7 Points	The Academy's Vision Statement appears to have been sporadically communicated to stakeholders. 2.9 Points	There is no evidence to show that the Academy's Vision Statement has been communicated to stakeholders. 0 Points	
	5/5		The Board has a clear and rigorous method of evaluating the achievement of the Academy's Vision in place. The plan evaluates both long and short-term goals, and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Vision. 5 Points	The Board has a method of evaluating the achievement of the Academy's Vision in place, however it is not well-defined. The plan does not specifically address both long and short-term goals and is not quantifiable relative to the accomplishment of the stated Vision. 2.9 Points	The Board does not appear to have a method in place for evaluating the Academy's Vision. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	5/5	Board minutes and/or other documents clearly indicate that the Academy's Vision Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings. 5 Points	Board minutes and/or other documents indicate that the Academy's Vision Statement has been updated or reaffirmed at least once during the past 3 years. 3.7 Points	Board minutes and/or other documents do not indicate that the Academy's Vision Statement has been updated or reaffirmed at least once during the past 3 years. 2.9 Points		
Mission (20 Points)	10/10		In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's purpose. The Mission Statement is clearly linked to the Academy's stated Core Values. 10 Points	The Board has identified a Mission Statement; however, the statement appears to be a somewhat unrealistic view of the Academy's purpose and does not appear to have formed in collaboration with stakeholders. There seems to be minimal connection to the Academy's Core Values. 6 Points	The Board has no discernable Mission Statement identified. 0 Points	
	5/5	The Academy's Mission Statement is communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. Such communications are numerous and consistent. 5 Points	The Academy's Mission Statement has been communicated to all stakeholders via a number of ways such as newsletters, posters, letterhead, PTO, etc. 3.8 Points	The Academy's Mission Statement appears to have been sporadically communicated to stakeholders. 2.9 Points	There is no evidence to show that the Academy's Mission Statement has been communicated to stakeholders. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	5/5		The Board has a clear and rigorous method of evaluating the achievement of the Academy's mission in place. The plan evaluates both long and short-term goals, and contains quantifiable performance measures of all goals relative to the accomplishment of the stated mission. 5 Points	The Board has a method of evaluating the achievement of the Academy's mission in place, however it is not well-defined. The plan does not specifically address both long and short-term goals and is not quantifiable relative to the accomplishment of the stated mission. 2.9 Points	The Board does not appear to have a method in place for evaluating the Academy's mission. 0 Points	
	5/5	Board minutes and/or other documents clearly indicate that the Academy's Mission Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings. 5 Points	Board minutes and/or other documents clearly indicate that the Academy's Mission Statement has been updated or reaffirmed at least once during the past 3 years. 3.7 Points	Board minutes and/or other documents do not indicate that the Academy's Mission Statement has been updated or reaffirmed at least once during the past 3 years 2.9 Points		
Strategic Planning (25 Points)	7/7		The Board has developed a comprehensive strategic plan and actively pursues it. Board minutes reflect that the Board frequently discusses progress towards accomplishing its plan. The Academy's strategic plan has been updated or reaffirmed on a continuous basis at Board retreats and meetings. 7 Points	The Board has developed a strategic plan; however, Board minutes reflect that the Board does not or rarely discusses progress towards accomplishing its plan. 4.2 Points	The Board has no discernable strategic plan in place. 0 Points	The Board minutes reflect a planning retreat and periodic updates of specific planning priorities

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	4.2/7		<p>The Board's strategic plan has been communicated to stakeholders and tools for measurement of progress towards the accomplishment of the plan have been developed and implemented throughout the Academy.</p> <p>7 Points</p>	<p>The Board's strategic plan has not been well-communicated to stakeholders. No evidence suggests that tools for measuring the accomplishment of the plan exist or have been communicated throughout the Academy.</p> <p>4.2 Points</p>	<p>There is no evidence to suggest that Board's strategic plan has been communicated to stakeholders.</p> <p>0 Points</p>	<p>The stakeholders do not appear to be aware of a comprehensive strategic plan</p>
	0/11		<p>The Board's strategic plan meets all the requirements of the CSO Definition of Quality and is in the SMART goal format.</p> <p>11 Points</p>	<p>The Board's strategic plan meets at least 4 of the requirements of the CSO Definition of Quality and is in the SMART goal format.</p> <p>6.6 Points</p>	<p>The Board's strategic plan meets less than 4 of the requirements of the CSO Definition of Quality and is not in the SMART goal format.</p> <p>0 Points</p>	<p>The Academy's goals are not stated in the SMART goal format</p>
Total Points Earned	86.2/100					

HURON ACADEMY

BOARD INTERVIEW SUMMARY

October 4-5, 2010

The following is a summary of responses, and is not intended to be all-inclusive.

1. What are you most proud of at Huron Academy?

- The accomplishment over the past 10 years
- New administration
- Continued growth
- Management company is doing an awesome job

2. What could be improved?

- Parking areas
- Writing and social studies—higher scores are needed
- Building site—extra room for special advanced classes

3. On a scale of 1-10, how would you rate the information you receive to support administrative recommendations?

- 10 (1)
- Always room for improvement
- 9 (4)
- Very good communication now

4. How would you describe the role of the Board in ensuring the success of Huron Academy?

- Oversight of finances and administration
- FSU seminars have been great
- Provide oversight and resource allocation
- We're here for the kids

5. Tell about an experience that demonstrates the Board's support of the Huron Academy mission.

- Students come to the Board meeting to show projects—Letters to Servicemen is an example
- Encourage curriculum
- Student achievement is on the Board agenda each month

6. How do you determine the allocation of funds?

- Based on most need to support the curriculum
- Have to make choices in our support of curriculum
- Board development placed in the new budget at Board's direction
- Beginning with revenue, decide what we can afford
- Teachers and administration recommend how it's allocated

7. Describe the Board's role in strategic planning and goal setting.

- Board committee is meeting on facility improvement
- The Board gets proposals from CS Partners
- Board retreats are used for strategic plan and goal setting, but actual document is needed
- Goes through the exercise, but didn't produce a document
- Board is attempting to add members (they now have 6); would like to add to 7 and have a pool available
- Committee is working on development of a new school
- Discuss things together with CS Partners—CSP seeks Board input

Miscellaneous comments:

- Completely different atmosphere at Huron Academy now
- Teachers come to Board meetings
- Board leadership seminars have made a big difference in how we operate
- Worked hard to renew CS Partners contract—Board asked the tough questions of them

HURON ACADEMY

ADMINISTRATIVE INTERVIEW SUMMARY

October 4-5, 2010

The following is a summary of responses, and is not intended to be all-inclusive.

1. What are you most proud of at Huron Academy?

- Evolution of the learning community over time
- Making progress toward the vision
- School team is making a difference in kids' lives
- Private school feel in a public school setting

2. What areas do you feel could be improved (what keeps you up at night?)

- Gifted and talented programs—next step
- Teaching kids how to perform well on tests
- Comprehension and critical thinking skills

3. On a scale of 1-10 (10 highest), rate the culture/climate of this academy.

- 9—moving up the charts. Lots of movement to the positive, permeates entire culture
- 8—moving toward 9. The staff wants to be a 10, but need to be comfortable with taking risks, still some leftover fear from previous leadership

4. What does Huron Academy offer that is unique from the local districts? How do you know it is unique?

- Science lab

- Latin instruction
- A spirit of keeping finger on the pulse, and using it to improve
- Open communication
- Vast majority of staff are truly caring, and practice it
- Clubs program is not available in other districts

5. *What are the top TWO things that Huron Academy needs to do for its long term health and longevity?*

- Facility improvement—outgrown current site
- Better parking
- Gifted and Talented program

6. *What is the one phrase that parents might use to describe Huron Academy? Why do you think so?*

- Excellent and caring community
- Best kept secret in Macomb county

7. *Anything for our attention?*

- FSU should be a bigger resource for Huron Academy—don't know what resources are available, but also articulated the support of Scantron, data analysis and board development
- Pleasure to be at a board meeting—no individual agendas

8. *Questions for the interviewer?*

-

HURON ACADEMY

STAFF INTERVIEW SUMMARY

October 4-5, 2010

The following is a summary of responses, and is not intended to be all-inclusive.

1. *What are you most proud of at Huron Academy?*

- Cohesiveness
- The way we work together
- We are family
- Relationships outside of school have increased
- Really care about the kids
- Character education is great—students do follow the rules
- Proud of our kids and response to high expectations

2. *What could be improved?*

- Building size
- Extra room for special advanced classes
- Have started a lot of new programs which need to be fully implemented
- Leveled reader resources—need the whole program (tied to DRA)

3. *On a scale of 1-10, how would you rate the culture/climate of Huron Academy?*

- 10 (1)-I look forward to coming to work
- 9 (4)

- good but occasionally rough
- started as a sub and happy here, great atmosphere
- Always room for improvement

4. Do you feel supported by: A.) Administration; B.) Board; C.) Other Staff; D.) Parents?

A. Administration	B. Board	C. Other Staff	D. Parents
<ul style="list-style-type: none"> • 5 yes 	<ul style="list-style-type: none"> • 5 yes • Getting to know the members • Started having teachers at Board meetings • Administration tries to emphasize that the Board is here to help us • Welcome back breakfast was great 	<ul style="list-style-type: none"> • 5 yes • Including lunch team and custodians • Now have more support staff • All have positive attitudes 	<ul style="list-style-type: none"> • 5 say most of the time • Always the occasional problem parent

5. Would you enroll your child at this academy?

- Yes (5)
- Curriculum and programs are excellent
- Feel comfortable with any teacher in this school
- Character Ed program
- Grand child will come here

- Yes, the Saxon phonics is great
- Yes, but a good district elementary is close by
- Huron Academy staff is top notch, so I would

6. *If you could choose only ONE thing from this list, what would it be?*

- a. More Pay
- b. More Planning time
- c. More Autonomy
- d. More recognition

- More Pay (5)
- Common planning time would be great, but more pay
- Use own time for planning
- Use time before and after school

7. *Anything else for our attention?*

- TST-does FSU push this or is it management company? Another staff answered the question as being CS Partners.
- TST-it's unclear why or the results. Not resisting change, just need more direction and clarification.
- Schools of Excellence—what does it mean and what are the expectations?

HURON ACADEMY

SUPPORT STAFF INTERVIEW SUMMARY

October 4-5, 2010

The following is a summary of responses, and is not intended to be all-inclusive.

1. *What are you most proud of at Huron Academy?*

- Team work of entire staff
- Reputation in the community

2. *What could be improved?*

- CS Partners' support of gifted and talented students, testing programs
- Size of the building

3. *On a scale of 1-10, how would you rate the culture/climate of Huron Academy?*

- 10 (2)
- Students all feel the same regardless
- No fighting
- Very amazing students
- Diversity is present here.
- Kids are polite and parents respond.
- 9/10 (2)

4. *Do you feel supported by: A.) Administration; B.) Board; C.) Other Staff; D.) Parents?*

A. Administration	B. Board	C. Other Staff	D. Parents
<ul style="list-style-type: none">• Yes (all)• Very responsive• Open door policy	<ul style="list-style-type: none">• Yes• Very involved• Good leaders• Very supportive	<ul style="list-style-type: none">• Absolutely• Very much• Will help when needed	<ul style="list-style-type: none">• Most of the time• Children come first

5. *Would you enroll your child at this academy?*

- Yes (all)

6. *If you could choose only ONE thing from this list, what would it be?*

- a. More Pay
- b. More Planning time
- c. More Autonomy
- d. More recognition

- More pay (all)
- Seem to have satisfaction with all others

7. *Anything else for our attention?*

- Treated well and ideas are respected.
- Much more input as employees
- Overall, staff is happy.

HURON ACADEMY

PARENT INTERVIEW SUMMARY

October 4-5, 2010

The following is a summary of responses, and is not intended to be all-inclusive.

1. Why did you choose to have your child(ren) attend Huron Academy?

- Phonics program starting at kindergarten level
- Small class size
- Huron tailored a program for overachieving students
- Excellent teachers here
- Former principal was a hindrance to the school
- Class size and uniforms reason for coming
- There aren't enough advanced classes
- Clubs will help some
- Mr. Talbot kept parents here because of his work

2. On a scale of 1-10 (10 highest), rate the culture/climate of Huron Academy?

- 10 (2)—as it stands today. A few years ago might not have been same. Kids are happy.
- 8.5 (9)—made huge strides under new leadership. Previously there was a firewall between the office and staff/parents. People were operating under a dictatorship.

3. How responsive is the school administration/board to concerns or complains?

- Very responsive (2)
- Parental involvement is accepted
- As of now, awesome

4. *What is the number one complaint your child has about attending school here?*

- No gym, lunches
- No school dances

5. *What is the number one thing your child really seems to enjoy?*

- Teachers (3)—all are great
- Son is ecstatic about teachers
- Atmosphere created—know names, personalities, strengths/weaknesses
- Safe and nurturing environment

6. *Are you satisfied with the rigor of the classes and curriculum?*

- Phonics is a huge plus for lower grades
- Saxon phonics reason for coming here
- State requirements are forcing elevation of classes
- Nervous of transition to middle school and high school that Utica has
- Reading is weakness—school and social working assisting to help
- Staff helps provide extra help for weakness
- Science has improved recently
- Concerns about math—need more acceleration especially in grades 4-6
- Biggest challenge is with math program. Sometimes move too fast on concepts, causing student anxiety. Saxon math is used.
- Support staff is greatly appreciated
- Rigor is right on in general
- Sixth grade could be more challenging
- Transition to junior high is a concern
- Need more basic algebraic concepts
- Third grade is really good
- New reading program is wonderful

- Son is excited about going to science lab
- Teacher provides extra opportunities
- Homework is about right—homework packets are good

7. *Anything for our attention?*

- Some kind of talent show
- Need a bigger library with an attendant
- Room size of K-1 is deficient (small)
- Need to resolve building issue
- Need pull-outs for gifted and talented during school day
- Staff has been really good (parapros, lunch aides, etc.)

8. *Questions for the interviewer.*

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HURON ACADEMY

STUDENT INTERVIEW SUMMARY

October 4-5, 2010

The following is a summary of responses, and is not intended to be all-inclusive.

1. What is your favorite part of the school day?

- Writing (2)
- Reading
- Math
- Get to have two different teachers, different levels

2. Do you feel that overall, the adults here at Huron Academy are fair to students?

- Yes (4)
- If you get in trouble they give you another chance
- Flip charts are used for success

3. On a scale of 1-10, how do you feel about being here at Huron Academy? Do you feel: Wanted? Safe, Protected? Picked-on?

- 10 (4)
- feel safe
- fire drills
- Teachers make you feel wanted
- None had ever felt picked on
- Teachers would take care of it if there was a problem

4. *If you could change ONE thing about Huron Academy, what would it be?*

- Have clubs more available on different days
- Extend lunch period for more socialization
- Perfect—no changes needed
- how they pronounce my name

5. *Do you feel your classes are not challenging enough, too challenging, or just right?*

- Just right (4)
- Teachers meet our needs
- Class switches allow for more variety in levels of instruction

6. *Would or do you recommend Huron Academy to your friends who do not go here? If you had a choice independent of your parents, would you continue to go here? Why or why not?*

- Yes (4)
- A really nice place to go to school
- New kids are made to feel welcome
- Really close to everyone
- We can talk to our teachers
- All 6th-graders are sad to leave
- New students like Huron better than present

7. *What is the one phrase you would use to describe attending school at Huron Academy?*

- You learn a lot and have fun here (2)
- People are nice
- Teachers are respectful and allow your opinions
- Don't be afraid because you are going to learn a lot

8. *Anything for our attention?*

- Students like the dress code policy
- Parents like it also—easier to buy clothes
- All students really like the before and after clubs
- Participate in Make-A-Wish Foundation raising money to help a girl with brain tumor
- Papers with a Purpose Club was mentioned as a favorite
- Hope Club doing place mats for retirement home
- Enrichment classes every day
- Music teacher is well liked

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

<div>1. A. Is the academy making academic progress?</div> <div>B. How does the academy compare academically relative to the State, resident district, and demographically comparable district? Discuss both criterion referenced testing such as MEAP, and standardized testing such as Scantron or Terra Nova Tests.</div> <div>Total Possible Pts = 5</div>	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	A C A D E M I C P R O G R A M
	1A.			X	
	1B.			X	
	<div>Reviewers Comments:</div> <ul style="list-style-type: none">Student achievement results were very clearly illustrated, and the analysis included logical, specific comparisons.Appropriate references were made to Scantron, and MEAP, to areas of academic need.The Chart showing results is in Answer 1A rather than 1B but is well documented.The Academy clearly has a number of accomplishments to be proud of, they are also honest with their deficiencies and the things they need to work on.Overall, a good response to the questions.Shows good evidence of steady academic gains.Does not include any information for the 2009-2010 school year.The most recent Scantron data is for the 2008-2009 school year. The most recent Stanford 9 data shown is for the 2005-2006 school year.A writing weakness was identified along with the plan developed to address weakness.Shows some success in matching or exceeding resident districts and the State.The Academy has not met the academic criteria established by the FSU-CSO.No specific mention is made of the Academy’s academic success relative to its contractual educational goals. <div>General Comments: No mention is made about the status of cohorts. The application does comment about the efforts of the School Improvement Team to analyze data and make subsequent improvements based on that analysis. Some impressive, but extraneous information is shown regarding recognition gained by the Academy for its academic success.</div> <div>Team Average = 5</div>				

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

2. A. What progress has been made toward meeting the academy's mission? B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	A C A D E M Y M I S S I O N
	2A			X	
	2B.			X	
<p>Reviewers Comments:</p> <ul style="list-style-type: none"> • Evidence was clearly described to demonstrate that the mission and vision statements are viewed as guiding forces for academic achievement and the overall success of the school. • The application describes recent actions to update the use of the mission and vision statements to guide the work of the school, along with the constructive use of contractual goals to move the work of the academy forward. • Huron does an outstanding job of having their Mission and Goals in public as well as employee vision. • They are clearly taking the Challenge seriously of meeting their mission. • Huron has done a nice job of recapping the history of their mission statements, and their direction for the future. • The application provides several statements that suggest it is making progress toward meeting its mission, vision and goals. However, no specific data is provided to document those statements. • Mission, vision and goal statements have been changed to become much more specific and thus, more measurable. 					
<p>Total Possible Pts = 5</p> <p>Team Average = 5</p>					

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

3. A. Is the academy financially solvent and stable?	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	S U S T A I N A B I L I T Y
			X		
	<p>Reviewer Comments:</p> <ul style="list-style-type: none">• It clearly describes the fund balance growth to 60% of the current year budget. However, it is not clear what that fund balance might be used for.• Could have better demonstrated how the school has invested in teaching supplies, textbooks and technology.• The Board has always maintained a strong fund balance but is always willing to allocate funds for academic reasons.• No question that the Academy is solvent-but a 60% fund is excessive and the Academy offers no clear explanation for this balance.• Questions about the high fund balance give the academic achievement levels.				
Total Possible Pts = 2.5					
Team Average = 2					

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

3. B. Is student enrollment stable and near capacity?	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	V I A B I L I T Y
			X		
	<p>Reviewer Comments:</p> <ul style="list-style-type: none"><i>The narrative described some specific factors affecting enrollment at the school, it would be helpful to see grade level enrollment figures to see documentation of the observations reported.</i><i>Huron did a good job addressing enrollment and the increase in the FRL. Last year's marketing plan netted 100 additional students.</i><i>The application does a very nice job of outlining student enrollment patterns and the reasons for those patterns.</i>				
Total Possible Pts = 2.5					
Team Average = 2					

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

4. A. How does the academy (staff, administrators, and Board) use assessment data to make decisions?	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	D E C I S I O N S
			X		
	<p>Reviewer Comments:</p> <ul style="list-style-type: none">• <i>There was a clear description of the use of data shared with the board and staff to guide school improvement plans. Specific illustrations would have been helpful.</i>• <i>The Board receives regular reports on assessment data to aid in the decisions on curriculum issues.</i>• <i>Good response, but somewhat brief.</i>• <i>It does a good job of succinctly answering each of the questions posed in this section.</i>				
Total Possible Pts = 5					
Team Average = 4					

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

5. A. If the academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the academy during the new authorization period? How does the academy intend to address those challenges? (What is the Board's long-range plan? B. Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period.

Reauthorization Application Review Rubric

Ferris State University
Charter Schools Office

Question	Possible	Points Awarded	
1	5	5	
2	5	5	
3	5	4	
4	5	4	
5	5	5	TOTAL SCORE: 23

CSO Reviewer: Jim Ridders

CSO Visitation Team: Jim Ridders, Art
Willick, Larry Lindquist

HURON ACADEMY

"CHARACTER • INTEGRITY • ACADEMIC EXCELLENCE"



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Application

for

Reauthorization

Ferris State University Charter School Reauthorization Application

1. Academic Program

A. Is the academy making academic progress?

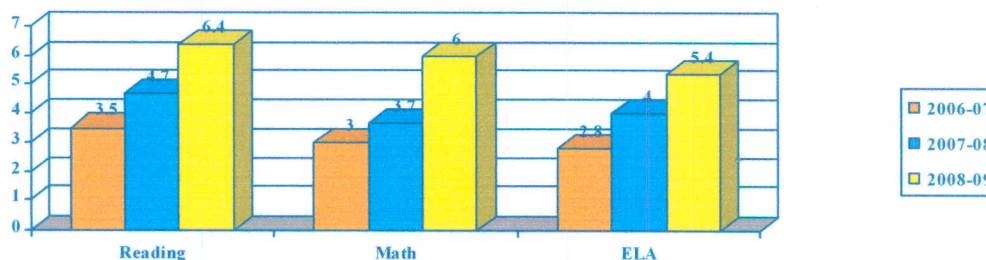
Yes, the Academy is making Academic Progress in the years since it was last authorized. The State of Michigan issues an Annual Yearly Progress Report card and over the past six years, Huron Academy has always received passing marks progressively moving to receive an A grade for the 2009-10 school year. The chart below shows the annual report card grades during the current contractual period.

Annual Yearly Progress Report Card

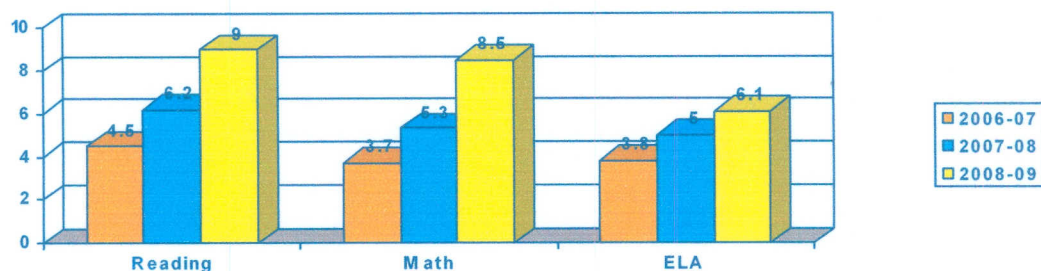
School Year	AYP Grade
2004-05	B
2005-06	B
2006-07	B
2007-08	B
2008-09	B
2009-10	A

In 2006, Huron Academy with the support of Ferris State University began using the Scantron Performance Series to track the Academic progress of its students. In the first three years of recording data, academic gains were disseminated using grade level equivalency information. In those three years, Huron Academy students on average progressed one full grade level and in many cases displayed gains far in excess of a full grade. The charts below provide documentation of this claim:

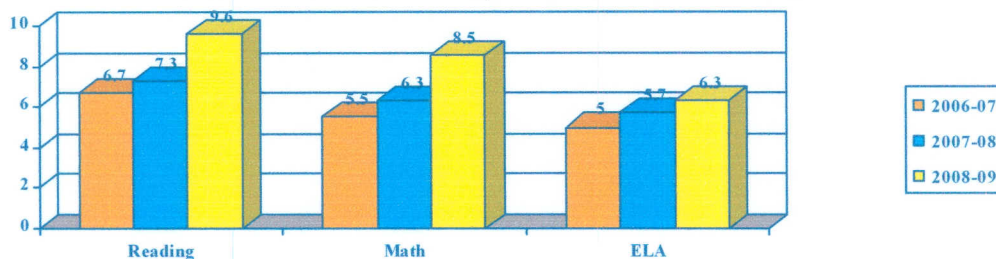
Scantron Grade Level Equivalents Annual trends for students enrolled in 2nd grade in 2006-07



Scantron Grade Level Equivalents Annual trends for students enrolled in 3rd grade in 2006-07

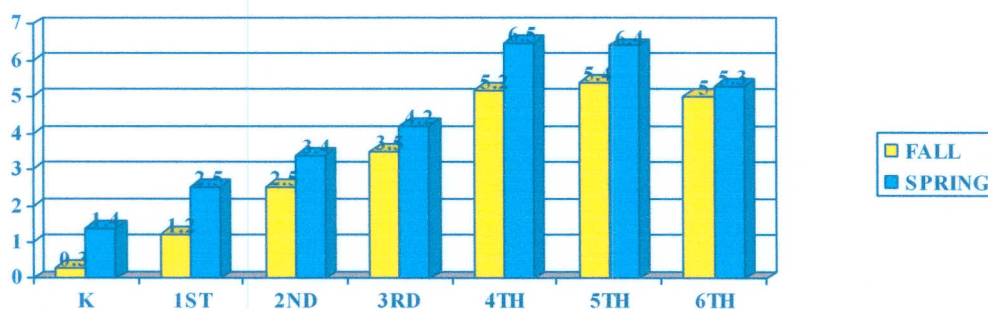


Scantron Grade Level Equivalents Annual trends for students enrolled in 4th grade in 2006-07

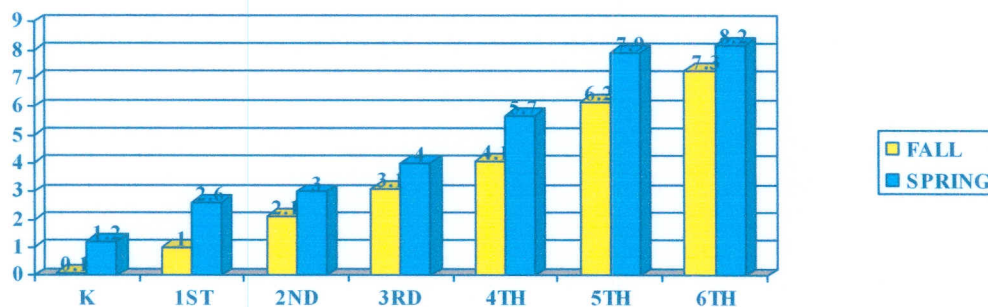


The data clearly shows that academic gains were made from one year to the next using the Scantron Performance Series. Similar gains were documented in 2004 – 2006 using Stanford 9 testing, the data is displayed below:

2004 – 2005 Stanford 9 Results for Total Score K-6th Grade



2005 – 2006 Stanford 9 Results for Total Score K-6th Grade



Over the course of the past six years during the current contractual period, Huron Academy has routinely shown academic growth for the students. There have been areas of academic weakness that have been identified in this period as well. Writing is a particular area of concern that the Scantron ELA scores indicated and the Academy has taken action to correct this. In the 2005-06 school year, a committee was formed to write a curriculum to address the needs of our students in writing. In 2006-07, that plan was utilized at all grade levels and we began to see the improvements we were looking for. In 2009-10, the curriculum was further supplemented with Write-Steps, a curriculum design that will advance our writing to the next level. This will be implemented Kindergarten through 6th grade in the coming school year and we expect that this part of the curriculum will become stronger over the coming years.

B. How does the academy compare academically relative to the State, resident district, and demographically comparable district? Discuss both criterion referenced testing such as MEAP, and standardized testing such as Scantron or Terra Nova Tests.

Huron Academy has always been competitive academically relative to the State, resident district, and demographically comparable district. For the most part we have used the Michigan Educational Assessment Program (MEAP) to make these comparisons. Huron Academy's first goal has been to surpass state averages on the MEAP and each year we celebrate successes in that area, most recently scoring higher in 7 of 10 tests taken for the 2009-10 school year. The following chart shows the

mirror the demographics of our school. The past school year we were able to exceed the scores on 2 of 10 tests compared to the Utica Community Schools (Science and Social Studies), which reflects the average of the annual success rate we usually see compared to our host district. In most cases, we are within percentage points of reaching our goal, so we are very close to making this a reality. However, for the past two years Huron Academy students have surpassed the scores of the students in the Warren Consolidated Schools in all of the comparable tests. Our success here is largely due to continued efforts of the School Improvement Team who continually analyze performance data and then make suggestions to update curricular objectives, goals, and materials. These suggestions are then reflected on the annual School Improvement Plan submitted to the state and are carried out by the staff.

Direct evidence of the success of this constant evolution directed by the School Improvement Team is the fact that Huron Academy has been singled out for student achievement numbers. In 2008-09, Ferris State University cited Huron with the Top Performer Award recognizing the highest percent proficiency on the MEAP of all the Ferris State charter school academies. In 2010, the Michigan Association of Public School Academies cited Huron Academy as one of the Top Twenty-Five Public School Academies based on the performance of our students on the MEAP. These are encouraging accolades and clearly herald the accomplishments of the Academy. These citations signify that the goals and objectives established by the School Improvement Team are sufficiently high enough, but there is always room for improvement.

This past school year we were given an additional challenge by Ferris State University to increase student achievement in accordance with state and federal adequate yearly progress requirements in the core academic subjects of reading, mathematics and science. The University established a goal of 3% increases in these target areas for performance on MEAP and the Scantron Performance Series. Sadly, despite being competitive with local district schools, leading all public school academies in our county and being recognized on the state level, we were unable to meet this newest challenge. As we move forward the School Improvement Team will be seeking ways to tackle the challenge presented to us by the University.

2. Academy Mission

A. *What progress has been made toward meeting the academy's mission?*

Since 2004 the mission statement has been changed and clarified a few times. Today the mission statement at Huron Academy is as follows:

Mission Statement

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

Previous statements were not as clearly written, but the most important aspect of the revisions over this period were reflected in the vision statement and goals that were established. Our current vision statement is clearly quantitative and the goals plainly support that vision with measurable results. This was not evident in earlier documents; here are the vision and goal statements:

Vision

The school seeks to lead public charter elementary schools in Michigan and traditional public elementary schools in Macomb County, in academic excellence, as measured on state and national tests.

The school seeks to promote the development of character in our students, as measured by a safe and orderly environment, where all children are accepted and can learn.

Goals

Goal 1

- *Lead all Ferris State University charter schools on MEAP scores*
- *Lead all Michigan public charter schools on MEAP scores*
- *Lead all Macomb County elementary schools on MEAP scores*

Goal 2

- *The average score on the Performance Series Test for Huron Academy on a grade by grade basis will be above the 50th percentile for all Michigan schools taking the test.*

Since redefining and structuring the vision and goals, the staff has made steady movement toward attaining the goals that have been set. Beginning in 2006-07, regular reports on this progress were disseminated in the schools Annual Report. Since that time, Huron has been either the top performing school or a close second in the Ferris State family of schools. Huron has steadily moved into the top twenty-five public school academies at the state level and continues to make progress competing with all district elementary schools in Macomb County.

In the current school year, we began to use the data from the Scantron Performance series a bit differently and began to track 3-year cohort student achievement data in an effort to determine the effectiveness of the school programs. As stated previously, the University has set forth the challenge for continued growth and in tandem with the stated goals for Scantron the school will far exceed the 50th percentile for all Michigan schools taking the test. In the 2009-10 school year 80.8% of Academy cohort

students achieved within or above the grade level interquartile range for reading with 85.2% in mathematics and 84.6% recorded in language arts skills. Academy goals are being met and University contractual educational goals are well within our grasp.

B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?

The School Improvement Team does not foresee any long term changes to the mission, vision or goals for the school. As stated, the newly defined contractual educational goals with Ferris State University further shape our goals. The trajectories have already been incorporated in the school improvement plans that are being reported to the Michigan Department of Education. The biggest challenge for the new contract will be to fully integrate the mission and vision of the school into everything we do.

Currently, the mission statement is posted in the school office, every classroom and office space throughout the school. It is incorporated on many public documents and publications such as the Annual Report, the Administrative News (a publication given to the parents a number of times a year), and the school website. We plan on being intentional about making our mission the primary focus of all decisions made at the Academy. We hope to do that by encouraging greater participation in the decision making process by all stakeholders including; faculty, parents, administrators, students, authorizers, board members and others from the community. By providing greater opportunities to share ideas, pool resources, and invite greater community involvement,

we plan on moving ahead to reach our goals and truly become leaders in academic excellence and safety.

3. *Sustainability and Viability*

A. Is the academy financially solvent and stable?

Since its inception in 1999, the Academy has always run an efficient fiscal plan. Each and every year the administration of the school has made certain that operating budgets were adhered to and that the Academy ran “in the black”. As a result over time the audited fund balance has grown continually each year to where in fiscal year 2009 it stood at \$1,984,927. This is nearly 60% of the operational budget for an entire school year and easily shows that from a financial standpoint Huron Academy is on solid financial footing. The following chart shows the year to year growth of the fund balance over the current contractual period.

Growth of Audited Fund Balance

<u><i>Fiscal Year</i></u>	<u><i>Audited Fund Balance</i></u>
2004	1,033,484
2005	1,148,998
2006	1,364,166
2007	1,722,400
2008	1,761,259
2009	1,984,927

The growth of this fund clearly shows the mindset and philosophy of the Board of Education with regards to fiscal responsibility. The Board continues to be good stewards of the taxpayers’ money and yet requires that the administration of the school always allocates the appropriate funding for textbooks, supplies, teacher training, technology and any and all resource within reason necessary to help achieve the Academy’s mission,

vision and goals. The Board does an exceptional job of selecting contractors who have been awarded major facility upkeep projects over the years and have always required ample bids and references to make the best decisions for the Academy. An annual audit conducted by Patrick Sweeney of Croskey, Lanni & Company, P.C. is conducted and no reportable conditions have ever been uncovered during these audits. It is clear that the Academy is financially solvent and stable.

B. Is student enrollment stable and near capacity?

During the contractual period the student enrollment at Huron Academy has always been stable. The following chart illustrates the enrollment trend for the past six years.

6-Year Student Enrollment Trends

<u>School Year</u>	<u>Enrollment Number</u>	<u>Retention Rate</u>
2004-05	484	92%
2005-06	471	90%
2006-07	484	91%
2007-08	424	91%
2008-09	431	87%
2009-10	426	92%

It can be noted that in the 2007-08 school year there was a dramatic dip in enrollment, this was due to the elimination of the 7th and 8th grade middle school program at the school. From that point, the school has continued to maintain a consistently stable population. In the years where the school serviced a Kindergarten through eighth grade population, we operated at approximately 92% capacity. In the past three years there has been a slight drop to 86% capacity. Projections for the future are very encouraging. Due to an expanded marketing plan, the introduction of our first ever springtime Kindergarten

orientation program, and a change in policy to enroll capacity plus a 10% cushion we expect an increase in enrollment of 100+ students for the 2010-11 school year. The school improvement team expects that these changes will prove very advantageous over the upcoming contractual period with the school operating at full capacity with a healthy wait list of families eager to receive services from Huron Academy.

The retention rate has always been high at the Academy and those who leave do so largely due to economic factors beyond the control of the school. In exit polling that began in the 2007-08 school year, it has been determined that the majority of students who exit Huron Academy do so because the family has to leave the area for employment or that lack of employment. This factor has created such a hardship that transportation to the school is no longer viable. So demand is high and turnover is low, which is exactly what one might expect at a well run Academy.

The demographic trends have remained stable during the current contractual period. The ethnic diversity is quite reflective of Macomb counties demographic with three quarters of the population Caucasian, an eighth of the population African-American and the rest a mixture of Asian, Hispanic, Native Americans and others. The special education numbers remain consistent with around 15% of the population identified. The one area of growth is those families who qualify for free or reduced lunch. This number has more than doubled during the contractual period and is now approaching nearly half of the total population, once again lending further support to the economic factors mentioned earlier.

4. Decision Making

A. How does the academy (staff, administrators, and Board) use assessment data to make decisions?

As the school improvement team develops the school improvement plan a number of data streams are consulted to make decisions. Assessment data such as results from the MEAP, the Scantron Performance Series, the Directed Reading Analysis (DRA), the Wide Range Aptitude Test (WRAT), Stanford 9 and Terra Nova tests have all been used at the Academy. Within the goals established on the school improvement plan, at least three medium are referenced as quantitative measure of student improvement. When decisions such as a change in curriculum, additional staffing, and introduction of new programs are made, accessing the data to support the decision is essential. The team looks at trends and gaps within the data over time to make the best possible decisions to support the school's mission.

Assessment data is regularly shared with the school's Board of Education to help them make proper decisions for the school. In addition to assessment data that clearly measure the cognitive domain, the Academy also regularly surveys parents, staff, and students to get a sense of the affective domain. Data taken from these sources is equally effective in helping the school improvement team determine new directions that will have an immediate impact of the learning community. Through vigorous evaluation from all possible data streams the staff, school administration, management company, and the school board are equipped to make the best possible decisions.

5. Challenges and Opportunities

A. If the academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the academy during the new authorization period? How does the academy intend to address those challenges? (What is the Board's long-range plan?)

As we look to the future, the school improvement team has in its sights a few concrete goals at which to shoot for. We are embracing the newest challenge with the State's development of the new category of "Schools of Excellence" for Public School Academies. With past performance we are close enough to the requirements established that we believe that this is an attainable expectation during the new authorization period.

result was a clearly identified population that would benefit from advanced studies, hence the challenge. It is the intent as we move into the new authorization period to develop new and exciting programs that will challenge these students. At first, the efforts will be concentrated in after-school programs like Science Olympiad and Odyssey of the Mind. This will eventually manifest within the regular school day. The school improvement team would like to see a gifted and talented program as a centerpiece of the future for our learning community.

Finally, we need to address with our Board of Education our need for a larger self contained facility to better serve our growing population. To this point, a number of scenarios have been discussed within the strategic planning committee, but a solid direction for the future has yet to be defined. Long-range planning requires this problem to be addressed and a solution determined so that the direction for the coming authorization period can be fully determined. According to public meeting notes, the Board is to make some sort of decision on expansion matters in the fall of 2010. Our hope is that they will adhere to a strict timeline so that plans for expansion and growth can be finalized.

B. Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period.

It should be noted that four of the six existing Board members have been a part of this Board of Education for the entire current contractual period. Within that time frame those members have had important decisions to make for the Academy and have had many opportunities to “learn on the job” as they have made those decisions. In recent

years with the assistance of Ferris State University Charter School office our current Board undergoes regular development sessions to further their effectiveness as a governing body. They are required to log a set number of hours in development, and many of the Board members take on additional reading and activities to broaden their knowledge base.

Charter School Partners the school management company also provides opportunities for Board development. At least once a year a Board retreat is held for the purpose of short and long term planning in school governance. Sneakers and workshops



FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

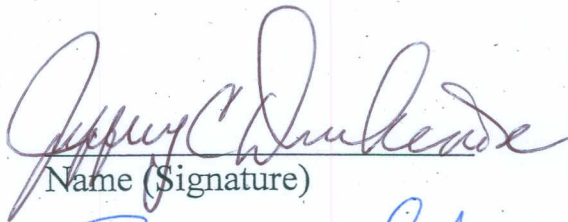
Petition For Public School Academy Reauthorization

This document will serve as formal request of the Board of Directors of Huron Academy that it requests Reauthorization from the Ferris State University Board of Trustees as a Public School Academy as per Part 6A, of the revised School Code of the State of Michigan. The current contract between the Huron Academy Board of Directors and Ferris State University expires on June 30, 2011.

Board of Director Signatures

Dr. Jeff Duchene

Name (Print)



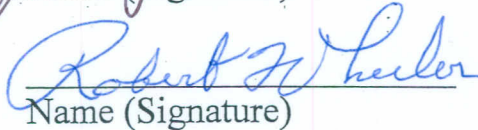
Name (Signature)

8/25/2010

Date

Robert Wheeler

Name (Print)



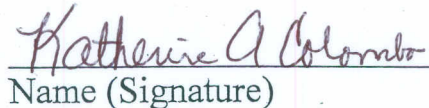
Name (Signature)

8/25/2010

Date

Katherine Colombo

Name (Print)



Name (Signature)

8/25/2010

Date

James Perna

Name (Print)



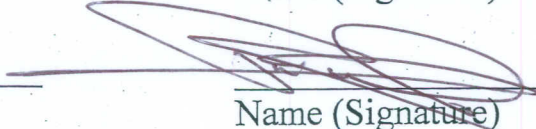
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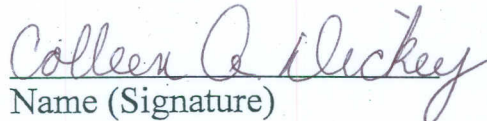
Name (Signature)

8/25/2010

Date

Colleen Dickey

Name (Print)



Name (Signature)

8/25/2010

Date

Name (Print)

Name (Signature)

Date