



FERRIS STATE
UNIVERSITY

CHARTER SCHOOLS
OFFICE

Huron Academy
36-MONTH REVIEW
May 11-12, 2009



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:

Meeting or exceeding State requirements, including AYP

Meeting or exceeding the standard of the Value Added student achievement rubric

Meeting or exceeding an overall Meeting Standards score on the Charter Schools Office Assessment Rubric

Achieving 100% compliance on all reporting requirements (ACIS)

Meeting all contractual obligations and the requirements of law

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
- Humaneness

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 36-Month 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

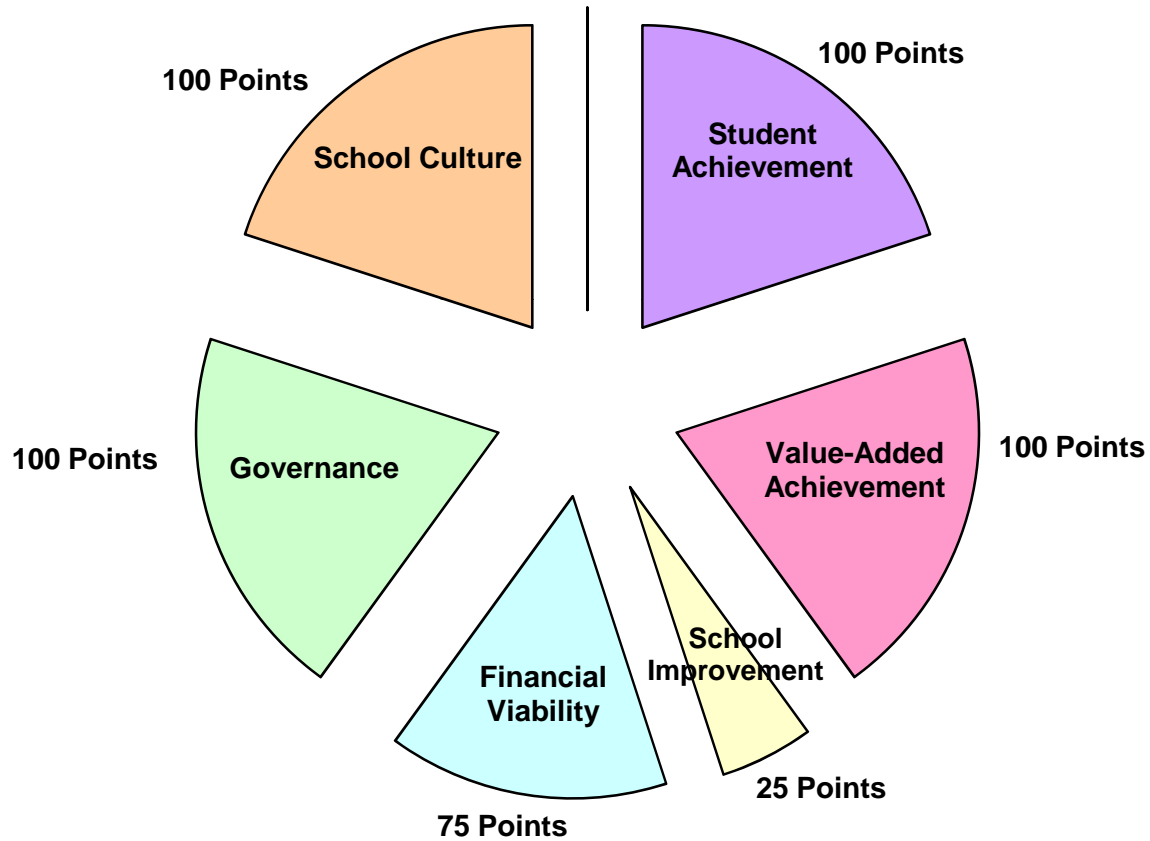
360-400 = Exceeding Standards
300-359.9 = Meets Standards
240-299.9 = Needs Improvement
239.9 & Below = Deficient

400 Points Maximum



CHARTER SCHOOLS OFFICE

36-Month Review Formula



Executive Summary – Huron Academy – 36-Month Review Visitation

Huron Academy was originally conditionally authorized in 1999 and conditionally reauthorized in 2004. During this time, the Academy has achieved notable progress in meeting its goal of excellence. The Academy faculty and staff have seized the opportunity to learn and adjust from its successes, challenges, and yes, even its failures. It is clear to the review team that the Academy's notable success stems from identifying and bolstering strategies that work and recognizing and abandoning whatever does not work.

The 36-month review visitation team was impressed with nearly all aspects of the Academy's operation. There is always room for improvement and it was evident that the faculty, administration and support staff are constantly striving to improve both major and minor issues. At Huron Academy the following areas stood out and were noted by the review team:

- **Student Achievement:**

Due to the timing of events, none of which were the fault of the Academy, the review team was only able to review quantifiable academic data from one source, which was the MEAP. This data indicates that the Academy has work to do in this area. Several items on the rubric are scored as needing improvement. However, on a positive note, it was clear to the review team that the faculty and administration were very aware of this and have already implemented a plan of corrective action and improvement. This appears to be supported by preliminary data gathered from the Scantron Performance Series assessment tool. More Scantron data will be needed before the results can be considered reliable.

- **Culture / Climate:**

During the meeting with the representatives of the School Improvement Team and the interviews with administrators, faculty, and support staff, it was very evident that this is a school where a climate and culture of respect, trust, communication, collaboration, and support for each other is driving improvement in curriculum delivery and student achievement. This atmosphere appears to permeate throughout the organization, from the Board of Directors to the support staff and volunteers. It is more globally reflected - happy students, happy parents, happy Board, and happy employees. For the review team it was a very pleasant experience.

- **Facilities:**

The facilities occupied by the Academy are in good repair, well-lit and colorfully decorated. The rooms in the church annex are quite small and teachers report that during warm days they often become uncomfortable. The main building is quite adequate in room size and climate control. The Board of Directors, administration and staff recognize that growth in enrollment, grade expansion, program expansion, and student retention is limited with the current facility configuration. The Board is considering various possibilities for either expansion or relocation of the Academy. The review team was pleased to note that the Board and administration are taking a careful, thoughtful approach to such an important decision.

The CSO and the Visitation Team extends their thanks for the warm hospitality extended to them on their visit to Huron Academy.

Jimmie Rodgers, Team Chair

Student Achievement

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		14 Points	11.2 Points	9.8 Points	0 Points	
AYP: Achievement	14/14	The school exceeded State AYP targets by 10% or more in both Math and ELA on a 2 out of 3 year average.	The school met State AYP targets in both Math and ELA on a 2 out of 3 year average.	The school met AYP in either Math or ELA on a 2 out of 3 year average.	The school did not meet AYP in either Math or ELA on a 2 out of 3 year average.	
AYP: Participation	14/14	The school tested over 95% of its students in both Math and ELA on a 2 out of 3 year average.	The school tested at least 95% of its students in both Math and ELA on a 2 out of 3 year average.	The school tested between 90% to 94% of its students in either Math or ELA on a 2 out of 3 year average.	The school tested fewer than 90% of its students in both Math and ELA on a 2 out of 3 year average.	
AYP: Other Indicators	14/14	The school's attendance rate was greater than 85% and/or the school's graduation rate was greater than 80% on a 2 out of 3 year average.	The school's attendance rate was 85% and/or the school's graduation rate was 80% on a 2 out of 3 year average.	The school's attendance rate was 80% to 84% and/or the school's graduation rate was 70% to 79% on a 2 out of 3 year average.	The school's attendance rate was below 80% and/or the school's graduation rate was below 70% on a 2 out of 3 year average.	
Composite Grade as Assigned by MDE in Ed Yes!	9.8/14	A	B	C	D or below	
Relative Performance to State	9.8/14	The school outpaced the State MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met the State MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met the State MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met the State MEAP percent proficient in any year in a 3 year period in either ELA or Math.	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		14 Points	11.2 Points	9.8 Points	0 Points	
Relative Performance to the Resident District	0/14	The school outpaced the District MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met the District MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met the District MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met the District MEAP percent proficient in any year in a 3 year period in either ELA or Math.	
Relative Performance to a Demographically Comparable School	9.8/14	The school outpaced its comparable school MEAP percent proficient in 2 out of 3 years in both ELA and Math.	The school outpaced or met its comparable school MEAP percent proficient in 2 of 3 years in both ELA and Math.	The school outpaced or met its comparable school MEAP percent proficient in 1 of 3 years in both ELA and Math.	The school has not met its comparable school MEAP percent proficient in any year in a 3 year period in either ELA or Math.	
School Improvement Status	2/2		The school is not identified for improvement. 2 Points		The school is identified for improvement. 0 Points	
Total Points Earned	73.4/100					

Value-Added Achievement
Based on the Required Assessment of 95% of Enrolled Students
(MI-Access Students Not Included) Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Value-Added Student Gains Math	/25	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 25 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 20.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test 17.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	
Value-Added Longitudinal 3-year Cohort Math	/25	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 25 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 20.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 17.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Value-Added Student Gains Language Arts	/12.5	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 12.5 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 10.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 8.8 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	
Value-Added Student Gains Reading	/12.5	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 12.5 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 10.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 8.8 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	
Value-Added Longitudinal 3-year Cohort Language Arts	/12.5	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 12.5 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 10.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 8.8 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Value-Added Longitudinal 3-year Cohort Reading	/12.5	The percentage of students making expected gains of 1 year during 1 year's time exceeds the CSO established trajectory for the academy by 5% or more based on the most recent 2 to 3 year average as measured by a norm referenced test. 12.5 Points	The percentage of students making expected gains of 1 year during 1 year's time is equal (+4% to -4%) to the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 10.9 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 5% to 19% below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test 8.8 Points	The percentage of students making expected gains of 1 year during 1 year's time falls 20% or more below the CSO established trajectory for the academy based on the most recent 2 to 3 year average as measured by a norm referenced test. 0 Points	
Total Points Earned	/100					

School Improvement NCA VERSION

Total Possible Points: 25

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
Standard I: Vision and Purpose	The school has not committed to a shared purpose and direction. The school has little or no evidence that expectations for student learning are aligned with the school's vision with little support by school personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance and school effectiveness. The school's vision has little influence on allocations of time and human, material, and fiscal resources. 0 Points	The school has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The school is developing expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations will serve as the focus for assessing student performance and school effectiveness but the process is not fully in place. The school's vision has some influence on allocations of time and human, material, and fiscal resources. 2.8 Points	The school has committed to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources. 3.4 Points	The school has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is fully supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources. 4 Points	SCORE 3.4 /4
Standard II: Governance and Leadership	The school has leaders who have not established or are currently establishing processes to develop the school'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 school improvement among stakeholders. The school's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation. 0 Points	The school has leaders who have established processes to develop the school'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 school improvement among stakeholders. The school'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. 1.8 Points	The school has leaders who are advocates for the school'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 school improvement among stakeholders. The school'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 school, and the results are varied. 2.5 Points	The school has leaders who are advocates for the school'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 school 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 school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the school functions. 3 Points	SCORE 2.5 /3

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
<p>Standard III:</p> <p>Teaching and Learning</p>	<p>The school implements a curriculum based on expectations for student learning that has not been fully aligned with the requisite knowledge, skills, and attitudes. The school 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 style="text-align: center;">0 Points</p>	<p>The school implements a curriculum based on expectations for student learning that provides opportunities for most students to acquire the requisite knowledge, skills, and attitudes. The school demonstrates some evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the school. 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 style="text-align: center;">1.8 Points</p>	<p>The school implements a curriculum based on expectations for student learning that provides opportunities for all students to acquire the requisite knowledge, skills, and attitudes. The school demonstrates evidence of alignment between the curriculum and instructional practices, with systematic implementation across the school. 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 style="text-align: center;">2.5 Points</p>	<p>The school 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 school has a formalized process to align instructional practices with the curriculum, and demonstrates results through systematic and sustainable implementation across the school. 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 style="text-align: center;">3 Points</p>	<p>SCORE 2.5 / 3</p>
<p>Standard IV:</p> <p>Documenting and Using Results</p>	<p>The school 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, school effectiveness, and the results of improvement efforts.</p> <p style="text-align: center;">0 Points</p>	<p>The school 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 school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.</p> <p style="text-align: center;">2.8 Points</p>	<p>The school 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 school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.</p> <p style="text-align: center;">3.4 Points</p>	<p>The school 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 school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.</p> <p style="text-align: center;">4 Points</p>	<p>SCORE 3.4 / 4</p>

Competency	Not Evident	Emerging	Operational	Highly Functional	Reviewer Comments
<p>Standard V:</p> <p>Resource and Support Systems</p>	<p>The school 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 school does not systematically employ and allocate staff members who are qualified for their assignments. The school provides limited learning opportunities for staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations.</p> <p style="text-align: center;">0 Points</p>	<p>The school 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 school employs and allocates staff members who are generally qualified for their assignments. The school provides learning opportunities for most staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations.</p> <p style="text-align: center;">1.8 Points</p>	<p>The school 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 school employs and allocates staff members who are well-qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations.</p> <p style="text-align: center;">2.5 Points</p>	<p>The school 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 school systematically employs and allocates staff members who are well-qualified for their assignments in all content areas. The school provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations.</p> <p style="text-align: center;">3 Points</p>	<p style="text-align: center;">SCORE 2.5/3</p>
<p>Standard VI:</p> <p>Stakeholder Communications and Relationships</p>	<p>The school has little understanding, commitment, and support of stakeholders. School 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 style="text-align: center;">0 Points</p>	<p>The school has begun the process to gain understanding, commitment, and support of stakeholders. School 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 style="text-align: center;">2.8 Points</p>	<p>The school has the understanding, commitment, and support of stakeholders. School 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 style="text-align: center;">3.4 Points</p>	<p>The school has the understanding, commitment, and support of all stakeholders. School 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 style="text-align: center;">4 Points</p>	<p style="text-align: center;">SCORE 3.4 /4</p>

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

Financial Viability

Total Points: 75

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		10 Points	8.4 Points	7.2 Points	0 Points	
Budget Development	8.4/10	Board meeting minutes document that the full Board has had the opportunity to provide input into the budget development process more than twice prior to budget adoption	Board meeting minutes document that budget development appears on a regular Board meeting agenda at least twice prior to budget adoption		No evidence can be found that the full Board has had an opportunity to provide direction for the budget development process	
	0/10	Board meeting minutes document that the improvement of student achievement is the primary determinant for the allocation of financial resources	Board meeting minutes document that student achievement is a consideration in the allocation of financial resources		Board meeting minutes document that there is little or no evidence that student achievement is the main consideration when allocating financial resources	Minutes do not directly reflect improvement of student achievement for allocation of funds.
	10/10		The Board develops its budget based upon specific budget assumptions (enrollment predictions, long-range forecasts, anticipated State aid funding, etc.)		There is little or no evidence that the Board bases its budget development on the concept of budget assumptions	
			10 Points		0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	10/10		Every member of the Board receives monthly financial statements prior to each regularly-scheduled Board meeting 10 Points	Only the Board Treasurer receives monthly financial statements in their Board packet prior to each regularly-scheduled meeting 7.2 Points	Monthly financial statements are distributed "at the table" and no one receives these documents prior to the regularly-scheduled meetings 0 Points	
	10/10		The Board receives its up-to-date financial report on not less than a monthly basis 10 Points	The Board receives financial reports on an irregular basis 7.2 Points	The Board does not closely monitor financial reports 0 Points	
	2.4/4		The Board meeting minutes document that the budget development process begins in January for the succeeding year 4 Points	The Board meeting minutes document that the budget development process begins no later than March for the succeeding year 2.4 Points	The Board meeting minutes document that the budget development process begins after March for the succeeding year 0 Points	
Audit/Fund Balances	9/9	9 Points	The Board requests RFP's for external auditing services every three (3) years 7.5 Points		The Board does not employ an external auditing firm as required by the terms and conditions of its Contract with the University Board of Trustees 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	4/4	The Board has a long range spending plan and maintains a minimum fund balance for anticipated projects in accordance with generally accepted accounting principles (10%-15%) 4 Points	The Board maintains the minimum fund balance required by the CSO (3%-5%) 3 Points		The Board does not maintain the minimum required fund balance (3%-5%) 0 Points	
	5/5		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 during a public presentation 5 Points	Audit was performed within specified timeframe, but Board of Directors did not receive it in advance of meeting for approval or questions 4.4 Points	Audit was not performed within specified timeframe and was not shared with the Board of Directors in a timely manner 0 Points	
	3/3		The Academy's audit was unqualified with no reportable conditions 3 Points	The Academy's audit was unqualified with some reportable conditions 1 Point	The Academy's audit was qualified with a management letter and board response 0 Points	
Total Points Earned	61.8/75					

Governance

Total Possible Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		8 Points	6.7 Points	5.7 Points	0	
Leadership	8/8	The Board of Directors has all relevant policies in place in accordance with State and federal laws and regulations and consistently demonstrates a familiarity with those policies at Board meetings and in documents	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 are 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	
	5.7/8	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	The Board of Directors has no active candidate pool and does not actively solicit applications	
	6.7/8	The Board of Directors has developed a strategic plan and actively pursues it. It also reviews the details of the school improvement well in advance of its adoption. The Strategic Plan is referenced often in Board discussion	The Board of Directors has a strategic plan and a representative assigned to the school improvement team. Most Board members seem knowledgeable of it	The Board of Directors rarely updates or discusses its strategic plan and school improvement plan	The Board of Directors has no strategic plan and the school improvement plan is in strong need of review and revision	
	7.8/13	The Board of Directors asks for, and receives detailed monthly progress reports on student academic achievement	The Board of Directors receives a monthly report from its administrative staff on student academic achievement	The Board of Directors may, or may not, receive quarterly student achievement reports, at a minimum	The Board of Directors does not ask for, and does not receive, student academic achievement progress reports	
		13 Points	9.7 Points	7.8 Points	0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	8/8	The entire Board of Directors demonstrates faithful attendance at regular and special academy board meetings and rarely cancels meetings due to lack of quorum 8 Points	The Board of Directors establishes its annual meeting calendar and adheres to the schedule that it has approved and rarely cancels meetings due to lack of quorum 6.7 Points	Some Board members do not fulfill their commitment to the board by missing meetings on a regular basis 5.7 Points	The Board of Directors often cancels or reschedules meetings, and/or calls special meetings on a somewhat regular basis 0 Points	
	5/5	The Board of Directors has established core values, vision, and mission statements and demonstrates its commitment to communicating these ideals 5 Points	The Board of Directors has established core values, vision, and mission statements 4.2 Points	The Board of Directors has established core values, vision, and mission statements but members do not appear to be very familiar with it 3.6 Points	The Board of Directors does not appear to govern through established core values, vision, and mission statements 0 Points	
Professional Development	5/5	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 5 Points	The Board of Directors includes money for its own professional development in its annual general fund budget and most Board participates annually 4.2 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 3.6 Points		Some workshops initiated by the Board.
Compliance Reporting (AOIS)	10/10	The school consistently submits accurate documents on time and experiences 100% reporting compliance for 3 or more years 10 Points	The school experiences 90%-99% reporting compliance for at least 2 of last 3 years 8.4 Points	The school experiences 89%-76% reporting compliance for 1 of last 3 years 7.2 Points	The school experiences 75% or less reporting compliance 0 Points	Incomplete and inaccurate documents will now be considered as unfiled.

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Educational Contract Goal Performance	5.7/8	The school has clearly exceeded the majority of its contract goals 8 Points	The school has met its contract goals 6.7 Points	The school has made partial progress toward the contract goals 5.7 Points	The school has not successfully met any of its contract goals 0 Points	
Administrator Continuing Education Credits	5/5		All Administrators meet CEU requirements 5 Points		Not all administrators meet CEU requirements 0 Points	
Special Education/504-Delivery of Services	5/5		The school'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 5 Points	The school is aware of state and federal regulations for Special Education and has implemented IEP's or 504 plans for some students 4.1 Points	The school'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?	5/5	5 Points			0 Points	

Governance Yes or No	Score	YES			NO	Comments
The Charter Schools enrollment process is in compliance as defined by the Revised School Code	4/4	4 Points			0 Points	
The board is in compliance with the Open Meetings Act?	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	88.9/100					

School Culture

Total Points: 100

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Safe & Orderly Environment			Academy staff members and the Board have developed behavioral expectations which create a safe and orderly academic environment that is conducive to learning	The academy and the Board have developed behavioral expectations for students but they are not consistently enforced	Little or no evidence exists that the academy has developed behavioral expectations or that they are consistently enforced	Teachers and Administration work together to provide effective learning environment
	7.5/7.5		7.5 Points	3.5 Points	0 Points	
			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 school	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 school	Little or no evidence 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 school	
	7.5/7.5		7.5 Points	3.5 Points	0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Staff Stability	7/7		There has been insignificant building administrator turnover (2 or less) in the past 5 years 7 Points		There has been significant building administrator turnover (3 or more) in the past 5 years 0 Points	
	7/7		40% or less of the teaching staff have turned over during the past 5 years 7 Points		More than 40% of the teaching staff have turned over during the past 5 years 0 Points	
Site and Facilities	10/10		The physical facility is inviting, attractive, clean, well-maintained, and conducive to safety and learning 10 Points	The physical facility is not always inviting, attractive, clean, well-maintained, or conducive to safety and learning 5 Points	The physical facility is not inviting, attractive, clean, or well-maintained or conducive to safety and learning 0 Points	
	10/10		All emergency systems are operational, well-maintained, and inspected on a regular basis 10 Points	Some emergency systems are in working order and are inspected on a regular basis 5 Points	Little or no evidence that emergency systems are in working order and inspected on a regular basis 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	8/8		All hazardous chemicals and cleaners are properly labeled and safely secured 8 Points	Most hazardous chemicals and cleaners are properly labeled but are not always safely secured 4 Points	Hazardous chemicals and cleaners are not properly labeled nor safely secured 0 Points	
	8/8		All areas in the academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment 8 Points	Some areas in the academy are well ventilated and heated/cooled and are conducive to a positive working/learning environment 4 Points	Ventilation and heating/cooling are not suitable for the working/learning environment 0 Points	We have concern about heat and ventilation in the very small K-1 classrooms.
	8/8		Restrooms and other public areas are well-maintained, clean, and inviting 8 Points	Restrooms and other public areas are not generally well-maintained, clean, or inviting 4 Points	Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory 0 Points	
	7/7		All areas are well-lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning 7 Points	Most areas are well-lit and most lights are functioning properly to provide an atmosphere conducive to teaching and learning 4.6 Points	Some questionable lighting areas. Lighting is generally poor and not conducive to teaching and learning 0 Points	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
Parent/Family Involvement and Communication	5/5		The school uses a variety of strategies to facilitate communication with its parents/families paying particular attention to the economic and cultural diversity of its population 5 Points	The primary focus of school communication is one-way from the school with little consideration to the economic and cultural diversity of its population 3.6 Points	No evidence of a formalized communication strategy or for consideration to the economic and cultural diversity of its population 0 Points	
		YES		NO		
	5/5	Parents are actively engaged in academic and/or social activities, or committees with the academy as evidenced by participation in those activities 5 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	5/5	A variety of methods are used to communicate with the diverse populations within the community including but not limited to: businesses, educational institutions and community agencies. The methods are designed to keep the community informed and to solicit input. 5 Points		Little or no evidence to suggest that a variety of methods are used to communicate with the diverse populations within the community including but not limited to: businesses, educational institutions and community agencies. The methods are not designed to keep the community informed and to solicit input. 0 Points		

Competency	Score	YES	NO	Reviewer Comments
	5/5	The school has established partnerships with business and community agencies to supplement comprehensive health and human services to students and families. 5 Points	The school has not established partnerships with business and community agencies to supplement comprehensive health and human services to students and families. 0 Points	
Total Points Earned	100/100			

HURON ACADEMY
BOARD INTERVIEW SUMMARY
May 11-12, 2009

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?

- academic progress – intervention for lower performing students and ability to analyze and provide individual instruction
- safe learning atmosphere provided for the children
- the character education program as a point of the core curriculum
- the academic progress we're making
- data analysis is tailored to individuals
- safe atmosphere at the academy – administration and staff work together on this

2. What could be improved?

- offer programs for students that are at grade level and above (book clubs, Science Olympiad, etc.)
- facility is an ongoing concern for the board – this topic is an ongoing point of the discussion on our strategic plan
- the extracurricular facilities are limited
- classroom size is a concern at younger grades
- accelerated offerings for upper level programs

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

- 8
- board packet a week in advance
- usually get enough information

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

- overseeing academic performance
- academic performance reports helps board know if the Academy is meeting its goals
- accountability of administration on student performance
- fiscal accountability as a board
- targeting board priorities – CS Partners made a budget presentation at a recent board retreat
- supporting the boards vision and mission
- established goals for the academy from the board
- balancing the budget appropriately
- board development
- board retreat of April 7, 2009, had a session on budget and finance by CS Partners

5. *Tell about an experience that demonstrates the board’s support of the Huron Academy mission.*

- mission sits in front of the Board at meetings – it is on the agenda and other school documents
- funding a science lab supports mission in being a leader in “academic excellence”
- Spanish to Latin change to help with other subjects

6. *How do you determine the allocation of funds?*

- administration and educational service provider develop the budget and present it to the Board for review, or adjustment, and approval

7. *Describe the board’s role in strategic planning and goal setting.*

- has a three member strategic planning committee
- the board has a strategic planning committee that meets outside the board meeting and brings back reports periodically
- Strategic planning is on every agenda

HURON ACADEMY
ADMINISTRATIVE INTERVIEW SUMMARY
May 11-12, 2009

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?*

- student growth – steady rise – filling a need in the Macomb County community
- SIMS II process had no findings – received the highest state grades
- Alpha rating for special education programs
- promoting more communication between individuals through “No Stinking Thinking!”
- parents are pleased that we are here for them
- Shining Star Award at 100% compliance

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

- more communication between grade levels to prepare students for the next grade and what next grade needs from previous grade
- keep improving communication between staff members
- more communication between special education and general education – developing respect for each
- sustaining communication, collaboration, respect, and trust – it must continue to grow
- keep reducing “Stinking Thinking”
- Leaders are proactive in solving relationship problems.

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

- 9.3
- always room for improvement

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

- no comments given

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

- improve MEAP scores
- find property and expand
- improve writing
- expand program – higher grades
- communication to the public about Huron Academy – “We’re the best kept secret in the county!”

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

- academic excellence, caring environment, open door policy
- open door policy (all gave common emphasis on this)
- competency
- parents feel they have been heard

7. *Anything for our attention?*

- charter Schools are still evolving – it is a slow, painful process – we are all walking in the right direction.
- change is easier than in a larger traditional public school
- concern about the direction Ferris State University is going with an emphasis on student achievement. – traditional public schools focus on MEAP scores and doing so reduces focus on the affective domain
- every individual team works hard together for the benefit of children

8. *Questions for the interviewer?*

- board's concept of MEAP comparisons is a concern

HURON ACADEMY
STAFF INTERVIEW SUMMARY
May 11-12, 2009

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?

- recent improvement in test scores
- the integrity and tolerance of our students
- the Character Education Program
- smaller class sizes, especially in lower grades
- uniforms
- relationship of internal and external environment
- community atmosphere at school
- school climate and culture
- ownership in the school
- open door policy with parents
- the Special Education Program
- two Social Workers for 400 plus students
- staff ownership – “It is my school!”
- a new teacher this year already feels ownership

2. What could be improved?

- facility – gym – larger classrooms – outdoor fields
- more consistency for handling student situations or other protocol issues – will improve over time
- cluster meetings help to address inconsistencies
- consistency – continue to work together
- writing program needs improvement – stronger and consistent
- lunchroom and playground supervision help – rely a lot on staff to do it – volunteer lunch and playground workers have become harder to recruit

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

- 8.9
- pretty good
- address issues directly with one another to improve it – staff is very receptive to this approach
- safety has improved over the years – parent’s pick-up younger kids directly – P.E. not a safety issue here either
- constant drills and walkie-talkies are helpful
- encourage staff to communicate together about problems
- staff are very open to parent’s involvement in the school
- there is 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"> • Yes. • they listen • open door policy 	<ul style="list-style-type: none"> • Yes. • lack of contact with the Board 	<ul style="list-style-type: none"> • Yes. • support 	<ul style="list-style-type: none"> • Yes • even with discipline

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

- 4, Yes
- 2, questionable – for good reasons
- yes, kindergarten/1st grade phonics program is phenomenal
- not after 1st grade because of class size and facilities that accommodate the classes
- the Saxon math program is outstanding
- yes, except for 5th and 6th grade because of lack of extra activities
- concern that there are limited extracurricular activities for upper grades

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

- 3 – more pay
- 2 – more planning time
- 2 – more recognition
- more pay – we have plenty of other three
- more recognition – need to be happy at your job – working harder than ever have before and our expectations are higher than ever had before
- teachers work hard – extra supervision – recognition is important

7. *Anything else for our attention?*

- gym facilities
- travel between buildings for kindergarten and 1st grade is not best

HURON ACADEMY

PARENT INTERVIEW SUMMARY

May 11-12, 2009

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?

- not happy with district school – very happy here
- strong on discipline
- uniforms
- teachers are here to teach
- unhappy with home school
- small class sizes, good things to offer
- unhappy with fine arts
- always wanted charter school
- other parent recommended
- teacher commitment
- private school did not serve needs of discipline and offerings

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

- 7.3
- excelling and lower achieving students are mixed
- concern about climate with special needs students in the classroom
- follow inclusion model – may slight gifted students
- speakers don't work in lower elementary building through phones
- special needs issues have created some safety concerns in the classroom
- feel special needs are favored
- special needs children in same classes

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

- good communication with parents – listen to parents
- administration responsive to parent concerns
- parents would like more after school activities
- administration do best to communicate to parents – open door – don't always agree with results of complaints
- social worker immediately handled concern – act quickly on complaints
- advanced kids parents aren't always satisfied
- parents want more after school clubs and activities – lack of gym is a problem
- administration is fabulously supportive
- board – very little contact but seem to be supportive

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

- other student misbehavior – usually special needs students
- special needs students require much of classroom teachers time
- lower grades not having access to computers
- kids that misbehave get more attention than the good kids is a problem, especially in specials
- problem with special needs students in the classroom
- three specials – Latin (boring) – music (not fun) – computers (headache)
- specials not enjoyable

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

- children “love” their teachers “Awesome!”
- students come home with very, very few complaints
- teachers do as much as they possibly can
- “School is awesome!”
- the lunch program
- kids are cared for by all adults

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

- perfect where it is
- would like more rigor
- rigor and pace is just right for my child
- would like a little bit more sometimes, especially in math
- great for our middle-of-the-road kids
- kids are placed by ability in some classes
- would like to see some accelerated classes

7. *Anything for our attention?*

- accelerated class for math – like spelling and reading – 5th and 6th grade move as a class with same teachers for writing and reading
- music program could be improved to accommodate all children
- let students excel in what they are good at
- everyone loves art
- not as much joy in music classes as there used to be, too much music theory at early grades
- music teacher needs to adjust curriculum for lower grades

8. *Questions for the interviewer.*

- How does Ferris fit into the picture of Huron?
Jimmie explained the process of a charter and how we evaluate a school and use a rubric for evaluation.

HURON ACADEMY
STUDENT INTERVIEW SUMMARY
May 11-12, 2009

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 – (5)
 - free expression
 - get to write about what they want
- Math – (2)
 - like the teacher
 - like the math puppets
- Reading – (2)
 - helps to learn new words

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

- yes – (6)
- very Friendly
- all have same rules to follow
- fair discipline
- everyone has the same rules and everyone is treated the same

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?*

- 9-10 – (6)
- at other school I was not treated fairly
- learning more here than at previous schools
- drills to make us feel safe
- every year feel safe
- don't want to move to another school I've been here since kindergarten

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

- more silent reading time
- longer school year
- more math
- like a variety in teachers rather than combined classes
- More writing – “writing is awesome!”
- longer school year – get bored in the summer
- change teachers for more classes like last year – good thing for student ability levels

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

- not challenging enough – (3)
- just right – (3)
- like more challenge, less review
- like harder writing topics
- don't always start at the beginning of the book
- more homework

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 – (6)
- like smaller classes
- “This place is awesome!”
- yes, like teacher and assistance they give
- teachers are fair
- better education here than at prior school
- teachers are nice and always help you
- easier to make friends here
- we get a better education here

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

- “Awesome!” – (4)
- “Perfect school for everyone!” – (6)
- striving for excellence
- teachers make it fun
- high expectations
- “It’s great to be on the Principals’ Honor Roll!”

8. *Anything for our attention?*

- like the new science lab
- would like to bring pets to school to teach responsibility through care of pets
- gym teacher lets us play fun games during lunch
- marble jar parties
- enrichment classes – get points for good behavior
- we have Latin – it is taught by using computers