FERRIS STATE UNIVERSITY

CONTRACT PERFORMANCE REPORT

2024 CHARTER SCHOOLS OFFICE

MICHIGAN CONNECTIONS ACADEMY

To Our
Partners in Education

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

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

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

Sincerely,

Chris Loiselle, CPA, MBA
Director of Charter Schools

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Charter Schools Office

Ferris State University

1020 Maple Street, Big Rapids, MI 49307

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

Contractual Educational
Goals and Related Measures

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

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

A. Educational Goals and Related Measures:

In accordance with the applicable law and the charter contract Terms and Conditions, the Academy shall achieve or demonstrate measurable progress toward the achievement of the educational goals identified in this policy. Additionally, it is expected that the Academy will meet the State of Michigan's academic standards and any improvement targets required to be achieved pursuant to state and federal law. The Academy is also expected to remain off the Partnership School list published by the Michigan Department of Education. If the Academy already has school buildings identified on this list, it is expected to make the progress necessary to no longer be identified.

B. Educational Goals to Be Achieved:

Academies will show academic progress by demonstrating:

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

C. Targets for Determining Goal Achievement:

Goal 1: Academic Growth (Grades 2-8)

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

ACADEMIC GROWTH TARGETS (GRADES 2-8)		
Is the school meeting state designation expectations as set forth by state and federal accountability systems (growth)?		
TARGET	**MEASURE**	**METRIC**
50 on the index	Growth values as indicated by the School Index.	Exceeds: ≥70 Meets: ≥50 but <70 Approaching: ≥30 but <50 Does Not Meet: <30
Are students making expected annual growth compared to their peers?		
50th Percentile	The fall to spring average of all NWEA MAP "School Conditional Growth Percentiles" in reading and math.	Exceeds: ≥70 Percentile Meets: ≥50 but <70 Percentile Approaching: ≥30 but <50 Percentile Does Not Meet: <30th Percentile
Are students making sufficient yearly academic growth to increase proficiency?		
The difference will be at least +3%	Percentage of students proficient on the ELA and Math M-STEP/PSAT-8 over time. (Current Year - Average (Prior Year 1 + Prior Year 2)).	Exceeds: ≥6% Meets: ≥3% but <6% Approaching: ≥1% but <3% Does Not Meet: <1%

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

Goal 2: Student Achievement (Grades 2-8)

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

STUDENT ACHIEVEMENT TARGETS (GRADES 2-8)

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

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

Are students achieving proficiency on a nationally normed assessment?

50%	The percent of students meeting grade level norms on the reading and math NWEA MAP.	Exceeds: ≥70% Meets: ≥50% but <70% Approaching: ≥30% but <50% Does Not Meet: <30%

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

The difference will be at least +3%	The average percent proficient in ELA & math on the M-STEP/PSAT-8 compared to the composite district (Academy Average - Composite Average).	Exceeds: ≥10% Meets: ≥3% but <10% Approaching: <3% but <0% Does Not Meet: ≤ 0%

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

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

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

ACADEMIC GROWTH AND ACHIEVEMENT TARGETS (HIGH SCHOOL)

Are students making sufficient academic growth to achieve proficiency?

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

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

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

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

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

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

Bottom-Line Targets

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

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

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

Strict Discipline and Alternative Education Academies

Academies designated as Strict Discipline Academies or Alternative Education Academies, as per the Michigan School Code, may be exempted from certain parts of these requirements due to their unique nature. In all cases, specific educational measures, targets and metrics will be mutually developed and agreed upon by the Academy and FSU CSO and shall be attached to the contract.

New Academies

For the first three years of operation, new academies will be expected to increase growth towards achievement. Goal #1 will be used for all new K-8 schools. The first target in the high school table will be used for all new schools serving 9th-12th grade students.

Academy Overview

Mission

Our mission is to help each student maximize his or her potential and meet the highest performance standards. We are a high-quality, high-tech "school without walls" that brings out the best in every student.

Number of Campuses: 1

Grades Served: K-12

Year Opened: 2010

CSO Field Rep: Dr. Michele Siderman

Current Charter Contract Term: 2018-2025

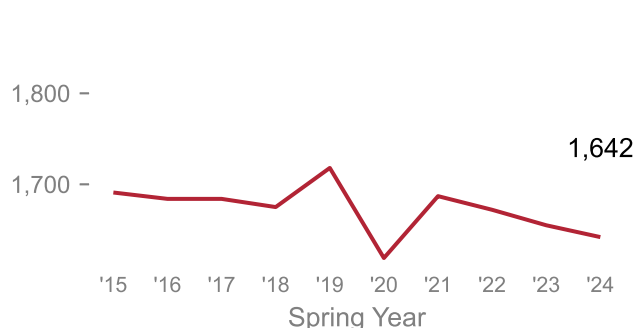**Educational Service Provider:** Connections Education, LLC

Resident District: Okemos Public Schools
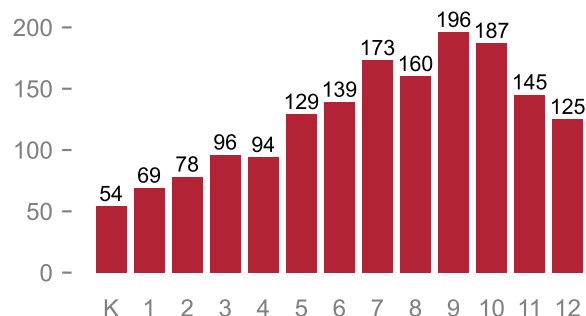
Superintendent: Bryan Klochack (K-12)

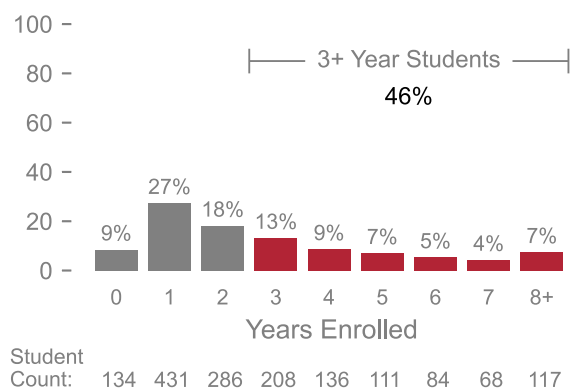**Principal:** Kim Roberts (K-5)

Principal: Kyle Luft (6-12)

Enrollment by Year

Spring Year

1,642

Number of Students in Each Grade

Grade	Count
K	54
1	69
2	78
3	96
4	94
5	129
6	139
7	173
8	160
9	196
10	187
11	145
12	125

Length of Enrollment

3+ Year Students: 46%

Years Enrolled	0	1	2	3	4	5	6	7	8+
Percent	9%	27%	18%	13%	9%	7%	5%	4%	7%
Student Count:	134	431	286	208	136	111	84	68	117

Student Ethnicity

Ethnicity	Academy	Local District	State
2+ Races	8%	10%	5%
Asian	3%	23%	4%
Black (non-Hispanic)	20%	7%	18%
Hispanic	8%	3%	9%
Nat. Hawaiian Other Pac. Isl.	*	*	0%
Native American/ Alaskan Native	*	0%	1%
White (non-Hispanic)	60%	56%	63%

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

Academy Overview

MICHIGAN CONNECTIONS ACADEMY

Composite District

The composite district is a proxy district using the weighted average of the public school districts where the Academy's students reside. The composite district is a more accurate comparison to the Academy than the resident district, based on the make-up of the student body. This comparator is used as a benchmark for student performance in various academic measures, such as the M-STEP and SAT assessments. A list of districts that make up the composite district are presented in the table to the right.

Resident District

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

| District in Which Students Live	% of Students From District
Other	75.9%
Detroit Public Schools Community District	9.7%
Lansing Public School District	3.2%
Dearborn City School District	2.9%
Flint, School District of the City of	2.2%
Grand Rapids Public Schools	1.8%
Taylor School District	1.5%
Wayne-Westland Community School District	1.5%
Warren Consolidated Schools	1.4%

Free and Reduced Lunch %

67%
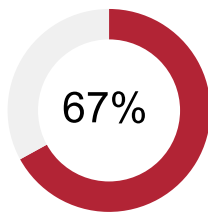
Special Education %

15%
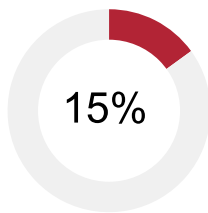
English Language Learner (ELL) %
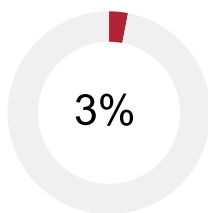
3%

*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data supression rules.
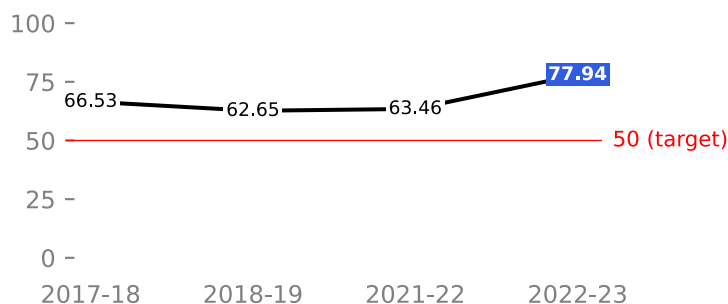
Educational Goals
Academic Growth (Grades 2-8)

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

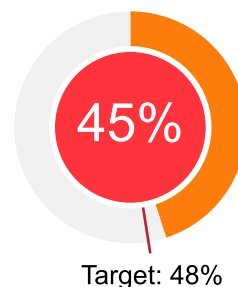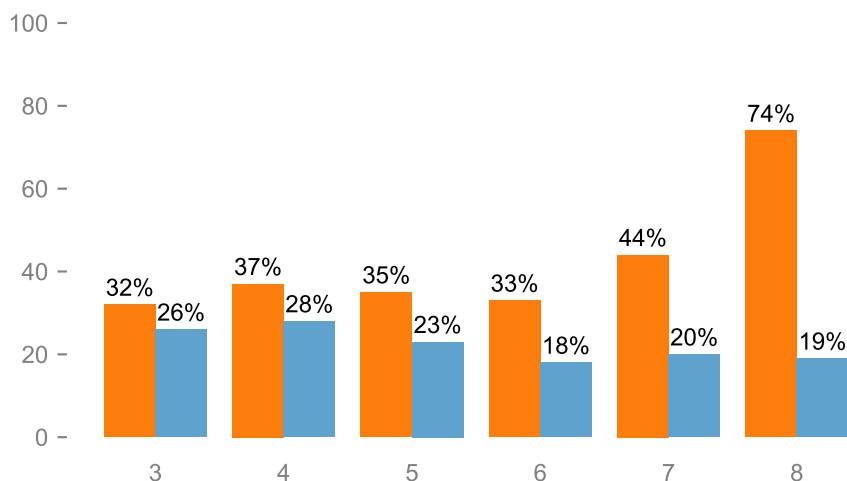### Growth Accountability Index Trend

100	
75	66.53 → 62.65 → 63.46 → **77.94**
50	50 (target)
25	
0	
	2017-18 2018-19 2021-22 2022-23

*Latest index scores will be added here when available.

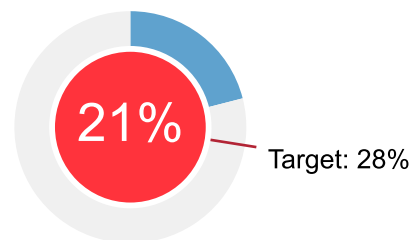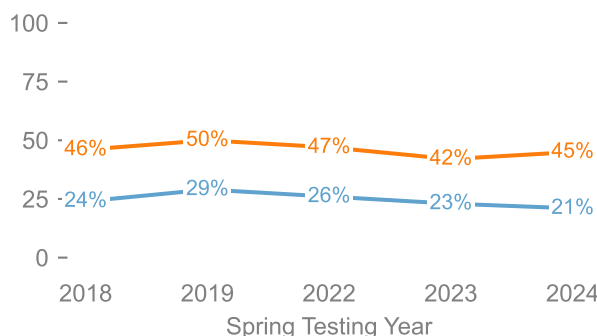**Are students making sufficient yearly academic growth to increase proficiency?**

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

Grade	ELA	Math
3	32%	26%
4	37%	28%
5	35%	23%
6	33%	18%
7	44%	20%
8	74%	19%

ELA Spring 2024 Proficiency

45%

Target: 48%

M-STEP/PSAT 8 ELA & Math Proficiency Trend

Spring Testing Year	ELA	Math
2018	46%	24%
2019	50%	29%
2022	47%	26%
2023	42%	23%
2024	45%	21%

Math Spring 2024 Proficiency

21%

Target: 28%

*Family Educational Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. See endnotes for FERPA data supression rules.
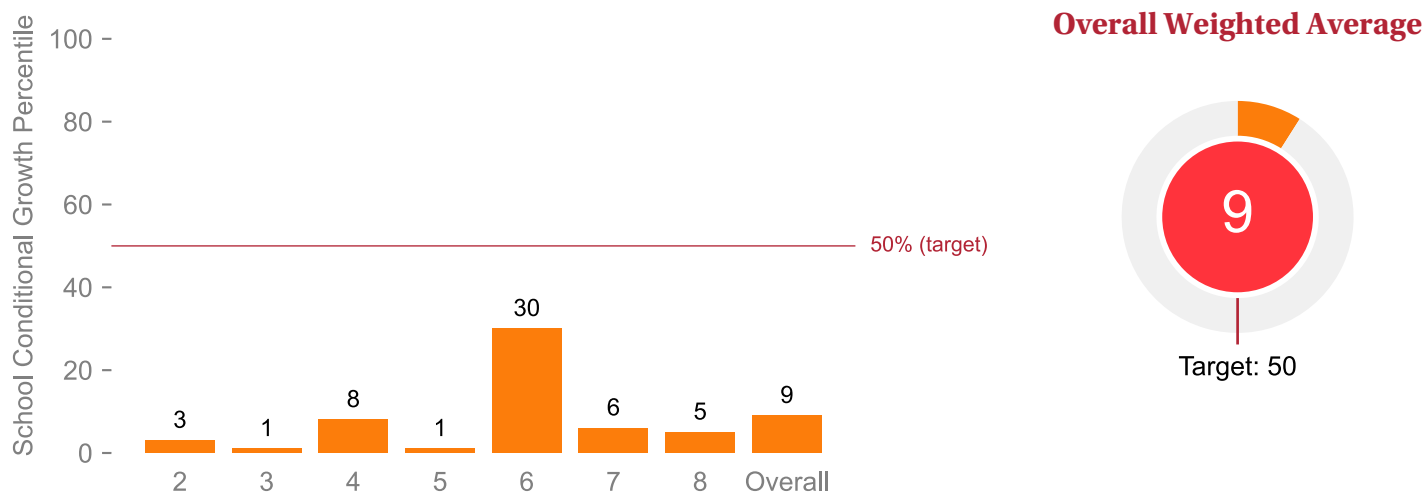
Educational Goals
Academic Growth (Grades 2-8)

Are students making expected annual growth compared to their peers?

The top shows where students would rank in their RIT growth from Fall to Spring compared with a random 100 students from across the nation. Growth percentile data compares the actual Fall to Spring RIT growth score of each grade level with a projected RIT growth score. The bottom chart shows the percentage of students meeting their projected growth.
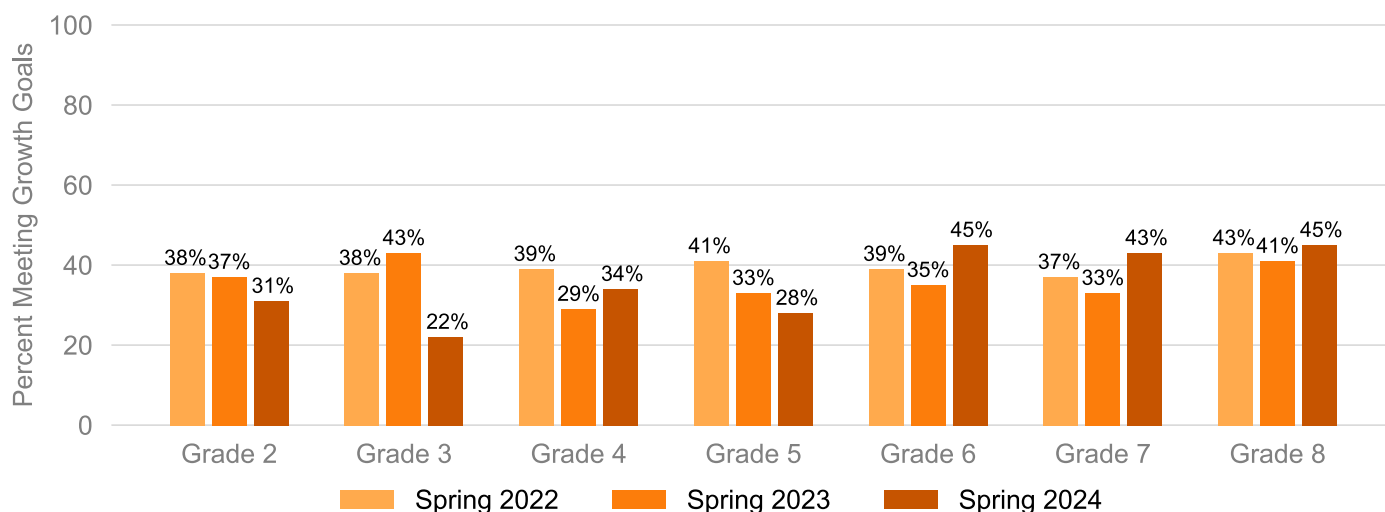
NWEA MAP Reading Growth Percentiles for Grades 2 through 8

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

Overall Weighted Average

Target: 50

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

Reading Growth Over Time by Grade Level

Legend: Spring 2022 | Spring 2023 | Spring 2024

Educational Goals
Academic Growth (Grades 2-8)

### Are students making expected annual growth compared to their peers?

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

NWEA MAP Math Growth Percentiles for Grades 2 through 8

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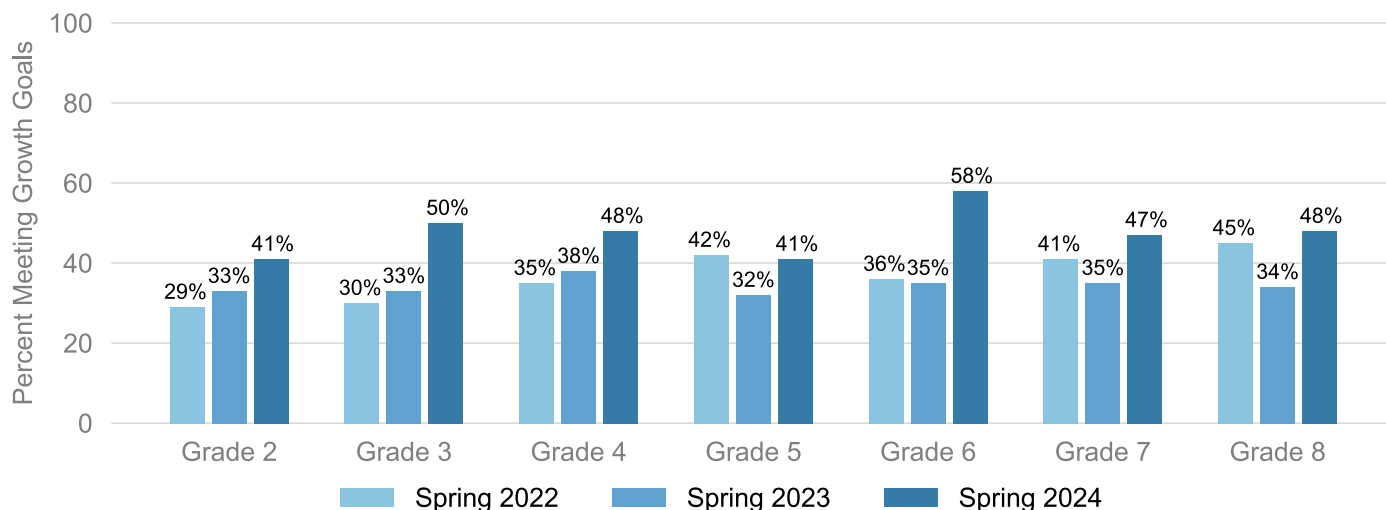

Overall Weighted Average

Target: 50
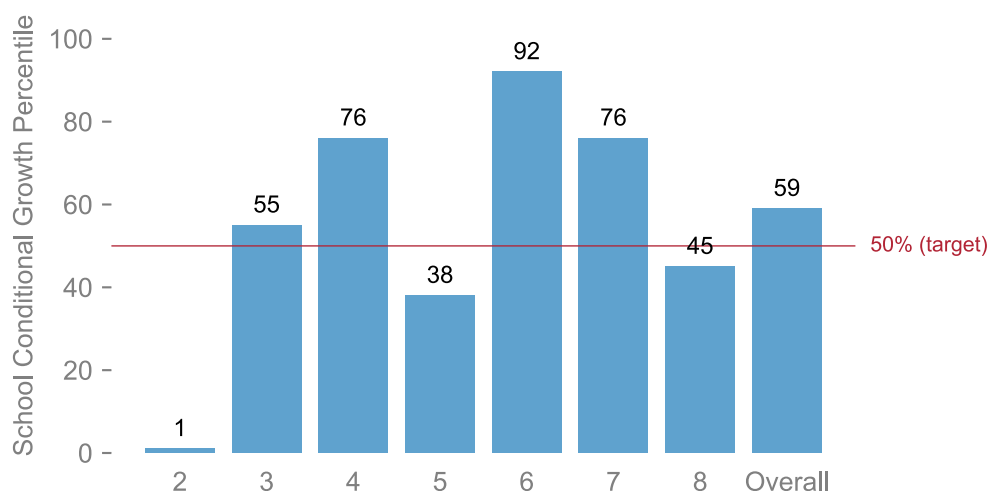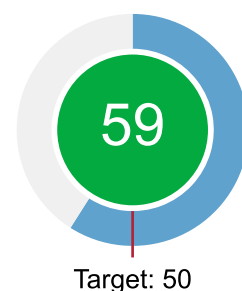
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
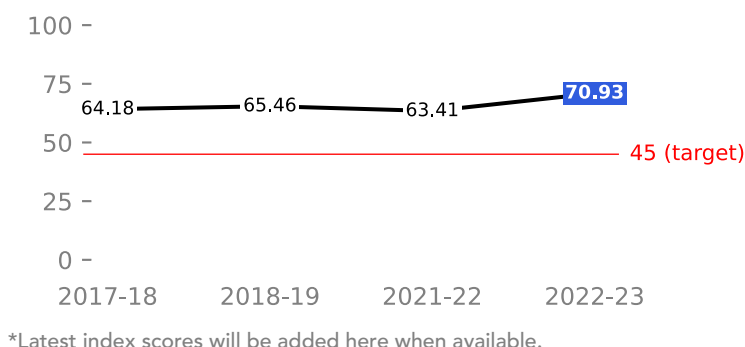
Math Growth Over Time by Grade Level

Legend: Spring 2022 | Spring 2023 | Spring 2024

Educational Goals
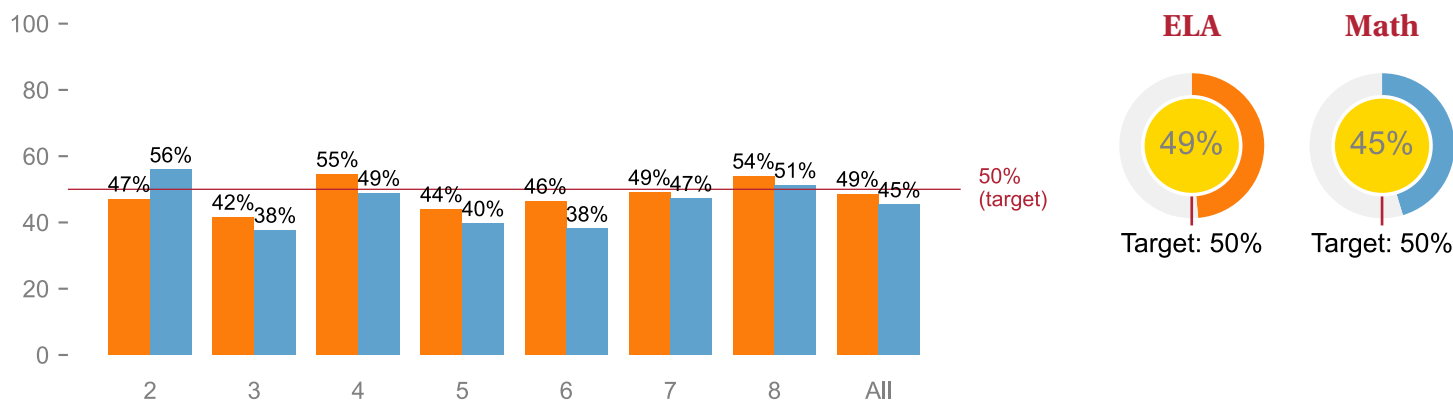## Student Achievement (Grades 2-8)

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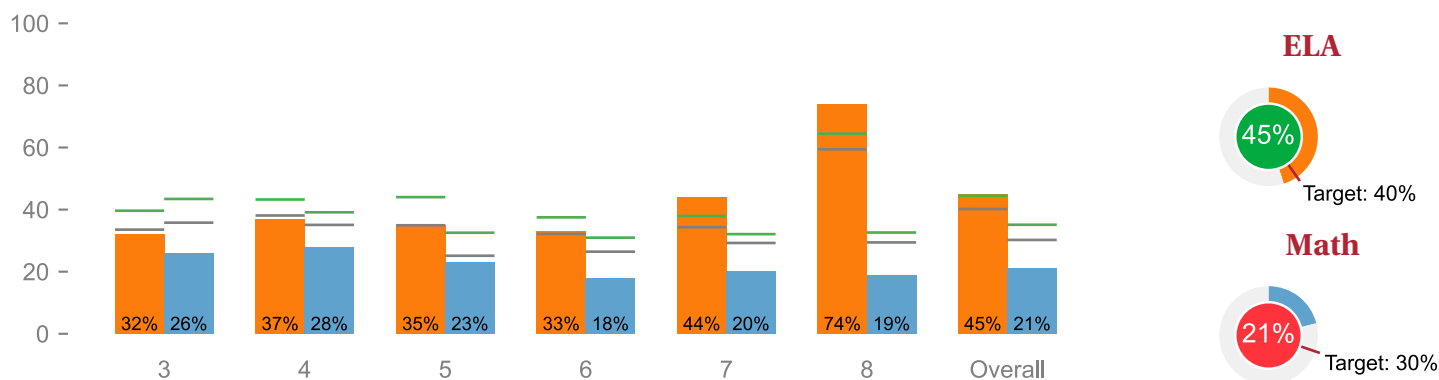
Overall Accountability Index Trend

	2017-18	2018-19	2021-22	2022-23
	64.18	65.46	63.41	**70.93**

45 (target)

*Latest index scores will be added here when available.

Are students achieving proficiency on a nationally normed assessment?

NWEA Percentage of Students Meeting ELA & Math Grade Level Norms

Grade	ELA	Math
2	47%	56%
3	42%	38%
4	55%	49%
5	44%	40%
6	46%	38%
7	49%	47%
8	54%	51%
All	49%	45%

50% (target)

ELA 49% — Target: 50%
Math 45% — Target: 50%

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

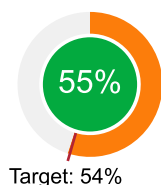### M-STEP & PSAT 8 ELA & Math Proficiency vs CRD (+3) vs State by Grade

Grade	ELA	Math
3	32%	26%
4	37%	28%
5	35%	23%
6	33%	18%
7	44%	20%
8	74%	19%
Overall	45%	21%

ELA 45% — Target: 40%
Math 21% — Target: 30%
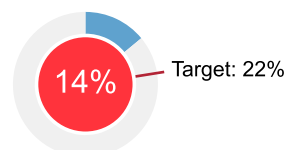
Educational Goals
Academic Growth & Achievement (High School)

Are students making sufficient academic growth to achieve proficiency?
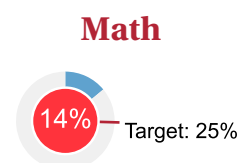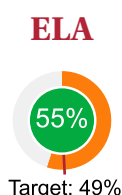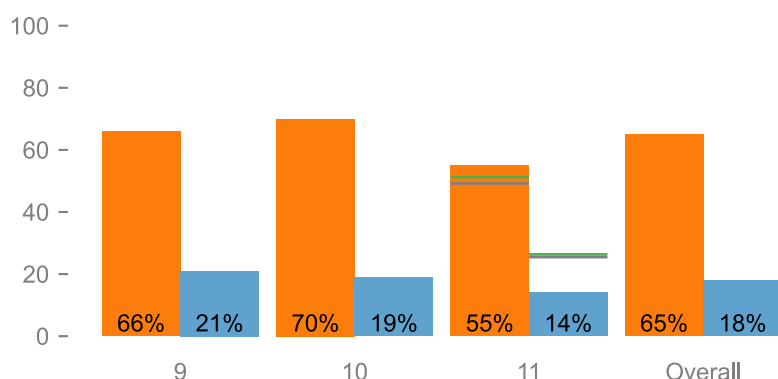
SAT ELA Spring 2024 Proficiency

55%
Target: 54%

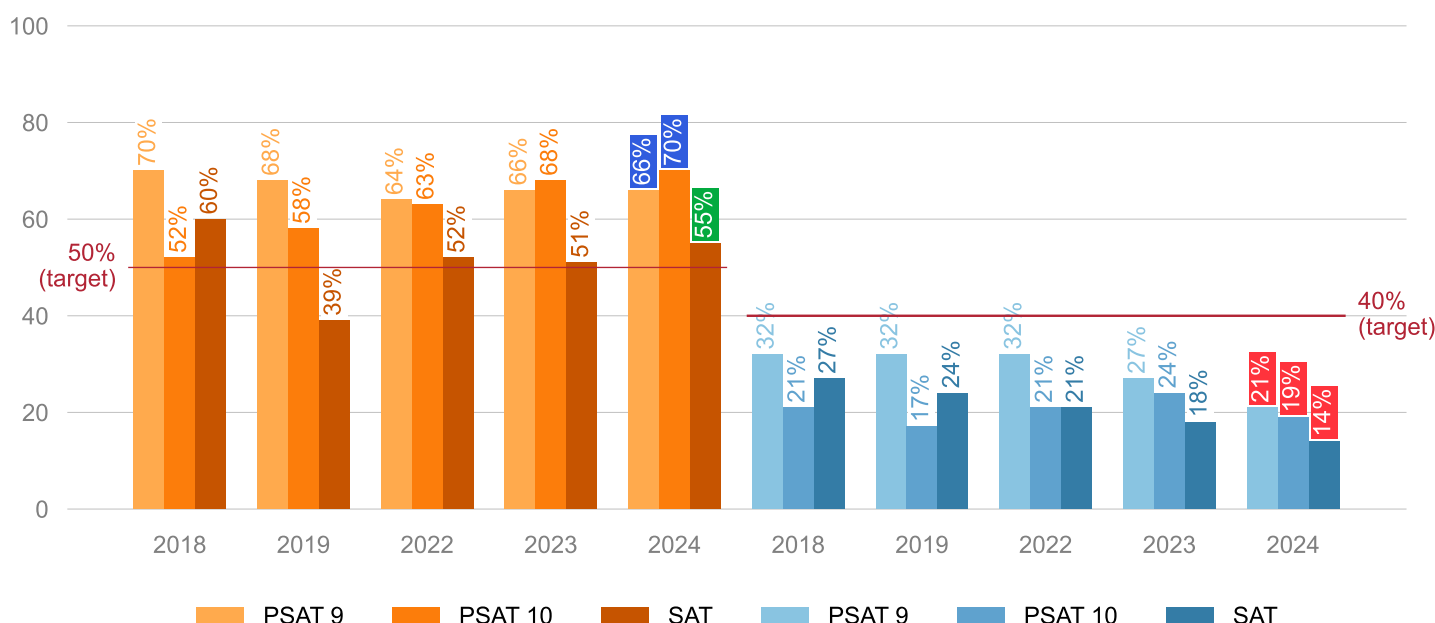### SAT Math Spring 2024 Proficiency

14%
Target: 22%

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

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

Grade	ELA	Math
9	66%	21%
10	70%	19%
11	55%	14%
Overall	65%	18%

ELA
55%
Target: 49%

Math
14%
Target: 25%

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

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

50% (target)
40% (target)

Year	PSAT 9 (ELA)	PSAT 10 (ELA)	SAT (ELA)	PSAT 9 (Math)	PSAT 10 (Math)	SAT (Math)
2018	70%	52%	60%	32%	21%	27%
2019	68%	58%	39%	32%	17%	24%
2022	64%	63%	52%	32%	21%	21%
2023	66%	68%	51%	27%	24%	18%
2024	66%	70%	55%	21%	19%	14%

Legend: PSAT 9, PSAT 10, SAT, PSAT 9, PSAT 10, SAT
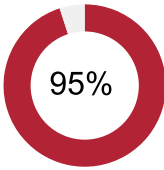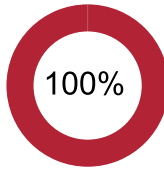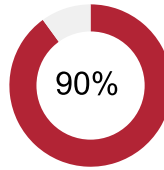
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The Charter Contract

Charter Contract Compliance History

On-time compliance record for the Board's compliance activities, the Academy's compliance activities, and overall compliance.

Year	On-Time Compliance Overall	On-Time Compliance Board	On-Time Compliance Academy
2021-2022	85%	85%	86%
2022-2023	93%	90%	97%
2023-2024	95%	100%	90%

95%   100%   90%

Charter Contract Timeline

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

Length of Term	Dates
7 year	2018-2025
5 year	2013-2018
3 year	2010-2013

Compliance & Governance
Board Membership & Activities

Academy Board Service

Board Member	Office	Length of Service	Term Expiration
Linda Frost	President	14	06/30/2026
Adam Vahratian	Vice President	5	06/30/2024
Todd Terry	Secretary	12	06/30/2025
Randy Zylstra	Director	11	06/30/2026
Frederick Fendt	Director	5	06/30/2025

Academy Board Meetings, Attendance, and Position Vacancies

Board Meetings

REGULAR MEETINGS NOT HELD: 1

8 REGULAR MEETINGS HELD

SPECIAL MEETINGS HELD: 1

9 TOTAL BOARD MEETINGS HELD

Board Attendance

73% AVERAGE ATTENDANCE

73% AVERAGE BOARD ATTENDANCE

Board Position Vacancies

0 VACANCIES

0 BOARD POSITION VACANCIES

Board Professional Development Credits

3 OF 3 TOTAL CREDITS

3 PROFESSIONAL DEVELOPMENT CREDITS

Fiscal Solvency
Key Performance Indicators

Revenues and Expenditures

	2020-21	2021-22	2022-23
Federal	$1,859,365	$2,427,102	$2,313,629
Local	$111,052	$27,165	$62,022
State	$14,413,843	$15,304,560	$16,196,977
Enrollment	1616	1662	1632
General Fund Balance Beginning of Year	$2,748,863	$4,346,454	$6,657,567
General Fund Balance End of Year	$4,346,454	$6,657,567	$8,225,275
General Fund Revenues			
Per-pupil Foundation Allowance	$8,111	$8,700	$9,150
Total General Fund Revenues	$16,384,260	$17,758,827	$18,572,628
Total Expenses/Transfers	$14,786,668	$15,447,714	$17,004,920
Total Revenue over Expenses	$1,597,592	$2,311,113	$1,567,708
Fund Balance as a % of Revenue	27%	37%	44%

Current Ratio Trend

3.1 (2020-21), 3.5 (2021-22), 3.9 (2022-23)
Target: 1

Fund Balance Trend

27% (2020-21), 37% (2021-22), 44% (2022-23)
Target: 5%

Debt-To-Asset Ratio

0.3 (2020-21), 0.3 (2021-22), 0.3 (2022-23)
Target: 0.9

Unrestricted Days Cash

90 (2020-21), 146 (2021-22), 159 (2022-23)
Target: 59

Fiscal Solvency
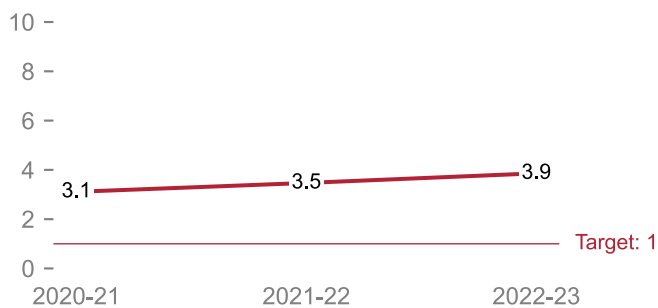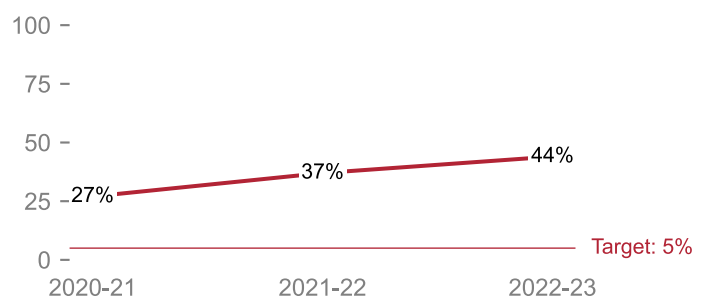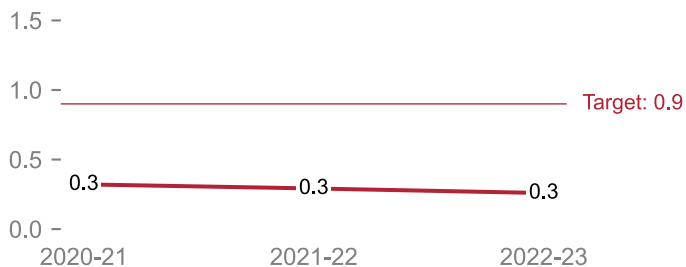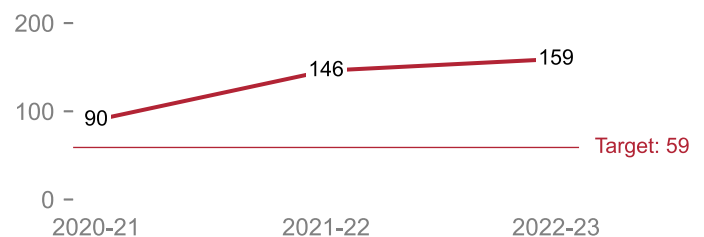
Budget & Key Performance Indicators

Your Academy's Expenditures (Continued)

Instruction

Lowest Ferris Academy	39%		74% Highest Ferris Academy

$12,366,178

73%

73¢ OF EVERY DOLLAR WAS SPENT ON INSTRUCTION

Business and Administrative Costs

Lowest Ferris Academy 16%   31% Highest Ferris Academy

$4,549,768

27%

27¢ OF EVERY DOLLAR WAS SPENT ON BUSINESS AND ADMINISTRATIVE COSTS

Building and Facilities

Lowest Ferris Academy 0%   18% Highest Ferris Academy

$76,705

0%

0¢ OF EVERY DOLLAR WAS SPENT ON THE BUILDING AND FACILITIES

Instruction Trend

71% (2020-21), 72% (2021-22), 73% (2022-23)

Building and Facilities Trend

2% (2020-21), 2% (2021-22), 0% (2022-23)
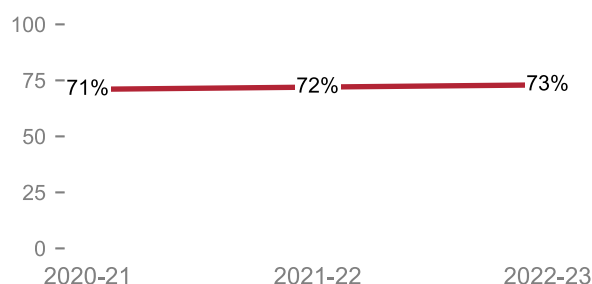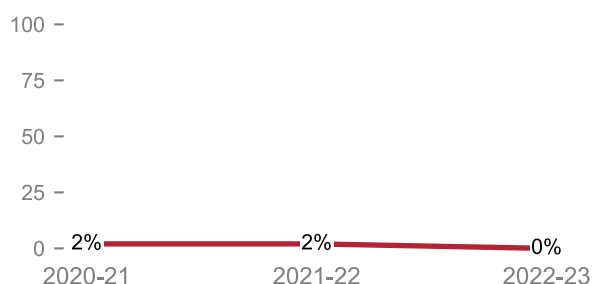
Business and Administration Trend

28% (2020-21), 26% (2021-22), 27% (2022-23)

Sources

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Charter Contract, CSO Office, Ferris State University
CEPI, Michigan Department of Education
MSDS, Michigan Department of Education

"Enrollment by Year" and "Enrollment by Grade": Fall Student Count Data is from the academies reporting to MDE/CEPI using the Pupil Accounting form DS4061

Student Enrollment: "Length of Enrollment": MSDS/CEPI Public Release File

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Academy Resident District Table: MSDS, Michigan Department of Education
Donut Charts: MISchoolData.org - Enrollment Crosstabs

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Growth Accountability Index Trend: MISchoolData.org - School Index
M-STEP/PSAT 8 ELA/Math % Proficient and Trend: OEAA secure site - Aggregate Data Files

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NWEA MAP Student Growth Summary Report

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Overall Accountability Index Trend: MISchoolData.org - School Index
NWEA Reading/Math % Meeting Grade Norm: NWEA MAP CDF export
M-STEP/PSAT 8 ELA/Math Proficiency Academy vs. CRD: MSDS rosters + OEAA secure site - Aggregate Data Files + MISchoolData.org - 3-8 Assessments file

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SAT EBRW/Math % CCR Trend: OEAA secure site - Aggregate Data Files
SAT EBRW/Math CCR: Academy vs. CRD: MSDS rosters + OEAA secure site - Aggregate Data Files + MISchoolData.org - High School Assessments file
PSAT 9/10 & SAT EBRW CCR: OEAA secure site - Aggregate Data Files

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Charter Contract, CSO Office, Ferris State University Academy Document Submission

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Revenue and Expenditures: MiSchoolData.org - Financial and District/School Info. - District Revenues, Expenditures, and Fund Balances
Fund Balance Trend: MiSchoolData.org - Financial and District/School Info. - District Fund Balances
Current Ratio Trend, Debt-to-Asset Ratio, and Unrestricted Days Cash: **Fiscal Scorecard information provided by the academy**

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MiSchoolData.org - Financial and District/School Info. - District Expenditures

Acronyms & Glossary:

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

Current Ratio: The current ratio illustrates the balance of debts to assets. This measures the ability of the Academy to pay back its short-term and long-term obligations with its current assets on hand. If the ratio is 1.0, then the Academy has an equal amount of debt to assets. If the ratio is below 1.0, then the Academy could not fulfill its current liabilities if they came due all at once.

Expenditures: The amount the Academy spent on various activities to educate its students.

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

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

Per-student Finances: The Total Revenue per Student illustrates all revenues received, divided by the Academy's overall total enrollment. Similarly, the Total Expenses/Student illustrates total expenses, divided by enrollment. Revenue per Student should exceed Expenses per Student, with a trend to increase this difference.
If the Expenses per Student exceed Revenue per Student, the Academy is operating in deficit spending.

Projected Growth: The amount of growth a student (or group of students) should be able to obtain based on national trends and the student's prior test scores.

Revenue: The amount the Academy received from various sources, that it can allocate to operate the program.

RIT Score: The Rasch Unit used in the MAP test for measuring the difficulty and complexity of the Assessment.

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

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

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

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