CONTRACT PERFORMANCE REPORT

FERRIS STATE UNIVERSITY

FERRIS FORWARD

CHARTER SCHOOLS OFFICE

2022

NEW BEDFORD ACADEMY

We Value

Student Learning

As a higher education institution, student learning is in our DNA; we see the opportunities created when students succeed, and we focus our oversight and support efforts on continual student success.

A Collaborative Working Environment

By supporting each other and building partnerships, we encourage a sense of community through cooperation, teamwork and consensus building with our stakeholders.

Diversity

Recognizing that stakeholders are made up of diverse populations, we honor diversity of ideas, beliefs, and cultures.

Opportunities

Through the work we do as a charter school authorizer, we help create learning opportunities and environments by lending support for professional growth and development.

Excellence

Committed to superior results, we engage in practices that produce the highest quality outcomes in all our endeavors.

Accountability

Accountability leads to academic progress. We believe in being held accountable for our work as an authorizer as deeply as we believe in holding all stakeholders accountable for their work.

Integrity and Trust

Our actions are guided by fairness and respect through transparency, effective communication and the building of positive relationships with each other and our stakeholders.

Vision, Mission, & *Core Values*

Vision

Ferris State University will authorize public school academies that promise to transform the lives of students by demonstrating high-quality performance.

Mission

By implementing quality oversight, the Ferris State University Charter Schools Office focuses on student growth and achievement, offers professional learning opportunities, and provides relevant resources to its authorized public school academies.

Core Values

The core values of the Ferris State University Charter Schools Office are the foundation of our organization's culture. Our values are static, unchanging and non-negotiable, built from the belief that learning is a lifelong process and all students can learn.

To Our

Partners in Education

To Our Educational Partners:

The Contract Performance Reports (CPR) are individually prepared for each Ferris State University authorized public school academy and are a service of the Charter Schools Office (CSO). The CPR is a comprehensive report on each academy's contractual performance in a number of key areas. Each academy is also shown in comparison to the overall FSU charter school portfolio, as well as the resident and composite school district. It is our hope that by providing this information about each academy that the CPR will be a valuable diagnostic tool for Boards, administration, and education service providers. The CPR is one of the most important documents the CSO uses when determining the overall performance of the academy and in decisions relative to school support and Reauthorization. We hope you will find it valuable as well.

Focused on student success and continuous improvement through quality oversight, we take our role seriously to provide resources for each FSU-authorized academy to help them achieve their contractual expectations. This document, along with initiatives such as the School Support Team, are but a few examples of that commitment. Ferris State University is proud of its authorized public-school academies, and we look forward to our continued partnership for the benefit of students and families who chose to enroll at each of our academies.

We thank all school personnel and academy Boards of Directors for their commitment to quality and improvement.

Sincerely,

Ronald S. Rizzo, Ph.D.
Director of Charter Schools

Ronald S. Rizzo
Ph.D., Director

Christopher White
Associate Director

Sharon Hopper
Compliance Auditor/
Board Liaison

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Content

Charter Schools Office

Ferris State University
1020 Maple Street
Big Rapids, MI 49307
(231) 591-5802
www.ferris.edu/charterschools

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 Goal 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 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 Meets: ≥50 but <70 Approaching: ≥30 but <50 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 (growth)?

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?

TARGET	MEASURE	METRIC
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?

TARGET	MEASURE	METRIC
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 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)?

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) 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?

TARGET	MEASURE	METRIC
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

NEW BEDFORD ACADEMY

Mission

New Bedford Academy is a fully accredited public school dedicated to providing quality education through ability based instruction in a safe and caring environment.

Number of Campuses: 1

Grades Served: K-8

Year Opened: 1998

CSO Field Rep: Dr. Michele Siderman

Current Charter Contract Term: 2019-2024

Educational Service Provider: Educational Partnerships, Inc.

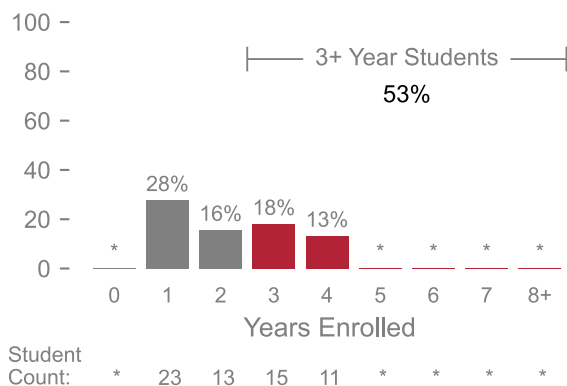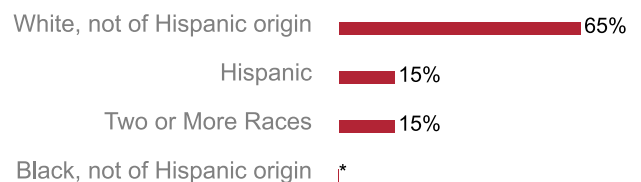**Resident District:**   Bedford Public Schools

Principal: Dr. Amanda Magnuson (K-8)

Enrollment by Year

Number of Students in Each Grade
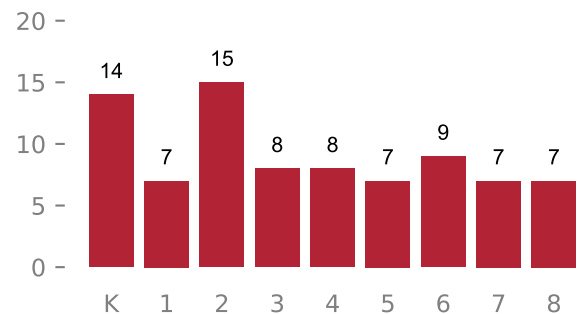
Length of Enrollment

| Student Count: | * | 23 | 13 | 15 | 11 | * | * | * | * |

Student Ethnicity

White, not of Hispanic origin	65%
Hispanic	15%
Two or More Races	15%
Black, not of Hispanic origin	*

*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.

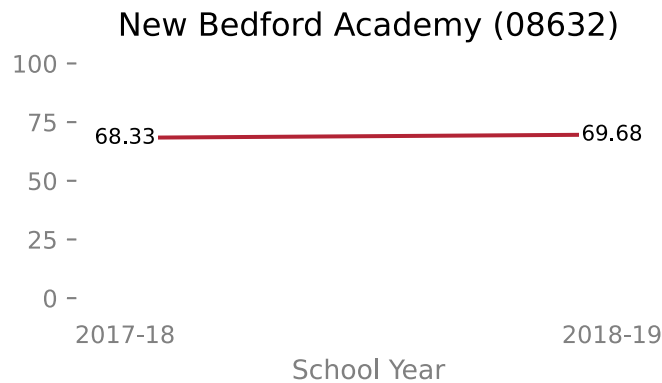# Academy Overview

NEW BEDFORD 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.

District in Which Students Live	% of Students From District
Bedford Public Schools	80.7%
Other	19.3%

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.

Free and Reduced Lunch %

49%
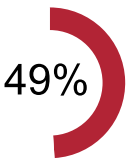
Special Education %

21%

English Language Learner (ELL) %

0%

Educational Goals:
Academic Growth *(Grades 2-8)*

Growth Accountability Index Trend

New Bedford Academy (08632)

68.33 ——— 69.68

100
75
50
25
0

2017-18   2018-19

School Year

Latest index scores will be added here when available.

M-STEP/PSAT 8 ELA % Proficient

100
75
50
25
0

3   4   5   6   7   8

M-STEP/PSAT 8 Math % Proficient

100
75
50
25
0

3   4   5   6   7   8

M-STEP/PSAT 8 ELA Proficiency Trend

45%   44%   35%

100
75
50
25
0

2018   2019   2022

Spring Year

M-STEP/PSAT 8 Math Proficiency Trend

26%   32%   19%

100
75
50
25
0

2018   2019   2022

Spring Year

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.
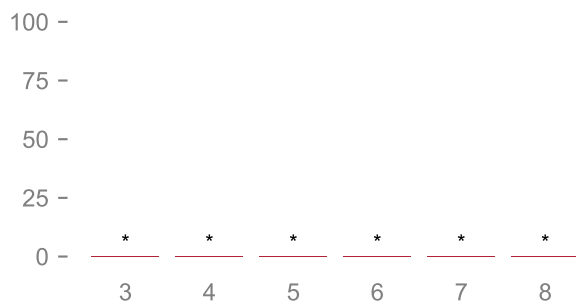
Academic Growth *(Grades 2-8)*

This chart shows where students would rank in their RIT growth from Fall to Spring compared with a random 100 students from across the nation. Keeping in mind that students from across the nation were also experiencing the pandemic and similar educational trauma, this number indicates if the instructional practices that were selected for students while away from their classrooms were successful. Growth percentile data compares the actual Fall to Spring RIT growth score of each grade level with a projected RIT growth score. The chart also shows the percentage of students meeting their projected growth.
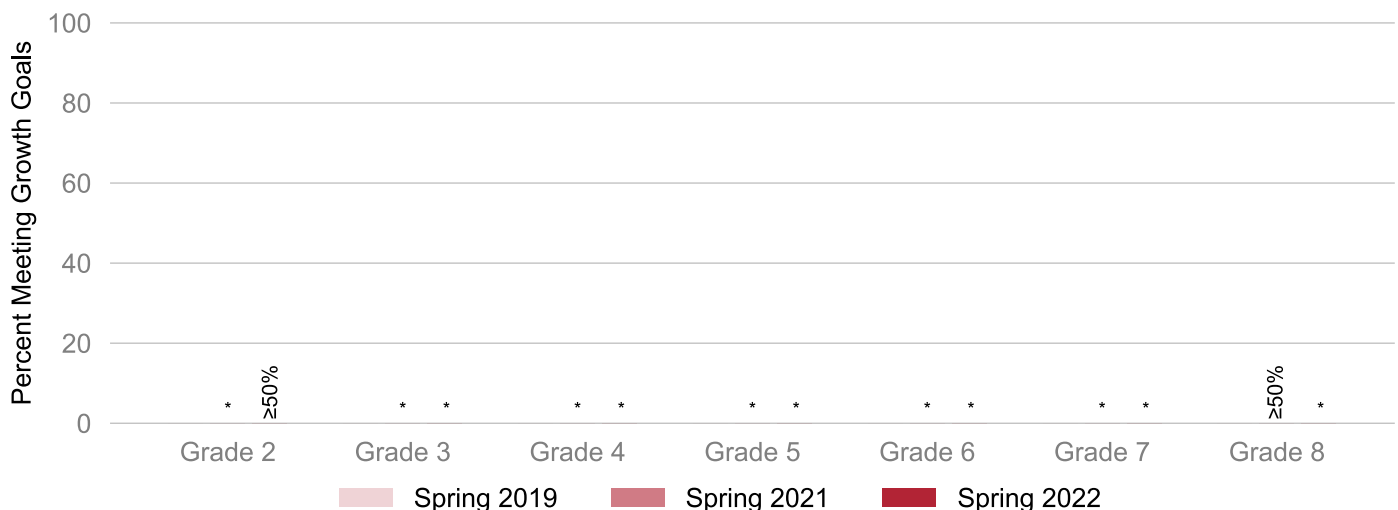
NWEA MAP Reading Growth Percentiles for Grades 2 through 8

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). School Conditional Growth Percentiles are colored as follows: green: median at or above the 50th percentile, red: median below the 50th percentile.

READING	Count	Fall 2021 RIT	Spring 2022 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	13	169.2	187.6	18	13.1	*	≥50%	98
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*
Overall	56							98

** 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

Percent Meeting Growth Goals

- Grade 2: * ≥50%
- Grade 3: * *
- Grade 4: * *
- Grade 5: * *
- Grade 6: * *
- Grade 7: * *
- Grade 8: ≥50% *

Legend: Spring 2019, Spring 2021, Spring 2022

*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)*

This chart shows where students would rank in their RIT growth from Fall to Spring compared with a random 100 students from across the nation. Keeping in mind that students from across the nation were also experiencing the pandemic and similar educational trauma, this number indicates if the instructional practices that were selected for students while away from their classrooms were successful. Growth percentile data compares the actual Fall to Spring RIT growth score of each grade level with a projected RIT growth score. The chart also shows the percentage of students meeting their projected growth.
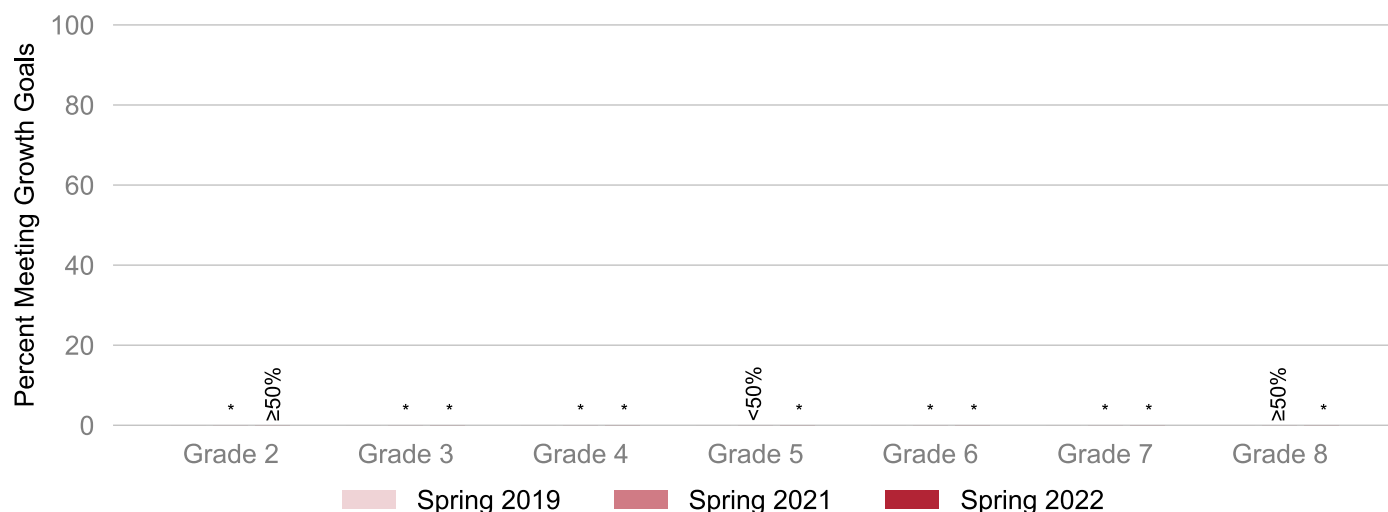
NWEA MAP Math Growth Percentiles for Grades 2 through 8

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). School Conditional Growth Percentiles are colored as follows: green: median at or above the 50th percentile, red: median below the 50th percentile.

MATH	Count	Fall 2021 RIT	Spring 2022 RIT	Observed Growth	Proj. Growth	# Met Growth Proj.	% Met Growth Proj.	School Cond. Growth %ile
Grade 2	13	178.2	194.0	16	14.4	*	≥50%	73
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*
Overall	58							73

** 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

Percent Meeting Growth Goals

- Grade 2: * ≥50%
- Grade 3: * *
- Grade 4: * *
- Grade 5: <50% *
- Grade 6: * *
- Grade 7: * *
- Grade 8: ≥50% *

Legend: Spring 2019 — Spring 2021 — Spring 2022

*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.
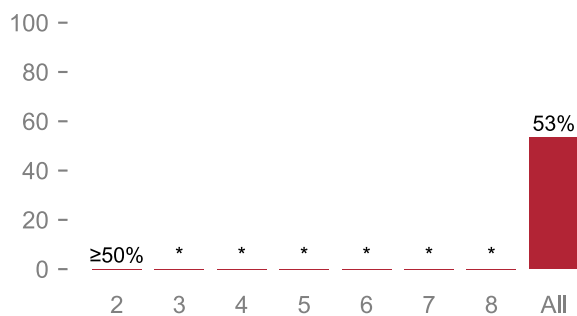
Educational Goals:
Student Achievement *(Grades 2-8)*
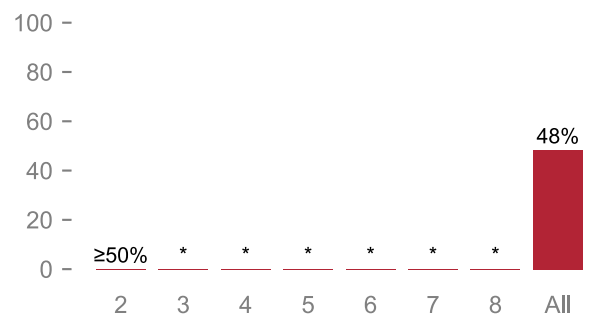
Overall Accountability Index Trend

New Bedford Academy (08632)
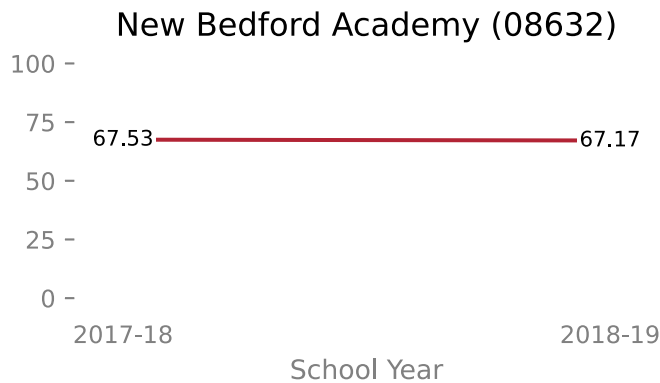
Latest index scores will be added here when available.
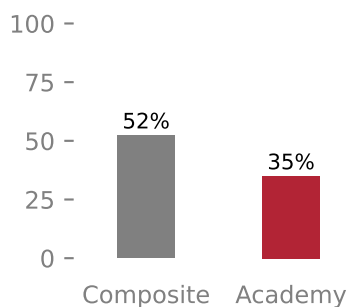
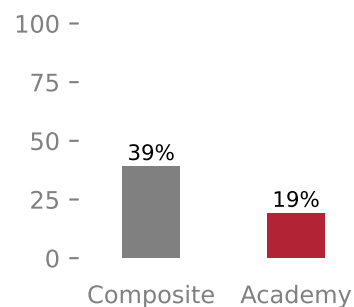### NWEA Reading % Meeting Grade Norm

NWEA Math % Meeting Grade Norm

M-STEP/PSAT 8 ELA Proficiency
Academy vs. CRD

M-STEP/PSAT 8 Math Proficiency
Academy vs. CRD

Educational Goals:
Academic Growth & Achievement *(High School)*

Some charts not applicable: This academy has no high school data.

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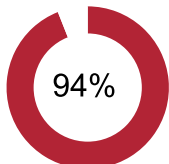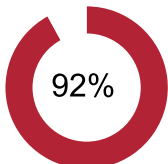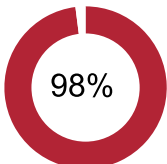
The Charter Contract

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
2019-2020	100%	100%	100%
2020-2021	100%	100%	100%
2021-2022	94%	92%	98%

94%   92%   98%

Charter Contract Timeline

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

Length of Term	Dates
5 year	2019-2024
1 year extension	2018-2019
5 year	2013-2018
5 year	2008-2013
5 year	2003-2008
5 year	1998-2003

Board Membership & Activities

Academy Board Service

Board demographics and required professional development credits.

Board Member	Office	Length of Service	Term Expiration
Timothy Rothman	President	8	06/30/2025
Gary Walentowski	Vice President	5	06/30/2023
Karen Moore	Treasurer	3	06/30/2022
Tiffany Glenn	Secretary	4	06/30/2025
Rebecca Pasko	Director	<1	06/30/2023
Darla Hamstreet	Director	<1	06/30/2026
Vacant			

Academy Board Meetings, Attendance, and Position Vacancies

Board Meetings

REGULAR MEETINGS NOT HELD: 2

9 REGULAR MEETINGS HELD

SPECIAL MEETINGS HELD: 3

12 TOTAL BOARD MEETINGS HELD

Board Attendance

92% AVERAGE ATTENDANCE

92% AVERAGE BOARD ATTENDANCE

Board Position Vacancies

3 VACANCIES

3 BOARD POSITION VACANCIES

Board Professional Development Credits

3 OF 3 TOTAL CREDITS

3 PROFESSIONAL DEVELOPMENT CREDITS

Key Performance Indicators

Revenues and Expenditures

	2018-19	2019-20	2020-21
Federal	$31,769	$56,356	$73,516
Local	$58,189	$60,087	$61,456
Other	$219		
Other Financing	$467,693		
State	$872,827	$933,019	$891,978
Enrollment	105	106	101
General Fund Balance Beginning of Year	$140,492	$137,453	$247,059
General Fund Balance End of Year	$137,453	$247,059	$303,083
General Fund Revenues			
Per-pupil Foundation Allowance	$7,871	$8,111	$8,111
Total General Fund Revenues	$1,430,697	$1,049,462	$1,026,950
Total Expenses/Transfers	$1,433,736	$939,857	$970,925
Total Revenue over Expenses	-$3,039	$109,605	$56,025
Fund Balance as a % of Revenue	10%	24%	30%

Current Ratio Trend
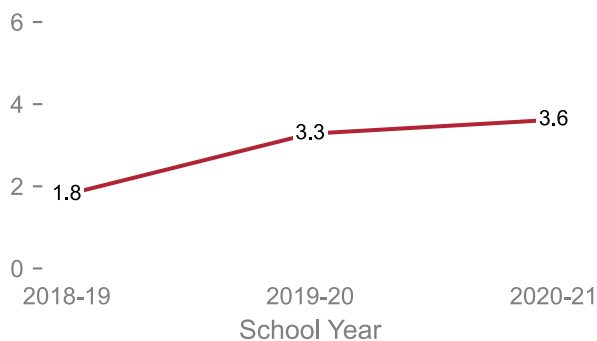
Fund Balance Trend
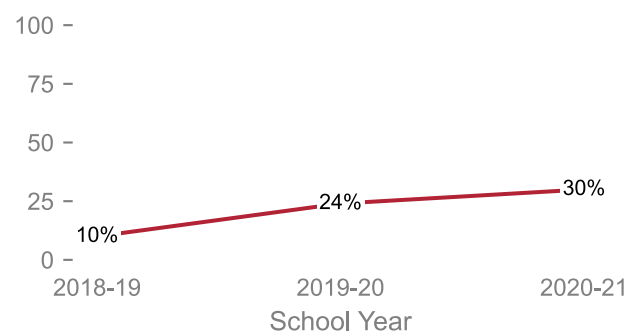
Debt-to-Asset Ratio

0.3

Unrestricted Days Cash

86

Budget & Key Performance Indicators

Your Academy's Expenditures (Continued)

Instruction

42%	71%
Lowest Ferris Academy	Highest Ferris Academy
$408,965	
42%	

42¢ OF EVERY DOLLAR WAS SPENT ON INSTRUCTION

Business and Administrative Costs

16%	30%
Lowest Ferris Academy	Highest Ferris Academy
$295,167	
	30%

30¢ OF EVERY DOLLAR WAS SPENT ON BUSINESS AND ADMINISTRATIVE COSTS

Building and Facilities

2%	18%
Lowest Ferris Academy	Highest Ferris Academy
$116,625	
12%	

12¢ OF EVERY DOLLAR WAS SPENT ON THE BUILDING AND FACILITIES

End Notes

Sources

Page 9   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

Page 10   Academy Resident District Table: MSDS, Michigan Department of Education
Donut Charts: MISchoolData.org - Enrollment Crosstabs

Page 11   Growth Accountability Index Trend: MISchoolData.org - School Index
M-STEP/PSAT 8 ELA/Math % Proficient and Trend: OEAA secure site - Aggregate Data Files

Page 12-13   NWEA MAP Student Growth Summary Report

Page 14   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

Page 15   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

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

Page 18   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**

Page 19   MiSchoolData.org - Financial and District/School Info. - District Expenditures

Acronyms & Glossary:

CPR: 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.

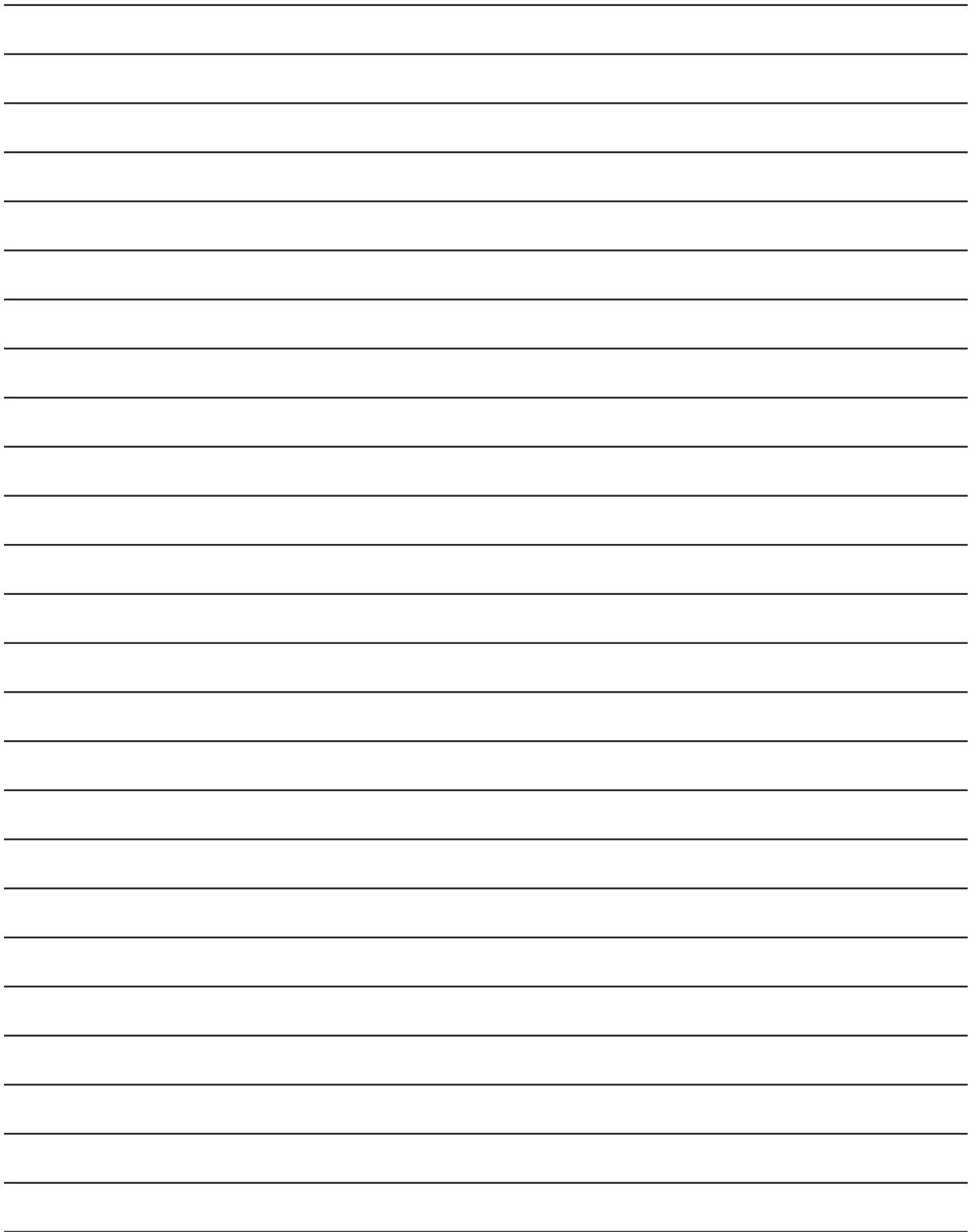**RIT Score:** The Rasch Unit used in the MAP test for measuring the difficulty and complexity of the Assessment.

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.

Notes

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