



CHARTER SCHOOLS  
OFFICE

**Charter Schools Office**  
**New Bedford Academy**  
**REAUTHORIZATION REVIEW**  
**October 2007**



FERRIS STATE UNIVERSITY

*Imagine More*



*Ferris State University Charter Schools Office  
Committed to Continuous Quality Improvement  
For Michigan Public Schools*

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 does. 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](http://www.ferris.edu/charterschools) for more information on FSU-authorized public school academies.

**TOTAL SCORE**

450-500 = Exceeding Standards  
375-449.9 = Meets Standards  
300-374.9 = Needs Improvement  
299.9 & Below = Deficient

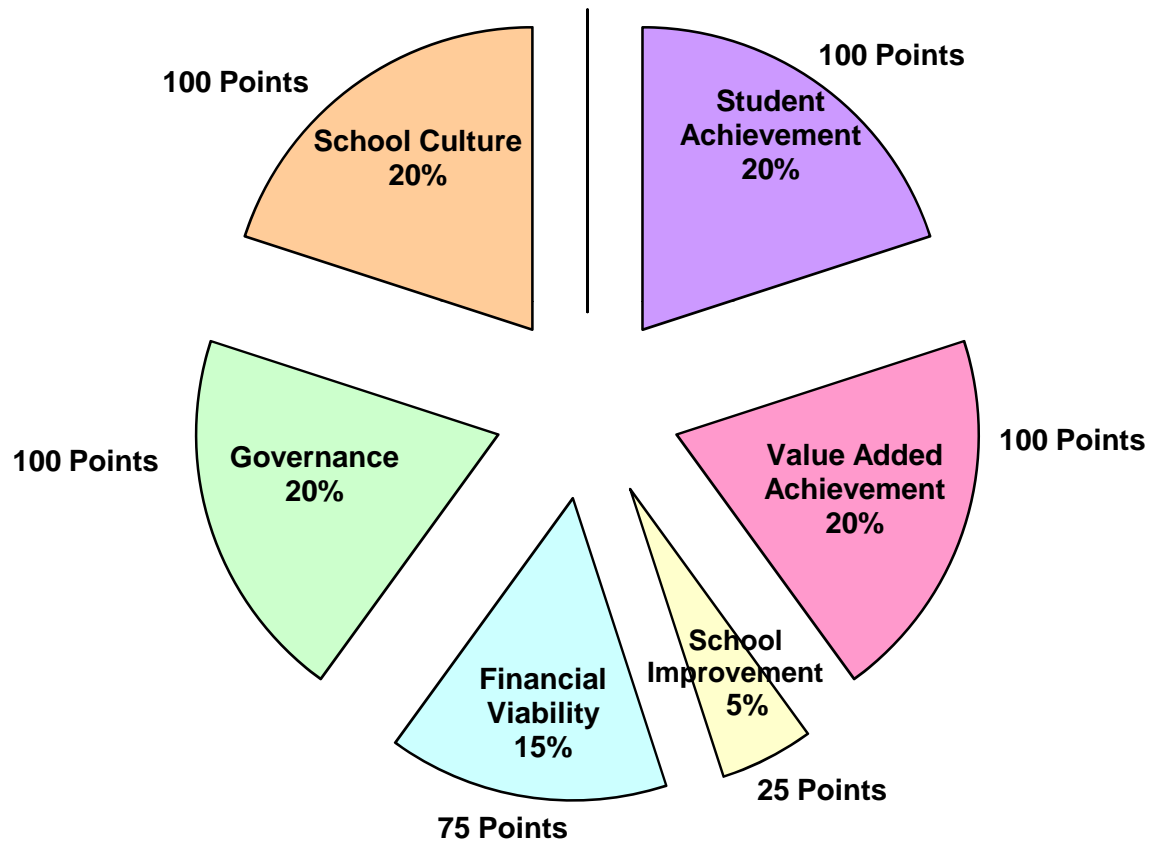
500 Points Maximum



**FERRIS STATE  
UNIVERSITY**

**CHARTER SCHOOLS OFFICE**

**36-Month Review & Reauthorization Formula  
2006-2007**



# 36 Month Review and Reauthorization Point Tally Sheet

Academy Name: **New Bedford Academy**

Dates of Visitation: **Oct. 3-4, 2007**

*Category* *Pts. Possible* *Pts. Achieved*

Student Achievement	100	<b>53.8</b>
Value Added Achievement	100	<b>71</b>
School Improvement	25	<b>20.1</b>
Financial Viability	75	<b>65.5</b>
Governance	100	<b>77.1</b>
School Culture	100	<b>96.2</b>
<b>Total Score:</b>	<b>500</b>	<b>383.7</b>

**TOTAL SCORE**

**450-500 = Exceeding Standards (90%+)**

**375-449.9 = Meets Standards (75%-89%)**

**300-374.9 = Needs Improvement (60%-74%)**

**299.9 & Below = Deficient (Below 60%)**

*500 Points Maximum*

Status: **MEETS STANDARDS**

Team Chair: Ronald Rizzo, Associate Director

Name: Ronald Rizzo

Signature:



Name: Robert Hamet

Signature:



Name: Arthur Willick

Signature:



Name: Deborah Snider

Signature:

Executive Summary  
Reauthorization of New Bedford Academy

February 17, 2008

New Bedford Academy, located in Lambertville, Michigan, was authorized by the Ferris State University Board of Trustees in 1998, and reauthorized in 2003. The current Contract between the Ferris State University Board of Trustees and the New Bedford Academy Board of Directors is due to expire on June 30, 2008.

A team from the Ferris State University Charter Schools Office (CSO) visited New Bedford Academy on October 3-4, 2007 and completed an extensive review. Using the CSO's Reauthorization Review Rubric as the assessment tool, New Bedford Academy scored 383.7 total points out of a possible 500, which placed them solidly in the "*meet standards*" category of possible scores. The recommendation for a five-year extension is consistent with the Reauthorization Recommendation Guidelines adopted by the CSO in Fall 2007.

Dr. Lawrence Wells, University Director of Charter Schools, is recommending that New Bedford Academy be reauthorized for an additional five-year period, unless such conditions arise that would call for a recommendation to suspend, revoke, or terminate the Contract. The Contract would be in effect from the date that it is fully executed until **June 30, 2013**.

**Committee Action:** Endorse the Administration's recommendation to reauthorize New Bedford Academy through June 30, 2013.

## Student Achievement

Percentage of Points: 20%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>100 Points Total</b>		<b>14 Points</b>	<b>11.2 Points</b>	<b>9.8 Points</b>	<b>0 Points</b>	
<b>AYP: Achievement</b>	<b>14/14</b>	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.	Includes "Provisionally Proficient"
<b>AYP: Participation</b>	<b>14/14</b>	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.	
<b>AYP: Other Indicators</b>	<b>14/14</b>	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.	
<b>Composite Grade as Assigned by MDE in Ed Yes!</b>	<b>9.8/14</b>	A	B	C	D or below	
<b>Relative Performance to State</b>	<b>0/14</b>	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.	Does not include Provisionally Proficient  Outpaced 8 <sup>th</sup> grade math for 2 years.

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
		<b>14 Points</b>	<b>11.2 Points</b>	<b>9.8 Points</b>	<b>0 Points</b>	
<b>Relative Performance to the Resident District</b>	<b>0/14</b>	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.	Does not include Provisionally Proficient  Outpaced 8 <sup>th</sup> grade math for 2 years.
<b>Relative Performance to a Demographically Comparable School</b>	<b>0/14</b>	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.	Only 2 years of data. Outpaced in 8 <sup>th</sup> grade math only for both years.
<b>School Improvement Status</b>	<b>2/2</b>		The school is not identified for improvement. <b>2 Points</b>		The school is identified for improvement. <b>0 Points</b>	
<b>Total Points Earned</b>	<b>53.8/100</b>					

**Value Added Achievement**  
**Based on the Required Assessment of 95% of Enrolled Students**  
(MI-Access Students Not Included)      Percentage of Points: 20%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>100 Points Total</b>						
<b>Value-Added Student Gains Math</b>	<b>17.9/25</b>	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.  <b>25 Points</b>	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.  <b>20.9 Points</b>	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  <b>17.9 Points</b>	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.  <b>0 Points</b>	Only 1 year of growth data available
<b>Value-Added Longitudinal 3-year Cohort Math</b>	<b>17.9/25</b>	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.  <b>25 Points</b>	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.  <b>20.9 Points</b>	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.  <b>17.9 Points</b>	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.  <b>0 Points</b>	Only 1 year of growth data available



Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Value-Added Student Gains Language Arts</b>	<b>8.8/12.5</b>	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. <b>12.5 Points</b>	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. <b>10.9 Points</b>	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. <b>8.8 Points</b>	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. <b>0 Points</b>	
<b>Value-Added Student Gains Reading</b>	<b>8.8/12.5</b>	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. <b>12.5 Points</b>	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. <b>10.9 Points</b>	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. <b>8.8 Points</b>	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. <b>0 Points</b>	
<b>Value-Added Longitudinal 3-year Cohort Language Arts</b>	<b>8.8/12.5</b>	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. <b>12.5 Points</b>	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. <b>10.9 Points</b>	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. <b>8.8 Points</b>	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. <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Value-Added Longitudinal 3-year Cohort Reading</b>	<b>8.8/12.5</b>	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.  <b>12.5 Points</b>	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.  <b>10.9 Points</b>	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  <b>8.8 Points</b>	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.  <b>0 Points</b>	
<b>Total Points Earned</b>	<b>71/100</b>					

## School Improvement

Percentage of Points: 5%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>25 Points Total</b>						
<b>Strand I: Teaching For Learning Ed Yes! Performance Indicators</b>	<b>5.8/7</b>	The Academy has implemented most School Improvement Framework (SIF) rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! <b>7 Points</b>	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! <b>5.8 Points</b>	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! <b>4.6 Points</b>	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! <b>0 Points</b>	
<b>Strand II: Leadership Ed Yes! Performance Indicators</b>	<b>5.8/7</b>	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! <b>7 Points</b>	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! <b>5.8 Points</b>	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! <b>4.6 Points</b>	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! <b>0 Points</b>	
<b>Strand III: Personnel &amp; Professional Learning Ed Yes! Performance Indicators</b>	<b>3/4</b>	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! <b>4 Points</b>	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! <b>3 Points</b>	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! <b>2 Points</b>	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! <b>0 Points</b>	
<b>Strand IV: School &amp; Community Relations Ed Yes! Performance Indicators</b>	<b>1.5/2</b>	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! <b>2 Points</b>	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! <b>1.5 Points</b>	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! <b>1.0 Points</b>	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Strand V: Data &amp; Informational Management Ed Yes! Performance Indicators</b>	<b>2/3</b>	The Academy has implemented most SIF rubrics to the "Exemplary" level as defined by the MDE and documented in Education Yes! <b>3 Points</b>	The Academy has implemented most SIF rubrics to the "Implemented" level as defined by the MDE and documented in Education Yes! <b>2 Points</b>	The Academy has implemented most SIF rubrics to the "Partially Implemented" level as defined by the MDE and documented in Education Yes! <b>1 Points</b>	The Academy has implemented most SIF rubrics to the "Getting Started" level as defined by the MDE and documented in Education Yes! <b>0 Points</b>	
<b>School Improvement Plan Ed Yes! Performance Indicators</b>	<b>2/2</b>		There is one annually updated comprehensive written plan that encompasses all current educational mandates (i.e. PA 25, Title I, NCLB, Ed Yes!) and other school wide improvement efforts. <b>2 Points</b>		There is a school improvement plan, but it lacks several of the key components required by the State. <b>0 Points</b>	
<b>Total Points Earned</b>	<b>20.1/25</b>					

## Financial Viability

Percentage of Points: 15%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>75 Points Total</b>		<b>10 Points</b>	<b>8.4 Points</b>	<b>7.2 Points</b>	<b>0 Points</b>	
<b>Budget Development</b>		Board meeting minutes document that the full Board has had the opportunity to provide input into the budget development process	Budget development appears on a regular Board meeting agenda at least once annually prior to the annual budget hearing	Budget development is discussed in passing at a regular Board meeting, but no action is taken to provide full Board input into the budget building process	No evidence can be found that the full Board has had an opportunity to provide direction for the budget development process	
	<b>7.2/10</b>					
		It appears that the improvement of student achievement is the primary determinant of the allocation of financial resources	It appears that student achievement is a consideration in the allocation of financial resources	It appears that some consideration is given to student achievement when developing the budget and determining financial resources	It appears that there is little or no evidence that student achievement is the main consideration when allocating financial resources	
	<b>8.4/10</b>					
		The Board of Directors designs its budget based upon specific budget assumptions (enrollment predictions, long-range forecasts, anticipated State aid funding, etc.)	The Board of Directors assures that some consideration is given to specific budget assumptions (enrollment predictions, long-range forecasts, anticipated State aid funding, etc.)	The Board of Directors is involved in establishing some budget assumptions based upon policies and procedures	There is little or no evidence that the Board of Directors bases its decisions on the concept of budget assumptions	
	<b>7.2/10</b>					
		Every member of the Board receives monthly financial statements prior to each regularly-scheduled meeting and the person who prepared the statements is at the meeting and is available for questions	Every member of the Board receives monthly financial statements in their Board packet prior to each regularly-scheduled meeting	Only the Treasurer of the Board of Directors receives monthly financial statements in their Board packet prior to each regularly-scheduled meeting	Monthly financial statements are distributed "at the table" and no one receives these documents prior to the regularly-scheduled meetings	
	<b>10/10</b>					

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	10/10	The Board reviews and approves its up-to-date financial report on not less than a monthly basis <b>10 Points</b>	The Board reviews and approves its up-to-date financial reports on at least a bi-monthly basis <b>8.4 Points</b>	The Board reviews and approves financial reports that are not always up-to-date in an irregular fashion <b>7.2 Points</b>	The Board does not review or approve its financial reports and they are often out-of-date <b>0 Points</b>	
<b>Audit/Fund Balances</b>	9/9	The Board of Directors requests RFP's for external auditing services every three (3) years <b>9 Points</b>	The Board of Directors employs an external auditing firm as required by the terms and conditions of its Contract with the University Board of Trustees <b>7.5 Points</b>		The Board of Directors does not employ an external auditing firm as required by the terms and conditions of its Contract with the University Board of Trustees <b>0 Points</b>	
	5.7/8	The Board of Directors appears to have a significant role in establishing and implementing policies and procedures that drive the financial future of the academy <b>8 Points</b>	The Board of Directors appears to hold its administrative staff and educational service provider (as appropriate) accountable for maintaining an adequate fund balance <b>6.7 Points</b>	The Board of Directors appears to monitor the academy's expenditures but appears to have a minor part in the decision-making process <b>5.7 Points</b>	The Board of Directors does not appear to closely monitor financial spending patterns or seem to have a financial plan for the academy <b>0 Points</b>	
	5/5		Audit was completed in a timely manner, is submitted to the State by or before October 31, and results are shared with stakeholders during a public presentation <b>5 Points</b>	Audit was performed within specified timeframe, but Board of Directors did not receive it in advance of meeting for approval or questions <b>4.4 Points</b>	Audit was not performed within specified timeframe and was not shared with stakeholders in a timely manner <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	3/3		The Academy's audit was unqualified with no reportable conditions  <b>3 Points</b>	The Academy's audit was unqualified with some reportable conditions  <b>1 Point</b>	The Academy's audit was qualified with a management letter and board response  <b>0 Points</b>	
<b>Total Points Earned</b>	<b>65.5/75</b>					

## Governance

Percentage of Points: 20%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>100 Points Total</b>		<b>8 Points</b>	<b>6.7 Points</b>	<b>5.7 Points</b>	<b>0</b>	
<b>Leadership</b>		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 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	No evidence that the Board reviews Board Policies on a regular basis exists.
	<b>0/8</b>					
		The Board of Directors has an active candidate pool with two (2) applications for every anticipated vacancy (i.e., staggered terms of two years)	The Board of Directors actively solicits applications for its candidate pool and has more than 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	
	<b>5.7/8</b>					
		The Board of Directors has developed a strategic plan and actively pursues it. It also reviews the details of the school improvement plan no less than annually. The Strategic Plan is referenced often in Board discussion	The Board of Directors has a long-range 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 long-range plan and school improvement plan	The Board of Directors has no long-range strategic plan and the school improvement plan is in strong need of review and revision	
	<b>5.7/8</b>					
		The Board of Directors asks for, and receives, monthly progress reports on student academic achievement	The Board of Directors receives a monthly report from its administrative staff on student-related issues, in general	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	
	<b>5.7/8</b>					



Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	6.7/8	The entire Board of Directors demonstrates faithful attendance at regular and special academy board meetings and rarely cancels meetings due to lack of quorum <b>8 Points</b>	The Board of Directors establishes its annual meeting calendar and adheres to the schedule that it has approved <b>6.7 Points</b>	Some Board members do not fulfill their commitment to the board by missing meetings on a regular basis <b>5.7 Points</b>	The Board of Directors often cancels or reschedules meetings, and/or calls special meetings on a somewhat regular basis <b>0 Points</b>	
	3.6/5	The Board of Directors establishes its mission for the academy and is committed to communicating and achieving that mission <b>5 Points</b>	The Board of Directors follows its mission to ensure that the academy is successful <b>4.2 Points</b>	The Board of Directors has an established mission but members do not appear to be very familiar with it <b>3.6 Points</b>	The Board of Directors does not appear to be governed by a shared mission for the academy <b>0 Points</b>	
<b>Professional Development</b>	3.6/5	The Board of Directors establishes a line-item budget, and each member of the board actively participates in professional development activities at least annually <b>5 Points</b>	The Board of Directors establishes a line-item budget for annual professional development activities and uses that budget <b>4.2 Points</b>	One or two board members participate in one or two professional development activities per year <b>3.6 Points</b>	There is little or no evidence that the Board of Directors spends any or all of its line-item allocation on professional development <b>0 Points</b>	
<b>Compliance Reporting (AOIS)</b>	8.4/10	The school consistently submits documents on time and experiences 100% reporting compliance for 3 or more years <b>10 Points</b>	The school experiences 90%-99% reporting compliance for at least 2 of last 3 years <b>8.4 Points</b>	The school experiences 89%-76% reporting compliance for 1 of last 3 years <b>7.2 Points</b>	The school experiences 75% or less reporting compliance <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Educational Contract Goal Performance</b>	<b>5.7/8</b>	The school has clearly exceeded the majority of its contract goals <b>8 Points</b>	The school has met its contract goals <b>6.7 Points</b>	The school has made partial progress toward the contract goals <b>5.7 Points</b>	The school has not successfully met any of its contract goals <b>0 Points</b>	
<b>Staff Certified and Highly Qualified</b>	<b>5/5</b>		All staff are Certified and Highly Qualified <b>5 Points</b>		Not all staff are Certified and Highly Qualified <b>0 Points</b>	
<b>Administrator Continuing Education Credits</b>	<b>5/5</b>		All Administrators meet CEU requirements <b>5 Points</b>		Not all administrators meet CEU requirements <b>0 Points</b>	
<b>Special Education/504-Delivery of Services</b>	<b>5/5</b>		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. <b>5 Points</b>	The school is aware of state and federal regulations for Special Education and has implemented IEP's or 504 plans for some students. <b>4.1 Points</b>	The school's Special Education program is not in compliance with the state and federal regulations. <b>0 Points</b>	
<b>Governance Yes or No</b>	<b>Score</b>	<b>YES</b>			<b>NO</b>	<b>Comments</b>
The board is in compliance with all the terms and conditions of its contract with Ferris State University Board of Trustees?	<b>5/5</b>	<b>5 Points</b>			<b>0 Points</b>	

Governance Yes or No	Score	YES			NO	Comments
The Charter Schools enrollment process is in compliance as defined by (ref. to code)?	3/3	3 Points			0 Points	
The board is in compliance with the Open Meetings Act?	3/3	3 Points			0 Points	
The board is in compliance with the yearly audit requirement?	3/3	3 Points			0 Points	
The board timely posts notices of its annual meeting schedule and all regular and special meetings?	3/3	3 Points			0 Points	
<b>Total Points Earned</b>	<b>77.1/100</b>					

## School Culture

Percentage of Points: 20%

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>100 Points Total</b>						
<b>Safe &amp; Orderly Environment</b>	<b>7.5/7.5</b>		All academy staff members and the Board work together to create a safe and orderly academic environment that is conducive to learning and meeting stated behavioral expectations  <b>7.5 Points</b>	The academy has stated behavioral expectations for students but they are not consistently reinforced by the Board and all staff  <b>3.5 Points</b>	Little or no evidence exists that the academy has established a clear set of behavioral expectations or that the any existing expectations are consistently reinforced  <b>0 Points</b>	
	<b>7.5/7.5</b>	Staff members report that they spend minimal instruction time on discipline and express that their efforts at maintaining an orderly classroom environment are supported by the school administration.  <b>7.5 Points</b>	All staff members consistently demonstrate that they share responsibility for student discipline and both adults and students can be observed supporting and encouraging respectful and collaborative behavior throughout the school  <b>5.5 Points</b>	All staff members do not consistently demonstrate that they share responsibility for student discipline and both adults and students are not always observed supporting and encouraging respectful and collaborative behavior throughout the school  <b>3.5 Points</b>	Little or no evidence staff members demonstrate that they share responsibility for student discipline. Both adults and students are not observed supporting or encouraging respectful and collaborative behavior throughout the school  <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Staff Stability</b>	<b>7/7</b>		There has been insignificant building administrator turnover (fewer than 3 in the past 5 years)  <b>7 Points</b>		There has been significant building administrator turnover (more than 3 in the past 5 years)  <b>0 Points</b>	
	<b>7/7</b>		Less than 40% of the teaching staff have turned over during the past 5 years  <b>7 Points</b>		More than 40% of the teaching staff have turned over during the past 5 years  <b>0 Points</b>	
<b>Site and Facilities</b>	<b>10/10</b>	The physical condition of the classrooms, hallways, and grounds are exceptionally inviting, attractive, clean, and well maintained and conducive to safety  <b>10 Points</b>	Interior and exterior of building is inviting, attractive, clean, and well-maintained and conducive to safety  <b>8.4 Points</b>	The physical condition of the classrooms and hallways is not always inviting, attractive, clean, or well-maintained or conducive to safety  <b>7.2 Points</b>	The physical facility is not inviting, attractive, clean, or well-maintained or conducive to safety  <b>0 Points</b>	
	<b>10/10</b>		All emergency systems are operational, well-maintained, and inspected on a regular basis  <b>10 Points</b>	Some emergency systems are in working order and are inspected on a routine basis  <b>5 Points</b>	Little or no evidence that emergency systems are working and inspected on a regular basis  <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	8/8		All hazardous chemicals and cleaners are properly labeled and safely secured  <b>8 Points</b>	All hazardous chemicals and cleaners are properly labeled but are not always safely secured  <b>4 Points</b>	Few hazardous chemicals and cleaners are properly labeled nor safely secured  <b>0 Points</b>	
	8/8	All areas in the academy are well ventilated and heated and are conducive to working/learning situations  <b>8 Points</b>	Most areas in the academy are well ventilated and heated and are conducive to working/learning situations  <b>6.7 Points</b>	Some areas in the academy are well ventilated and heated and are conducive to working/learning situations  <b>5.7 Points</b>	Heating and ventilation seldom work and are not suitable for the educational environment  <b>0 Points</b>	
	8/8	Restrooms are cleaned on a daily basis and are exceptionally well-maintained  <b>8 Points</b>	Restrooms are cleaned on a daily basis and are generally well-maintained  <b>6.7 Points</b>	Restrooms and other public areas are not cleaned on a daily basis and are generally not well-maintained  <b>5.7 Points</b>	Restrooms and other public areas are not well-maintained and are generally unsatisfactory  <b>0 Points</b>	
	7/7	All areas are well-lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning  <b>7 Points</b>	Most areas are well-lit and most lights are functioning properly to provide an atmosphere conducive to teaching and learning  <b>5.8 Points</b>	Some questionable lighting areas, several burned out tubes/bulbs. Lighting is generally poor and not conducive to teaching and learning in classrooms and hallways  <b>4.6 Points</b>		

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
<b>Parent/Family Involvement</b>	<b>4.2/5</b>	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 <b>5 Points</b>	The school uses several strategies to facilitate communication with its parents/families <b>4.2 Points</b>	The primary focus of school communication is one-way from the school to the parents/families <b>3.6 Points</b>	No evidence of a formalized communication strategy with parents and families <b>0 Points</b>	
	<b>4.2/5</b>	Parents are actively engaged in meaningful academic and/or social activities with the academy as evidenced by high participation in those activities <b>5 Points</b>	The school has an organized volunteer program that includes the recruitment of additional volunteers for various activities. <b>4.2 Points</b>	Volunteer opportunities are limited to a few active parents, primarily through the parent/teacher organization <b>3.6 Points</b>	Little or no evidence to suggest that parents have active involvement in academic and/or social activities <b>0 Points</b>	
<b>Community Involvement</b>	<b>4.2/5</b>	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. <b>5 Points</b>	The school uses several strategies to communicate with the diverse populations within the community. Some attempts are made to assess the quality and impact of the school's communication with the community <b>4.2 Points</b>	The school employs a basic strategy of one-way communication with the community. Any additional contacts that occur are the result of individual staff initiative. <b>3.6 Points</b>	The school has no organized system in place to communicate with and receive feedback from the community. <b>0 Points</b>	

Competency	Score	Exceeding	Meeting	Needs Improvement	Deficient	Reviewer Comments
	3.6/5	<p>The school has established partnerships with business and community agencies to supplement comprehensive health and human services to students and families. Services provided by community agencies are culturally and linguistically appropriate</p> <p><b>5 Points</b></p>	<p>The school has established connections with some community agencies and businesses which provide services and treatment as well as prevention and early intervention</p> <p><b>4.2 Points</b></p>	<p>Student and family access to community agencies is focused on services and treatment and is available on an “as needed basis”. Community agency support to families and students is focused on services and treatment.</p> <p><b>3.6 Points</b></p>	<p>The school provides mandated supports in health and social services. Any additional support is referred to outside agencies.</p> <p><b>0 Points</b></p>	
<b>Total Points Earned</b>	<b>96.2/100</b>					



New Bedford Academy

10/3/2007

Interview Questions

## Board

Wanda Winslow, Board Secretary (3 years)

Jennifer Cherry, Board President (first year as Pres., 4 years total on Board)

1. What are you most proud of at New Bedford Academy?

*Individualized instruction. Immediate response to problems. The way situations are handled, keeping things right.*

2. What could be improved?

*Increase enrollment—appeal to more students—Is there enough of a long-term vision?*

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

*Sometimes we have not had all the info we needed---6. Concerned about short Board meetings—6.*

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

*Can be proactive not just reactive. We feel the responsibility for success—we are becoming more proactive rather than reactive.*

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

*Retain staff—advocate raises. Very important that we retain our quality teachers—staff retention has stabilized.*

6. How do you determine the allocation of funds?

*Mostly driven by management company. The management company determines the need in advance.*

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

*We're just learning that this needs to be our rule—we did not realize that we needed to look long-term. In past [planning] has been management driven. Recently the board is becoming more involved. [These two board members voiced their desire to have more input into the decisions regarding New Bedford.]*

New Bedford Academy

10/3/2007

Interview Questions

## Teaching Staff

Ashley Amonette

Bethany Taylor

Cynthia Dress

Kimberly Kendrick

Carol Knoblauch

Susan Lattea

Allison Roderick

Andrea Smock

Clint Sneary

Sara Stacy

Victoria Sylva

1. What are you most proud of at New Bedford Academy?

*Family-like atmosphere. Close relationships between students and staff. Caring staff—go above and beyond. Needs of learning-disabled students are addressed via personal attention. Students held accountable to high standards.*

2. What could be improved?

*Increase enrollment—Have a high school—Location is holding us back.*

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

*9+. Varies—9 or 10 most days. 9-10 [all].*

4. Do you feel supported by:

a. Administration? *Yes [all]*

b. Board? *No—MJ has everything preset. Board are like puppets on a string. MJ management runs things.*

c. Other staff? *Yes [all].*

d. Parents? *Yes.*

5. Would you enroll your children at this academy?

*Majority—yes (several do).*

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

- a. More pay 5
- b. More planning time 5
- c. More autonomy
- d. More recognition

7. Anything for our attention?

*na*

8. Questions for the interviewers.

*na*

New Bedford Academy

10/3/2007

Interview Questions

## Para-Pros

Mary Pizzo (Lake Huron)

Wendy Bennett (Lake Huron)

Julie Huie (Lake Michigan)

Susan Young (Title 1)

Basnah Shikwane (Lake Superior)

1. What are you most proud of at New Bedford Academy?

*Classroom size. Hardworking, high-quality teachers. Uniforms for students. Individualized curriculum. Compassionate behavior of students towards one another. [all]*

2. What areas do you feel could be improved?

*Enrollment. Location. [all]*

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

*9 or 10—kids accepting of each other. Other ratings= 8. 9. 9. 10.*

4. Do you feel supported by:

- a. Administration? *Yes. [all]*
- b. Board? *Limited interaction—tentatively yes, when they interact with board members. [all]*
- c. Other Staff? *Definitely—one person noted they work as a team.*
- d. Parents? *Yes, for the most part.*

5. Would you enroll your children at this academy?

*4 of 5 have children at the school. One not sure—not enough athletics. One not sure—lack of extra-curriculars, particularly arts and athletics, for older students.*

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

- a. More pay *(All)*
- b. More planning time
- c. More autonomy
- d. More recognition

7. Anything for our attention?

*School needs to consider moving to new location—near Dundee, Ida, north.*

8. Questions for the interviewers.  
*Explain what we do at FSU CSO.*

New Bedford Academy

10/3/2007

Interview Questions

**Parents**

Debbie Porkarski

Heather Hoffman

Connie Crayne

Barbara Spade

Baria Howard

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

*All-day kindergarten. Smaller classes. Ability-based learning format. Parental involvement is encouraged.*

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

*Other ratings=8. 9. 9. 10. 8.*

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

*Very responsive [all].*

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

*Dress code/uniforms. Long hours (kindergarten).*

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

*Likes principal (Mr. Sauter). Teachers. Recess. Pizza Day.*

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

*Not sure yet—early in the year, and not much homework so far. Too much time on MEAP—preparation needs to be more individualized. Like individualized instruction/adaptive curriculum. More strict here—likes rigor of curriculum.*

7. Anything for our attention?/Questions for the interviewer(s).

*How do I see a MEAP comparison of my child vs. the state scores?*

New Bedford Academy

10/3/2007

Interview Questions

**Students**

Elizabeth Nieman (8<sup>th</sup>)

Olivia Reed (4<sup>th</sup>)

Annie Pizzo (6<sup>th</sup>)

Matthew Decker (5<sup>th</sup>)

Ray Rainsberger (7<sup>th</sup>)

Raiann Porkarski (3<sup>rd</sup>)

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

Elementary

*Recess*

*Reading*

*Math*

Secondary

*Art*

*Math*

*Math*

2. Overall, do you feel that the adults here at New Bedford Academy are fair to students?

Elementary

*Yes [all]*

Secondary

*Yes [all]*

3. On a scale of 1-10 (10 highest), how do you feel about being here at New Bedford Academy? Do you feel: Wanted? Safe? Picked on?

Elementary

*Wanted: 10. 10. 10*

*Safe: 10. 10.*

*One student felt picked on: last year—(a little bit. Sort of).*

Secondary

*Wanted: 7. 10. 10.*

*Safe: 10. 9. 9. 10.*

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

Elementary

*Individual Lockers*

*Cafeteria instead of using gymnasium*

*Things stolen from backpacks (food, ipod)*

*Outside basketball hoops are in parking lot*

Secondary

*Switch classrooms like other schools and have lockers*

*Desks instead of tables*

*Gymnasium larger*

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

Elementary

*Just right [1]*

*A little challenging [2]*

Secondary

*Just right [3]*

6. Would you recommend New Bedford 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?

Elementary

*Do recommend to others—good school*

*I'd recommend this school*

*Would go to a school where they have lockers.*

Secondary

*Would recommend if we had lockers—yes would go here*

*Would recommend—well kept up—not a lot of violence, teachers work one on one*

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

Elementary

*Different in a good way*

*Not boring*

*Outstanding*

Secondary

*Good technological resources*

*Amazing*

8. Anything for our attention?

Elementary

*Playground gets new mulch every year*

*Classes, recess, lunchtime-very good*

Secondary

*Teaching is high quality*