



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

University Report on

PUBLIC SCHOOL ACADEMY

AUTHORIZING





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Section A

Introduction, Executive Summary, and Report Guidance

[MCL Sec. 275k (1)(n)]



Report Introduction

The enclosed University Report on Public School Academy Authorizing (“Report”) fulfills requirements contained within Michigan [Public Act 120](#) of 2024 (“PA 120”), which specifies that each public university that receives an appropriation in section 236 that, in the current or previous academic year, serves or has served as an authorizing body as that term is defined in section 501 of the Revised School Code, 1976 PA 451, MCL 380.501, shall submit a report to various governmental bodies and agencies not later than December 1 of each year. The law outlines minimum requirements for the information that must be contained within the Report. The text of the law and list of requirements are provided for reference in Appendices A and B, respectively.

Central Michigan University (“CMU”) is a public university that receives an appropriation in section 236 and has served as an authorizing body as that term is defined in section 501 of the Revised School Code, 1976 PA 451, MCL 380.501. As such, the enclosed Report contains all of the requirements set forth in PA 120, as well as additional information on CMU’s authorizing practices and the public school academies (“schools”) it authorizes.

The information below is intended to provide the reader with guidance, context, definitions, data sources and explanations about the range of information contained herein. The Governor John Engler Center for Charter Schools at CMU (the “Center”) believes in public transparency and the public sharing of best practices, therefore most of the information contained within this Report is also available on the Center’s public website at www.thecenterforcharters.org. We encourage you to visit the website for up-to-date information throughout the school year. To learn more about CMU’s authorizing practices and supports for the schools it authorizes, visit the Center’s website at www.thecenterforcharters.org.

MCL Sec. 275k (1) (n)

An executive summary section that provides relevant summary data for reporting requirements under subdivisions (a) to (m).

Executive Summary

In 1994, following the approval in the previous year of changes to Michigan law permitting charter schools, CMU became the first charter school authorizer in Michigan. In doing so, CMU also became the first university in the nation to serve as a charter school authorizer. Since that time, CMU has developed a rigorous and robust system of oversight, accountability and support in fulfilling its authorizing responsibilities. CMU has served as a state and national leader of charter school authorizing. It also played a leadership role in the establishment of the National Association of Charter School Authorizers in 2000 and the Michigan Council of Charter School Authorizers in 2002.

Throughout its 30-year history of charter school authorizing, CMU has grown the number of schools it authorizes across the state and the students and families the schools serve. As of the issuance of this Report, CMU authorizes 56 schools that operate pursuant to a Charter Contract (the “Contract”) between CMU and the Board of Directors of each school. In accordance with the Revised School Code, the CMU Board of Trustees appoints the public officials who serve as members of each school’s Board of Directors. Collectively, 275 individuals serve in this capacity as a member of a CMU-authorized charter school Board of Directors.

In total, as of the fall 2024 Preliminary Headcount, schools authorized by CMU enrolled 29,568 students throughout a diverse portfolio of schools, ranging in size, educational model, geographic location and



students served. With respect to students served across this portfolio, 62% are students of color, 74.7% are economically disadvantaged, 12.9% qualify for special education services and 10.6% are English language learners.

During the 2023-2024 fiscal year, CMU collected total oversight fees of \$8,297,466 from the schools it authorizes to support its oversight operations. Section D contains an Authorizer Financial Report that provides a range of financial information, including how the fees have been allocated to the categories outlined in PA 120. Section B describes in detail how CMU fulfills its Core Authorizing Responsibilities and Activities.

Report Guidance

Section B of this Report is a narrative description that fulfills the following three primary requirements contained within PA 120:

- (h) ...a description of the methodology used by the authorizing body to select members for the boards of directors for each school currently authorized by the authorizing body.*
- (k) Activities undertaken by each university to ensure that the board of directors of each school complies with the Open Meetings Act, 1976 PA 267, MCL 15.261 to 15.275, the Freedom of Information Act, 1976 PA 442, MCL 15.231 to 15.246, and laws prohibiting conflicts of interest, and*
- (l) A description of the activities undertaken by the university to meet the functions of an authorizing body under section 502 of the revised school code, 1976 PA 451, MCL 380.502, as applicable.*

Specific to subsection (l) above, activities of an authorizing body include but are not limited to the responsibility of an authorizing body to oversee, or contract with an intermediate school district, community college, or state public university to oversee, each public school academy operating under a contract issued by the authorizing body. The authorizing body is responsible for overseeing compliance by the school's board of directors with the Contract and all applicable law.

In addition to its obligations outlined above, the Center and CMU are proud to provide a range of comprehensive support to the schools it authorizes. As such, a description of these additional supports is also included in this section.

Section C contains extensive information about schools authorized by CMU during the 2024-2025 school year and not only fulfills, but exceeds, the requirements contained within PA 120. You will find a School Profile for each school that CMU currently authorizes. The profiles are listed in alphabetical order by school name, and each school profile contains the following information:

- District Code and Building Code(s) as assigned by the Michigan Department of Education ("MDE").
- Primary physical location of the school, telephone number and website address.
- Grades served during the 2024-2025 school year.
- School year in which the school was initially authorized.
- The length of the school's current Contract, including the effective and expiration dates.¹
- Initial applicant for the school.

¹ The Contract for each CMU-authorized school is made available in its entirety on the Center's website at www.thecenterforcharters.org > Schools > Our Schools.

- Owner of the school property and building(s).
- Identification of the school's Educational Service Provider ("ESP"), if applicable.
- Length of term of the school's ESP Agreement, if applicable, including the effective and expiration dates of the Agreement.²
- Total permitted fees, reimbursements, contributions, or charges to the school during the 2023-2024 school year. Section 502 (6) of the revised school code, 1976 PA 451, MCL 380.502 states that "an authorizing body shall not charge a fee, or require reimbursement of expenses, for consideration of an application for a contract, for issuing a contract, or for providing oversight of a contract for a public school academy in an amount that exceeds a combined total of 3% of the total state school aid received by the public school academy in the school year in which the fees or expenses are charged. An authorizer body may provide other services for a public school academy and charge a fee for those services but shall not require such an arrangement as a condition to issuing the contract authorizing the public school academy."
 - The CMU Board of Trustees has an Administrative Fee Policy that charges an oversight fee of three percent on general operating funds, which excludes categorical funds. Due to the exclusion of categorical funds, CMU collects less than the amount permitted by law.
- Total amount of special education cost reimbursements received by the school during the school's most recently completed fiscal year.³
- Each member of the school's board of directors, identification of officers, most recent appointment date and the date in which each member's current term ends.⁴
- Current student enrollment, by grade level, for the current and previous school years.⁵ The differences between enrollment levels in these years, in the aggregate and at each grade level, illustrate one way of examining a school's student turnover rate. In addition, the Overview section of each school's 2023-2024 Academic Performance Report ("APR") includes the percentage of the school's students who were enrolled for three or more years in each of the last five school years. Reviewing this analysis provides another way to examine a school's level of student mobility.
- Aggregate student enrollment data for students with an individualized education program for the 2023-2024 school year.⁶
- Included with each School Profile is the school's 2023-2024 APR⁷, as applicable and published by the Center. Each school's Contract, Schedule 7(b): Educational Goal and Related Measures, contains the primary measures and metrics used to assess the school's academic performance. The APR provides a comprehensive analysis of each school's performance against these metrics, as well as additional information that is helpful in understanding a school's performance. Please see *Appendix C: Educational Goal and Related Measures* for the standard measures the Center utilizes to assess

² PA 120 requires a "list of contracts and length of their terms, with education service providers associated with each school currently authorized..." For the purposes of this information, the terms contracts and agreements are used interchangeably.

³ The amounts from the state School Aid Act, Public Act 94 of 1979 as amended, specifically 388.1651a: that states the "Allocations for reimbursement to districts and intermediate districts for special education programs, services, and personnel." The amount of cost reimbursements noted are derived from the August 20, 2024 state aid status report of each school and represent the final and total amounts paid to districts for the 2023-2024, the most recently completed fiscal year.

⁴ Members of a school's board of directors can change at any time due to term expirations, appointments and resignations. The information contained within this section of each school's profile reflects information as of November 8, 2024.

⁵ The 2024-2025 enrollment data reflects the preliminary headcount on October 2, 2024, as reported by each school. The 2023-2024 enrollment data reflects the audited headcount from fall 2023 as reported by MDE.

⁶ Data reflects the number of students with an individualized education program from the audited headcount from fall 2023 reported by MDE. This data is not yet available for the 2024-2025 school year and therefore is indicated with an "N/A" for each school.

⁷ The APR is posted annually and publicly available for each school on the Center's website at www.thecenterforcharters.org > [Schools > Our Schools](#).



academic performance. In some cases, a school's Contract may include alternative or supplemental measures due to the unique student population served by the school or the school's unique mission and design elements. In addition, a school may have limited or no academic performance data if it is in its first years of operation and therefore did not serve grade levels included in the Center's standardized measures. Please see *Appendix D: Academic Performance Report Guidance* for detailed guidance, information and data sources included in the Center's APR.

Additional information about each school can be found by visiting www.thecenterforcharters.org > [Schools](#) > [Our Schools](#) or the school's website.

Section D contains an Authorizer Financial Report that provides a range of financial information, including total oversight fees collected by CMU during the 2023-2024 school year and how such fees have been allocated to the categories outlined in PA 120.

Section E contains information regarding any school currently authorized by CMU that has been identified as a Partnership District by the MDE. This section includes a list of applicable schools and information about various aspects of their District Partnership Agreement with MDE.

Section F contains a list of schools authorized by CMU that closed permanently and/or lost their authorization from CMU at any point during the 2024-2025 academic year up to the date of this Report or during or directly following the 2023-2024 academic year.

Section G contains a description of any new Contracts executed by CMU for the operation of a public school academy that will operate as the successor to a public school academy that is currently being operated under a Contract issued by another authorizing body that is currently performing in the bottom five percent of schools.

Appendices attached to this report include:

- **Appendix A** provides the text of the requirements contained within PA 120.
- **Appendix B** provides the location within the Report where each requirement from PA 120 is fulfilled.
- **Appendix C** includes the Center's standardized Educational Goal and Related Measures, as applicable for use in each Contract.
- **Appendix D** includes the Spring 2024 APR Guidance that can be helpful in understanding and interpreting the results contained in each school's APR.

For questions regarding the information contained within this Report or any other questions related to the charter school authorizing activities of CMU, please contact:

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Section B

Core Authorizing Responsibilities and Activities

[MCL Sec. 275k (1)(h), (k) and (l)]



MCL Sec. 275k (1) (k)

Activities undertaken by each university to ensure that the board of directors of each school complies with the open meetings act, 1976 PA 267, MCL 15.261 to 15.275, the freedom of information act, 1976 PA 442, MCL 15.231 to 15.246, and laws prohibiting conflicts of interest.

Under the Revised School Code, CMU is responsible for overseeing compliance with all applicable law, as well as the Contract it issues to each school.⁸ The schools are required to comply with the Open Meetings Act (“OMA”), the Freedom of Information Act (“FOIA”), and certain laws prohibiting conflicts of interest.⁹ These obligations are also specifically mandated by the standardized Contract language used by CMU for each of the schools that it authorizes.¹⁰

In addition to the state laws that govern conflicts of interest, the Contract specifically requires schools to comply with the Incompatible Public Offices statute, being MCL 15.181 et seq. of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, being MCL 15.321 et seq. of the Michigan Compiled Laws. The Contract also states the school “board shall ensure compliance with applicable law relating to conflicts of interest.” The Contract provides a list of prohibited conflicts of interest for purposes of the Contract as well that specifically relate to possible conflicts for schools that state law does not specifically recognize. In addition, the Contract prohibits any individual from being employed by the school or an ESP in more than one full-time position and simultaneously being compensated at a full-time rate for each of these positions.¹¹

To oversee compliance with these areas, CMU takes the following actions for each school authorized:

Board Member Appointment/Reappointment Requirements

- The Bylaws for each school board are incorporated into the Contract and specifically address public disclosure requirements and compliance with applicable law relating to conflicts of interest.¹²
- The school board member application contains specific questions that support CMU’s due diligence review to identify potential conflicts of interest that would preclude an individual from being appointed as a school board member. A member of the Center’s team interviews each member of a school’s board of directors prior to their appointment or re-appointment as part of the due diligence process.
- Every school board applicant must agree to complete an annual conflict of interest disclosure to be considered for appointment and re-appointment to a CMU-authorized school board of directors. Each

⁸ See, e.g., MCL 380.502(4).

⁹ See, e.g., MCL 380.503(7), MCL 380.503(6)(k), MCL 380.507(4)(b), MCL 380.1203.

¹⁰ Contracts for all CMU-authorized schools are available on the Center’s public website at www.thecenterforcharters.org > [Schools](#) > [Our Schools](#). Although the Contracts may have some variation, the provisions with respect to oversight and compliance with applicable law are standardized across Contracts.

¹¹ The applicable standardized language is found in the following Contract Schedules [refer to footnote nine for the location of all Contracts on the Center’s public website]:

Tab B: Terms and Conditions of Contract, Article III, Section 3.6; Article IV, Section 4.3-4.5; Article VIII, Section 8.1; Article XI, Section 11.9;

Schedule 4: Oversight, Compliance and Reporting Agreement, Article II, Section 2.2; Article III, Section 3.1;

Schedule 8: Information Available to the Public and the Center

¹² The applicable standardized language is found in Schedule 2: Bylaws, Article VIII, Section 6, Contracts Between Corporation and Related Persons, within all Contracts for schools authorized by CMU [refer to footnote 10 above for the location of all Contracts on the Center’s public website].



conflict of interest disclosure submitted to CMU is reviewed and assessed by the Center for compliance with applicable law.

Board Policy Program

- CMU supports strong governance practices in the schools it authorizes. This includes providing financial support for those school boards that contract for a board policy program and associated update service. This service provides legally vetted and best practice governing policies and administrative guidelines to the participating schools to ensure compliance with changes in applicable law and regulation.

School Board Meetings: Postings and Minutes

- Each board of directors is required to approve and submit its calendar of meetings to the Center, which is reviewed for compliance with the OMA. Additionally, any/all board meeting cancellations and special meeting postings must also be submitted to the Center. Each of these submissions is reviewed and assessed by the Center's team to ensure compliance.
- Center representatives regularly attend school board meetings to observe the activities of the respective governing boards, ensure compliance with the OMA and support strong governance practices.
- Meeting minutes of all school board meetings are required to be submitted to the Center, and they are reviewed for compliance with the OMA.

FOIA Compliance

- As previously stated, the Contract requires adherence to all applicable law, including but not limited to, FOIA.
- The Center provides various school board resources¹³ including a template resolution for designating its FOIA Representative. This action is recommended for review and approval at the school board's annual board meeting. The Center monitors this action for each of the school boards to ensure compliance with this requirement.

ESP Agreements, Facility Leases and Financing Documents

- ESP Agreements, facility leases and facility financing documents all require submission to the Center prior to school board execution. The Center's review is pursuant to the requirements set forth in the Contract as specifically described within the Master Calendar of Reporting Requirements.¹⁴
- ESP Agreements are required to be submitted to the Center for its review at least 30 days prior to execution. ESP submissions must include the draft ESP Agreement, a completed ESP Information Sheet and a draft legal opinion from the school board's appointed legal counsel that opines that they have reviewed: the proposed ESP Agreement, the ESP Policies¹⁵, and the current Contract. CMU's review includes ensuring the ESP agreement follows the Center's ESP Policies, the Contract, and applicable law.

¹³ See the Center's website: www.thecenterforcharters.org > Resource Center > Resolutions and Templates > Sample Resolutions > Annual Resolutions > [Freedom of Information Act Representative](#).

¹⁴ See the Center's website: www.thecenterforcharters.org > Resource Center > Master Calendar of Reporting Requirements > Documents > [Master Calendar of Reporting Requirements \(page seven\)](#).

¹⁵ See Center's website: www.thecenterforcharters.org > Resources > Educational Service Provider Policies > [ESP Policies](#).



- Long-term financing documentation is required to be submitted to the Center for its review at least 30 days prior to execution and must include all closing documentation and any associated long-term intercept requests.
- Short-term financing documentation is required to be submitted to the Center prior to execution. For Michigan Finance Authority (“MFA”) Borrowings, the school is required to request an Authorizer’s Letter from CMU since that is a required submission to the MFA with the school’s application. After closing, the school is required to submit a copy of the MFA financing transcript to the Center. For non-MFA short-term borrowings, schools are required to provide all closing documents, including any short-term intercept requests and related documentation, to the Center at least 15 days prior to closing.

In our role as an authorizer, the Center is available to answer questions with respect to any of these areas to help provide guidance, where appropriate, in support of the schools it authorizes.

MCL Sec. 275k (1) (l)

A description of the activities undertaken by the university to meet the functions of an authorizing body under section 502 of the revised school code, 1976 PA 451, MCL 380.502, as applicable.

MCL Sec. 275k (1) (h)

... a description of the methodology used by the authorizing body to select members for the boards of directors for each school currently authorized by the authorizing body.

The CMU Board of Trustees adopted chartering policies in 1994 that have been subsequently updated. The adopted policies establish the general oversight of the schools authorized by CMU and delegate oversight responsibilities and certain authorities to the Center. While the chartering policies delegate much of the oversight responsibilities to the Center, the CMU Board of Trustees, or its chair, maintains the authority to authorize a school, revoke a contract, and appoint, suspend, exigently appoint or remove school board members. The areas addressed in the CMU Board of Trustees policies specific to authorizing include:

- Number of members on a public school academy board.
- Public school academy application and enrollment procedures.
- Clear, measurable performance standards in the Contract.
- Monitoring of academic performance using multiple measures.
- Monitoring of school finances.
- Establishment of oversight fee, as allowed by law, and the Center to perform its responsibilities.
- Establishment of core questions for the Contract reauthorization process.

As the authorizer, CMU has the responsibility to oversee the school’s compliance with the Contract and all applicable law. These responsibilities are set forth in the Contract Terms and Conditions as well as Contract Schedule 4: Oversight, Reporting and Compliance Agreement (“Oversight Agreement”).¹⁶

¹⁶ The applicable standardized language is found in [Schedule 4: Oversight, Compliance and Reporting Agreement](#) for all schools authorized by CMU. All Contracts are available on the Center’s website at www.thecenterforcharters.org > Schools > Our Schools.



Under the Oversight Agreement, CMU may take any of the following actions to fulfill its oversight responsibilities for each school authorized:

- Conduct a review of the school's audited financial reports as submitted, including the auditor's management letters. Schools are required to report to CMU any exceptions as well as any failure on the part of the school to meet generally accepted public sector accounting principles.
- Conduct a review of the records, internal controls or operations of the school to determine compliance with the Contract and applicable law.
- Institute action pursuant to the Contract Terms and Conditions to suspend, revoke, reconstitute or terminate the Contract.
- Monitor the school's compliance with the Contract, the Revised School Code, and all other applicable law.
- Request periodic reports from the school regarding any aspect of its operation, including, without limitation, whether the school has met or is achieving its targeted educational goals and applicable academic performance standards set forth in the Contract.
- Determine whether the school has failed to abide by or meet the educational goals or applicable academic performance standards as set forth in the Contract.
- Evaluate whether the school appropriately administers all optional or statutorily mandated assessments pursuant to the school's student population, educational goals and programs.
- Request evidence that the school has obtained the necessary permits and certificates of compliance to operate as a public school from the applicable governmental agencies, including, without limitation, the Michigan Department of Licensing and Regulatory Affairs ("LARA"), Bureau of Construction Codes ("BCC") and the Bureau of Fire Services ("BFS"), and local health departments.
- Provide supportive services to the school as deemed necessary and/or appropriate by CMU or its designee.
- Take other actions, as the authorizing body, as permitted or required by the Revised School Code.

The Oversight Agreement also requires schools to undertake the following reporting duties:

- Submit information to CMU, or its designee, in accordance with the Master Calendar of Reporting Requirements adopted by the Center.
- Submit quarterly financial reports, and other financial reports as deemed necessary, to the Center in a form and manner determined by the Center.
- Permit inspection by the Center of the school's records and/or premises at any reasonable time.
- Report any litigation or formal proceedings alleging violation of any applicable law by the school to CMU as designated in the Contract Terms and Conditions.
- Upon request, provide copies of information to the Center as submitted to the MDE, the Superintendent of Public Instruction, or State Board of Education.
- The school board must provide a copy of the school board's public meeting schedule for the upcoming school year including the date, time and location of the public meetings. Any changes to that board meeting schedule must be submitted to the Center within 10 business days of school board approval.
- Provide to the Center, all proposed minutes of school board of directors' meetings no later than 10 business days after such meeting, and provide approved final minutes to the Center within five business days after the minutes are school board approved.
- The school board must approve and submit to the Center a school budget, and any associated budget amendments, in a manner prescribed by law and the Center's Master Calendar of Reporting Requirements within 30 days of the school board's approval of the budget (original and amended, if applicable). The school is required to place a copy of that budget on the school's website pursuant to



the requirements set forth in the Revised School Code and the State School Aid Act such that it is accessible to the public.

- Within five days of its submission to the Center for Educational Performance and Information of the budgetary assumptions that are required by Section 1219 of the Revised School Code, the school must provide a copy of those budgetary assumptions to the Center and confirm that the submitted budgetary assumptions were used in the adoption of the school's annual budget.
- Submit copies to the Center of any periodic financial reports required of the school by the State Department of Treasury.
- Provide copies of notices, reports and plans, including deficit elimination or enhanced deficit elimination plans, to the Center under Section 1220 of the Revised School Code.
- Submit to the Center, copies of insurance policies evidencing all insurance as required by the Contract.
- Submit to the Center a copy of the school's lease, deed or other purchase arrangement for its physical facilities as required by the Contract.
- Submit to the Center copies of all fire, health and safety approvals required by applicable law for the operation of a school.
- Submit annually to the Center, the dates, times and a description of how the school will provide notice of the school's student application and enrollment process which is required to be conducted in a fair and open manner in compliance with the Contract and the Revised School Code. At a minimum, the school must make a reasonable effort to advertise its enrollment openings by newspaper, mail, media, internet or other acceptable communication processes. All school notices of the open enrollment period must include language that the open enrollment period includes evening and weekend times for enrolling students in the school. In addition, the school must set forth in all public notices the date for the holding of a random selection drawing if such a drawing becomes necessary.

Authorizer Oversight and Support Functions

To ensure that CMU-authorized schools operate within the confines of the Contract and applicable law, the Center has structured its operations in a manner that focuses its oversight functions. As Michigan's first authorizer and the nation's first university authorizer, the Center continues to develop and enhance its oversight practices and routinely shares its best practices throughout the authorizing community at the state and national levels.

The Contract authorizes the Center to "conduct comprehensive on-site reviews to assess and/or evaluate performance" and adherence to applicable law, and the Contract contains detailed procedures and consequences to address issues of non-compliance by the schools. The Contract provides mechanisms, including revocation, termination, or suspension of the Contract; reconstitution of the school board of directors; or CMU's ability to appoint a conservator. To ensure the Center's oversight activities align with the procedural requirements set forth in the Contract and applicable law, the Center has developed and maintains operational processes related to non-compliance monitoring and required corrective actions.

The Contract also enables the Center to "provide information and support" to the schools it authorizes. Therefore, in addition to the oversight activities, various supportive services are provided to the schools authorized by CMU. The quality of our services not only benefits the CMU-authorized schools but also sets CMU apart as an authorizer. This includes extensive professional learning opportunities that are offered throughout each school year and outlined in this section.



The Center's largest event is its annual conference. At the August 2024 event, the Center welcomed approximately 600 attendees. In addition to the renowned national keynote speaker, the conference offered a diverse range of breakout sessions with topics designed for teachers, school leaders, and board members. The Center offers State Continuing Educational Clock Hours for attendees at its professional development offerings.

The Center's dedicated personnel and resources perform the oversight and support functions in the areas identified below. This is intended to summarize the supports offered and is not an exhaustive list.

School Board Governance

The Contract Terms And Conditions require that the schools be organized and administered under the direction of a school board and pursuant to the governance structure established in Contract Schedule 7a. Under the Contract, the school boards have all of the powers and duties permitted by law to manage the business, property and affairs of the school and for adopting policies by which the school will be governed. The school board is responsible for assuring that the school operates according to the Contract and applicable law. Each Contract contains, in Schedule 2, the Bylaws for the school board which establish additional descriptions of the governance structure. This includes adopting and properly maintaining governing board policies in accordance with applicable law.

Method of Board Member Selection, Appointment and Removal. The CMU Board of Trustees established the Public School Academy Board of Directors: Method of Selection, Appointment and Removal Policy which required the Center Executive Director to develop and administer a school board selection and appointment process.

Pursuant to the CMU Board of Trustees policy:

- The CMU Board of Trustees shall appoint the initial and subsequent academy board of directors.
- In the event that the health, safety and welfare of a school's students, property or funds are at risk, the CMU President, after consulting with the CMU Board Chair, may appoint a person to serve as a conservator for the school. Upon appointment, the conservator shall have all the powers of the school's board of directors and shall act in the place and stead of the school's board of directors. After the CMU President appoints a conservator, the full CMU Board of Trustees shall receive notice of the appointment as soon as possible. The CMU President shall appoint the conservator for a definite term which may be extended in writing. During the conservator's appointment, the school's board of directors, and all powers of the school's board of directors, are suspended. The Contract shall set forth any additional powers granted to the conservator during their appointment. All appointments made under this provision must be presented to the CMU Board of Trustees for final determination at its next regularly scheduled meeting.
- The Center's Executive Director shall recommend qualified individuals to the CMU Board of Trustees and ensure that the school boards of directors includes representation from the local community where the school is located.
- The school boards of directors shall nominate its subsequent members, except as provided otherwise. Nominees shall submit the Application for Public School Academy Board Appointment for review by the Center. The Center's Executive Director may or may not recommend the appointment of a nominee submitted by the school board. If the Center's Executive Director does not recommend the appointment of a nominee submitted by the school board, he/she may select and recommend another nominee or may request the school board submit a new nominee for consideration.



- The Center has established roles and responsibilities surrounding the receipt and review of initial and subsequent school board nominees including, but not limited to, in-person interviews with the nominees to discuss the requirements of serving as a public official on a public school academy board. These requirements include initial and subsequent required hours of professional development, a review for actual or perceived conflicts of interest, and a criminal background check including the state's registry of sex offenders.

If the CMU Board of Trustees determines that a school board member's service in office is no longer necessary, then the CMU Board of Trustees may remove a school board member with or without cause and shall specify the date when the school board member's service ends. A school board member may also be removed as part of a reconstitution under the Contract or from office by a two-thirds (2/3) vote of the school's board of directors for cause. With the approval of the CMU Board Chair and the CMU President, the Center's Executive Director may suspend a school board member's service, if in their judgment the person's continued presence would constitute a risk to persons or property or would seriously impair the operation of the school. Any suspension made under this provision must be presented to the CMU Board of Trustees for final determination at its next regularly scheduled meeting. The CMU Board of Trustees reserves the right to review, rescind, modify, ratify, or approve any suspensions.

Qualifications of School Board Members. The qualifications are also set forth in the CMU Board of Trustees Method of Selection, Appointment and Removal Policy. To be qualified to serve on a school's board of directors, a person shall, among other things:

- Be a citizen of the United States.
- Be a resident of the state of Michigan.
- Submit all materials requested by the Center including, but not limited to, the Application for Public School Academy Board Appointment which must include authorization to process a criminal background check.
- Annually submit a conflict of interest disclosure as prescribed by the Center.

Governance Oversight. The Center has a Field Operations team where each team member is assigned to a cohort of schools. They monitor school board activities which include, but are not limited to:

- Meeting with all school board candidates prior to making a recommendation for appointment or re-appointment to assess the candidate's understanding of the requirements of being a public official and serving in this capacity as a school board member.
- Attending school board meetings.
- Conducting visits to the schools.

Governance Support. The Center provides resources and support to CMU-authorized schools which include, but are not limited to:

- **Professional development and training** - New Board Member Orientations, Board President Roundtables, and an annual conference with governance sessions.
- **Board Gear** - A governance curriculum focused on school board members and the role governance plays in driving school performance. It includes short videos and handouts that provide additional information on relevant topics. All of the resources are available on the Center's website: www.thecenterforcharters.org > Resource Center > Boards > [Board Gear](#).



- **Board Policy Program** - Financial support is provided for those school boards that contract for a board policy program and associated update service. This service provides legally vetted and best practice governing policies and administrative guidelines to the participating schools to ensure compliance with changes in applicable law and regulation.
- **Board Resolutions and Templates** - Available on the Center's website: www.thecenterforcharters.org > Resource Center > Boards > [Resolutions and Templates](#).

Academic Performance and Accountability

The Contract sets forth the Educational Goal and Related Measures that the schools shall achieve, or demonstrate measurable progress, for all groups of pupils. The Contract also contains the Educational Programs and Curriculum that the school shall implement, deliver and support.

Academic Oversight. The Center's Academic Performance and Accountability team monitors and evaluates the implementation, delivery, and support of the Educational Programs and Curriculum through on-site reviews including Educational Program Reviews, New School Support Visits, School Support Visits, Special Education Reviews, and Customized School Monitoring and Support.

Academic Support. The Center's Academic Performance and Accountability team provides professional development opportunities, including webinars and in-person events, for teachers and school leaders.

Research, Assessment, Evaluation and Data Analysis

The Contract requires the schools to administer the academic assessments required by the Revised School Code and the Contract. The schools are required to provide the Center with direct access to the results of these assessments, along with any other measures of academic achievement reasonably requested by the Center.

The Contract authorizes the Center to audit and conduct systematic investigations, including research development, testing and evaluation studies, designed to develop and contribute to generalizable knowledge using school data.

Data Analysis Oversight. The Center's Data Analysis team monitors and evaluates oversight activities including monitoring compliance with student assessment requirements through on-site reviews. They conduct and distribute analysis and comprehensive reporting on the performance of the CMU-authorized schools including the academic performance and progress toward achieving the Educational Goal and Related Measures of the schools as set forth in the Contract pursuant to the assessment methods required by both the Contract and applicable law. The Center's distribution of the APR identified and described in Section A above, as well as included for each school in Section C, includes making them available to the public through the Center's website: www.thecenterforcharters.org > Schools > [Our Schools](#).

The Center's Data Analysis team is also leading in progressive work around alternative accountability for schools serving opportunity youth. The team continues to refine a differentiated accountability system for schools serving severely and uniquely at-risk students. With these efforts, they are also conducting research to determine appropriate measures/metrics for the standardized assessment utilized and working with the schools to determine non-standardized measures/metrics that fit their mission.



Data Analysis Support. The Center's Data Analysis team provides research and analysis and shares the results of that work through formal written reports and presentations at state and national conferences. The team's research and presentations are available on the Center's website at www.thecenterforcharters.org/research-and-analysis.

Fiscal Performance and Accountability

The Contract requires the schools to comply with generally accepted public sector accounting principles and accounting system requirements that comply with the State School Aid Act of 1979, as amended, the Uniform Budgeting and Accounting Act, MCL 141.421, et seq., and applicable State Board of Education and MDE rules. The Contract also requires the schools to conduct an annual financial statement audit prepared and reviewed by an independent certified public accountant. The school boards are required to select, retain and pay for the independent auditor. The Contract disallows the school boards from approving the retention of any independent auditor or auditor's firm that is also performing accounting and/or auditing services for the school's ESP, if applicable.

Fiscal Oversight. The Center's Fiscal Performance and Accountability team monitors and evaluates the organizational and financial viability of CMU-authorized schools, including fiscal stewardship and use of public resources, in part through the development and implementation of a range of key performance indicators. This includes assessing adherence to budgeting requirements (original budget and all amendments), quarterly and annual financial statement reporting, including the audited financial statements, management letter as well as any responses to the auditor's management letter, facility leases and amendments, short and long-term financings, ESP Agreements, and insurance requirements.

CMU's external legal counsel is also utilized for proposed ESP Agreement reviews, certain lease agreements and financing transactions to ensure they do not violate the Contract, the ESP Policies, or applicable law. Other fiscal-related oversight activities include reviewing that the school boards comply with Section 1221 of the Revised School Code, MCL 380.1221, regarding the deposit of all public or private funds received. Wherein, only school board members or designated school board employees are a signatory on any school bank account.

Fiscal Support. The Center's Fiscal Performance and Accountability team provides support to CMU-authorized schools, including:

- Representation on the Michigan Public School Accounting Manual Referent Group.
- Professional development opportunities for school leaders and school boards.
- Fiscal-related resources and templates via the Center's website:
www.thecenterforcharters.org > Resource Center > Fiscal.

Charter Accountability

The Contract requires the schools to perform the compliance certification duties as outlined in the Contract Oversight Agreement. The Contract further states that the schools' compliance with the annual Master Calendar of Reporting Requirements shall serve as one means by which the Center monitors the schools' compliance with applicable law. The Revised School Code provides that the school boards shall make information concerning its operation and management available to the public and to the Center in the same manner as is required by state law for school districts. The Contract requires that any ESP Agreement entered into by the school boards must contain a provision requiring the ESP to provide to the school boards information concerning the operation and management of the school (including without limitation, but not limited to, the items identified in the Contract and annually the information that a school district is required to disclose under Section 18(2) of the State School Aid Act of 1979, MCL 388.1618).



Charter Accountability Oversight. The Center's Charter Accountability team is responsible for the coordination of Contract documentation requirements and submissions to appropriate entities related to Contract authorizations, amendments and reauthorization. Additionally, the Charter Accountability team monitors, reviews and evaluates document submissions required by the Contract and applicable law and administers the activities related to consequences created by non-compliance actions of the schools. The Contract permits the Center to inspect the records, internal controls, operations or premises of the schools at any reasonable time. To assess whether the schools are demonstrating good faith in complying with the Contract, the Revised School Code, and all other applicable law, this unit monitors and evaluates compliance with:

- OMA.
- Application and enrollment procedures.
- School calendar and school day schedule.
- Staff assigned to the schools to ensure they are qualified, as required, and that appropriate background checks have been conducted.
- Whether the schools are providing a safe learning environment.
- Whether the school's written curriculum is aligned with state requirements.
- Evidence that the schools have obtained the necessary permits and certificates to operate as a public school from the applicable governmental agencies, including, without limitation, the LARA BCC, and local health departments.
- Reporting and document submission requirements set forth in the Master Calendar of Reporting Requirements.

Charter Accountability Support. The Center provides each CMU-authorized school with access to Epicenter, a web-based platform, designed to streamline school operations, board governance and compliance activities. The Center's compliance requirements for the schools are housed within Epicenter which allows for an efficient repository that interfaces with the Center's oversight processes.

Authorizing and Reauthorizing

CMU's reauthorizing process is guided by the Revised School Code¹⁷, the Contract, and the CMU Board of Trustees Chartering Policy. That Policy states, "striving to make the renewal process for schools straightforward, the Center shall institute a charter renewal process, guided by the following core questions:

- Is the school's academic program successful?
- Is the school's organization viable?
- Is the school demonstrating good faith in following the terms of its contract and applicable law?"

The Contract further provides guiding language for the Center's oversight process in this area. In reviewing whether a school should be reauthorized, CMU considers whether there have been increases in academic achievement for all groups of pupils as measured by assessments and other objective criteria established by the CMU Board of Trustees. The Center utilizes a comprehensive due diligence review and evaluation as part of this process. This interdisciplinary approach involves all areas of concentration within the Center.

¹⁷ See, e.g., MCL 380.503(6)(h).



Section C

School Profiles and Academic Performance

[MCL Sec. 275k(1)(a), (d), (e), (f), (g), (h), (i), and (j)]



School Profile: A.G.B.U. Alex and Marie Manoogian School

District	A.G.B.U. Alex and Marie Manoogian School	Initial Charter Applicant	Nadya Sarafian
District Code(s)	63901	School Property Owner	Armenian Apostolic Society, Inc.
Building Code(s)	08265	School Building Owner	Armenian Apostolic Society, Inc.
Location	22001 Northwestern Highway Southfield, MI 48075	Educational Service Provider (ESP)	Self-Managed
Phone	248-569-2988	ESP Contract Term	Not Applicable
Website	http://www.manoogian.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$124,011.07
Grades Served	K-12	Special Education Cost	\$18,209.25
School Year Authorized	1994-1995	Reimbursements Received in FY24	
Charter Contract Term	July 01, 2024 – June 30, 2034		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Richard Kurjian	President	June 24, 2021	August 30, 2025
Alice Nigoghosian	Vice President	June 24, 2021	August 30, 2025
Esther Lyons	Secretary	June 29, 2023	August 30, 2027
David Terzibashian	Treasurer	September 28, 2023	August 30, 2027
Linda Karibian	Director	June 30, 2022	August 30, 2026
Osep Sarafian	Director	June 30, 2022	August 30, 2026
Richard Marburger	Director	June 29, 2023	August 30, 2027
Stephen Grigorian	Director	June 25, 2024	August 30, 2028

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	25	26	26	28	26	27	34	31	29	45	46	47	41	431	12
2024-25	26	26	27	27	28	27	29	36	36	33	42	45	44	426	N/A



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SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

A.G.B.U. Alex and Marie Manoogian School

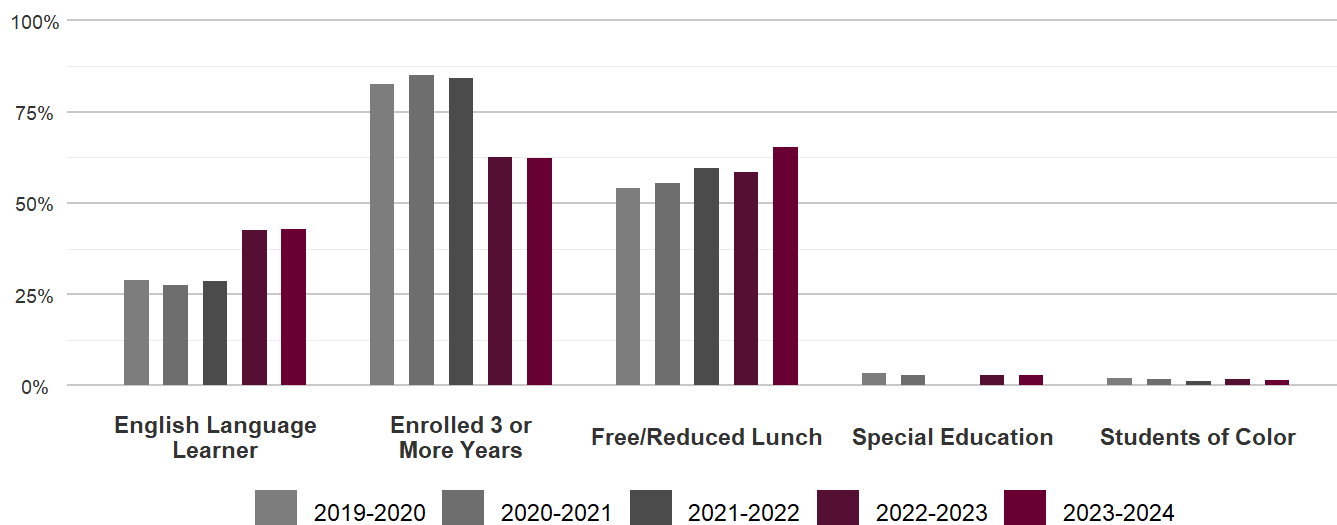


September 2024: State Assessment Update

A.G.B.U. Alex and Marie Manoogian School

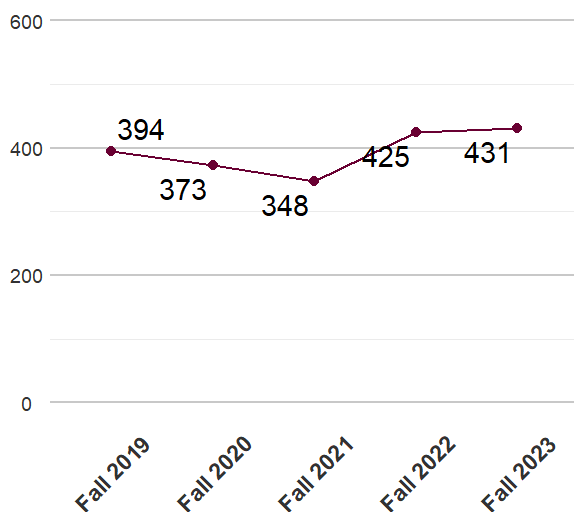
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	28.9%	27.6%	28.7%	42.6%	42.9%
Special Education	3.3%	2.9%	0.0%	2.8%	2.8%
Free/Reduced Lunch	54.1%	55.5%	59.5%	58.6%	65.4%
Students of Color	2.0%	1.9%	1.1%	1.6%	1.4%
Enrolled 3 or More Years	82.5%	85.0%	84.2%	62.6%	62.4%

Enrollment



Where Students Come From

Assigned District	Students
Warren Consolidated Schools	86
Hamtramck, School District of the City of	68
West Bloomfield School District	51
Southfield Public School District	49
Farmington Public School District	37
Oak Park, School District of the City of	21
Walled Lake Consolidated Schools	13
Novi Community School District	12
Livonia Public Schools School District	9
Other	85

A.G.B.U. Alex and Marie Manoogian School

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

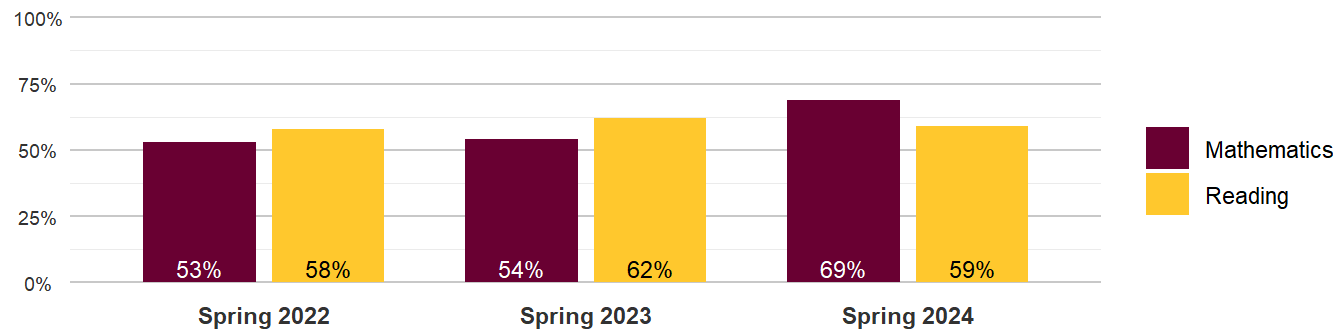


A.G.B.U. Alex and Marie Manoogian School

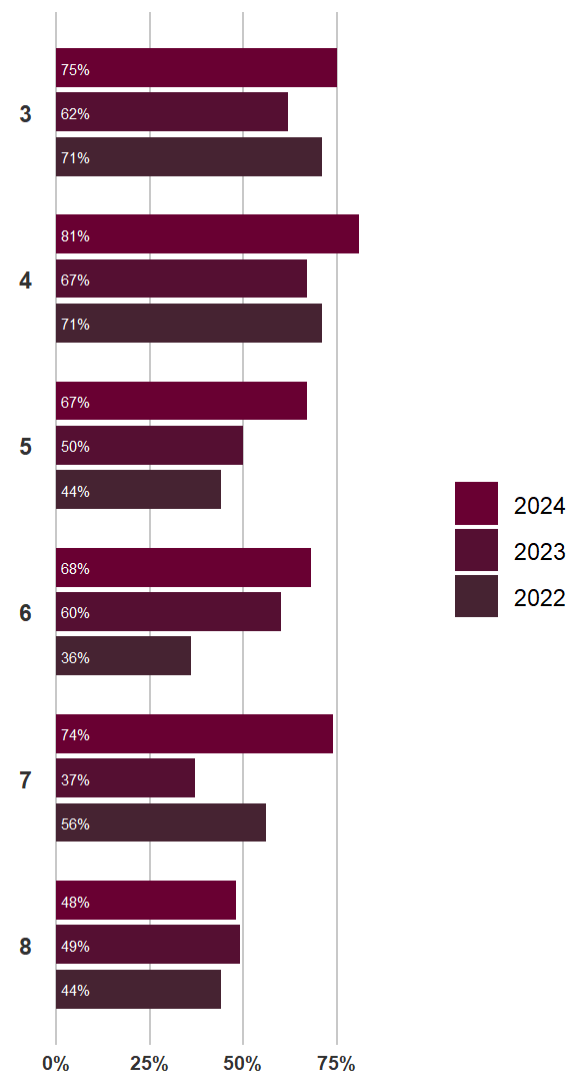
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

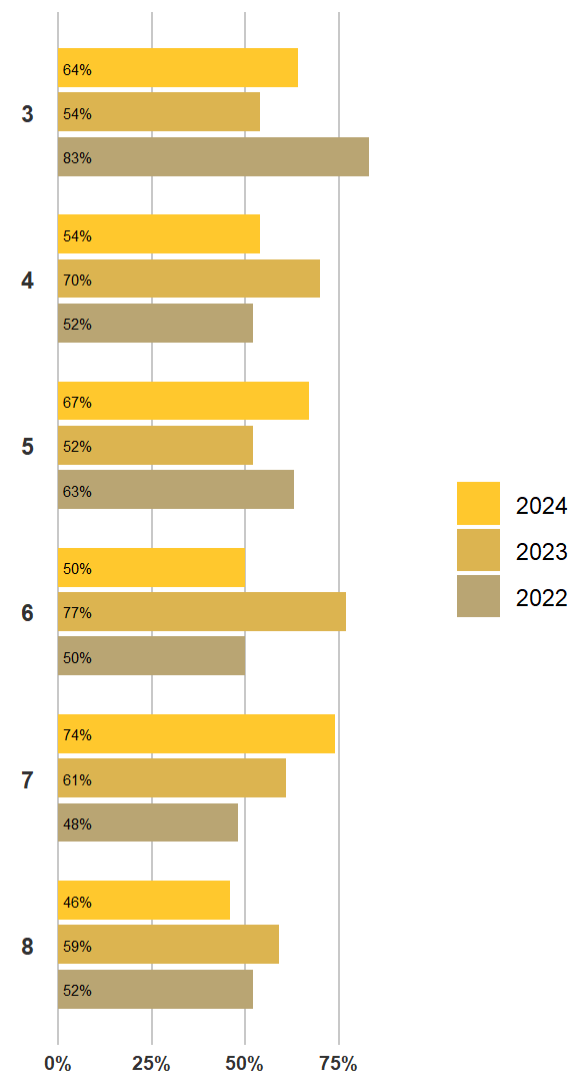
School-Wide by Year



By Grade Level Mathematics



Reading



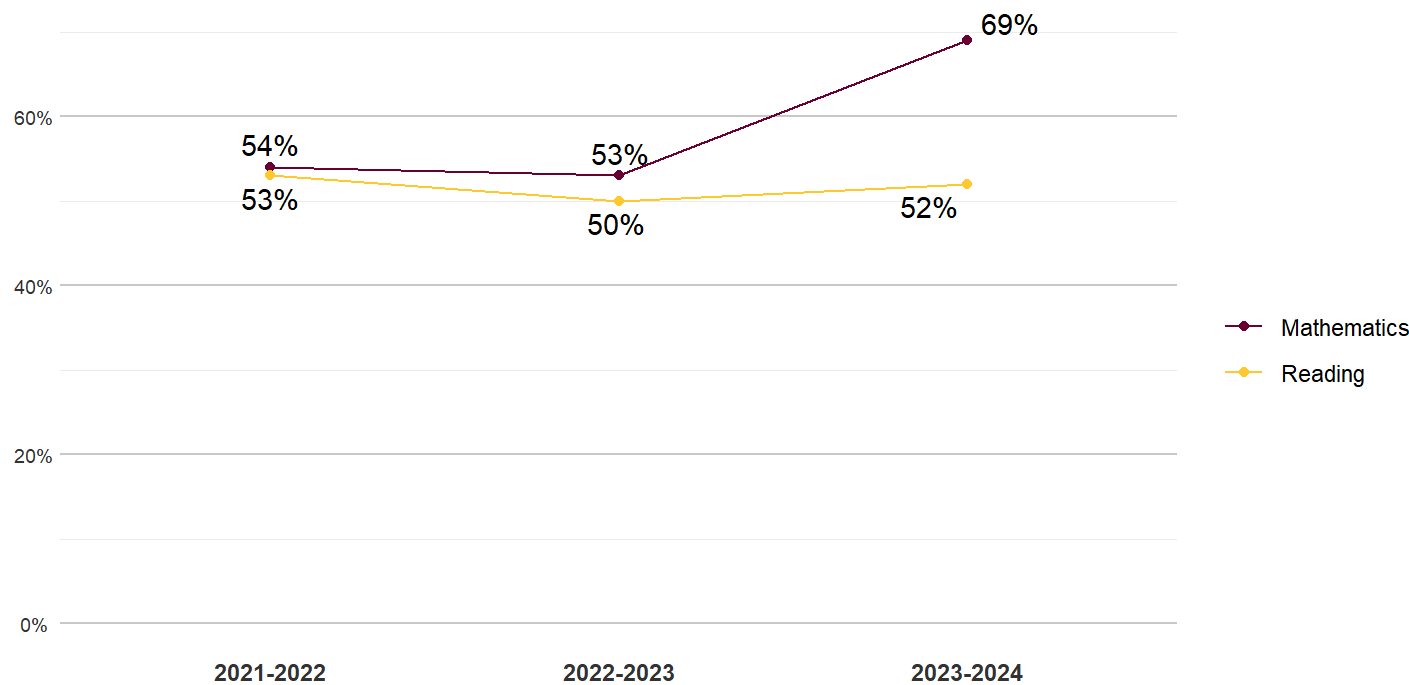
A.G.B.U. Alex and Marie Manoogian School

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

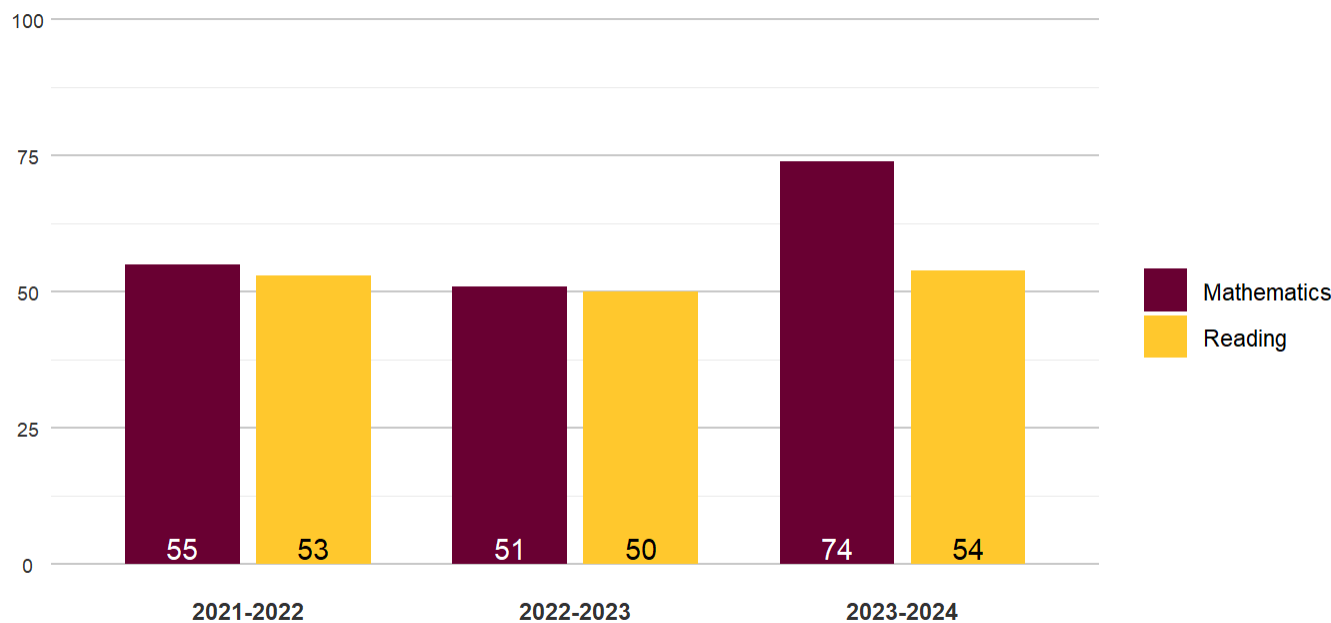
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



A.G.B.U. Alex and Marie Manoogian School

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Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

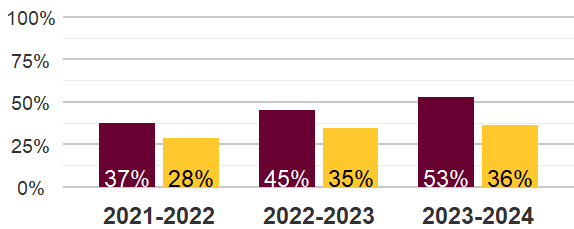


A.G.B.U. Alex and Marie Manoogian School

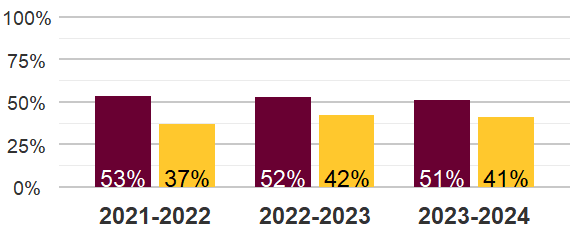
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics

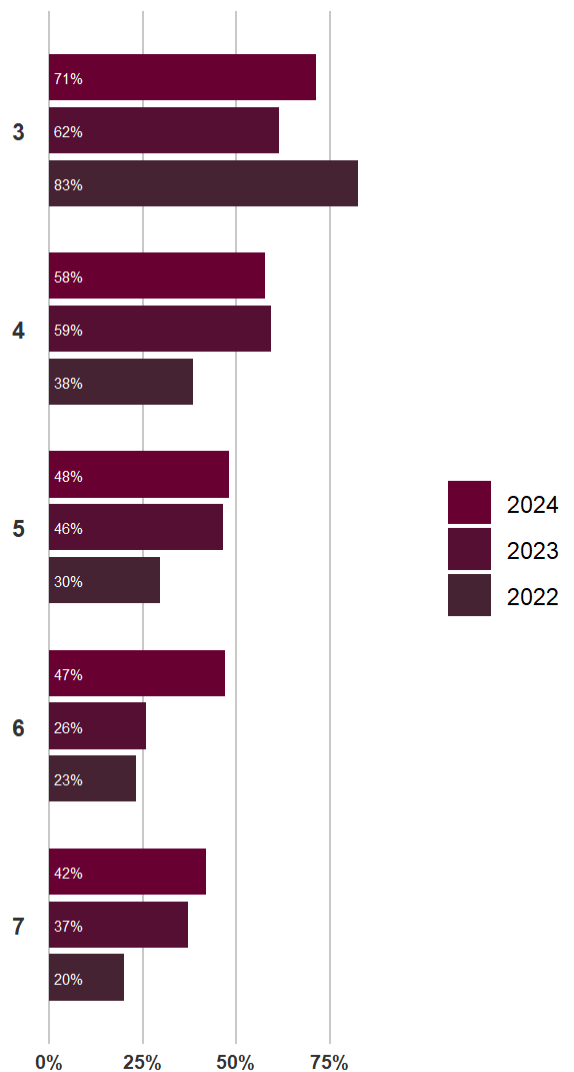


ELA

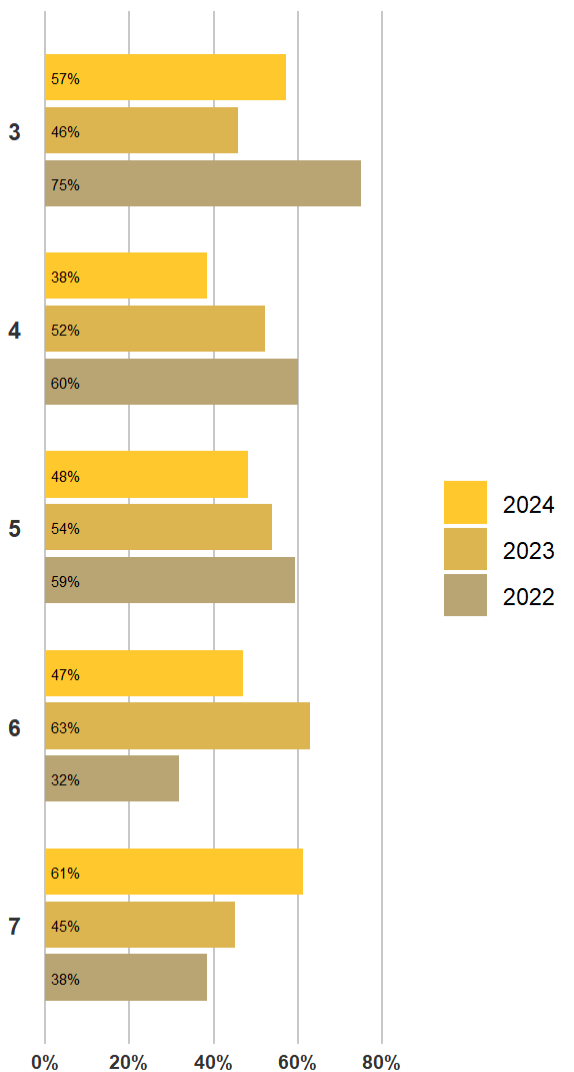


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



A.G.B.U. Alex and Marie Manoogian School

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Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. **Please see the Guidance Document for more information.**

Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

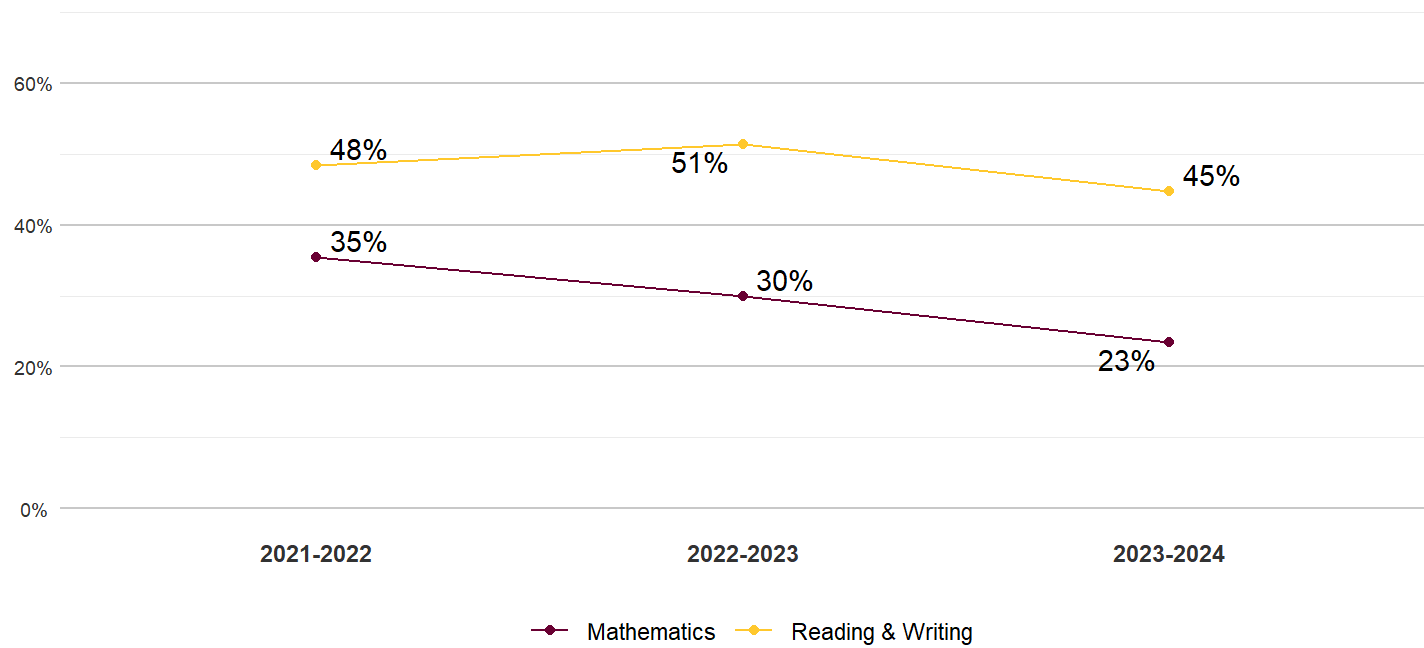


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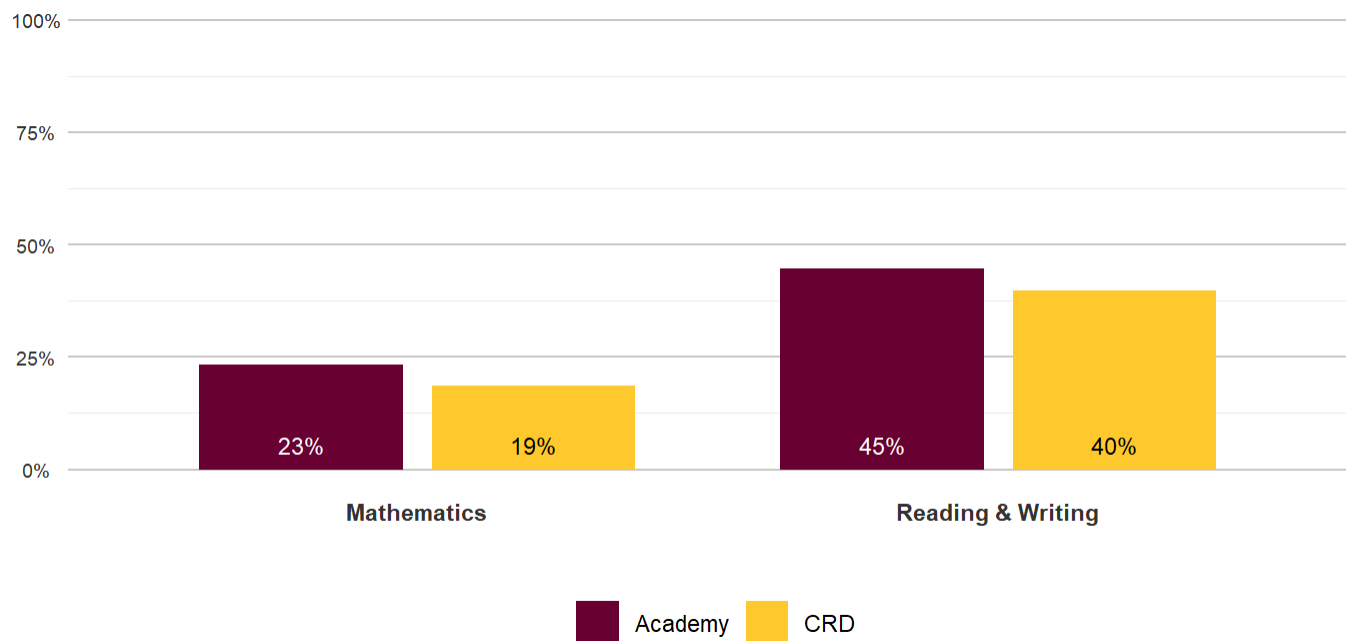
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD





School Profile: Bridge Academy of Southwest Michigan

District	Bridge Academy of Southwest Michigan	Initial Charter Applicant	Todd Gustafson
District Code(s)	11900	School Property Owner	Consumers Investment Co., L.L.C.
Building Code(s)	03924	School Building Owner	Consumers Investment Co., L.L.C.
Location	499 W. Main St. Benton Harbor, MI 49022	Educational Service Provider (ESP)	Berrien, Cass, Van Buren Workforce Development Board d/b/a Kinexus Group
Phone	800-285-9675	ESP Contract Term	May 01, 2021 – June 30, 2026
Website	http://www.bridgeacademyswm.org/	2023-24 Total Fees, Reimbursements, and Charges Collected	\$32,950.41
Grades Served	9-12	Special Education Cost	\$27,872.99
School Year Authorized	2020-2021	Reimbursements Received in FY24	
Charter Contract Term	March 16, 2021 – June 30, 2026		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Mike Hagerty	President	November 30, 2023	January 14, 2028
Brian Maynard	Vice President	December 08, 2022	January 14, 2027
Lewis Scott	Secretary, Treasurer	June 29, 2023	January 14, 2026
William Shepard	Director	June 25, 2024	January 14, 2026

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59	35	19	8	121	20
2024-25	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	47	30	26	10	113	N/A



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Bridge Academy of Southwest Michigan

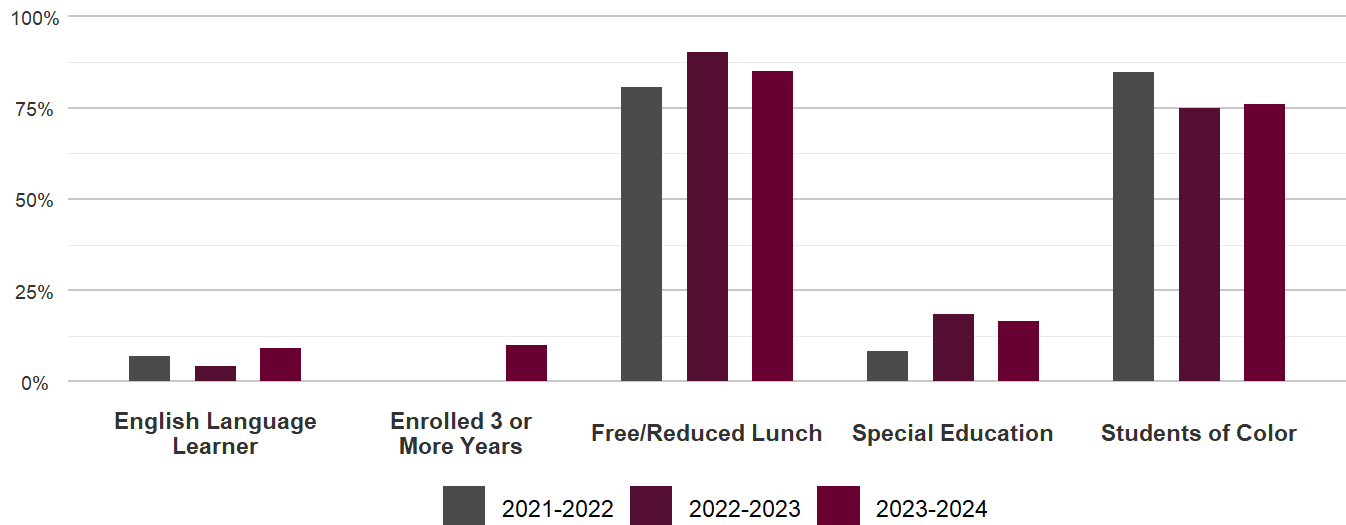


November 2024: State Assessment Update

Bridge Academy of Southwest Michigan

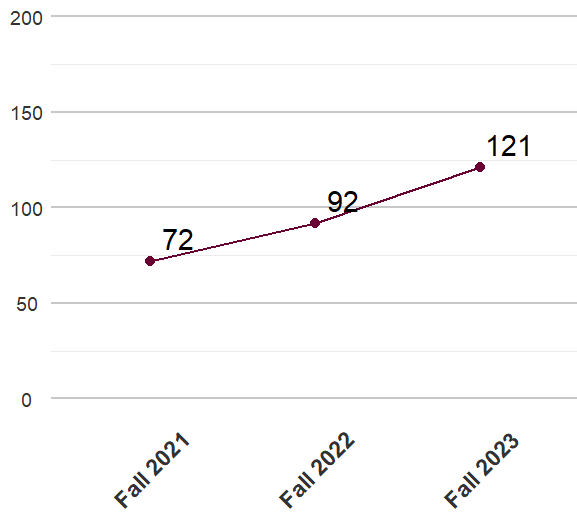
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2021-22	2022-23	2023-24
English Language Learner	6.9%	4.3%	9.1%
Special Education	8.3%	18.5%	16.5%
Free/Reduced Lunch	80.6%	90.2%	85.1%
Students of Color	84.7%	75.0%	76.0%
Enrolled 3 or More Years	0.0%	0.0%	9.9%

Enrollment



Where Students Come From

Assigned District	Students
Benton Harbor Area Schools	88
St. Joseph Public Schools	10
Coloma Community Schools	7
Lakeshore School District (Berrien)	6
Watervliet School District	4
Eau Claire Public Schools	2
Buchanan Community Schools	1
Edwardsburg Public Schools	1
Paw Paw Public School District	1
River Valley School District	1

Bridge Academy of Southwest Michigan

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. **Please see the Guidance Document for more information.**

Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



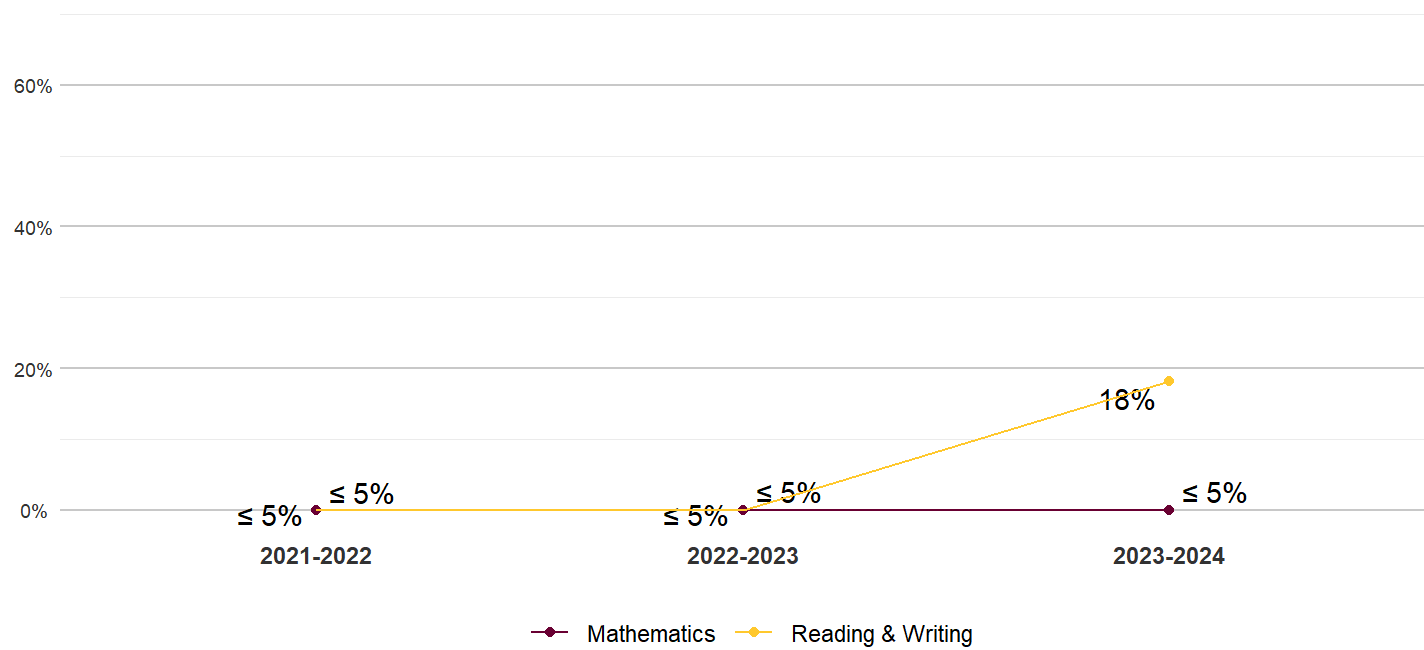
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

Bridge Academy of Southwest Michigan

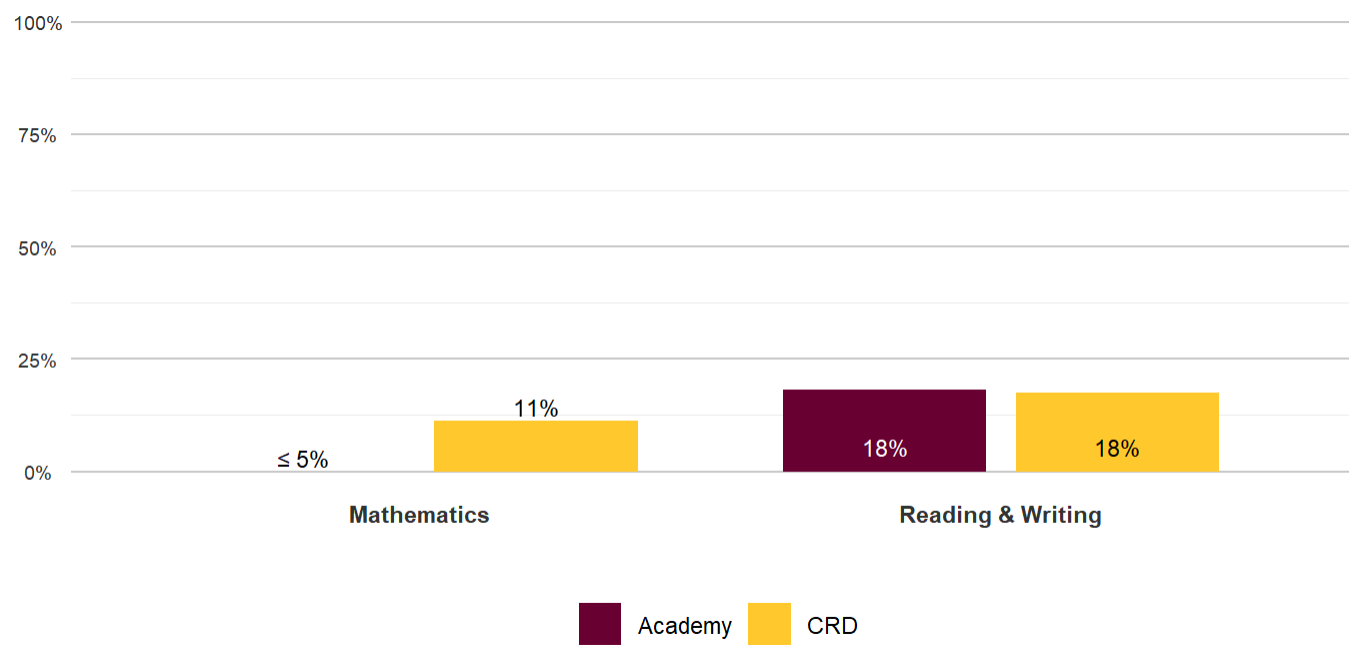
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SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



Bridge Academy of Southwest Michigan

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

School Specific Measure of Student Progress: Course Completion

The average number of courses completed by students at Bridge Academy of Southwest Michigan will increase each year. Data was last collected by the Center for Charter Schools in the spring of 2022. At that time, students completed an average of two courses.

2023-24 - Average Number of Courses Completed

5



School Profile: Canton Charter Academy

District	Canton Charter Academy	Initial Charter Applicant	Mark DeHaan
District Code(s)	82968	School Property Owner	Charter Development Company, L.L.C.
Building Code(s)	08816	School Building Owner	Charter Development Company, L.L.C.
Location	49100 Ford Road Canton, MI 48187	Educational Service Provider (ESP)	National Heritage Academies, Inc.
Phone	734-453-9517	ESP Contract Term	July 01, 2022 – June 30, 2032
Website	https://www.nhaschools.com/schools/canton-charter-academy/en	2023-24 Total Fees, Reimbursements, and Charges Collected	\$216,690.18
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$93,694.74
School Year Authorized	1998-1999		
Charter Contract Term	July 01, 2022 – June 30, 2032		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Jason Abate	President	April 22, 2021	May 12, 2025
Joey Alva	Vice President	April 20, 2023	May 12, 2027
Caroline Radzwion	Secretary	April 18, 2024	May 12, 2028
Jennifer Hourigan	Treasurer	April 20, 2023	May 12, 2027
Heather Pfitzenmaier	Director	June 24, 2021	May 12, 2026

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	119	92	118	91	89	84	72	60	34	N/A	N/A	N/A	N/A	759	62
2024-25	115	120	84	108	96	88	66	56	55	N/A	N/A	N/A	N/A	788	N/A



THE GOVERNOR JOHN ENGLER
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CHARTER SCHOOLS**
CENTRAL MICHIGAN UNIVERSITY

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Canton Charter Academy

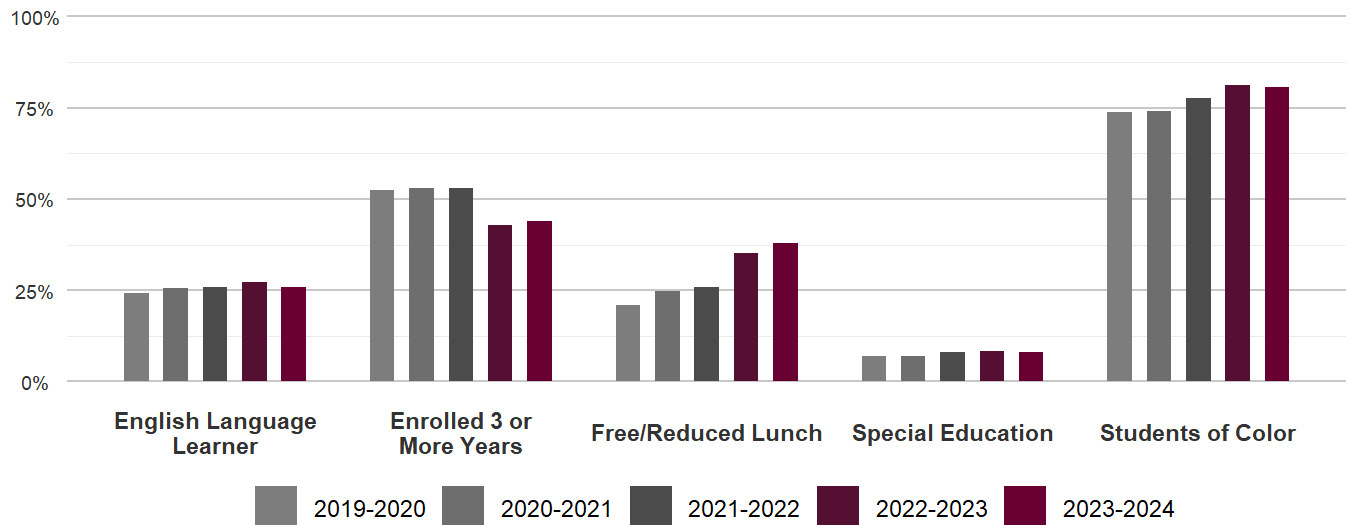


September 2024: State Assessment Update

Canton Charter Academy

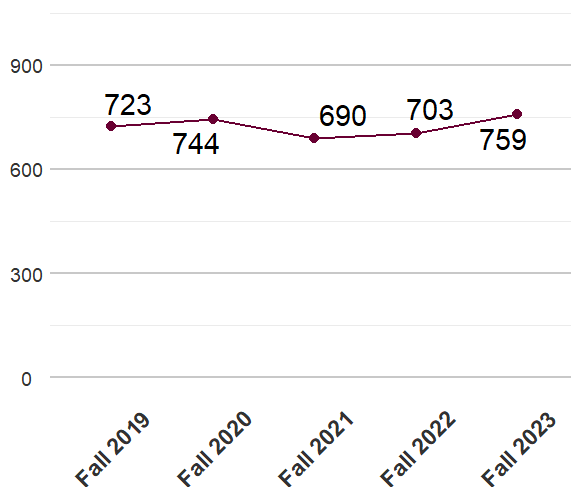
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	24.2%	25.5%	25.9%	27.2%	25.8%
Special Education	6.9%	7.0%	8.0%	8.3%	8.2%
Free/Reduced Lunch	21.0%	24.9%	25.9%	35.1%	37.8%
Students of Color	73.9%	74.2%	77.5%	81.1%	80.6%
Enrolled 3 or More Years	52.6%	53.0%	52.9%	43.0%	43.9%

Enrollment



Where Students Come From

Assigned District	Students
Plymouth-Canton Community Schools	435
Wayne-Westland Community School District	111
Van Buren Public Schools	50
Ypsilanti Community Schools	30
Garden City Public Schools	18
Livonia Public Schools School District	18
Detroit Public Schools Community District	14
Farmington Public School District	11
Romulus Community Schools	9
Other	63

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

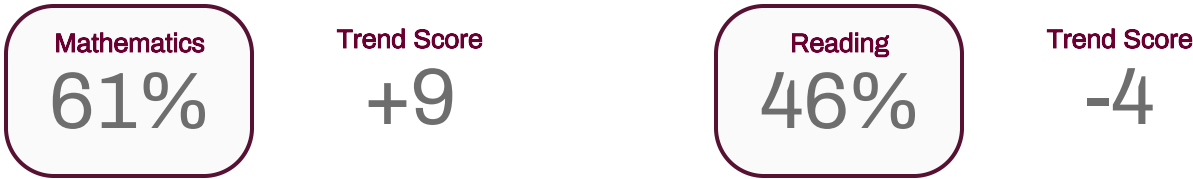
2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

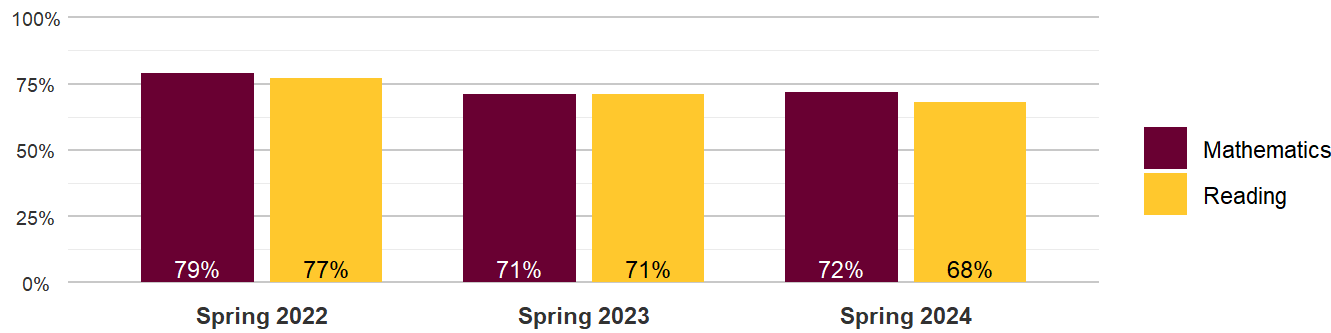


Canton Charter Academy

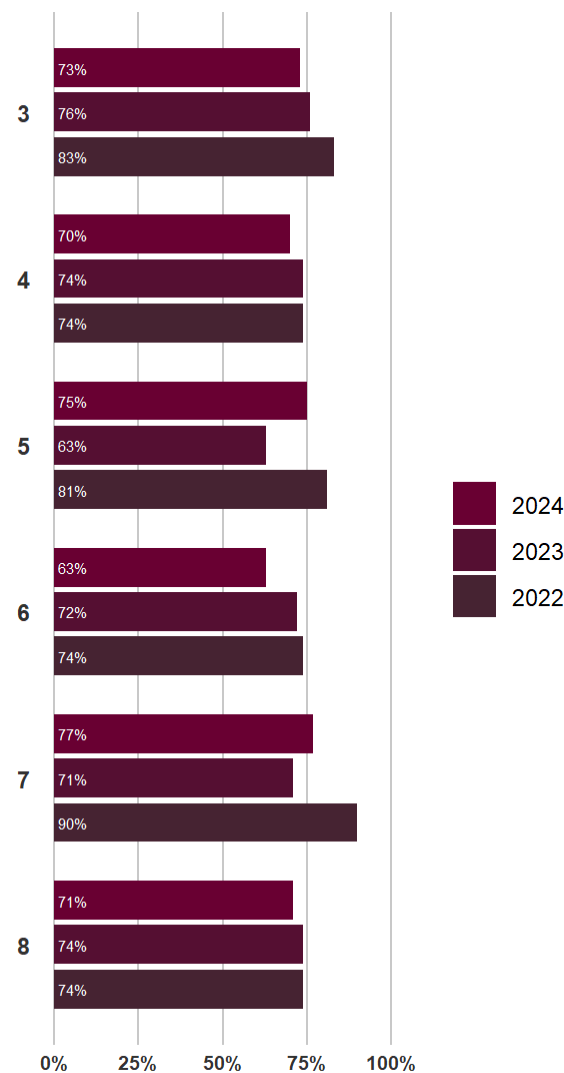
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

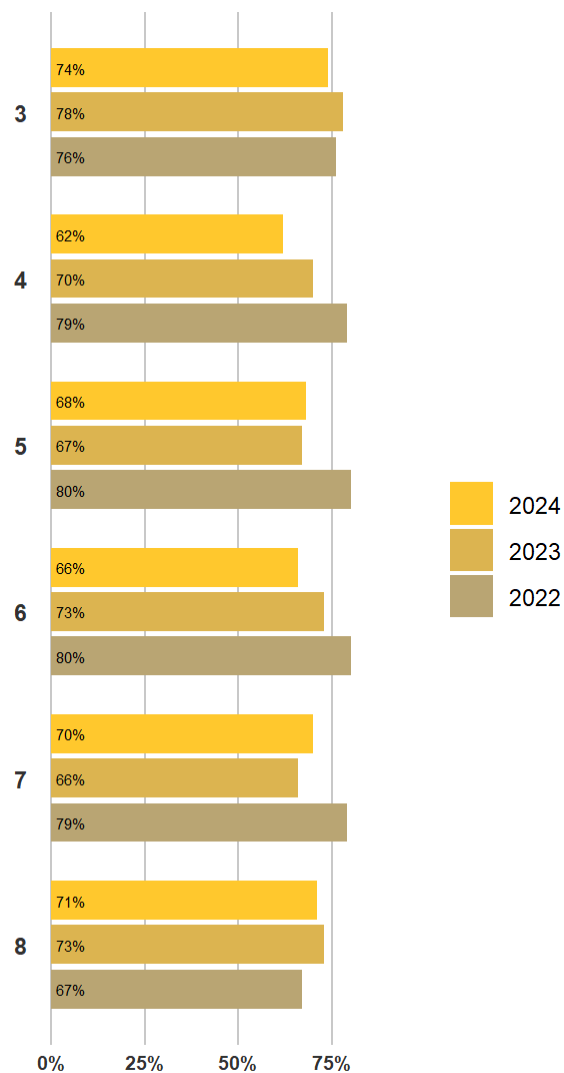
School-Wide by Year



By Grade Level Mathematics

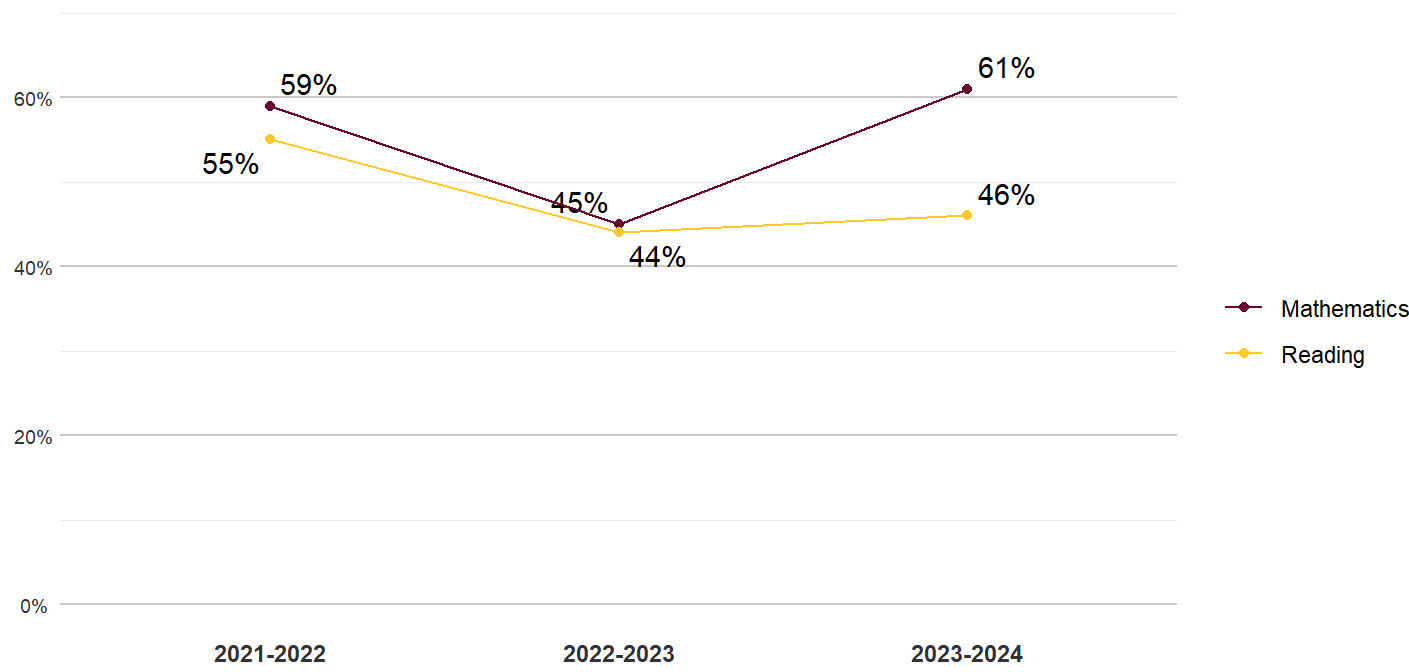


Reading

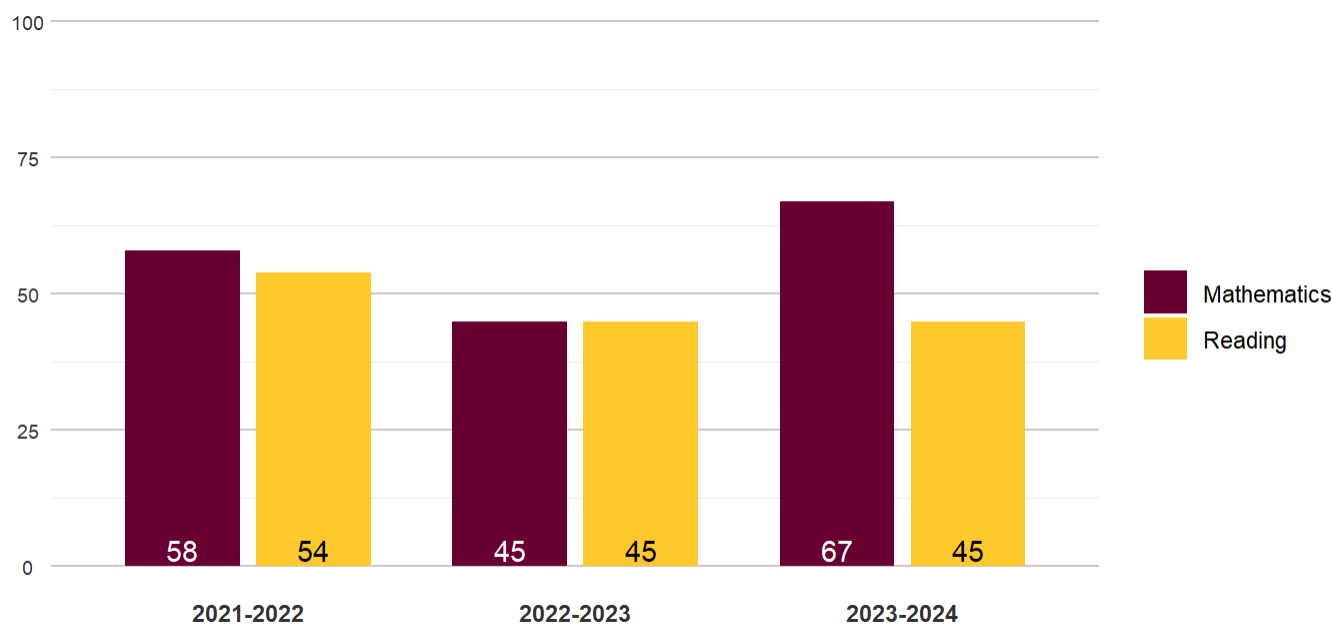


NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater
All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile
All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

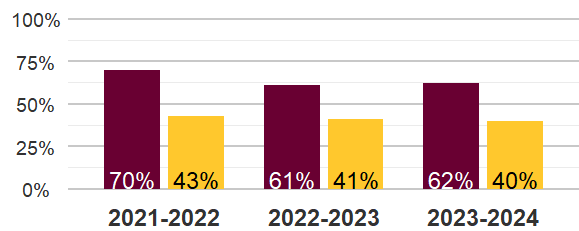


Canton Charter Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

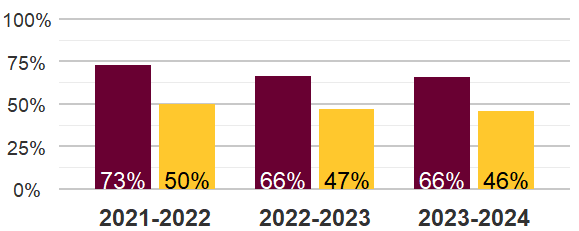
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

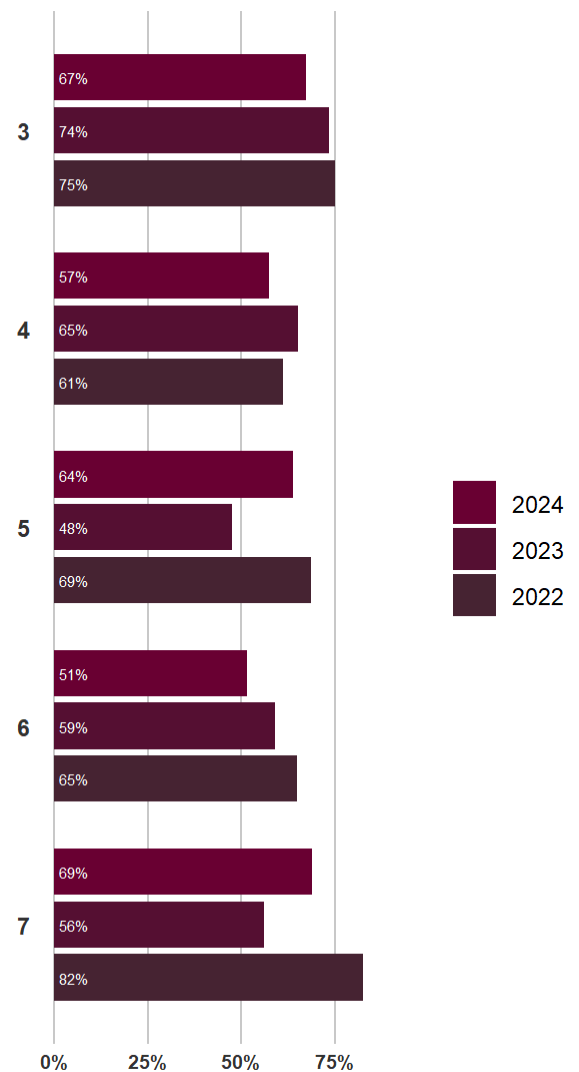
ELA



Academy CRD

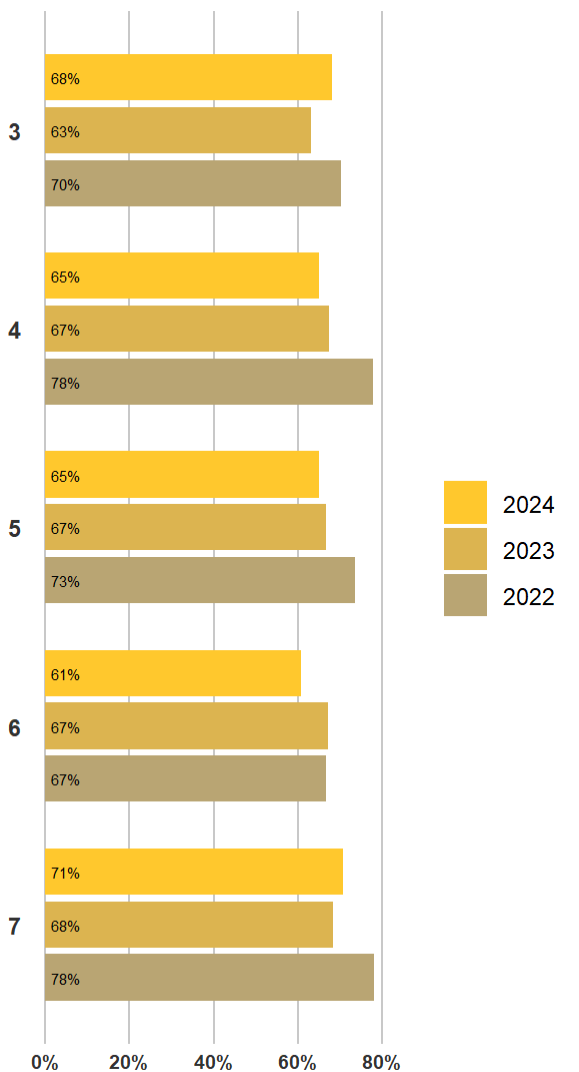
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022



School Profile: Center Line Preparatory Academy

District	Center Line Preparatory Academy	Initial Charter Applicant	Alton Williams
District Code(s)	50918	School Property Owner	Charter Development Company, L.L.C.
Building Code(s)	03747	School Building Owner	Charter Development Company, L.L.C.
Location	8155 Ritter St. Center Line, MI 48015	Educational Service Provider (ESP)	National Heritage Academies, Inc.
Phone	586-690-4290	ESP Contract Term	July 01, 2020 – June 30, 2025
Website	https://www.nhaschools.com/schools/center-line-preparatory-academy/en	2023-24 Total Fees, Reimbursements, and Charges Collected	\$248,918.30
Grades Served	K-12	Special Education Cost Reimbursements Received in FY24	\$66,435.23
School Year Authorized	2019-2020		
Charter Contract Term	February 27, 2020 – June 30, 2025		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Alton Williams II	President	February 13, 2020	January 14, 2025
TaJuana Washington	Vice President	December 02, 2021	January 14, 2026
Lynn Coleman	Secretary	December 08, 2022	January 14, 2025
Christian Liner	Treasurer	December 08, 2022	January 14, 2027

Current Enrollment, Student Turnover Rate, and IEPs

School Year	Grade														Students With IEPs
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	96	77	69	81	57	58	64	62	61	118	70	32	45	890	86
2024-25	98	86	82	88	99	67	82	82	79	127	93	53	39	1075	N/A



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Center Line Preparatory Academy

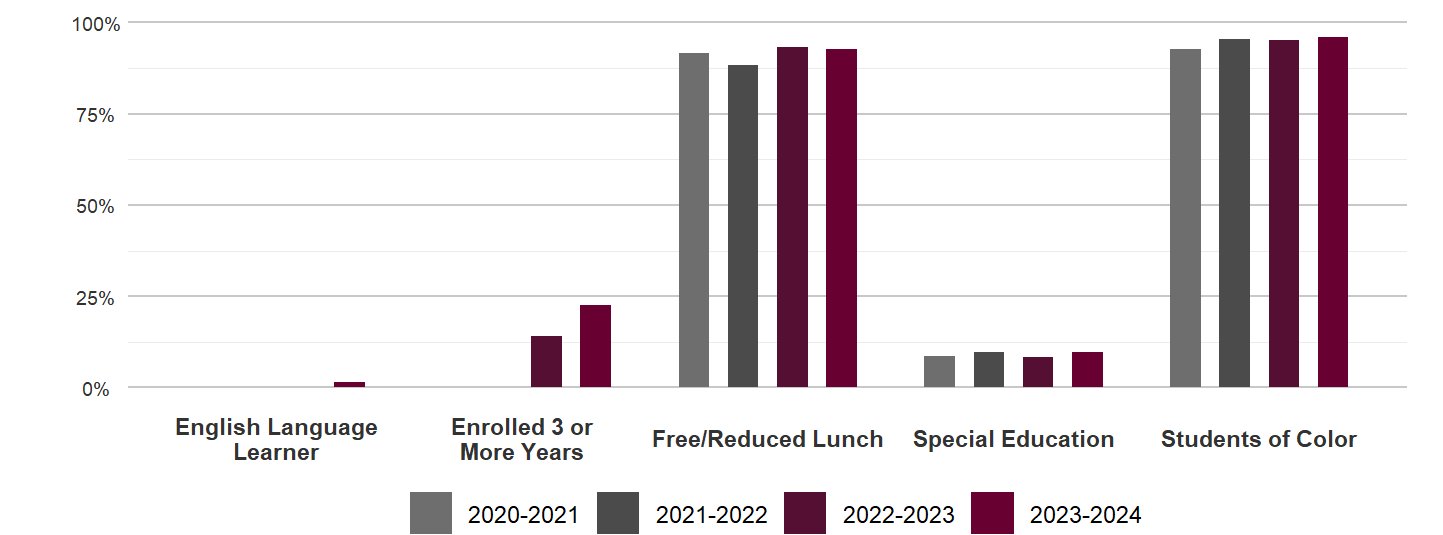


September 2024: State Assessment Update

Center Line Preparatory Academy

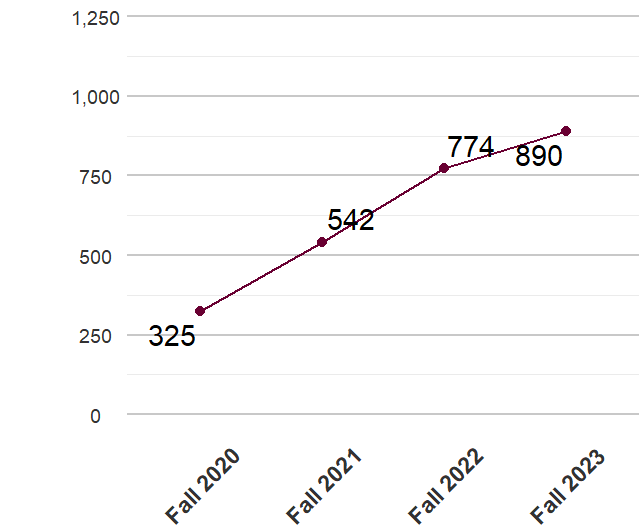
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	1.6%
Special Education	8.6%	9.8%	8.3%	9.7%
Free/Reduced Lunch	91.7%	88.4%	93.3%	92.8%
Students of Color	92.6%	95.4%	95.2%	96.0%
Enrolled 3 or More Years	0.0%	0.0%	14.2%	22.7%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	383
Van Dyke Public Schools	167
Eastpointe Community Schools	123
Center Line Public Schools	89
Fitzgerald Public Schools	23
Warren Consolidated Schools	17
Roseville Community Schools	15
Harper Woods, The School District of the City of	10
Warren Woods Public Schools	9
Other	55

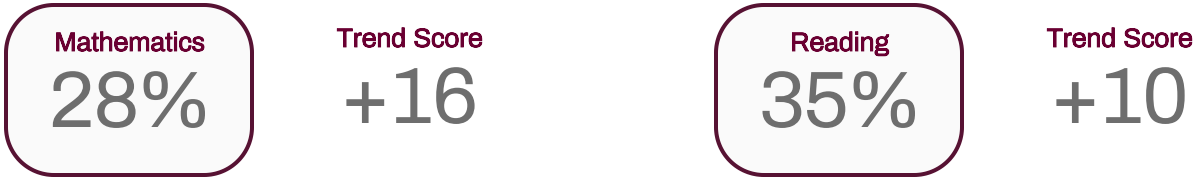
NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile



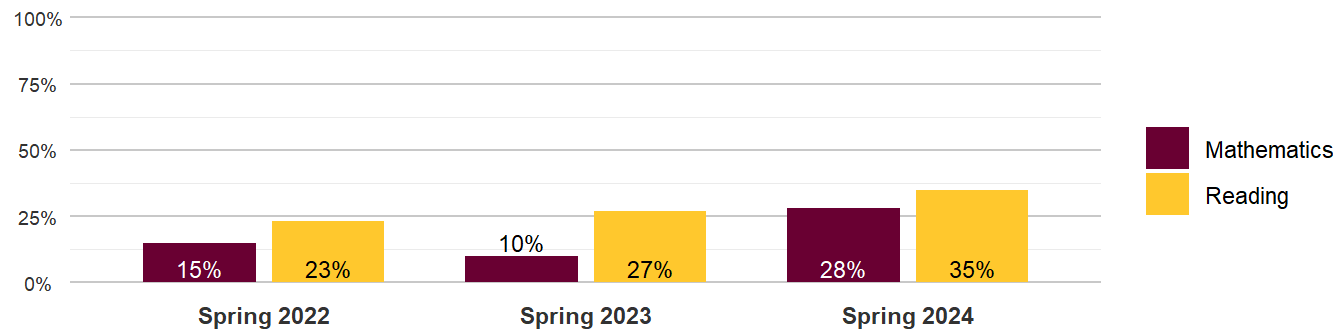
Center Line Preparatory Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

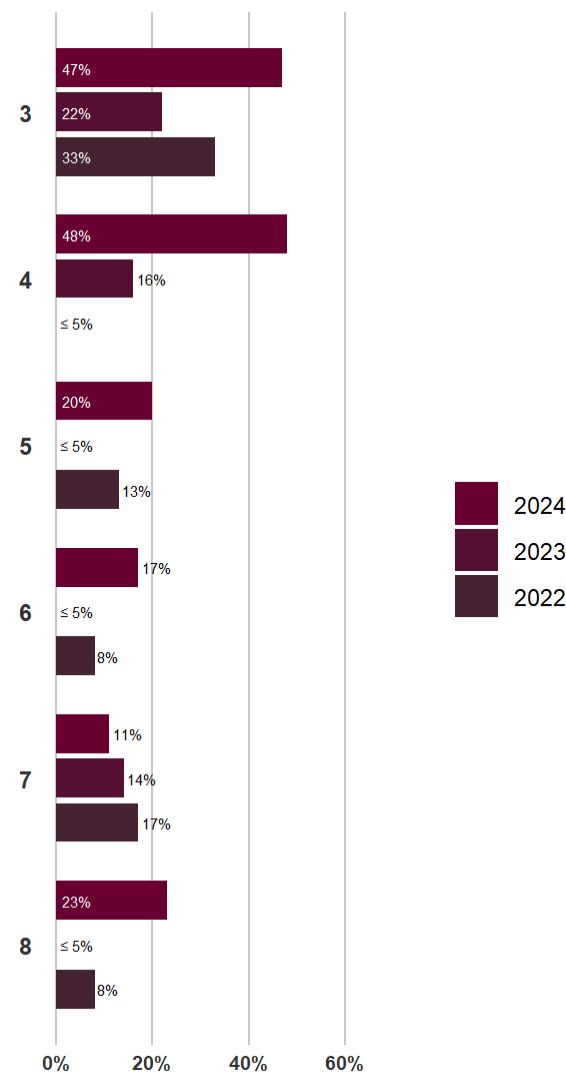
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

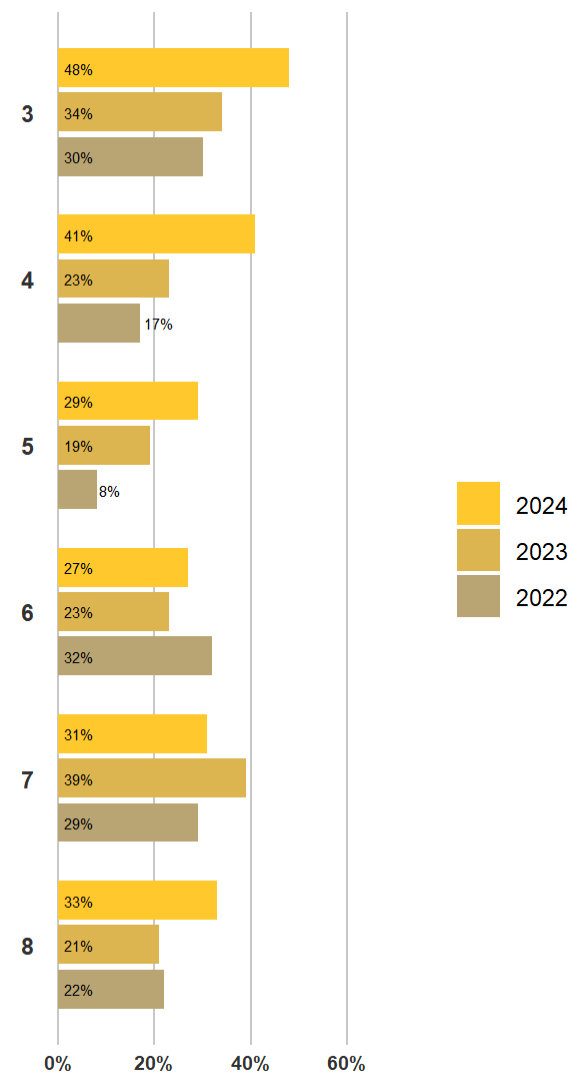


By Grade Level

Mathematics

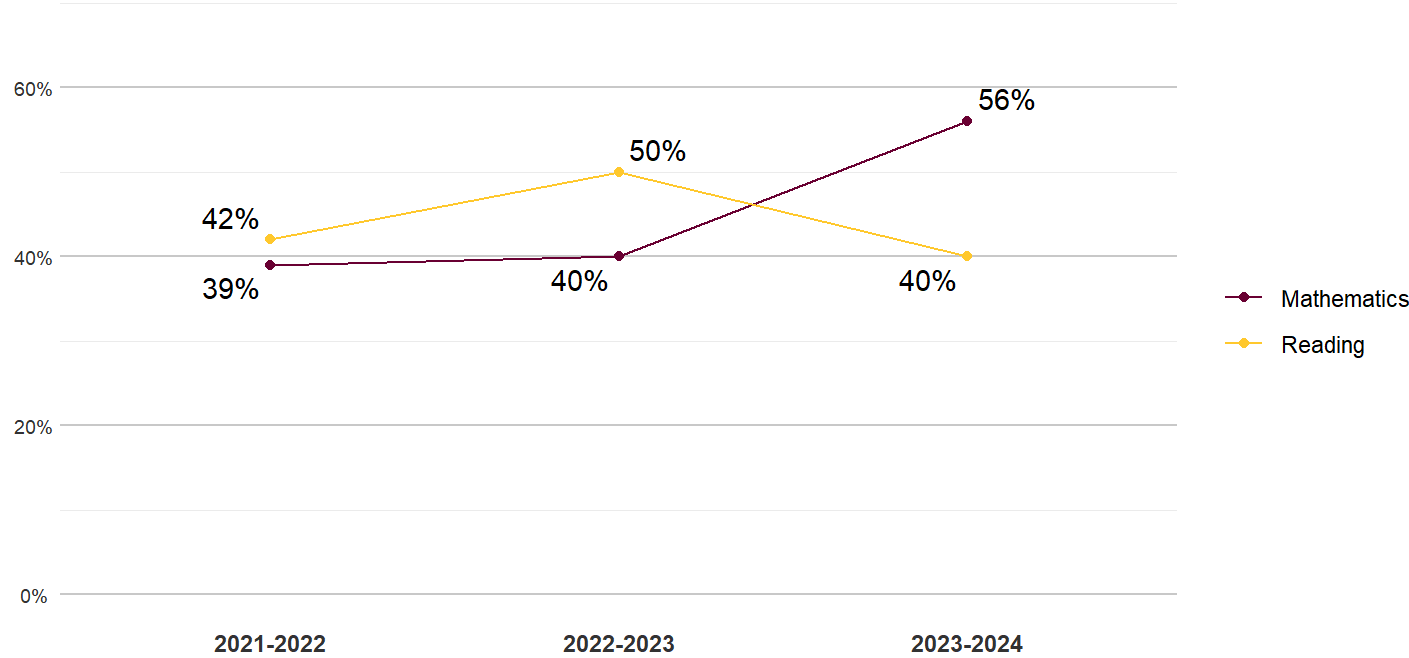


Reading

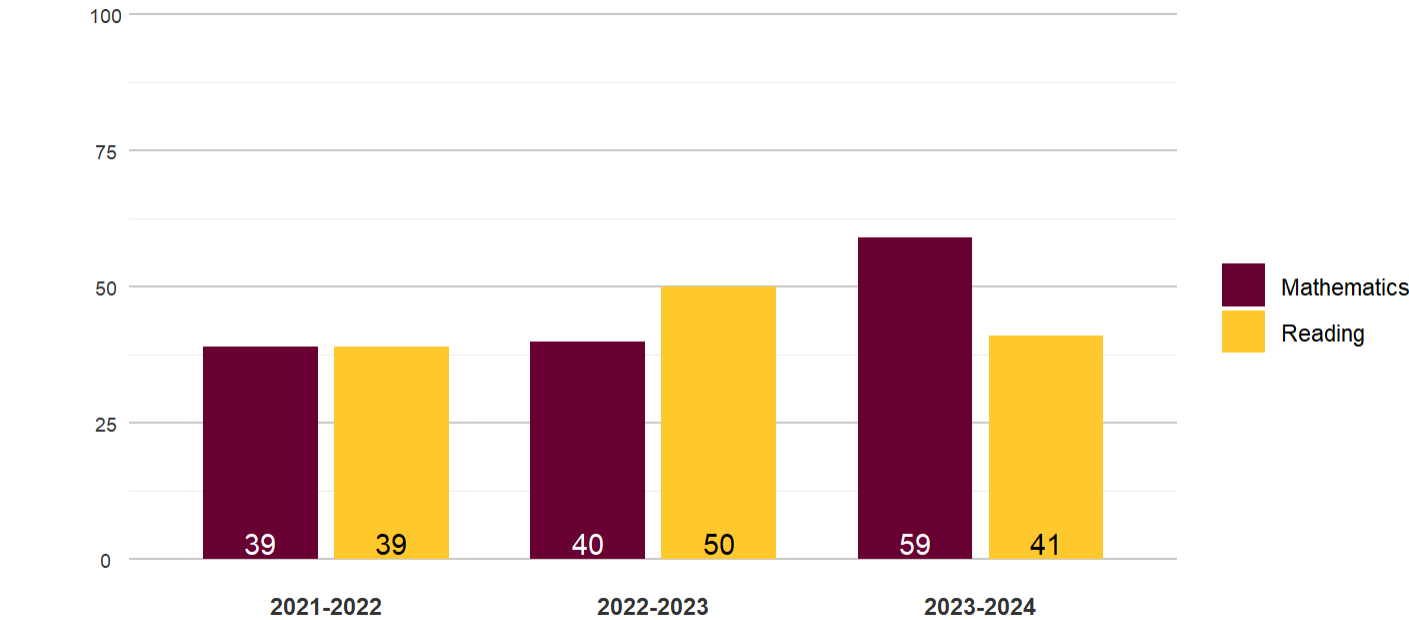


NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater
All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile
All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

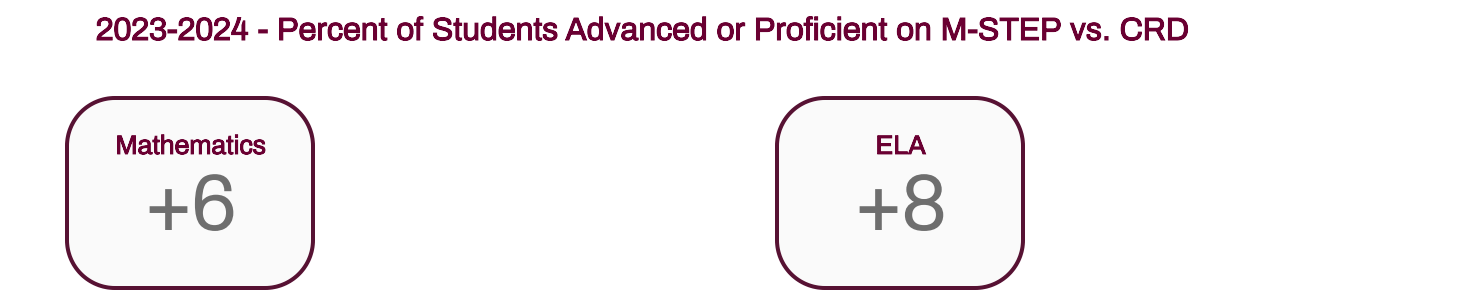
Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

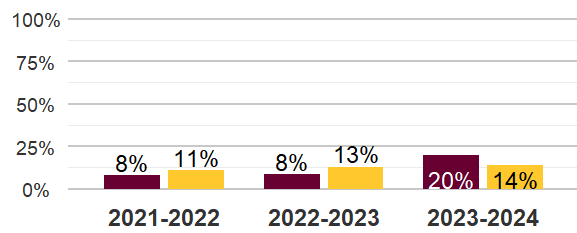


Center Line Preparatory Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

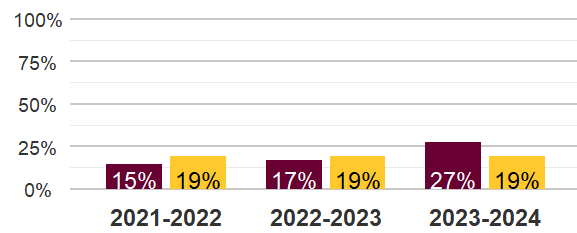
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

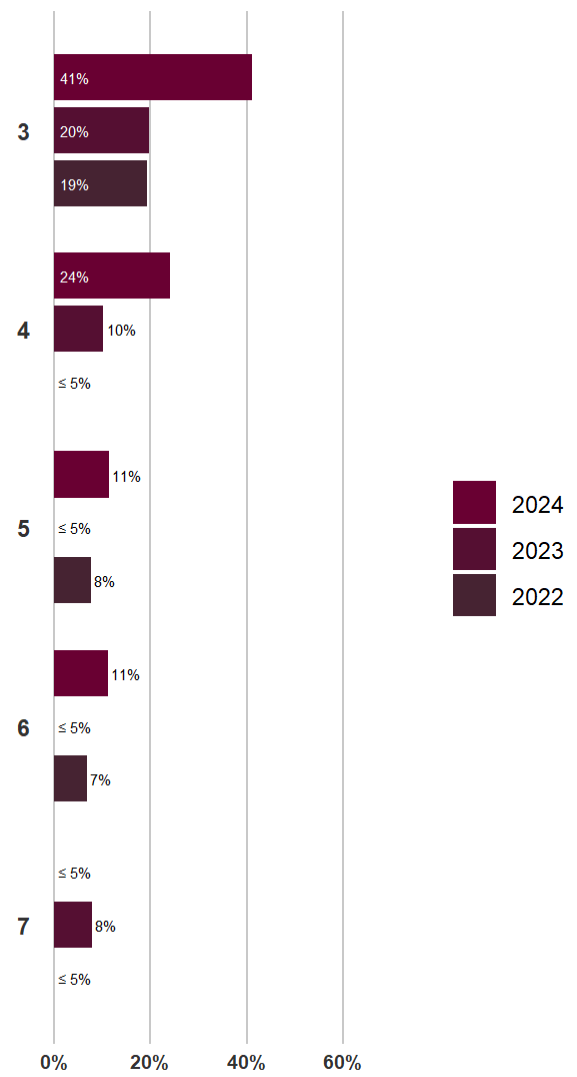
ELA



Academy CRD

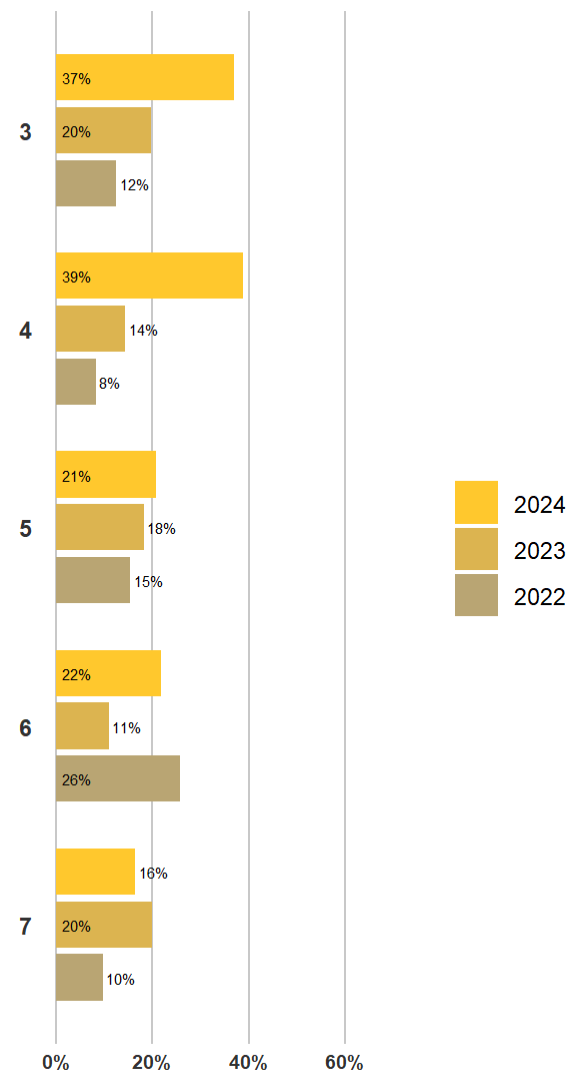
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022

Center Line Preparatory Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. **Please see the Guidance Document for more information.**

Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

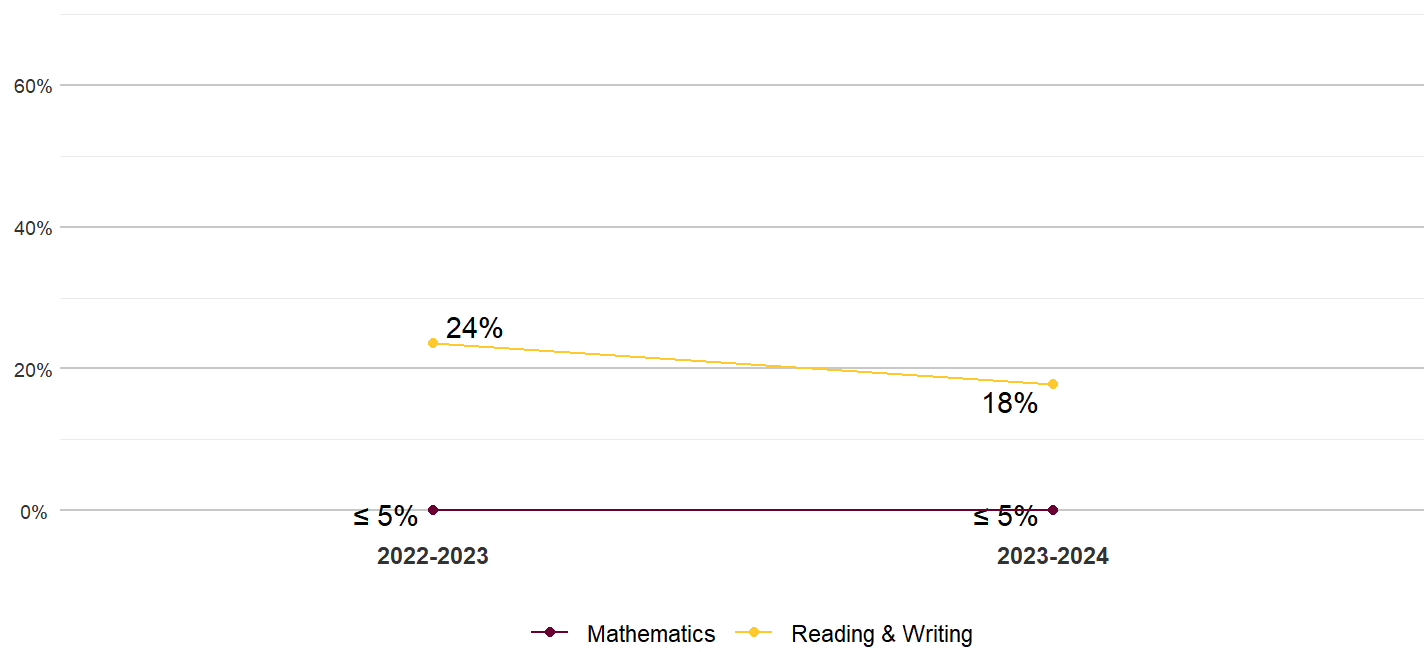
2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



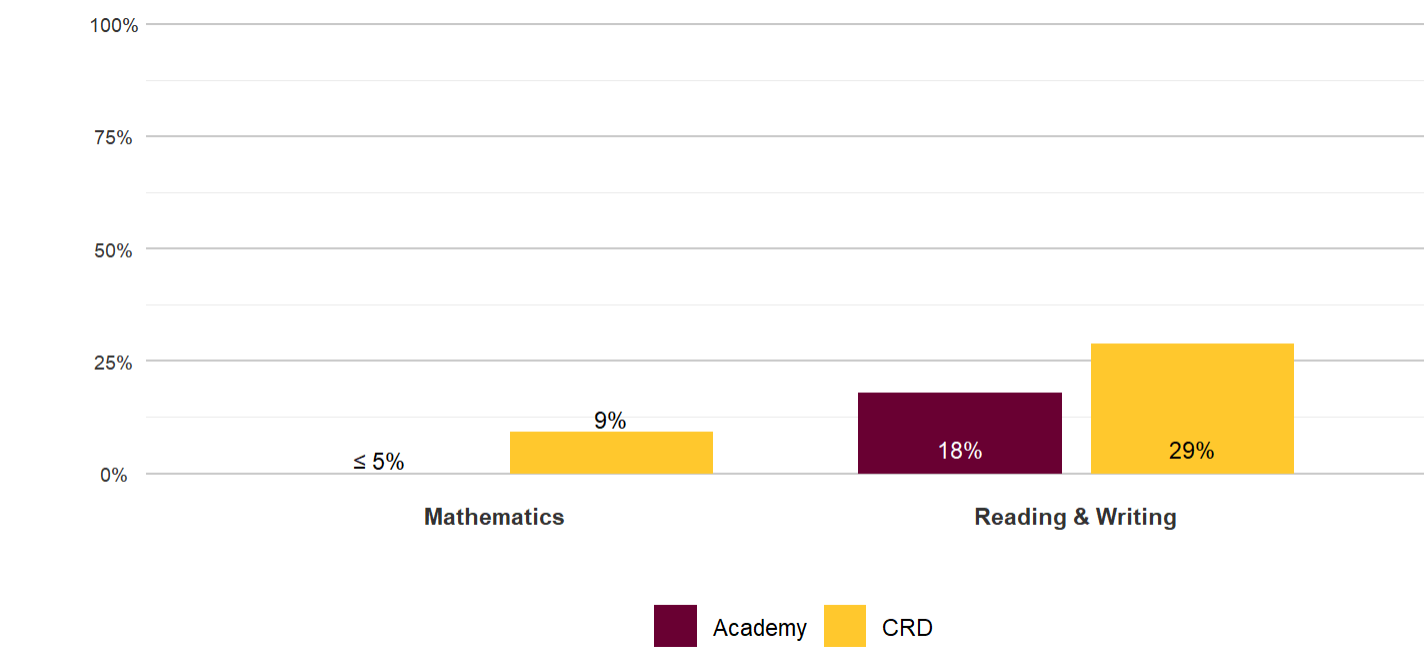
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD





School Profile: Central Academy

District	Central Academy	Initial Charter Applicant	Anwar Issa
District Code(s)	81902	School Property Owner	Michigan Creative Investment, L.L.C.
Building Code(s)	08333	School Building Owner	Michigan Creative Investment, L.L.C.
Location	2459 S. Industrial Hwy Ann Arbor, MI 48104	Educational Service Provider (ESP)	Global Educational Excellence, L.L.C.
Phone	734-822-1100	ESP Contract Term	July 01, 2018 – June 30, 2025
Website	https://www.gee-edu.com/schools/central/index	2023-24 Total Fees, Reimbursements, and Charges Collected	\$156,649.79
Grades Served	K-12	Special Education Cost	\$60,279.26
School Year Authorized	1995-1996	Reimbursements Received in FY24	
Charter Contract Term	July 01, 2018 – June 30, 2025		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Sanida Zeljo	President	April 18, 2024	June 16, 2028
Muhammad Jaffer	Vice President	April 21, 2022	June 16, 2026
Fadel Nabils	Secretary	April 18, 2024	June 16, 2027
Omar Abduljaber	Treasurer	April 18, 2024	June 16, 2025
Robert MacKenzie	Director	November 30, 2023	June 16, 2025

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	44	41	37	38	38	50	52	55	38	49	34	41	42	559	50
2024-25	33	47	45	39	38	37	44	42	52	22	42	26	42	509	N/A



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CENTRAL MICHIGAN UNIVERSITY

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Central Academy

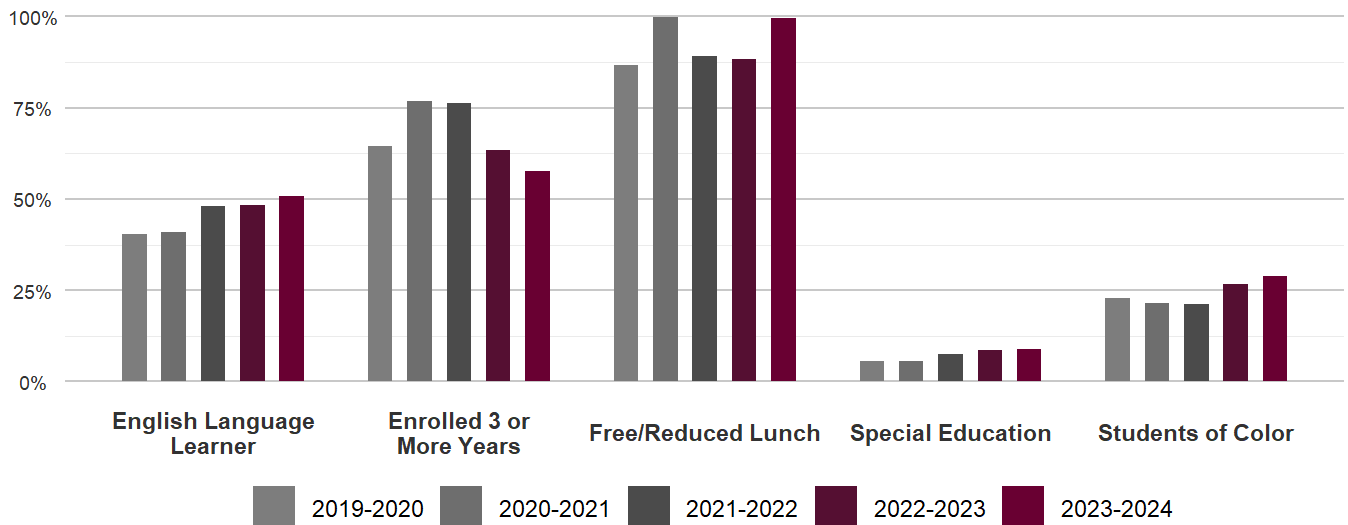


September 2024: State Assessment Update

Central Academy

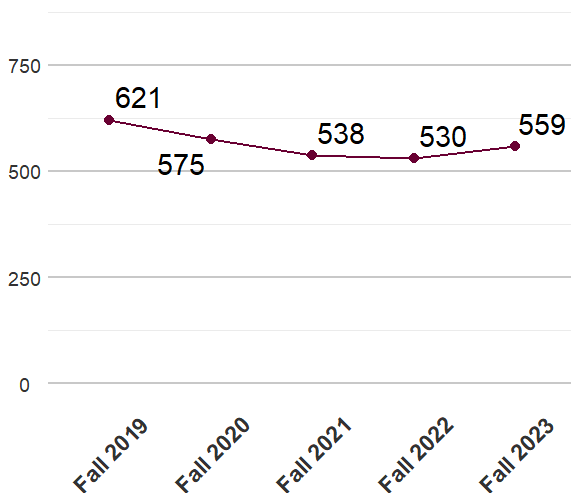
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	40.4%	41.0%	48.0%	48.3%	50.8%
Special Education	5.5%	5.6%	7.6%	8.7%	8.9%
Free/Reduced Lunch	86.8%	99.8%	89.0%	88.3%	99.6%
Students of Color	22.9%	21.4%	21.2%	26.8%	29.0%
Enrolled 3 or More Years	64.6%	76.7%	76.4%	63.4%	57.8%

Enrollment



Where Students Come From

Assigned District	Students
Ypsilanti Community Schools	336
Ann Arbor Public Schools	199
Detroit Public Schools Community District	4
Plymouth-Canton Community Schools	3
Van Buren Public Schools	3
Livonia Public Schools School District	2
Saline Area Schools	2
Warren Woods Public Schools	2
Wayne-Westland Community School District	2
Other	6

NWEA MAP Growth Assessment

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Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

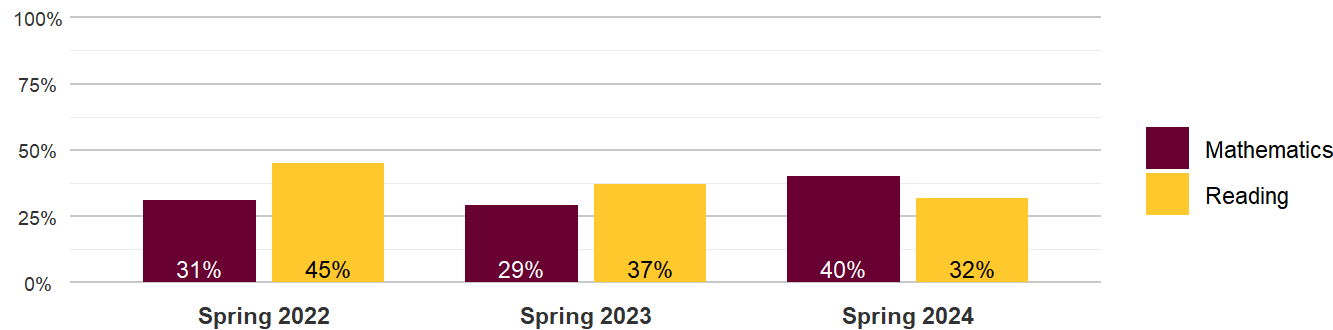


2023-2024 - Fall-to-Spring Median Growth Percentile

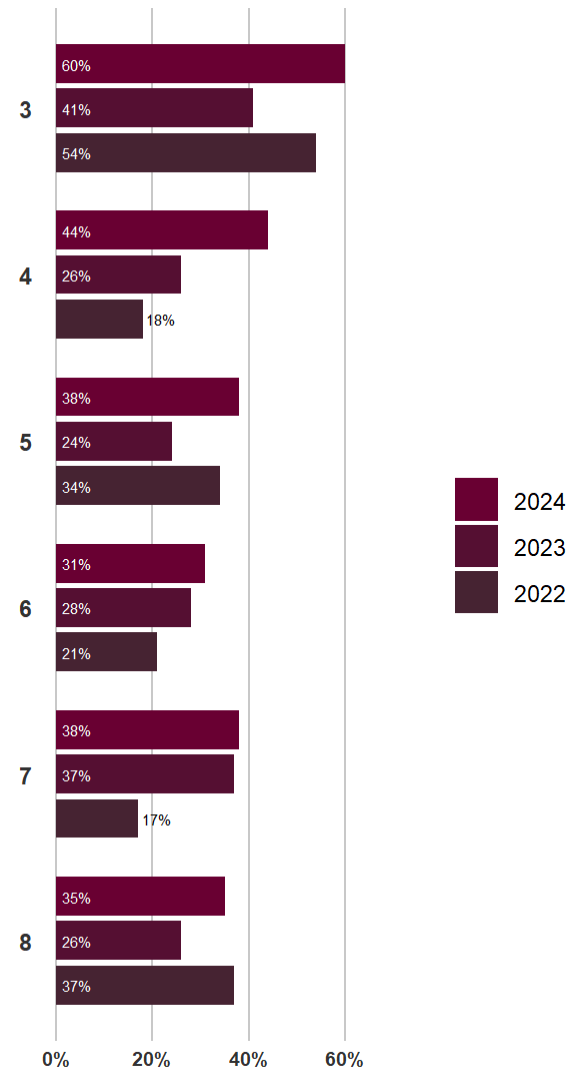


Percent Meeting NWEA MAP Spring Achievement National Norms
All Students Grades 3 - 8 enrolled for at least one year

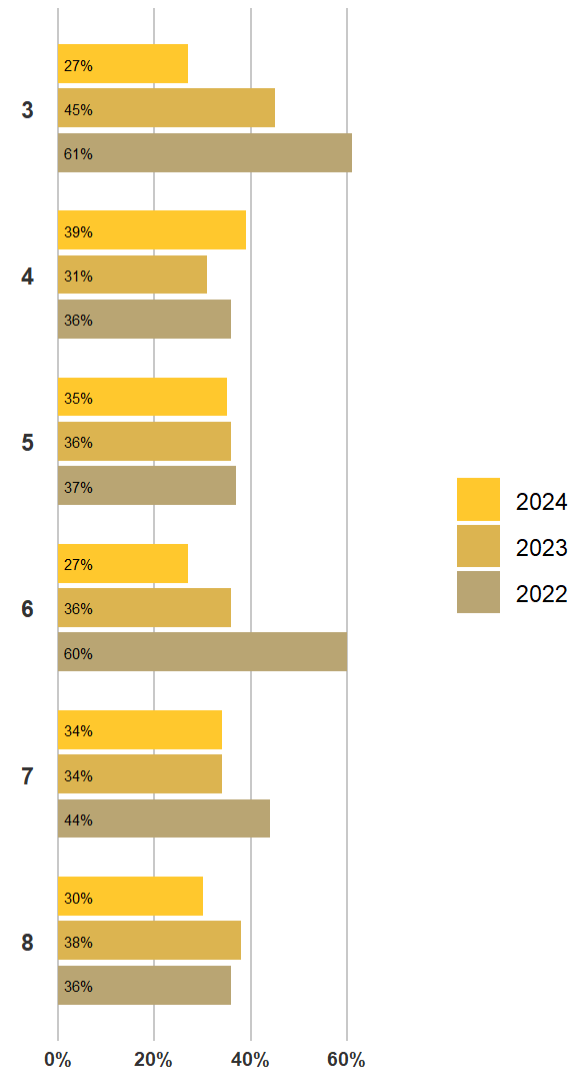
School-Wide by Year



By Grade Level
Mathematics



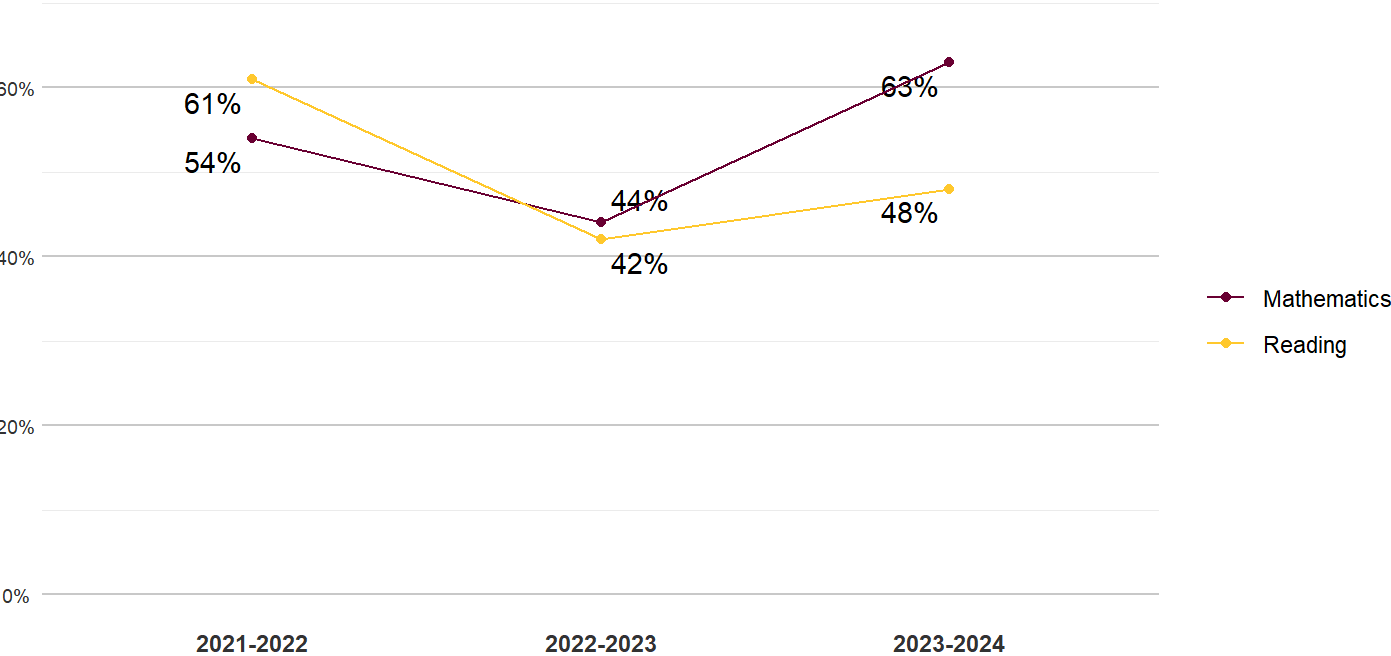
Reading



NWEA MAP Fall-to-Spring Growth

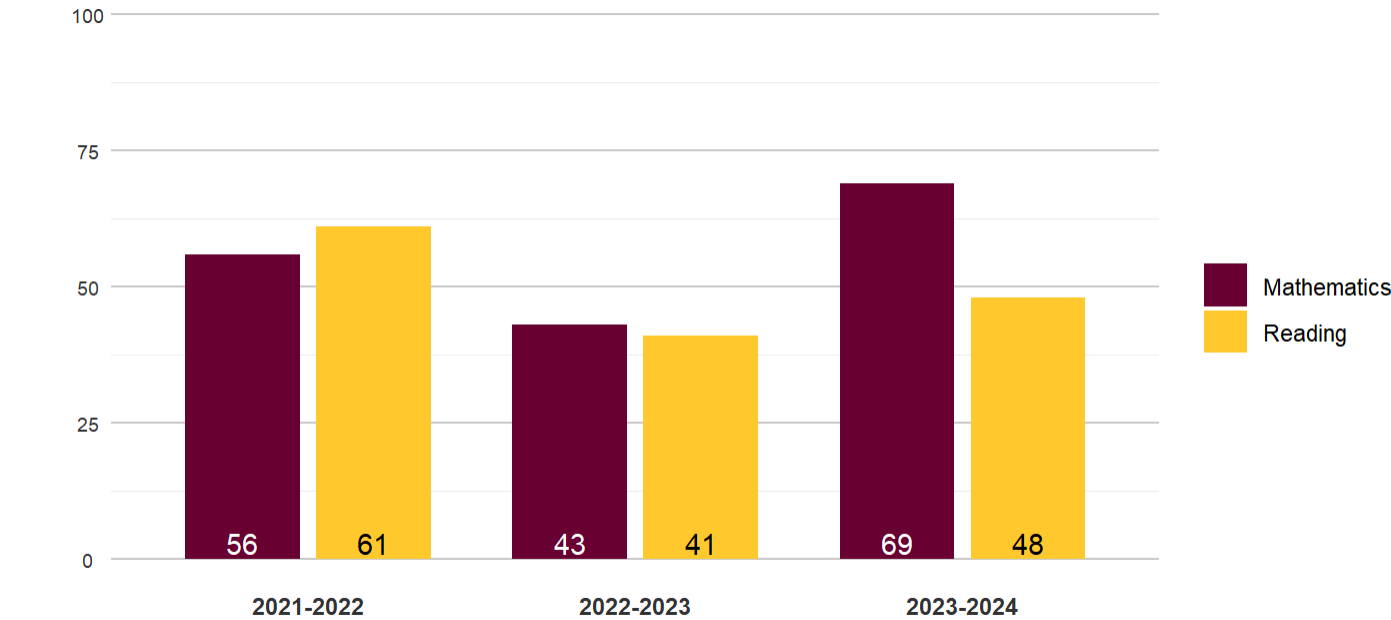
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

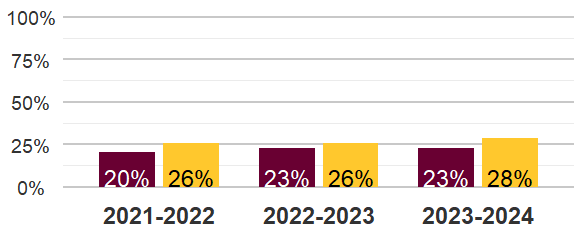


Central Academy

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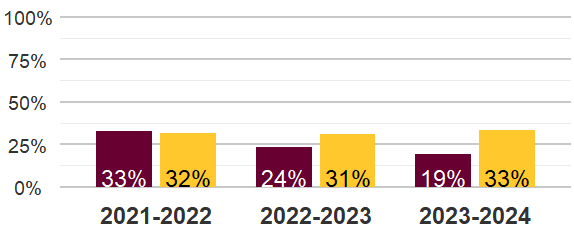
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

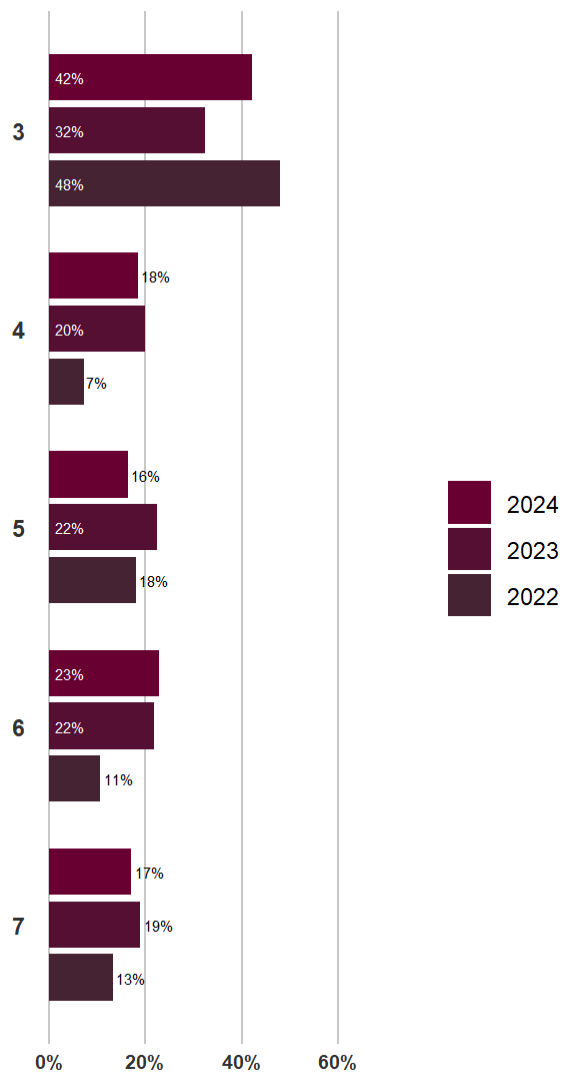
ELA



Academy CRD

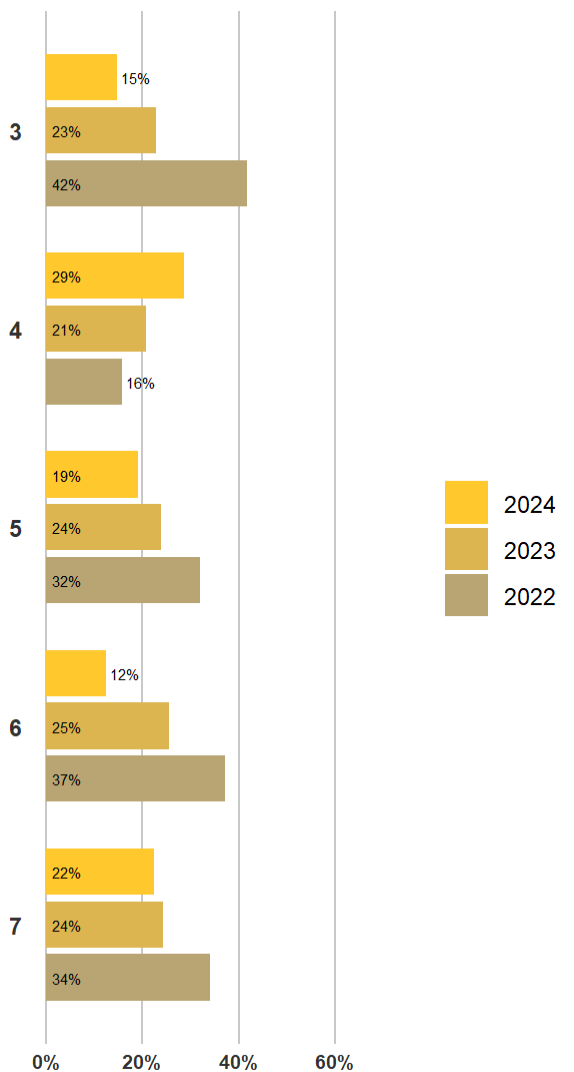
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022

Scholastic Aptitude Test (SAT)

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Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. Please see the Guidance Document for more information.

Comparative Achievement (CRD) - SAT

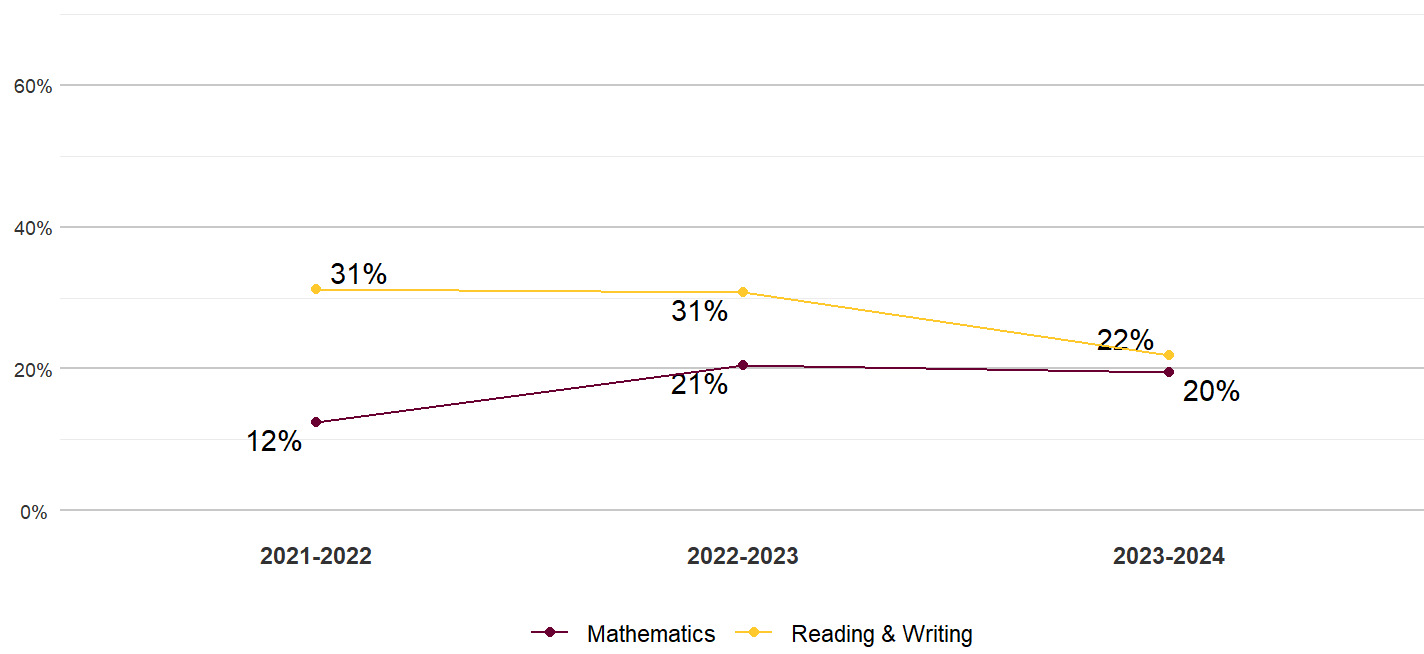
The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

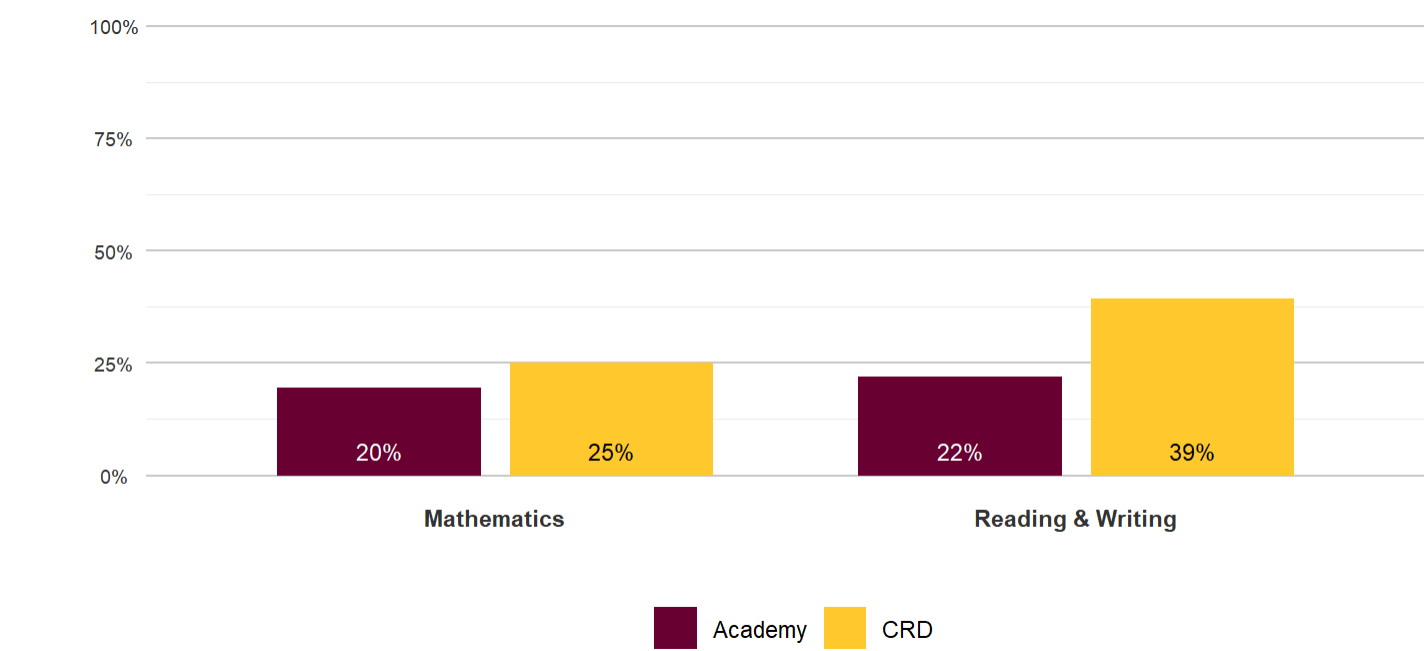


SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD





School Profile: Charyl Stockwell Academy

District	Charyl Stockwell Academy	Initial Charter Applicant	Chuck Stockwell
District Code(s)	47902	School Property Owner	Stone Ridge Office, L.L.C., Charyl Stockwell Academy
Building Code(s)	08327, 09941, 04081	School Building Owner	Stone Ridge Office, L.L.C., Charyl Stockwell Academy
Location	9758 E. Highland Rd. Howell, MI 48843	Educational Service Provider (ESP)	CS Partners, Inc. and CSP Management Inc. d/b/a Partner Solutions For Schools
Phone	810-632-2200	ESP Contract Term	July 01, 2023 – June 30, 2033
Website	http://www.csaschool.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$360,013.76
Grades Served	K-12	Special Education Cost Reimbursements Received in FY24	\$472,244.73
School Year Authorized	1994-1995		
Charter Contract Term	July 01, 2023 – June 30, 2033		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
David Price	President	June 30, 2022	August 06, 2026
James Martino	Vice President	June 25, 2024	August 06, 2028
Erin Wolfe	Secretary	June 29, 2023	August 06, 2027
Sharon Smith	Treasurer	June 24, 2021	August 06, 2025
Betsy Krupansky	Director	September 26, 2024	August 06, 2028

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	140	115	102	119	95	84	97	85	99	78	90	85	64	1253	95
2024-25	144	120	117	100	116	100	96	98	88	89	79	84	82	1313	N/A



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CENTRAL MICHIGAN UNIVERSITY

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Charyl Stockwell Academy

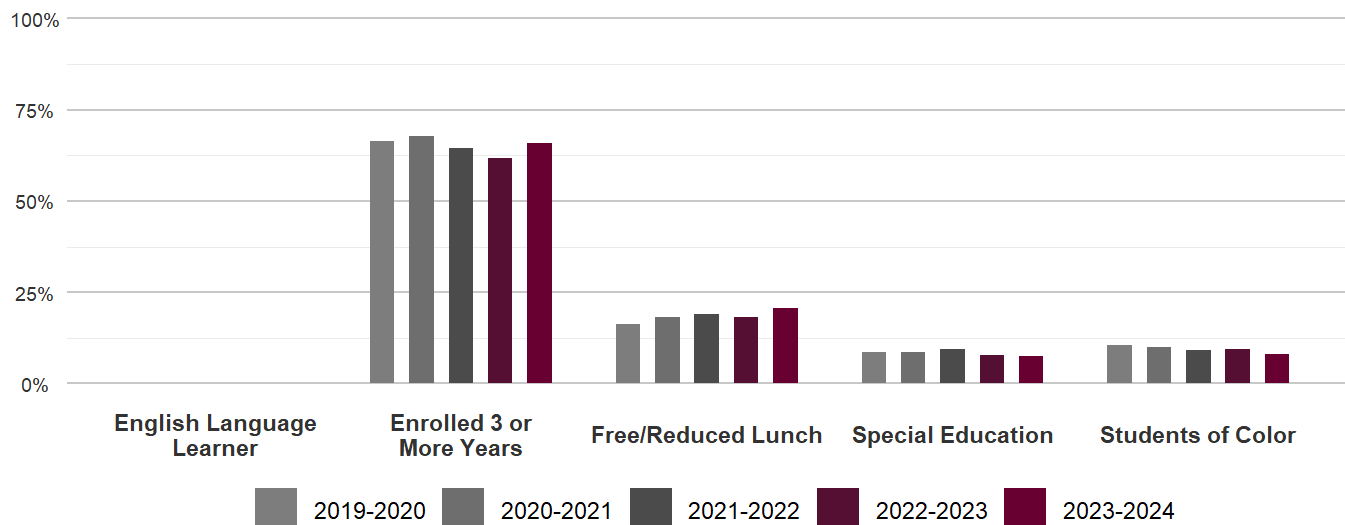


September 2024: State Assessment Update

Charyl Stockwell Academy

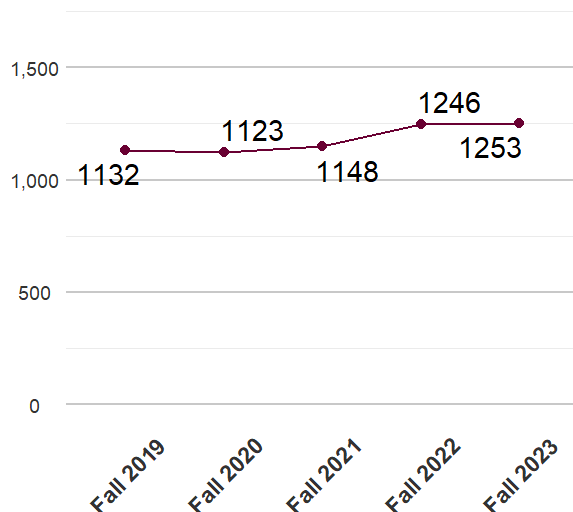
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	8.7%	8.6%	9.5%	7.9%	7.6%
Free/Reduced Lunch	16.3%	18.3%	18.9%	18.3%	20.8%
Students of Color	10.6%	9.9%	9.2%	9.3%	8.1%
Enrolled 3 or More Years	66.5%	67.8%	64.6%	61.6%	65.8%

Enrollment



Where Students Come From

Assigned District	Students
Howell Public Schools	328
Hartland Consolidated Schools	238
Huron Valley Schools	185
Brighton Area Schools	155
South Lyon Community Schools	62
Fenton Area Public Schools	47
Pinckney Community Schools	44
Linden Community Schools	41
Fowlerville Community Schools	33
Other	120

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

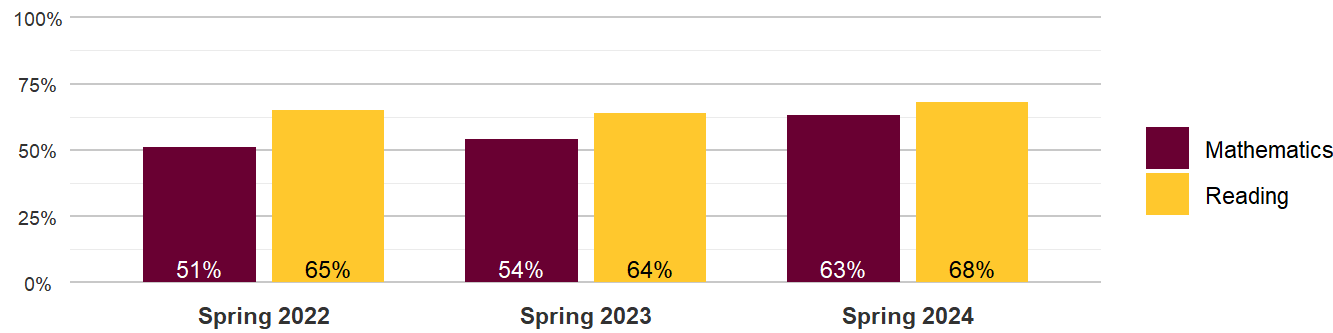


Charyl Stockwell Academy

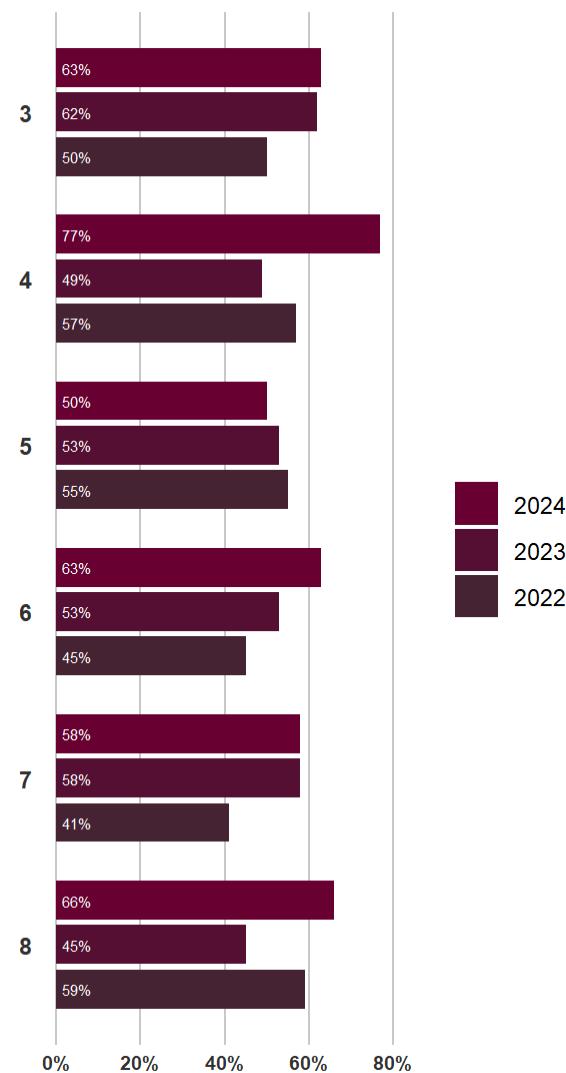
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

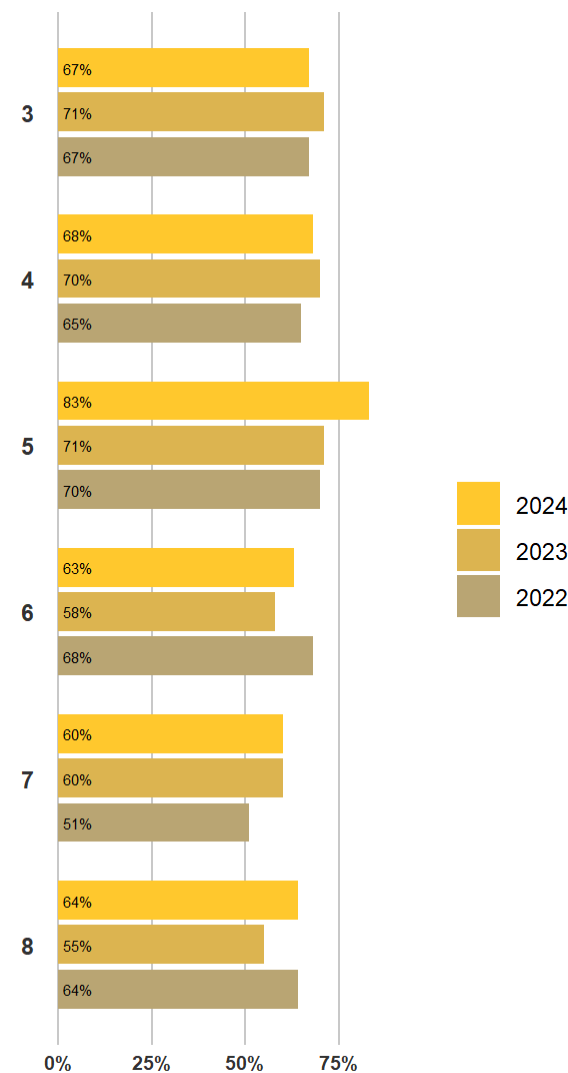
School-Wide by Year



By Grade Level Mathematics



Reading



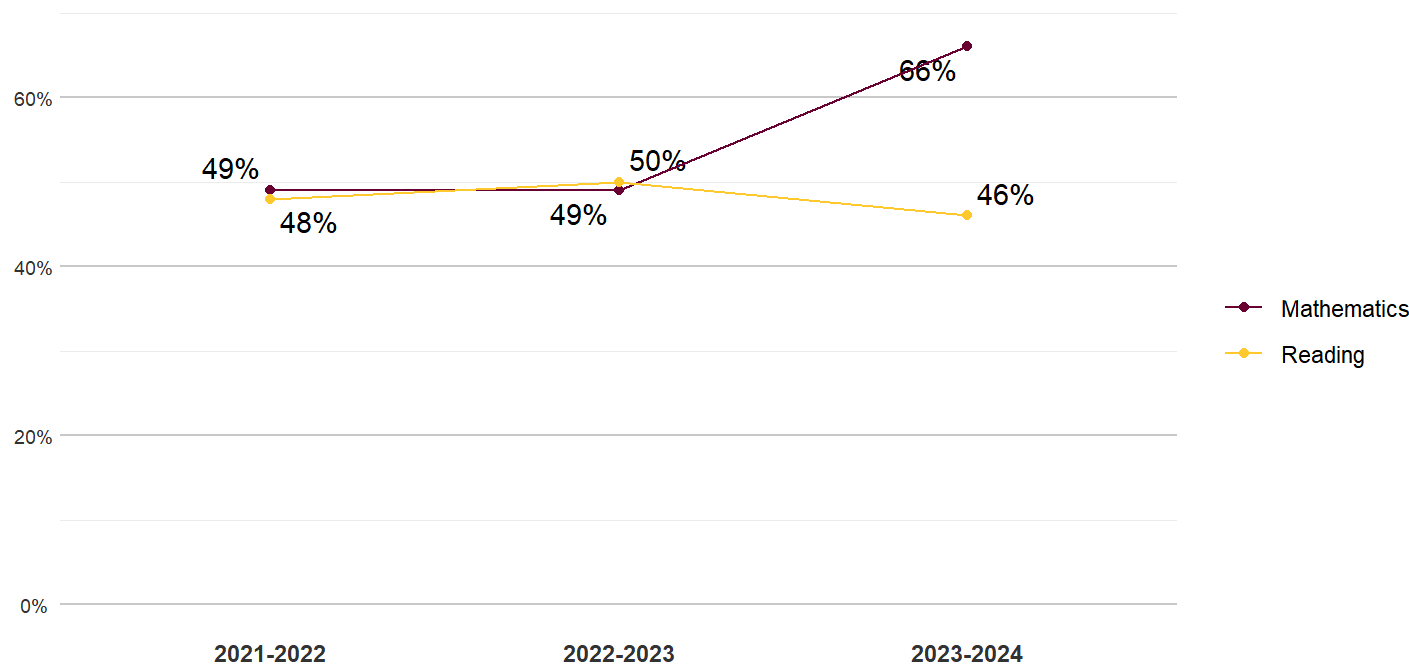
Charyl Stockwell Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

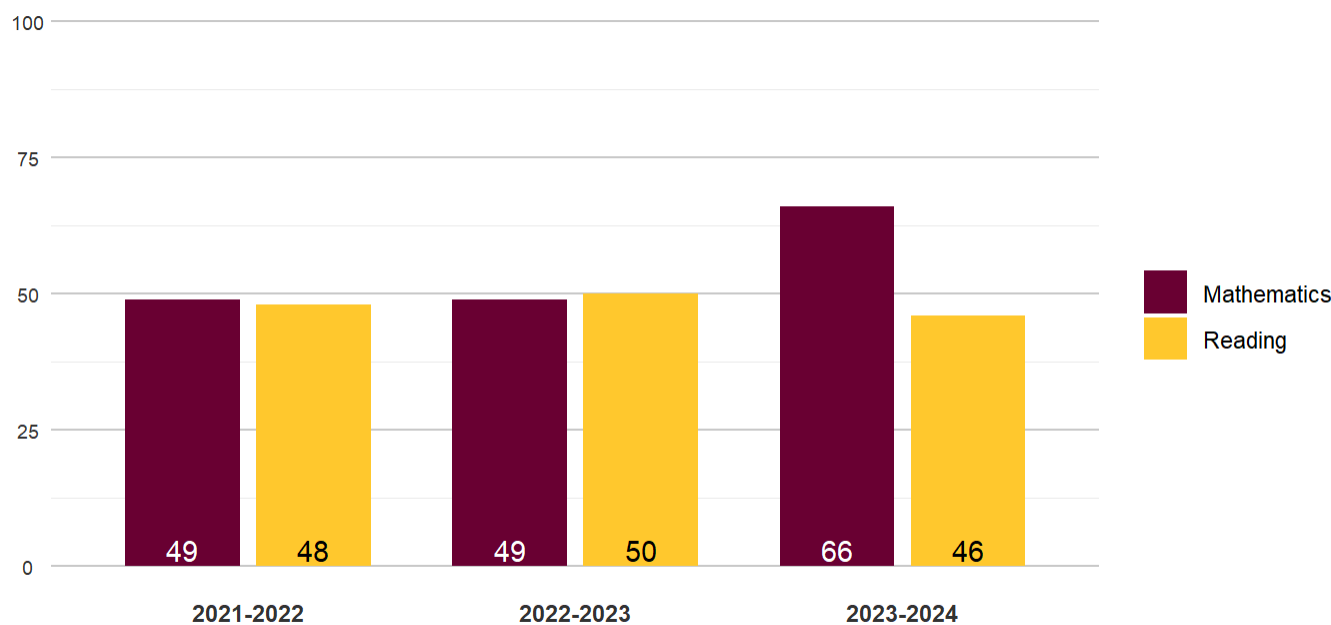
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

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2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

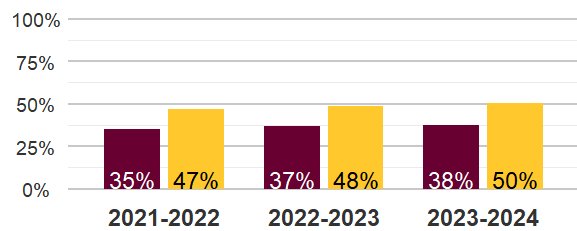


Charyl Stockwell Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

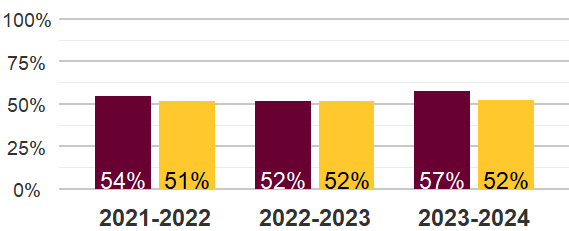
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

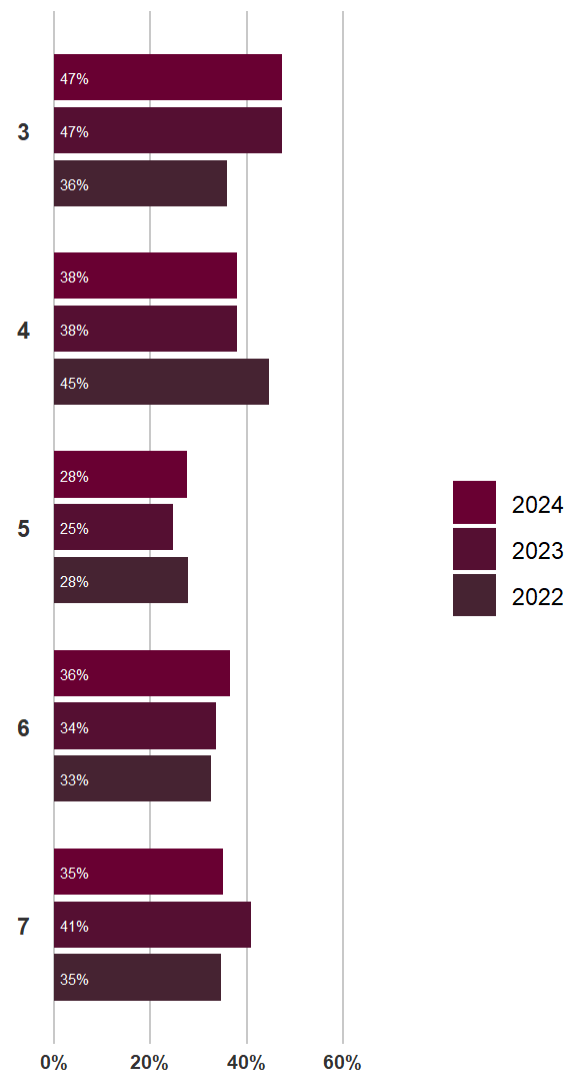
ELA



Academy CRD

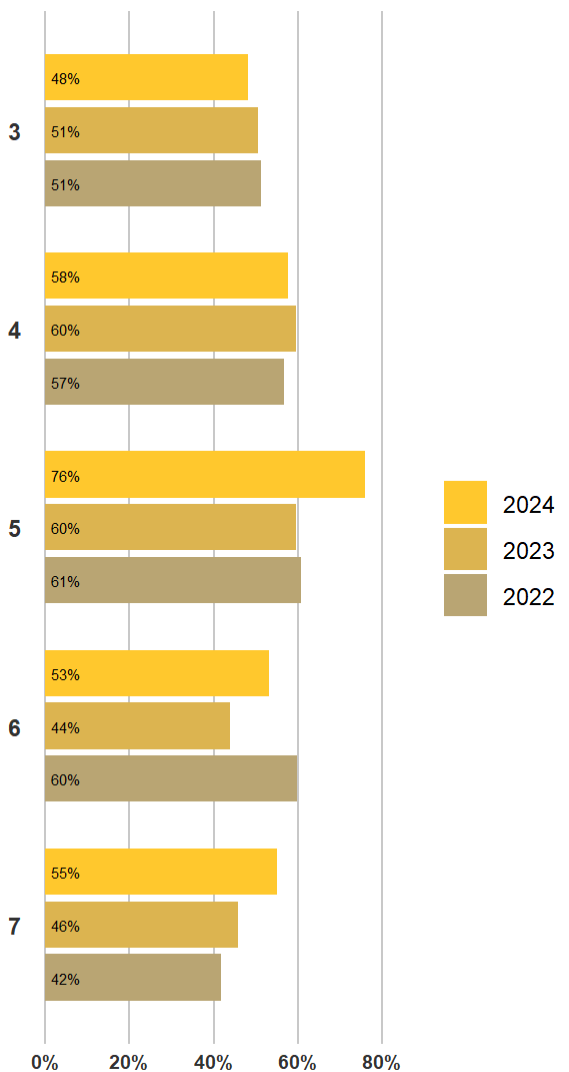
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022

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2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



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2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

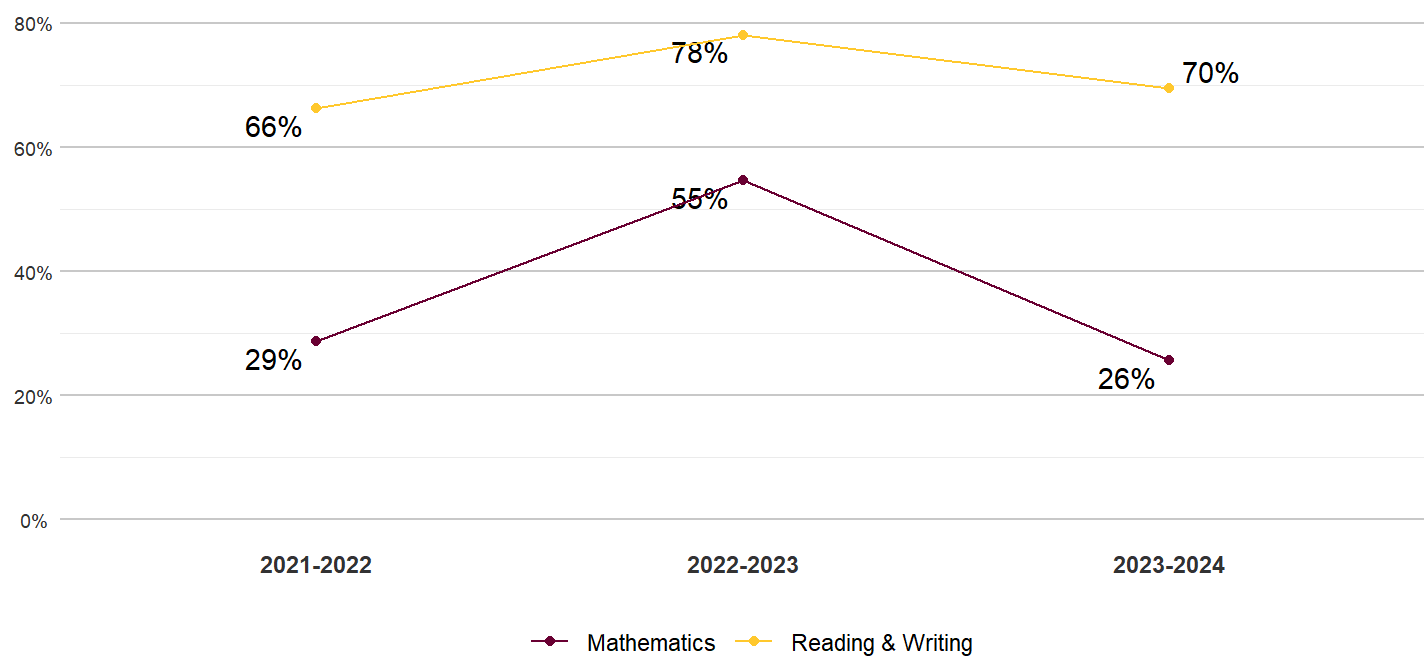


Charyl Stockwell Academy

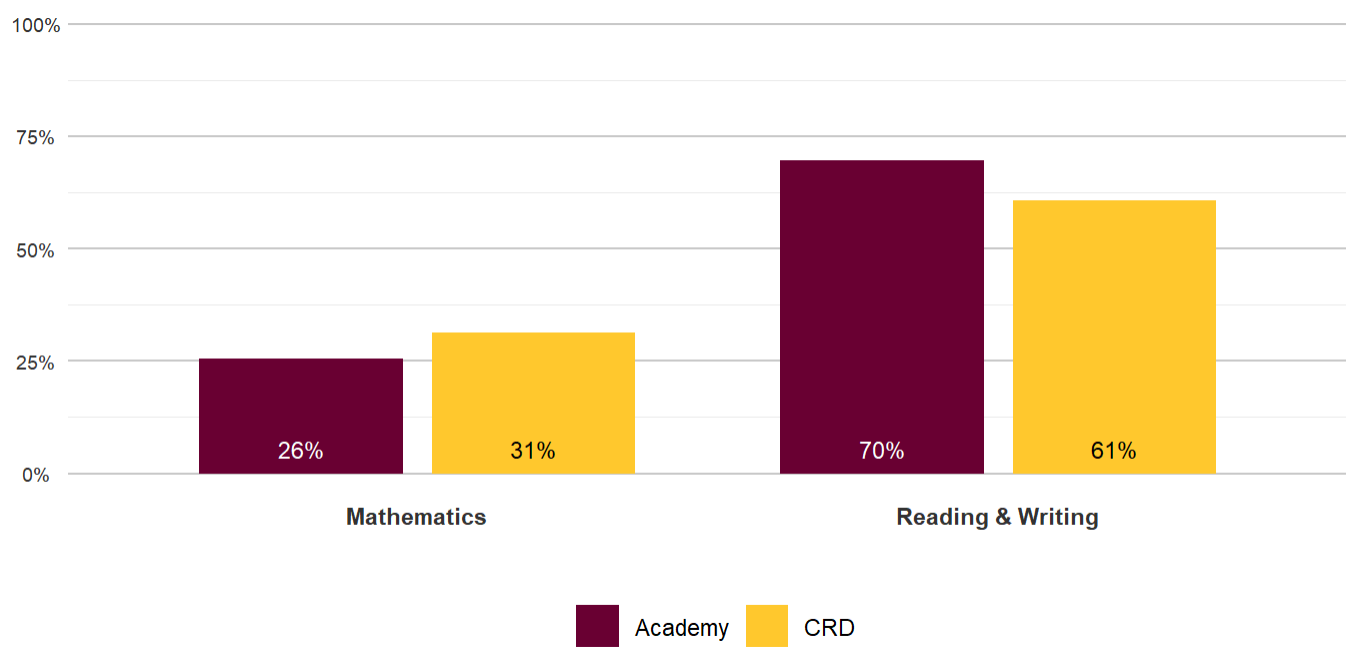
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



School Profile: Cole Academy

District	Cole Academy	Initial Charter Applicant	Kathryn Cole
District Code(s)	33901	School Property Owner	Cole Academy
Building Code(s)	08211, 03324	School Building Owner	Cole Academy
Location	1915 W. Mt. Hope Lansing, MI 48910	Educational Service Provider (ESP)	CS Partners, Inc. d/b/a Partner Solutions and CSP Management Inc. d/b/a Partner Solutions For Schools
Phone	517-372-0038	ESP Contract Term	July 01, 2022 – June 30, 2032
Website	http://www.coleacademy.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$98,747.55
Grades Served	K-5	Special Education Cost Reimbursements Received in FY24	\$83,679.63
School Year Authorized	1994-1995		
Charter Contract Term	July 01, 2022 – June 30, 2032		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Tara Ferguson	President	February 16, 2023	April 04, 2026
Jeremiah Garza	Vice President, Secretary	June 30, 2022	April 04, 2025
Jason Marentette	Treasurer	February 17, 2022	April 04, 2026
Terrence Frazier	Director	February 16, 2023	April 04, 2027

Current Enrollment, Student Turnover Rate, and IEPs

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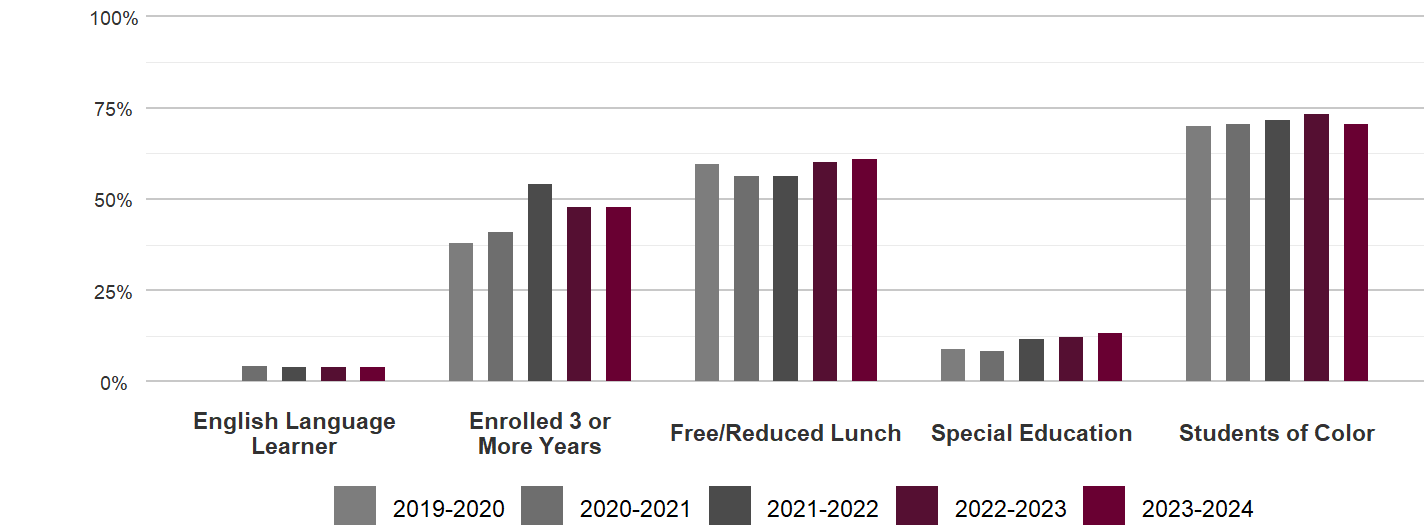
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Cole Academy



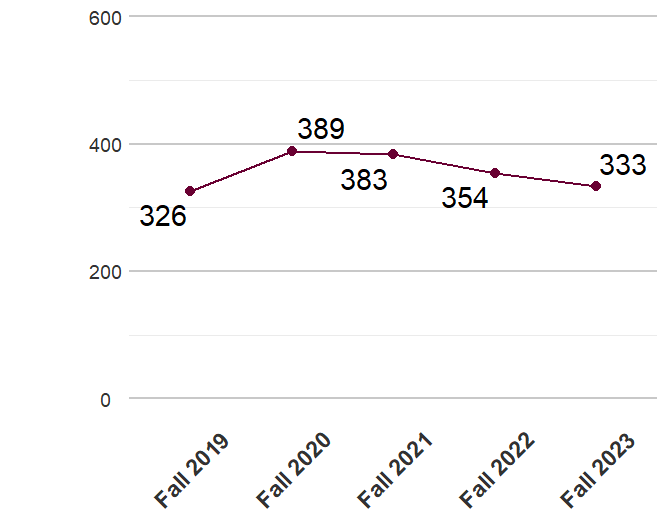
September 2024: State Assessment Update

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	4.1%	3.9%	4.0%	3.9%
Special Education	8.9%	8.2%	11.7%	12.1%	13.2%
Free/Reduced Lunch	59.5%	56.3%	56.4%	60.2%	61.0%
Students of Color	69.9%	70.4%	71.5%	73.2%	70.6%
Enrolled 3 or More Years	38.0%	40.9%	54.0%	47.8%	47.7%

Enrollment



Where Students Come From

Assigned District	Students
Lansing Public School District	266
East Lansing School District	14
Waverly Community Schools	13
Grand Ledge Public Schools	11
Holt Public Schools	9
Haslett Public Schools	5
Bath Community Schools	3
Mason Public Schools (Ingham)	3
Okemos Public Schools	3
Other	6

NWEA MAP Growth Assessment

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2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

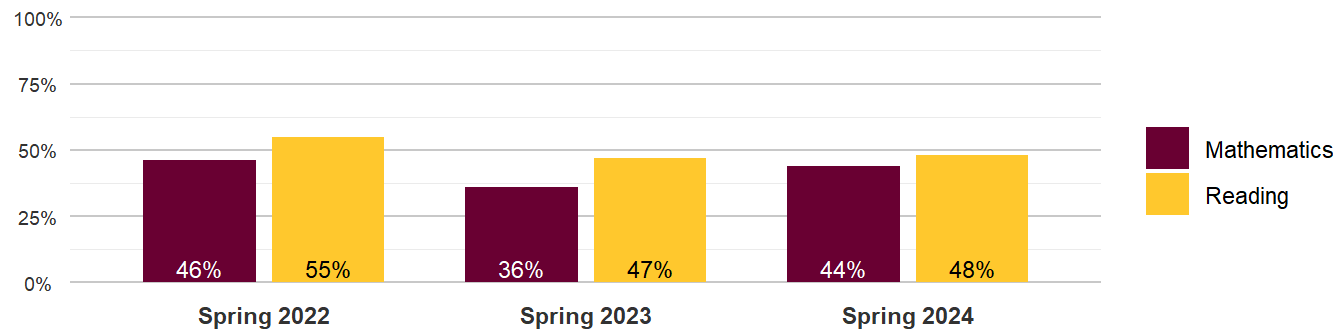


2023-2024 - Fall-to-Spring Median Growth Percentile



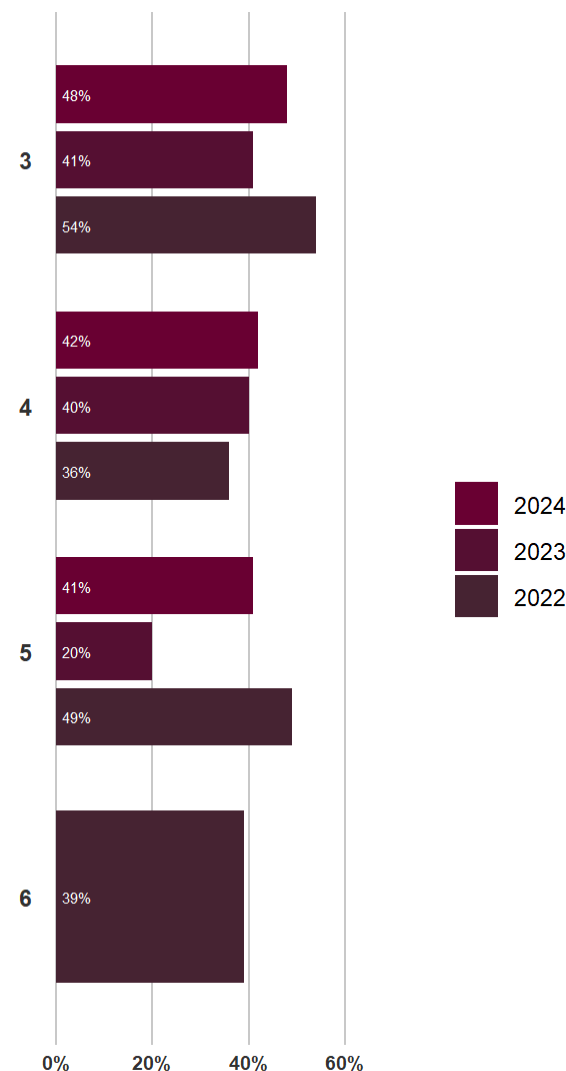
Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 6 enrolled for at least one year

School-Wide by Year

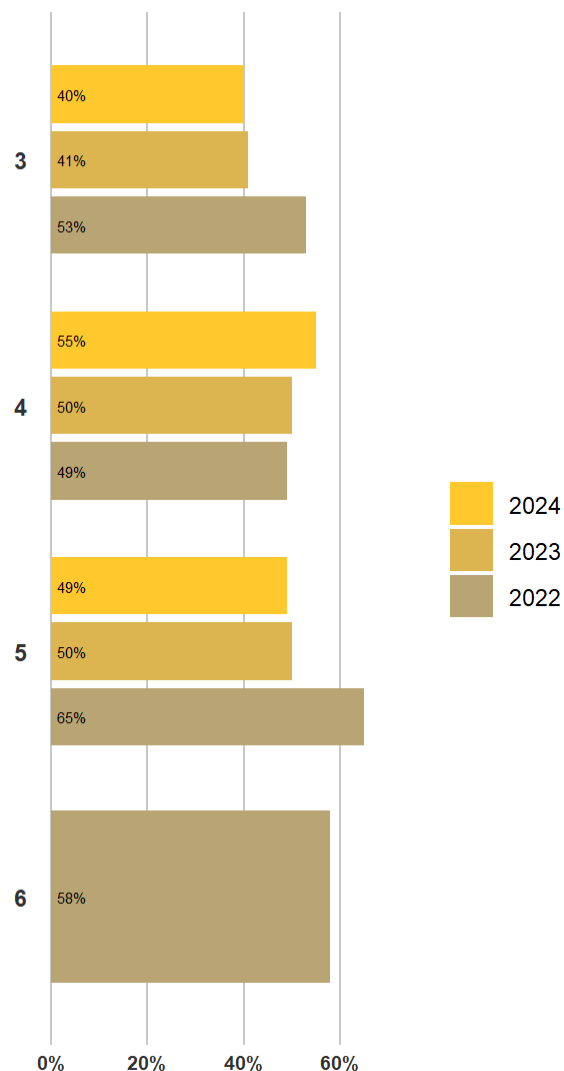


By Grade Level

Mathematics

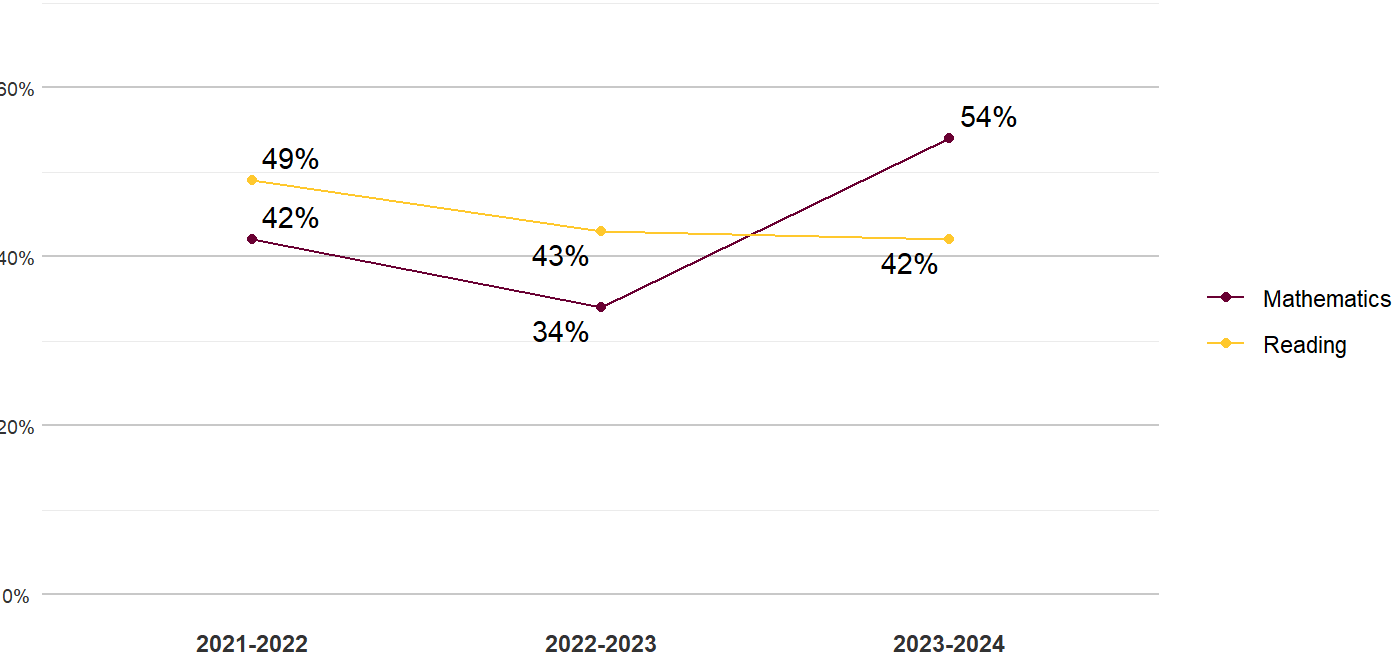


Reading

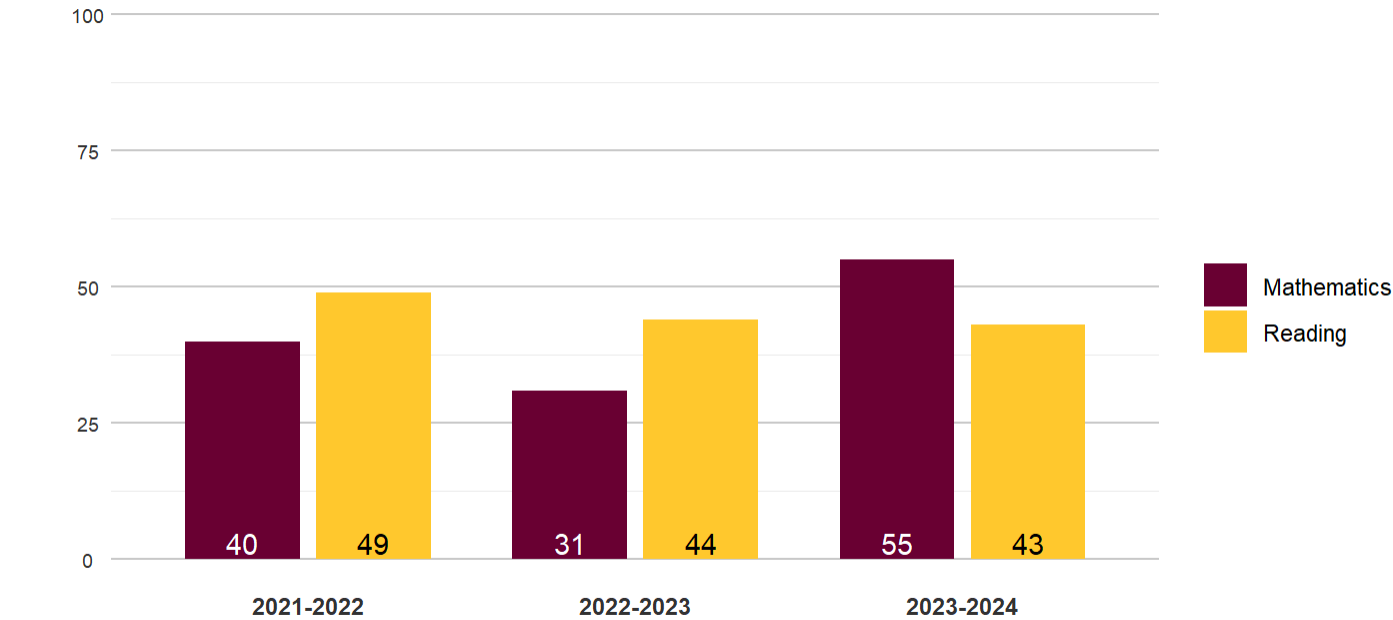


NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater
All Students Grades 3 - 6



Fall-to-Spring Median Growth Percentile
All Students Grades 3 - 6



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

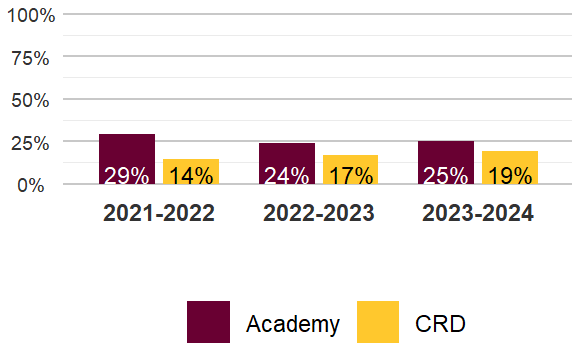
The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

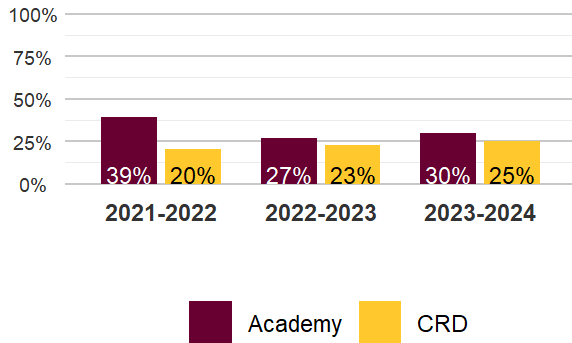


Percent Meeting M-STEP Proficiency vs. CRD
All Students Grades 3 - 6

Mathematics

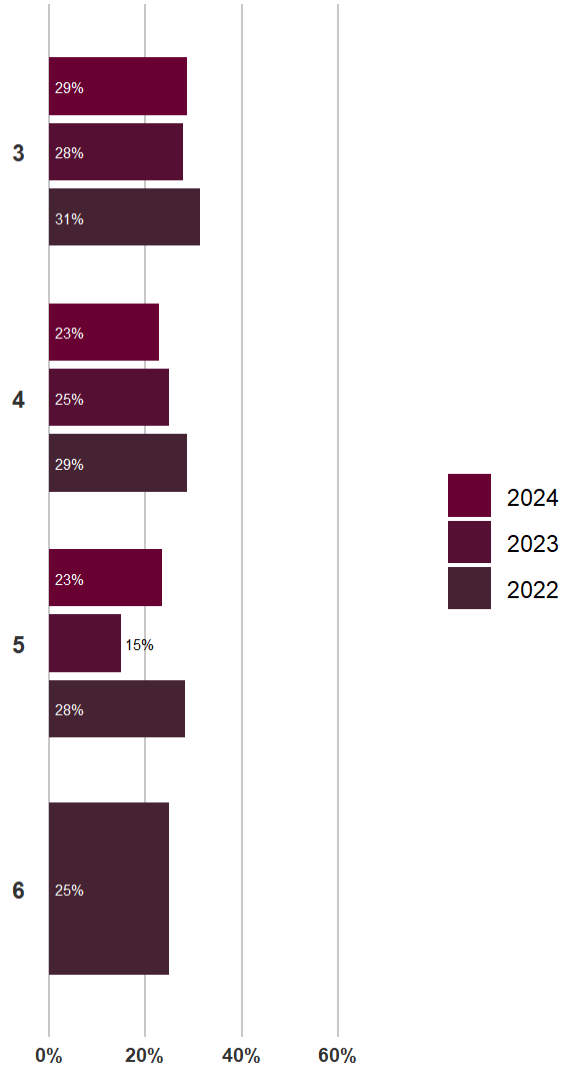


ELA

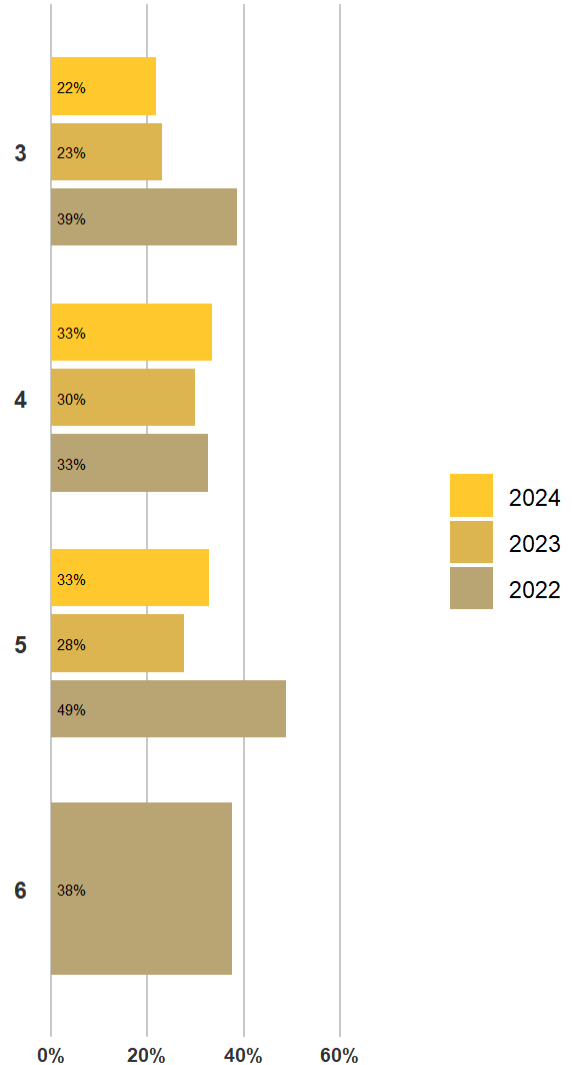


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA





School Profile: Copper Island Academy

District	Copper Island Academy	Initial Charter Applicant	Nora Laho
District Code(s)	31900	School Property Owner	Copper Island Real Estate, LLC
Building Code(s)	03955	School Building Owner	Copper Island Real Estate, LLC
Location	52125 Industrial Dr. N Calumet, MI 49913	Educational Service Provider (ESP)	CS Partners, Inc. and CSP Management Inc. d/b/a Partner Solutions For Schools
Phone	906-337-0443	ESP Contract Term	July 01, 2021 – June 30, 2026
Website	http://www.copperislandacademy.org/	2023-24 Total Fees, Reimbursements, and Charges Collected	\$99,731.04
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$22,177.70
School Year Authorized	2020-2021		
Charter Contract Term	April 26, 2021 – June 30, 2026		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Josh Loukus	President	April 22, 2021	January 14, 2025
Sarah Schulte	Vice President	April 20, 2023	January 14, 2025
Nathan Sturos	Secretary	December 08, 2022	January 14, 2027
Steven Mattson	Treasurer	November 30, 2023	January 14, 2028
Todd Brassard	Director	April 22, 2021	January 14, 2026
Donna Stachler	Director	April 22, 2021	January 14, 2026
Jared Hyrkas	Director	September 28, 2023	January 14, 2028

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	48	41	47	42	45	30	36	35	26	N/A	N/A	N/A	N/A	350	27
2024-25	50	54	41	48	43	47	34	33	36	N/A	N/A	N/A	N/A	386	N/A



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CENTRAL MICHIGAN UNIVERSITY

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Copper Island Academy

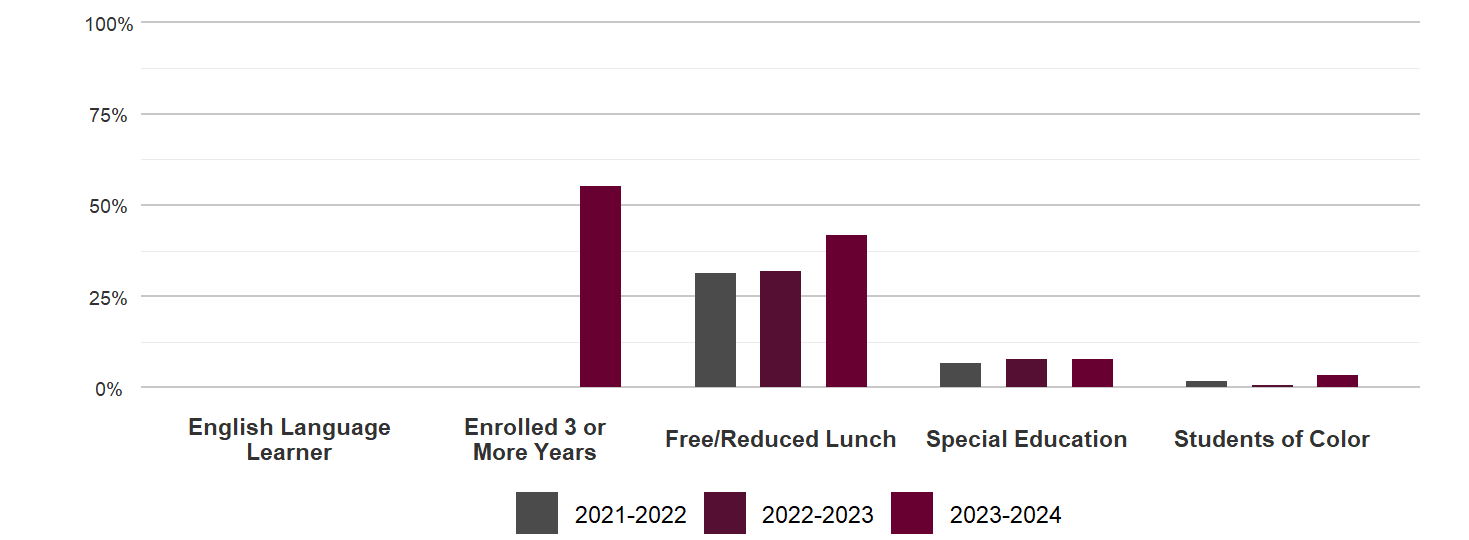


September 2024: State Assessment Update

Copper Island Academy

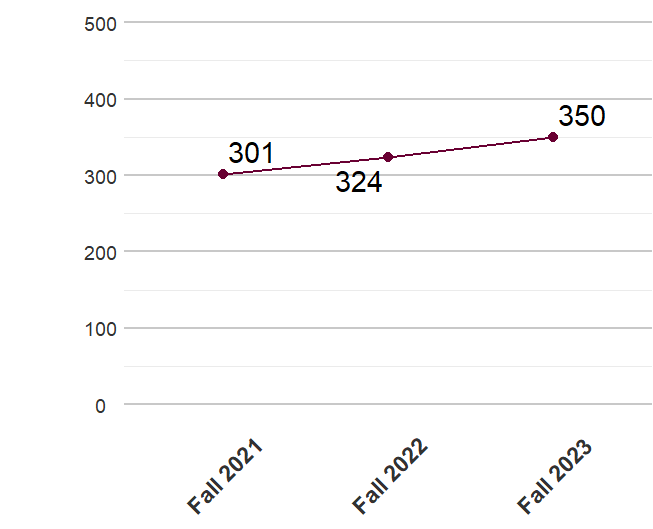
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%
Special Education	6.6%	7.7%	7.7%
Free/Reduced Lunch	31.2%	31.8%	41.7%
Students of Color	1.7%	0.6%	3.4%
Enrolled 3 or More Years	0.0%	0.0%	55.1%

Enrollment



Where Students Come From

Assigned District	Students
Public Schools of Calumet, Laurium & Keweenaw	142
Hancock Public Schools	91
Lake Linden-Hubbell School District	37
Houghton-Portage Township School District	30
Adams Township School District	15
Dollar Bay-Tamarack City Area K-12 School	13
Stanton Township Public Schools	12
Chassell Township School District	7
L'Anse Area Schools	2
Baraga Area Schools	1

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

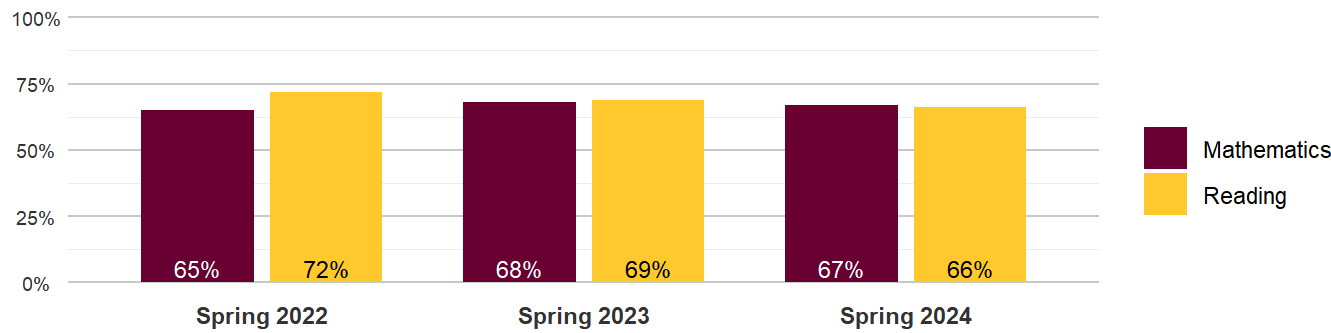


Copper Island Academy

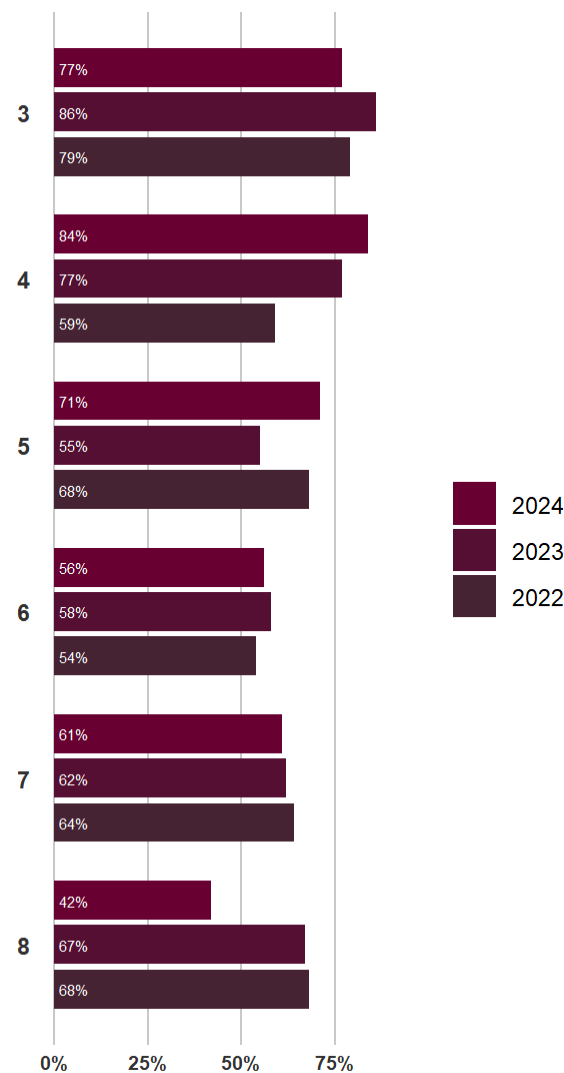
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

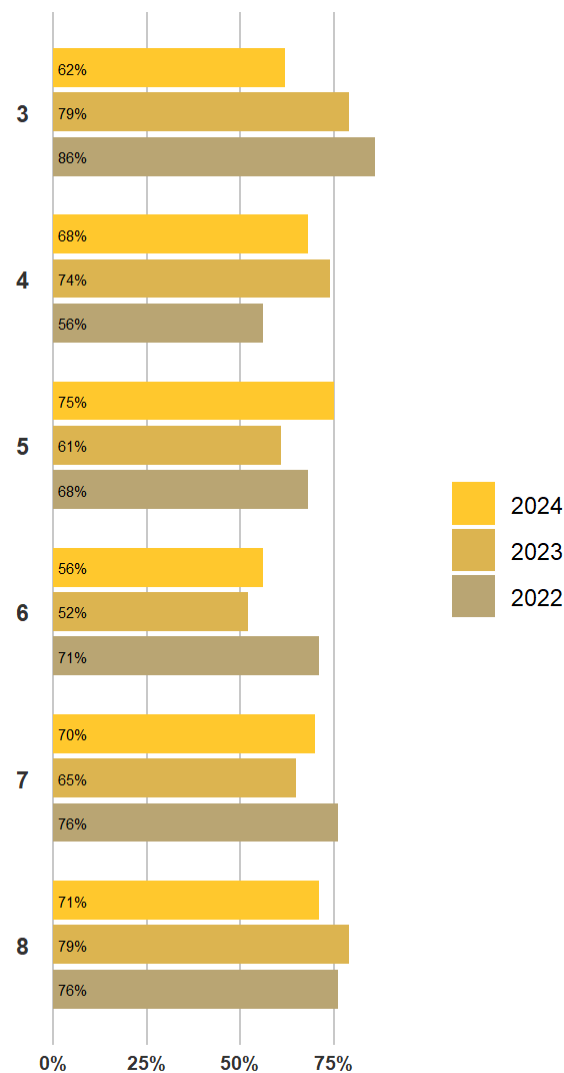
School-Wide by Year



By Grade Level Mathematics



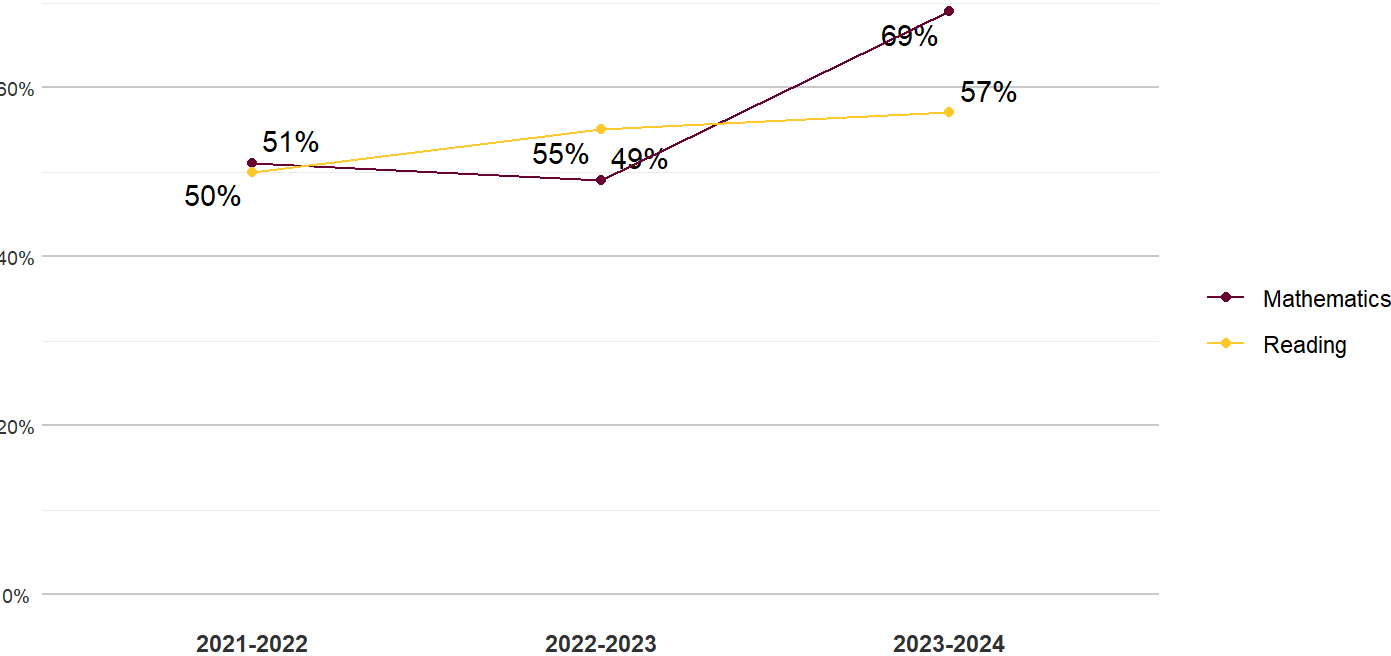
Reading



NWEA MAP Fall-to-Spring Growth

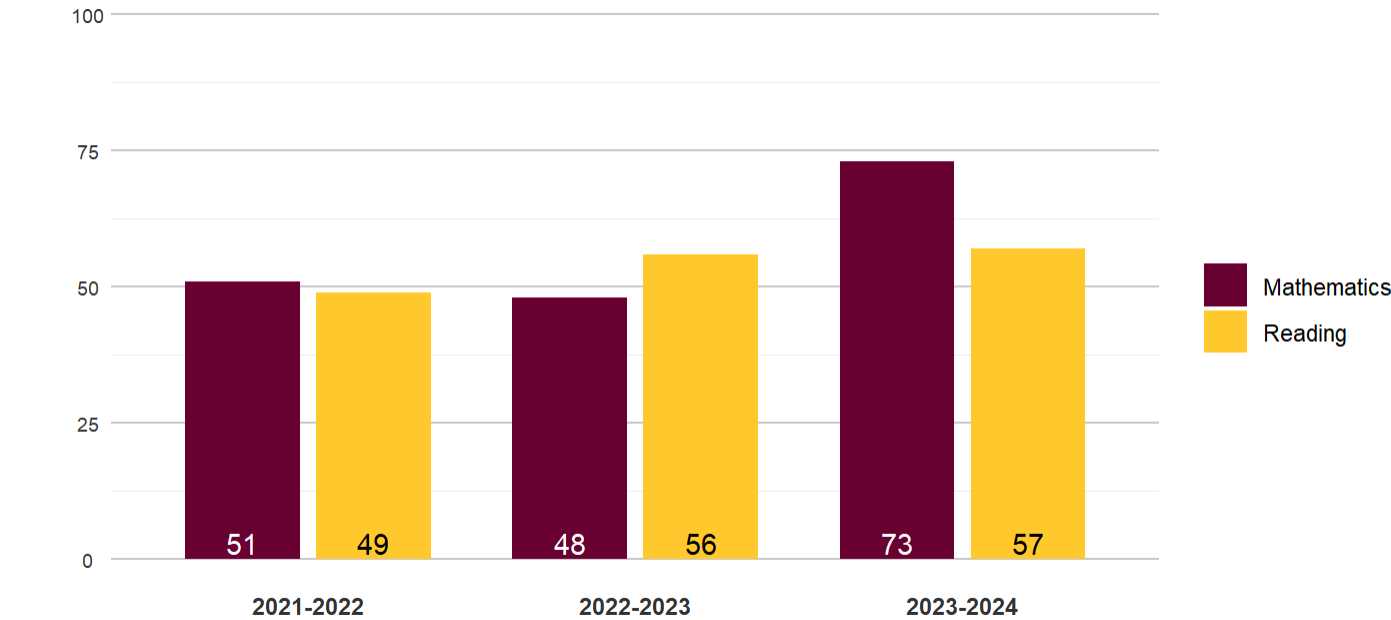
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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Achievement

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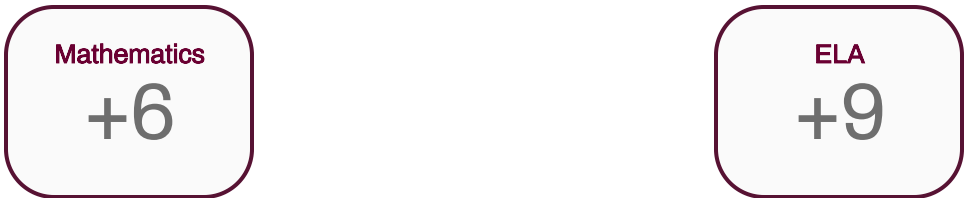
2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

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2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

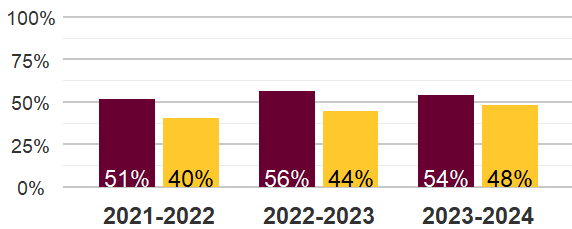


Copper Island Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

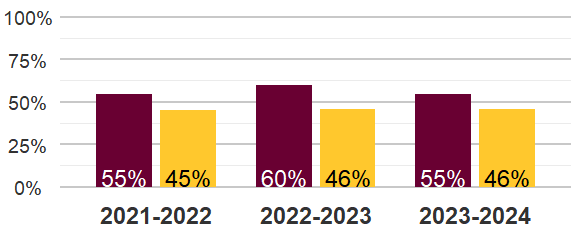
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

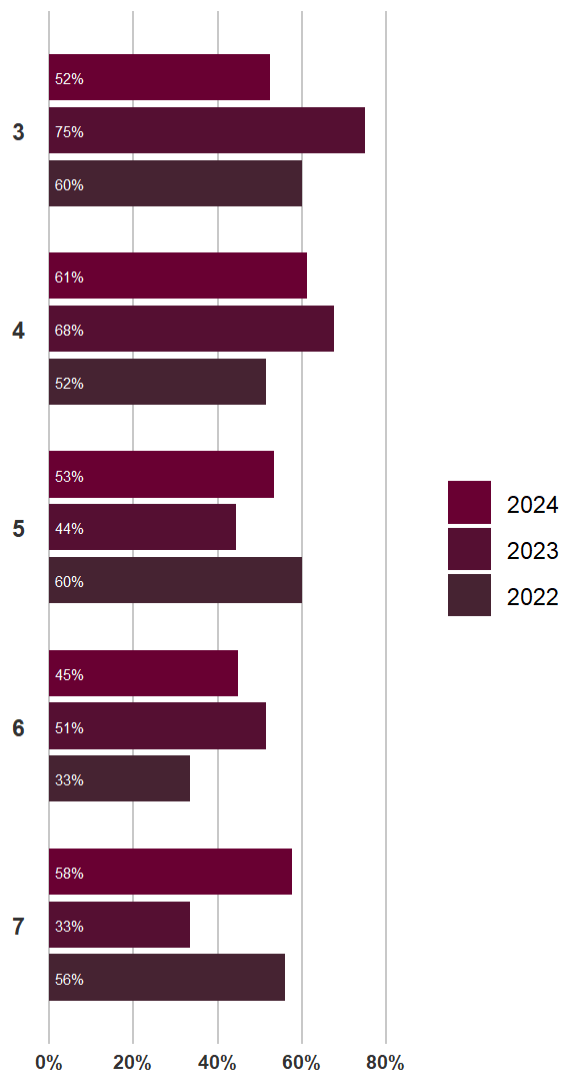
ELA



Academy CRD

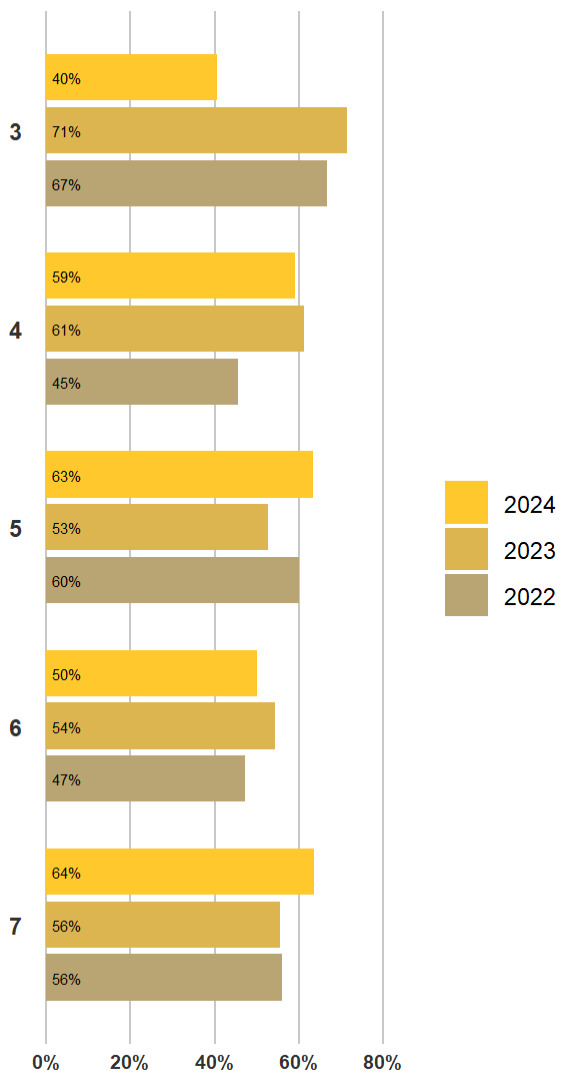
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022



School Profile: Countryside Academy

District	Countryside Academy	Initial Charter Applicant	George McManus
District Code(s)	11901	School Property Owner	Countryside Academy
Building Code(s)	09427, 08450	School Building Owner	Countryside Academy
Location	4800 Meadowbrook Rd. Benton Harbor, MI 49022	Educational Service Provider (ESP)	Self-Managed
Phone	269-944-3319	ESP Contract Term	Not Applicable
Website	http://www.countrysideacademy.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$212,086.32
Grades Served	K-12	Special Education Cost Reimbursements Received in FY24	\$165,925.42
School Year Authorized	1994-1995		
Charter Contract Term	July 01, 2022 – June 30, 2027		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
George McManus III	President	November 08, 2024	November 07, 2028
Charles Cayo	Vice President	September 22, 2022	November 07, 2026
Lynn Pica	Secretary	September 22, 2022	November 07, 2026
Charles DeGraaf	Treasurer	December 02, 2021	November 07, 2025
Sherman Reed	Director	September 28, 2023	November 07, 2027
Steven Rigoni	Director	April 20, 2023	November 07, 2027
Ana Johnson	Director	November 08, 2024	November 07, 2028

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	97	49	56	59	60	59	81	71	50	54	42	42	32	752	118
2024-25	82	75	52	59	57	59	60	81	62	60	55	45	43	790	N/A



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Countryside Academy

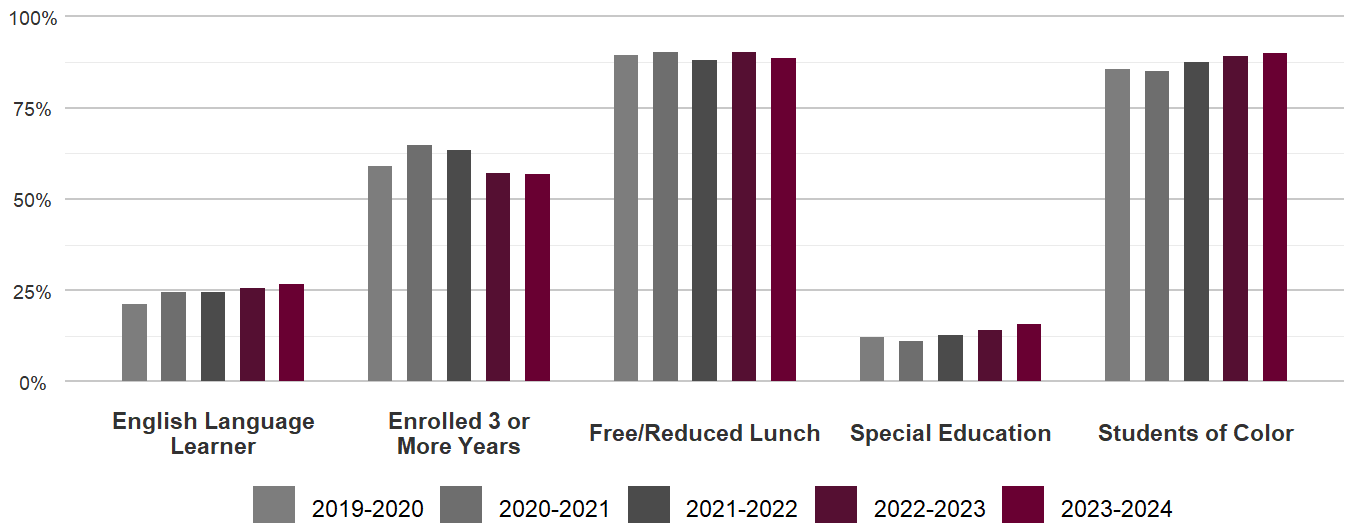


September 2024: State Assessment Update

Countryside Academy

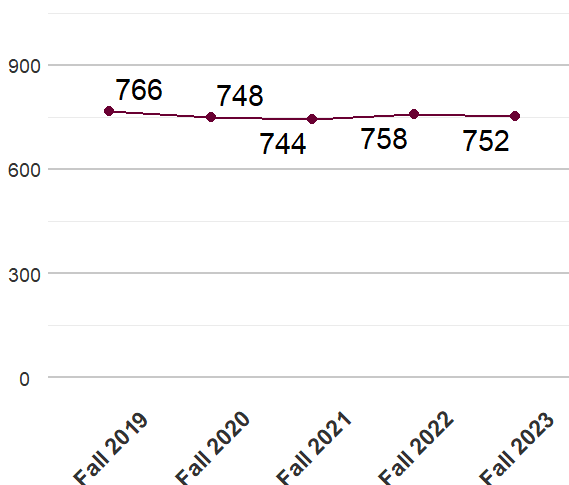
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	21.1%	24.5%	24.5%	25.5%	26.6%
Special Education	12.1%	11.0%	12.8%	14.0%	15.7%
Free/Reduced Lunch	89.4%	90.2%	88.2%	90.2%	88.6%
Students of Color	85.5%	85.2%	87.5%	89.1%	89.9%
Enrolled 3 or More Years	59.1%	64.8%	63.4%	57.0%	56.8%

Enrollment



Where Students Come From

Assigned District	Students
Benton Harbor Area Schools	716
Eau Claire Public Schools	13
St. Joseph Public Schools	9
Coloma Community Schools	8
Dowagiac Union School District	7
Lakeshore School District (Berrien)	5
Berrien Springs Public Schools	4
Sodus Township S/D #5	4
Covert Public Schools	2
Other	3

NWEA MAP Growth Assessment

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Achievement

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2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

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2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

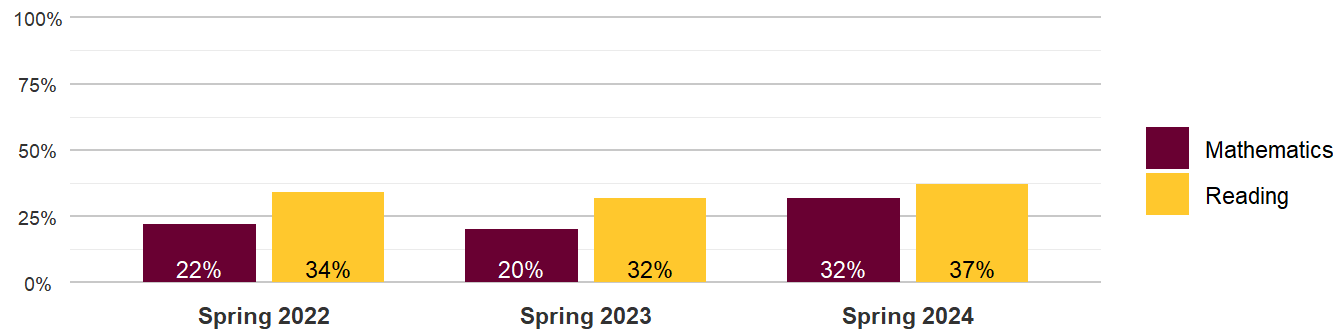


Countryside Academy

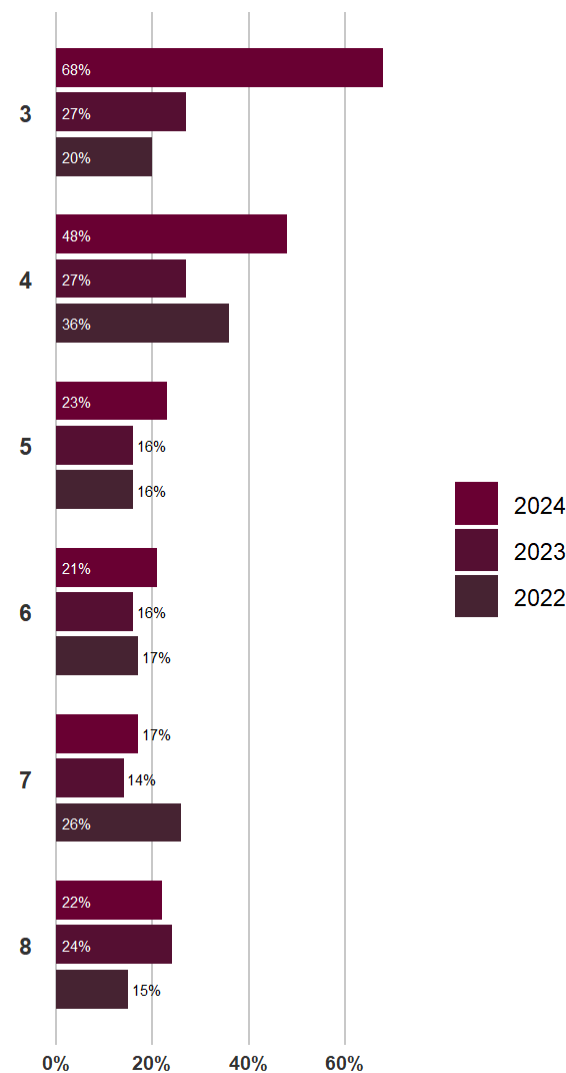
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

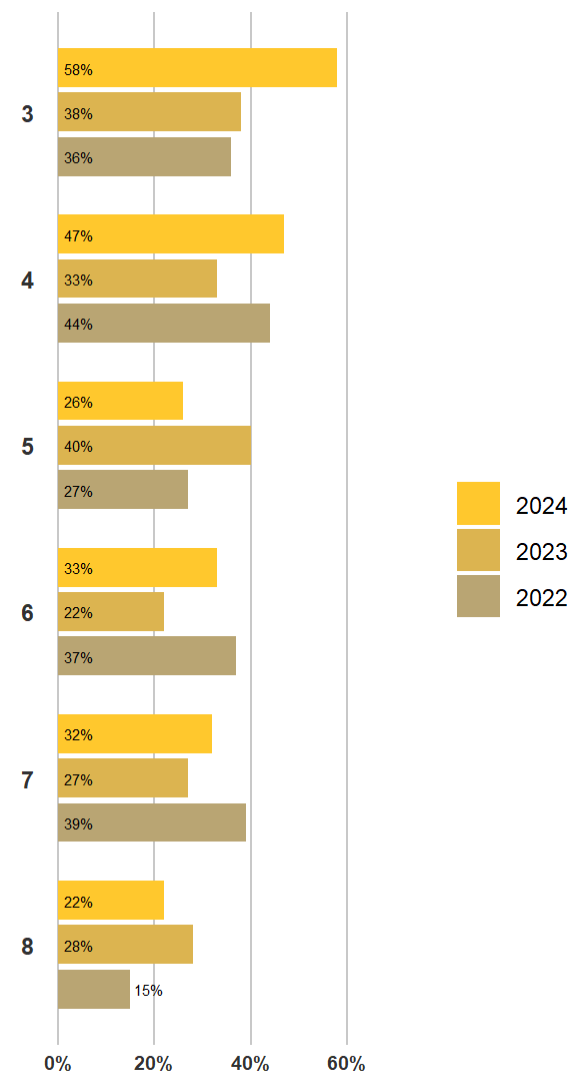
School-Wide by Year



By Grade Level Mathematics

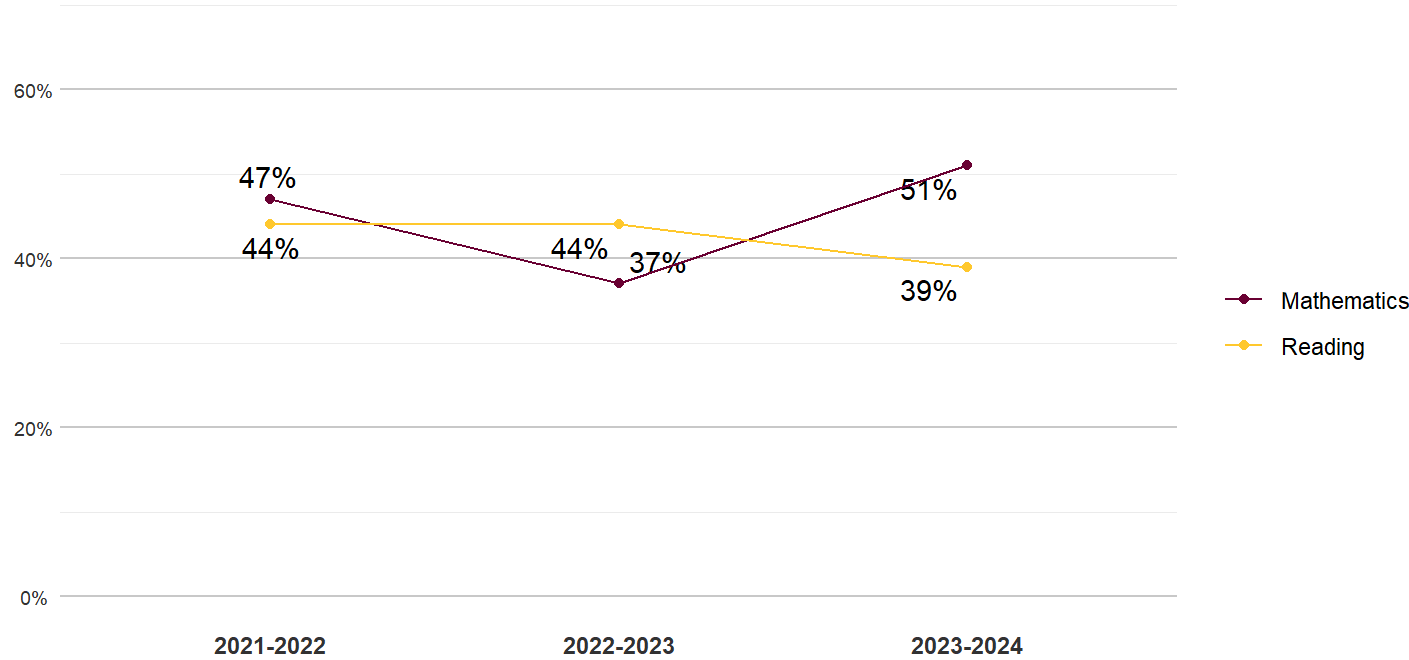


Reading

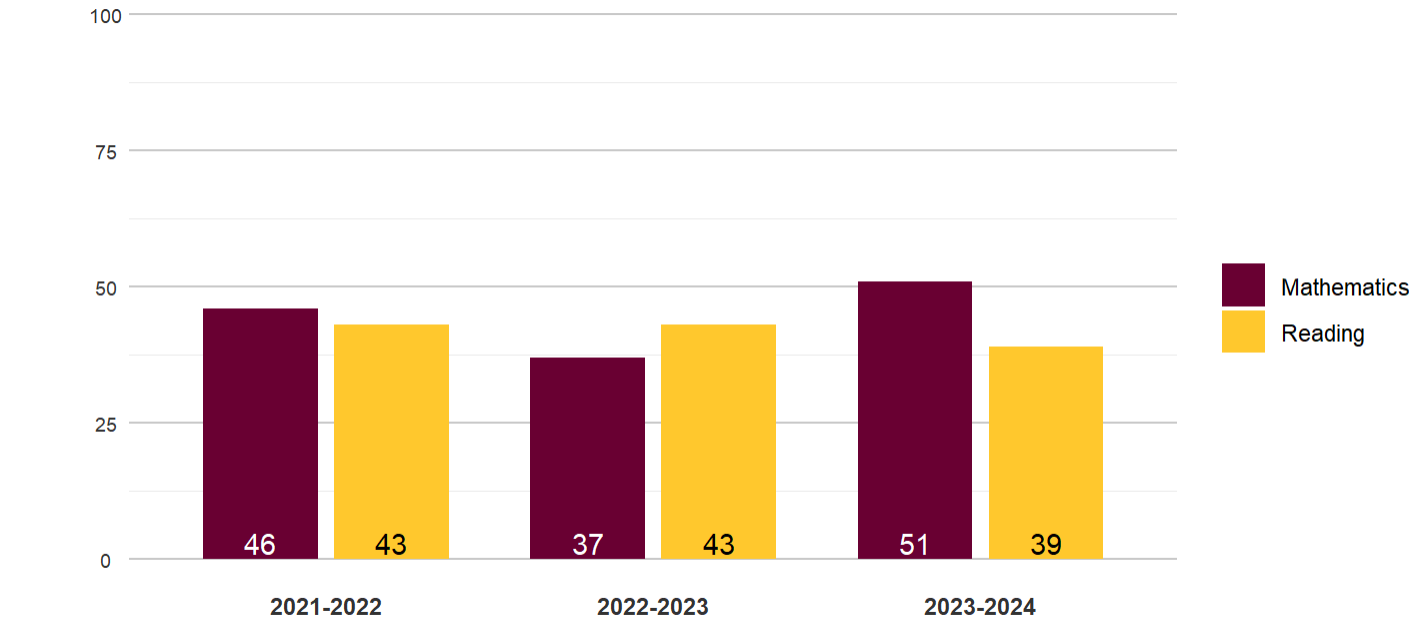


NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater
All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile
All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

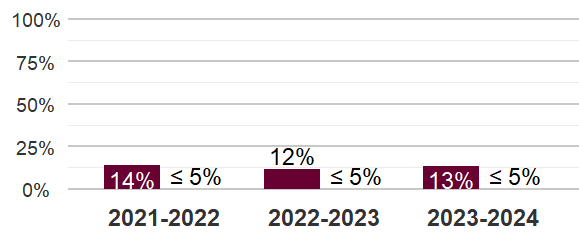


Countryside Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

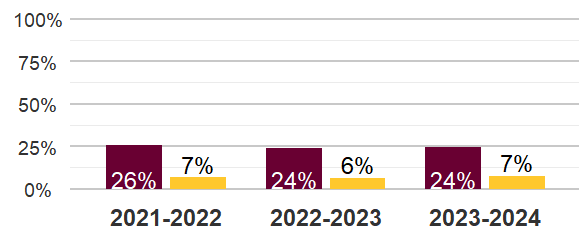
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

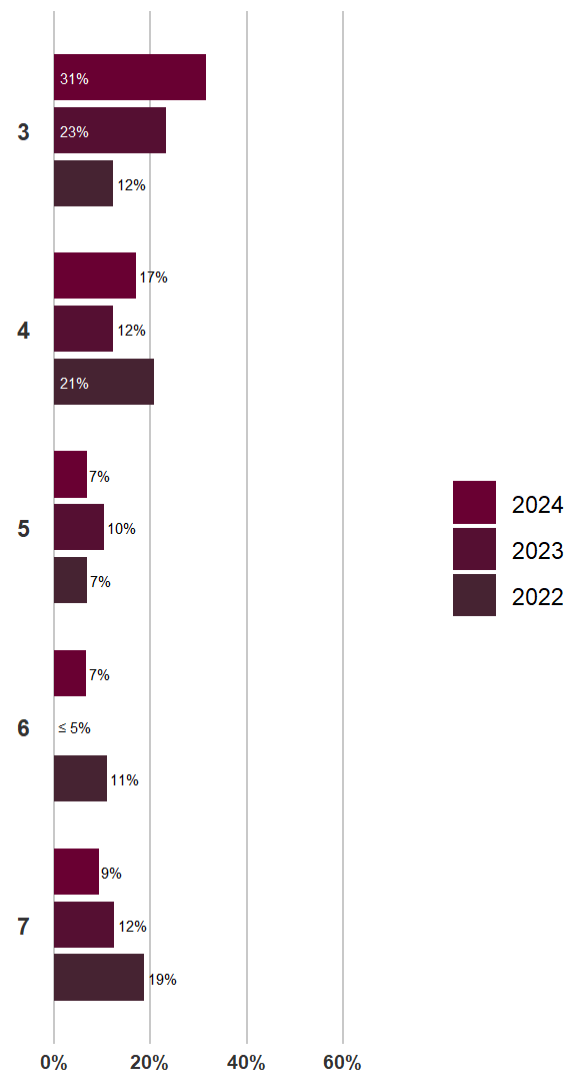
ELA



Academy CRD

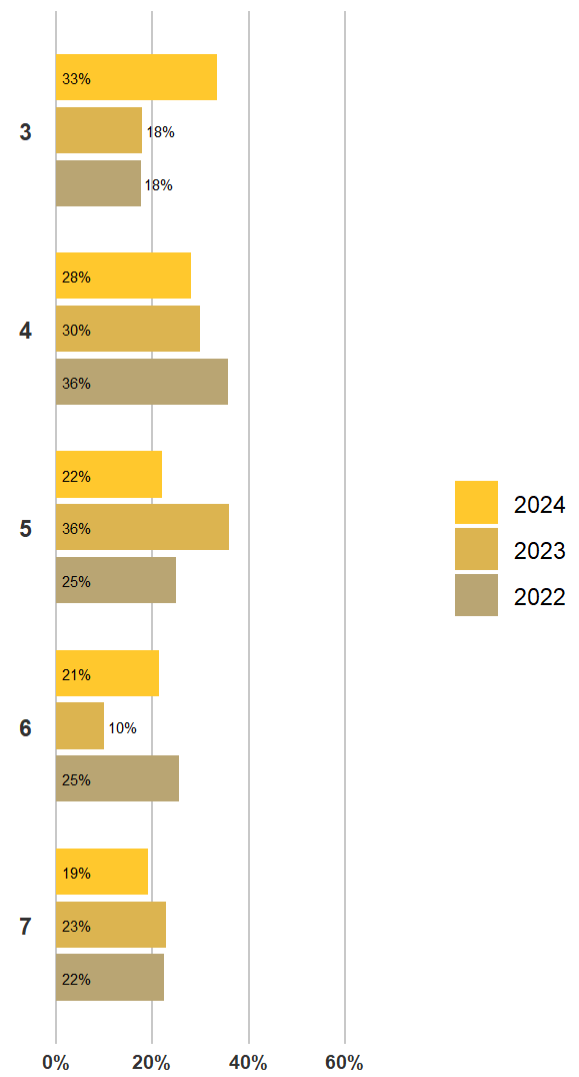
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022

Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. Please see the Guidance Document for more information.

Comparative Achievement (CRD) - SAT

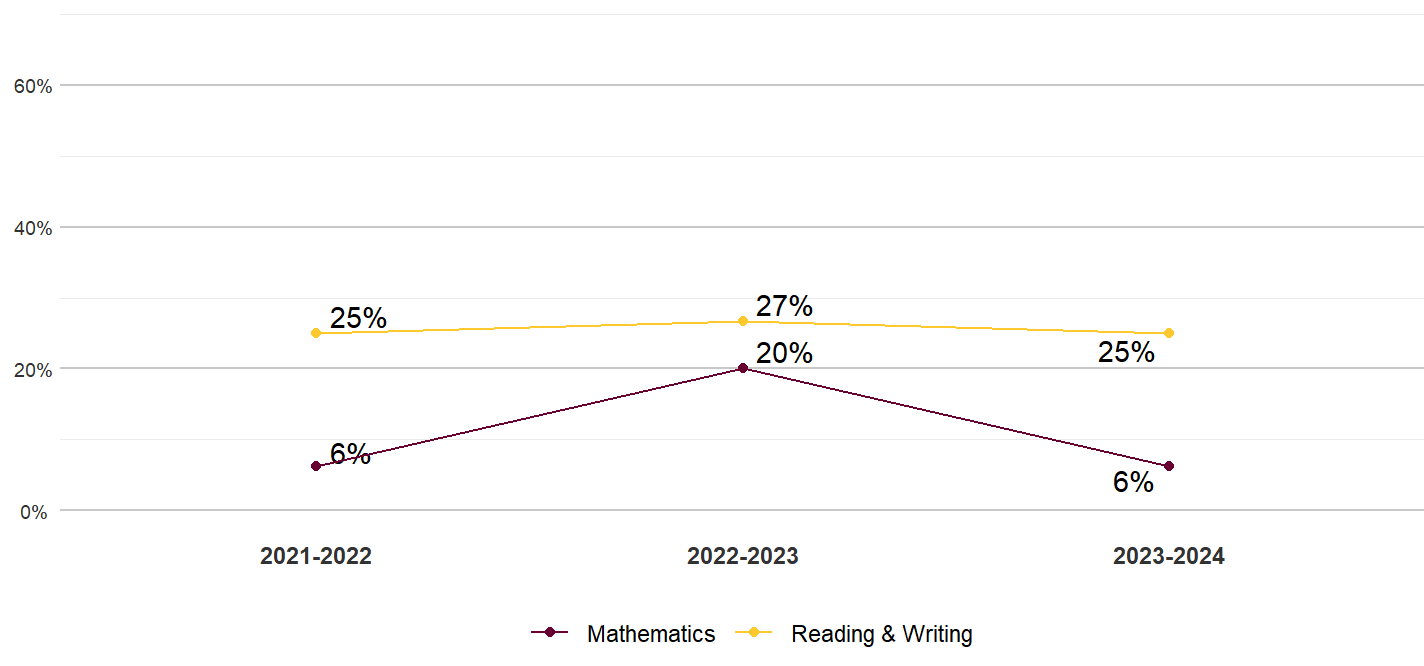
The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

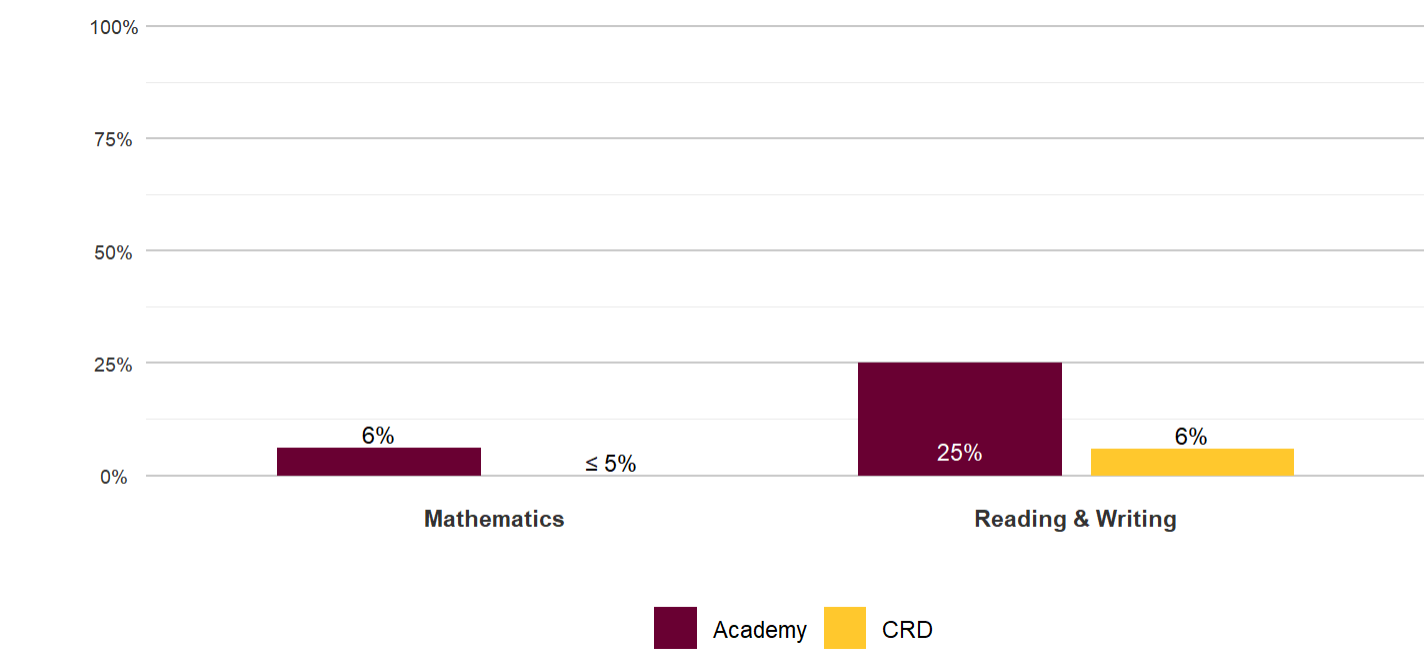


SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD





School Profile: Creative Montessori Academy

District	Creative Montessori Academy	Initial Charter Applicant	Tammy Duty
District Code(s)	82969	School Property Owner	Creative Montessori Academy
Building Code(s)	08853	School Building Owner	Creative Montessori Academy
Location	12701 McCann St. Southgate, MI 48195	Educational Service Provider (ESP)	Choice Schools Associates, L.L.C.
Phone	734-284-5600	ESP Contract Term	July 01, 2022 – June 30, 2027
Website	http://creative-montessori.com/	2023-24 Total Fees, Reimbursements, and Charges Collected	\$215,476.18
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$125,549.34
School Year Authorized	2021-2022		
Charter Contract Term	July 01, 2022 – June 30, 2027		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Tammy Duty	President	April 21, 2022	August 30, 2026
Donald Treadwell	Vice President	April 21, 2022	August 30, 2025
Jessica Shoemaker	Secretary	April 21, 2022	August 30, 2026
Walker Evans	Treasurer	June 25, 2024	August 30, 2028

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	92	98	108	98	91	75	79	50	46	N/A	N/A	N/A	N/A	737	141
2024-25	98	99	96	102	95	86	63	72	48	N/A	N/A	N/A	N/A	759	N/A



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CENTRAL MICHIGAN UNIVERSITY

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Creative Montessori Academy

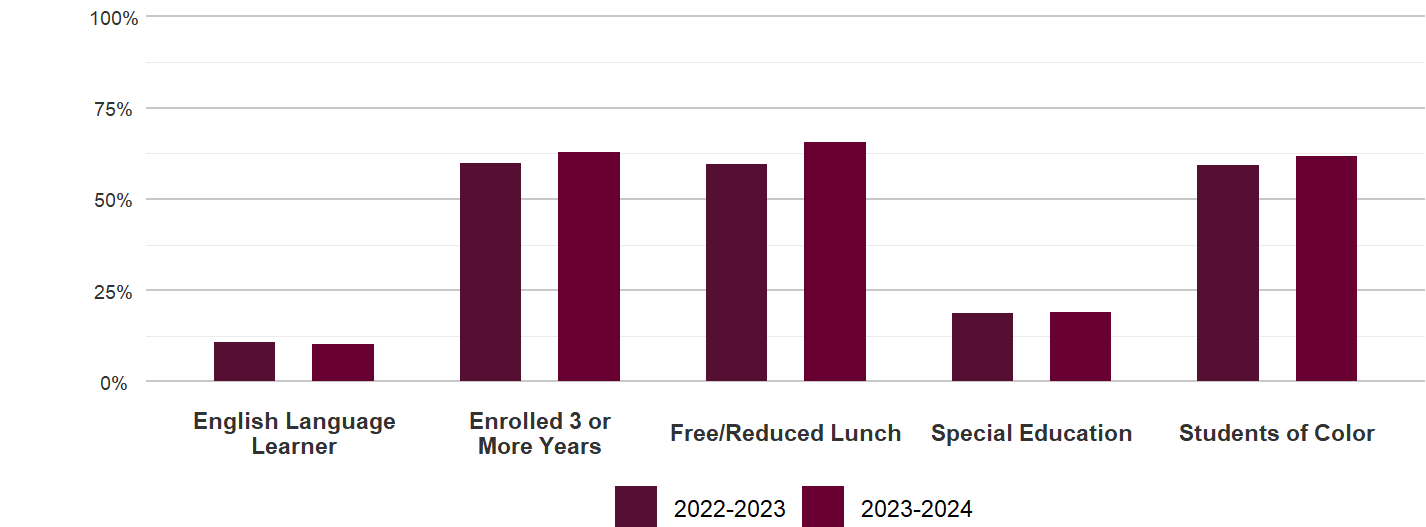


September 2024: State Assessment Update

Creative Montessori Academy

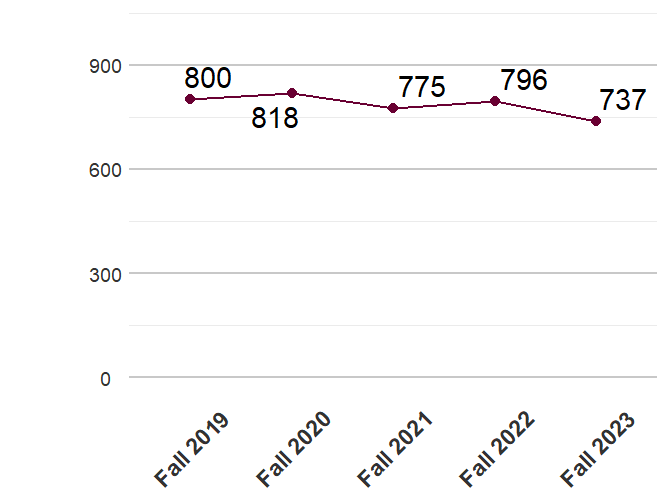
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24
English Language Learner	10.8%	10.3%
Special Education	18.8%	19.1%
Free/Reduced Lunch	59.7%	65.7%
Students of Color	59.3%	61.7%
Enrolled 3 or More Years	59.8%	62.8%

Enrollment



Where Students Come From

Assigned District	Students
Lincoln Park, School District of the City of	169
Taylor School District	138
Southgate Community School District	133
Detroit Public Schools Community District	41
Ecorse Public Schools	40
Wyandotte, School District of the City of	37
Allen Park Public Schools	34
Woodhaven-Brownstown School District	28
River Rouge, School District of the City of	24
Other	93

Creative Montessori Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

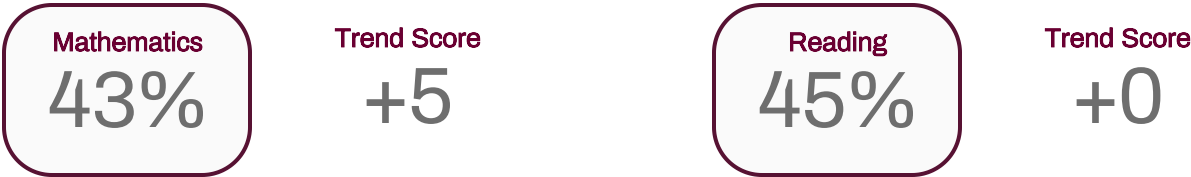
NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

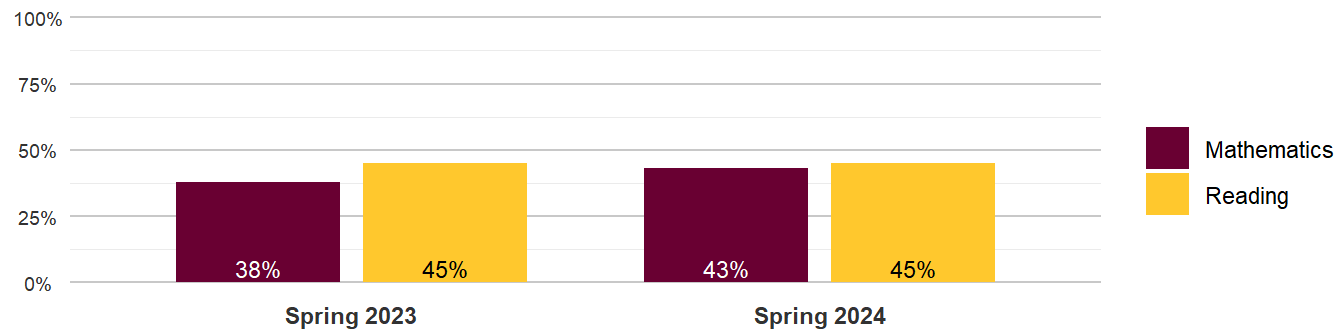


Creative Montessori Academy

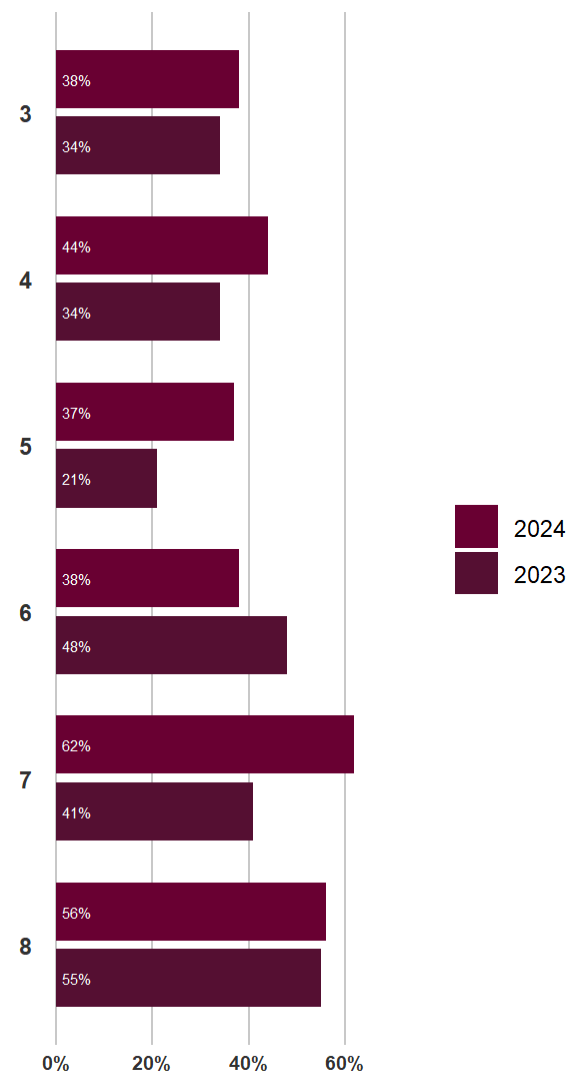
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

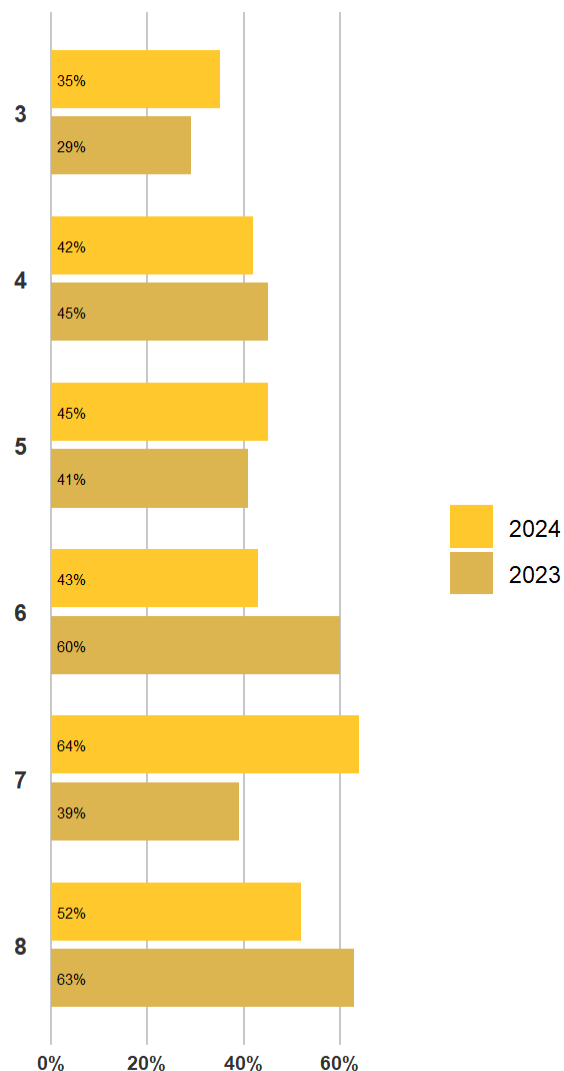
School-Wide by Year



By Grade Level Mathematics



Reading



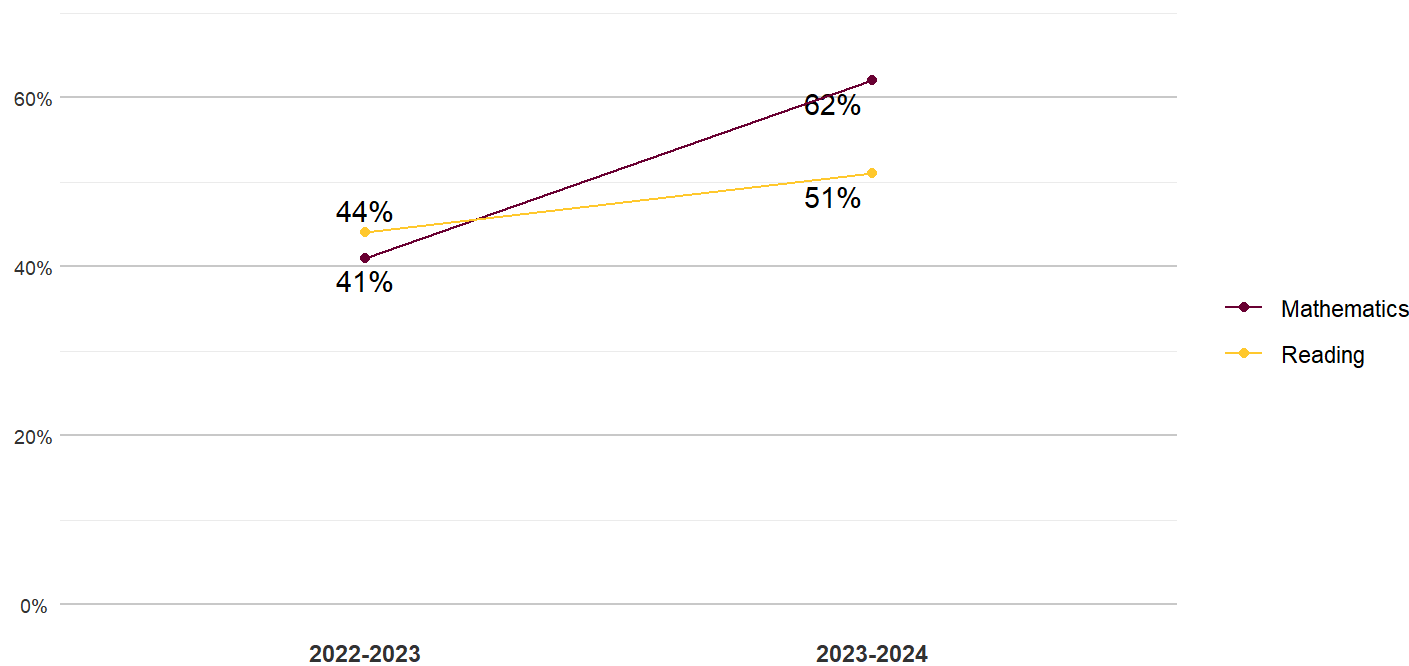
Creative Montessori Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

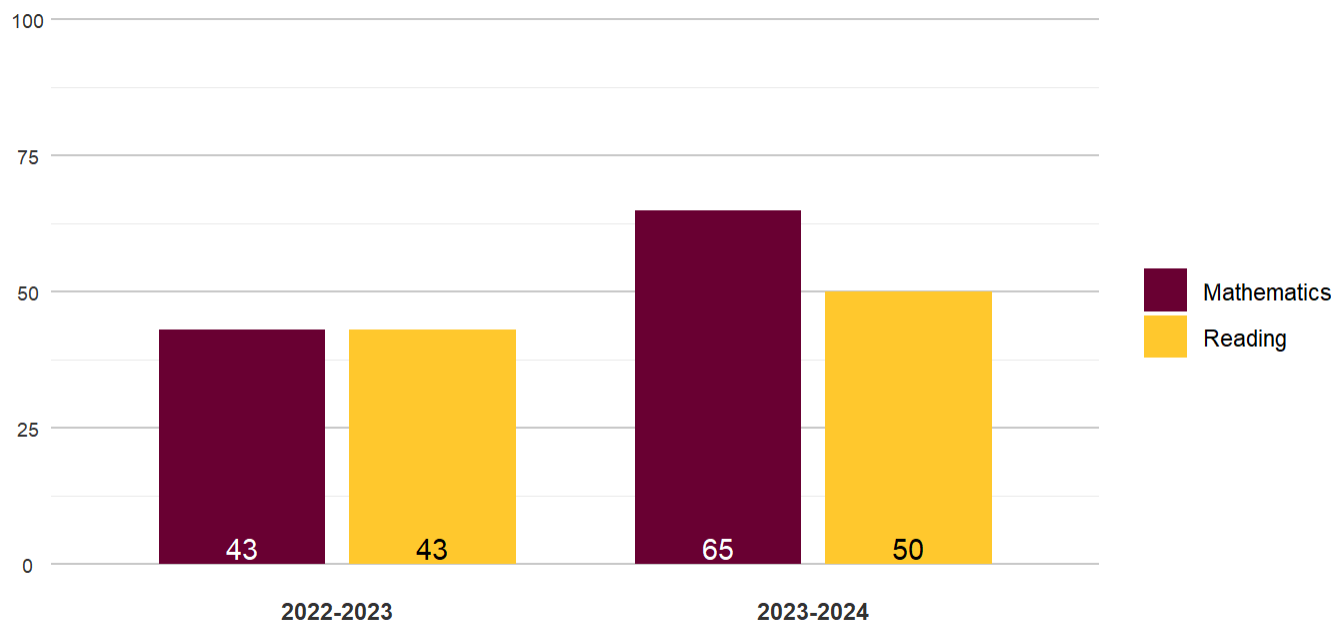
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Creative Montessori Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Michigan Student Test of Educational Progress (M-STEP)

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Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

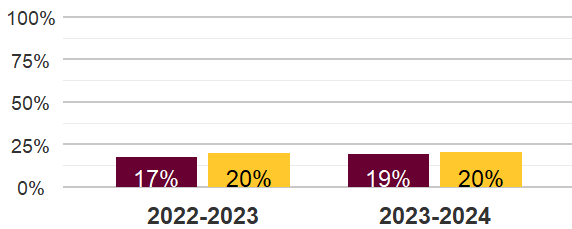


Creative Montessori Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

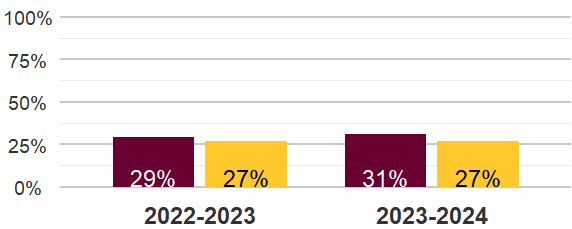
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

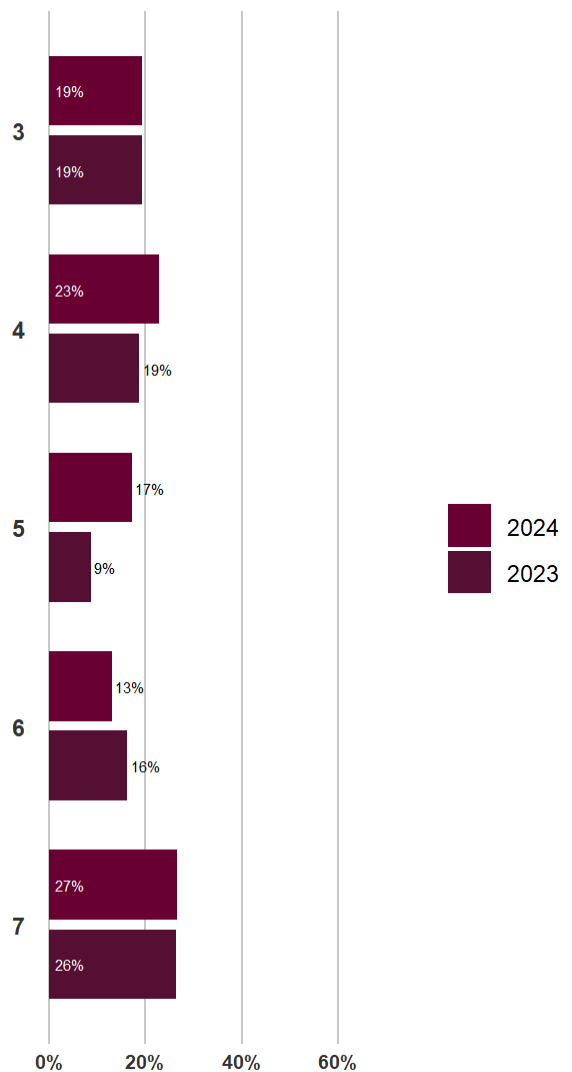
ELA



Academy CRD

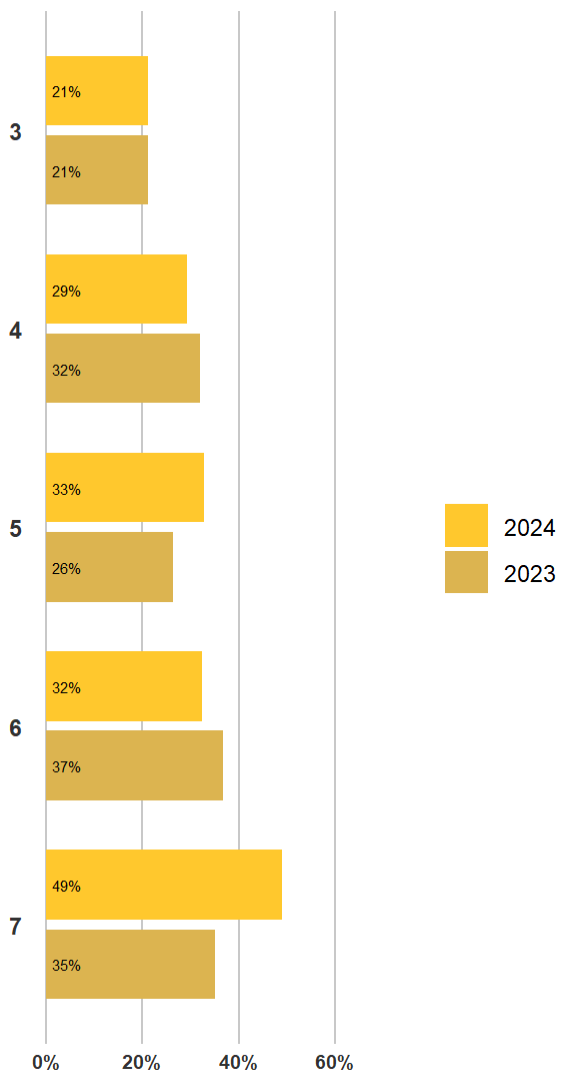
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023

ELA



2024
2023



School Profile: Cross Creek Charter Academy

District	Cross Creek Charter Academy	Initial Charter Applicant	Mark DeHaan
District Code(s)	41916	School Property Owner	Charter Development Company, L.L.C.
Building Code(s)	08515	School Building Owner	Charter Development Company, L.L.C.
Location	7701 Kalamazoo SE Byron Center, MI 48315	Educational Service Provider (ESP)	National Heritage Academies, Inc.
Phone	616-656-4000	ESP Contract Term	July 01, 2024 – June 30, 2034
Website	https://www.nhaschools.com/schools/Cross-Creek-Charter-Academy/en	2023-24 Total Fees, Reimbursements, and Charges Collected	\$231,030.12
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$103,783.11
School Year Authorized	1996-1997		
Charter Contract Term	July 01, 2024 – June 30, 2034		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Patrick Barbour	President, Secretary	September 22, 2022	December 05, 2026
Barbara Evers	Vice President	December 06, 2020	December 05, 2024
Max Smith	Treasurer	December 02, 2021	December 05, 2025
Barbara Meier	Director	September 28, 2023	December 05, 2027
Lee Moyer	Director	September 26, 2024	December 05, 2027

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	131	84	84	84	84	87	87	79	87	N/A	N/A	N/A	N/A	807	75
2024-25	134	84	84	84	84	87	87	86	80	N/A	N/A	N/A	N/A	810	N/A



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SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Cross Creek Charter Academy

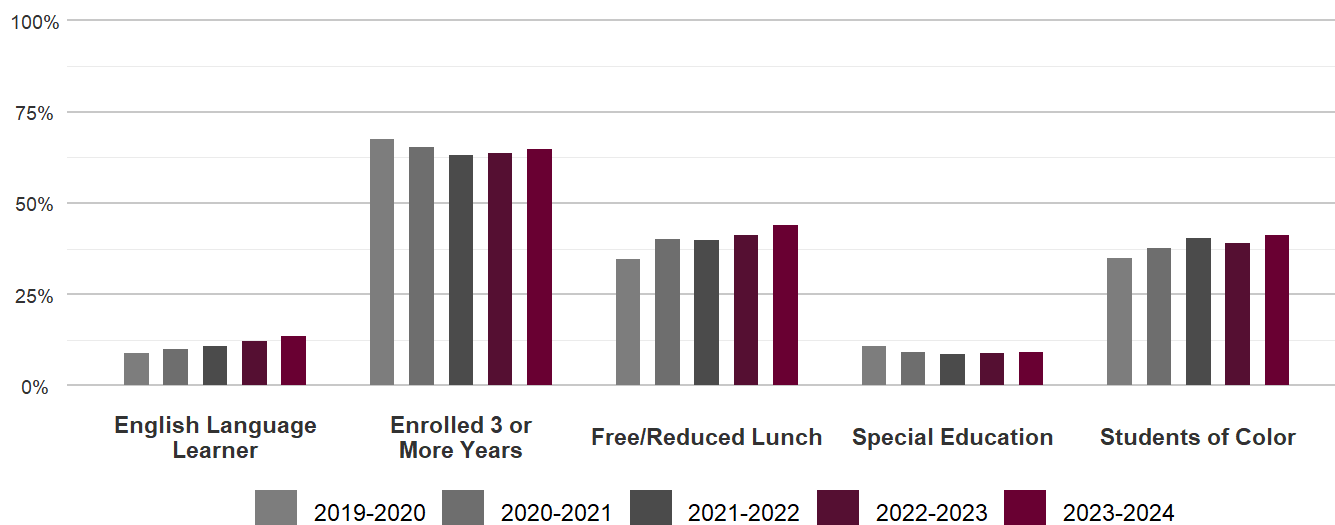


September 2024: State Assessment Update

Cross Creek Charter Academy

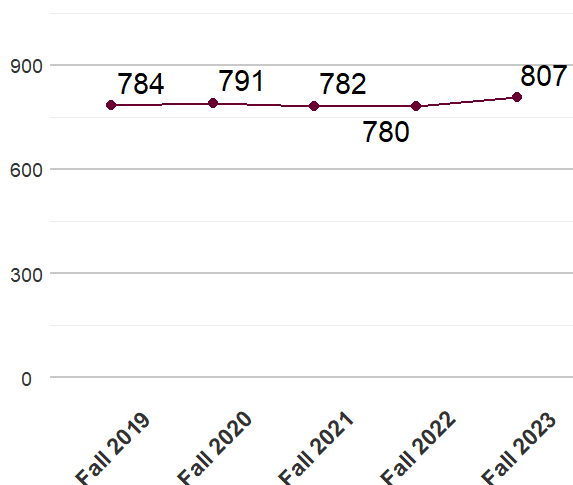
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	8.9%	9.9%	10.7%	12.2%	13.6%
Special Education	10.8%	9.2%	8.7%	9.0%	9.3%
Free/Reduced Lunch	34.7%	40.1%	39.8%	41.2%	43.9%
Students of Color	34.9%	37.5%	40.3%	39.1%	41.1%
Enrolled 3 or More Years	67.5%	65.2%	63.0%	63.6%	64.8%

Enrollment



Where Students Come From

Assigned District	Students
Kentwood Public Schools	436
Caledonia Community Schools	110
Byron Center Public Schools	64
Kelloggsville Public Schools	42
Grand Rapids Public Schools	41
Thornapple Kellogg School District	22
Grandville Public Schools	20
Wayland Union Schools	16
Godwin Heights Public Schools	14
Other	42

Cross Creek Charter Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

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The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

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2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

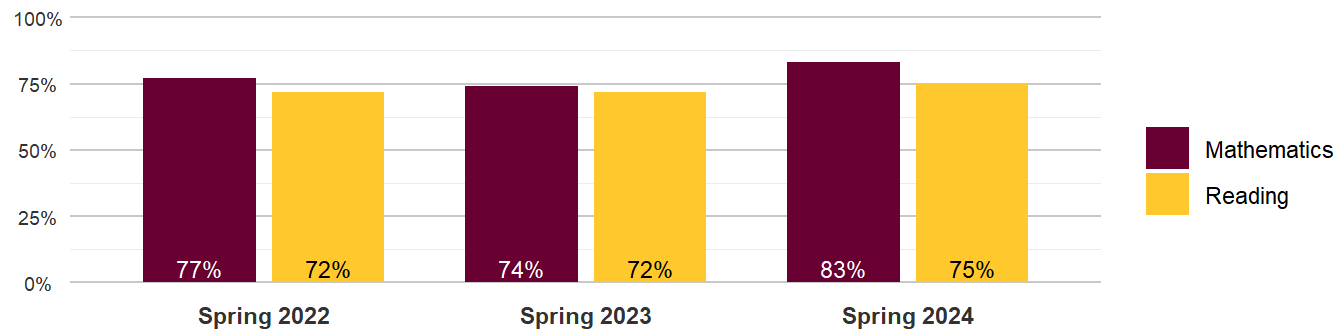


Cross Creek Charter Academy

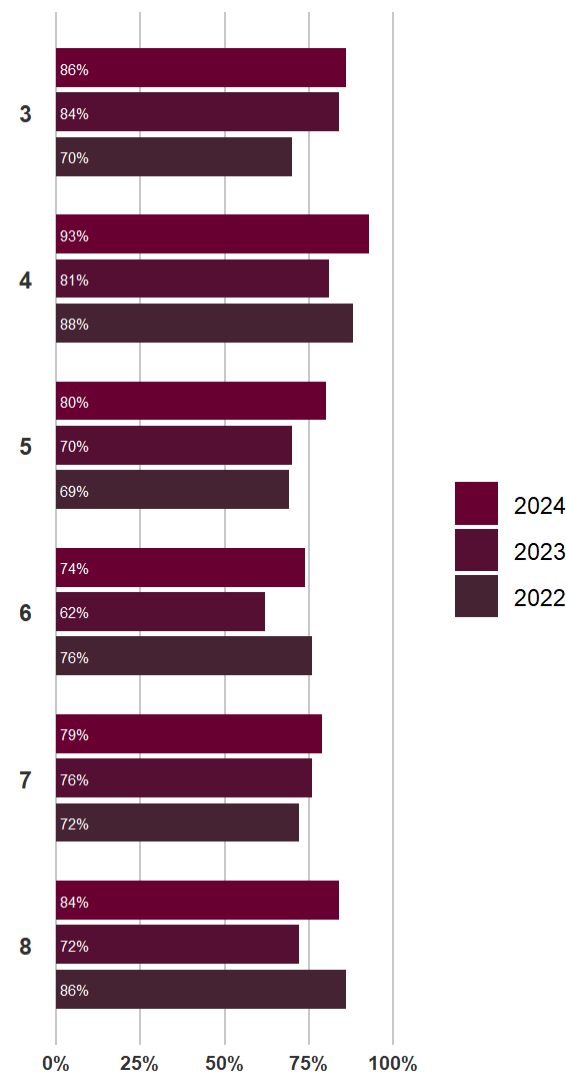
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

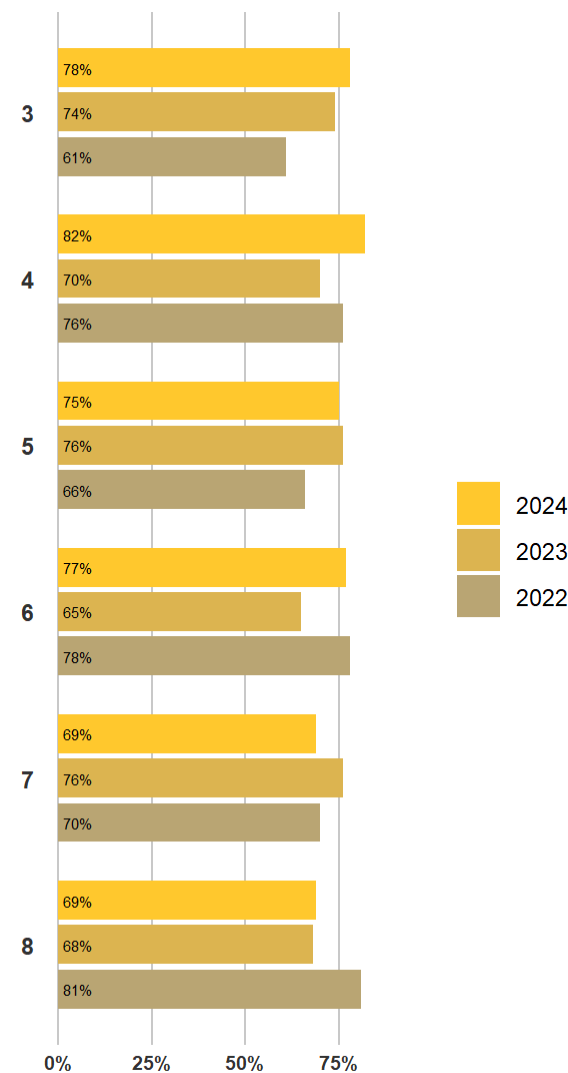
School-Wide by Year



By Grade Level Mathematics



Reading



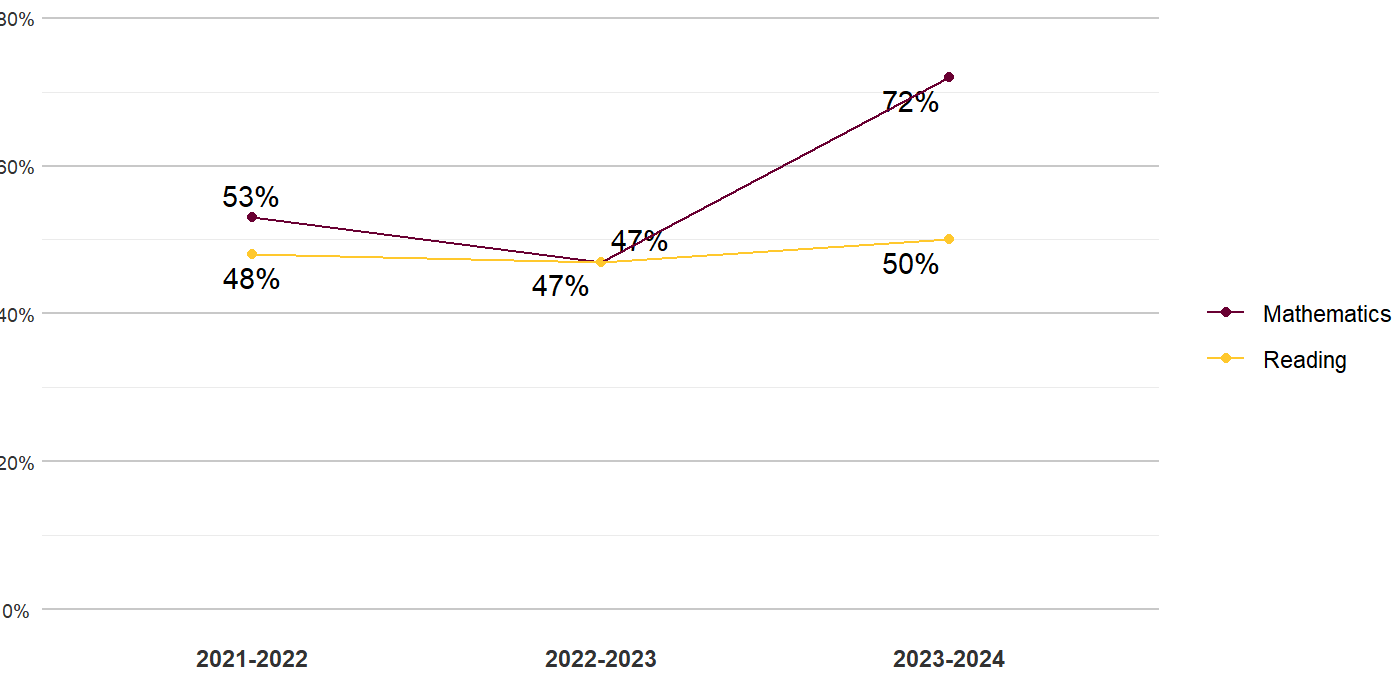
Cross Creek Charter Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

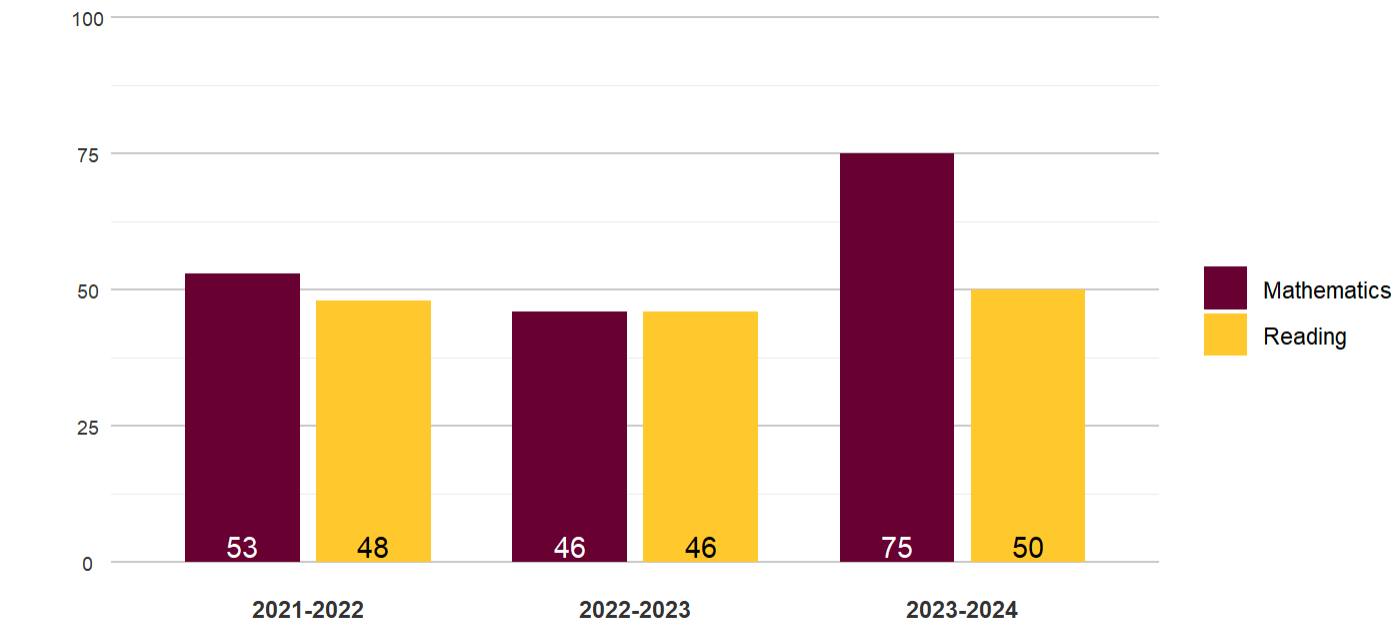
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Cross Creek Charter Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

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Achievement

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2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

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2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

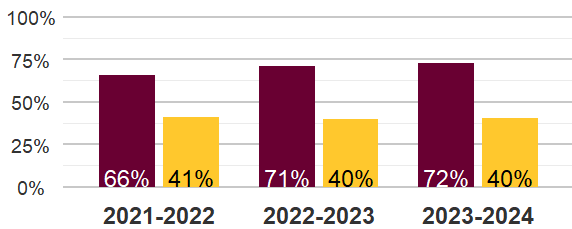


Cross Creek Charter Academy

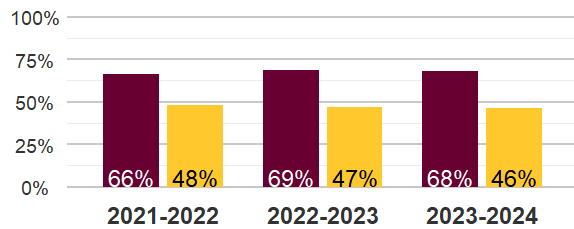
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



ELA

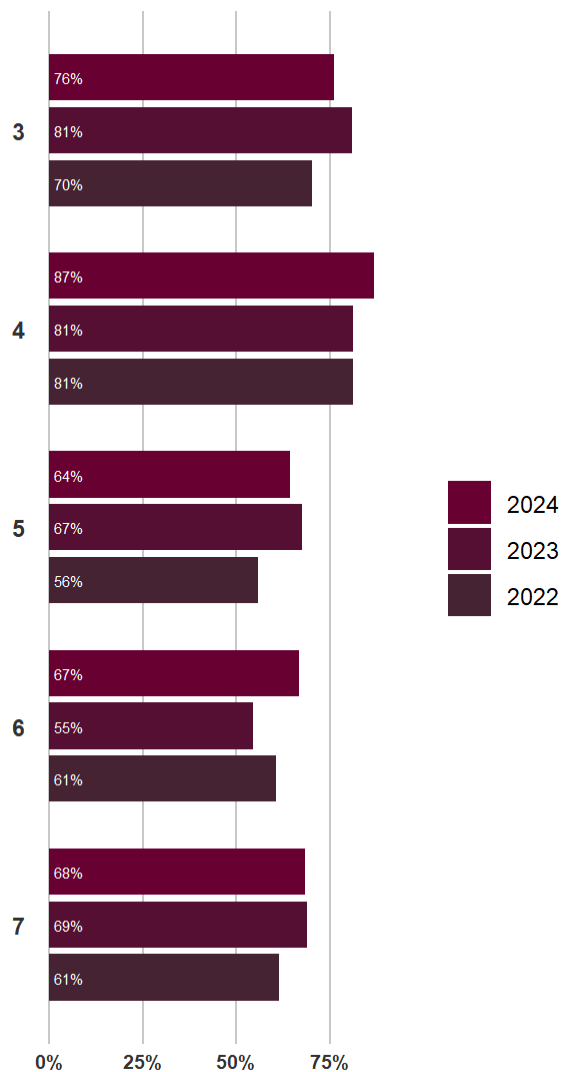


Academy CRD

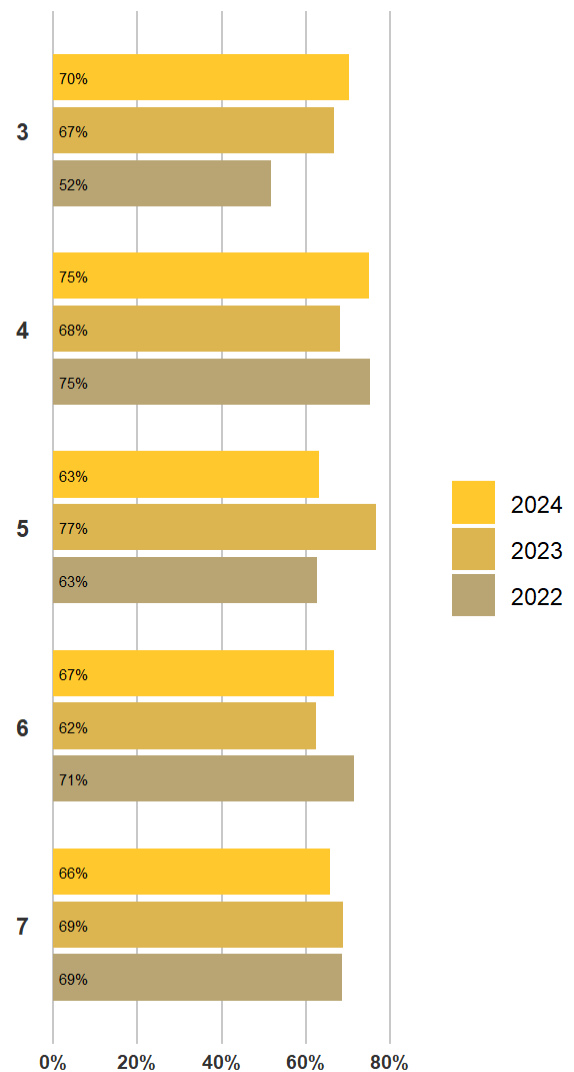
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2024
2023
2022



School Profile: da Vinci Schools

District	da Vinci Schools	Initial Charter Applicant	Jack Koepfgen
District Code(s)	38901	School Property Owner	da Vinci Schools
Building Code(s)	08244, 08659	School Building Owner	da Vinci Schools
Location	2985 Springport Rd. Jackson, MI 49201	Educational Service Provider (ESP)	Self-Managed
Phone	517-796-0031	ESP Contract Term	Not Applicable
Website	http://davincik12.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$132,455.61
Grades Served	K-12	Special Education Cost Reimbursements Received in FY24	\$78,333.71
School Year Authorized	1994-1995		
Charter Contract Term	July 01, 2023 – June 30, 2026		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Elaine Themm	President	June 30, 2022	July 20, 2026
Kim Haynes	Vice President	June 25, 2024	July 20, 2028
Catherine Upham	Secretary	February 16, 2023	July 20, 2025
Christa Lavan	Treasurer	December 02, 2021	July 20, 2026
Michael Jones	Director	June 29, 2023	July 20, 2027

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	20	17	14	22	22	18	29	28	37	101	64	64	32	468	78
2024-25	19	17	22	20	22	17	26	27	35	40	61	58	77	441	N/A



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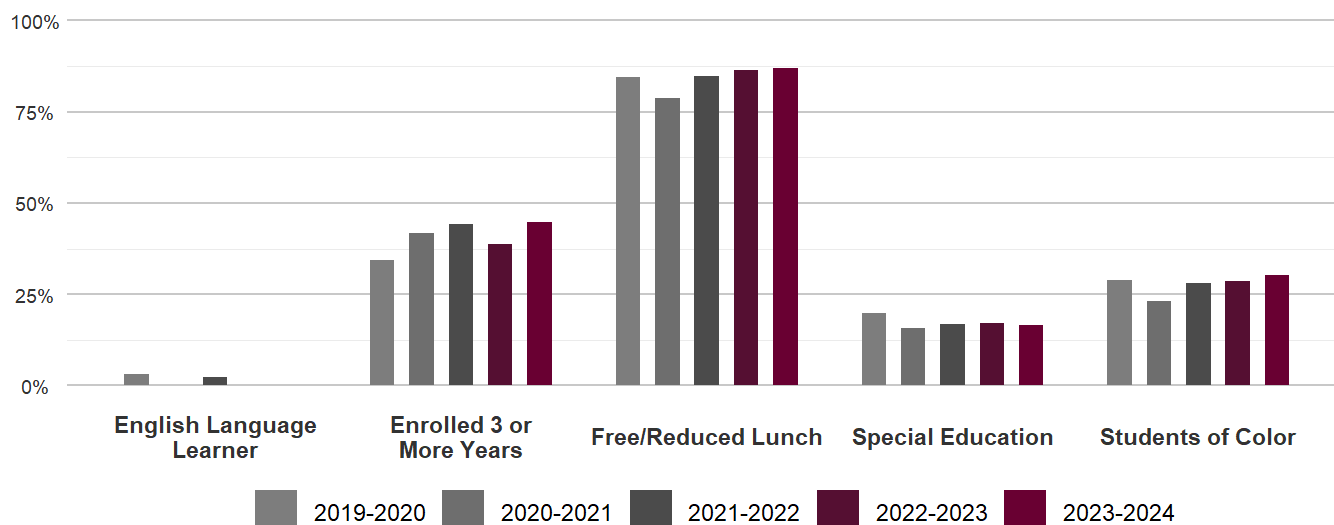
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

da Vinci Schools



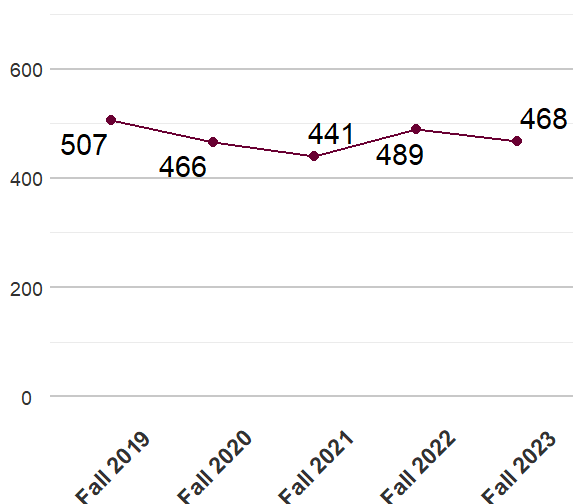
September 2024: State Assessment Update

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	3.2%	0.0%	2.3%	0.0%	0.0%
Special Education	19.9%	15.7%	16.8%	17.0%	16.7%
Free/Reduced Lunch	84.6%	78.8%	84.8%	86.5%	87.0%
Students of Color	29.0%	23.2%	28.1%	28.6%	30.3%
Enrolled 3 or More Years	34.4%	41.7%	44.2%	38.7%	44.7%

Enrollment



Where Students Come From

Assigned District	Students
Jackson Public Schools	316
Northwest Community Schools	66
East Jackson Community Schools	33
Western School District	18
Vandercook Lake Public Schools	10
Hanover-Horton School District	5
Columbia School District	3
Michigan Center School District	3
Springport Public Schools	3
Other	11

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2023-2024 - Percent of Students Meeting Spring National Achievement Norms



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2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

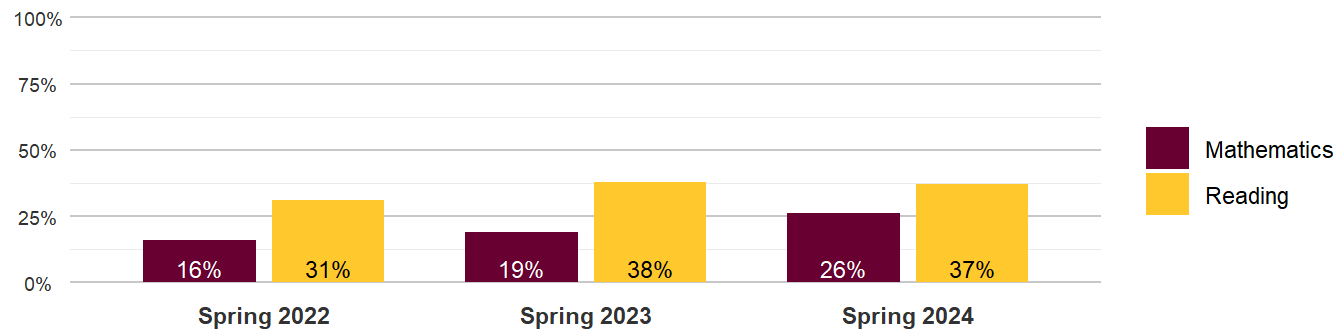


2023-2024 - Fall-to-Spring Median Growth Percentile

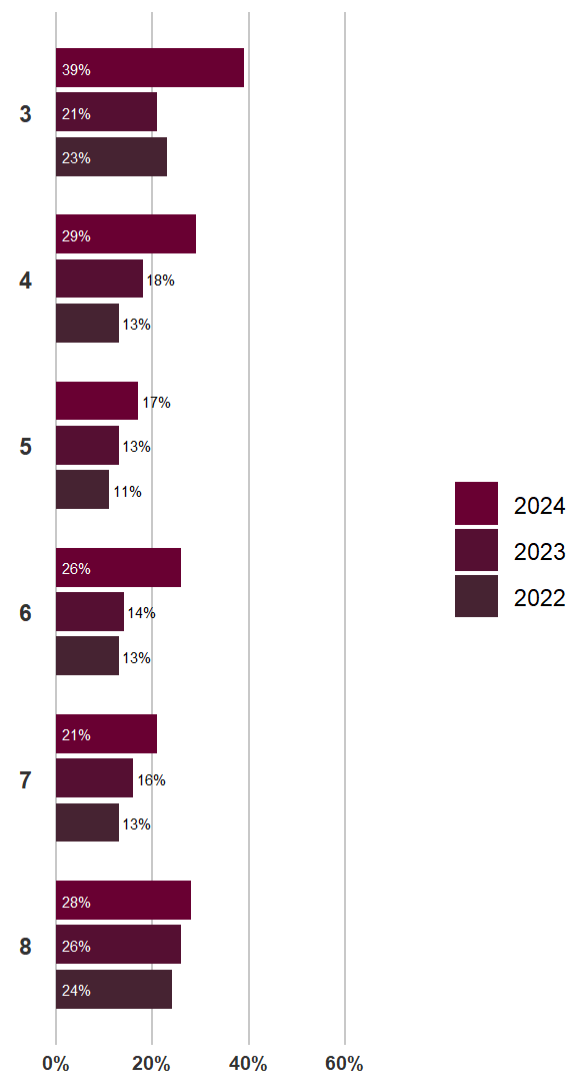


Percent Meeting NWEA MAP Spring Achievement National Norms
All Students Grades 3 - 8 enrolled for at least one year

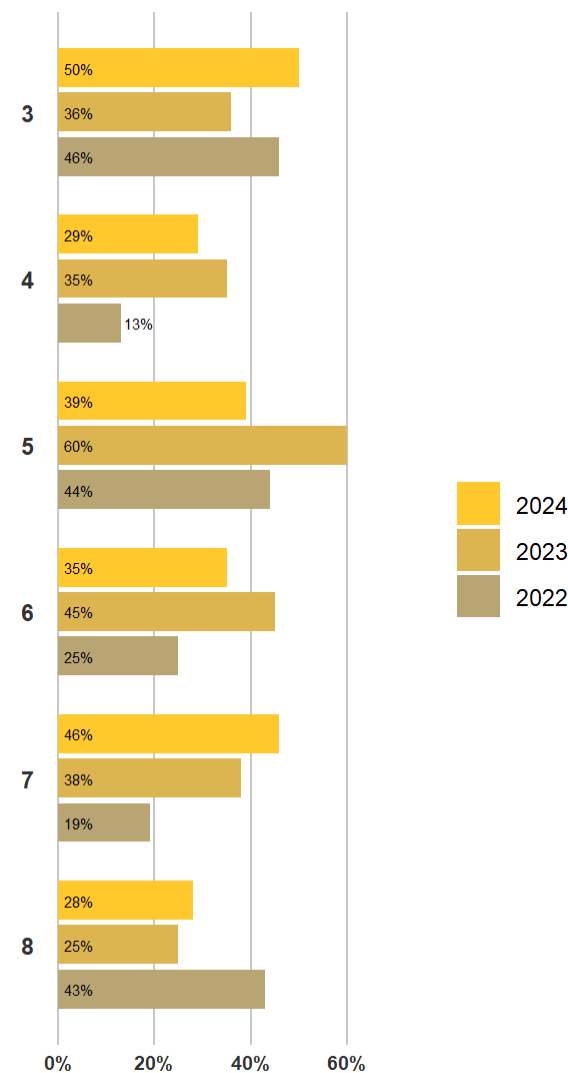
School-Wide by Year



By Grade Level
Mathematics



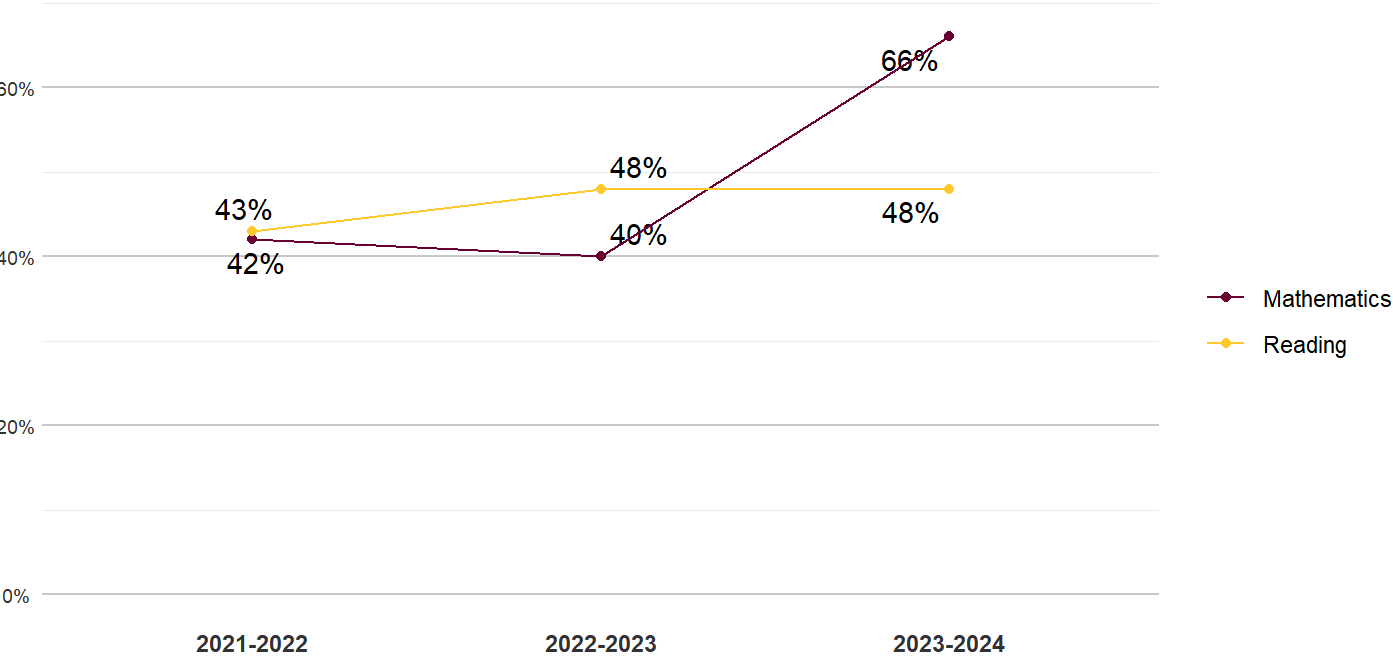
Reading



NWEA MAP Fall-to-Spring Growth

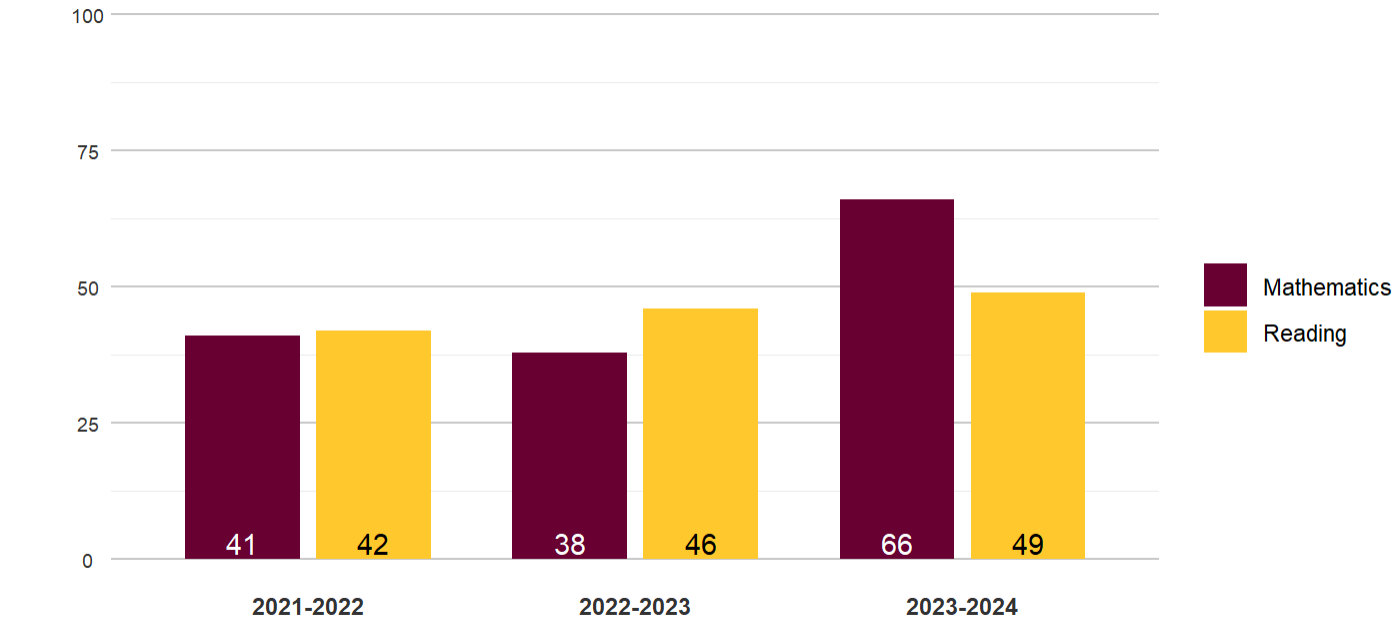
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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Achievement

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2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

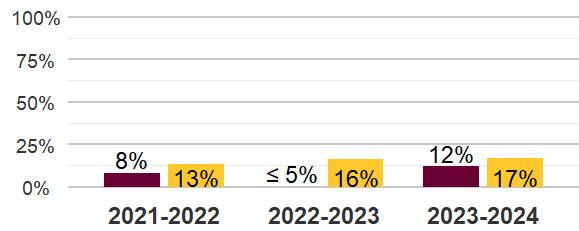
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2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



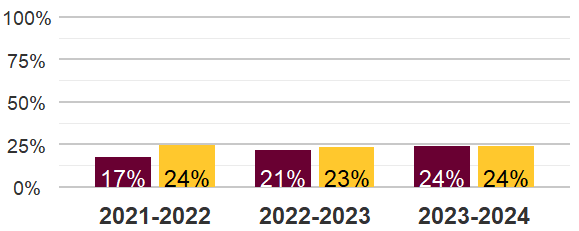
Percent Meeting M-STEP Proficiency vs. CRD
All Students Grades 3 - 7

Mathematics



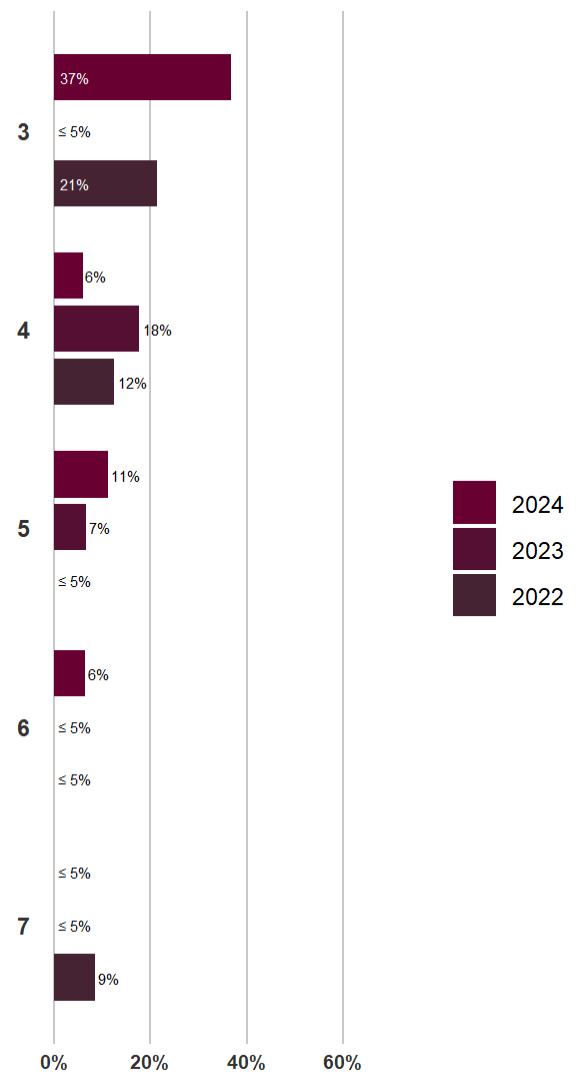
Academy CRD

ELA



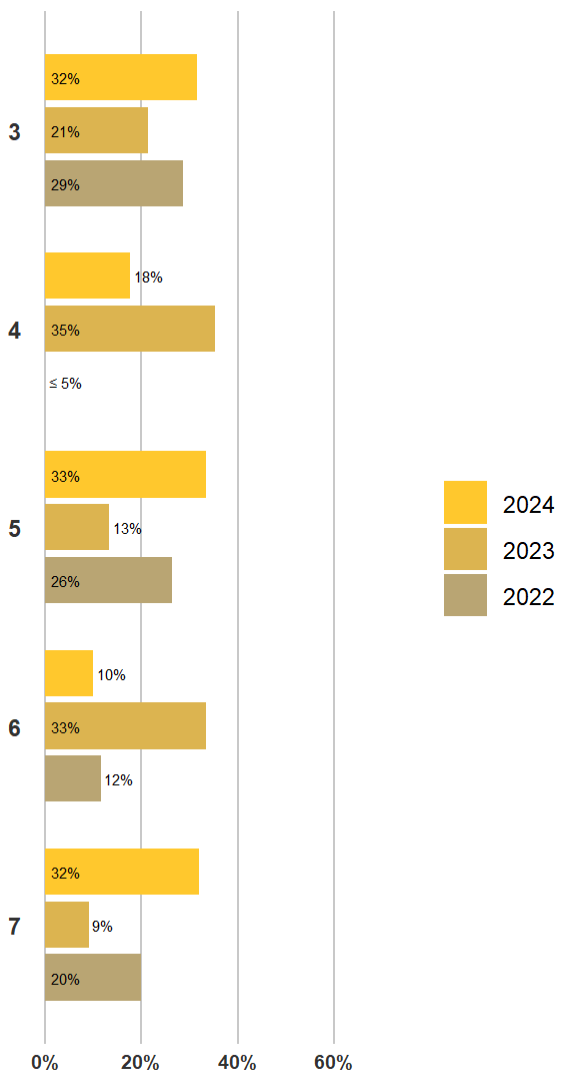
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level
Mathematics



2024
2023
2022

ELA



2024
2023
2022

Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. Please see the Guidance Document for more information.

Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

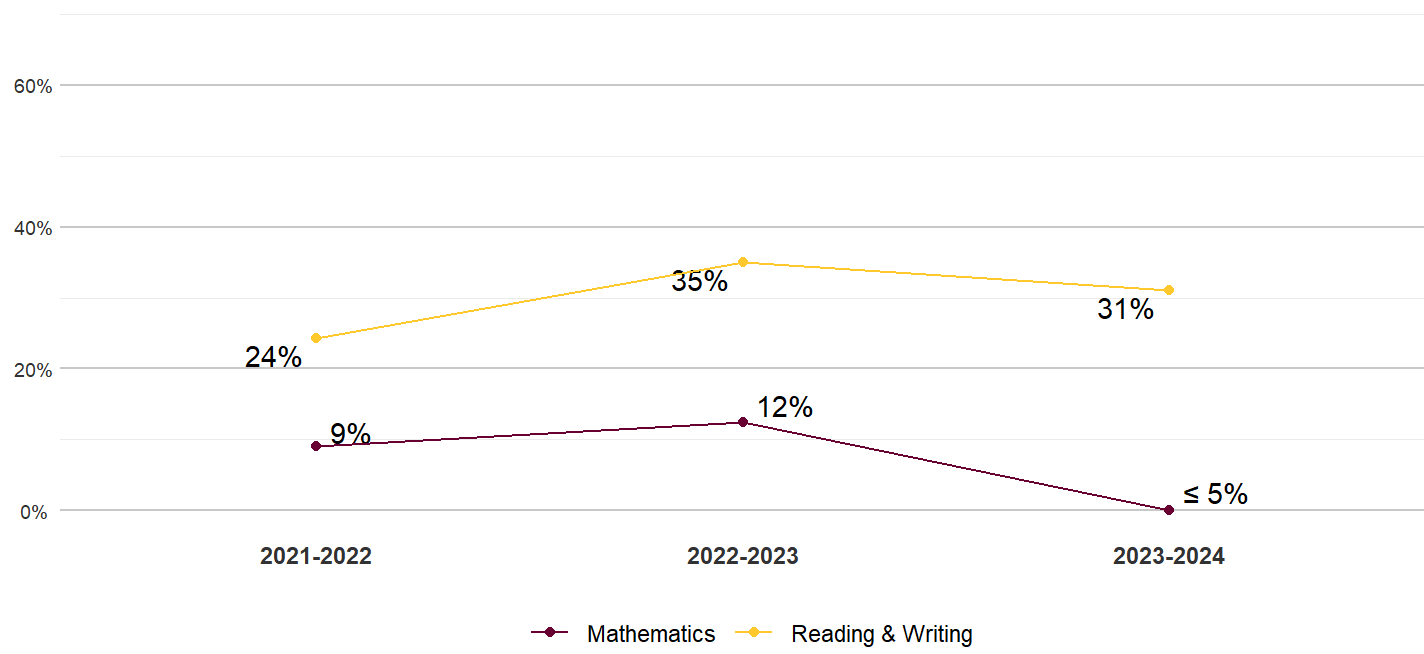
2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



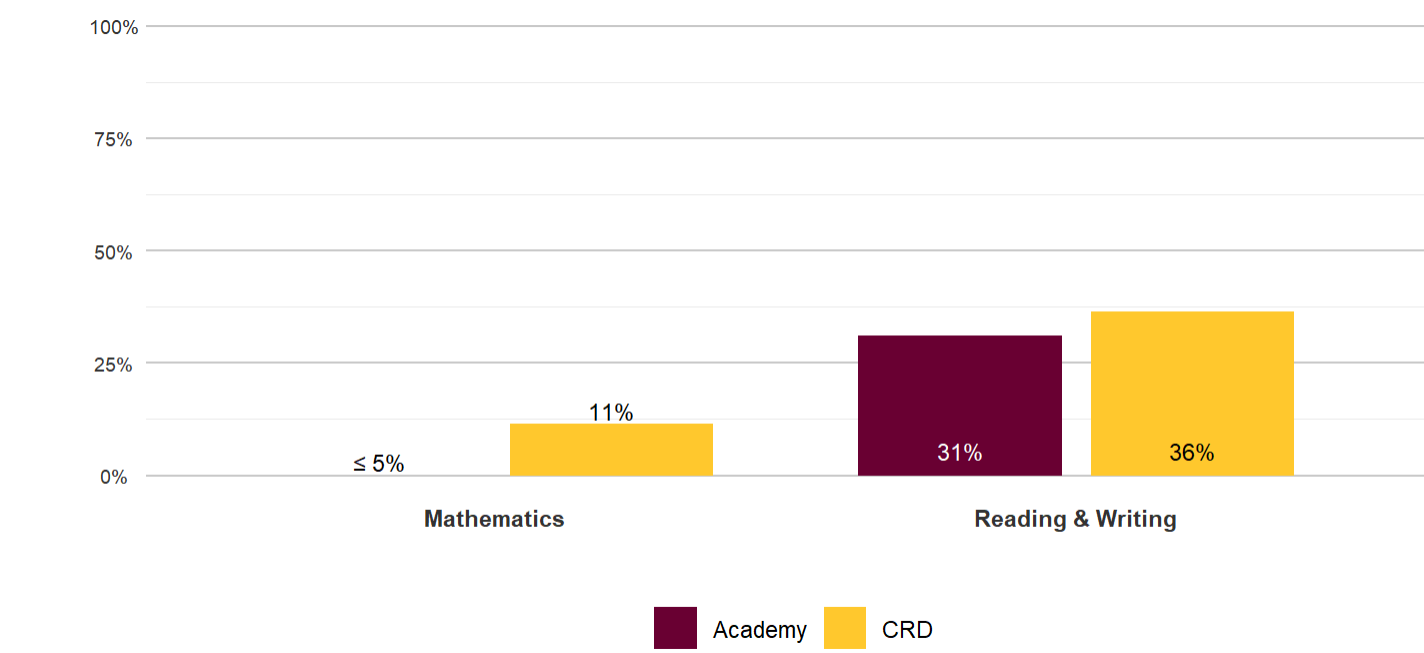
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD





School Profile: Detroit Innovation Academy

District	Detroit Innovation Academy	Initial Charter Applicant	Reid Thebault
District Code(s)	82739	School Property Owner	New Providence Baptist Church
Building Code(s)	01170	School Building Owner	New Providence Baptist Church
Location	18211 Plymouth Rd. Detroit, MI 48228	Educational Service Provider (ESP)	Amparo DIA, LLC
Phone	313-736-5537	ESP Contract Term	July 01, 2024 – June 30, 2029
Website	http://www.diachampion.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$104,751.91
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$52,519.20
School Year Authorized	2011-2012		
Charter Contract Term	July 01, 2024 – June 30, 2029		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Dean Johnson	President	February 16, 2023	March 01, 2027
Christina Herring	Vice President	February 06, 2024	March 01, 2028
Cynthia Quince	Secretary	February 11, 2021	March 01, 2025
Carmella Lewis	Treasurer	June 30, 2022	March 01, 2026

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	38	43	50	37	35	45	42	41	32	N/A	N/A	N/A	N/A	363	25
2024-25	34	33	44	47	36	35	40	32	36	N/A	N/A	N/A	N/A	337	N/A



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CENTRAL MICHIGAN UNIVERSITY

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Detroit Innovation Academy

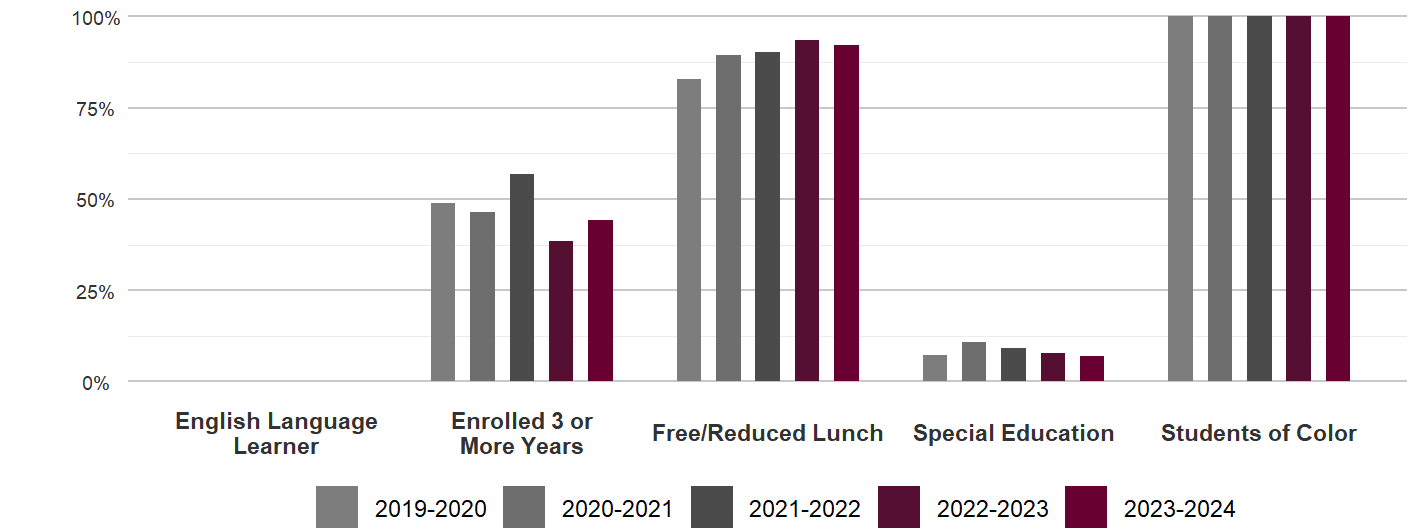


September 2024: State Assessment Update

Detroit Innovation Academy

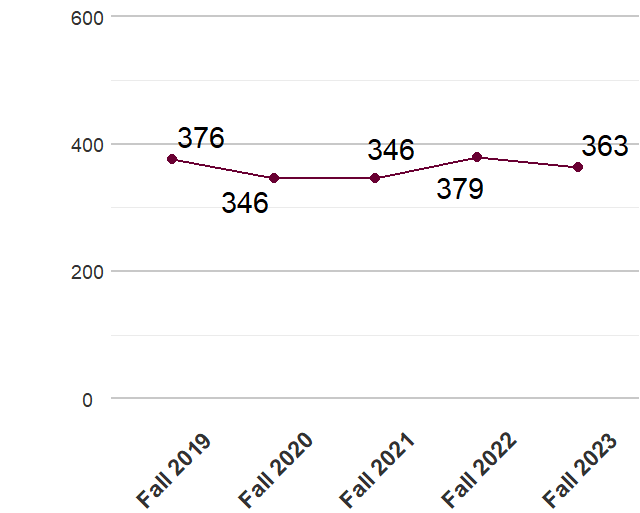
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	7.2%	10.7%	9.2%	7.9%	6.9%
Free/Reduced Lunch	83.0%	89.3%	90.2%	93.4%	92.3%
Students of Color	100.0%	100.0%	100.0%	100.0%	100.0%
Enrolled 3 or More Years	48.9%	46.5%	56.9%	38.5%	44.4%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	362
Taylor School District	1

Detroit Innovation Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

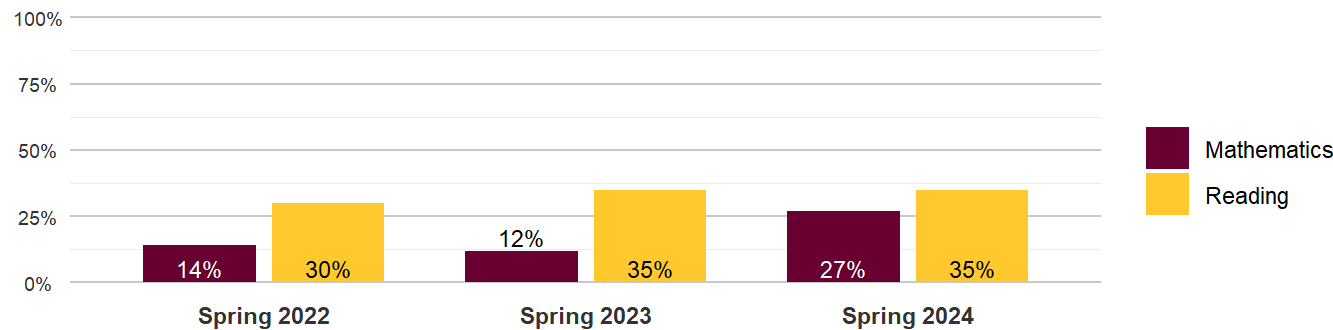


Detroit Innovation Academy

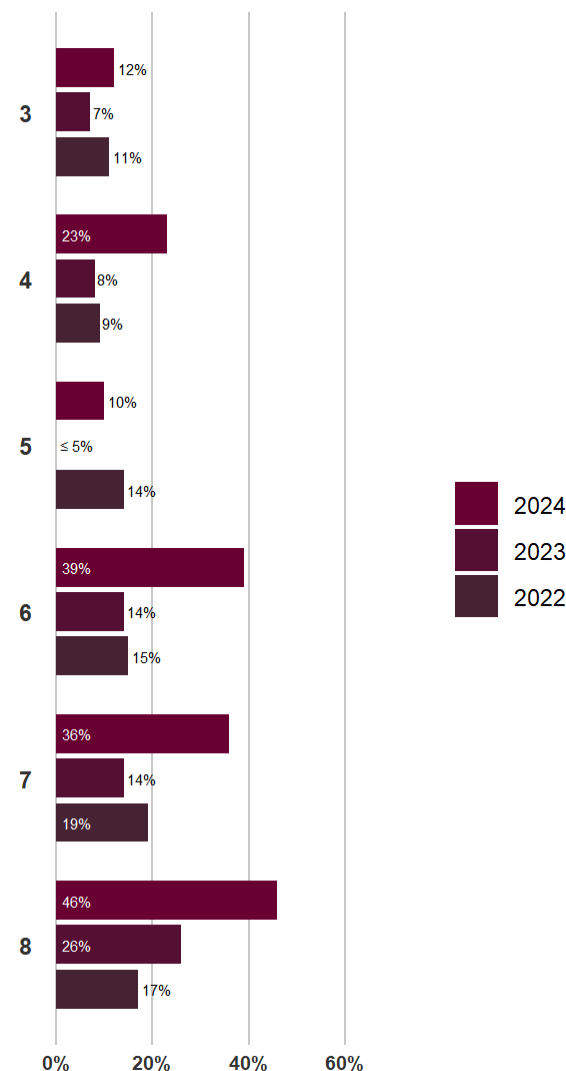
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

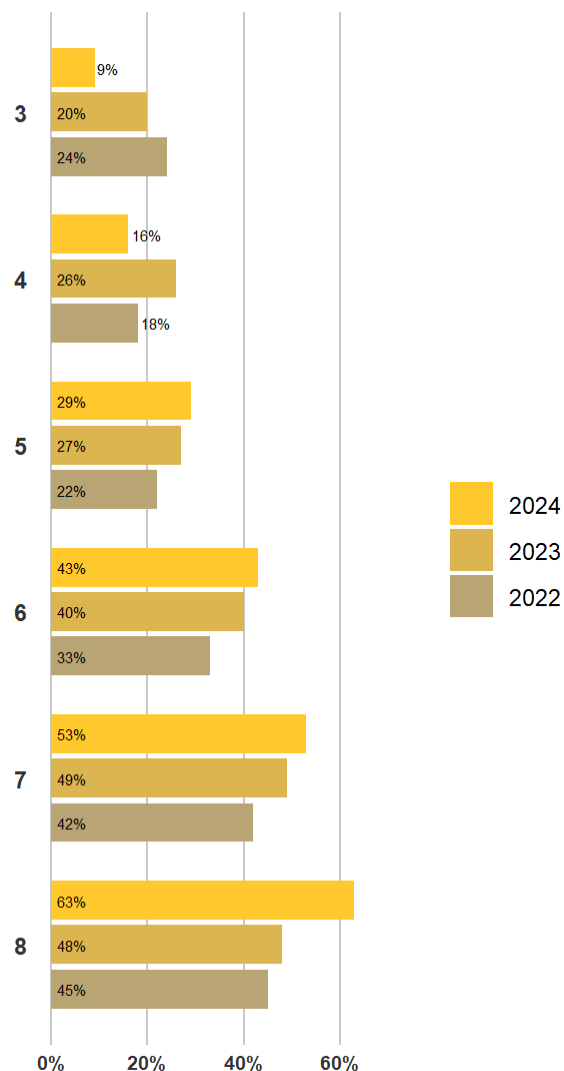
School-Wide by Year



By Grade Level Mathematics



Reading



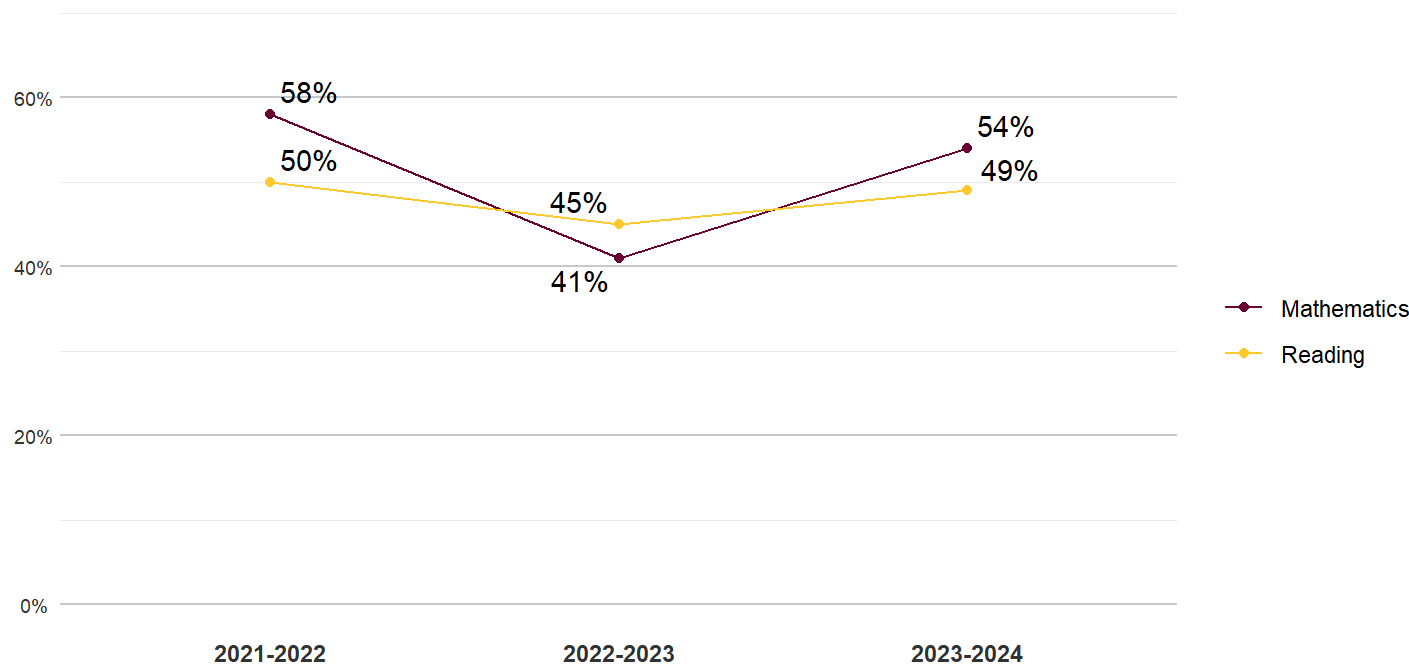
Detroit Innovation Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

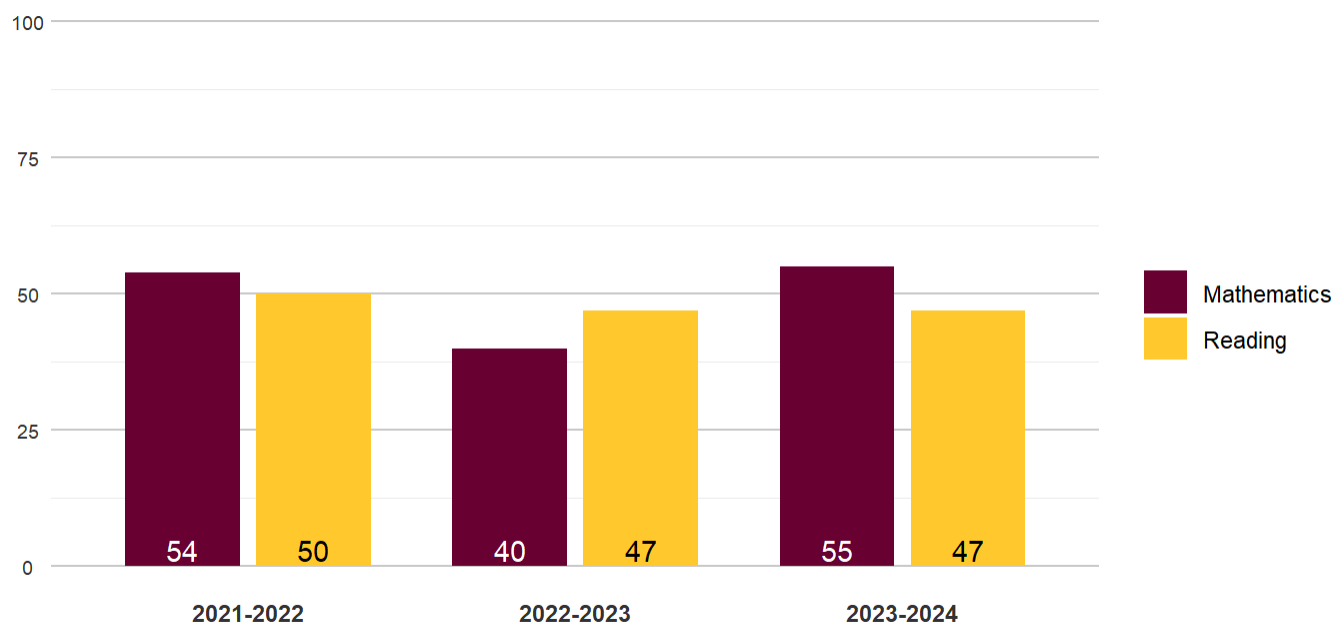
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Detroit Innovation Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



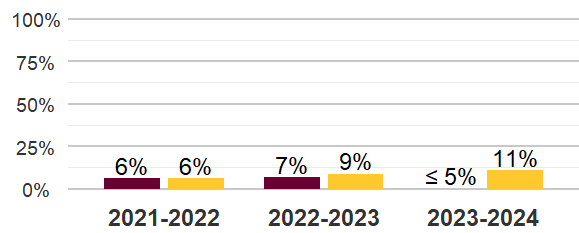
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Detroit Innovation Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

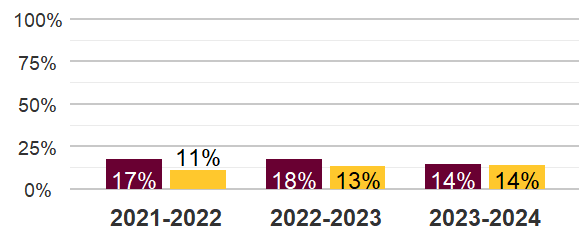
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

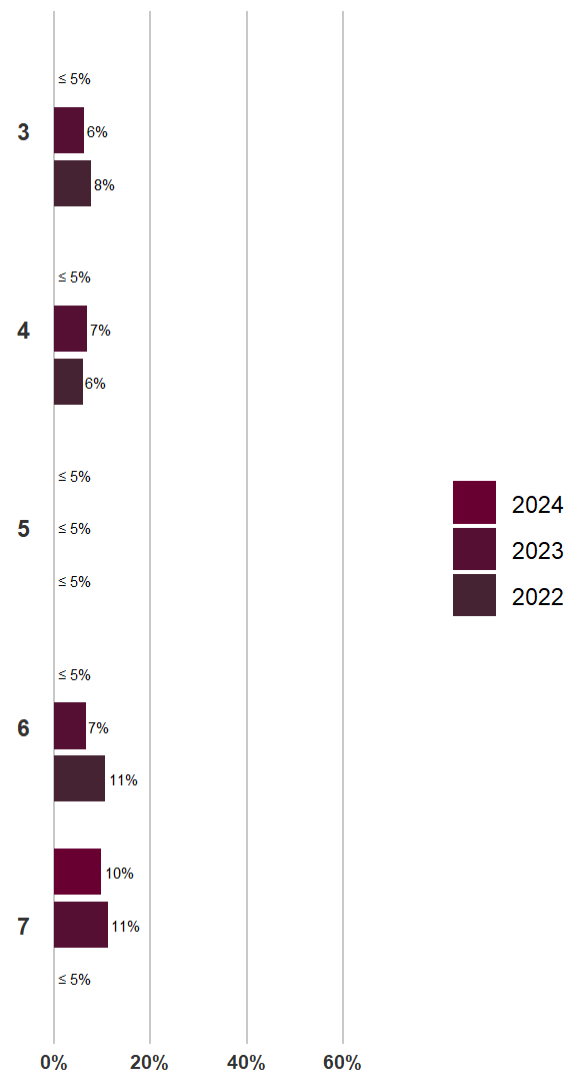
ELA



Academy CRD

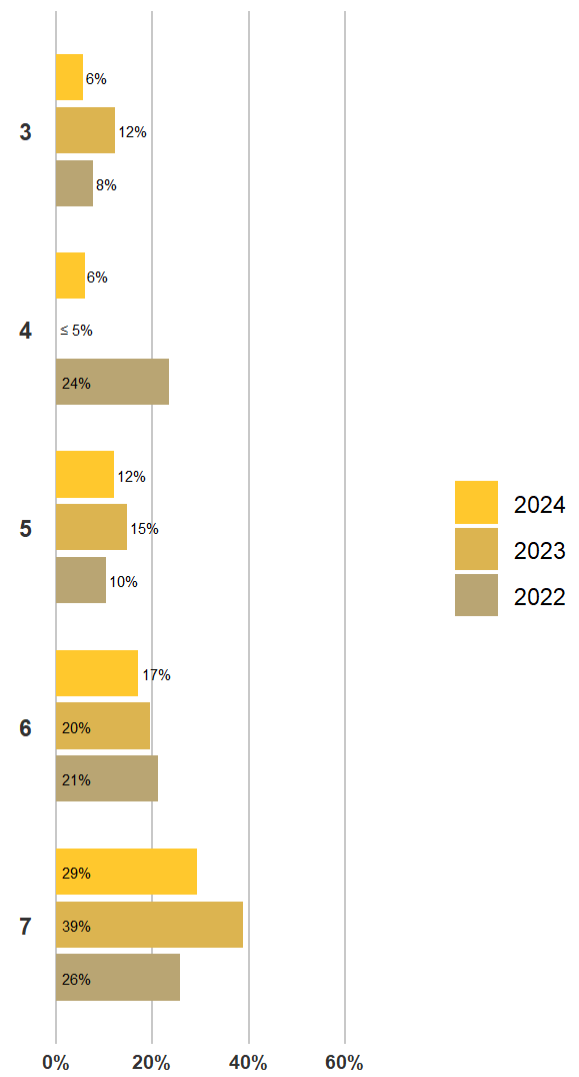
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022



School Profile: Detroit Leadership Academy

District	Detroit Leadership Academy	Initial Charter Applicant	Reid Thebault
District Code(s)	82722	School Property Owner	Detroit Leadership Academy, St. Juan Diego Parish Detroit
Building Code(s)	02222, 00334	School Building Owner	Detroit Leadership Academy, St. Juan Diego Parish Detroit , Williams Scotsman, Inc.
Location	13550 Virgil Detroit, MI 48223	Educational Service Provider (ESP)	Champion Education Network
Phone	313-242-1500	ESP Contract Term	July 01, 2023 – June 30, 2026
Website	http://www.detroitleadership.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$203,861.89
Grades Served	K-12	Special Education Cost Reimbursements Received in FY24	\$240,629.75
School Year Authorized	2009-2010		
Charter Contract Term	July 01, 2023 – June 30, 2026		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Daniel Piepszowski	President	September 24, 2020	December 02, 2024
Cheryl Mason	Vice President	December 08, 2022	December 02, 2026
Jena Baker-Calloway	Secretary	December 02, 2021	December 02, 2025
Nanyemka Kendell Walton	Treasurer	April 20, 2023	December 02, 2027

Current Enrollment, Student Turnover Rate, and IEPs

School Year	Grade														Students With IEPs
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	55	52	53	56	48	51	53	51	48	72	66	74	52	731	88
2024-25	54	58	59	60	61	43	50	54	51	64	62	70	76	762	N/A



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Detroit Leadership Academy

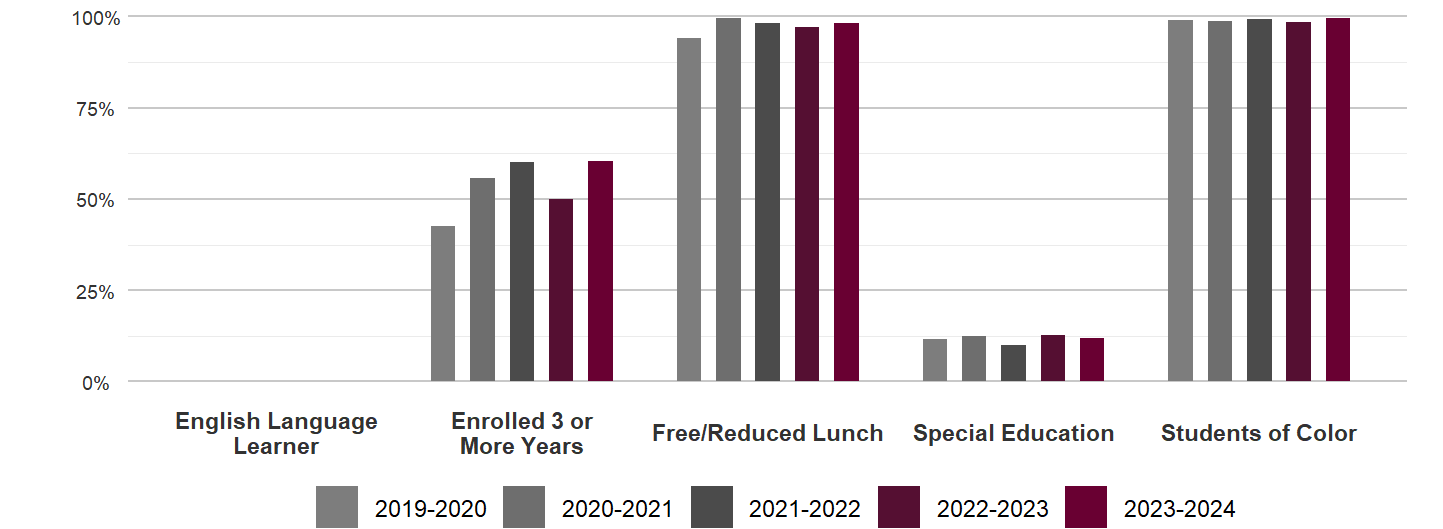


September 2024: State Assessment Update

Detroit Leadership Academy

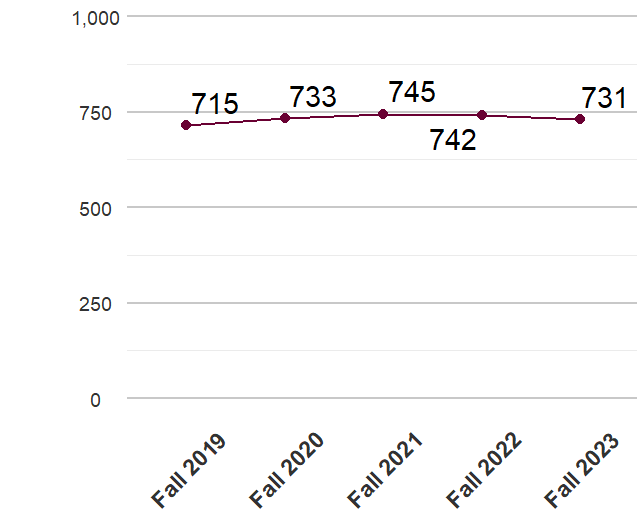
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	11.7%	12.6%	10.1%	12.8%	12.0%
Free/Reduced Lunch	94.0%	99.5%	98.1%	97.2%	98.1%
Students of Color	99.0%	98.8%	99.3%	98.4%	99.5%
Enrolled 3 or More Years	42.7%	55.6%	60.1%	50.1%	60.5%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	729
Redford Union Schools, District No. 1	1
Taylor School District	1

Detroit Leadership Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

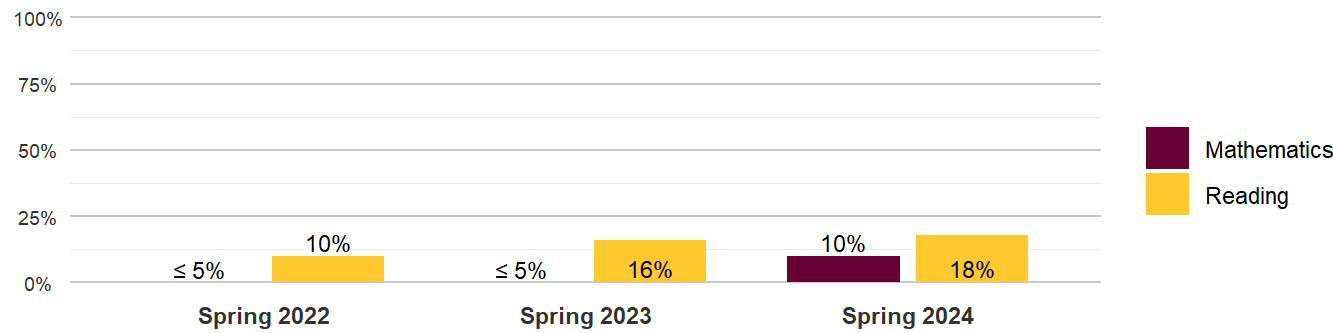


Detroit Leadership Academy

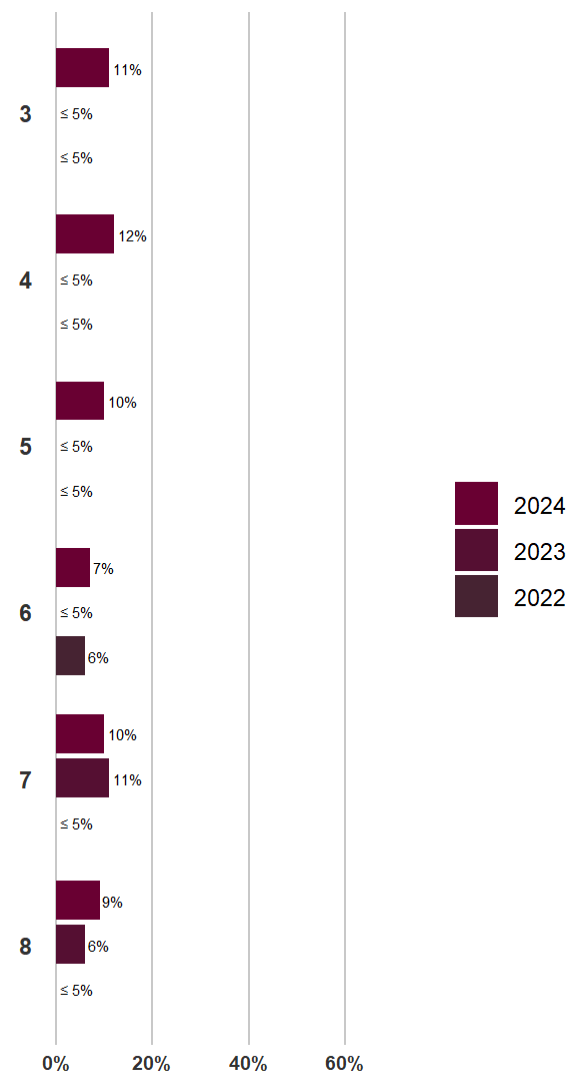
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

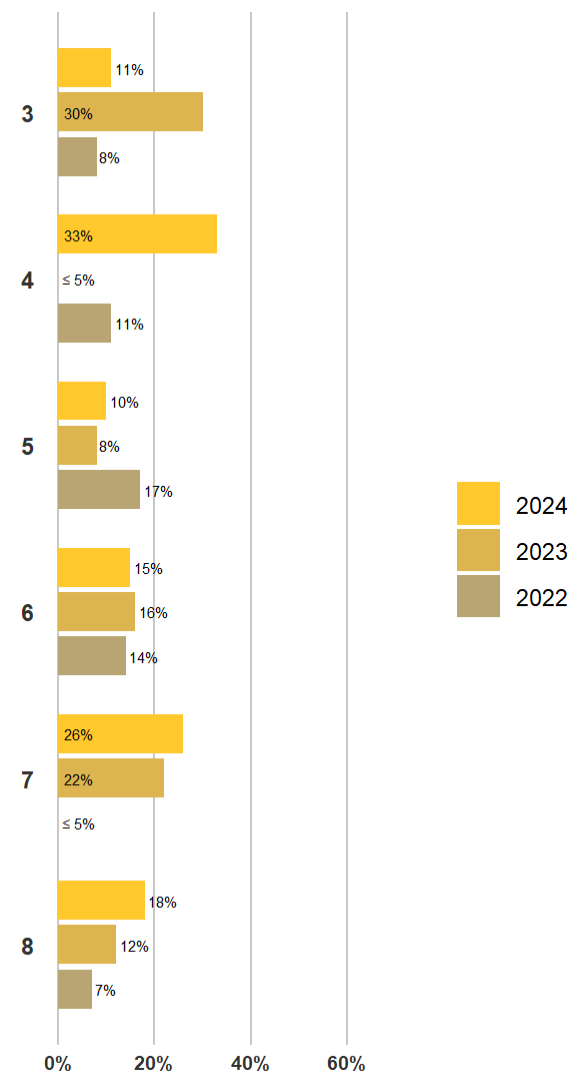
School-Wide by Year



By Grade Level Mathematics



Reading



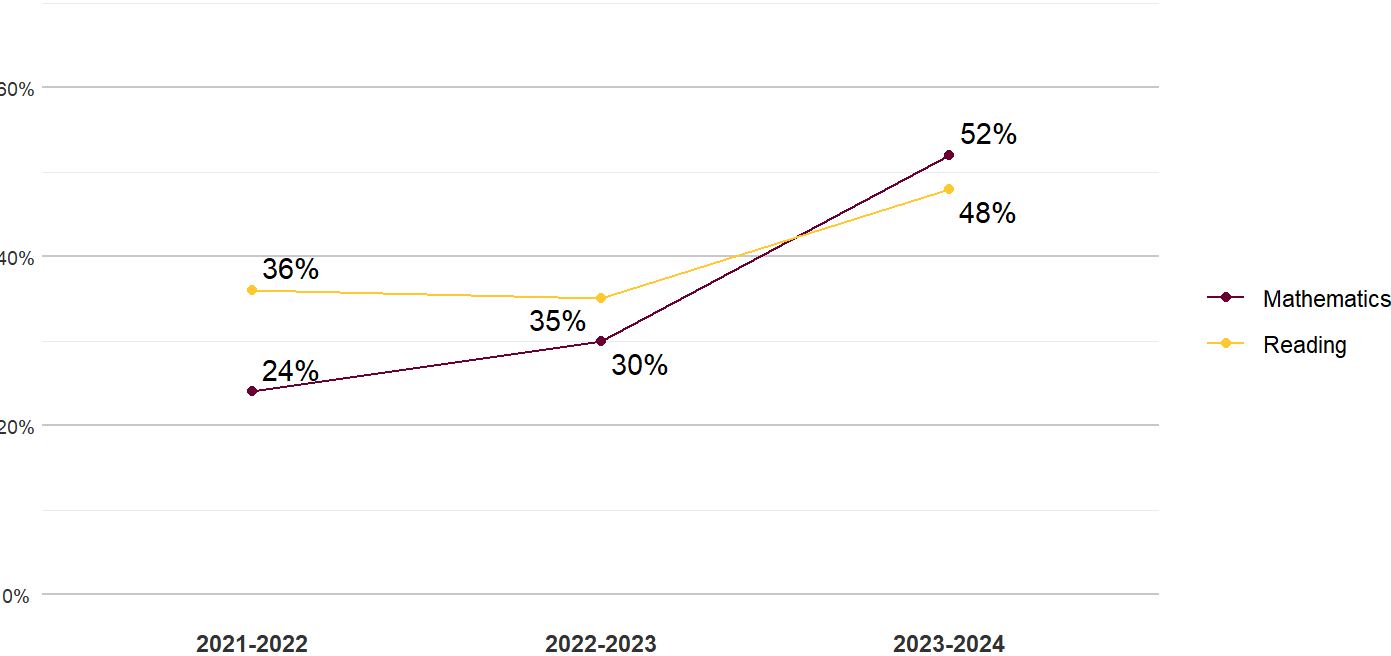
Detroit Leadership Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

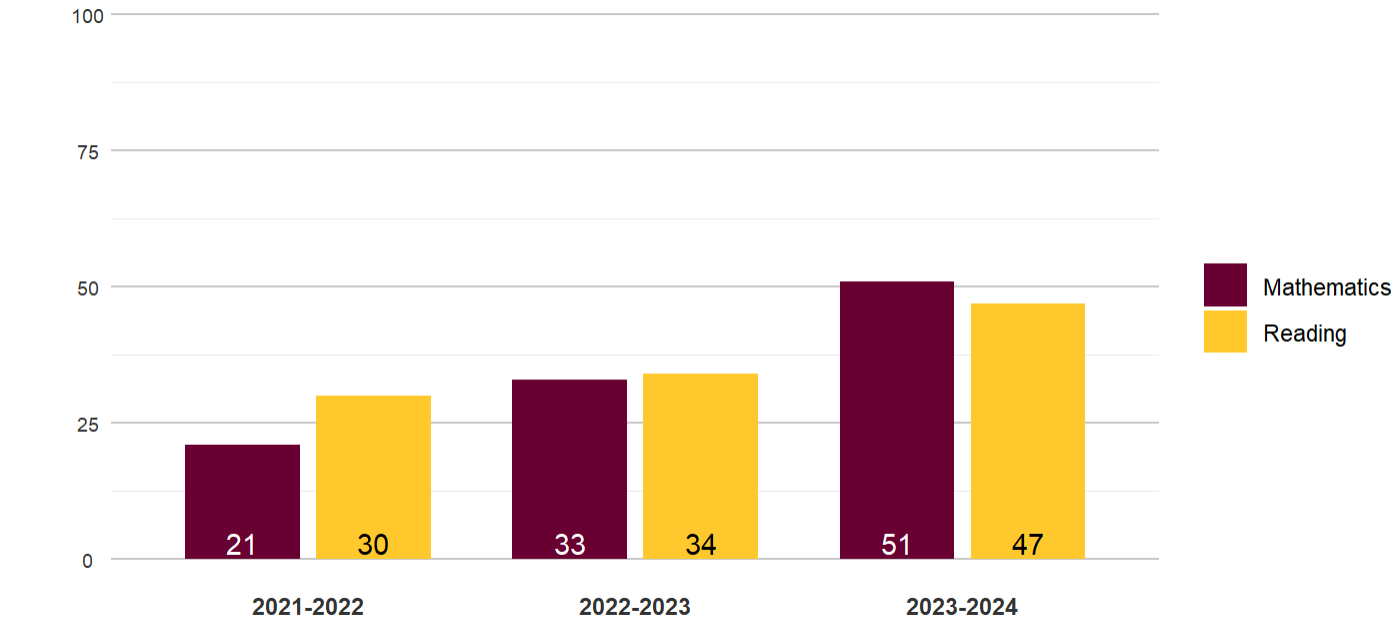
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



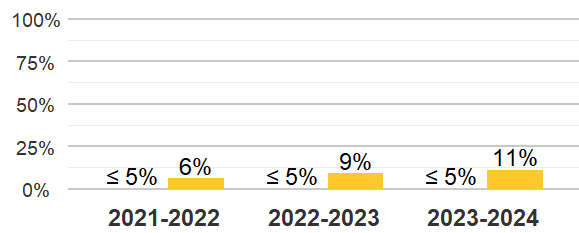
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Detroit Leadership Academy

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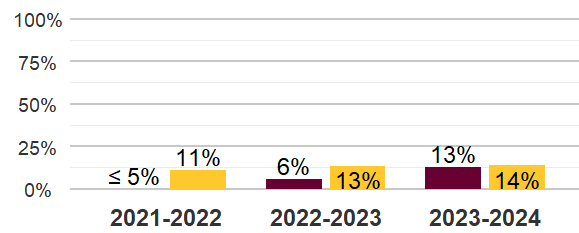
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

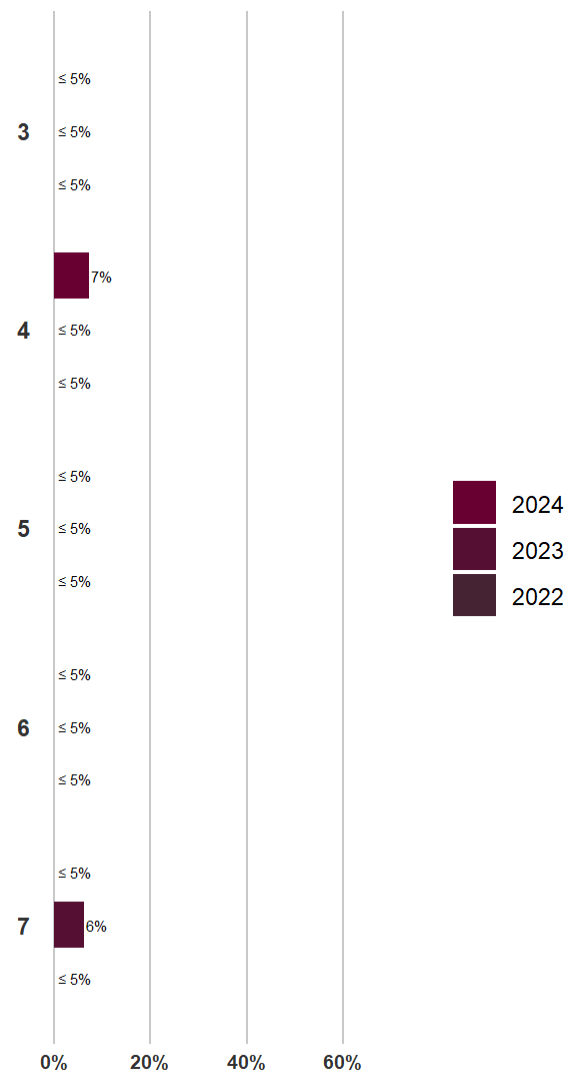
ELA



Academy CRD

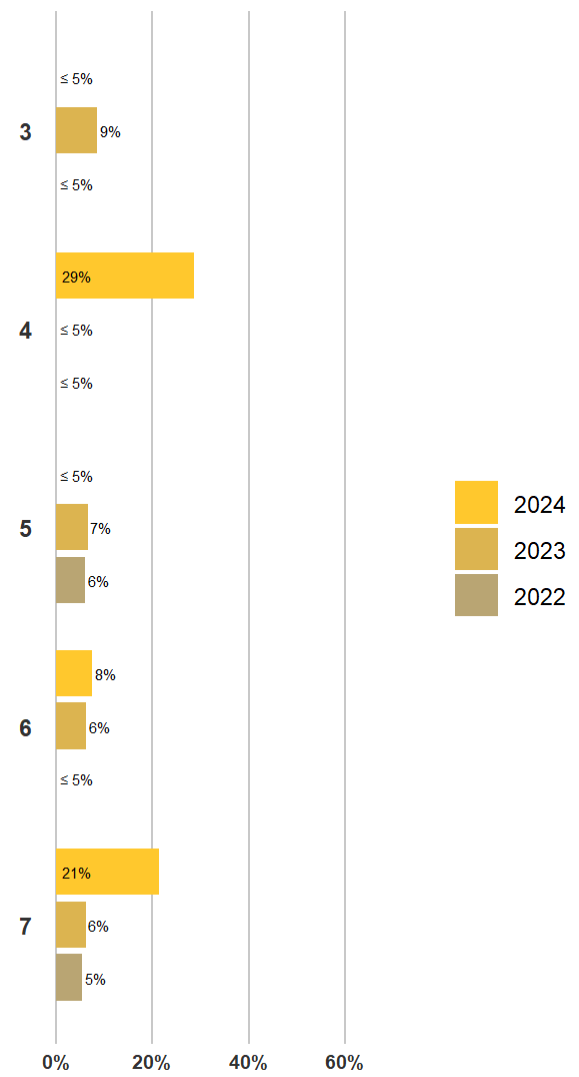
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022

Detroit Leadership Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. **Please see the Guidance Document for more information.**

Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

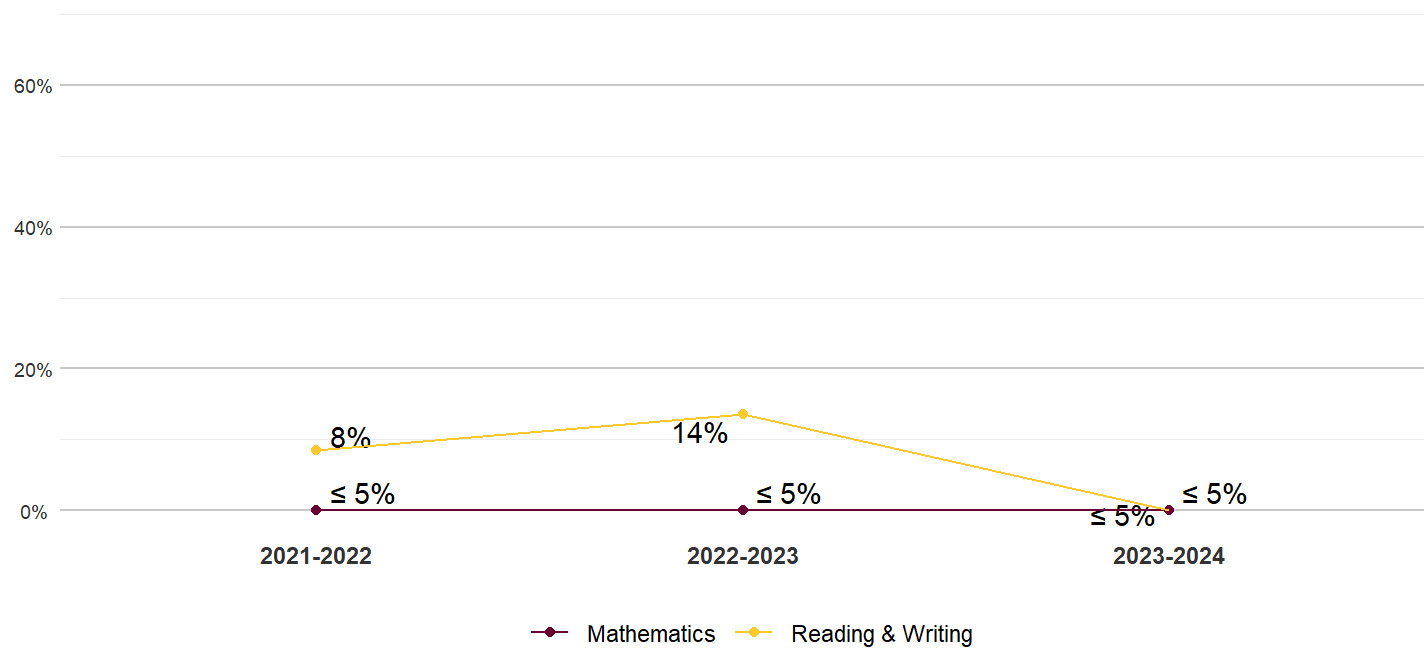
2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



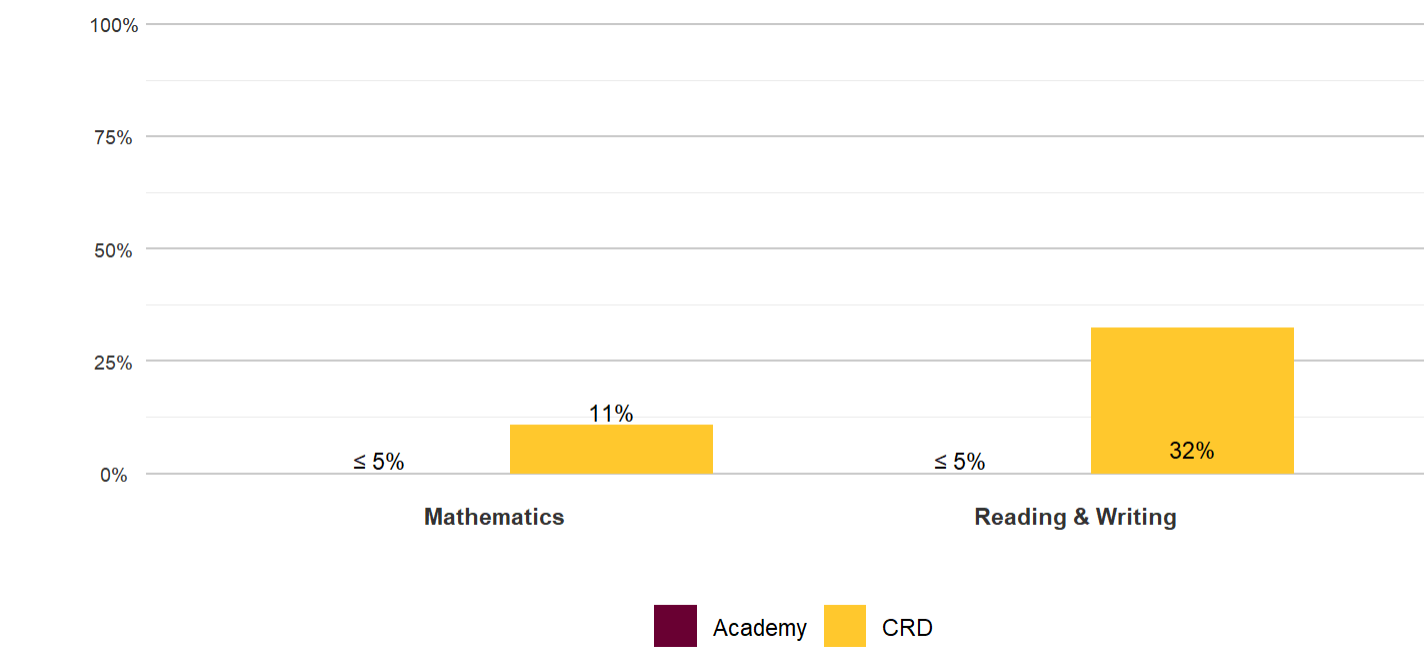
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SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD





School Profile: Discovery Creative Pathways

District	Discovery Creative Pathways	Initial Charter Applicant	Scott Frauenheim
District Code(s)	82763	School Property Owner	Our Lady of Loretto Parish Redford, CSDC Facilities Corporation
Building Code(s)	03146, 03429	School Building Owner	Our Lady of Loretto Parish Redford, CSDC Facilities Corporation
Location	19360 Harper Ave. Harper Woods, MI 48225	Educational Service Provider (ESP)	Entrepreneurial Ventures in Education, Inc.
Phone	313-969-7671	ESP Contract Term	July 01, 2023 – June 30, 2027
Website	https://www.phalenacademies.org/DCPHarperWoods	2023-24 Total Fees, Reimbursements, and Charges Collected	\$232,783.51
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$116,350.58
School Year Authorized	2016-2017		
Charter Contract Term	July 01, 2022 – June 30, 2027		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Nicole Gaines	President	December 08, 2022	February 01, 2027
Nikeeta Mariner	Secretary	November 30, 2023	February 01, 2028
John Halo	Treasurer	December 02, 2021	February 01, 2026
Theresa Johnson	Director	February 17, 2022	February 01, 2025
Valerie Murry	Director	April 20, 2023	February 01, 2026

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	75	93	87	94	101	99	82	92	79	N/A	N/A	N/A	N/A	802	77
2024-25	65	91	97	99	94	104	85	81	96	N/A	N/A	N/A	N/A	812	N/A



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CENTRAL MICHIGAN UNIVERSITY

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Discovery Creative Pathways

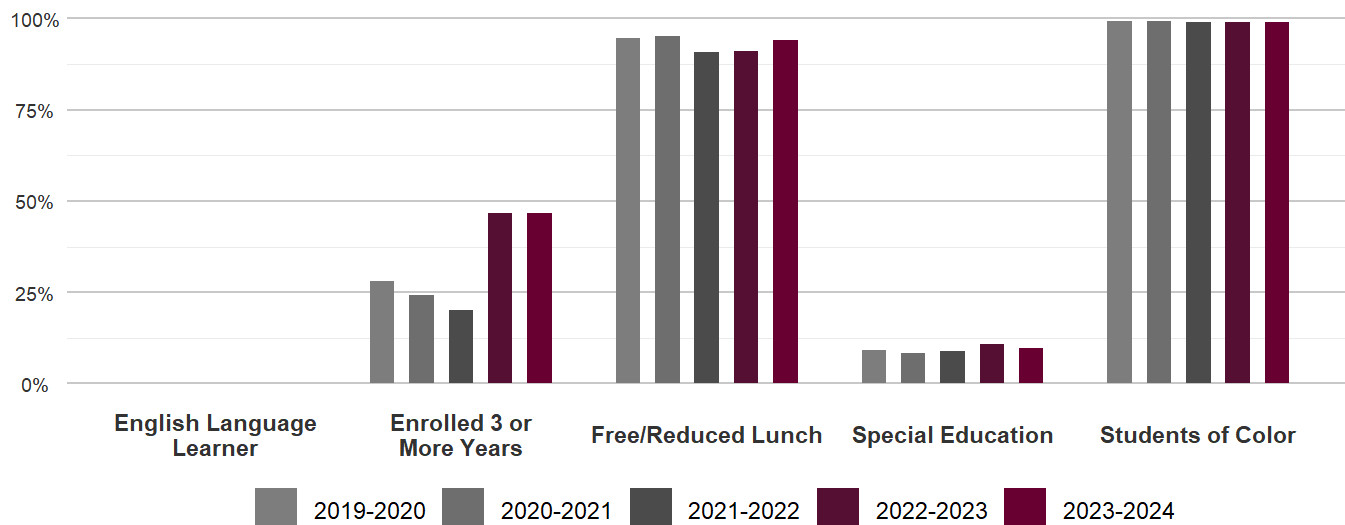


September 2024: State Assessment Update

Discovery Creative Pathways

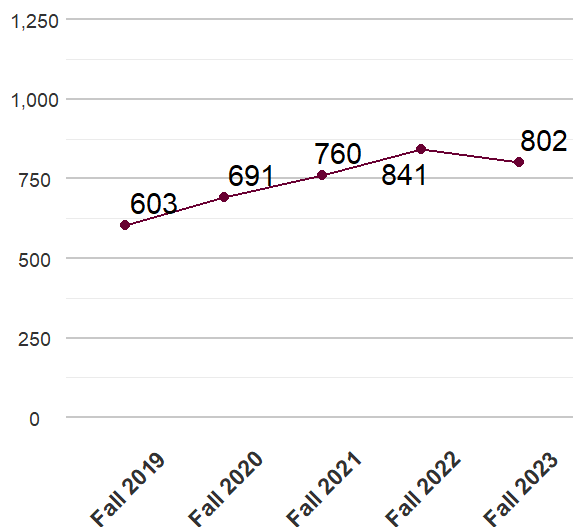
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	9.3%	8.4%	8.9%	10.9%	9.6%
Free/Reduced Lunch	94.5%	95.2%	90.9%	91.1%	94.1%
Students of Color	99.3%	99.3%	99.1%	99.0%	99.0%
Enrolled 3 or More Years	28.0%	24.3%	20.1%	46.6%	46.6%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	549
Harper Woods, The School District of the City of	131
Redford Union Schools, District No. 1	51
Grosse Pointe Public Schools	20
Eastpointe Community Schools	19
Warren Consolidated Schools	14
Clintondale Community Schools	6
Highland Park City Schools	4
Roseville Community Schools	2
Other	6

Discovery Creative Pathways

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

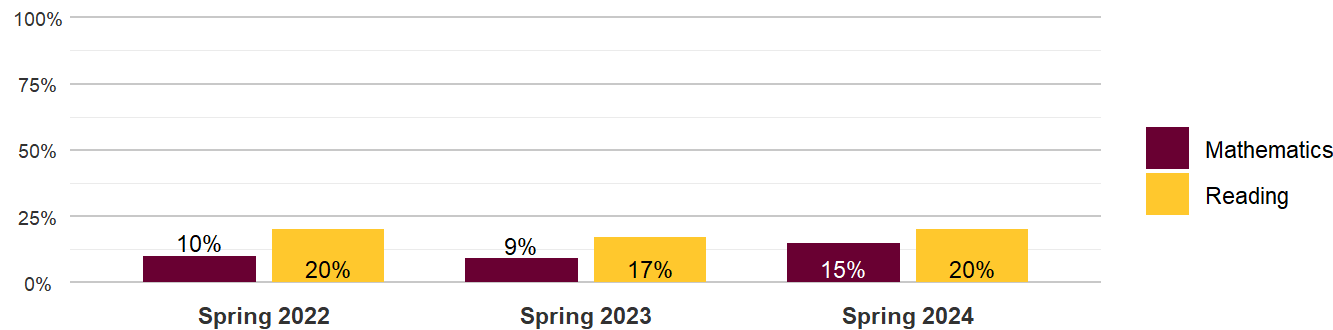


Discovery Creative Pathways

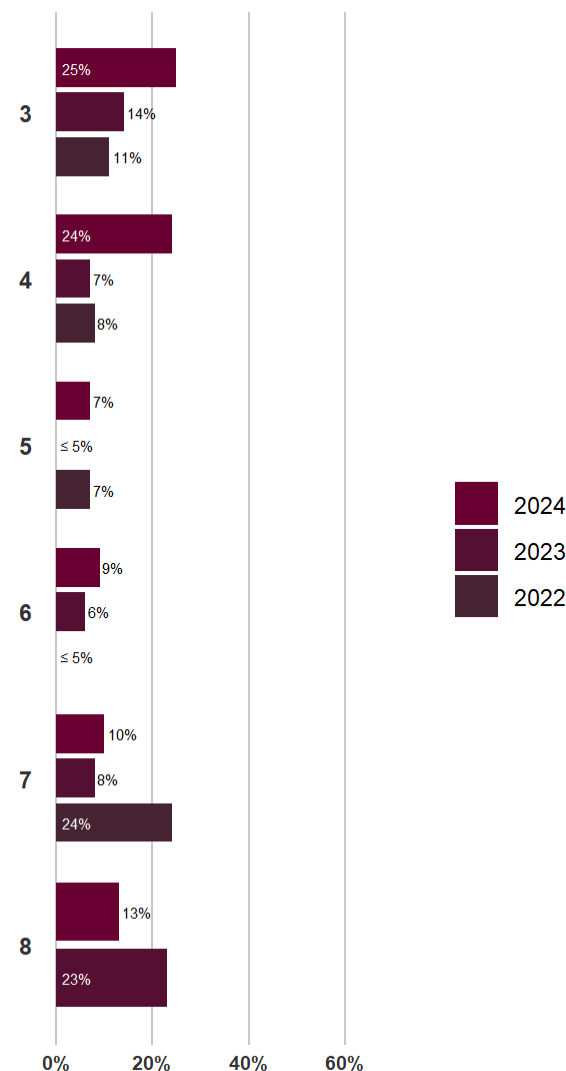
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

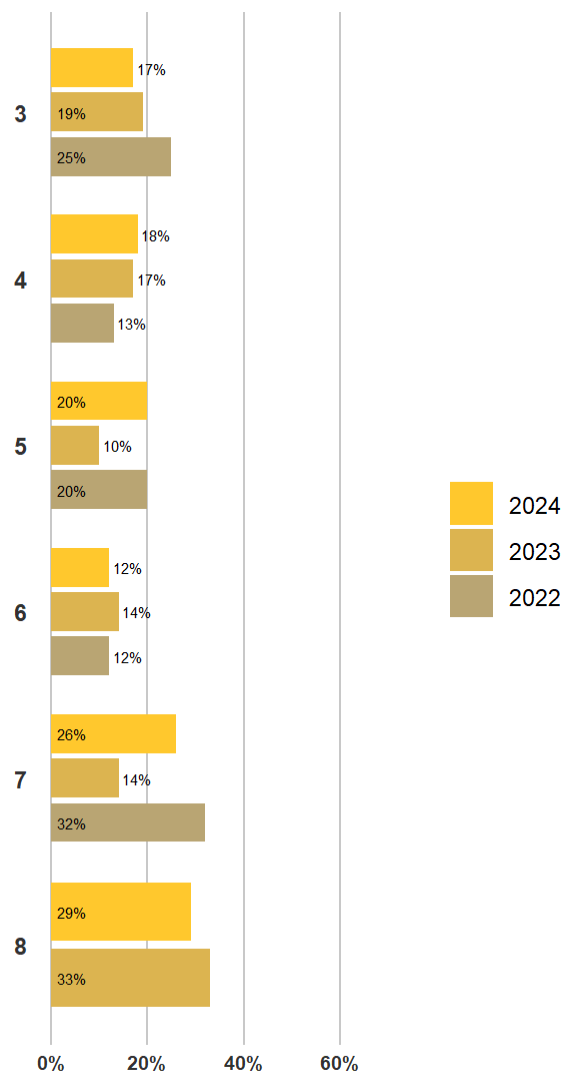
School-Wide by Year



By Grade Level Mathematics



Reading



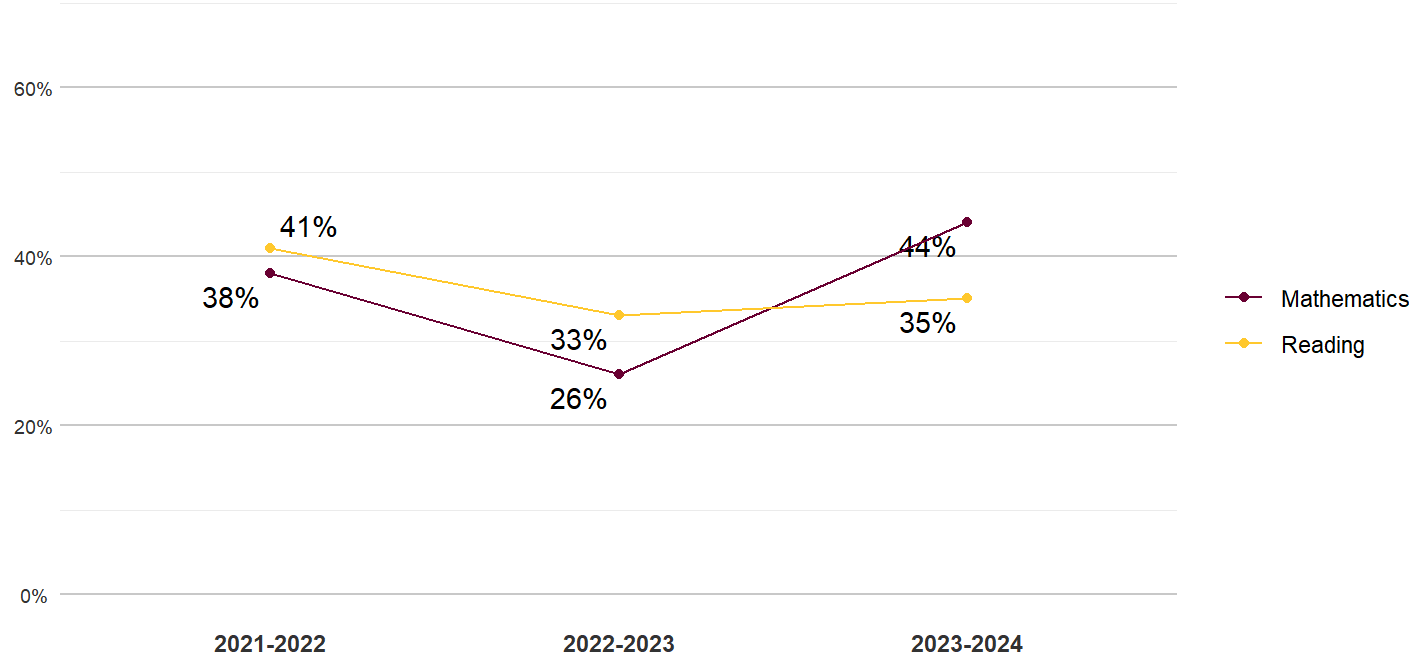
Discovery Creative Pathways

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

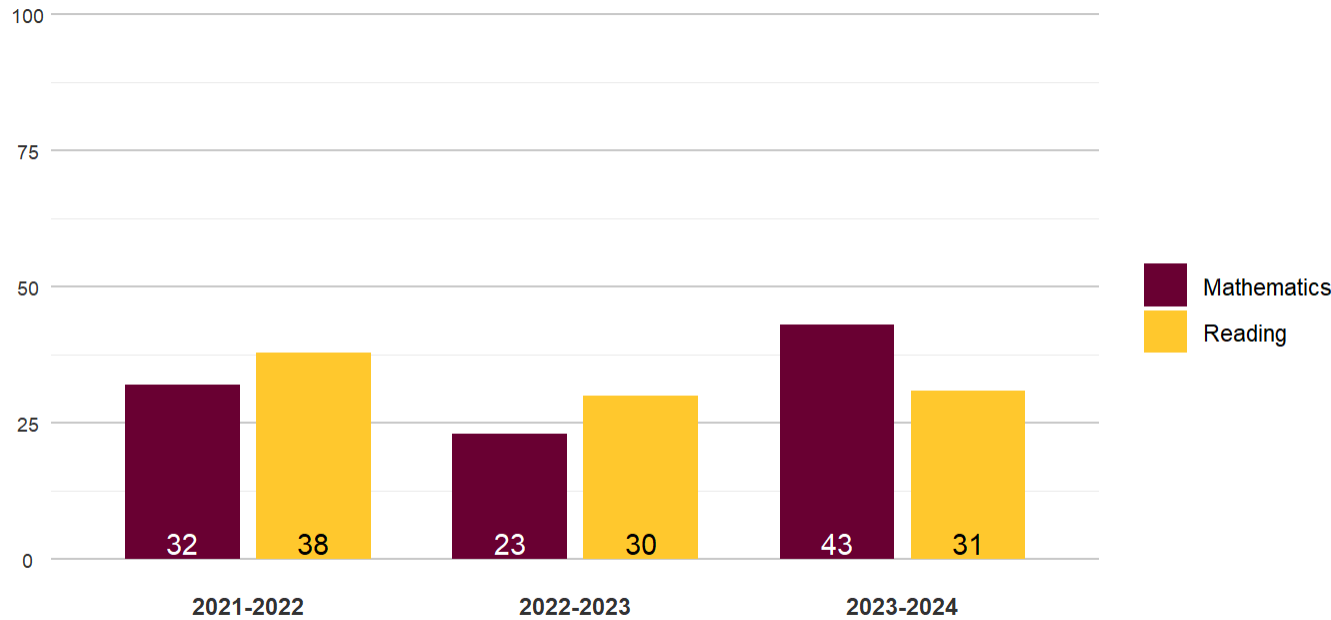
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Discovery Creative Pathways

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Michigan Student Test of Educational Progress (M-STEP)

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Achievement

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2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

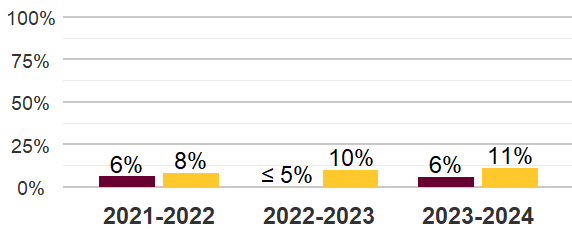


Discovery Creative Pathways

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

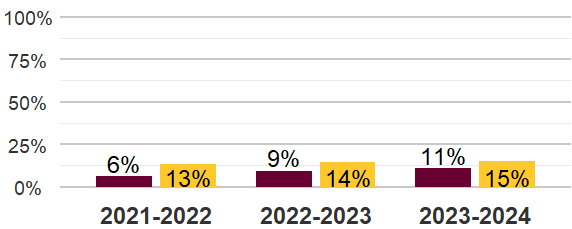
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

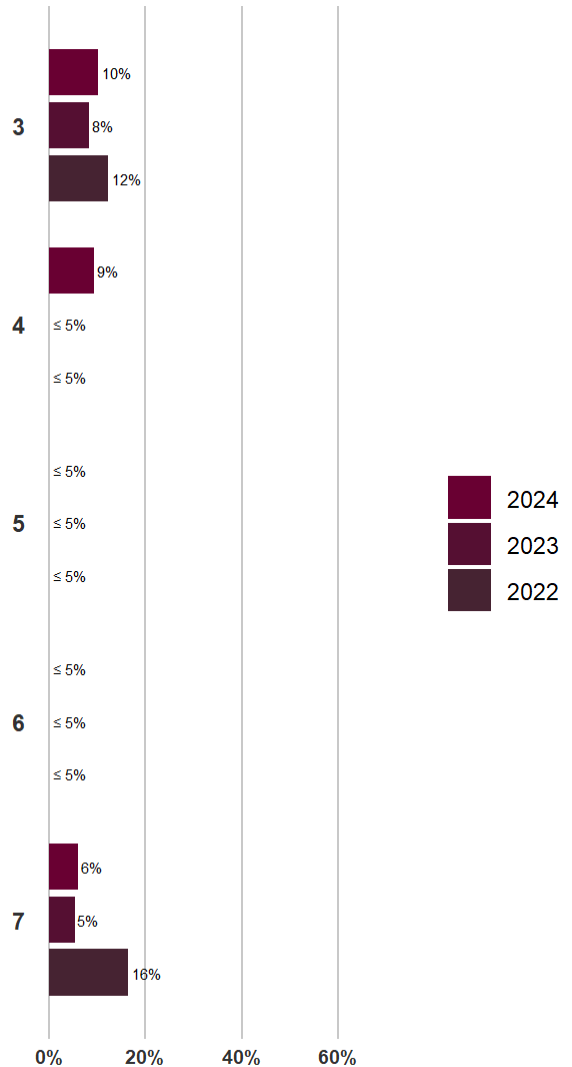
ELA



Academy CRD

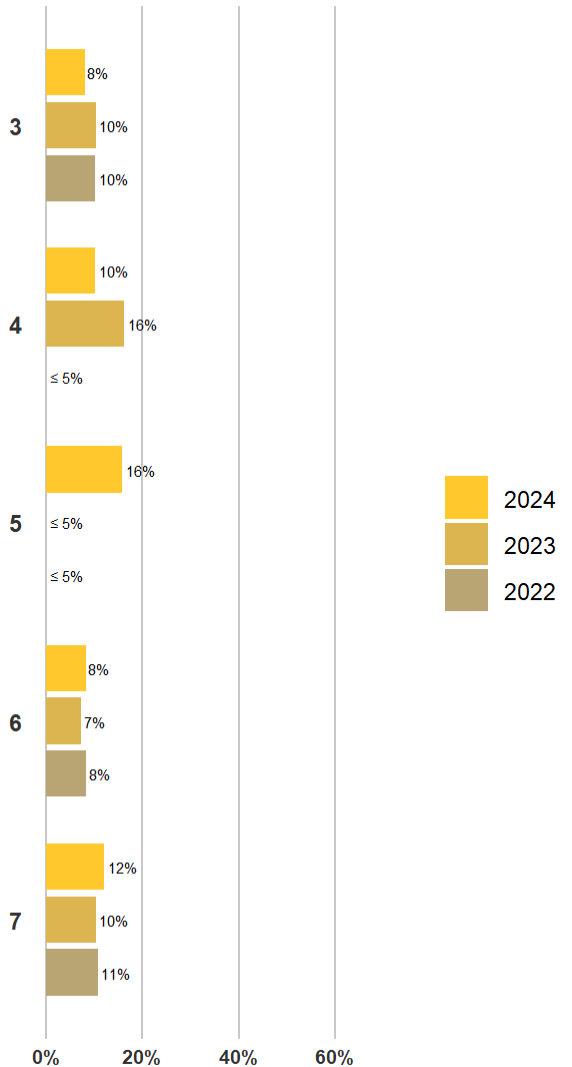
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022



School Profile: Eagle Crest Charter Academy

District	Eagle Crest Charter Academy	Initial Charter Applicant	Mark DeHaan
District Code(s)	70906	School Property Owner	Charter Development Company, L.L.C.
Building Code(s)	08516	School Building Owner	Charter Development Company, L.L.C.
Location	11950 Riley St. Holland, MI 49424	Educational Service Provider (ESP)	National Heritage Academies, Inc.
Phone	616-786-2400	ESP Contract Term	July 01, 2019 – June 30, 2026
Website	https://www.nhaschools.com/schools/Eagle-Crest-Charter-Academy/en	2023-24 Total Fees, Reimbursements, and Charges Collected	\$174,765.14
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$79,310.30
School Year Authorized	1996-1997		
Charter Contract Term	July 01, 2016 – June 30, 2026		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Robyn Allison	President	December 03, 2020	December 05, 2024
Gwen Klemm	Vice President, Treasurer	December 02, 2021	December 05, 2025
Peter Vourlitis	Secretary	September 23, 2021	December 05, 2025

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	92	69	62	68	58	66	60	53	52	N/A	N/A	N/A	N/A	580	74
2024-25	84	72	60	65	65	57	61	51	51	N/A	N/A	N/A	N/A	566	N/A



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Eagle Crest Charter Academy

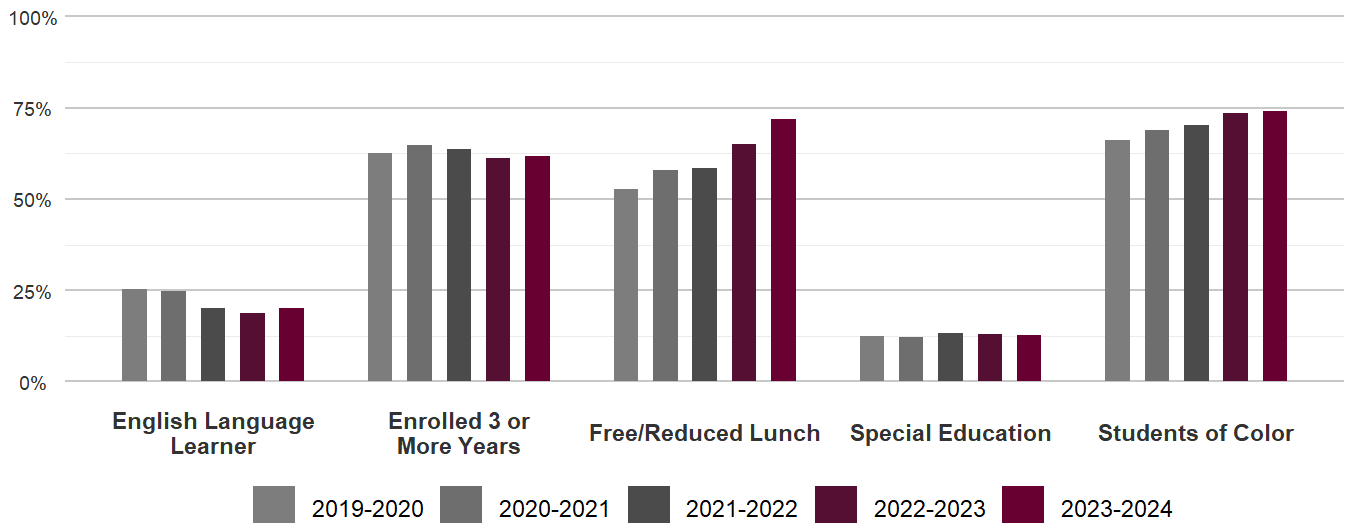


September 2024: State Assessment Update

Eagle Crest Charter Academy

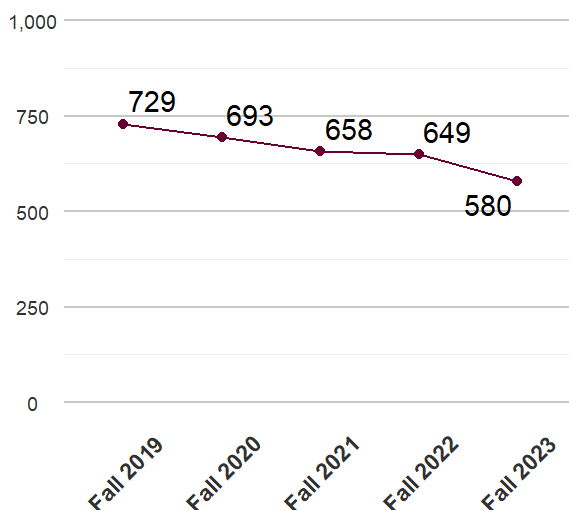
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	25.4%	24.7%	20.1%	18.8%	20.2%
Special Education	12.5%	12.3%	13.4%	13.1%	12.8%
Free/Reduced Lunch	52.8%	58.0%	58.4%	65.0%	71.9%
Students of Color	66.1%	69.0%	70.4%	73.7%	74.1%
Enrolled 3 or More Years	62.5%	64.7%	63.7%	61.2%	61.7%

Enrollment



Where Students Come From

Assigned District	Students
West Ottawa Public School District	390
Holland City School District	81
Zeeland Public Schools	75
Grand Haven Area Public Schools	12
Hamilton Community Schools	10
Allegan Public Schools	2
Kelloggsville Public Schools	2
Muskegon Heights School District	2
Allendale Public Schools	1
Other	5

Eagle Crest Charter Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

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2023-2024 - Percent of Students Meeting Spring National Achievement Norms



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2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

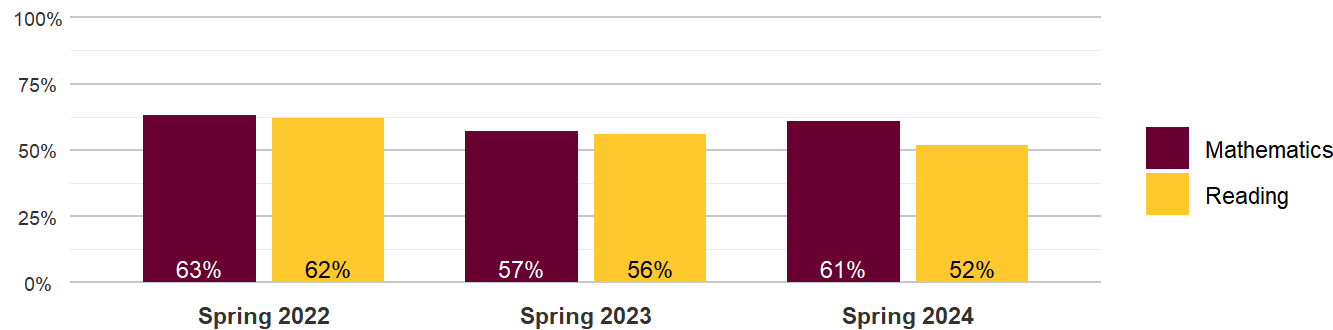


Eagle Crest Charter Academy

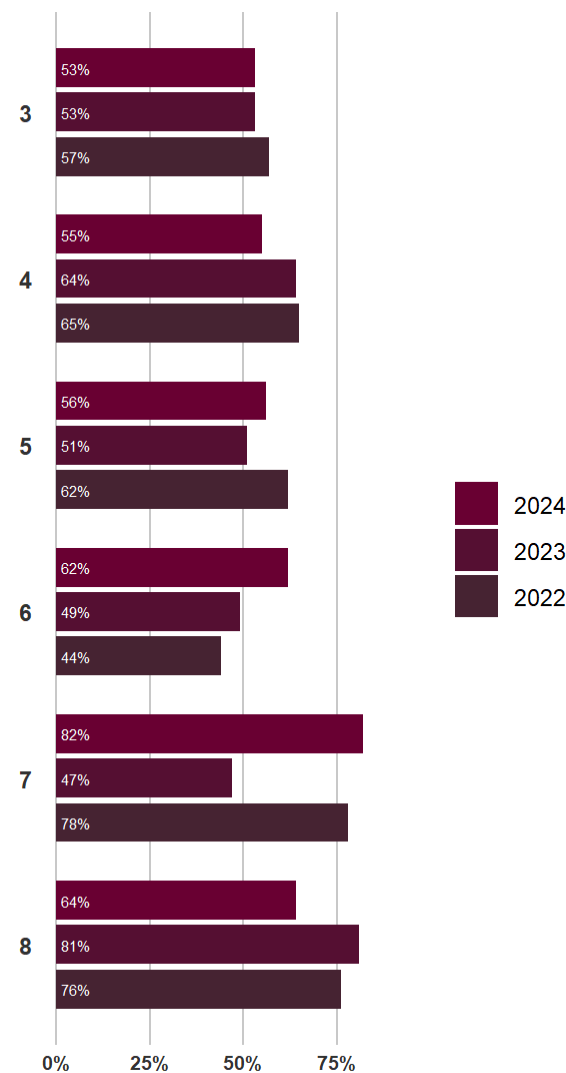
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

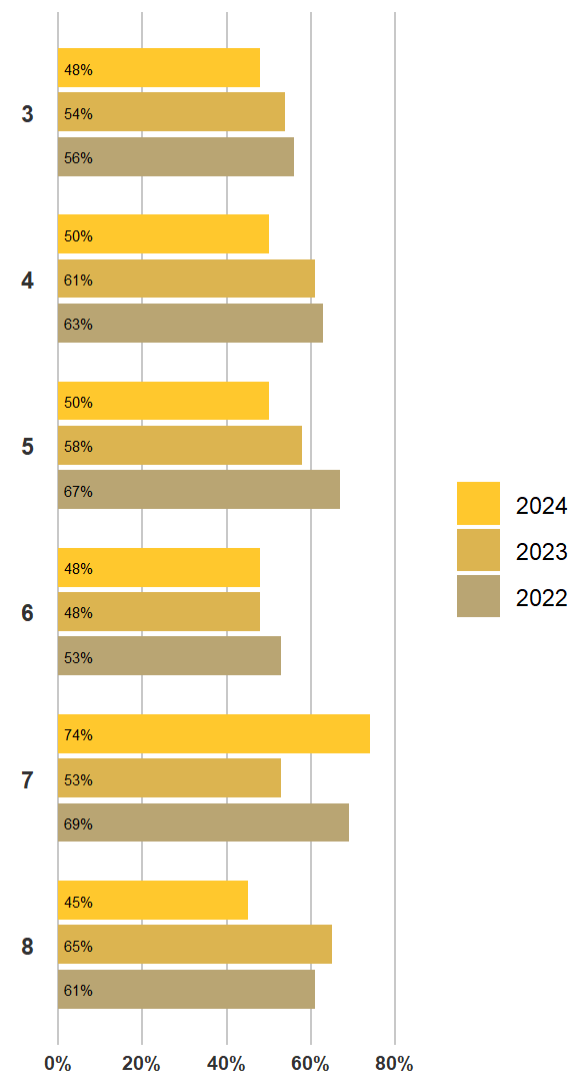
School-Wide by Year



By Grade Level Mathematics



Reading



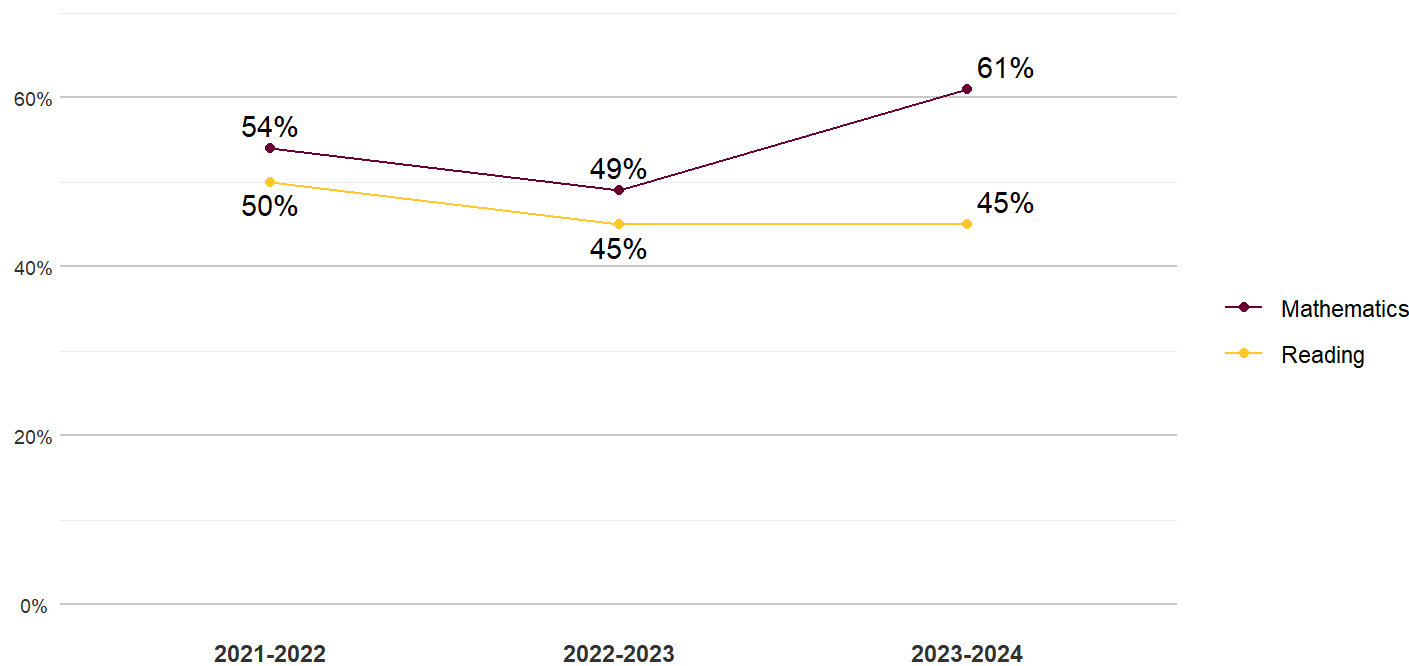
Eagle Crest Charter Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

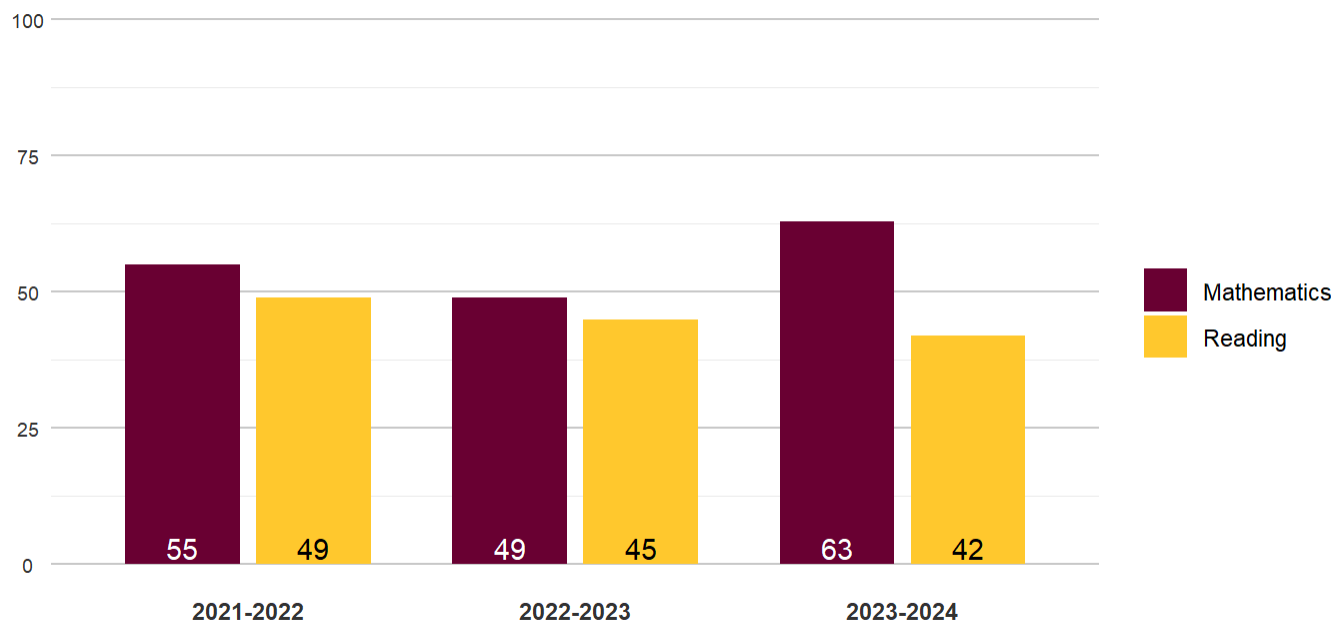
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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Achievement

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2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

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2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

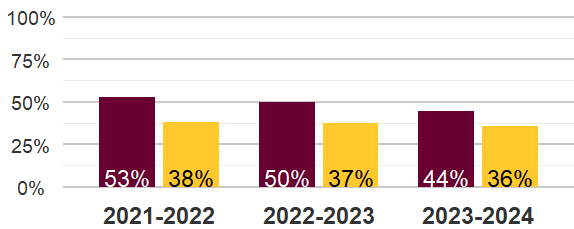


Eagle Crest Charter Academy

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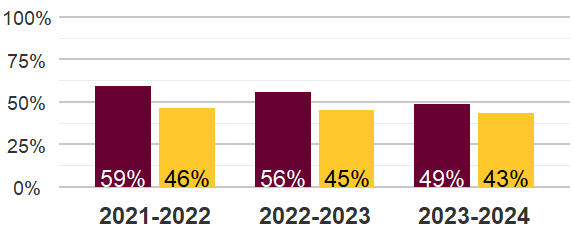
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

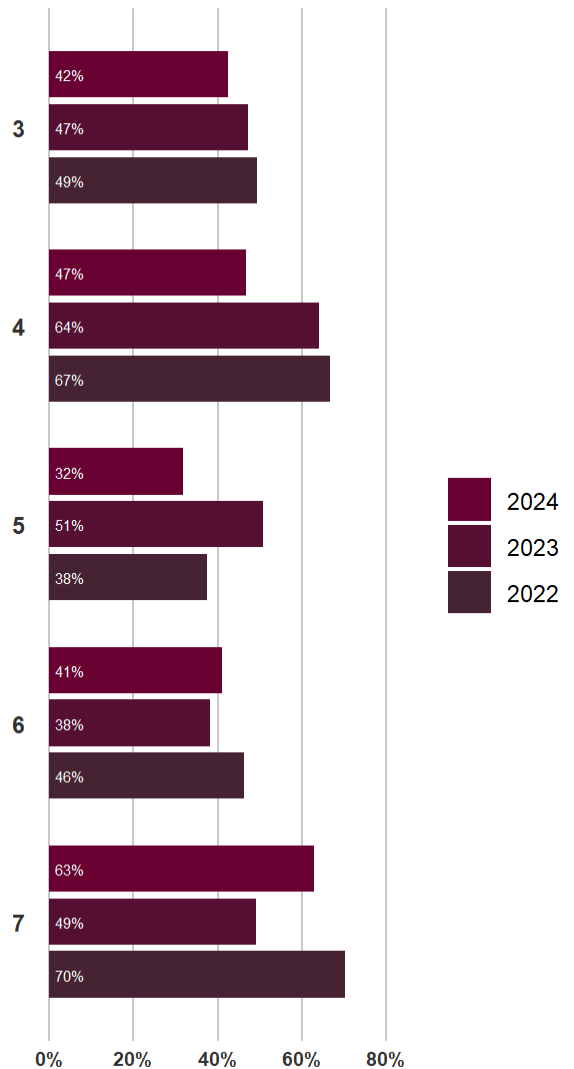
ELA



Academy CRD

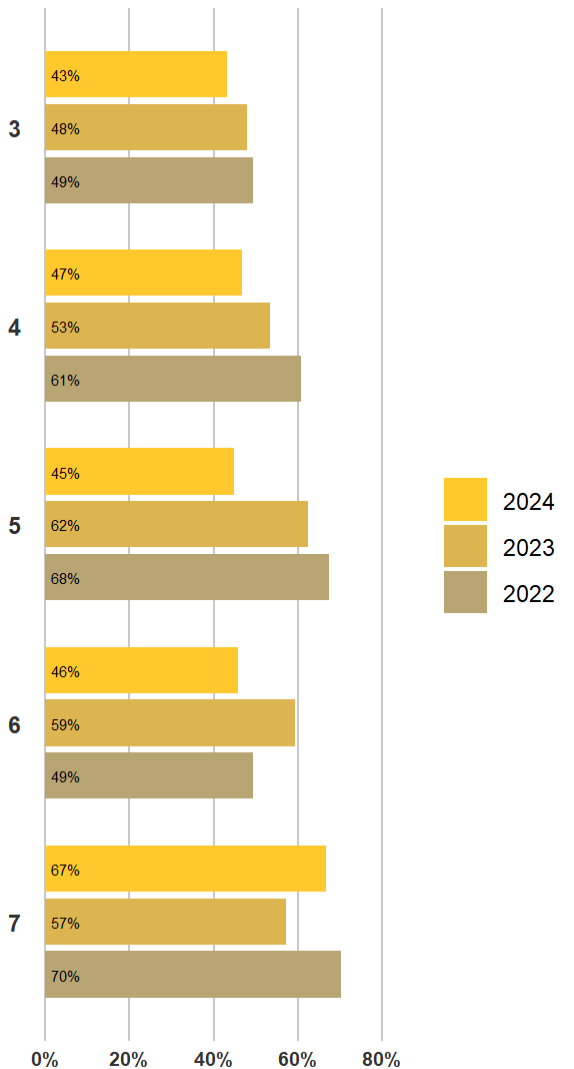
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022



School Profile: Eaton Academy

District	Eaton Academy	Initial Charter Applicant	Tyla Wells
District Code(s)	82915	School Property Owner	St. Veronica Parish Eastpointe
Building Code(s)	08337	School Building Owner	St. Veronica Parish Eastpointe
Location	21450 Universal Drive Eastpointe, MI 48021	Educational Service Provider (ESP)	Amparo Eaton, LLC
Phone	586-777-1519	ESP Contract Term	July 01, 2023 – June 30, 2028
Website	https://www.eaton-academy.com/	2023-24 Total Fees, Reimbursements, and Charges Collected	\$91,134.14
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$59,808.85
School Year Authorized	1996-1997		
Charter Contract Term	July 01, 2023 – June 30, 2028		

Governing Board of Directors

Jonas Hill	President	June 29, 2023	August 19, 2027
Onia Pilgrim	Vice President	June 30, 2022	August 19, 2026
Lynese Davis	Secretary	June 30, 2022	August 19, 2026
Chariece Cylar	Treasurer	June 25, 2024	August 19, 2028
Andrei Nichols	Director	June 24, 2021	August 19, 2025

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	38	40	38	33	48	38	22	37	27	N/A	N/A	N/A	N/A	321	36
2024-25	35	40	38	42	37	44	42	25	33	N/A	N/A	N/A	N/A	336	N/A



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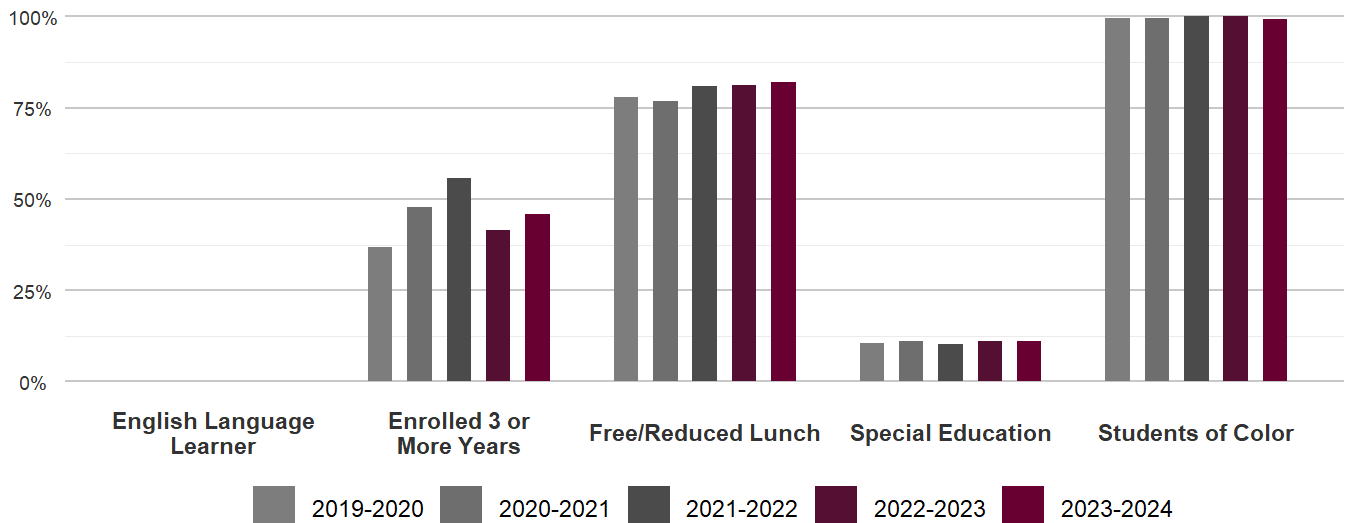
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Eaton Academy



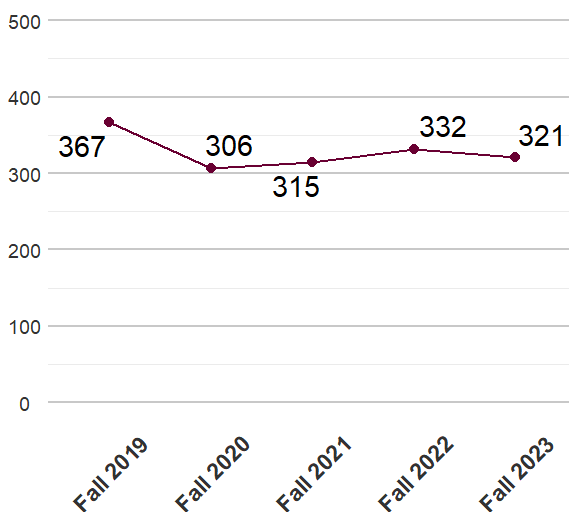
September 2024: State Assessment Update

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	10.6%	11.1%	10.2%	11.1%	11.2%
Free/Reduced Lunch	77.9%	76.8%	81.0%	81.3%	81.9%
Students of Color	99.5%	99.7%	100.0%	100.0%	99.4%
Enrolled 3 or More Years	36.8%	47.9%	55.9%	41.5%	45.8%

Enrollment



Where Students Come From

Assigned District	Students
Eastpointe Community Schools	191
Detroit Public Schools Community District	86
Van Dyke Public Schools	24
Roseville Community Schools	8
Harper Woods, The School District of the City of	4
Lake Shore Public Schools (Macomb)	4
Clinton Community Schools	3
Center Line Public Schools	1

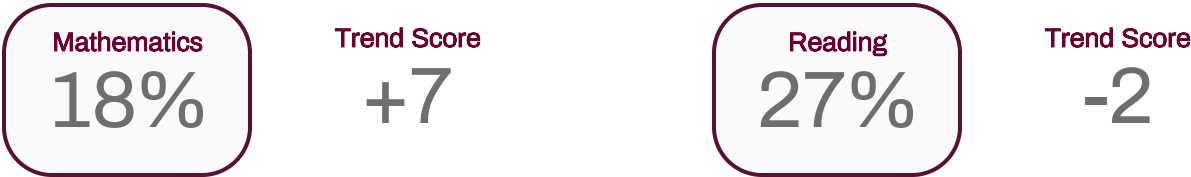
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2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile



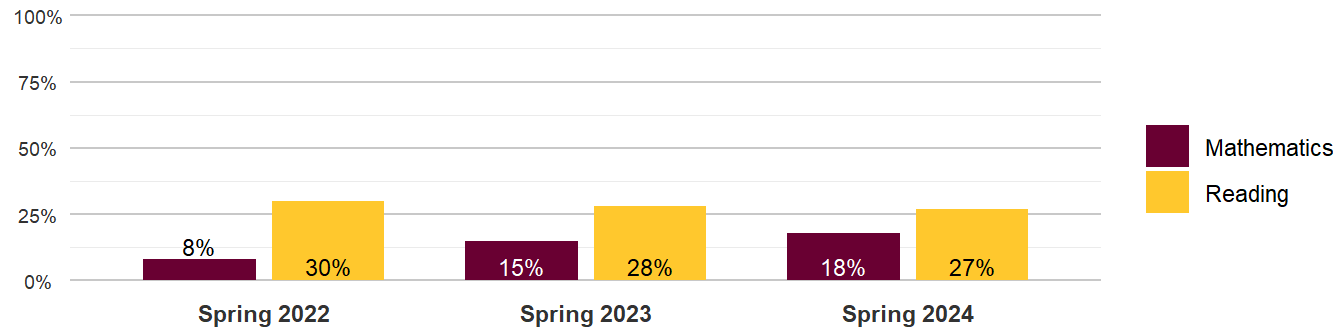
Eaton Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

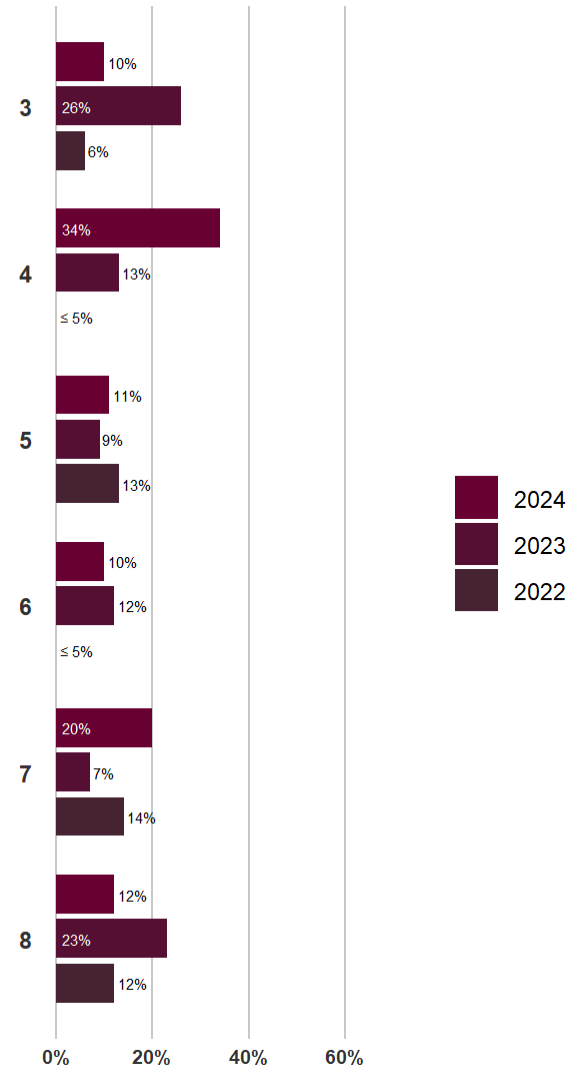
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

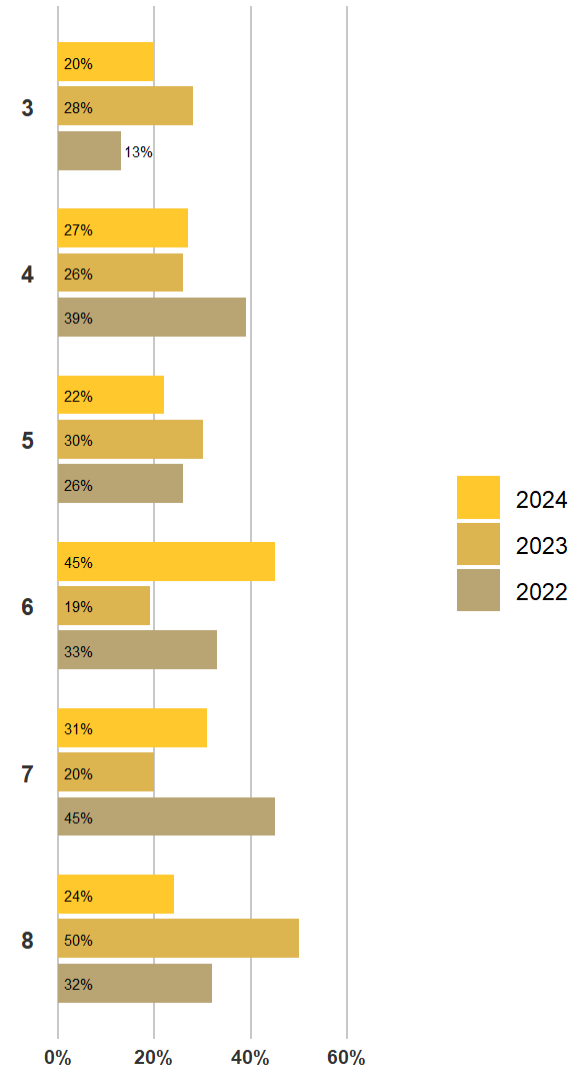


By Grade Level

Mathematics

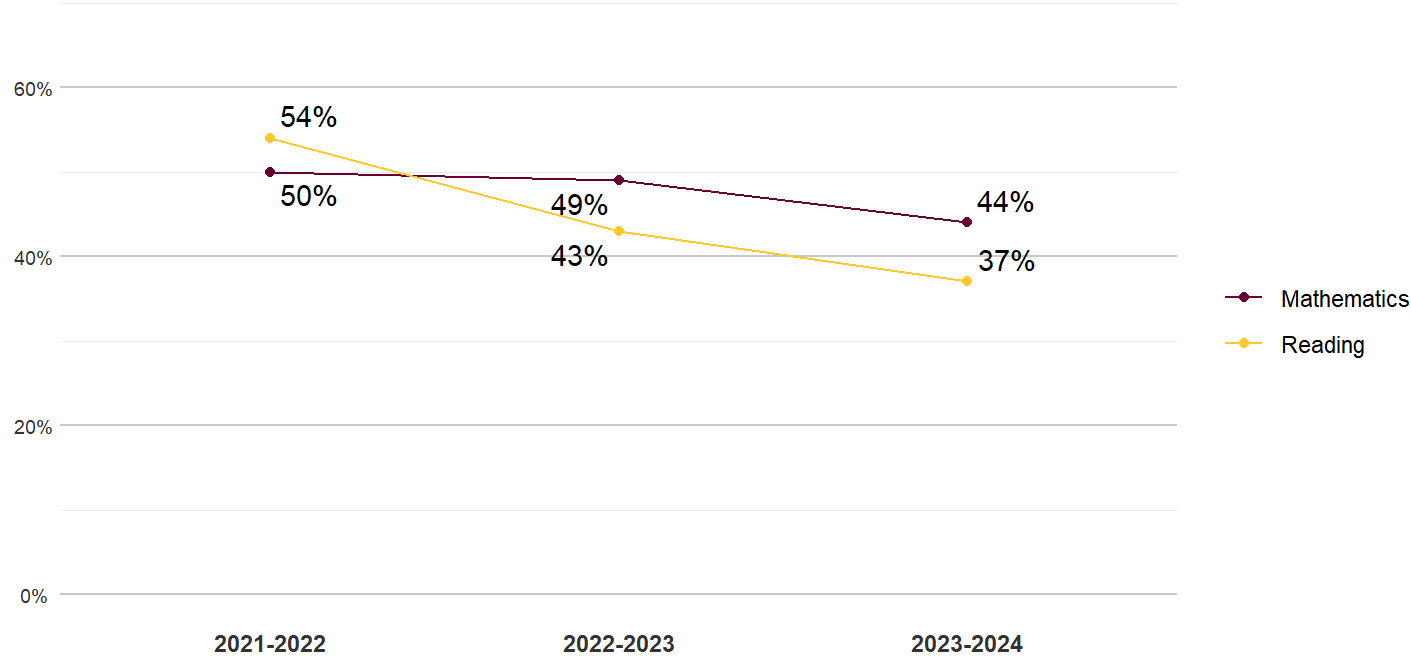


Reading

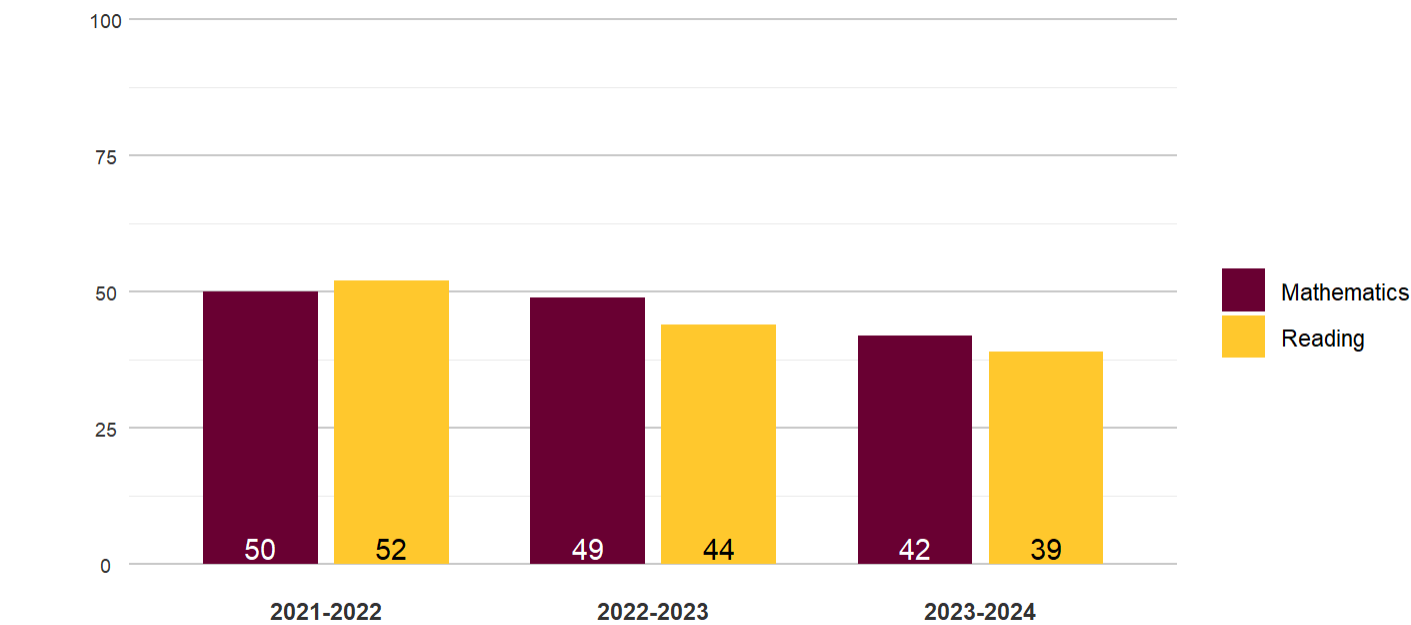


NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater
All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile
All Students Grades 3 - 8



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2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



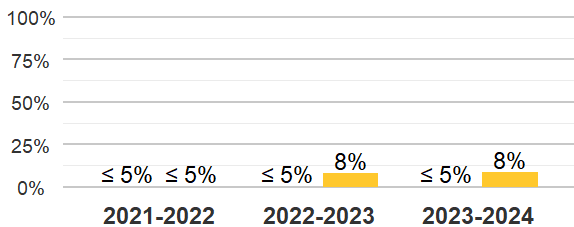
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

Eaton Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

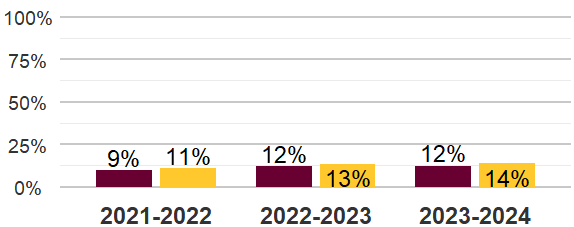
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

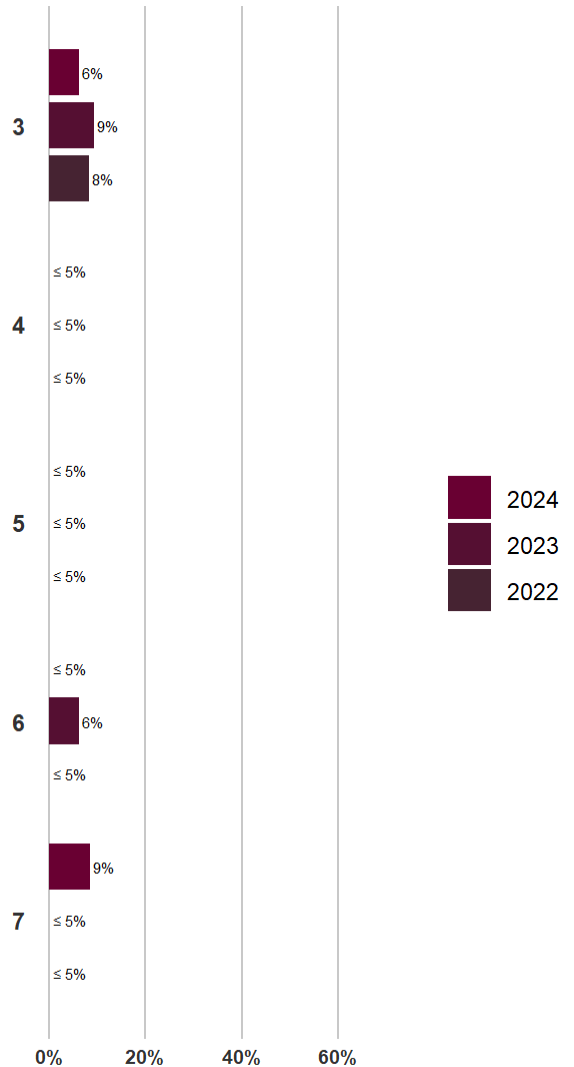
ELA



Academy CRD

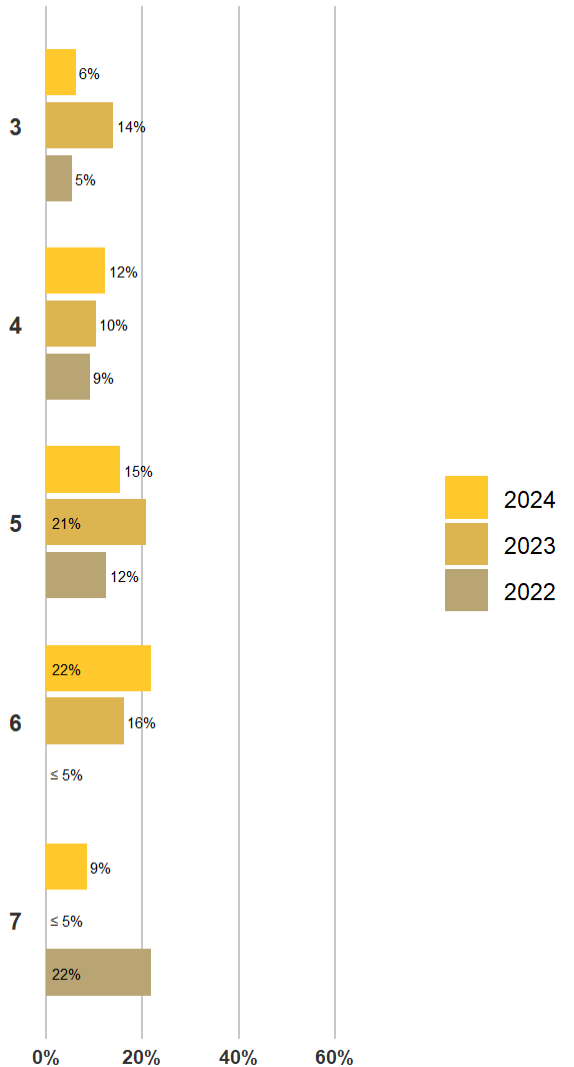
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022



School Profile: Escuela Avancemos!

District	Escuela Avancemos!	Initial Charter Applicant	Ana Ulloa
District Code(s)	82744	School Property Owner	Ste. Anne Basilica Parish of Detroit
Building Code(s)	01369	School Building Owner	Ste. Anne Basilica Parish of Detroit, Innovative Modular Solutions, Inc., VESTA Housing Solutions, LLC d/b/a VESTA Modular
Location	2635 Howard St. Detroit, MI 48216	Educational Service Provider (ESP)	Sanga Educational Partners d/b/a Sanga Consulting, Inc.
Phone	313-596-0079	ESP Contract Term	July 01, 2024 – June 30, 2029
Website	http://www.theEAacademy.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$119,654.19
Grades Served	K-8	Special Education Cost	\$58,219.07
School Year Authorized	2018-2019		
Charter Contract Term	July 01, 2024 – June 30, 2029		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Cristina Stamatina	President	November 30, 2023	January 15, 2028
Andreea Bordeianu	Vice President	December 08, 2022	January 15, 2027
Monica Barbour	Secretary	December 08, 2022	January 15, 2027
Linda Chittum	Treasurer	December 02, 2021	January 15, 2026
Mariva Gonzalez	Director	November 30, 2023	January 15, 2028

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	43	45	50	43	51	47	53	46	44	N/A	N/A	N/A	N/A	422	25
2024-25	45	45	49	50	43	56	49	47	41	N/A	N/A	N/A	N/A	425	N/A



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Escuela Avancemos!

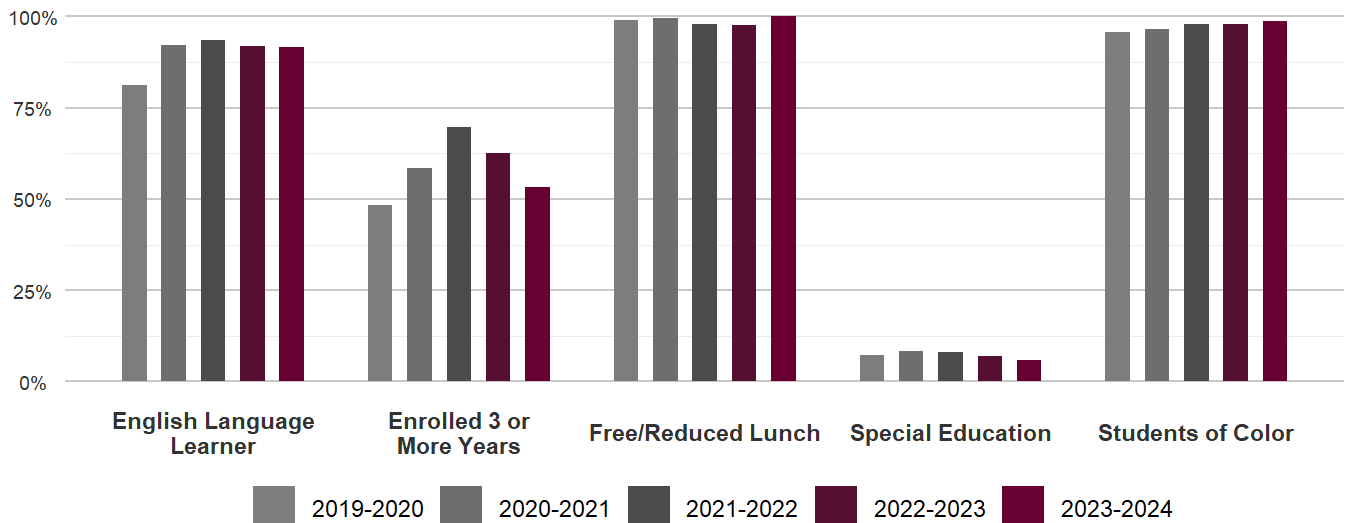


September 2024: State Assessment Update

Escuela Avancemos!

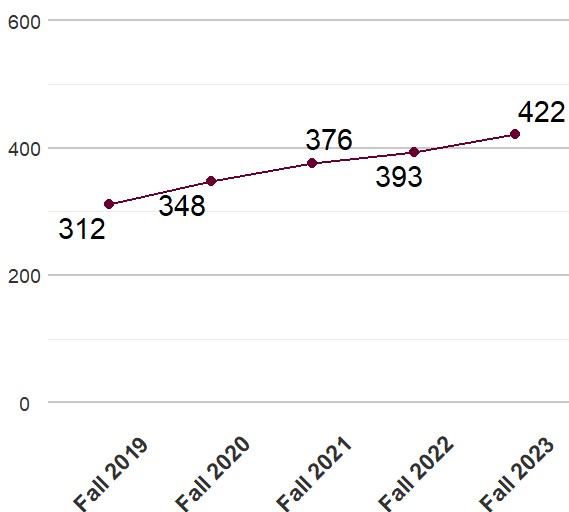
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	81.1%	92.2%	93.6%	91.9%	91.7%
Special Education	7.4%	8.3%	8.0%	6.9%	5.9%
Free/Reduced Lunch	99.0%	99.4%	97.9%	97.7%	100.0%
Students of Color	95.8%	96.6%	97.9%	98.0%	98.8%
Enrolled 3 or More Years	48.4%	58.3%	69.7%	62.5%	53.3%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	411
Lincoln Park, School District of the City of	5
Taylor School District	2
Allen Park Public Schools	1
Dearborn Heights School District #7	1
Ecorse Public Schools	1
River Rouge, School District of the City of	1

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

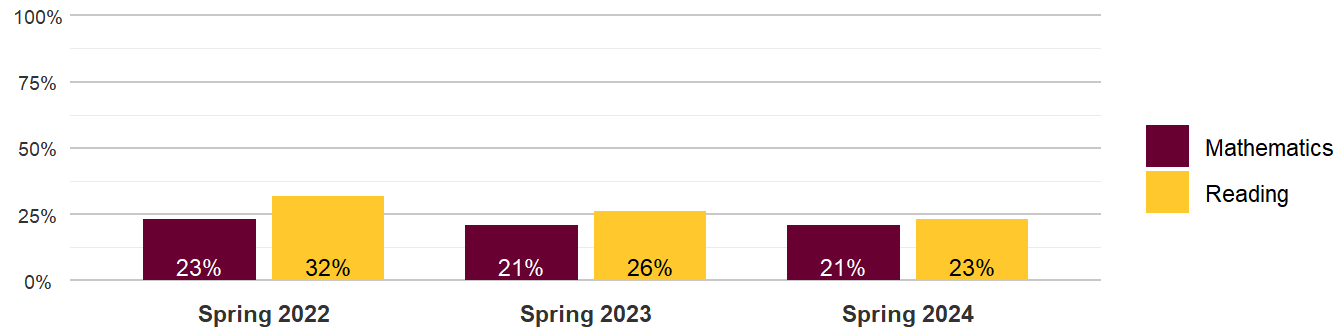


Escuela Avancemos!

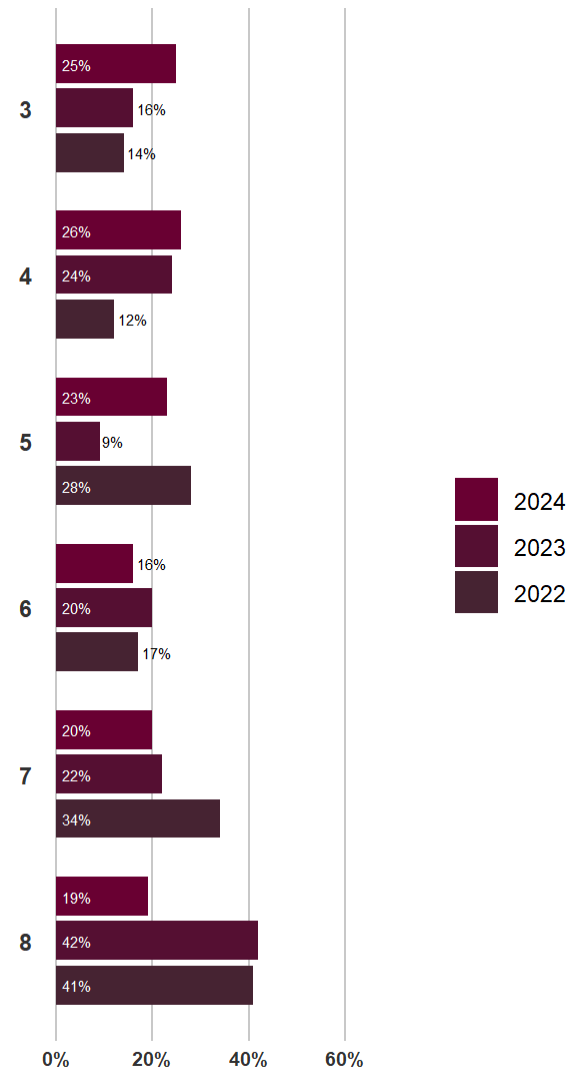
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

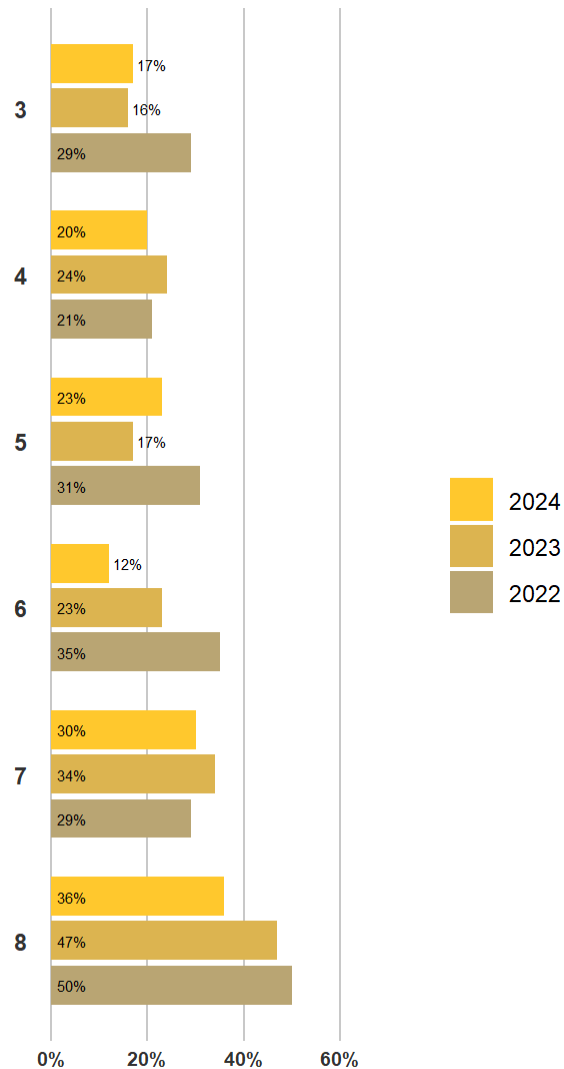
School-Wide by Year



By Grade Level Mathematics



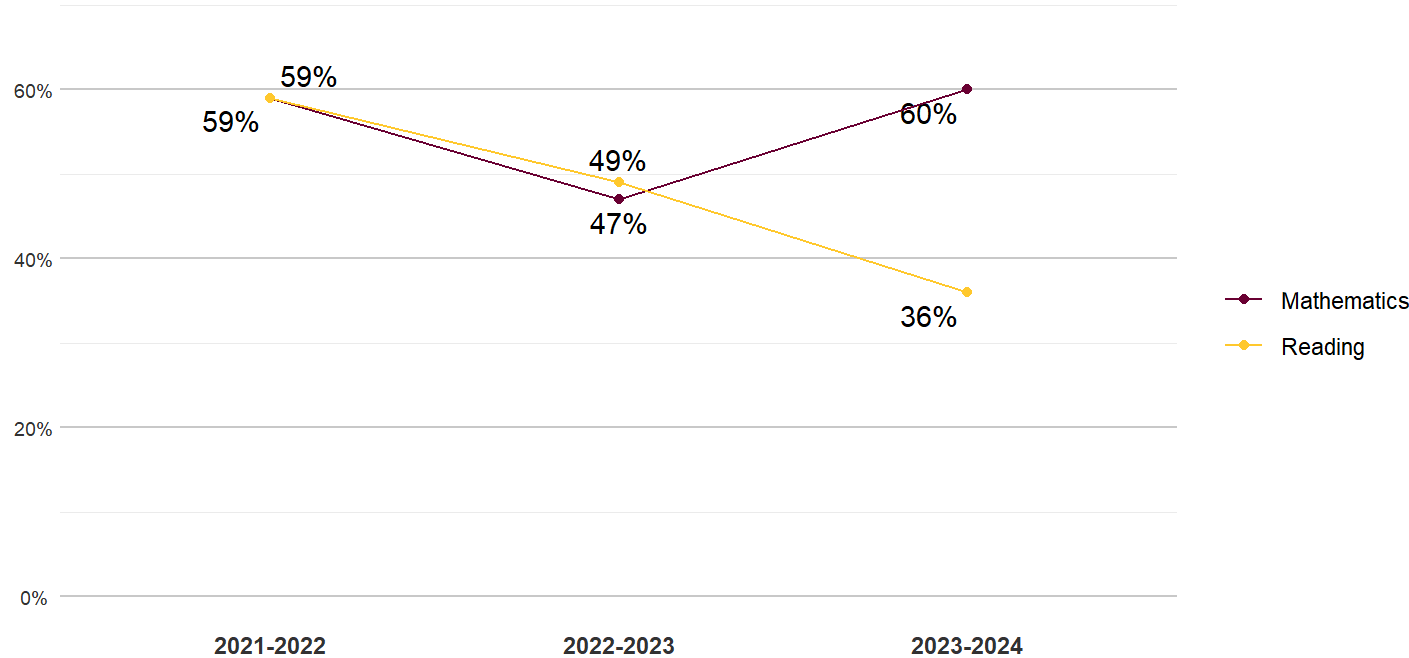
Reading



NWEA MAP Fall-to-Spring Growth

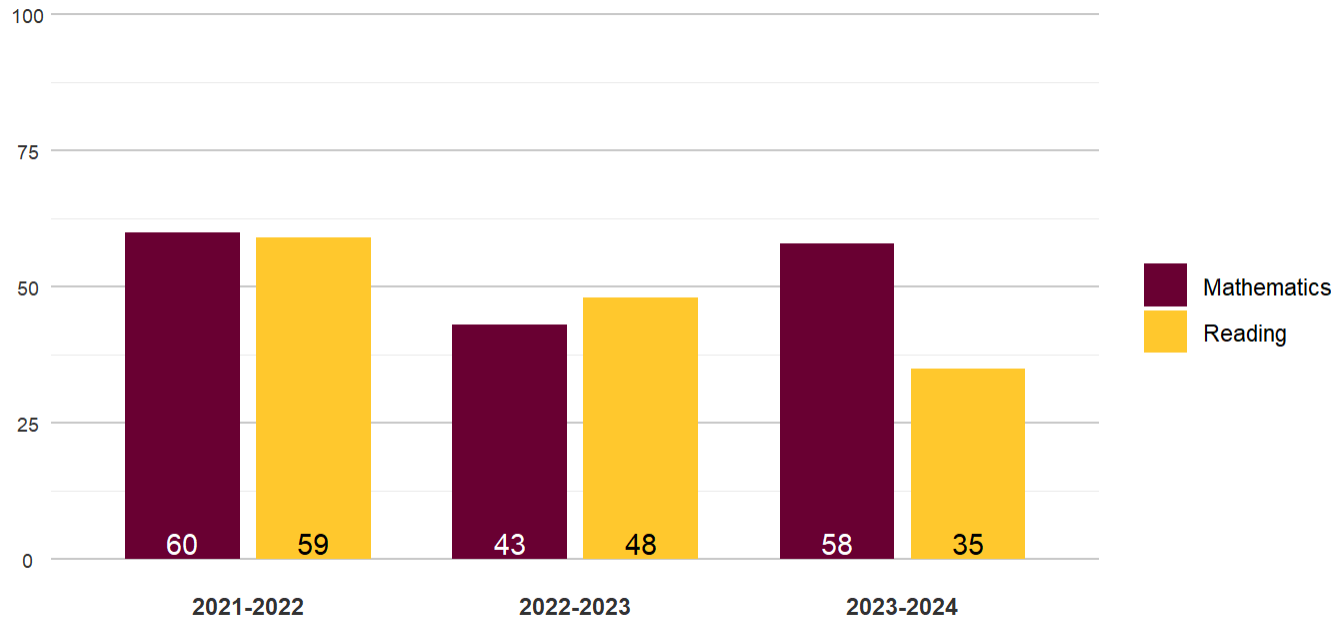
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

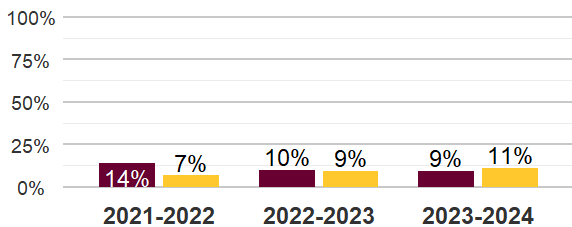


Escuela Avancemos!

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

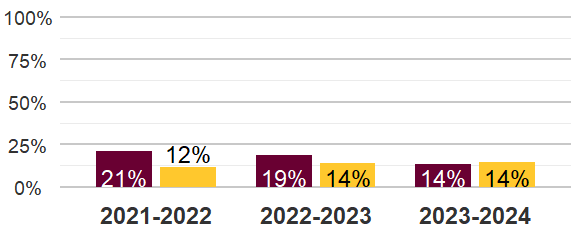
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

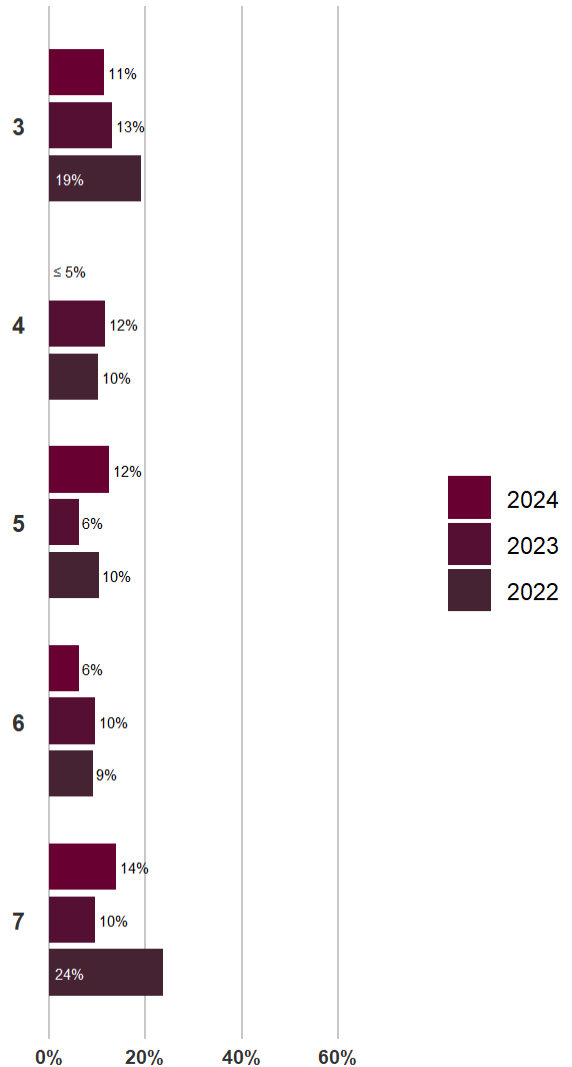
ELA



Academy CRD

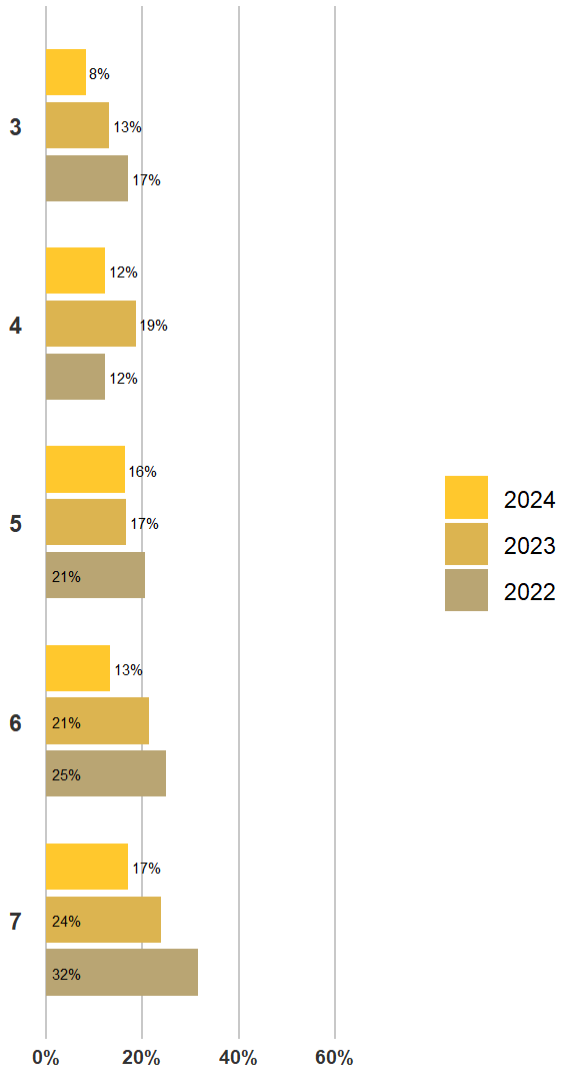
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022



School Profile: Flagship Charter Academy

District	Flagship Charter Academy	Initial Charter Applicant	Anthony Smith
District Code(s)	82997	School Property Owner	Charter Development Company, L.L.C.
Building Code(s)	09785	School Building Owner	Charter Development Company, L.L.C.
Location	13661 Wisconsin Detroit, MI 48238	Educational Service Provider (ESP)	National Heritage Academies, Inc.
Phone	313-933-7933	ESP Contract Term	July 01, 2024 – June 30, 2029
Website	https://www.nhaschools.com/schools/Flagship-Charter-Academy/en	2023-24 Total Fees, Reimbursements, and Charges Collected	\$186,243.39
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$77,092.16
School Year Authorized	2006-2007		
Charter Contract Term	July 01, 2024 – June 30, 2029		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Emanuel Haley	President	September 22, 2022	December 02, 2026
Valarie Foulks-McCrary	Vice President	December 02, 2021	December 02, 2025
Arleen Bonello	Secretary	September 24, 2020	December 02, 2024
Charlene Mallory	Treasurer	September 22, 2022	December 02, 2026
Melia Howard	Director	September 28, 2023	December 02, 2025

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	72	81	83	67	79	65	71	71	60	N/A	N/A	N/A	N/A	649	44
2024-25	82	89	79	89	85	82	68	67	64	N/A	N/A	N/A	N/A	705	N/A



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Flagship Charter Academy

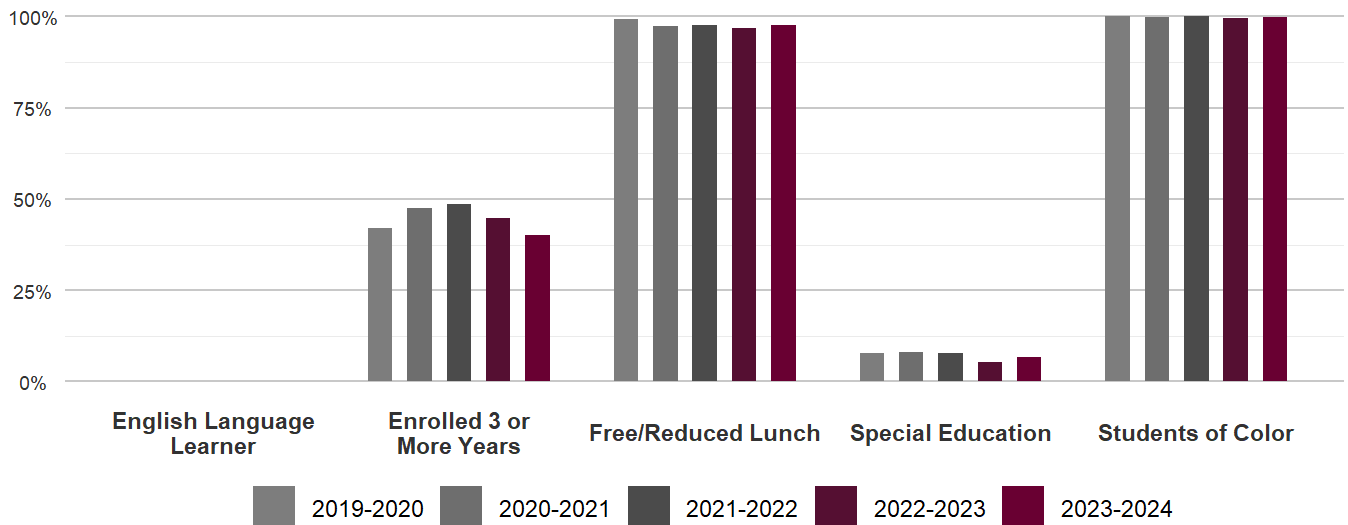


September 2024: State Assessment Update

Flagship Charter Academy

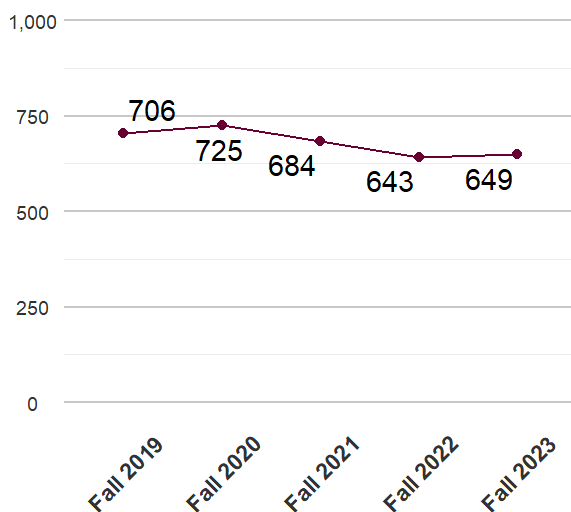
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	7.8%	8.1%	7.7%	5.4%	6.8%
Free/Reduced Lunch	99.2%	97.2%	97.5%	96.7%	97.5%
Students of Color	100.0%	99.9%	100.0%	99.7%	99.8%
Enrolled 3 or More Years	41.9%	47.4%	48.5%	44.8%	40.1%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	623
Highland Park City Schools	5
Pontiac City School District	4
Wayne-Westland Community School District	4
Dearborn City School District	2
Hamtramck, School District of the City of	2
Westwood Community School District	2
Dundee Community Schools	1
Hazel Park, School District of the City of	1
Other	5

Flagship Charter Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

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2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

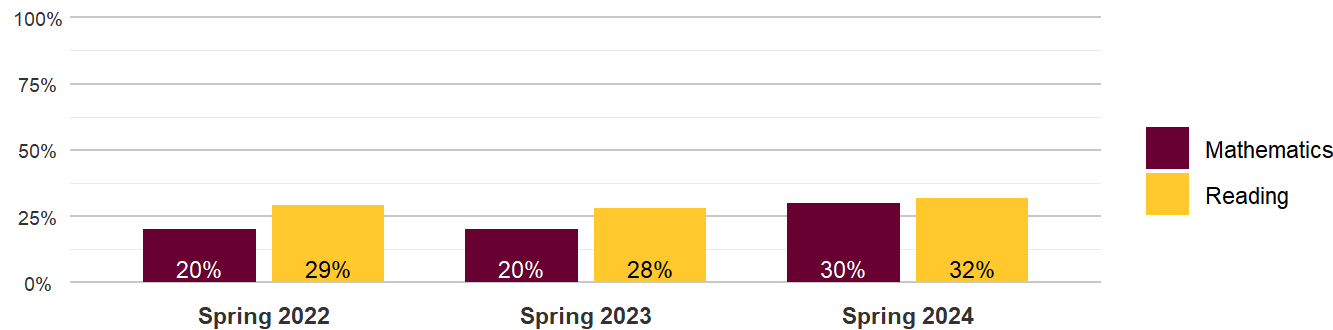


Flagship Charter Academy

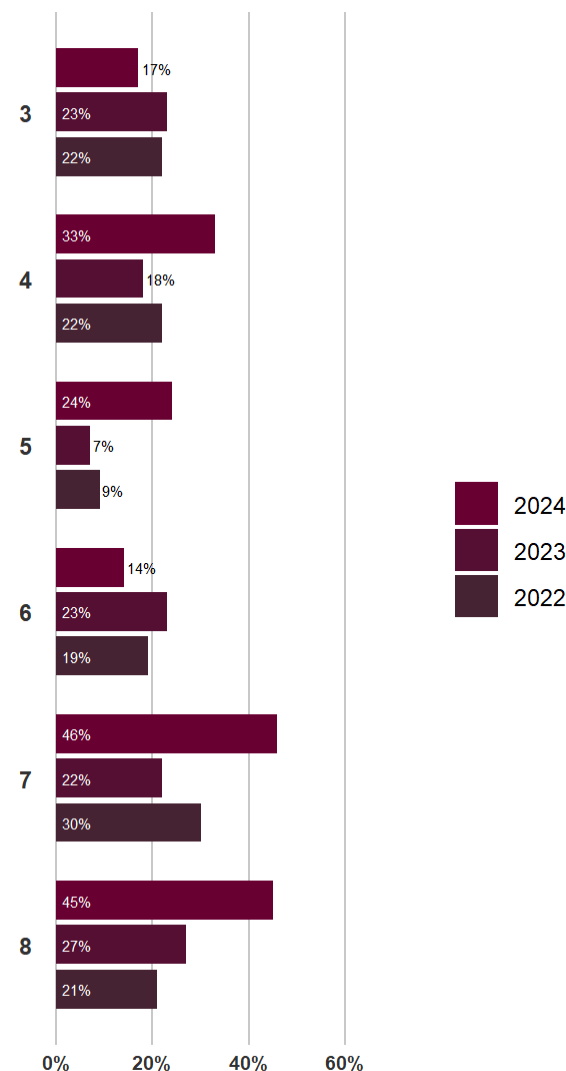
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

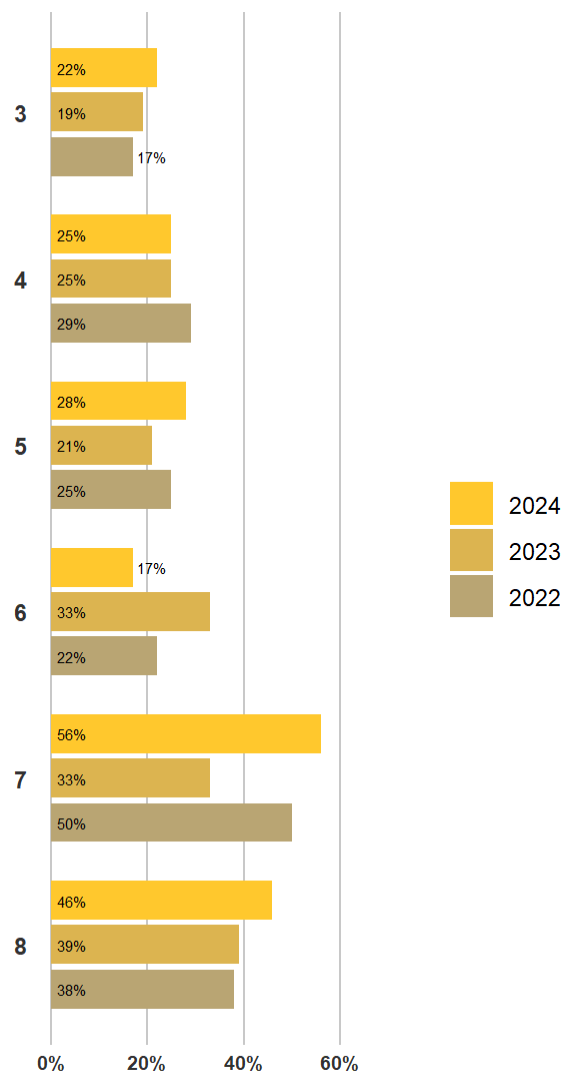
School-Wide by Year



By Grade Level Mathematics



Reading



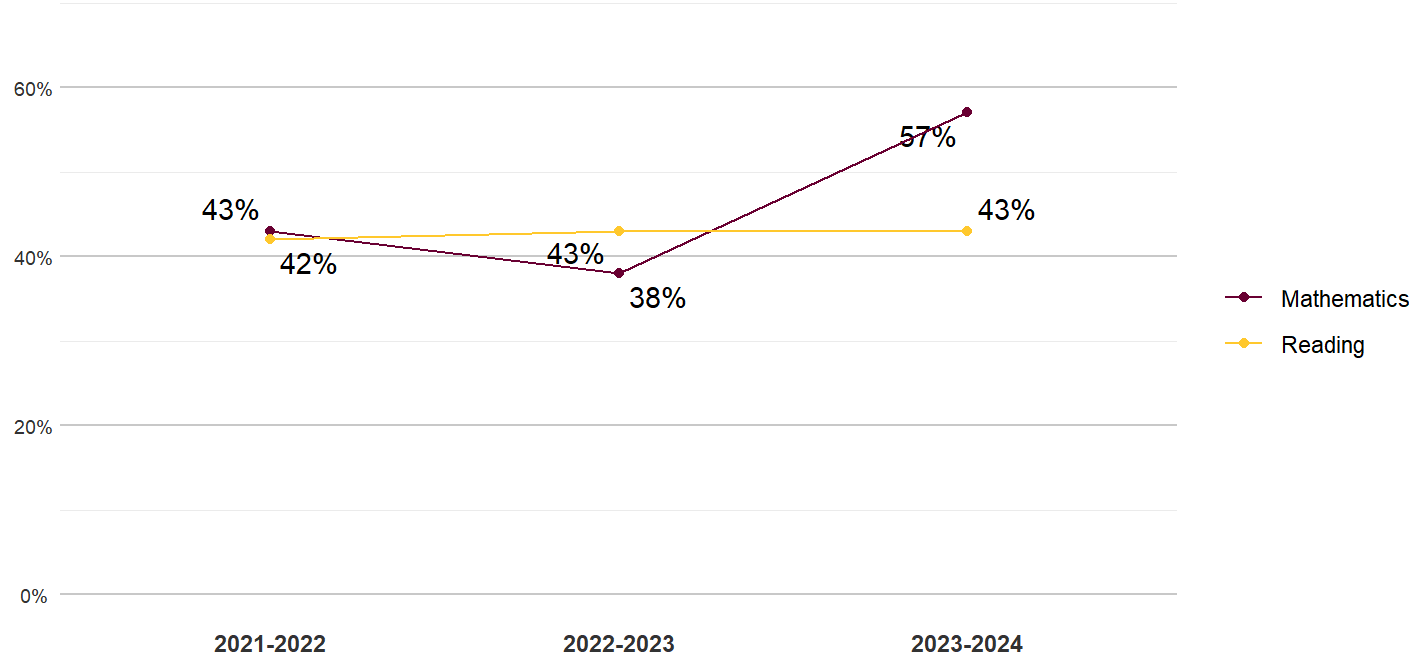
Flagship Charter Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

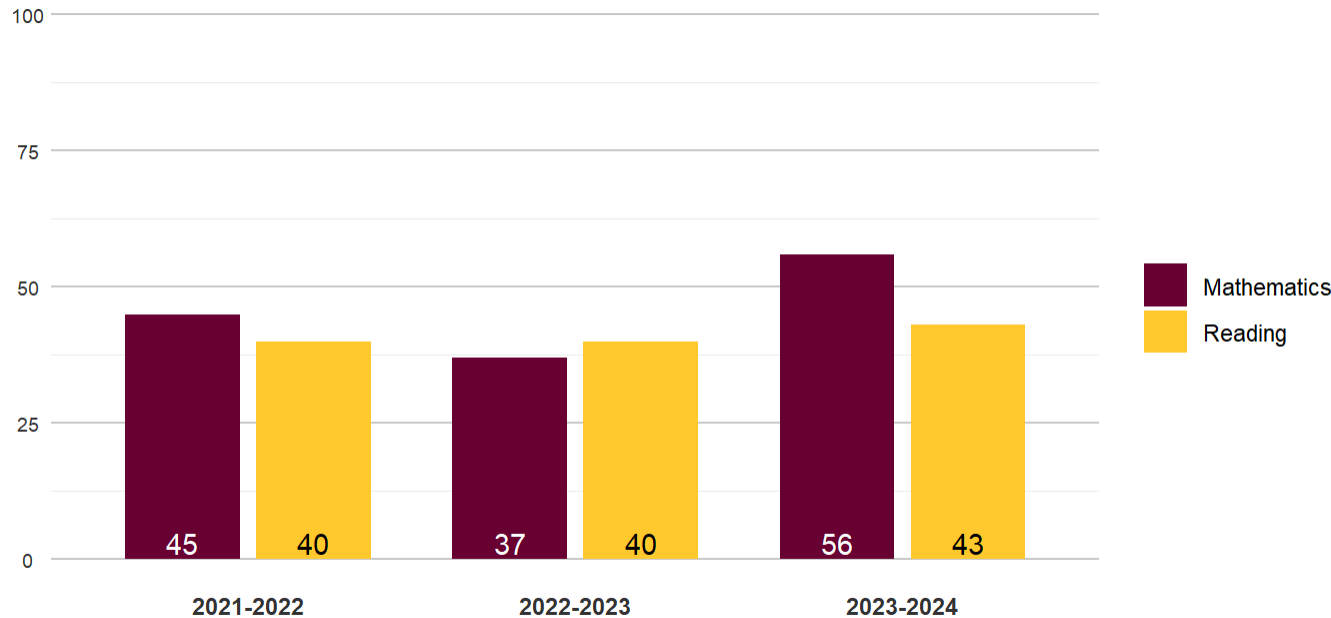
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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Achievement

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2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

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2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

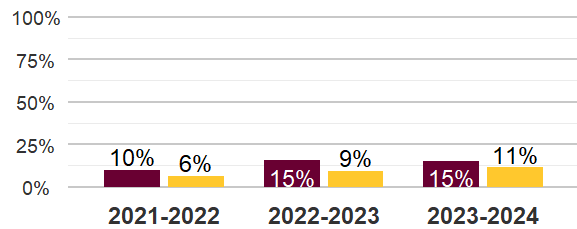


Flagship Charter Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

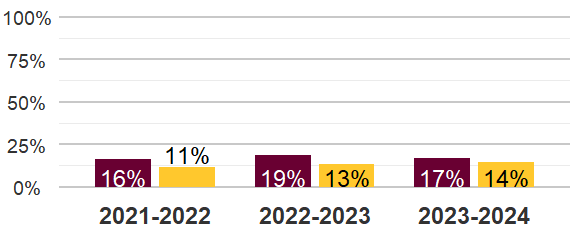
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

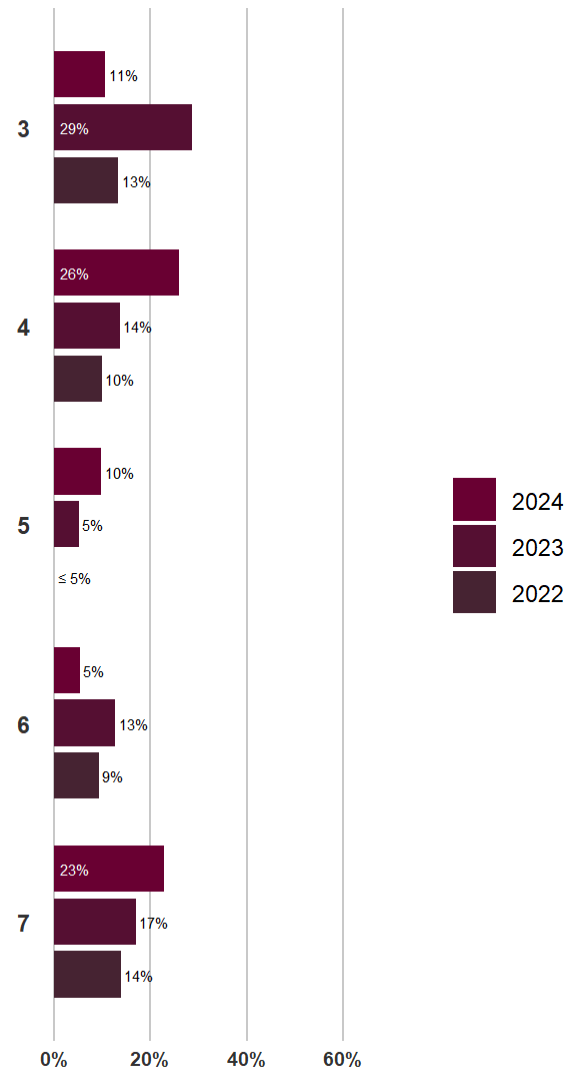
ELA



Academy CRD

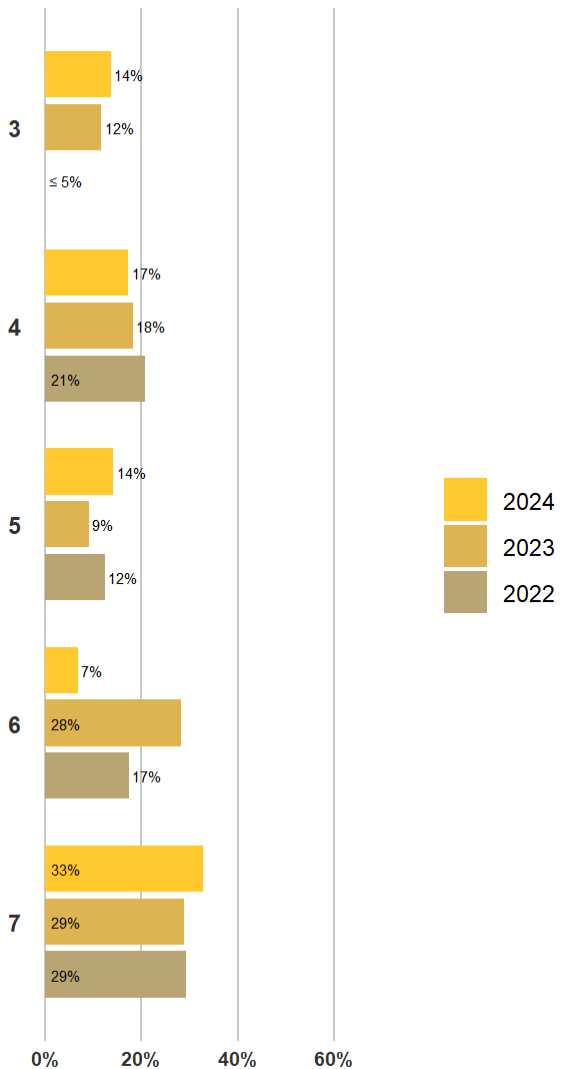
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022



School Profile: Flex High School of Michigan

District	Flex High School of Michigan	Initial Charter Applicant	William Toomey
District Code(s)	25918	School Property Owner	MI Burton Retail Center, LLC, Clio & Pierson, LLC
Building Code(s)	03731, 03391	School Building Owner	MI Burton Retail Center, LLC, Clio & Pierson, LLC
Location	4945 Clio Rd. Flint, MI 48504	Educational Service Provider (ESP)	U.S. Learning Corporation
Phone	810-852-4479	ESP Contract Term	July 01, 2023 – June 30, 2026
Website	http://www.flexhighmichigan.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$94,269.05
Grades Served	9-12	Special Education Cost	\$90,640.22
School Year Authorized	2017-2018	Reimbursements Received in FY24	
Charter Contract Term	July 01, 2023 – June 30, 2026		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Matthew Clark	President	November 30, 2023	January 15, 2028
Molly Bruzewski	Vice President	December 02, 2021	January 15, 2026
Tiffany Hughes	Secretary	December 03, 2020	January 15, 2025
Wanda Brown	Treasurer	December 08, 2022	January 15, 2027
Danielle Lepine	Director	December 08, 2022	January 15, 2027

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	166	84	43	13	306	54
2024-25	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	258	84	52	24	418	N/A



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SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Flex High School of Michigan

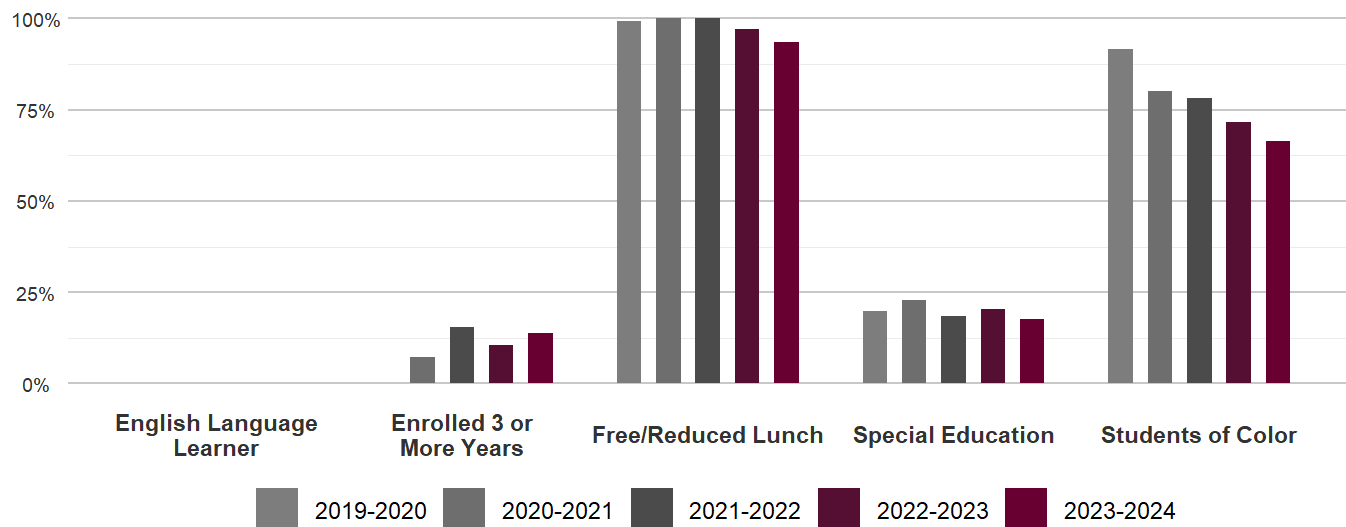


August 2024

Flex High School of Michigan

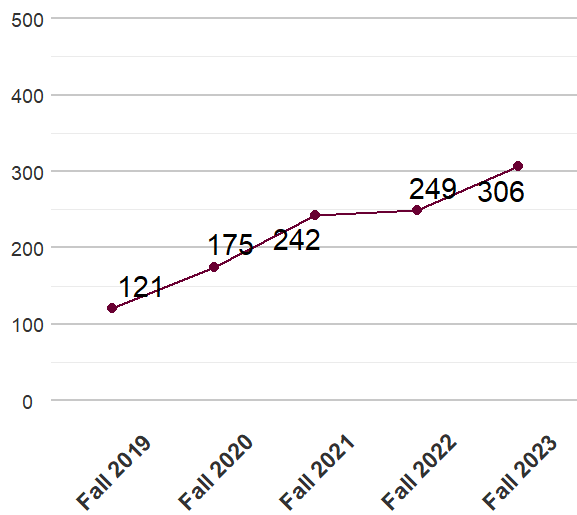
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	19.8%	22.9%	18.6%	20.5%	17.6%
Free/Reduced Lunch	99.2%	100.0%	100.0%	97.2%	93.5%
Students of Color	91.7%	80.0%	78.1%	71.5%	66.3%
Enrolled 3 or More Years	0.0%	7.3%	15.6%	10.4%	13.7%

Enrollment



Where Students Come From

Assigned District	Students
Flint, School District of the City of	296
Bendle Public Schools	3
Mt. Morris Consolidated Schools	2
Bentley Community School District	1
Davison Community Schools	1
Flushing Community Schools	1
Grand Blanc Community Schools	1
Kearsley Community School District	1

Flex High School of Michigan

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Educational Goals for Schools serving Opportunity Youth

Central Michigan University authorizes schools that predominately serve students considered Opportunity Youth. These schools are often designed specifically to meet the needs of the unique student population they serve. The Educational Goals contained in their Charter Contract have been adapted to reflect the students they serve and their unique mission. Schools serving Opportunity Youth are drop-out recovery schools and schools that have a mission to serve students who are 16 years or older and are severely off-track to graduate from high school on time.

Standardized Measure: Grade-Level Equivalency

The Center uses NWEA MAP Growth scores in the fall to determine the grade-level of each student enrolled at the school using the NWEA national norms and their fall test score. The Center uses the fall test score as a baseline and expects that each student will progress at least one grade-level between the fall and spring administration of the assessment. The percentage of students progressing by at least one grade level informs us of the proportion of students advancing by at least one grade between the fall and spring assessments in math and reading. Schools are expected to demonstrate that at least 50% of eligible students make at least one year's progress in each subject.

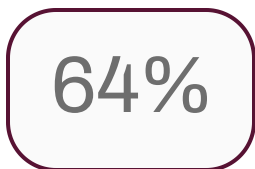
2023-24 - Percent of Students Meeting Goal



School Specific Measure of Student Progress: Student Enrollment

The Center, school management, and the school's governing board work together to identify metrics associated with a successful academic program for the population of students each eligible school serves. In this case, students demonstrating success at Flex High School of Michigan have remained enrolled for at least one school year. The school's target, established during the collaborative development of the metric, is that at least 40% of the students at the school remain enrolled for at least one school year.

2023-24 - Percent of Students enrolled for at least one year





School Profile: FlexTech High School

District	FlexTech High School	Initial Charter Applicant	John Wassenberg
District Code(s)	47903	School Property Owner	FlexTech High School
Building Code(s)	00760	School Building Owner	FlexTech High School
Location	7707 Conference Center Dr. Brighton, MI 48114	Educational Service Provider (ESP)	CS Partners, Inc. and CSP Management Inc. d/b/a Partner Solutions For Schools
Phone	810-844-3366	ESP Contract Term	July 01, 2024 – June 30, 2027
Website	https://www.flextechschools.org/ brighton	2023-24 Total Fees, Reimbursements, and Charges Collected	\$45,039.69
Grades Served	9-12	Special Education Cost	\$55,050.66
School Year Authorized	2010-2011	Reimbursements Received in FY24	
Charter Contract Term	July 01, 2024 – June 30, 2027		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Katrina Summersett	President	February 16, 2023	February 16, 2027
Audra Frye	Vice President	February 06, 2024	February 16, 2028
Michelle Labowski	Secretary	September 22, 2022	February 16, 2025
Andrew Kraft	Treasurer	February 16, 2023	February 16, 2027
Susan Dunn Richards	Director	February 17, 2022	February 16, 2026

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	10	30	39	63	142	26
2024-25	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12	27	63	73	175	N/A



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FlexTech High School

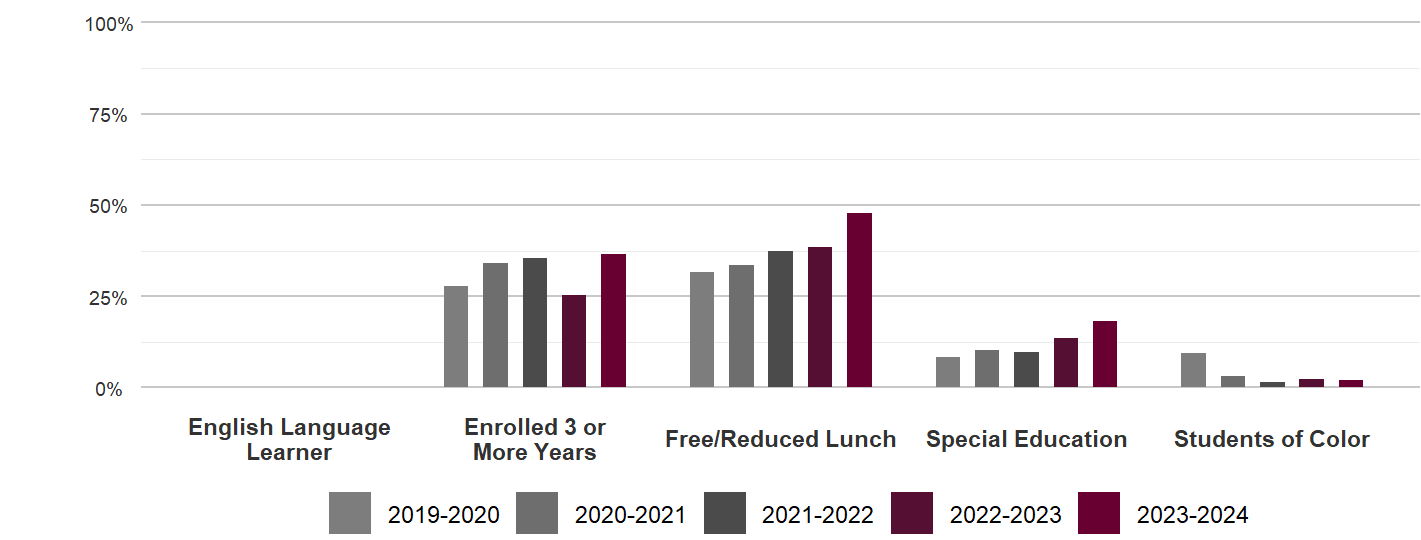


September 2024: State Assessment Update

FlexTech High School

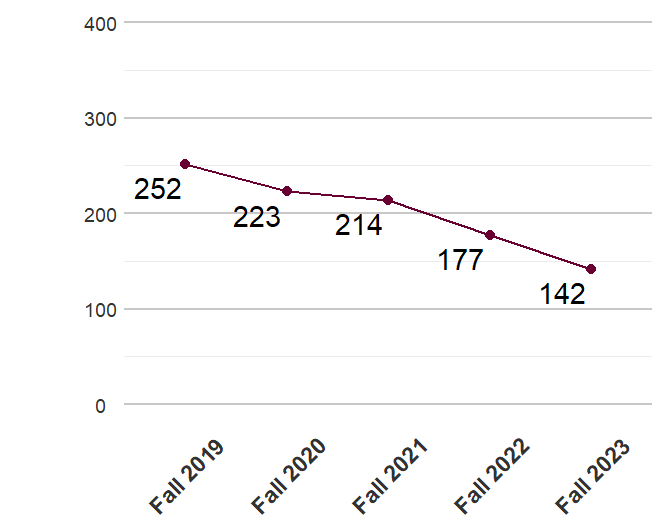
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	8.3%	10.3%	9.8%	13.6%	18.3%
Free/Reduced Lunch	31.7%	33.6%	37.4%	38.4%	47.9%
Students of Color	9.5%	3.1%	1.4%	2.3%	2.1%
Enrolled 3 or More Years	27.8%	34.1%	35.5%	25.3%	36.6%

Enrollment



Where Students Come From

Assigned District	Students
Brighton Area Schools	28
South Lyon Community Schools	28
Howell Public Schools	22
Pinckney Community Schools	14
Huron Valley Schools	7
Whitmore Lake Public School District	7
Fowlerville Community Schools	6
Fenton Area Public Schools	5
Hartland Consolidated Schools	5
Other	20

Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

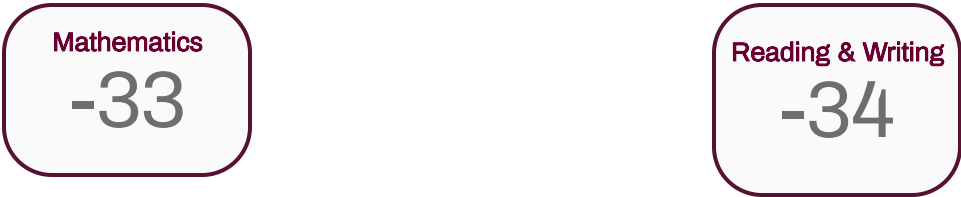


Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. Please see the Guidance Document for more information.

Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

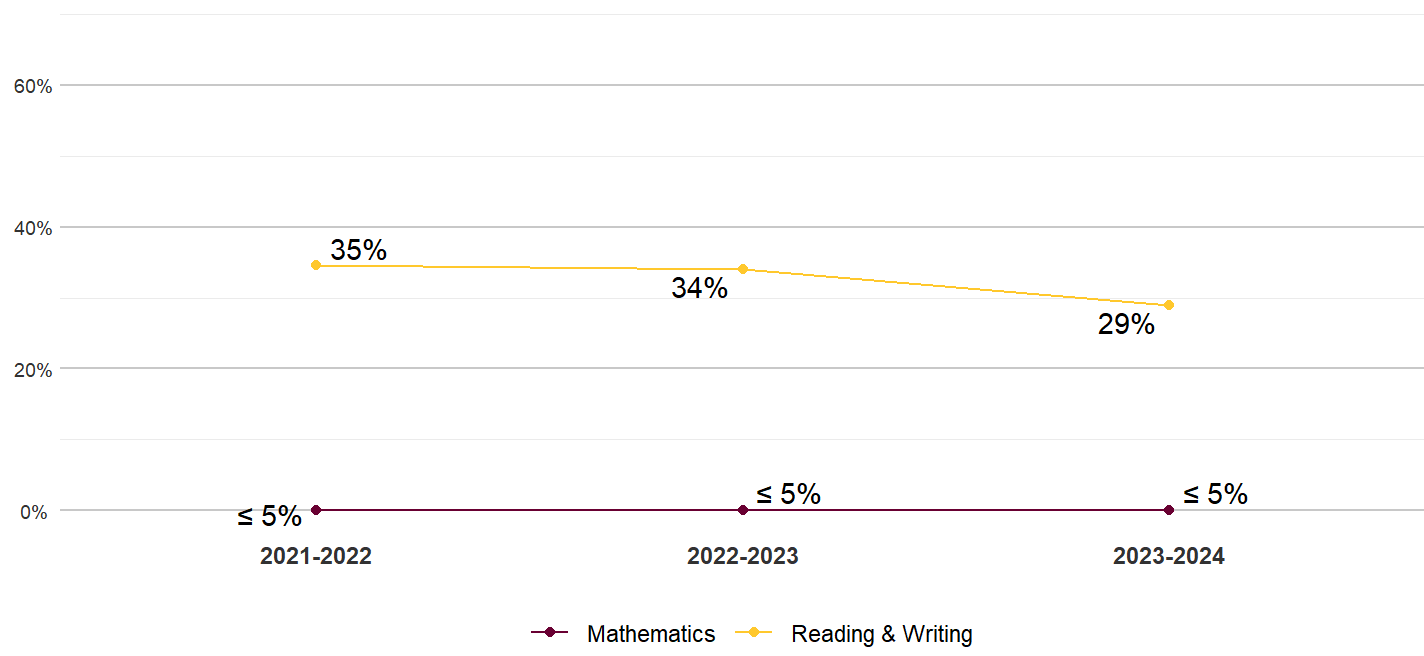
2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



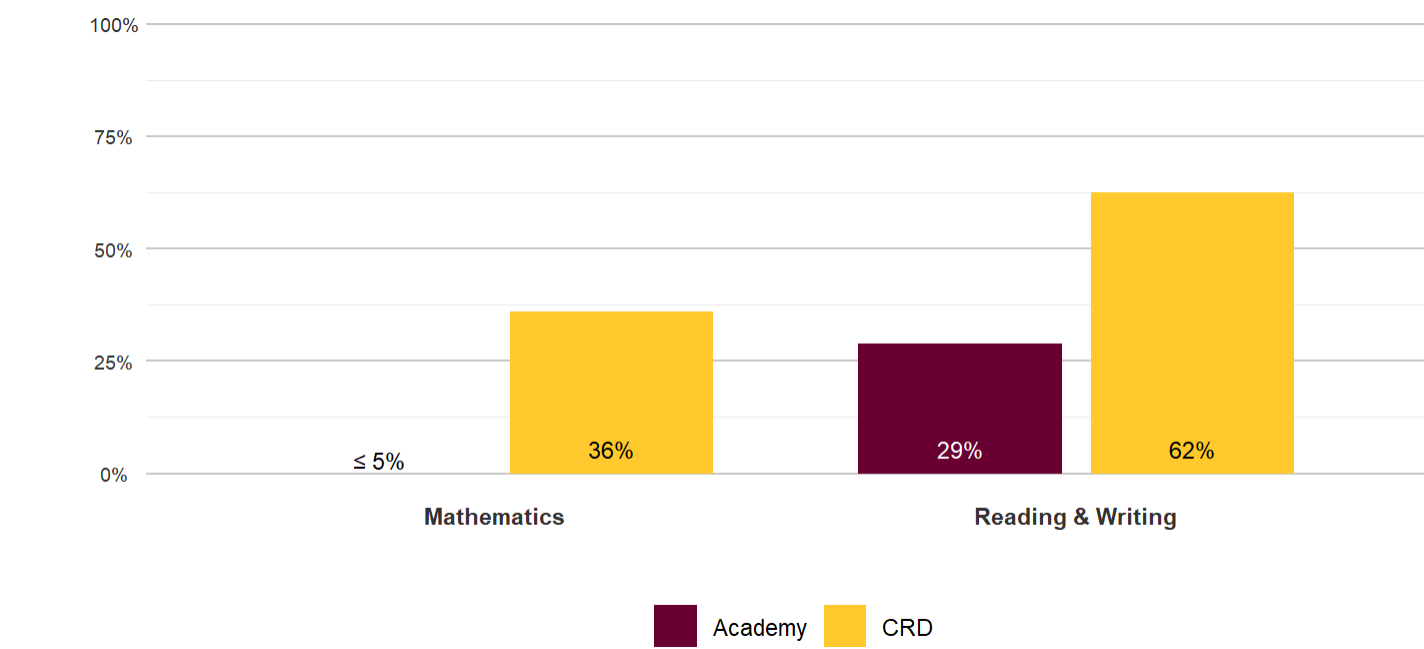
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD





School Profile: Great Lakes Learning Academy

District	Great Lakes Learning Academy	Initial Charter Applicant	Jeff Cobb
District Code(s)	33914	School Property Owner	Louis J. Eyde Family, LLC
Building Code(s)	01878, 03571	School Building Owner	Louis J. Eyde Family, LLC
Location	2875 Eyde Parkway, Suite 200 East Lansing, MI 48823	Educational Service Provider (ESP)	Connections Education LLC d/b/a Pearson Virtual Schools USA
Phone	517-381-5062	ESP Contract Term	January 14, 2023 – June 30, 2026
Website	http://www.connectionsacademy.com/great-lakes-learning-academy/	2023-24 Total Fees, Reimbursements, and Charges Collected	\$271,173.70
Grades Served	6-12	Special Education Cost Reimbursements Received in FY24	\$109,127.02
School Year Authorized	2012-2013		
Charter Contract Term	July 01, 2023 – June 30, 2026		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Nichole Richardson	President	February 06, 2024	April 01, 2028
Melinda Poit	Vice President	April 22, 2021	April 01, 2025
Amber McCray	Secretary	February 06, 2024	April 01, 2027
Jeffrey Bussard	Treasurer	September 22, 2022	April 01, 2026
Anthony Kruckeberg	Director	February 06, 2024	April 01, 2028

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	N/A	N/A	N/A	N/A	N/A	N/A	13	59	73	146	229	169	177	866	145
2024-25	N/A	N/A	N/A	N/A	N/A	N/A	23	57	99	100	172	193	291	935	N/A



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Great Lakes Learning Academy

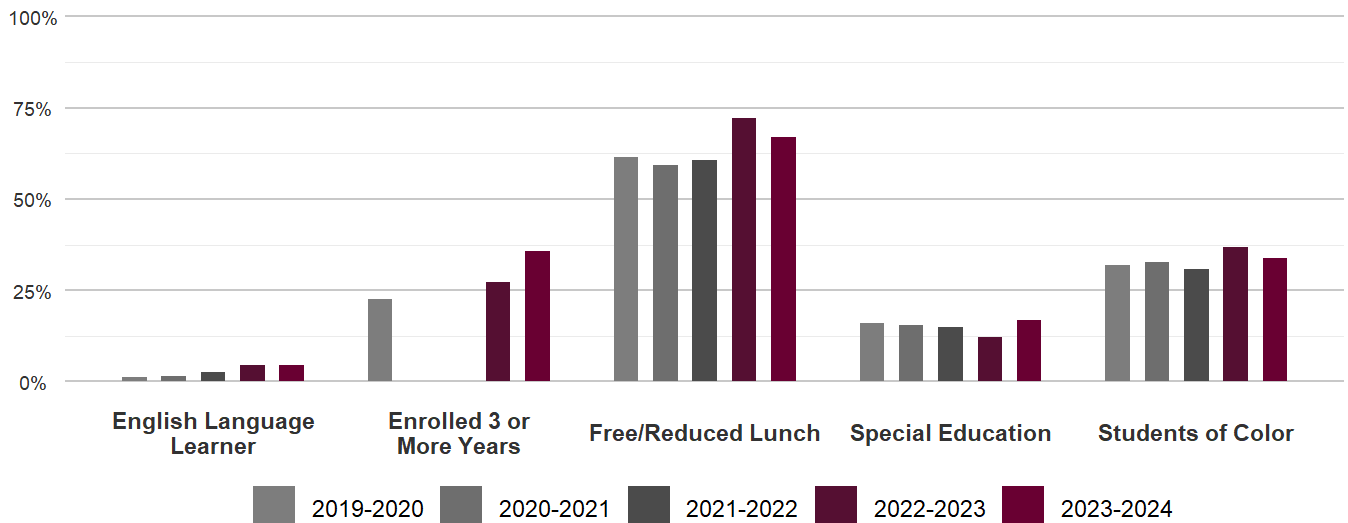


September 2024: State Assessment Update

Great Lakes Learning Academy

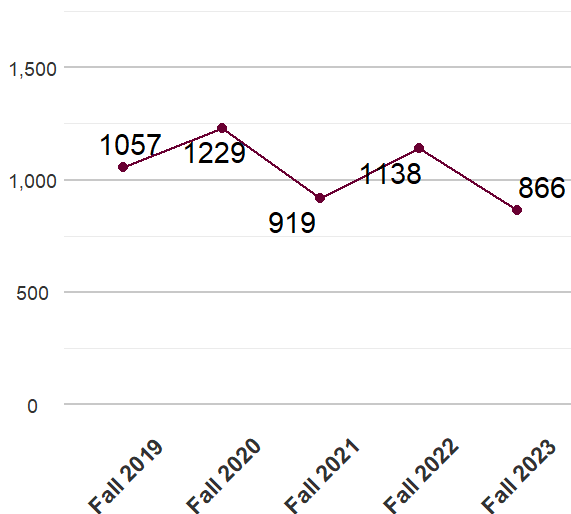
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	1.3%	1.6%	2.6%	4.4%	4.6%
Special Education	16.1%	15.4%	14.8%	12.1%	16.7%
Free/Reduced Lunch	61.4%	59.2%	60.6%	72.1%	67.0%
Students of Color	31.9%	32.7%	30.7%	36.9%	33.7%
Enrolled 3 or More Years	22.5%	0.0%	0.0%	27.3%	35.7%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	78
Lansing Public School District	31
Dearborn City School District	19
Holt Public Schools	16
Flint, School District of the City of	12
Owosso Public Schools	11
Southfield Public School District	11
Utica Community Schools	11
Bay City School District	10
Other	667

Great Lakes Learning Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

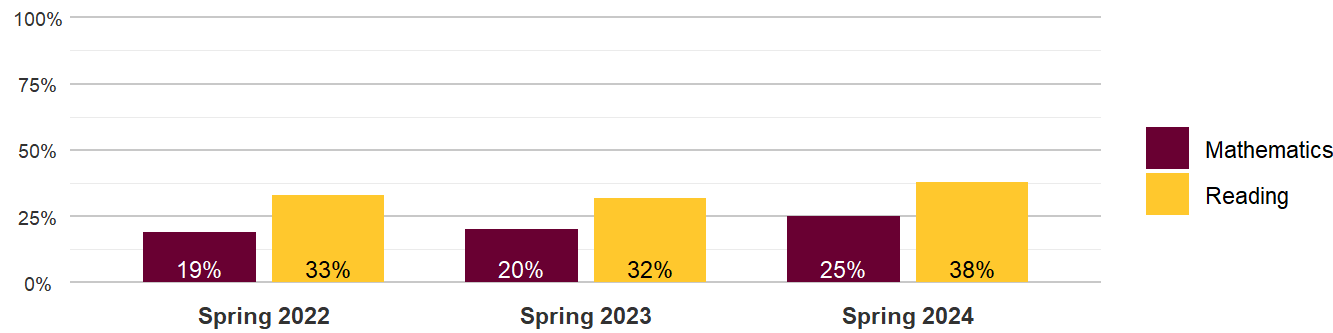


Great Lakes Learning Academy

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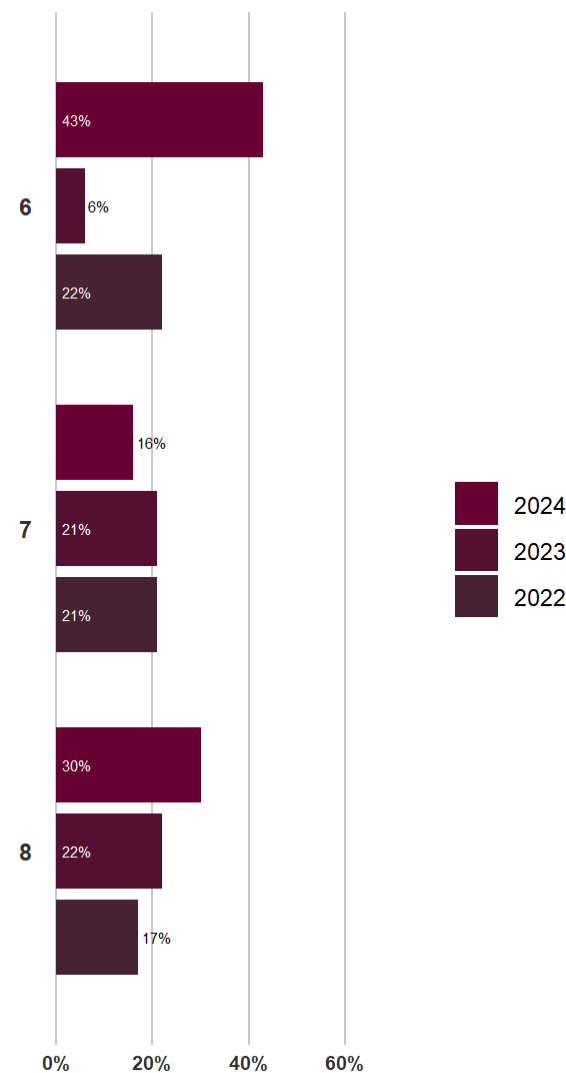
Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 6 - 8 enrolled for at least one year

School-Wide by Year

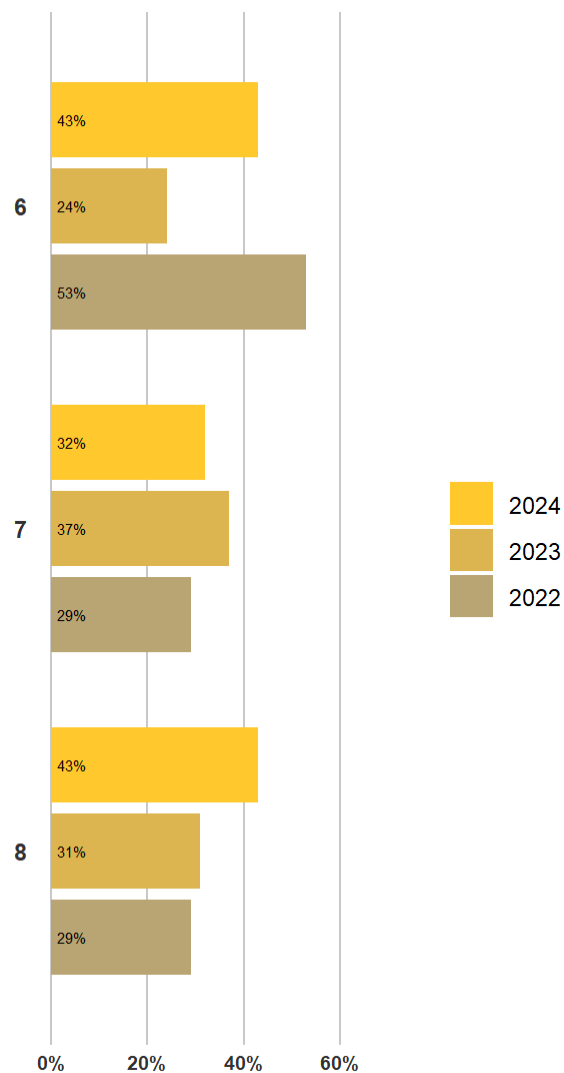


By Grade Level

Mathematics



Reading

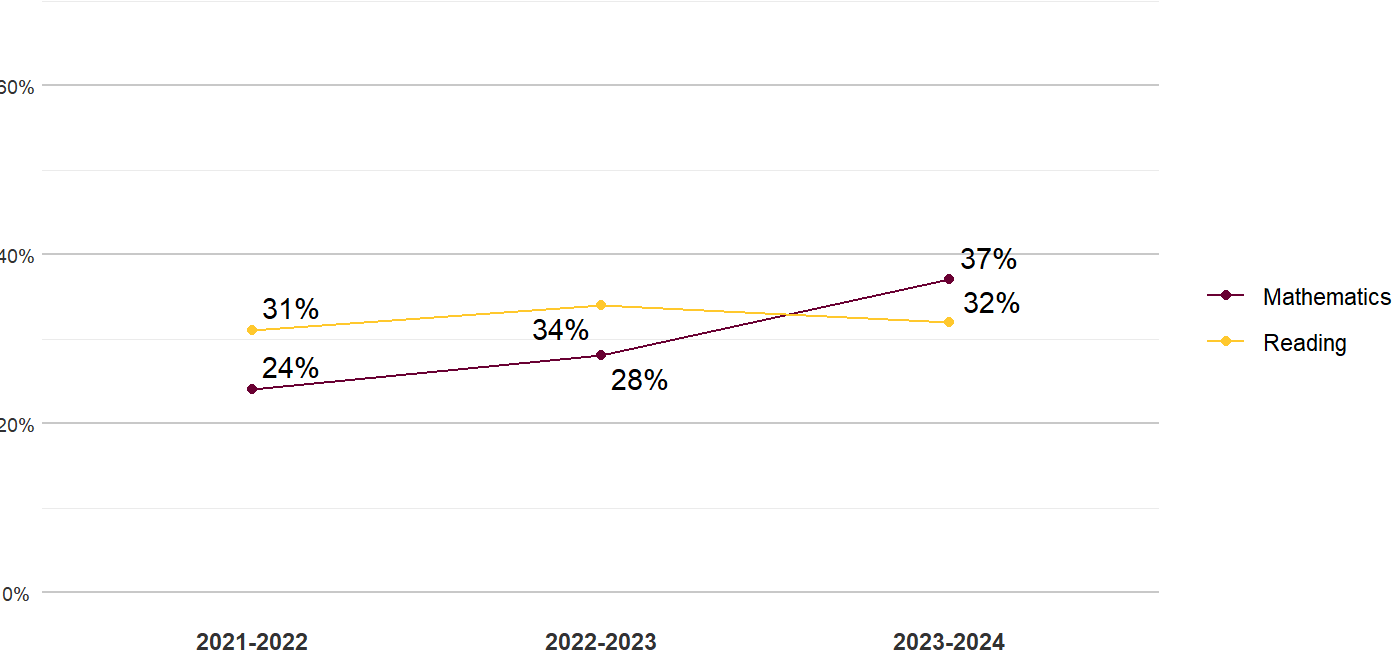


Great Lakes Learning Academy

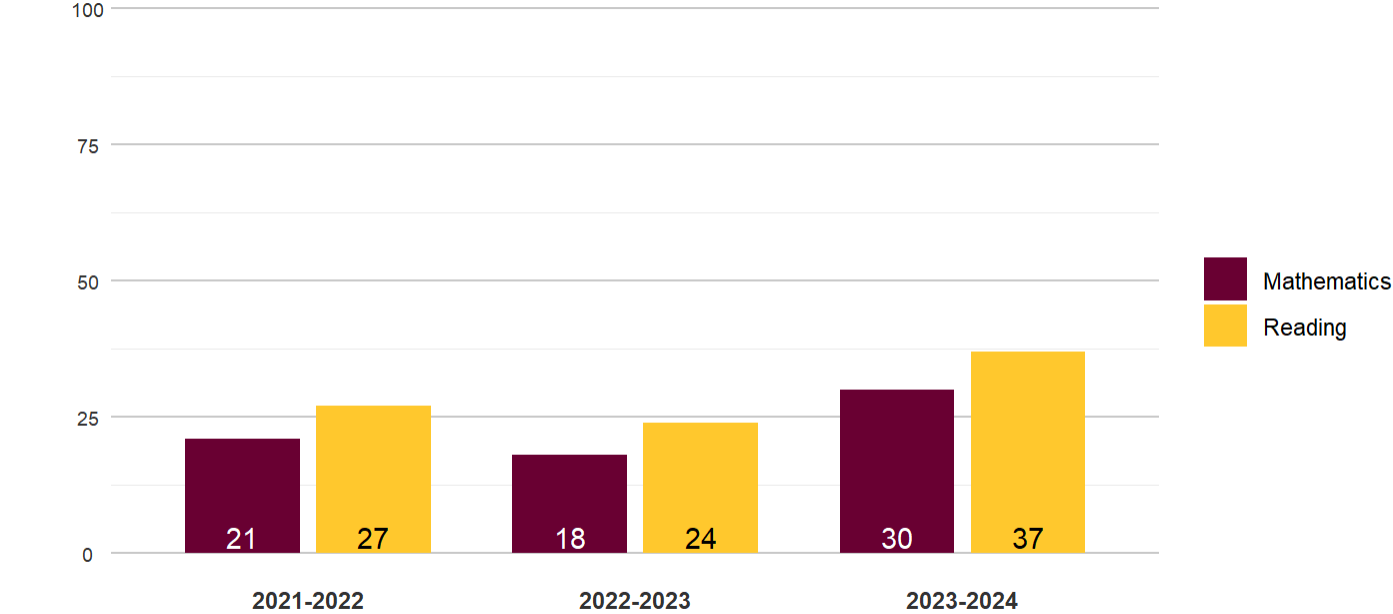
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater
All Students Grades 6 - 8



Fall-to-Spring Median Growth Percentile
All Students Grades 6 - 8



Great Lakes Learning Academy

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Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

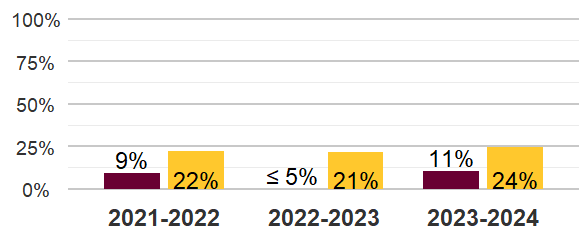


Great Lakes Learning Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

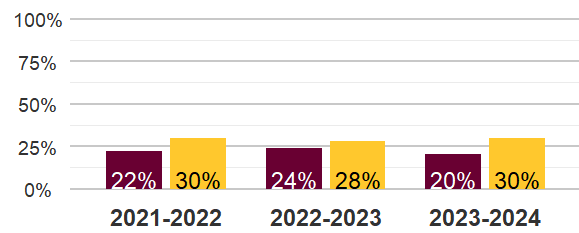
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 6 - 7

Mathematics



Academy CRD

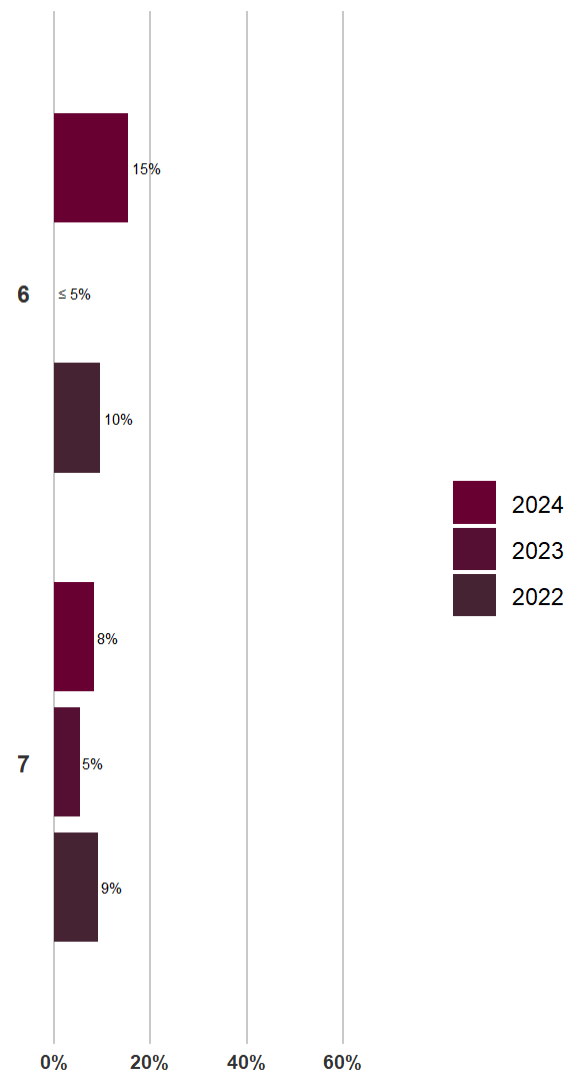
ELA



Academy CRD

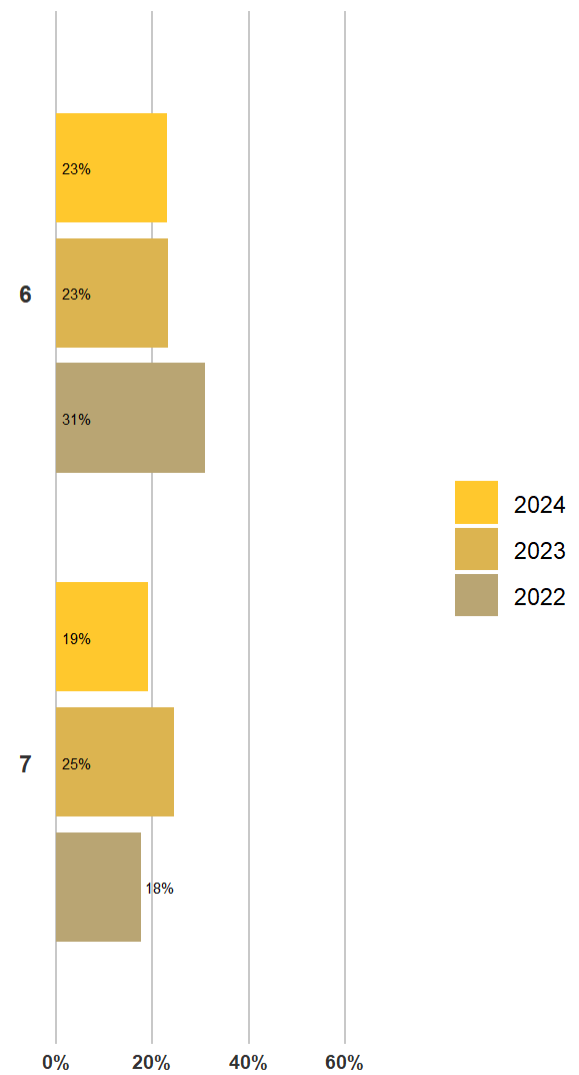
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022

Great Lakes Learning Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. **Please see the Guidance Document for more information.**

Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

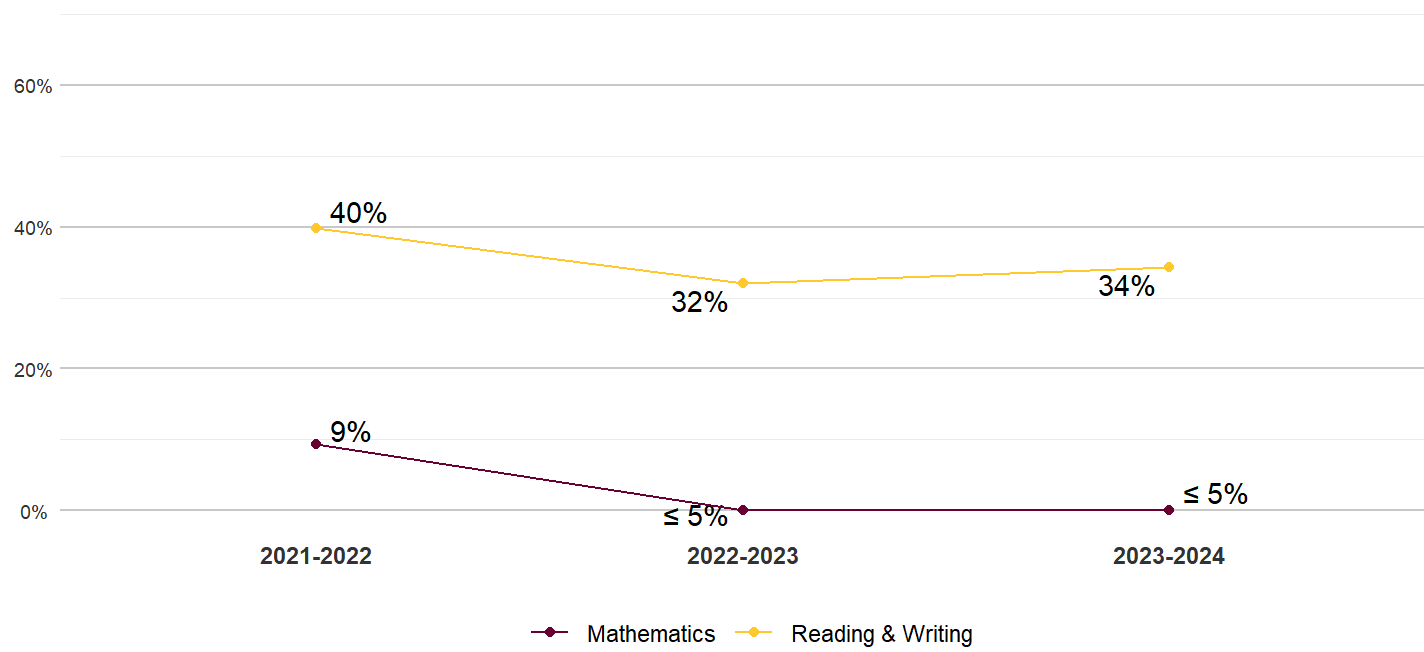
2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



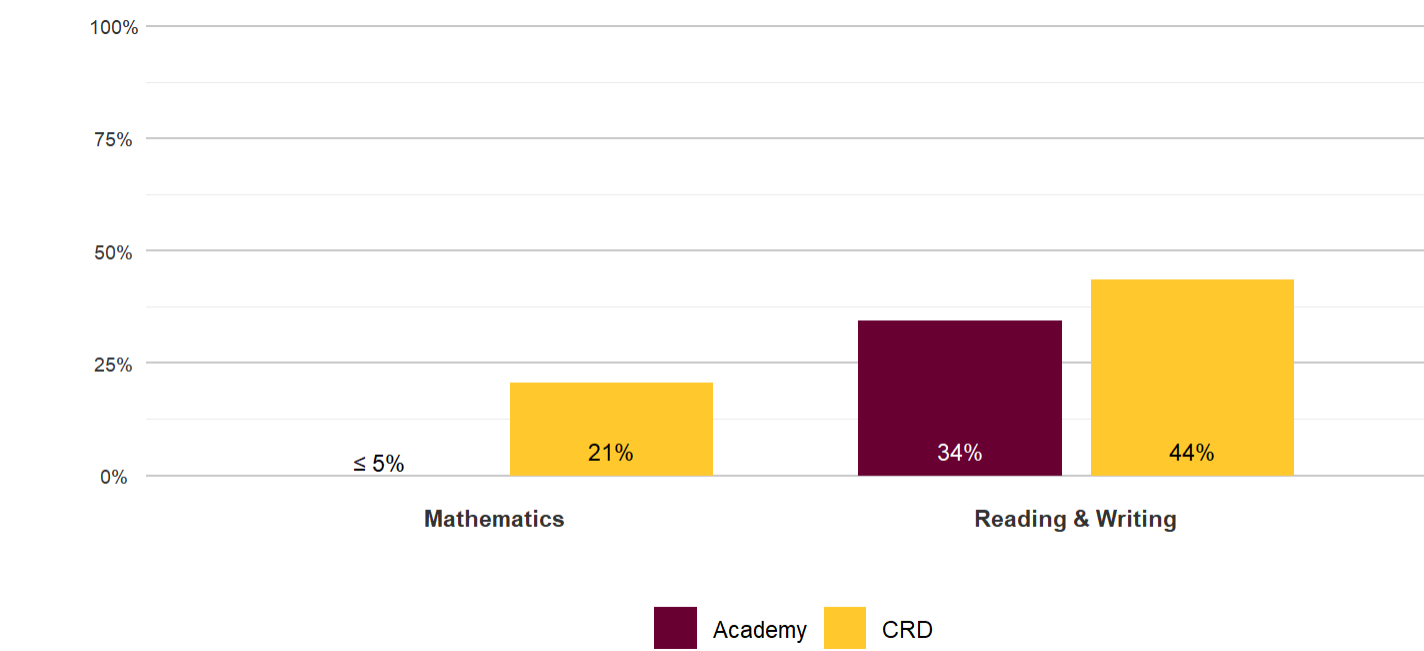
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



School Profile: Greater Heights Academy

District	Greater Heights Academy	Initial Charter Applicant	Greater Heights Academy
District Code(s)	25914	School Property Owner	Greater Heights Academy
Building Code(s)	01751	School Building Owner	Greater Heights Academy
Location	3196 W. Pasadena Ave. Flint, MI 48504	Educational Service Provider (ESP)	Entrepreneurial Ventures in Education, Inc.
Phone	810-768-3860	ESP Contract Term	July 01, 2023 – June 30, 2026
Website	http://www.greaterheightsacademy.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$64,519.63
Grades Served	K-6	Special Education Cost Reimbursements Received in FY24	\$7,324.85
School Year Authorized	2011-2012		
Charter Contract Term	July 01, 2023 – June 30, 2026		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Matthew Barcey	President	September 26, 2024	September 28, 2028
Marvin Miller	Vice President	September 22, 2022	September 28, 2026
Thomas Tucker	Secretary	September 23, 2021	September 28, 2025
Jolie McKnight	Treasurer	December 03, 2020	September 28, 2025
Vanessa Pringle	Director	February 16, 2023	September 28, 2027

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	23	34	42	21	36	27	20	N/A	N/A	N/A	N/A	N/A	N/A	203	20
2024-25	26	27	26	38	16	34	21	N/A	N/A	N/A	N/A	N/A	N/A	188	N/A



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SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Greater Heights Academy

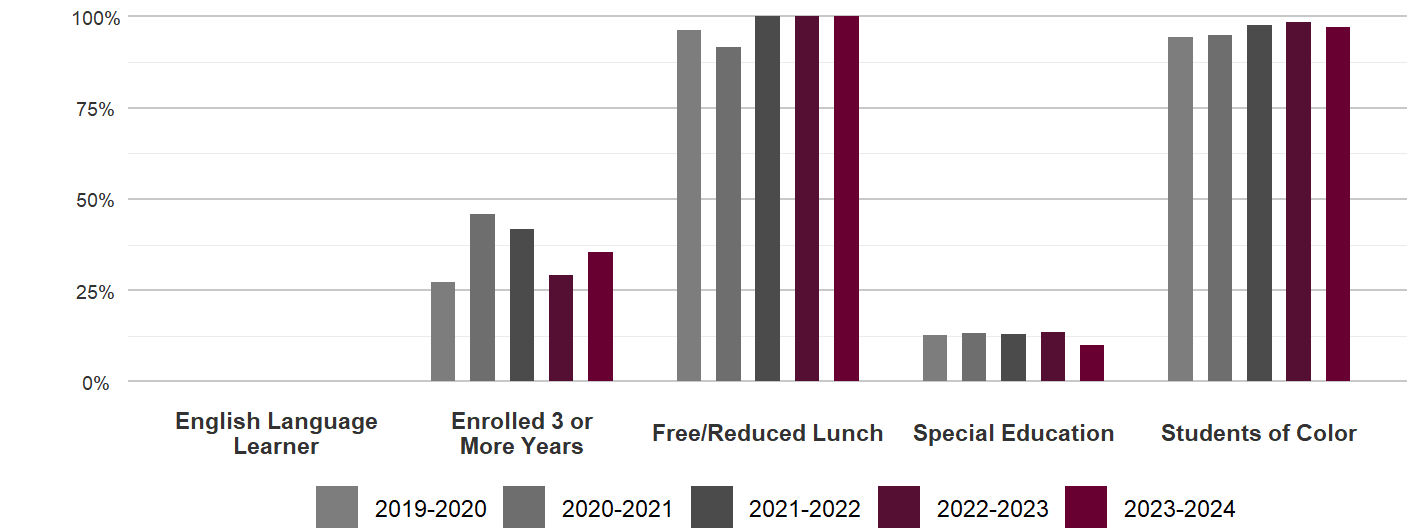


September 2024: State Assessment Update

Greater Heights Academy

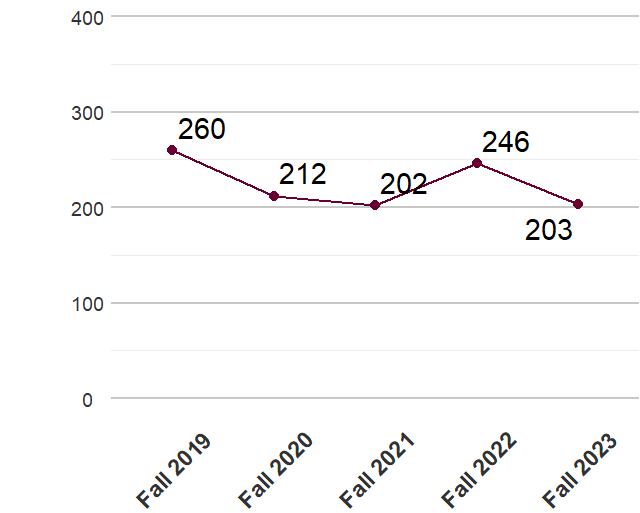
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	12.7%	13.2%	12.9%	13.4%	9.9%
Free/Reduced Lunch	96.2%	91.5%	100.0%	100.0%	100.0%
Students of Color	94.2%	94.8%	97.5%	98.4%	97.0%
Enrolled 3 or More Years	27.3%	45.8%	41.9%	29.3%	35.5%

Enrollment



Where Students Come From

Assigned District	Students
Flint, School District of the City of	201
Mt. Morris Consolidated Schools	2

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile



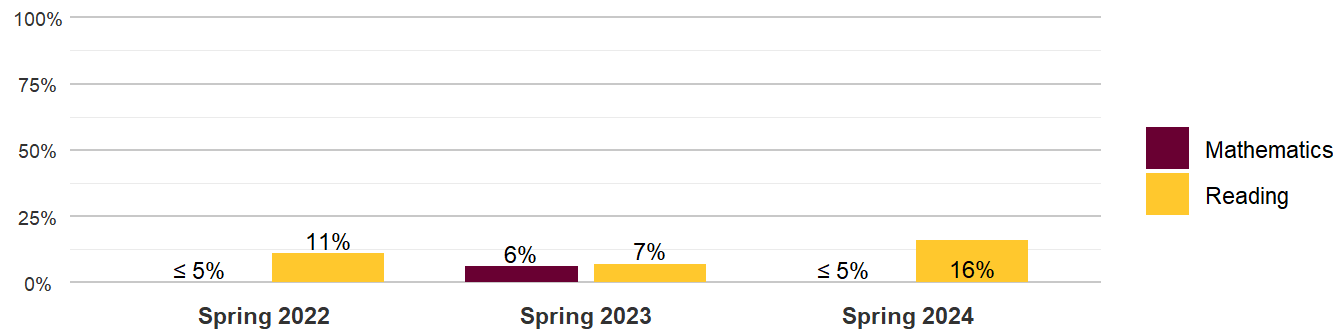
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Greater Heights Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

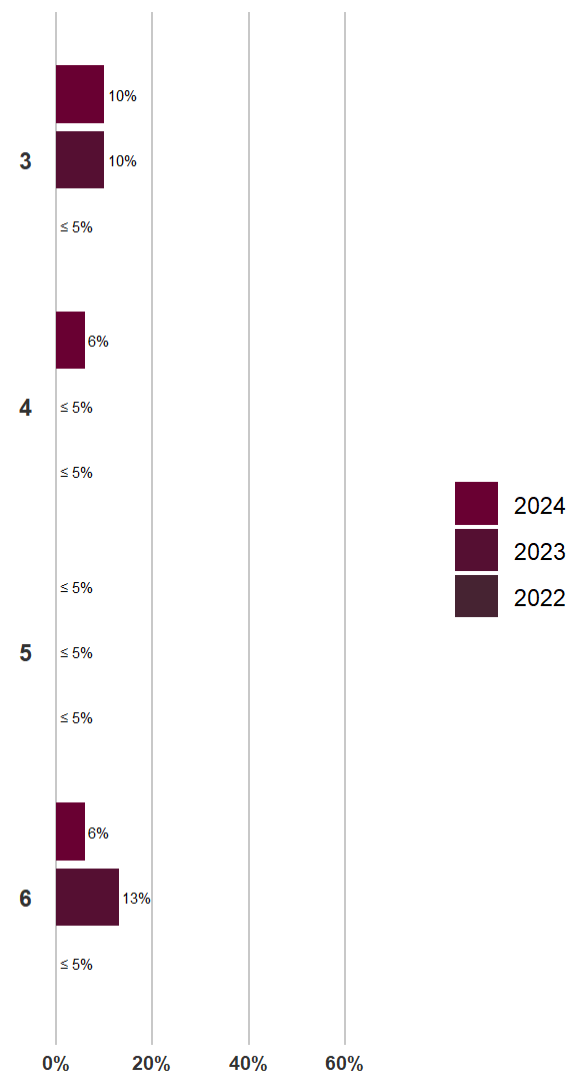
Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 6 enrolled for at least one year

School-Wide by Year

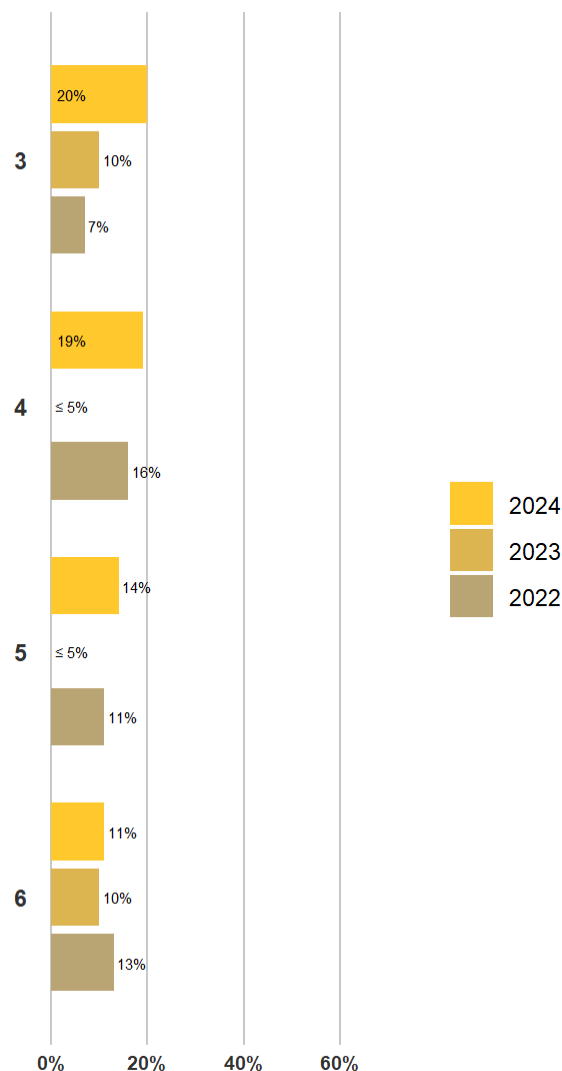


By Grade Level

Mathematics



Reading

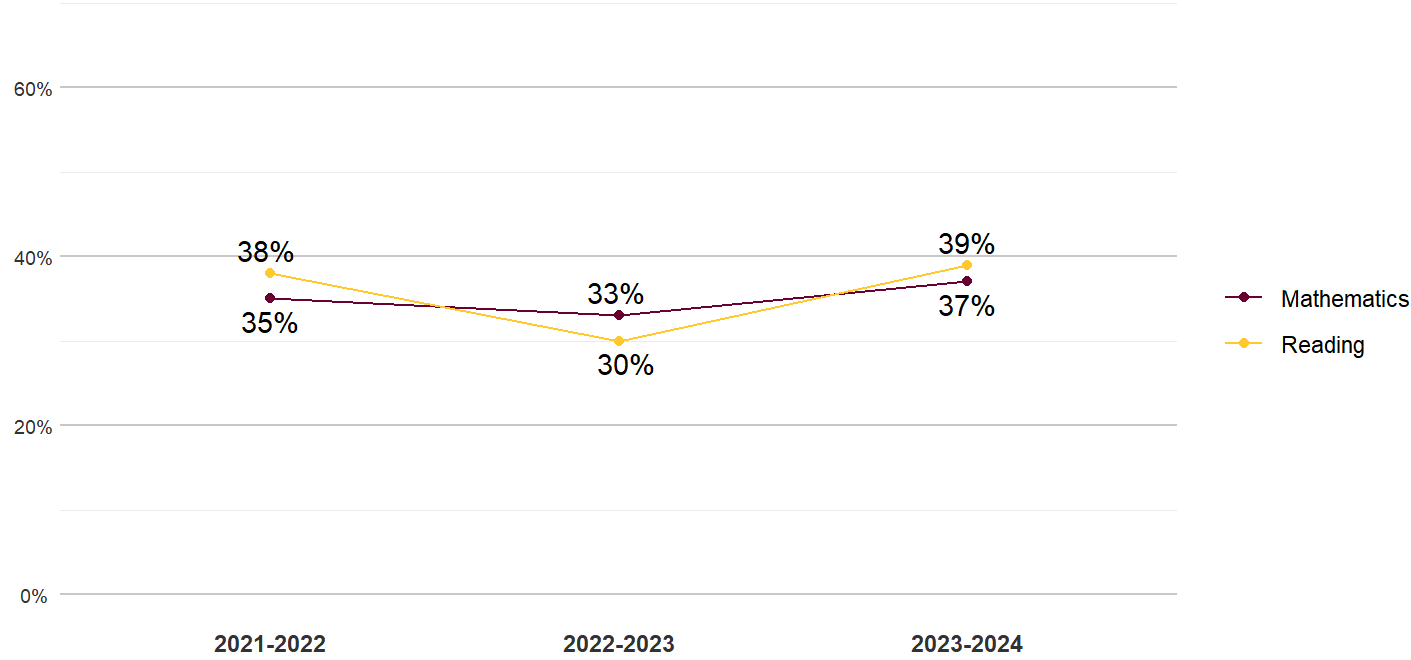


Greater Heights Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

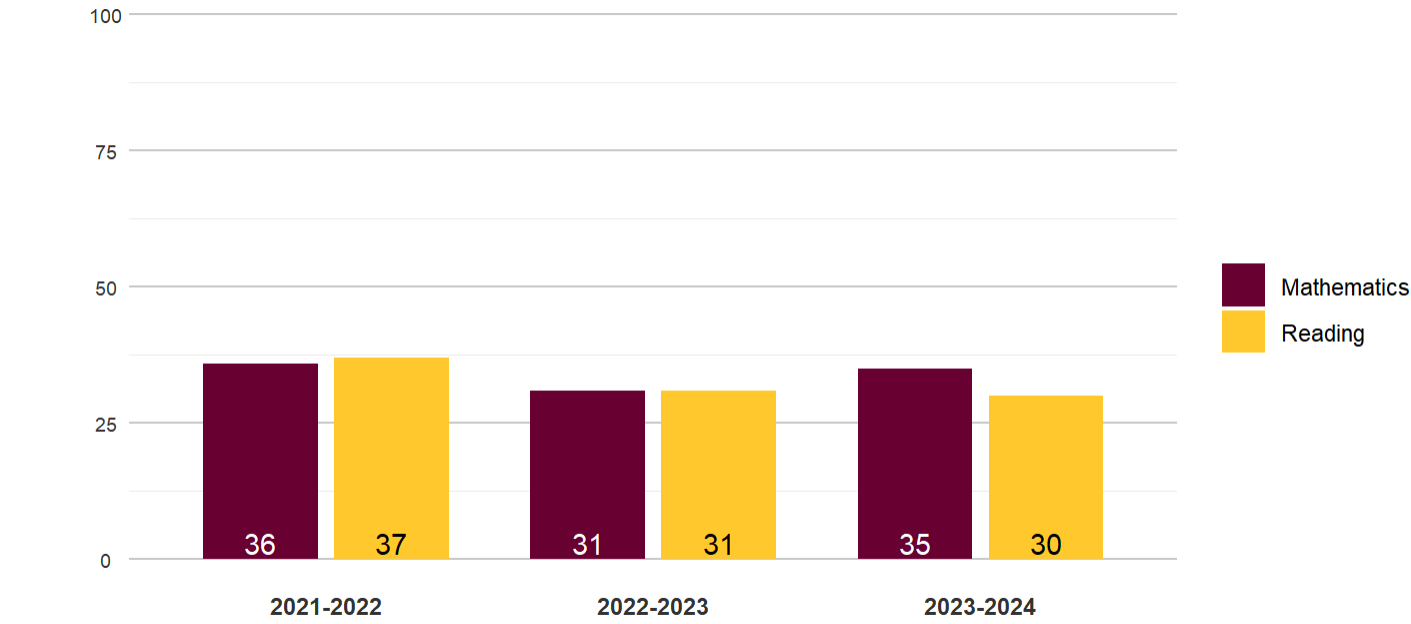
NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater
All Students Grades 3 - 6



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 6



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



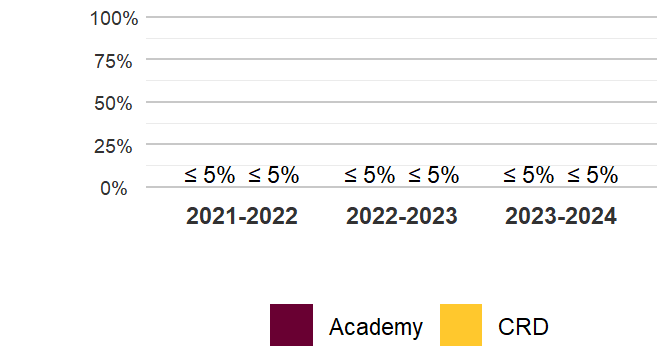
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

Greater Heights Academy

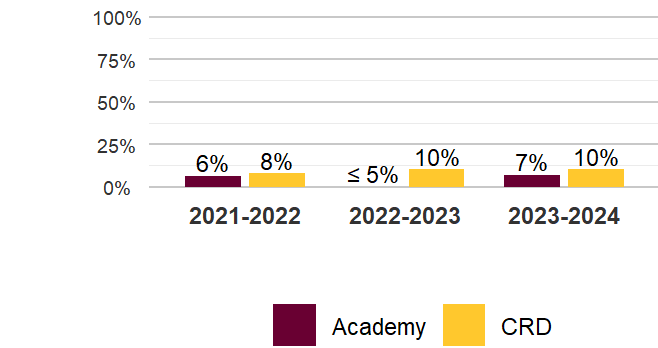
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 6

Mathematics

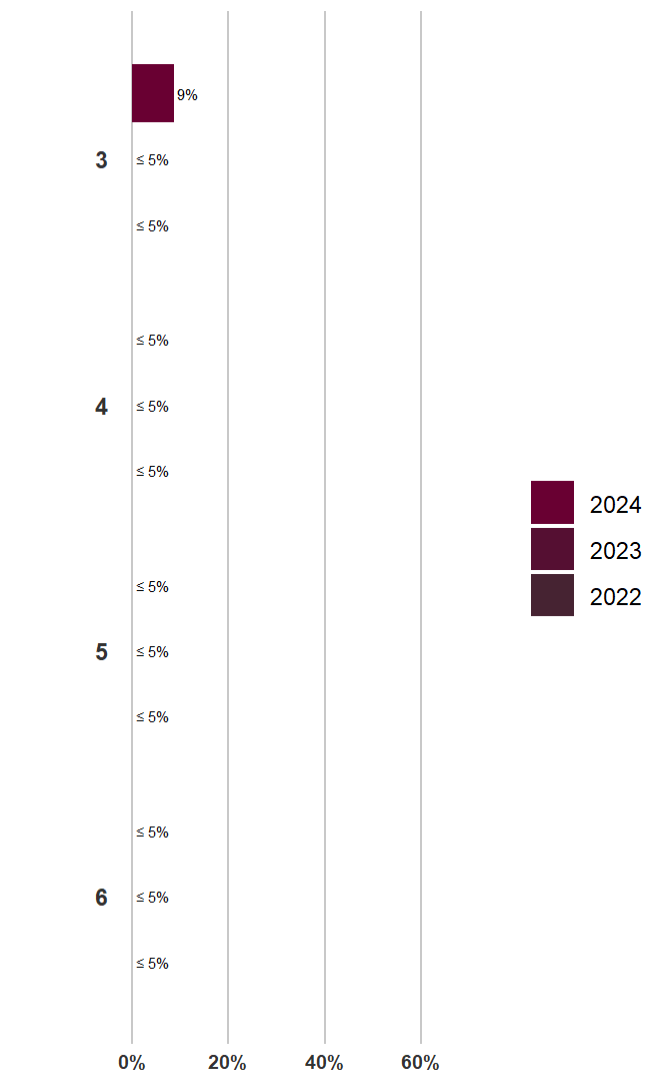


ELA

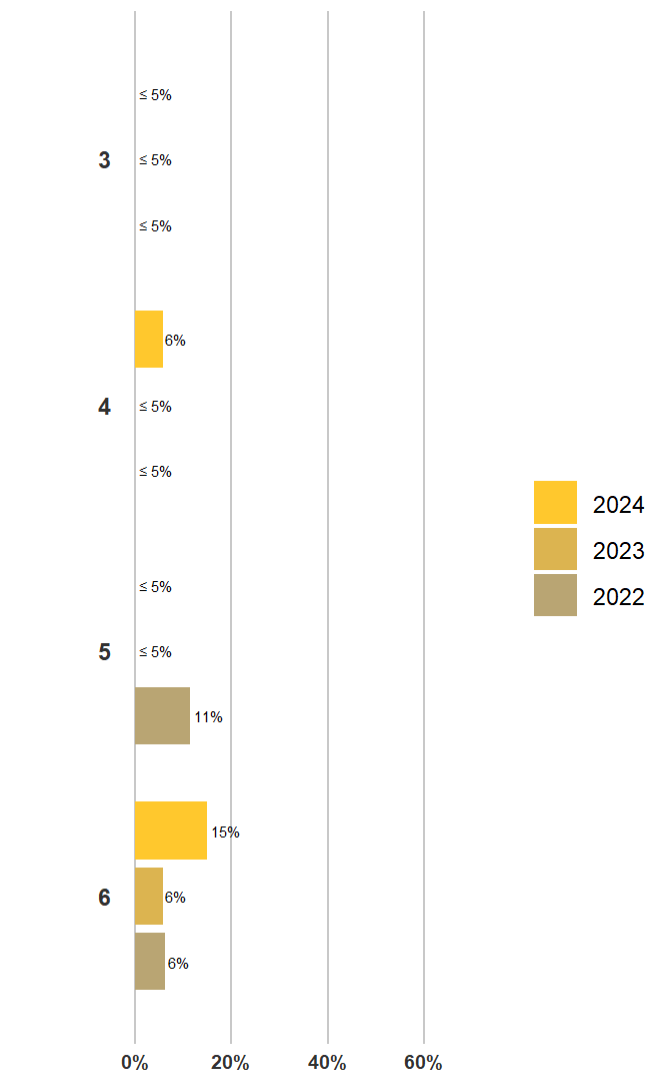


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA





School Profile: Holly Academy

District	Holly Academy	Initial Charter Applicant	Philip Stair
District Code(s)	63911	School Property Owner	Holly Academy
Building Code(s)	08734	School Building Owner	Holly Academy
Location	820 Academy Drive Holly, MI 48442	Educational Service Provider (ESP)	Self-Managed
Phone	248-634-5554	ESP Contract Term	Not Applicable
Website	http://www.hollyacademy.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$164,138.80
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$177,345.76
School Year Authorized	1998-1999		
Charter Contract Term	July 01, 2021 – June 30, 2031		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Stephen Jenkins	President	April 21, 2022	May 12, 2026
Neil Carpenter	Vice President	November 30, 2023	May 12, 2027
Jennifer Gulbis	Secretary	September 26, 2024	May 12, 2029
Jeanne Cupp	Treasurer	April 18, 2024	May 12, 2025

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	76	71	69	76	58	68	54	53	32	N/A	N/A	N/A	N/A	557	43
2024-25	72	65	66	69	73	58	49	42	26	N/A	N/A	N/A	N/A	520	N/A



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Holly Academy

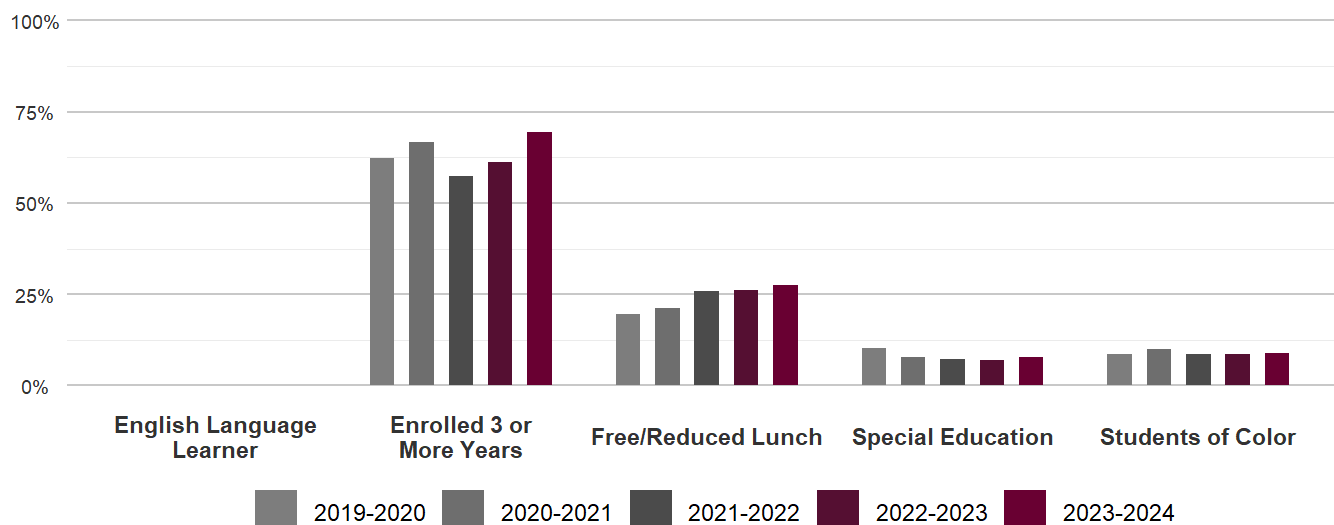


September 2024: State Assessment Update

Holly Academy

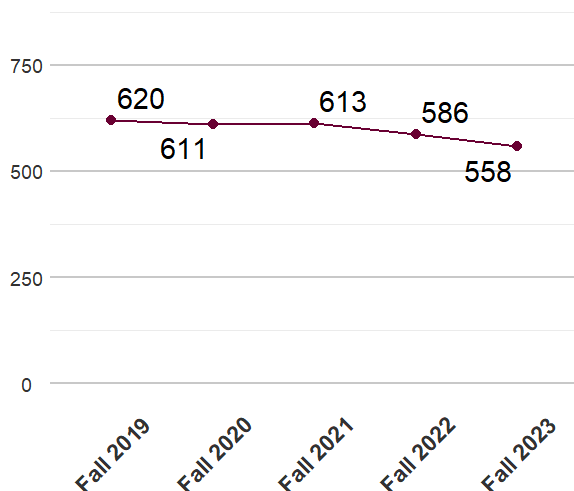
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	10.3%	7.7%	7.3%	7.0%	7.7%
Free/Reduced Lunch	19.7%	21.1%	25.8%	26.1%	27.6%
Students of Color	8.7%	10.0%	8.5%	8.7%	9.0%
Enrolled 3 or More Years	62.3%	66.8%	57.3%	61.1%	69.5%

Enrollment



Where Students Come From

Assigned District	Students
Holly Area School District	327
Fenton Area Public Schools	109
Grand Blanc Community Schools	31
Linden Community Schools	19
Huron Valley Schools	17
Waterford School District	12
Swartz Creek Community Schools	8
Brandon School District in the Counties of Oakland and Lapeer	6
Clarkston Community School District	5
Other	24

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

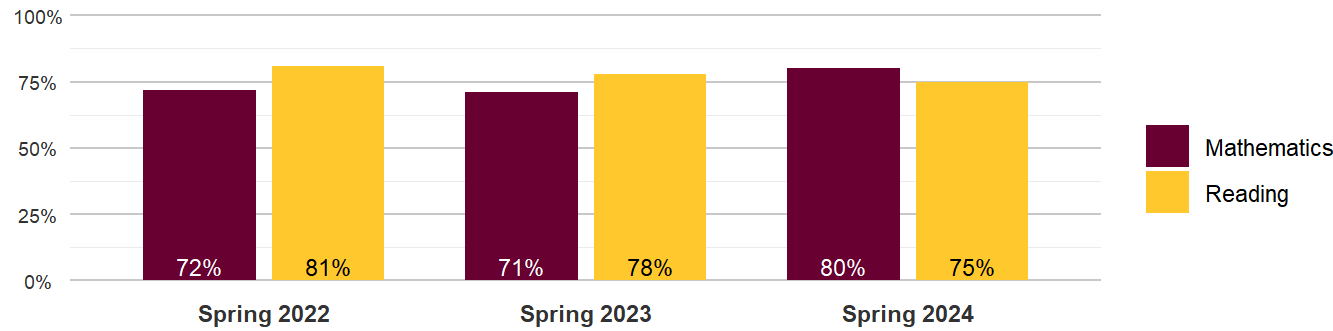


2023-2024 - Fall-to-Spring Median Growth Percentile

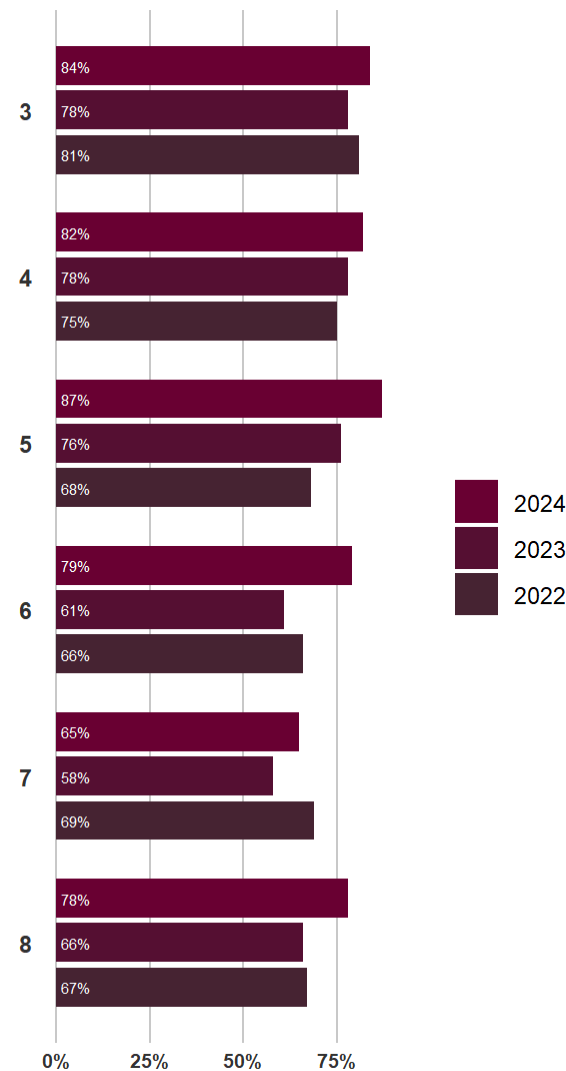


Percent Meeting NWEA MAP Spring Achievement National Norms
All Students Grades 3 - 8 enrolled for at least one year

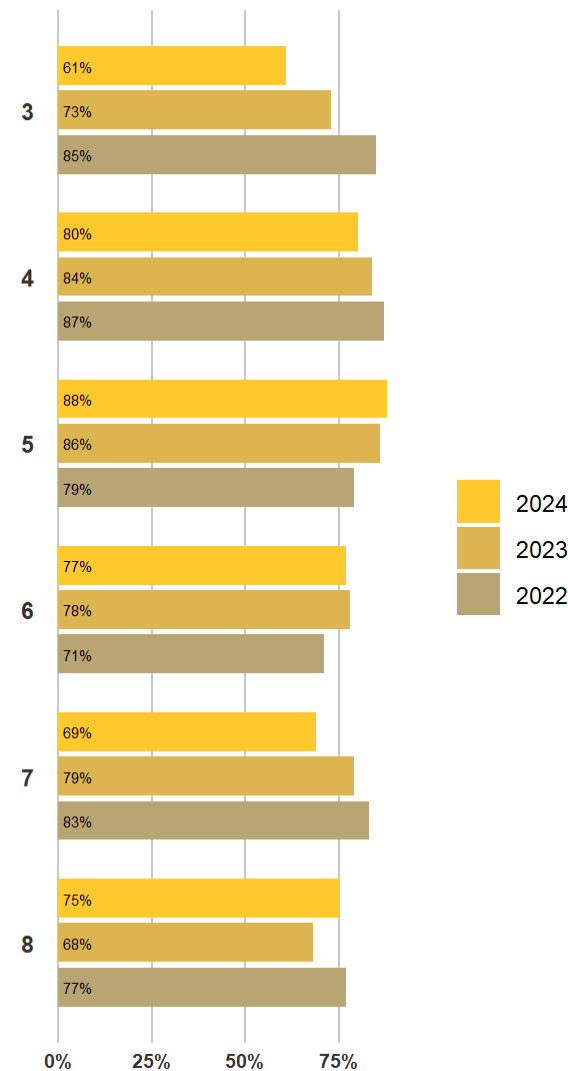
School-Wide by Year



By Grade Level
Mathematics



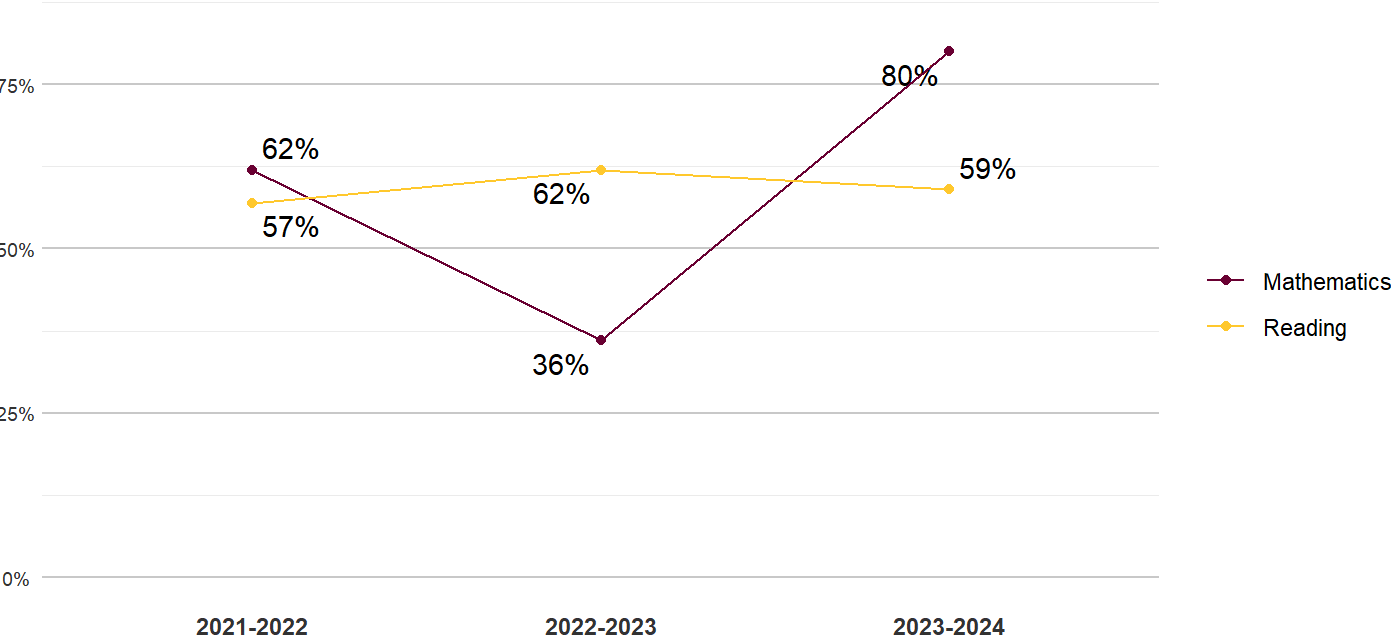
Reading



NWEA MAP Fall-to-Spring Growth

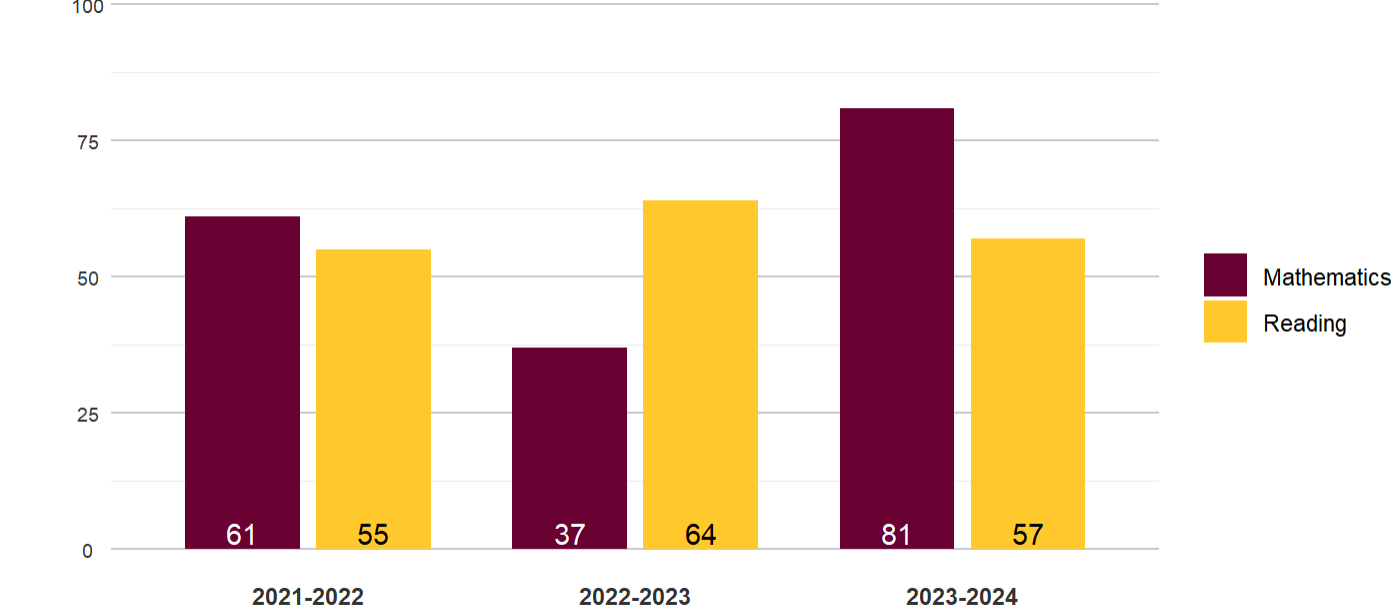
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

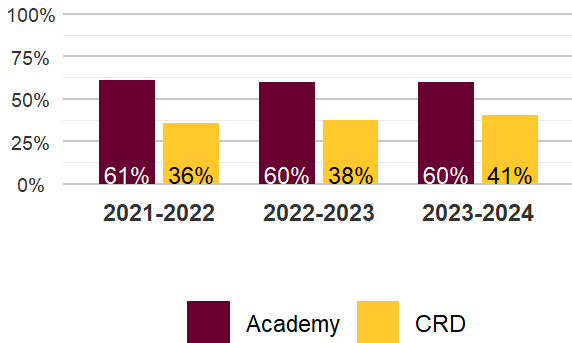


Holly Academy

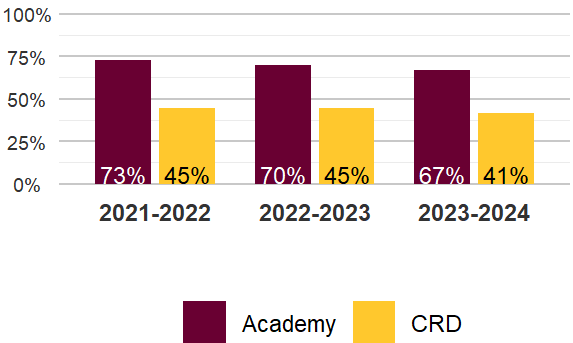
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Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics

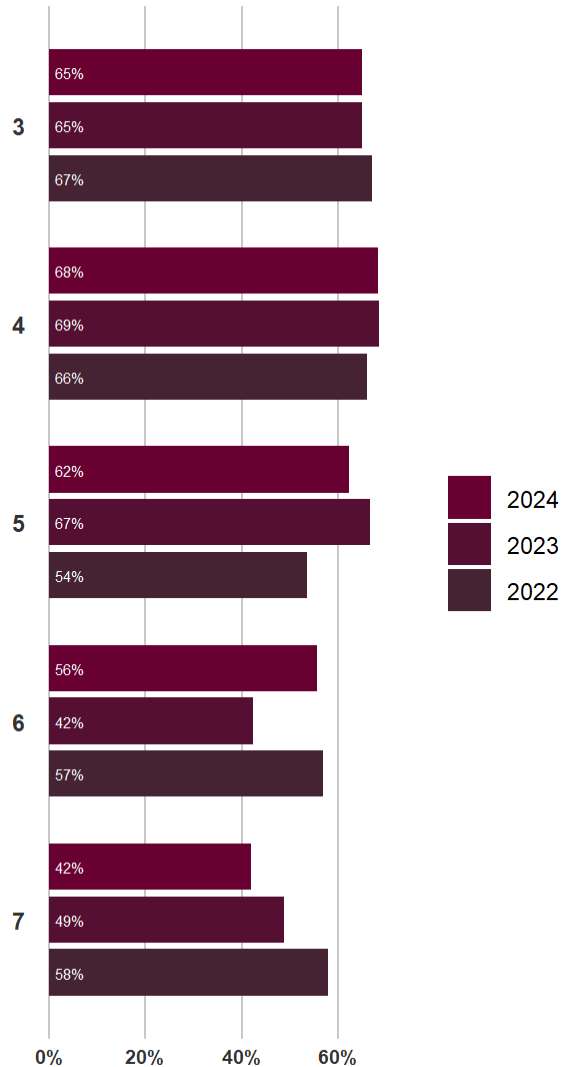


ELA

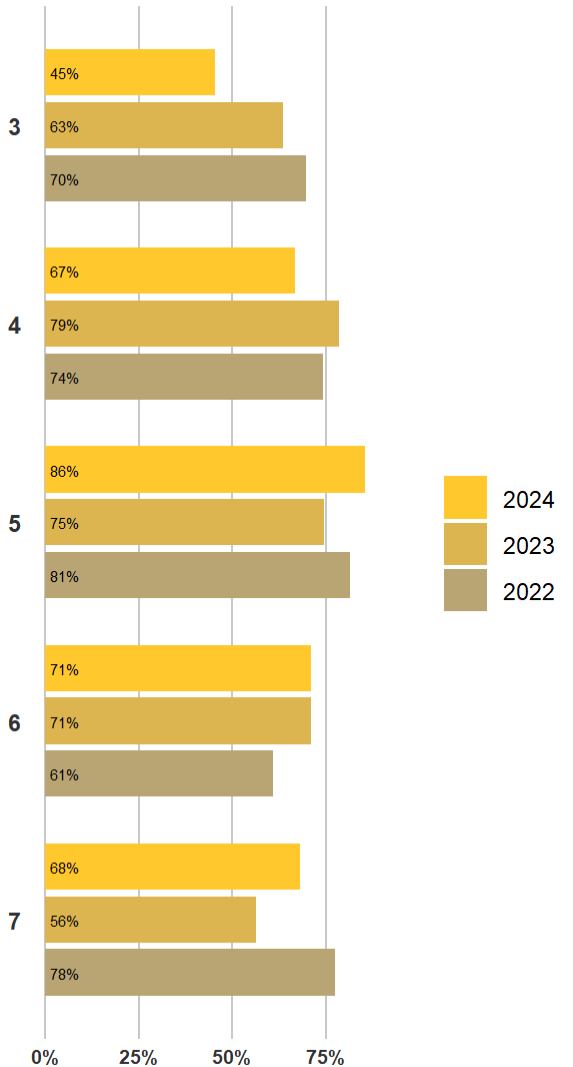


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA





School Profile: Inkster Preparatory Academy

District	Inkster Preparatory Academy	Initial Charter Applicant	Sue Furick
District Code(s)	82762	School Property Owner	GSP Woodsfield Street Inkster, LLC
Building Code(s)	03034	School Building Owner	GSP Woodsfield Street Inkster, LLC
Location	27355 Woodsfield St. Inkster, MI 48141	Educational Service Provider (ESP)	ACCEL Schools Michigan LLC
Phone	313-278-3825	ESP Contract Term	August 18, 2016 – June 30, 2026
Website	http://inksterprep.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$71,939.16
Grades Served	K-8	Special Education Cost	\$69,750.14
School Year Authorized	2015-2016	Reimbursements Received in FY24	
Charter Contract Term	July 01, 2021 – June 30, 2026		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Delphine Oden	President	September 22, 2022	November 01, 2026
Eric Brown	Vice President	September 28, 2023	November 01, 2025
Ernestine Williams	Secretary	September 28, 2023	November 01, 2027
Tonia Jenkins	Treasurer	September 28, 2023	November 01, 2027
Norma McDaniel	Director	June 25, 2024	November 01, 2028

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	28	41	42	28	26	28	26	18	12	N/A	N/A	N/A	N/A	249	14
2024-25	29	33	33	30	24	22	30	18	14	N/A	N/A	N/A	N/A	233	N/A



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Inkster Preparatory Academy

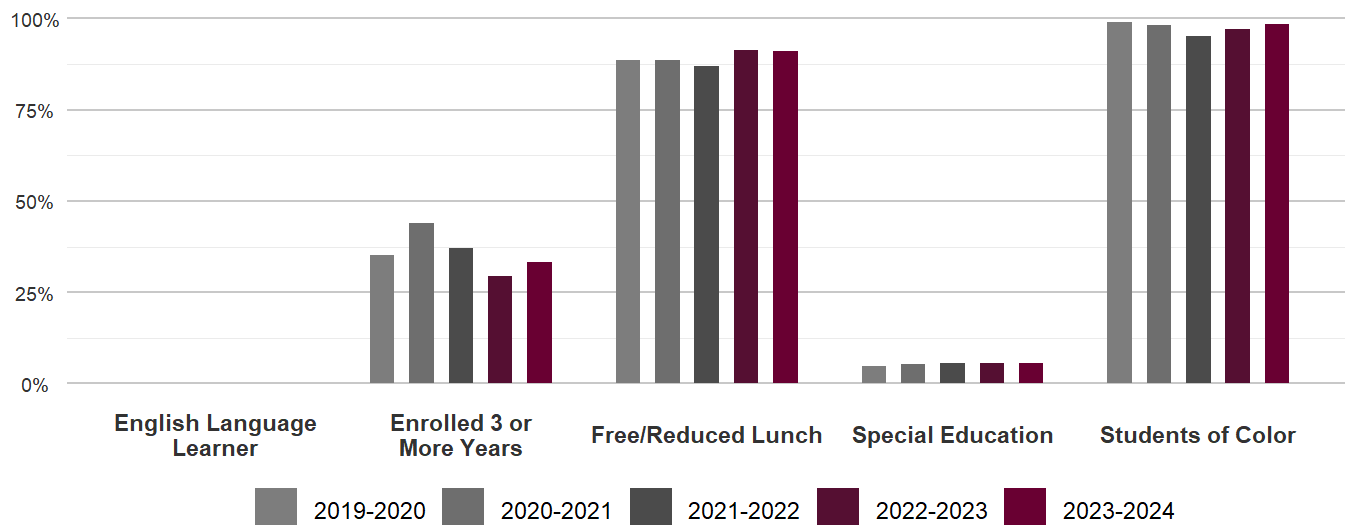


September 2024: State Assessment Update

Inkster Preparatory Academy

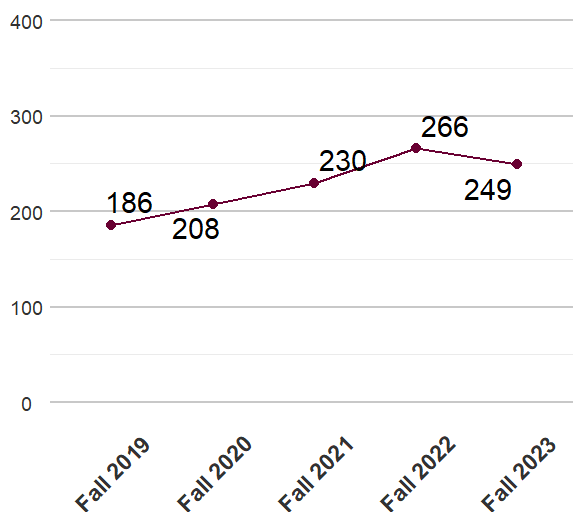
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	4.8%	5.3%	5.7%	5.6%	5.6%
Free/Reduced Lunch	88.7%	88.5%	87.0%	91.4%	91.2%
Students of Color	98.9%	98.1%	95.2%	97.0%	98.4%
Enrolled 3 or More Years	35.3%	44.0%	37.2%	29.3%	33.3%

Enrollment



Where Students Come From

Assigned District	Students
Dearborn City School District	83
Wayne-Westland Community School District	47
Taylor School District	43
Romulus Community Schools	32
Westwood Community School District	21
Detroit Public Schools Community District	11
Crestwood School District	9
Livonia Public Schools School District	4
Southgate Community School District	2

Inkster Preparatory Academy

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NWEA MAP Growth Assessment

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2023-2024 - Percent of Students Meeting Spring National Achievement Norms



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2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

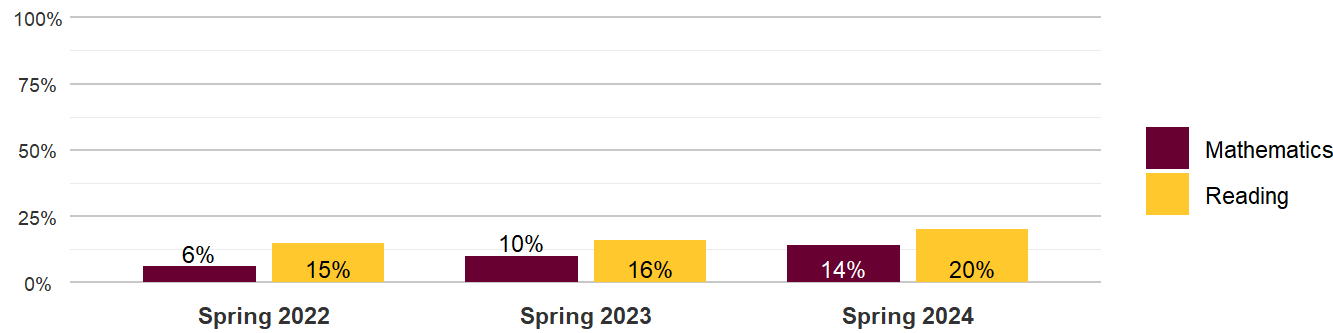


Inkster Preparatory Academy

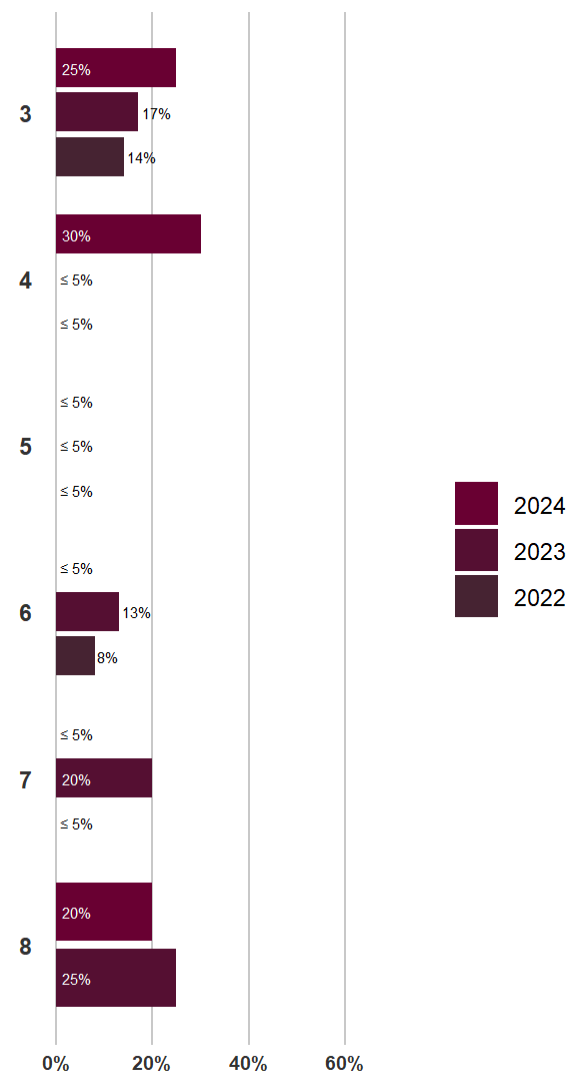
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

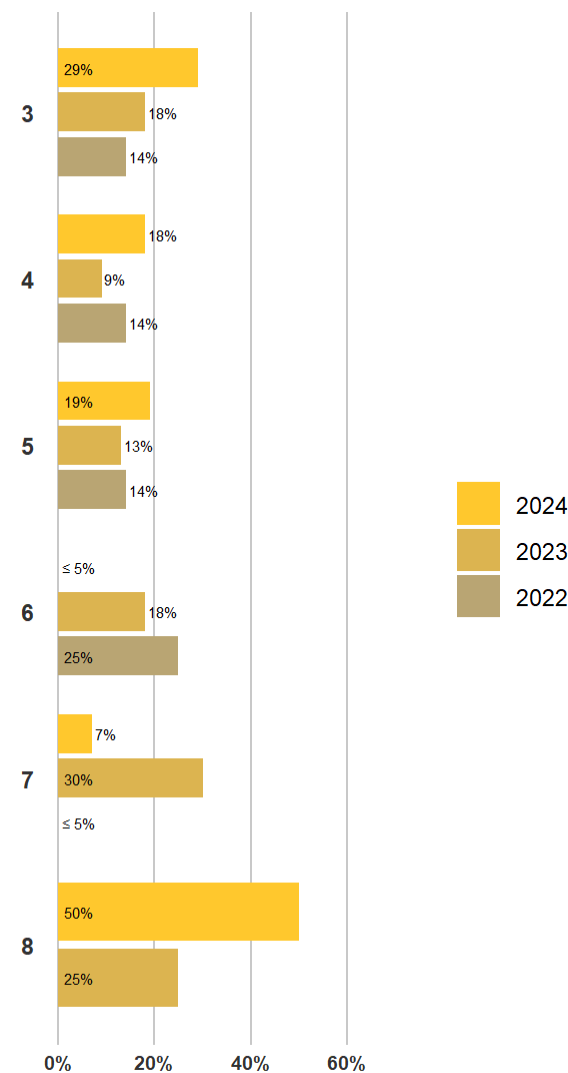
School-Wide by Year



By Grade Level Mathematics



Reading



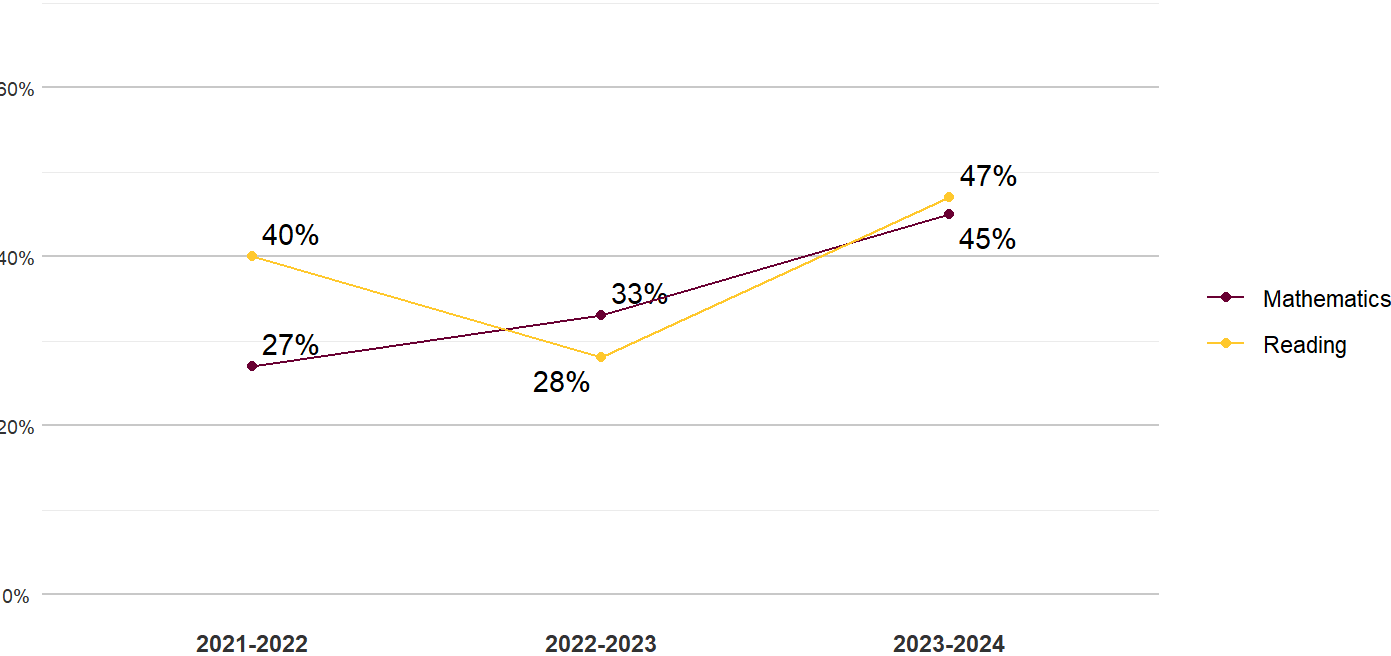
Inkster Preparatory Academy

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NWEA MAP Fall-to-Spring Growth

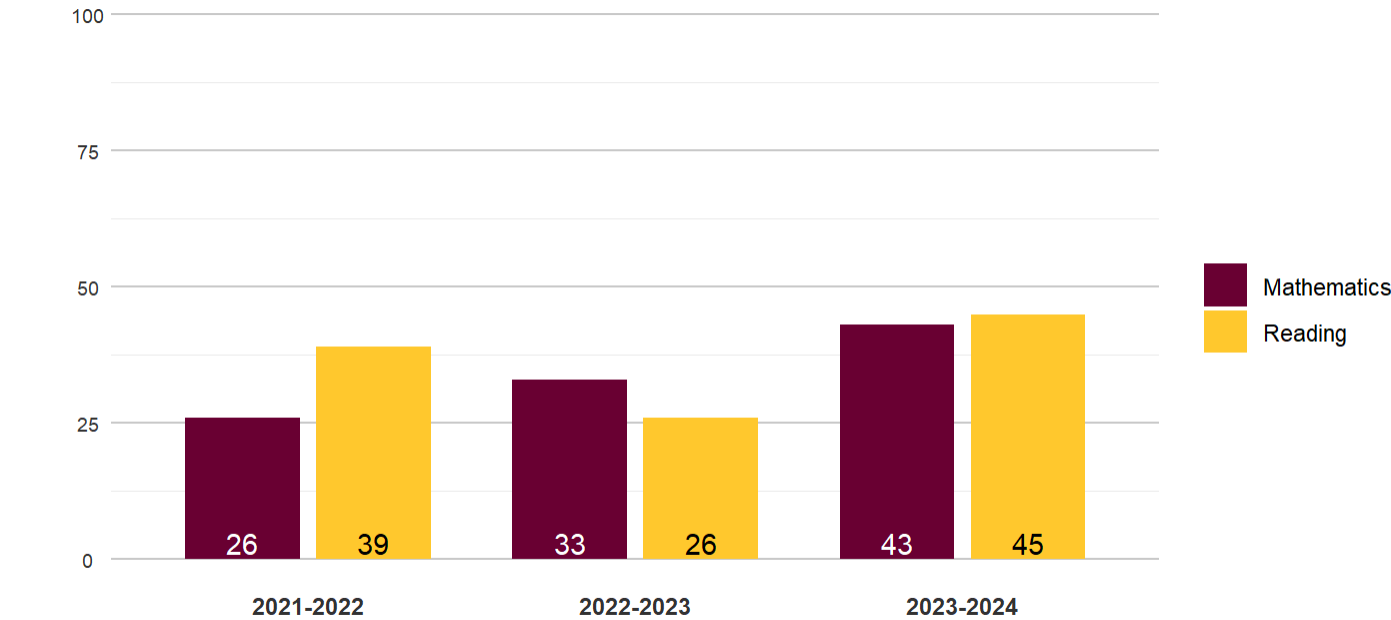
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Inkster Preparatory Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Michigan Student Test of Educational Progress (M-STEP)

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2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

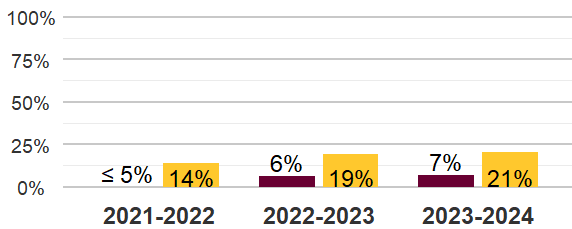


Inkster Preparatory Academy

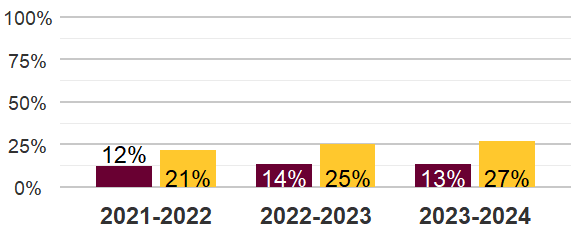
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



ELA

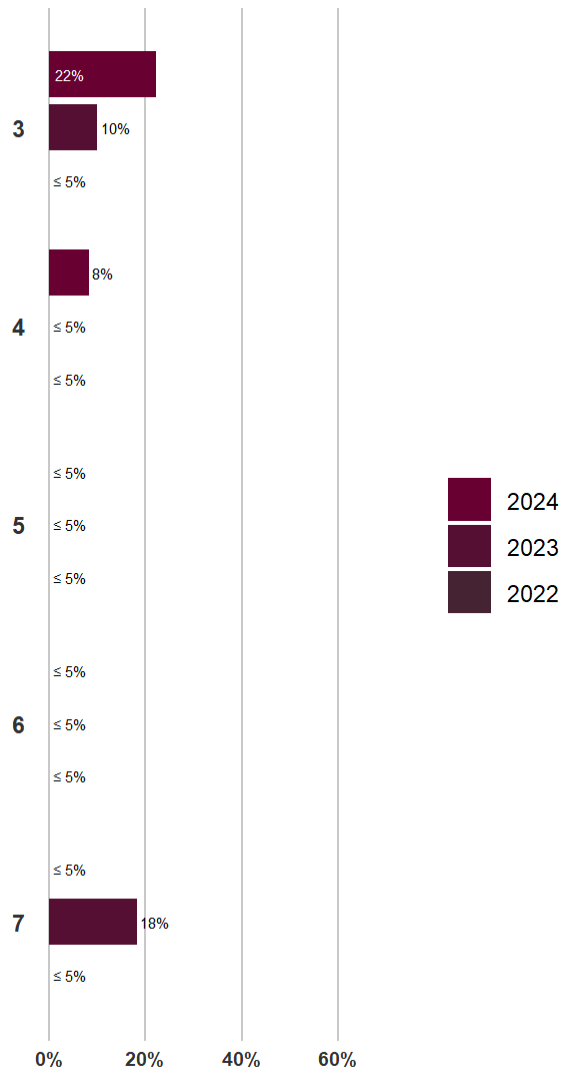


Academy CRD

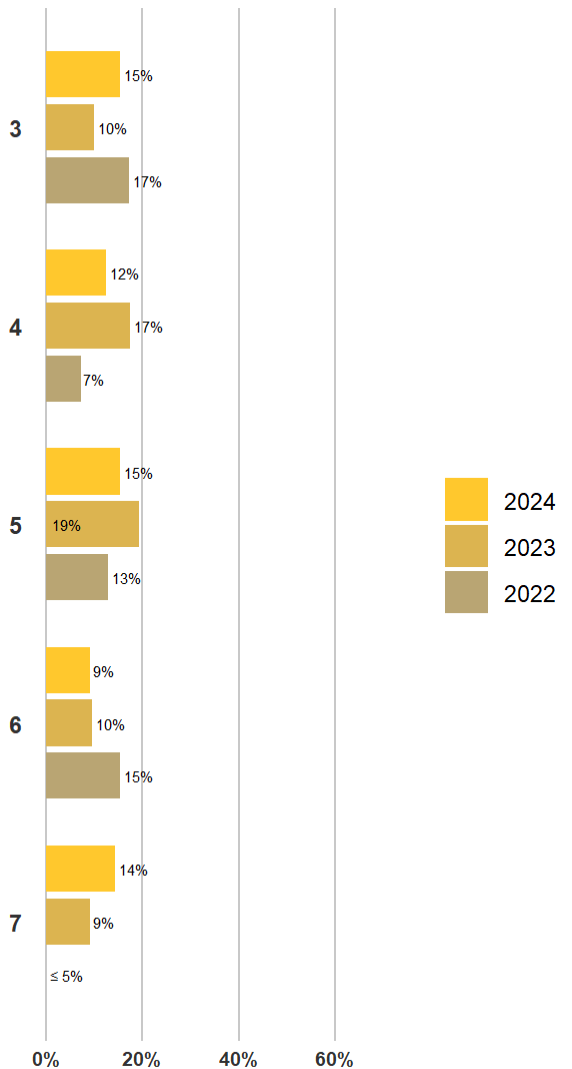
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2024
2023
2022

2024
2023
2022



School Profile: Insight School of Michigan

District	Insight School of Michigan	Initial Charter Applicant	Michael O'Brien
District Code(s)	23903	School Property Owner	Creyts Holdings, LLC
Building Code(s)	02314	School Building Owner	Creyts Holdings, LLC
Location	526 S. Creyts Rd., Suite A Lansing, MI 48917	Educational Service Provider (ESP)	K12 Virtual Schools, L.L.C.
Phone	517-580-0020	ESP Contract Term	July 01, 2024 – June 30, 2029
Website	http://mi.insightschools.net	2023-24 Total Fees, Reimbursements, and Charges Collected	\$182,969.47
Grades Served	9-12	Special Education Cost Reimbursements Received in FY24	\$101,906.62
School Year Authorized	2013-2014		
Charter Contract Term	July 01, 2024 – June 30, 2029		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
James Gambrell	President	September 28, 2023	November 01, 2027
Jessica AcMoody	Vice President	September 23, 2021	November 01, 2025
Laura Tegels	Treasurer	December 08, 2022	November 01, 2026
Emmanuel Williams	Director	September 28, 2023	November 01, 2026

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	101	200	214	164	679	109
2024-25	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	129	178	250	332	889	N/A



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Insight School of Michigan

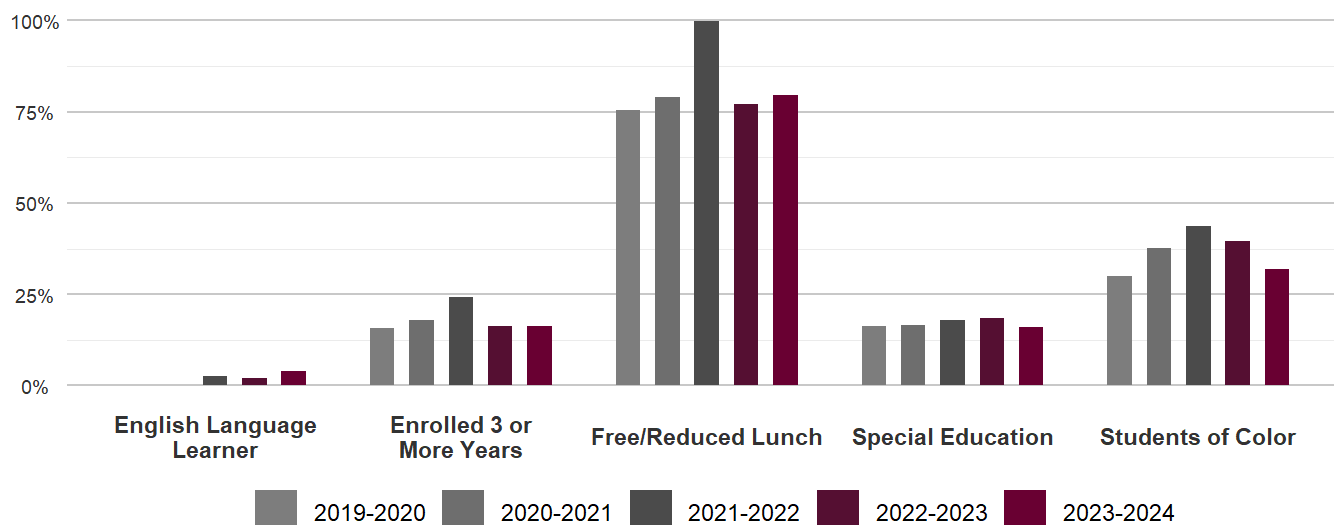


October 2024

Insight School of Michigan

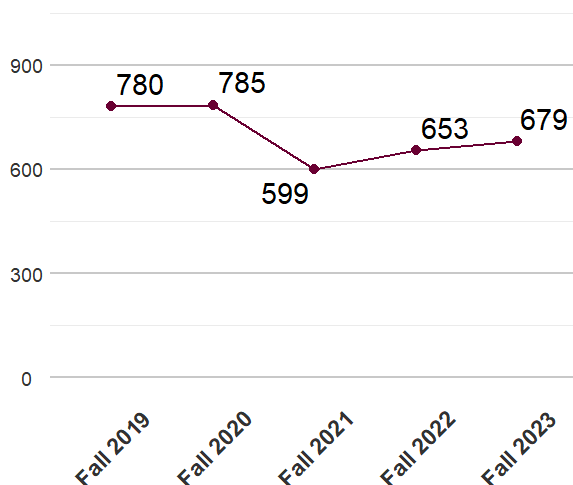
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	2.7%	2.1%	3.8%
Special Education	16.3%	16.4%	17.9%	18.4%	16.1%
Free/Reduced Lunch	75.4%	79.0%	99.8%	77.2%	79.7%
Students of Color	29.9%	37.7%	43.6%	39.5%	32.0%
Enrolled 3 or More Years	15.7%	17.8%	24.2%	16.2%	16.3%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	66
Wayne-Westland Community School District	20
Lansing Public School District	18
Bay City School District	14
Genesee School District	10
Saginaw, School District of the City of	10
Taylor School District	10
Flint, School District of the City of	8
Grand Rapids Public Schools	8
Other	517

Insight School of Michigan

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Educational Goals for Schools serving Opportunity Youth

Central Michigan University authorizes schools that predominately serve students considered Opportunity Youth. These schools are often designed specifically to meet the needs of the unique student population they serve. The Educational Goals contained in their Charter Contract have been adapted to reflect the students they serve and their unique mission. Schools serving Opportunity Youth are drop-out recovery schools and schools that have a mission to serve students who are 16 years or older and are severely off-track to graduate from high school on time.

Standardized Measure: Grade-Level Equivalency

The Center uses NWEA MAP Growth scores in the fall to determine the grade-level of each student enrolled at the school using the NWEA national norms and their fall test score. The Center uses the fall test score as a baseline and expects that each student will progress at least one grade-level between the fall and spring administration of the assessment. The percentage of students progressing by at least one grade level informs us of the proportion of students advancing by at least one grade between the fall and spring assessments in math and reading. Schools are expected to demonstrate that at least 50% of eligible students make at least one year's progress in each subject.

2023-24 - Percent of Students Meeting Goal

Mathematics

56%

Reading

56%

School Specific Measure of Student Progress: Credit Attainment

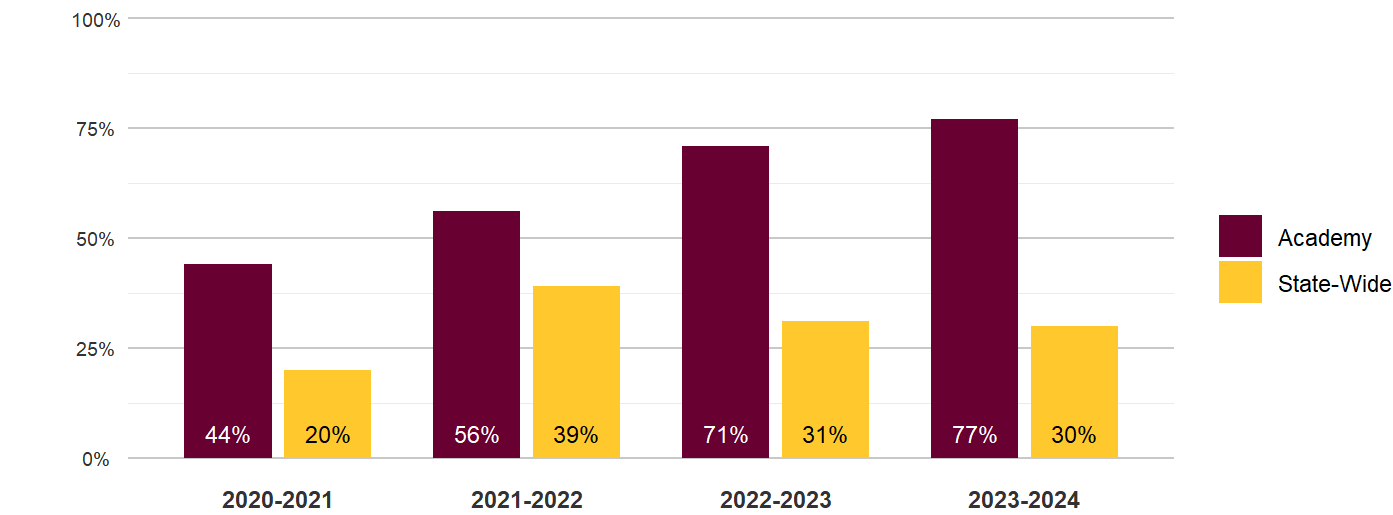
The Center, school management, and the school's governing board work together to identify metrics associated with a successful academic program for the population of students each eligible school serves. In this case, students who are demonstrating success at Insight School of Michigan have earned 4.5 credits toward graduation within 1 school year. The school's target, established by the collaborative development of the metric, is that at least 50% of students earn 4.5 or more credits during the school year.

2023-24 - Percent of students earning 4.5 or more credits

52%

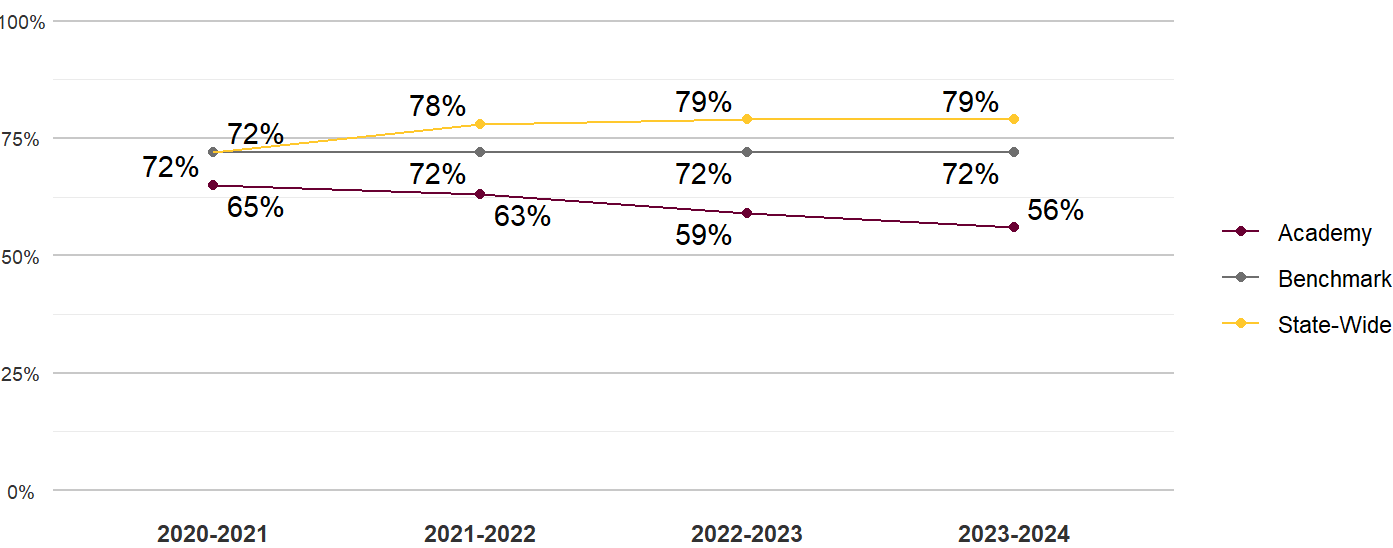
Percent of Students Chronically Absent

Academy vs. State-Wide by Year



Attendance Rate of Chronically Absent Students

Academy vs. State-Wide by Year





School Profile: International Academy of Flint

District	International Academy of Flint	Initial Charter Applicant	Thomas Tuuri
District Code(s)	25905	School Property Owner	International Academy of Flint
Building Code(s)	08732	School Building Owner	International Academy of Flint
Location	2820 South Saginaw Street Flint, MI 48503	Educational Service Provider (ESP)	CSP Management Inc. d/b/a Partners Solutions For Schools
Phone	810-600-5000	ESP Contract Term	July 01, 2021 – June 30, 2025
Website	http://www.iafphoenix.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$248,336.91
Grades Served	K-12	Special Education Cost Reimbursements Received in FY24	\$186,143.64
School Year Authorized	1998-1999		
Charter Contract Term	July 01, 2020 – June 30, 2025		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Diane Thompson	President	April 18, 2024	May 12, 2028
Jeffrey Houck	Vice President	April 22, 2021	May 12, 2025
Yuwonia Speights-Beaugard	Secretary	April 20, 2023	May 12, 2027
Jacob Sopczynski	Treasurer	April 21, 2022	May 12, 2026
Ja'Quita Kelley	Director	April 22, 2021	May 12, 2025
FaLessia Booker	Director	April 21, 2022	May 12, 2026
Markaman Childress	Director	April 20, 2023	May 12, 2027

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	49	85	61	69	53	79	75	78	78	73	60	62	37	859	90
2024-25	65	69	87	74	78	54	85	90	72	87	65	58	57	941	N/A



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SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

International Academy of Flint

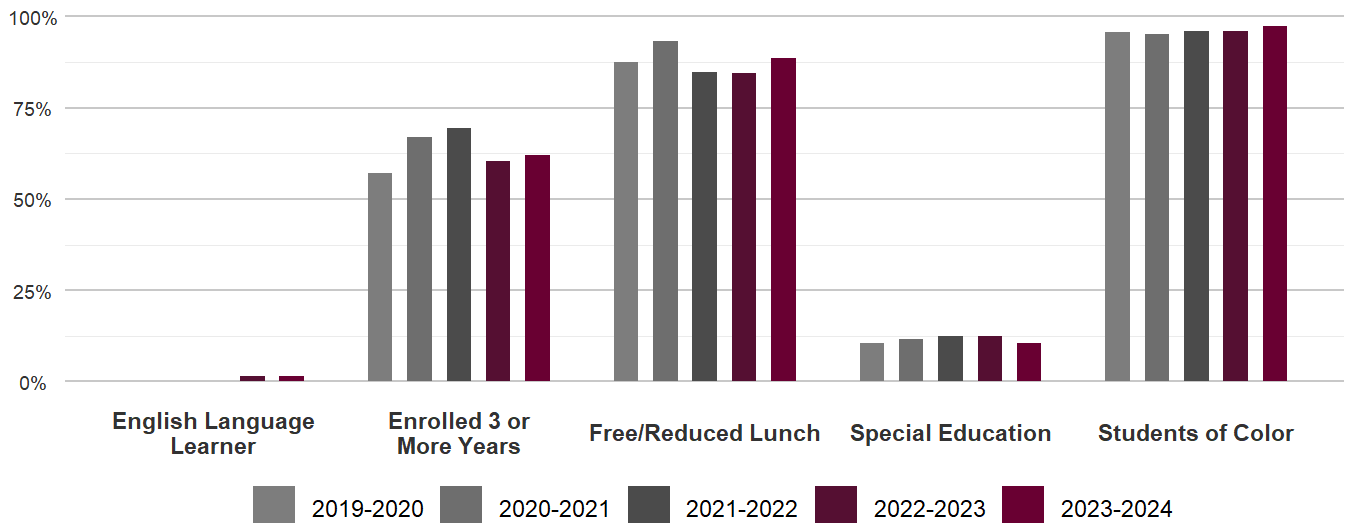


September 2024: State Assessment Update

International Academy of Flint

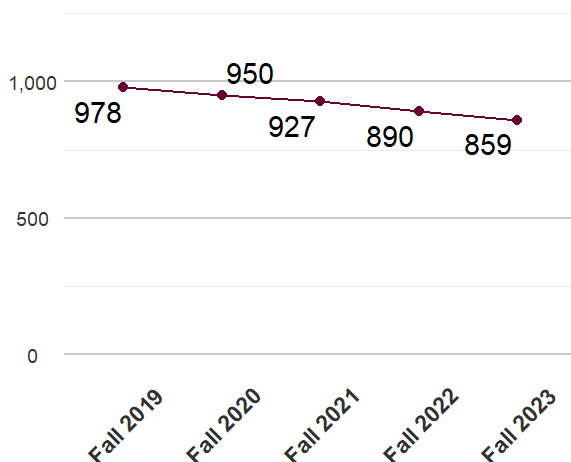
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	1.5%	1.6%
Special Education	10.5%	11.6%	12.4%	12.6%	10.5%
Free/Reduced Lunch	87.4%	93.3%	84.9%	84.6%	88.6%
Students of Color	95.6%	95.3%	96.1%	96.0%	97.4%
Enrolled 3 or More Years	57.1%	66.9%	69.5%	60.4%	61.9%

Enrollment



Where Students Come From

Assigned District	Students
Flint, School District of the City of	814
Mt. Morris Consolidated Schools	33
Bendle Public Schools	12
Swartz Creek Community Schools	5
Grand Blanc Community Schools	3
Flushing Community Schools	2
Holly Area School District	2
Linden Community Schools	2
Howell Public Schools	1

International Academy of Flint

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

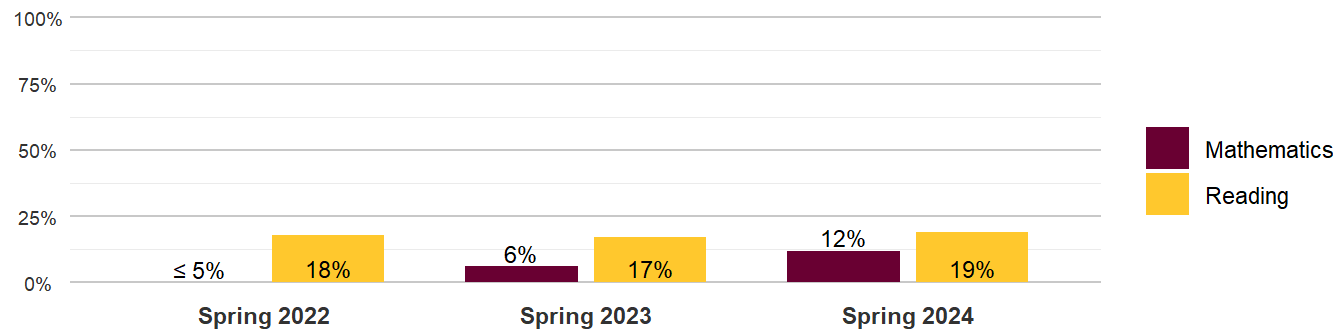


International Academy of Flint

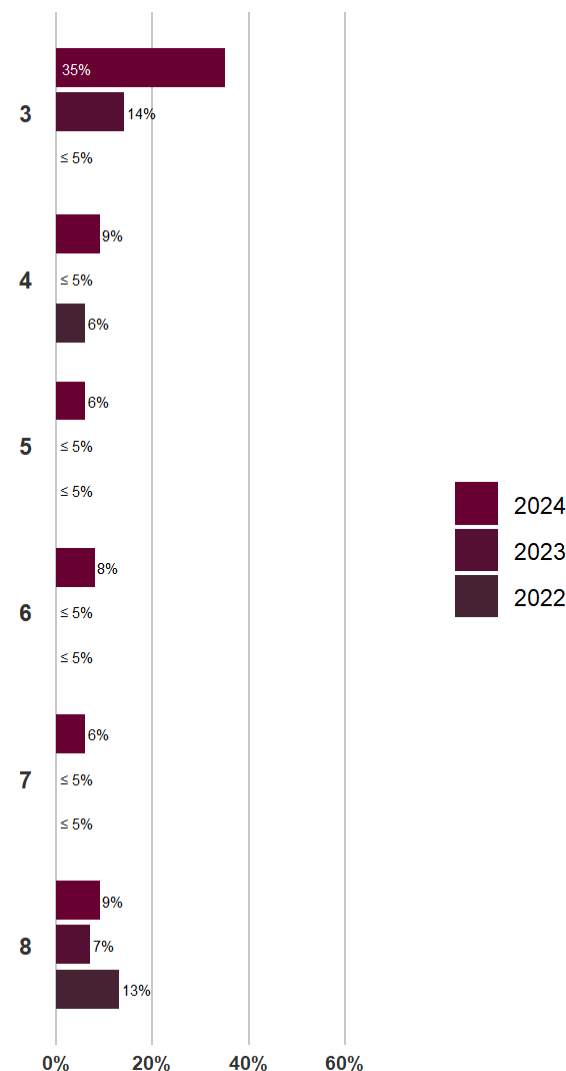
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

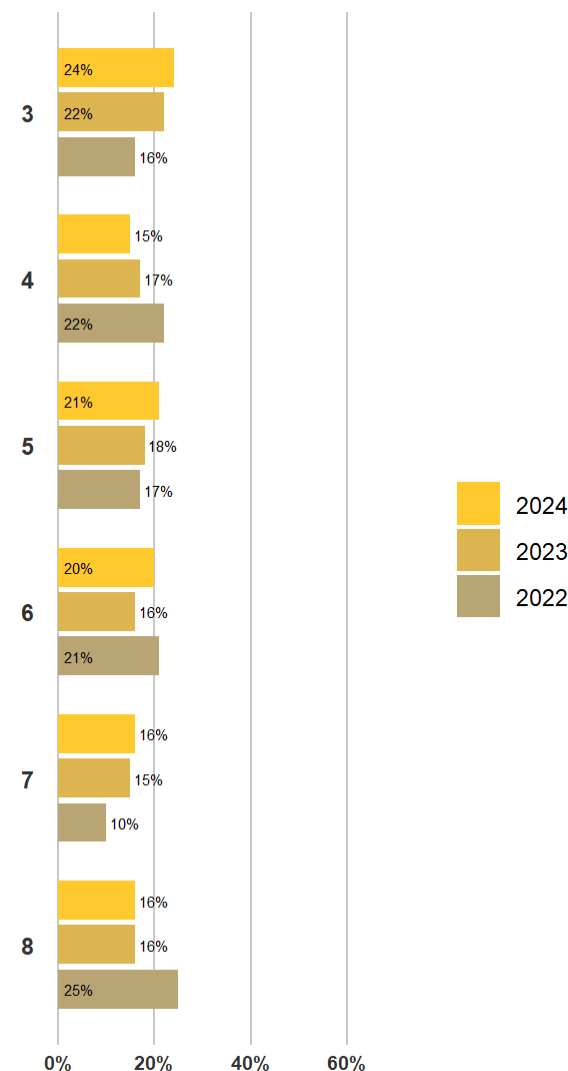
School-Wide by Year



By Grade Level Mathematics



Reading



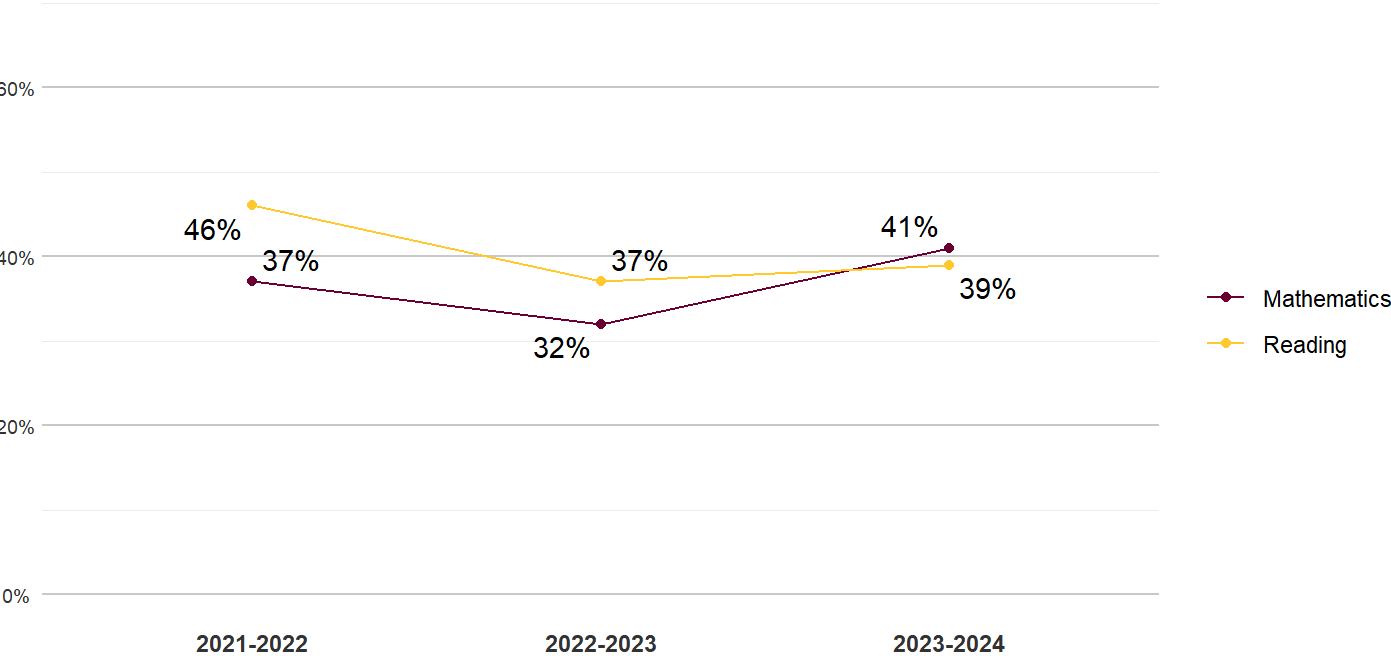
International Academy of Flint

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NWEA MAP Fall-to-Spring Growth

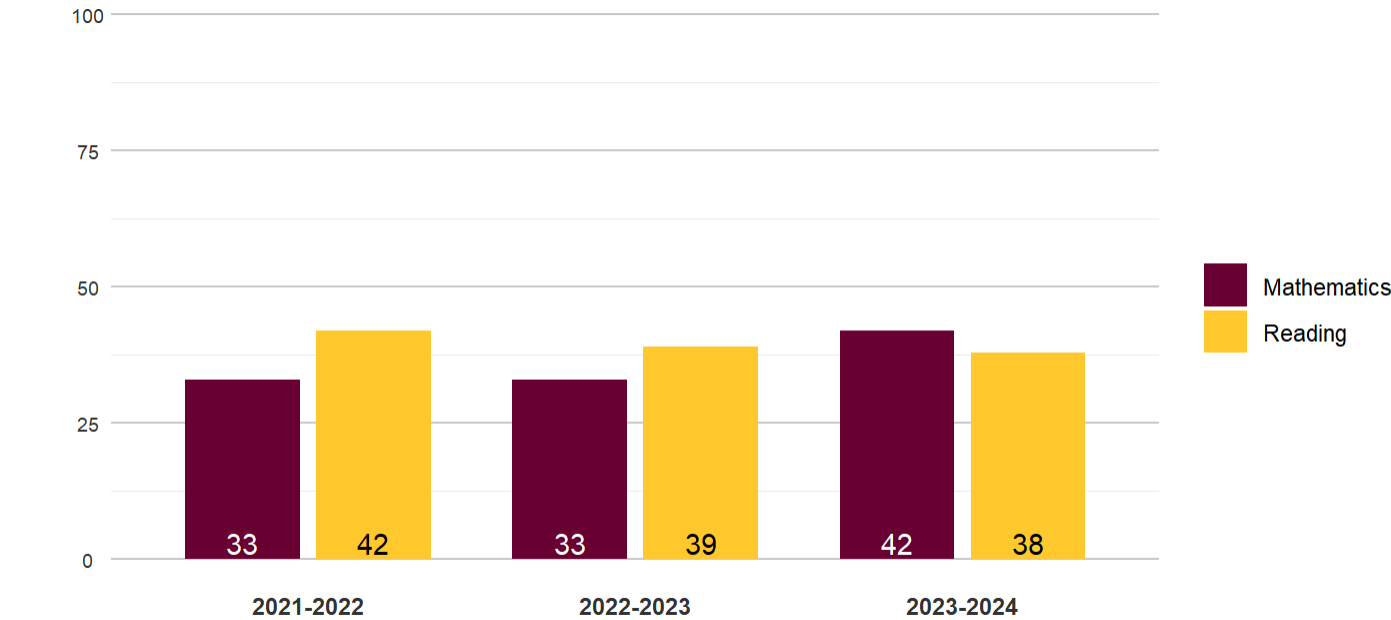
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



International Academy of Flint

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Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



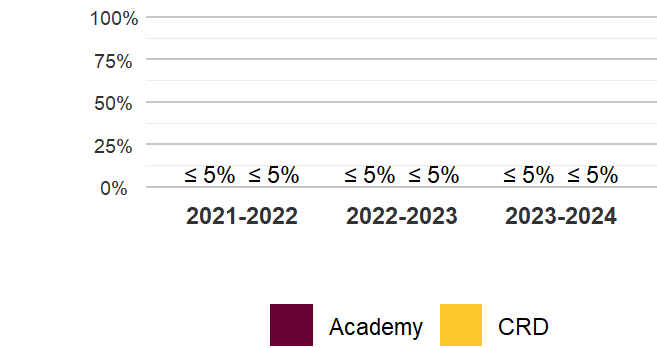
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

International Academy of Flint

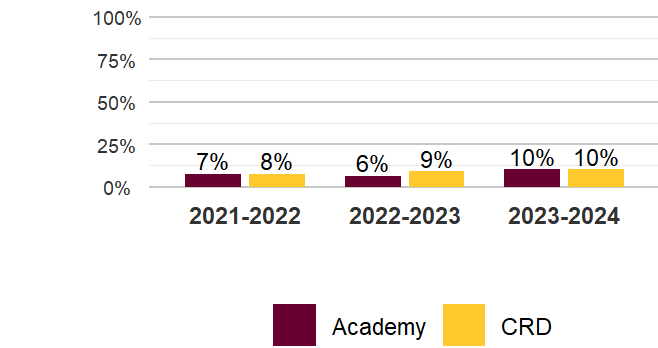
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics

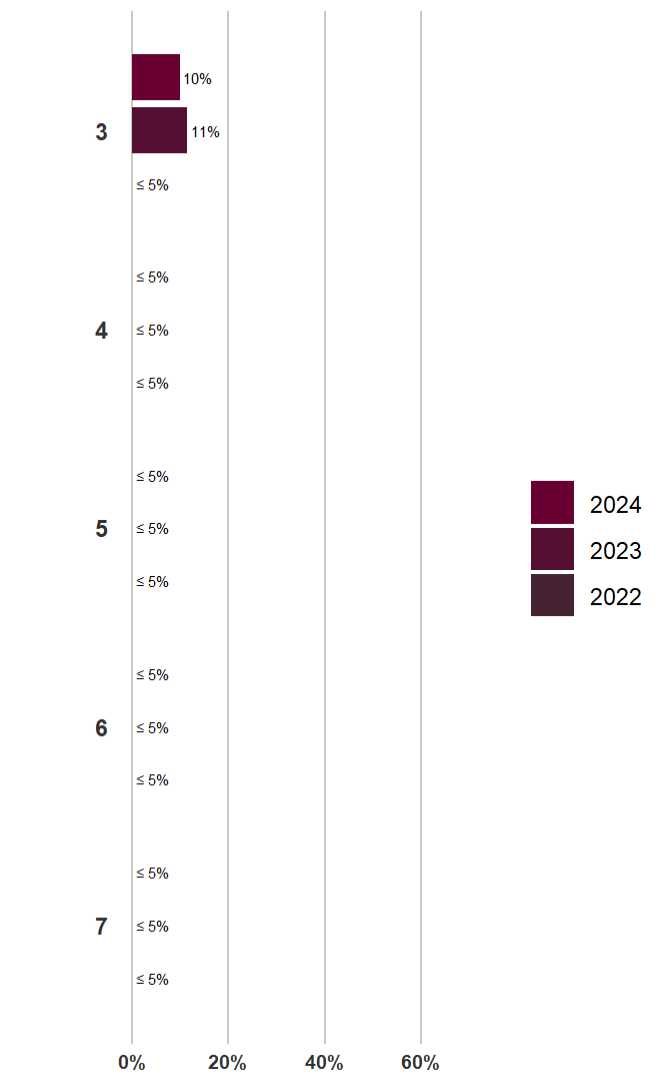


ELA

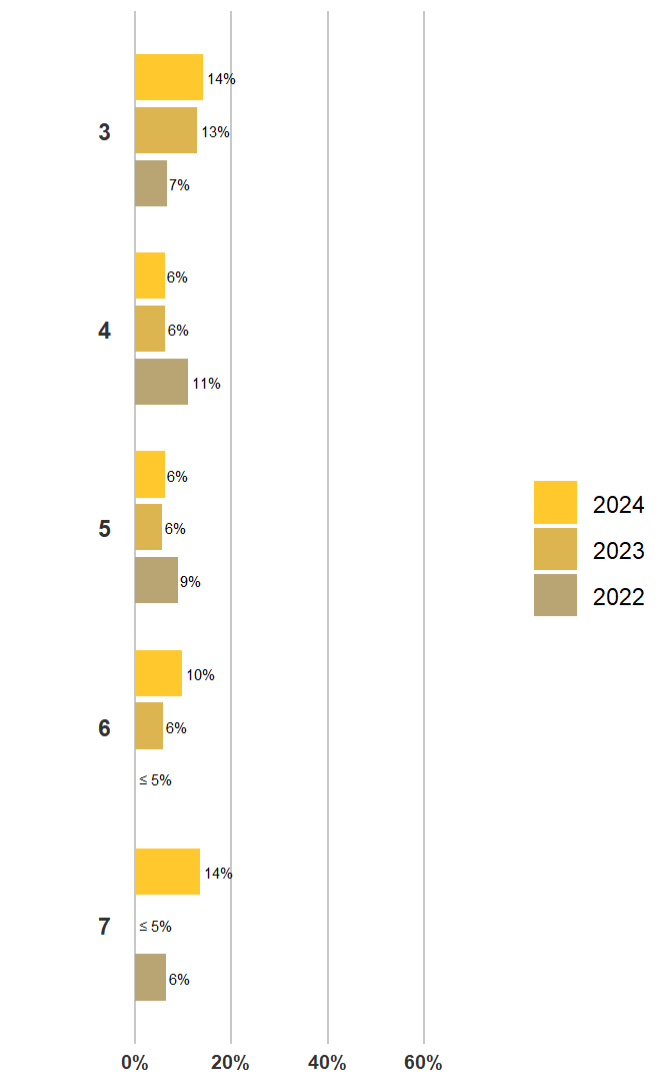


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



International Academy of Flint

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. **Please see the Guidance Document for more information.**

Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

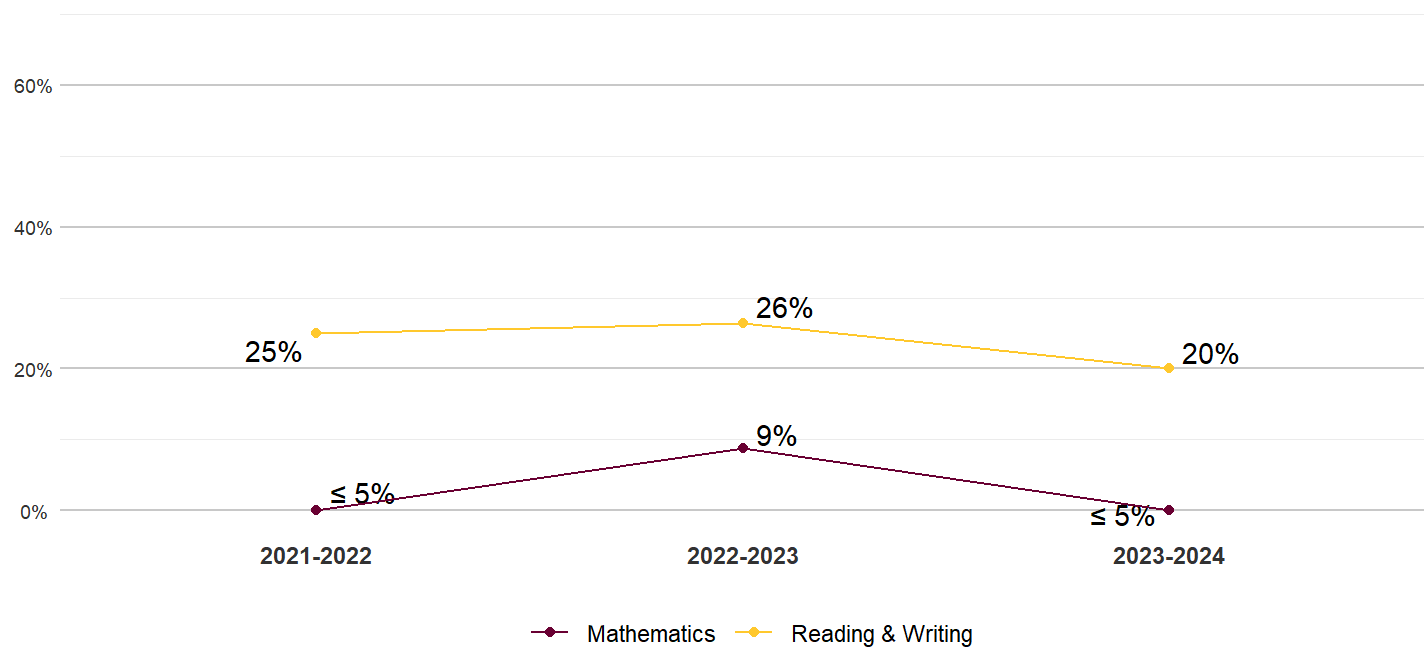
2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



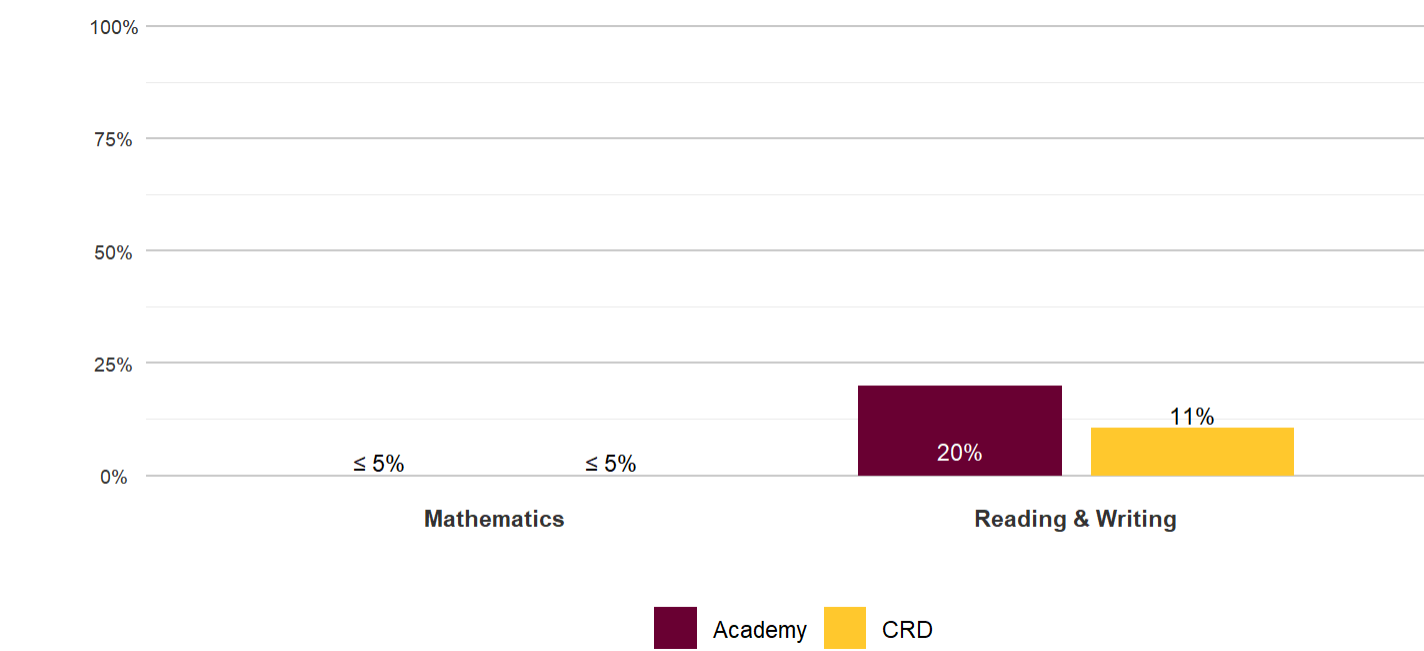
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD





School Profile: Island City Academy

District	Island City Academy	Initial Charter Applicant	Candace Kelsey/Barbara Gruesbeck
District Code(s)	23901	School Property Owner	Island City Academy
Building Code(s)	08322	School Building Owner	Island City Academy
Location	6421 S. Clinton Trail Eaton Rapids, MI 48827	Educational Service Provider (ESP)	Advance Educational Services, Inc. d/b/a AccessPoint Educational HR
Phone	517-663-0111	ESP Contract Term	July 01, 2021 – June 30, 2026
Website	http://www.islandcity.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$56,769.85
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$17,871.61
School Year Authorized	1996-1997		
Charter Contract Term	July 01, 2021 – June 30, 2026		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
David Sysum	President	June 29, 2023	August 15, 2027
Catherine Sayer	Vice President	June 24, 2021	August 15, 2025
Linda Sherrill	Secretary	April 20, 2023	August 15, 2025
Meghann Barnett	Treasurer	June 25, 2024	August 15, 2028
Barbara Gruesbeck	Director	February 06, 2024	August 15, 2026

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	22	24	22	21	24	20	22	24	18	N/A	N/A	N/A	N/A	197	14
2024-25	24	25	22	24	20	23	21	17	20	N/A	N/A	N/A	N/A	196	N/A



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Island City Academy

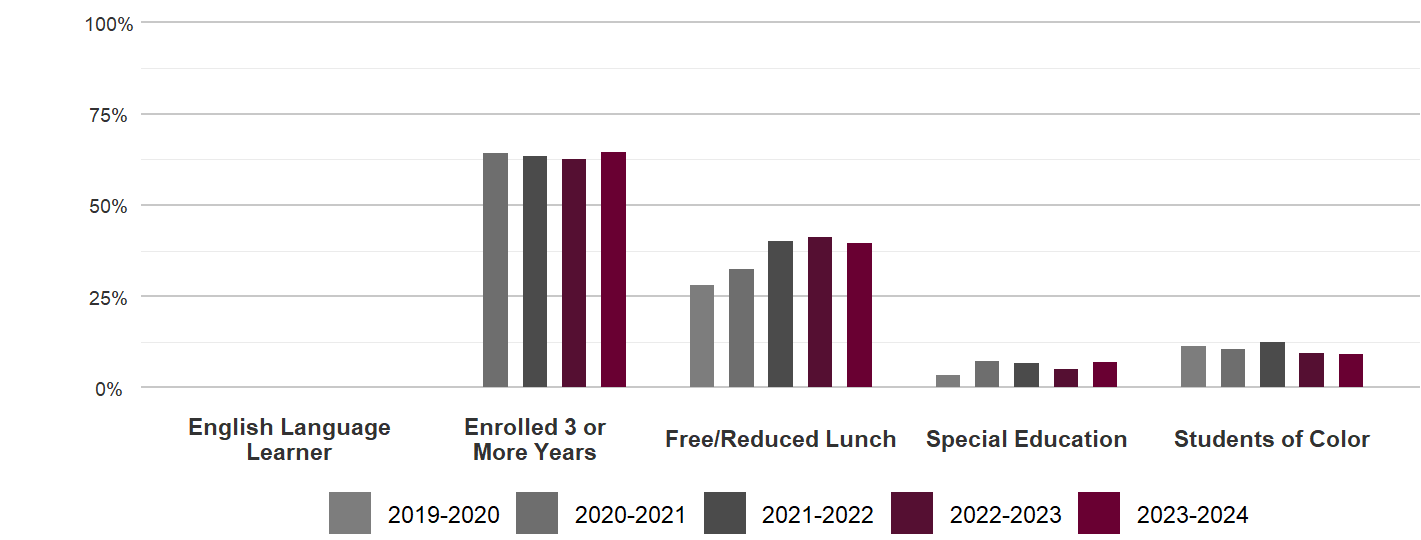


September 2024: State Assessment Update

Island City Academy

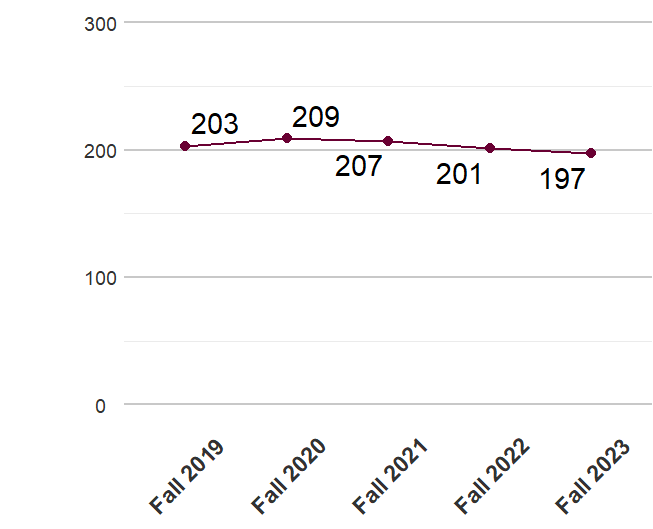
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	3.4%	7.2%	6.8%	5.0%	7.1%
Free/Reduced Lunch	28.1%	32.5%	40.1%	41.3%	39.6%
Students of Color	11.3%	10.5%	12.6%	9.5%	9.1%
Enrolled 3 or More Years	0.0%	64.1%	63.3%	62.7%	64.5%

Enrollment



Where Students Come From

Assigned District	Students
Eaton Rapids Public Schools	169
Charlotte Public Schools	11
Springport Public Schools	10
Leslie Public Schools	2
Holt Public Schools	1
Marshall Public Schools	1
Northwest Community Schools	1
Olivet Community Schools	1
Western School District	1

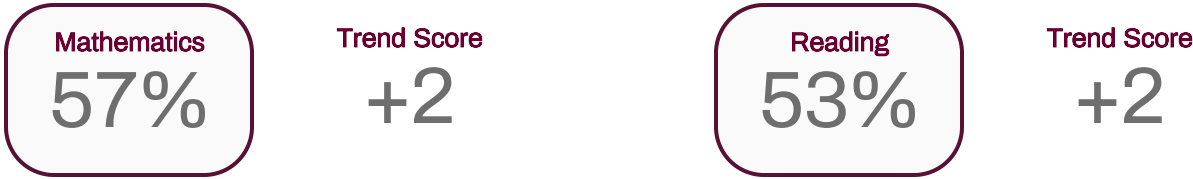
NWEA MAP Growth Assessment

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Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

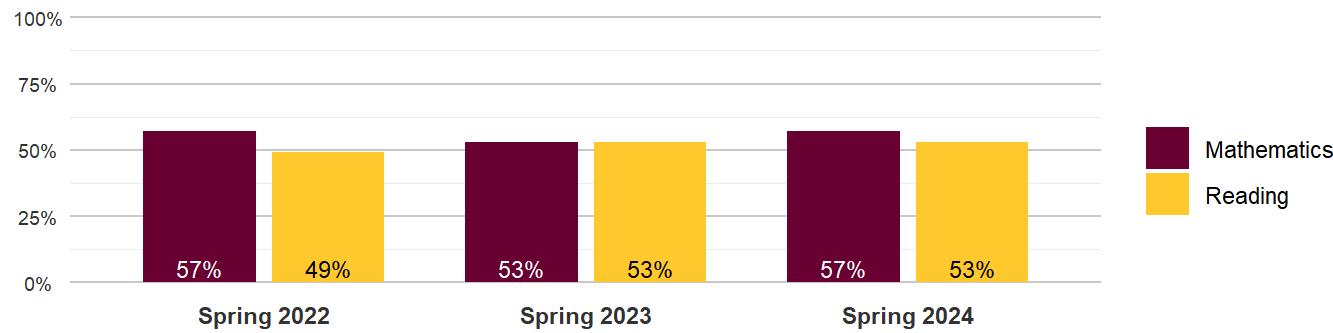


Island City Academy

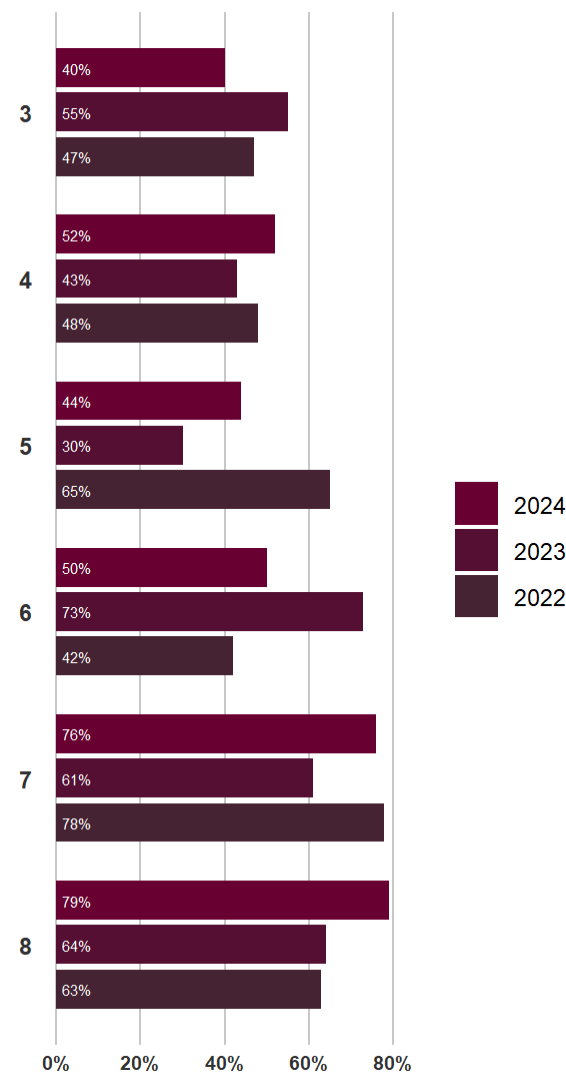
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

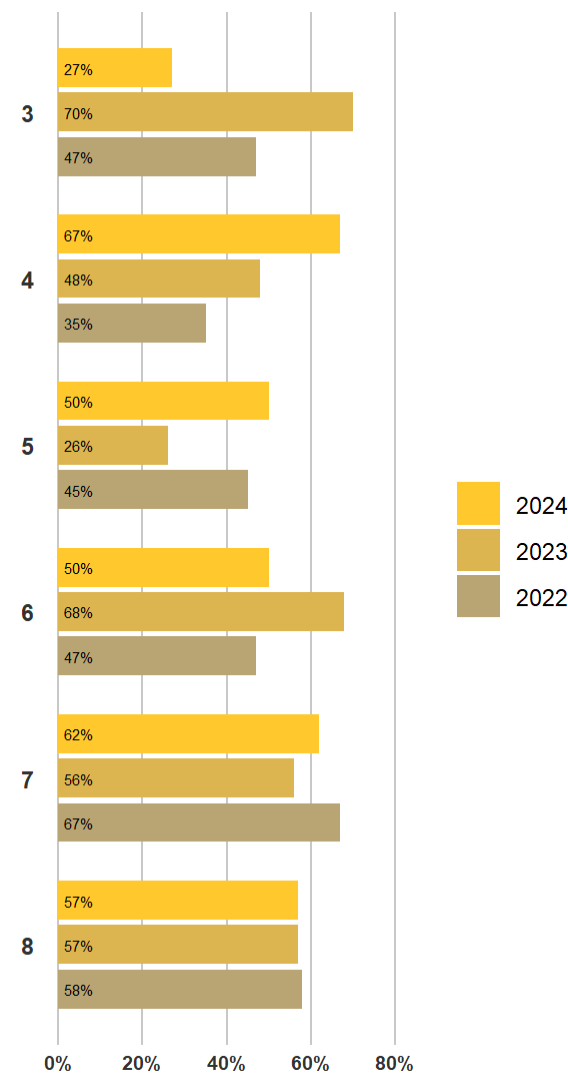
School-Wide by Year



By Grade Level Mathematics

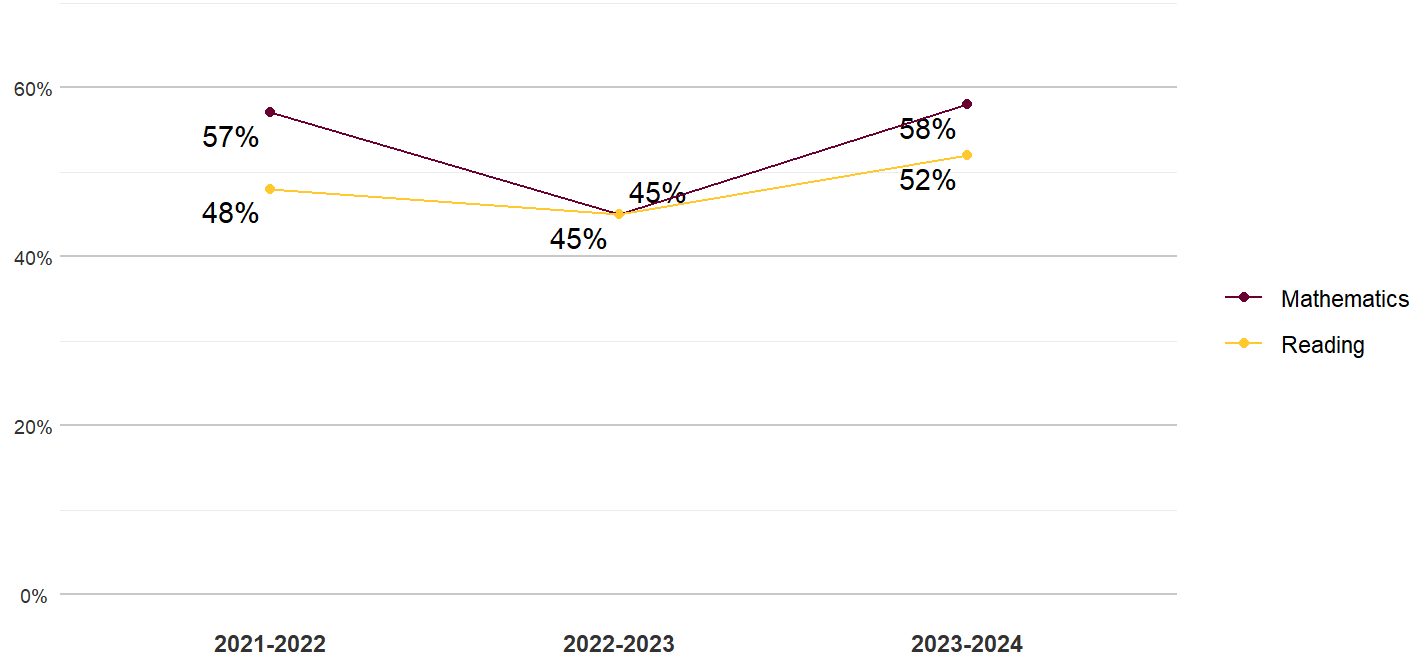


Reading

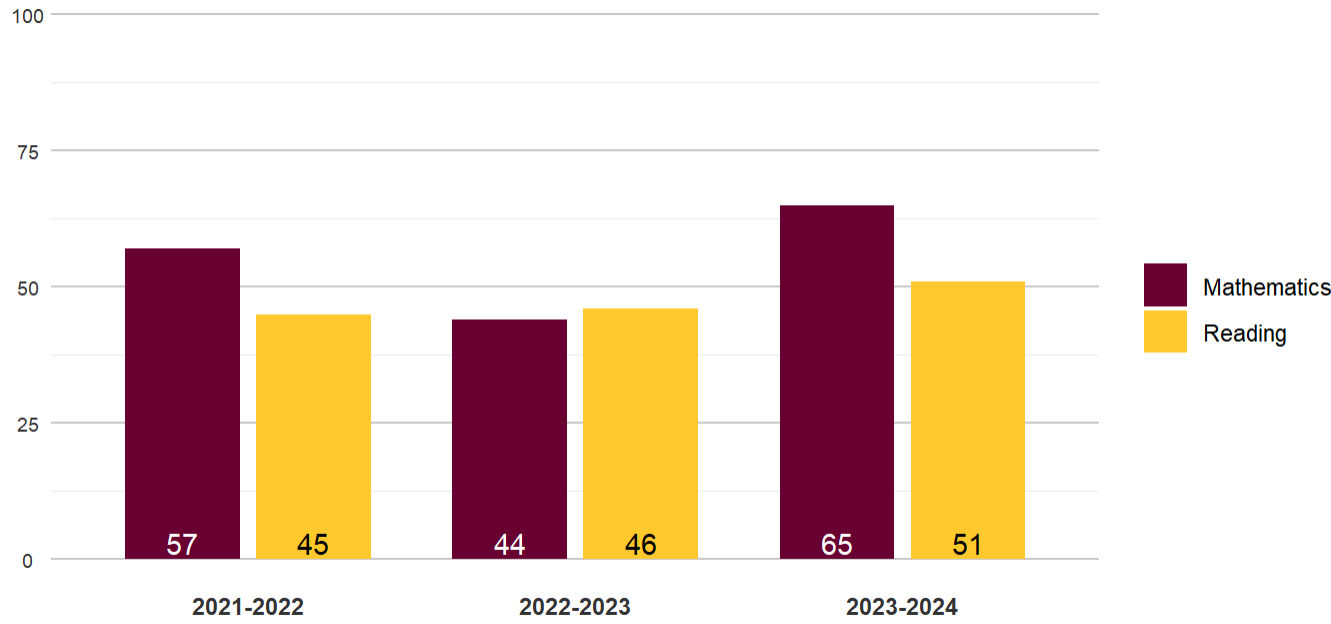


NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater
All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile
All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

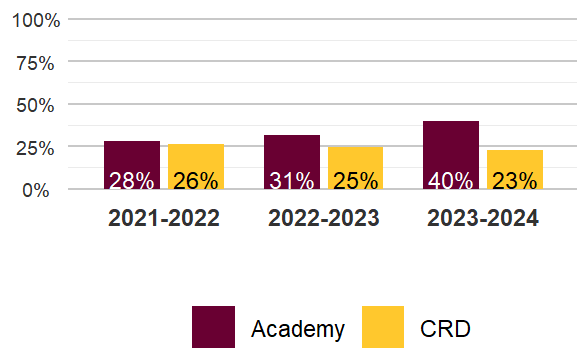


Island City Academy

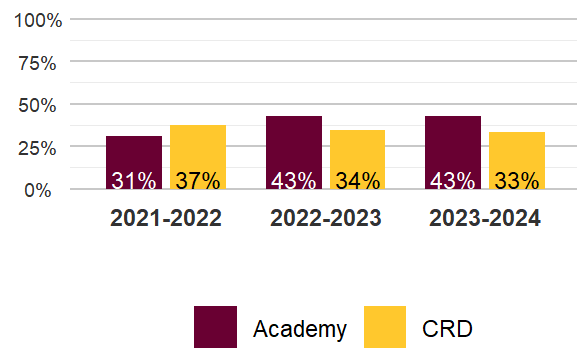
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics

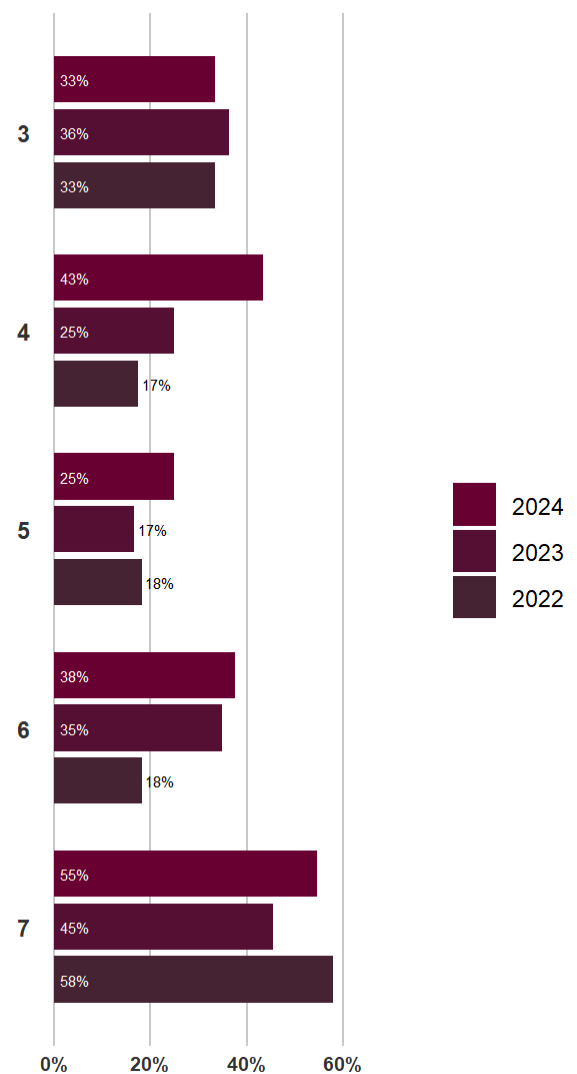


ELA

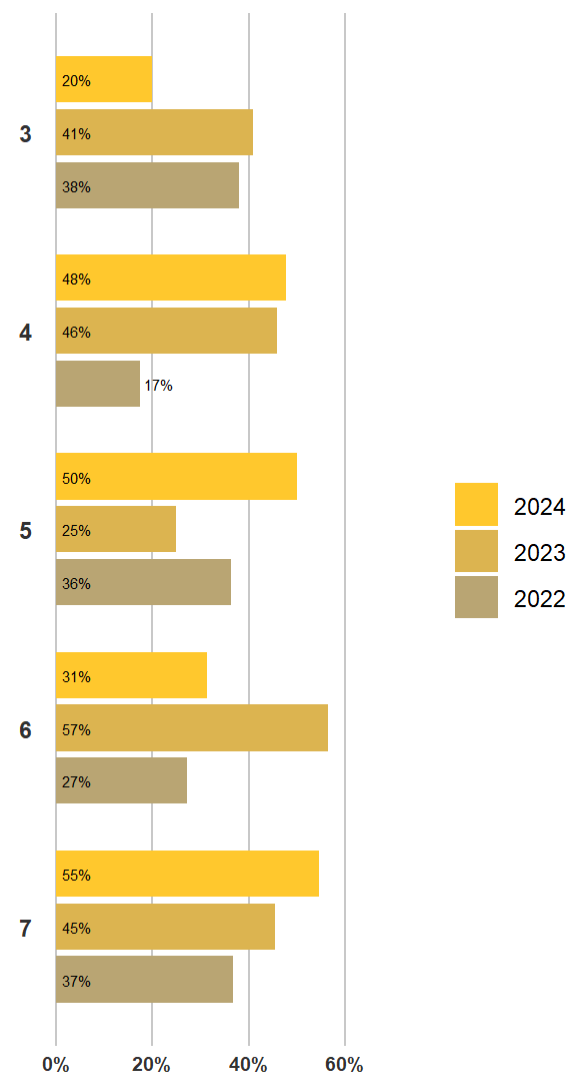


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA





School Profile: Ivywood Classical Academy

District	Ivywood Classical Academy	Initial Charter Applicant	Tyler Horning
District Code(s)	82767	School Property Owner	Genoa Project, LLC, Risen Christ Lutheran Church
Building Code(s)	03605, 04523	School Building Owner	Genoa Project, LLC, Risen Christ Lutheran Church
Location	14356 Genoa Ct. Plymouth, MI 48170	Educational Service Provider (ESP)	Choice Schools Associates, L.L.C.
Phone	248-207-1757	ESP Contract Term	July 01, 2024 – June 30, 2031
Website	http://ivywoodclassicalacademy.com	2023-24 Total Fees, Reimbursements, and Charges Collected	\$186,450.93
Grades Served	K-10	Special Education Cost	\$61,737.42
School Year Authorized	2018-2019	Reimbursements Received in FY24	
Charter Contract Term	July 01, 2024 – June 30, 2031		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Tyler Horning	President	November 30, 2023	January 15, 2028
Myranda Fabian	Vice President	December 08, 2022	January 15, 2027
Jeffrey Fettig	Secretary	February 13, 2020	January 15, 2025
Kristopher Morris	Treasurer	November 30, 2023	January 15, 2028
Hannah Brown	Director	February 11, 2021	January 15, 2026

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	85	85	84	85	59	59	53	53	52	42	N/A	N/A	N/A	657	47
2024-25	84	86	86	85	85	57	58	52	44	24	36	N/A	N/A	697	N/A



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Ivywood Classical Academy

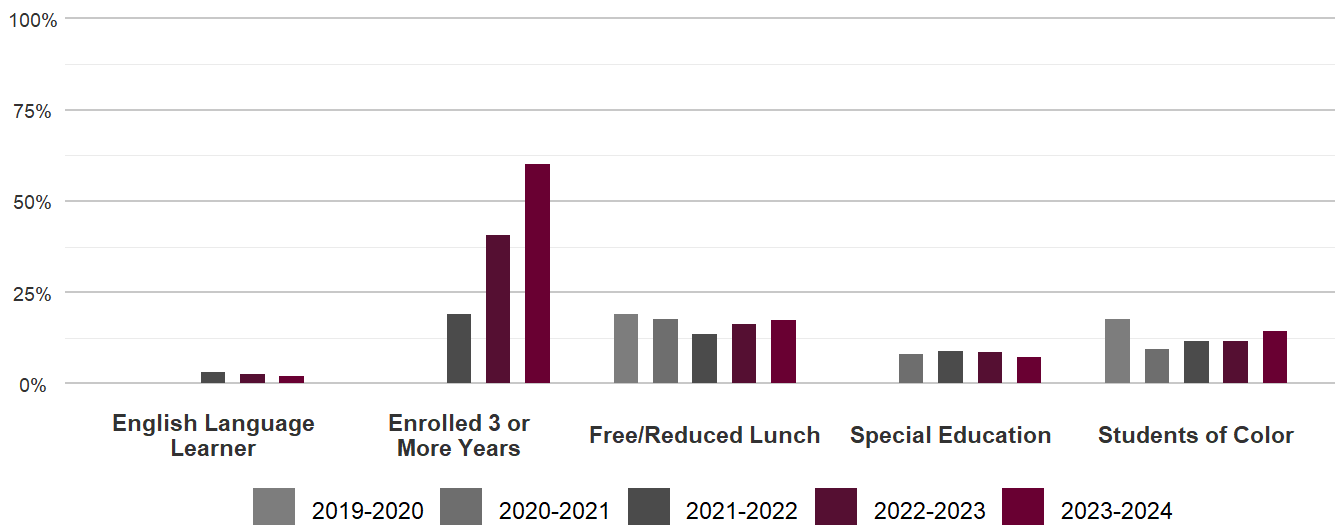


September 2024: State Assessment Update

Ivywood Classical Academy

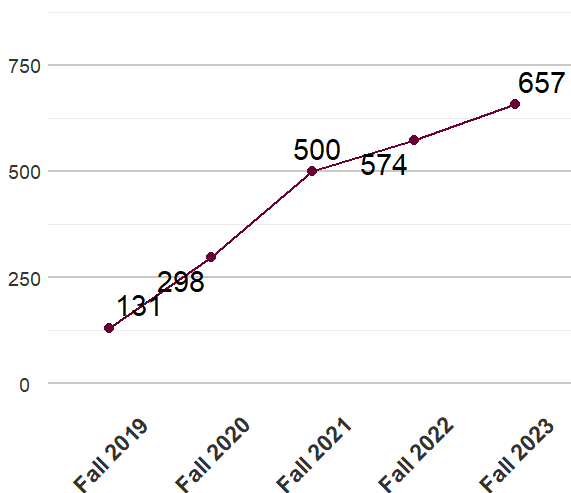
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	3.2%	2.6%	2.0%
Special Education	0.0%	8.1%	9.0%	8.7%	7.2%
Free/Reduced Lunch	19.1%	17.8%	13.6%	16.2%	17.4%
Students of Color	17.6%	9.4%	11.6%	11.5%	14.3%
Enrolled 3 or More Years	0.0%	0.0%	19.0%	40.8%	60.1%

Enrollment



Where Students Come From

Assigned District	Students
Plymouth-Canton Community Schools	263
Livonia Public Schools School District	129
Northville Public Schools	56
South Lyon Community Schools	43
Wayne-Westland Community School District	41
Farmington Public School District	26
Walled Lake Consolidated Schools	15
Van Buren Public Schools	10
Garden City Public Schools	7
Other	69

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

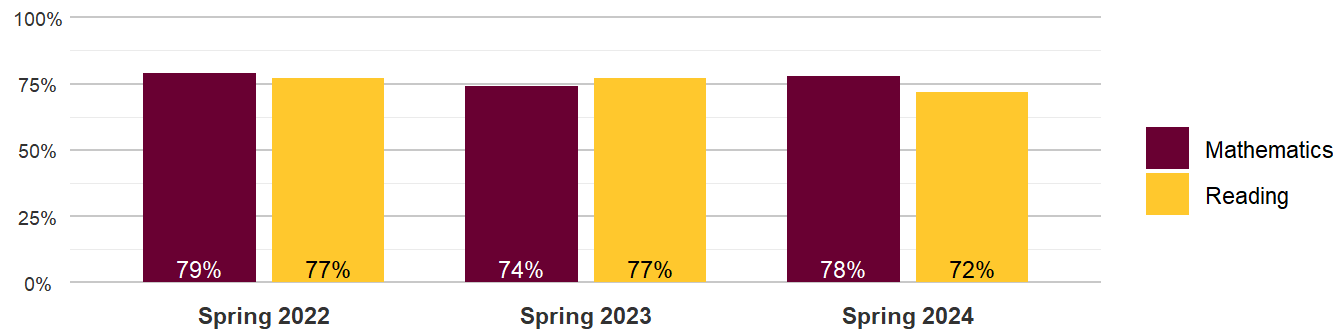


Ivywood Classical Academy

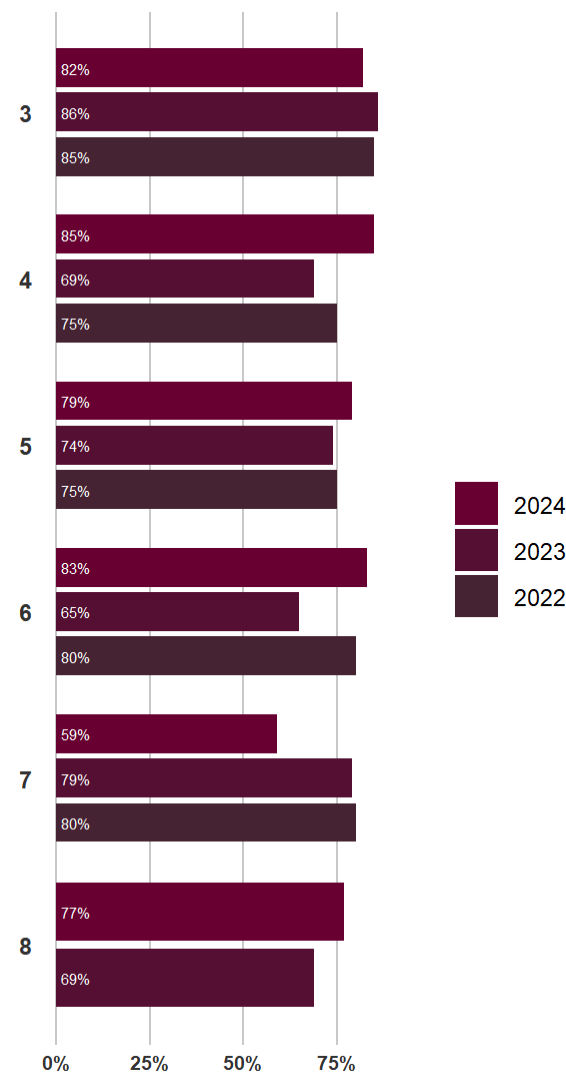
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

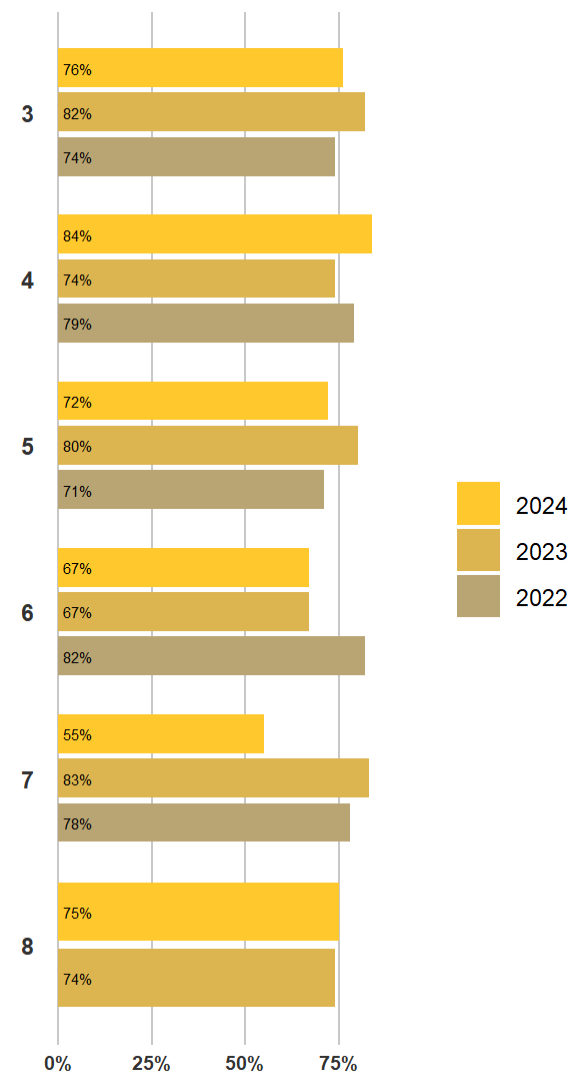
School-Wide by Year



By Grade Level Mathematics

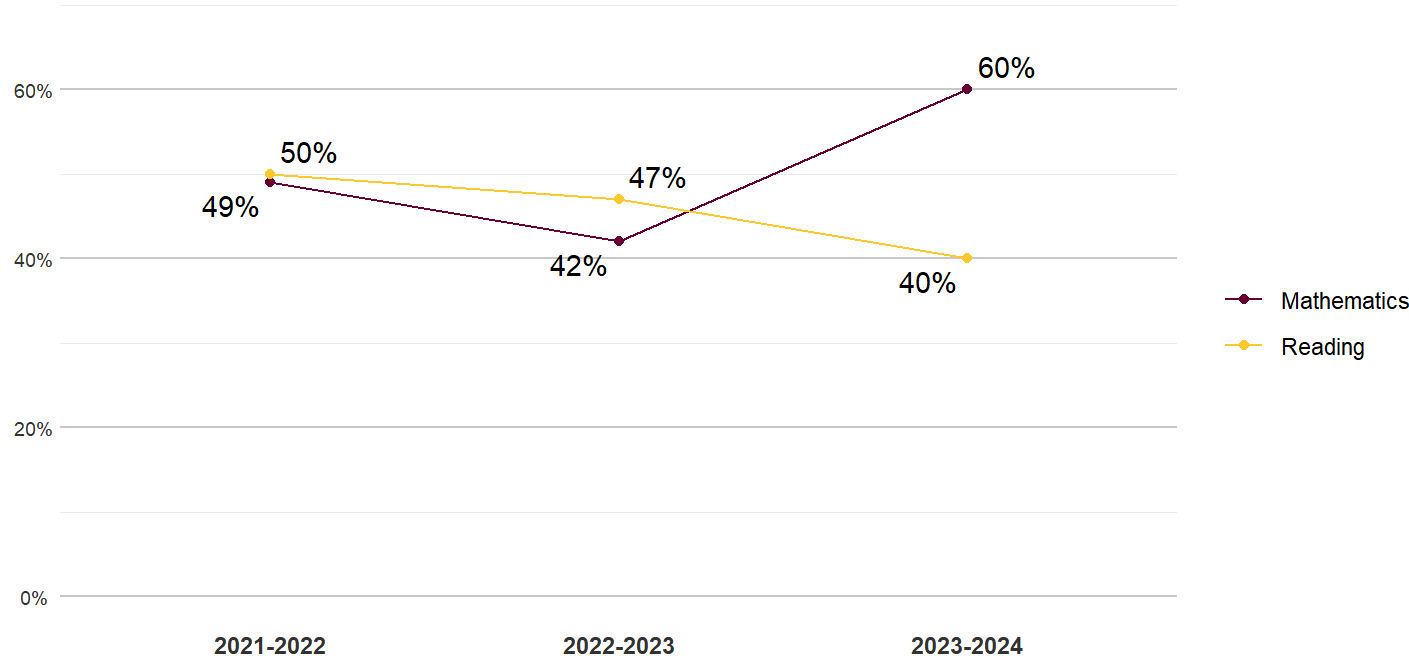


Reading

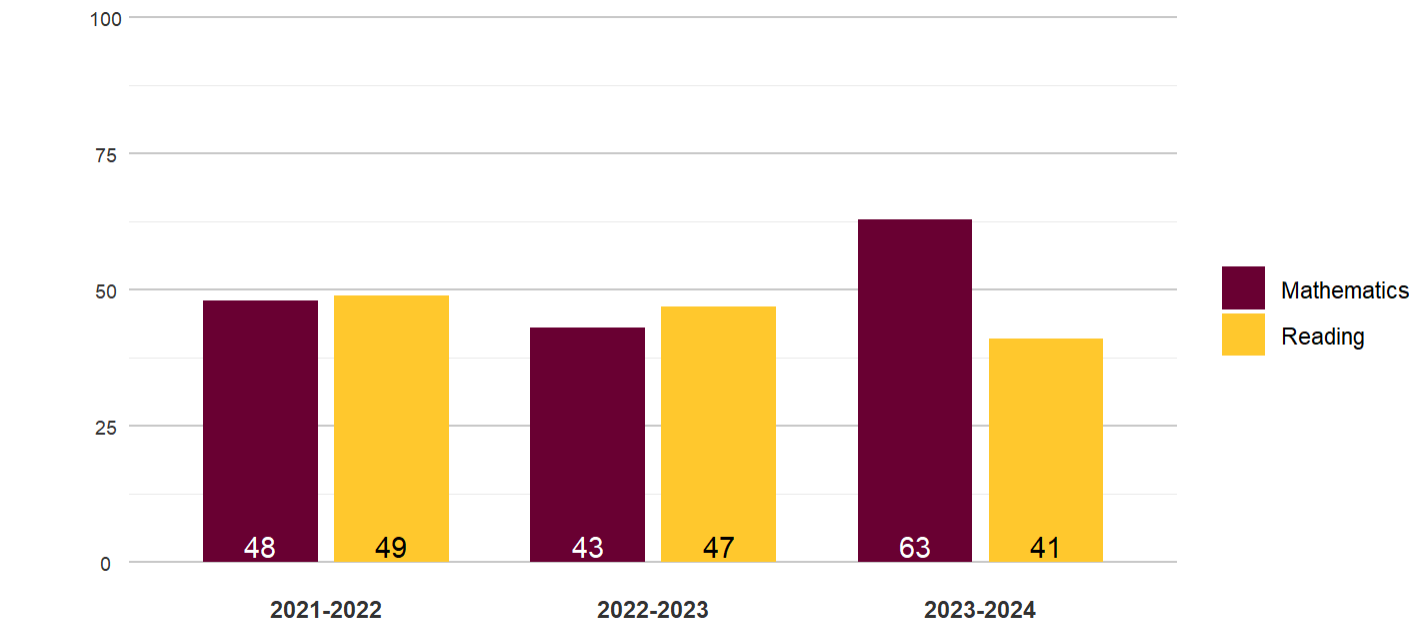


NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater
All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile
All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

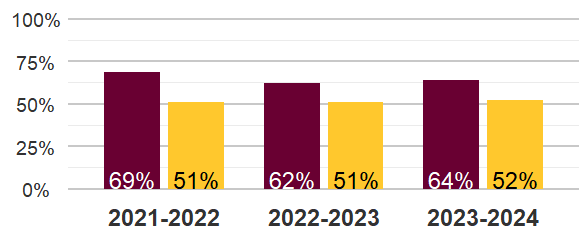


Ivywood Classical Academy

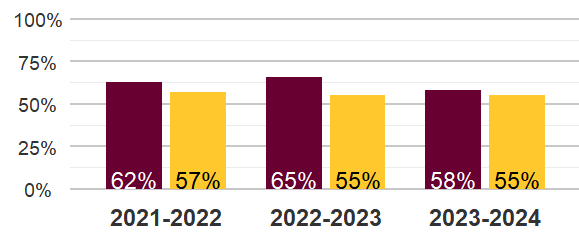
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



ELA

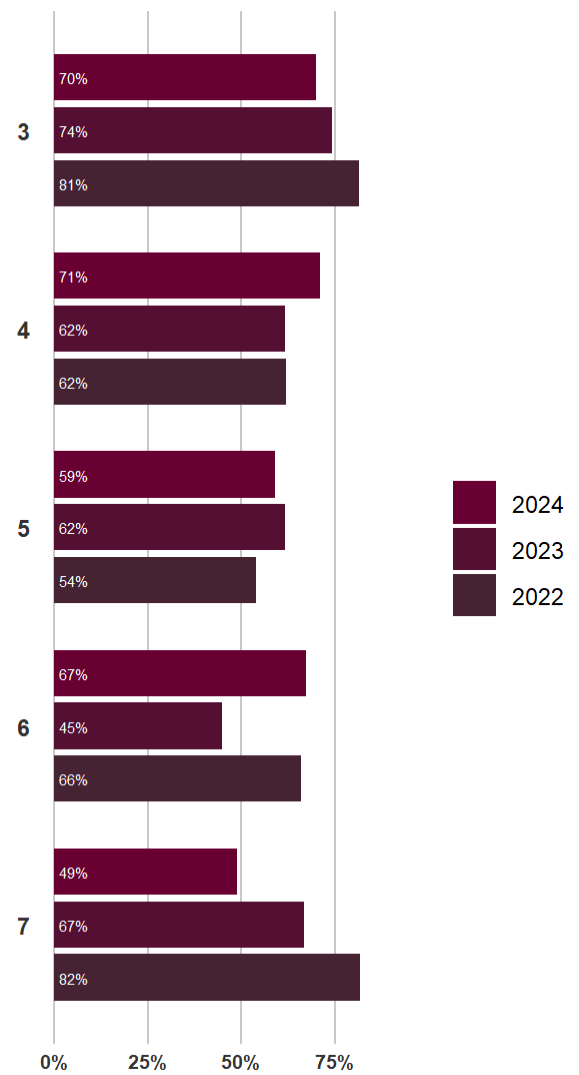


Academy CRD

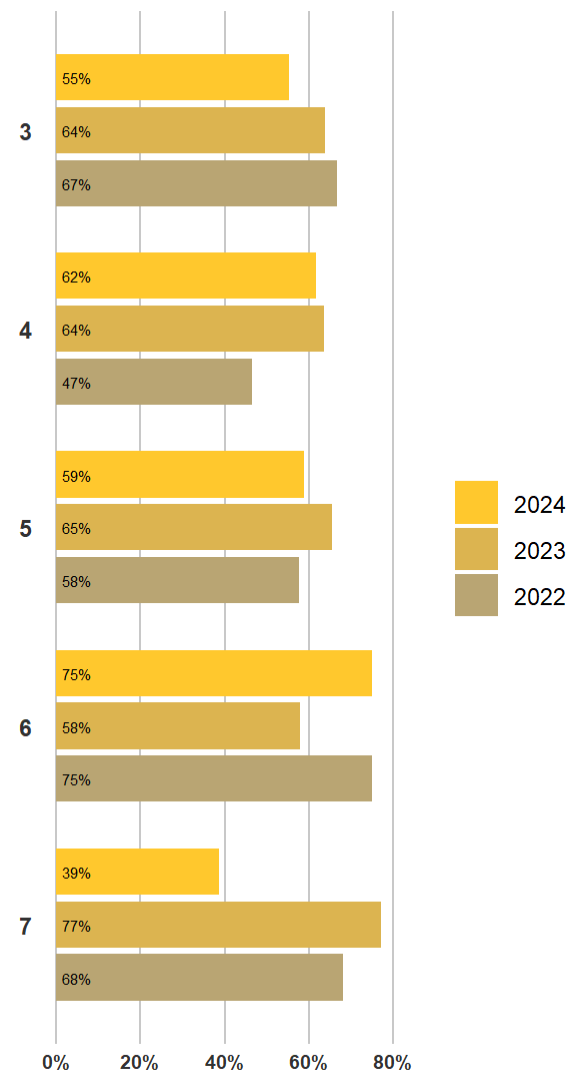
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2024
2023
2022



School Profile: Jalen Rose Leadership Academy

District	Jalen Rose Leadership Academy	Initial Charter Applicant	Michelle Ruscitti
District Code(s)	82728	School Property Owner	Jalen Rose Leadership Academy
Building Code(s)	00758	School Building Owner	Jalen Rose Leadership Academy
Location	15000 Trojan Detroit, MI 48235	Educational Service Provider (ESP)	Entrepreneurial Ventures in Education, Inc.
Phone	313-397-3333	ESP Contract Term	July 01, 2022 – June 30, 2027
Website	http://www.JRLADetroit.com	2023-24 Total Fees, Reimbursements, and Charges Collected	\$119,861.72
Grades Served	9-12	Special Education Cost Reimbursements Received in FY24	\$119,844.04
School Year Authorized	2010-2011		
Charter Contract Term	July 01, 2024 – June 30, 2027		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Jalen Rose	President	November 30, 2023	December 15, 2027
Greg Boll	Vice President	December 08, 2022	December 15, 2026
Dennis Archer Jr.	Secretary	December 03, 2020	December 15, 2024
Dean Brody	Treasurer	December 08, 2022	December 15, 2026
Shawna Forbes	Director	December 03, 2020	December 15, 2024
Leigh Chandler	Director	December 02, 2021	December 15, 2025
Wendy Jackson	Director	December 02, 2021	December 15, 2025
Burt Jordan	Director	February 16, 2023	December 15, 2025
Christopher Brochert	Director	November 30, 2023	December 15, 2027

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	122	109	93	97	421	47
2024-25	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	128	113	102	77	420	N/A



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Jalen Rose Leadership Academy

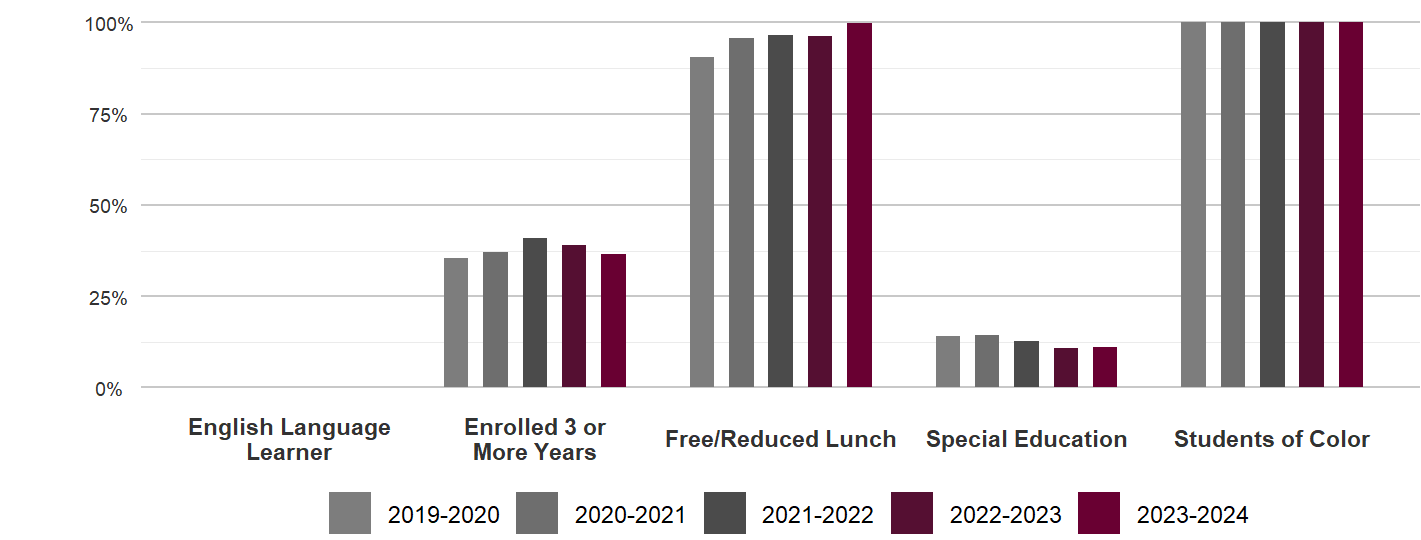


September 2024: State Assessment Update

Jalen Rose Leadership Academy

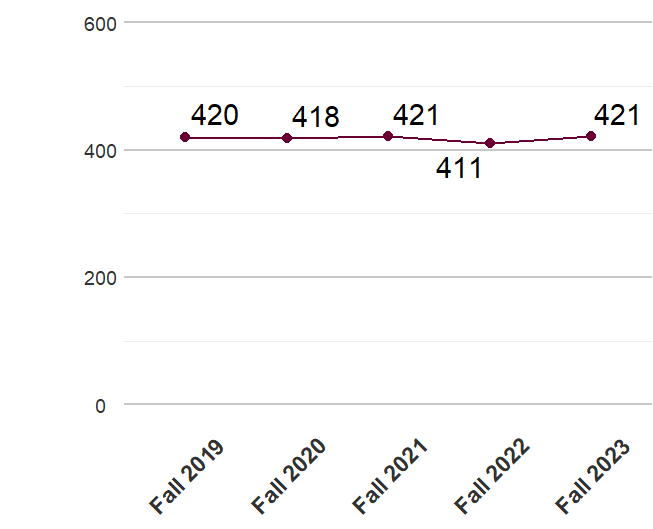
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	14.0%	14.4%	12.6%	10.7%	11.2%
Free/Reduced Lunch	90.5%	95.7%	96.7%	96.4%	99.8%
Students of Color	100.0%	100.0%	100.0%	100.0%	100.0%
Enrolled 3 or More Years	35.5%	37.1%	40.9%	39.1%	36.7%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	417
Oak Park, School District of the City of	2
Royal Oak Schools	1

Jalen Rose Leadership Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. **Please see the Guidance Document for more information.**

Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

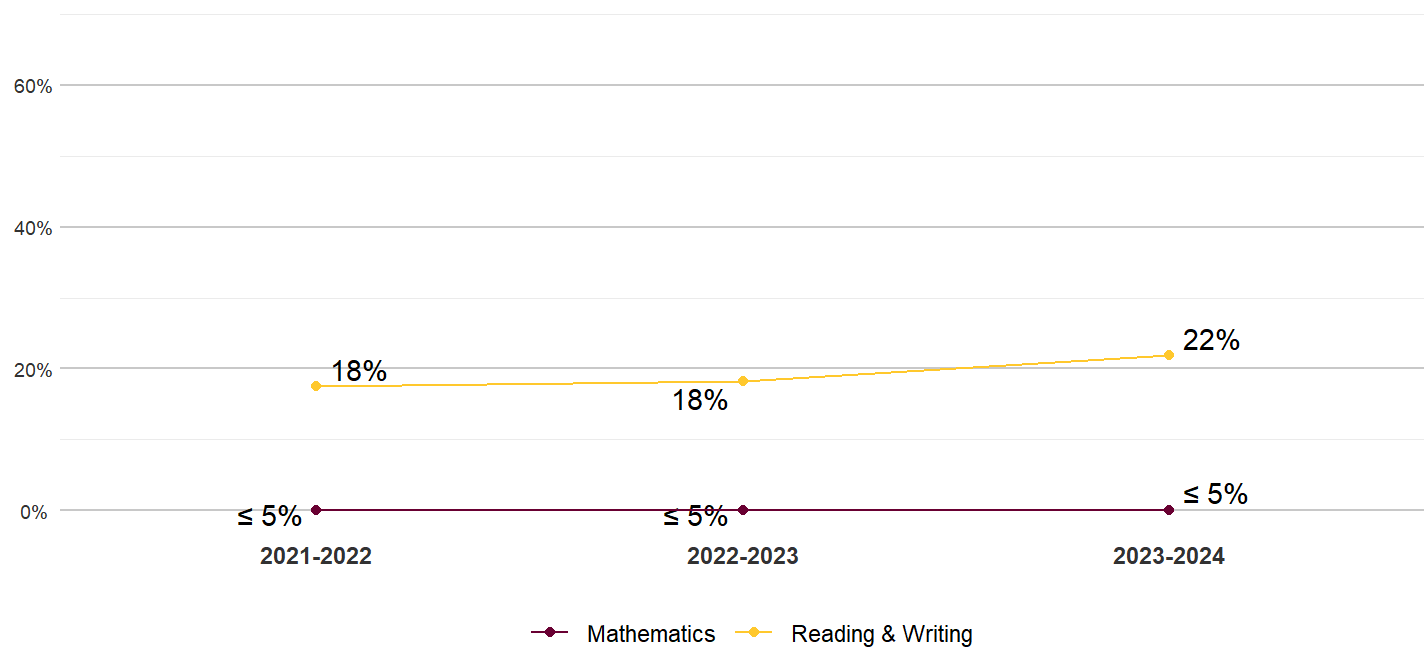
2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



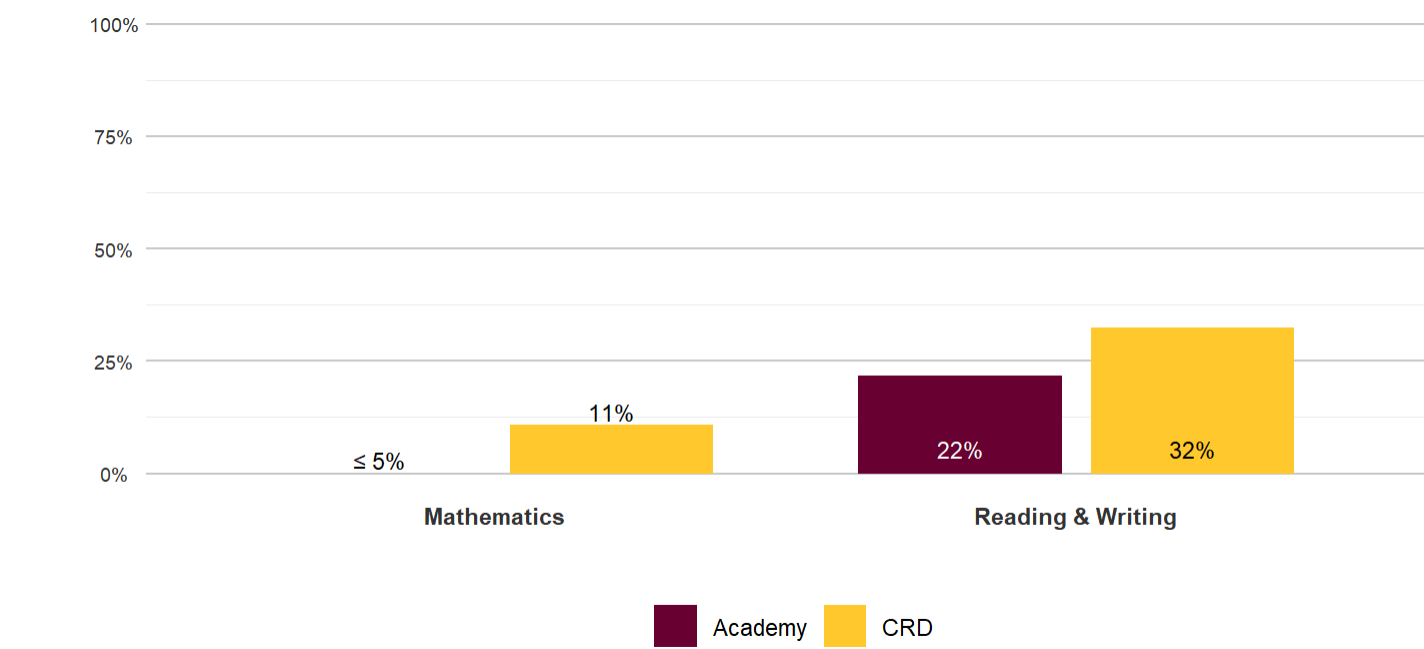
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD





School Profile: Kensington Woods Schools

District	Kensington Woods Schools	Initial Charter Applicant	Tom Erhart
District Code(s)	47901	School Property Owner	Pinckney Community Schools
Building Code(s)	08248	School Building Owner	Pinckney Community Schools
Location	9501 Pettys Rd. Lakeland, MI 48143	Educational Service Provider (ESP)	Genesee Education Consultant Services, Inc.
Phone	517-545-0828	ESP Contract Term	July 01, 2023 – June 30, 2025
Website	http://kwoods.org/	2023-24 Total Fees, Reimbursements, and Charges Collected	\$30,466.47
Grades Served	6-12	Special Education Cost Reimbursements Received in FY24	\$29,345.45
School Year Authorized	1994-1995		
Charter Contract Term	July 01, 2022 – June 30, 2025		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Kari Olds	President	June 30, 2022	August 27, 2026
Amelia Pavlov	Vice President	September 28, 2023	August 27, 2025
Shannon Morton	Secretary	July 23, 2024	August 27, 2027
Geoffrey Peart	Treasurer	June 25, 2024	August 27, 2028

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	N/A	N/A	N/A	N/A	N/A	N/A	8	11	16	24	16	17	11	103	20
2024-25	N/A	N/A	N/A	N/A	N/A	N/A	3	13	17	16	27	19	19	114	N/A



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Kensington Woods Schools

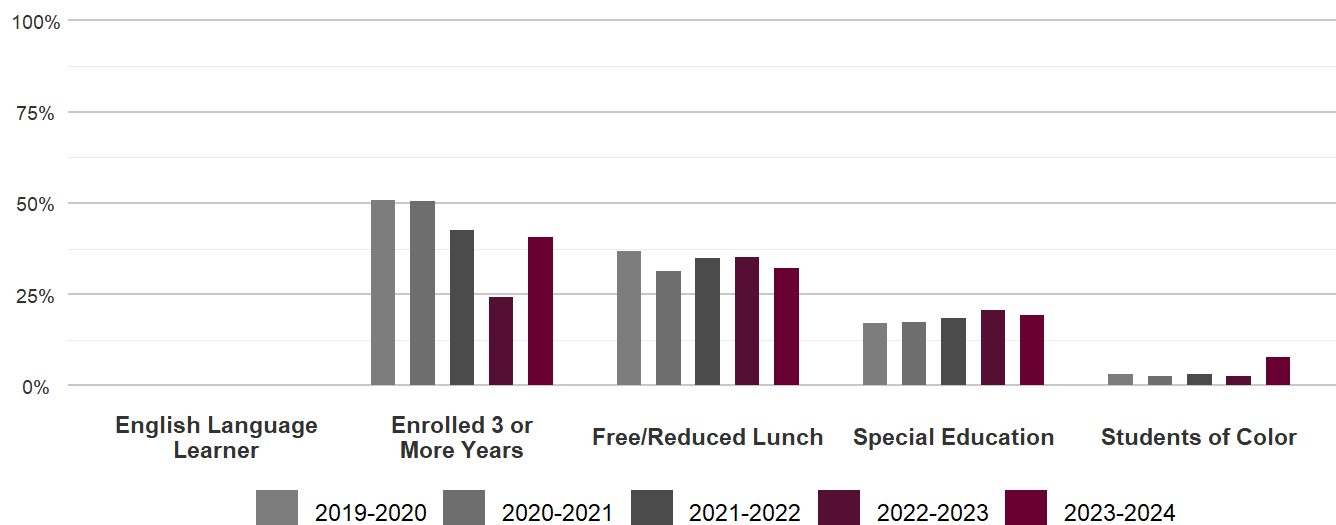


September 2024: State Assessment Update

Kensington Woods Schools

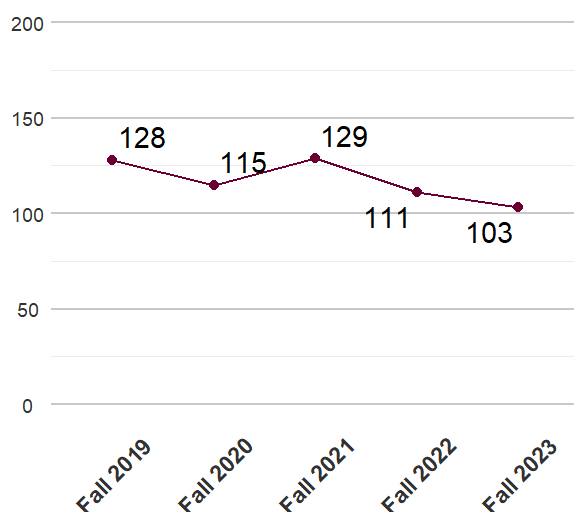
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	17.2%	17.4%	18.6%	20.7%	19.4%
Free/Reduced Lunch	36.7%	31.3%	34.9%	35.1%	32.0%
Students of Color	3.1%	2.6%	3.1%	2.7%	7.8%
Enrolled 3 or More Years	50.8%	50.4%	42.6%	24.3%	40.8%

Enrollment



Where Students Come From

Assigned District	Students
Pinckney Community Schools	37
South Lyon Community Schools	19
Howell Public Schools	17
Whitmore Lake Public School District	7
Brighton Area Schools	5
Hartland Consolidated Schools	5
Fowlerville Community Schools	4
Stockbridge Community Schools	3
Dexter Community School District	2
Other	4

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

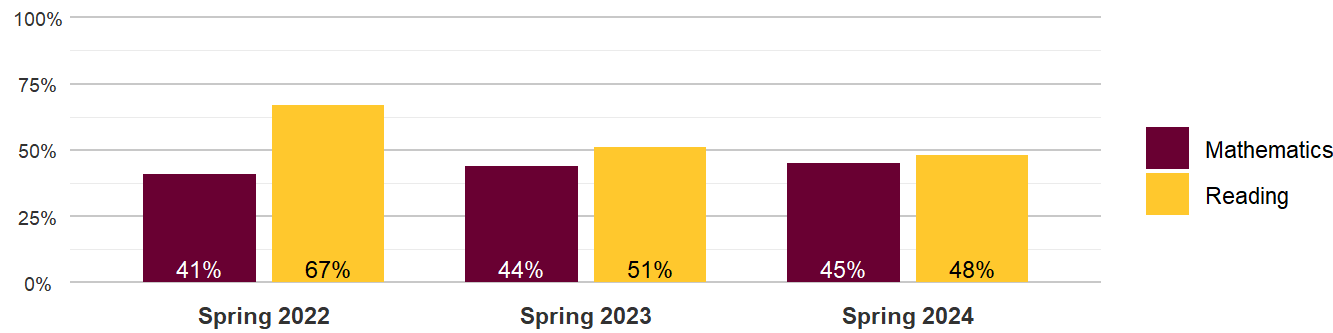


Kensington Woods Schools

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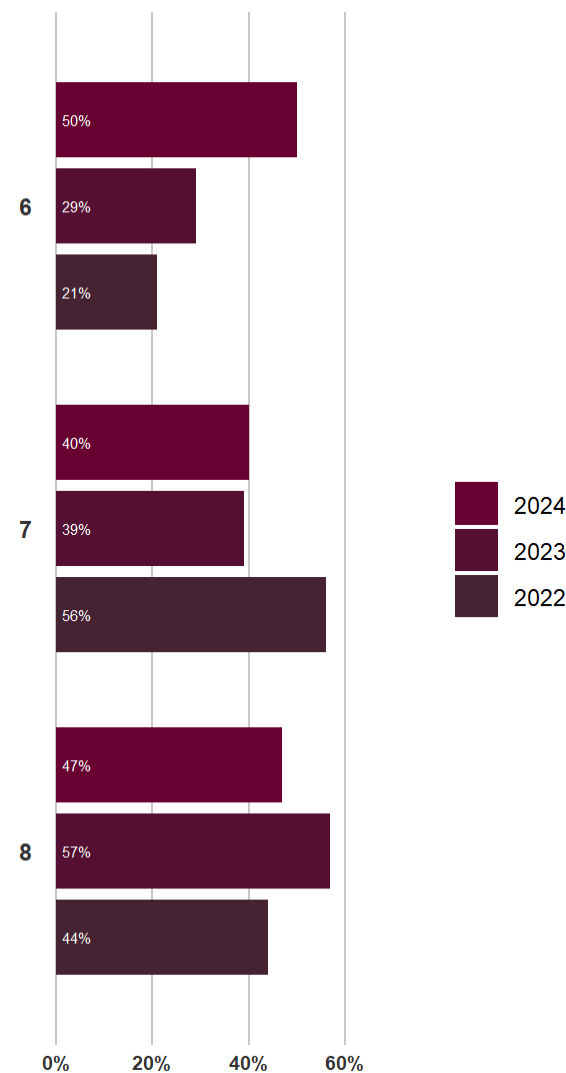
Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 6 - 8 enrolled for at least one year

School-Wide by Year

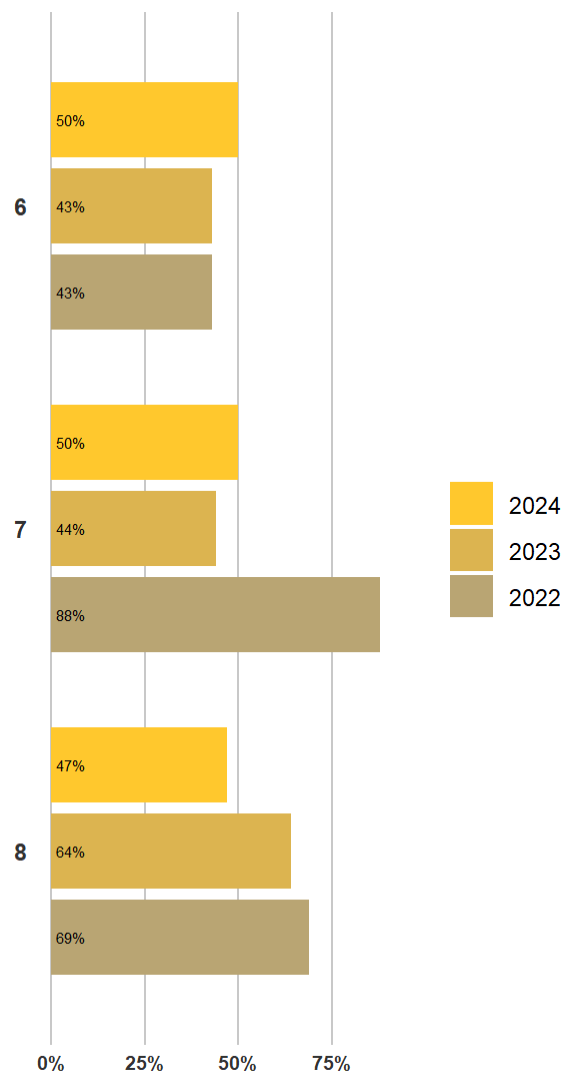


By Grade Level

Mathematics

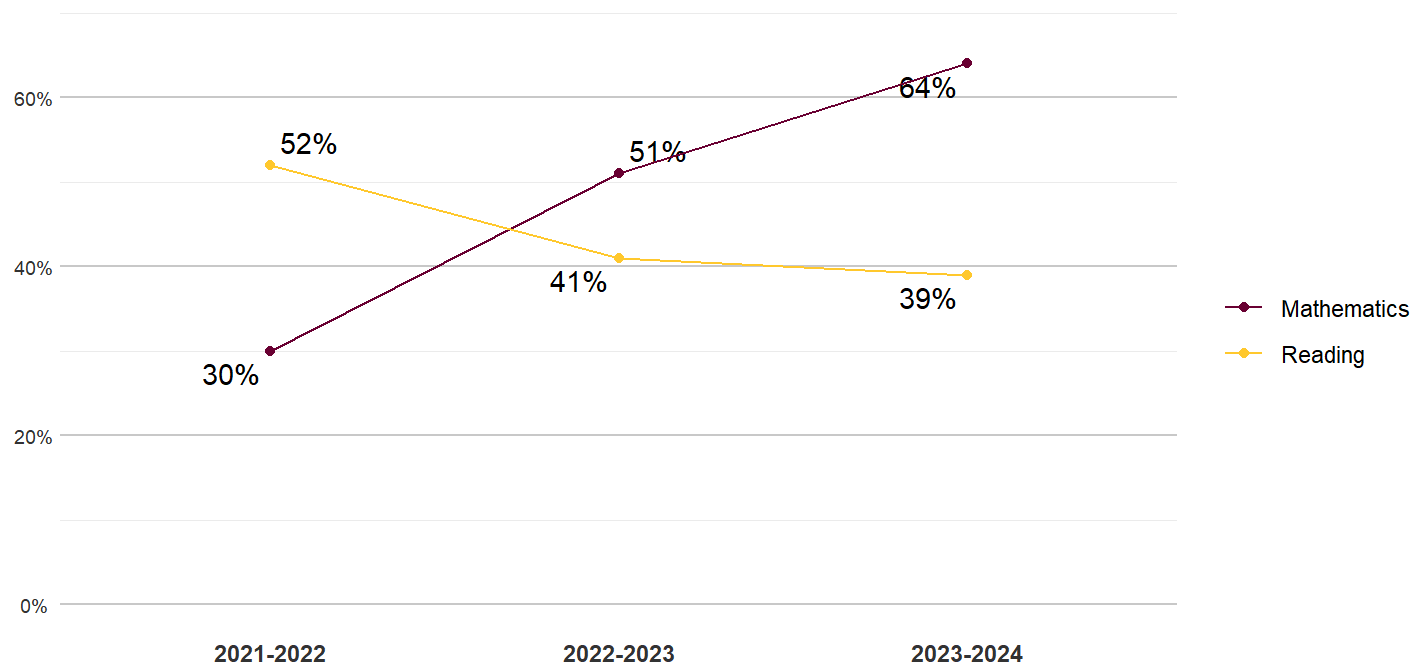


Reading

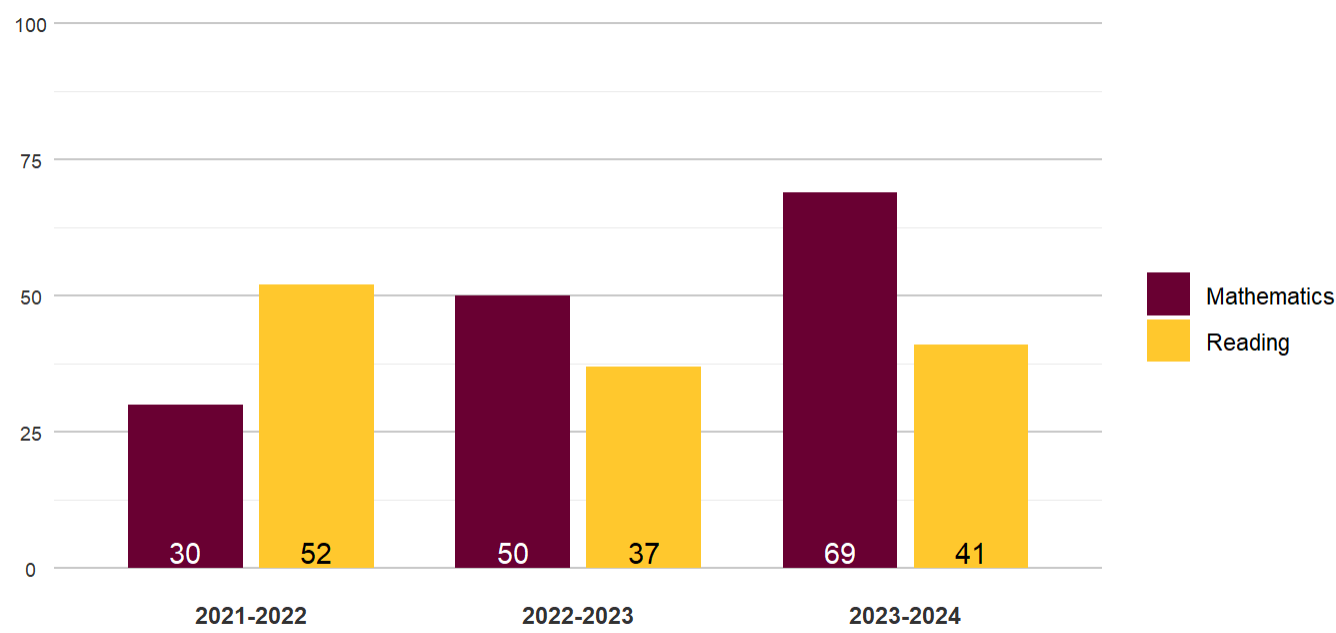


NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater
All Students Grades 6 - 8



Fall-to-Spring Median Growth Percentile
All Students Grades 6 - 8



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

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2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

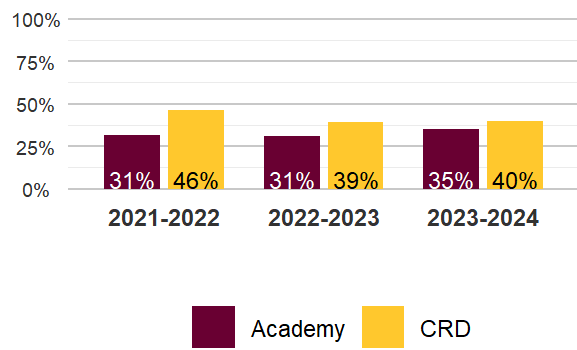


Kensington Woods Schools

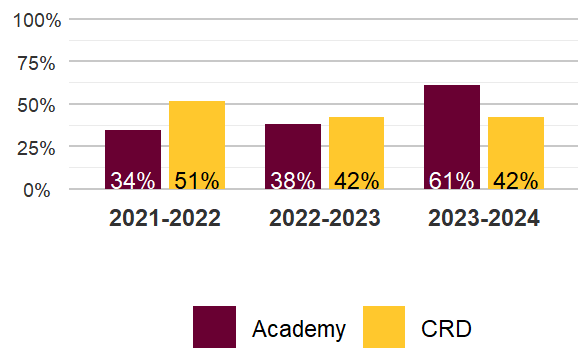
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 6 - 7

Mathematics

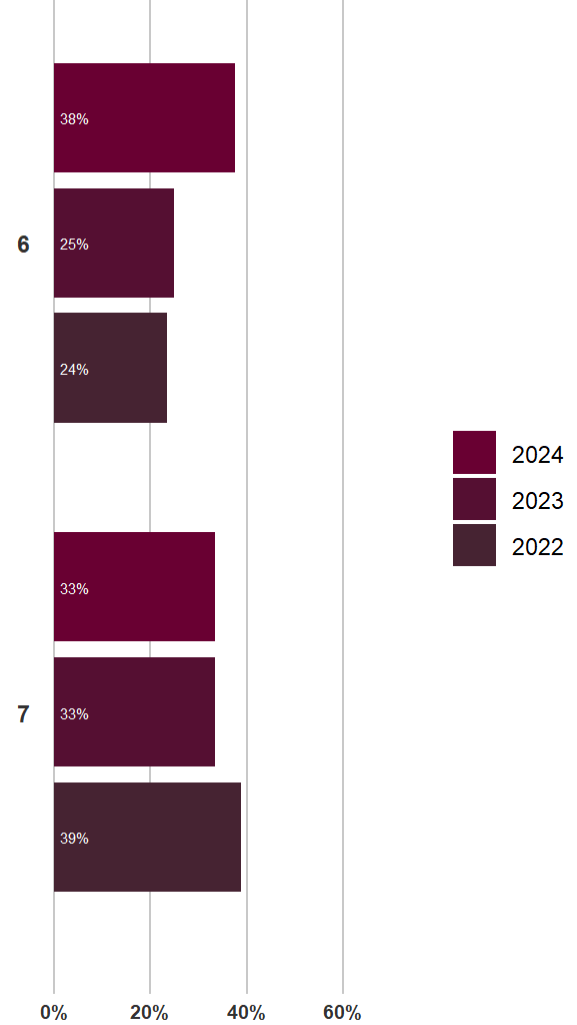


ELA

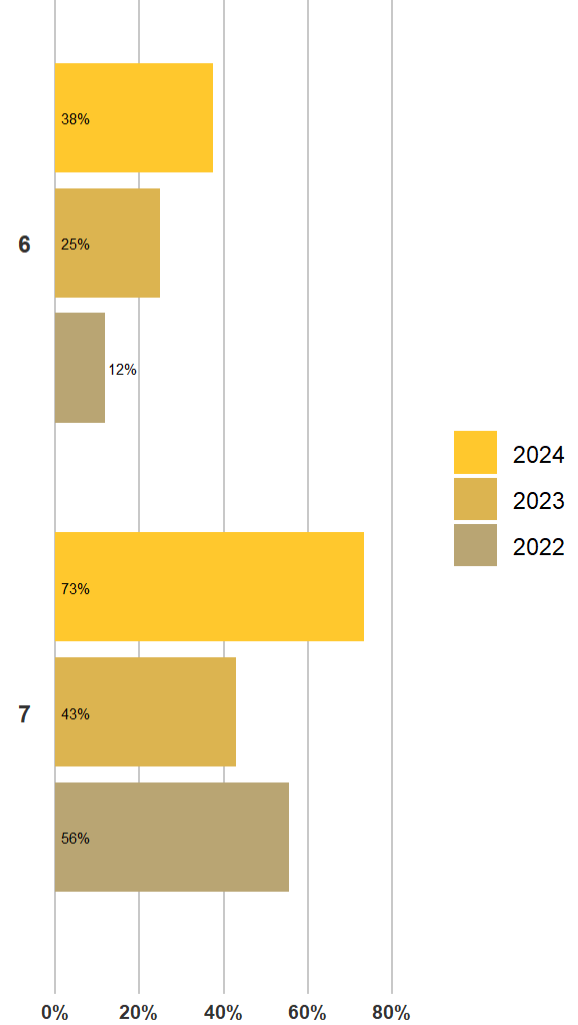


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. Please see the Guidance Document for more information.

Comparative Achievement (CRD) - SAT

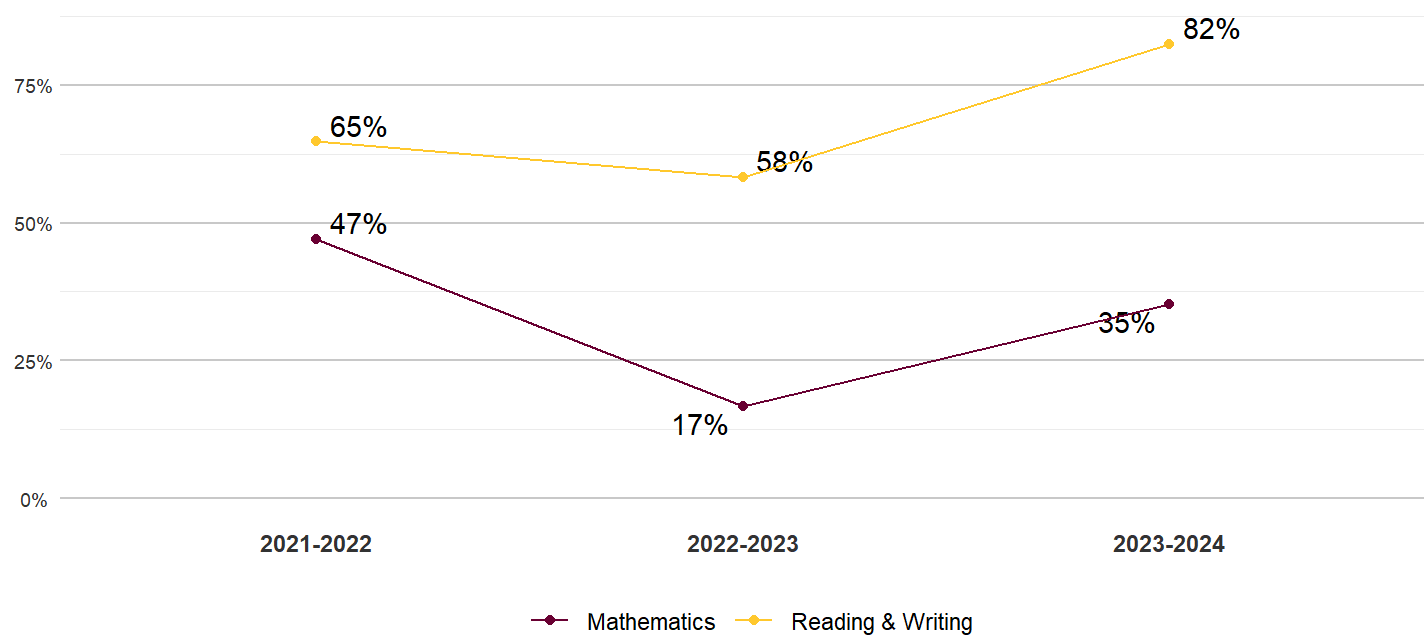
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2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

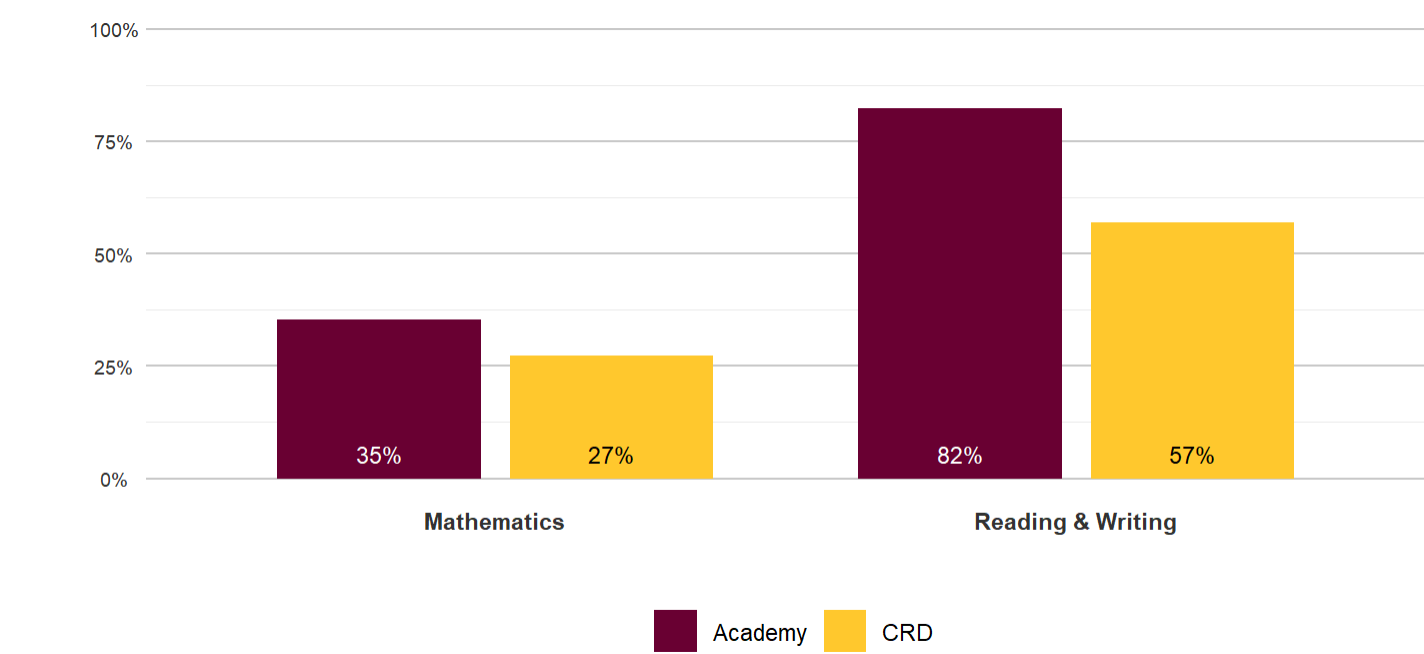


SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



School Profile: KIPP Detroit Imani Academy

District	KIPP Detroit Imani Academy	Initial Charter Applicant	Candace Rogers
District Code(s)	82775	School Property Owner	St. Suzanne/Our Lady Gate of Heaven Parish
Building Code(s)	04096	School Building Owner	St. Suzanne/Our Lady Gate of Heaven Parish
Location	19321 W. Chicago Detroit, MI 48228	Educational Service Provider (ESP)	KIPP Whole Child Center d/b/a KIPP Michigan
Phone	313-474-2777	ESP Contract Term	July 01, 2022 – June 30, 2027
Website	http://kippdetroit.org/	2023-24 Total Fees, Reimbursements, and Charges Collected	\$22,479.84
Grades Served	K-2	Special Education Cost Reimbursements Received in FY24	\$14,956.72
School Year Authorized	2020-2021		
Charter Contract Term	January 25, 2022 – June 30, 2027		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Kirk Mayes	President, Treasurer	June 24, 2021	January 14, 2026
Jamel Goodloe	Vice President	June 24, 2021	January 14, 2025
Cheryl Daniel	Secretary	February 06, 2024	January 14, 2028
Angy Webb	Director	June 30, 2022	January 14, 2027

Current Enrollment, Student Turnover Rate, and IEPs

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KIPP Detroit Imani Academy

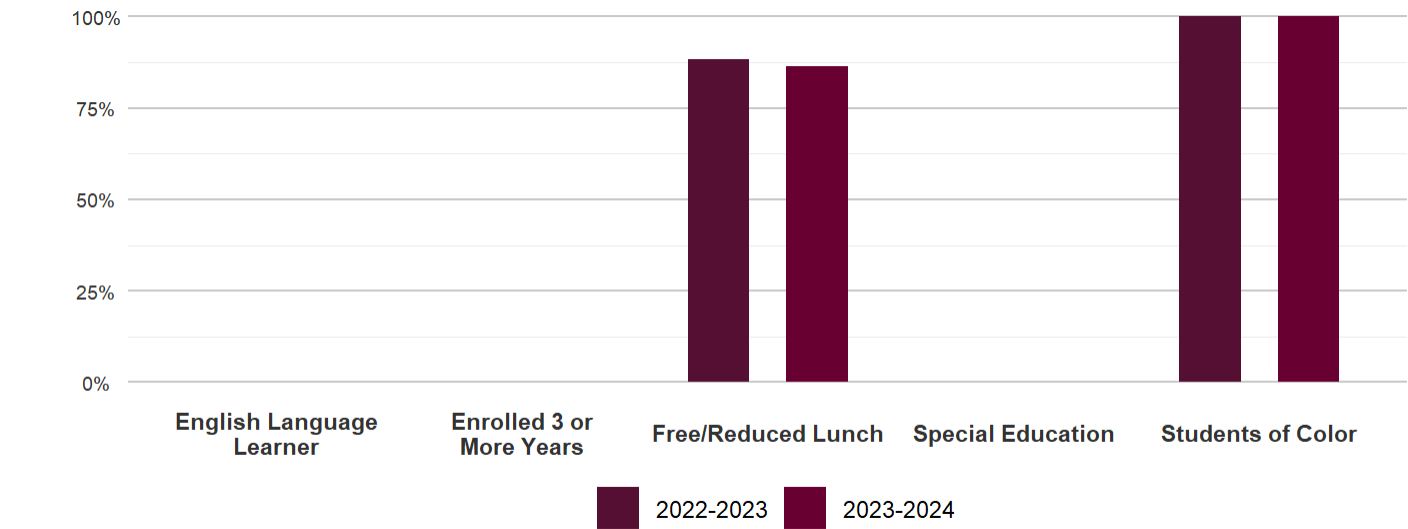


November 2024: State Assessment Update

KIPP Detroit Imani Academy

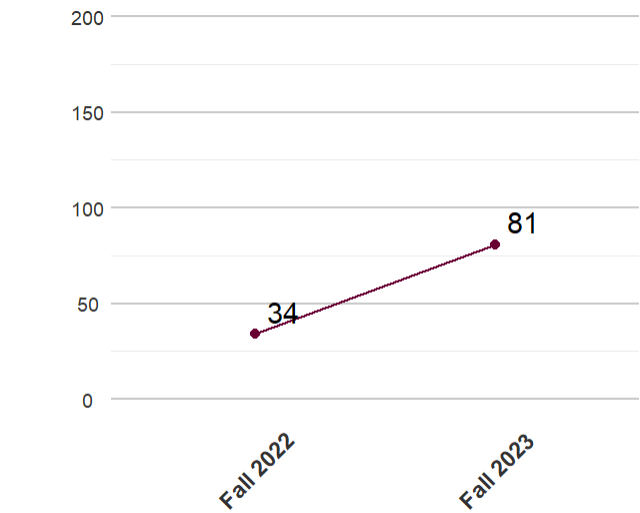
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24
English Language Learner	0.0%	0.0%
Special Education	0.0%	0.0%
Free/Reduced Lunch	88.2%	86.4%
Students of Color	100.0%	100.0%
Enrolled 3 or More Years	0.0%	0.0%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	78
School District of the City of Inkster	2
Romulus Community Schools	1

Due to grade levels served, academic performance data is not currently available.



School Profile: Linden Charter Academy

District	Linden Charter Academy	Initial Charter Applicant	Mark DeHaan
District Code(s)	25907	School Property Owner	Charter Development Company, L.L.C.
Building Code(s)	08739	School Building Owner	Charter Development Company, L.L.C.
Location	3244 Linden Road Flint, MI 48504	Educational Service Provider (ESP)	National Heritage Academies, Inc.
Phone	810-720-0515	ESP Contract Term	July 01, 2023 – June 30, 2028
Website	https://www.nhaschools.com/schools/Linden-Charter-Academy/en	2023-24 Total Fees, Reimbursements, and Charges Collected	\$223,388.88
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$122,006.67
School Year Authorized	1998-1999		
Charter Contract Term	July 01, 2023 – June 30, 2028		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Jasmine Tincoff	President	April 18, 2024	May 12, 2028
Christina Rice	Vice President	April 20, 2023	May 12, 2027
Sonia Breed	Secretary	June 24, 2021	May 12, 2025
Jonathan Blanchard	Treasurer	February 06, 2024	May 12, 2026
Krystal Brown	Director	February 06, 2024	May 12, 2025

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	107	93	92	84	92	76	86	87	84	N/A	N/A	N/A	N/A	801	88
2024-25	107	92	95	89	84	91	82	86	88	N/A	N/A	N/A	N/A	814	N/A



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Linden Charter Academy

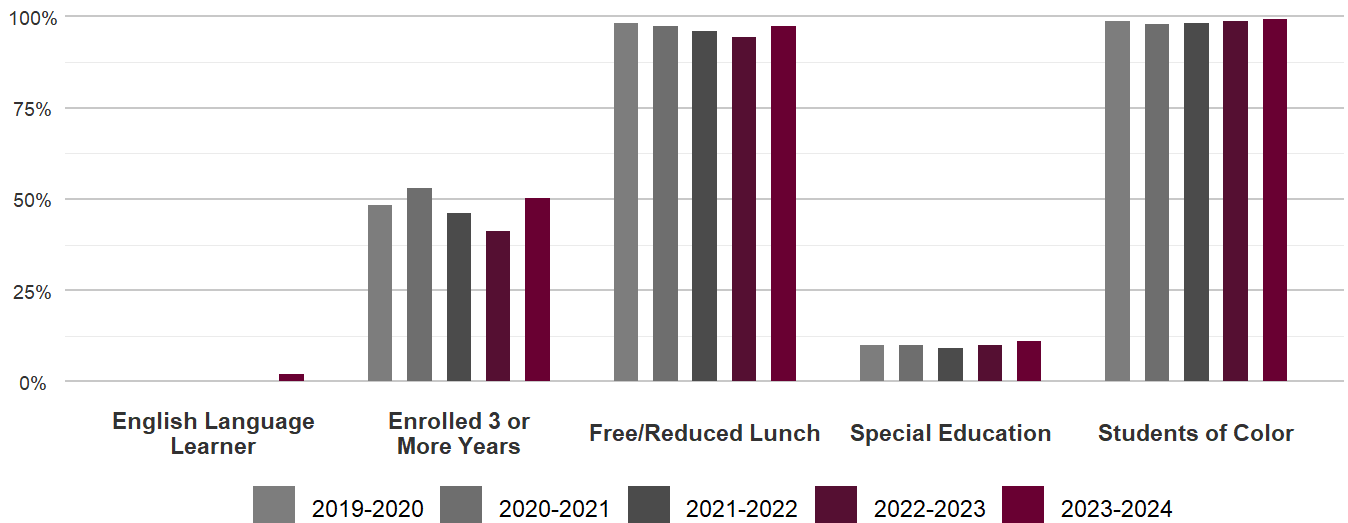


September 2024: State Assessment Update

Linden Charter Academy

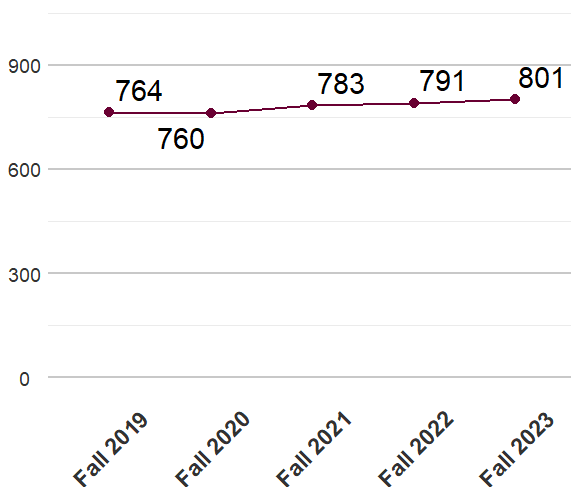
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	2.1%
Special Education	9.9%	10.0%	9.2%	10.1%	11.0%
Free/Reduced Lunch	98.2%	97.4%	95.9%	94.3%	97.3%
Students of Color	98.8%	97.9%	98.1%	98.9%	99.3%
Enrolled 3 or More Years	48.4%	53.0%	46.1%	41.2%	50.3%

Enrollment



Where Students Come From

Assigned District	Students
Flint, School District of the City of	526
Carman-Ainsworth Community Schools	94
Beecher Community School District	89
Westwood Heights Schools	34
Flushing Community Schools	21
Mt. Morris Consolidated Schools	12
Clio Area School District	6
Swartz Creek Community Schools	6
Davison Community Schools	4
Other	9

Linden Charter Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

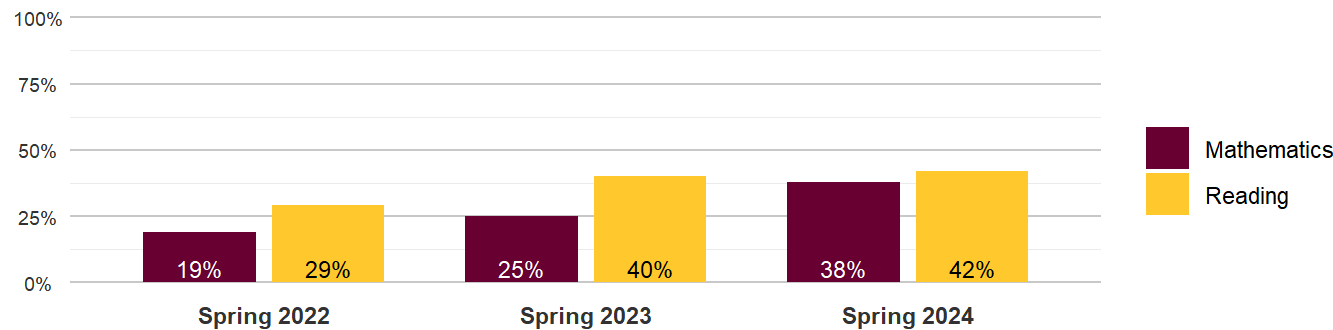


Linden Charter Academy

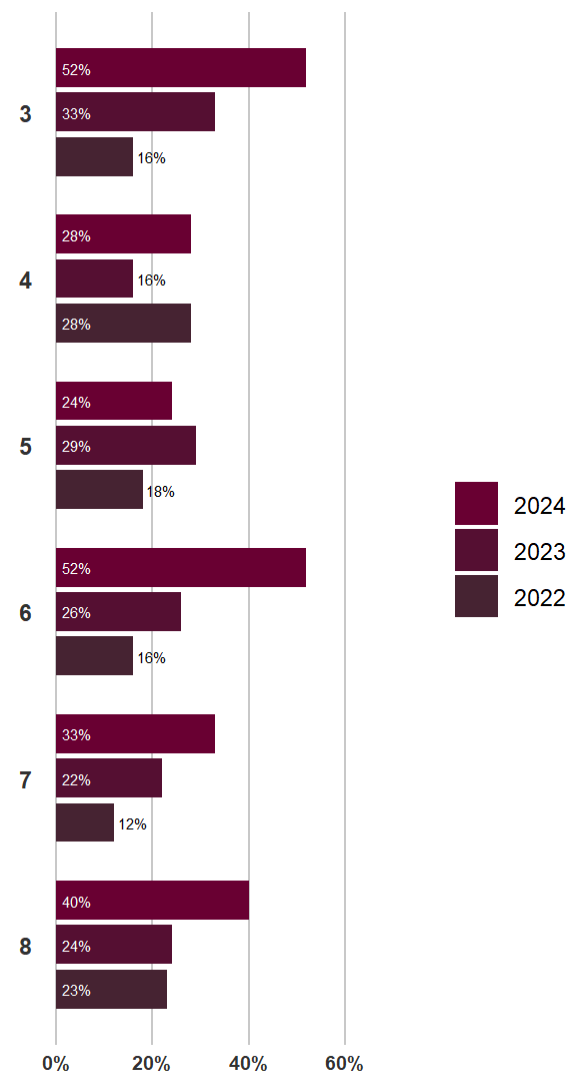
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

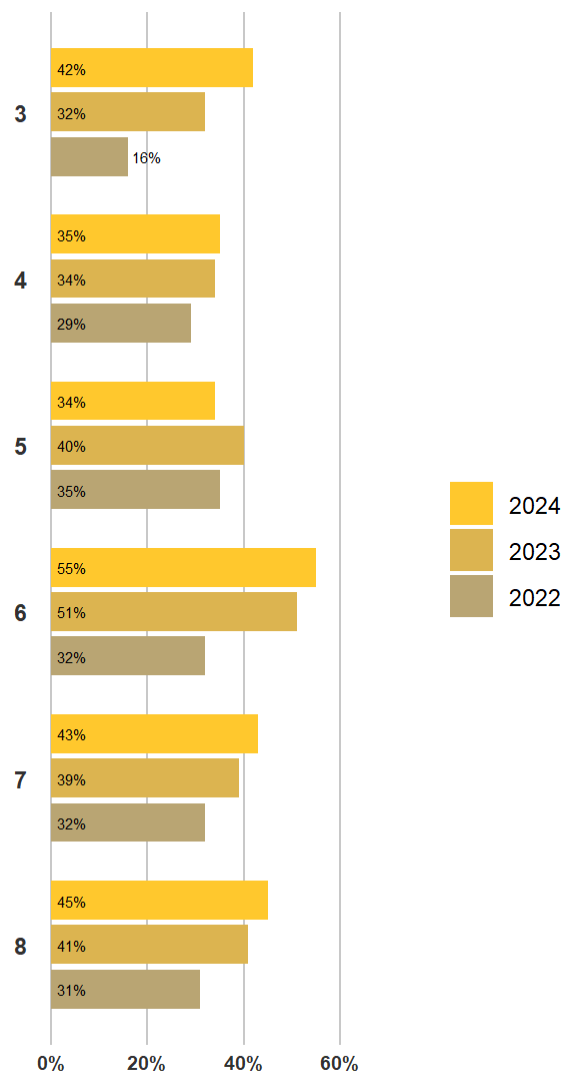
School-Wide by Year



By Grade Level Mathematics



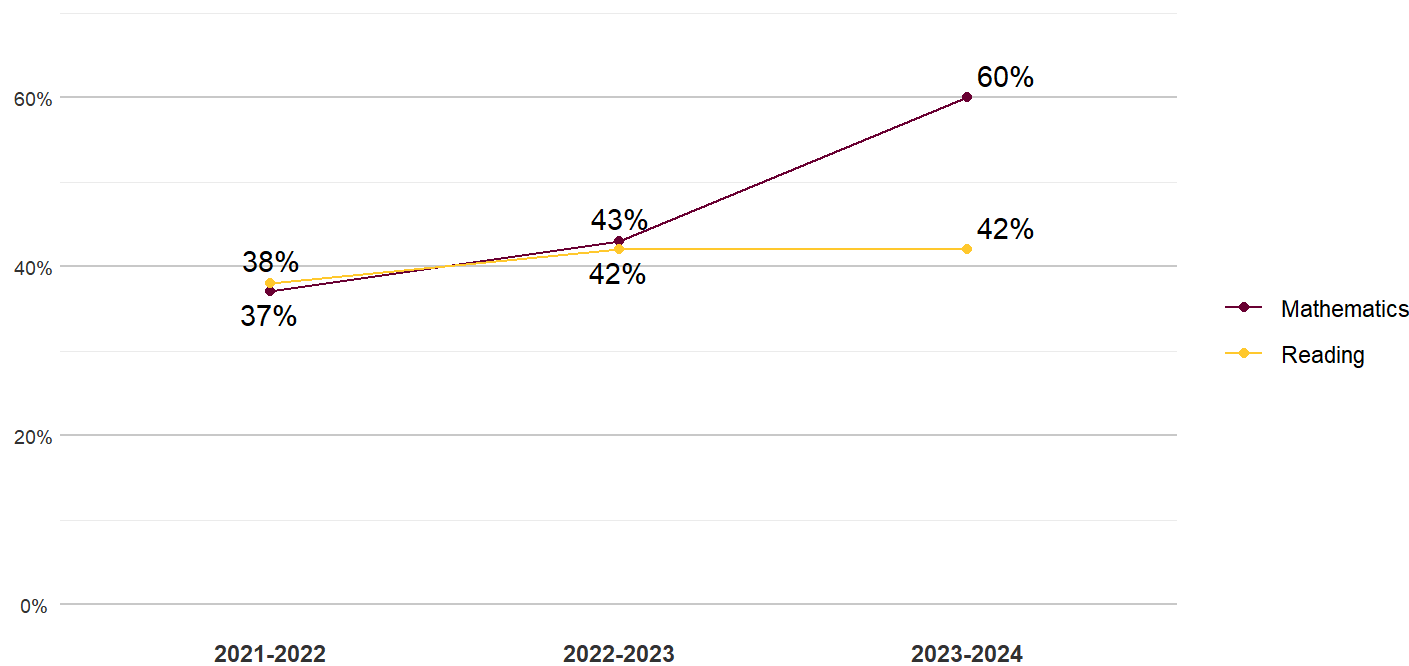
Reading



NWEA MAP Fall-to-Spring Growth

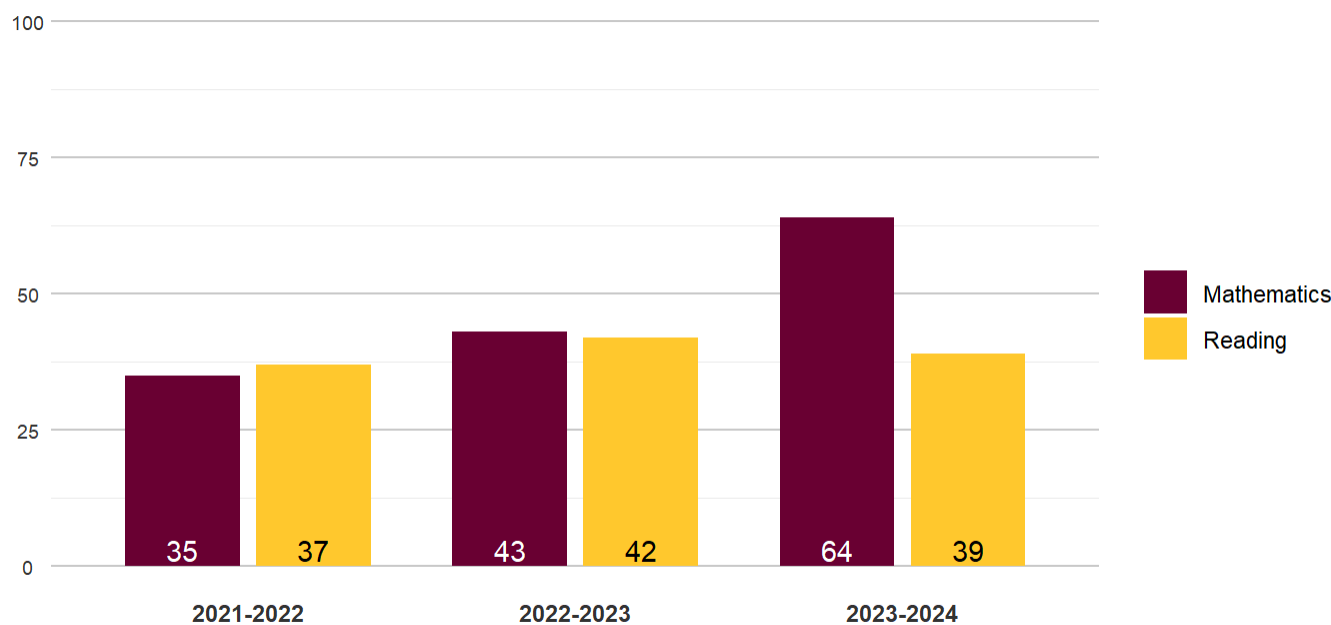
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

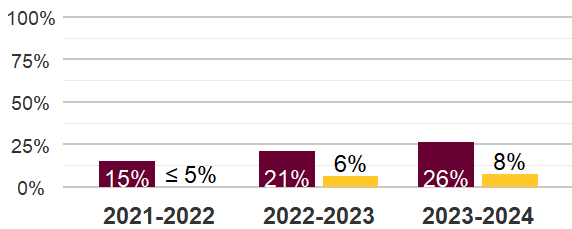


Linden Charter Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

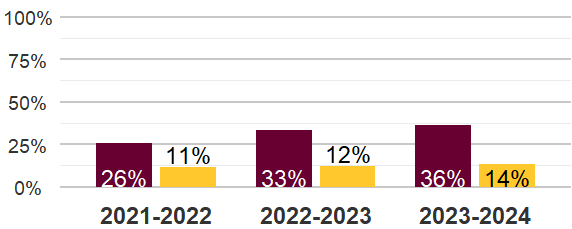
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

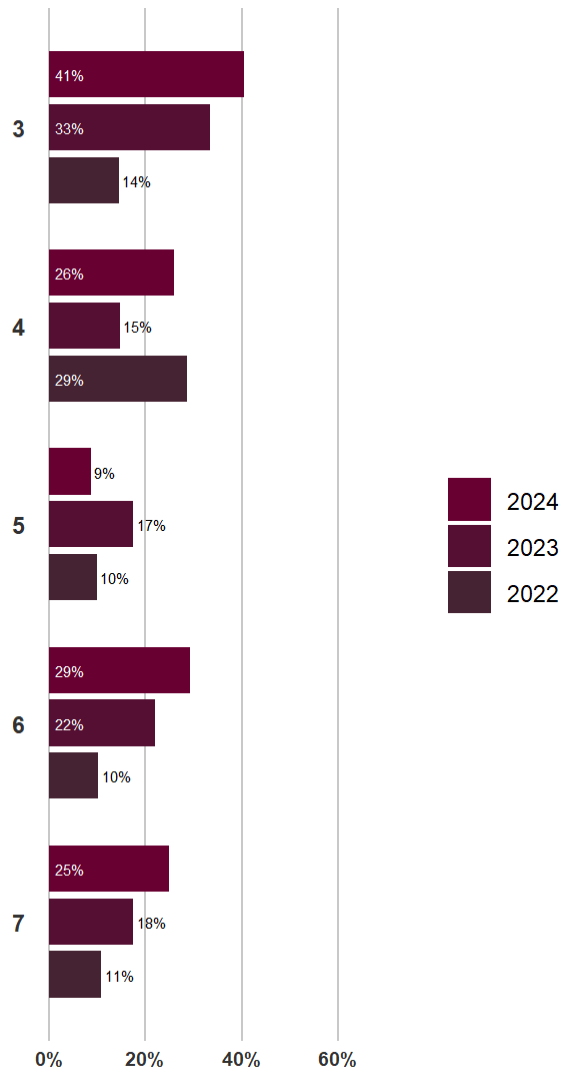
ELA



Academy CRD

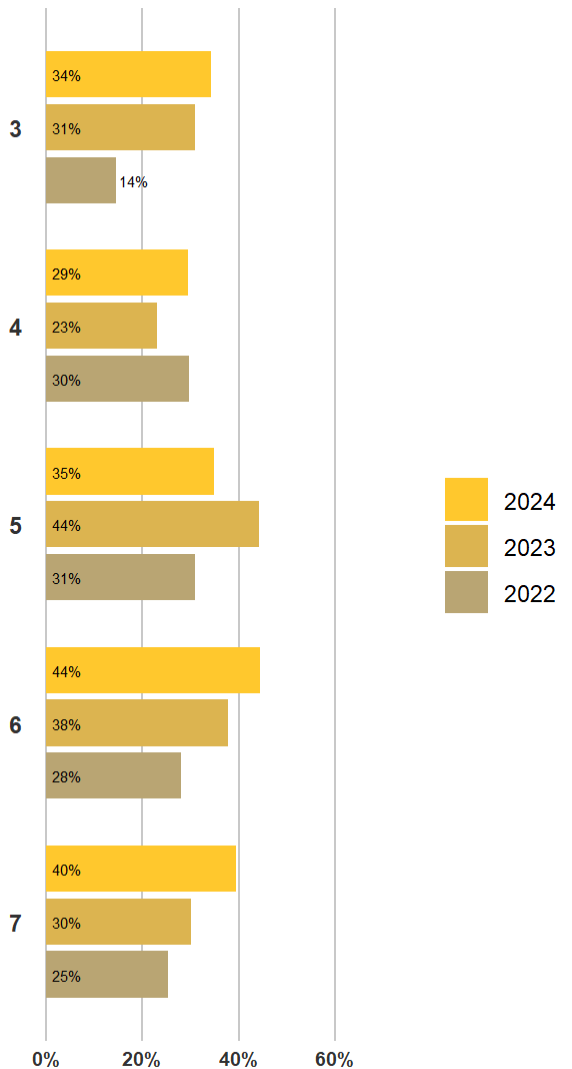
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022

School Profile: Macomb Academy

District	Macomb Academy	Initial Charter Applicant	Gaile Rice
District Code(s)	50901	School Property Owner	Macomb Academy
Building Code(s)	08051	School Building Owner	Macomb Academy
Location	39092 Garfield Rd. Clinton Township, MI 48038	Educational Service Provider (ESP)	Self-Managed
Phone	586-228-2201	ESP Contract Term	Not Applicable
Website	http://www.macombacademy.net	2023-24 Total Fees, Reimbursements, and Charges Collected	\$20,404.53
Grades Served	12	Special Education Cost Reimbursements Received in FY24	\$114,176.79
School Year Authorized	1994-1995		
Charter Contract Term	July 01, 2024 – June 30, 2025		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Marilyn Wittstock	President	June 25, 2024	September 06, 2028
Felicia Westbrook-Hilton	Vice President	April 20, 2023	September 06, 2026
Melina Chynoweth	Secretary	June 29, 2023	September 06, 2027
Michael Cadrette	Treasurer	June 25, 2024	September 06, 2028
Traci Comer-Scarsella	Director	June 24, 2021	September 06, 2025

Current Enrollment, Student Turnover Rate, and IEPs

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Macomb Academy

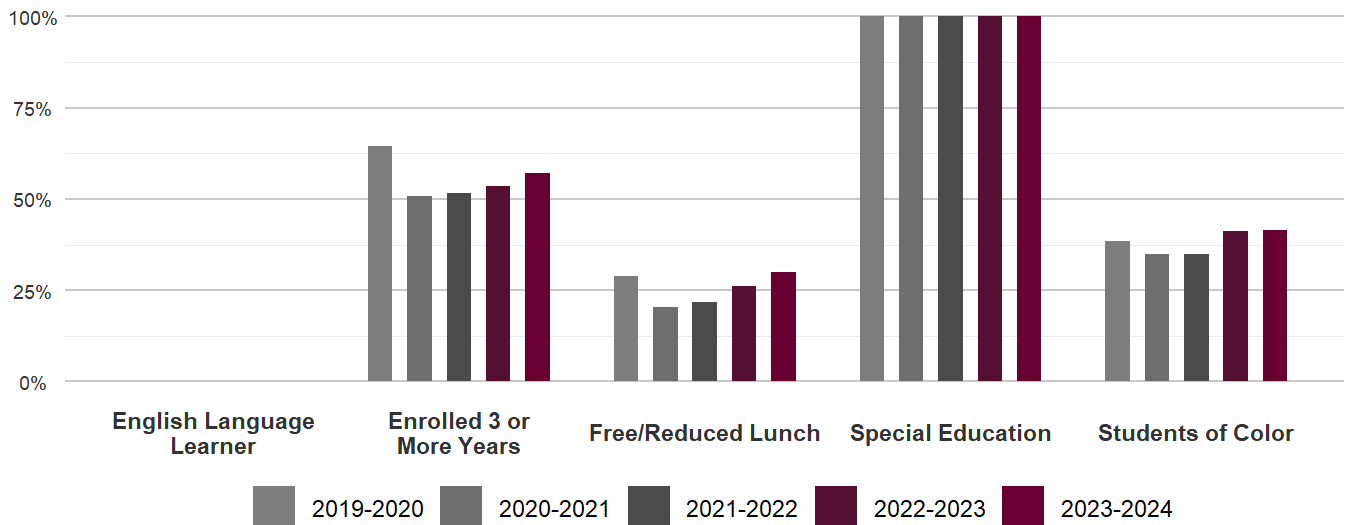


August 2024

Macomb Academy

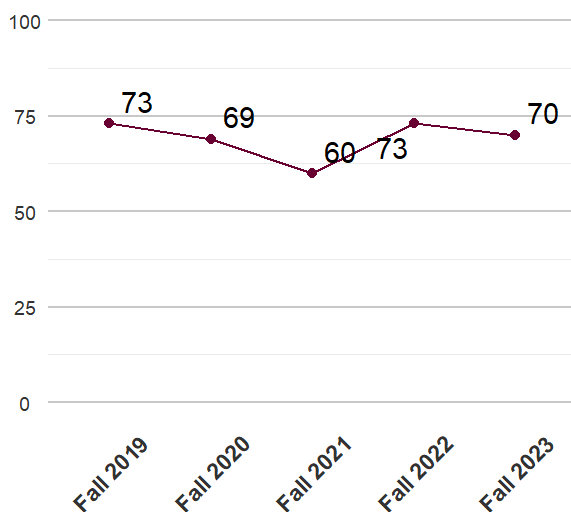
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	100.0%	100.0%	100.0%	100.0%	100.0%
Free/Reduced Lunch	28.8%	20.3%	21.7%	26.0%	30.0%
Students of Color	38.4%	34.8%	35.0%	41.1%	41.4%
Enrolled 3 or More Years	64.4%	50.7%	51.7%	53.4%	57.1%

Enrollment



Where Students Come From

Assigned District	Students
Chippewa Valley Schools	17
Warren Consolidated Schools	13
Eastpointe Community Schools	6
L'Anse Creuse Public Schools	6
Anchor Bay School District	5
Utica Community Schools	5
Warren Woods Public Schools	4
Roseville Community Schools	3
Clintondale Community Schools	2
Other	9

Educational Goals for Macomb Academy

Macomb Academy is a post-secondary opportunity for young adults with special needs. The Academy provides job training and life skills for transition into independent living. The Educational Goals contained in their Charter Contract have been adapted to reflect the students they serve and their unique mission. The Life Centered Career Education (LCCE) assessment is administered to students at the beginning and the end of the school year to assess students in three core competencies: Daily Living Skills, Self Determination & Interpersonal Skills, and Employment Skills.

LCCE: Daily Living Skills

The Center uses the fall test score as a baseline and expects that each student will gain at least five points between the fall and spring administration of the assessment. The percentage of students gaining at least five points on the assessment is reported below. The Academy is expected to demonstrate that at least 50% of students gain at least five points on the Daily Living Skills portion of the assessment in one school year.

2023-24 - Percent of Students Meeting Goal

93%

LCCE: Self Determination & Interpersonal Skills

The Center uses the fall test score as a baseline and expects that each student will gain at least three points between the fall and spring administration of the assessment. The percentage of students gaining at least three points on the assessment is reported below. The Academy is expected to demonstrate that at least 50% of students gain at least three points on the Self Determination & Interpersonal Skills portion of the assessment in one school year.

2023-24 - Percent of Students Meeting Goal

94%

LCCE: Employment Skills

The Center uses the fall test score as a baseline and expects that each student will gain at least two points between the fall and spring administration of the assessment. The percentage of students gaining at least two points on the assessment is reported below. The Academy is expected to demonstrate that at least 50% of students gain at least two points on the Employment Skills portion of the assessment in one school year.

2023-24 - Percent of Students Meeting Goal

96%



School Profile: Michigan Educational Choice Center

District	Michigan Educational Choice Center	Initial Charter Applicant	James Schelberg
District Code(s)	82751	School Property Owner	St. Raymond/Our Lady of Good Counsel Parish Detroit
Building Code(s)	04222	School Building Owner	St. Raymond/Our Lady of Good Counsel Parish Detroit
Location	20045 Joann Ave. Detroit, MI 48205	Educational Service Provider (ESP)	Entrepreneurial Ventures in Education, Inc.
Phone	313-426-1020	ESP Contract Term	July 01, 2023 – June 30, 2026
Website	https://www.phalenacademies.org/trix	2023-24 Total Fees, Reimbursements, and Charges Collected	\$73,985.44
Grades Served	K-8	Special Education Cost	\$38,343.64
School Year Authorized	2017-2018	Reimbursements Received in FY24	
Charter Contract Term	July 01, 2023 – June 30, 2026		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Monifa Gray	President	June 30, 2022	January 15, 2025
Maria Montoya	Vice President	February 11, 2021	January 15, 2026
Lester Thomas	Secretary	December 08, 2022	January 15, 2027
Darnell Boynton	Treasurer	December 08, 2022	January 15, 2027
Nicole Guillebeaux	Director	June 30, 2022	January 15, 2026
Alvin Lockett	Director	February 06, 2024	January 15, 2028
Angianina Rodriguez	Director	February 06, 2024	January 15, 2029

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	28	36	40	25	31	23	29	27	20	N/A	N/A	N/A	N/A	259	22
2024-25	40	29	46	45	30	30	21	34	28	N/A	N/A	N/A	N/A	303	N/A



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Michigan Educational Choice Center

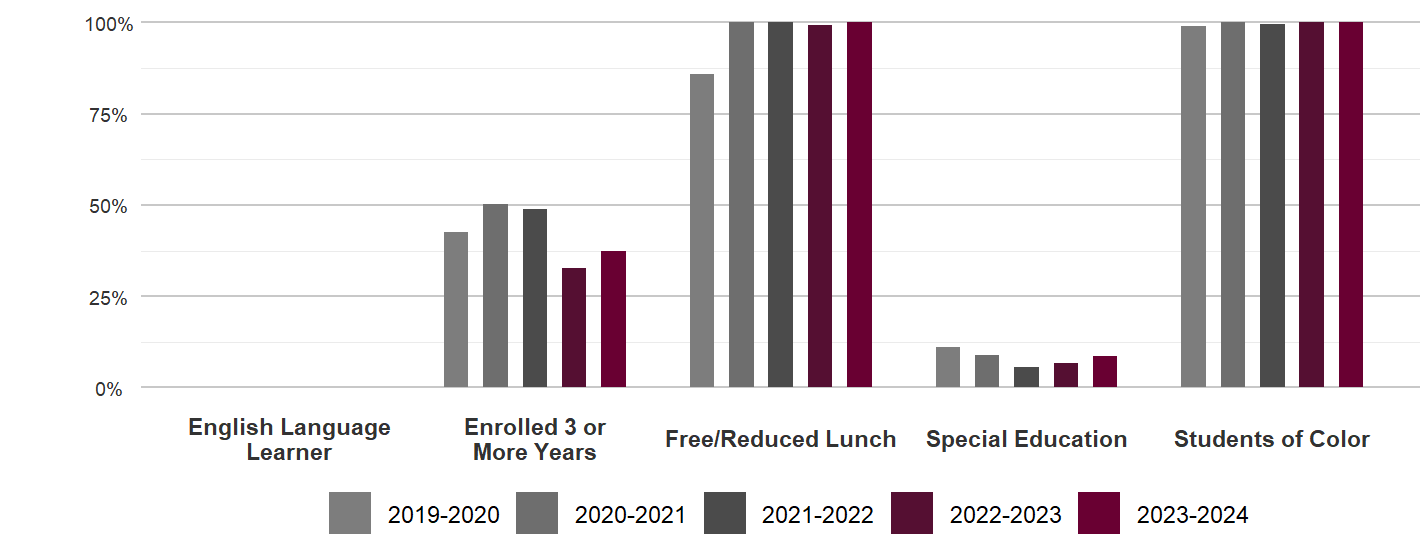


September 2024: State Assessment Update

Michigan Educational Choice Center

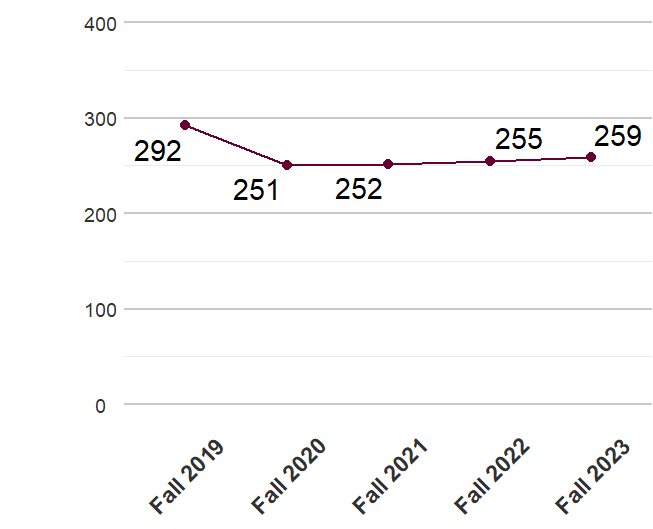
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	11.0%	8.8%	5.6%	6.7%	8.5%
Free/Reduced Lunch	86.0%	100.0%	100.0%	99.2%	100.0%
Students of Color	99.0%	100.0%	99.6%	100.0%	100.0%
Enrolled 3 or More Years	42.6%	50.2%	48.8%	32.7%	37.5%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	251
Warren Consolidated Schools	7
Eastpointe Community Schools	1

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

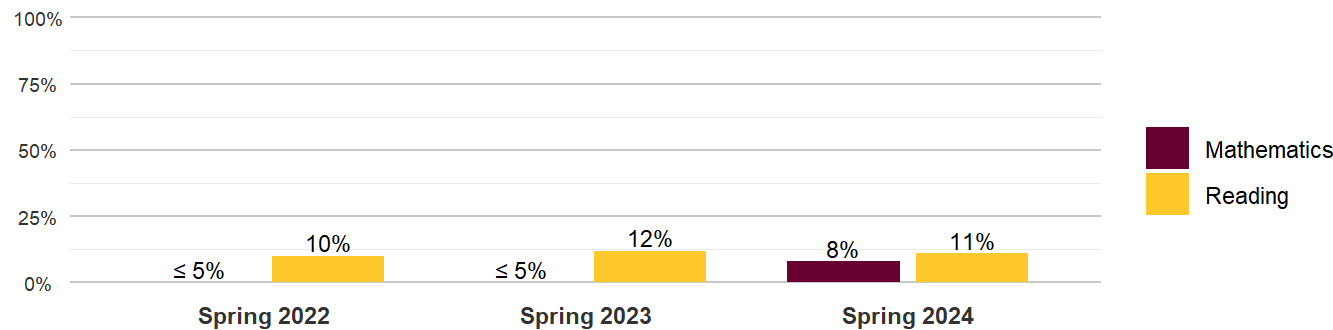


Michigan Educational Choice Center

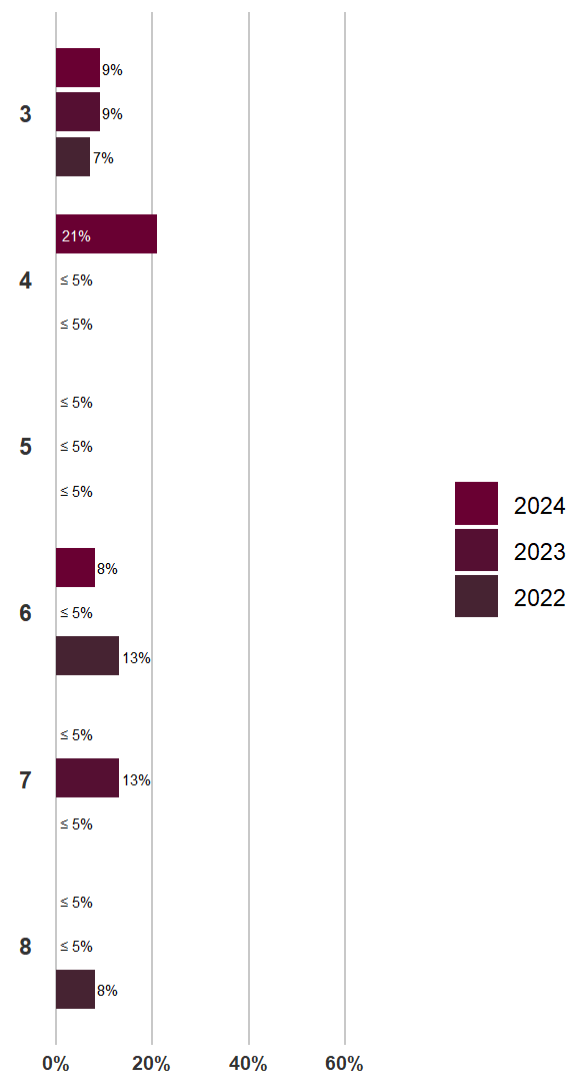
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

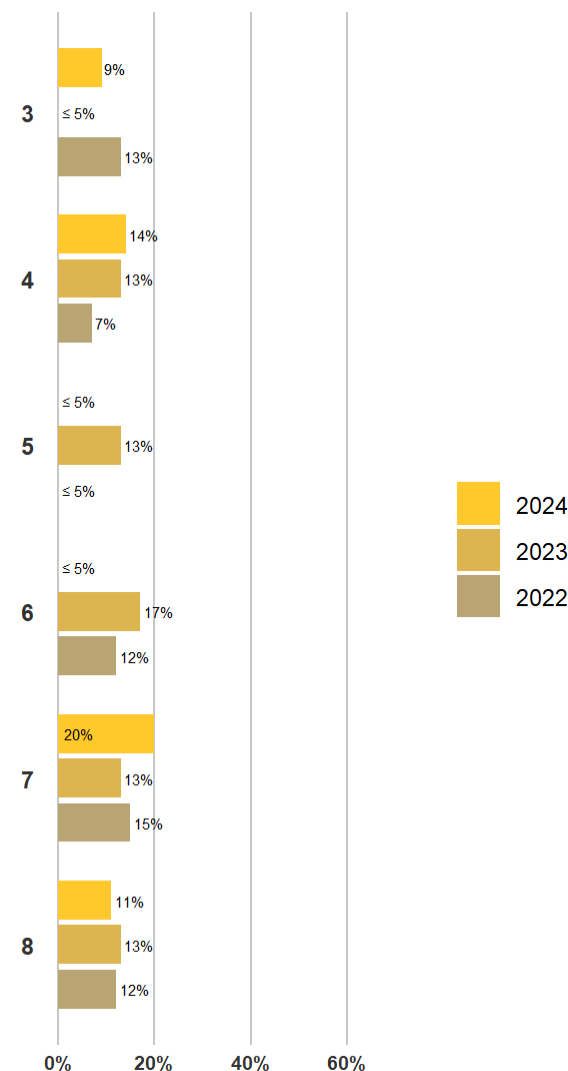
School-Wide by Year



By Grade Level Mathematics



Reading



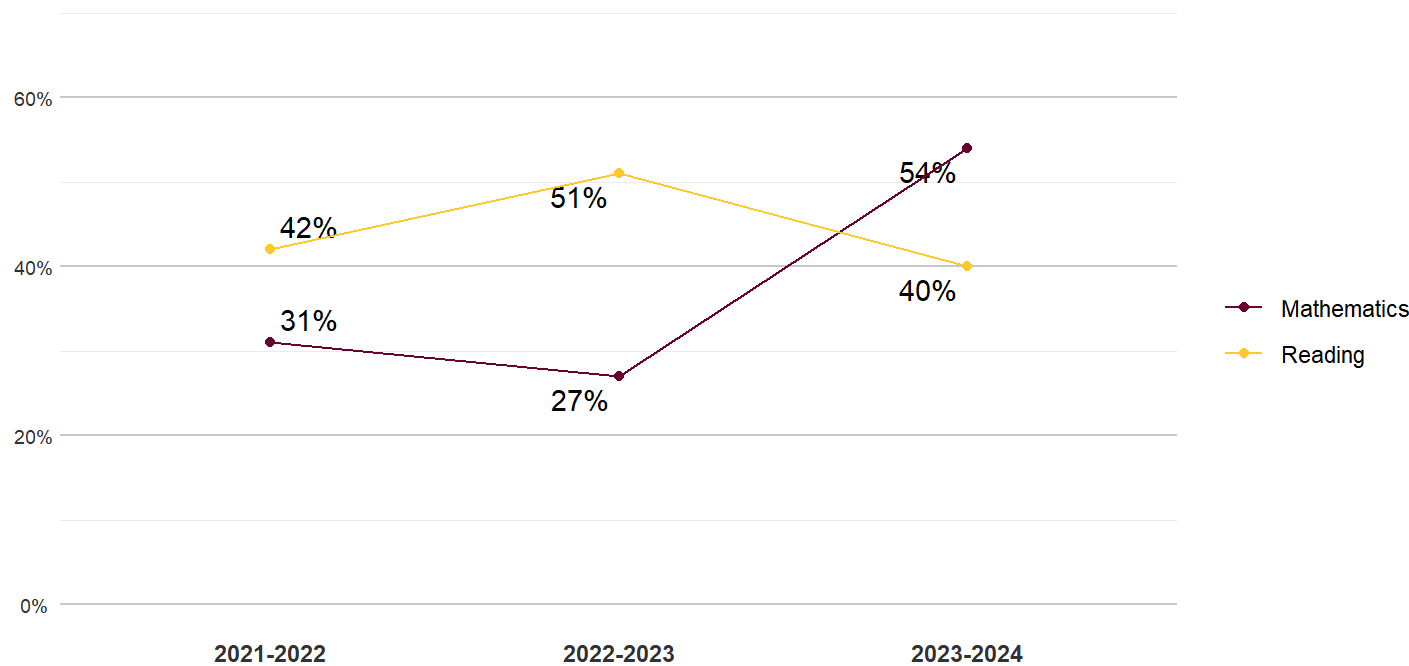
Michigan Educational Choice Center

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NWEA MAP Fall-to-Spring Growth

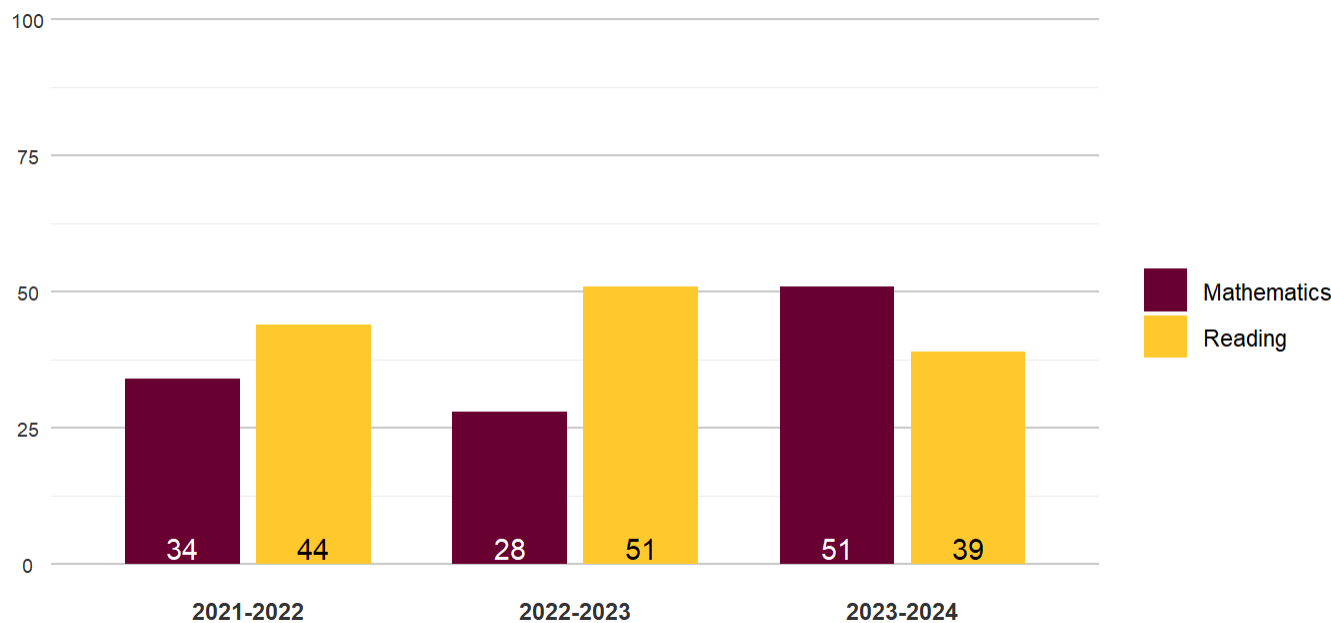
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



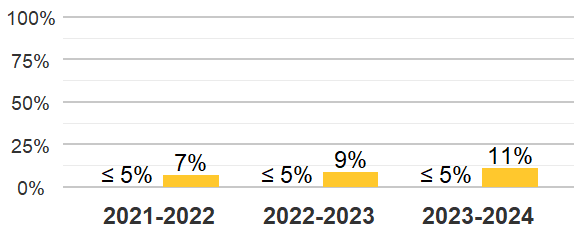
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

Michigan Educational Choice Center

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

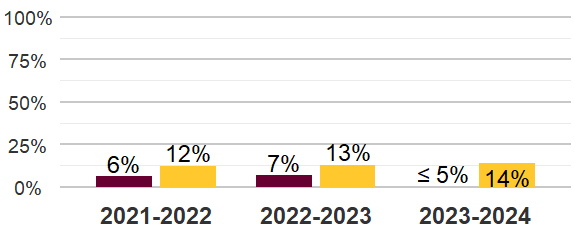
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

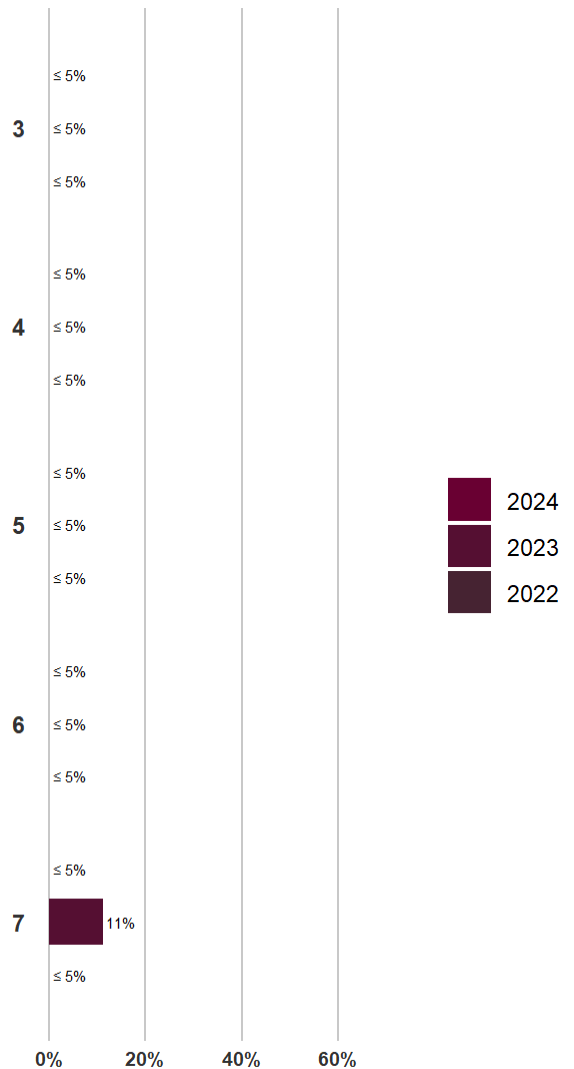
ELA



Academy CRD

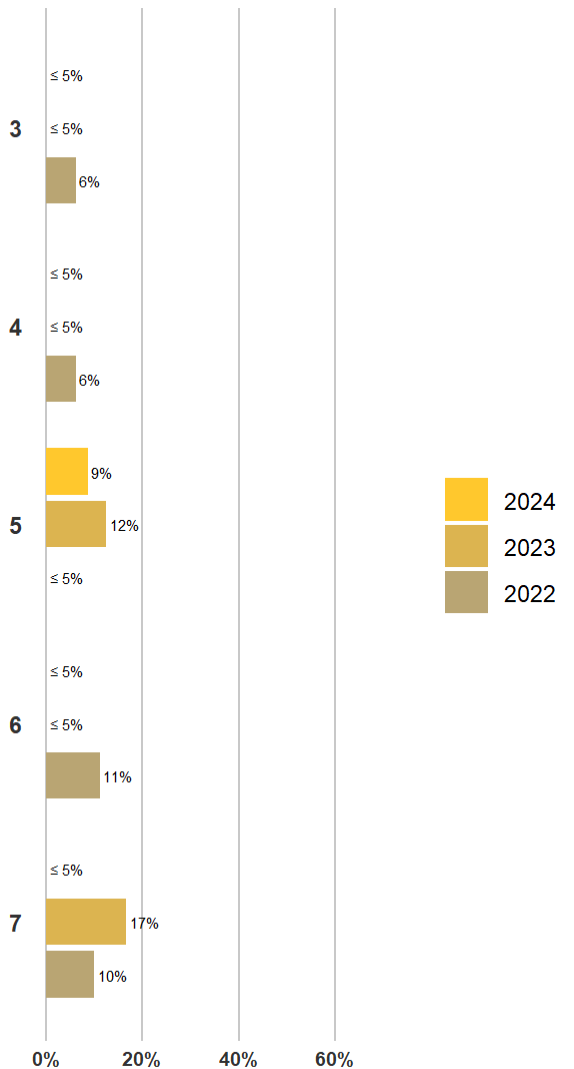
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022



School Profile: Mid-Michigan Leadership Academy

District	Mid-Michigan Leadership Academy	Initial Charter Applicant	Paul DeWeese/Nancy Hillegonds/Mike Green
District Code(s)	33904	School Property Owner	Mid-Michigan Leadership Academy
Building Code(s)	08323	School Building Owner	Mid-Michigan Leadership Academy
Location	730 West Maple Lansing, MI 48906	Educational Service Provider (ESP)	CS Partners, Inc. and CSP Management Inc. d/b/a Partner Solutions For Schools
Phone	517-485-5379	ESP Contract Term	July 01, 2024 – June 30, 2025
Website	http://www.mmlalions.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$94,671.49
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$107,074.56
School Year Authorized	1995-1996		
Charter Contract Term	July 01, 2024 – June 30, 2025		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Nicholas Benavides	President	June 25, 2024	July 28, 2028
Robert Macomber	Vice President	June 25, 2024	July 28, 2028
Monique Williamson	Secretary	February 16, 2023	July 28, 2026
Nettavia Curry	Treasurer	June 29, 2023	July 28, 2027

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	38	32	36	20	41	44	42	24	22	N/A	N/A	N/A	N/A	299	49
2024-25	40	38	31	39	29	36	37	45	22	N/A	N/A	N/A	N/A	317	N/A



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SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Mid-Michigan Leadership Academy

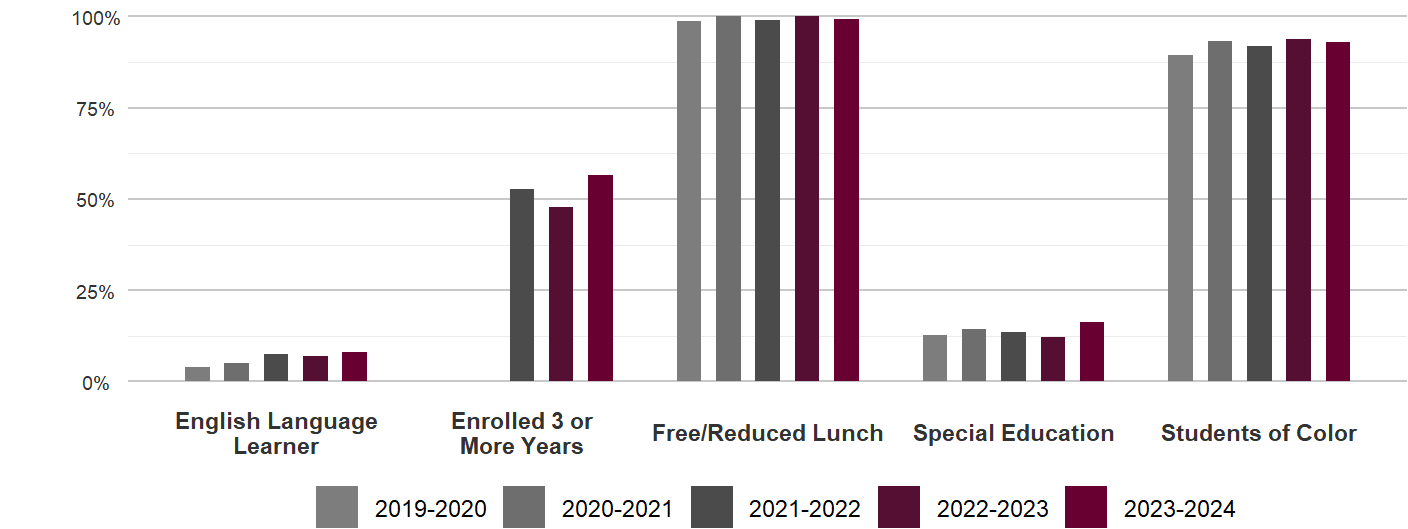


September 2024: State Assessment Update

Mid-Michigan Leadership Academy

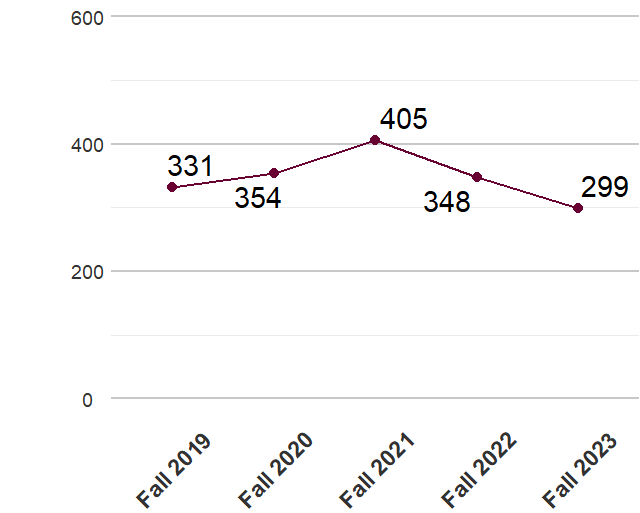
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	3.9%	5.1%	7.4%	6.9%	8.0%
Special Education	12.7%	14.4%	13.6%	12.1%	16.4%
Free/Reduced Lunch	98.8%	100.0%	99.0%	100.0%	99.3%
Students of Color	89.4%	93.2%	91.9%	93.7%	93.0%
Enrolled 3 or More Years	0.0%	0.0%	52.8%	47.9%	56.7%

Enrollment



Where Students Come From

Assigned District	Students
Lansing Public School District	300

Mid-Michigan Leadership Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile



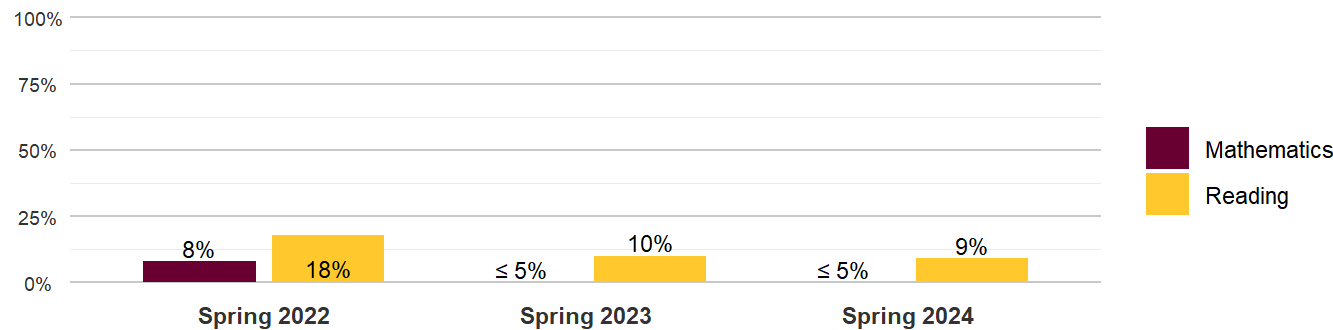
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

Mid-Michigan Leadership Academy

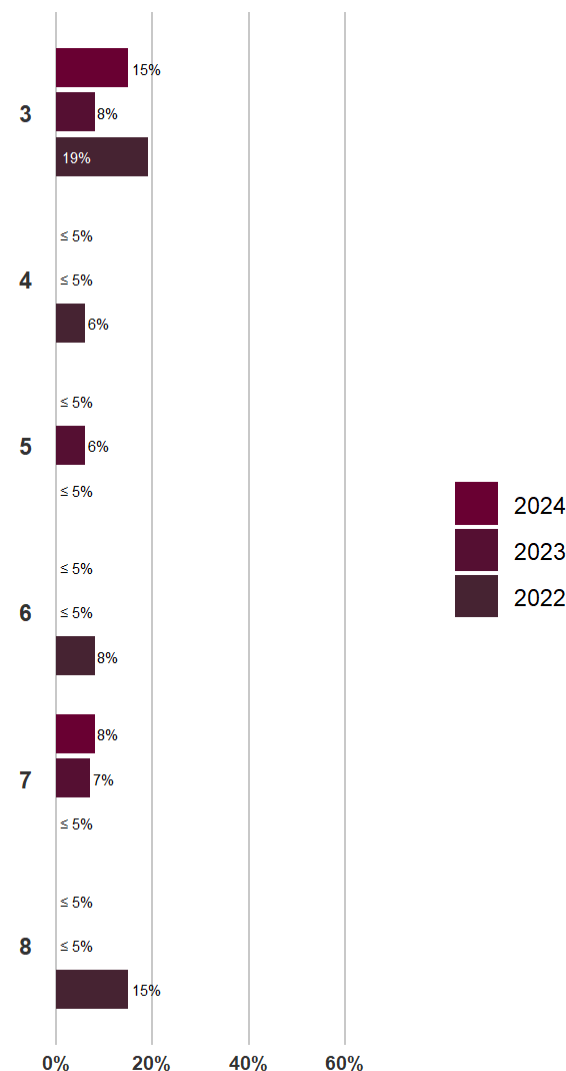
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

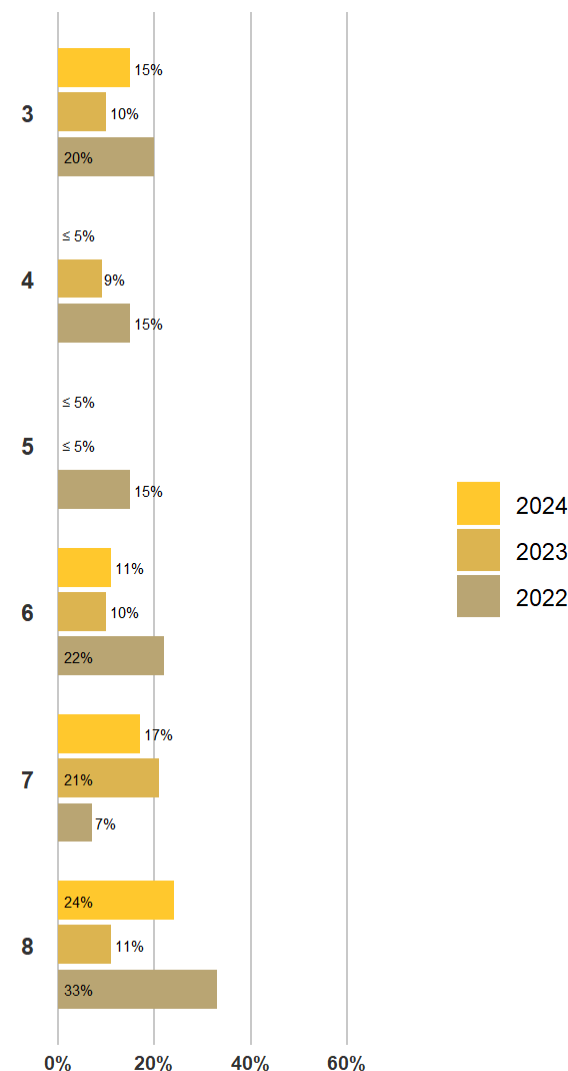
School-Wide by Year



By Grade Level Mathematics



Reading



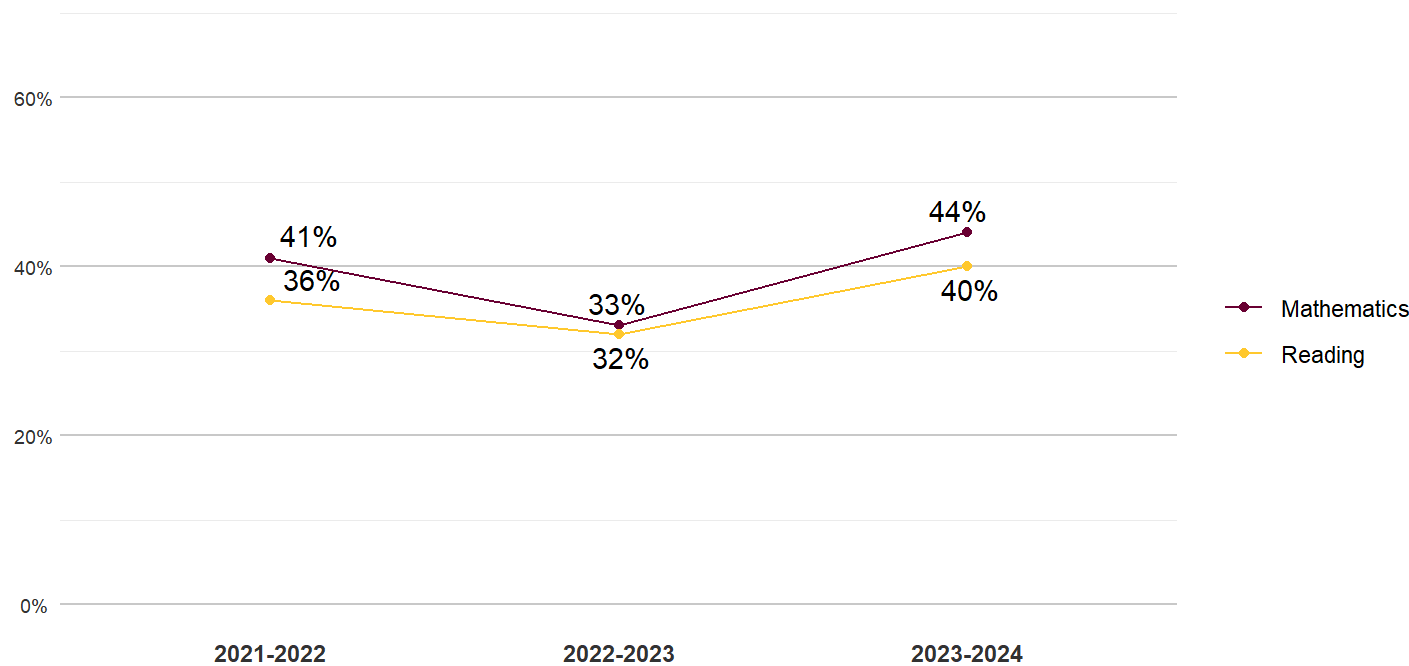
Mid-Michigan Leadership Academy

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NWEA MAP Fall-to-Spring Growth

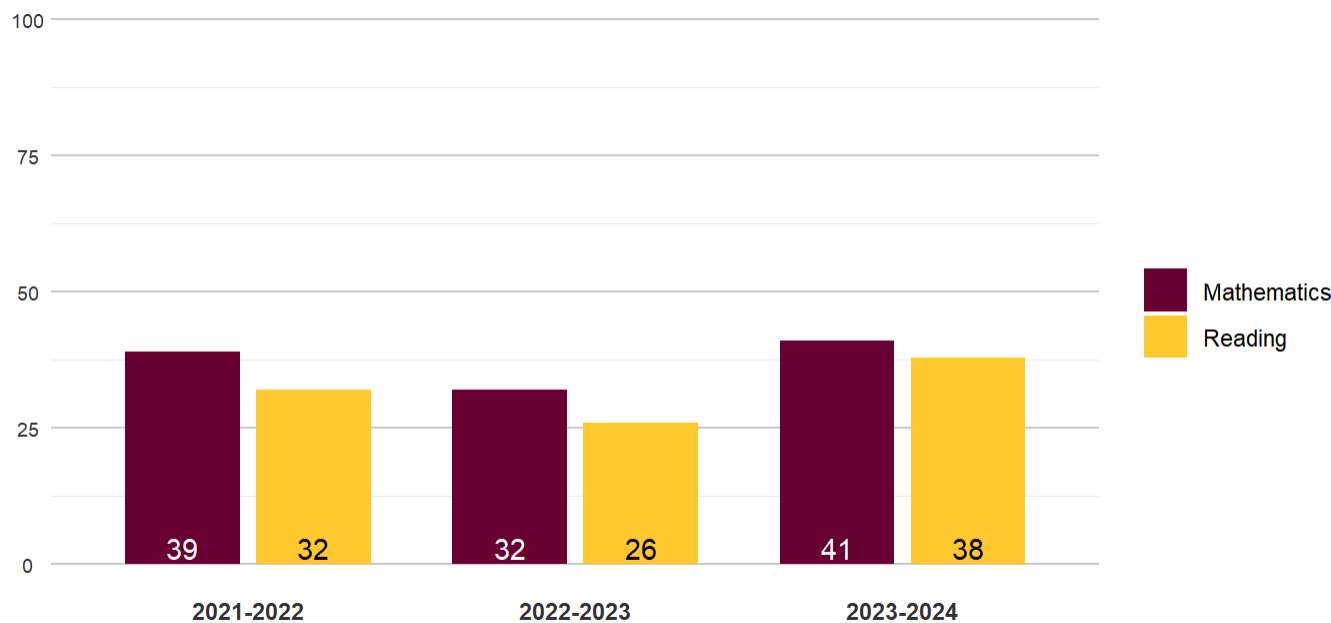
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Mid-Michigan Leadership Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



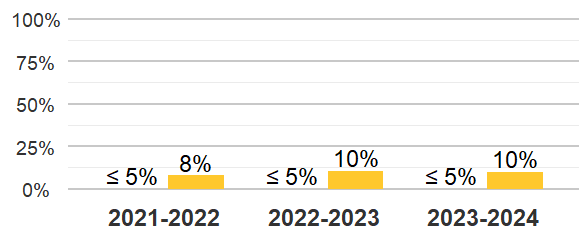
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Mid-Michigan Leadership Academy

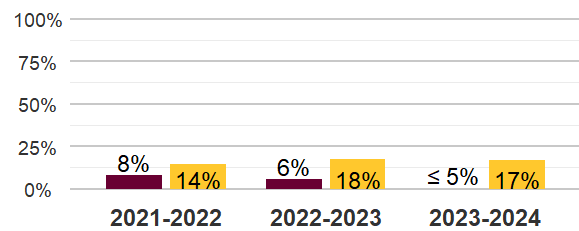
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Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



ELA

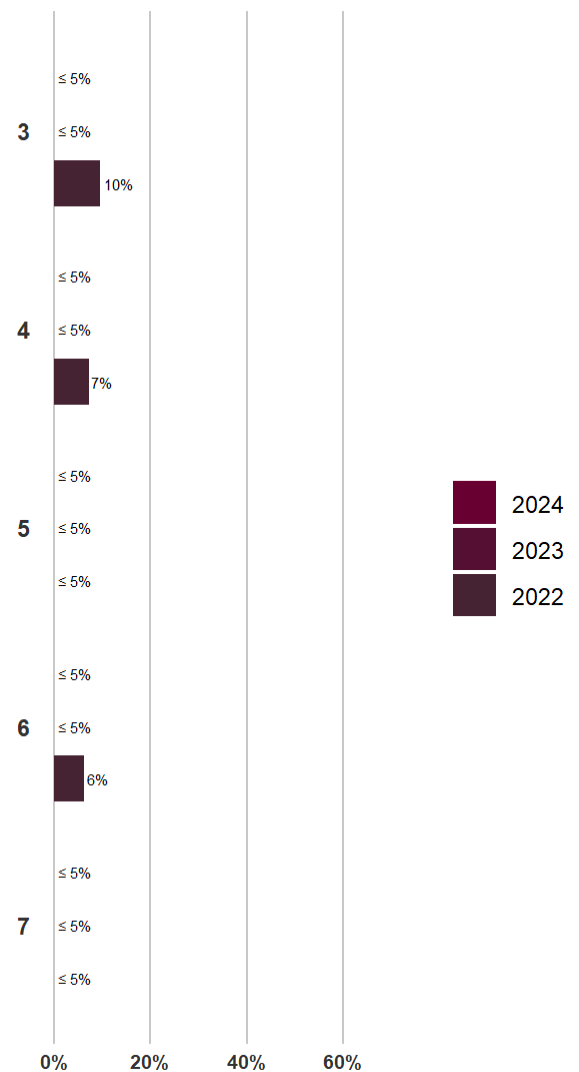


Academy CRD

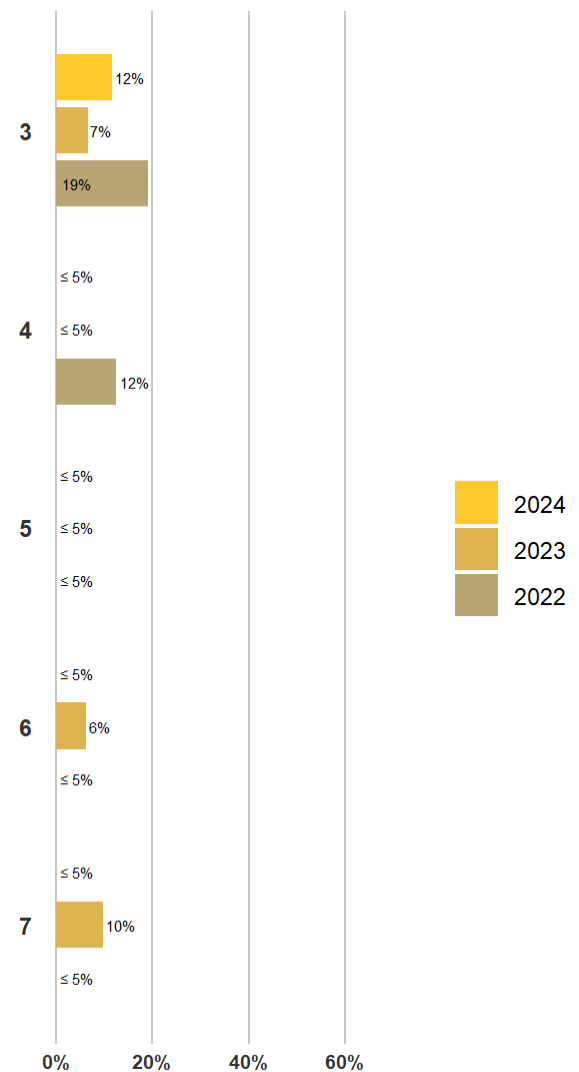
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2024
2023
2022

2024
2023
2022



School Profile: New Branches Charter Academy

District	New Branches Charter Academy	Initial Charter Applicant	David Frederick
District Code(s)	41901	School Property Owner	New Branches Charter Academy
Building Code(s)	08019	School Building Owner	New Branches Charter Academy
Location	3662 Poinsettia Ave., SE Grand Rapids, MI 49508	Educational Service Provider (ESP)	Choice Schools Associates, L.L.C.
Phone	616-243-6221	ESP Contract Term	July 01, 2024 – June 30, 2029
Website	http://www.newbranches.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$102,129.29
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$61,715.39
School Year Authorized	1994-1995		
Charter Contract Term	July 01, 2024 – June 30, 2029		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Eric Thomas-Ferrell	President	April 22, 2021	May 17, 2025
Josiah Roggenback	Vice President	September 23, 2021	May 17, 2026
Jeff VanDyke	Secretary	September 23, 2021	May 17, 2025
Angie Shadix	Treasurer	September 28, 2023	May 17, 2026

Current Enrollment, Student Turnover Rate, and IEPs

School Year	Grade														Students With IEPs
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	57	37	39	47	40	40	42	35	22	N/A	N/A	N/A	N/A	359	41
2024-25	42	45	37	35	49	34	41	34	28	N/A	N/A	N/A	N/A	345	N/A



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New Branches Charter Academy

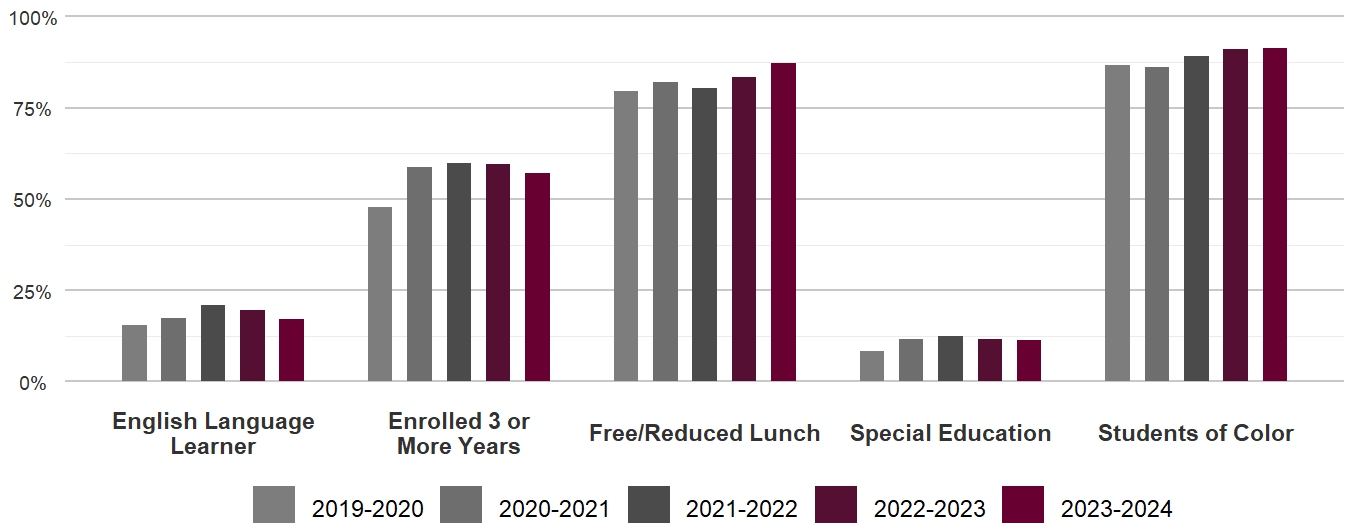


September 2024: State Assessment Update

New Branches Charter Academy

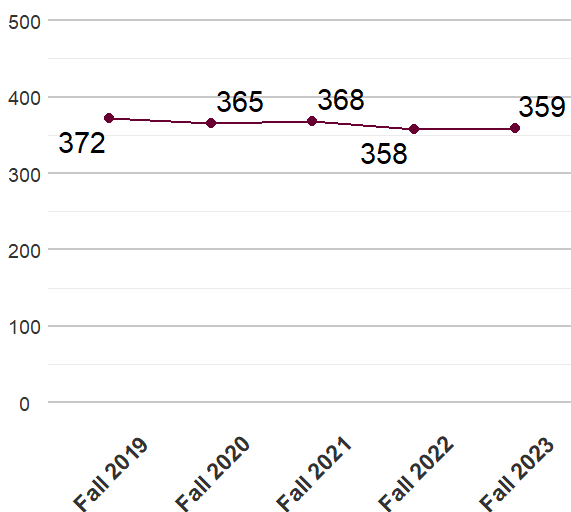
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	15.6%	17.3%	20.9%	19.6%	17.0%
Special Education	8.3%	11.5%	12.5%	11.7%	11.4%
Free/Reduced Lunch	79.6%	81.9%	80.4%	83.5%	87.2%
Students of Color	86.6%	86.0%	89.1%	91.1%	91.4%
Enrolled 3 or More Years	47.8%	58.6%	59.8%	59.5%	57.1%

Enrollment



Where Students Come From

Assigned District	Students
Grand Rapids Public Schools	214
Kentwood Public Schools	90
Godwin Heights Public Schools	19
Wyoming Public Schools	17
Kelloggsville Public Schools	9
Comstock Park Public Schools	2
Byron Center Public Schools	1
Caledonia Community Schools	1
East Grand Rapids Public Schools	1
Other	5

New Branches Charter Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

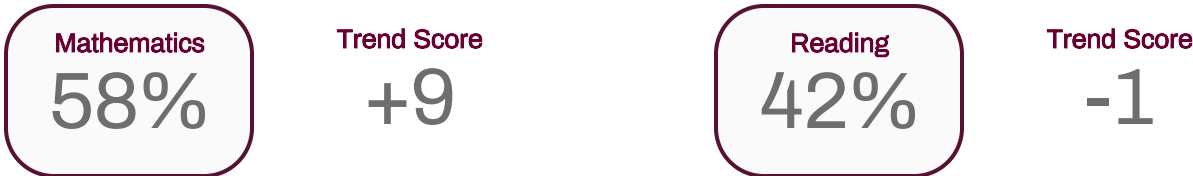
2023-2024 - Percent of Students Meeting Spring National Achievement Norms



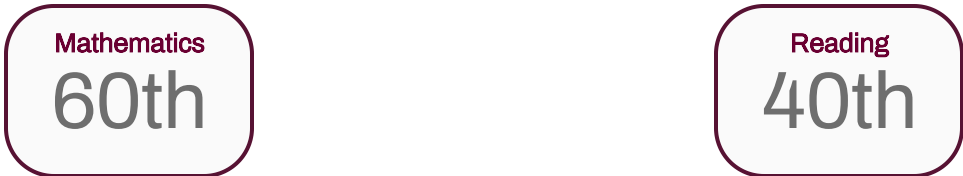
Growth

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2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

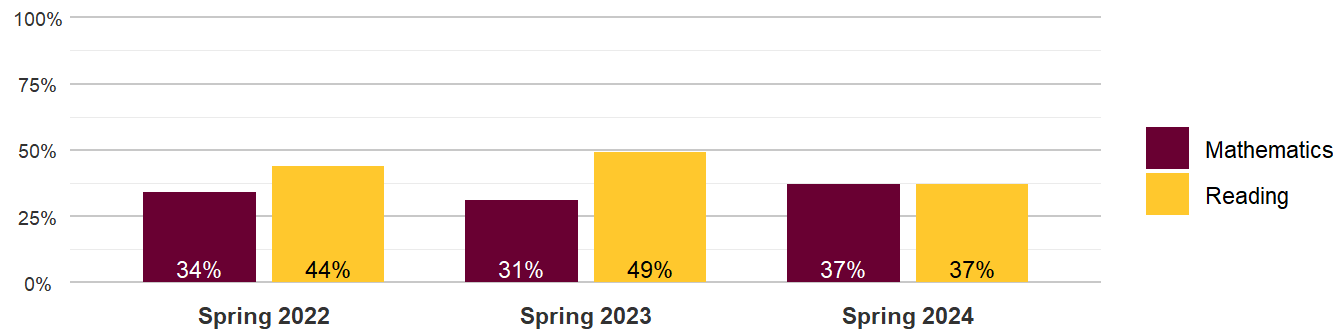


New Branches Charter Academy

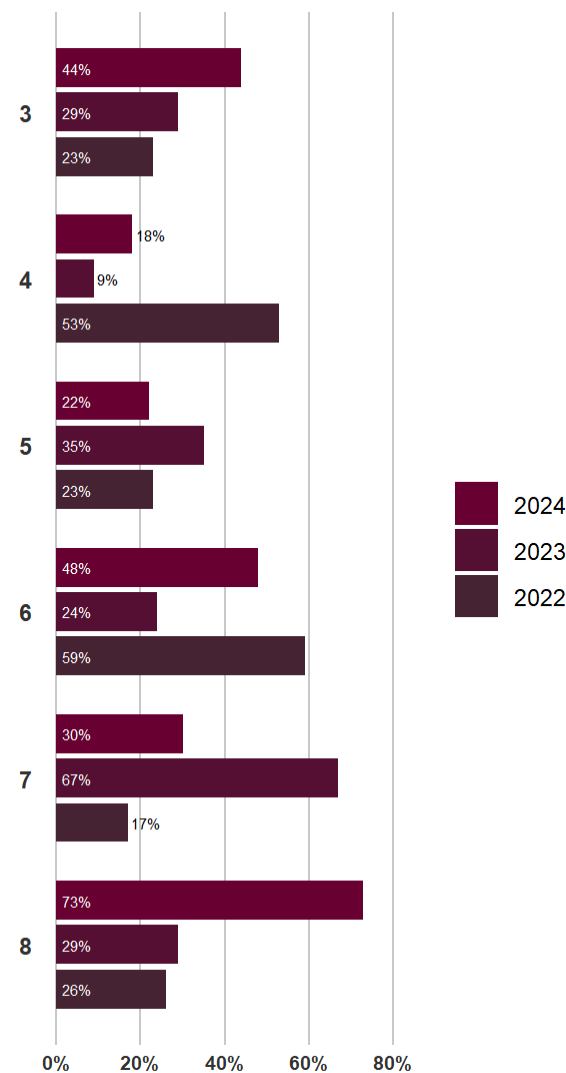
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

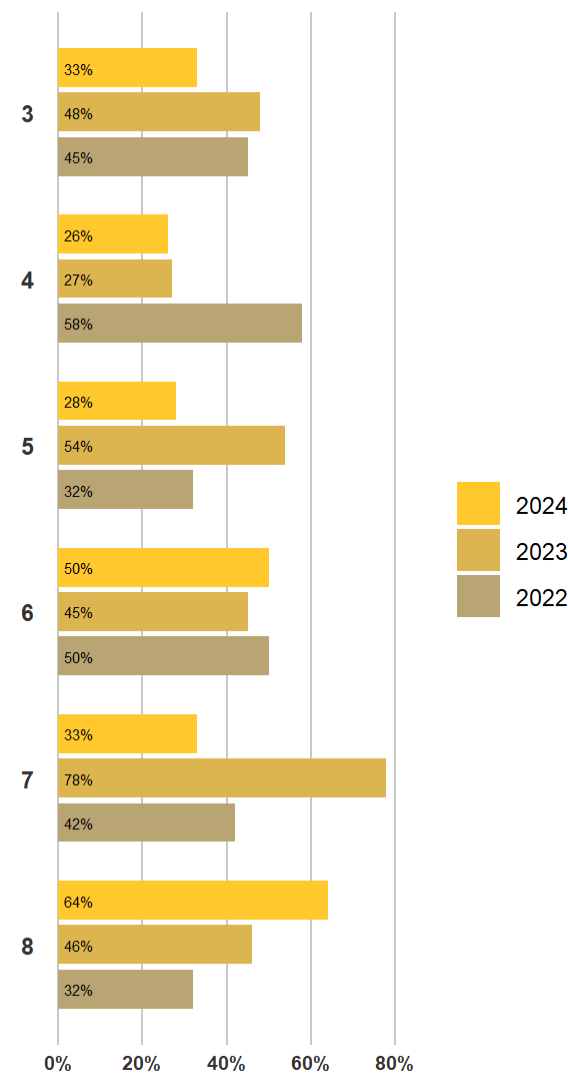
School-Wide by Year



By Grade Level Mathematics



Reading



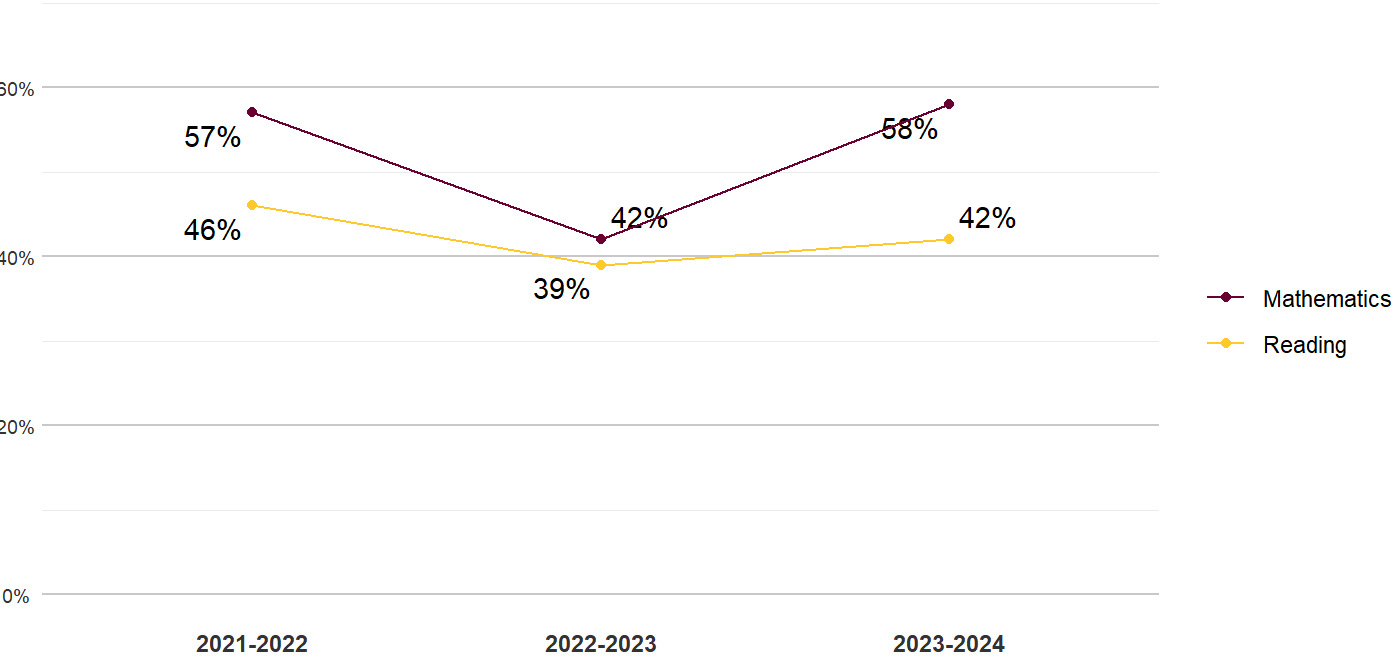
New Branches Charter Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

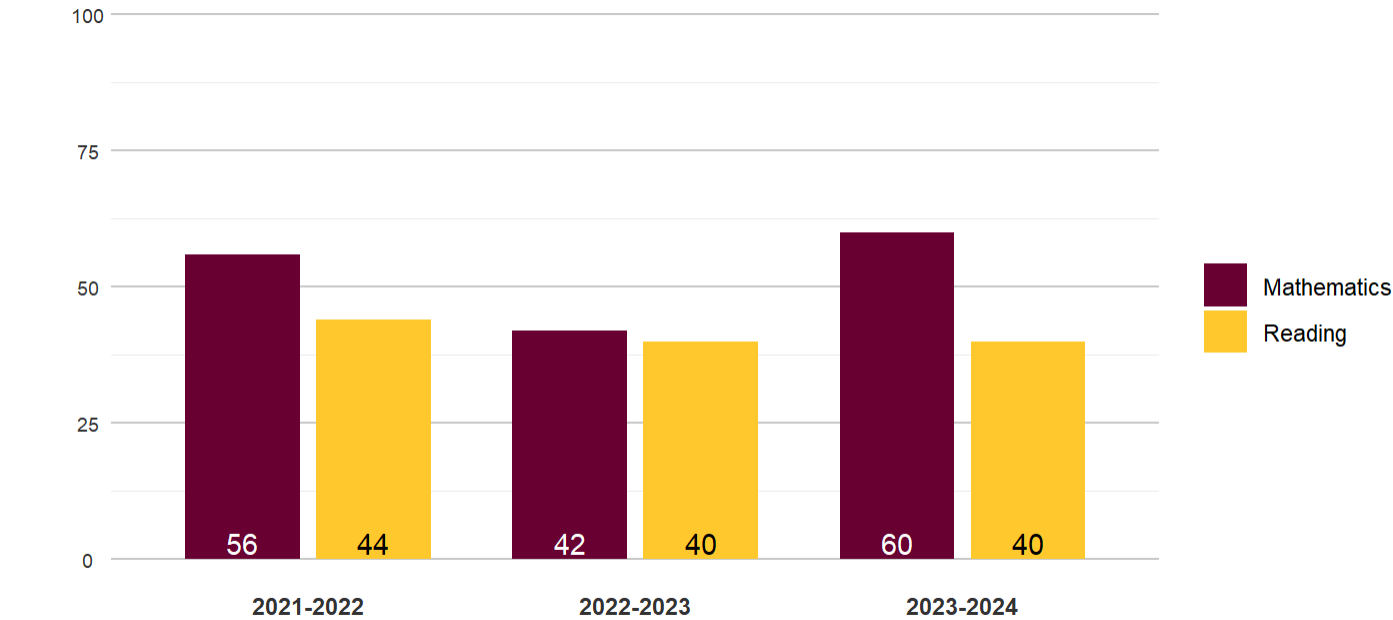
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



New Branches Charter Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Michigan Student Test of Educational Progress (M-STEP)

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Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

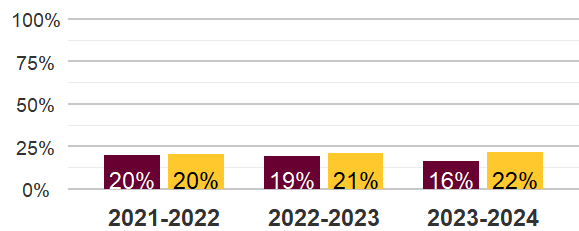


New Branches Charter Academy

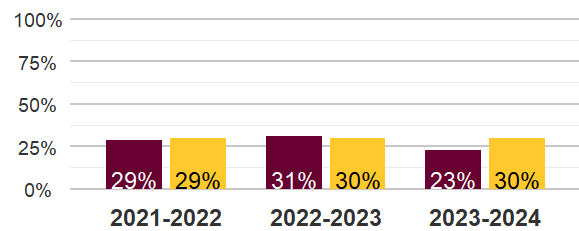
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



ELA

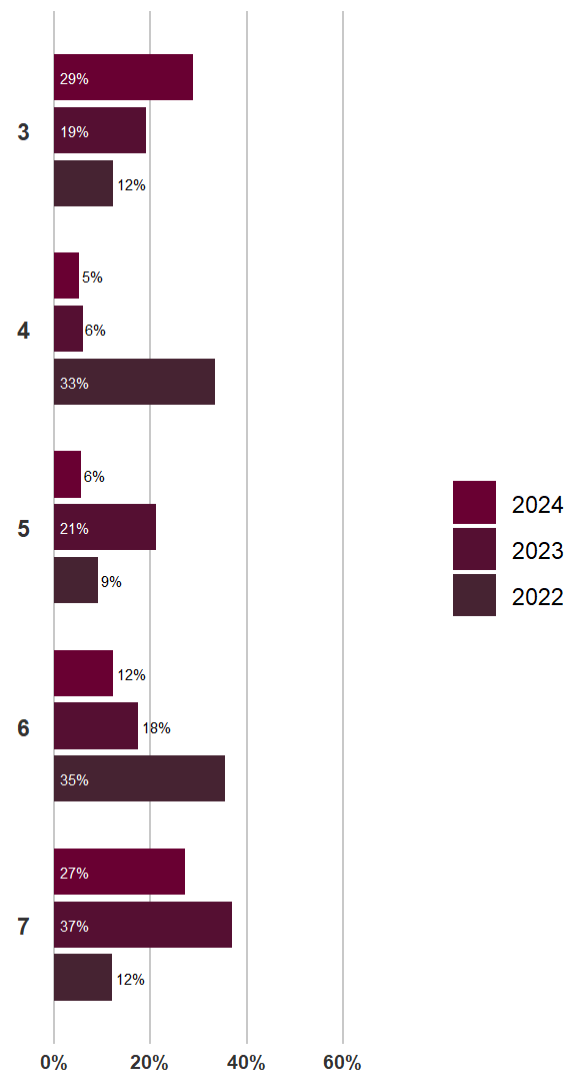


Academy CRD

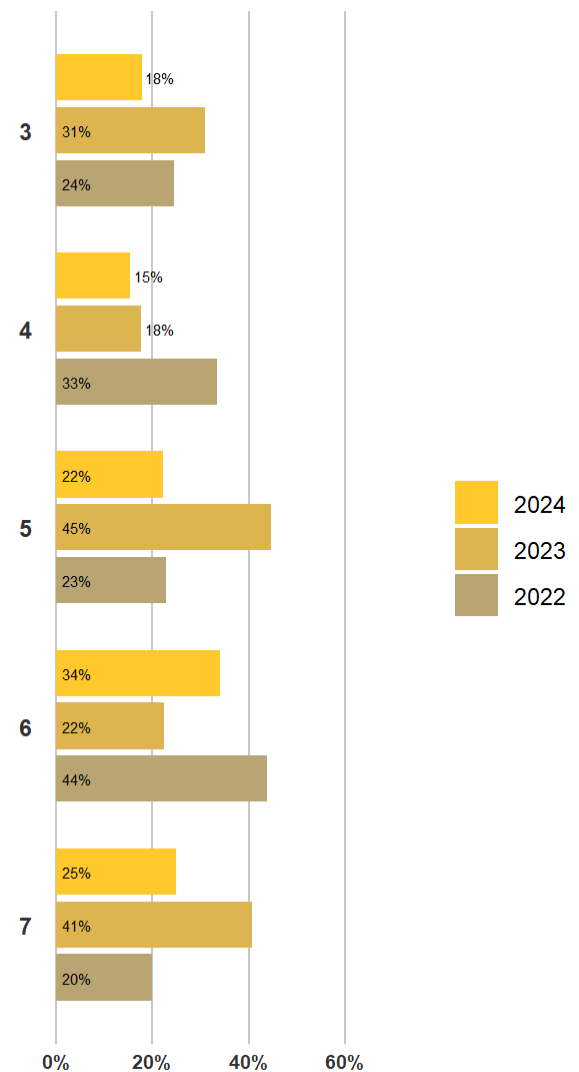
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2024
2023
2022

2024
2023
2022



School Profile: NexTech High School

District	NexTech High School	Initial Charter Applicant	Mickey Revenaugh
District Code(s)	41929	School Property Owner	Clark Place Commercial, LLC
Building Code(s)	01397	School Building Owner	Clark Place Commercial, LLC
Location	801 Broadway Ave. NW, Ste. 225 Grand Rapids, MI 49504	Educational Service Provider (ESP)	CS Partners, Inc. and CSP Management Inc. d/b/a Partner Solutions For Schools
Phone	616-458-4992	ESP Contract Term	July 01, 2022 – June 30, 2025
Website	http://www.nextechhigh.org/grand-rapids	2023-24 Total Fees, Reimbursements, and Charges Collected	\$38,219.43
Grades Served	9-12	Special Education Cost Reimbursements Received in FY24	\$11,356.24
School Year Authorized	2012-2013		
Charter Contract Term	July 01, 2022 – June 30, 2025		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Andrew Christmann	President	June 29, 2023	July 02, 2027
Richard Houskamp	Vice President	December 02, 2021	July 02, 2026
Joel Van Kuiken	Secretary	June 25, 2024	July 02, 2028
Ellen Harburn	Treasurer	June 30, 2022	July 02, 2026
Amanda Jackson	Director	September 26, 2024	July 02, 2029

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	21	30	47	42	140	24
2024-25	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	11	35	48	51	145	N/A



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NexTech High School

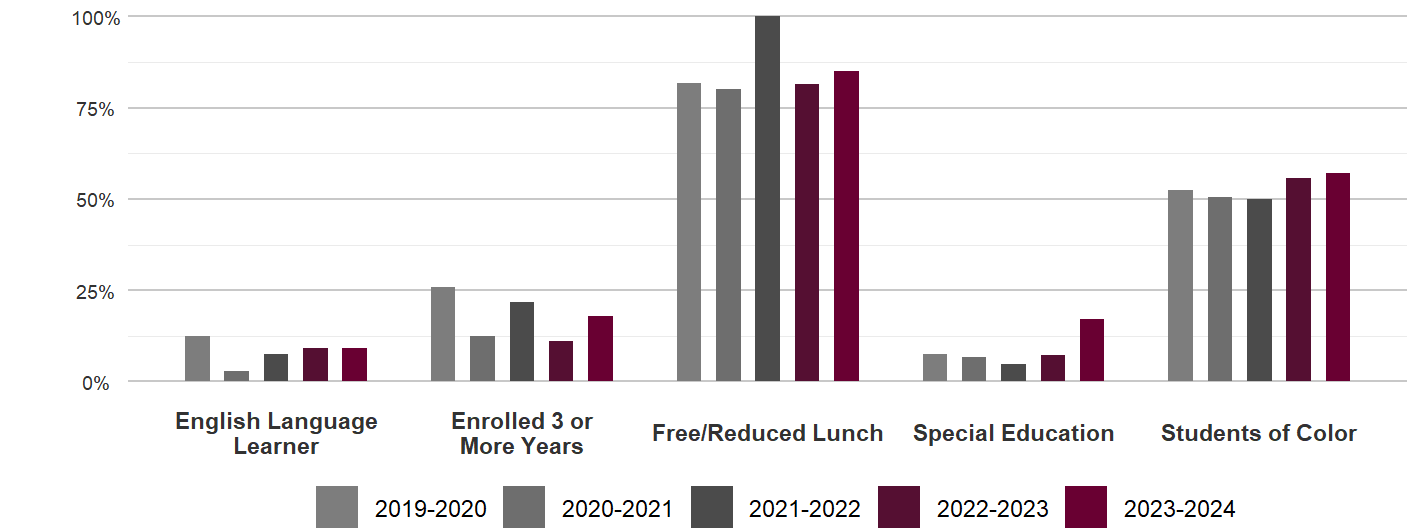


September 2024: State Assessment Update

NexTech High School

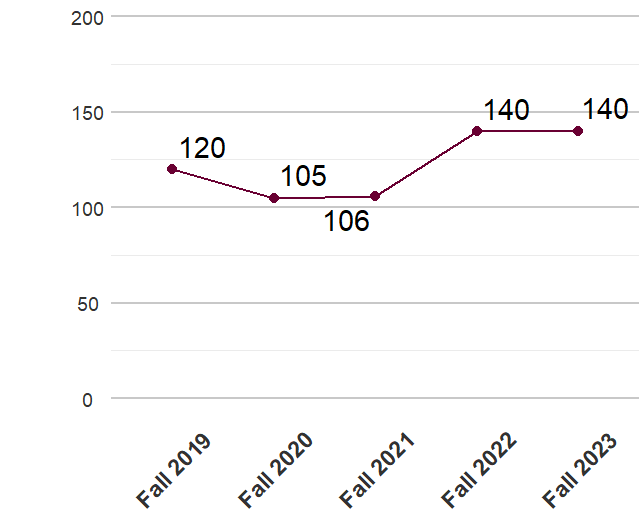
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	12.5%	2.9%	7.5%	9.3%	9.3%
Special Education	7.5%	6.7%	4.7%	7.1%	17.1%
Free/Reduced Lunch	81.7%	80.0%	100.0%	81.4%	85.0%
Students of Color	52.5%	50.5%	50.0%	55.7%	57.1%
Enrolled 3 or More Years	25.8%	12.4%	21.7%	11.2%	17.9%

Enrollment



Where Students Come From

Assigned District	Students
Grand Rapids Public Schools	111
Kenowa Hills Public Schools	4
Grandville Public Schools	3
Wyoming Public Schools	3
Cedar Springs Public Schools	2
Greenville Public Schools	2
Hudsonville Public School District	2
Kentwood Public Schools	2
Rockford Public Schools	2
Other	9

Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. **Please see the Guidance Document for more information.**

Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

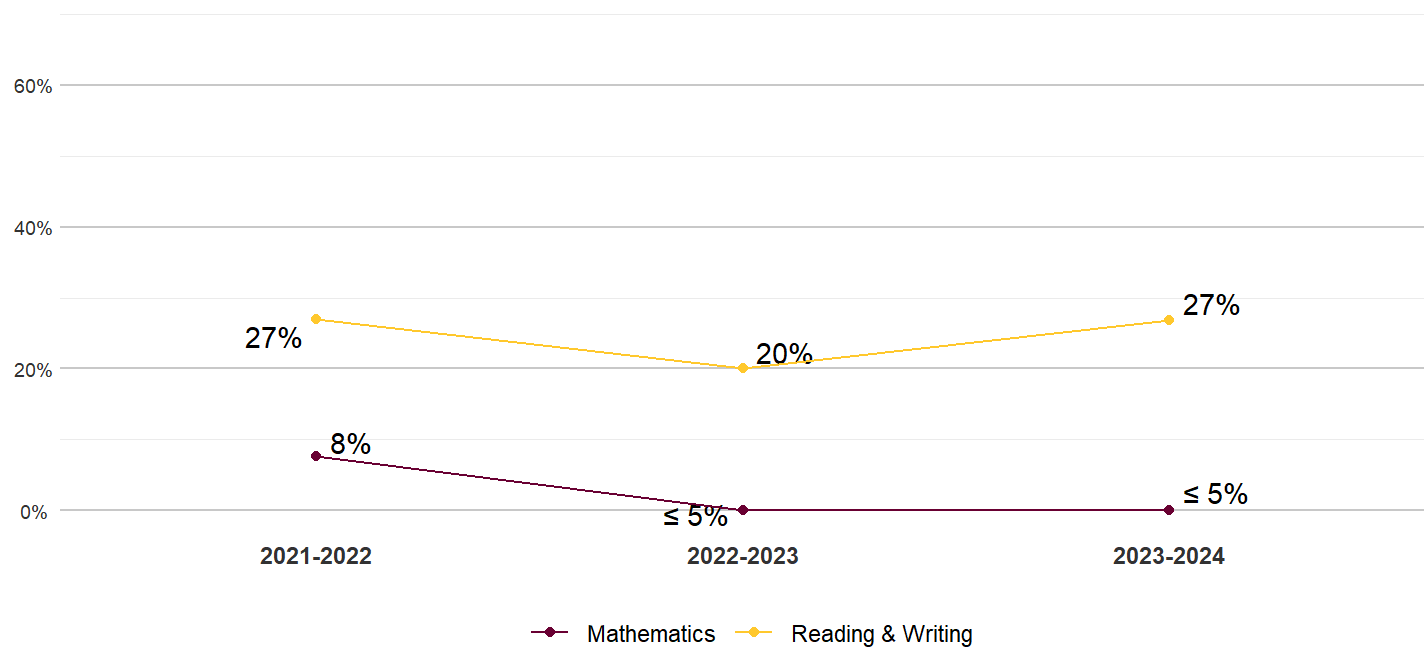
2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



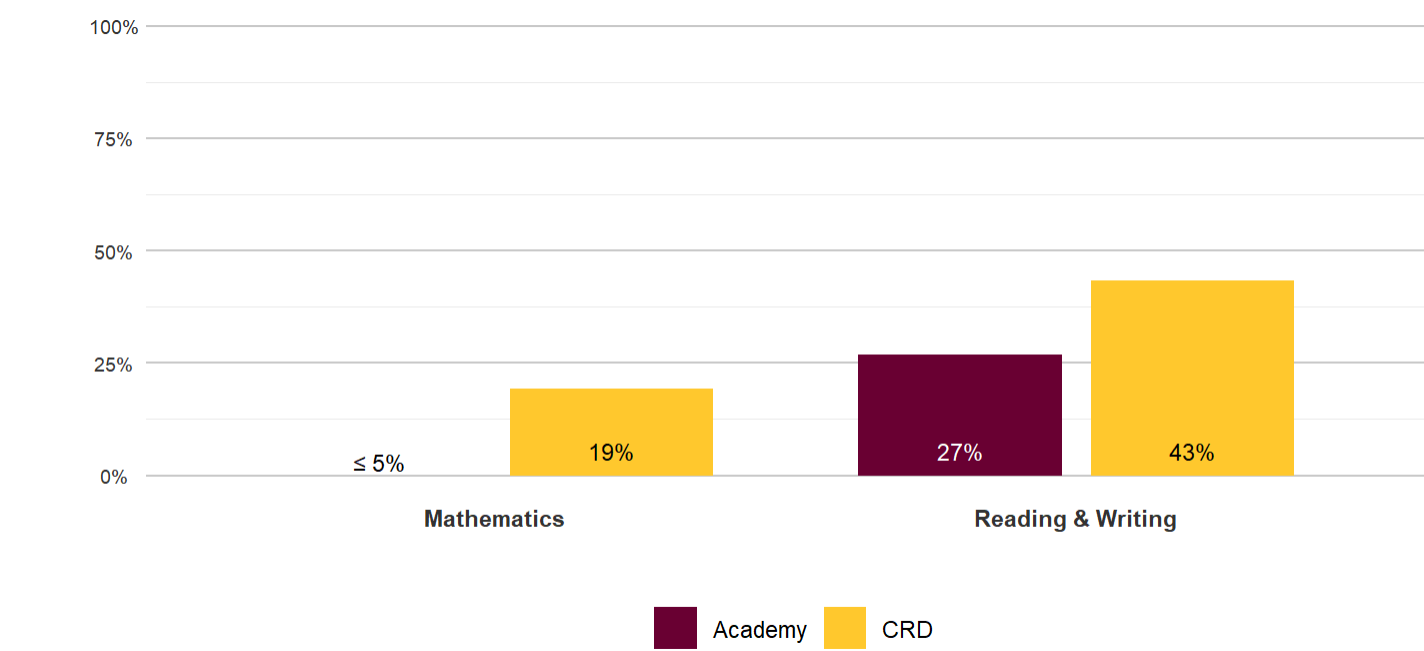
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SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



School Profile: Noor International Academy

District	Noor International Academy	Initial Charter Applicant	Nawal Hamadeh
District Code(s)	50913	School Property Owner	Noor International Academy
Building Code(s)	00757	School Building Owner	Noor International Academy
Location	37412 Dequindre Sterling Heights, MI 48310	Educational Service Provider (ESP)	Hamadeh Educational Services, Inc.
Phone	586-365-5000	ESP Contract Term	July 01, 2020 – June 30, 2027
Website	http://www.niapsa.org/	2023-24 Total Fees, Reimbursements, and Charges Collected	\$54,964.49
Grades Served	K-6	Special Education Cost Reimbursements Received in FY24	\$29,173.49
School Year Authorized	2010-2011		
Charter Contract Term	July 01, 2020 – June 30, 2027		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Hassen Hijazi	President	February 06, 2024	February 16, 2028
Sarah Chaar	Vice President	February 16, 2023	February 16, 2027
Rafel Rashid	Secretary	February 06, 2024	February 16, 2028
Ibrahim Hamza	Treasurer	June 29, 2023	February 16, 2026
John Mdaihli	Director	February 11, 2021	February 16, 2025

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	36	41	34	21	24	18	21	N/A	N/A	N/A	N/A	N/A	N/A	195	11
2024-25	30	30	45	30	23	19	10	N/A	N/A	N/A	N/A	N/A	N/A	187	N/A



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SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Noor International Academy

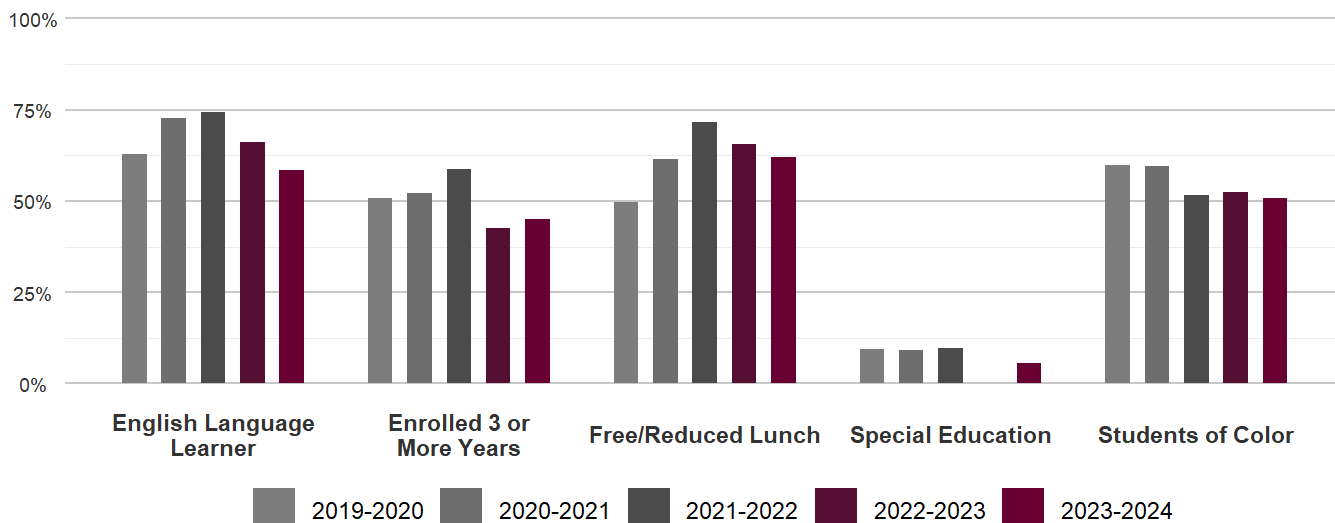


September 2024: State Assessment Update

Noor International Academy

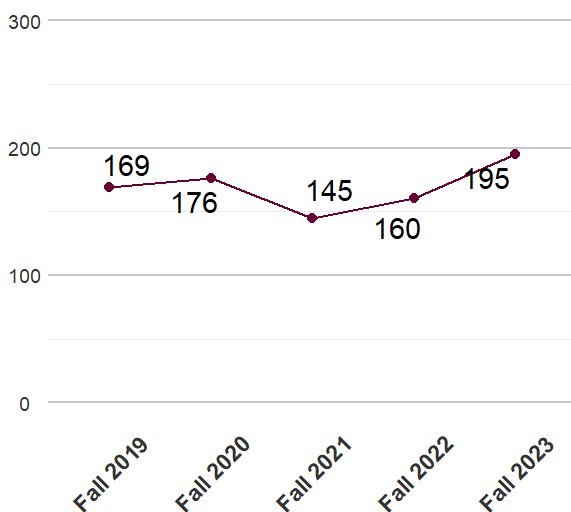
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	62.7%	72.7%	74.5%	66.2%	58.5%
Special Education	9.5%	9.1%	9.7%	0.0%	5.6%
Free/Reduced Lunch	49.7%	61.4%	71.7%	65.6%	62.1%
Students of Color	59.8%	59.7%	51.7%	52.5%	50.8%
Enrolled 3 or More Years	50.9%	52.3%	58.6%	42.5%	45.1%

Enrollment



Where Students Come From

Assigned District	Students
Warren Consolidated Schools	166
Pontiac City School District	6
Troy School District	5
Rochester Community School District	4
Southfield Public School District	4
Utica Community Schools	3
Clinton Community Schools	2
Plymouth-Canton Community Schools	2
Lake Orion Community Schools	1
Other	2

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

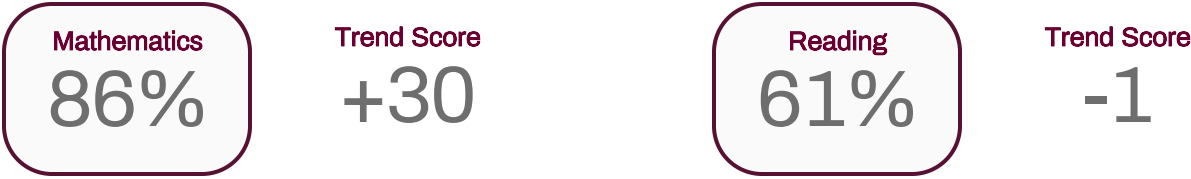
2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

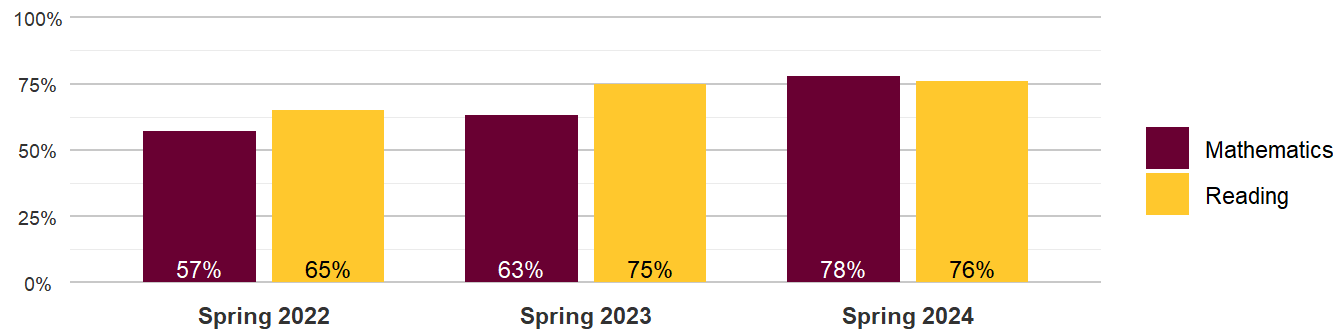


Noor International Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

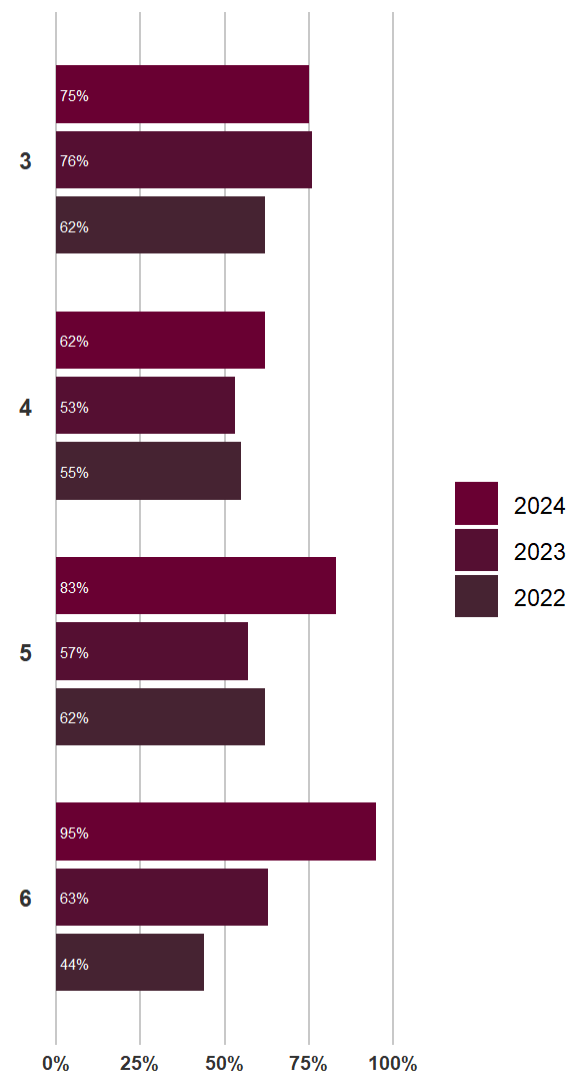
Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 6 enrolled for at least one year

School-Wide by Year

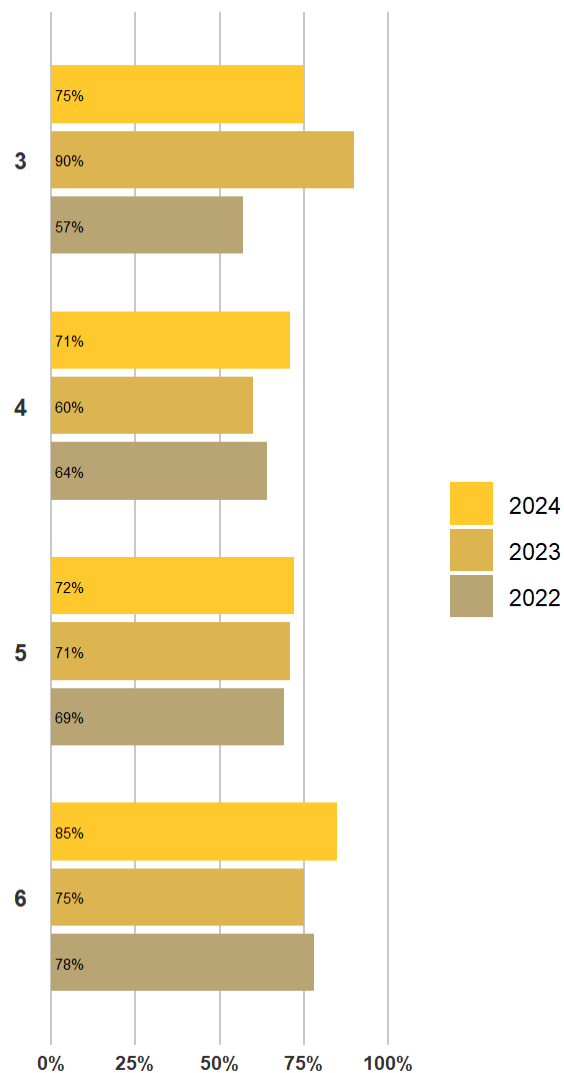


By Grade Level

Mathematics

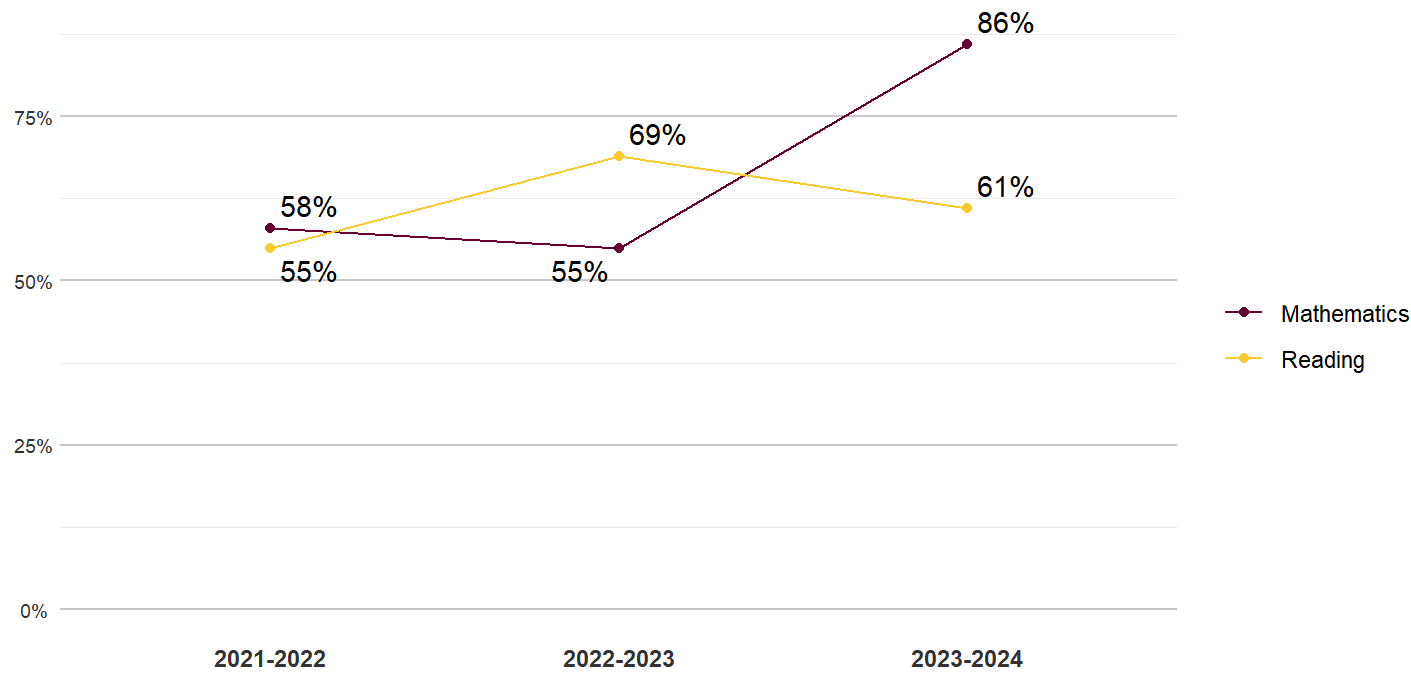


Reading

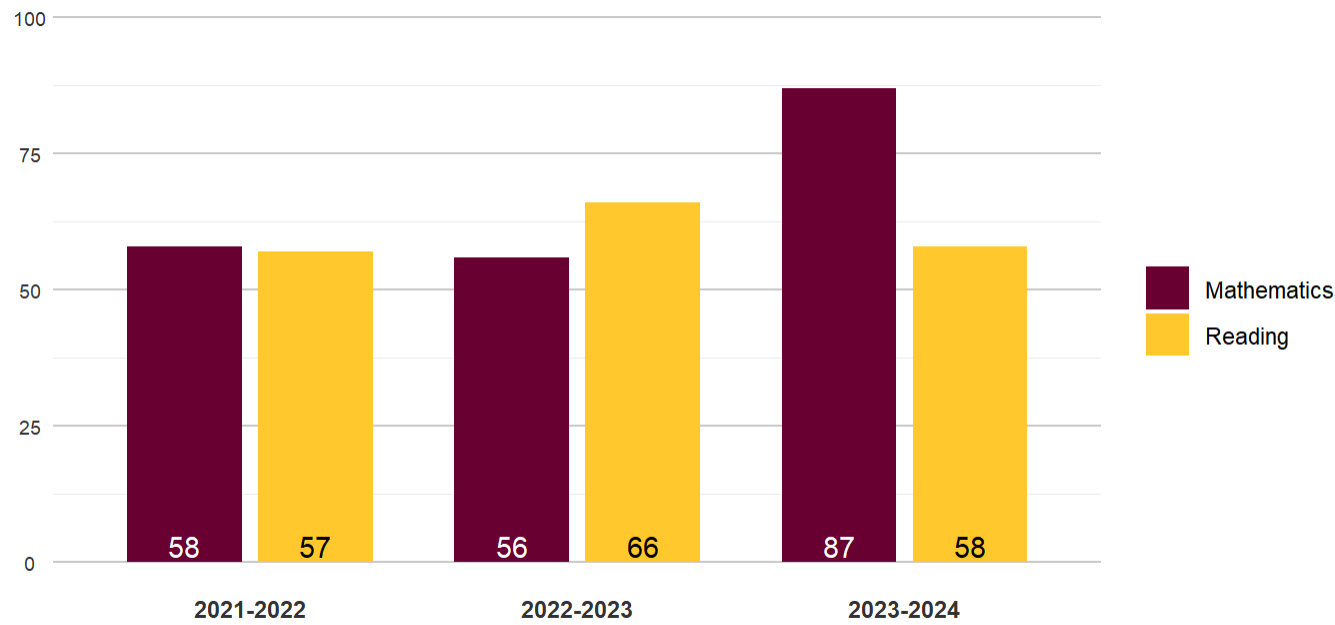


NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater
All Students Grades 3 - 6



Fall-to-Spring Median Growth Percentile
All Students Grades 3 - 6



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

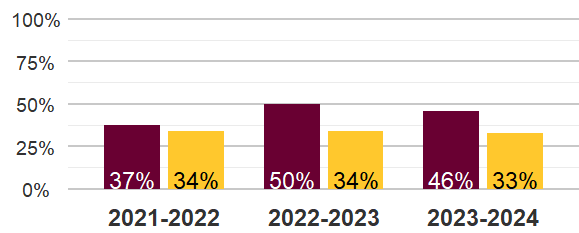


Noor International Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

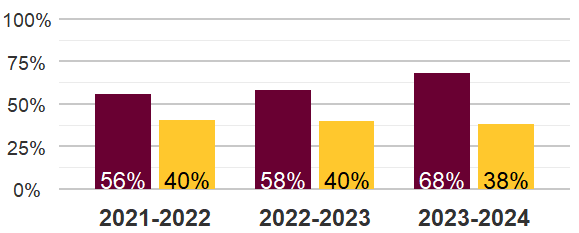
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 6

Mathematics



Academy CRD

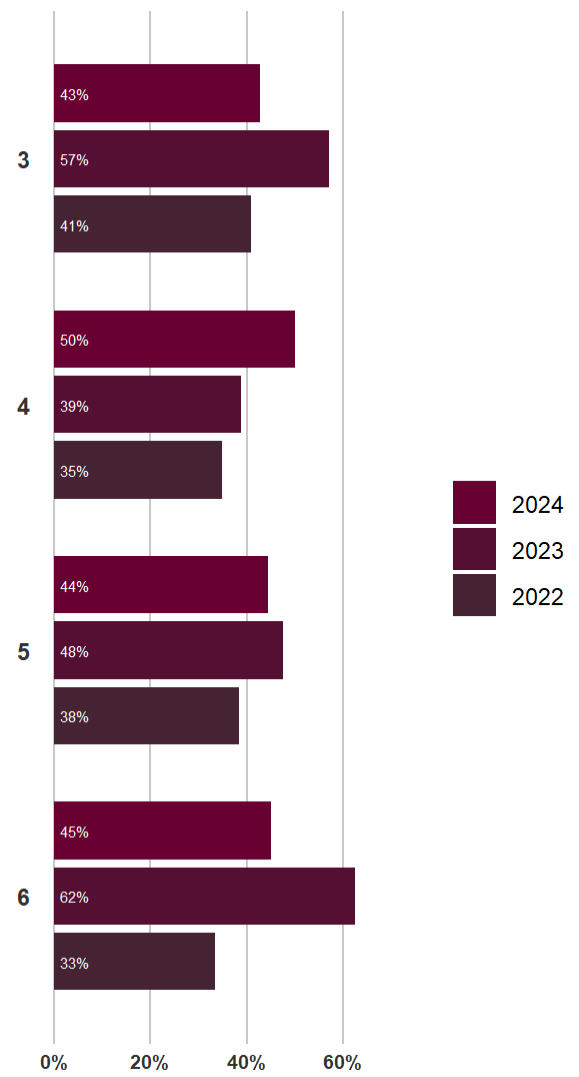
ELA



Academy CRD

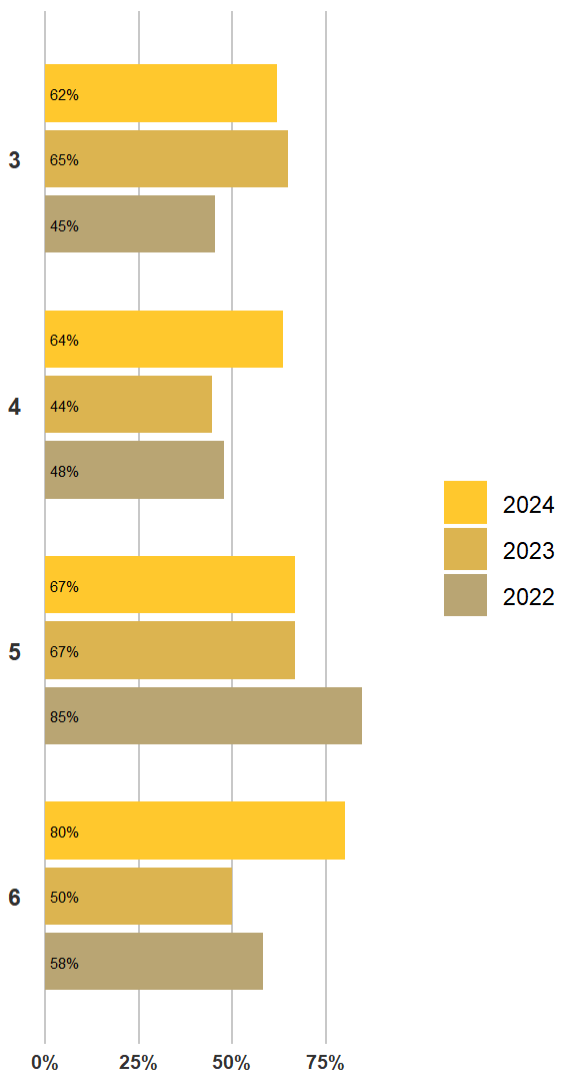
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022



School Profile: North Saginaw Charter Academy

District	North Saginaw Charter Academy	Initial Charter Applicant	Mark DeHaan
District Code(s)	73910	School Property Owner	Charter Development Company, L.L.C.
Building Code(s)	08740	School Building Owner	Charter Development Company, L.L.C.
Location	2332 Trautner Rd. Saginaw, MI 48604	Educational Service Provider (ESP)	National Heritage Academies, Inc.
Phone	989-249-5400	ESP Contract Term	July 01, 2023 – June 30, 2028
Website	https://www.nhaschools.com/schools/North-Saginaw-Charter-Academy/en	2023-24 Total Fees, Reimbursements, and Charges Collected	\$165,227.82
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$114,151.32
School Year Authorized	1998-1999		
Charter Contract Term	July 01, 2023 – June 30, 2028		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Jason Holder	President	April 20, 2023	May 12, 2027
Nathaniel Spears	Vice President, Secretary	April 22, 2021	May 12, 2025
Andrea Shacks	Treasurer	April 18, 2024	May 12, 2028
Lionel Grant	Director	June 29, 2023	May 12, 2025

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	90	74	76	61	64	64	54	59	54	N/A	N/A	N/A	N/A	596	94
2024-25	99	79	81	82	69	73	84	78	66	N/A	N/A	N/A	N/A	711	N/A



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North Saginaw Charter Academy

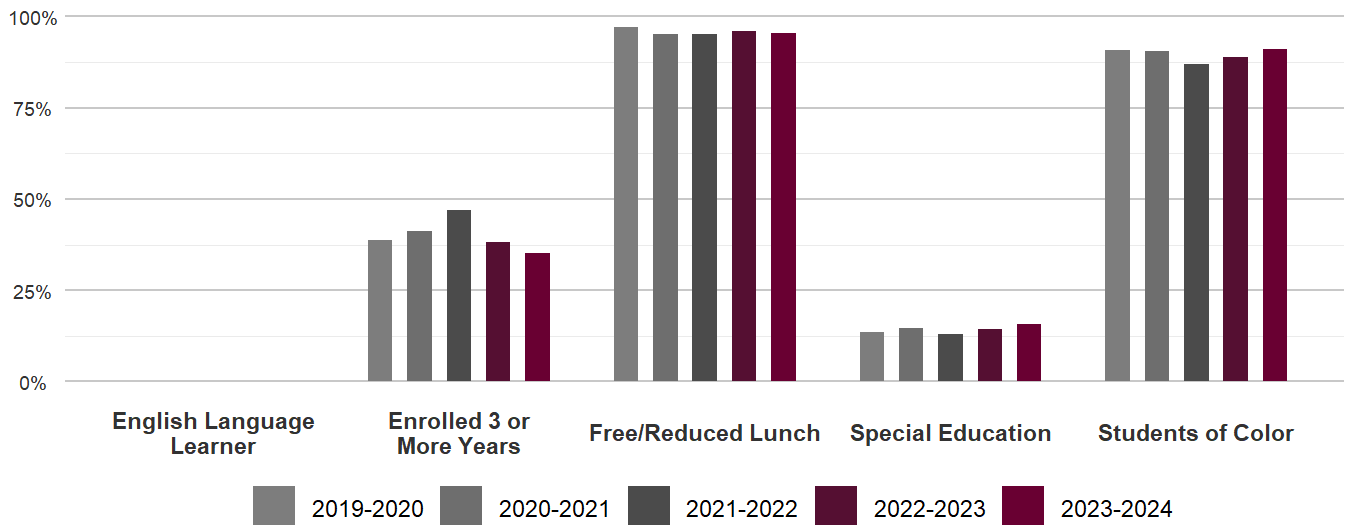


September 2024: State Assessment Update

North Saginaw Charter Academy

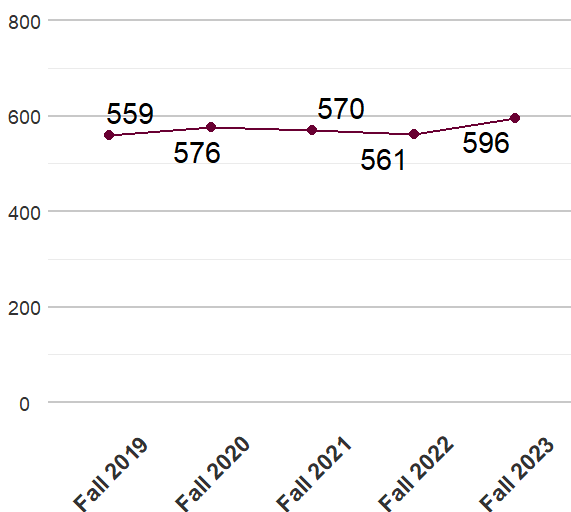
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	13.4%	14.8%	13.0%	14.3%	15.8%
Free/Reduced Lunch	97.1%	95.1%	95.3%	96.1%	95.5%
Students of Color	90.7%	90.5%	87.0%	88.9%	90.9%
Enrolled 3 or More Years	38.6%	41.3%	46.8%	38.3%	35.2%

Enrollment



Where Students Come From

Assigned District	Students
Saginaw, School District of the City of	458
Saginaw Township Community Schools	55
Bridgeport-Spaulding Community School District	48
Carrollton Public Schools	25
Bangor Township Schools	3
Bay City School District	2
Taylor School District	2
Chesaning Union Schools	1
Freeland Community School District	1
Other	2

NWEA MAP Growth Assessment

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Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



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2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile



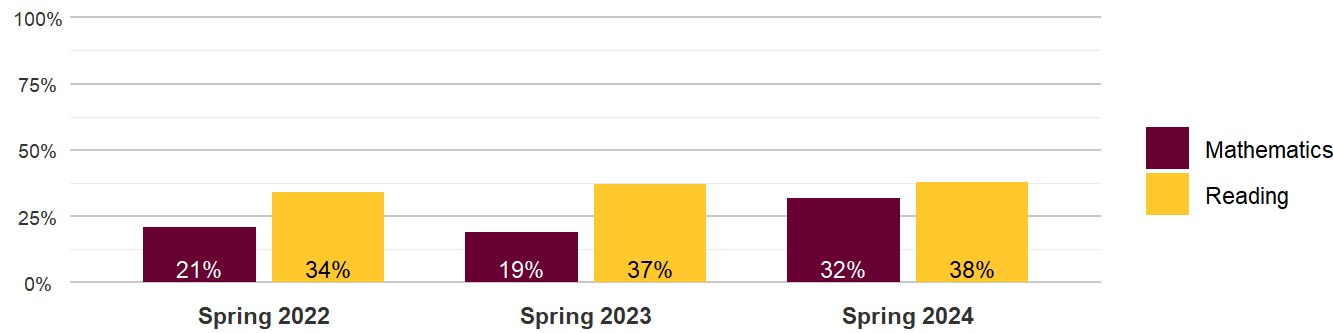
North Saginaw Charter Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

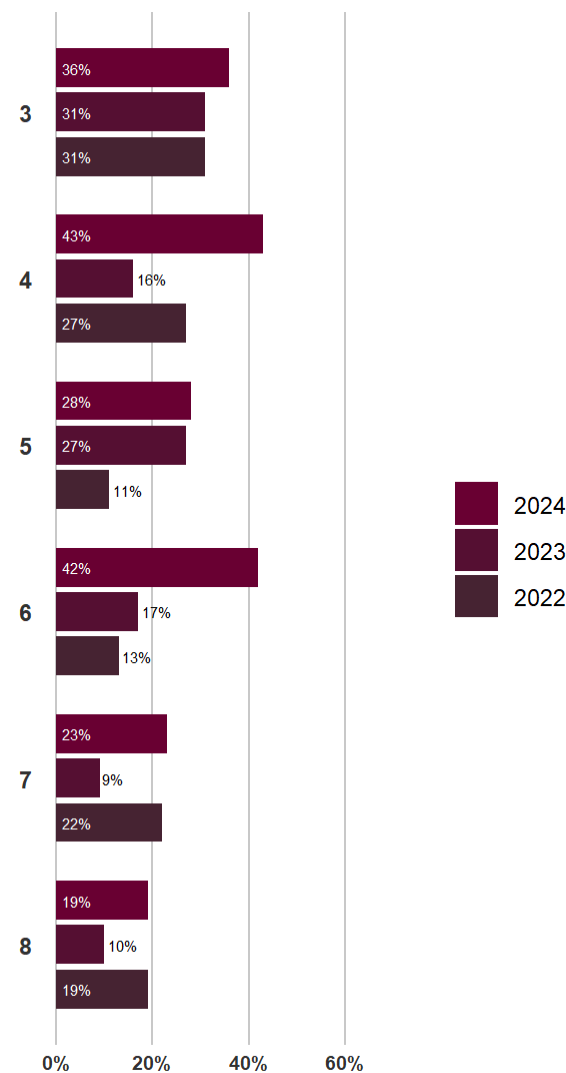
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

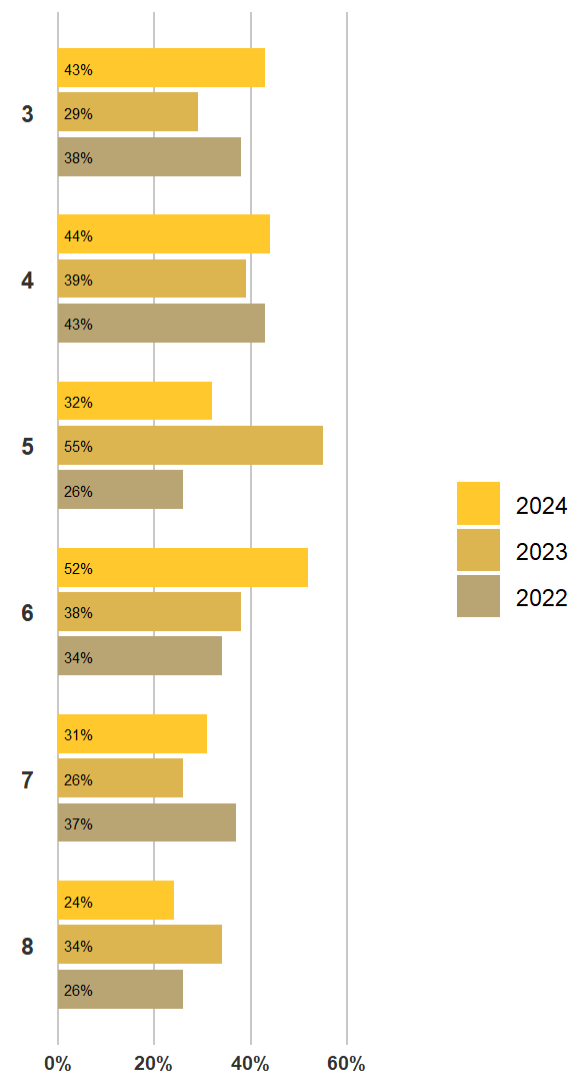


By Grade Level

Mathematics

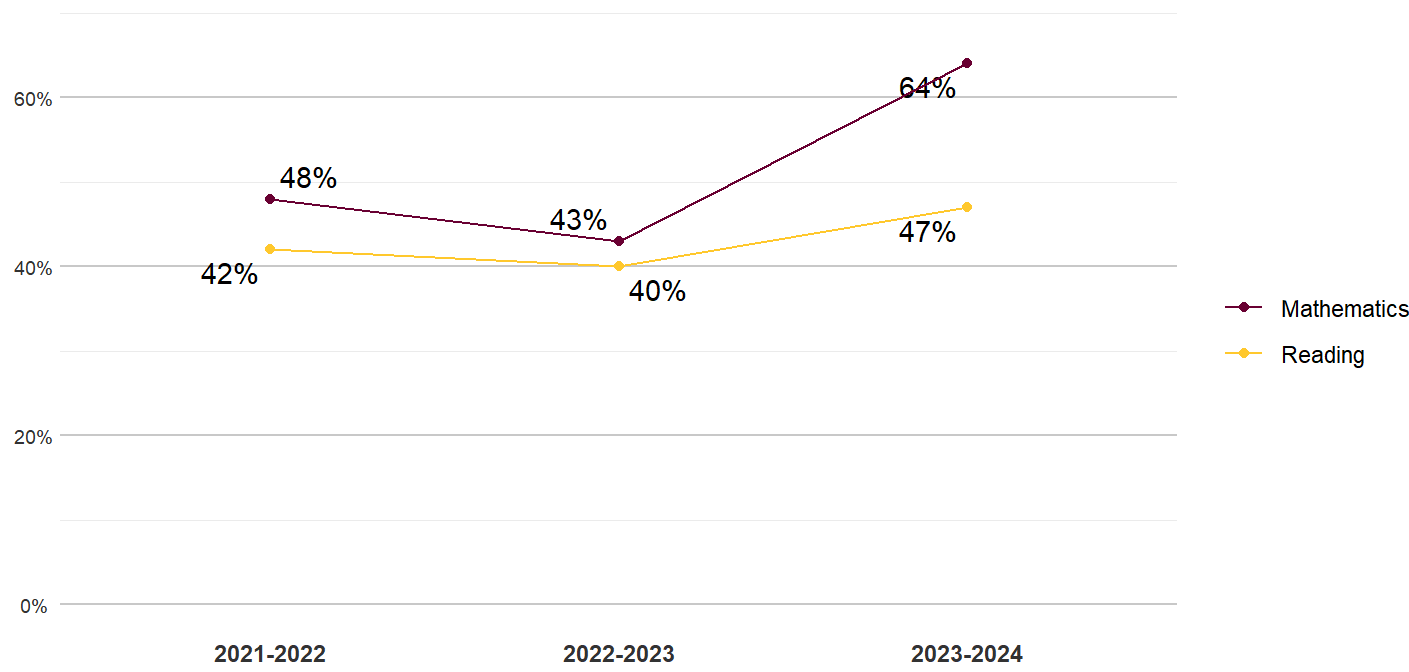


Reading

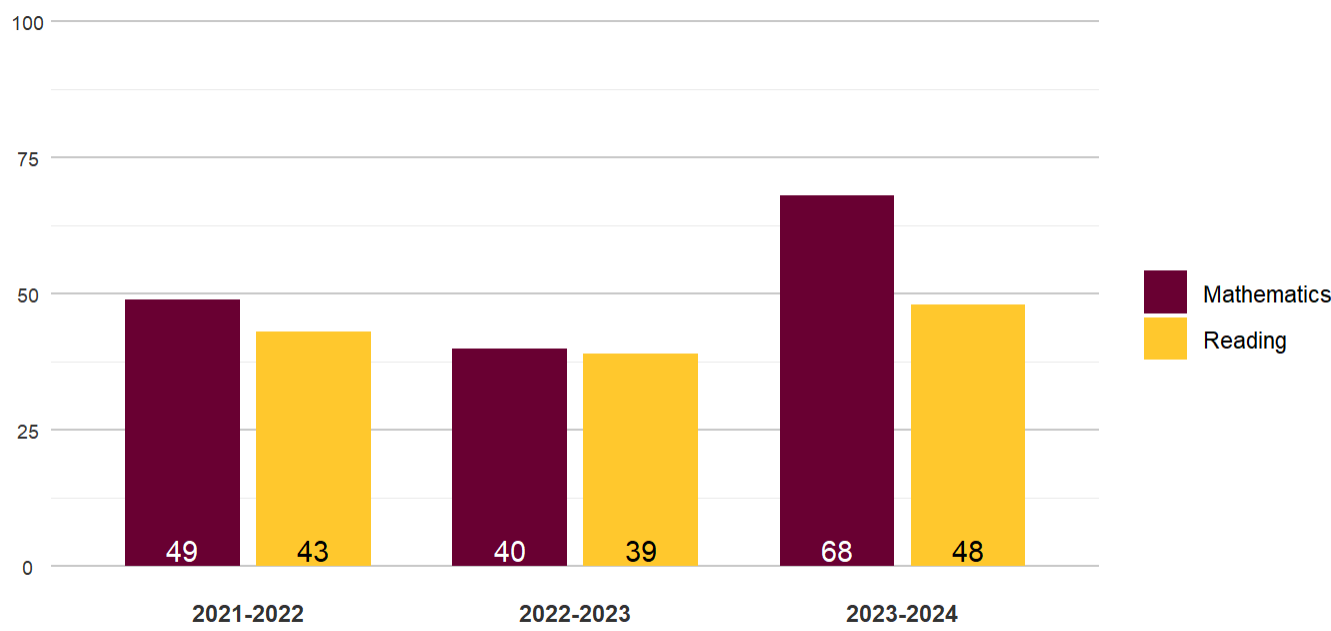


NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater
All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile
All Students Grades 3 - 8



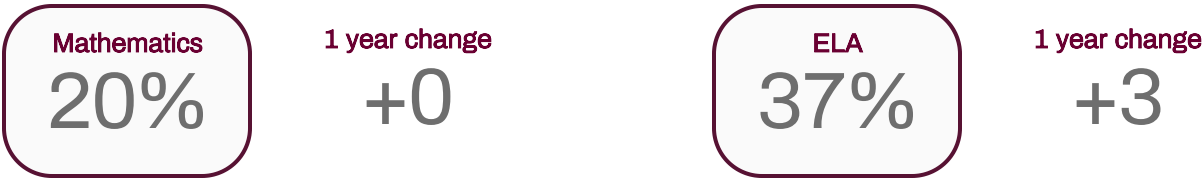
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Achievement

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2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

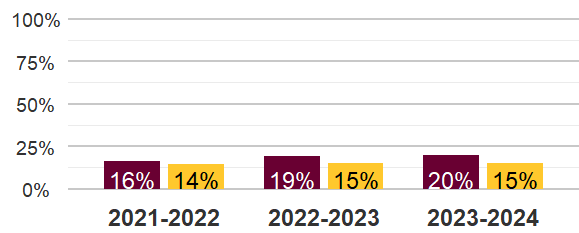


North Saginaw Charter Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

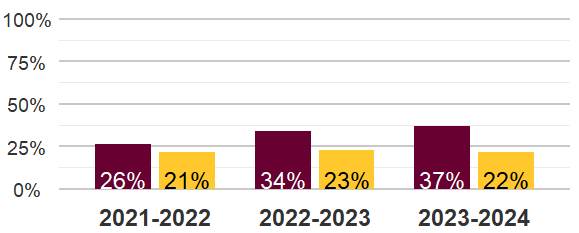
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

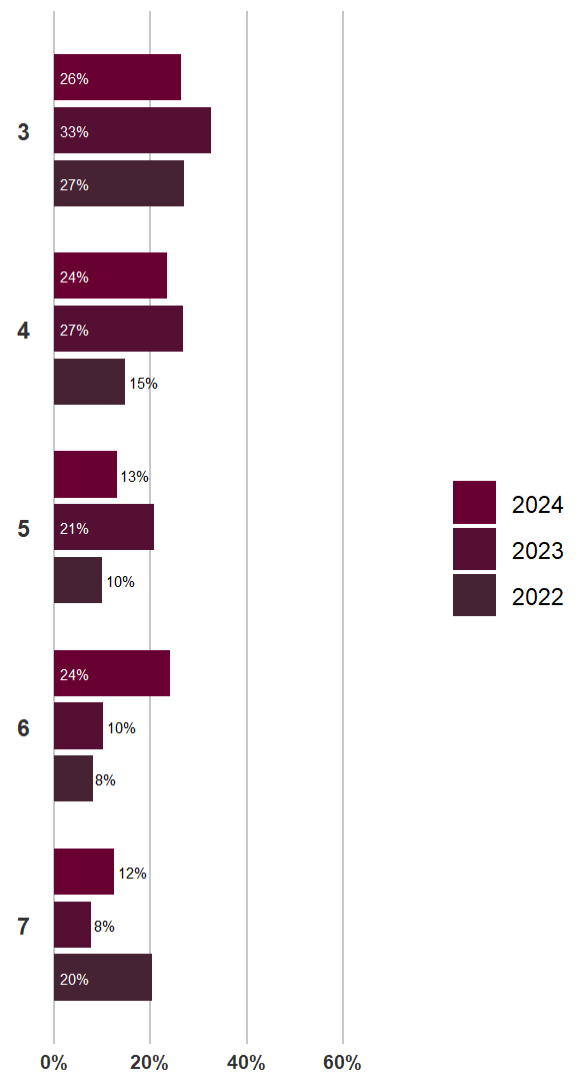
ELA



Academy CRD

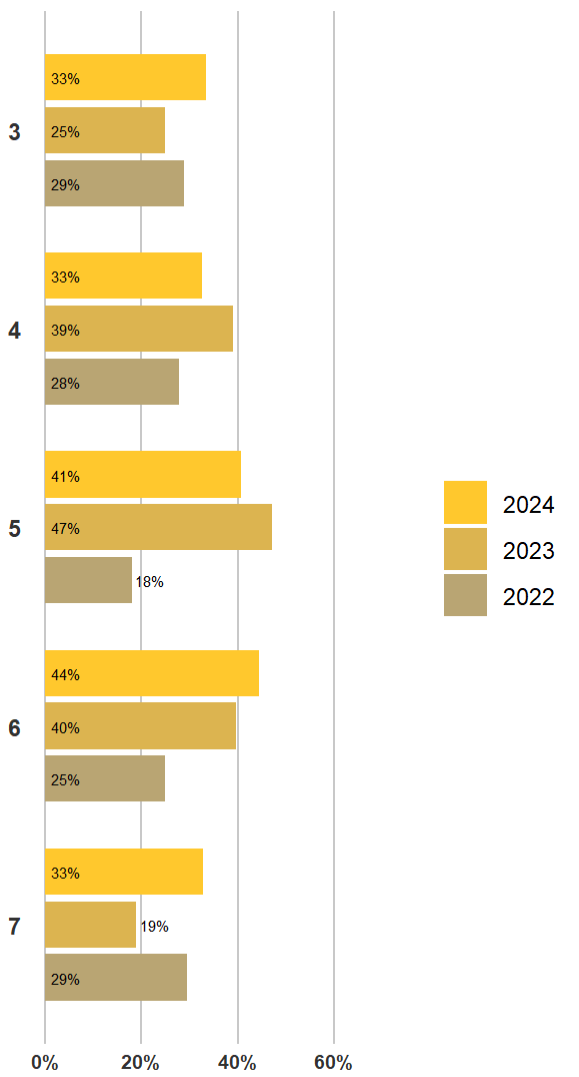
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022



School Profile: Oakland FlexTech High School

District	Oakland FlexTech High School	Initial Charter Applicant	Corey Laber
District Code(s)	63931	School Property Owner	OCC Holdings, LLC
Building Code(s)	01876	School Building Owner	OCC Holdings, LLC
Location	23801 Industrial Park Dr. Farmington Hills, MI 48335	Educational Service Provider (ESP)	CS Partners, Inc. and CSP Management Inc. d/b/a Partner Solutions For Schools
Phone	248-426-8530	ESP Contract Term	July 01, 2023 – June 30, 2028
Website	https://www.flextechschools.org/oakland	2023-24 Total Fees, Reimbursements, and Charges Collected	\$55,696.13
Grades Served	9-12	Special Education Cost Reimbursements Received in FY24	\$31,124.66
School Year Authorized	2012-2013		
Charter Contract Term	July 01, 2023 – June 30, 2028		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Lee Meadows	President	April 18, 2024	June 01, 2028
Tia Marie Sanders	Vice President	June 24, 2021	June 01, 2025
Daniel Sygar	Secretary, Treasurer	December 08, 2022	June 01, 2026
Paul Edwards	Director	November 30, 2023	June 01, 2027

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	31	48	50	66	195	34
2024-25	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20	32	49	65	166	N/A



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Oakland FlexTech High School

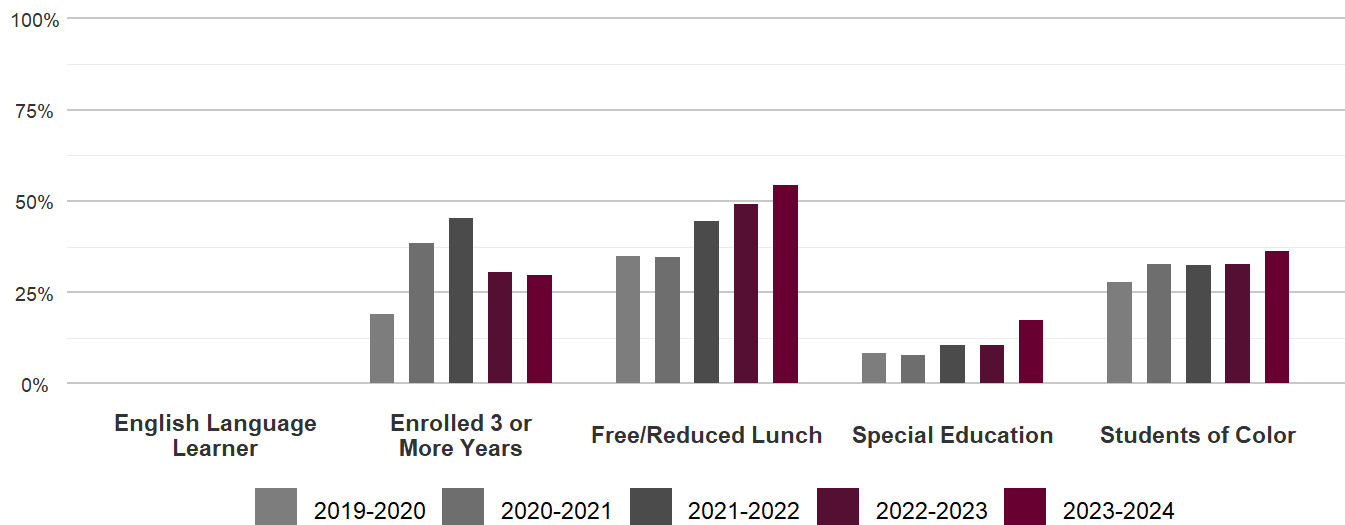


September 2024: State Assessment Update

Oakland FlexTech High School

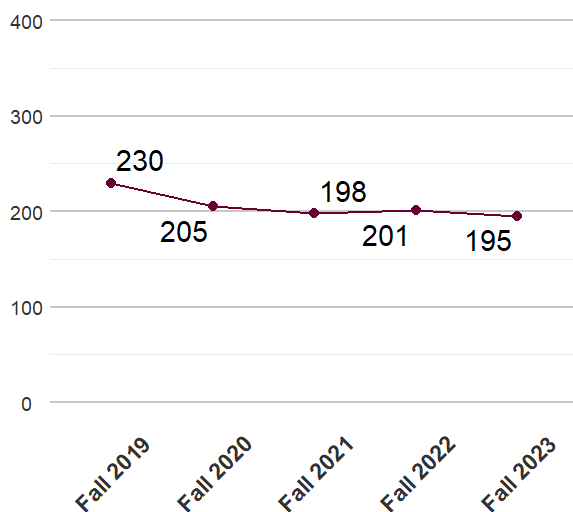
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	8.3%	7.8%	10.6%	10.4%	17.4%
Free/Reduced Lunch	34.8%	34.6%	44.4%	49.3%	54.4%
Students of Color	27.8%	32.7%	32.3%	32.8%	36.4%
Enrolled 3 or More Years	19.1%	38.5%	45.5%	30.5%	29.6%

Enrollment



Where Students Come From

Assigned District	Students
Redford Union Schools, District No. 1	48
Livonia Public Schools School District	28
Farmington Public School District	23
Detroit Public Schools Community District	21
South Lyon Community Schools	12
Wayne-Westland Community School District	9
Novi Community School District	8
Plymouth-Canton Community Schools	8
Northville Public Schools	7
Other	32

Oakland FlexTech High School

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. Please see the Guidance Document for more information.

Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

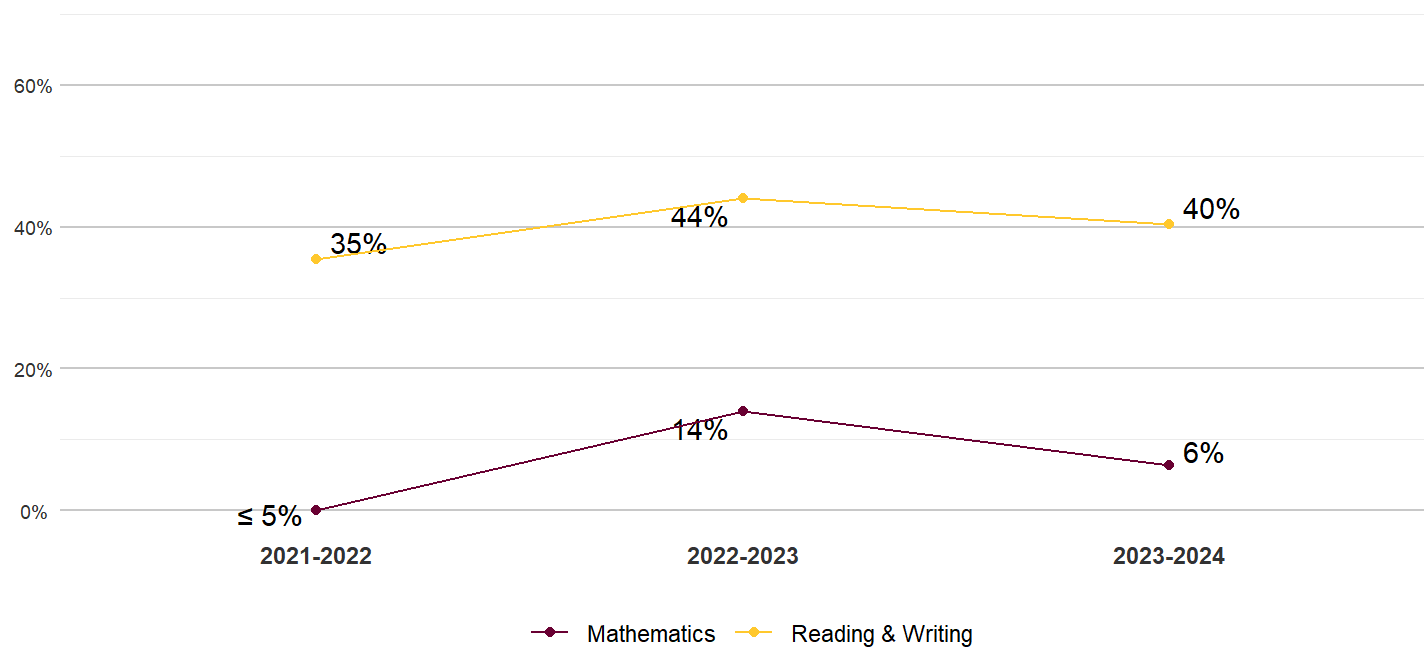


Oakland FlexTech High School

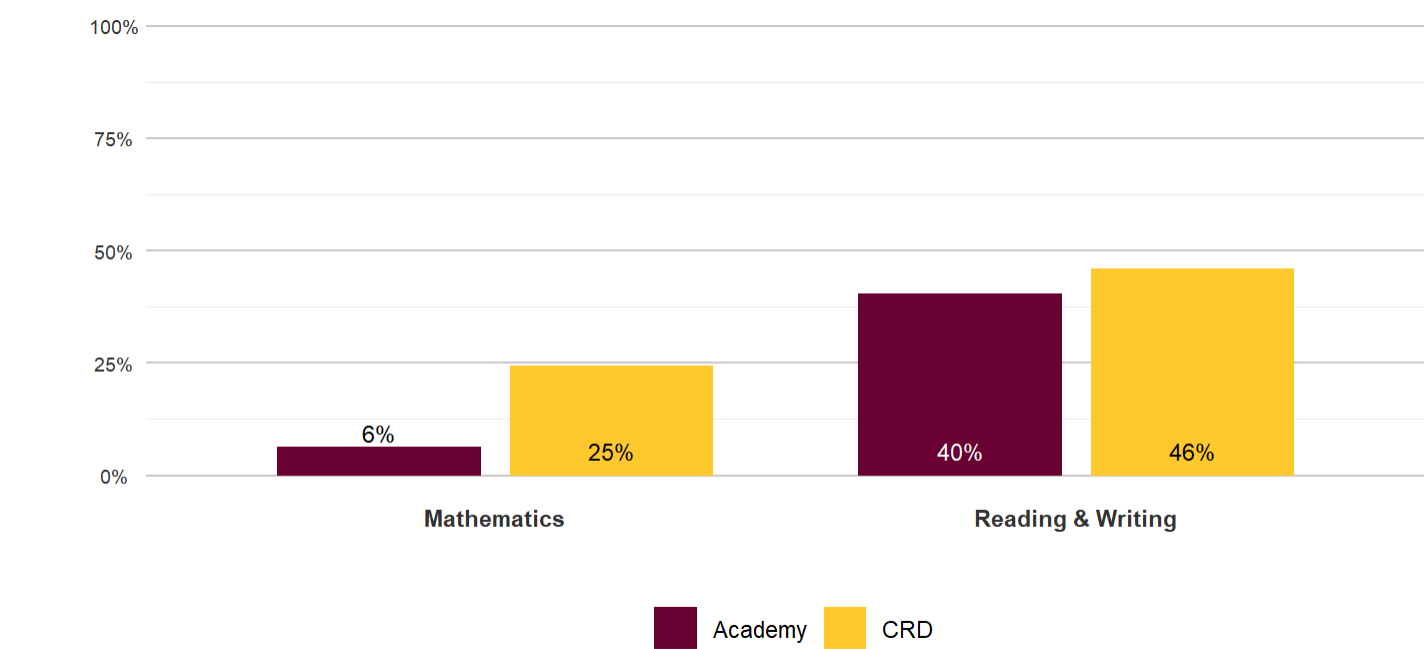
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SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD





School Profile: Old Redford Academy

District	Old Redford Academy	Initial Charter Applicant	Melvin Smith
District Code(s)	82956	School Property Owner	Clothilde R. Smith Charitable Foundation
Building Code(s)	08723, 09481, 03434	School Building Owner	Clothilde R. Smith Charitable Foundation
Location	22122 W. McNichols Detroit, MI 48219	Educational Service Provider (ESP)	CS Partners, Inc. and CSP Management Inc. d/b/a Partner Solutions For Schools
Phone	313-880-1804	ESP Contract Term	July 01, 2023 – June 30, 2026
Website	http://oradistrict.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$274,677.14
Grades Served	K-12	Special Education Cost Reimbursements Received in FY24	\$196,327.29
School Year Authorized	1998-1999		
Charter Contract Term	July 01, 2023 – June 30, 2026		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Cecelia Mullens	President	April 21, 2022	May 12, 2026
Jason Jefferson	Vice President	April 20, 2023	May 12, 2027
Regina Banks-Hall	Secretary	June 25, 2020	May 12, 2025
Andrew Tyus	Treasurer	April 20, 2023	May 12, 2027
Furquan Ahmed	Director	September 28, 2023	May 12, 2026
Brian Stephens	Director	April 18, 2024	May 12, 2028

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	49	51	61	63	48	56	46	78	70	127	116	92	90	947	87
2024-25	50	55	49	58	54	52	57	56	78	142	125	106	80	962	N/A



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Old Redford Academy

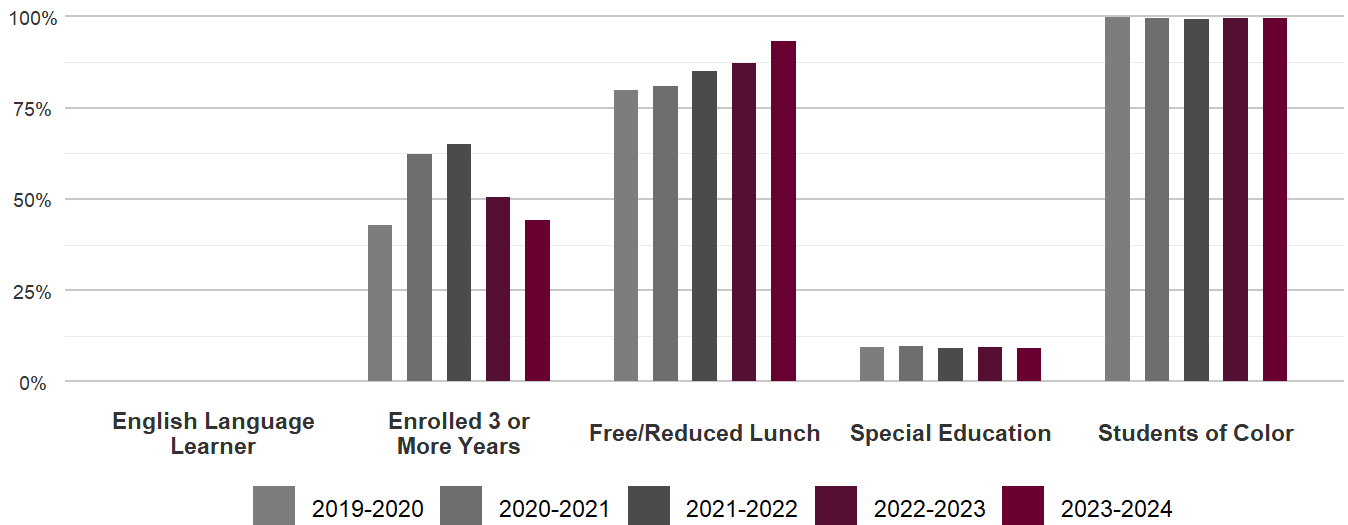


September 2024: State Assessment Update

Old Redford Academy

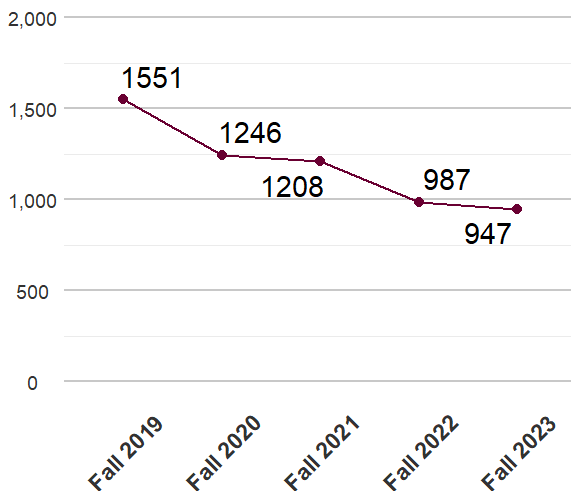
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	9.5%	9.6%	9.1%	9.3%	9.2%
Free/Reduced Lunch	79.9%	81.1%	85.0%	87.1%	93.3%
Students of Color	99.7%	99.6%	99.3%	99.6%	99.7%
Enrolled 3 or More Years	42.7%	62.3%	65.1%	50.5%	44.3%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	936
Redford Union Schools, District No. 1	4
Southfield Public School District	4
Dexter Community School District	2
Highland Park City Schools	2
Oak Park, School District of the City of	2
Dearborn City School District	1
Farmington Public School District	1
Warren Consolidated Schools	1
Wayne-Westland Community School District	1

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

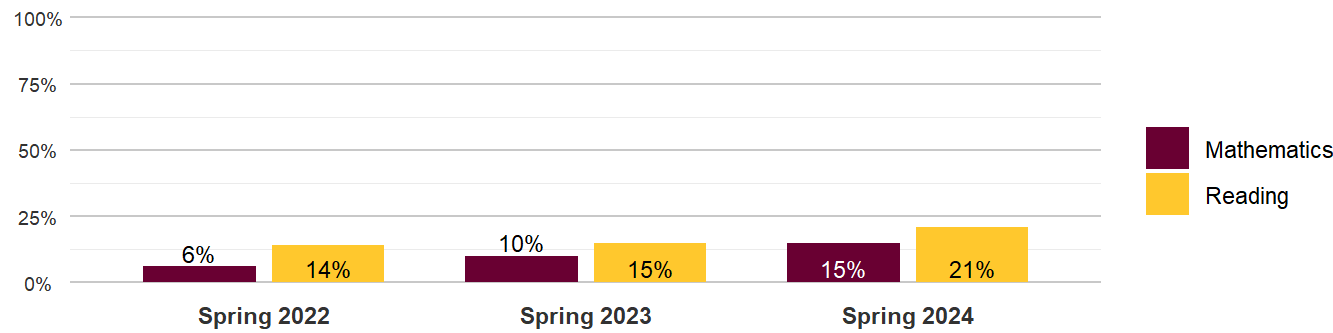


Old Redford Academy

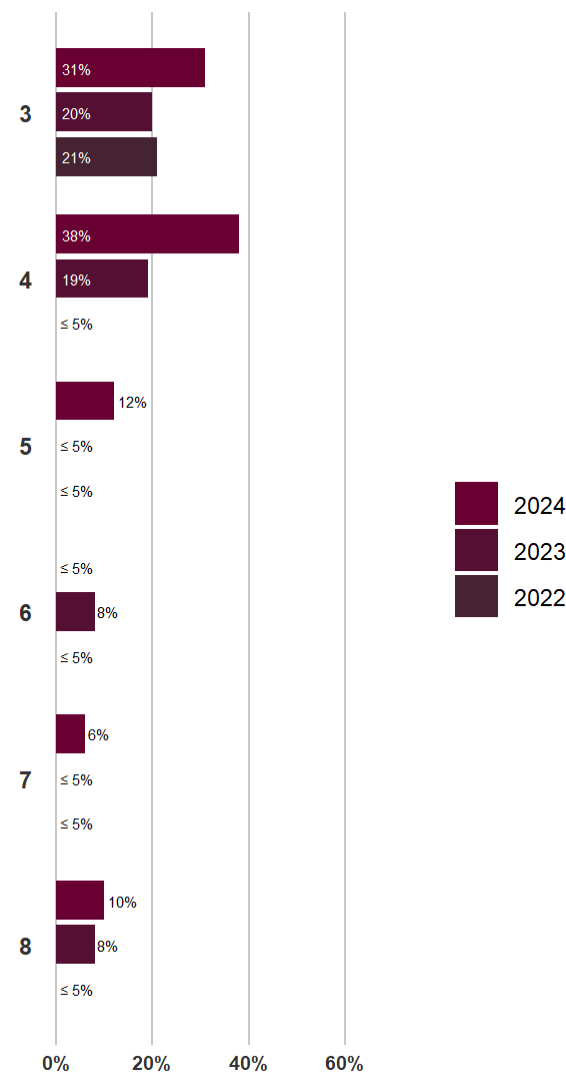
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

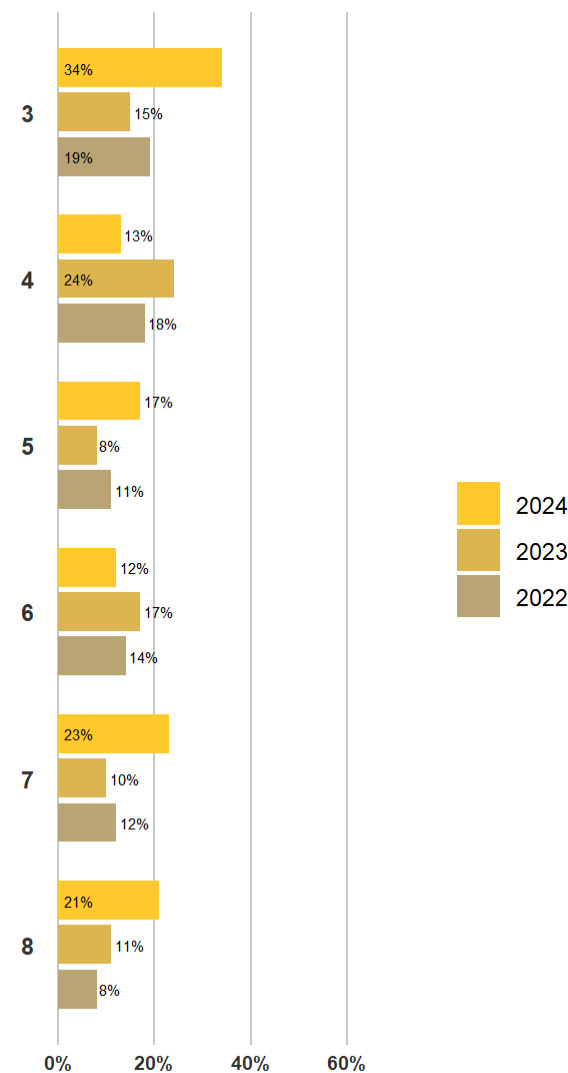
School-Wide by Year



By Grade Level Mathematics

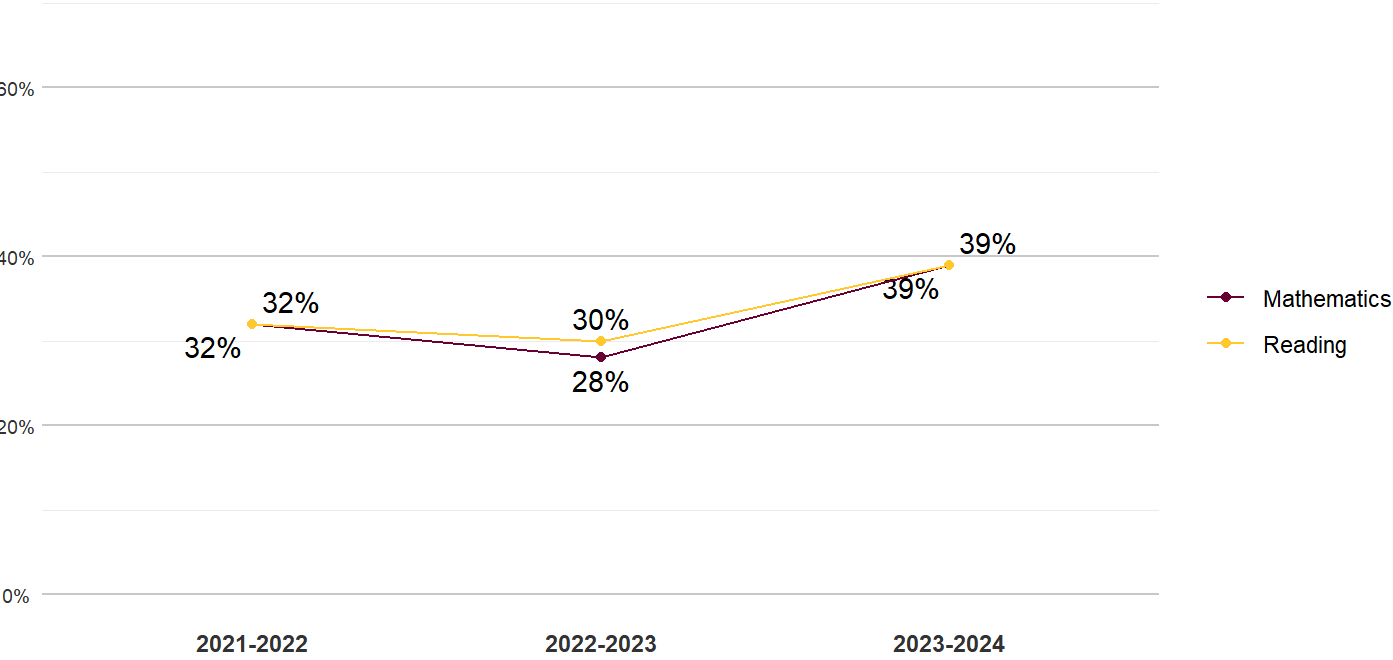


Reading

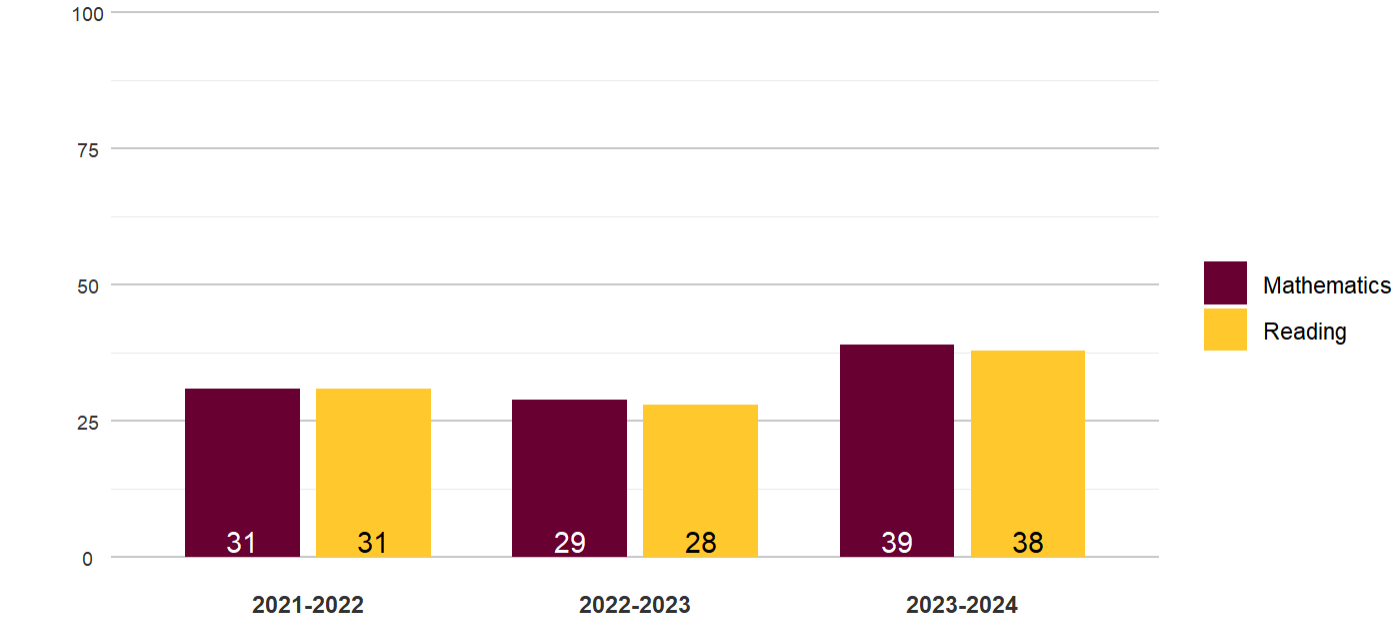


NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater
All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile
All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

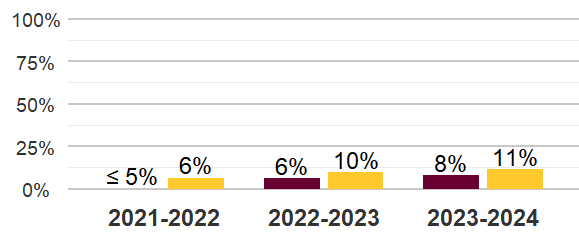


Old Redford Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

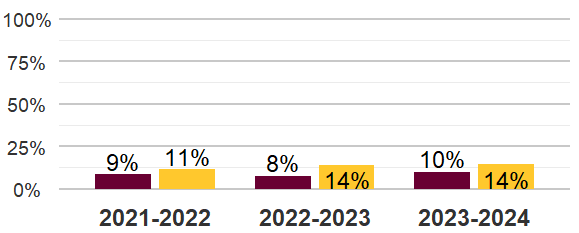
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

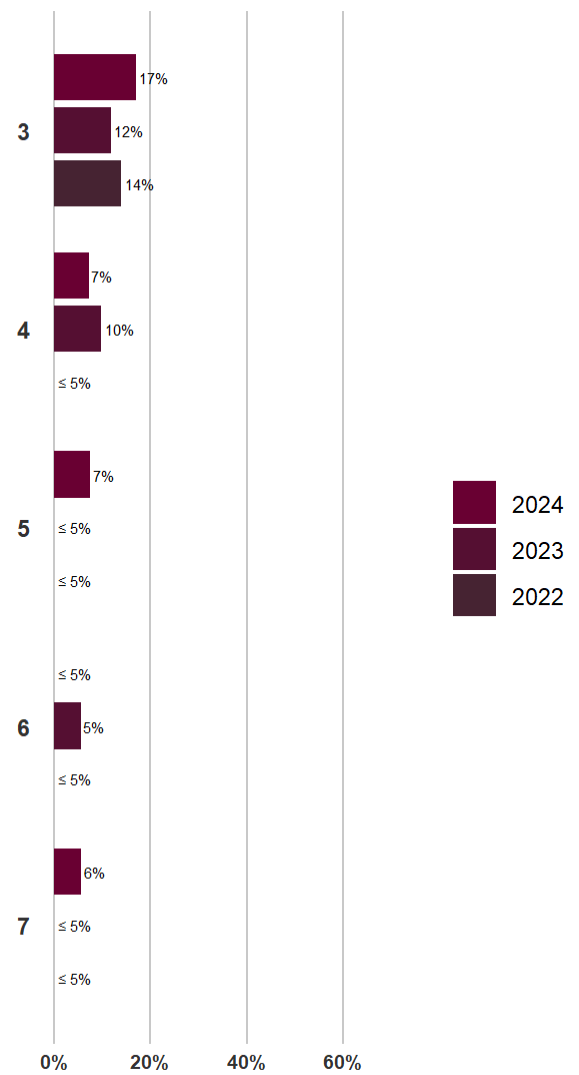
ELA



Academy CRD

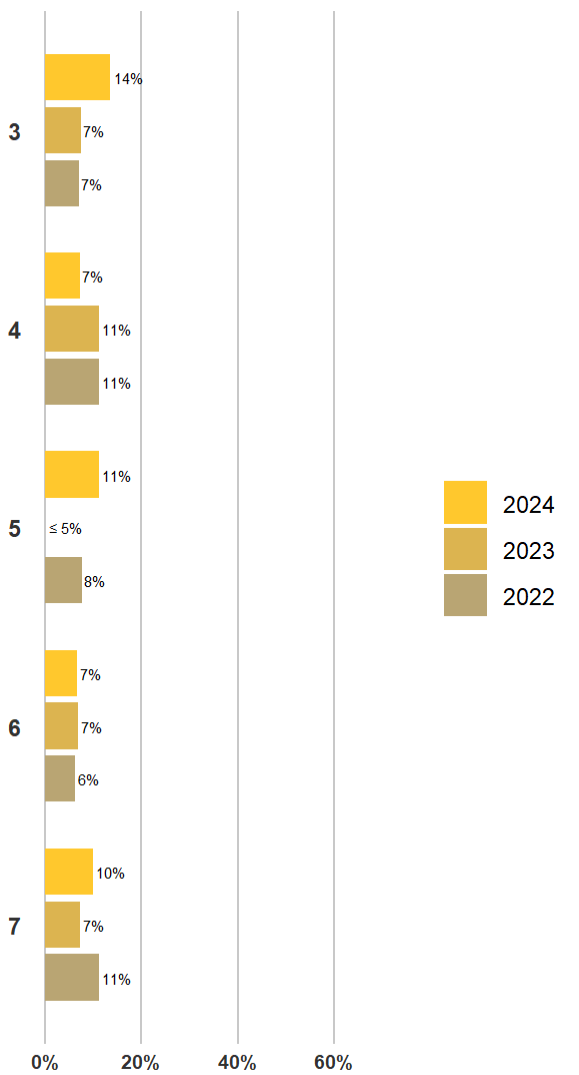
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022

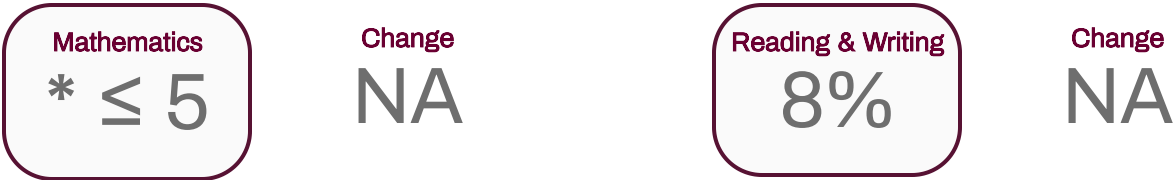
Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. Please see the Guidance Document for more information.

Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

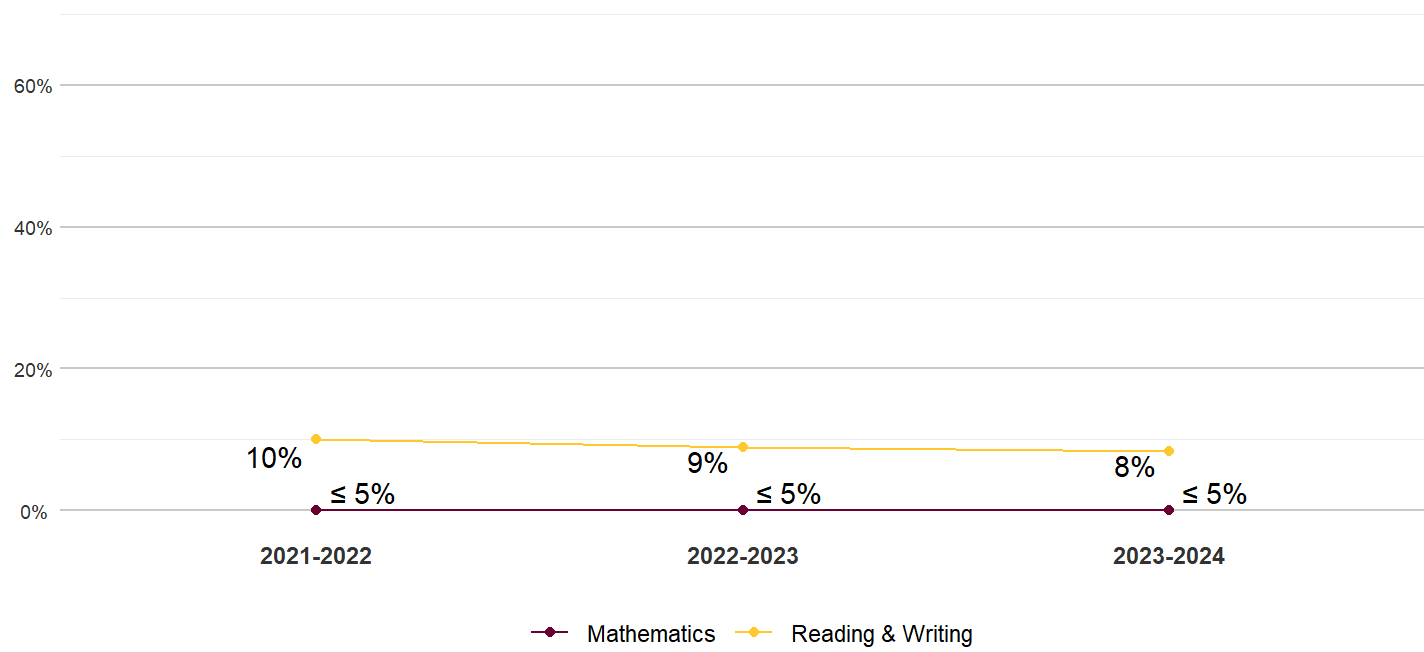
2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



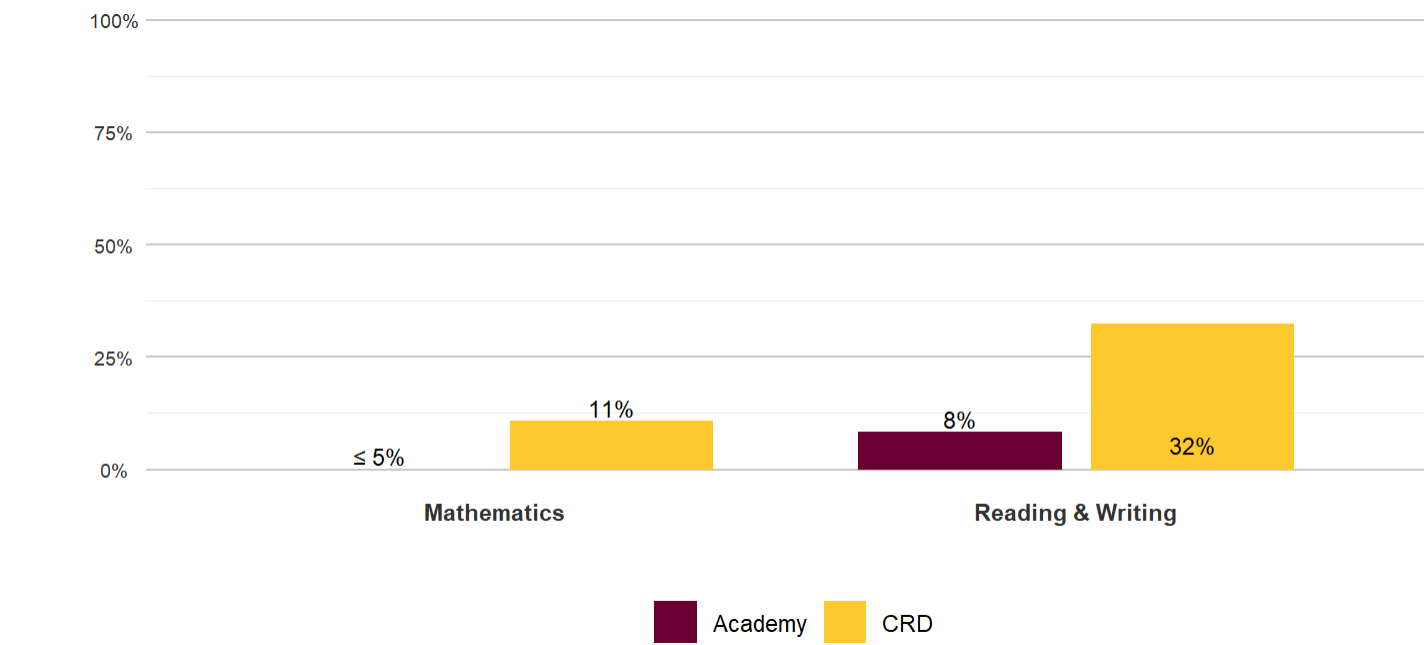
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD





School Profile: Pansophia Academy

District	Pansophia Academy	Initial Charter Applicant	Dean Lockwood/Thomas Kea/Kay Lockwood
District Code(s)	12901	School Property Owner	Pansophia Academy
Building Code(s)	08250	School Building Owner	Pansophia Academy
Location	52 Abbott Avenue Coldwater, MI 49036	Educational Service Provider (ESP)	CS Partners, Inc. and CSP Management Inc. d/b/a Partner Solutions For Schools
Phone	517-279-4686	ESP Contract Term	July 01, 2022 – June 30, 2027
Website	http://www.pansophiaacademy.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$134,407.08
Grades Served	K-12	Special Education Cost Reimbursements Received in FY24	\$7,435.87
School Year Authorized	1994-1995		
Charter Contract Term	July 01, 2022 – June 30, 2027		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Georgia Hargett	President	June 29, 2023	August 30, 2027
Richard Brown	Vice President	June 29, 2023	August 30, 2027
Emily Ellis	Secretary	April 18, 2024	August 30, 2025
John Krajny	Treasurer	June 30, 2022	August 30, 2026

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	39	37	45	41	46	41	28	28	31	35	26	36	39	472	59
2024-25	43	48	31	43	45	46	43	29	31	38	39	30	46	512	N/A



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SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Pansophia Academy

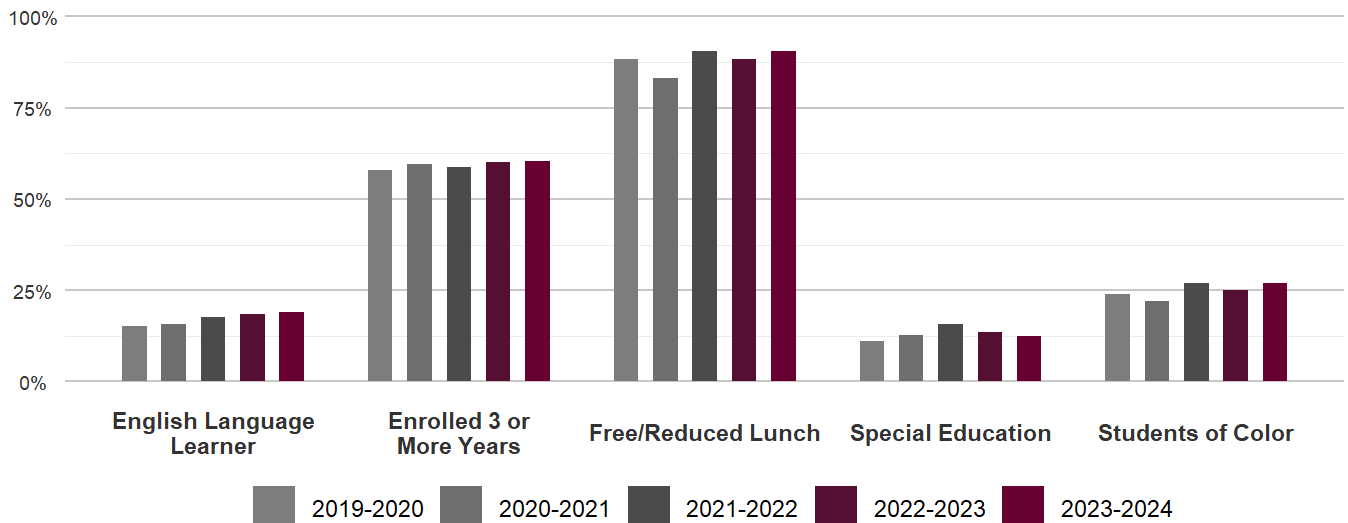


September 2024: State Assessment Update

Pansophia Academy

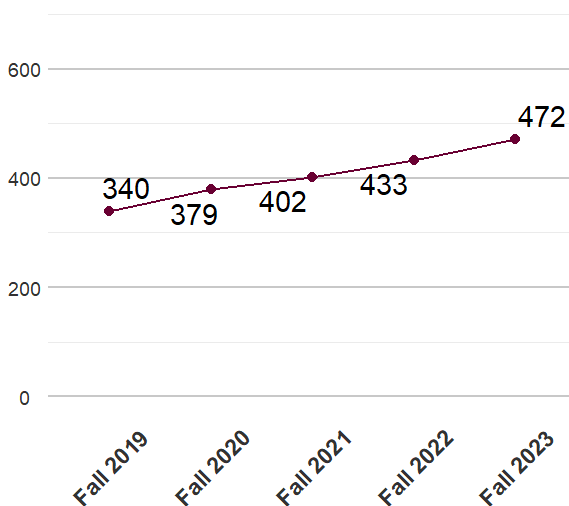
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	15.3%	15.8%	17.7%	18.5%	19.1%
Special Education	11.2%	12.7%	15.7%	13.6%	12.5%
Free/Reduced Lunch	88.2%	83.1%	90.5%	88.2%	90.5%
Students of Color	23.8%	22.2%	26.9%	25.2%	26.9%
Enrolled 3 or More Years	57.8%	59.4%	58.7%	60.2%	60.5%

Enrollment



Where Students Come From

Assigned District	Students
Coldwater Community Schools	560
Quincy Community Schools	14
Bronson Community School District	11
Reading Community Schools	3
Camden-Frontier School	2
Hillsdale Community Schools	2
Union City Community Schools	2
Vicksburg Community Schools	2
AuTrain-Onota Public Schools	1
Other	3

NWEA MAP Growth Assessment

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Achievement

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2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

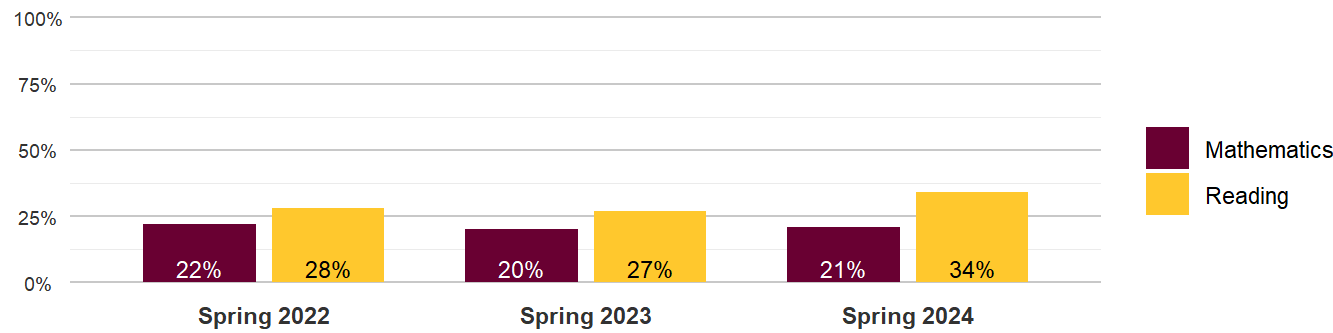


2023-2024 - Fall-to-Spring Median Growth Percentile

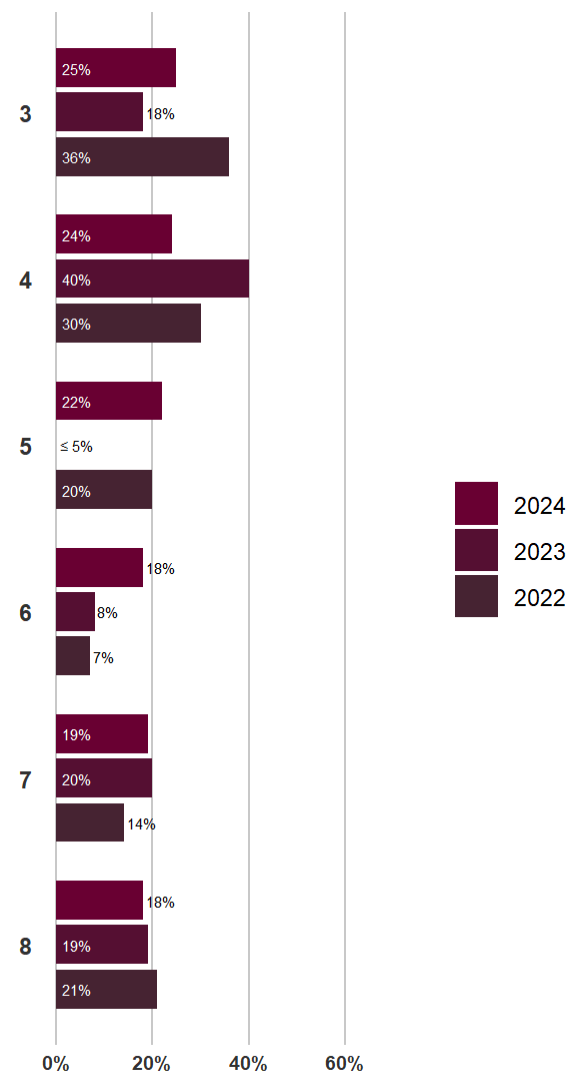


Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

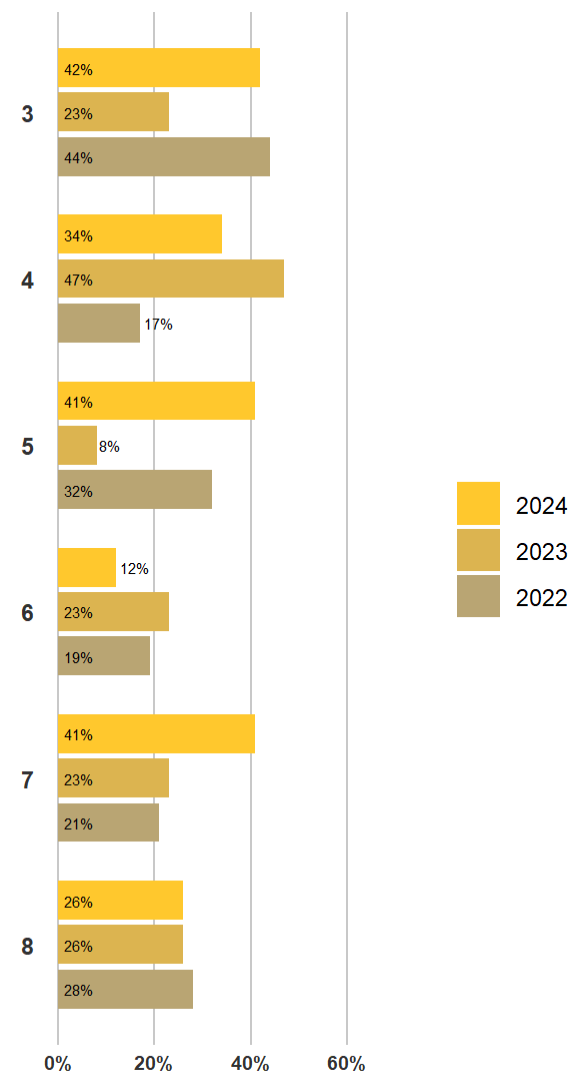
School-Wide by Year



By Grade Level Mathematics

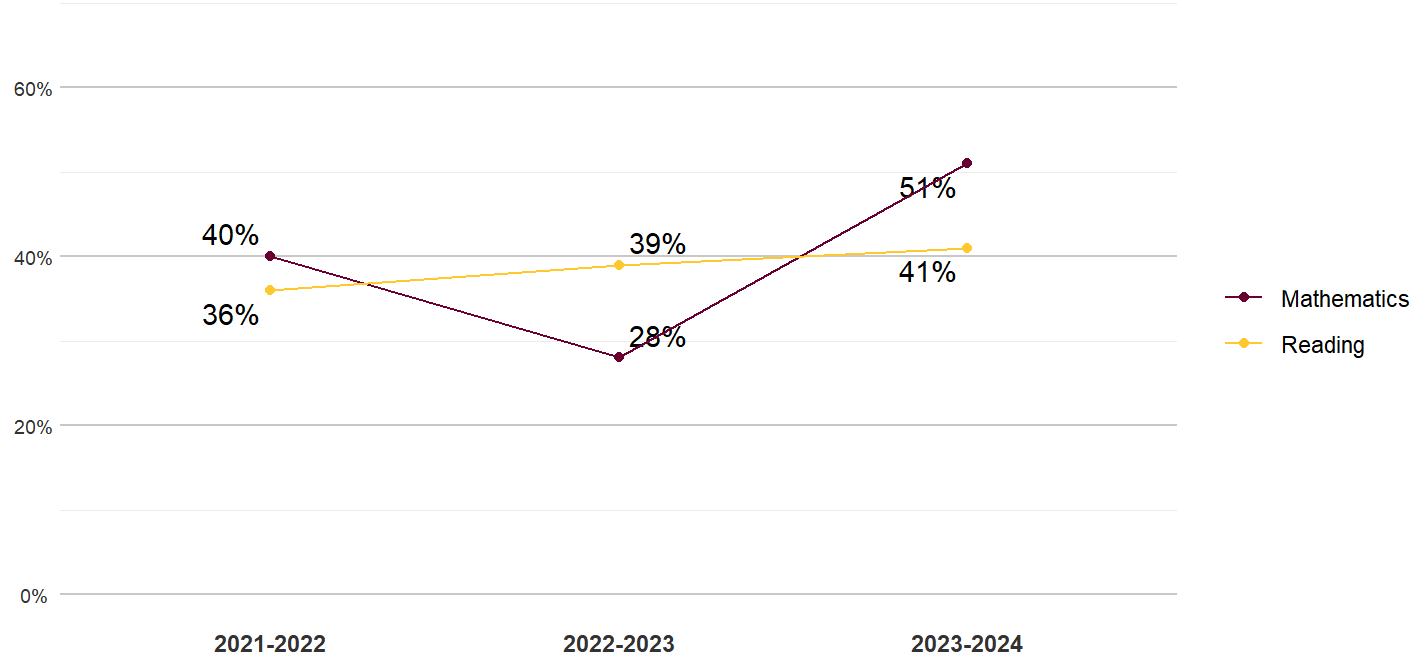


Reading

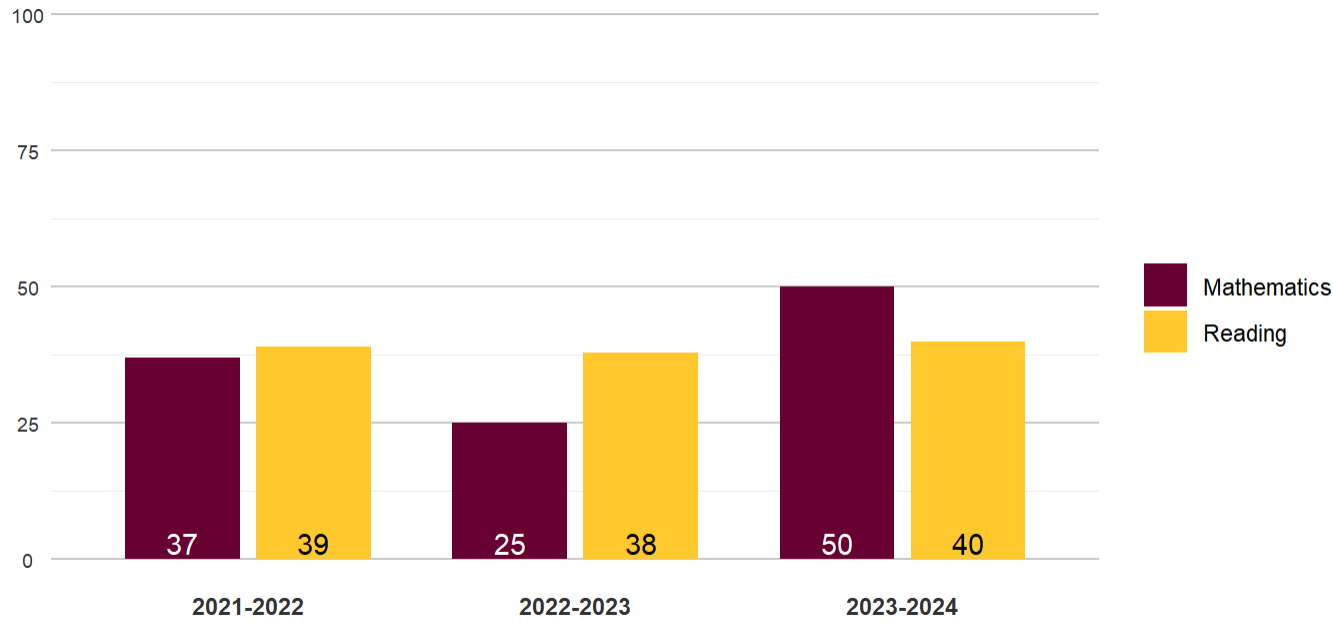


NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater
All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile
All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



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2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

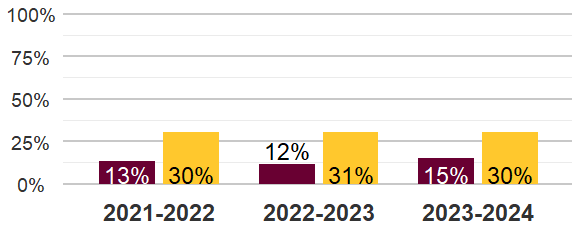


Pansophia Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

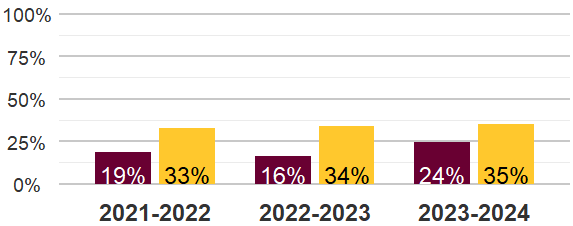
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

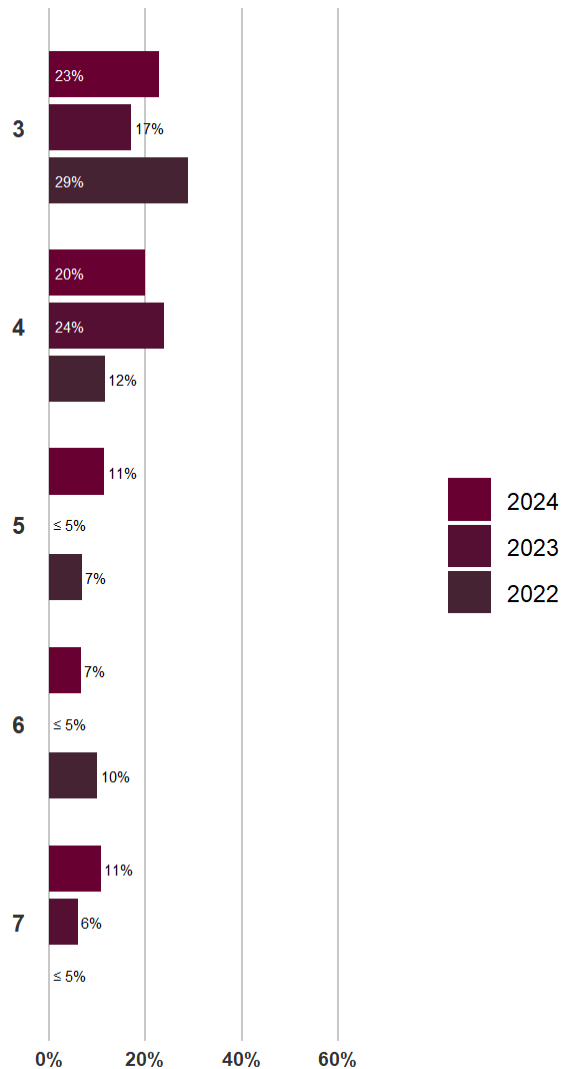
ELA



Academy CRD

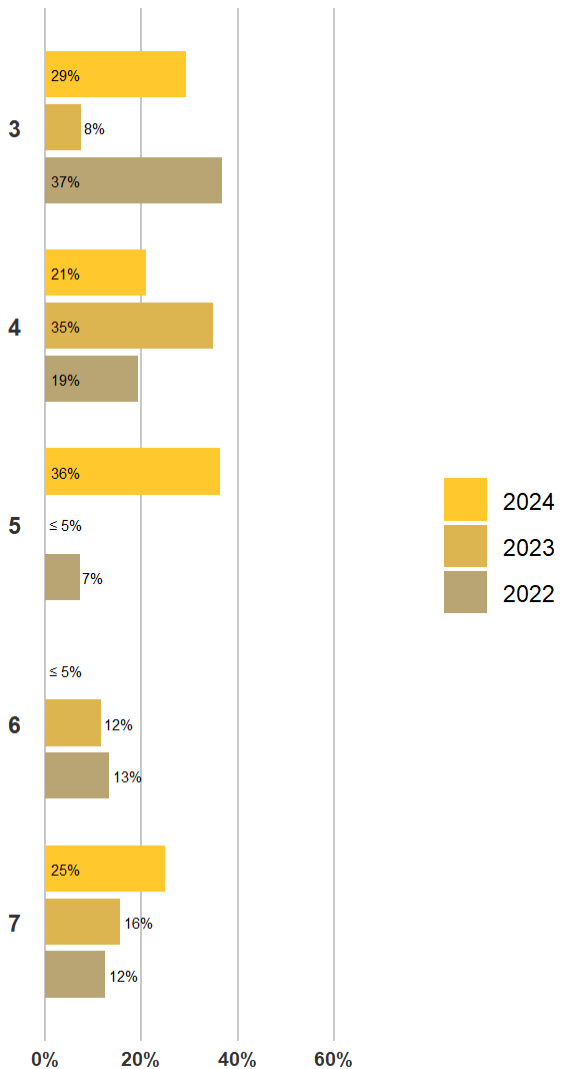
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022

Scholastic Aptitude Test (SAT)

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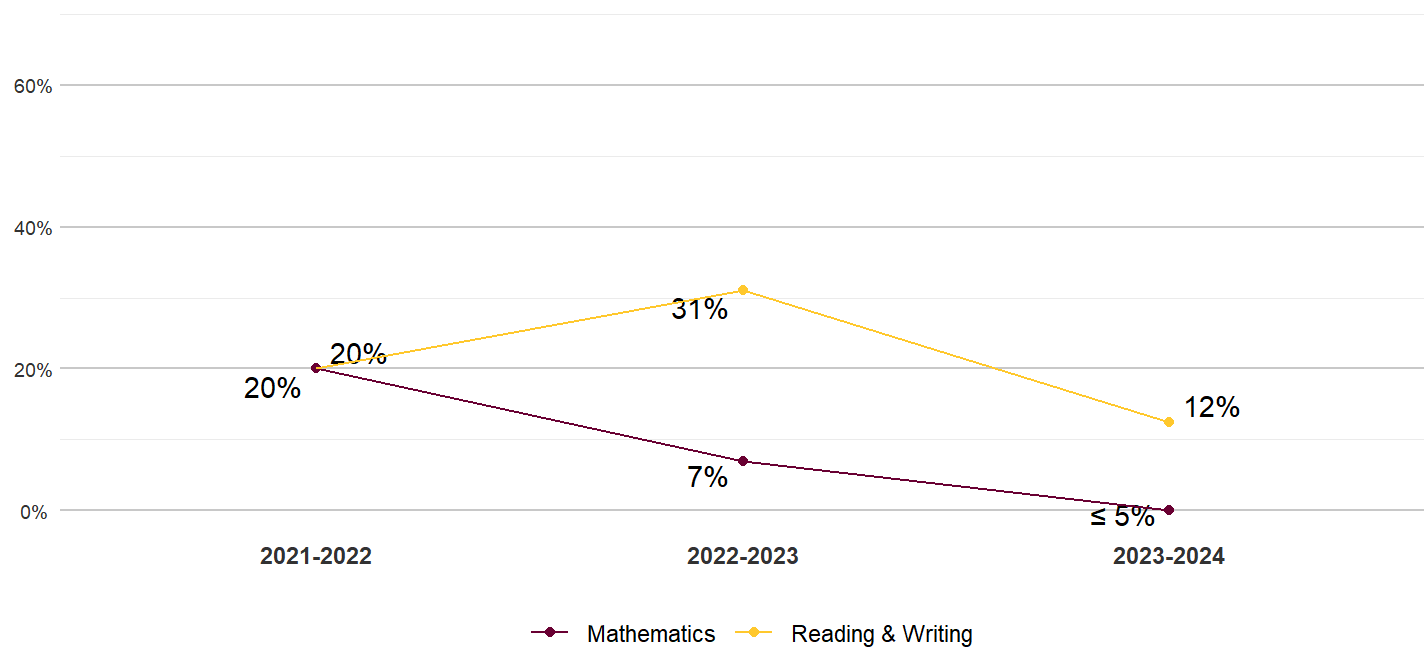
2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



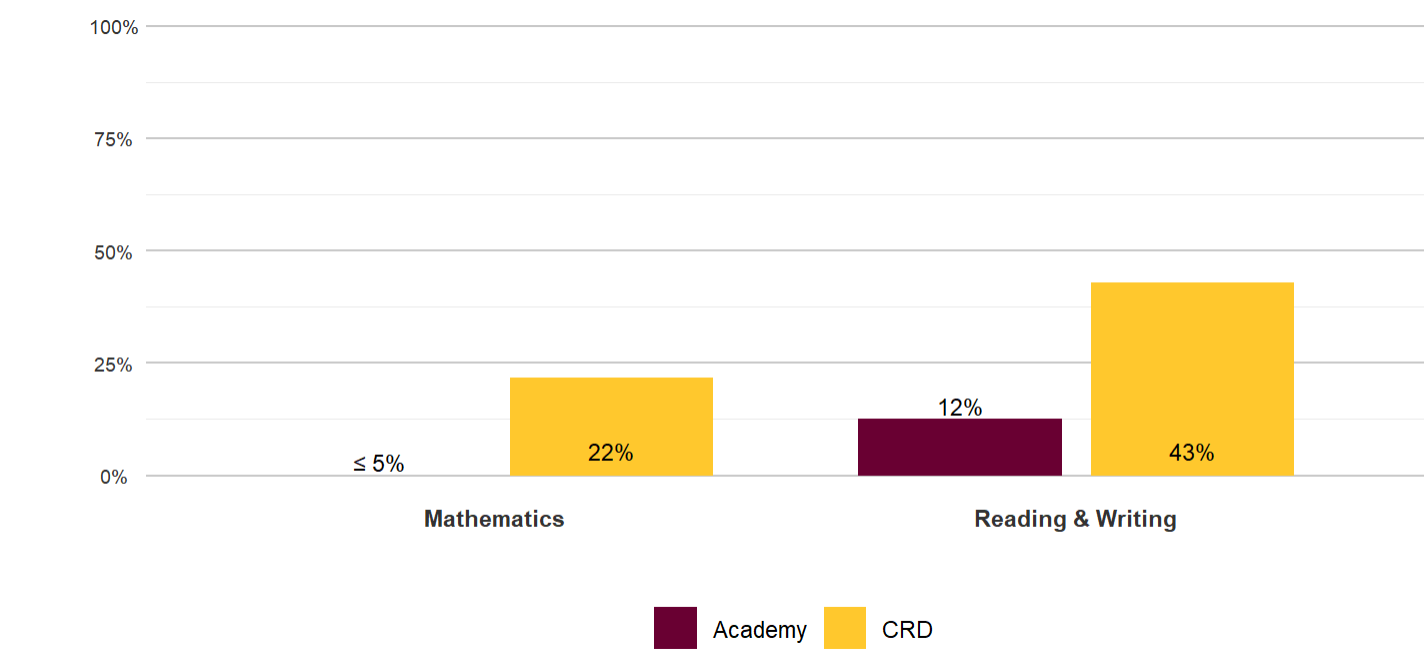
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SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD





School Profile: Pembroke Academy

District	Pembroke Academy	Initial Charter Applicant	Jason Puscas
District Code(s)	82765	School Property Owner	Charter Development Company, L.L.C.
Building Code(s)	03377	School Building Owner	Charter Development Company, L.L.C.
Location	19940 Mansfield St. Detroit, MI 48235	Educational Service Provider (ESP)	National Heritage Academies, Inc.
Phone	313-243-0092	ESP Contract Term	July 01, 2023 – June 30, 2030
Website	https://www.nhaschools.com/schools/pembroke-academy/en	2023-24 Total Fees, Reimbursements, and Charges Collected	\$99,322.08
Grades Served	K-8	Special Education Cost	\$26,941.61
School Year Authorized	2017-2018	Reimbursements Received in FY24	
Charter Contract Term	July 01, 2023 – June 30, 2030		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Contessa Rudolph	President	December 02, 2021	January 15, 2026
Jason Puscas	Vice President	December 08, 2022	January 15, 2027
Krystal Armstrong	Secretary	February 16, 2023	January 15, 2025
Keith Ledbetter	Treasurer	December 08, 2022	January 15, 2027
Daniel Vander Ley	Director	November 30, 2023	January 15, 2028

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	105	69	45	29	30	30	12	13	10	N/A	N/A	N/A	N/A	343	21
2024-25	108	65	69	42	32	31	30	11	10	N/A	N/A	N/A	N/A	398	N/A



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SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Pembroke Academy

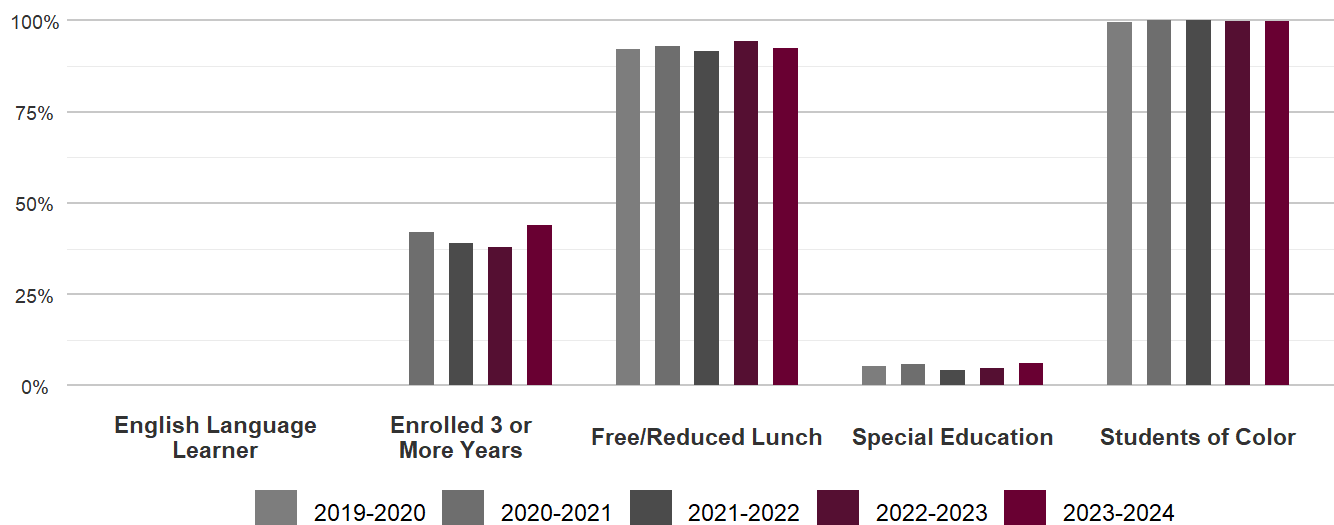


September 2024: State Assessment Update

Pembroke Academy

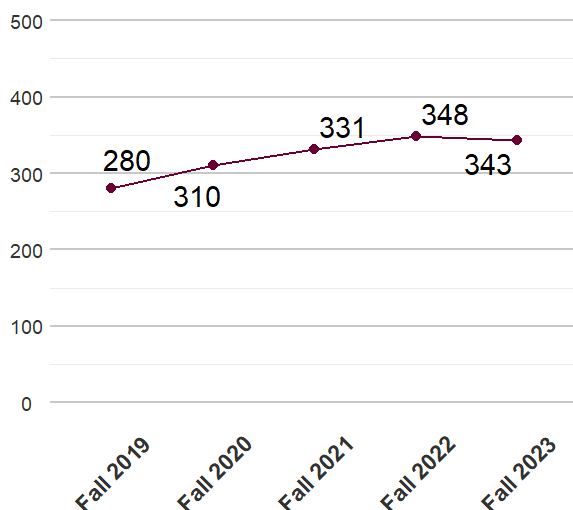
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Overview



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English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	5.4%	5.8%	4.2%	4.9%	6.1%
Free/Reduced Lunch	92.1%	92.9%	91.5%	94.3%	92.4%
Students of Color	99.6%	100.0%	100.0%	99.7%	99.7%
Enrolled 3 or More Years	0.0%	41.9%	39.0%	37.9%	44.0%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	307
Southfield Public School District	8
Wayne-Westland Community School District	7
Oak Park, School District of the City of	5
Highland Park City Schools	4
Taylor School District	3
Ferndale Public Schools	2
South Redford School District	2
Clarenceville School District	1
Other	4

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Achievement

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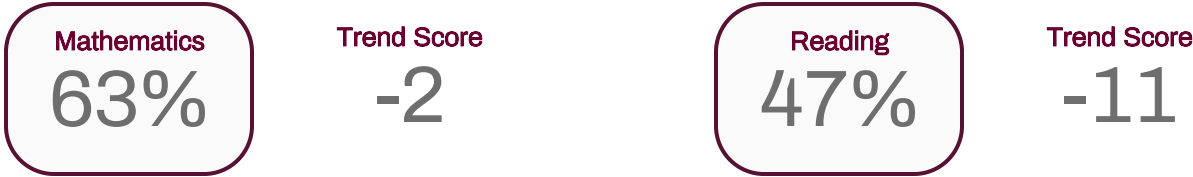
2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

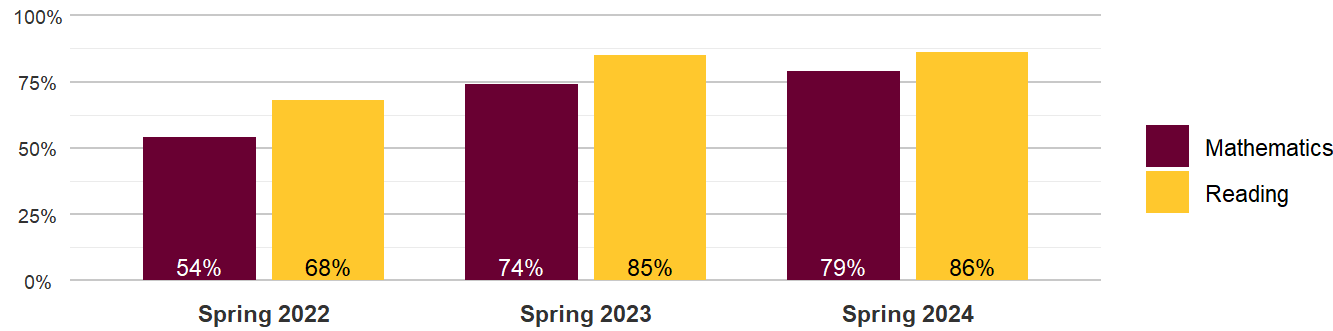


2023-2024 - Fall-to-Spring Median Growth Percentile

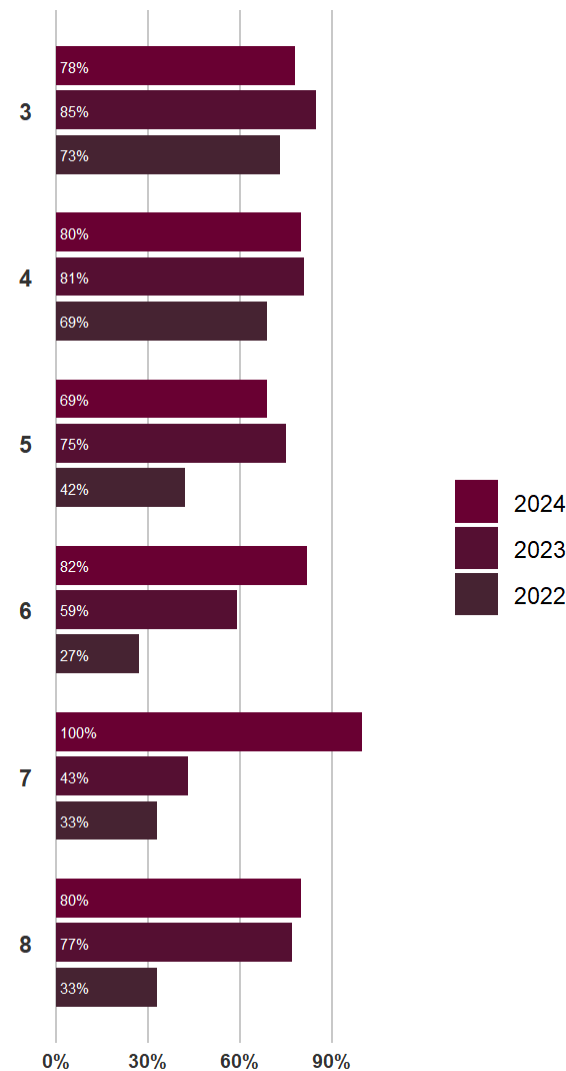


Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

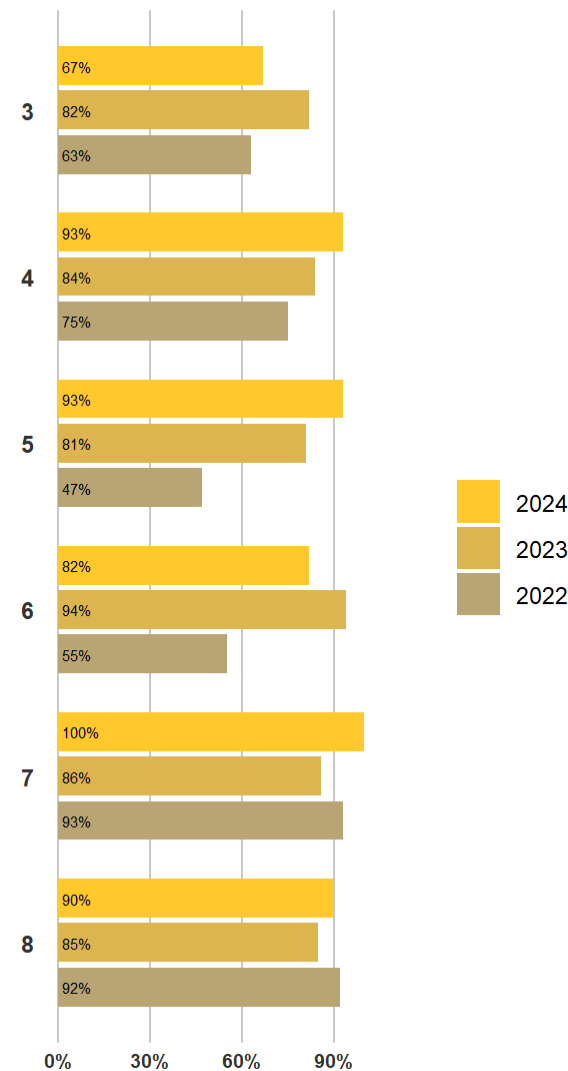
School-Wide by Year



By Grade Level Mathematics



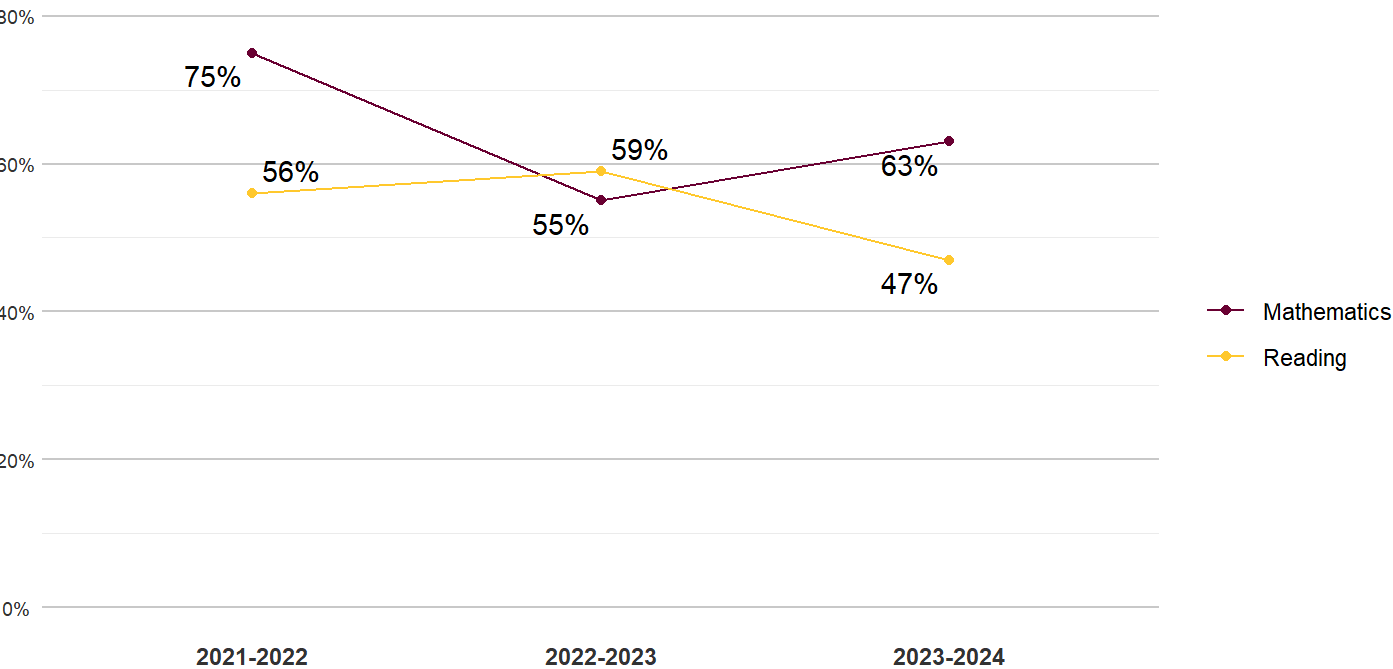
Reading



NWEA MAP Fall-to-Spring Growth

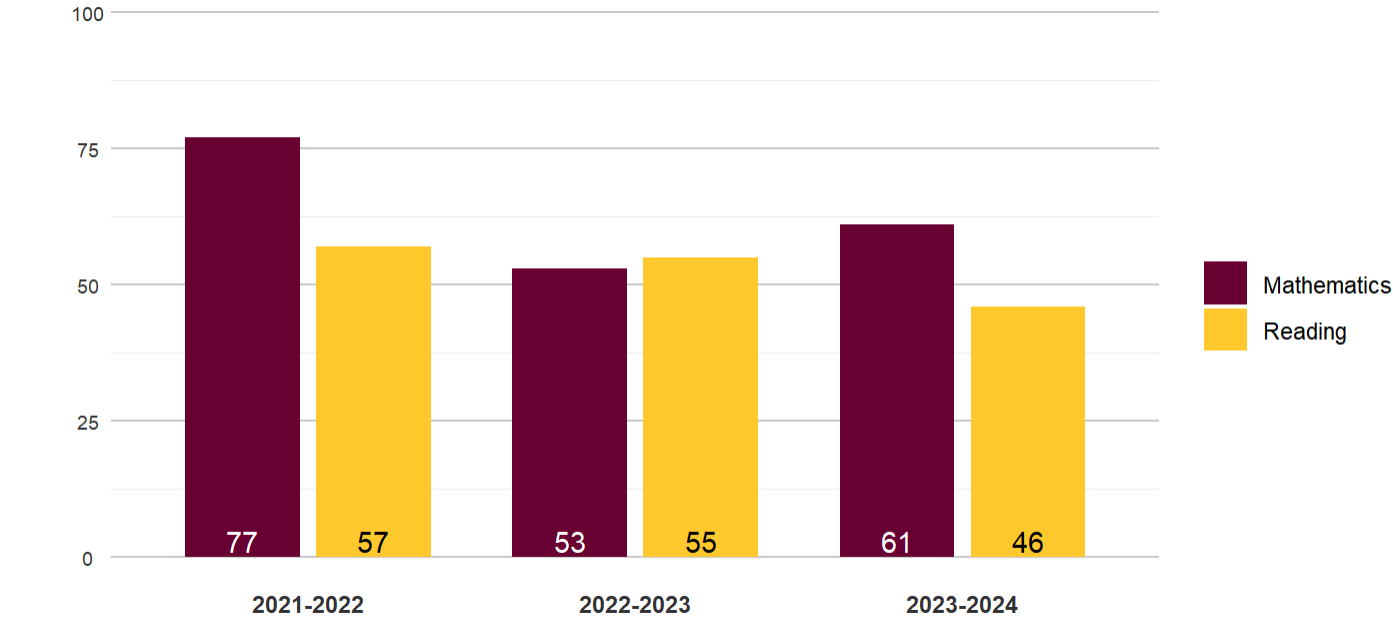
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

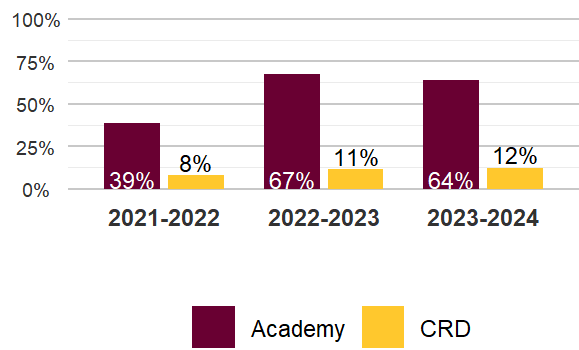


Pembroke Academy

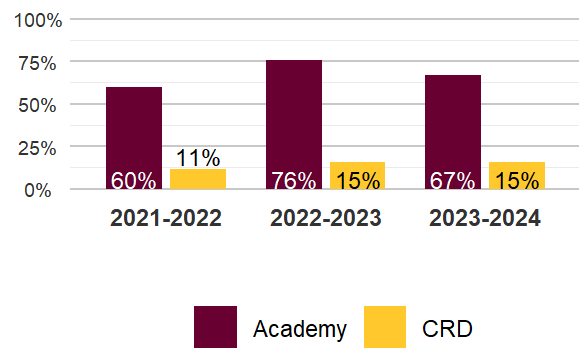
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics

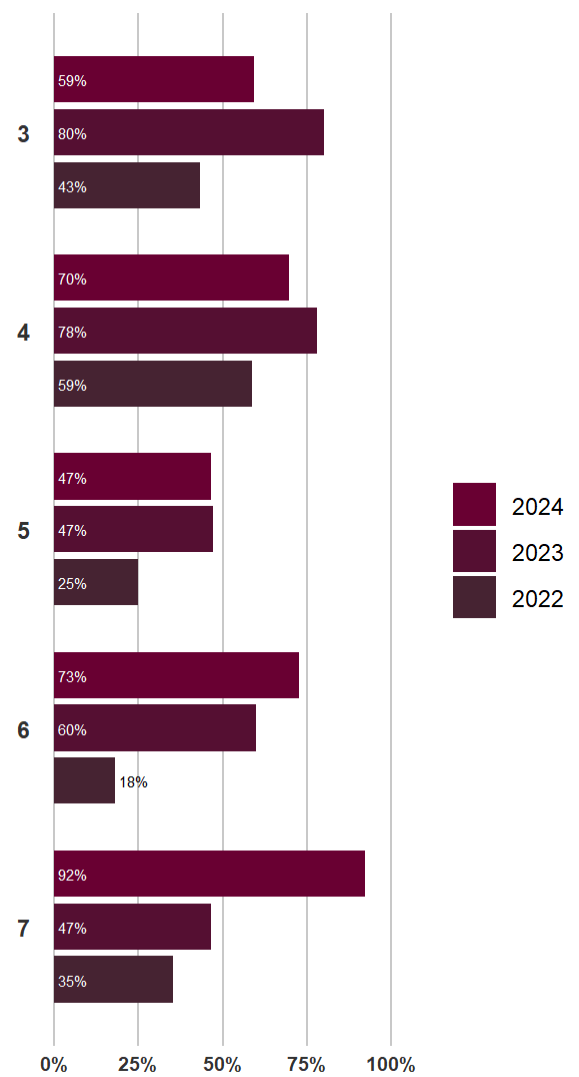


ELA

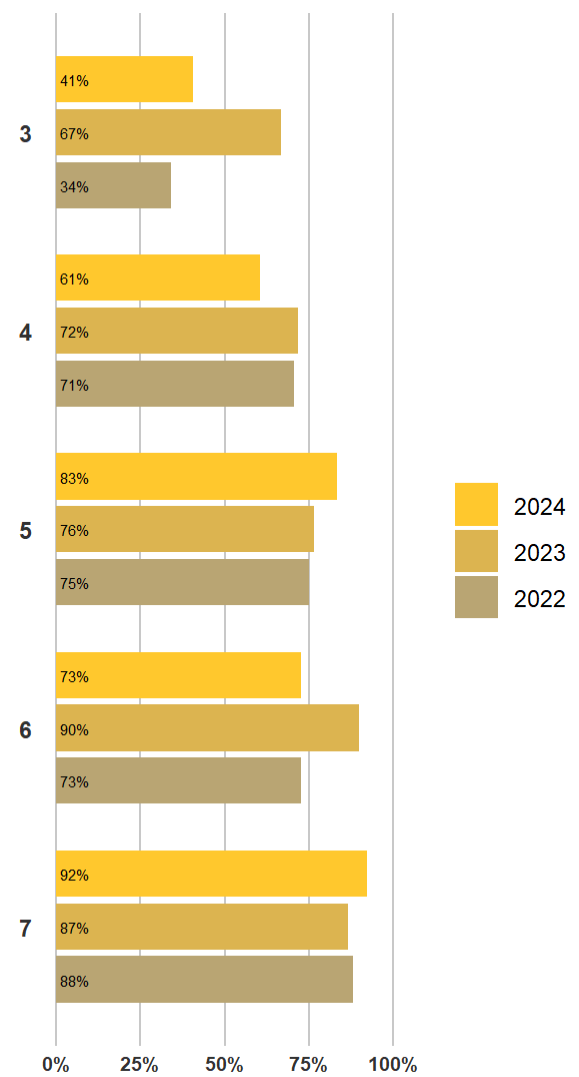


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA





School Profile: Quest Charter Academy

District	Quest Charter Academy	Initial Charter Applicant	Ted Lang
District Code(s)	82718	School Property Owner	Charter Development Company, L.L.C.
Building Code(s)	00097	School Building Owner	Charter Development Company, L.L.C.
Location	24745 Van Born Rd. Taylor, MI 48180	Educational Service Provider (ESP)	National Heritage Academies, Inc.
Phone	313-299-0534	ESP Contract Term	July 01, 2024 – June 30, 2029
Website	https://www.nhaschools.com/schools/Quest-Charter-Academy/en	2023-24 Total Fees, Reimbursements, and Charges Collected	\$206,640.21
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$63,028.48
School Year Authorized	2008-2009		
Charter Contract Term	July 01, 2024 – June 30, 2029		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Alexander Rogers	President	February 06, 2024	February 18, 2028
Julie Grassi	Vice President	February 17, 2022	February 18, 2026
Jessica Gates	Secretary	April 18, 2024	February 18, 2029
Lynette Massey	Treasurer	February 16, 2023	February 18, 2027
Brittany Hayes-Fonder	Director	April 18, 2024	February 18, 2029

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	92	100	86	84	70	63	67	64	67	N/A	N/A	N/A	N/A	693	82
2024-25	76	107	104	74	86	73	55	63	66	N/A	N/A	N/A	N/A	704	N/A



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Quest Charter Academy

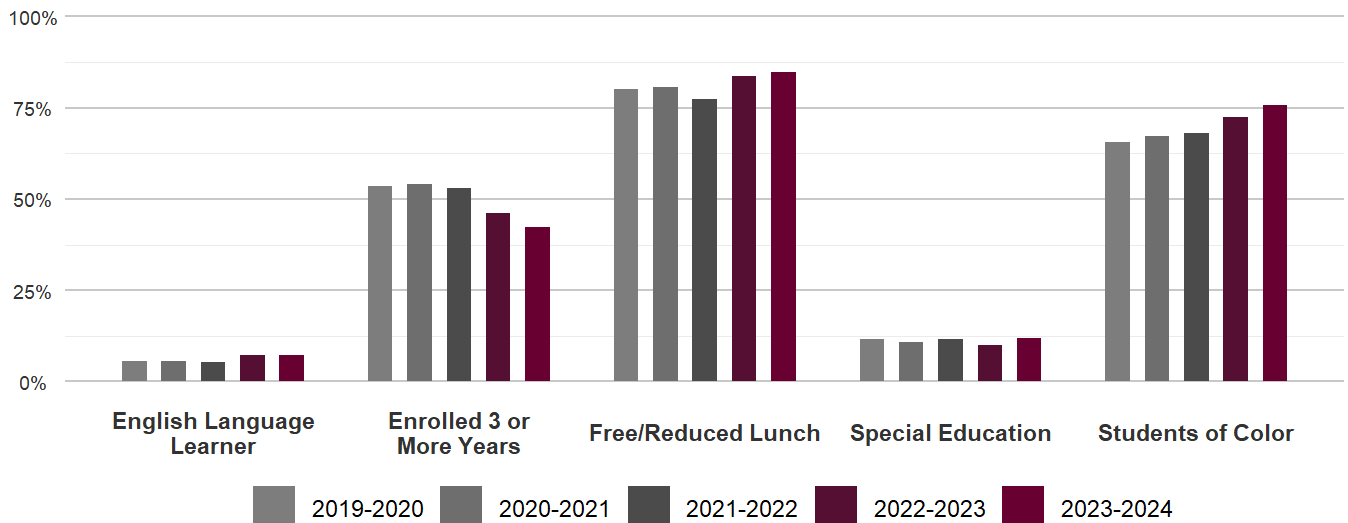


September 2024: State Assessment Update

Quest Charter Academy

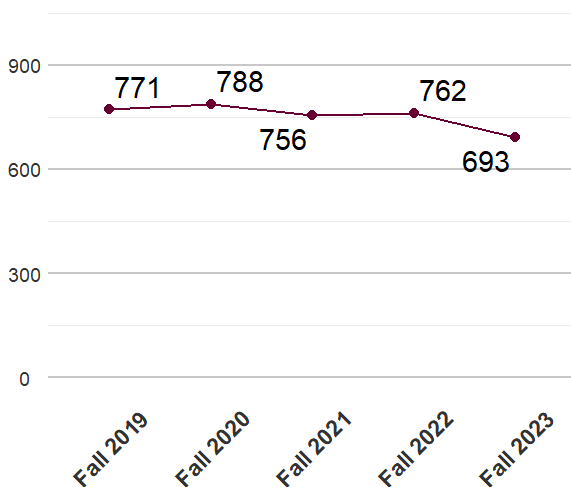
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	5.7%	5.7%	5.4%	7.3%	7.2%
Special Education	11.5%	10.8%	11.5%	10.1%	11.8%
Free/Reduced Lunch	80.0%	80.6%	77.4%	83.7%	84.7%
Students of Color	65.6%	67.3%	68.1%	72.6%	75.6%
Enrolled 3 or More Years	53.5%	54.1%	53.0%	46.1%	42.4%

Enrollment



Where Students Come From

Assigned District	Students
Taylor School District	253
Westwood Community School District	190
Detroit Public Schools Community District	49
Wayne-Westland Community School District	40
Dearborn Heights School District #7	36
Romulus Community Schools	34
Lincoln Park, School District of the City of	14
Dearborn City School District	12
Ecorse Public Schools	7
Other	58

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

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2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

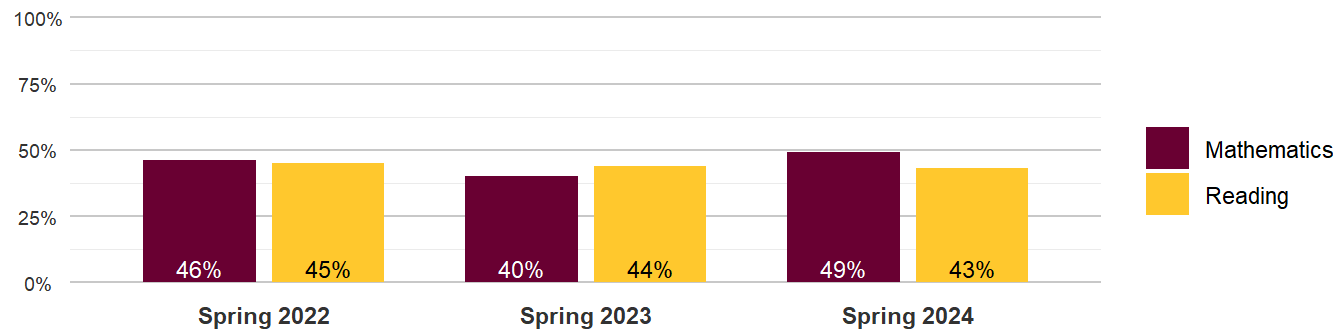


Quest Charter Academy

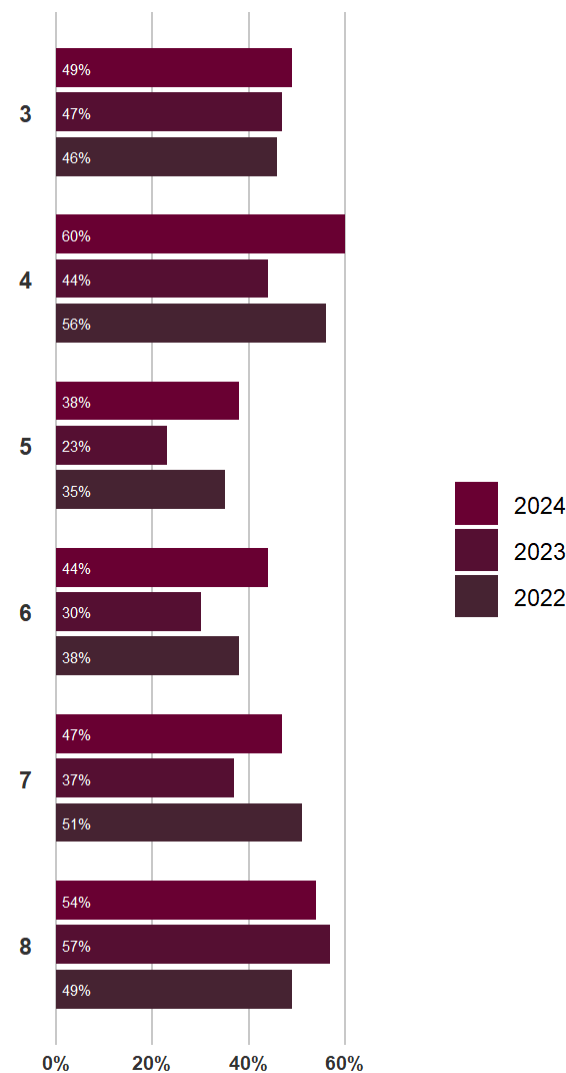
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

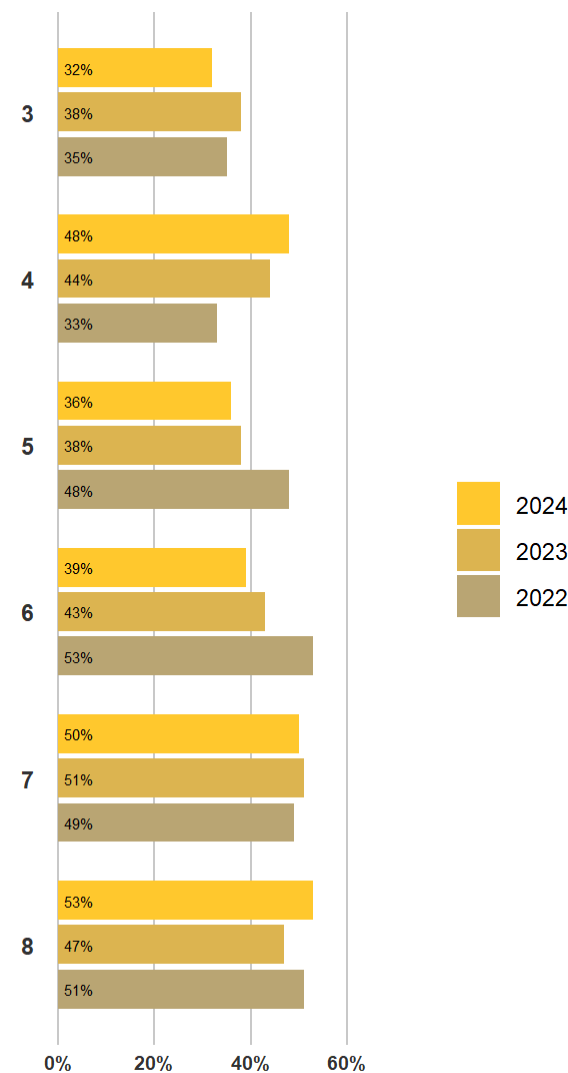
School-Wide by Year



By Grade Level Mathematics

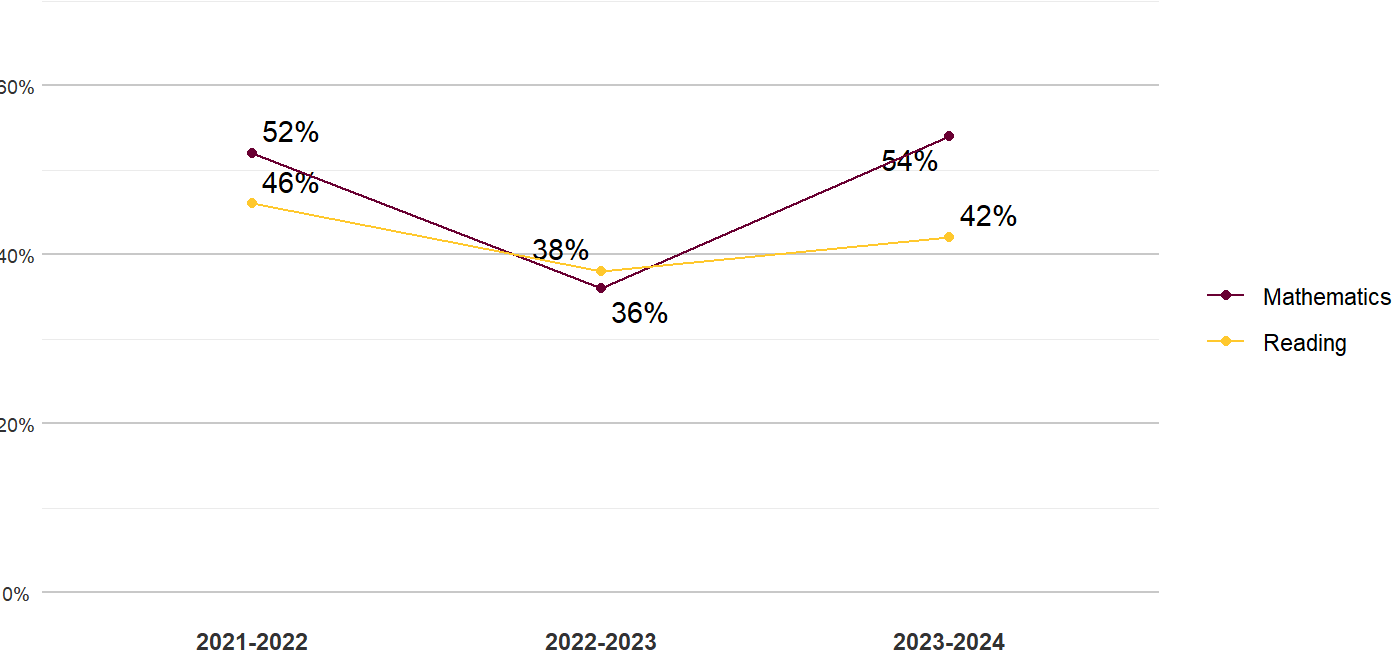


Reading

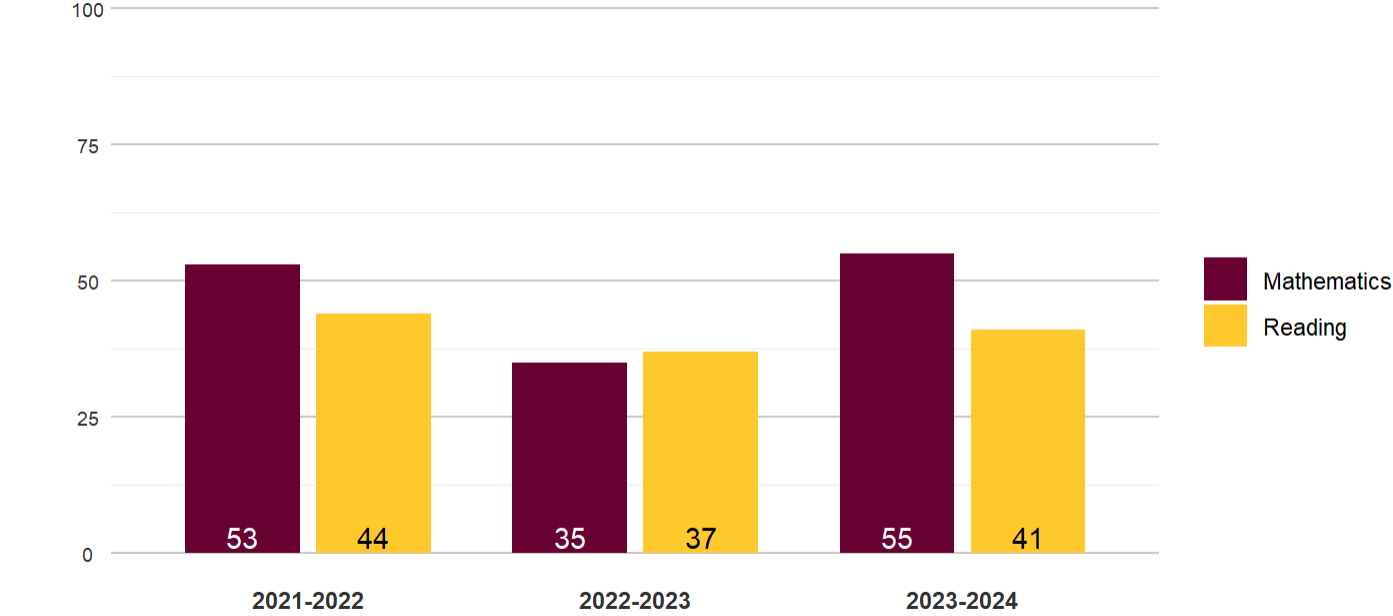


NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater
All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile
All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

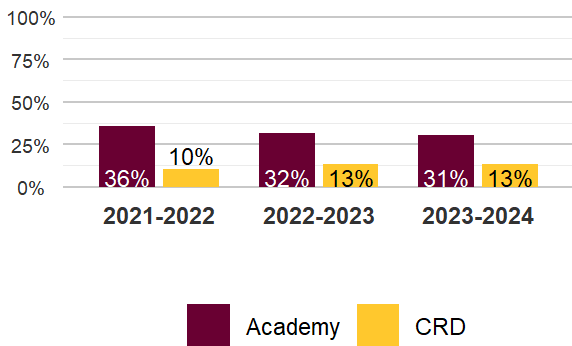


Quest Charter Academy

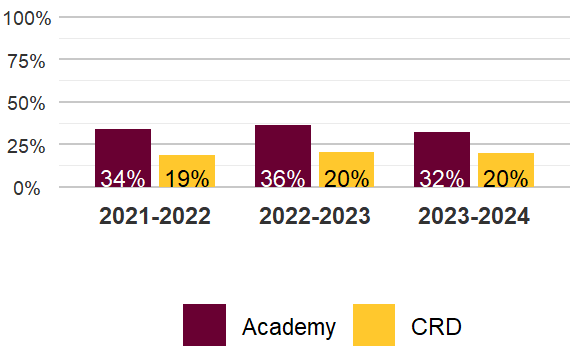
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics

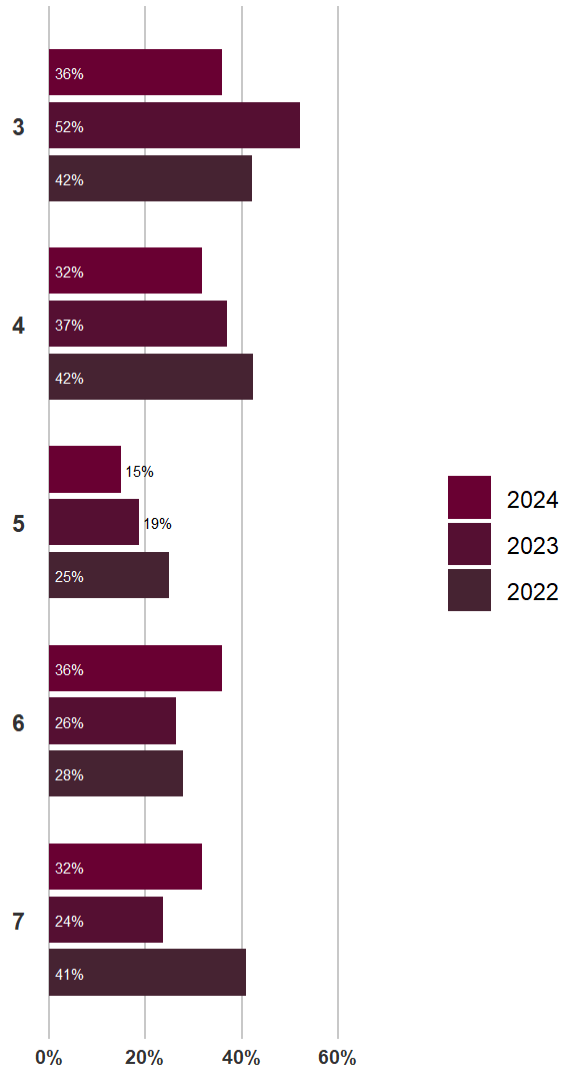


ELA

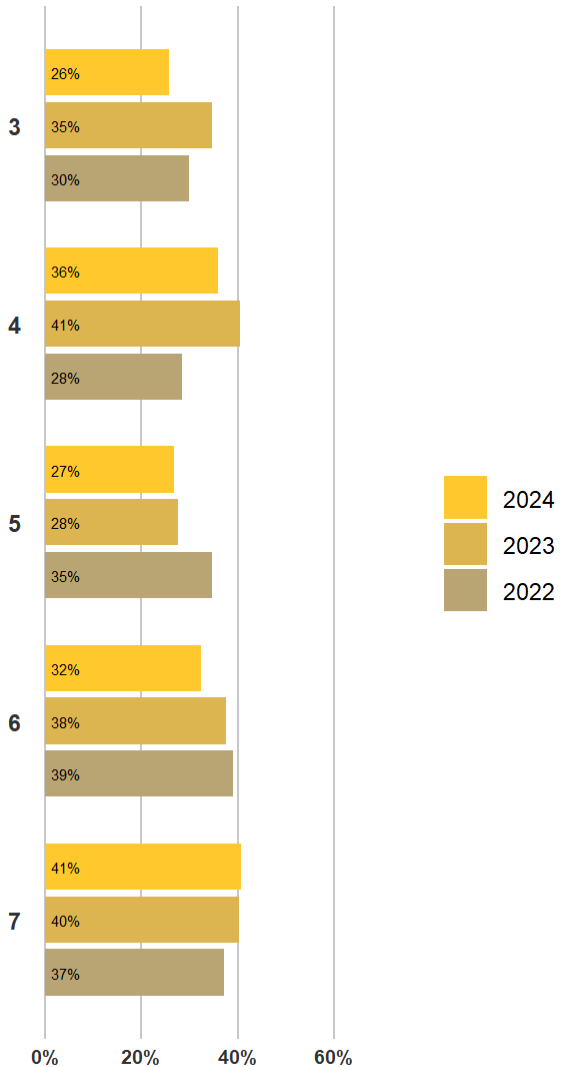


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA





School Profile: Renaissance Public School Academy

District	Renaissance Public School Academy	Initial Charter Applicant	Susan Martin
District Code(s)	37901	School Property Owner	Renaissance Public School Academy
Building Code(s)	08314	School Building Owner	Renaissance Public School Academy
Location	2797 South Isabella Road Mt. Pleasant, MI 48858	Educational Service Provider (ESP)	CSP Management Inc. d/b/a Partner Solutions For Schools
Phone	989-773-9889	ESP Contract Term	July 01, 2022 – June 30, 2029
Website	http://www.renaissancepsa.com	2023-24 Total Fees, Reimbursements, and Charges Collected	\$126,571.95
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$114,208.26
School Year Authorized	1994-1995		
Charter Contract Term	July 01, 2022 – June 30, 2029		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Lisa Sytsema	President	November 30, 2023	December 07, 2027
Mark Smith	Vice President	December 03, 2020	December 07, 2024
Jessie DeHaan	Secretary	September 28, 2023	December 07, 2026
Bart Blystone	Treasurer	June 24, 2021	December 07, 2024
Erik Rodriguez	Director	February 06, 2024	December 07, 2025

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	45	50	44	50	50	50	50	50	49	N/A	N/A	N/A	N/A	438	51
2024-25	37	50	47	49	50	50	50	50	46	N/A	N/A	N/A	N/A	429	N/A



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Renaissance Public School Academy

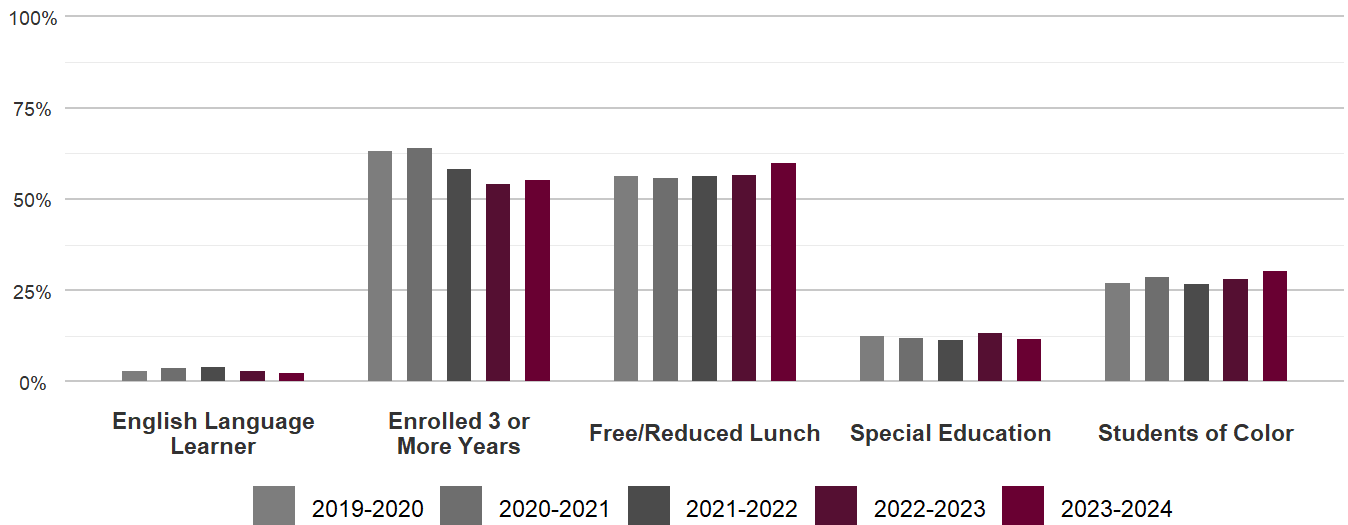


September 2024: State Assessment Update

Renaissance Public School Academy

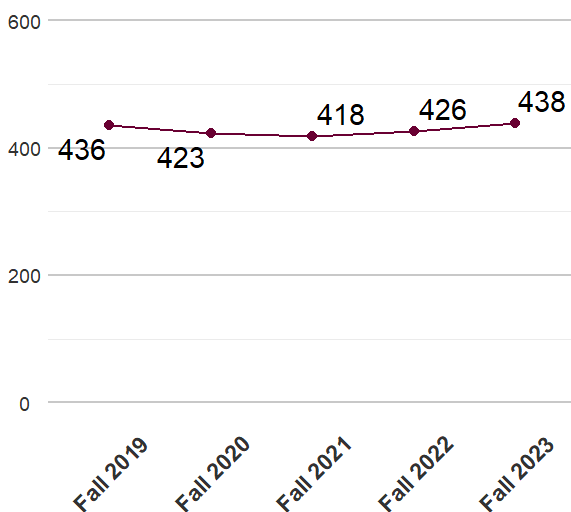
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	3.0%	3.8%	3.8%	2.8%	2.3%
Special Education	12.4%	11.8%	11.5%	13.1%	11.6%
Free/Reduced Lunch	56.2%	55.8%	56.2%	56.6%	59.8%
Students of Color	27.1%	28.6%	26.8%	28.2%	30.1%
Enrolled 3 or More Years	63.1%	63.8%	58.1%	54.0%	55.3%

Enrollment



Where Students Come From

Assigned District	Students
Mt. Pleasant City School District	397
Chippewa Hills School District	11
Shepherd Public Schools	9
Alma Public Schools	6
St. Louis Public Schools	4
Farwell Area Schools	3
Clare Public Schools	2
Vestaburg Community Schools	2
Beal City Public Schools	1
Other	3

Renaissance Public School Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

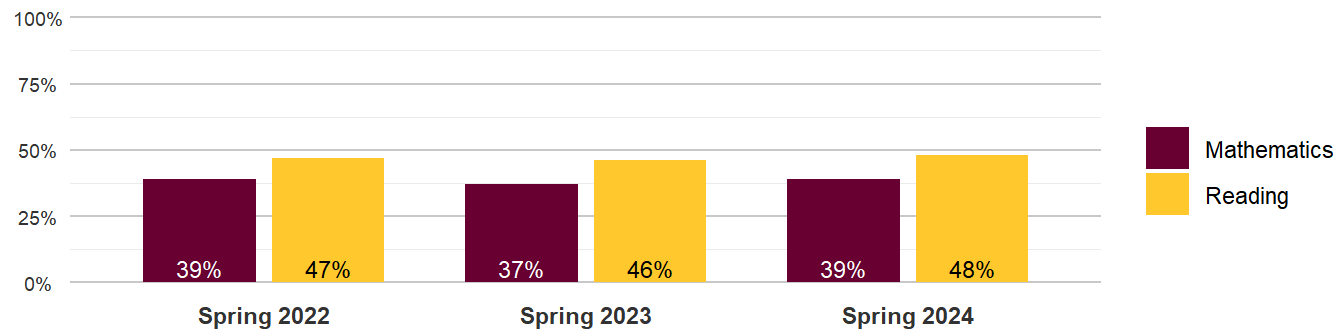


Renaissance Public School Academy

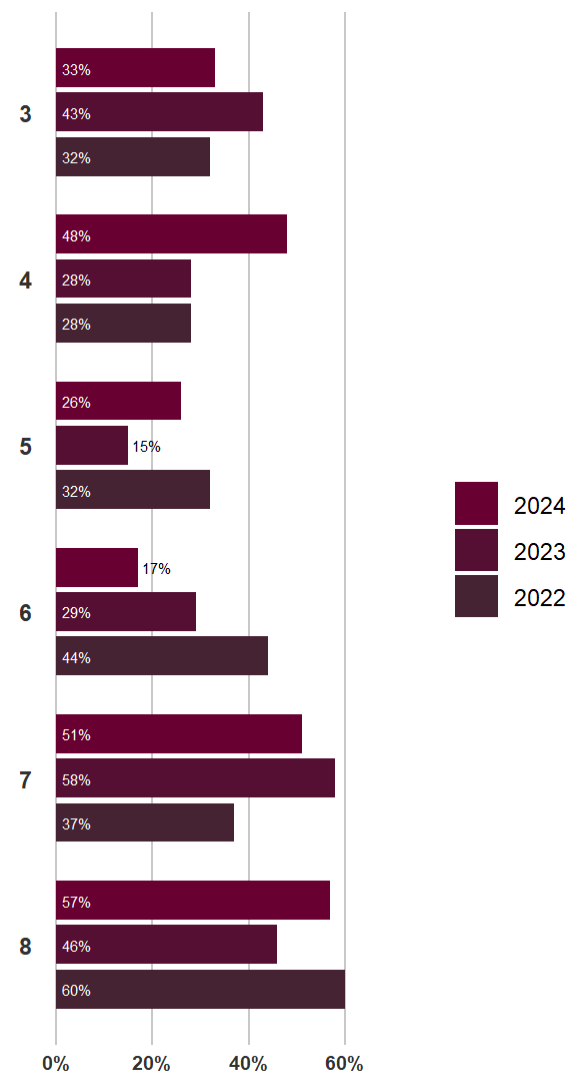
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

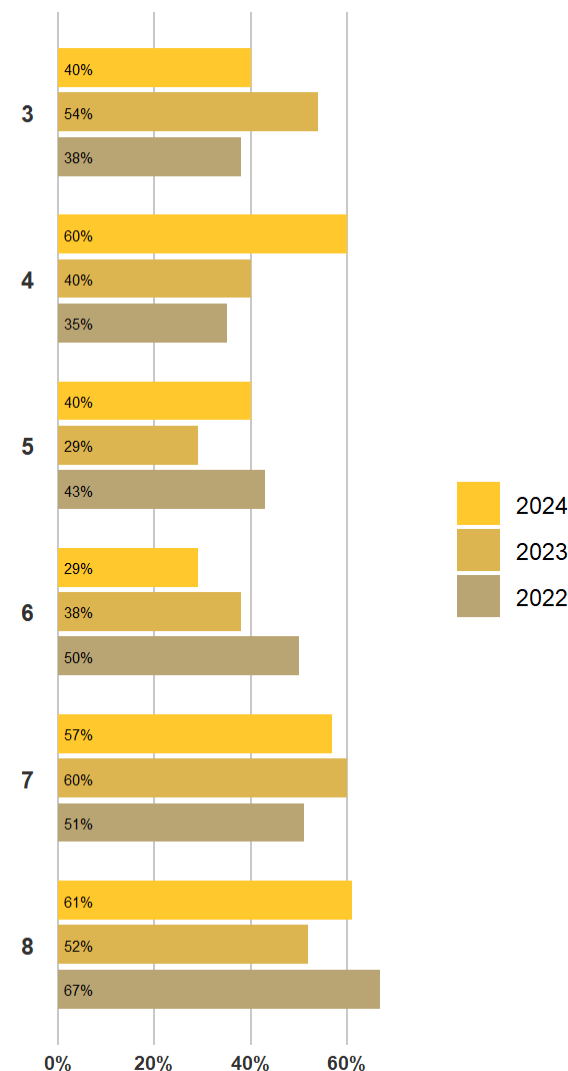
School-Wide by Year



By Grade Level Mathematics



Reading



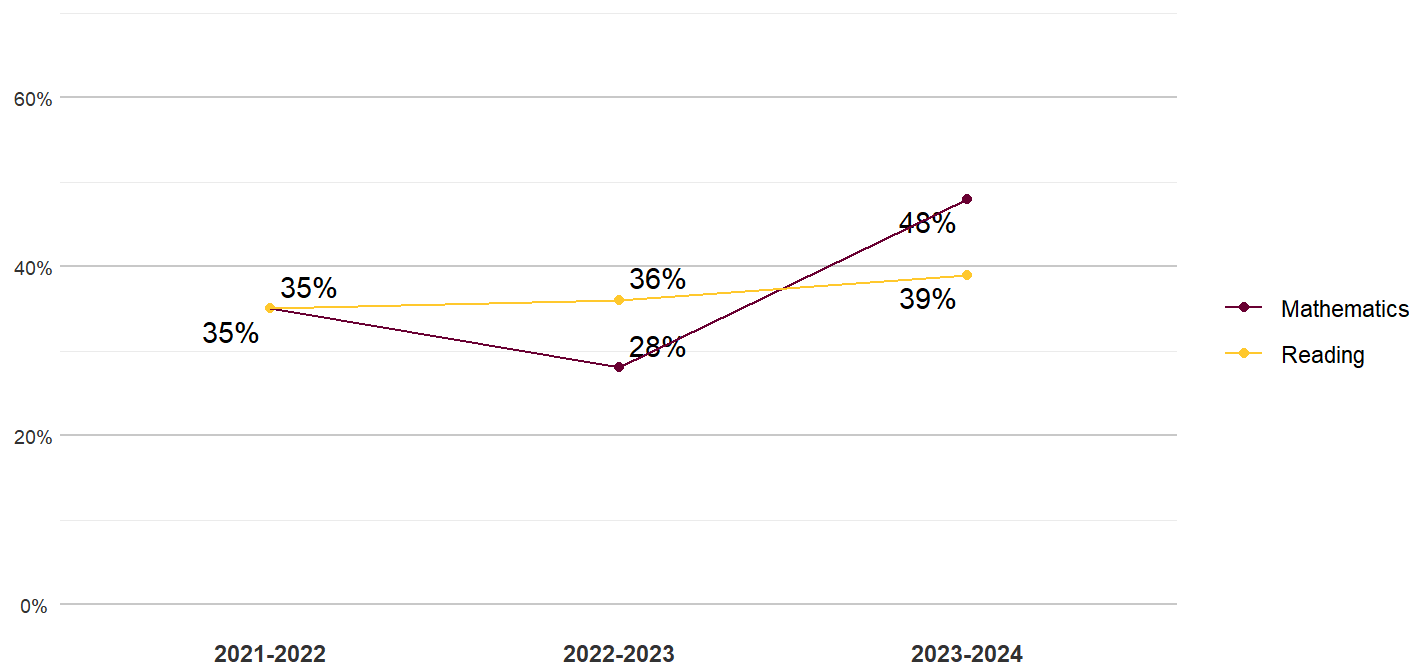
Renaissance Public School Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

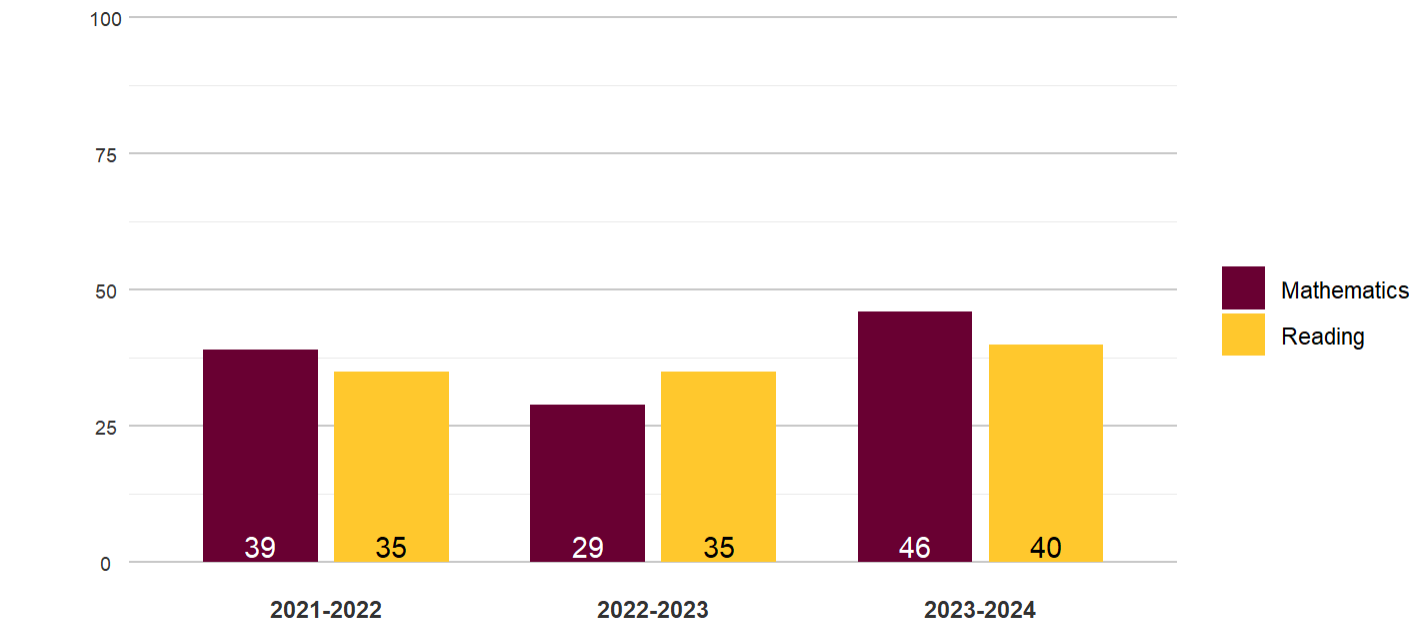
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Renaissance Public School Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Michigan Student Test of Educational Progress (M-STEP)

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Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

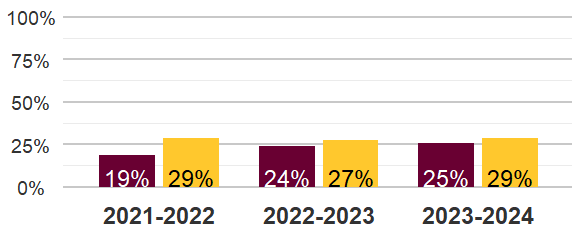


Renaissance Public School Academy

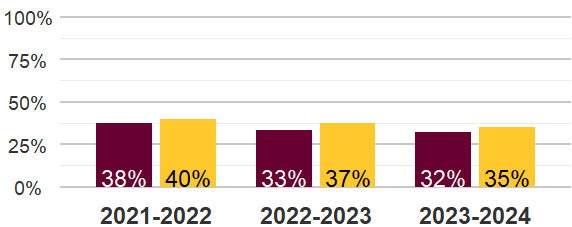
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



ELA

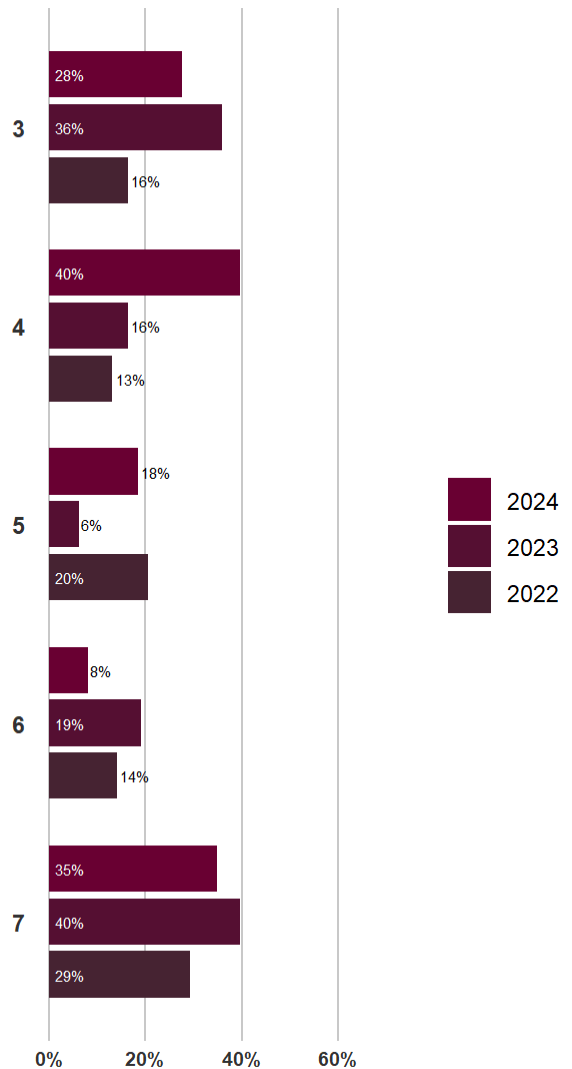


Academy CRD

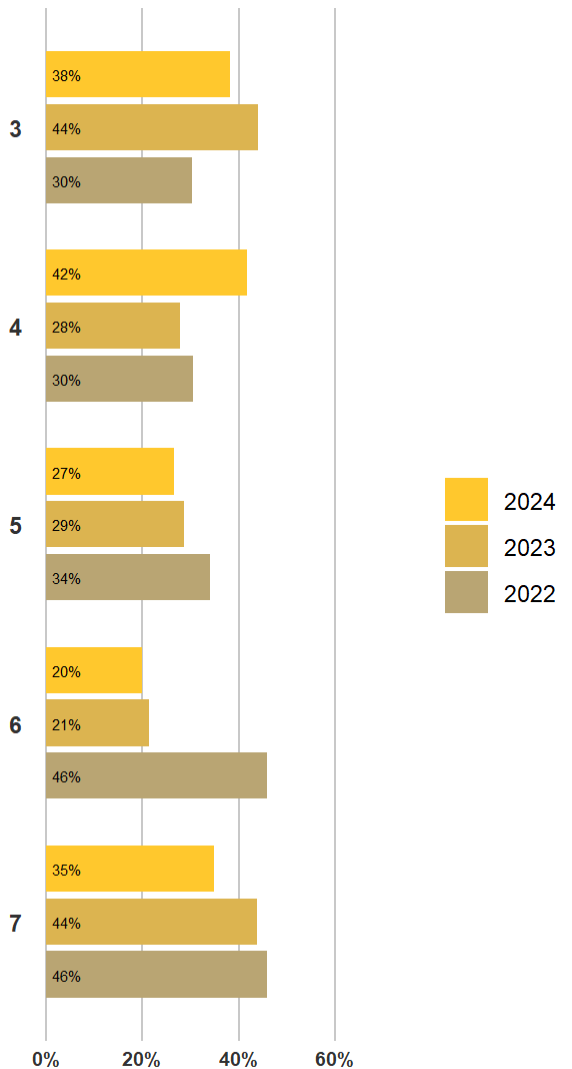
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2024
2023
2022

2024
2023
2022



School Profile: Riverside Academy

District	Riverside Academy	Initial Charter Applicant	James Toner
District Code(s)	82975	School Property Owner	The Islamic Institute of Knowledge, Michigan Creative Investment, LLC
Building Code(s)	09300, 09604	School Building Owner	The Islamic Institute of Knowledge, Michigan Creative Investment, LLC
Location	7124 Miller Road Dearborn, MI 48126	Educational Service Provider (ESP)	Global Educational Excellence, L.L.C.
Phone	313-624-3200	ESP Contract Term	July 01, 2024 – June 30, 2029
Website	https://www.gee-edu.com/schools/riversideeast/index	2023-24 Total Fees, Reimbursements, and Charges Collected	\$234,336.24
Grades Served	K-12	Special Education Cost Reimbursements Received in FY24	\$128,469.38
School Year Authorized	2001-2002		
Charter Contract Term	July 01, 2024 – June 30, 2029		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Hassan Dakroub	President	April 18, 2024	April 25, 2028
Samira Bazzi	Secretary	April 20, 2023	April 25, 2027
Hamza Chalhoub	Treasurer	November 30, 2023	April 25, 2027
Fahima Fraige	Director	February 06, 2024	April 25, 2025

Current Enrollment, Student Turnover Rate, and IEPs

School Year	Grade														Students With IEPs
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	68	74	67	67	68	65	67	64	59	66	67	57	57	846	36
2024-25	71	63	69	61	67	65	77	69	73	63	80	58	51	867	N/A



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CENTRAL MICHIGAN UNIVERSITY

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Riverside Academy

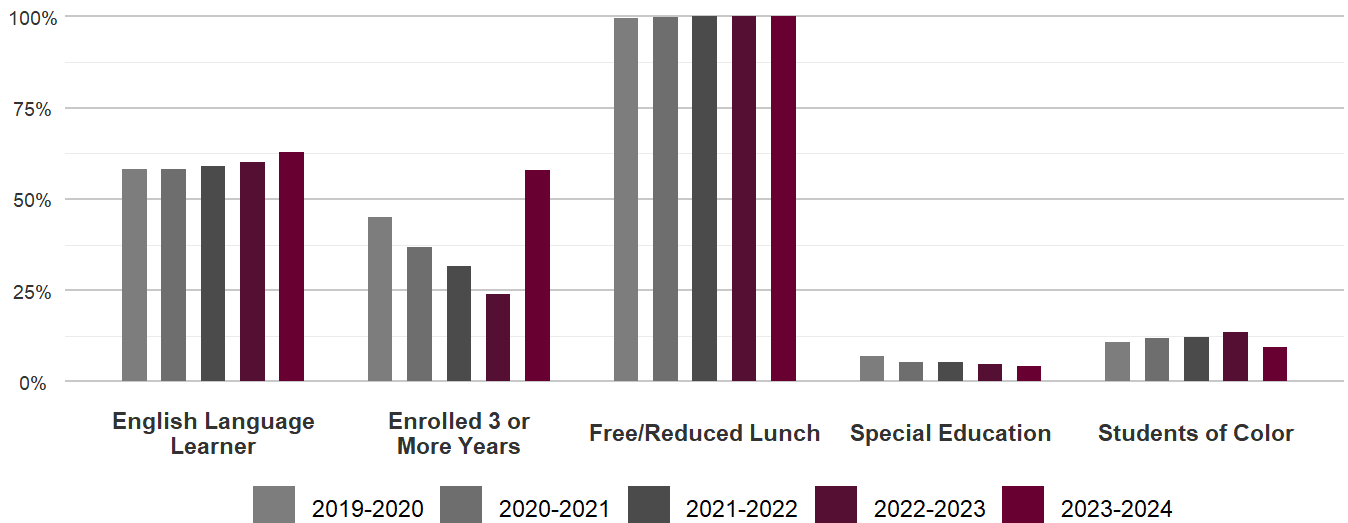


September 2024: State Assessment Update

Riverside Academy

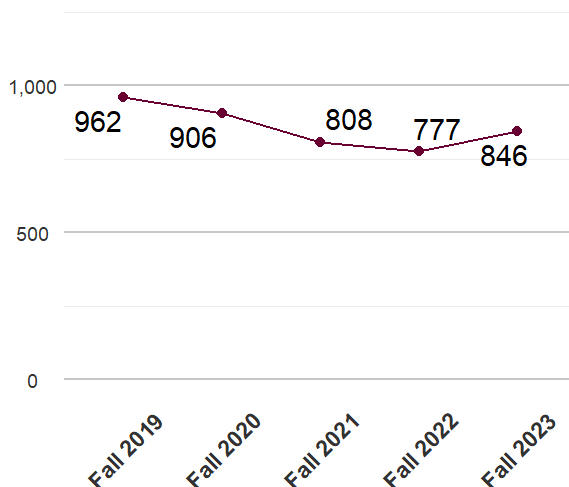
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	58.3%	58.3%	59.0%	60.2%	62.8%
Special Education	7.1%	5.3%	5.3%	4.8%	4.3%
Free/Reduced Lunch	99.5%	99.9%	100.0%	100.0%	100.0%
Students of Color	10.8%	11.8%	12.3%	13.6%	9.5%
Enrolled 3 or More Years	45.0%	36.9%	31.5%	23.9%	58.0%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	617
Dearborn City School District	184
Dearborn Heights School District #7	20
Hamtramck, School District of the City of	6
Garden City Public Schools	4
Clintondale Community Schools	3
Lincoln Park, School District of the City of	3
Melvindale-North Allen Park Schools	3
Allen Park Public Schools	1
Other	5

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

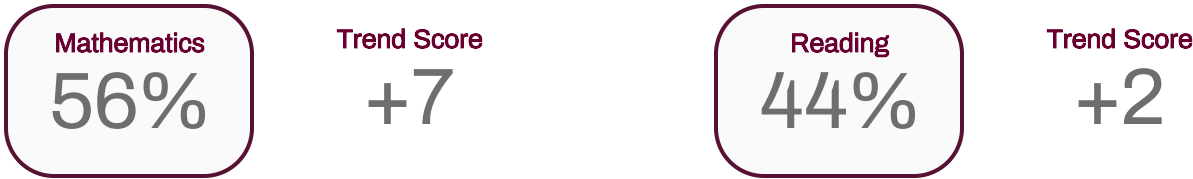
2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

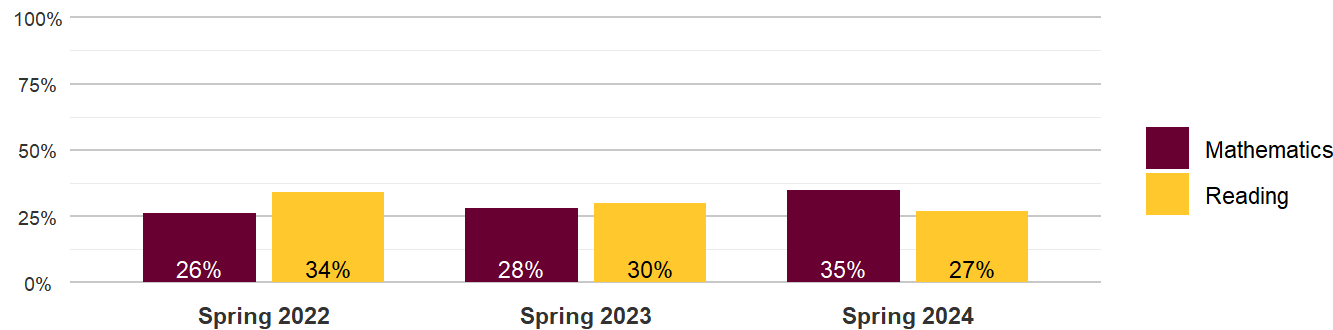


2023-2024 - Fall-to-Spring Median Growth Percentile

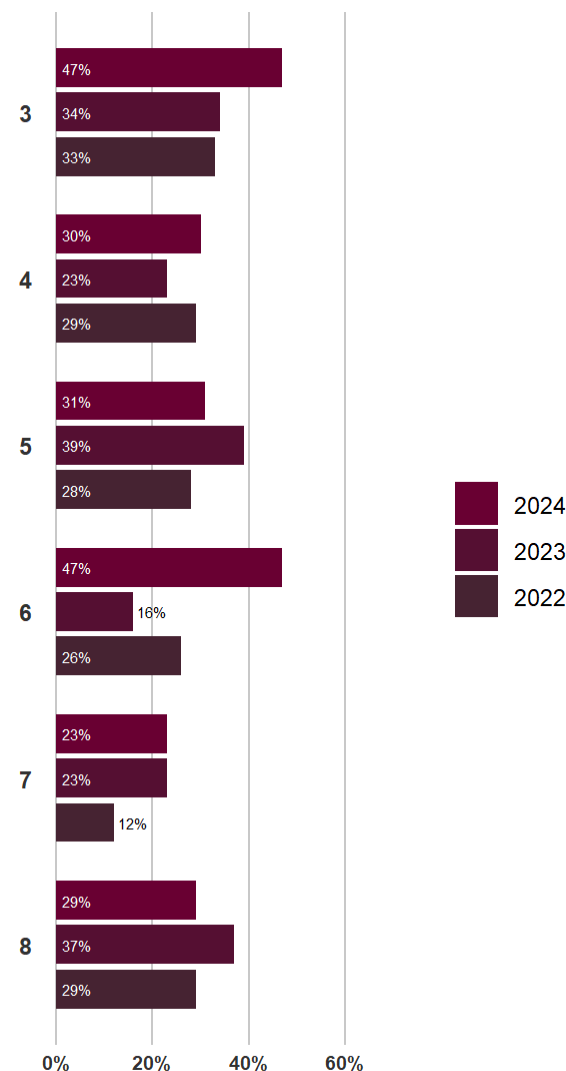


Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

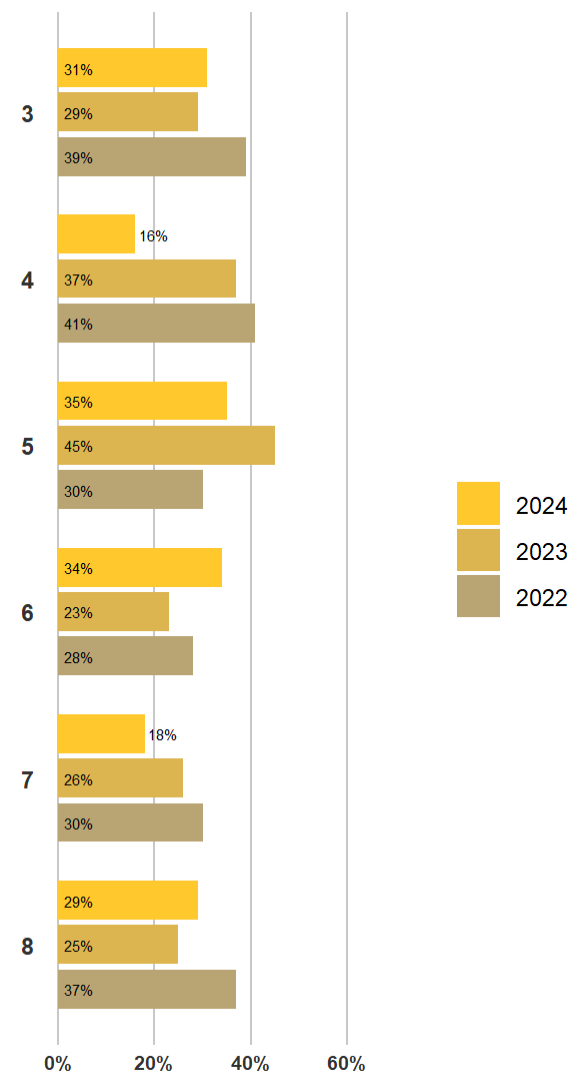
School-Wide by Year



By Grade Level Mathematics

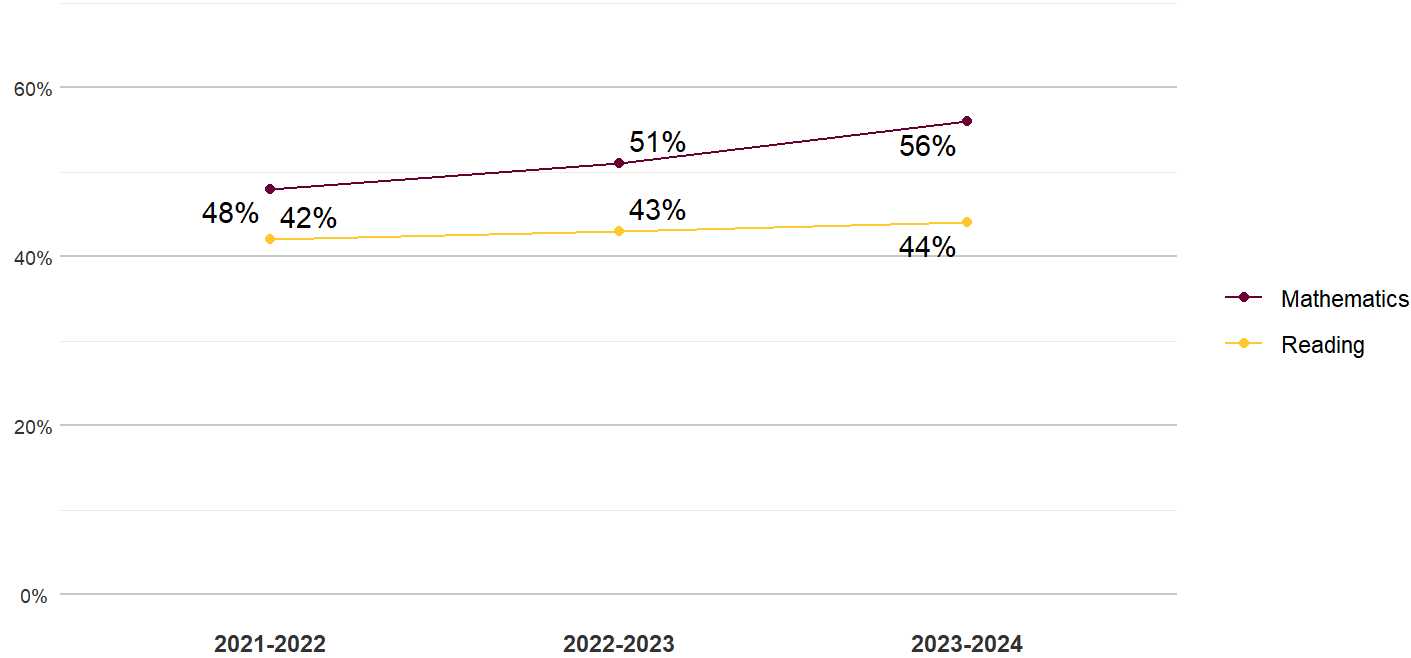


Reading

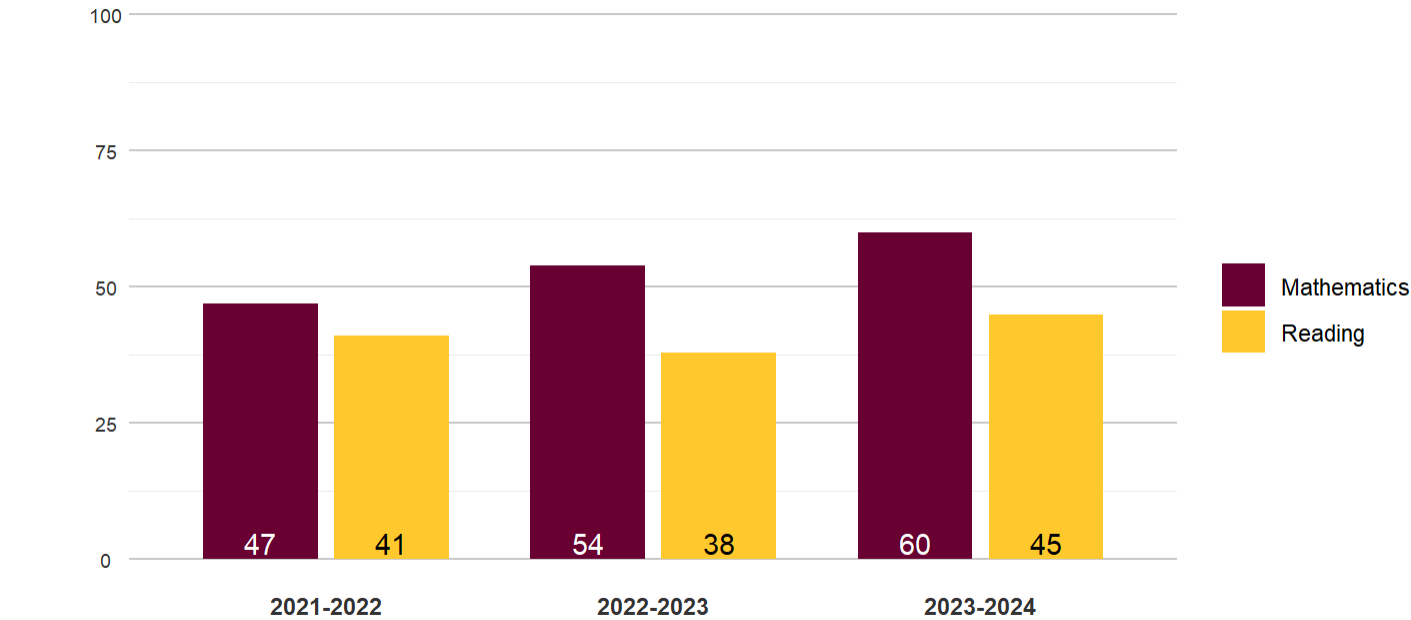


NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater
All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile
All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

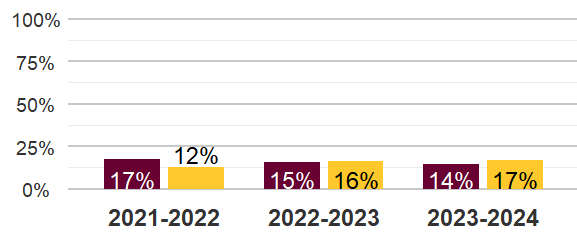


Riverside Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

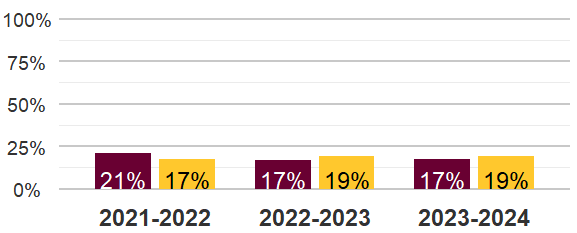
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

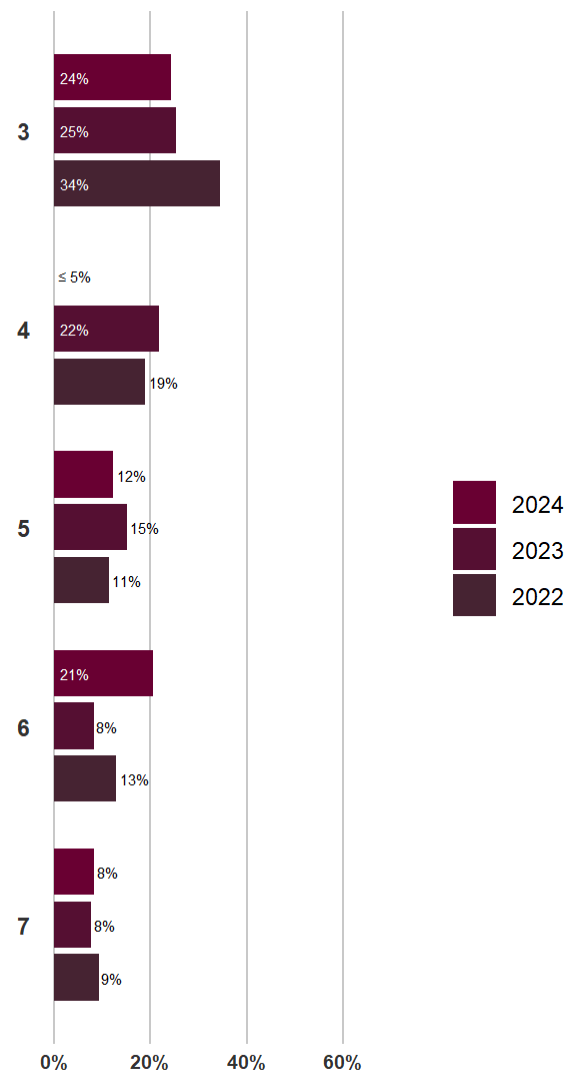
ELA



Academy CRD

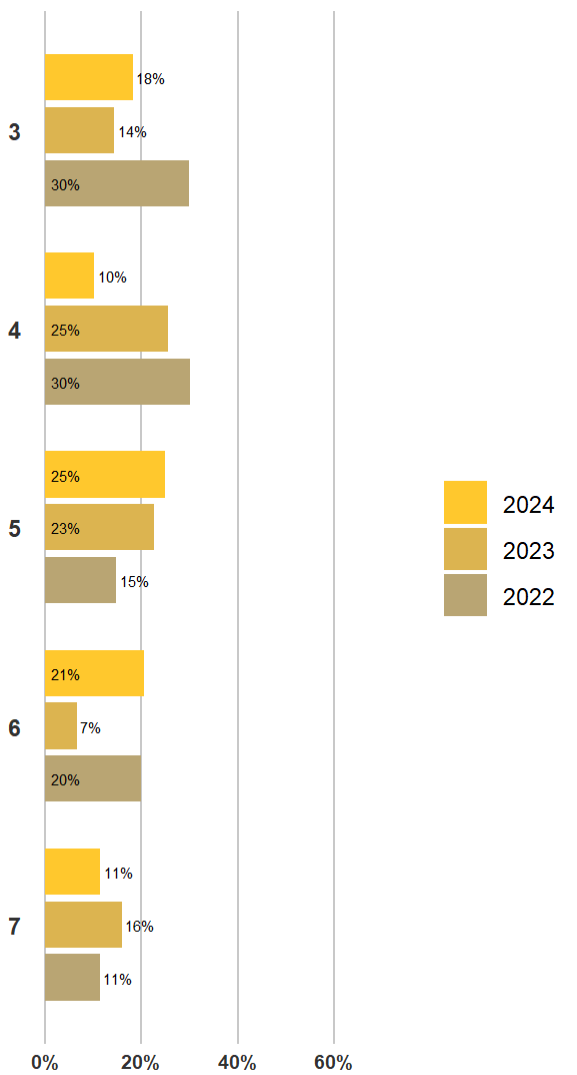
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022

Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. Please see the Guidance Document for more information.

Comparative Achievement (CRD) - SAT

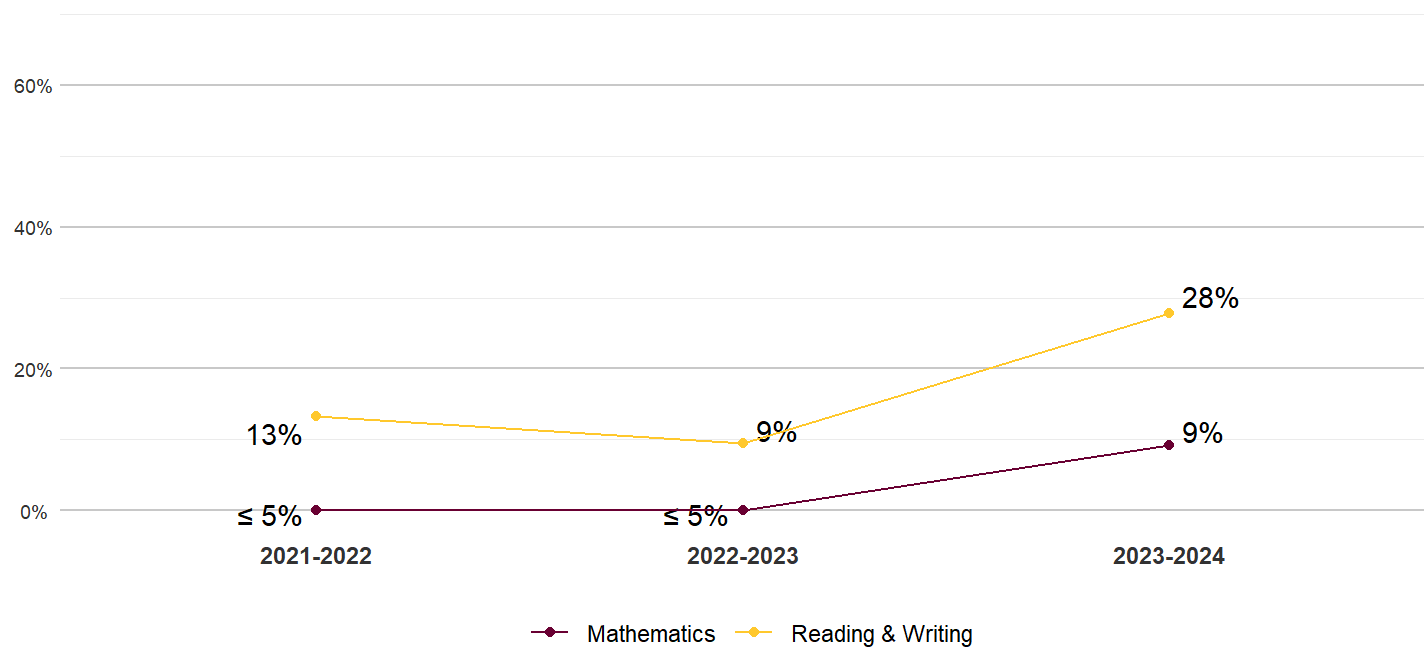
The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

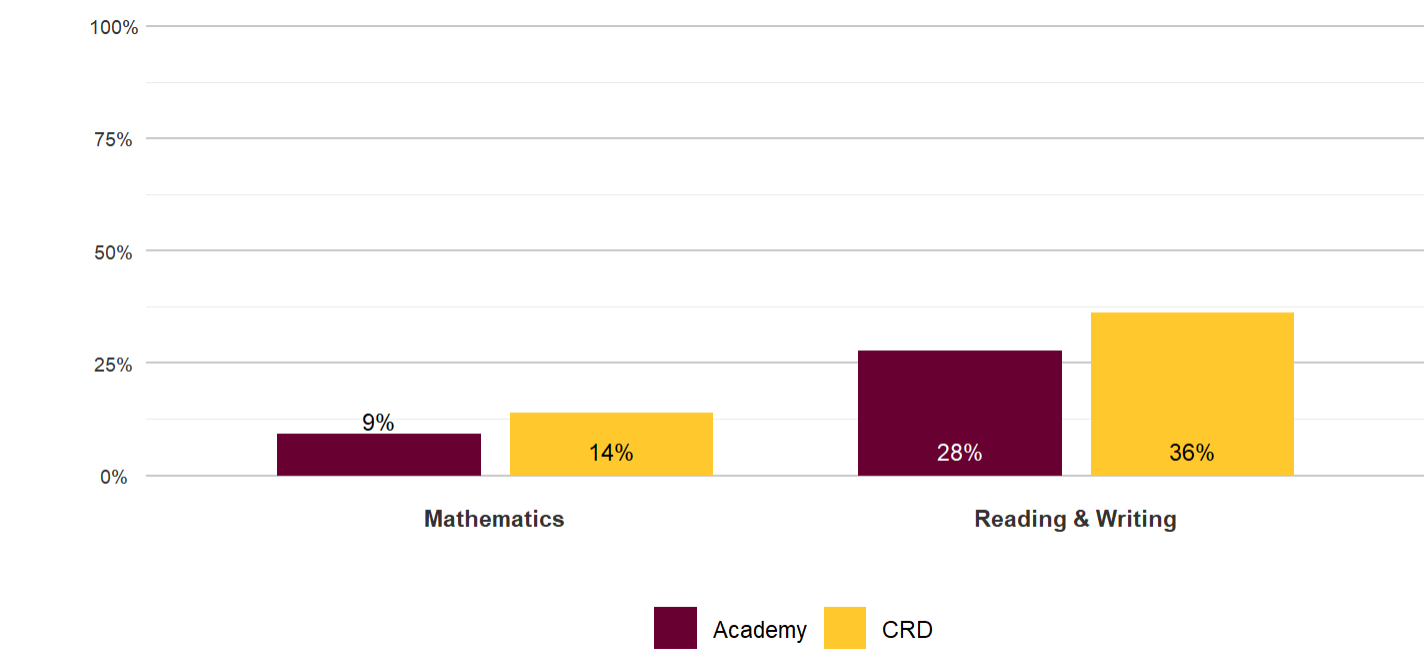


SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD





School Profile: South Arbor Charter Academy

District	South Arbor Charter Academy	Initial Charter Applicant	Mark DeHaan
District Code(s)	81905	School Property Owner	Charter Development Company, L.L.C.
Building Code(s)	08741	School Building Owner	Charter Development Company, L.L.C.
Location	8200 Carpenter Rd. Ypsilanti, MI 48197	Educational Service Provider (ESP)	National Heritage Academies, Inc.
Phone	734-528-2821	ESP Contract Term	July 01, 2016 – June 30, 2026
Website	https://www.nhaschools.com/schools/South-Arbor-Charter-Academy/en	2023-24 Total Fees, Reimbursements, and Charges Collected	\$231,067.60
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$135,823.99
School Year Authorized	1998-1999		
Charter Contract Term	July 01, 2016 – June 30, 2026		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Stacy Peterson	President	April 20, 2023	May 12, 2027
Sarah Camp	Vice President	April 21, 2022	May 12, 2026
Sharonda Chaney	Secretary	April 18, 2024	May 12, 2028
Marcella Haghgooe	Treasurer	April 22, 2021	May 12, 2025

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	93	79	84	86	88	95	91	97	89	N/A	N/A	N/A	N/A	802	65
2024-25	95	87	79	87	87	98	88	95	92	N/A	N/A	N/A	N/A	808	N/A



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South Arbor Charter Academy

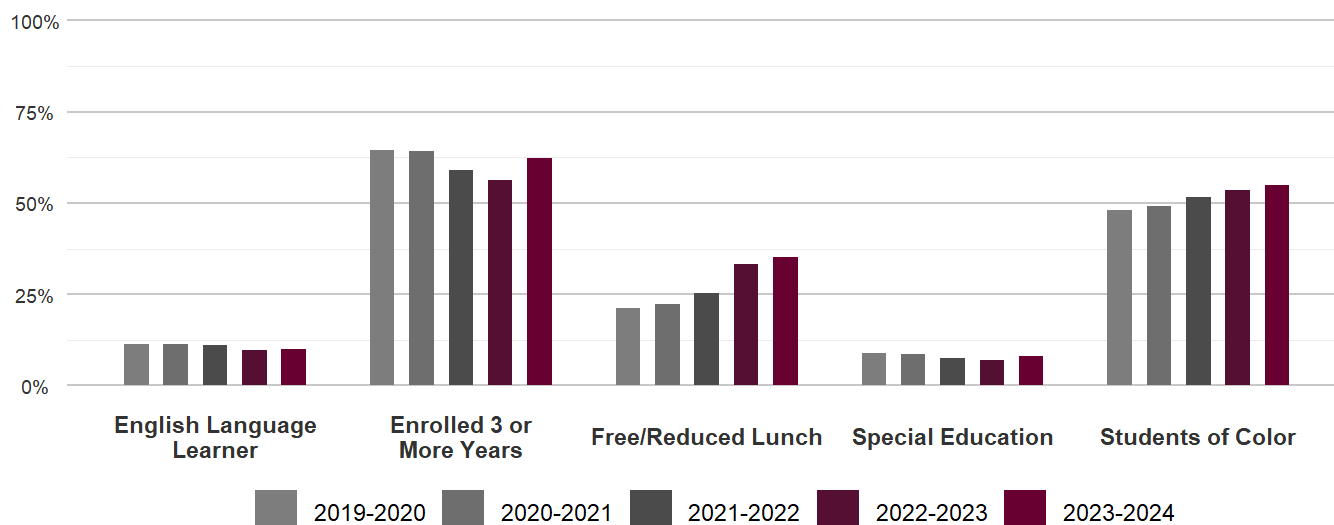


September 2024: State Assessment Update

South Arbor Charter Academy

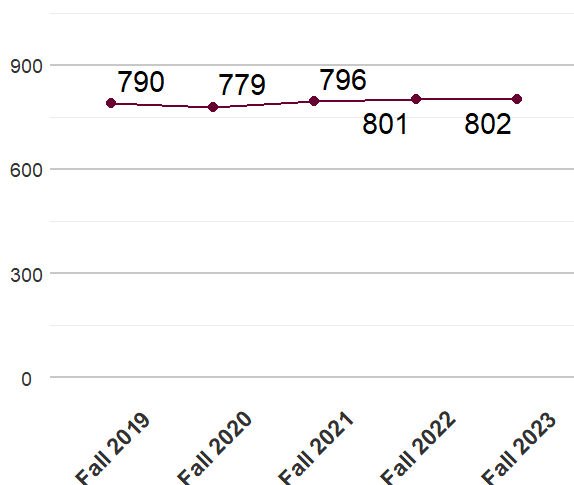
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	11.4%	11.3%	11.2%	9.6%	9.9%
Special Education	8.9%	8.7%	7.4%	6.9%	8.1%
Free/Reduced Lunch	21.1%	22.2%	25.4%	33.2%	35.3%
Students of Color	48.0%	49.2%	51.5%	53.4%	55.0%
Enrolled 3 or More Years	64.4%	64.3%	58.9%	56.2%	62.3%

Enrollment



Where Students Come From

Assigned District	Students
Lincoln Consolidated School District	270
Ann Arbor Public Schools	238
Ypsilanti Community Schools	145
Milan Area Schools	77
Saline Area Schools	21
Van Buren Public Schools	18
Britton Deerfield Schools	6
Livonia Public Schools School District	3
Romulus Community Schools	3
Other	21

South Arbor Charter Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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Achievement

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2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

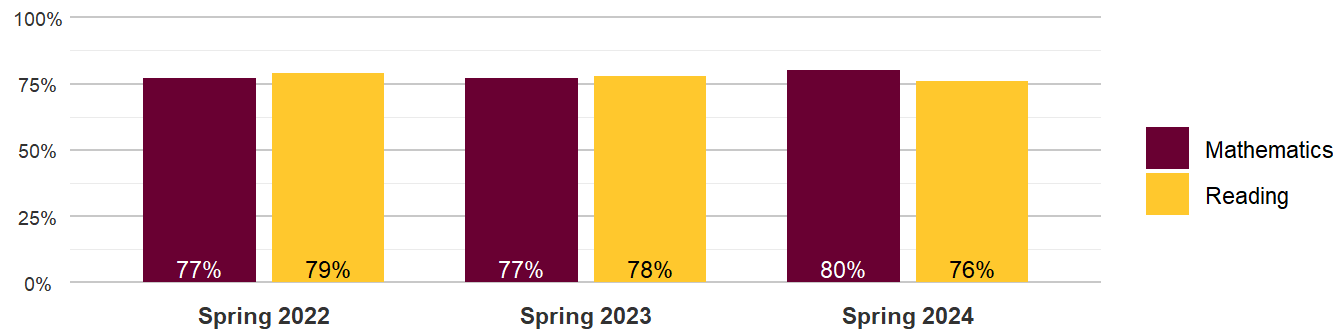


South Arbor Charter Academy

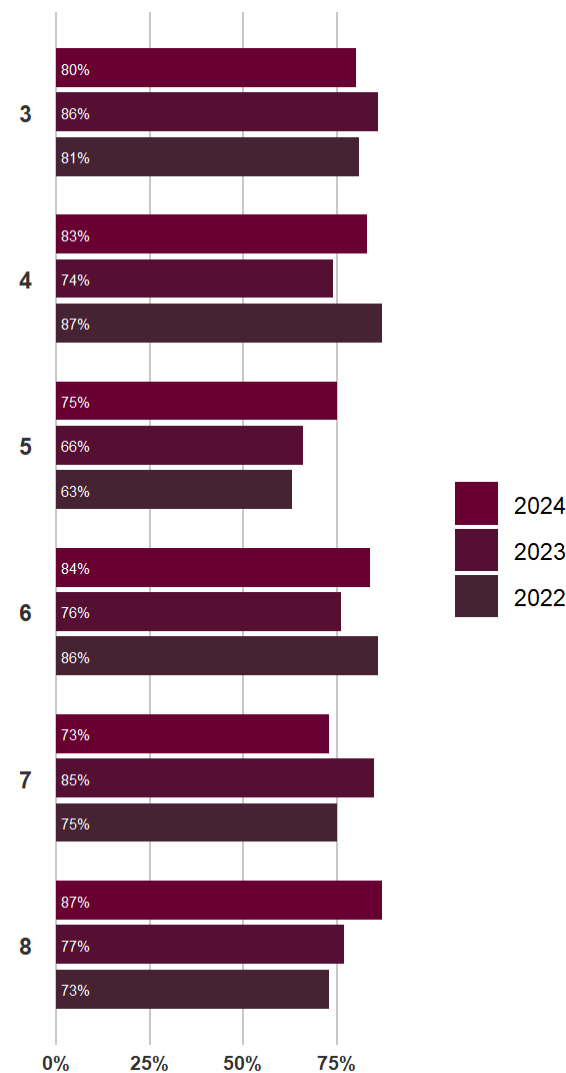
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

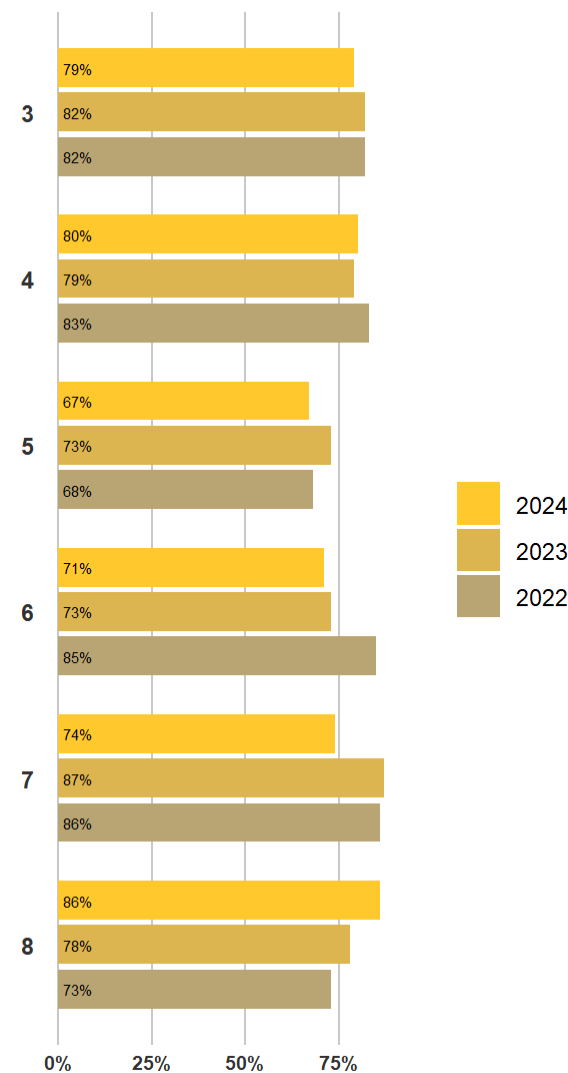
School-Wide by Year



By Grade Level Mathematics



Reading



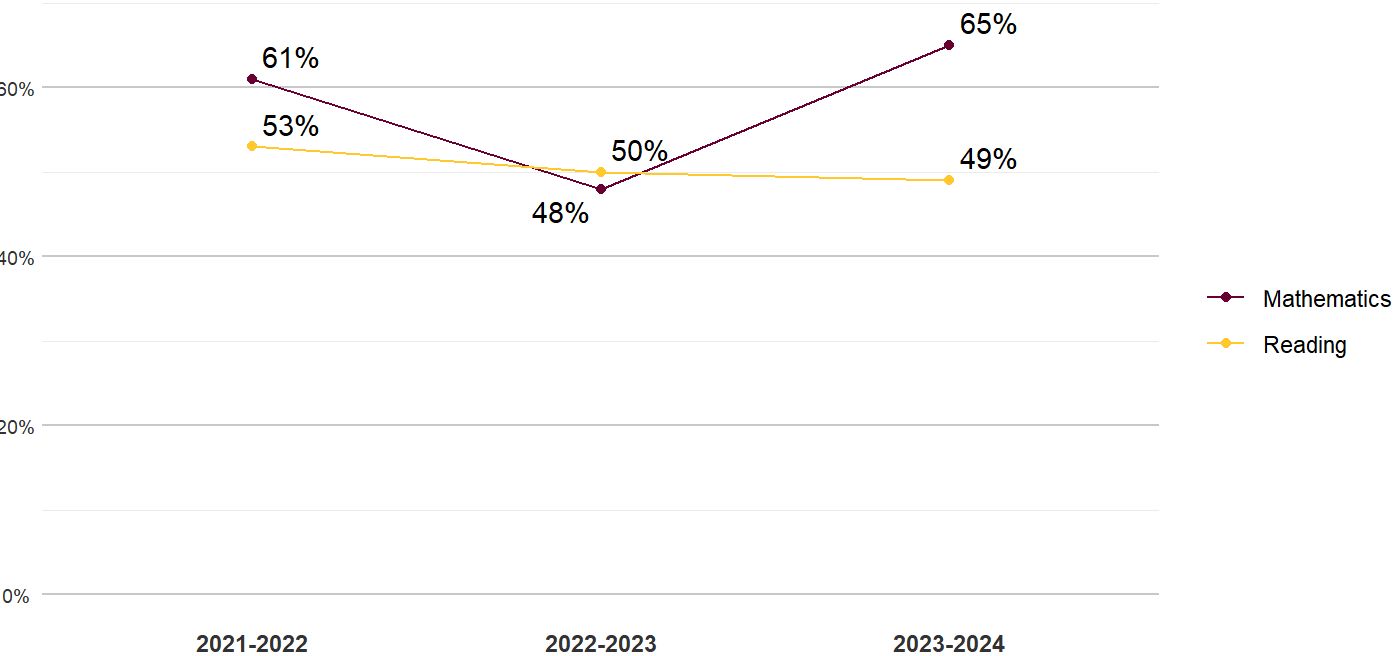
South Arbor Charter Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

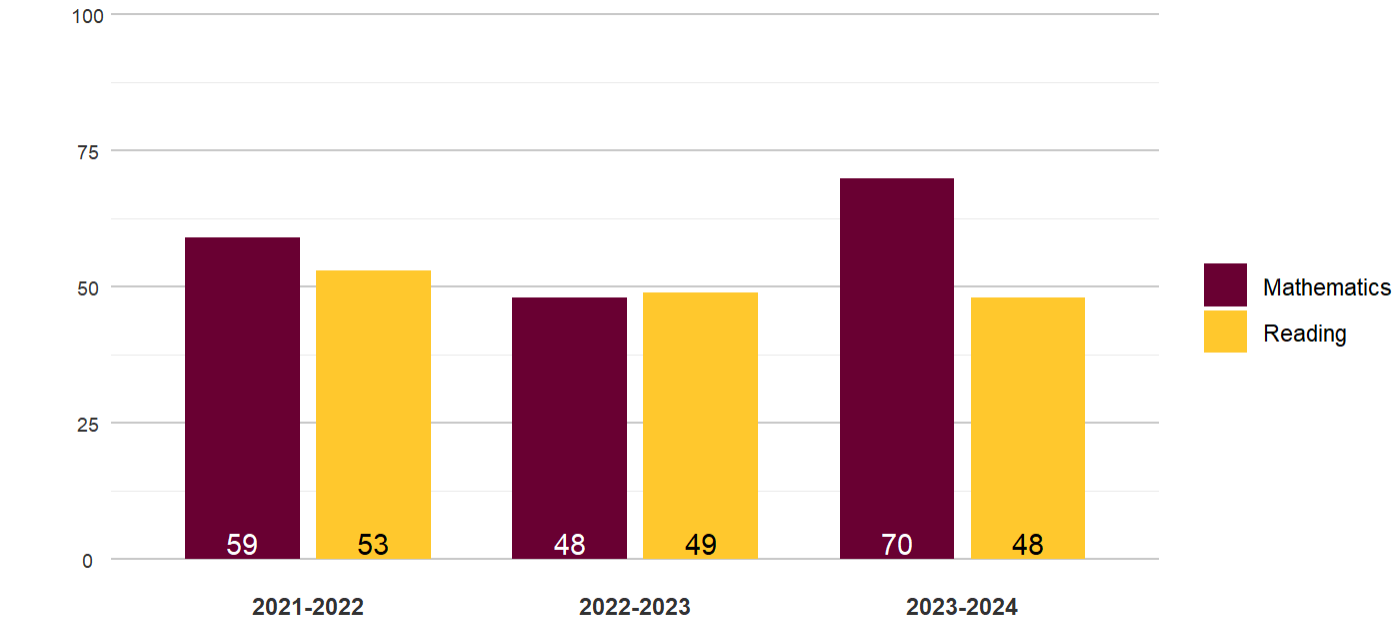
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



South Arbor Charter Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Michigan Student Test of Educational Progress (M-STEP)

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Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

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2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

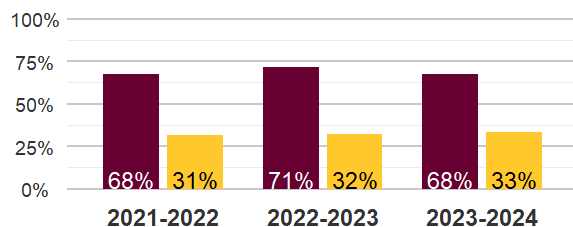


South Arbor Charter Academy

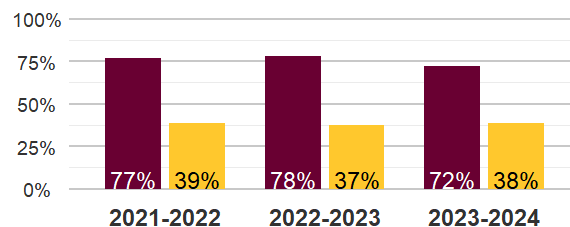
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



ELA

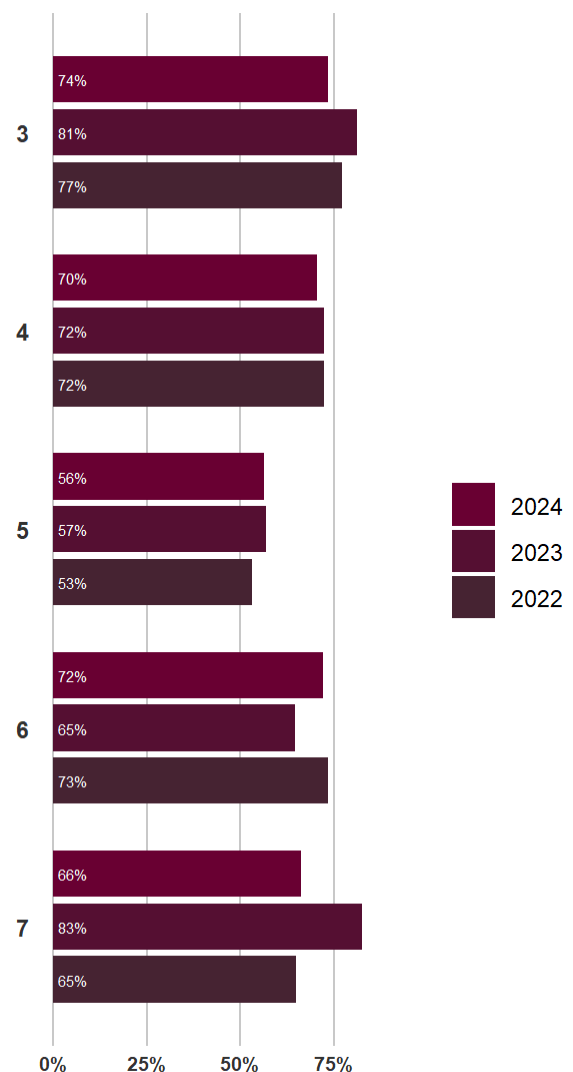


Academy CRD

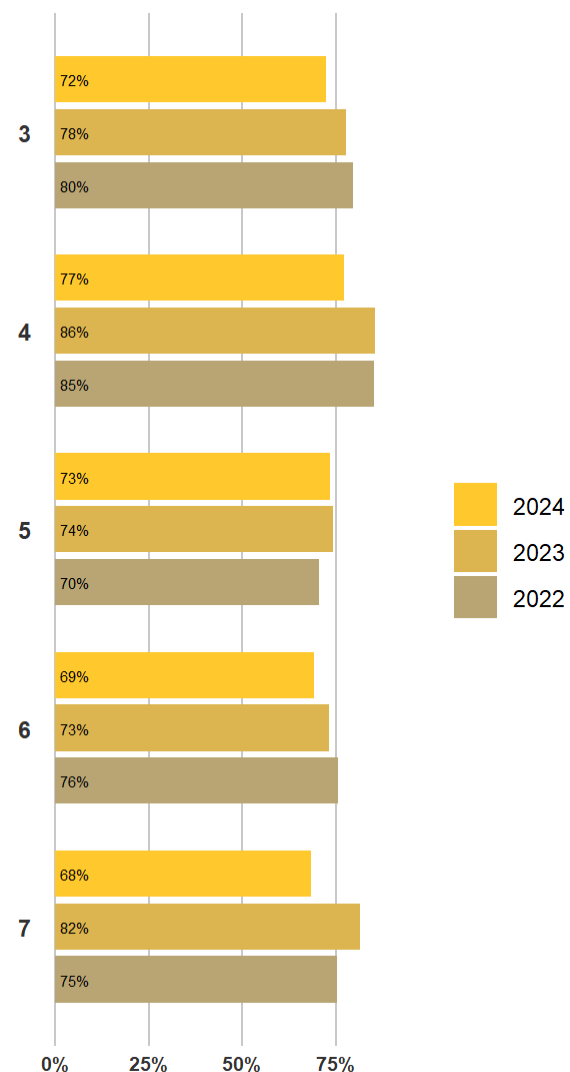
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2024
2023
2022

2024
2023
2022



School Profile: Summit Academy North

District	Summit Academy North	Initial Charter Applicant	Alison Cancilliari
District Code(s)	82938	School Property Owner	Summit Academy North
Building Code(s)	08907, 08634, 08906	School Building Owner	Summit Academy North
Location	18601 Middlebelt Rd. Huron Township, MI 48174	Educational Service Provider (ESP)	Partner Solutions and Partner Solutions For Schools
Phone	734-379-9766	ESP Contract Term	July 01, 2021 – June 30, 2026
Website	http://www.summitacademy.com	2023-24 Total Fees, Reimbursements, and Charges Collected	\$447,212.74
Grades Served	K-12	Special Education Cost Reimbursements Received in FY24	\$327,570.50
School Year Authorized	2001-2002		
Charter Contract Term	July 01, 2021 – June 30, 2026		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Kathleen Operhall	President	December 08, 2022	January 08, 2027
Abigale Baum	Vice President	September 28, 2023	January 08, 2026
Shelonda Bynum	Secretary	November 30, 2023	January 08, 2028
Jason Walker	Treasurer	November 30, 2023	January 08, 2028
Kelly Woods	Director	September 28, 2023	January 08, 2025

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	120	86	113	88	119	88	118	149	142	154	163	128	117	1585	252
2024-25	114	98	103	111	94	122	102	132	152	146	141	143	119	1577	N/A



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Summit Academy North

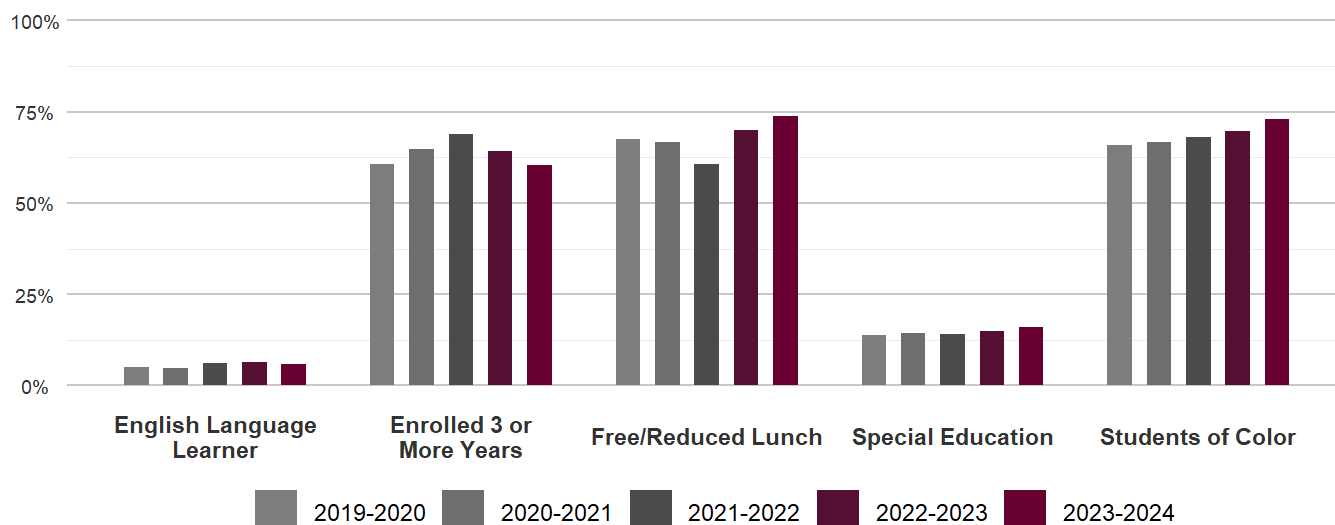


September 2024: State Assessment Update

Summit Academy North

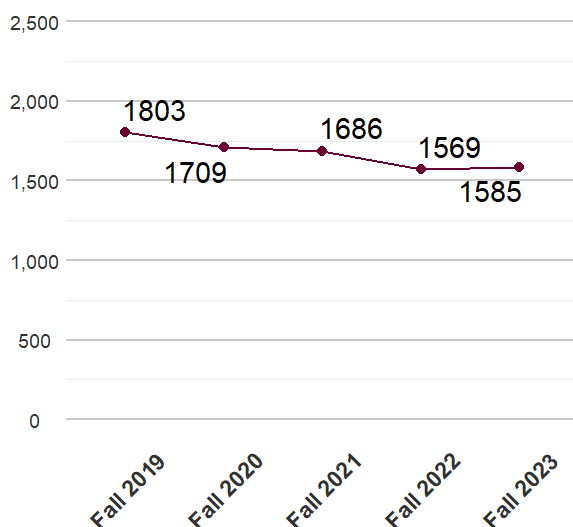
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	5.0%	4.9%	6.2%	6.4%	5.8%
Special Education	13.7%	14.4%	14.1%	15.0%	15.9%
Free/Reduced Lunch	67.4%	66.8%	60.7%	69.9%	73.8%
Students of Color	65.9%	66.7%	68.1%	69.8%	73.0%
Enrolled 3 or More Years	60.7%	64.7%	68.8%	64.3%	60.3%

Enrollment



Where Students Come From

Assigned District	Students
Romulus Community Schools	470
Taylor School District	408
Wayne-Westland Community School District	169
Lincoln Park, School District of the City of	64
Van Buren Public Schools	55
Woodhaven-Brownstown School District	54
Detroit Public Schools Community District	47
Westwood Community School District	34
Dearborn Heights School District #7	31
Other	254

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Achievement

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2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

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2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

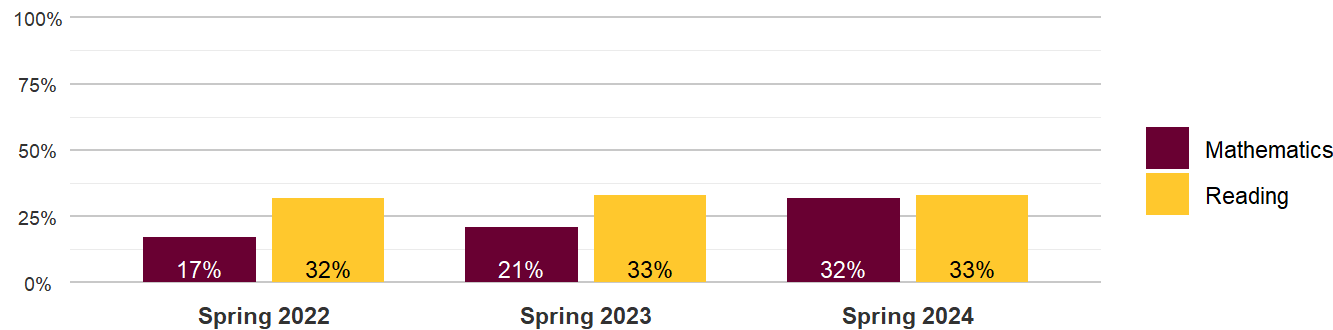


Summit Academy North

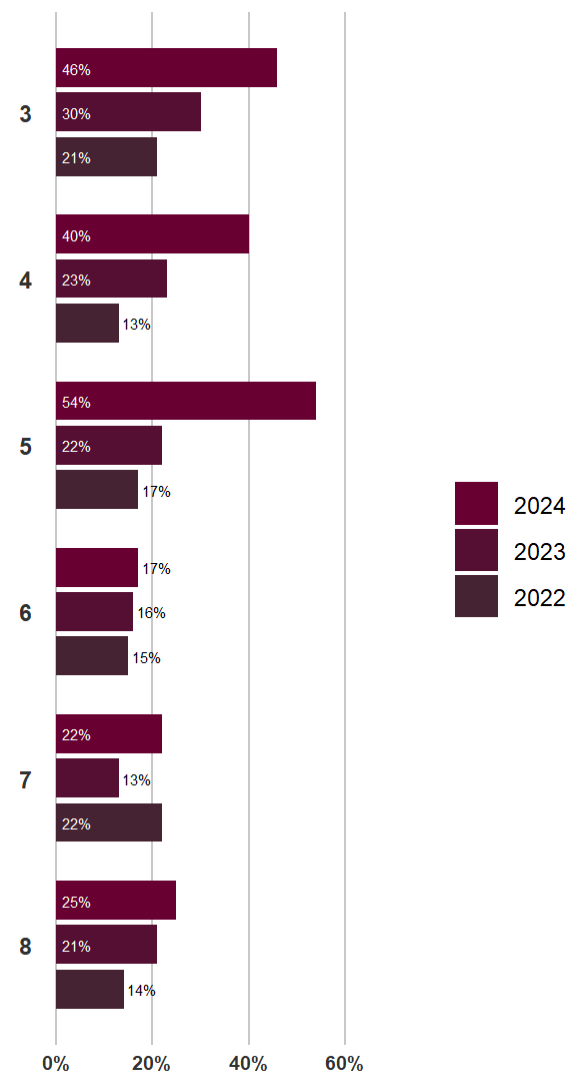
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

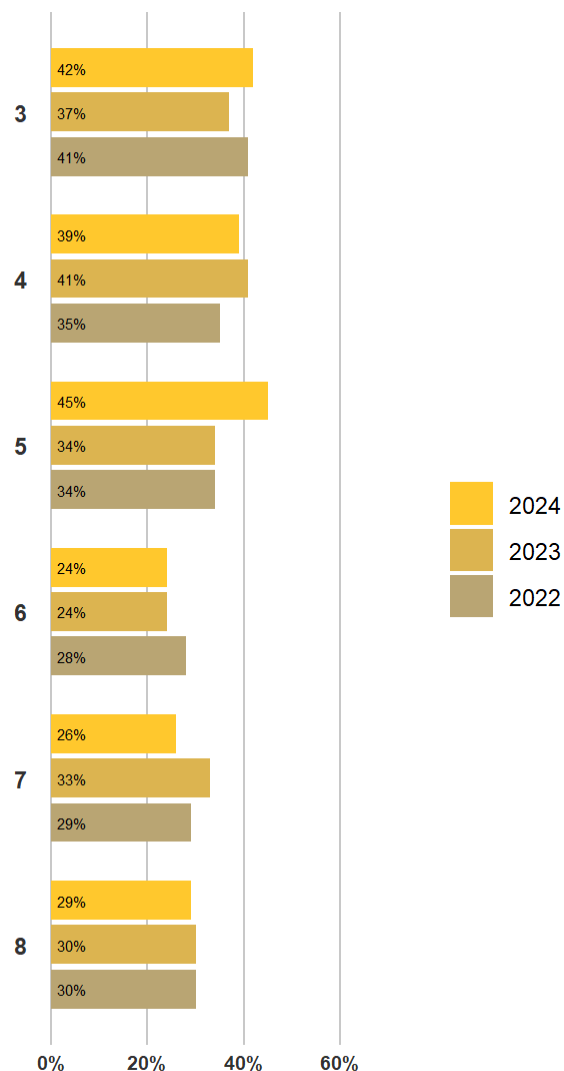
School-Wide by Year



By Grade Level Mathematics



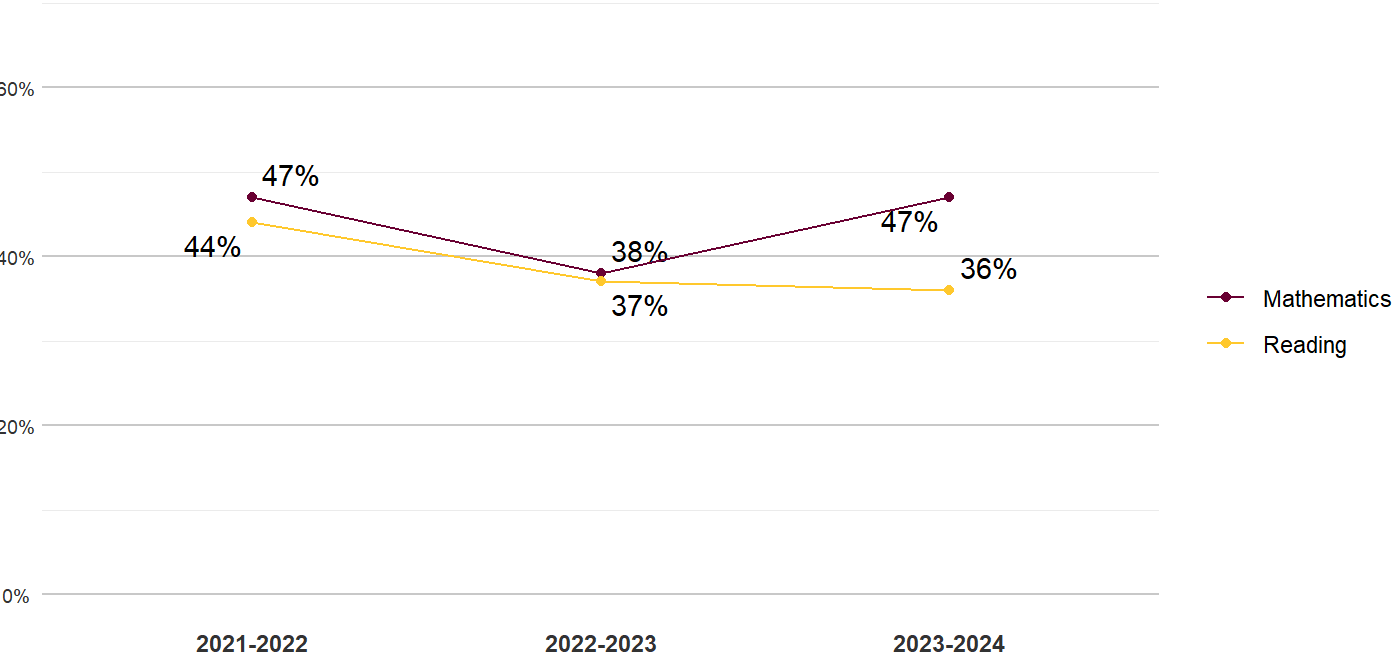
Reading



NWEA MAP Fall-to-Spring Growth

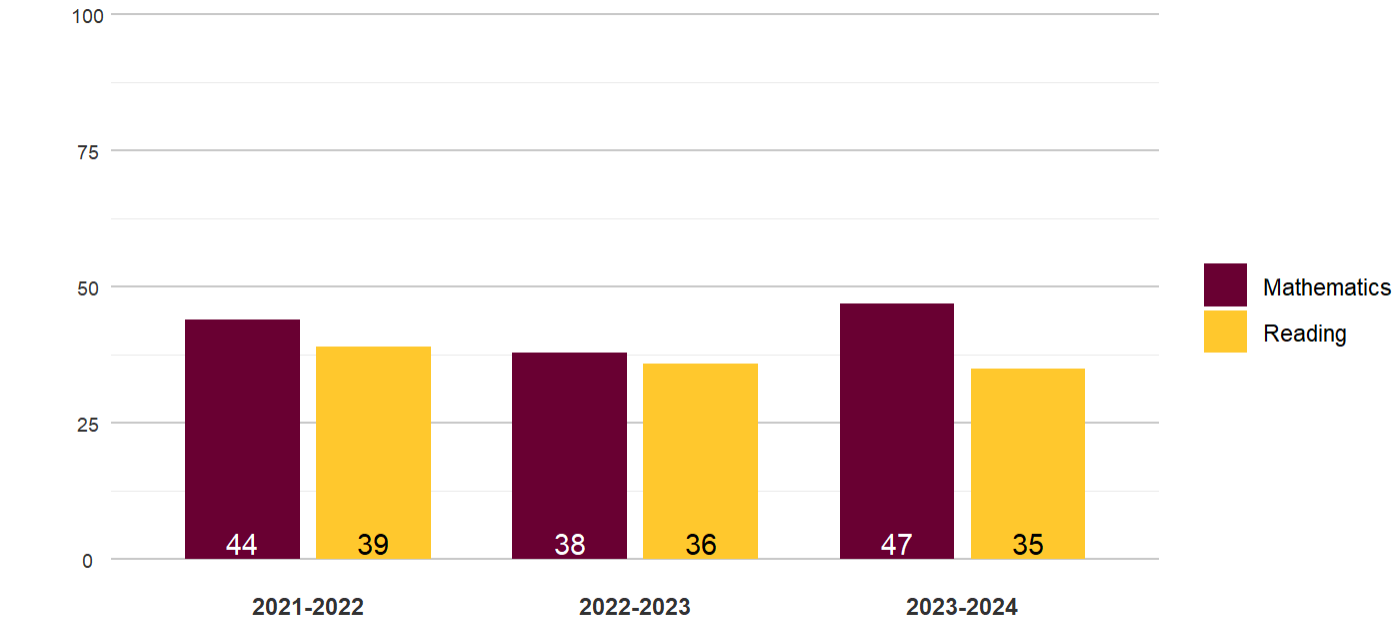
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

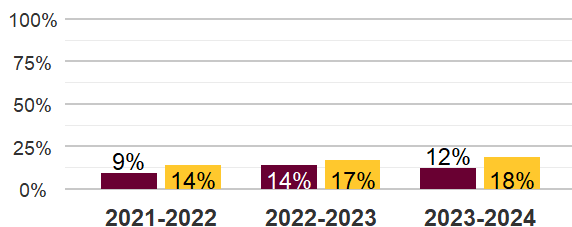


Summit Academy North

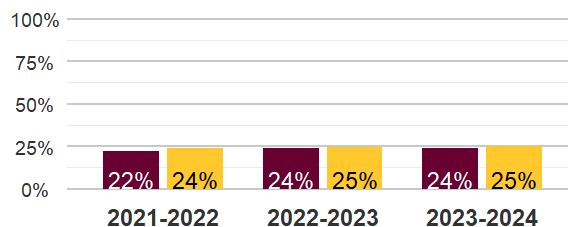
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



ELA

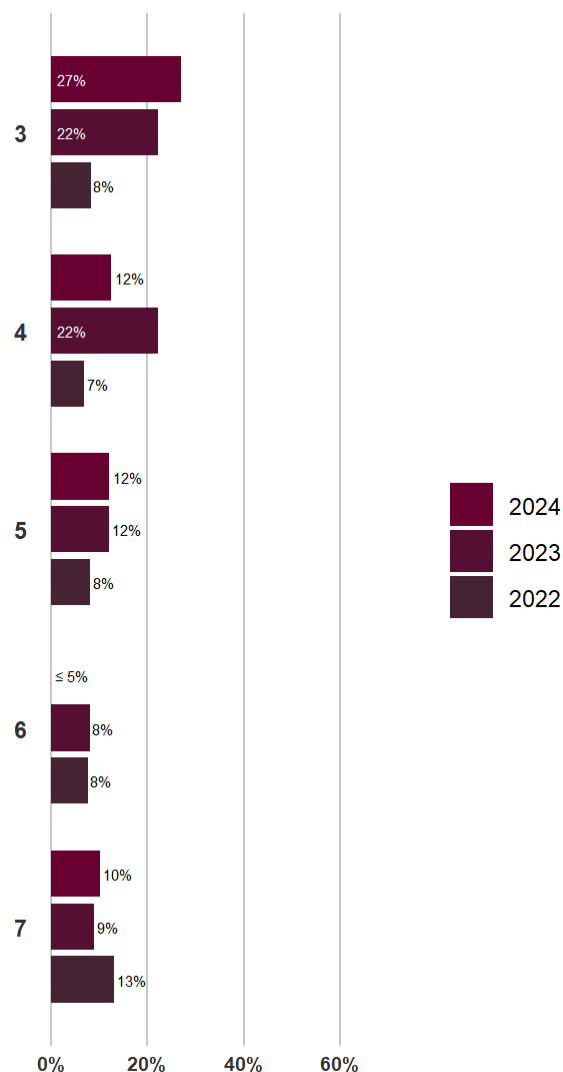


Academy CRD

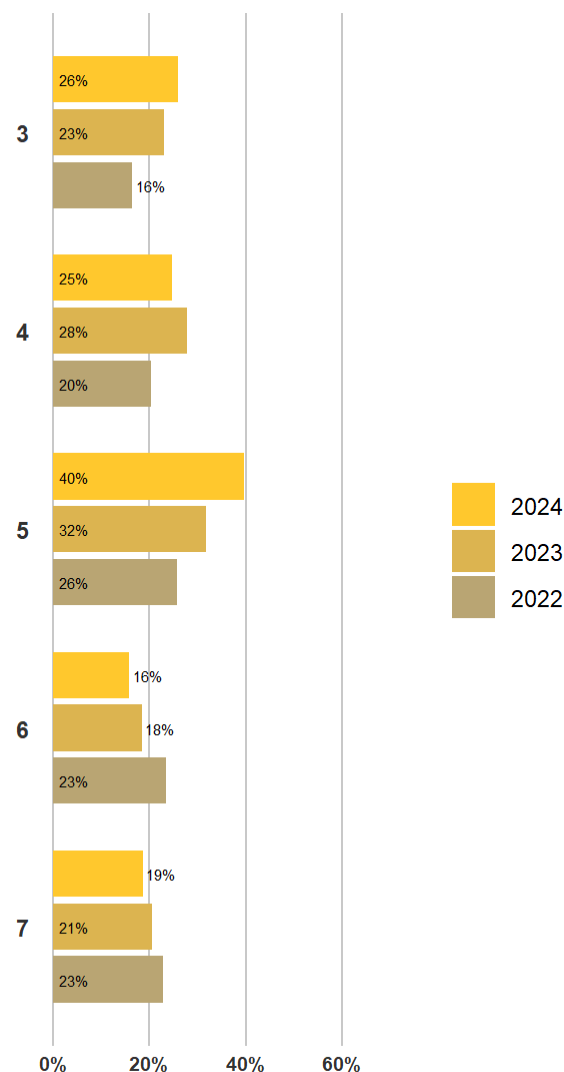
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2024
2023
2022

2024
2023
2022

Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. Please see the Guidance Document for more information.

Comparative Achievement (CRD) - SAT

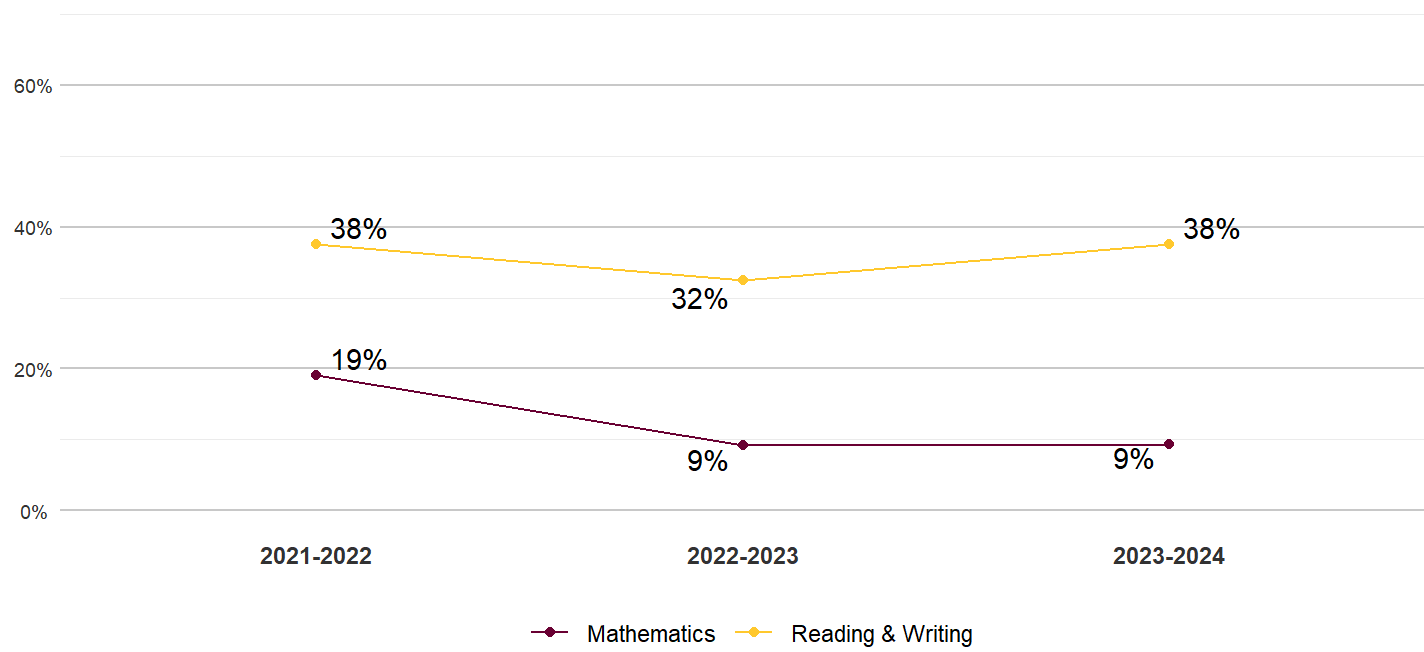
The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

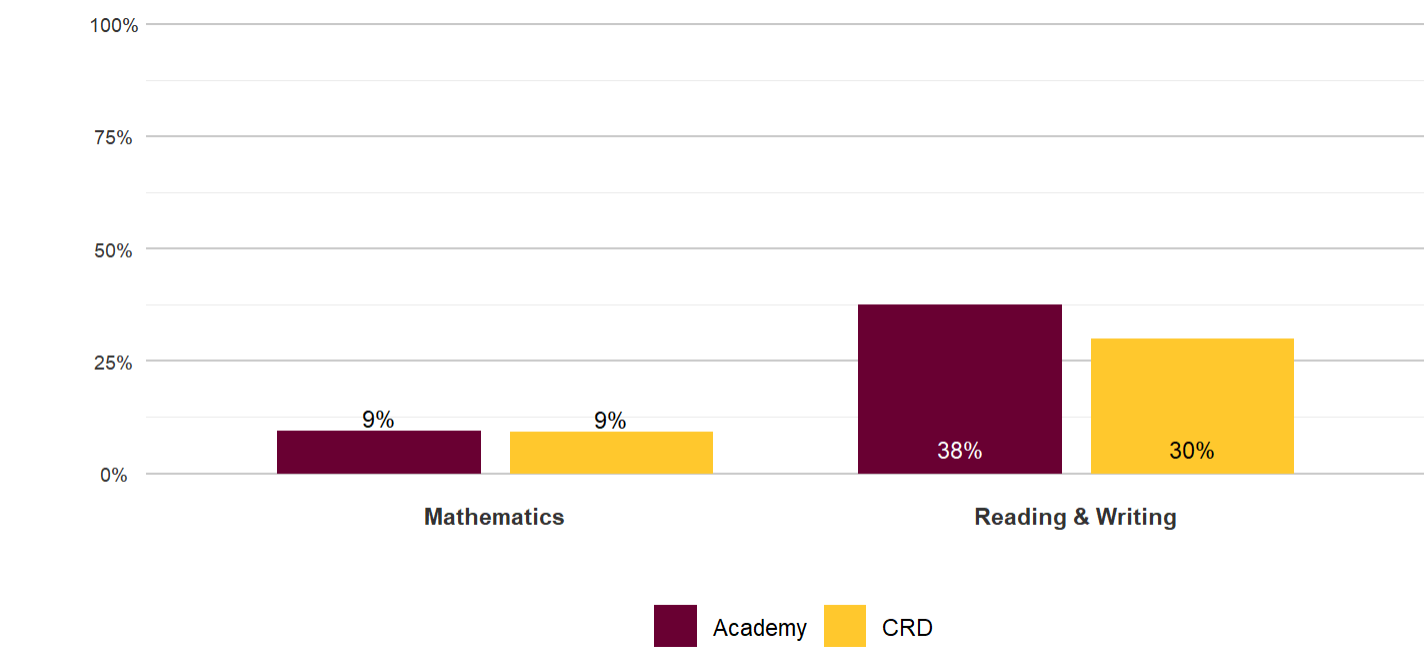


SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD





School Profile: The Dearborn Academy

District	The Dearborn Academy	Initial Charter Applicant	M.R. Younis
District Code(s)	82928	School Property Owner	The Armenian Community Center of Greater Detroit, The Dearborn Academy
Building Code(s)	08479	School Building Owner	The Armenian Community Center of Greater Detroit
Location	19310 Ford Rd. Dearborn, MI 48128	Educational Service Provider (ESP)	American Institutional Management Services, Inc.
Phone	313-982-1300	ESP Contract Term	July 01, 2023 – June 30, 2028
Website	https://thedearbornacademy.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$150,801.40
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$102,808.53
School Year Authorized	1996-1997		
Charter Contract Term	July 01, 2023 – June 30, 2028		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Najim Saymuah	President	December 02, 2021	December 05, 2025
Dib Saab	Vice President	September 28, 2023	December 05, 2027
Linda White	Secretary	December 03, 2020	December 05, 2024
Rasheed Alnozili	Treasurer	April 18, 2024	December 05, 2027
Sabrina Evans	Director	June 29, 2023	December 05, 2026

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	63	65	59	57	54	55	60	57	58	N/A	N/A	N/A	N/A	528	42
2024-25	62	63	55	56	58	55	60	58	55	N/A	N/A	N/A	N/A	522	N/A



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CENTRAL MICHIGAN UNIVERSITY

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

The Dearborn Academy

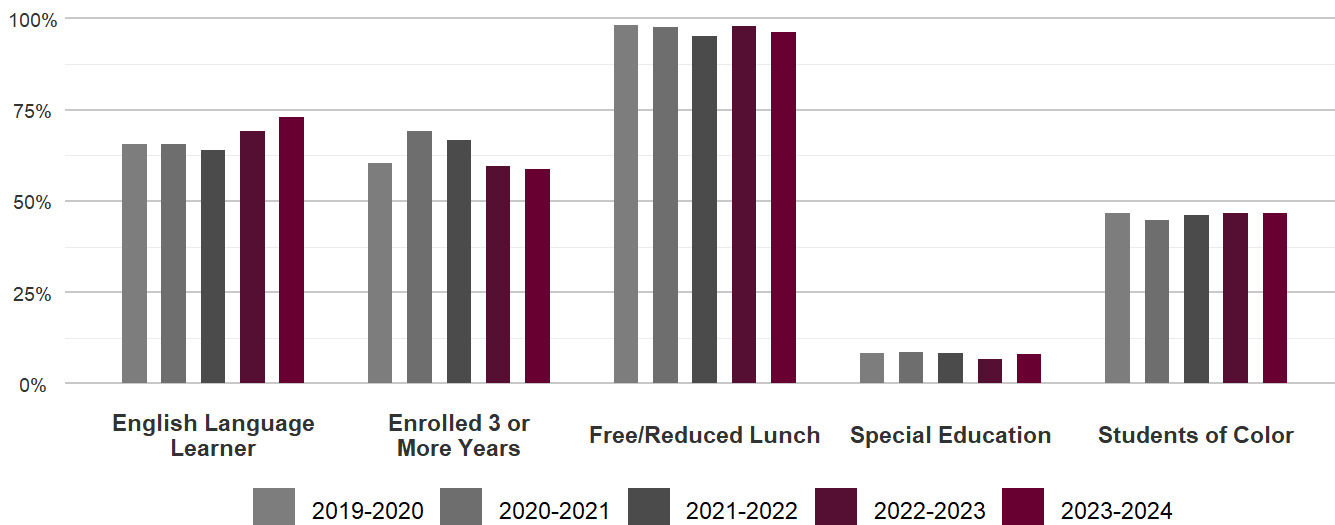


September 2024: State Assessment Update

The Dearborn Academy

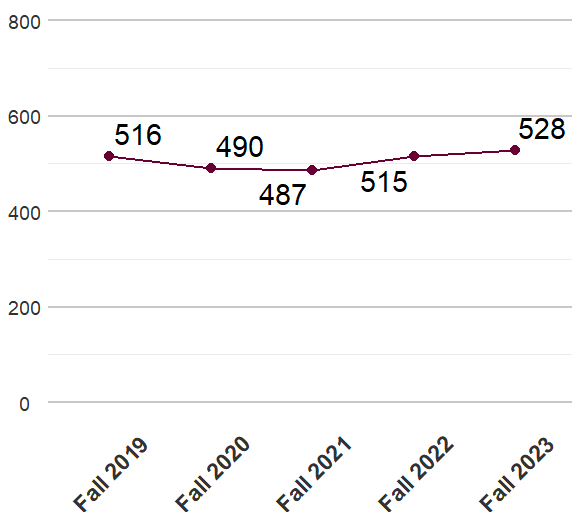
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	65.5%	65.7%	64.1%	69.1%	73.1%
Special Education	8.3%	8.6%	8.2%	6.8%	8.0%
Free/Reduced Lunch	98.1%	97.8%	95.3%	97.9%	96.4%
Students of Color	46.7%	44.7%	46.2%	46.8%	46.6%
Enrolled 3 or More Years	60.3%	69.2%	66.7%	59.5%	58.7%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	482
Dearborn Heights School District #7	16
Dearborn City School District	12
Redford Union Schools, District No. 1	7
Wayne-Westland Community School District	4
Garden City Public Schools	3
Ecorse Public Schools	2
Crestwood School District	1
Lincoln Park, School District of the City of	1
Other	2

The Dearborn Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

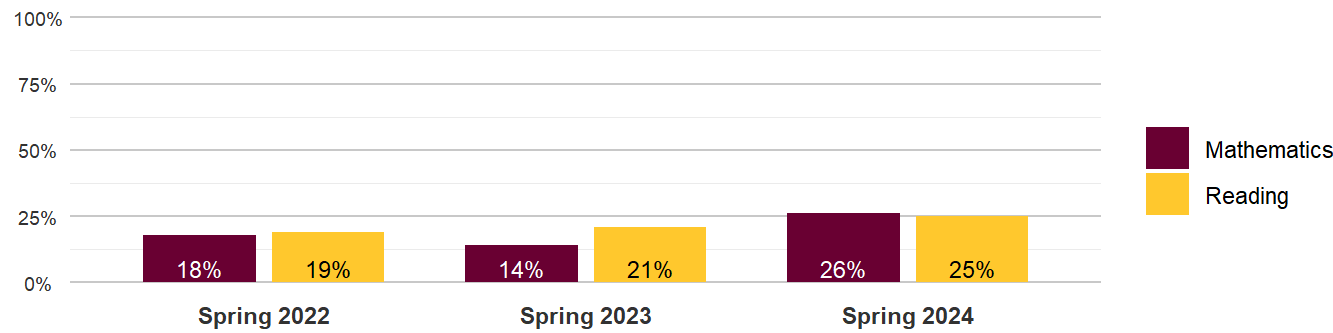


The Dearborn Academy

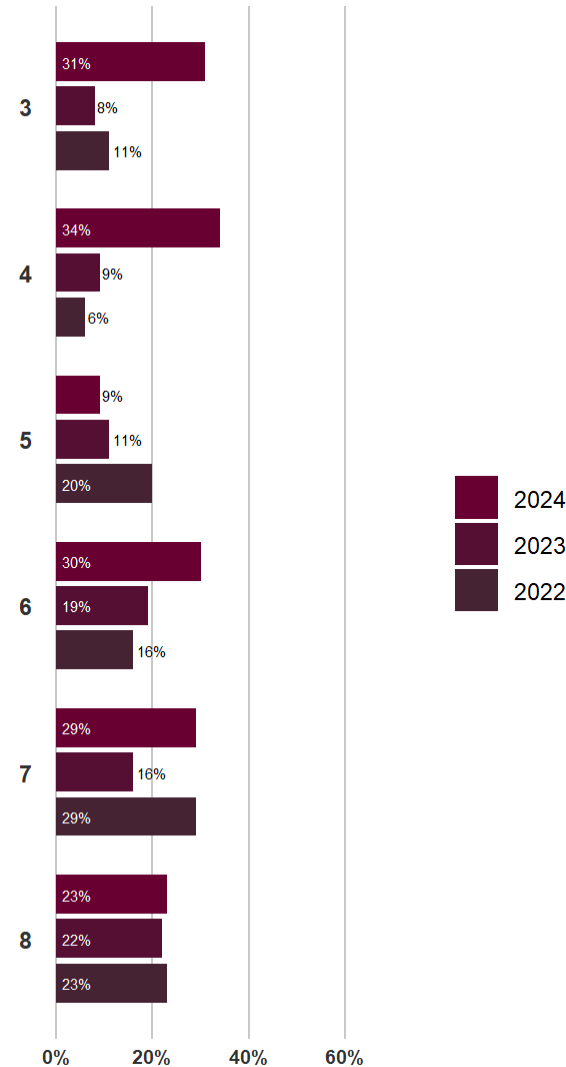
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

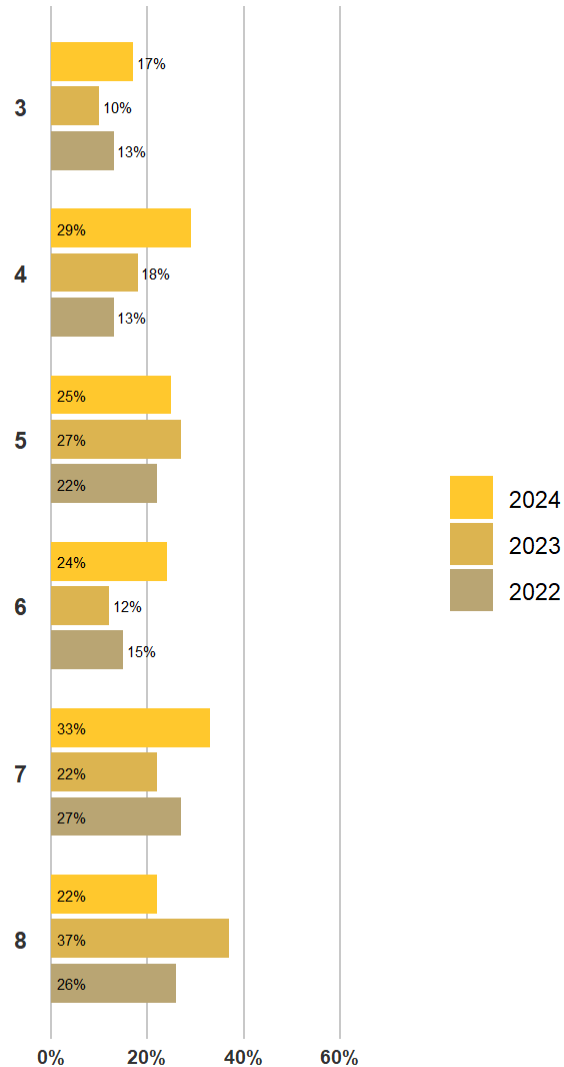
School-Wide by Year



By Grade Level Mathematics



Reading



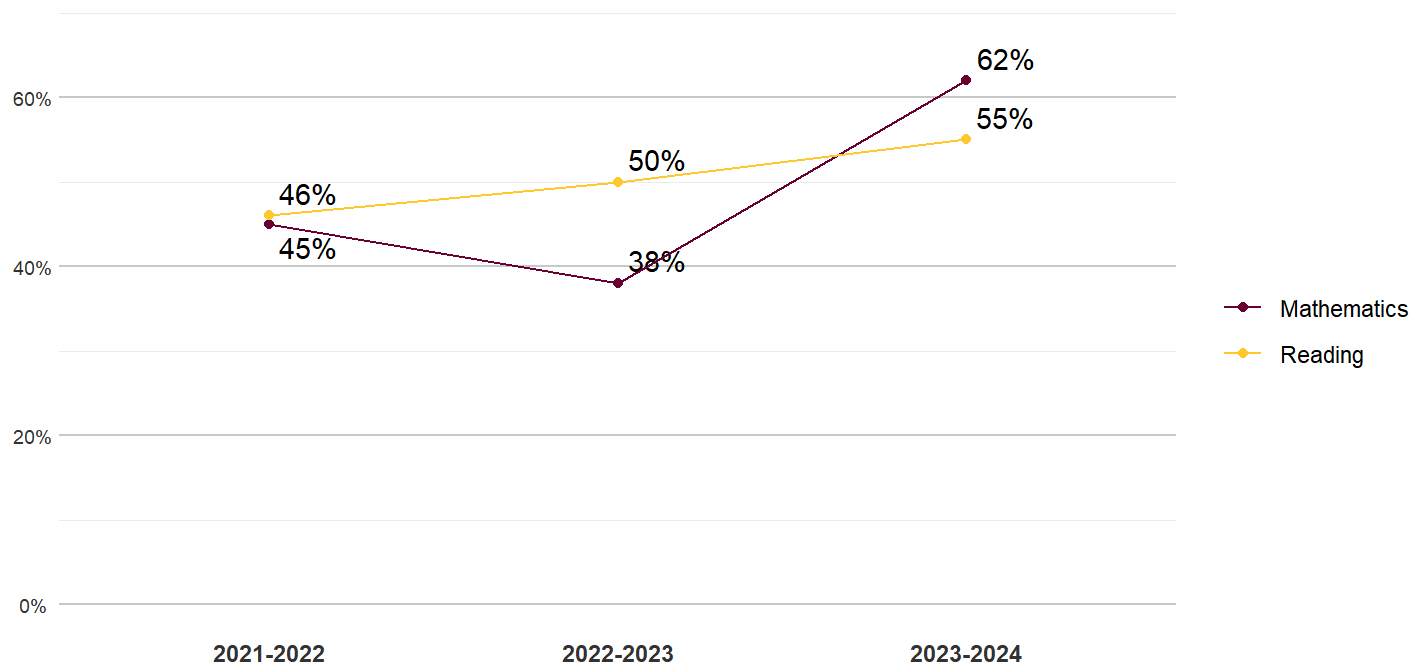
The Dearborn Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

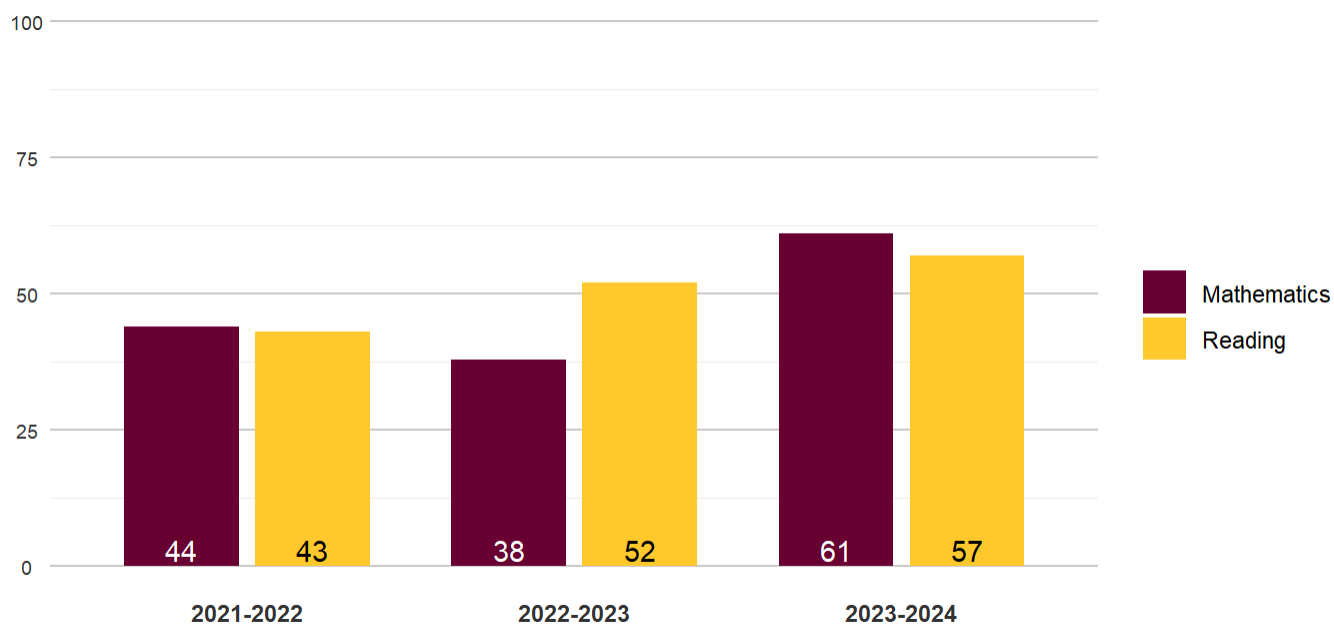
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



The Dearborn Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

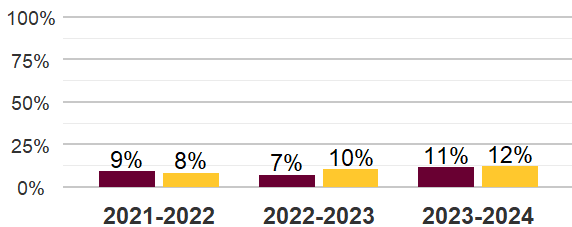


The Dearborn Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

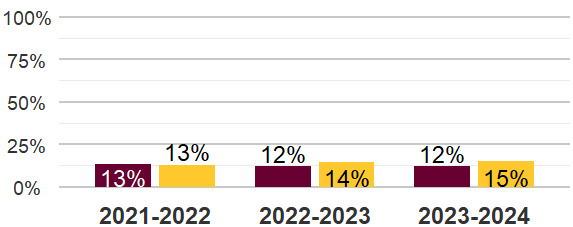
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

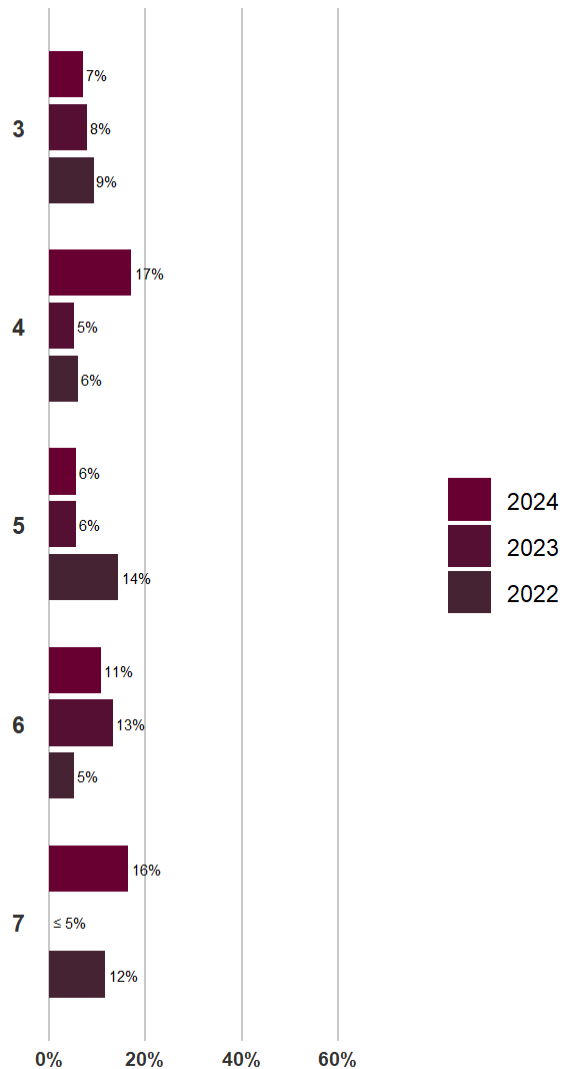
ELA



Academy CRD

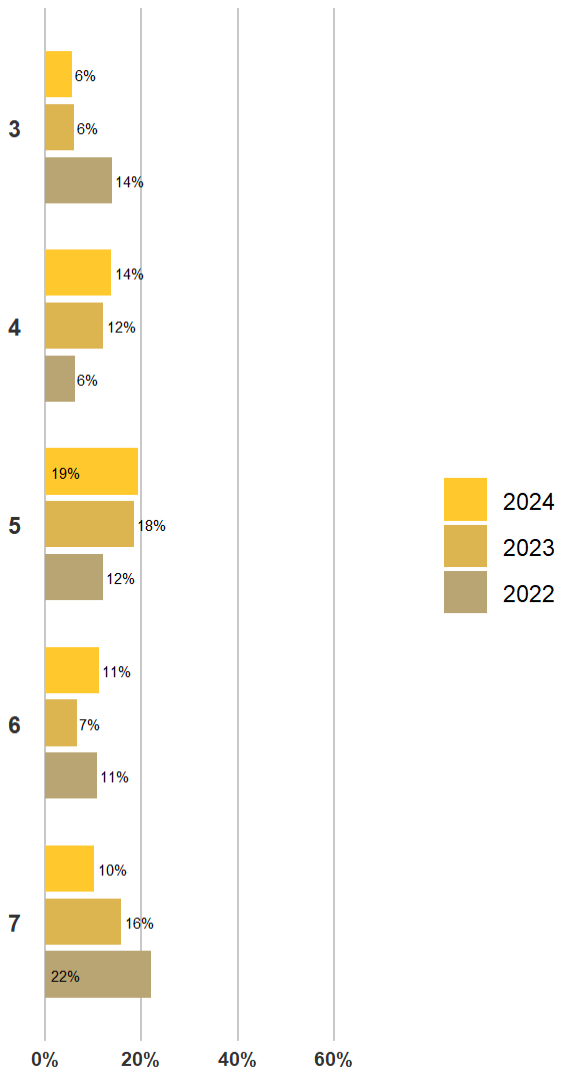
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022



School Profile: Trillium Academy

District	Trillium Academy	Initial Charter Applicant	Melissa Lusch
District Code(s)	82973	School Property Owner	Trillium Academy
Building Code(s)	09094	School Building Owner	Trillium Academy
Location	15740 Racho Road Taylor, MI 48180	Educational Service Provider (ESP)	The Romine Group, Inc.
Phone	734-374-8222	ESP Contract Term	July 01, 2023 – June 30, 2025
Website	http://www.trilliumacademy.us	2023-24 Total Fees, Reimbursements, and Charges Collected	\$189,705.55
Grades Served	K-12	Special Education Cost Reimbursements Received in FY24	\$132,588.34
School Year Authorized	2001-2002		
Charter Contract Term	July 01, 2020 – June 30, 2026		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Steve Wisinski	President	April 21, 2022	April 25, 2026
Greg Handel	Vice President	April 18, 2024	April 25, 2028
Lisa Green	Secretary	April 22, 2021	April 25, 2025
Robert Bovitz	Treasurer	April 20, 2023	April 25, 2027
Marvin English	Director	September 26, 2024	April 25, 2028

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	60	52	54	50	49	52	56	39	60	52	49	51	41	665	125
2024-25	52	61	46	57	46	47	47	57	42	55	53	40	42	645	N/A



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Trillium Academy

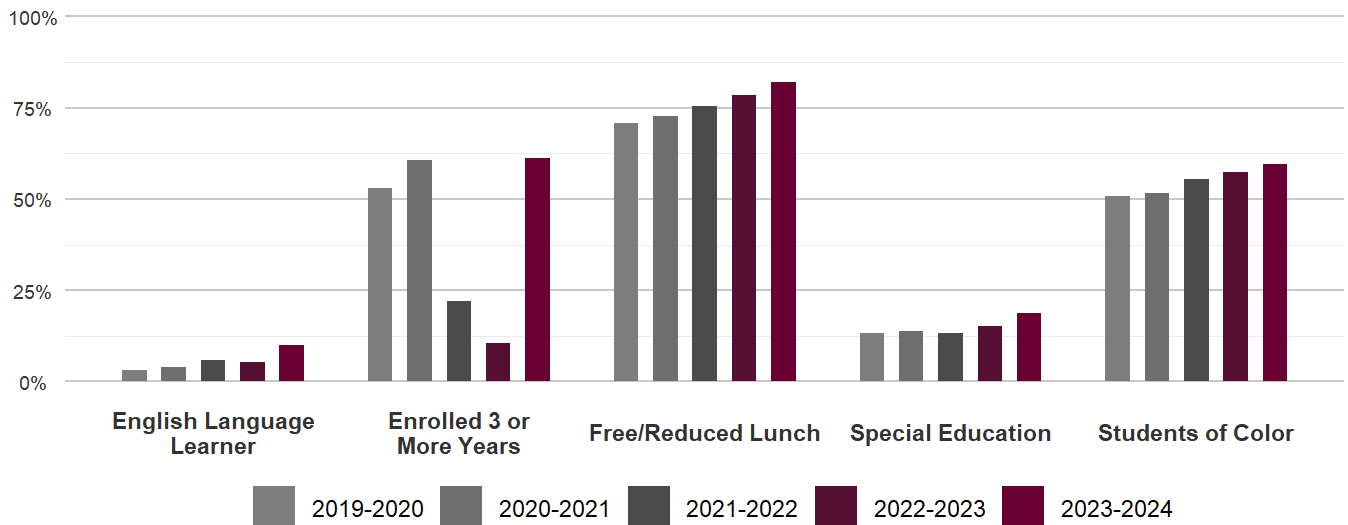


September 2024: State Assessment Update

Trillium Academy

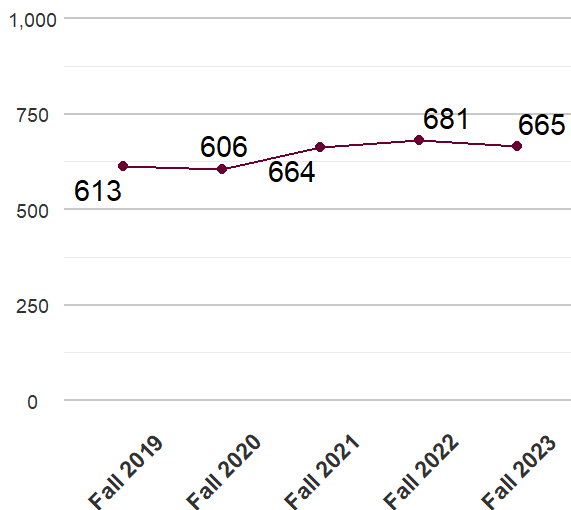
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	3.1%	4.0%	5.9%	5.4%	10.1%
Special Education	13.4%	13.7%	13.3%	15.1%	18.8%
Free/Reduced Lunch	70.8%	72.6%	75.5%	78.6%	82.1%
Students of Color	50.9%	51.7%	55.4%	57.4%	59.5%
Enrolled 3 or More Years	53.0%	60.7%	22.0%	10.4%	61.2%

Enrollment



Where Students Come From

Assigned District	Students
Taylor School District	381
Lincoln Park, School District of the City of	67
Woodhaven-Brownstown School District	33
Romulus Community Schools	29
Southgate Community School District	27
Detroit Public Schools Community District	21
Wyandotte, School District of the City of	15
Wayne-Westland Community School District	13
Dearborn Heights School District #7	12
Other	67

NWEA MAP Growth Assessment

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Achievement

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2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

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2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

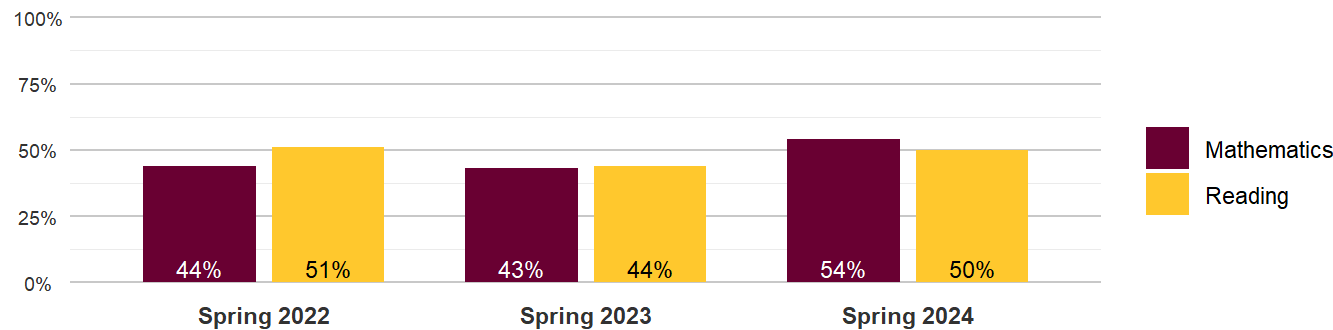


2023-2024 - Fall-to-Spring Median Growth Percentile

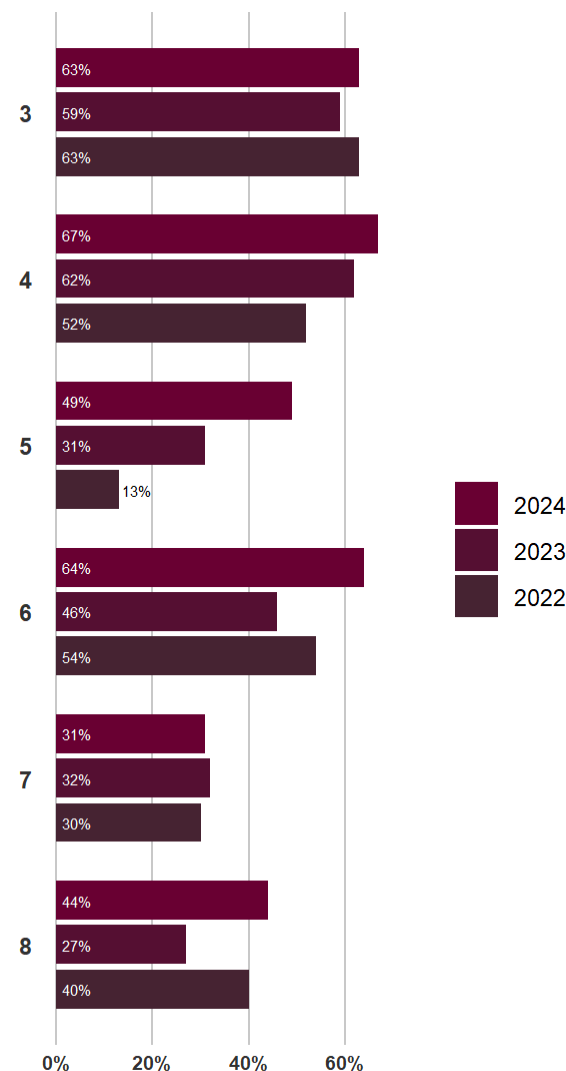


Percent Meeting NWEA MAP Spring Achievement National Norms
All Students Grades 3 - 8 enrolled for at least one year

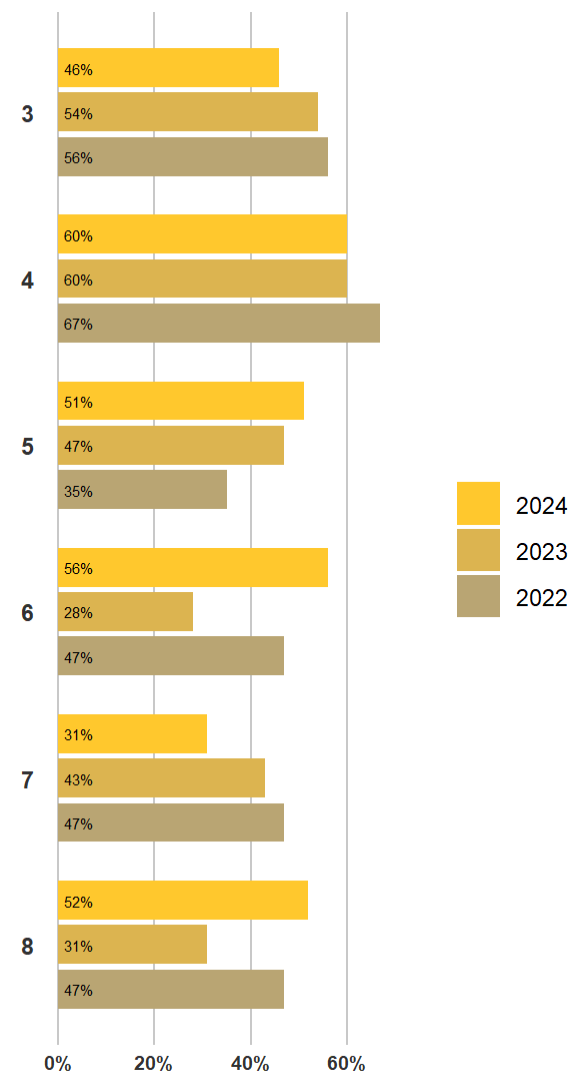
School-Wide by Year



By Grade Level
Mathematics

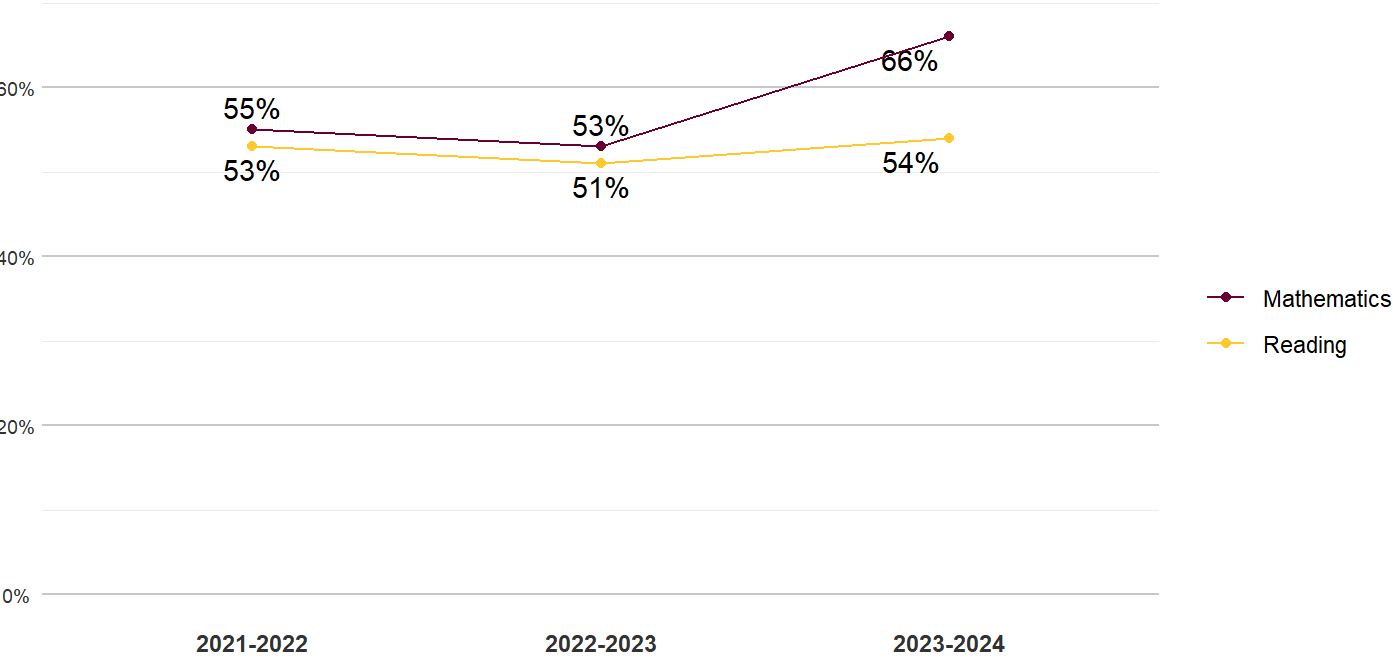


Reading

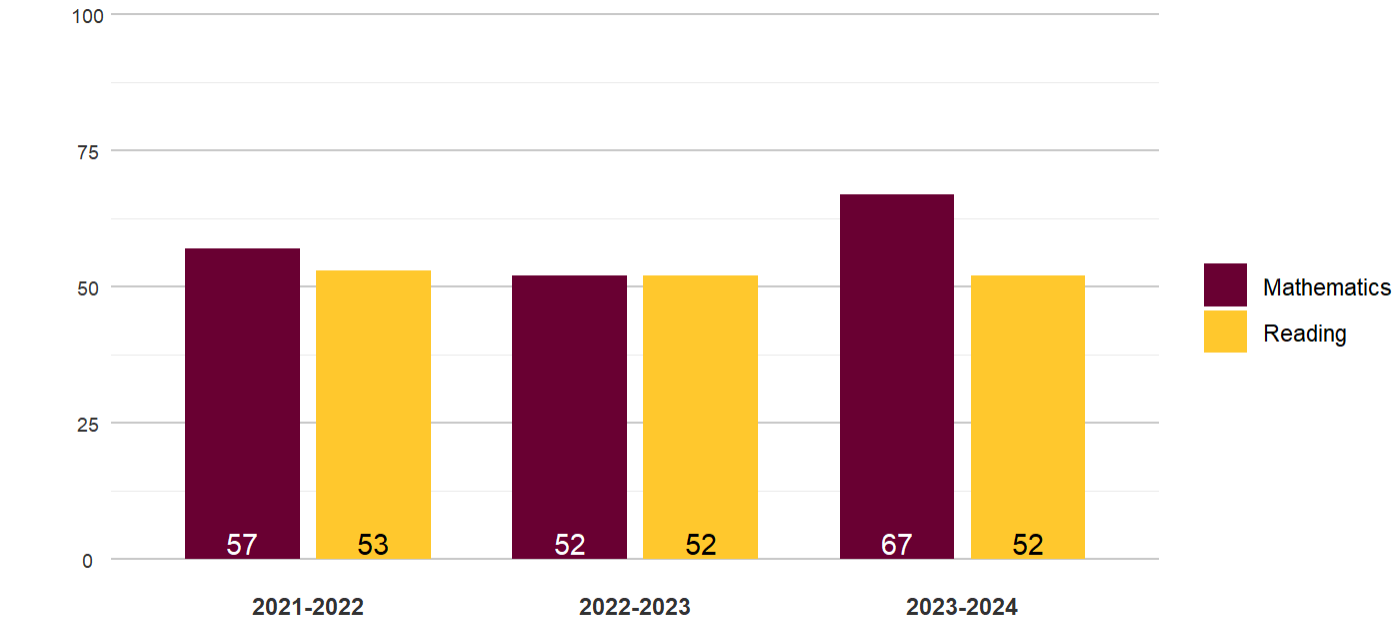


NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater
All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile
All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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Achievement

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2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

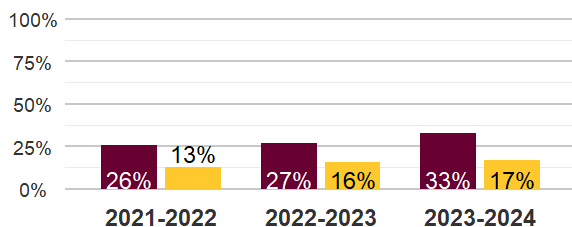


Trillium Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

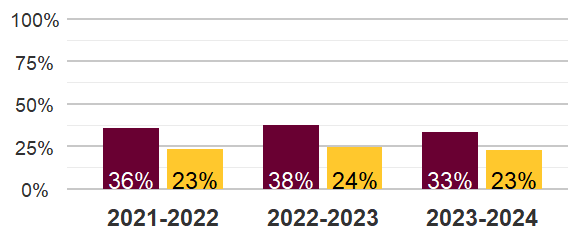
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

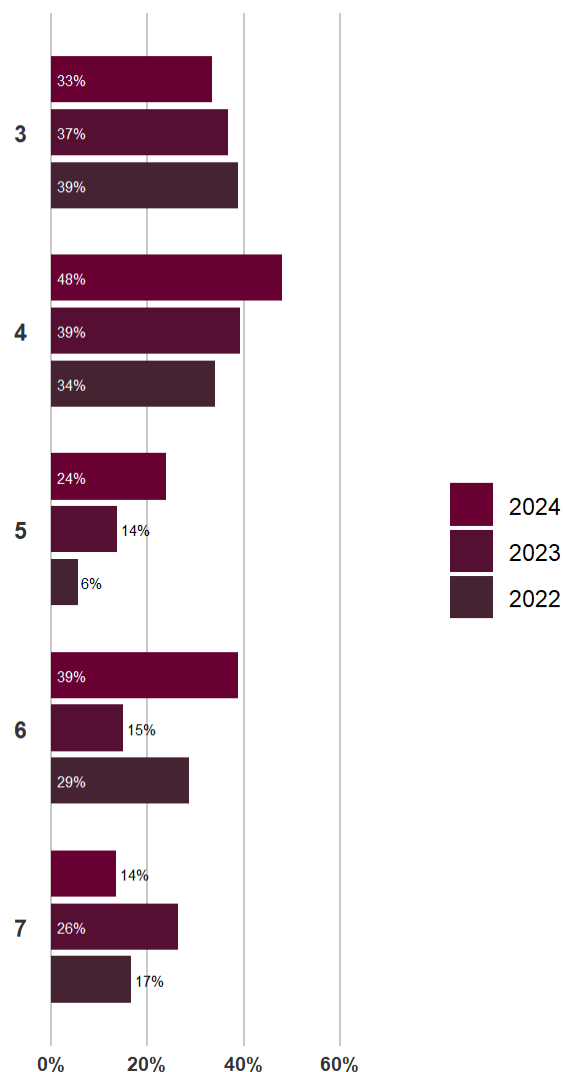
ELA



Academy CRD

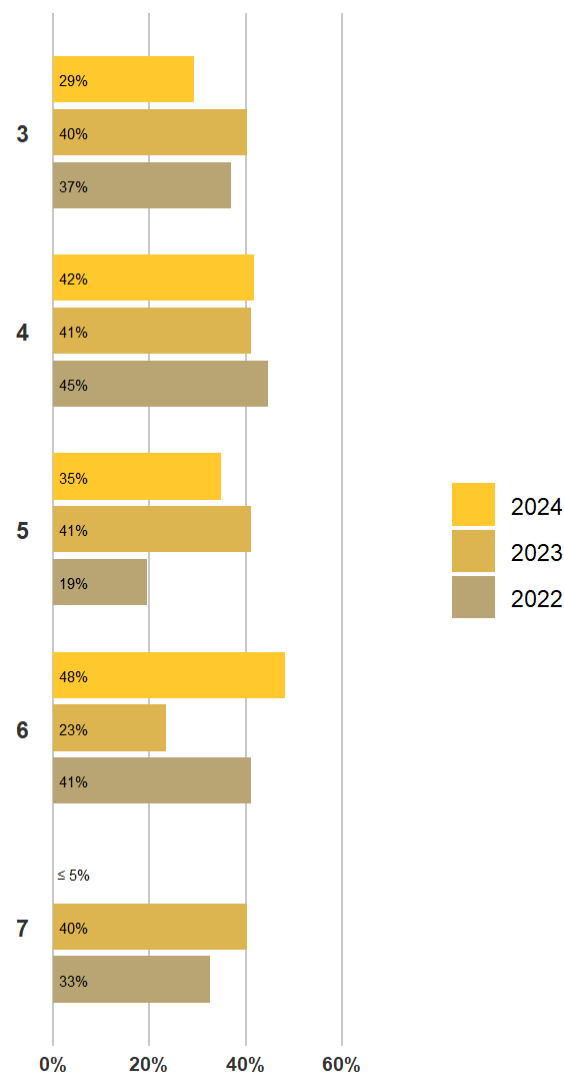
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022

Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. **Please see the Guidance Document for more information.**

Comparative Achievement (CRD) - SAT

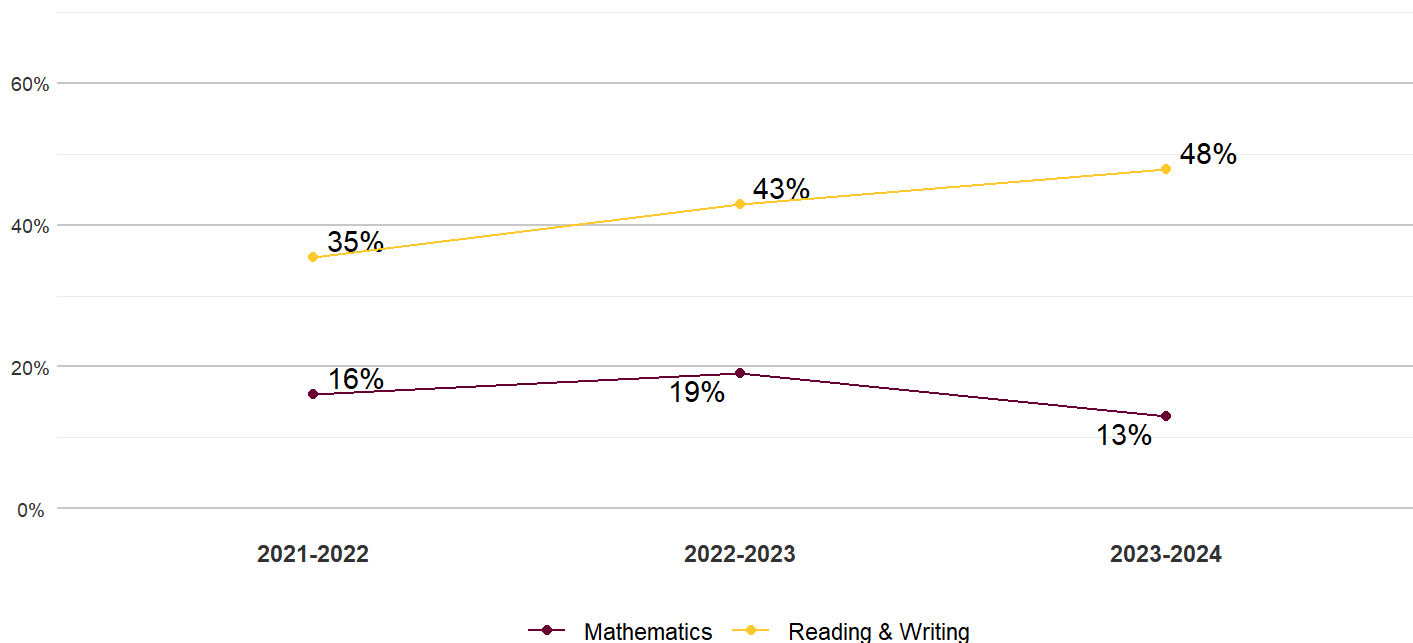
The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

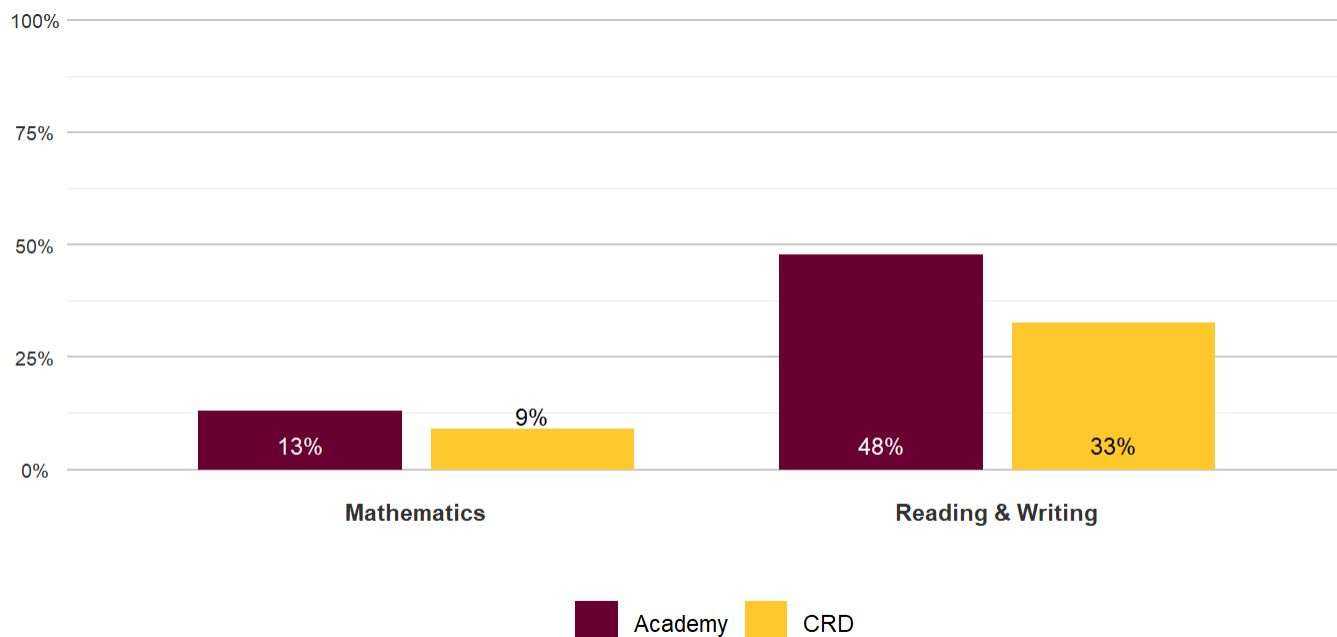


SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD





School Profile: Walden Green Montessori

District	Walden Green Montessori	Initial Charter Applicant	Jean Hicks
District Code(s)	70901	School Property Owner	Walden Green Montessori, City of Ferrysburg
Building Code(s)	08212	School Building Owner	Walden Green Montessori, City of Ferrysburg
Location	17339 Roosevelt Spring Lake, MI 49456	Educational Service Provider (ESP)	Advance Educational Services, Inc. d/b/a/ AccessPoint Educational HR
Phone	616-842-4523	ESP Contract Term	July 01, 2018 – June 30, 2027
Website	http://waldengreen.org/	2023-24 Total Fees, Reimbursements, and Charges Collected	\$67,860.34
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$41,932.09
School Year Authorized	1994-1995		
Charter Contract Term	July 01, 2024 – June 30, 2034		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Kori Bissot	President	September 22, 2022	April 09, 2026
Amanda Snyder	Vice President, Treasurer	February 06, 2024	April 09, 2028
Kristin Padula	Secretary	June 30, 2022	April 09, 2027
Ken Johnston	Director	February 06, 2024	April 09, 2028

Current Enrollment, Student Turnover Rate, and IEPs

School Year	Grade														Students With IEPs
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	45	29	30	29	30	26	16	18	14	N/A	N/A	N/A	N/A	237	31
2024-25	45	30	29	30	30	30	25	17	15	N/A	N/A	N/A	N/A	251	N/A



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SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Walden Green Montessori

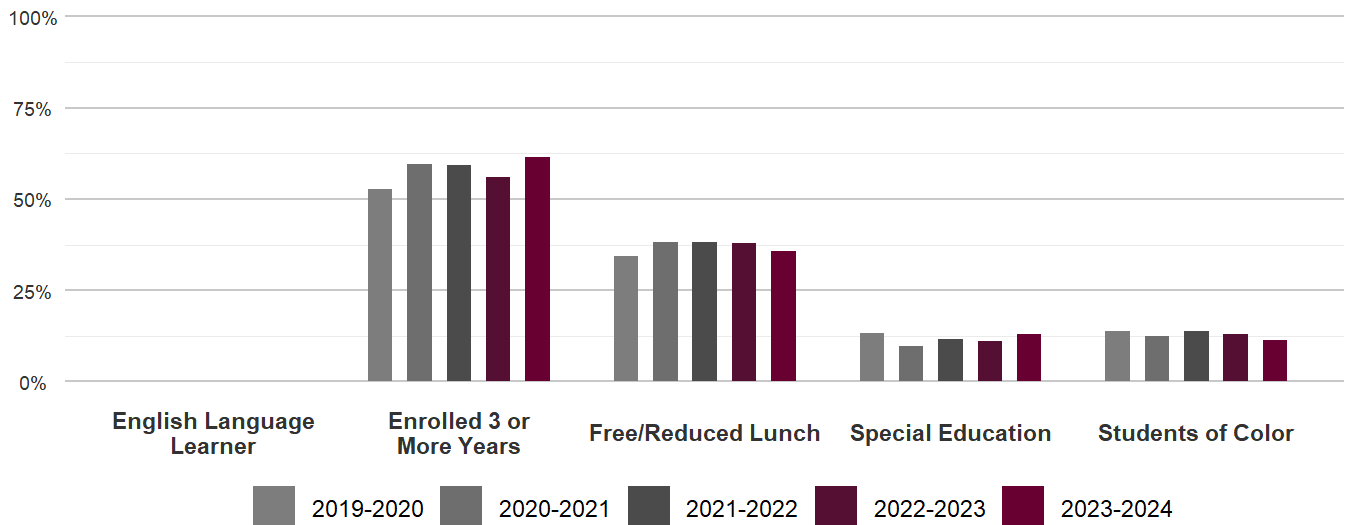


September 2024: State Assessment Update

Walden Green Montessori

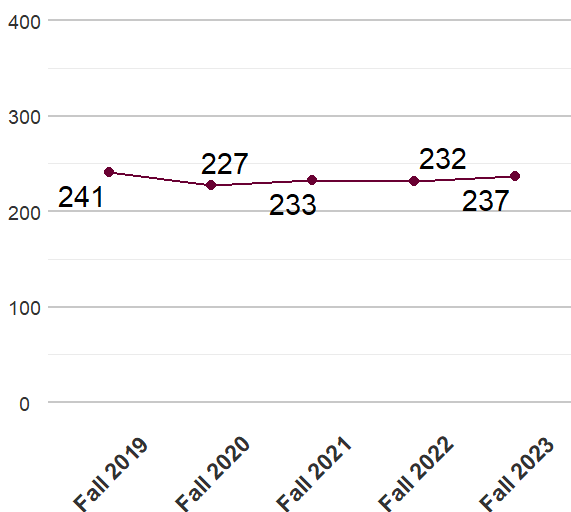
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	13.3%	9.7%	11.6%	11.2%	13.1%
Free/Reduced Lunch	34.4%	38.3%	38.2%	37.9%	35.9%
Students of Color	13.7%	12.3%	13.7%	12.9%	11.4%
Enrolled 3 or More Years	52.7%	59.5%	59.2%	56.0%	61.6%

Enrollment



Where Students Come From

Assigned District	Students
Grand Haven Area Public Schools	80
Spring Lake Public Schools	48
Fruitport Community Schools	29
Muskegon, Public Schools of the City of	28
Mona Shores Public School District	24
Reeths-Puffer Schools	11
Muskegon Heights School District	5
Orchard View Schools	4
Oakridge Public Schools	2
Other	6

Walden Green Montessori

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

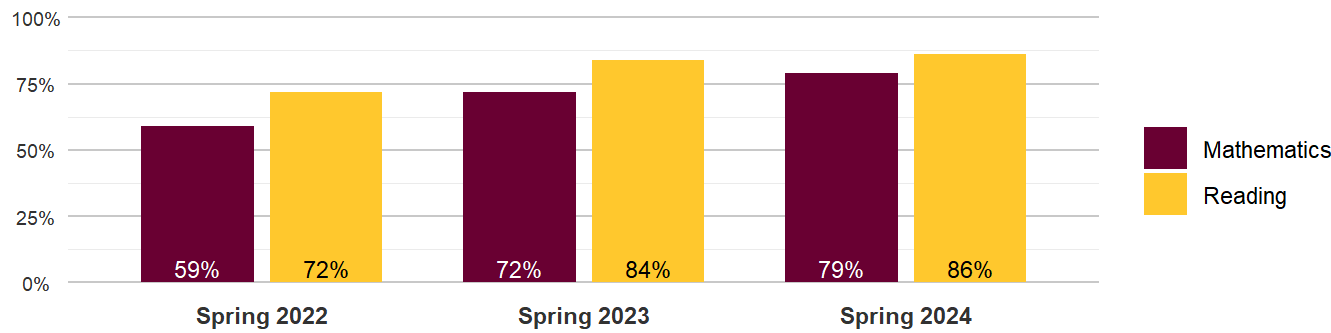


Walden Green Montessori

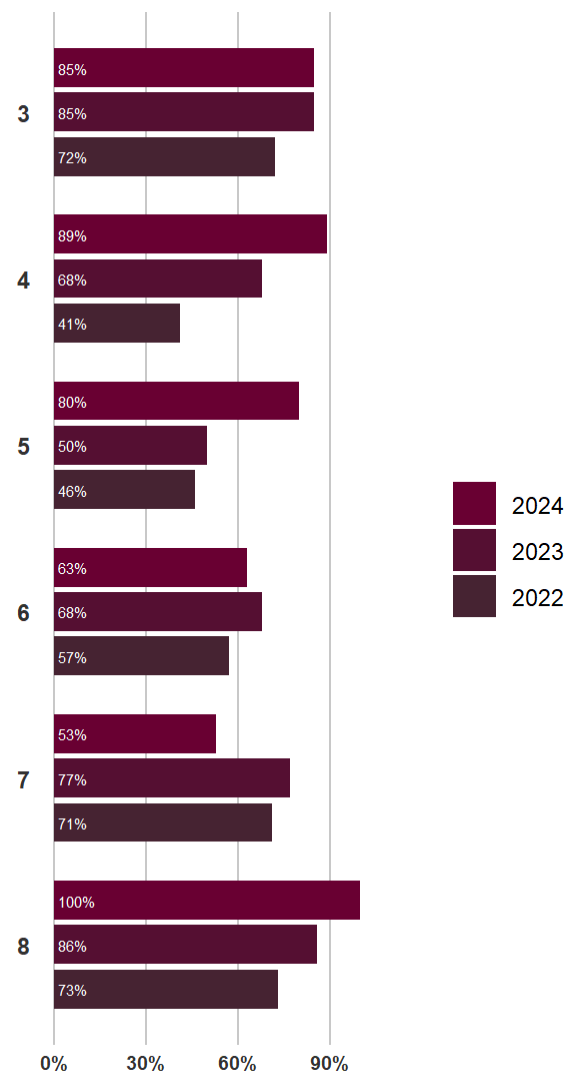
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

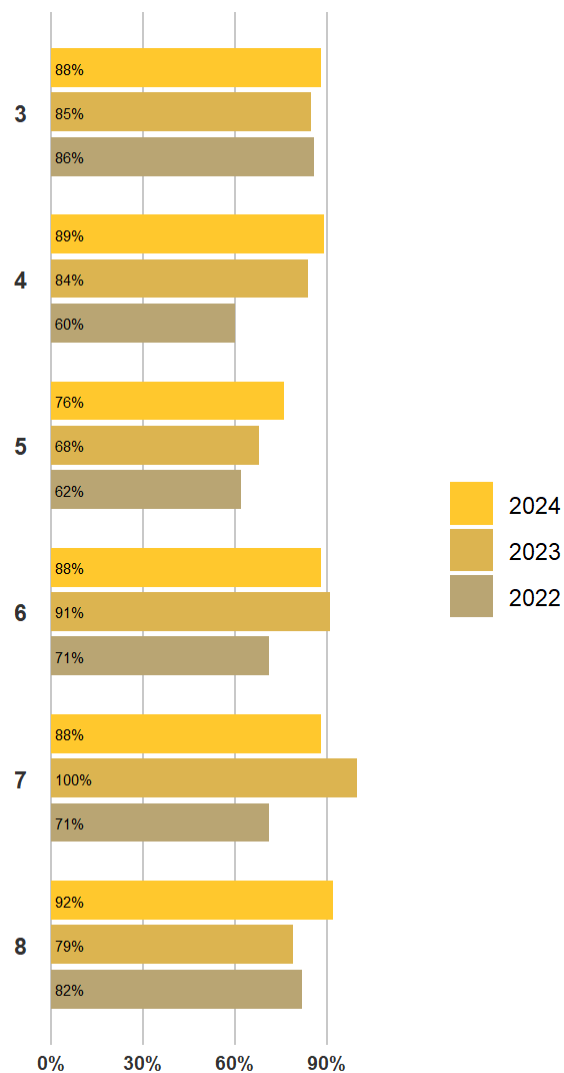
School-Wide by Year



By Grade Level Mathematics



Reading



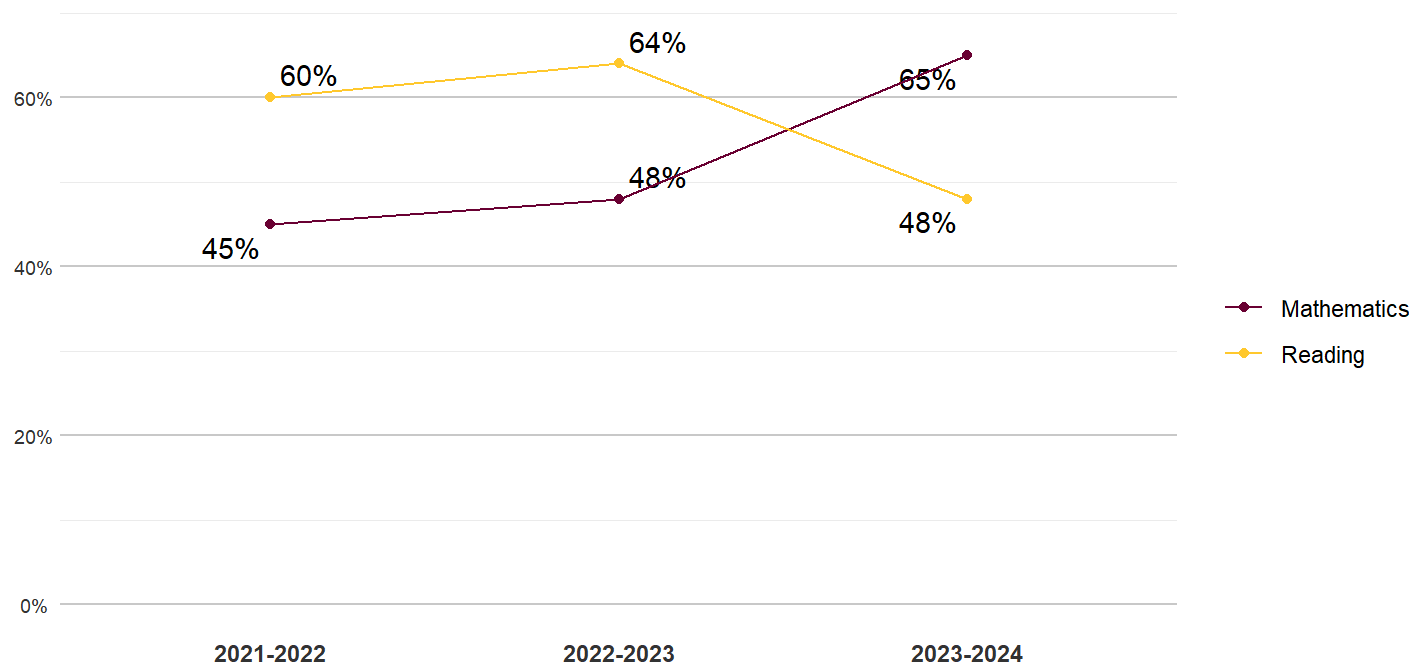
Walden Green Montessori

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

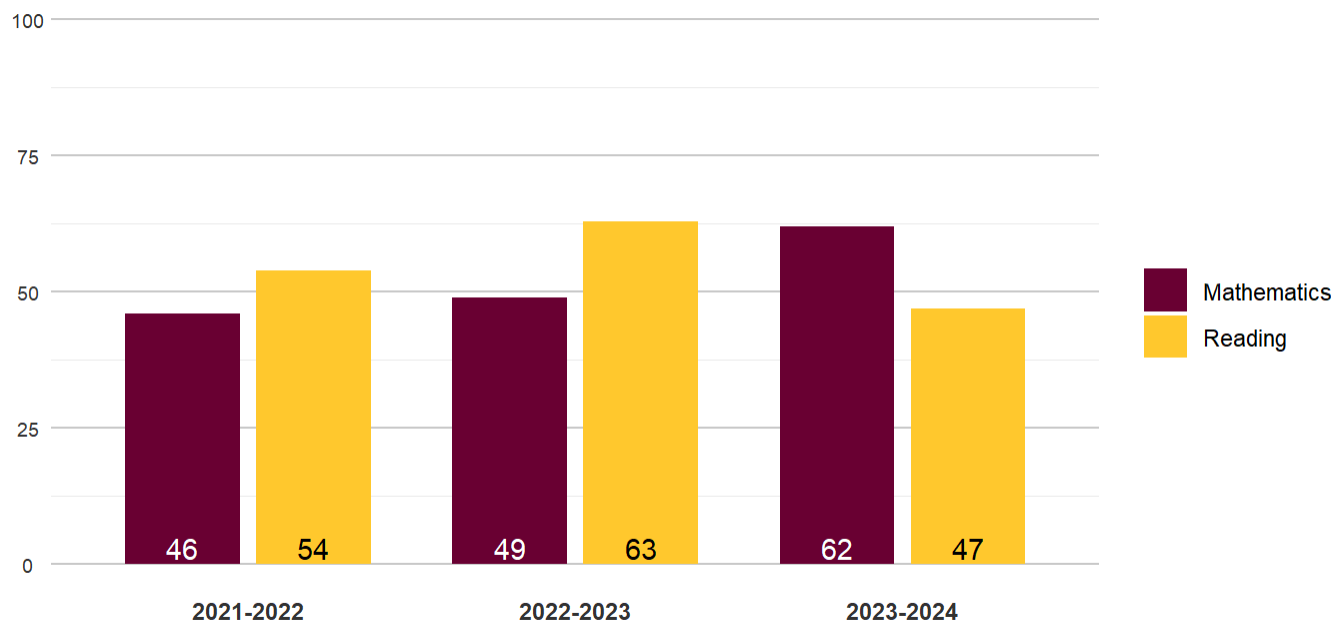
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

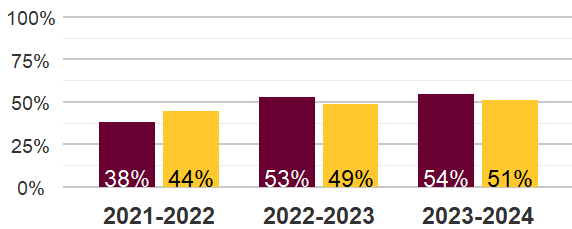


Walden Green Montessori

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

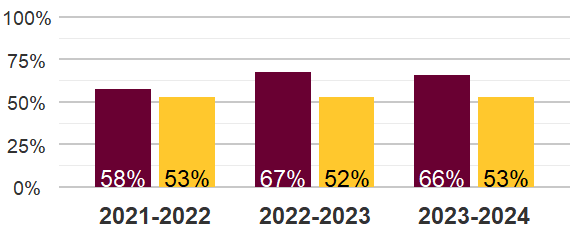
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

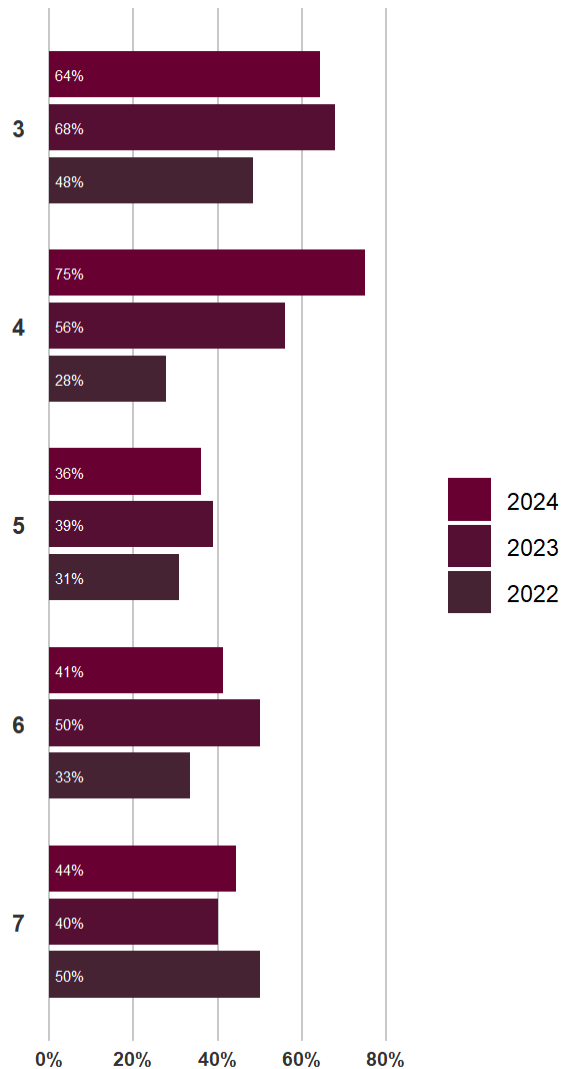
ELA



Academy CRD

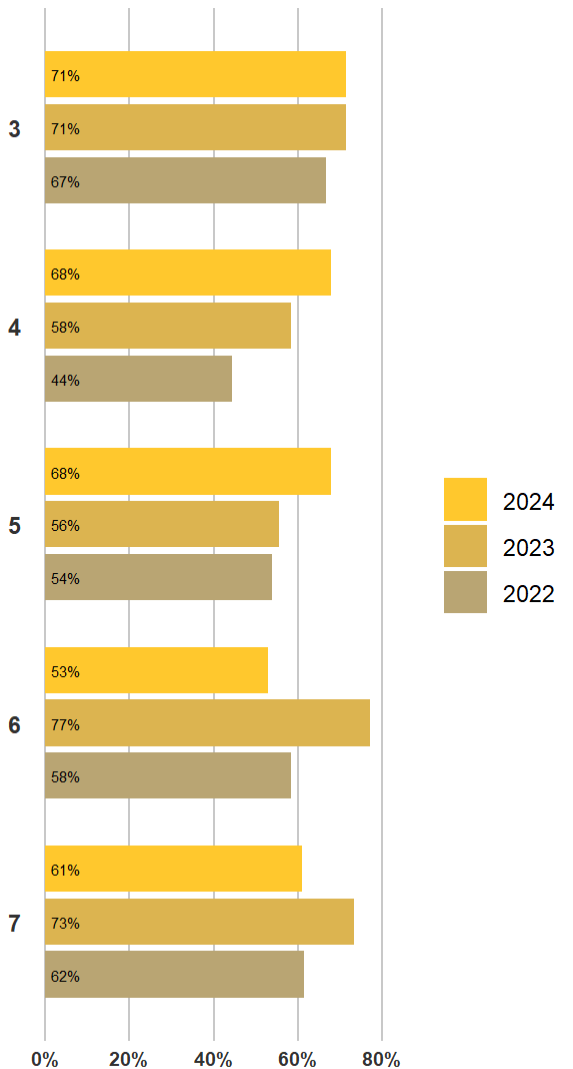
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022



School Profile: WAY Michigan

District	WAY Michigan	Initial Charter Applicant	Glen Taylor/Beth Baker
District Code(s)	82710	School Property Owner	407 Fort Street LLC
Building Code(s)	02302	School Building Owner	407 Fort Street LLC
Location	407 E. Fort St., Ste. 201 Detroit, MI 48226	Educational Service Provider (ESP)	W-A-Y Widening Advancement for Youth
Phone	313-638-2716	ESP Contract Term	July 01, 2024 – June 30, 2025
Website	http://waymichigan.net/	2023-24 Total Fees, Reimbursements, and Charges Collected	\$35,135.65
Grades Served	6-12	Special Education Cost Reimbursements Received in FY24	\$5,647.22
School Year Authorized	2013-2014		
Charter Contract Term	July 01, 2024 – June 30, 2025		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Marquita Tharpe Williams	President	April 20, 2023	November 01, 2026
David Beaumont	Vice President	April 20, 2023	November 01, 2027
Tamara Halliburton	Secretary	April 20, 2023	November 01, 2027
Schequita Owens	Treasurer	April 20, 2023	November 01, 2025
Rochelle Massingill	Director	February 06, 2024	November 01, 2028

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	N/A	N/A	N/A	N/A	N/A	N/A	5	6	8	31	21	28	20	119	14
2024-25	N/A	N/A	N/A	N/A	N/A	N/A	8	14	11	54	26	27	21	161	N/A



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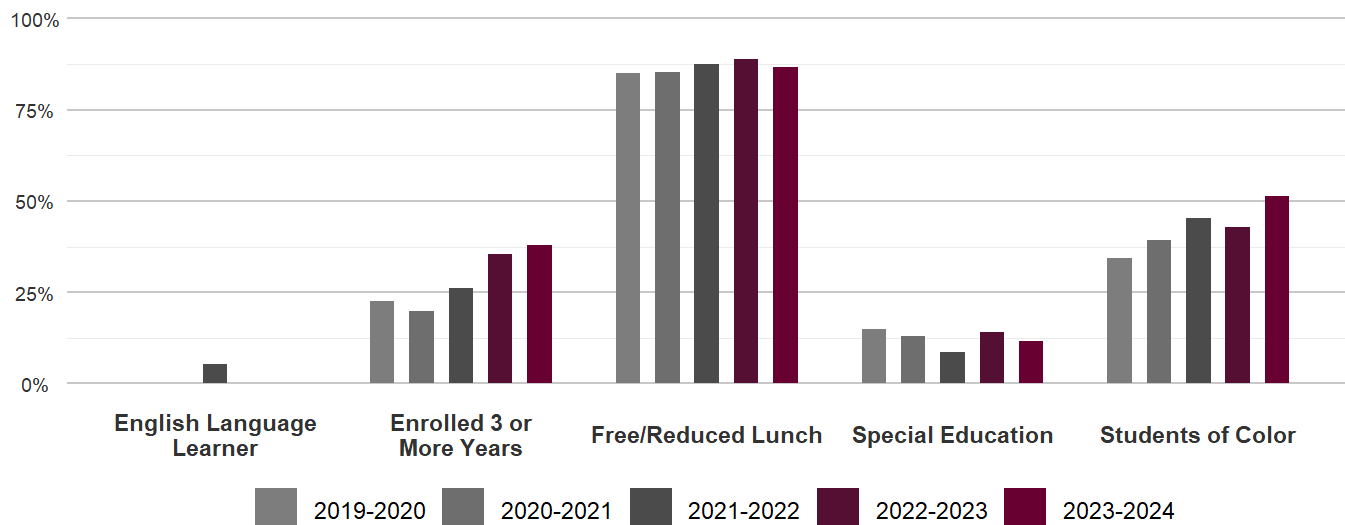
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

WAY Michigan



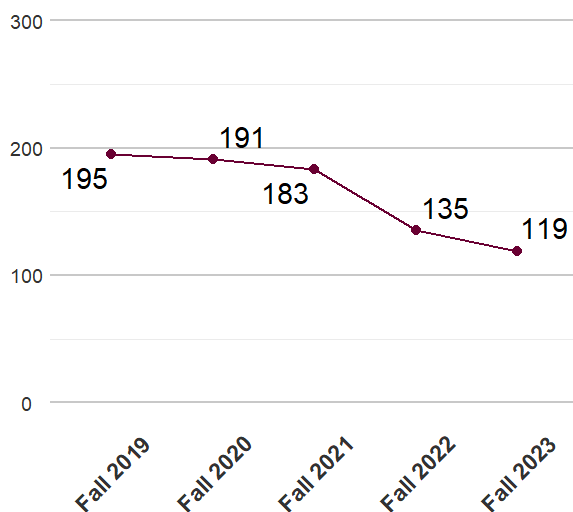
September 2024: State Assessment Update

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	5.5%	0.0%	0.0%
Special Education	14.9%	13.1%	8.7%	14.1%	11.8%
Free/Reduced Lunch	85.1%	85.3%	87.4%	88.9%	86.6%
Students of Color	34.4%	39.3%	45.4%	43.0%	51.3%
Enrolled 3 or More Years	22.7%	19.9%	26.1%	35.3%	37.8%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	32
Croswell-Lexington Community Schools	6
Flint, School District of the City of	6
Kalamazoo Public Schools	4
Lansing Public School District	4
Lincoln Park, School District of the City of	4
Dowagiac Union School District	3
Ypsilanti Community Schools	3
Hesperia Community Schools	2
Other	55

NWEA MAP Growth Assessment

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Achievement

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2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

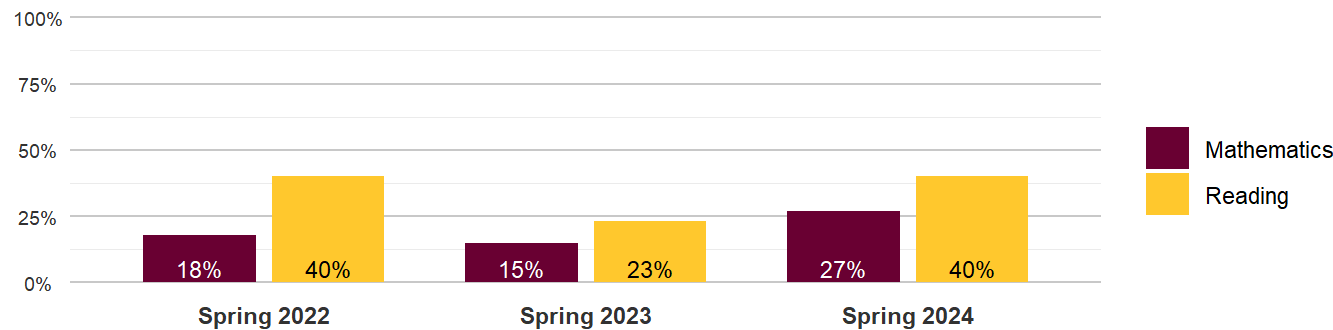


2023-2024 - Fall-to-Spring Median Growth Percentile

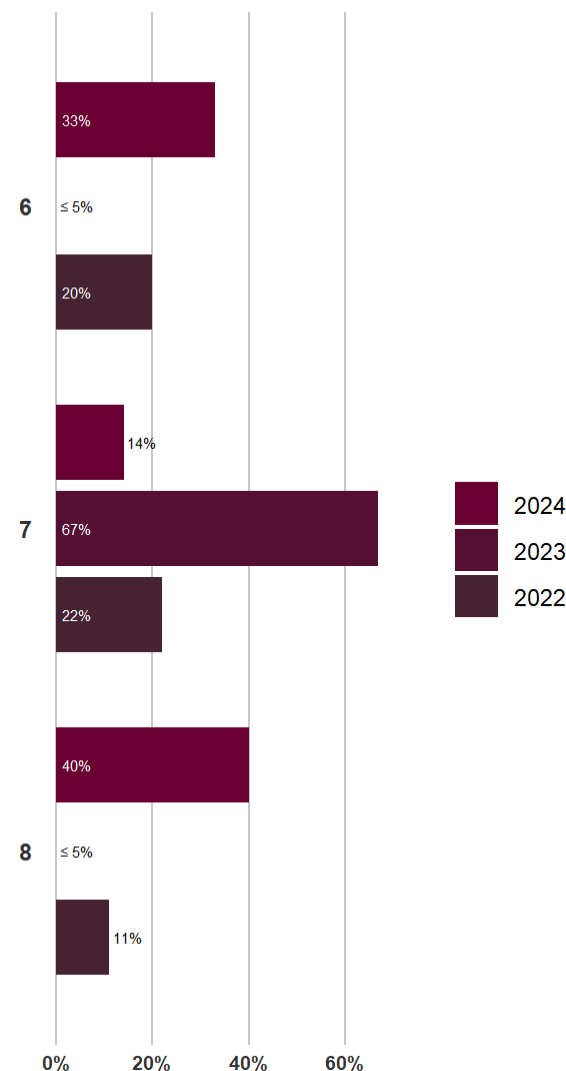


Percent Meeting NWEA MAP Spring Achievement National Norms
All Students Grades 6 - 8 enrolled for at least one year

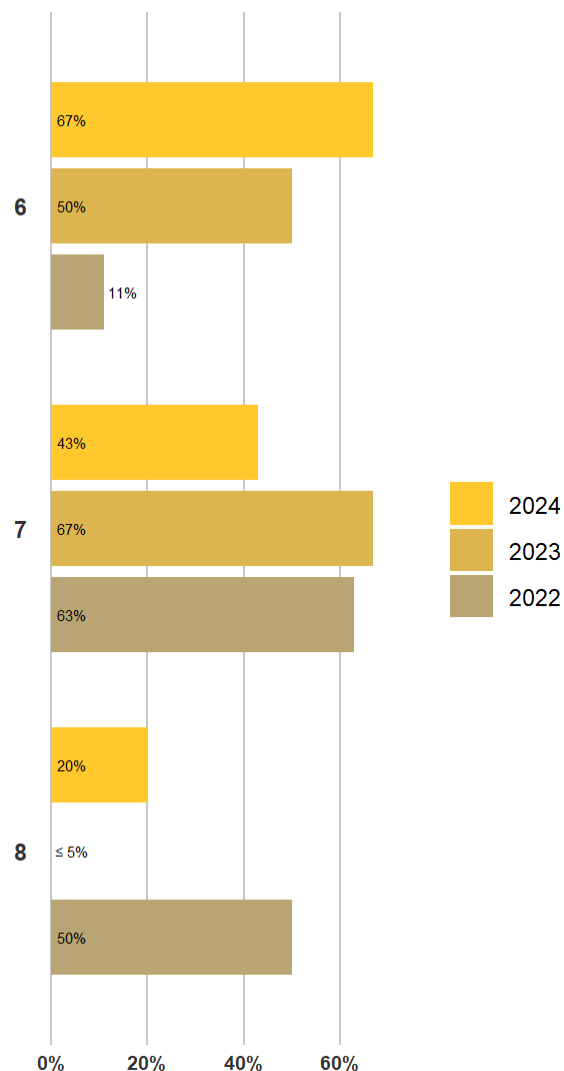
School-Wide by Year



By Grade Level
Mathematics



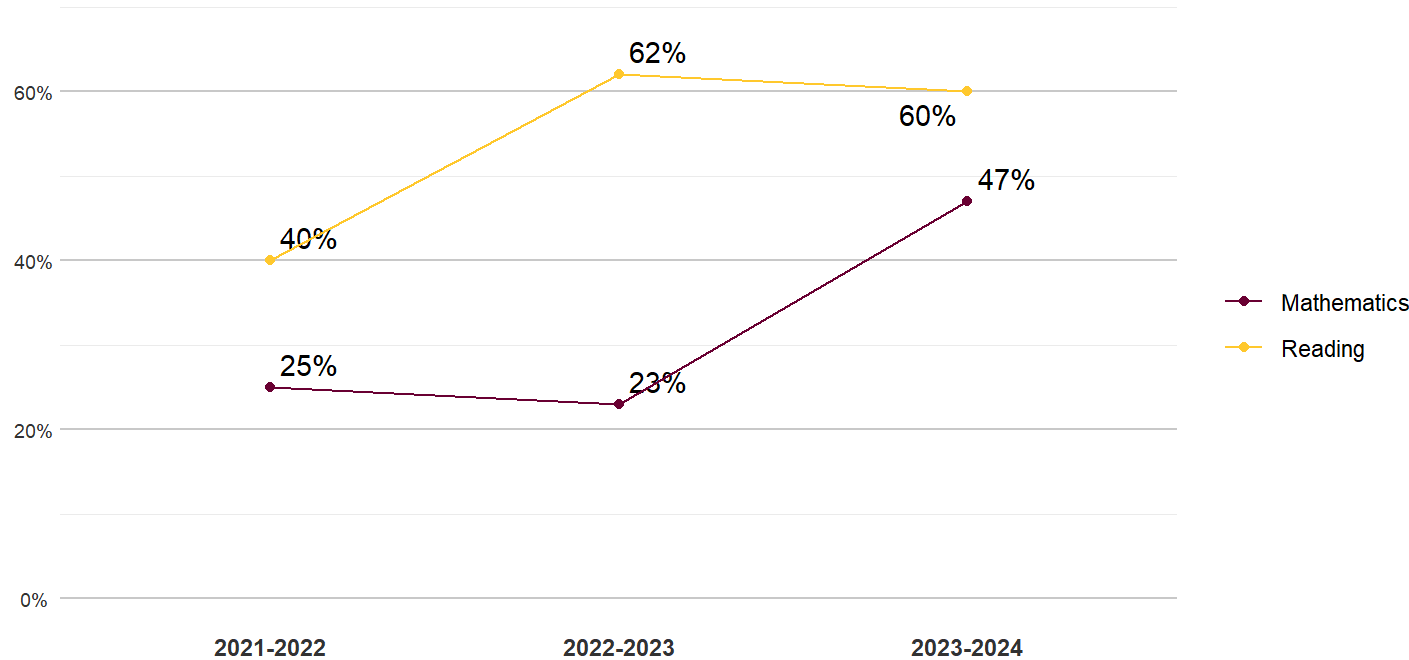
Reading



NWEA MAP Fall-to-Spring Growth

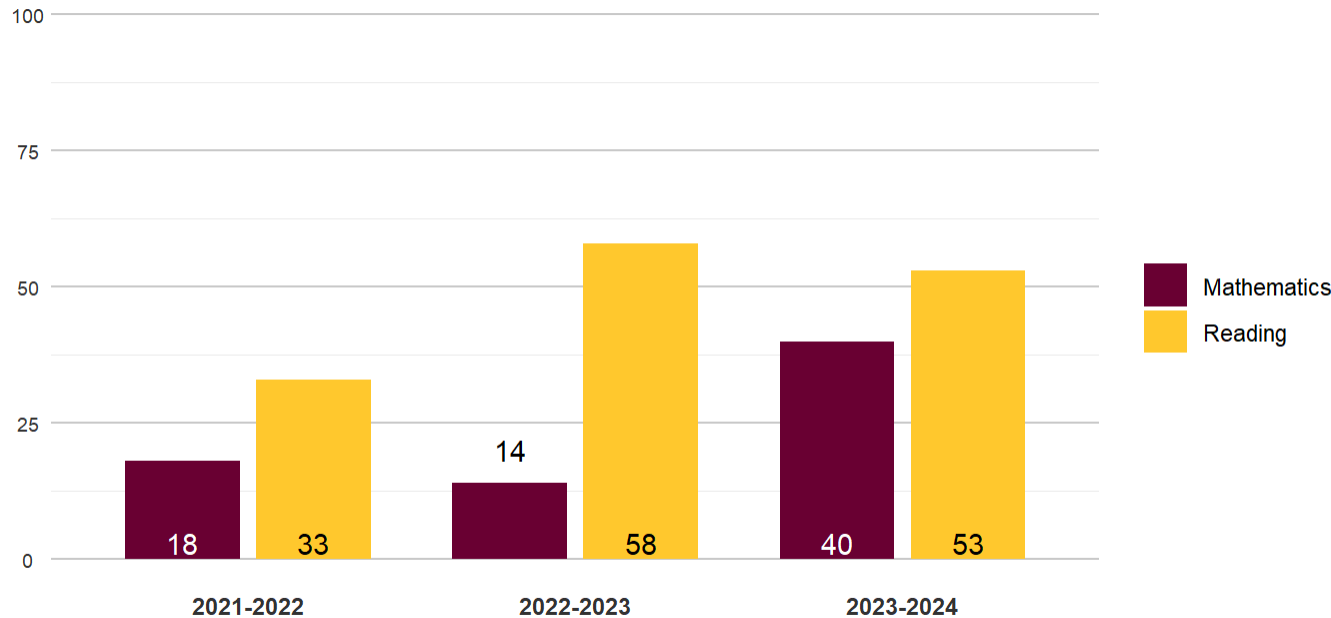
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 6 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 6 - 8



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

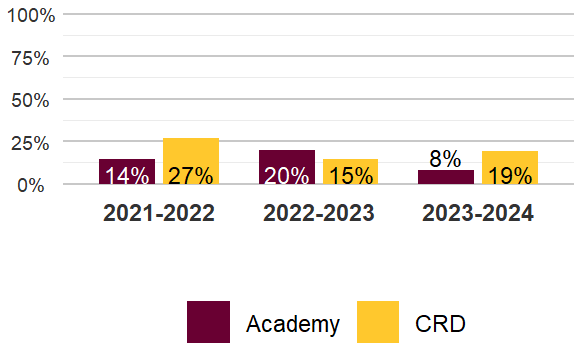
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2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

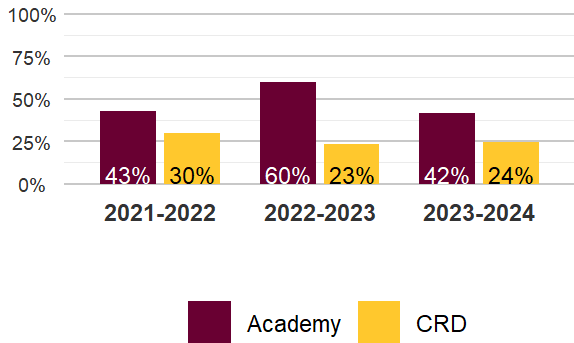


Percent Meeting M-STEP Proficiency vs. CRD
All Students Grades 6 - 7

Mathematics

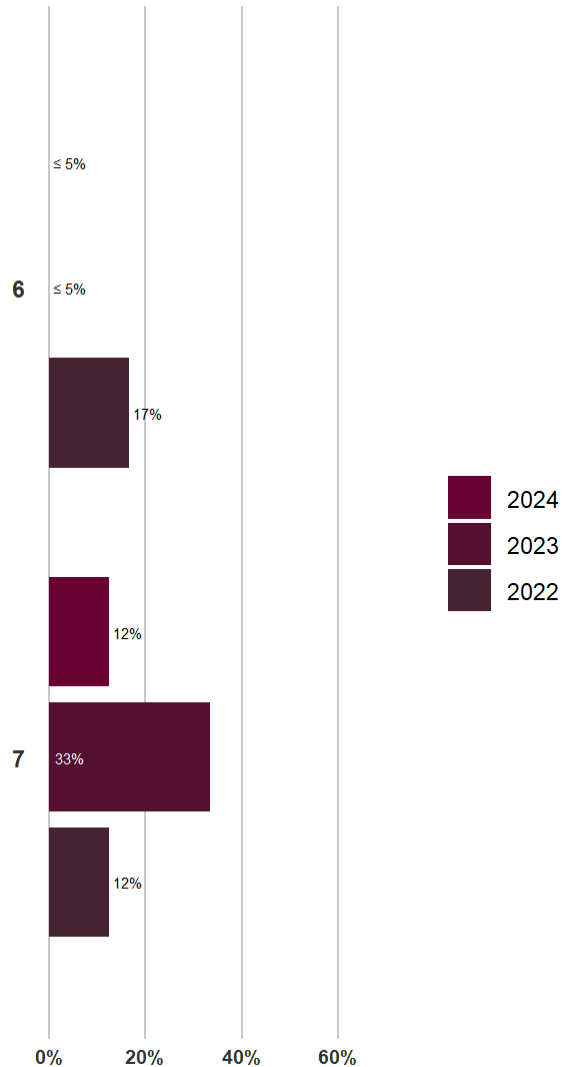


ELA

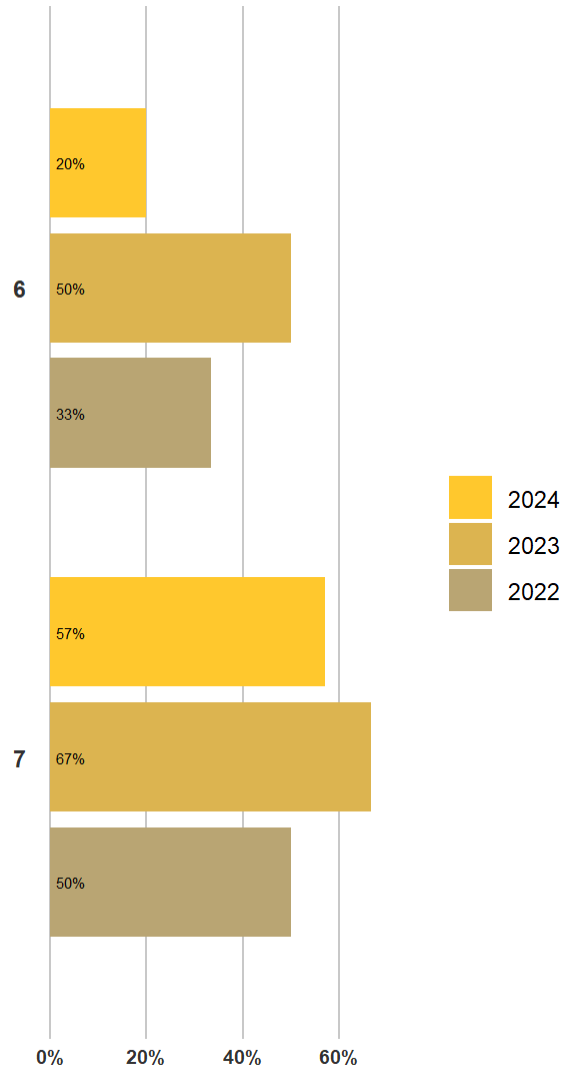


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics

8%

Change

NA

Reading & Writing

50%

Change

NA

Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. **Please see the Guidance Document for more information.**

Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

Mathematics

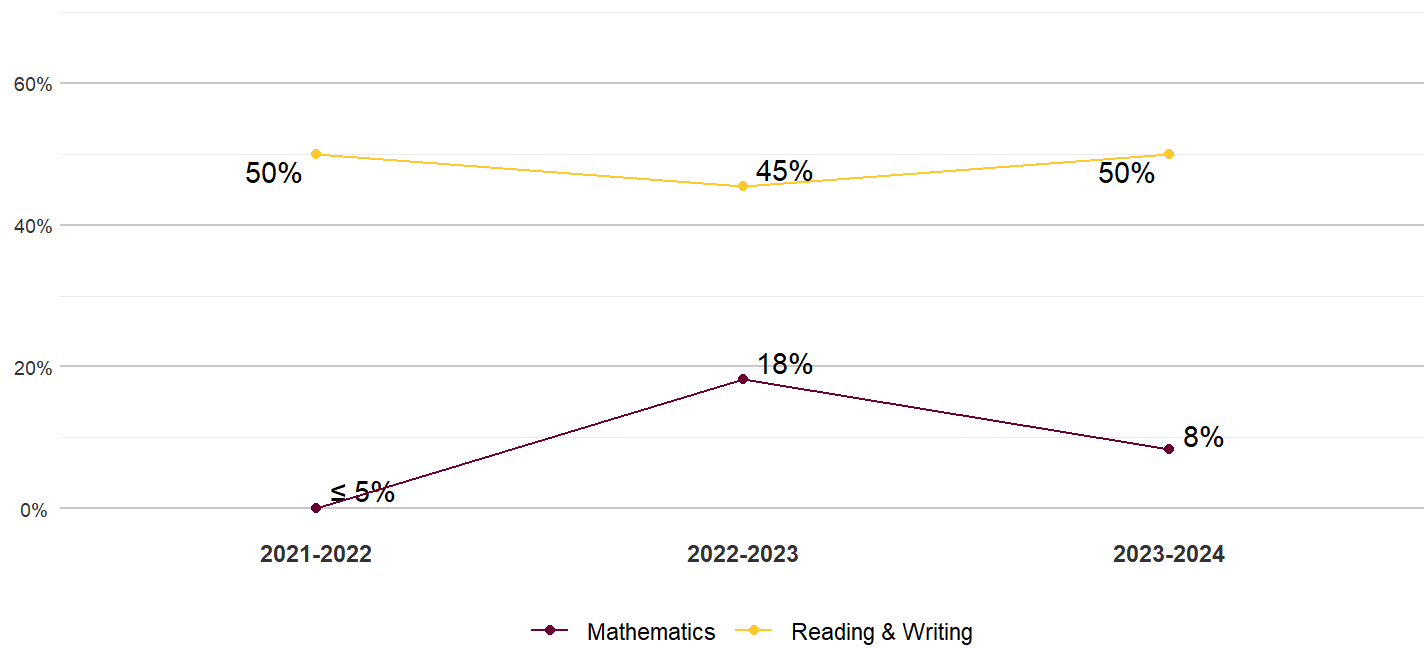
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Reading & Writing

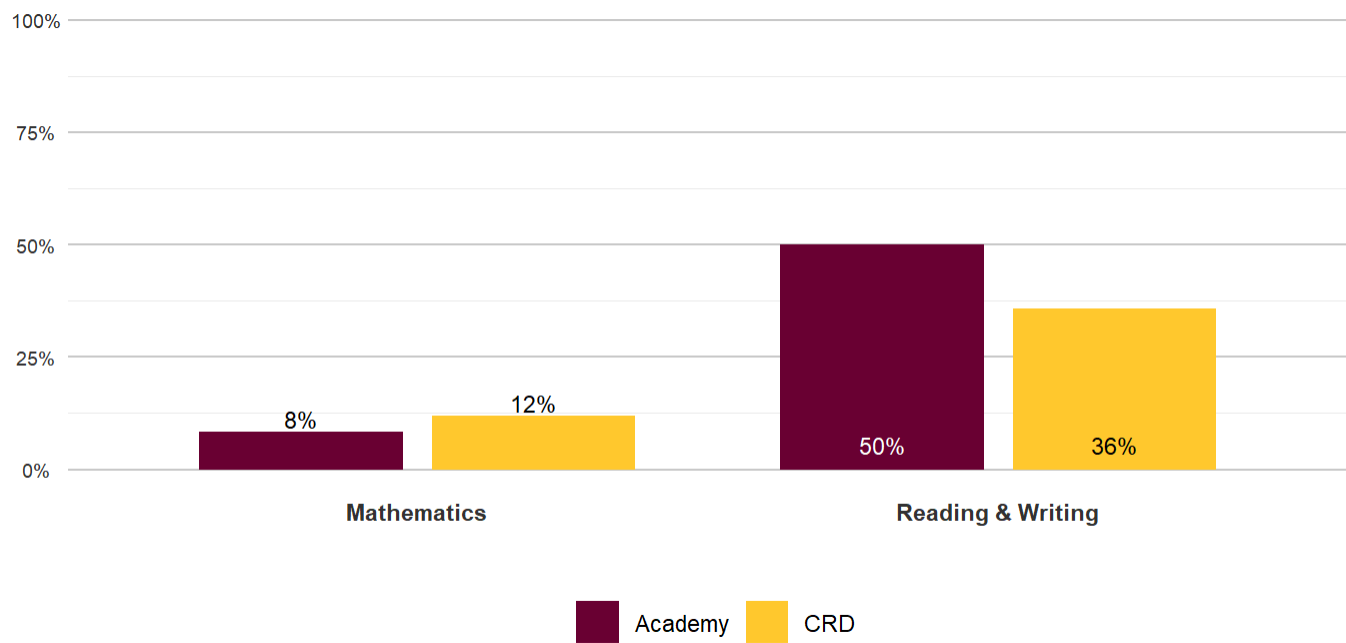
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SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD





School Profile: West Michigan Academy of Environmental Science

District	West Michigan Academy of Environmental Science	Initial Charter Applicant	David Lehman
District Code(s)	41904	School Property Owner	West Michigan Academy of Environmental Science
Building Code(s)	08052	School Building Owner	West Michigan Academy of Environmental Science
Location	4463 Leonard Ave NW Walker, MI 49534	Educational Service Provider (ESP)	Choice Schools Associates, L.L.C.
Phone	616-791-7454	ESP Contract Term	July 01, 2021 – June 30, 2031
Website	http://www.wma-es.com	2023-24 Total Fees, Reimbursements, and Charges Collected	\$197,916.26
Grades Served	K-12	Special Education Cost	\$121,209.20
School Year Authorized	1994-1995	Reimbursements Received in FY24	
Charter Contract Term	July 01, 2021 – June 30, 2031		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Matthew Smith	President	June 25, 2024	August 17, 2028
Kathy DeerInWater	Vice President	February 06, 2024	August 17, 2027
Jason Kingma	Secretary, Treasurer	February 17, 2022	August 17, 2026
Marnie Vander Weide	Director	June 25, 2024	August 17, 2025

Current Enrollment, Student Turnover Rate, and IEPs

School Year	Grade														Students With IEPs
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	83	60	53	54	68	54	52	55	34	44	51	28	33	669	100
2024-25	88	56	60	44	55	62	57	50	55	42	37	32	31	669	N/A



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CENTRAL MICHIGAN UNIVERSITY

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

West Michigan Academy of Environmental Science

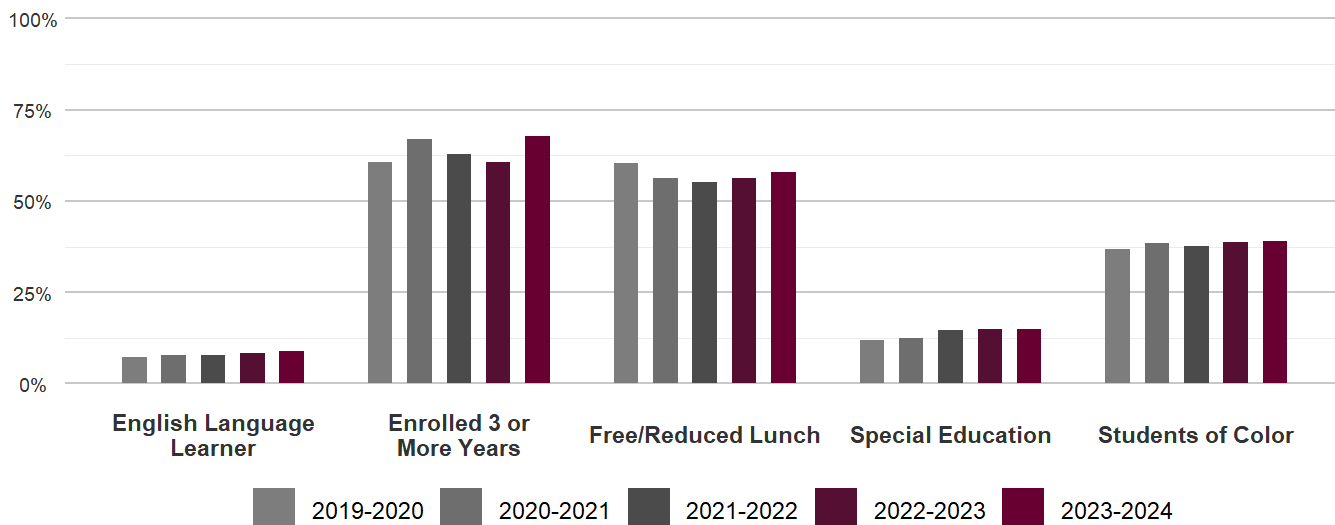


September 2024: State Assessment Update

West Michigan Academy of Environmental Science

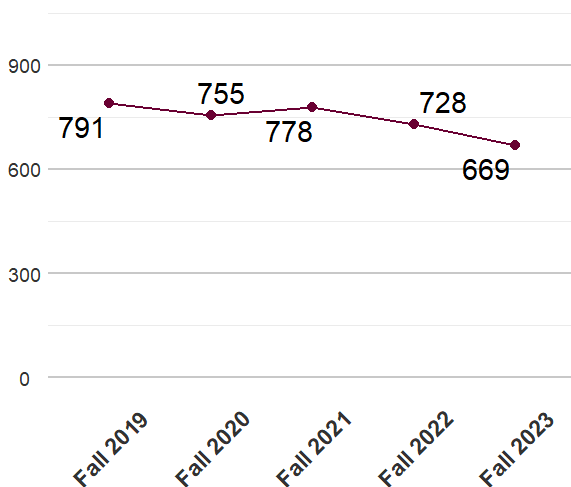
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	7.2%	7.8%	7.7%	8.4%	9.0%
Special Education	12.0%	12.3%	14.7%	14.8%	14.9%
Free/Reduced Lunch	60.4%	56.3%	55.3%	56.2%	58.0%
Students of Color	36.9%	38.5%	37.5%	38.7%	39.0%
Enrolled 3 or More Years	60.7%	66.9%	62.9%	60.6%	67.9%

Enrollment



Where Students Come From

Assigned District	Students
Grand Rapids Public Schools	381
Kenowa Hills Public Schools	90
Wyoming Public Schools	39
Grandville Public Schools	30
Coopersville Area Public School District	23
Kentwood Public Schools	15
Comstock Park Public Schools	14
Godwin Heights Public Schools	11
Allendale Public Schools	8
Other	58

West Michigan Academy of Environmental Science

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



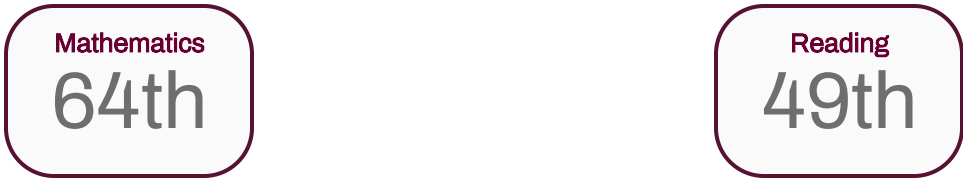
Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

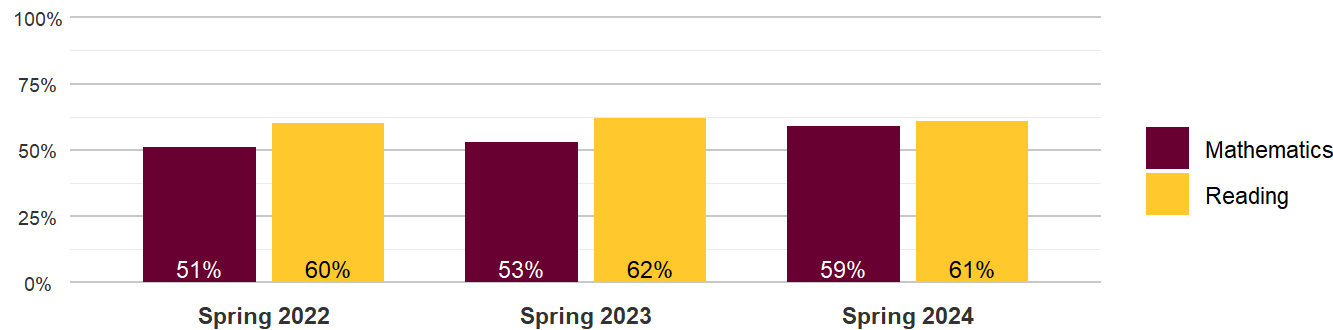


West Michigan Academy of Environmental Science

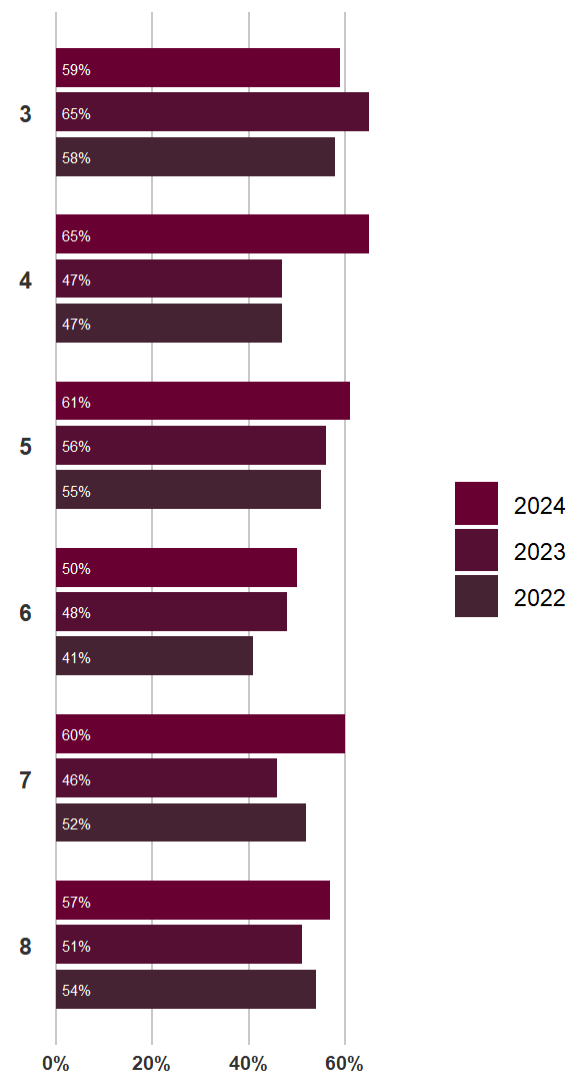
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

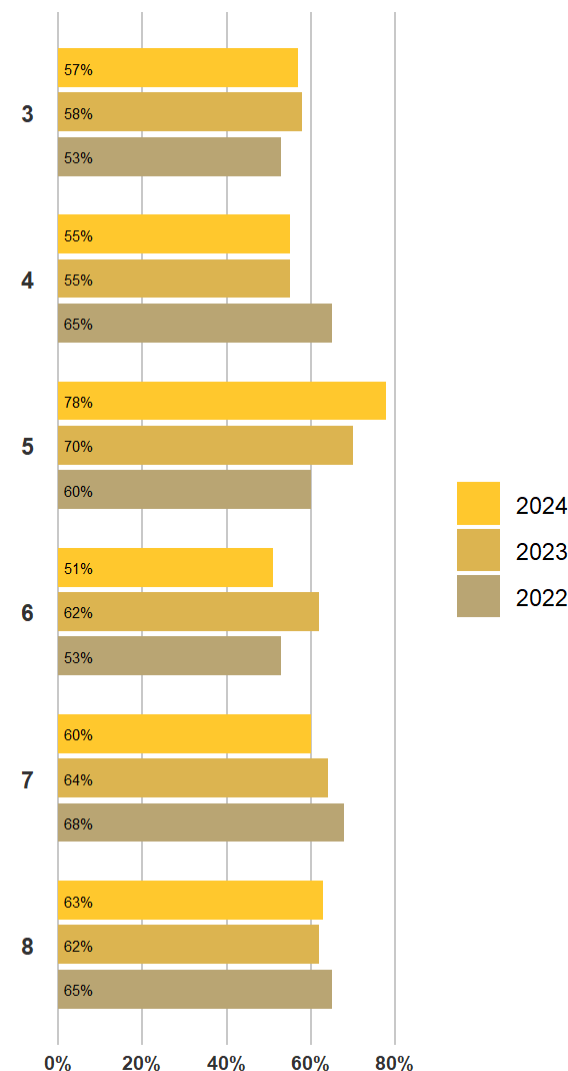
School-Wide by Year



By Grade Level Mathematics



Reading



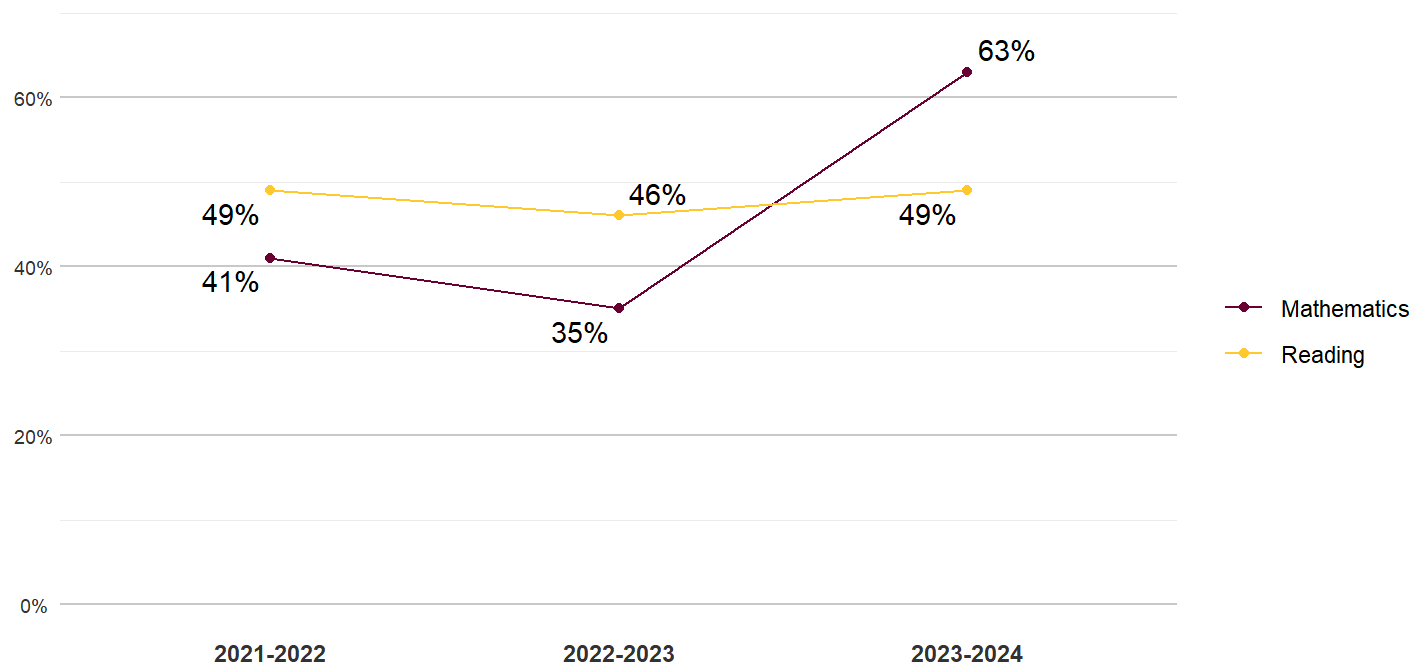
West Michigan Academy of Environmental Science

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

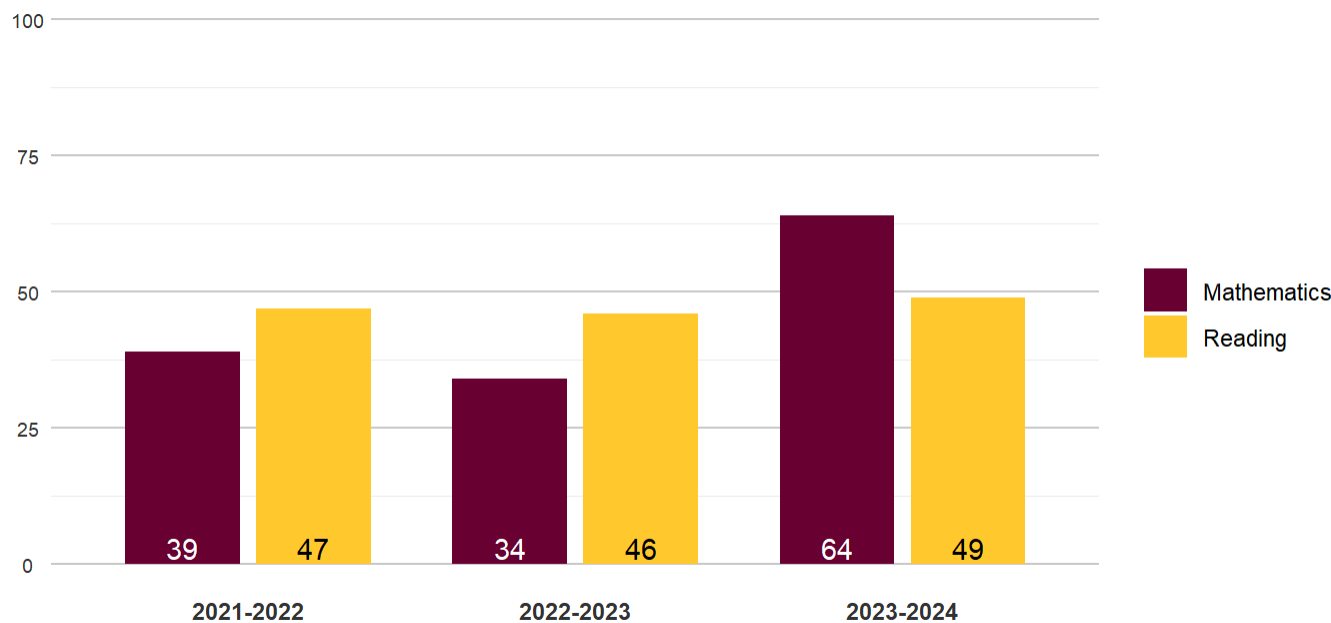
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



West Michigan Academy of Environmental Science

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

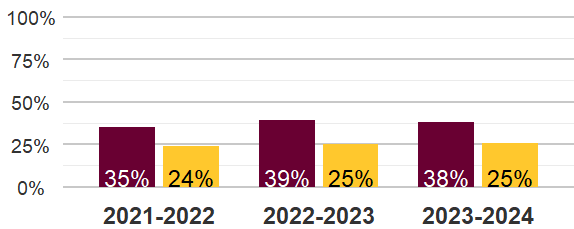


West Michigan Academy of Environmental Science

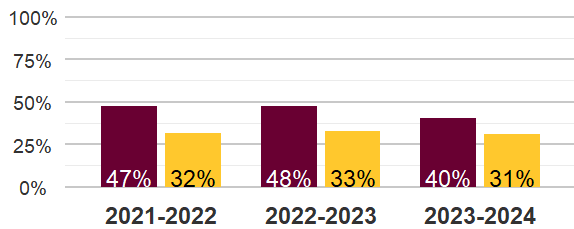
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



ELA

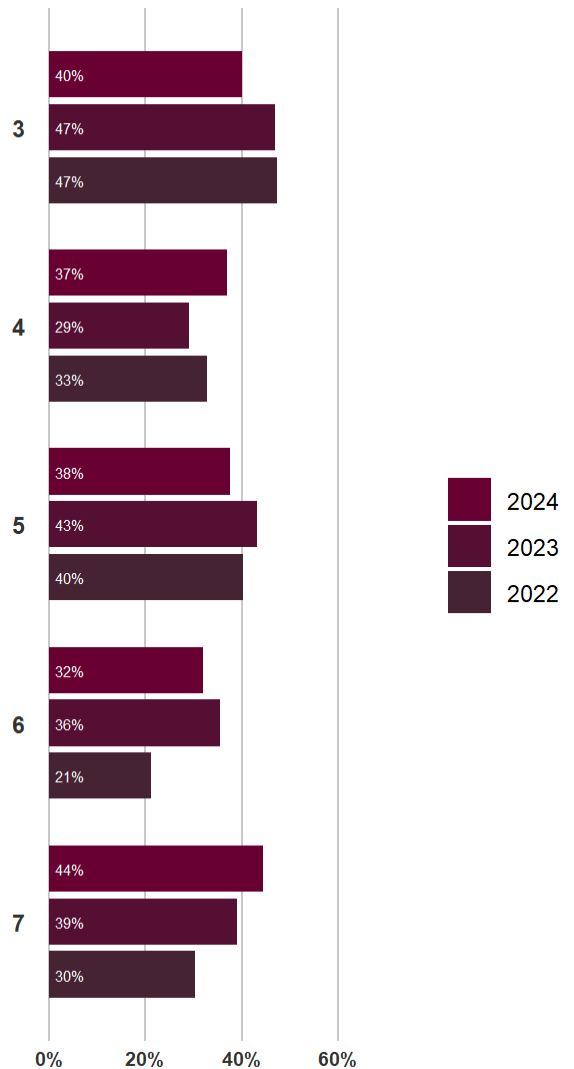


Academy CRD

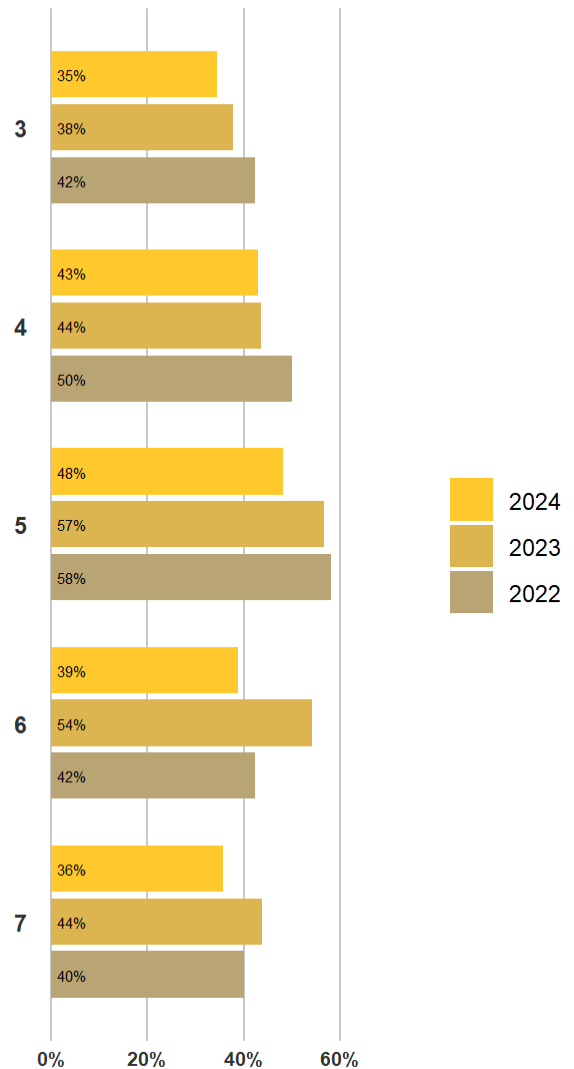
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2024
2023
2022

2024
2023
2022

West Michigan Academy of Environmental Science

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Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. **Please see the Guidance Document for more information.**

Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

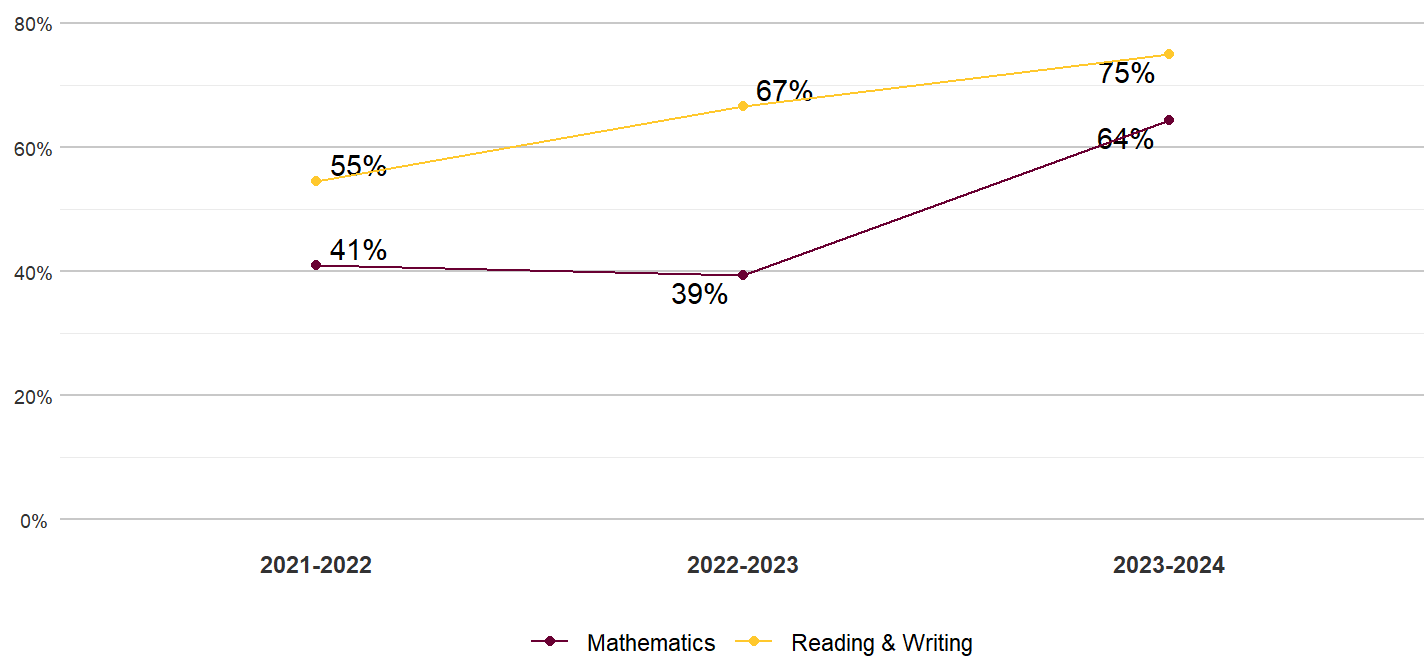


West Michigan Academy of Environmental Science

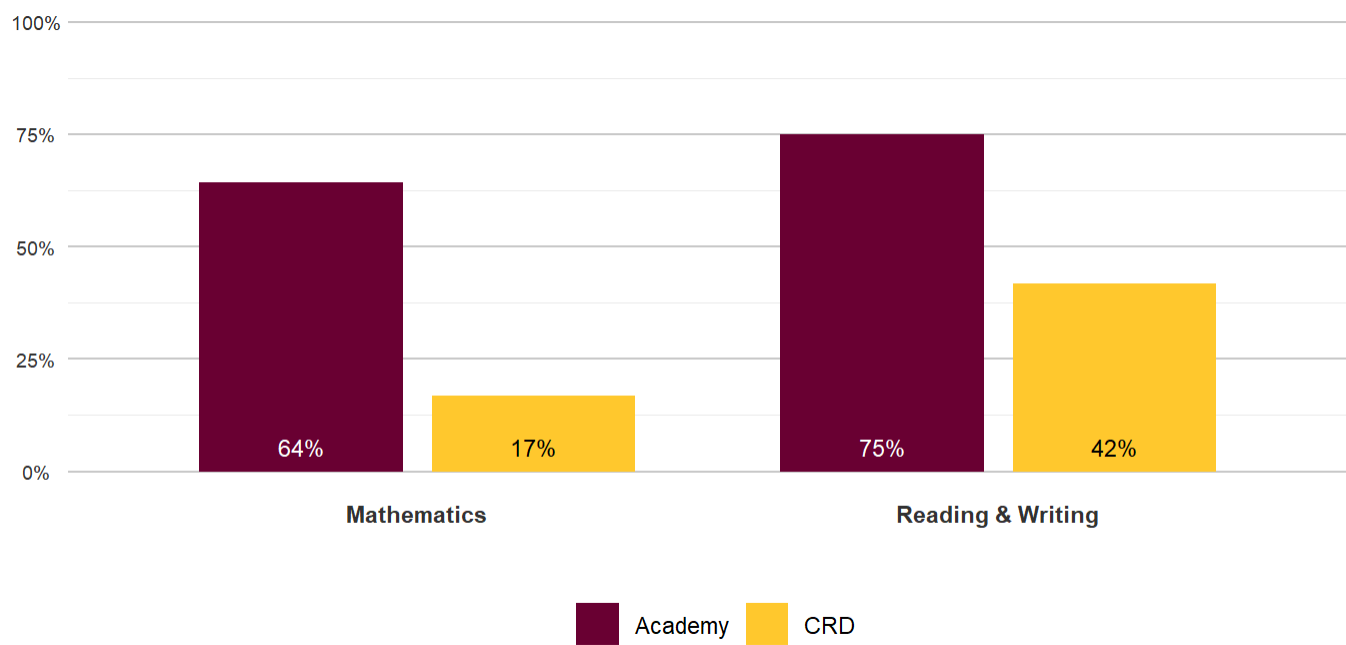
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD





School Profile: West Village Academy

District	West Village Academy	Initial Charter Applicant	M.R. Younis
District Code(s)	82959	School Property Owner	Younis Enterprises, LLC
Building Code(s)	08733	School Building Owner	Younis Enterprises, LLC
Location	3530 Westwood Dearborn, MI 48124	Educational Service Provider (ESP)	MM1, Inc.
Phone	313-274-9200	ESP Contract Term	July 01, 2022 – June 30, 2026
Website	http://www.westvillageacademy.org	2023-24 Total Fees, Reimbursements, and Charges Collected	\$77,078.78
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$61,268.15
School Year Authorized	1998-1999		
Charter Contract Term	July 01, 2024 – June 30, 2027		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Kerri Hill-Johnson	President	April 18, 2024	May 12, 2028
Santoria Shepherd	Vice President, Treasurer	April 20, 2023	May 12, 2027
Letesha Besant	Secretary	February 16, 2023	May 12, 2026
Stephanie Trotter	Director	June 29, 2023	May 12, 2025
Markus Irving	Director	February 06, 2024	May 12, 2027

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	38	22	24	25	33	34	24	36	27	N/A	N/A	N/A	N/A	263	39
2024-25	28	33	26	42	27	43	27	23	29	N/A	N/A	N/A	N/A	242	N/A



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West Village Academy

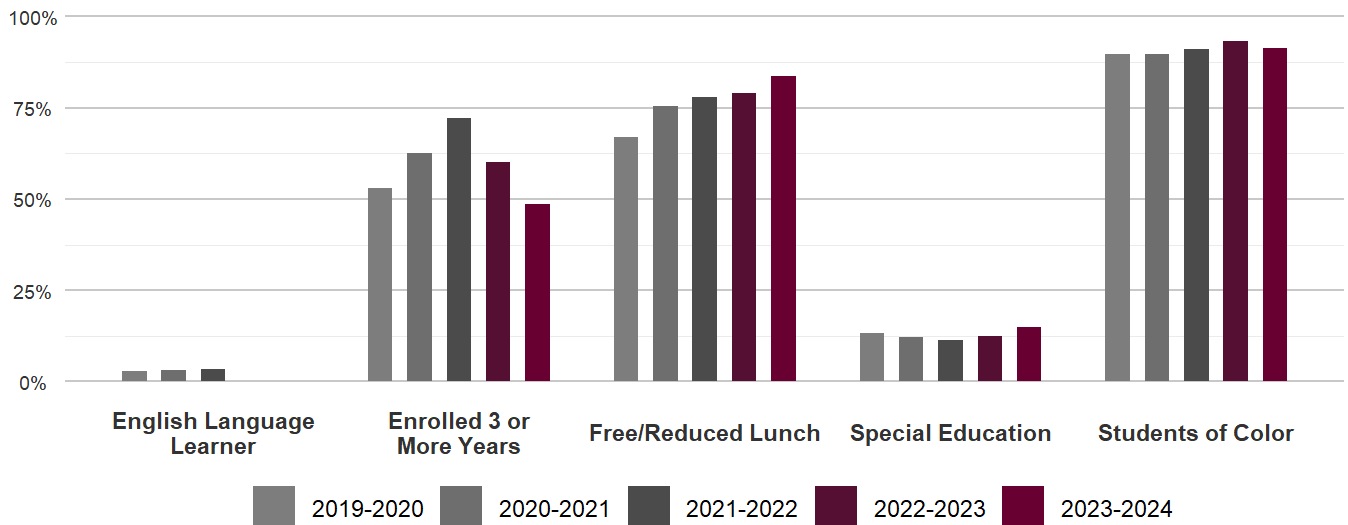


September 2024: State Assessment Update

West Village Academy

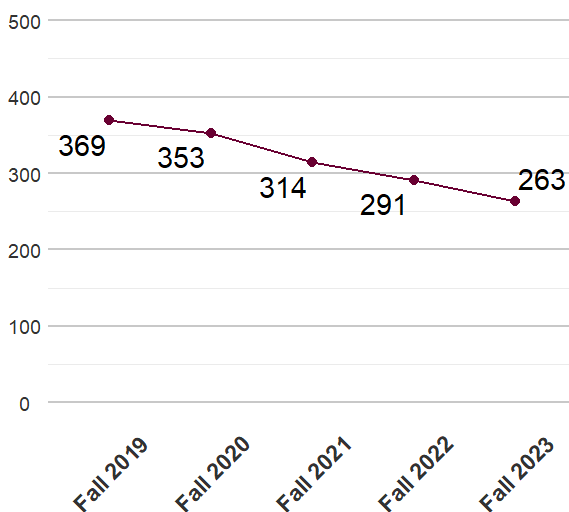
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	3.0%	3.1%	3.5%	0.0%	0.0%
Special Education	13.3%	12.2%	11.5%	12.4%	14.8%
Free/Reduced Lunch	66.9%	75.4%	78.0%	79.0%	83.7%
Students of Color	89.7%	89.8%	91.1%	93.1%	91.3%
Enrolled 3 or More Years	53.1%	62.6%	72.3%	60.1%	48.7%

Enrollment



Where Students Come From

Assigned District	Students
Taylor School District	71
Detroit Public Schools Community District	58
Dearborn Heights School District #7	42
Westwood Community School District	27
Dearborn City School District	22
Wayne-Westland Community School District	22
Romulus Community Schools	10
Redford Union Schools, District No. 1	5
Allen Park Public Schools	1
Other	5

NWEA MAP Growth Assessment

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Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

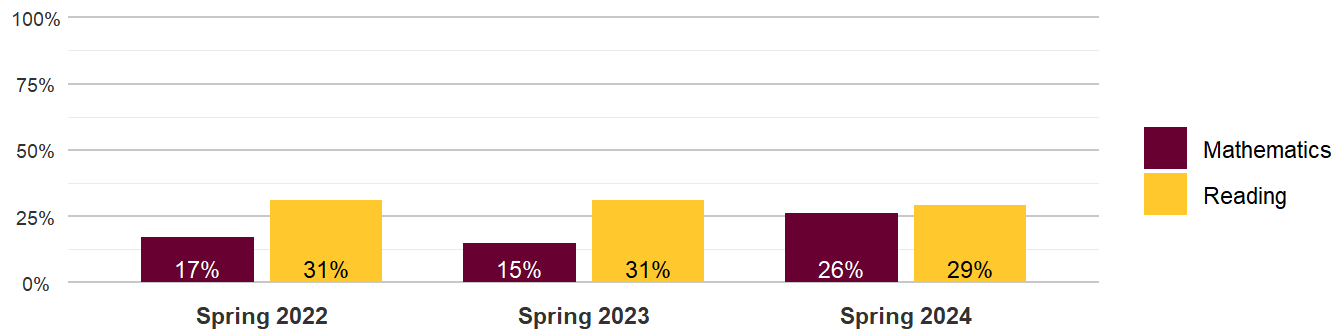


West Village Academy

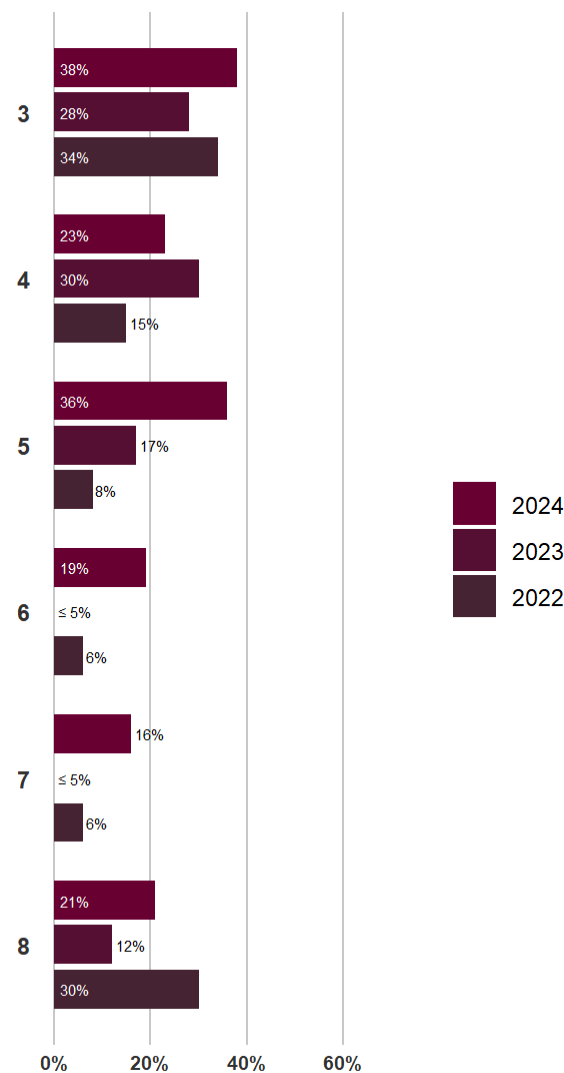
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

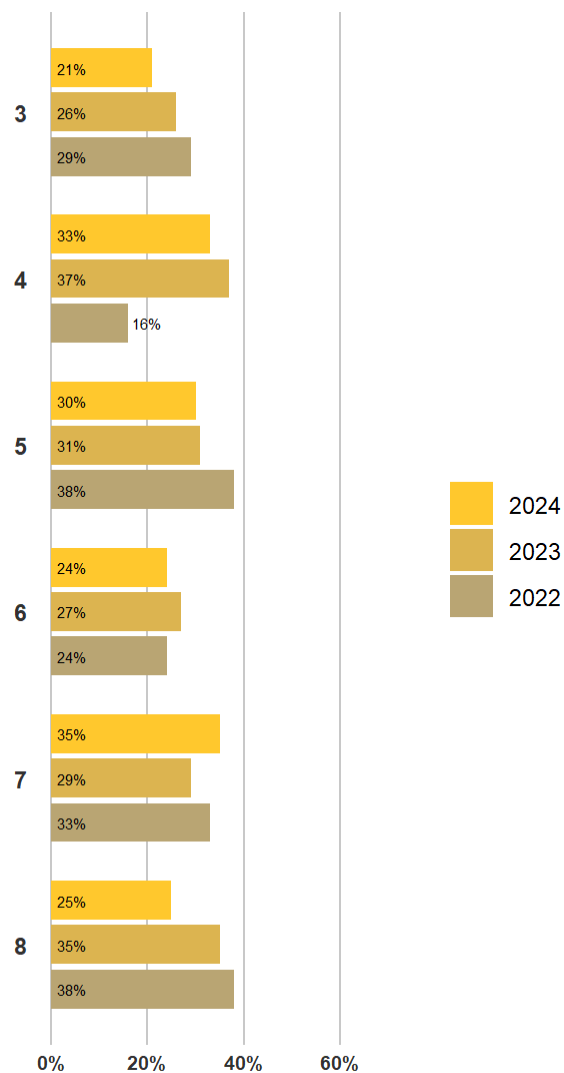
School-Wide by Year



By Grade Level Mathematics



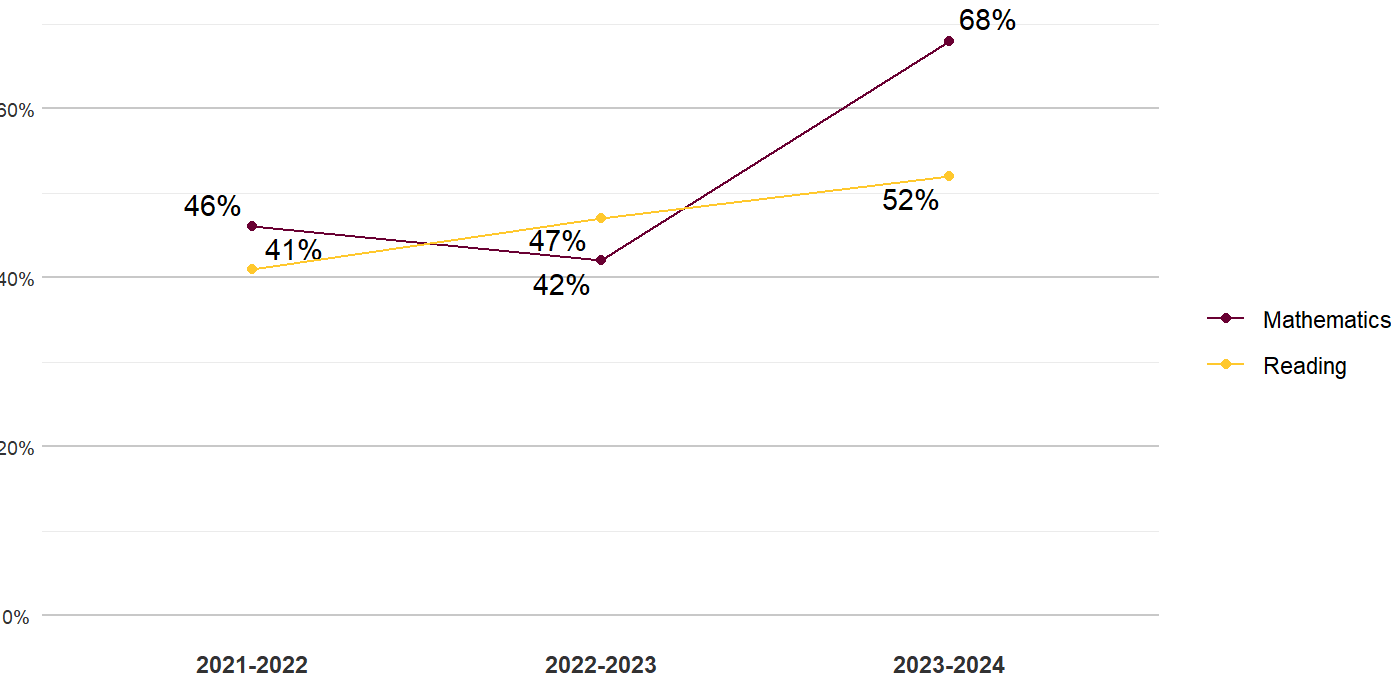
Reading



NWEA MAP Fall-to-Spring Growth

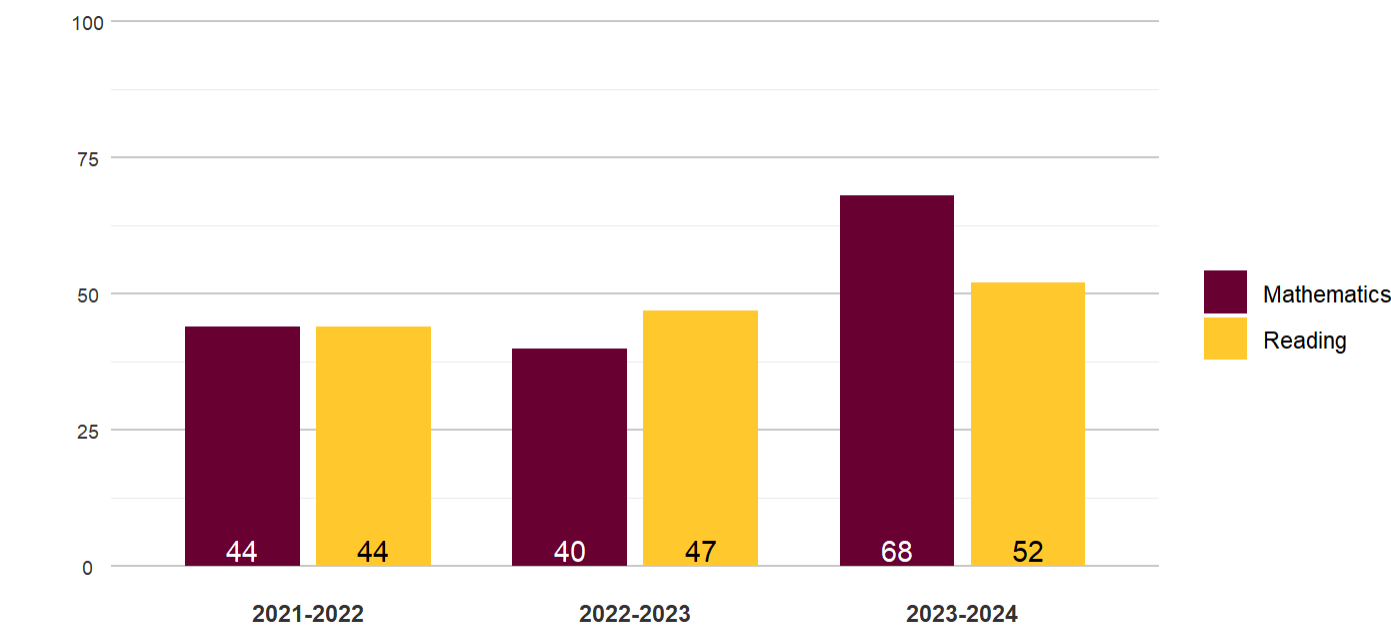
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

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2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

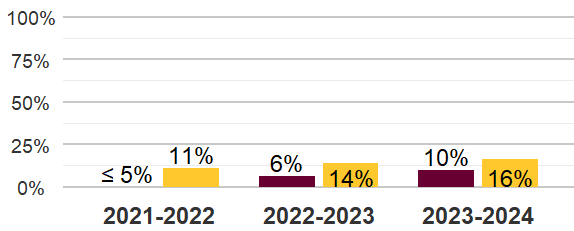


West Village Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

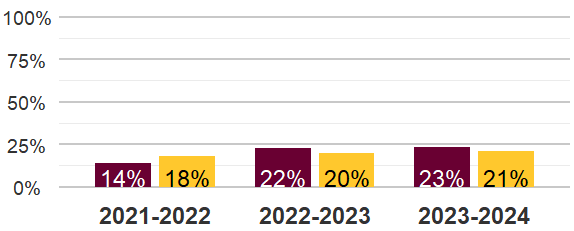
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

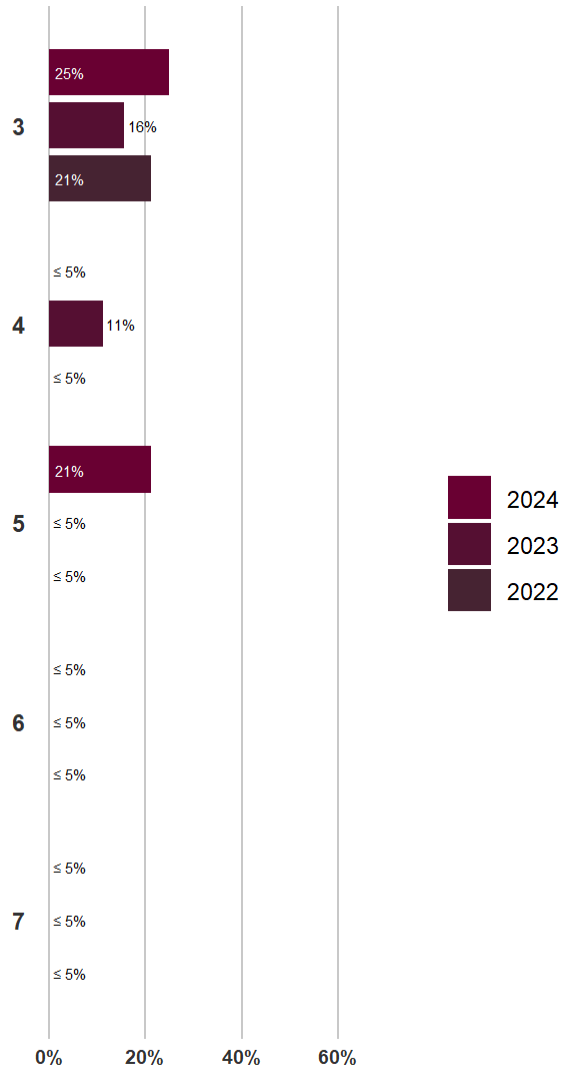
ELA



Academy CRD

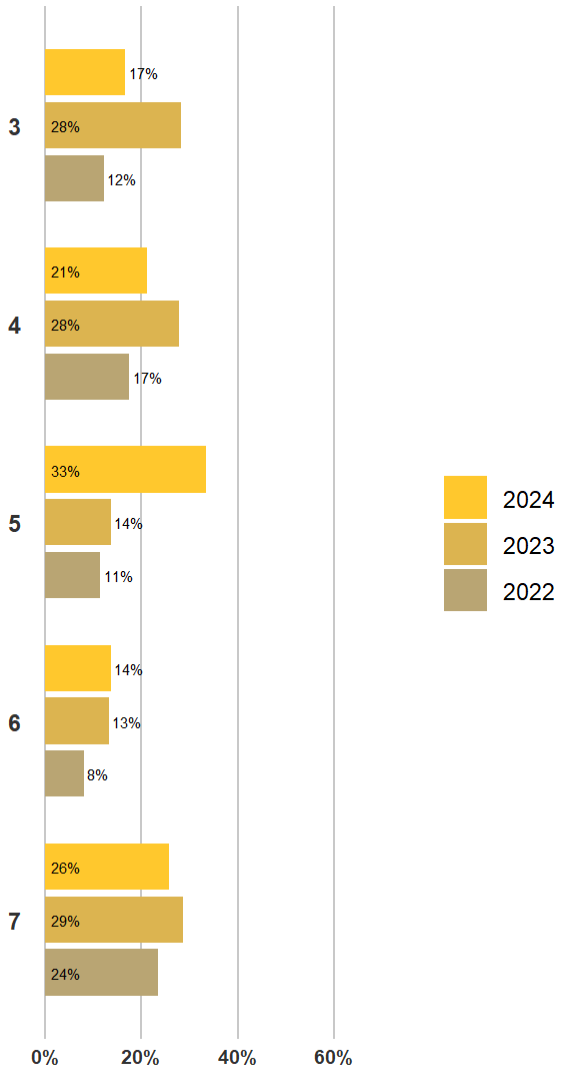
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022



School Profile: Woodland Park Academy

District	Woodland Park Academy	Initial Charter Applicant	Karl Haiser
District Code(s)	25902	School Property Owner	Woodland Park Academy
Building Code(s)	04074	School Building Owner	Woodland Park Academy
Location	2083 East Grand Blanc Road Grand Blanc, MI 48439	Educational Service Provider (ESP)	Self-Managed
Phone	810-695-4710	ESP Contract Term	Not Applicable
Website	http://woodlandparkacademy.org/	2023-24 Total Fees, Reimbursements, and Charges Collected	\$79,248.71
Grades Served	K-8	Special Education Cost Reimbursements Received in FY24	\$95,612.73
School Year Authorized	1995-1996		
Charter Contract Term	July 01, 2023 – June 30, 2028		

Governing Board of Directors

Name	Board Role	Appointed	Term Ends
Susan Peters	President	December 03, 2020	December 21, 2024
Clenetta Nunn	Vice President	November 30, 2023	December 21, 2027
Brian Potteiger	Secretary	April 18, 2024	December 21, 2025
Jeremy Brown	Treasurer	February 17, 2022	December 21, 2026

Current Enrollment, Student Turnover Rate, and IEPs

	Grade														Students With IEPs
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Total
2023-24	34	29	41	26	40	25	27	29	26	N/A	N/A	N/A	N/A	277	47
2024-25	28	33	26	42	27	43	27	23	29	N/A	N/A	N/A	N/A	278	N/A



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Woodland Park Academy

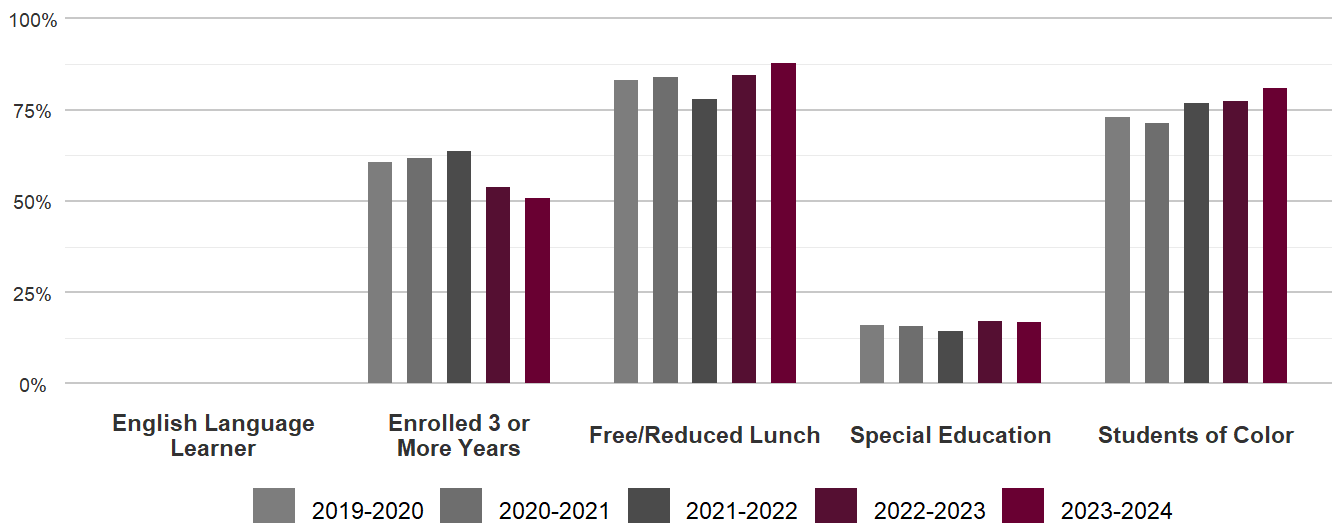


September 2024: State Assessment Update

Woodland Park Academy

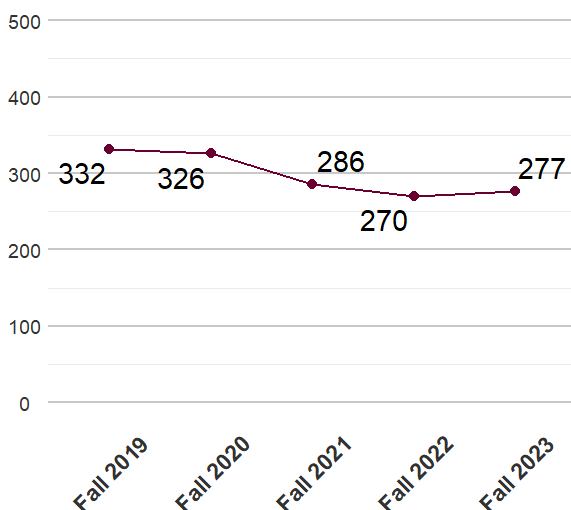
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	16.0%	15.6%	14.3%	17.0%	17.0%
Free/Reduced Lunch	83.1%	84.0%	78.0%	84.4%	87.7%
Students of Color	72.9%	71.5%	76.9%	77.4%	80.9%
Enrolled 3 or More Years	60.5%	61.7%	63.6%	53.7%	50.9%

Enrollment



Where Students Come From

Assigned District	Students
Flint, School District of the City of	190
Grand Blanc Community Schools	37
Carman-Ainsworth Community Schools	25
Mt. Morris Consolidated Schools	5
Atherton Community Schools	4
Beecher Community School District	4
Bendle Public Schools	3
Ann Arbor Public Schools	2
Bentley Community School District	2
Other	5

Woodland Park Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

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2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

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2023-2024 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-2024 - Fall-to-Spring Median Growth Percentile

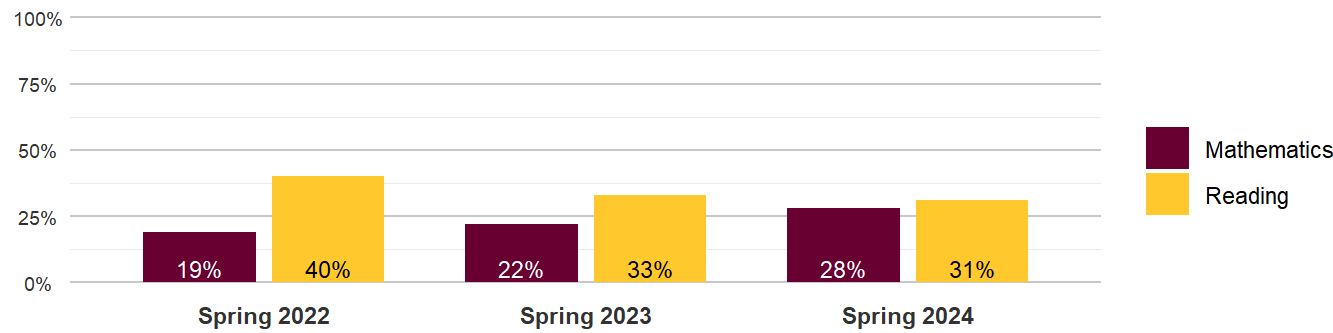


Woodland Park Academy

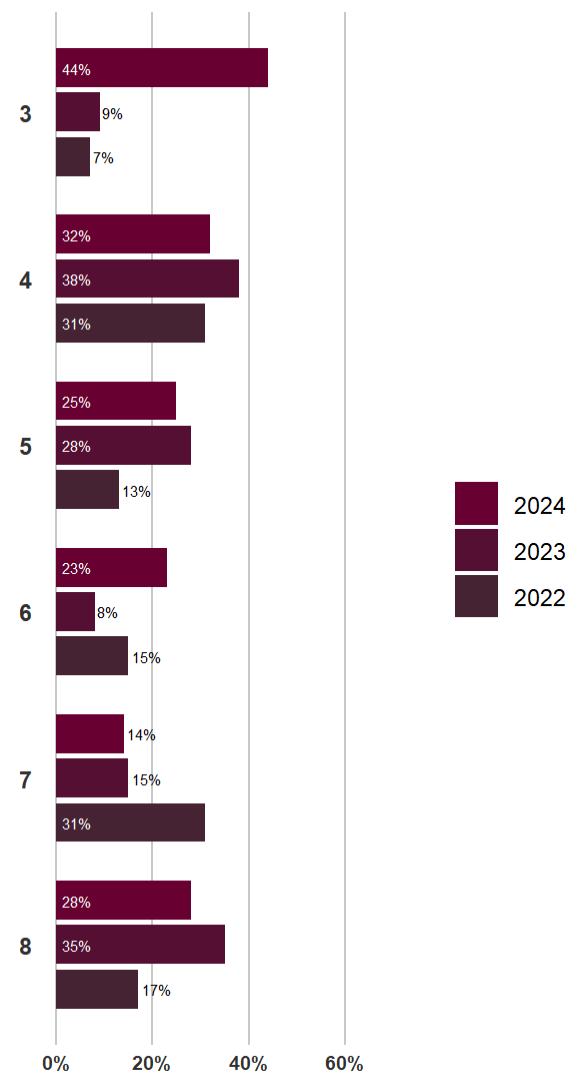
SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

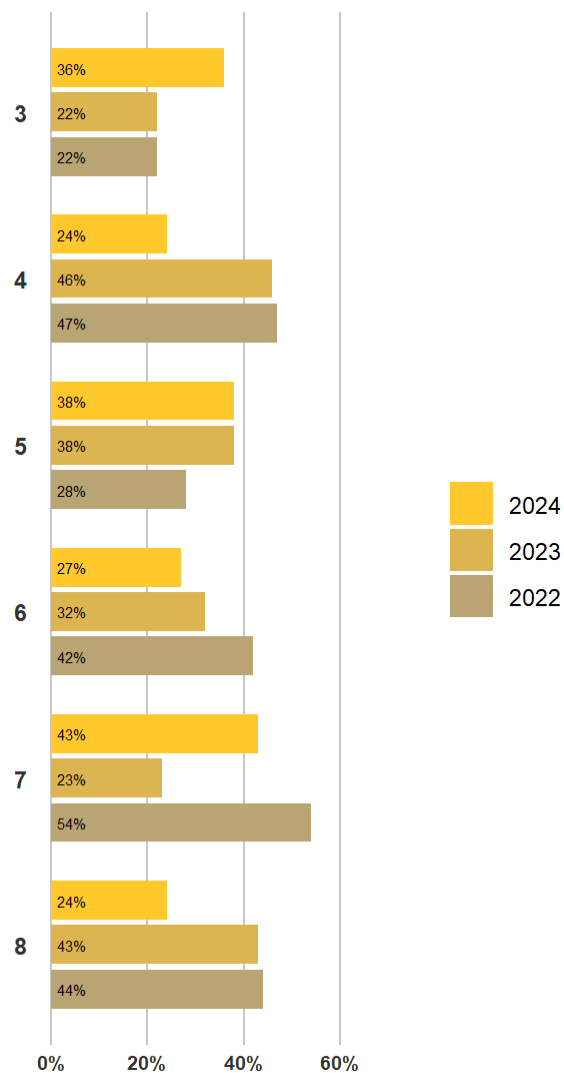
School-Wide by Year



By Grade Level Mathematics



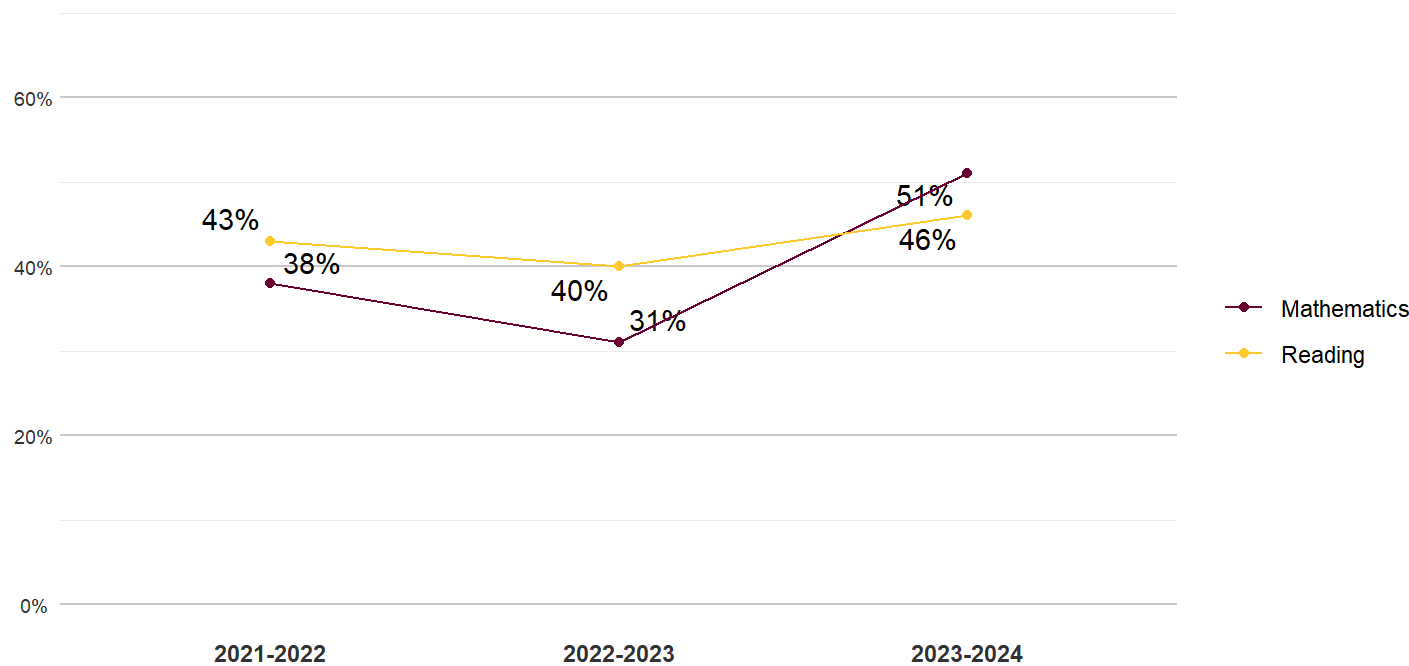
Reading



NWEA MAP Fall-to-Spring Growth

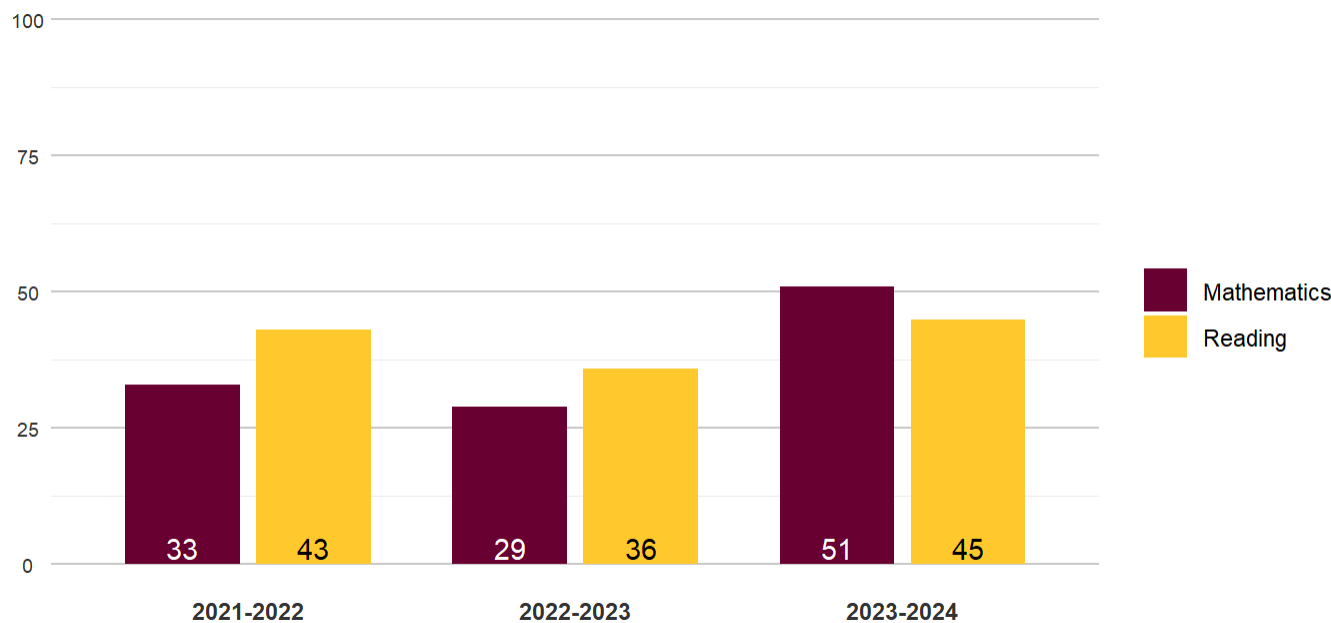
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

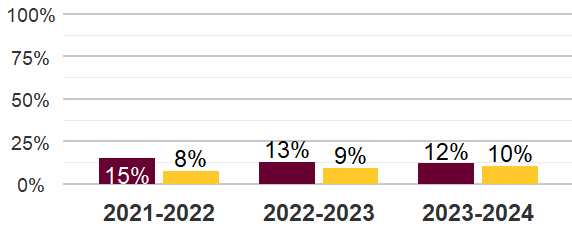


Woodland Park Academy

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

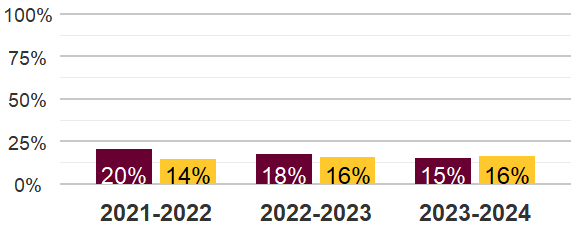
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

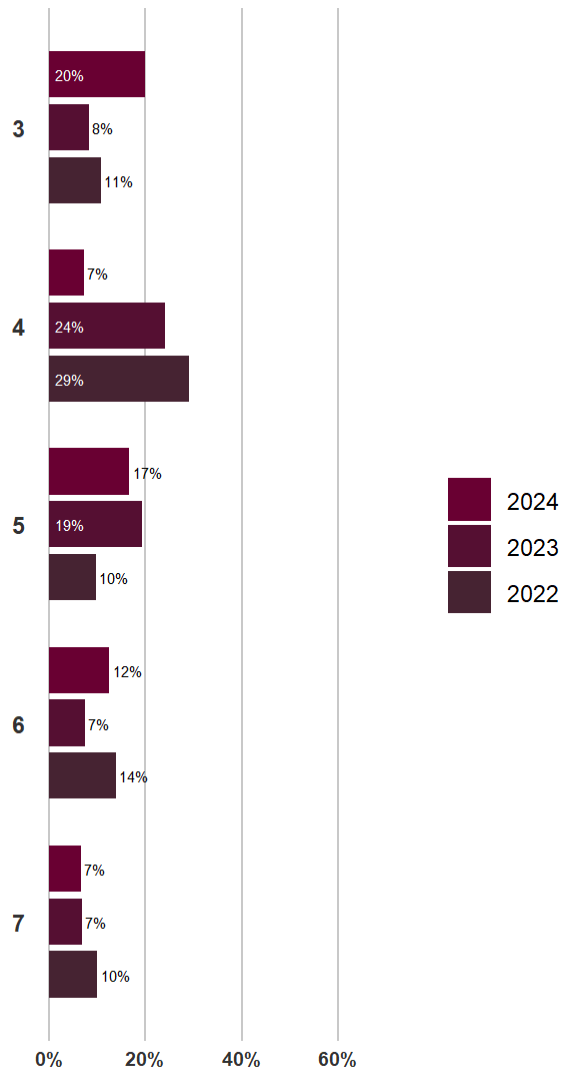
ELA



Academy CRD

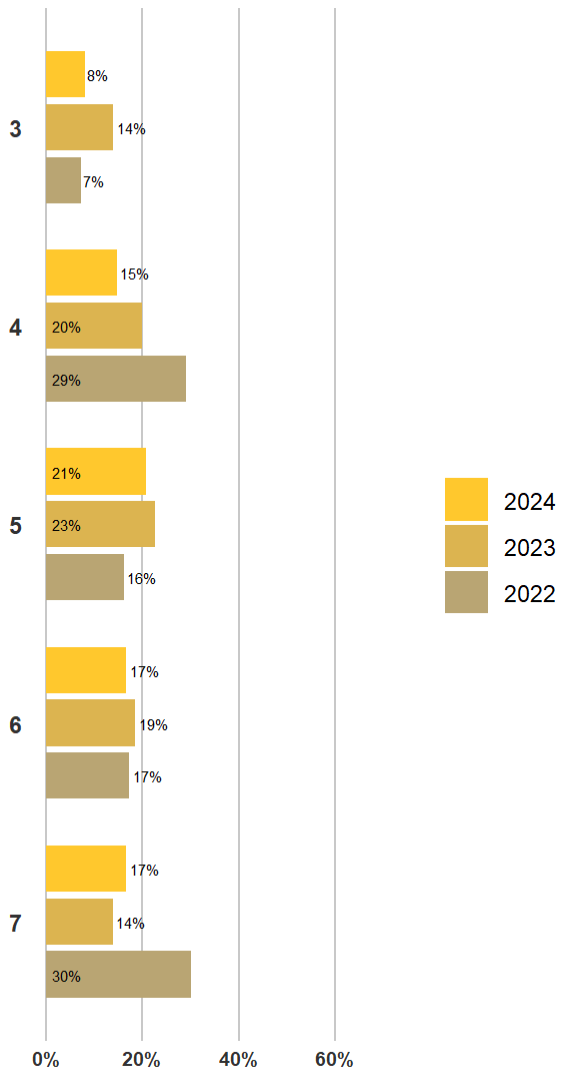
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022



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University Report on
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Section D

Authorizer Financial Report

[MCL Sec. 275k(1)(m)]



MCL Sec. 275k (1) (m)

A financial report of the authorizing body's use of fees, reimbursements, contributions, or charges collected or retained under section 502(6) of the revised school code, 1976 PA 451, MCL 380.502.

Authorizer Financial Report for Fiscal Year 2024	
MCL Sec. 275k (1) (m) i. - The total amount of fees collected or retained under section 502(6) of the revised school code, 1976 PA 451, MCL 380.502, by the authorizing body for the authorizing body's most recent fiscal year.	\$8,297,466
MCL Sec. 275k (1) (m) ii. The amount of funds reported under subparagraph (i) that were spent on compensation for faculty and staff employed primarily to meet the functions of an authorizing body. For the purposes of this subparagraph, an employee is presumed to be primarily employed to meet the functions of an authorizing body if that employee spends more than 50% of the employee's time on those activities.	\$3,341,752
MCL Sec. 275k (1) (m) iii. The total number of positions, organized by job title, associated with expenditures reported under subparagraph (ii).	32.0 FTE ¹⁸
MCL Sec. 275k (1) (m) iv. The amount of funds reported under subparagraph (i) that were spent on contractual services to meet the functions of an authorizing body.	\$2,350,674
MCL Sec. 275k (1) (m) v. The amount of funds reported under subparagraph (i) that were spent on other overhead costs to meet the functions of an authorizing body ¹⁹ .	\$1,066,621
MCL Sec. 275k (1) (m) vi. The amount of funds reported under subparagraph (i) that were transferred to another operating unit within the University ²⁰ .	\$0
MCL Sec. 275k (1) (m) vii. the amount of funds reported under subparagraph (i) that were spent on activities other than functioning as an authorizing body, including a list of those activities and the amount associated with each activity.	\$0 List of activities is N/A

¹⁸ A full list of positions comprising the identified 32.0 FTE are provided separately on the following page.

¹⁹ For the purposes of this report, overhead costs include but are not limited to facility usage, human resources, some employee benefits, etc.

²⁰ According to the Governmental Accounting Standards Board, "Transfers are the non-reciprocal flow of financial resources between funds within a governmental entity," which is how transfers are defined here. While the Center purchases a range of services from various other operating units within the University, such payments would not constitute a transfer as defined above.



Positions associated with expenditures reported above under MCL Sec. 275k (1) (m) ii.	
Position Title	FTE
Executive Director	1.0
Director/Executive Administration	1.0
Secretary	1.0
Associate Director/Charter Schools University Relations	1.0
Executive Office Specialist	1.0
Director/Administration	1.0
Director/University & Community Partnerships	1.0
Associate Director/Programs & School Outreach	1.0
Administrative Aid II	1.0
Coordinator/Compliance	1.0
Manager/Compliance & Accountability	1.0
Director/School Operations	1.0
Coordinator/Branding and Digital Communications	0.5
Director/Public Policy	1.0
Director/Communications	1.0
Database Systems Administrator	1.0
Systems Administrator/Security	1.0
Manager/School Performance	3.0
Director/Academic Performance & Accountability	1.0
Director/Board Governance	1.0
Coordinator/Events	0.8
Financial Operations Analyst	2.0
Director/Fiscal Performance & Accountability	1.0
Deputy Director/School Performance	1.0
Senior School Lead	0.5



Deputy Director	1.0
Manager/Assessment	1.0
Director/Assessment & Evaluation	1.0
Student Office Assistant	1.2



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Section E

Michigan Department of Education Partnership Agreements *[MCL Sec. 275k(1)(d)]*



MCL Sec. 275k (1) (d)

...If a school is identified as a partnership school under this subdivision, the authorizing body must include a description of the corrective action in the school's partnership agreement, the duration of the partnership agreement, and an assessment of progress toward improvement.

The MDE has established a method to identify school districts within the state as those in need of Comprehensive Support and Improvement through the establishment of District Partnership Agreements.²¹

It is important to note that CMU is not a party to the District Partnership Agreement for any schools it authorizes. Rather, CMU acknowledges awareness and receipt of each applicable agreement and cooperates by attending appropriate meetings regarding activities related to the agreements. For the purposes of the formal relationship between CMU and any applicable school it authorizes, the Contract supersedes the Partnership Agreement.

Below is a list of schools currently authorized by CMU that the MDE has identified and entered into a District Partnership Agreement with, descriptions of the corrective action in each school's agreement and each school's assessment of progress toward improvement.

Detroit Leadership Academy

Duration of Agreement: November 29, 2022 – November 28, 2025

Corrective Actions and Progress Toward Improvement		
Goal Area	18-Month Interim Target	Progress
Literacy Achievement	The percentage of students in grades 3-8 and 11 demonstrating grade-level ELA proficiency will increase by 1% from 2021-2022 baseline outcomes, as measured by the 2023-2024 M-STEP and SAT.	Grades 3-8 Target Met Grade 11 Target Not Met
Literacy Growth	The percentage of full-year academic students in grades 3-8 meeting their ELA growth target will be 40% or higher, as measured by Spring 2023-2024 NWEA Reading Growth outcomes.	Target Met
Math Achievement	The percentage of students in grades 3-8 and 11 demonstrating grade-level Math proficiency will increase by 1% from 2021-2022 baseline outcomes, as measured by the 2023-2024 M-STEP and SAT.	Grades 3-8 Target Met Grade 11 Target Not Met
Math Growth	The percentage of full-year academic students in grades 3-8 meeting their Math growth target will be 40% or higher, as measured by Spring 2023-2024 NWEA math Growth outcomes.	Target Met
Student Engagement	The Academy will achieve a minimum 10% increase in the percentage of K-12 students reporting a "high level" of school engagement, using Fall 2023-2024 CharacterStrong Social Emotional self-assessment data compared to Spring 2022-2023 baseline data.	Target Met
Student Engagement	The K-12 Academy will develop a written <i>School Engagement Plan</i> clearly defined, inclusive of family-	Target Met

²¹ Information regarding MDE's Office of Partnership Districts is available at <https://www.michigan.gov/mde/services/school-performance-supports/partnership-districts>, including copies of all current District Partnership Agreements.



	based, culture-based, academic-based, and student-wellness based strategies by 2023-2024.	
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FlexTech High School

Duration of Agreement: November 29, 2022 – November 28, 2025

Corrective Action and Progress Toward Improvement		
Goal Area	18-Month Interim Target	Progress
Advisory	FlexTech will increase the graduation rate to 62%	Target Met
Advisory	60% of instructional staff are implementing 60% of the critical components of the Advisory instructional model.	Target Met
Advisory	60% of students will complete an internship, job shadow, or externship prior to graduation.	Target Met
Hybrid Learning	60% of instructional staff are implementing 60% of the critical components of hybrid instruction.	Target Met
Hybrid Learning	FlexTech will increase hybrid course completion rates from 16% to 50% by the end of 2023-24 SY.	Target Met
Engagement	FlexTech students' self-reported level of engagement in their learning will increase from 3.51 (October 2022) to 3.6 (May 2024).	Target Not Met
Engagement	FAY student mathematics proficiency based on SAT will increase at least 2 percentage points from 2022 to 2024.	Target Met
Engagement	FAY student ELA proficiency based on SAT will increase at least 2 percentage points from 2022 to 2024.	Target Met
Engagement	60% of instructional staff are effectively implementing at least 2 targeted PBL Instructional Practice Domains.	Target Met
Engagement	60% of all classes offered at FlexTech have at least one project plan per semester which includes features of effective authenticity as described in PBL Works Project Design Rubric.	Target Met

Greater Heights Academy

Duration of Agreement: November 29, 2022 – November 28, 2025

Corrective Actions and Progress Toward Improvement		
Goal Area	18-Month Interim Target	Progress
Achievement – Mathematics	Student Mathematics proficiency based on MSTEP will increase at least 3 percentage points from 2022 to 2024.	Target Not Met
Achievement – Literacy	Student ELA proficiency based on MSTEP will increase at least 3 percentage points from 2022 to 2024.	Target Pending
Achievement – Literacy	The ELA mean growth percentile (MGP) value based on MSTEP will increase at least .5 point from 2022 to 2024.	Target Not Met



Culture and Climate	Increase the percentage of students not chronically absent (attend 90% or more school days) from 29% (2021-22 school year) to 35% (2023-24 school year) as measured by the Daily Attendance Report.	Target Met
Achievement – Literacy	During the 2023-24 school year at least 35% of the full academic year K-6 scholars will meet their Reading growth goals as measured by NWEA student growth summary report.	Target Not Met
Achievement – Mathematics	During the 2023-24 school year at least 35% of the full academic year K-6 scholars will meet their Math growth goals as measured by the NWEA student growth summary report.	Target Met
Culture and Climate	During the 2023-24 school year, investigate, select, and train teaches on an appropriate SEL program for Teachers and Scholars.	Target Met
Culture and Climate	During the 2023-24 school year, establish a PBIS/culture and climate team as measured by monthly agendas and sign-in sheets and establish baseline data on behavior systems as measured by the Tiered Fidelity Inventory for behavior TFI-B.	Target Met
Achievement – Literacy and Mathematics	During the 2023-24 school year, 75% of classrooms observed during ELA or Math instructional blocks will utilize small group instruction as measured by lesson plans and/or monthly classroom walkthroughs.	Target Not Met
Achievement – Literacy and Mathematics	During the 2023-24 school year, leadership will review and analyze monthly multiple measure data and use to inform MTSS decision making as measured by the MTSS calendar.	Target Met
Achievement – Literacy and Mathematics	During the 2023-24 school year the Greater Heights leadership team will receive ongoing professional learning on the PLA coaching model as evidenced by the mapped calendar of PLA Coaching Cycle domains.	Target Met
Achievement – Literacy and Mathematics	During the 2023-24 school year the instructional staff will receive ongoing training on the PLA Instructional Model as measured by PD calendars and/or agenda.	Target Met

Inkster Preparatory Academy

Duration of Agreement: November 29, 2022 – November 28, 2025

Corrective Actions and Progress Toward Improvement		
Goal Area	18-Month Interim Target	Progress
Reduce Referrals/Suspensions	By June 2024, IPA will begin initial implementation of the PBIS Tracker & Observation System to reduce school wide referrals as compared to the 2022-2023 school year.	Target Met



Reduce Referrals/Suspensions	By June 2024, IPA will finalize and begin initial implementation of a 1:1 and Small Group Mentoring System.	Target Met
Reduce Referrals/Suspensions	By June 2024, IPA will reduce the number of chronically absent students by 5%.	Target Met
ELA Proficiency/Growth	By June 30, 2024, IPA will increase the number of students proficient in ELA/Reading by 1% as measured by MSTEP.	Target Met
ELA Proficiency/Growth	By June 2024, IPA will increase the number of students achieving their projected growth targets in ELA/Reading by 2% as measured by NWEA.	Target Met
ELA Proficiency/Growth	By June 2024, IPA will develop a recruitment and retention plan to increase the number of certified teaches at the elementary level.	Target Met
ELA Proficiency/Growth	By June 30, 2024, IPA will increase the number of students proficient in Mathematics by 1% as measured by MSTEP.	Target Met
Math Proficiency/Growth	By June 2024, IPA will increase the number of students achieving their projected growth targets in Mathematics by 2% as measured by NWEA.	Target Met
Math Proficiency/Growth	By June 30, 2024, IPA will begin implementation of MTSS through standardized Tier 1 instruction in mathematics for all students.	Target Met

Old Redford Academy

Duration of Agreement: November 29, 2022 – November 28, 2025

Corrective Actions and Progress Toward Improvement		
Goal Area	18-Month Interim Target	Progress
Proficiency – Math	Student proficiency in mathematics for FAY students based on SAT will increase at least 1 percentage from 0.00% in 2022 to 1.0% in 2024.	Target Met
Proficiency – EBRW	Student proficiency in Evidence Based Reading and Writing for FAY students based on SAT will increase at least 1 percentage points from 7.32% in 2022 to 8.32% in 2024.	Target Met
Chronic Absenteeism	Decrease the percentage of students in grades 9-12 who are considered chronically absent as defined by MDE from 95.3% in 2021-2022 to 87.0% in 2023-2024.	Target Met
On-Track Graduation	Reduce the percentage of students in 11 th and 12 th grade participating in credit recovery courses by 10% from 58% in 2021-2022 to 48% in 2023-2024.	Target Met
Student Experience Engagement in School	Improve the overall student experience by increasing the percentage of students who are participating in school activities, clubs, organizations, sports, dual enrollment, career and technical education, etc. by 10% from 33% in 2022 to 43% in 2024.	Target Met



Teacher Recruitment and Retention	During the 2023-24 school year, Old Redford Academy high school will research, develop and adopt practices for retaining and recruiting instructional staff.	Target Met
Decreasing Chronic Absenteeism	During the 2023-2024 school year, Old Redford Academy High School will develop a comprehensive system for improving On-Track attendance.	Target Met
Perception Survey System	During the 2023-2014 school year Old Redford Academy High School will develop a system for collection, analysis and use of perception data to aid in data driven decision making.	Target Met



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Section F

School Closures and Loss of Authorization

[MCL Sec. 275k(1)(b)]



MCL Sec. 275k (1) (b)

A list identifying any schools that were closed or lost their authorization in the current or previous academic year.

The following schools previously authorized by CMU closed or lost their authorization during the current (2024-2025) or previous (2023-2024) year.

- **Plymouth Educational Center:** The Contract between the CMU Board of Trustees and Plymouth Educational Center expired on June 30, 2024. CMU took no action upon the expiration of the Contract and therefore the school lost its authorization and closed at the completion of the 2023-2024 school year.



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Section G

Successor Contracts in Bottom Five Percent

[MCL Sec. 275k(1)(c)]



MCL Sec. 275k (1) (c)

A description of any new contracts for the operation of a public school academy that will operate as the successor to a public school academy that is currently being operated under a contract issued by another authorizing body that is currently performing in the bottom 5% of schools.

CMU has not entered into any new Contracts for the operation of a school that would operate as the successor to a school that is currently being operated under a Contract issued by another authorizing body that is currently performing in the bottom five percent of schools. Therefore, this required section is not applicable.



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Appendices

Appendix A: Authorizer Report Statute – [Public Act 120 of 2024](#)

Sec. 275k.

- (1) Not later than December 1 of each year, each university that receives an appropriation in section 236 that, in the current or previous academic year, serves or has served as an authorizing body as that term is defined in section 501 of the revised school code, 1976 PA 451, MCL 380.501, shall submit a report to the house and senate subcommittees on higher education, the house and senate fiscal agencies, the state budget director, and the department of education containing, at a minimum, all of the following information, as applicable:
- a) A list of all of the schools currently authorized, and the following information for each school:
 - i. The year in which the school was authorized.
 - ii. The location of each school.
 - iii. The owner of the property at which each school is located and the physical buildings utilized by the school, as applicable.
 - b) A list identifying any schools that were closed or lost their authorization in the current or previous academic year.
 - c) A description of any new contracts for the operation of a public school academy that will operate as the successor to a public school academy that is currently being operated under a contract issued by another authorizing body that is currently performing in the bottom 5% of schools.
 - d) The academic performance of each school currently authorized, including whether a school is identified by the Department of Education as a partnership school. If a school is identified as a partnership school under this subdivision, the authorizing body must include a description of the corrective actions in the school's partnership agreement, the duration of the partnership agreement, and an assessment of progress toward improvement
 - e) The total enrollment of each school at the time of submission, the grades served, and student turnover rate compared to the previous academic year, as applicable.
 - f) Aggregated student enrollment data for students with an individualized education program as well as the total amount of special education cost reimbursements received by each school during the most recently completed fiscal year.
 - g) The total number of fees, reimbursements, contributions, or charges permitted under section 502(6) of the revised school code, 1976 PA 451, MCL 380.502, that are assigned to each school currently authorized in a single academic year.
 - h) The names of the members of the board of directors of each school currently authorized and the date that each member of each board was appointed, and a description of the methodology used by the authorizing body to select members for the boards of directors for each school currently authorized by the authorizing body.
 - i) The name of the applicant who applied and received approval to organize each currently authorized school.
 - j) The list of contracts and length of their terms, with education service providers associated with each school currently authorized pursuant to section 502 of the revised school code, 1976 PA 451, MCL 380.502, as applicable. The contracts described in this subdivision include but are not limited to, those described in section 502(2)(d) of the revised school code, 1976 PA 451, MCL 380.502.
 - k) Activities undertaken by each university to ensure that the board of directors of each school complies with the Open Meetings Act, 1976 PA 267, MCL 15.261 to 15.275, the Freedom of Information Act, 1976 PA 442, MCL 15.231 to 15.246, and laws prohibiting conflicts of interest.
 - l) A description of the activities undertaken by the university to meet the functions of an authorizing body under section 502 of the revised school code, 1976 PA 451, MCL 380.502, as applicable.
 - m) A financial report of the authorizing body's use of fees, reimbursements, contributions, or charges collected or retained under section 502(6) of the revised school code, 1976 PA 451, MCL 380.502. This report must include all of the following, at a minimum.
 - i. The total amount of fees collected or retained under section 502(6) of the revised school code, 1976 PA 451, MCL 380.502, by the authorizing body for the authorizing body's most recent fiscal year.
 - ii. The amount of funds reported under subparagraph (i) that were spent on compensation for faculty and staff employed primarily to meet the functions of an authorizing body. For the purposes of this



subparagraph, an employee is presumed to be primarily employed to meet the functions of an authorizing body if that employee spends more than 50% of the employee's time on those activities.

- iii. The total number of positions, organized by job title, associated with expenditures reported under subparagraph (ii).
 - iv. The amount of funds reported under subparagraph (i) that were spent on contractual services to meet the functions of an authorizing body.
 - v. The amount of funds reported under subparagraph (i) that were spent on other overhead costs to meet the functions of an authorizing body.
 - vi. The amount of funds reported under subparagraph (i) that were transferred to another operating unit within the University.
 - vii. The amount of funds reported under subparagraph (i) that were spent on activities other than functioning as an authorizing body, including a list of those activities and the amount associated with each activity.
- n) An executive summary section that provides relevant summary data for reporting requirements under subdivisions (a) to (m).
- (2) A report submitted under this section must be in a format that meets accessibility standards for viewing on the Internet under the Americans with disabilities act of 1990, Public Law 101-336.
- (3) A report submitted under this section must be published and updated through a link on the homepage of a public university's website.
- (4) As used in this section, "authorizing body" means that term as defined in section 501 of the revised school code, 1976 PA 451, MCL 380.501.



Appendix B: Report Requirements and Location Within Report Document

Provision of Sec. 275k of PA 120	Location of Information in Report Document
a) A list of all of the schools currently authorized, and the following information for each school: <ul style="list-style-type: none">i. The year in which the school was authorized.ii. The location of each school.iii. The owner of the property at which each school is located and the physical buildings utilized by the school.	Section C: School Profiles and Academic Performance
b) A list identifying any schools that were closed or lost their authorization in the current or previous academic year.	Section F: School Closures and Loss of Authorization
c) A description of any new contracts for the operation of a public school academy that will operate as the successor to a public school academy that is currently being operated under a contract issued by another authorizing body that is currently performing in the bottom 5% of schools.	Section G: Successor Contract in Bottom Five Percent
d) The academic performance of each school currently authorized, including whether a school is identified by the Department of Education as a partnership school. If a school is identified as a partnership school under this subdivision, the authorizing body must include a description of corrective actions in the school's partnership agreement, the duration of the partnership agreement, and an assessment of progress toward improvement.	Section C: School Profiles and Academic Performance Section E: Michigan Department of Education Partnership District Agreements
e) The total enrollment of each school at the time of the submission, the grades served, and student turnover rate compared to the previous academic year.	Section C: School Profiles and Academic Performance
f) Aggregated student enrollment data for students with an individualized education program as well as the total amount of special education cost reimbursements received by each school during the school's most recently completed fiscal year.	Section C: School Profiles and Academic Performance
g) The total number of fees, reimbursements, contributions, or charges permitted under section 502 (6) of the revised school code, 1976 PA 451, MCL 380.502, that are assigned to each school currently authorized in a single academic year.	Section C: School Profiles and Academic Performance
h) The names of the members of the board of directors of each school currently authorized and the date that each member of each board was appointed, and a description of the methodology used by the authorizing body to select members for boards of directors for each school currently authorized by the authorizing body.	Section C: School Profiles and Academic Performance Section B: Core Authorizing Responsibilities and Activities
i) The name of the applicant who applied and received approval to organize each currently authorized school.	Section C: School Profiles and Academic Performance



j) The list of contracts and length of their terms, with education service providers associated with each school currently authorized pursuant to section 502 of the revised school code, 1976 PA 451, MCL 380.502, as applicable. The contracts described in this subdivision include, but are not limited to, those described in section 502 (2) (d) of the revised school code, 1976 PA 451, MCL 380.502.	Section C: School Profiles and Academic Performance
k) Activities undertaken by each university to ensure that the board of directors of each school complies with the Open Meetings Act, 1976 PA 267, MCL 15.261 to 15.275, the Freedom of Information Act, 1976 PA 442, MCL 15.231 to 15.246, and laws prohibiting conflicts of interest.	Section B: Core Authorizing Responsibilities and Activities
l) A description of the activities undertaken by the university to meet the functions of an authorizing body under section 502 of the revised school code, 1976 PA 451, MCL 380.502, as applicable.	Section B: Core Authorizing Responsibilities and Activities
<p>m) A financial report of the authorizing body's use of fees, reimbursements, contributions, or charges collected or retained under section 502(6) of the revised school code, 1976 PA 451, MCL 380.502. This report must include all of the following, at a minimum.</p> <ul style="list-style-type: none">i. The total amount of fees collected or retained under section 502(6) of the revised school code, 1976 PA 451, MCL 380.502, by the authorizing body for the authorizing body's most recent fiscal year.ii. The amount of funds reported under subparagraph (i) that were spent on compensation for faculty and staff employed primarily to meet the functions of an authorizing body. For the purposes of this subparagraph, an employee is presumed to be primarily employed to meet the functions of an authorizing body if that employee spends more than 50% of the employee's time on those activities.iii. The total number of positions, organized by job title, associated with expenditures reported under subparagraph (ii).iv. The amount of funds reported under subparagraph (i) that were spent on contractual services to meet the functions of an authorizing body.v. The amount of funds reported under subparagraph (i) that were spent on other overhead costs to meet the functions of an authorizing body.vi. The amount of funds reported under subparagraph (i) that were transferred to another operating unit within the University.vii. The amount of funds reported under subparagraph (i) that were spent on activities other than functioning as an authorizing body, including a list of those activities and the amount associated with each activity.	Section D: Authorizer Financial Report
n) An executive summary section that provides relevant summary data for reporting requirements under subdivision (a) to (m).	Section A: Introduction, Executive Summary, and Report Guidance



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Appendix C: Educational Goal and Related Measures

See the document on the following page and online at www.thecenterforcharters.org/educationalgoal.



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CENTER FOR CHARTER SCHOOLS

CENTRAL MICHIGAN UNIVERSITY

Educational Goal and Related Measures

Version for 2023-2024

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.2, the Academy shall achieve or demonstrate measurable progress for all groups of pupils toward the achievement of the educational goal identified in this schedule. Although an increase in academic achievement for all groups of pupils as measured by assessments and other objective criteria is the most important factor in determining the Academy's progress toward the achievement of the educational goal, the Center also considers other factors. Upon request, the Academy shall provide the Center with a written report, along with supporting data, assessing the Academy's progress toward achieving this goal. In addition, the University expects the Academy will meet the State of Michigan's accreditation standards pursuant to state and federal law.

Educational Goal to be Achieved

Prepare students academically for success in college, work and life.

Measures to Assist In Determining Measurable Progress Toward Goal Achievement

To assist in determining whether the Academy is achieving measurable progress toward the achievement of this goal, the Center will annually assess the Academy's performance using the following measures.

Measure 1: Student Achievement

The academic achievement of **all students who have been at the academy for one or more years¹** in grades 3-8 will be assessed using the following measures and targets:

Sub Indicator	Measure	Metric	Target
Against a Standard:	The percentage of students meeting or surpassing the current, spring, grade-level national norms ² on the NWEA Growth reading and math tests administered in the spring.	Distribution (which will be in the form of percentages): Exceeds $\geq 70.0\%$ Meets $\geq 50.0\%$ Approaching $\geq 30.0\%$ Does not meet $< 30.0\%$	50%
In the event that performance against the standard falls below these required expectations, "measurable progress towards the achievement of this goal" will be defined using the following measures and targets:			
Over Time:	The percentage of students meeting or surpassing spring grade-level national norms over time (CY-AVG(PY1+PY2+PY3)).	Trend score (which will be in the form of $-x$ to $+x$): Exceeds $\geq 6.0\%$ Meets $\geq 3.0\%$ Approaching $\geq 1.0\%$ Does not meet $< 1.0\%$	3.0%
Comparison Measure:	The percentage of students categorized as proficient or advanced on the most recent state assessment will surpass the school's Composite Resident District (CRD) percentage.	Portfolio Distribution (which will be in the form of $-x$ to $+x$): Exceeds $\geq 10.0\%$ Meets $\geq 5.0\%$ Approaching $\geq 0.0\%$ Does not meet $< 0.0\%$	5.0%

¹ One or more years students (also called 1+ students) are students who are enrolled in the academy on or before count day and are still enrolled at the end of a given academic year.

² Grade level national norms are updated periodically by NWEA following comprehensive norming studies. The Center will use the most updated national norms published by NWEA and will inform the Academy when the norms are updated and how the updated norms may impact analysis and performance reporting.



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Measure 2: Student Growth

The academic growth of all students in grades 3-8 at the Academy will be assessed using the following measures and targets:

Sub Indicator	Measure	Metric	Target
Against a Standard:	The median of student growth percentiles (MGP) reflecting fall-to-spring scaled score growth on the reading and math NWEA Growth tests.	MGP: Exceeds ≥ 65 th Meets ≥ 50 th Approaching ≥ 45 th Does not meet < 45 th	Reading: 50 Math: 50
In the event that performance against the standard falls below these required expectations, “measurable progress towards the achievement of this goal” will be defined using the following measures and targets:			
Over Time:	The percentage of students making at least one year’s growth over time (CY-AVG(PY1+PY2+PY3)).	Trend score (which will be in the form of $-x$ to $+x$): Exceeds $\geq 6.0\%$ Meets $\geq 3.0\%$ Approaching $\geq 1.0\%$ Does not meet $< 1.0\%$	3.0%
Comparison Measure:	The mean student growth percentile reflecting growth on the two most recent state assessments will surpass the school’s Composite Resident District.	Portfolio Distribution (which will be in the form of $-x$ to $+x$): Exceeds $\geq 10.0\%$ Meets $\geq 5.0\%$ Approaching $\geq 0.0\%$ Does not meet $< 0.0\%$	5.0%

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Measure: Post-Secondary Readiness: Grades 9-11

The 'on-track' towards college readiness rates of all students in grades 9-11 will be assessed using the following measures and targets.

Sub Indicator	Measure	Metric	Target
Against a Standard:	The percentage of students meeting or surpassing the current grade-level college readiness benchmarks on the PSAT (grades 9 and 10) and SAT (grade 11) in Evidence-Based Reading and Writing (EBRW) and Math.	For EBRW, distribution (which will be in the form of percentages): Exceeds ≥ 70.0% Meets ≥ 60.0% Approaching ≥ 50.0% Does not meet < 50.0% For Math, distribution (which will be in the form of percentages): Exceeds ≥ 50.0% Meets ≥ 40.0% Approaching ≥ 30.0% Does not meet < 30.0%	PSAT 9 EBRW: 60% Math: 40%
			PSAT 10 EBRW: 60% Math: 40%
			SAT 11 EBRW: 60% Math: 40%
In the event that performance against the standard falls below these required expectations, “measurable progress towards the achievement of this goal” will be defined using the following measures and targets:			
Over Time:	The percentage of students meeting or surpassing the current grade-level college readiness benchmarks on the PSAT (grades 9 and10) and SAT (grade 11) over time (CY-AVG(PY1+PY2+PY3)).	Trend score (which will be in the form of −x to +x): Exceeds ≥ 6.0% Meets ≥ 3.0% Approaching ≥ 1.0% Does not meet < 1.0%	3.0%
Comparison Measure:	The percentage of students meeting or surpassing the current grade-level college readiness benchmarks on the SAT (grade 11) will surpass the school’s Composite Resident District percentage.	Portfolio Distribution (which will be in the form of −x to +x): Exceeds ≥ 10.0% Meets ≥ 5.0% Approaching ≥ 0.0% Does not meet < 0.0%	5.0%

Educational Goal and Related Measures

Version beginning in 2024-2025

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.2, the Academy shall achieve or demonstrate measurable progress for all groups of pupils toward the achievement of the educational goal identified in this schedule. Although an increase in academic achievement for all groups of pupils as measured by assessments and other objective criteria is the most important factor in determining the Academy's progress toward the achievement of the educational goal, the Center also considers other factors. Upon request, the Academy shall provide the Center with a written report, along with supporting data, assessing the Academy's progress toward achieving this goal. In addition, the University expects the Academy will meet the State of Michigan's accreditation standards pursuant to state and federal law.

Educational Goal to be Achieved

Prepare students academically for success in college, work and life.

Measures to Assist In Determining Measurable Progress Toward Goal Achievement

To assist in determining whether the Academy is achieving measurable progress toward the achievement of this goal, the Center will annually assess the Academy's performance using the following measures.

Measure 1: Student Achievement

The academic achievement of **all students who have been at the academy for one or more years¹** in grades 3-8 will be assessed using the following measures and targets:

Sub Indicator	Measure	Metric	Target
Against a Standard:	The percentage of students meeting or surpassing the current, spring, grade-level national norms ² on the NWEA Growth reading and math tests administered in the spring.	Distribution (which will be in the form of percentages): Exceeds $\geq 70.0\%$ Meets $\geq 50.0\%$ Approaching $\geq 30.0\%$ Does not meet $< 30.0\%$	50%
In the event that performance against the standard falls below these required expectations, "measurable progress towards the achievement of this goal" will be defined using the following measures and targets:			
Over Time:	The percentage of students meeting or surpassing spring grade-level national norms over time (CY-AVG(PY1+PY2+PY3)).	Trend score (which will be in the form of $-x$ to $+x$): Exceeds $\geq 6.0\%$ Meets $\geq 3.0\%$ Approaching $\geq 1.0\%$ Does not meet $< 1.0\%$	3.0%
Comparison Measure:	The percentage of students categorized as proficient or advanced on the most recent state assessment will surpass the school's Composite Resident District (CRD) percentage.	Portfolio Distribution (which will be in the form of $-x$ to $+x$): Exceeds $\geq 10.0\%$ Meets $\geq 5.0\%$ Approaching $\geq 0.0\%$ Does not meet $< 0.0\%$	5.0%

¹ One or more years students (also called 1+ students) are students who are enrolled in the academy on or before count day and are still enrolled at the end of a given academic year.

² Grade level national norms are updated periodically by NWEA following comprehensive norming studies. The Center will use the most updated national norms published by NWEA and will inform the Academy when the norms are updated and how the updated norms may impact analysis and performance reporting.



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Measure 2: Student Growth

The academic growth of all students in grades 3-8 at the Academy will be assessed using the following measures and targets:

Sub Indicator	Measure	Metric	Target
Against a Standard:	The median of student growth percentiles (MGP) reflecting fall-to-spring scaled score growth on the reading and math NWEA Growth tests.	MGP: Exceeds ≥ 65 th Meets ≥ 50 th Approaching ≥ 45 th Does not meet < 45 th	Reading: 50 Math: 50
In the event that performance against the standard falls below these required expectations, “measurable progress towards the achievement of this goal” will be defined using the following measures and targets:			
Over Time:	The percentage of students making at least one year’s growth over time (CY-AVG(PY1+PY2+PY3)).	Trend score (which will be in the form of $-x$ to $+x$): Exceeds $\geq 6.0\%$ Meets $\geq 3.0\%$ Approaching $\geq 1.0\%$ Does not meet $< 1.0\%$	3.0%
Comparison Measure:	The mean student growth percentile reflecting growth on the two most recent state assessments will surpass the school’s Composite Resident District.	Portfolio Distribution (which will be in the form of $-x$ to $+x$): Exceeds $\geq 10.0\%$ Meets $\geq 5.0\%$ Approaching $\geq 0.0\%$ Does not meet $< 0.0\%$	5.0%

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Measure: Post-Secondary Readiness: Grades 9-11

The ‘on-track’ towards college readiness rates of all students in grades 9-11 will be assessed using the following measures and targets.

Sub Indicator	Measure	Metric	Target
Career and College Readiness (CCR) Standard	The percentage of full academic year students meeting or surpassing the current career and college readiness benchmarks on the SAT (grade 11) in Evidence-Based Reading and Writing (EBRW) and Math.	For Math & EBRW, distribution (which will be in the form of percentages): Exceeds: % CCR > state average by 20% or more Meets: School % CCR – State Average $\geq 0\% \leq 20\%$ Approaching: School % CCR – State Average $< 0\% \geq -20\%$ Does Not Meet: School % CCR – State Average $< -20\%$	EBRW: Current State Average* Math: Current State Average* *2022-23 EBRW 52% Math 30%
In the event that performance against the standard falls below these required expectations, “measurable progress towards the achievement of this goal” will be defined using the following measures and targets:			
Trend Over-Time	The percentage of full academic year students meeting or surpassing the current career and college readiness benchmarks on the SAT (grade 11) in EBRW and Math over time (CY-AVG(PY1+PY2+PY3)).	Trend score (which will be in the form of –x to +x): Exceeds $\geq 6.0\%$ Meets $\geq 3.0\%$ Approaching $\geq 1.0\%$ Does not meet $< 1.0\%$	3.0%
High School Growth	The percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.	For Math & EBRW, distribution (which will be in the form of percentages): Exceeds $\geq 70.0\%$ Meets $\geq 50.0\%$ Approaching $\geq 30.0\%$ Does not meet $< 30.0\%$	50%
Comparative Career & College Readiness	The percentage of students meeting or surpassing the current career & college readiness benchmarks on the SAT (grade 11) will surpass the school’s Composite Resident District percentage.	Portfolio Distribution (which will be in the form of –x to +x): Exceeds $\geq 10.0\%$ Meets $\geq 5.0\%$ Approaching $\geq 0.0\%$ Does not meet $< 0.0\%$	+5%
Comparative Graduation Rate	The 4-year graduation rate for students at the academy will meet or surpass the school’s Composite Resident District’s 4-year graduation rate.	Portfolio Distribution (which will be in the form of –x to +x): Exceeds $\geq 10.0\%$ Meets $\geq 0.0\%$ Does not meet $< 0.0\%$	0%



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University Report on **AUTHORIZING**

Appendix D: Spring 2024 Academic Performance Report Guidance Document

See the document on the following pages and online at www.thecenterforcharters.org > Schools > [Our Schools](#).



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SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Guidance Document



GUIDANCE DOCUMENT

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Overview

The Center for Charter Schools at Central Michigan University (the Center) is committed to ensuring the schools it authorizes are preparing students academically for success in college, work, and life. Each academy authorized by CMU is consistently evaluated to ensure they are offering a quality program as guided by the following core questions:

1. Is the academic program successful?
2. Is the organization viable?
3. Is the academy demonstrating good faith in following the terms of its contract and all applicable law?

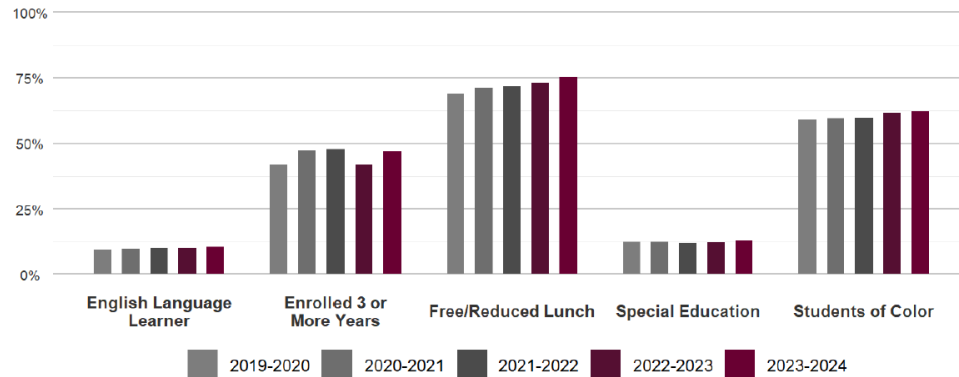
Academic performance expectations are contained within Schedule 7b – Educational Goal and Related Measures of the charter contract (contract) between CMU and the academy. The Center evaluates the performance of each academy on an annual basis using multiple measures, including standardized assessments. While the Center considers other factors in its performance evaluation from its oversight activities, the results from standardized assessments serve as the foundation of the evaluation. To aid in this oversight and provide in-depth data to academies, the Center produces Academic Performance Reports each year.

As the authorizing partner of charter public academies, the Center is committed to transparency. For this reason, the Center chooses to publish the Academic Performance Reports on its public website. The purpose of this Guidance Document is to provide an executive overview and guidance for the analyses contained within each report and to guide the reader to additional resources that may be helpful in understanding the contents of the report.

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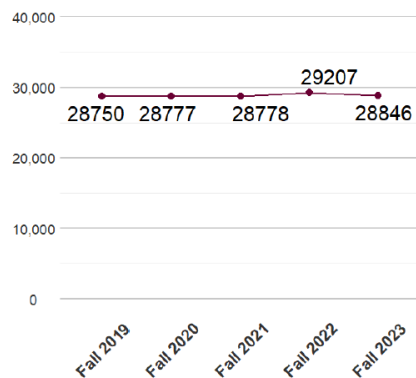
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Overview



	2019-20	2020-21	2021-22	2022-23	2023-24
English Language Learner	9.4%	9.6%	10.1%	9.9%	10.5%
Special Education	12.5%	12.6%	12.0%	12.2%	13.0%
Free/Reduced Lunch	68.9%	70.9%	71.8%	72.9%	75.3%
Students of Color	59.1%	59.6%	59.9%	61.6%	62.4%
Enrolled 3 or More Years	41.7%	47.1%	47.7%	41.7%	47.0%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	7049
Flint, School District of the City of	2058
Taylor School District	1336
Benton Harbor Area Schools	807
Plymouth-Canton Community Schools	740
Grand Rapids Public Schools	722
Lansing Public School District	620
Romulus Community Schools	618
Coldwater Community Schools	571
Other	13702

Summary

The Academic Performance Report for each academy begins with a demographics page containing important information about the student population enrolled in the academy. Enrollment is an important indicator of fiscal health, and enrollment trends provide a signal regarding the health of a charter academy over time. The report contains a chart showing each academy's enrollment over a five-year period. Additionally, each report includes information about where the academy draws students from.

Explanation and Data Sources

Demographic makeup of the academy over a period of five years.

Source: CEPI Public Data; Michigan Student Data System (MSDS) fall – Unaudited

Enrollment

Annual achievement results can be impacted by student mobility or changes in a academy's year-to-year enrollment. If enrollment numbers change significantly from one year to the next, then the resulting analysis may not compare the same group of students from one year to the next.

Source: CEPI Public Data

Where Students Come From

These data represent the public school districts to which students would be assigned if they were not enrolled in the academy and form the basis for determining a academy's Composite Resident District used for performance comparisons.

Source: MSDS fall – Unaudited

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NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-24 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-24 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-24 - Fall-to-Spring Median Growth Percentile



Summary

The data contained in this report uses NWEA's new enhanced item-selection algorithm. NWEA reports that the new algorithm results in higher math scores. At the national level, NWEA reports that, on average, Spring Achievement percentiles are expected to be 8 percentile points higher. This affects achievement metrics and has a noticeable impact on student growth scores. NWEA has provided guidance and a FAQ to help schools understand the impact of the new algorithm on individual student scores. Please see links on the Resources page. **Schools are urged to use caution when making year over year comparisons, particularly in mathematics.**

The information on this page displays a summary of academic achievement and growth results against the primary measures and targets outlined in the academy's contract. Section 7b – Educational Goal and Related Matters of the contract contains performance expectations in two broad categories:

- Measure 1: Achievement – What a student knows at a point in time.
- Measure 2: Growth – What a student has learned over a period of time, typically a school year.

The Center sets separate expectations for each measure. For academies that serve students in grades 3 through 8, the achievement expectation is that at least 50% of students in grades 3 – 8, enrolled for the full year, earn spring assessment scores at or above the national norm for their grade level in Mathematics and Reading. The growth expectation utilizes conditional student growth percentiles and sets forth the expectation that a academy should earn a median conditional student growth percentile of at least 50. A conditional student growth percentile equal to 50 means that a student earned a spring score consistent with other students across the country who started at the same score in the fall.

Source: NWEA MAP Growth with enhanced item-selection algorithm: Updates on score comparability

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NWEA MAP Growth Assessment

The 2023-2024 School Year administration of the NWEA MAP Growth Assessment uses NWEA's enhanced item-selection algorithm for the first time. NWEA reports that this has resulted in elevated Mathematics scores relative to the 2020 National Norms. **Please see the Guidance Document for more information.**

Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement). The primary achievement target in the Academy's Charter Contract is that at least 50% of students in grades 3-8 enrolled for at least one year earn assessment scores at or above their spring, grade-level, national norm. If the Academy has less than 50% of its students achieving at grade level, the Academy is expected to improve over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-24 - Percent of Students Meeting Spring National Achievement Norms



Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 50 means that the student's growth was higher than 50 percent of their academic peers. At the school level, we aggregate this measure in two ways. First, the percentage of students with a CGP of 50 or greater is displayed. The second measure (Median Growth Percentile, MGP) identifies the midpoint of growth percentiles for students in the school. The primary growth target contained in the Charter Contract is that the Academy's MGP should be greater than or equal to 50. If the Academy fails to meet this target, they are expected to show improvement over time. Improvement over time is measured by the Trend Score which is defined as the score in the current year minus the average of the last three years (CY - AVG(PY1 + PY2 + PY3)). 2020-2021 is not used due to the COVID-19 pandemic.

2023-24 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2023-24 - Fall-to-Spring Median Growth Percentile



Summary Continued

When an academy fails to meet Measure 1 and/or Measure 2, the Center determines if the academy is making progress towards those measures. For Achievement, we determine if more students are at or above the 50th percentile than the average of the prior three years. For Growth, we determine if more students are making at least average Growth (Growth at the 50th percentile) compared to an average of the prior three years.

We call this measure a Trend Score, and it is calculated as (CY - AVG(PY1 + PY2 + PY3)), where CY is the current year's score, and PY1, PY2, and PY3 are the three previous year's scores.

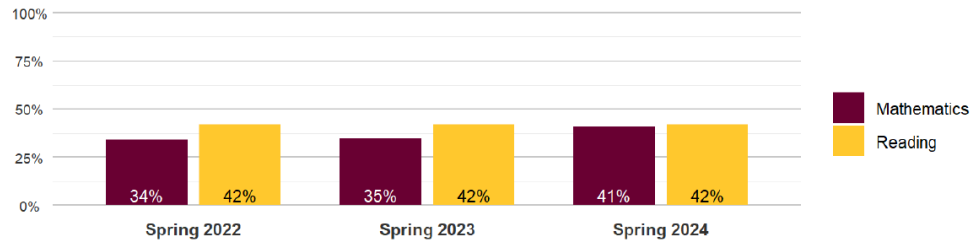
Section 7b – Educational Goal and Related Matters of the contract outlines that the Trend Score is calculated using the three prior years of data when available. Only the previous two years are used for the 2023-2024 school year report. Data from the 2020-2021 school year was not used for accountability purposes due to the nature of the impact the COVID-19 pandemic had on students and school operations.

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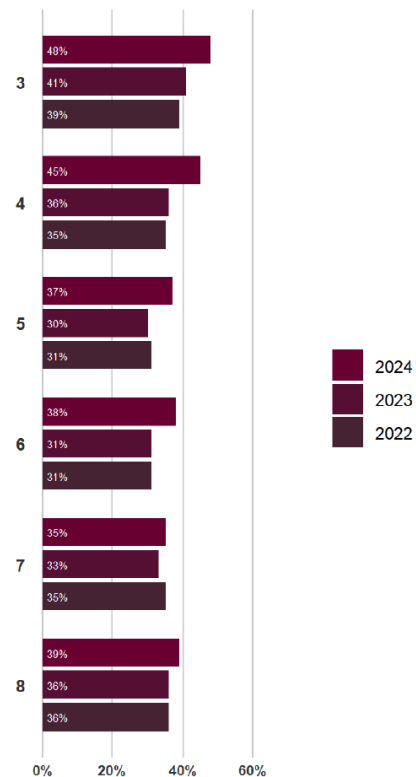
Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

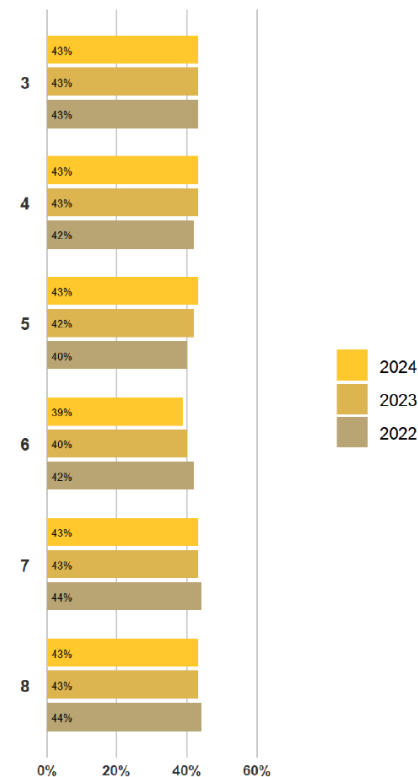


By Grade Level

Mathematics



Reading



Summary

Spring Achievement National Norms

The percent of students meeting national norms displays how well students are performing against the 2020 NWEA national grade-level norms in Mathematics and Reading. The percentages reported represent the proportion of students who achieved a spring score at or above the national norm.

Source: NWEA MAP Growth - Spring Assessment

Academy-Wide by Year

Displaying multiple years of data illustrates how achievement levels have changed at the academy, over time. The 2020 NWEA national norms are used for all of the years in this report.

By Grade Level

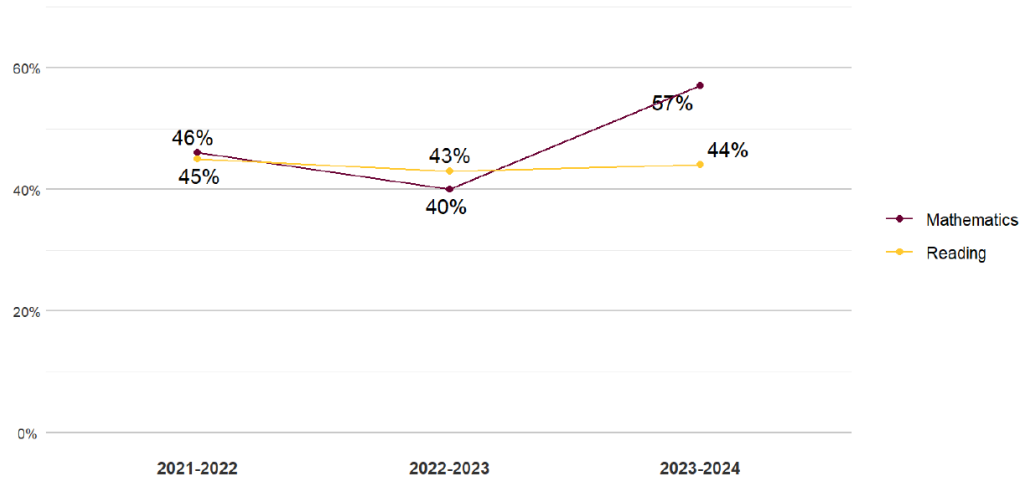
The grade-level achievement charts provide specific levels of spring achievement for each applicable grade in each subject for the last two years. The 2020 NWEA national norms are used for these charts as well.

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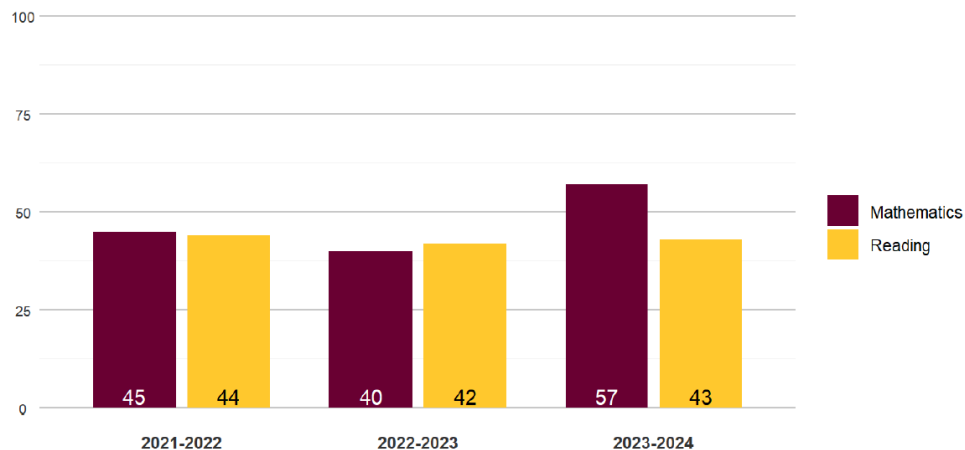
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NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater
All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile
All Students Grades 3 - 8



Summary

Fall-to-Spring Growth

The 2020 NWEA national grade-level norms are used for all of the years throughout this report to create a comparable view of performance over time.

Source: NWEA MAP Growth - Fall and Spring Assessments

Students with a Growth Percentile of 50 or Greater

"One year's growth in one year's time"

The line chart shows the proportion of students that demonstrated a fall-to-spring student growth percentile of 50 or greater. If a student meets this growth benchmark, they grew academically at least as much as the typical student who began the growth period at a similar achievement level. Lower achieving students need to achieve a fall-to-spring growth percentile of more than 50 to close the gap and ultimately perform at or above the national norm.

Median Growth Percentile

A conditional growth Percentile, or simply growth percentile, is a student's percentile rank for growth among their academic peers. A growth percentile of 60 means that the student's growth was higher than 60 percent of their academic peers. A median growth percentile of 50 means that half of all students have a growth percentile of 50 or greater. That is, half of the students are growing as fast, or faster than half of their academic peers.

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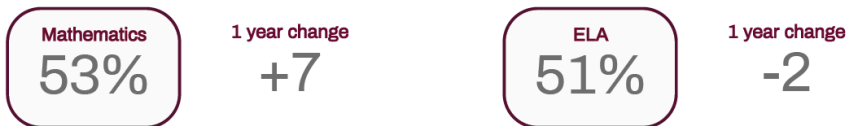
Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) is an assessment given during the spring of each school year. The state of Michigan requires that the Academy assess all students in grades 3-7 using the M-STEP in English Language Arts (ELA) and Mathematics. While the primary performance standards outlined in the Charter Contract do not contain expectations regarding state assessment performance, the M-STEP is still a consideration in the Charter Contract. For schools that do not meet the primary standards on the NWEA assessments in achievement and growth, the Center utilizes the M-STEP to compare each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

M-STEP is the state of Michigan's summative assessment that measures how well students are mastering state academic standards. The proportion of students in the Academy who are either Advanced or Proficient shows us how well students achieve against the standards.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



M-STEP Summary

The state of Michigan requires schools to administer assessments to all students in grades 3-8. Students in grades 3-7 are required to take the M-STEP in English Language Arts (ELA) and Mathematics. The M-STEP is used to determine which students are proficient in ELA and Mathematics. The state uses the data collected from state assessments for informational and accountability purposes.

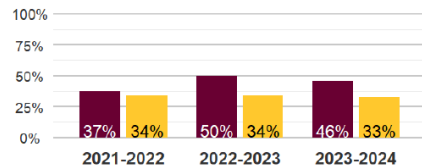
The Educational Goal in the charter contract does not outline specific targets in ELA and Mathematics, however the M-STEP is incorporated into the Educational Goal. In the event the academy does meet its NWEA targets, the Educational Goal specifies that the academy can demonstrate its progress toward meeting the target by exhibiting a positive trend on the NWEA assessment as well as by outperforming its Composite Resident District (CRD) on the M-STEP. The CRD is a weighted average of the performance of all traditional districts' students would attend if not enrolled in the academy. To demonstrate progress toward meeting the educational goal, the academy must outperform its CRD.

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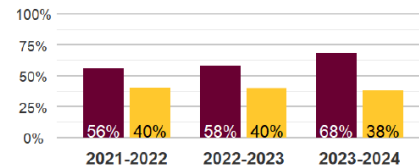
Percent Meeting M-STEP Proficiency vs. CRD
All Students Grades 3 - 6

Mathematics



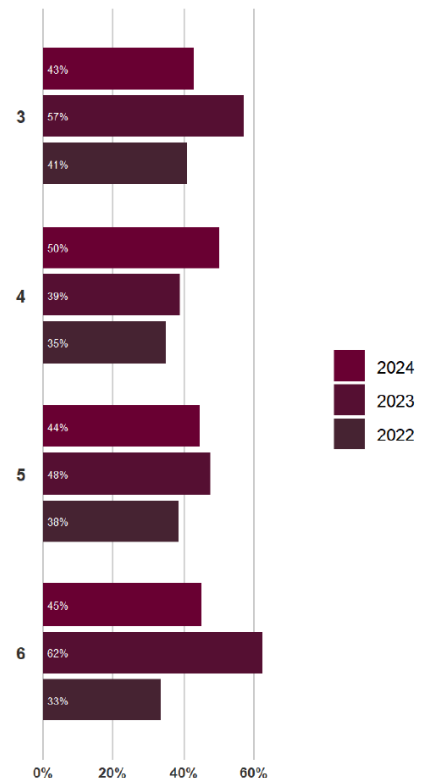
Academy CRD

ELA



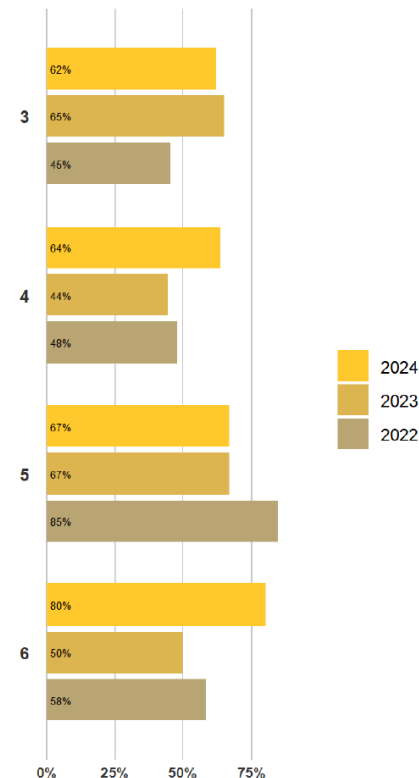
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level
Mathematics



2024
2023
2022

ELA



2024
2023
2022

Summary

The percentage of students meeting the M-STEP proficiency benchmarks, tracked by year, demonstrates how well students attending the academy have performed on the M-STEP, over time. The most important component is the academy's performance, in each year, compared to its CRD. If the academy is outperforming its CRD it means that more students are proficient at the academy than the weighted average of all traditional districts from which students would have otherwise attended based on the traditional district they live in.

Academy Proficiency by Year

Displaying multiple years of data illustrates how proficiency has changed at the academy and the CRD, over time. Public data is used to calculate the CRD for each year and student-level data is used to calculate the performance of each academy, in each school year.

By Grade Level

The grade-level proficiency charts provide levels of proficiency for each applicable grade in each subject for the last three years. Student-level data is used to calculate the percentage of students meeting the proficiency targets in each year.

GUIDANCE DOCUMENT

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Scholastic Aptitude Test (SAT)

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance. The primary goal associated with the SAT is that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics meets or exceeds the statewide percentage of students who meet those same benchmarks. If an Academy does not meet the primary target, they can demonstrate progress toward meeting the target by exhibiting a positive trend, over time. The Center also compares each Academy's performance to traditional districts where students would otherwise attend if not enrolled at the Academy. The Center uses a weighted average to calculate the performance of a "composite district" representing all districts where students at the Academy would otherwise attend. This "district" is called the Composite Resident District (CRD).

Achievement

SAT (grade 11) in Reading & Writing and Mathematics help us measure whether students are 'on-track' towards college readiness. The percentage of students meeting or surpassing grade level college readiness benchmarks on the SAT gives us a sense of how the school is performing towards this goal.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. **Please see the Guidance Document for more information.**

Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency. The metric presented displays the difference between the percentage of the Academy's students that meet the benchmark and the percentage of the CRD's students that meet the benchmark.

2023-2024 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



SAT Summary

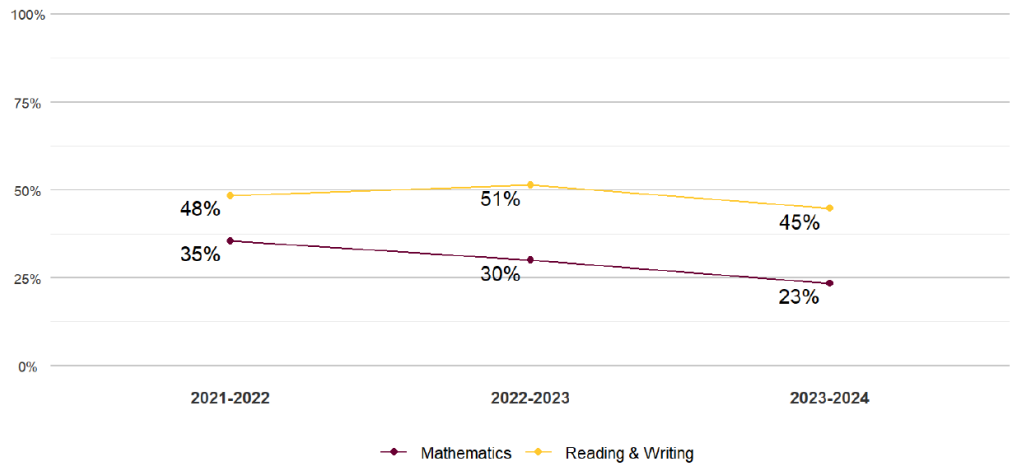
The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. The SAT helps determine whether a student is ready for college by assessing them in Reading & Writing, and Mathematics. The College Board made substantial changes to the SAT in 2024. The SAT is now administered digitally and is no longer taken with paper and pencil. As a result, the SAT takes less time for students to complete. In addition, The College Board has changed the name of the Evidence-Based Reading & Writing (EBRW) section to simply the Reading & Writing section. Many colleges and universities use the SAT to assist in their admissions decisions. Academies authorized by CMU that serve high school students have a target set forth in their charter contract which states that the percentage of students who meet the College and Career Readiness Benchmarks (CCR) in Reading & Writing, and in Mathematics should meet or exceed the state-wide percentage of students who meet those same benchmarks. Similar to the other measures set forth in the charter contract, an academy that does not meet the targets can demonstrate its progress toward meeting the target by exhibiting a positive trend over time and outperforming its Composite Resident District (CRD). The CRD is a weighted average of the performance of all traditional districts students would attend if not enrolled in the academy. To demonstrate progress toward meeting the Post-Secondary Readiness measure, the academy must outperform its CRD. Due to the significant changes in the way SAT was administered this year, and due to the Michigan Department of Education's statement cautioning that year-over-year growth or decline may be due to the change, the Center has opted to exclude the "1 year change" component from this year's reports.

GUIDANCE DOCUMENT

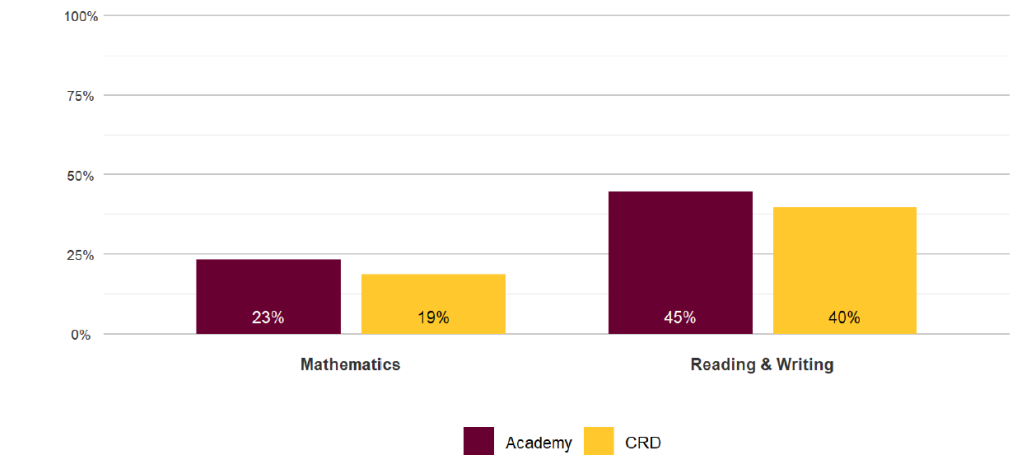
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SAT Benchmark Performance

Percent of Students meeting the College and Career Readiness (CCR) Benchmark



2023-2024 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



Trend in SAT Benchmark Performance

The percentage of 11th grade students meeting the SAT Career and College Readiness benchmarks, tracked by year, demonstrates how well students attending the academy have performed on the SAT, over time. As stated previously, there should be caution taken when comparing 2023-2024 with prior years due to changes in the way the assessment was administered.

SAT Benchmark Performance vs. CRD

The changes in the administration of SAT impact all students including those who attend districts represented in the Composite Resident District (CRD). The Academy's performance versus the CRD is included here as reference but should be interpreted cautiously with the changes made to the SAT in mind.

GUIDANCE DOCUMENT

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Resources

- [NWEA Norms](https://teach.mapnwea.org/impl/maphelp/Content/Data/GrowthInsights.htm?cshid=692#Norms) - <https://teach.mapnwea.org/impl/maphelp/Content/Data/GrowthInsights.htm?cshid=692#Norms>
- [CMU Educational Goal Template](https://www.thecenterforcharters.org/educationalgoal) - <https://www.thecenterforcharters.org/educationalgoal>
- [The Center for Charter Schools at CMU - Research and Analysis Webpage](https://www.thecenterforcharters.org/research-and-analysis) - <https://www.thecenterforcharters.org/research-and-analysis>
- [The Center for Charter Schools at CMU - Schools Webpage](https://www.thecenterforcharters.org/schools/choice/our-schools/) - <https://www.thecenterforcharters.org/schools/choice/our-schools/>
- [MI School Data](https://mischooldata.org/) - <https://mischooldata.org/>
- [NWEA Multi-state expansion of the Enhanced Item Selection Algorithm](https://connection.nwea.org/s/nwea-news/17-state-expansion-of-the-enhanced-item-selection-algorithm-MCDOB2VK7YABD3LLL5ILP3OZRLCM?language=en_US) - https://connection.nwea.org/s/nwea-news/17-state-expansion-of-the-enhanced-item-selection-algorithm-MCDOB2VK7YABD3LLL5ILP3OZRLCM?language=en_US
- [NWEA MAP Growth with enhanced item-selection algorithm: Updates on score comparability](https://www.nwea.org/uploads/Research-MAP-Growth-with-enhanced-item-selection-algorithm-updates-on-score-compatibility_NWEA_Research_Guide.pdf) - https://www.nwea.org/uploads/Research-MAP-Growth-with-enhanced-item-selection-algorithm-updates-on-score-compatibility_NWEA_Research_Guide.pdf
- [MDE statement on PSAT/SAT changes](https://www.michigan.gov/mde/news-and-information/press-releases/2024/08/28/michigan-students-improve-on-most-state-tests) - <https://www.michigan.gov/mde/news-and-information/press-releases/2024/08/28/michigan-students-improve-on-most-state-tests>