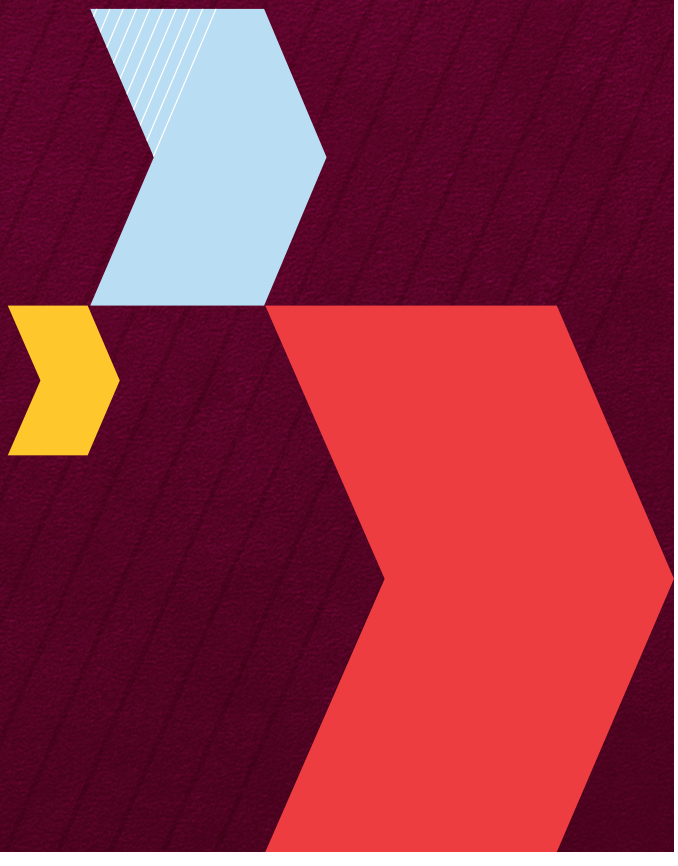
THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY

University Report on
PUBLIC SCHOOL ACADEMY AUTHORIZING



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THE GOVERNOR JOHN ENGLER CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY

University Report on AUTHORIZING

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Section A

Introduction, Executive Summary, and Report Guidance

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

Report Introduction

The enclosed University Report on Public School Academy Authorizing ("Report") fulfills requirements contained within Michigan's Public Act 25 of 2026 ("PA 25"), 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 25.

The information below is intended to provide the reader with guidance and context 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, www.thecenterforcharters.org. We encourage you to visit the website for up-to-date information throughout the school year. The website also provides more information about CMU's authorizing practices and supports for the schools it authorizes.

MCL Sec. 275k (1) (f)
An executive summary section that provides relevant summary data for reporting requirements under subdivisions (a) to (e).

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 32-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, approximately 275 individuals serve in this capacity as a member of a CMU-authorized charter school Board of Directors.

In total, as of the fall 2026 Preliminary Headcount, schools authorized by CMU enrolled 28,414 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, 63% are students of color, 71.4% are economically disadvantaged, 14.4% qualify for special education services and 11.1% are English language learners.

During the 2025-2026 fiscal year, CMU collected total oversight fees of $8,770,572 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 25.

Report Guidance

Section B of this Report provides a list of all schools currently authorized by CMU and a list of schools that were previously authorized by CMU but lost their authorization in the current or previous academic year.

Section C contains extensive information about the academic performance of the schools authorized by CMU during the 2025-2026 school year and not only fulfills, but exceeds, the requirements contained within PA 25. The Academic Performance Reports ("APRs") are listed in alphabetical order by school name. The 2025-2026 APRs[1], as applicable, are published by the Center on the Center's website.

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 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. Also included in this section is 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.

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 2025-2026 school year and how such fees have been allocated to the categories outlined in PA 25.

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

Appendices attached to this report include:

- **Appendix A** provides the text of the requirements contained within PA 25.
- **Appendix B** provides the location within the Report where each requirement from PA 25 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 2026 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

Authorized Schools and School Closures

[MCL Sec. 275k (1)(a) and (b)]

MCL Sec. 275k (1) (a)
A list of all of the schools currently authorized.

A.G.B.U. Alex and Marie Manoogian School	New Branches Charter Academy
Bridge Academy of Southwest Michigan	NexTech High School
Canton Charter Academy	Noor International Academy
Center Line Preparatory Academy	North Saginaw Charter Academy
Central Academy	Oakland FlexTech High School
Charyl Stockwell Academy	Pansophia Academy
Cole Academy	Pembroke Academy
Copper Island Academy	Quest Charter Academy
Countryside Academy	Renaissance Public School Academy
Creative Montessori Academy	Rising Stars Academy
Cross Creek Charter Academy	Riverside Academy
da Vinci Schools	South Arbor Charter Academy
Detroit Innovation Academy	Summit Academy North
Detroit Leadership Academy	The Dearborn Academy
Discovery Creative Pathways	Trillium Academy
Eagle Crest Charter Academy	Unity Academy
Eaton Academy	Walden Green Montessori
Escuela Avancemos!	WAY Michigan
Flagship Charter Academy	West Michigan Academy of Environmental Science
Flex High School of Michigan	West Village Academy
FlexTech High School	Woodland Park Academy
Founders Grove Classical Academy	
Great Lakes Learning Academy	
Holly Academy	
Inkster Preparatory Academy	
Insight School of Michigan	
International Academy of Flint	
Island City Academy	
Ivywood Classical Academy	
Jalen Rose Leadership Academy	
Kensington Woods Schools	
KIPP Detroit Imani Academy	
Linden Charter Academy	
Macomb Academy	
Michigan Educational Choice Center	
Mid-Michigan Leadership Academy	

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 authorized by Central Michigan University were closed or lost their authorization during the current (2026-2027) or previous (2025-2026) academic years.

- Greater Heights Academy: The Contract between Central Michigan University and Greater Heights Academy expired on June 30, 2026 and was not reauthorized. Greater Heights Academy was subsequently authorized by another authorizing body and remains open and operational as of the date of this report.

- Old Redford Academy: The Contract between Central Michigan University and Old Redford Academy expired on June 30, 2026 and was not reauthorized. As a result, Old Redford Academy closed and ceased operations at the conclusion of the 2025-2026 academic year.

Section C

Academic Performance & Michigan Department of Education Partnership Agreement Districts

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

MCL Sec. 275k (1) (c)
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 shall 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.

The 2025-2026 APR for each school currently authorized by CMU is provided in alphabetical order in the pages that directly follow.

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.

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. Due to the recent establishment of the District Partnership Agreements outlined below, a report on the progress toward improvement is not available.

Detroit Leadership Academy
Duration of Agreement: Three Years commencing on April 23, 2026

Corrective Actions and Targets	
Goal Type	**18-Month Interim Target**
Local	During the 2026-27 school year, 40% or more of full academic year students will meet their growth target on NWEA Reading MAP growth.
State	FAY students' reading proficiency based on SAT will increase by at least 7 or more percentage points from 7.41% in 2025 to 14.41% in 2027.
Local	During the 2026-27 school year, at least 20% or more of full academic year students will meet their growth target on NWEA Math MAP growth.
State	FAY students' mathematics proficiency based on SAT will increase by at least 3 or more percentage points from 3.7% in 2025 to 6.7% in 2027.
Local	Increase the percentage of students, not chronically absent as defined by the state, from 30.80% by 3% to 31.72% or higher in 2027.
Process	By 2027, the Academy will develop a Tier 3 literacy intervention framework within its MTSS system to provide targeted data-driven support for students with identified literacy needs.
Process	By 2027, DLA High School will develop a new instructional coaching model and professional learning system to support teachers in increasing academic rigor and improving student engagement in the classrooms.
State	Maintain at or above 75% 4-year graduation rate.

Inkster Preparatory Academy

Duration of Agreement: Three Years commencing on April 23, 2026

Corrective Actions and Targets	
Goal Type	**18-Month Interim Target**
State	Literacy: By June 2027, IPA will increase the number of FAY students proficient by ELA by 5 percentage points from 10.71% to 15.71% above the baseline.
State	Math: By June 2027, IPA will increase the number of FAY students proficient in math by 6 percentage points from 5.26% to 11.26% above the baseline.
Local	Literacy: By June 2027, IPA will increase the number of K-8 students who have achieved growth in literacy by 5% as measured by NWEA, from the baseline of 52% to 57%.
Local	Math: By June 2027, IPA will increase the number of K-8 students who have achieved growth in math by 5% as measured by NWEA, moving from 53% to 58%.
Local	Attendance: By June 2027, IPA will decrease the number of students that are chronically absent by 5% from the baseline as measured by annual attendance reports, from 63.32% to 59.32%.
Process	Climate and Culture: By June 2027, IPA will develop a MTSS process and procedures using progress monitoring tool to measure improvement in student outcomes.

Mid-Michigan Leadership Academy

Duration of Agreement: Three Years commencing on April 23, 2026

Corrective Actions and Targets	
Goal Type	**18-Month Interim Target**
State Proficiency ELA	FAY student ELA proficiency based on MSTEP will increase at least 10% from 2025 to 2027 (Spring 2027: 15%).
State Proficiency Math	FAY student proficiency based on MSTEP will increase at least 9% points from 2025 to 2027 (Spring 2027: 12%).
Local Proficiency ELA	Student ELA proficiency based on NWEA MAP achievement will increase at least 25% points from 2025 to 2027 (Spring 2027: 39%).
Local Proficiency Math	Student math proficiency based on NWEA MAP achievement will increase at least 25% points from 2025 to 2027 (Spring 2027: 36%).
Local Growth ELA	During the 2026-27 school year, at least 40% of full academic year students will meet their growth target on NWEA Reading MAP growth.
Local Growth Math	During the 2026-27 school year, at least 36% of full academic year students will meet their growth target on NWEA Math MAP growth.
Local Attendance	Increase the percentage of students Not Chronically Absent, as defined by the state, by 10% points from 2025 to 2028 (Spring 2027: 65%).
Process	By August 2027, complete the SAMS self-assessment and establish a baseline for each item under all five components and establish a baseline implementation level for each component.
Process	Develop, communicate, provide professional learning, and begin implementation of a schoolwide attendance initiative aligned to MTSS.

Pansophia Academy
Duration of Agreement: Three Years commencing on April 23, 2026

Corrective Actions and Targets	
Goal Type	**18-Month Interim Target**
State	During the 2027-27 school year, math proficiency will increase from the 2024-25 baseline of 13.04% to 14.54%.
State	During the 2026-27 school year, math growth will increase from 2024-25 baseline of 14.65% to 16.15%.
Local	During the 2026-27 school year, reading growth will increase from 2024-2025 baseline of 47th percentile to the 48th percentile on Spring 2027 NWEA.
Local	During the 2026-27 school year, math growth will increase from the 2024-25 baseline of 42nd percentile to the 43rd percentile on Spring 2027 NWEA.
State	During the 2026-27 school year, our not chronically absent percentage will increase from the 2024-25 baseline of 68.54% to 70.04%.
State	During the 2026-27 school year, our graduation rate will increase from the 2024-25 baseline of 59.38% to 63.5%.
Process	By June 2027, a comprehensive graduation plan will be drafted, approved by leadership, and published in the 2026-2027 Student Handbook.

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CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

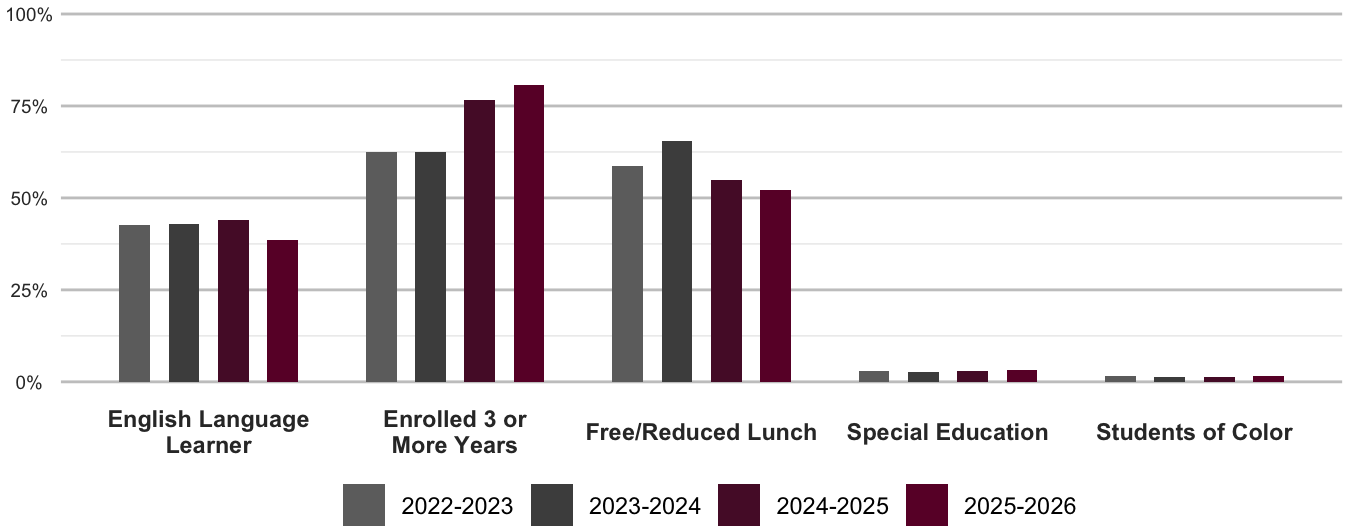
A.G.B.U. Alex and Marie Manoogian School

Last Updated On: November 2026

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

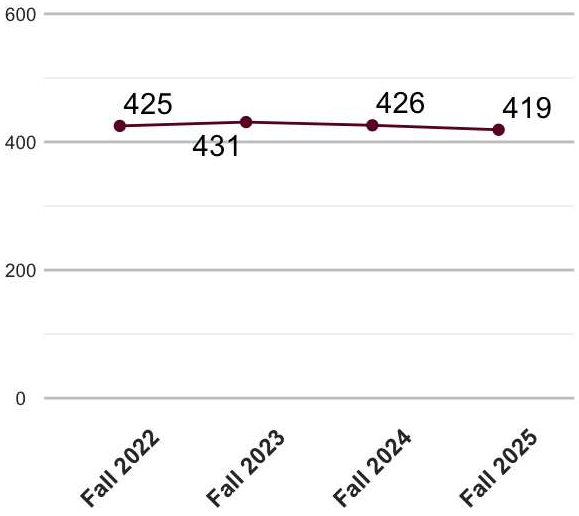
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	42.6%	42.9%	43.9%	38.4%
Special Education	2.8%	2.8%	3.1%	3.3%
Free/Reduced Lunch	58.6%	65.4%	54.9%	52.3%
Students of Color	1.6%	1.4%	1.4%	1.7%
Enrolled 3 or More Years	62.6%	62.4%	76.5%	80.7%

Enrollment



Where Students Come From

Assigned District	Students
Warren Consolidated Schools	81
Southfield Public School District	76
Hamtramck, School District of the City of	55
West Bloomfield School District	45
Farmington Public School District	37
Oak Park, School District of the City of	18
Novi Community School District	12
Madison District Public Schools	8
Troy School District	8
Other	79

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

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
75%	+9	68%	+7

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
56%	-4	59%	+10

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
57th	54th

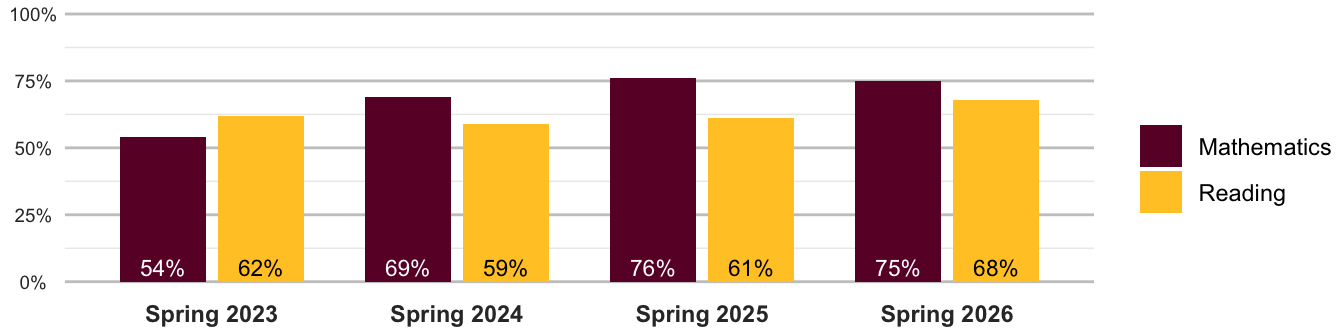
A.G.B.U. Alex and Marie Manoogian School

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

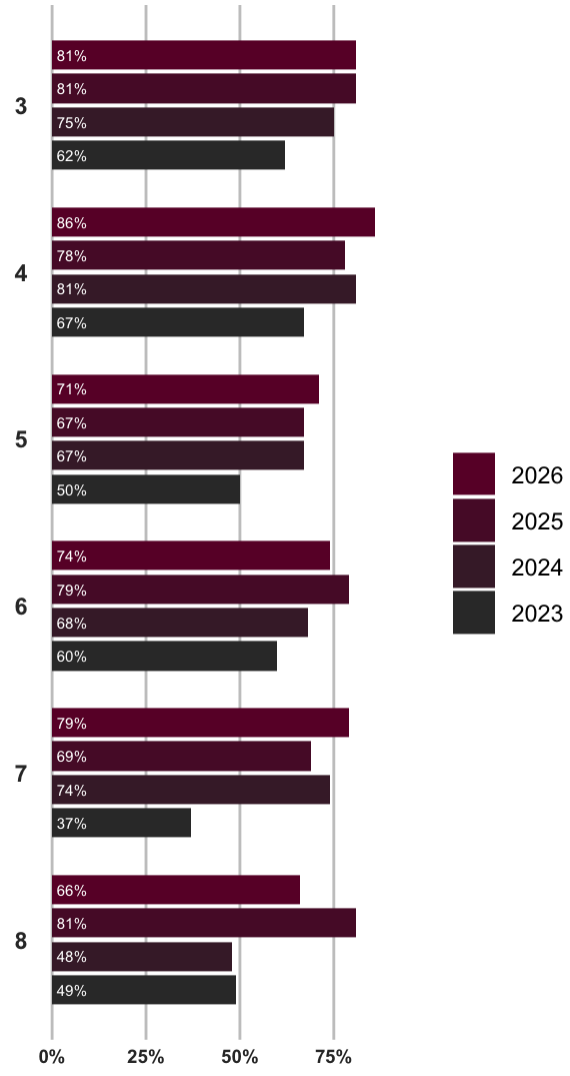
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

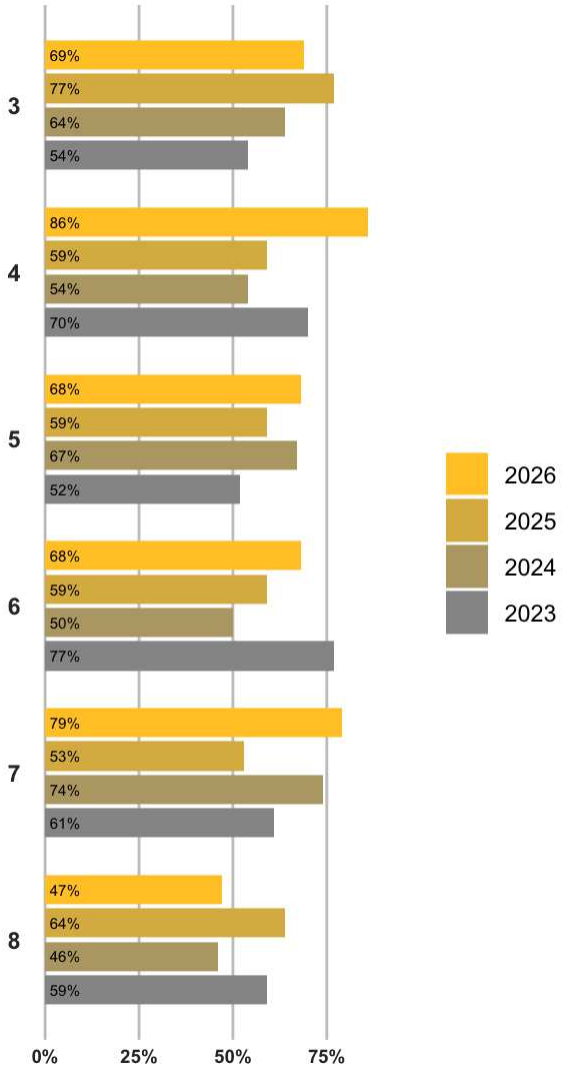


By Grade Level

Mathematics



Reading



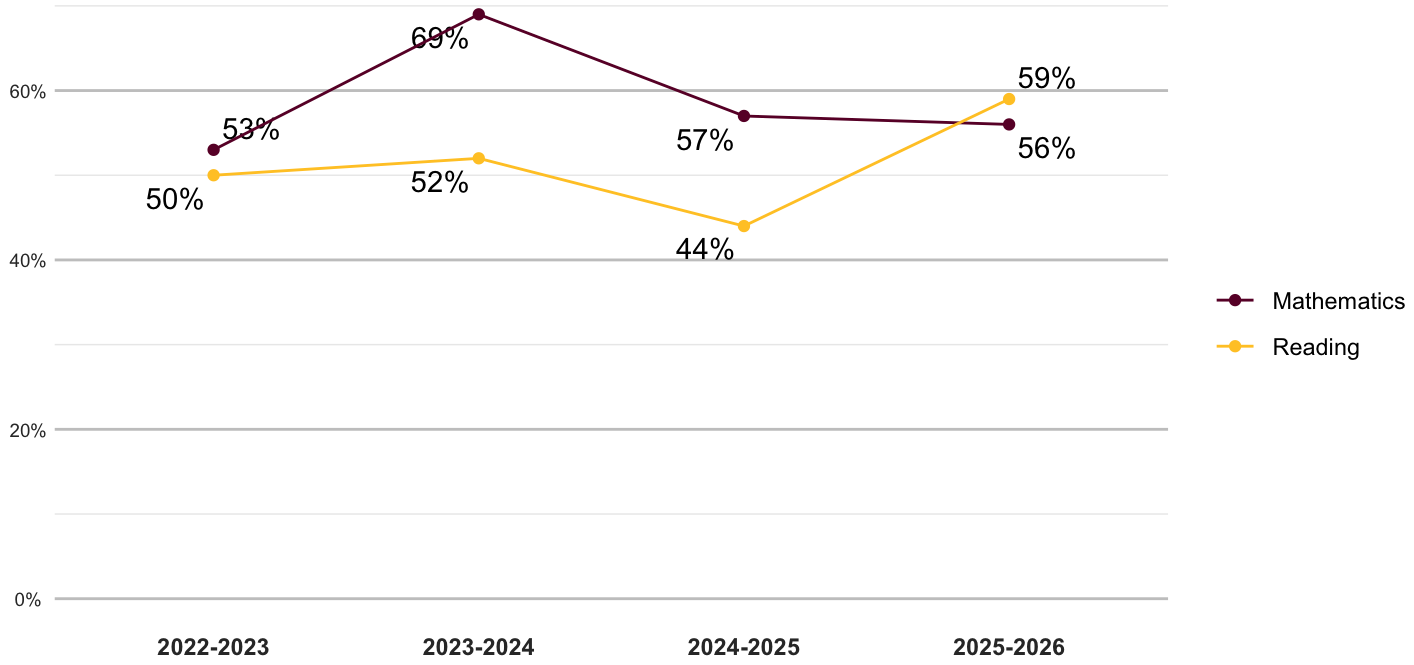
A.G.B.U. Alex and Marie Manoogian School

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

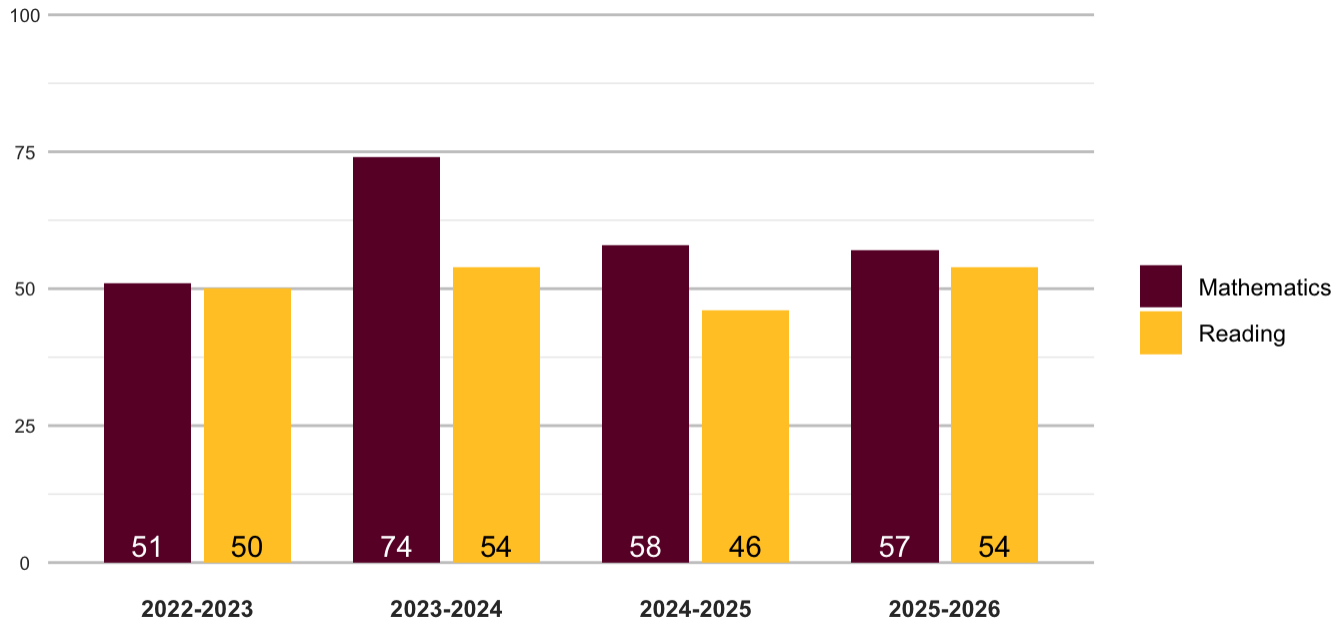
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

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

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
49%	-4	54%	+4

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+13	+15

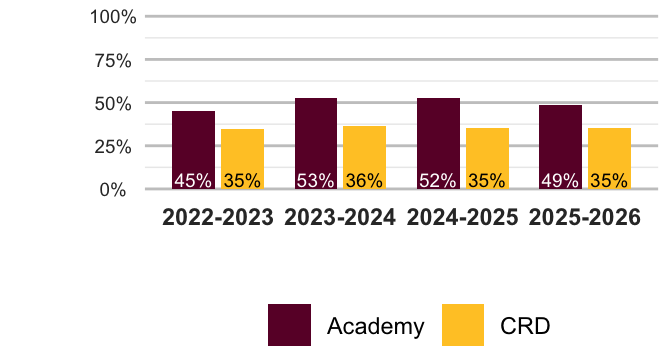
A.G.B.U. Alex and Marie Manoogian School

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

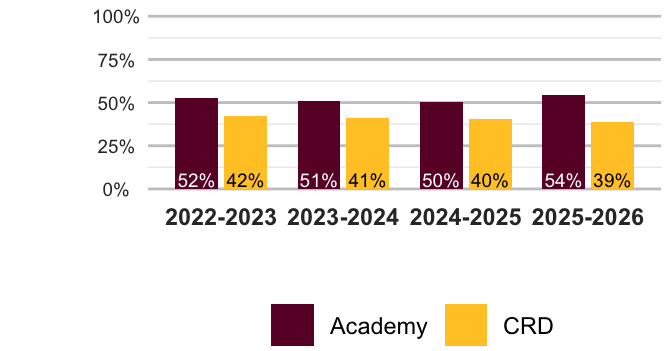
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

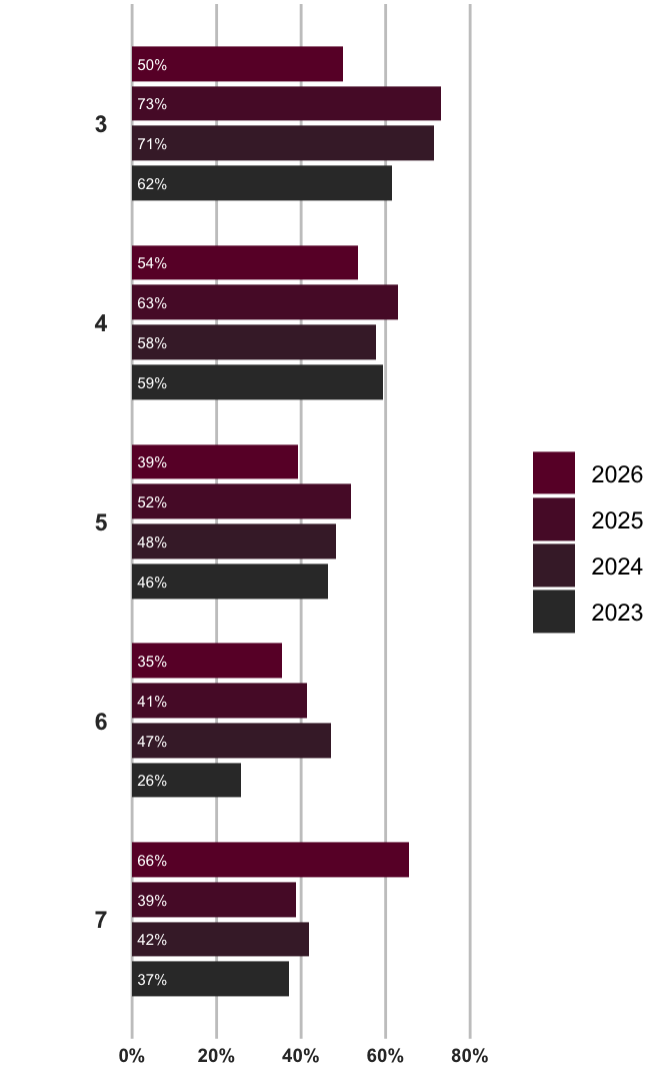


ELA

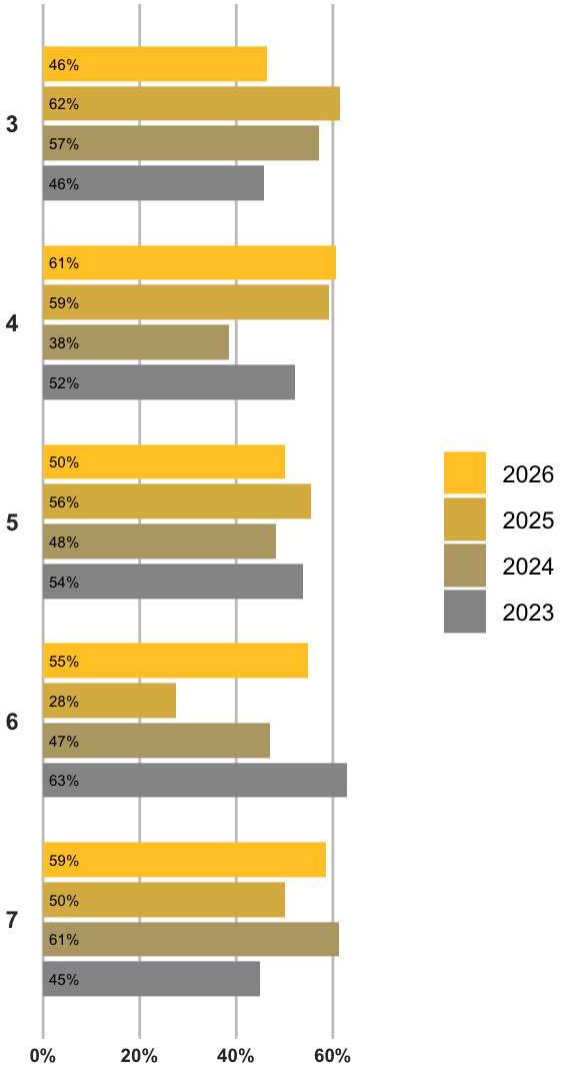


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



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

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
52nd

ELA
62nd

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+1

ELA
+12

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

SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
31%	+7	51%	+4

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

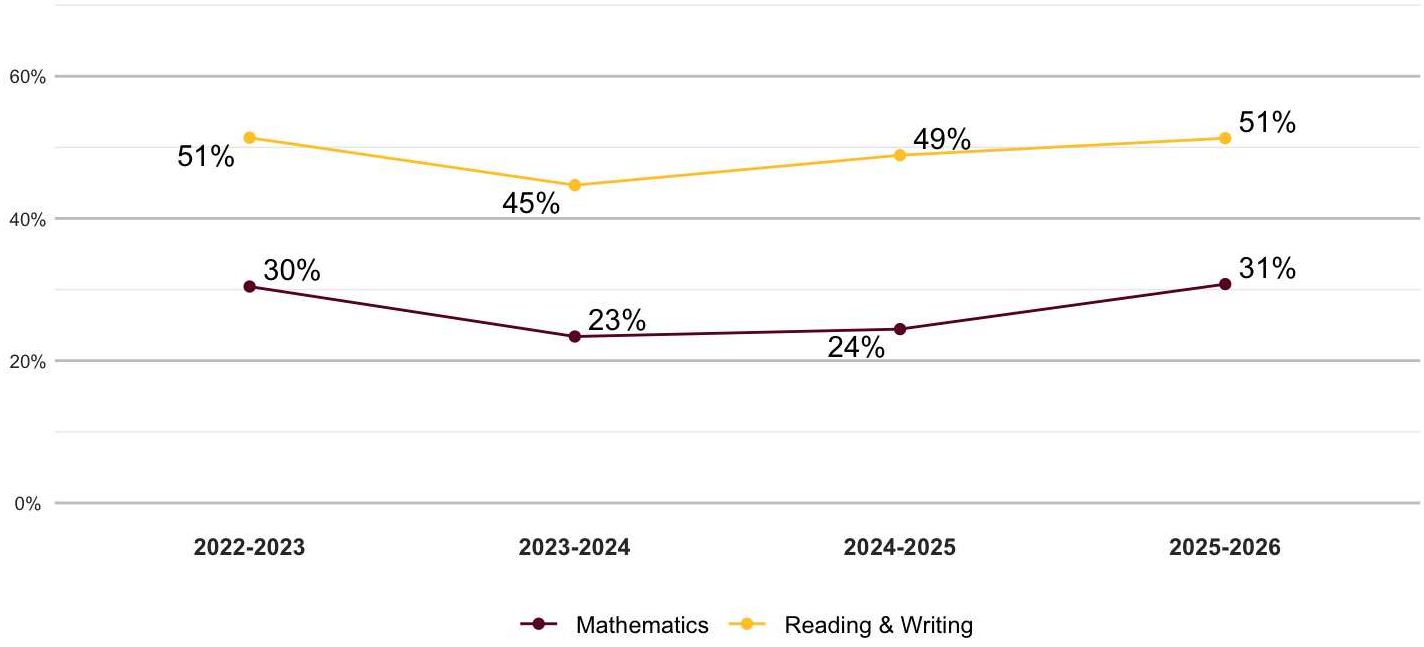
Mathematics	Reading & Writing
+14	+13

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

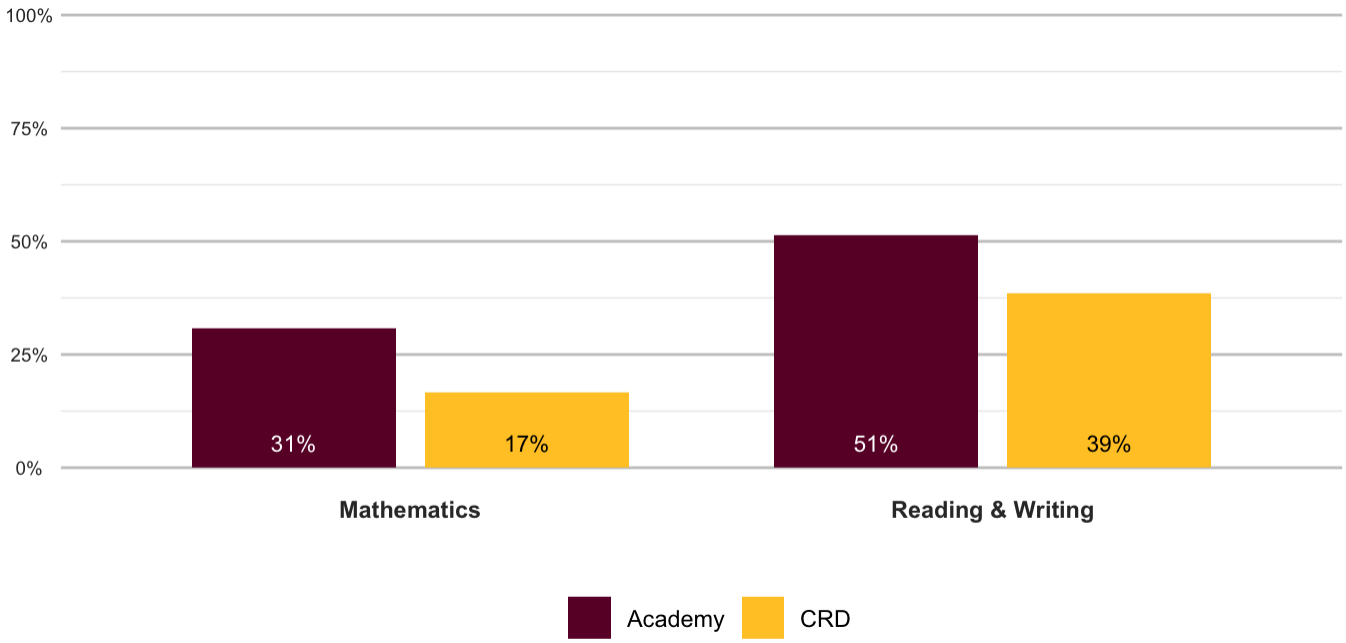
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



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

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
487	530	492	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
+63	+43

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

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
57%

Reading & Writing
43%

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2025-26 Academic Performance Report

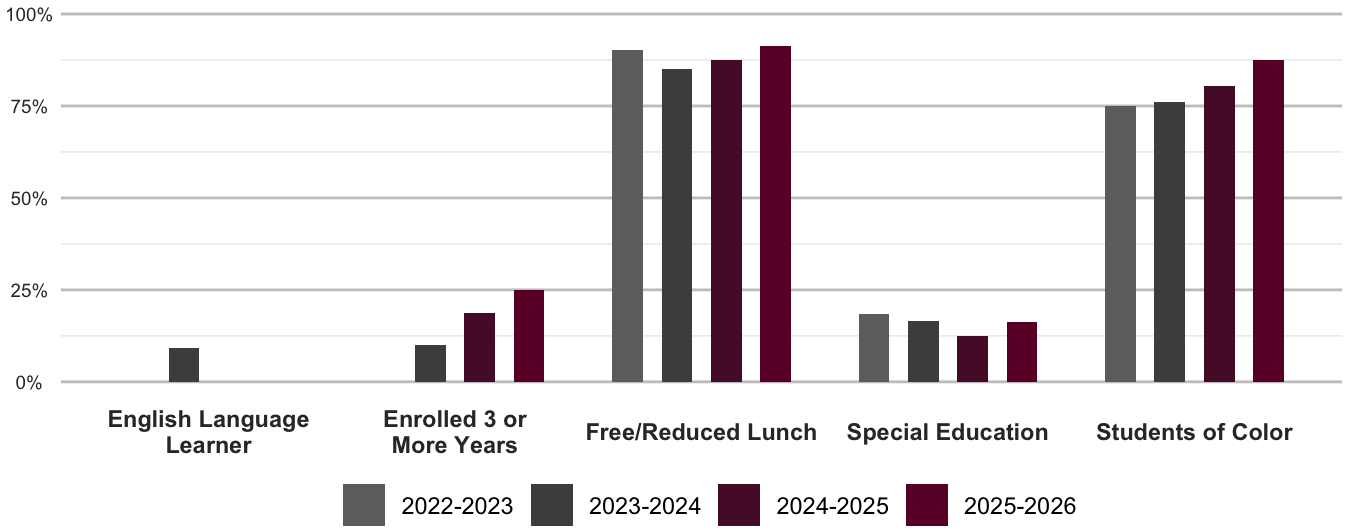
Bridge Academy of Southwest Michigan

Last Updated On: November 2026

Bridge Academy of Southwest Michigan

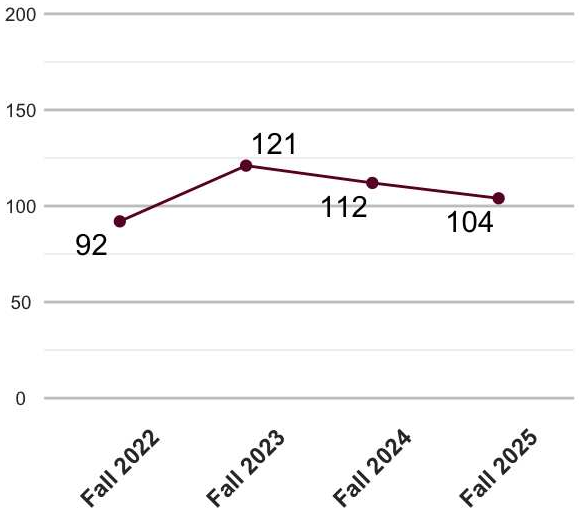
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	9.1%	0.0%	0.0%
Special Education	18.5%	16.5%	12.5%	16.3%
Free/Reduced Lunch	90.2%	85.1%	87.5%	91.3%
Students of Color	75.0%	76.0%	80.4%	87.5%
Enrolled 3 or More Years	0.0%	9.9%	18.6%	25.0%

Enrollment



Where Students Come From

Assigned District	Students
Benton Harbor Area Schools	90
St. Joseph Public Schools	5
Lakeshore School District (Berrien)	4
Covert Public Schools	1
Dowagiac Union School District	1
Eau Claire Public Schools	1
River Valley School District	1
Watervliet School District	1

Bridge Academy of Southwest Michigan

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Student growth results for this academy are not reported for 2025-2026. To protect student privacy, the state suppresses results for groups of fewer than 10 students.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics	ELA
—	—

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics	ELA
—	—

Bridge Academy of Southwest Michigan

SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
* ≤ 5	+0	10%	-14

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

Mathematics	Reading & Writing
-23	-27

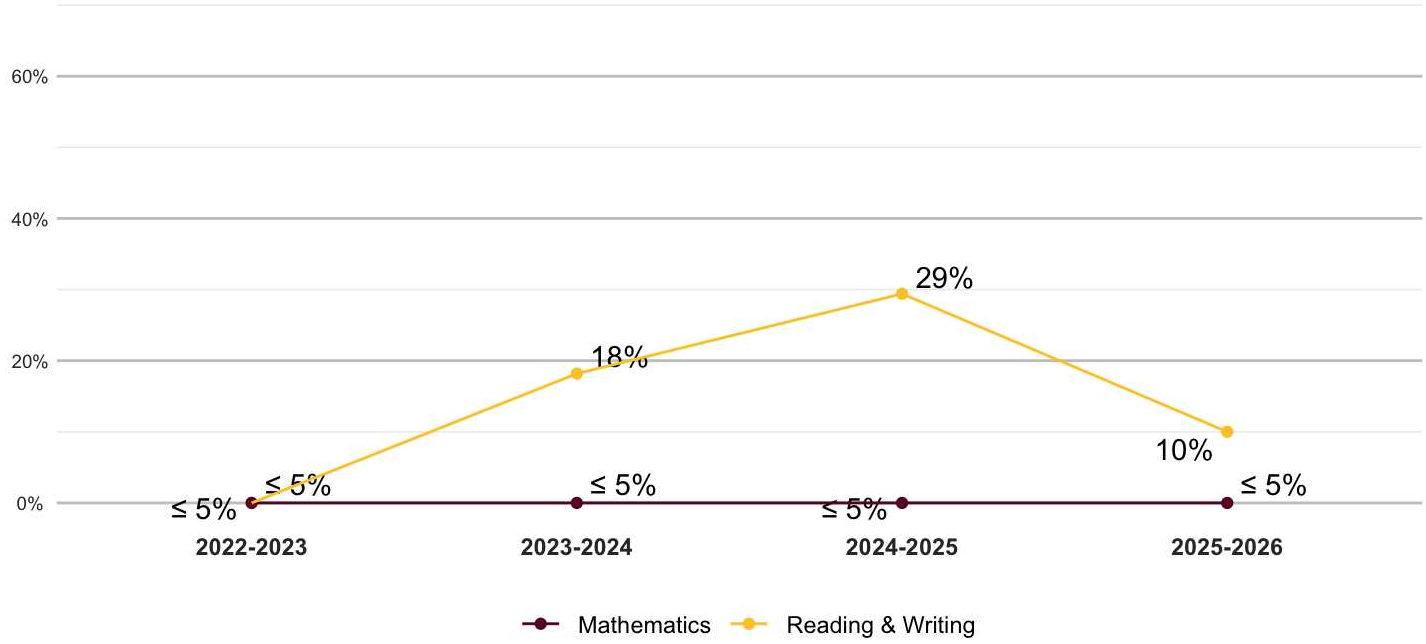
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

Bridge Academy of Southwest Michigan

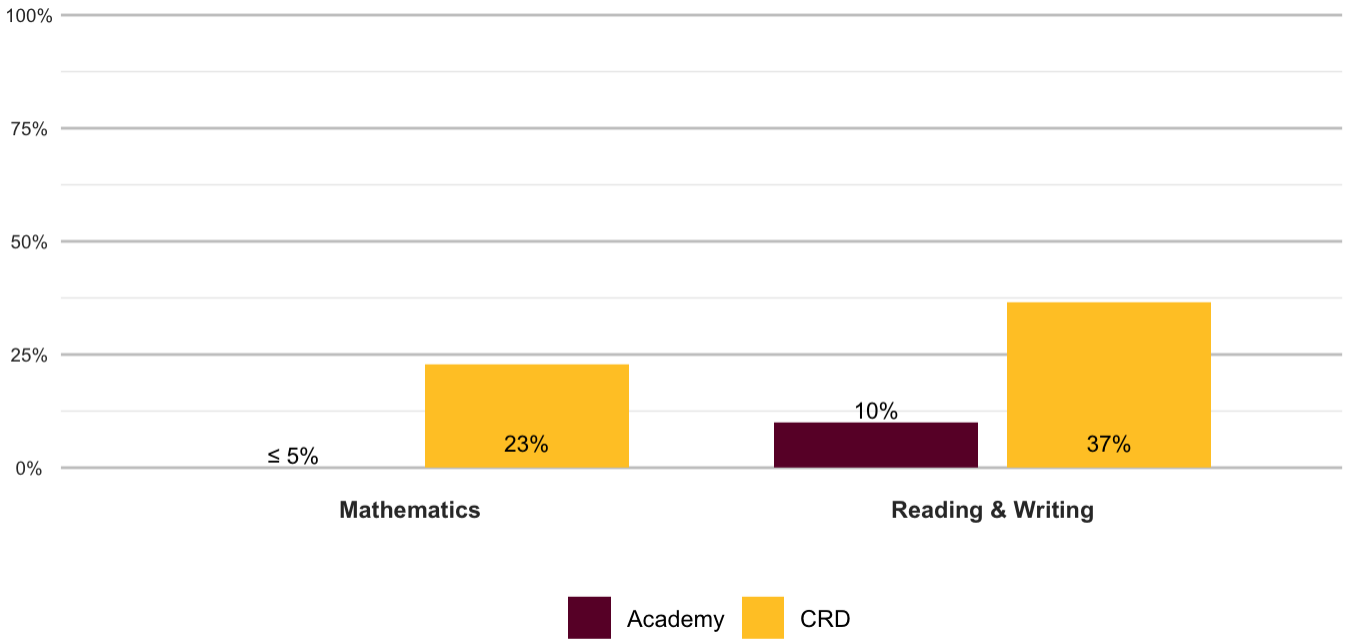
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



Bridge Academy of Southwest Michigan

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
347	530	386	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
-70	-53

Bridge Academy of Southwest Michigan

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics

* ≤ 5

Reading & Writing

15%

Bridge Academy of Southwest Michigan

SPRING 2025-2026 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.

2024-25 - Average Number of Courses Completed

4.62

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CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

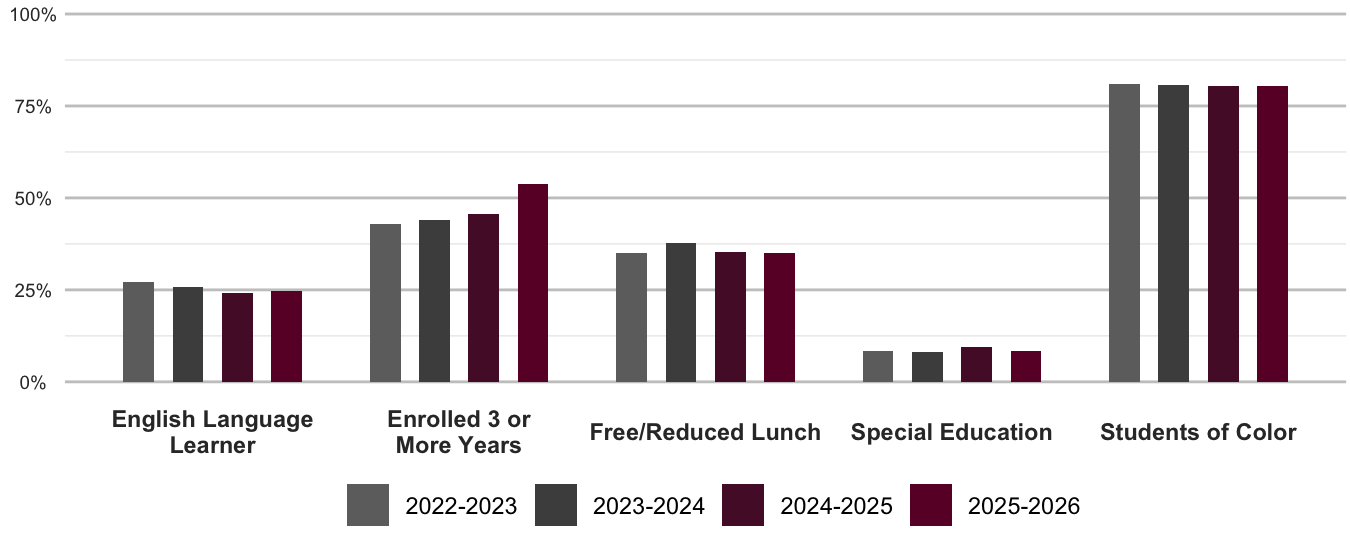
Canton Charter Academy

Last Updated On: November 2026

Canton Charter Academy

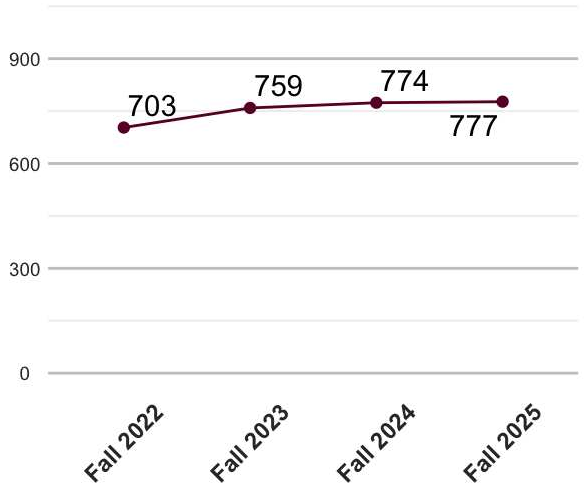
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	27.2%	25.8%	24.2%	24.6%
Special Education	8.3%	8.2%	9.4%	8.5%
Free/Reduced Lunch	35.1%	37.8%	35.3%	35.1%
Students of Color	81.1%	80.6%	80.5%	80.3%
Enrolled 3 or More Years	43.0%	43.9%	45.7%	53.7%

Enrollment



Where Students Come From

Assigned District	Students
Plymouth-Canton Community Schools	454
Wayne-Westland Community School District	96
Van Buren Public Schools	61
Ypsilanti Community Schools	36
Livonia Public Schools School District	29
Crestwood School District	11
Detroit Public Schools Community District	10
Garden City Public Schools	10
Westwood Community School District	10
Other	60

Canton Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
71%	+1	74%	+6

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
51%	-3	56%	+13

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
50th	55th

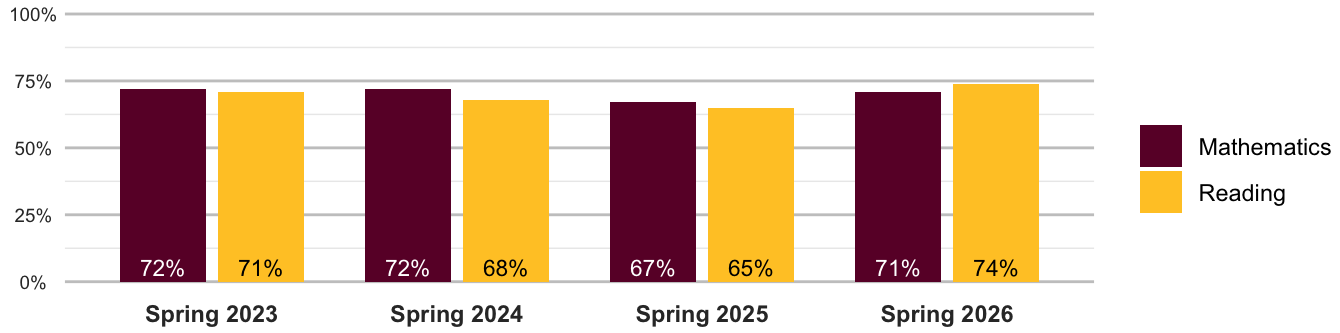
Canton Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

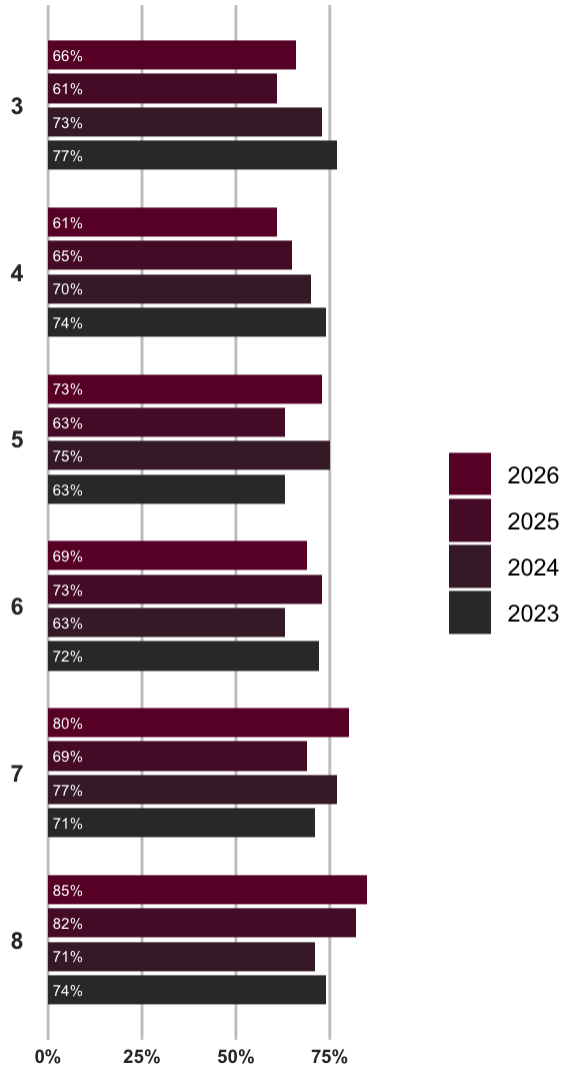
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

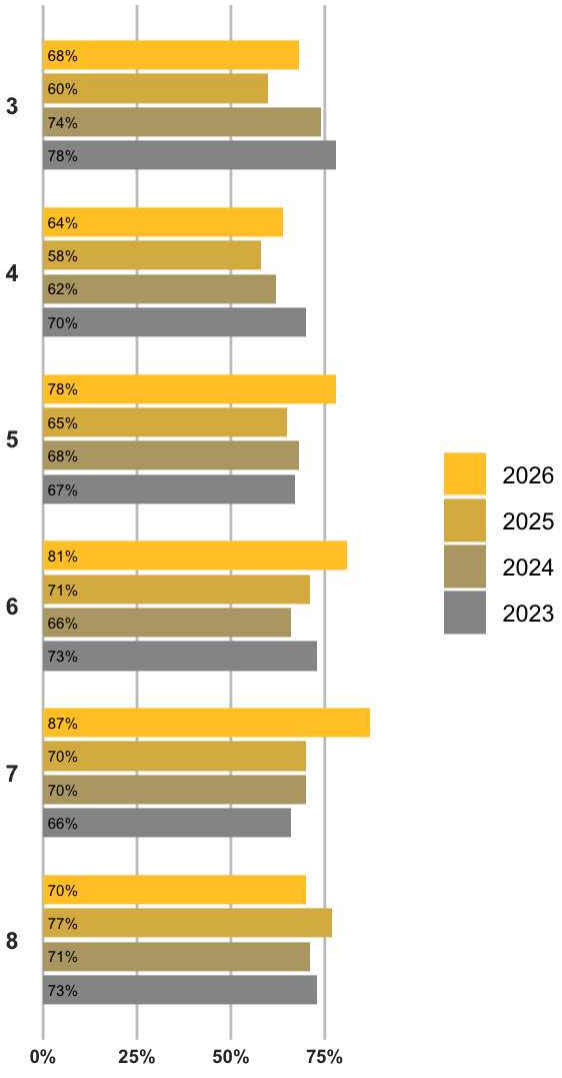


By Grade Level

Mathematics



Reading



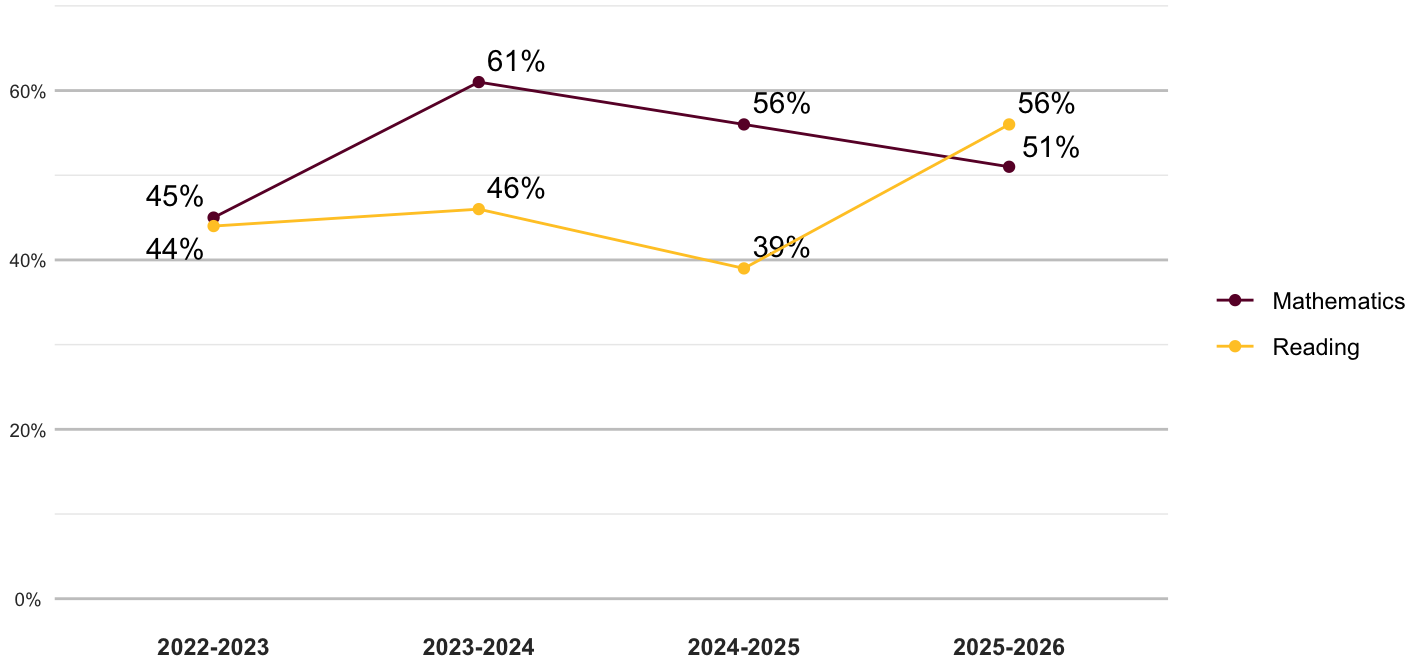
Canton Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

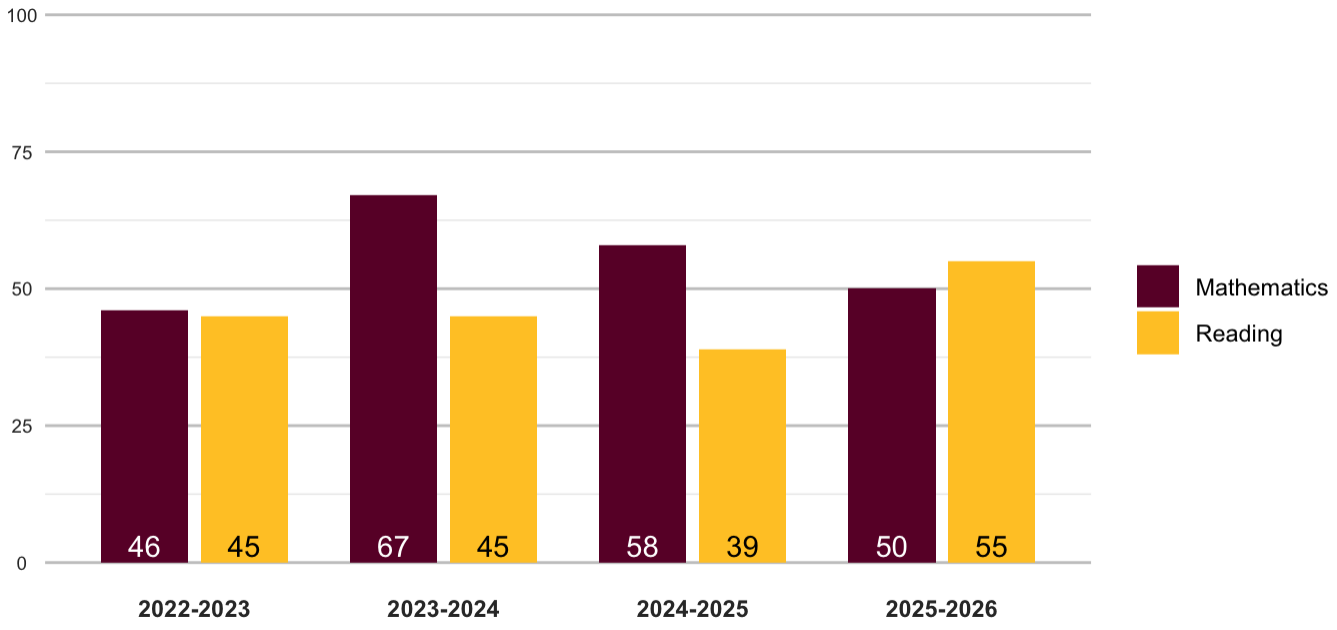
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Canton Charter Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
57%	+1	64%	+4

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+15	+19

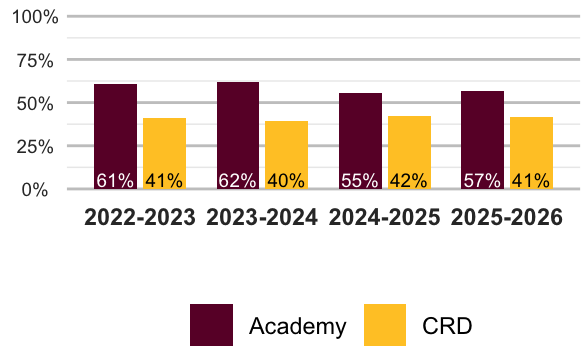
Canton Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

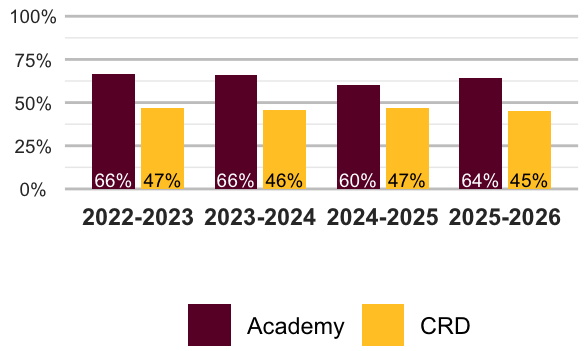
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

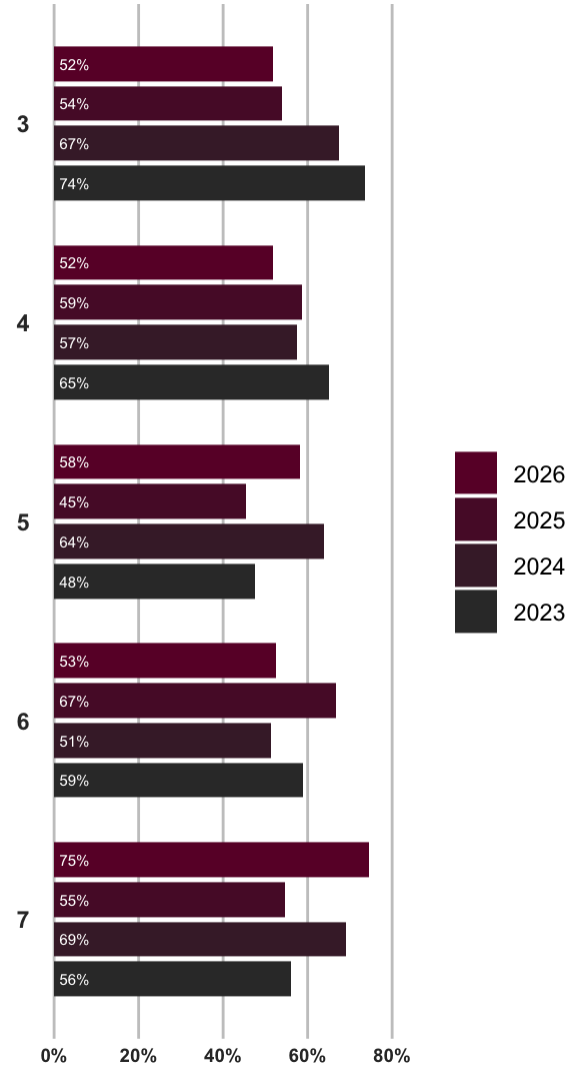


ELA

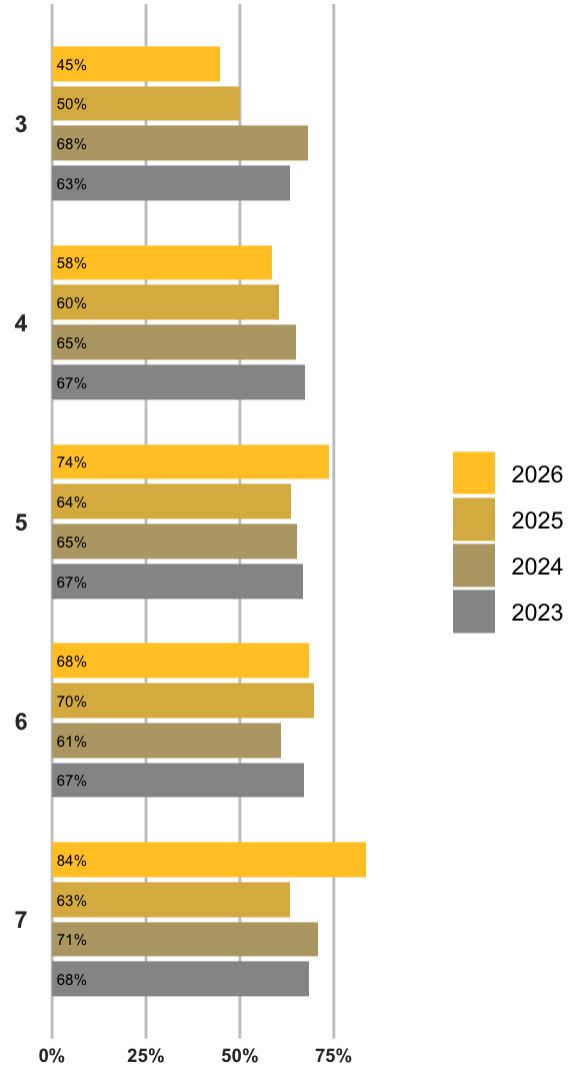


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Canton Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
64th

ELA
58th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+12

ELA
+8

THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

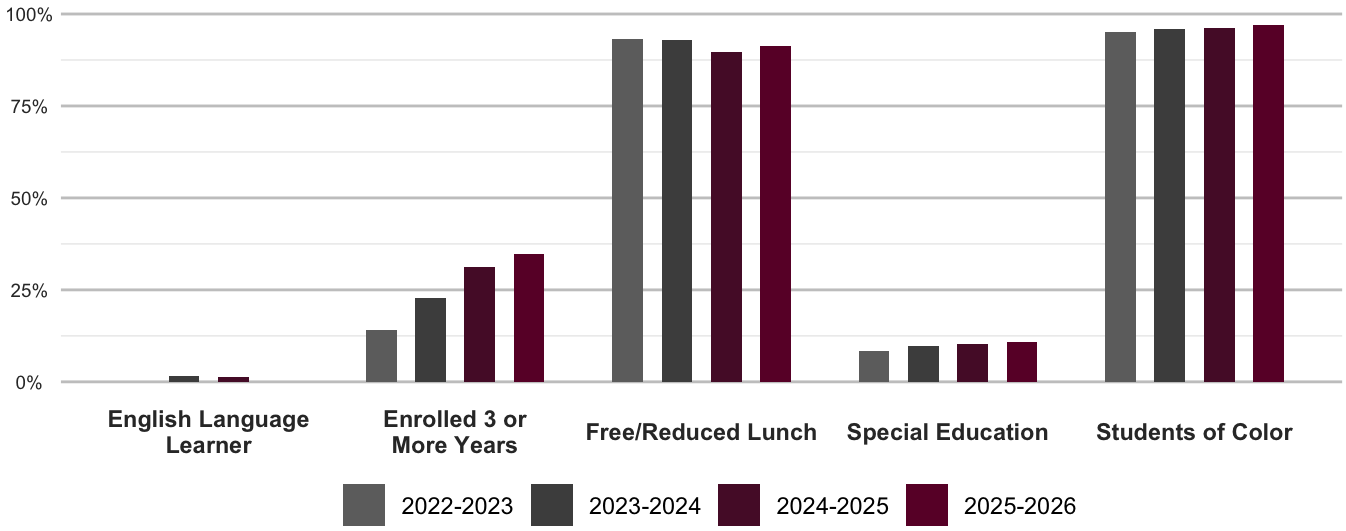
Center Line Preparatory Academy

Last Updated On: November 2026

Center Line Preparatory Academy

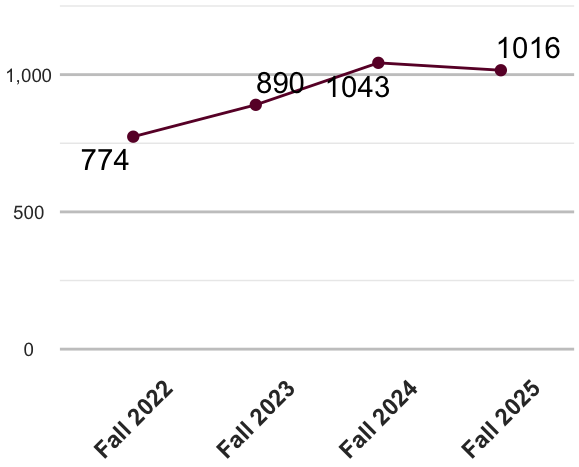
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	1.6%	1.2%	0.0%
Special Education	8.3%	9.7%	10.3%	10.7%
Free/Reduced Lunch	93.3%	92.8%	89.5%	91.4%
Students of Color	95.2%	96.0%	96.3%	97.1%
Enrolled 3 or More Years	14.2%	22.7%	31.2%	34.8%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	465
Van Dyke Public Schools	182
Eastpointe Community Schools	123
Center Line Public Schools	86
Fitzgerald Public Schools	37
Warren Consolidated Schools	34
Roseville Community Schools	14
Warren Woods Public Schools	13
Harper Woods, The School District of the City of	11
Other	51

Center Line Preparatory Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
42%	+17	44%	+10

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
50%	-1	47%	+5

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
50th	47th

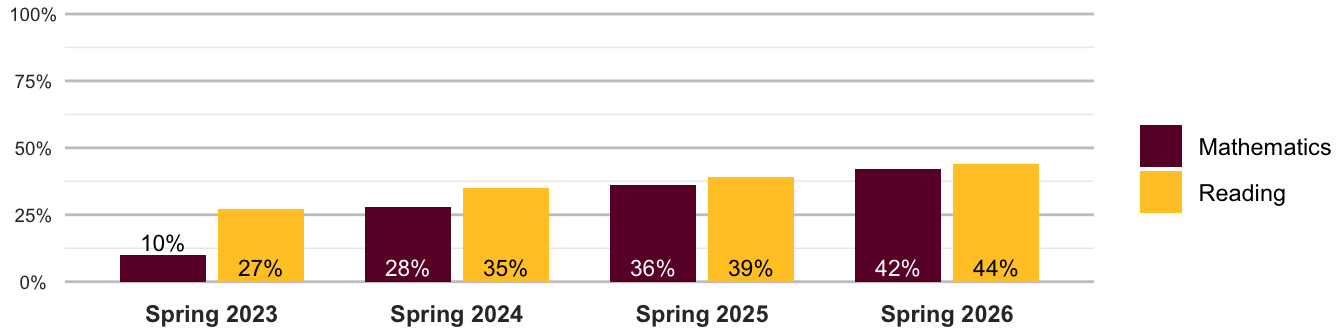
Center Line Preparatory Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

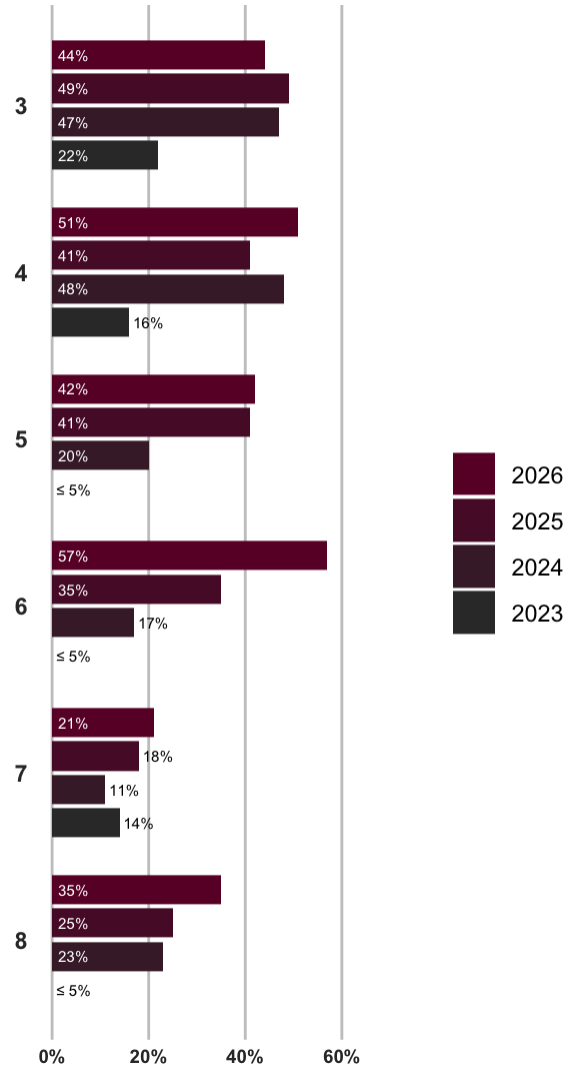
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

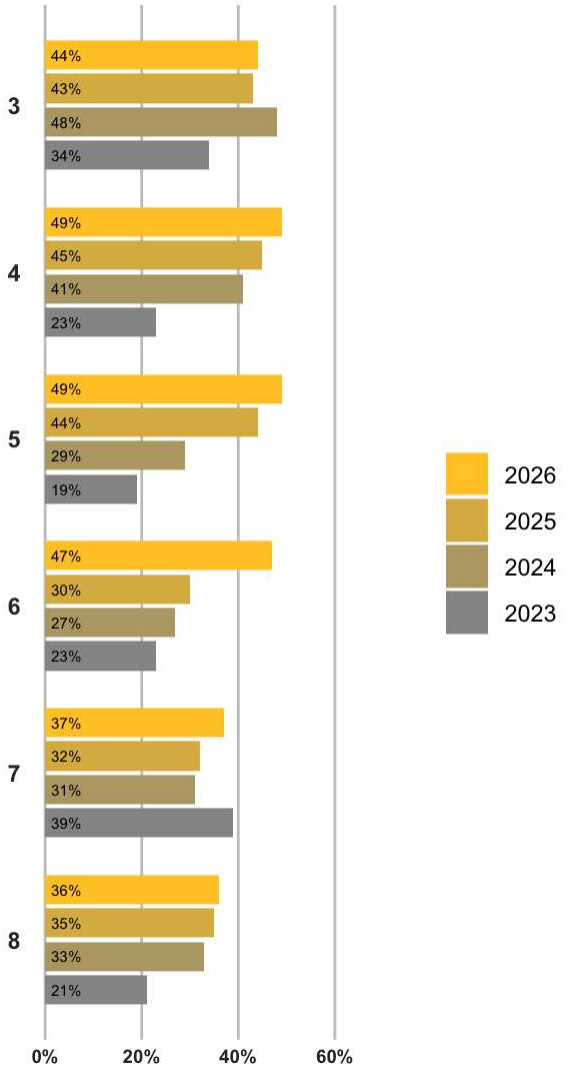


By Grade Level

Mathematics



Reading



Center Line Preparatory Academy

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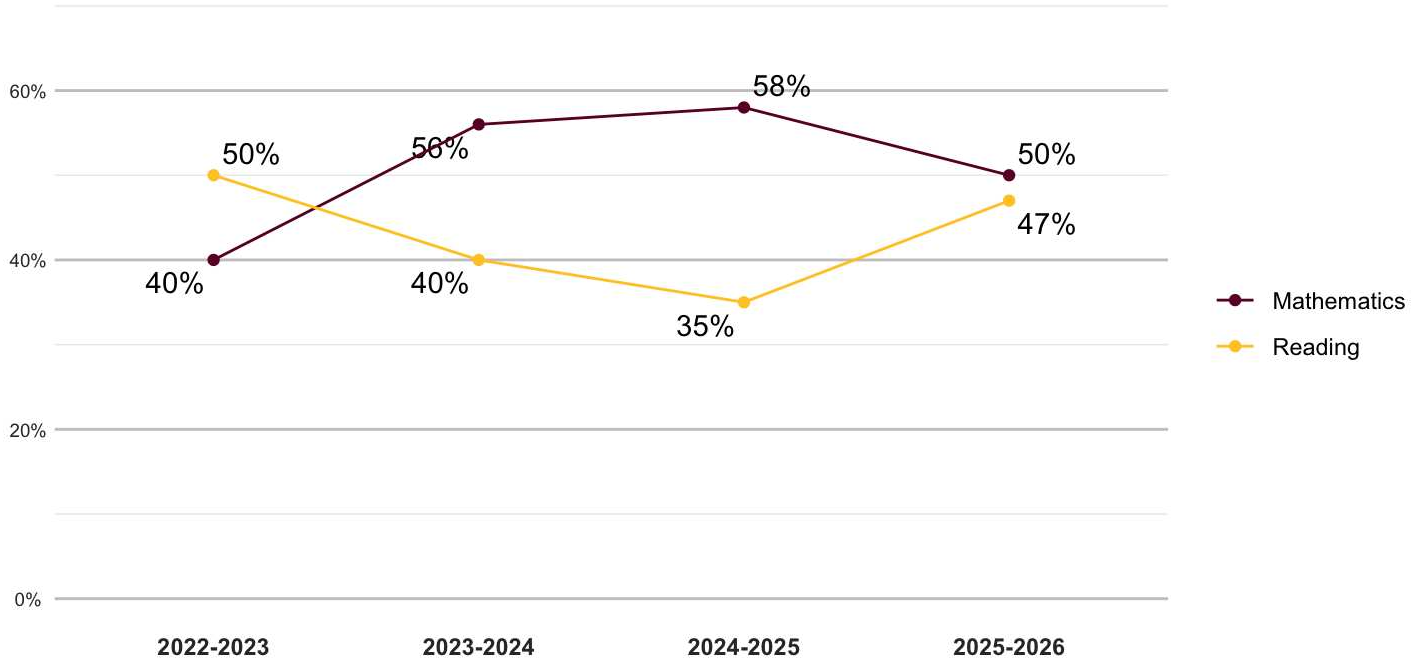
NWEA MAP Fall-to-Spring Growth

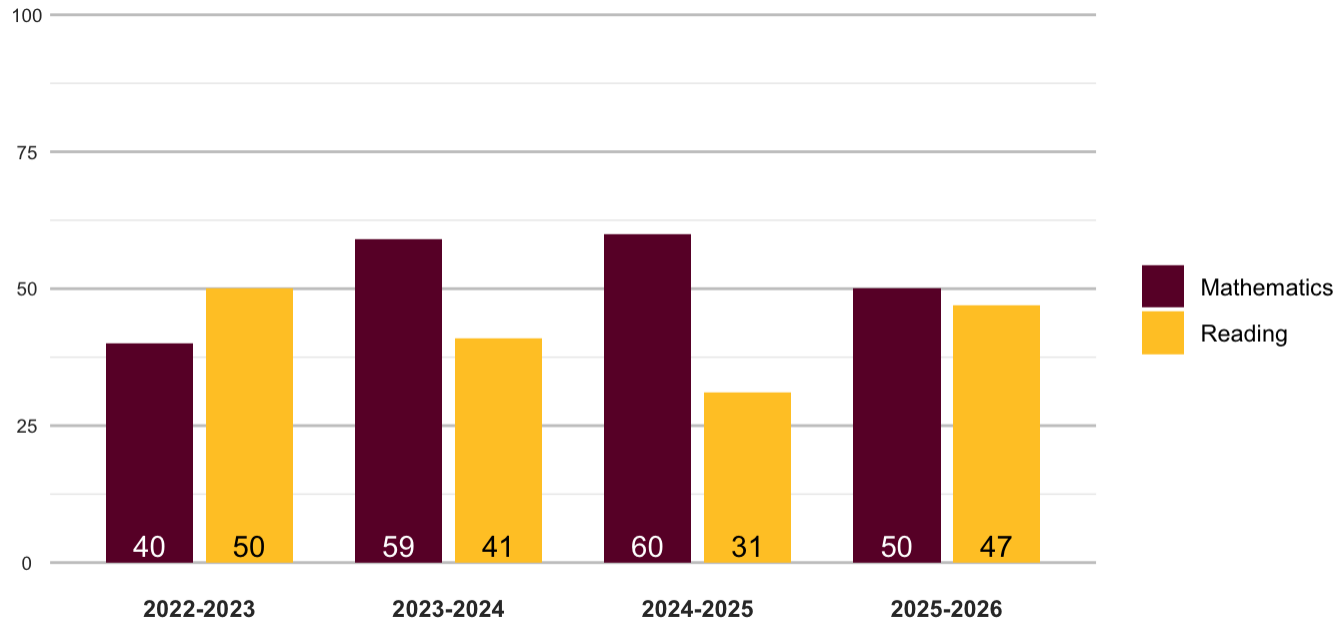
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
25%	+1	29%	+0

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+10	+10

Center Line Preparatory Academy

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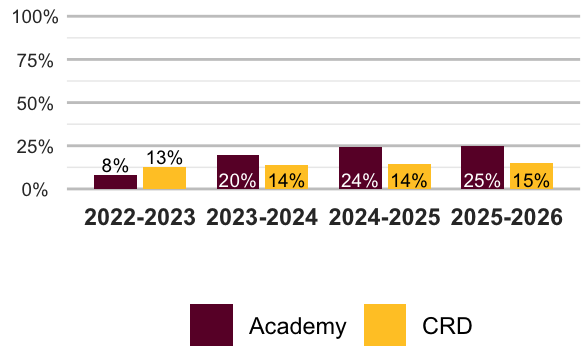
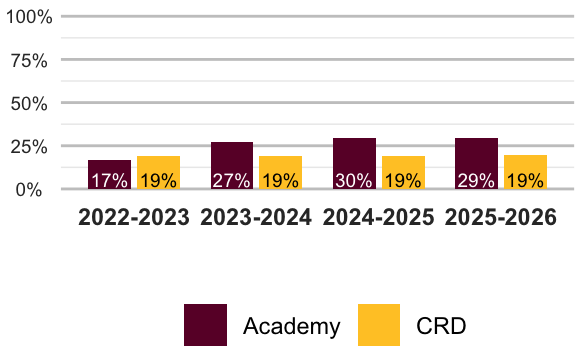
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

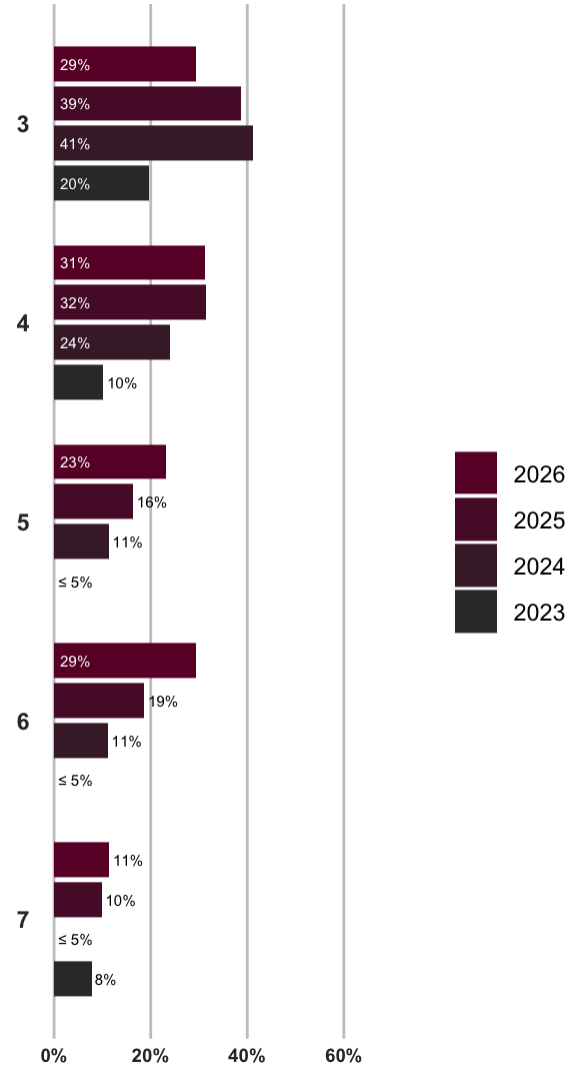


ELA

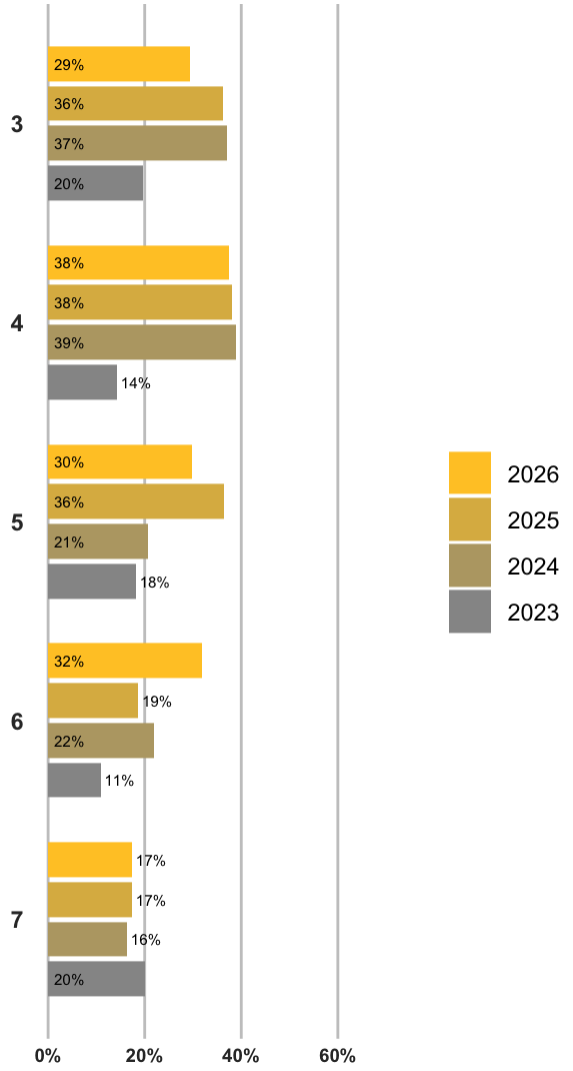


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Center Line Preparatory Academy

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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics	ELA
52nd	49th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics	ELA
+5	+1

Center Line Preparatory Academy

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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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
* ≤ 5	+2	18%	-1

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

Mathematics	Reading & Writing
-11	-13

* 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.

Center Line Preparatory Academy

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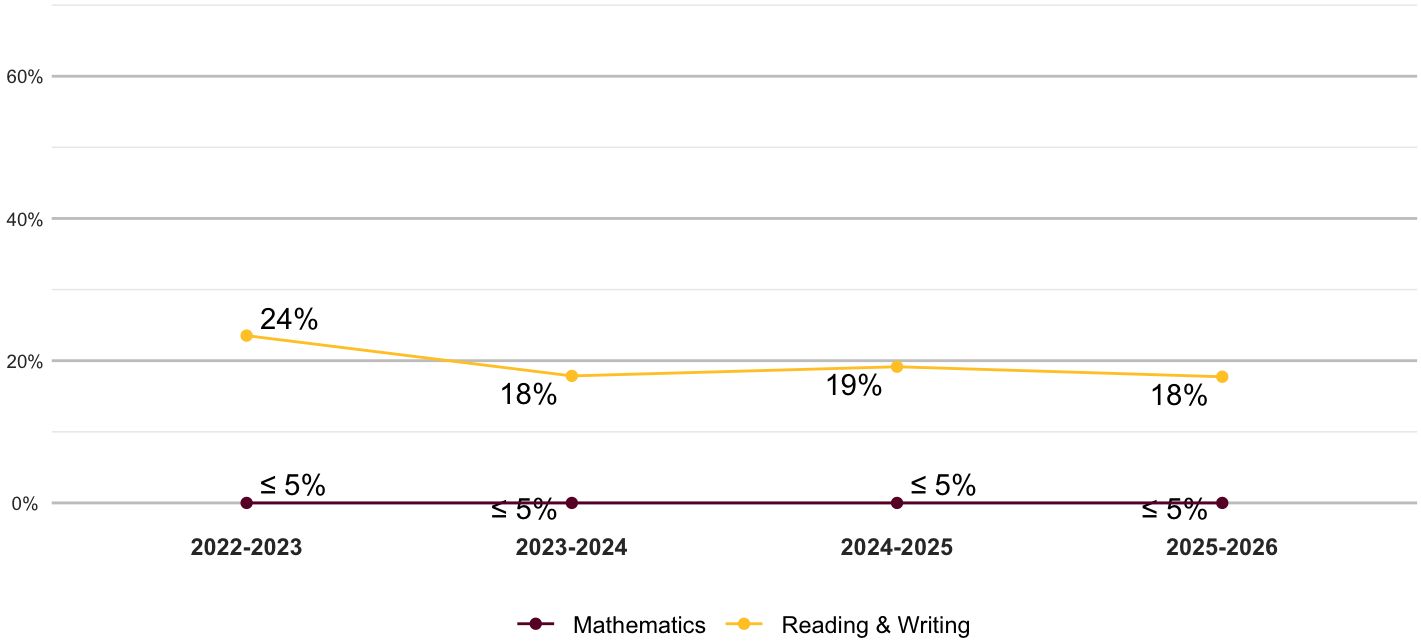
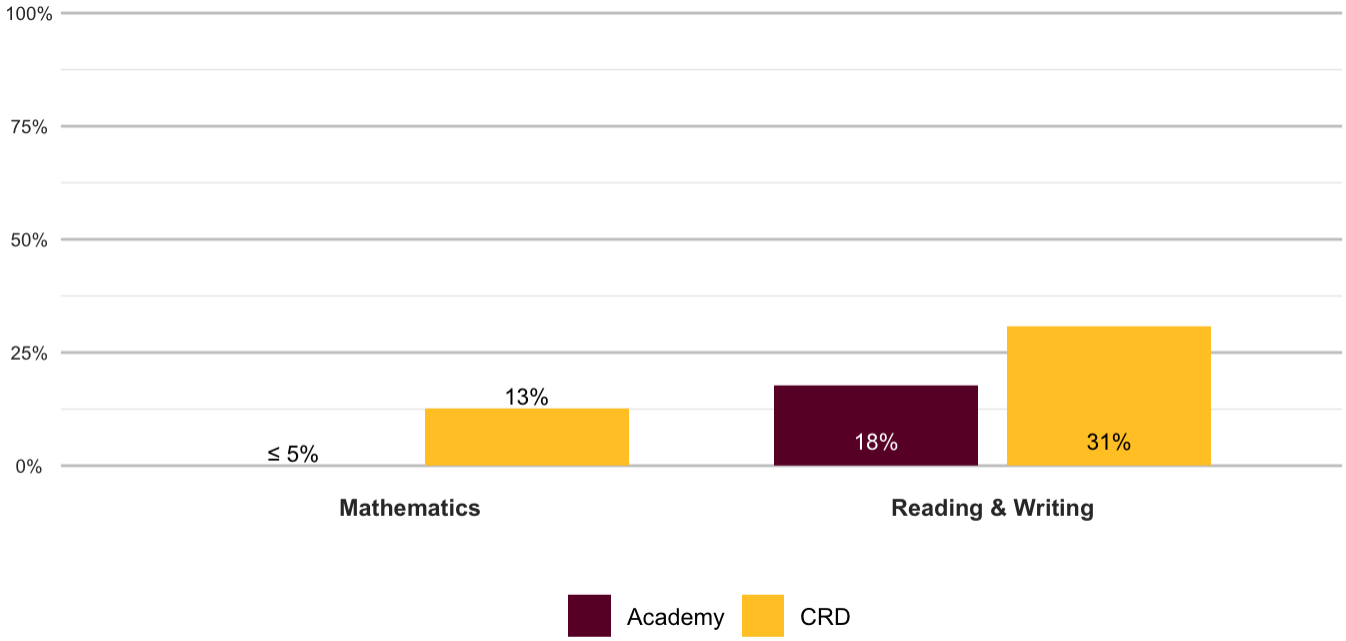
SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



Center Line Preparatory Academy

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Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
359	530	398	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
-42	-32

Center Line Preparatory Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
10%

Reading & Writing
25%

THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

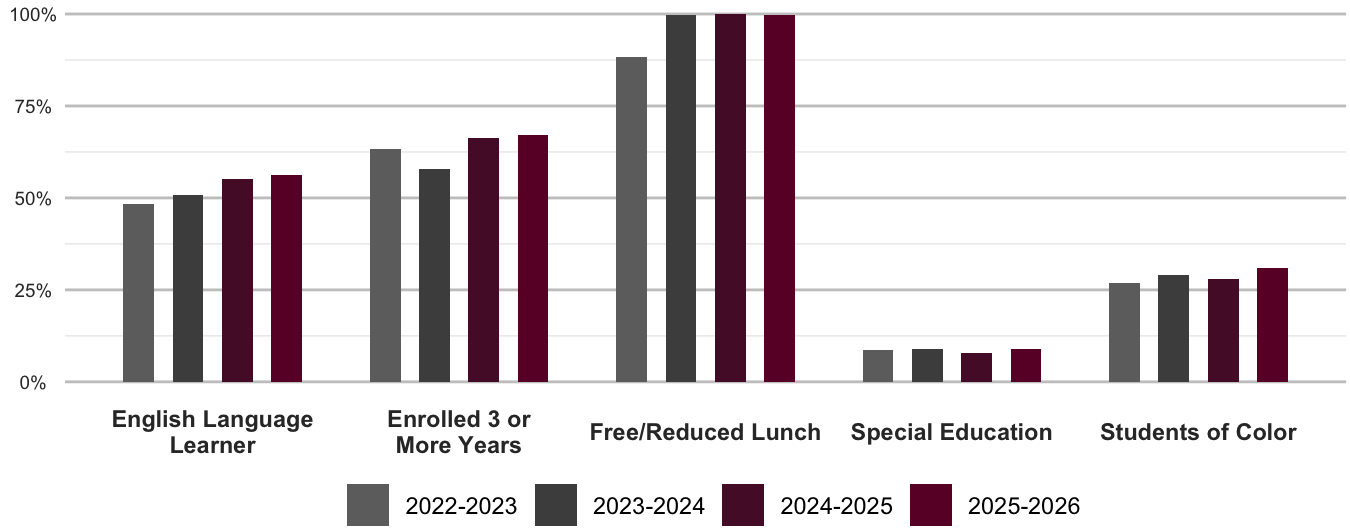
Central Academy

Last Updated On: November 2026

Central Academy

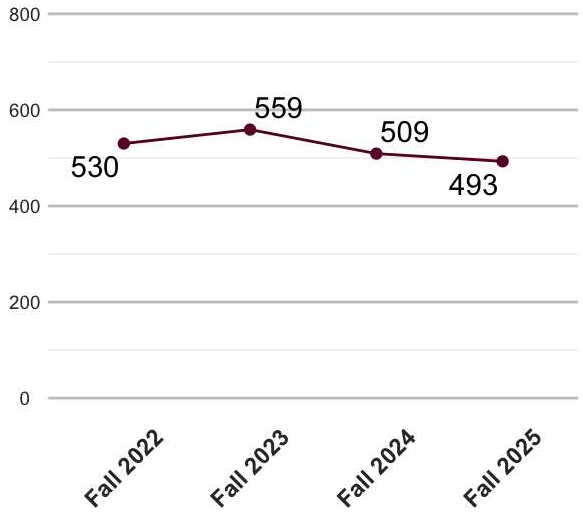
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	48.3%	50.8%	55.0%	56.2%
Special Education	8.7%	8.9%	7.9%	8.9%
Free/Reduced Lunch	88.3%	99.6%	100.0%	99.8%
Students of Color	26.8%	29.0%	27.9%	30.8%
Enrolled 3 or More Years	63.4%	57.8%	66.4%	67.1%

Enrollment



Where Students Come From

Assigned District	Students
Ypsilanti Community Schools	296
Ann Arbor Public Schools	182
Van Buren Public Schools	3
Whitmore Lake Public School District	3
Wayne-Westland Community School District	2
Williamston Community Schools	2
Eastpointe Community Schools	1
Hamtramck, School District of the City of	1
Lincoln Consolidated School District	1
Other	2

Central Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
35%	-1	40%	+6

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
55%	-2	57%	+8

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
54th	55th

Central Academy

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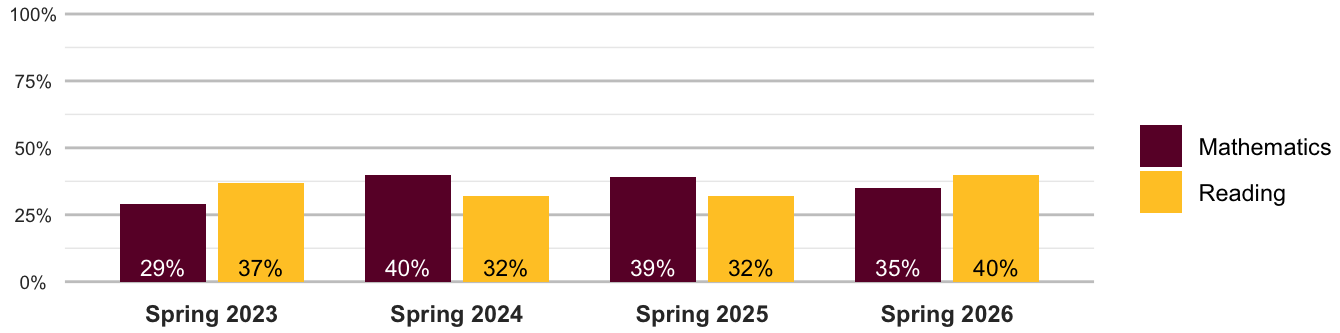
Percent Meeting NWEA MAP Spring Achievement National Norms

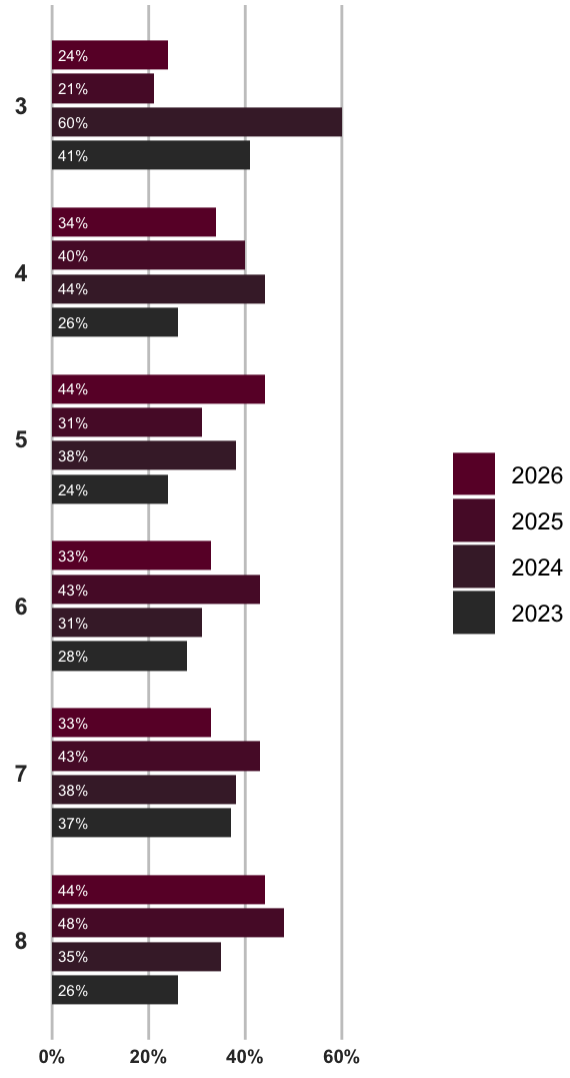
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

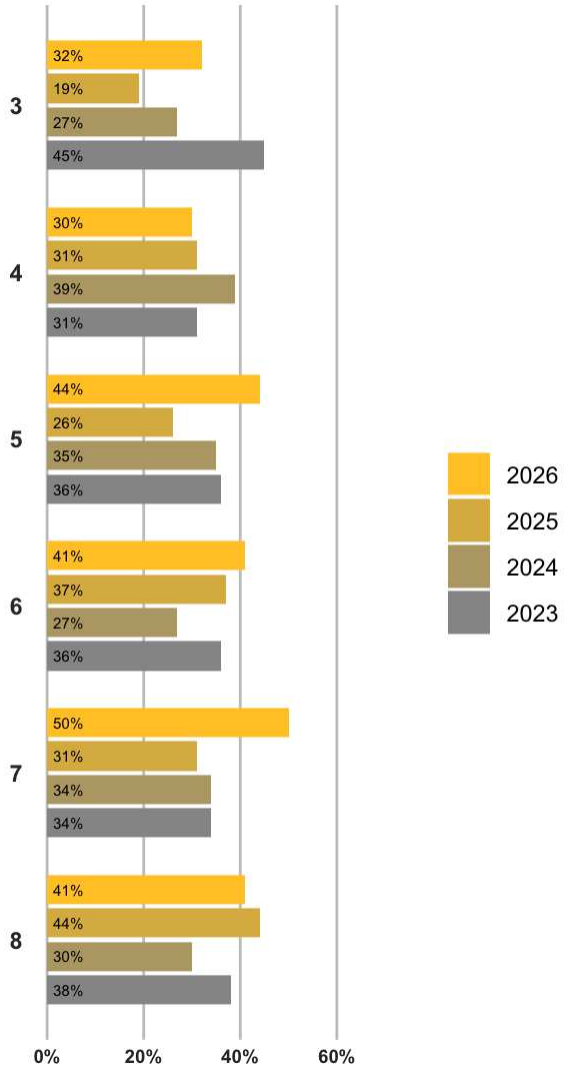


By Grade Level

Mathematics



Reading



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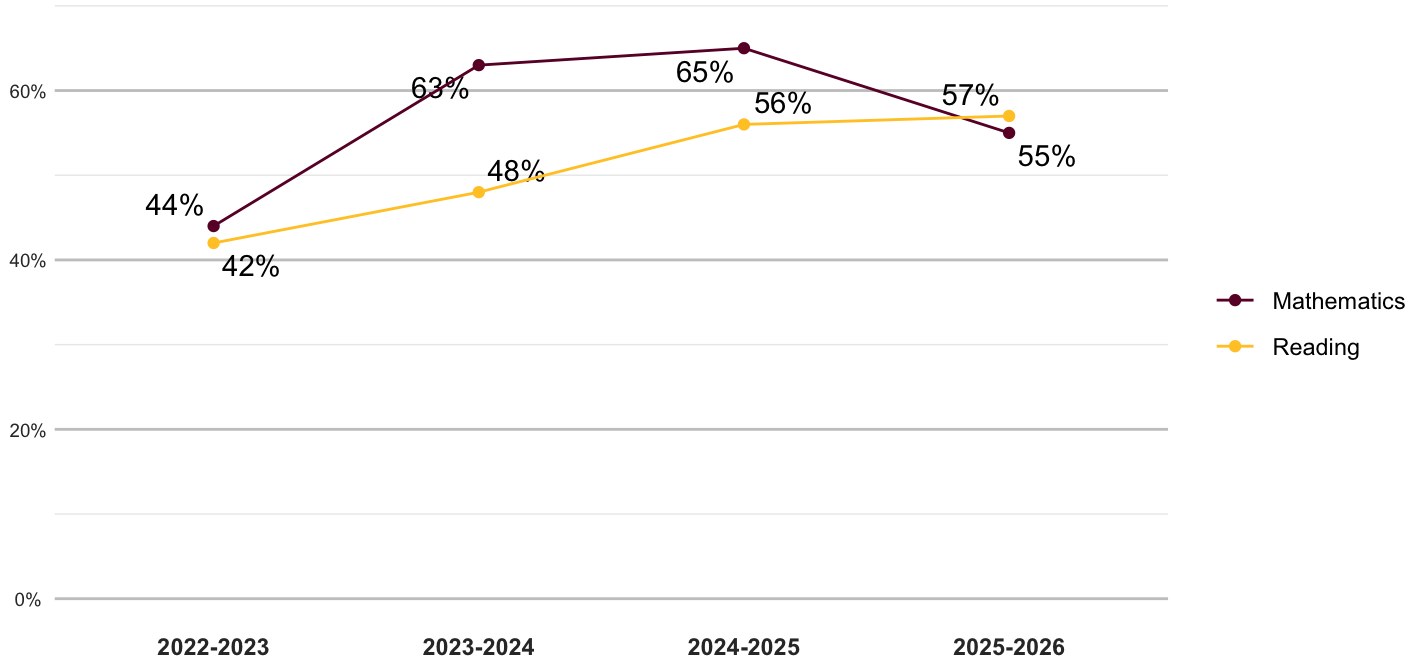
NWEA MAP Fall-to-Spring Growth

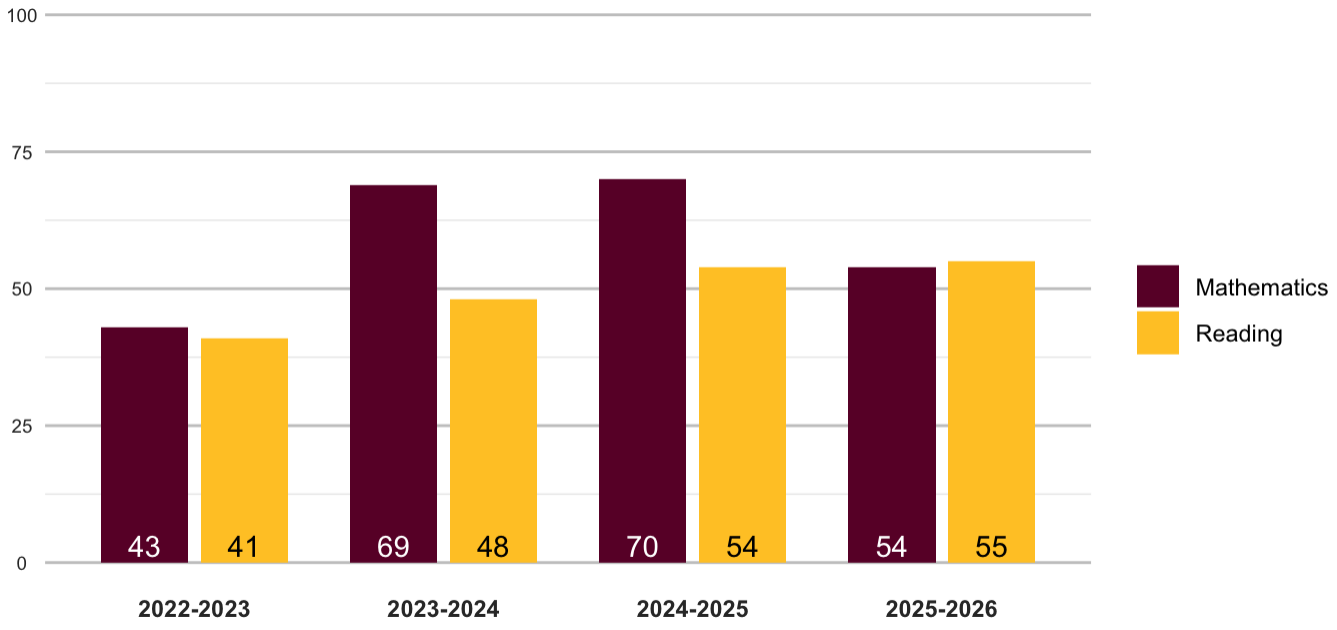
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
17%	-1	14%	-4

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-13	-21

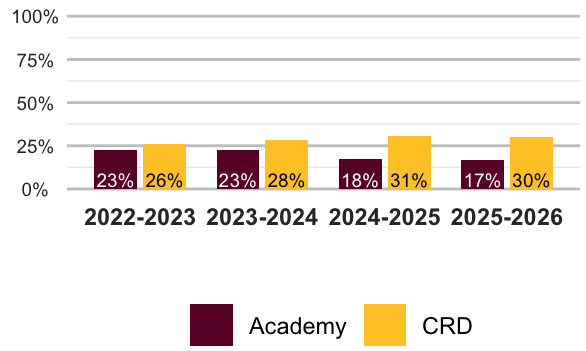
Central Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

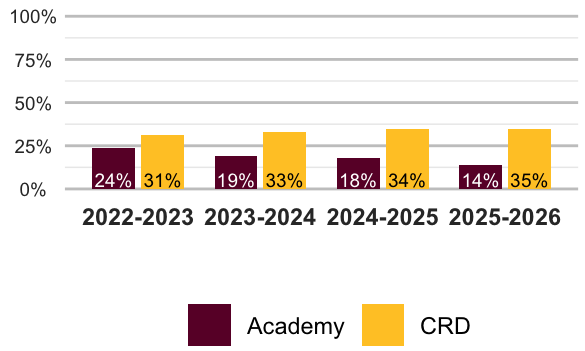
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

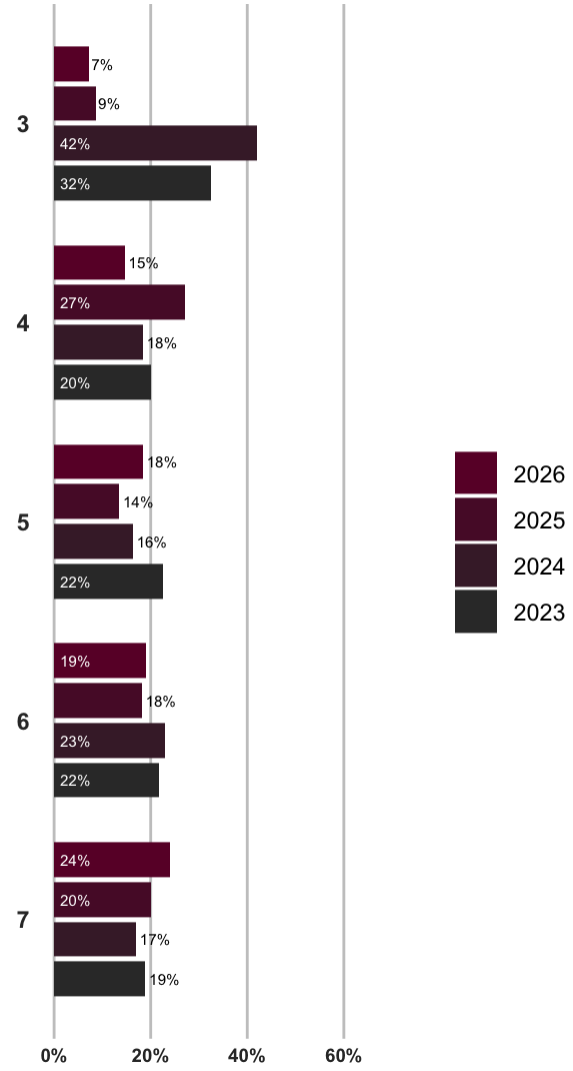


ELA

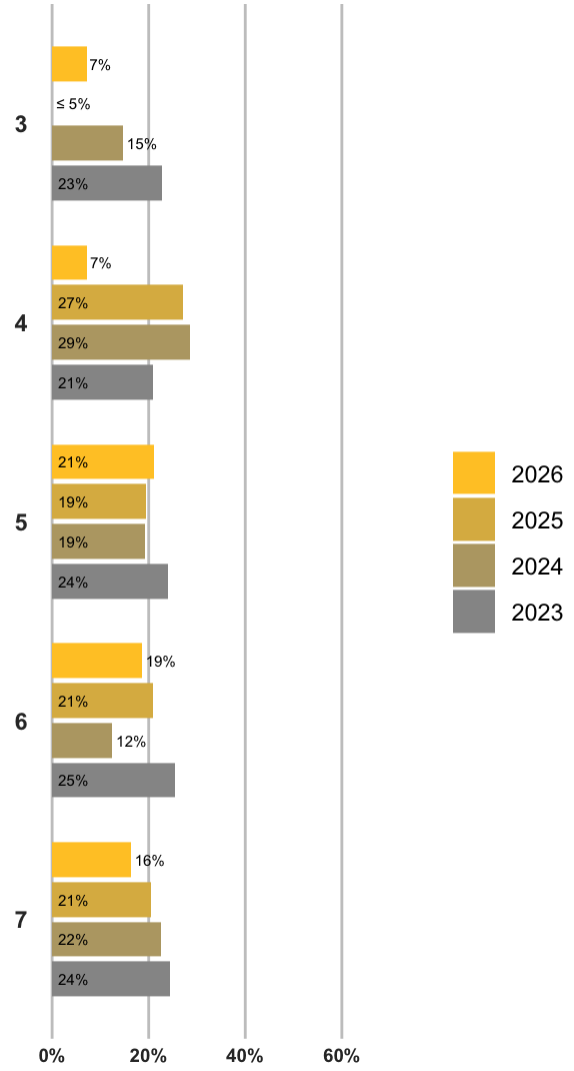


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Central Academy

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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
53rd

ELA
51st

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+4

ELA
0

Central Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
16%	+3	19%	-4

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

Mathematics	Reading & Writing
-6	-18

Central Academy

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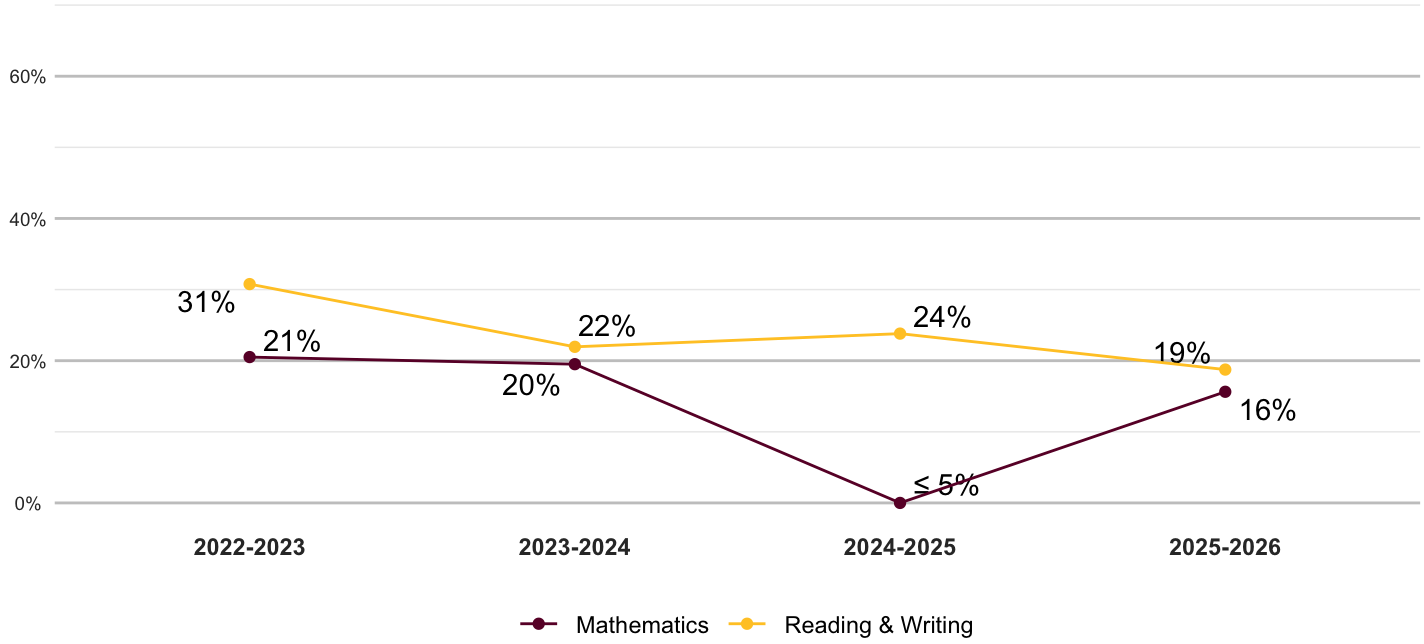
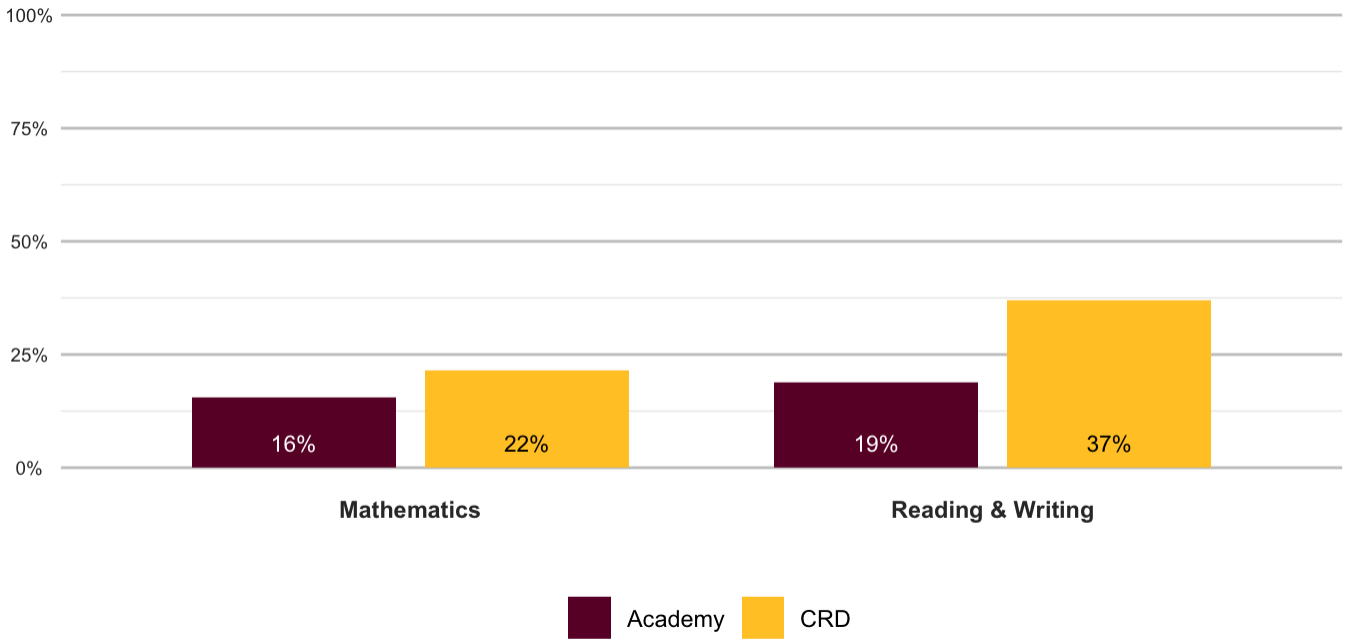
SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



Central Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
427	530	392	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
+0	-62

Central Academy

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High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
28%

Reading & Writing
30%

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CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

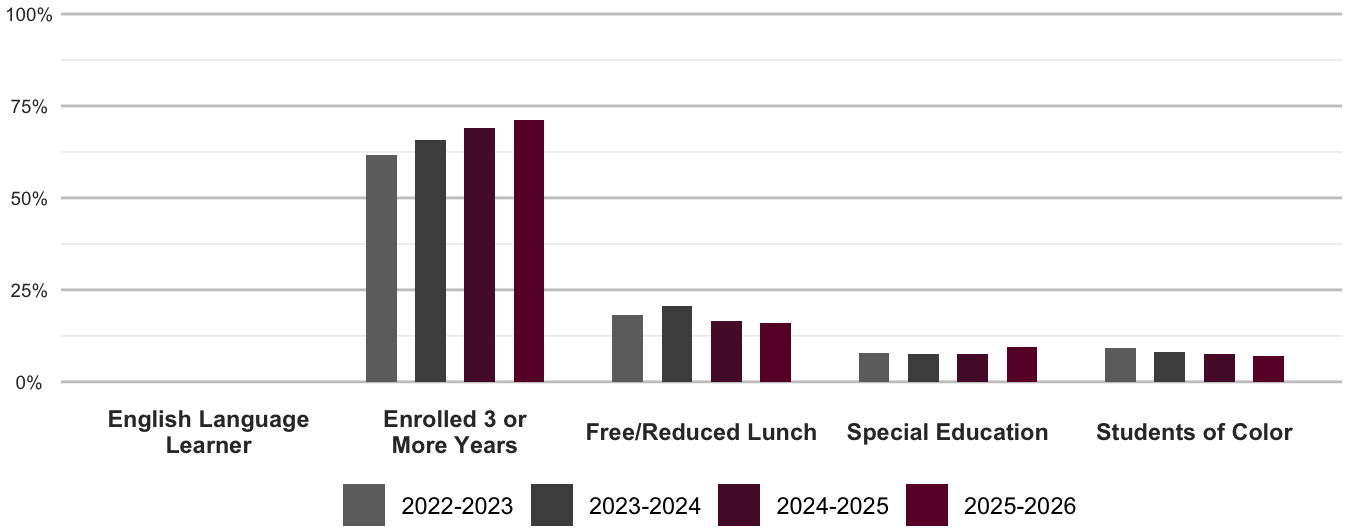
Charyl Stockwell Academy

Last Updated On: November 2026

Charyl Stockwell Academy

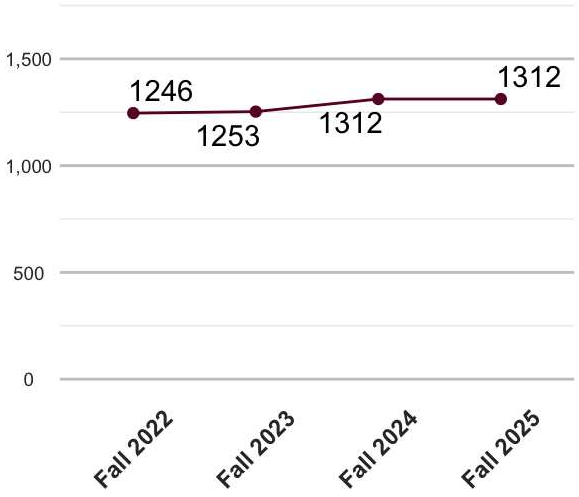
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	7.9%	7.6%	7.7%	9.4%
Free/Reduced Lunch	18.3%	20.8%	16.5%	16.1%
Students of Color	9.3%	8.1%	7.6%	7.1%
Enrolled 3 or More Years	61.6%	65.8%	69.0%	71.2%

Enrollment



Where Students Come From

Assigned District	Students
Howell Public Schools	336
Hartland Consolidated Schools	269
Huron Valley Schools	200
Brighton Area Schools	141
South Lyon Community Schools	66
Fenton Area Public Schools	49
Fowlerville Community Schools	49
Linden Community Schools	42
Pinckney Community Schools	35
Other	125

Charyl Stockwell Academy

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NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
69%	+9	77%	+11

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
53%	-6	58%	+10

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
52nd	56th

Charyl Stockwell Academy

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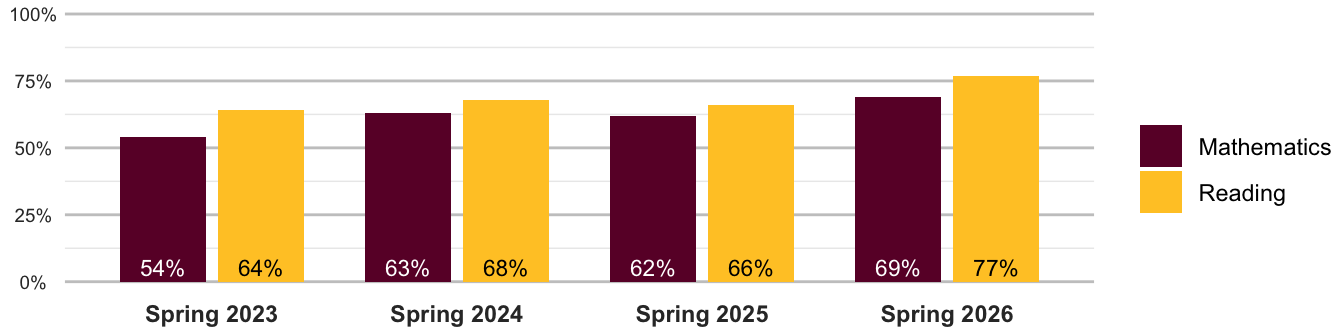
Percent Meeting NWEA MAP Spring Achievement National Norms

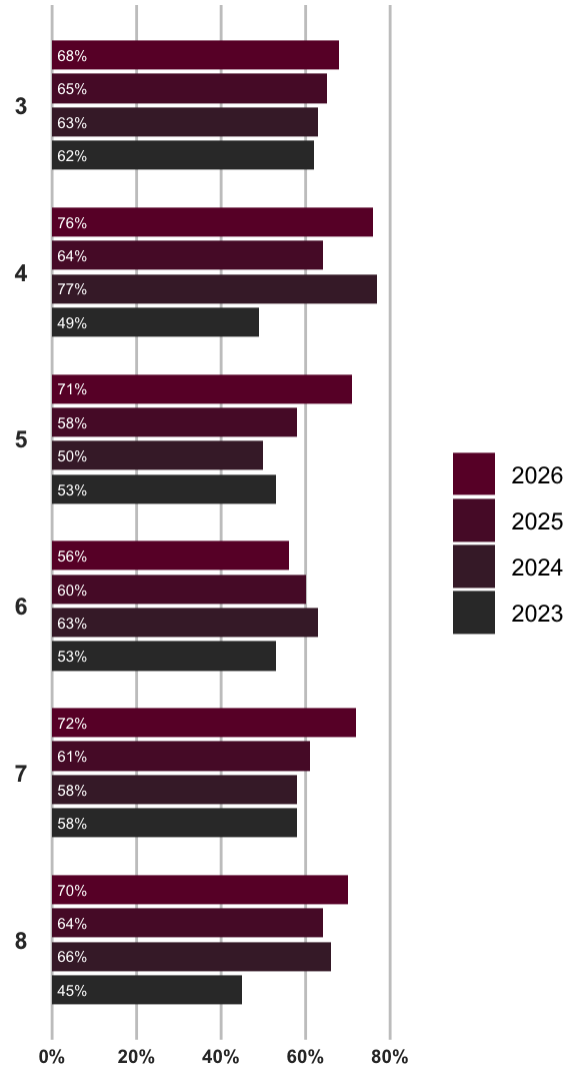
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

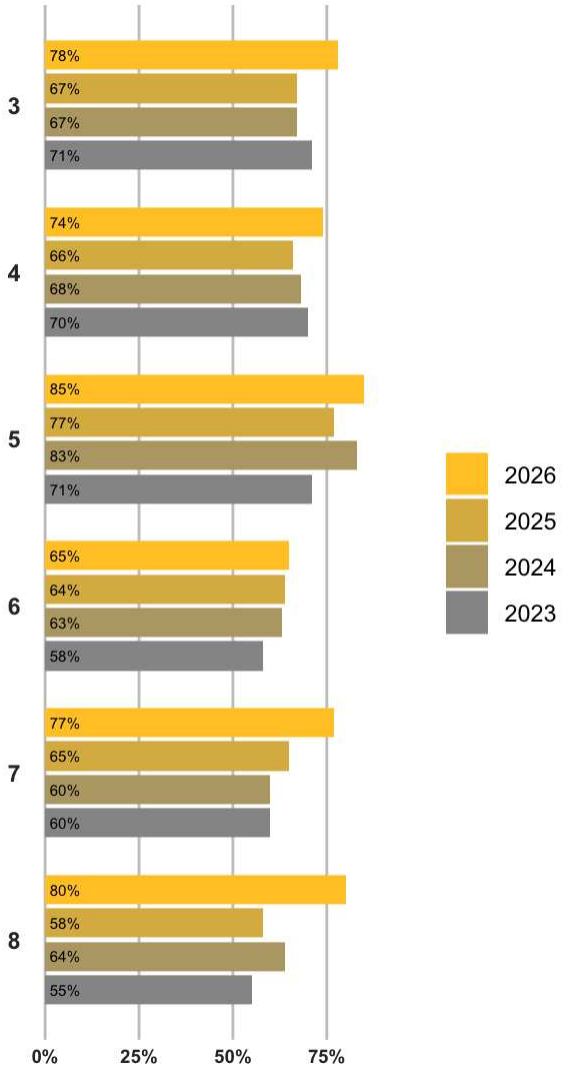


By Grade Level

Mathematics



Reading



Charyl Stockwell Academy

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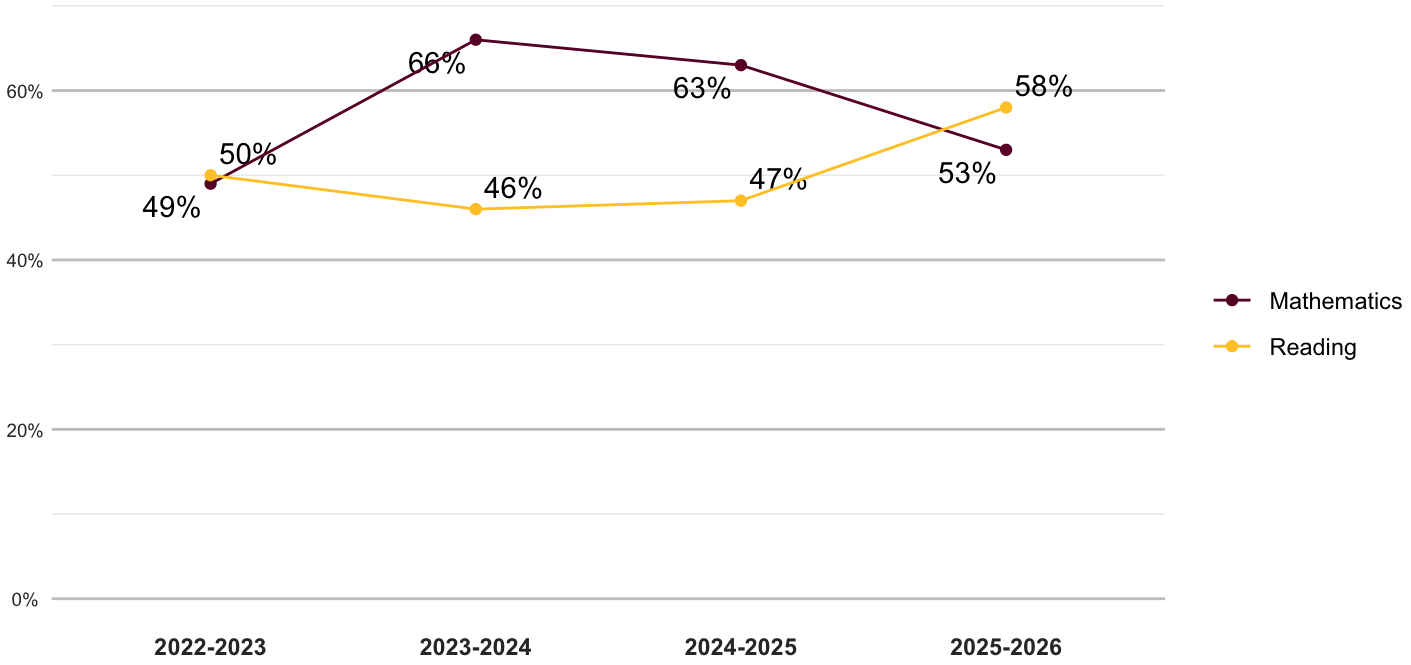
NWEA MAP Fall-to-Spring Growth

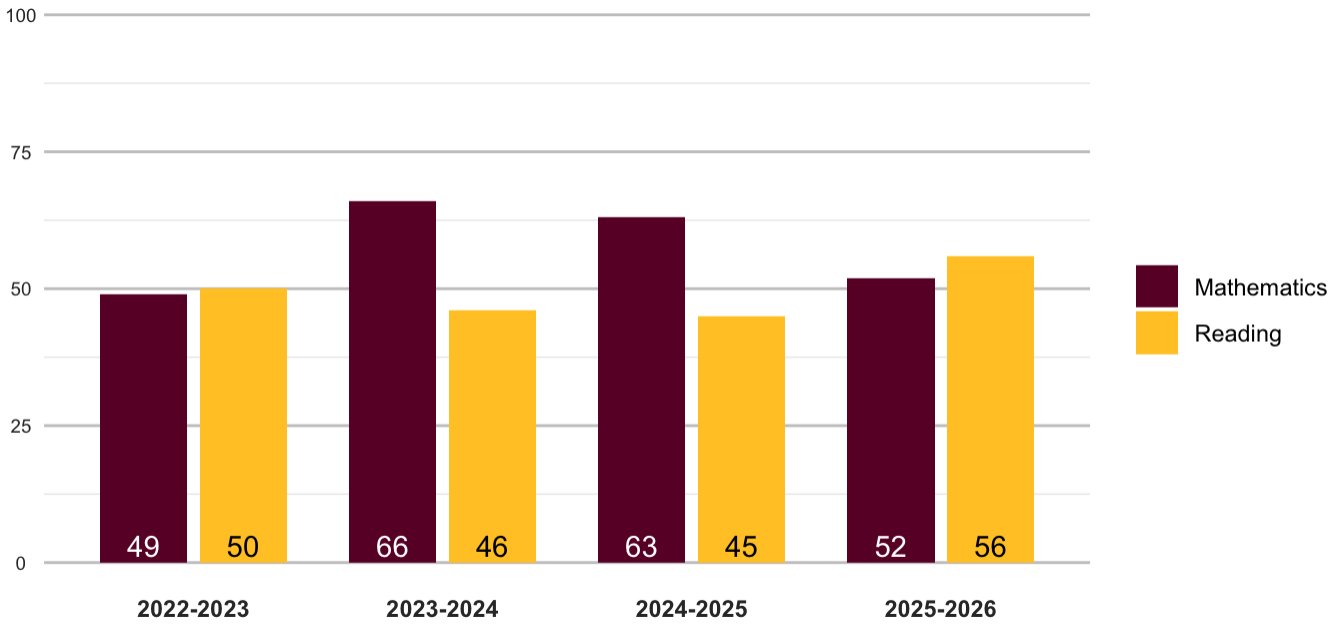
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
43%	+2	56%	-5

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-9	+3

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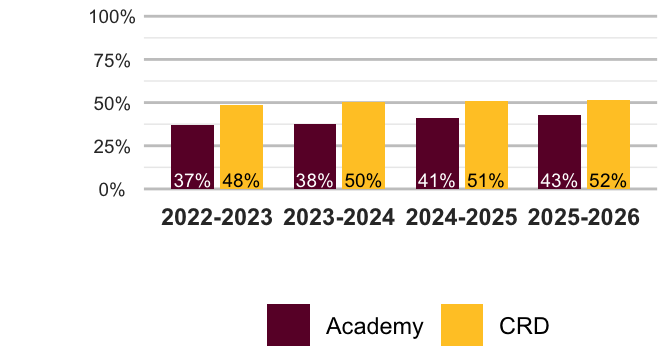
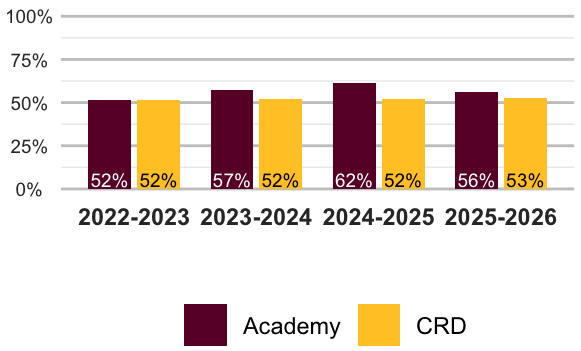
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

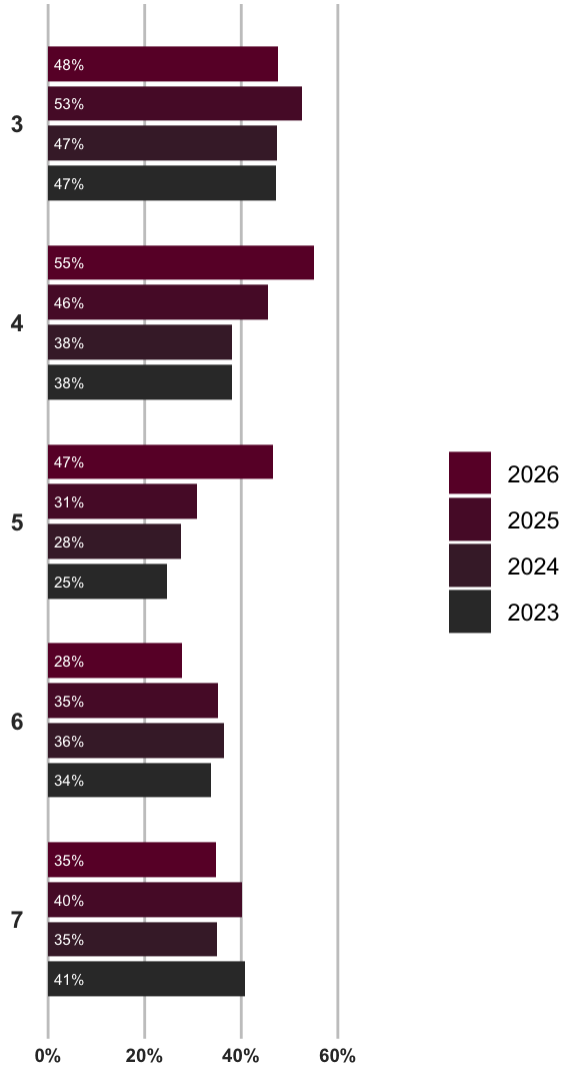


ELA

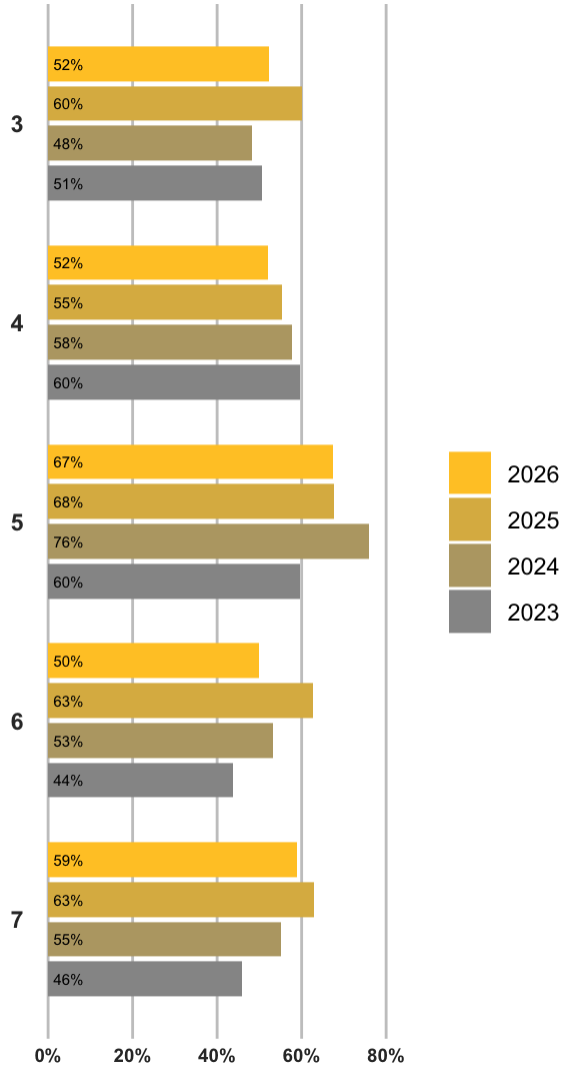


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
50th

ELA
51st

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
-2

ELA
0

Charyl Stockwell Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
27%	+3	70%	-5

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

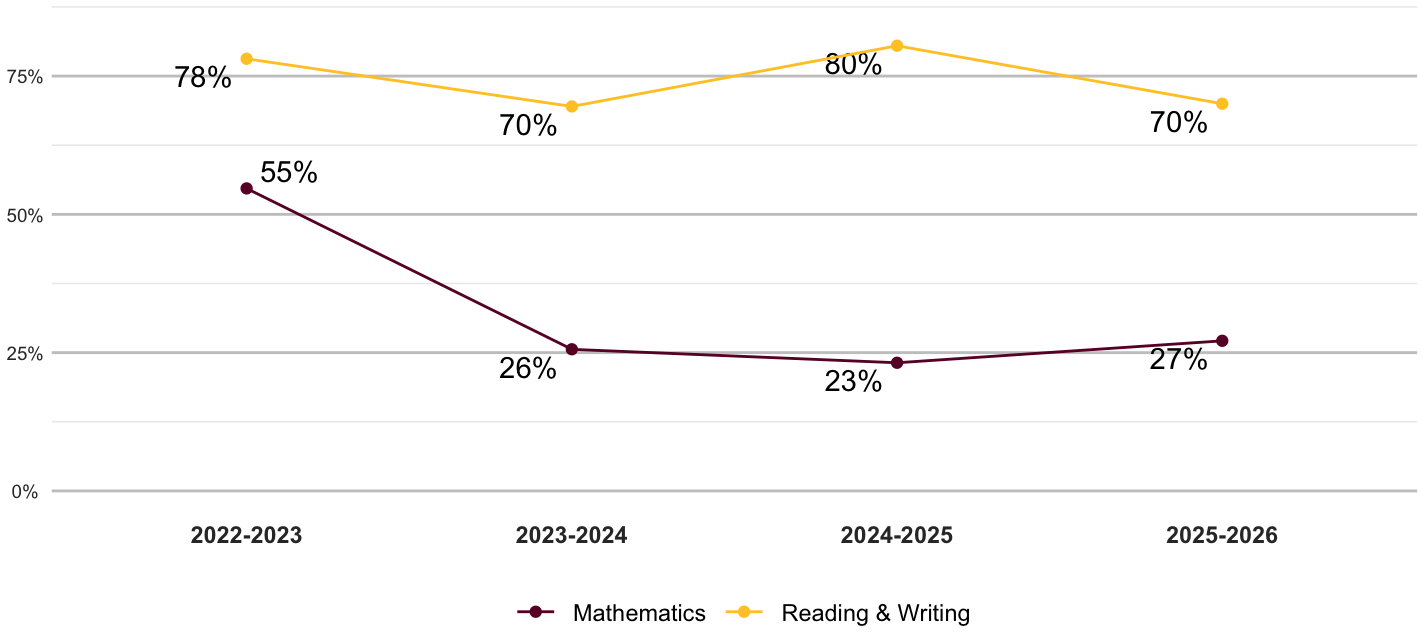
Mathematics	Reading & Writing
-7	+7

Charyl Stockwell Academy

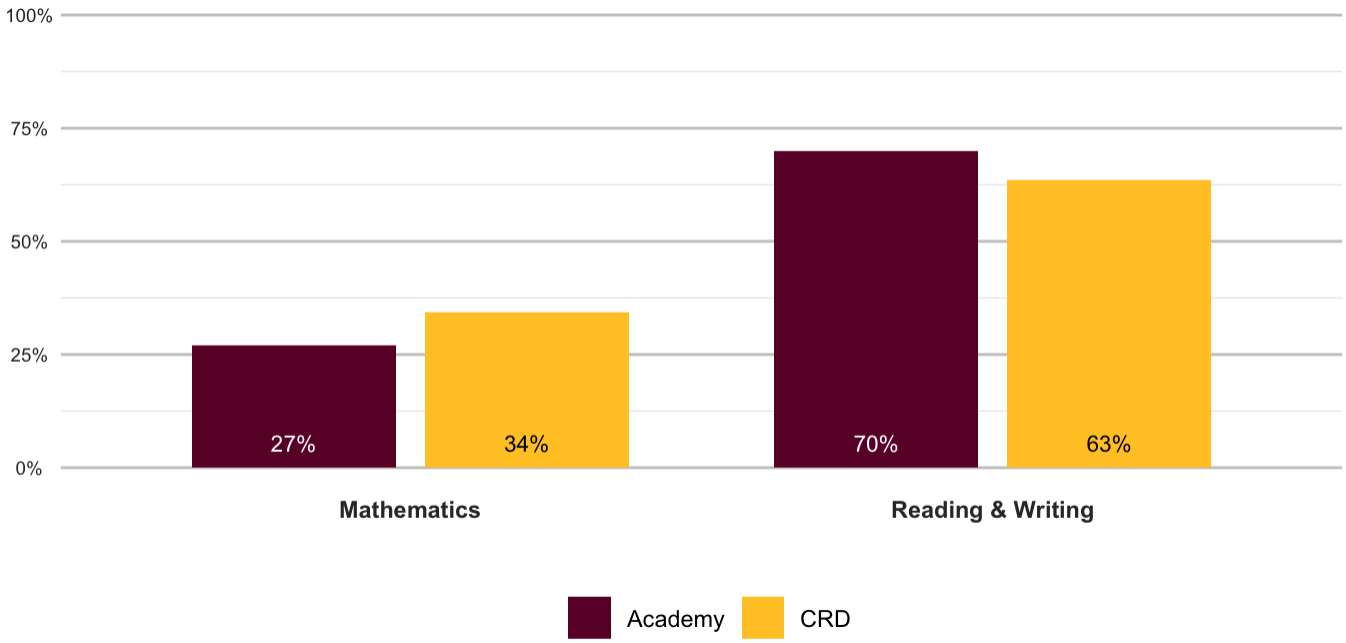
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



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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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
477	530	531	480

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The average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
-9	+20

Charyl Stockwell Academy

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High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
43%

Reading & Writing
46%

THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

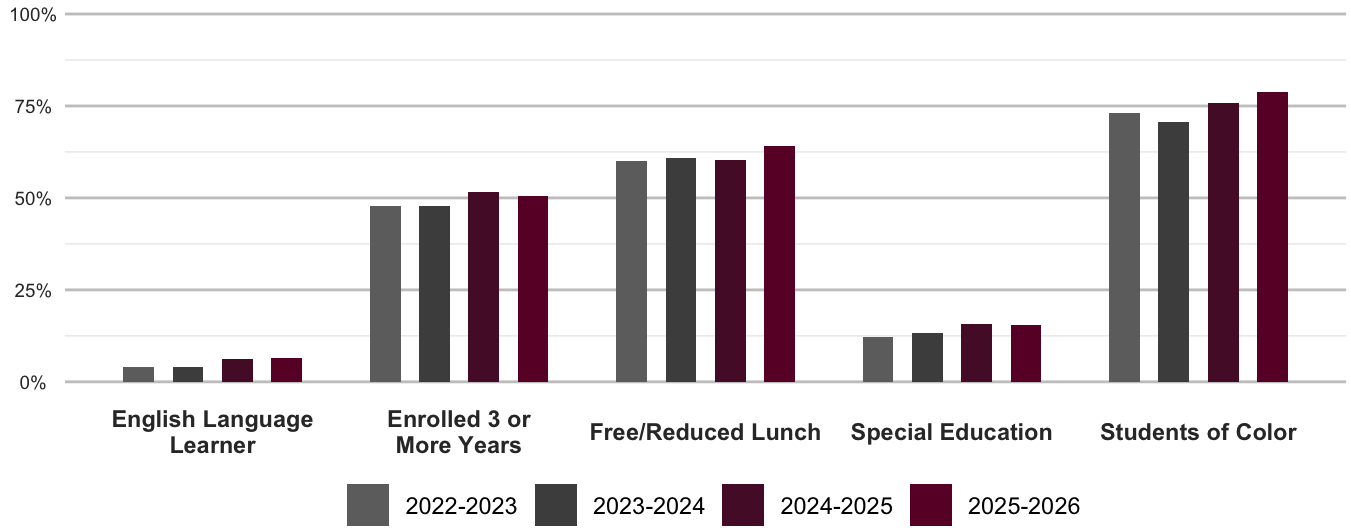
Cole Academy

Last Updated On: November 2026

Cole Academy

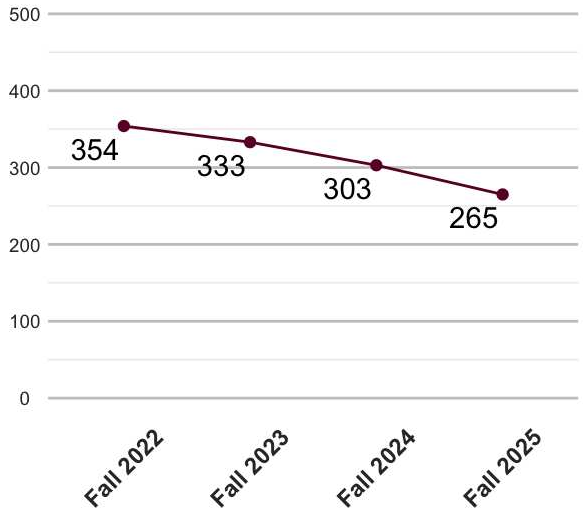
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	4.0%	3.9%	6.3%	6.4%
Special Education	12.1%	13.2%	15.8%	15.5%
Free/Reduced Lunch	60.2%	61.0%	60.4%	64.2%
Students of Color	73.2%	70.6%	75.9%	78.9%
Enrolled 3 or More Years	47.8%	47.7%	51.5%	50.6%

Enrollment



Where Students Come From

Assigned District	Students
Lansing Public School District	219
East Lansing School District	14
Holt Public Schools	10
Waverly Community Schools	10
Durand Area Schools	3
Grand Ledge Public Schools	3
Bath Community Schools	2
Haslett Public Schools	2
Owosso Public Schools	1
Potterville Public Schools	1

Cole Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
35%	-3	40%	-4

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
43%	-3	48%	+10

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
41st	49th

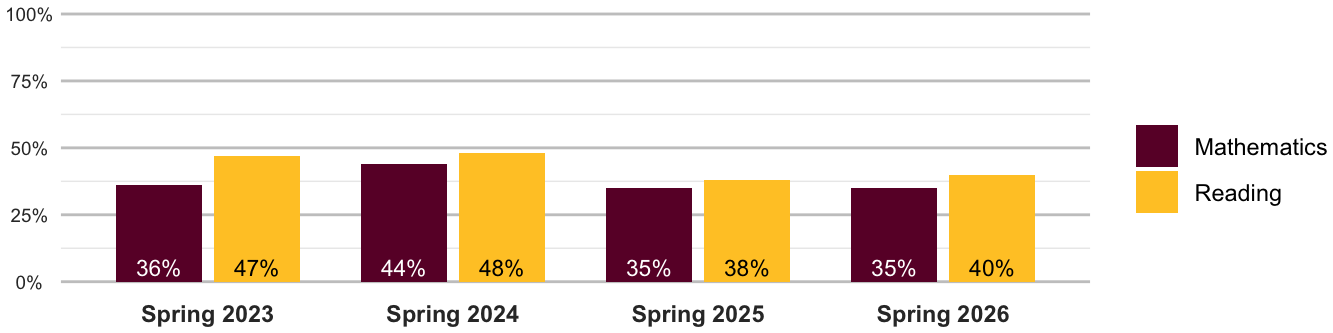
Cole Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

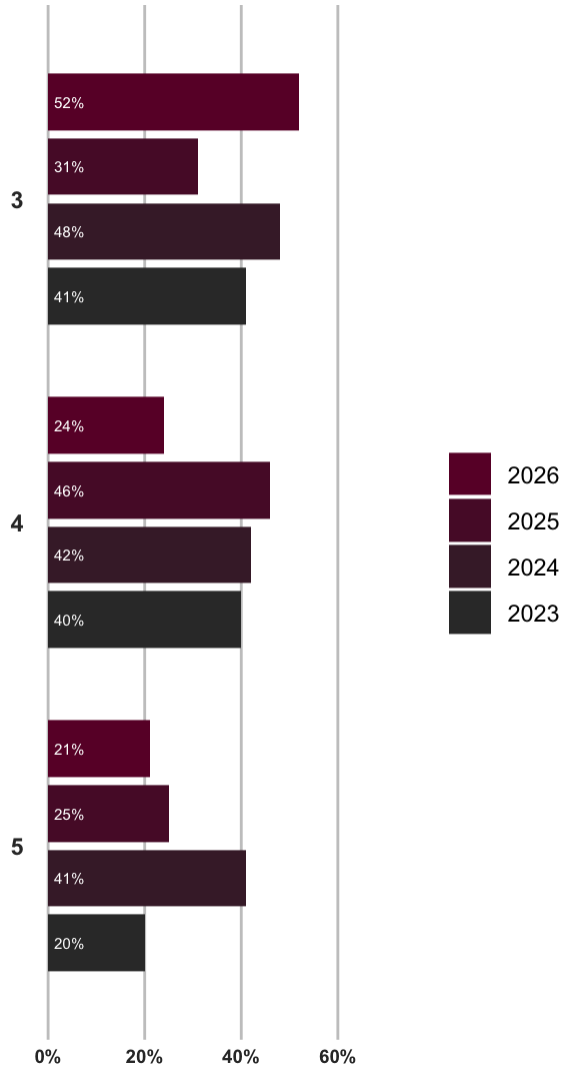
All Students Grades 3 - 5 enrolled for at least one year

School-Wide by Year

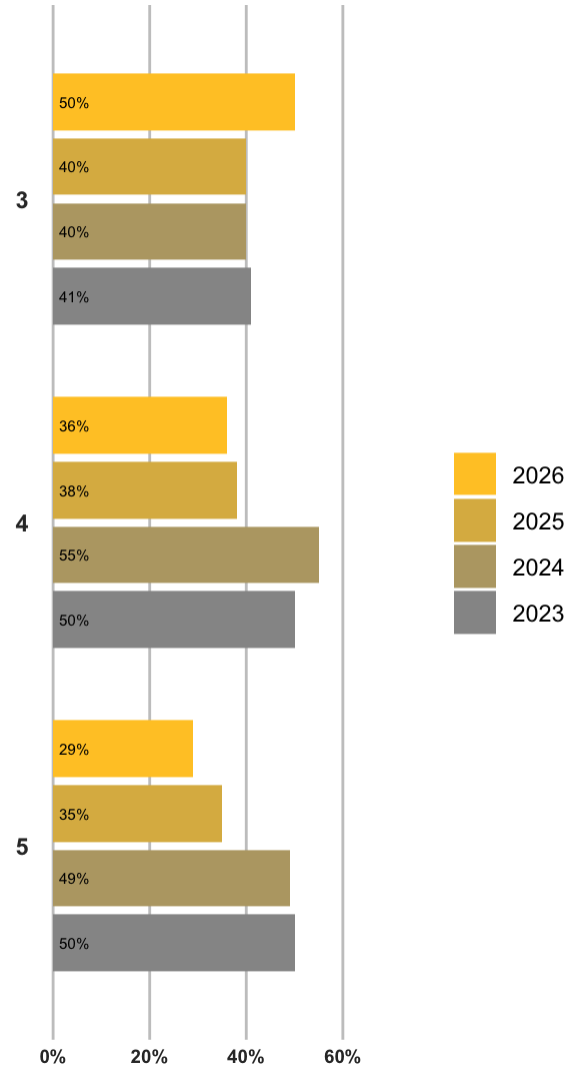


By Grade Level

Mathematics



Reading



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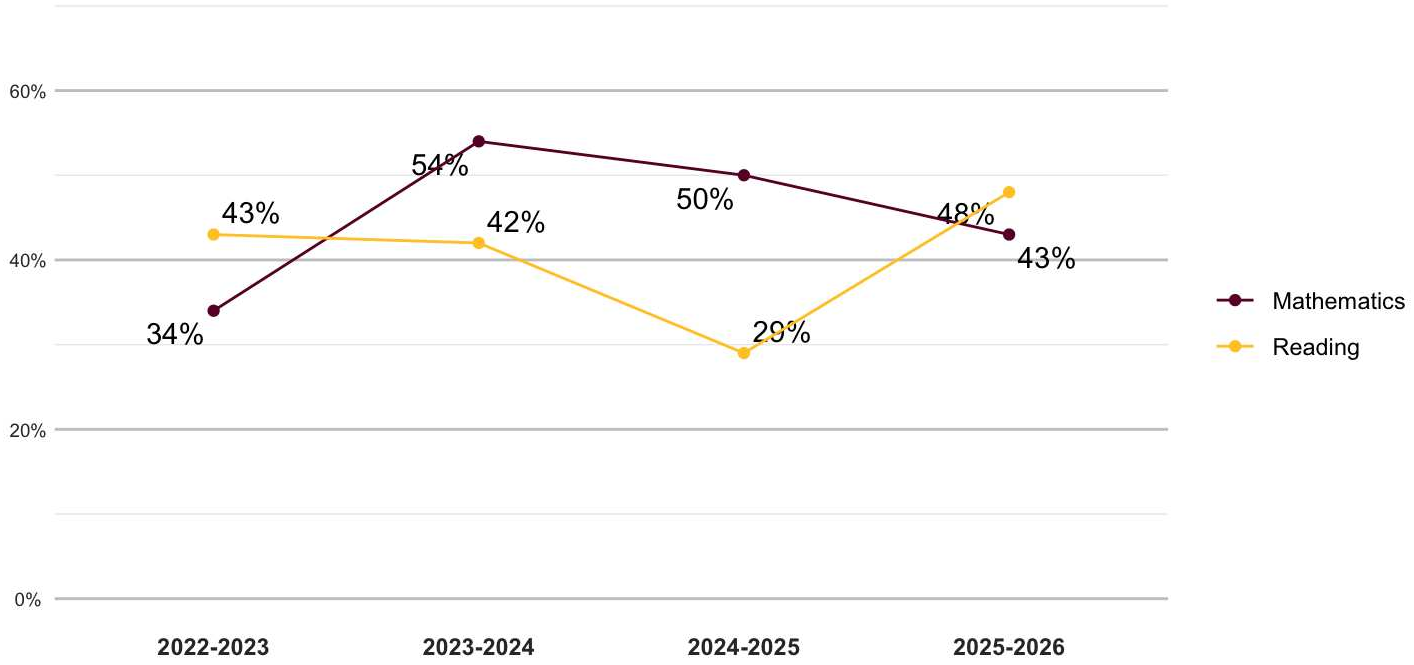
NWEA MAP Fall-to-Spring Growth

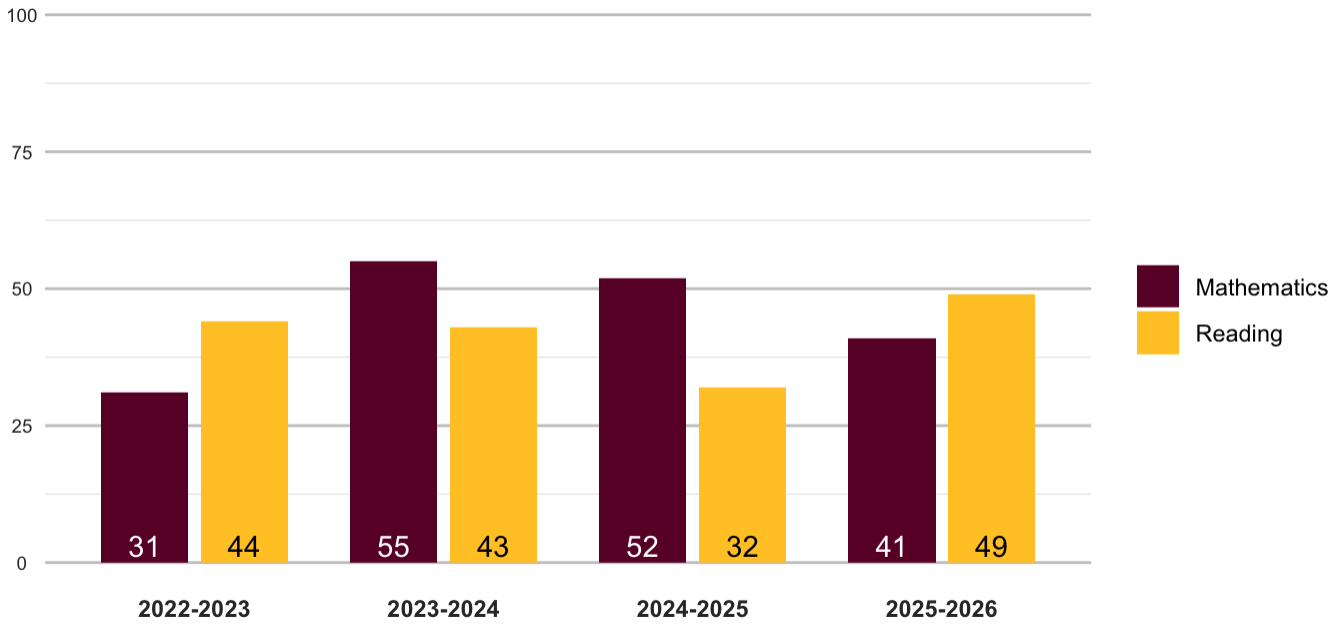
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 5



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 5



Cole 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
24%	+12	22%	+10

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+2	-3

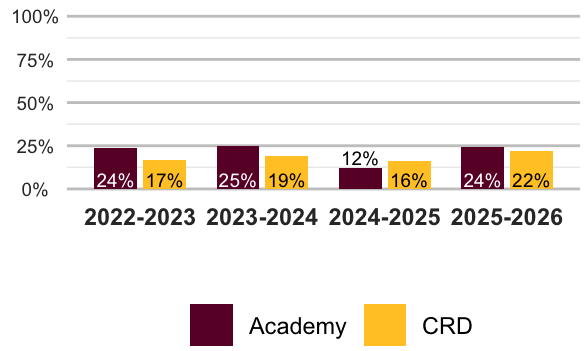
Cole Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

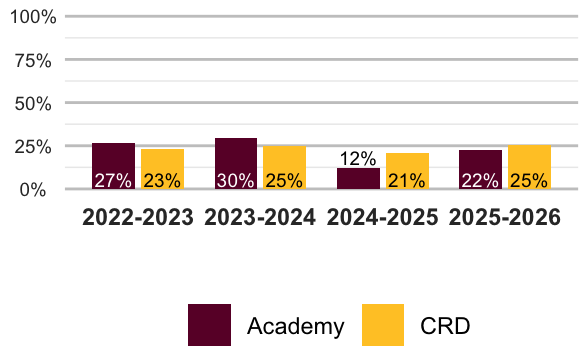
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 5

Mathematics

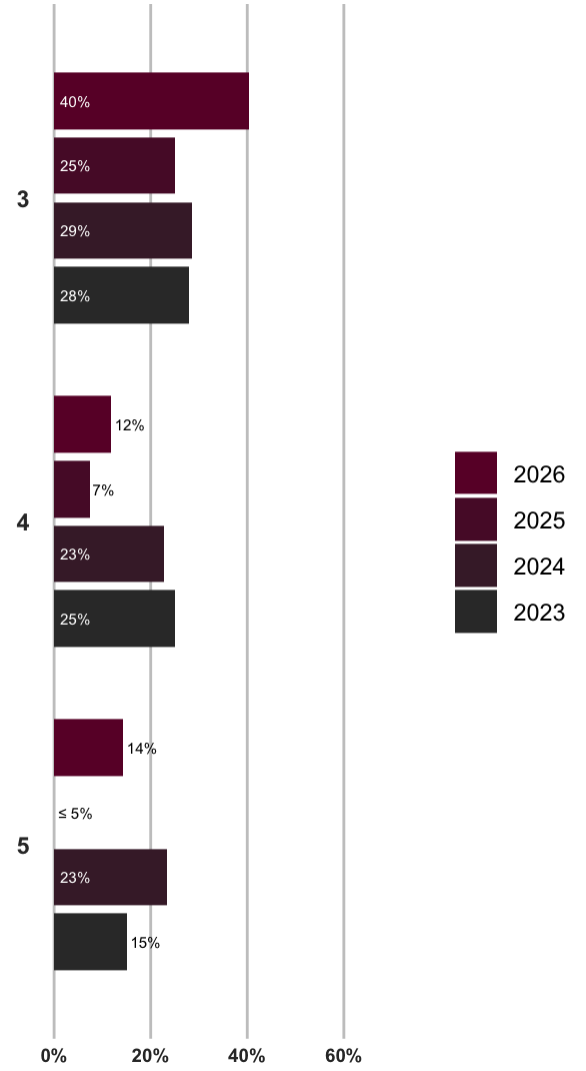


ELA

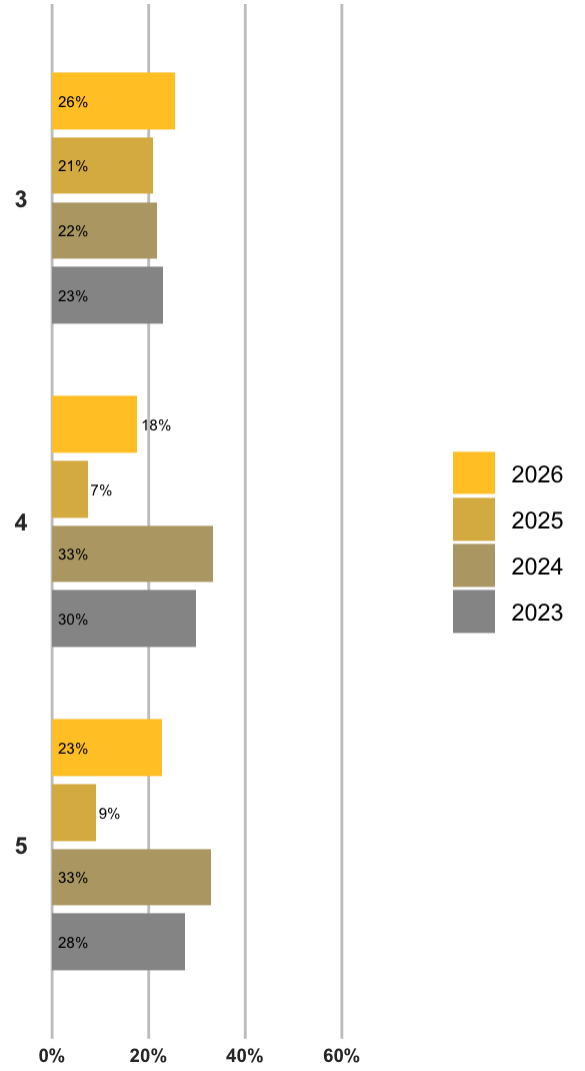


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Cole Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
47th

ELA
47th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
-1

ELA
-1

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2025-26 Academic Performance Report

Copper Island Academy

Last Updated On: November 2026

Copper Island Academy

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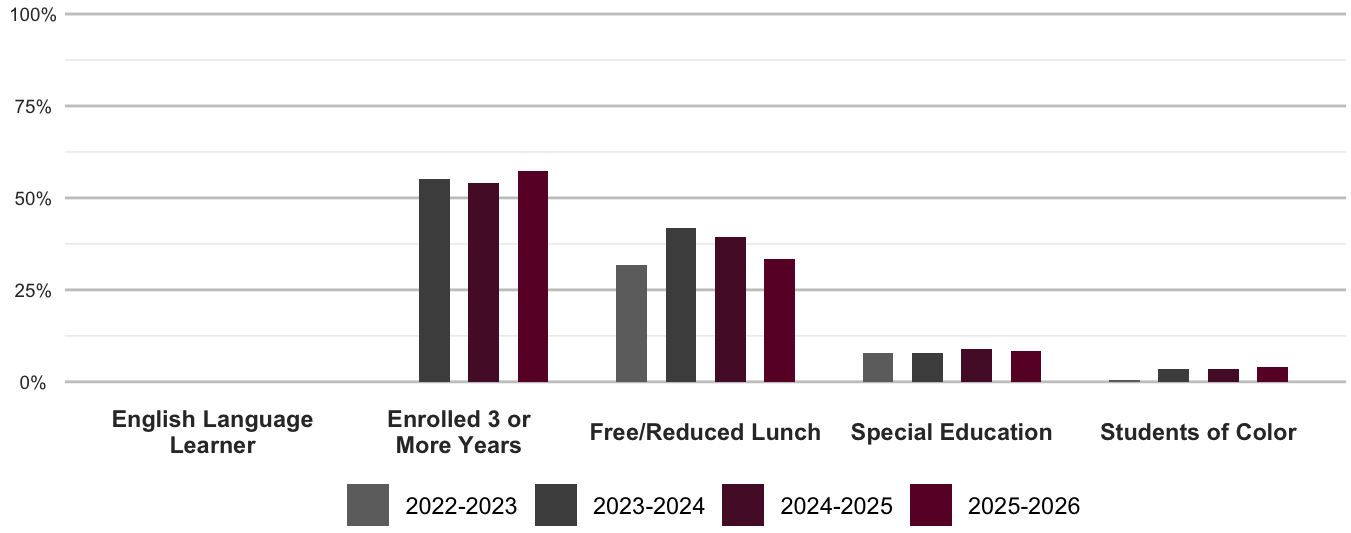
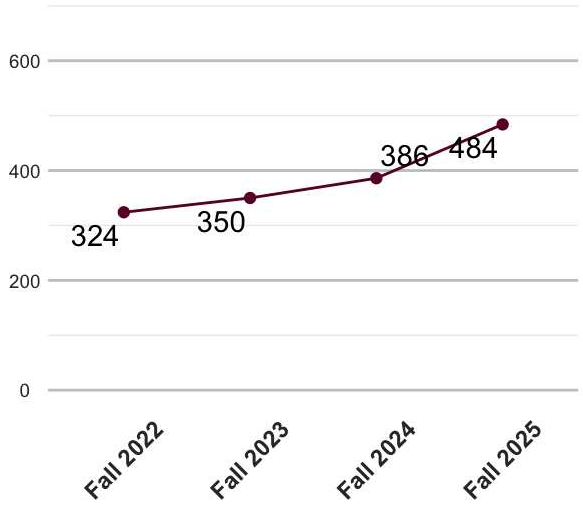
Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	7.7%	7.7%	8.8%	8.3%
Free/Reduced Lunch	31.8%	41.7%	39.4%	33.5%
Students of Color	0.6%	3.4%	3.4%	4.1%
Enrolled 3 or More Years	0.0%	55.1%	54.1%	57.4%

Enrollment



Where Students Come From

Assigned District	Students
Public Schools of Calumet, Laurium & Keweenaw	193
Hancock Public Schools	125
Lake Linden-Hubbell School District	54
Houghton-Portage Township School District	45
Adams Township School District	23
Dollar Bay-Tamarack City Area Schools	17
Stanton Township Public Schools	17
Chassell Township School District	6
L'Anse Area Schools	3
Baraga Area Schools	1

Copper Island Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
71%	+3	75%	+7

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
60%	-3	63%	+10

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
58th	60th

Copper Island Academy

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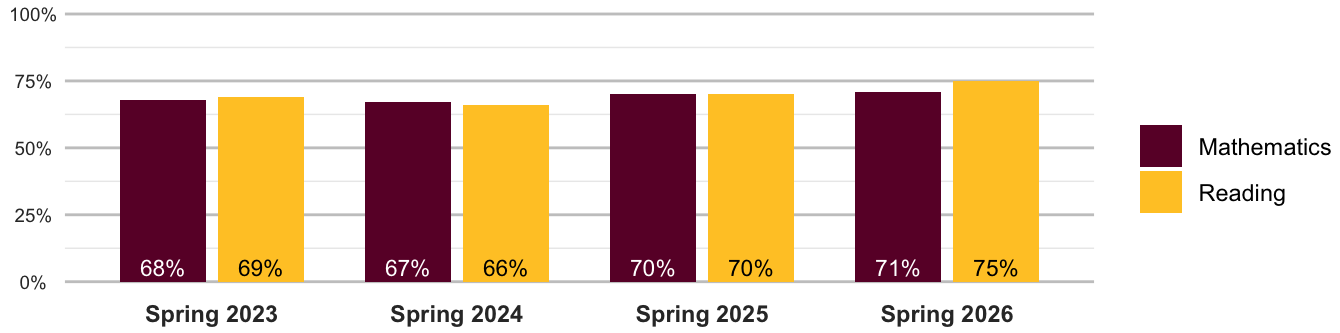
Percent Meeting NWEA MAP Spring Achievement National Norms

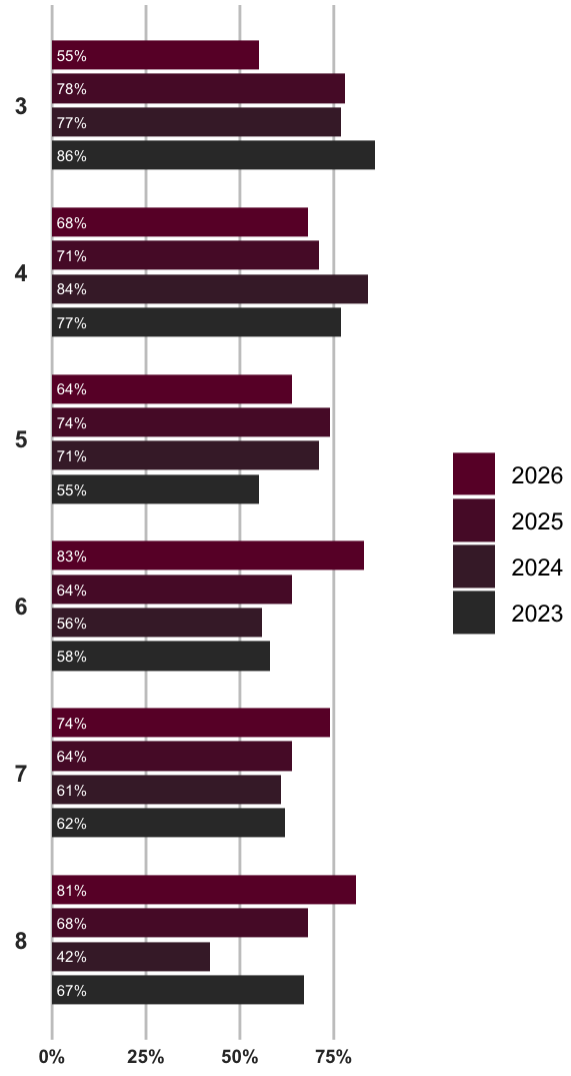
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

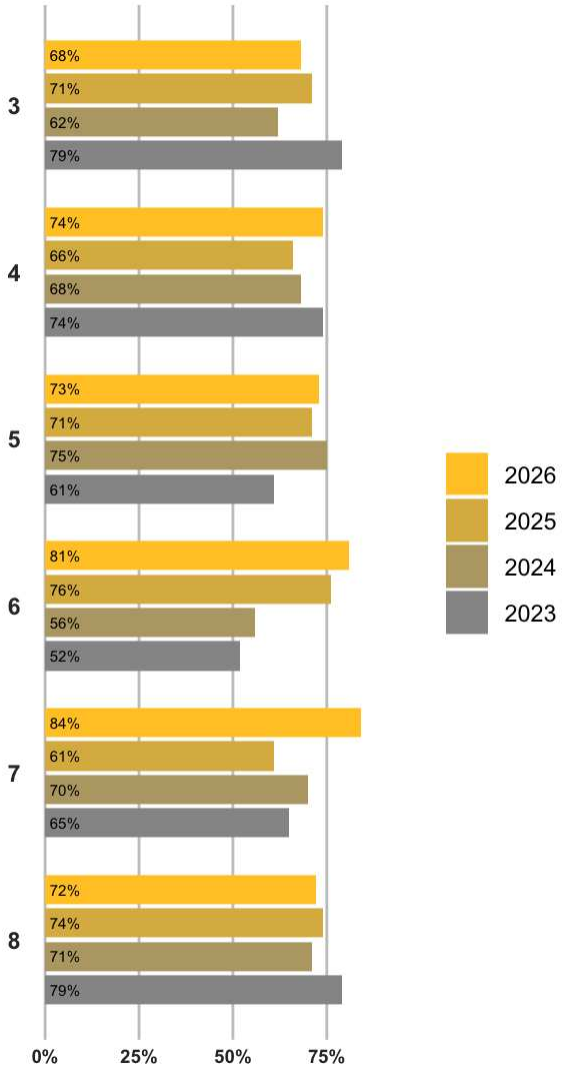


By Grade Level

Mathematics



Reading



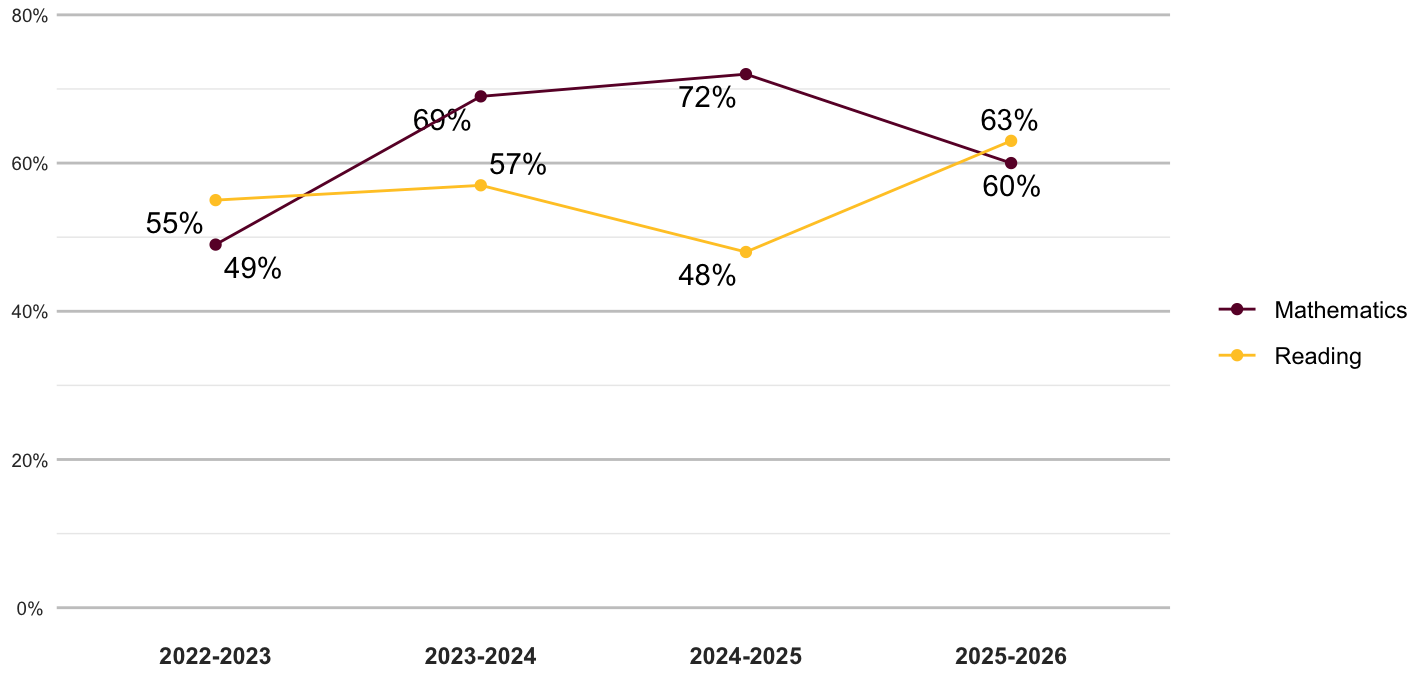
Copper Island Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

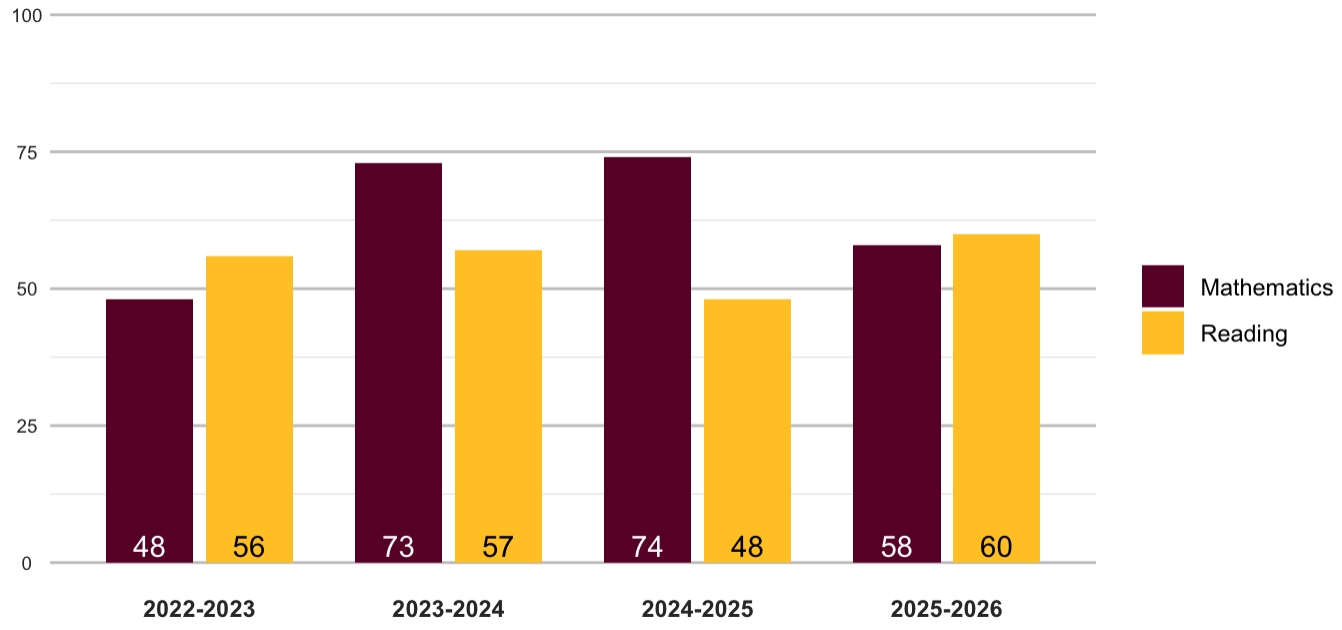
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Copper Island Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
43%	-6	58%	-3

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+0	+16

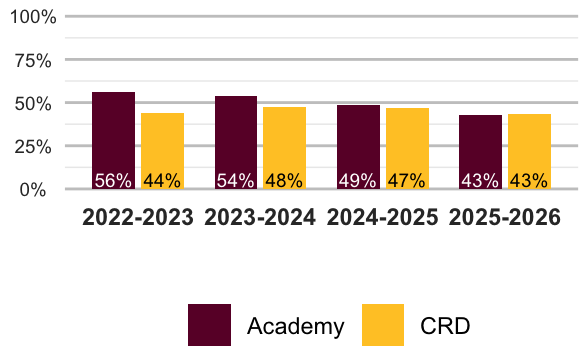
Copper Island Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

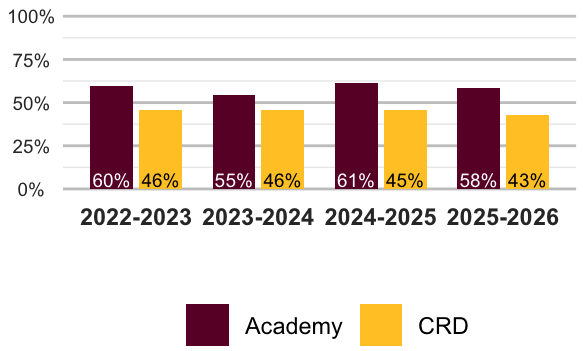
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

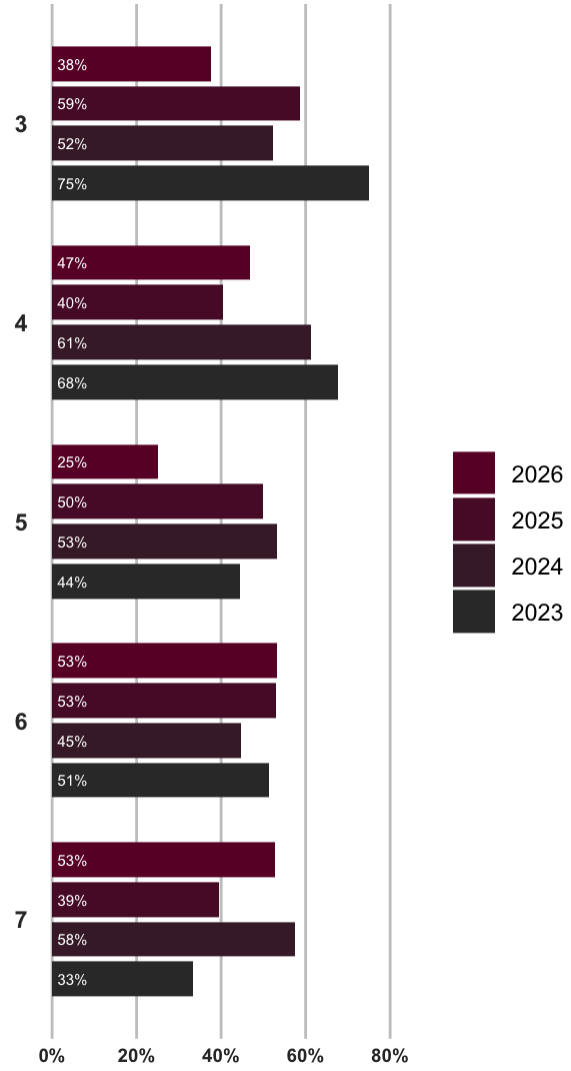


ELA

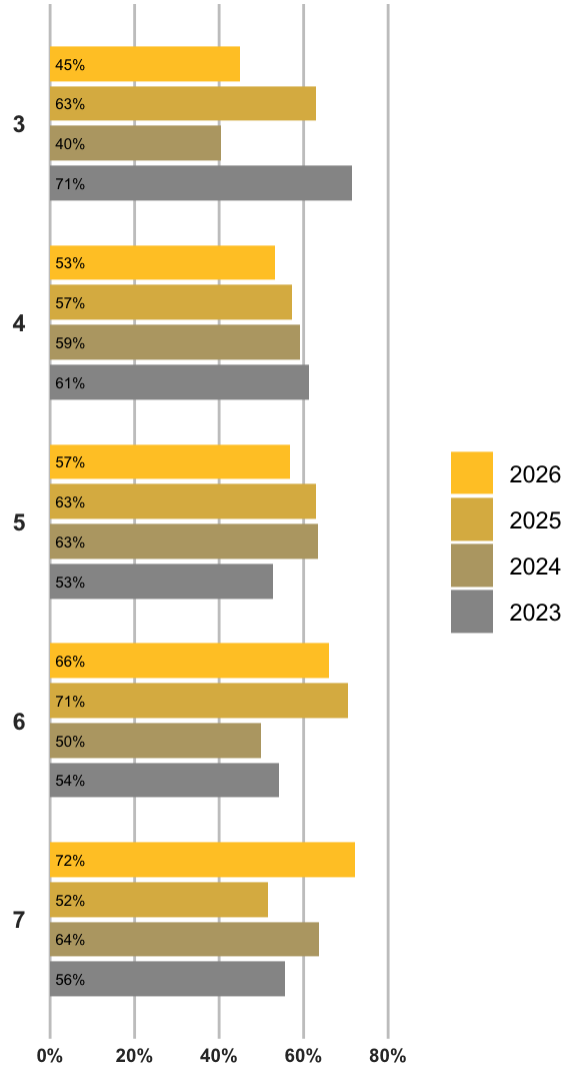


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Copper Island Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
50th

ELA
55th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+4

ELA
+8

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

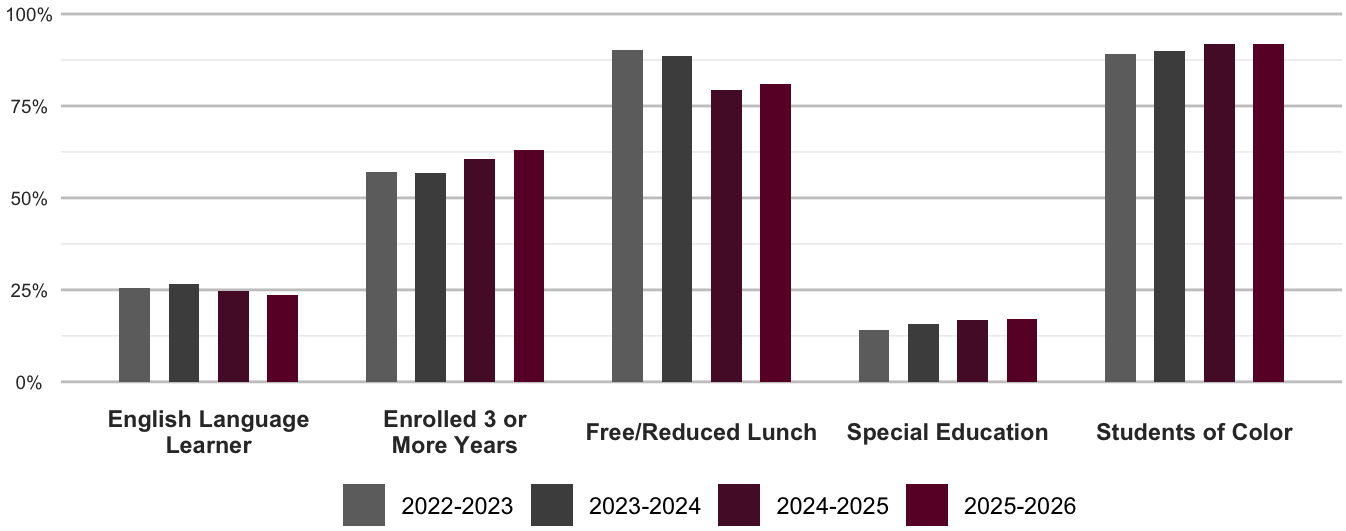
Countryside Academy

Last Updated On: November 2026

Countryside Academy

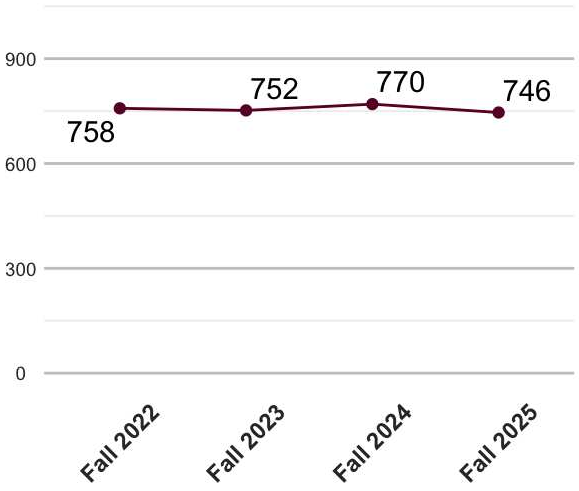
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	25.5%	26.6%	24.7%	23.6%
Special Education	14.0%	15.7%	16.9%	17.0%
Free/Reduced Lunch	90.2%	88.6%	79.4%	81.0%
Students of Color	89.1%	89.9%	91.8%	92.0%
Enrolled 3 or More Years	57.0%	56.8%	60.7%	63.0%

Enrollment



Where Students Come From

Assigned District	Students
Benton Harbor Area Schools	724
Eau Claire Public Schools	13
Coloma Community Schools	7
Berrien Springs Public Schools	6
St. Joseph Public Schools	6
Sodus Township S/D #5	5
Lakeshore School District (Berrien)	3
Niles Community Schools	2
River Valley School District	2
Other	4

Countryside Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
31%	+4	40%	+7

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
45%	+0	53%	+14

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
45th	52nd

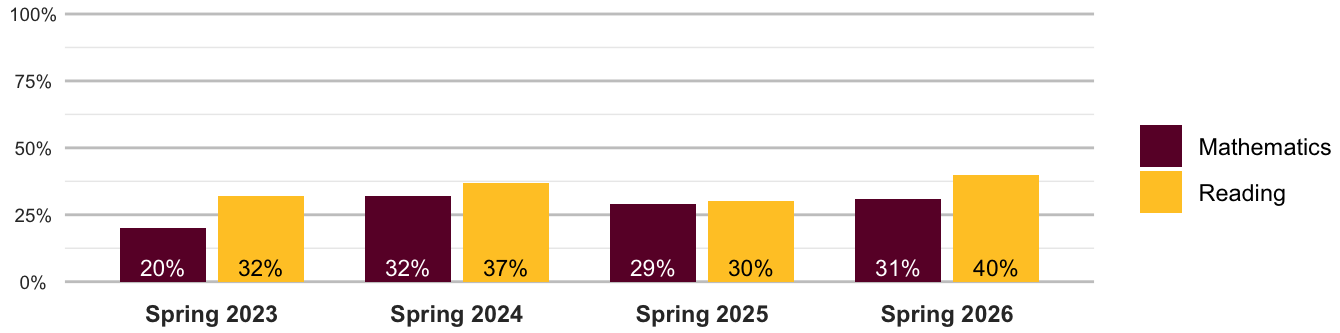
Countryside Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

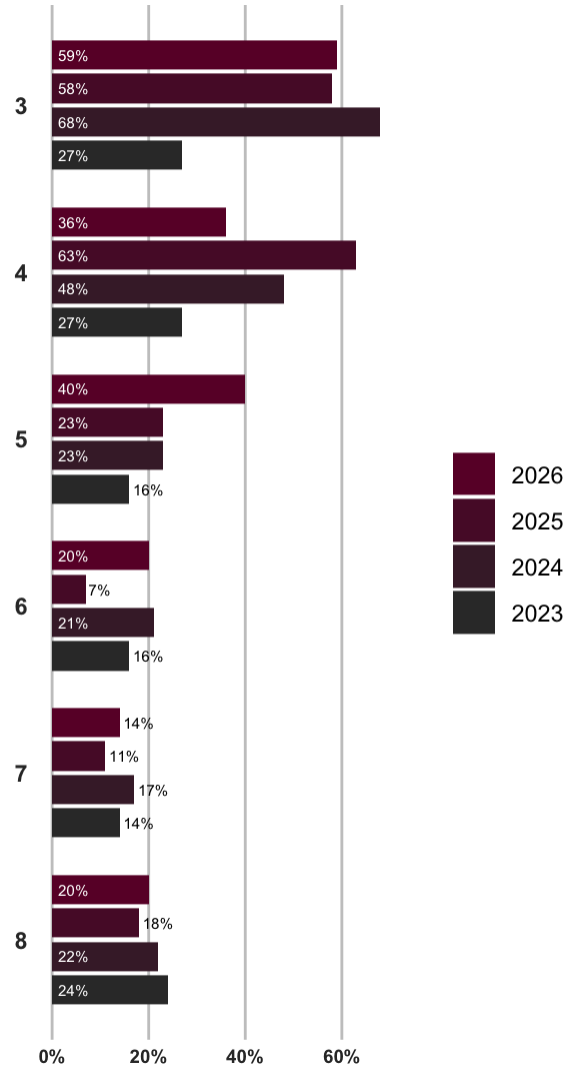
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

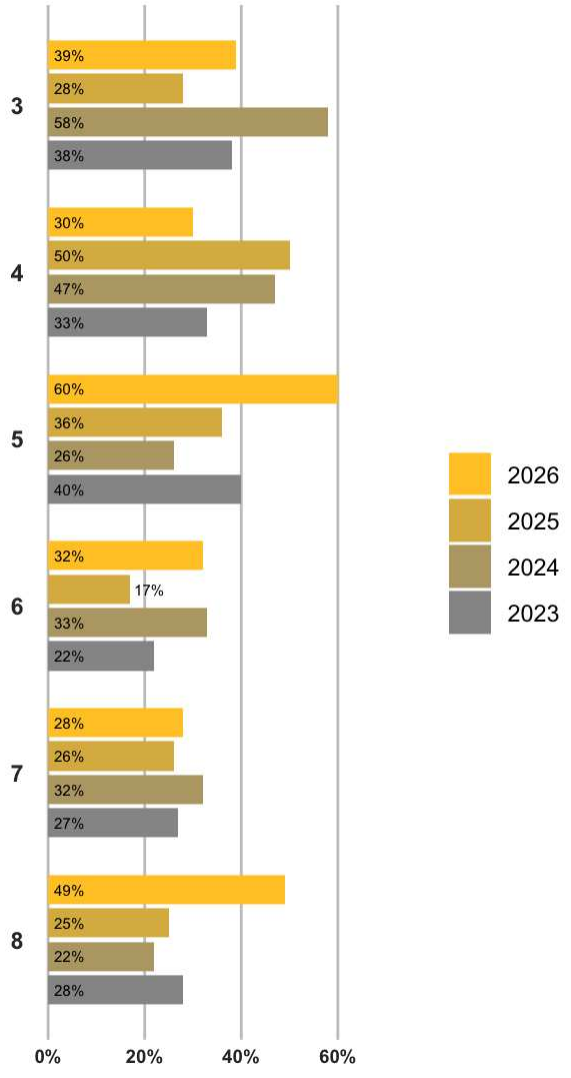


By Grade Level

Mathematics



Reading



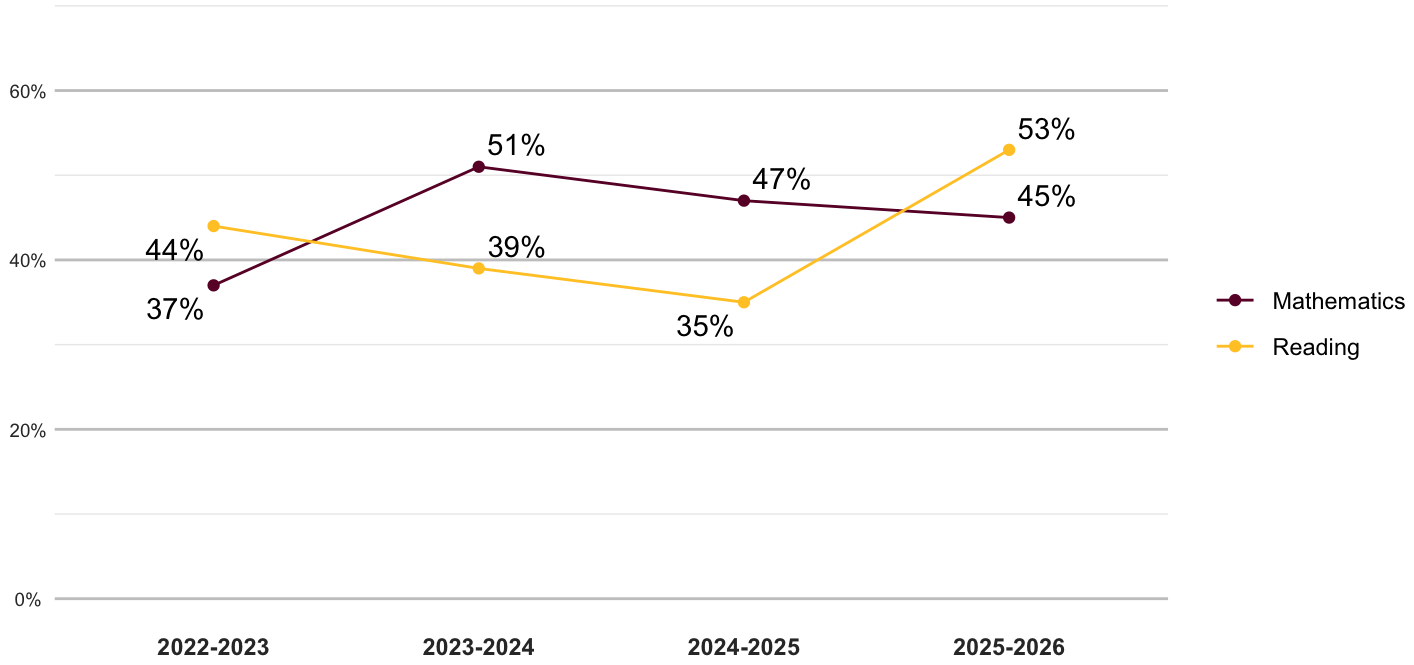
Countryside Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

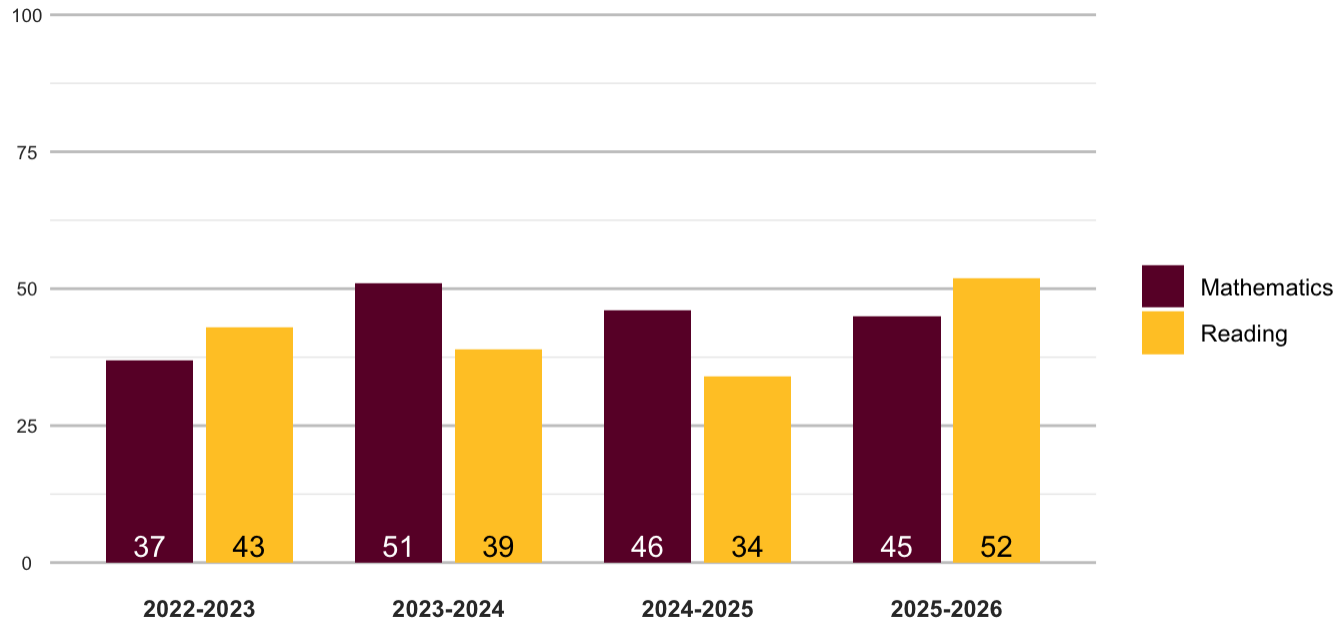
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Countryside Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
12%	-1	19%	-1

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+8	+11

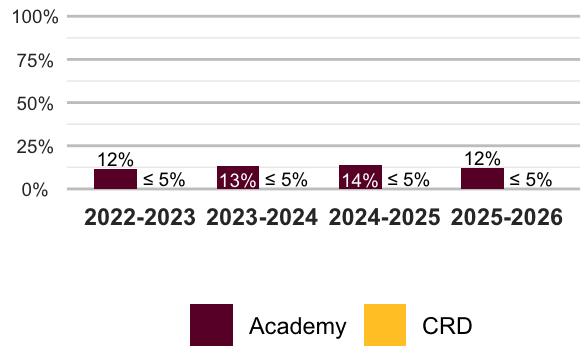
Countryside Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

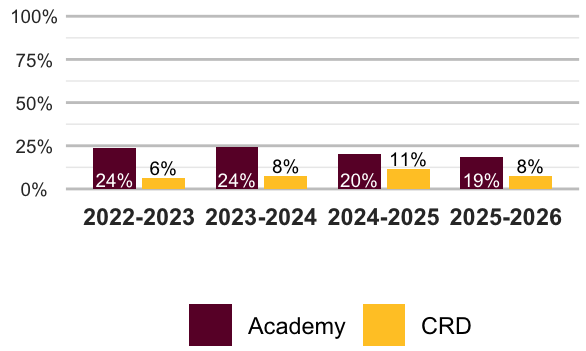
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

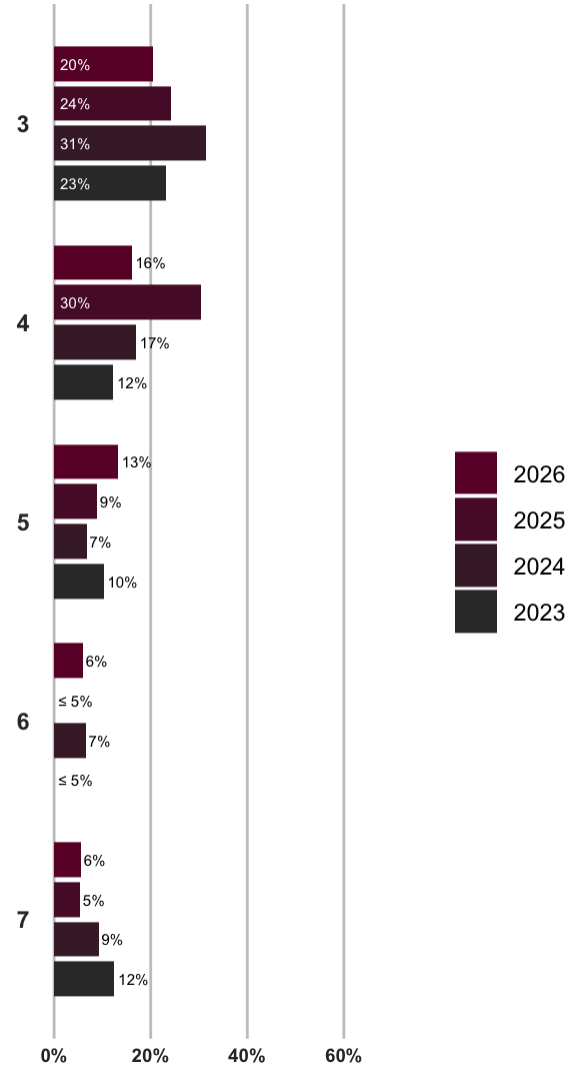


ELA



Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



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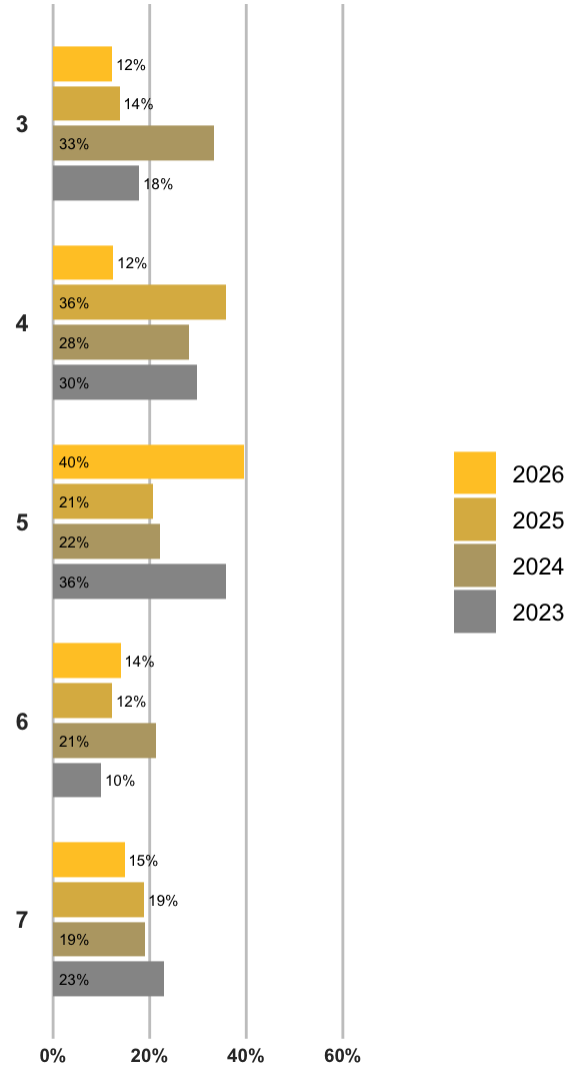

Countryside Academy

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State Assessment Student Growth Percentile (SGP)

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Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
42nd

ELA
43rd

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
-1

ELA
+3

Countryside Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
10%	+1	15%	-13

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

Mathematics	Reading & Writing
+7	+7

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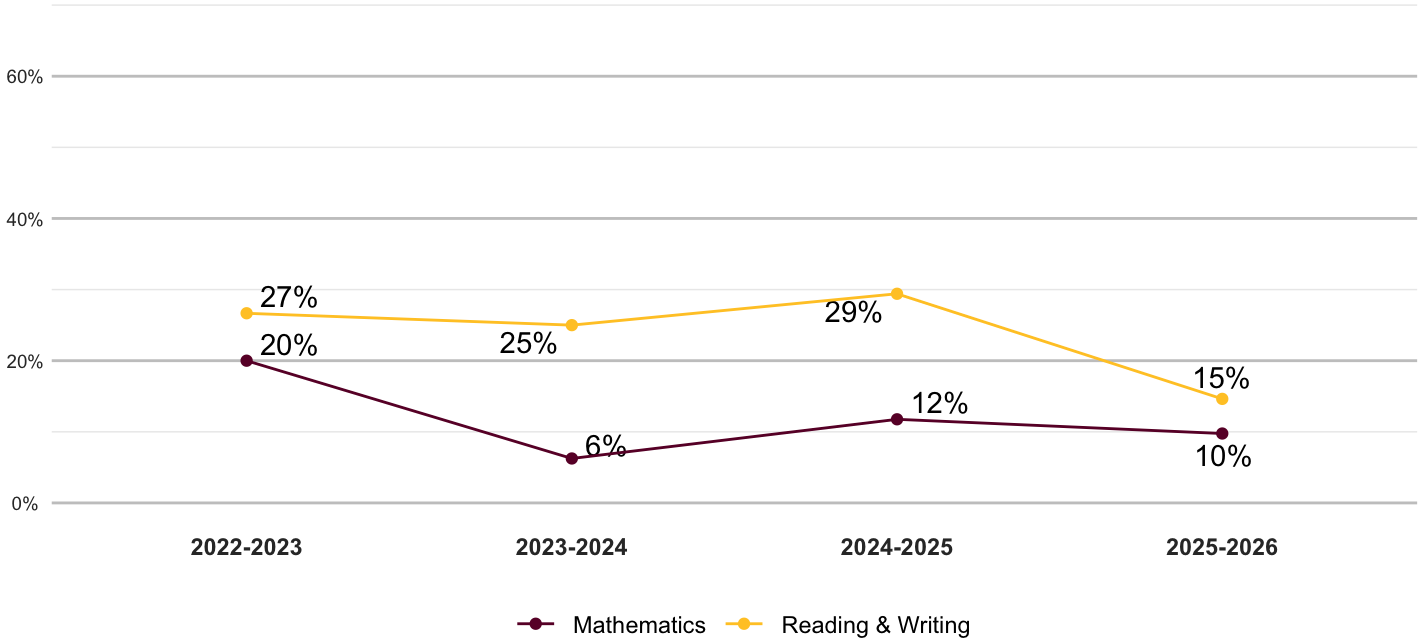
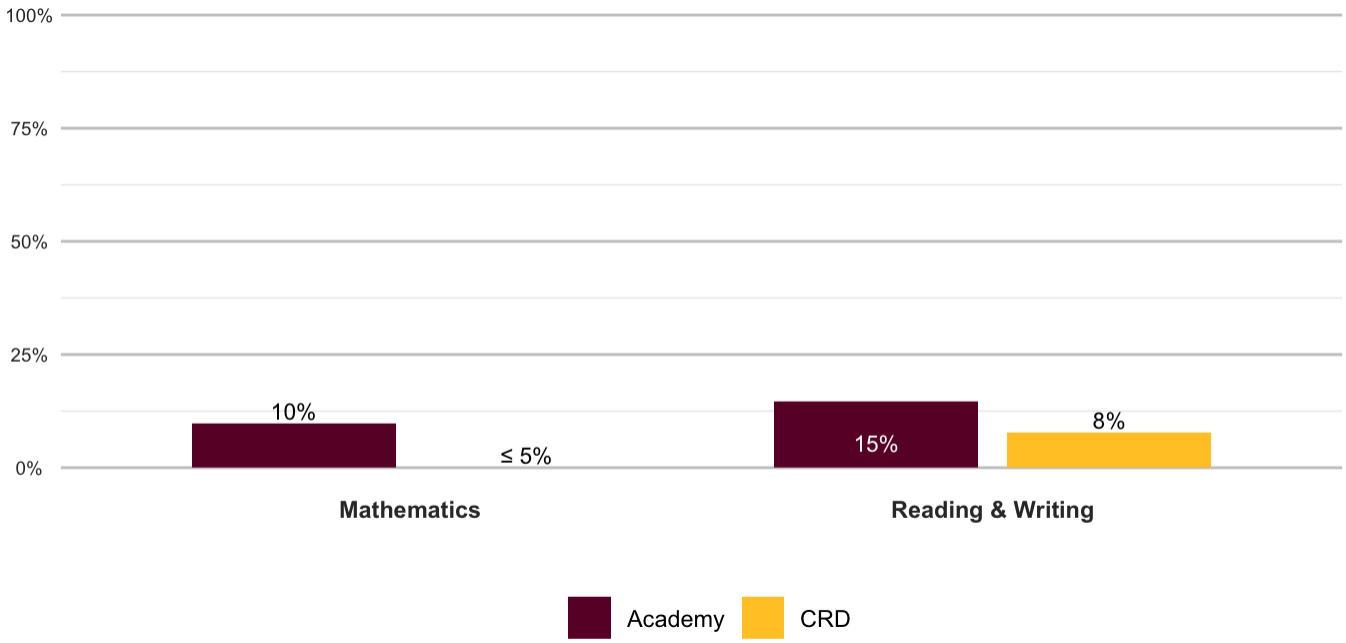
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



Countryside Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
409	530	410	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
+72	+48

Countryside Academy

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High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
29%

Reading & Writing
36%

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2025-26 Academic Performance Report

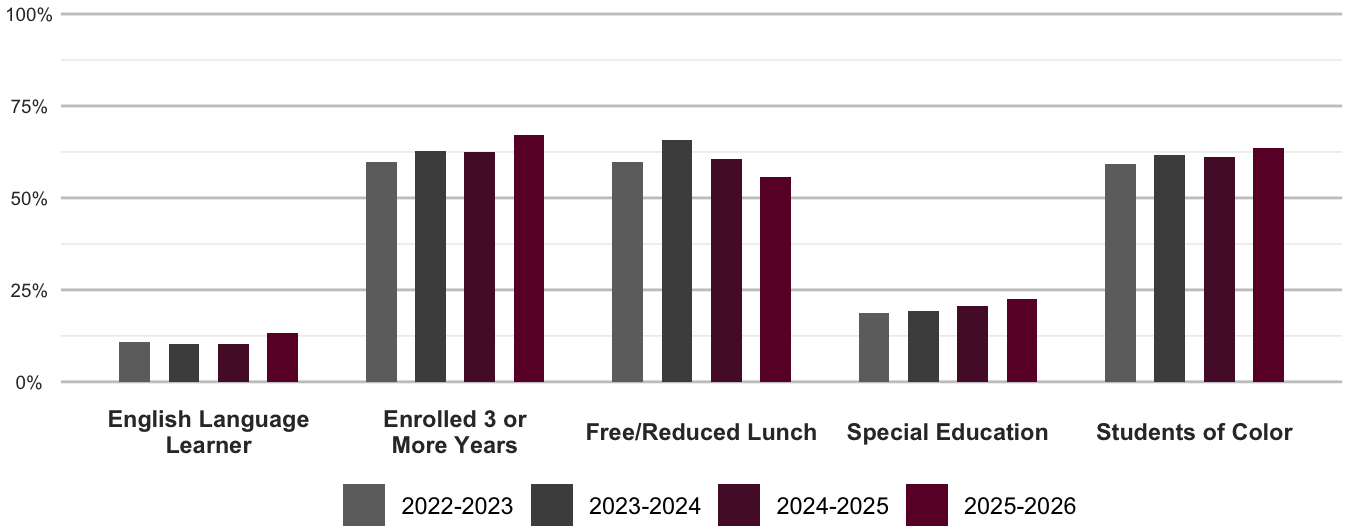
Creative Montessori Academy

Last Updated On: November 2026

Creative Montessori Academy

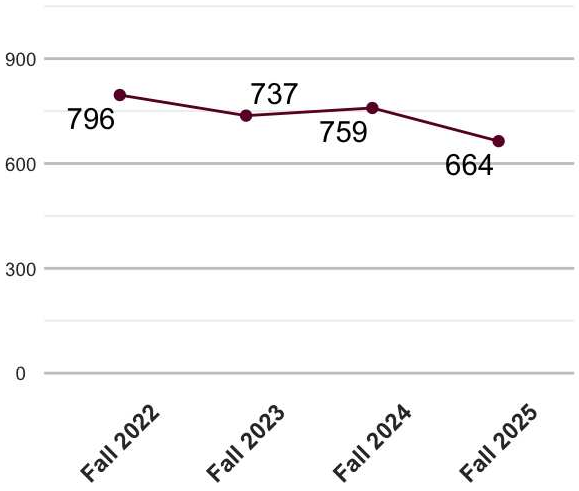
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	10.8%	10.3%	10.4%	13.4%
Special Education	18.8%	19.1%	20.6%	22.6%
Free/Reduced Lunch	59.7%	65.7%	60.5%	55.6%
Students of Color	59.3%	61.7%	61.1%	63.7%
Enrolled 3 or More Years	59.8%	62.8%	62.5%	67.0%

Enrollment



Where Students Come From

Assigned District	Students
Lincoln Park, School District of the City of	155
Taylor School District	135
Southgate Community School District	123
Detroit Public Schools Community District	40
Ecorse Public Schools	37
Wyandotte, School District of the City of	26
Dearborn Heights School District #7	21
River Rouge, School District of the City of	21
Allen Park Public Schools	19
Other	87

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SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
40%	+0	53%	+9

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
42%	-9	56%	+11

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
43rd	55th

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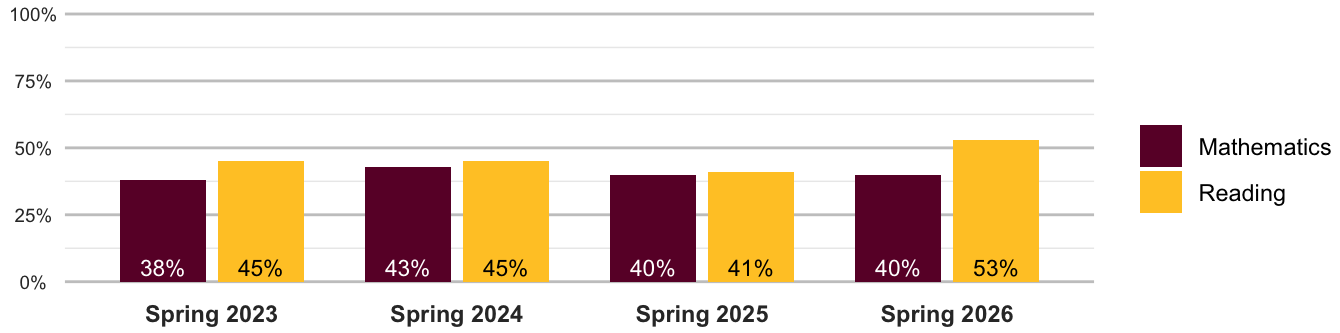
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

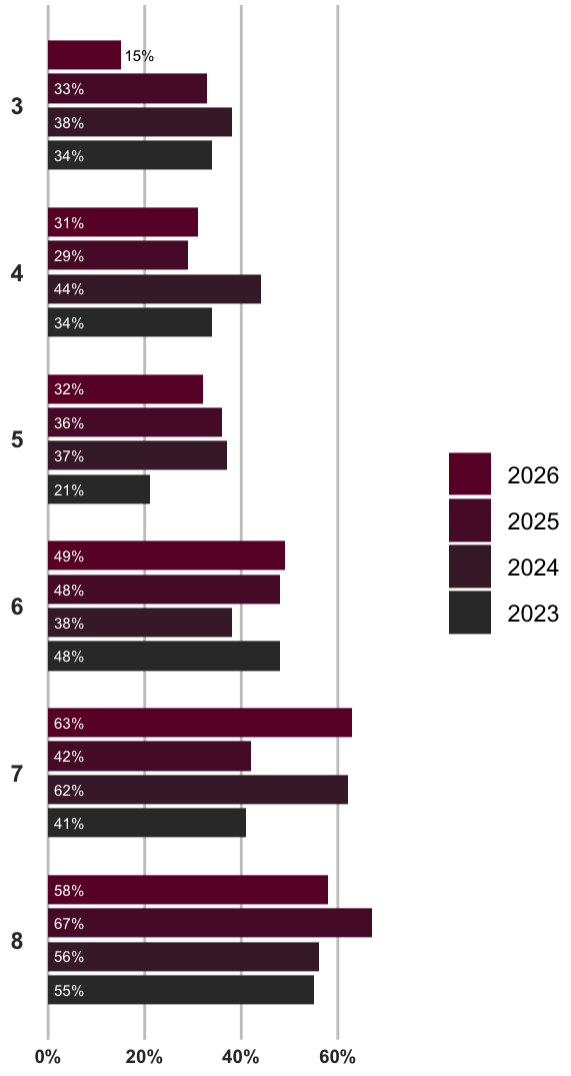
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

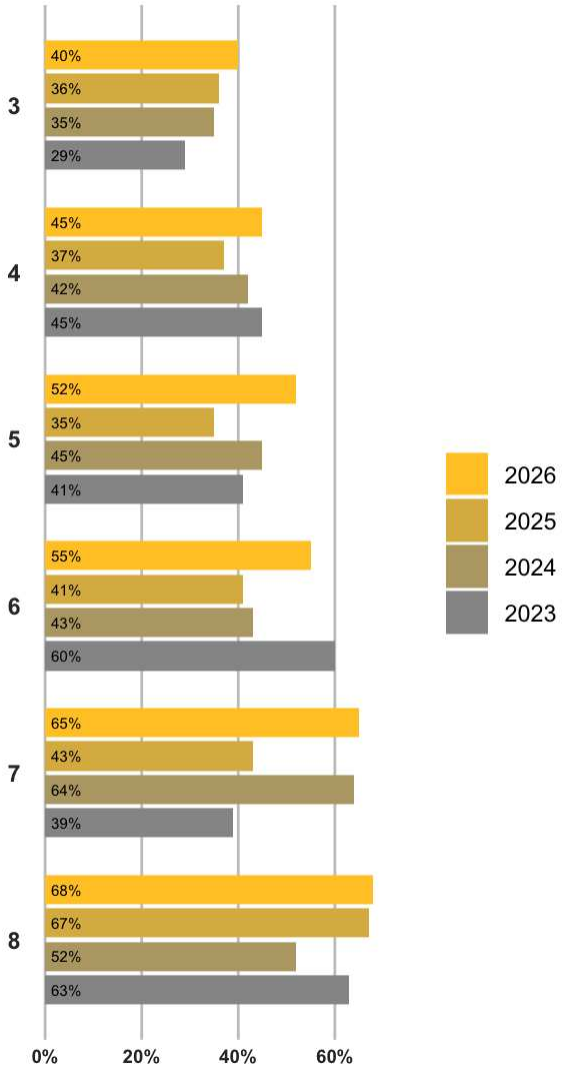


By Grade Level

Mathematics



Reading



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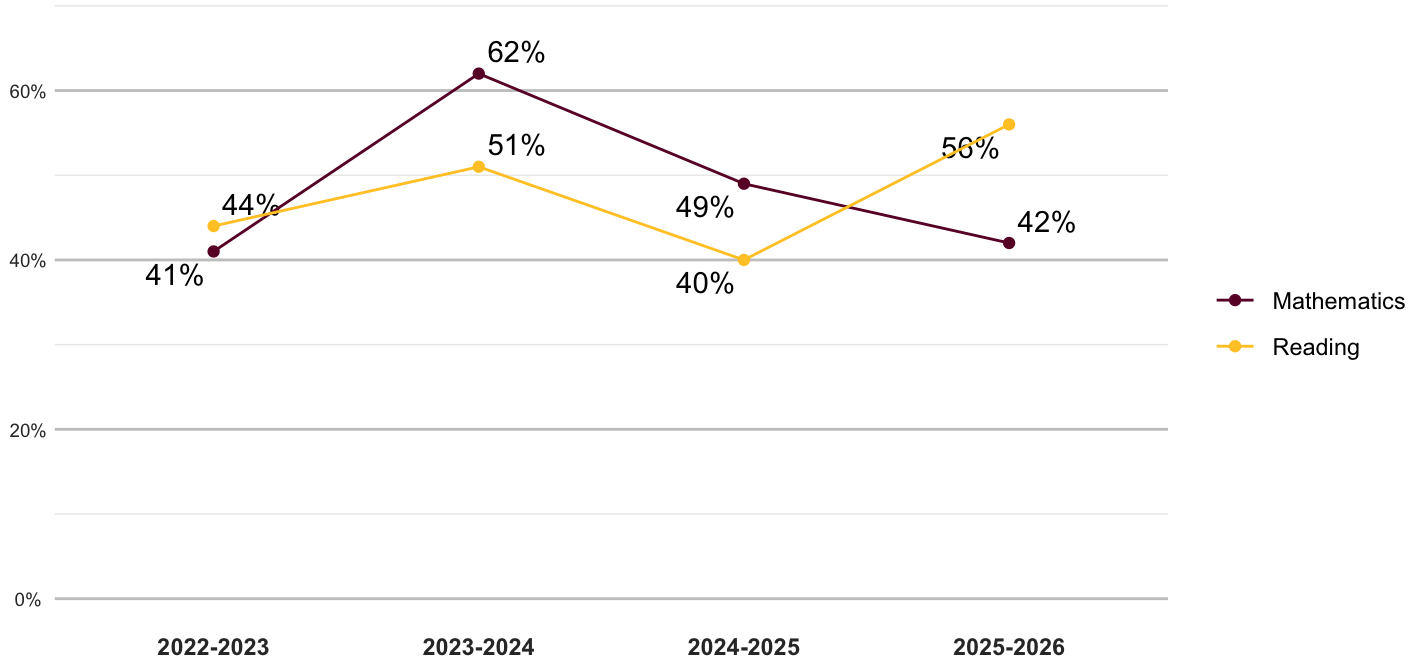
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

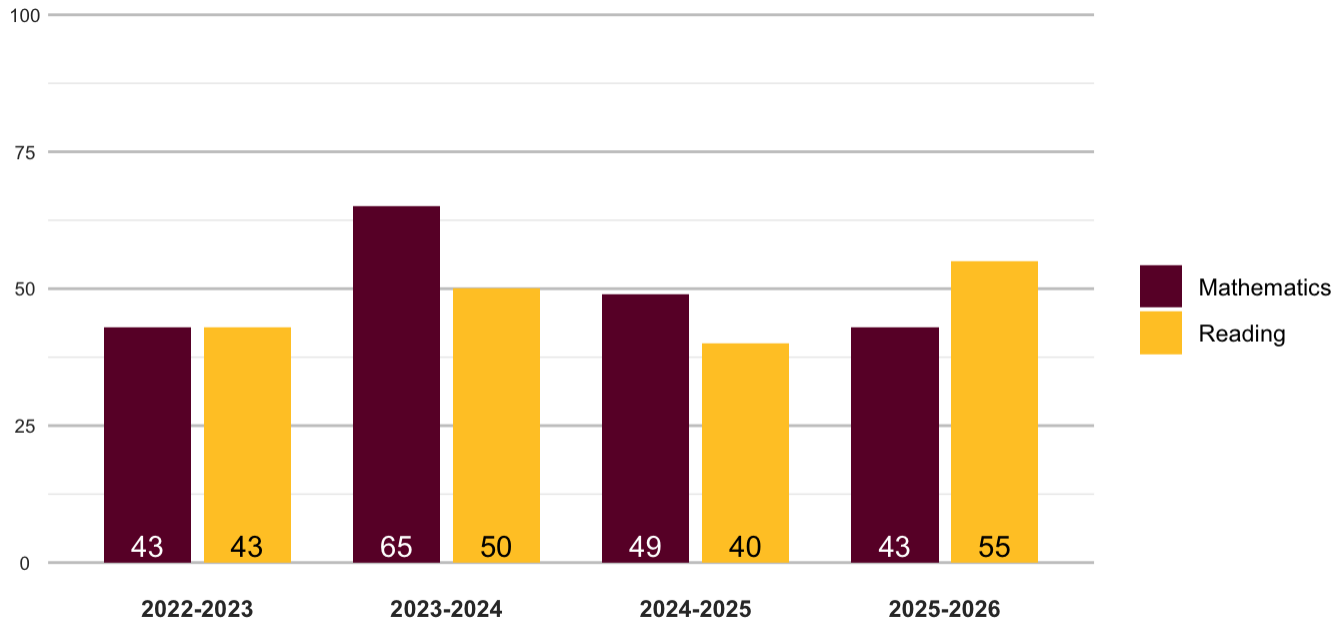
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
18%	+0	28%	+3

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-3	+1

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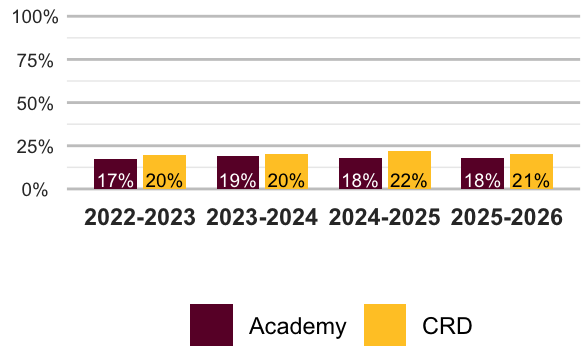
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

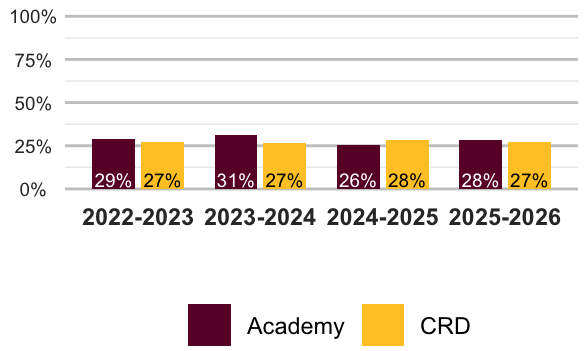
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

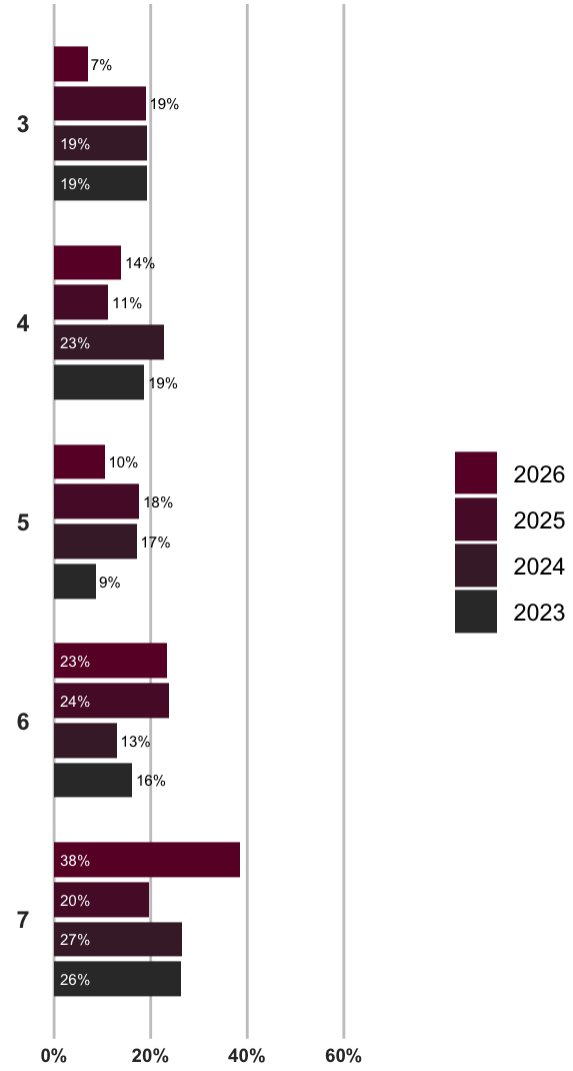


ELA

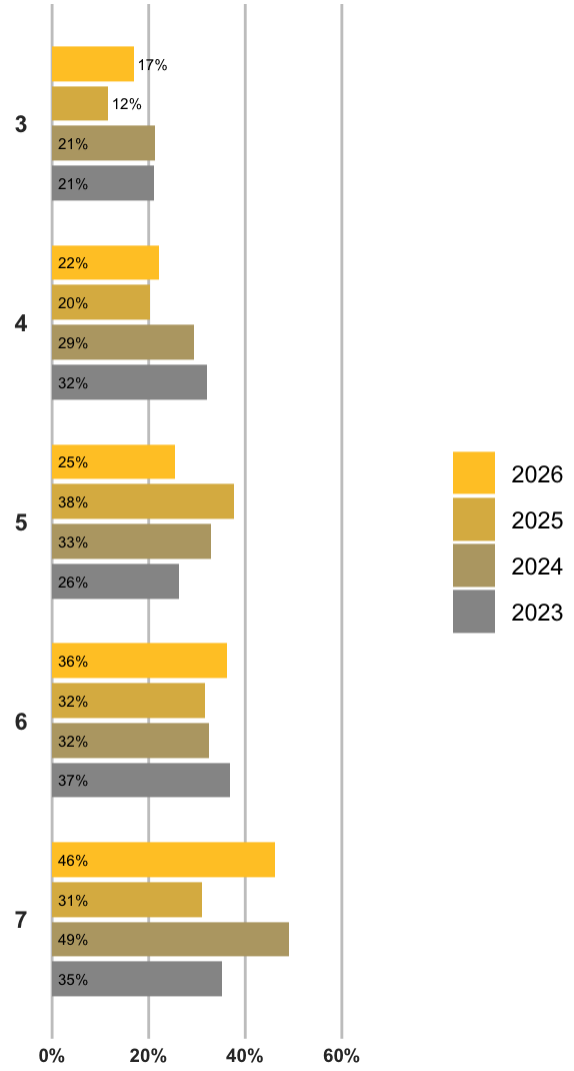


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics	ELA
57th	56th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics	ELA
+11	+8

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

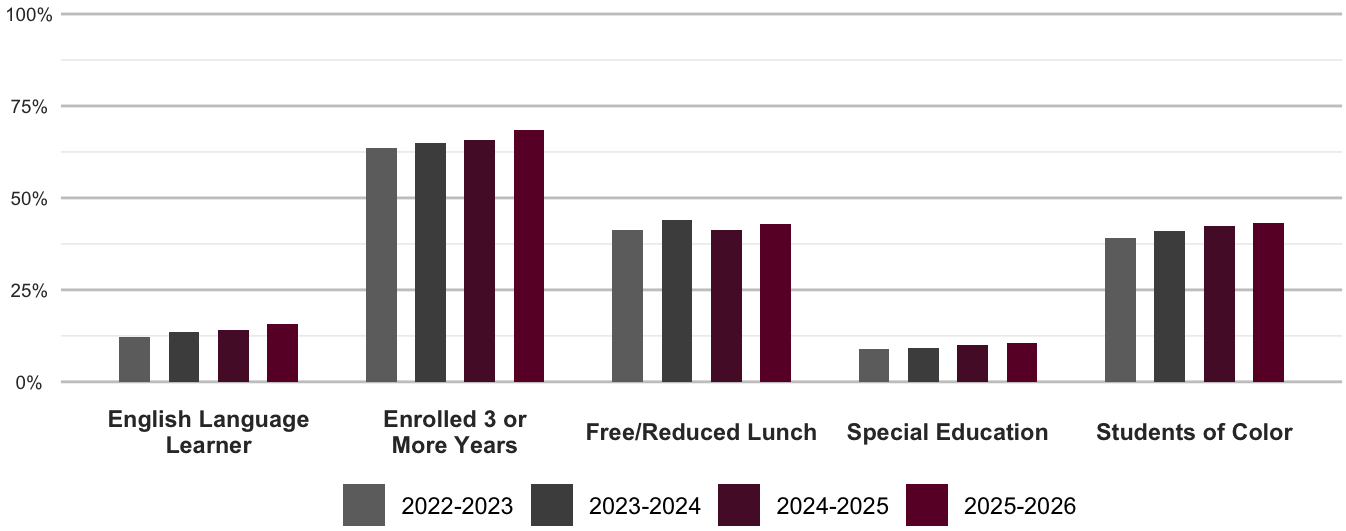
Cross Creek Charter Academy

Last Updated On: November 2026

Cross Creek Charter Academy

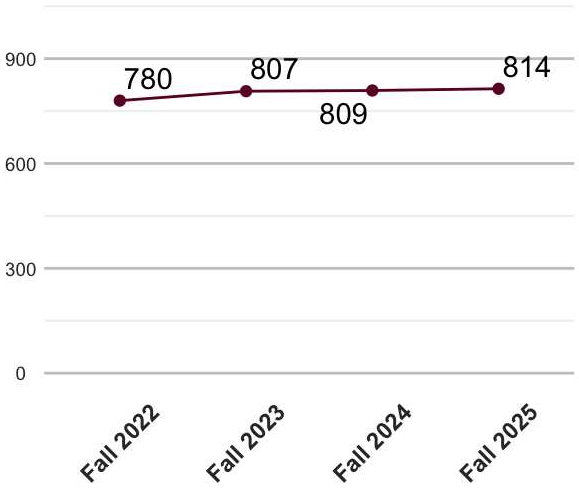
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	12.2%	13.6%	14.1%	15.8%
Special Education	9.0%	9.3%	10.0%	10.7%
Free/Reduced Lunch	41.2%	43.9%	41.3%	43.0%
Students of Color	39.1%	41.1%	42.4%	43.1%
Enrolled 3 or More Years	63.6%	64.8%	65.6%	68.6%

Enrollment



Where Students Come From

Assigned District	Students
Kentwood Public Schools	451
Caledonia Community Schools	113
Byron Center Public Schools	62
Grand Rapids Public Schools	36
Kelloggsville Public Schools	28
Wayland Union Schools	25
Grandville Public Schools	20
Wyoming Public Schools	19
Thornapple Kellogg School District	18
Other	42

Cross Creek Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
84%	+4	80%	+7

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
62%	-2	57%	+9

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
64th	55th

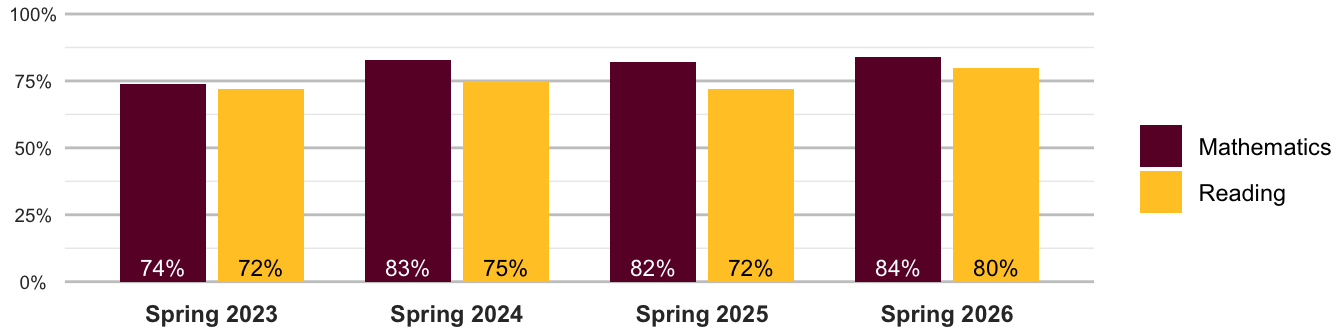
Cross Creek Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

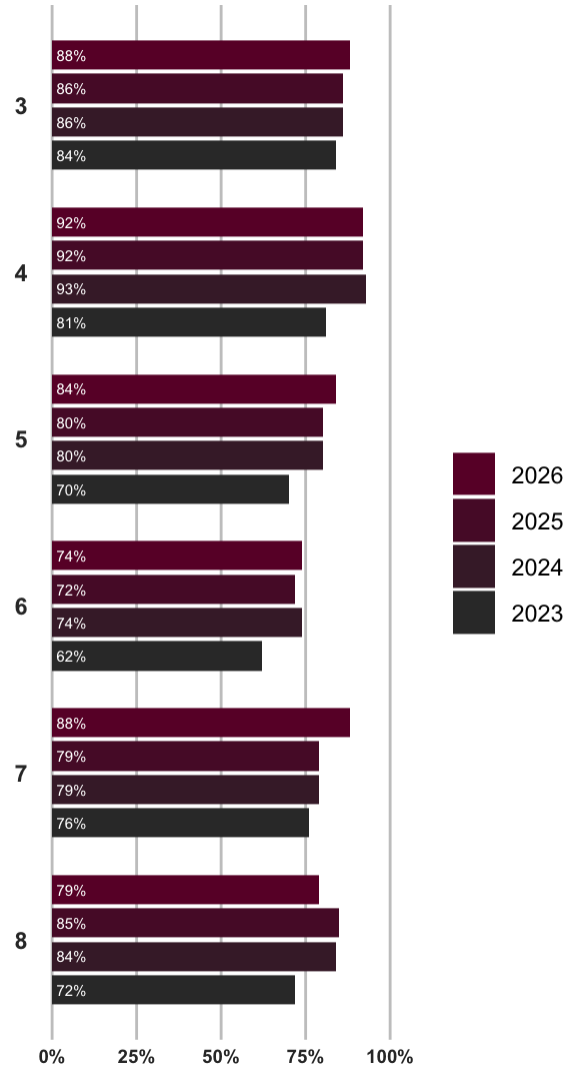
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

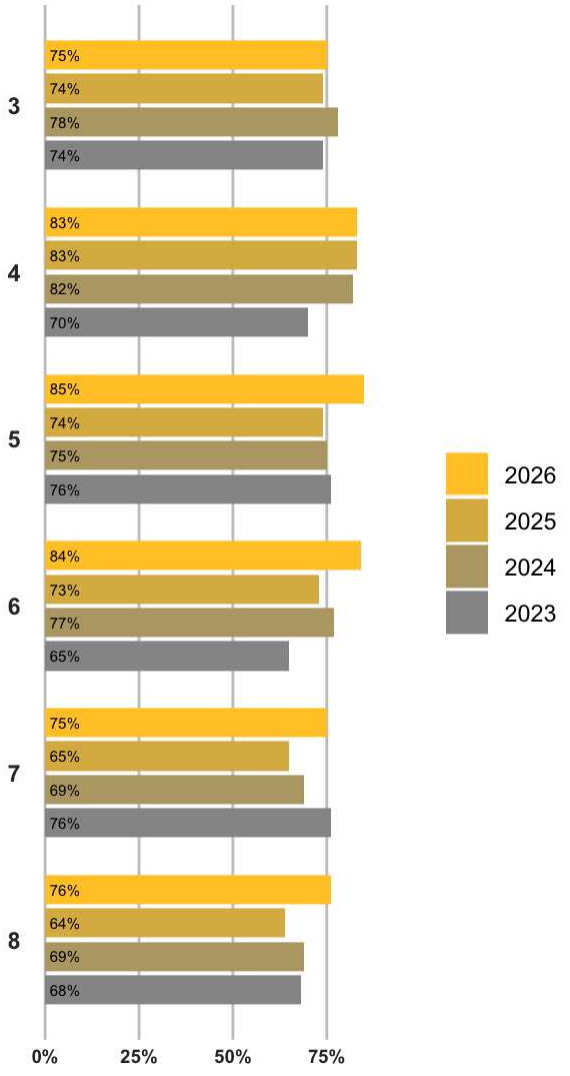


By Grade Level

Mathematics



Reading



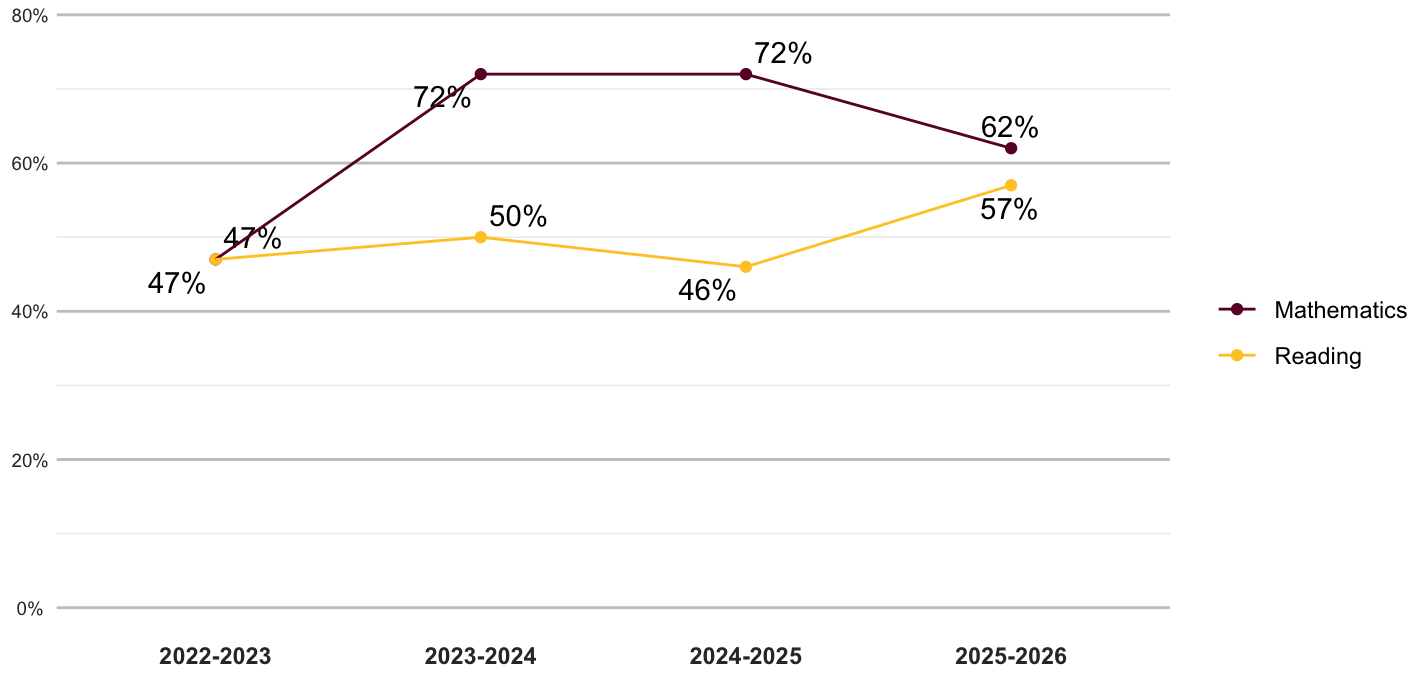
Cross Creek Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

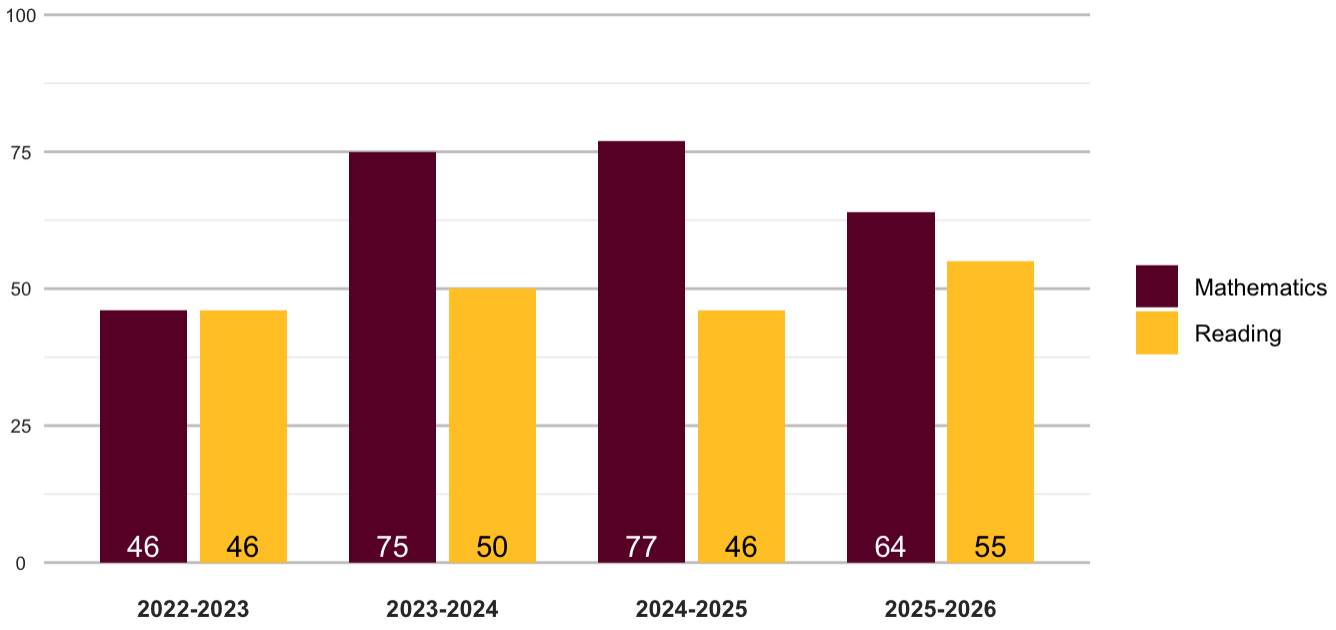
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Cross Creek Charter Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
71%	-5	66%	-5

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+29	+20

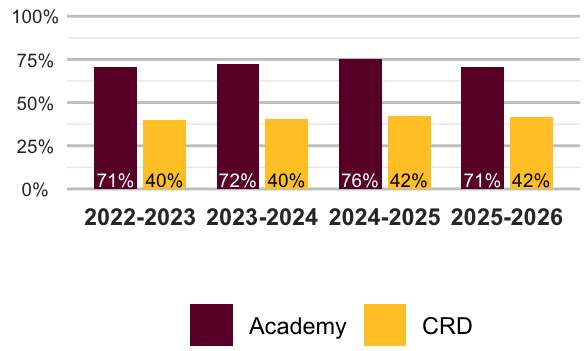
Cross Creek Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

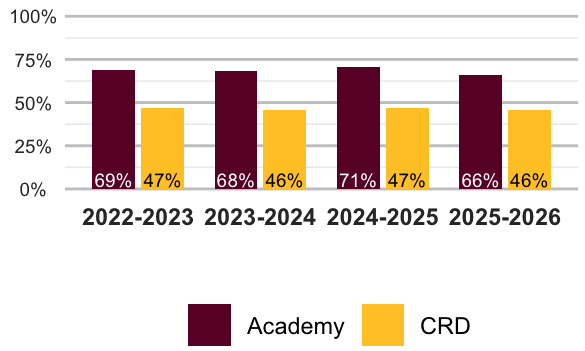
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

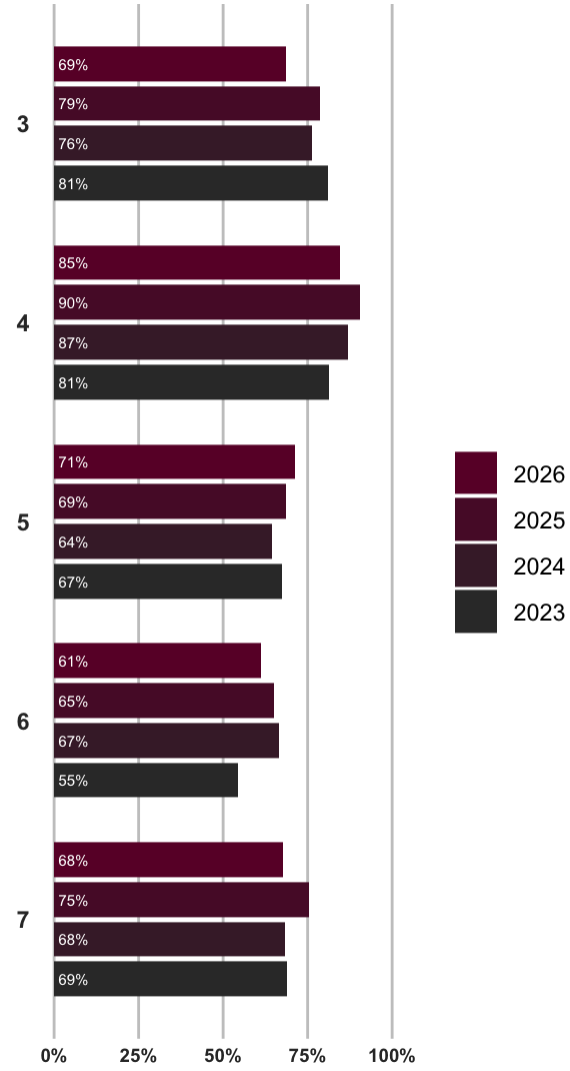


ELA

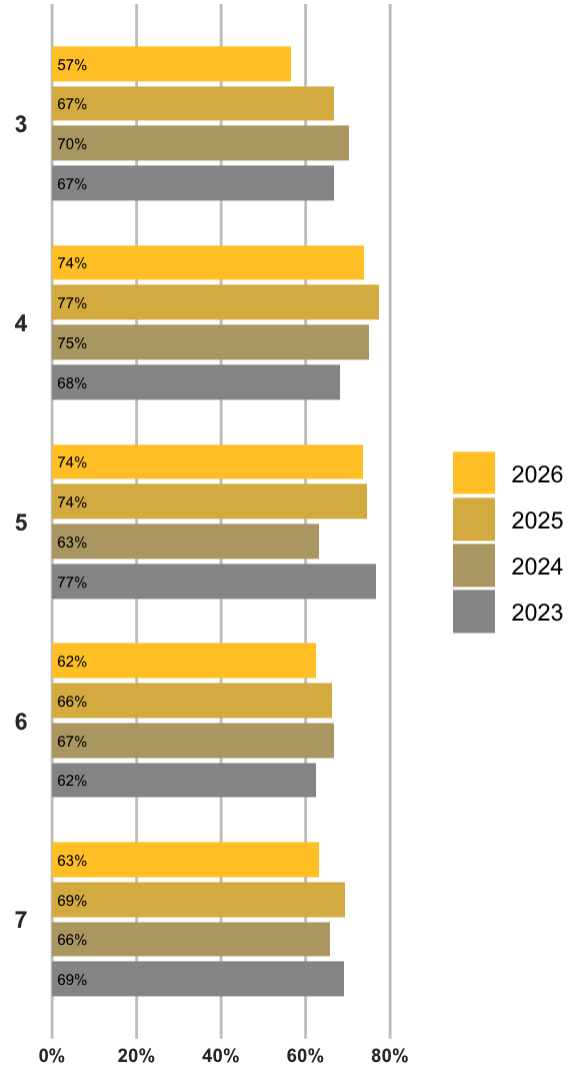


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Cross Creek Charter Academy

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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
57th

ELA
57th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+7

ELA
+8

THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

da Vinci Schools

Last Updated On: November 2026

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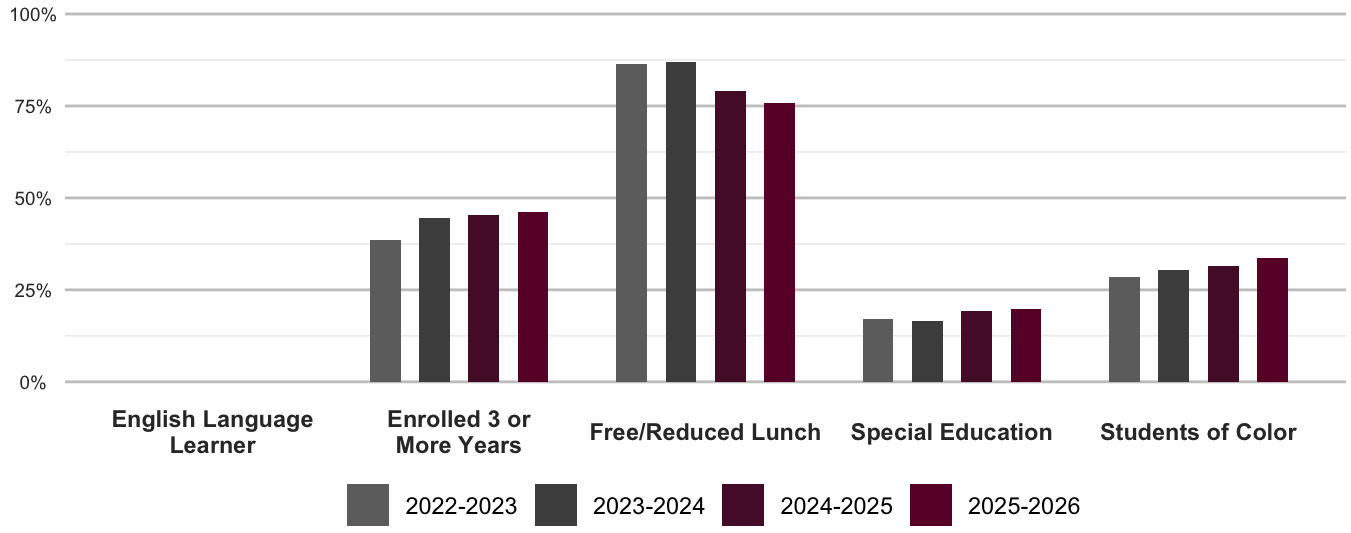
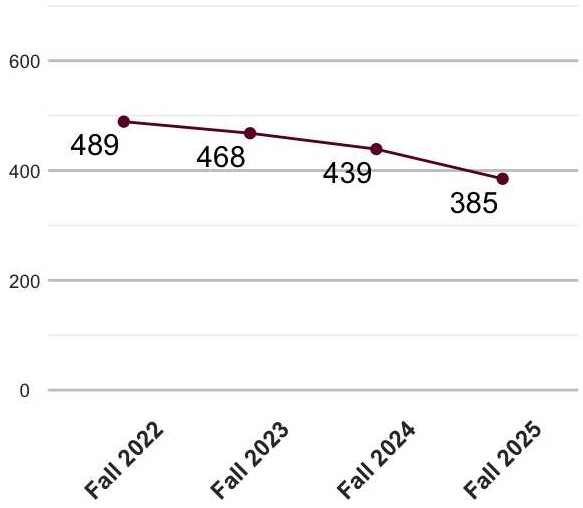
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	17.0%	16.7%	19.4%	19.7%
Free/Reduced Lunch	86.5%	87.0%	79.0%	75.8%
Students of Color	28.6%	30.3%	31.4%	33.8%
Enrolled 3 or More Years	38.7%	44.7%	45.4%	46.2%

Enrollment



Where Students Come From

Assigned District	Students
Jackson Public Schools	248
Northwest Community Schools	64
East Jackson Community Schools	33
Western School District	15
Vandercook Lake Public Schools	8
Grass Lake Community Schools	3
Hanover-Horton School District	3
Michigan Center School District	3
Napoleon Community Schools	3
Other	5

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NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
35%	+11	52%	+15

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
44%	-5	60%	+15

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
40th	58th

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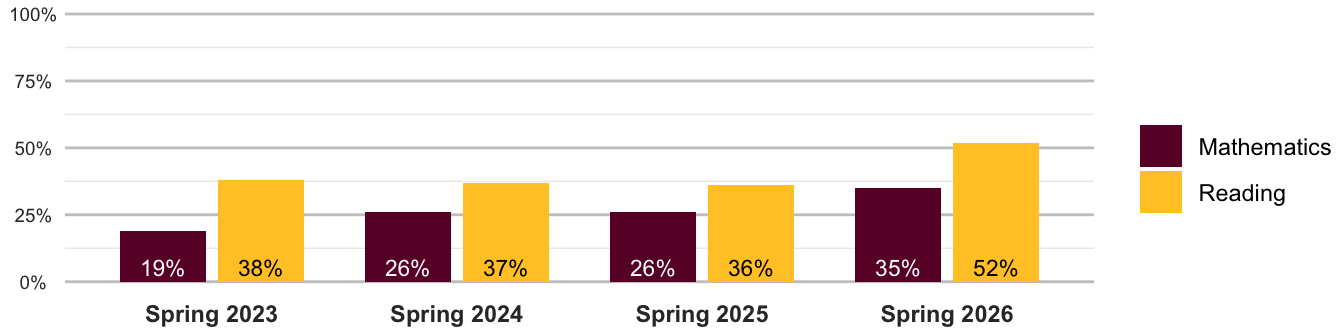
Percent Meeting NWEA MAP Spring Achievement National Norms

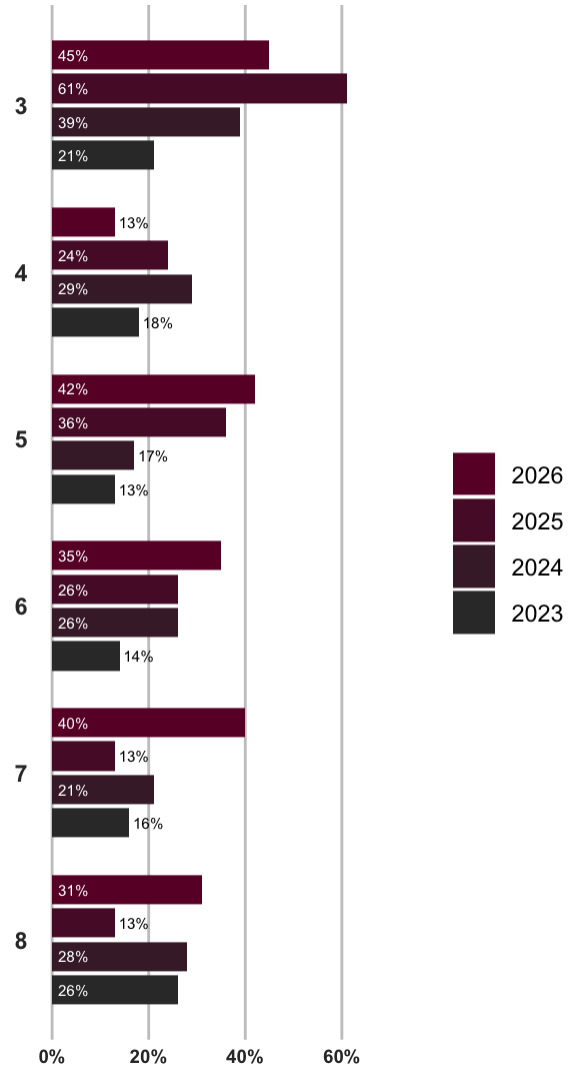
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

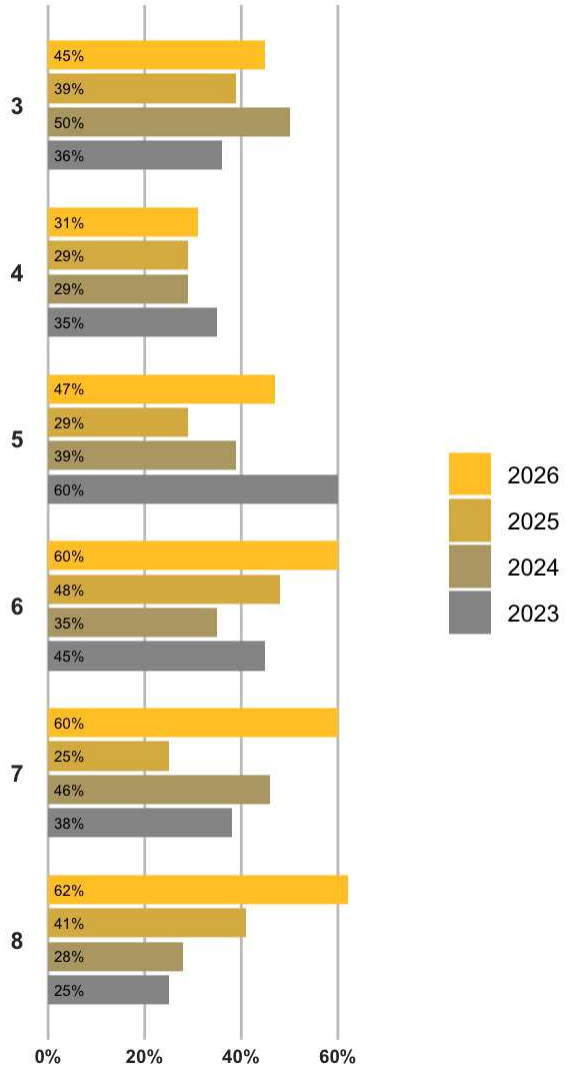


By Grade Level

Mathematics



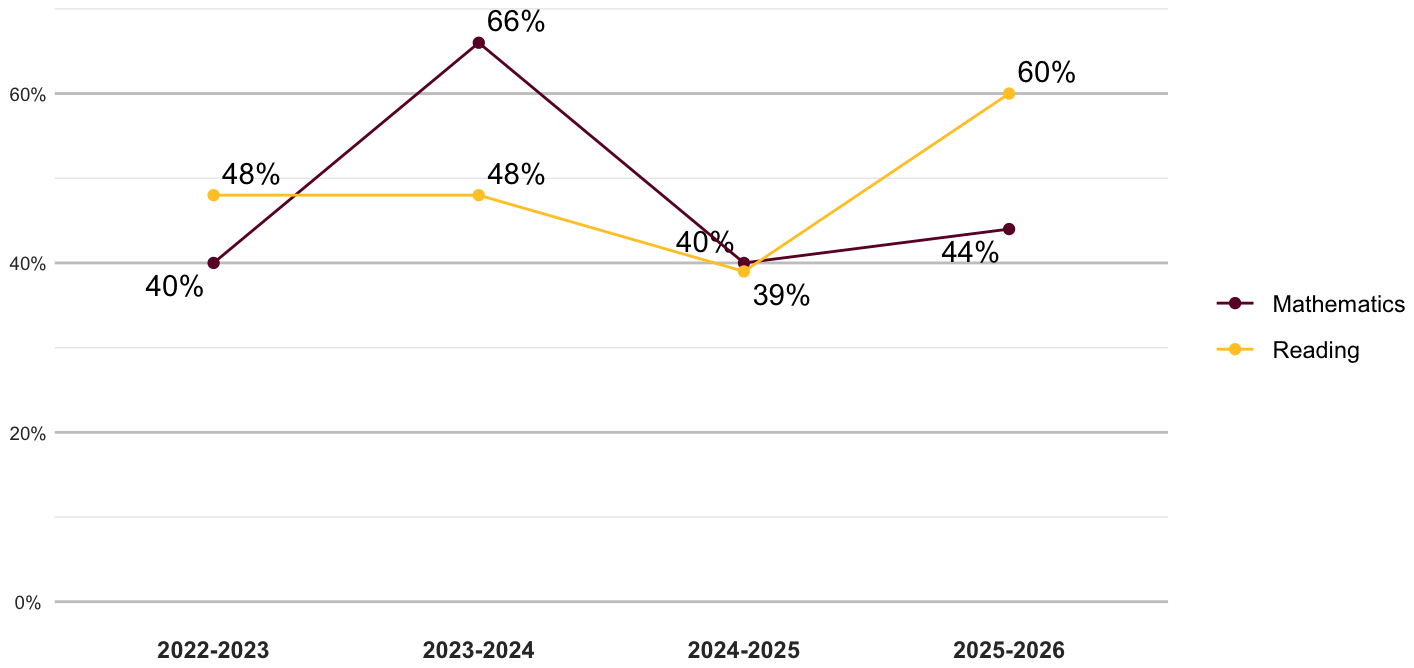
Reading



NWEA MAP Fall-to-Spring Growth

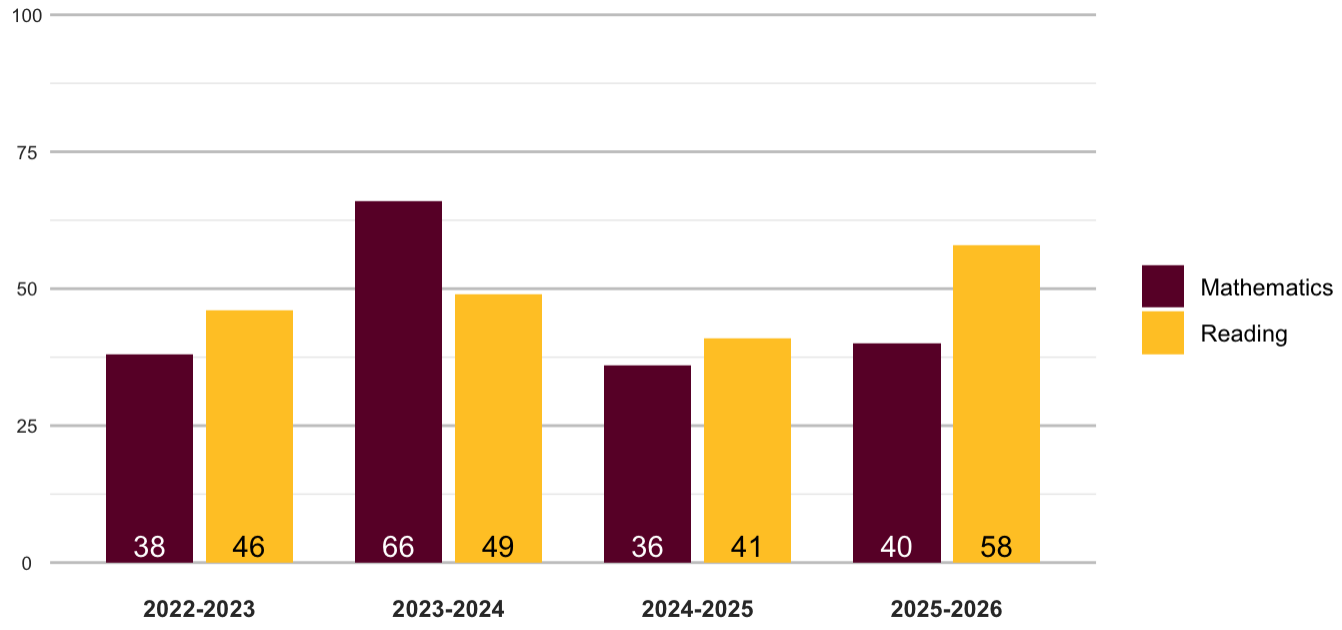
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
12%	-3	14%	-2

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-3	-8

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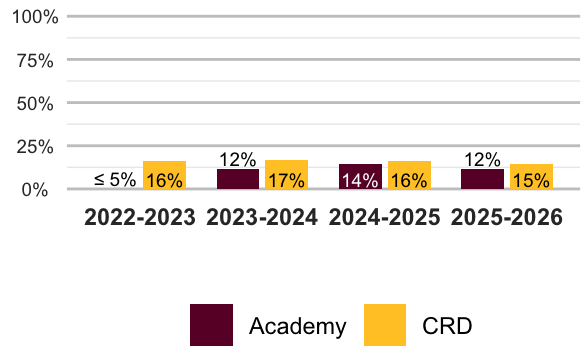
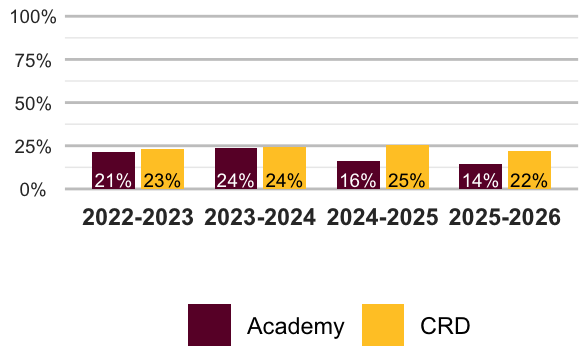
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

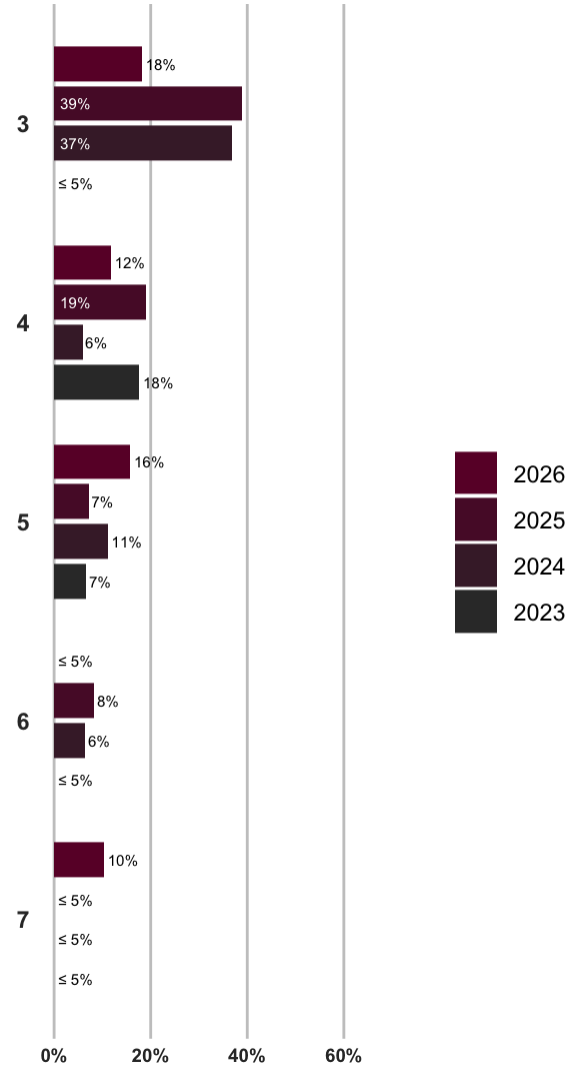


ELA

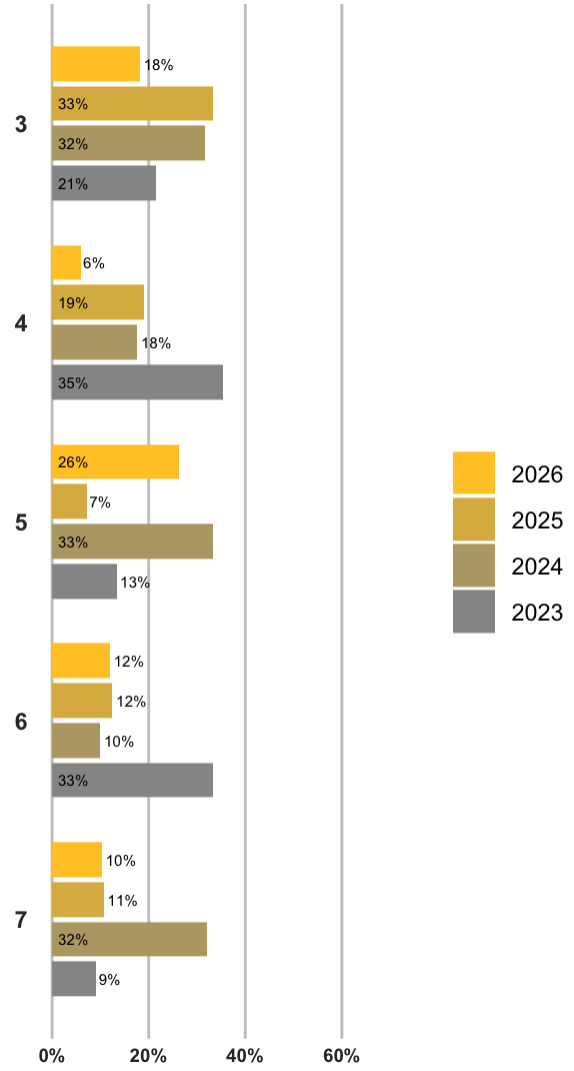


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
47th

ELA
42nd

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+3

ELA
-2

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SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
* ≤ 5	+1	18%	-19

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.

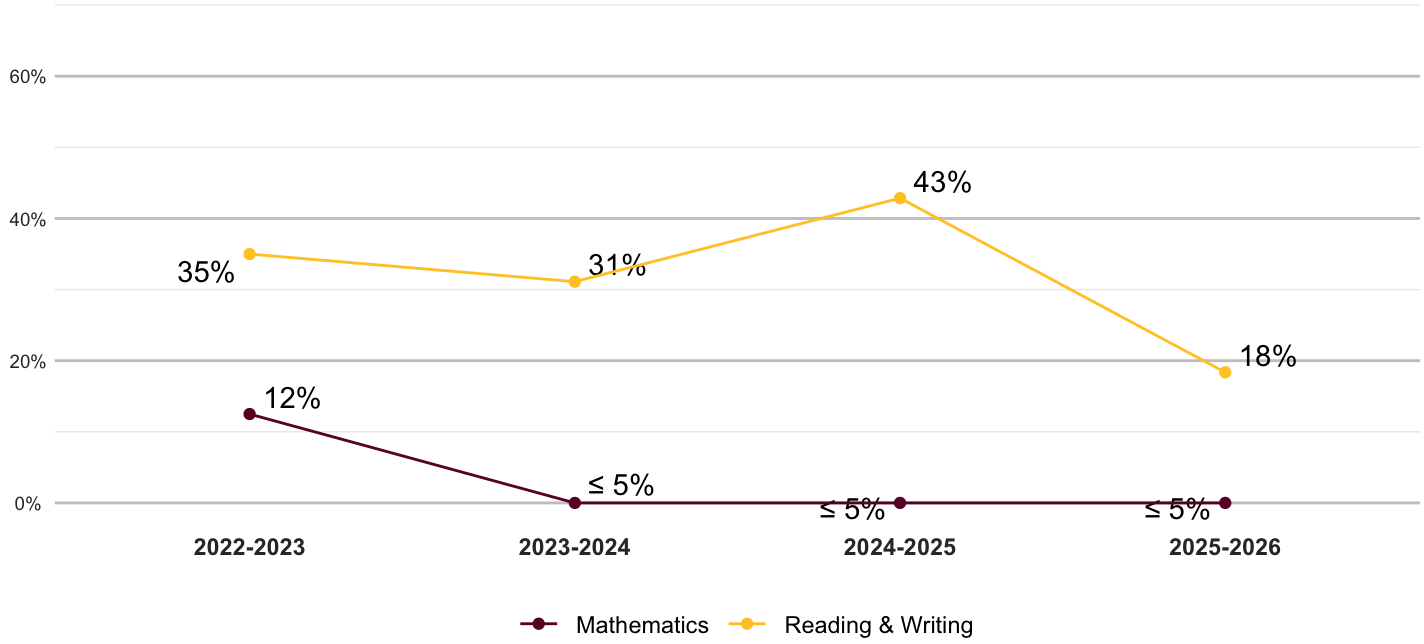
2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

Mathematics	Reading & Writing
-5	-19

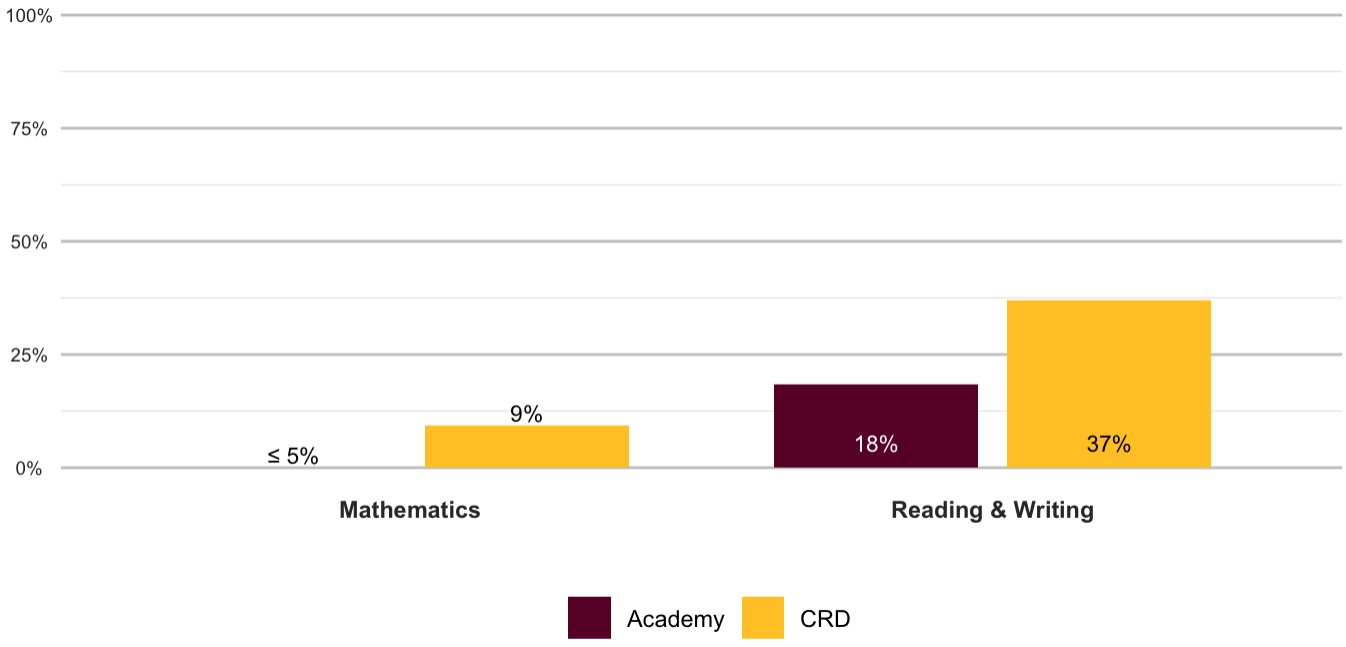
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



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Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
355	530	400	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
-45	-43

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SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
23%

Reading & Writing
27%

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CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

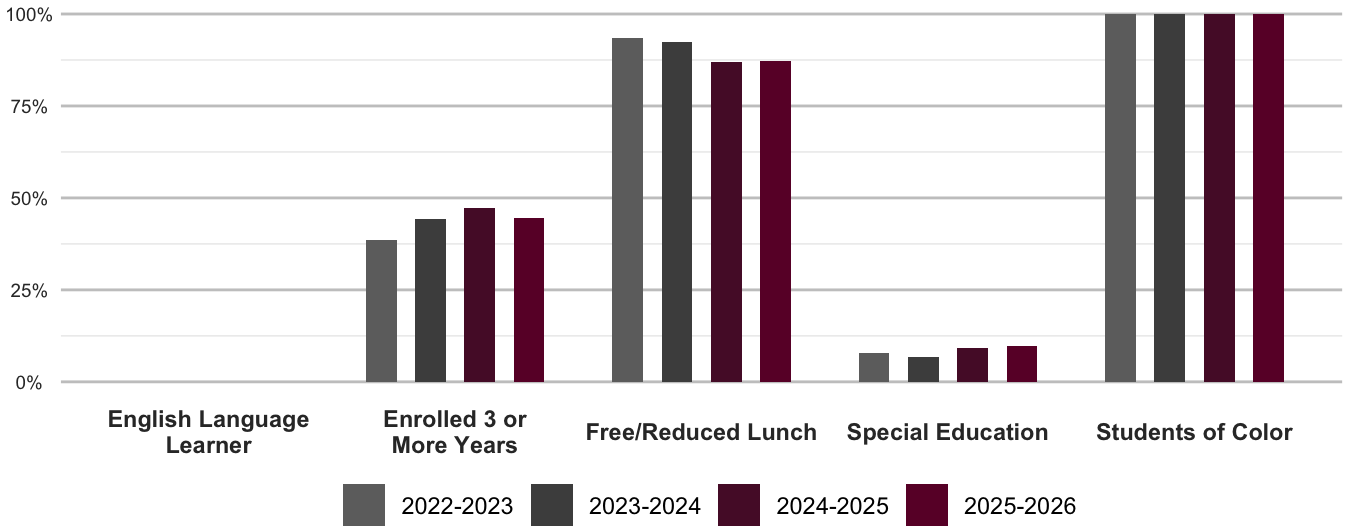
Detroit Innovation Academy

Last Updated On: November 2026

Detroit Innovation Academy

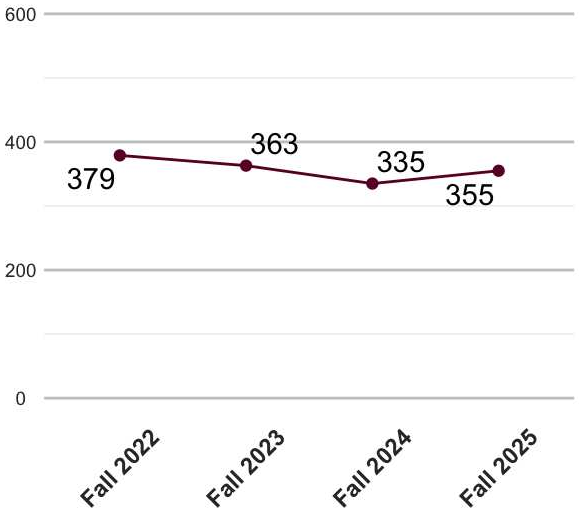
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	7.9%	6.9%	9.3%	9.9%
Free/Reduced Lunch	93.4%	92.3%	86.9%	87.3%
Students of Color	100.0%	100.0%	100.0%	100.0%
Enrolled 3 or More Years	38.5%	44.4%	47.3%	44.5%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	354
Taylor School District	1

Detroit Innovation Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
32%	+11	44%	+9

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
53%	+4	48%	+4

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
51st	47th

Detroit Innovation Academy

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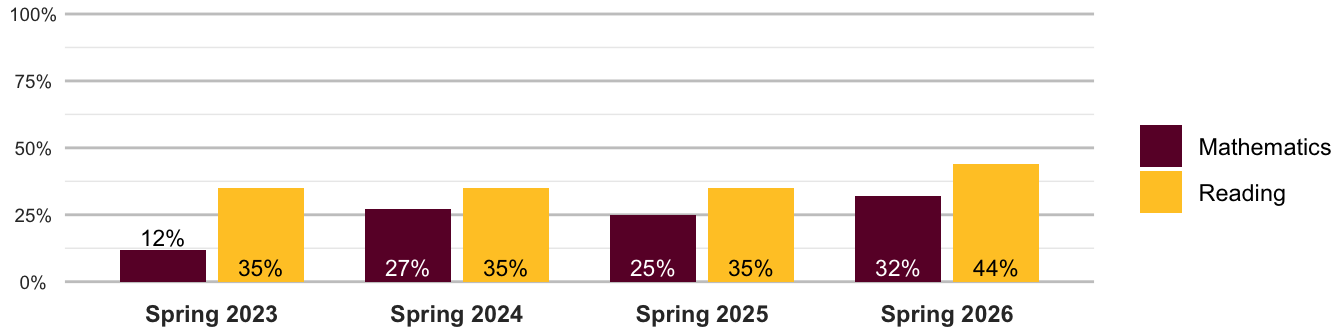
Percent Meeting NWEA MAP Spring Achievement National Norms

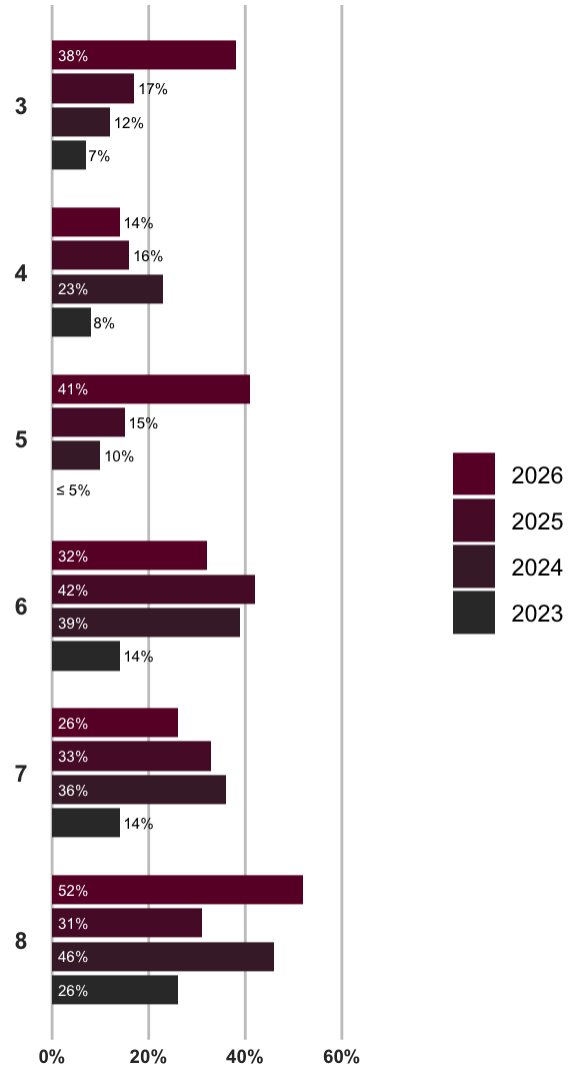
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

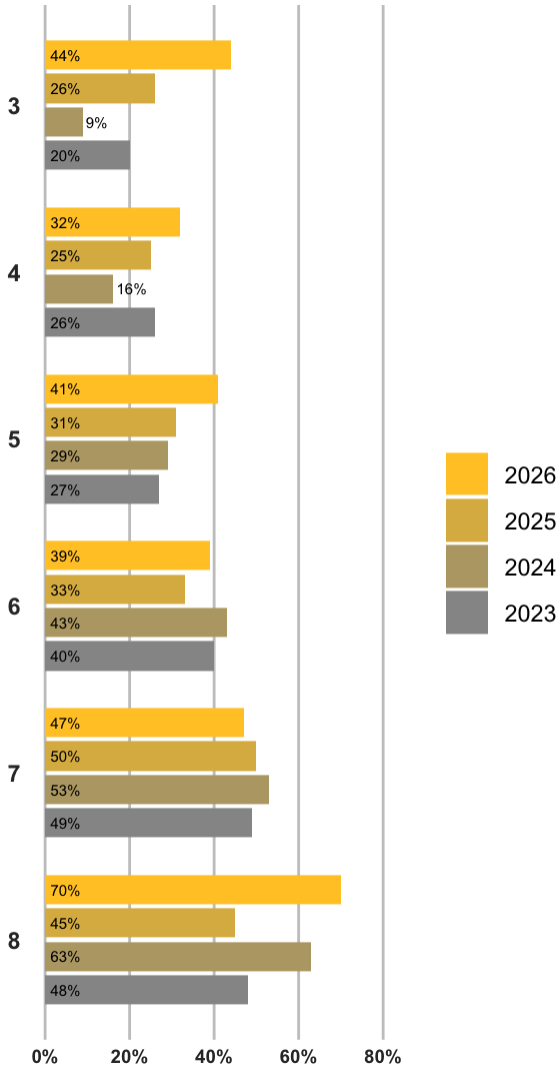


By Grade Level

Mathematics



Reading



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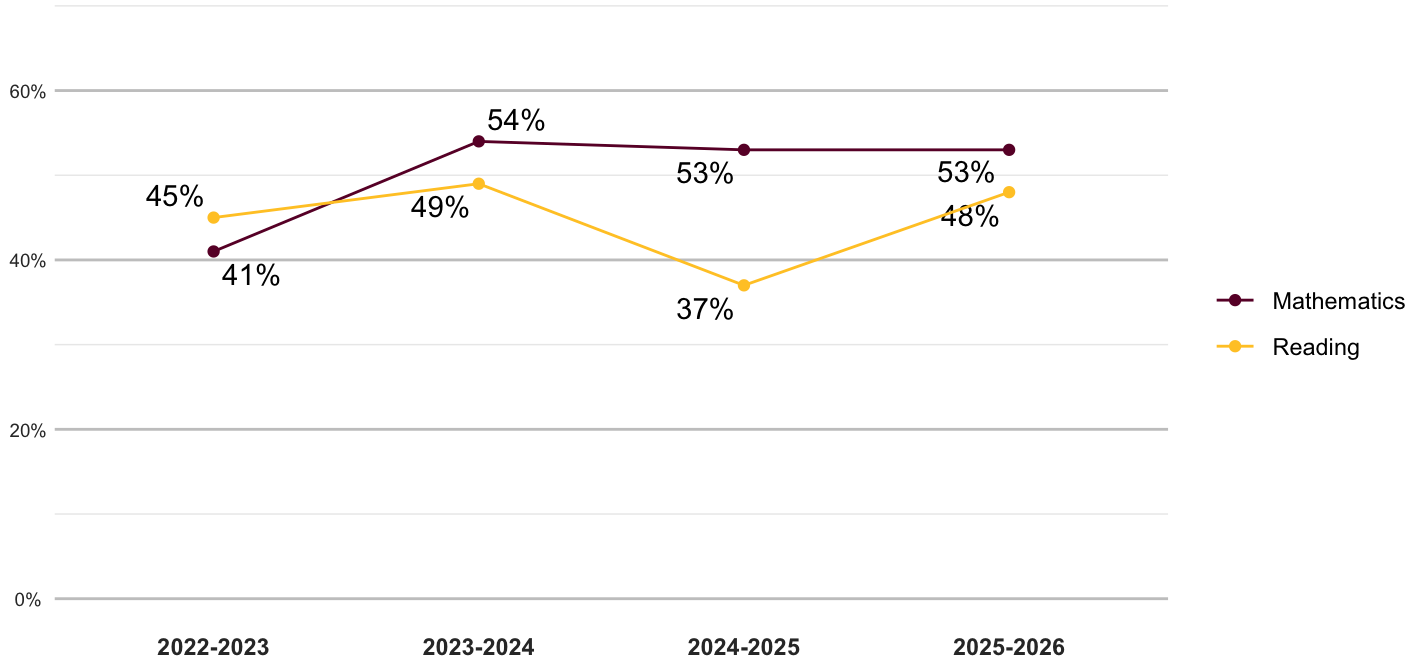
NWEA MAP Fall-to-Spring Growth

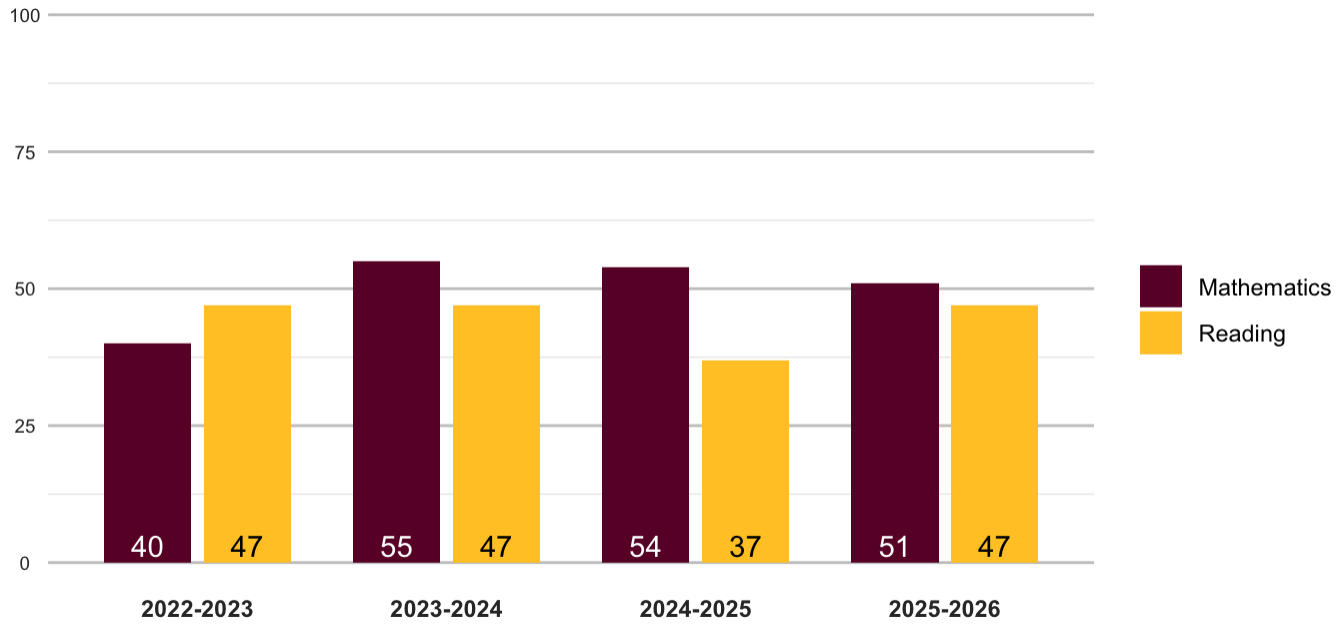
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
8%	-2	16%	-5

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-7	+0

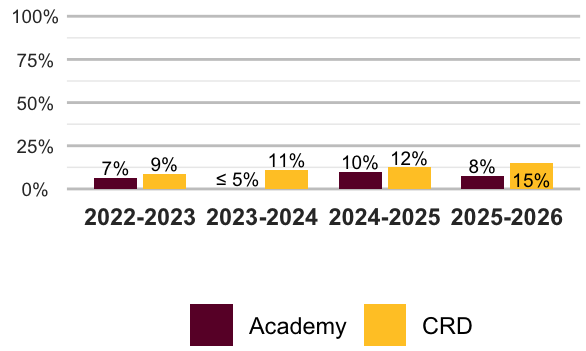
Detroit Innovation Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

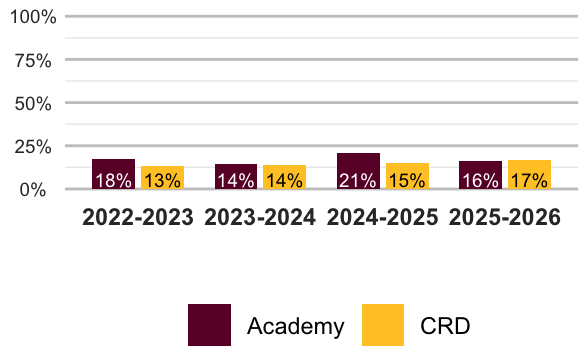
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

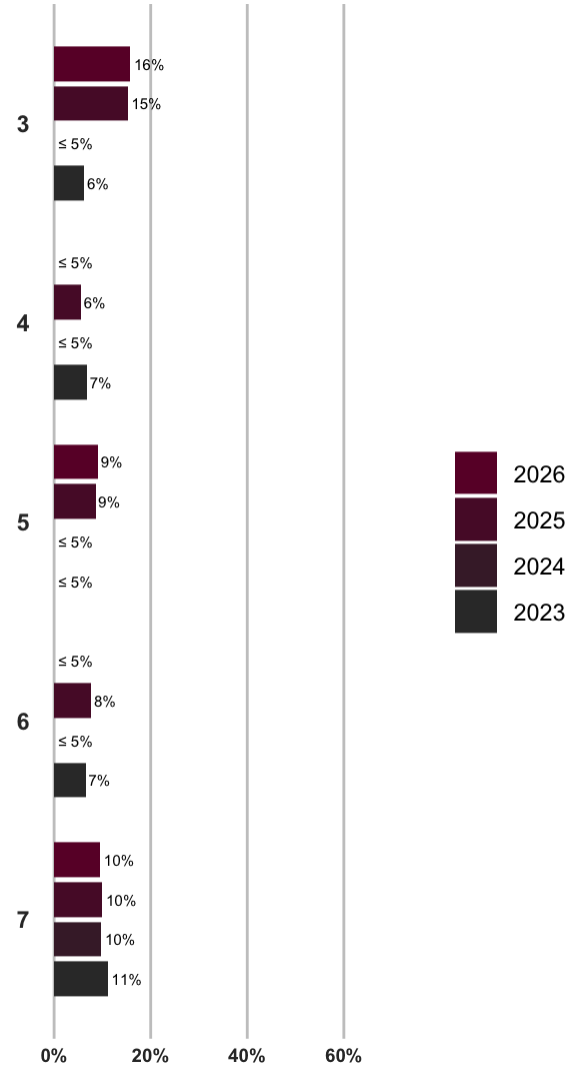


ELA

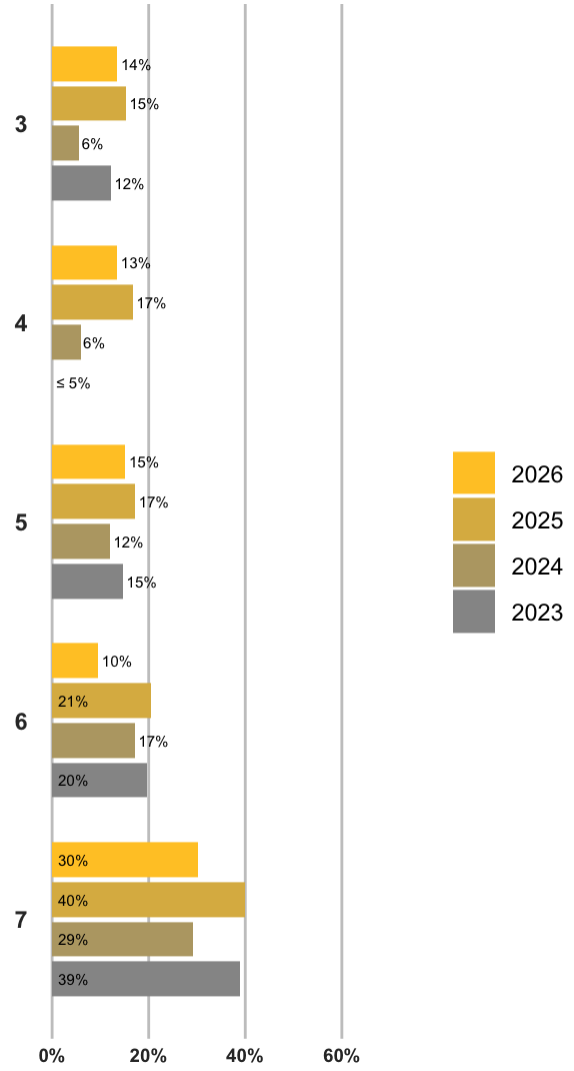


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Detroit Innovation Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics	ELA
54th	55th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics	ELA
+4	+8

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2025-26 Academic Performance Report

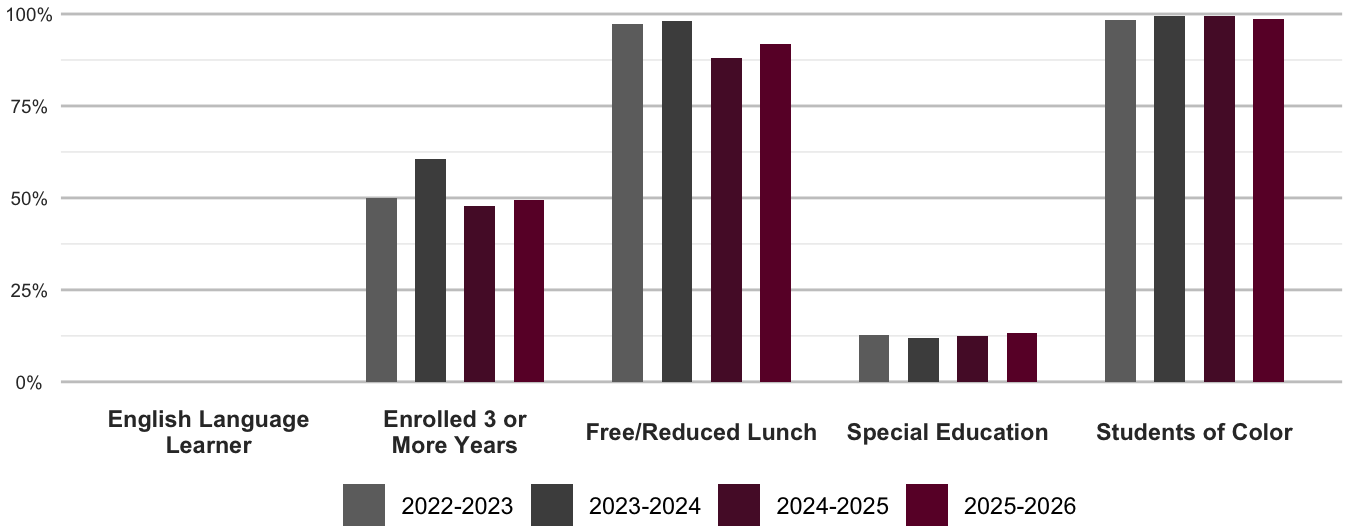
Detroit Leadership Academy

Last Updated On: November 2026

Detroit Leadership Academy

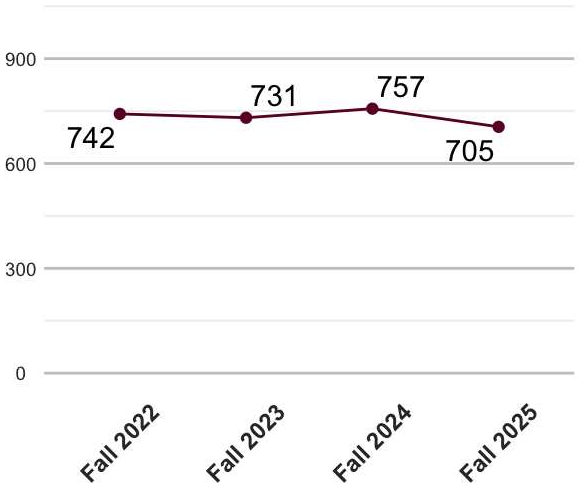
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	12.8%	12.0%	12.5%	13.3%
Free/Reduced Lunch	97.2%	98.1%	88.0%	91.8%
Students of Color	98.4%	99.5%	99.3%	98.6%
Enrolled 3 or More Years	50.1%	60.5%	47.9%	49.4%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	682
Redford Union Schools, District No. 1	7
Dearborn Heights School District #7	5
Taylor School District	4
Livonia Public Schools School District	2
Southfield Public School District	2
Walled Lake Consolidated Schools	2
Wayne-Westland Community School District	1

Detroit Leadership Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
17%	+7	34%	+15

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
37%	-7	51%	+12

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
40th	50th

Detroit Leadership Academy

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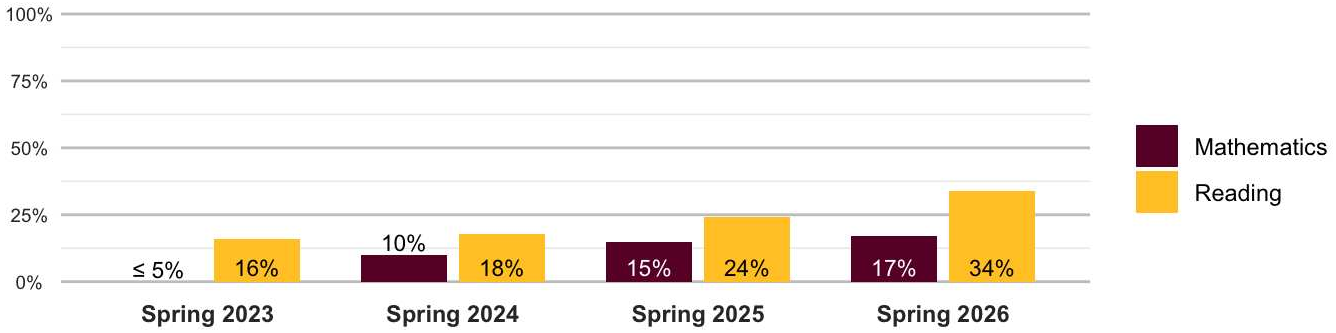
Percent Meeting NWEA MAP Spring Achievement National Norms

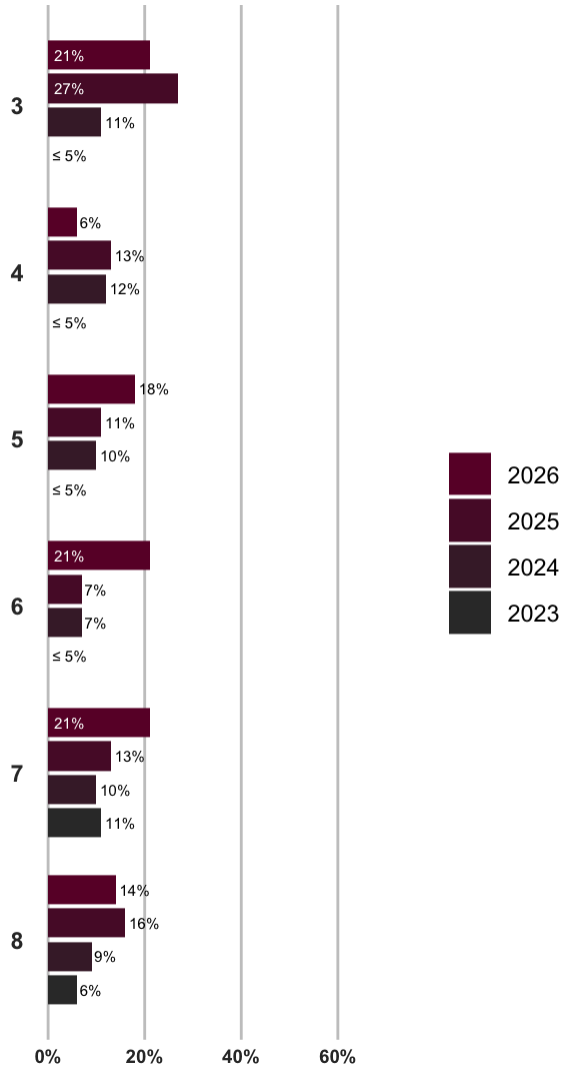
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

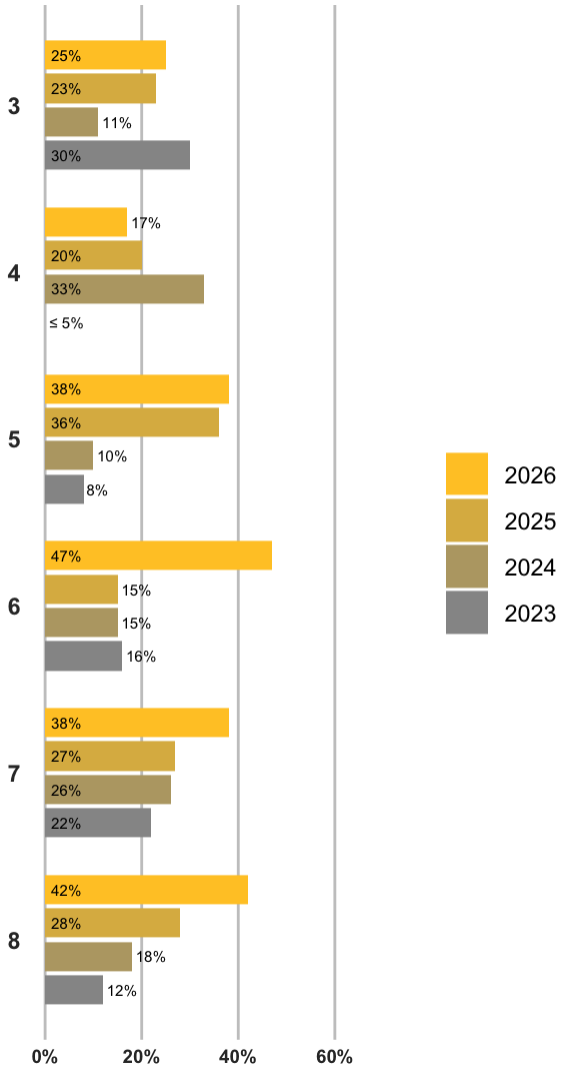


By Grade Level

Mathematics



Reading



Detroit Leadership Academy

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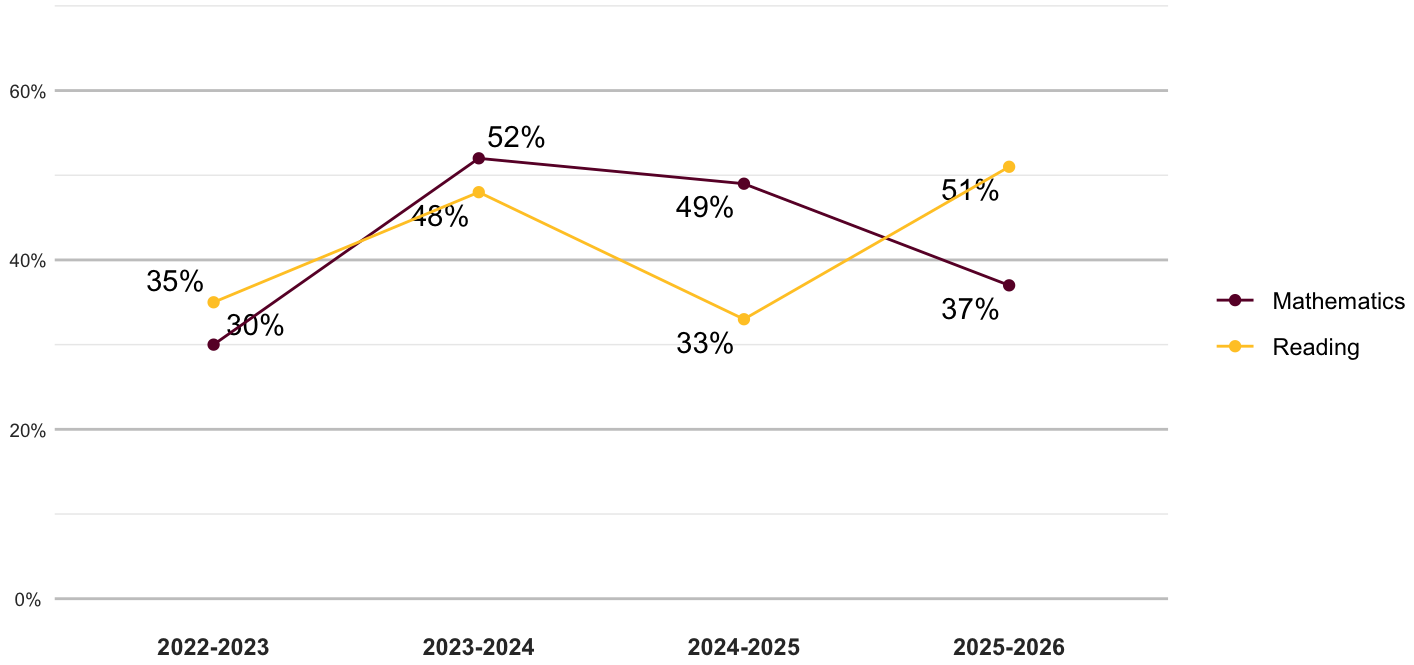
NWEA MAP Fall-to-Spring Growth

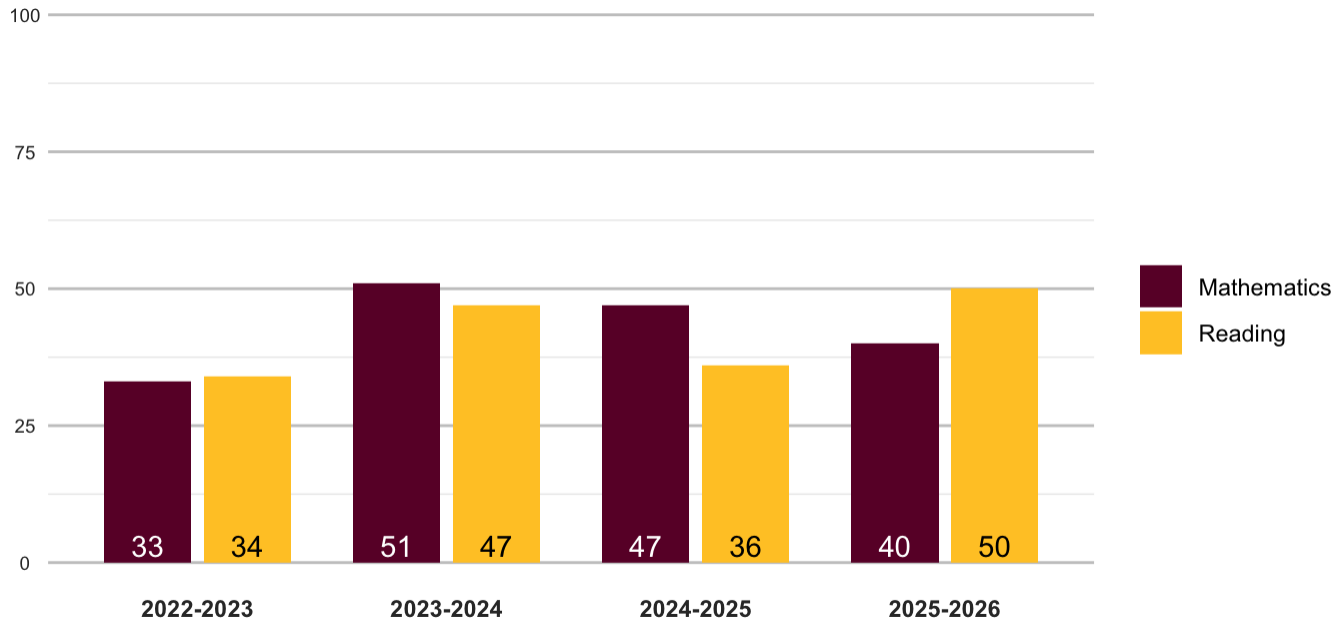
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Detroit Leadership Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
* ≤ 5	-5	12%	+0

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-13	-5

* 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.

Detroit Leadership Academy

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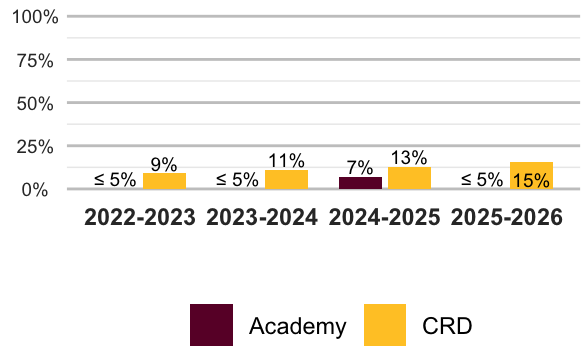
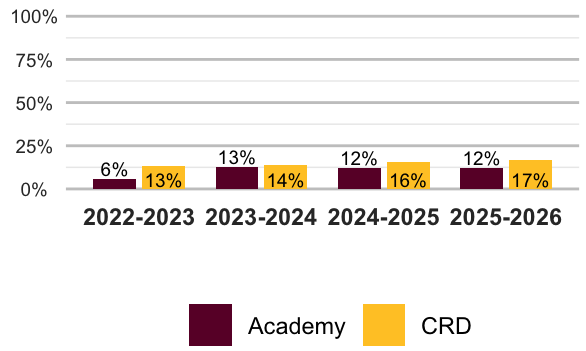
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

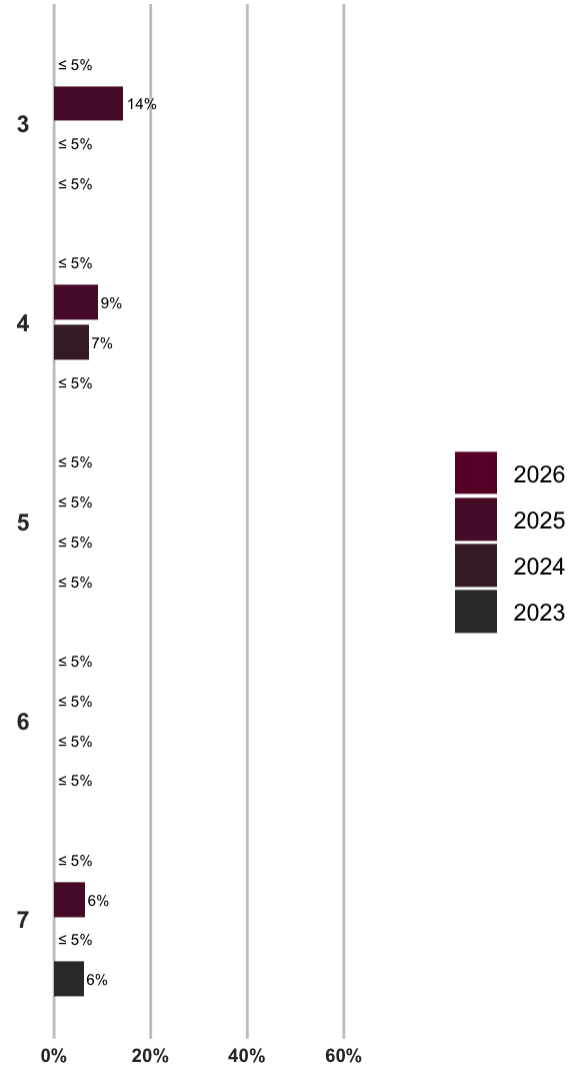


ELA

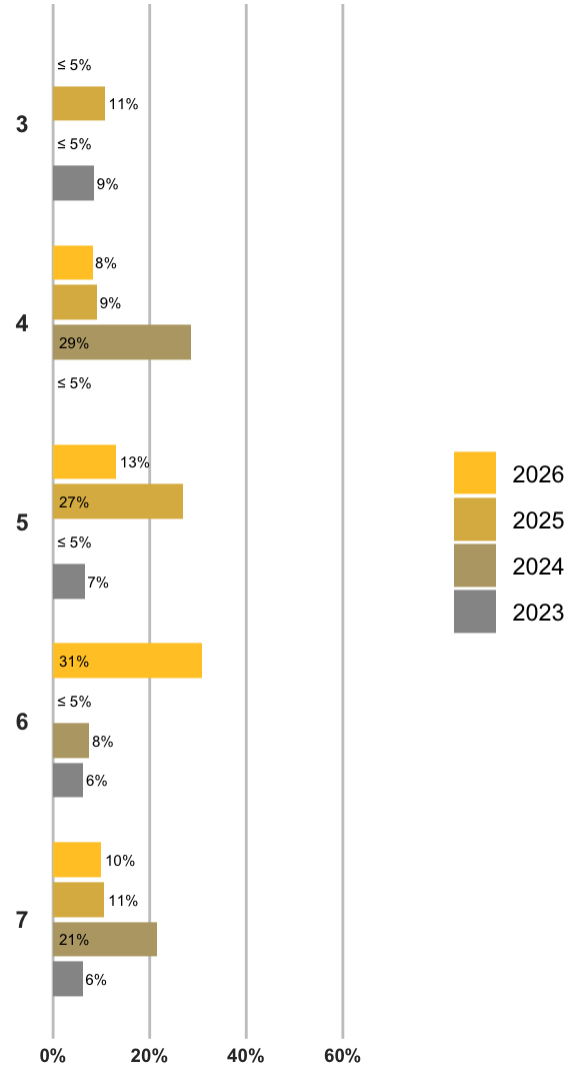


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Detroit Leadership Academy

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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
43rd

ELA
53rd

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
-7

ELA
+5

Detroit Leadership Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
* ≤ 5	+0	* ≤ 5	-2

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

Mathematics	Reading & Writing
-14	-31

* 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.

Detroit Leadership Academy

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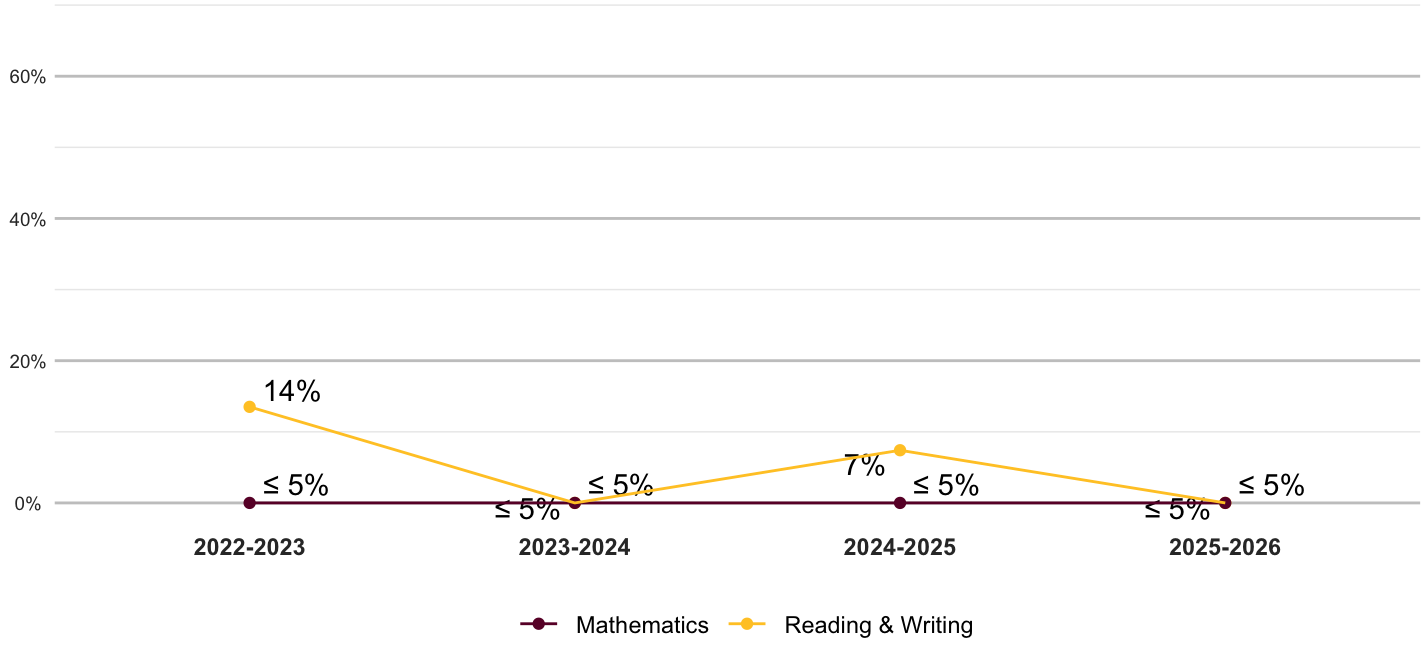
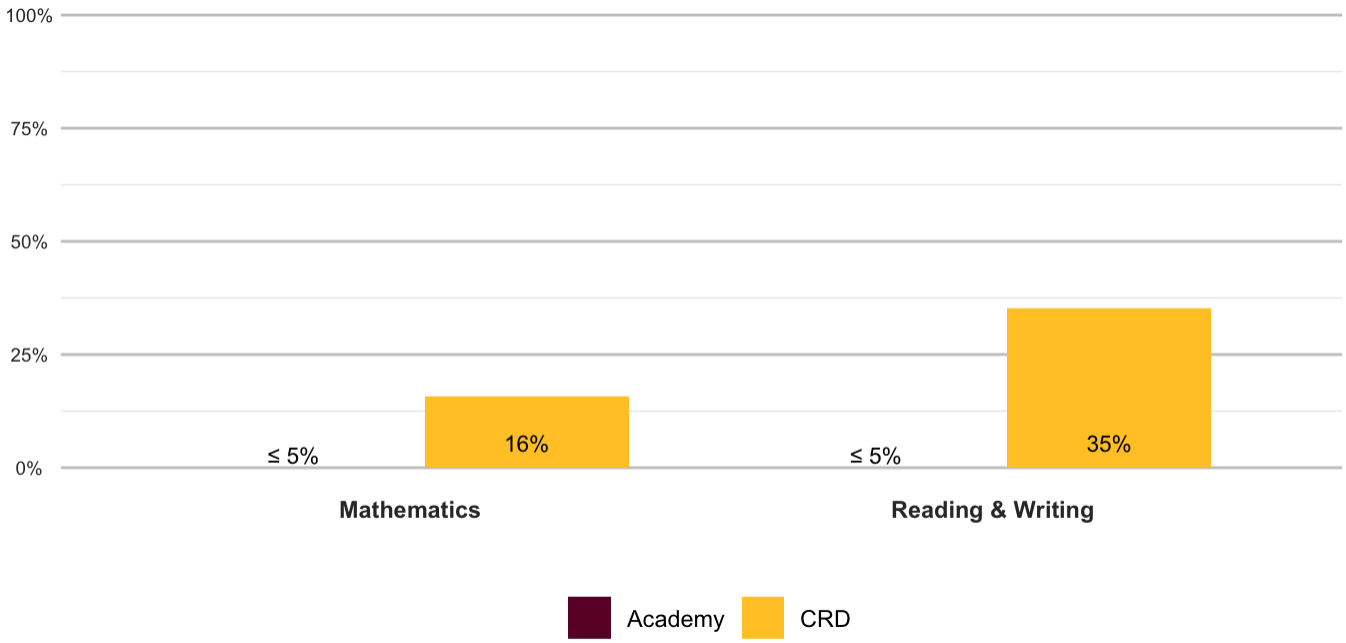
SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



Detroit Leadership Academy

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Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
345	530	365	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
-70	-73

Detroit Leadership Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
5%

Reading & Writing
20%

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

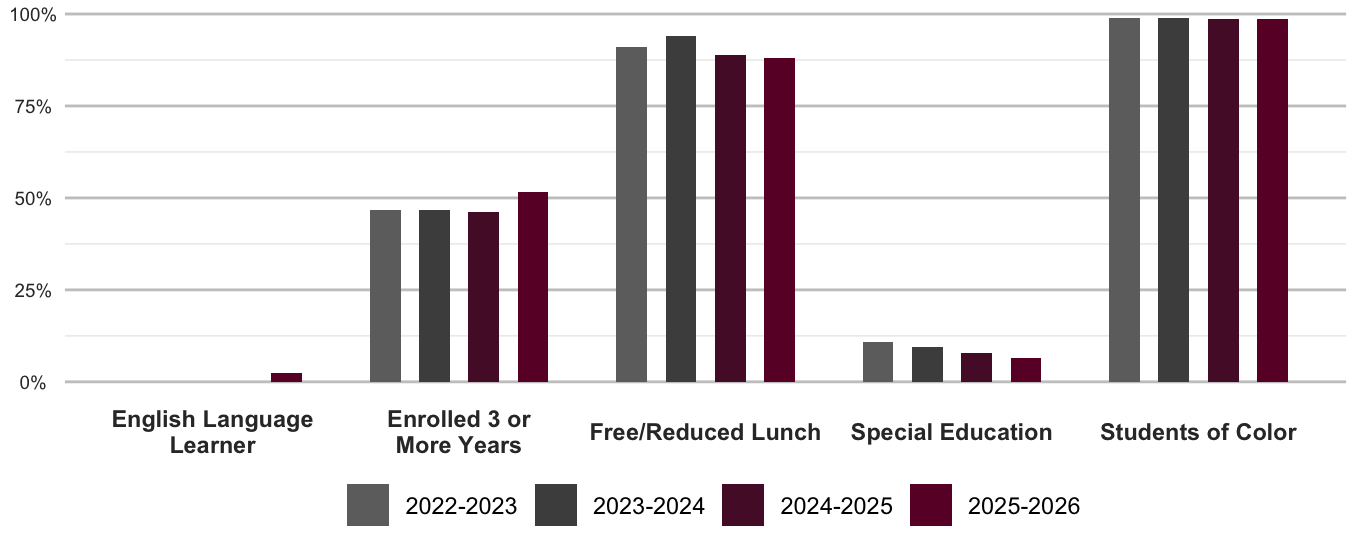
Discovery Creative Pathways

Last Updated On: November 2026

Discovery Creative Pathways

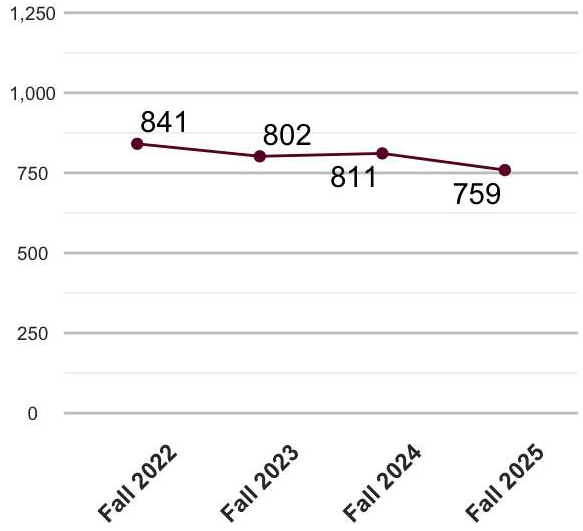
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	2.4%
Special Education	10.9%	9.6%	7.8%	6.6%
Free/Reduced Lunch	91.1%	94.1%	88.9%	88.1%
Students of Color	99.0%	99.0%	98.5%	98.6%
Enrolled 3 or More Years	46.6%	46.6%	46.2%	51.6%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	511
Harper Woods, The School District of the City of	147
Redford Union Schools, District No. 1	47
Grosse Pointe Public Schools	15
Eastpointe Community Schools	9
Warren Consolidated Schools	9
Clintondale Community Schools	8
Highland Park City Schools	4
Woodhaven-Brownstown School District	3
Other	6

Discovery Creative Pathways

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
26%	+11	33%	+13

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
46%	+5	53%	+16

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
46th	52nd

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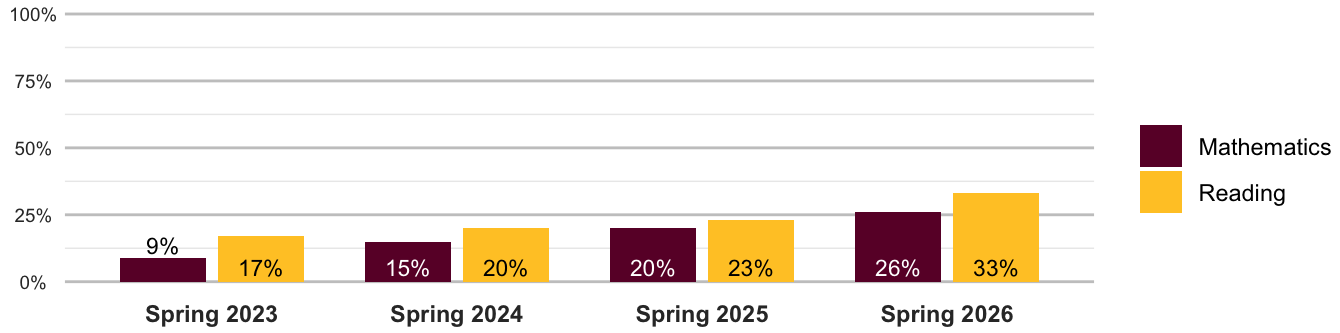
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

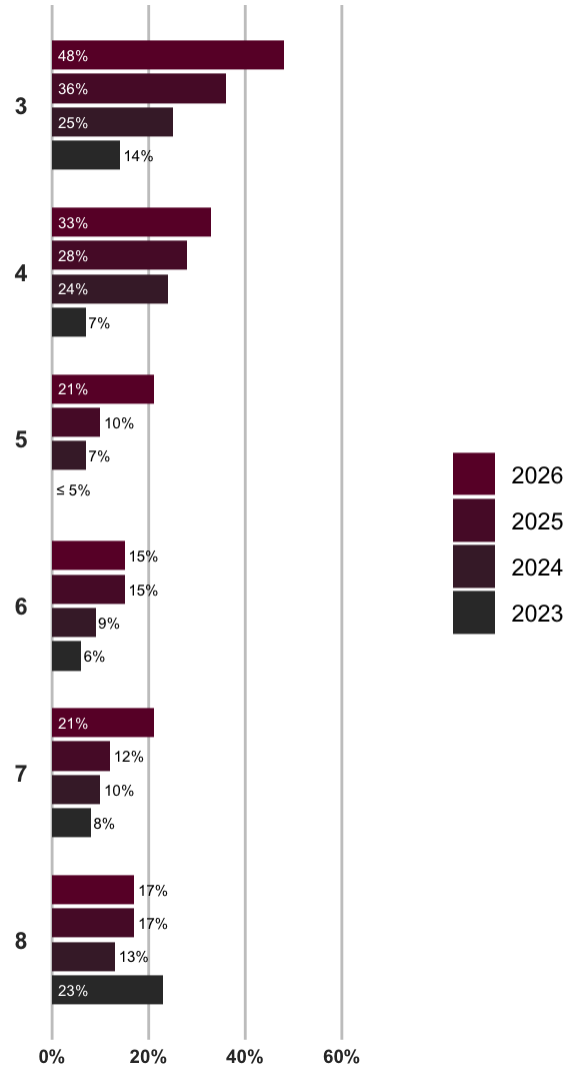
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

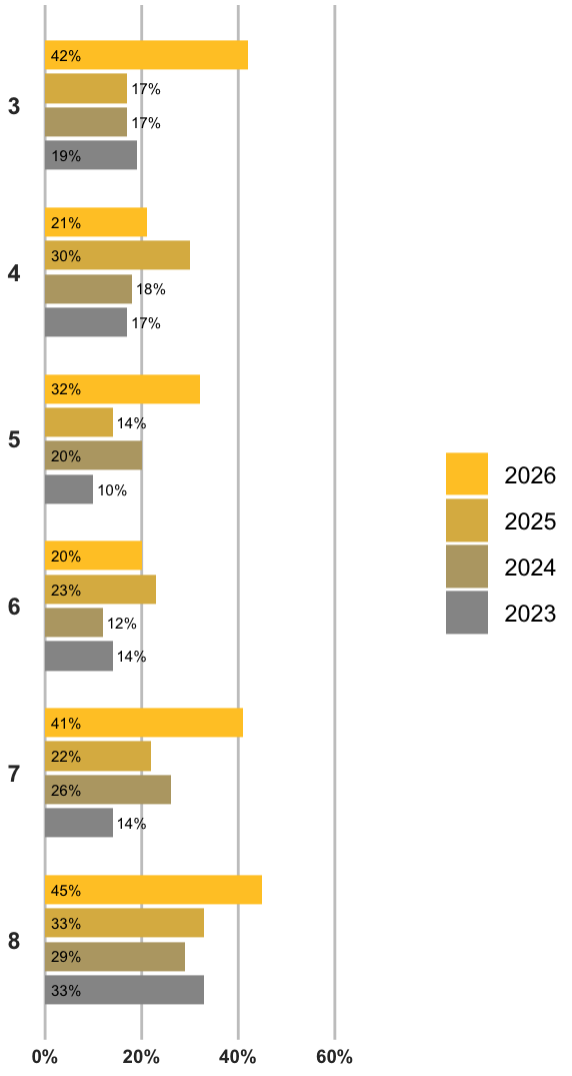


By Grade Level

Mathematics



Reading



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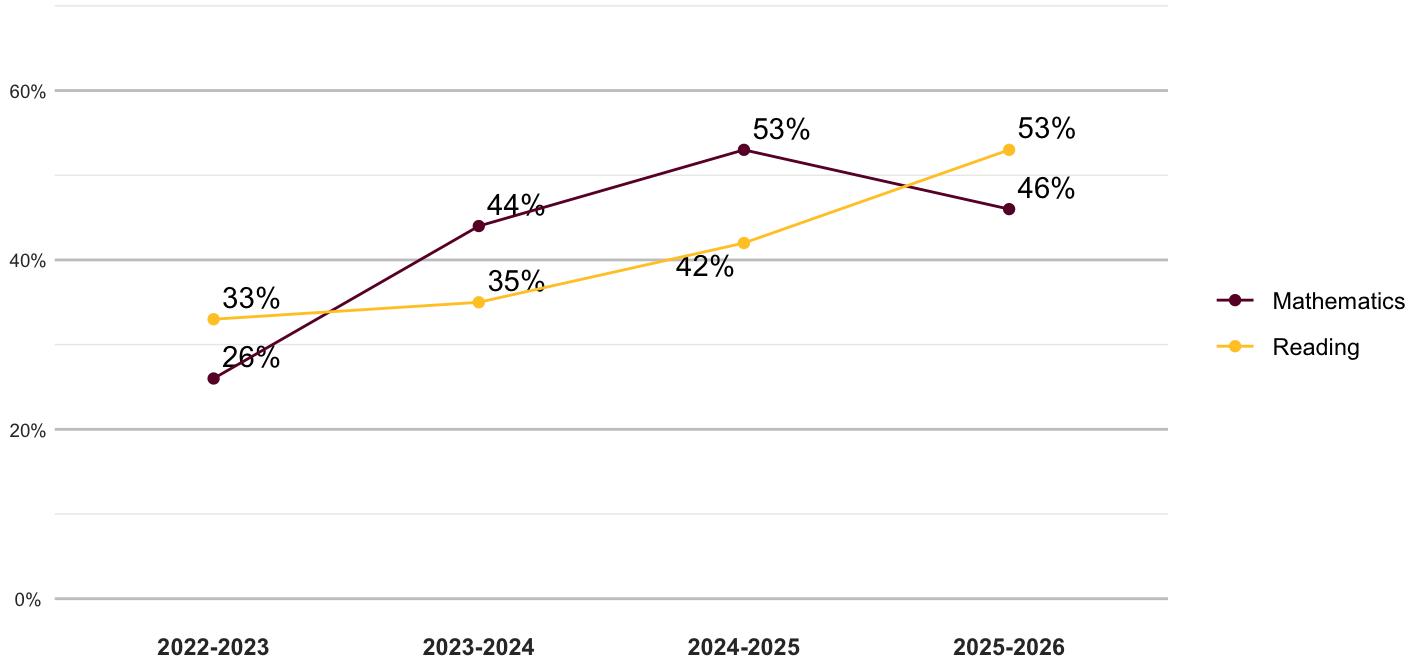
NWEA MAP Fall-to-Spring Growth

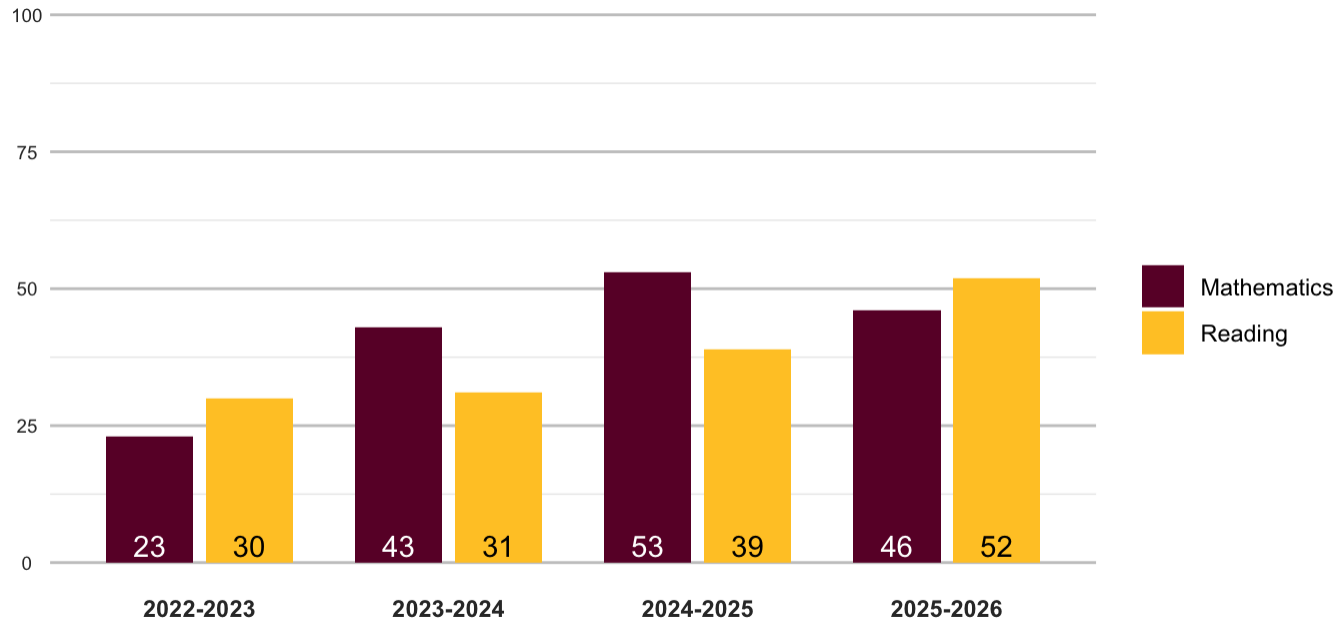
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
7%	+1	13%	+5

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-7	-4

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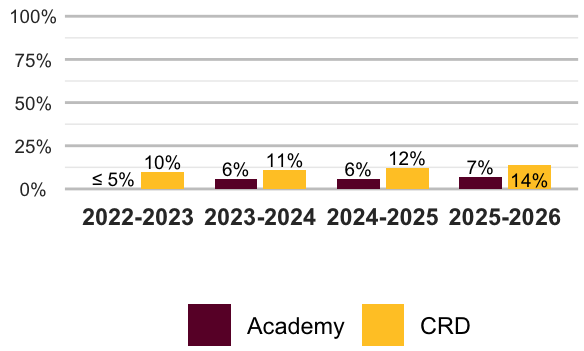
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

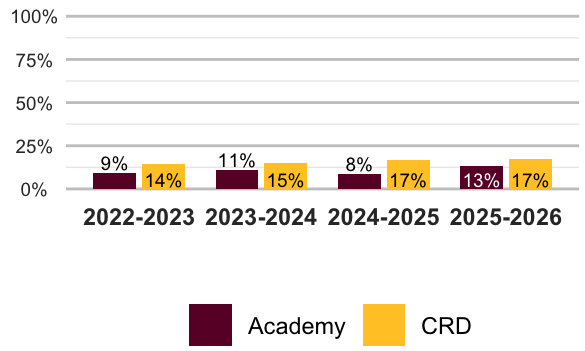
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

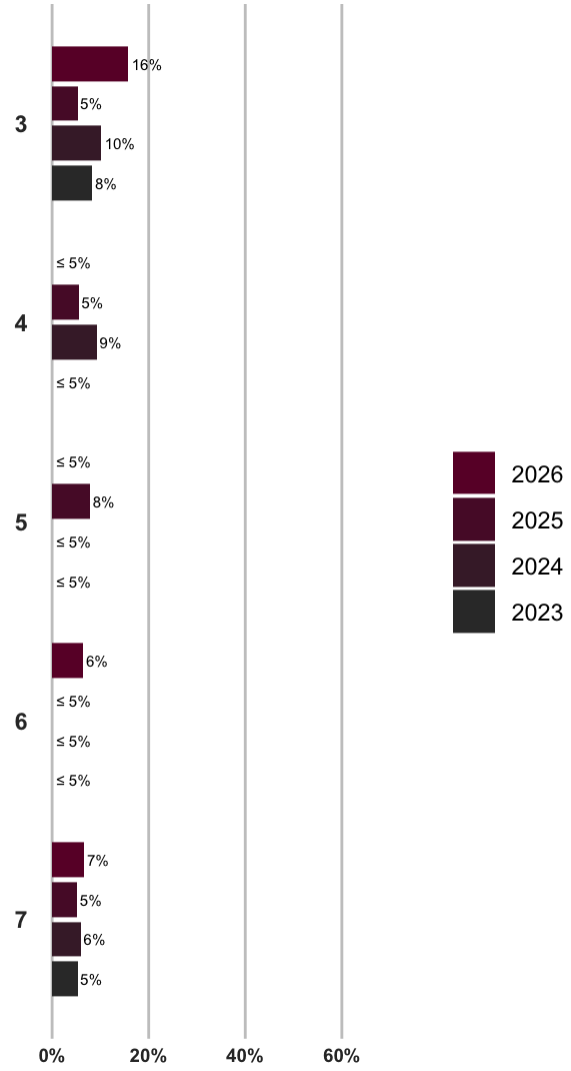


ELA

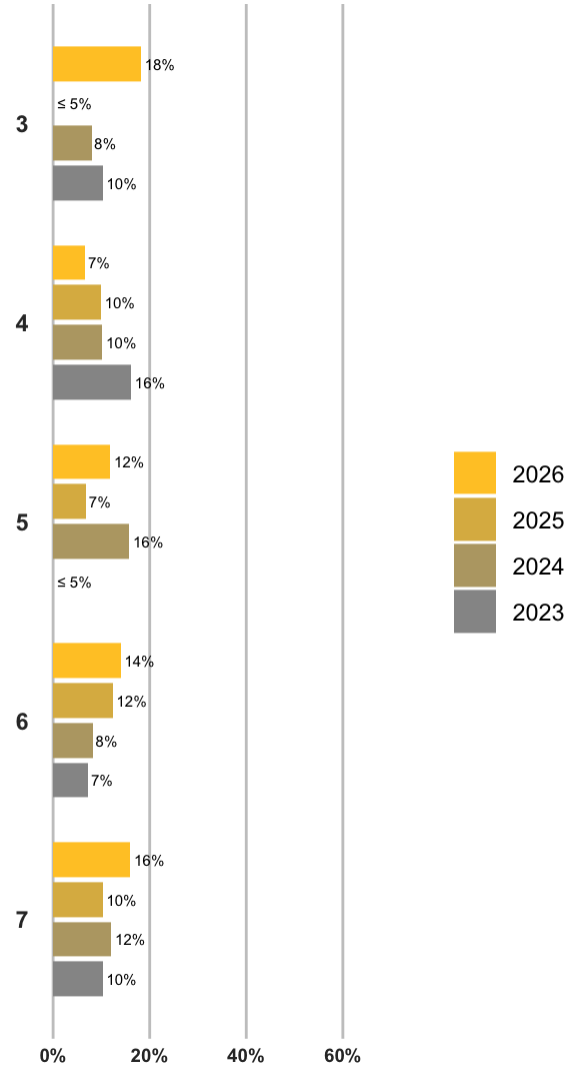


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Discovery Creative Pathways

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics	ELA
47th	49th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics	ELA
-2	+1

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

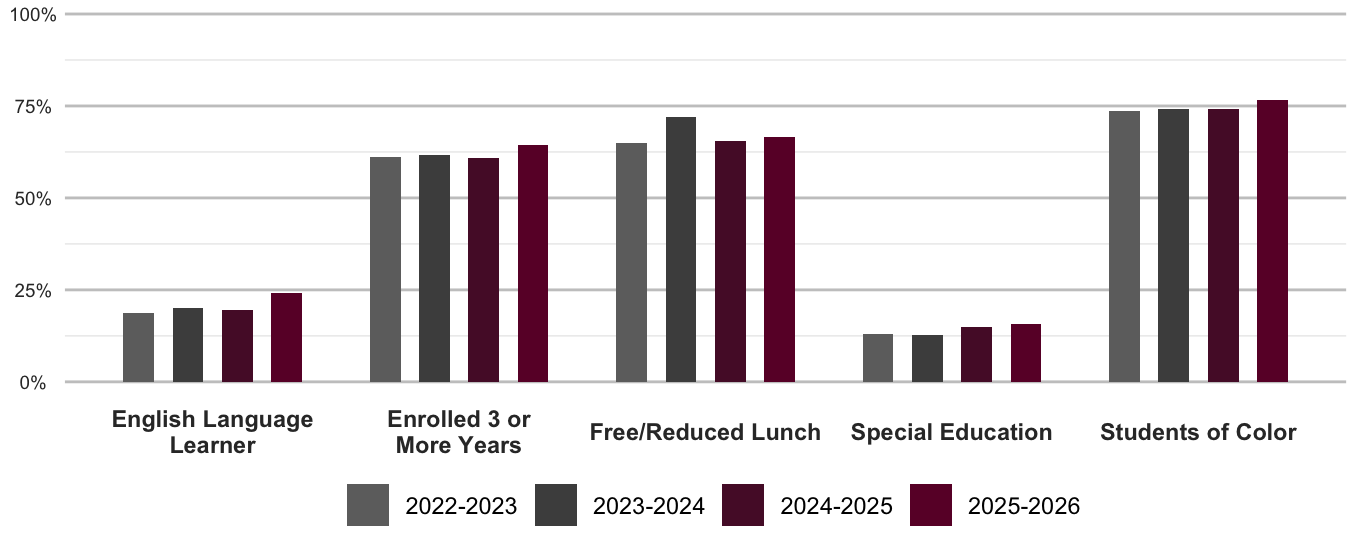
Eagle Crest Charter Academy

Last Updated On: November 2026

Eagle Crest Charter Academy

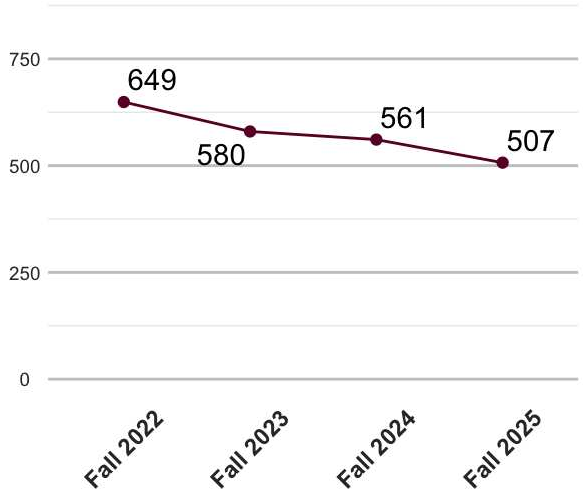
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	18.8%	20.2%	19.6%	24.3%
Special Education	13.1%	12.8%	14.8%	15.8%
Free/Reduced Lunch	65.0%	71.9%	65.4%	66.5%
Students of Color	73.7%	74.1%	74.2%	76.5%
Enrolled 3 or More Years	61.2%	61.7%	60.8%	64.3%

Enrollment



Where Students Come From

Assigned District	Students
West Ottawa Public School District	366
Holland City School District	66
Zeeland Public Schools	48
Grand Haven Area Public Schools	8
Hamilton Community Schools	7
Allegan Public Schools	3
Allendale Public Schools	2
Fennville Public Schools	2
Kelloggsville Public Schools	2
Other	3

Eagle Crest Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
62%	+3	54%	+2

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
54%	-3	49%	+4

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
57th	48th

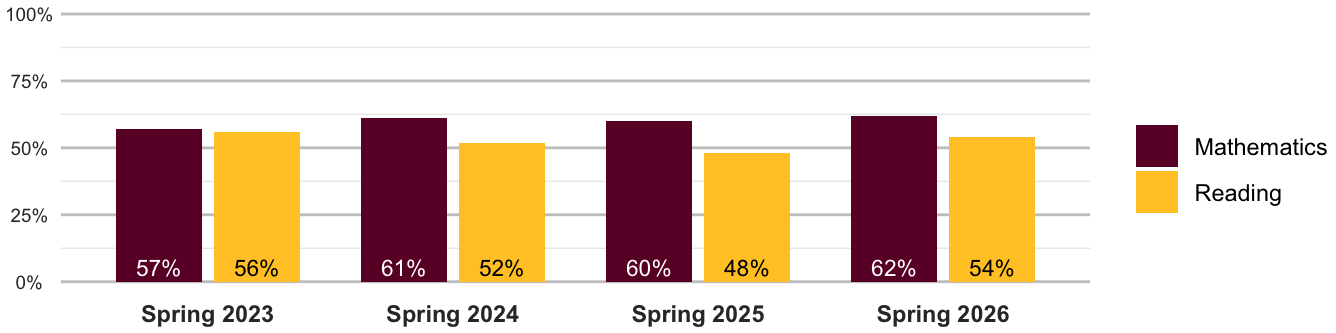
Eagle Crest Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

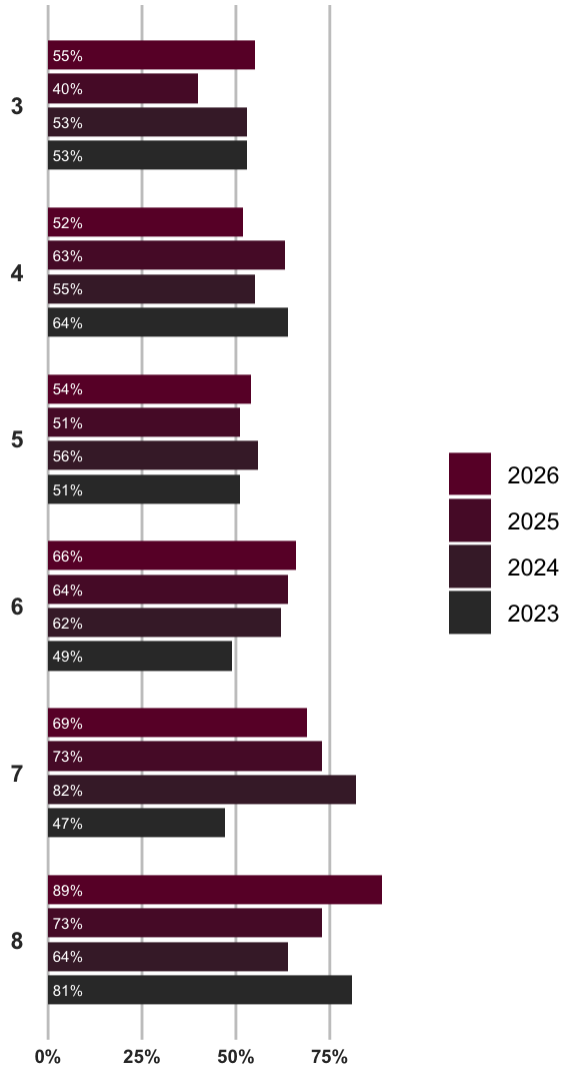
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

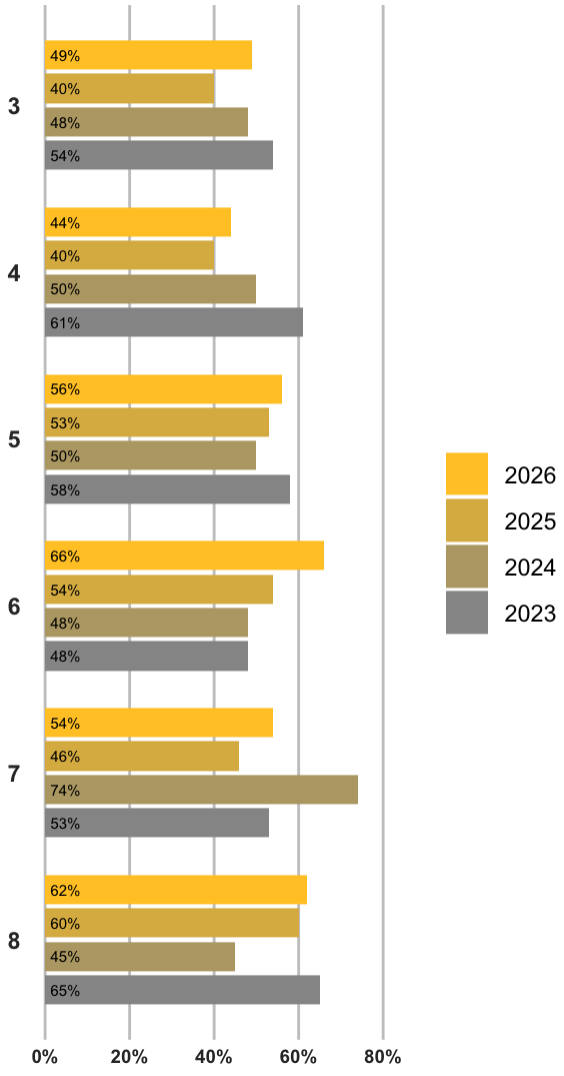


By Grade Level

Mathematics



Reading



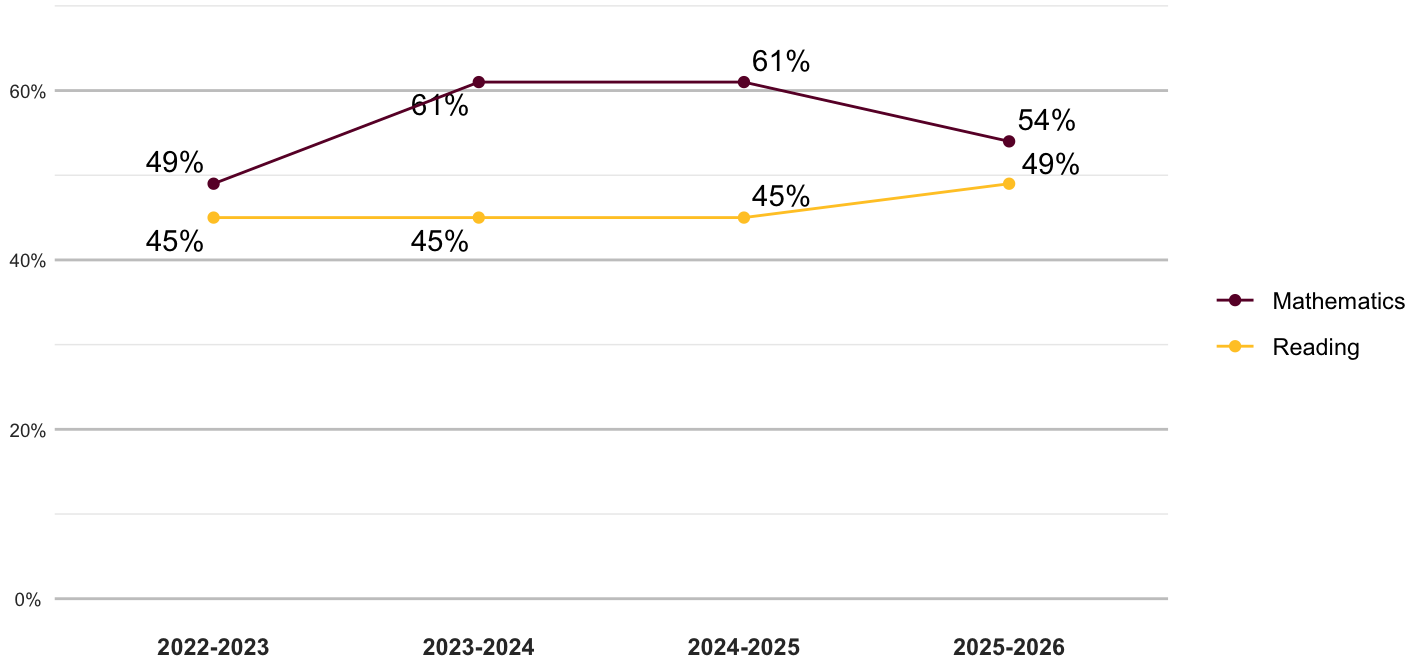
Eagle Crest Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

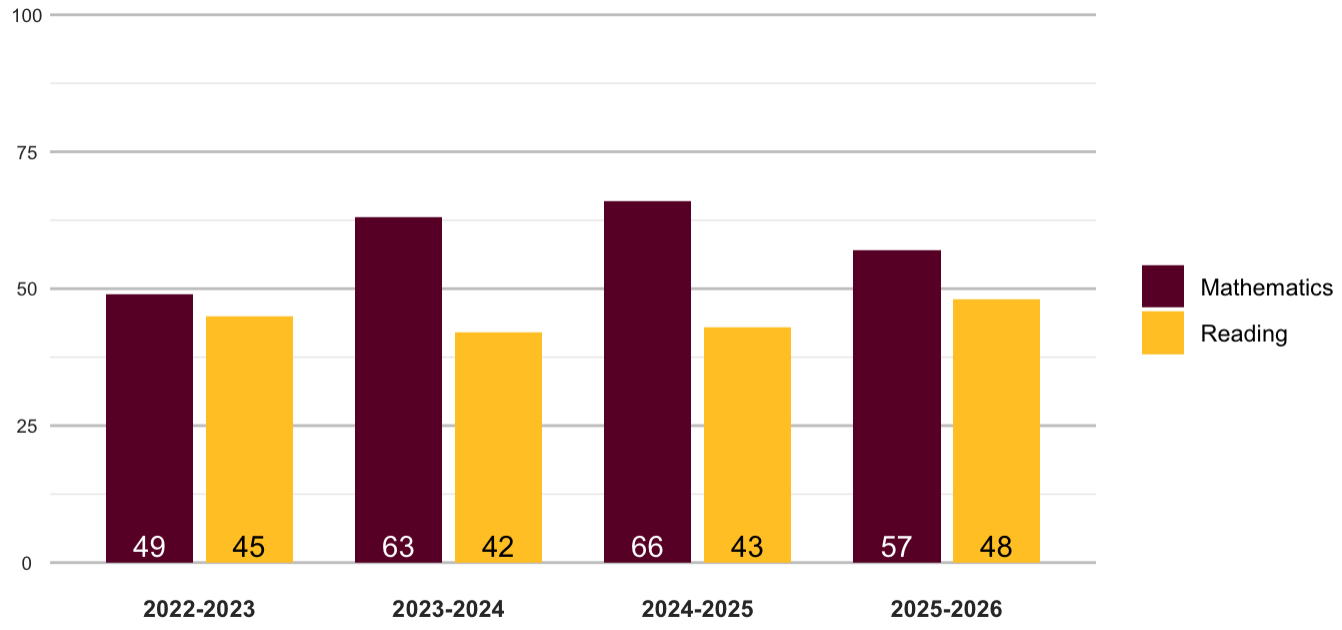
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Eagle Crest Charter Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
38%	-7	40%	-8

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+2	+1

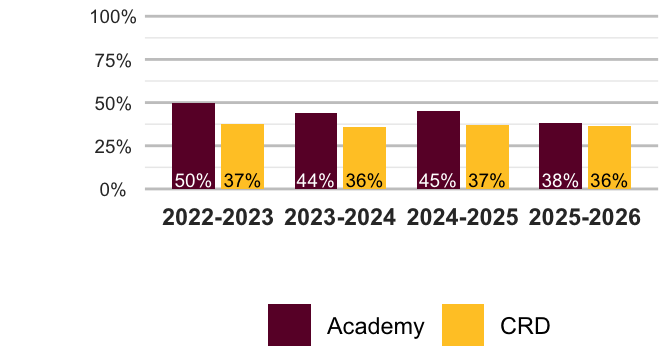
Eagle Crest Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

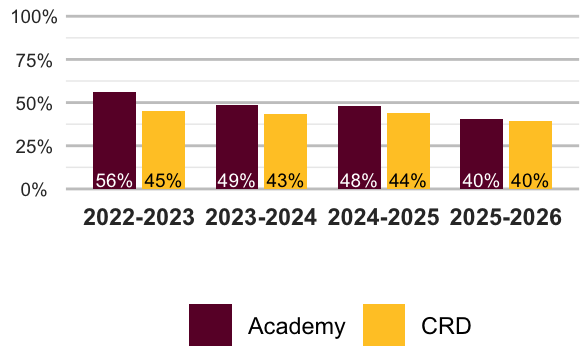
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

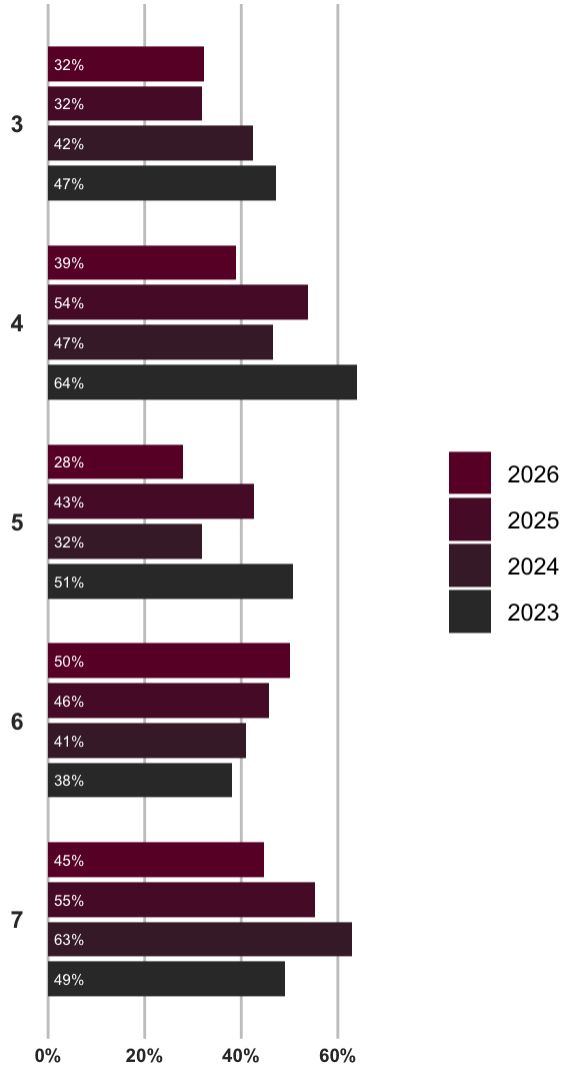


ELA

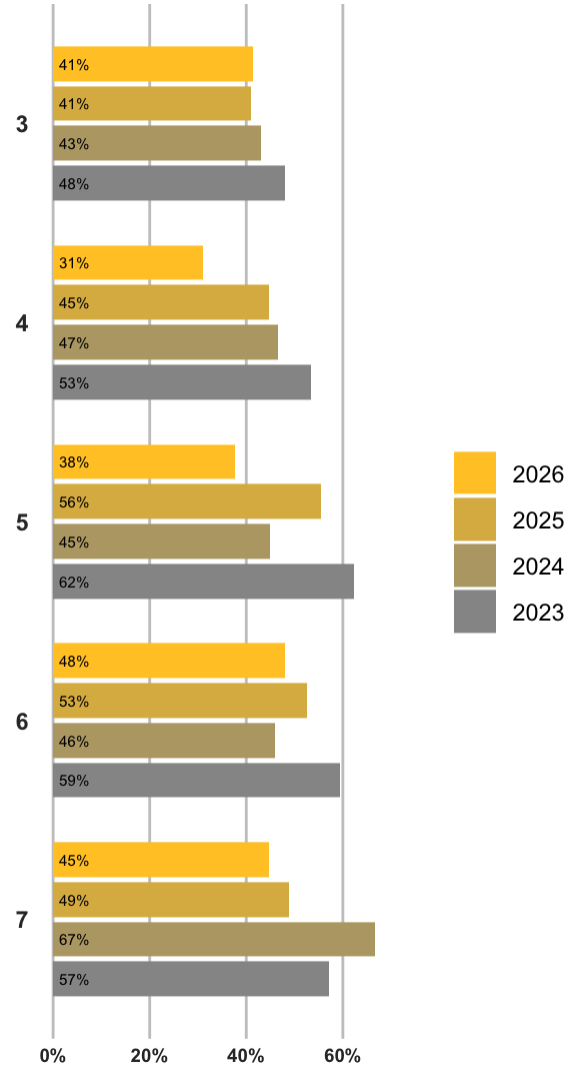


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Eagle Crest Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics	ELA
56th	52nd

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics	ELA
+7	+6

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

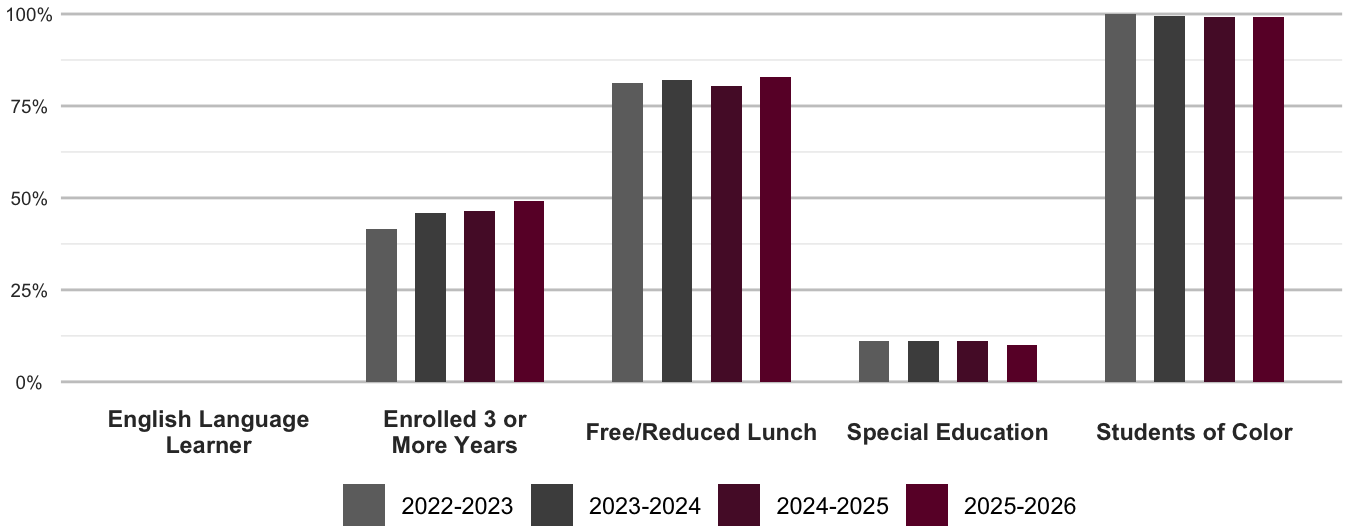
Eaton Academy

Last Updated On: November 2026

Eaton Academy

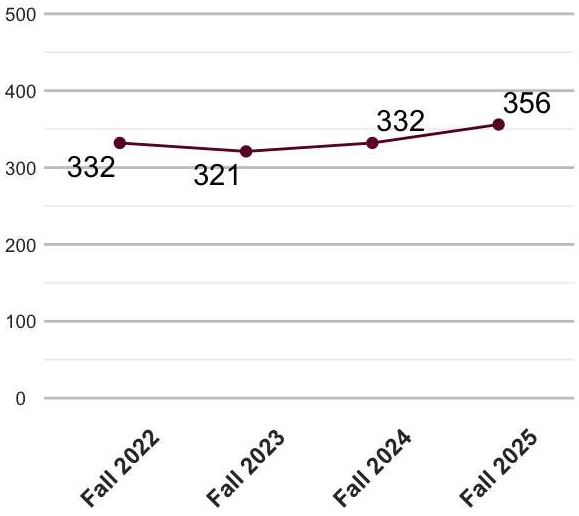
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	11.1%	11.2%	11.1%	10.1%
Free/Reduced Lunch	81.3%	81.9%	80.4%	82.9%
Students of Color	100.0%	99.4%	99.1%	99.2%
Enrolled 3 or More Years	41.5%	45.8%	46.6%	49.2%

Enrollment



Where Students Come From

Assigned District	Students
Eastpointe Community Schools	189
Detroit Public Schools Community District	124
Warren Consolidated Schools	13
Harper Woods, The School District of the City of	8
Roseville Community Schools	8
Van Dyke Public Schools	8
Allen Park Public Schools	1
Clinton Community Schools	1
Grosse Pointe Public Schools	1
Other	3

Eaton Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
30%	+12	40%	+10

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
52%	+2	56%	+11

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
52nd	55th

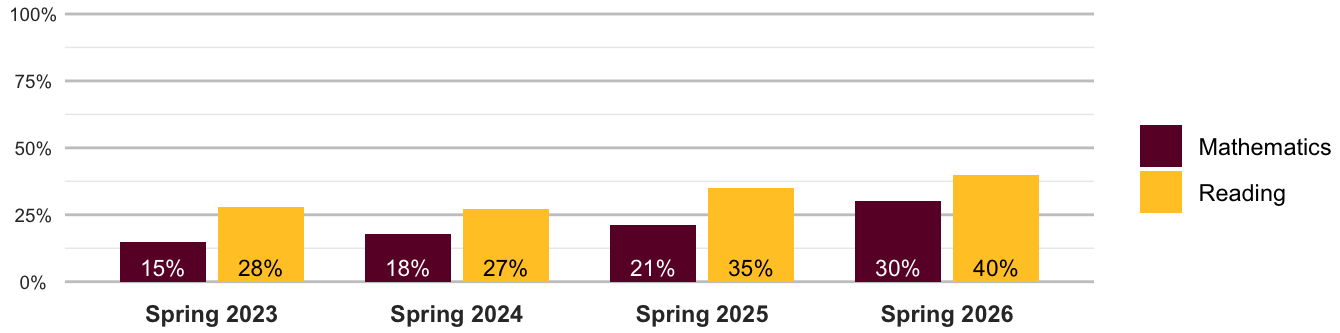
Eaton Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

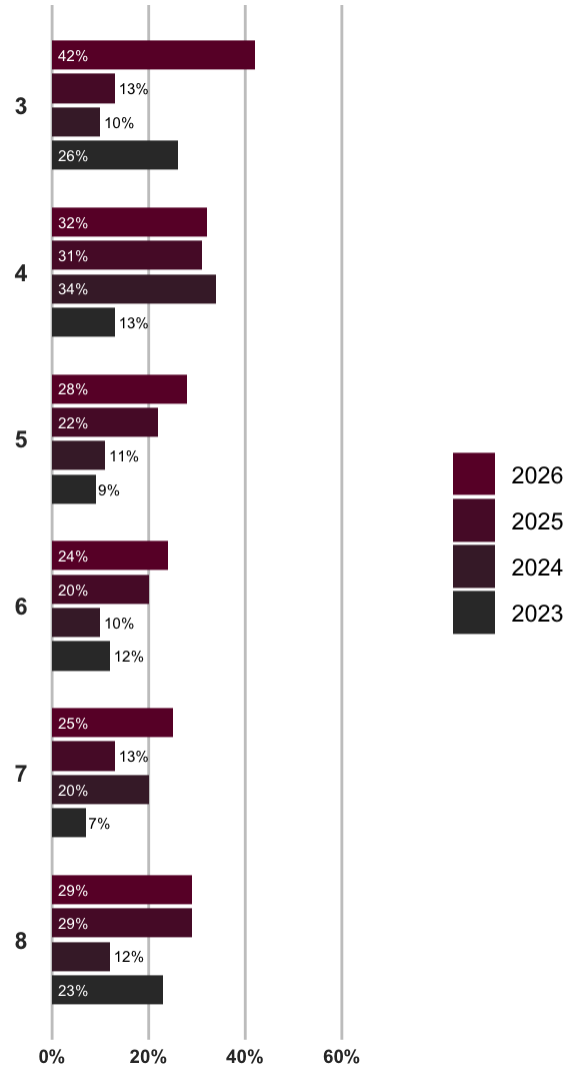
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

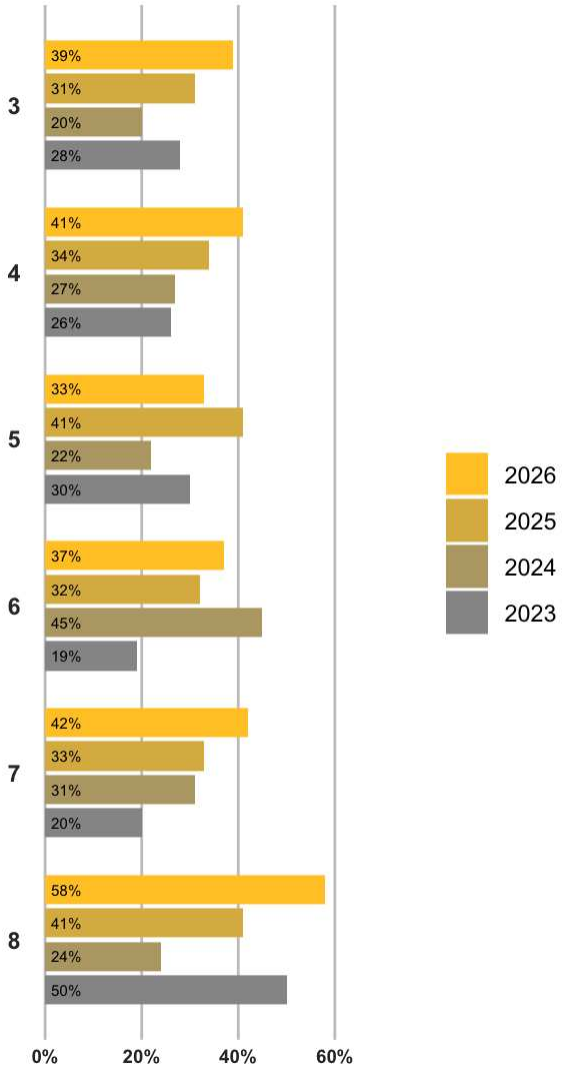


By Grade Level

Mathematics



Reading



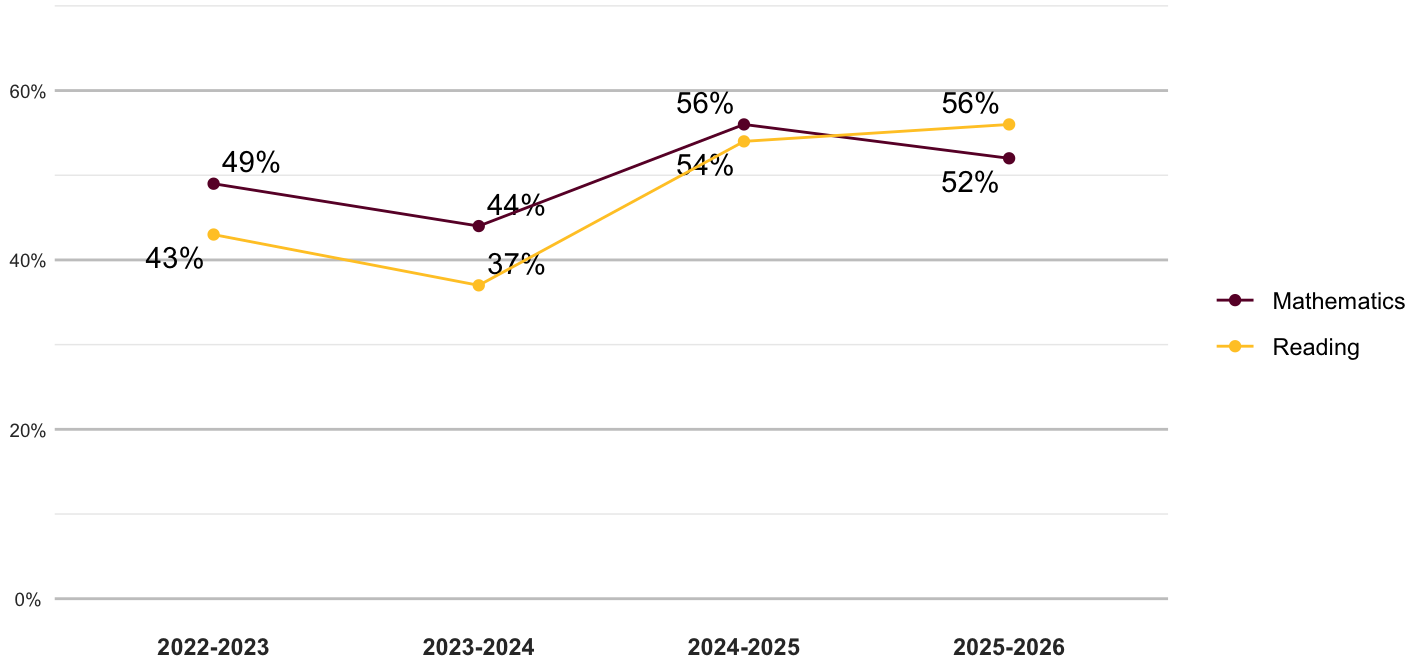
Eaton Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

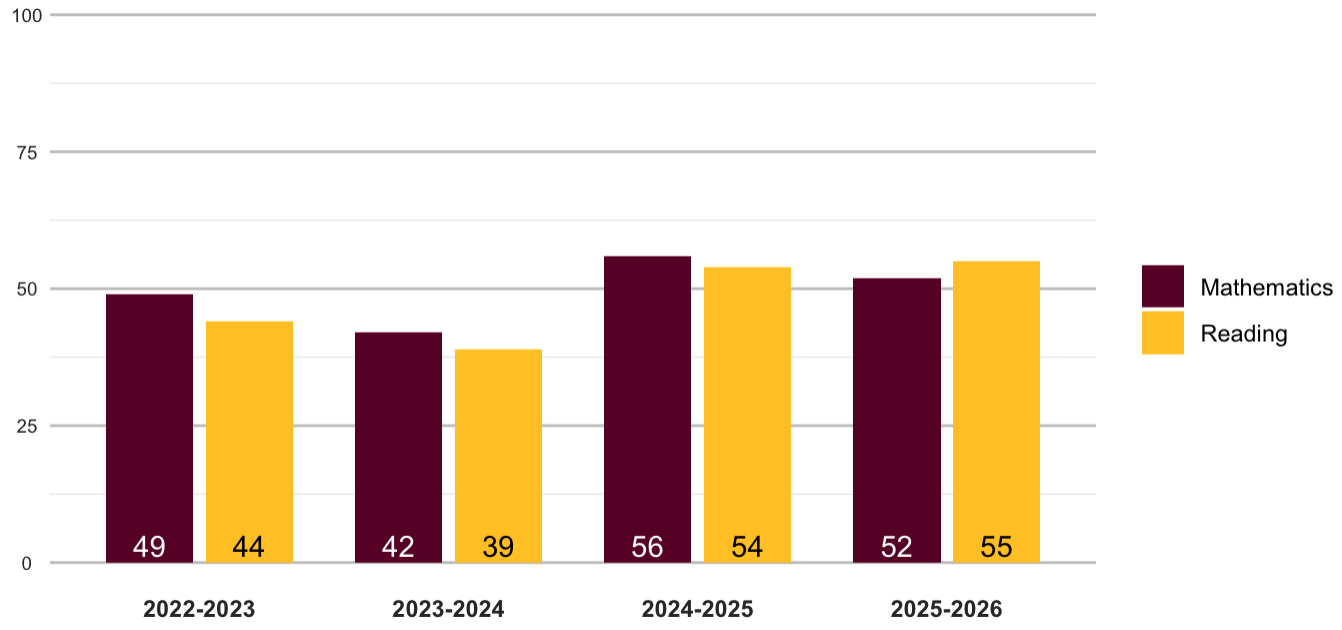
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Eaton Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
7%	+4	15%	+2

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-3	+0

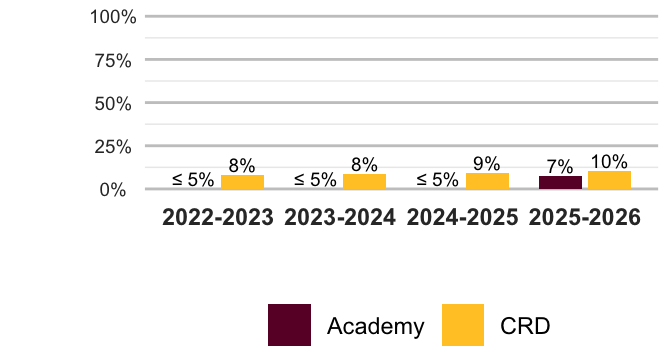
Eaton Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics



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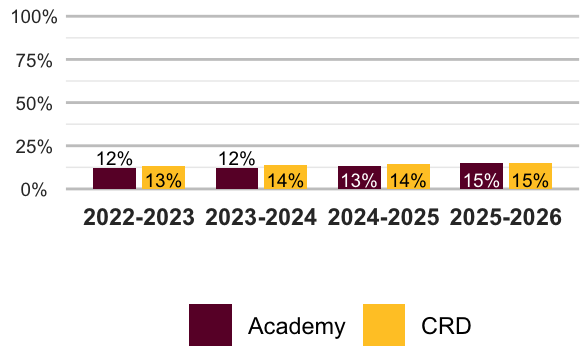
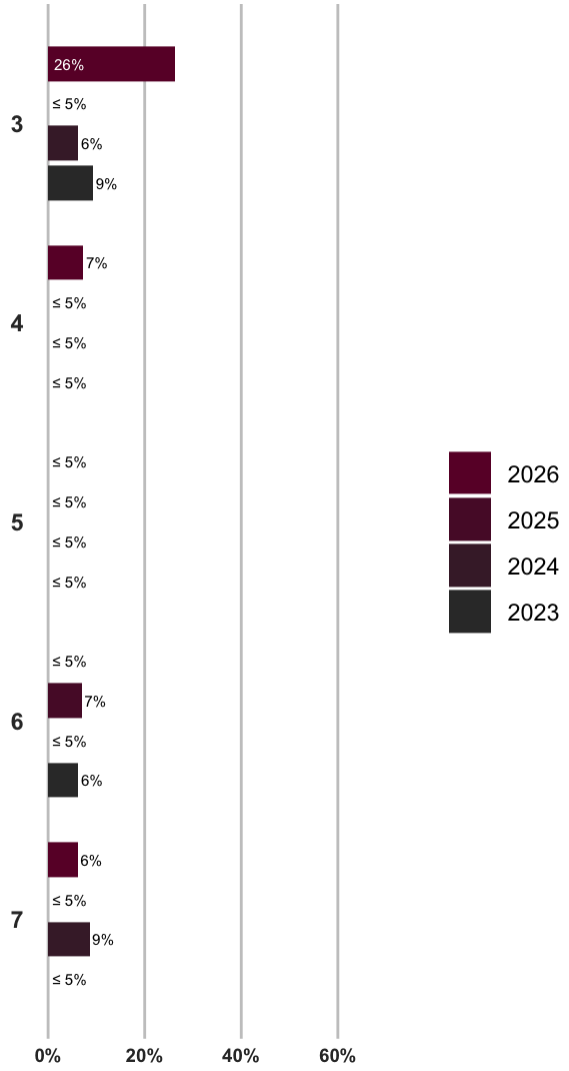


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



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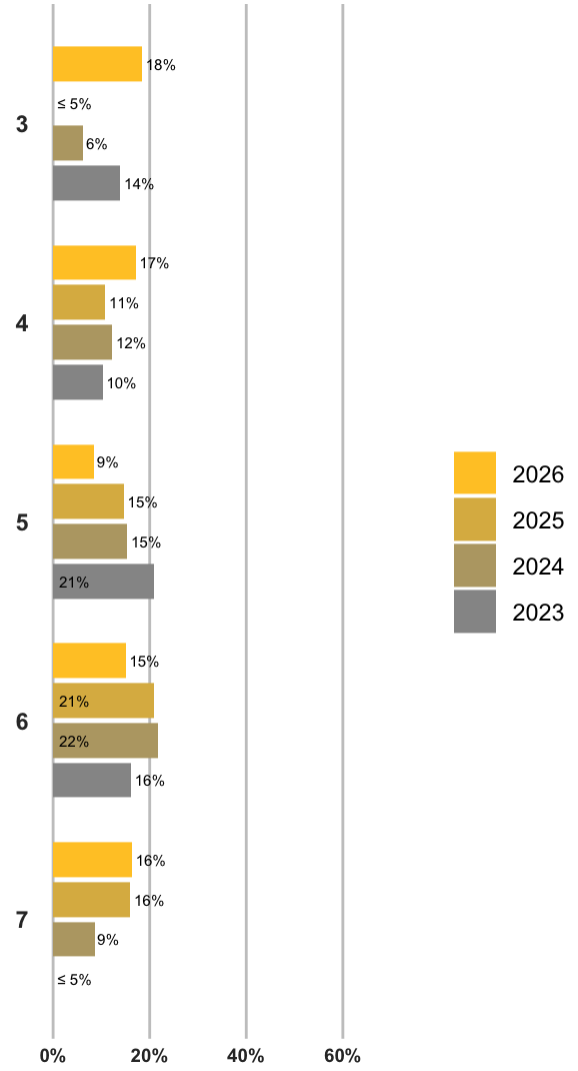

Eaton Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

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Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
49th

ELA
54th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+4

ELA
+8

THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

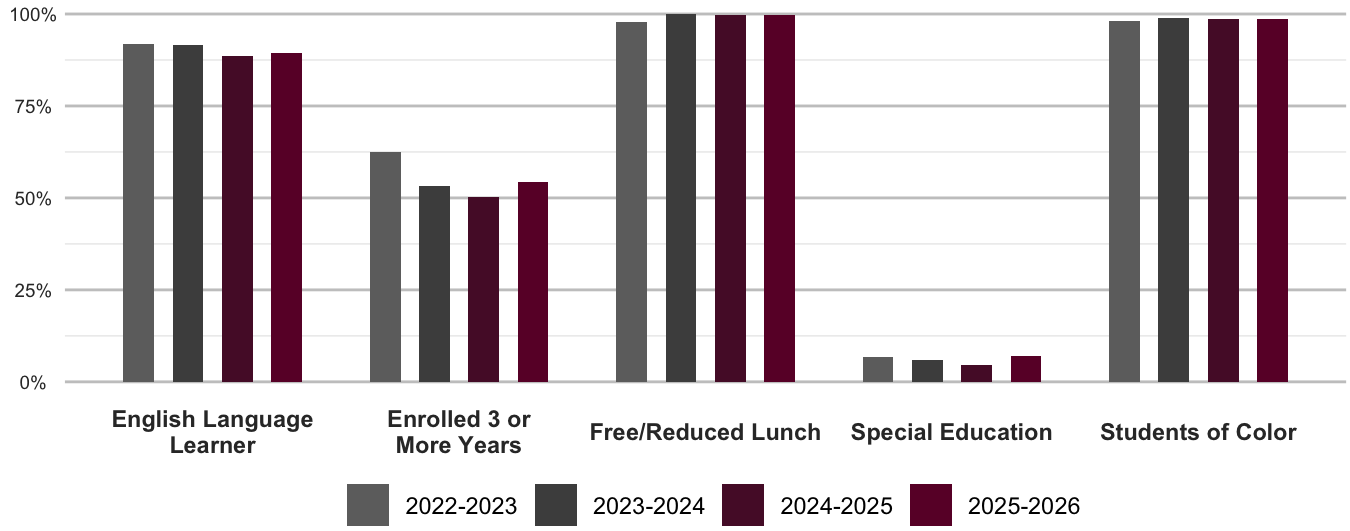
Escuela Avancemos!

Last Updated On: November 2026

Escuela Avancemos!

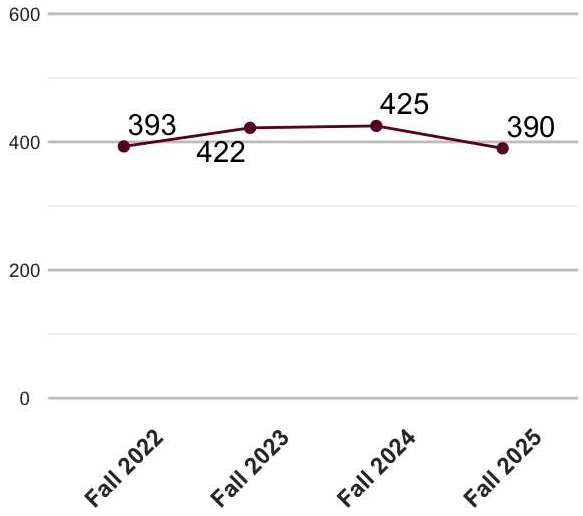
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	91.9%	91.7%	88.5%	89.5%
Special Education	6.9%	5.9%	4.5%	6.9%
Free/Reduced Lunch	97.7%	100.0%	99.8%	99.7%
Students of Color	98.0%	98.8%	98.6%	98.7%
Enrolled 3 or More Years	62.5%	53.3%	50.4%	54.4%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	383
Taylor School District	2
Allen Park Public Schools	1
Dearborn Heights School District #7	1
Flint, School District of the City of	1
Lincoln Park, School District of the City of	1
River Rouge, School District of the City of	1

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SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
23%	+2	30%	+5

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
42%	-11	56%	+10

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
43rd	57th

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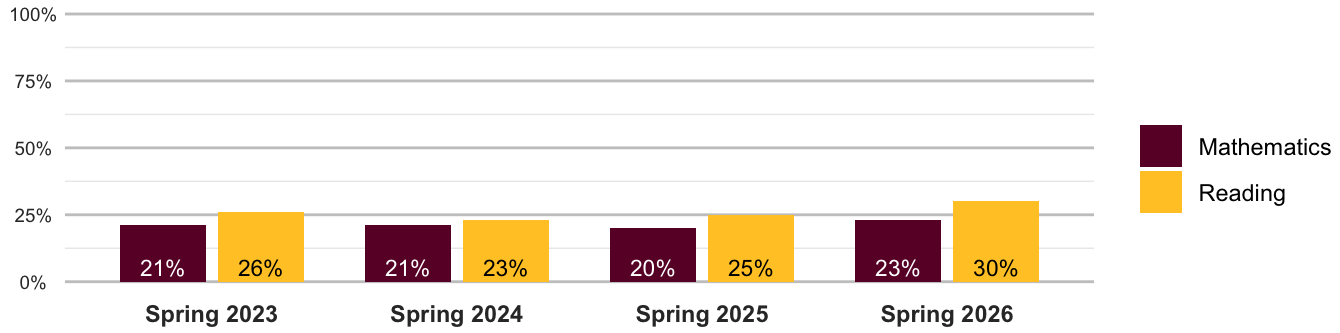
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

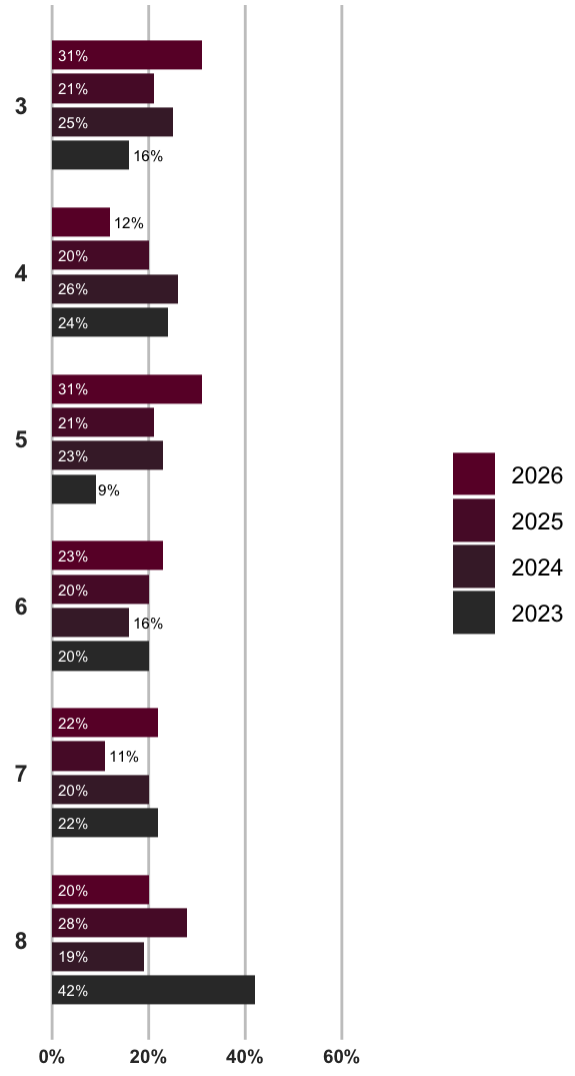
Percent Meeting NWEA MAP Spring Achievement National Norms
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

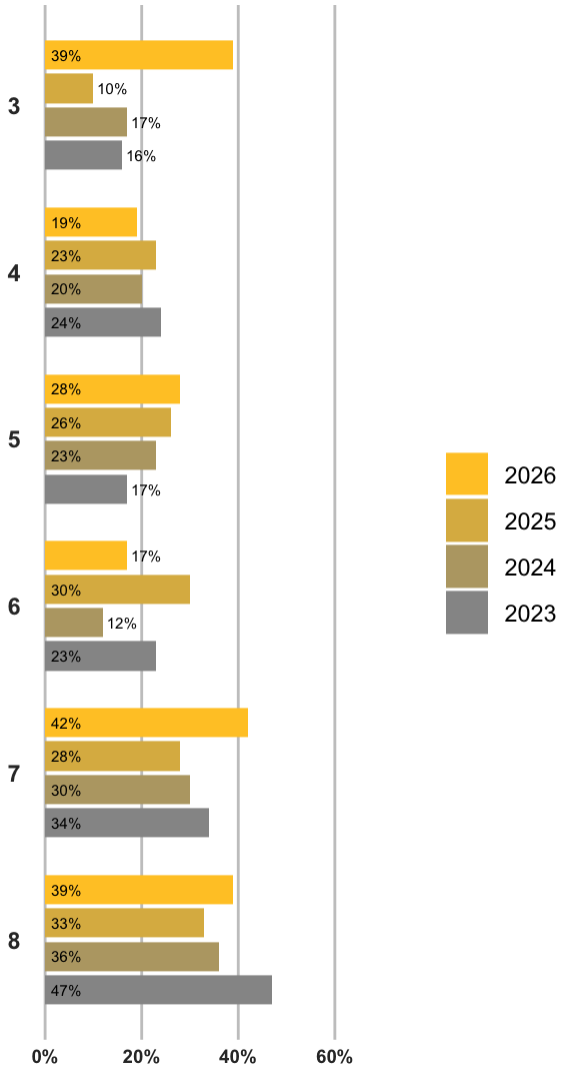


By Grade Level

Mathematics



Reading



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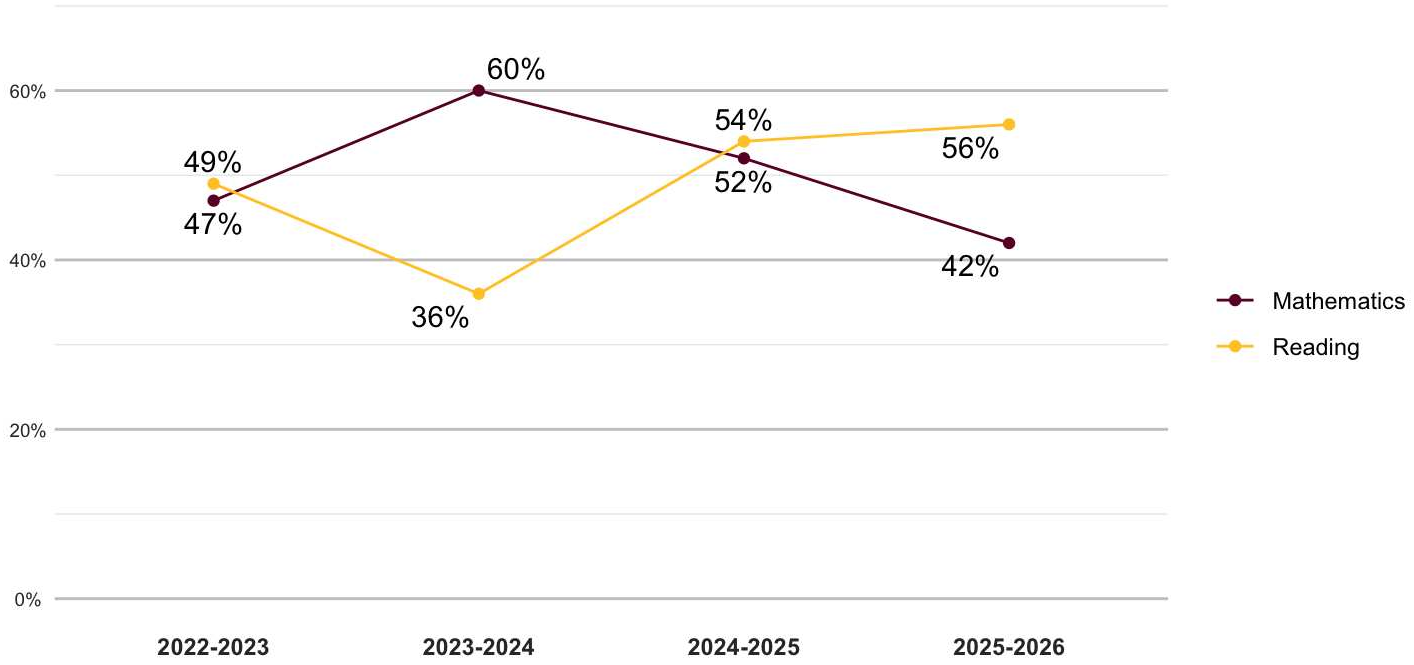
NWEA MAP Fall-to-Spring Growth

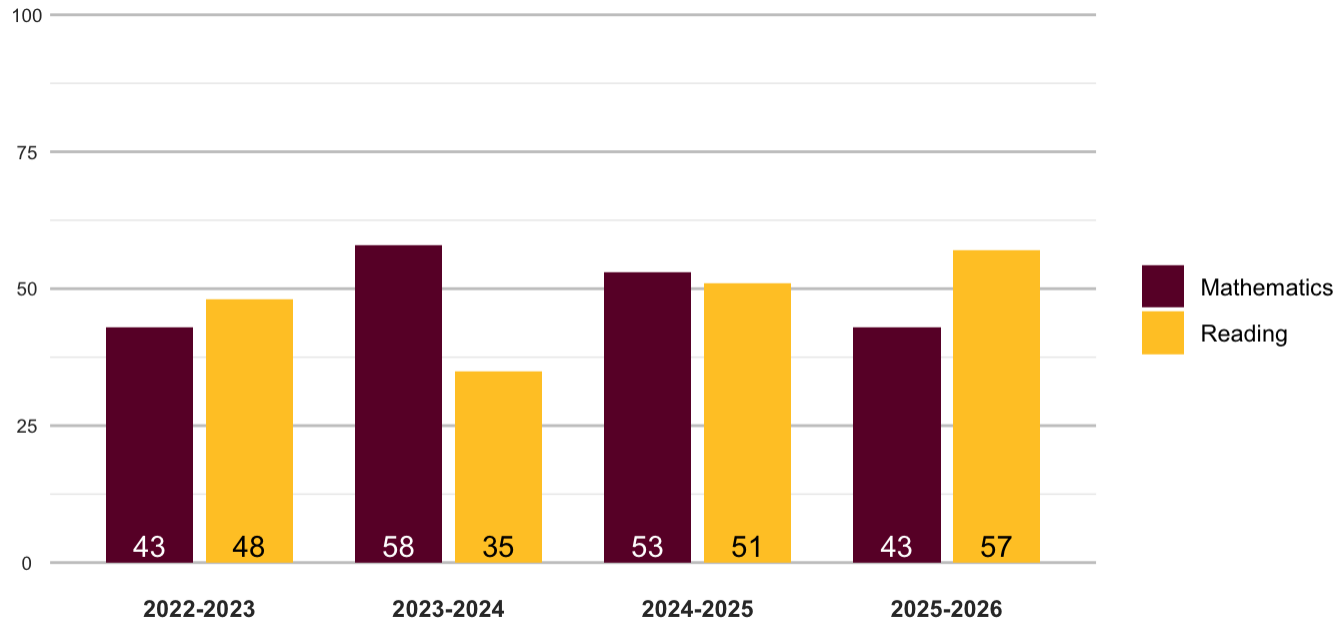
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
11%	+3	16%	+4

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-4	-1

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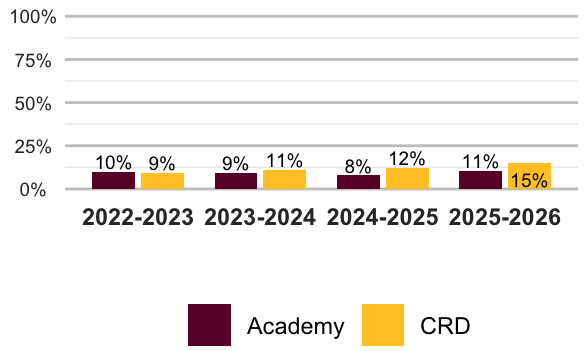
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

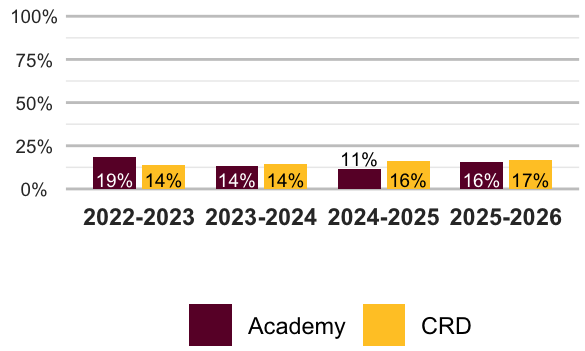
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

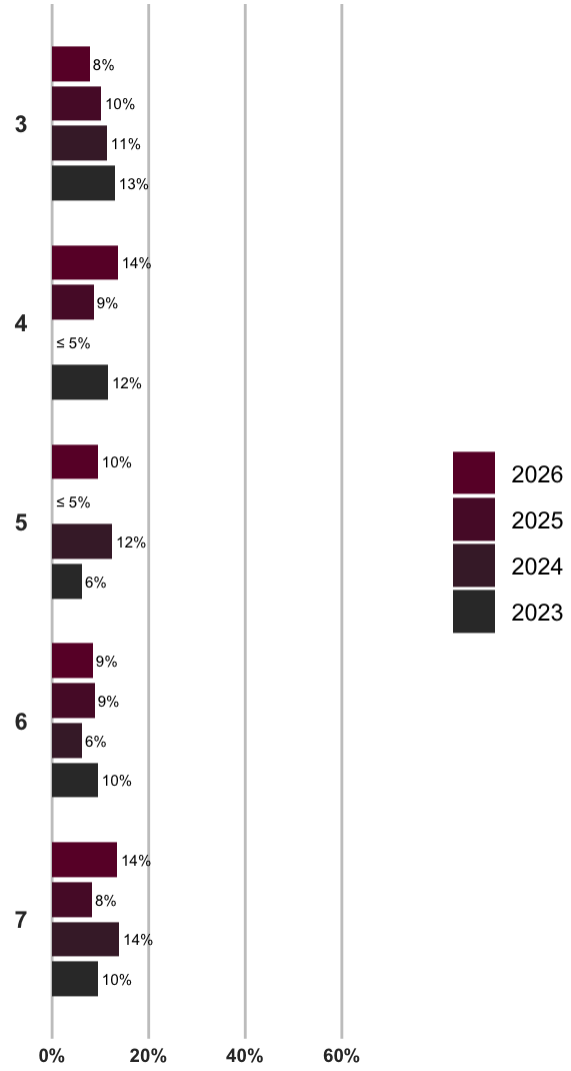


ELA

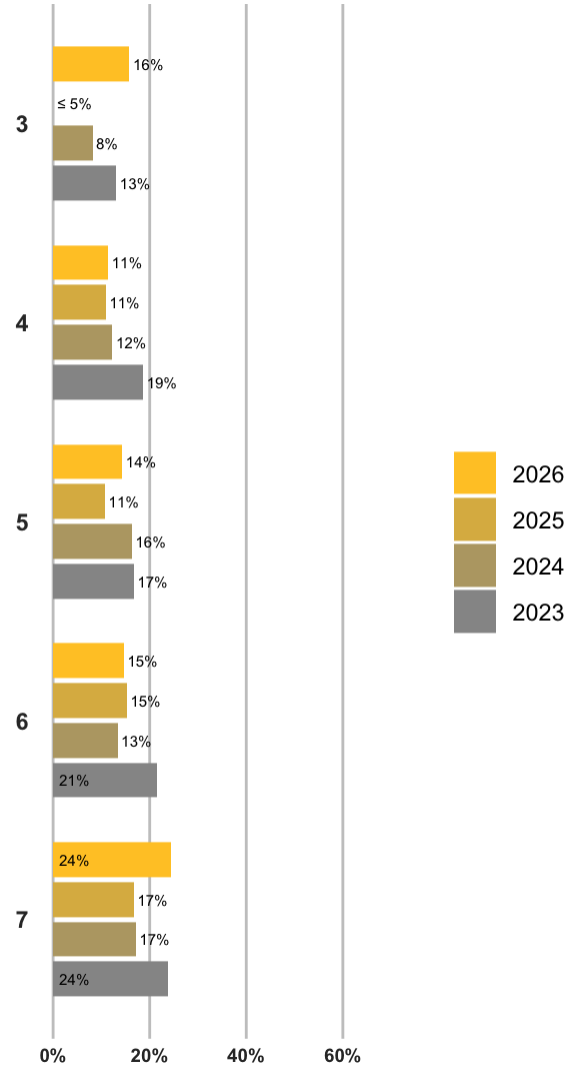


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics	ELA
61st	62nd

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics	ELA
+10	+14

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

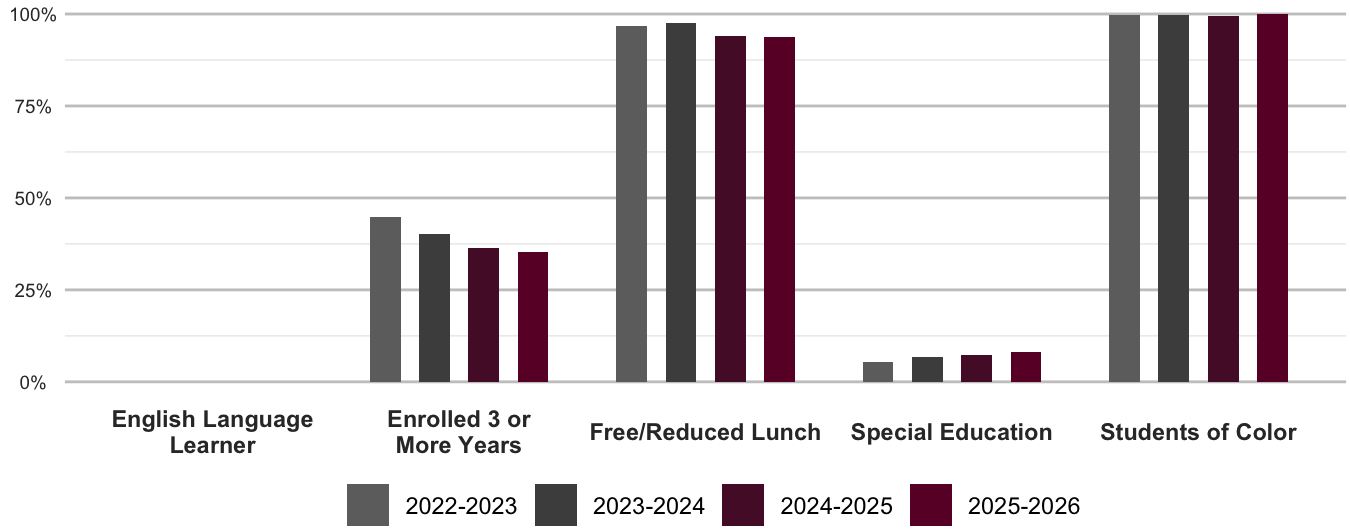
Flagship Charter Academy

Last Updated On: November 2026

Flagship Charter Academy

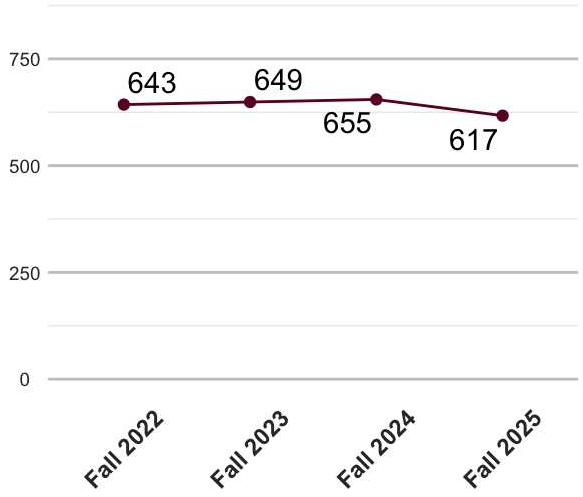
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	5.4%	6.8%	7.2%	8.1%
Free/Reduced Lunch	96.7%	97.5%	93.9%	93.8%
Students of Color	99.7%	99.8%	99.5%	100.0%
Enrolled 3 or More Years	44.8%	40.1%	36.4%	35.2%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	604
Highland Park City Schools	8
Dearborn City School District	1
Eastpointe Community Schools	1
Romulus Community Schools	1
Southfield Public School District	1
Wayne-Westland Community School District	1

Flagship Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
31%	+5	41%	+10

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
47%	+0	47%	+5

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
45th	49th

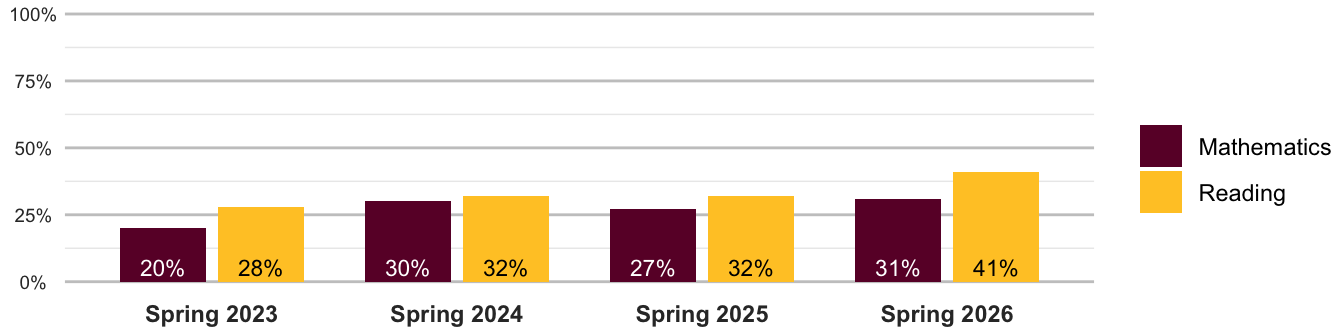
Flagship Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

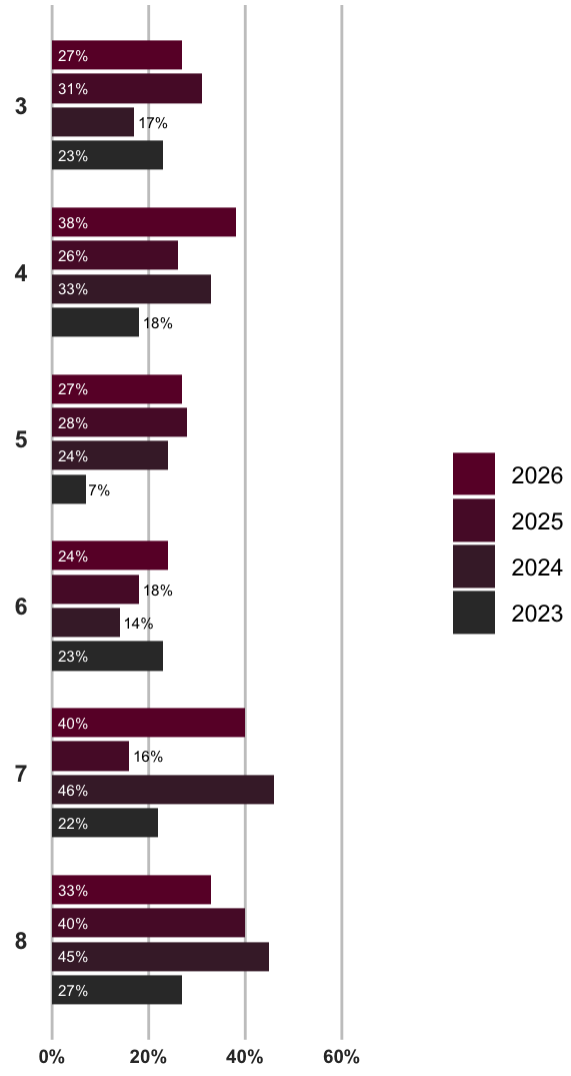
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

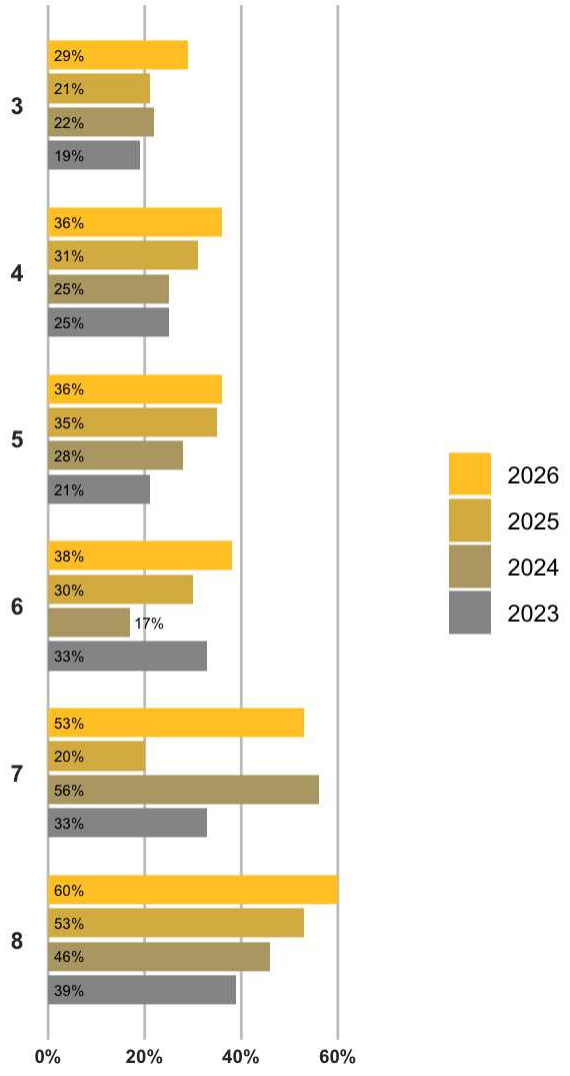


By Grade Level

Mathematics



Reading



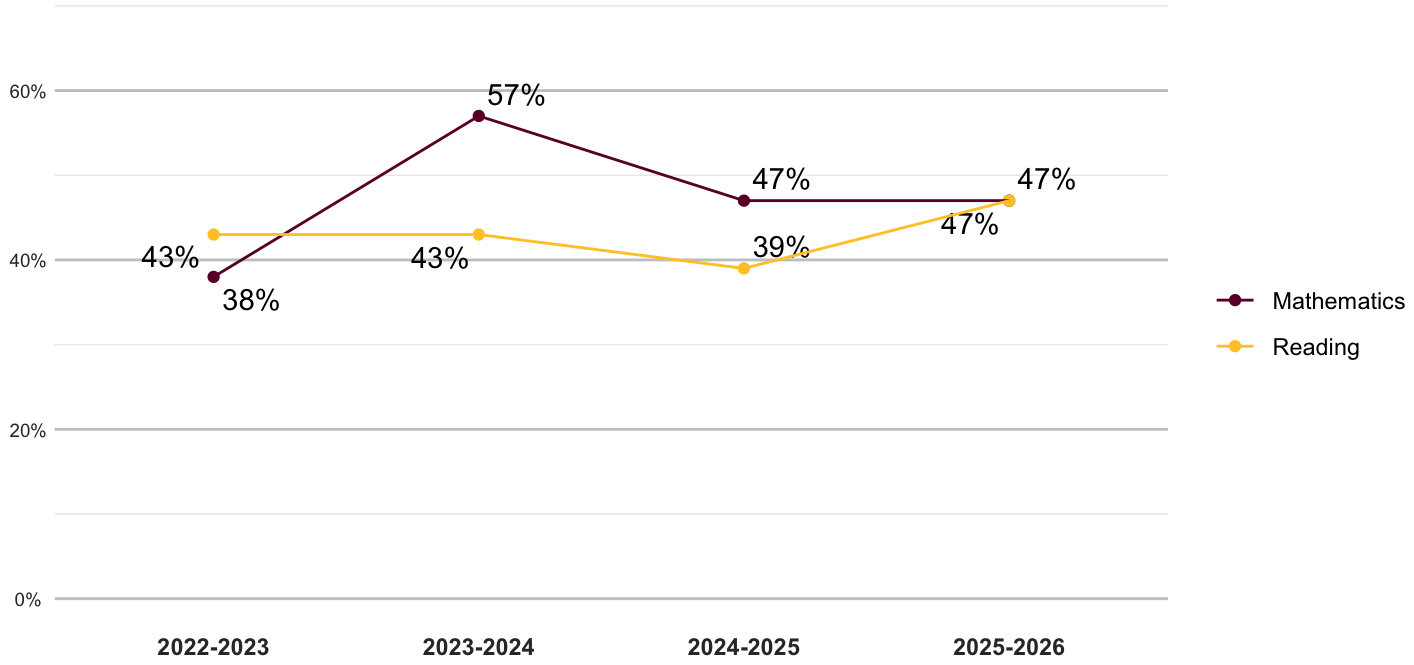
Flagship Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

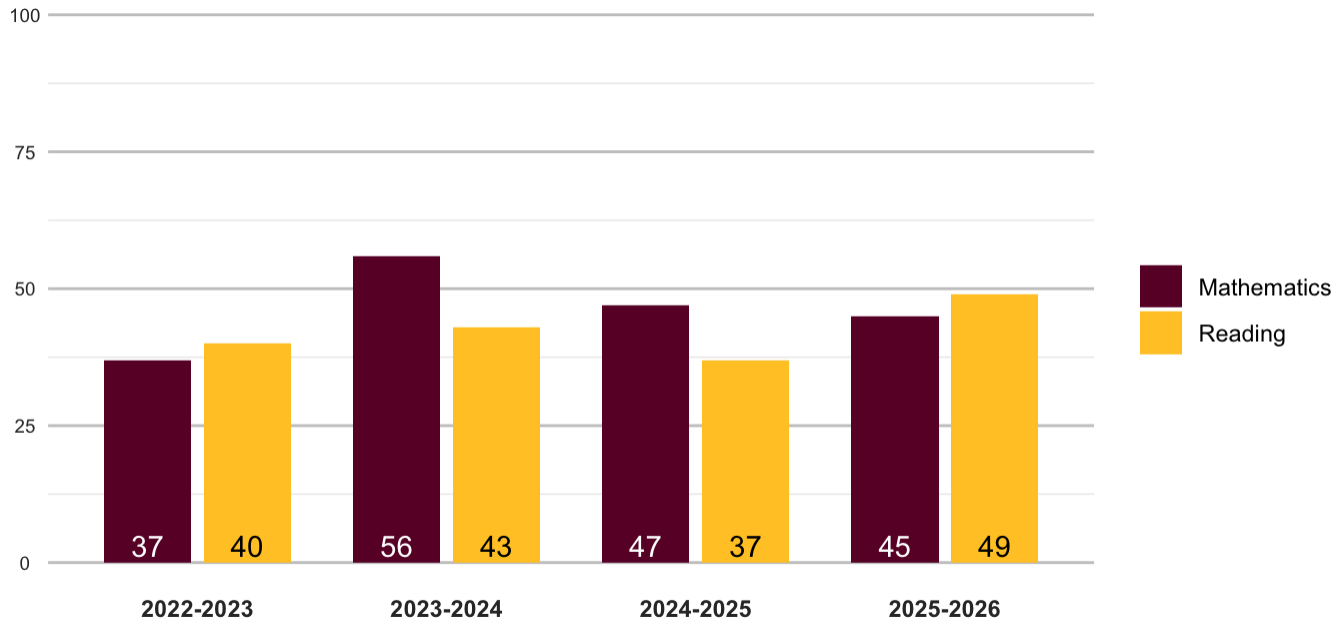
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Flagship Charter Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
13%	+0	19%	-1

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-2	+3

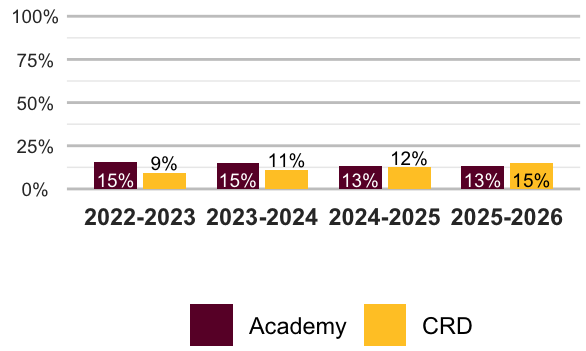
Flagship Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

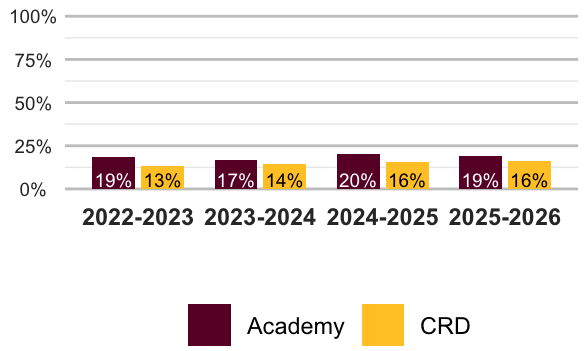
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

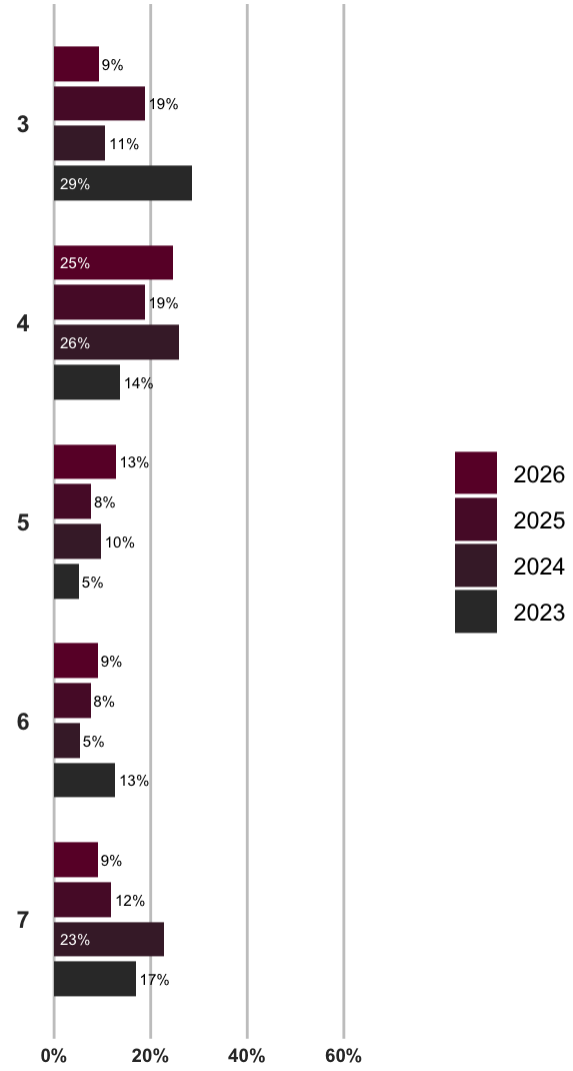


ELA

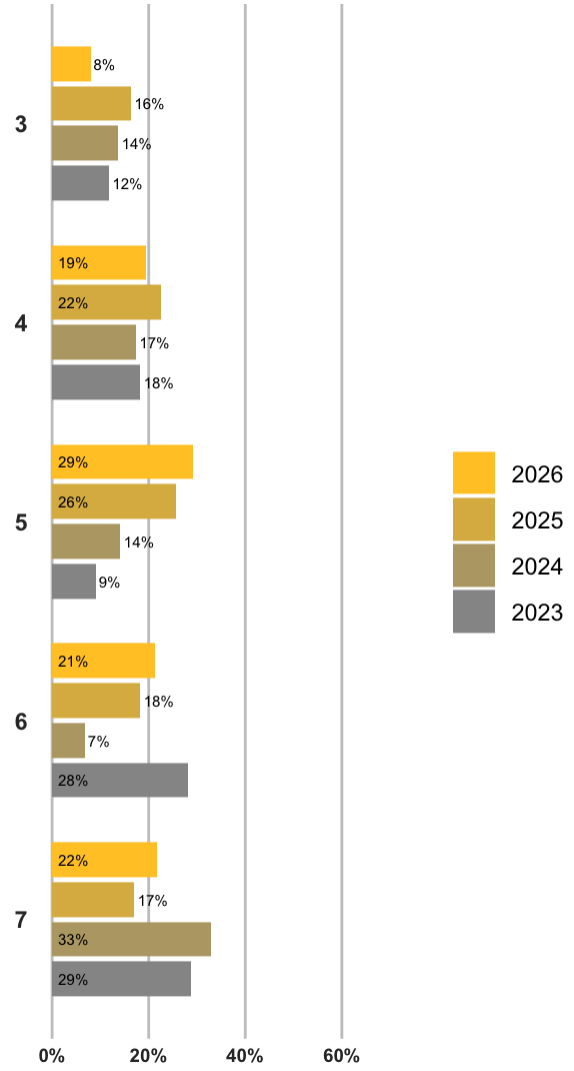


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Flagship Charter Academy

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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
53rd

ELA
52nd

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+3

ELA
+4

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

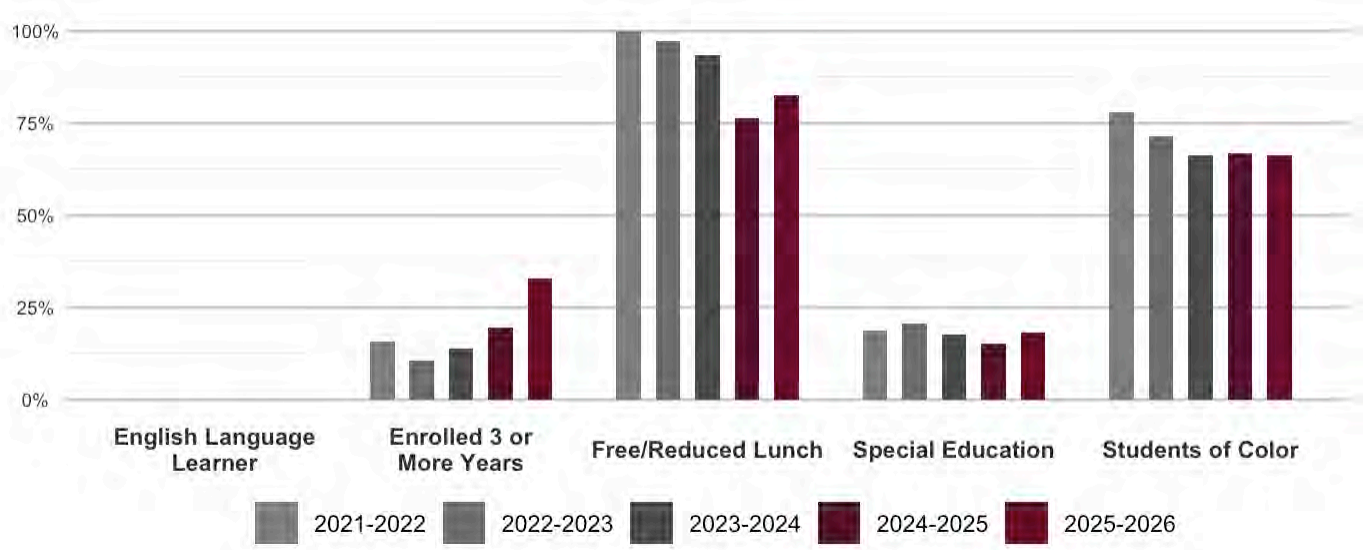
Flex High School of Michigan

Last Updated On:August 2026

Flex High School of Michigan

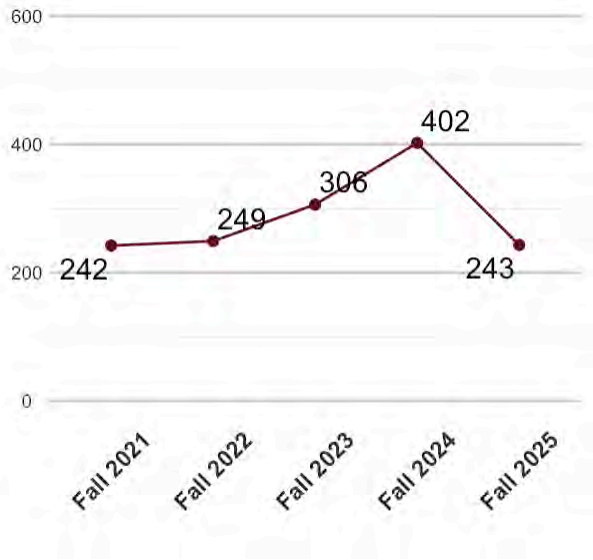
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2021-22	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	18.6%	20.5%	17.6%	15.2%	18.1%
Free/Reduced Lunch	100.0%	97.2%	93.5%	76.4%	82.7%
Students of Color	78.1%	71.5%	66.3%	66.9%	66.3%
Enrolled 3 or More Years	15.6%	10.4%	13.7%	19.5%	32.9%

Enrollment



Where Students Come From

Assigned District	Students
Flint, School District of the City of	178
Grand Blanc Community Schools	17
Davison Community Schools	10
Kearsley Community School District	8
Mt. Morris Consolidated Schools	8
Swartz Creek Community Schools	5
Flushing Community Schools	4
Clio Area School District	3
Atherton Community Schools	2
Other	8

Flex High School of Michigan

SPRING 2025-2026 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.

2025-26 - Percent of Students Meeting Goal

Mathematics
56%

Reading
66%

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.

2025-26 - Percent of Students enrolled for at least one year

57%

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CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

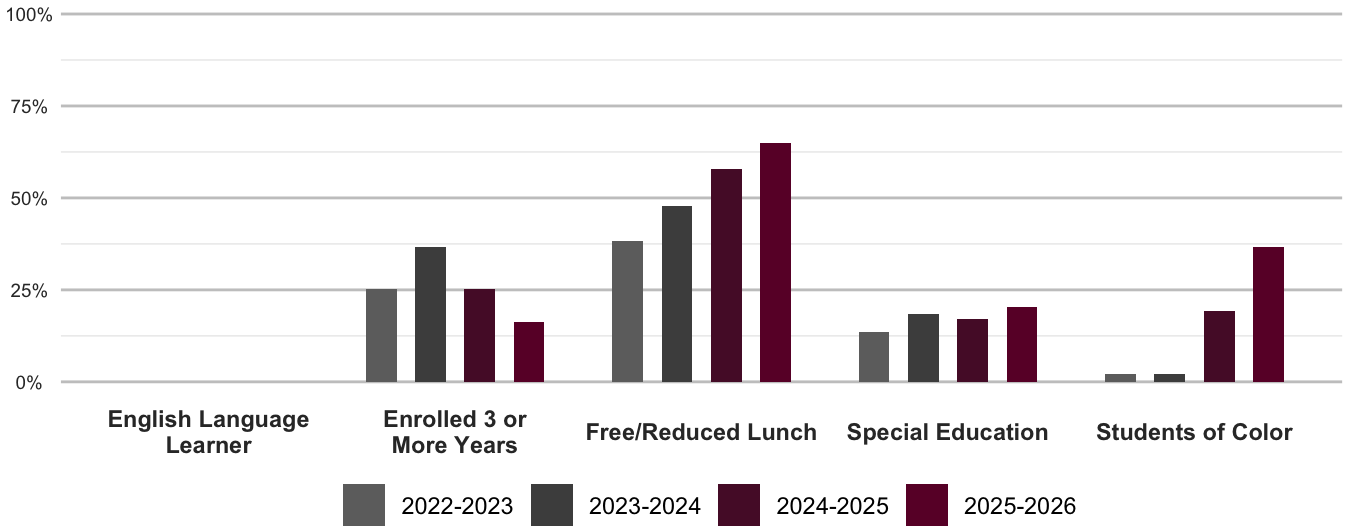
FlexTech High School

Last Updated On: November 2026

FlexTech High School

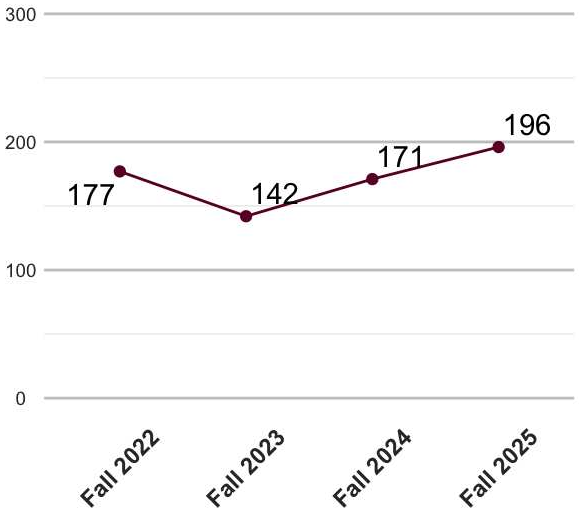
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	13.6%	18.3%	17.0%	20.4%
Free/Reduced Lunch	38.4%	47.9%	57.9%	64.8%
Students of Color	2.3%	2.1%	19.3%	36.7%
Enrolled 3 or More Years	25.3%	36.6%	25.1%	16.3%

Enrollment



Where Students Come From

Assigned District	Students
Flint, School District of the City of	61
Howell Public Schools	19
South Lyon Community Schools	19
Brighton Area Schools	17
Hartland Consolidated Schools	11
Huron Valley Schools	8
Pinckney Community Schools	8
Fowlerville Community Schools	6
Fenton Area Public Schools	5
Other	42

FlexTech High School

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
31st

ELA
34th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
-17

ELA
-14

FlexTech High School

SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
* ≤ 5	-2	18%	-12

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

Mathematics	Reading & Writing
-28	-32

* 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.

FlexTech High School

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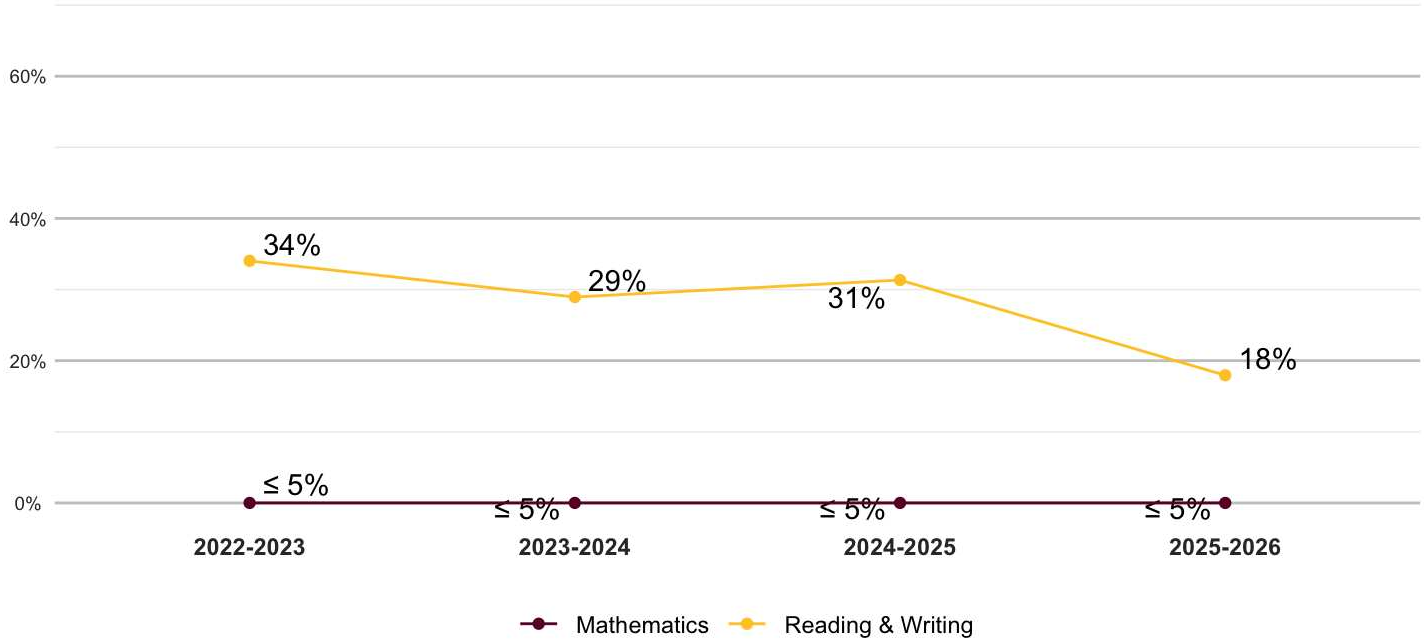
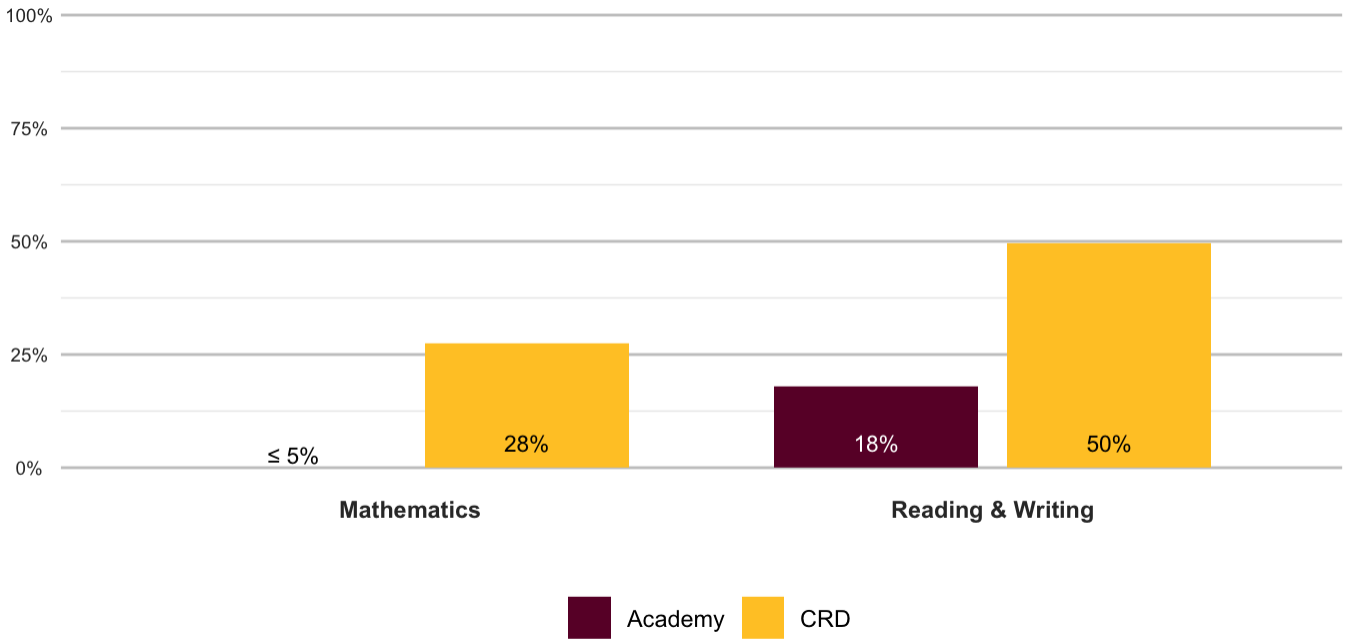
SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



FlexTech High School

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Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
342	530	398	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
-111	-80

FlexTech High School

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
25%

Reading & Writing
42%

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

Founders Grove Classical Academy

No academic data for 2025-26 because the school was not operational.

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CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

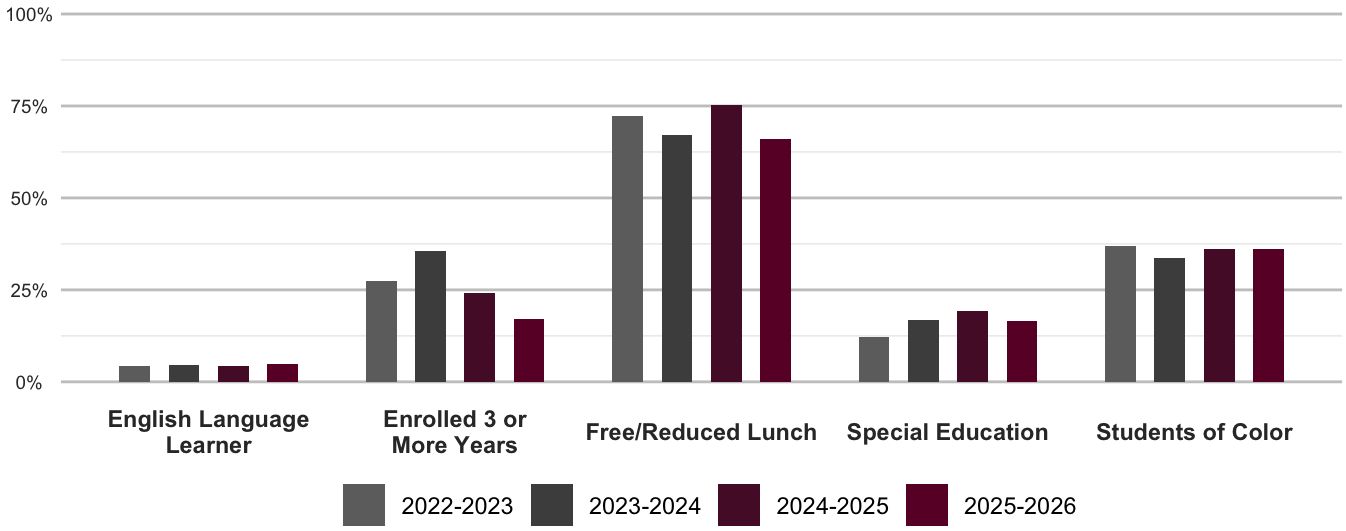
Great Lakes Learning Academy

Last Updated On: November 2026

Great Lakes Learning Academy

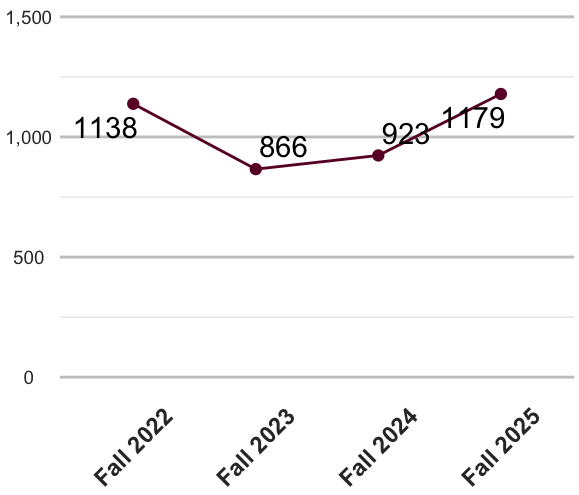
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	4.4%	4.6%	4.2%	4.9%
Special Education	12.1%	16.7%	19.3%	16.6%
Free/Reduced Lunch	72.1%	67.0%	75.3%	66.1%
Students of Color	36.9%	33.7%	36.1%	36.2%
Enrolled 3 or More Years	27.3%	35.7%	24.3%	17.0%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	98
Lansing Public School District	30
Dearborn City School District	21
Pontiac City School District	19
Flint, School District of the City of	18
Anchor Bay School District	17
Utica Community Schools	17
Wayne-Westland Community School District	17
Saginaw, School District of the City of	15
Other	927

Great Lakes Learning Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
51%	+23	59%	+23

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
43%	+5	45%	+11

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
38th	43rd

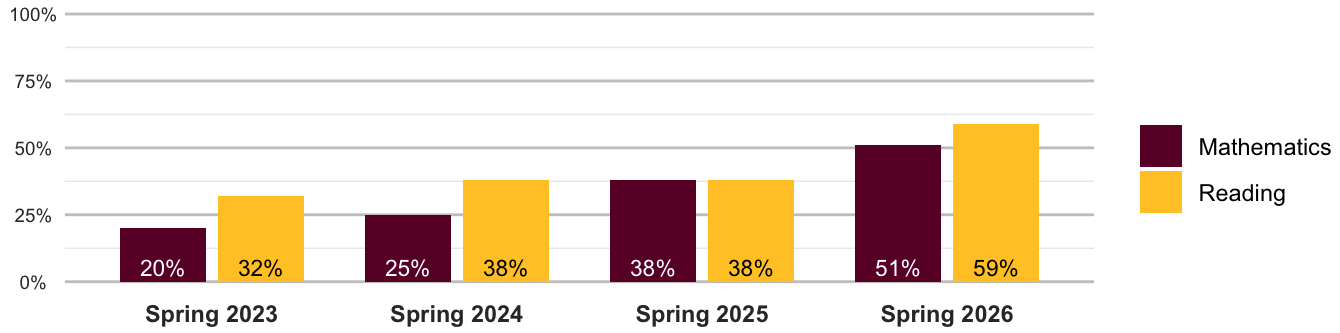
Great Lakes Learning Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

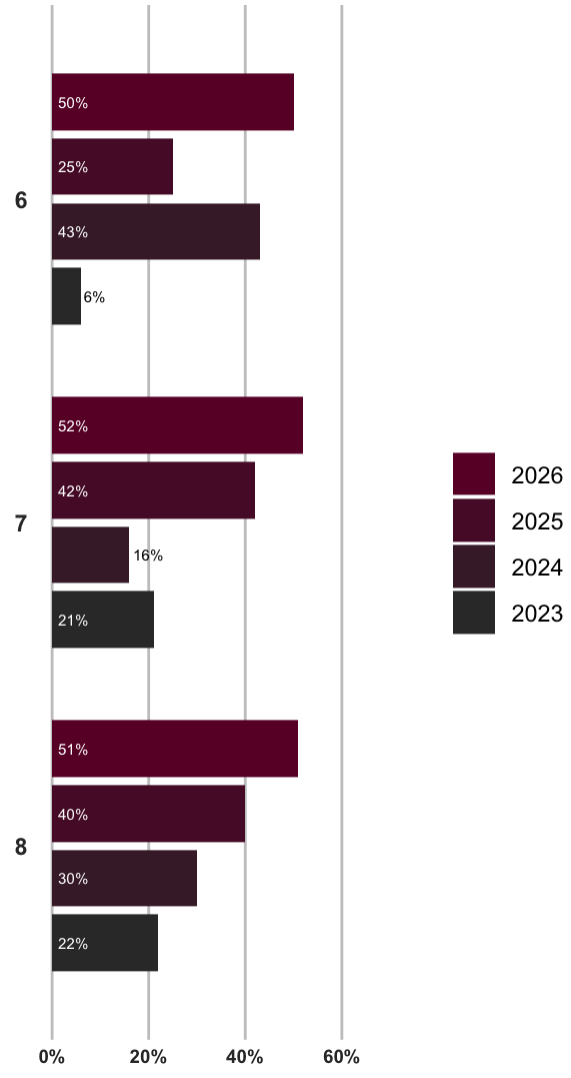
All Students Grades 6 - 8 enrolled for at least one year

School-Wide by Year

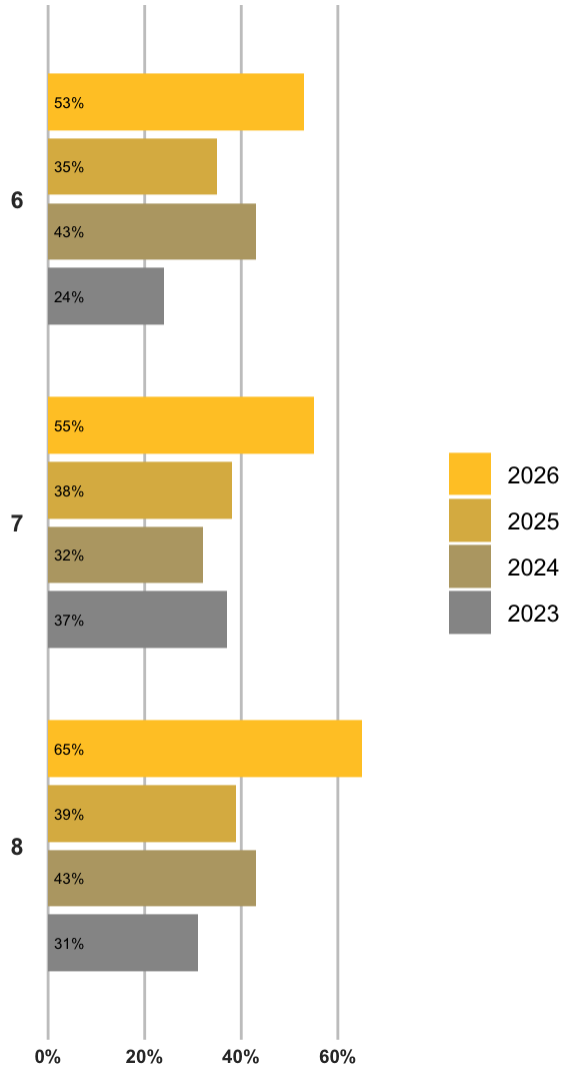


By Grade Level

Mathematics



Reading



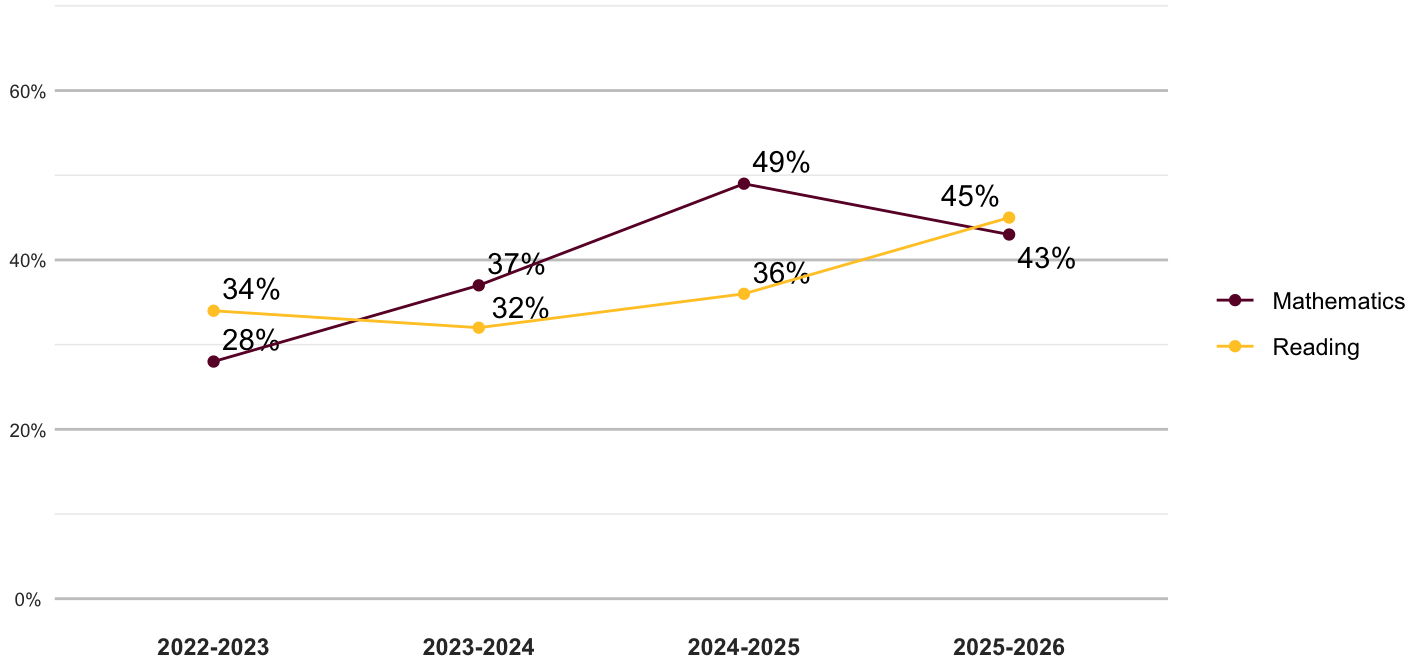
Great Lakes Learning Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

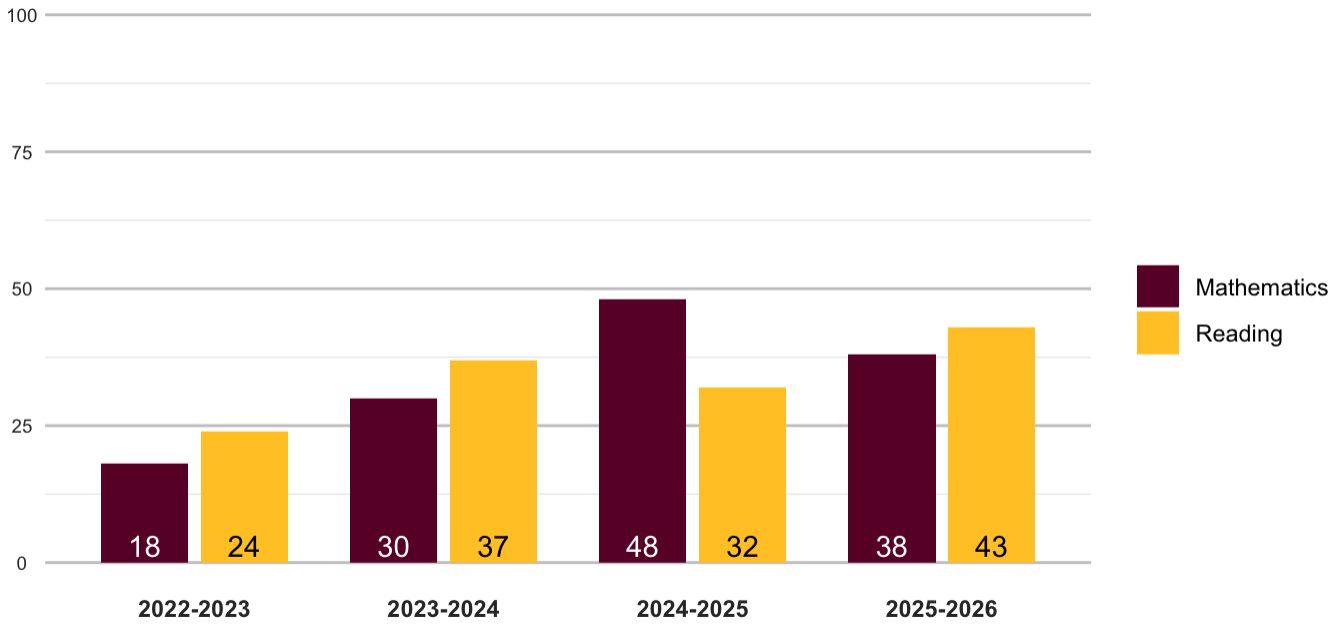
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 6 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 6 - 8



Great Lakes Learning Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
17%	+5	23%	+4

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-7	-7

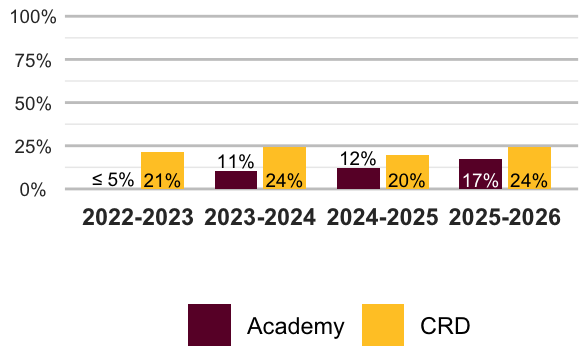
Great Lakes Learning Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

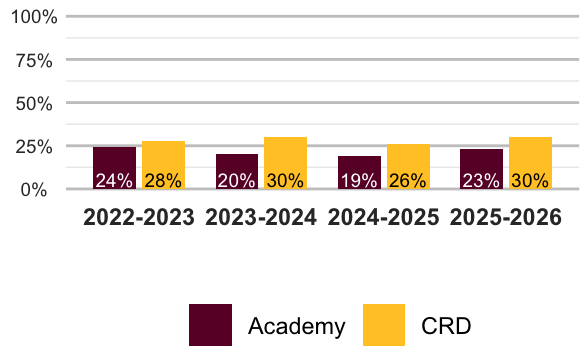
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 6 - 7

Mathematics

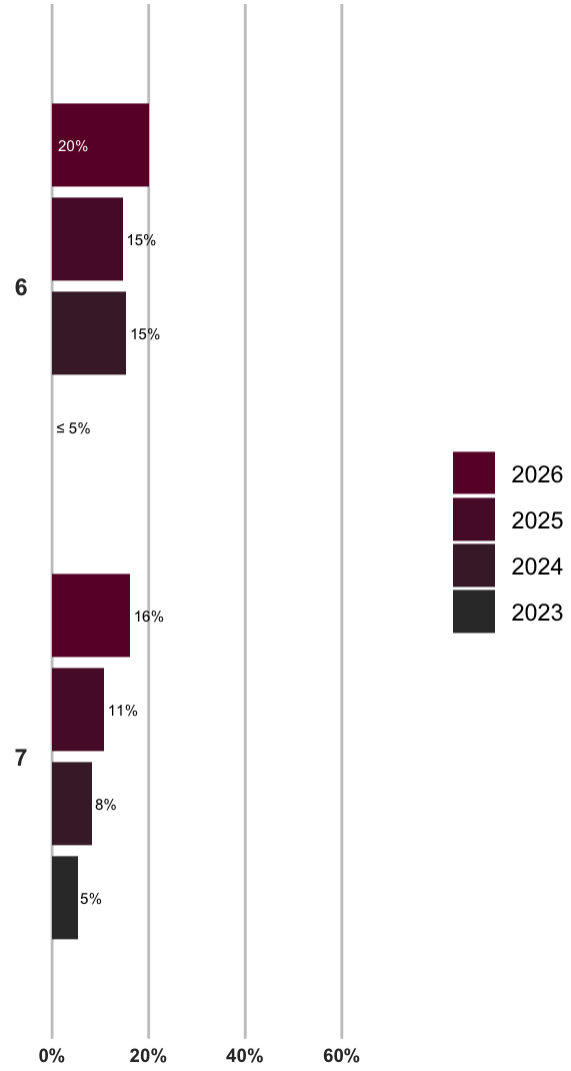


ELA

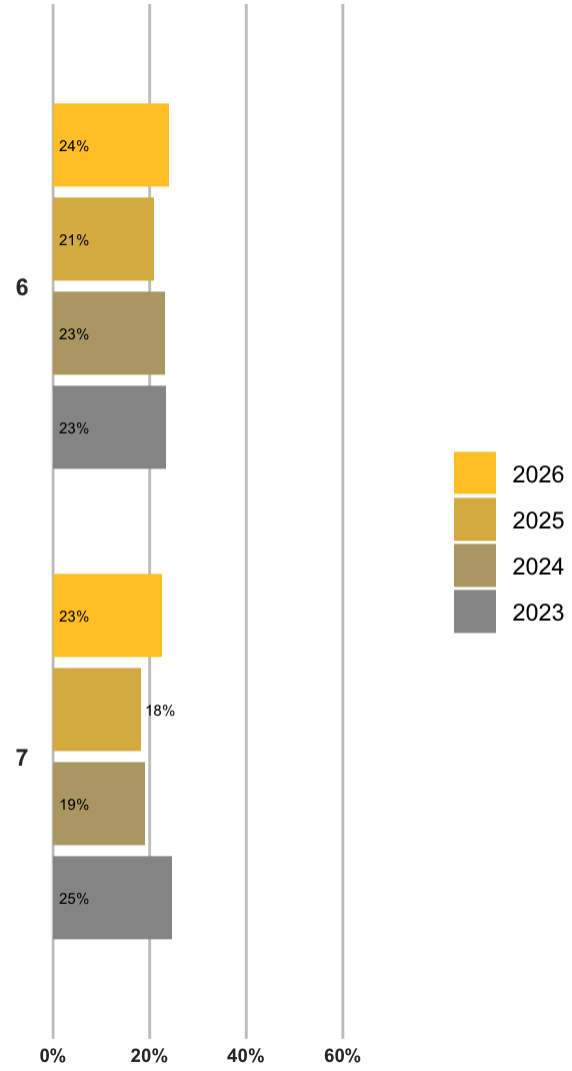


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Great Lakes Learning Academy

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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics	ELA
35th	38th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics	ELA
-14	-10

Great Lakes Learning Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
* ≤ 5	+1	32%	+1

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

Mathematics	Reading & Writing
-19	-16

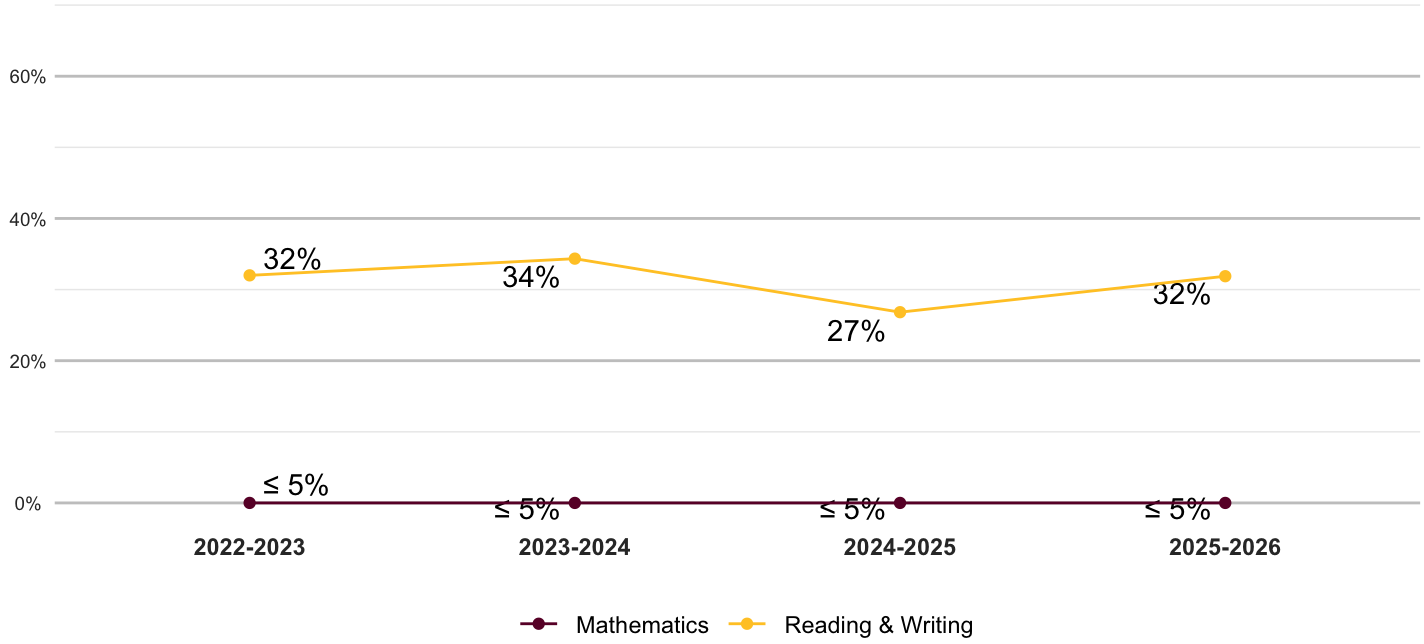
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

Great Lakes Learning Academy

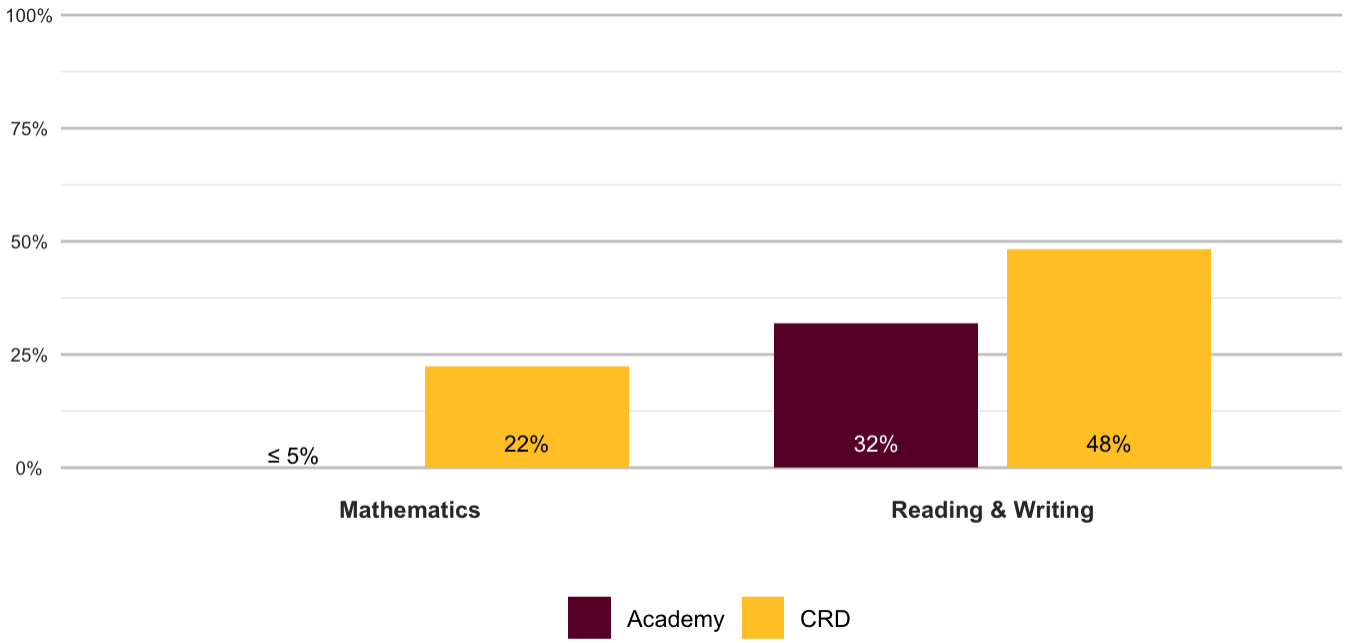
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



Great Lakes Learning Academy

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Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
376	530	440	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
-72	-34

Great Lakes Learning Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
15%

Reading & Writing
35%

THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

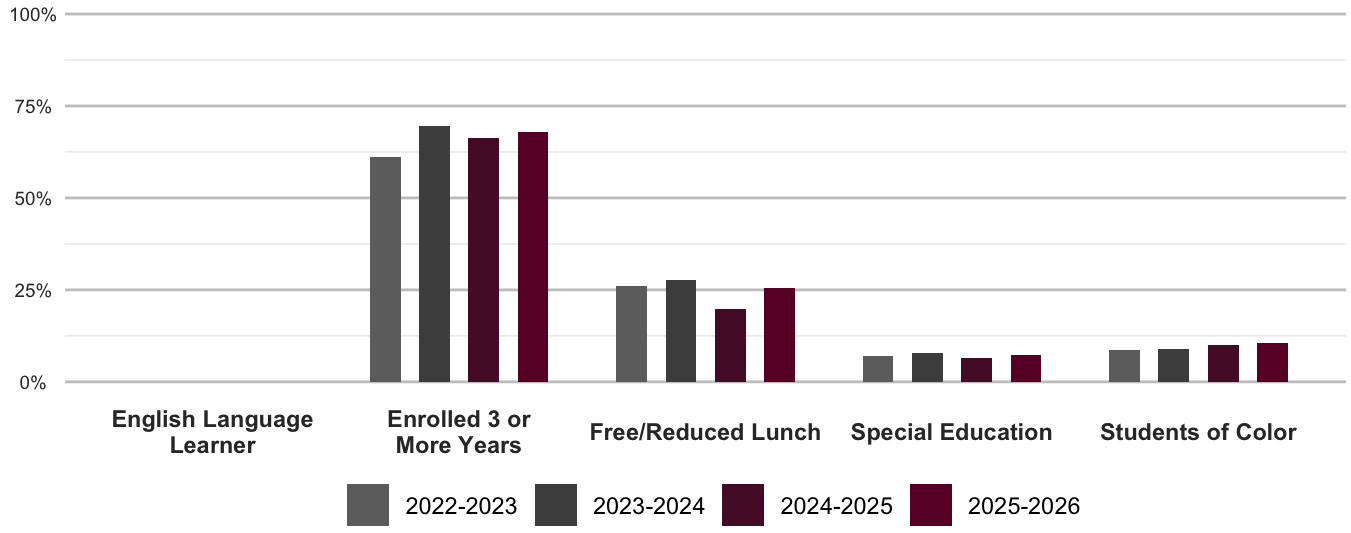
Holly Academy

Last Updated On: November 2026

Holly Academy

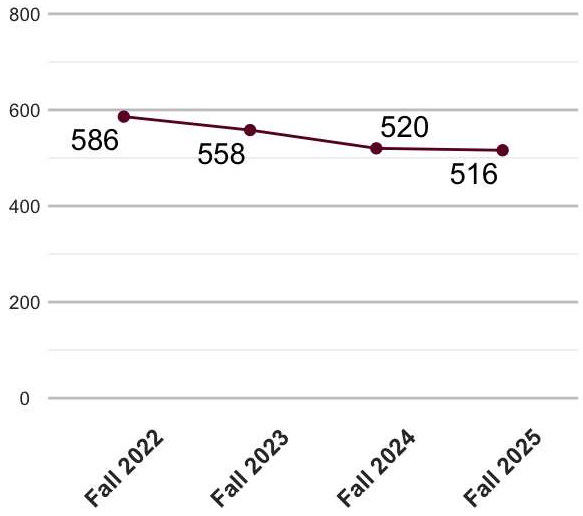
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	7.0%	7.7%	6.3%	7.2%
Free/Reduced Lunch	26.1%	27.6%	19.8%	25.6%
Students of Color	8.7%	9.0%	10.0%	10.5%
Enrolled 3 or More Years	61.1%	69.5%	66.3%	68.0%

Enrollment



Where Students Come From

Assigned District	Students
Holly Area School District	327
Fenton Area Public Schools	87
Grand Blanc Community Schools	24
Linden Community Schools	16
Huron Valley Schools	11
Swartz Creek Community Schools	10
Flint, School District of the City of	6
Lake Fenton Community Schools	6
Clarkston Community School District	5
Other	24

Holly Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
85%	+7	81%	+5

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
63%	-2	61%	+4

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
60th	59th

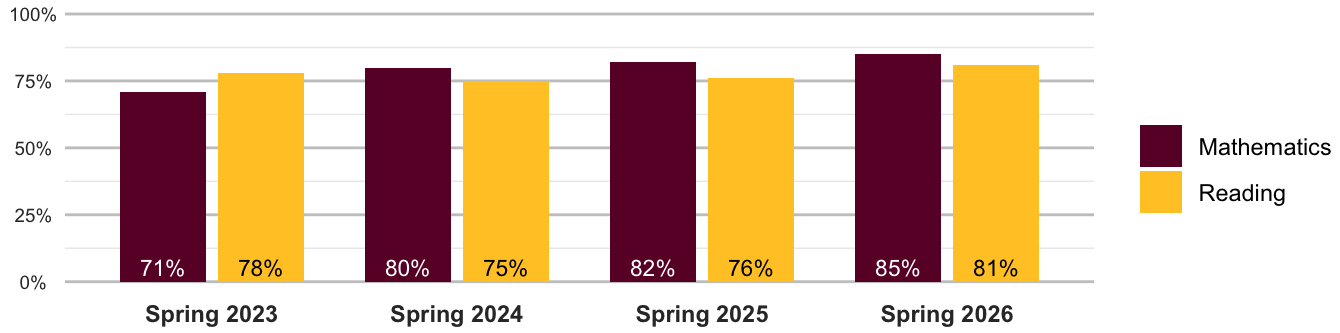
Holly Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

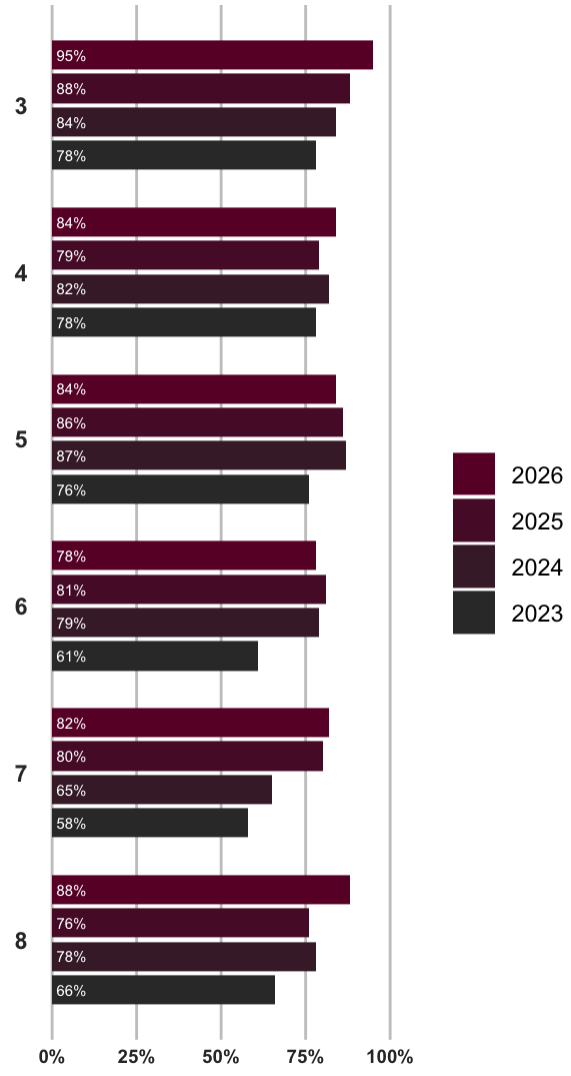
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

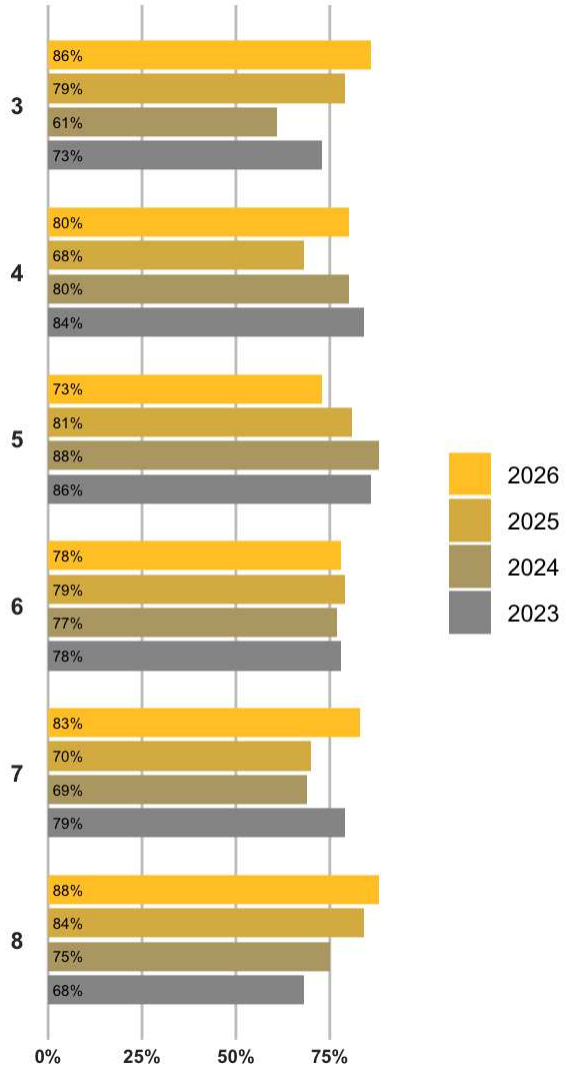


By Grade Level

Mathematics



Reading



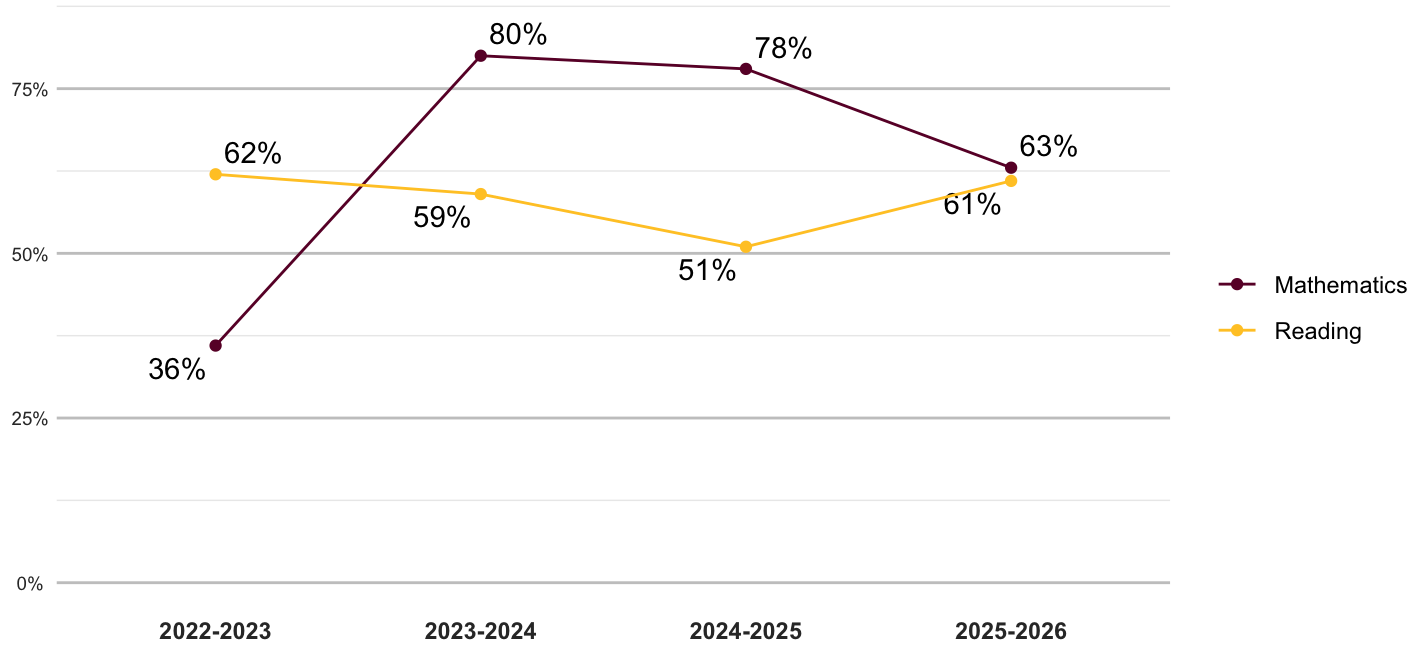
Holly Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

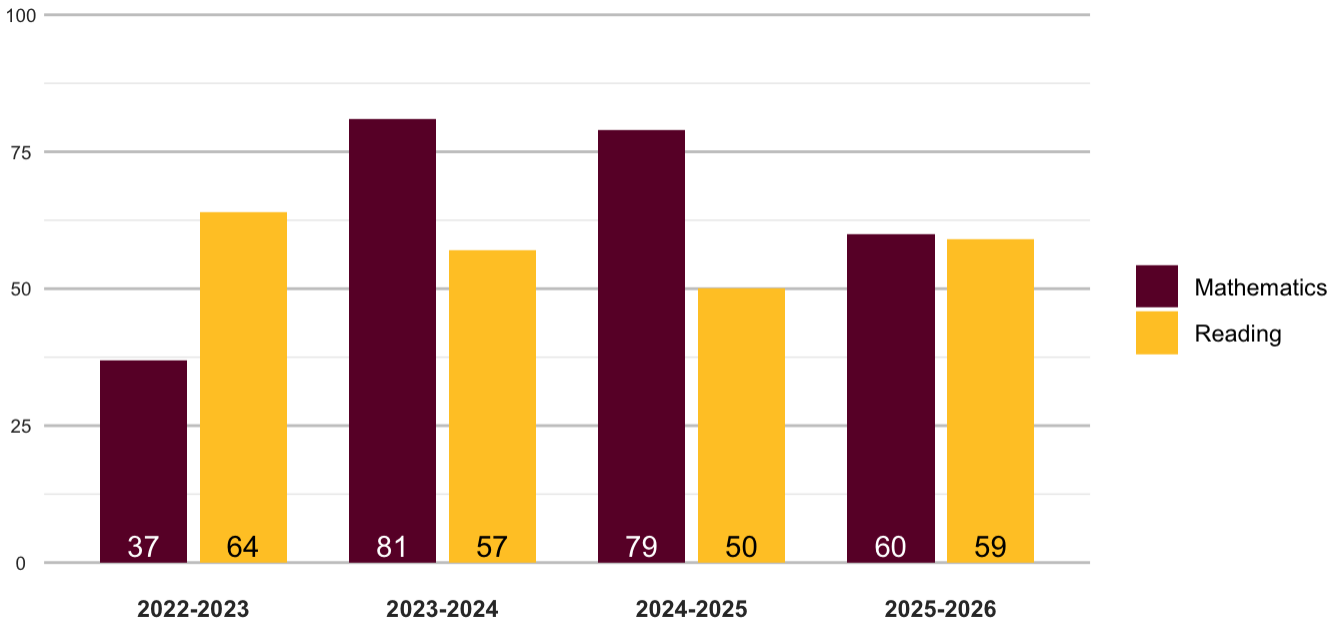
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Holly Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
61%	+0	71%	+4

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+20	+28

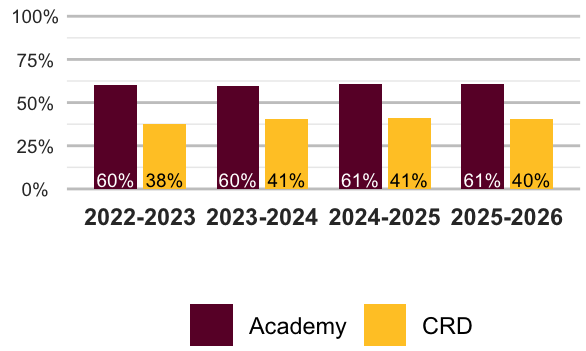
Holly Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

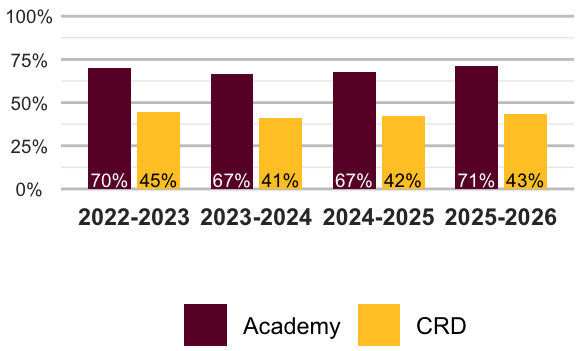
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

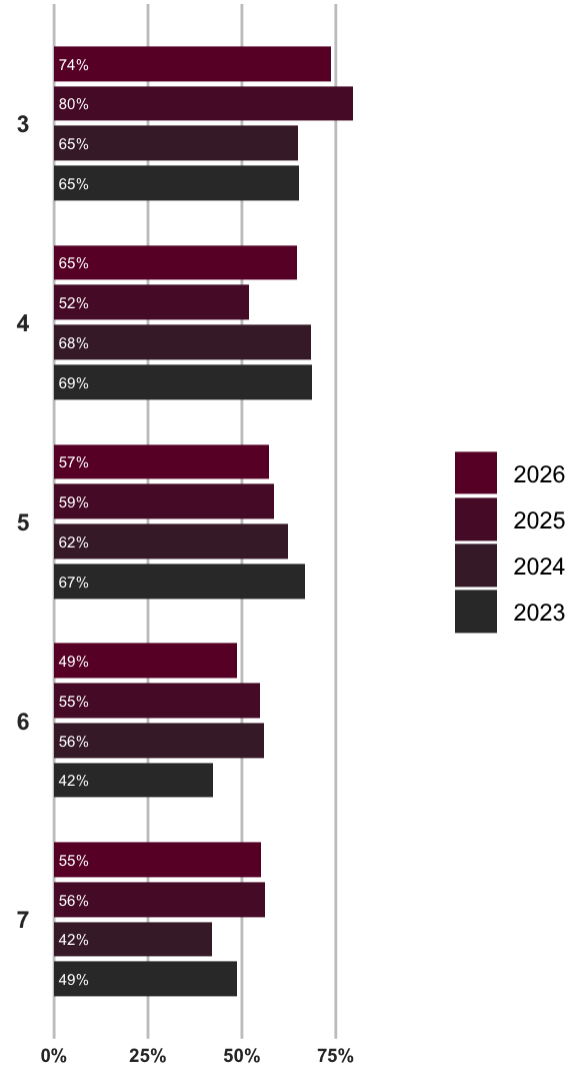


ELA

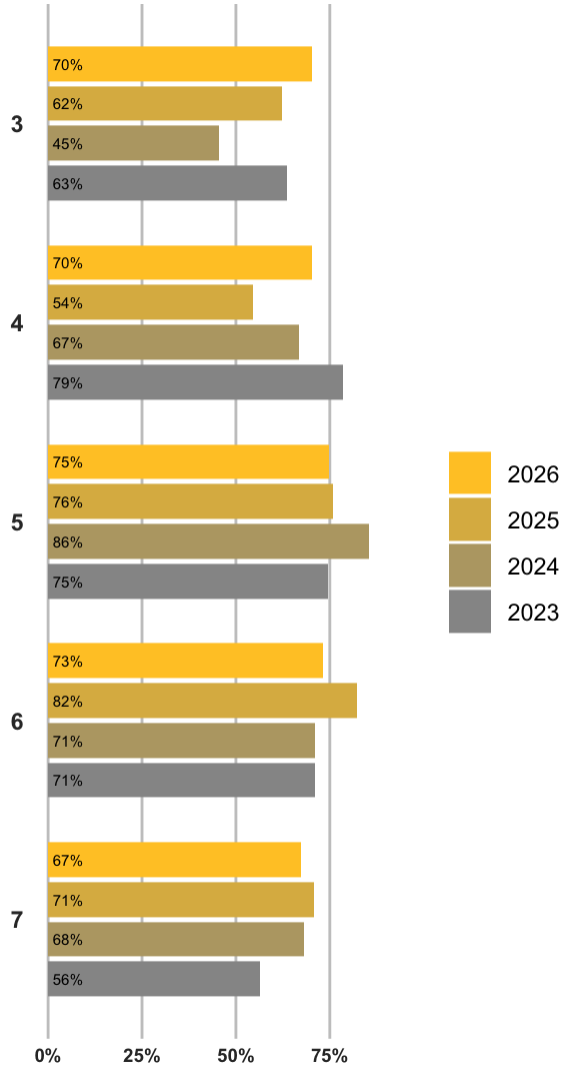


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Holly Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
51st

ELA
59th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+2

ELA
+10

THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

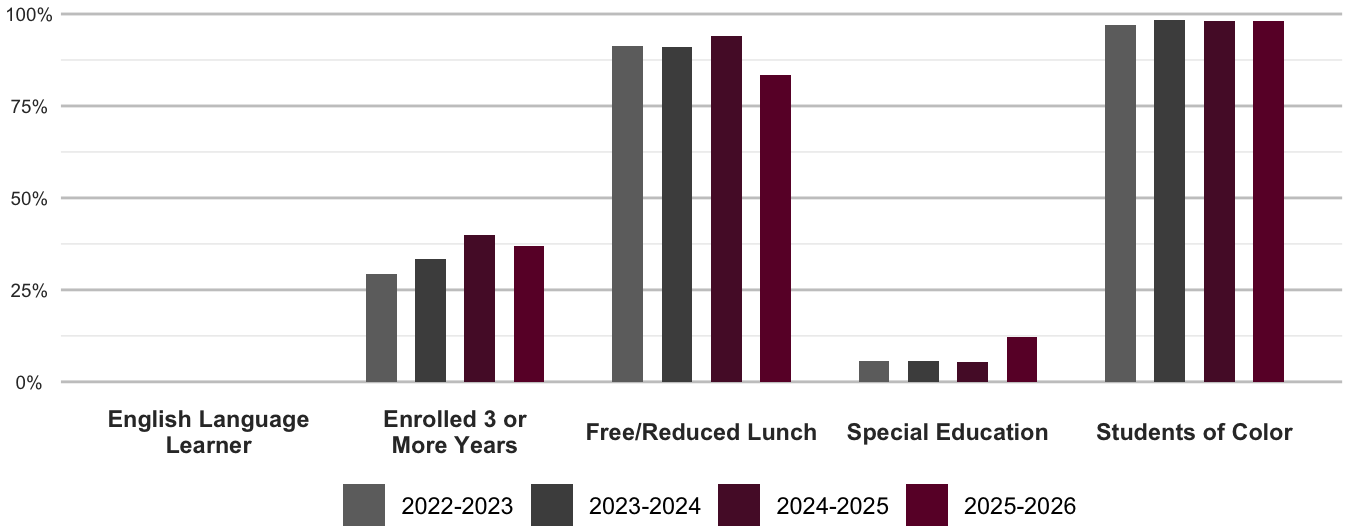
Inkster Preparatory Academy

Last Updated On: November 2026

Inkster Preparatory Academy

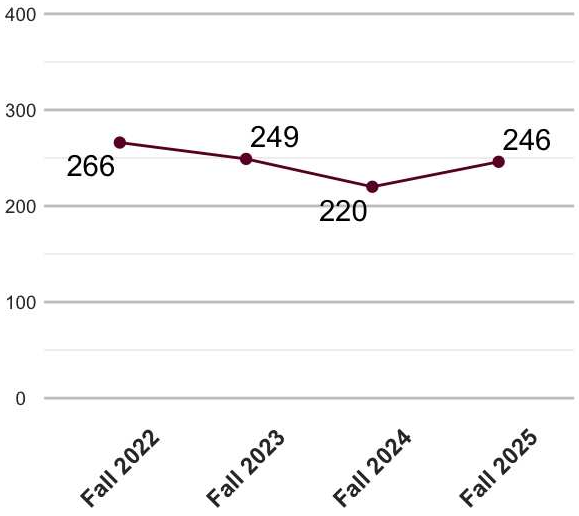
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	5.6%	5.6%	5.5%	12.2%
Free/Reduced Lunch	91.4%	91.2%	94.1%	83.3%
Students of Color	97.0%	98.4%	98.2%	98.0%
Enrolled 3 or More Years	29.3%	33.3%	40.0%	36.8%

Enrollment



Where Students Come From

Assigned District	Students
Wayne-Westland Community School District	72
Westwood Community School District	49
Taylor School District	47
Dearborn City School District	35
Romulus Community Schools	22
Detroit Public Schools Community District	10
Crestwood School District	7
Garden City Public Schools	2
Algonac Community School District	1
Other	2

Inkster Preparatory Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
39%	+26	49%	+30

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
56%	+13	73%	+30

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
57th	68th

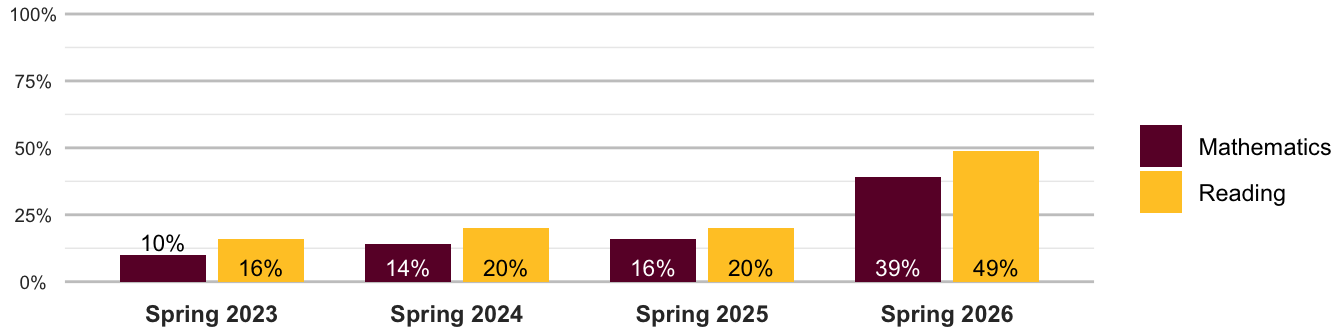
Inkster Preparatory Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

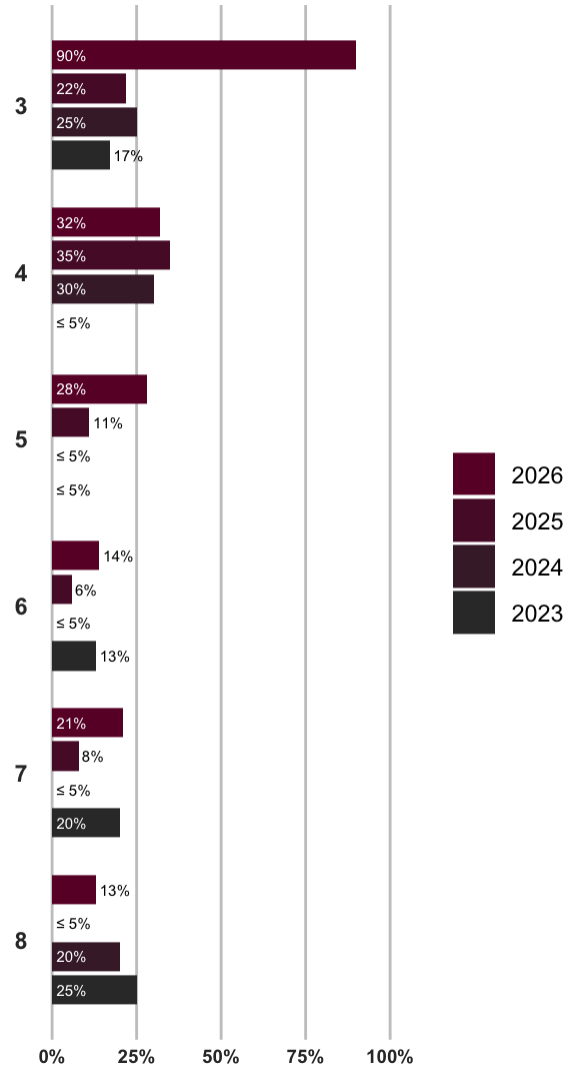
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

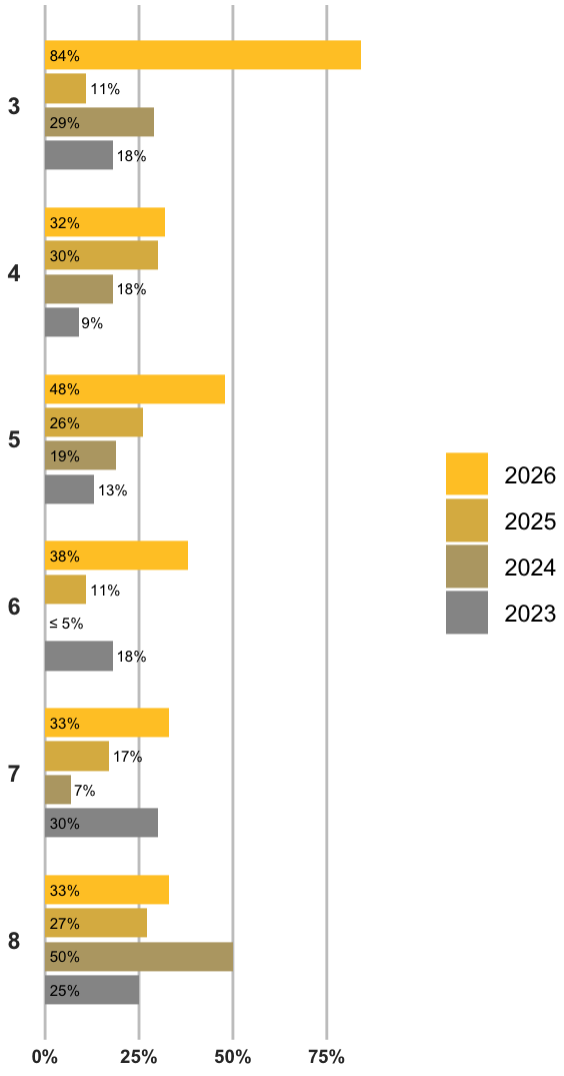


By Grade Level

Mathematics



Reading



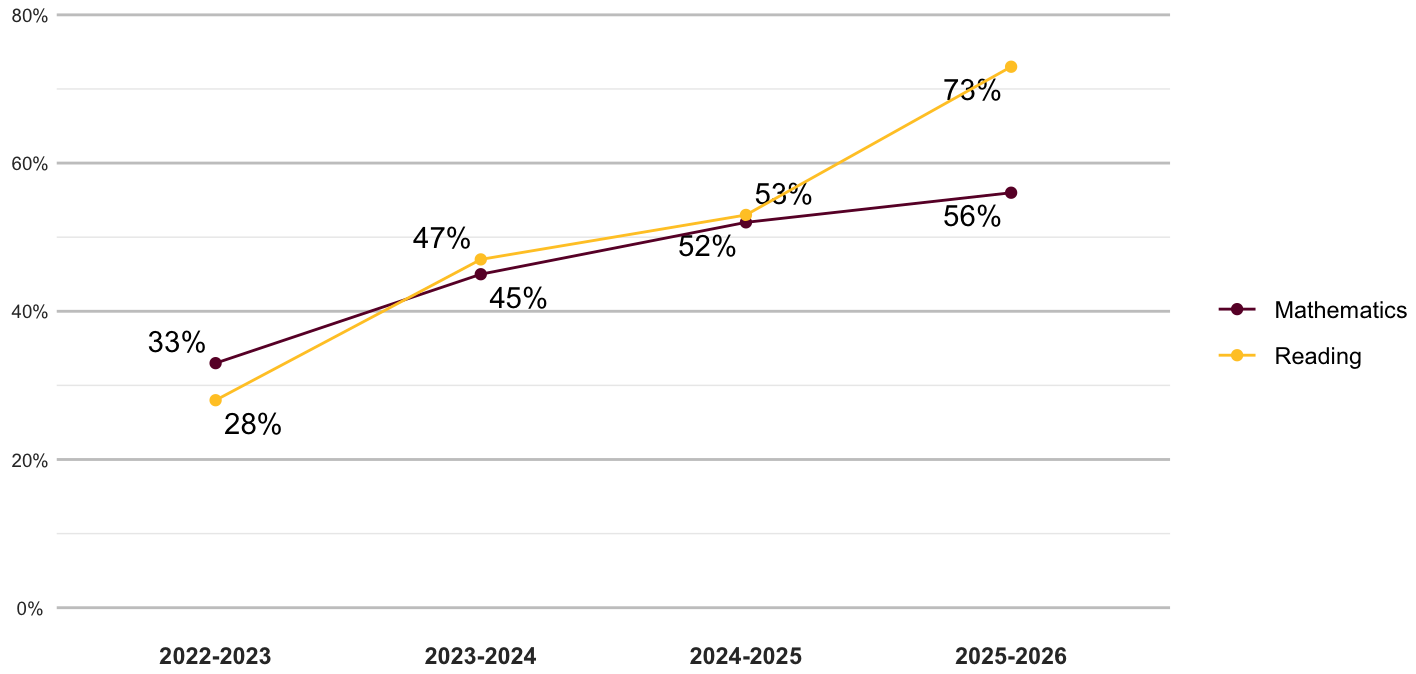
Inkster Preparatory Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

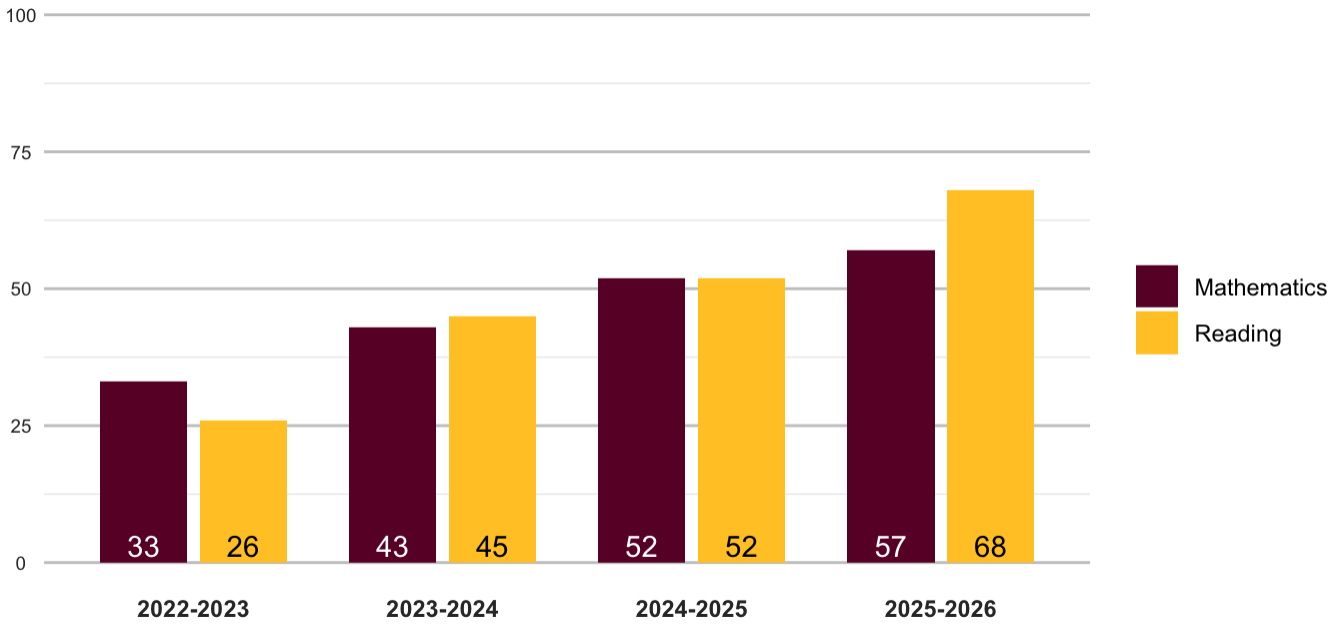
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Inkster Preparatory Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
14%	+9	14%	+7

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-5	-9

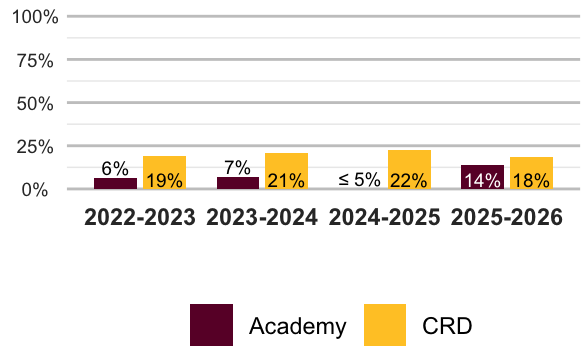
Inkster Preparatory Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

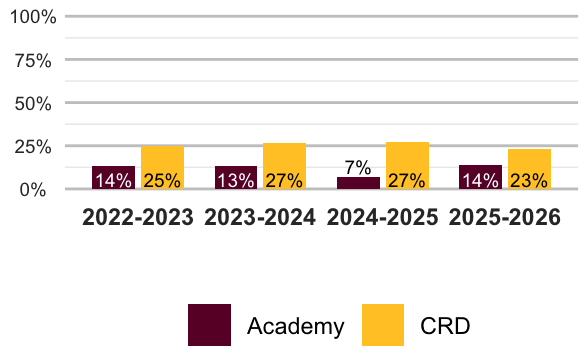
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

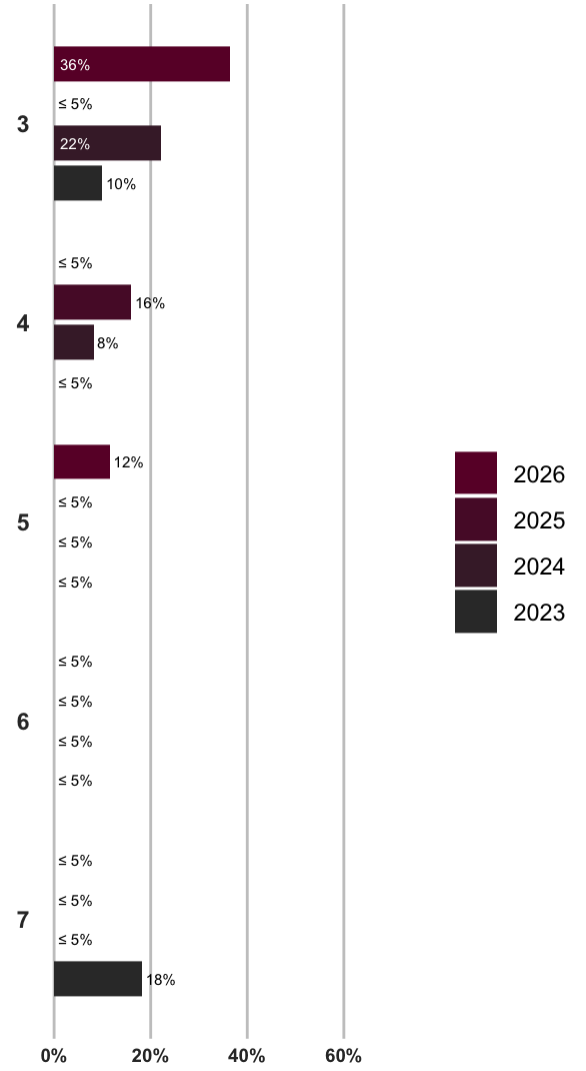


ELA

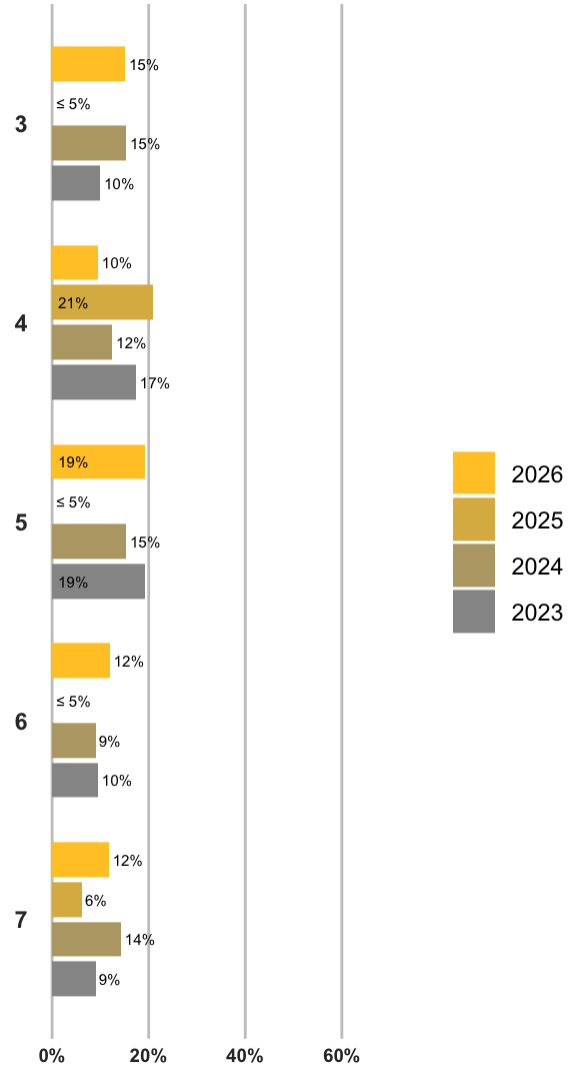


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Inkster Preparatory Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
50th

ELA
56th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+3

ELA
+8

THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

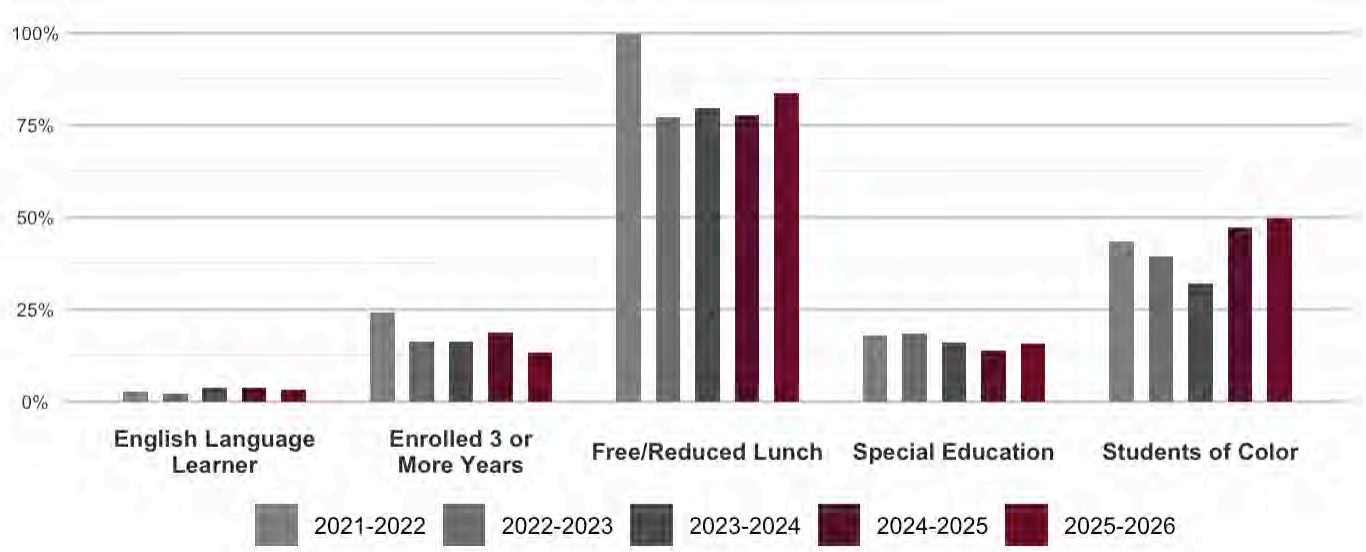
Insight School of Michigan

Last Updated On:August 2026

Insight School of Michigan

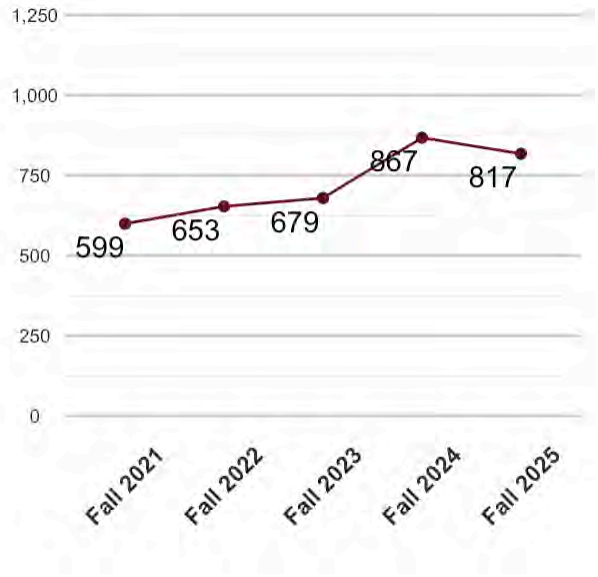
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2021-22	2022-23	2023-24	2024-25	2025-26
English Language Learner	2.7%	2.1%	3.8%	3.7%	3.3%
Special Education	17.9%	18.4%	16.1%	13.8%	15.8%
Free/Reduced Lunch	99.8%	77.2%	79.7%	77.7%	83.7%
Students of Color	43.6%	39.5%	32.0%	47.2%	49.7%
Enrolled 3 or More Years	24.2%	16.2%	16.3%	18.8%	13.3%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	160
Flint, School District of the City of	27
Wayne-Westland Community School District	20
Grand Rapids Public Schools	16
Battle Creek Public Schools	13
Kalamazoo Public Schools	12
Saginaw, School District of the City of	12
Southfield Public School District	11
Taylor School District	11
Other	554

Insight School of Michigan

SPRING 2025-2026 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.

2025-26 - Percent of Students Meeting Goal

Mathematics
70%

Reading
76%

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.

2025-26 - Percent of students earning 4.5 or more credits

52%

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

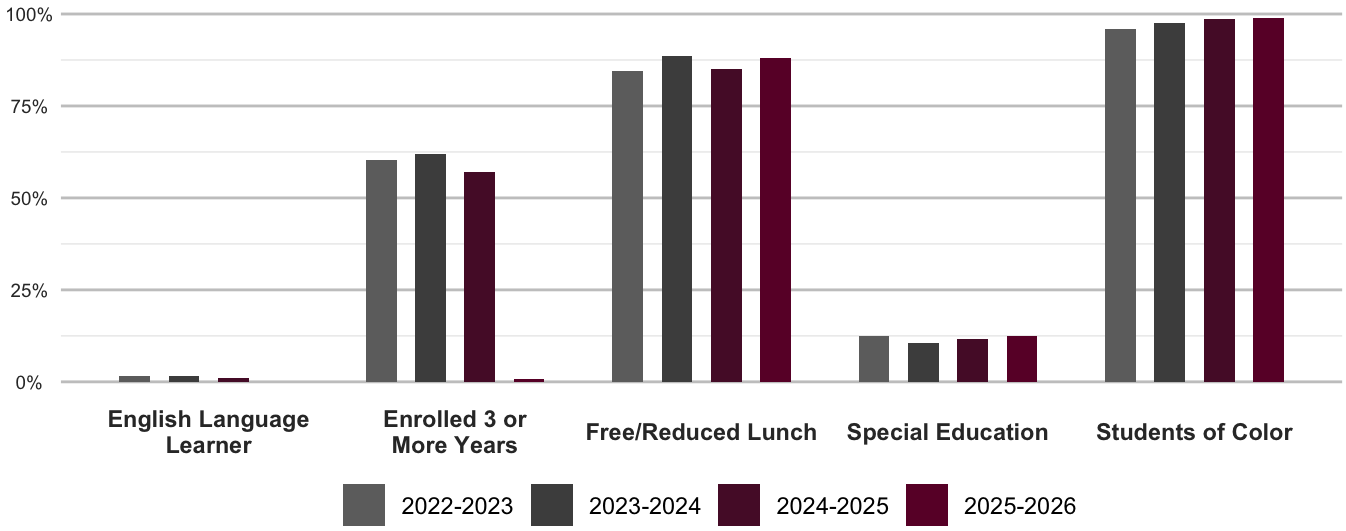
International Academy of Flint

Last Updated On: November 2026

International Academy of Flint

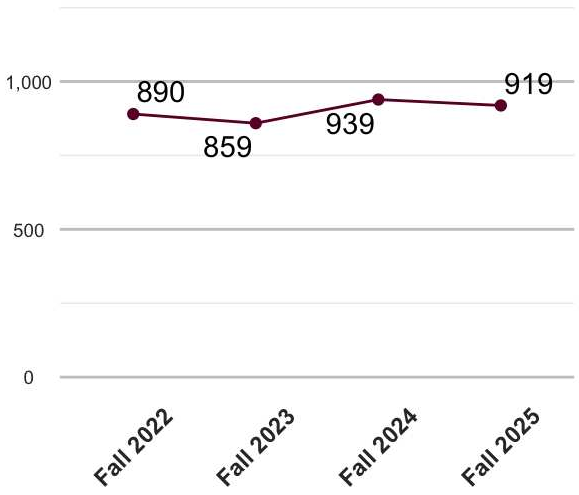
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	1.5%	1.6%	1.1%	0.0%
Special Education	12.6%	10.5%	11.6%	12.4%
Free/Reduced Lunch	84.6%	88.6%	85.1%	87.9%
Students of Color	96.0%	97.4%	98.5%	99.0%
Enrolled 3 or More Years	60.4%	61.9%	57.1%	0.7%

Enrollment



Where Students Come From

Assigned District	Students
Flint, School District of the City of	870
Mt. Morris Consolidated Schools	21
Bendle Public Schools	20
Swartz Creek Community Schools	3
Flushing Community Schools	2
Beecher Community School District	1
Grand Blanc Community Schools	1
Howell Public Schools	1

International Academy of Flint

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
26%	+15	33%	+13

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
47%	+7	46%	+8

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
47th	46th

International Academy of Flint

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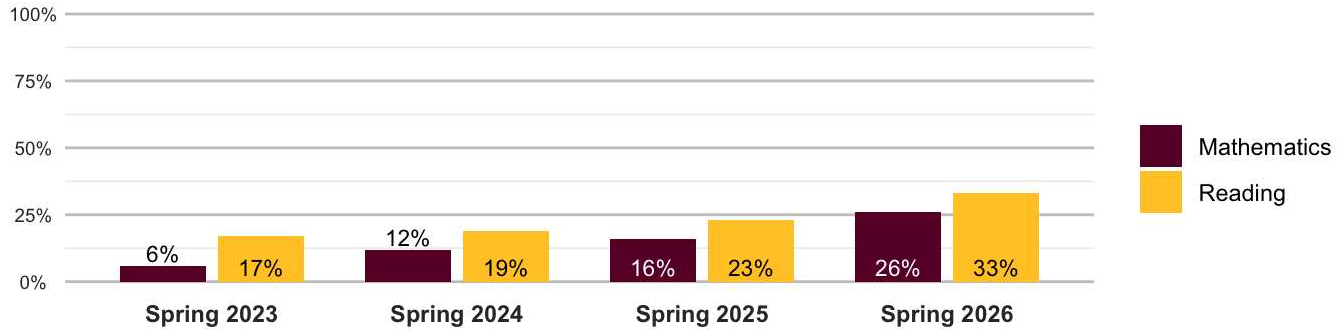
Percent Meeting NWEA MAP Spring Achievement National Norms

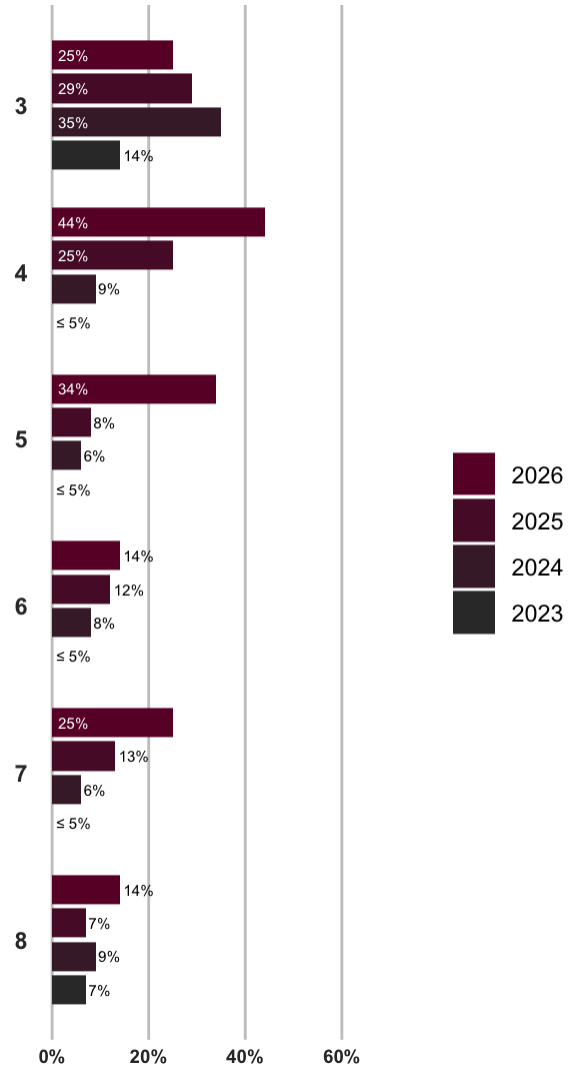
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

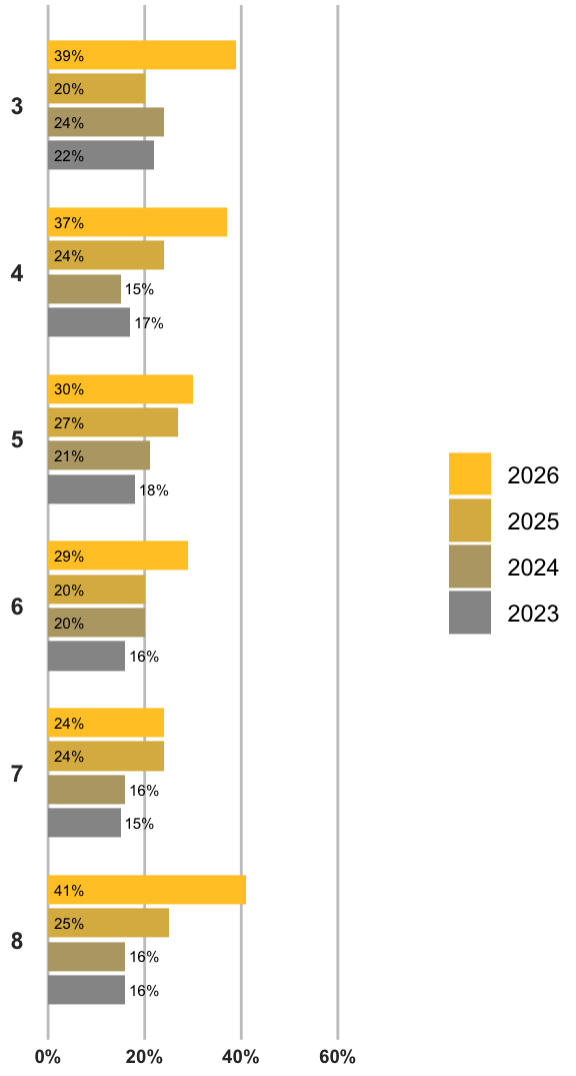


By Grade Level

Mathematics



Reading



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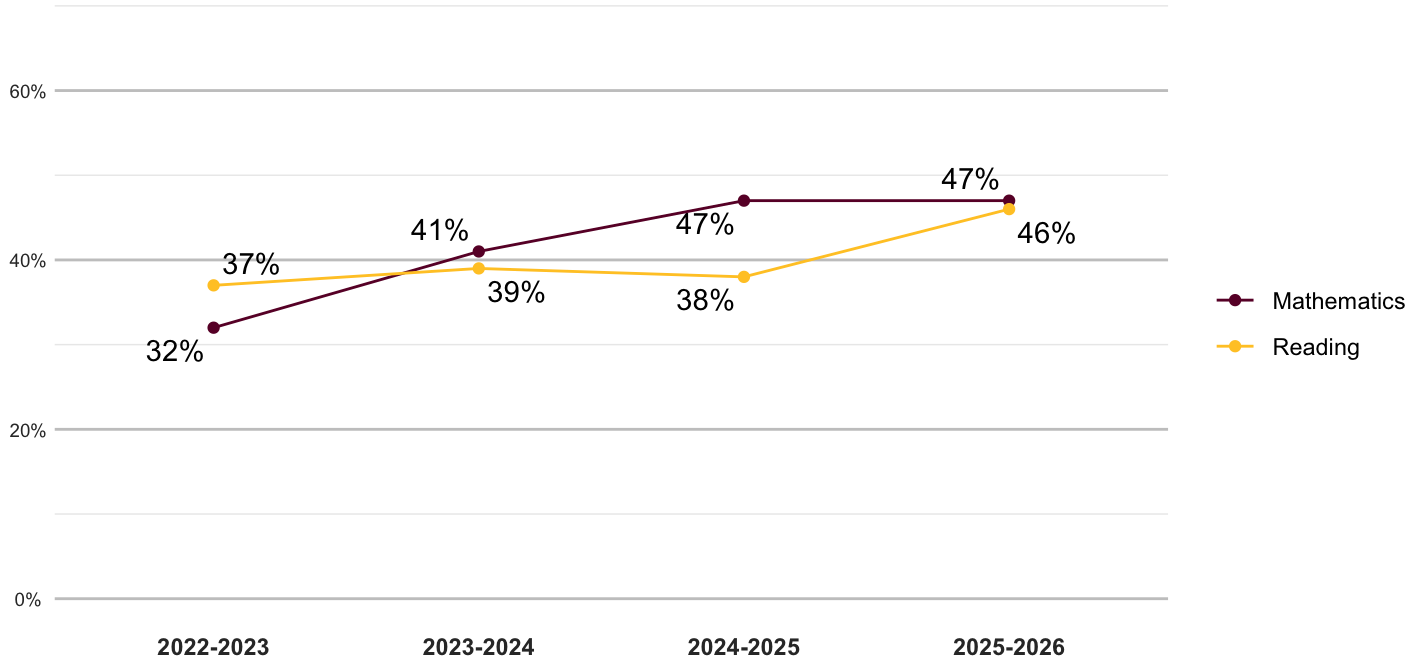
NWEA MAP Fall-to-Spring Growth

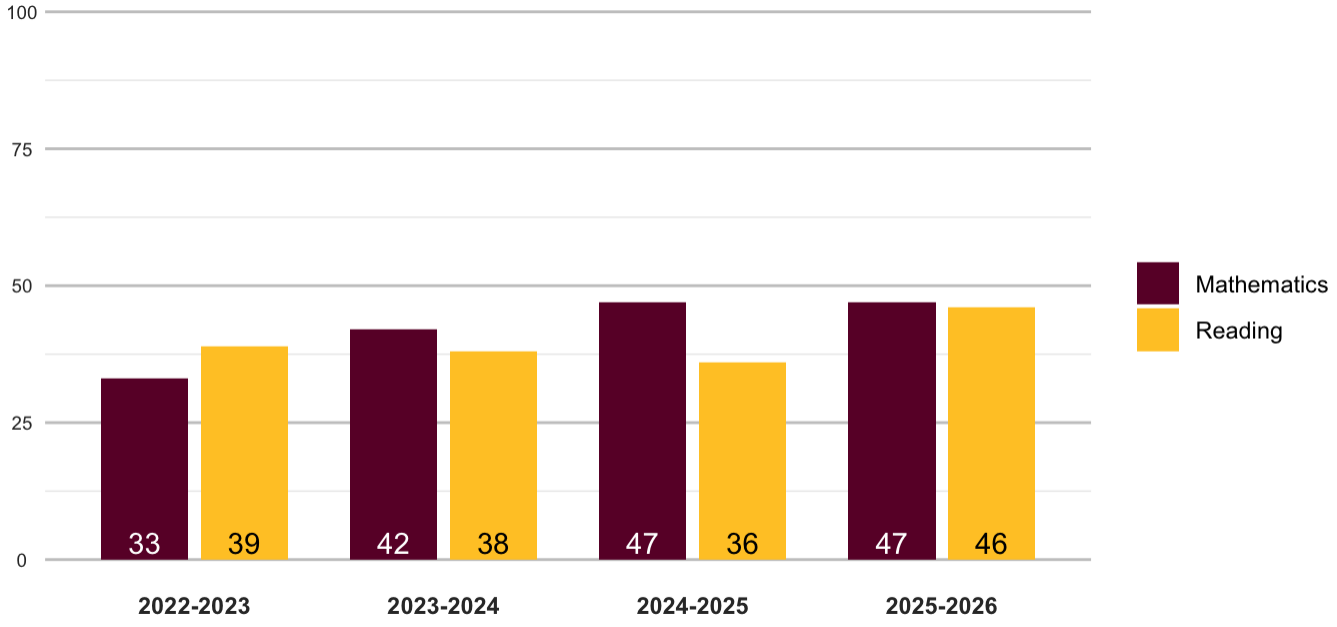
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
8%	+2	9%	-1

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+4	-1

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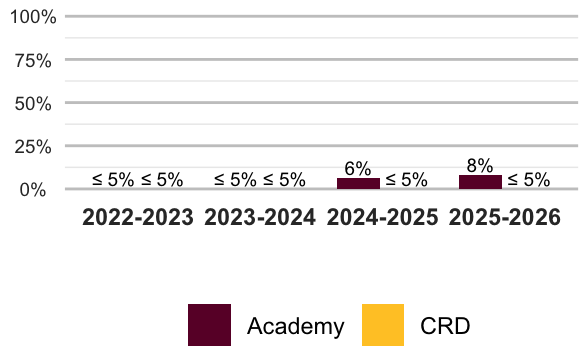
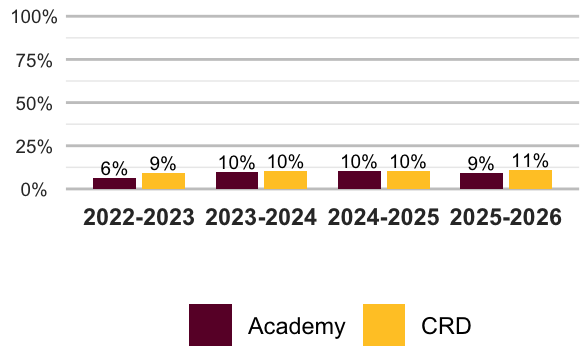
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

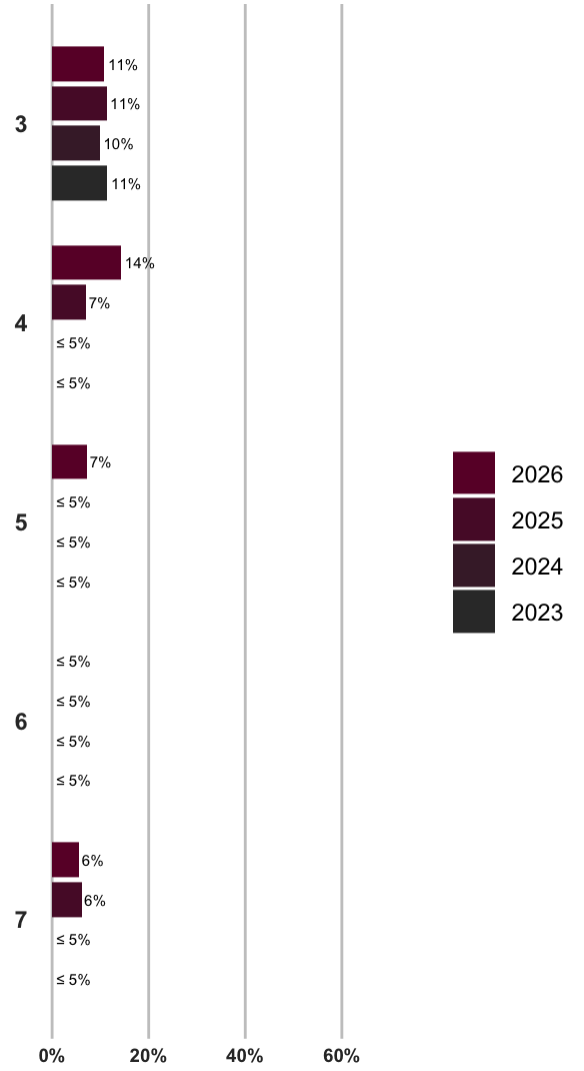


ELA

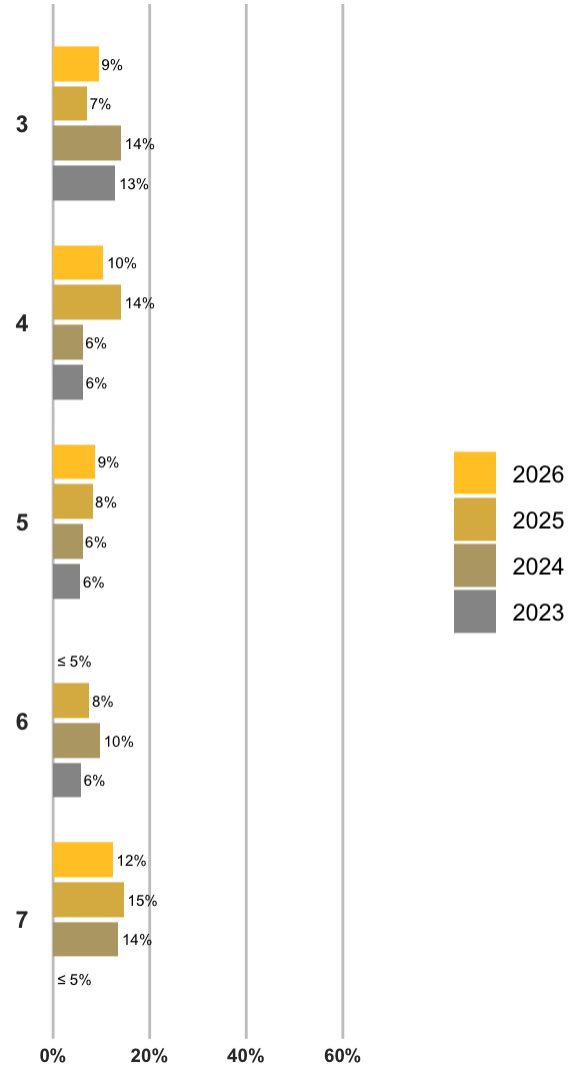


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
51st

ELA
45th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+8

ELA
+2

International Academy of Flint

SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
5%	+3	18%	-2

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

Mathematics	Reading & Writing
+3	+5

International Academy of Flint

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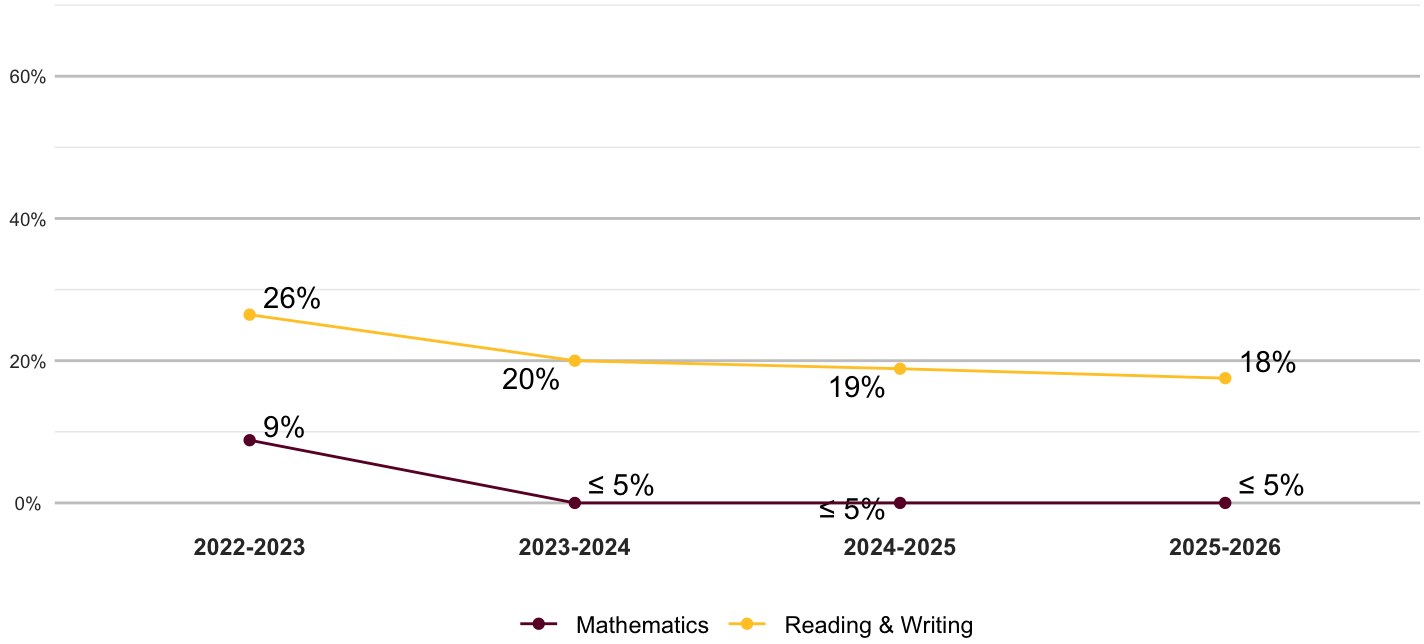
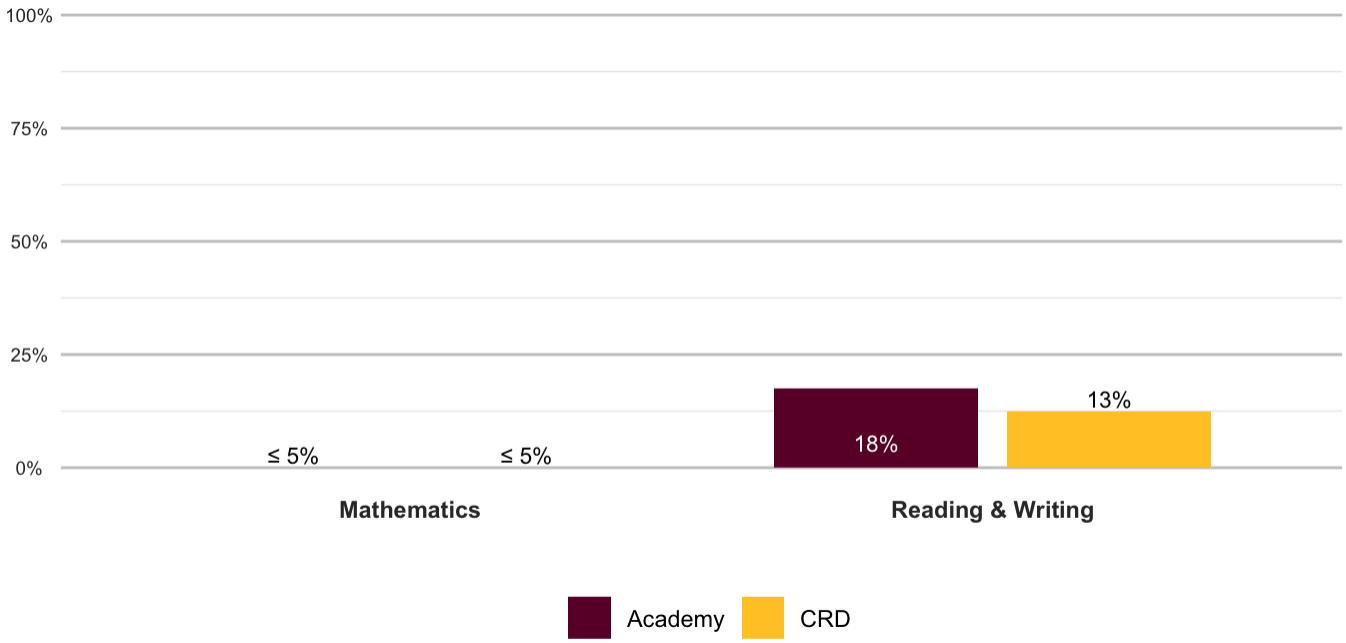
SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



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Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
380	530	405	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
+33	+23

International Academy of Flint

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High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
19%

Reading & Writing
31%

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2025-26 Academic Performance Report

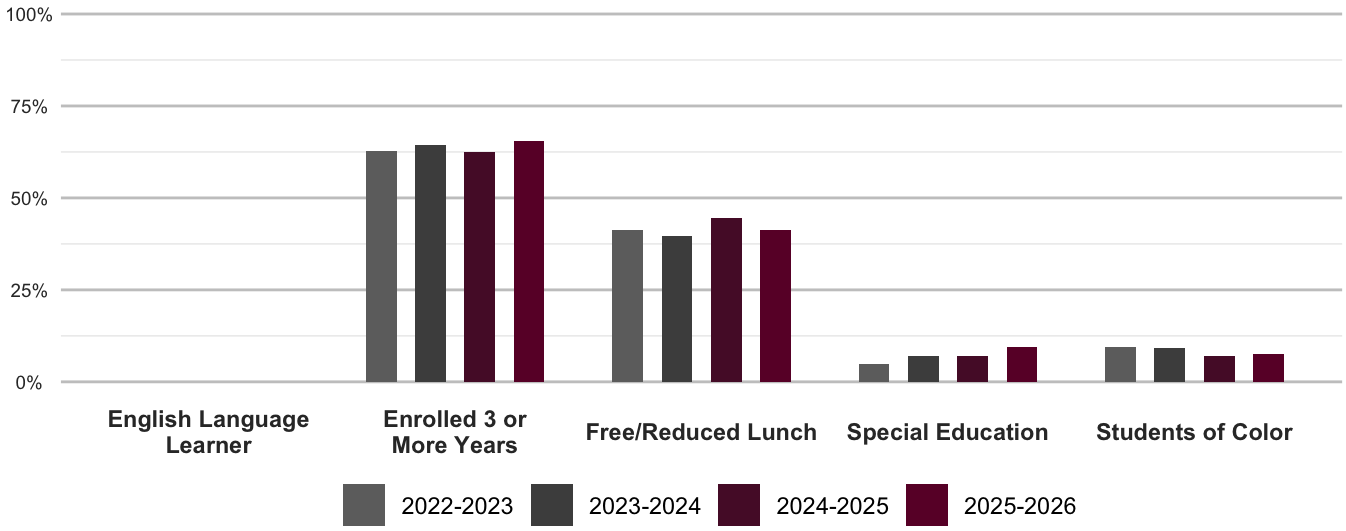
Island City Academy

Last Updated On: November 2026

Island City Academy

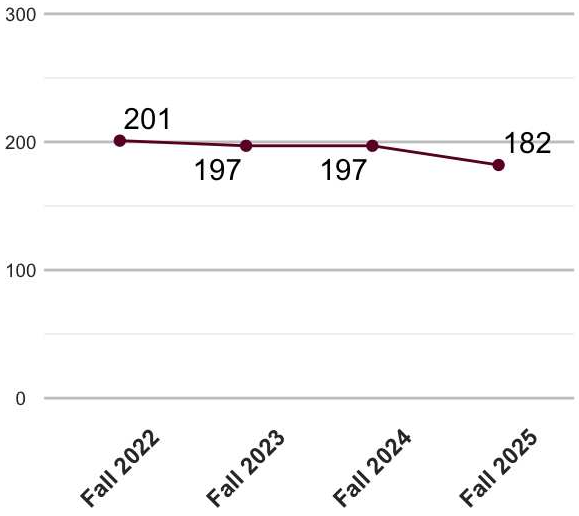
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	5.0%	7.1%	7.1%	9.3%
Free/Reduced Lunch	41.3%	39.6%	44.7%	41.2%
Students of Color	9.5%	9.1%	7.1%	7.7%
Enrolled 3 or More Years	62.7%	64.5%	62.4%	65.4%

Enrollment



Where Students Come From

Assigned District	Students
Eaton Rapids Public Schools	157
Springport Public Schools	9
Charlotte Public Schools	5
Mason Public Schools (Ingham)	3
Leslie Public Schools	2
Potterville Public Schools	2
Lansing Public School District	1
Northwest Community Schools	1
Olivet Community Schools	1
Western School District	1

Island City Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
75%	+15	64%	+10

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
62%	+7	53%	+4

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
61st	54th

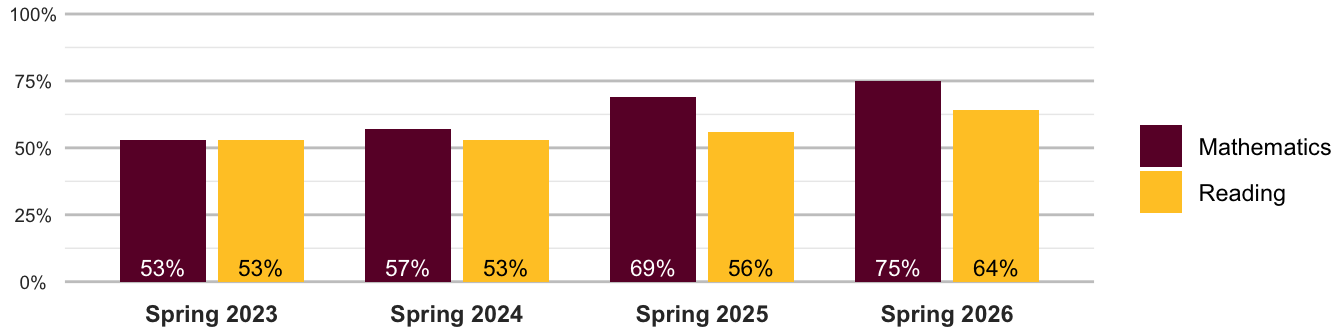
Island City Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

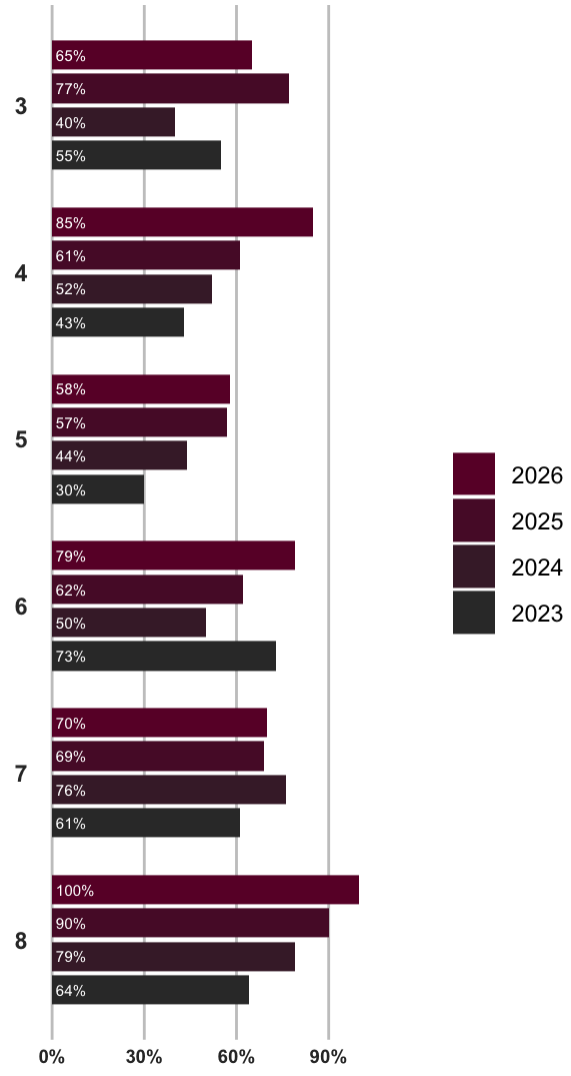
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

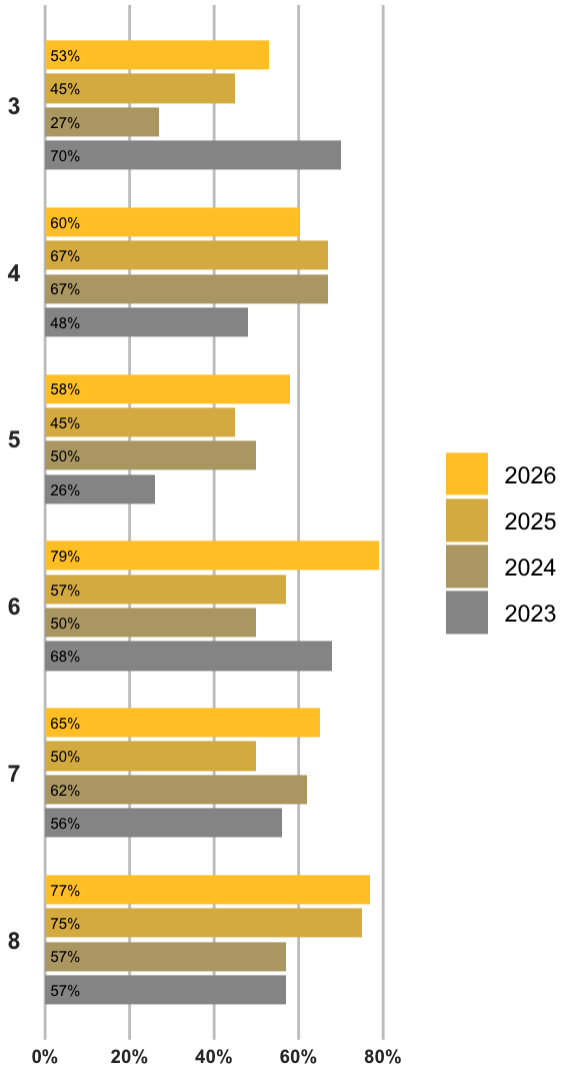


By Grade Level

Mathematics



Reading



Island City Academy

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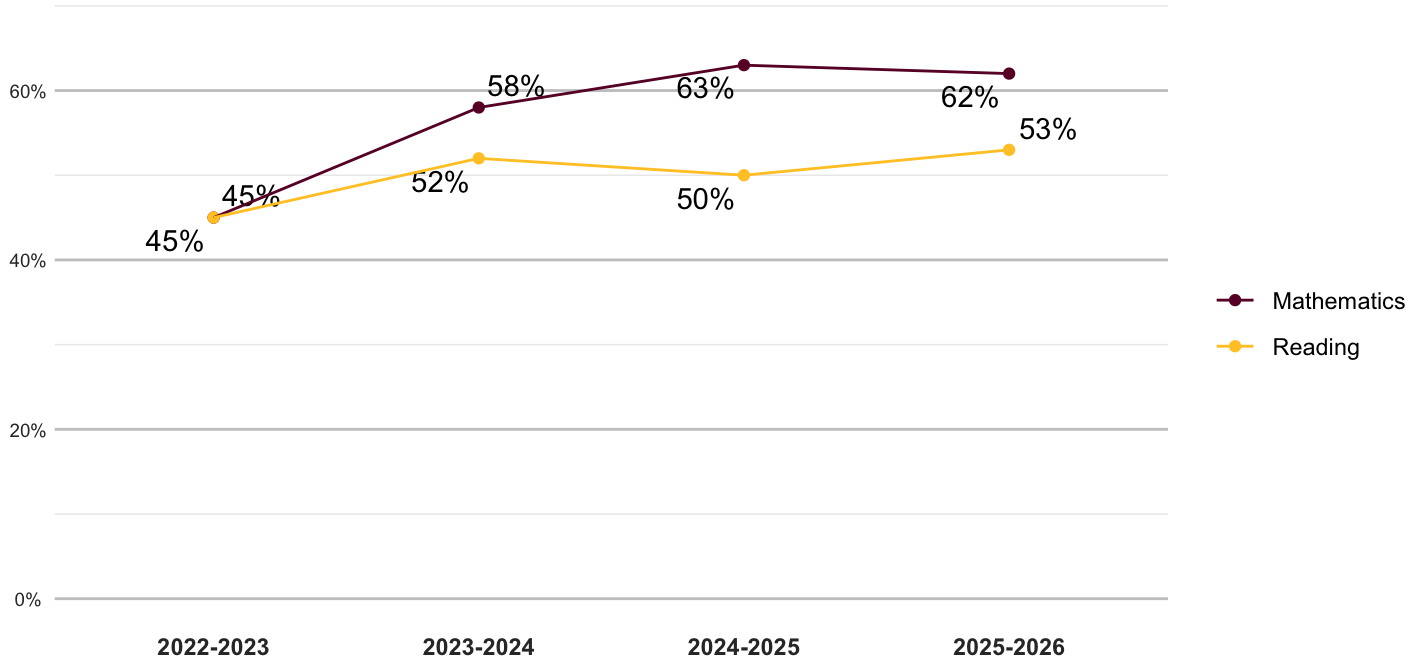
NWEA MAP Fall-to-Spring Growth

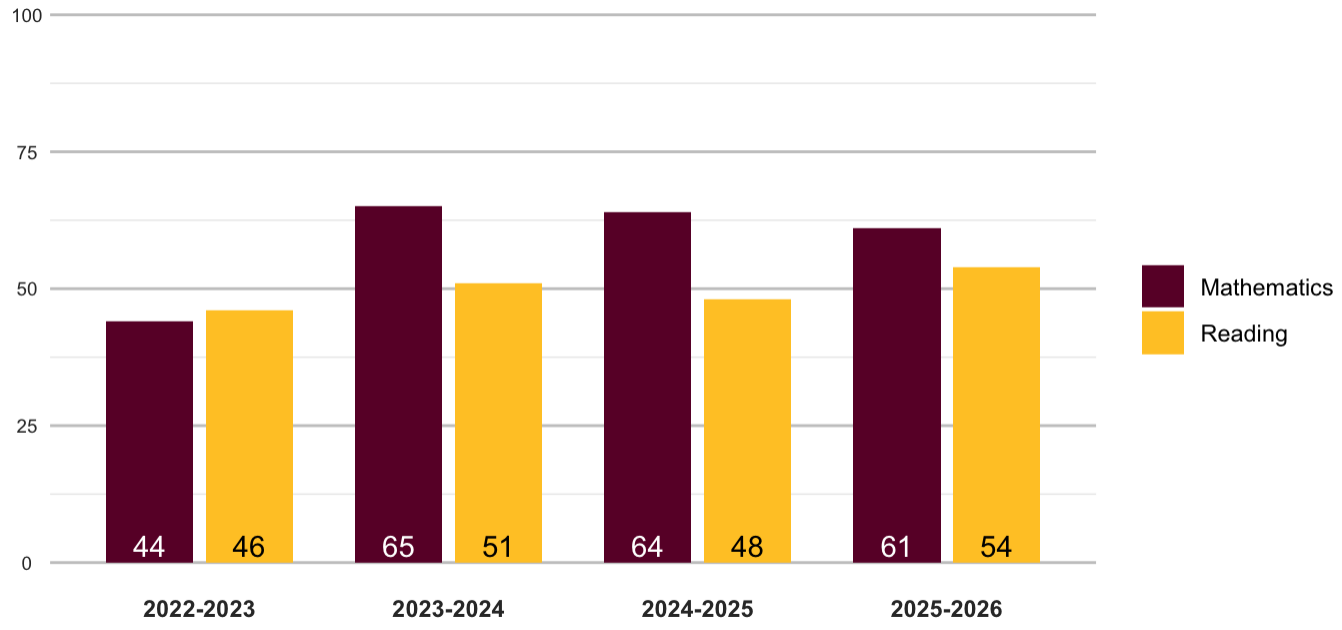
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
52%	+9	39%	+2

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+30	+6

Island City Academy

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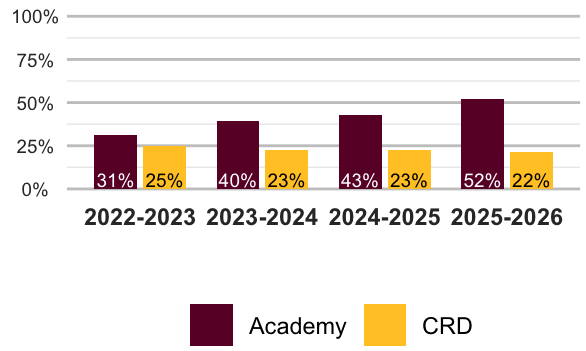
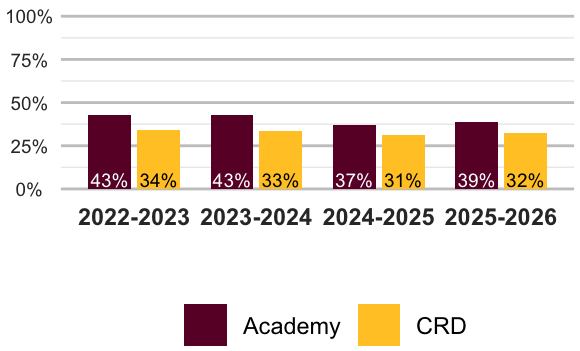
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

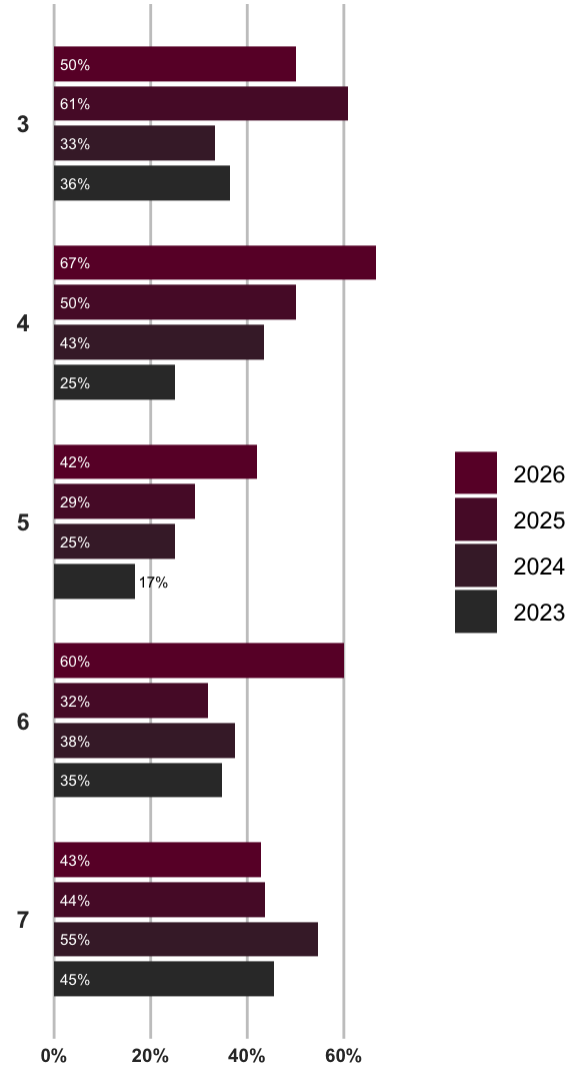


ELA

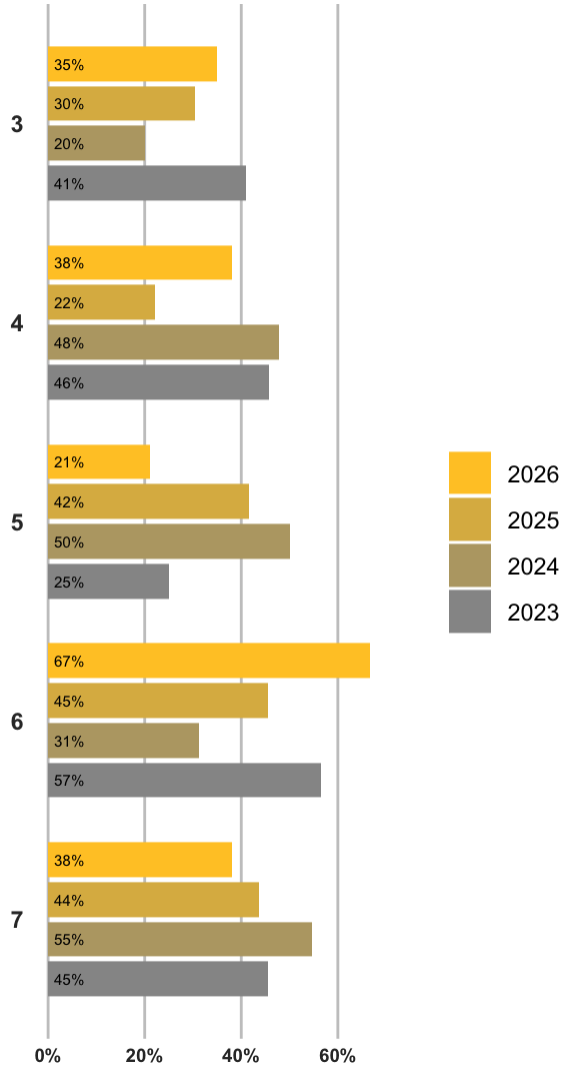


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Island City Academy

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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
65th

ELA
58th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+17

ELA
+9

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2025-26 Academic Performance Report

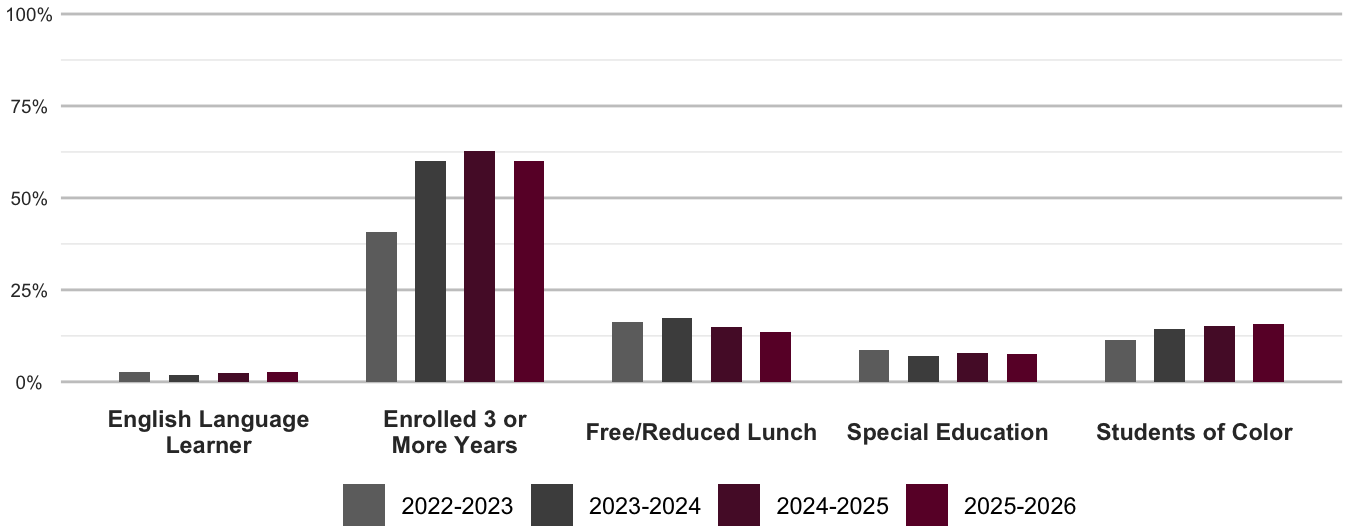
Ivywood Classical Academy

Last Updated On: November 2026

Ivywood Classical Academy

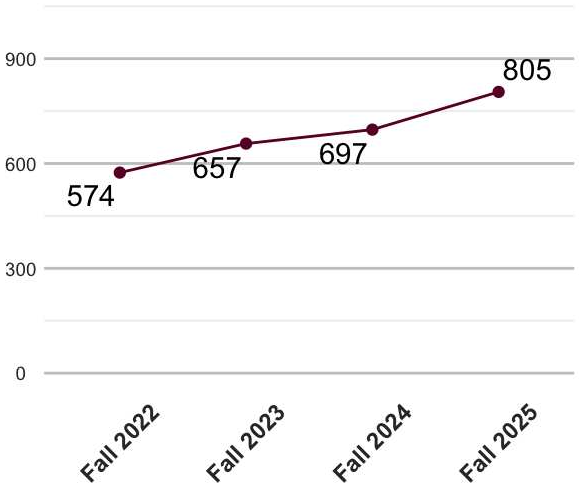
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	2.6%	2.0%	2.3%	2.6%
Special Education	8.7%	7.2%	7.7%	7.5%
Free/Reduced Lunch	16.2%	17.4%	14.9%	13.4%
Students of Color	11.5%	14.3%	15.2%	15.8%
Enrolled 3 or More Years	40.8%	60.1%	62.7%	60.1%

Enrollment



Where Students Come From

Assigned District	Students
Plymouth-Canton Community Schools	309
Livonia Public Schools School District	170
Northville Public Schools	56
Farmington Public School District	52
South Lyon Community Schools	50
Wayne-Westland Community School District	47
Redford Union Schools, District No. 1	15
Novi Community School District	13
Garden City Public Schools	11
Other	85

Ivywood Classical Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
81%	+5	80%	+6

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
51%	-4	49%	+6

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
50th	48th

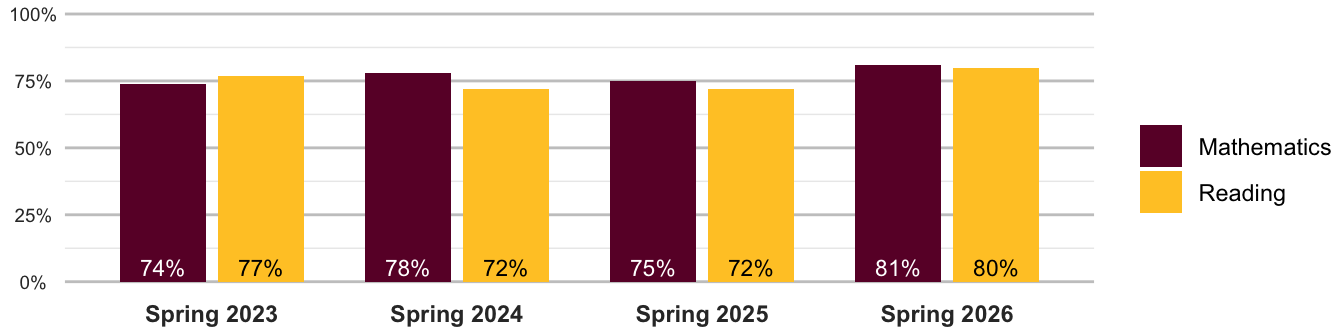
Ivywood Classical Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

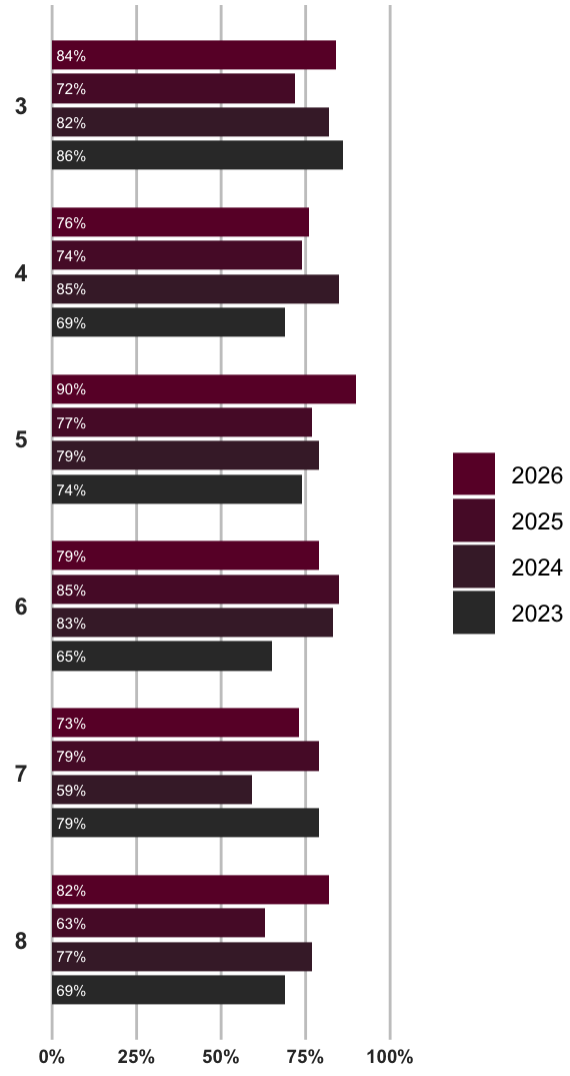
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

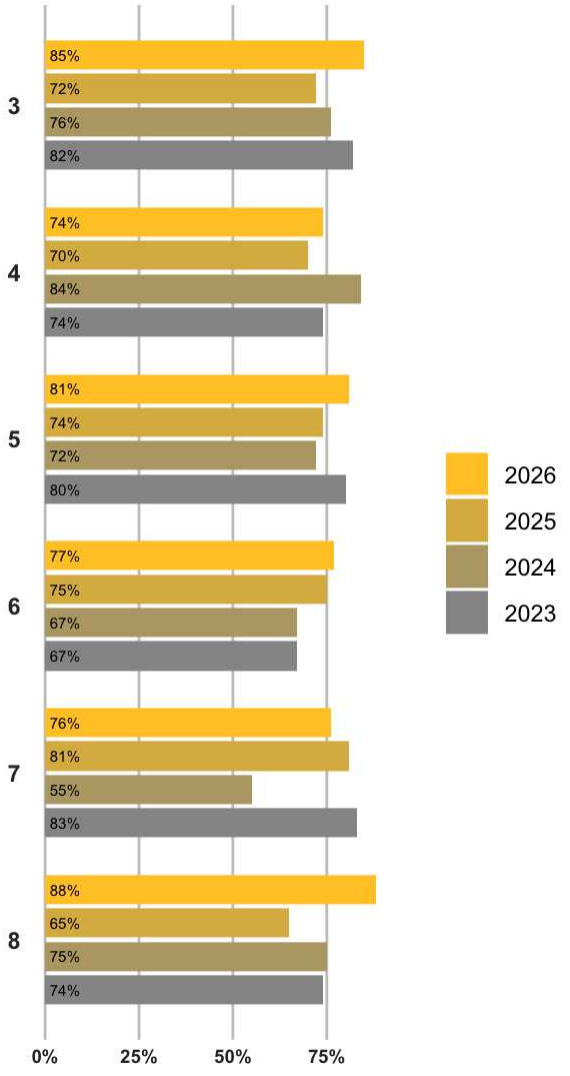


By Grade Level

Mathematics



Reading



Ivywood Classical Academy

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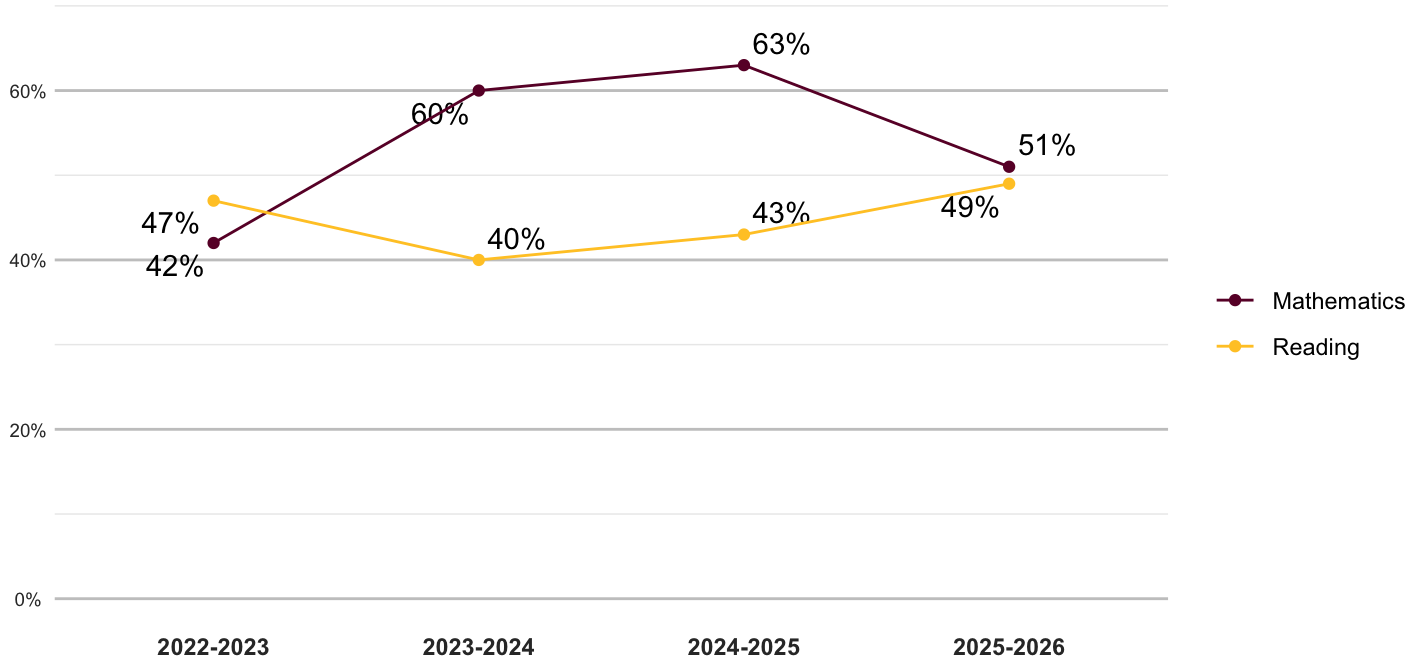
NWEA MAP Fall-to-Spring Growth

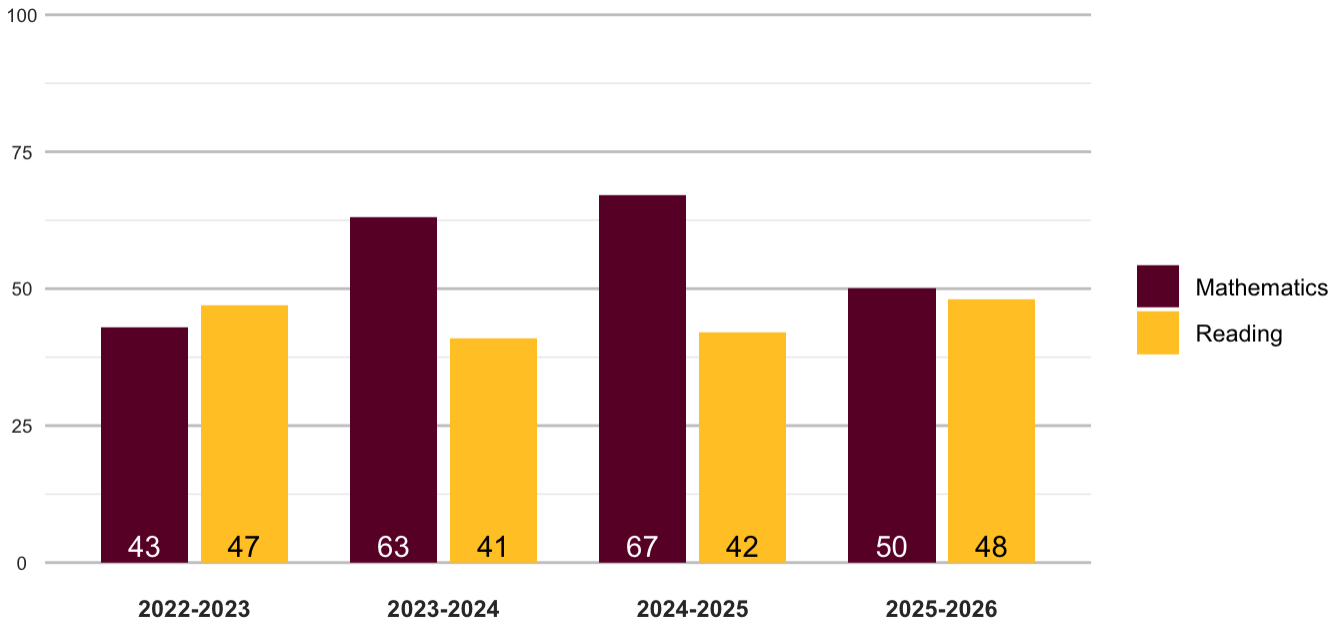
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Ivywood Classical 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
60%	-4	59%	-2

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+9	+5

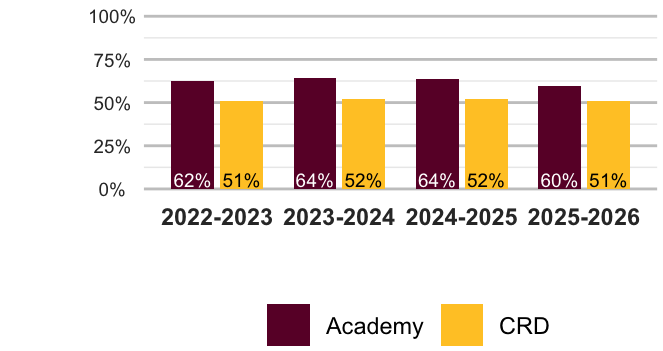
Ivywood Classical Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

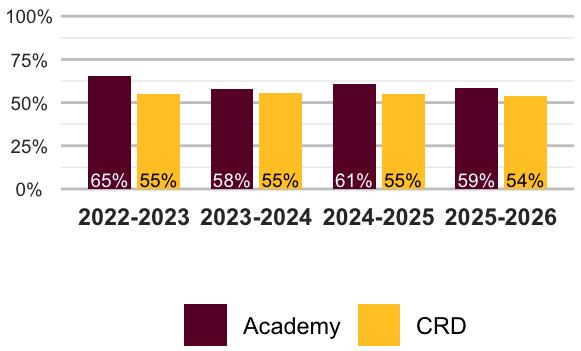
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

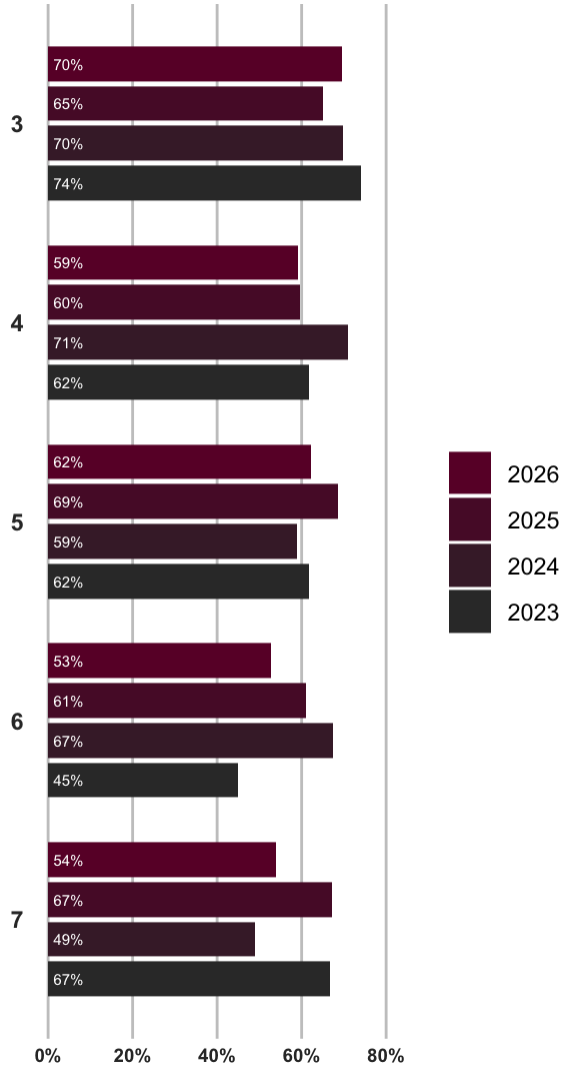


ELA

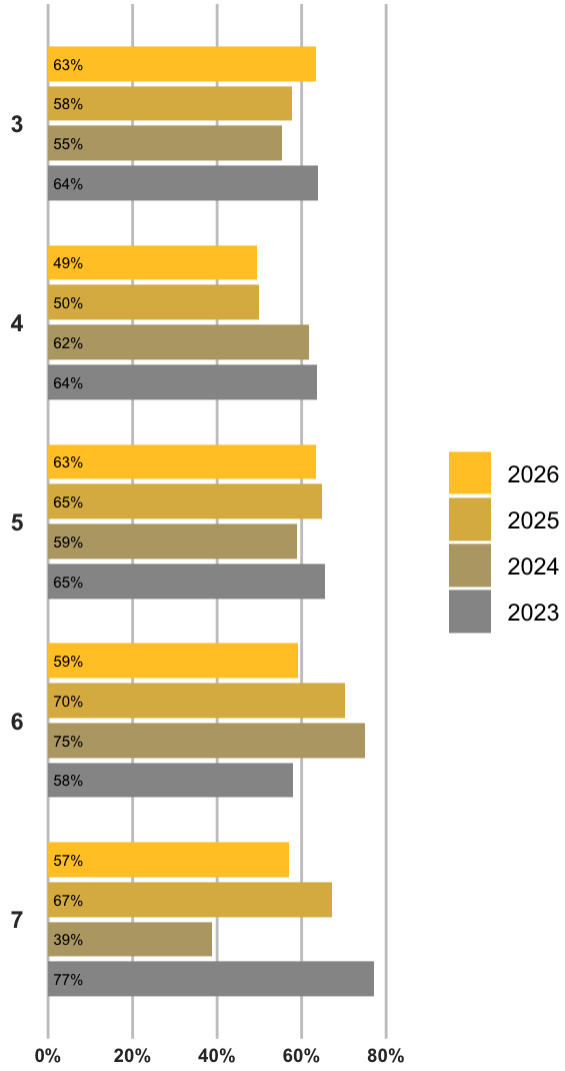


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Ivywood Classical Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
55th

ELA
50th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+2

ELA
-2

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2025-26 Academic Performance Report

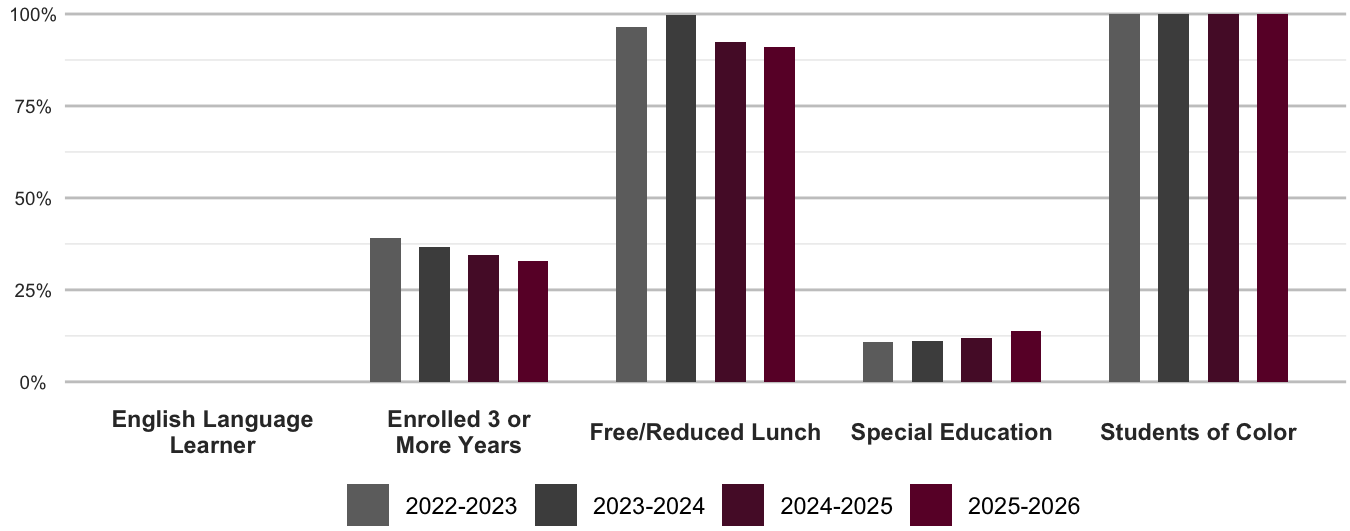
Jalen Rose Leadership Academy

Last Updated On: November 2026

Jalen Rose Leadership Academy

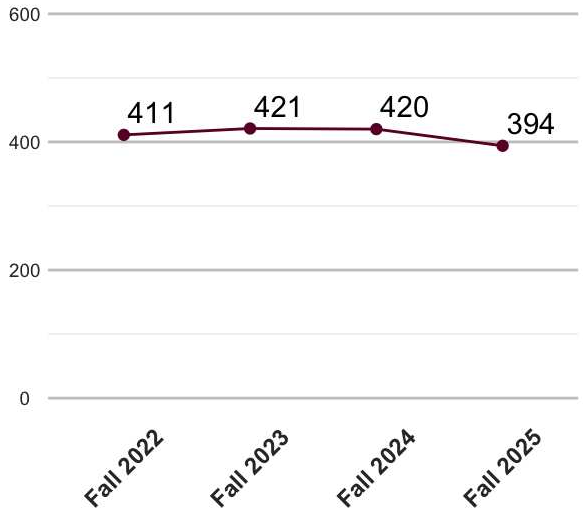
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	10.7%	11.2%	11.9%	13.7%
Free/Reduced Lunch	96.4%	99.8%	92.4%	91.1%
Students of Color	100.0%	100.0%	100.0%	100.0%
Enrolled 3 or More Years	39.1%	36.7%	34.5%	32.7%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	383
Southfield Public School District	5
Ferndale Public Schools	2
Highland Park City Schools	1
Melvindale-Northern Allen Park Schools	1
Oak Park, School District of the City of	1
Redford Union Schools, District No. 1	1

Jalen Rose Leadership Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
69th

ELA
61st

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+19

ELA
+13

Jalen Rose Leadership Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
6%	+5	38%	+12

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

Mathematics	Reading & Writing
-9	+4

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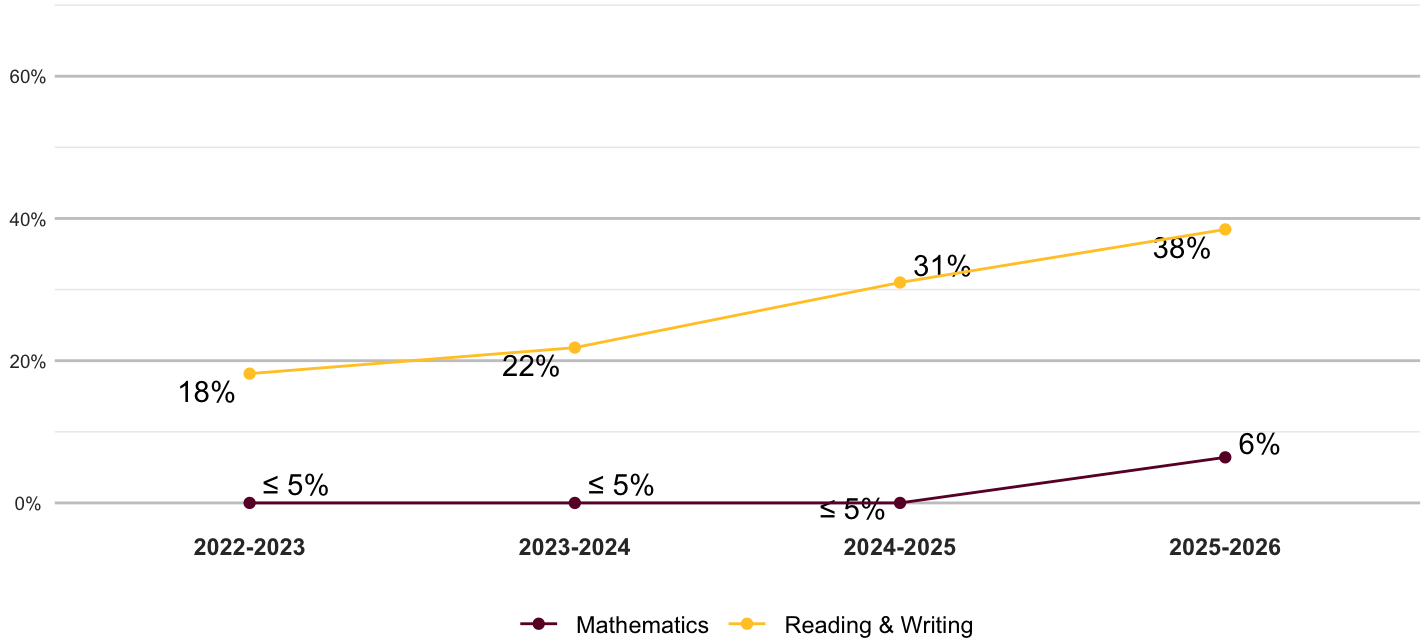
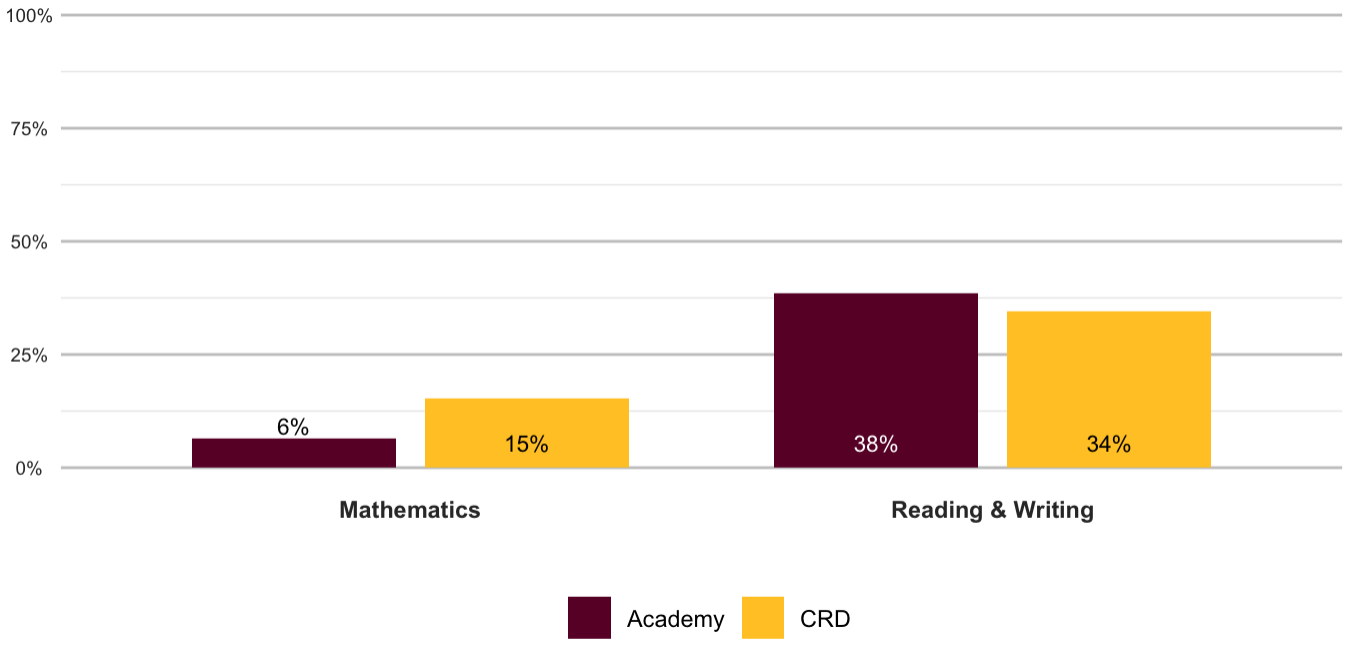
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



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SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
419	530	448	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
+5	+11

Jalen Rose Leadership Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
37%

Reading & Writing
41%

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CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

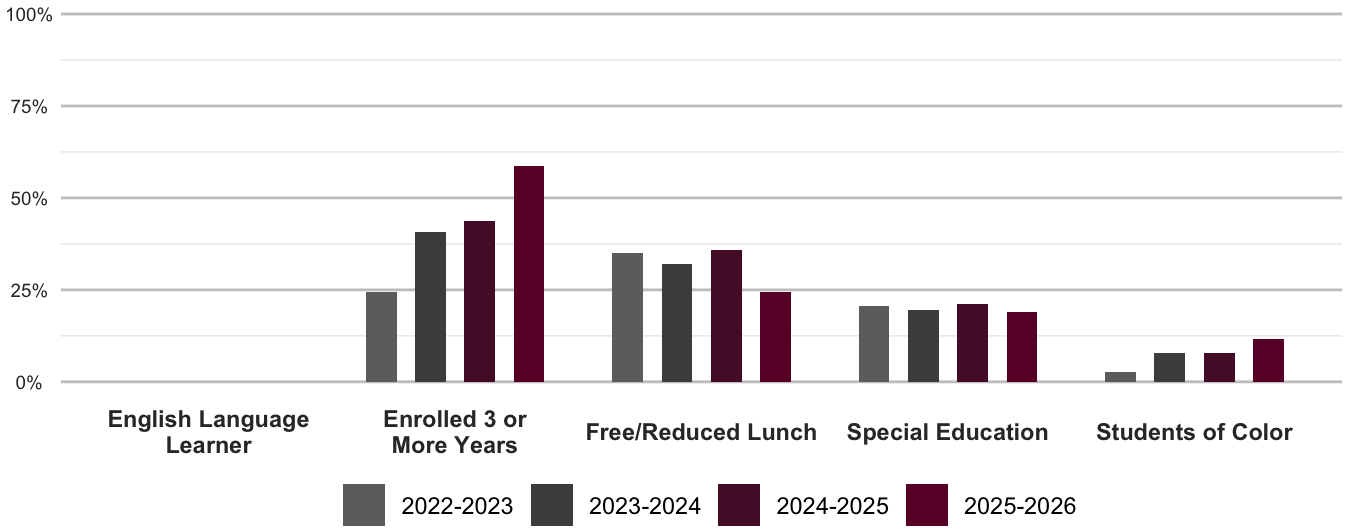
Kensington Woods Schools

Last Updated On: November 2026

Kensington Woods Schools

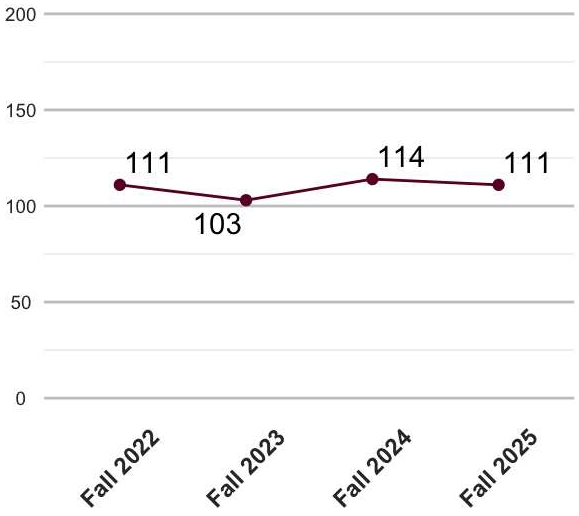
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	20.7%	19.4%	21.1%	18.9%
Free/Reduced Lunch	35.1%	32.0%	36.0%	24.3%
Students of Color	2.7%	7.8%	7.9%	11.7%
Enrolled 3 or More Years	24.3%	40.8%	43.9%	58.6%

Enrollment



Where Students Come From

Assigned District	Students
Pinckney Community Schools	35
Howell Public Schools	20
South Lyon Community Schools	18
Brighton Area Schools	9
Fowlerville Community Schools	7
Whitmore Lake Public School District	6
Hartland Consolidated Schools	5
Ann Arbor Public Schools	2
Dexter Community School District	2
Other	7

Kensington Woods Schools

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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Achievement

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2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
52%	+5	76%	+19

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
33%	-25	40%	-10

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
36th	46th

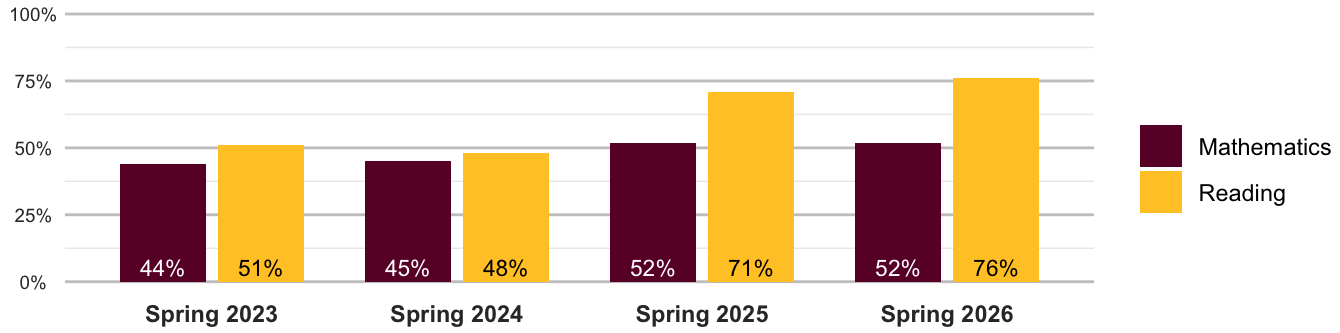
Kensington Woods Schools

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

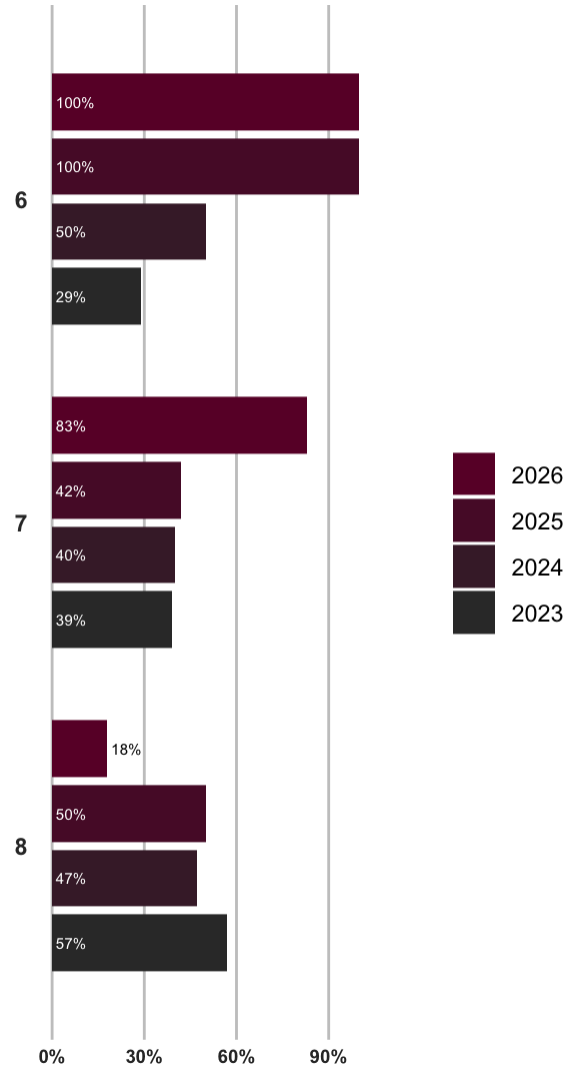
All Students Grades 6 - 8 enrolled for at least one year

School-Wide by Year

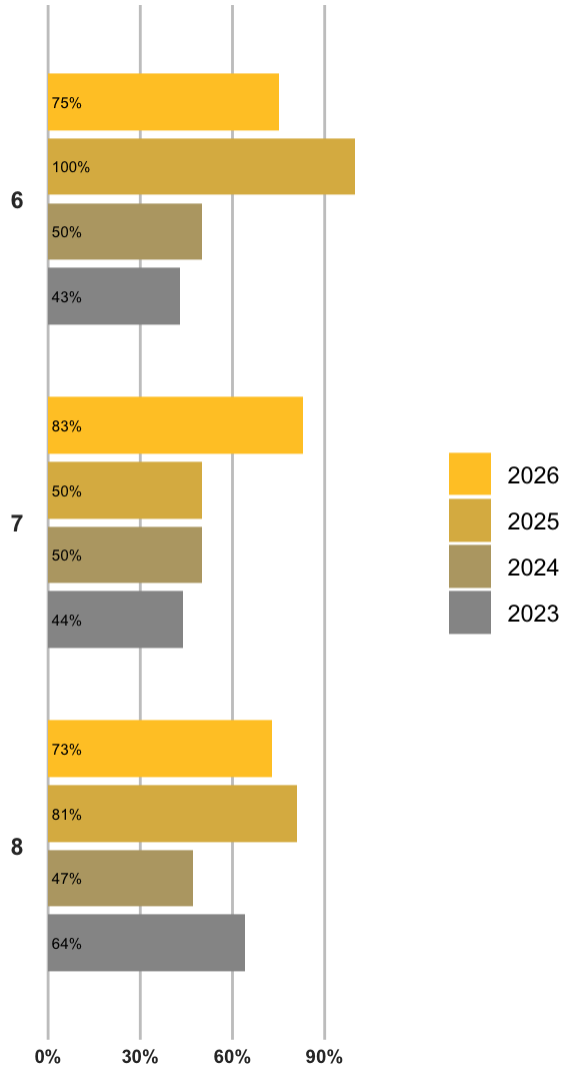


By Grade Level

Mathematics



Reading



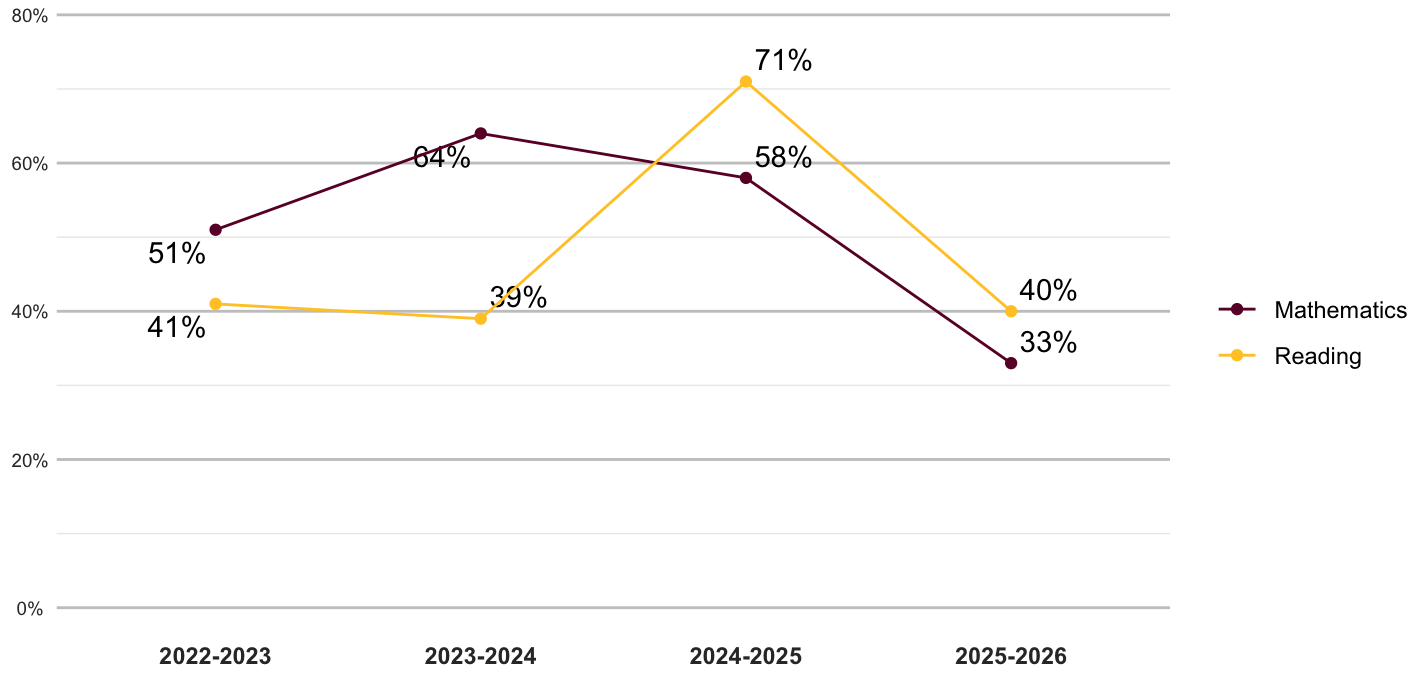
Kensington Woods Schools

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

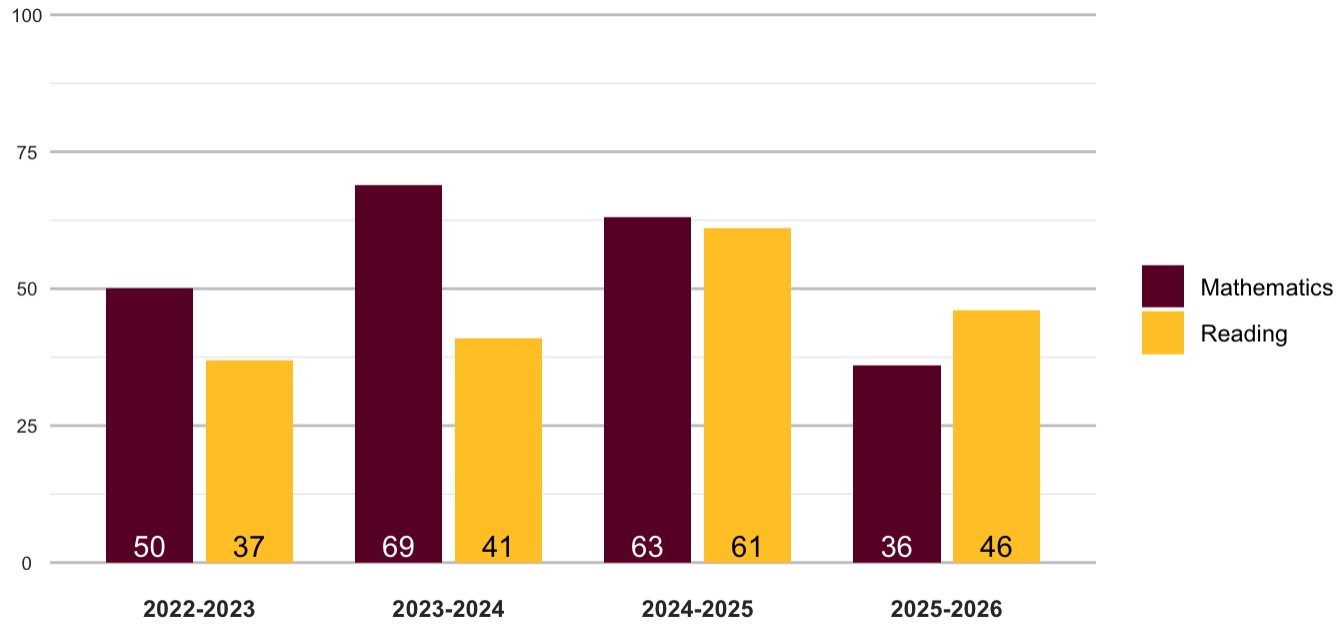
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 6 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 6 - 8



Kensington Woods Schools

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
64%	+29	86%	+45

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+11	+30

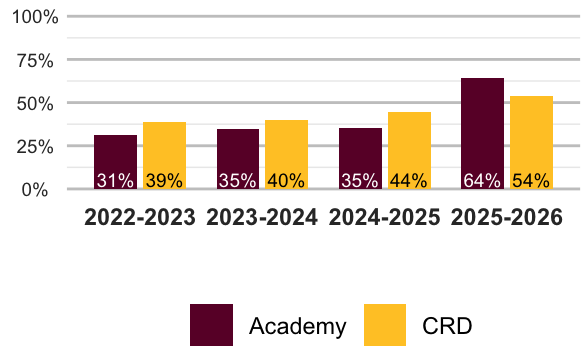
Kensington Woods Schools

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

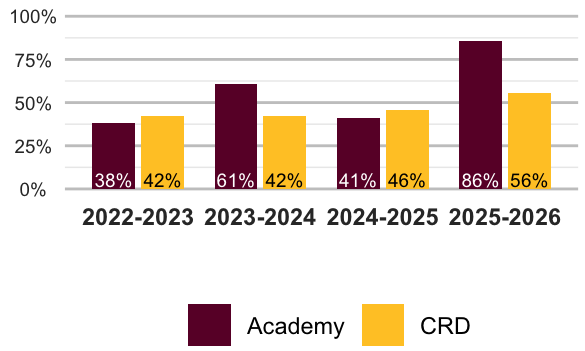
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 6 - 7

Mathematics

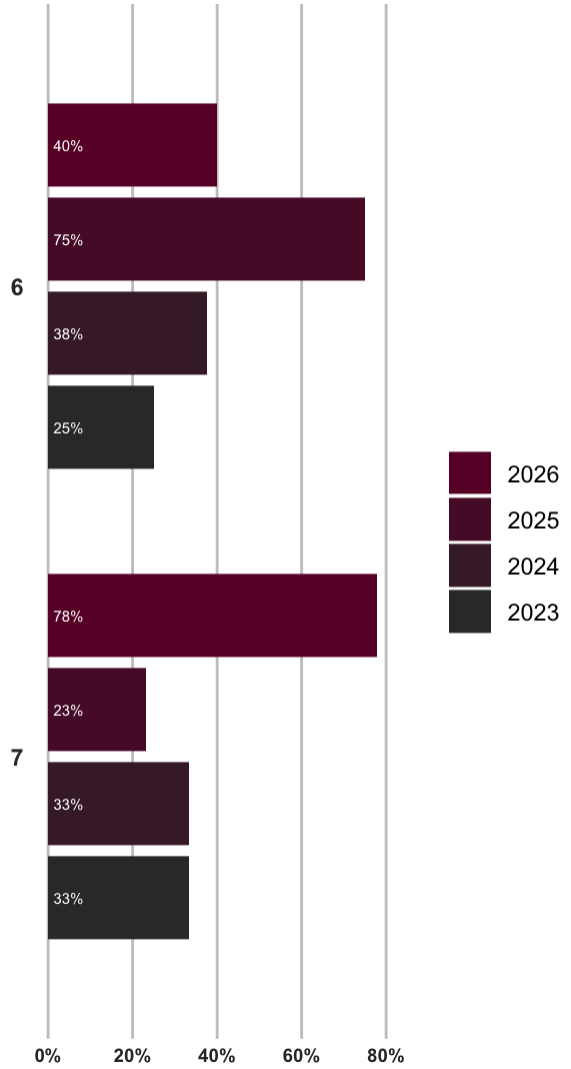


ELA

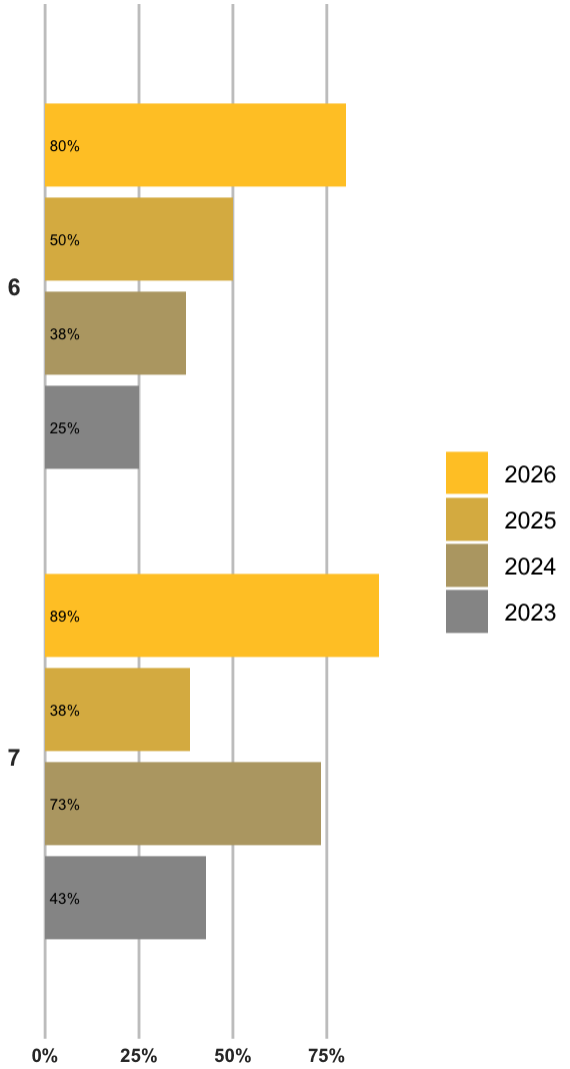


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Kensington Woods Schools

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
66th

ELA
64th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+14

ELA
+12

Kensington Woods Schools

SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
48%	+15	84%	+14

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

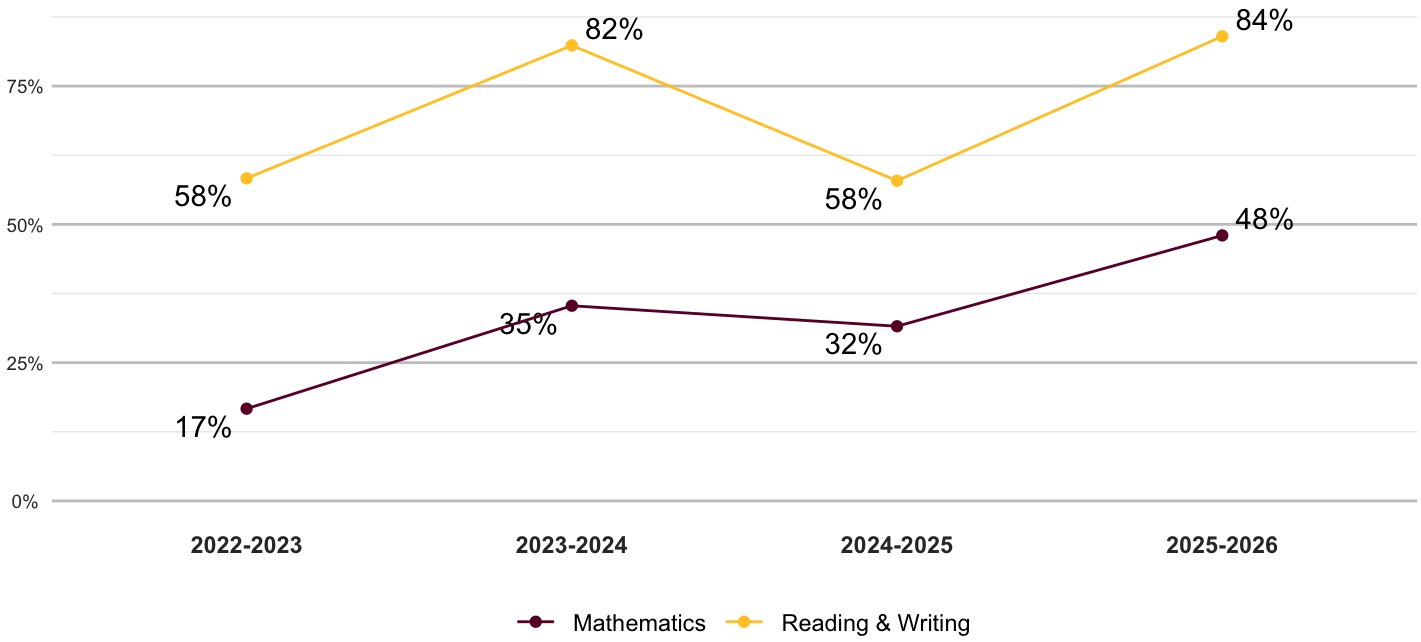
Mathematics	Reading & Writing
+16	+22

Kensington Woods Schools

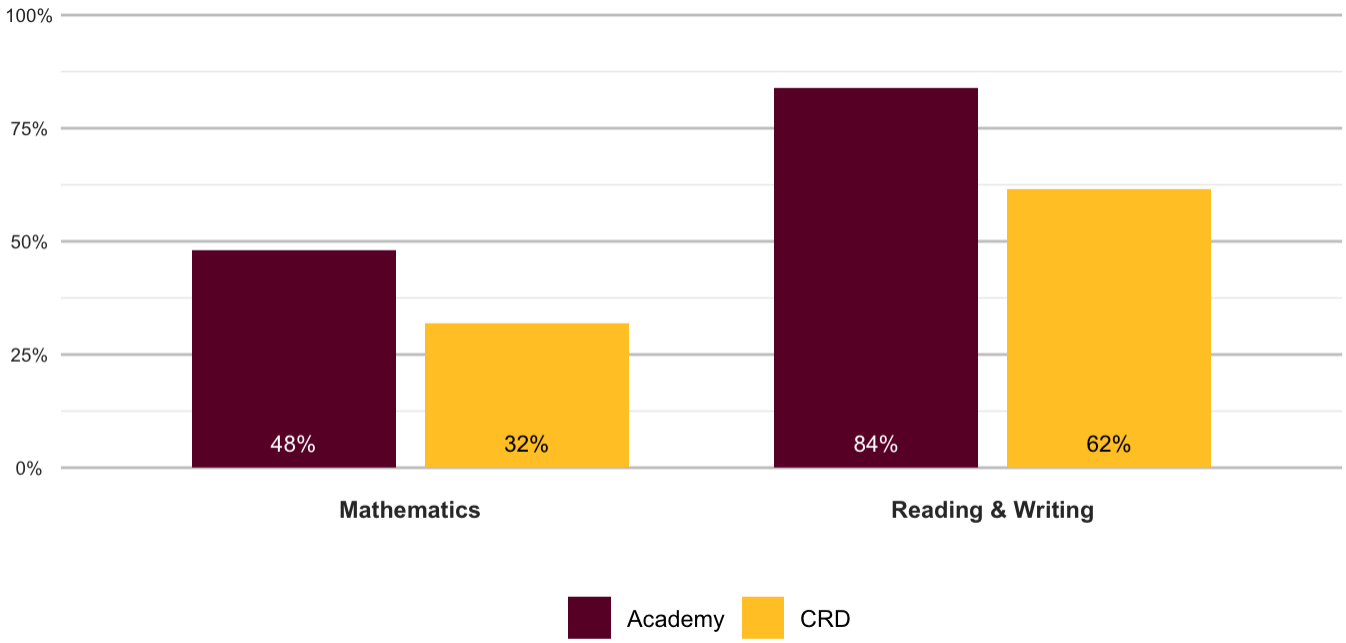
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



Kensington Woods Schools

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
538	530	583	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
+53	+75

Kensington Woods Schools

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
73%

Reading & Writing
67%

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2025-26 Academic Performance Report

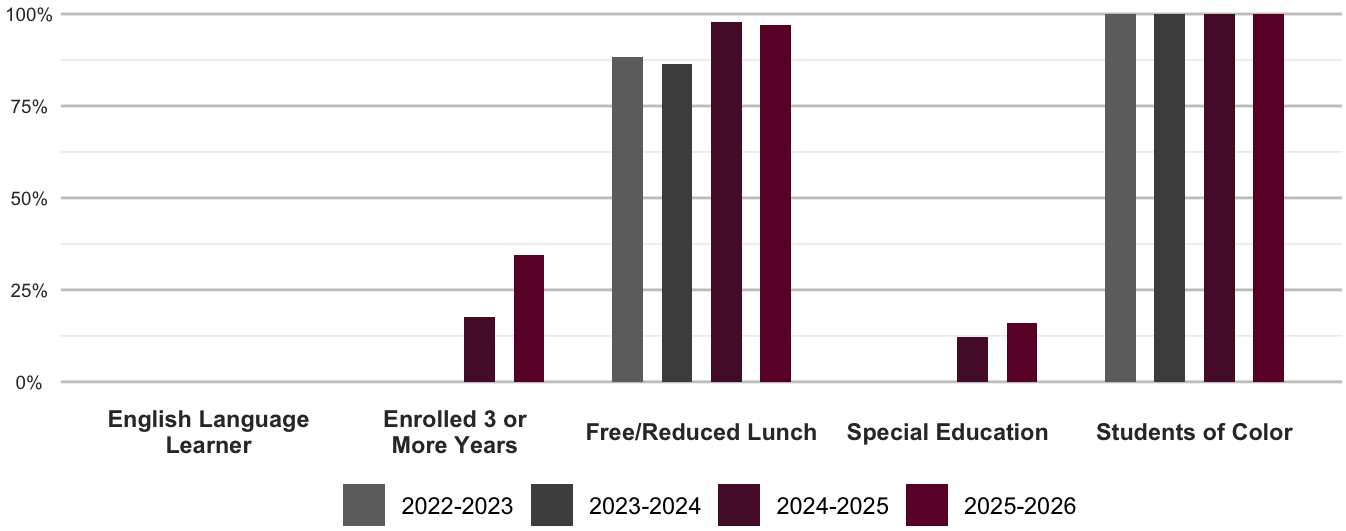
KIPP Detroit Imani Academy

Last Updated On: November 2026

KIPP Detroit Imani Academy

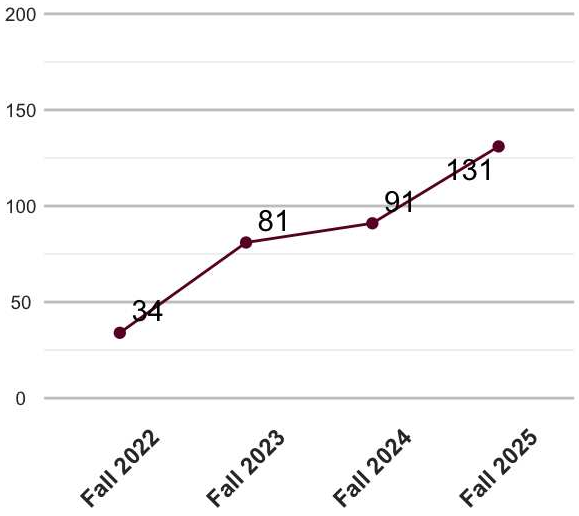
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	0.0%	0.0%	12.1%	16.0%
Free/Reduced Lunch	88.2%	86.4%	97.8%	96.9%
Students of Color	100.0%	100.0%	100.0%	100.0%
Enrolled 3 or More Years	0.0%	0.0%	17.6%	34.4%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	124
Wayne-Westland Community School District	2
Eastpointe Community Schools	1
Farmington Public School District	1
Garden City Public Schools	1
River Rouge, School District of the City of	1
Southfield Public School District	1

KIPP Detroit Imani Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
40%	—	35%	—

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
76%	—	46%	—

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
78th	40th

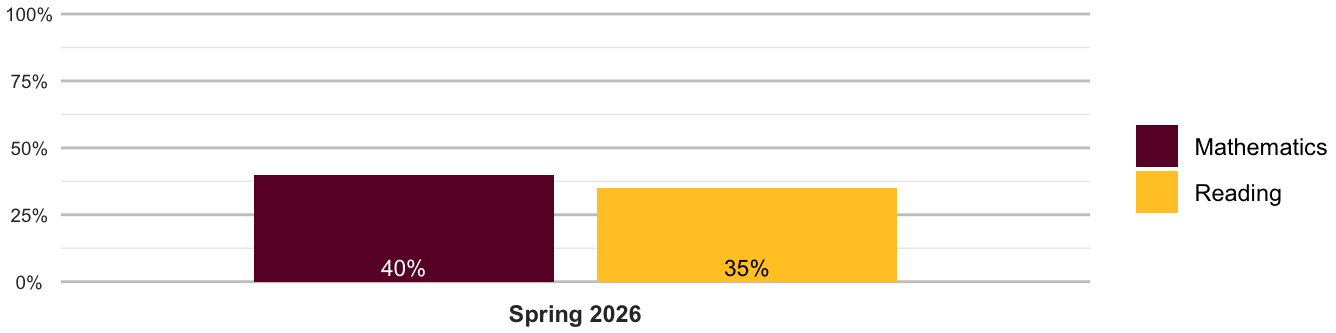
KIPP Detroit Imani Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

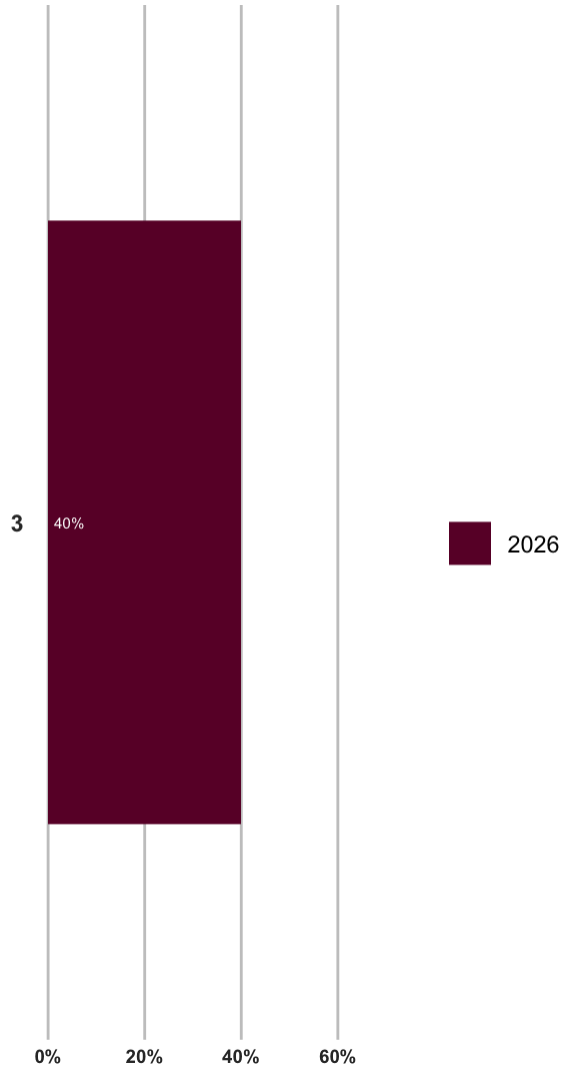
All Students Grades 3 - 3 enrolled for at least one year

School-Wide by Year

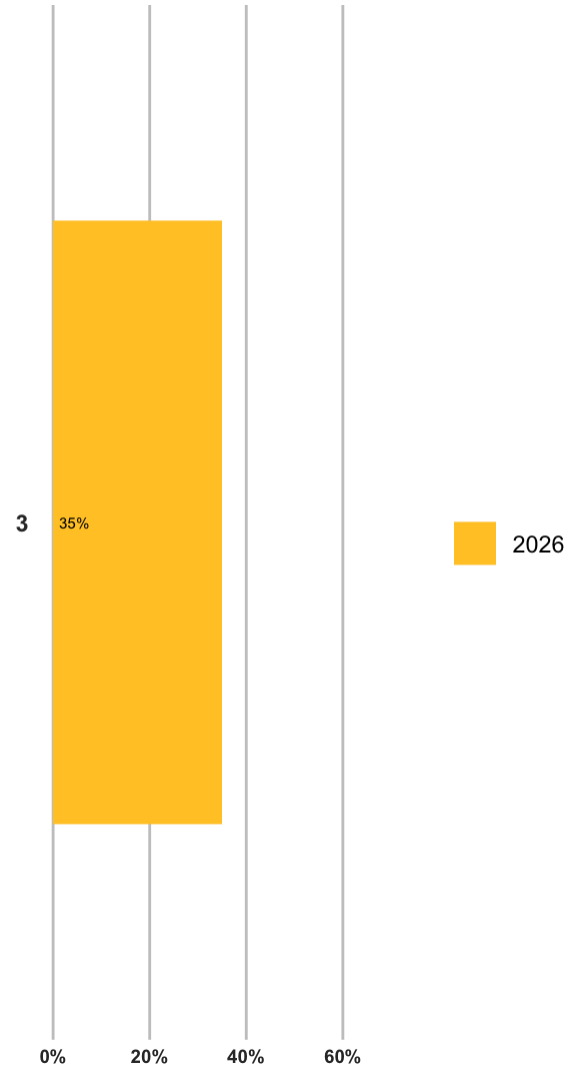


By Grade Level

Mathematics



Reading



KIPP Detroit Imani Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

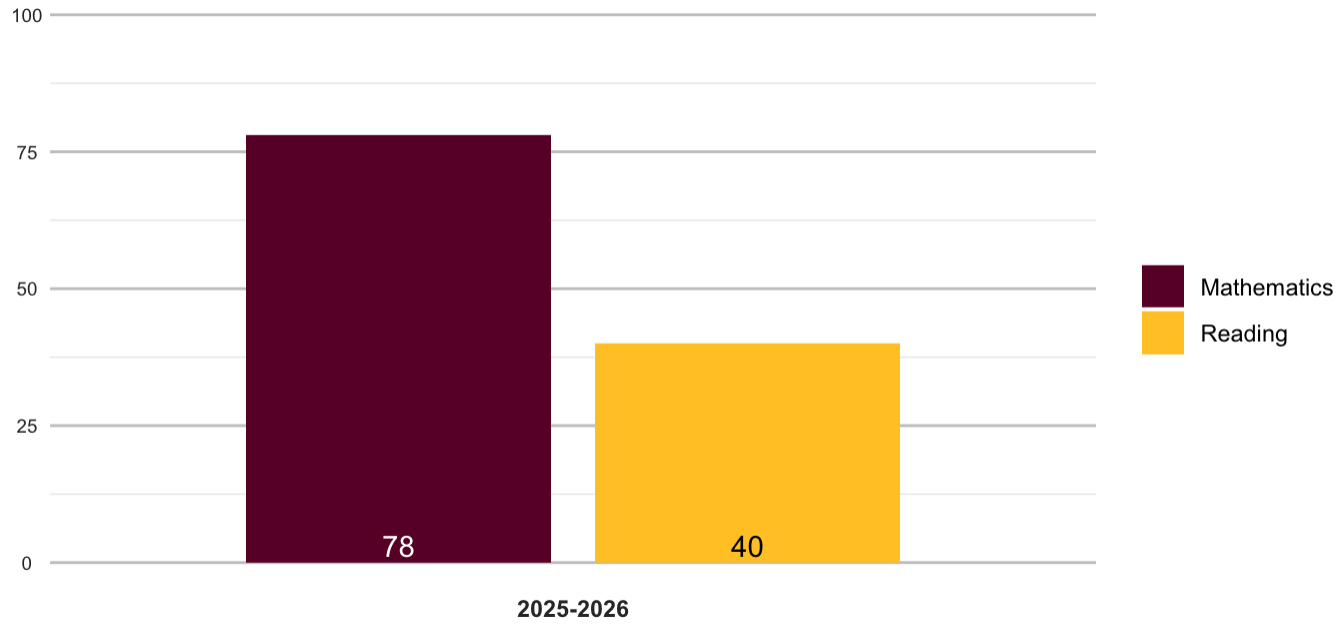
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 3



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 3



KIPP Detroit Imani Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
30%	—	37%	—

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+10	+23

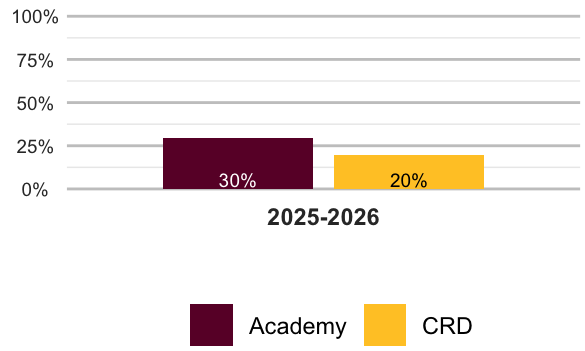
KIPP Detroit Imani Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

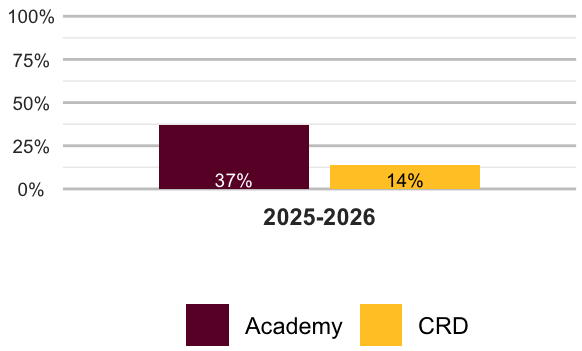
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 3

Mathematics

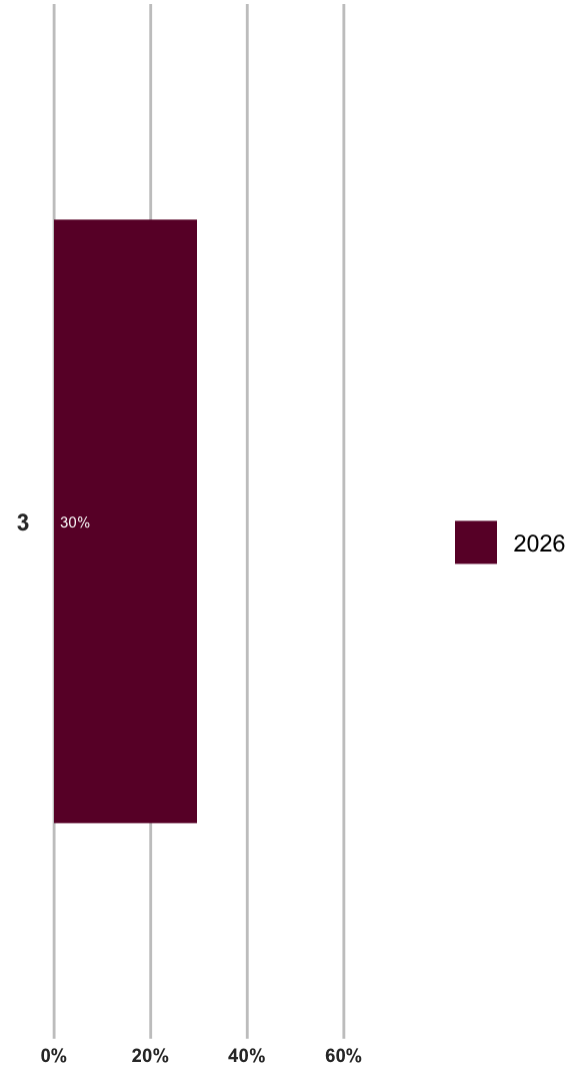


ELA

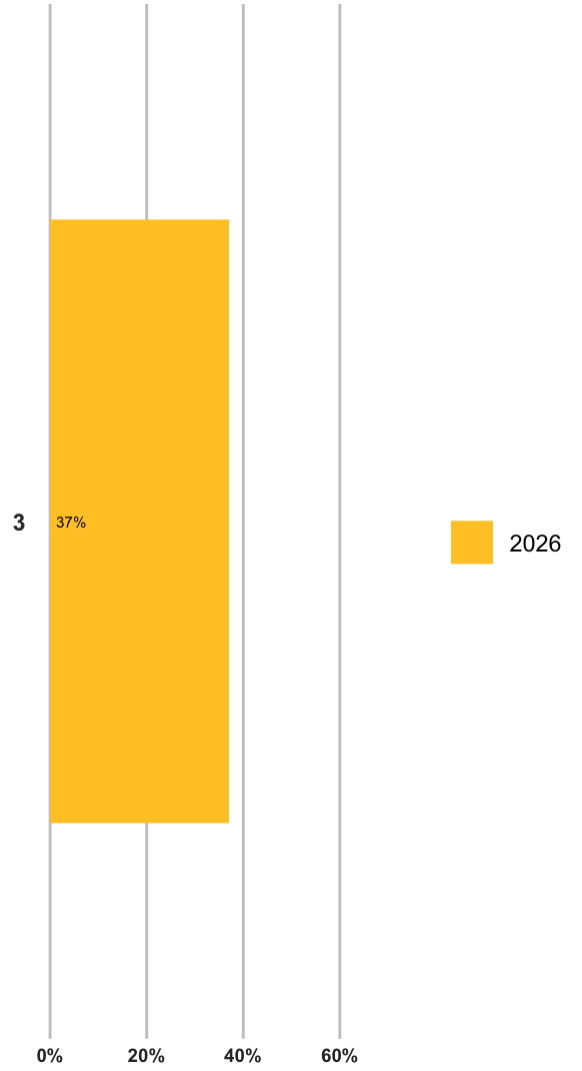


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



KIPP Detroit Imani Academy

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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Student growth results are not yet available for this academy. This report shows student growth in English language arts and mathematics, which the state measures starting in grade 4 for students with a state test result from the prior year (M-STEP, MI-Access, PSAT 8 and SAT). In 2025-2026 the academy served kindergarten through grade 3.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics	ELA
—	—

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics	ELA
—	—

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

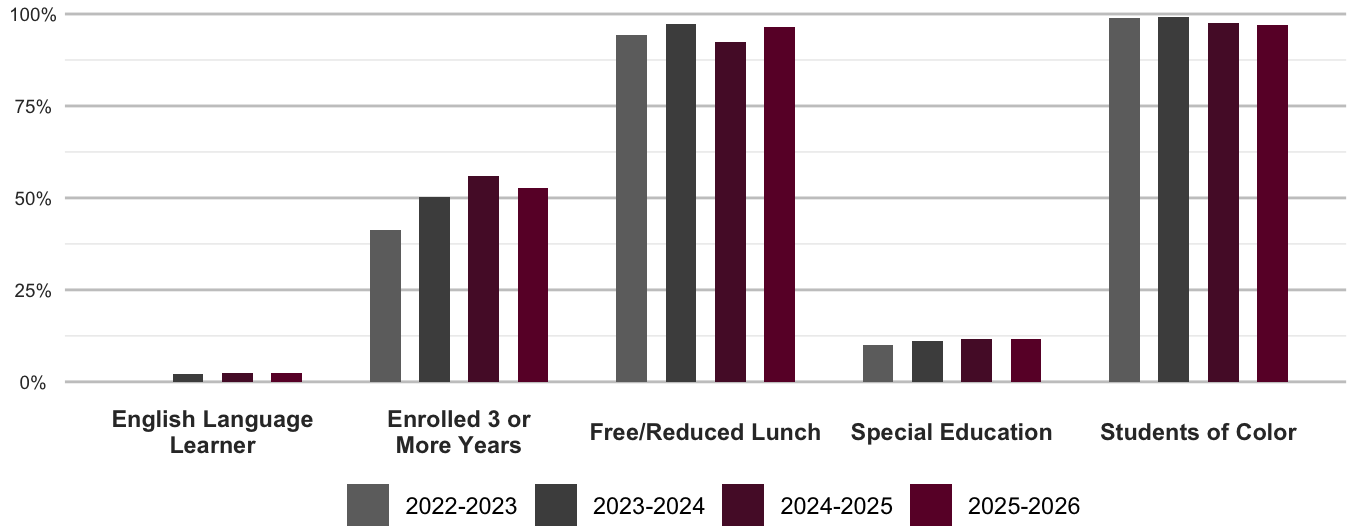
Linden Charter Academy

Last Updated On: November 2026

Linden Charter Academy

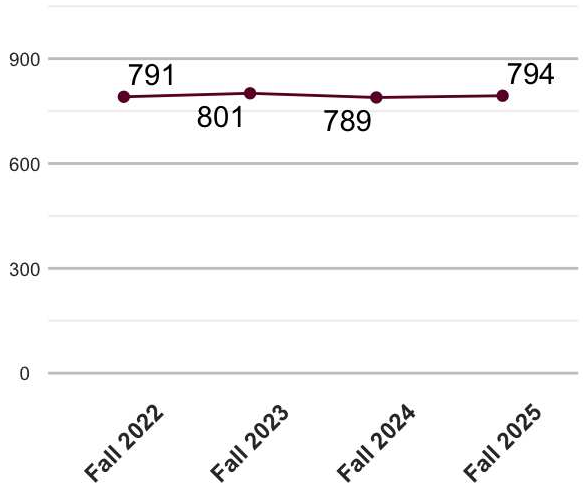
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	2.1%	2.4%	2.5%
Special Education	10.1%	11.0%	11.5%	11.6%
Free/Reduced Lunch	94.3%	97.3%	92.3%	96.3%
Students of Color	98.9%	99.3%	97.6%	97.0%
Enrolled 3 or More Years	41.2%	50.3%	56.0%	52.8%

Enrollment



Where Students Come From

Assigned District	Students
Flint, School District of the City of	516
Carman-Ainsworth Community Schools	113
Beecher Community School District	70
Westwood Heights Schools	39
Flushing Community Schools	15
Mt. Morris Consolidated Schools	14
Swartz Creek Community Schools	10
Clio Area School District	6
Atherton Community Schools	3
Other	8

Linden Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
50%	+15	51%	+10

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
52%	-2	52%	+11

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
52nd	51st

Linden Charter Academy

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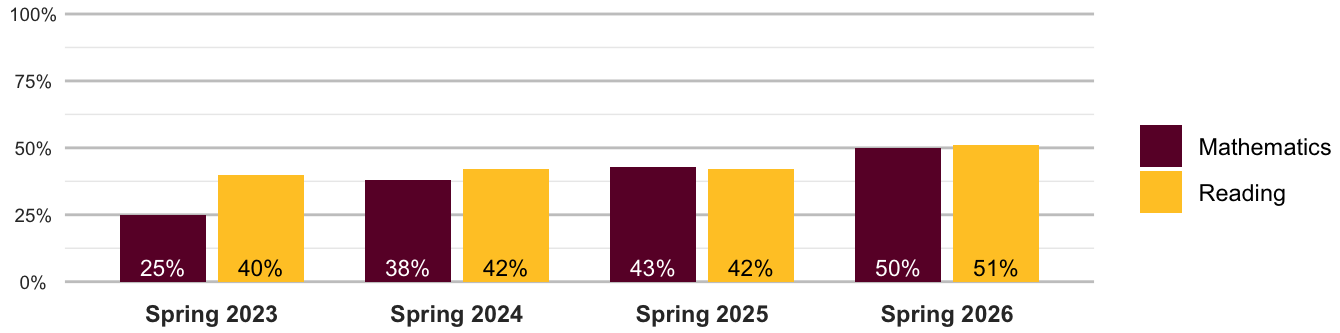
Percent Meeting NWEA MAP Spring Achievement National Norms

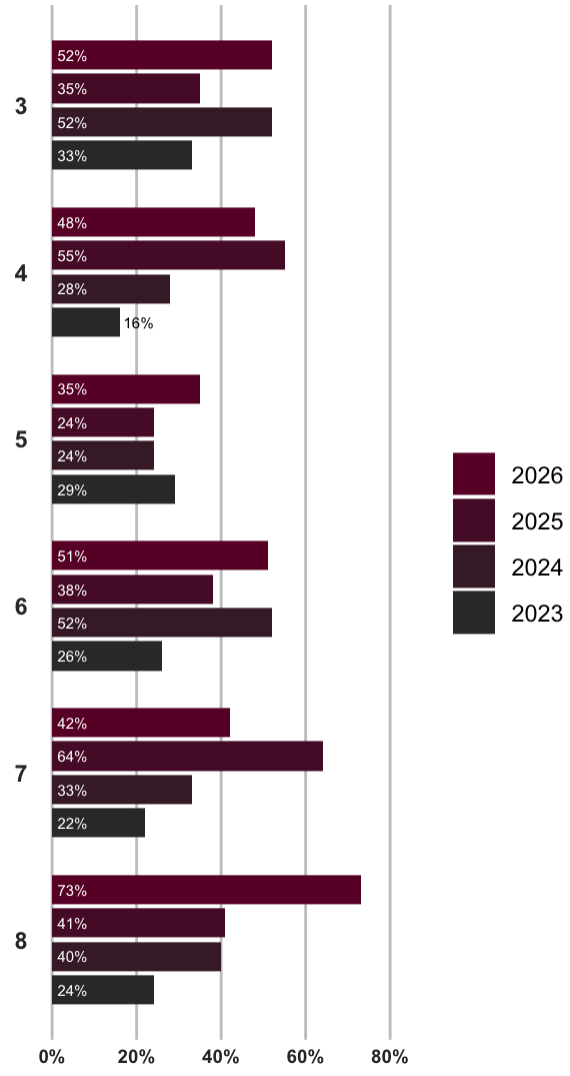
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

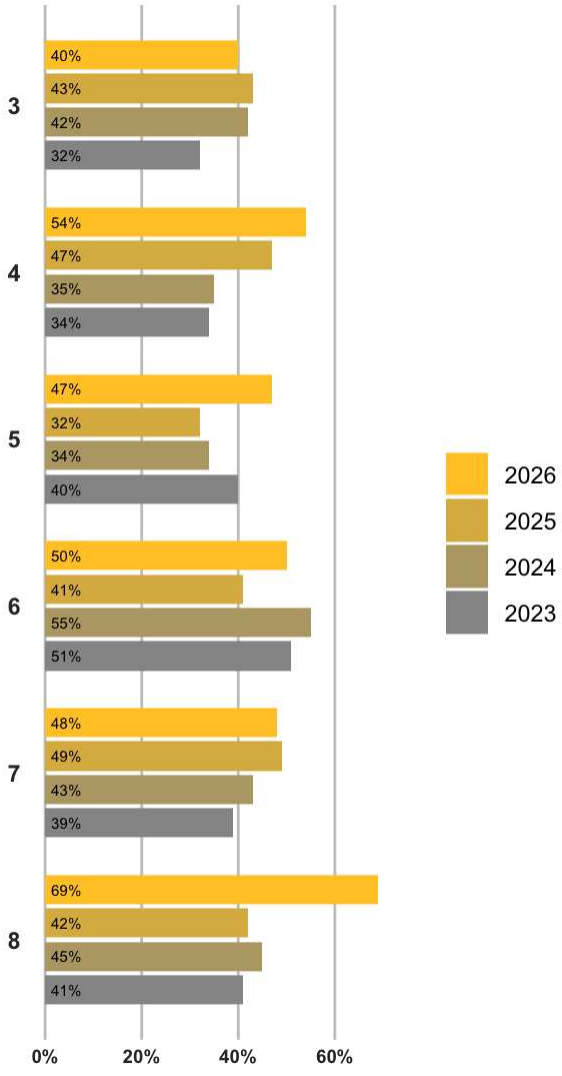


By Grade Level

Mathematics



Reading



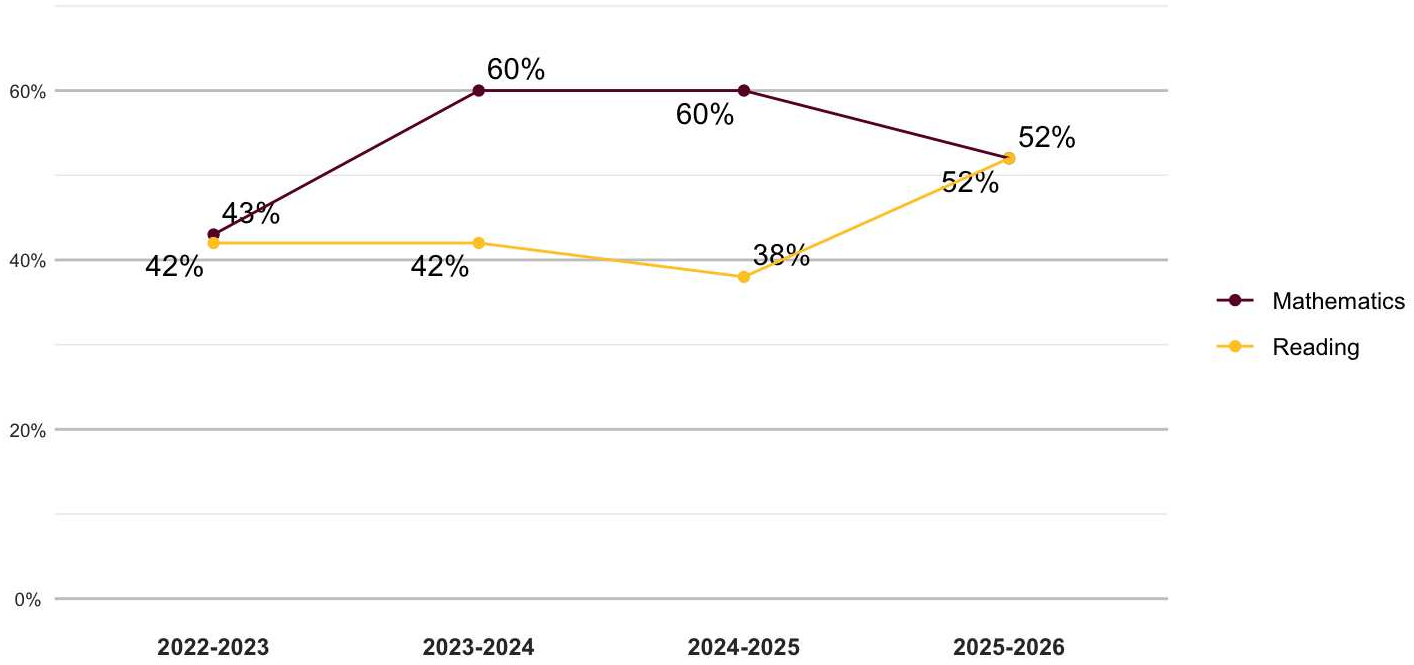
Linden Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

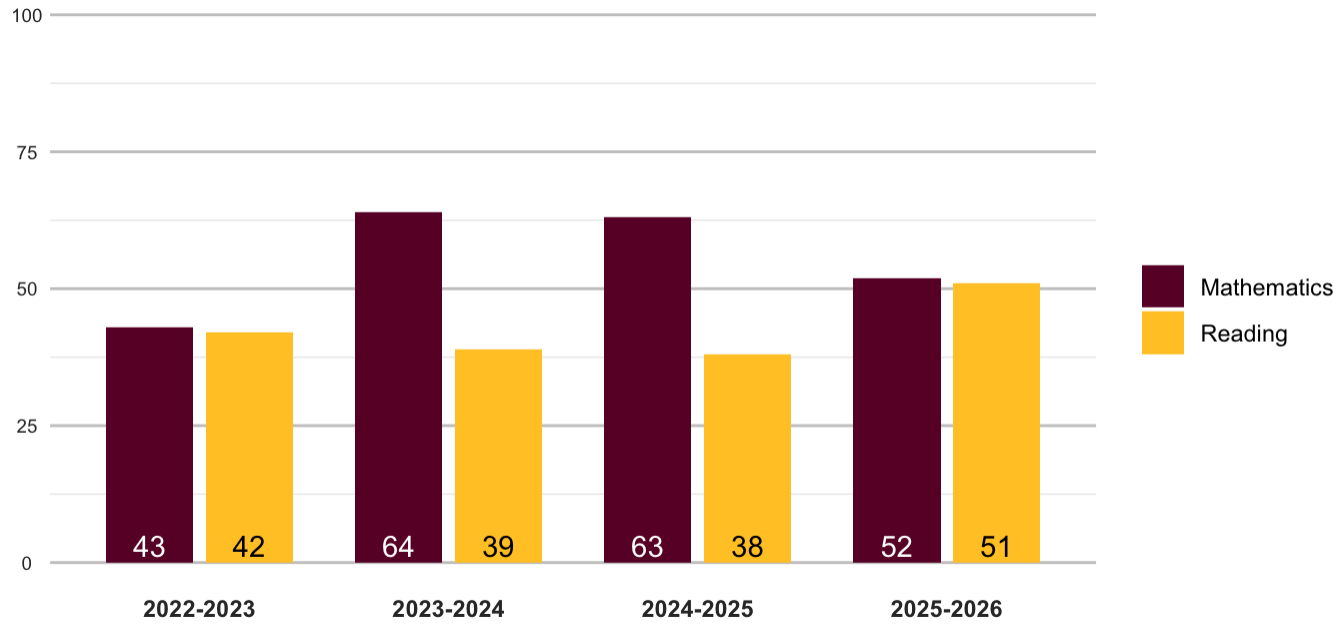
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Linden Charter Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
24%	-2	35%	-3

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+16	+21

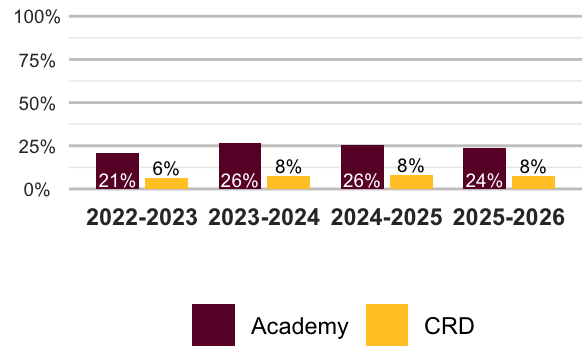
Linden Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

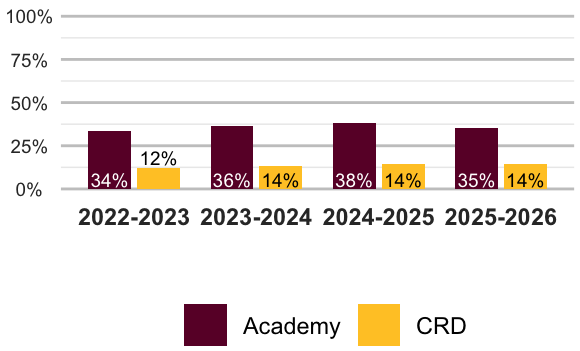
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

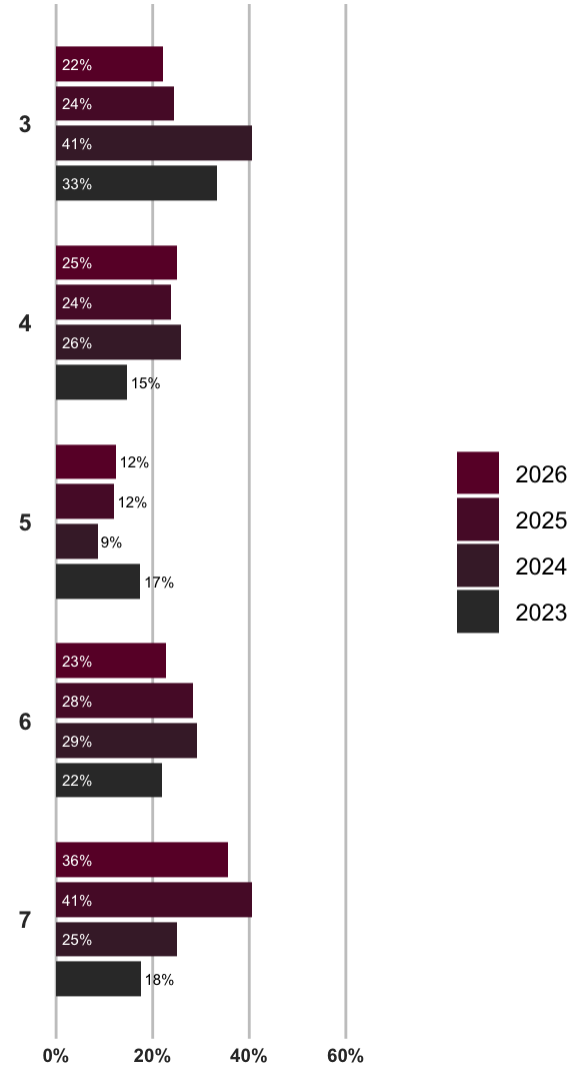


ELA



Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



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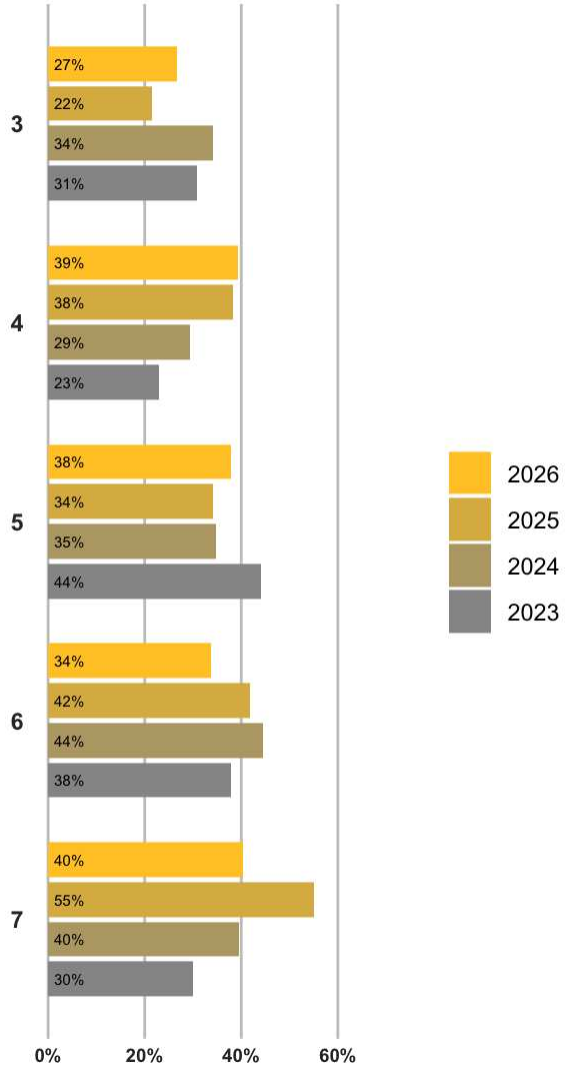

Linden Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
60th

ELA
58th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+17

ELA
+14

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CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

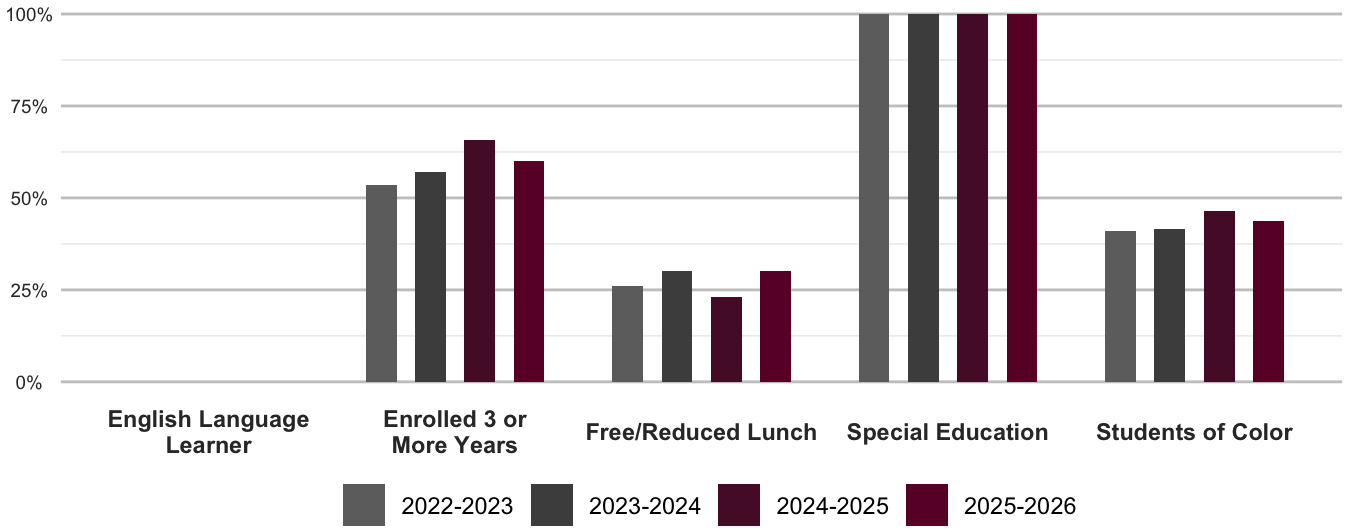
Macomb Academy

Last Updated On: October 2026

Macomb Academy

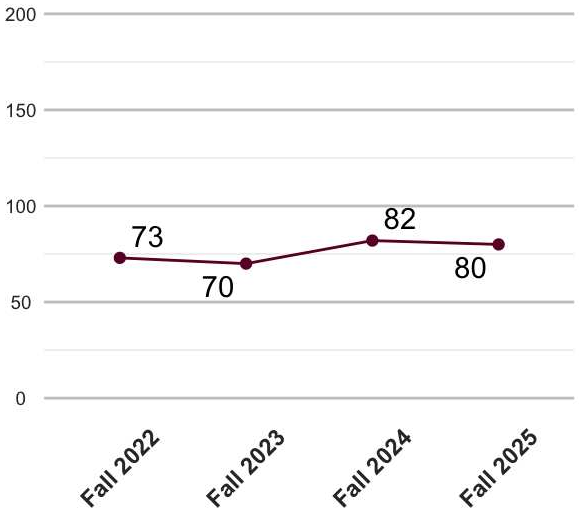
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	100.0%	100.0%	100.0%	100.0%
Free/Reduced Lunch	26.0%	30.0%	23.2%	30.0%
Students of Color	41.1%	41.4%	46.3%	43.8%
Enrolled 3 or More Years	53.4%	57.1%	65.9%	60.0%

Enrollment



Where Students Come From

Assigned District	Students
Chippewa Valley Schools (50080)	23
Warren Consolidated Schools (50230)	13
Eastpointe Community Schools (50020)	10
Utica Community Schools (50210)	6
Anchor Bay School District (50040)	5
L'Anse Creuse Public Schools (50140)	5
Roseville Community Schools (50030)	5
Clintondale Community Schools (50070)	3
Fraser Public Schools (50100)	2
Other	8

Macomb Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

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.

2025-26 - Percent of Students Meeting Goal

79%

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.

2025-26 - Percent of Students Meeting Goal

80%

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.

2025-26 - Percent of Students Meeting Goal

85%

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CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

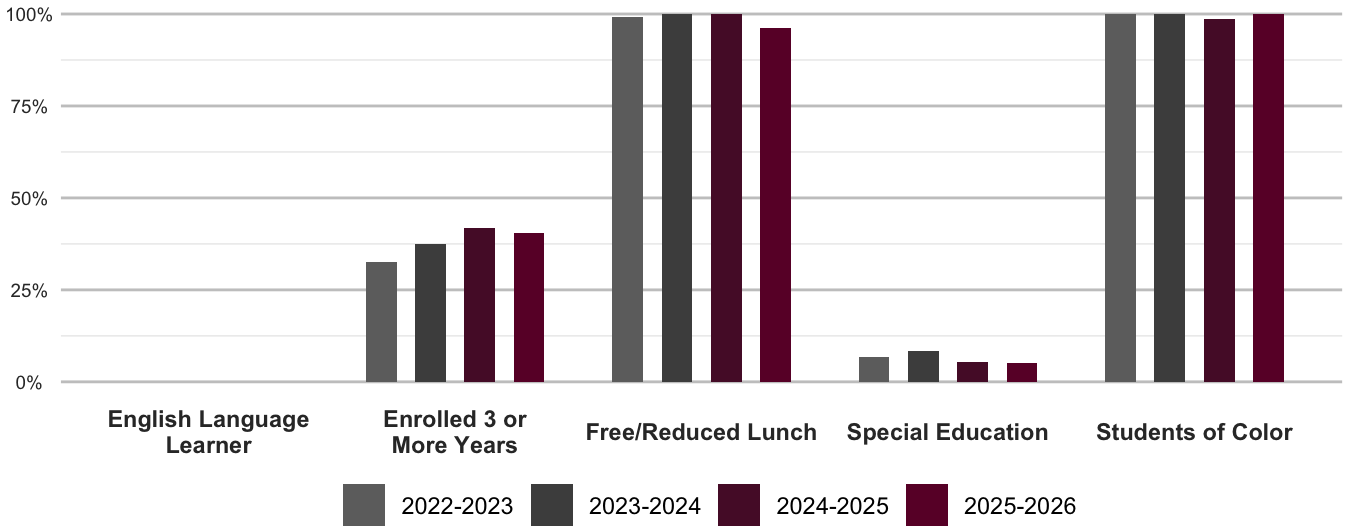
Michigan Educational Choice Center

Last Updated On: November 2026

Michigan Educational Choice Center

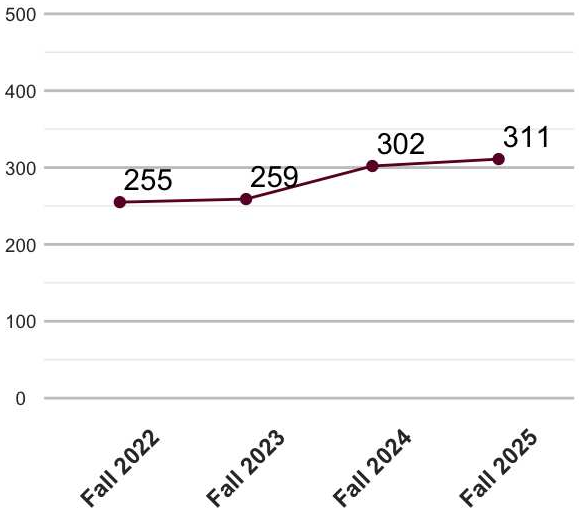
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	6.7%	8.5%	5.3%	5.1%
Free/Reduced Lunch	99.2%	100.0%	100.0%	96.1%
Students of Color	100.0%	100.0%	98.7%	100.0%
Enrolled 3 or More Years	32.7%	37.5%	41.7%	40.5%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	288
Warren Consolidated Schools	9
Harper Woods, The School District of the City of	7
Highland Park City Schools	3
Eastpointe Community Schools	2
Clintondale Community Schools	1
Redford Union Schools, District No. 1	1

Michigan Educational Choice Center

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
25%	+16	25%	+12

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
43%	+0	56%	+14

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
45th	55th

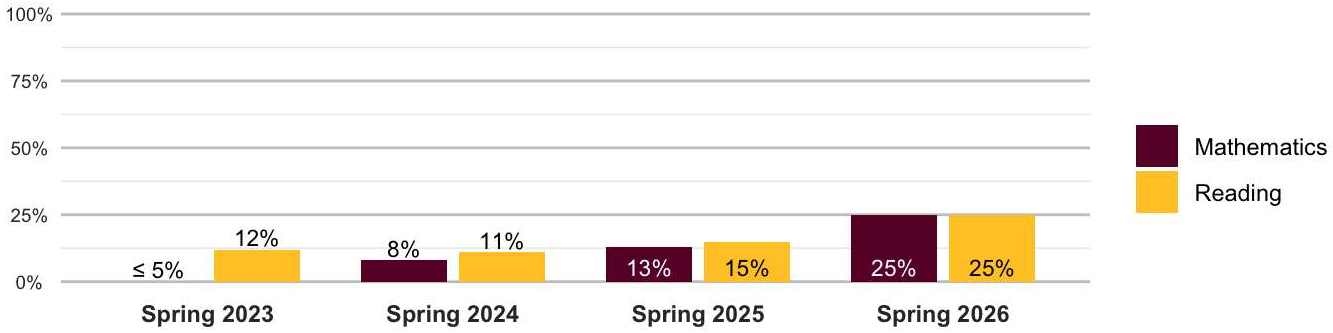
Michigan Educational Choice Center

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

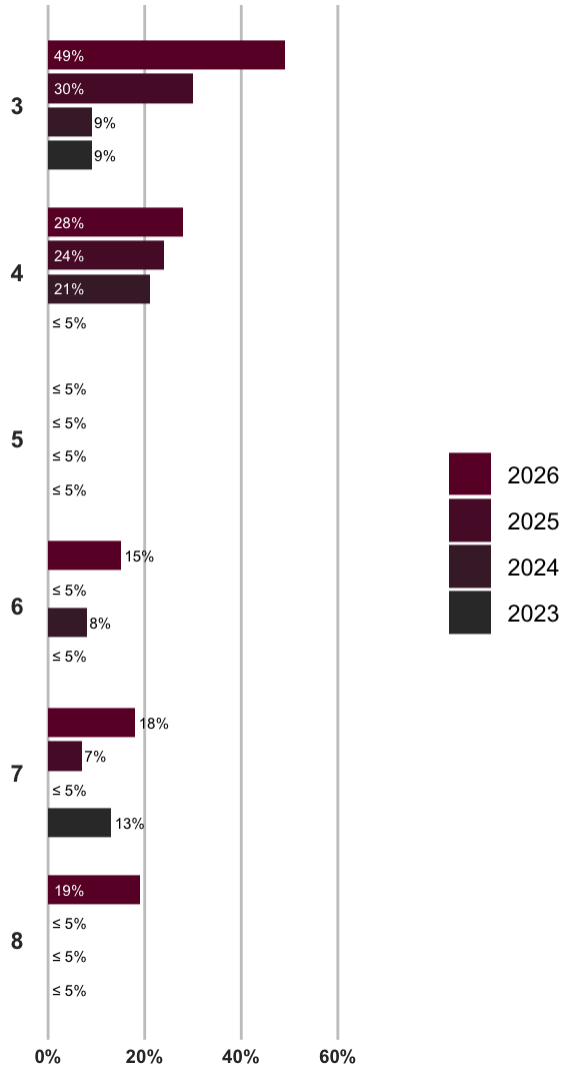
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

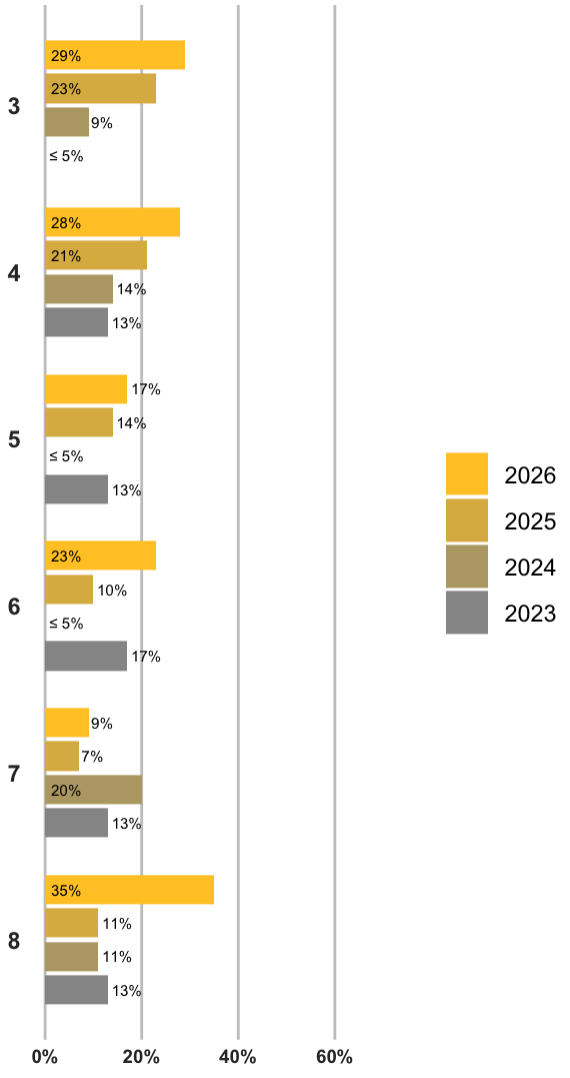


By Grade Level

Mathematics



Reading



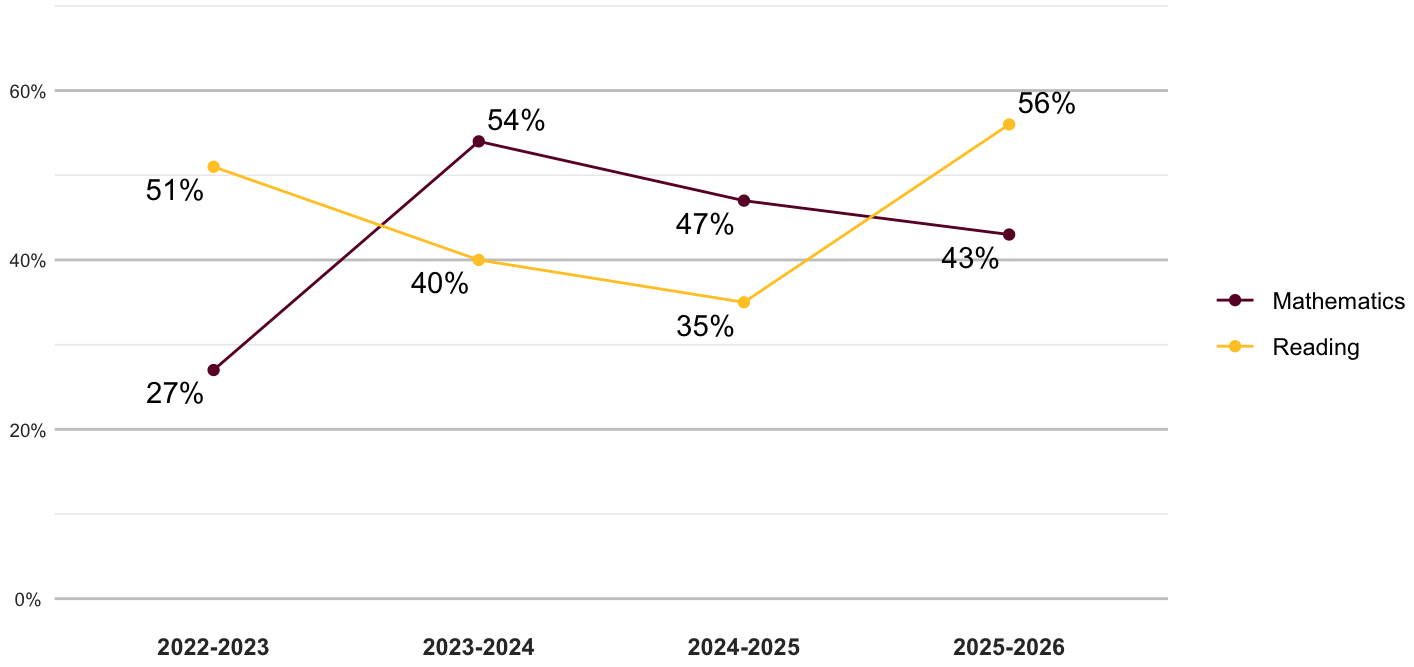
Michigan Educational Choice Center

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

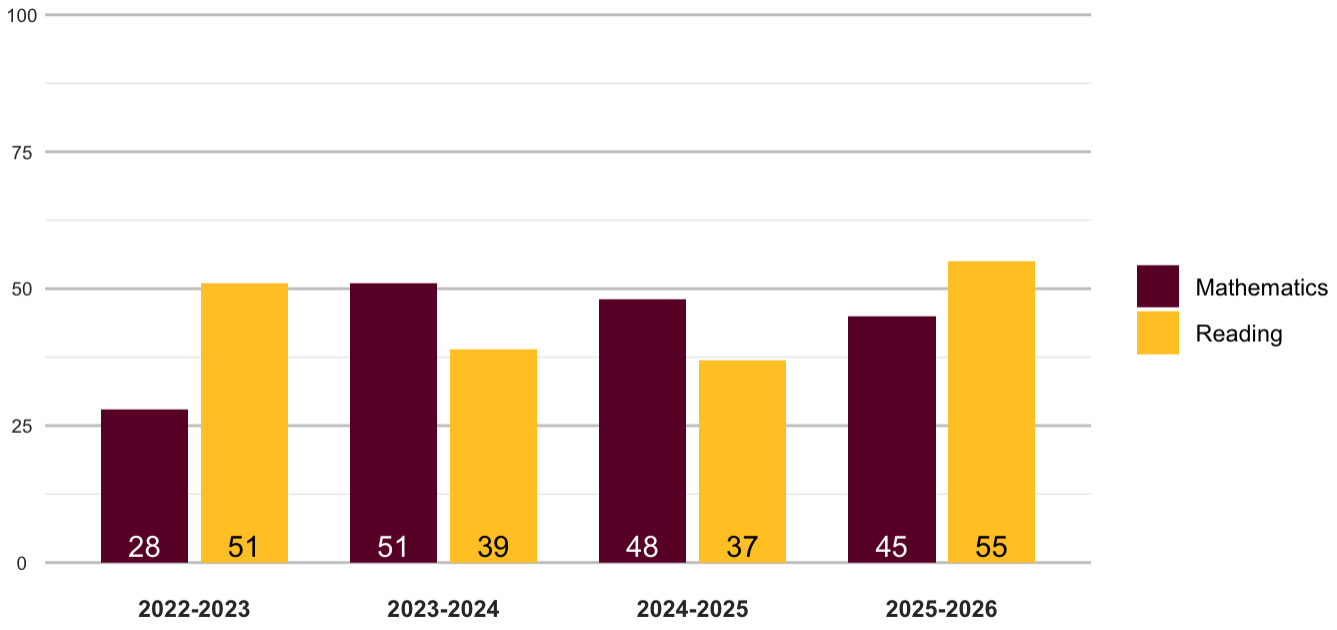
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Educational Choice Center

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
11%	+4	11%	+1

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-4	-6

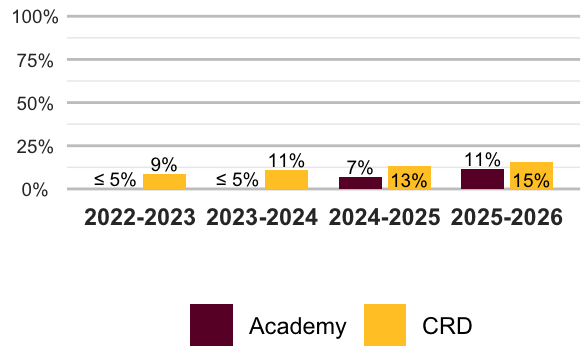
Michigan Educational Choice Center

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

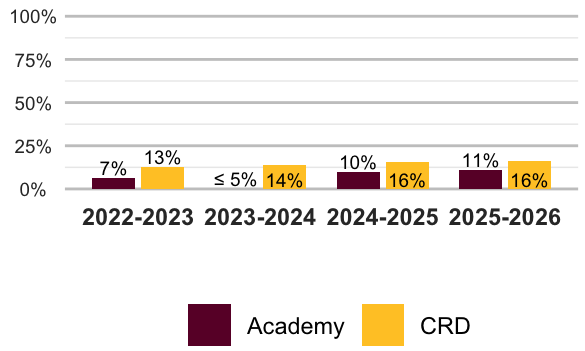
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

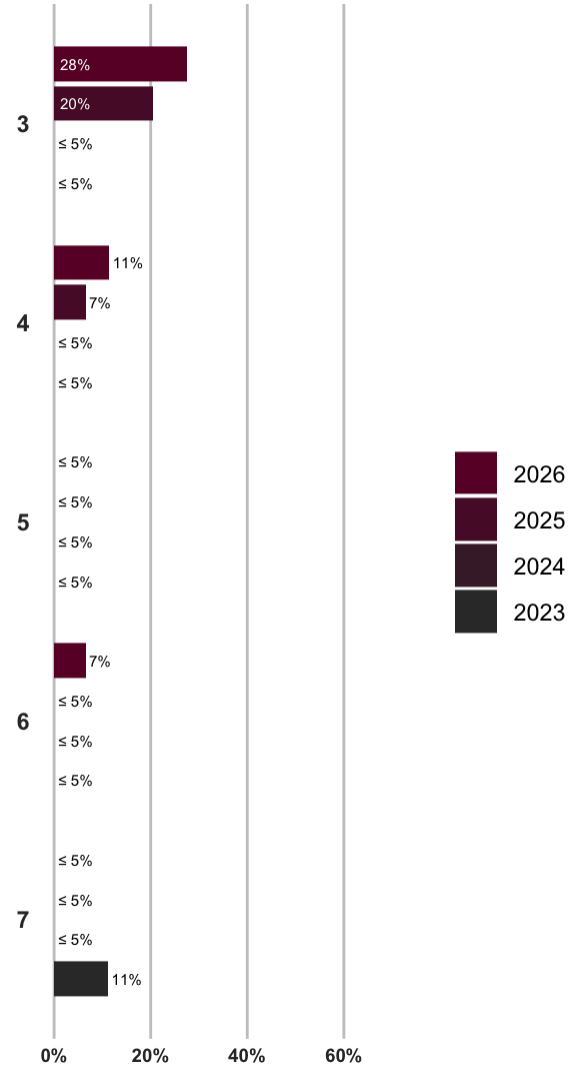


ELA

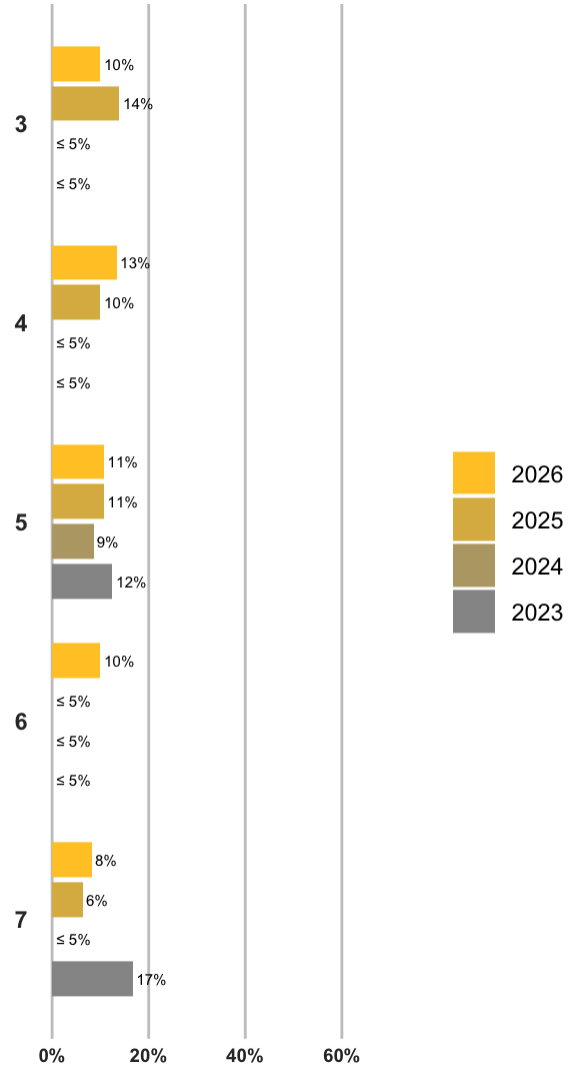


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Michigan Educational Choice Center

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
49th

ELA
51st

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
-2

ELA
+3

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

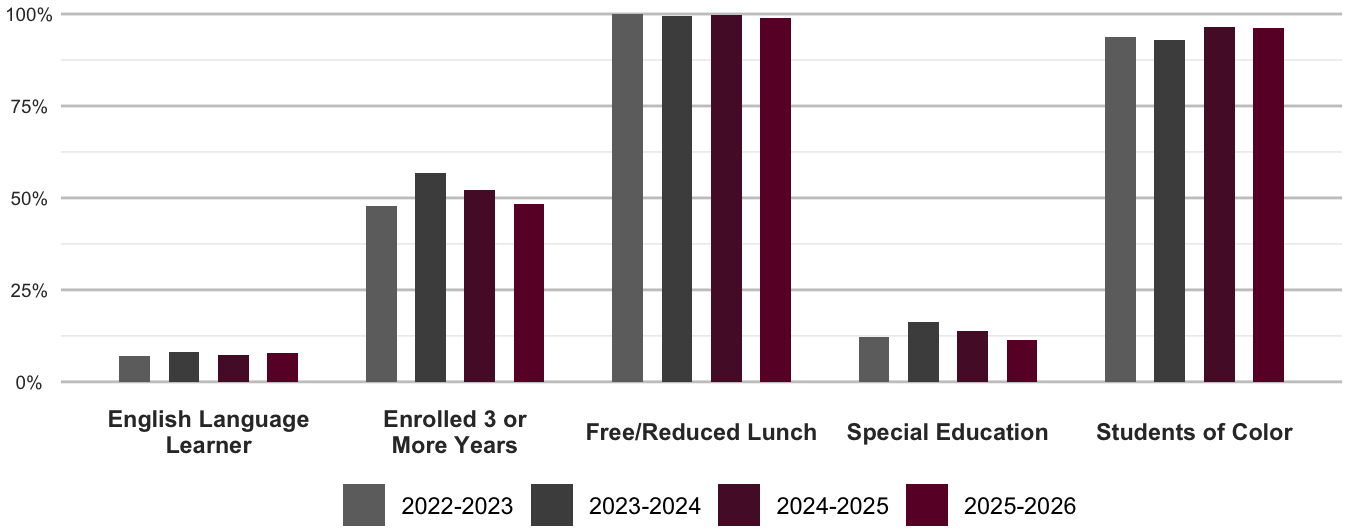
Mid-Michigan Leadership Academy

Last Updated On: November 2026

Mid-Michigan Leadership Academy

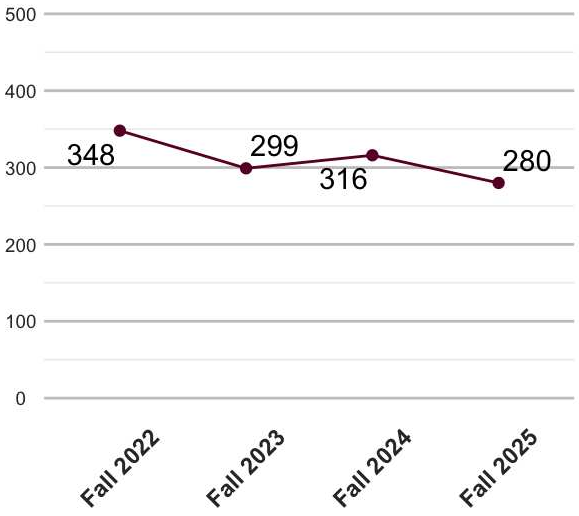
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	6.9%	8.0%	7.3%	7.9%
Special Education	12.1%	16.4%	13.9%	11.4%
Free/Reduced Lunch	100.0%	99.3%	99.7%	98.9%
Students of Color	93.7%	93.0%	96.5%	96.1%
Enrolled 3 or More Years	47.9%	56.7%	52.1%	48.4%

Enrollment



Where Students Come From

Assigned District	Students
Lansing Public School District	273
East Lansing School District	4
Waverly Community Schools	2
Grand Rapids Public Schools	1
Potterville Public Schools	1

Mid-Michigan Leadership Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
10%	+4	18%	+8

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
34%	-5	34%	+0

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
36th	31st

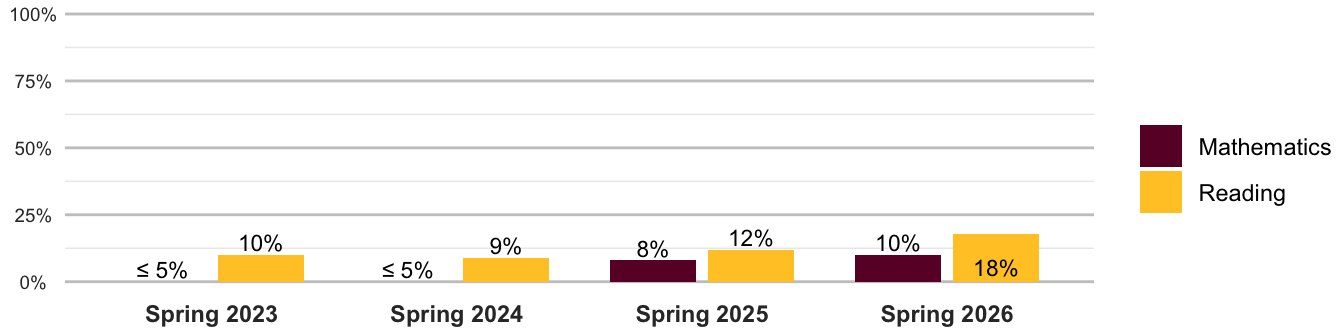
Mid-Michigan Leadership Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

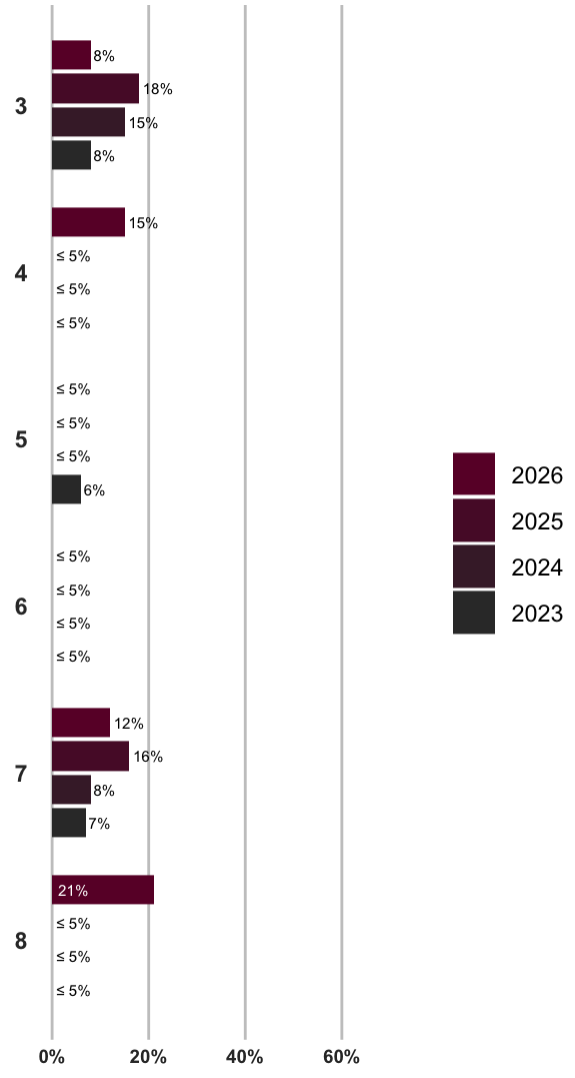
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

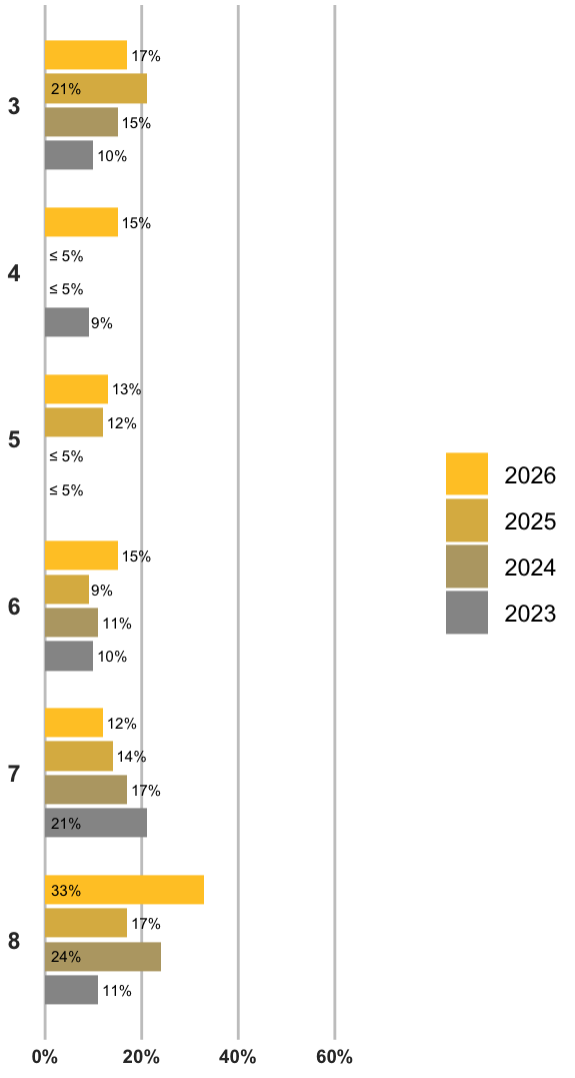


By Grade Level

Mathematics



Reading



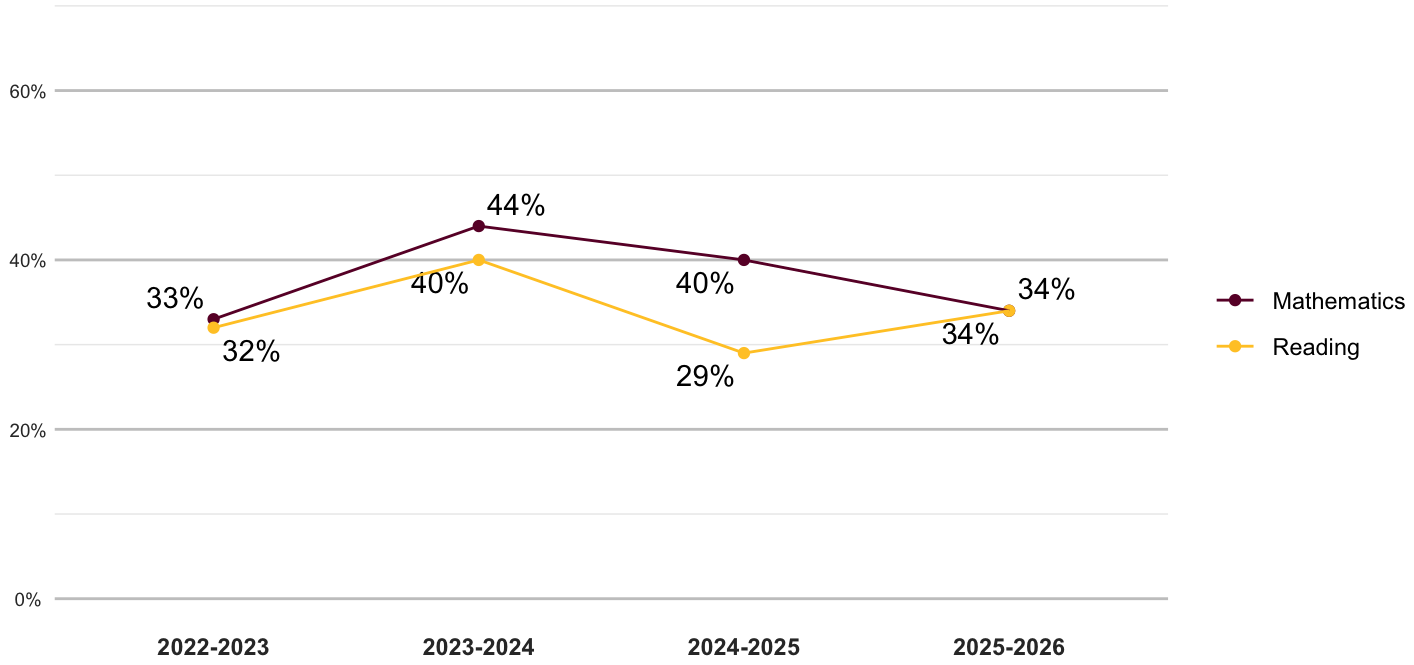
Mid-Michigan Leadership Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

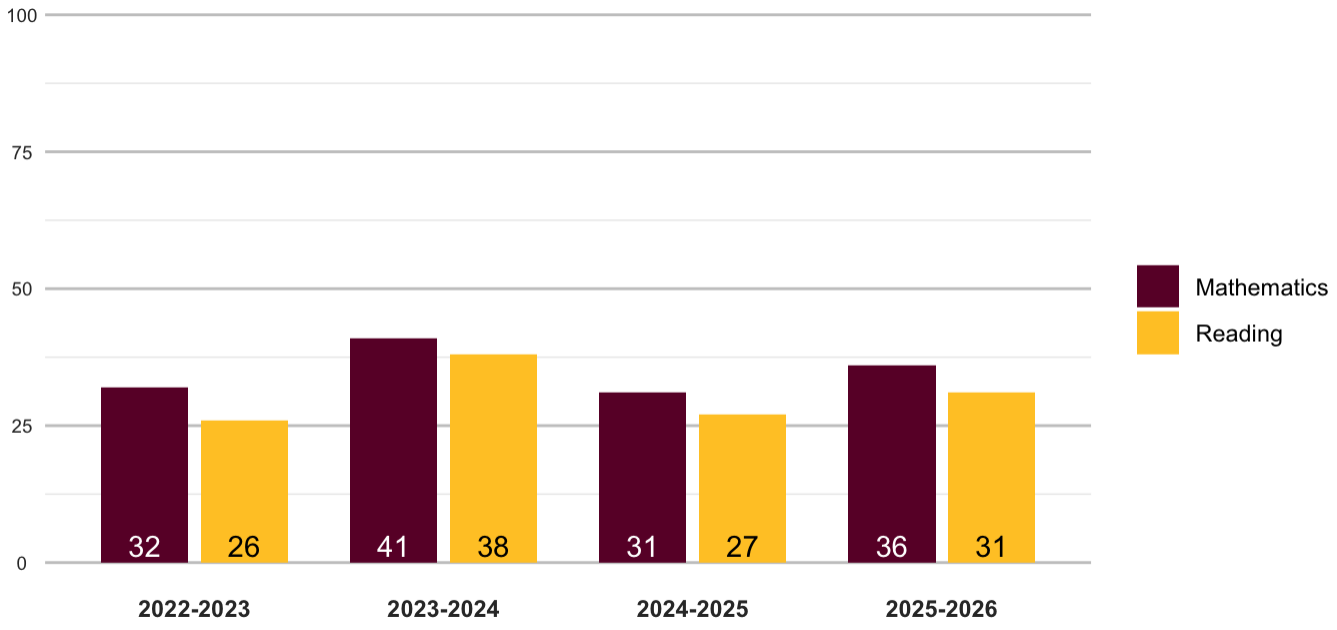
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Mid-Michigan Leadership Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
* ≤ 5	+0	* ≤ 5	-1

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-12	-16

* 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.

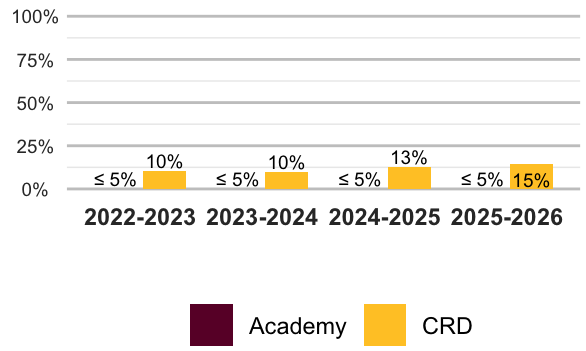
Mid-Michigan Leadership Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

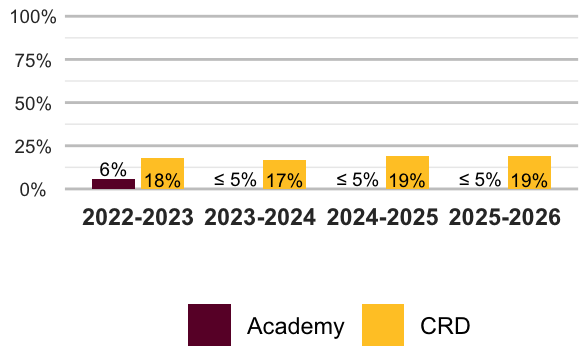
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

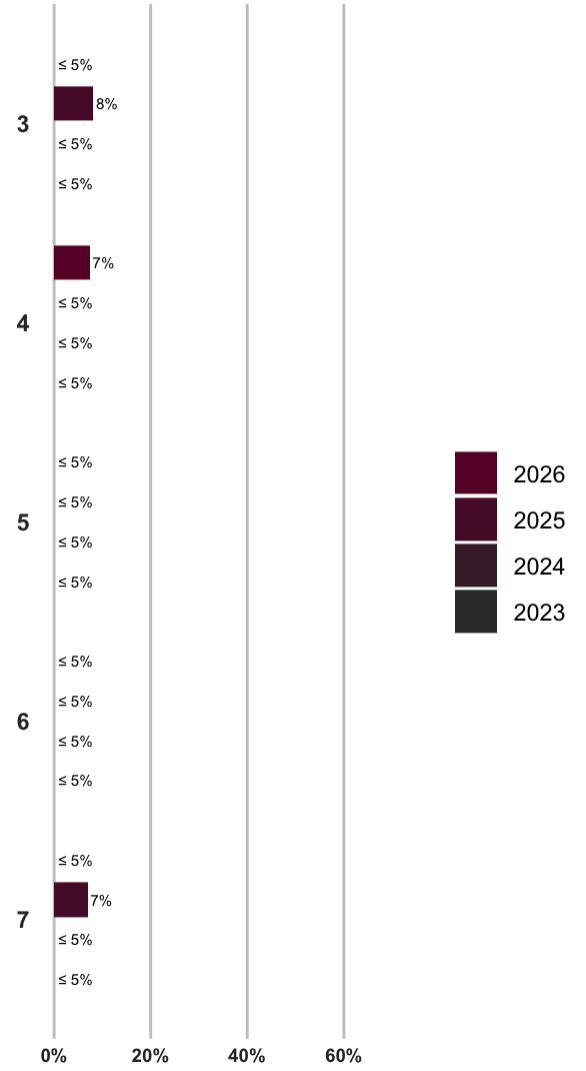


ELA

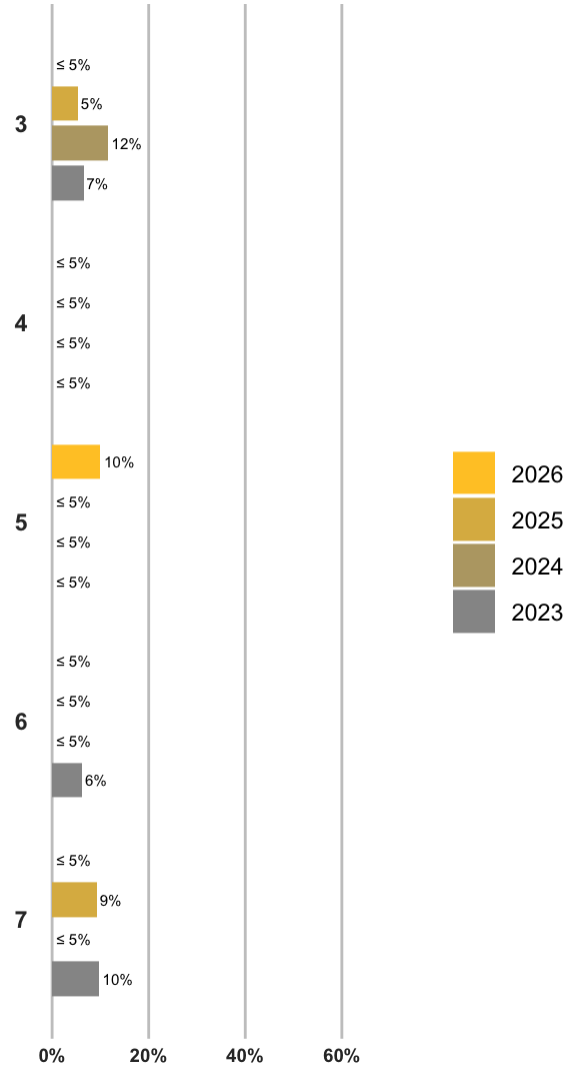


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Mid-Michigan Leadership Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics	ELA
50th	47th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics	ELA
+3	-1

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CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

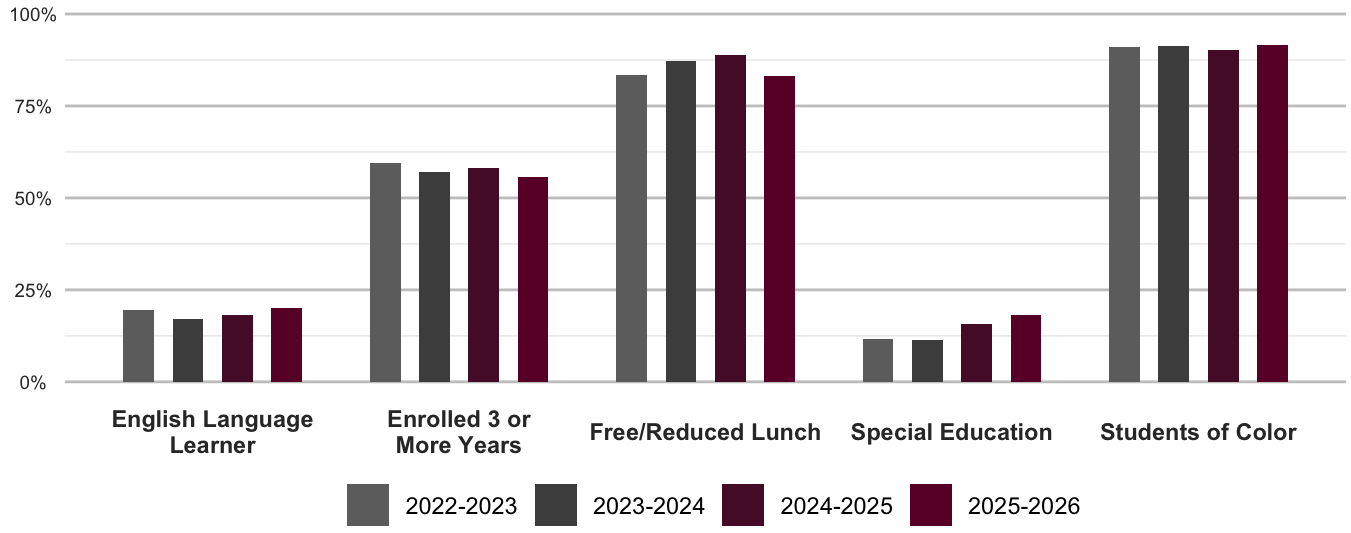
New Branches Charter Academy

Last Updated On: November 2026

New Branches Charter Academy

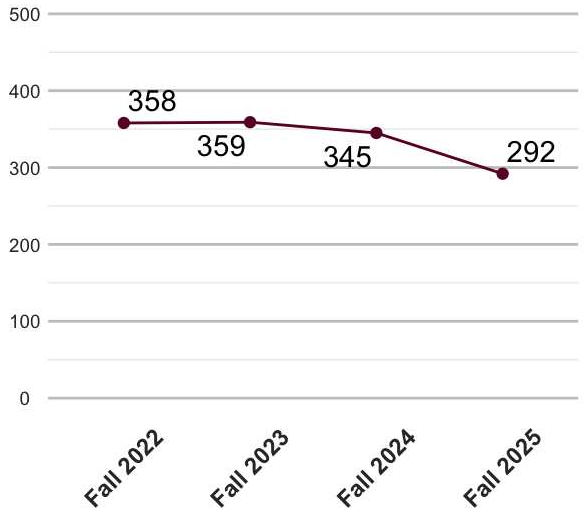
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	19.6%	17.0%	18.3%	20.2%
Special Education	11.7%	11.4%	15.7%	18.2%
Free/Reduced Lunch	83.5%	87.2%	89.0%	83.2%
Students of Color	91.1%	91.4%	90.1%	91.4%
Enrolled 3 or More Years	59.5%	57.1%	58.3%	55.8%

Enrollment



Where Students Come From

Assigned District	Students
Grand Rapids Public Schools	195
Kentwood Public Schools	65
Godwin Heights Public Schools	14
Wyoming Public Schools	10
Kelloggsville Public Schools	4
Godfrey-Lee Public Schools	2
Comstock Park Public Schools	1
Grandville Public Schools	1

New Branches Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
50%	+17	56%	+13

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
48%	-1	50%	+9

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
46th	50th

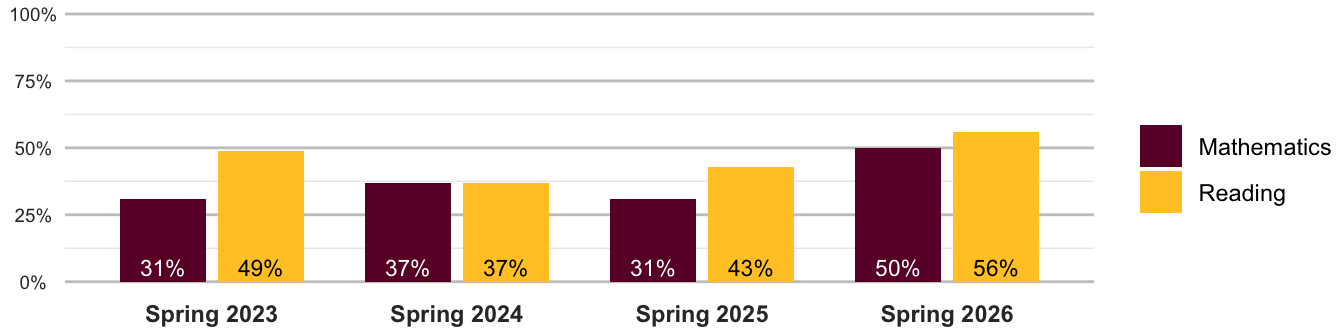
New Branches Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

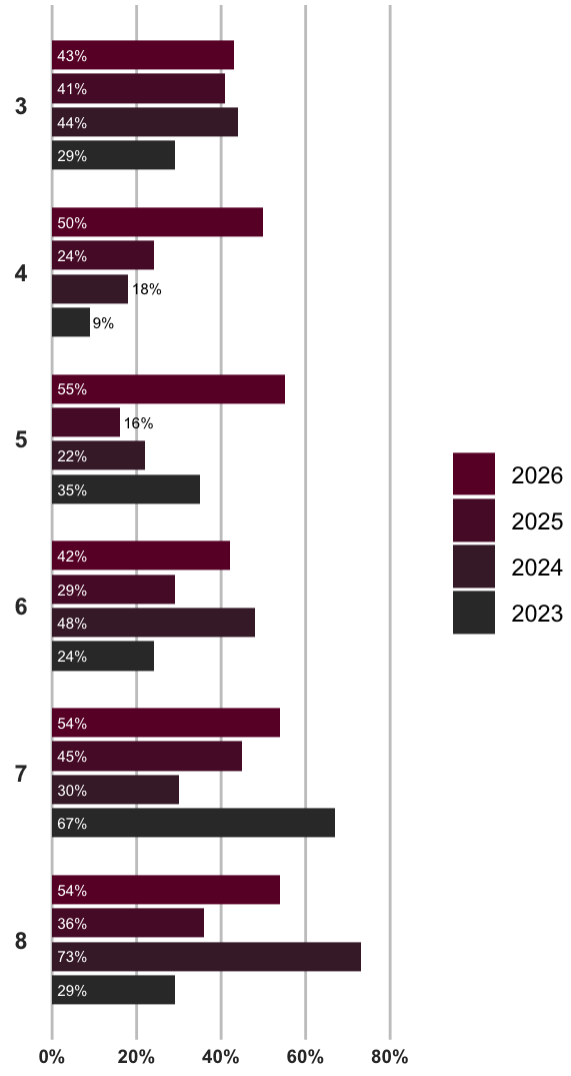
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

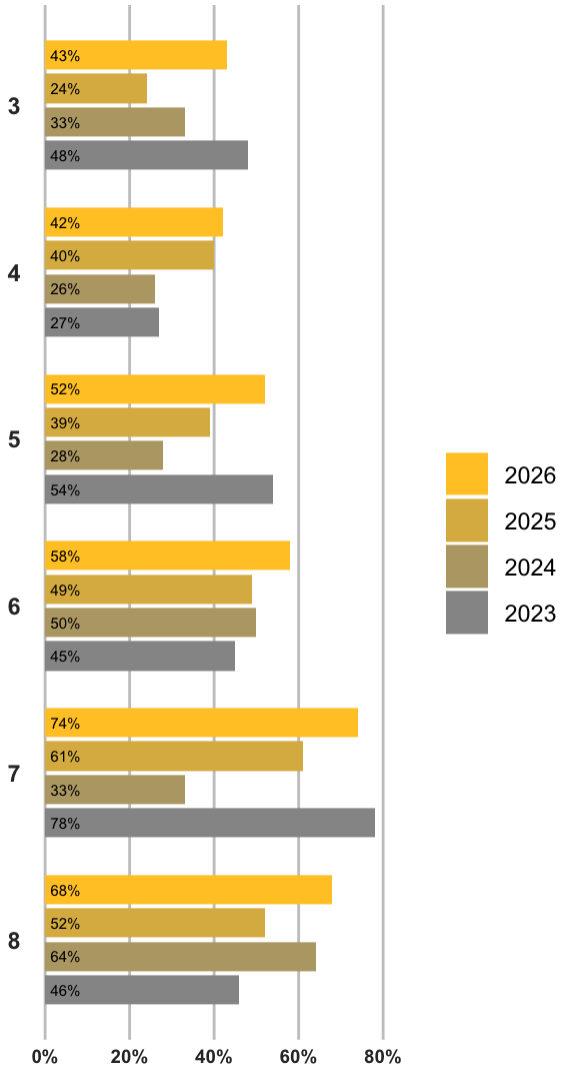


By Grade Level

Mathematics



Reading



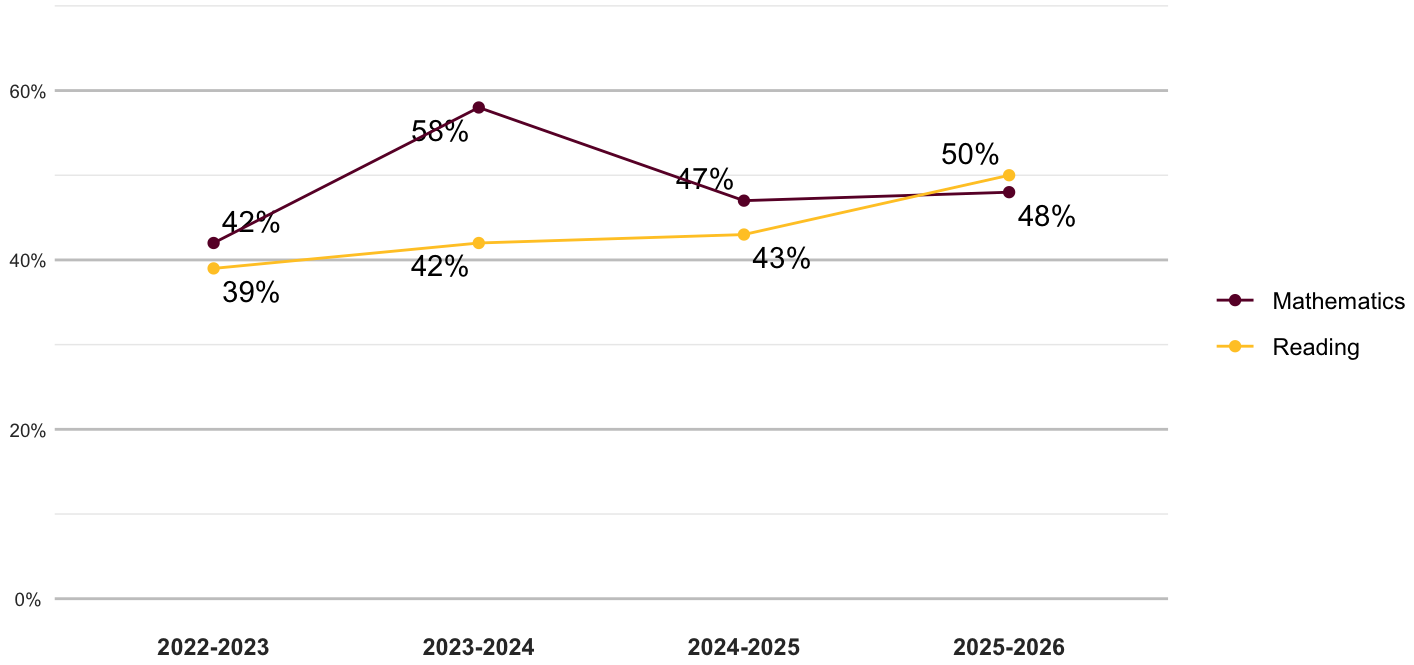
New Branches Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

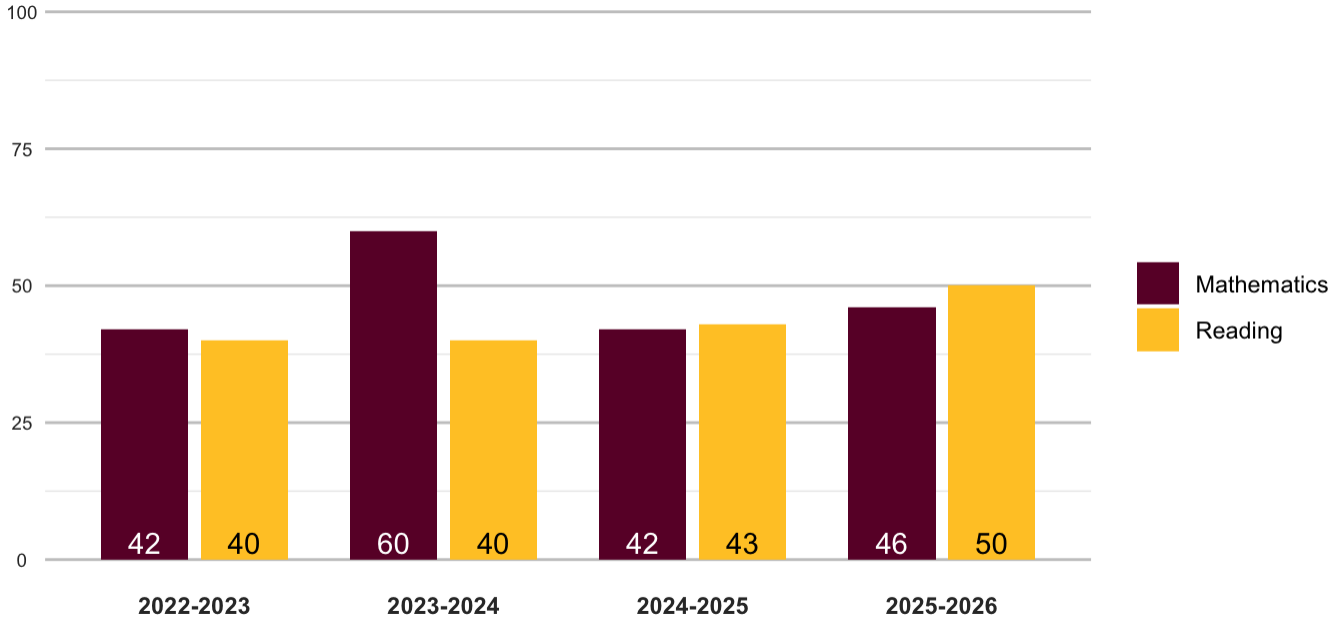
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



New Branches Charter Academy

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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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
14%	+1	23%	-4

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-8	-4

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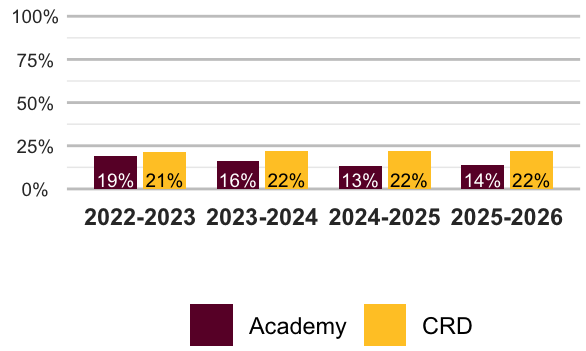
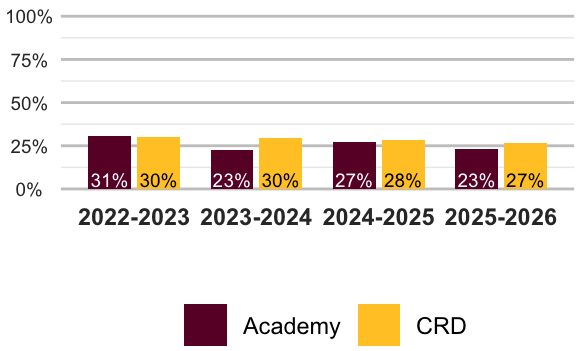
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

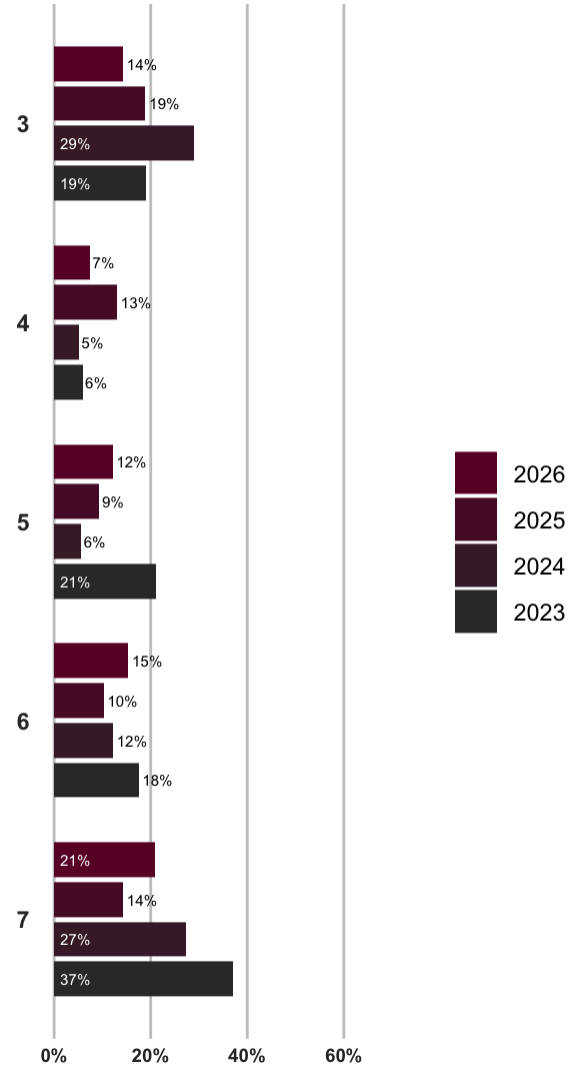


ELA

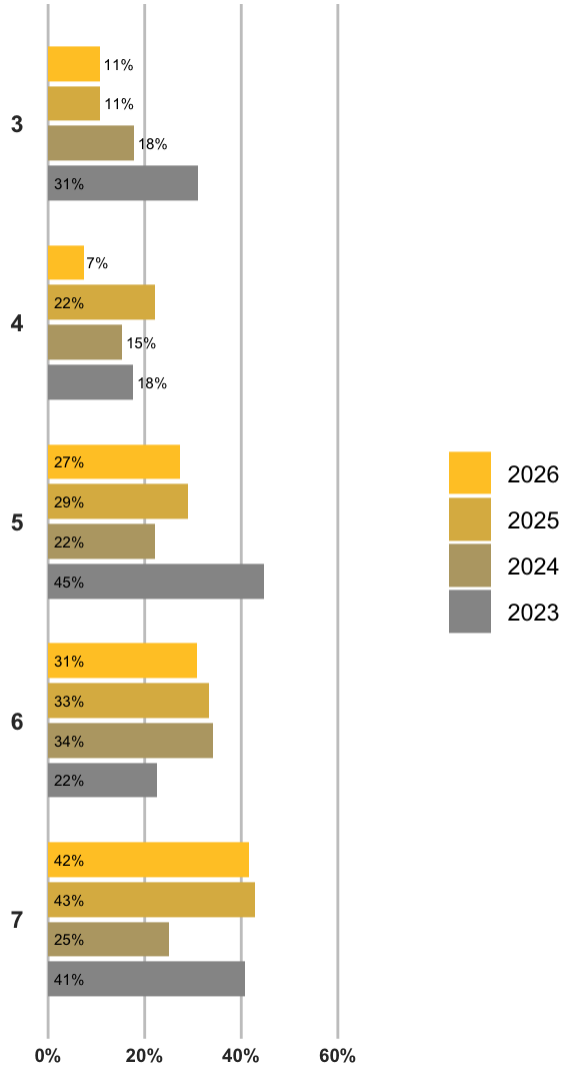


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



New Branches Charter Academy

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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
62nd

ELA
54th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+13

ELA
+6

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

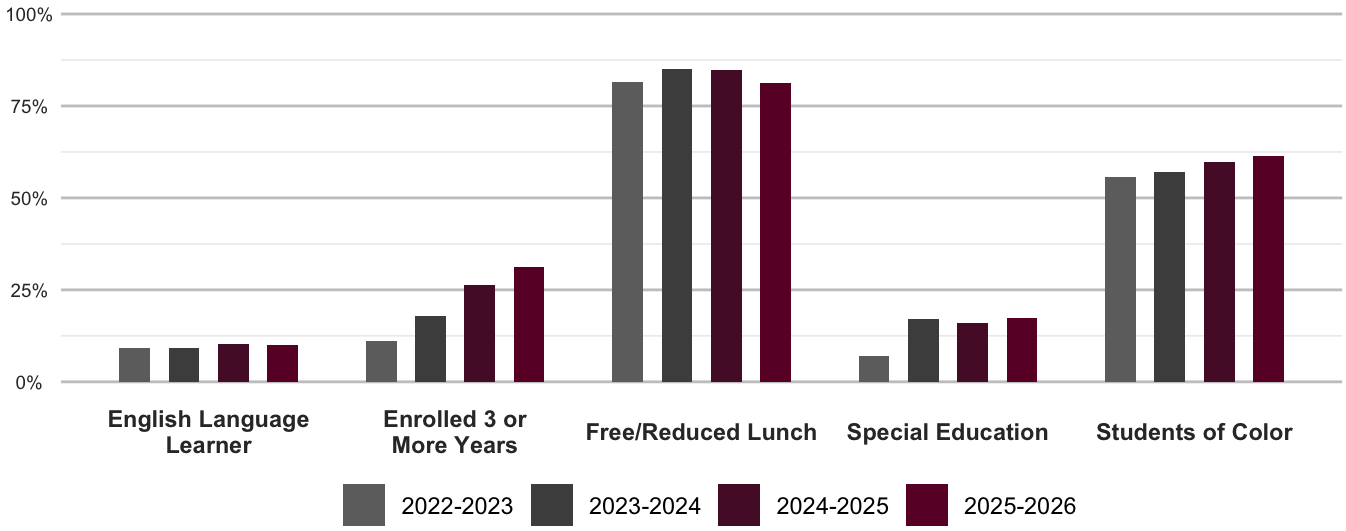
NexTech High School

Last Updated On: November 2026

NexTech High School

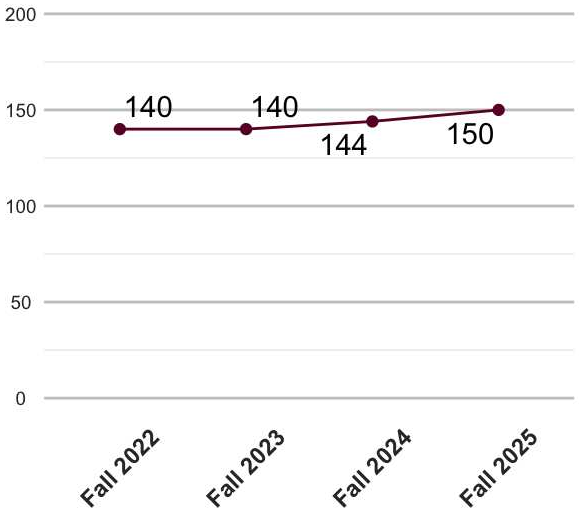
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	9.3%	9.3%	10.4%	10.0%
Special Education	7.1%	17.1%	16.0%	17.3%
Free/Reduced Lunch	81.4%	85.0%	84.7%	81.3%
Students of Color	55.7%	57.1%	59.7%	61.3%
Enrolled 3 or More Years	11.2%	17.9%	26.2%	31.3%

Enrollment



Where Students Come From

Assigned District	Students
Grand Rapids Public Schools	125
Wyoming Public Schools	5
Comstock Park Public Schools	4
Grandville Public Schools	3
Kenowa Hills Public Schools	3
Kentwood Public Schools	3
Godwin Heights Public Schools	2
Hudsonville Public School District	1
Northview Public Schools	1
Other	3

NexTech High School

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
51st

ELA
35th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+3

ELA
-13

NexTech High School

SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
* ≤ 5	+0	30%	+6

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

Mathematics	Reading & Writing
-17	-17

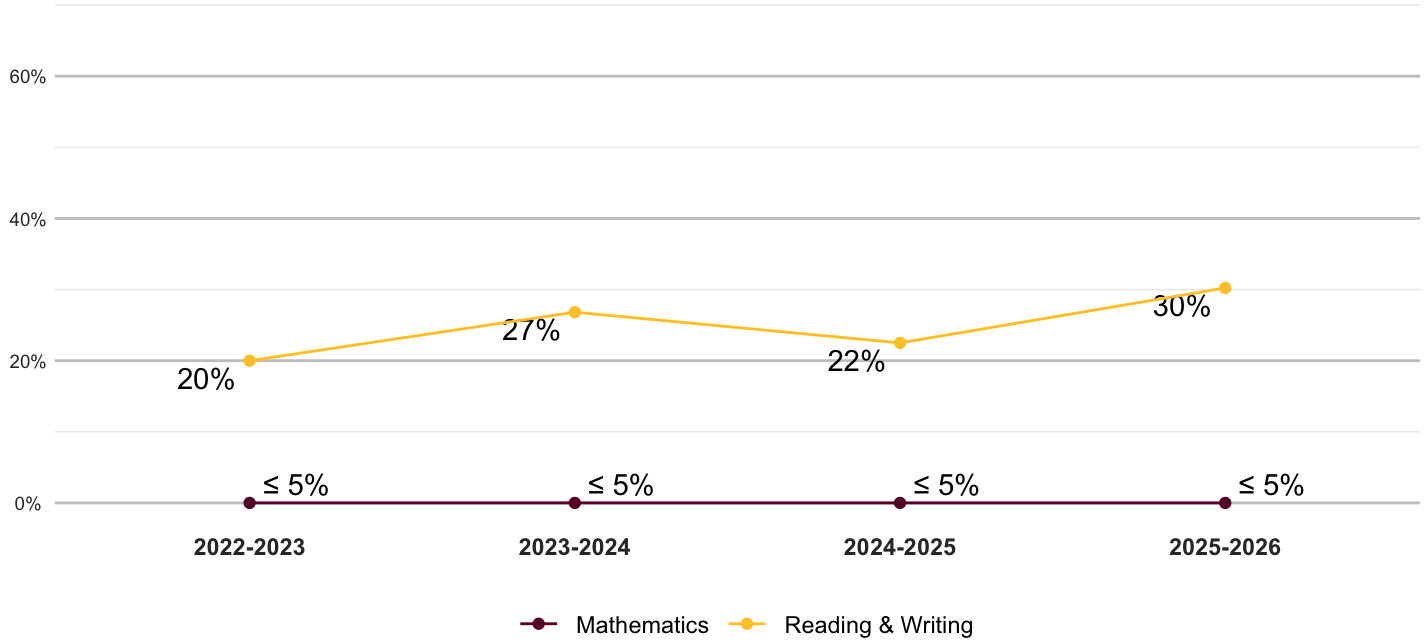
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

NexTech High School

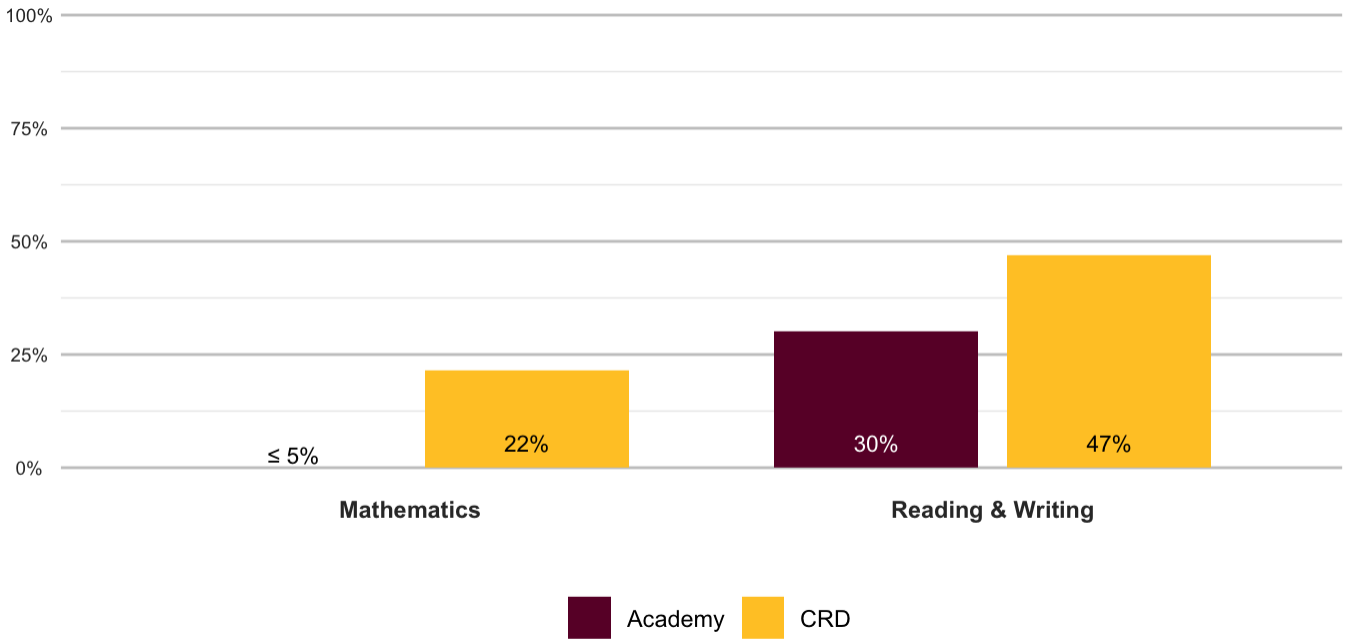
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



NexTech High School

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
365	530	424	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
-84	-50

NexTech High School

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
36%

Reading & Writing
28%

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

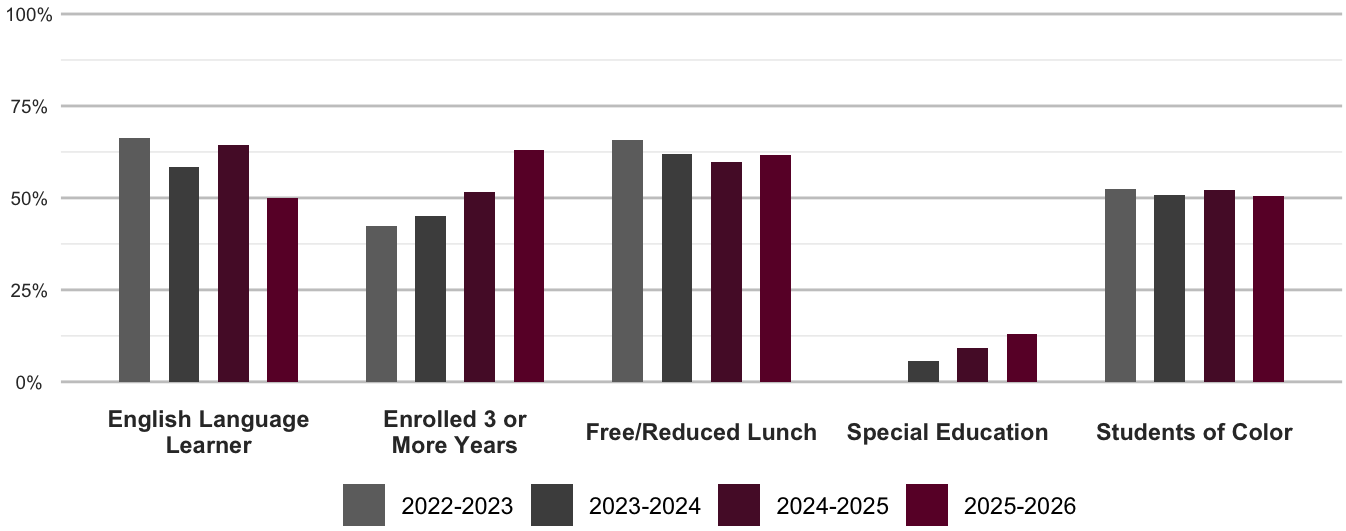
Noor International Academy

Last Updated On: November 2026

Noor International Academy

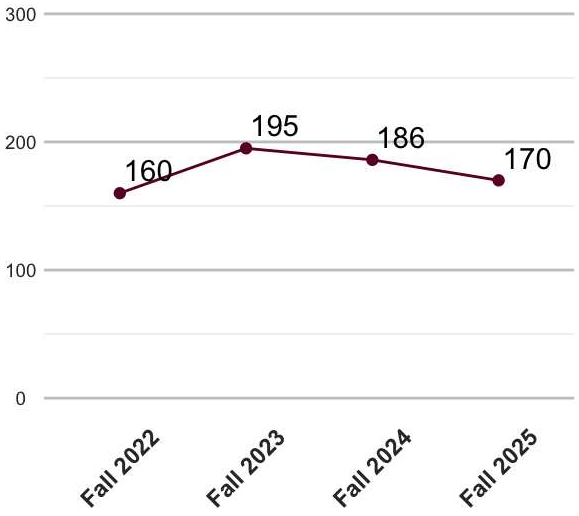
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	66.2%	58.5%	64.5%	50.0%
Special Education	0.0%	5.6%	9.1%	12.9%
Free/Reduced Lunch	65.6%	62.1%	59.7%	61.8%
Students of Color	52.5%	50.8%	52.2%	50.6%
Enrolled 3 or More Years	42.5%	45.1%	51.6%	62.9%

Enrollment



Where Students Come From

Assigned District	Students
Warren Consolidated Schools	159
Rochester Community School District	3
Clinton Community Schools	2
Plymouth-Canton Community Schools	2
Lake Orion Community Schools	1
Shelby Public Schools	1
Southfield Public School District	1
Troy School District	1

Noor International Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
85%	+13	83%	+9

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
80%	+9	79%	+17

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
74th	75th

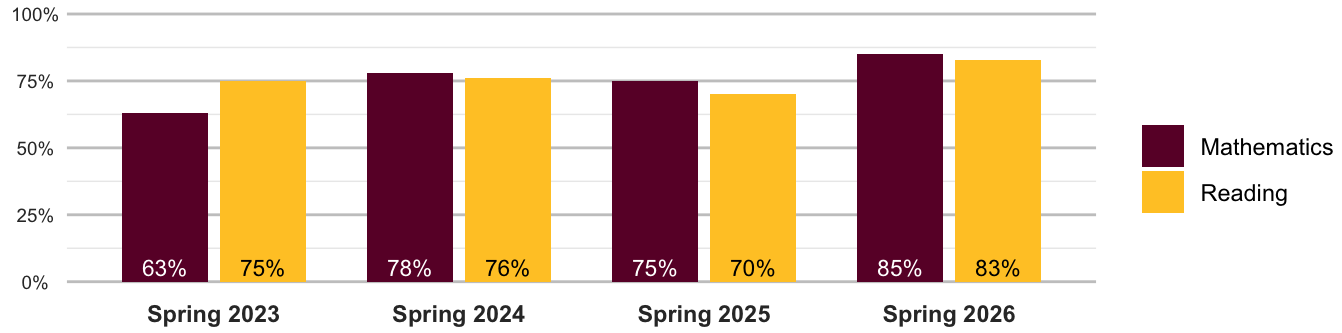
Noor International Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

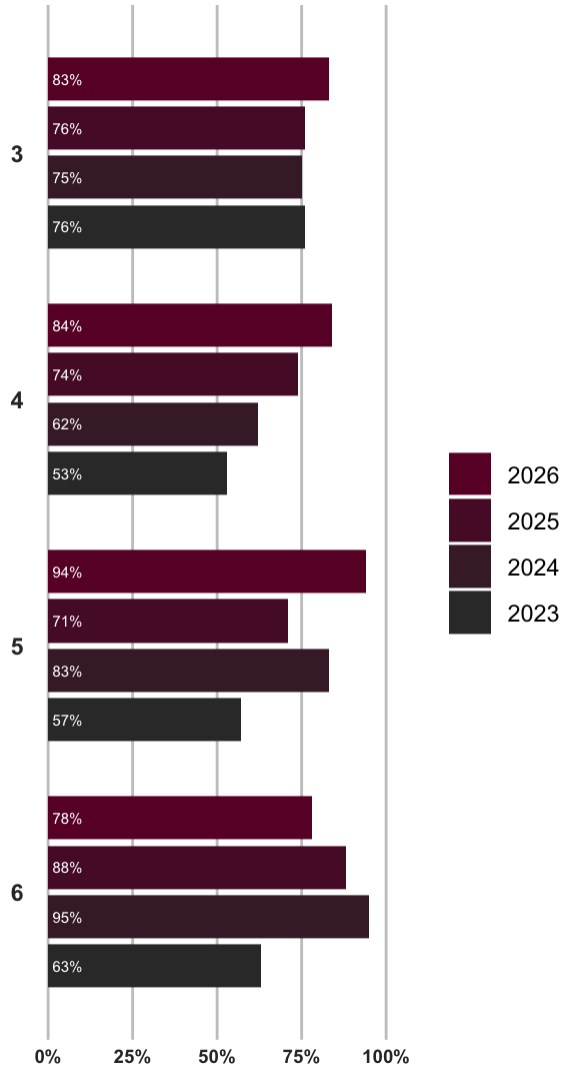
All Students Grades 3 - 6 enrolled for at least one year

School-Wide by Year

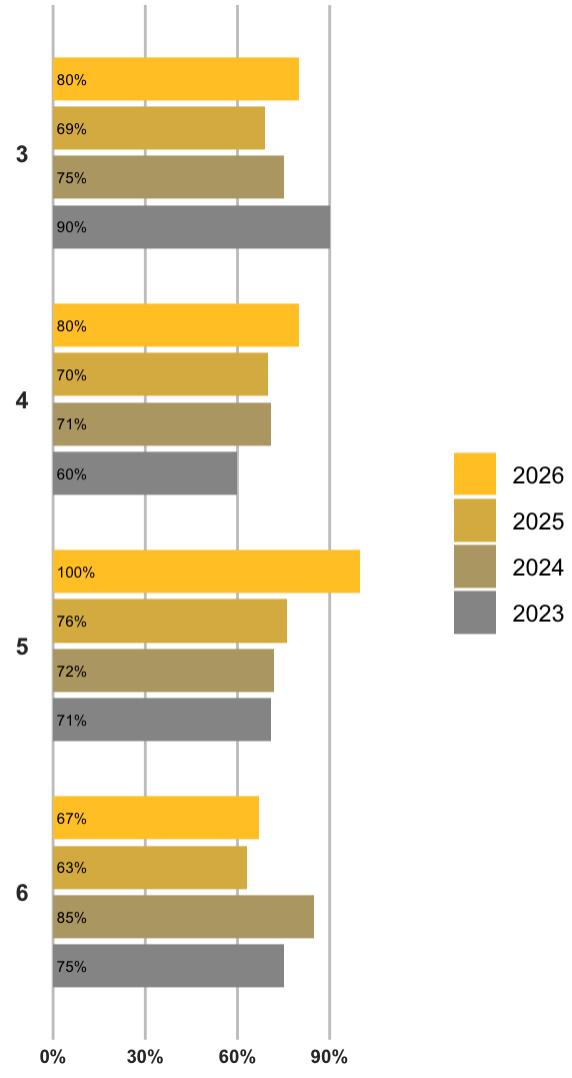


By Grade Level

Mathematics



Reading



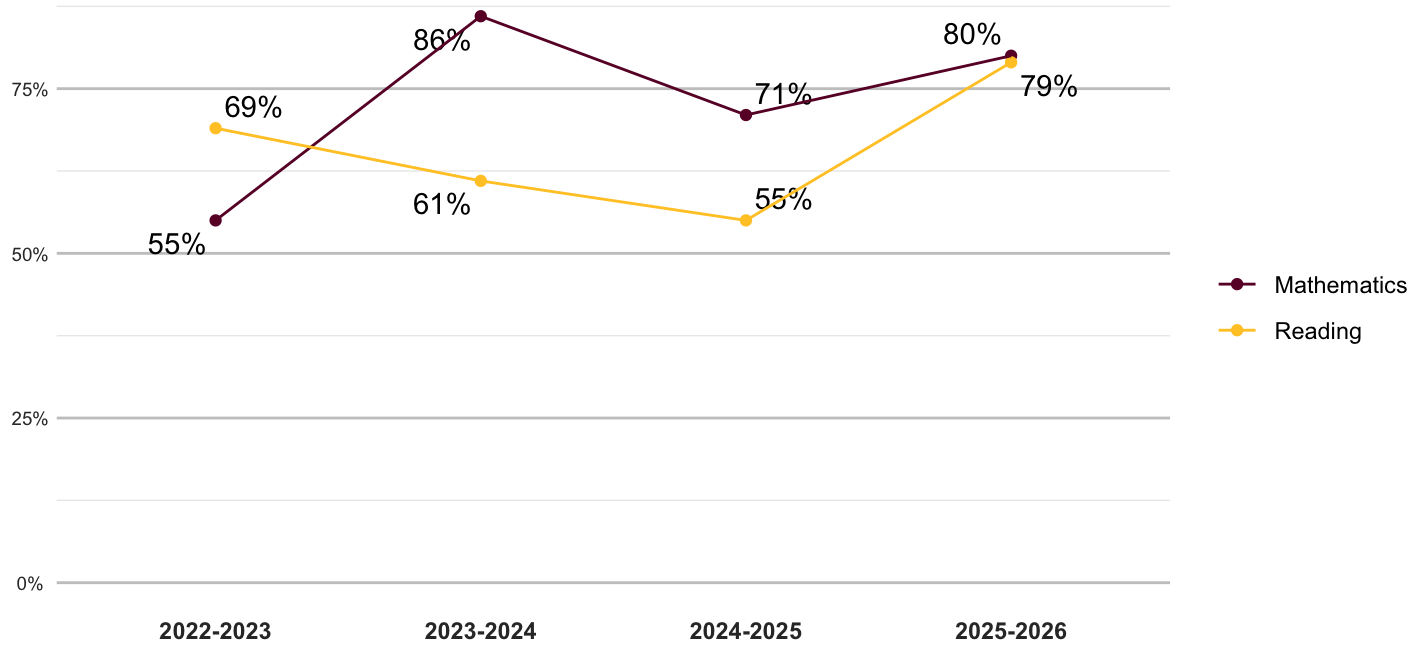
Noor International Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

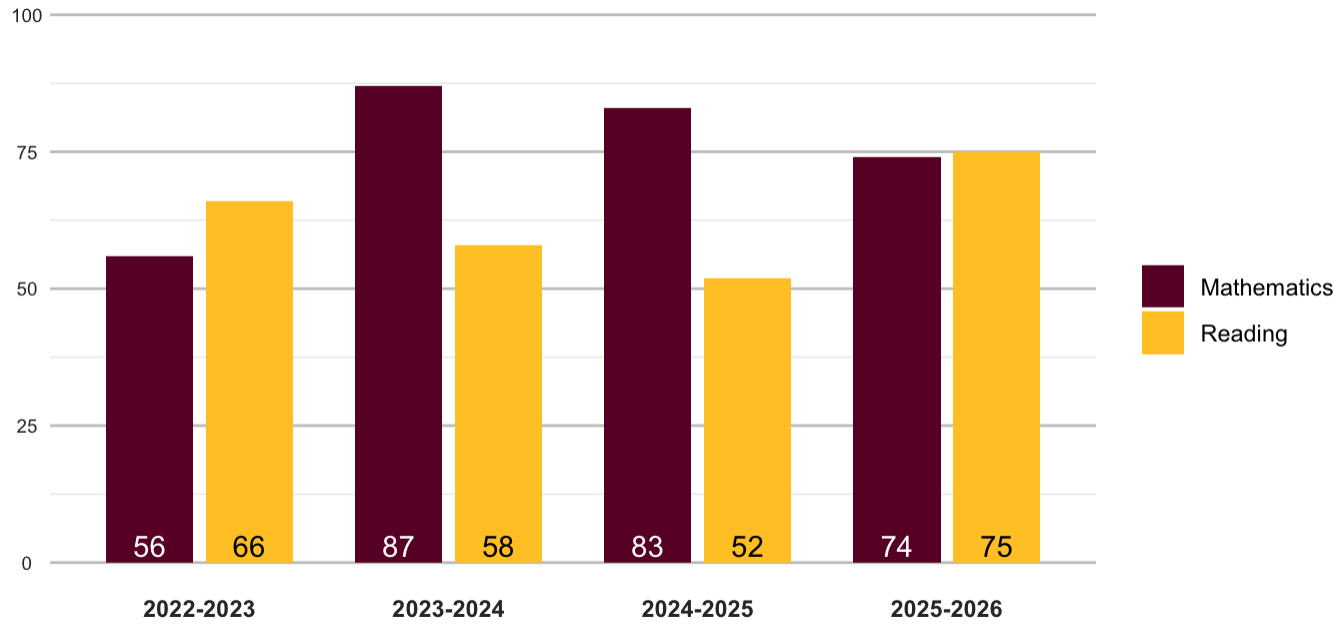
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 6



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 6



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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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
56%	+14	71%	+14

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+20	+34

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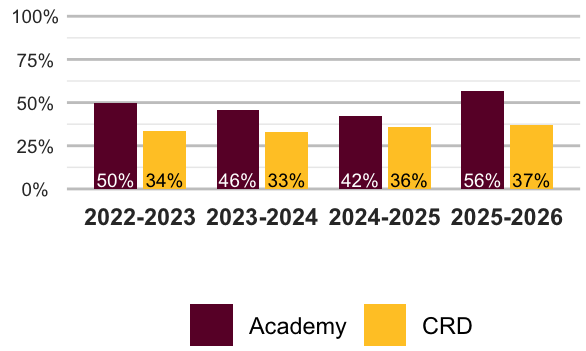
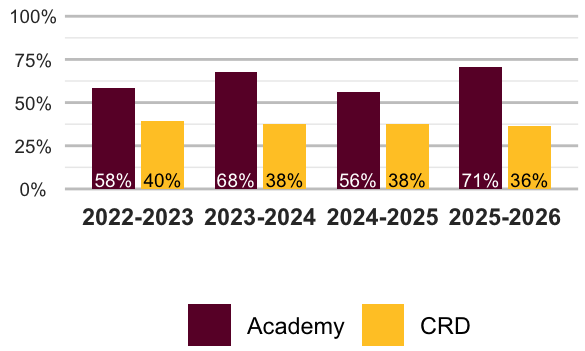
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 6

Mathematics

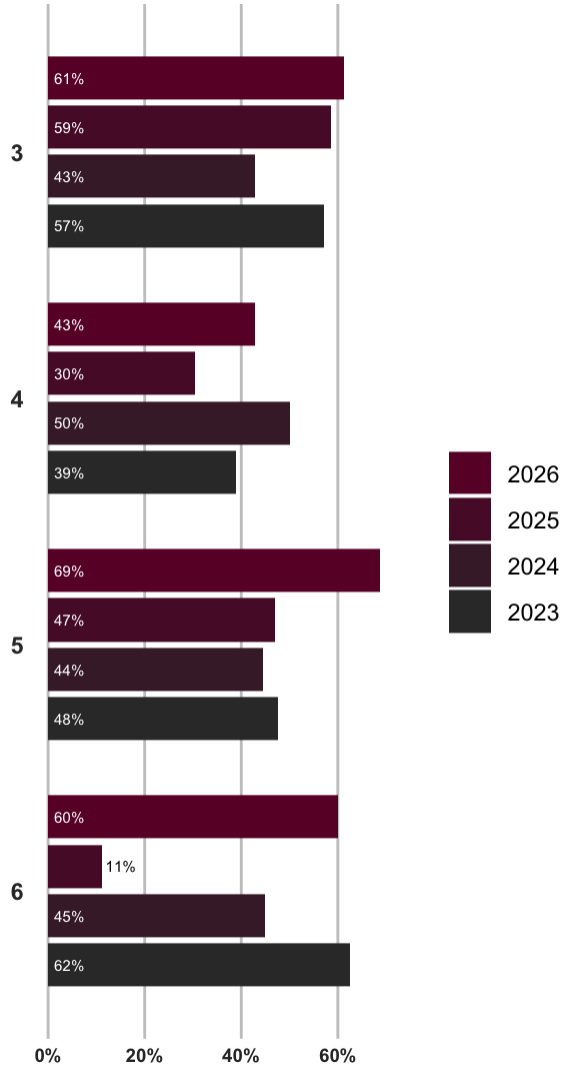


ELA

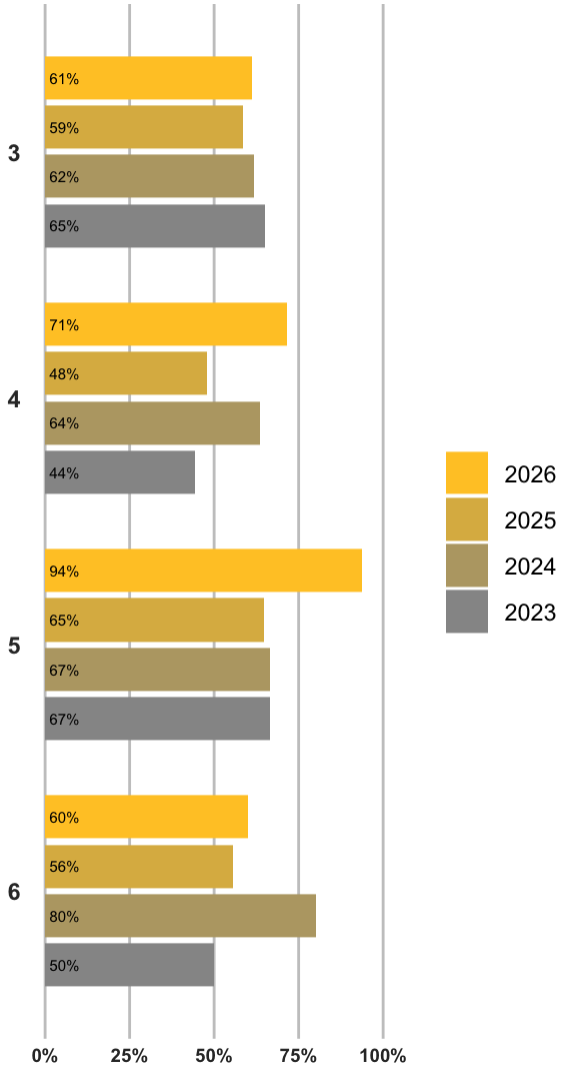


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
67th

ELA
75th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+18

ELA
+24

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2025-26 Academic Performance Report

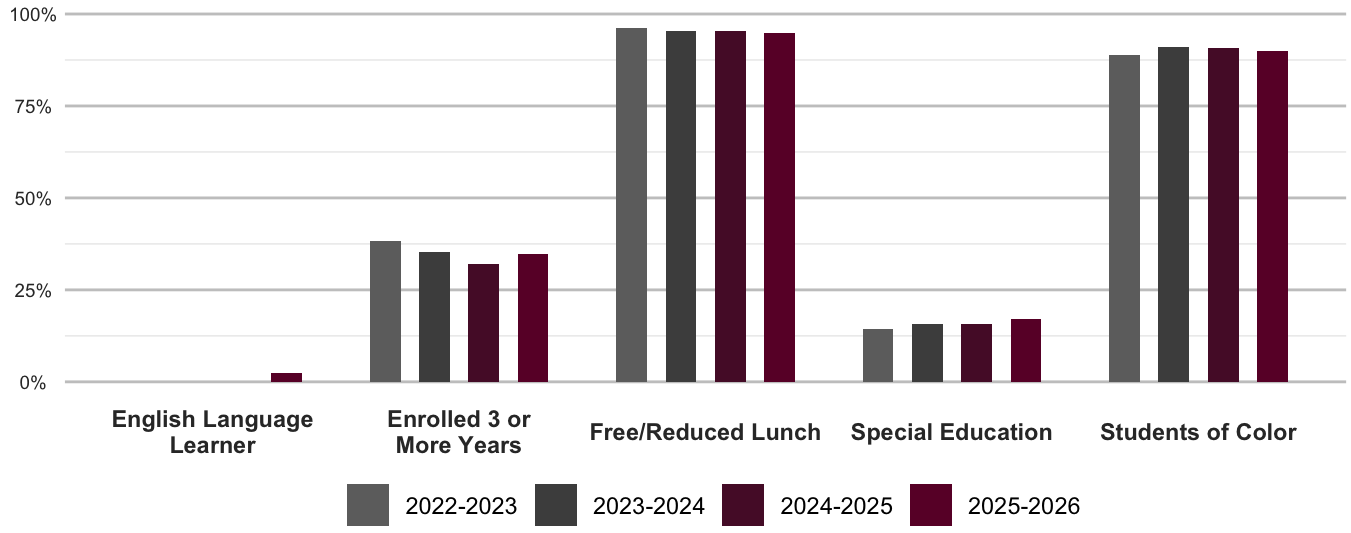
North Saginaw Charter Academy

Last Updated On: November 2026

North Saginaw Charter Academy

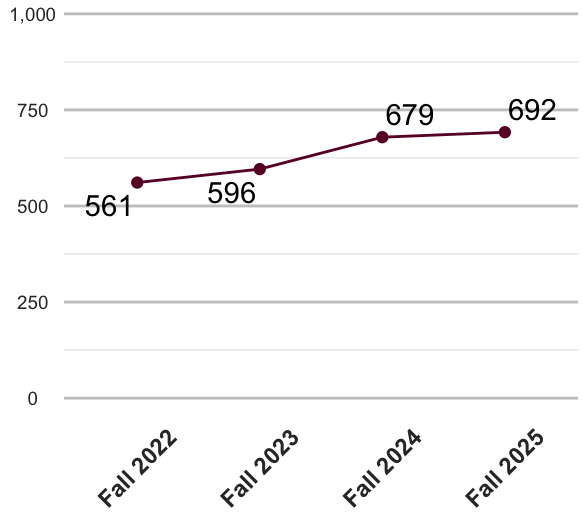
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	2.3%
Special Education	14.3%	15.8%	15.6%	17.2%
Free/Reduced Lunch	96.1%	95.5%	95.4%	94.8%
Students of Color	88.9%	90.9%	90.7%	89.9%
Enrolled 3 or More Years	38.3%	35.2%	32.2%	34.8%

Enrollment



Where Students Come From

Assigned District	Students
Saginaw, School District of the City of	569
Saginaw Township Community Schools	60
Bridgeport-Spaulding Community School District	34
Carrollton Public Schools	22
Bay City School District	4
Mt. Pleasant City School District	3
Avondale School District	1
Detroit Public Schools Community District	1
Reese Public Schools	1

North Saginaw Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
36%	+8	43%	+7

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
50%	-6	46%	+4

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
50th	46th

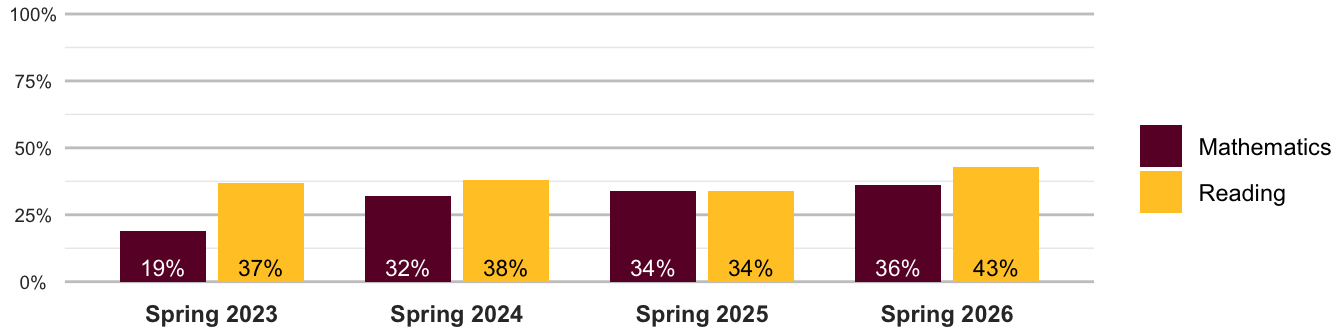
North Saginaw Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

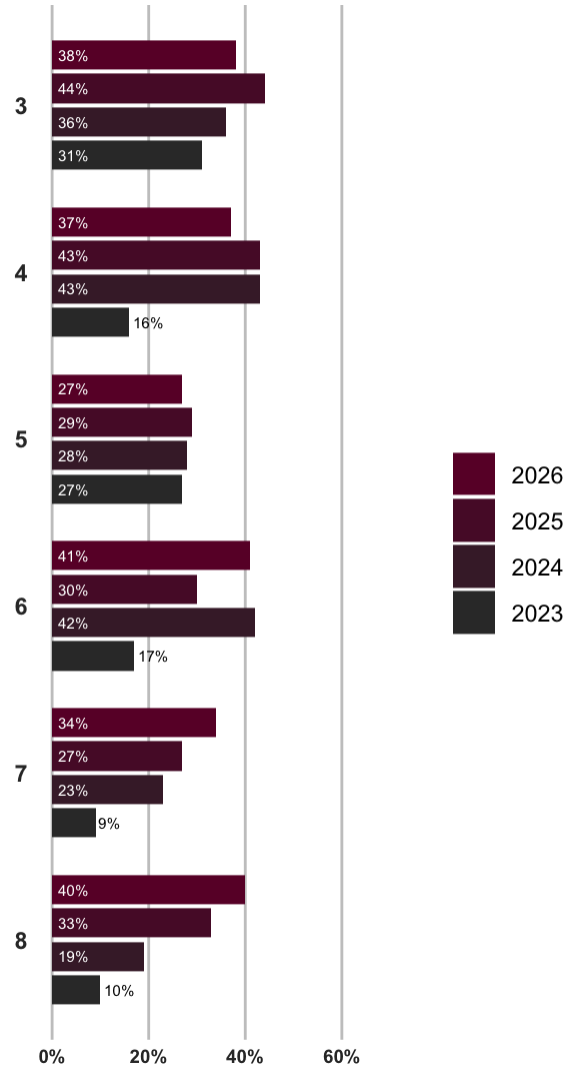
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

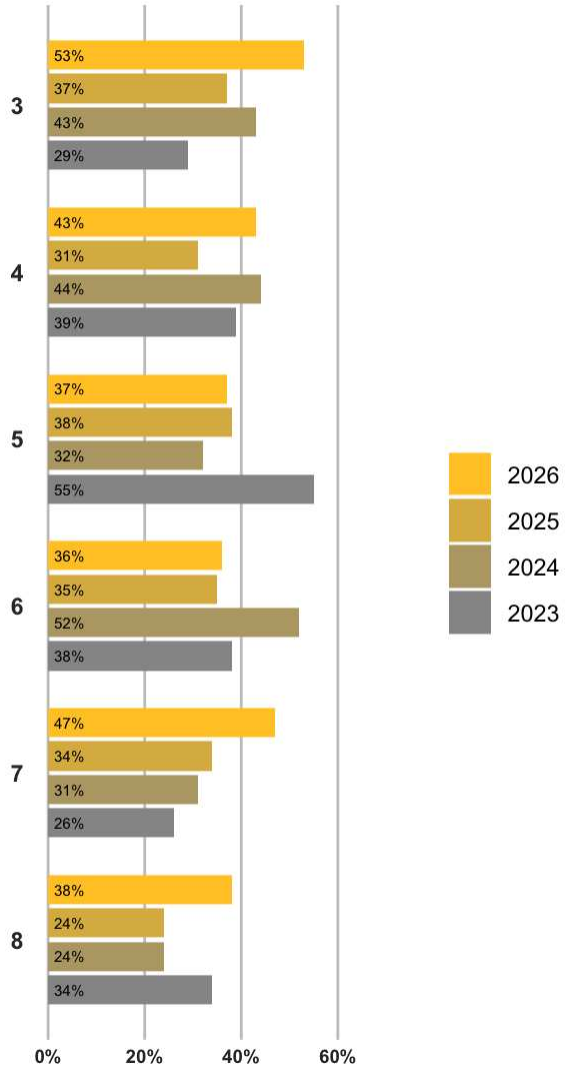


By Grade Level

Mathematics



Reading



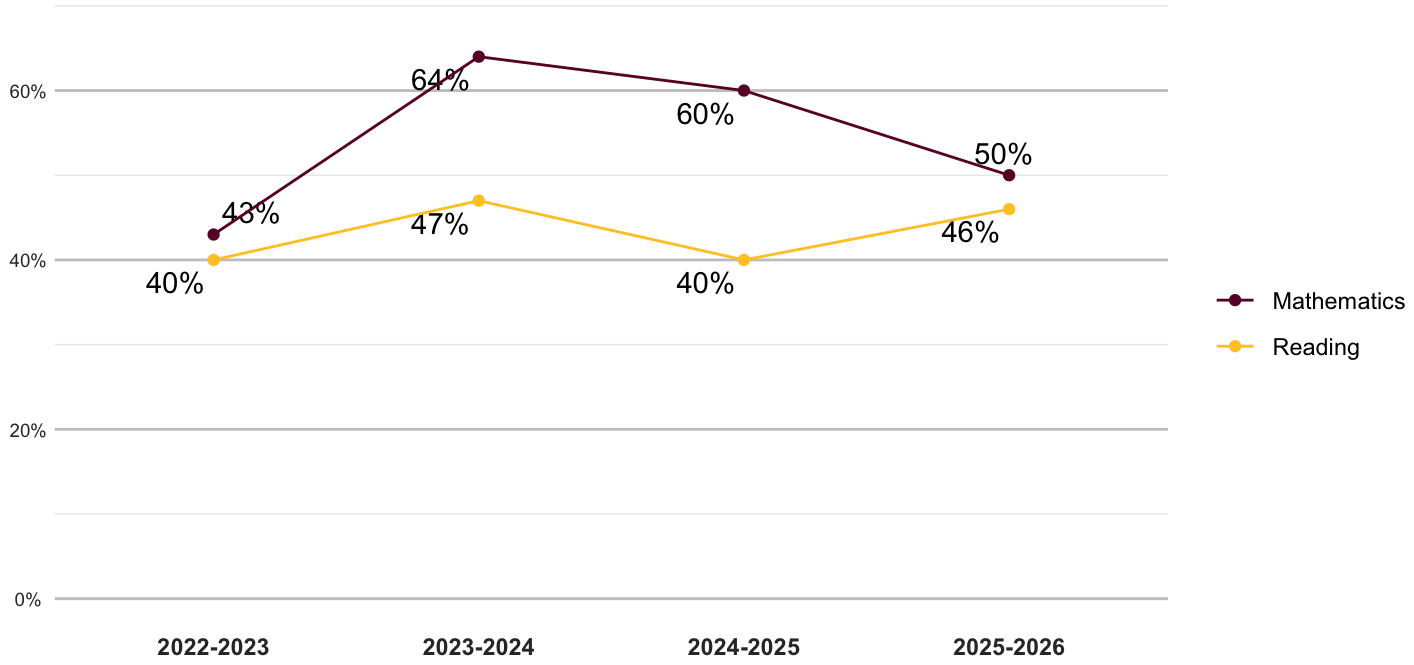
North Saginaw Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

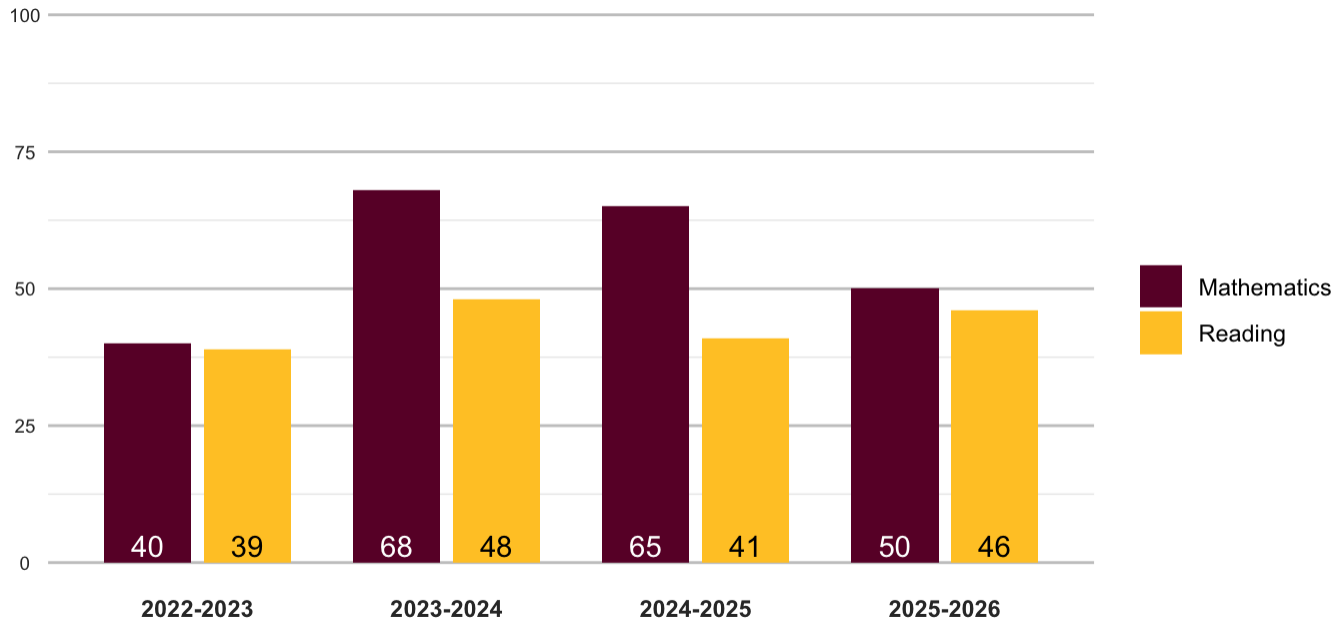
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



North Saginaw Charter Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
20%	-3	30%	+1

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+2	+7

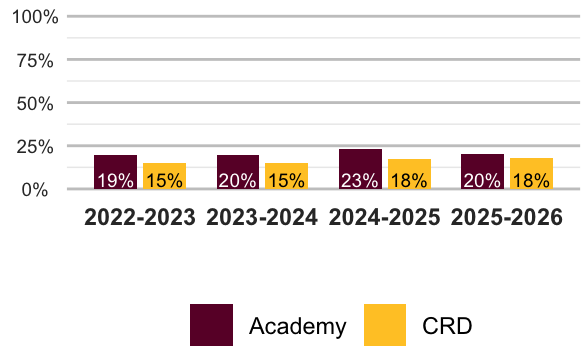
North Saginaw Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

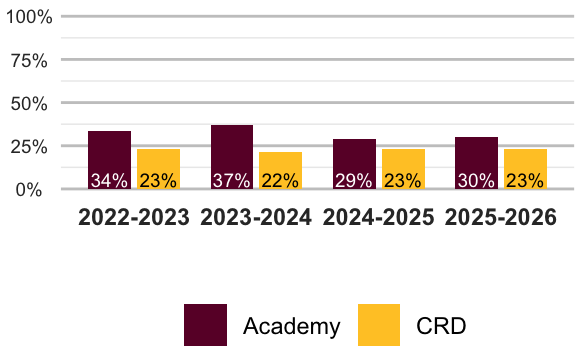
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

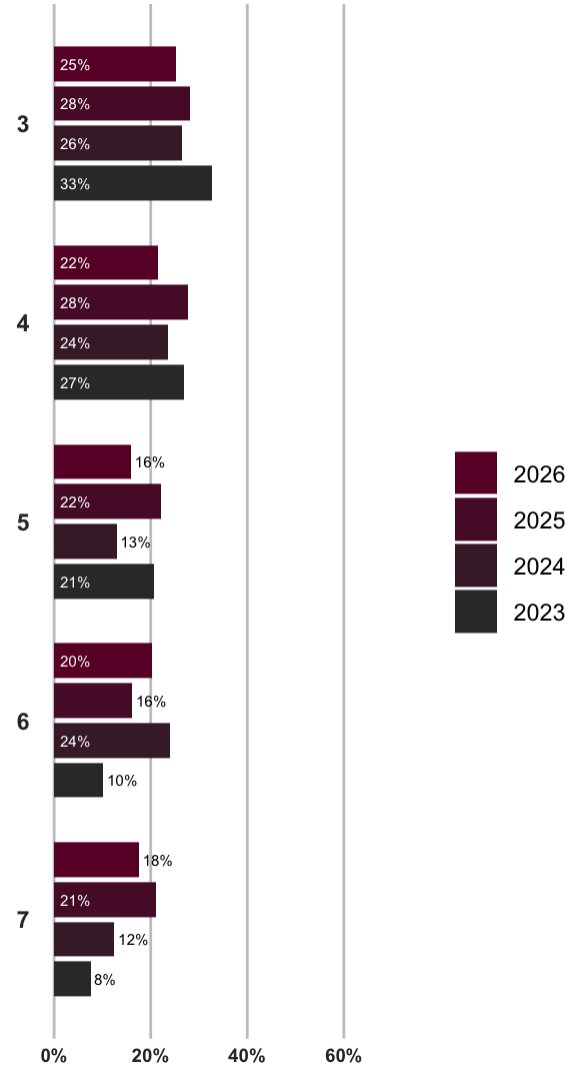


ELA

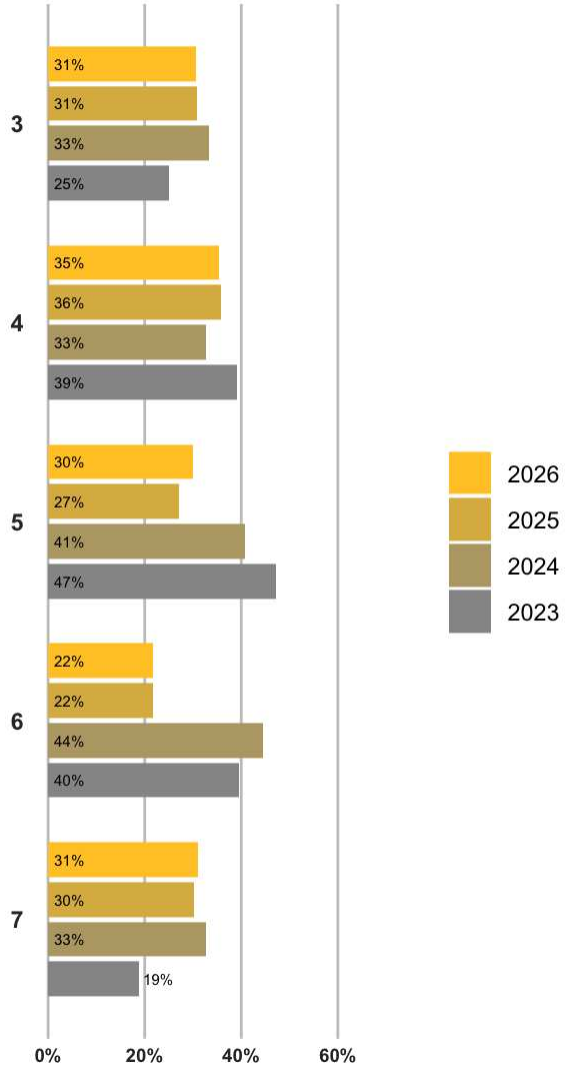


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



North Saginaw Charter Academy

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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
53rd

ELA
52nd

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+5

ELA
+5

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CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

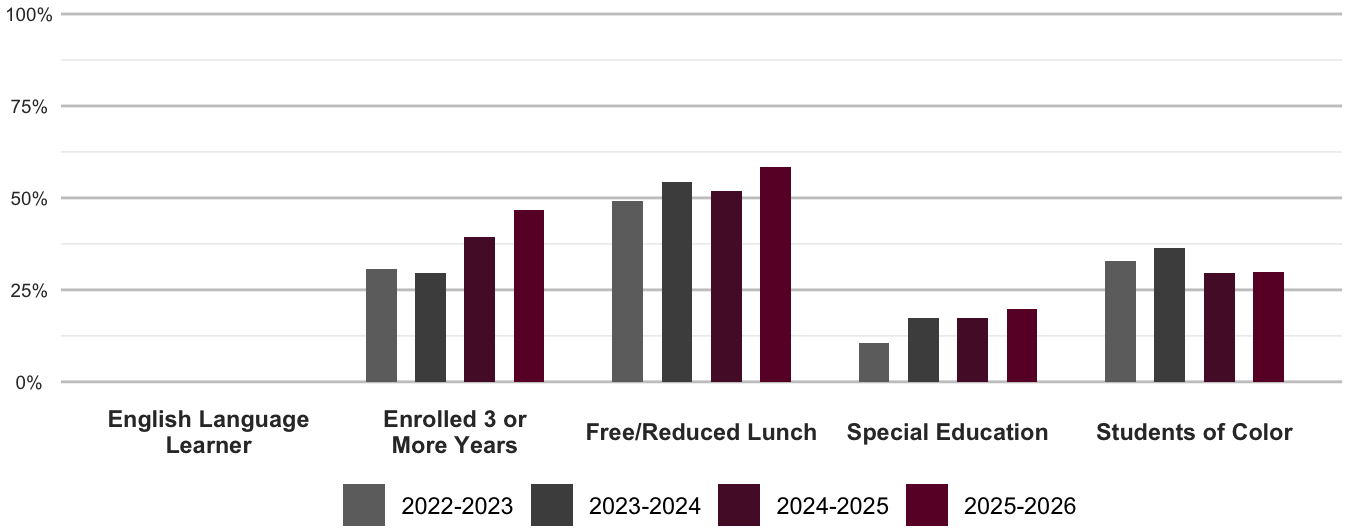
Oakland FlexTech High School

Last Updated On: November 2026

Oakland FlexTech High School

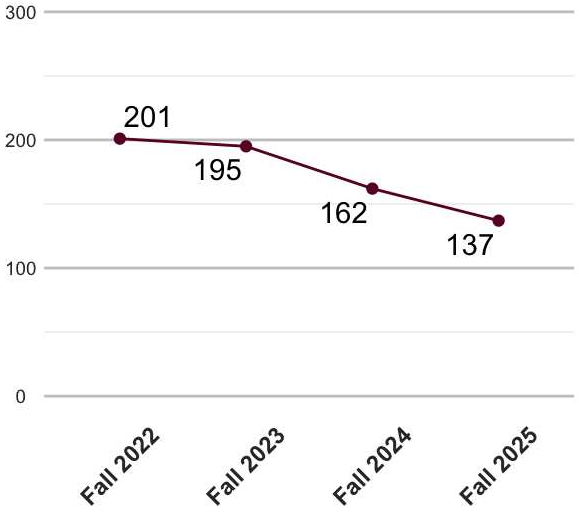
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	10.4%	17.4%	17.3%	19.7%
Free/Reduced Lunch	49.3%	54.4%	51.9%	58.4%
Students of Color	32.8%	36.4%	29.6%	29.9%
Enrolled 3 or More Years	30.5%	29.6%	39.5%	46.7%

Enrollment



Where Students Come From

Assigned District	Students
Redford Union Schools, District No. 1	33
Livonia Public Schools School District	31
Farmington Public School District	18
Southfield Public School District	9
Walled Lake Consolidated Schools	6
Detroit Public Schools Community District	5
Novi Community School District	5
Wayne-Westland Community School District	5
Huron Valley Schools	4
Other	21

Oakland FlexTech High School

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
54th

ELA
55th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+2

ELA
+4

Oakland FlexTech High School

SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
18%	+10	45%	+2

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

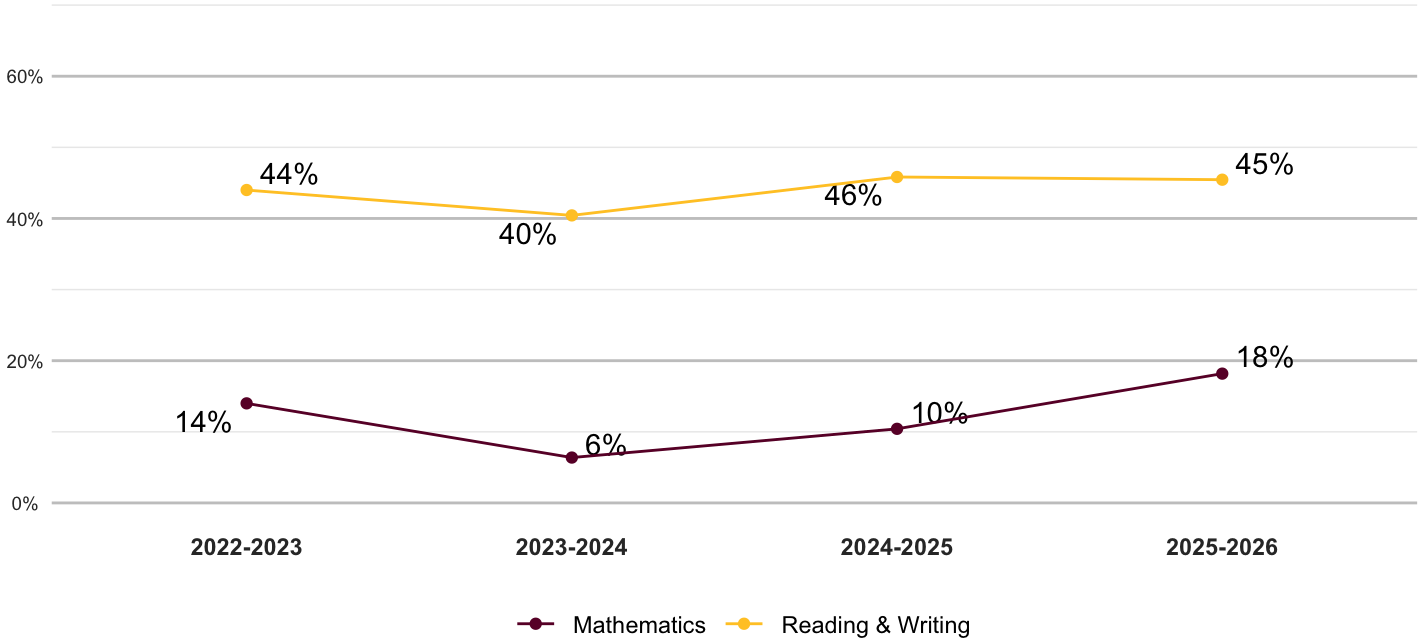
Mathematics	Reading & Writing
-9	-3

Oakland FlexTech High School

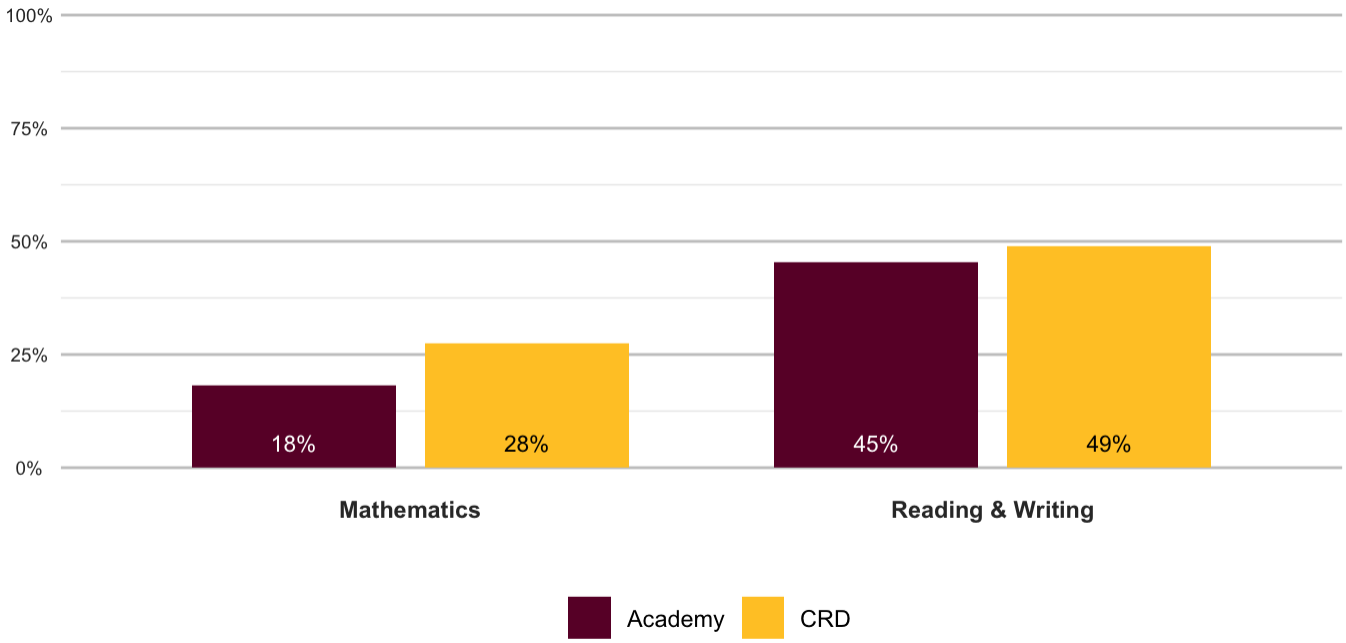
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



Oakland FlexTech High School

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
434	530	477	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
-26	-4

Oakland FlexTech High School

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
28%

Reading & Writing
30%

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

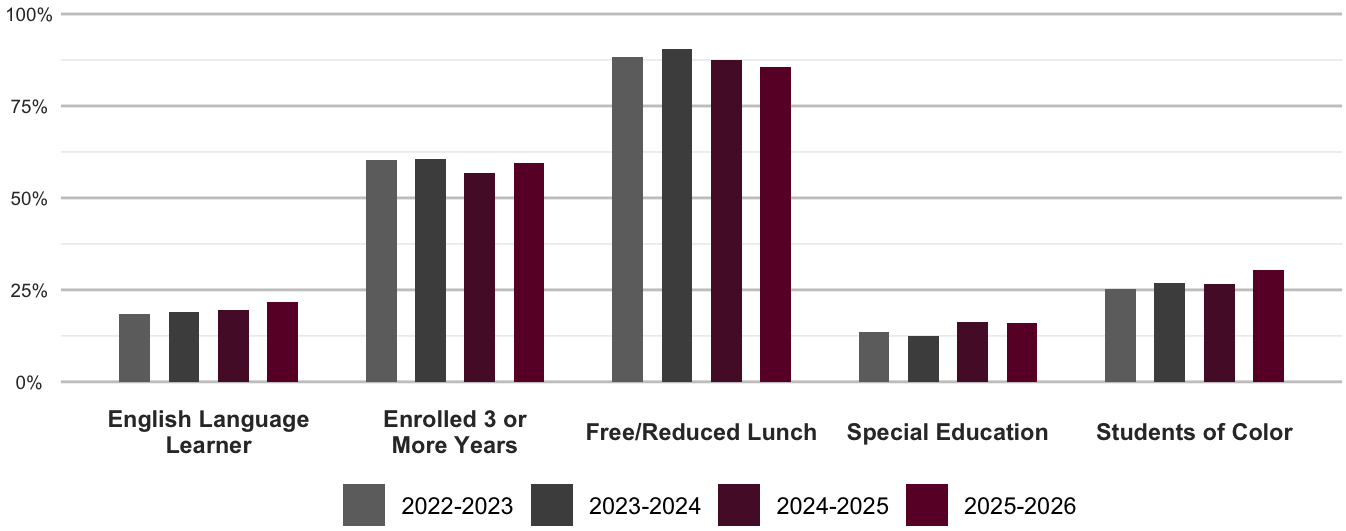
Pansophia Academy

Last Updated On: November 2026

Pansophia Academy

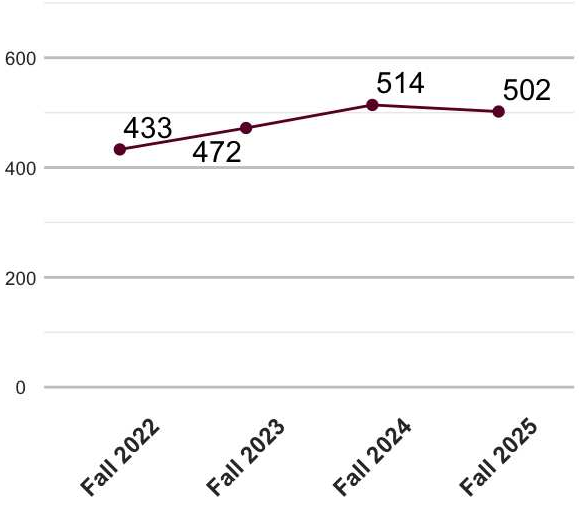
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	18.5%	19.1%	19.5%	21.7%
Special Education	13.6%	12.5%	16.1%	15.9%
Free/Reduced Lunch	88.2%	90.5%	87.5%	85.5%
Students of Color	25.2%	26.9%	26.7%	30.5%
Enrolled 3 or More Years	60.2%	60.5%	56.7%	59.6%

Enrollment



Where Students Come From

Assigned District	Students
Coldwater Community Schools	615
Quincy Community Schools	9
Bronson Community School District	6
Reading Community Schools	2
Union City Community Schools	2
Vicksburg Community Schools	2
AuTrain-Onota Public Schools	1
Camden-Frontier School	1
Colon Community School District	1
Other	2

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SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
23%	+1	34%	+3

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
33%	-8	40%	+1

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
33rd	41st

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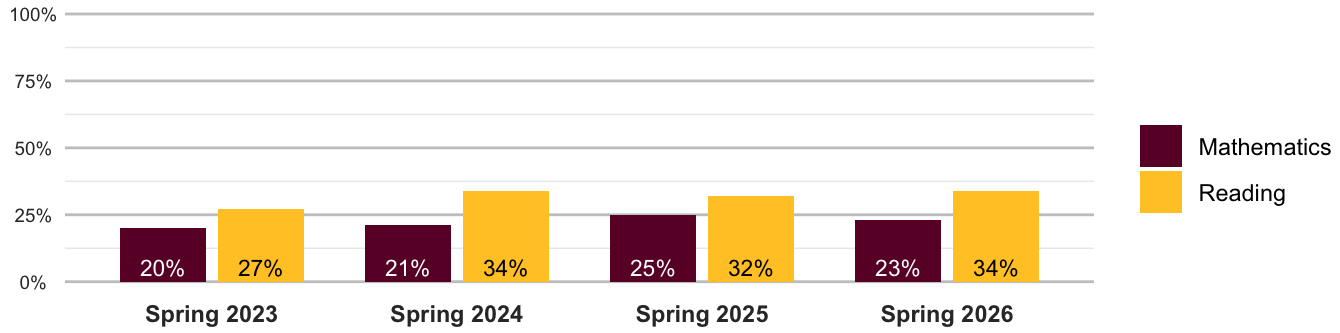
Percent Meeting NWEA MAP Spring Achievement National Norms

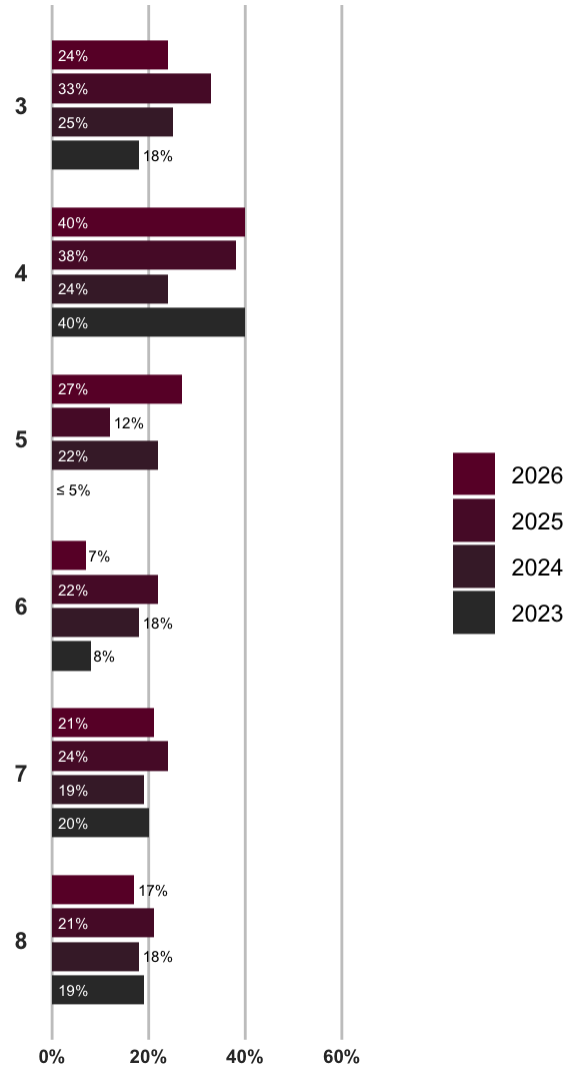
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

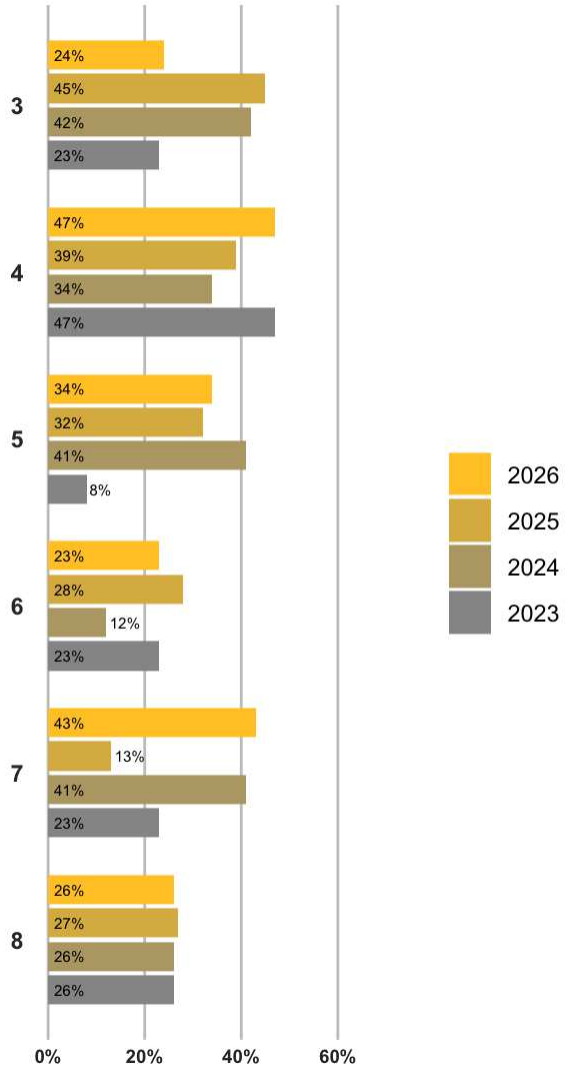


By Grade Level

Mathematics



Reading



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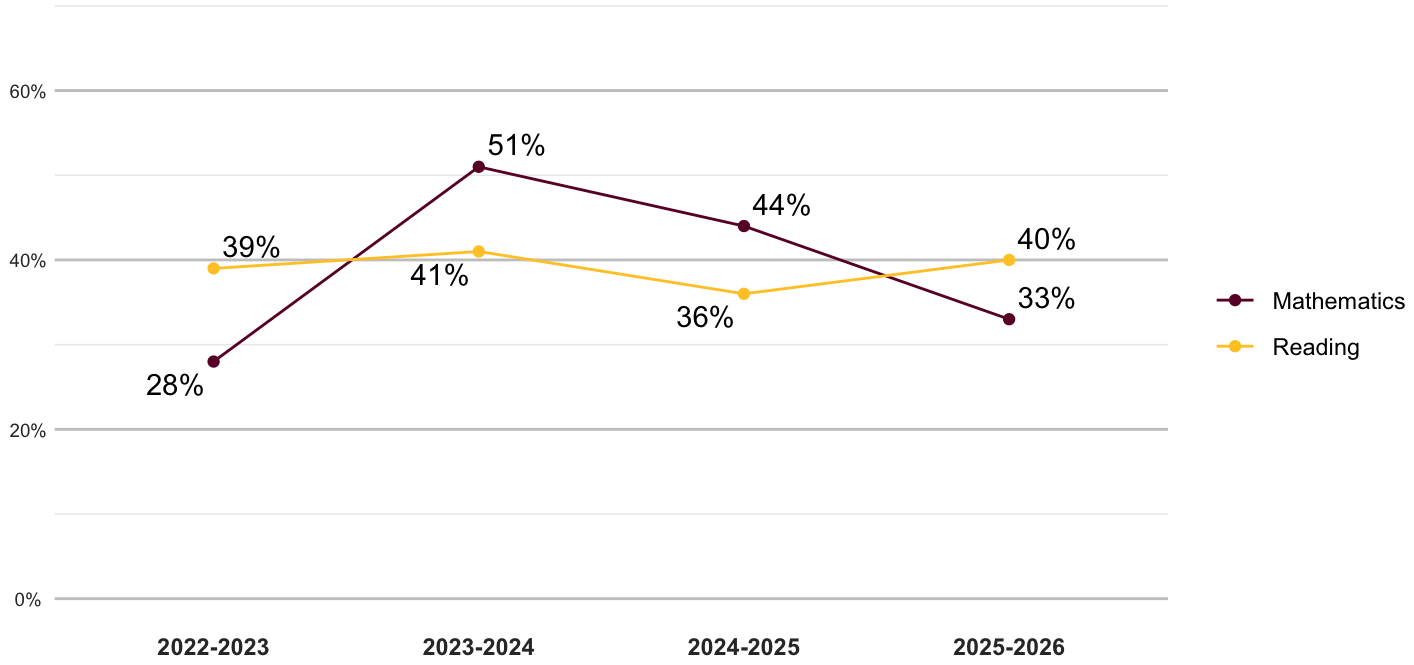
NWEA MAP Fall-to-Spring Growth

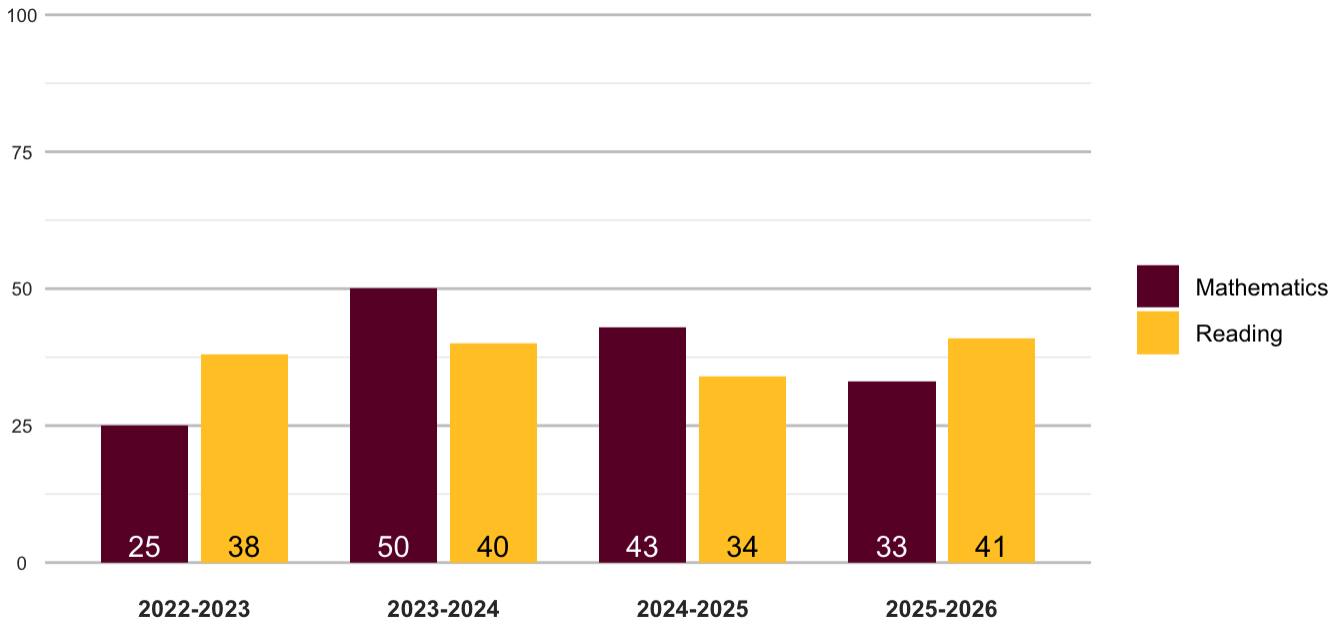
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
14%	-1	16%	-4

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-18	-20

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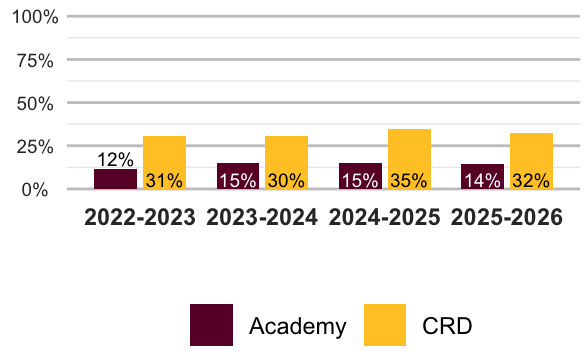
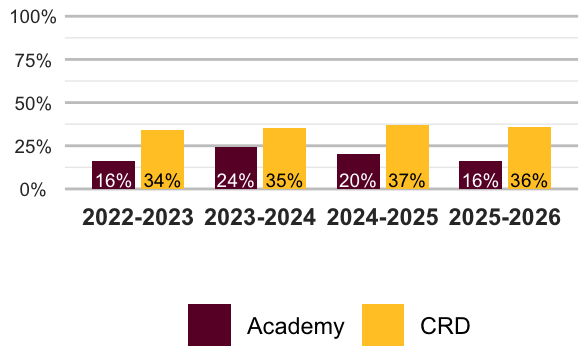
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

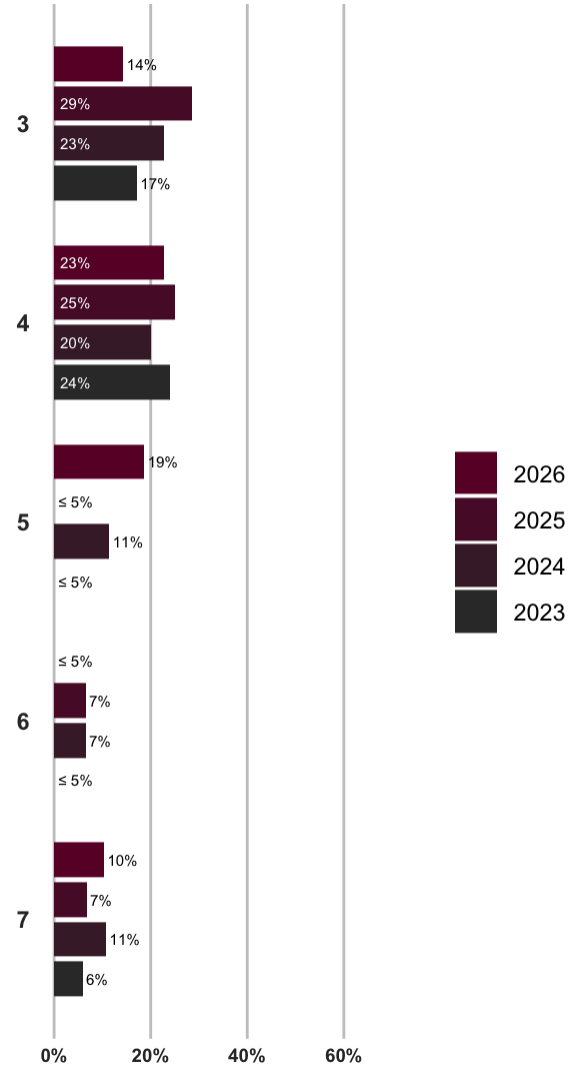


ELA

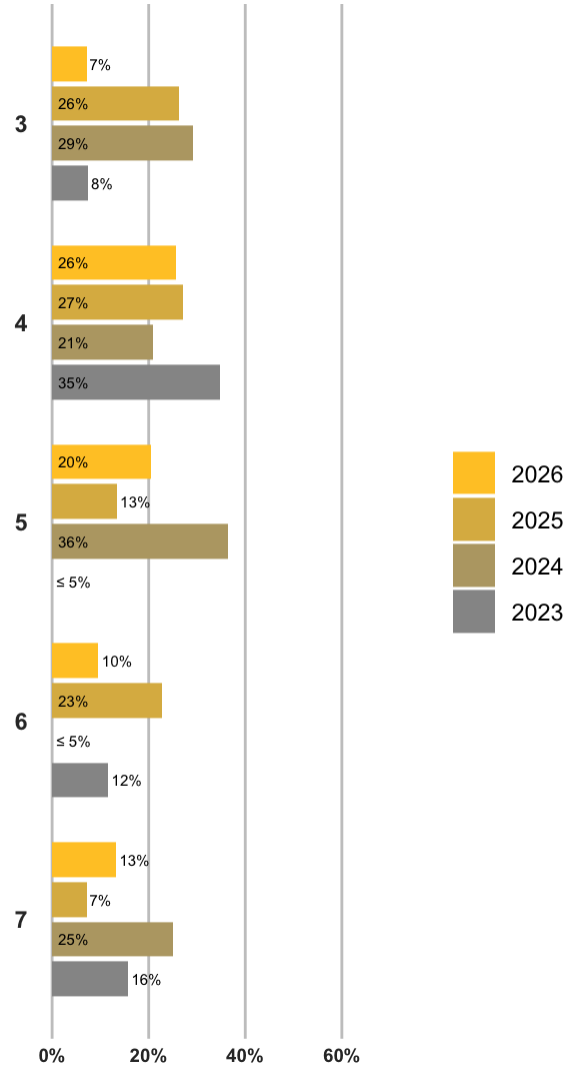


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
42nd

ELA
41st

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
-8

ELA
-10

Pansophia Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
* ≤ 5	+0	15%	+8

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

Mathematics	Reading & Writing
-19	-29

* 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.

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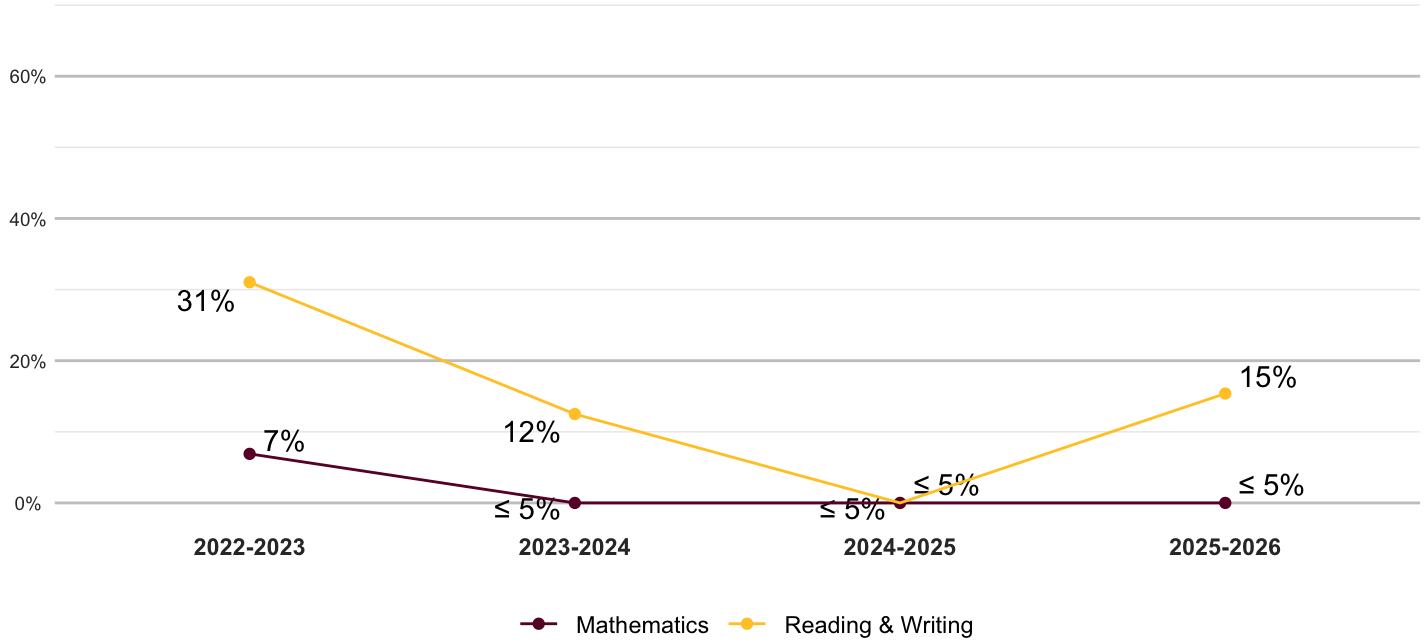
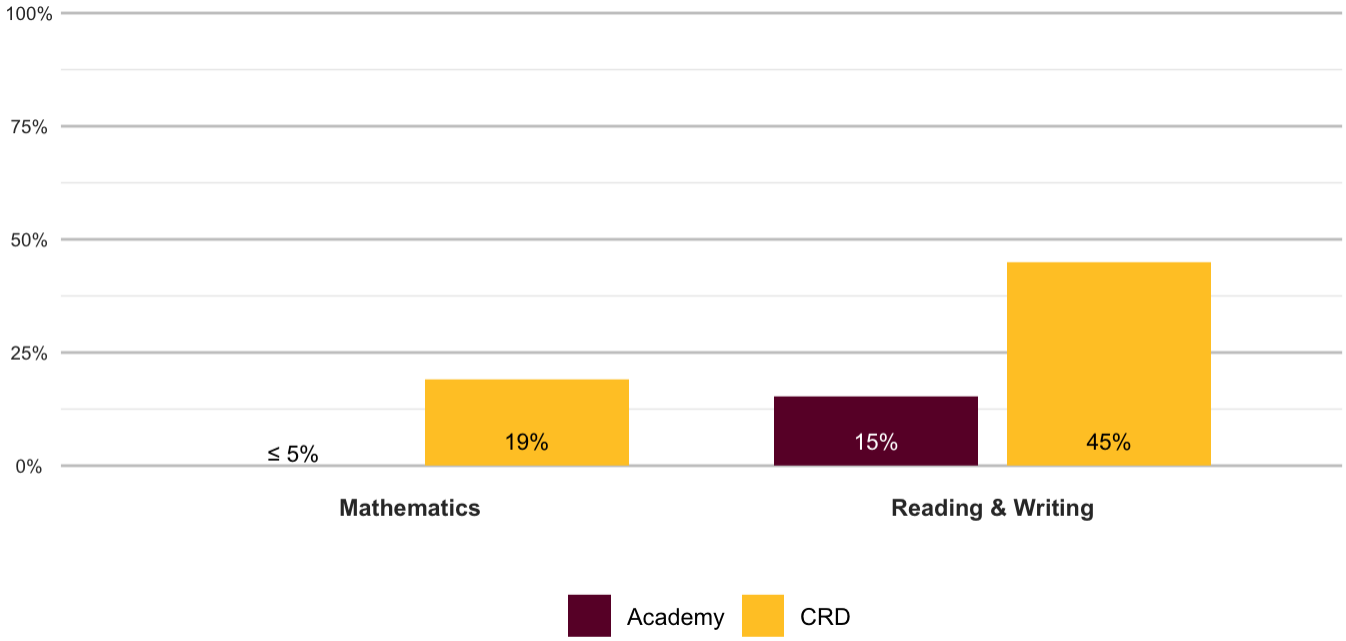
SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



Pansophia Academy

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Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
372	530	413	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
-74	-54

Pansophia Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
20%

Reading & Writing
28%

THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

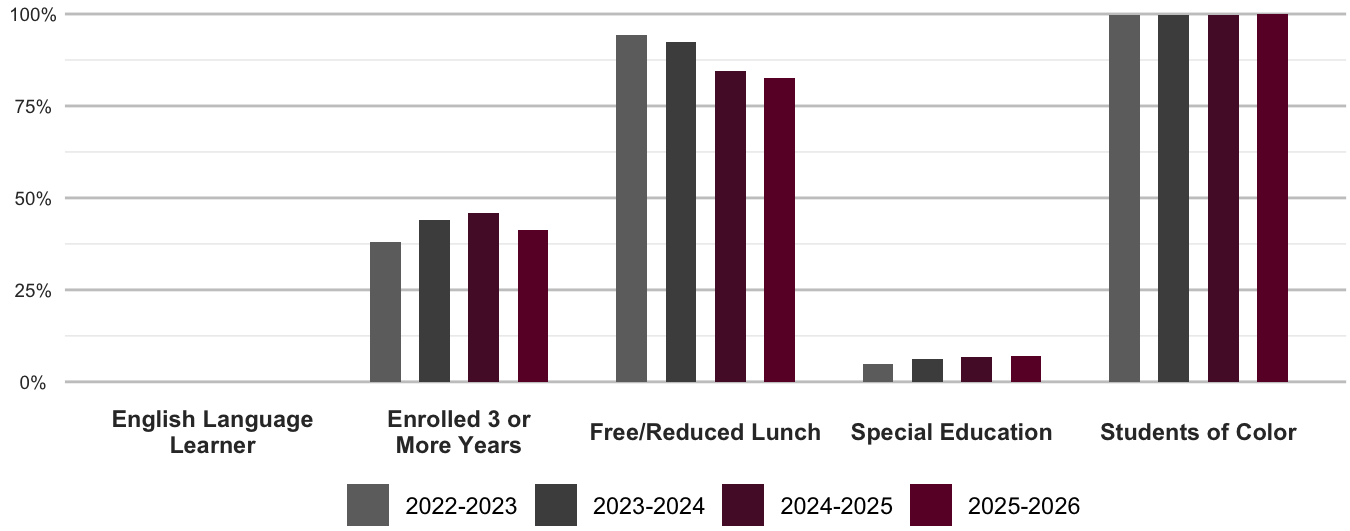
Pembroke Academy

Last Updated On: November 2026

Pembroke Academy

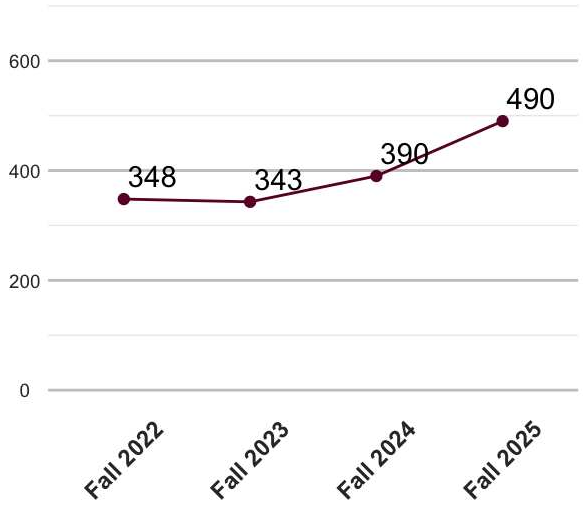
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	4.9%	6.1%	6.7%	6.9%
Free/Reduced Lunch	94.3%	92.4%	84.6%	82.7%
Students of Color	99.7%	99.7%	99.7%	100.0%
Enrolled 3 or More Years	37.9%	44.0%	45.9%	41.2%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	410
Southfield Public School District	22
Redford Union Schools, District No. 1	10
Oak Park, School District of the City of	7
South Redford School District	7
Highland Park City Schools	6
Clarenceville School District	4
Wayne-Westland Community School District	4
Taylor School District	3
Other	17

Pembroke Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

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2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
87%	+7	92%	+8

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
46%	-12	59%	+8

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
47th	56th

Pembroke Academy

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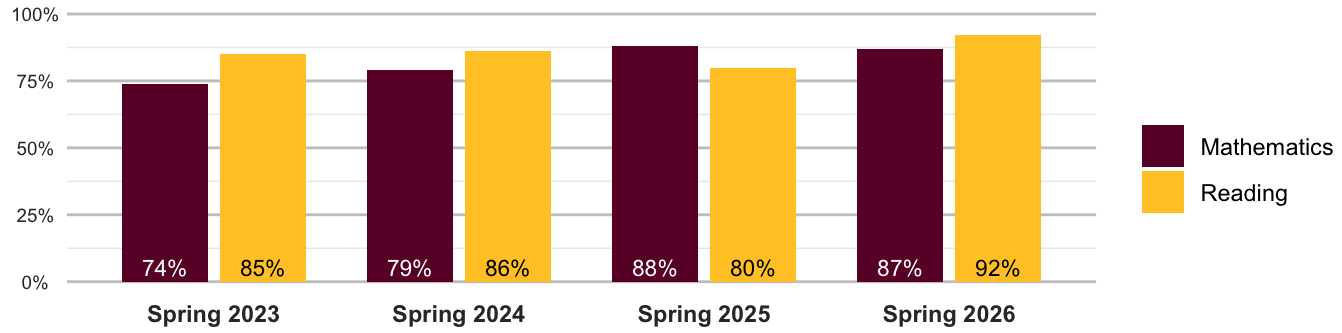
Percent Meeting NWEA MAP Spring Achievement National Norms

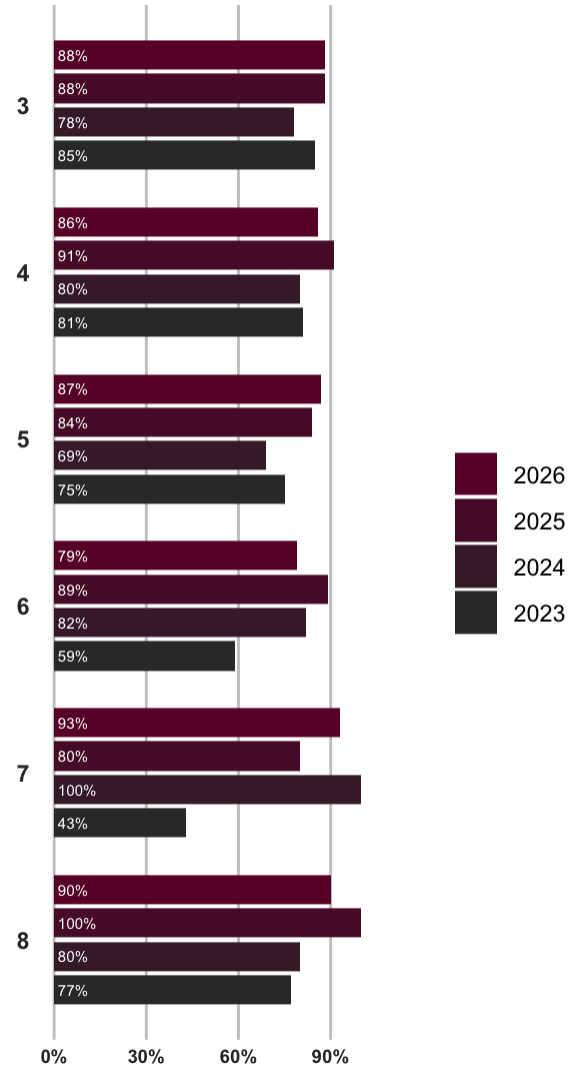
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

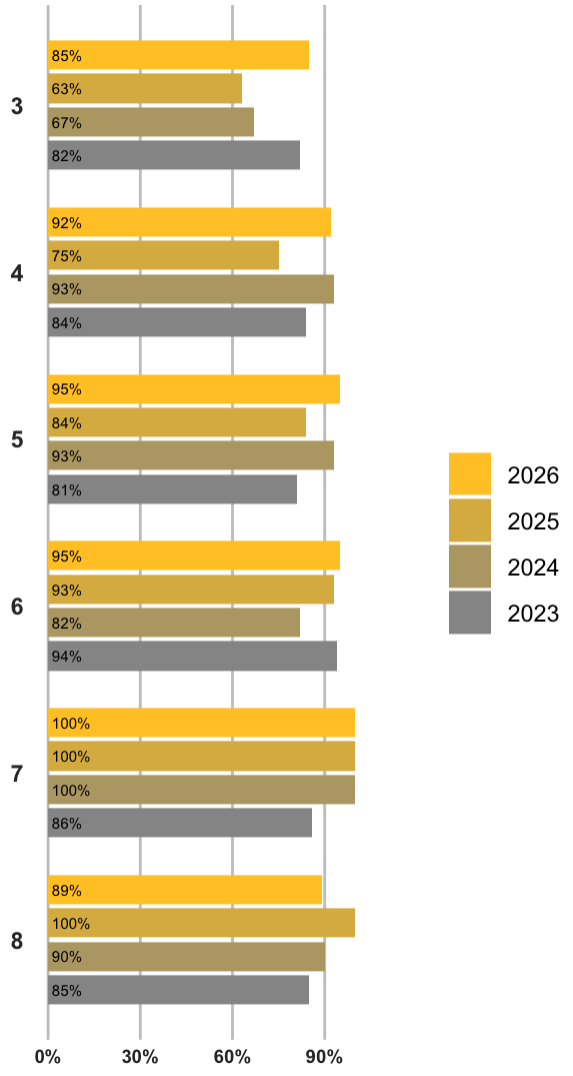


By Grade Level

Mathematics



Reading



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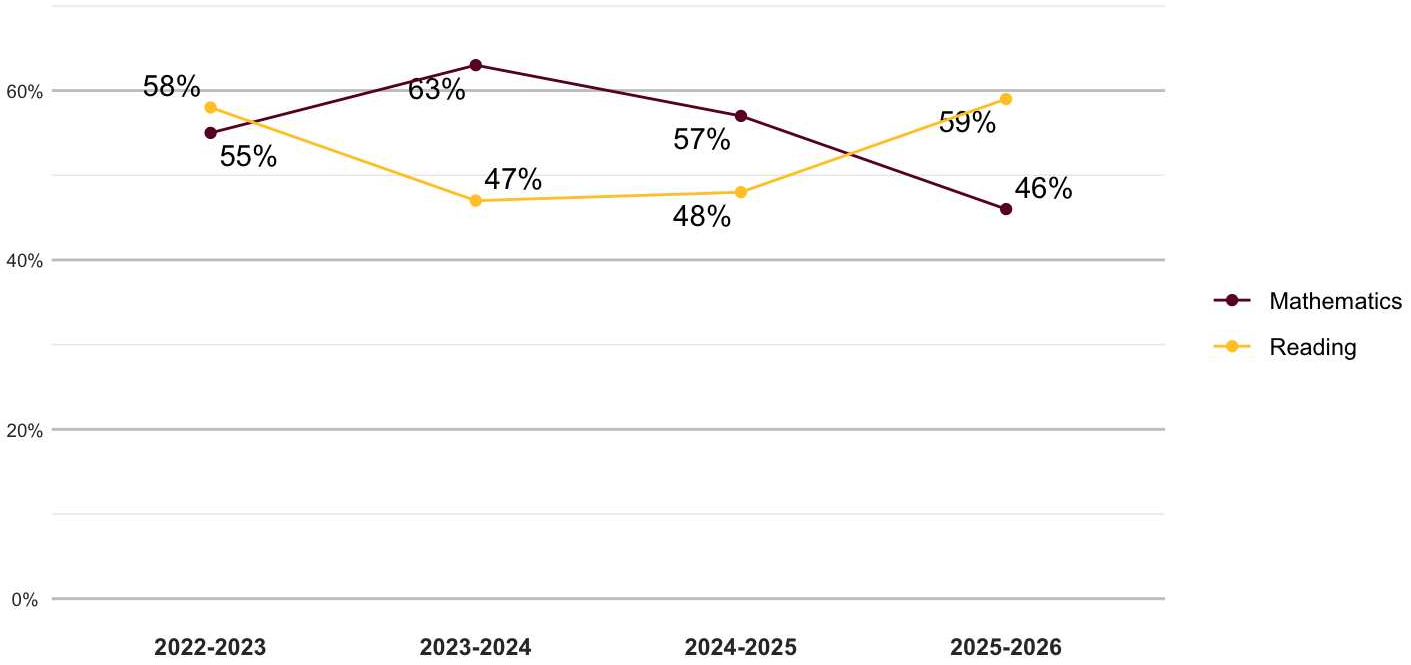
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

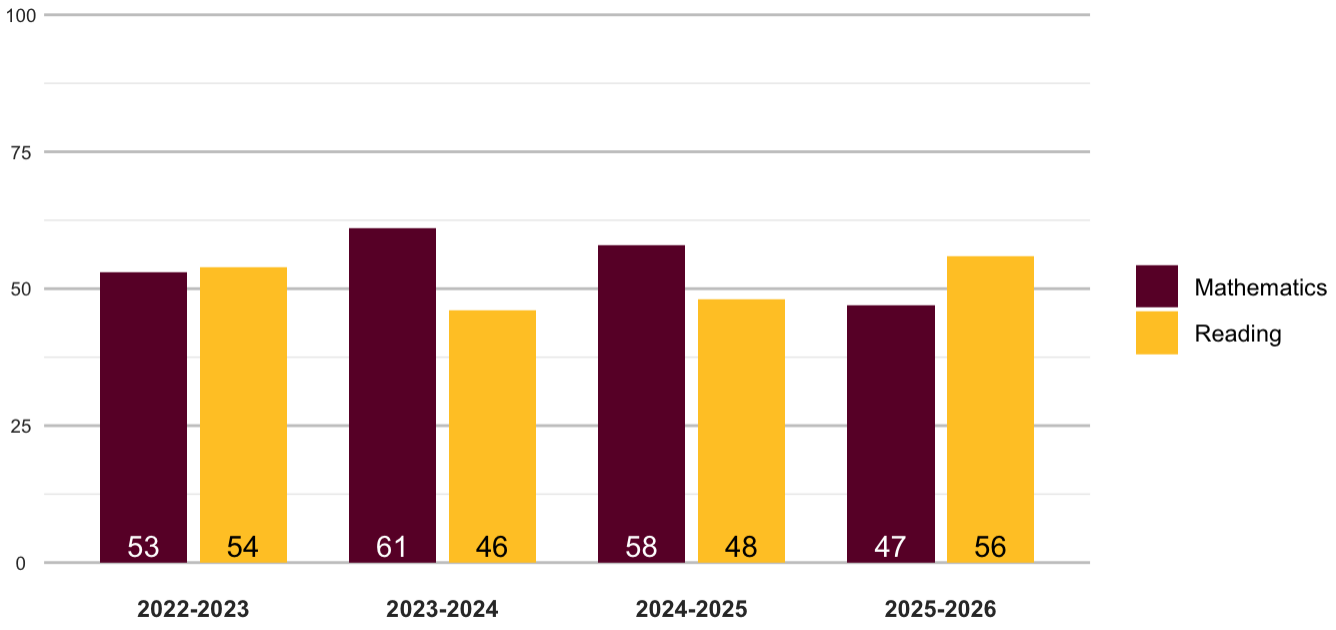
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
64%	+4	77%	+8

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+48	+59

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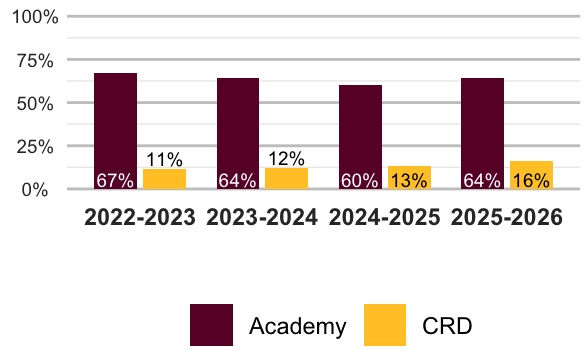
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

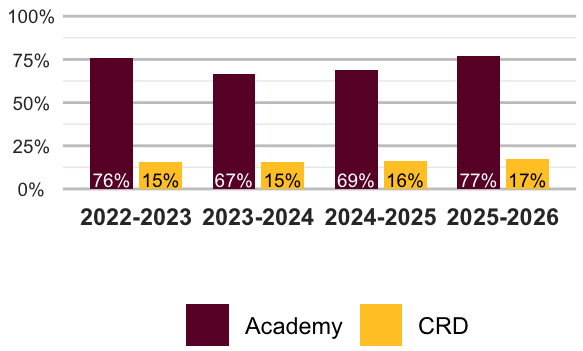
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

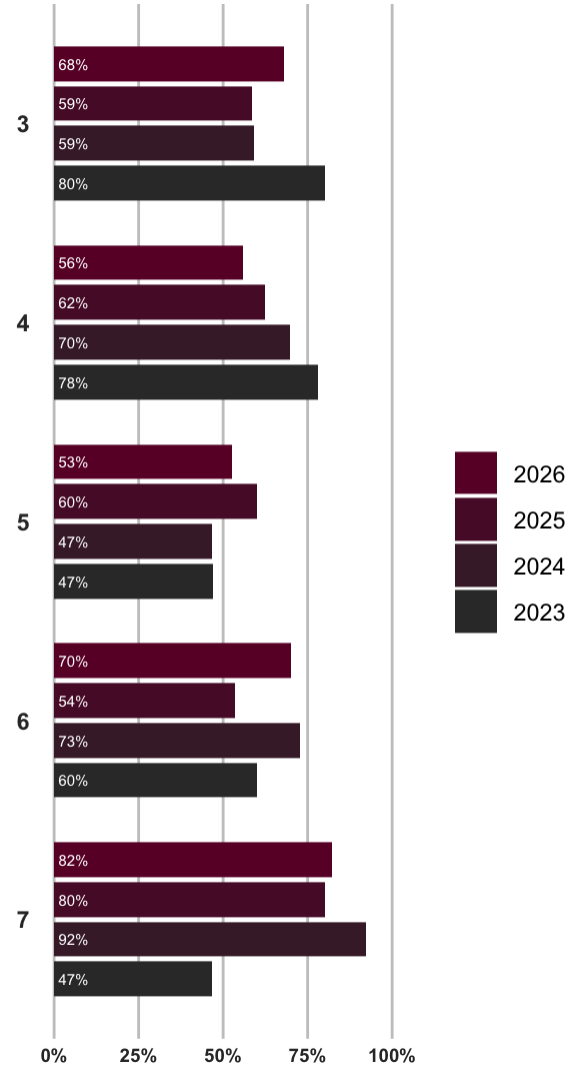


ELA

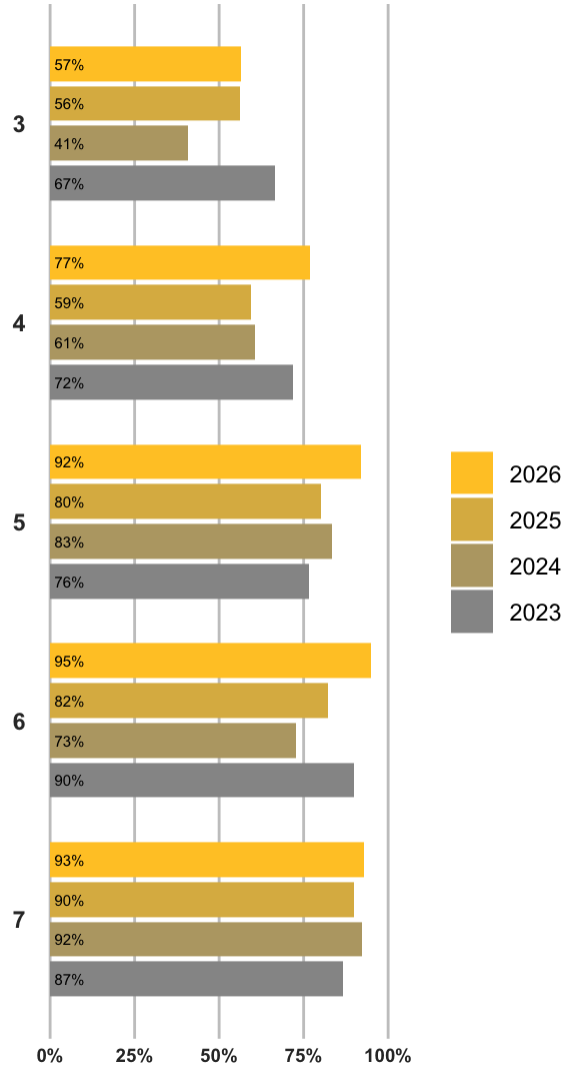


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



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SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
52nd

ELA
66th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+2

ELA
+18

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

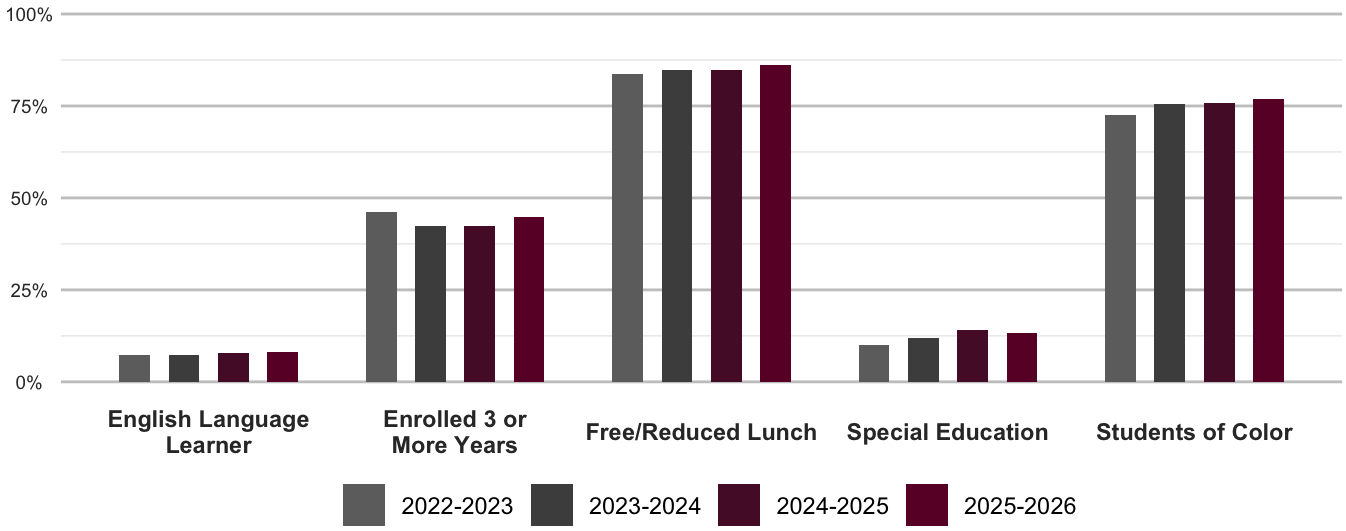
Quest Charter Academy

Last Updated On: November 2026

Quest Charter Academy

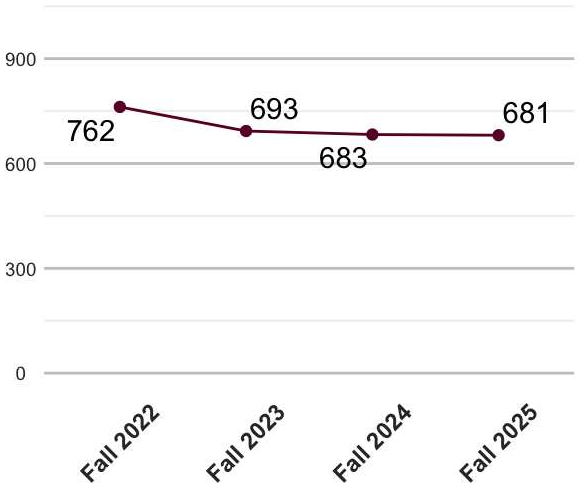
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	7.3%	7.2%	7.8%	8.2%
Special Education	10.1%	11.8%	14.2%	13.2%
Free/Reduced Lunch	83.7%	84.7%	84.8%	86.0%
Students of Color	72.6%	75.6%	75.7%	76.8%
Enrolled 3 or More Years	46.1%	42.4%	42.3%	44.9%

Enrollment



Where Students Come From

Assigned District	Students
Taylor School District	234
Westwood Community School District	184
Detroit Public Schools Community District	61
Wayne-Westland Community School District	53
Dearborn Heights School District #7	38
Romulus Community Schools	29
Dearborn City School District	12
Lincoln Park, School District of the City of	10
Melvindale-Northern Allen Park Schools	8
Other	52

Quest Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
49%	+5	47%	+6

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
52%	+3	53%	+16

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
52nd	52nd

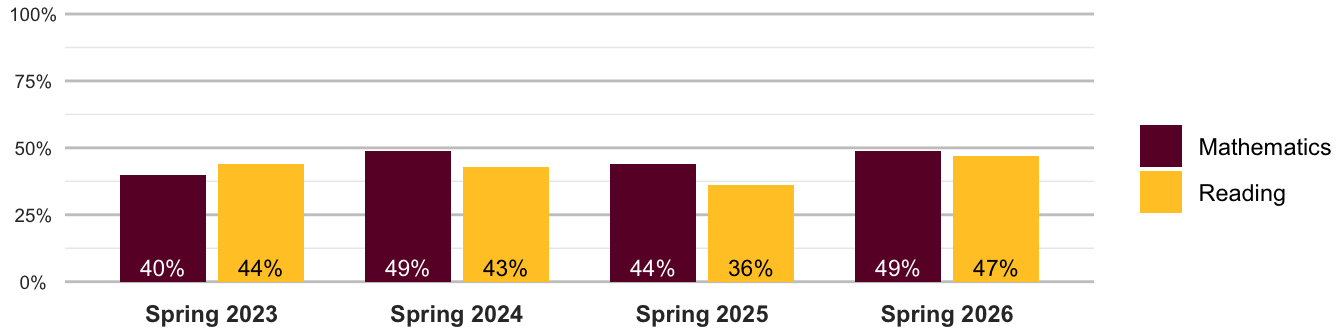
Quest Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

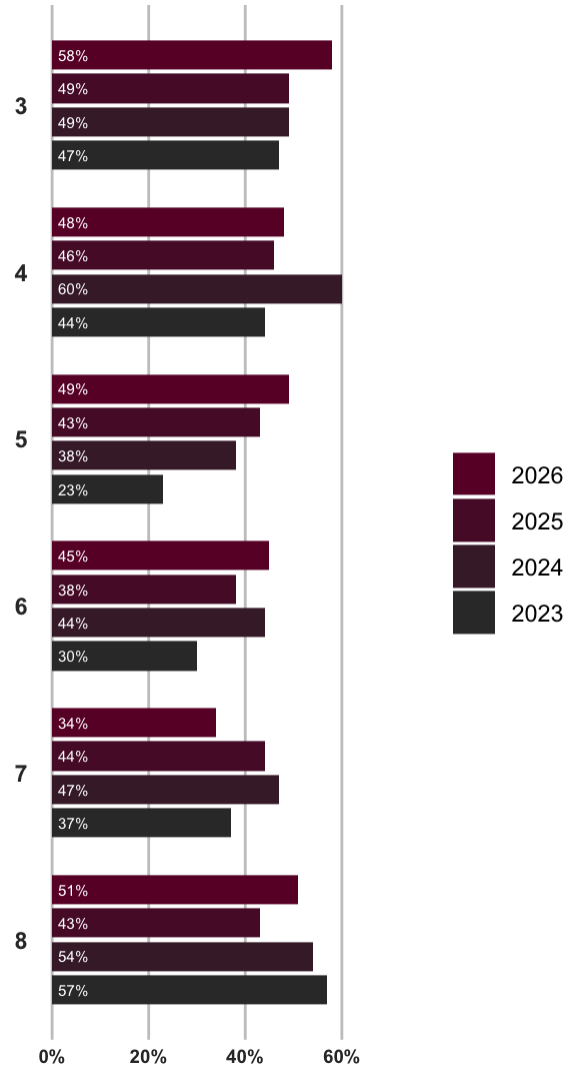
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

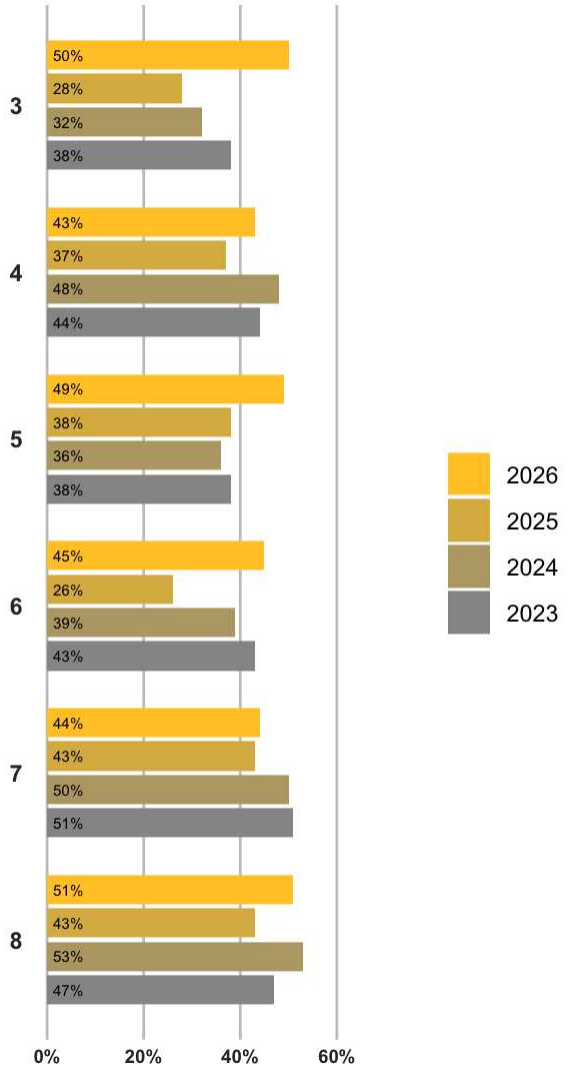


By Grade Level

Mathematics



Reading



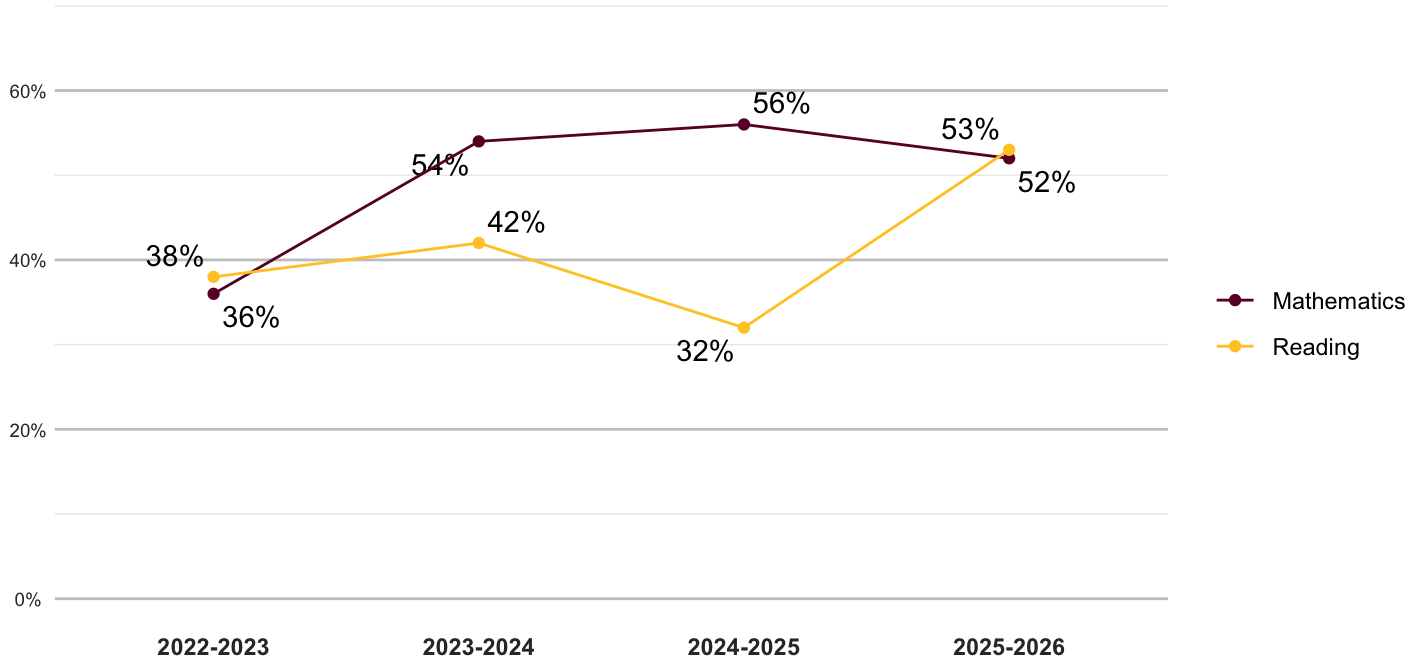
Quest Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

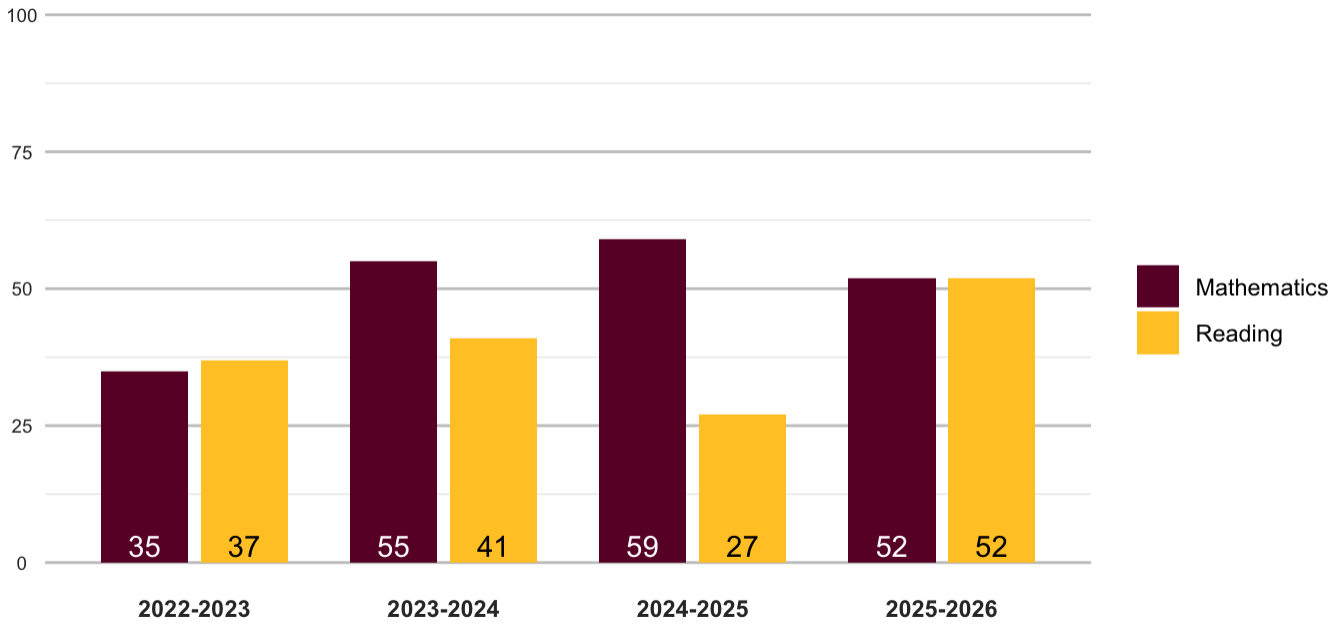
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Quest Charter Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
28%	-2	32%	+5

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+13	+12

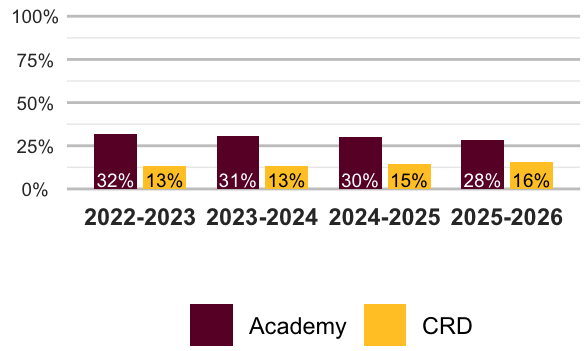
Quest Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

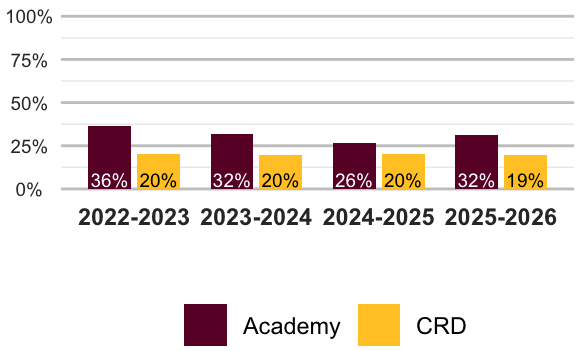
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

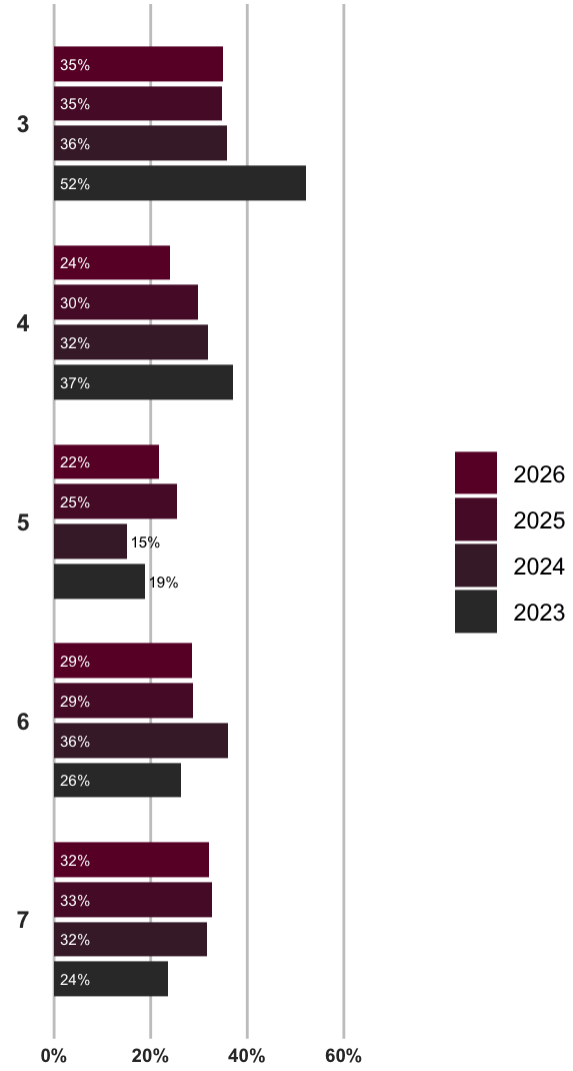


ELA

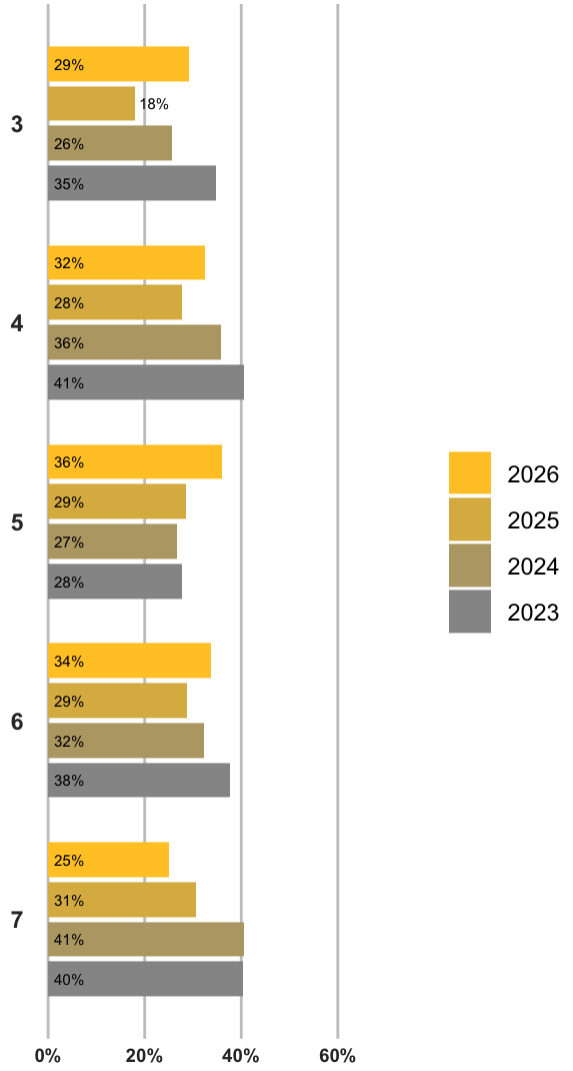


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Quest Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
55th

ELA
55th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+6

ELA
+7

THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

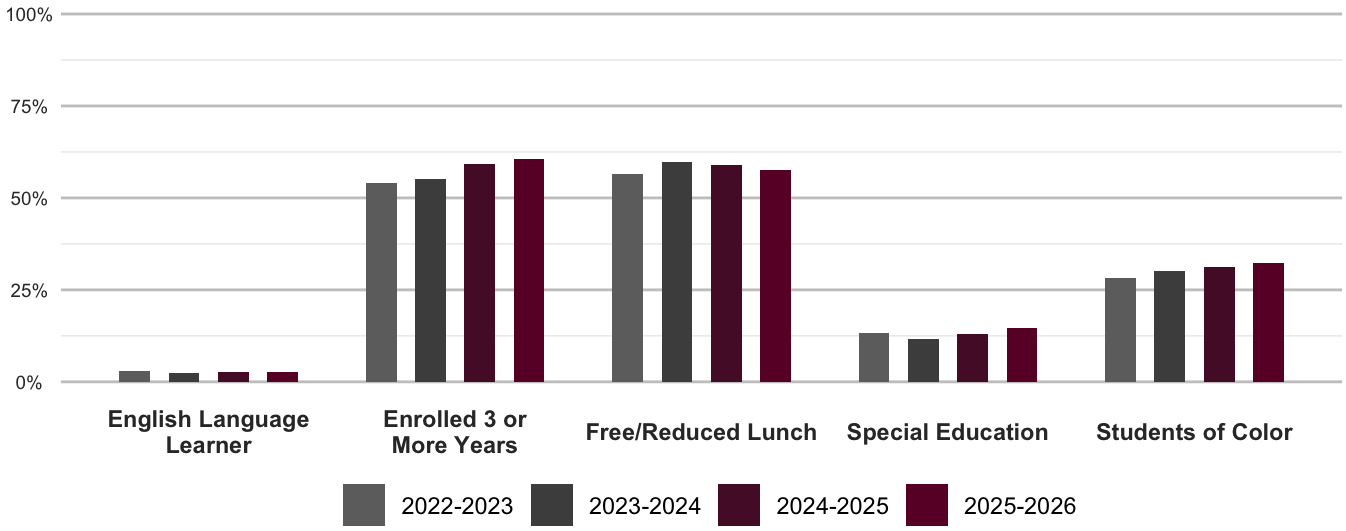
Renaissance Public School Academy

Last Updated On: November 2026

Renaissance Public School Academy

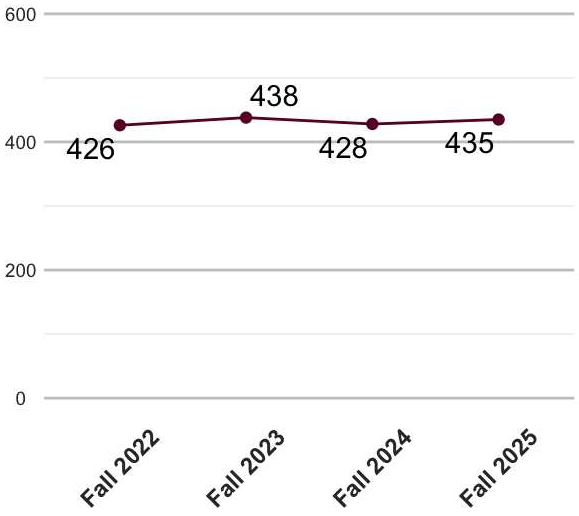
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	2.8%	2.3%	2.8%	2.8%
Special Education	13.1%	11.6%	13.1%	14.7%
Free/Reduced Lunch	56.6%	59.8%	58.9%	57.5%
Students of Color	28.2%	30.1%	31.3%	32.4%
Enrolled 3 or More Years	54.0%	55.3%	59.1%	60.7%

Enrollment



Where Students Come From

Assigned District	Students
Mt. Pleasant City School District	400
Chippewa Hills School District	11
Shepherd Public Schools	11
Alma Public Schools	3
Montabella Community Schools	3
Clare Public Schools	2
Vestaburg Community Schools	2
Farwell Area Schools	1
Harrison Community Schools	1
St. Louis Public Schools	1

Renaissance Public School Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
33%	-5	45%	-2

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
35%	-4	42%	+6

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
36th	43rd

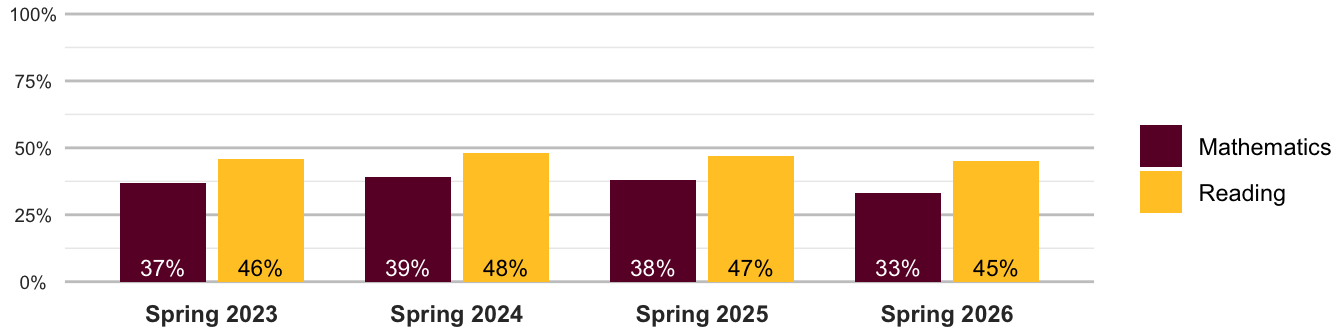
Renaissance Public School Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

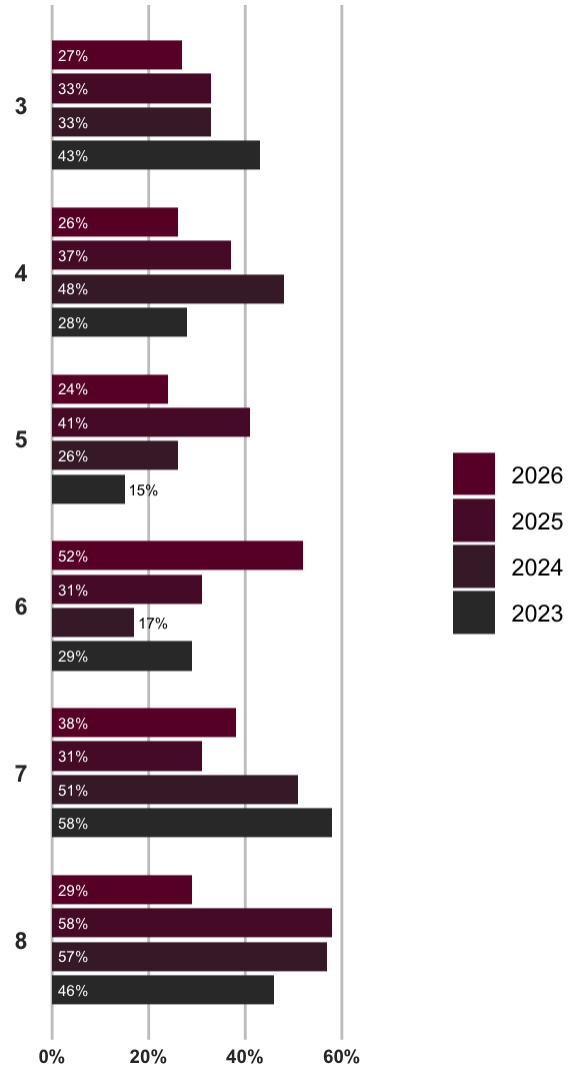
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

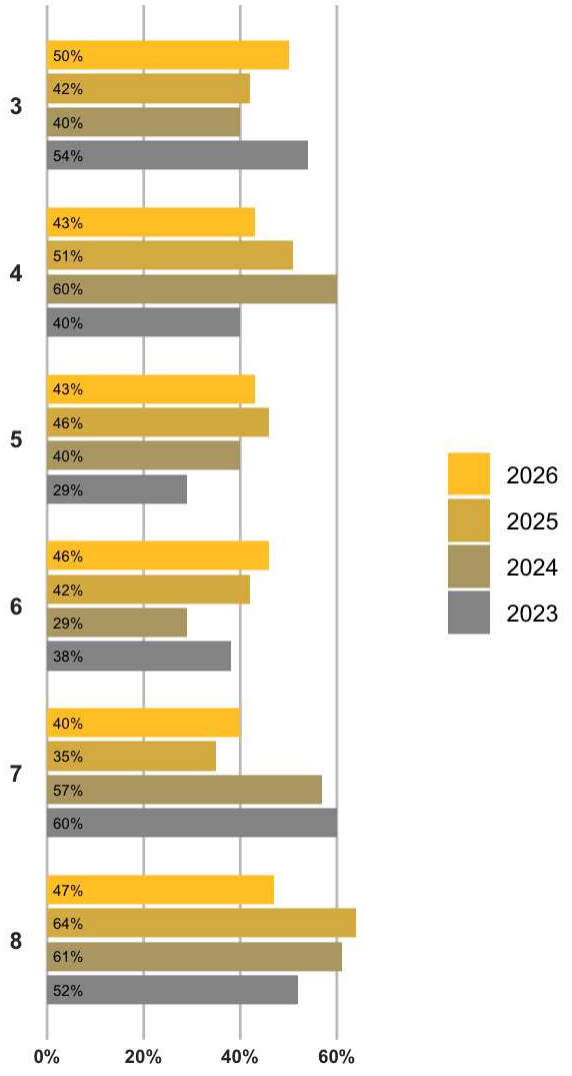


By Grade Level

Mathematics



Reading



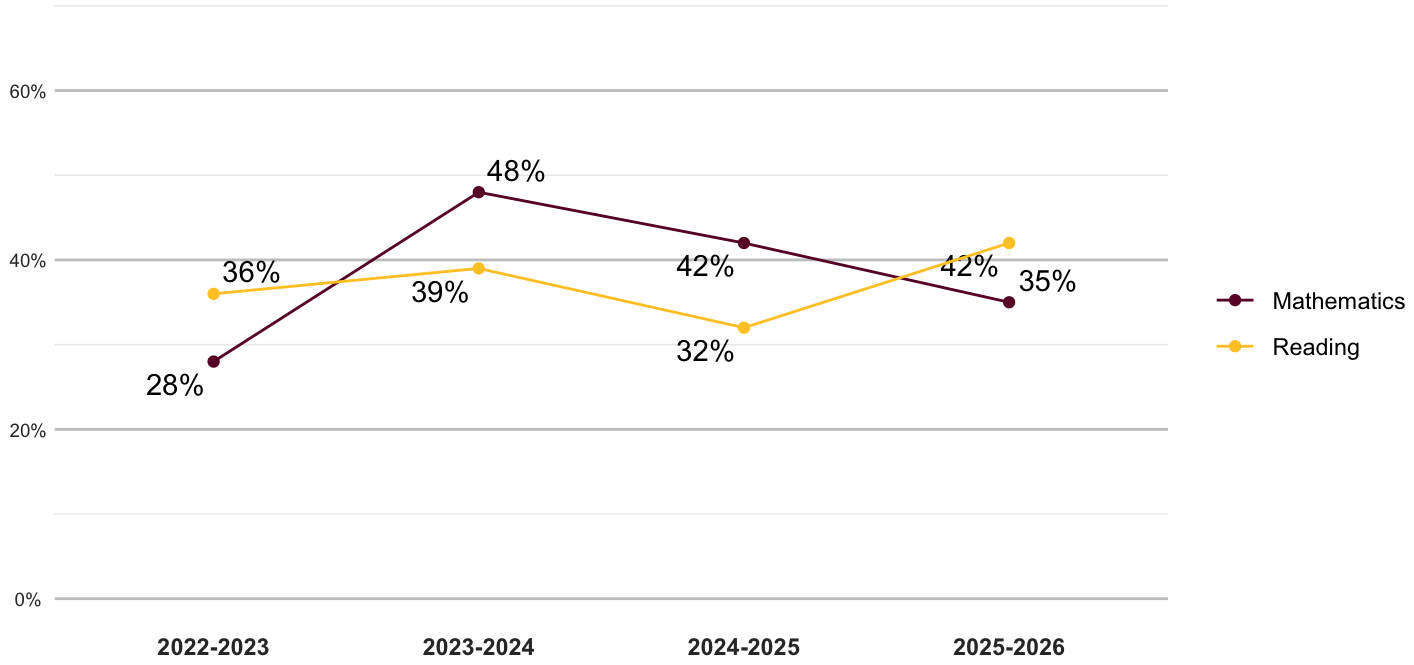
Renaissance Public School Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

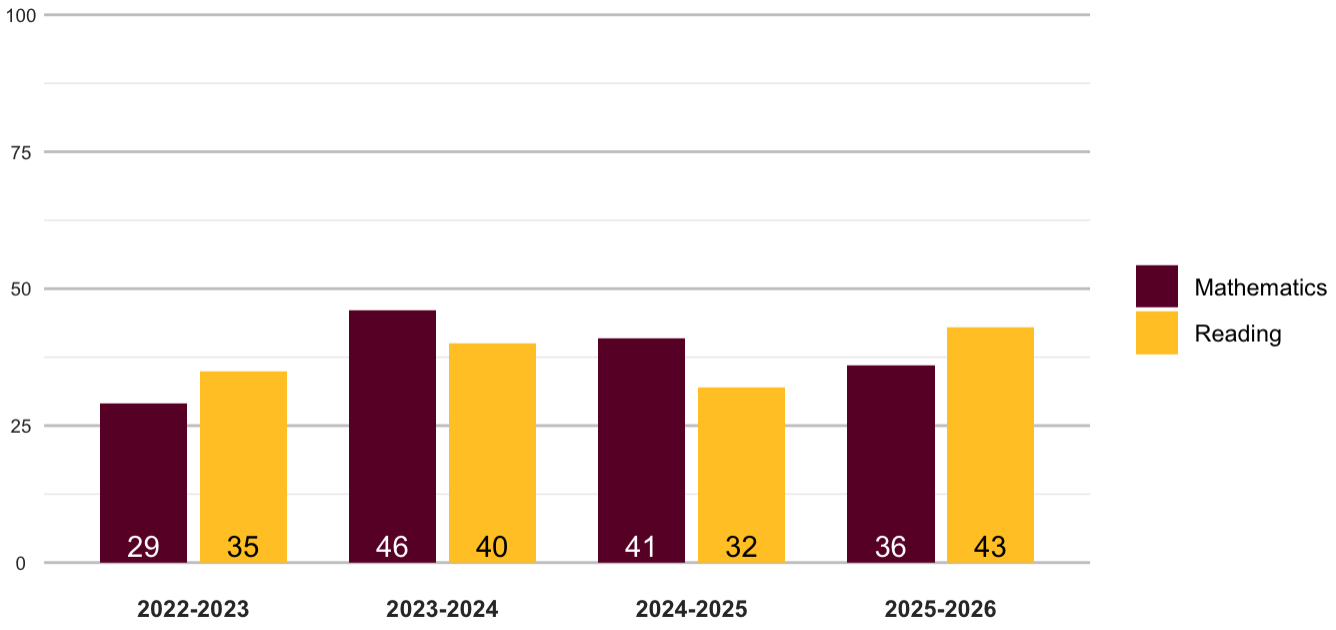
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Renaissance Public School Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
19%	-2	32%	-2

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-9	+2

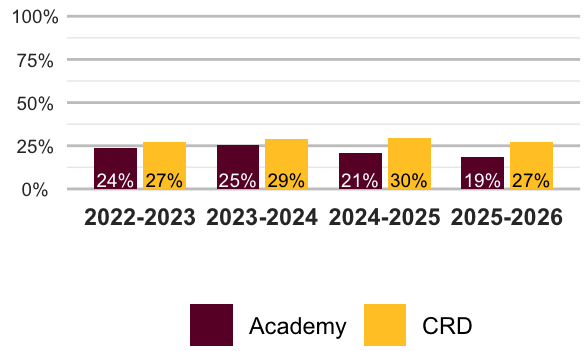
Renaissance Public School Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

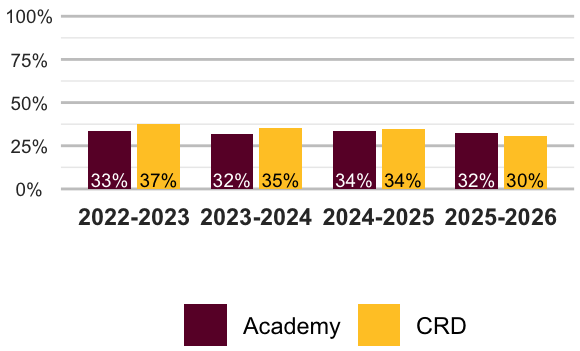
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

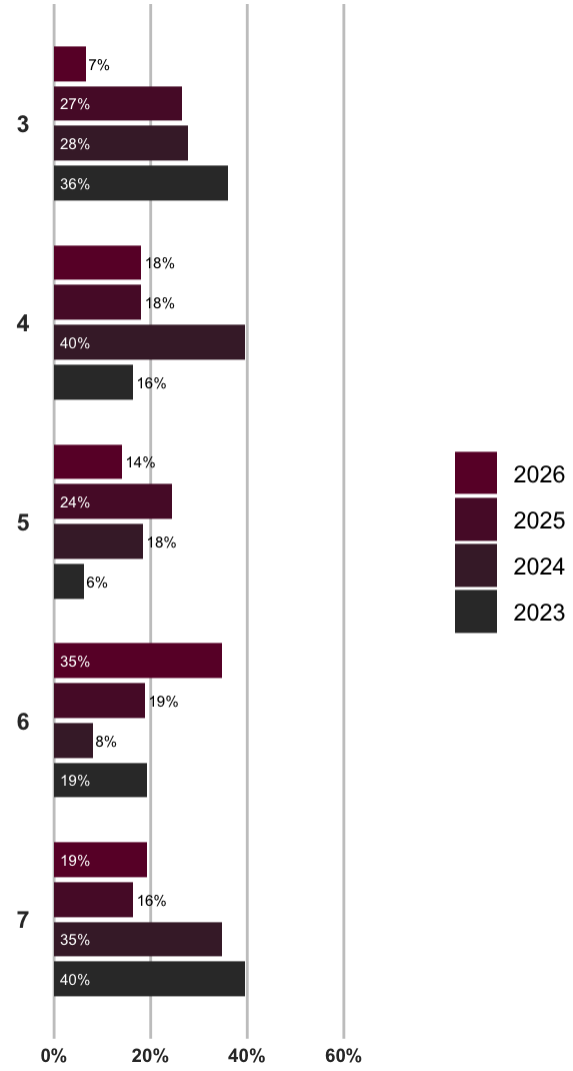


ELA

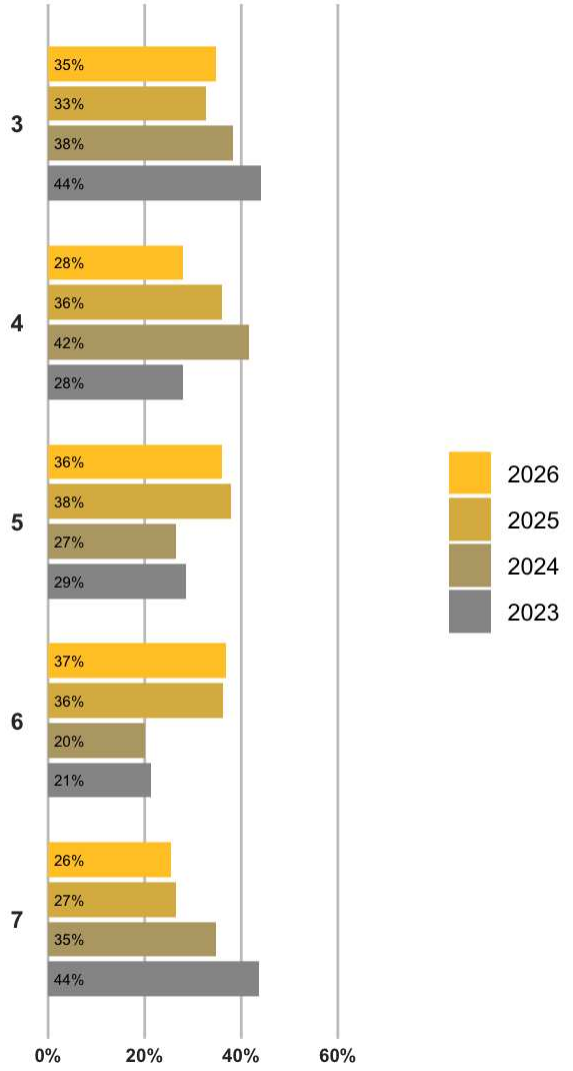


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Renaissance Public School Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
52nd

ELA
53rd

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+0

ELA
+2

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

Rising Stars Academy

No academic data for 2025-26 because the school was not authorized by CMU until the 2026-27 school year.

THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

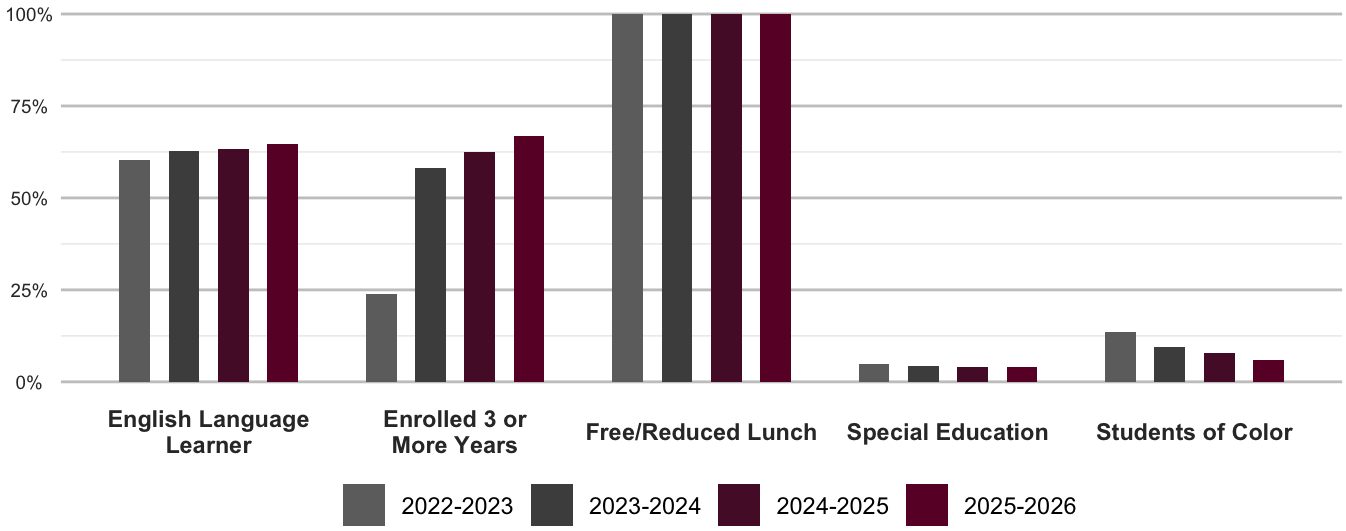
Riverside Academy

Last Updated On: November 2026

Riverside Academy

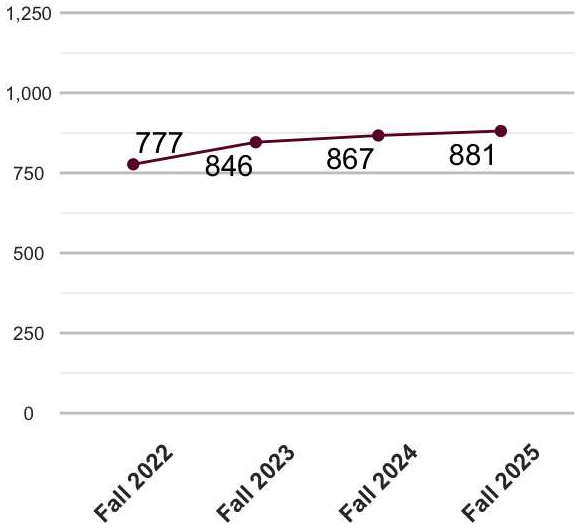
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	60.2%	62.8%	63.2%	64.6%
Special Education	4.8%	4.3%	4.0%	4.1%
Free/Reduced Lunch	100.0%	100.0%	100.0%	100.0%
Students of Color	13.6%	9.5%	7.8%	5.9%
Enrolled 3 or More Years	23.9%	58.0%	62.4%	66.9%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	682
Dearborn City School District	151
Dearborn Heights School District #7	16
Hamtramck, School District of the City of	10
Melvindale-Northern Allen Park Schools	5
Crestwood School District	4
Lincoln Park, School District of the City of	3
Taylor School District	3
Ann Arbor Public Schools	1
Other	6

Riverside Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
40%	+8	33%	+6

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
54%	-1	57%	+14

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
53rd	56th

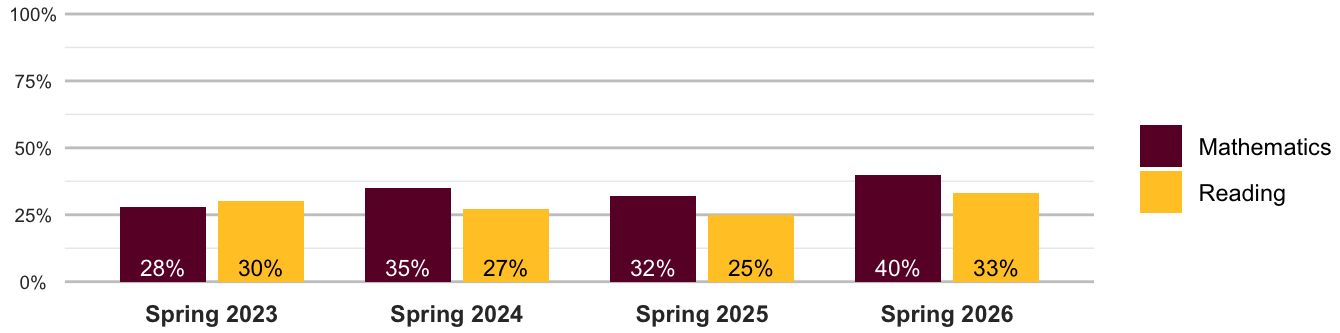
Riverside Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

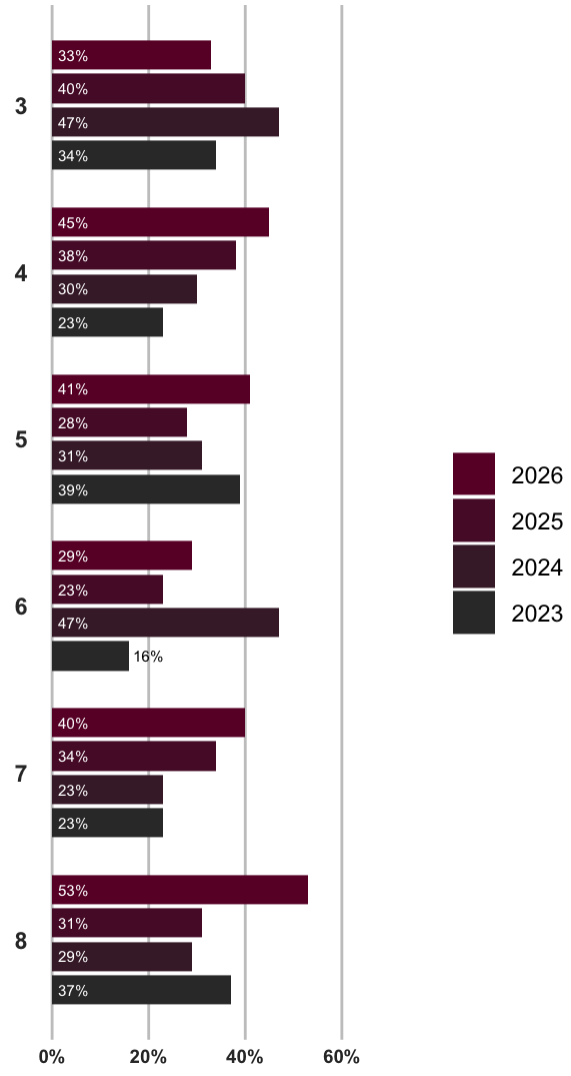
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

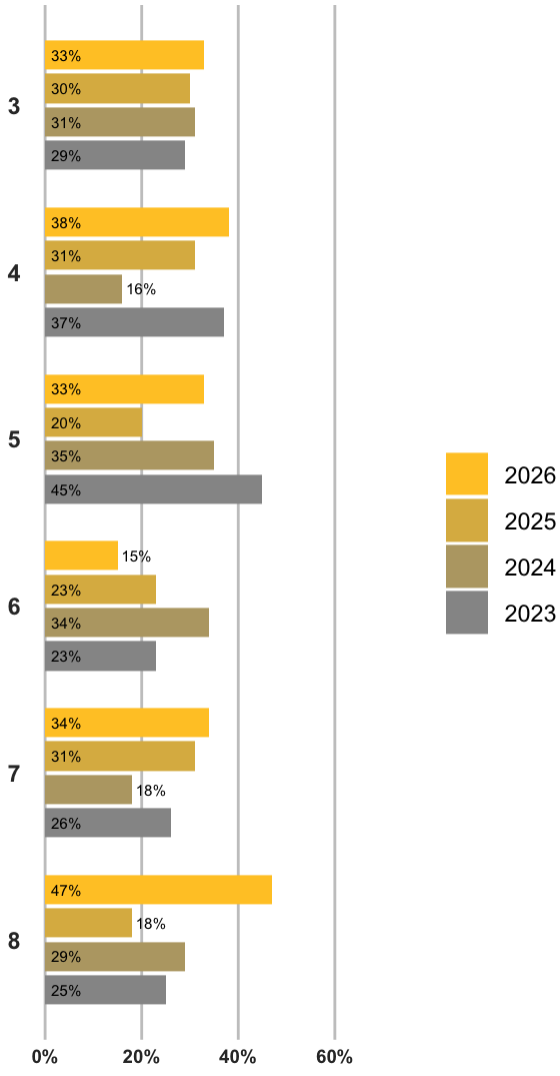


By Grade Level

Mathematics



Reading



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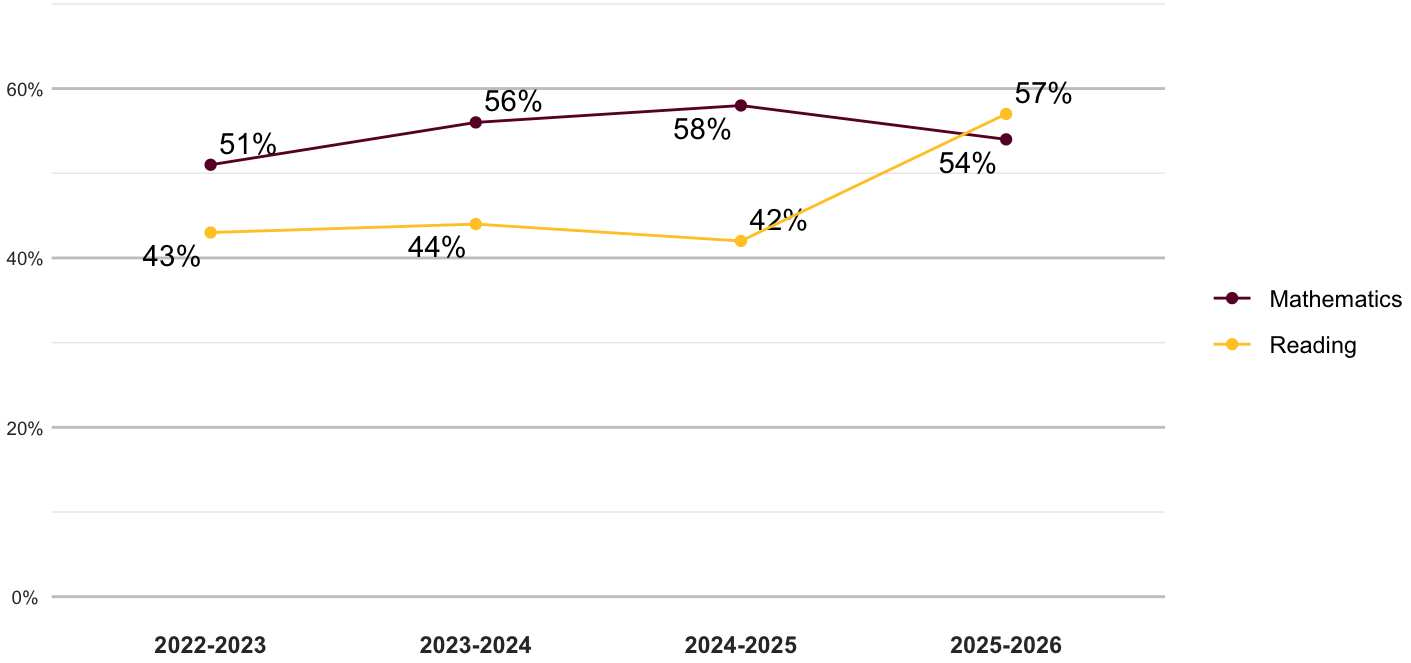
NWEA MAP Fall-to-Spring Growth

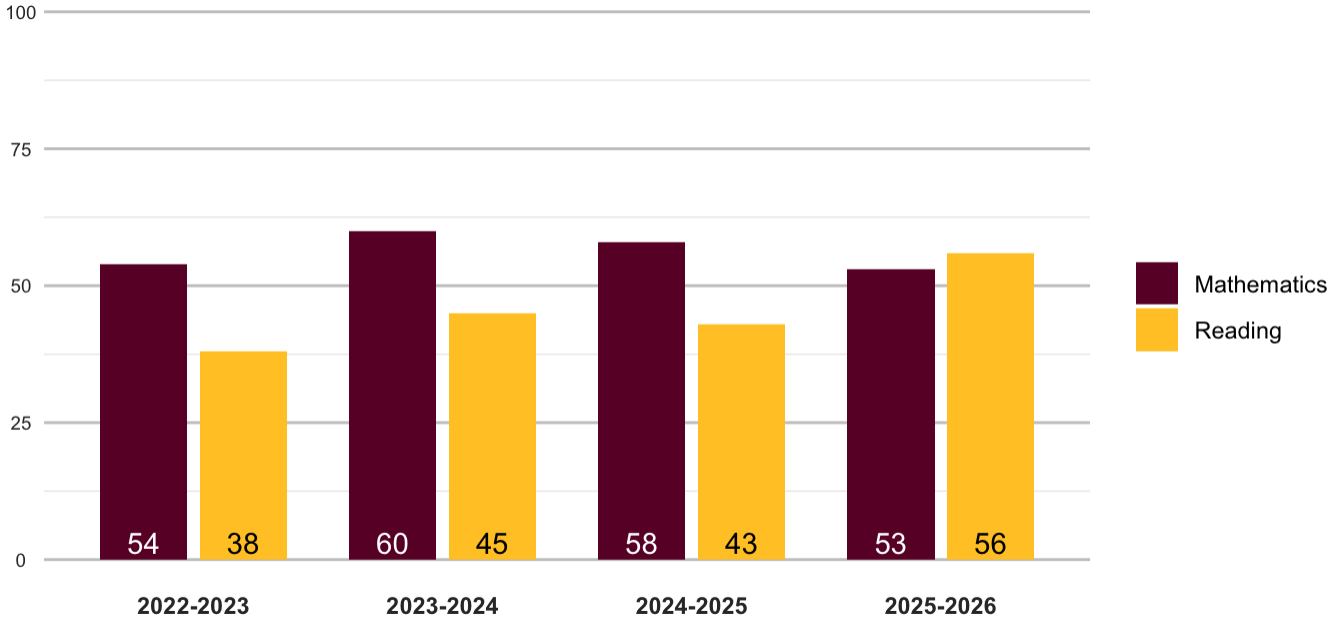
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
12%	-4	15%	-4

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-7	-5

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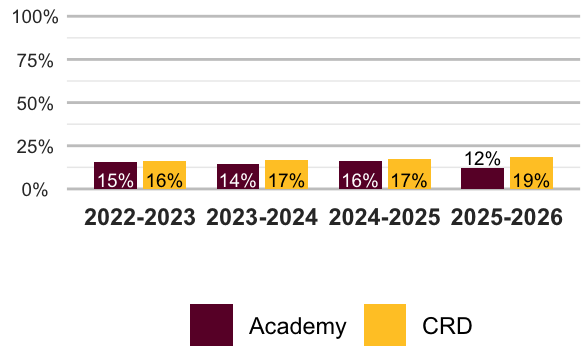
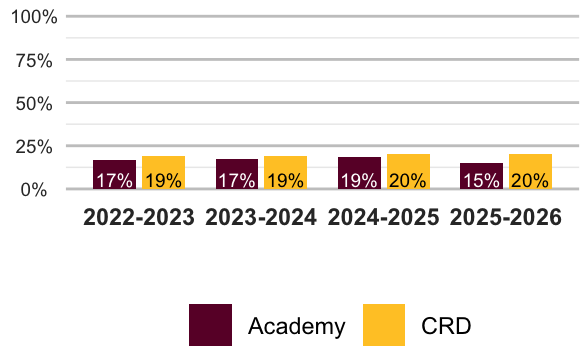
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

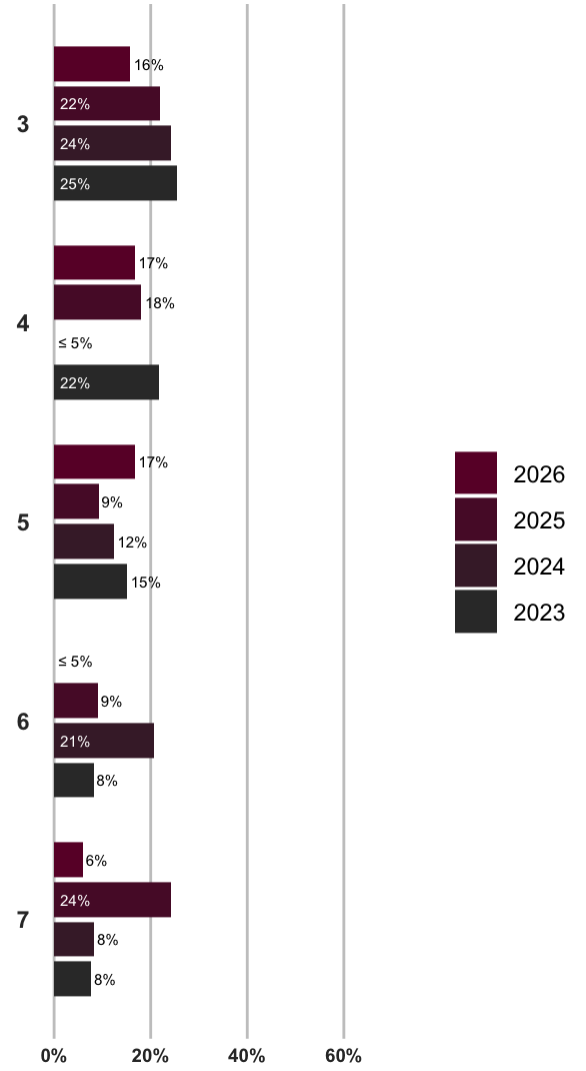


ELA

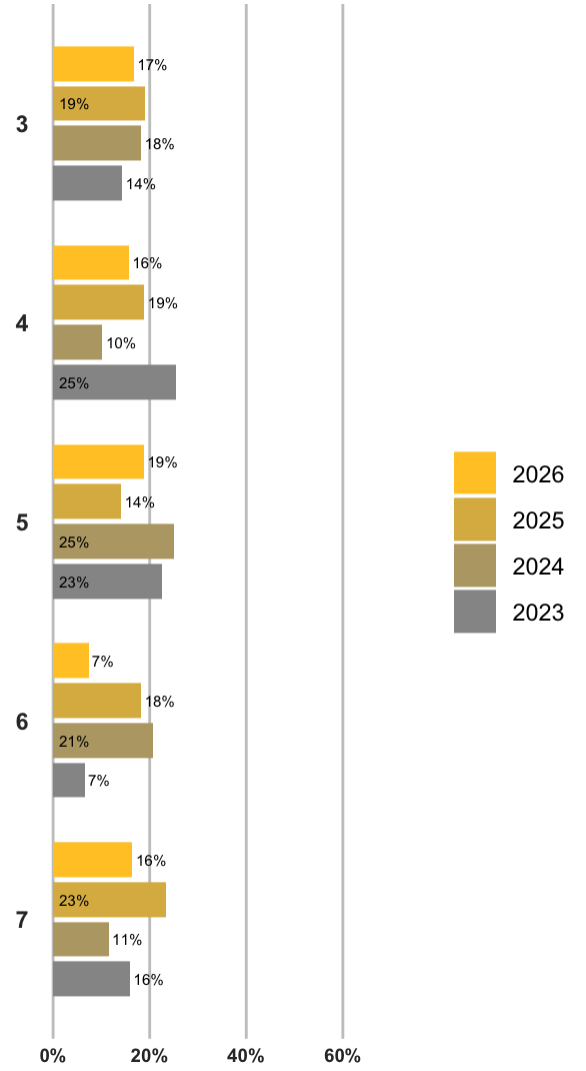


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
47th

ELA
45th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
-3

ELA
-3

Riverside Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
16%	+8	37%	+12

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

Mathematics	Reading & Writing
-1	+0

Riverside Academy

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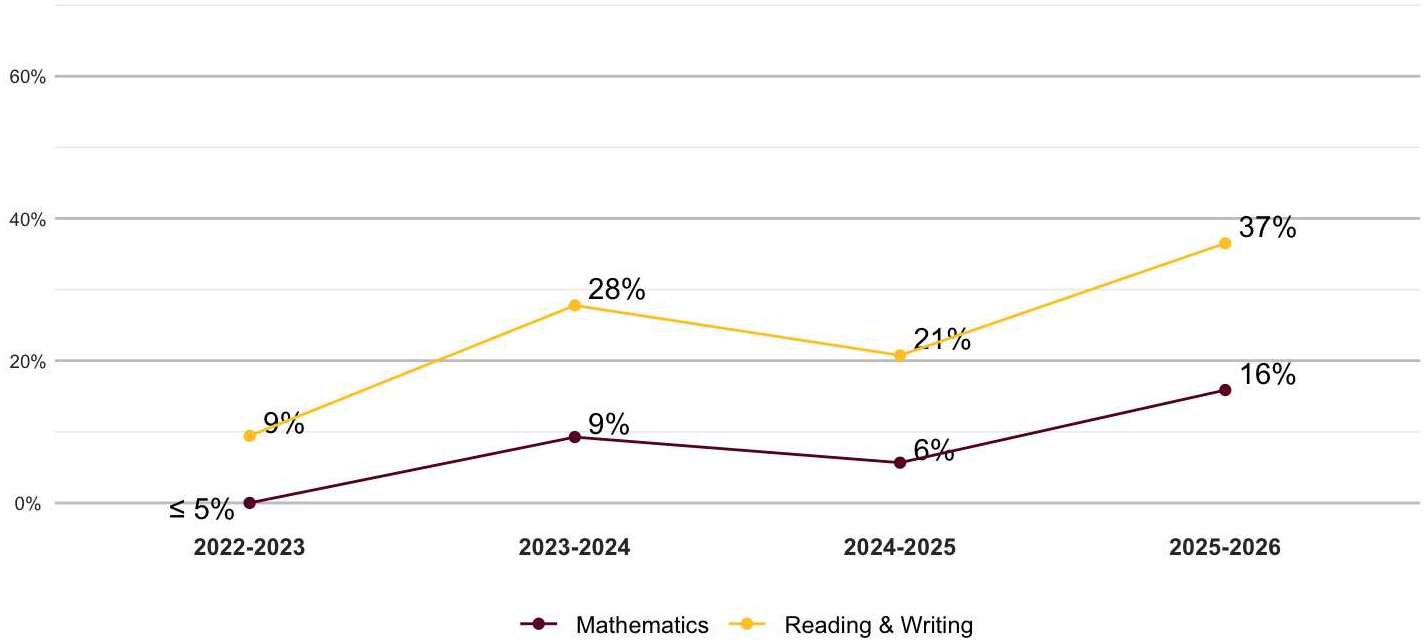
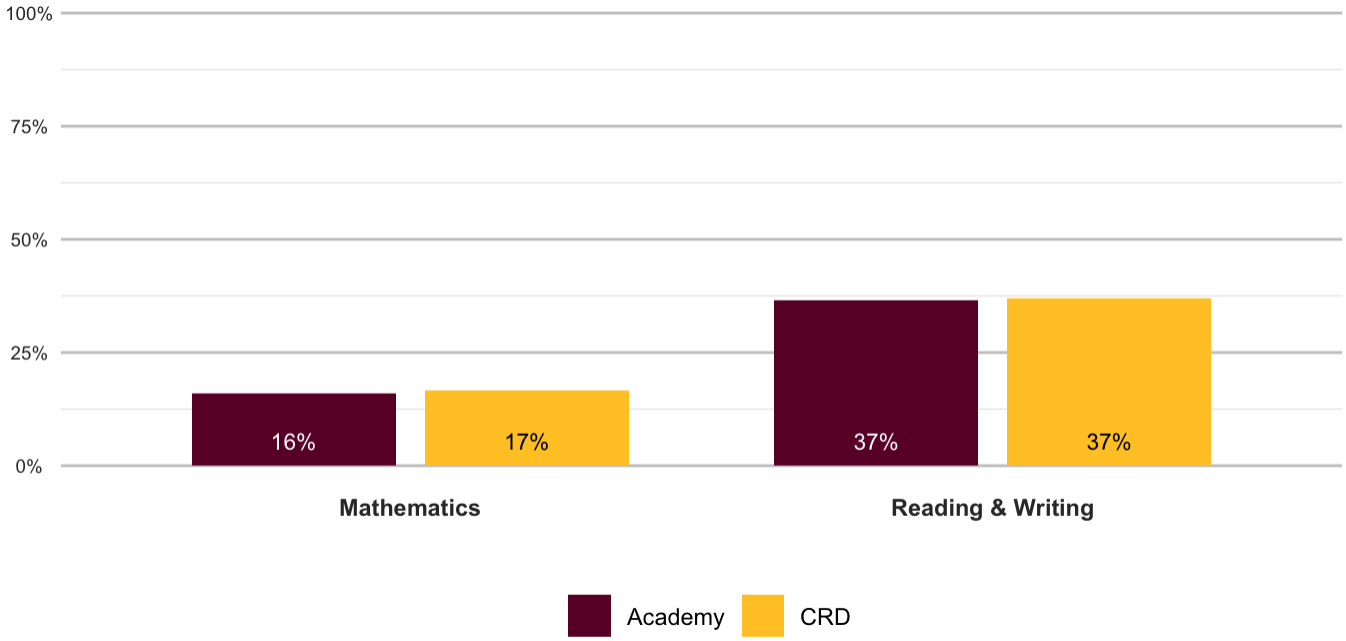
SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



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Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
442	530	453	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
+22	+9

Riverside Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
27%

Reading & Writing
32%

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2025-26 Academic Performance Report

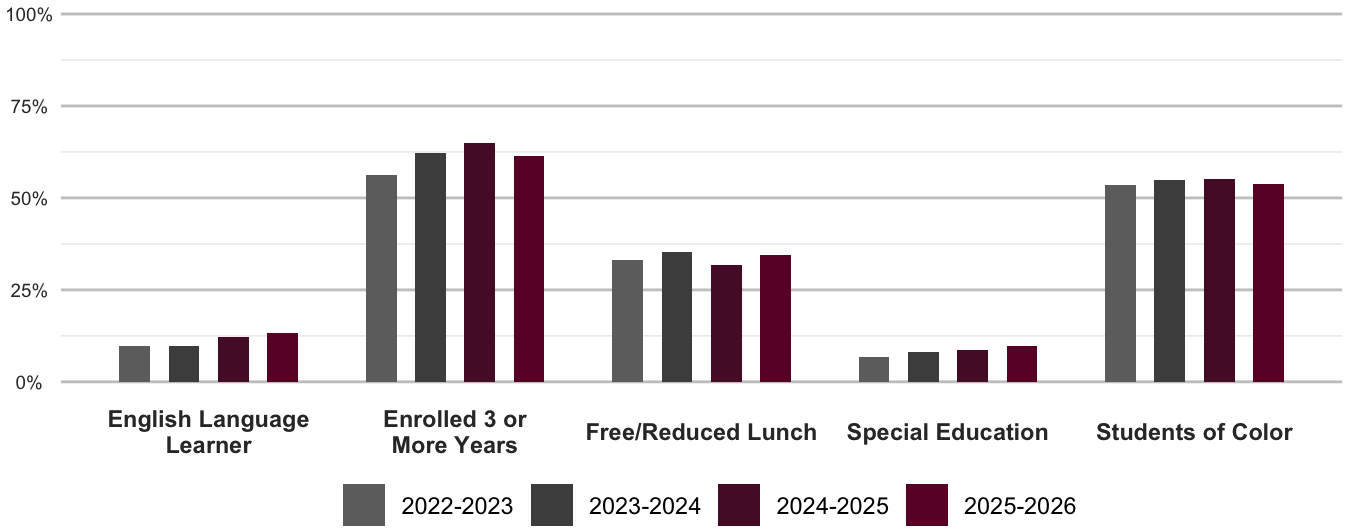
South Arbor Charter Academy

Last Updated On: November 2026

South Arbor Charter Academy

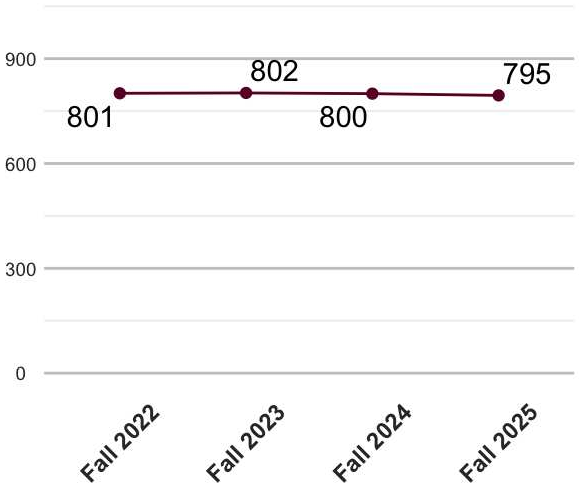
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	9.6%	9.9%	12.1%	13.3%
Special Education	6.9%	8.1%	8.6%	9.7%
Free/Reduced Lunch	33.2%	35.3%	31.9%	34.5%
Students of Color	53.4%	55.0%	55.1%	53.7%
Enrolled 3 or More Years	56.2%	62.3%	64.9%	61.4%

Enrollment



Where Students Come From

Assigned District	Students
Lincoln Consolidated School District	241
Ann Arbor Public Schools	227
Ypsilanti Community Schools	158
Milan Area Schools	70
Saline Area Schools	35
Van Buren Public Schools	33
Romulus Community Schools	6
Britton Deerfield Schools	5
Summerfield Schools	3
Other	17

South Arbor Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
84%	+3	77%	+1

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
67%	+5	60%	+13

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
64th	56th

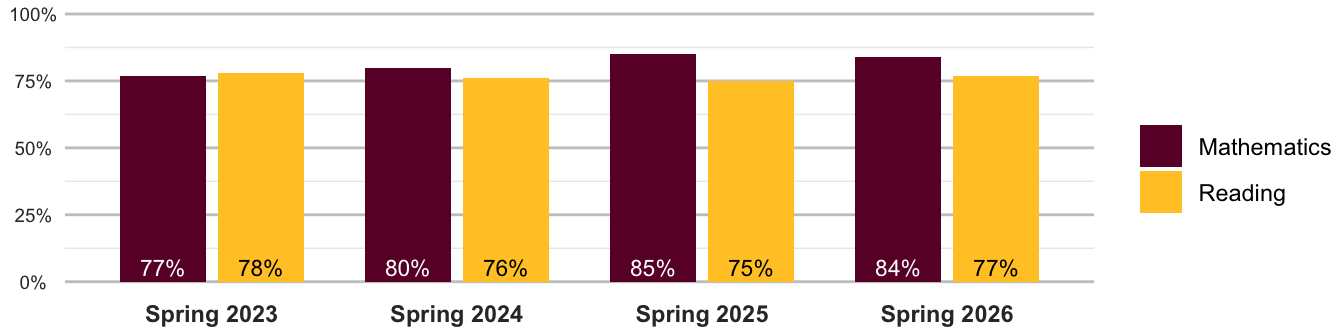
South Arbor Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

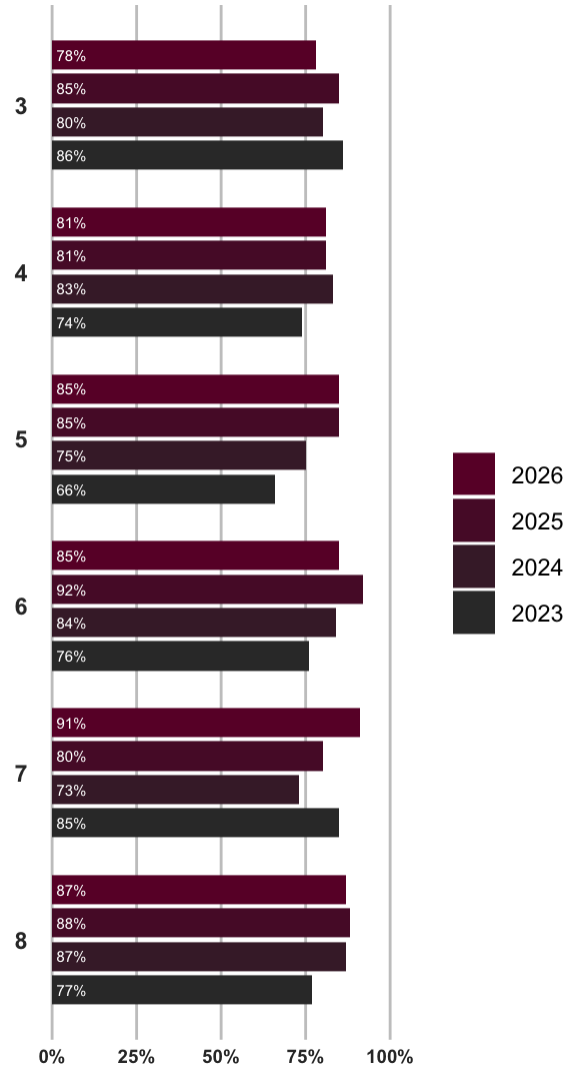
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

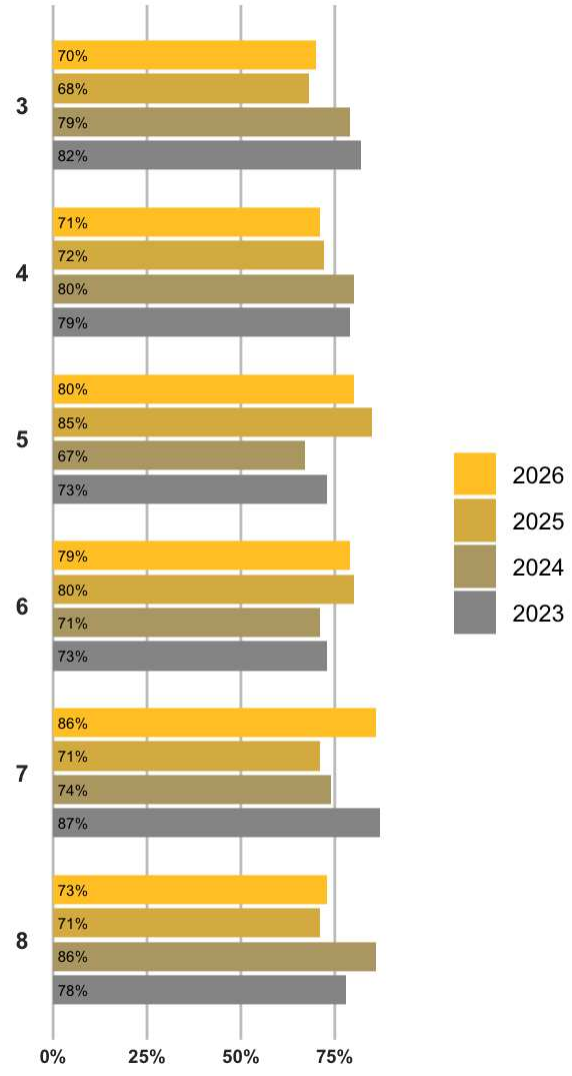


By Grade Level

Mathematics



Reading



South Arbor Charter Academy

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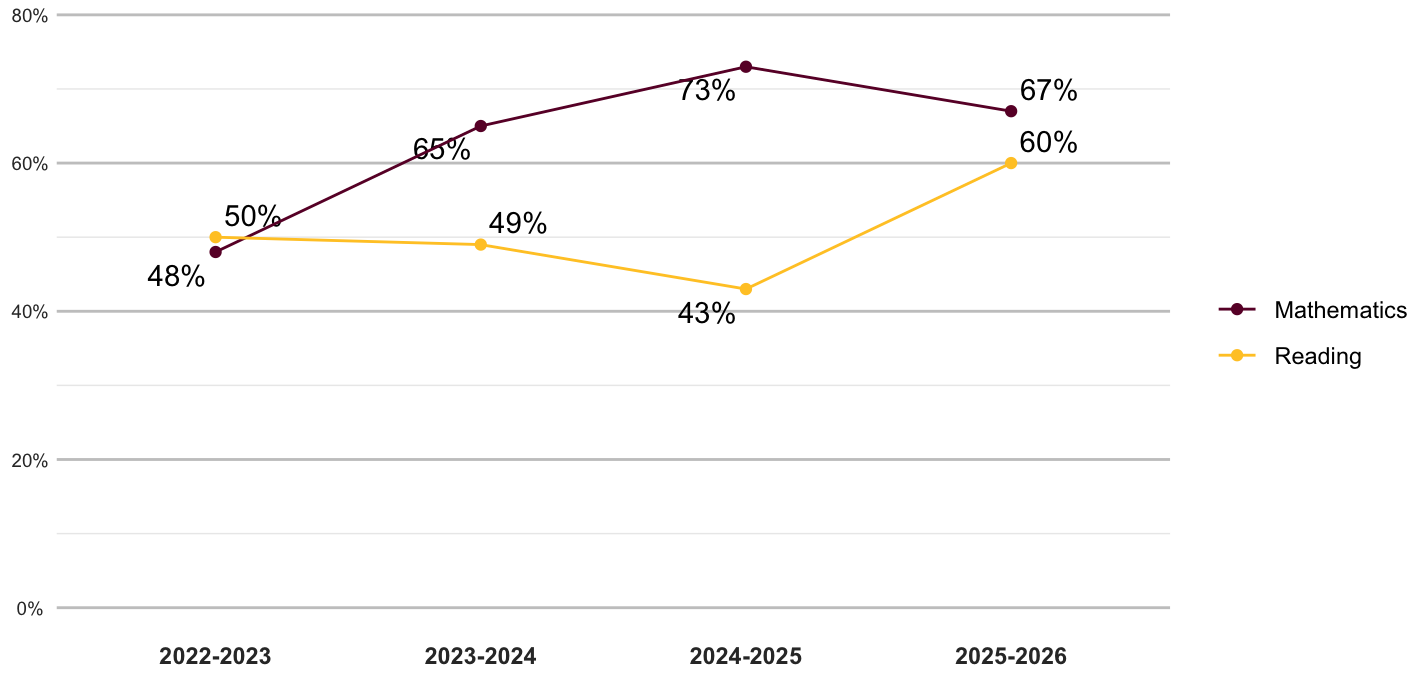
NWEA MAP Fall-to-Spring Growth

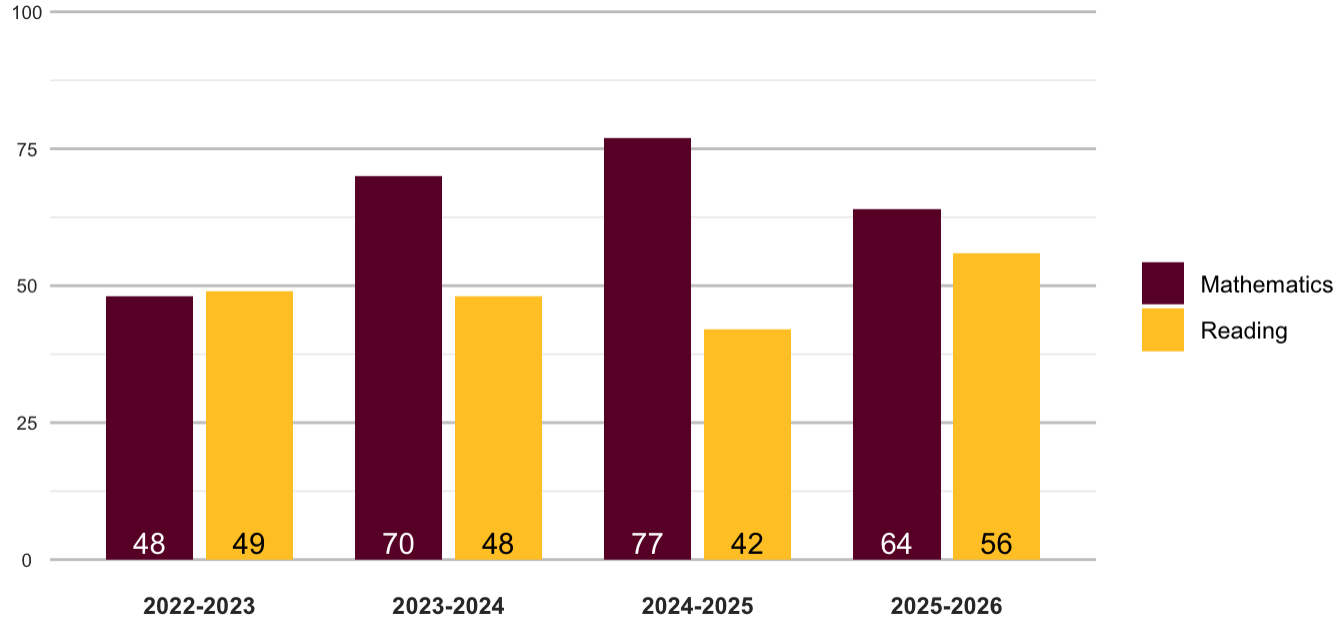
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



South Arbor Charter 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
71%	+1	71%	+0

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+37	+32

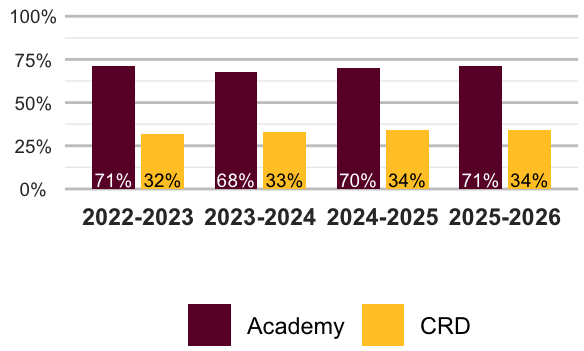
South Arbor Charter Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

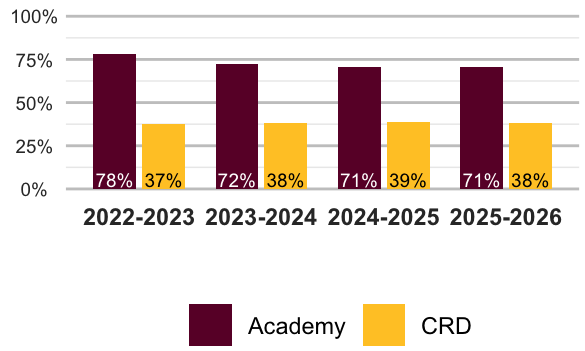
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

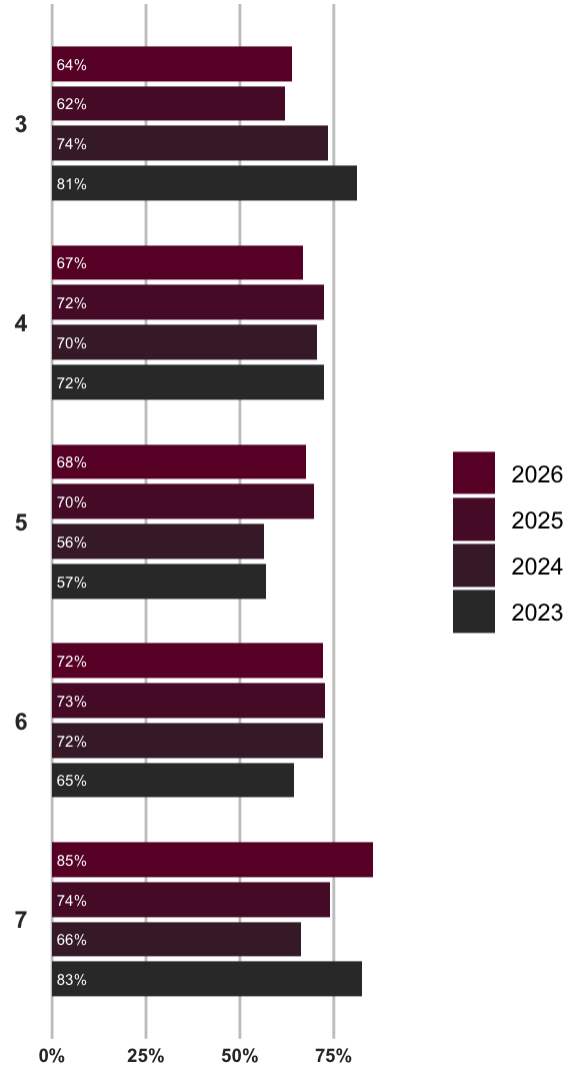


ELA

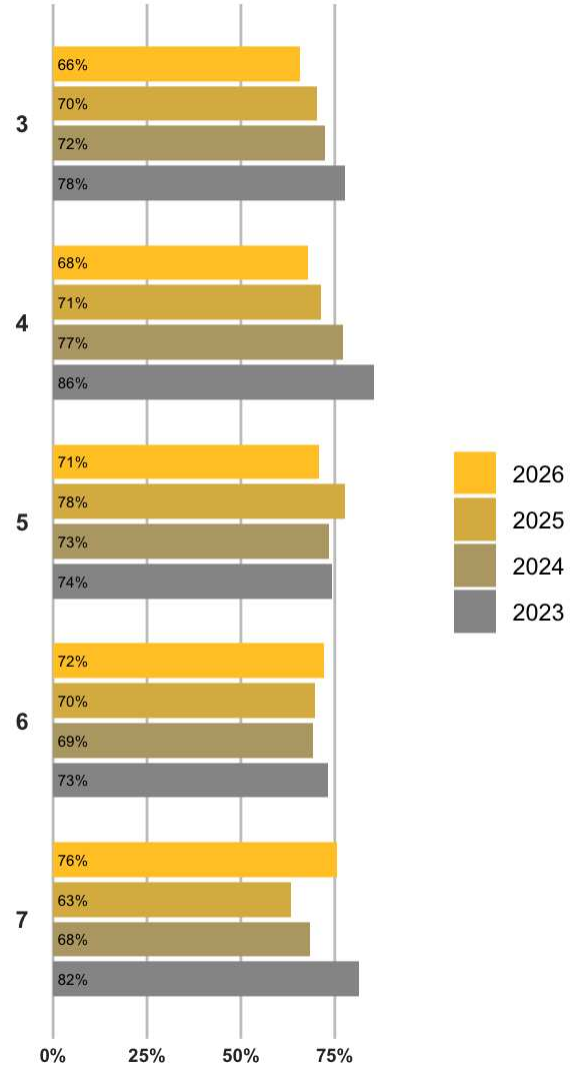


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



South Arbor Charter Academy

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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
62nd

ELA
56th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+13

ELA
+5

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

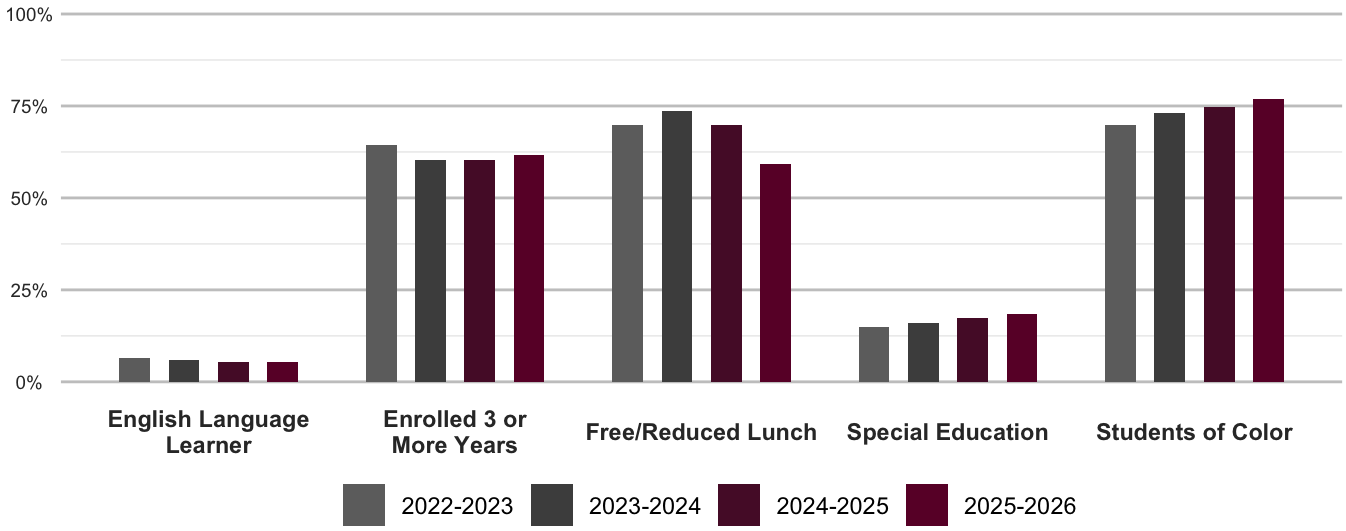
Summit Academy North

Last Updated On: November 2026

Summit Academy North

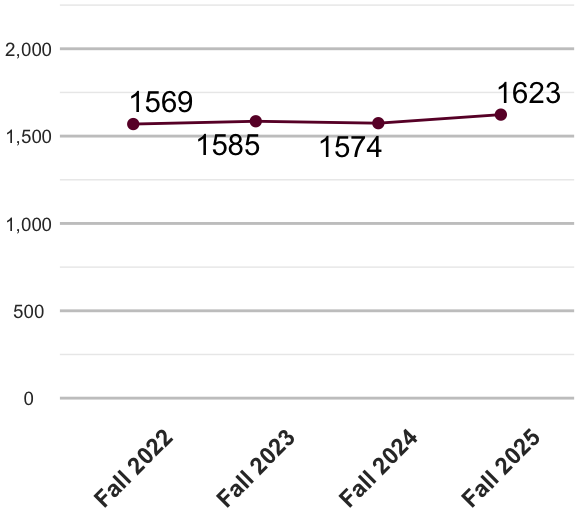
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	6.4%	5.8%	5.3%	5.3%
Special Education	15.0%	15.9%	17.4%	18.5%
Free/Reduced Lunch	69.9%	73.8%	69.8%	59.1%
Students of Color	69.8%	73.0%	74.8%	76.9%
Enrolled 3 or More Years	64.3%	60.3%	60.3%	61.8%

Enrollment



Where Students Come From

Assigned District	Students
Taylor School District	462
Romulus Community Schools	388
Wayne-Westland Community School District	200
Detroit Public Schools Community District	62
Lincoln Park, School District of the City of	55
Westwood Community School District	53
Woodhaven-Brownstown School District	51
Van Buren Public Schools	48
Dearborn Heights School District #7	39
Other	270

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SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
38%	+11	47%	+13

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
41%	-2	41%	+5

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
42nd	43rd

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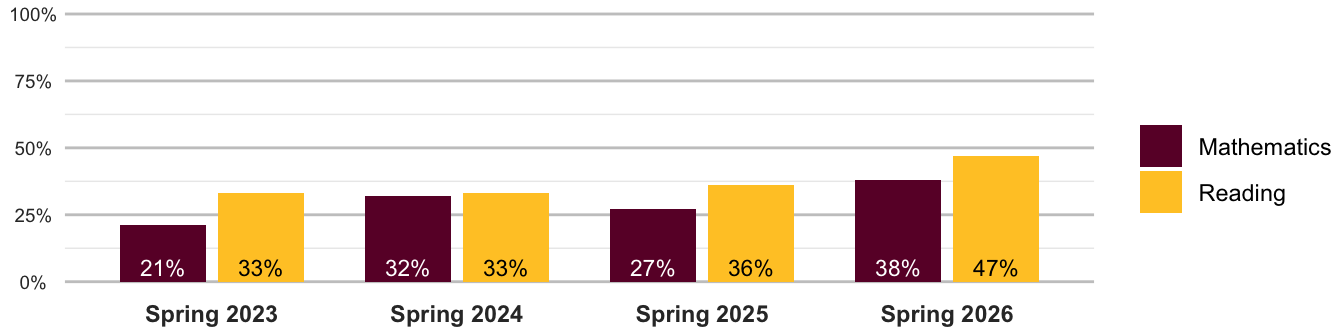
Percent Meeting NWEA MAP Spring Achievement National Norms

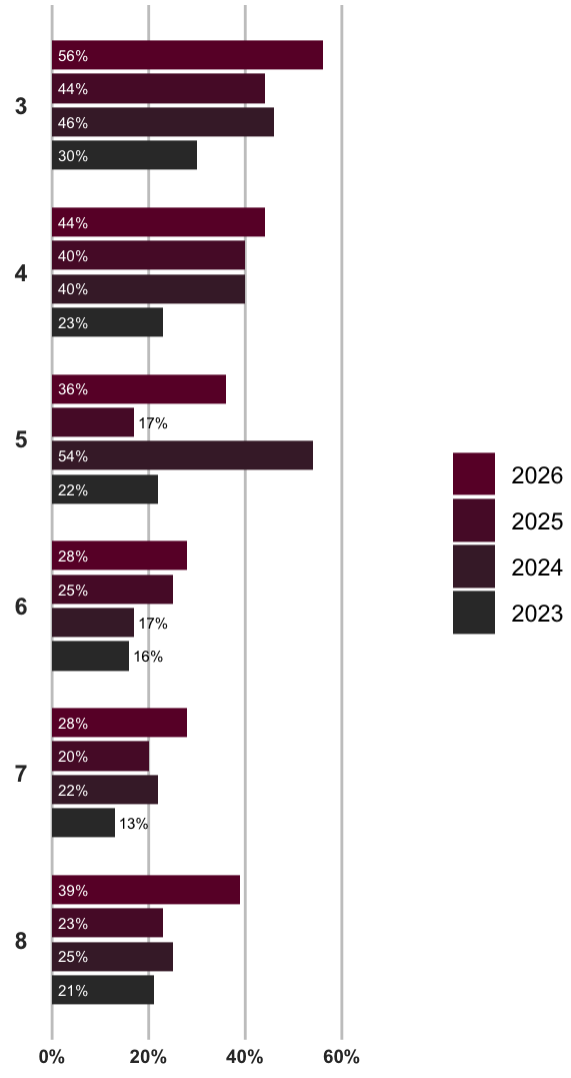
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

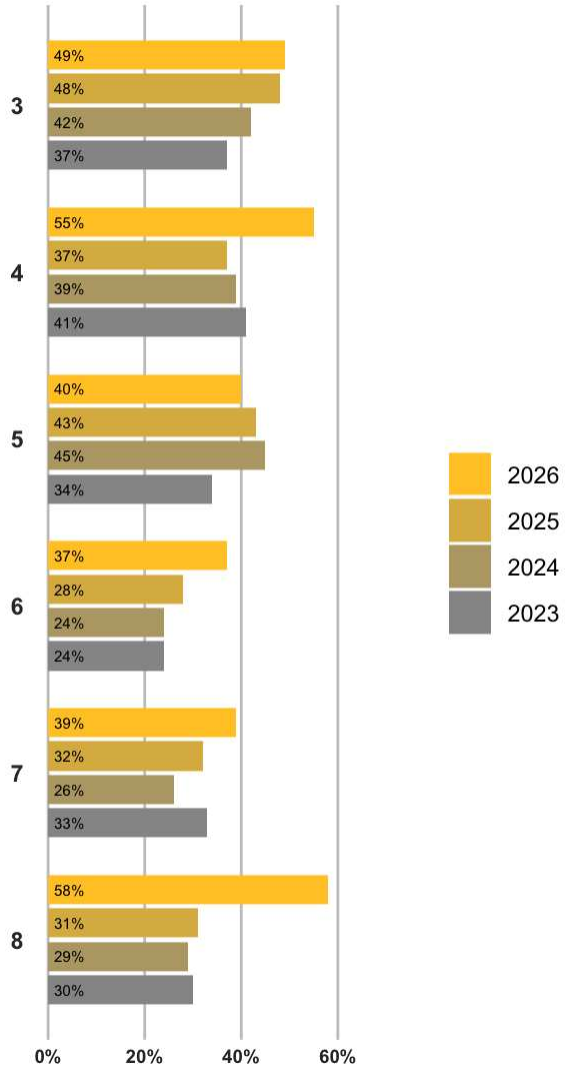


By Grade Level

Mathematics



Reading



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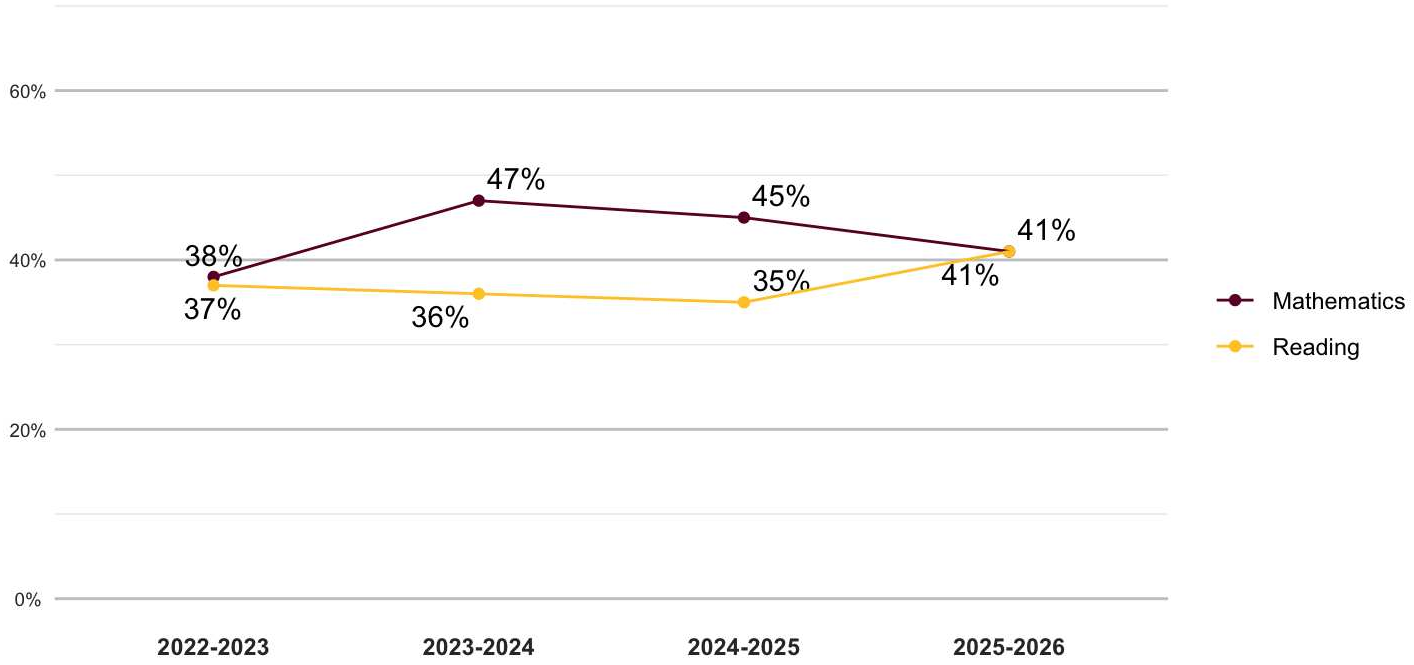
NWEA MAP Fall-to-Spring Growth

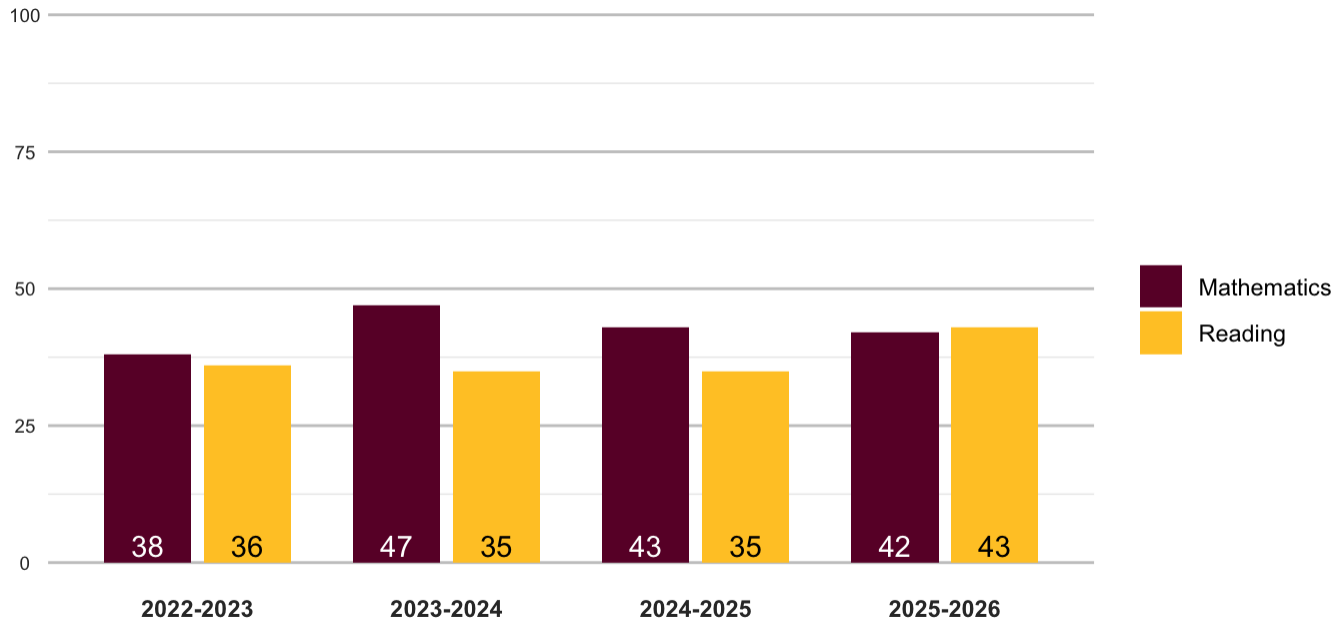
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
13%	+0	22%	-2

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-7	-3

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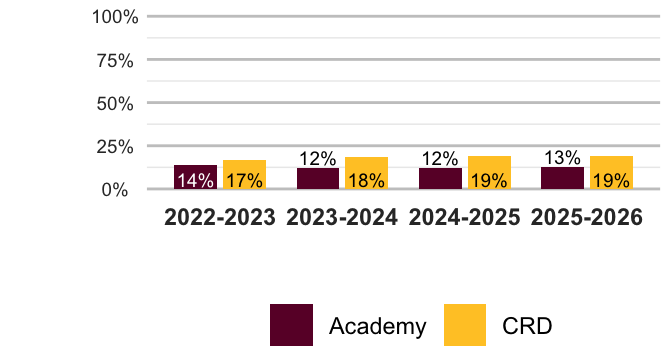
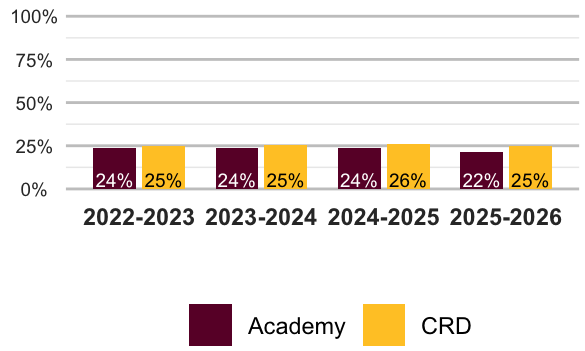
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

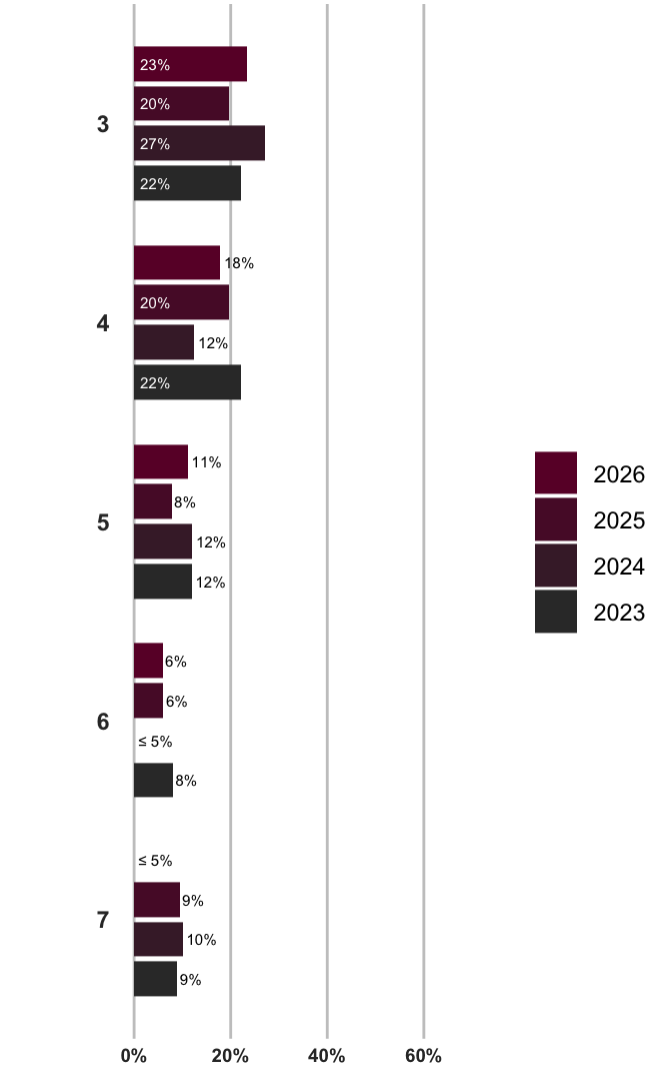


ELA

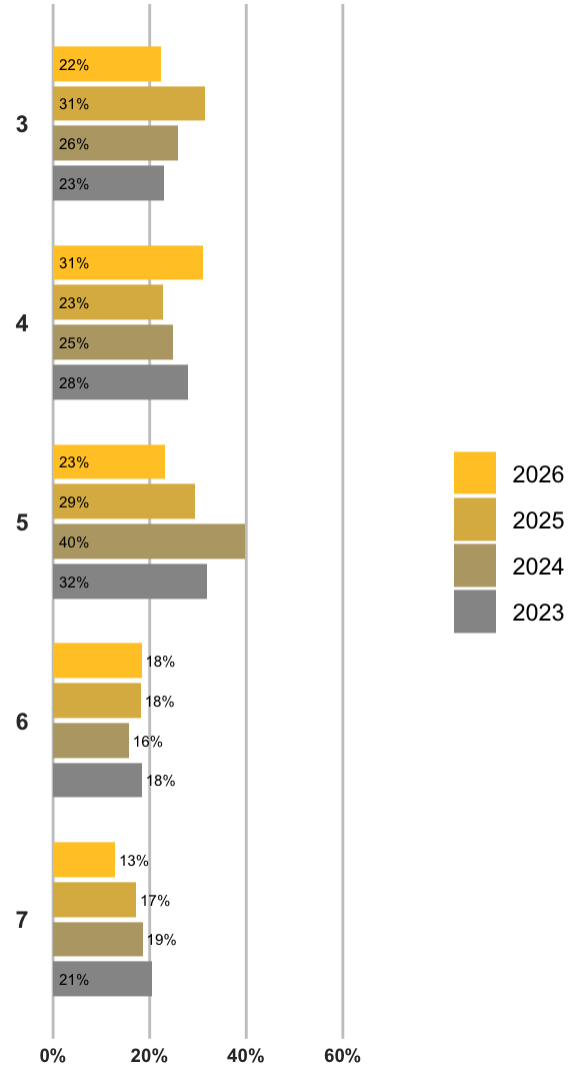


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
49th

ELA
48th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+2

ELA
+0

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SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
14%	+7	37%	+0

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

Mathematics	Reading & Writing
+5	+4

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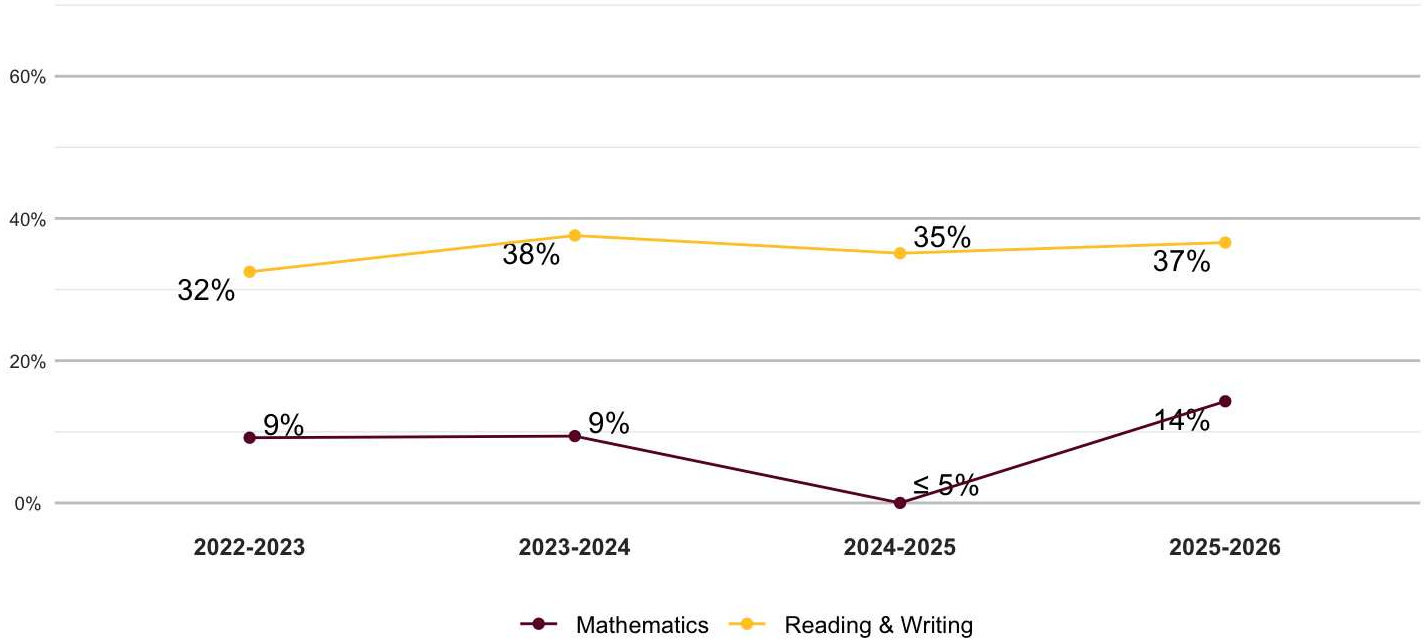
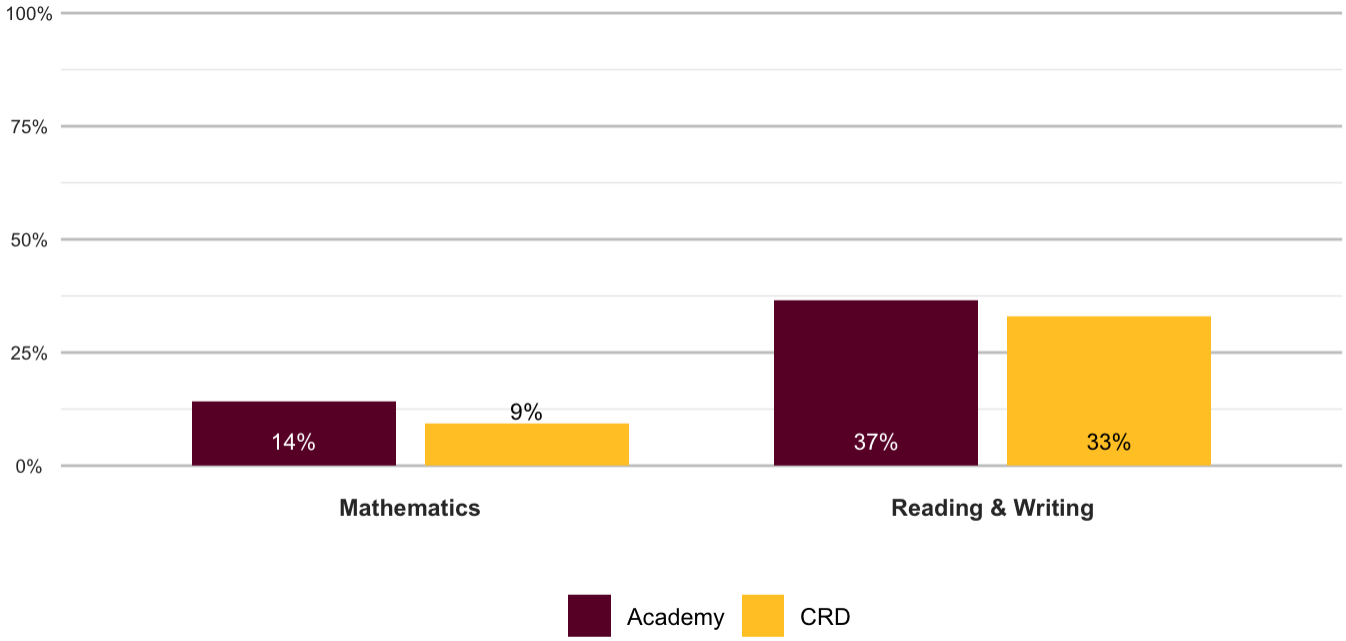
SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



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Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
429	530	457	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
+29	+19

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High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
35%

Reading & Writing
39%

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

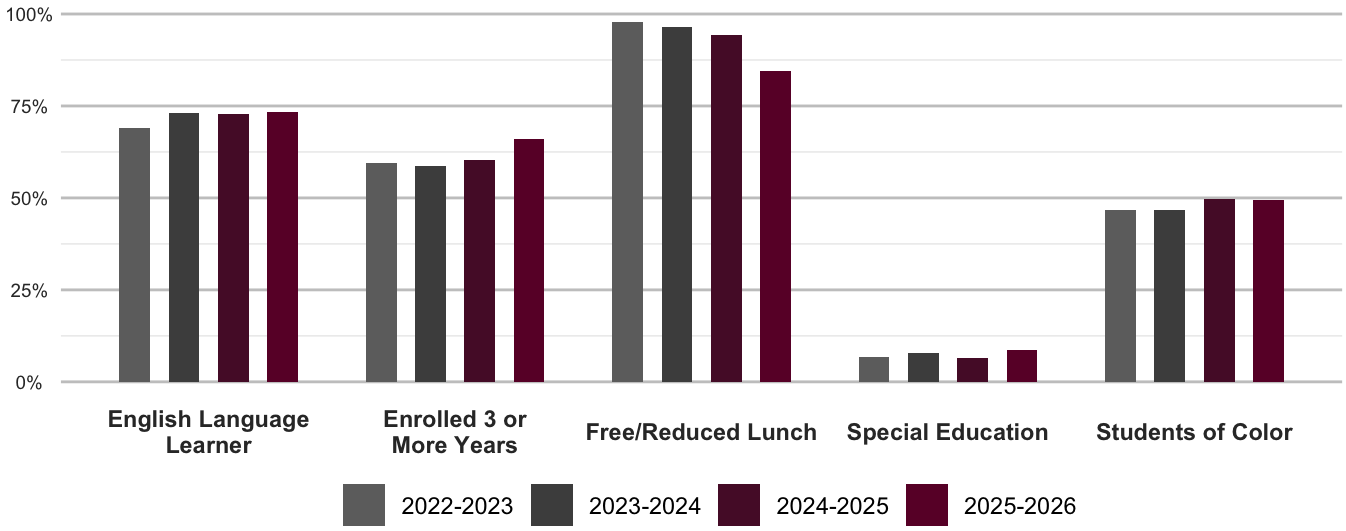
The Dearborn Academy

Last Updated On: November 2026

The Dearborn Academy

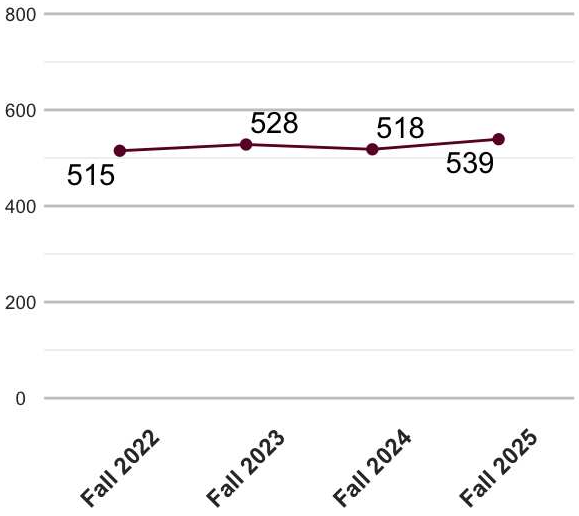
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	69.1%	73.1%	72.8%	73.3%
Special Education	6.8%	8.0%	6.6%	8.7%
Free/Reduced Lunch	97.9%	96.4%	94.2%	84.6%
Students of Color	46.8%	46.6%	49.6%	49.5%
Enrolled 3 or More Years	59.5%	58.7%	60.3%	66.0%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	496
Dearborn Heights School District #7	14
Dearborn City School District	11
Redford Union Schools, District No. 1	6
Crestwood School District	4
Lincoln Park, School District of the City of	4
Allen Park Public Schools	1
Ecorse Public Schools	1
Garden City Public Schools	1
Plymouth-Canton Community Schools	1

The Dearborn Academy

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NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
41%	+19	41%	+18

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
61%	+8	68%	+15

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
61st	66th

The Dearborn Academy

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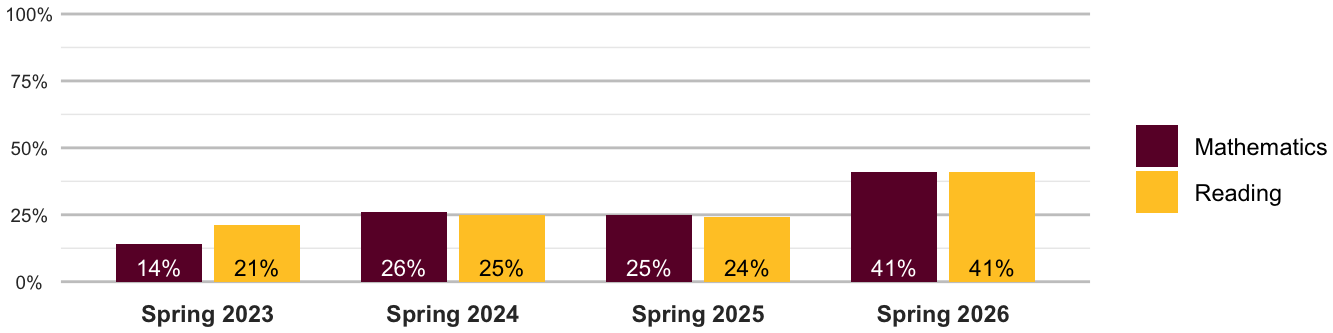
Percent Meeting NWEA MAP Spring Achievement National Norms

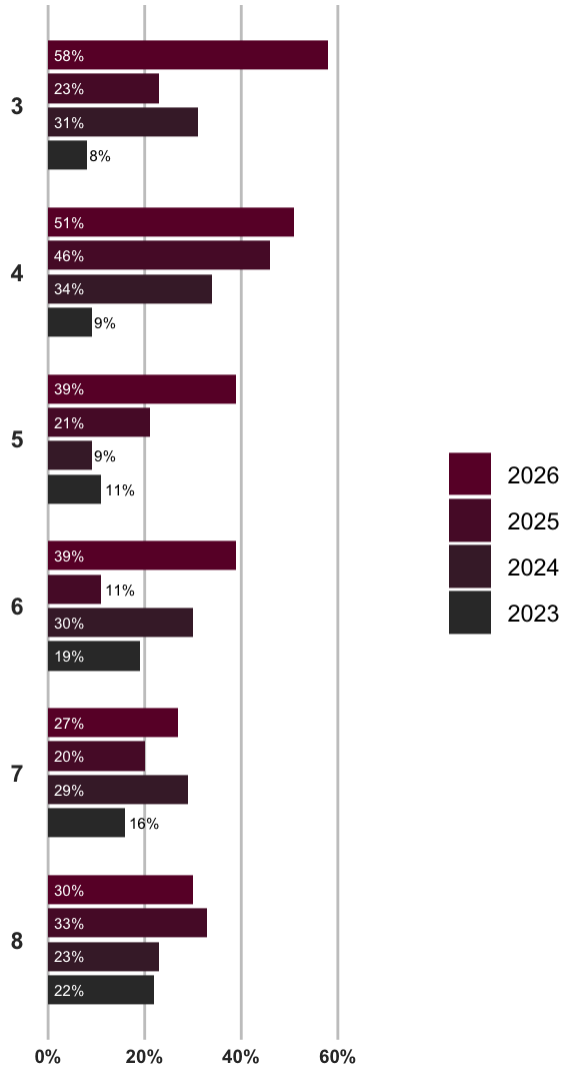
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

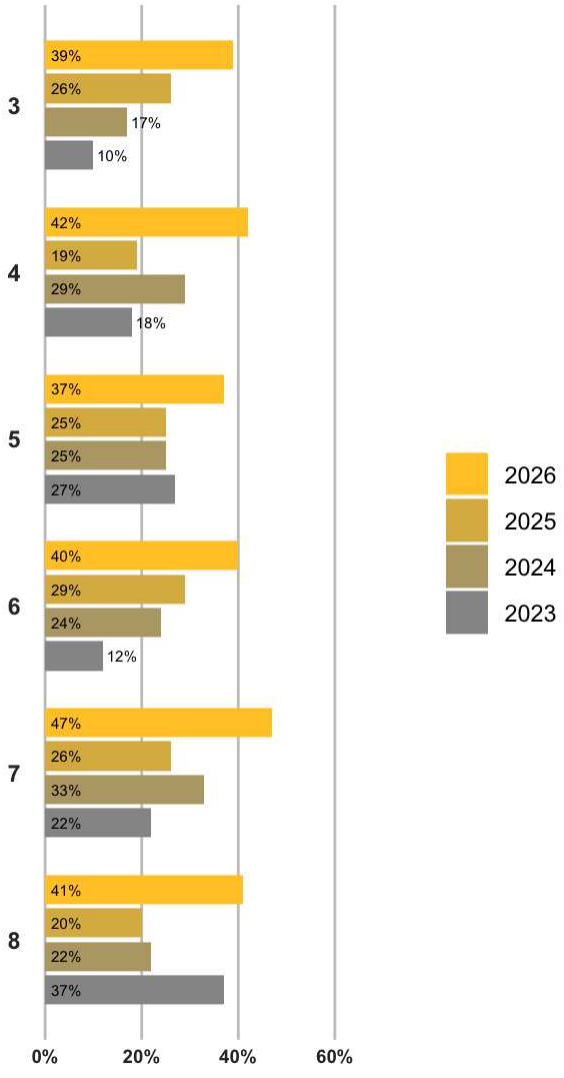


By Grade Level

Mathematics



Reading



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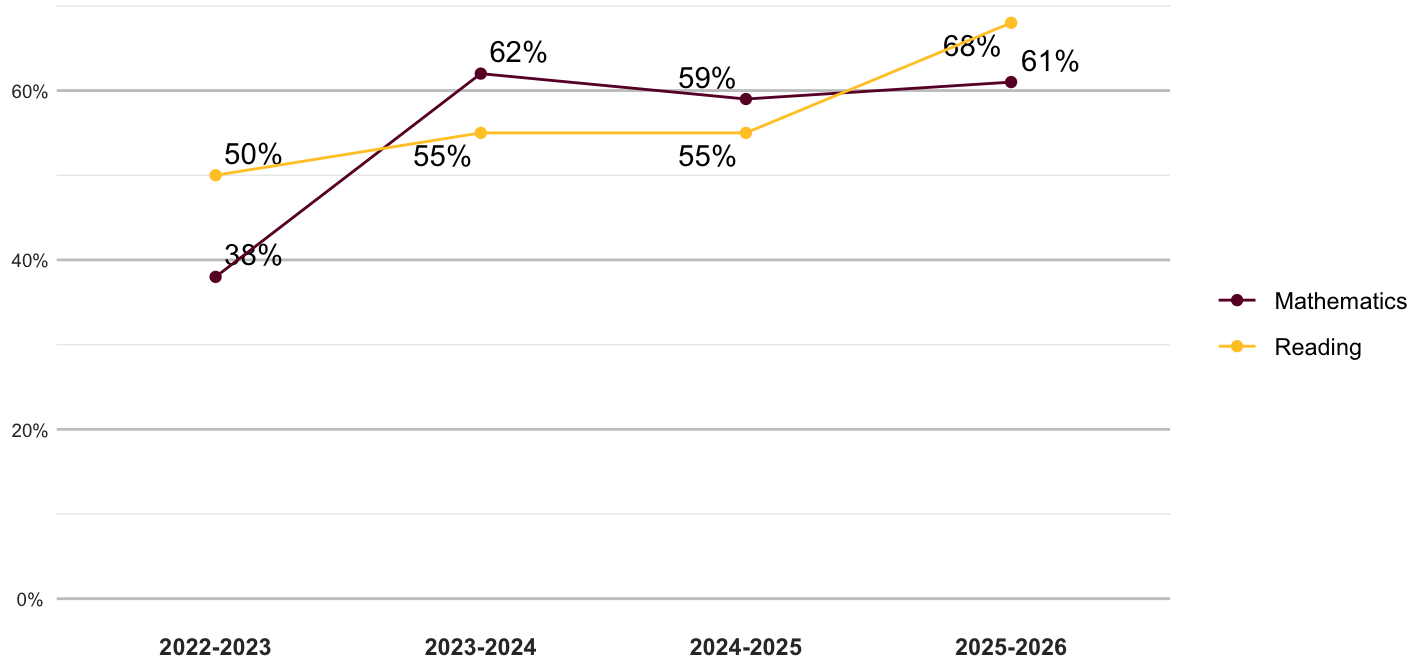
NWEA MAP Fall-to-Spring Growth

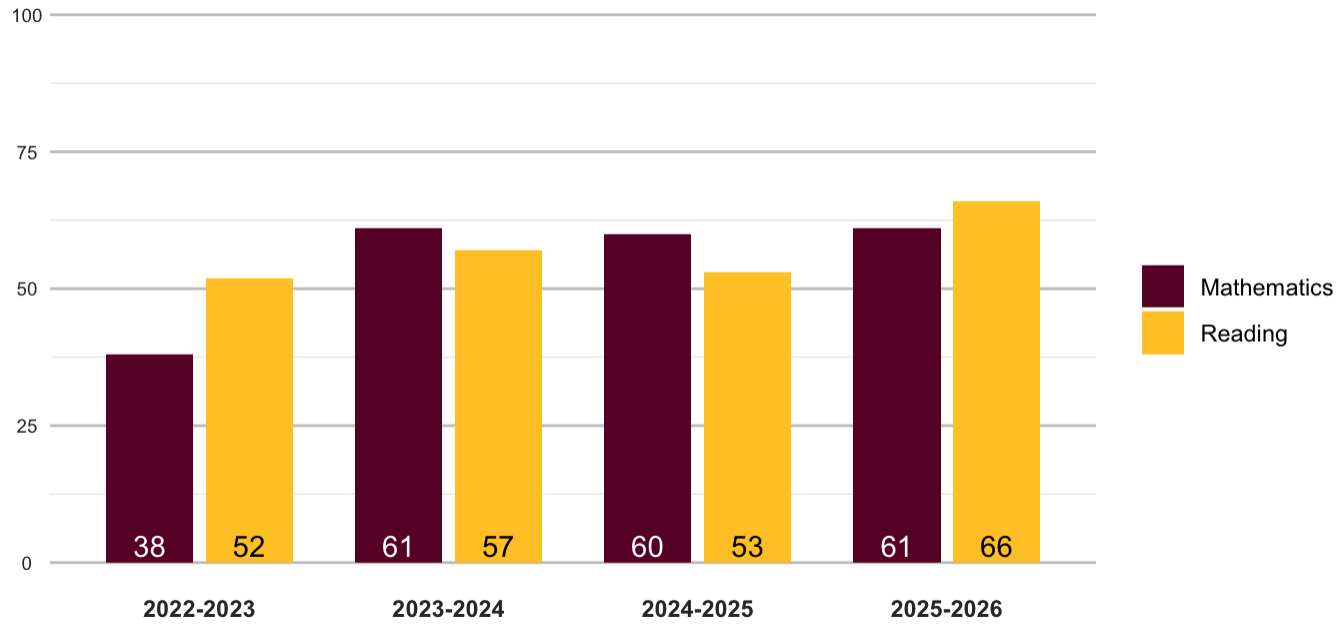
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
15%	+2	22%	+6

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-1	+4

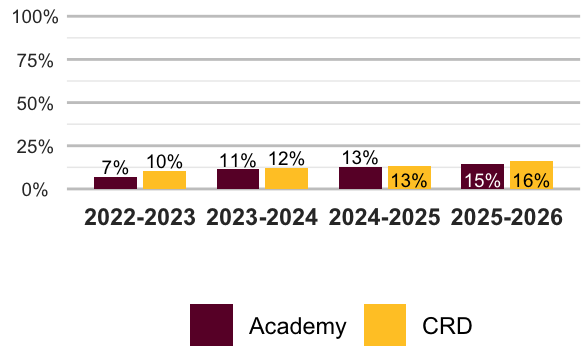
The Dearborn Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

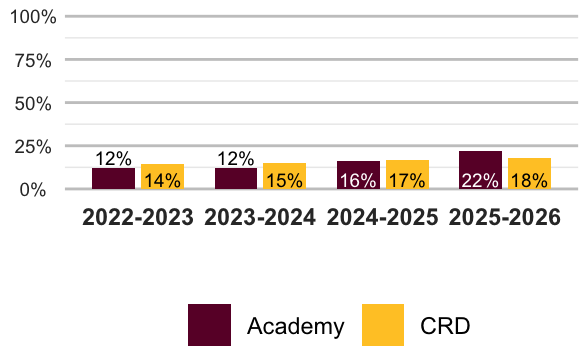
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

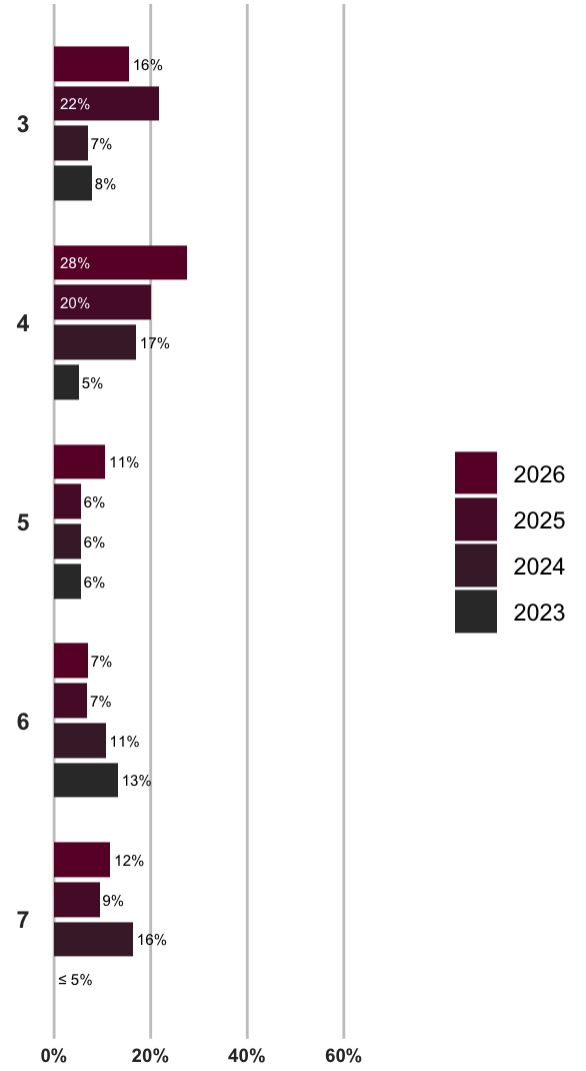


ELA

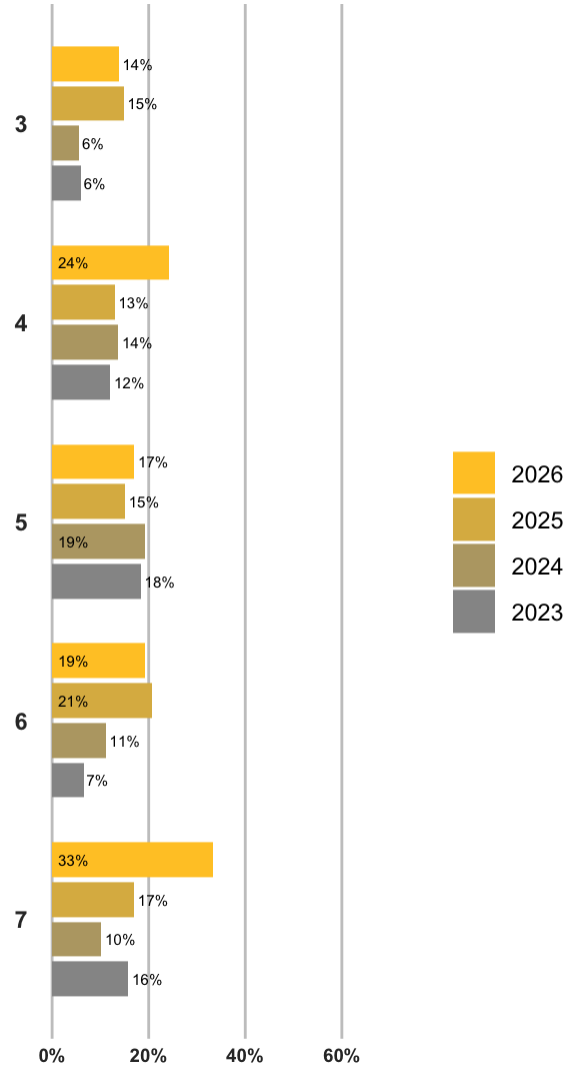


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



The Dearborn Academy

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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
58th

ELA
60th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+8

ELA
+12

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

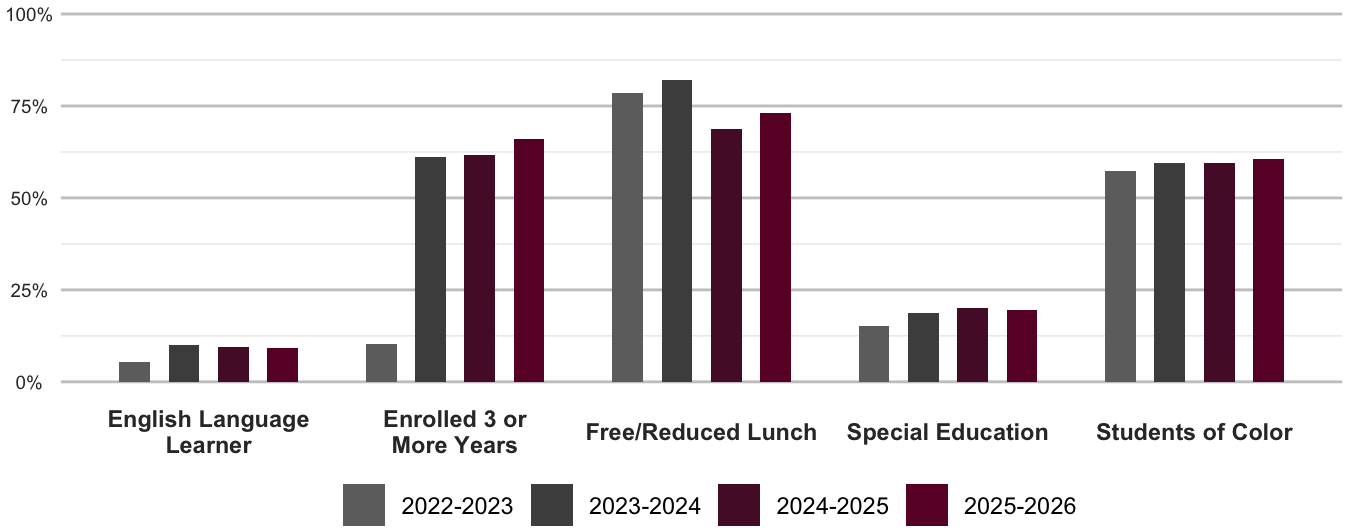
Trillium Academy

Last Updated On: November 2026

Trillium Academy

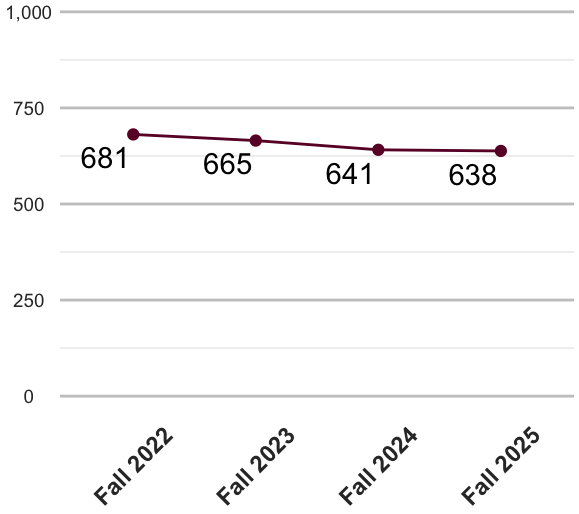
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	5.4%	10.1%	9.5%	9.1%
Special Education	15.1%	18.8%	20.0%	19.4%
Free/Reduced Lunch	78.6%	82.1%	68.8%	73.0%
Students of Color	57.4%	59.5%	59.6%	60.5%
Enrolled 3 or More Years	10.4%	61.2%	61.8%	65.9%

Enrollment



Where Students Come From

Assigned District	Students
Taylor School District	430
Woodhaven-Brownstown School District	37
Lincoln Park, School District of the City of	34
Romulus Community Schools	21
Detroit Public Schools Community District	17
Southgate Community School District	15
Dearborn Heights School District #7	13
Riverview Community School District	11
Wayne-Westland Community School District	11
Other	50

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SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
40%	-11	51%	+1

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
29%	-32	42%	-9

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
28th	42nd

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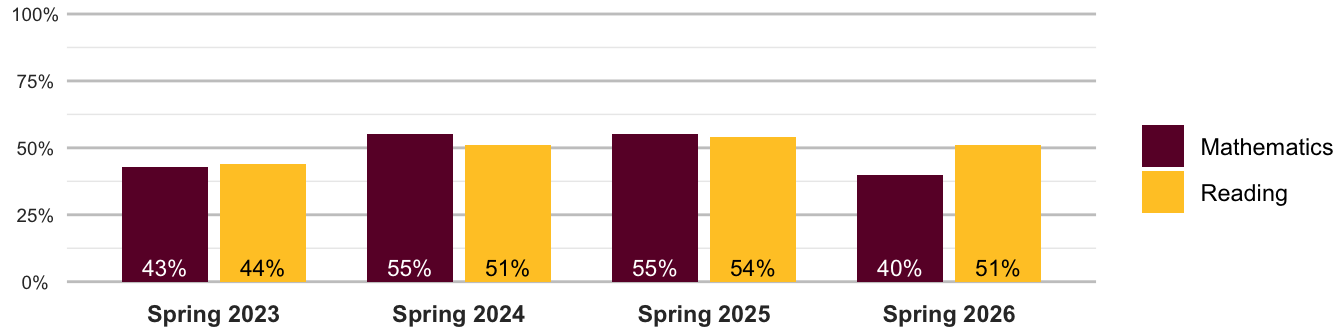
Percent Meeting NWEA MAP Spring Achievement National Norms

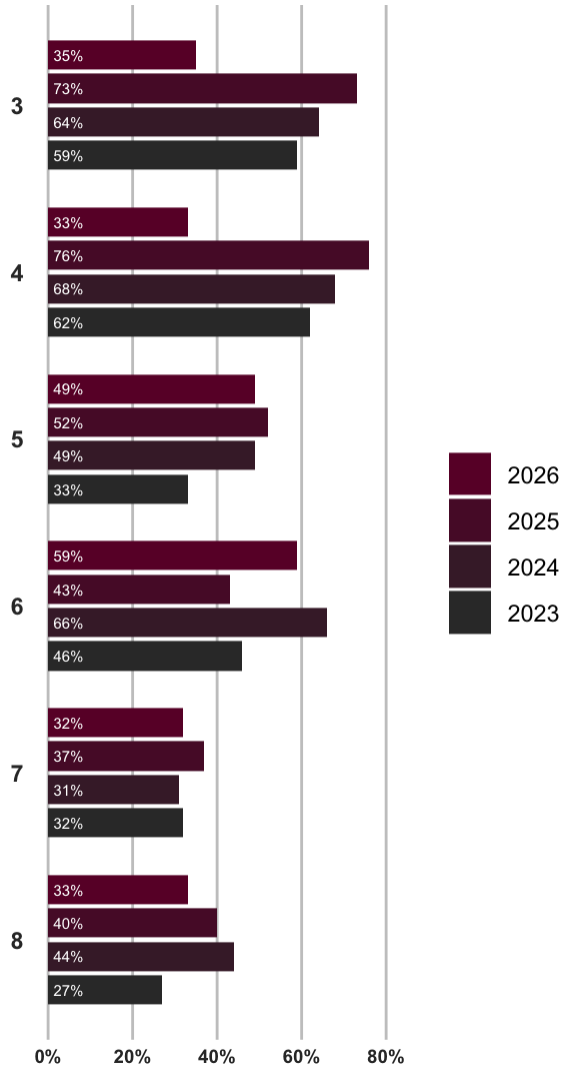
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

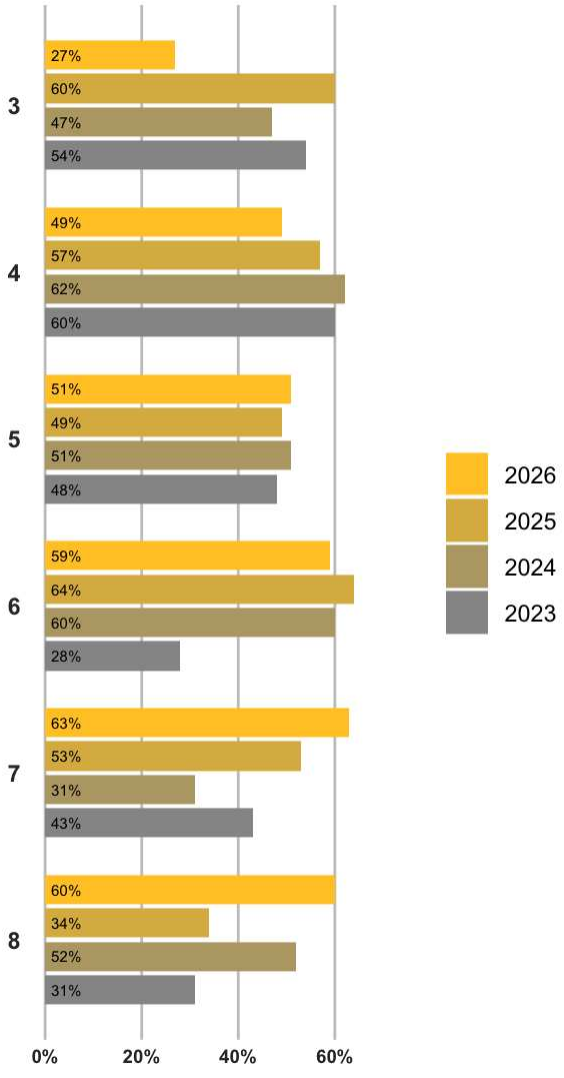


By Grade Level

Mathematics



Reading



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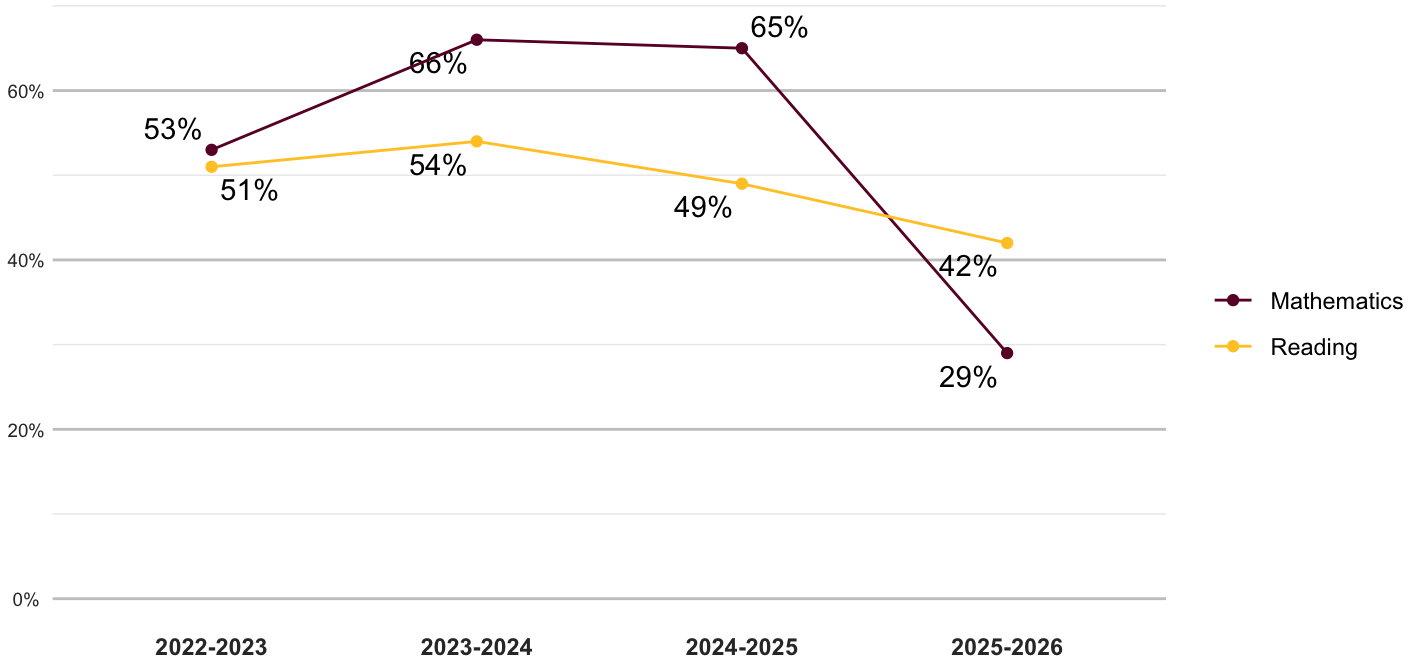
NWEA MAP Fall-to-Spring Growth

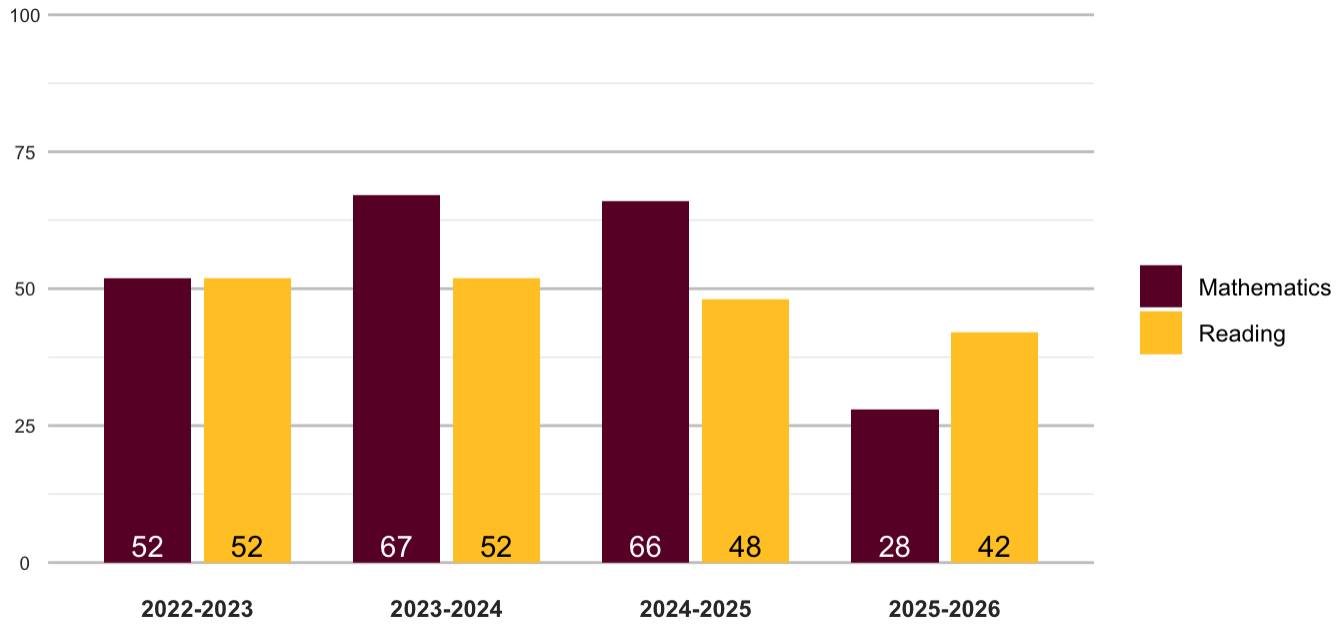
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
18%	-14	32%	-9

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+0	+9

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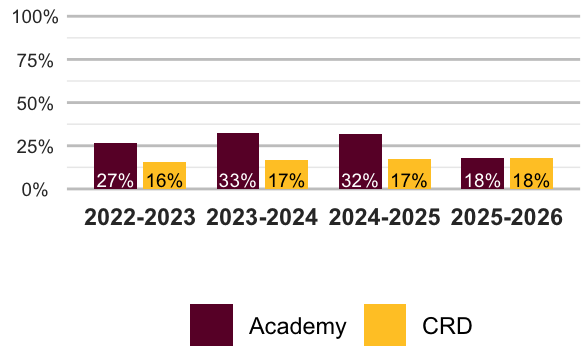
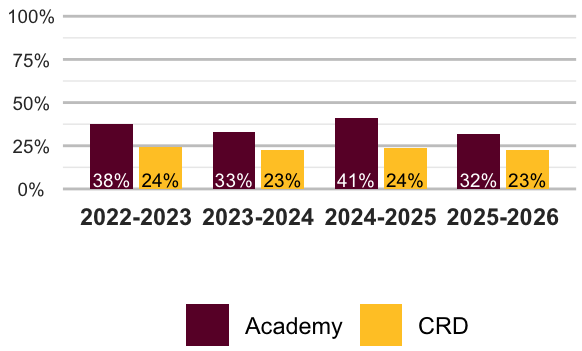
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

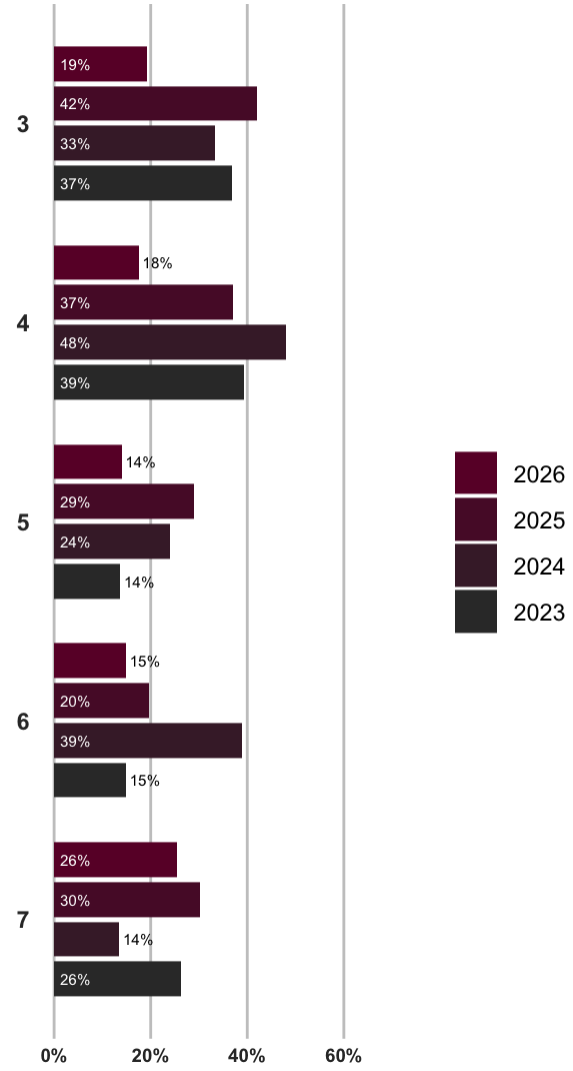


ELA

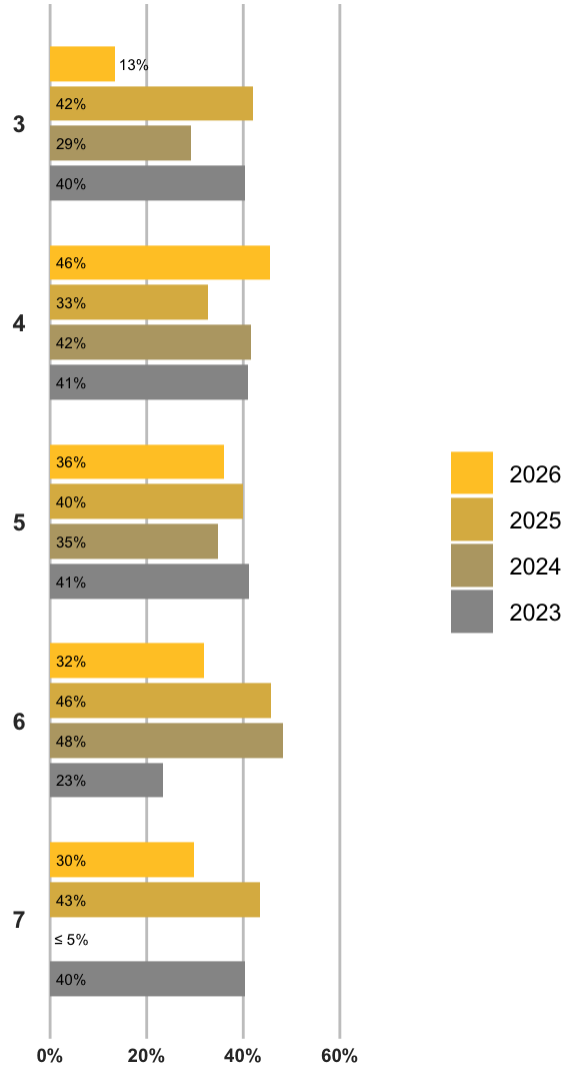


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
36th

ELA
48th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
-11

ELA
-1

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SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
17%	+4	31%	-17

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

Mathematics	Reading & Writing
+8	-2

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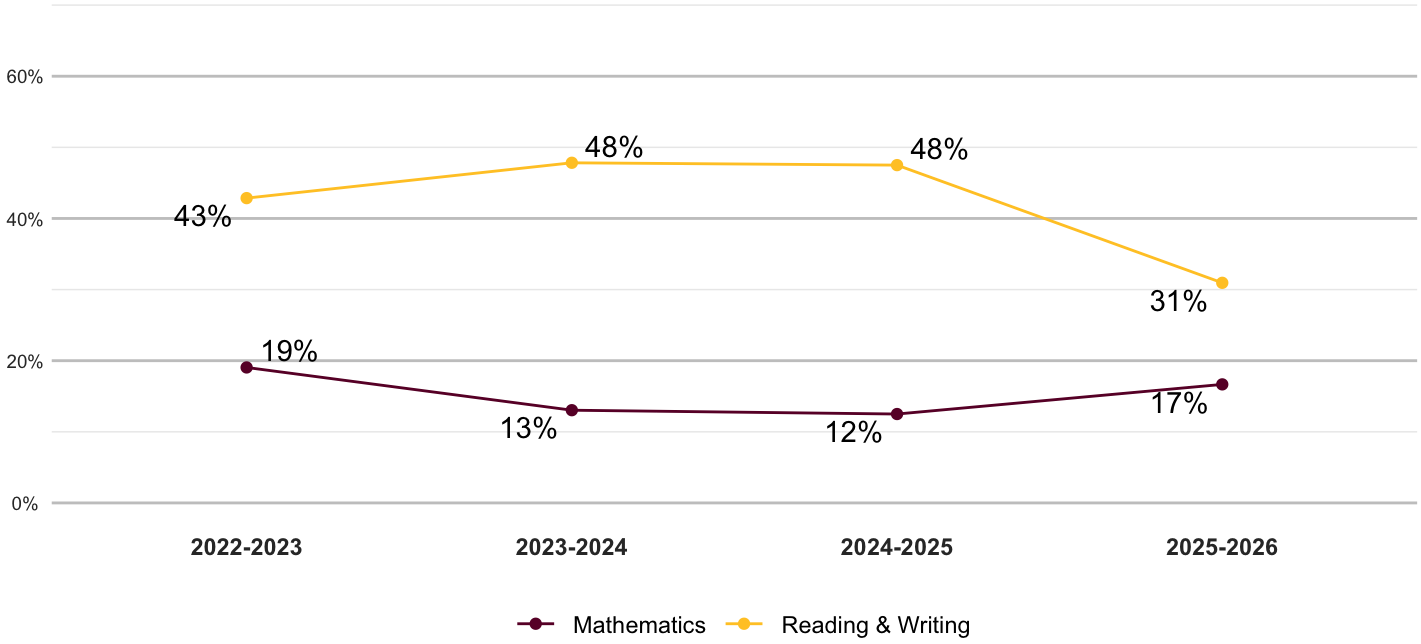
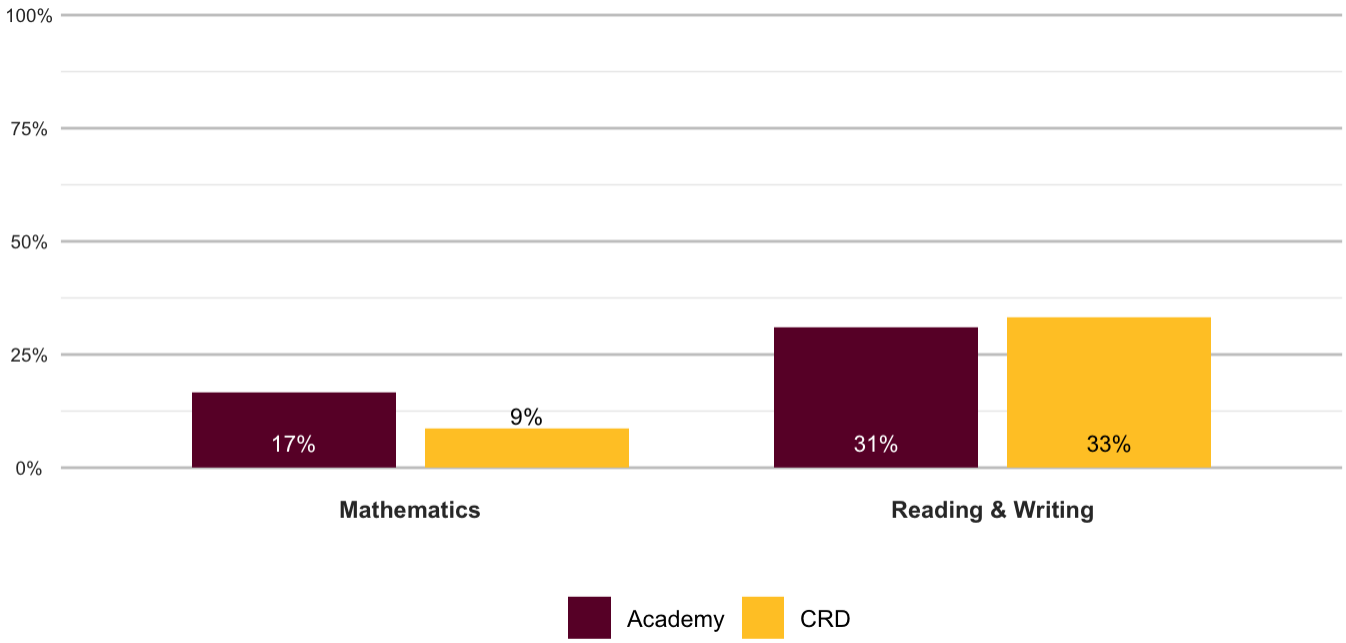
SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



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Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
418	530	442	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
+21	+2

Trillium Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
42%

Reading & Writing
34%

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

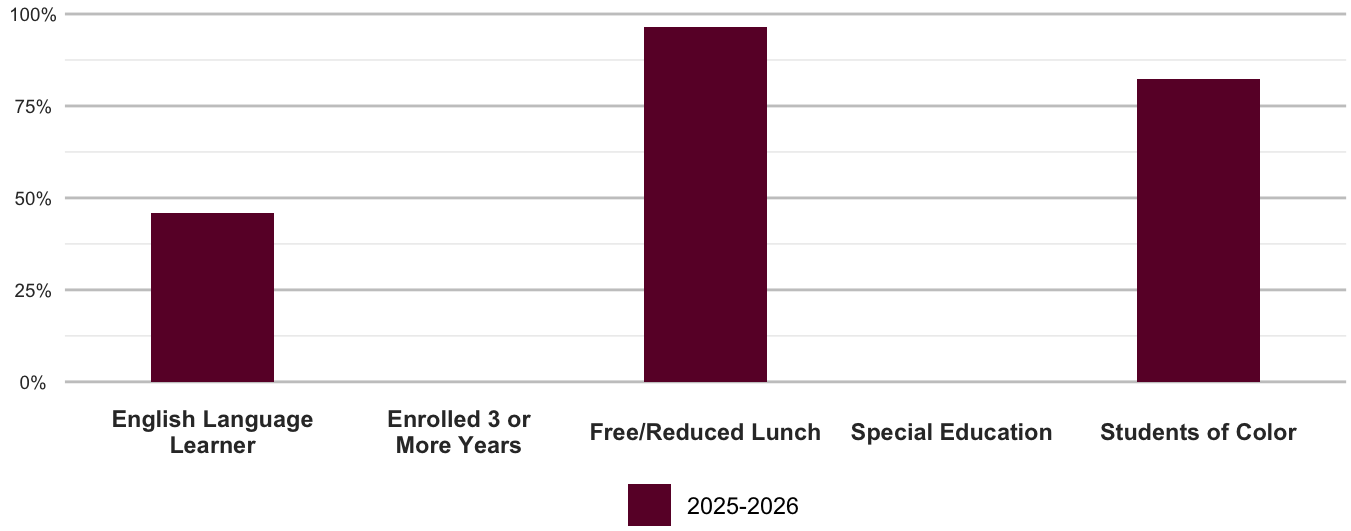
Unity Academy

Last Updated On: November 2026

Unity Academy

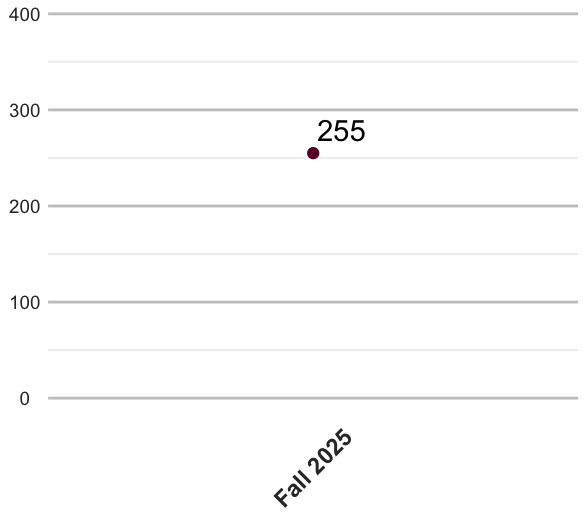
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2025-26
English Language Learner	45.9%
Special Education	0.0%
Free/Reduced Lunch	96.5%
Students of Color	82.4%
Enrolled 3 or More Years	0.0%

Enrollment



Where Students Come From

Assigned District	Students
Warren Consolidated Schools	124
Warren Woods Public Schools	31
Fitzgerald Public Schools	29
Center Line Public Schools	15
Troy School District	9
Grosse Pointe Public Schools	6
Detroit Public Schools Community District	5
Fraser Public Schools	5
Roseville Community Schools	4
Other	27

Unity Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
66%	—	67%	—

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
55%	—	56%	—

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
55th	54th

Unity Academy

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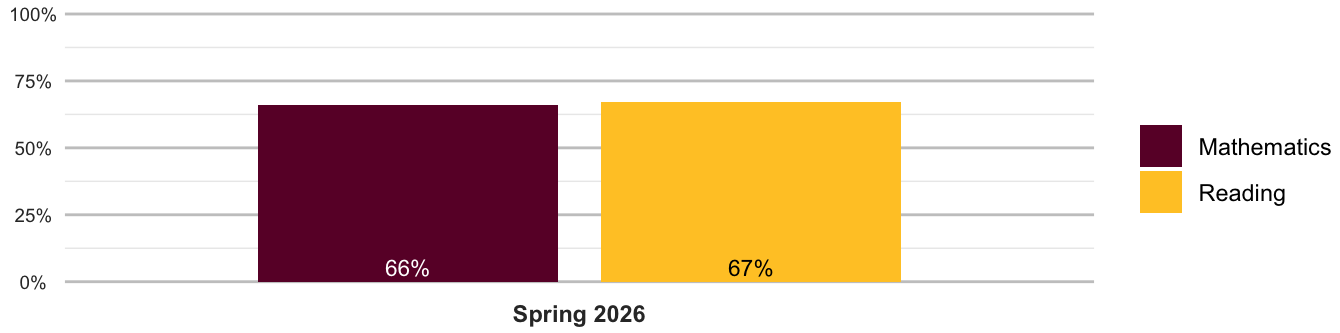
Percent Meeting NWEA MAP Spring Achievement National Norms

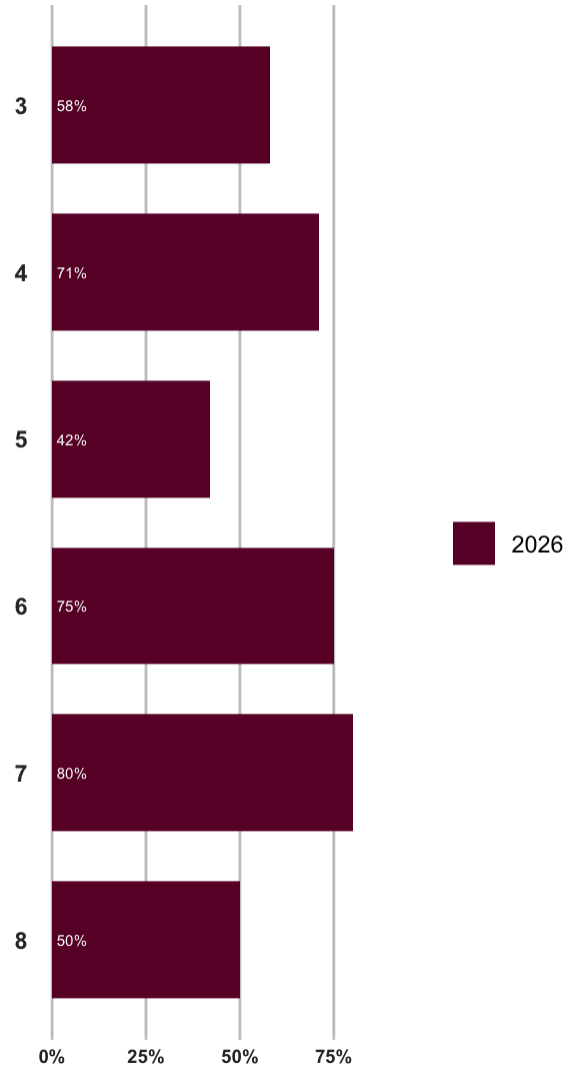
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

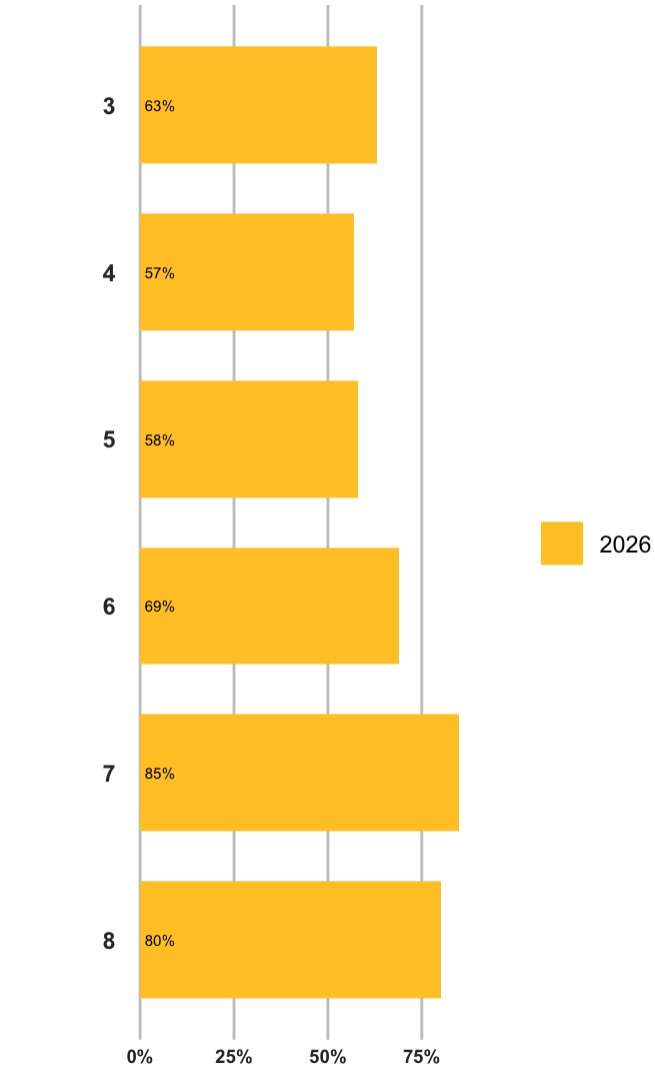


By Grade Level

Mathematics



Reading



Unity Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

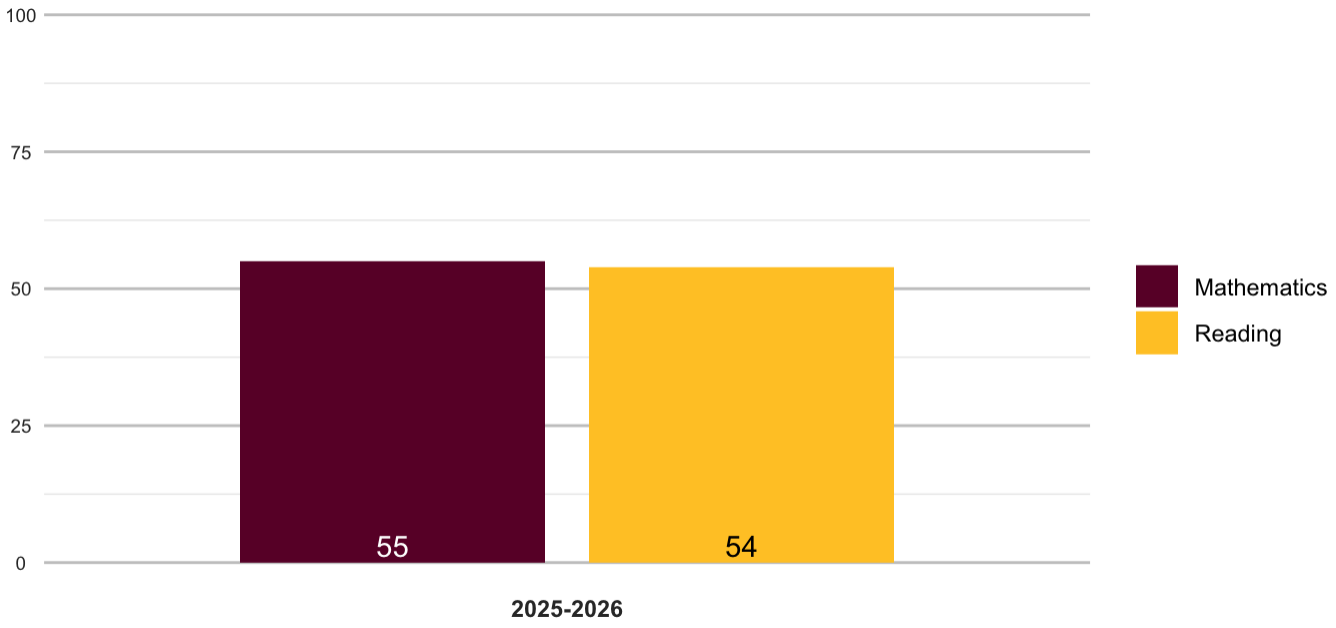
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Unity Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
46%	—	46%	—

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+14	+11

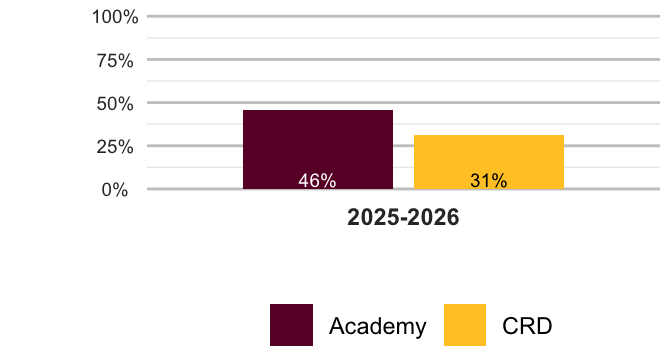
Unity Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

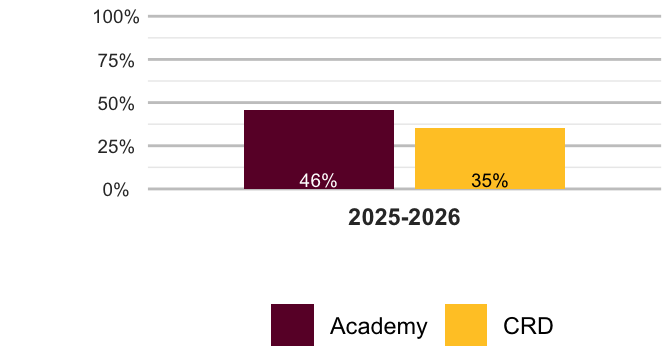
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

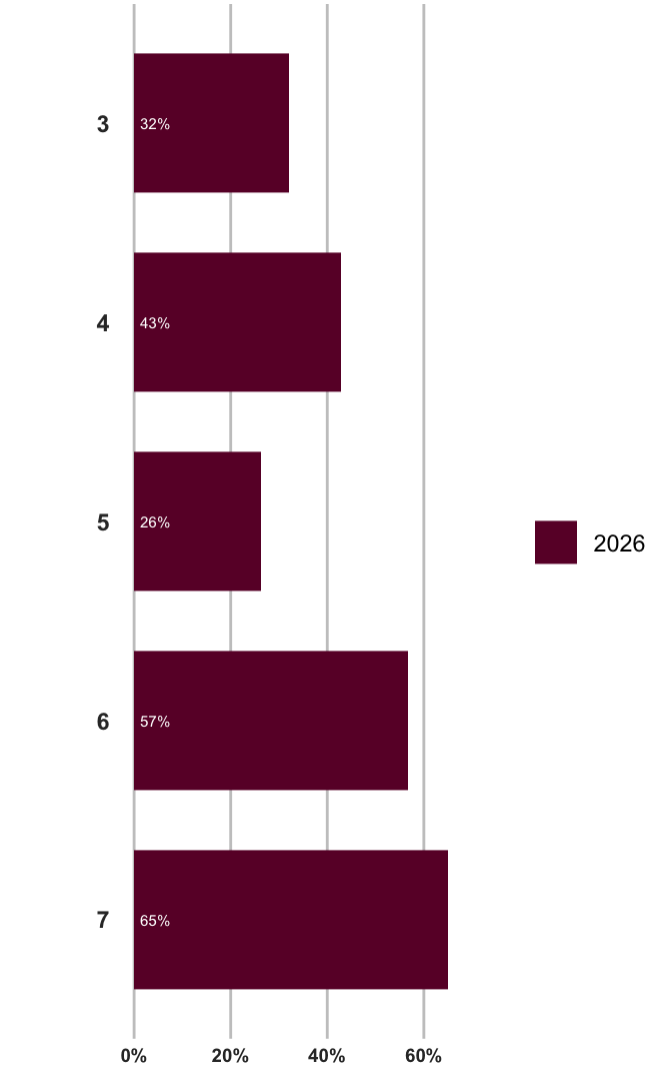


ELA

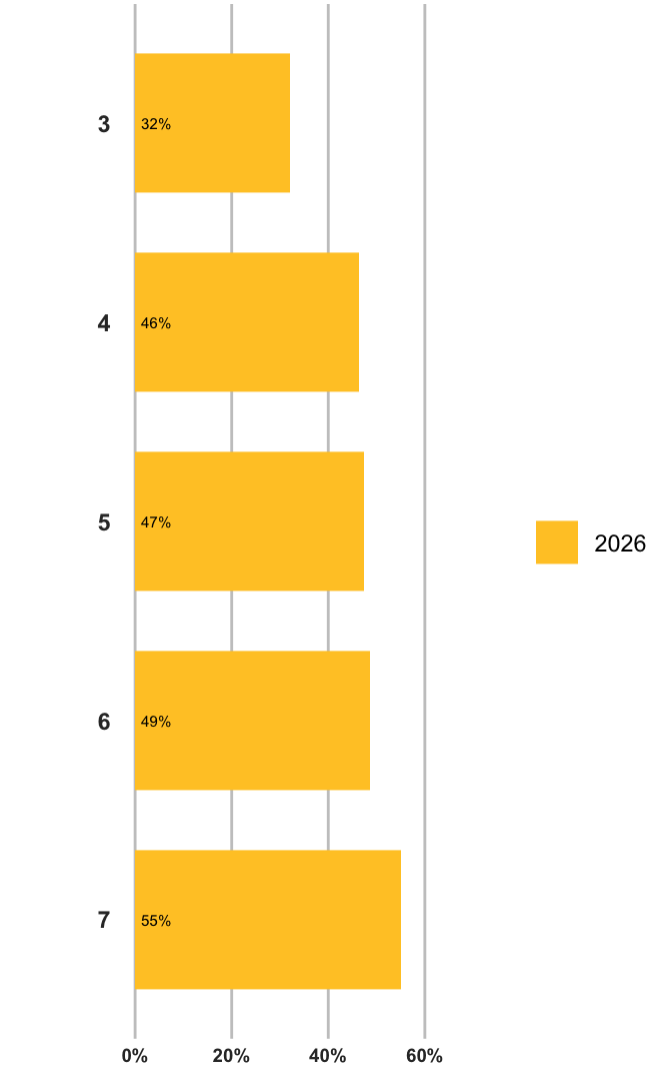


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Unity Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

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Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
56th

ELA
51st

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+7

ELA
+1

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

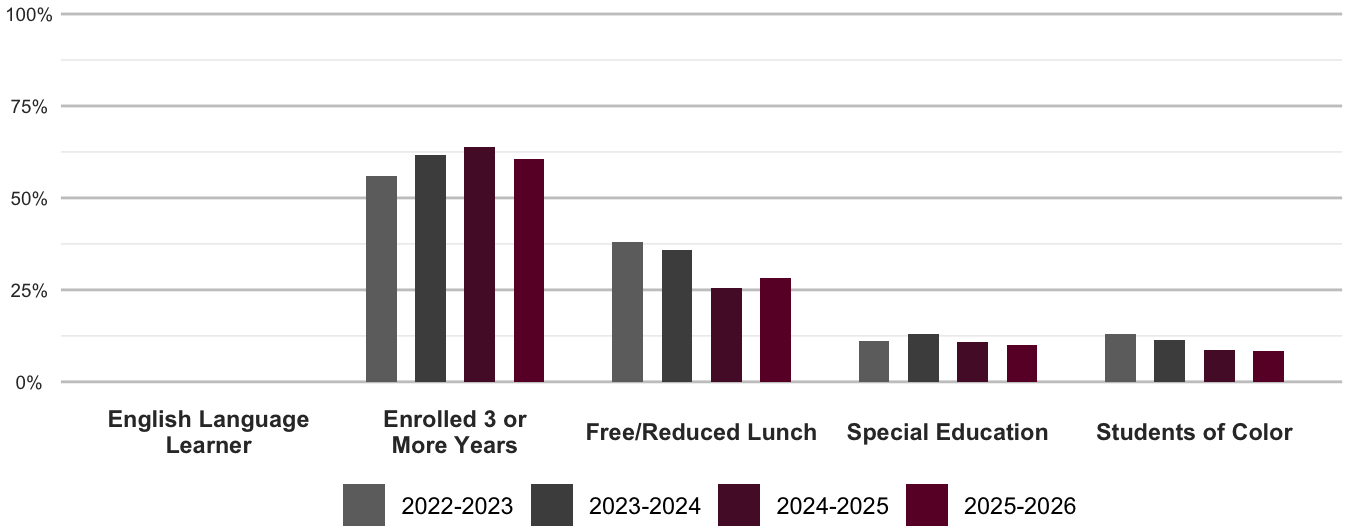
Walden Green Montessori

Last Updated On: November 2026

Walden Green Montessori

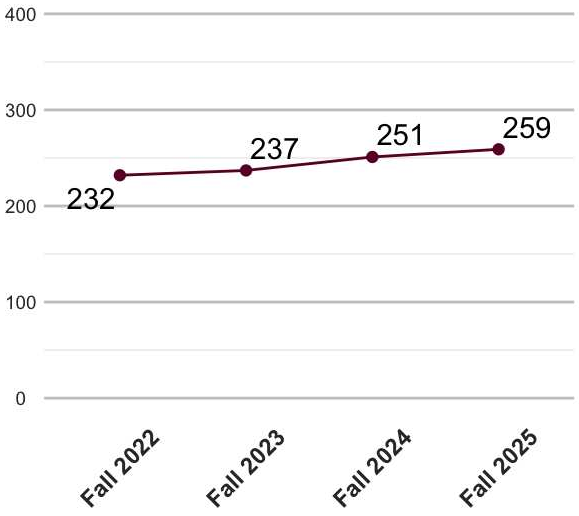
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	11.2%	13.1%	10.8%	10.0%
Free/Reduced Lunch	37.9%	35.9%	25.5%	28.2%
Students of Color	12.9%	11.4%	8.8%	8.5%
Enrolled 3 or More Years	56.0%	61.6%	63.7%	60.6%

Enrollment



Where Students Come From

Assigned District	Students
Grand Haven Area Public Schools	66
Spring Lake Public Schools	61
Fruitport Community Schools	52
Muskegon, Public Schools of the City of	27
Mona Shores Public School District	26
Reeths-Puffer Schools	14
Oakridge Public Schools	4
Kent City Community Schools	3
Orchard View Schools	2
Other	4

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SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
82%	+4	87%	+1

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
53%	-8	61%	+8

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
53rd	58th

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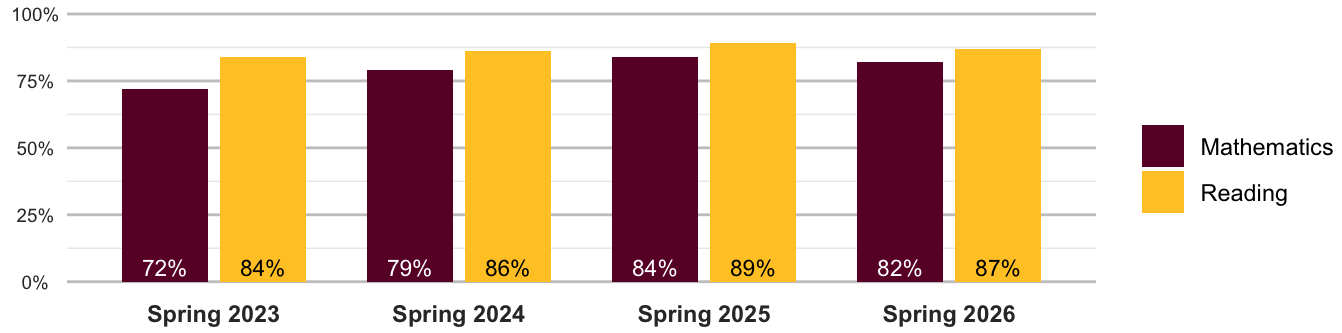
Percent Meeting NWEA MAP Spring Achievement National Norms

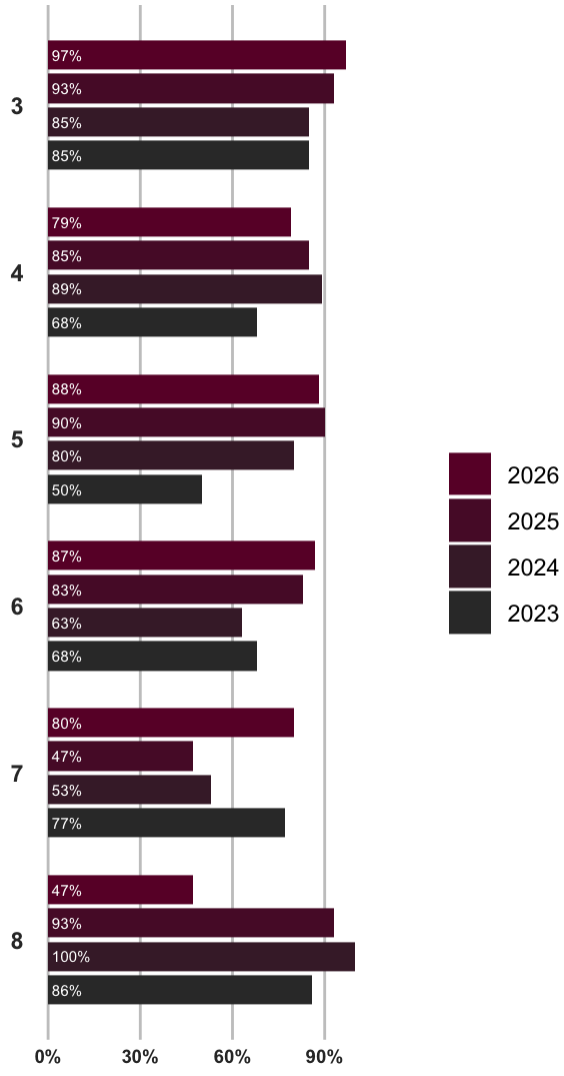
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

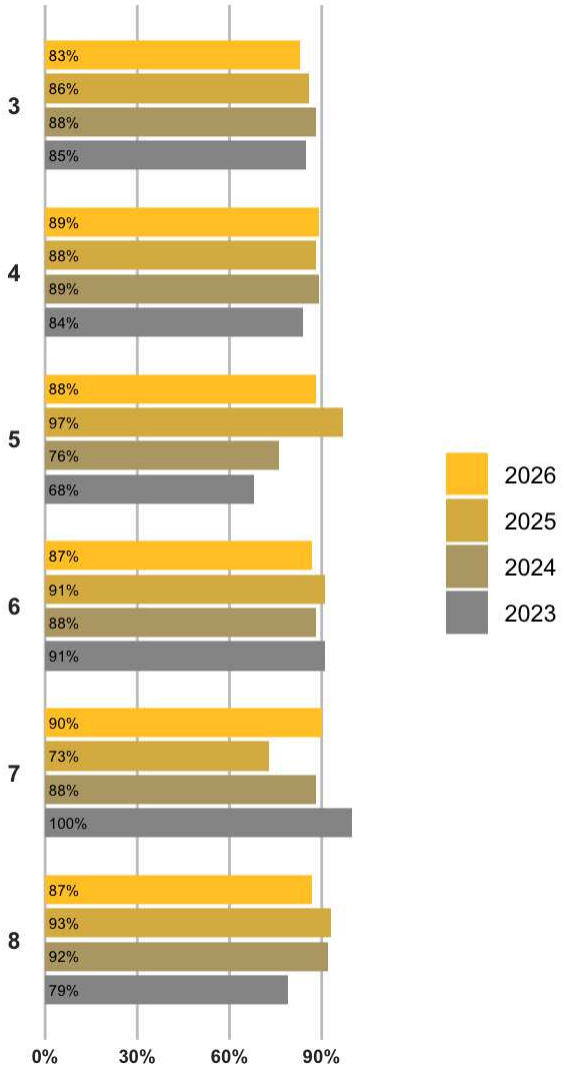


By Grade Level

Mathematics



Reading



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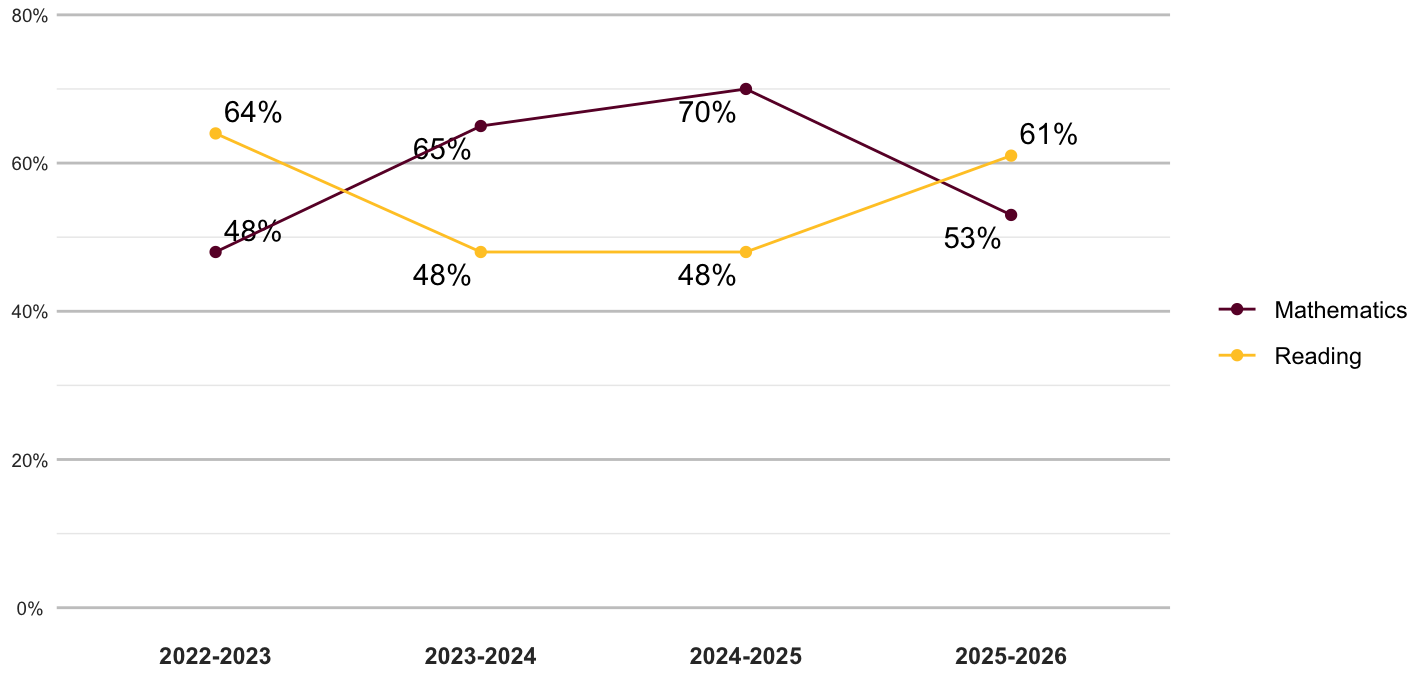
NWEA MAP Fall-to-Spring Growth

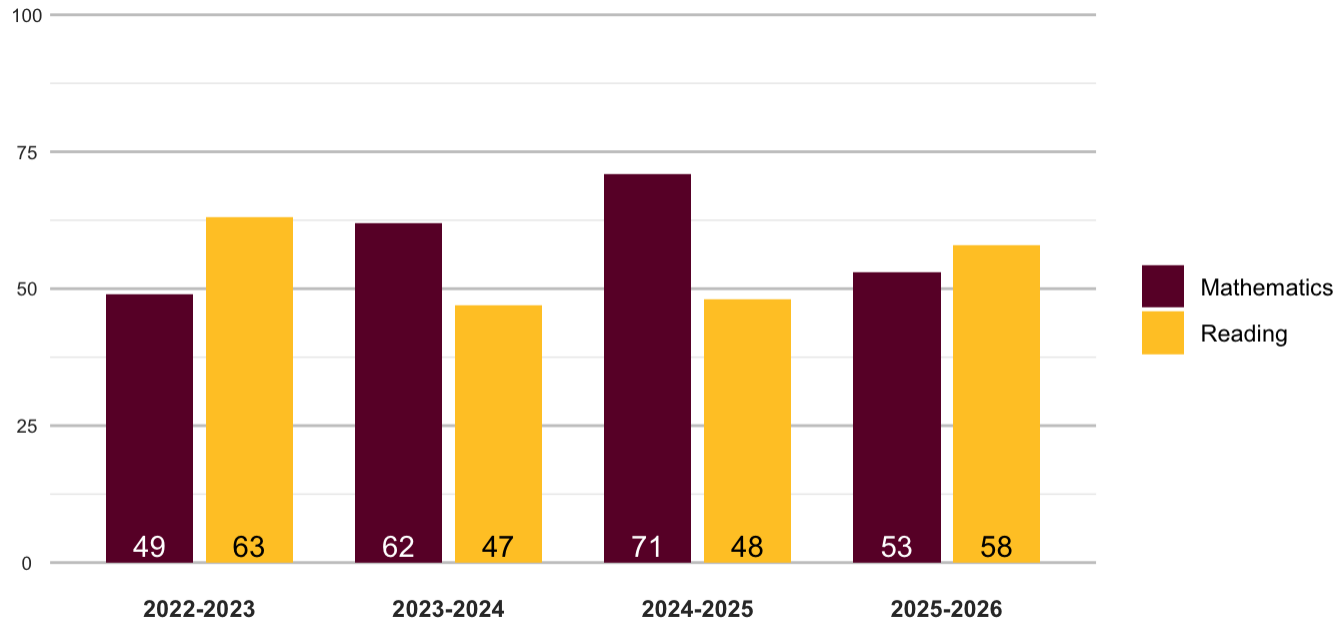
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
60%	-3	76%	-4

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+13	+27

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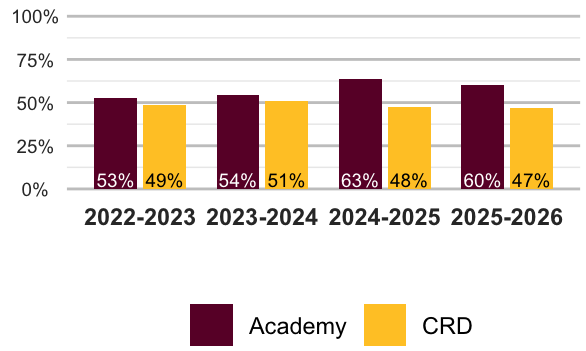
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

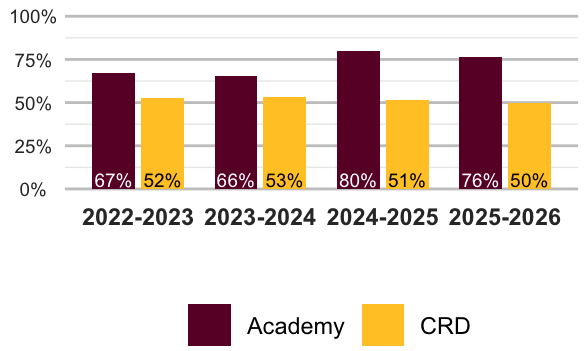
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

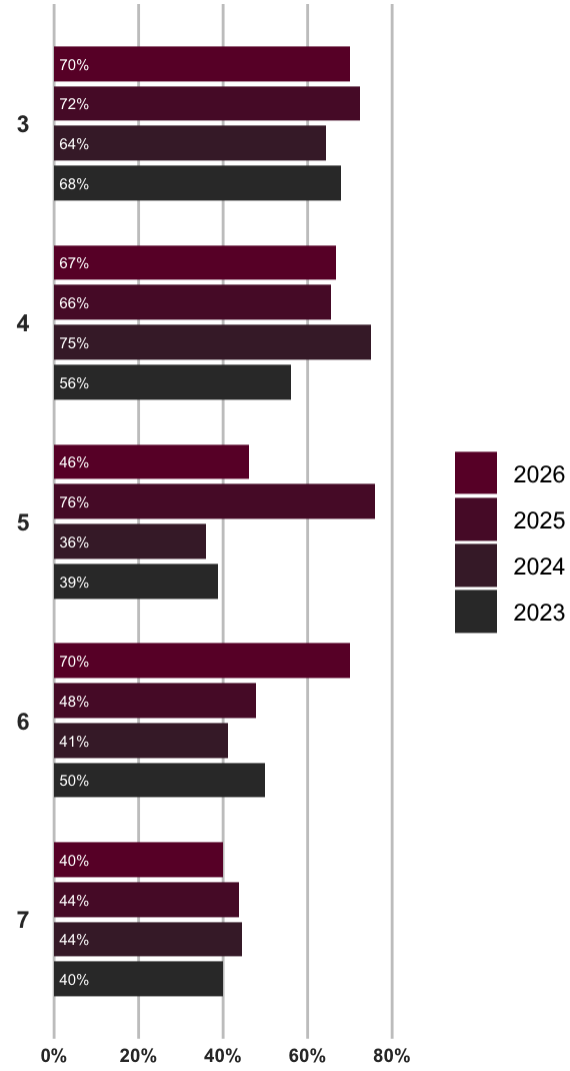


ELA

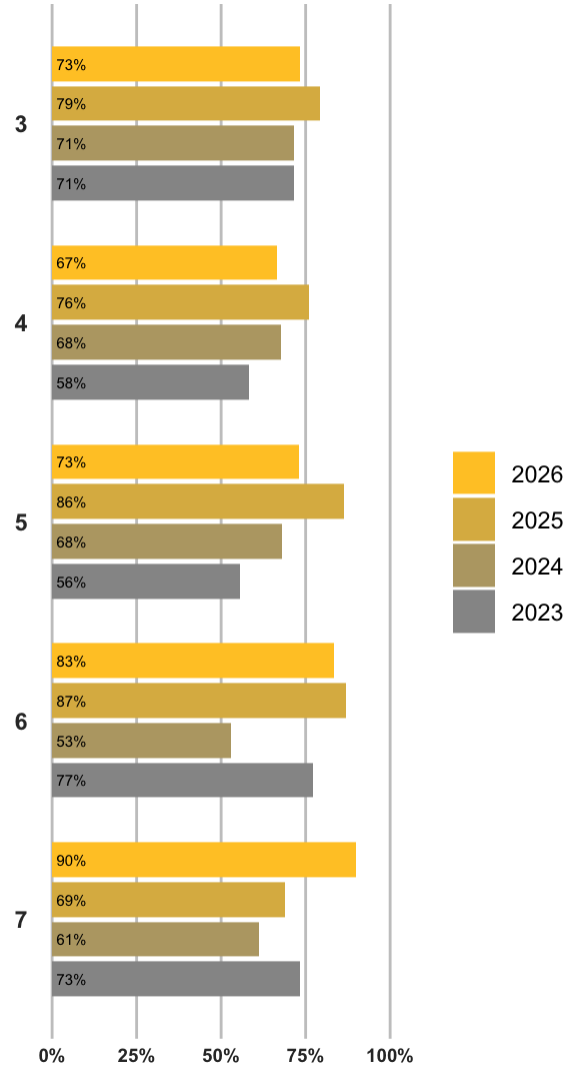


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
51st

ELA
58th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
+2

ELA
+9

THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

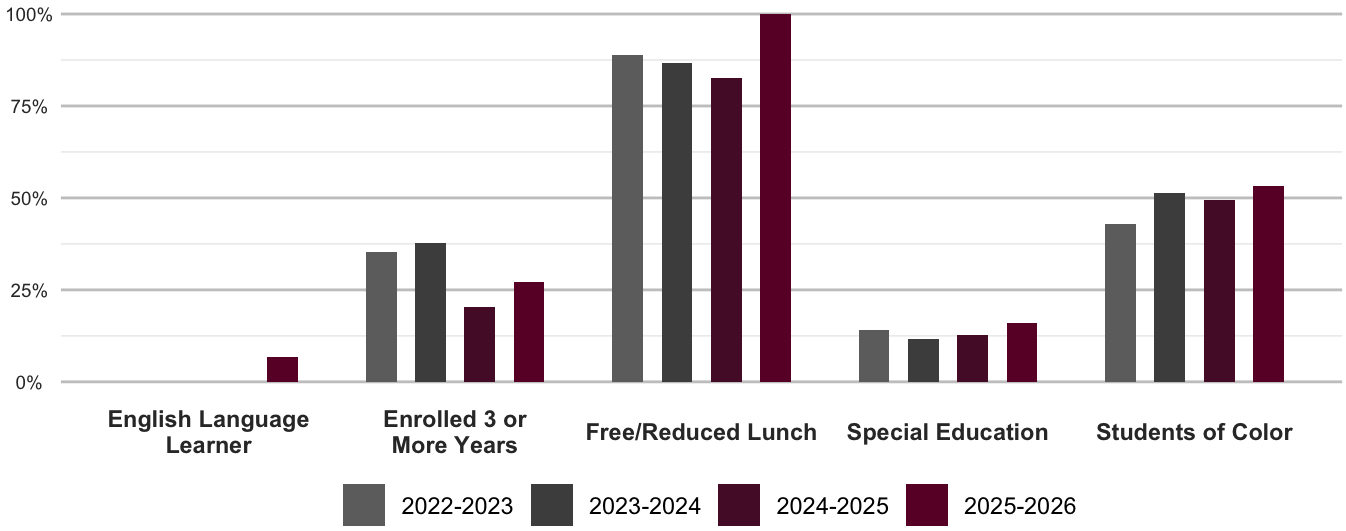
WAY Michigan

Last Updated On: November 2026

WAY Michigan

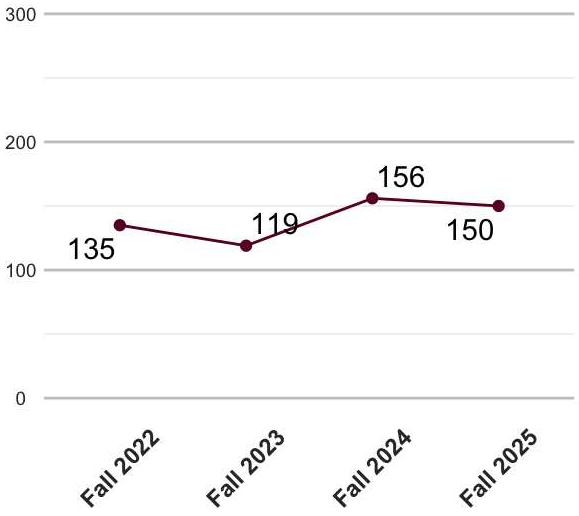
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	6.7%
Special Education	14.1%	11.8%	12.8%	16.0%
Free/Reduced Lunch	88.9%	86.6%	82.7%	100.0%
Students of Color	43.0%	51.3%	49.4%	53.3%
Enrolled 3 or More Years	35.3%	37.8%	20.4%	27.2%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	48
Flint, School District of the City of	12
Howell Public Schools	5
Lansing Public School District	4
Van Buren Public Schools	4
Ypsilanti Community Schools	4
Coloma Community Schools	3
Colon Community School District	3
Jackson Public Schools	3
Other	65

WAY Michigan

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
33%	+6	52%	+18

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
30%	-8	38%	-17

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
17th	39th

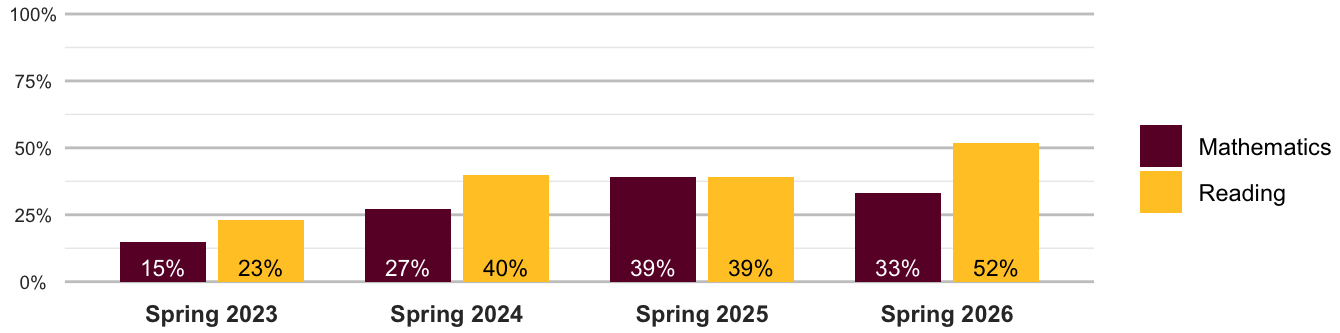
WAY Michigan

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

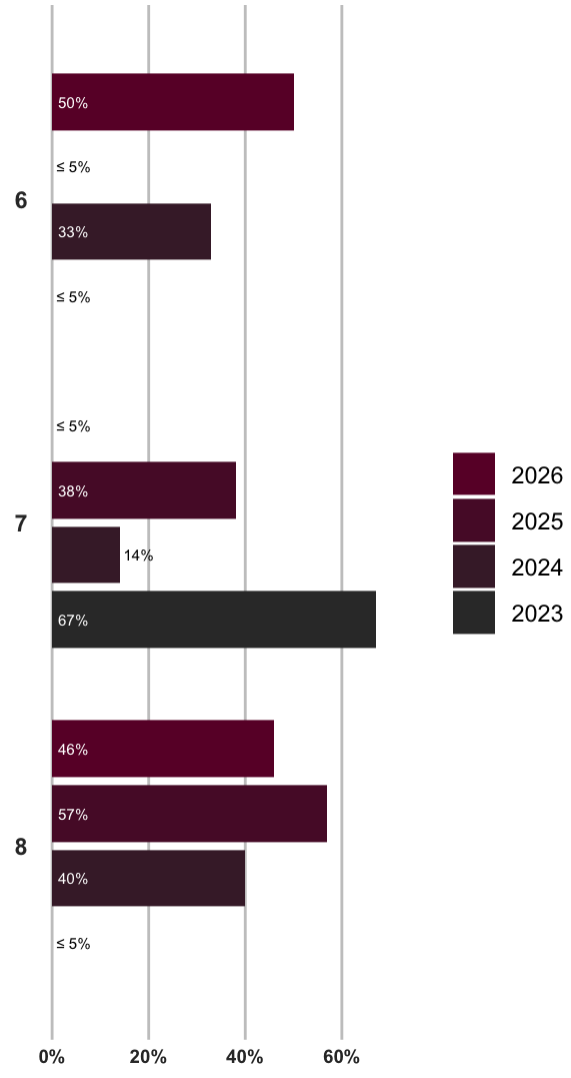
All Students Grades 6 - 8 enrolled for at least one year

School-Wide by Year

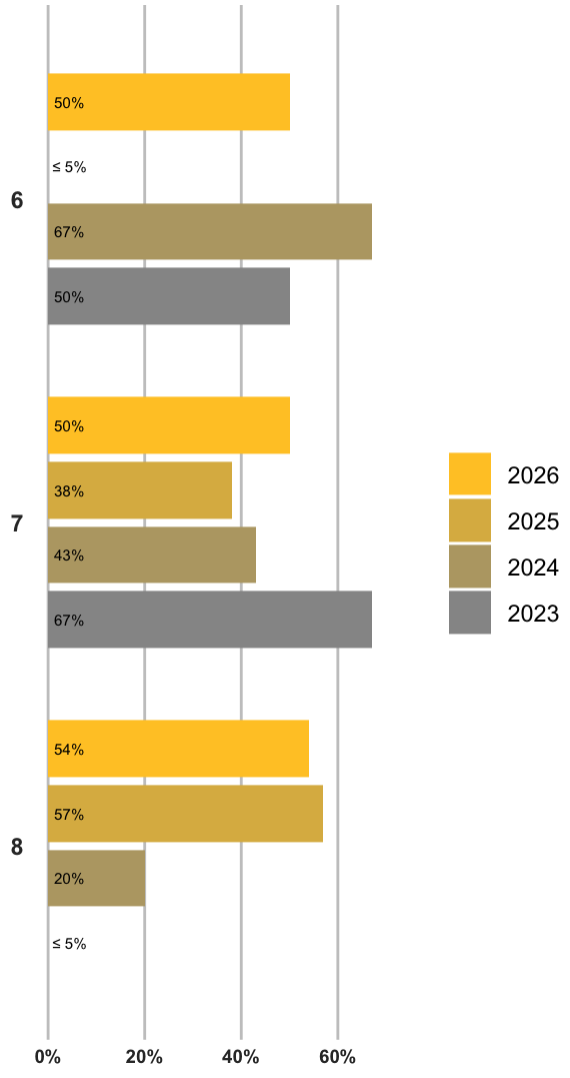


By Grade Level

Mathematics



Reading



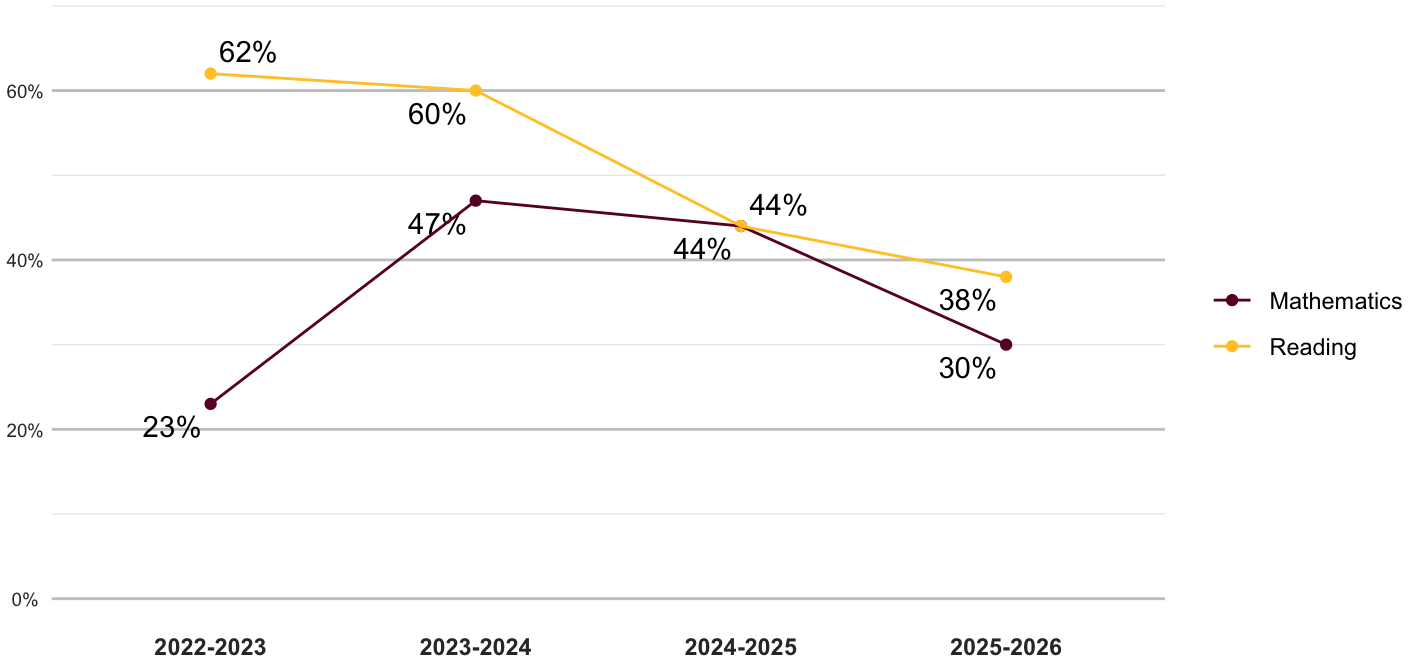
WAY Michigan

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

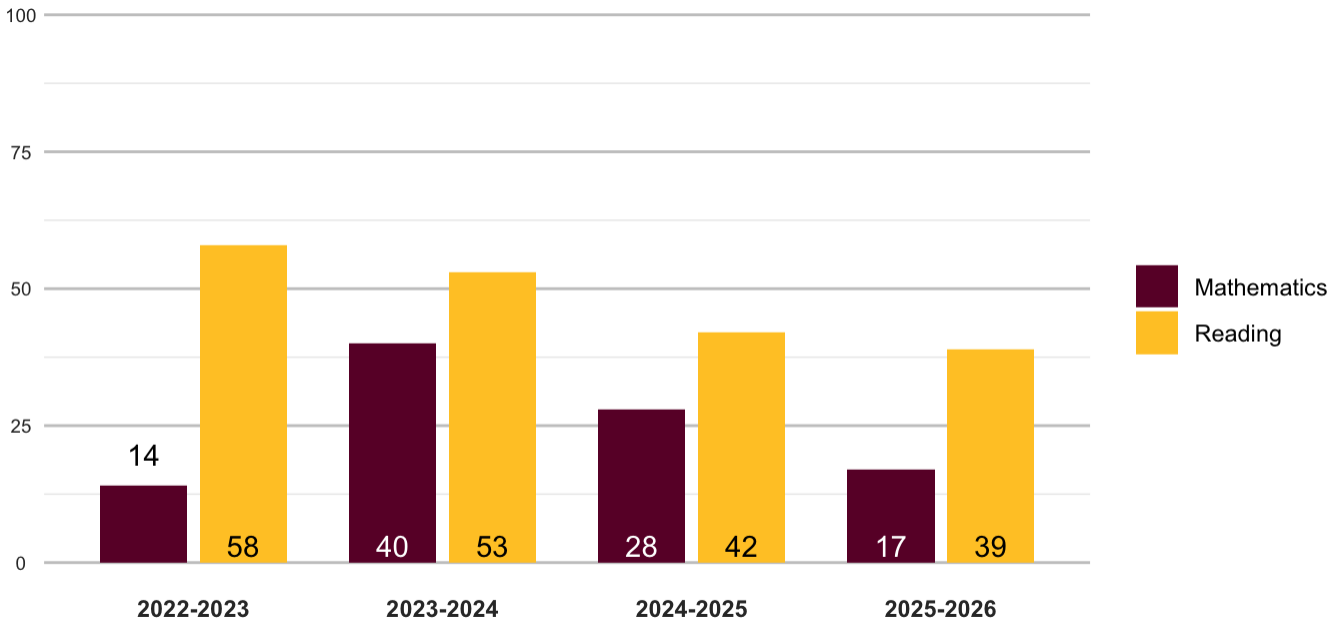
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 6 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 6 - 8



WAY Michigan

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
* ≤ 5	+0	10%	-4

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-15	-11

* 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.

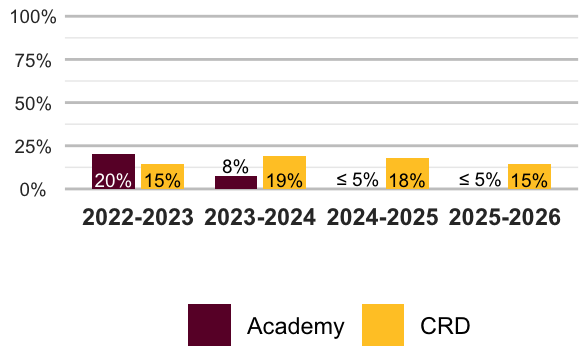
WAY Michigan

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

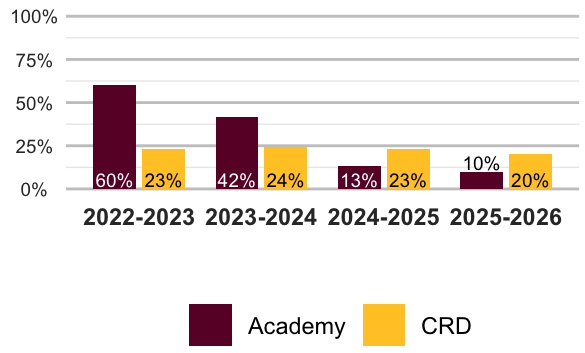
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 6 - 7

Mathematics

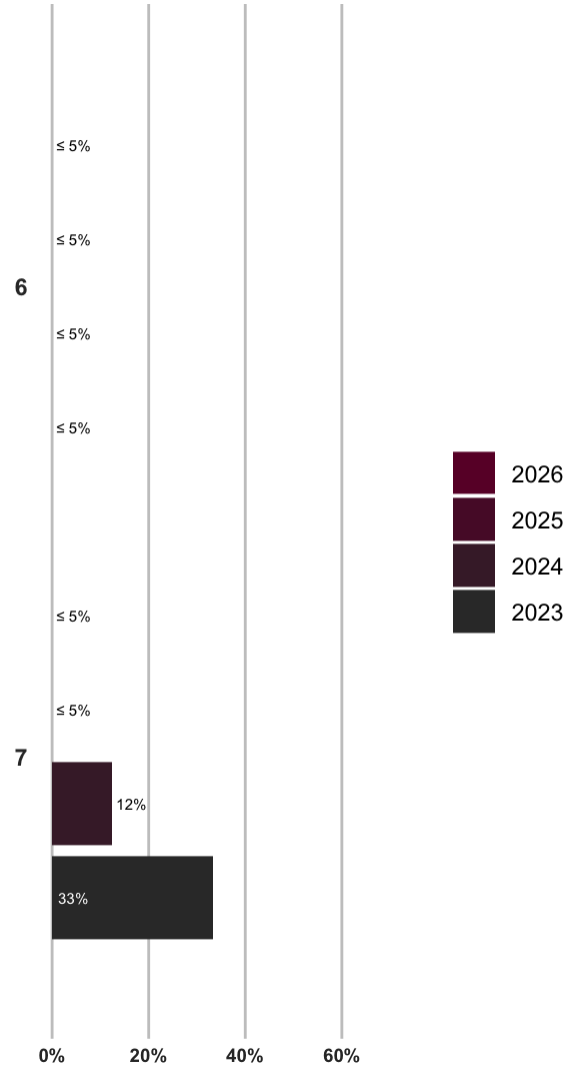


ELA

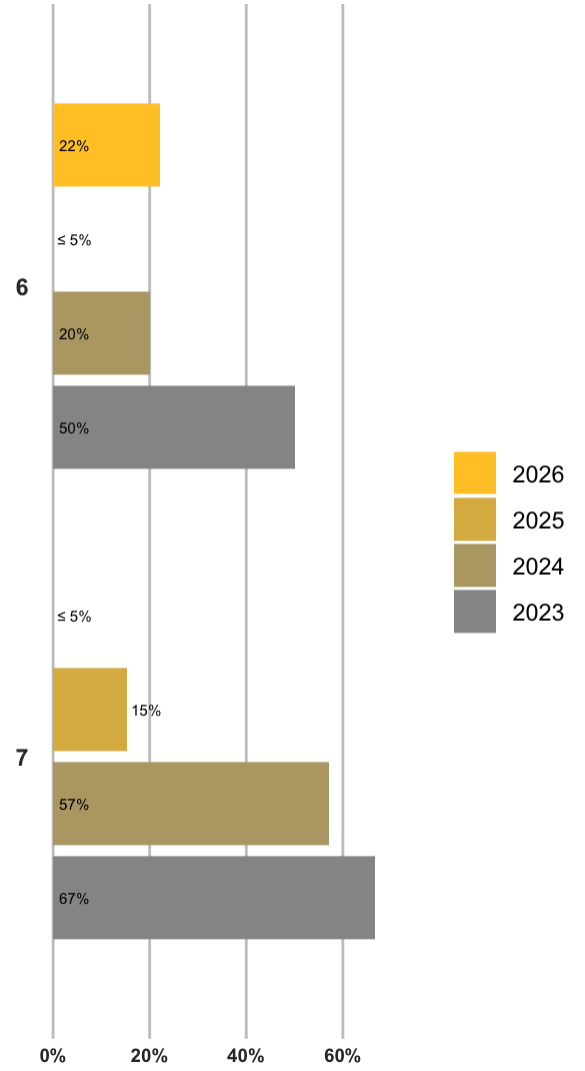


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



WAY Michigan

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
29th

ELA
46th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
-19

ELA
-2

WAY Michigan

SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
* ≤ 5	-9	27%	-8

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.

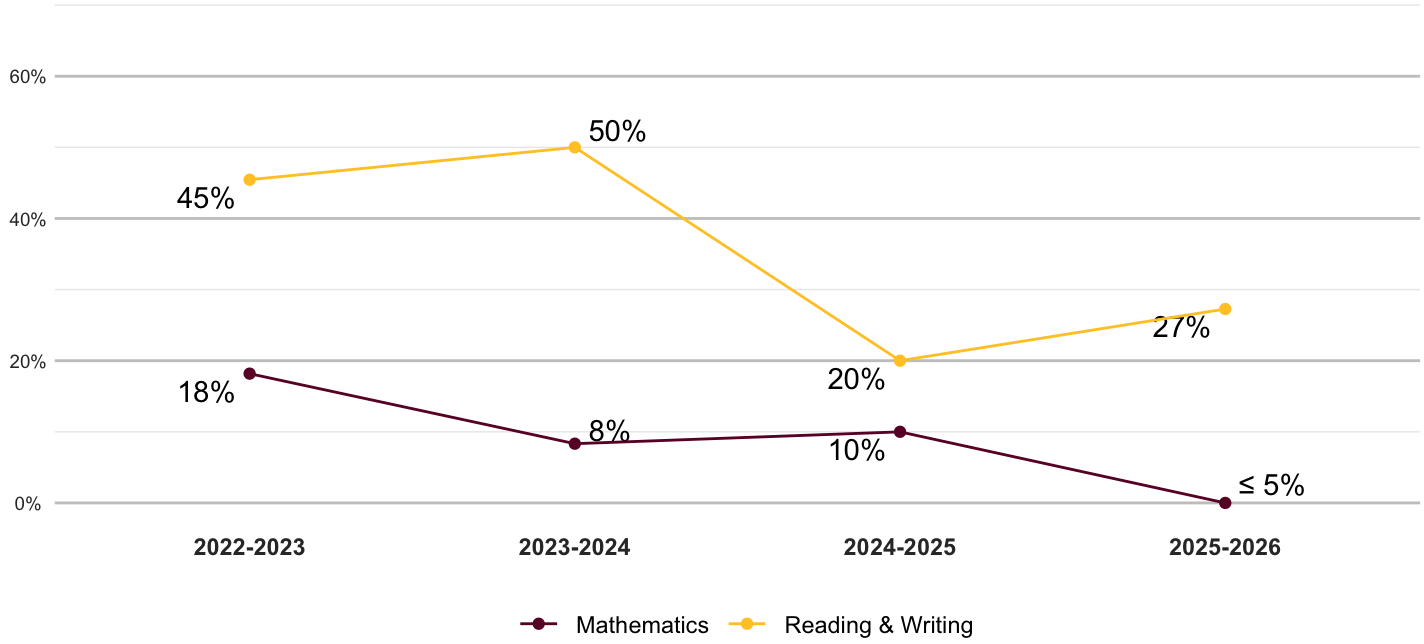
2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

Mathematics	Reading & Writing
-20	-16

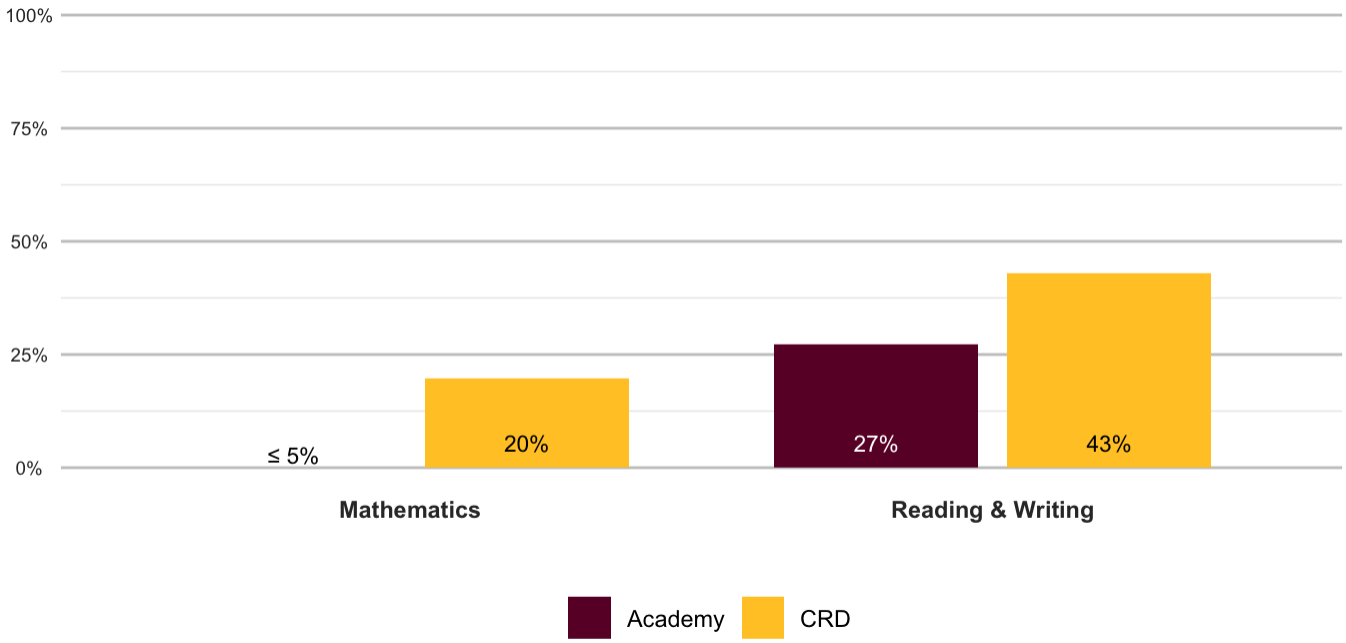
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



WAY Michigan

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
355	530	411	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
-83	-49

WAY Michigan

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
8%

Reading & Writing
62%

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2025-26 Academic Performance Report

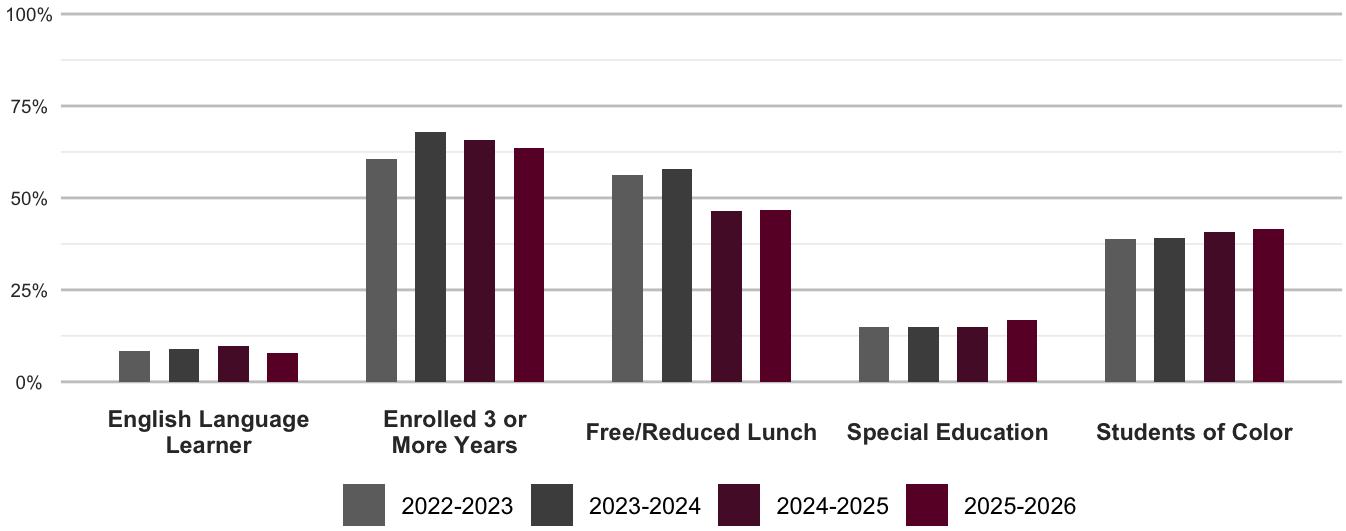
West Michigan Academy of Environmental Science

Last Updated On: November 2026

West Michigan Academy of Environmental Science

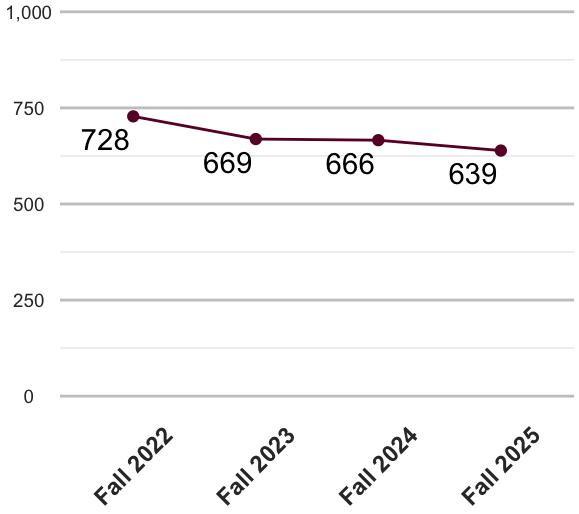
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	8.4%	9.0%	9.6%	7.8%
Special Education	14.8%	14.9%	14.9%	16.7%
Free/Reduced Lunch	56.2%	58.0%	46.5%	46.6%
Students of Color	38.7%	39.0%	40.8%	41.5%
Enrolled 3 or More Years	60.6%	67.9%	65.8%	63.6%

Enrollment



Where Students Come From

Assigned District	Students
Grand Rapids Public Schools	378
Kenowa Hills Public Schools	72
Grandville Public Schools	38
Wyoming Public Schools	38
Coopersville Area Public School District	18
Comstock Park Public Schools	17
Kentwood Public Schools	13
Forest Hills Public Schools	8
Hudsonville Public School District	6
Other	52

West Michigan Academy of Environmental Science

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NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
56%	+0	64%	+1

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
44%	-9	58%	+9

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
44th	56th

West Michigan Academy of Environmental Science

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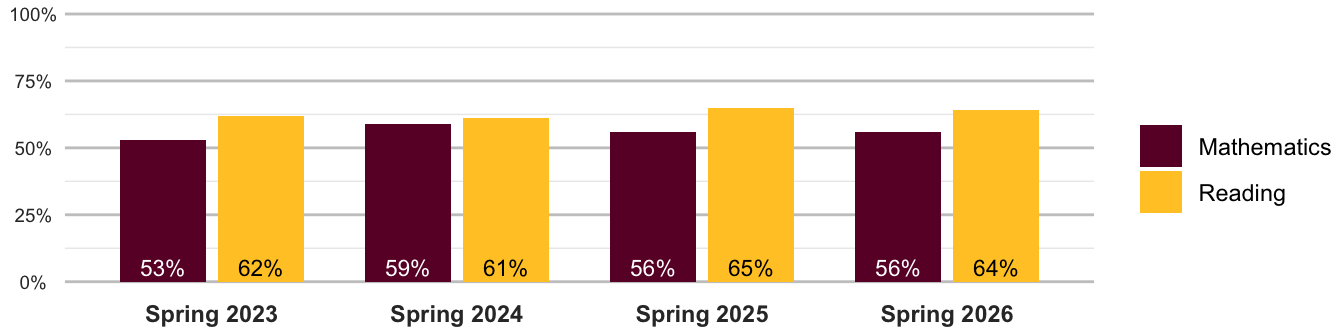
Percent Meeting NWEA MAP Spring Achievement National Norms

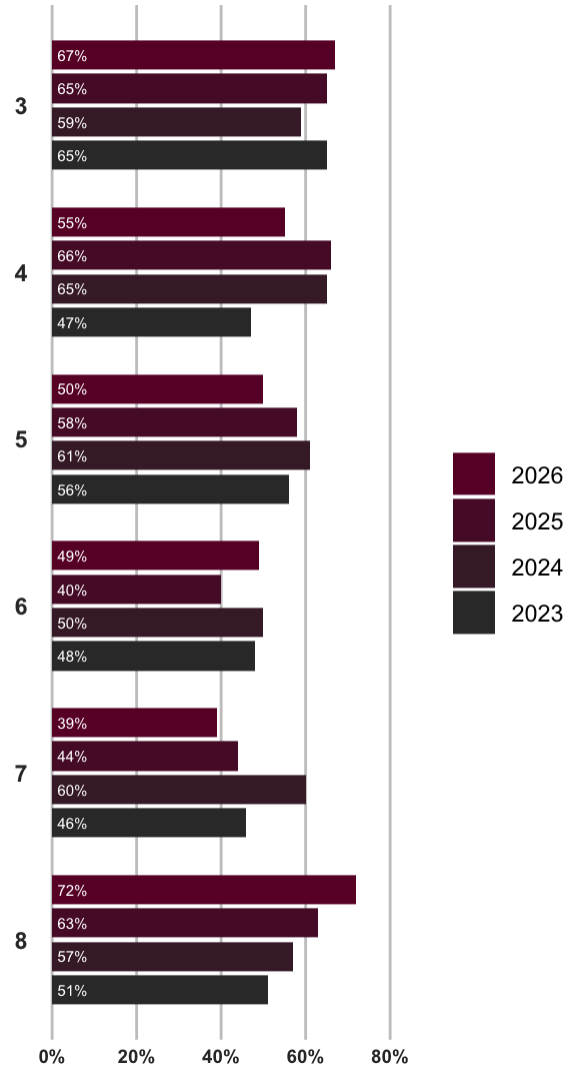
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

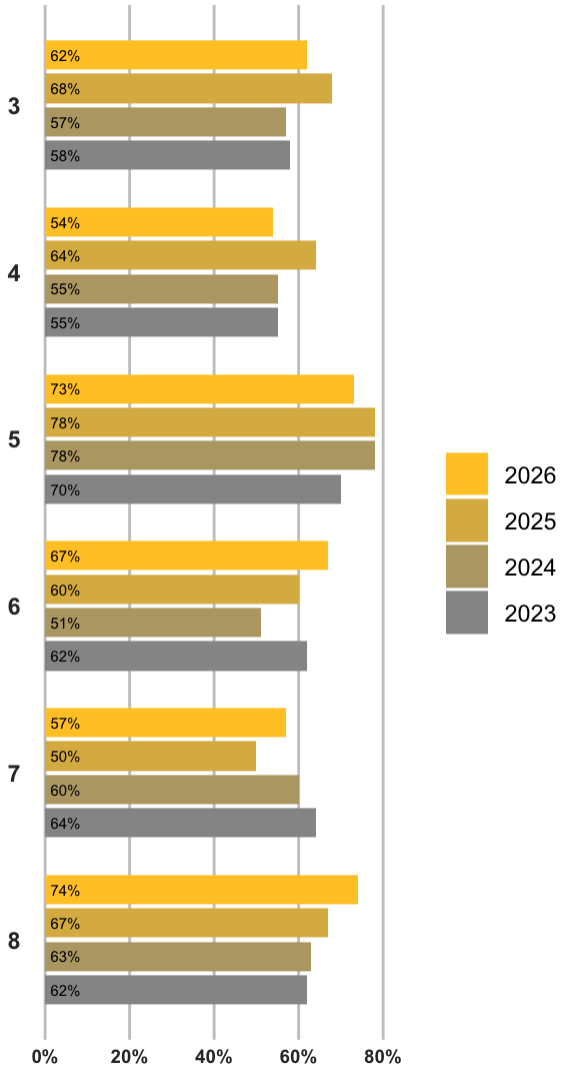


By Grade Level

Mathematics



Reading



West Michigan Academy of Environmental Science

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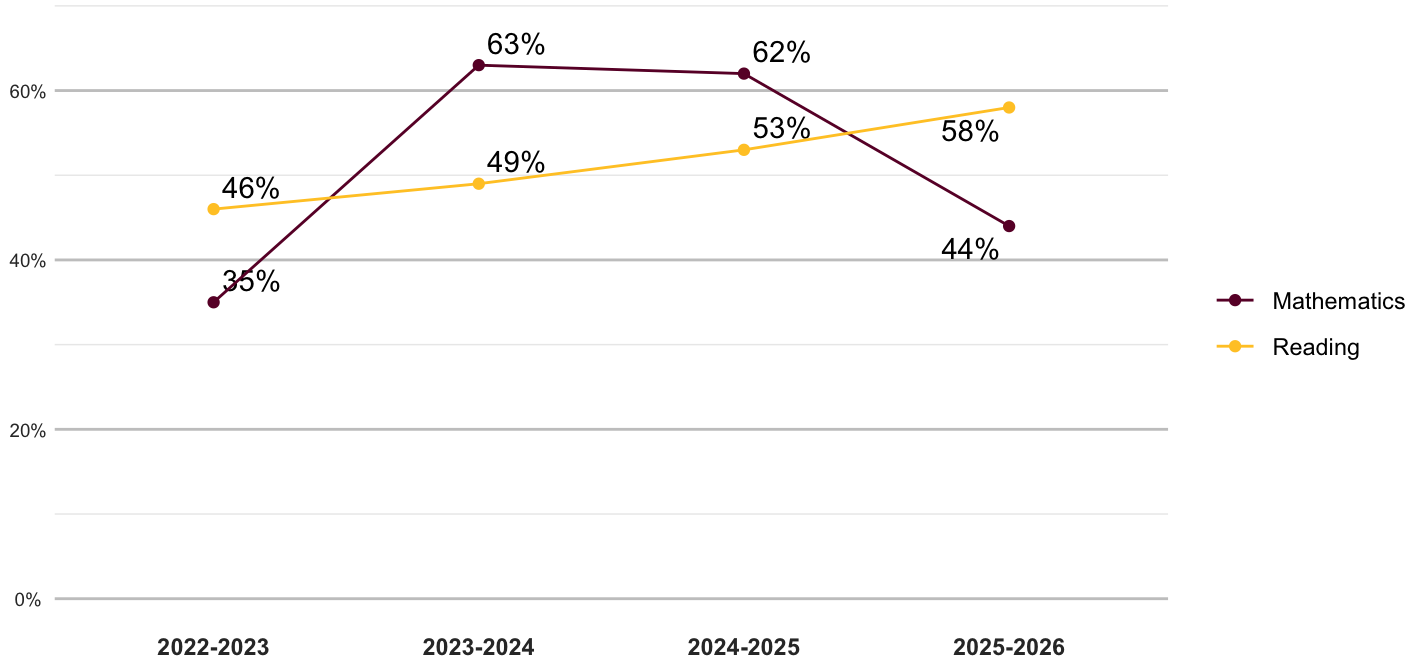
NWEA MAP Fall-to-Spring Growth

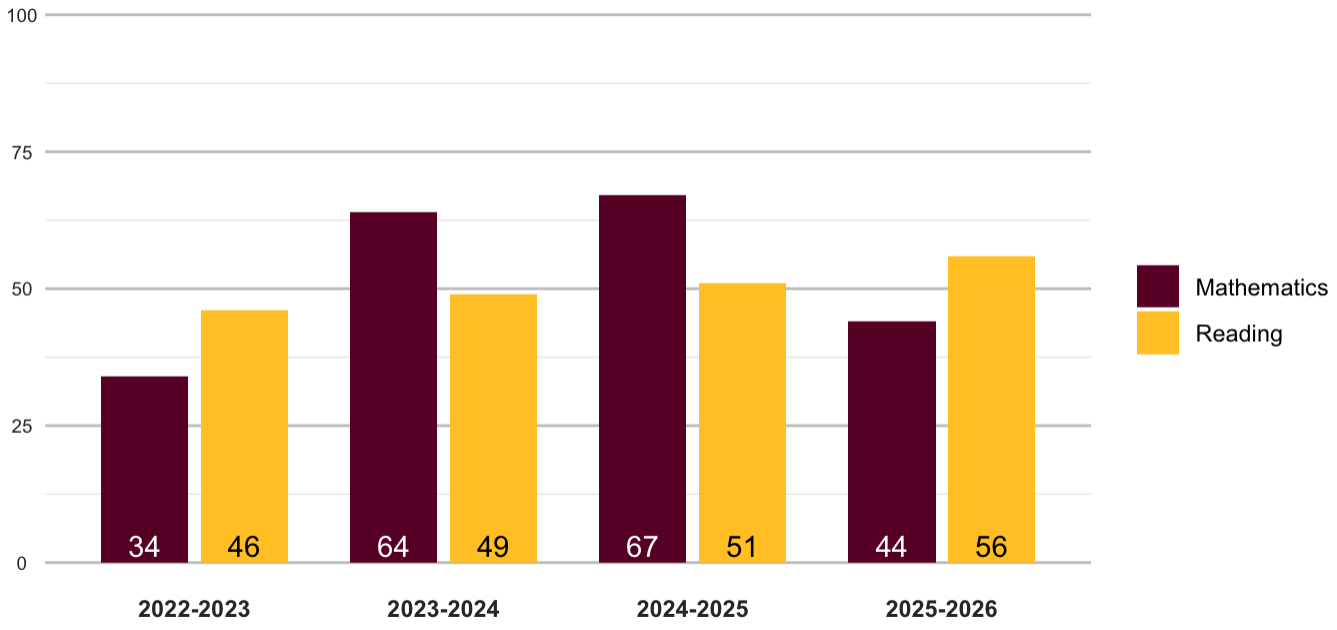
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



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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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
31%	-6	38%	-10

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+5	+8

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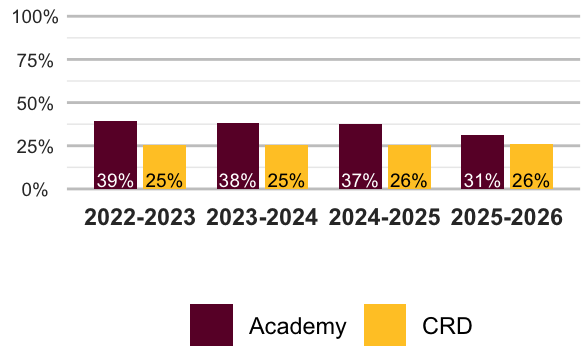
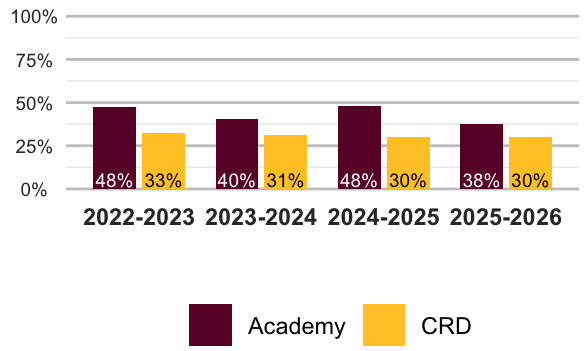
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

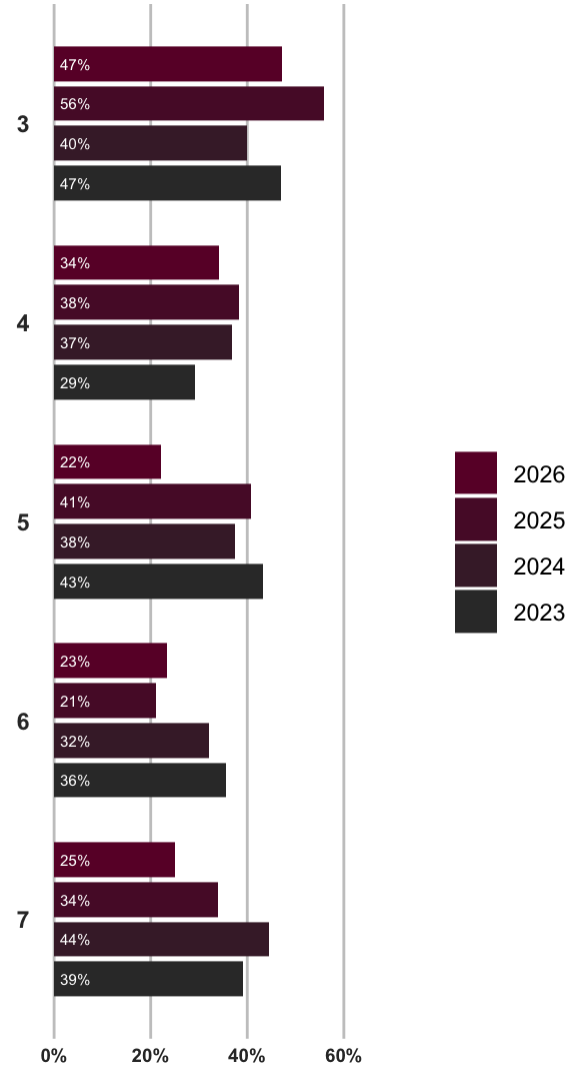


ELA

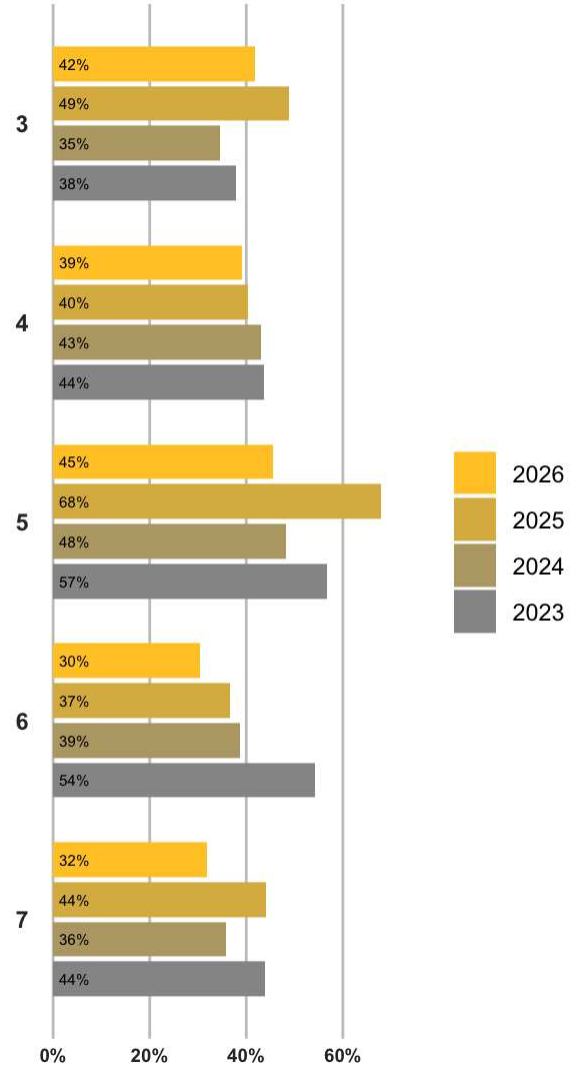


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



West Michigan Academy of Environmental Science

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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics	ELA
45th	47th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics	ELA
-4	-1

West Michigan Academy of Environmental Science

SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
17%	-34	52%	-20

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

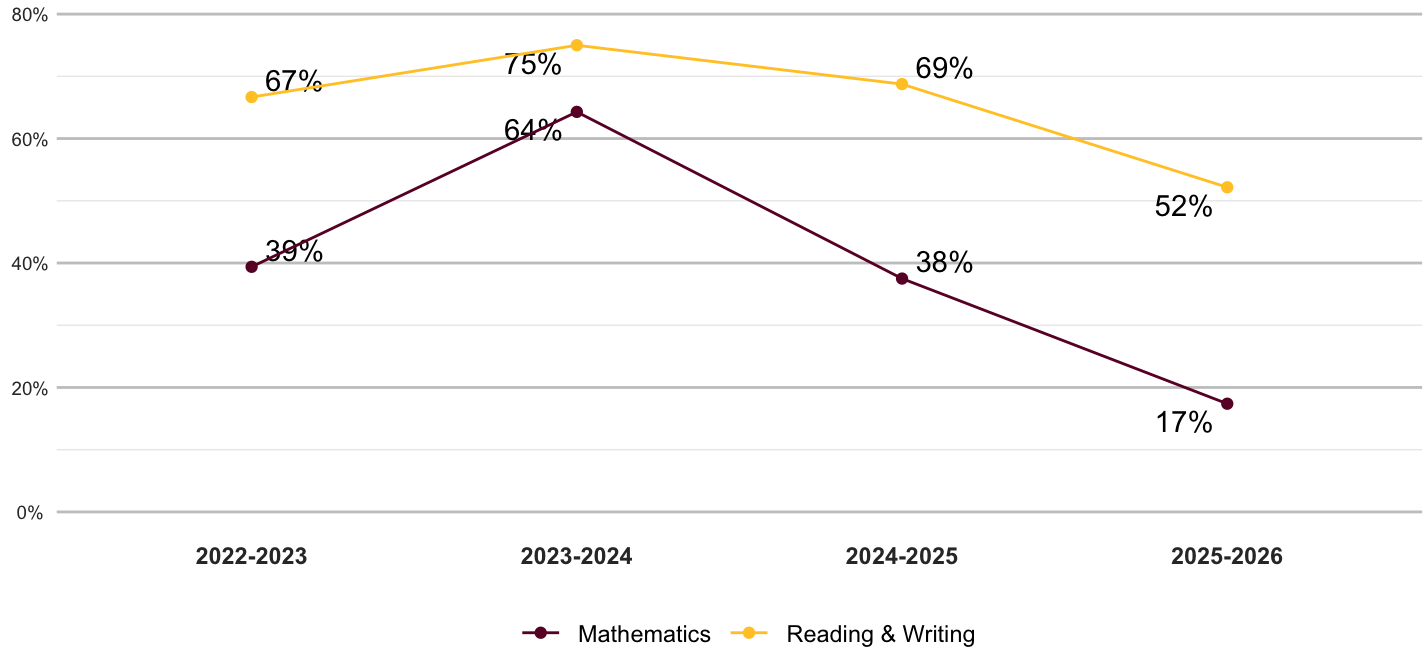
Mathematics	Reading & Writing
-6	+4

West Michigan Academy of Environmental Science

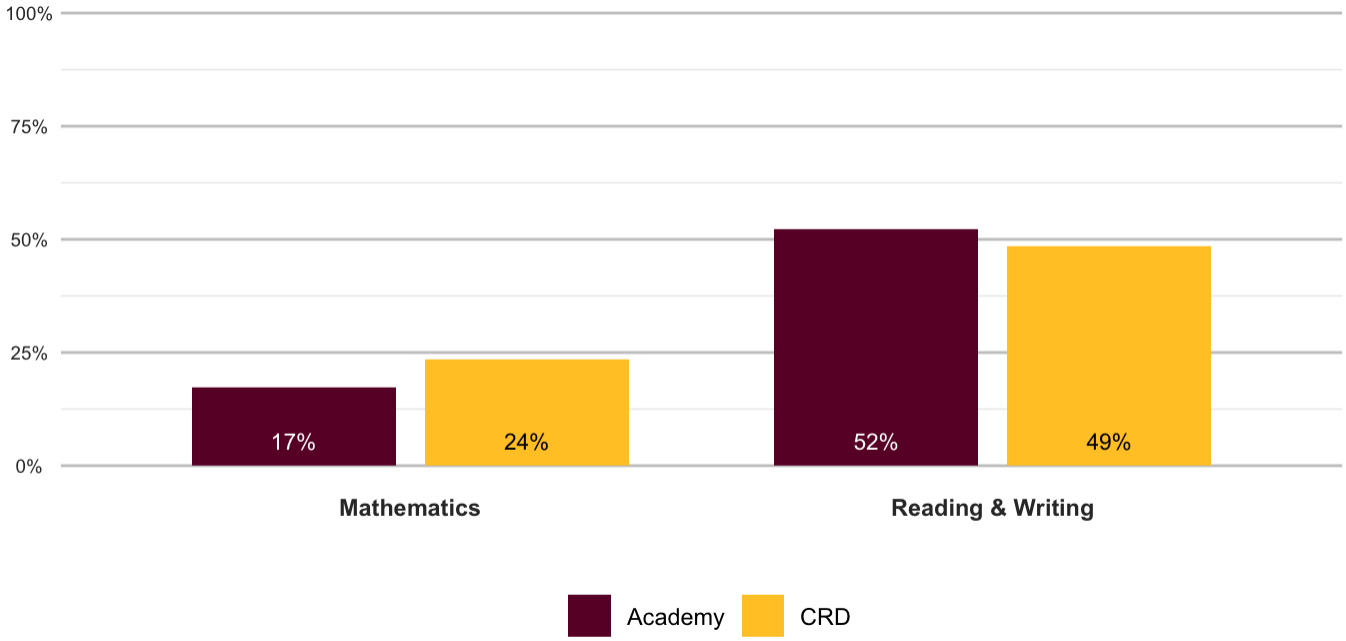
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

SAT Benchmark Performance

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



2025-2026 Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



West Michigan Academy of Environmental Science

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
441	530	503	480

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Comparative Achievement (CRD) - SAT

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2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
-14	+26

West Michigan Academy of Environmental Science

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

High School Growth

To demonstrate measurable progress towards the achievement of the Post-Secondary Readiness Standard, we calculate the percentage of students meeting or surpassing the expected growth between College Board (PSAT/SAT) assessments from spring to spring.

2025-2026 - Percent of Students Meeting Expected Growth Between PSAT/SAT Spring to Spring

Mathematics
47%

Reading & Writing
44%

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CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

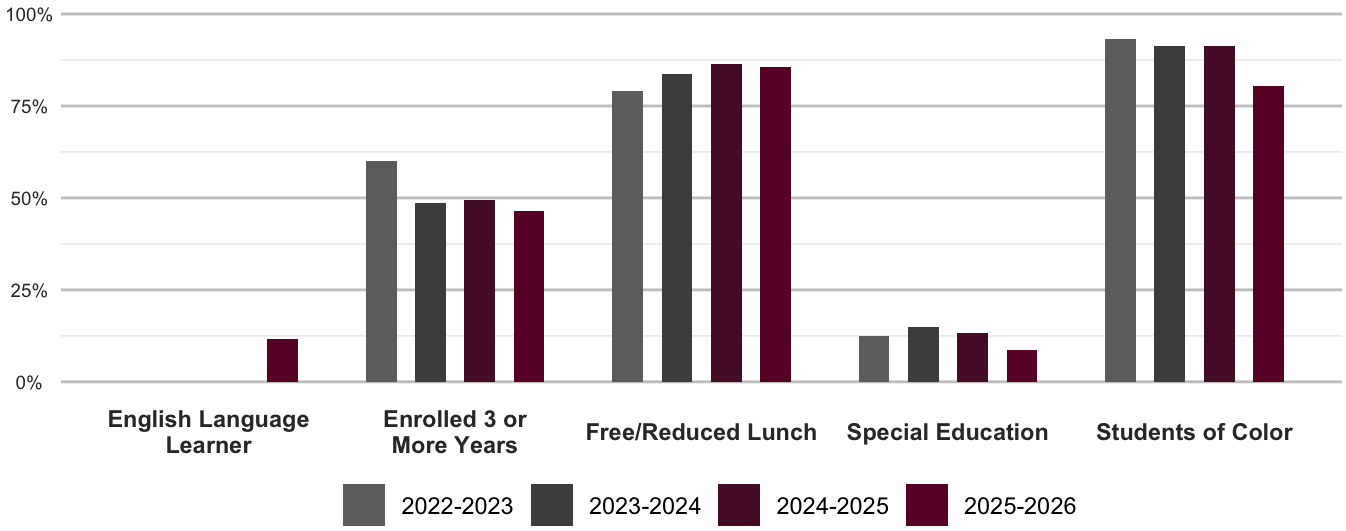
West Village Academy

Last Updated On: November 2026

West Village Academy

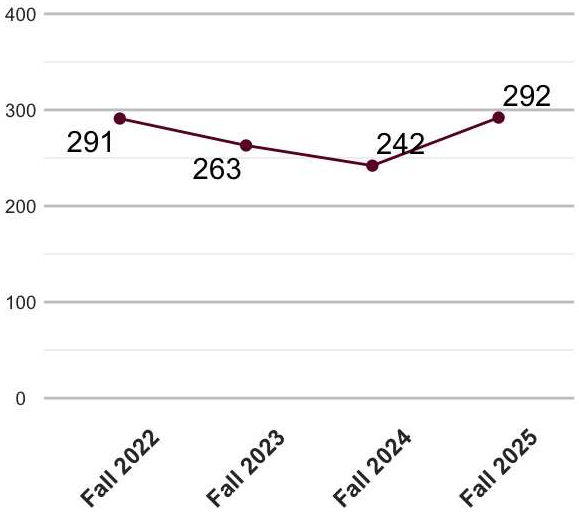
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	11.6%
Special Education	12.4%	14.8%	13.2%	8.6%
Free/Reduced Lunch	79.0%	83.7%	86.4%	85.6%
Students of Color	93.1%	91.3%	91.3%	80.5%
Enrolled 3 or More Years	60.1%	48.7%	49.4%	46.6%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	101
Taylor School District	55
Dearborn Heights School District #7	46
Wayne-Westland Community School District	36
Westwood Community School District	19
Dearborn City School District	13
Romulus Community Schools	10
Redford Union Schools, District No. 1	3
Southgate Community School District	3
Other	6

West Village Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
24%	+1	42%	+10

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
37%	-18	52%	+7

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
36th	51st

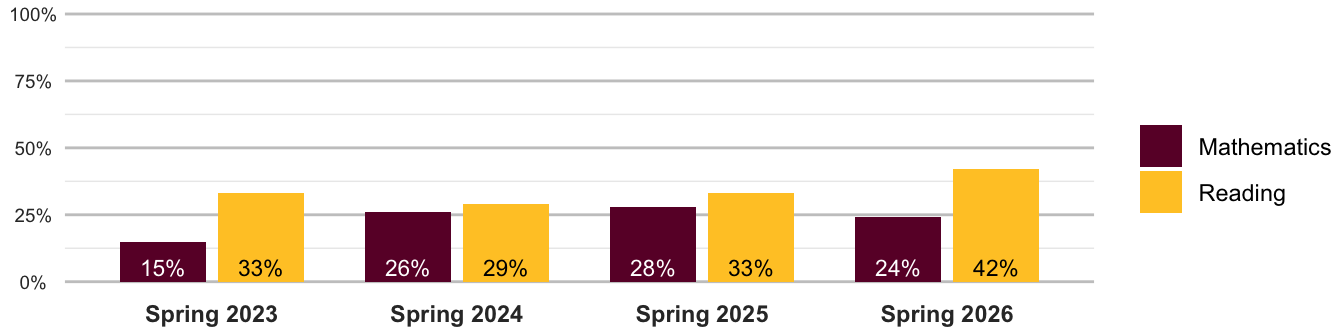
West Village Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

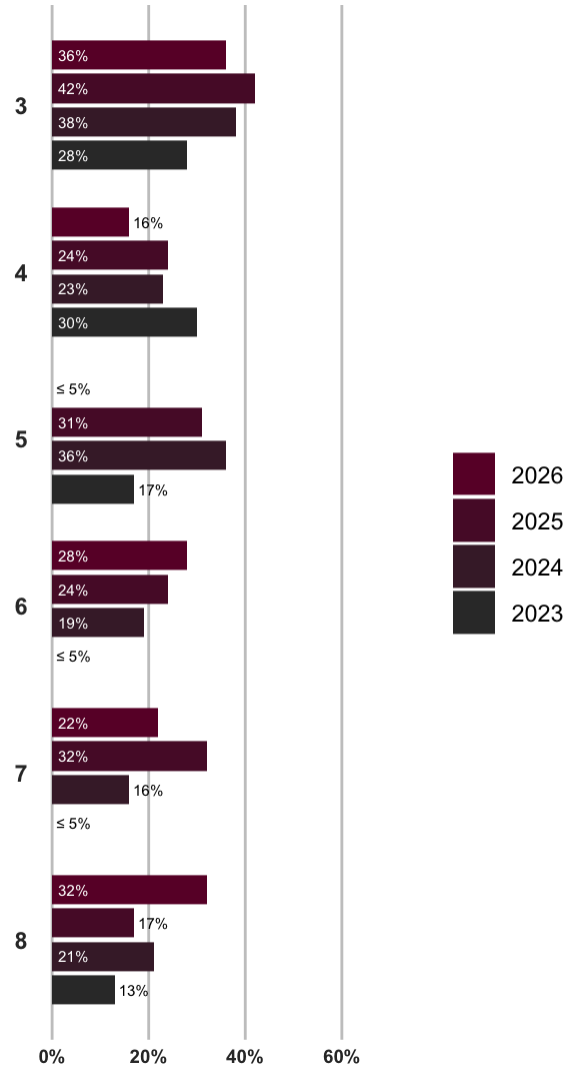
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

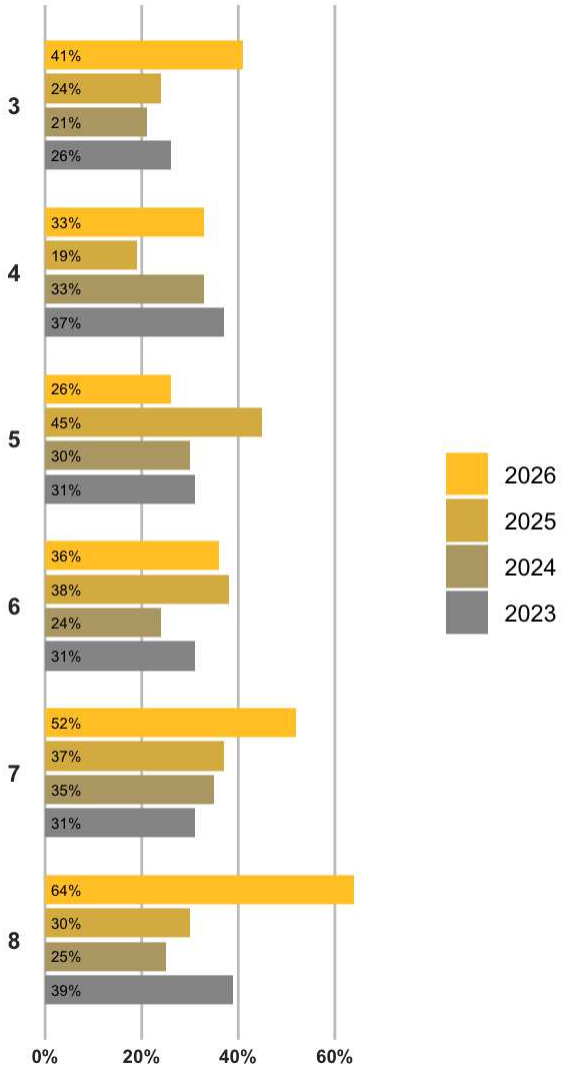


By Grade Level

Mathematics



Reading



West Village Academy

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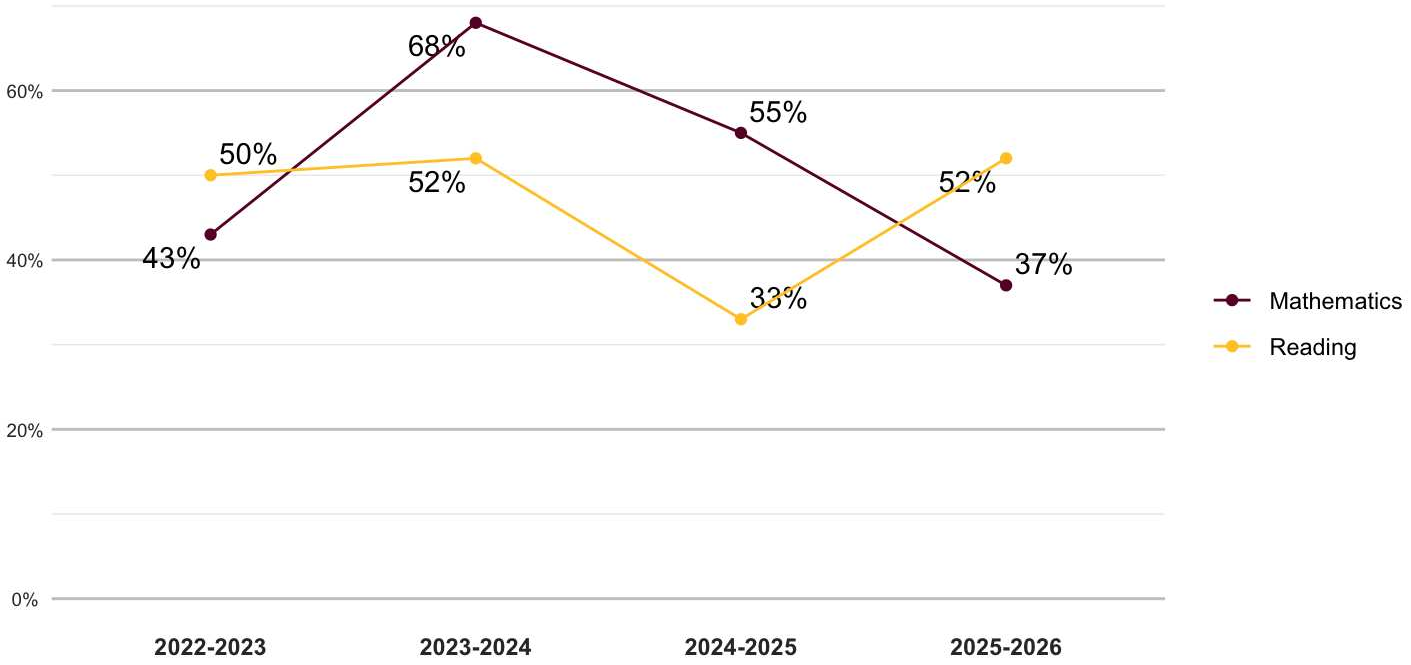
NWEA MAP Fall-to-Spring Growth

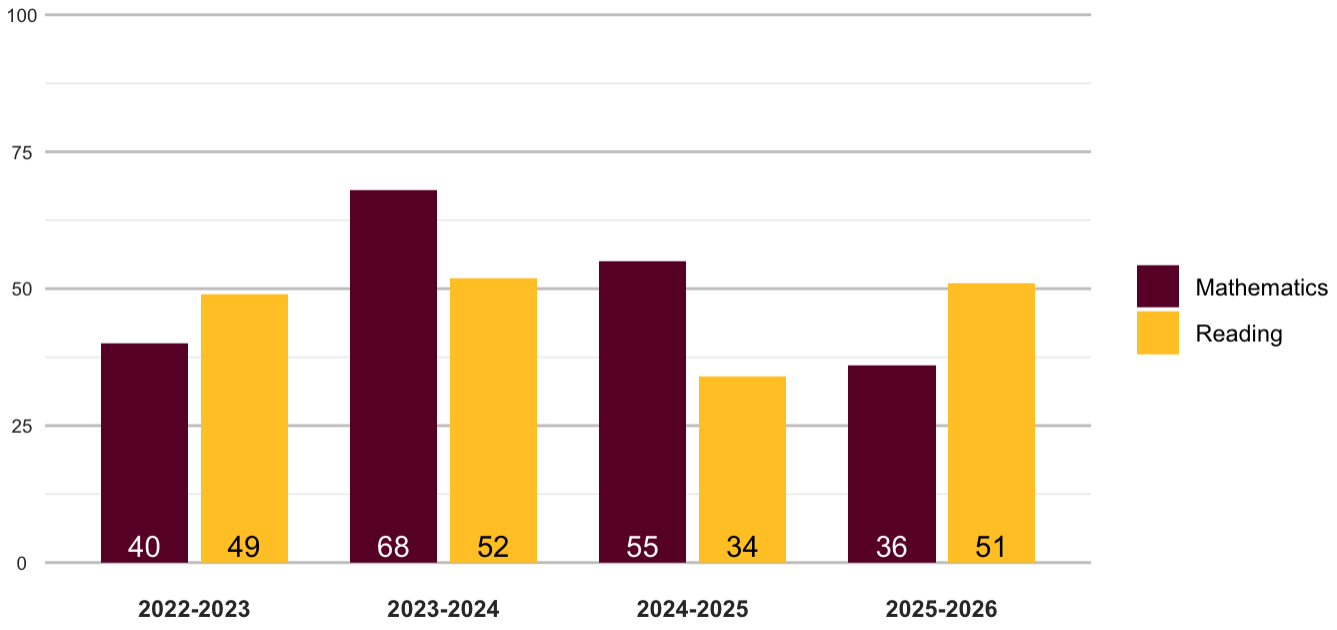
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



West Village 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
9%	-3	18%	-1

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
-8	-2

West Village Academy

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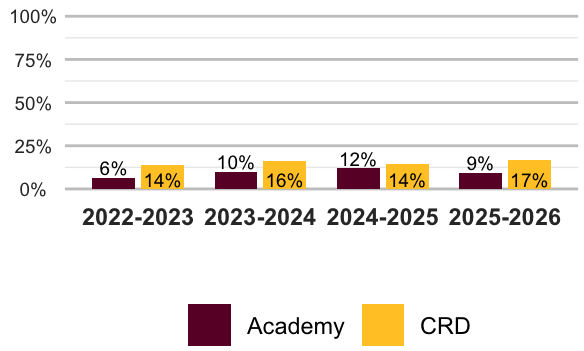
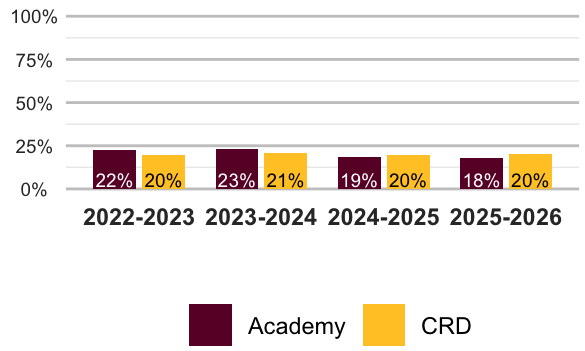
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

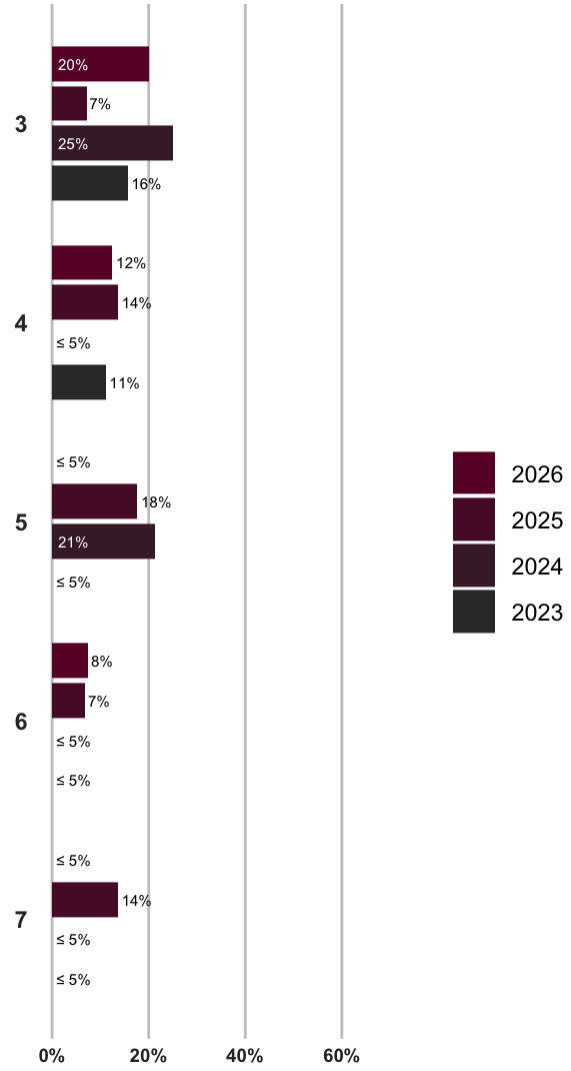


ELA

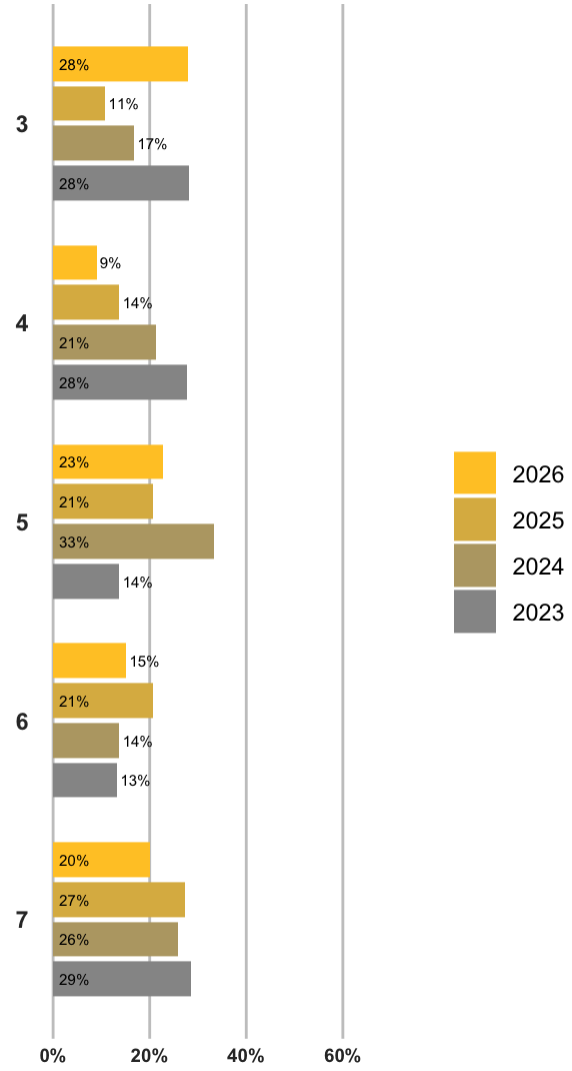


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



West Village Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
44th

ELA
52nd

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
-4

ELA
+3

THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY



2025-26 Academic Performance Report

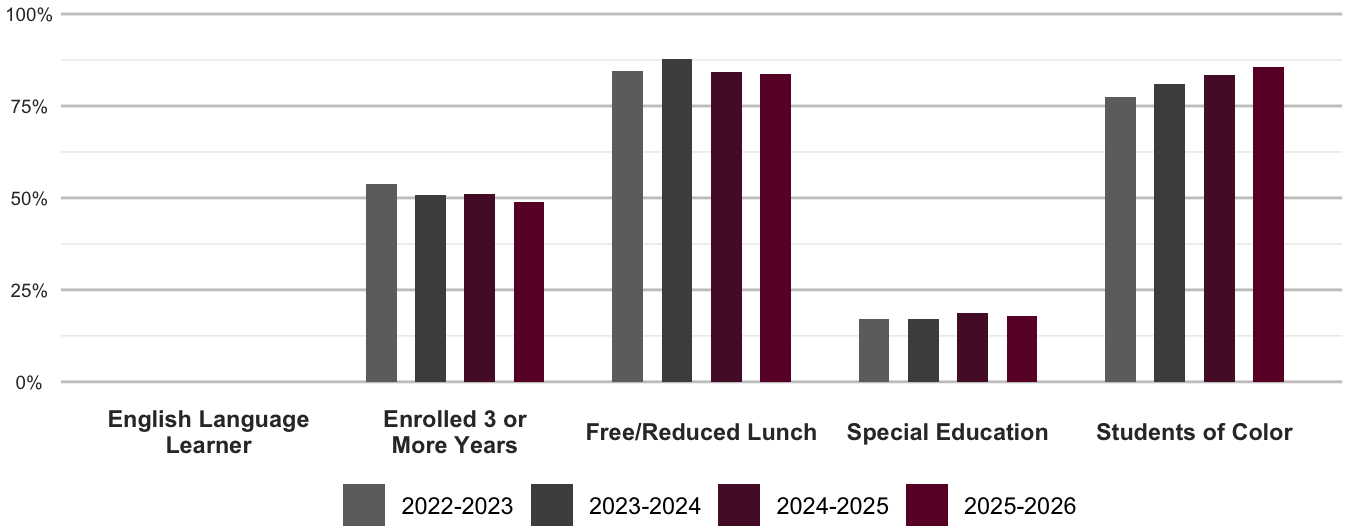
Woodland Park Academy

Last Updated On: November 2026

Woodland Park Academy

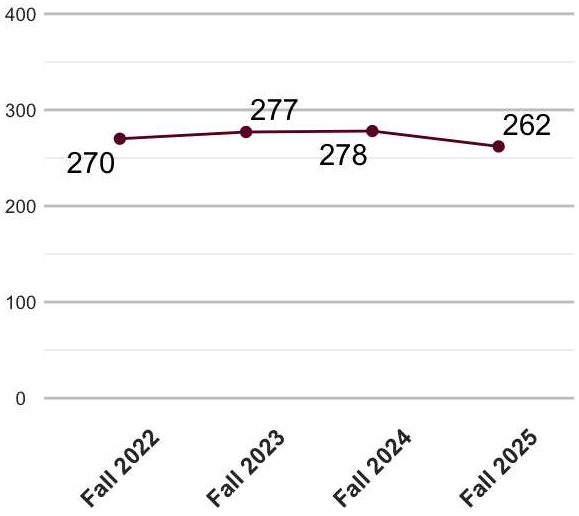
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23	2023-24	2024-25	2025-26
English Language Learner	0.0%	0.0%	0.0%	0.0%
Special Education	17.0%	17.0%	18.7%	17.9%
Free/Reduced Lunch	84.4%	87.7%	84.2%	83.6%
Students of Color	77.4%	80.9%	83.5%	85.5%
Enrolled 3 or More Years	53.7%	50.9%	51.1%	48.9%

Enrollment



Where Students Come From

Assigned District	Students
Flint, School District of the City of	172
Grand Blanc Community Schools	35
Carman-Ainsworth Community Schools	27
Atherton Community Schools	7
Bendle Public Schools	4
Davison Community Schools	3
Lake Fenton Community Schools	3
Mt. Morris Consolidated Schools	3
Bentley Community School District	2
Other	6

Woodland Park Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

The 2025-2026 School Year administration of the NWEA MAP Growth Assessment utilizes the 2025 Norms. Additionally, beginning in the 2023-2024 school year MAP began using NWEA's enhanced item-selection algorithm. Changes in year-over-year Achievement and Growth scores should be interpreted with these two changes in mind. **Please refer to the current Guidance Document for additional details.**

Achievement

The 2025 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)).

2025-2026 - Percent of Students Meeting Spring National Achievement Norms

Mathematics	Trend Score	Reading	Trend Score
25%	-1	36%	+3

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)).

2025-2026 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

Mathematics	Trend Score	Reading	Trend Score
35%	-8	47%	+5

2025-2026 - Fall-to-Spring Median Growth Percentile

Mathematics	Reading
30th	47th

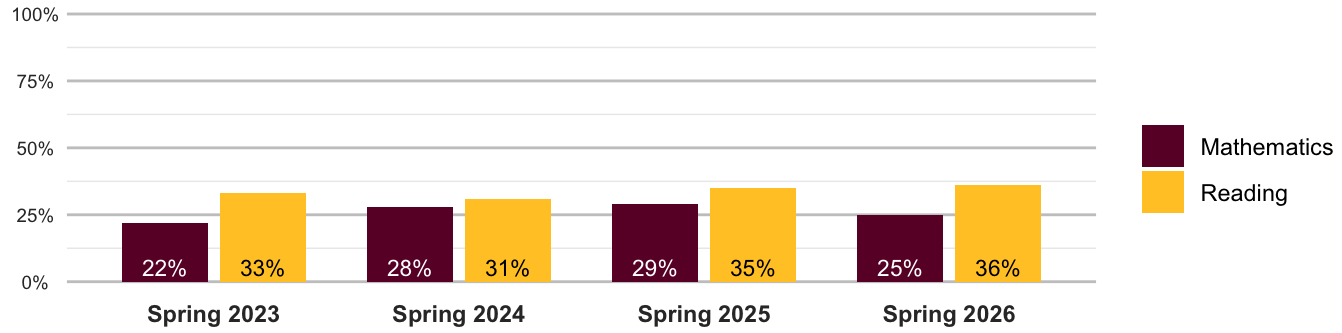
Woodland Park Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

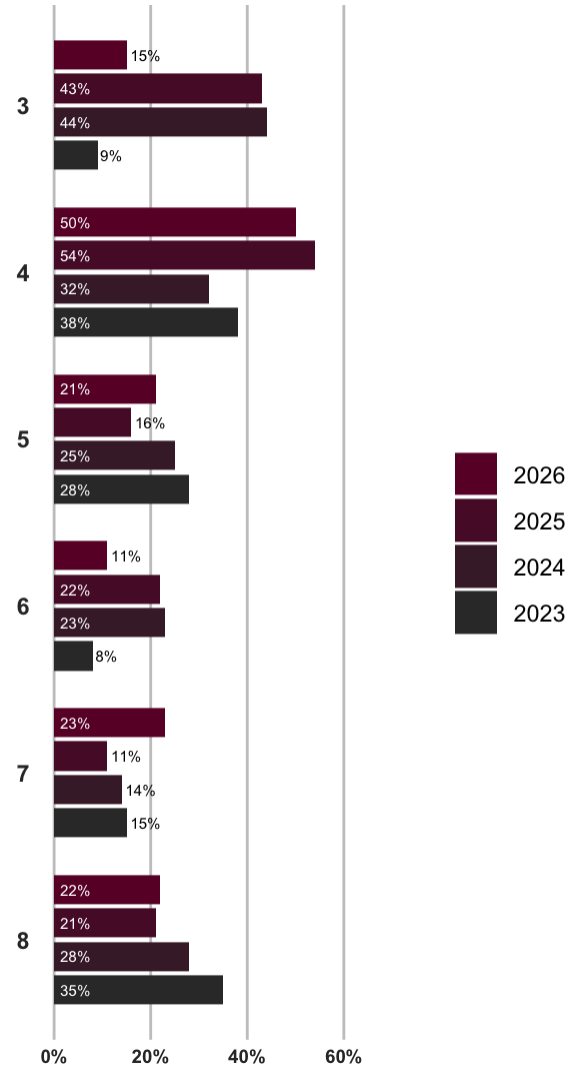
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

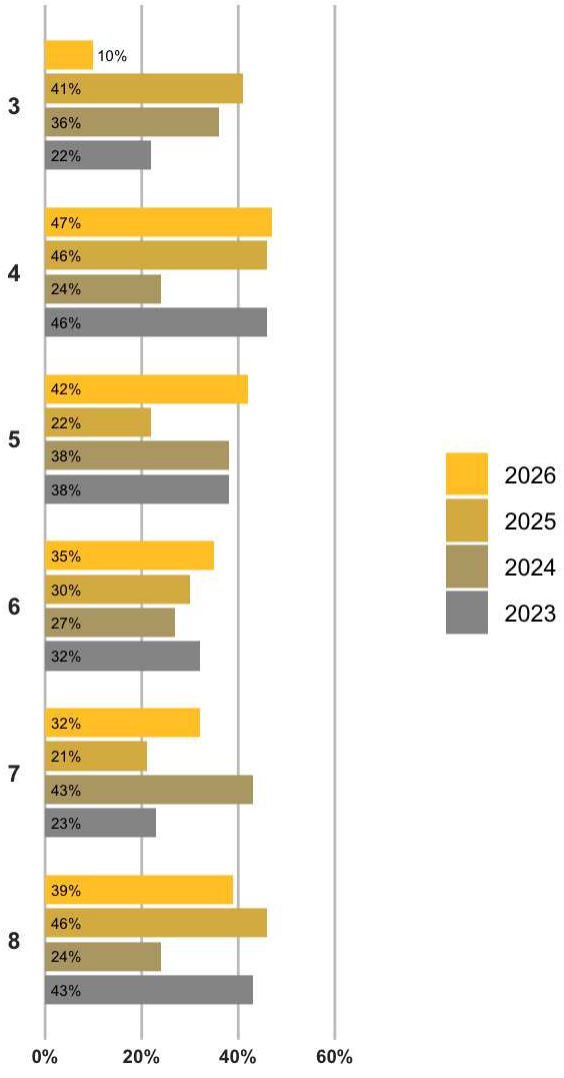


By Grade Level

Mathematics



Reading



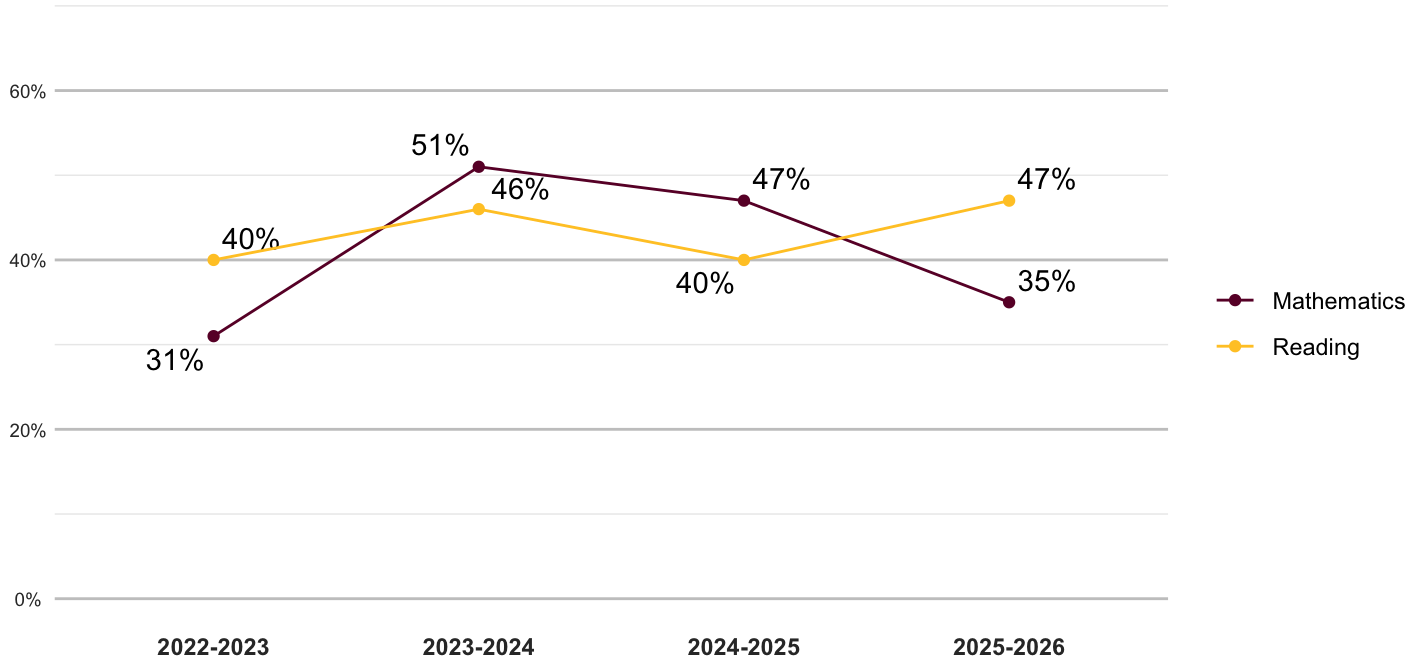
Woodland Park Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

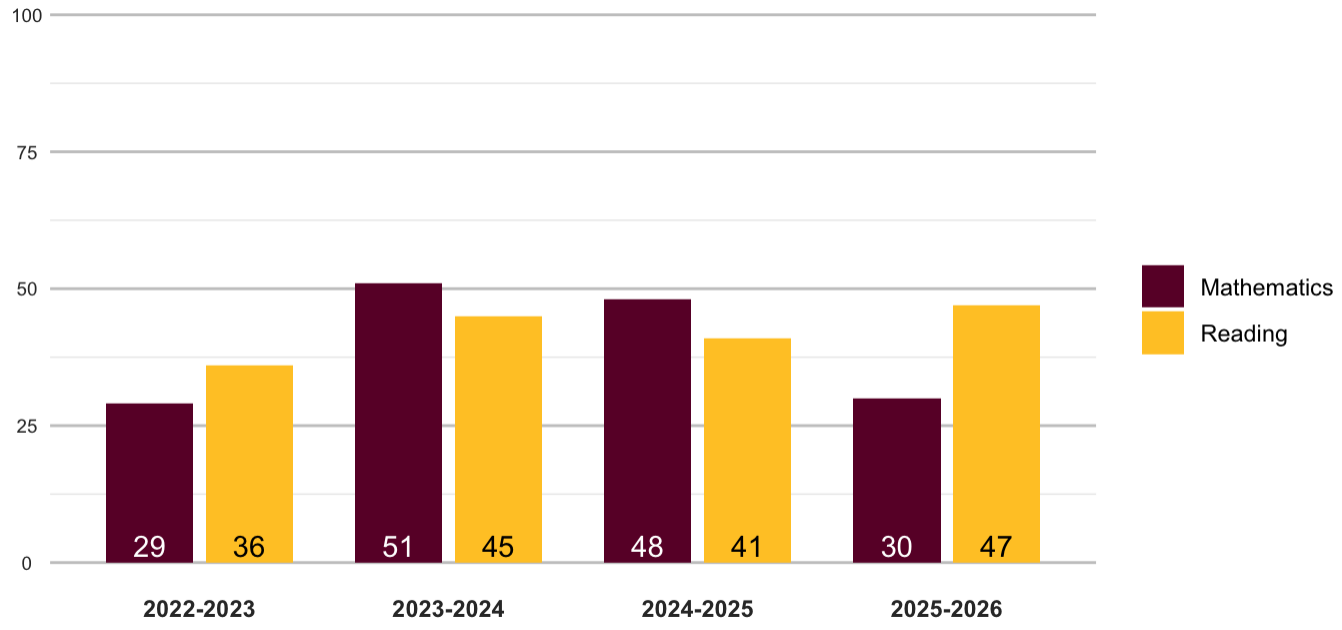
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Woodland Park Academy

SPRING 2025-2026 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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts

Mathematics	1 year change	ELA	1 year change
13%	-8	19%	-5

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.

2025-2026 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

Mathematics	ELA
+2	+3

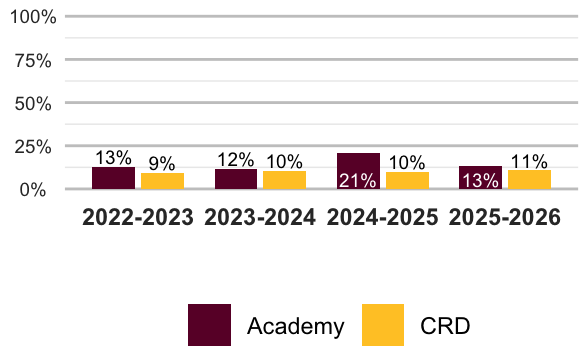
Woodland Park Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

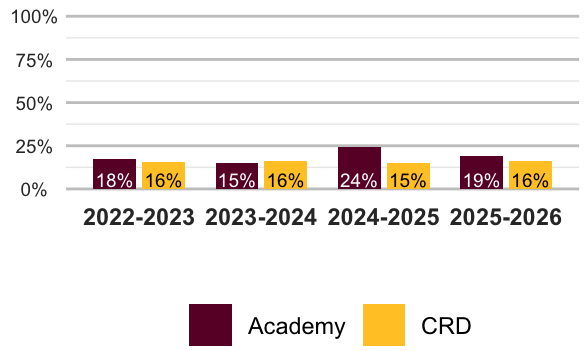
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 7

Mathematics

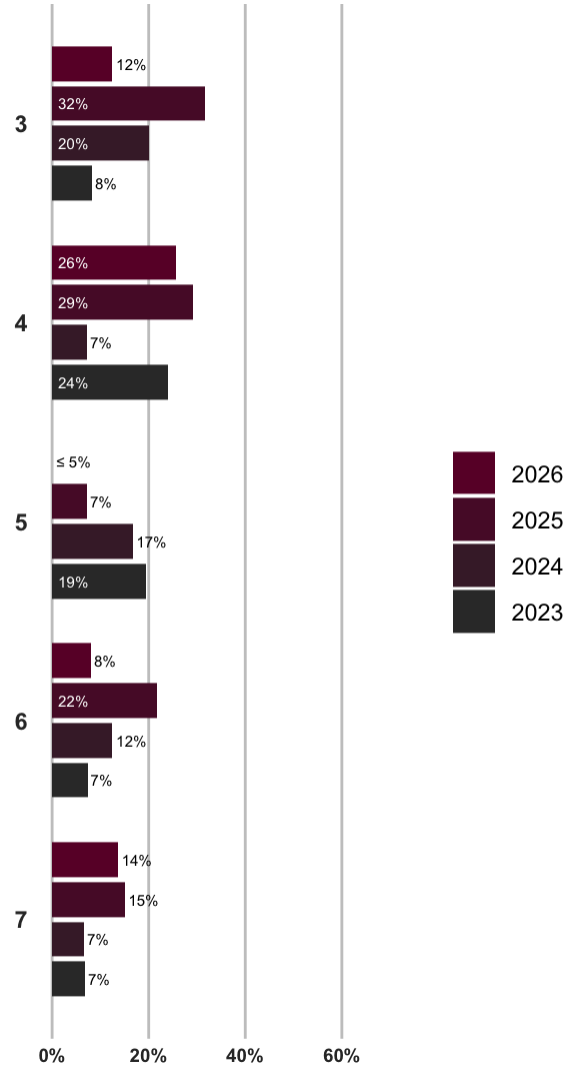


ELA

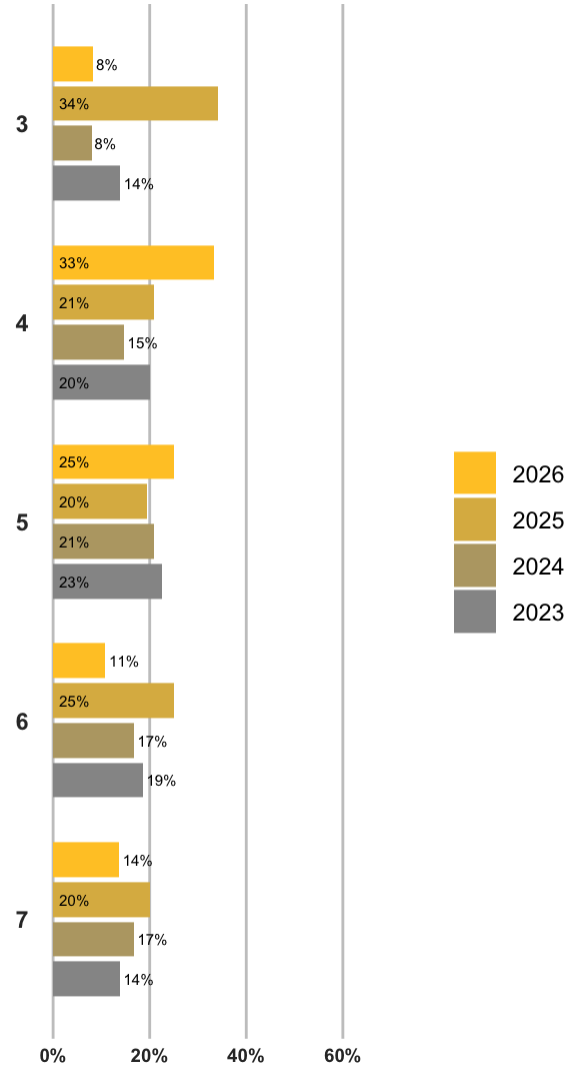


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Woodland Park Academy

SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics
43rd

ELA
47th

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics
-1

ELA
+2

Section D

Authorizer Financial Report

[MCL Sec. 275k(1)(d) and (e)]

MCL Sec. 275k (1) (d)
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.

School Name	2025-2026 Oversight Fee
A.G.B.U. Alex & Marie Manoogian School	$127,077.84
Bridge Academy of Southwest Michigan	$31,606.25
Canton Charter Academy	$232,456.50
Center Line Preparatory Academy	$299,141.84
Central Academy	$146,405.33
Charyl Stockwell Academy	$394,093.11
Cole Academy	$83,783.66
Copper Island Academy	$141,047.73
Countryside Academy	$220,104.97
Creative Montessori Academy	$207,468.03
Cross Creek Charter Academy	$243,431.10
da Vinci Schools	$115,032.71
Detroit Innovation Academy	$106,619.45
Detroit Leadership Academy	$213,520.48
Discovery Creative Pathways	$233,021.51
Eagle Crest Charter Academy	$157,931.01
Eaton Academy	$105,289.83
Escuela Avancemos!	$120,961.99
Flagship Charter Academy	$191,643.72
Flex High School of Michigan	$69,893.38
FlexTech High School	$55,863.89
Great Lakes Learning Academy	$360,718.46

Holly Academy	$155,272.02
Inkster Preparatory Academy	$71,003.25
Insight School of Michigan	$217,146.59
International Academy of Flint	$273,297.35
Island City Academy	$56,037.71
Ivywood Classical Academy	$238,242.29
Jalen Rose Leadership Academy	$120,553.80
Kensington Woods Schools	$33,950.42
KIPP Detroit Imani Academy	$38,724.66
Linden Charter Academy	$233,308.42
Macomb Academy	$23,800.56
Michigan Educational Choice Center	$92,774.57
Mid-Michigan Leadership Academy	$87,068.85
New Branches Charter Academy	$92,392.19
NexTech High School	$42,956.67
Noor International Academy	$53,326.05
North Saginaw Charter Academy	$203,229.09
Oakland FlexTech High School	$43,701.95
Pansophia Academy	$149,734.24
Pembroke Academy	$143,423.55
Quest Charter Academy	$203,059.12
Renaissance Public School Academy	$129,955.55
Riverside Academy	$258,382.49
South Arbor Charter Academy	$239,803.82
Summit Academy North	$476,362.72
The Dearborn Academy	$160,189.97
Trillium Academy	$188,506.29

Unity Academy	$74,349.90
Walden Green Montessori	$77,193.05
WAY Michigan	$44,020.94
West Michigan Academy of Environmental Science	$191,259.39
West Village Academy	$87,555.60
Woodland Park Academy	$79,199.24

THE GOVERNOR JOHN ENGLER CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY

University Report on AUTHORIZING

MCL Sec. 275k (1) (e)
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 2026	
MCL Sec. 275k (1) (e) 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.	$8,770,572
MCL Sec. 275k (1) (e) 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.	$3,366,319
MCL Sec. 275k (1) (e) iii. The total number of positions, organized by job title, associated with expenditures reported under subparagraph (ii).	32.5 FTE[2]
MCL Sec. 275k (1) (e) iv. The amount of funds reported under subparagraph (i) that were spent on contractual services to meet the functions of an authorizing body.	$2,727,655
MCL Sec. 275k (1) (e) v. The amount of funds reported under subparagraph (i) that were spent on other overhead costs to meet the functions of an authorizing body[3].	$991,700
MCL Sec. 275k (1) (e) vi. The amount of funds reported under subparagraph (i) that were transferred to another operating unit within the University[4].	$0
MCL Sec. 275k (1) (e) 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

[2] A full list of positions comprising the identified 32.5 FTE are provided separately on the following page.

[3] For the purposes of this report, overhead costs include but are not limited to facility usage, human resources, some employee benefits, etc.

[4] 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) (e) iii.	
Position Title	**FTE**
Executive Director	1.0
Director/Executive Administration	1.0
Administrative Assistant	1.0
Administrative Coordinator/Board Appointments	1.0
Director/Administration	1.0
Coordinator/Compliance	1.0
Manager/Compliance & Accountability	1.0
Director/School Operations	1.0
Coordinator/Contract Development & New Schools	1.0
Director/Communications	1.0
Coordinator/Communications	1.0
Database Systems Administrator	1.0
Systems Administrator/Security	1.0
Associate Director/Charter Schools University Relations	1.0
Director/Educational Partnerships & Pathways	1.0
Associate Director/Programs & School Outreach	1.0
Manager/School Performance	3.0
Director/Academic Performance & Accountability	1.0
Director/Public Policy	1.0
Director/Board Governance	1.0
Coordinator/Events	0.8
Financial Operations Analyst	2.0
Director/Fiscal Performance & Accountability	1.0
Director/Educational Design & Strategic Initiatives	1.0
Deputy Director	1.0

Manager/Assessment	1.0
Assistant Director/Data Analysis & Evaluation	1.0
Director/Assessment & Evaluation	1.0
Student Office Assistant	1.68

Appendices

Appendix A: Authorizer Report Statute – Public Act 25 of 2026

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 shall submit a report to the house and senate appropriations 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.

(b) A list identifying any schools that were closed or lost their authorization in the current or previous academic year.

(c) 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 shall 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.

(d) 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.

(e) 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 purpose 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 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.

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

(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 the public university's website.

(4) In addition to the reporting requirements under this section, each authorizing body that receives an appropriation under section 236 shall adopt a facilities policy ensuring that any structures or other property vacated by a public school academy that ceases operation not contribute to blight in the surrounding neighborhood or community in which the school had previously operated.

(5) 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 25	Location of Information in Report Document
a) A list of all of the schools currently authorized.	Section B: Authorized Schools & School Closures
b) A list of identifying any schools that were closed or lost their authorization in the current or previous academic year.	Section B: Authorized Schools & School Closures
c) 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: Academic Performance & Michigan Department of Education Partnership District Agreements
d) 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 D: Authorizer Financial Report
e) 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.	Section D: Authorizer Financial Report
f) An executive summary section that provides relevant summary data for reporting requirements under subdivision (a) to (e).	Section A: Introduction, Executive Summary, and Report Guidance

Appendix C: Educational Goal and Related Measures

See the document on the following page and online at www.thecenterforcharters.org/educationalgoal.

THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY

Educational Goal and Related Measures

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 years**[1] 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 ≥ 70.0% Meets ≥ 50.0% Approaching ≥ 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 ≥ 6.0% Meets ≥ 3.0% Approaching ≥ 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 ≥ 10.0% Meets ≥ 5.0% Approaching ≥ 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.

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 ≥ 65th Meets ≥ 50th Approaching ≥ 45th Does not meet < 45th	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 ≥ 6.0% Meets ≥ 3.0% Approaching ≥ 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 ≥ 10.0% Meets ≥ 5.0% Approaching ≥ 0.0% Does not meet < 0.0%	5.0%

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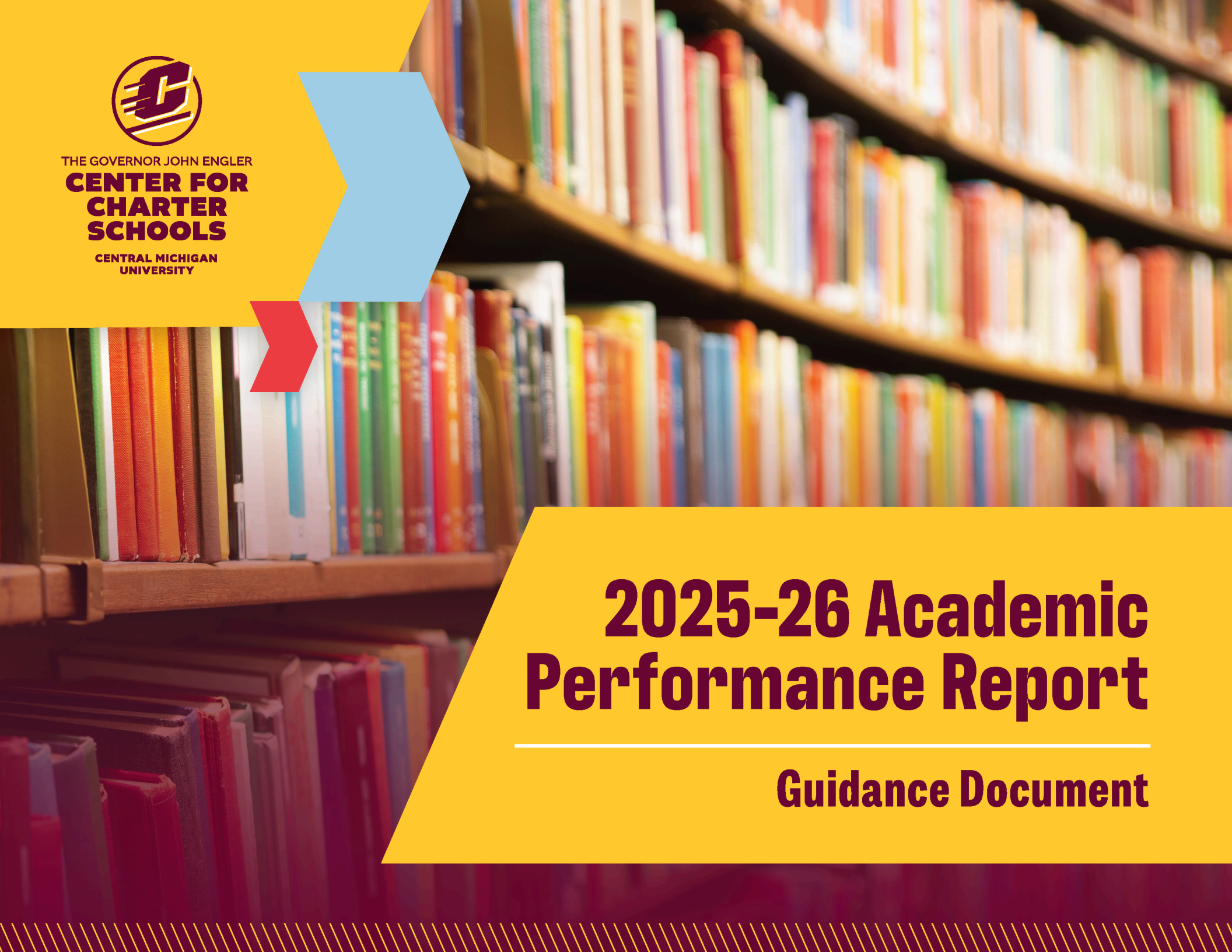
Measure: Post-Secondary Readiness: Grades 9-11

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 ≥ 0% ≤ 20% Approaching: School % CCR – State Average < 0% ≥ -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 ≥ 6.0% Meets ≥ 3.0% Approaching ≥ 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 ≥ 70.0% Meets ≥ 50.0% Approaching ≥ 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 ≥ 10.0% Meets ≥ 5.0% Approaching ≥ 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 ≥ 10.0% Meets ≥ 0.0% Does not meet < 0.0%	0%

Appendix D: Spring 2026 Academic Performance Report Guidance Document

See the document on the following pages and online at www.thecenterforcharters.org > Schools > Our Schools.



THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY

2025-26 Academic Performance Report

Guidance Document

GUIDANCE DOCUMENT

SPRING 2025-2026 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?

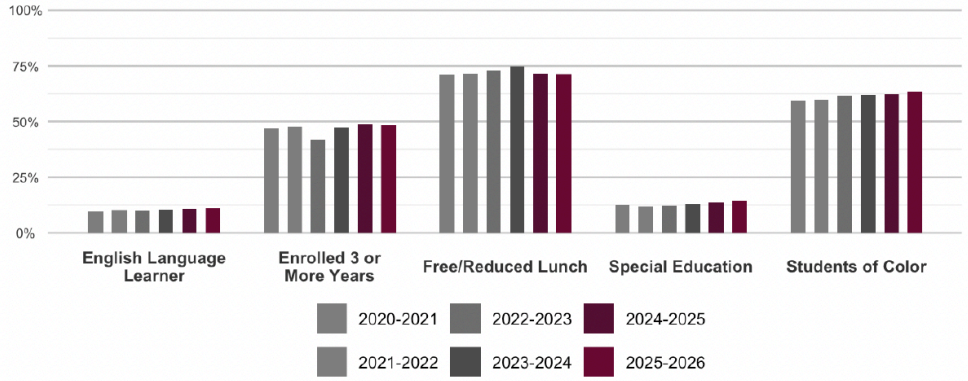
Academic performance expectations are contained within Schedule 7b – Educational Goal and Related Measures of the charter contract (contract) between CMU and the academy. The Center evaluates the performance of each academy on an annual basis using multiple measures, including standardized assessments. 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.

GUIDANCE DOCUMENT

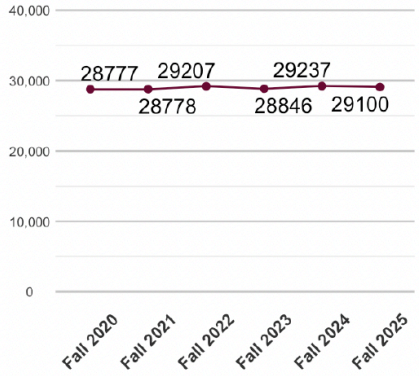
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

Overview



	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
English Language Learner	9.6%	10.1%	9.9%	10.6%	10.8%	11.1%
Special Education	12.6%	12.0%	12.2%	12.9%	13.6%	14.4%
Free/Reduced Lunch	70.9%	71.8%	72.9%	74.7%	71.5%	71.4%
Students of Color	59.6%	59.9%	61.6%	62.0%	62.3%	63.2%
Enrolled 3 or More Years	47.1%	47.7%	41.7%	47.3%	48.8%	48.5%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	7010
Flint, School District of the City of	2059
Taylor School District	1405
Benton Harbor Area Schools	822
Plymouth-Canton Community Schools	800
Grand Rapids Public Schools	763
Coldwater Community Schools	623
Saginaw, School District of the City of	597
Wayne-Westland Community School District	582
Other	14895

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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State Assessment Student Growth Percentile (SGP)

Student Growth Percentiles (SGPs) on Michigan state assessments measure the progress of individual students over one or more years. Essentially, SGPs indicate how much a student has learned in a specific subject area compared to a group of peers who achieved a similar score on the previous test (or multiple previous tests) in that subject. While the primary benchmark for growth performance is the NWEA growth standard mentioned earlier, for schools that do not meet this standard the Center uses the mean student growth percentile on state assessments to assess the performance of a CMU school in comparison to their CRD.

Growth

The all grades, mean student growth percentile(SGP) of the Academy in Mathematics and ELA.

2025-2026 - Mean SGP on State Assessments in Mathematics and English Language Arts

Mathematics	ELA
51st	51st

Comparative Growth (CRD)

The mean SGP of the academy is compared to the mean SGP of their CRD. This shows how the Academy is helping students grow with respect to state standards compared to the schools they would attend based on residency. The metric displays the difference between the mean SGP of the Academy's students and the mean SGP of the CRD's students.

2025-2026 - Mean SGP on State Assessments vs. CRD

Mathematics	ELA
+3	+3

Summary

The state of Michigan requires schools to administer assessments to all students in grades 3-11. The Student Growth results, published by the Michigan Department of Education, show changes in student scores over time for students who have taken two or more consecutive state assessments. State assessments used in the Student Growth results include M-STEP, PSAT 8, SAT, MI-Access and WIDA Access.

Schedule 7b - Educational Goal and Related Matters of the charter contract does not outline specific growth targets for state assessments in English Language Arts and Mathematics, however growth on state assessments in a comparative manner is considered. In the event the academy does not meet its NWEA growth targets, the academy can demonstrate its progress toward meeting the target by exhibiting a positive trend on the NWEA growth metric as well as by outperforming its Composite Resident District (CRD) on the state assessment growth metric. 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, the academy must outperform its CRD.

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SPRING 2025-2026 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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics	Trend Score	Reading & Writing	Trend Score
31%	+7	51%	+4

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.

2025-2026 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

Mathematics	Reading & Writing
+14	+13

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 full academic year 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 SAT assessment that began with the 2024 administration, the Center has modified the SAT Trend Score, which typically compares current-year results to the average of the three prior years, to compare 2026 results to the average of the 2025 and 2024 results so that only digital administrations are compared.

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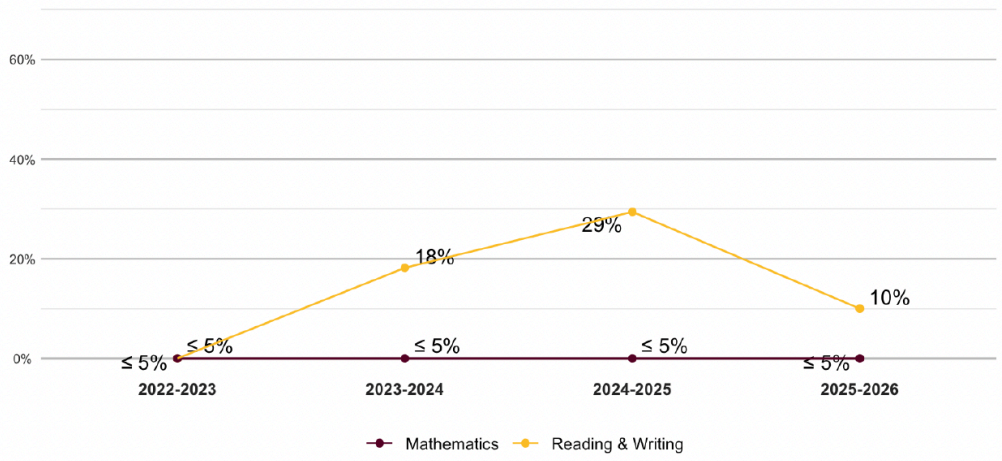
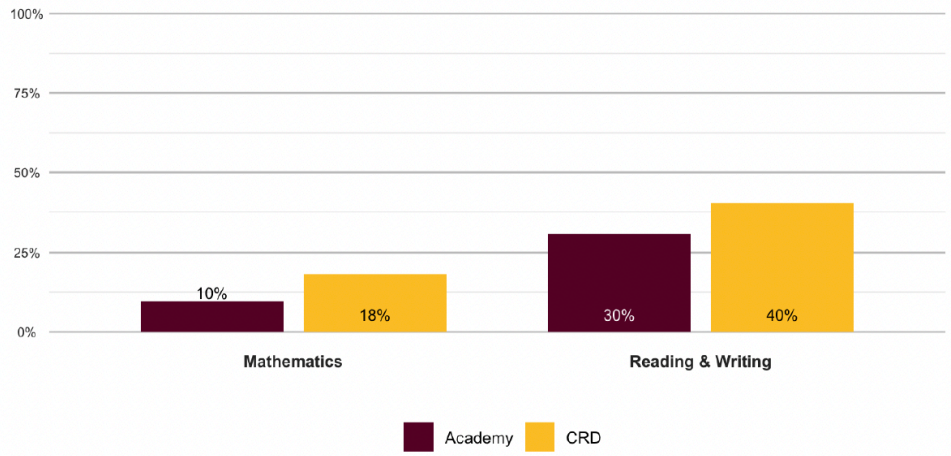
SAT Benchmark Performance

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



2025-2026 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 and 2024-2025 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.

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Scholastic Aptitude Test (SAT)

The SAT is a standardized test started in 1926 by The College Board. Michigan students take the SAT with Essay administration during the Michigan Merit Examination in the spring of 11th grade. The Reading & Writing and the Mathematics portions of the SAT each have a scale range of 200-800. The Total Score which is often reported as a students SAT Score is the summation of these two scores (range: 400-1600.) 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 average scale score of students on the SAT gives us a sense of how the school is performing versus the benchmark scores.

2025-2026 - Average Scale Score of Students at the Academy

Mathematics	Benchmark	Reading & Writing	Benchmark
398	530	436	480

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 average scale score of students at the academy is compared to the school's CRD average scale score. 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 average scale score of the Academy's students and the average scale score of the CRD's students.

2025-2026 - Average Scale Score of Students at the Academy vs. CRD

Mathematics	Reading & Writing
-29	-18

Average SAT Score vs. Benchmark

The average scale score on the SAT shows us how the typical student in an Academy performs in each subject. We can compare this the benchmark score used to determined College and Career Readiness. As stated previously, there should be caution taken when comparing 2023-2024 and 2024-2025 with prior years due to changes in the way the assessment was administered.

SAT Average Score 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.

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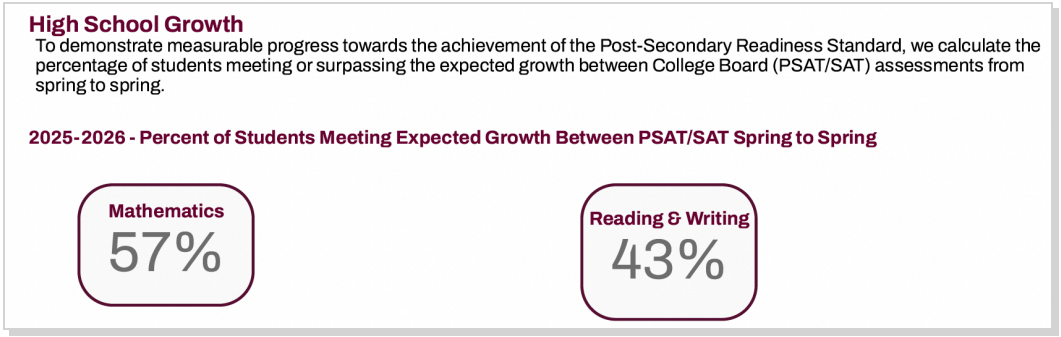

High School Growth

Post-Secondary Readiness goals are a central component of the Educational Measures established in the Charter Contract. These measures provide a framework for determining whether high school students are progressing adequately toward college and career readiness. The High School Growth metric evaluates the percentage of students at the academy who meet or exceed the expected year-to-year growth on College Board assessments. Specifically, student results are compared across consecutive spring administrations: PSAT 8 to PSAT 9 (if applicable), PSAT 9 to PSAT 10, and PSAT 10 to SAT. A student is considered to have met growth if their score increases by at least the amount expected between one assessment and the next. For purposes of accountability, it is expected that at least 50 percent of students at the academy will meet or surpass the expected growth benchmark each year.

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Resources

- NWEA Norms - https://connection.nwea.org/s/norms-toolkit?language=en_US
- CMU Educational Goal Template - https://www.thecenterforcharters.org/educationalgoal
- The Center for Charter Schools at CMU - Research and Analysis Webpage - https://www.thecenterforcharters.org/research-and-analysis
- The Center for Charter Schools at CMU - Schools Webpage - https://www.thecenterforcharters.org/schools/choice/our-schools/
- MI School Data - 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
- 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
- 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
- SAT Growth Estimates - https://satsuite.collegeboard.org/media/pdf/student-level-sat-suite-growth-estimates.pdf



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