THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY

2025-26 Academic Performance Report

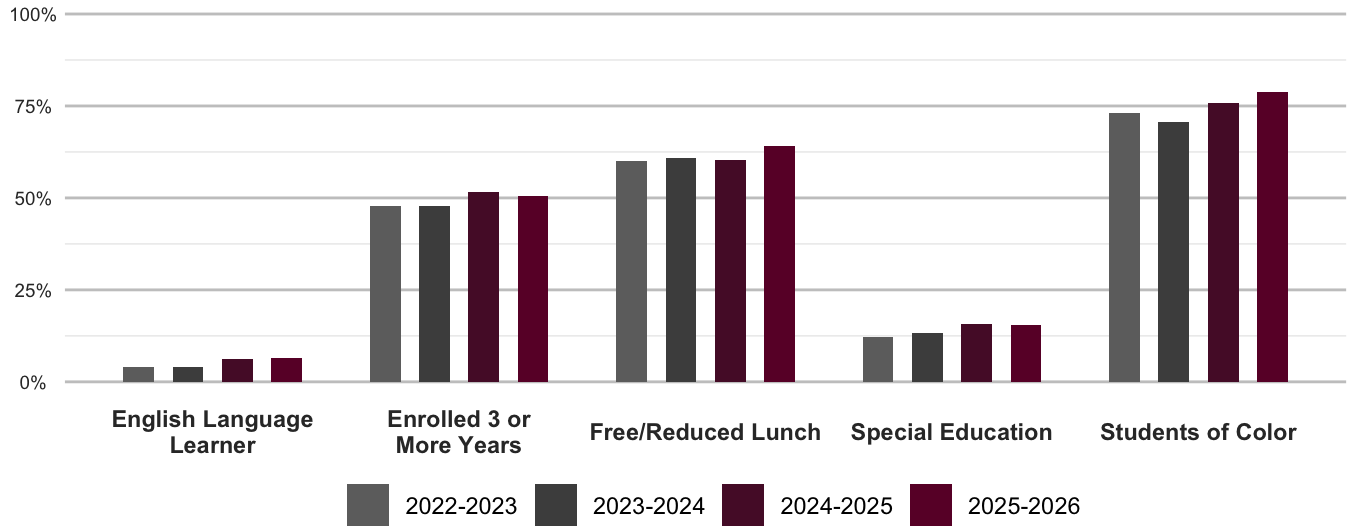
Cole Academy

Last Updated On: September 2026

Cole Academy

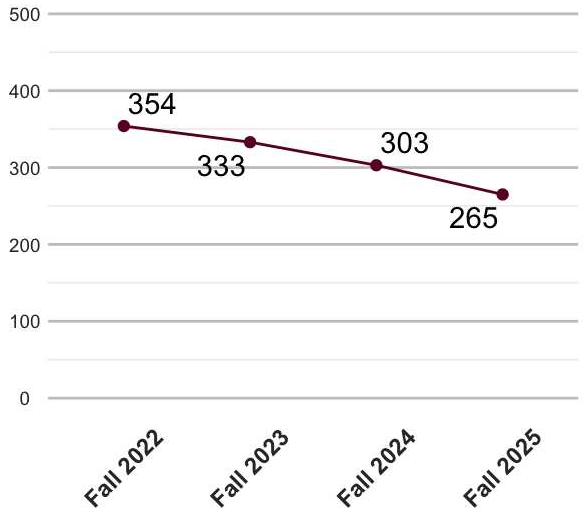
SPRING 2025-2026 ACADEMIC PERFORMANCE REPORT

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 (33020)	219
East Lansing School District (33010)	14
Holt Public Schools (33070)	10
Waverly Community Schools (33215)	10
Durand Area Schools (78030)	3
Grand Ledge Public Schools (23060)	3
Bath Community Schools (19100)	2
Haslett Public Schools (33060)	2
Owosso Public Schools (78110)	1
Potterville Public Schools (23090)	1

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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%	-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

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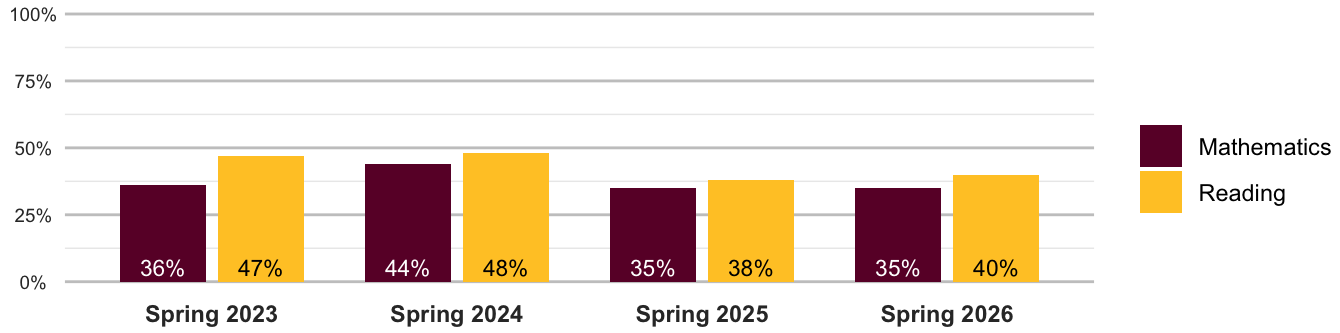
Percent Meeting NWEA MAP Spring Achievement National Norms

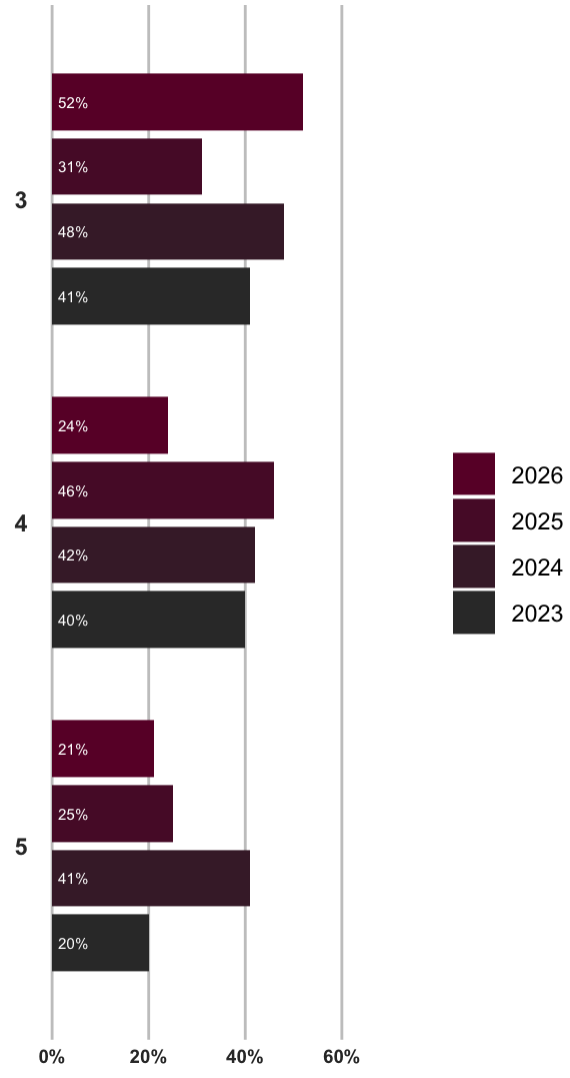
All Students Grades 3 - 5 enrolled for at least one year

School-Wide by Year

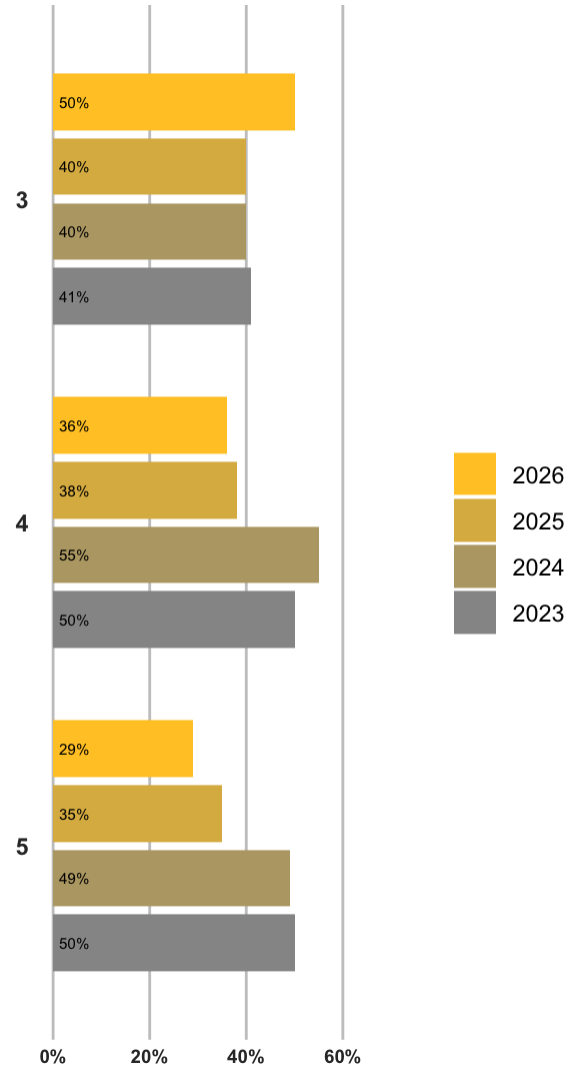


By Grade Level

Mathematics



Reading



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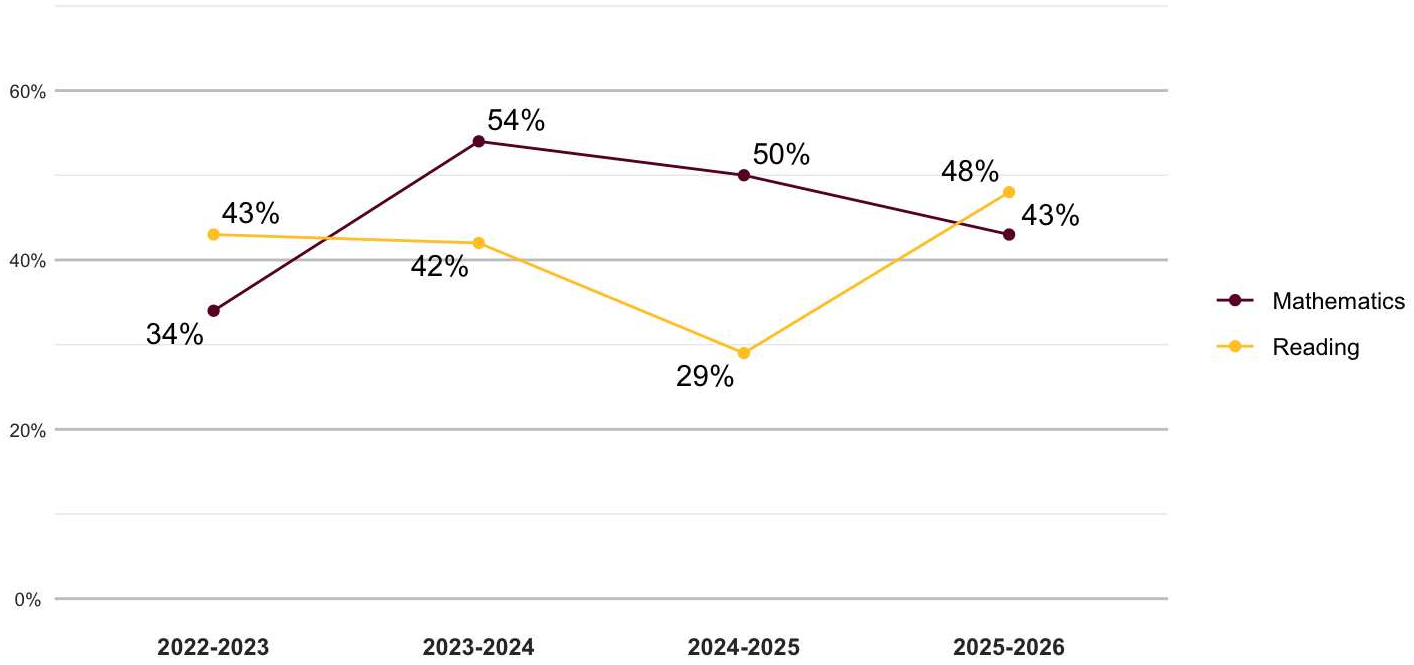
NWEA MAP Fall-to-Spring Growth

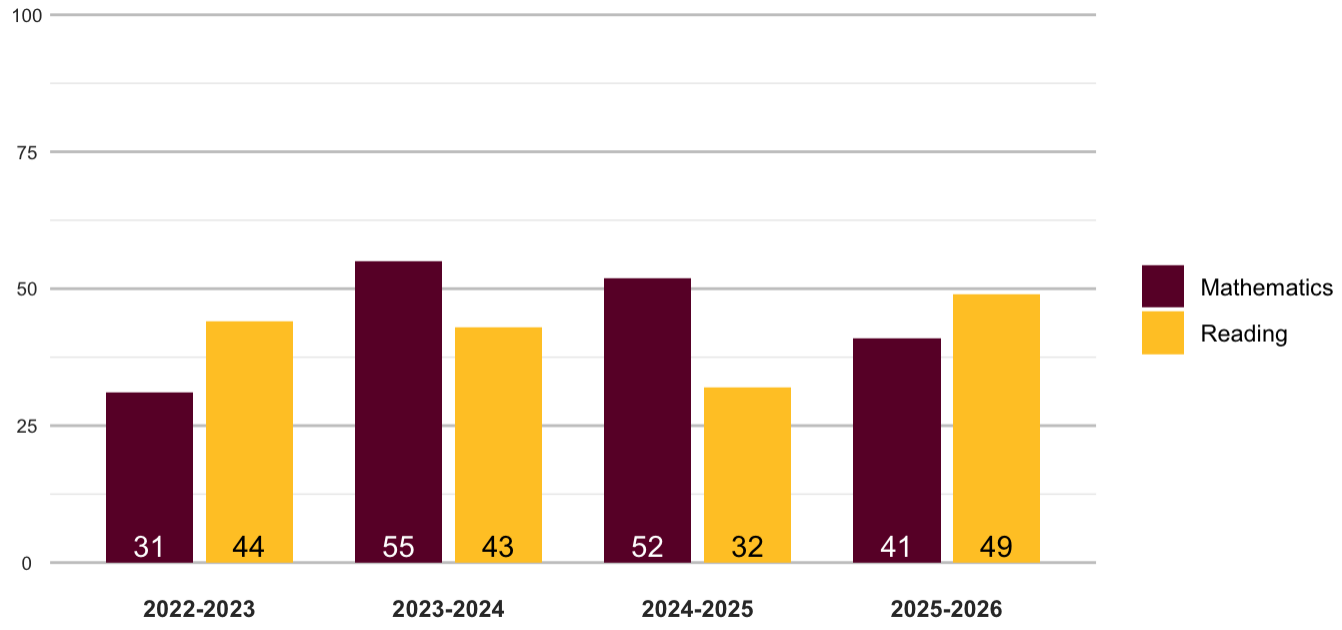
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 5



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 5



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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

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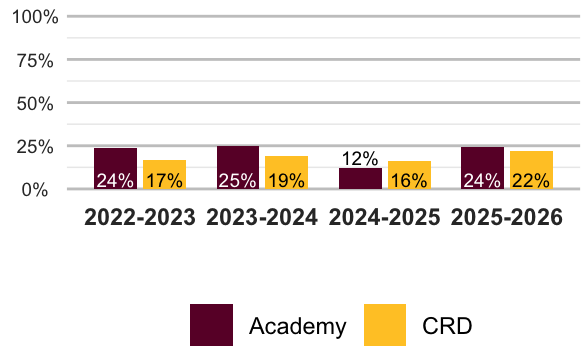
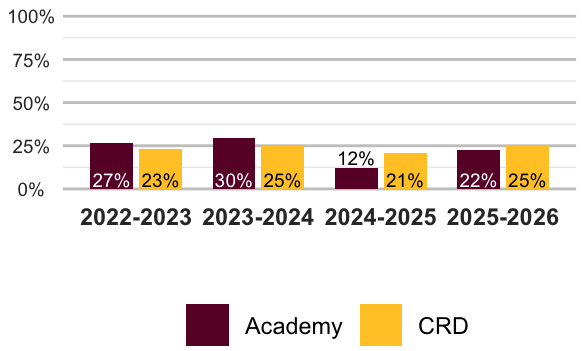
Percent Meeting M-STEP Proficiency vs. CRD

All Students Grades 3 - 5

Mathematics

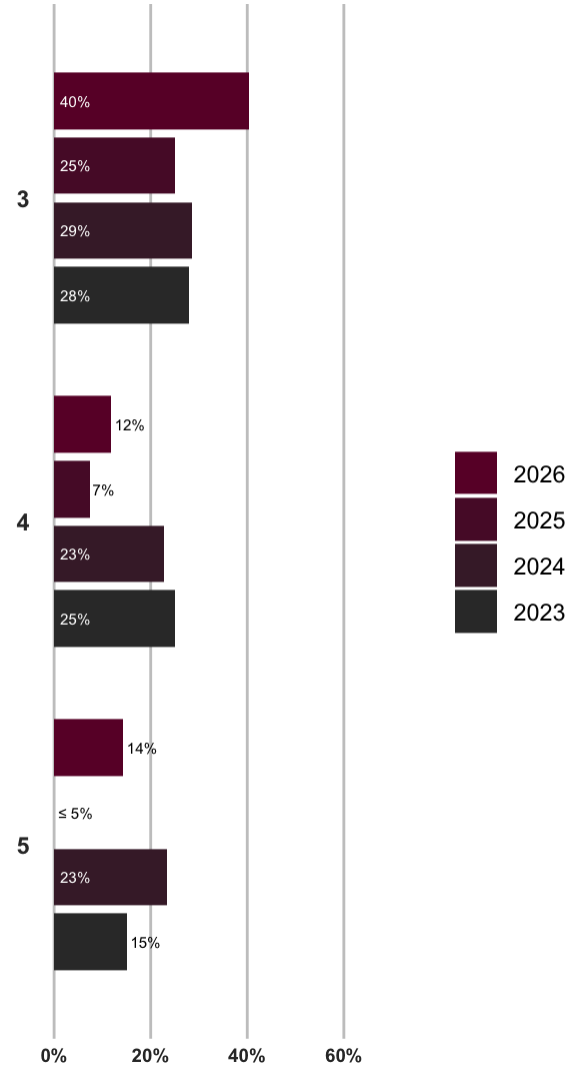


ELA

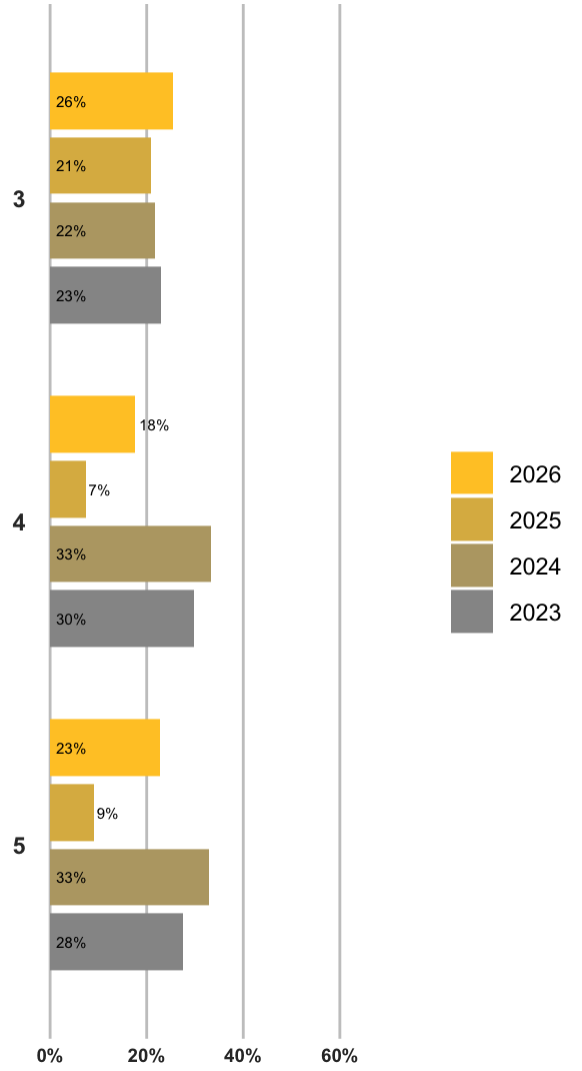


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



THE GOVERNOR JOHN ENGLER CENTER FOR CHARTER SCHOOLS
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