



THE GOVERNOR JOHN ENGLER
**CENTER FOR
CHARTER SCHOOLS**
CENTRAL MICHIGAN UNIVERSITY

SPRING 2023-2024 ACADEMIC PERFORMANCE REPORT

Charyl Stockwell Academy

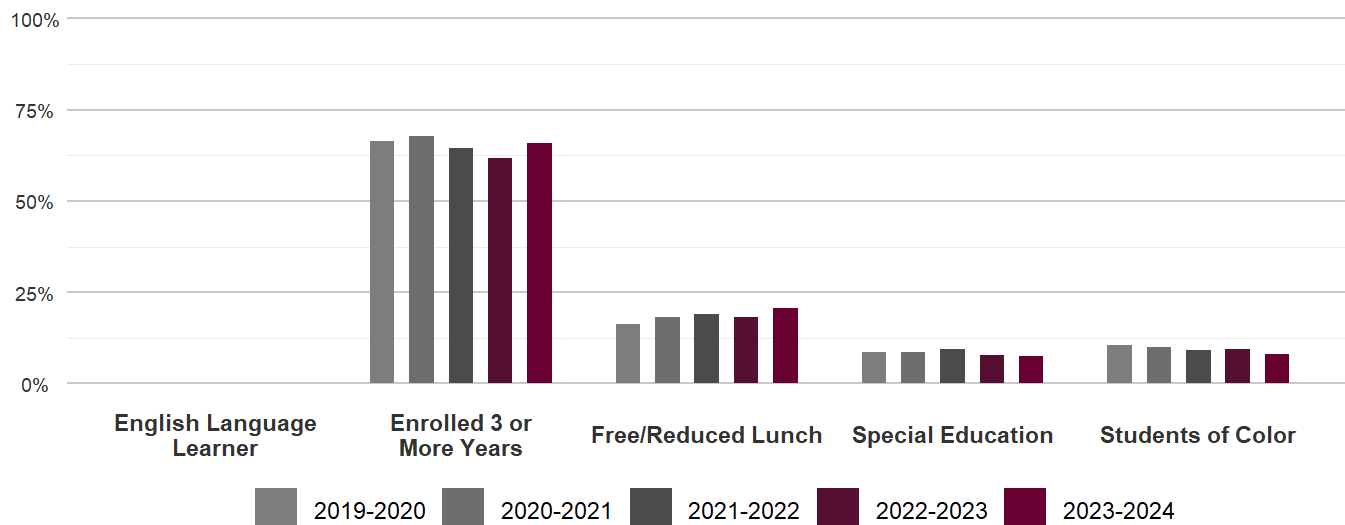


March 2025: State Assessment Update

Charyl Stockwell Academy

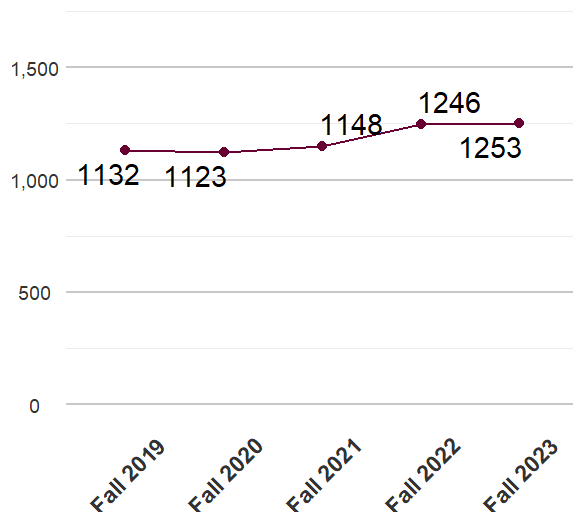
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Overview



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

Enrollment



Where Students Come From

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

NWEA MAP Growth Assessment

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

Achievement

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

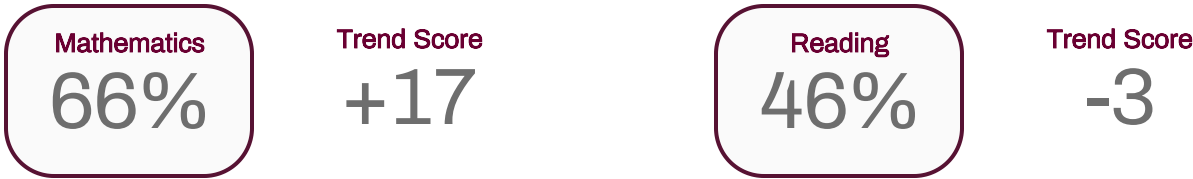
2023-2024 - Percent of Students Meeting Spring National Achievement Norms



Growth

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

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



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

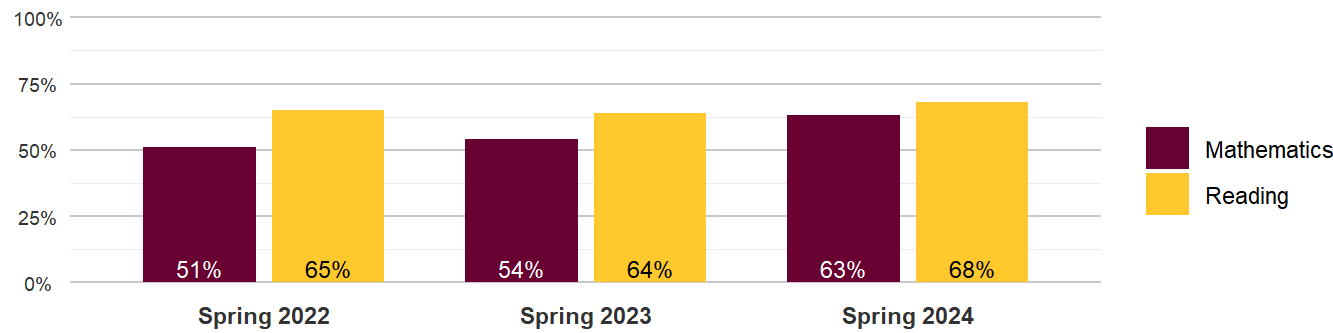


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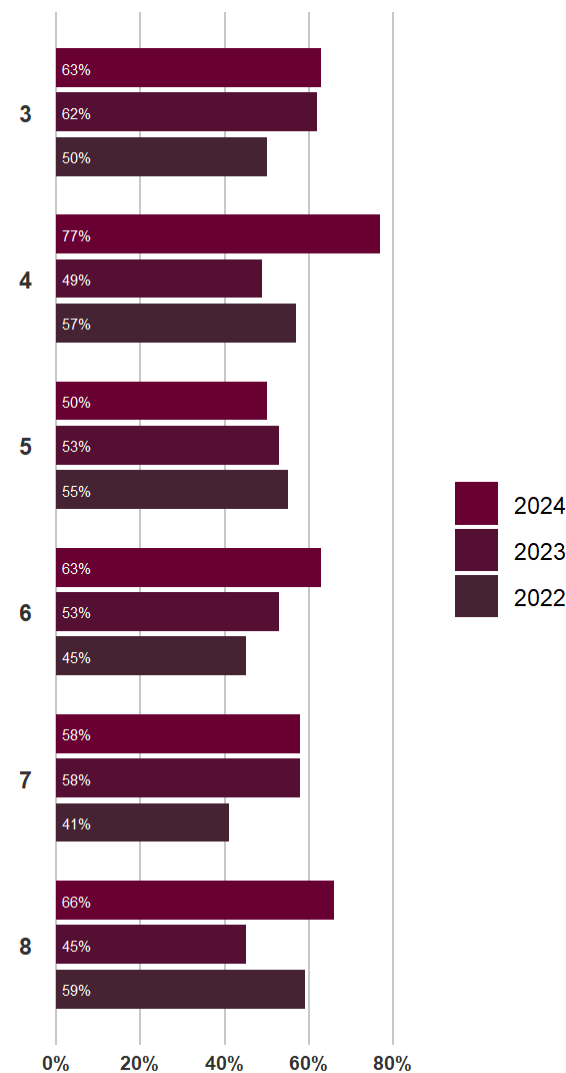
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Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

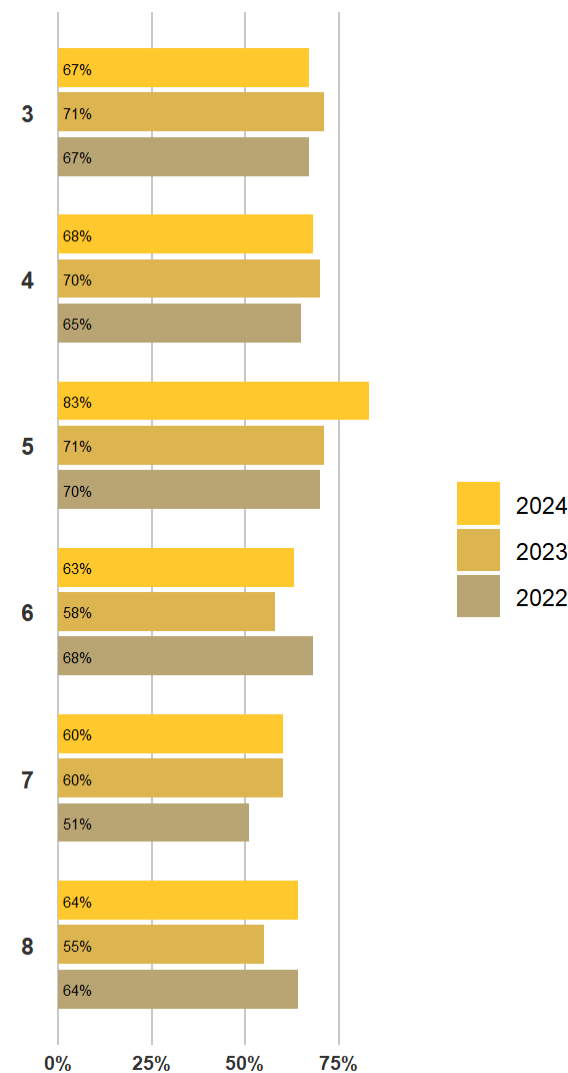
School-Wide by Year



By Grade Level Mathematics



Reading



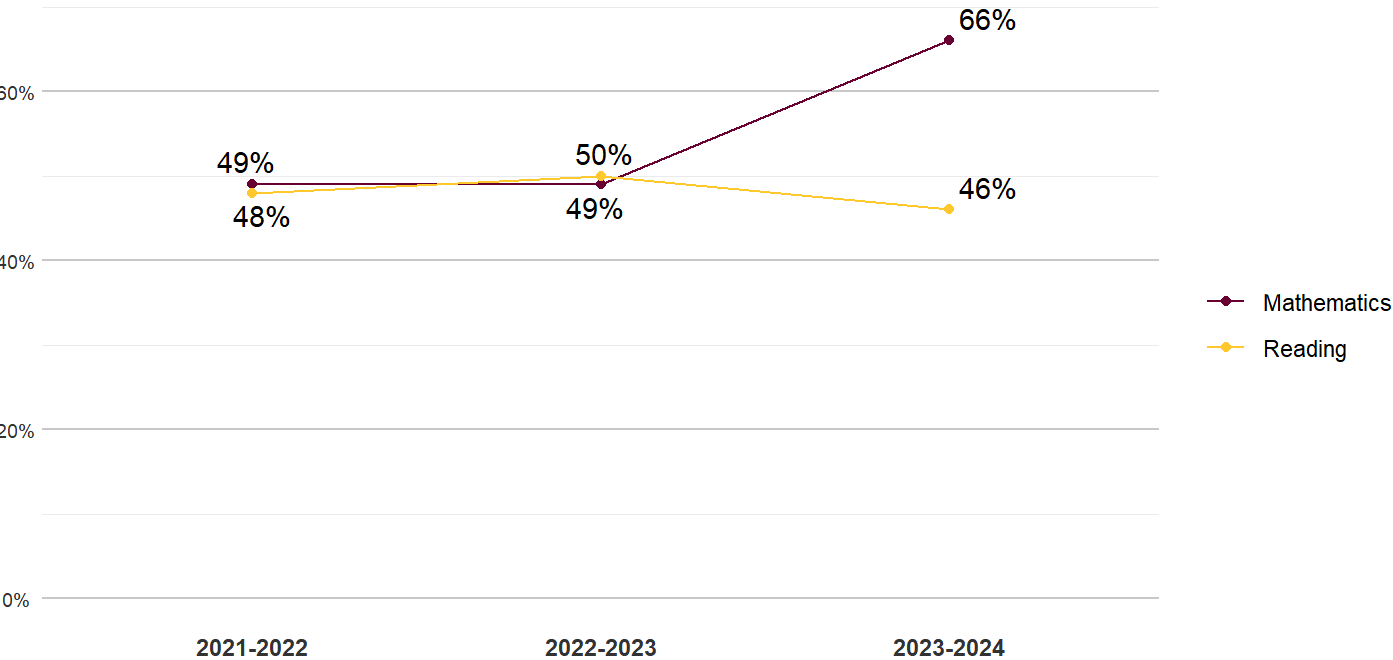
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NWEA MAP Fall-to-Spring Growth

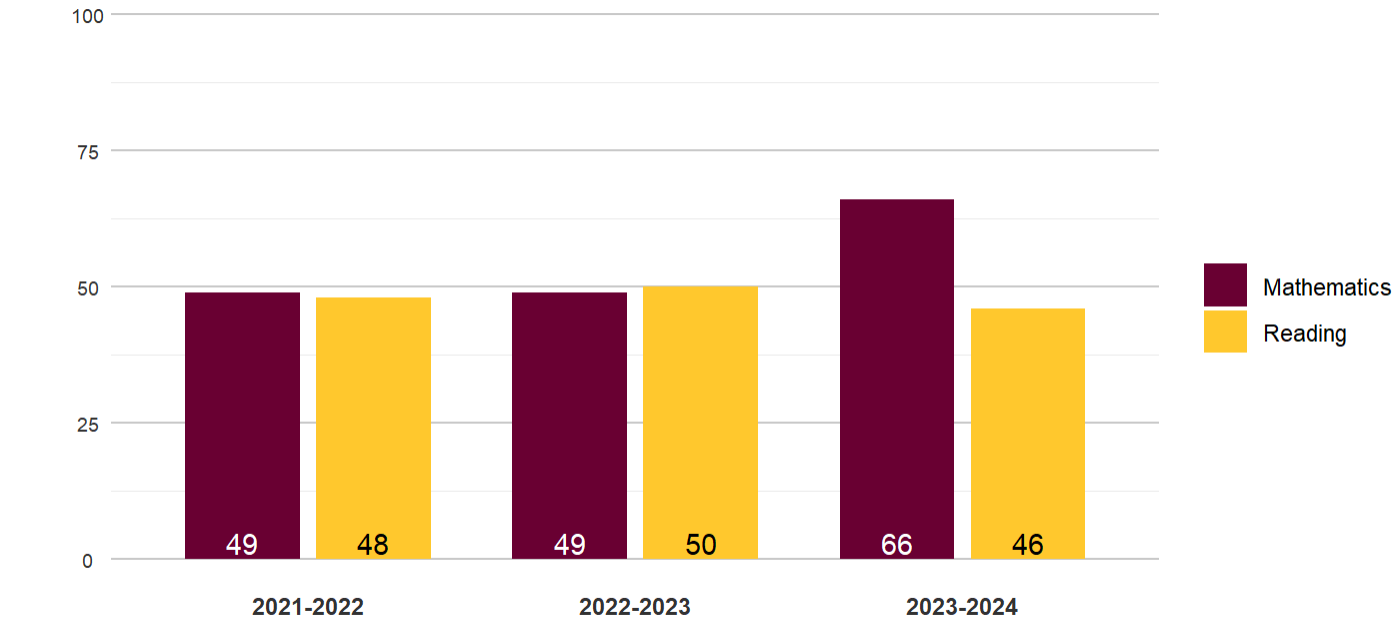
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

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



Comparative Achievement (CRD) - M-STEP

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

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

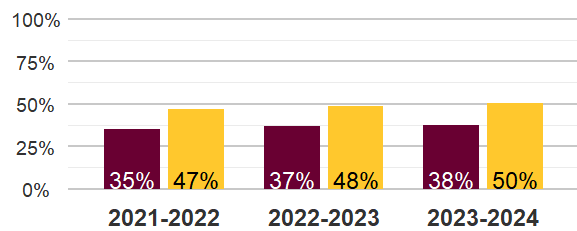


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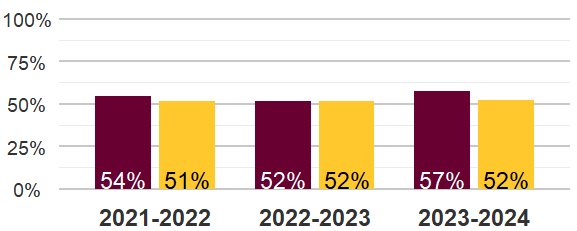
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

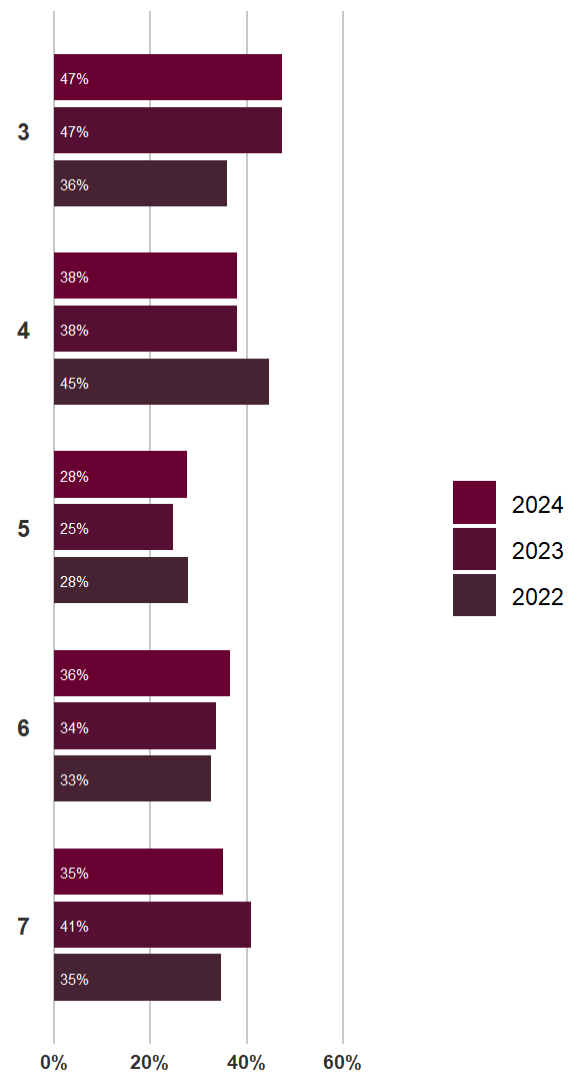
ELA



Academy CRD

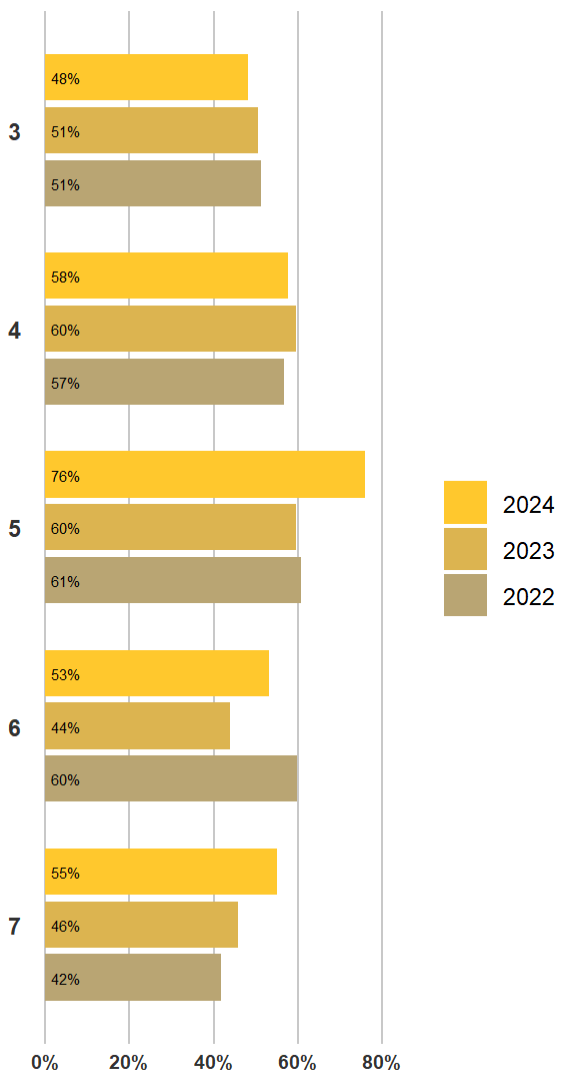
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2024
2023
2022

ELA



2024
2023
2022

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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.

2023-2024 - Mean SGP on State Assessments in Mathematics and English Language Arts



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 SPG of the Academy's students and the mean SGP of the CRD's students.

2023-2024 - Mean SGP on State Assessments vs. CRD



Scholastic Aptitude Test (SAT)

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

Achievement

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

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

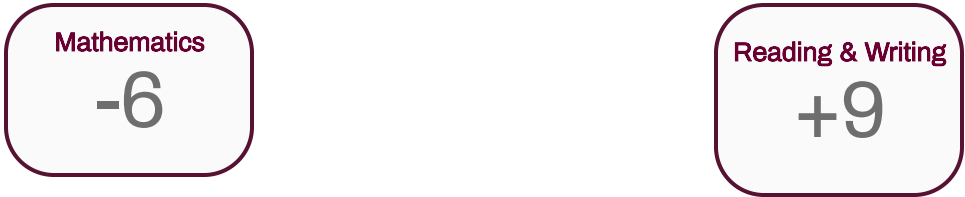


Due to changes in the mode of test administration for PSAT/SAT, year-over-year comparisons between 2022-2023 and 2023-2024 are not reliable. Please see the Guidance Document for more information.

Comparative Achievement (CRD) - SAT

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

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

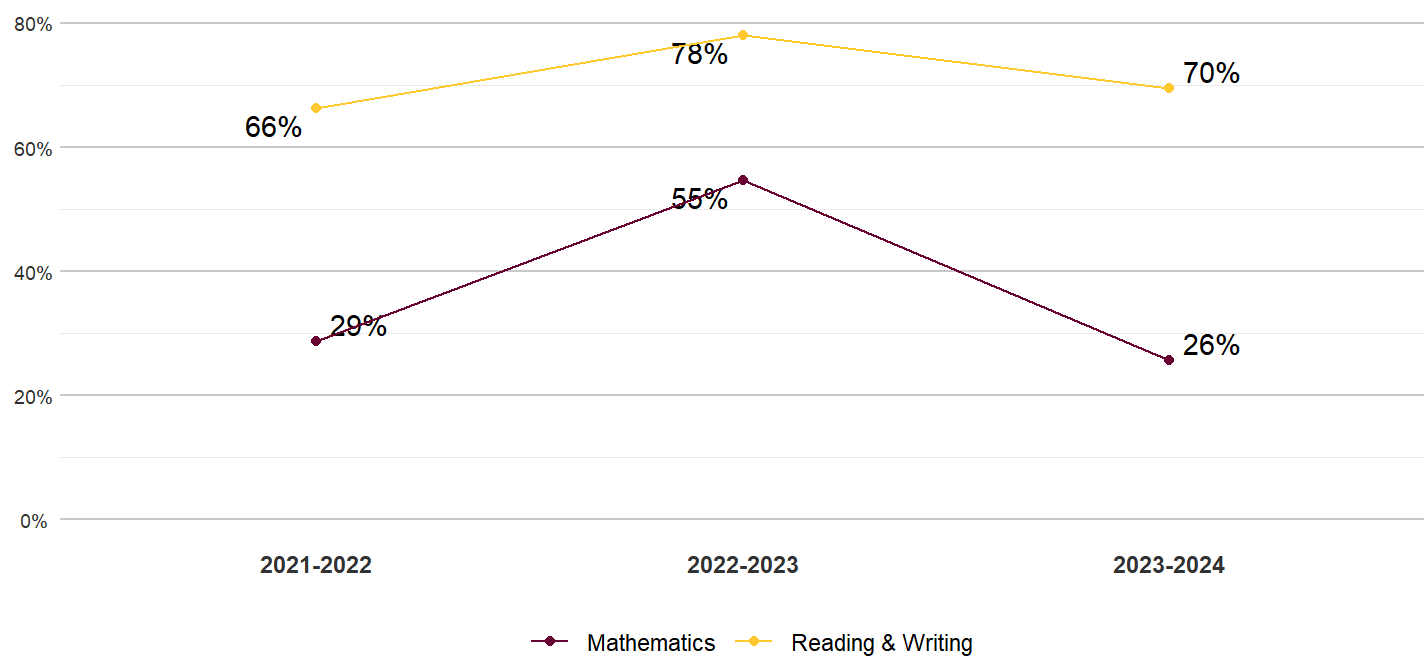


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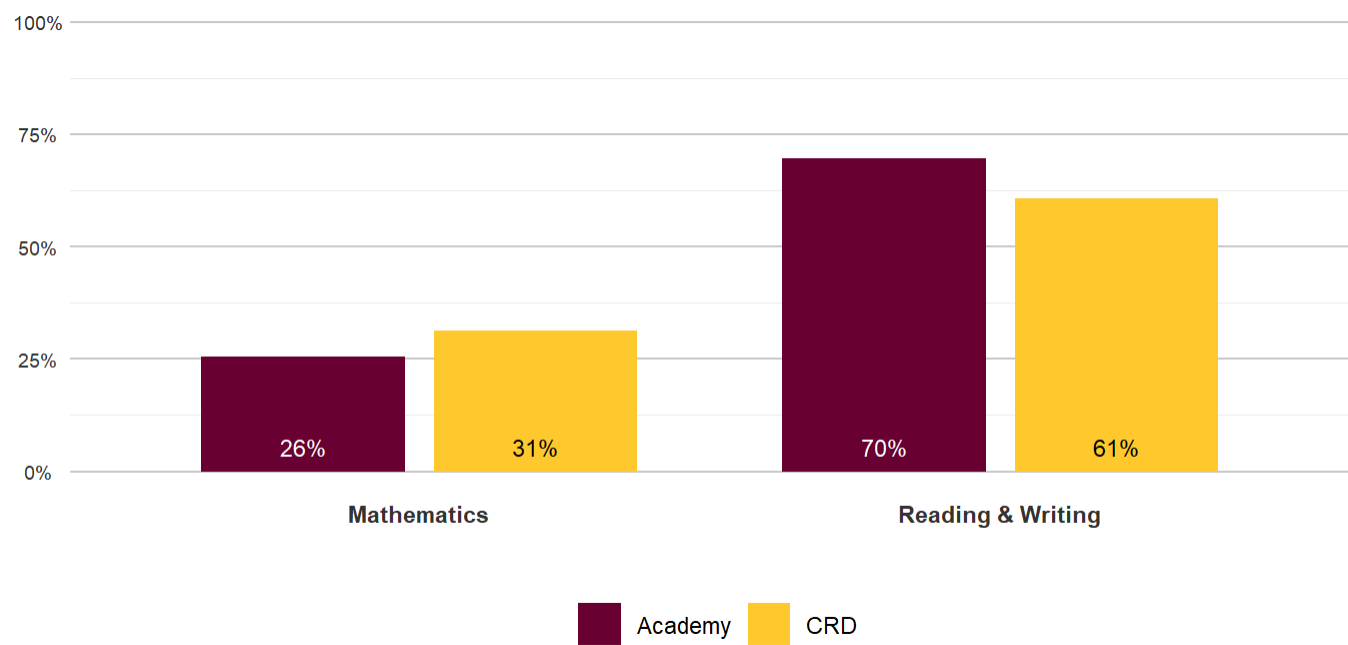
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SAT Benchmark Performance

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



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



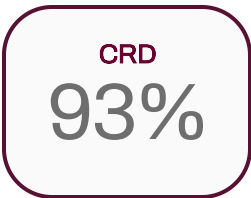
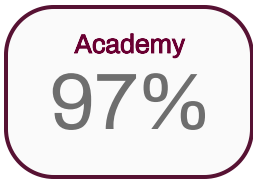
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Comparative Graduation Rate

An additional measure of Post-Secondary Readiness outlined in the Charter Contract is the Comparative Graduation Rate. The requirement is that the 4-year graduation rate for students at the academy will meet or surpass the school's Composite Resident District's (CRD) 4-year graduation rate.

2023-2024 - Academy 4-year Graduation Rate vs. the CRD 4-year Graduation Rate





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THE GOVERNOR JOHN ENGLER CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY | MOUNT PLEASANT, MI 48859
(989) 774-2100 | www.TheCenterForCharters.org