



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

University Report on
PUBLIC SCHOOL ACADEMY
AUTHORIZING





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Section A

Introduction and Report Guidance



Report Introduction

The enclosed University Report on Public School Academy Authorizing (“Report”) fulfills requirements contained within Michigan [Public Act 103 of 2023](#) (“PA 103”), 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 the House and Senate Appropriations Committees and the Michigan Department of Education (“MDE”) not later than December 1 of each year. The law outlines minimum requirements for the information that must be contained within the Report, which are provided for reference in Appendices A and B.

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 103, as well as additional information on CMU’s authorizing practices and the public school academies (“schools”) it authorizes.

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

Report Guidance

Section B of this Report is a narrative description that fulfills the following two primary requirements contained within PA 103:

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

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

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

Section C contains extensive information about schools authorized by CMU during the 2023-2024 school year and not only fulfills, but exceeds, the requirements contained within PA 103. You will find a School



Profile for each school that CMU currently authorizes. The profiles are listed in alphabetical order by school name, and each school profile contains the following information:

- District Code and Building Code(s) as assigned by the MDE.
- Primary physical location of the school, telephone number and website address.
- Grades served during the 2023-2024 school year.
- School year in which the school was initially authorized.
- The length of the school's current Contract, including the effective and expiration dates.¹
- Identification of the school as a Partnership School as identified by the MDE as one that meets the criteria for Comprehensive Support and Improvement², as applicable.
- Initial applicant for the school.
- Owner of the school property and building(s).
- Identification of the school's Educational Service Provider ("ESP"), if applicable.
- Length of term of the school's ESP Agreement, if applicable, including the effective and expiration dates of the Agreement.³
- Total permitted fees, reimbursements, contributions, or charges to the school during the 2022-2023 school year. Section 502 (6) of the revised school code, 1976 PA 451, MCL 380.502 states that "an authorizing body shall not charge a fee, or require reimbursement of expenses, for consideration of an application for a contract, for issuing a contract, or for providing oversight of a contract for a public school academy in an amount that exceeds a combined total of 3% of the total state school aid received by the public school academy in the school year in which the fees or expenses are charged. An authorizer body may provide other services for a public school academy and charge a fee for those services but shall not require such an arrangement as a condition to issuing the contract authorizing the public school academy."
 - The CMU Board of Trustees has an Administrative Fee Policy that charges an oversight fee of three percent on general operating funds, which excludes categorical funds. Due to the exclusion of categorical funds, CMU collects less than the amount permitted by law.
- Each member of the school's board of directors, identification of officers, most recent appointment date and the date in which each member's current term ends.⁴
- Current student enrollment, by grade level, for the current and previous school years.⁵ The differences between enrollment levels in these years, in the aggregate and at each grade level, illustrate one way of examining a school's student turnover rate. In addition, the Overview section of each school's 2022-2023 Academic Performance Report ("APR") includes the percentage of the school's students who were enrolled for three or more years in each of the last five school years. Reviewing this analysis provides another way to examine a school's level of student mobility.

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

² Additional information regarding Partnership Districts is available at <https://www.michigan.gov/mde/services/school-performance-supports/partnership-districts>.

³ PA 103 requires a "list of contracts and length of their terms, with education service providers associated with each school currently authorized..." For the purposes of this information, the terms contracts and agreements are used interchangeably.

⁴ Members of a school's board of directors can change at any time due to term expirations, appointments and resignations. The information contained within this section of each school's profile reflects information as of November 7, 2023.

⁵ The 2023-2024 enrollment data reflects the preliminary headcount on October 4, 2023, as reported by each school. The 2022-2023 enrollment data reflects the audited headcount from fall 2022 as reported by MDE.



- Included with each School Profile is the school's 2022-2023 APR⁶ as published by the Center. Each school's Contract, Schedule 7(b): Educational Goal and Related Measures, contains the primary measures and metrics used to assess the school's academic performance. The APR provides a comprehensive analysis of each school's performance against these metrics, as well as additional information that is helpful in understanding a school's performance. Please see *Appendix C: Educational Goal and Related Measures* for the standard measures the Center utilizes to assess 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: Spring 2023 Academic Performance Report Guidance* for detailed guidance, information and data sources included in the Center's APR.

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

Section D contains a list of schools authorized by CMU that closed permanently and/or lost their authorization from CMU at any point during the 2023-2024 academic year up to the date of this Report or during or directly following the 2022-2023 academic year.

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

Appendices attached to this report include:

- **Appendix A** provides the text of the requirements contained within PA 103.
- **Appendix B** provides the location within the Report where each requirement from PA 103 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 2023 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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The Governor John Engler Center for Charter Schools
Education and Human Services Building, Suite 200
Mount Pleasant, MI 48859
(989) 774-2100
info@thecenterforcharters.org
www.thecenterforcharters.org

⁶ The APR is annually posted and publicly available for each school on the Center's website at www.thecenterforcharters.org > [Schools > Our Schools](#).



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Section B

Core Authorizing Responsibilities and Activities

[MCL Sec. 275k (1)(j) and (k)]



MCL Sec. 275k (1) (j)

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

Under the Revised School Code, CMU is responsible for overseeing compliance with all applicable law, as well as the Contract it issues to each school.⁷ The schools are required to comply with the Open Meetings Act (“OMA”), the Freedom of Information Act (“FOIA”), and certain laws prohibiting conflicts of interest.⁸ These obligations are also specifically mandated by the standardized Contract language used by CMU for each of the schools that it authorizes.⁹

In addition to the state laws that govern conflicts of interest, the Contract specifically requires schools to comply with the Incompatible Public Offices statute, being MCL 15.181 et seq. of the Michigan Compiled Laws, and the Contracts of Public Servants with Public Entities statute, being MCL 15.321 et seq. of the Michigan Compiled Laws. The Contract also states the school “board shall ensure compliance with applicable law relating to conflicts of interest.” The Contract provides a list of prohibited conflicts of interest for purposes of the Contract as well that specifically relate to possible conflicts for schools that state law does not specifically recognize. In addition, the Contract prohibits any individual from being employed by the school or an ESP in more than one full-time position and simultaneously being compensated at a full-time rate for each of these positions.¹⁰

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

Board Member Appointment/Reappointment Requirements

- The Bylaws for each school board are incorporated into the Contract and specifically address public disclosure requirements and compliance with applicable law relating to conflicts of interest.¹¹
- The school board member application contains specific questions that support CMU’s due diligence review to identify potential conflicts of interest that would preclude an individual from being appointed as a school board member. A member of the Center’s team interviews each member of a school’s board of directors prior to their appointment or re-appointment as part of the due diligence process.
- Every school board applicant must agree to complete an annual conflict of interest disclosure to be considered for appointment and re-appointment to a CMU-authorized school board of directors. Each

⁷ See, e.g., MCL 380.502(4).

⁸ See, e.g., MCL 380.503(7), MCL 380.503(6)(k), MCL 380.507(4)(b), MCL 380.1203.

⁹ Contracts for all CMU-authorized schools are available on the Center’s public website at www.thecenterforcharters.org > [Schools](#) > [Our Schools](#). Although the Contracts may have some variation, the provisions with respect to oversight and compliance with applicable law are standardized across Contracts.

¹⁰ The applicable standardized language is found in the following Contract Schedules [refer to footnote nine for the location of all Contracts on the Center’s public website]:

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

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

Schedule 8: Information Available to the Public and the Center

¹¹ The applicable standardized language is found in Schedule 2: Bylaws, Article VIII, Section 6, Contracts Between Corporation and Related Persons, within all Contracts for schools authorized by CMU [refer to footnote nine above for the location of all Contracts on the Center’s public website].



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

Board Policy Program

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

School Board Meetings: Postings and Minutes

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

FOIA Compliance

- As previously stated, the Contract requires adherence to all applicable law, including but not limited to, FOIA.
- The Center provides various school board resources¹² including a template resolution for designating its FOIA Representative. This action is recommended for review and approval at the school board's annual board meeting. The Center monitors this action for each of the school boards to ensure compliance with this requirement.

ESP Agreements, Facility Leases and Financing Documents

- ESP Agreements, facility leases and facility financing documents all require submission to the Center prior to school board execution. The Center's review is pursuant to the requirements set forth in the Contract as specifically described within the Master Calendar of Reporting Requirements¹³.
- ESP Agreements are required to be submitted to the Center for its review at least 30 days prior to execution. ESP submissions must include the draft ESP Agreement, a completed ESP Information Sheet and a draft legal opinion from the school board's appointed legal counsel that opines that they have reviewed: the proposed ESP Agreement, the ESP Policies¹⁴, and the current Contract. CMU's review includes ensuring the ESP agreement follows the Center's ESP Policies, the Contract, and applicable law.

¹² See the Center's website: www.thecenterforcharters.org > Resource Center > Resolutions and Templates > Sample Resolutions > Annual Resolutions > [Freedom of Information Act Representative](#).

¹³ See the Center's website: www.thecenterforcharters.org > Resource Center > Master Calendar of Reporting Requirements > Documents > [Master Calendar of Reporting Requirements \(page seven\)](#).

¹⁴ See Center's website: www.thecenterforcharters.org > Resources > Educational Service Provider Policies > [ESP Policies](#).



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

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

MCL Sec. 275k (1) (k)

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

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

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

As the authorizer, CMU has the responsibility to oversee the school’s compliance with the Contract and all applicable law. These responsibilities are set forth in the Contract Terms and Conditions as well as Contract Schedule 4: Oversight, Reporting and Compliance Agreement (“Oversight Agreement”).¹⁵

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

- Conduct a review of the school’s audited financial reports as submitted, including the auditor’s management letters. Schools are required to report to CMU any exceptions as well as any failure on the part of the school to meet generally accepted public sector accounting principles.
- Conduct a review of the records, internal controls or operations of the school to determine compliance with the Contract and applicable law.

¹⁵ The applicable standardized language is found in [Schedule 4: Oversight, Compliance and Reporting Agreement](#) for all schools authorized by CMU. All Contracts are available on the Center’s website at www.thecenterforcharters.org > Schools > Our Schools.



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

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

- Submit information to CMU, or its designee, in accordance with the Master Calendar of Reporting Requirements adopted by the Center.
- Submit quarterly financial reports, and other financial reports as deemed necessary, to the Center in a form and manner determined by the Center.
- Permit inspection by the Center of the school's records and/or premises at any reasonable time.
- Report any litigation or formal proceedings alleging violation of any applicable law by the school to CMU as designated in the Contract Terms and Conditions.
- Upon request, provide copies of information to the Center as submitted to the MDE, the Superintendent of Public Instruction, or State Board of Education.
- The school board must provide a copy of the school board's public meeting schedule for the upcoming school year including the date, time and location of the public meetings. Any changes to that board meeting schedule must be submitted to the Center within 10 business days of school board approval.
- Provide to the Center, all proposed minutes of school board of directors' meetings no later than 10 business days after such meeting, and provide approved final minutes to the Center within five business days after the minutes are school board approved.
- The school board must approve and submit to the Center a school budget, and any associated budget amendments, in a manner prescribed by law and the Center's Master Calendar of Reporting Requirements within 30 days of the school board's approval of the budget (original and amended, if applicable). The school is required to place a copy of that budget on the school's website pursuant to the requirements set forth in the Revised School Code and the State School Aid Act such that it is accessible to the public.
- Within five days of its submission to the Center for Educational Performance and Information of the budgetary assumptions that are required by Section 1219 of the Revised School Code, the school must provide a copy of those budgetary assumptions to the Center and confirm that the submitted budgetary assumptions were used in the adoption of the school's annual budget.
- Submit copies to the Center of any periodic financial reports required of the school by the State Department of Treasury.



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

Authorizer Oversight and Support Functions

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

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

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

The Center's largest event is its annual conference. At the August 2023 event, the Center welcomed over 480 attendees. In addition to the renowned national keynote speaker, the conference offered a diverse range of breakout sessions with topics designed for teachers, school leaders, and board members. The Center offers State Continuing Educational Clock Hours for attendees at its professional development offerings.

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

School Board Governance

The CMU Board of Trustees established the Public School Academy Board of Directors: Method of Selection, Appointment and Removal Policy which required the Center Executive Director to develop and administer a school board selection and appointment process. The Contract Terms And Conditions require that the schools be organized and administered under the direction of a school board and pursuant to the governance structure established in Contract Schedule 7a. Under the Contract, the school boards have all of the powers and duties permitted by law to manage the business, property and affairs of the school and for adopting policies by which the school will be governed. The school board is responsible for assuring that the school operates according to the Contract and applicable law. Each Contract contains, in Schedule 2, the Bylaws for the school board which establish additional descriptions of the governance structure. This includes adopting and properly maintaining governing board policies in accordance with applicable law.

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

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

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

- **Professional development and training** - New Board Member Orientations, Board President Roundtables, and an annual conference with governance sessions.
- **Board Gear** - A governance curriculum focused on school board members and the role governance plays in driving school performance. It includes short videos and handouts that provide additional information on relevant topics. All of the resources are available on the Center's website: www.thecenterforcharters.org > Resource Center > Boards > [Board Gear](#).
- **Board Policy Program** - Financial support is provided for those school boards that contract for a board policy program and associated update service. This service provides legally vetted and best practice governing policies and administrative guidelines to the participating schools to ensure compliance with changes in applicable law and regulation.
- **Board Resolutions and Templates** - Available on the Center's website: www.thecenterforcharters.org > Resource Center > Boards > [Resolutions and Templates](#).

Academic Performance & Accountability

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

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



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

Research, Assessment, Evaluation and Data Analysis

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

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

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

www.thecenterforcharters.org > Schools > Our Schools.

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

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

The Center's recent presentations include:

- American Educational Research Association
- National Association of Charter School Authorizers
- Michigan House of Representatives Appropriations Subcommittee on School Aid and Department of Education
- Michigan Senate Education and Career Readiness Committee

Areas of analysis have included:

- Examining Student Achievement and Growth During the COVID-19 Pandemic
- Examining Impacts, Changes and Innovations Experienced During the Pandemic



Fiscal Performance and Accountability

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

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

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

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

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

Charter Accountability

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

Charter Accountability Oversight. The Center's Charter Accountability team is responsible for the coordination of Contract documentation requirements and submissions to appropriate entities related to Contract authorizations, amendments and reauthorization. Additionally, the Charter Accountability team



monitors, reviews and evaluates document submissions required by the Contract and applicable law and administers the activities related to consequences created by non-compliance actions of the schools. The Contract permits the Center to inspect the records, internal controls, operations or premises of the schools at any reasonable time. To assess whether the schools are demonstrating good faith in complying with the Contract, the Revised School Code, and all other applicable law, this unit monitors and evaluates compliance with:

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

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

Authorizing and Reauthorizing

CMU's reauthorizing process is guided by the Revised School Code¹⁶, the Contract, and the CMU Board of Trustees Chartering Policy. That Policy states, "striving to make the renewal process for schools straightforward, the Center shall institute a charter renewal process, guided by the following core questions:

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

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

¹⁶ See, e.g., MCL 380.503(6)(h).



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

University Report on
AUTHORIZING

Section C

School Profiles and Academic Performance

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



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

District: A.G.B.U. Alex and Marie Manoogian School
District Code: 63901
Building Code(s): 08265
Location: 22001 Northwestern Highway
Southfield, MI 48075
Phone: 248-569-2988
Website: <http://www.manoogian.org>
Grades Served: K-12
School Year Authorized: 1994-1995
Charter Contract Term: July 01, 2017 - June 30, 2024
MDE Partnership School: No

Initial Charter Applicant: Nadya Sarafian
School Property Owner: Armenian Apostolic Society, Inc.
School Building Owner: Armenian Apostolic Society, Inc.
Educational Service Provider (ESP): Self-managed
ESP Contract Term: N/A
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$114,777.57

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Richard Marburger	President	June 29, 2023	August 30, 2027
Alice Nigoghosian	Vice President	June 24, 2021	August 30, 2025
Esther Lyons	Secretary	June 29, 2023	August 30, 2027
Richard Kurjian	Treasurer	June 24, 2021	August 30, 2025
Stephen Grigorian	Board Director	April 22, 2021	August 30, 2024
Linda Karibian	Board Director	June 30, 2022	August 30, 2026
Osep Sarafian	Board Director	June 30, 2022	August 30, 2026
David Terzibashian	Board Director	September 28, 2023	August 30, 2027
Janice Torosian	Board Director	June 25, 2020	August 30, 2024

Current Enrollment and Student Turnover Rate

School Year	Grade												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
2023-2024	25	26	26	28	26	27	34	31	29	45	46	47	41	431
2022-2023	26	26	26	26	27	28	30	28	42	44	44	44	34	425



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CENTRAL MICHIGAN UNIVERSITY

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

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

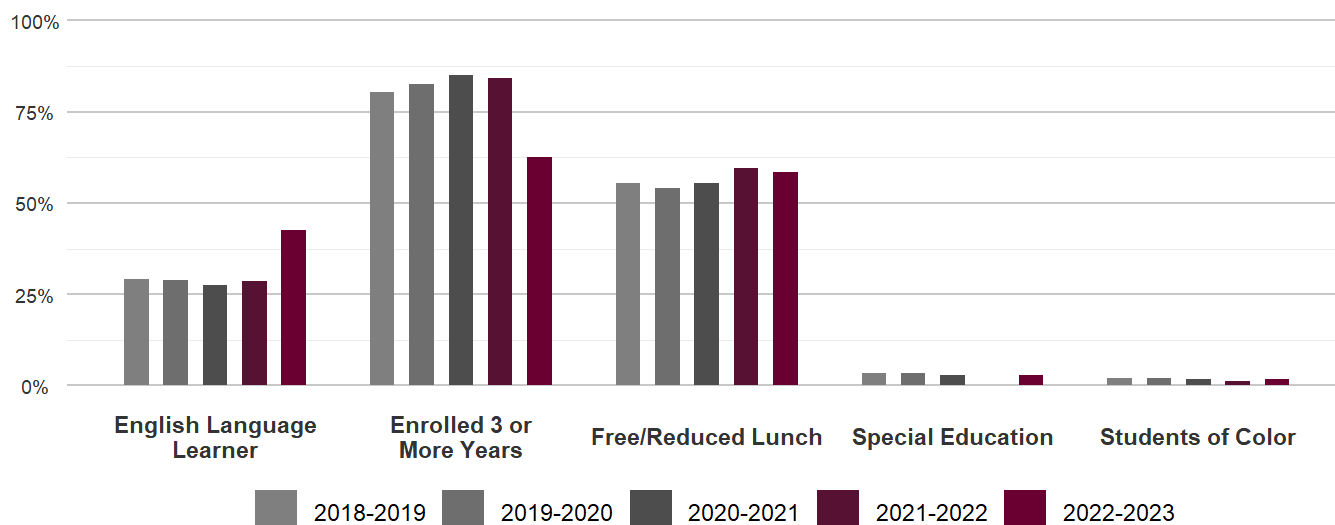


November 2023

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

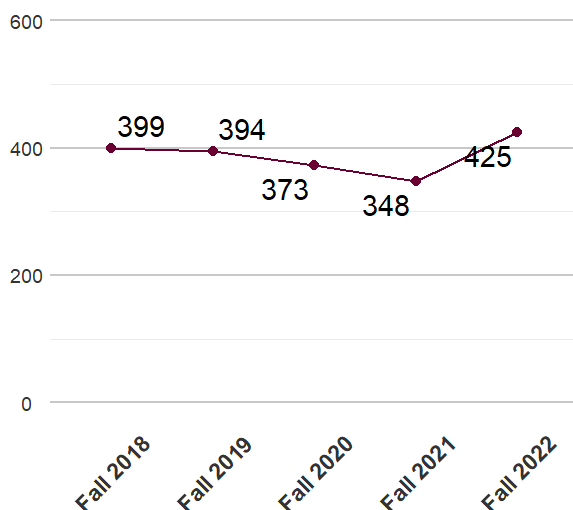
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	29.1%	28.9%	27.6%	28.7%	42.6%
Special Education	3.5%	3.3%	2.9%	0.0%	2.8%
Free/Reduced Lunch	55.4%	54.1%	55.5%	59.5%	58.6%
Students of Color	2.0%	2.0%	1.9%	1.1%	1.6%
Enrolled 3 or More Years	80.5%	82.5%	85.0%	84.2%	62.6%

Enrollment



Where Students Come From

Assigned District	Students
Warren Consolidated Schools	75
Hamtramck, School District of the City of	69
Southfield Public School District	57
West Bloomfield School District	48
Farmington Public School District	38
Oak Park, School District of the City of	24
Warren Woods Public Schools	12
Livonia Public Schools School District	9
Novi Community School District	9
Other	84

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

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

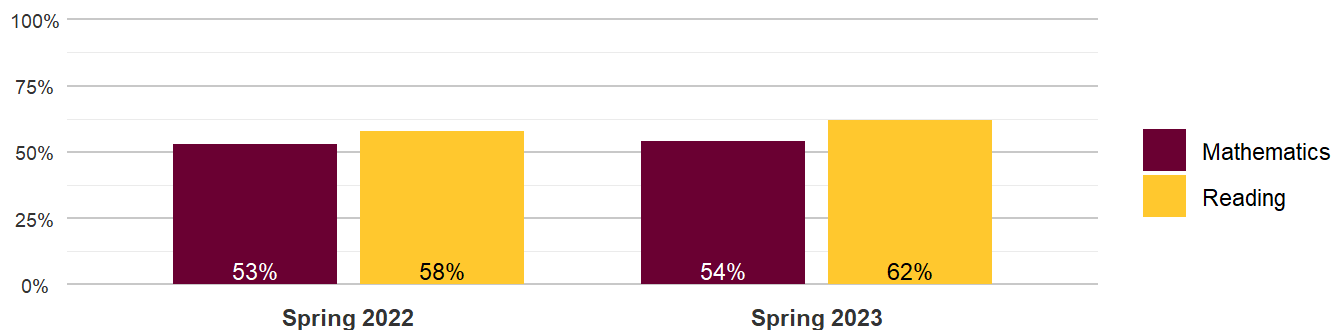


A.G.B.U. Alex and Marie Manoogian School

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

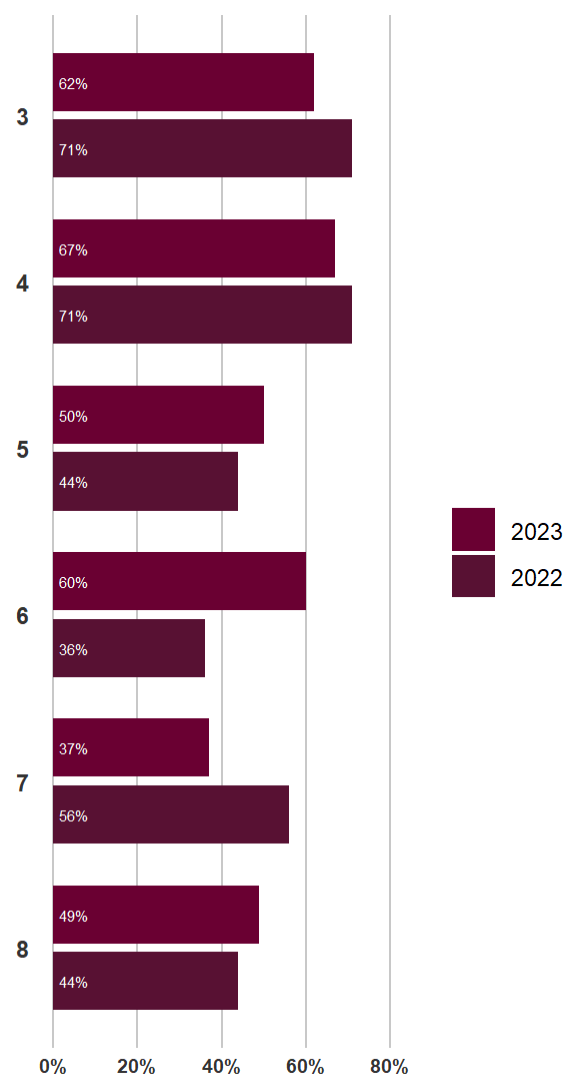
Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

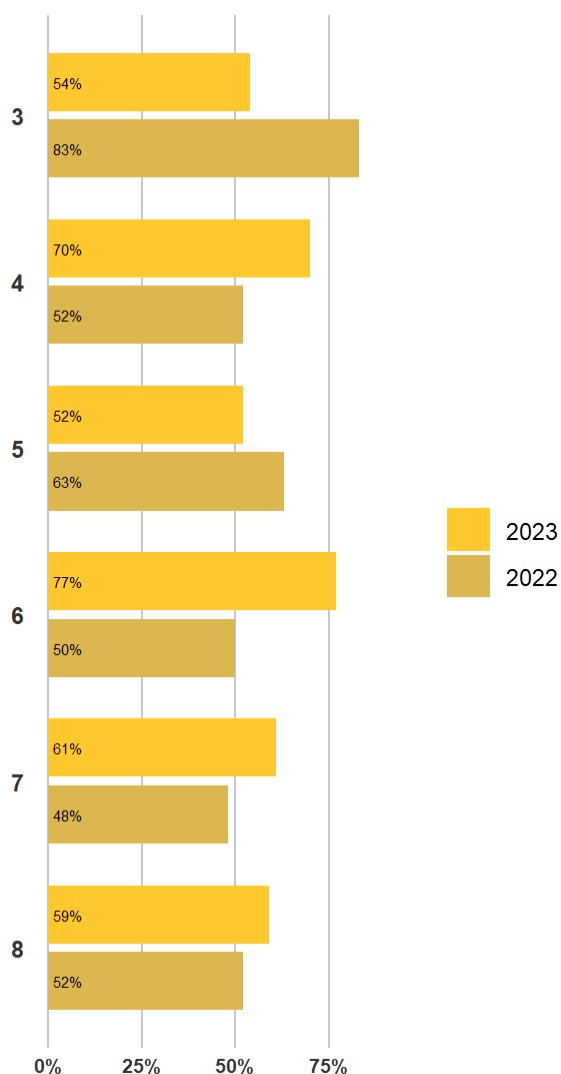


By Grade Level

Mathematics



Reading



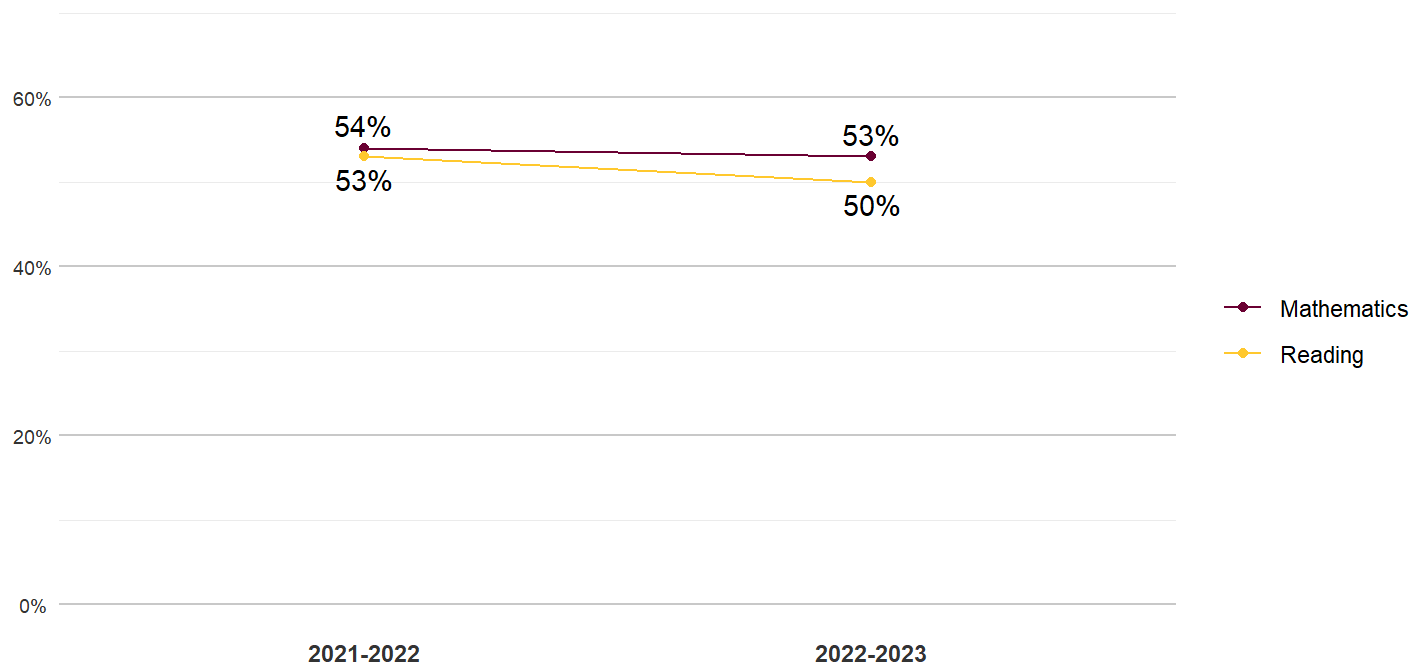
A.G.B.U. Alex and Marie Manoogian School

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

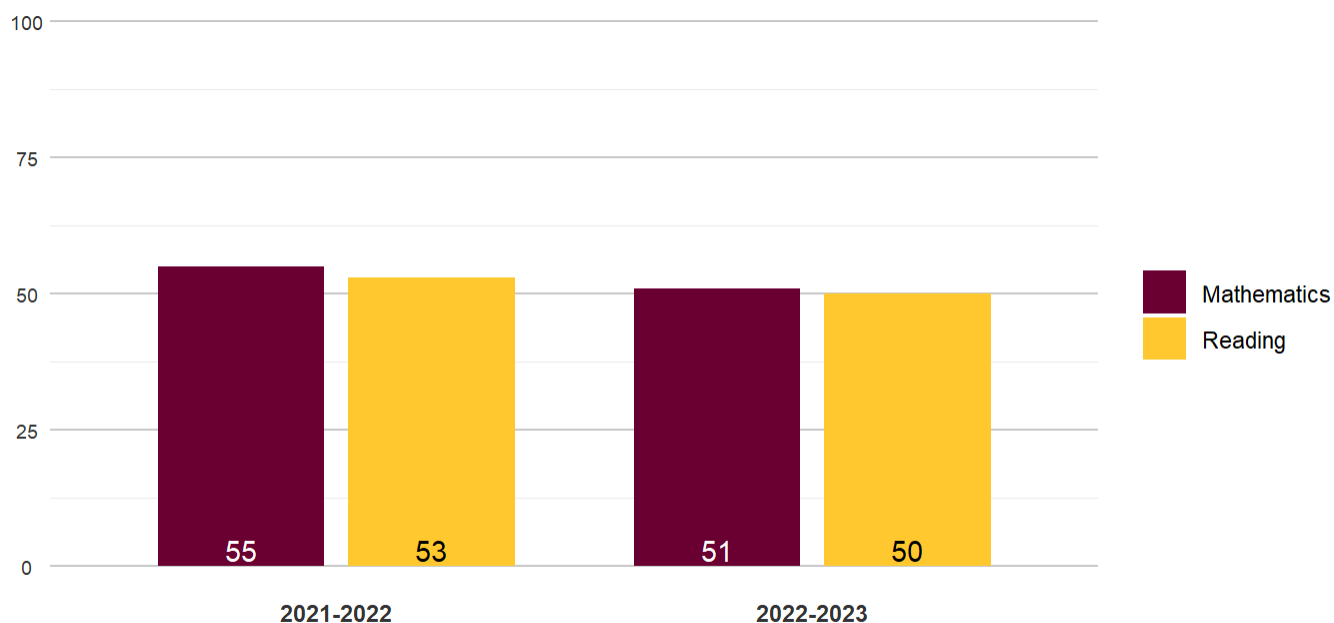
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

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 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

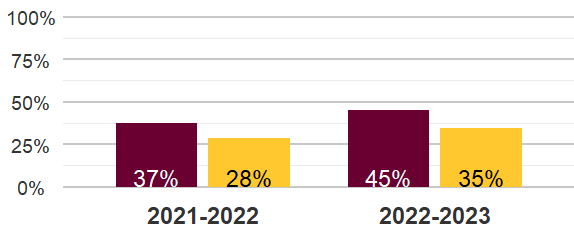


A.G.B.U. Alex and Marie Manoogian School

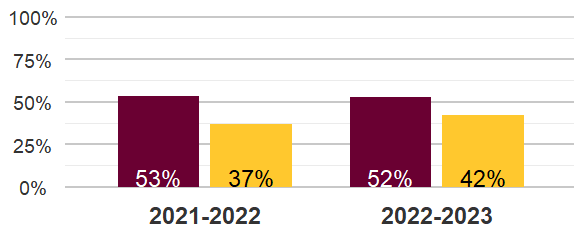
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics



ELA

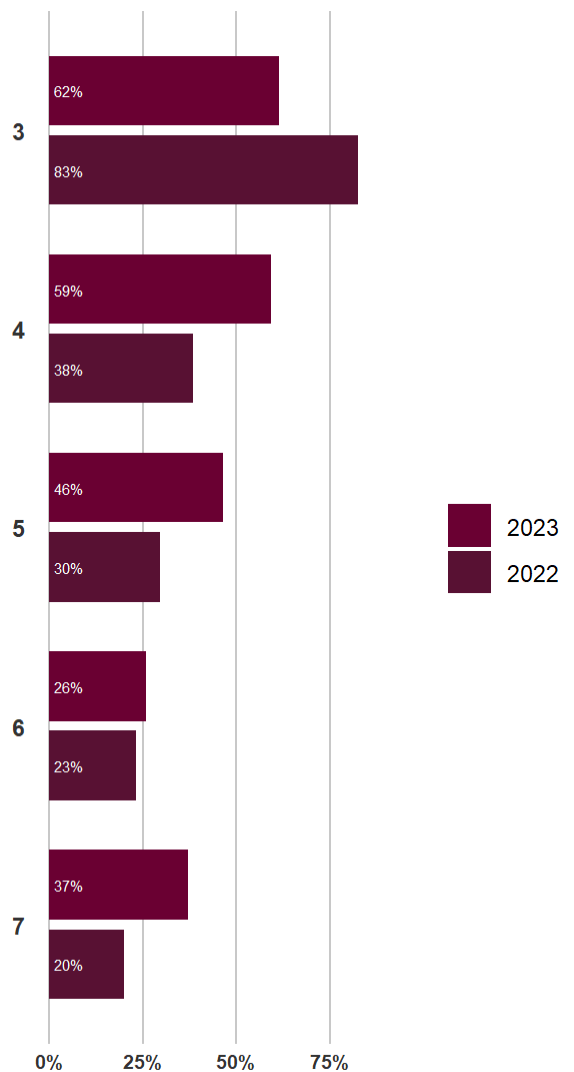


Academy CRD

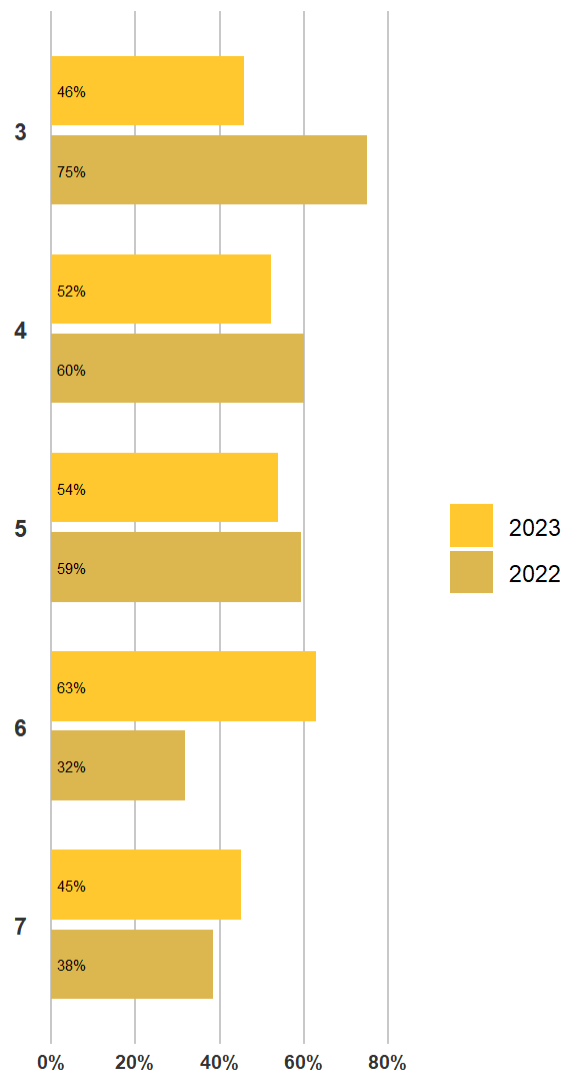
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2023
2022

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

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Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the College and Career Readiness Benchmarks (CCR) in Mathematics. 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 Evidence-Based Reading and Writing (EBRW) 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



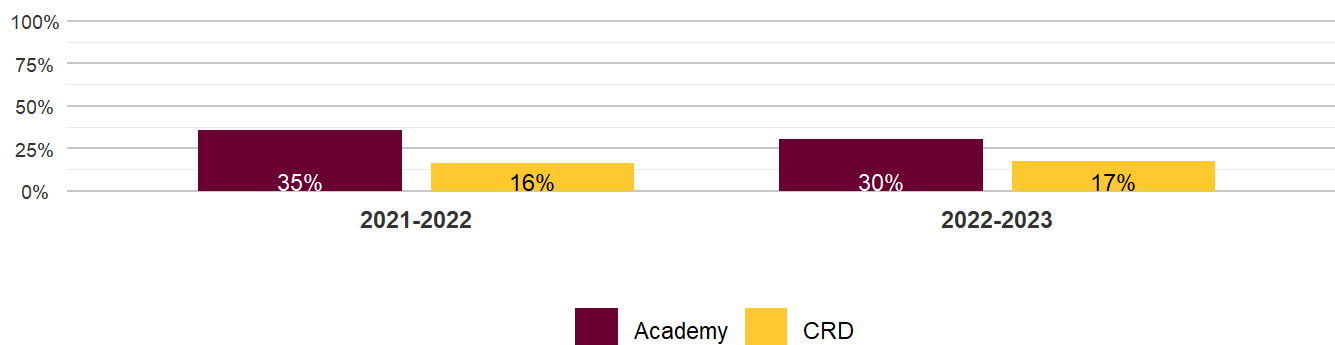
A.G.B.U. Alex and Marie Manoogian School

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

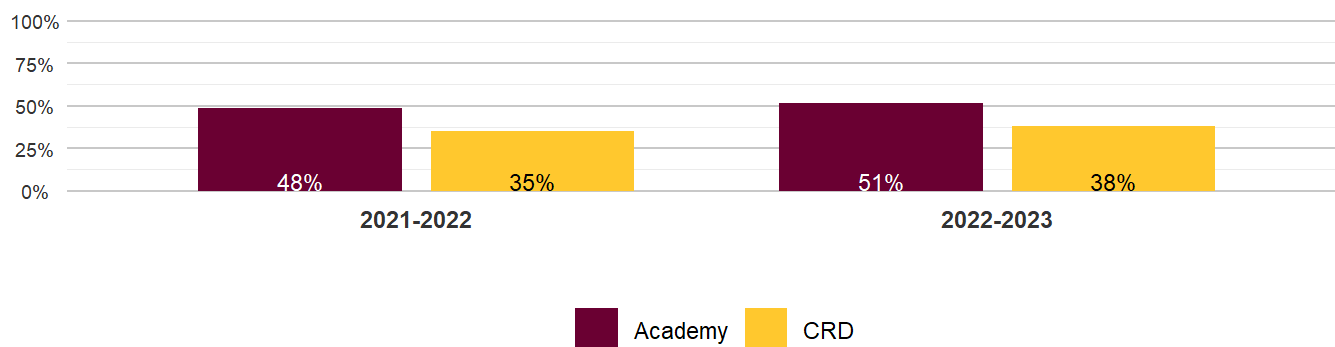
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: Bridge Academy of Southwest Michigan

District: Bridge Academy of Southwest Michigan
District Code: 11900
Building Code(s): 03924
Location: 499 W. Main St.
Benton Harbor, MI 49022
Phone: 800-285-9675
Website: <https://www.bridgeacademyswm.org/>
Grades Served: 9-12
School Year Authorized: 2020-2021
Charter Contract Term: March 16, 2021 - June 30, 2026
MDE Partnership School: No

Initial Charter Applicant: Todd Gustafson
School Property Owner: Consumers Investment Co., LLC
School Building Owner: Consumers Investment Co., LLC
Educational Service Provider (ESP): Kinexus Group
ESP Contract Term: May 01, 2021 - June 30, 2026
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$25,680.32

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Mike Hagerty	President	February 11, 2021	January 14, 2024
Brian Maynard	Vice President	December 08, 2022	January 14, 2027
Kimberly Penny-Word	Secretary	February 11, 2021	January 14, 2025
Gwen Wood	Treasurer	February 11, 2021	January 14, 2026
Lewis Scott	Board Director	June 29, 2023	January 14, 2026

Current Enrollment and Student Turnover Rate

Grade

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62	36	19	5	122
2022-2023	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	45	25	16	6	92



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Bridge Academy of Southwest Michigan

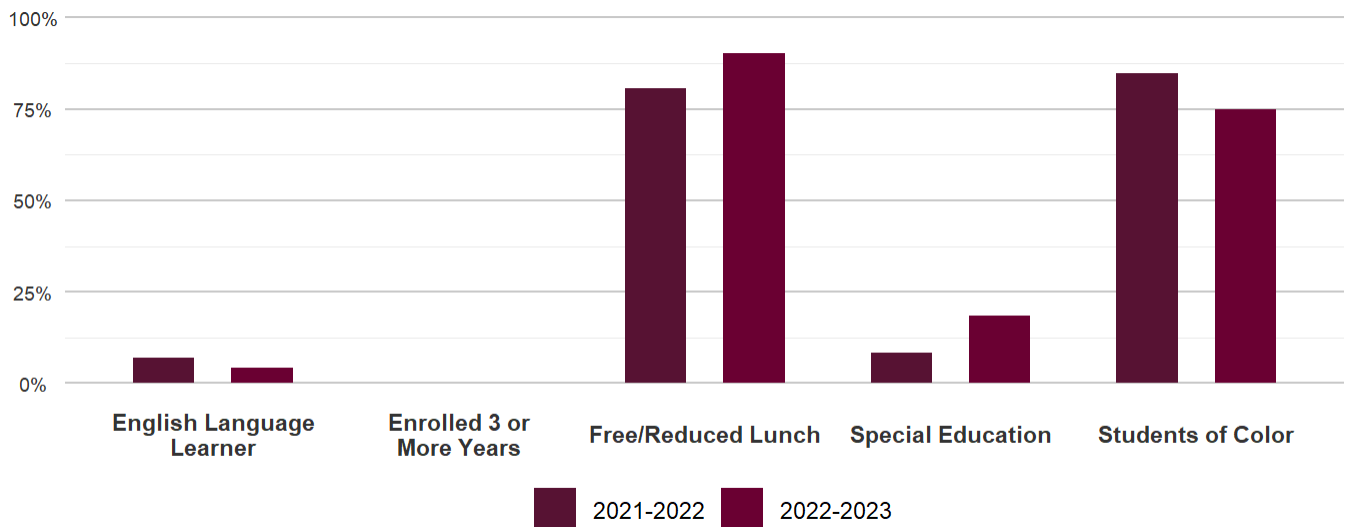


October 2023

Bridge Academy of Southwest Michigan

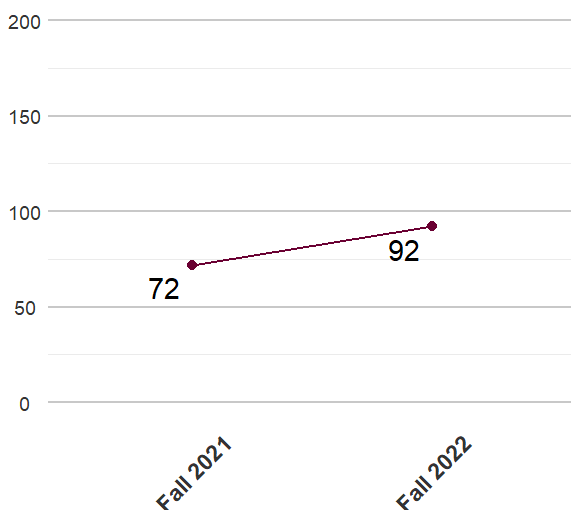
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



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

Enrollment



Where Students Come From

Assigned District	Students
Benton Harbor Area Schools	67
Lakeshore School District (Berrien)	5
Watervliet School District	5
Coloma Community Schools	4
St. Joseph Public Schools	4
Eau Claire Public Schools	2
Hartford Public Schools	2
River Valley School District	2
Dowagiac Union School District	1

Due to student population served, academic performance data is not currently available.



School Profile: Canton Charter Academy

District: Canton Charter Academy
District Code: 82968
Building Code(s): 08816
Location: 49100 Ford Road
Canton, MI 48187
Phone: 734-453-9517
Website: <http://canton.heritageacademies.com>
Grades Served: K-8
School Year Authorized: 1998-1999
Charter Contract Term: July 01, 2022 - June 30, 2032
MDE Partnership School: No

Initial Charter Applicant: Mark DeHaan
School Property Owner: Charter Development, LLC
School Building Owner: Charter Development, LLC
Educational Service Provider (ESP): National Heritage Academies, Inc.
ESP Contract Term: July 01, 2022 - June 30, 2032
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$193,593.87

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Jason Abate	President	April 22, 2021	May 12, 2025
Joey Alva	Vice President	April 20, 2023	May 12, 2027
Caroline Radzwion	Secretary	April 16, 2020	May 12, 2024
Jennifer Hourigan	Treasurer	April 20, 2023	May 12, 2027
Heather Pfizenmaier	Board Director	June 24, 2021	May 12, 2026

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	119	92	118	91	89	84	72	60	34	N/A	N/A	N/A	N/A	759
2022-2023	93	115	111	82	85	82	67	44	24	N/A	N/A	N/A	N/A	703



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CENTRAL MICHIGAN UNIVERSITY

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Canton Charter Academy

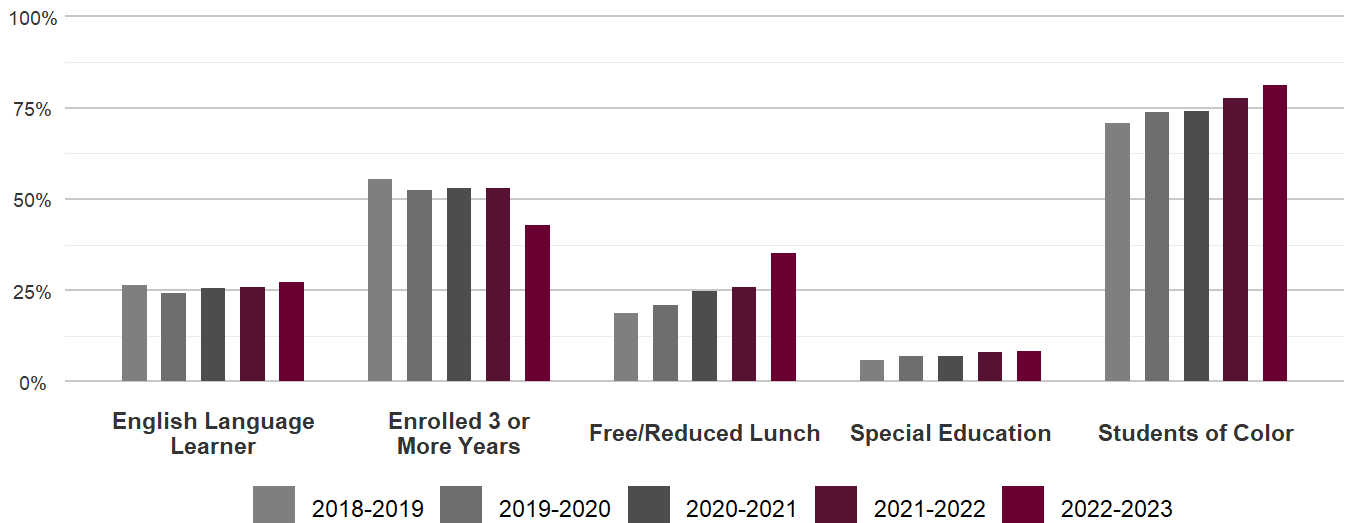


November 2023

Canton Charter Academy

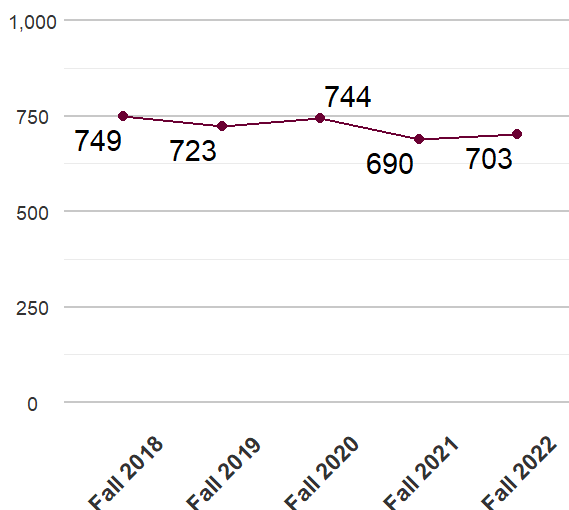
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	26.3%	24.2%	25.5%	25.9%	27.2%
Special Education	5.9%	6.9%	7.0%	8.0%	8.3%
Free/Reduced Lunch	18.8%	21.0%	24.9%	25.9%	35.1%
Students of Color	70.8%	73.9%	74.2%	77.5%	81.1%
Enrolled 3 or More Years	55.5%	52.6%	53.0%	52.9%	43.0%

Enrollment



Where Students Come From

Assigned District	Students
Plymouth-Canton Community Schools	413
Wayne-Westland Community School District	102
Van Buren Public Schools	40
Ypsilanti Community Schools	26
Detroit Public Schools Community District	18
Livonia Public Schools School District	17
Garden City Public Schools	14
Romulus Community Schools	14
Dearborn City School District	11
Other	48

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

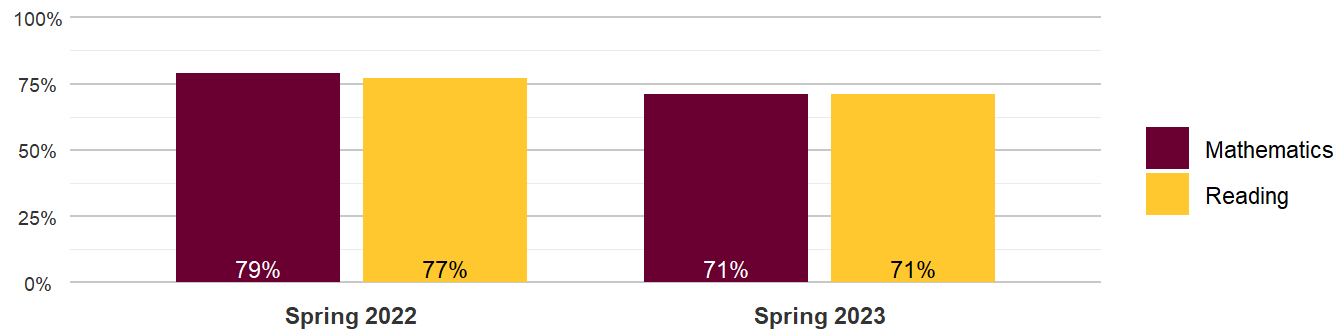


Canton Charter Academy

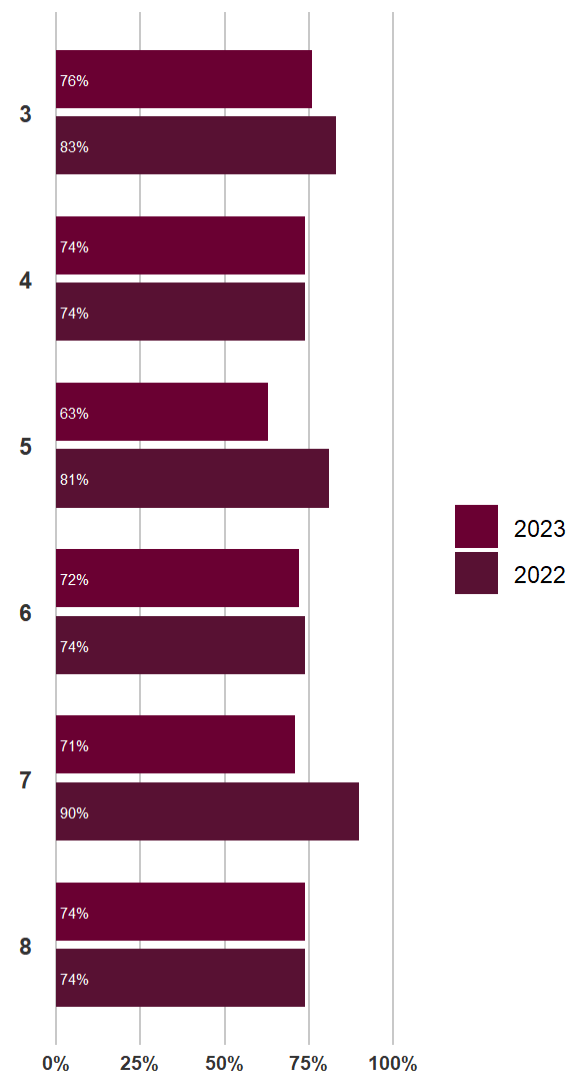
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

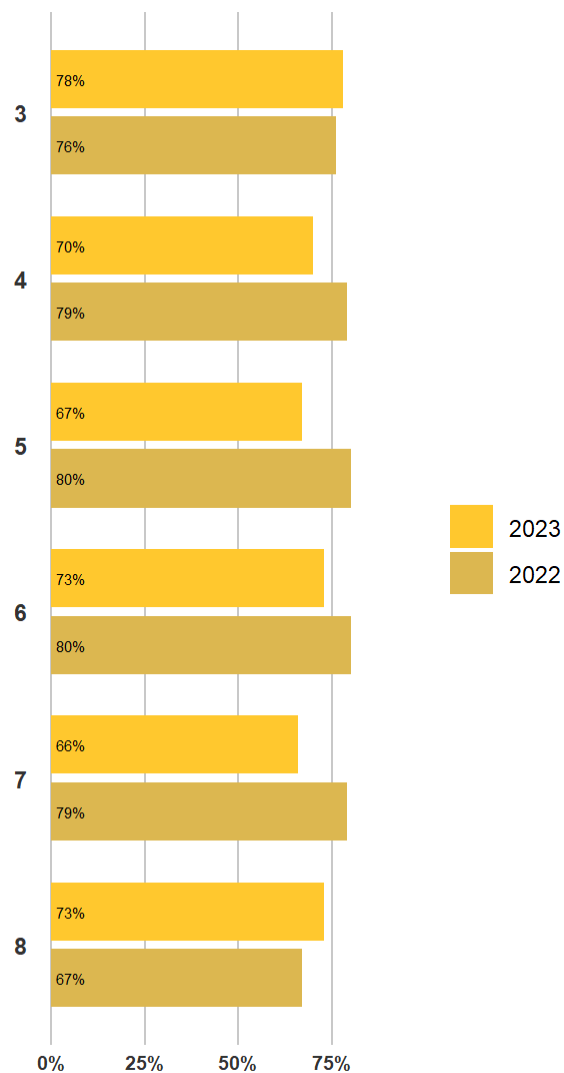
School-Wide by Year



By Grade Level Mathematics



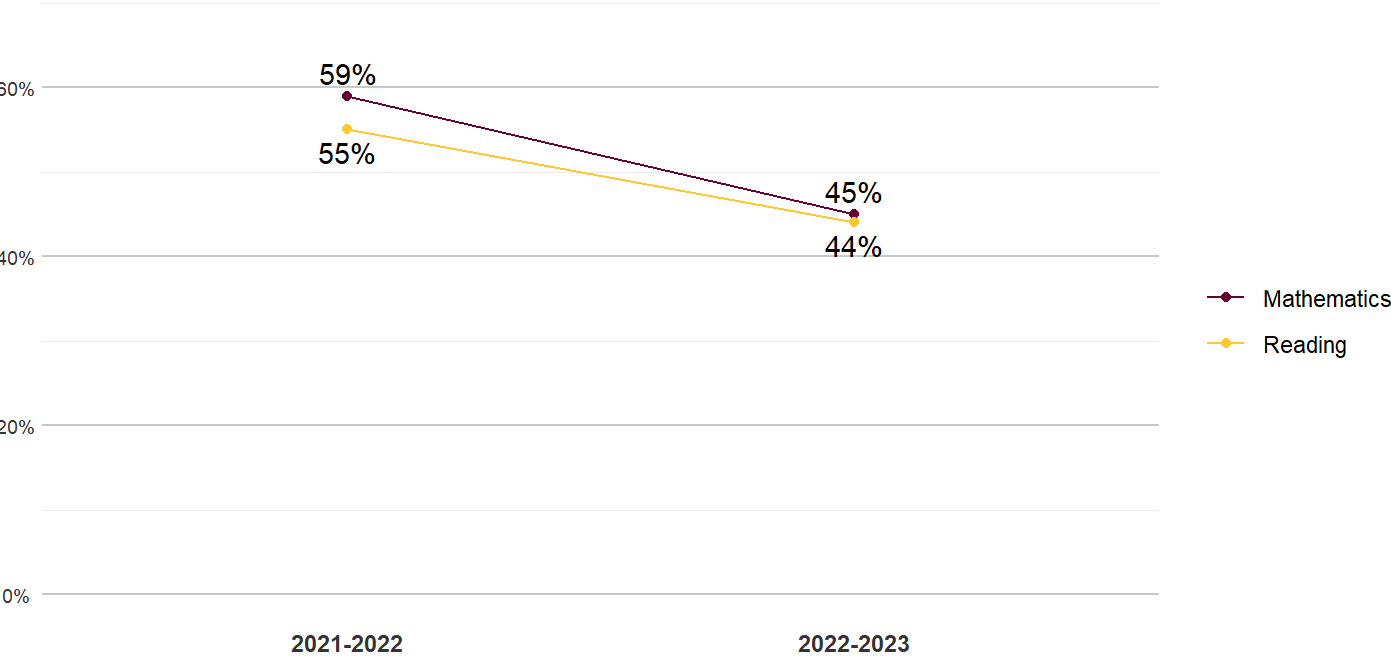
Reading



NWEA MAP Fall-to-Spring Growth

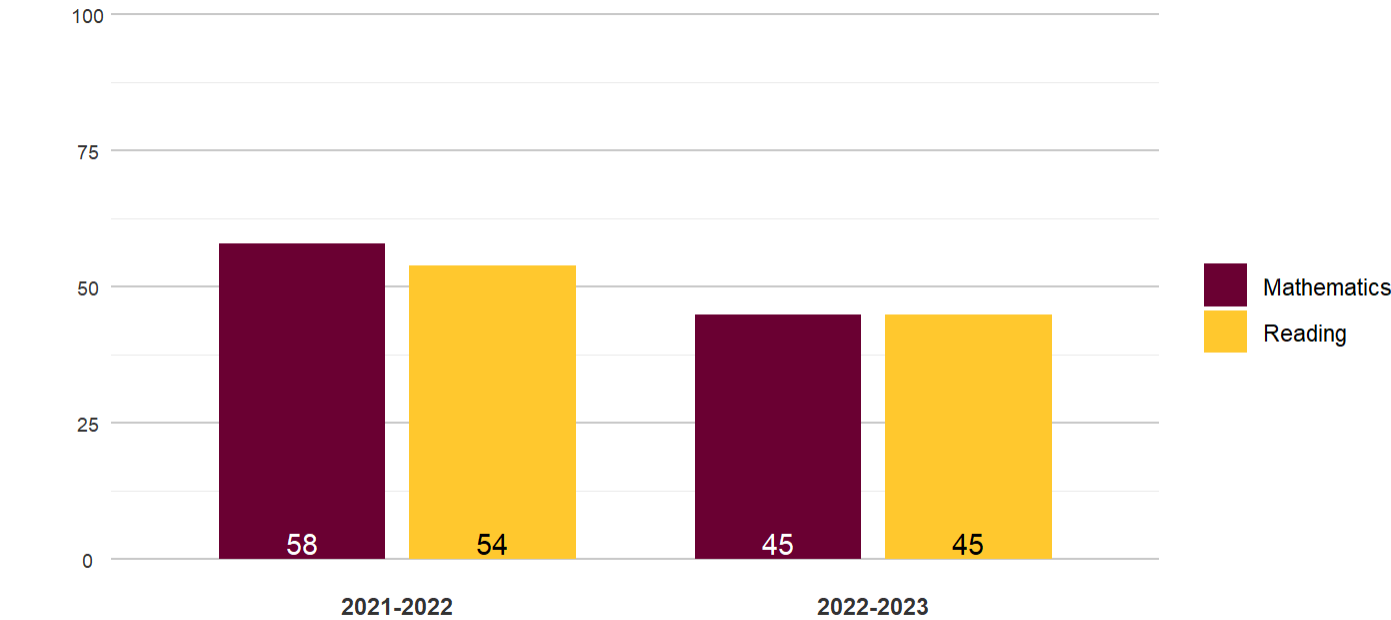
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

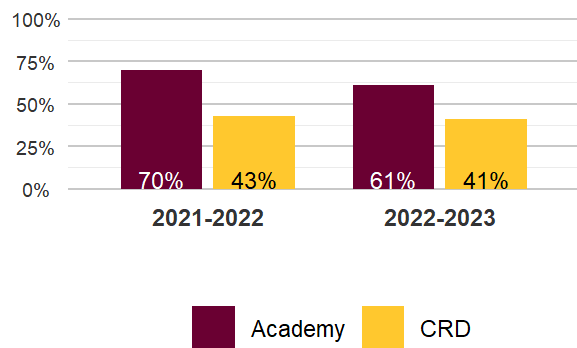


Canton Charter Academy

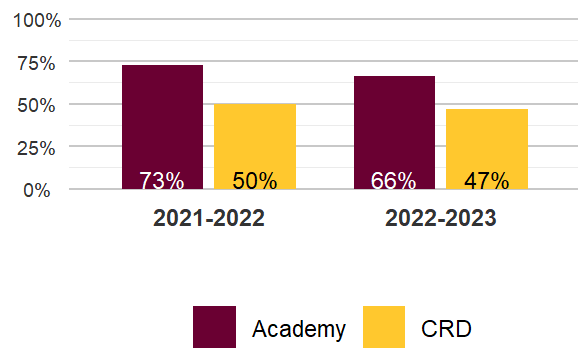
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics

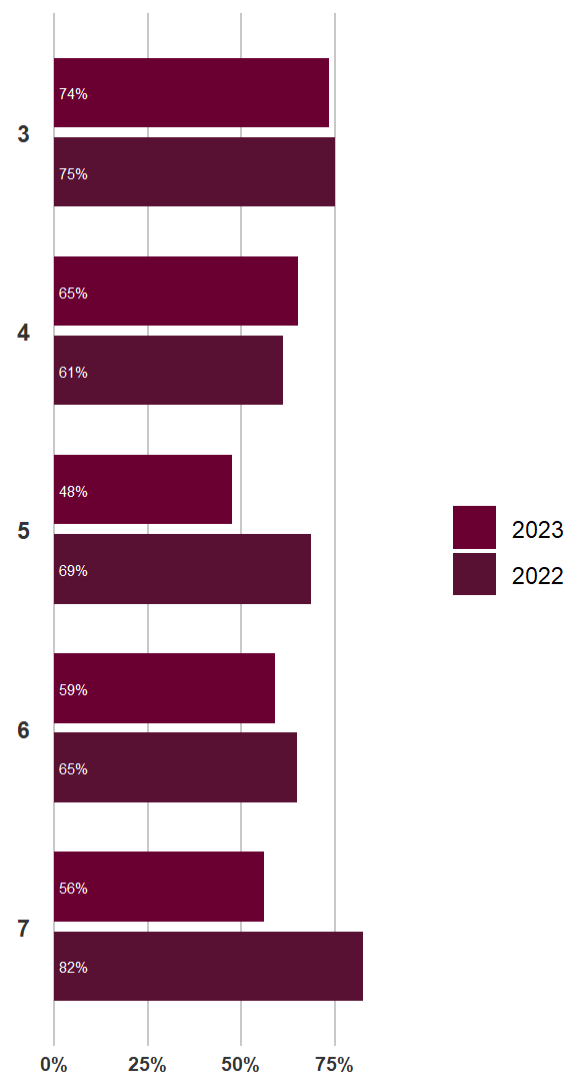


ELA

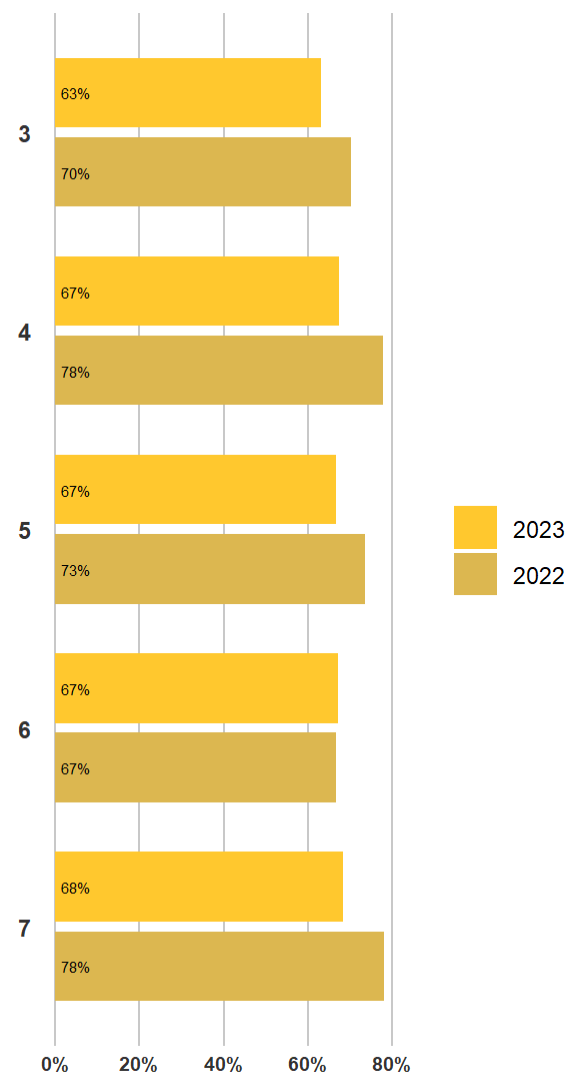


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA





School Profile: Center Line Preparatory Academy

District: Center Line Preparatory Academy
District Code: 50918
Building Code(s): 03747
Location: 8155 Ritter St.
Center Line, MI 48015
Phone: 586-690-4290
Website: <https://www.nhaschools.com/schools/center-line-preparatory-academy/en>
Grades Served: K-12
School Year Authorized: 2019-2020
Charter Contract Term: February 27, 2020 - June 30, 2025
MDE Partnership School: No

Initial Charter Applicant: Alton Williams
School Property Owner: Charter Development, LLC
School Building Owner: Charter Development, LLC
Educational Service Provider (ESP): National Heritage Academies, Inc.
ESP Contract Term: July 01, 2020 - June 30, 2025
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$202,981.77

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Alton Williams	President	February 13, 2020	January 14, 2025
TaJuana Washington	Vice President	December 02, 2021	January 14, 2026
Nicolle Royals	Secretary	February 13, 2020	January 14, 2024
Christian Liner	Treasurer	December 08, 2022	January 14, 2027
Lynn Coleman	Board Director	December 08, 2022	January 14, 2025

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	96	77	69	82	57	58	64	62	61	119	70	32	45	892
2022-2023	88	89	74	55	47	47	50	54	54	87	62	67	N/A	774



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**CENTER FOR
CHARTER SCHOOLS**
CENTRAL MICHIGAN UNIVERSITY

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Center Line Preparatory Academy

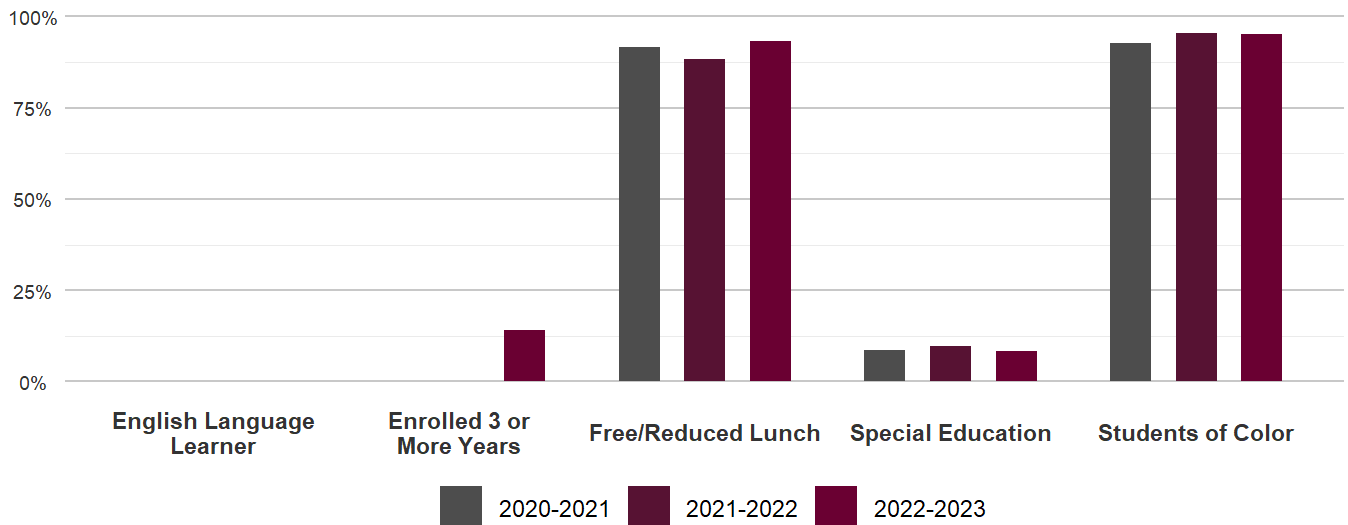


November 2023

Center Line Preparatory Academy

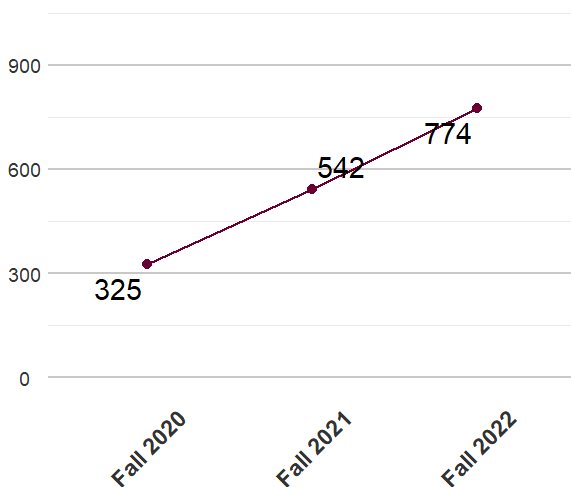
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



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

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	327
Van Dyke Public Schools	166
Eastpointe Community Schools	92
Center Line Public Schools	76
Warren Consolidated Schools	27
Fitzgerald Public Schools	22
Roseville Community Schools	14
Grosse Pointe Public Schools	7
Harper Woods, The School District of the City of	7
Other	36

Center Line Preparatory Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

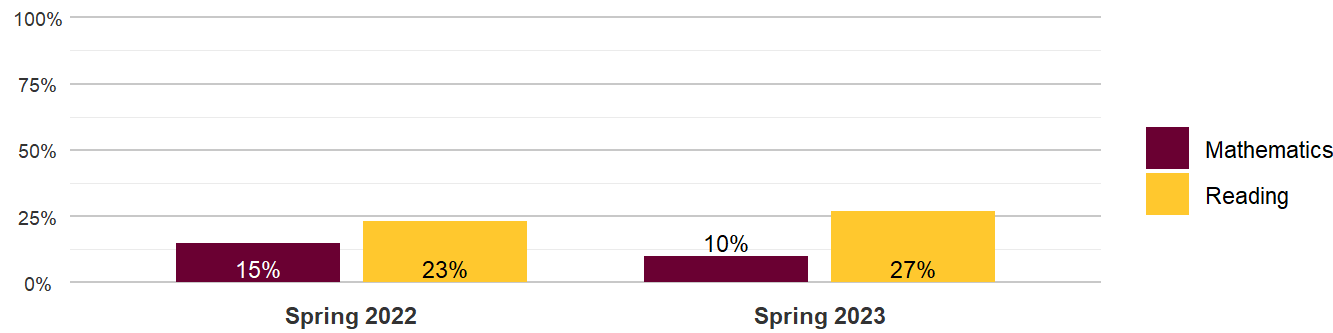


Center Line Preparatory Academy

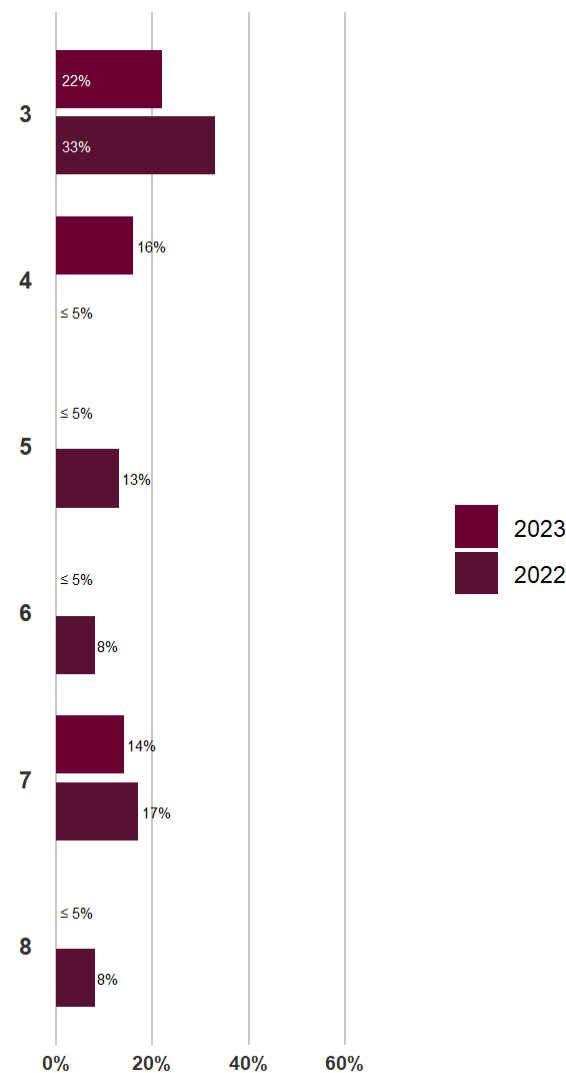
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

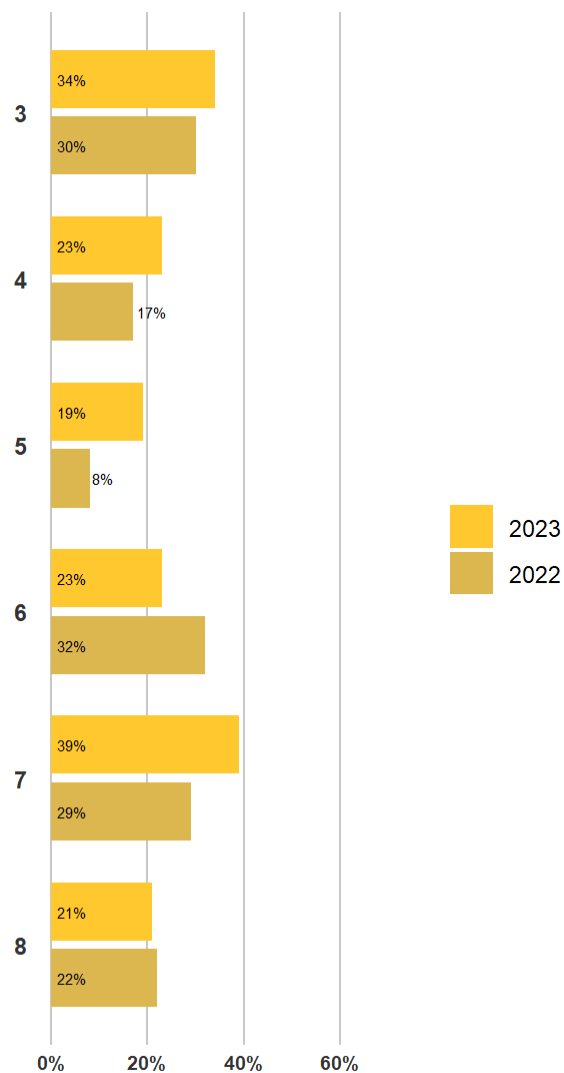
School-Wide by Year



By Grade Level Mathematics



Reading

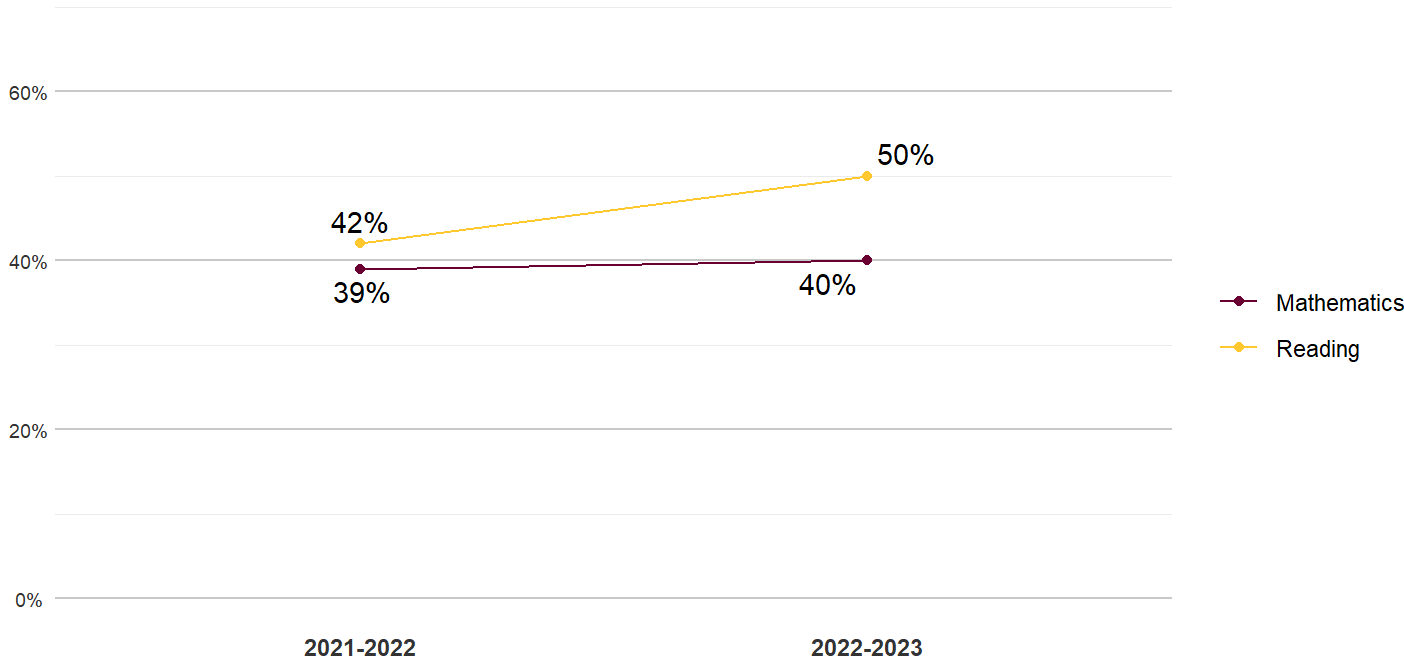


Center Line Preparatory Academy

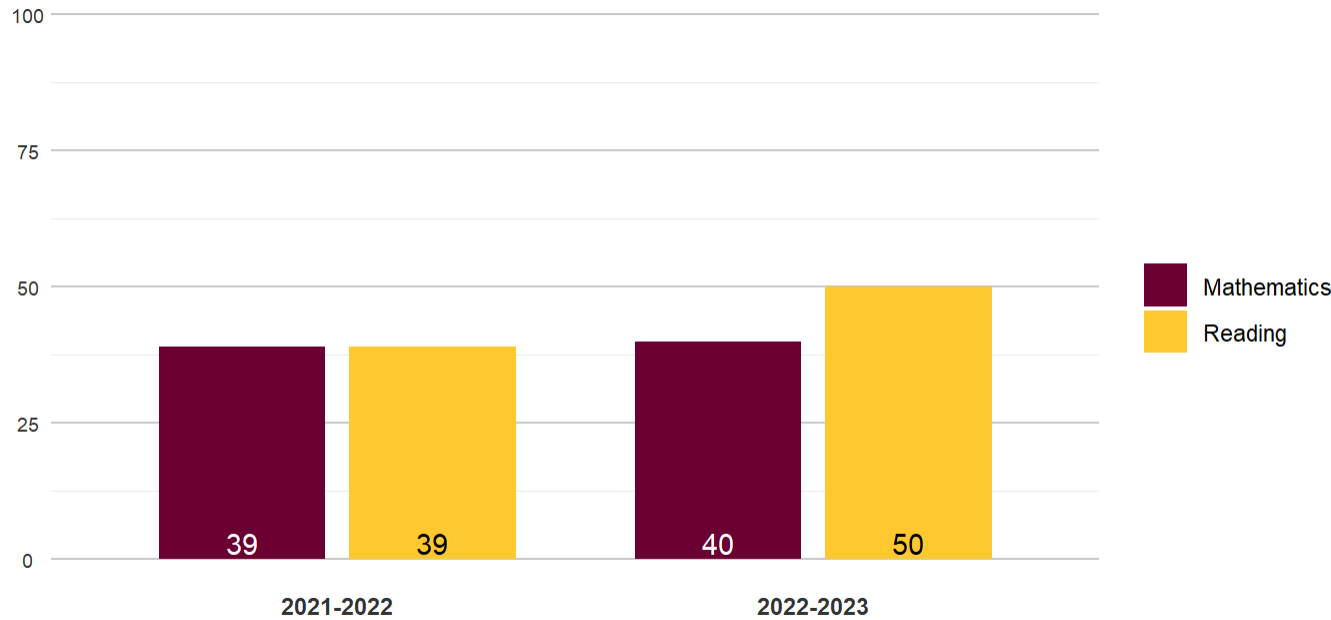
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

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



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



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

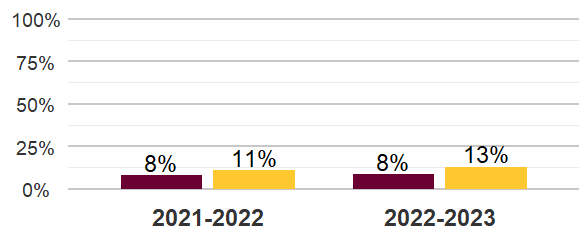


Center Line Preparatory Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

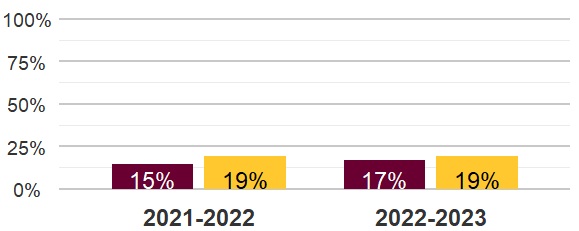
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

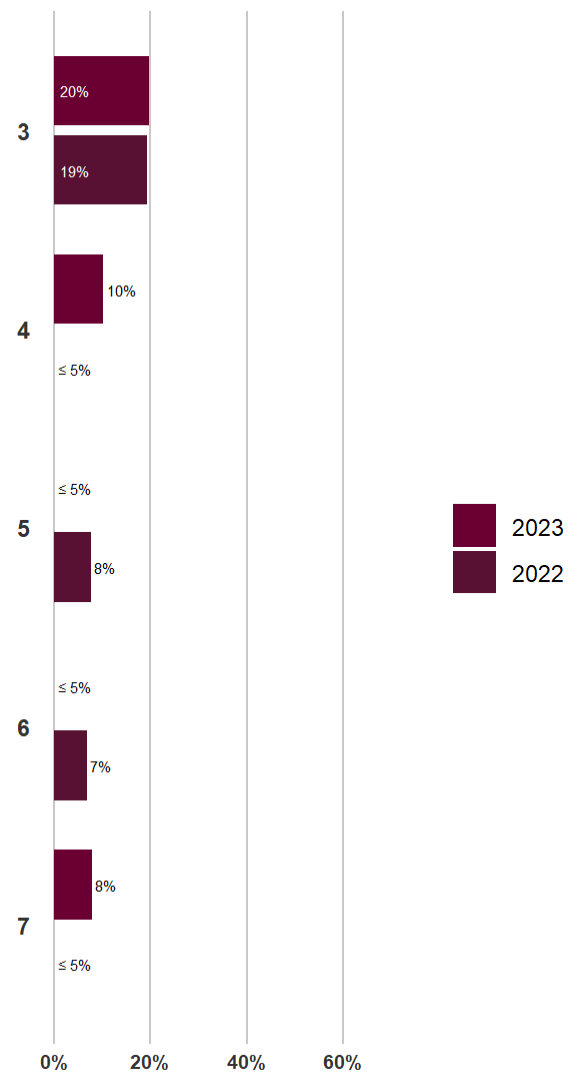
ELA



Academy CRD

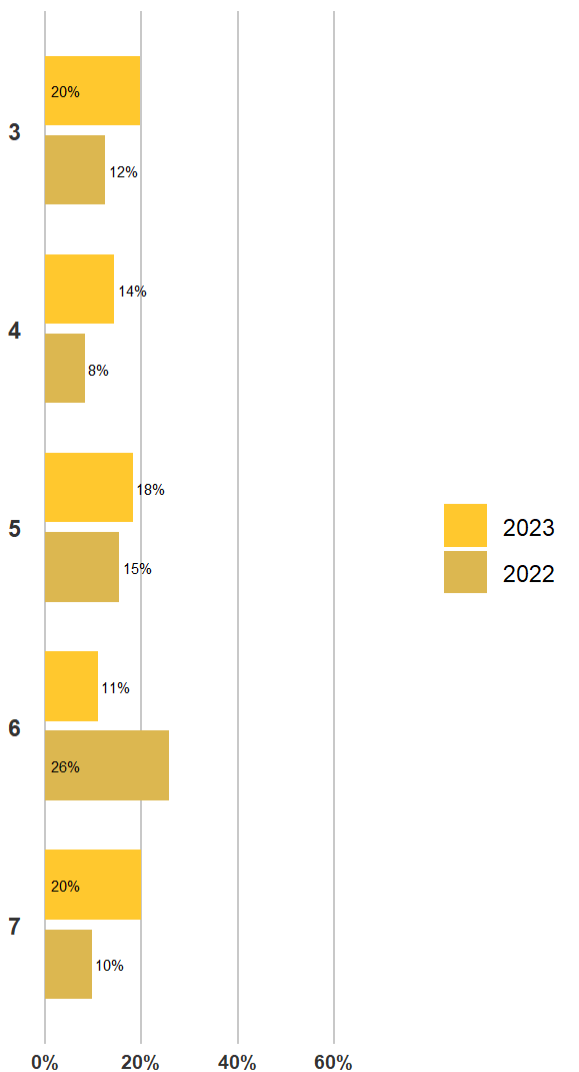
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022

Center Line Preparatory Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the College and Career Readiness Benchmarks (CCR) in Mathematics. 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 Evidence-Based Reading and Writing (EBRW) 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



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

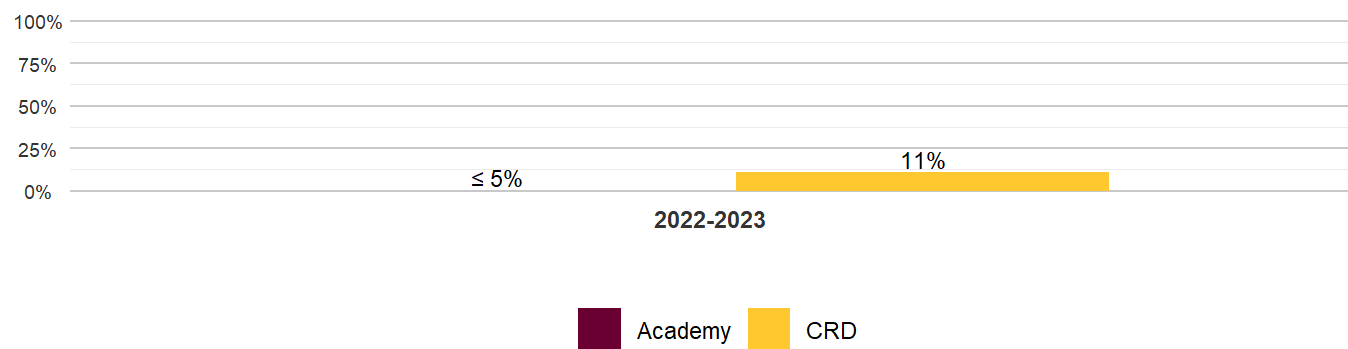
Center Line Preparatory Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

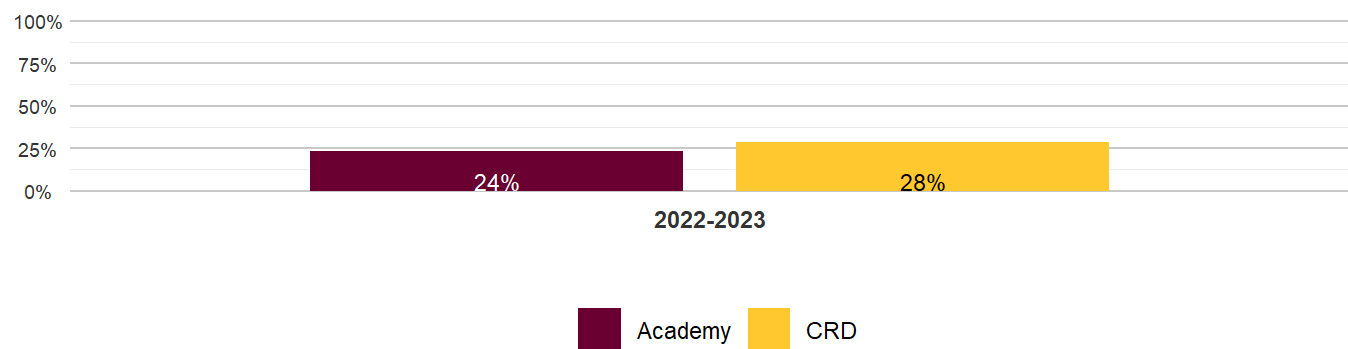
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: Central Academy

District: Central Academy
District Code: 81902
Building Code(s): 08333
Location: 2459 S. Industrial Hwy
Ann Arbor, MI 48104
Phone: 734-822-1100
Website: <http://www.centralacademy.net>
Grades Served: K-12
School Year Authorized: 1995-1996
Charter Contract Term: July 01, 2018 - June 30, 2025
MDE Partnership School: No

Initial Charter Applicant: Anwar Issa
School Property Owner: Michigan Creative Investment, LLC
School Building Owner: Michigan Creative Investment, LLC
Educational Service Provider (ESP): Global Educational Excellence, L.L.C.
ESP Contract Term: July 01, 2018 - June 30, 2025
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$142,657.65

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Shabbir Khan	President	April 20, 2023	June 16, 2027
Muhammad Jaffer	Vice President	April 21, 2022	June 16, 2026
Sanida Zeljo	Secretary	February 17, 2022	June 16, 2024
Ehab Samaha	Treasurer	April 22, 2021	June 16, 2025

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	44	41	37	38	38	50	52	55	38	49	34	41	42	559
2022-2023	31	31	29	34	48	46	56	37	58	40	43	42	35	530



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Central Academy

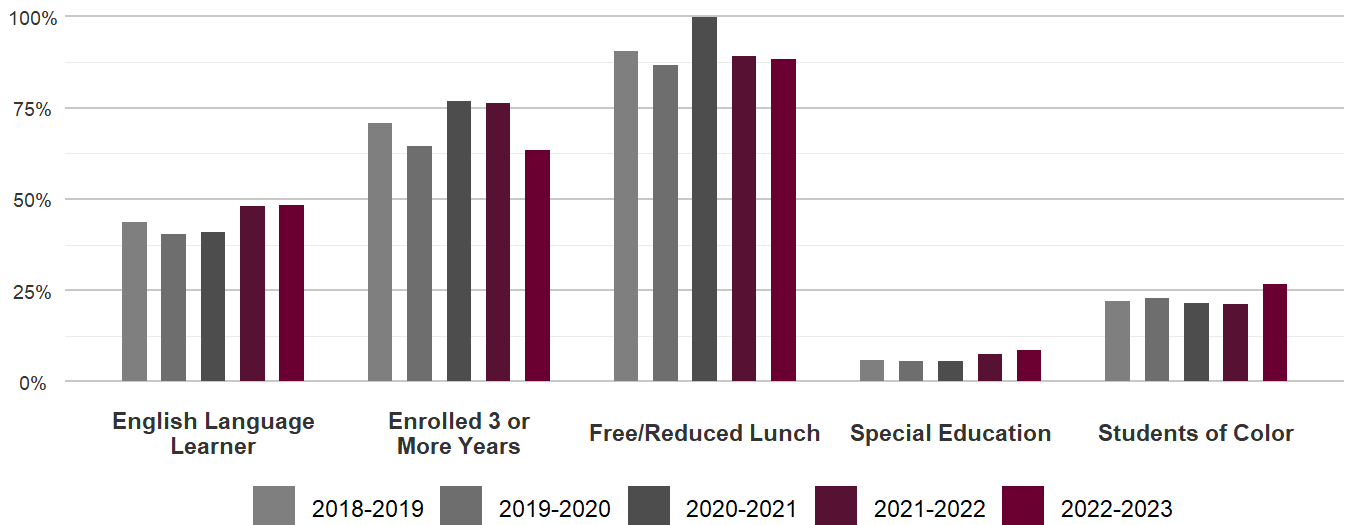


November 2023

Central Academy

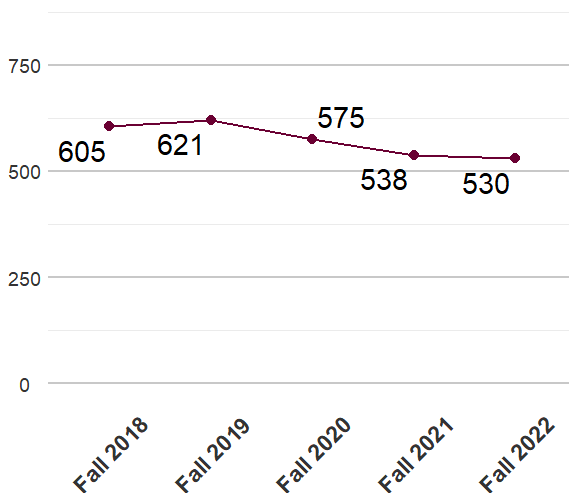
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	43.8%	40.4%	41.0%	48.0%	48.3%
Special Education	6.0%	5.5%	5.6%	7.6%	8.7%
Free/Reduced Lunch	90.4%	86.8%	99.8%	89.0%	88.3%
Students of Color	22.0%	22.9%	21.4%	21.2%	26.8%
Enrolled 3 or More Years	70.7%	64.6%	76.7%	76.4%	63.4%

Enrollment



Where Students Come From

Assigned District	Students
Ypsilanti Community Schools	326
Ann Arbor Public Schools	177
Detroit Public Schools Community District	4
Livonia Public Schools School District	3
Plymouth-Canton Community Schools	3
Saline Area Schools	3
Garden City Public Schools	2
Lincoln Consolidated School District	2
Van Buren Public Schools	2
Other	8

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

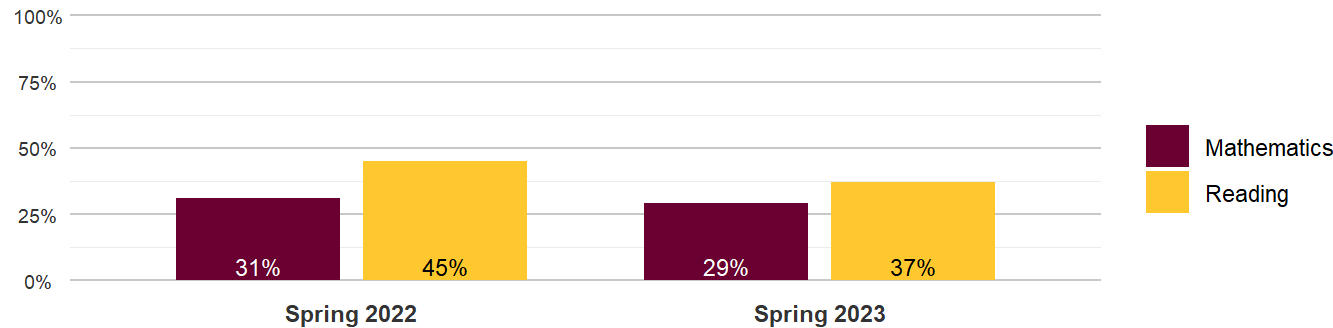


2022-23 - Fall-to-Spring Median Growth Percentile

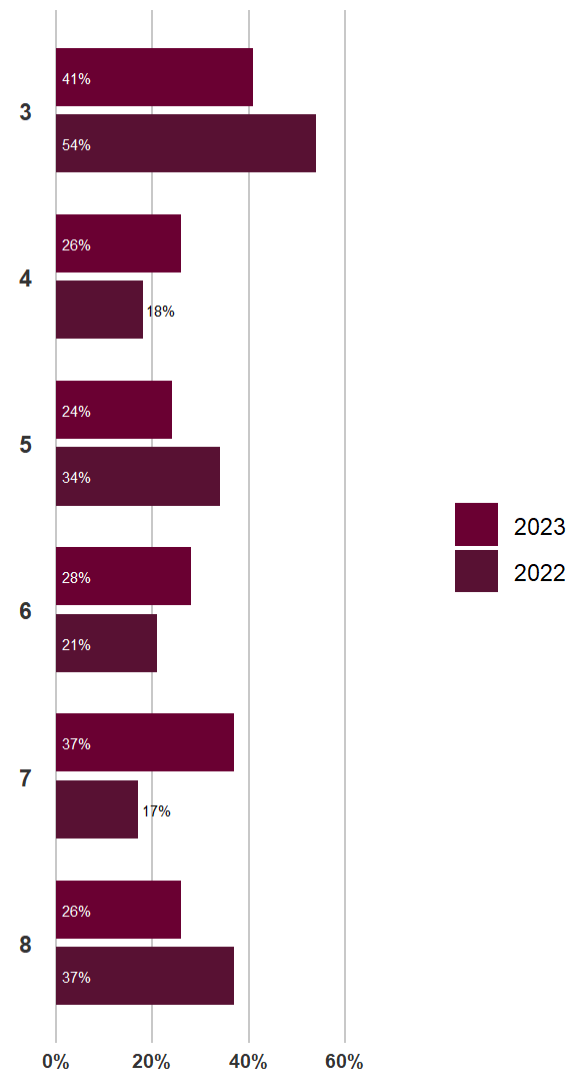


Percent Meeting NWEA MAP Spring Achievement National Norms
All Students Grades 3 - 8 enrolled for at least one year

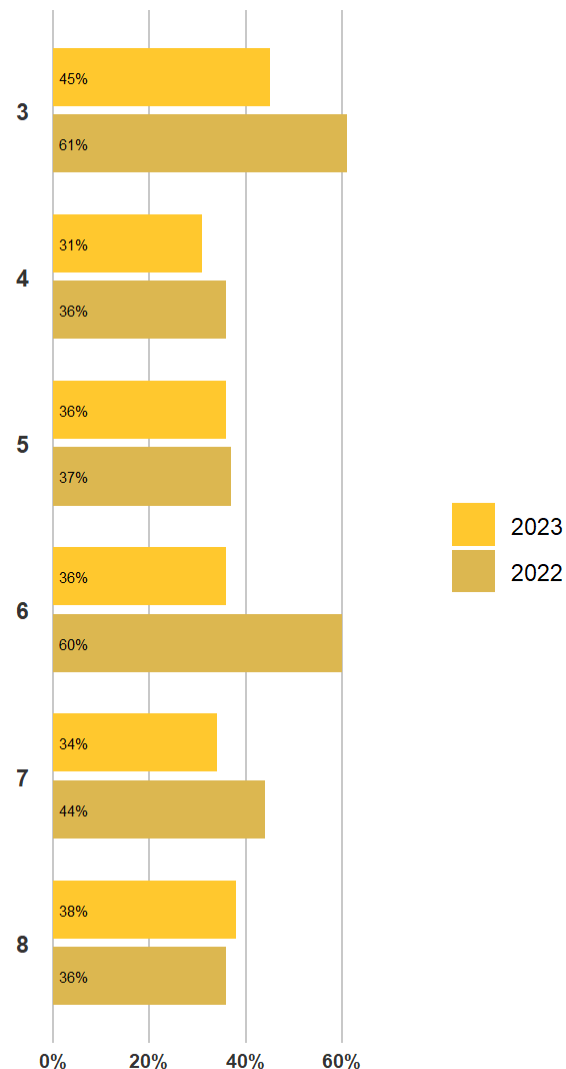
School-Wide by Year



By Grade Level
Mathematics



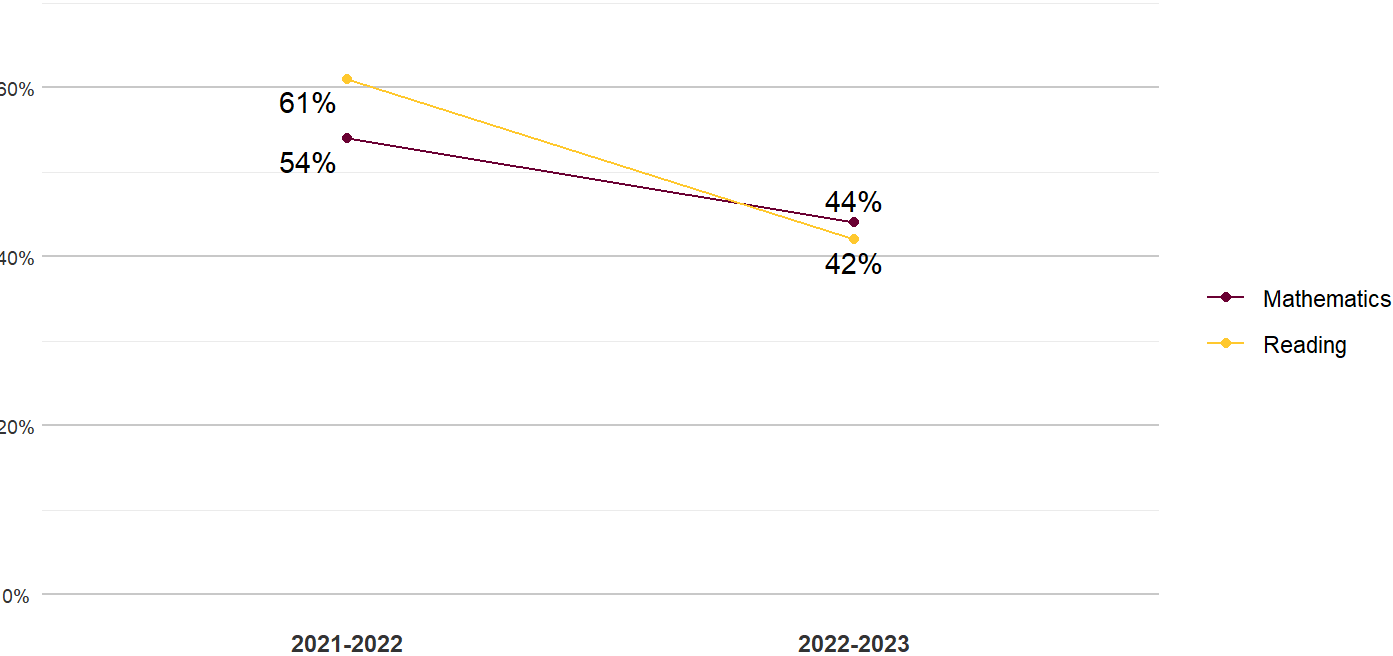
Reading



NWEA MAP Fall-to-Spring Growth

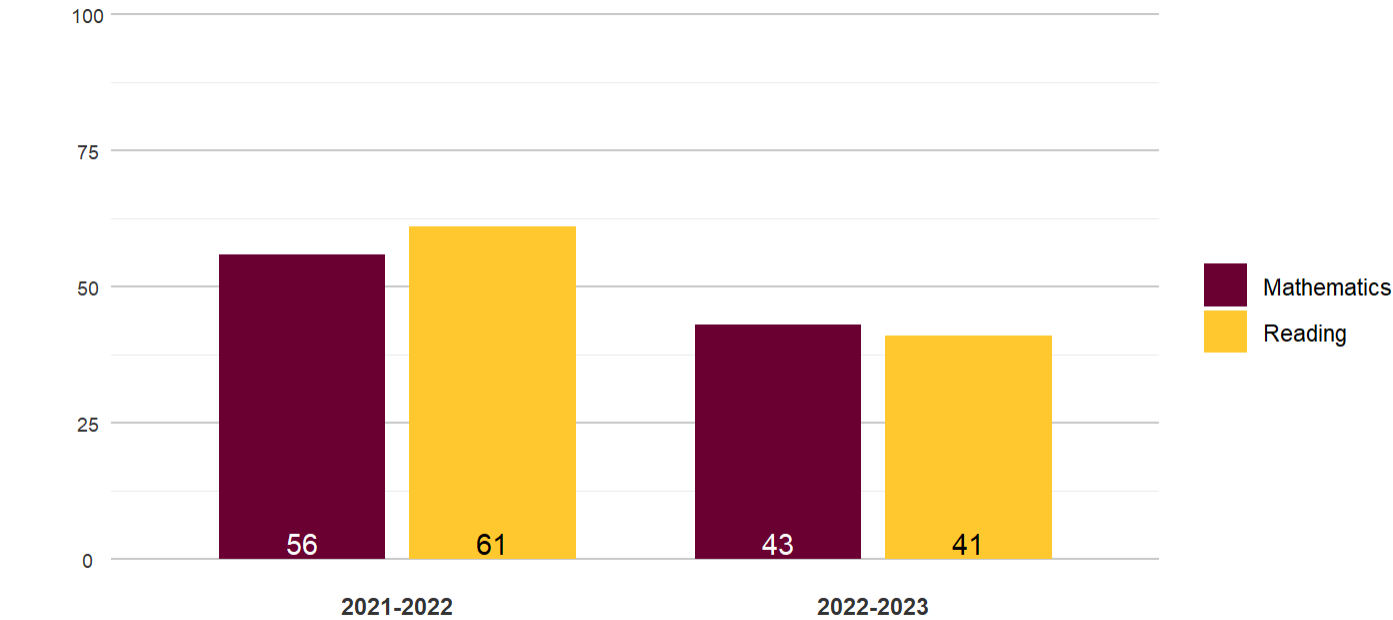
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

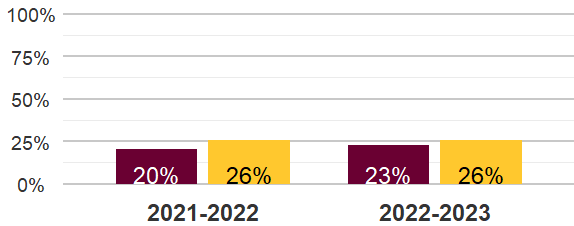
The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the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

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



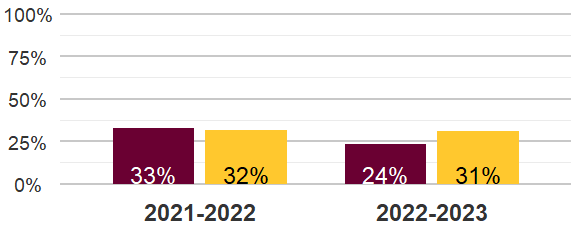
Percent Meeting M-STEP Proficiency vs. CRD
All Students Grades 3 - 7

Mathematics



Academy CRD

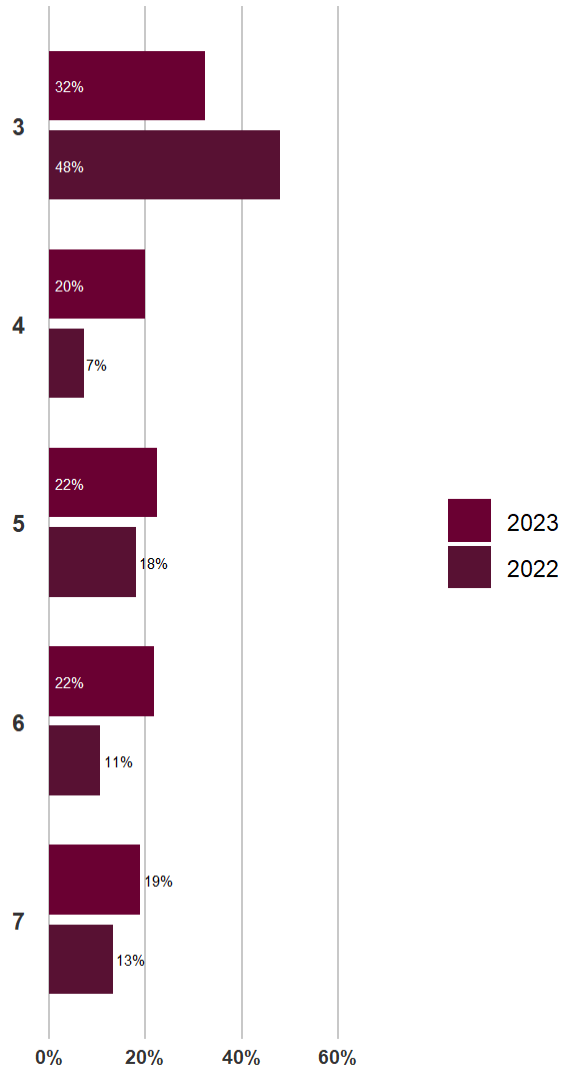
ELA



Academy CRD

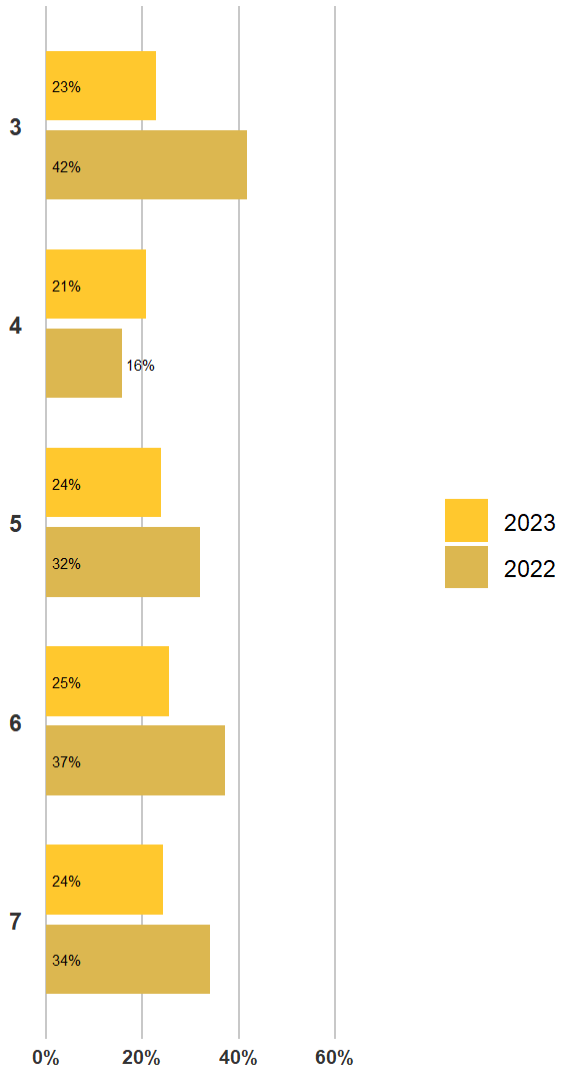
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the College and Career Readiness Benchmarks (CCR) in Mathematics. 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 Evidence-Based Reading and Writing (EBRW) 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



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.

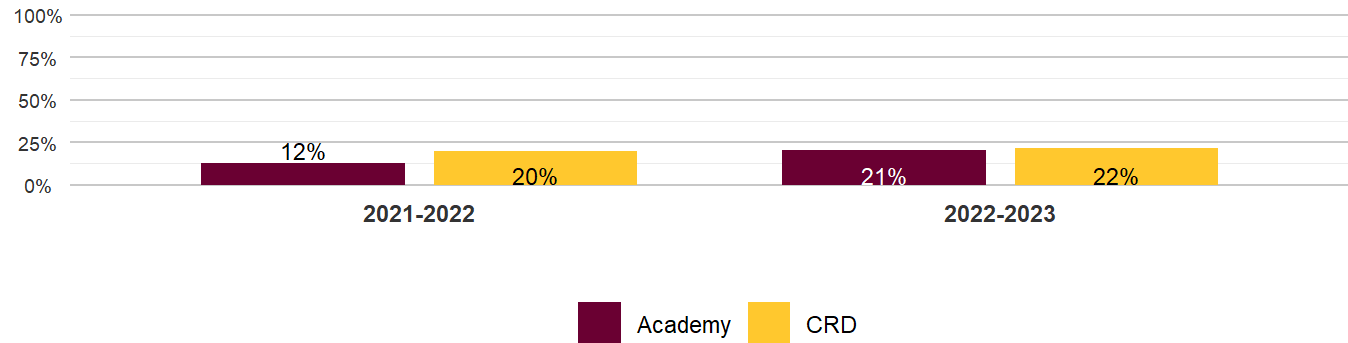
2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



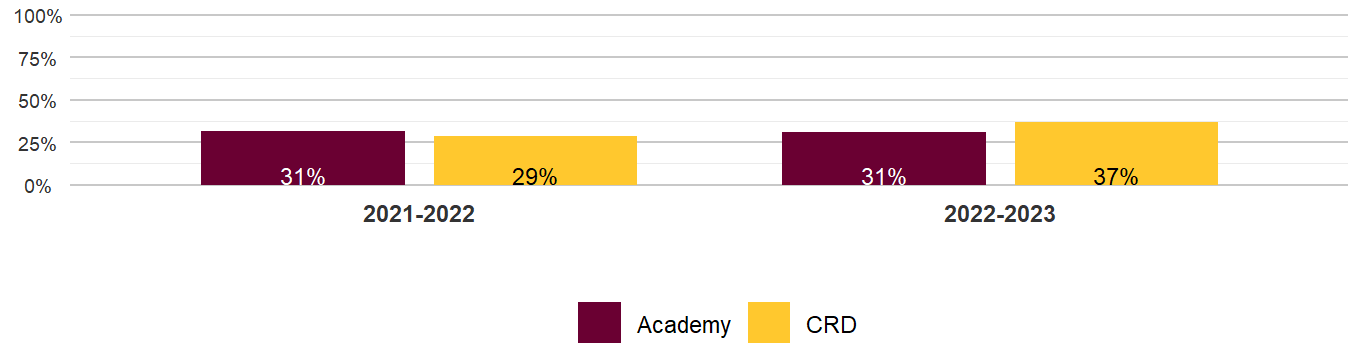
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: Charyl Stockwell Academy

District: Charyl Stockwell Academy
District Code: 47902
Building Code(s): 08327, 09941, 04081
Location: 9758 E. Highland Rd.
Howell, MI 48843
Phone: 810-632-2200
Website: <http://www.csaschool.org>
Grades Served: K-12
School Year Authorized: 1994-1995
Charter Contract Term: July 01, 2023 - June 30, 2033
MDE Partnership School: No

Initial Charter Applicant: Chuck Stockwell
School Property Owner: Stone Ridge Office, LLC, Charyl Stockwell Academy
School Building Owner: Stone Ridge Office, LLC, Charyl Stockwell Academy
Educational Service Provider (ESP): CS Partners, Inc./CSP Management Inc. dba Partner Solutions for Schools
ESP Contract Term: July 01, 2023 - June 30, 2033
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$338,129.19

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
David Price	President	June 30, 2022	August 06, 2026
James Martino	Vice President	September 19, 2019	August 06, 2024
Erin Wolfe	Secretary	June 29, 2023	August 06, 2027
Sharon Smith	Treasurer	June 24, 2021	August 06, 2025
Gregory Spinazze	Board Director	June 25, 2020	August 06, 2024

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	140	115	102	119	95	84	97	86	98	78	90	85	64	1253
2022-2023	146	98	117	93	86	90	88	101	76	91	92	65	103	1246



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Charyl Stockwell Academy

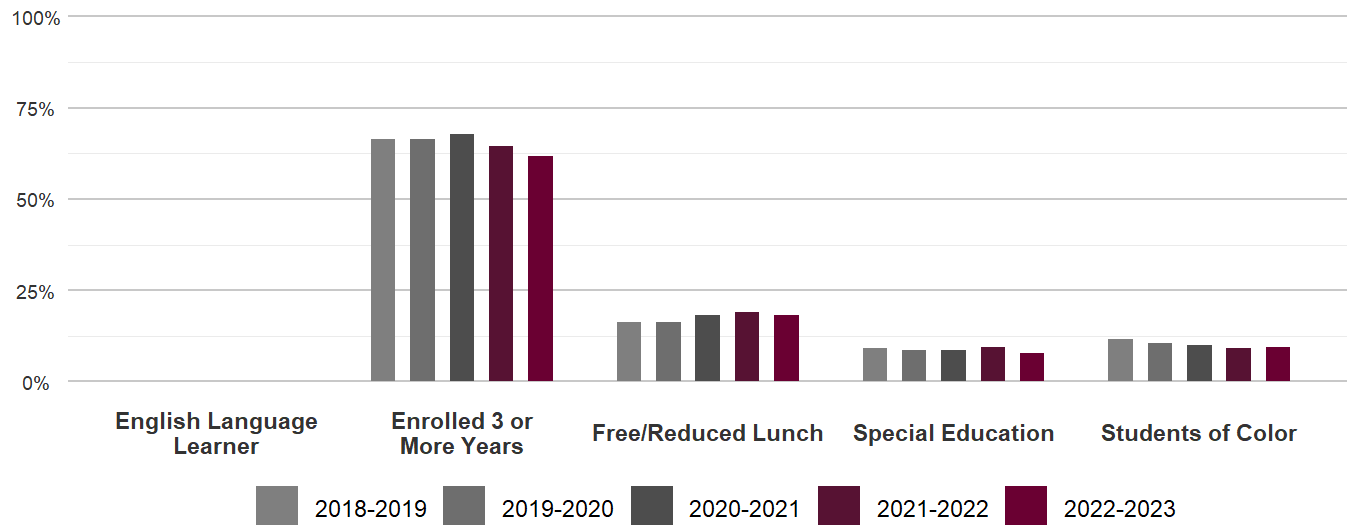


November 2023

Charyl Stockwell Academy

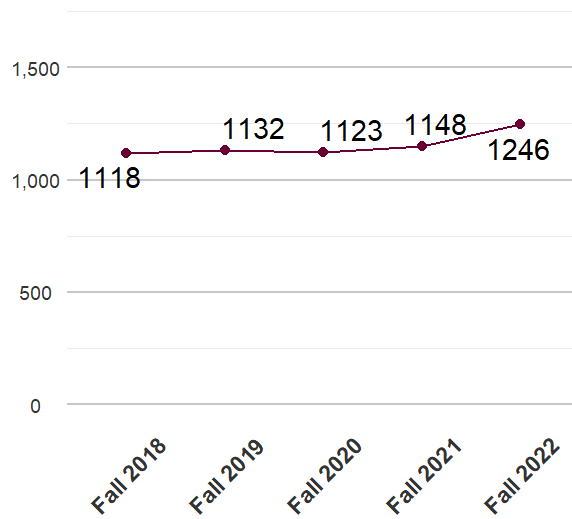
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	9.1%	8.7%	8.6%	9.5%	7.9%
Free/Reduced Lunch	16.2%	16.3%	18.3%	18.9%	18.3%
Students of Color	11.5%	10.6%	9.9%	9.2%	9.3%
Enrolled 3 or More Years	66.3%	66.5%	67.8%	64.6%	61.6%

Enrollment



Where Students Come From

Assigned District	Students
Howell Public Schools	331
Hartland Consolidated Schools	211
Huron Valley Schools	184
Brighton Area Schools	163
South Lyon Community Schools	78
Fenton Area Public Schools	50
Pinckney Community Schools	48
Linden Community Schools	46
Fowlerville Community Schools	29
Other	106

Charyl Stockwell Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

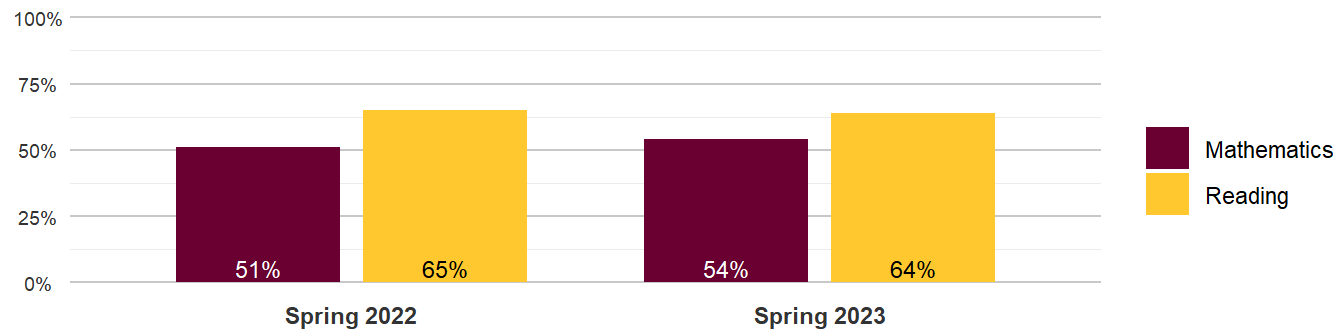


Charyl Stockwell Academy

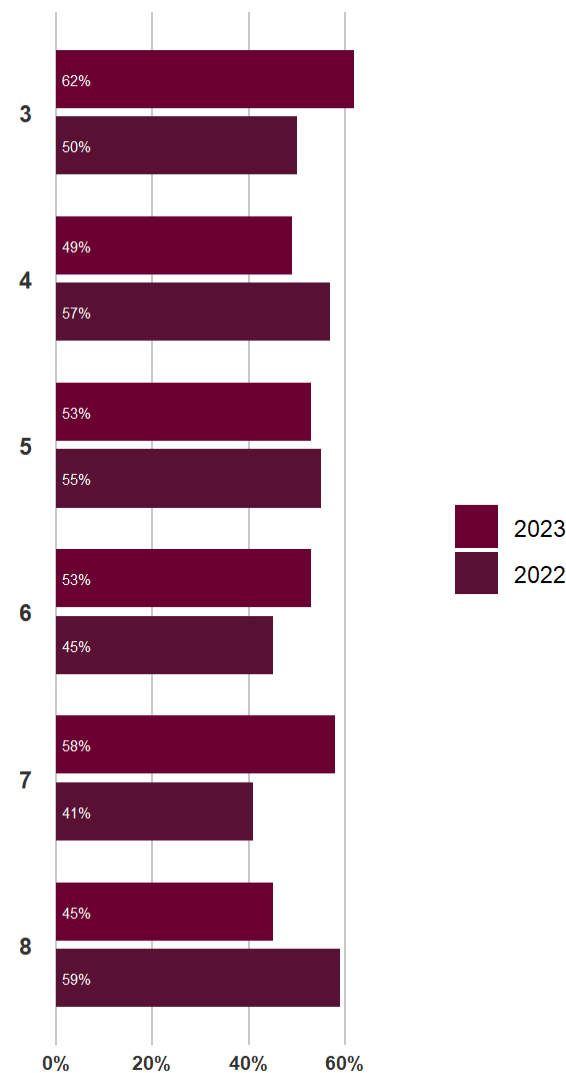
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

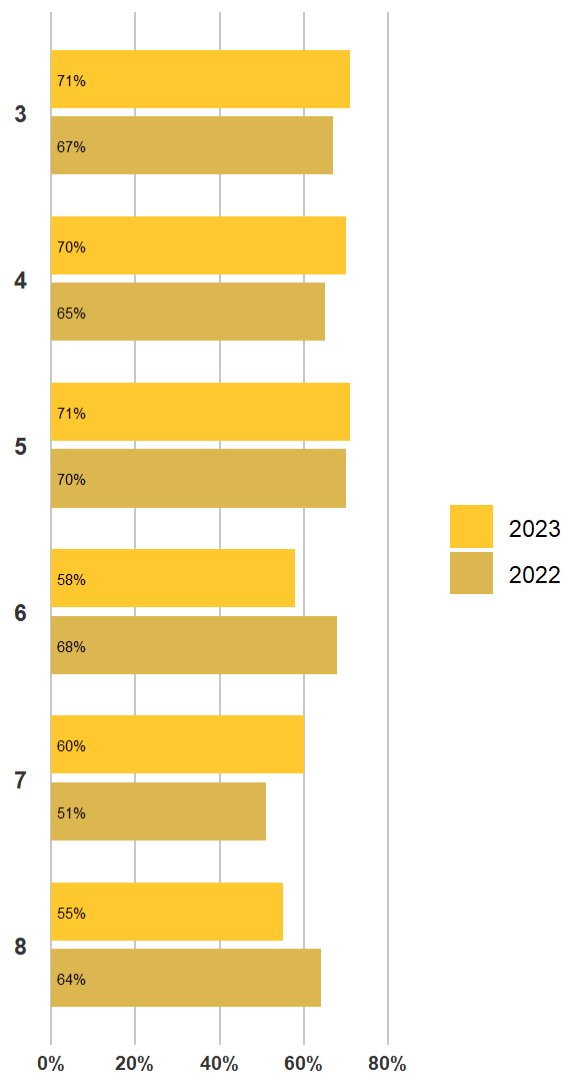
School-Wide by Year



By Grade Level Mathematics

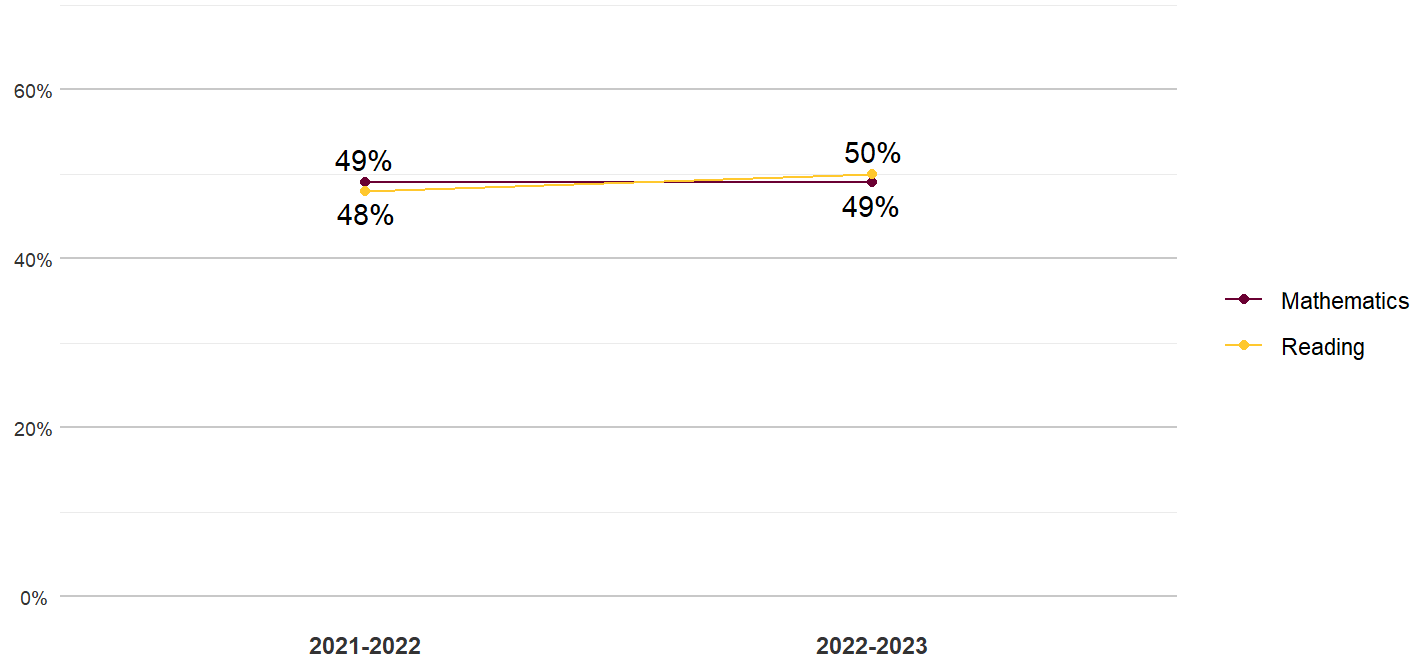


Reading

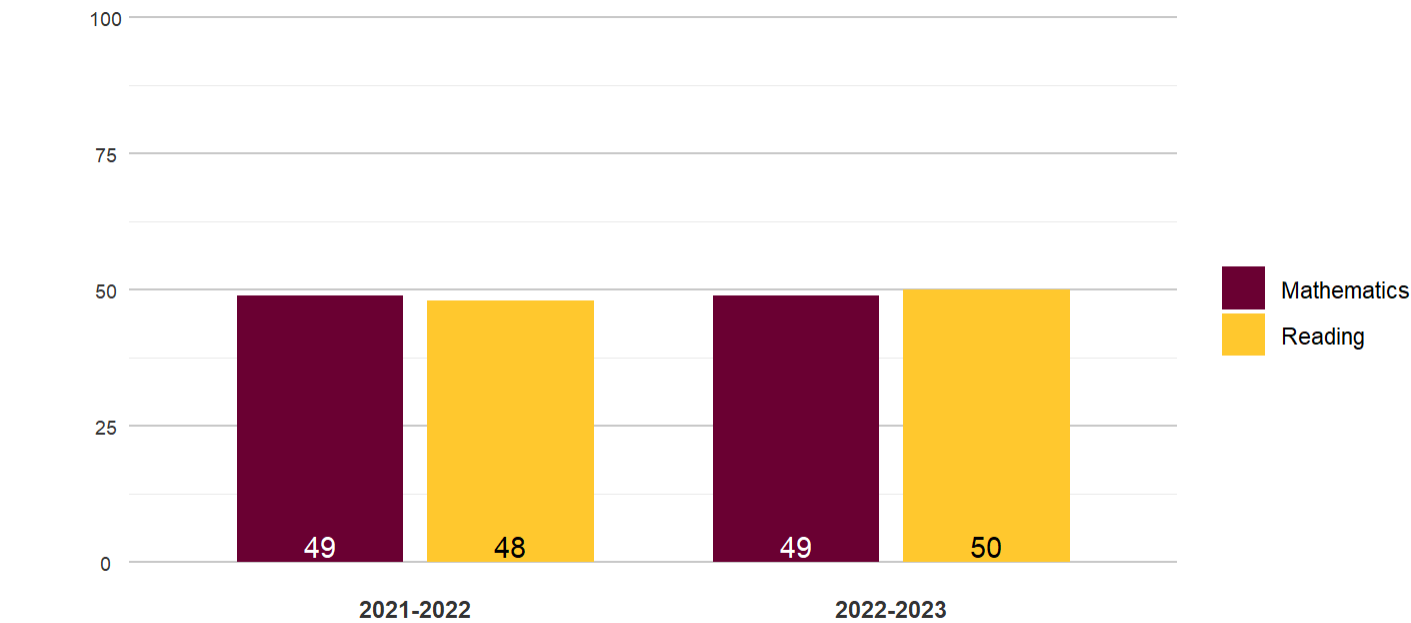


NWEA MAP Fall-to-Spring Growth

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



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



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

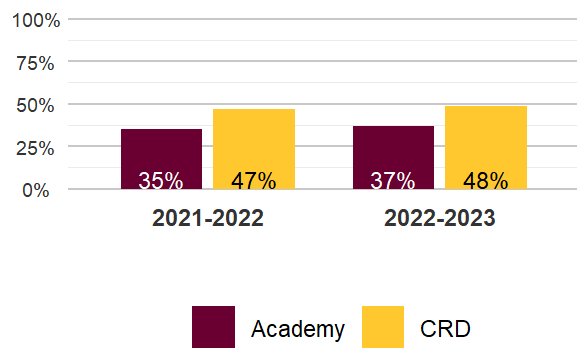


Charyl Stockwell Academy

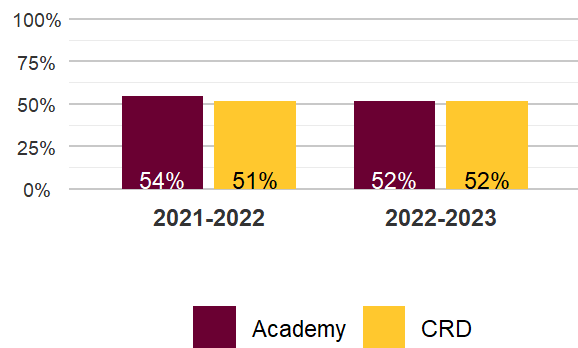
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics

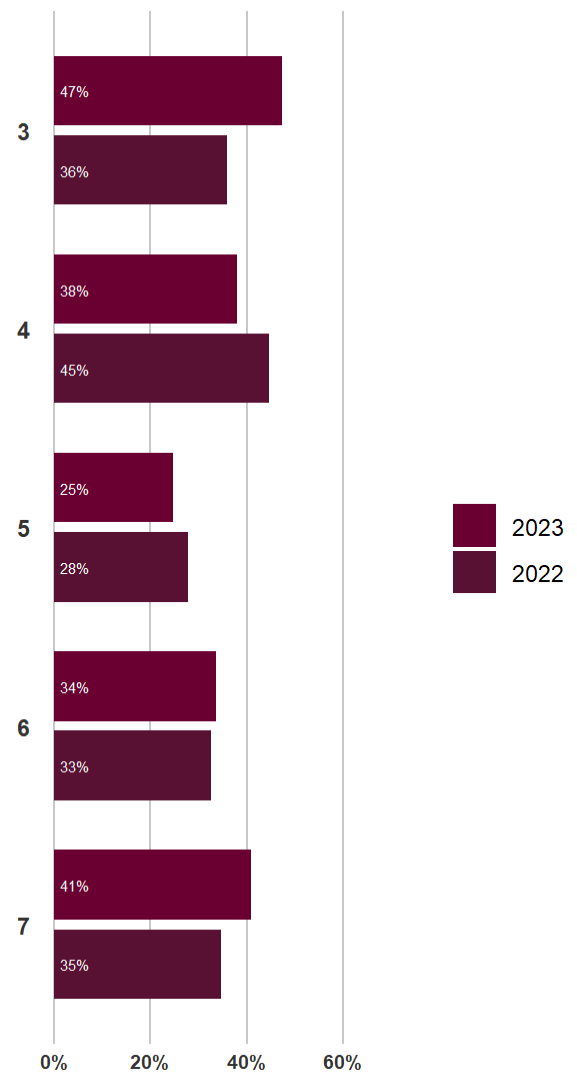


ELA

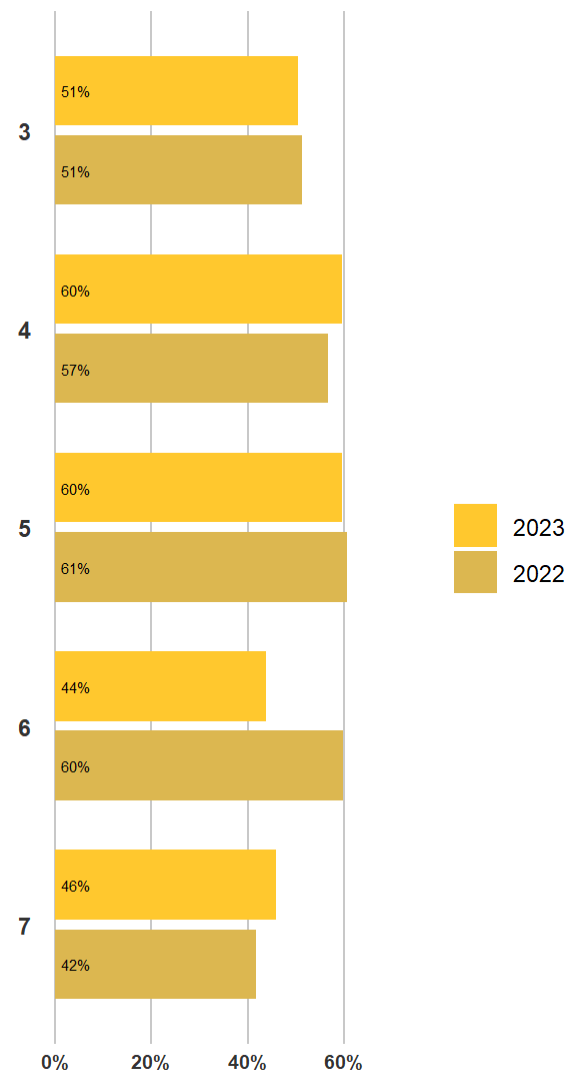


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the College and Career Readiness Benchmarks (CCR) in Mathematics. 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 Evidence-Based Reading and Writing (EBRW) 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.

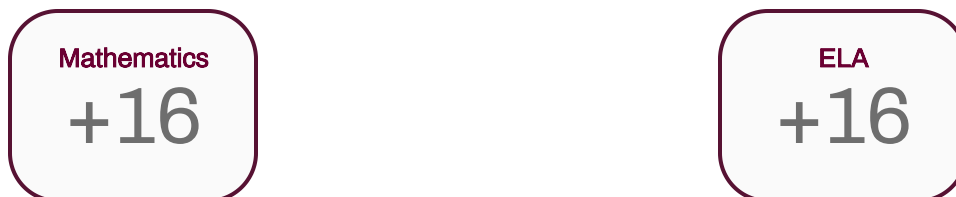
2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



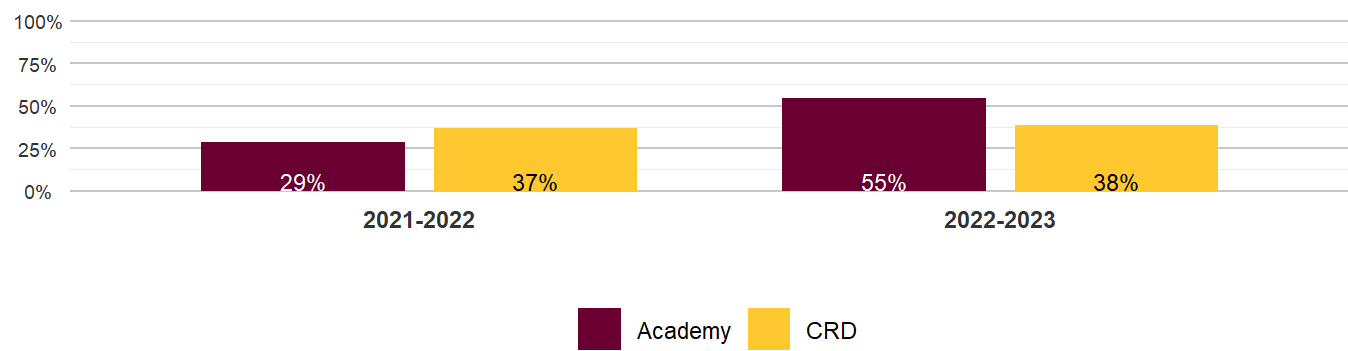
Charyl Stockwell Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

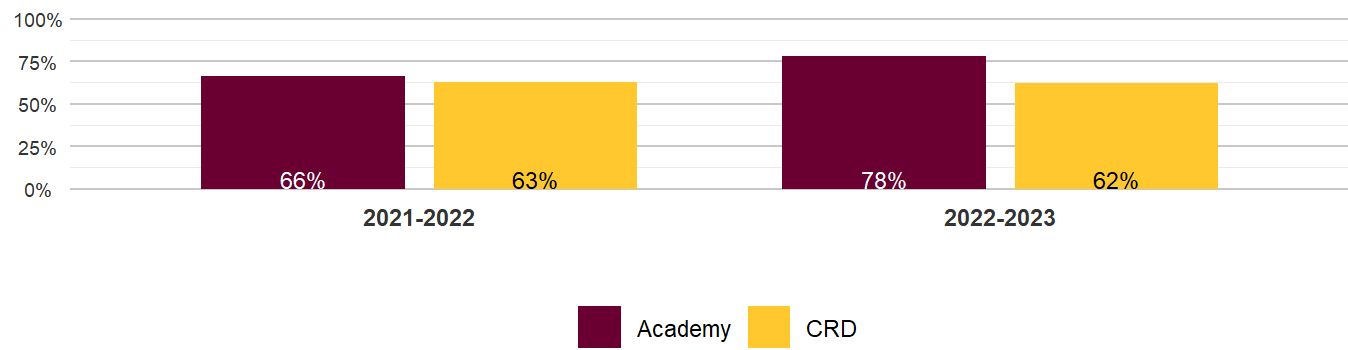
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: Cole Academy

Initial Charter Applicant:	Kathryn Cole
School Property Owner:	Cole Academy
School Building Owner:	Cole Academy
Educational Service Provider (ESP):	CS Partners, Inc. dba Partner Solutions/CSP Management Inc. dba Partner Solutions for Schools
ESP Contract Term:	July 01, 2022 - June 30, 2032
2022-2023 Total Fees, Reimbursements, Contributions or Charges:	\$97,112.61

Governing Board of Directors

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

Current Enrollment and Student Turnover Rate

	Grade													
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-2024	51	53	54	54	58	63	N/A	N/A	N/A	N/A	N/A	N/A	N/A	333
2022-2023	60	62	59	65	67	41	N/A	N/A	N/A	N/A	N/A	N/A	N/A	354



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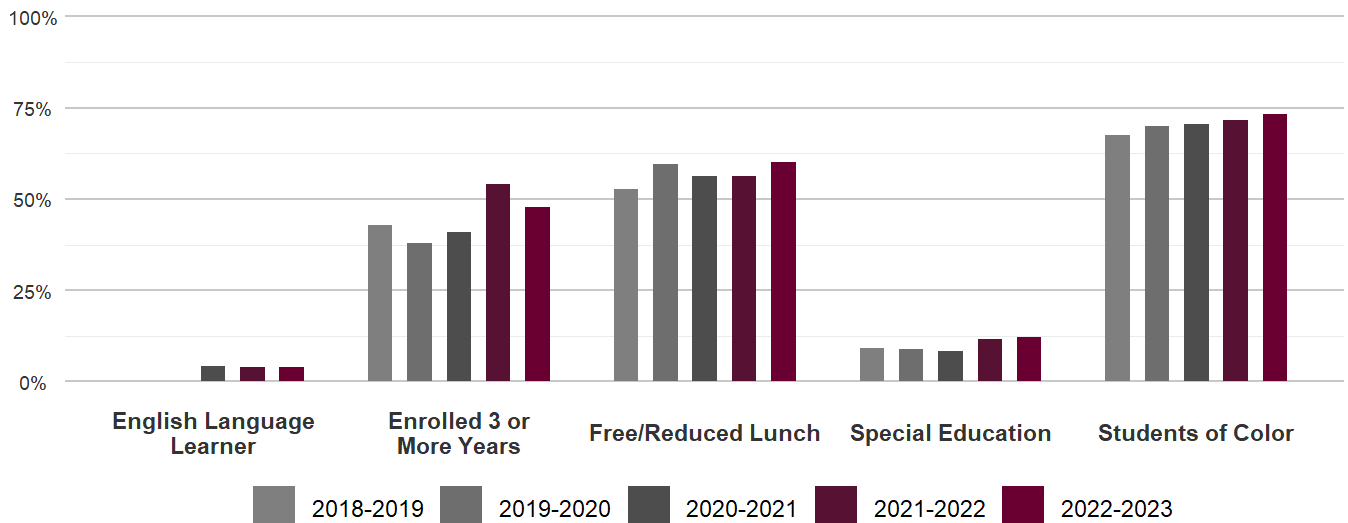
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Cole Academy



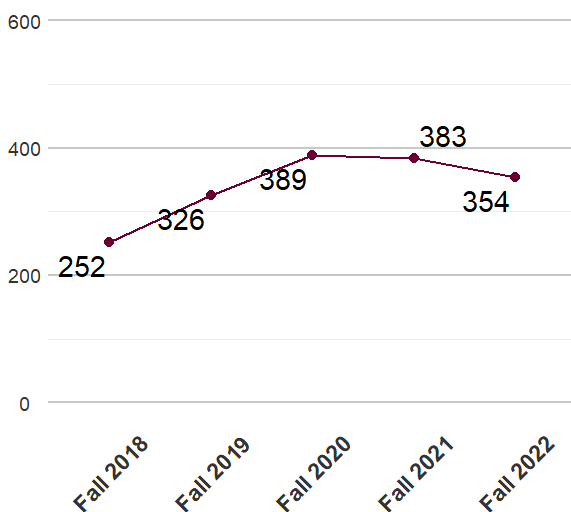
November 2023

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	4.1%	3.9%	4.0%
Special Education	9.1%	8.9%	8.2%	11.7%	12.1%
Free/Reduced Lunch	52.8%	59.5%	56.3%	56.4%	60.2%
Students of Color	67.5%	69.9%	70.4%	71.5%	73.2%
Enrolled 3 or More Years	42.9%	38.0%	40.9%	54.0%	47.8%

Enrollment



Where Students Come From

Assigned District	Students
Lansing Public School District	287
Waverly Community Schools	15
Holt Public Schools	12
East Lansing School District	11
Grand Ledge Public Schools	9
Haslett Public Schools	7
Bath Community Schools	5
Mason Public Schools (Ingham)	3
Pinckney Community Schools	2
Other	5

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

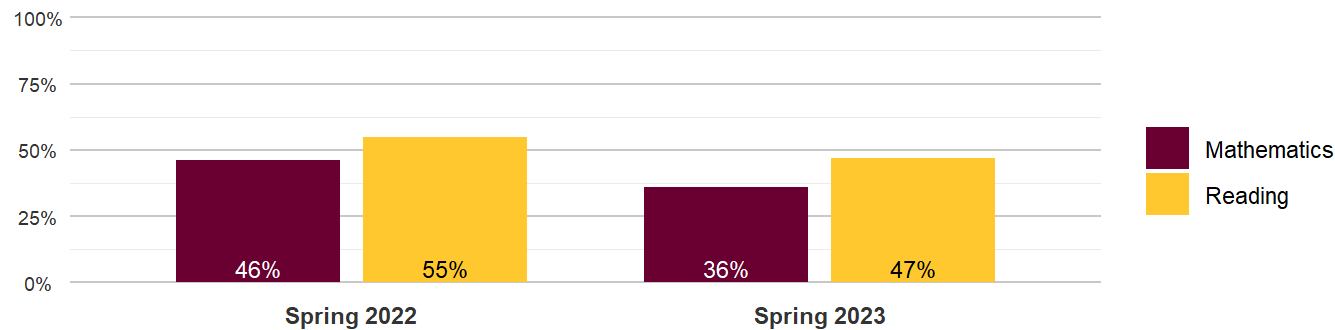


2022-23 - Fall-to-Spring Median Growth Percentile

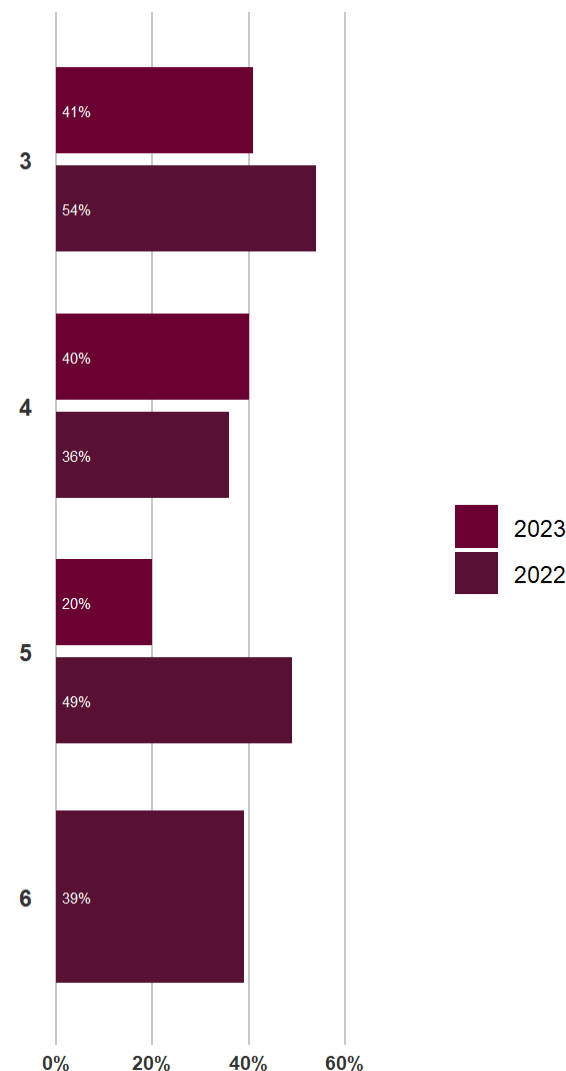


Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 6 enrolled for at least one year

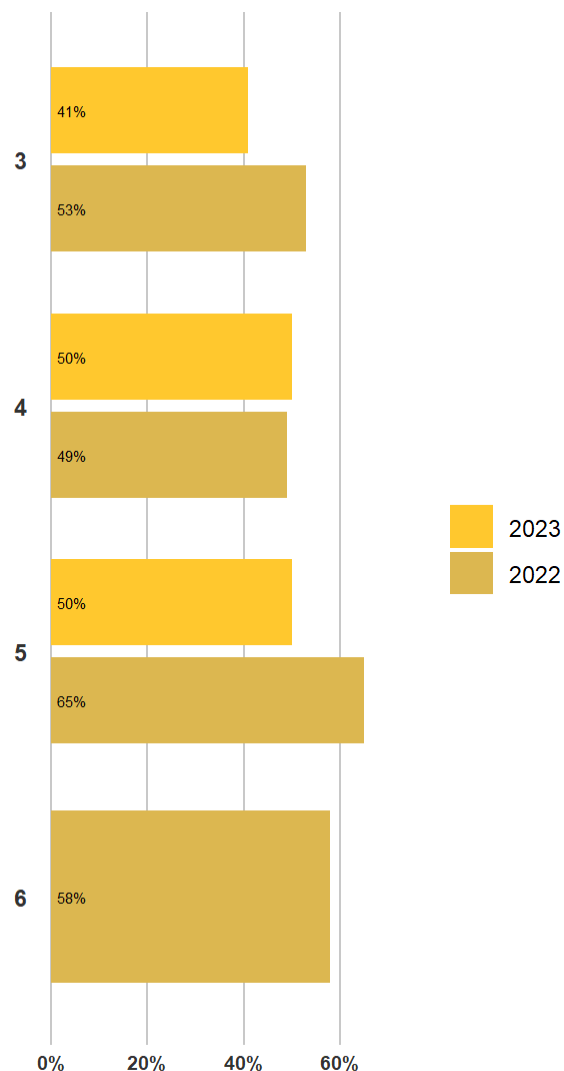
School-Wide by Year



By Grade Level Mathematics

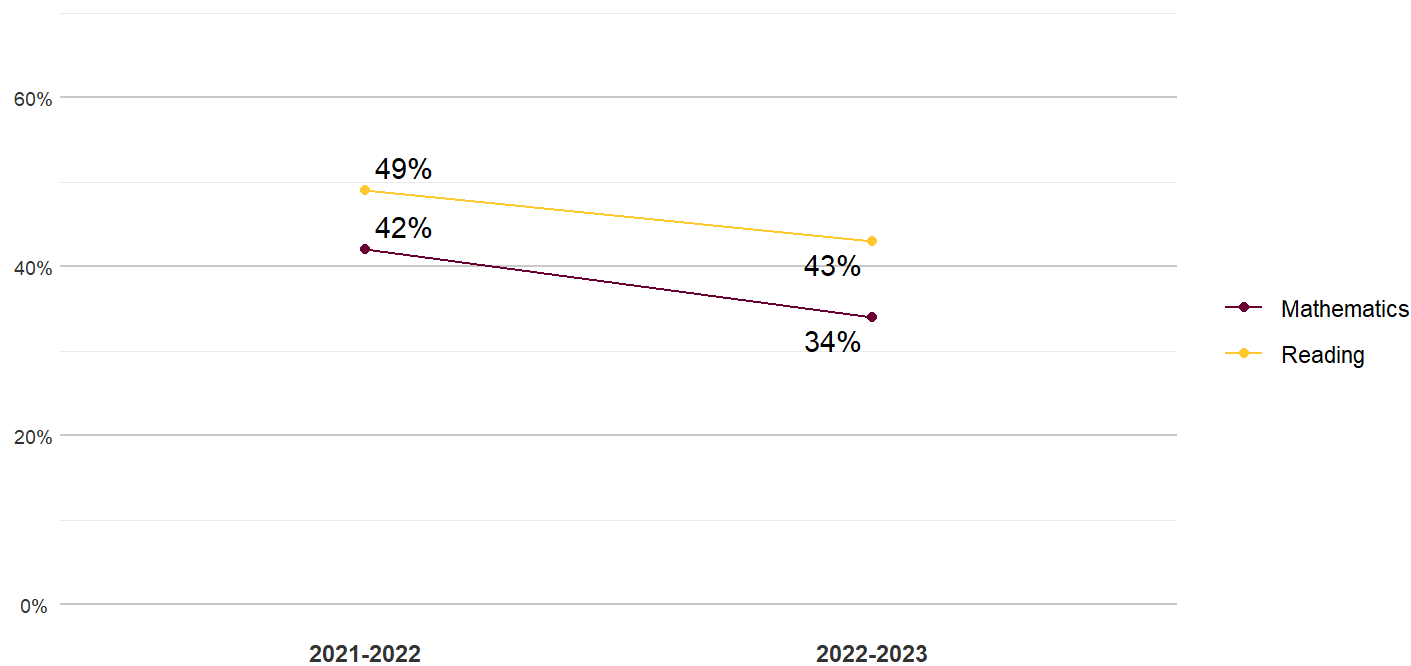


Reading

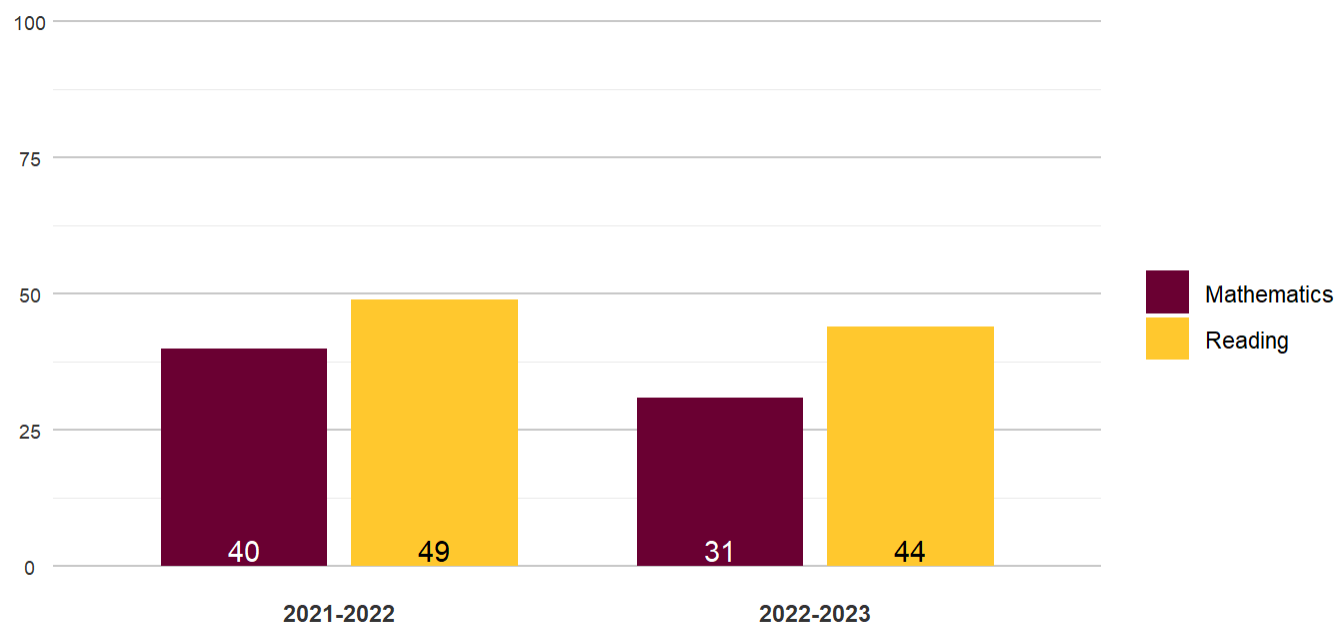


NWEA MAP Fall-to-Spring Growth

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



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



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

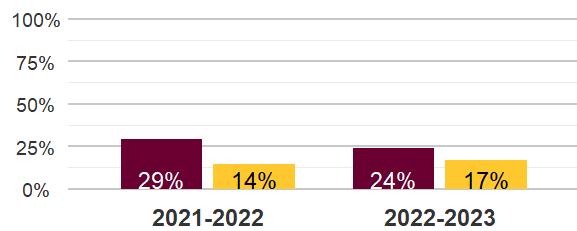
The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the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

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

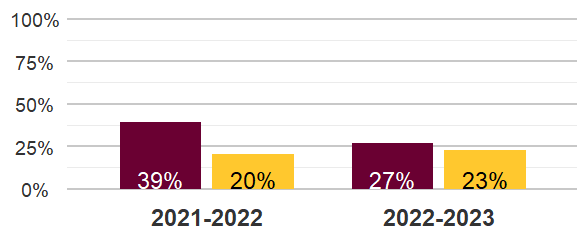


Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 6

Mathematics



ELA

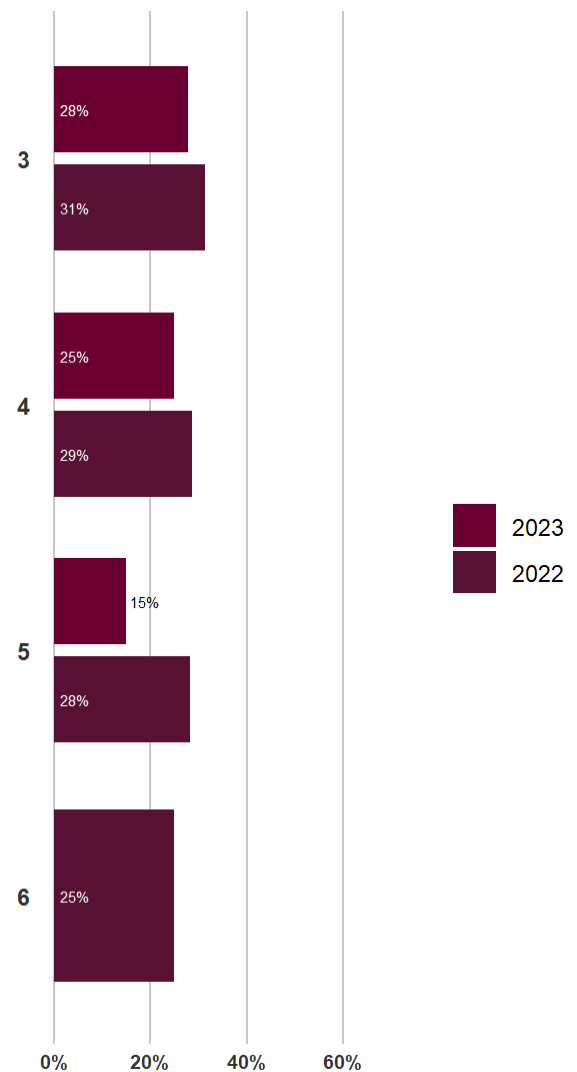


Academy CRD

Academy CRD

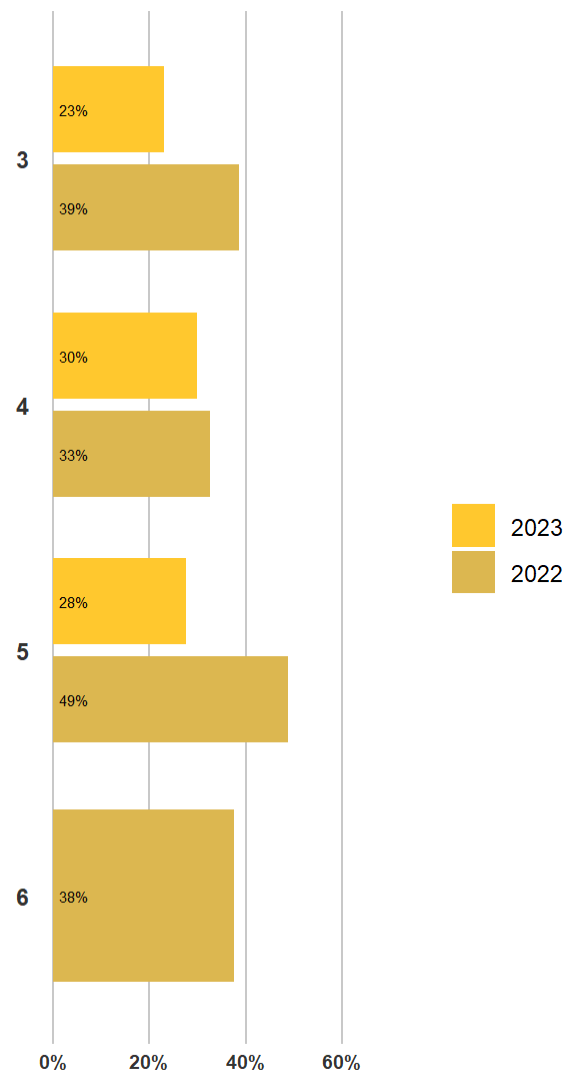
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022



School Profile: Copper Island Academy

District: Copper Island Academy
District Code: 31900
Building Code(s): 03955
Location: 52125 Industrial Dr. N
Calumet, MI 49913
Phone: 906-370-1190
Website: <https://www.copperislandacademy.org/>
Grades Served: K-8
School Year Authorized: 2020-2021
Charter Contract Term: April 26, 2021 - June 30, 2026
MDE Partnership School: No

Initial Charter Applicant: Nora Laho
School Property Owner: Copper Island Real Estate, LLC
School Building Owner: Copper Island Real Estate, LLC
Educational Service Provider (ESP): CS Partners, Inc./CSP Management Inc. dba Partner Solutions for Schools
ESP Contract Term: July 01, 2021 - June 30, 2026
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$88,828.20

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Josh Loukus	President	April 22, 2021	January 14, 2025
Steven Mattson	Treasurer	April 22, 2021	January 14, 2024
Todd Brassard	Board Director	April 22, 2021	January 14, 2026
Jared Hyrkas	Board Director	September 28, 2023	January 14, 2028
Sarah Schulte	Board Director	April 20, 2023	January 14, 2025
Donna Stachler	Board Director	April 22, 2021	January 14, 2026
Nathan Sturos	Board Director	December 08, 2022	January 14, 2027

Current Enrollment and Student Turnover Rate

School Year	Grade												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
2023-2024	48	41	47	41	46	31	36	35	26	N/A	N/A	N/A	N/A	351
2022-2023	36	45	38	45	35	33	35	28	29	N/A	N/A	N/A	N/A	324



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CENTRAL MICHIGAN UNIVERSITY

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Copper Island Academy

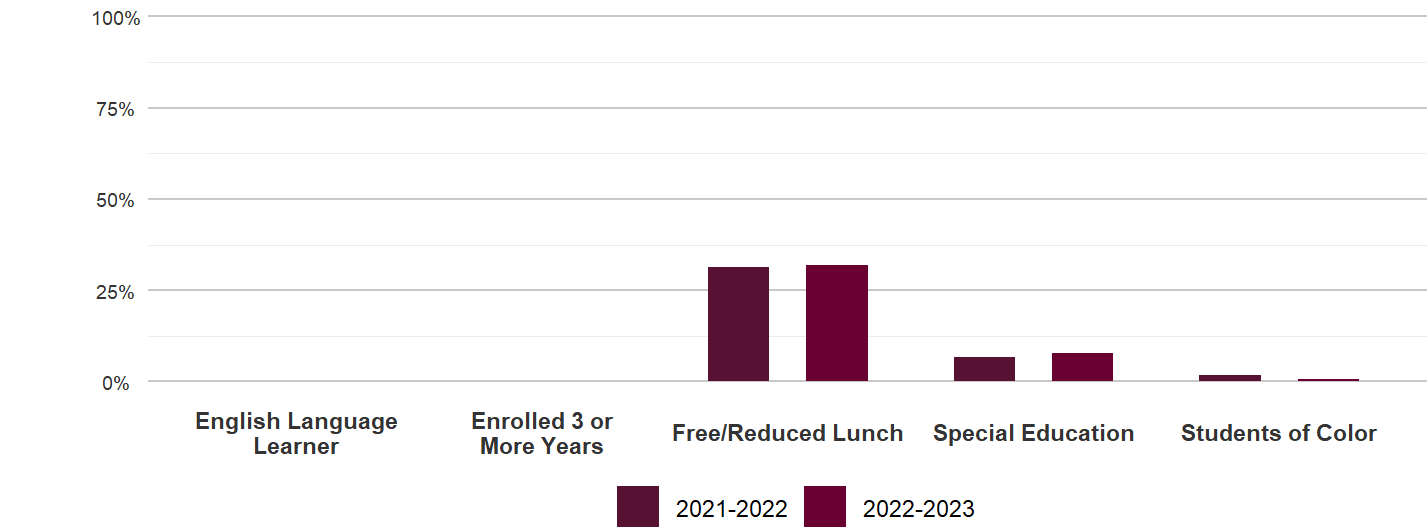


November 2023

Copper Island Academy

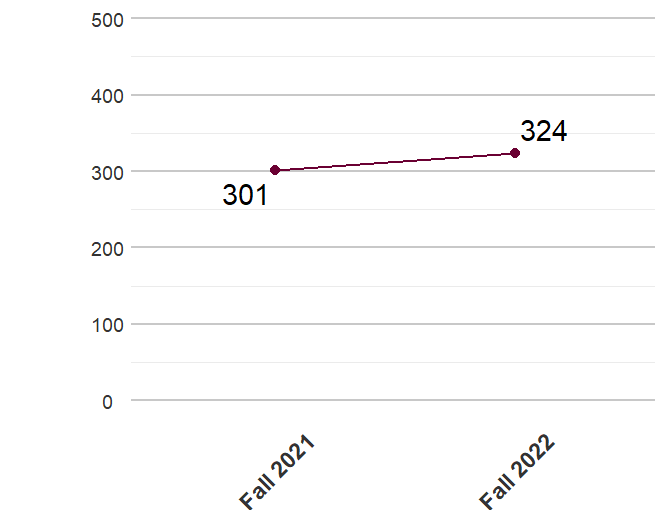
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



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

Enrollment



Where Students Come From

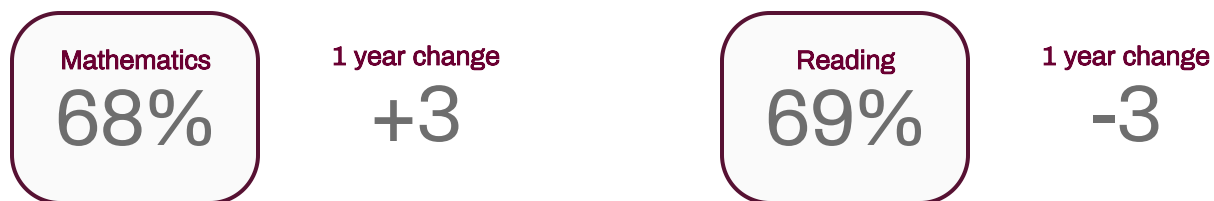
Assigned District	Students
Public Schools of Calumet, Laurium & Keweenaw	124
Hancock Public Schools	90
Lake Linden-Hubbell School District	47
Houghton-Portage Township School District	27
Adams Township School District	14
Dollar Bay-Tamarack City Area K-12 School	11
Stanton Township Public Schools	7
Chassell Township School District	2
Baraga Area Schools	1
Grant Township S/D #2	1

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

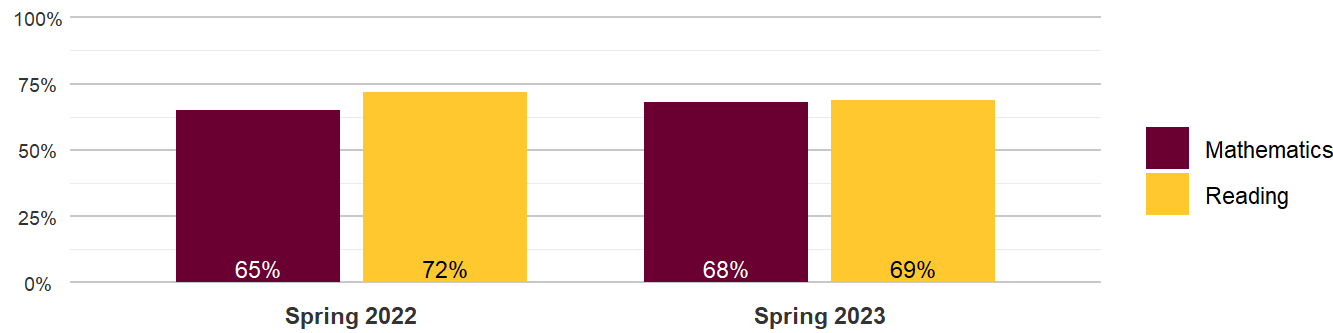


Copper Island Academy

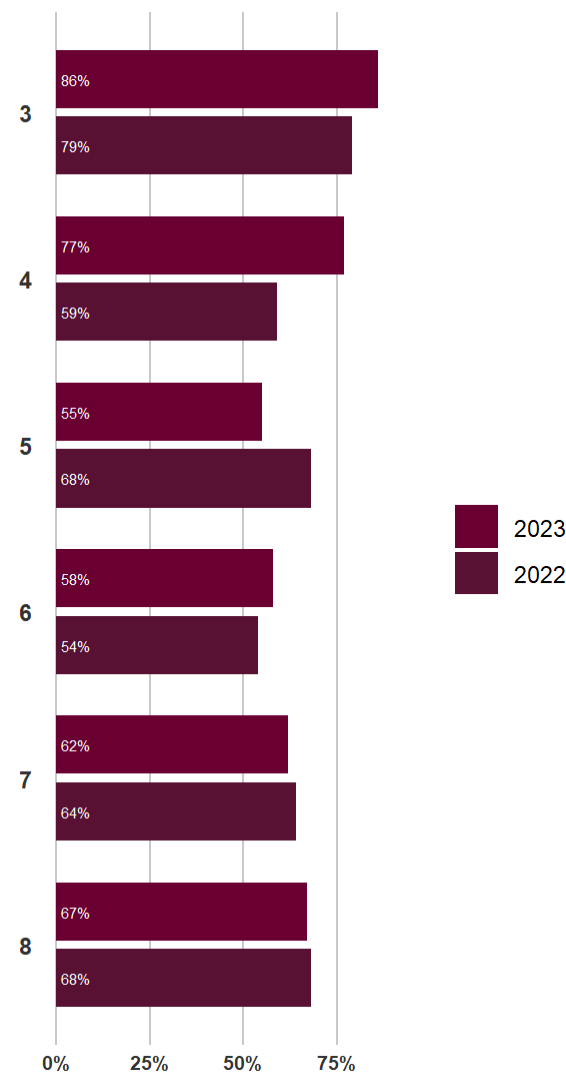
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

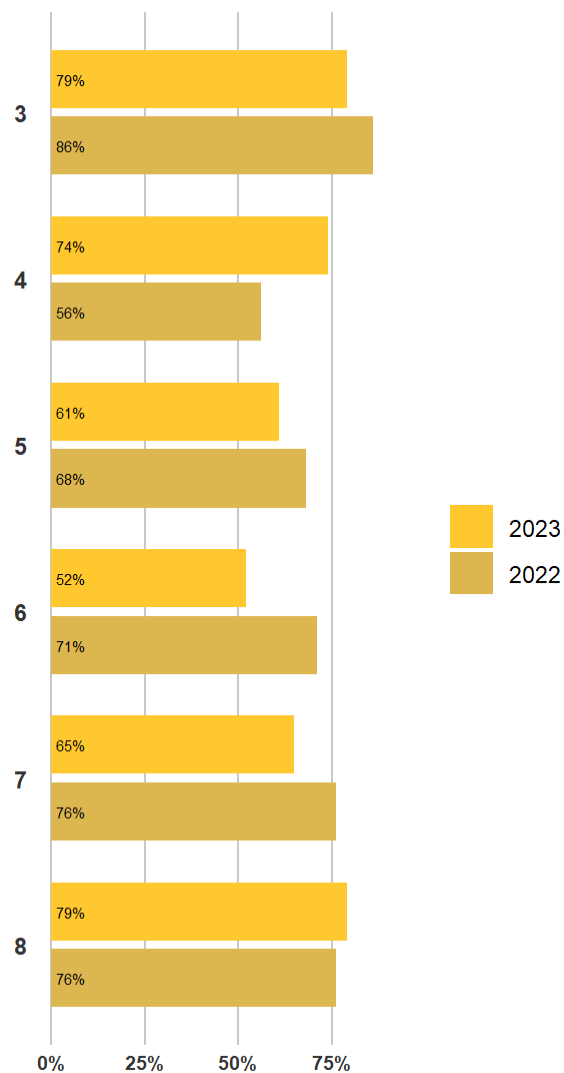
School-Wide by Year



By Grade Level Mathematics



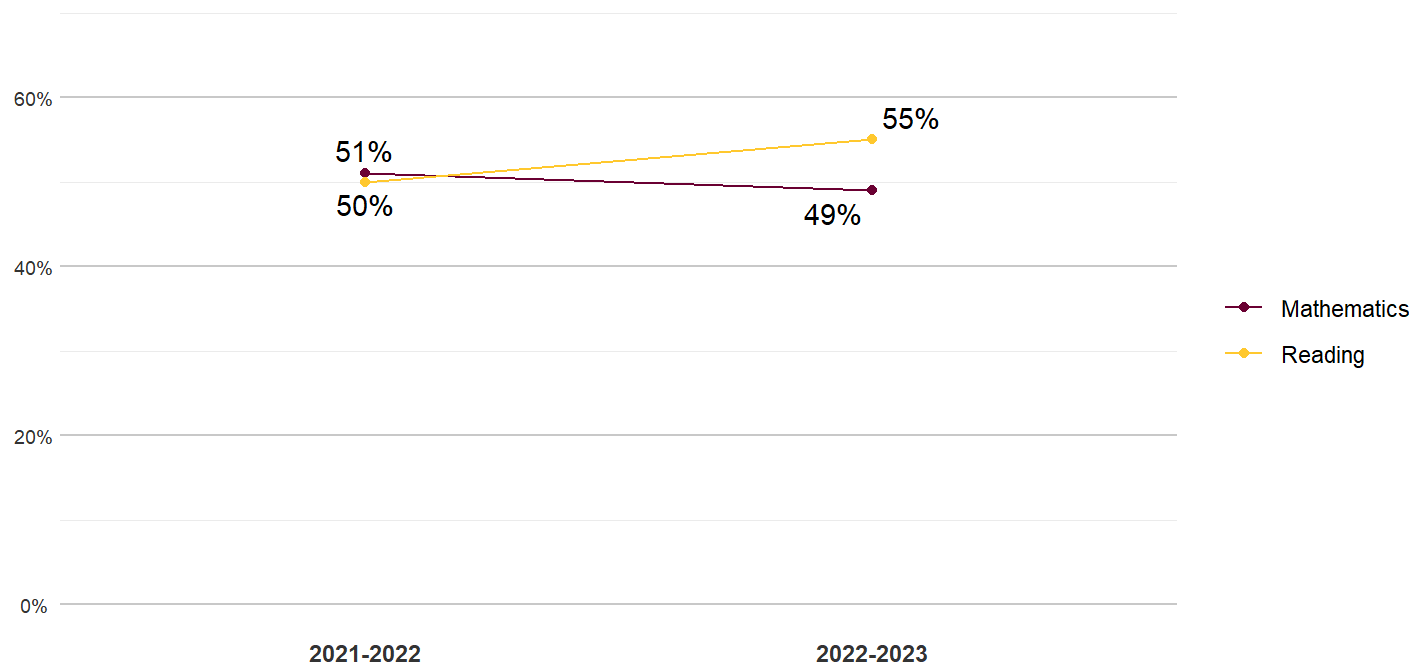
Reading



NWEA MAP Fall-to-Spring Growth

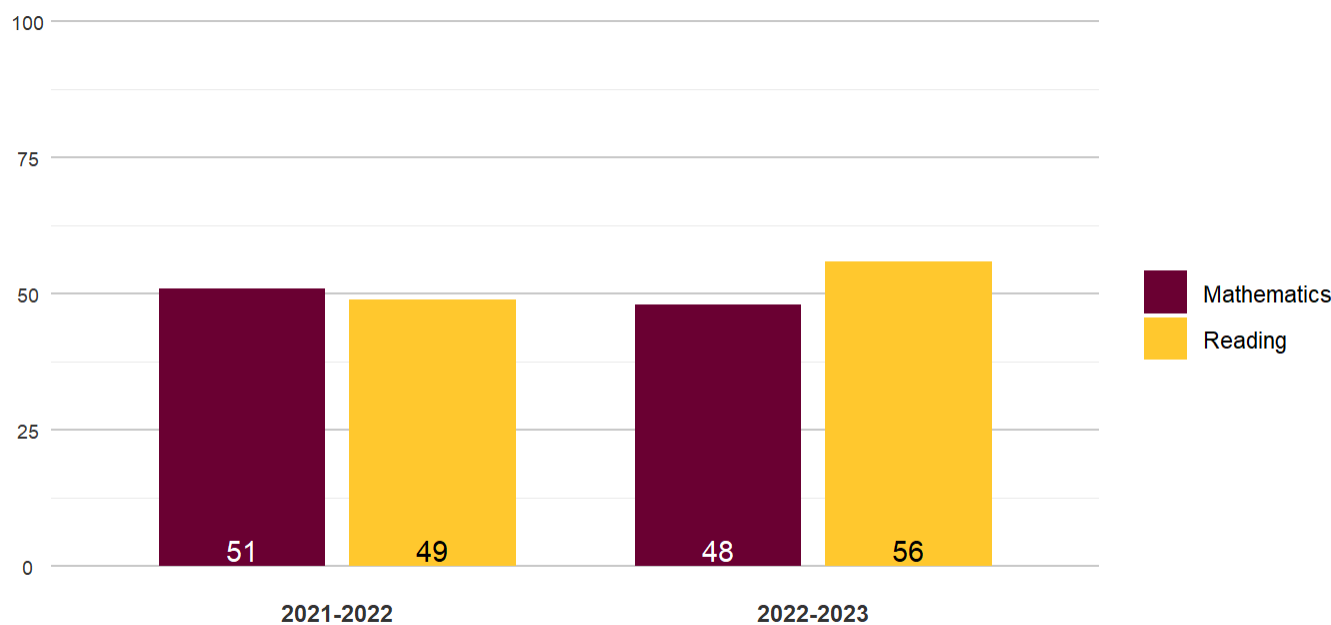
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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Achievement

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2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

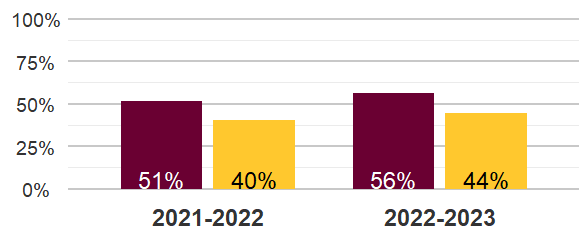


Copper Island Academy

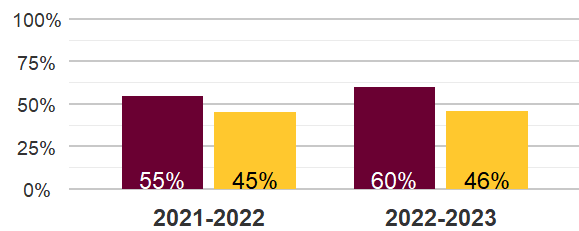
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics



ELA

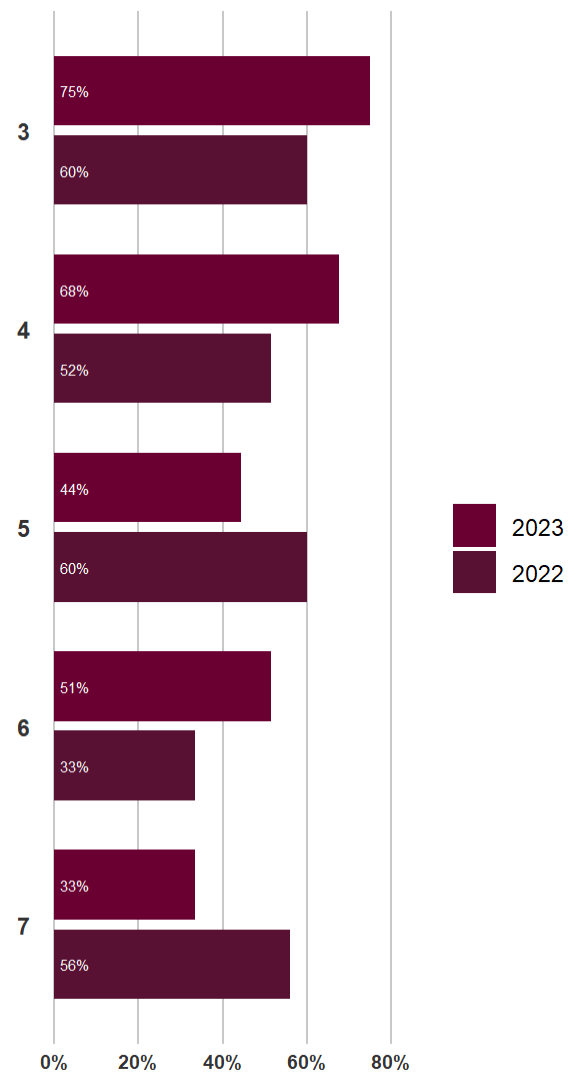


Academy CRD

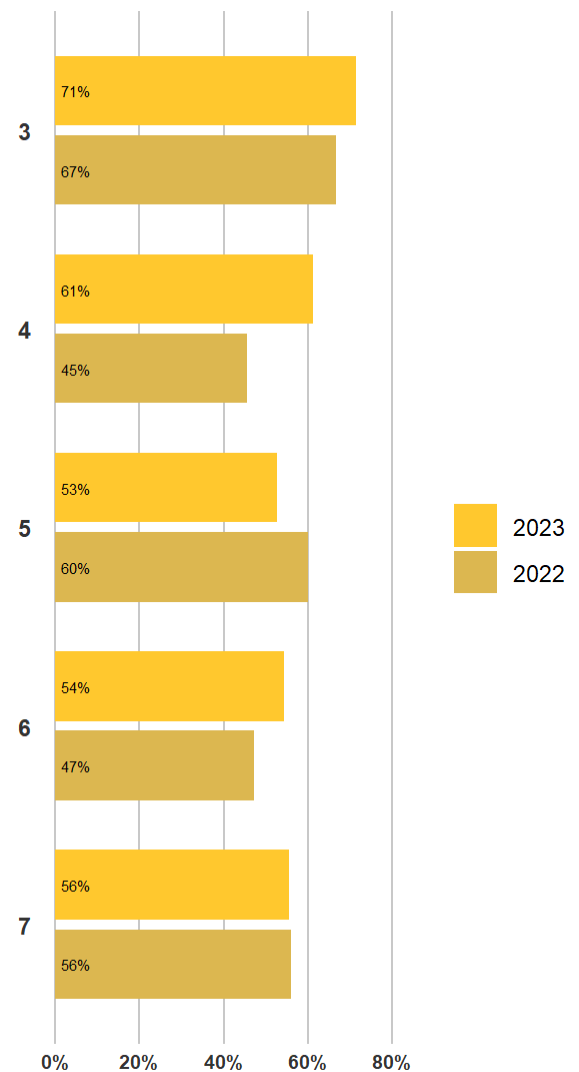
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2023
2022



School Profile: Countryside Academy

District: Countryside Academy
District Code: 11901
Building Code(s): 09427, 08450
Location: 4800 Meadowbrook Rd.
Benton Harbor, MI 49022
Phone: 269-944-3319
Website: <http://www.countrysideacademy.org>
Grades Served: K-12
School Year Authorized: 1994-1995
Charter Contract Term: July 01, 2022 - June 30, 2027
MDE Partnership School: No

Initial Charter Applicant: George McManus
School Property Owner: Countryside Academy
School Building Owner: Countryside Academy
Educational Service Provider (ESP): Self-managed
ESP Contract Term: N/A
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$203,665.51

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
George McManus	President	September 24, 2020	November 07, 2024
Charles Cayo	Vice President	September 22, 2022	November 07, 2026
Lynn Pica	Secretary	September 22, 2022	November 07, 2026
Charles DeGraaf	Treasurer	December 02, 2021	November 07, 2025
Ana Johnson	Board Director	December 08, 2022	November 07, 2024
Sherman Reed	Board Director	September 28, 2023	November 07, 2027
Steven Rigoni	Board Director	April 20, 2023	November 07, 2027

Current Enrollment and Student Turnover Rate

School Year	Grade												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
2023-2024	97	49	56	59	60	59	82	72	50	55	43	51	42	775
2022-2023	84	53	68	60	60	81	72	52	54	61	49	27	37	758



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SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Countryside Academy

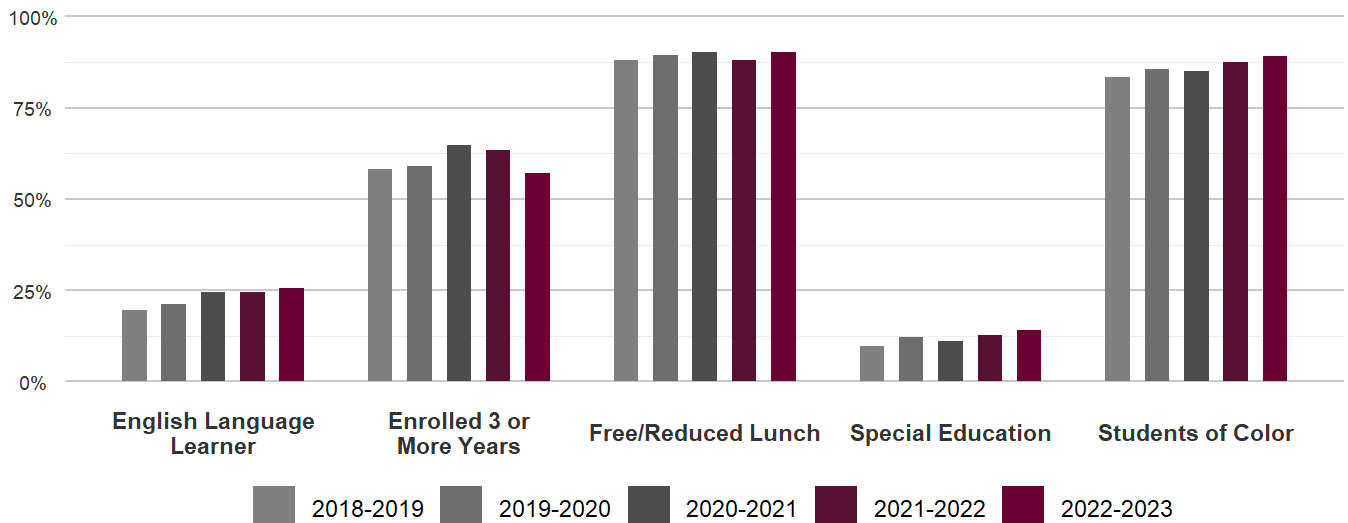


November 2023

Countryside Academy

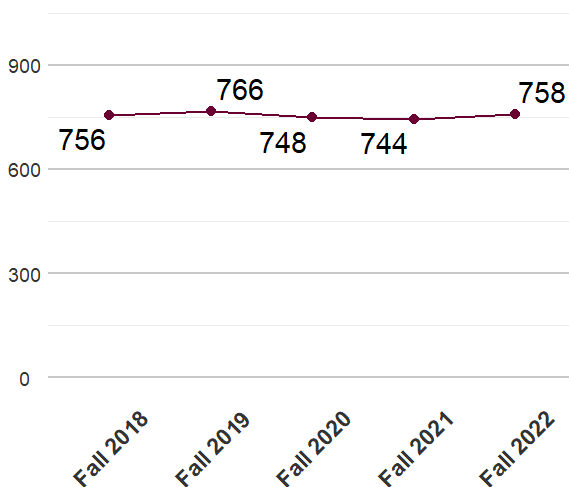
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	19.7%	21.1%	24.5%	24.5%	25.5%
Special Education	9.8%	12.1%	11.0%	12.8%	14.0%
Free/Reduced Lunch	88.0%	89.4%	90.2%	88.2%	90.2%
Students of Color	83.3%	85.5%	85.2%	87.5%	89.1%
Enrolled 3 or More Years	58.1%	59.1%	64.8%	63.4%	57.0%

Enrollment



Where Students Come From

Assigned District	Students
Benton Harbor Area Schools	713
Dowagiac Union School District	13
Eau Claire Public Schools	13
St. Joseph Public Schools	12
Lakeshore School District (Berrien)	7
Coloma Community Schools	6
Berrien Springs Public Schools	3
Sodus Township S/D #5	3
Watervliet School District	3
Other	4

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

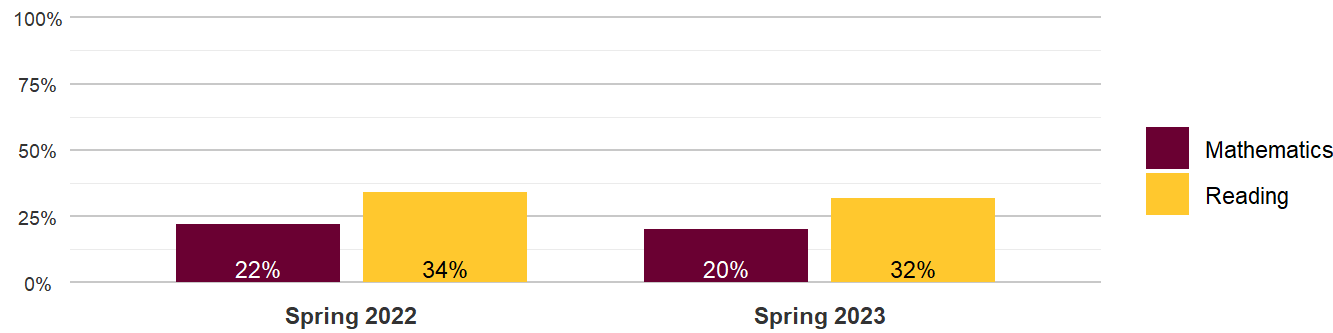


Countryside Academy

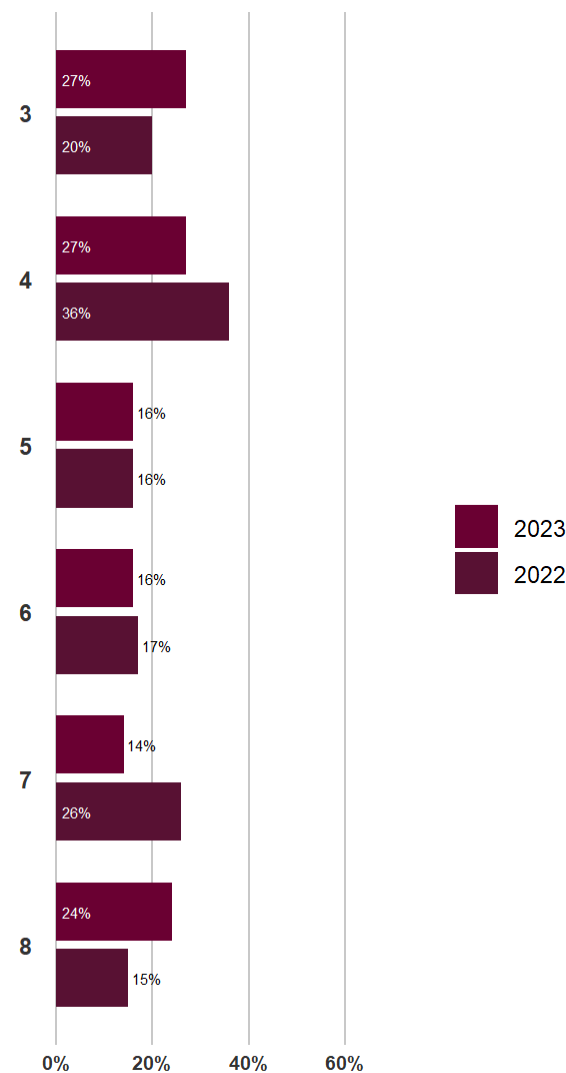
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

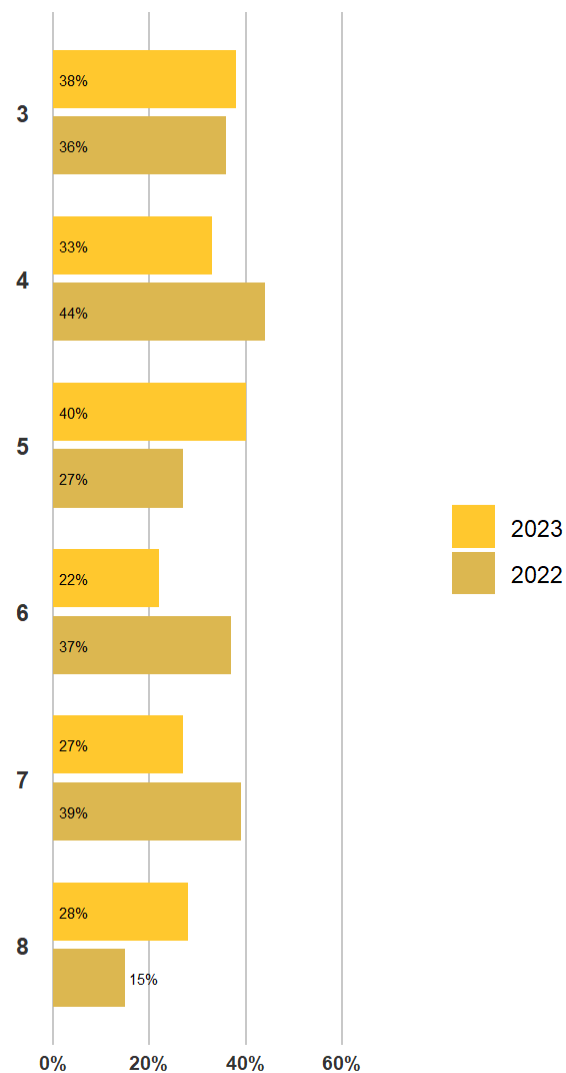
School-Wide by Year



By Grade Level Mathematics



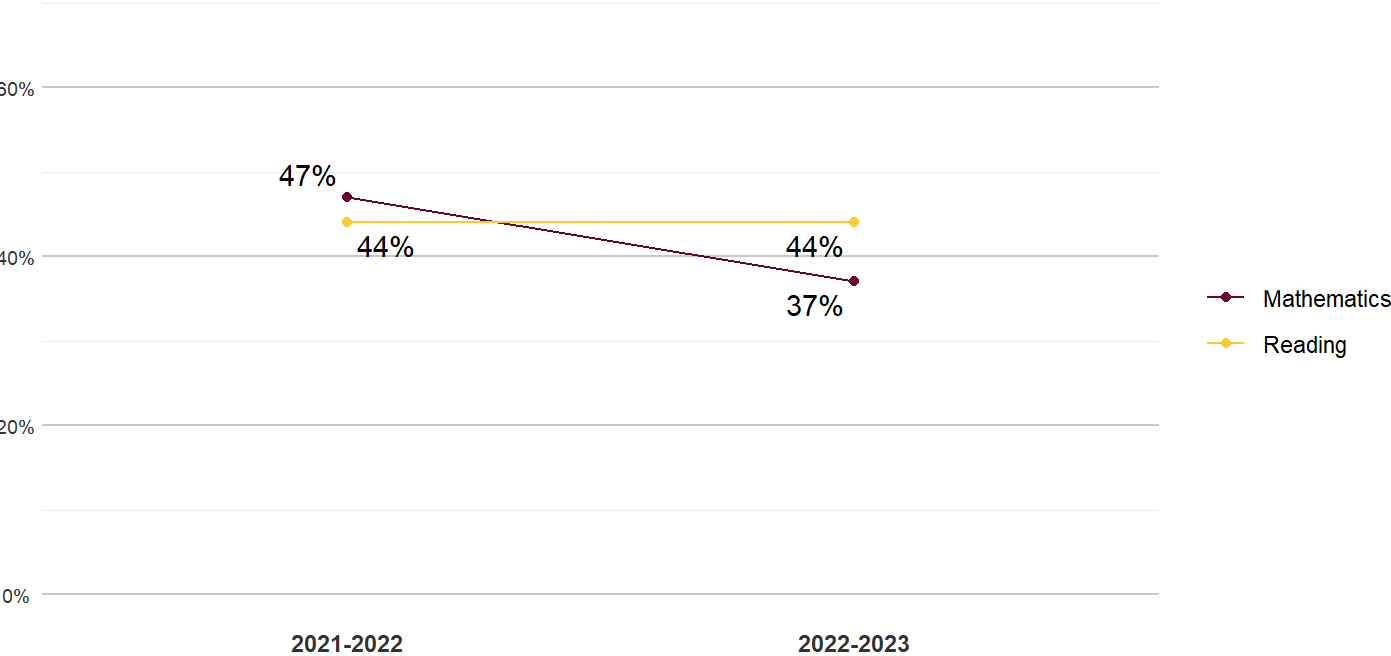
Reading



NWEA MAP Fall-to-Spring Growth

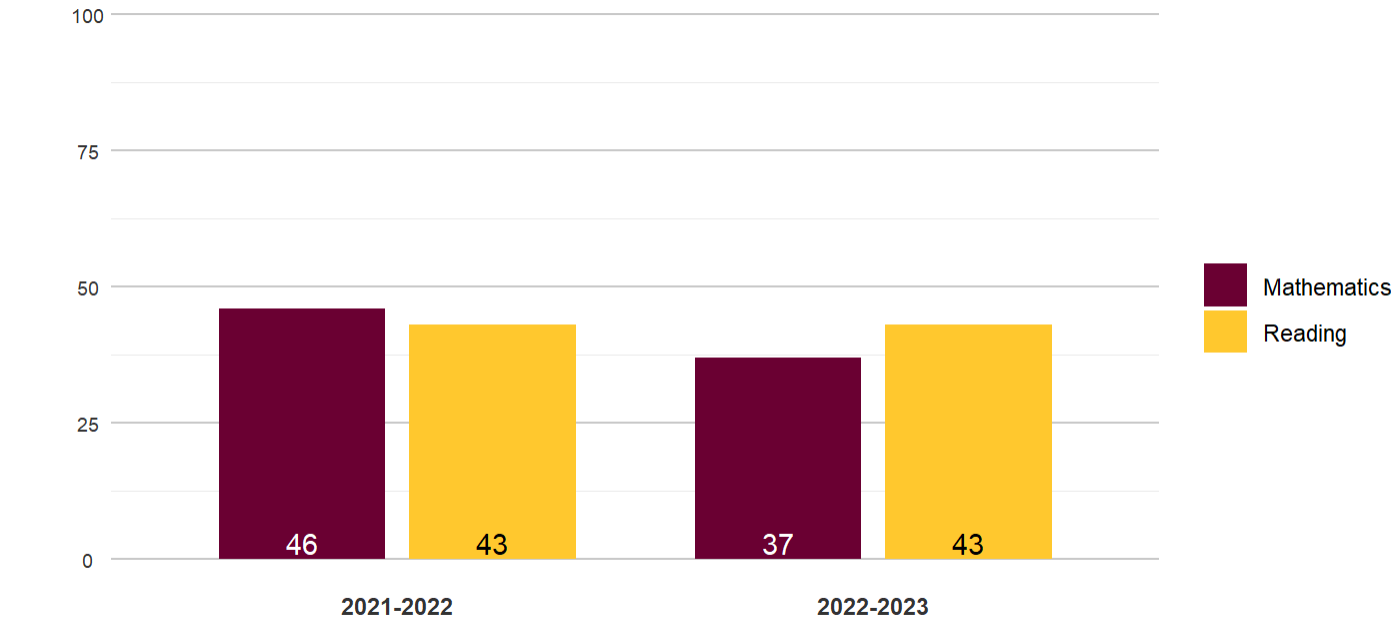
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

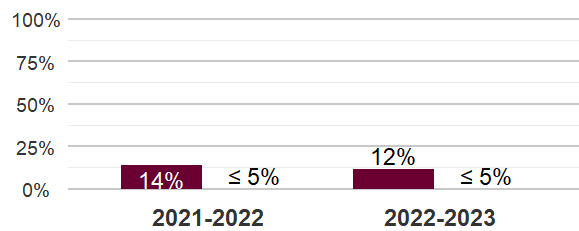


Countryside Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

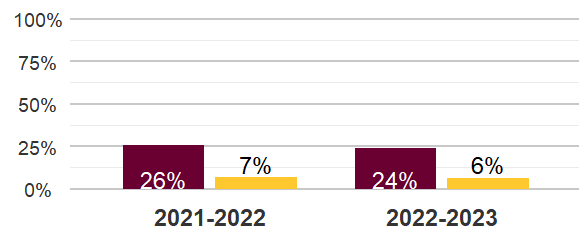
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

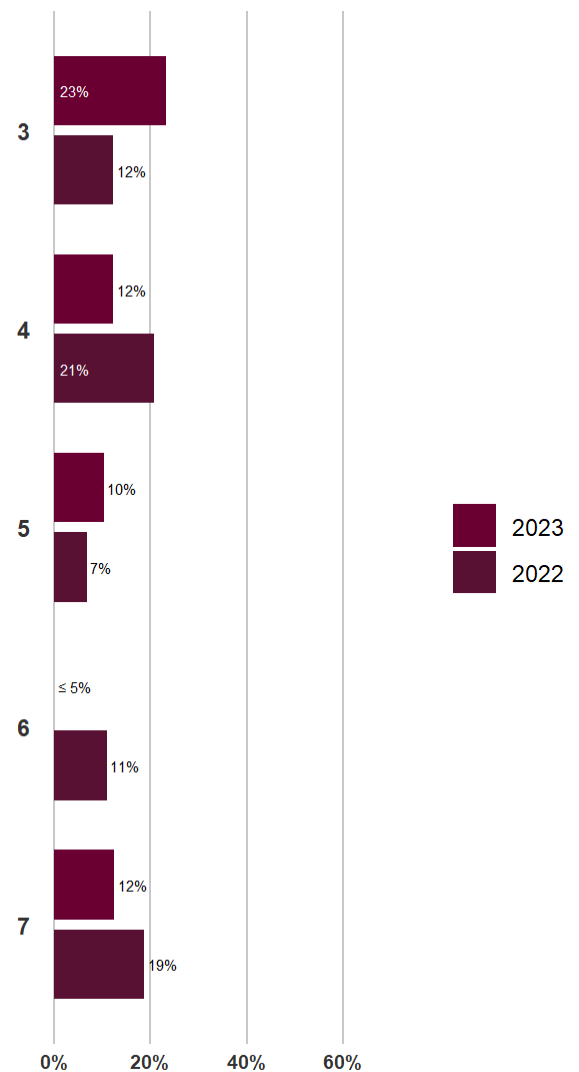
ELA



Academy CRD

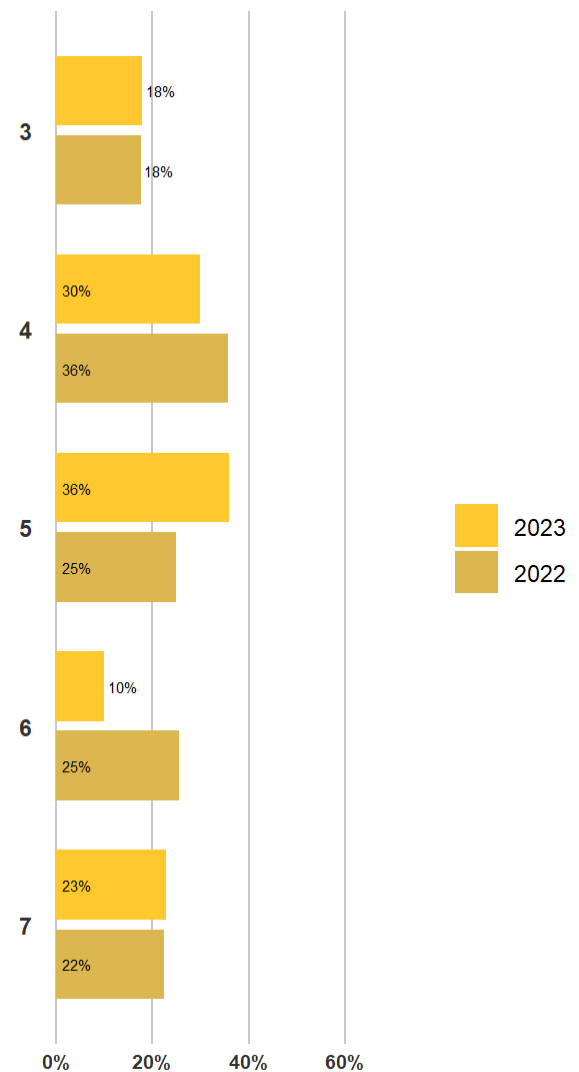
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the College and Career Readiness Benchmarks (CCR) in Mathematics. 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 Evidence-Based Reading and Writing (EBRW) 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



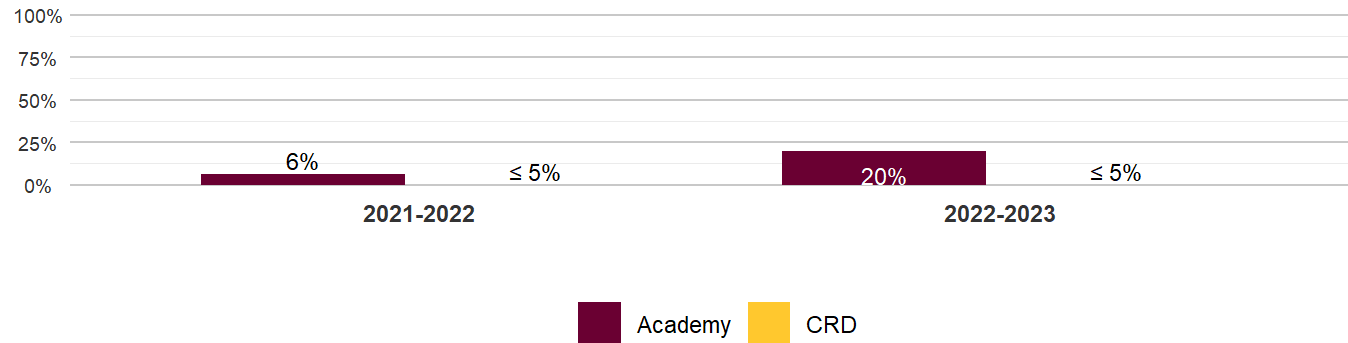
Countryside Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

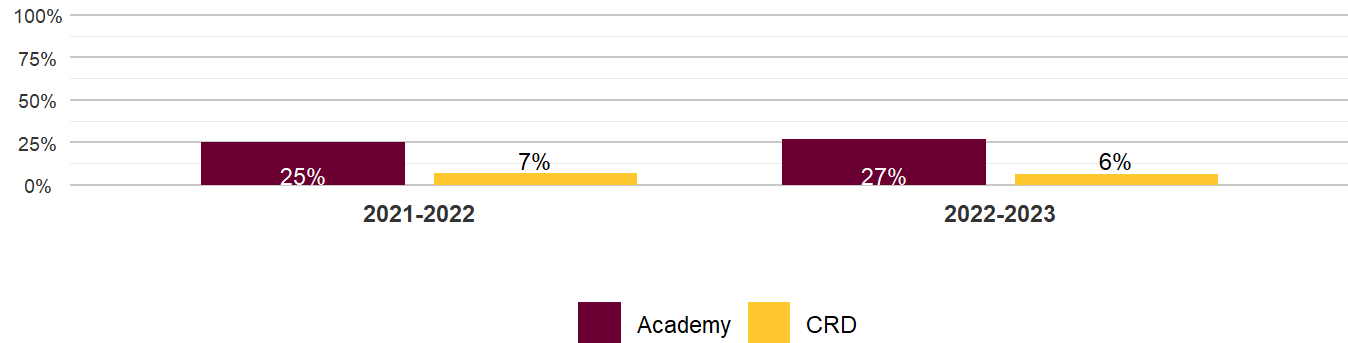
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: Creative Montessori Academy

District: Creative Montessori Academy
District Code: 82969
Building Code(s): 08853
Location: 12701 McCann St.
Southgate, MI 48195
Phone: 734-284-5600
Website: <https://creative-montessori.com/>
Grades Served: K-8
School Year Authorized: 2021-2022
Charter Contract Term: July 01, 2022 - June 30, 2027
MDE Partnership School: No

Initial Charter Applicant: Tammy Duty
School Property Owner: Creative Montessori Academy
School Building Owner: Creative Montessori Academy
Educational Service Provider (ESP): Choice Schools Associates, L.L.C.
ESP Contract Term: July 01, 2022 - June 30, 2027
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$214,271.96

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Tammy Duty	President	April 21, 2022	August 30, 2026
Donald Treadwell	Vice President	April 21, 2022	August 30, 2025
Jessica Pinto	Secretary	April 21, 2022	August 30, 2026
Walker Evans	Treasurer	April 21, 2022	August 30, 2024

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	92	98	108	98	91	75	79	50	46	N/A	N/A	N/A	N/A	737
2022-2023	105	113	110	109	82	88	70	56	63	N/A	N/A	N/A	N/A	796



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Creative Montessori Academy

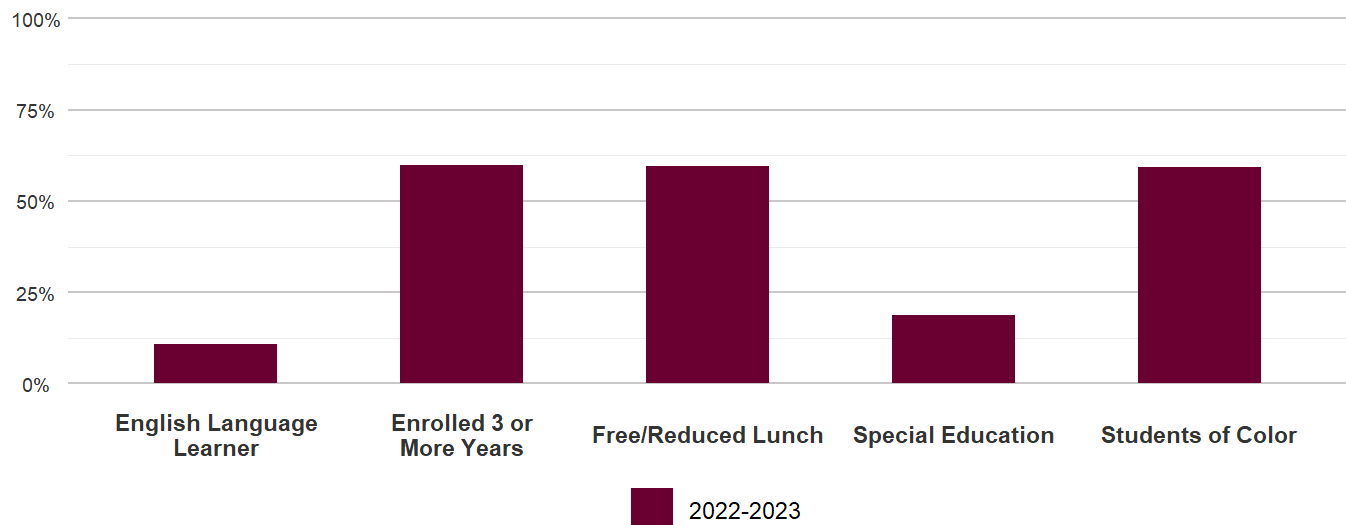


November 2023

Creative Montessori Academy

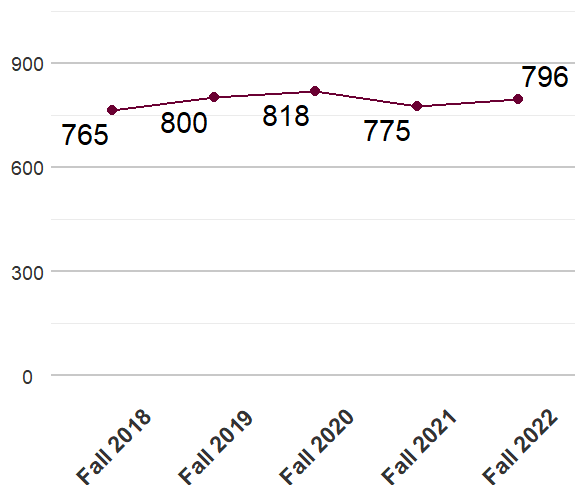
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2022-23
English Language Learner	10.8%
Special Education	18.8%
Free/Reduced Lunch	59.7%
Students of Color	59.3%
Enrolled 3 or More Years	59.8%

Enrollment



Where Students Come From

Assigned District	Students
Lincoln Park, School District of the City of	173
Taylor School District	162
Southgate Community School District	147
Wyandotte, School District of the City of	41
Allen Park Public Schools	40
Detroit Public Schools Community District	37
Ecorse Public Schools	37
Woodhaven-Brownstown School District	33
River Rouge, School District of the City of	30
Other	96

Creative Montessori Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

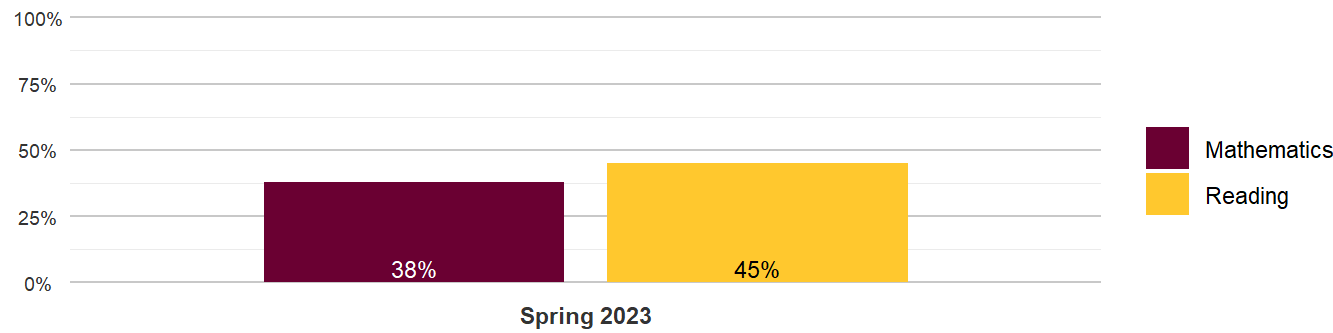


Creative Montessori Academy

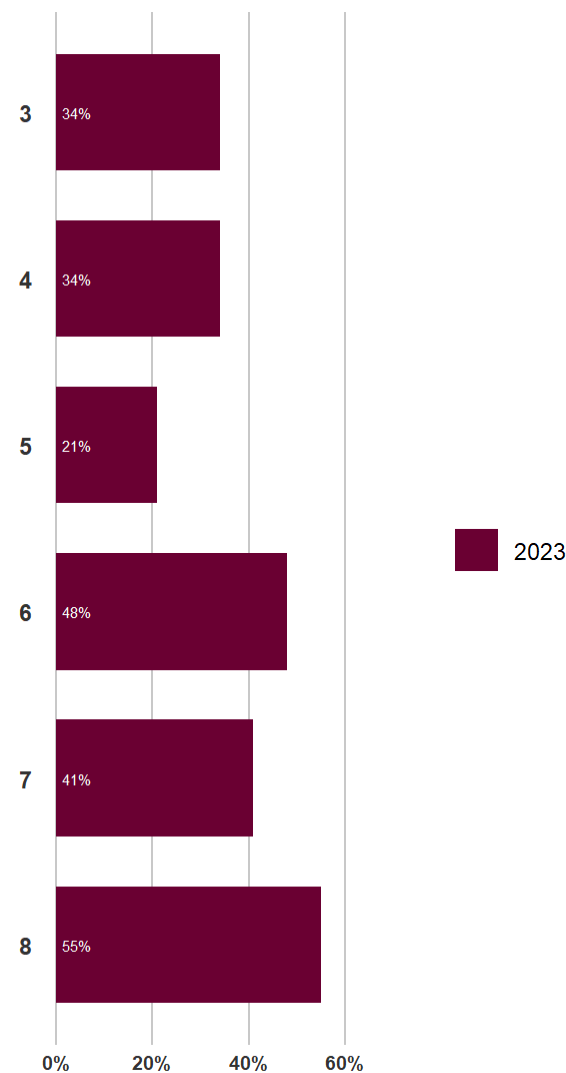
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

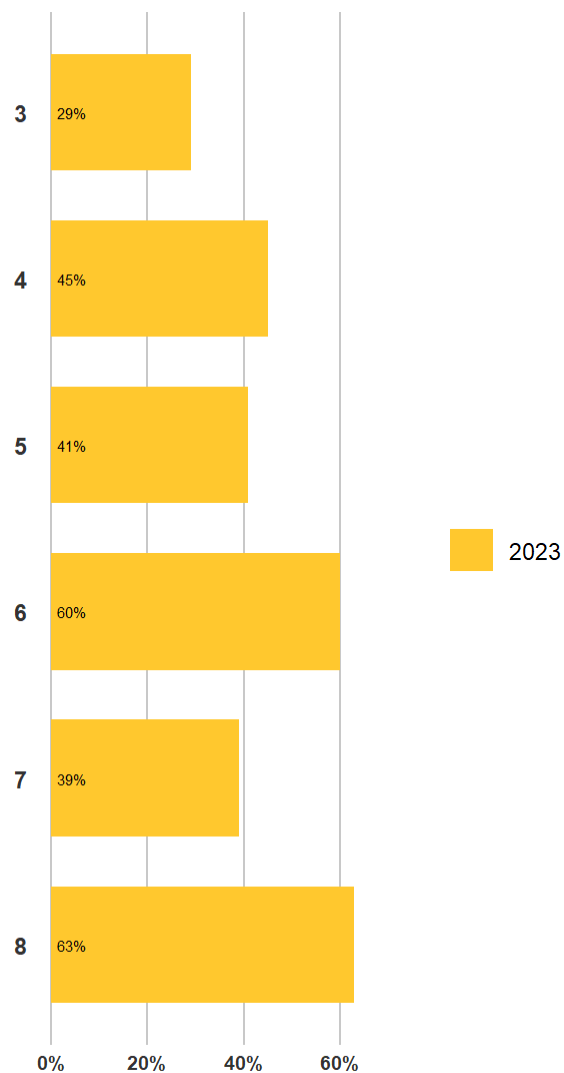
School-Wide by Year



By Grade Level Mathematics



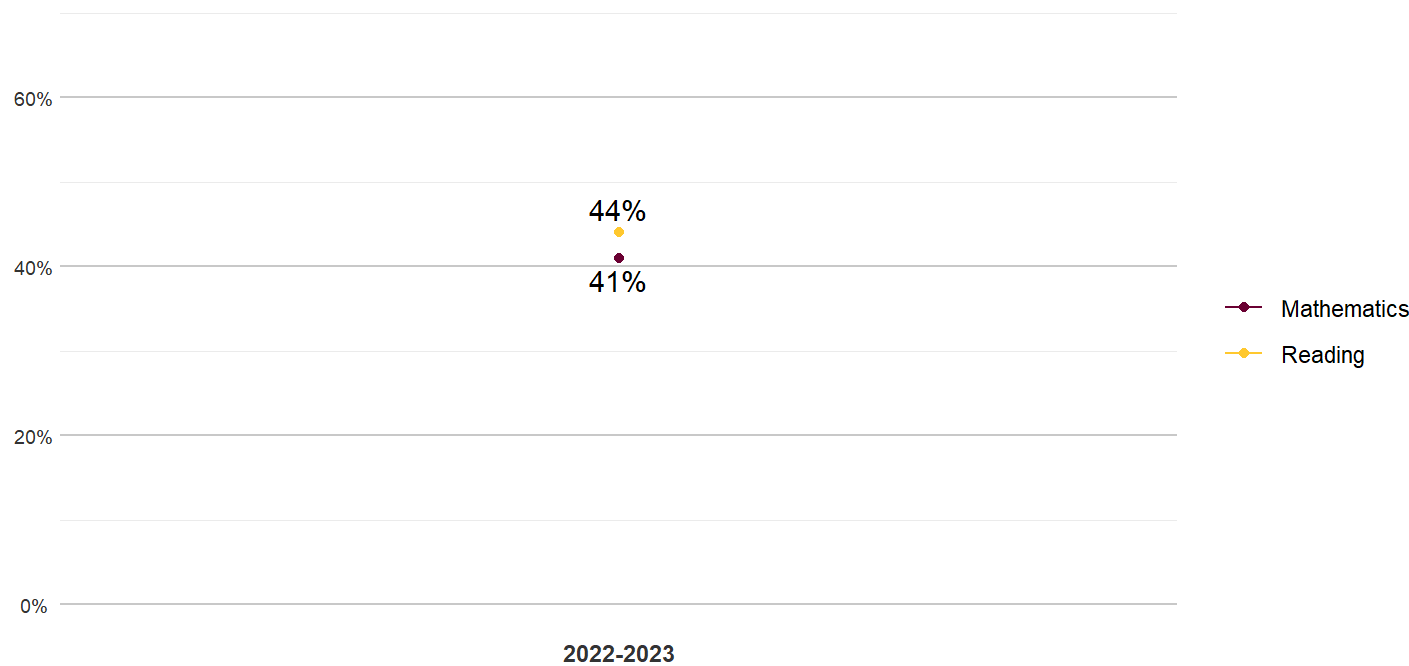
Reading



NWEA MAP Fall-to-Spring Growth

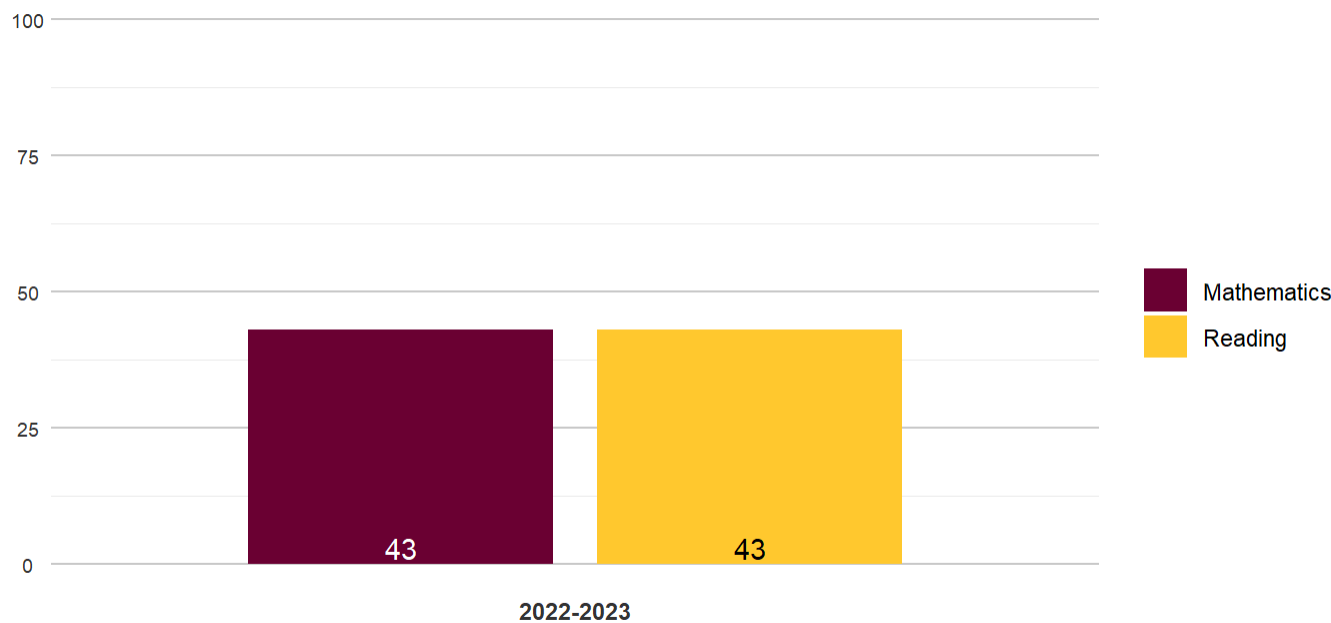
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Creative Montessori Academy

SPRING 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

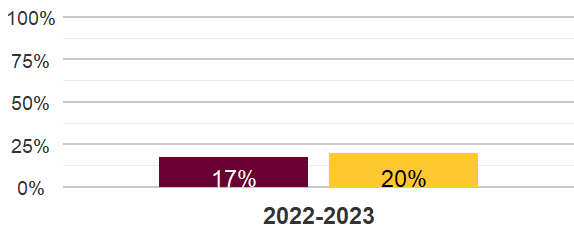


Creative Montessori Academy

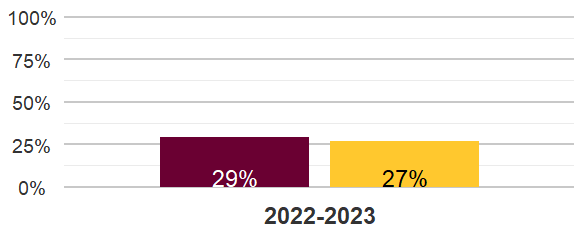
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics



ELA

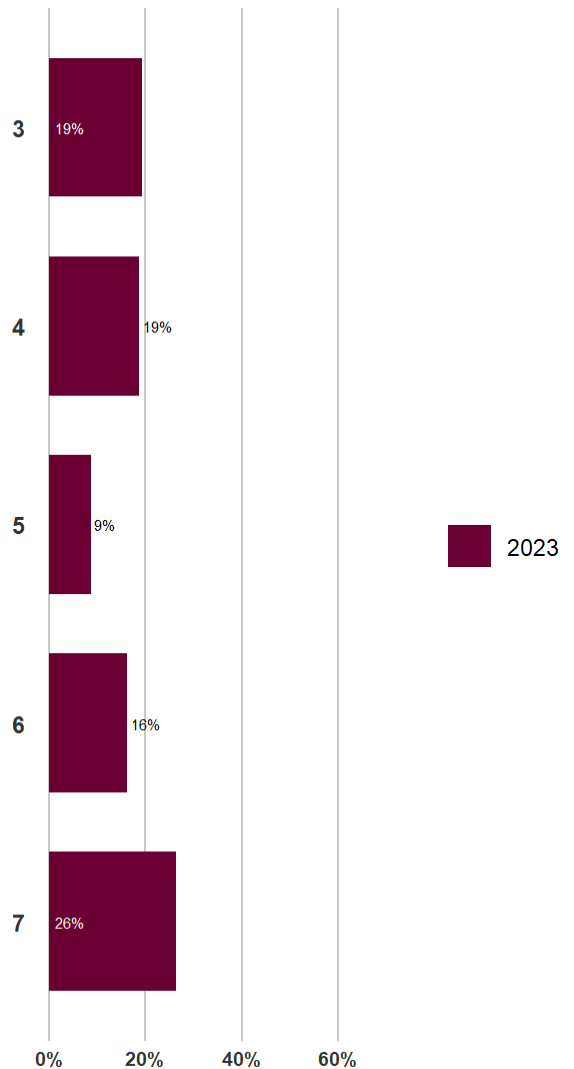


Academy CRD

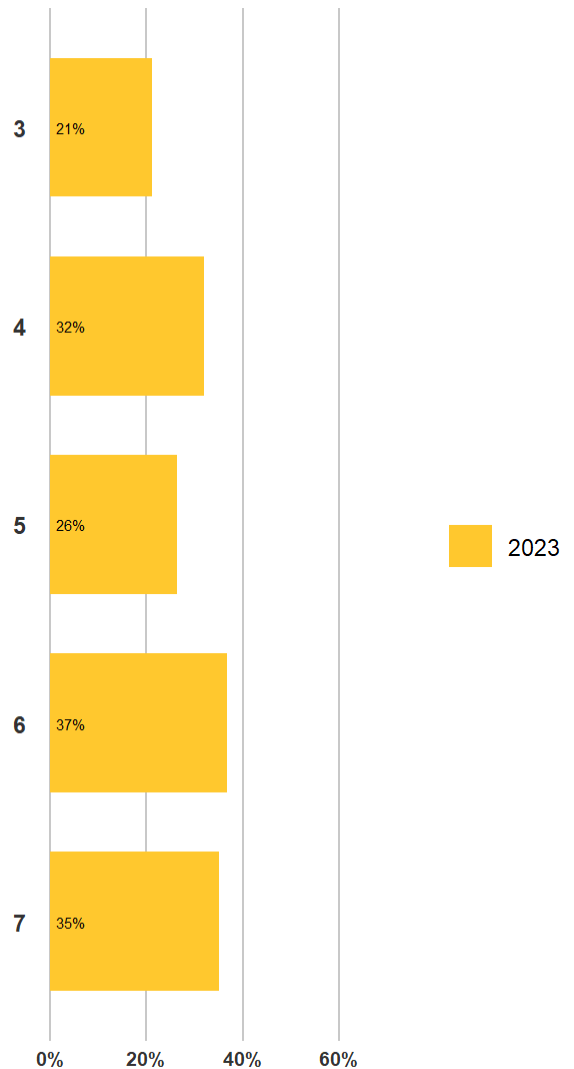
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2023

2023



School Profile: Cross Creek Charter Academy

District: Cross Creek Charter Academy
District Code: 41916
Building Code(s): 08515
Location: 7701 Kalamazoo SE
Byron Center, MI 49315
Phone: 616-656-4000
Website: <https://www.nhaschools.com/schools/Cross-Creek-Charter-Academy/en>
Grades Served: K-8
School Year Authorized: 1996-1997
Charter Contract Term: July 01, 2014 - June 30, 2024
MDE Partnership School: No

Initial Charter Applicant: Mark DeHaan
School Property Owner: Charter Development, LLC
School Building Owner: Charter Development, LLC
Educational Service Provider (ESP): National Heritage Academies, Inc.
ESP Contract Term: July 01, 2020 - June 30, 2024
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$213,517.08

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Patrick Barbour	President & Secretary	September 22, 2022	December 05, 2026
Barbara Evers	Vice President	December 03, 2020	December 05, 2024
Max Smith	Treasurer	December 02, 2021	December 05, 2025
Lisa Jackson	Board Director	December 05, 2019	December 05, 2023
Barbara Meier	Board Director	February 13, 2020	December 05, 2023

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	132	84	84	84	84	87	87	79	87	N/A	N/A	N/A	N/A	808
2022-2023	108	84	83	84	85	87	79	87	83	N/A	N/A	N/A	N/A	780



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Cross Creek Charter Academy

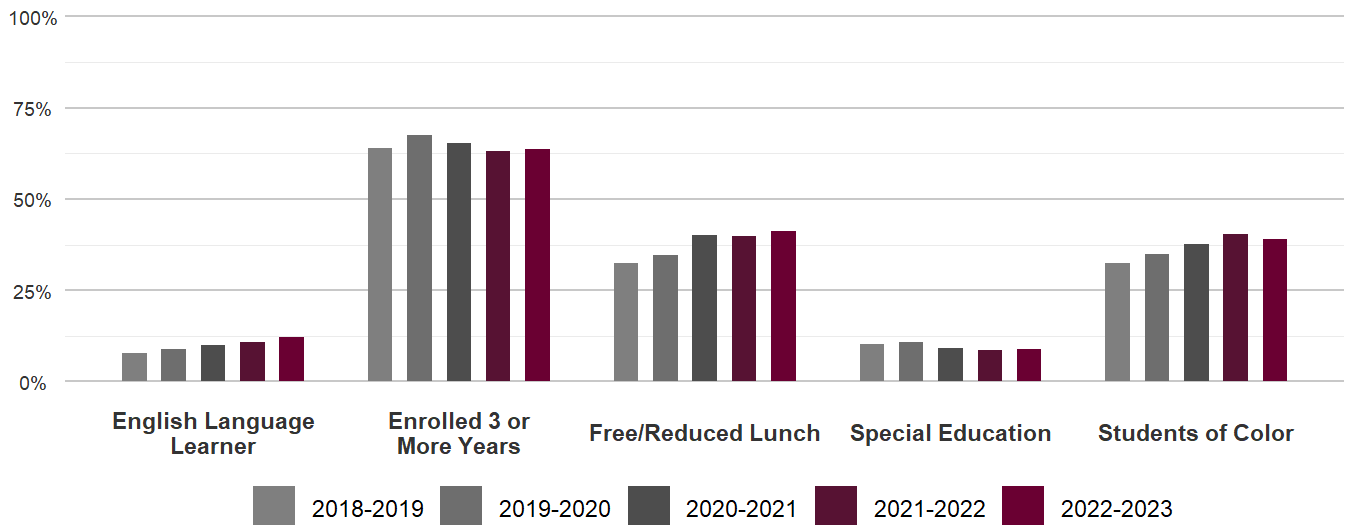


November 2023

Cross Creek Charter Academy

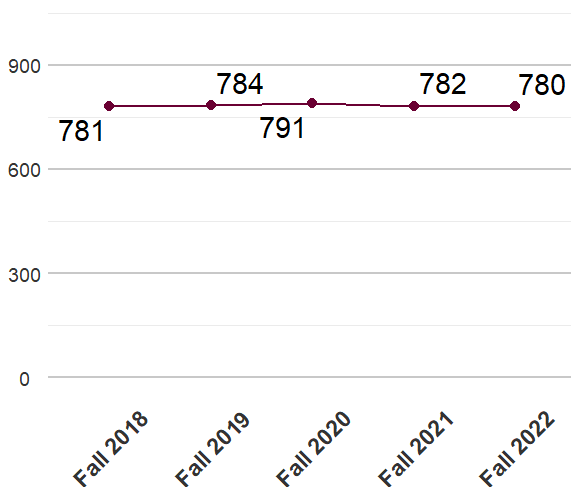
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	7.8%	8.9%	9.9%	10.7%	12.2%
Special Education	10.4%	10.8%	9.2%	8.7%	9.0%
Free/Reduced Lunch	32.5%	34.7%	40.1%	39.8%	41.2%
Students of Color	32.4%	34.9%	37.5%	40.3%	39.1%
Enrolled 3 or More Years	63.9%	67.5%	65.2%	63.0%	63.6%

Enrollment



Where Students Come From

Assigned District	Students
Kentwood Public Schools	417
Caledonia Community Schools	111
Byron Center Public Schools	62
Grand Rapids Public Schools	49
Kelloggsville Public Schools	31
Thornapple Kellogg School District	28
Grandville Public Schools	15
Wayland Union Schools	15
Godwin Heights Public Schools	12
Other	40

Cross Creek Charter Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

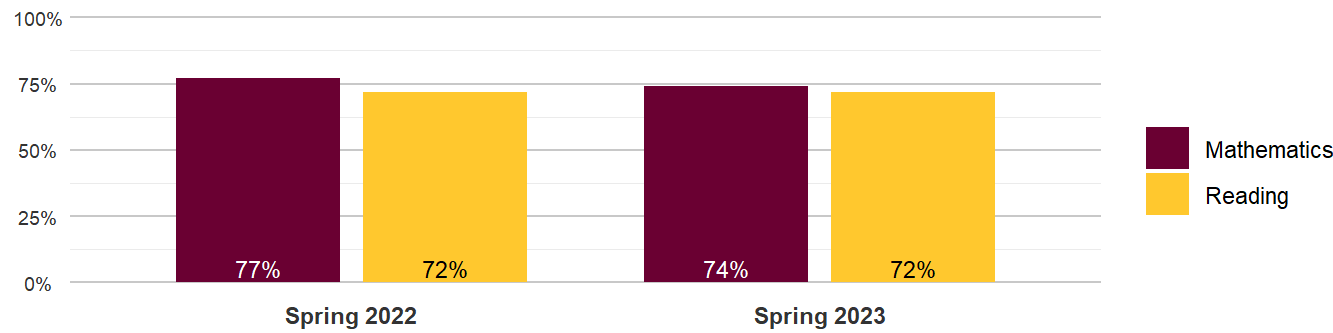


Cross Creek Charter Academy

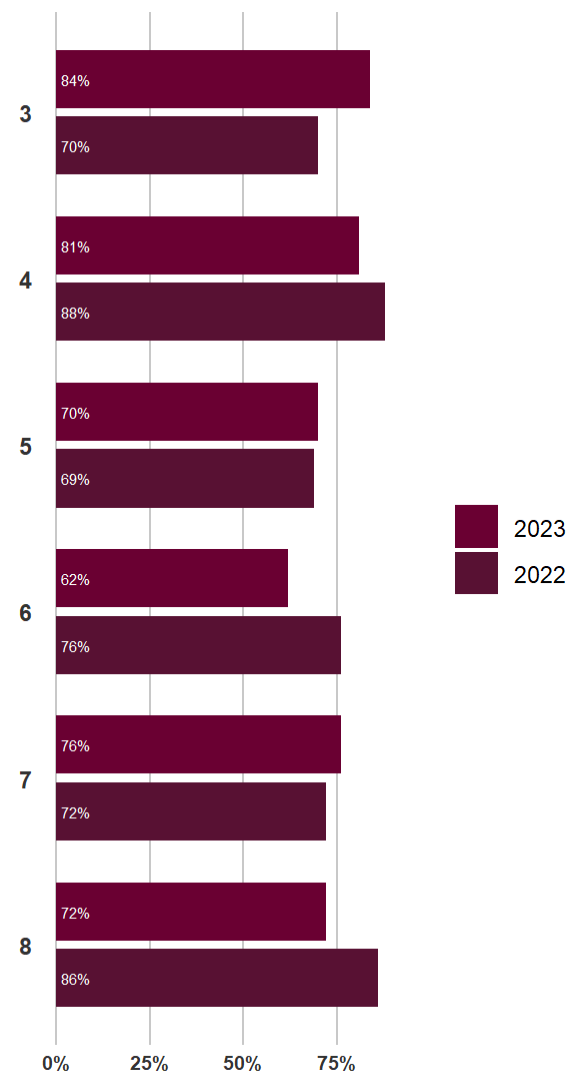
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

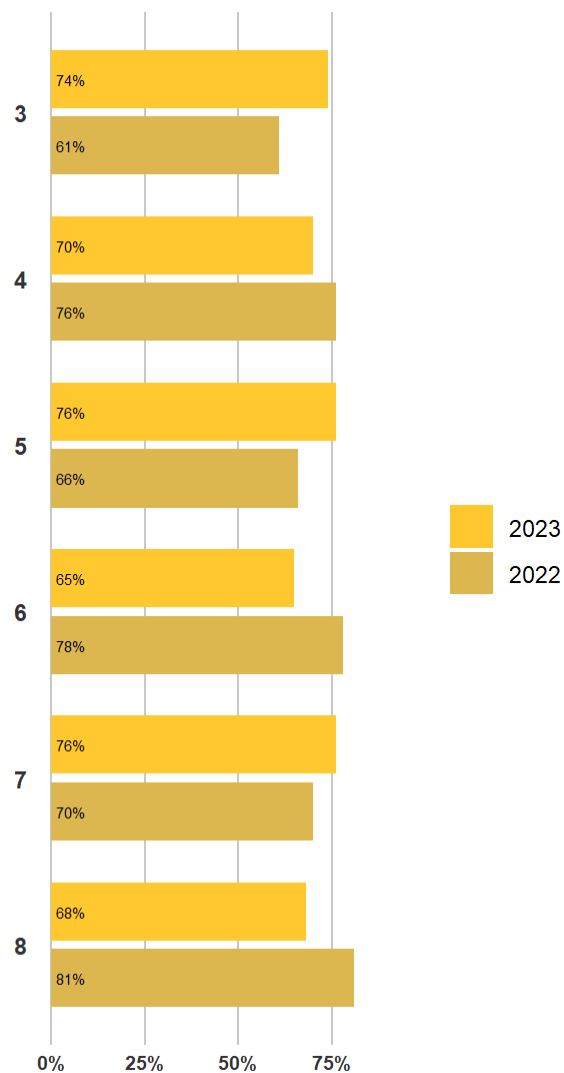
School-Wide by Year



By Grade Level Mathematics



Reading



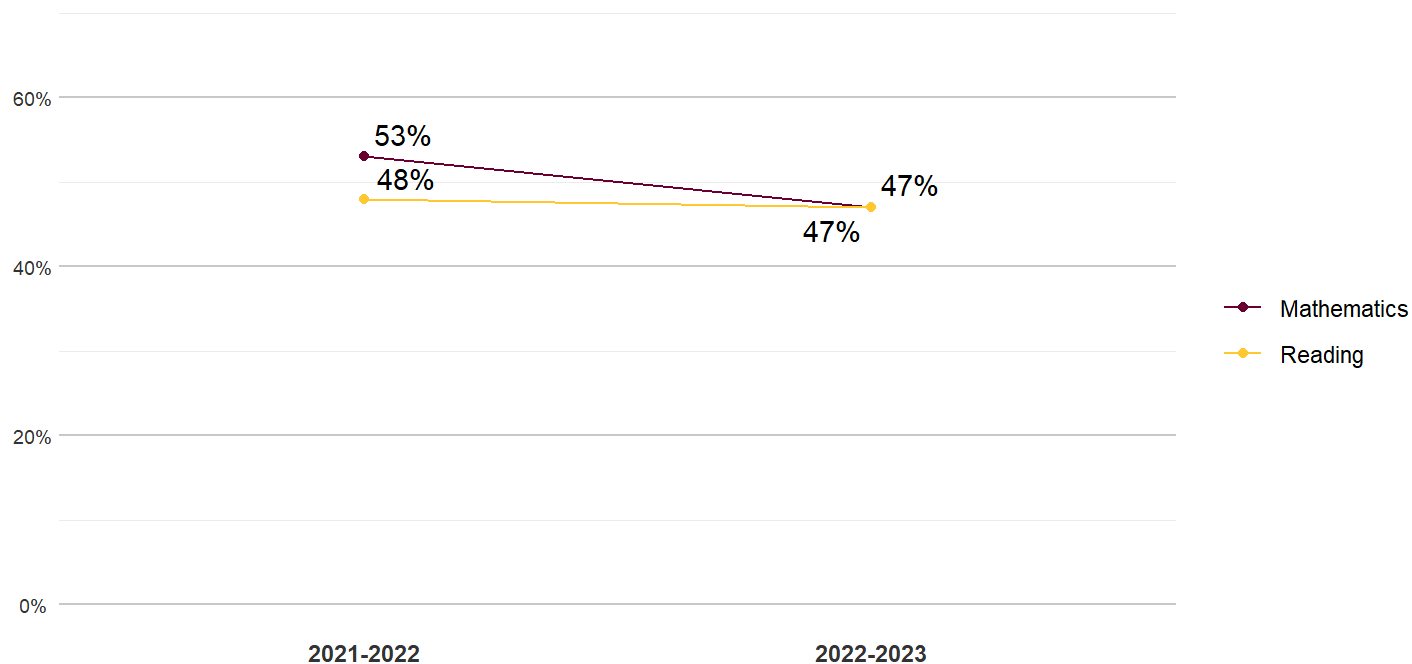
Cross Creek Charter Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

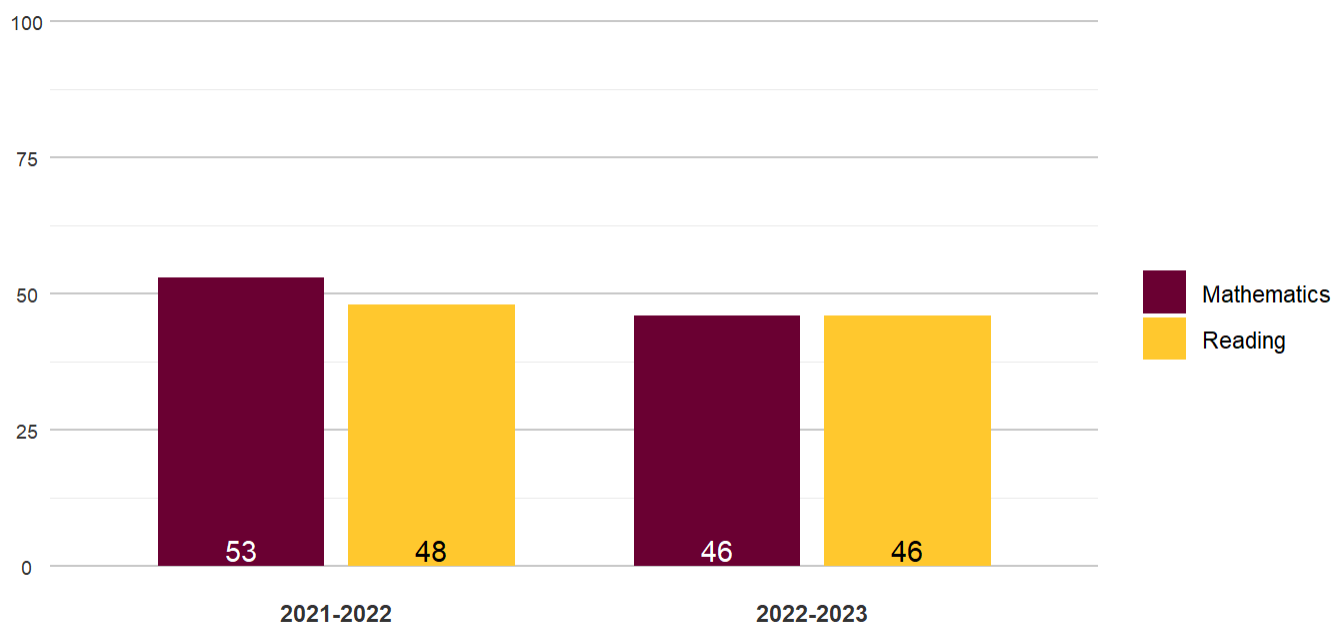
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Cross Creek Charter Academy

SPRING 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

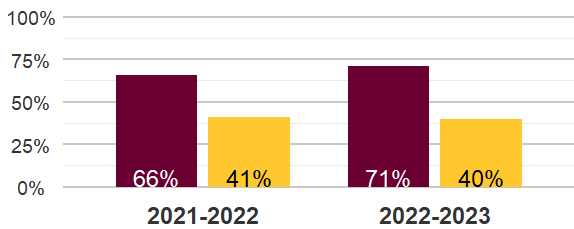


Cross Creek Charter Academy

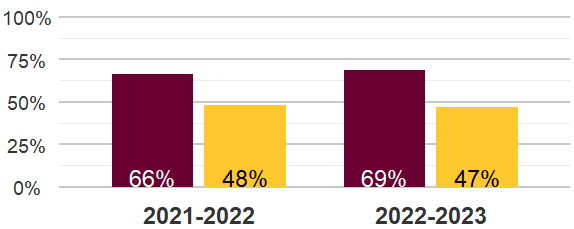
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics



ELA

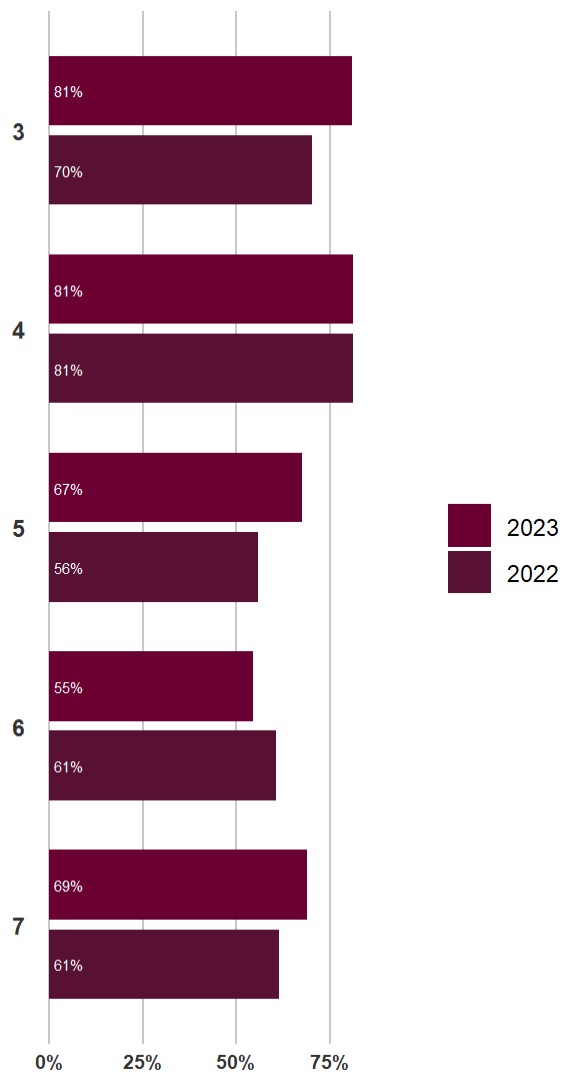


Academy CRD

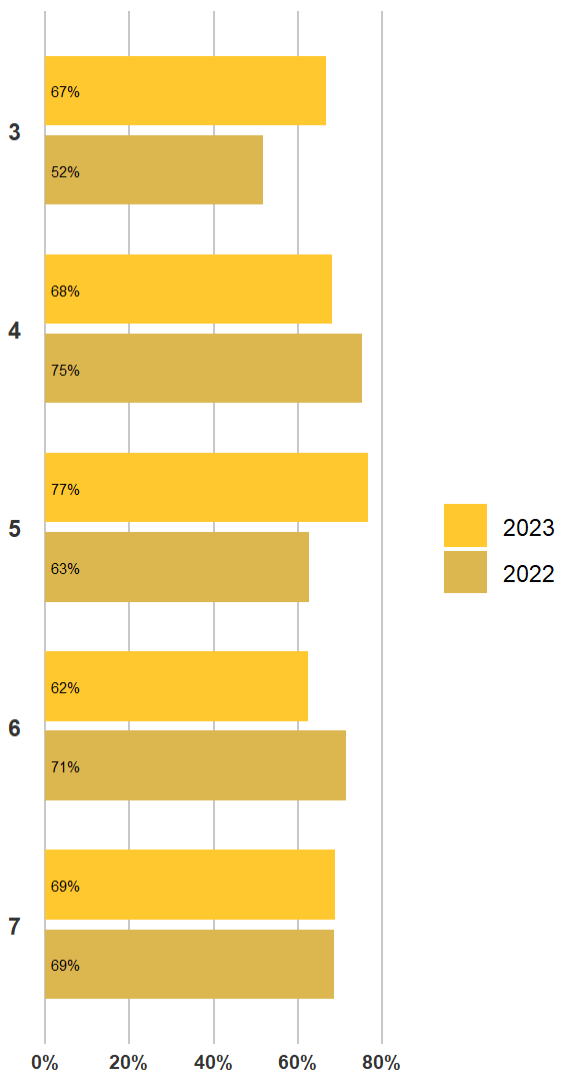
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2023
2022

2023
2022



School Profile: da Vinci Schools

District: da Vinci Schools
District Code: 38901
Building Code(s): 08244, 08659
Location: 2985 Springport Rd.
Jackson, MI 49201
Phone: 517-796-0031
Website: <http://davincik12.org>
Grades Served: K-12
School Year Authorized: 1994-1995
Charter Contract Term: July 01, 2023 - June 30, 2026
MDE Partnership School: No

Initial Charter Applicant: Jack Koepfgen
School Property Owner: da Vinci Schools
School Building Owner: da Vinci Schools
Educational Service Provider (ESP): Self-managed
ESP Contract Term: N/A
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$128,364.30

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Elaine Themm	President	June 30, 2022	July 20, 2026
Kim Haynes	Vice President	June 30, 2022	July 20, 2024
Lucas Camacho	Secretary	June 24, 2021	July 20, 2024
Christa Lavan	Treasurer	December 02, 2021	July 20, 2026
Michael Jones	Board Director	June 29, 2023	July 20, 2027
Scott Majchszak	Board Director	December 08, 2022	July 20, 2027
Catherine Upham	Board Director	February 16, 2023	July 20, 2025

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	20	17	14	22	22	18	29	28	37	101	64	64	32	468
2022-2023	20	14	22	15	20	15	28	32	45	107	71	63	37	489



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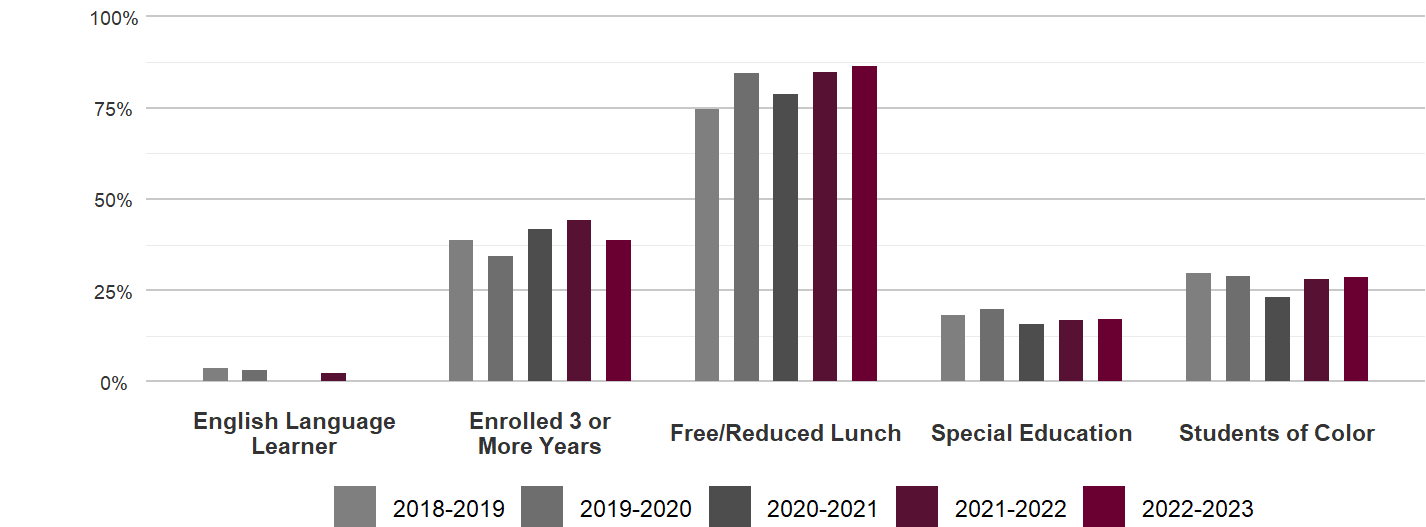
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

da Vinci Schools



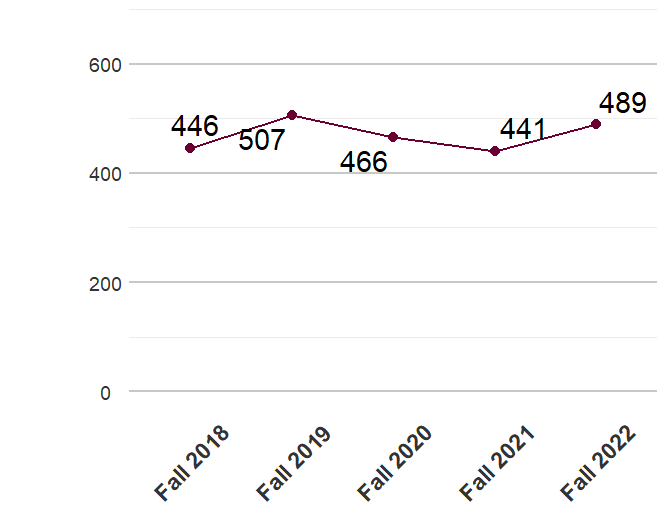
November 2023

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	3.6%	3.2%	0.0%	2.3%	0.0%
Special Education	18.2%	19.9%	15.7%	16.8%	17.0%
Free/Reduced Lunch	74.7%	84.6%	78.8%	84.8%	86.5%
Students of Color	29.6%	29.0%	23.2%	28.1%	28.6%
Enrolled 3 or More Years	38.8%	34.4%	41.7%	44.2%	38.7%

Enrollment



Where Students Come From

Assigned District	Students
Jackson Public Schools	318
Northwest Community Schools	66
East Jackson Community Schools	45
Western School District	18
Vandercook Lake Public Schools	12
Hanover-Horton School District	7
Michigan Center School District	6
Columbia School District	4
Concord Community Schools	3
Other	10

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

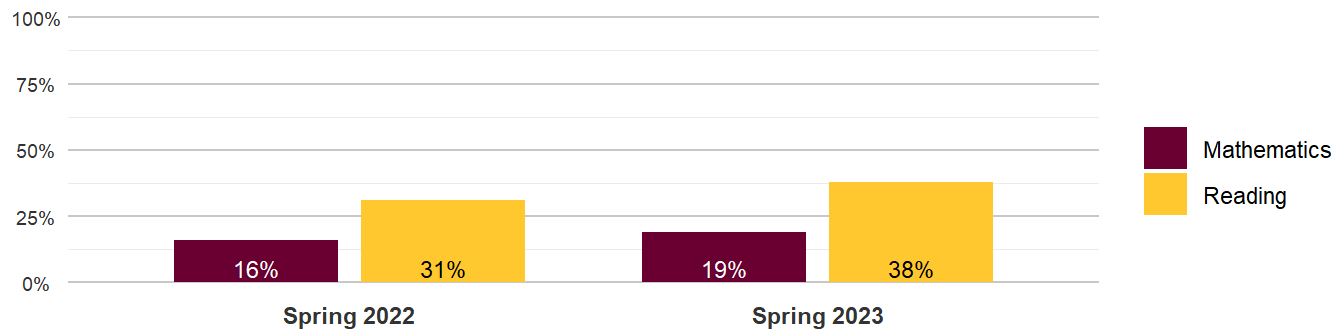


2022-23 - Fall-to-Spring Median Growth Percentile

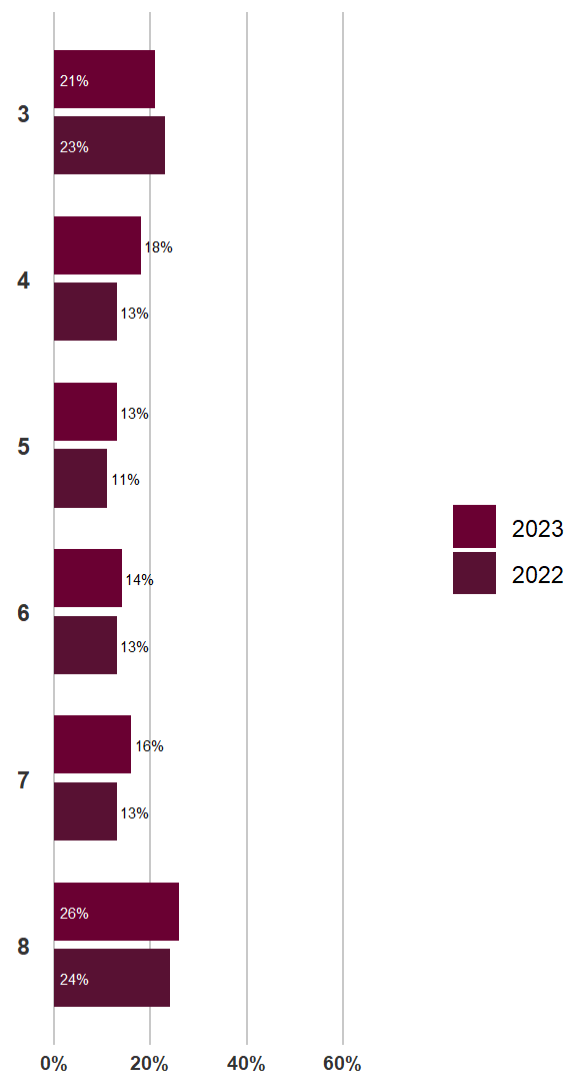


Percent Meeting NWEA MAP Spring Achievement National Norms
All Students Grades 3 - 8 enrolled for at least one year

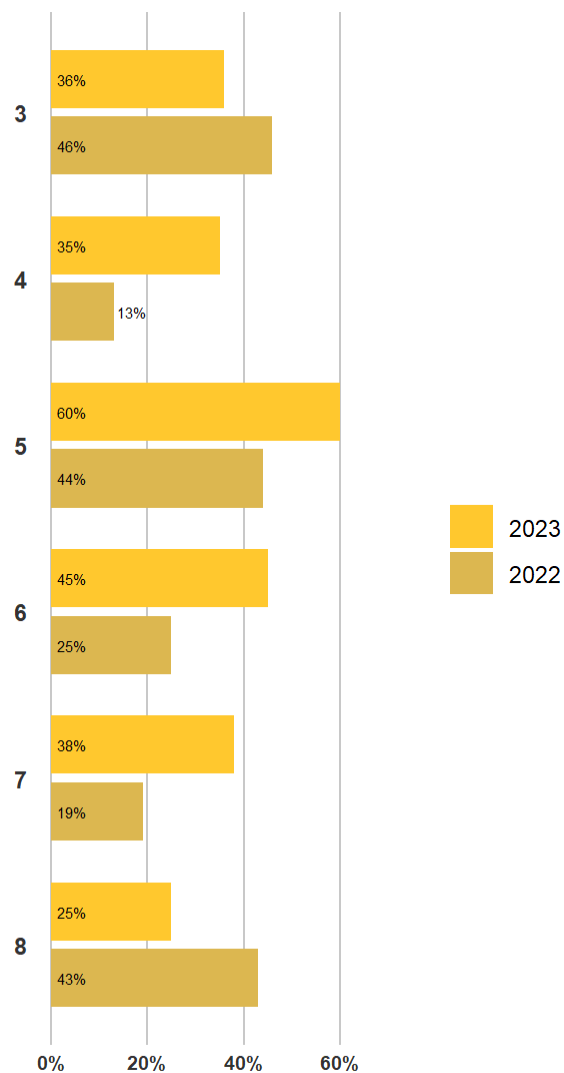
School-Wide by Year



By Grade Level
Mathematics



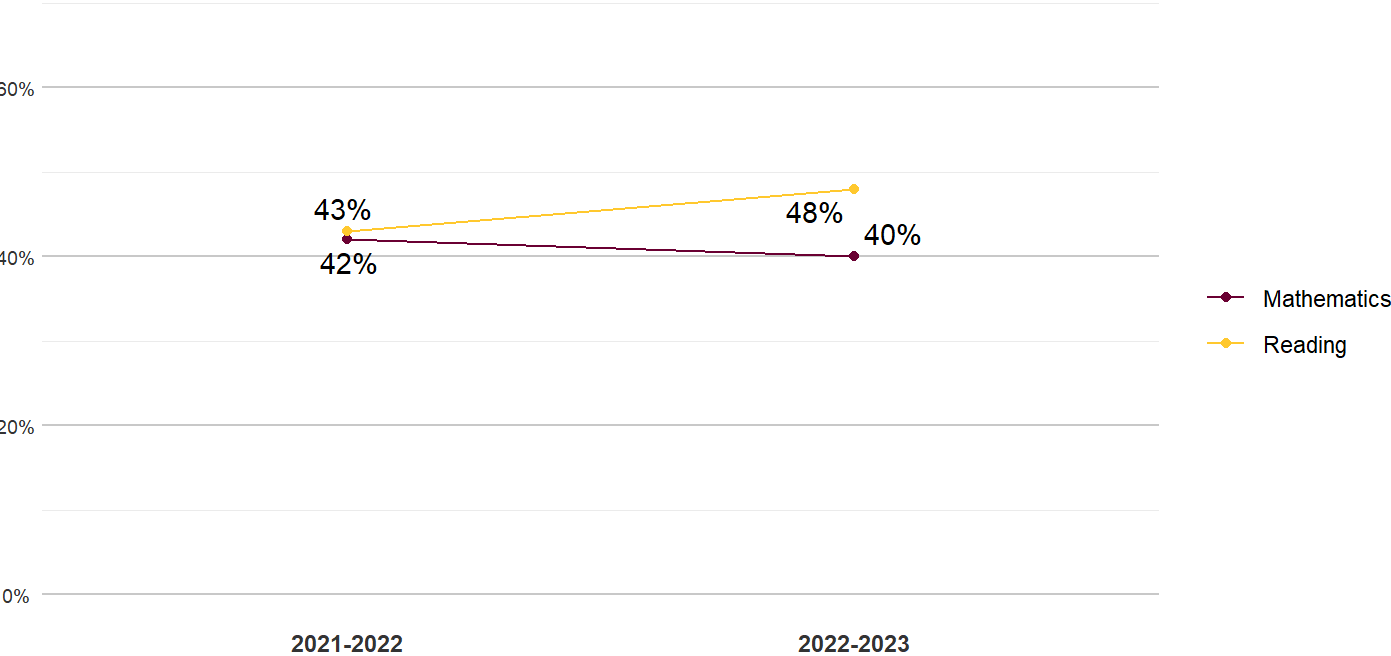
Reading



NWEA MAP Fall-to-Spring Growth

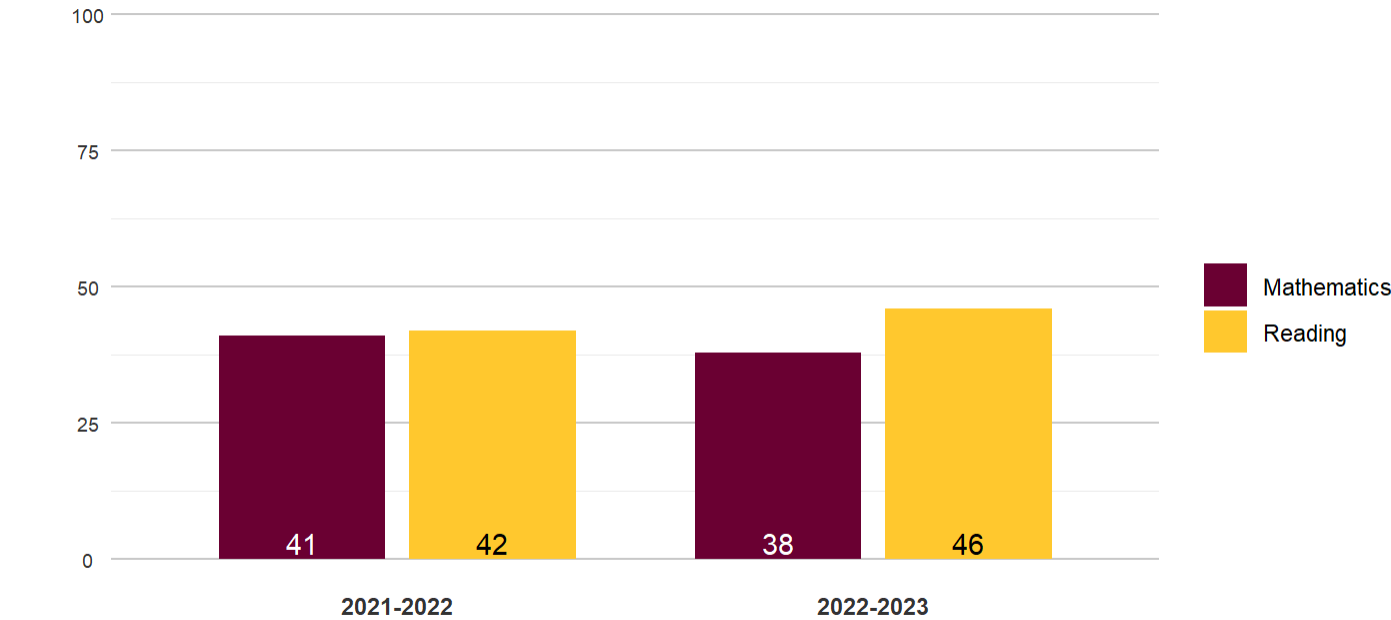
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



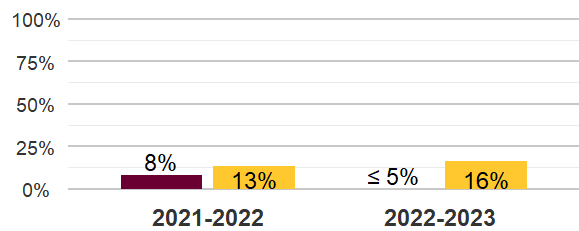
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

da Vinci Schools

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

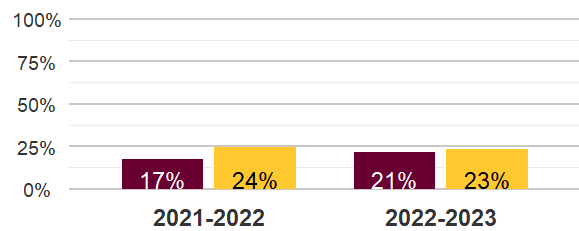
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

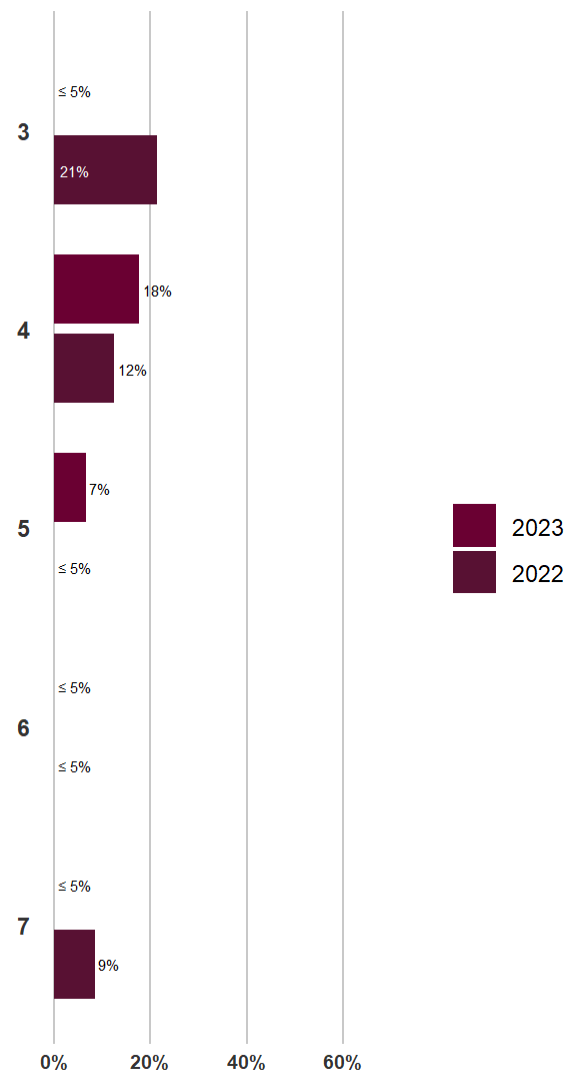
ELA



Academy CRD

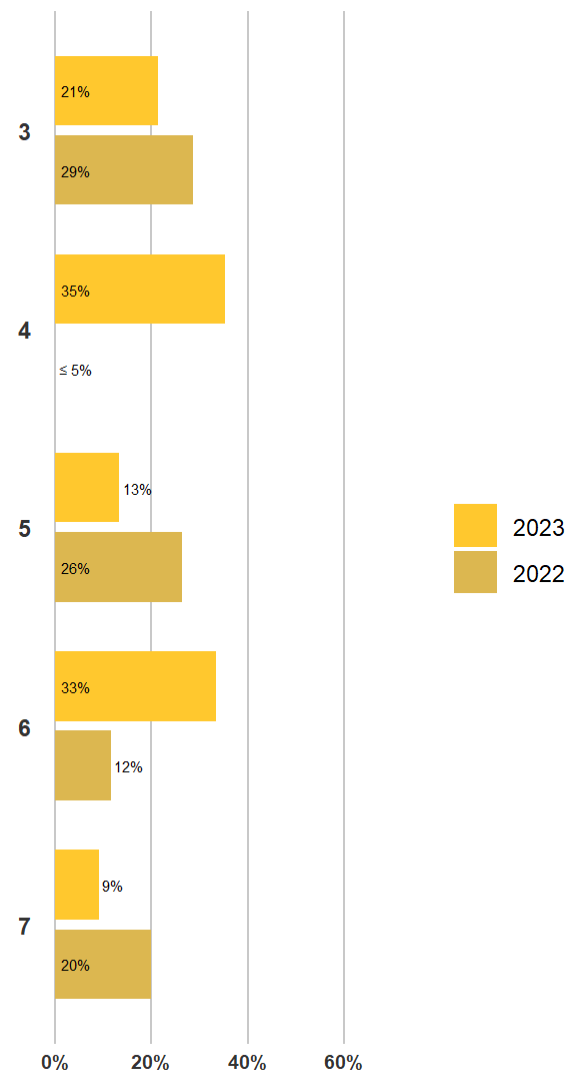
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the College and Career Readiness Benchmarks (CCR) in Mathematics. 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 Evidence-Based Reading and Writing (EBRW) 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.

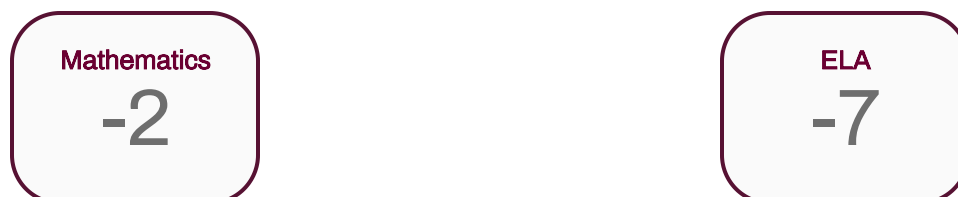
2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Comparative Achievement (CRD) - SAT

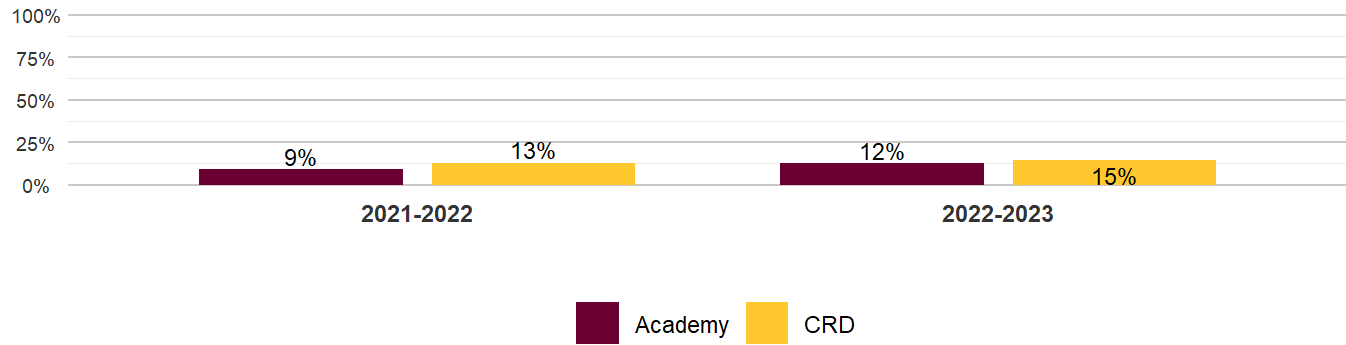
The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's CRD percentage. This illustrates to us how the school is performing in preparing students for college and career readiness compared to the schools where students would attend based on residency.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

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

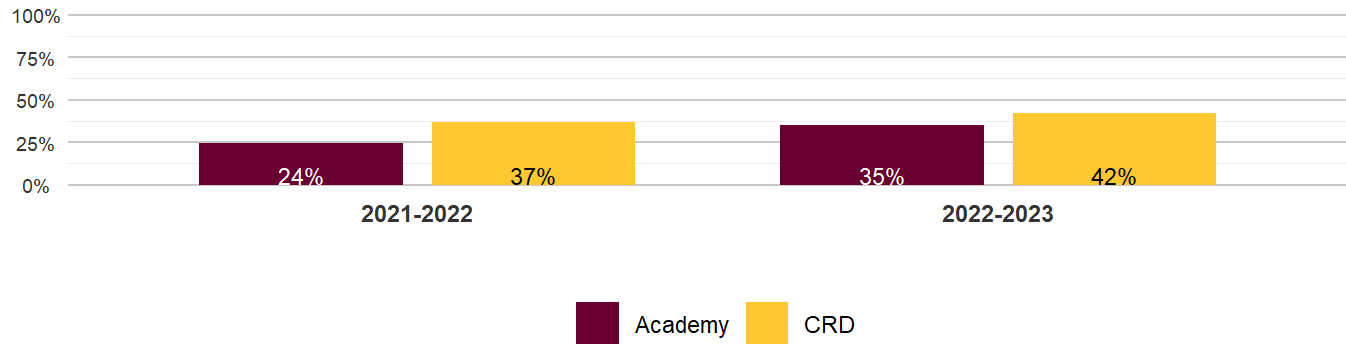


Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year
Mathematics



EBRW





School Profile: Detroit Innovation Academy

District: Detroit Innovation Academy
District Code: 82739
Building Code(s): 01170
Location: 18211 Plymouth Rd.
Detroit, MI 48228
Phone: 313-736-5537
Website: <http://www.diachampion.org>
Grades Served: K-8
School Year Authorized: 2011-2012
Charter Contract Term: July 01, 2019 - June 30, 2024
MDE Partnership School: No

Initial Charter Applicant: Reid Thebault
School Property Owner: New Providence Baptist Church
School Building Owner: New Providence Baptist Church
Educational Service Provider (ESP): Acero DIA, LLC
ESP Contract Term: July 01, 2019 - June 30, 2024
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$101,636.37

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Ehrlich Crain	President	February 13, 2020	March 01, 2024
Dean Johnson	Vice President	February 16, 2023	March 01, 2027
Cynthia Quince	Secretary	February 11, 2021	March 01, 2025
Carmella Lewis	Treasurer	June 30, 2022	March 01, 2026
Christina Herring	Board Director	April 16, 2020	March 01, 2024

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	38	43	50	37	35	45	42	41	32	N/A	N/A	N/A	N/A	363
2022-2023	44	57	42	34	43	41	48	41	29	N/A	N/A	N/A	N/A	379



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Detroit Innovation Academy

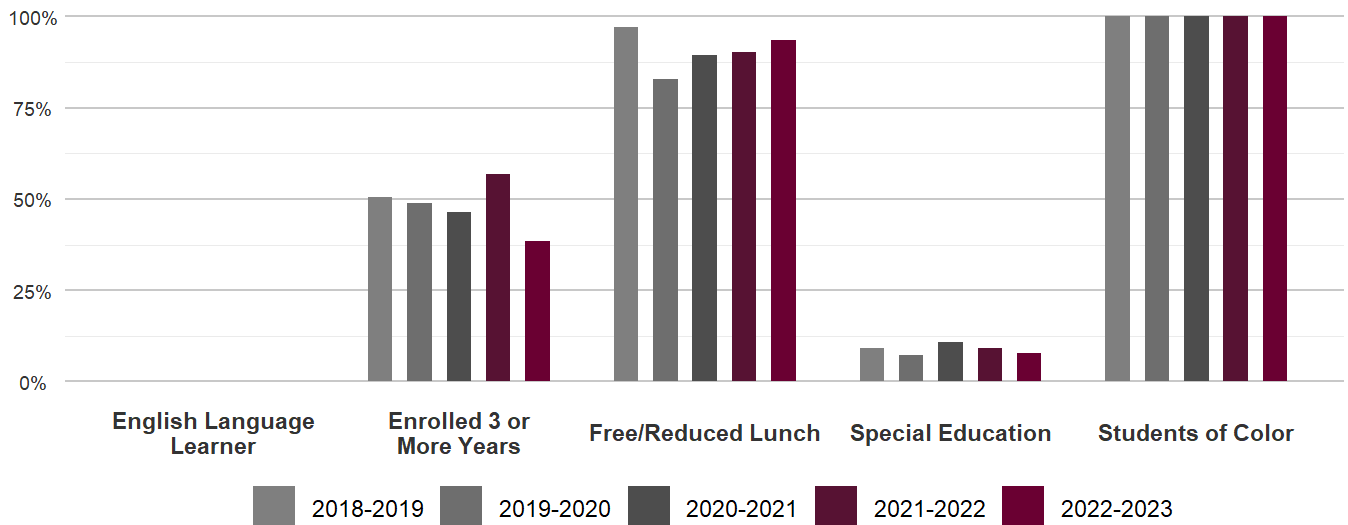


November 2023

Detroit Innovation Academy

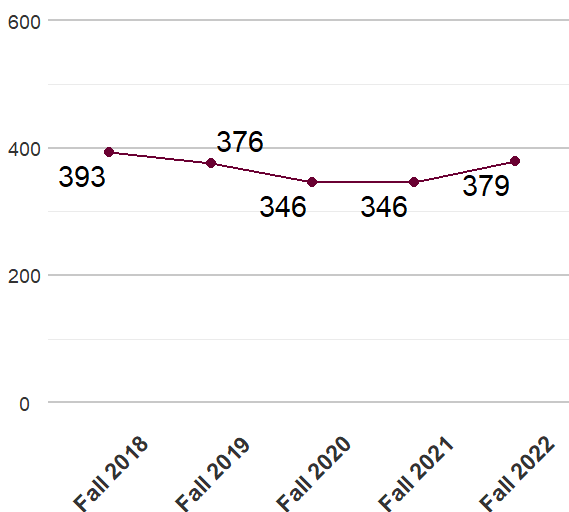
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	9.2%	7.2%	10.7%	9.2%	7.9%
Free/Reduced Lunch	97.2%	83.0%	89.3%	90.2%	93.4%
Students of Color	100.0%	100.0%	100.0%	100.0%	100.0%
Enrolled 3 or More Years	50.5%	48.9%	46.5%	56.9%	38.5%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	377
Crestwood School District	1
Taylor School District	1

Detroit Innovation Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

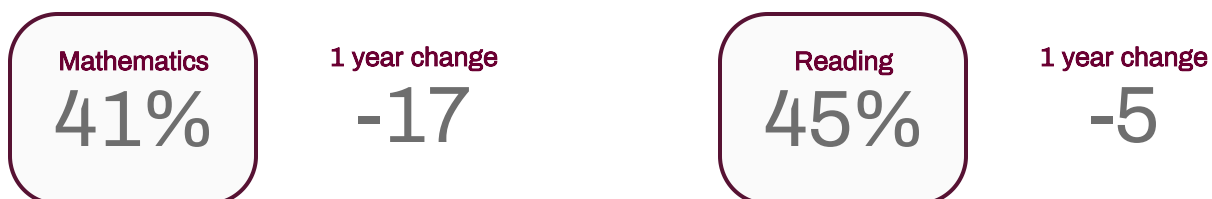
2022-23 - Percent of Students Meeting Spring National Achievement Norms



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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

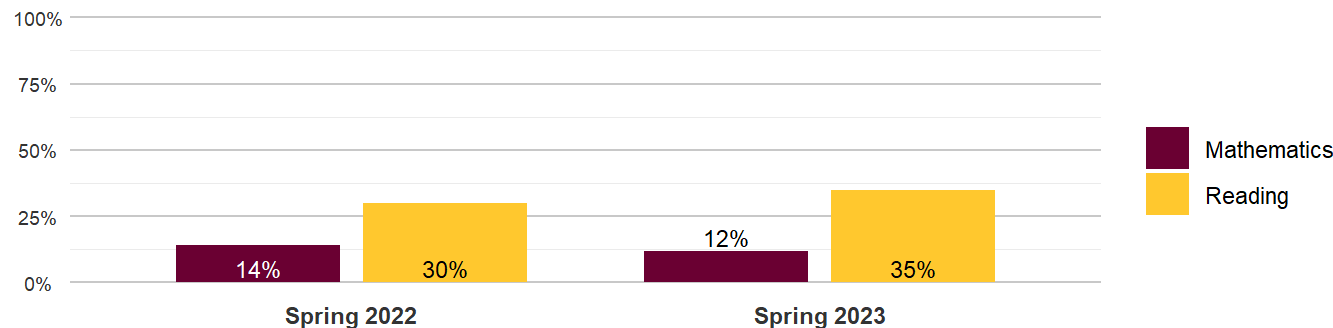


Detroit Innovation Academy

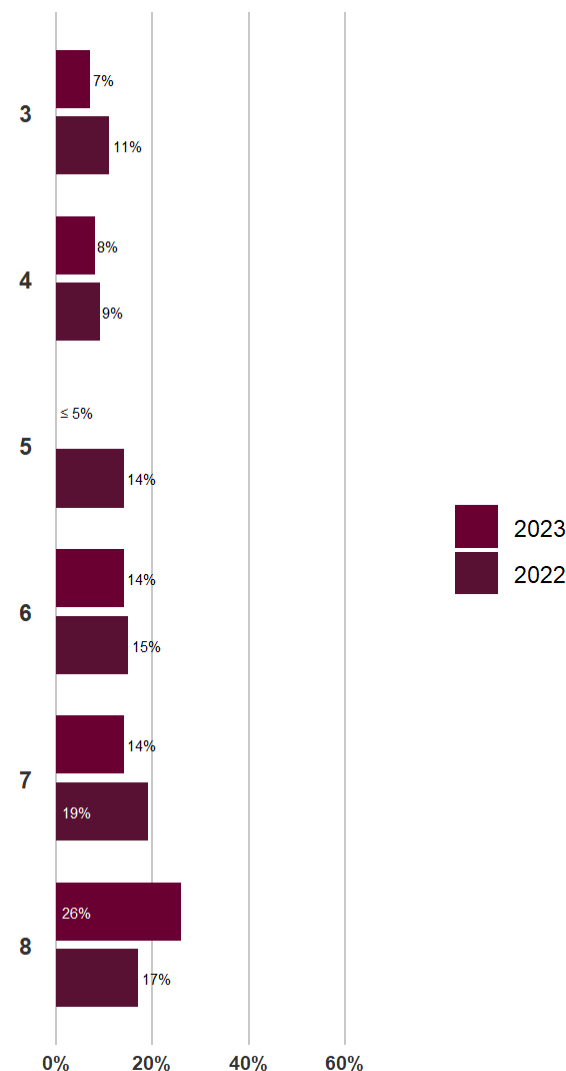
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

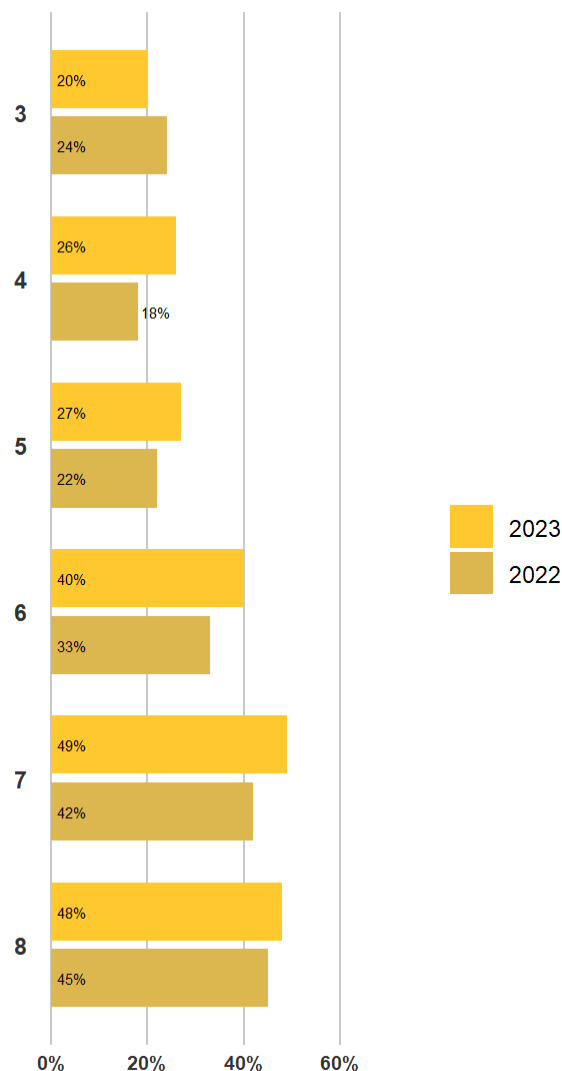
School-Wide by Year



By Grade Level Mathematics



Reading



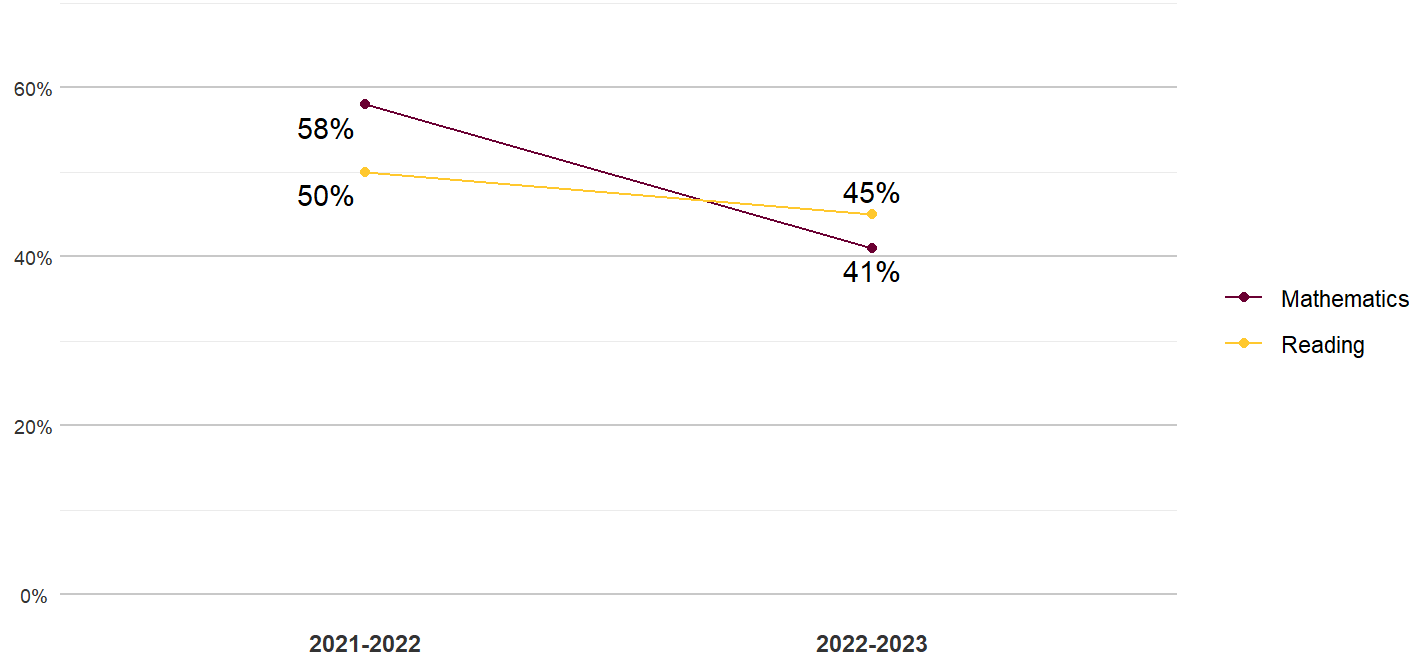
Detroit Innovation Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

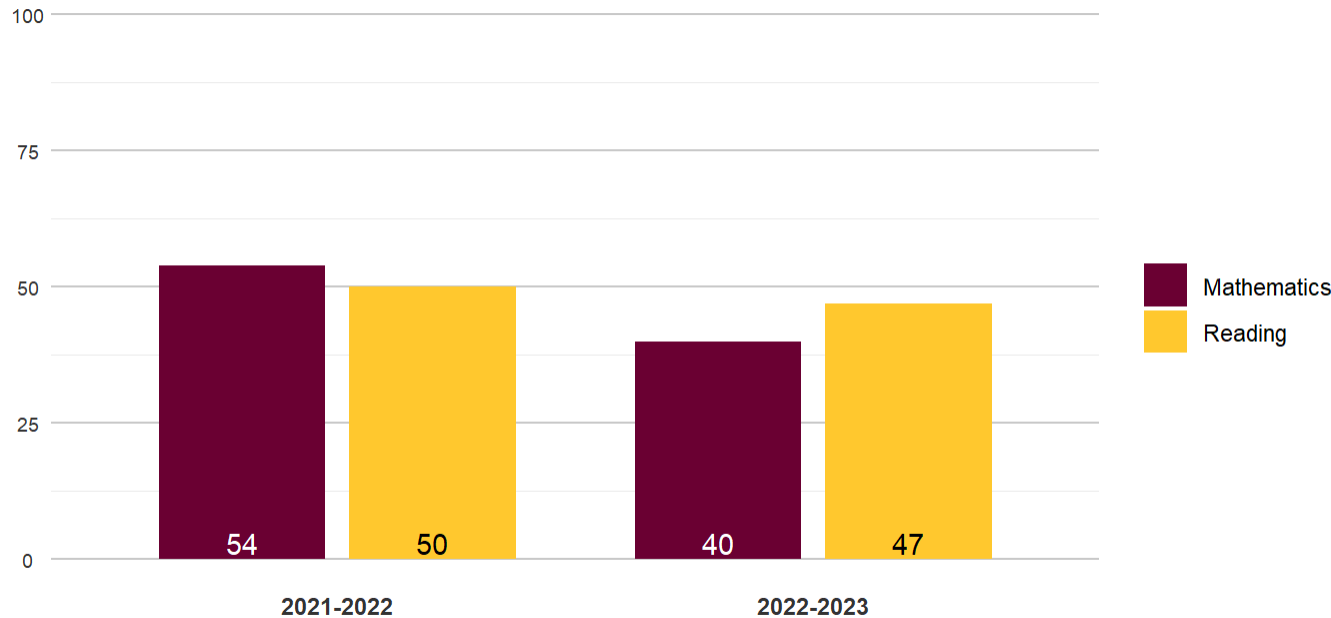
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Detroit Innovation Academy

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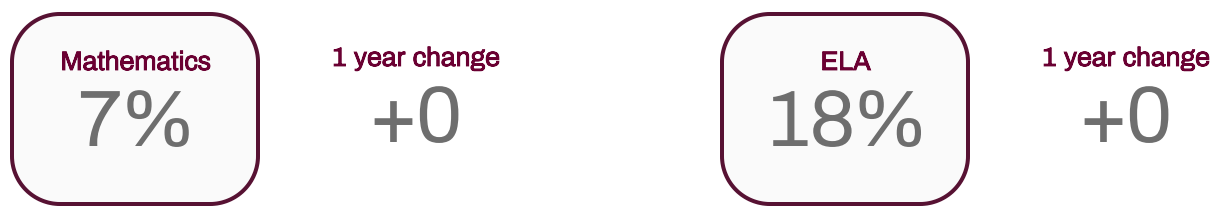
Michigan Student Test of Educational Progress (M-STEP)

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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

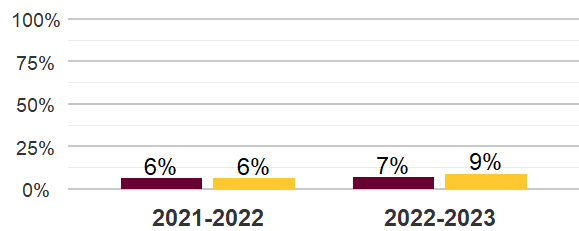


Detroit Innovation Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

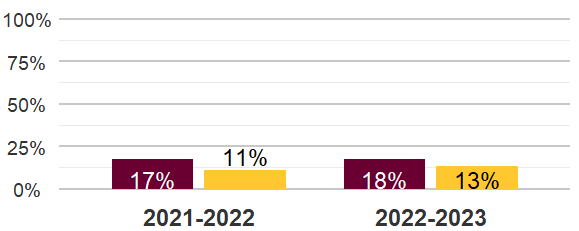
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

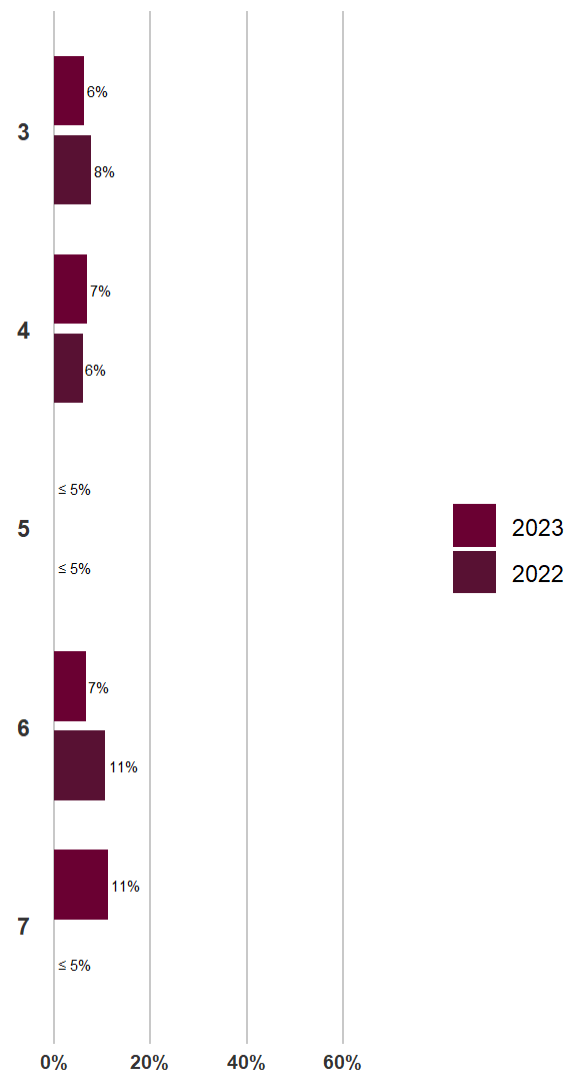
ELA



Academy CRD

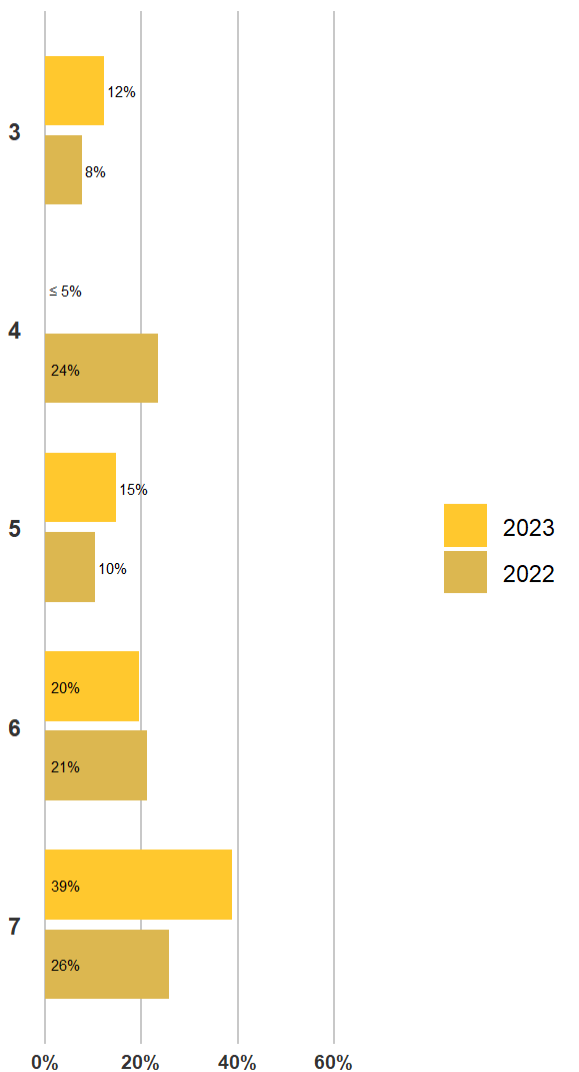
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022



School Profile: Detroit Leadership Academy

District: Detroit Leadership Academy
District Code: 82722
Building Code(s): 02222, 00334
Location: 13550 Virgil
Detroit, MI 48223
Phone: 313-242-1500
Website: <http://www.detroitleadership.org>
Grades Served: K-12
School Year Authorized: 2009-2010
Charter Contract Term: July 01, 2023 - June 30, 2026
MDE Partnership School: Yes

Initial Charter Applicant: Reid Thebault
School Property Owner: Detroit Leadership Academy,
Mooney Real Estate Holdings
School Building Owner: Detroit Leadership Academy,
Mooney Real Estate Holdings
Educational Service Provider (ESP): Champion Education Network
ESP Contract Term: July 01, 2023 - June 30, 2026
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$197,472.56

Governing Board of Directors

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

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	55	52	53	56	47	51	53	51	48	73	67	75	52	733
2022-2023	52	53	53	46	51	46	54	57	41	68	85	56	80	742



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Detroit Leadership Academy

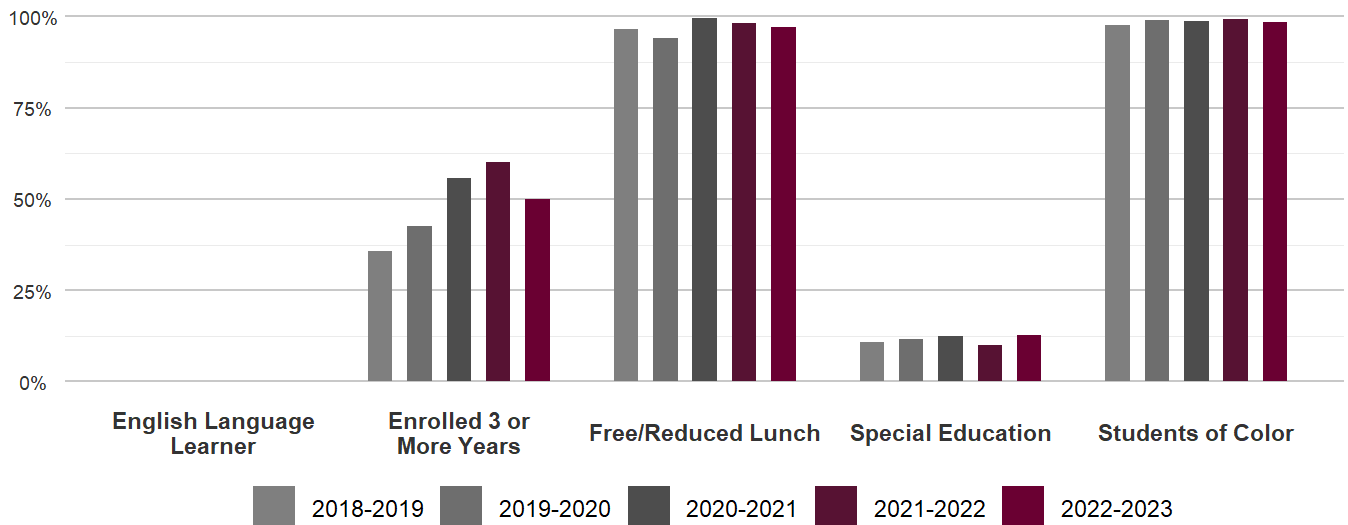


November 2023

Detroit Leadership Academy

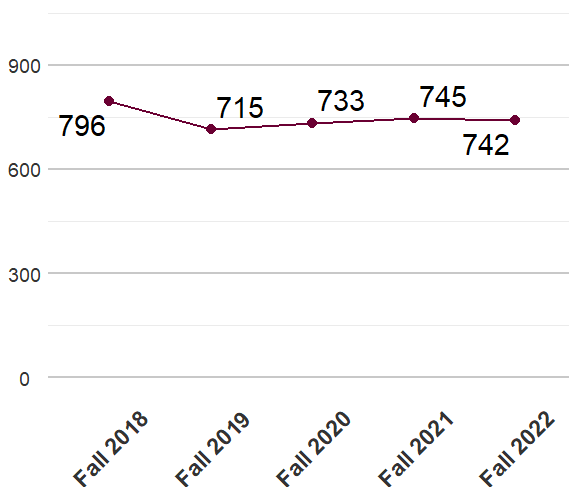
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	10.7%	11.7%	12.6%	10.1%	12.8%
Free/Reduced Lunch	96.6%	94.0%	99.5%	98.1%	97.2%
Students of Color	97.7%	99.0%	98.8%	99.3%	98.4%
Enrolled 3 or More Years	35.8%	42.7%	55.6%	60.1%	50.1%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	738
Redford Union Schools, District No. 1	1
Taylor School District	1
Wayne-Westland Community School District	1

Detroit Leadership Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - Percent of Students Meeting Spring National Achievement Norms



Growth

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2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile



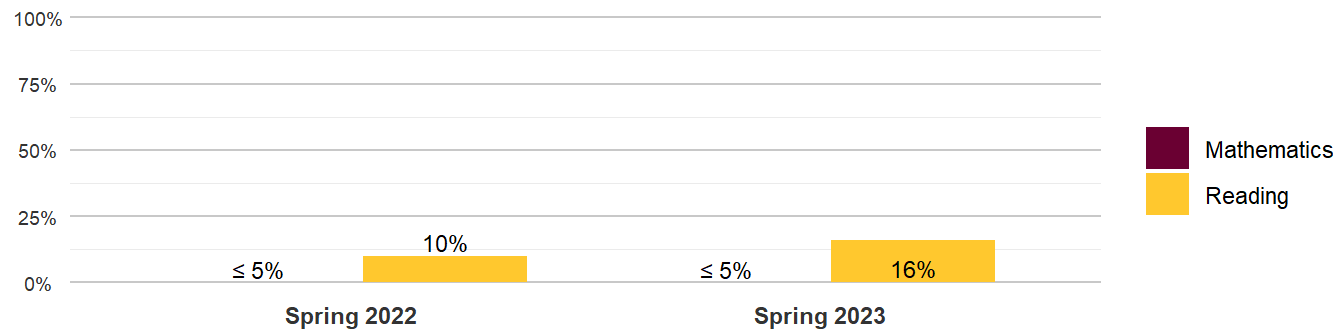
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Detroit Leadership Academy

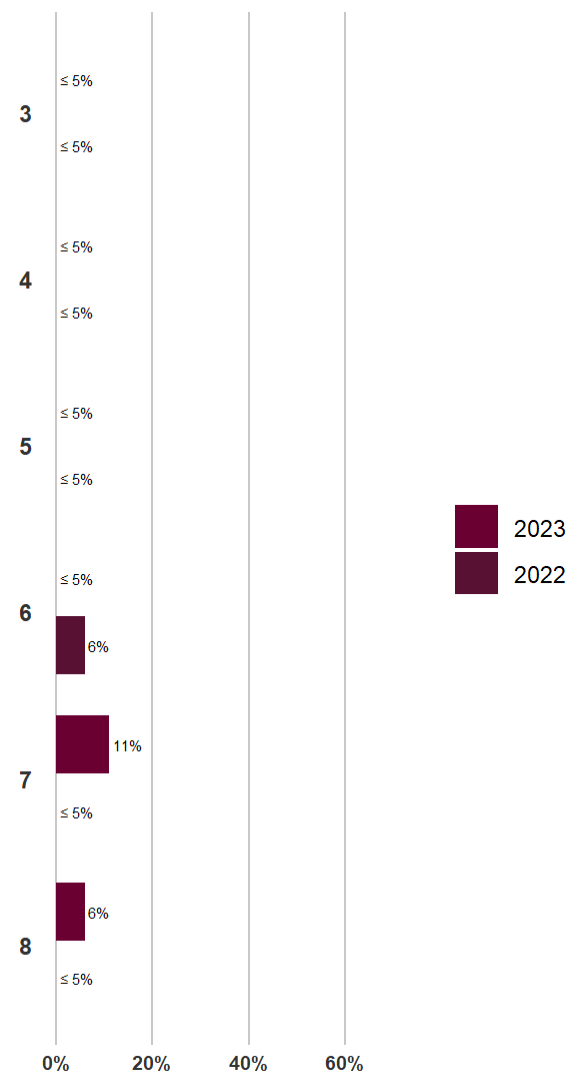
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

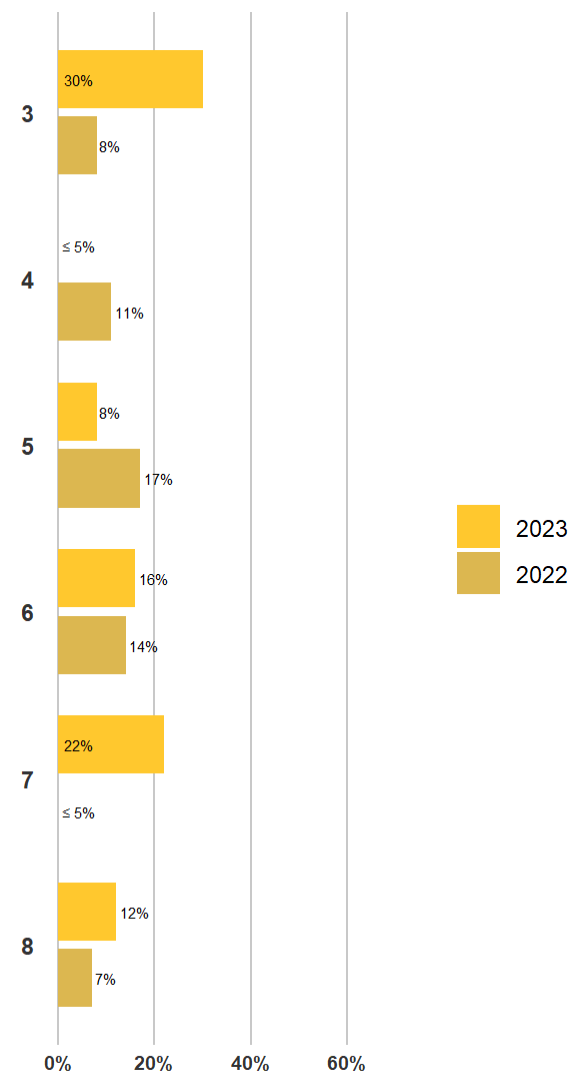
School-Wide by Year



By Grade Level Mathematics



Reading



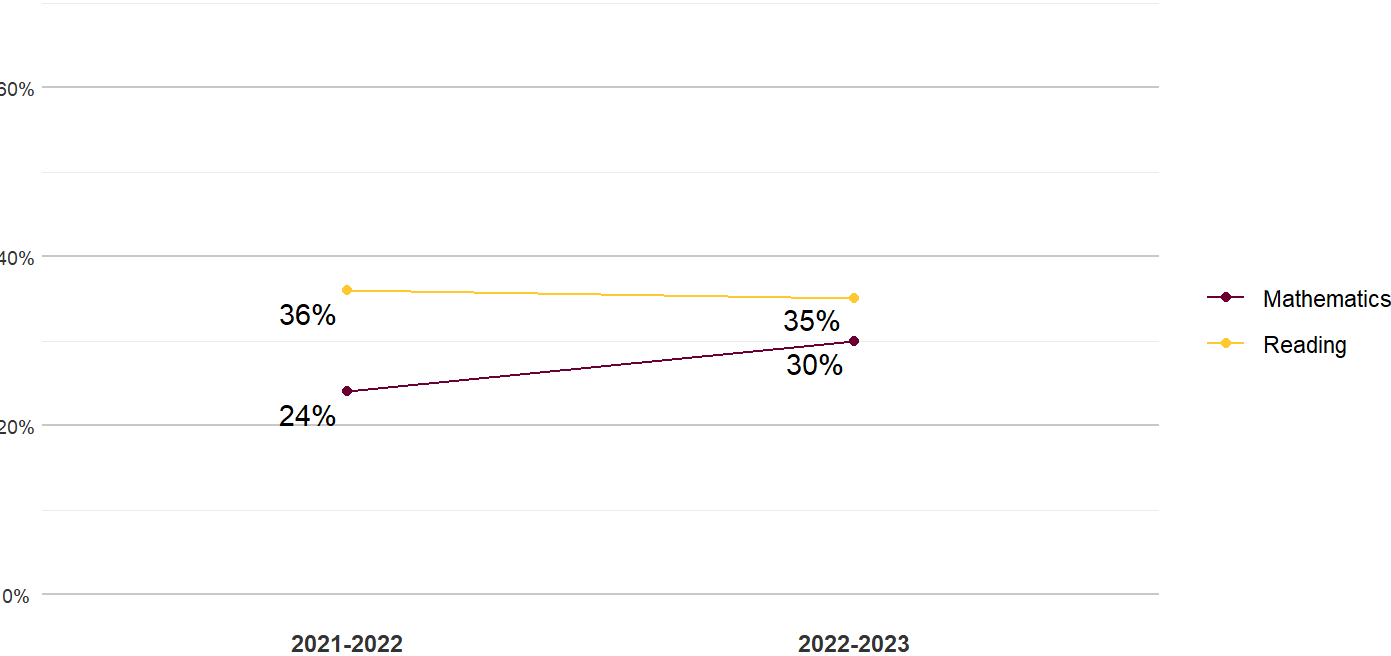
Detroit Leadership Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

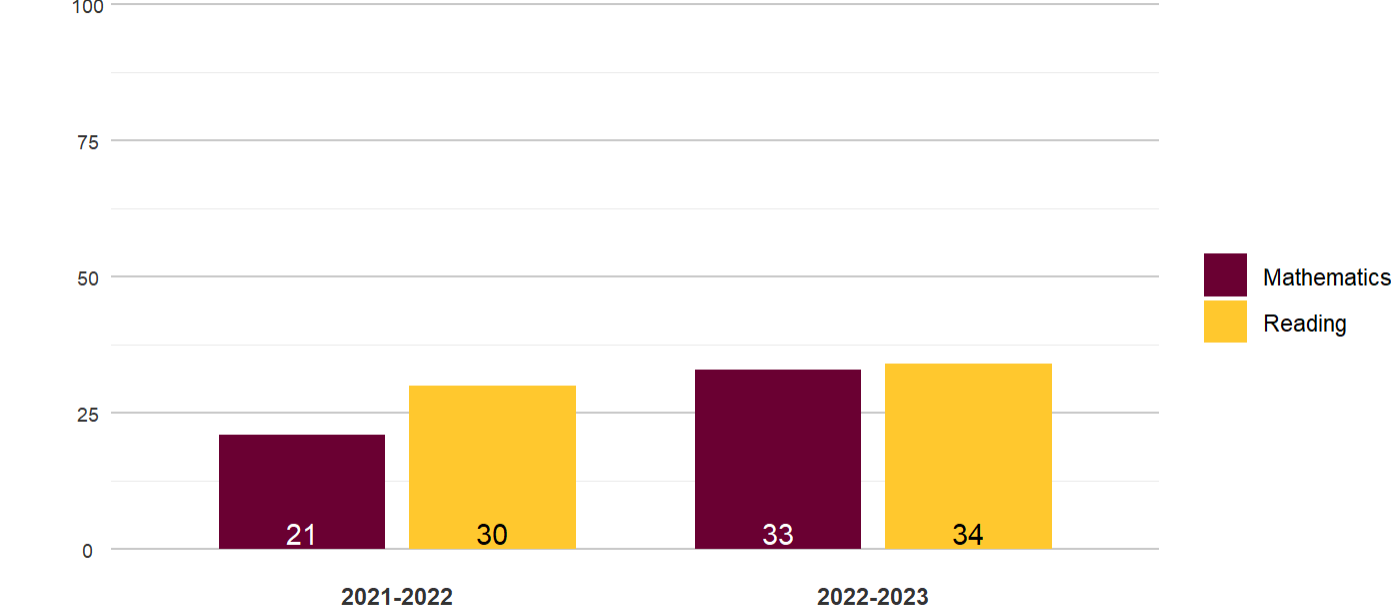
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



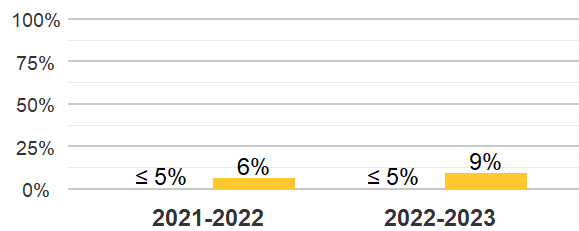
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

Detroit Leadership Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

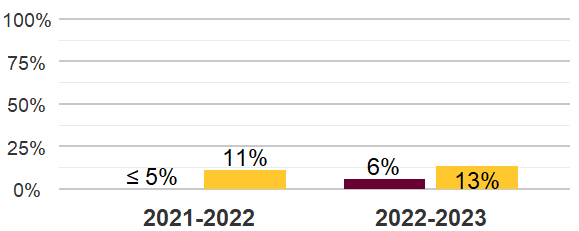
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

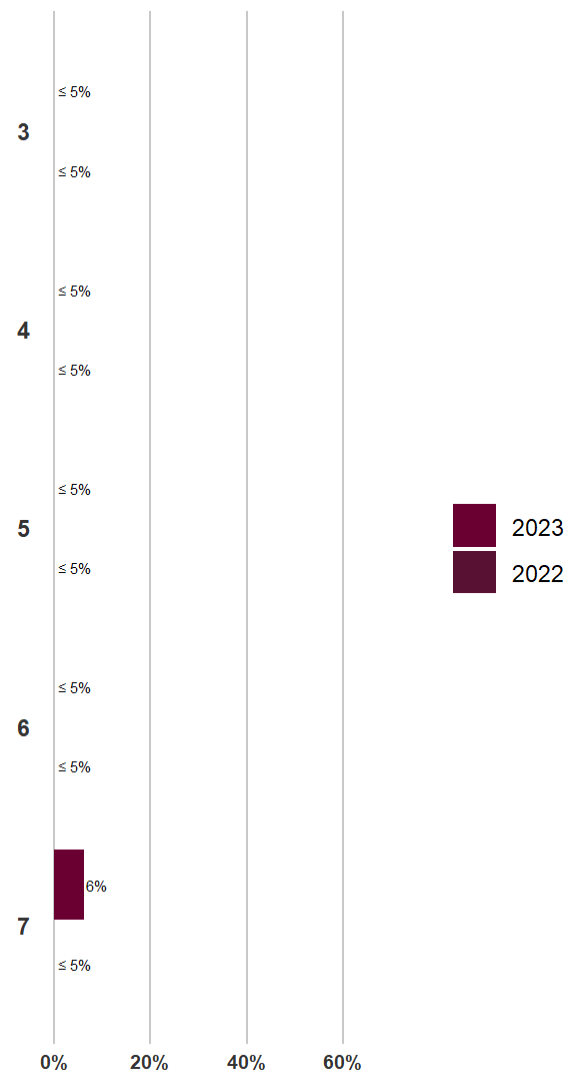
ELA



Academy CRD

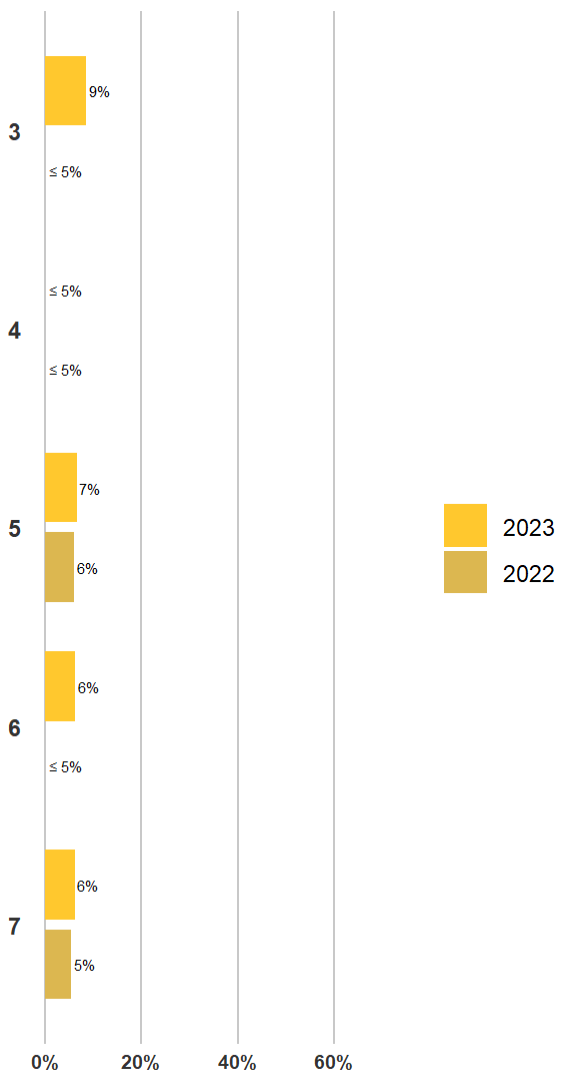
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022

Detroit Leadership Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the College and Career Readiness Benchmarks (CCR) in Mathematics. 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 Evidence-Based Reading and Writing (EBRW) 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



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

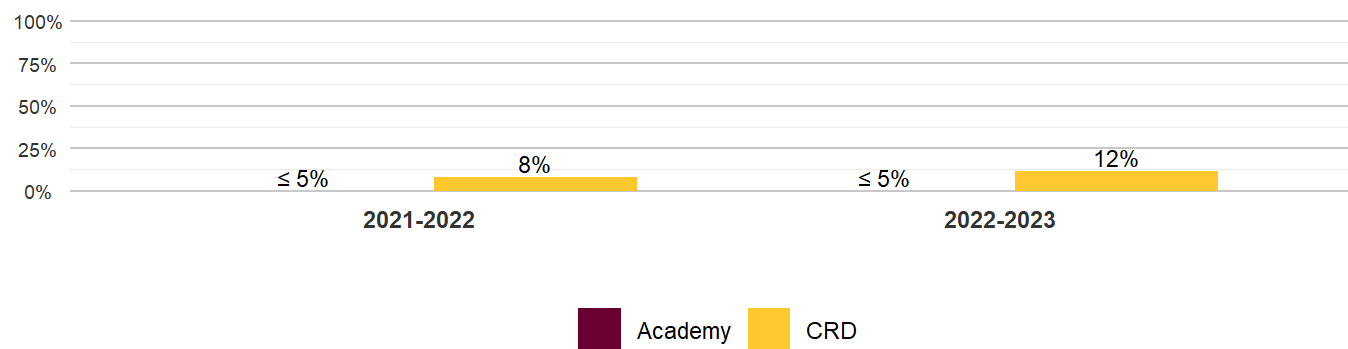
Detroit Leadership Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

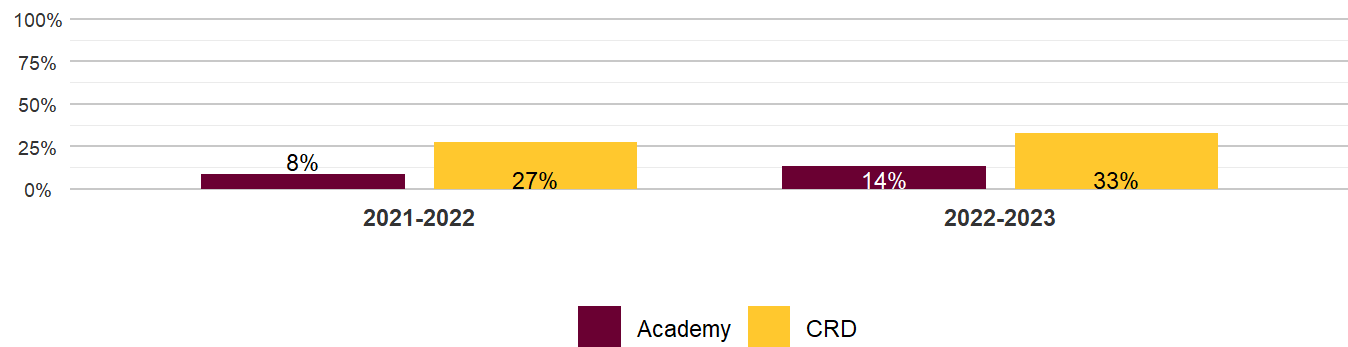
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: Discovery Creative Pathways

District: Discovery Creative Pathways
District Code: 82763
Building Code(s): 03146, 03429
Location: 19360 Harper Ave.
Harper Woods, MI 48225
Phone: 313-969-7671
Website: <https://www.phalenacademies.org/DCPHarperWoods>
Grades Served: K-8
School Year Authorized: 2016-2017
Charter Contract Term: July 01, 2022 - June 30, 2027
MDE Partnership School: No

Initial Charter Applicant: Scott Frauenheim
School Property Owner: Mooney Real Estate Holdings,
CSDC Facilities Corporation
School Building Owner: Mooney Real Estate Holdings,
CSDC Facilities Corporation
Educational Service Provider (ESP): Entrepreneurial Ventures in
Education (EVE)
ESP Contract Term: July 01, 2023 - June 30, 2027
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$221,082.30

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Nicole Gaines	President	December 08, 2022	February 01, 2027
Nikeeta Mariner	Secretary	December 05, 2019	February 01, 2024
John Halo	Treasurer	December 02, 2021	February 01, 2026
Theresa Johnson	Board Director	February 17, 2022	February 01, 2025
Valerie Murry	Board Director	April 20, 2023	February 01, 2026

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	75	93	87	96	101	102	82	92	81	N/A	N/A	N/A	N/A	809
2022-2023	88	91	91	108	108	104	103	87	60	N/A	N/A	N/A	N/A	840



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CENTRAL MICHIGAN UNIVERSITY

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Discovery Creative Pathways

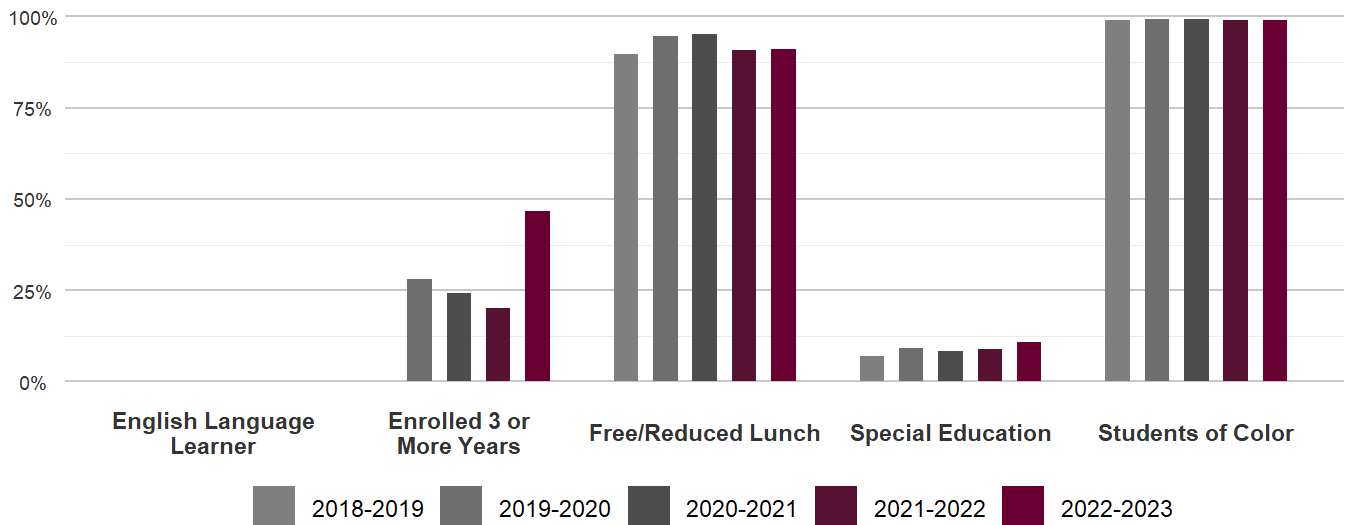


November 2023

Discovery Creative Pathways

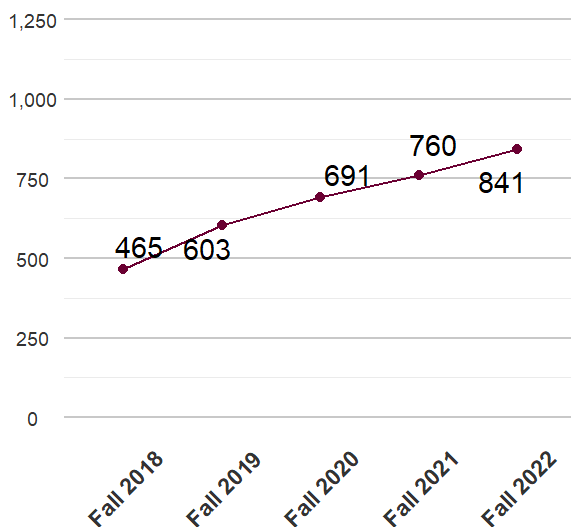
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	7.1%	9.3%	8.4%	8.9%	10.9%
Free/Reduced Lunch	89.7%	94.5%	95.2%	90.9%	91.1%
Students of Color	99.1%	99.3%	99.3%	99.1%	99.0%
Enrolled 3 or More Years	0.0%	28.0%	24.3%	20.1%	46.6%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	605
Harper Woods, The School District of the City of	114
Redford Union Schools, District No. 1	52
Eastpointe Community Schools	24
Grosse Pointe Public Schools	19
Warren Consolidated Schools	9
L'Anse Creuse Public Schools	8
Highland Park City Schools	4
Roseville Community Schools	4
Other	11

Discovery Creative Pathways

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

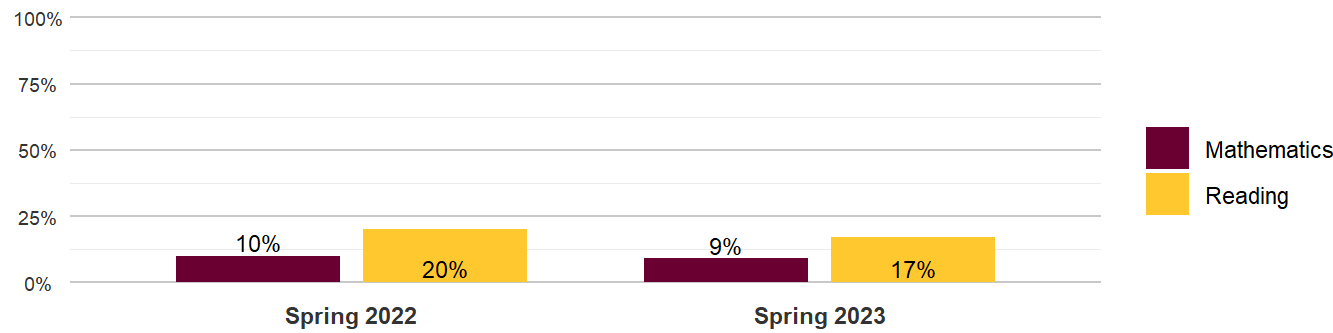


Discovery Creative Pathways

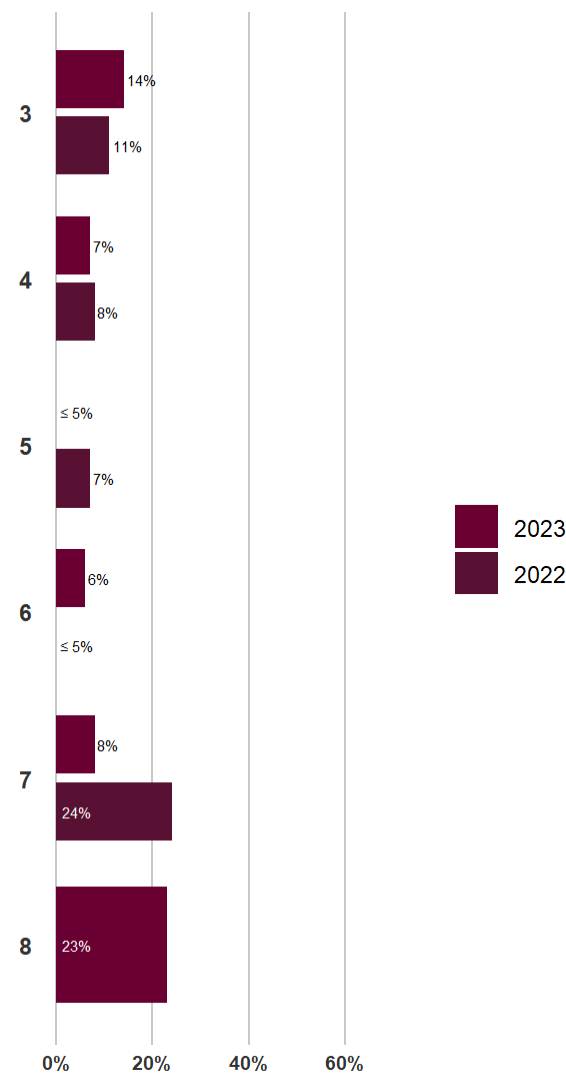
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

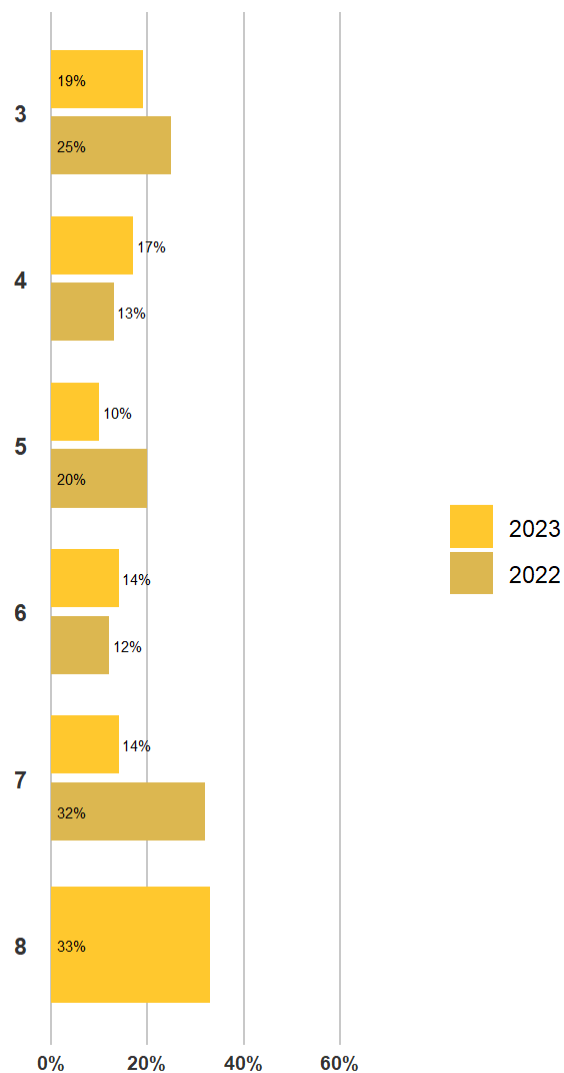
School-Wide by Year



By Grade Level Mathematics



Reading



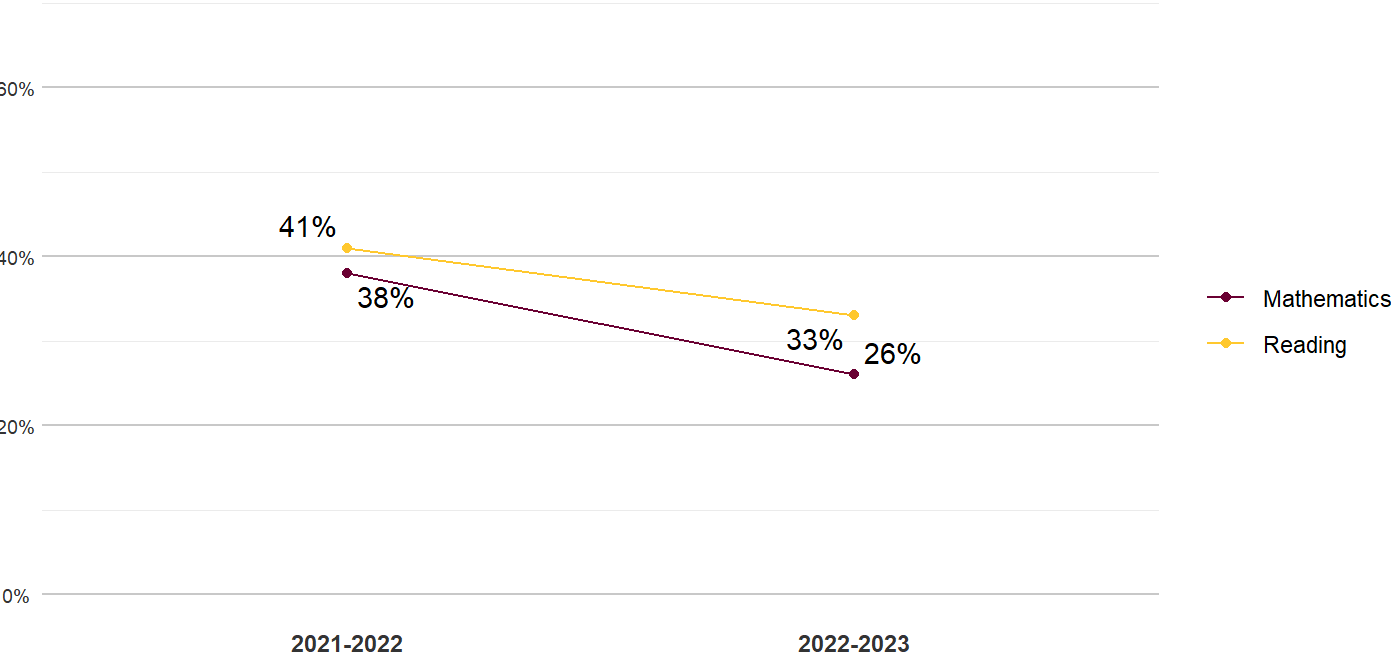
Discovery Creative Pathways

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

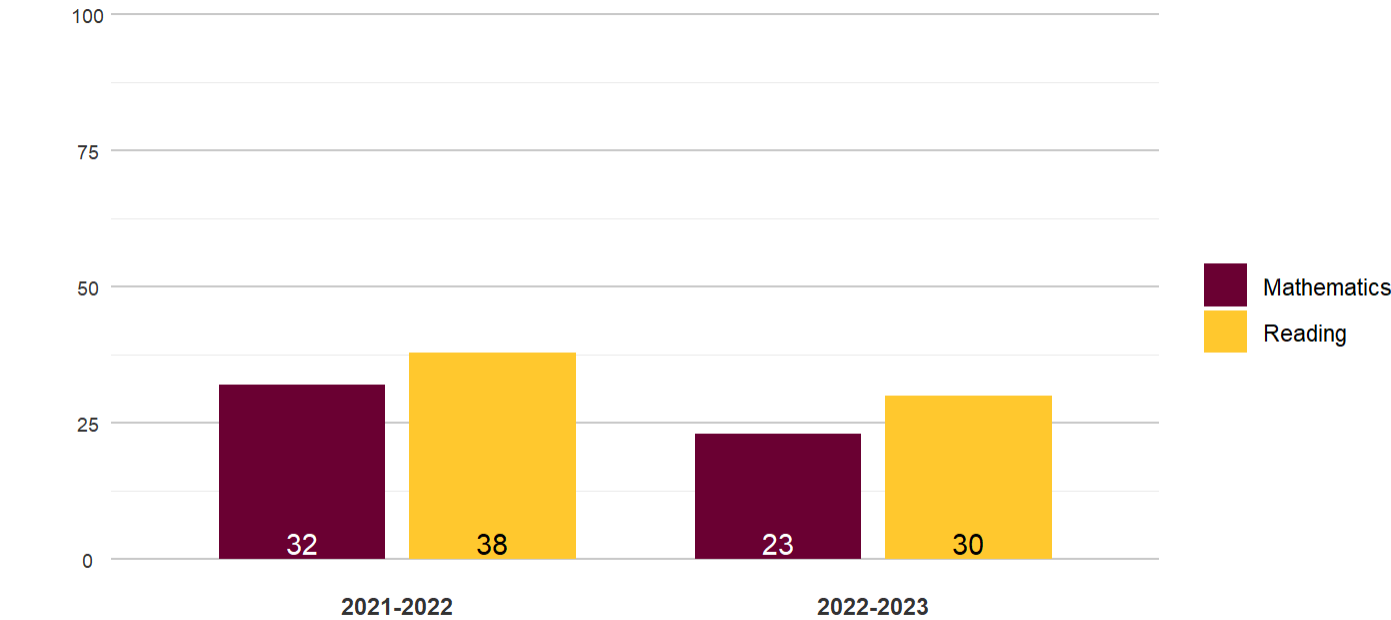
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Discovery Creative Pathways

SPRING 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



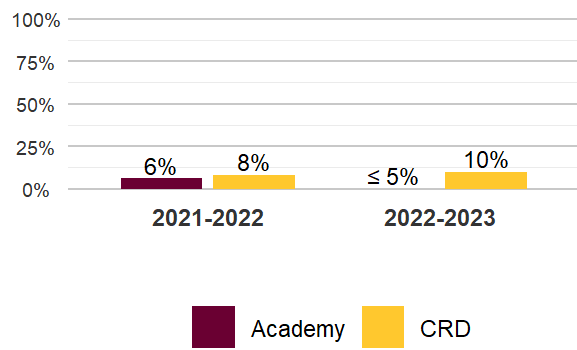
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Discovery Creative Pathways

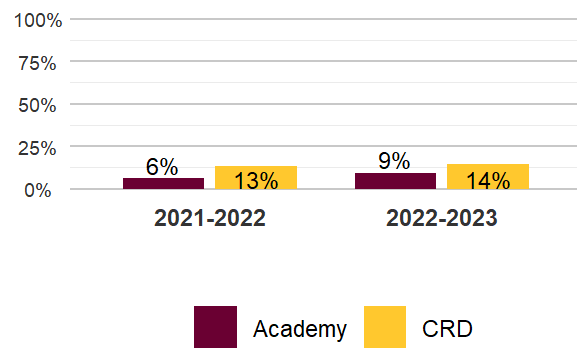
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics

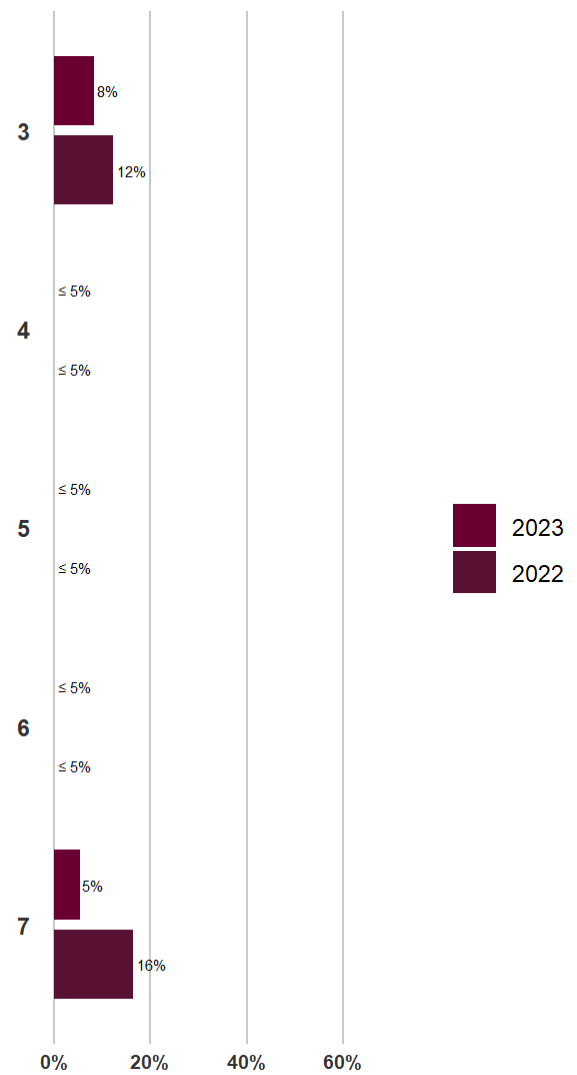


ELA

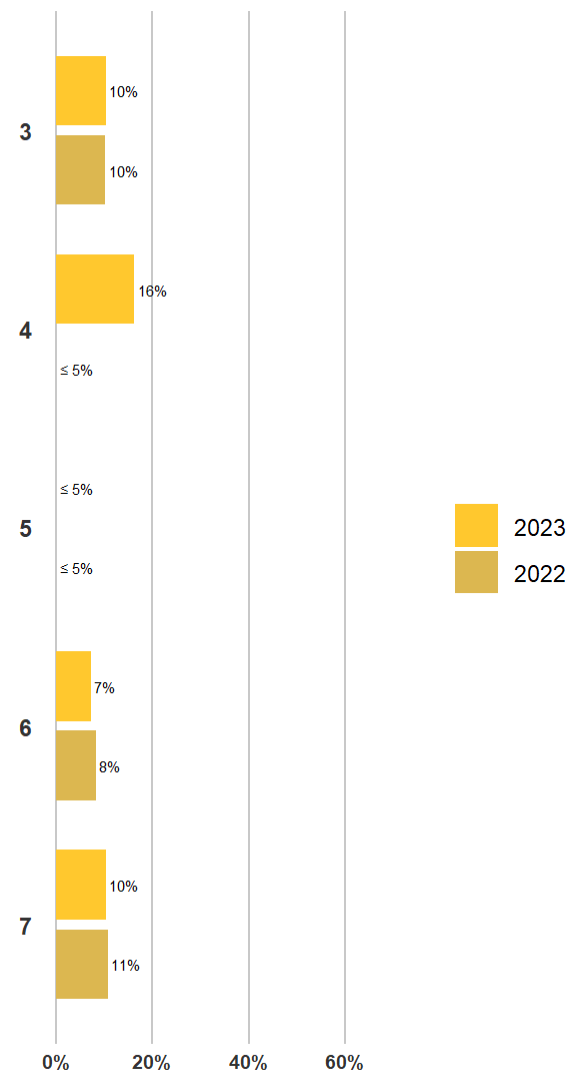


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA





School Profile: Eagle Crest Charter Academy

District: Eagle Crest Charter Academy
District Code: 70906
Building Code(s): 08516
Location: 11950 Riley St.
Holland, MI 49424
Phone: 616-786-2400
Website: <https://www.nhaschools.com/schools/Eagle-Crest-Charter-Academy/en>
Grades Served: K-8
School Year Authorized: 1996-1997
Charter Contract Term: July 01, 2016 - June 30, 2026
MDE Partnership School: No

Initial Charter Applicant: Mark DeHaan
School Property Owner: Charter Development, LLC
School Building Owner: Charter Development, LLC
Educational Service Provider (ESP): National Heritage Academies, Inc.
ESP Contract Term: July 01, 2019 - June 30, 2026
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$175,874.90

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Robyn Allison	President	December 03, 2020	December 05, 2024
Rhonda Carter	Vice President	December 05, 2019	December 05, 2023
Peter Vourlitis	Secretary	September 23, 2021	December 05, 2025
Gwen Klemm	Treasurer	December 02, 2021	December 05, 2025
Abby Mast	Board Director	September 28, 2023	December 05, 2026

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	92	69	62	68	58	66	60	53	52	N/A	N/A	N/A	N/A	580
2022-2023	91	72	75	72	76	72	77	61	53	N/A	N/A	N/A	N/A	649



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Eagle Crest Charter Academy

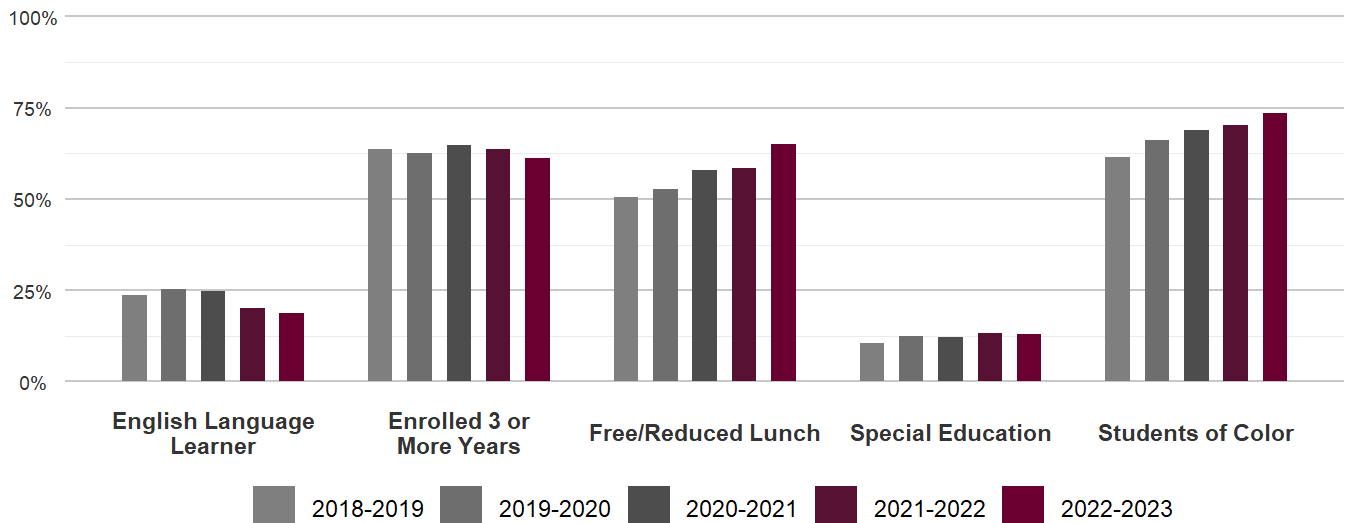


November 2023

Eagle Crest Charter Academy

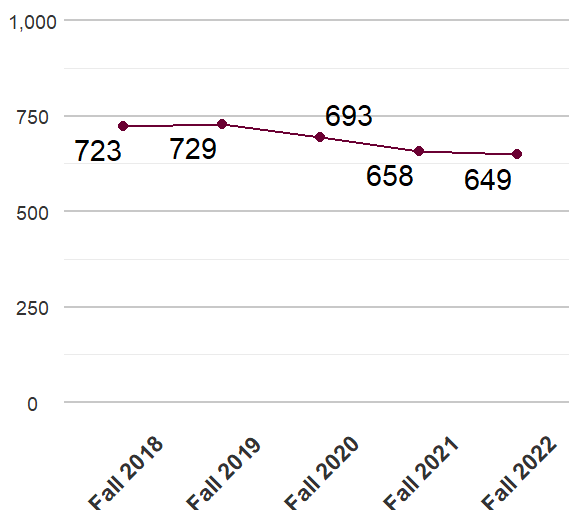
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	23.7%	25.4%	24.7%	20.1%	18.8%
Special Education	10.7%	12.5%	12.3%	13.4%	13.1%
Free/Reduced Lunch	50.5%	52.8%	58.0%	58.4%	65.0%
Students of Color	61.5%	66.1%	69.0%	70.4%	73.7%
Enrolled 3 or More Years	63.5%	62.5%	64.7%	63.7%	61.2%

Enrollment



Where Students Come From

Assigned District	Students
West Ottawa Public School District	462
Holland City School District	78
Zeeland Public Schools	76
Hamilton Community Schools	15
Grand Haven Area Public Schools	8
Allegan Public Schools	2
Byron Center Public Schools	2
Kelloggsville Public Schools	2
Allendale Public Schools	1
Other	3

Eagle Crest Charter Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

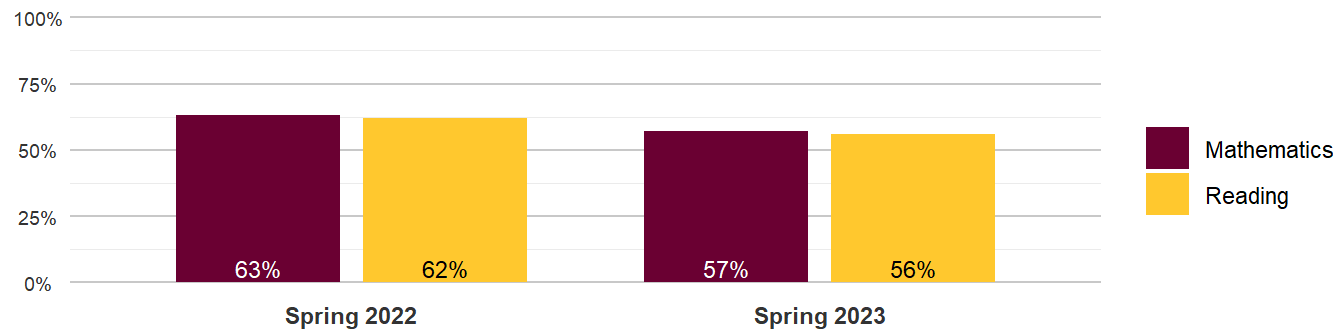


Eagle Crest Charter Academy

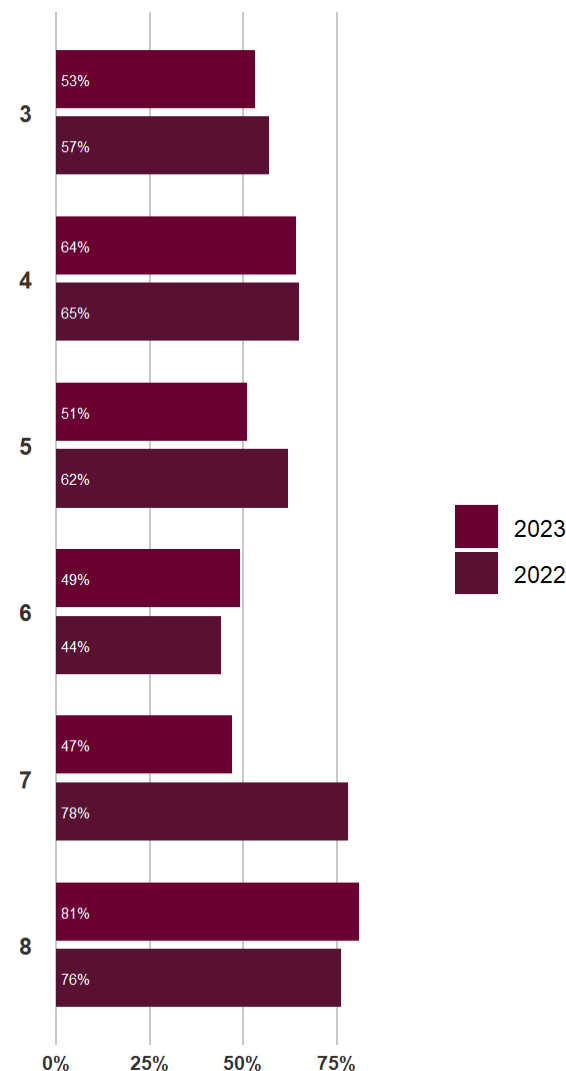
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

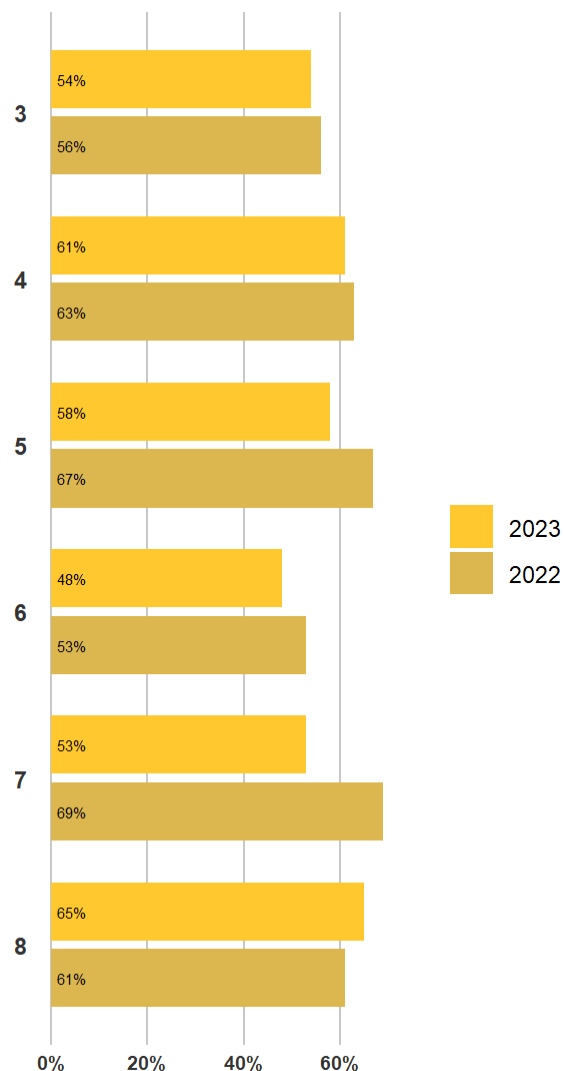
School-Wide by Year



By Grade Level Mathematics



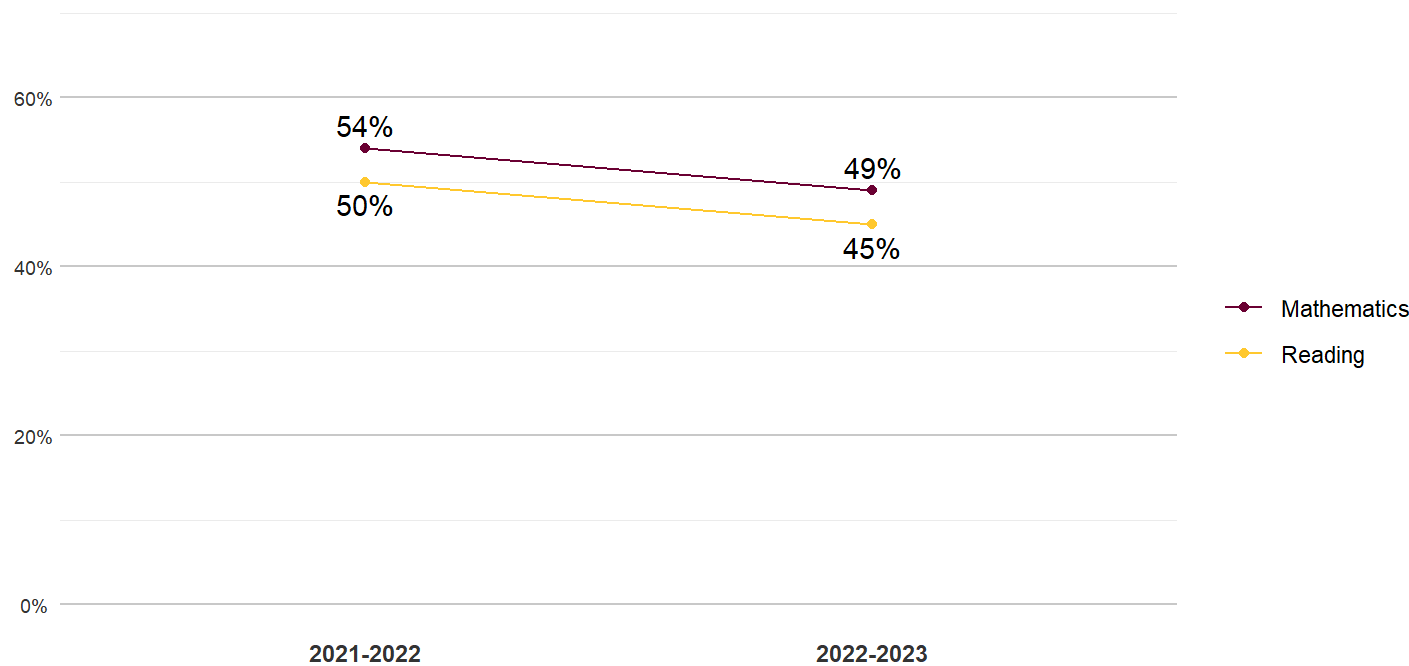
Reading



NWEA MAP Fall-to-Spring Growth

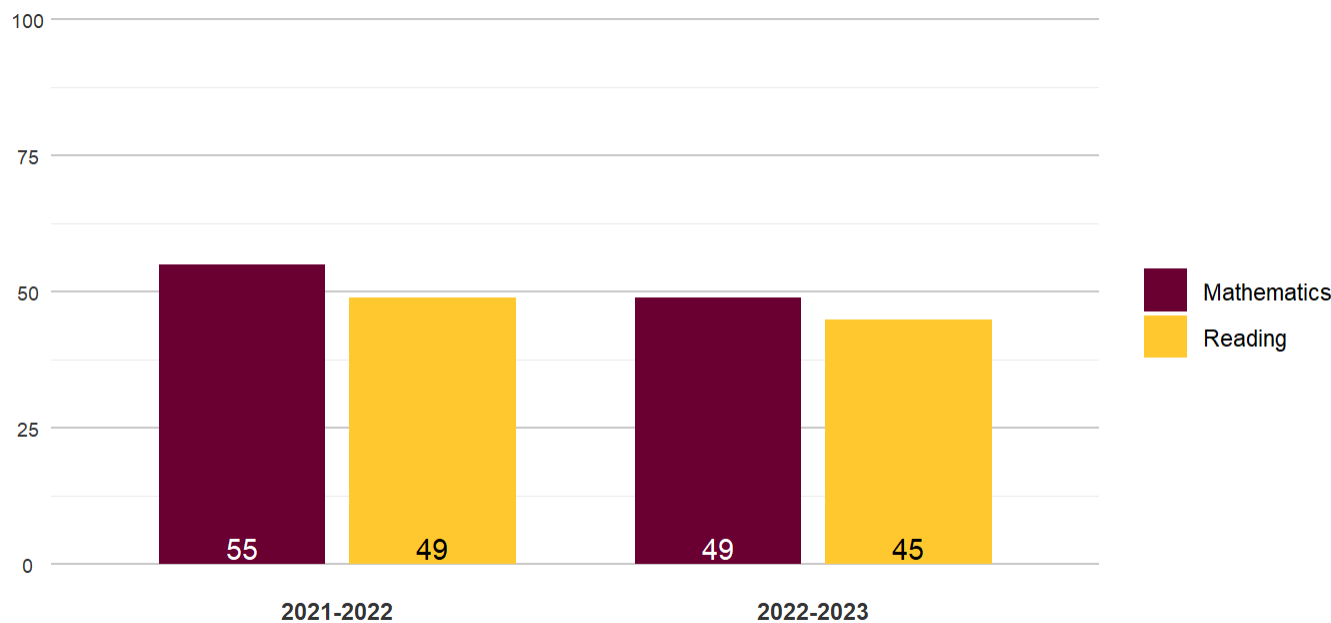
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Eagle Crest Charter Academy

SPRING 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

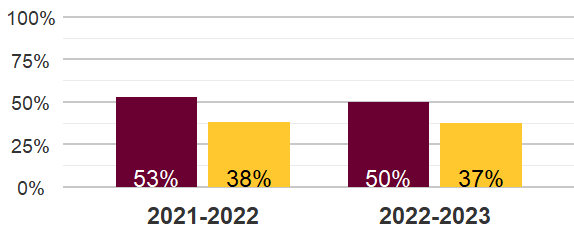


Eagle Crest Charter Academy

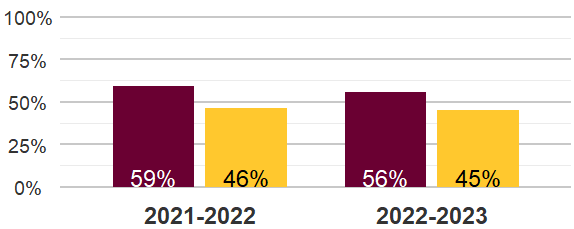
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics



ELA

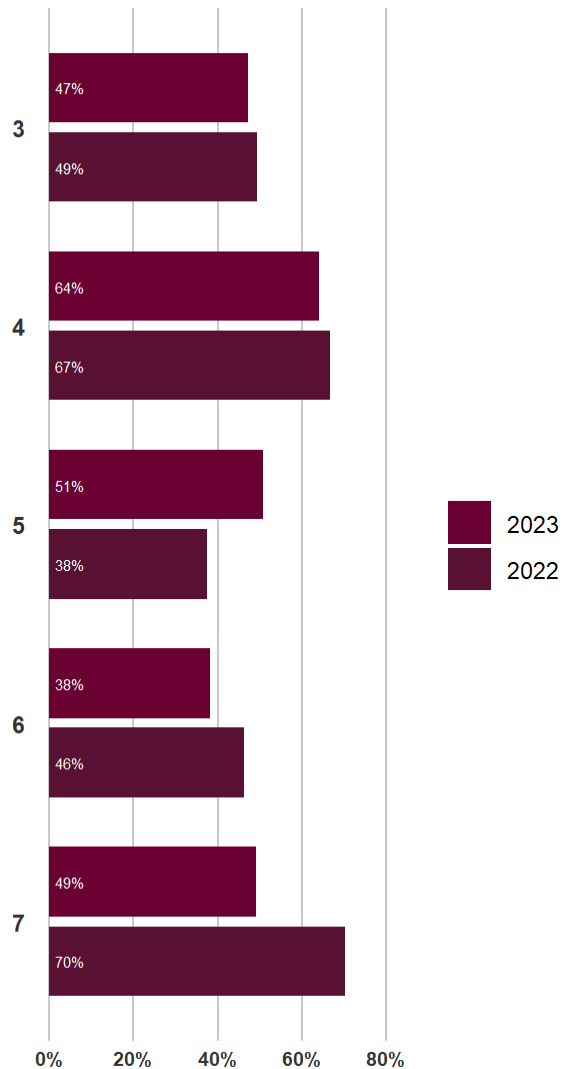


Academy CRD

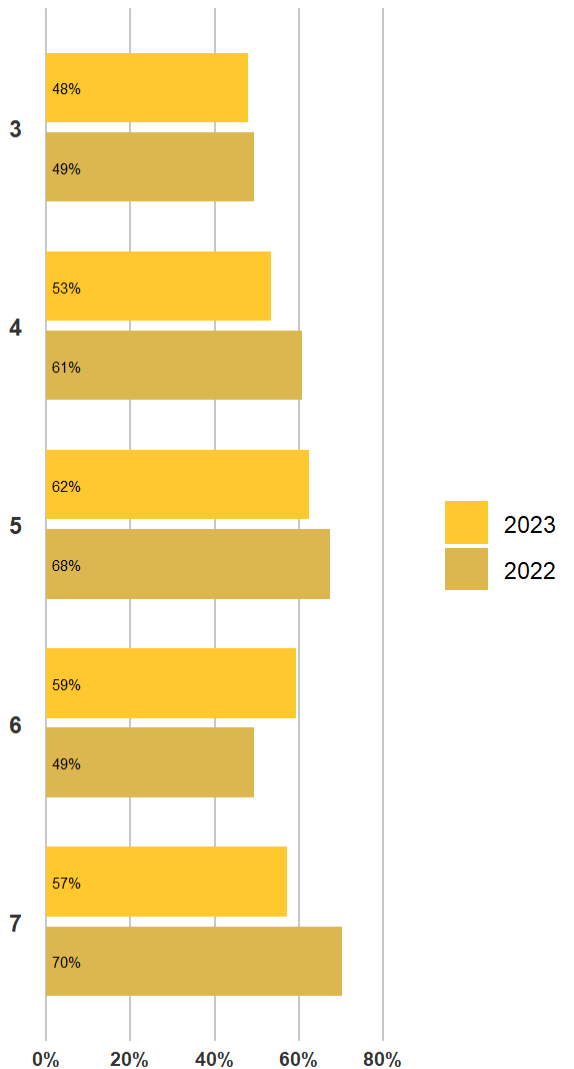
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2023
2022

2023
2022



School Profile: Eaton Academy

District: Eaton Academy
District Code: 82915
Building Code(s): 08337
Location: 21450 Universal Drive
Eastpointe, MI 48021
Phone: 586-777-1519
Website: <http://www.eaton-academy.com>
Grades Served: K-8
School Year Authorized: 1996-1997
Charter Contract Term: July 01, 2023 - June 30, 2028
MDE Partnership School: No

Initial Charter Applicant: Tyla Wells
School Property Owner: Allen H. Vigneron, Roman Catholic
Archbishop of the Archdiocese of
Detroit
School Building Owner: Allen H. Vigneron, Roman Catholic
Archbishop of the Archdiocese of
Detroit
**Educational Service Provider
(ESP):** Amparo Eaton, LLC
ESP Contract Term: July 01, 2023 - June 30, 2028
**2022-2023 Total Fees,
Reimbursements,
Contributions or Charges:** \$88,010.19

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Jonas Hill	President	June 29, 2023	August 19, 2027
Onia Pilgrim	Vice President	June 30, 2022	August 19, 2026
Lynese Davis	Secretary	June 30, 2022	August 19, 2026
Chariece Cylar	Treasurer	June 25, 2020	August 19, 2024
Andrei Nichols	Board Director	June 24, 2021	August 19, 2025

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	38	40	38	33	48	38	22	37	27	N/A	N/A	N/A	N/A	321
2022-2023	46	47	34	47	44	25	34	33	22	N/A	N/A	N/A	N/A	332



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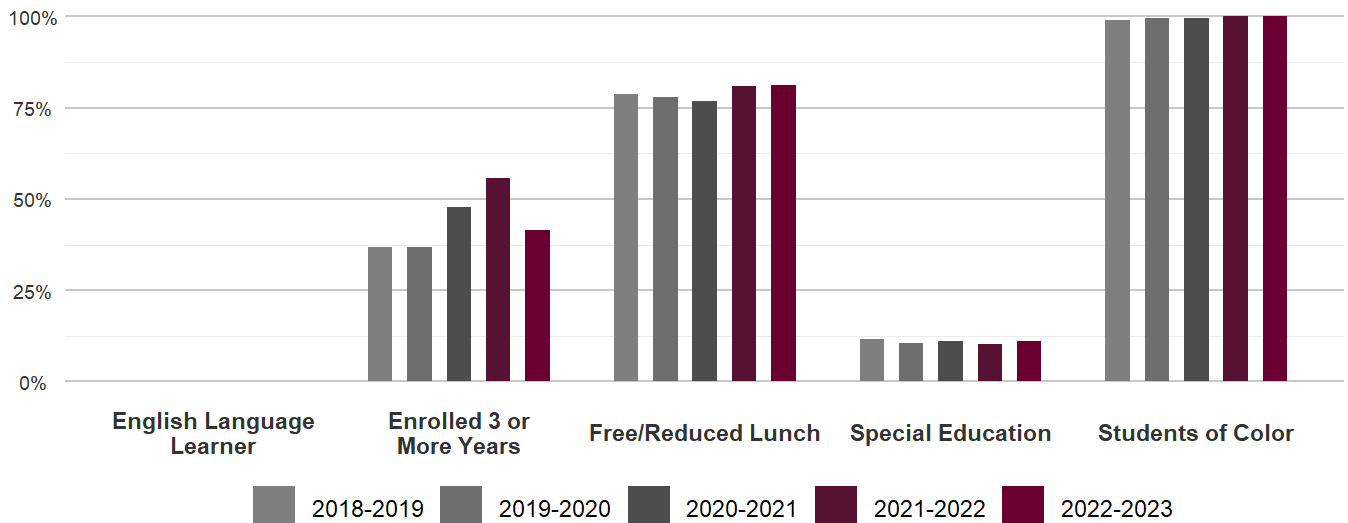
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Eaton Academy



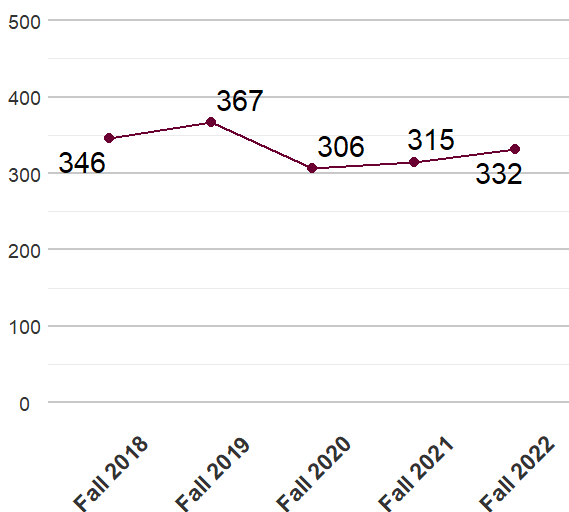
November 2023

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	11.6%	10.6%	11.1%	10.2%	11.1%
Free/Reduced Lunch	78.6%	77.9%	76.8%	81.0%	81.3%
Students of Color	99.1%	99.5%	99.7%	100.0%	100.0%
Enrolled 3 or More Years	36.8%	36.8%	47.9%	55.9%	41.5%

Enrollment



Where Students Come From

Assigned District	Students
Eastpointe Community Schools	184
Detroit Public Schools Community District	98
Van Dyke Public Schools	27
Roseville Community Schools	10
Harper Woods, The School District of the City of	8
Lake Shore Public Schools (Macomb)	6
Clinton Community Schools	4
Center Line Public Schools	2
Utica Community Schools	1

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile



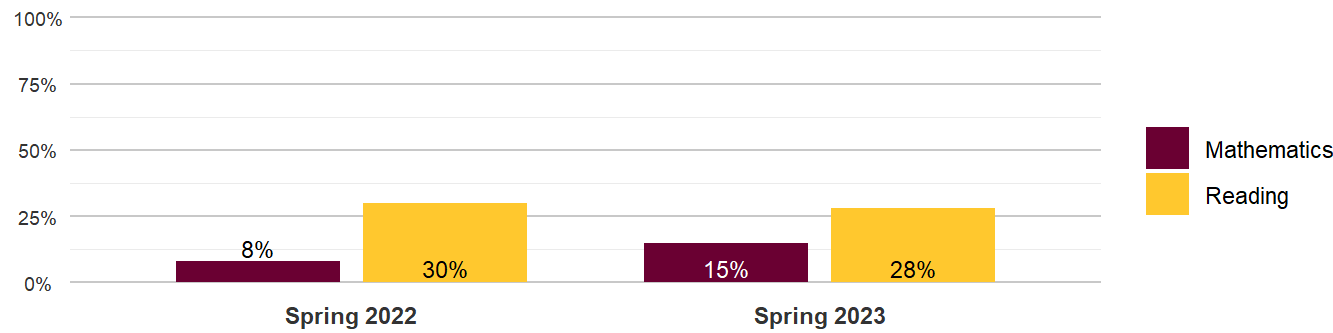
Eaton Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

Percent Meeting NWEA MAP Spring Achievement National Norms

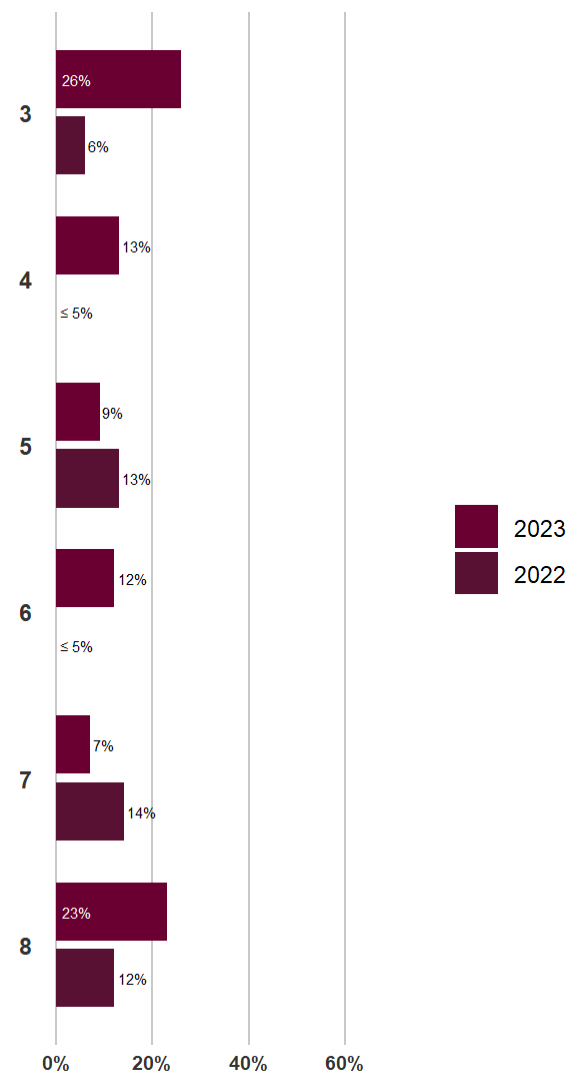
All Students Grades 3 - 8 enrolled for at least one year

School-Wide by Year

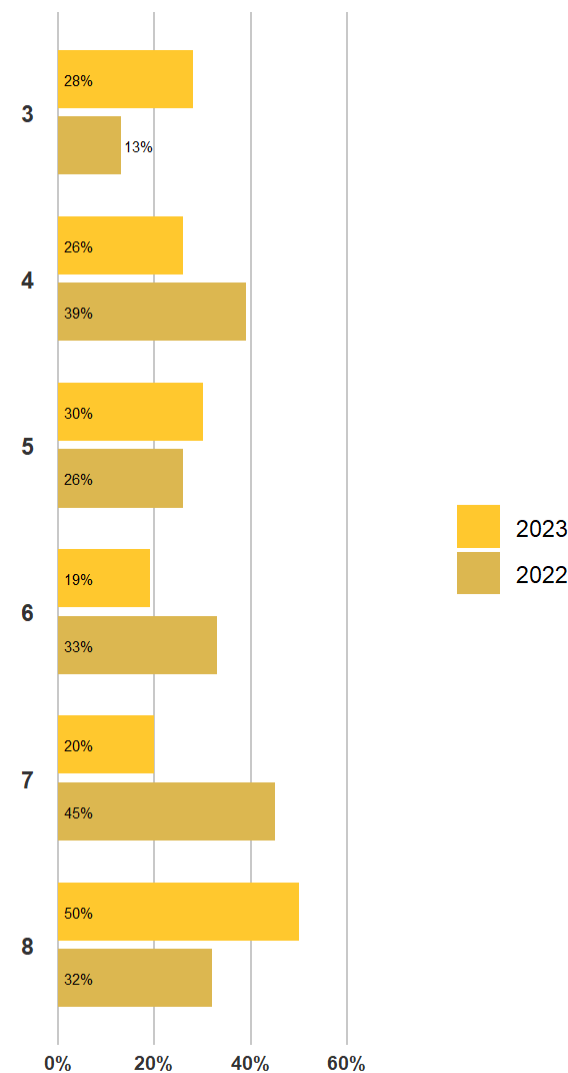


By Grade Level

Mathematics



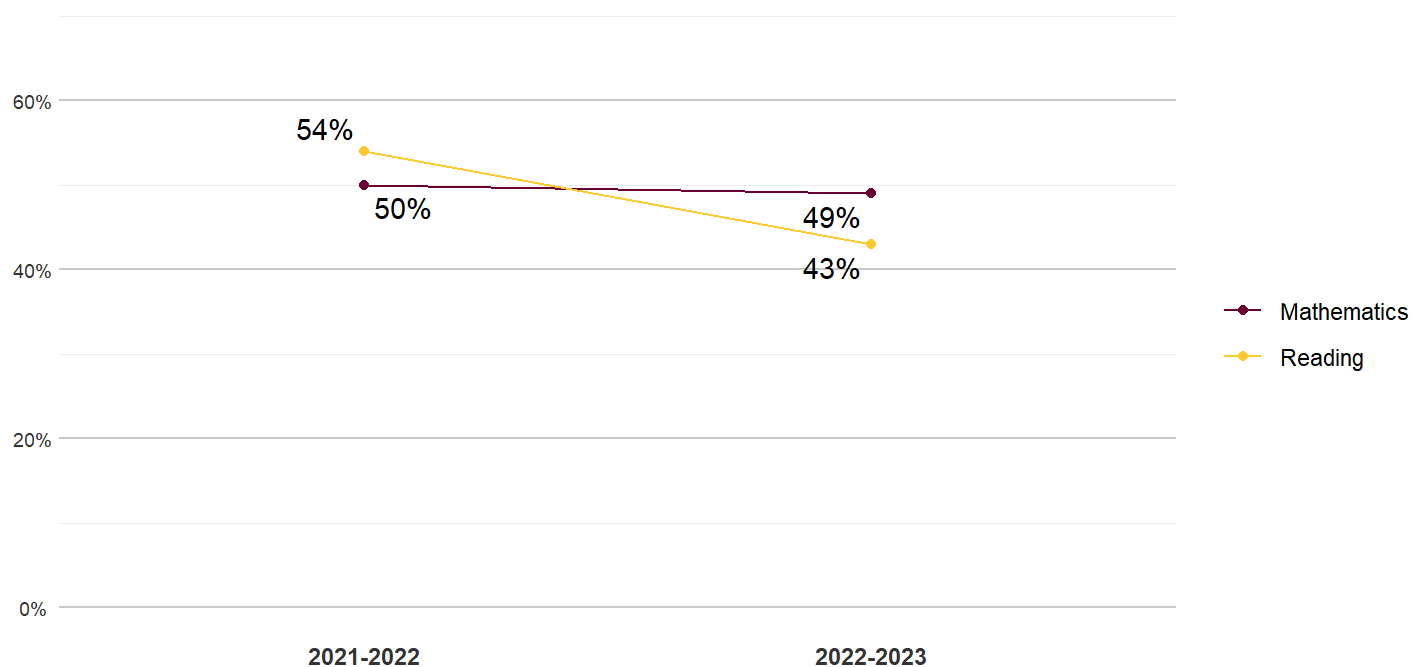
Reading



NWEA MAP Fall-to-Spring Growth

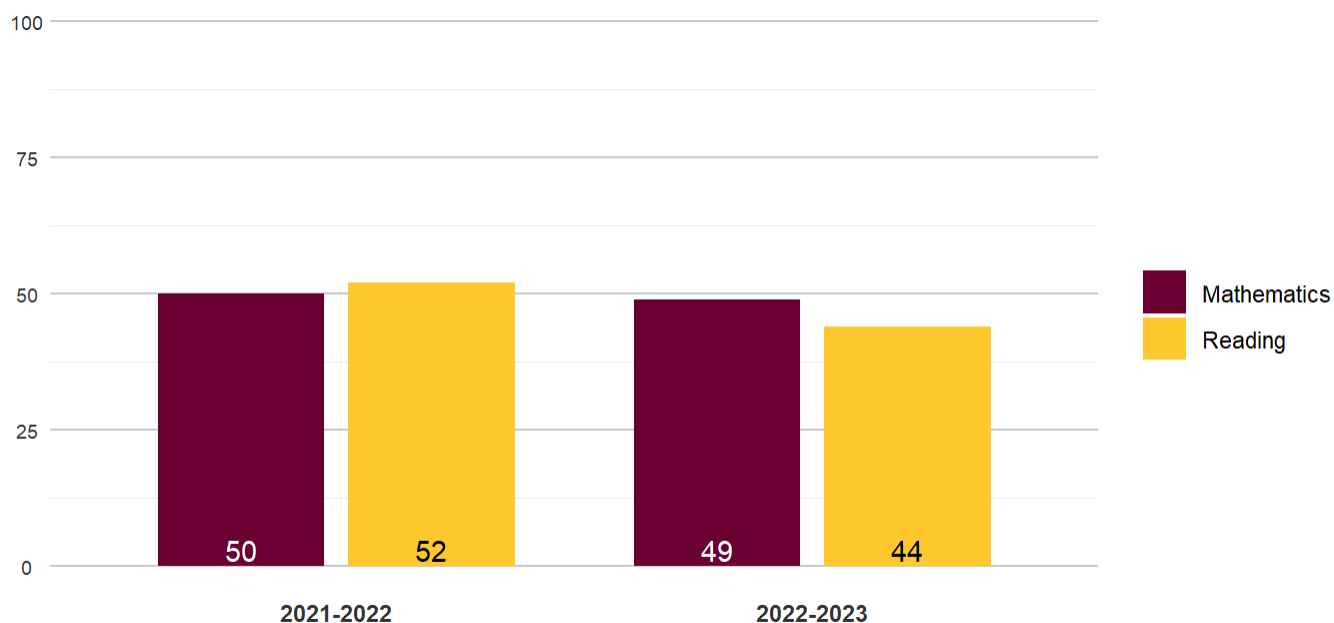
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



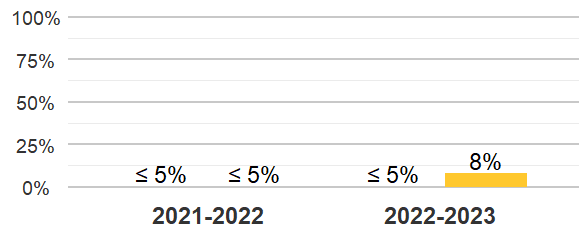
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

Eaton Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

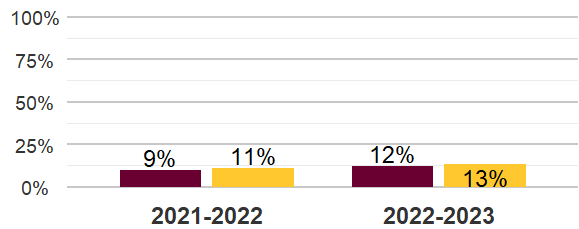
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

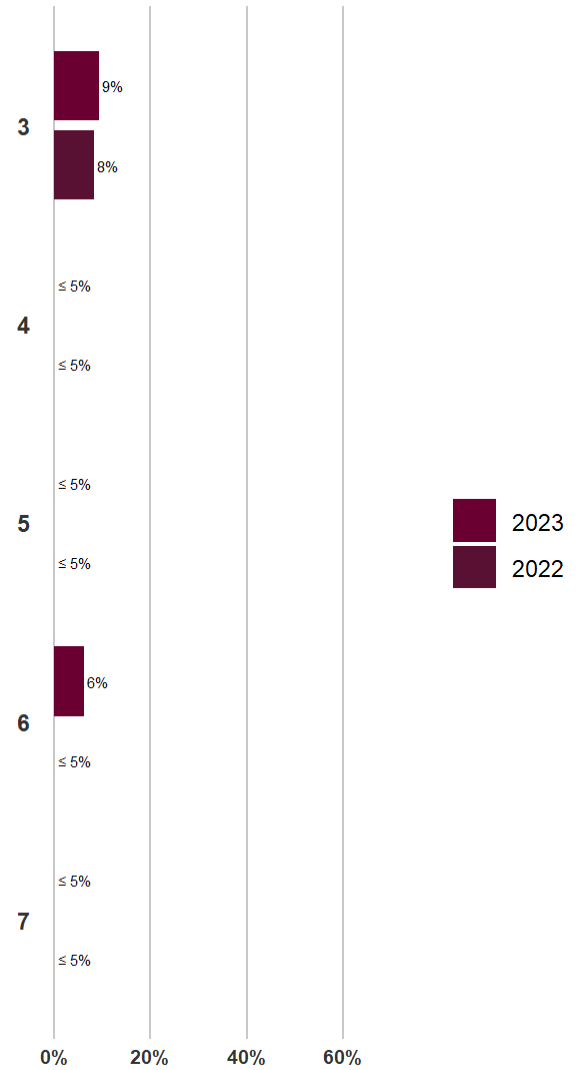
ELA



Academy CRD

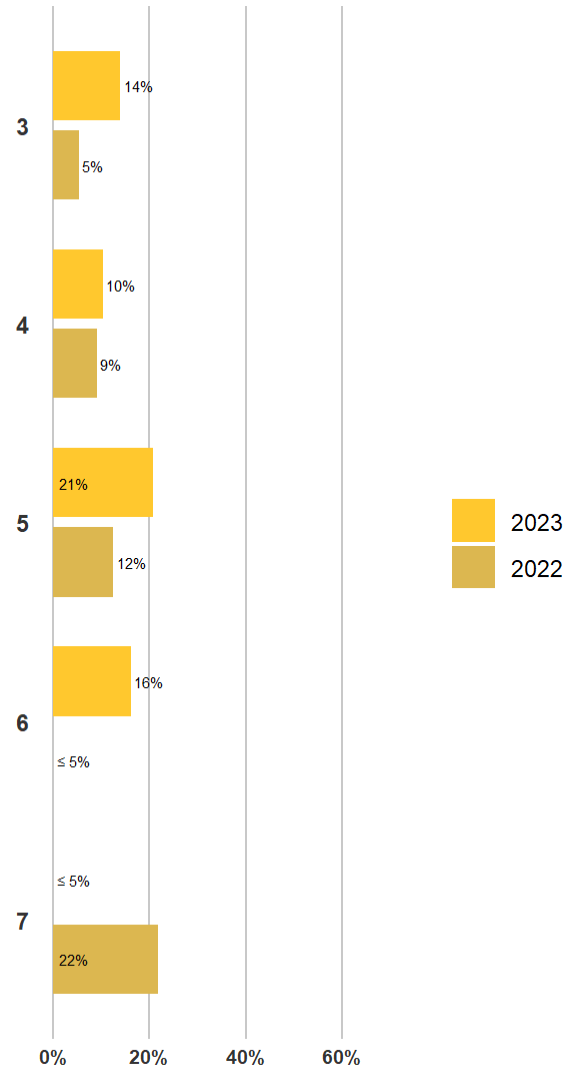
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022



School Profile: Escuela Avancemos!

District: Escuela Avancemos!
District Code: 82744
Building Code(s): 01369
Location: 2635 Howard St.
Detroit, MI 48216
Phone: 313-596-0079
Website: <http://www.theEAacademy.org>
Grades Served: K-8
School Year Authorized: 2018-2019
Charter Contract Term: July 01, 2019 - June 30, 2024
MDE Partnership School: No

Initial Charter Applicant: Ana Ulloa
School Property Owner: Mooney Real Estate Holdings
School Building Owner: Mooney Real Estate Holdings,
Innovative Modular Solutions, Inc.,
VESTA Housing Solutions, LLC
Educational Service Provider (ESP): Sanga Consulting, Inc./Sanga
Educational Partners
ESP Contract Term: July 01, 2019 - June 30, 2024
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$106,980.89

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Christina Stamatina	President	February 14, 2019	January 15, 2024
Andreea Bordeianu	Vice President	December 08, 2022	January 15, 2027
Monica Barbour	Secretary	December 08, 2022	January 15, 2027
Linda Chittum	Treasurer	December 02, 2021	January 15, 2026
Mariva Gonzalez	Board Director	February 14, 2019	January 15, 2024

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	43	45	50	43	51	47	53	46	44	N/A	N/A	N/A	N/A	422
2022-2023	45	42	42	48	44	50	43	42	37	N/A	N/A	N/A	N/A	393



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CHARTER SCHOOLS**
CENTRAL MICHIGAN UNIVERSITY

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Escuela Avancemos!

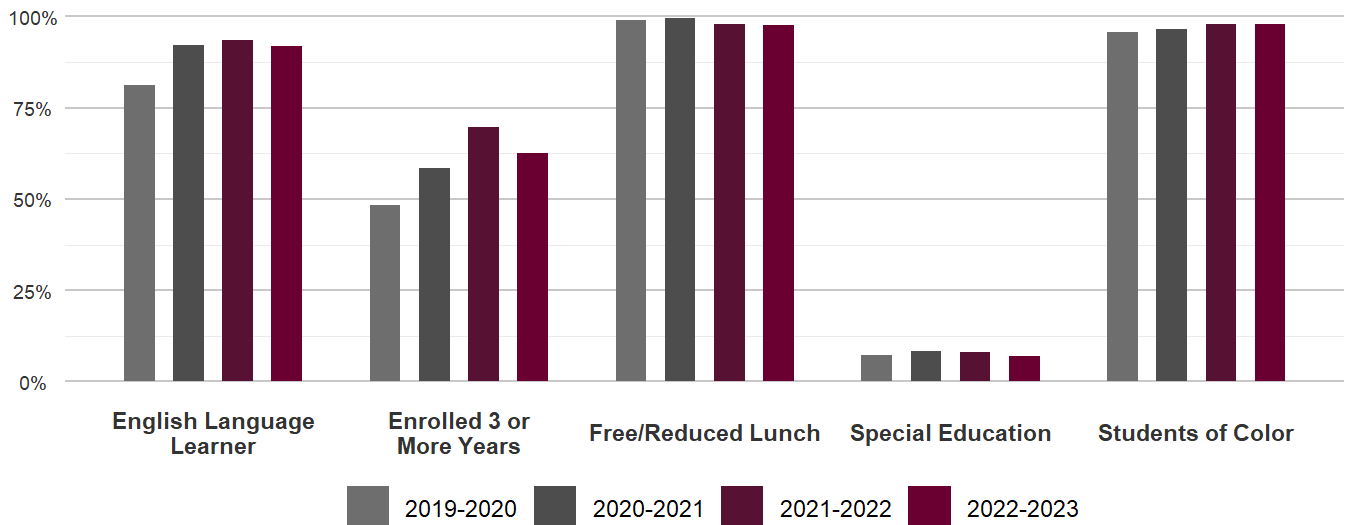


November 2023

Escuela Avancemos!

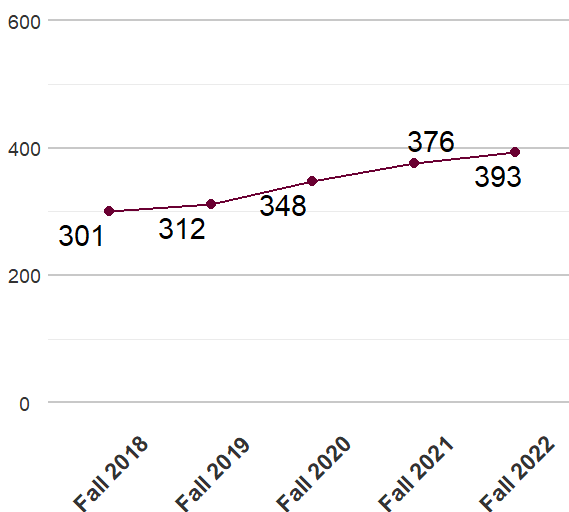
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



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

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	375
Lincoln Park, School District of the City of	8
Taylor School District	2
Allen Park Public Schools	1
Dearborn Heights School District #7	1
Ecorse Public Schools	1
River Rouge, School District of the City of	1

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

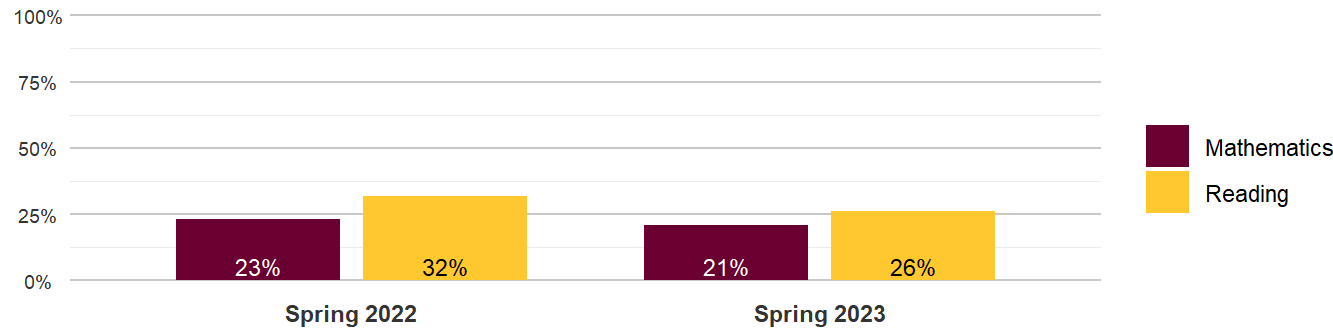


Escuela Avancemos!

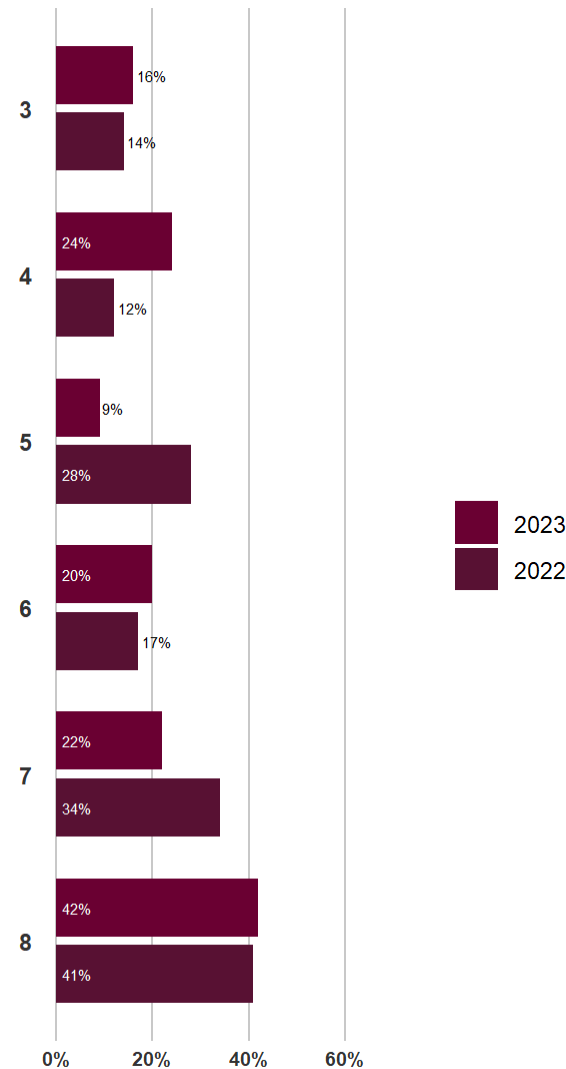
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

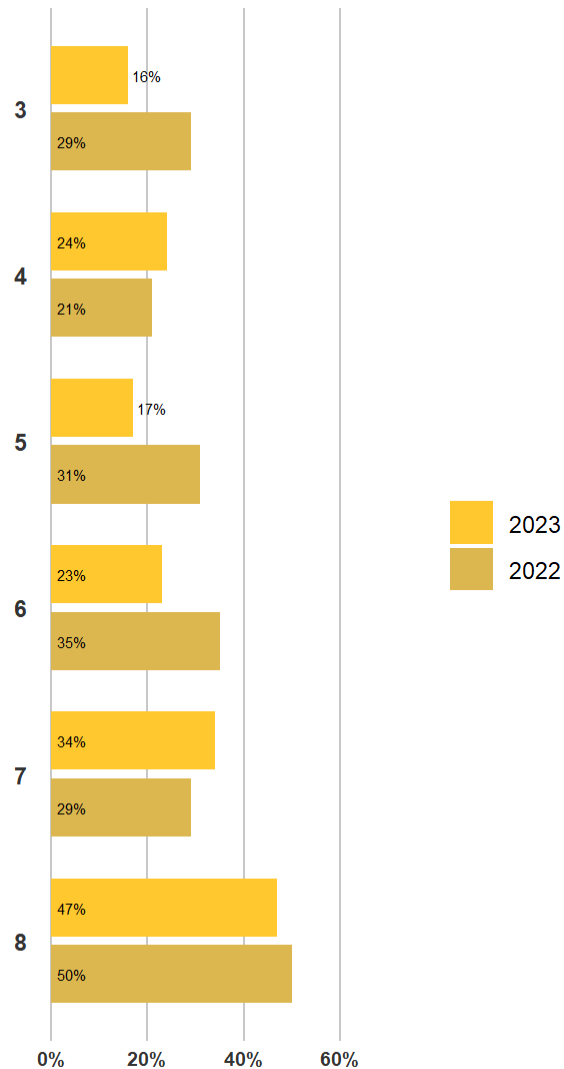
School-Wide by Year



By Grade Level Mathematics



Reading



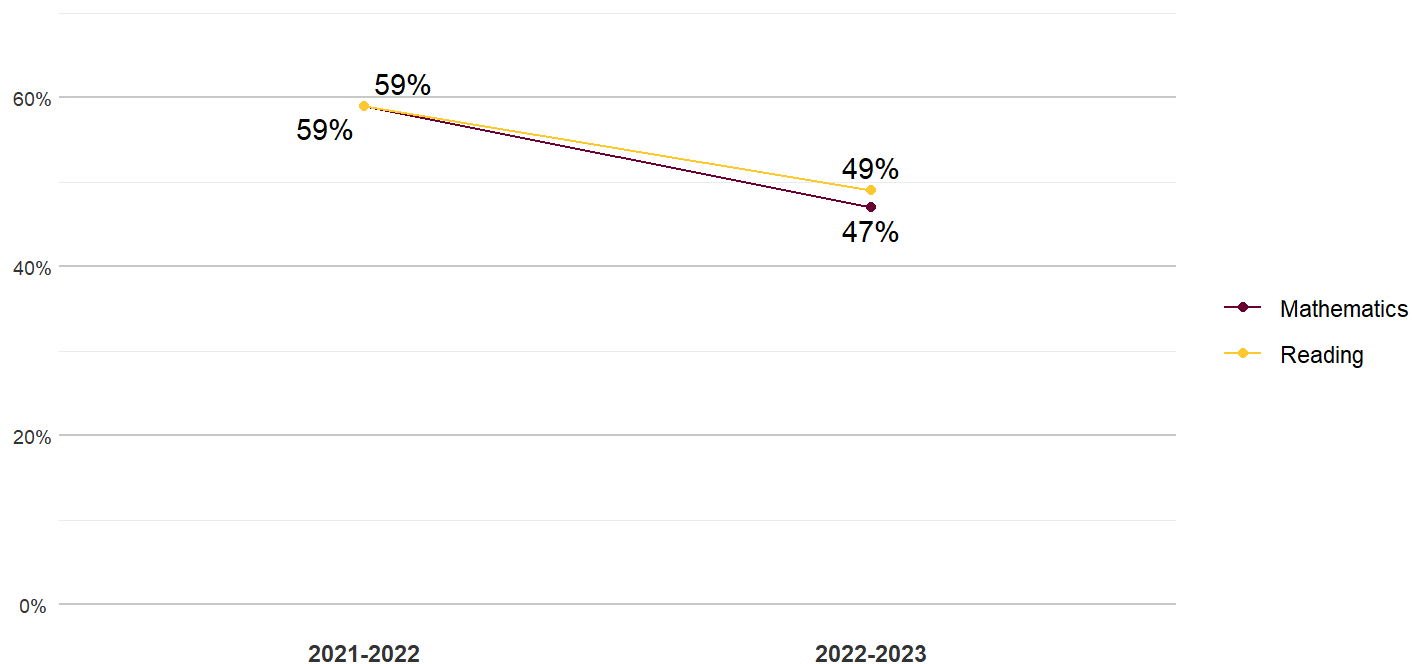
Escuela Avancemos!

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

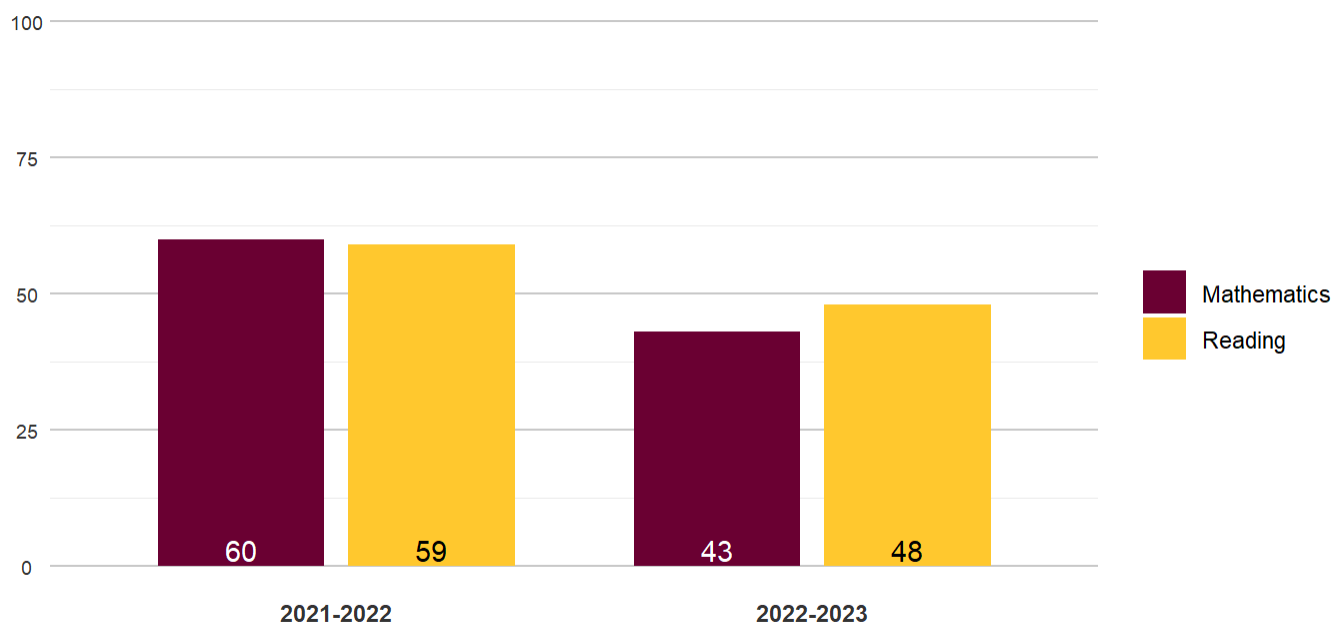
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

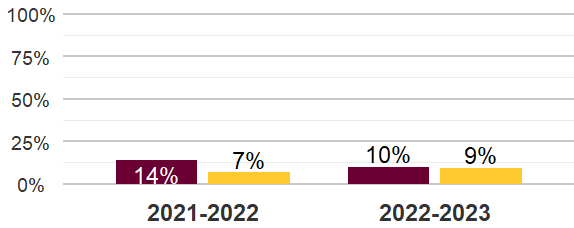


Escuela Avancemos!

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

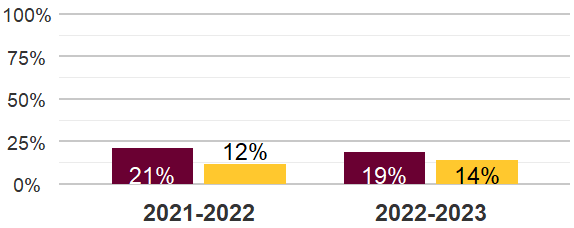
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

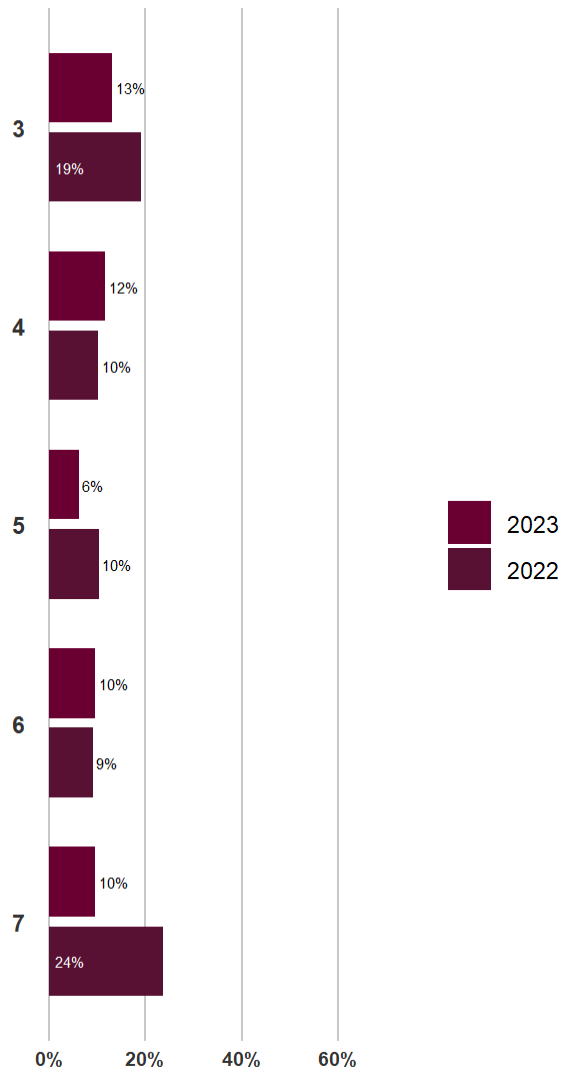
ELA



Academy CRD

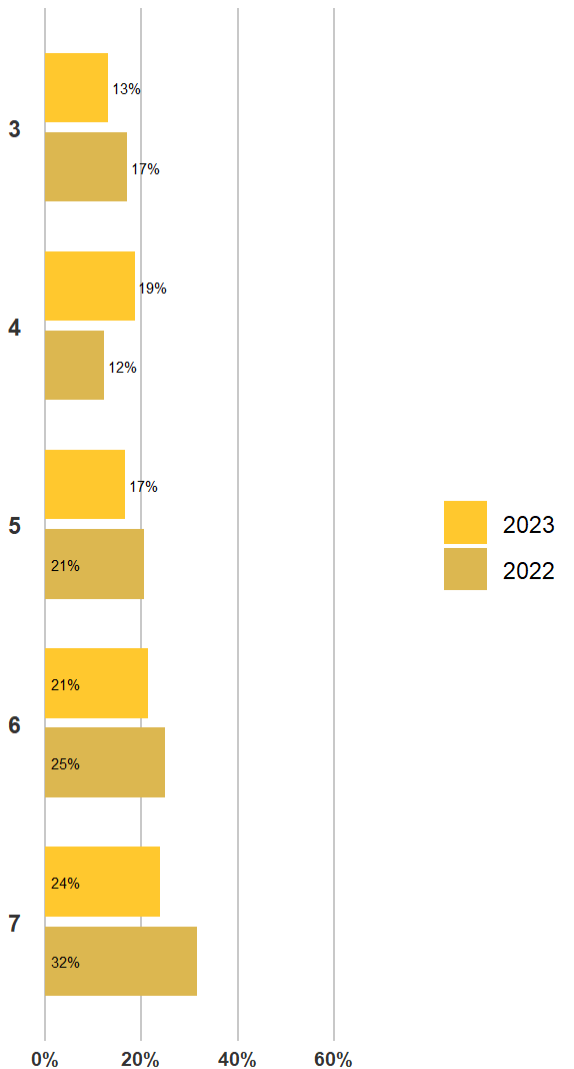
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022



School Profile: Flagship Charter Academy

District: Flagship Charter Academy
District Code: 82997
Building Code(s): 09785
Location: 13661 Wisconsin
 Detroit, MI 48238
Phone: 313-933-7933
Website: <https://www.nhaschools.com/schools/Flagship-Charter-Academy/en>
Grades Served: K-8
School Year Authorized: 2006-2007
Charter Contract Term: July 01, 2019 - June 30, 2024
MDE Partnership School: No

Initial Charter Applicant: Anthony Smith
School Property Owner: Charter Development, LLC
School Building Owner: Charter Development, LLC
Educational Service Provider (ESP): National Heritage Academies, Inc.
ESP Contract Term: July 01, 2019 - June 30, 2024
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$176,089.01

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Emanuel Haley	President	September 22, 2022	December 02, 2026
Valarie Foulks-McCrary	Vice President	December 02, 2021	December 02, 2025
Arleen Bonello	Secretary	September 24, 2020	December 02, 2024
Charlene Mallory	Treasurer	September 22, 2022	December 02, 2026
Melia Howard	Board Director	September 19, 2019	December 02, 2023

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	71	82	83	67	80	66	72	70	60	N/A	N/A	N/A	N/A	651
2022-2023	76	75	67	79	67	78	72	72	57	N/A	N/A	N/A	N/A	643



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Flagship Charter Academy

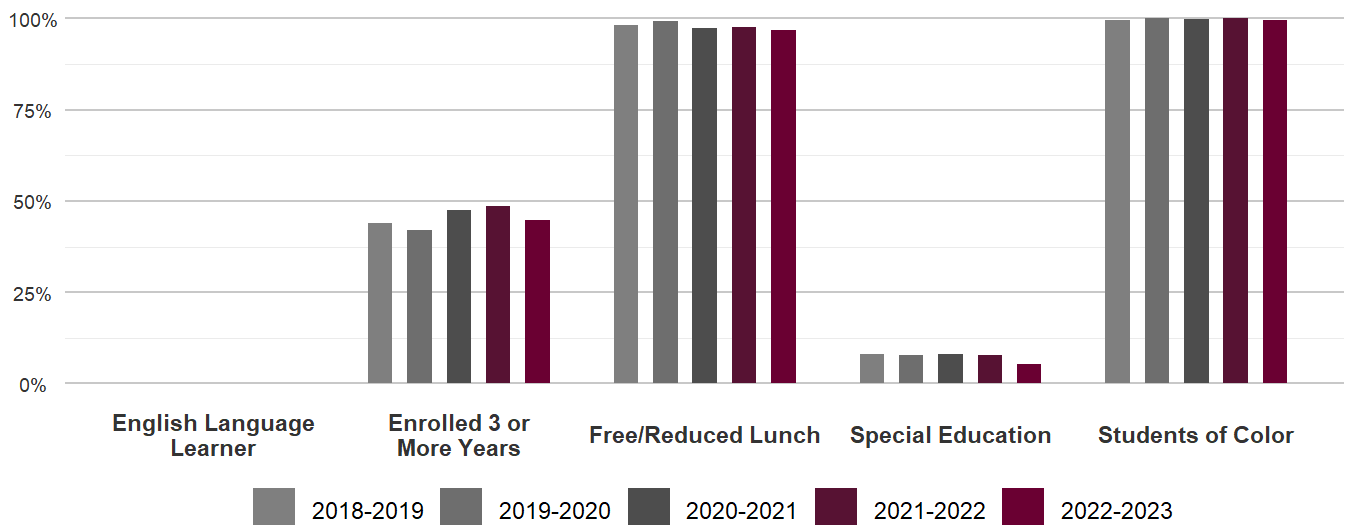


November 2023

Flagship Charter Academy

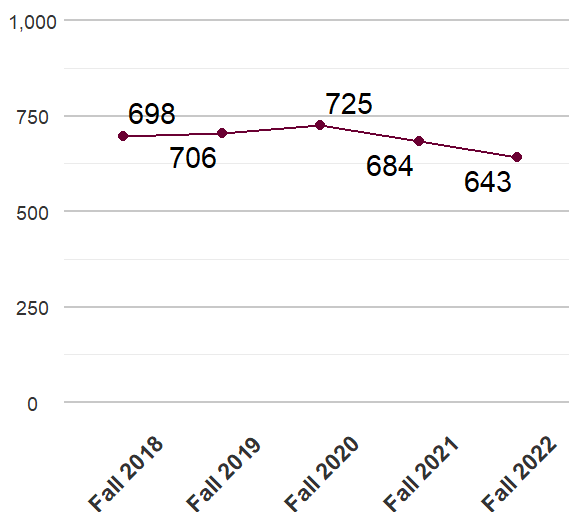
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	8.2%	7.8%	8.1%	7.7%	5.4%
Free/Reduced Lunch	98.1%	99.2%	97.2%	97.5%	96.7%
Students of Color	99.6%	100.0%	99.9%	100.0%	99.7%
Enrolled 3 or More Years	44.0%	41.9%	47.4%	48.5%	44.8%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	621
Dearborn City School District	5
River Rouge, School District of the City of	4
Saginaw, School District of the City of	3
Hamtramck, School District of the City of	2
Highland Park City Schools	2
Redford Union Schools, District No. 1	2
Wayne-Westland Community School District	2
Eastpointe Community Schools	1
Other	5

Flagship Charter Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - Percent of Students Meeting Spring National Achievement Norms



Growth

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2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

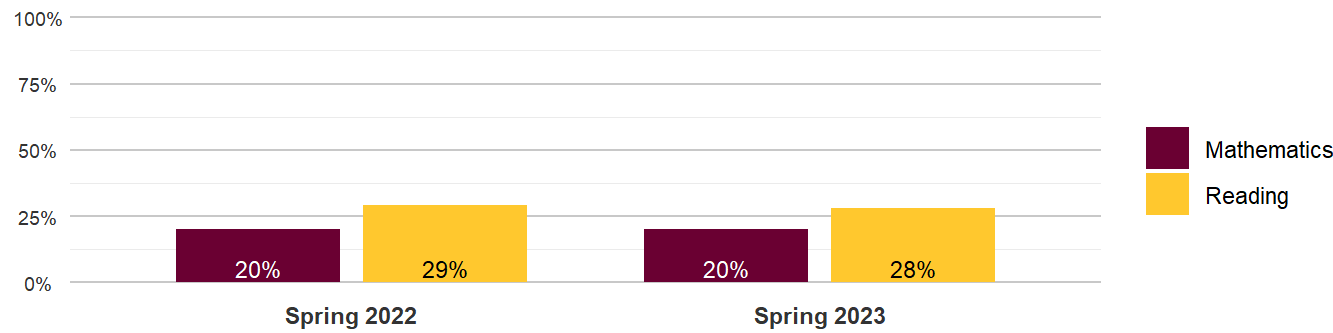


Flagship Charter Academy

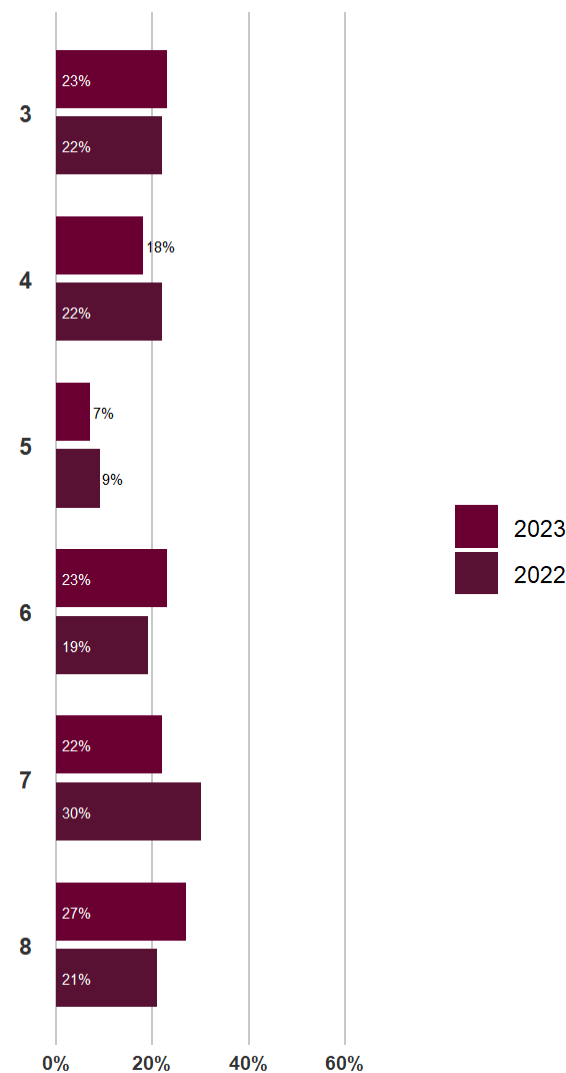
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

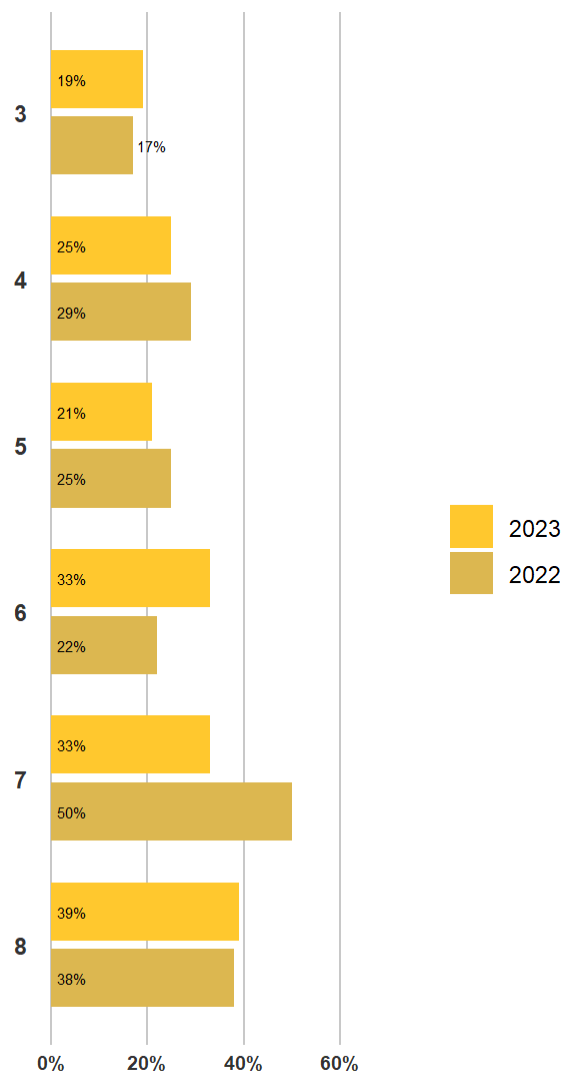
School-Wide by Year



By Grade Level Mathematics



Reading



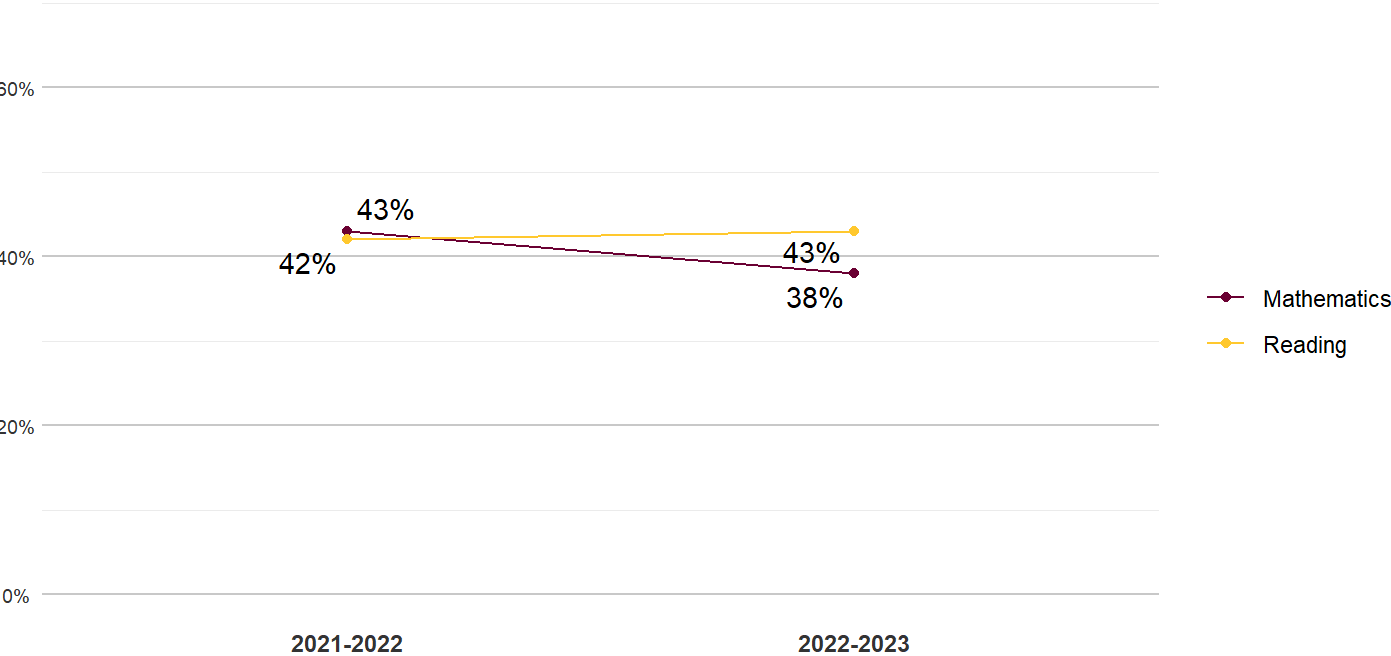
Flagship Charter Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

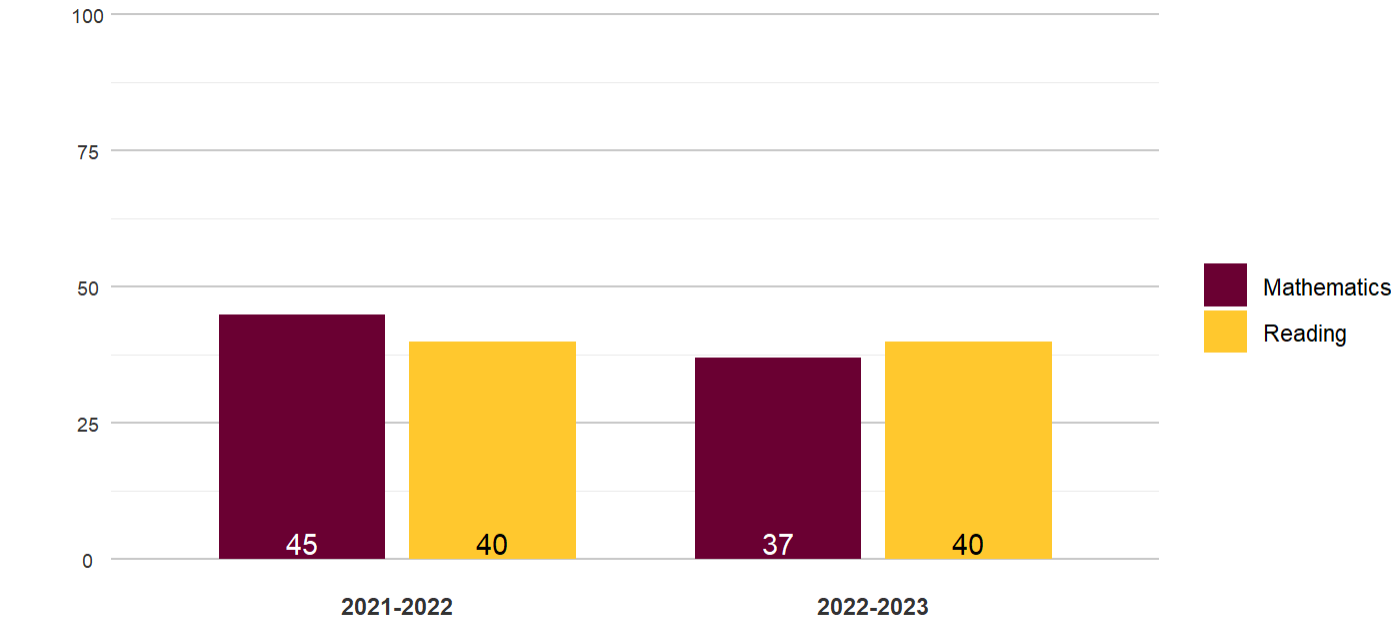
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Flagship Charter Academy

SPRING 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

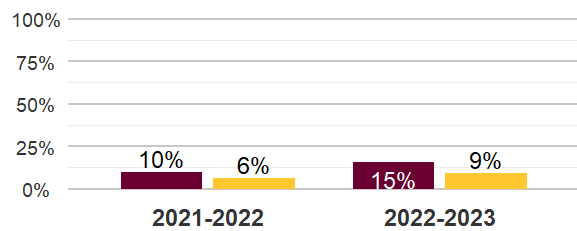


Flagship Charter Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

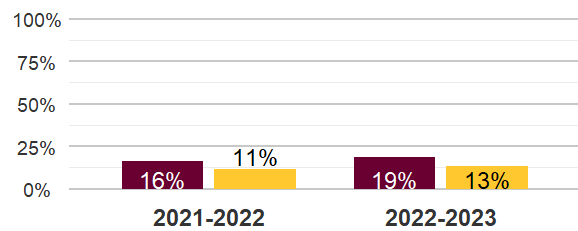
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

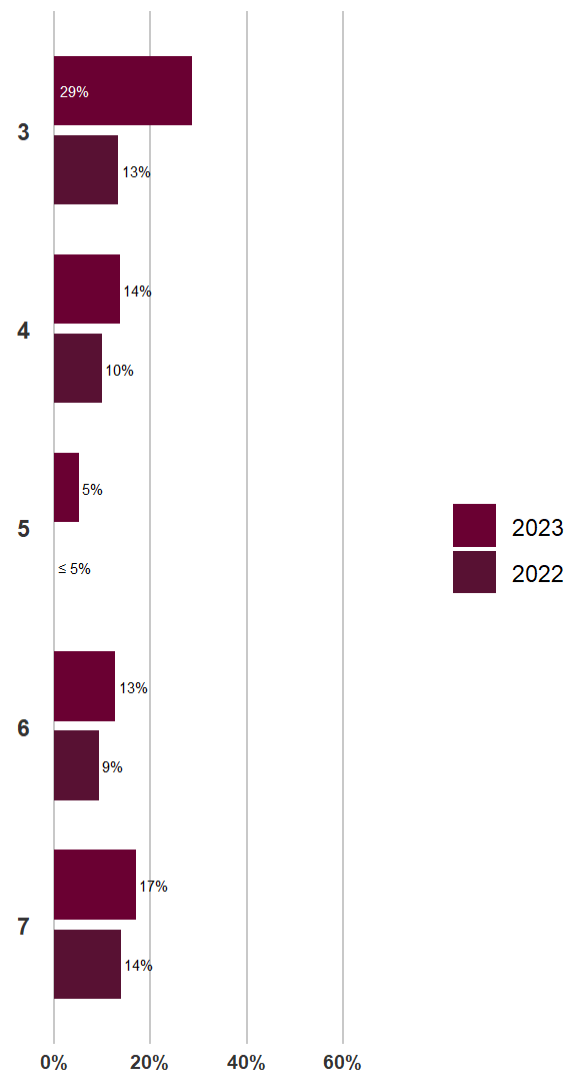
ELA



Academy CRD

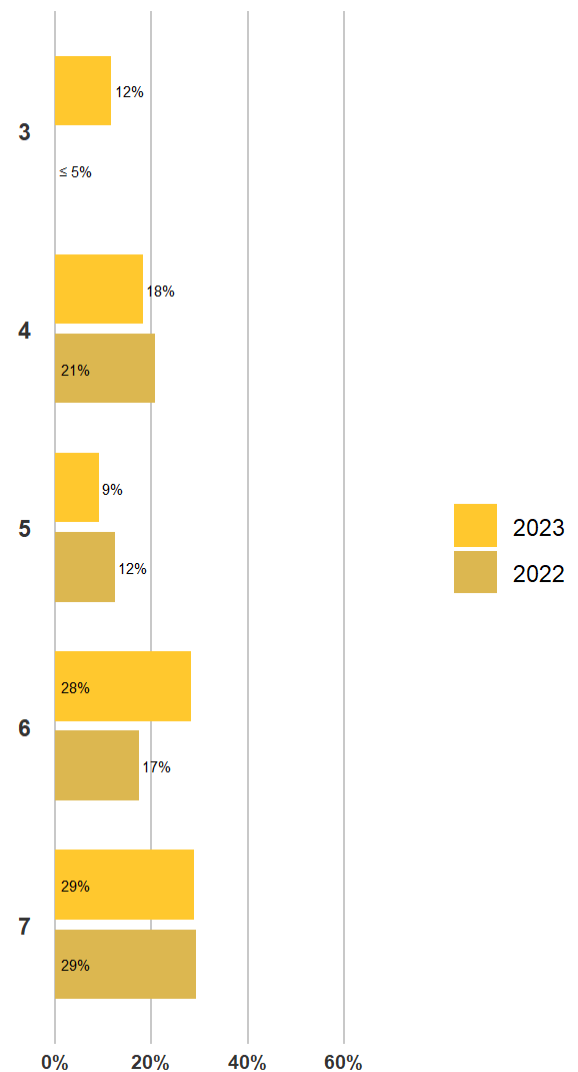
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022



School Profile: Flex High School of Michigan

District: Flex High School of Michigan
District Code: 25918
Building Code(s): 03731, 03391
Location: 4945 Clio Rd.
Flint, MI 48504
Phone: 810-852-4479
Website: <http://www.flexhighmichigan.org>
Grades Served: 9-12
School Year Authorized: 2017-2018
Charter Contract Term: July 01, 2023 - June 30, 2026
MDE Partnership School: No

Initial Charter Applicant: William Toomey
School Property Owner: MI Burton Retail Center, LLC, Clio & Pierson, LLC
School Building Owner: MI Burton Retail Center, LLC, Clio & Pierson, LLC
Educational Service Provider (ESP): U.S. Learning Corporation
ESP Contract Term: July 01, 2023 - June 30, 2026
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$83,121.38

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Matthew Clark	President	September 24, 2020	January 15, 2024
Molly Bruzewski	Vice President	December 02, 2021	January 15, 2026
Tiffany Hughes	Secretary	December 03, 2020	January 15, 2025
Wanda Brown	Treasurer	December 08, 2022	January 15, 2027
Danielle Lepine	Board Director	December 08, 2022	January 15, 2027

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	166	85	44	14	309
2022-2023	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	141	61	26	21	249



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**CENTER FOR
CHARTER SCHOOLS**
CENTRAL MICHIGAN UNIVERSITY

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Flex High School of Michigan

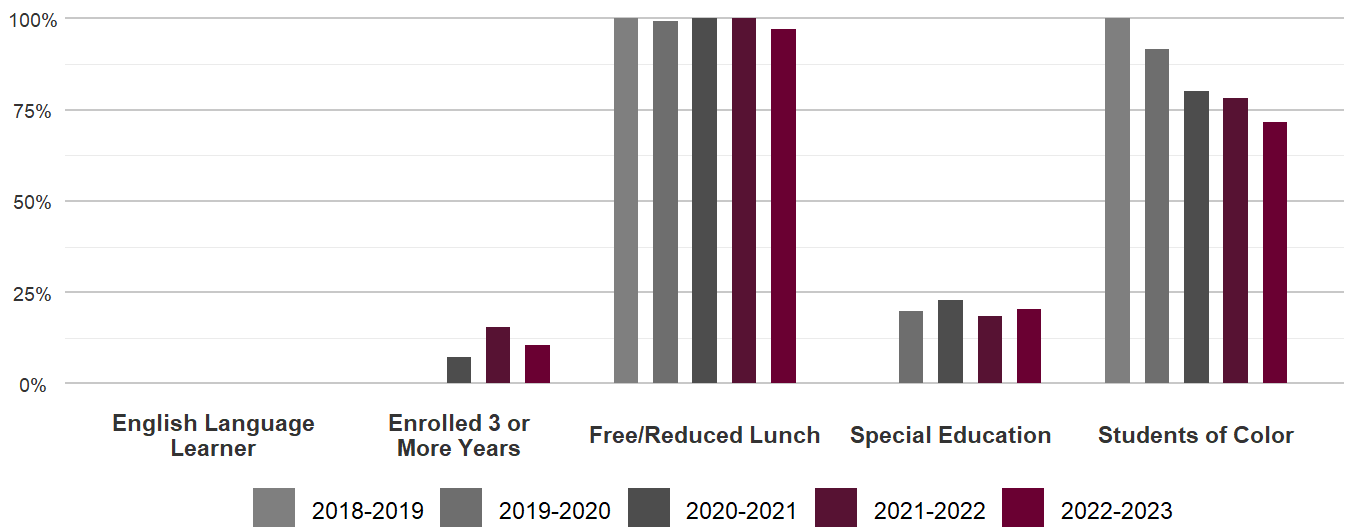


August 2023

Flex High School of Michigan

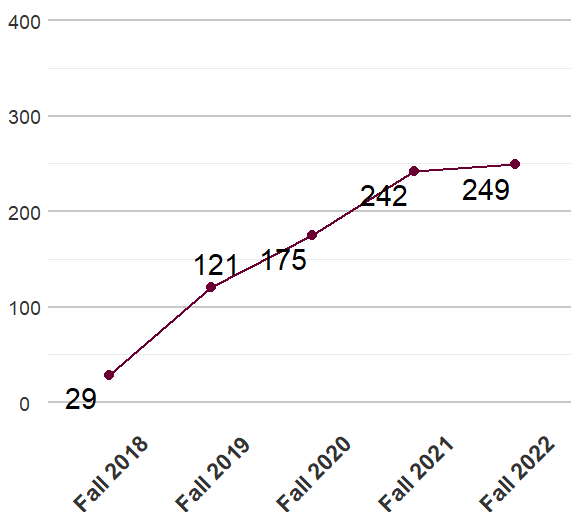
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	0.0%	19.8%	22.9%	18.6%	20.5%
Free/Reduced Lunch	100.0%	99.2%	100.0%	100.0%	97.2%
Students of Color	100.0%	91.7%	80.0%	78.1%	71.5%
Enrolled 3 or More Years	0.0%	0.0%	7.3%	15.6%	10.4%

Enrollment



Where Students Come From

Assigned District	Students
Flint, School District of the City of	223
Bendle Public Schools	9
Grand Blanc Community Schools	7
Mt. Morris Consolidated Schools	4
Davison Community Schools	2
Flushing Community Schools	2
Genesee School District	1
Ypsilanti Community Schools	1

Flex High School of Michigan

SPRING 2022-23 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.

2022-23 - Percent of Students Meeting Goal

Mathematics

31%

Reading

62%

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.

2022-23 - Percent of Students enrolled for at least one year

43%



School Profile: FlexTech High School

District: FlexTech High School
District Code: 47903
Building Code(s): 00760
Location: 7707 Conference Center Dr.
 Brighton, MI 48114
Phone: 810-844-3366
Website: <http://brighton.flextechschools.org/>
Grades Served: 9-12
School Year Authorized: 2010-2011
Charter Contract Term: July 01, 2019 - June 30, 2024
MDE Partnership School: Yes

Initial Charter Applicant: John Wassenberg
School Property Owner: FlexTech High School
School Building Owner: FlexTech High School
Educational Service Provider (ESP): CS Partners, Inc./CSP Management Inc. dba Partner Solutions for Schools
ESP Contract Term: July 01, 2019 - June 30, 2024
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$48,344.74

Governing Board of Directors

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

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	10	30	40	63	143
2022-2023	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	21	32	44	80	177



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FlexTech High School

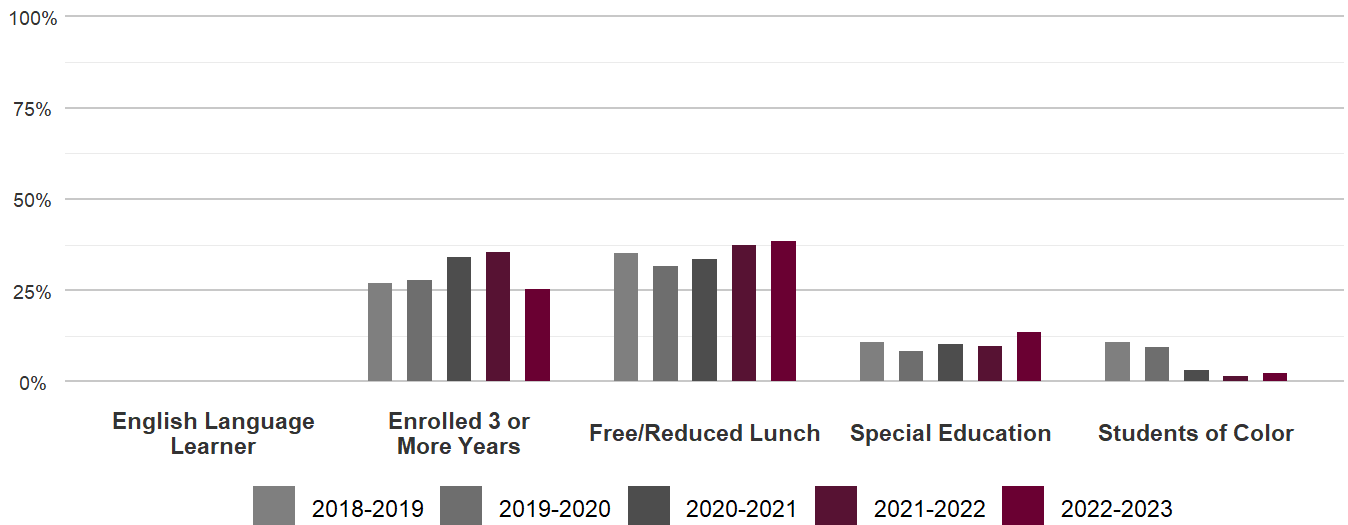


September 2023

FlexTech High School

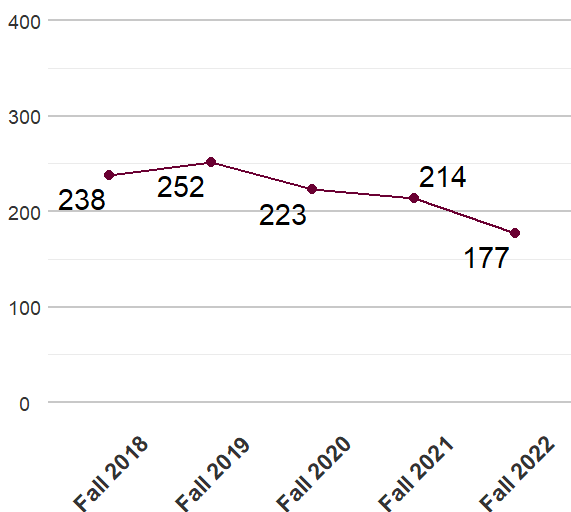
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	10.9%	8.3%	10.3%	9.8%	13.6%
Free/Reduced Lunch	35.3%	31.7%	33.6%	37.4%	38.4%
Students of Color	10.9%	9.5%	3.1%	1.4%	2.3%
Enrolled 3 or More Years	26.9%	27.8%	34.1%	35.5%	25.3%

Enrollment



Where Students Come From

Assigned District	Students
Brighton Area Schools	38
South Lyon Community Schools	34
Howell Public Schools	28
Pinckney Community Schools	12
Whitmore Lake Public School District	10
Fenton Area Public Schools	9
Fowlerville Community Schools	7
Huron Valley Schools	7
Hartland Consolidated Schools	6
Other	27

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the CCR benchmarks in Mathematics. If the 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 Evidence-Based Reading and Writing (EBRW) 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's Composite Resident District 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



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

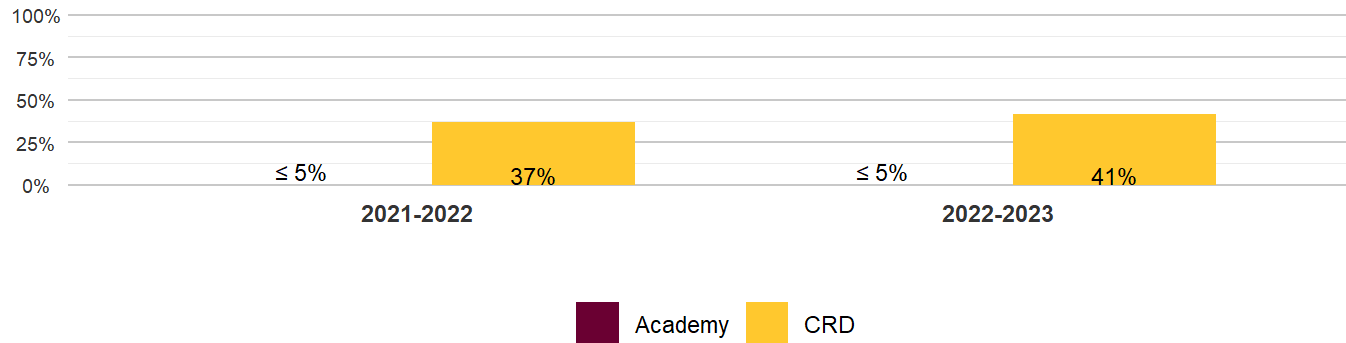
FlexTech High School

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

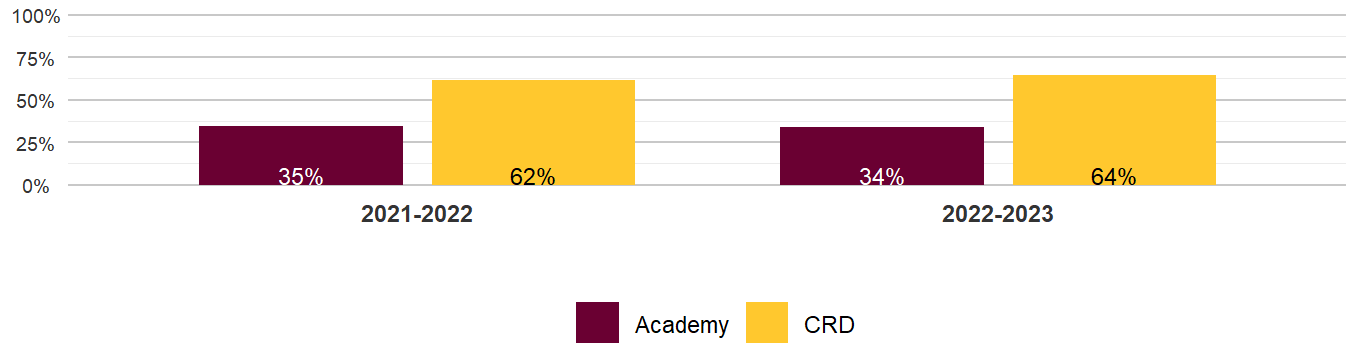
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: Great Lakes Learning Academy

District: Great Lakes Learning Academy
District Code: 33914
Building Code(s): 01878, 03571
Location: 2875 Eyde Parkway, Suite 200
East Lansing, MI 48823
Phone: 517-381-5062
Website: <https://www.connectionsacademy.com/great-lakes-learning-academy/>
Grades Served: 6-12
School Year Authorized: 2012-2013
Charter Contract Term: July 01, 2023 - June 30, 2024
MDE Partnership School: Yes

Initial Charter Applicant: Jeff Cobb
School Property Owner: Louis J. Eyde Family, LLC &
George F. Eyde Family, LLC
School Building Owner: Louis J. Eyde Family, LLC &
George F. Eyde Family, LLC
Educational Service Provider (ESP): Connections Education LLC dba
Pearson Virtual Schools
ESP Contract Term: January 14, 2023 - June 30, 2024
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$265,169.45

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Anthony Kruckeberg	President	February 11, 2021	April 01, 2024
Nichole Richardson	Vice President	September 22, 2022	April 01, 2024
Melinda Poit	Secretary	April 22, 2021	April 01, 2025
Jeffrey Bussard	Treasurer	September 22, 2022	April 01, 2026

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	N/A	N/A	N/A	N/A	N/A	N/A	13	59	74	149	230	171	177	873
2022-2023	N/A	N/A	N/A	N/A	N/A	N/A	21	61	102	341	226	251	136	1138



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Great Lakes Learning Academy

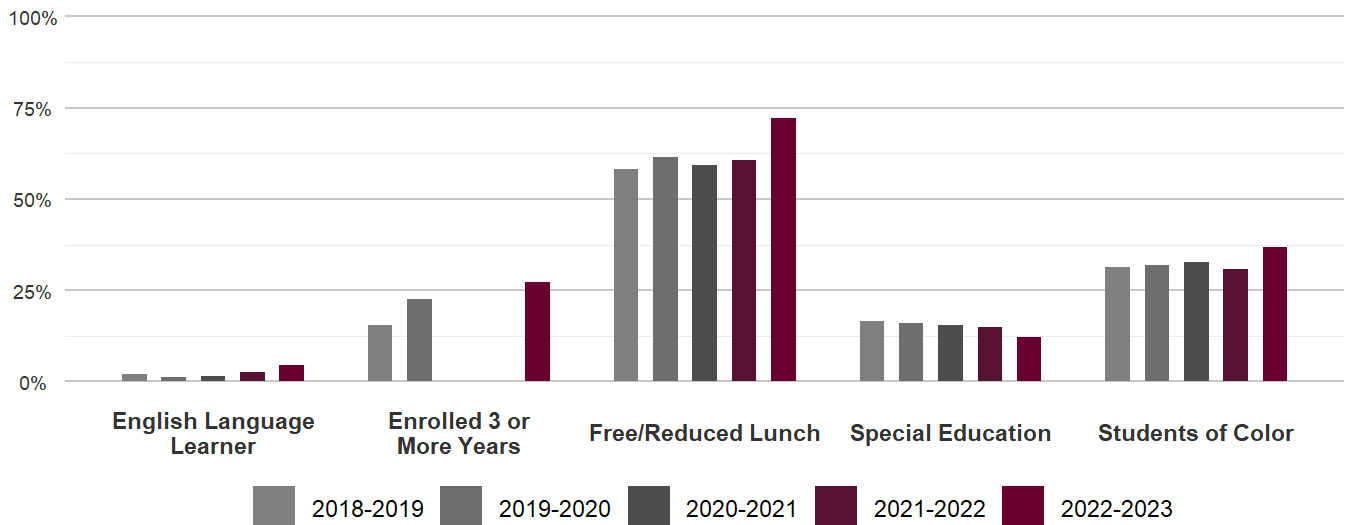


November 2023

Great Lakes Learning Academy

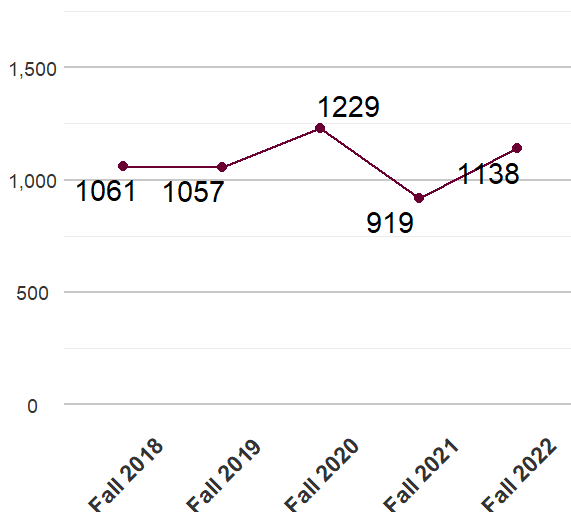
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	2.0%	1.3%	1.6%	2.6%	4.4%
Special Education	16.7%	16.1%	15.4%	14.8%	12.1%
Free/Reduced Lunch	58.2%	61.4%	59.2%	60.6%	72.1%
Students of Color	31.3%	31.9%	32.7%	30.7%	36.9%
Enrolled 3 or More Years	15.5%	22.5%	0.0%	0.0%	27.3%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	127
Lansing Public School District	66
Dearborn City School District	30
Holt Public Schools	23
Flint, School District of the City of	19
Traverse City Area Public Schools	15
Grand Rapids Public Schools	14
Kalamazoo Public Schools	14
Mt. Pleasant City School District	14
Other	817

Great Lakes Learning Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

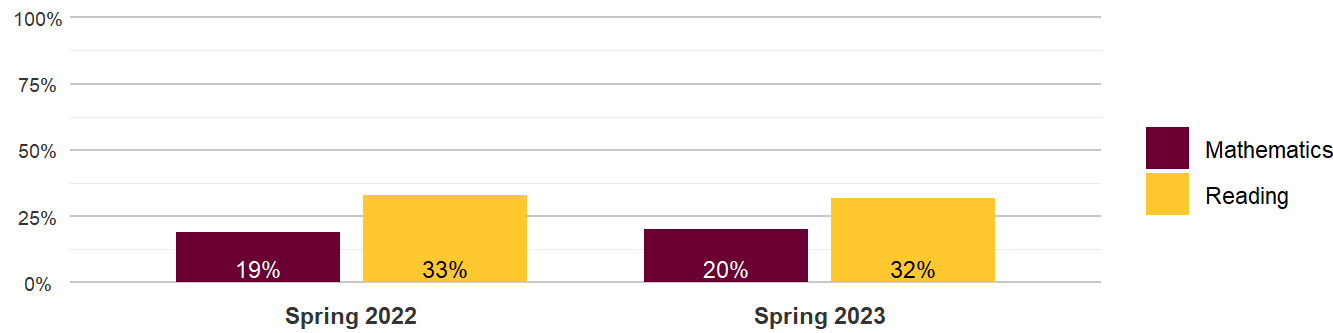


Great Lakes Learning Academy

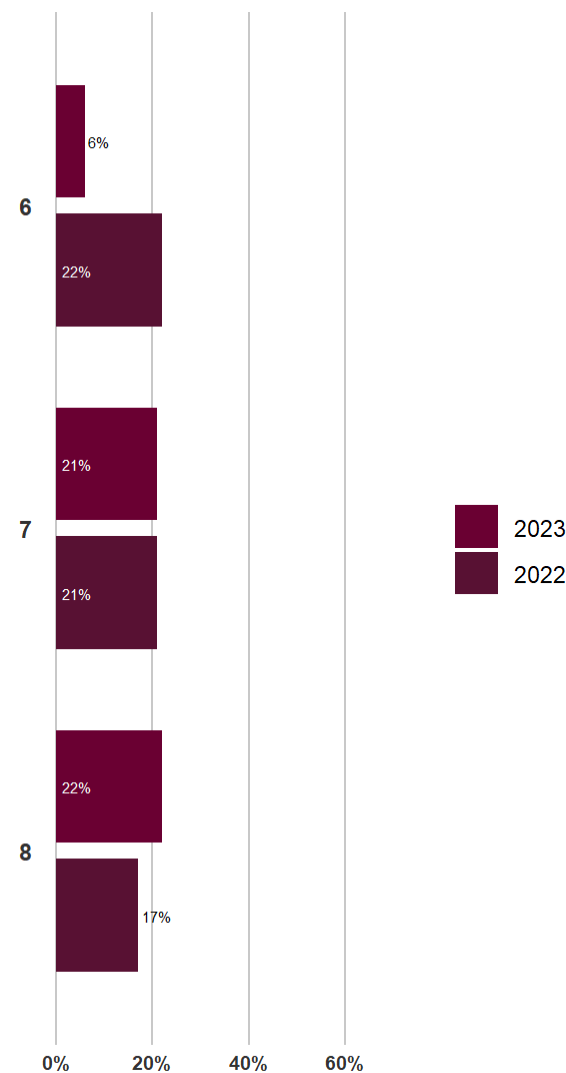
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

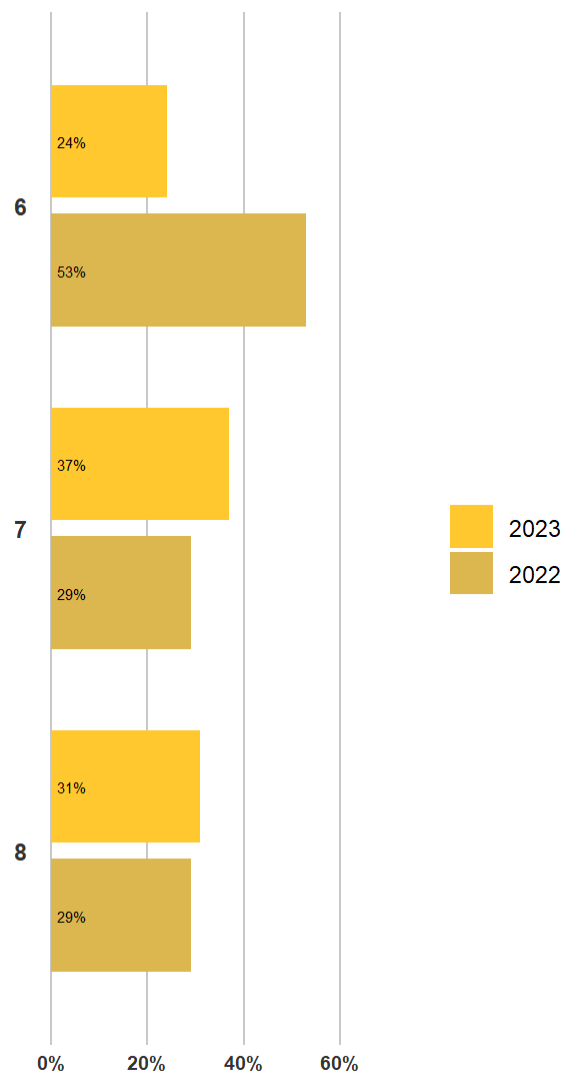
School-Wide by Year



By Grade Level Mathematics



Reading



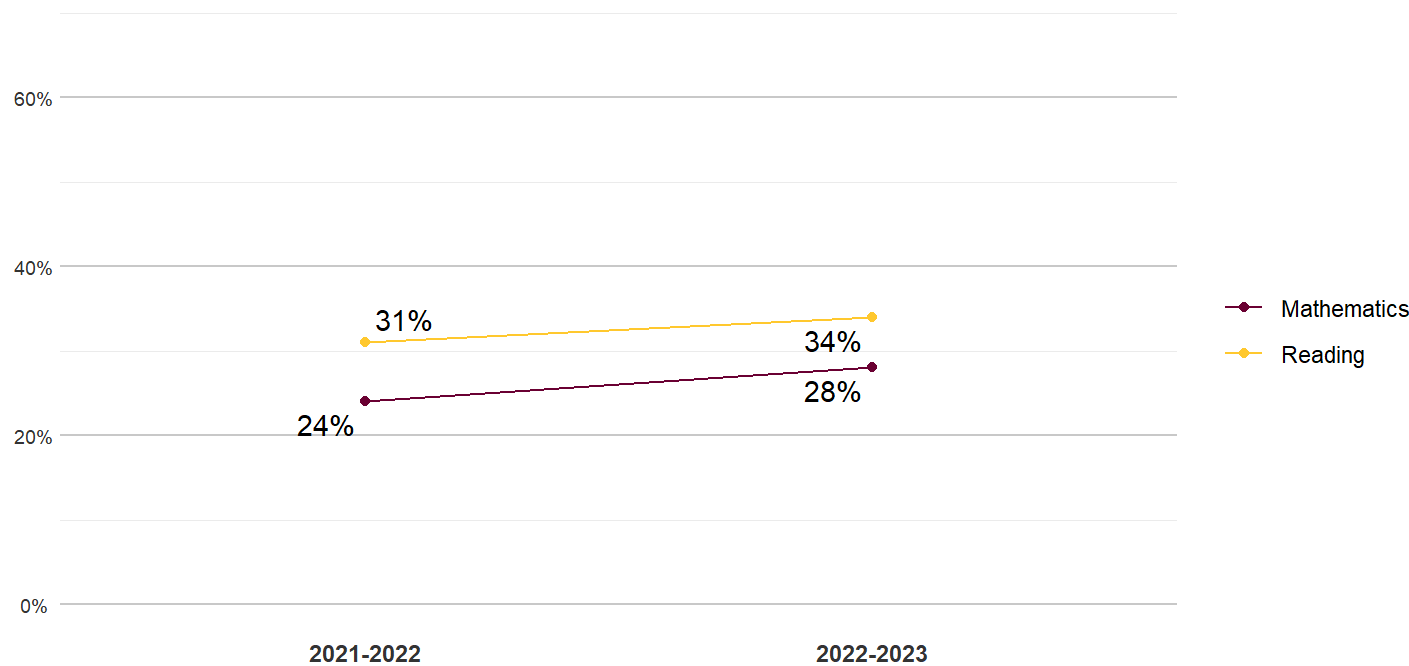
Great Lakes Learning Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

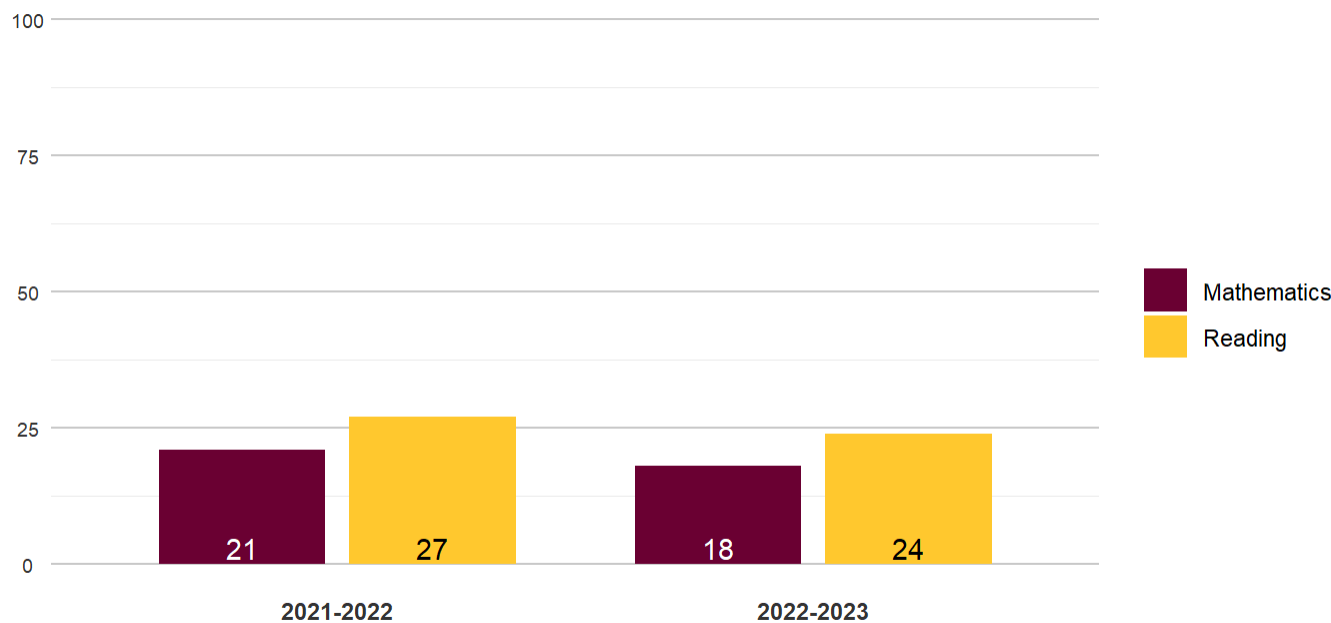
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 6 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 6 - 8



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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



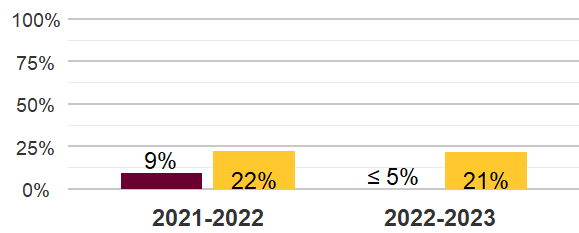
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Great Lakes Learning Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

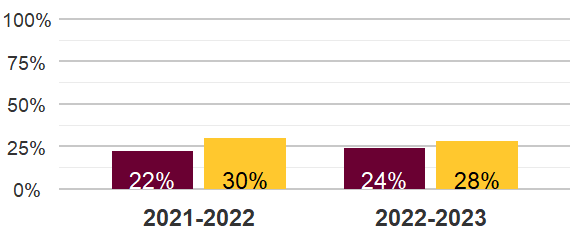
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 6 - 7

Mathematics



Academy CRD

ELA



Academy CRD

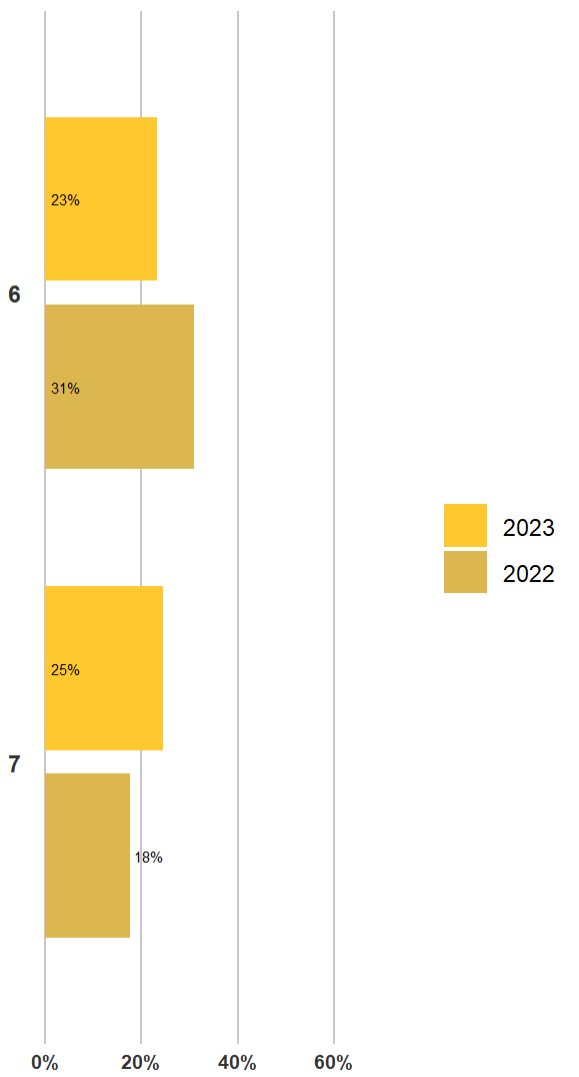
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022

Great Lakes Learning Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the College and Career Readiness Benchmarks (CCR) in Mathematics. 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 Evidence-Based Reading and Writing (EBRW) 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



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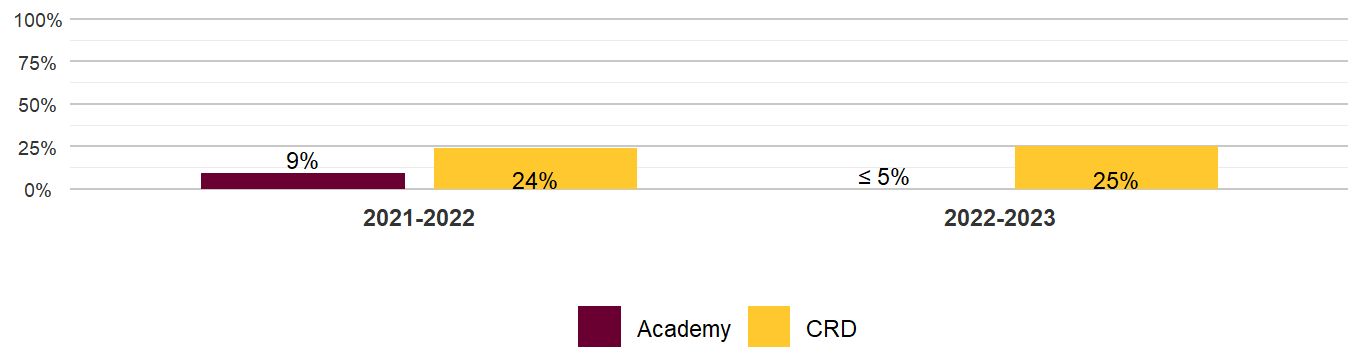
Great Lakes Learning Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

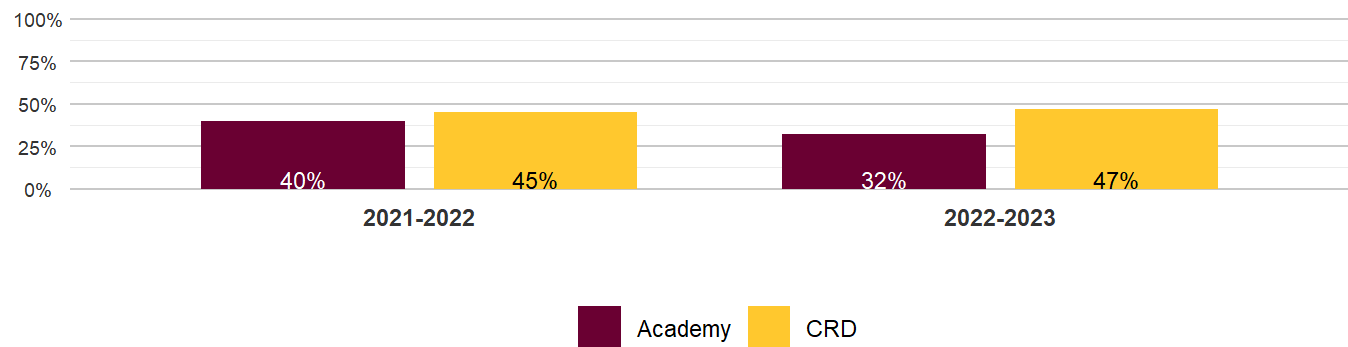
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: Greater Heights Academy

District: Greater Heights Academy
District Code: 25914
Building Code(s): 01751
Location: 3196 W. Pasadena Ave.
Flint, MI 48504
Phone: 810-768-3860
Website: <http://www.greaterheightsacademy.org>
Grades Served: K-6
School Year Authorized: 2011-2012
Charter Contract Term: July 01, 2023 - June 30, 2026
MDE Partnership School: No

Initial Charter Applicant: Greater Heights Academy
School Property Owner: Greater Heights Academy
School Building Owner: Greater Heights Academy
Educational Service Provider (ESP): Entrepreneurial Ventures in Education (EVE)
ESP Contract Term: July 01, 2023 - June 30, 2026
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$67,727.39

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Matthew Barcey	President	September 24, 2020	September 28, 2024
Marvin Miller	Vice President	September 22, 2022	September 28, 2026
Thomas Tucker	Secretary	September 23, 2021	September 28, 2025
Jolie McKnight	Treasurer	December 03, 2020	September 28, 2025
Vanessa Pringle	Board Director	February 16, 2023	September 28, 2027

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	23	34	43	22	36	28	19	N/A	N/A	N/A	N/A	N/A	N/A	205
2022-2023	32	49	26	42	36	25	36	N/A	N/A	N/A	N/A	N/A	N/A	246



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Greater Heights Academy

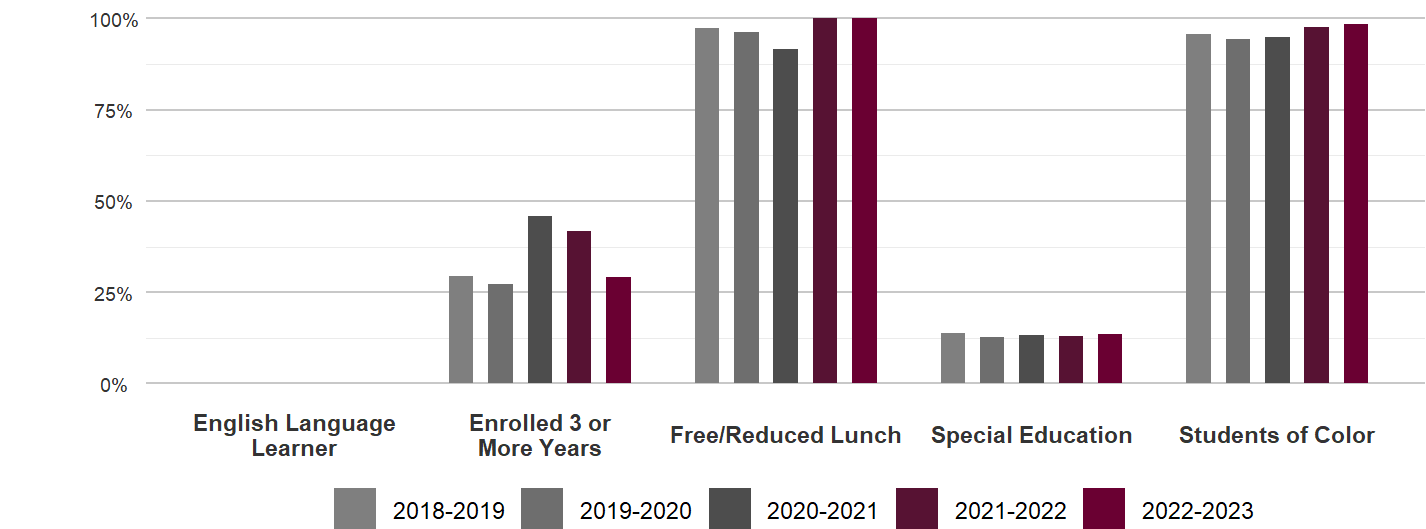


November 2023

Greater Heights Academy

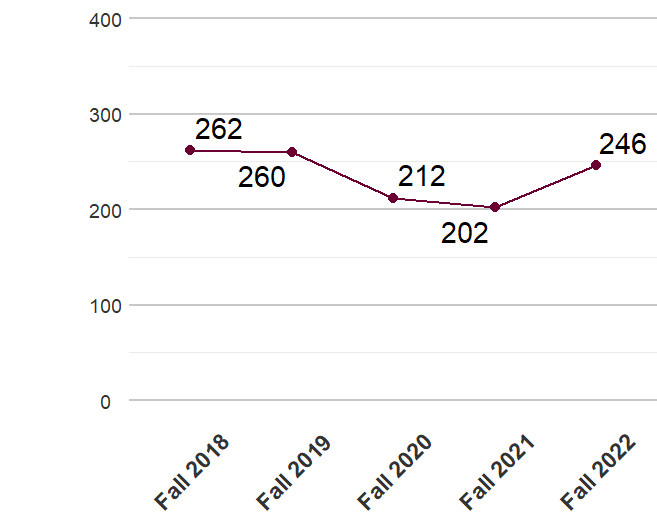
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	13.7%	12.7%	13.2%	12.9%	13.4%
Free/Reduced Lunch	97.3%	96.2%	91.5%	100.0%	100.0%
Students of Color	95.8%	94.2%	94.8%	97.5%	98.4%
Enrolled 3 or More Years	29.4%	27.3%	45.8%	41.9%	29.3%

Enrollment



Where Students Come From

Assigned District	Students
Flint, School District of the City of	246

Greater Heights Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

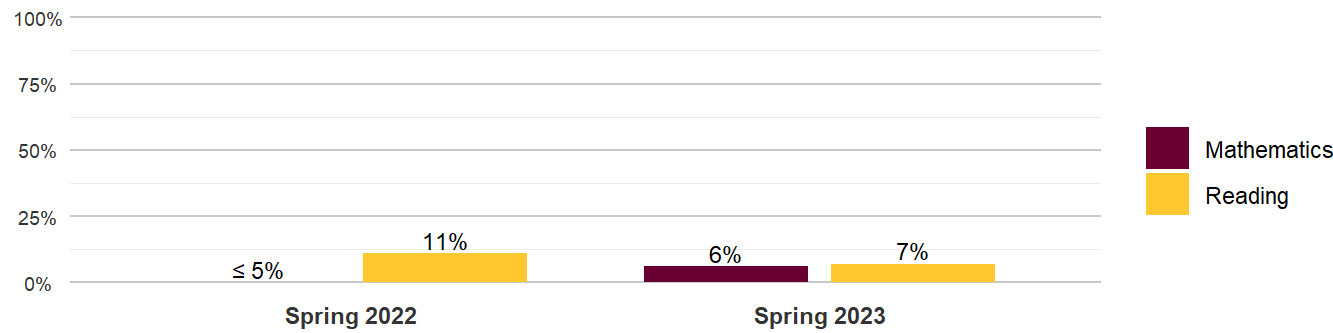


Greater Heights Academy

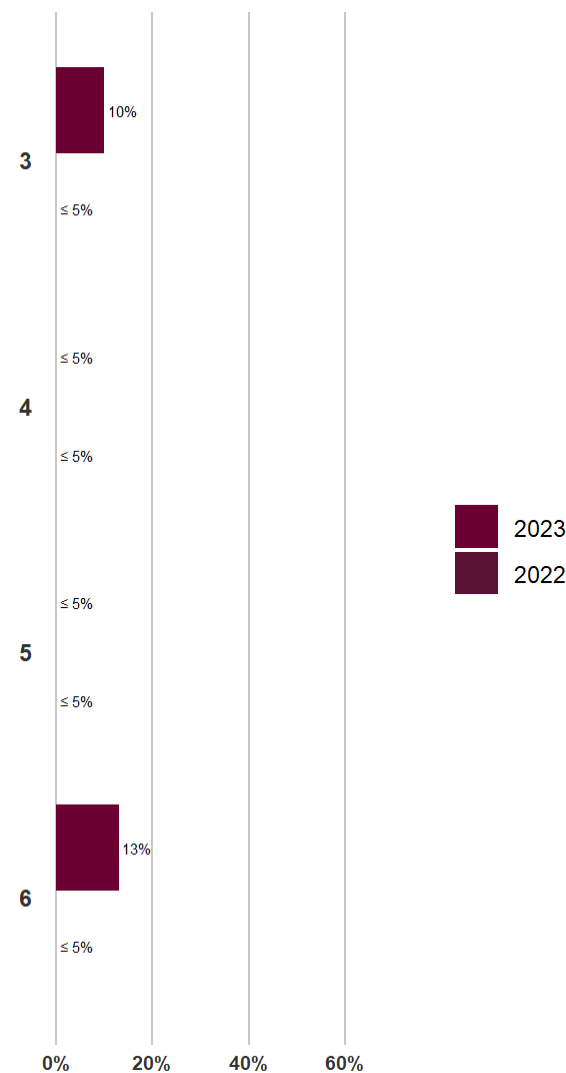
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

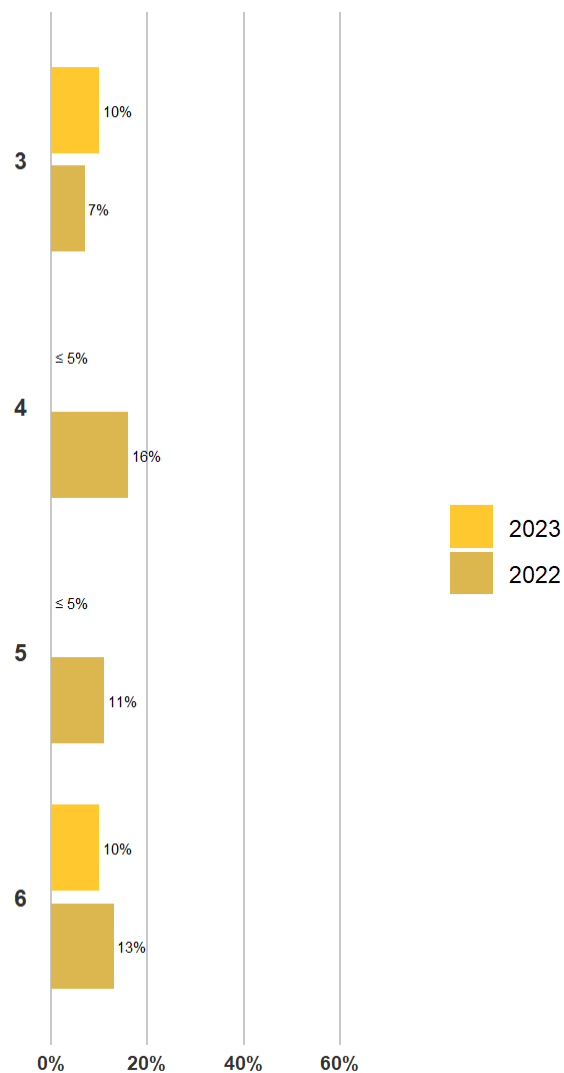
School-Wide by Year



By Grade Level Mathematics



Reading



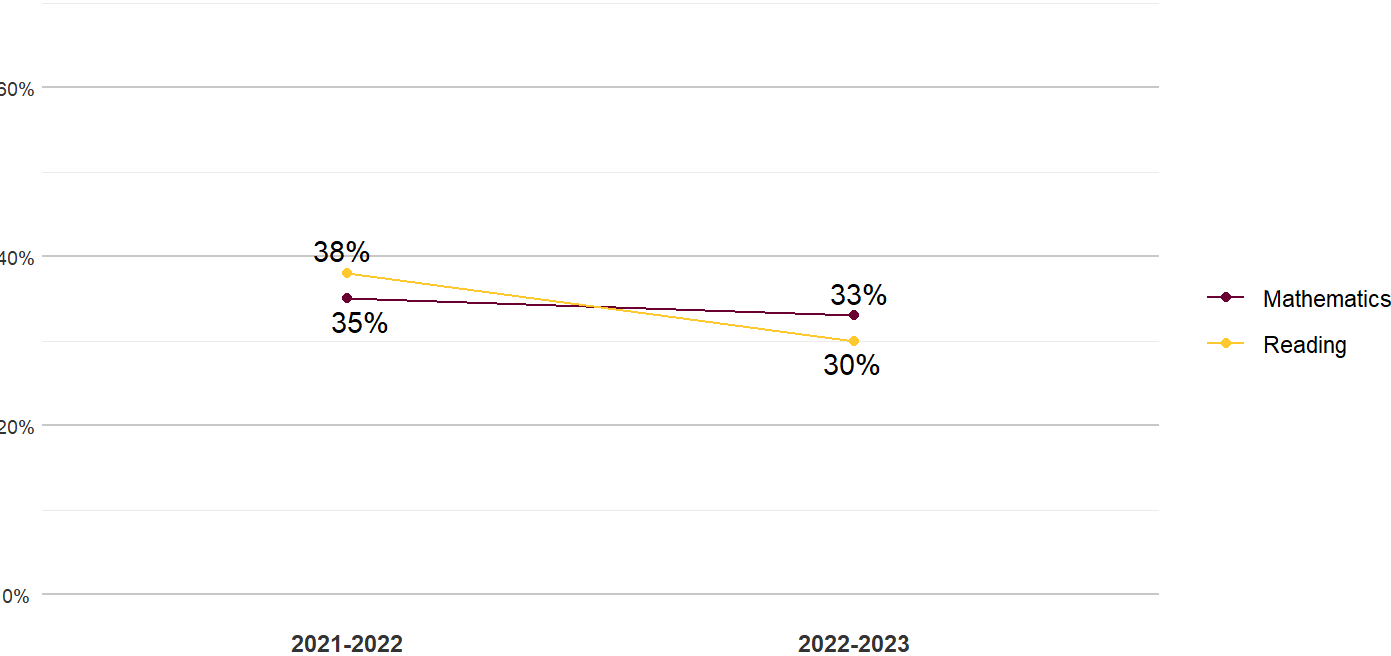
Greater Heights Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

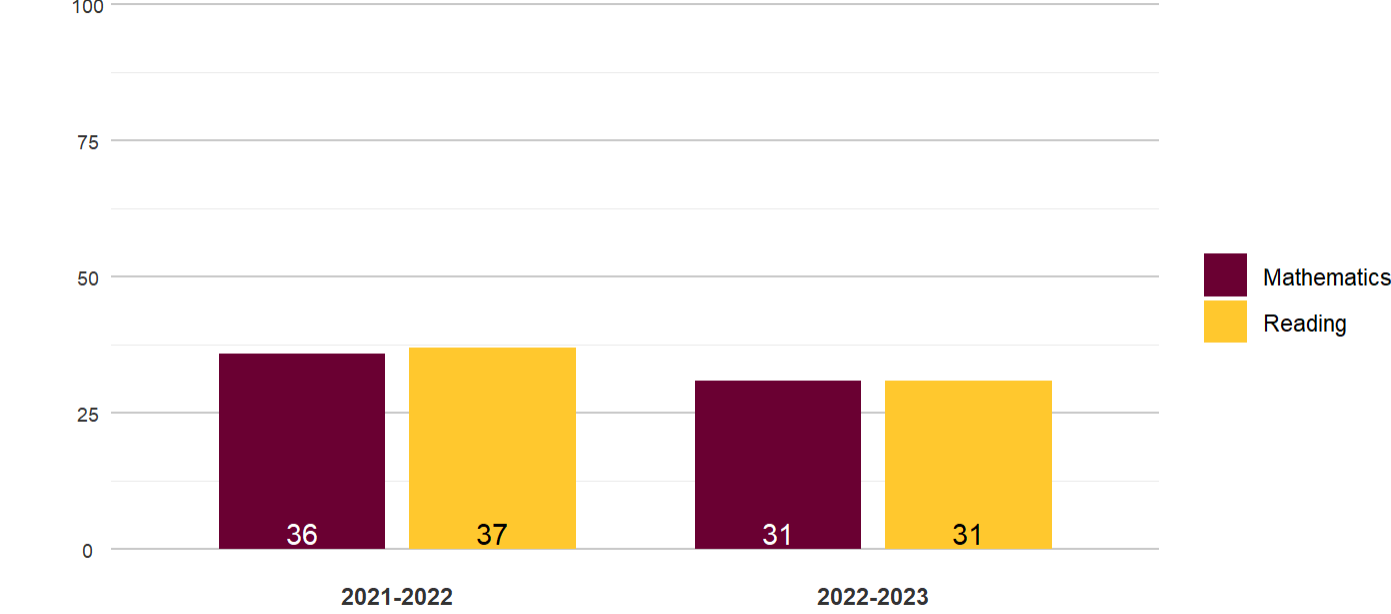
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 6



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 6



Greater Heights Academy

SPRING 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



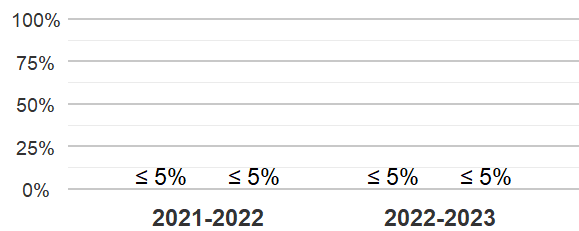
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

Greater Heights Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

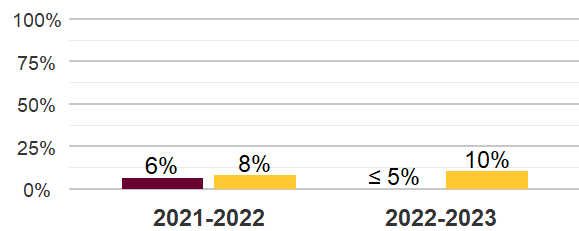
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 6

Mathematics



Academy CRD

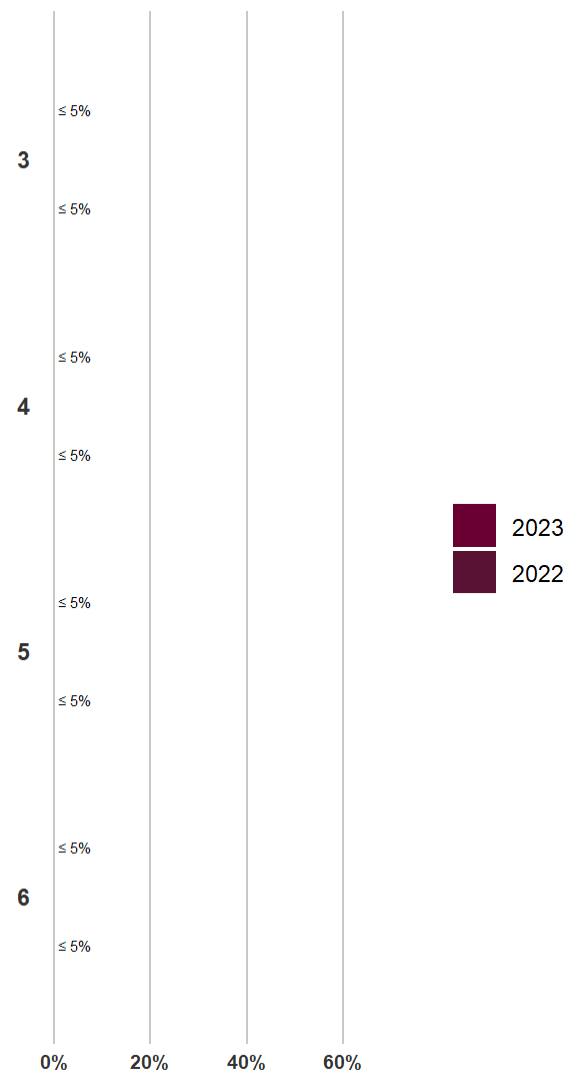
ELA



Academy CRD

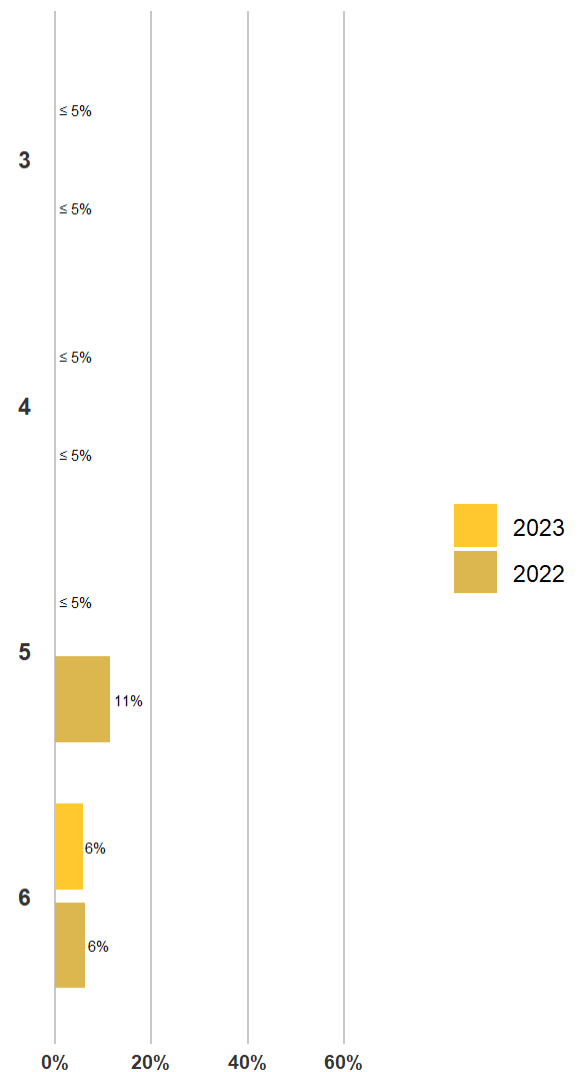
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022



School Profile: Holly Academy

District: Holly Academy
District Code: 63911
Building Code(s): 08734
Location: 820 Academy Drive
Holly, MI 48442
Phone: 248-634-5554
Website: <http://www.hollyacademy.org>
Grades Served: K-8
School Year Authorized: 1998-1999
Charter Contract Term: July 01, 2021 - June 30, 2031
MDE Partnership School: No

Initial Charter Applicant: Philip Stair
School Property Owner: Holly Academy
School Building Owner: Holly Academy
Educational Service Provider (ESP): Self-managed
ESP Contract Term: N/A
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$161,323.65

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Stephen Jenkins	President	April 21, 2022	May 12, 2026
Diane Kullis	Vice President	April 20, 2023	May 12, 2027
Amy Hillman	Secretary	December 03, 2020	May 12, 2024
Brian Potteiger	Treasurer	April 21, 2022	May 12, 2025
Matthew Gerard	Board Director	April 21, 2022	May 12, 2026

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	77	71	69	76	58	68	54	53	32	N/A	N/A	N/A	N/A	558
2022-2023	91	72	82	62	68	64	58	39	50	N/A	N/A	N/A	N/A	586



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Holly Academy

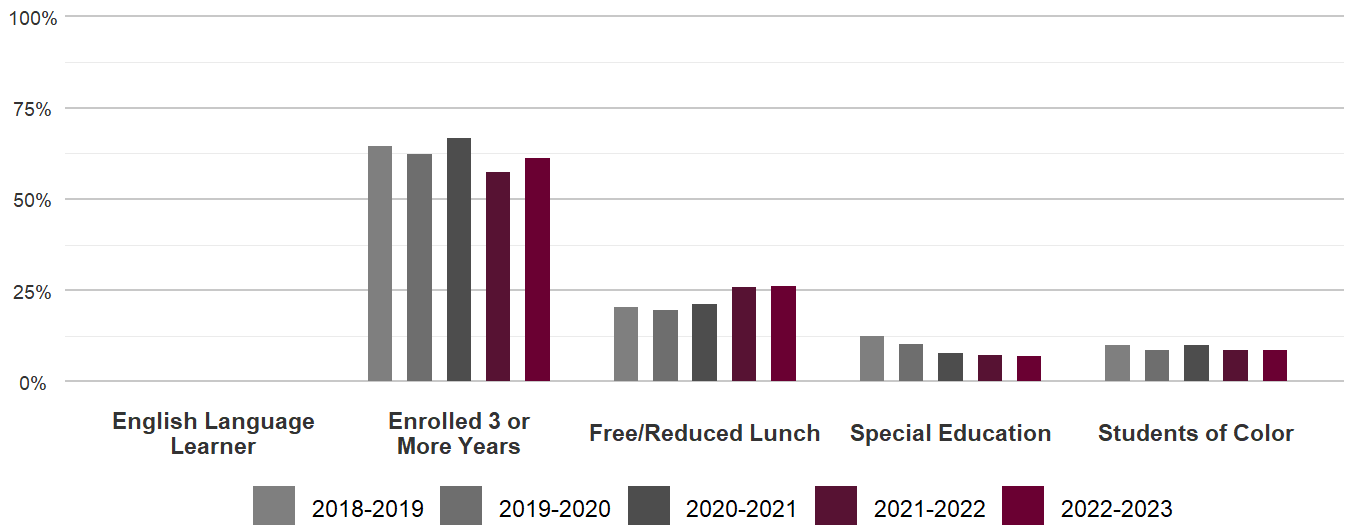


November 2023

Holly Academy

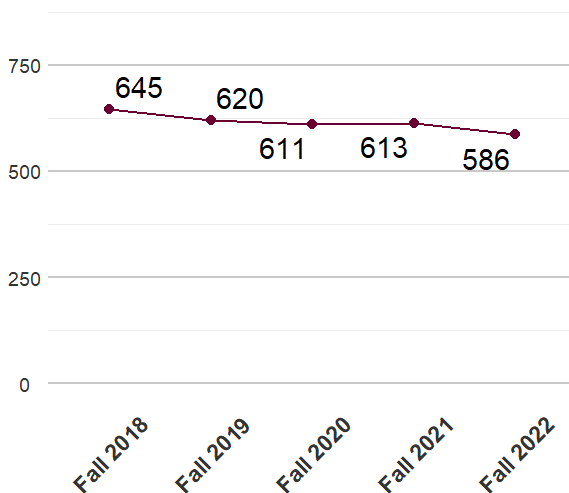
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	12.4%	10.3%	7.7%	7.3%	7.0%
Free/Reduced Lunch	20.5%	19.7%	21.1%	25.8%	26.1%
Students of Color	10.1%	8.7%	10.0%	8.5%	8.7%
Enrolled 3 or More Years	64.5%	62.3%	66.8%	57.3%	61.1%

Enrollment



Where Students Come From

Assigned District	Students
Holly Area School District	336
Fenton Area Public Schools	117
Grand Blanc Community Schools	28
Linden Community Schools	23
Huron Valley Schools	20
Waterford School District	13
Clarkston Community School District	9
Swartz Creek Community Schools	7
Brandon School District in the Counties of Oakland and Lapeer	5
Other	28

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

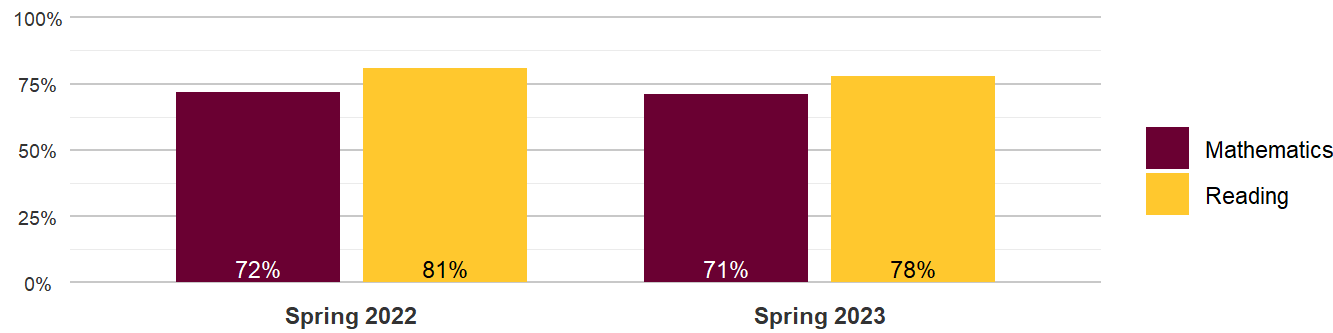


2022-23 - Fall-to-Spring Median Growth Percentile

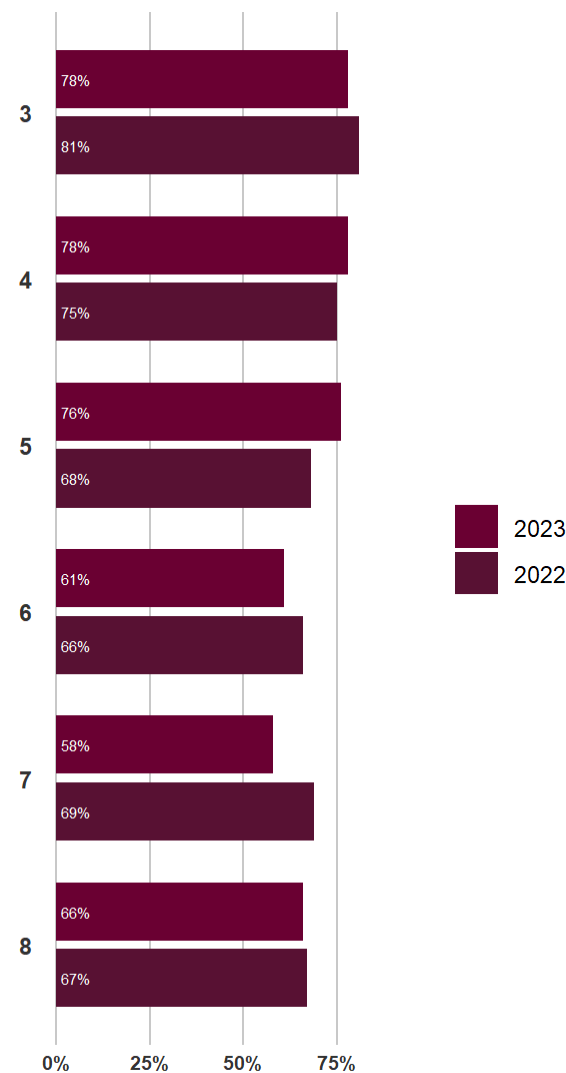


Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

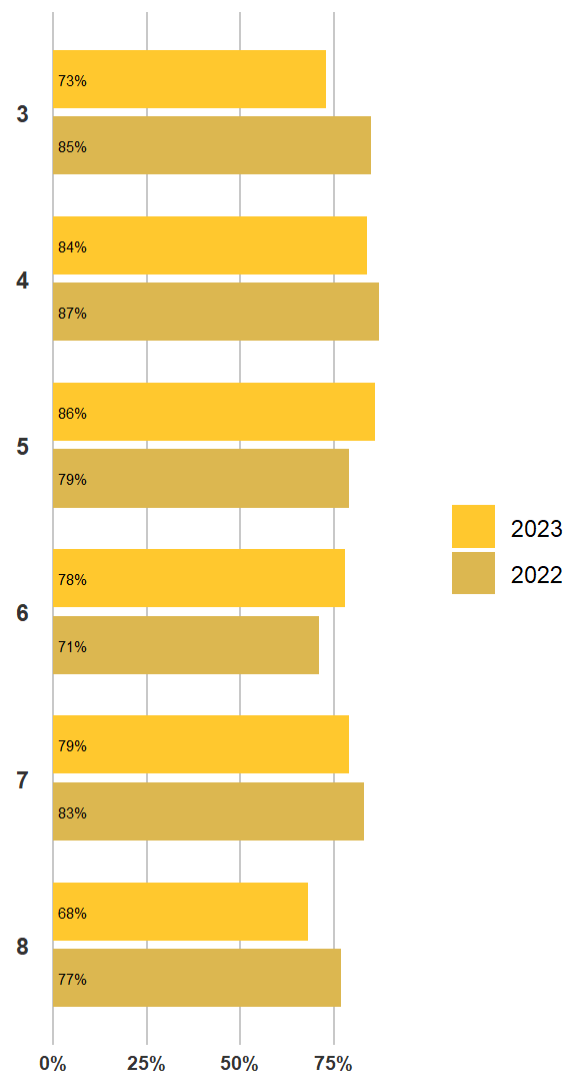
School-Wide by Year



By Grade Level Mathematics



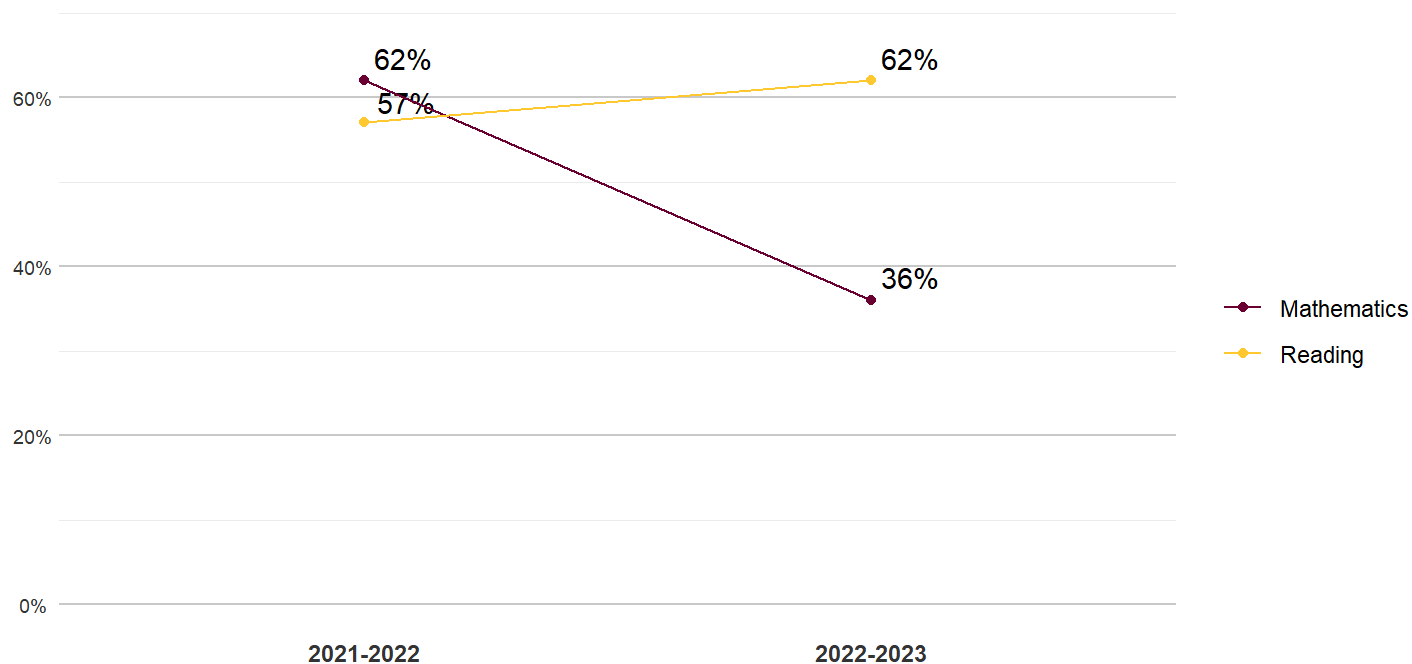
Reading



NWEA MAP Fall-to-Spring Growth

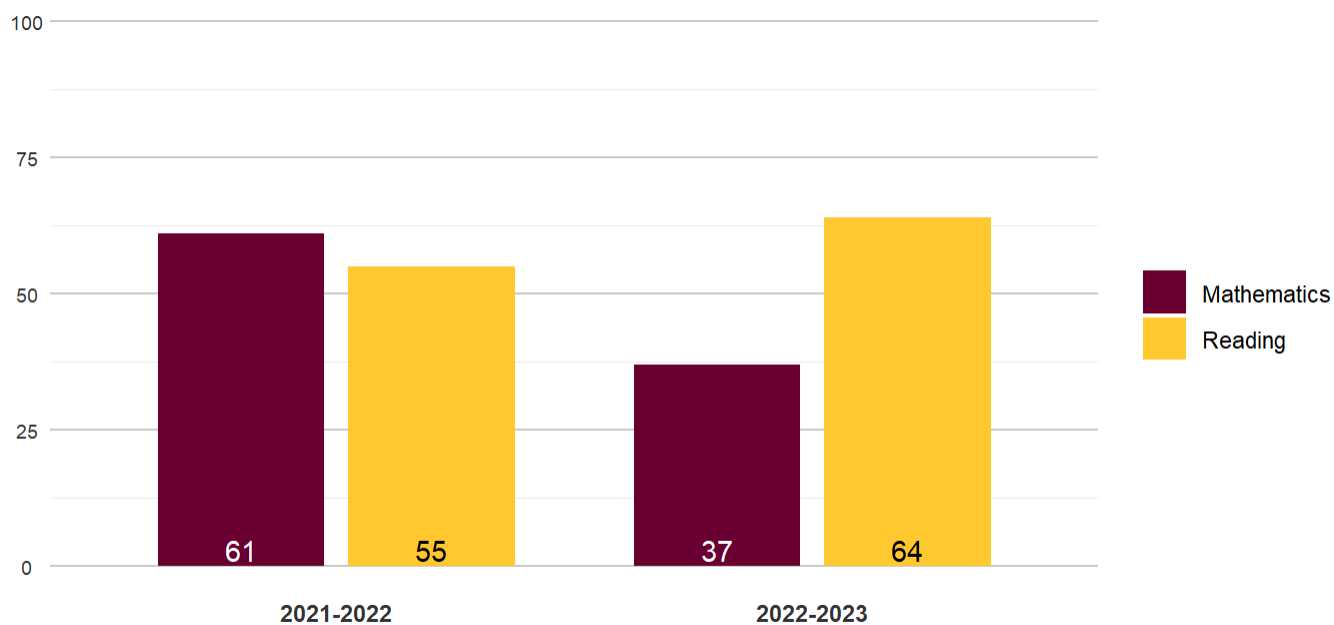
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

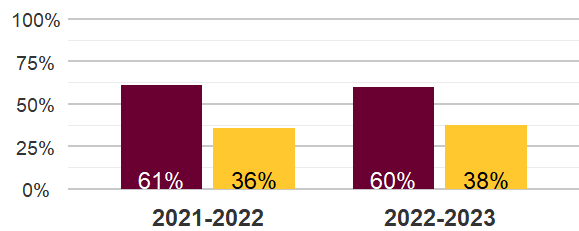


Holly Academy

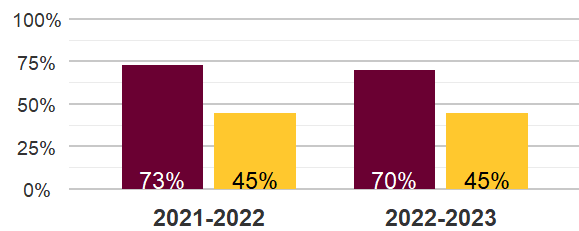
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics



ELA

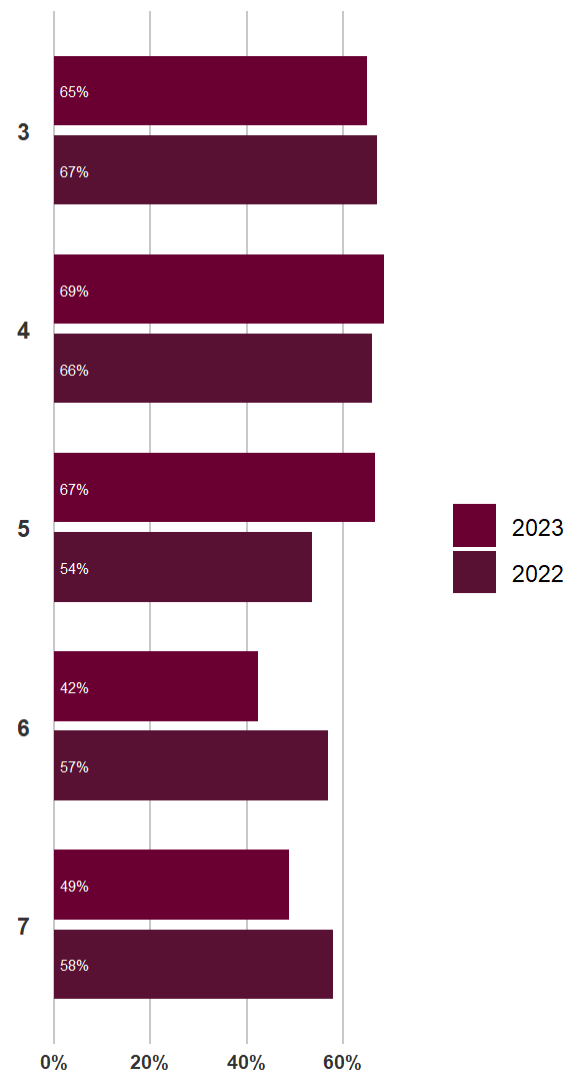


Academy CRD

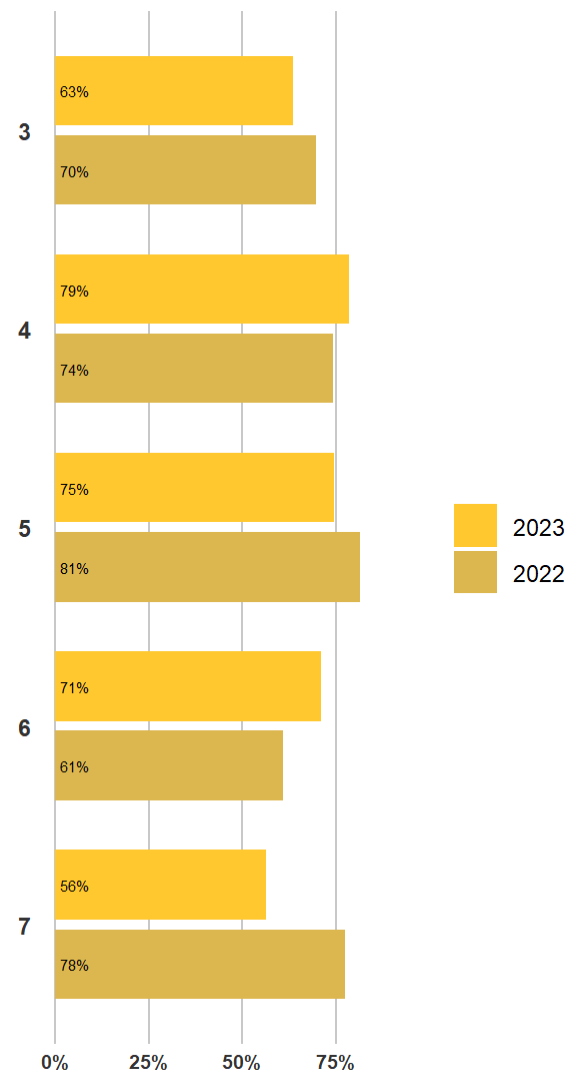
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2023
2022



School Profile: Inkster Preparatory Academy

District: Inkster Preparatory Academy
District Code: 82762
Building Code(s): 03034
Location: 27355 Woodsfield St.
Inkster, MI 48141
Phone: 313-278-3825
Website: <http://inksterprep.org/>
Grades Served: K-8
School Year Authorized: 2015-2016
Charter Contract Term: July 01, 2021 - June 30, 2026
MDE Partnership School: Yes

Initial Charter Applicant: Sue Furick
School Property Owner: GSP Woodsfield Street Inkster, LLC
School Building Owner: GSP Woodsfield Street Inkster, LLC
Educational Service Provider (ESP): ACCEL Schools Michigan, LLC
ESP Contract Term: August 18, 2016 - June 30, 2026
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$69,775.16

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Delphine Oden	President	September 22, 2022	November 01, 2026
Ernestine Williams	Vice President & Secretary	September 28, 2023	November 01, 2027
Tonia Jenkins	Treasurer	September 28, 2023	November 01, 2027
Eric Brown	Board Director	September 28, 2023	November 01, 2025

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	28	41	43	28	26	29	27	18	12	N/A	N/A	N/A	N/A	252
2022-2023	45	46	38	34	30	26	25	16	6	N/A	N/A	N/A	N/A	266



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SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Inkster Preparatory Academy

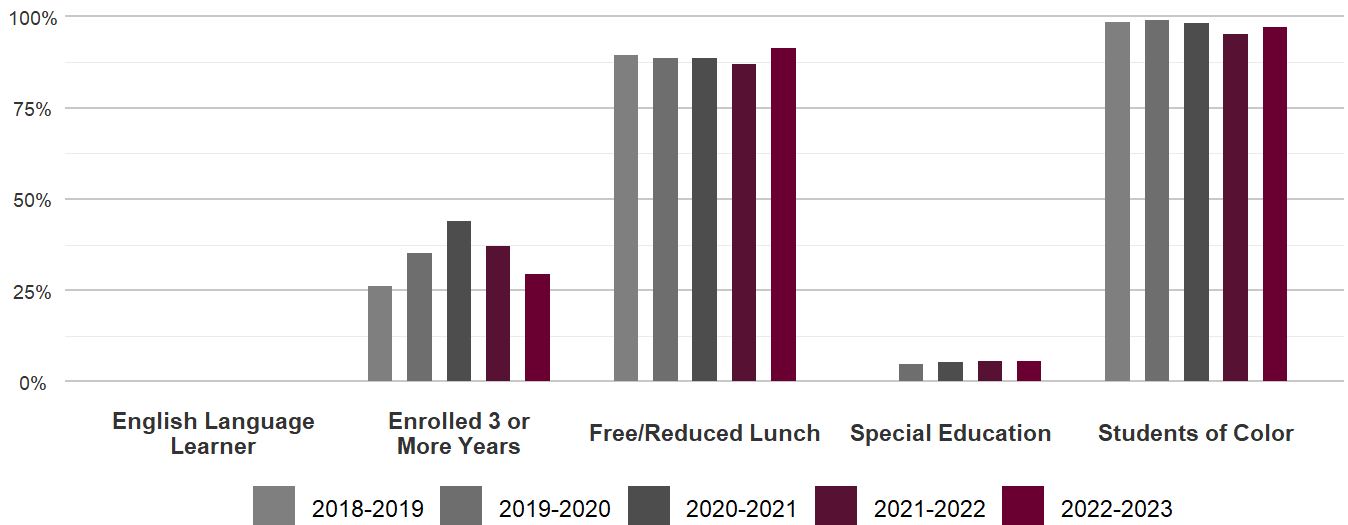


November 2023

Inkster Preparatory Academy

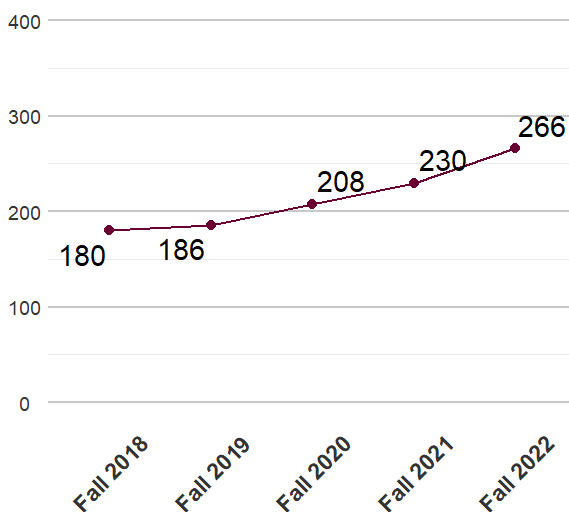
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	0.0%	4.8%	5.3%	5.7%	5.6%
Free/Reduced Lunch	89.4%	88.7%	88.5%	87.0%	91.4%
Students of Color	98.3%	98.9%	98.1%	95.2%	97.0%
Enrolled 3 or More Years	26.1%	35.3%	44.0%	37.2%	29.3%

Enrollment



Where Students Come From

Assigned District	Students
Wayne-Westland Community School District	73
Dearborn City School District	58
Taylor School District	51
Romulus Community Schools	34
Westwood Community School District	27
Detroit Public Schools Community District	14
Crestwood School District	4
Livonia Public Schools School District	2
Riverview Community School District	2
Southfield Public School District	1

Inkster Preparatory Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

Achievement

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2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

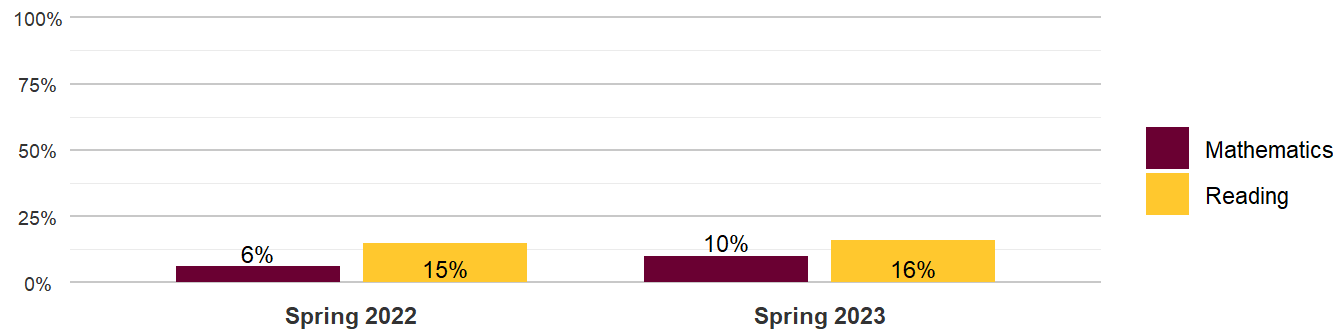


Inkster Preparatory Academy

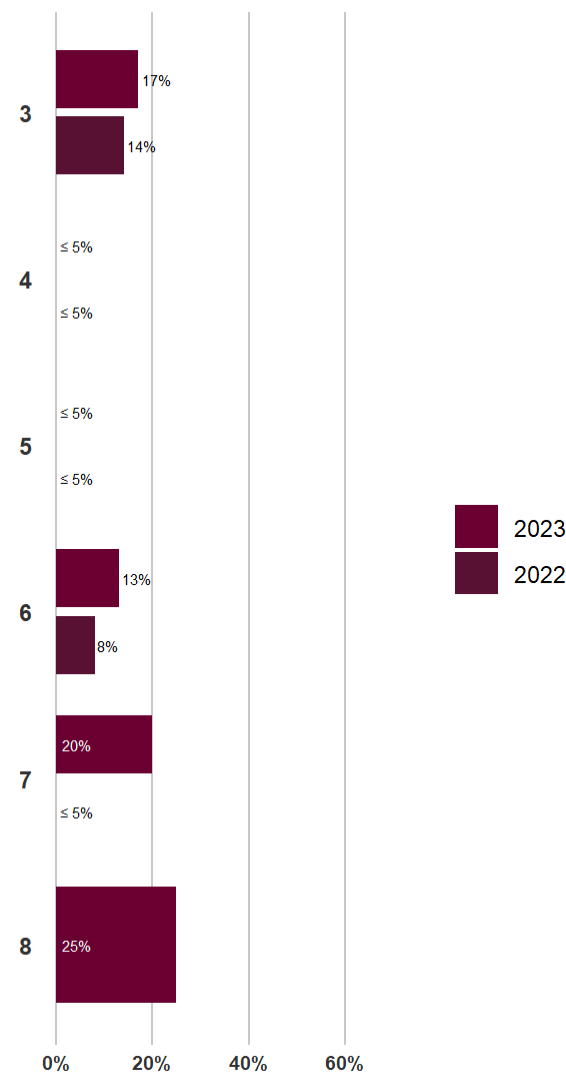
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

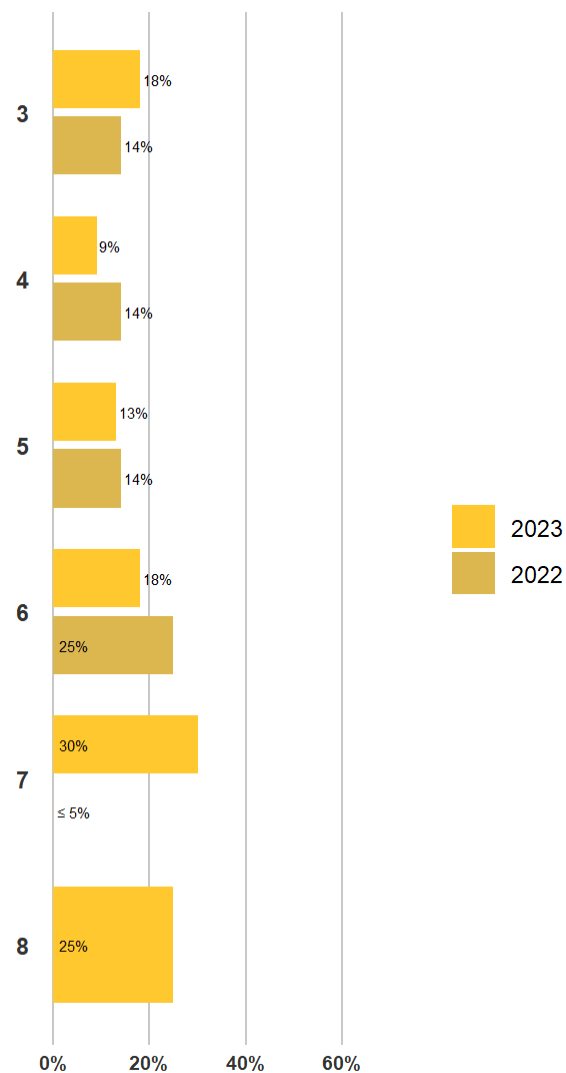
School-Wide by Year



By Grade Level Mathematics



Reading



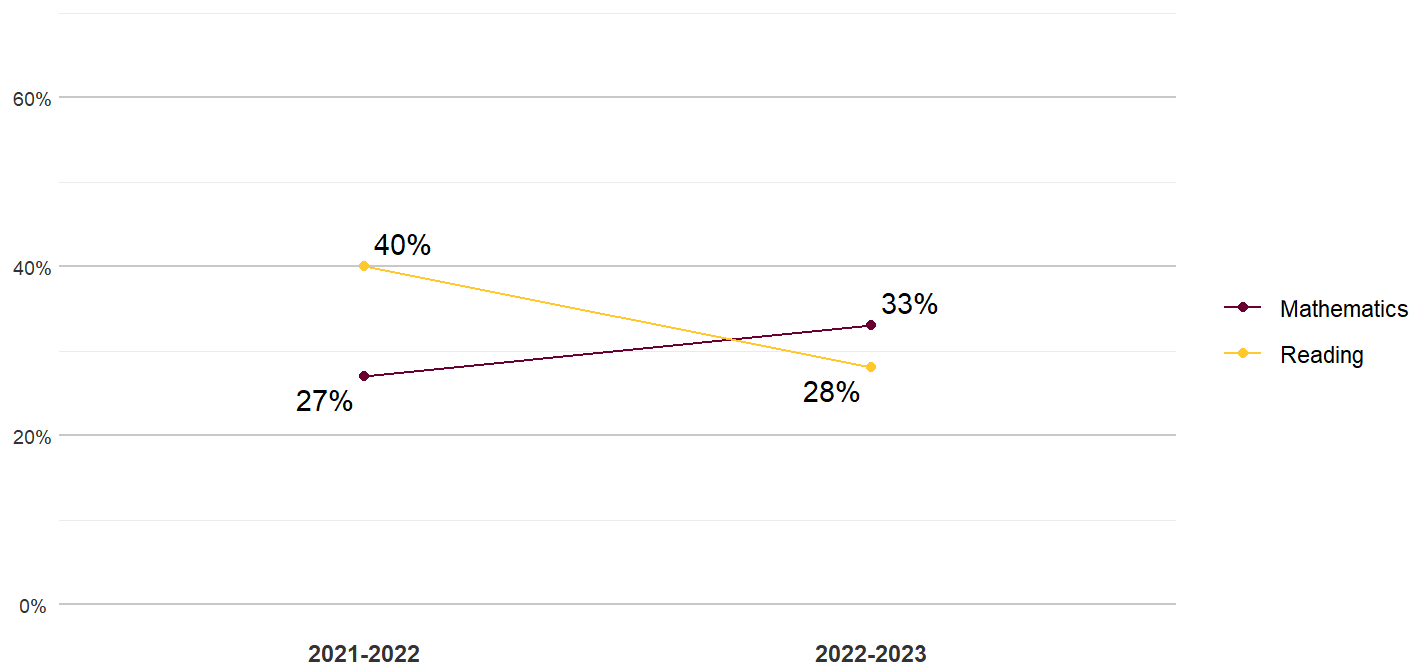
Inkster Preparatory Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

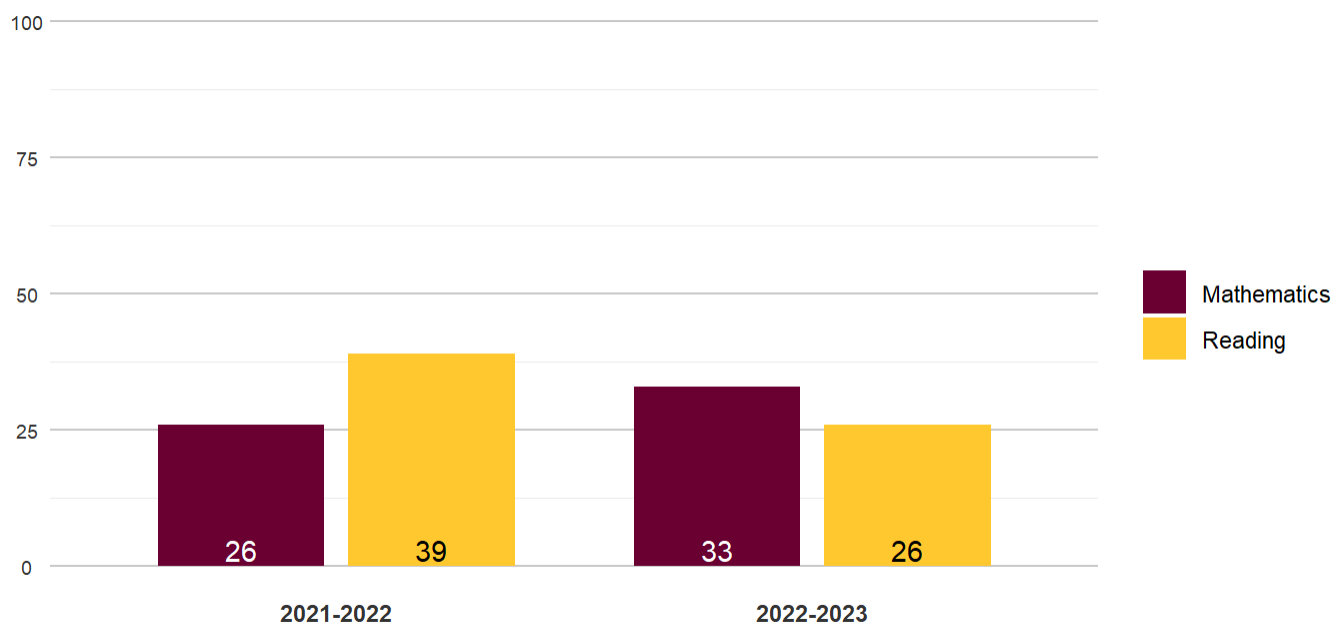
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Inkster Preparatory Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Michigan Student Test of Educational Progress (M-STEP)

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2022-23 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

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2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

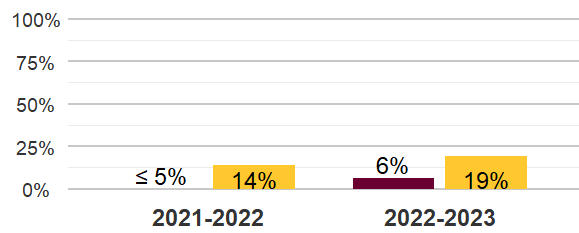


Inkster Preparatory Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

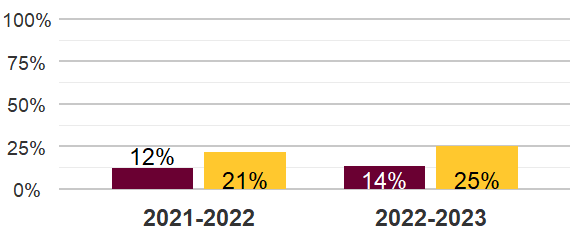
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

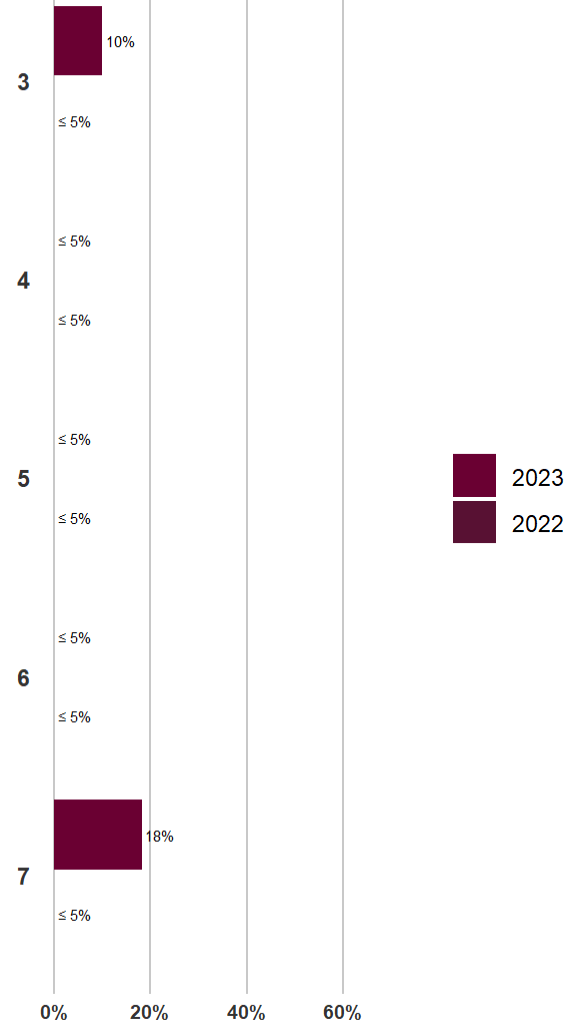
ELA



Academy CRD

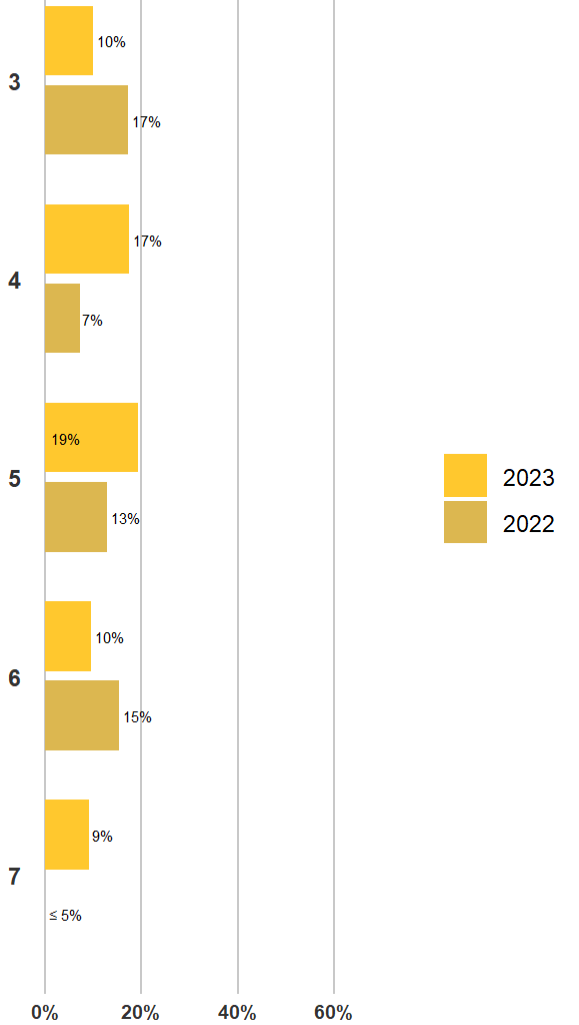
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022



School Profile: Insight School of Michigan

District: Insight School of Michigan
District Code: 23903
Building Code(s): 02314
Location: 526 S. Creyts Rd., Suite A
Lansing, MI 48917
Phone: 517-580-0020
Website: <http://mi.insightschools.net>
Grades Served: 9-12
School Year Authorized: 2013-2014
Charter Contract Term: July 01, 2019 - June 30, 2024
MDE Partnership School: No

Initial Charter Applicant: Michael O'Brien
School Property Owner: Woodlake LLC
School Building Owner: Woodlake LLC
Educational Service Provider (ESP): K12 Virtual Schools, LLC
ESP Contract Term: July 01, 2019 - June 30, 2024
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$175,862.21

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
James Gambrell	President	September 28, 2023	November 01, 2027
Jessica AcMoody	Vice President	September 23, 2021	November 01, 2025
Aimee West	Secretary	February 17, 2022	November 01, 2024
Laura Tegels	Treasurer	December 08, 2022	November 01, 2026
Emmanuel Williams	Board Director	September 28, 2023	November 01, 2026

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	106	209	218	170	703
2022-2023	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	123	202	155	173	653



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SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Insight School of Michigan

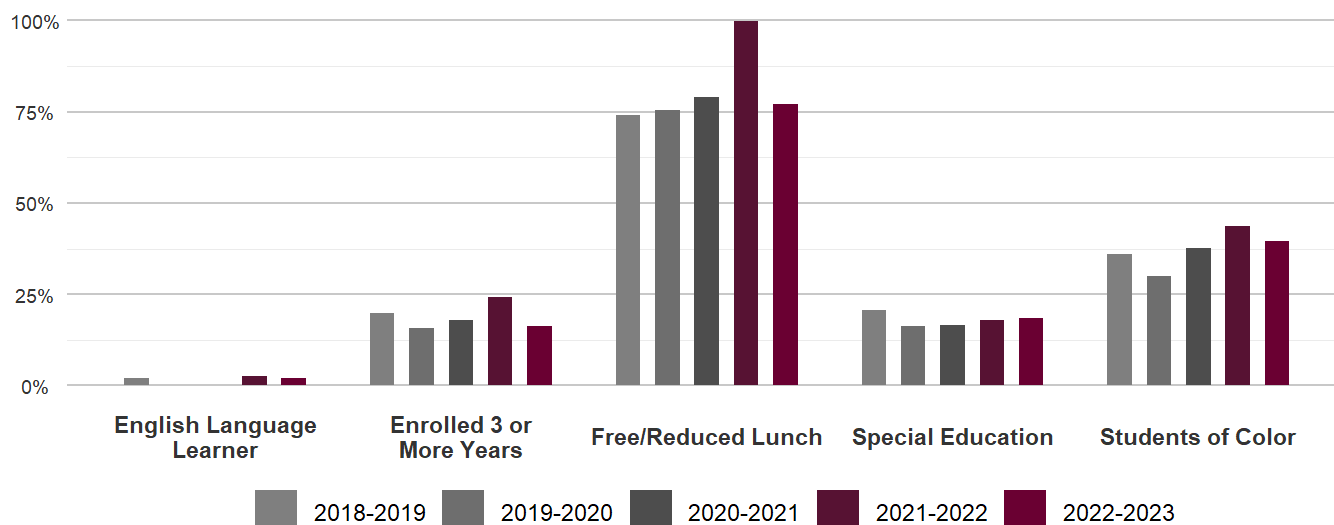


October 2023

Insight School of Michigan

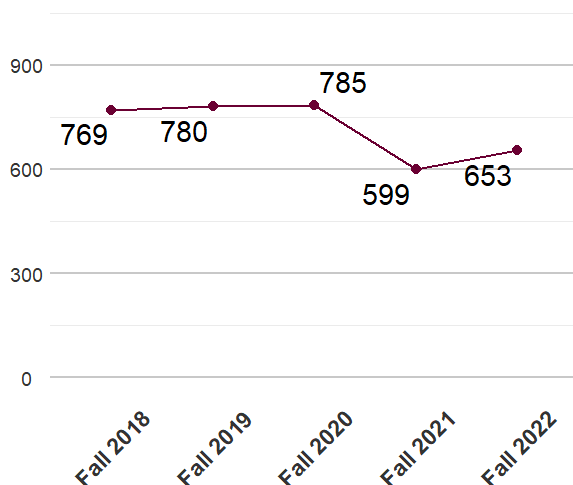
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	2.1%	0.0%	0.0%	2.7%	2.1%
Special Education	20.7%	16.3%	16.4%	17.9%	18.4%
Free/Reduced Lunch	74.0%	75.4%	79.0%	99.8%	77.2%
Students of Color	35.9%	29.9%	37.7%	43.6%	39.5%
Enrolled 3 or More Years	19.7%	15.7%	17.8%	24.2%	16.2%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	87
Wayne-Westland Community School District	17
Lansing Public School District	16
Bay City School District	14
Livonia Public Schools School District	12
Grand Rapids Public Schools	8
Plymouth-Canton Community Schools	8
Waterford School District	8
Battle Creek Public Schools	7
Other	484

Insight School of Michigan

SPRING 2022-23 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.

2022-23 - Percent of Students Meeting Goal

Mathematics

50%

Reading

55%

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.

2022-23 - Percent of students earning 4.5 or more credits

58%



School Profile: International Academy of Flint

District: International Academy of Flint
District Code: 25905
Building Code(s): 08732
Location: 2820 South Saginaw Street
Flint, MI 48503
Phone: 810-600-5000
Website: <http://www.iafphoenix.org>
Grades Served: K-12
School Year Authorized: 1998-1999
Charter Contract Term: July 01, 2020 - June 30, 2025
MDE Partnership School: No

Initial Charter Applicant: Thomas Tuuri
School Property Owner: International Academy of Flint
School Building Owner: International Academy of Flint
Educational Service Provider (ESP): CSP Management Inc. dba Partner Solutions for Schools
ESP Contract Term: July 01, 2020 - June 30, 2025
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$241,030.22

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Diane Thompson	President	April 16, 2020	May 12, 2024
Jeffrey Houck	Vice President	April 22, 2021	May 12, 2025
Yuwonia Speights-Beaugard	Secretary	April 20, 2023	May 12, 2027
Jacob Sopczynski	Treasurer	April 21, 2022	May 12, 2026
FaLessia Booker	Board Director	April 21, 2022	May 12, 2026
Markaman Childress	Board Director	April 20, 2023	May 12, 2027
Ja'Quita Kelley	Board Director	April 22, 2021	May 12, 2025

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	49	85	61	69	53	80	75	78	78	68	60	63	37	856
2022-2023	71	80	66	65	82	78	75	77	72	80	65	44	35	890



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CHARTER SCHOOLS**
CENTRAL MICHIGAN UNIVERSITY

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

International Academy of Flint

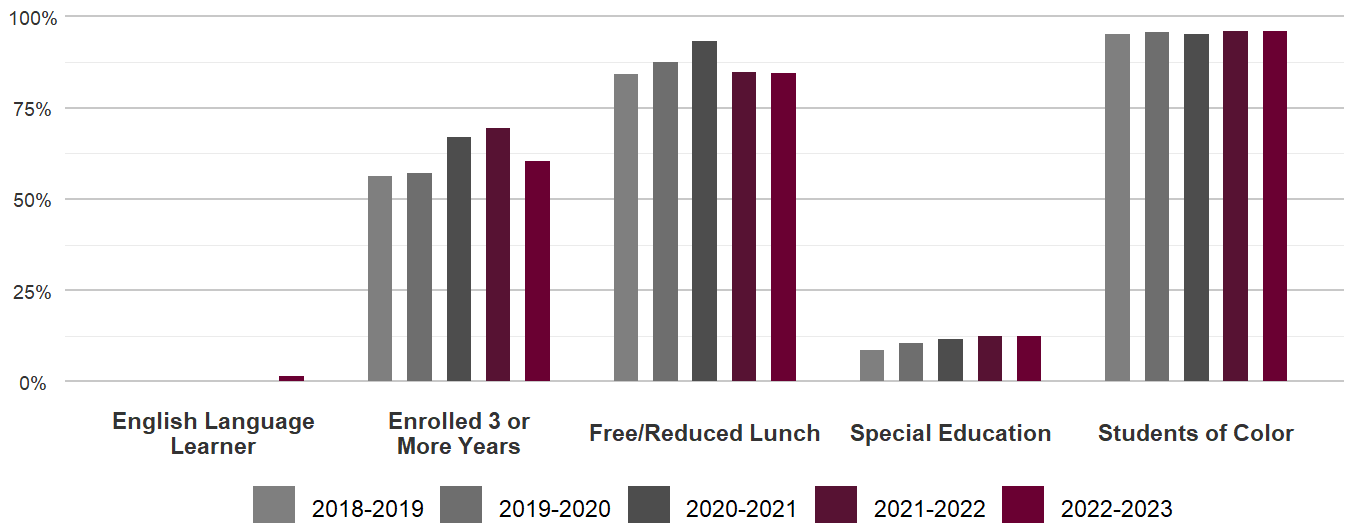


November 2023

International Academy of Flint

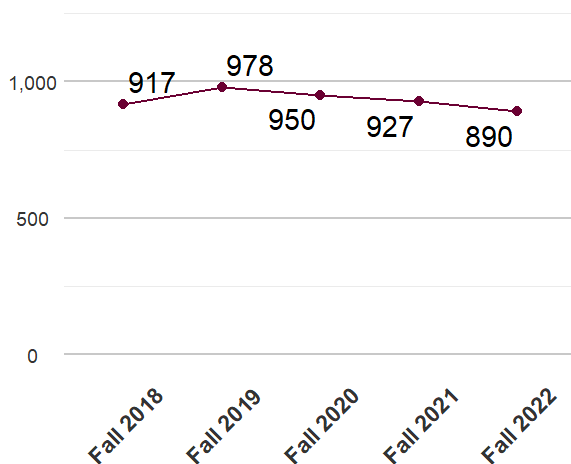
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	1.5%
Special Education	8.6%	10.5%	11.6%	12.4%	12.6%
Free/Reduced Lunch	84.3%	87.4%	93.3%	84.9%	84.6%
Students of Color	95.1%	95.6%	95.3%	96.1%	96.0%
Enrolled 3 or More Years	56.4%	57.1%	66.9%	69.5%	60.4%

Enrollment



Where Students Come From

Assigned District	Students
Flint, School District of the City of	834
Bendle Public Schools	24
Mt. Morris Consolidated Schools	24
Grand Blanc Community Schools	4
Howell Public Schools	3
Beecher Community School District	2
Flushing Community Schools	1

International Academy of Flint

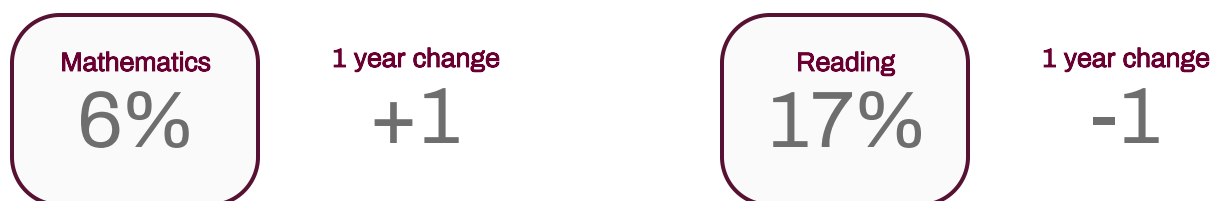
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

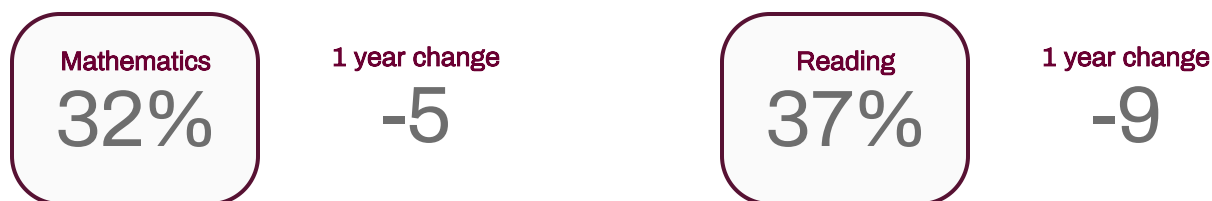
2022-23 - Percent of Students Meeting Spring National Achievement Norms



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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

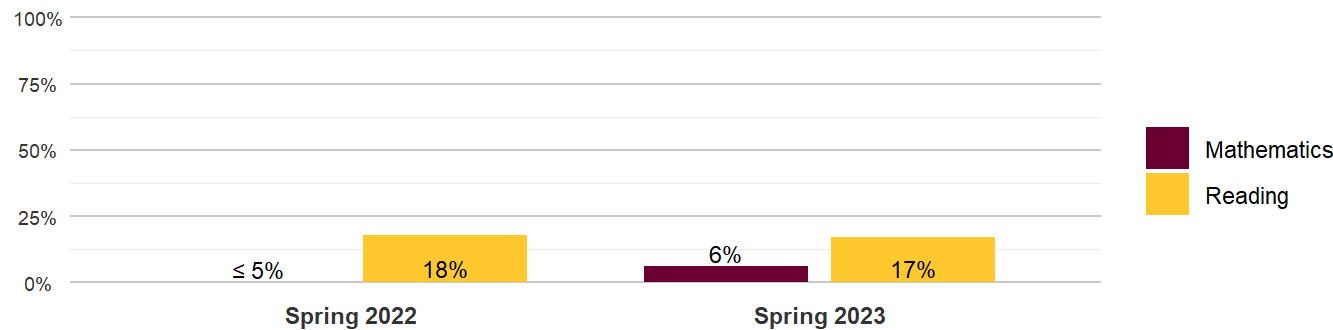


International Academy of Flint

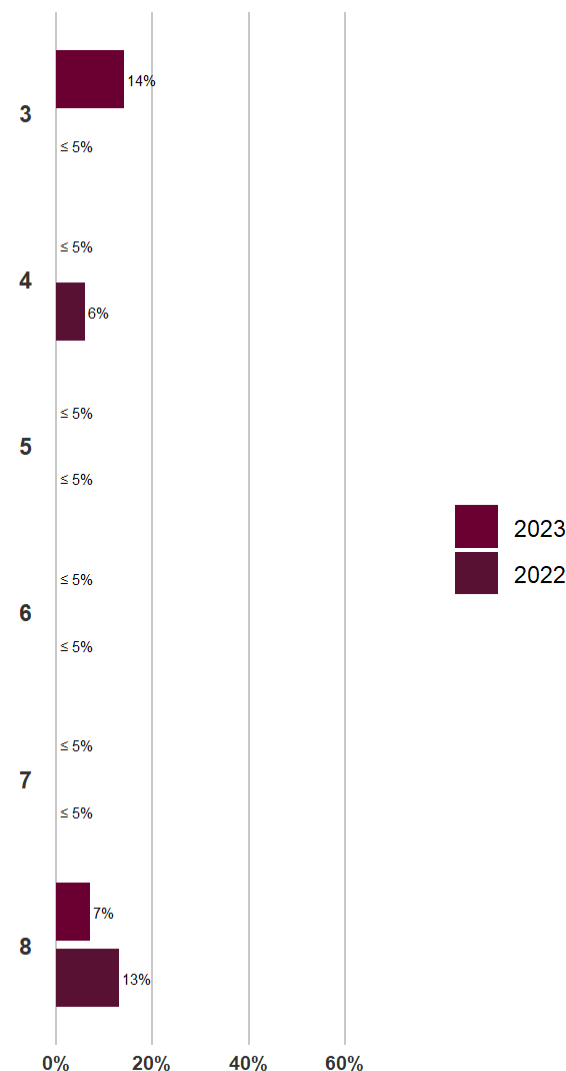
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

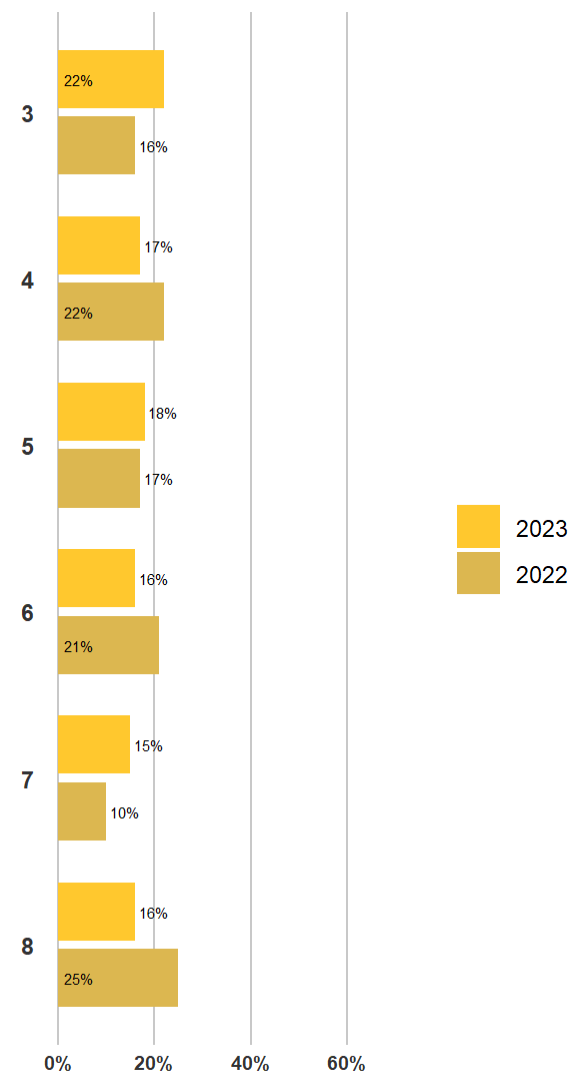
School-Wide by Year



By Grade Level Mathematics



Reading



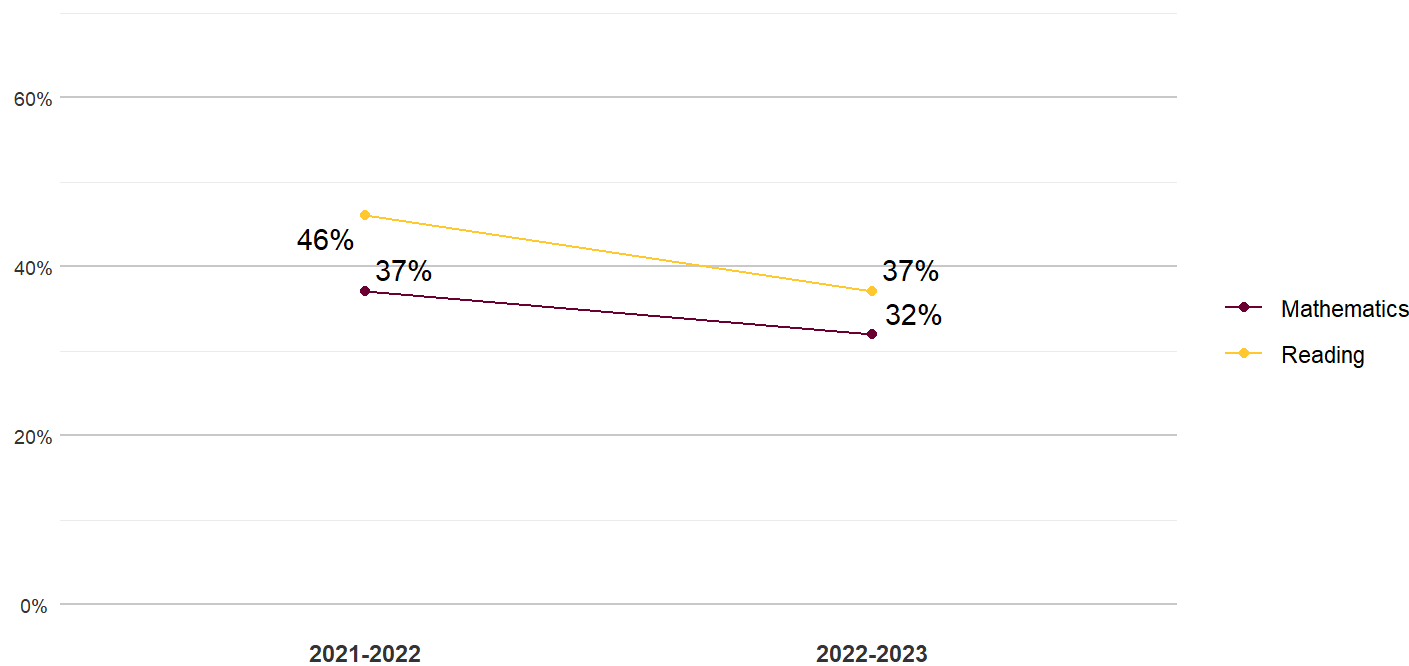
International Academy of Flint

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

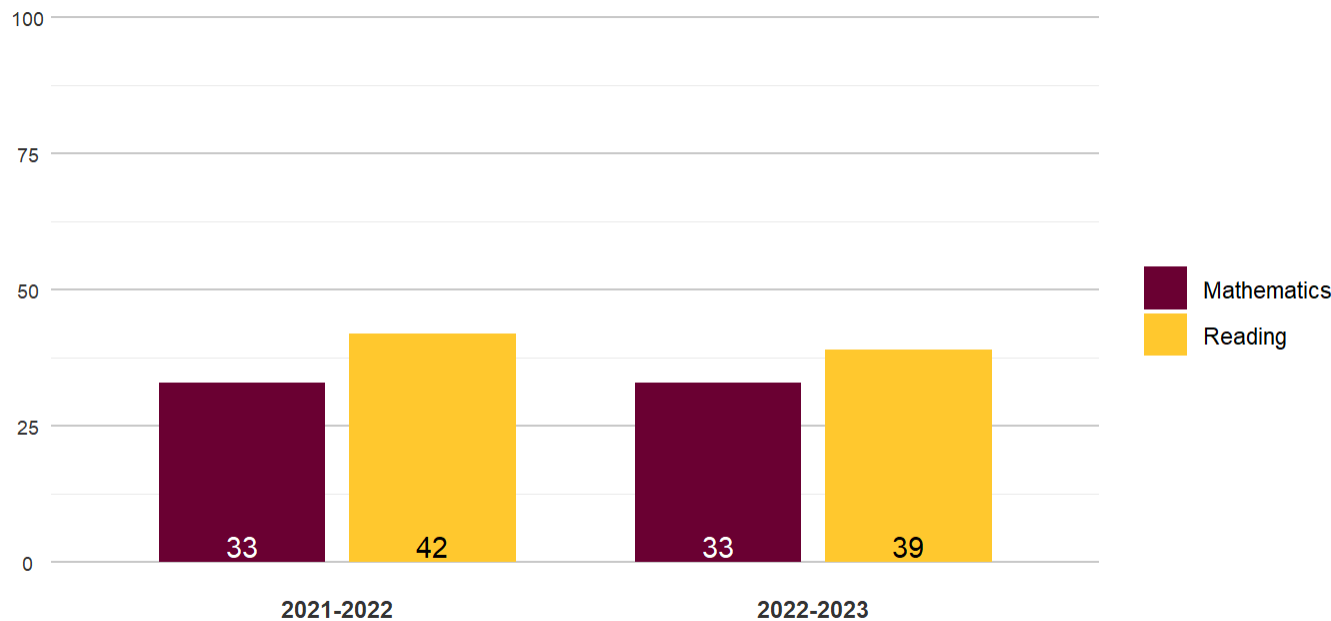
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



International Academy of Flint

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Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



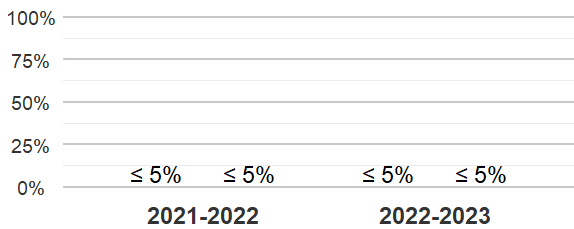
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

International Academy of Flint

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

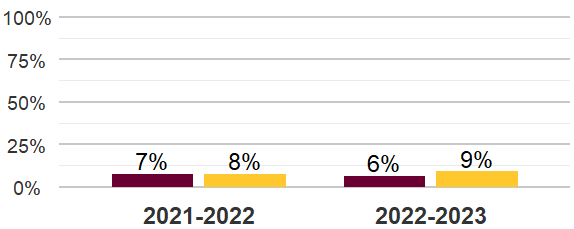
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

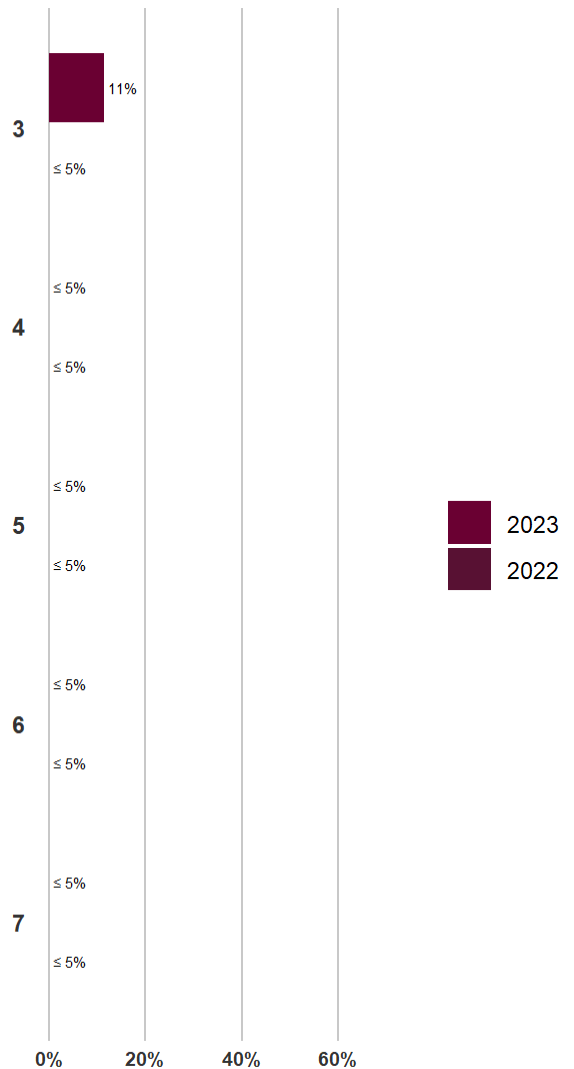
ELA



Academy CRD

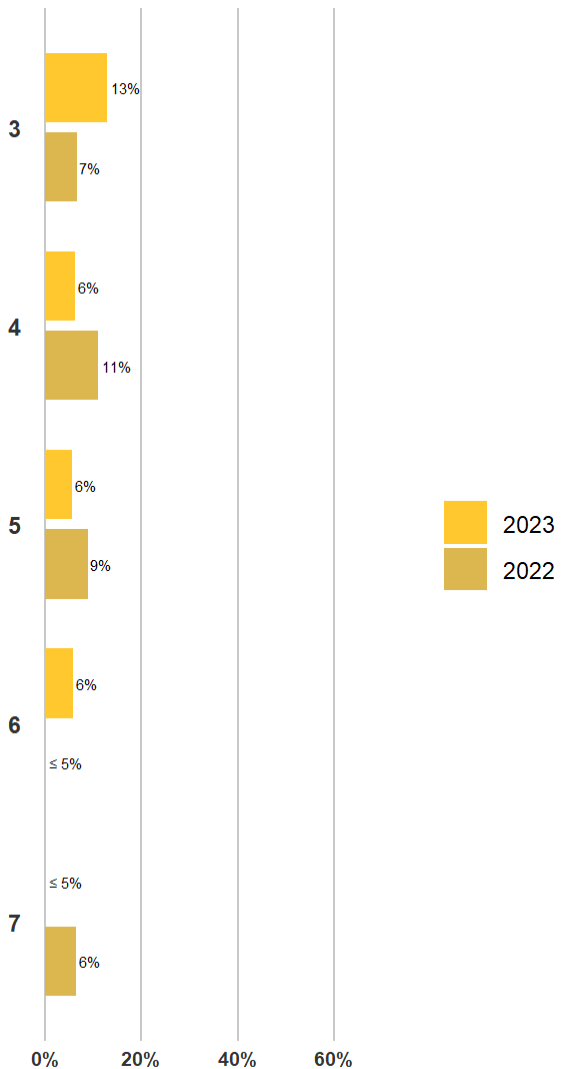
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022

International Academy of Flint

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Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the College and Career Readiness Benchmarks (CCR) in Mathematics. 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 Evidence-Based Reading and Writing (EBRW) 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



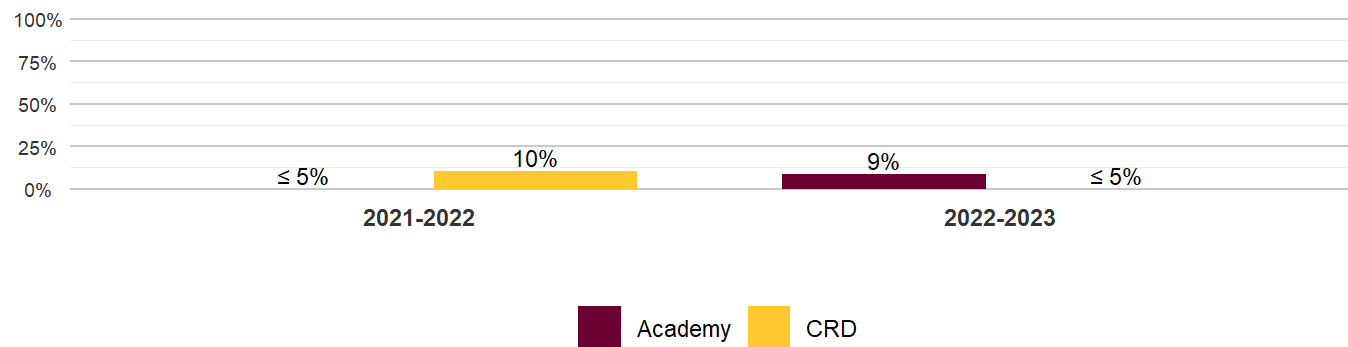
International Academy of Flint

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

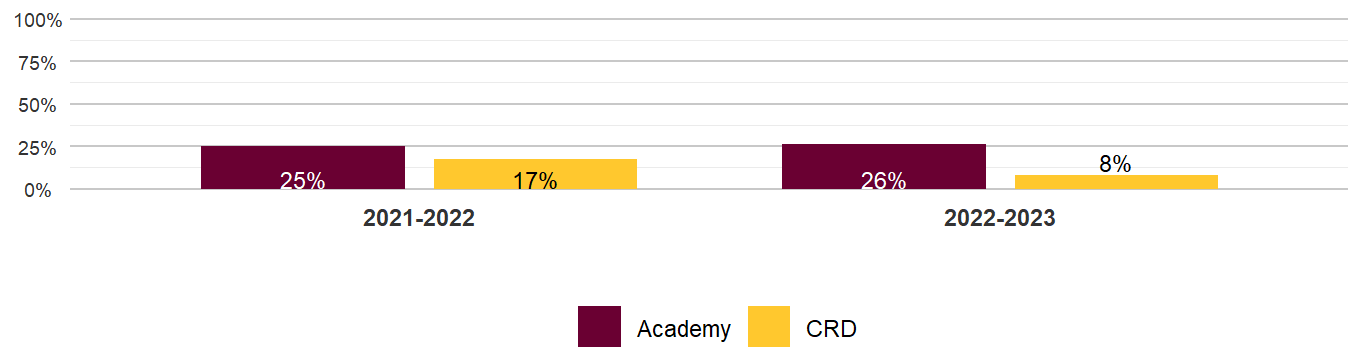
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: Island City Academy

District: Island City Academy
District Code: 23901
Building Code(s): 08322
Location: 6421 S. Clinton Trail
Eaton Rapids, MI 48827
Phone: 517-663-0111
Website: <http://www.islandcity.org>
Grades Served: K-8
School Year Authorized: 1996-1997
Charter Contract Term: July 01, 2021 - June 30, 2026
MDE Partnership School: No

Initial Charter Applicant: Candace Kelsey/Barbara Gruesbeck
School Property Owner: Island City Academy
School Building Owner: Island City Academy
Educational Service Provider (ESP): Advance Educational Services, Inc.
ESP Contract Term: July 01, 2021 - June 30, 2024
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$55,177.25

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
David Sysum	President	June 29, 2023	August 15, 2027
Catherine Sayer	Vice President	June 24, 2021	August 15, 2025
Linda Sherrill	Secretary	April 20, 2023	August 15, 2025
Meghann Barnett	Treasurer	February 17, 2022	August 15, 2024

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	22	24	22	21	24	20	22	24	18	N/A	N/A	N/A	N/A	197
2022-2023	24	24	22	24	23	24	24	21	15	N/A	N/A	N/A	N/A	201



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Island City Academy

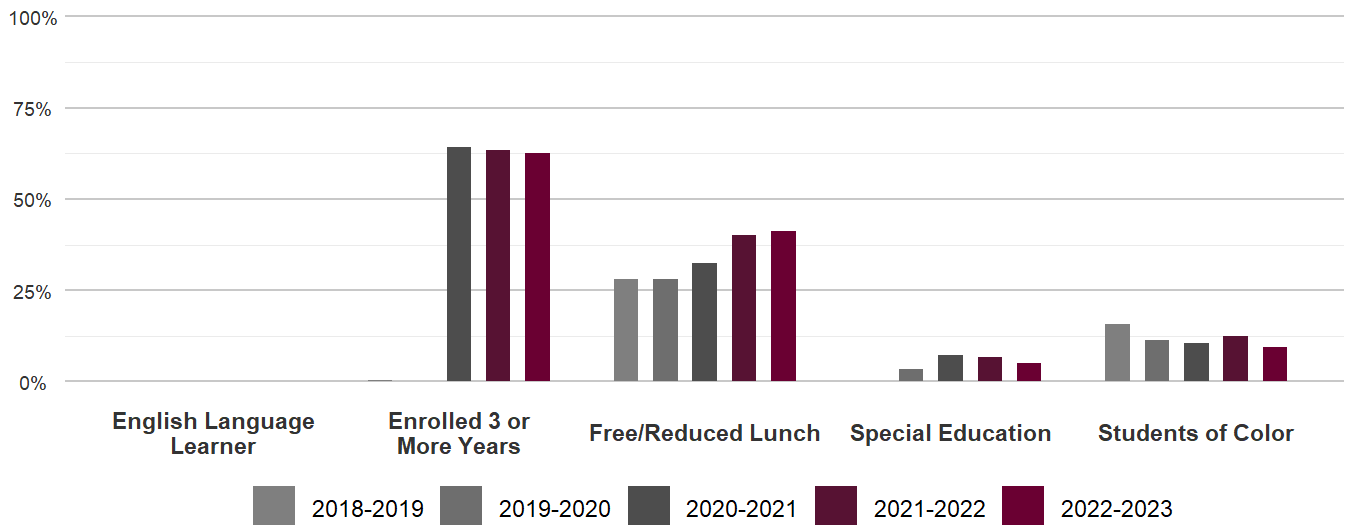


November 2023

Island City Academy

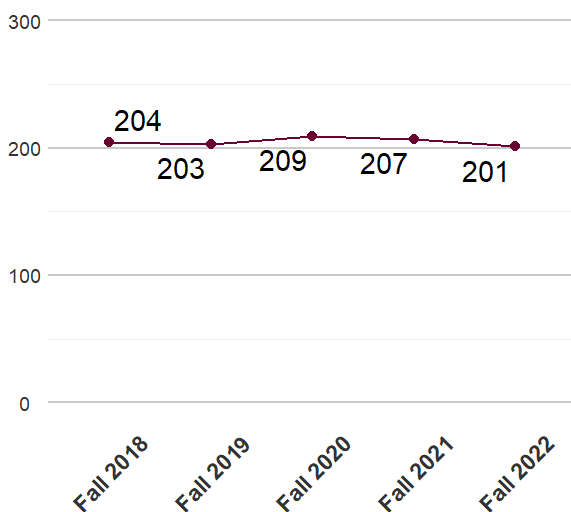
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	0.0%	3.4%	7.2%	6.8%	5.0%
Free/Reduced Lunch	27.9%	28.1%	32.5%	40.1%	41.3%
Students of Color	15.7%	11.3%	10.5%	12.6%	9.5%
Enrolled 3 or More Years	0.5%	0.0%	64.1%	63.3%	62.7%

Enrollment



Where Students Come From

Assigned District	Students
Eaton Rapids Public Schools	178
Springport Public Schools	11
Charlotte Public Schools	10
Holt Public Schools	1
Lansing Public School District	1

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

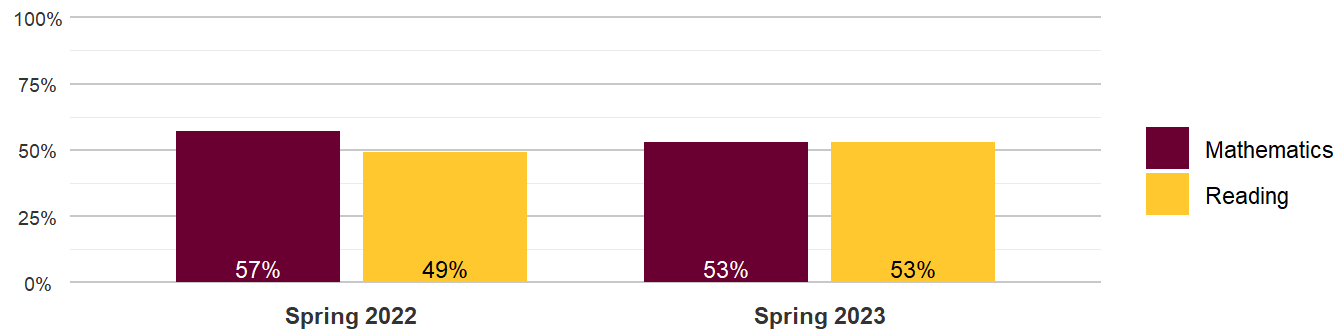


Island City Academy

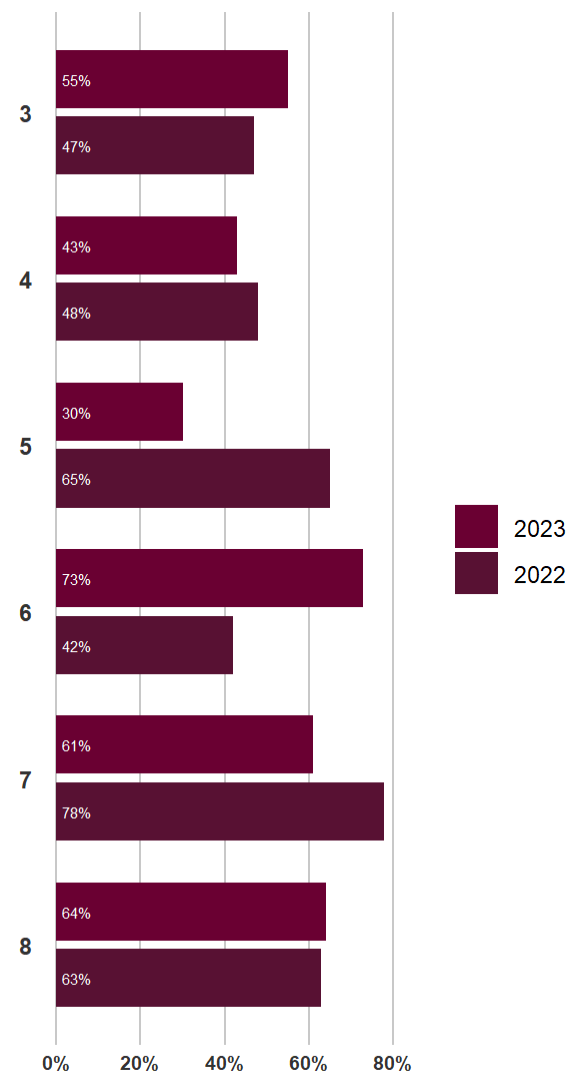
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

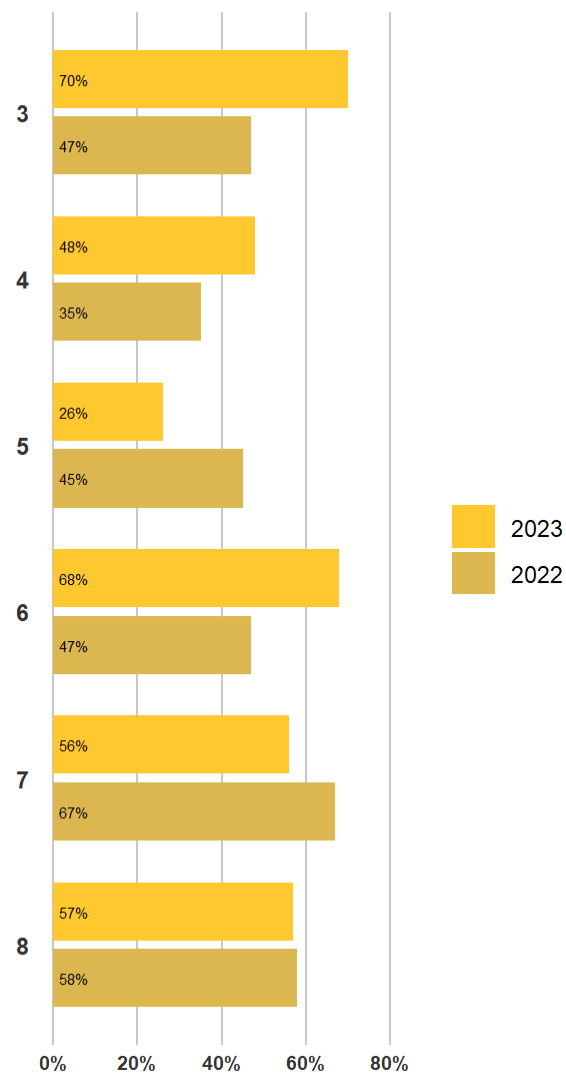
School-Wide by Year



By Grade Level Mathematics



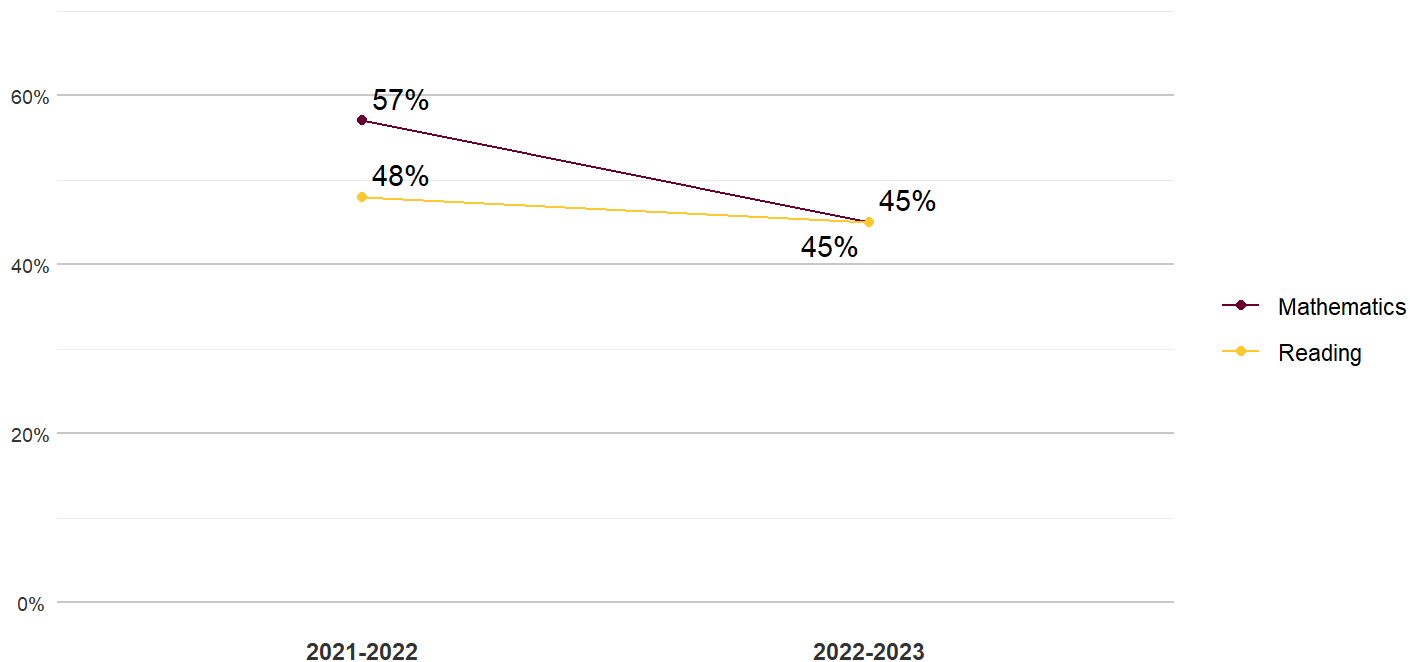
Reading



NWEA MAP Fall-to-Spring Growth

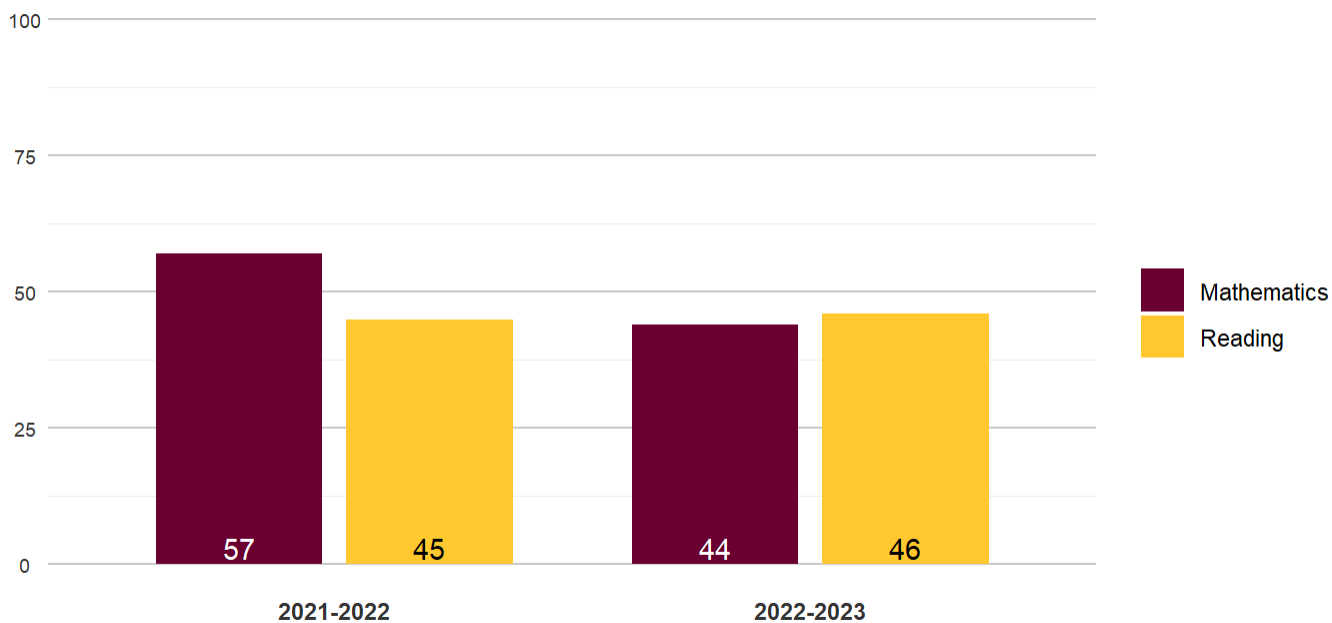
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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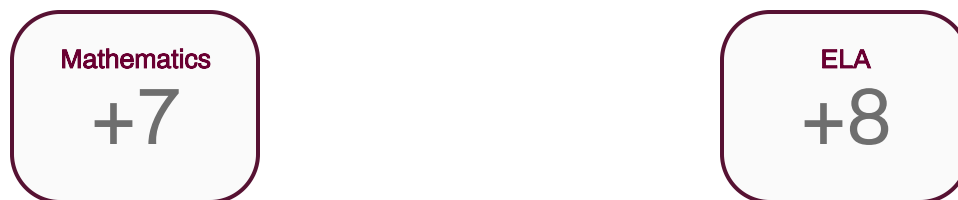
2022-23 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

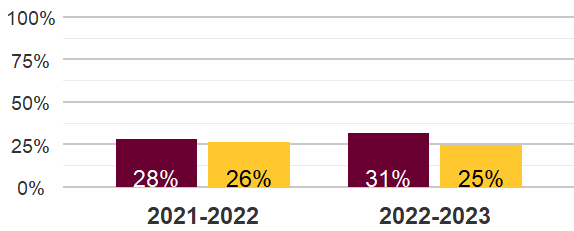


Island City Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

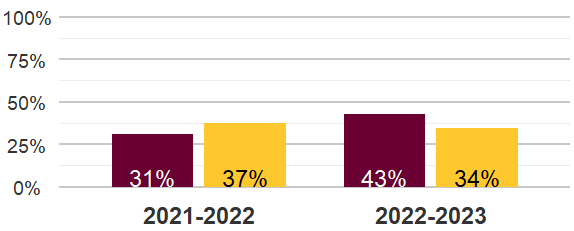
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

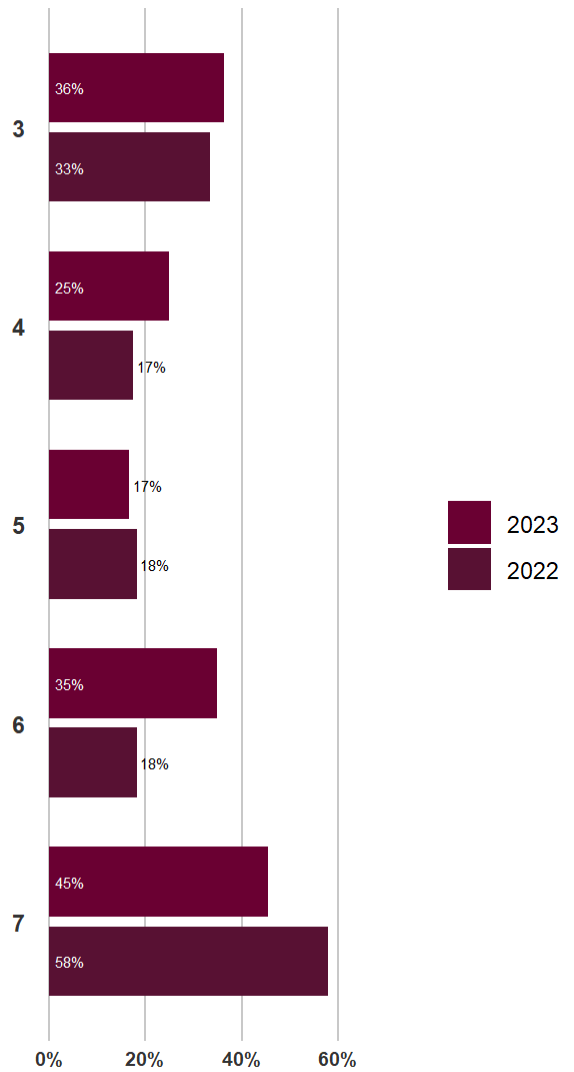
ELA



Academy CRD

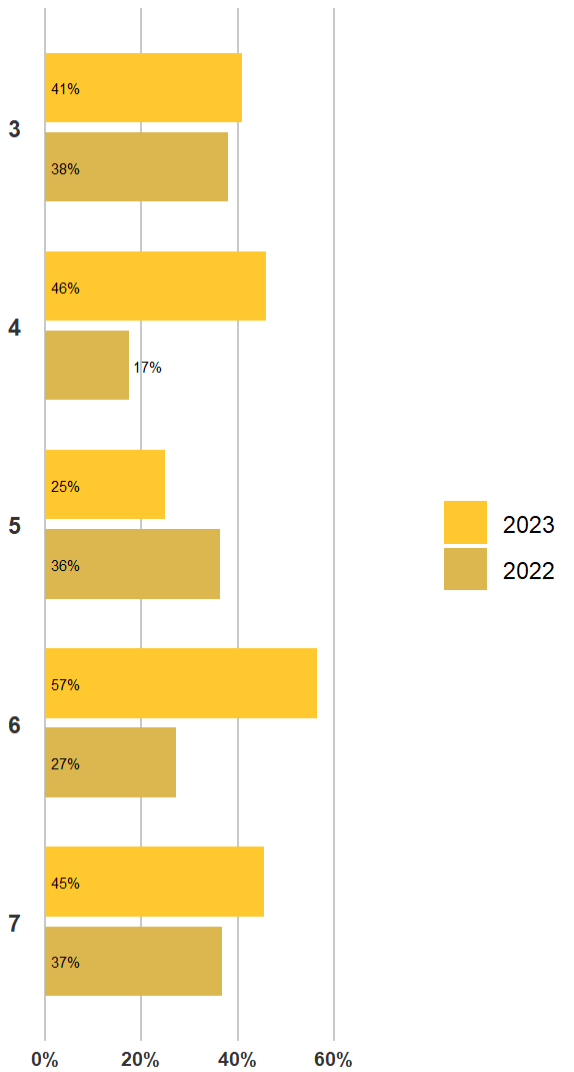
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022



School Profile: Ivywood Classical Academy

District: Ivywood Classical Academy
District Code: 82767
Building Code(s): 03605
Location: 14356 Genoa Ct.
 Plymouth, MI 48170
Phone: 248-207-1757
Website: <https://ivywoodclassicalacademy.com/>
Grades Served: K-9
School Year Authorized: 2018-2019
Charter Contract Term: April 04, 2019 - June 30, 2024
MDE Partnership School: No

Initial Charter Applicant: Tyler Horning
School Property Owner: Genoa Project, LLC
School Building Owner: Genoa Project, LLC
Educational Service Provider (ESP): Choice Schools Associates, L.L.C.
ESP Contract Term: July 01, 2019 - June 30, 2024
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$154,730.16

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Tyler Horning	President	February 14, 2019	January 15, 2024
Myranda Fabian	Vice President	December 08, 2022	January 15, 2027
Jeffrey Fettig	Secretary	February 13, 2020	January 15, 2025
Troy Morris	Treasurer	February 14, 2019	January 15, 2024
Hannah Brown	Board Director	February 11, 2021	January 15, 2026

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	84	85	83	85	59	59	53	53	52	42	N/A	N/A	N/A	655
2022-2023	84	84	85	59	56	54	55	52	45	N/A	N/A	N/A	N/A	574



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Ivywood Classical Academy

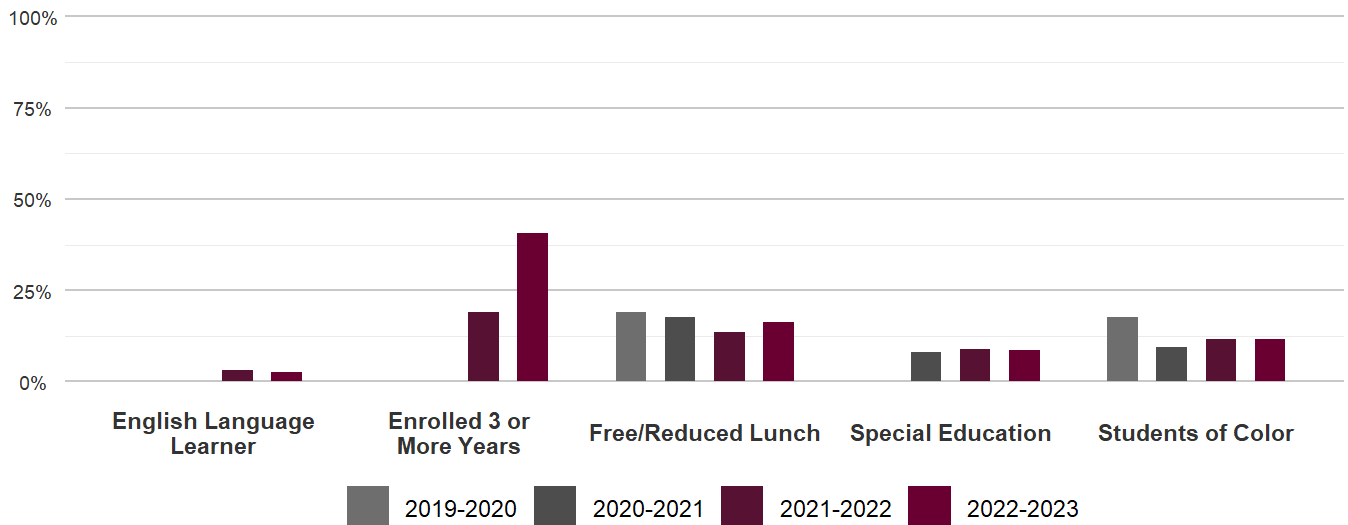


November 2023

Ivywood Classical Academy

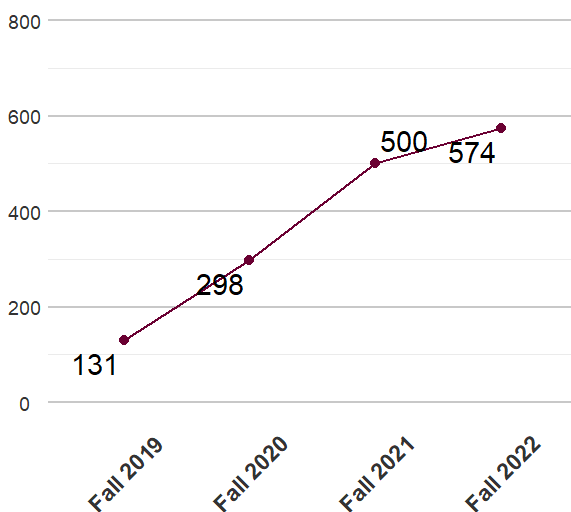
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



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

Enrollment



Where Students Come From

Assigned District	Students
Plymouth-Canton Community Schools	251
Livonia Public Schools School District	105
Northville Public Schools	52
Wayne-Westland Community School District	41
South Lyon Community Schools	34
Farmington Public School District	18
Walled Lake Consolidated Schools	10
Garden City Public Schools	7
Novi Community School District	7
Other	49

Ivywood Classical Academy

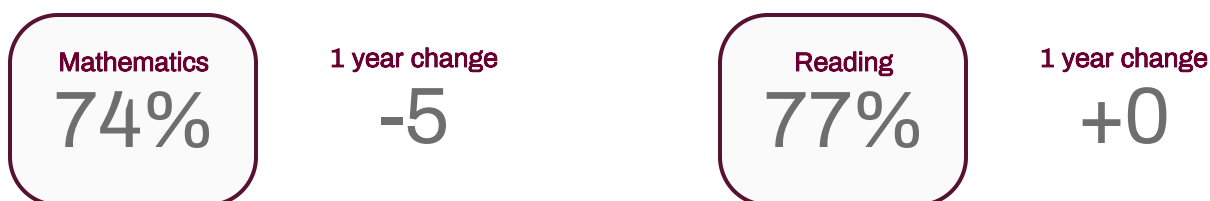
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

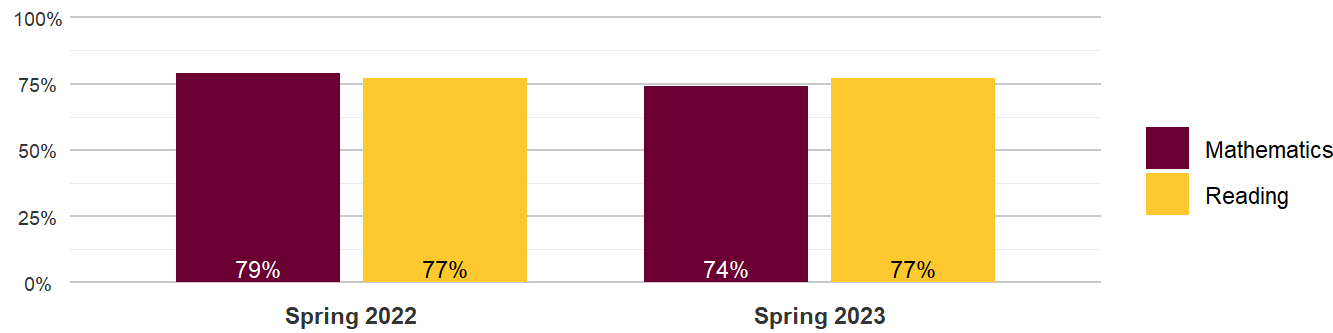


Ivywood Classical Academy

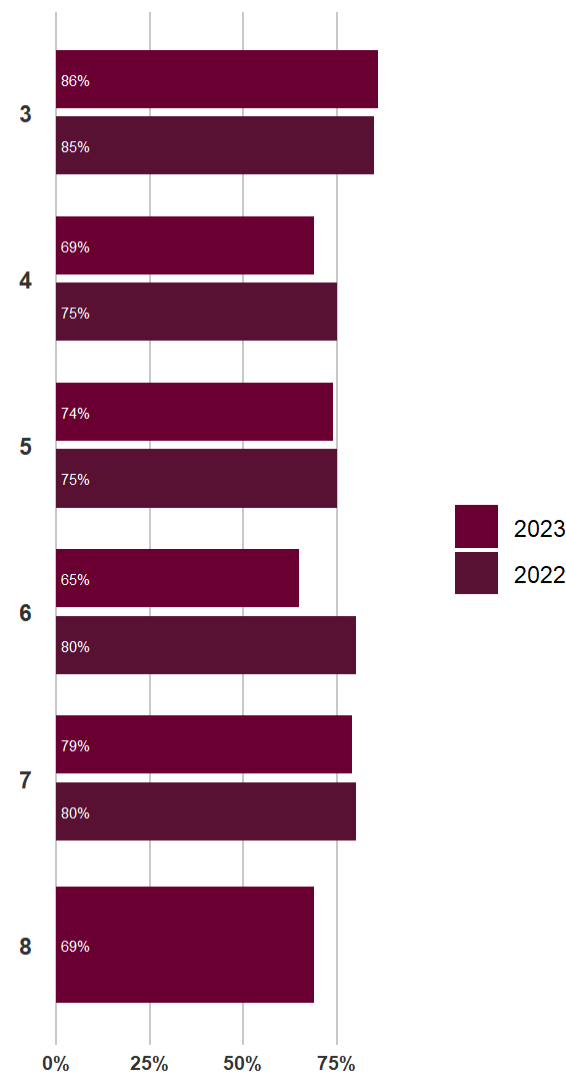
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

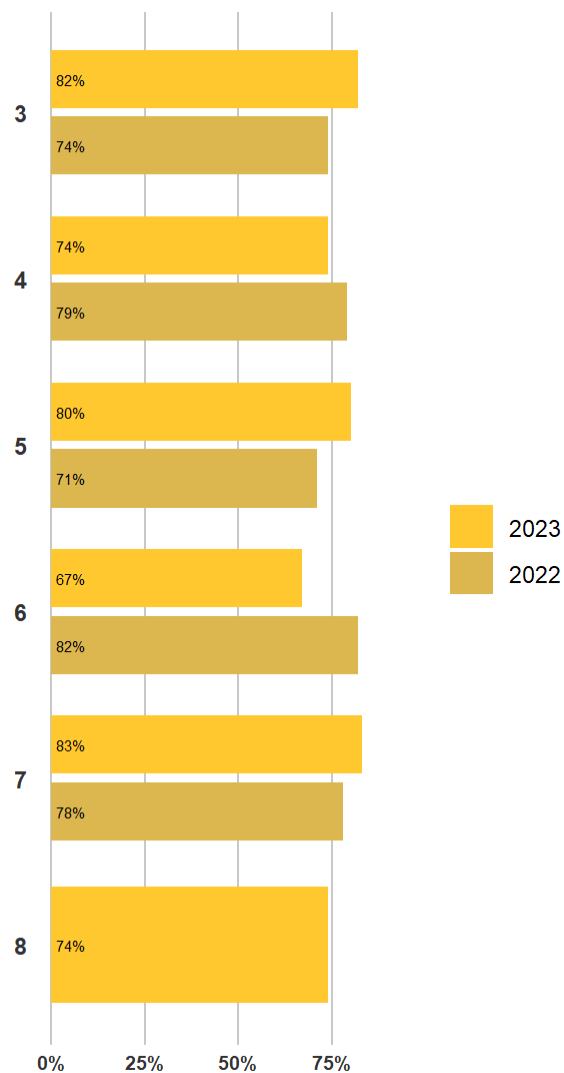
School-Wide by Year



By Grade Level Mathematics



Reading



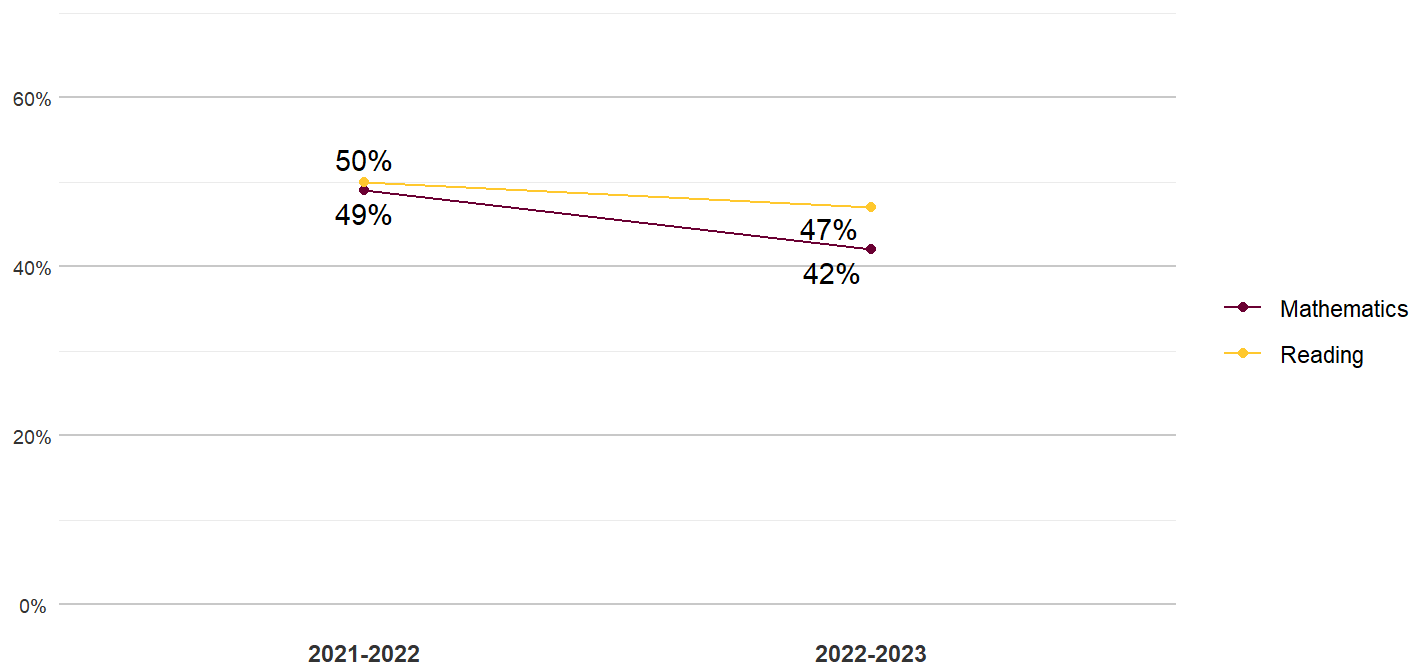
Ivywood Classical Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

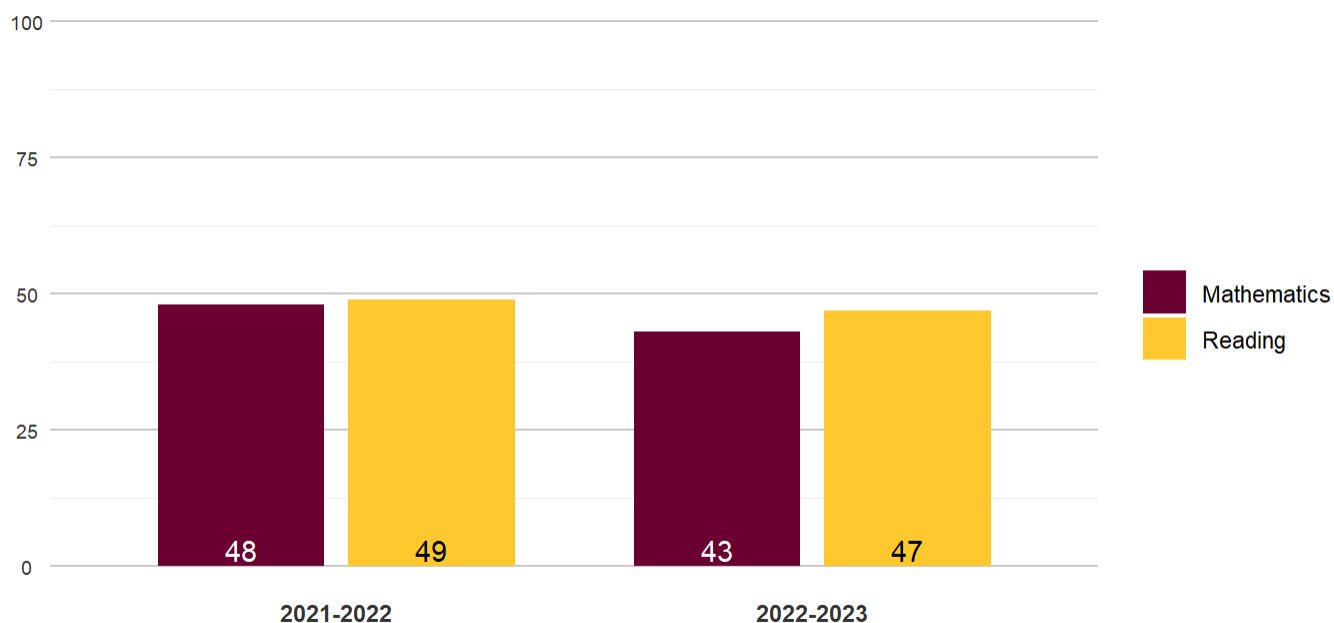
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Ivywood Classical Academy

SPRING 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

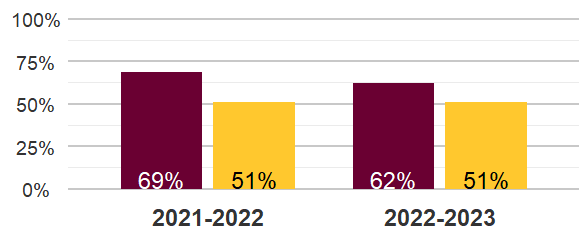


Ivywood Classical Academy

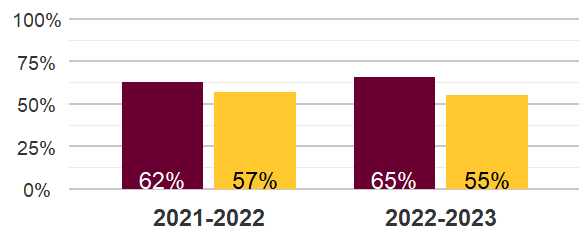
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics



ELA

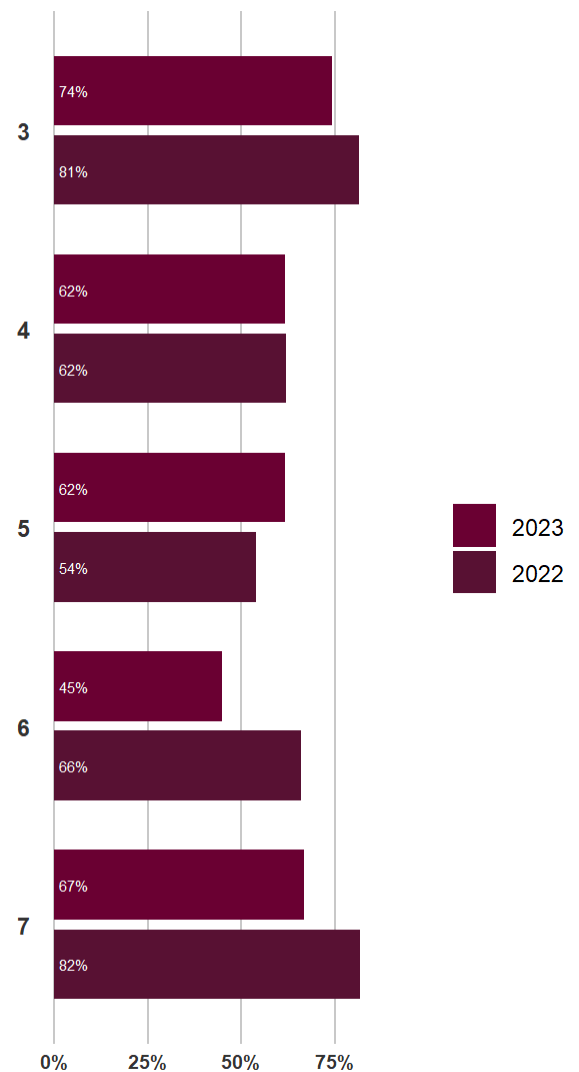


Academy CRD

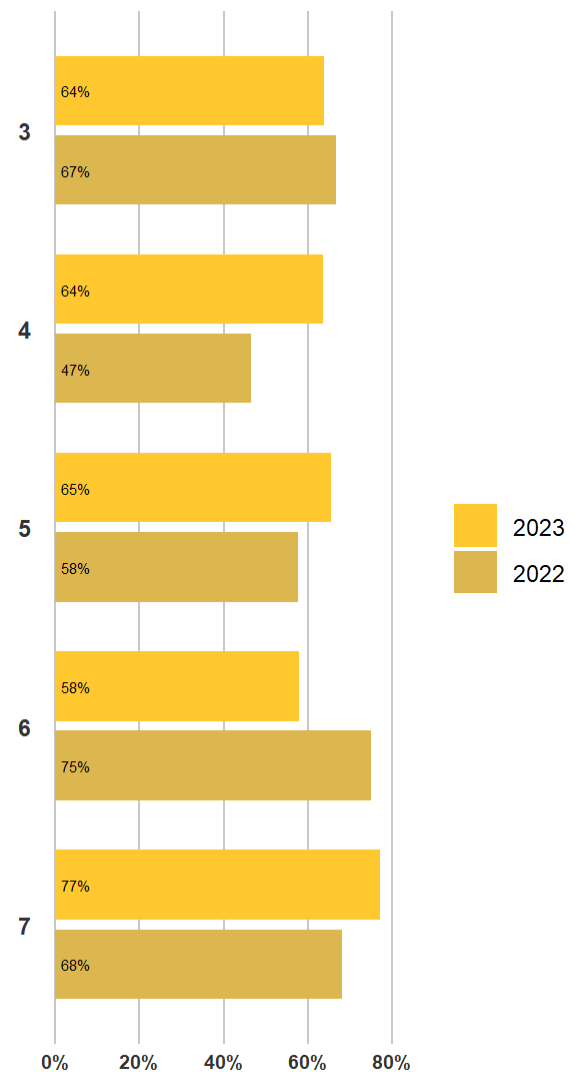
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2023
2022

2023
2022



School Profile: Jalen Rose Leadership Academy

District: Jalen Rose Leadership Academy
District Code: 82728
Building Code(s): 00758
Location: 15000 Trojan
Detroit, MI 48235
Phone: 313-397-3333
Website: <http://www.JRLADetroit.com>
Grades Served: 9-12
School Year Authorized: 2010-2011
Charter Contract Term: July 01, 2019 - June 30, 2024
MDE Partnership School: No

Initial Charter Applicant: Michelle Ruscitti
School Property Owner: Jalen Rose Leadership Academy
School Building Owner: Jalen Rose Leadership Academy
Educational Service Provider (ESP): Entrepreneurial Ventures in Education (EVE)
ESP Contract Term: July 01, 2022 - June 30, 2024
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$110,958.39

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Jalen Rose	President	December 02, 2021	December 15, 2023
Greg Boll	Vice President	December 08, 2022	December 15, 2026
Dennis Archer	Secretary	December 03, 2020	December 15, 2024
Dean Brody	Treasurer	December 08, 2022	December 15, 2026
Christopher Brochert	Board Director	December 05, 2019	December 15, 2023
Leigh Chandler	Board Director	December 02, 2021	December 15, 2025
Shawna Forbes	Board Director	December 03, 2020	December 15, 2024
Wendy Jackson	Board Director	December 02, 2021	December 15, 2025
Burt Jordan	Board Director	February 16, 2023	December 15, 2025

Current Enrollment and Student Turnover Rate

School Year	Grade												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
2023-2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	122	109	93	97	421
2022-2023	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	120	104	101	86	411



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Jalen Rose Leadership Academy

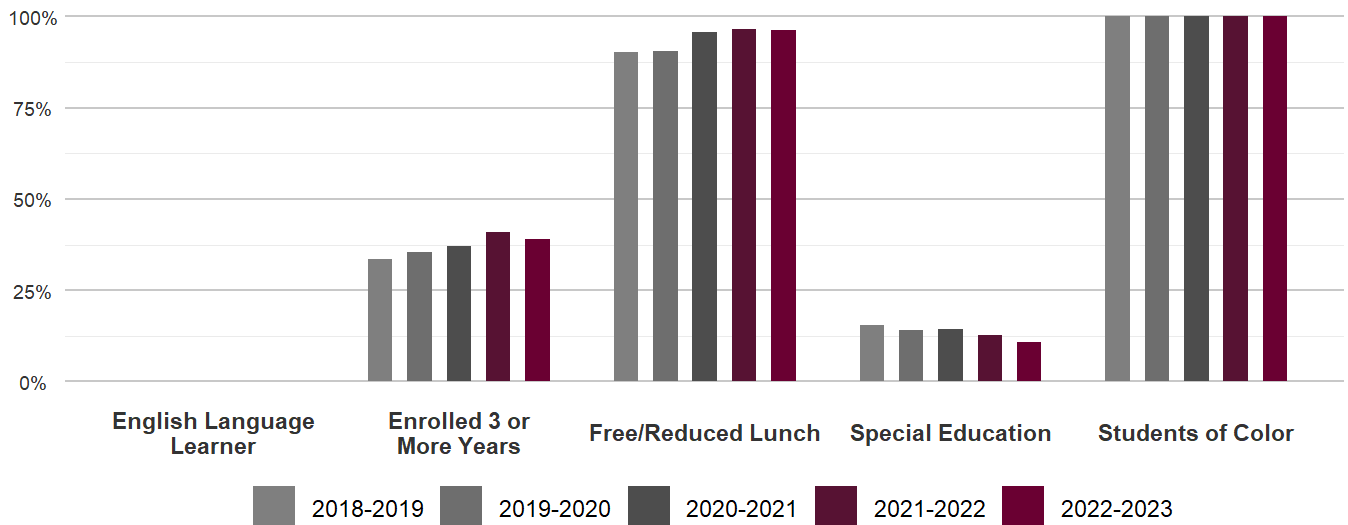


September 2023

Jalen Rose Leadership Academy

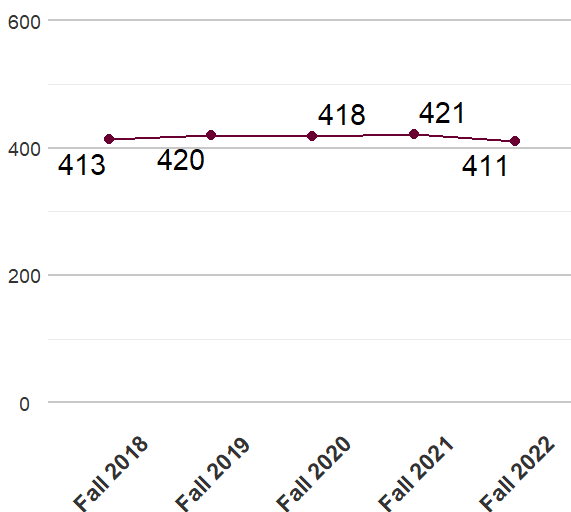
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	15.5%	14.0%	14.4%	12.6%	10.7%
Free/Reduced Lunch	90.3%	90.5%	95.7%	96.7%	96.4%
Students of Color	100.0%	100.0%	100.0%	100.0%	100.0%
Enrolled 3 or More Years	33.4%	35.5%	37.1%	40.9%	39.1%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	412

Jalen Rose Leadership Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the CCR benchmarks in Mathematics. If the 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 Evidence-Based Reading and Writing (EBRW) 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's Composite Resident District 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



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

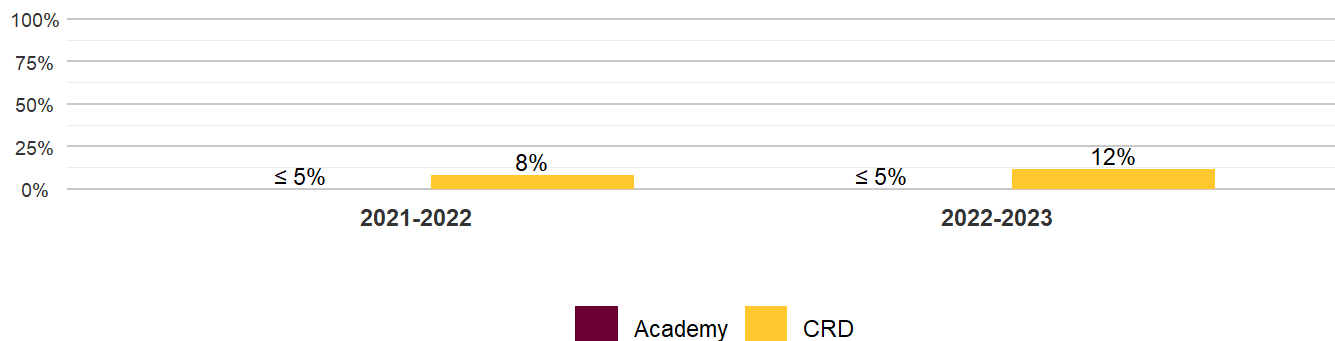
Jalen Rose Leadership Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

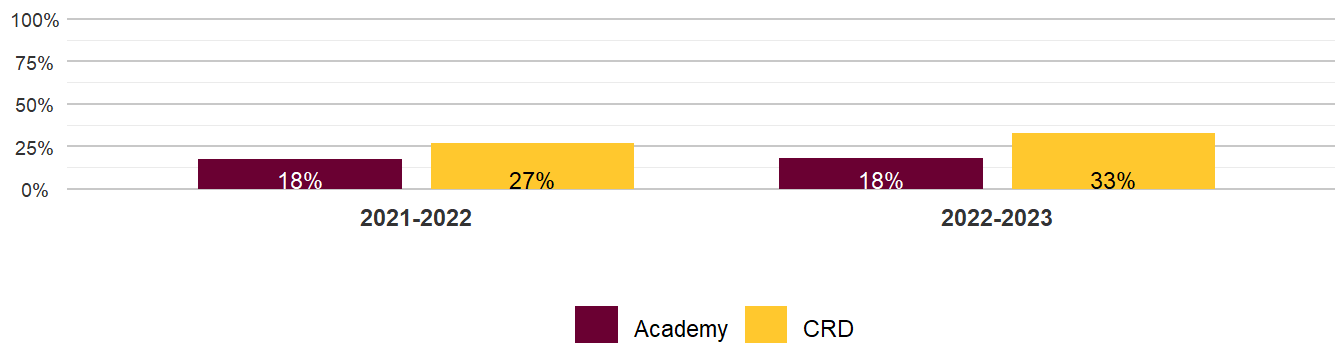
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: Kensington Woods Schools

District: Kensington Woods Schools
District Code: 47901
Building Code(s): 08248
Location: 9501 Pettys Rd.
Lakeland, MI 48143
Phone: 517-545-0828
Website: <http://kwoods.org/>
Grades Served: 6-12
School Year Authorized: 1994-1995
Charter Contract Term: July 01, 2022 - June 30, 2024
MDE Partnership School: No

Initial Charter Applicant: Tom Erhart
School Property Owner: Pinckney Community Schools
School Building Owner: Pinckney Community Schools
Educational Service Provider (ESP): Genesee Education Consultant Services, Inc.
ESP Contract Term: July 01, 2023 - June 30, 2024
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$30,249.90

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Conrad Phillips	President	June 29, 2023	August 27, 2027
Corey Winters	Vice President	December 02, 2021	August 27, 2026
Kari Olds	Secretary	June 30, 2022	August 27, 2026
Matthew Wiley	Treasurer	September 23, 2021	August 27, 2024
Amelia Pavlov	Board Director	September 28, 2023	August 27, 2025

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	N/A	N/A	N/A	N/A	N/A	N/A	8	11	16	24	16	17	11	103
2022-2023	N/A	N/A	N/A	N/A	N/A	N/A	8	20	18	16	17	15	17	111



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Kensington Woods Schools

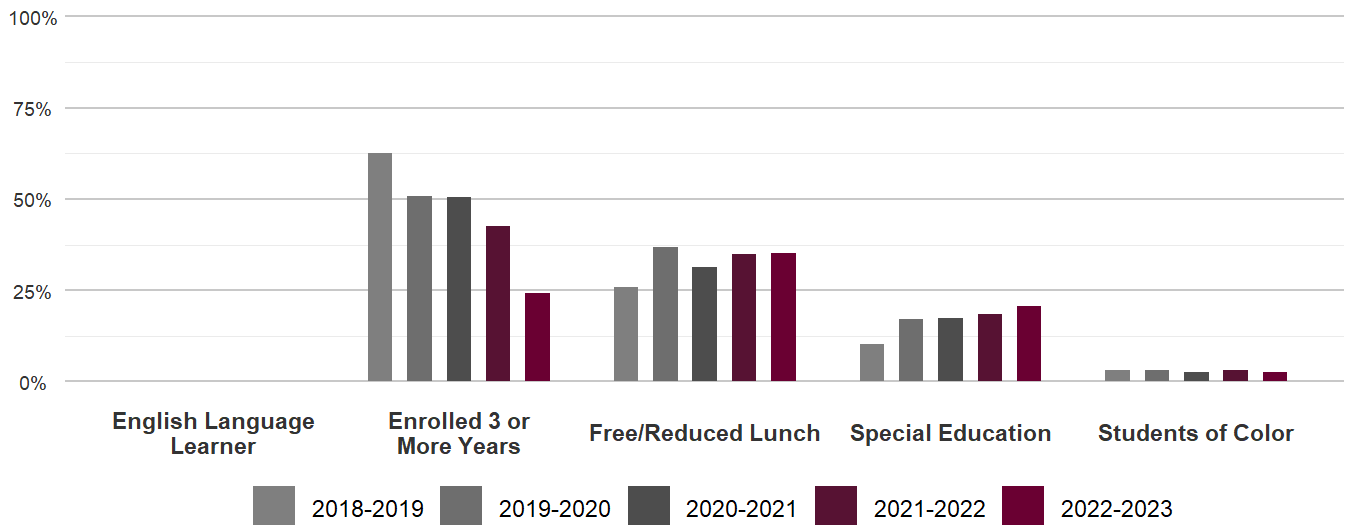


November 2023

Kensington Woods Schools

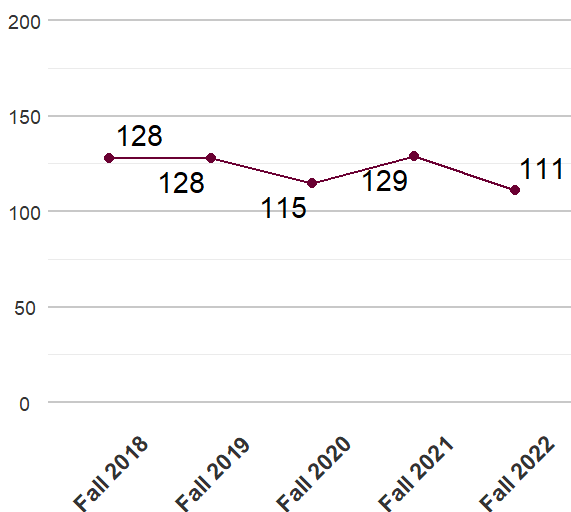
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	10.2%	17.2%	17.4%	18.6%	20.7%
Free/Reduced Lunch	25.8%	36.7%	31.3%	34.9%	35.1%
Students of Color	3.1%	3.1%	2.6%	3.1%	2.7%
Enrolled 3 or More Years	62.5%	50.8%	50.4%	42.6%	24.3%

Enrollment



Where Students Come From

Assigned District	Students
Pinckney Community Schools	35
South Lyon Community Schools	17
Howell Public Schools	15
Whitmore Lake Public School District	11
Brighton Area Schools	8
Fowlerville Community Schools	6
Hartland Consolidated Schools	6
Stockbridge Community Schools	4
West Bloomfield School District	3
Other	6

Kensington Woods Schools

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

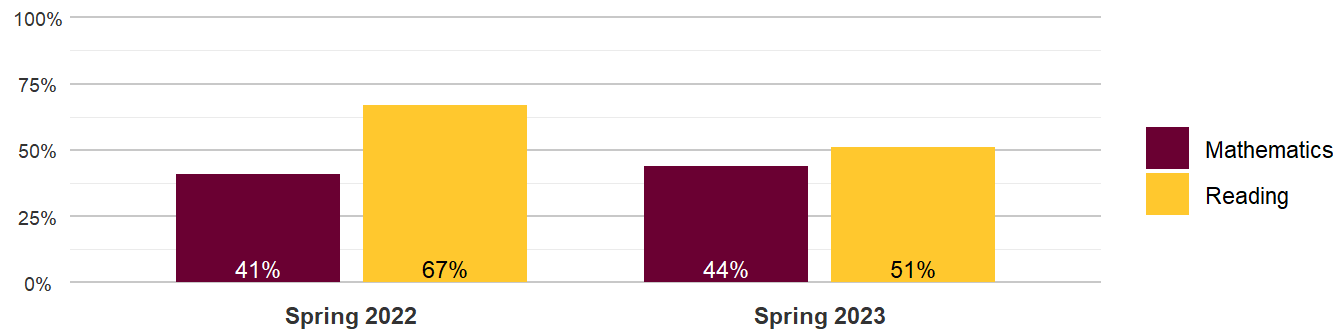


Kensington Woods Schools

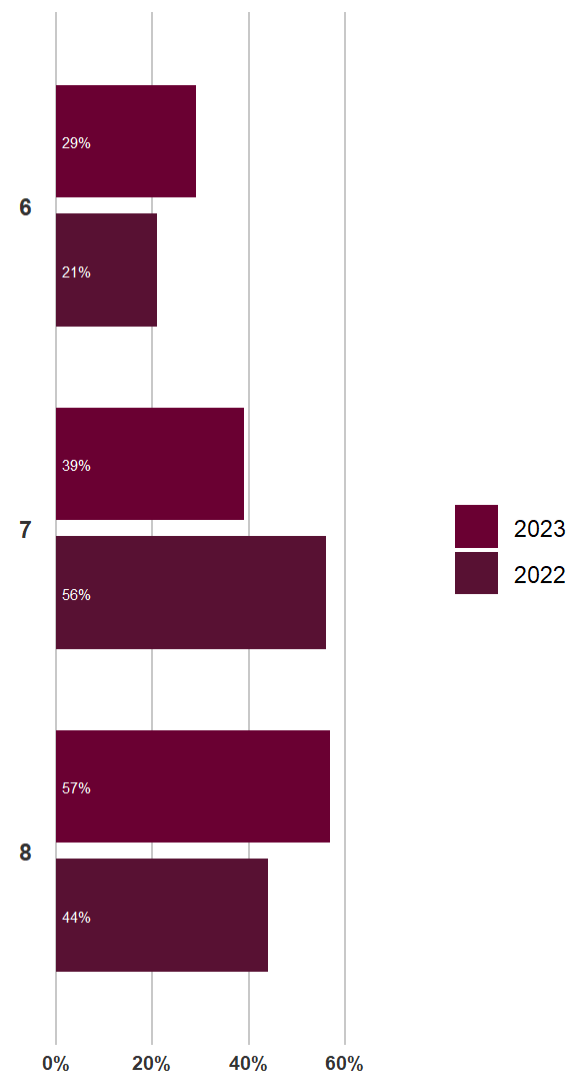
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

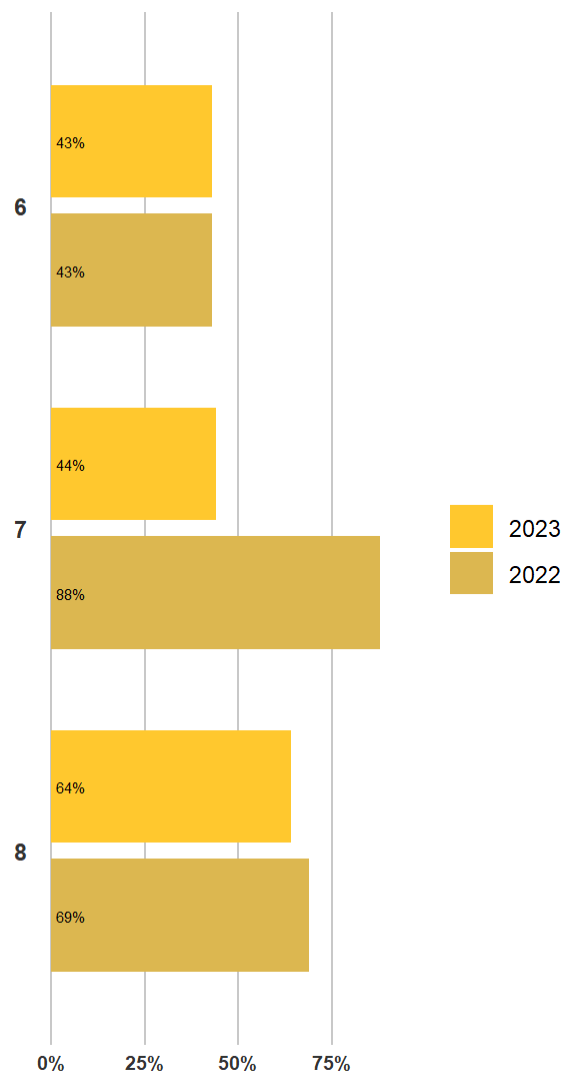
School-Wide by Year



By Grade Level Mathematics



Reading



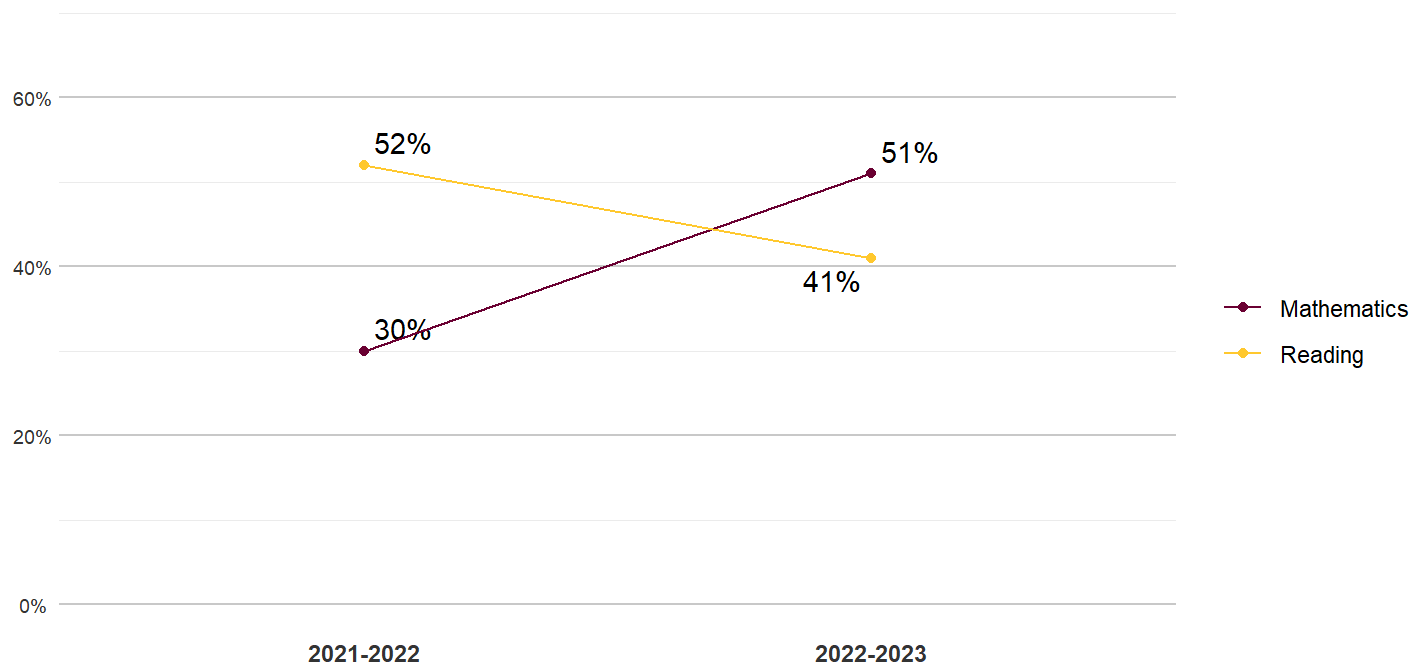
Kensington Woods Schools

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

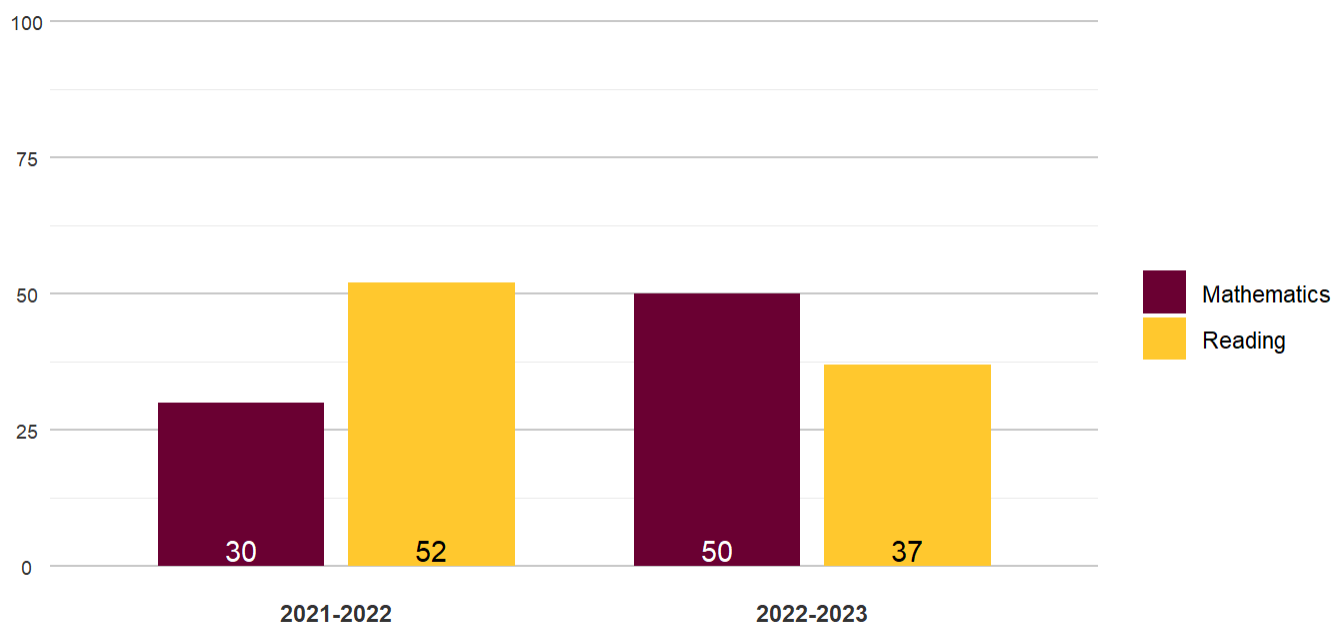
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 6 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 6 - 8



Kensington Woods Schools

SPRING 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

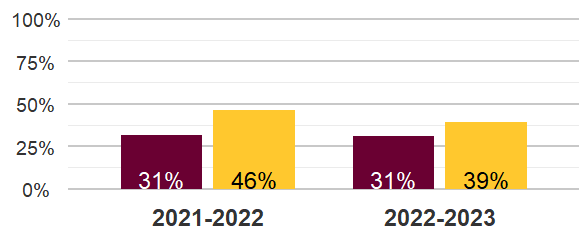


Kensington Woods Schools

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

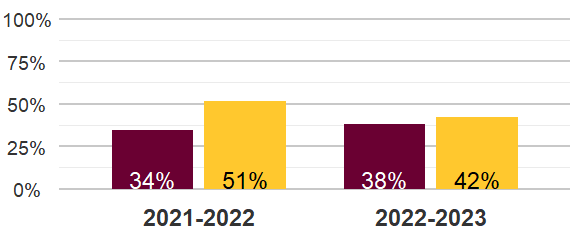
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 6 - 7

Mathematics



Academy CRD

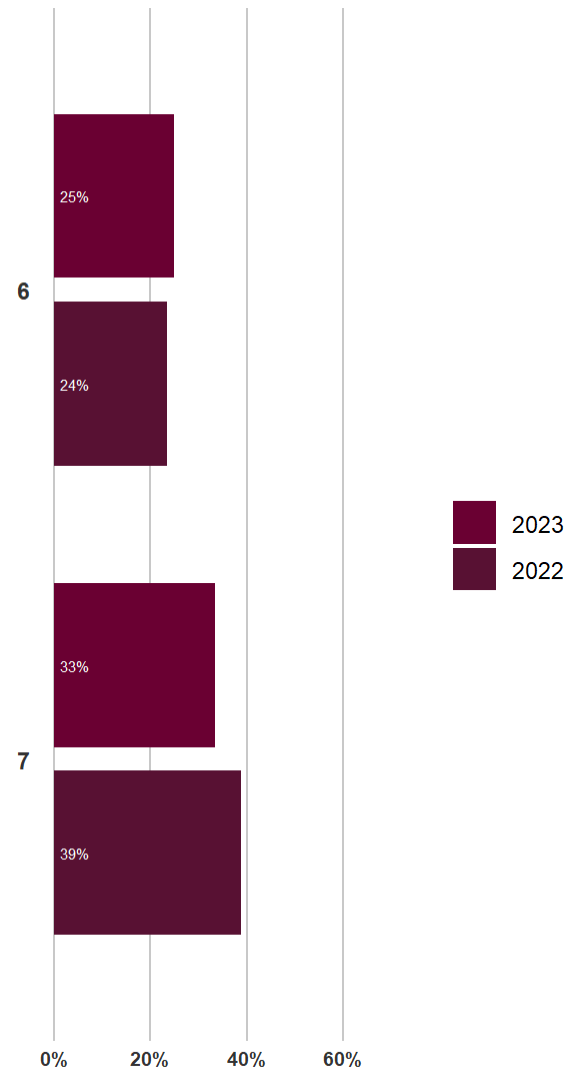
ELA



Academy CRD

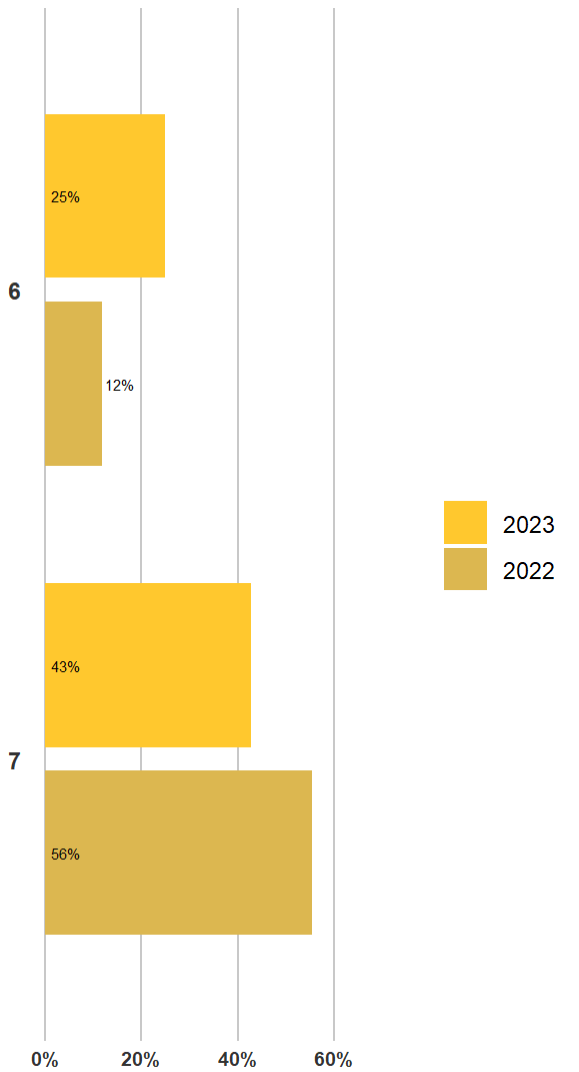
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022

Kensington Woods Schools

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the College and Career Readiness Benchmarks (CCR) in Mathematics. 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 Evidence-Based Reading and Writing (EBRW) 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



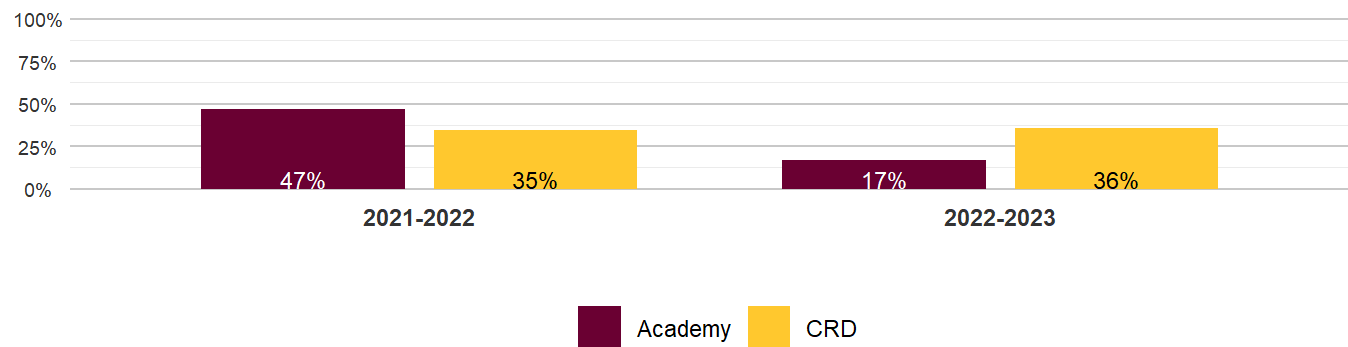
Kensington Woods Schools

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

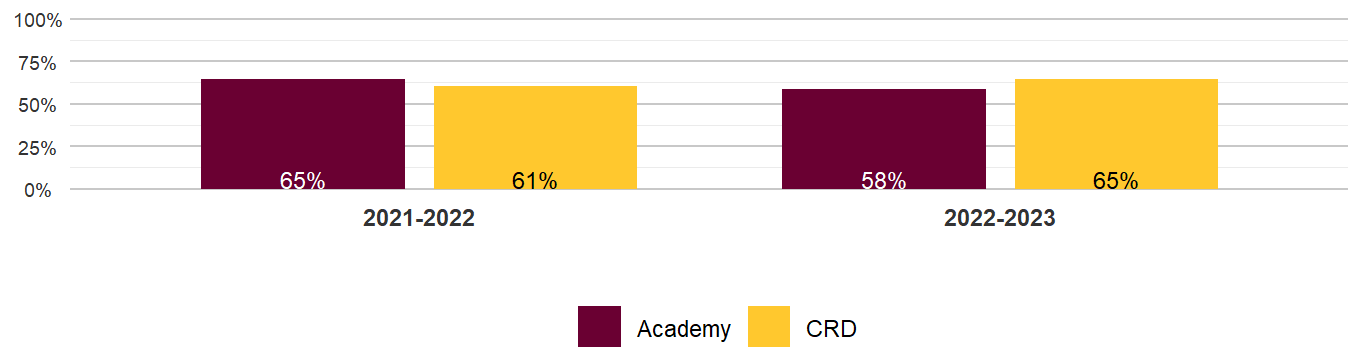
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: KIPP Detroit Imani Academy



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KIPP Detroit Imani Academy

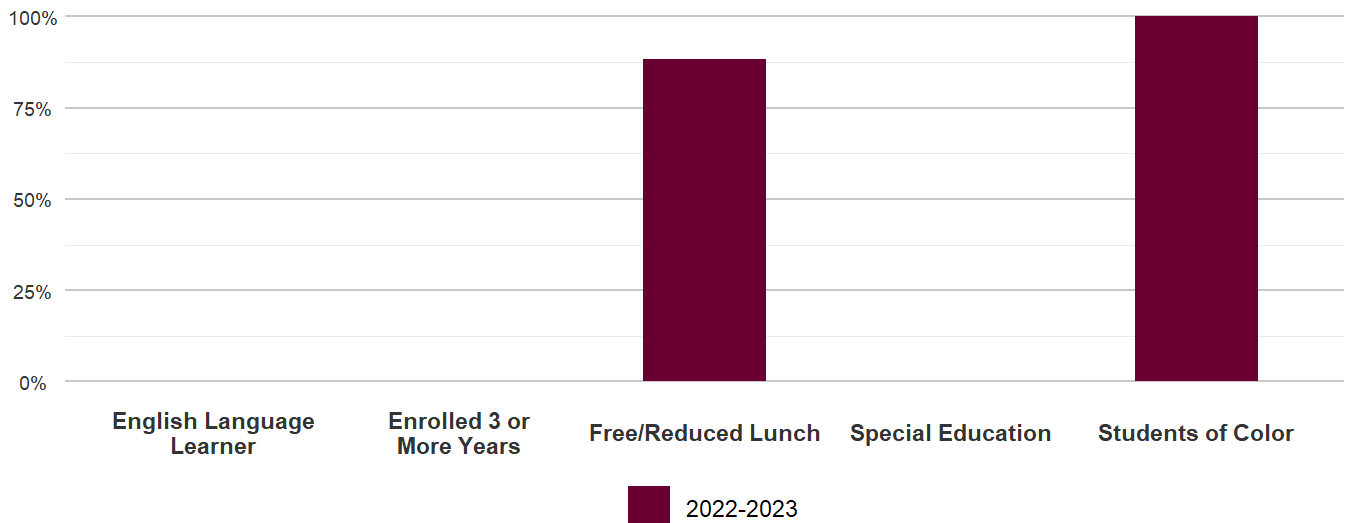


November 2023

KIPP Detroit Imani Academy

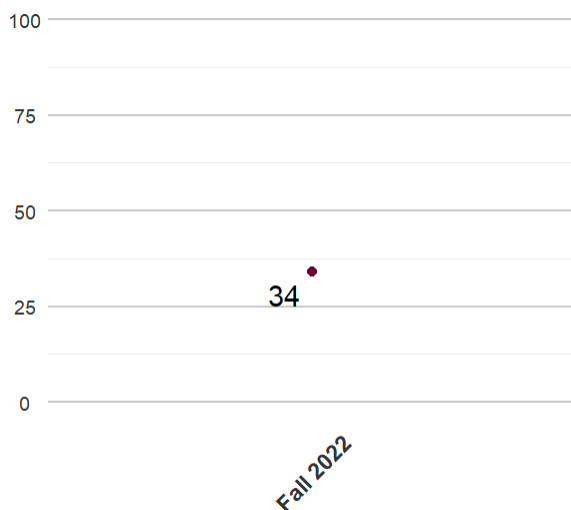
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



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

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	33
Romulus Community Schools	1

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



School Profile: Linden Charter Academy

District: Linden Charter Academy
District Code: 25907
Building Code(s): 08739
Location: 3244 Linden Road
Flint, MI 48504
Phone: 810-720-0515
Website: <https://www.nhaschools.com/schools/Linden-Charter-Academy/en>
Grades Served: K-8
School Year Authorized: 1998-1999
Charter Contract Term: July 01, 2023 - June 30, 2028
MDE Partnership School: No

Initial Charter Applicant: Mark DeHaan
School Property Owner: Charter Development, LLC
School Building Owner: Charter Development, LLC
Educational Service Provider (ESP): National Heritage Academies, Inc.
ESP Contract Term: July 01, 2023 - June 30, 2028
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$210,530.52

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Jasmine Tincoff	President	September 19, 2019	May 12, 2024
Christina Rice	Vice President & Treasurer	April 20, 2023	May 12, 2027
Sonia Breed	Secretary	June 24, 2021	May 12, 2025

Current Enrollment and Student Turnover Rate

	Grade													
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-2024	107	93	92	84	92	76	86	87	84	N/A	N/A	N/A	N/A	801
2022-2023	109	96	87	89	82	91	89	83	65	N/A	N/A	N/A	N/A	791



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Linden Charter Academy

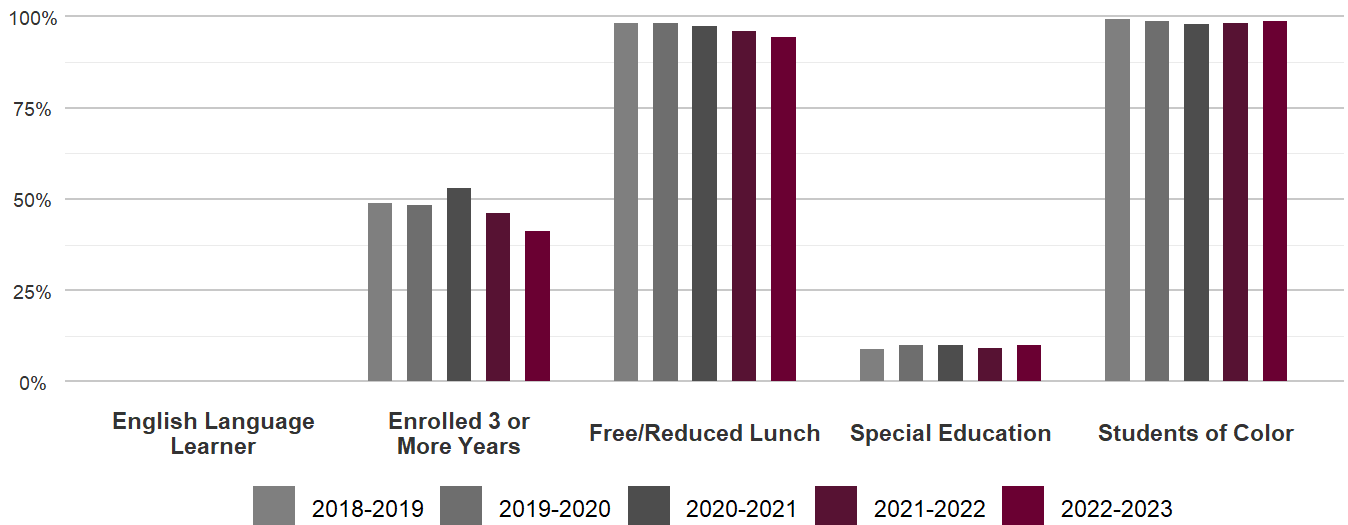


November 2023

Linden Charter Academy

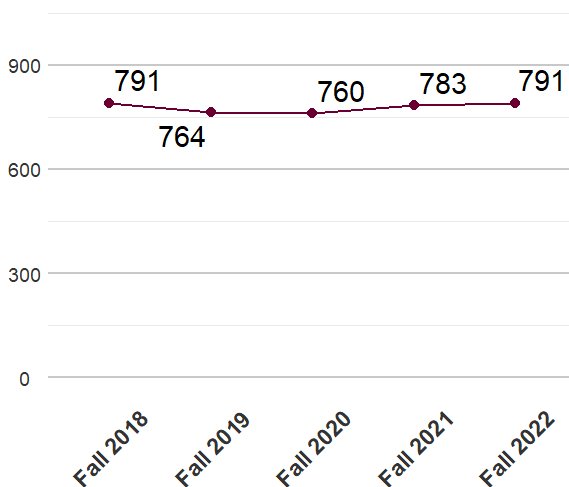
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	8.8%	9.9%	10.0%	9.2%	10.1%
Free/Reduced Lunch	98.1%	98.2%	97.4%	95.9%	94.3%
Students of Color	99.4%	98.8%	97.9%	98.1%	98.9%
Enrolled 3 or More Years	48.9%	48.4%	53.0%	46.1%	41.2%

Enrollment



Where Students Come From

Assigned District	Students
Flint, School District of the City of	552
Carman-Ainsworth Community Schools	97
Beecher Community School District	69
Westwood Heights Schools	34
Mt. Morris Consolidated Schools	13
Flushing Community Schools	10
Clio Area School District	4
Swartz Creek Community Schools	4
Kearsley Community School District	3
Other	7

Linden Charter Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

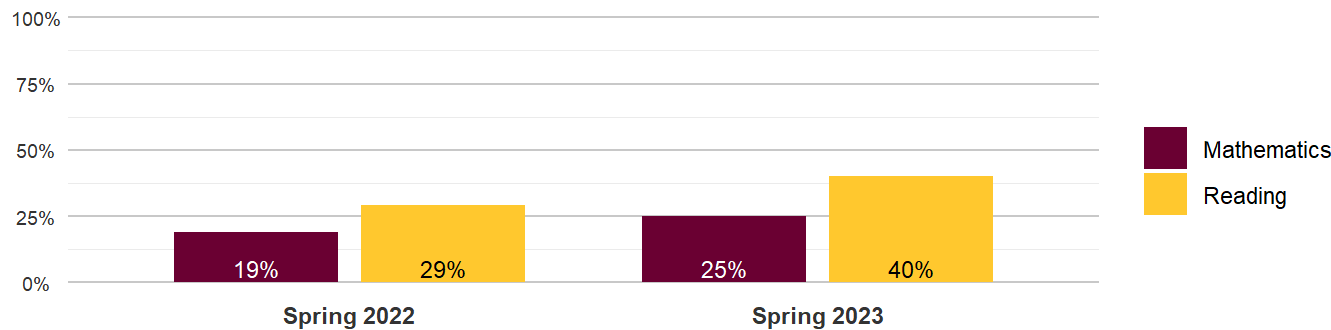


Linden Charter Academy

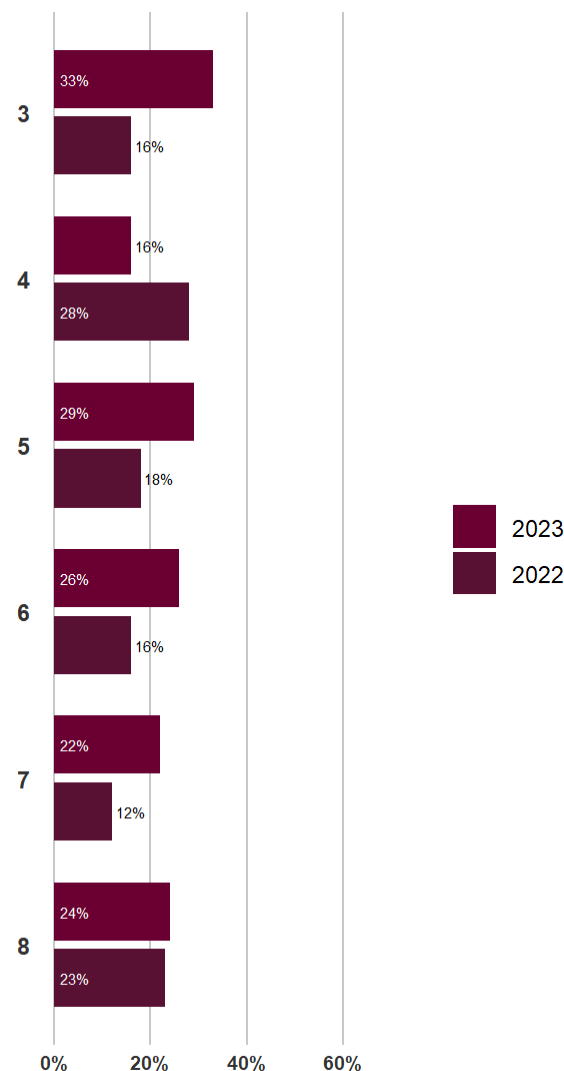
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

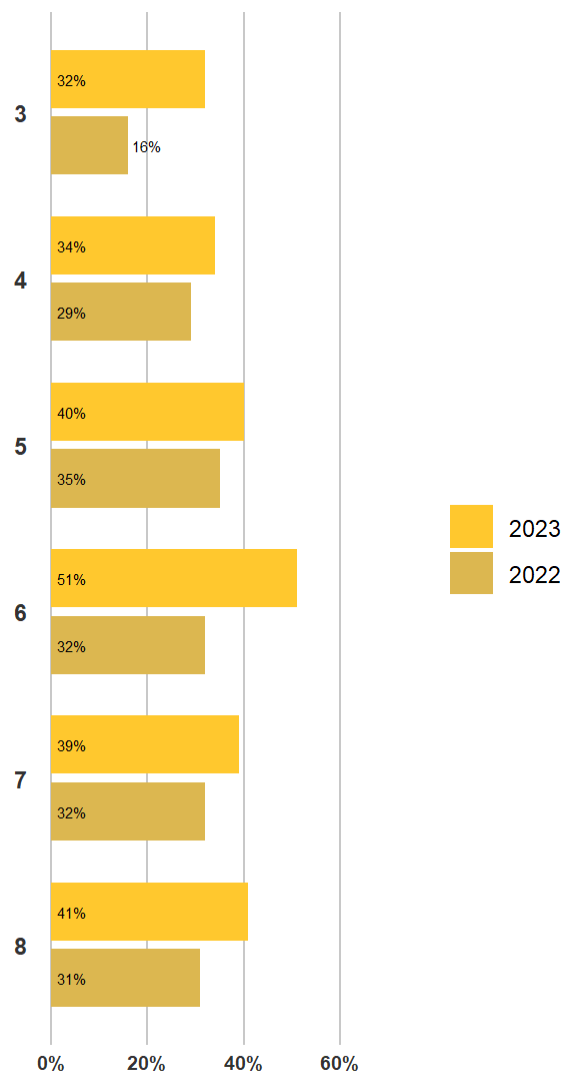
School-Wide by Year



By Grade Level Mathematics



Reading



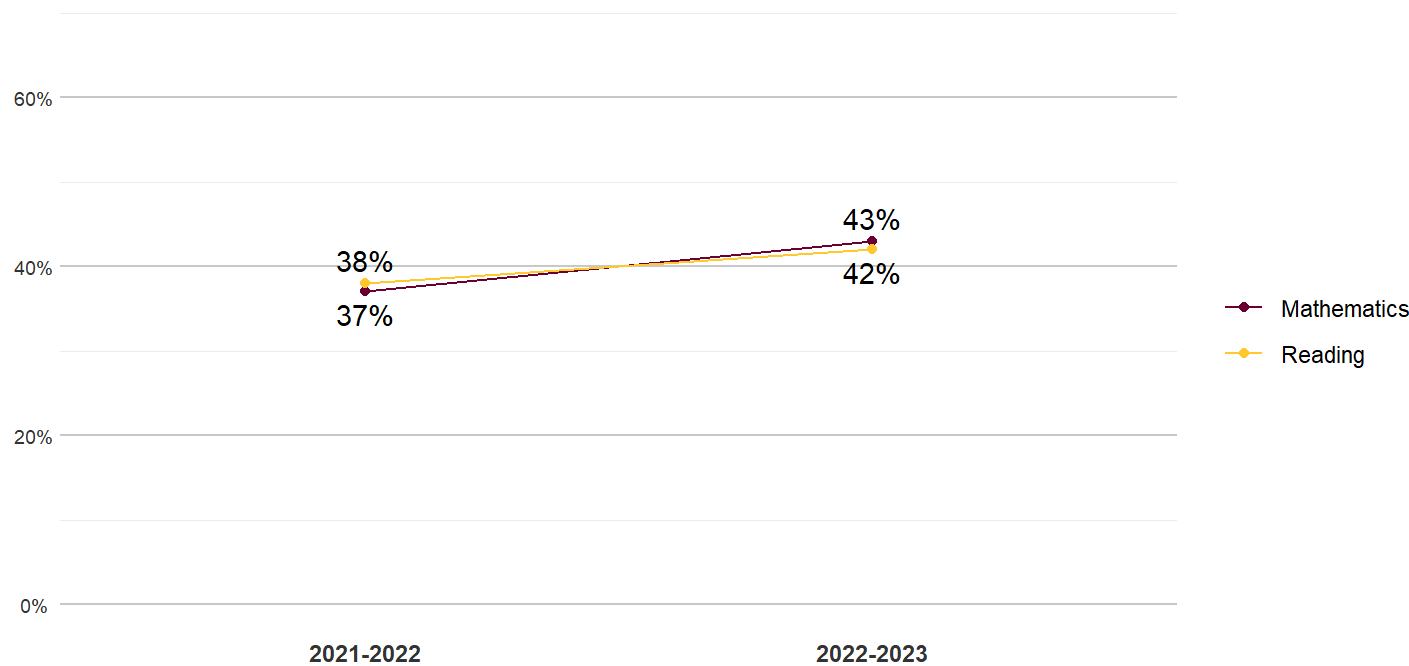
Linden Charter Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

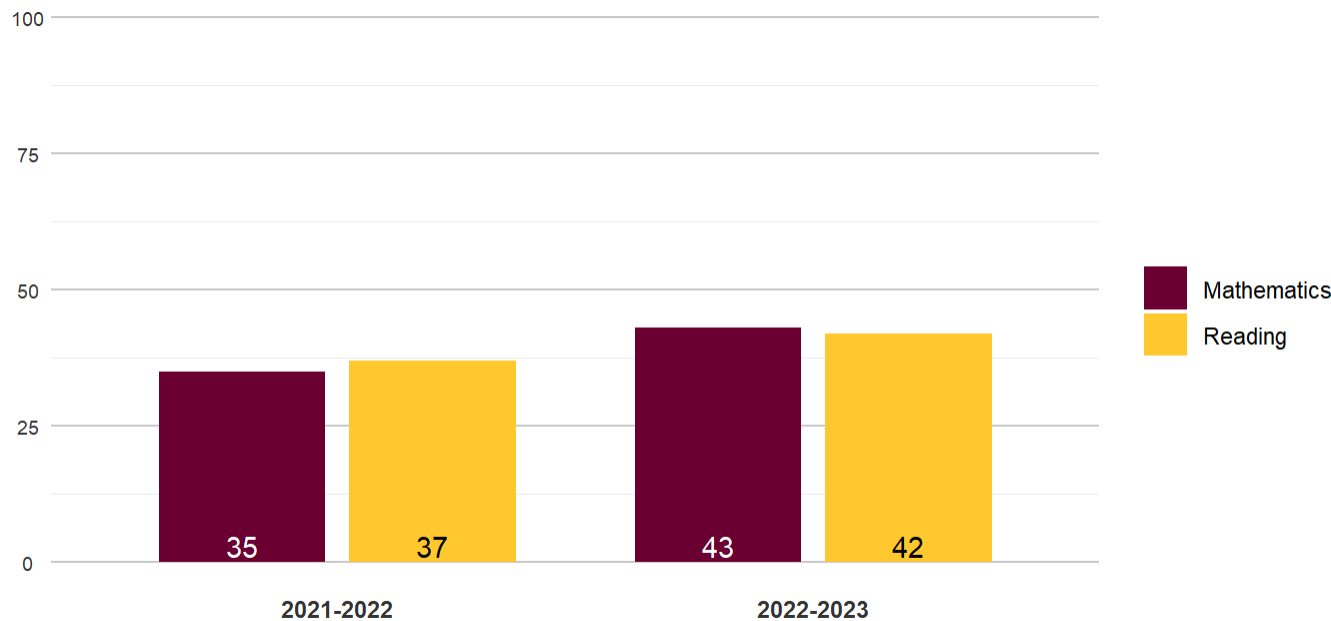
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

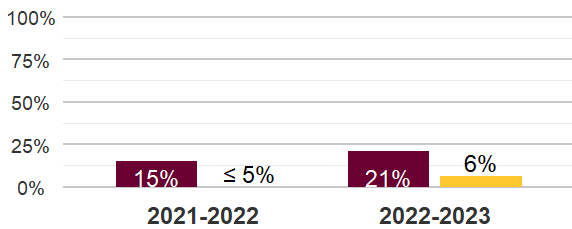


Linden Charter Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

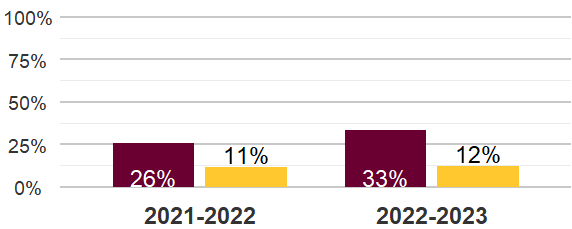
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

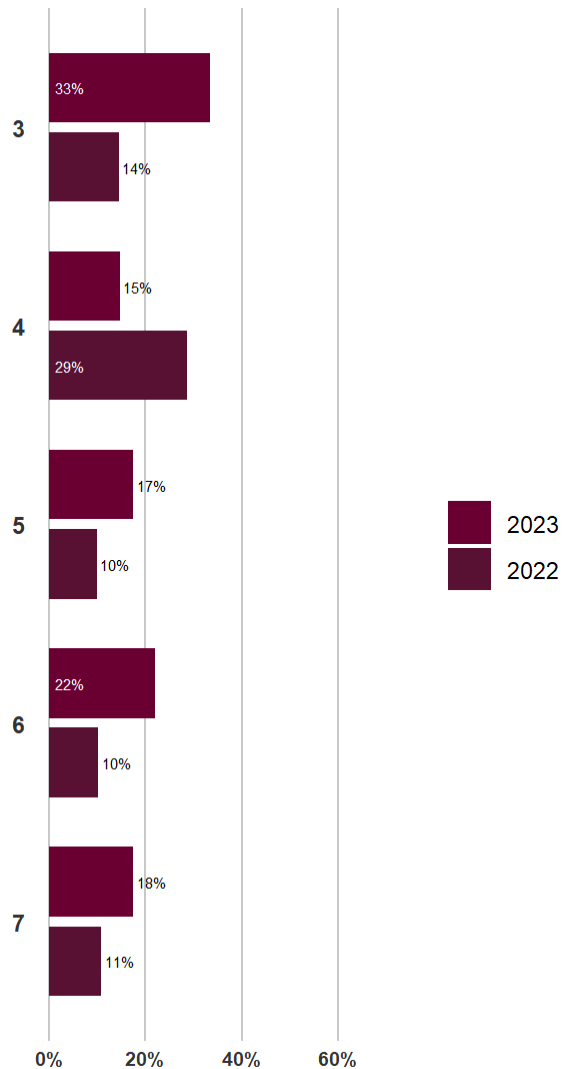
ELA



Academy CRD

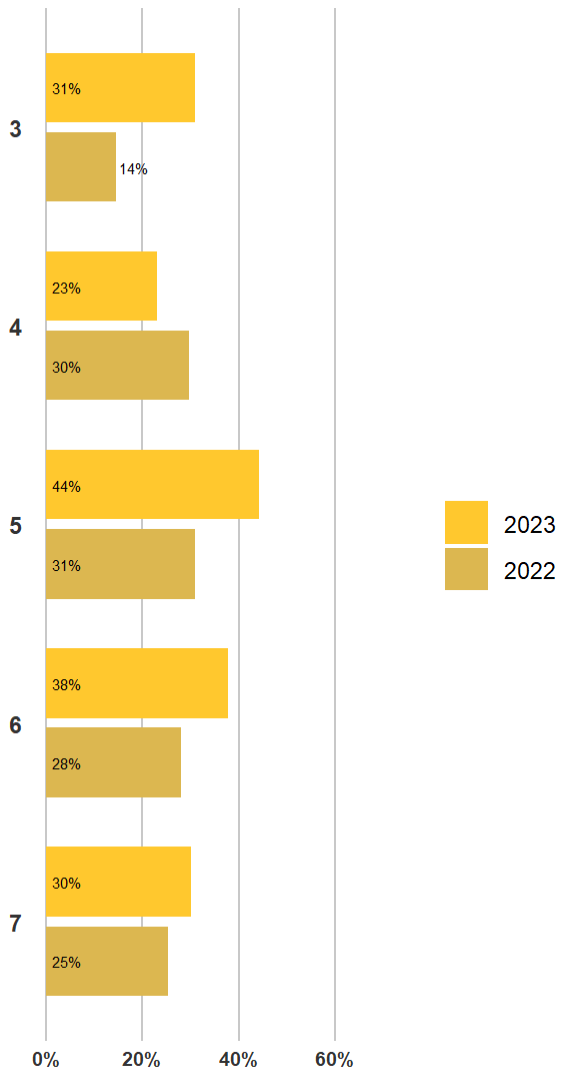
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022



School Profile: Macomb Academy

Initial Charter Applicant:	Gaile Rice
School Property Owner:	Macomb Academy
School Building Owner:	Macomb Academy
Educational Service Provider (ESP):	Self-managed
ESP Contract Term:	N/A
2022-2023 Total Fees, Reimbursements, Contributions or Charges:	\$19,736.55

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Traci Comer-Scarsella	President	June 24, 2021	September 06, 2025
Marilyn Wittstock	Vice President	December 03, 2020	September 06, 2024
Melina Chynoweth	Secretary	June 29, 2023	September 06, 2027
Felicia Westbrook-Hilton	Treasurer	April 20, 2023	September 06, 2026
Michael Cadrette	Board Director	September 19, 2019	September 06, 2024

Current Enrollment and Student Turnover Rate

[illegible]



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SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Macomb Academy

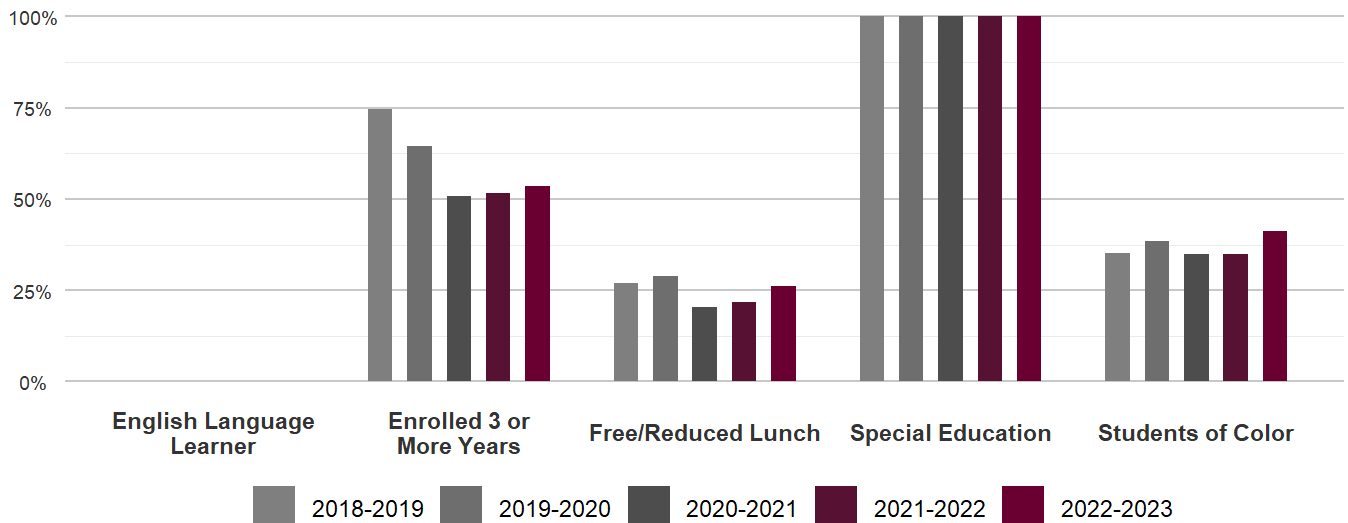


October 2023

Macomb Academy

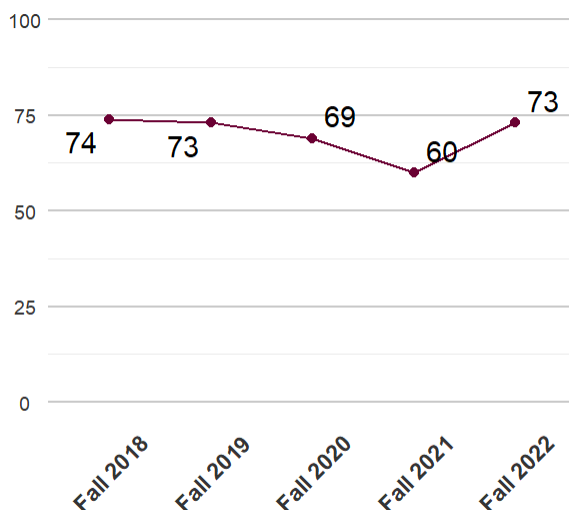
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	100.0%	100.0%	100.0%	100.0%	100.0%
Free/Reduced Lunch	27.0%	28.8%	20.3%	21.7%	26.0%
Students of Color	35.1%	38.4%	34.8%	35.0%	41.1%
Enrolled 3 or More Years	74.7%	64.4%	50.7%	51.7%	53.4%

Enrollment



Where Students Come From

Assigned District	Students
Chippewa Valley Schools	17
Warren Consolidated Schools	12
Anchor Bay School District	7
L'Anse Creuse Public Schools	6
Utica Community Schools	6
Warren Woods Public Schools	6
Eastpointe Community Schools	4
Roseville Community Schools	4
Clintondale Community Schools	3
Other	8

Due to student population served, academic performance data is not currently available.



School Profile: Michigan Educational Choice Center

District: Michigan Educational Choice Center
District Code: 82751
Building Code(s): 04222
Location: 20045 Joann Ave.
Detroit, MI 48205
Phone: 313-426-1020
Website: <http://trix.mecc-academies.org>
Grades Served: K-8
School Year Authorized: 2017-2018
Charter Contract Term: July 01, 2023 - June 30, 2026
MDE Partnership School: No

Initial Charter Applicant: James Schelberg
School Property Owner: Mooney Real Estate Holdings
School Building Owner: Mooney Real Estate Holdings
Educational Service Provider (ESP): Entrepreneurial Ventures in Education (EVE)
ESP Contract Term: July 01, 2023 - June 30, 2026
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$68,364.23

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Monifa Gray	President	June 30, 2022	January 15, 2025
Maria Montoya	Vice President	February 11, 2021	January 15, 2026
Lester Thomas	Secretary	December 08, 2022	January 15, 2027
James Schelberg	Treasurer	December 05, 2019	January 15, 2024
Darnell Boynton	Board Director	December 08, 2022	January 15, 2027
Nicole Guillebeaux	Board Director	June 30, 2022	January 15, 2026

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	28	36	40	25	31	23	29	27	21	N/A	N/A	N/A	N/A	260
2022-2023	37	36	30	26	18	36	28	23	21	N/A	N/A	N/A	N/A	255



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Michigan Educational Choice Center

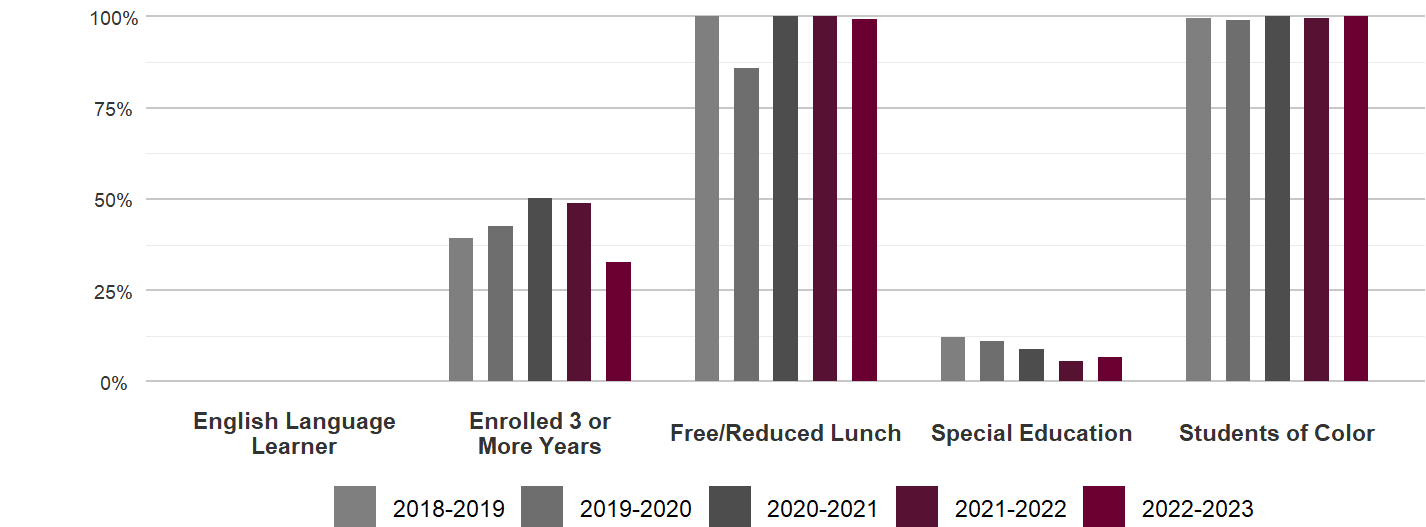


November 2023

Michigan Educational Choice Center

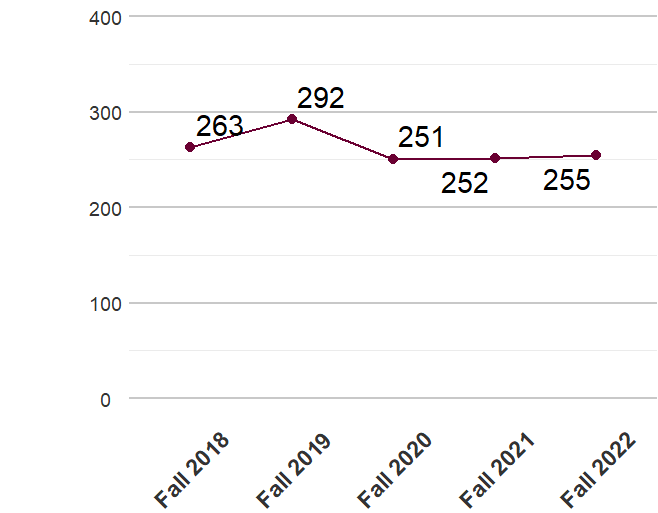
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	12.2%	11.0%	8.8%	5.6%	6.7%
Free/Reduced Lunch	100.0%	86.0%	100.0%	100.0%	99.2%
Students of Color	99.6%	99.0%	100.0%	99.6%	100.0%
Enrolled 3 or More Years	39.2%	42.6%	50.2%	48.8%	32.7%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	260

Michigan Educational Choice Center

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile



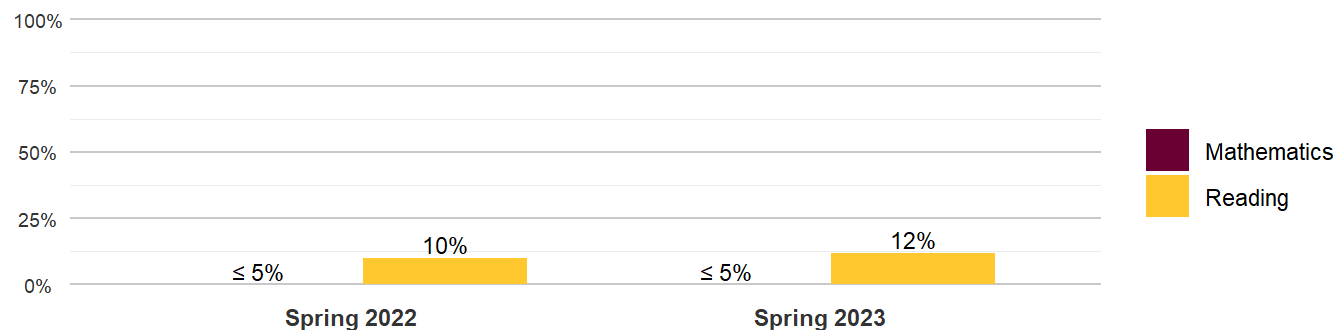
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

Michigan Educational Choice Center

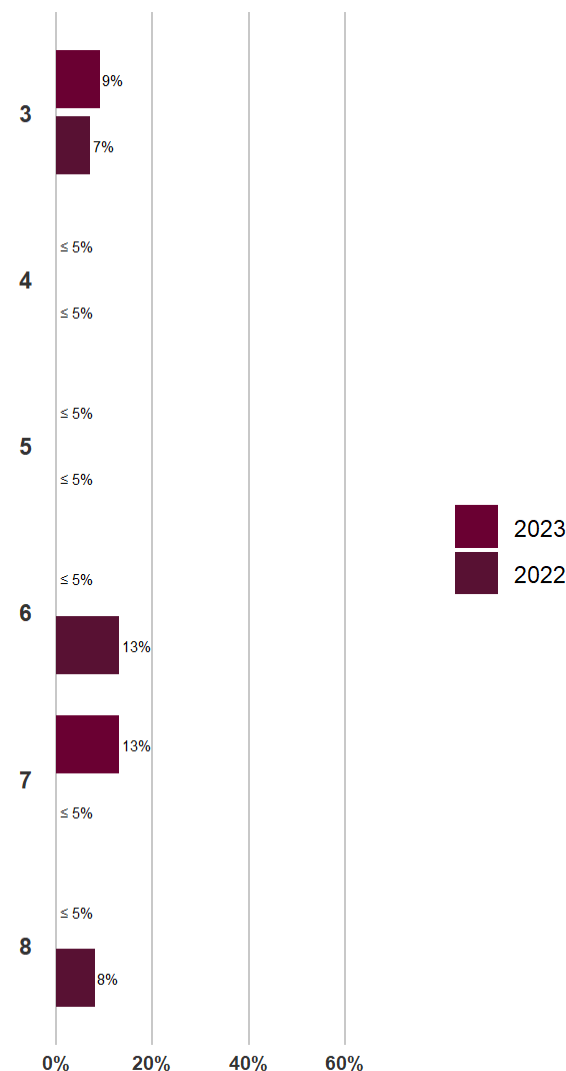
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

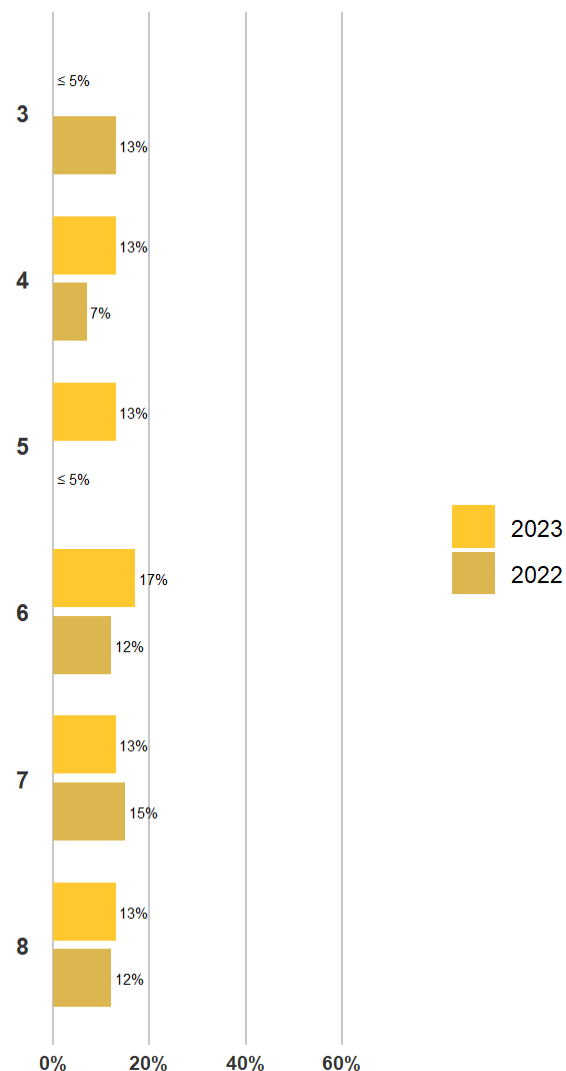
School-Wide by Year



By Grade Level Mathematics



Reading



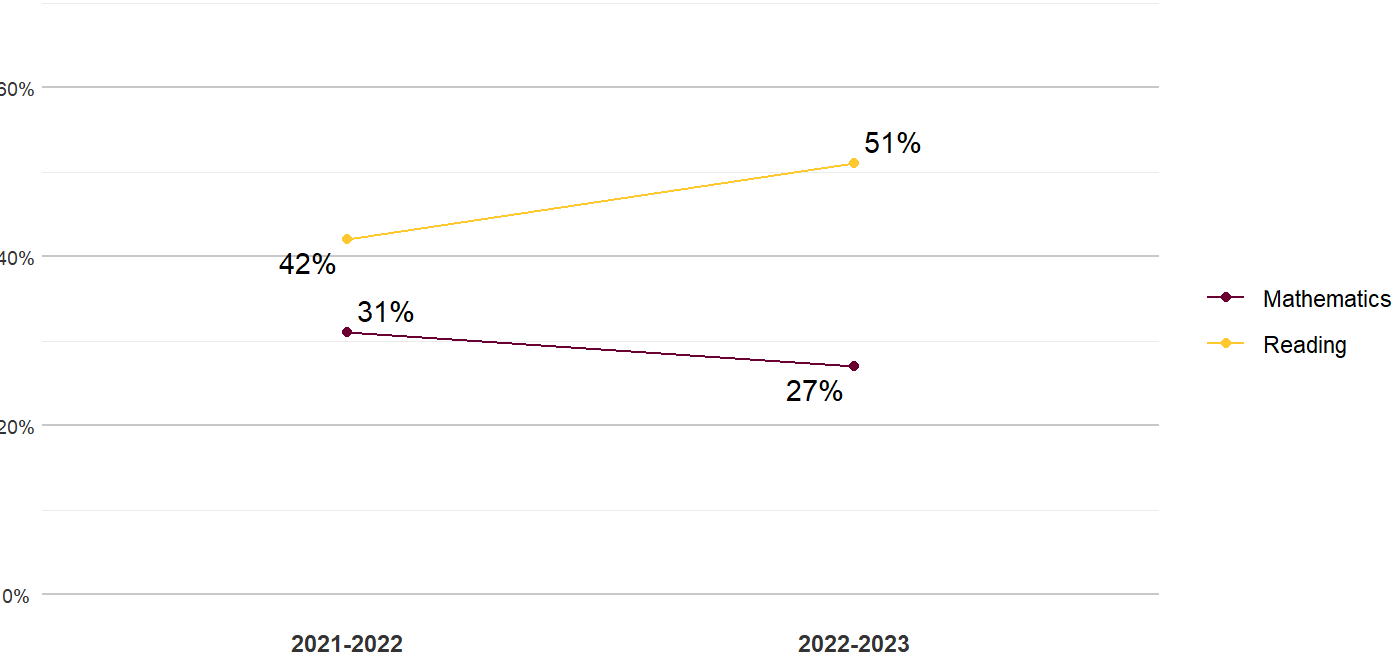
Michigan Educational Choice Center

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

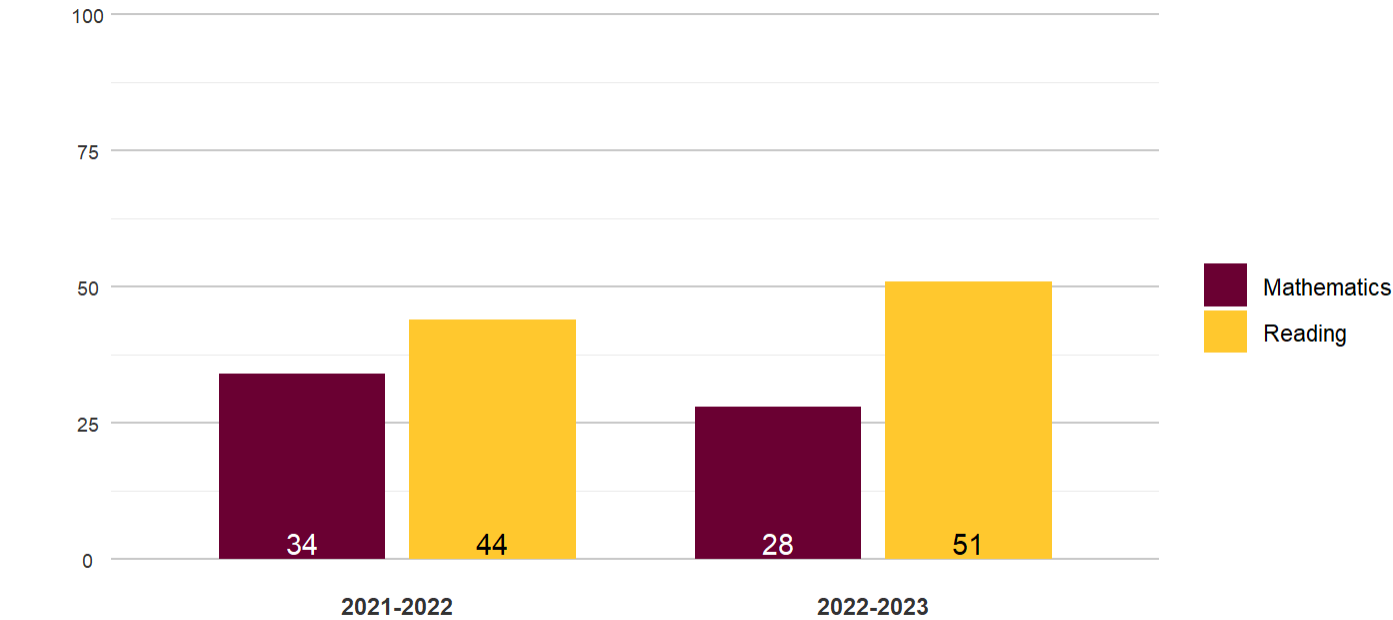
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



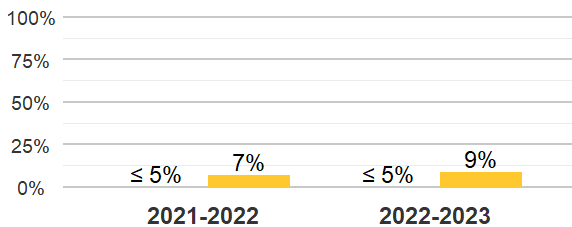
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

Michigan Educational Choice Center

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

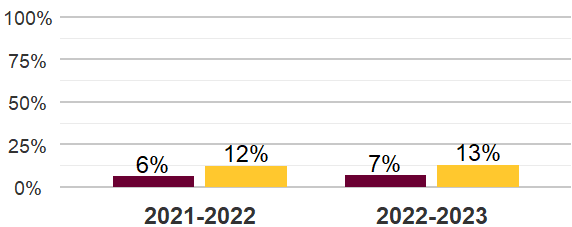
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

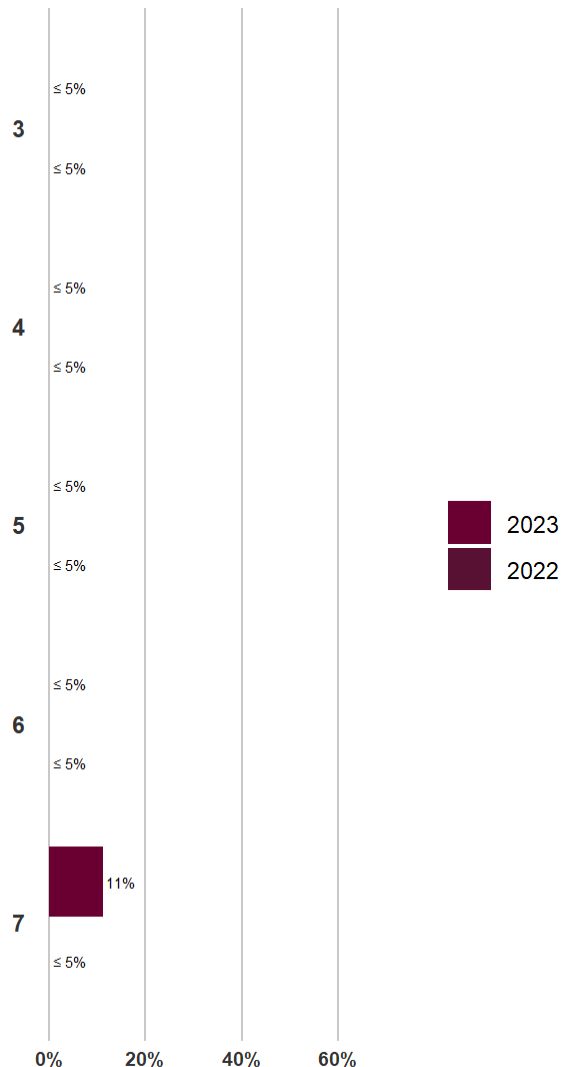
ELA



Academy CRD

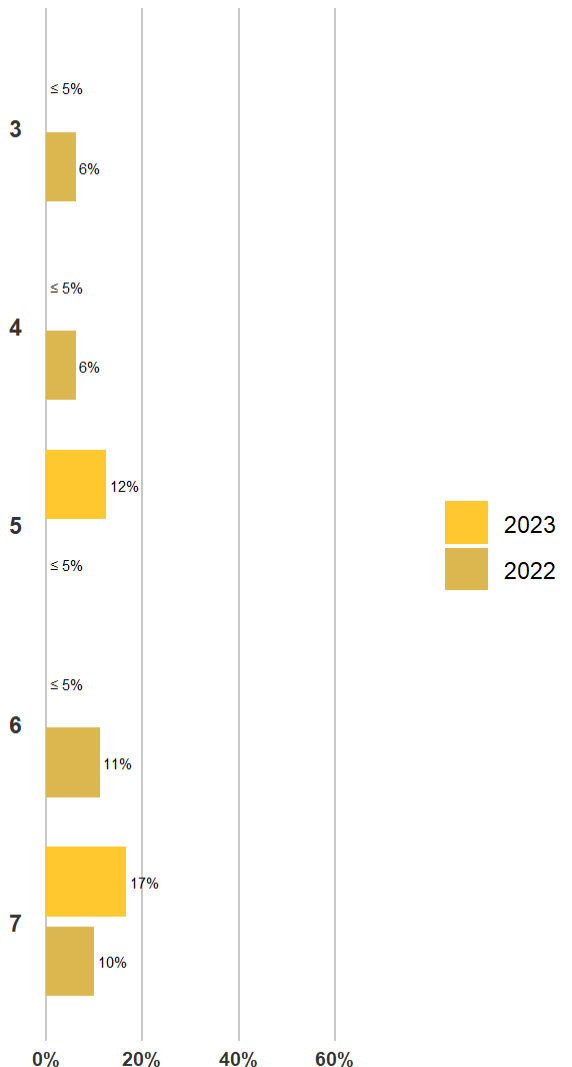
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022



School Profile: Mid-Michigan Leadership Academy

District: Mid-Michigan Leadership Academy
District Code: 33904
Building Code(s): 08323
Location: 730 West Maple
Lansing, MI 48906
Phone: 517-485-5379
Website: <https://www.mmlalions.org/>
Grades Served: K-8
School Year Authorized: 1995-1996
Charter Contract Term: July 01, 2019 - June 30, 2024
MDE Partnership School: No

Initial Charter Applicant: Paul DeWeese/Nancy
Hillegonds/Mike Green
School Property Owner: Mid-Michigan Leadership Academy
School Building Owner: Mid-Michigan Leadership Academy
**Educational Service Provider
(ESP):** CS Partners, Inc./CSP Management
Inc. dba Partner Solutions for
Schools
ESP Contract Term: July 01, 2019 - June 30, 2024
**2022-2023 Total Fees,
Reimbursements,
Contributions or Charges:** \$97,375.81

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Leigha Faith	President	June 24, 2021	July 28, 2025
Nicholas Benavides	Vice President	June 25, 2020	July 28, 2024
Monique Williamson	Secretary	February 16, 2023	July 28, 2026
Nettavia Curry	Treasurer	June 29, 2023	July 28, 2027
Robert Macomber	Board Director	June 25, 2020	July 28, 2024

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	39	32	36	20	41	44	42	24	22	N/A	N/A	N/A	N/A	300
2022-2023	51	39	24	43	49	47	34	33	28	N/A	N/A	N/A	N/A	348



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Mid-Michigan Leadership Academy

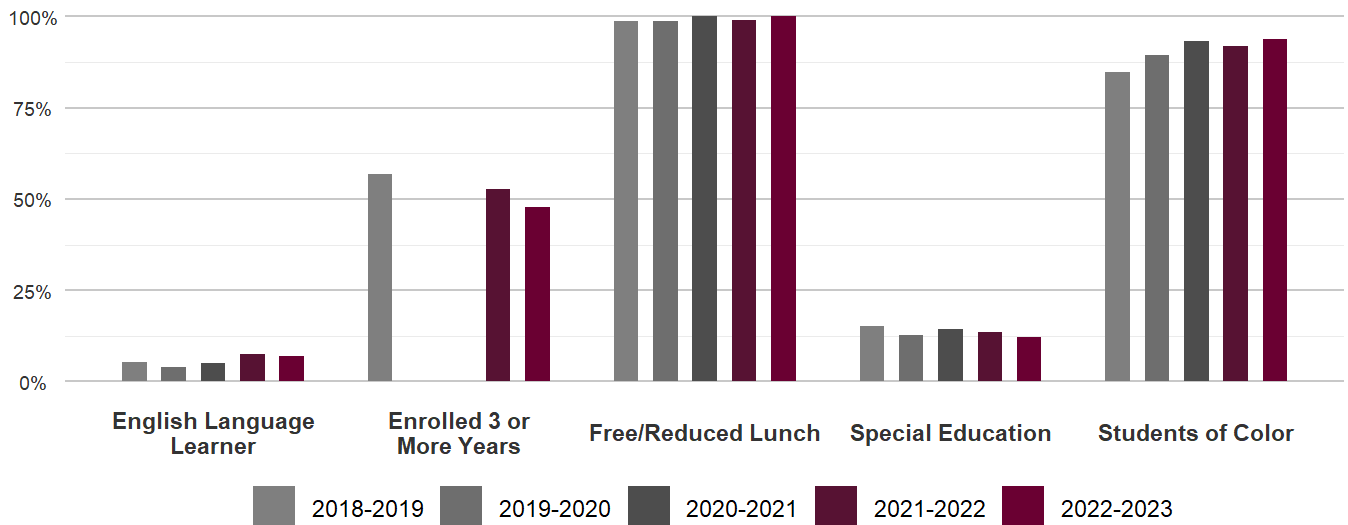


November 2023

Mid-Michigan Leadership Academy

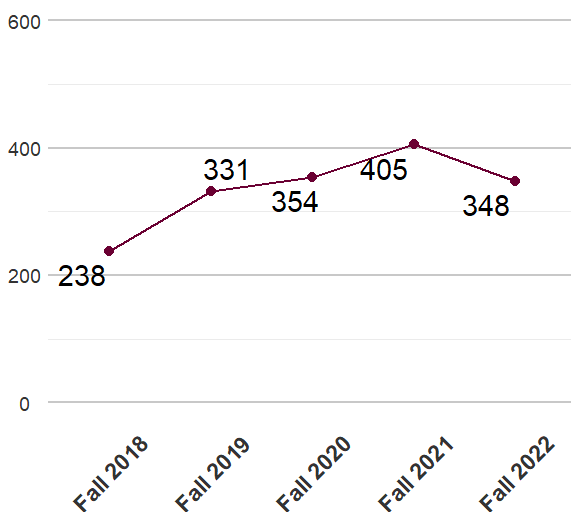
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	5.5%	3.9%	5.1%	7.4%	6.9%
Special Education	15.1%	12.7%	14.4%	13.6%	12.1%
Free/Reduced Lunch	98.7%	98.8%	100.0%	99.0%	100.0%
Students of Color	84.9%	89.4%	93.2%	91.9%	93.7%
Enrolled 3 or More Years	56.7%	0.0%	0.0%	52.8%	47.9%

Enrollment



Where Students Come From

Assigned District	Students
Lansing Public School District	337
Waverly Community Schools	11
Laingsburg Community Schools	2
East Lansing School District	1

Mid-Michigan Leadership Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - Percent of Students Meeting Spring National Achievement Norms



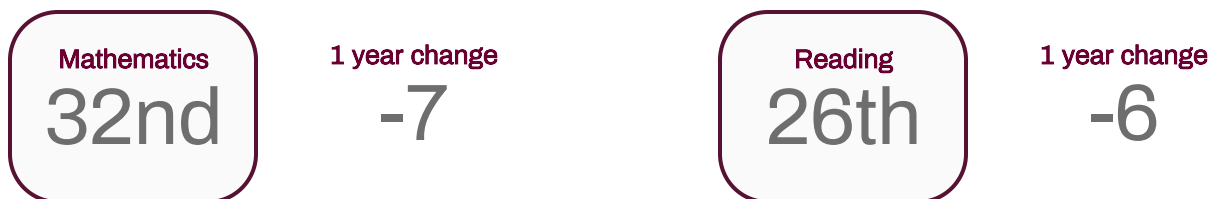
Growth

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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile



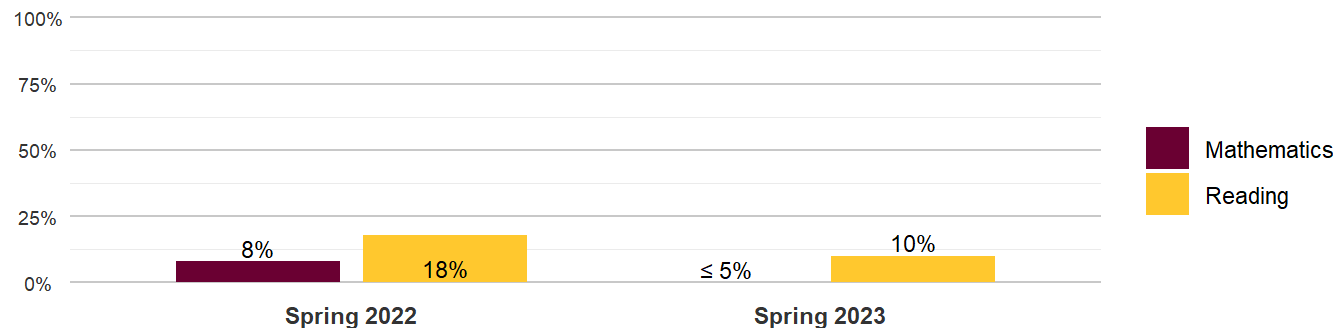
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Mid-Michigan Leadership Academy

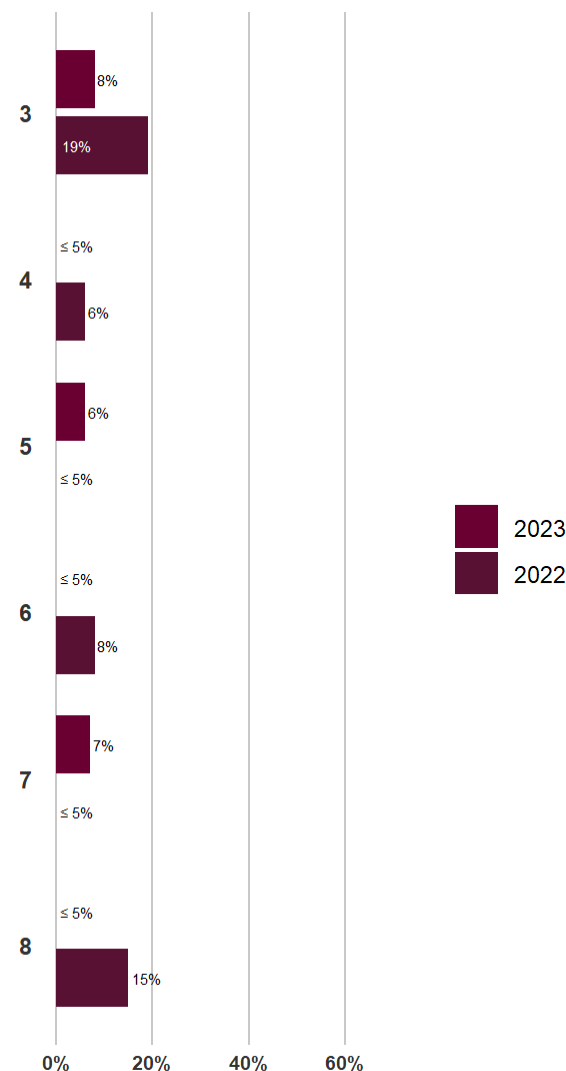
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

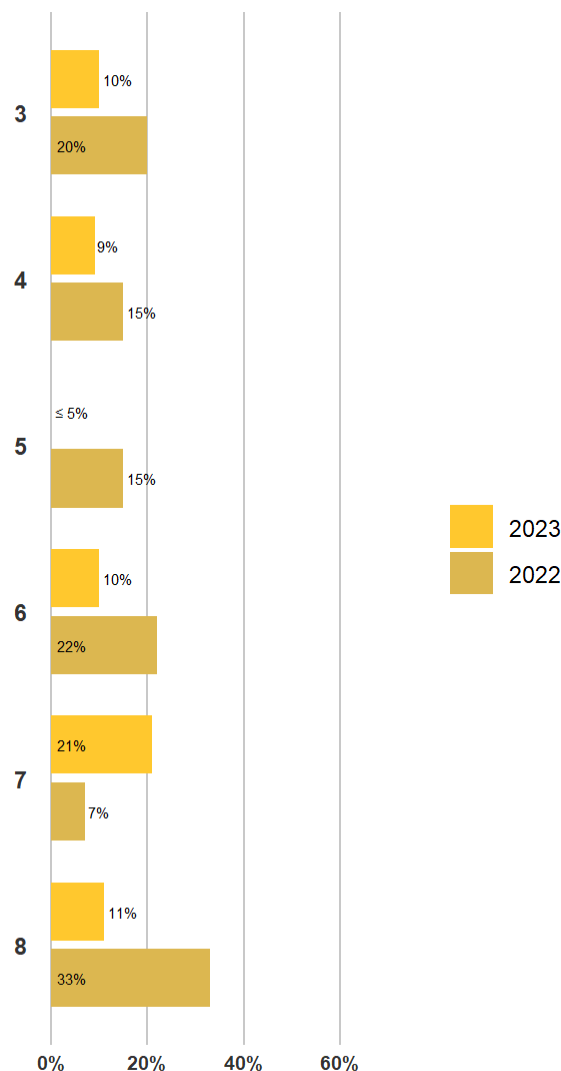
School-Wide by Year



By Grade Level Mathematics

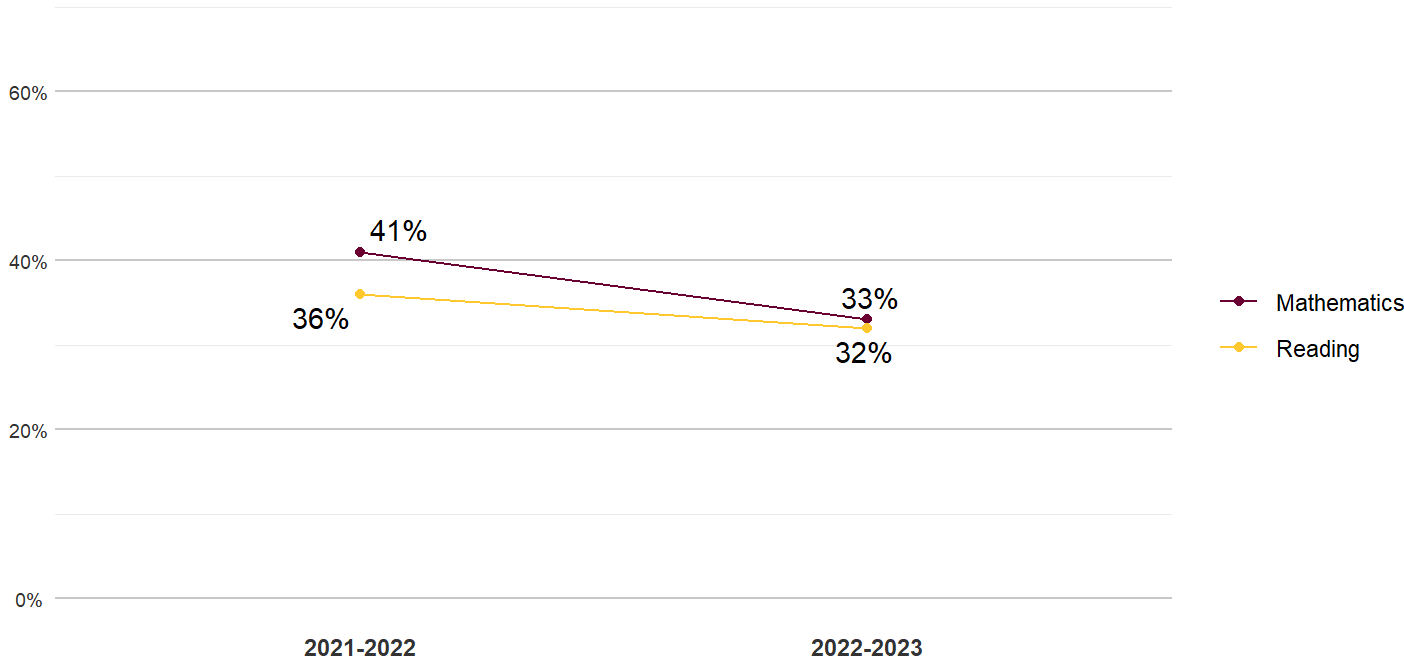


Reading

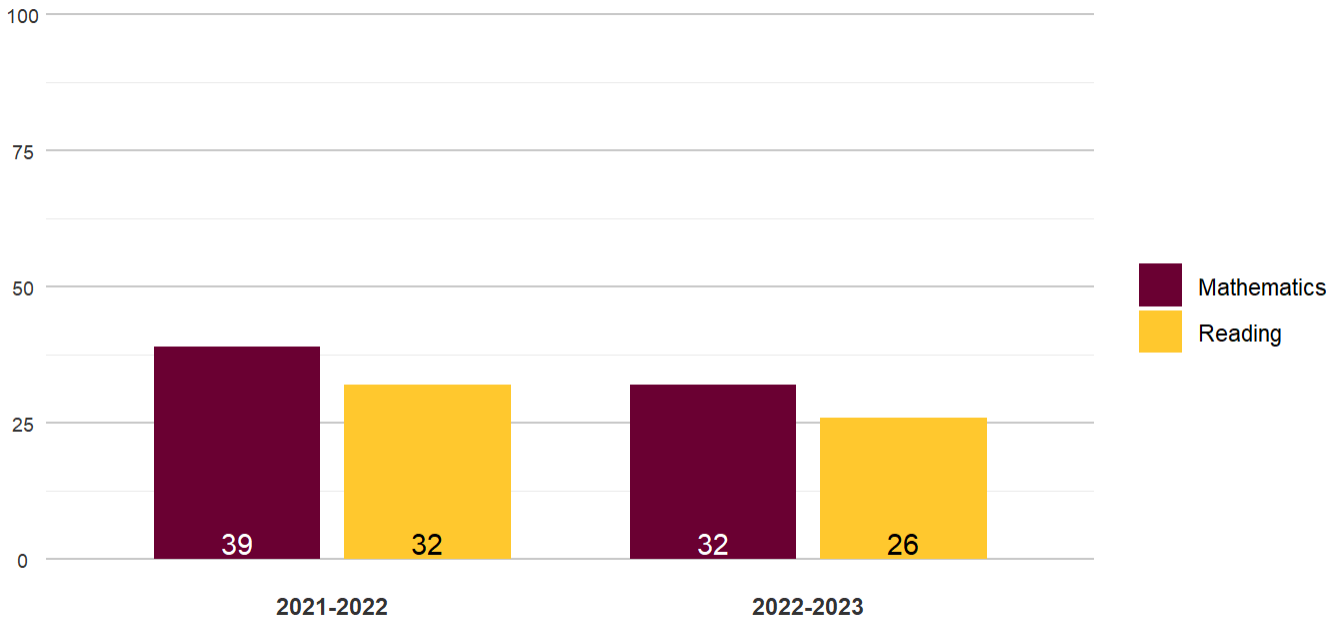


NWEA MAP Fall-to-Spring Growth

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



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



Mid-Michigan Leadership Academy

SPRING 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



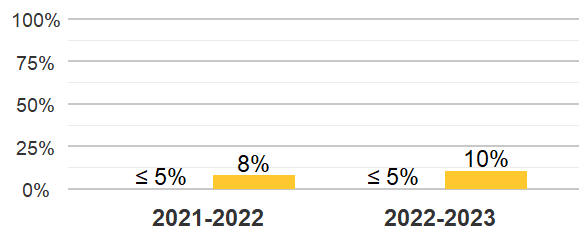
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Mid-Michigan Leadership Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

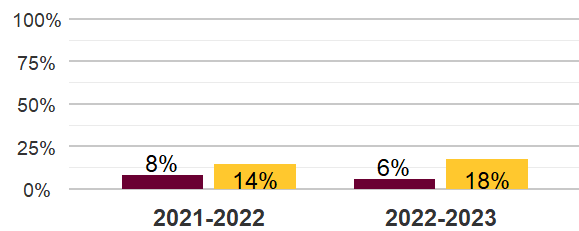
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

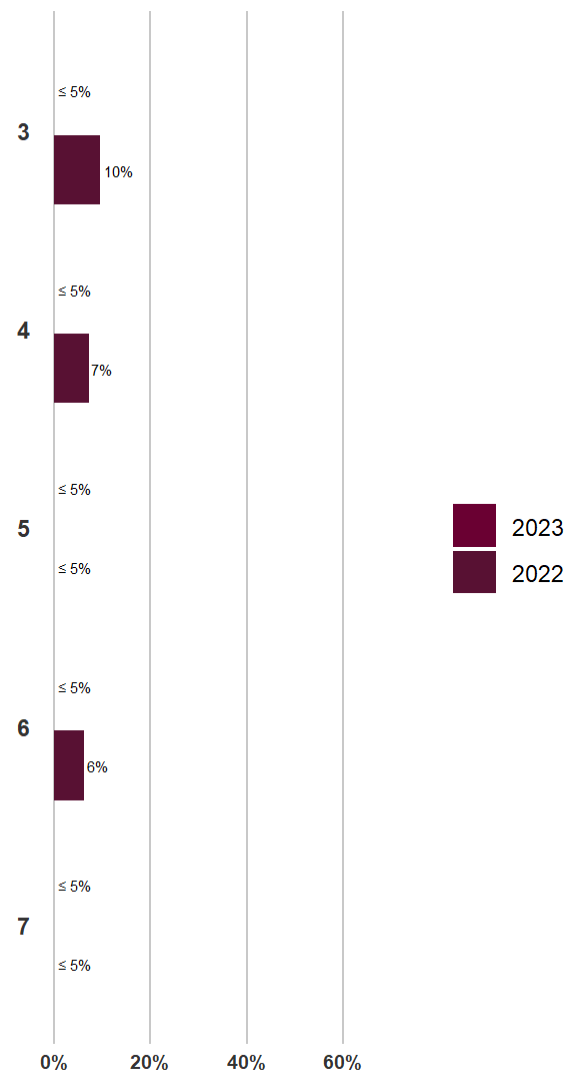
ELA



Academy CRD

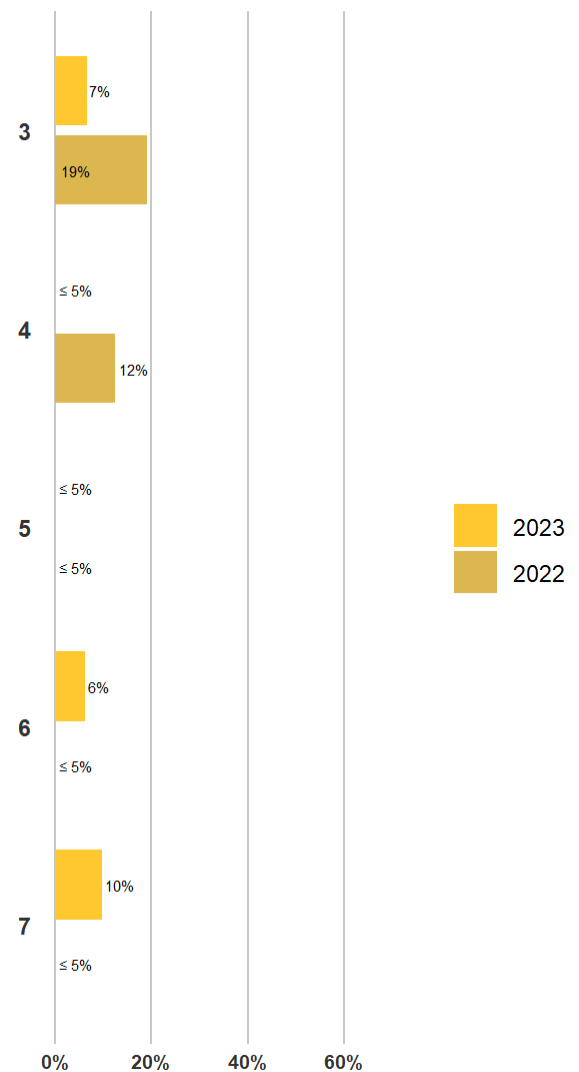
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022



School Profile: New Branches Charter Academy

District: New Branches Charter Academy
District Code: 41901
Building Code(s): 08019
Location: 3662 Poinsettia Ave., SE
Grand Rapids, MI 49508
Phone: 616-243-6221
Website: <http://www.newbranches.org>
Grades Served: K-8
School Year Authorized: 1994-1995
Charter Contract Term: July 01, 2019 - June 30, 2024
MDE Partnership School: No

Initial Charter Applicant: David Frederick
School Property Owner: New Branches Charter Academy
School Building Owner: New Branches Charter Academy
Educational Service Provider (ESP): Choice Schools Associates, L.L.C.
ESP Contract Term: July 01, 2022 - June 30, 2024
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$97,925.13

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Kina King	President	April 16, 2020	May 17, 2024
Eric Thomas-Ferrell	Vice President	April 22, 2021	May 17, 2025
Josiah Roggenback	Secretary	September 23, 2021	May 17, 2026
Jeff VanDyke	Treasurer	September 23, 2021	May 17, 2025
Iryonna Hogan	Board Director	April 22, 2021	May 17, 2024
Angie Shadix	Board Director	September 28, 2023	May 17, 2026

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	58	37	39	47	40	40	42	35	22	N/A	N/A	N/A	N/A	360
2022-2023	56	46	46	43	38	38	40	27	24	N/A	N/A	N/A	N/A	358



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CHARTER SCHOOLS**
CENTRAL MICHIGAN UNIVERSITY

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

New Branches Charter Academy

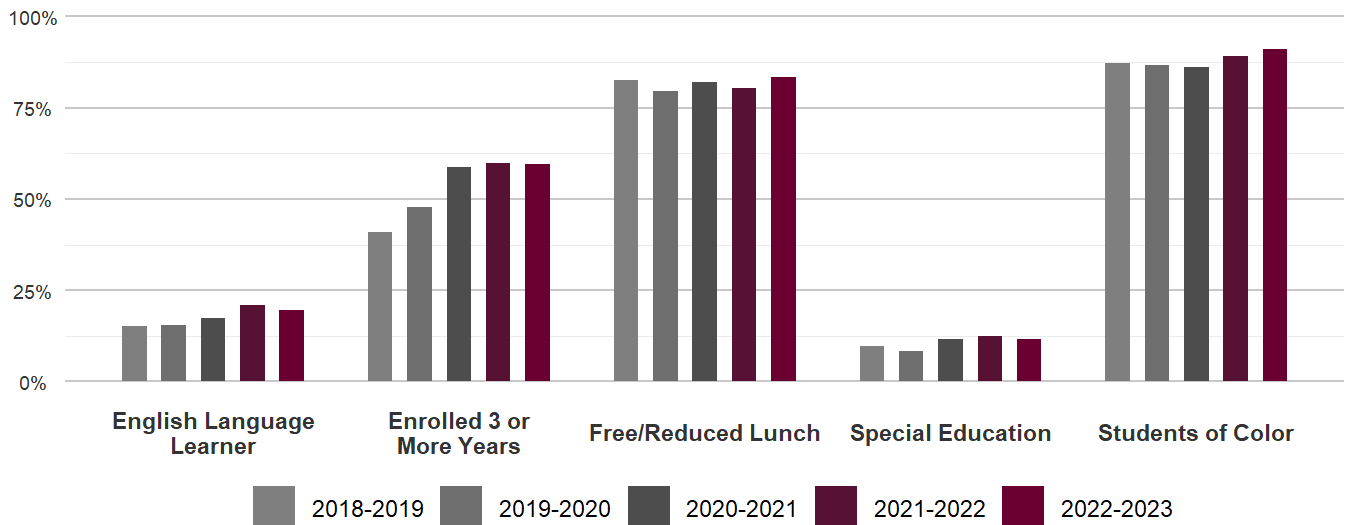


November 2023

New Branches Charter Academy

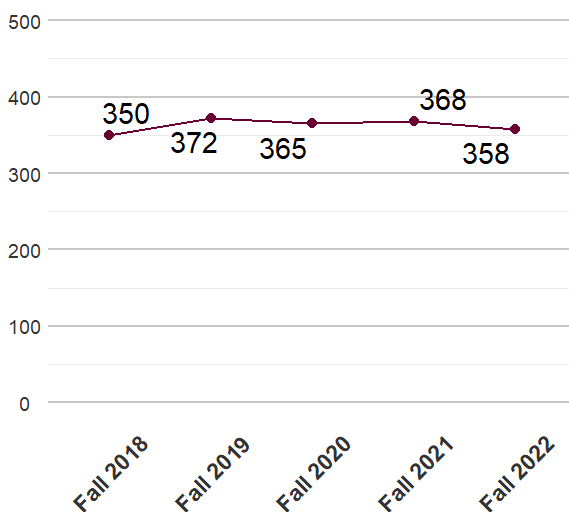
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	15.1%	15.6%	17.3%	20.9%	19.6%
Special Education	9.7%	8.3%	11.5%	12.5%	11.7%
Free/Reduced Lunch	82.6%	79.6%	81.9%	80.4%	83.5%
Students of Color	87.1%	86.6%	86.0%	89.1%	91.1%
Enrolled 3 or More Years	40.9%	47.8%	58.6%	59.8%	59.5%

Enrollment



Where Students Come From

Assigned District	Students
Grand Rapids Public Schools	217
Kentwood Public Schools	82
Wyoming Public Schools	22
Godwin Heights Public Schools	20
Kelloggsville Public Schools	10
Godfrey-Lee Public Schools	2
Byron Center Public Schools	1
Comstock Park Public Schools	1
East Grand Rapids Public Schools	1
Other	2

New Branches Charter Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

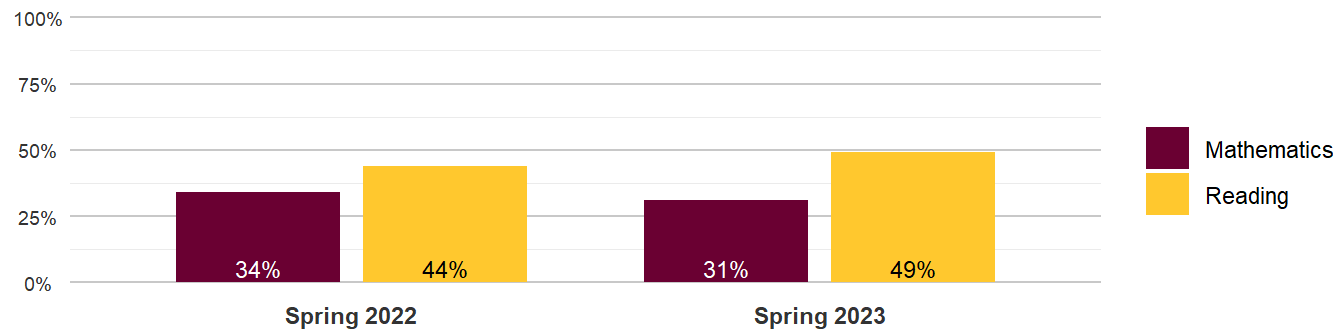


New Branches Charter Academy

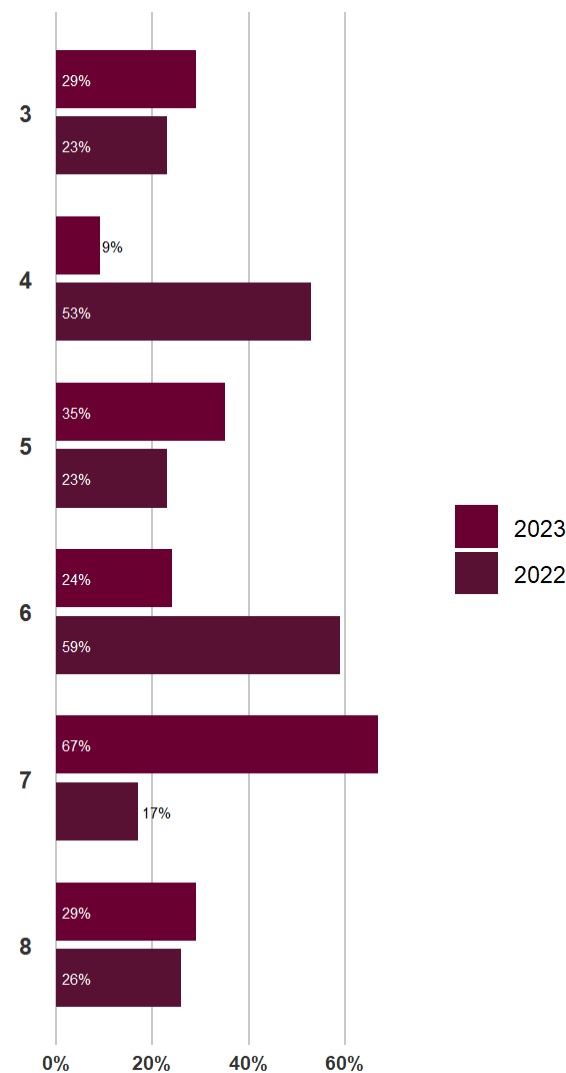
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

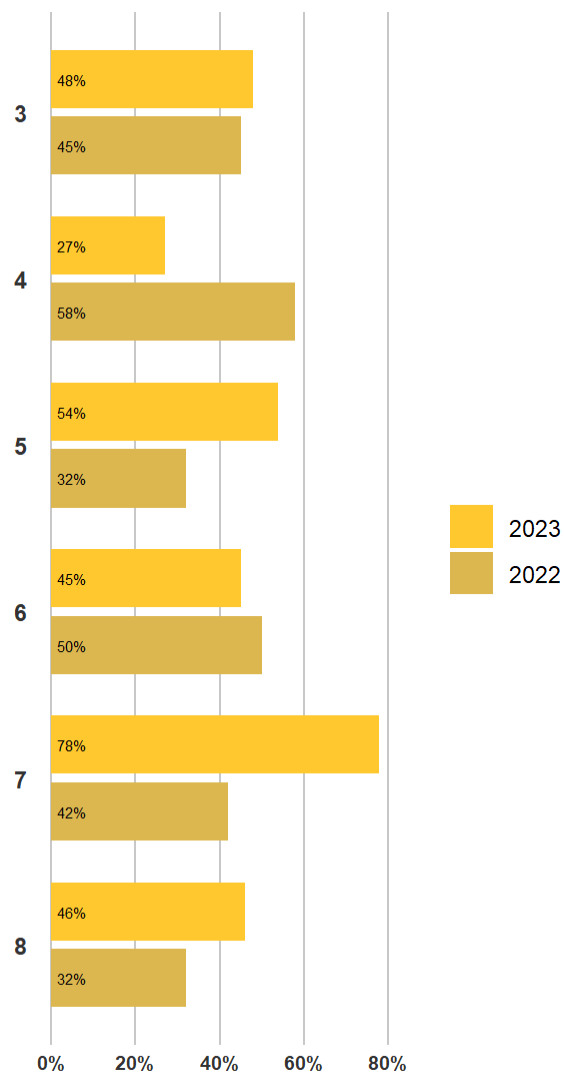
School-Wide by Year



By Grade Level Mathematics



Reading



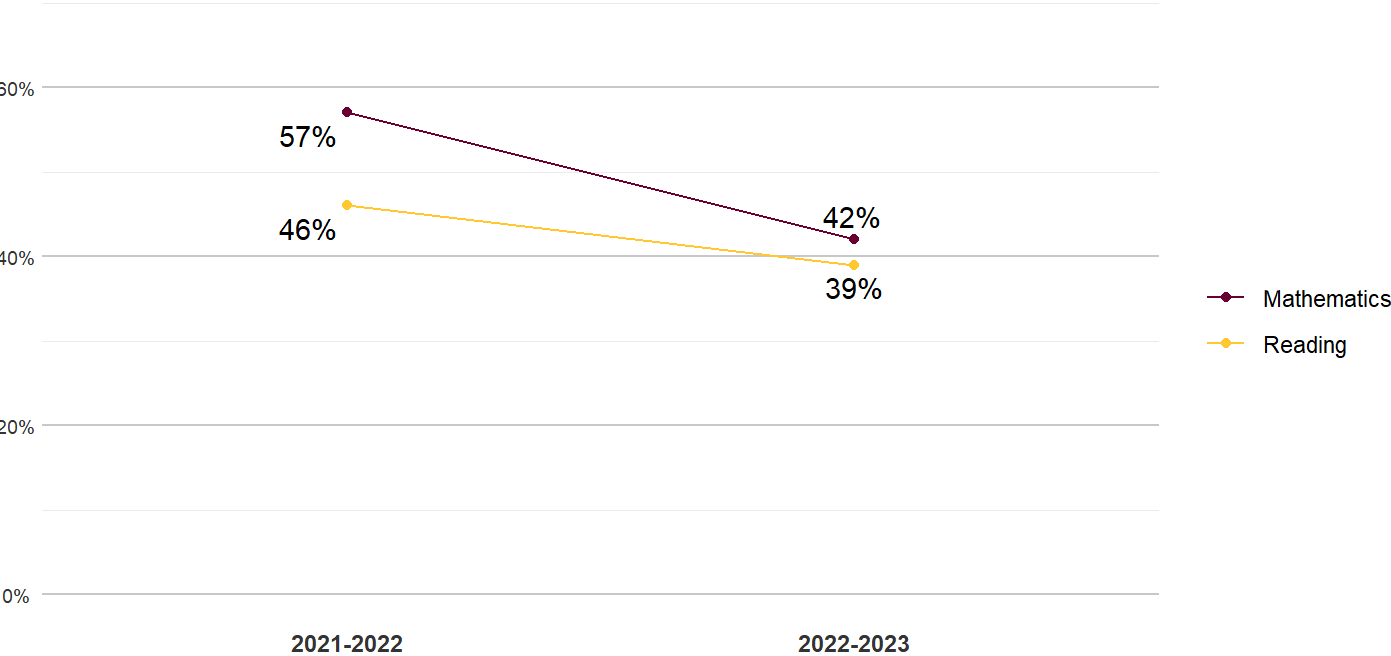
New Branches Charter Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

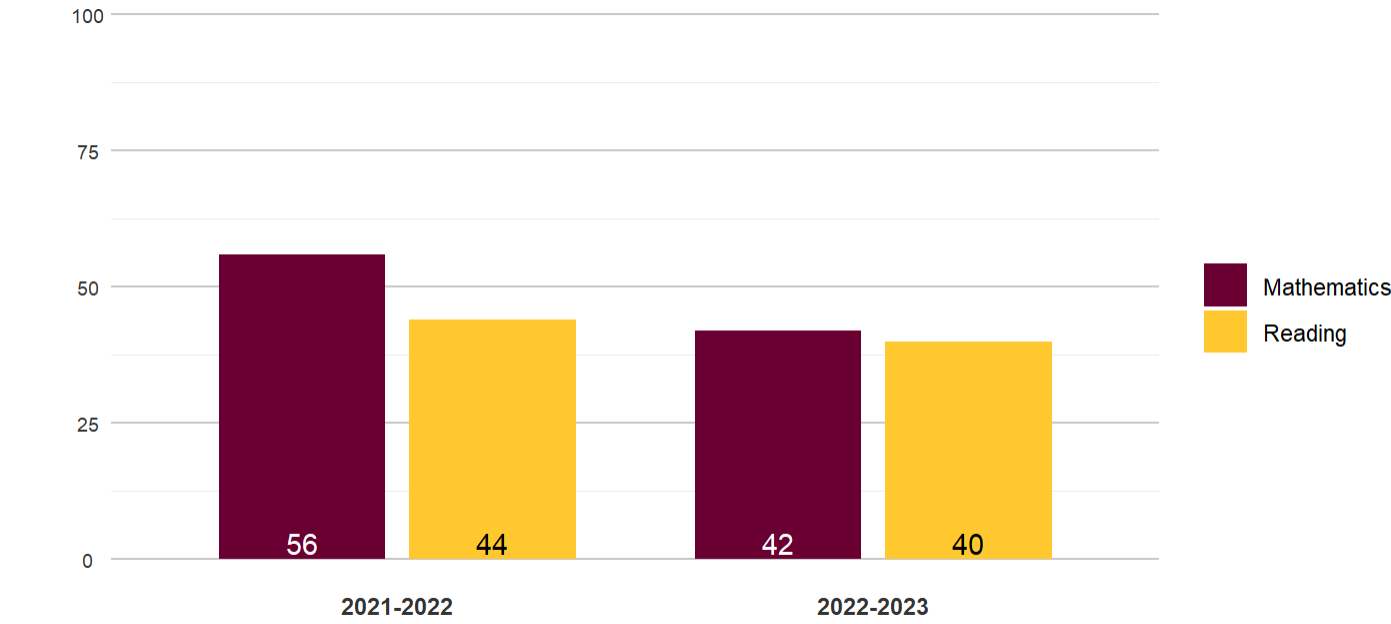
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



New Branches Charter Academy

SPRING 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

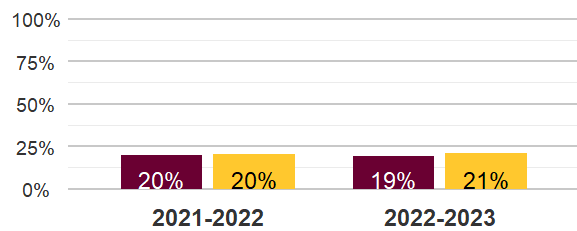


New Branches Charter Academy

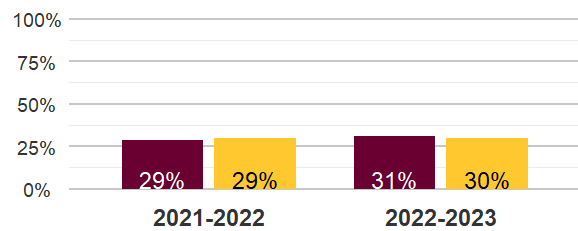
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics



ELA

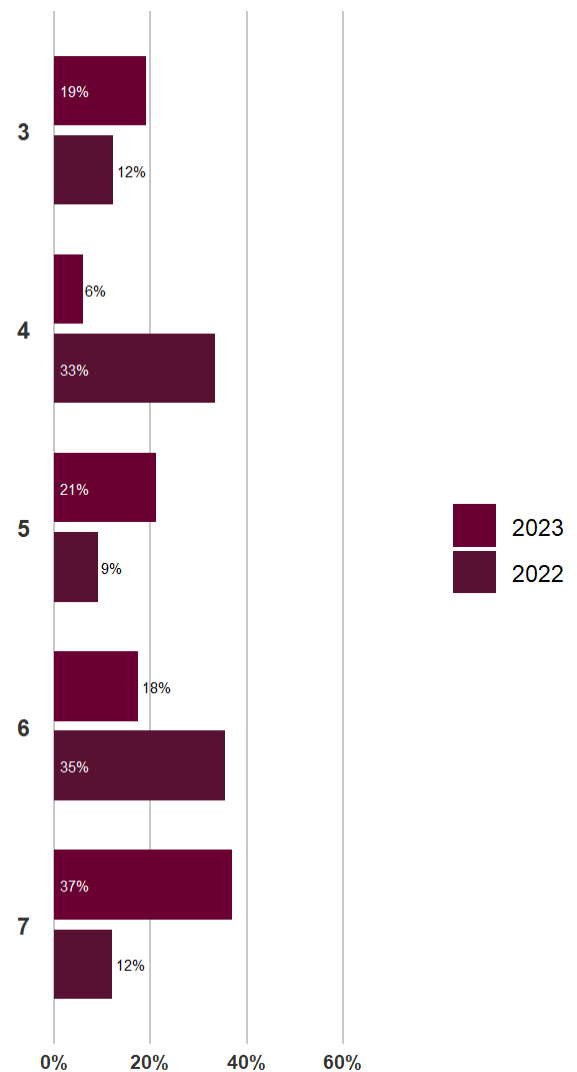


Academy CRD

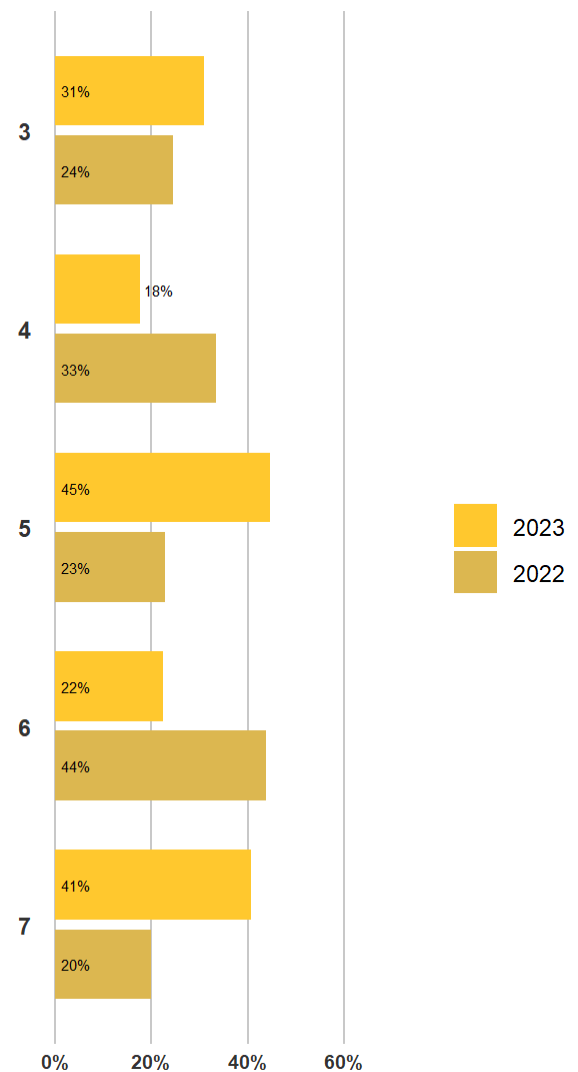
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2023
2022

2023
2022



School Profile: NexTech High School

District: NexTech High School
District Code: 41929
Building Code(s): 01397
Location: 801 Broadway Ave. NW, Ste. 225
Grand Rapids, MI 49504
Phone: 616-458-4992
Website: <https://www.nextechhigh.org/grand-rapids>
Grades Served: 9-12
School Year Authorized: 2012-2013
Charter Contract Term: July 01, 2022 - June 30, 2025
MDE Partnership School: No

Initial Charter Applicant: Mickey Revenaugh
School Property Owner: Clark Place Commerical, LLC
School Building Owner: Clark Place Commerical, LLC
Educational Service Provider (ESP): CS Partners, Inc./CSP Management Inc. dba Partner Solutions for Schools
ESP Contract Term: July 01, 2022 - June 30, 2025
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$35,550.53

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Richard Houskamp	Vice President	December 02, 2021	July 02, 2026
Joel Van Kuiken	Secretary	April 20, 2023	July 02, 2024
Ellen Harburn	Treasurer	June 30, 2022	July 02, 2026
Andrew Christmann	Board Director	June 29, 2023	July 02, 2027

Current Enrollment and Student Turnover Rate

School Year	Grade												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
2023-2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	21	30	49	42	142
2022-2023	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	54	40	32	140



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SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NexTech High School

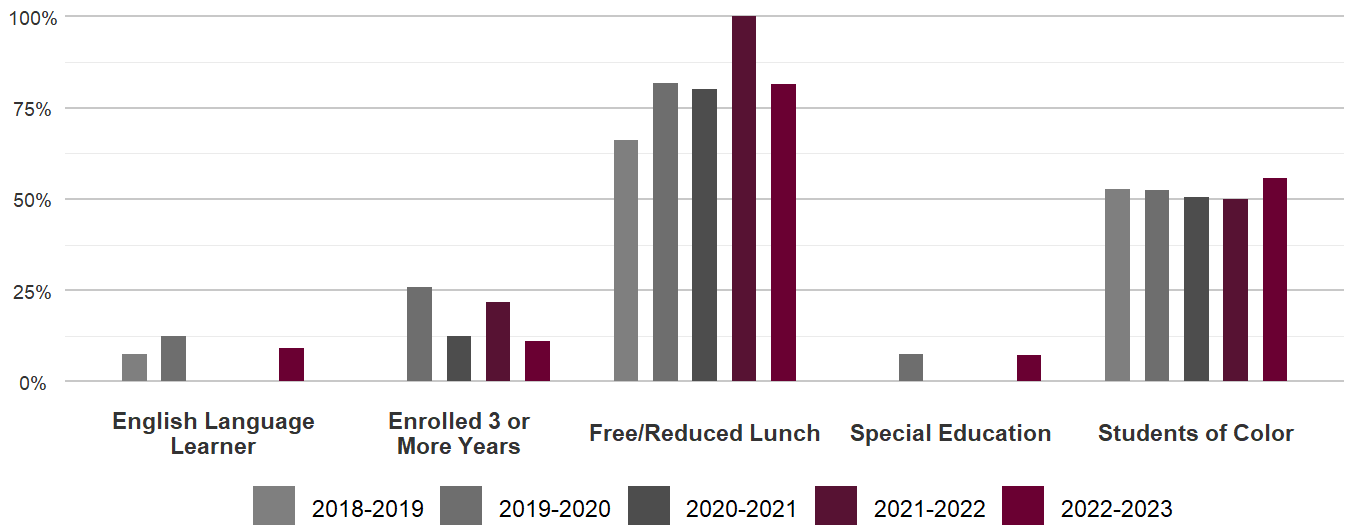


September 2023

NexTech High School

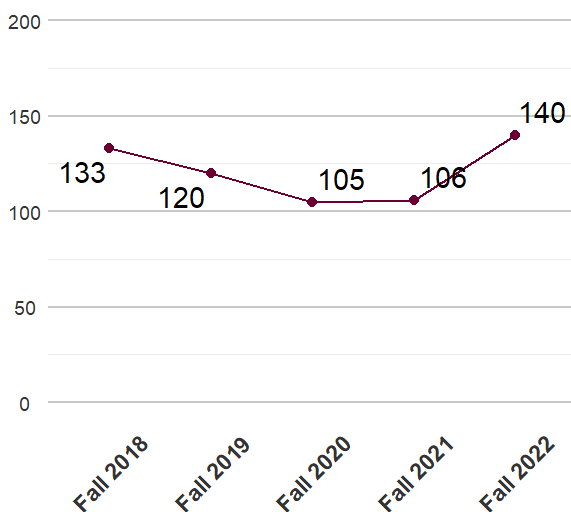
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	7.5%	12.5%	0.0%	0.0%	9.3%
Special Education	0.0%	7.5%	0.0%	0.0%	7.1%
Free/Reduced Lunch	66.2%	81.7%	80.0%	100.0%	81.4%
Students of Color	52.6%	52.5%	50.5%	50.0%	55.7%
Enrolled 3 or More Years	0.0%	25.8%	12.4%	21.7%	11.2%

Enrollment



Where Students Come From

Assigned District	Students
Grand Rapids Public Schools	112
Wyoming Public Schools	5
Grandville Public Schools	4
Forest Hills Public Schools	3
Kentwood Public Schools	3
Rockford Public Schools	3
Comstock Park Public Schools	2
Kenowa Hills Public Schools	2
Byron Center Public Schools	1
Other	8

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the CCR benchmarks in Mathematics. If the 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 Evidence-Based Reading and Writing (EBRW) 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's Composite Resident District 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

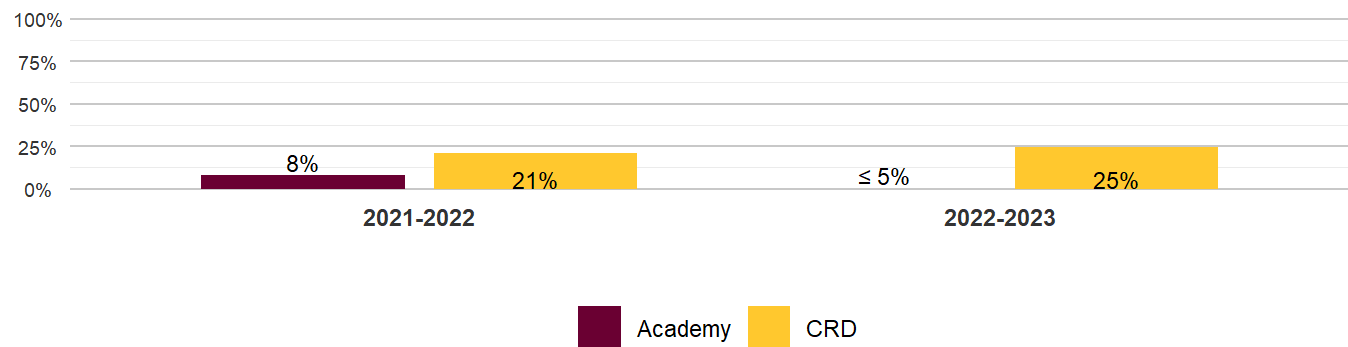


* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

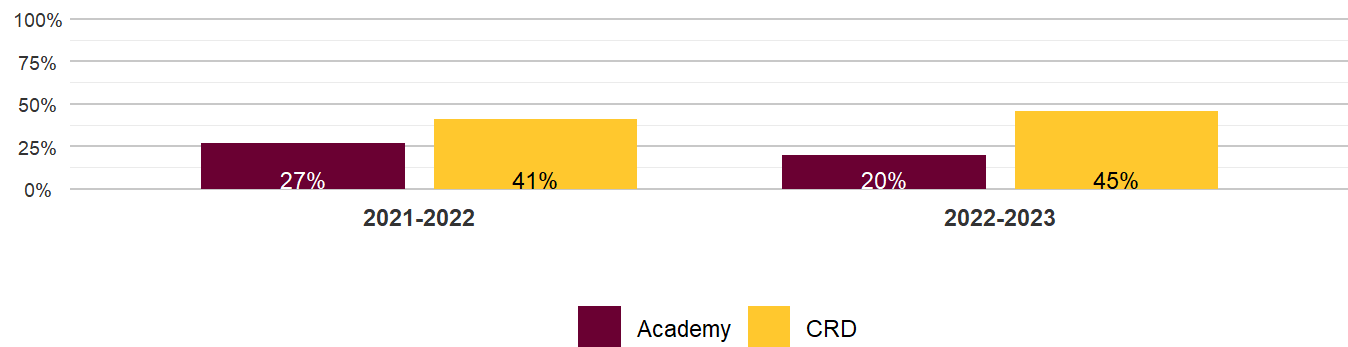
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: Noor International Academy

District: Noor International Academy
District Code: 50913
Building Code(s): 00757
Location: 37412 Dequindre
Sterling Heights, MI 48310
Phone: 586-365-5000
Website: <http://www.niapsa.org/>
Grades Served: K-6
School Year Authorized: 2010-2011
Charter Contract Term: July 01, 2020 - June 30, 2027
MDE Partnership School: No

Initial Charter Applicant: Nawal Hamadeh
School Property Owner: Noor International Academy
School Building Owner: Noor International Academy
Educational Service Provider (ESP): Hamadeh Educational Services, Inc.
ESP Contract Term: July 01, 2020 - June 30, 2027
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$43,774.52

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Hassen Hijazi	President & Treasurer	February 13, 2020	February 16, 2024
Sarah Chaar	Vice President	February 16, 2023	February 16, 2027
Rafel Rashid	Secretary	September 22, 2022	February 16, 2024
Ibrahim Hamza	Board Director	June 29, 2023	February 16, 2026
John Mdaihi	Board Director	February 11, 2021	February 16, 2025

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	36	41	34	21	24	18	21	N/A	N/A	N/A	N/A	N/A	N/A	195
2022-2023	42	29	22	21	16	22	8	N/A	N/A	N/A	N/A	N/A	N/A	160



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SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Noor International Academy

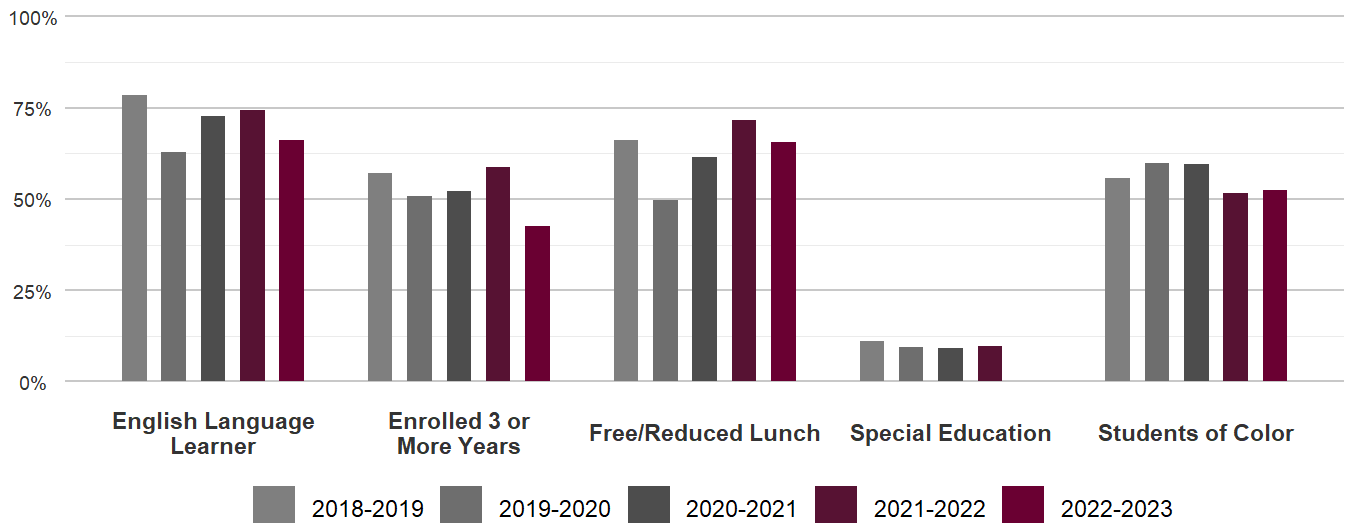


November 2023

Noor International Academy

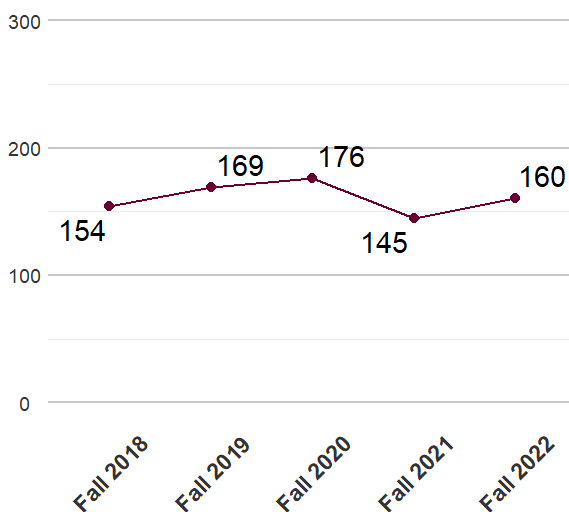
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	78.6%	62.7%	72.7%	74.5%	66.2%
Special Education	11.0%	9.5%	9.1%	9.7%	0.0%
Free/Reduced Lunch	66.2%	49.7%	61.4%	71.7%	65.6%
Students of Color	55.8%	59.8%	59.7%	51.7%	52.5%
Enrolled 3 or More Years	57.1%	50.9%	52.3%	58.6%	42.5%

Enrollment



Where Students Come From

Assigned District	Students
Warren Consolidated Schools	128
Troy School District	7
Pontiac City School District	6
Southfield Public School District	4
Rochester Community School District	3
Utica Community Schools	3
Clinton Community Schools	2
Plymouth-Canton Community Schools	2
Center Line Public Schools	1
Other	4

Noor International Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

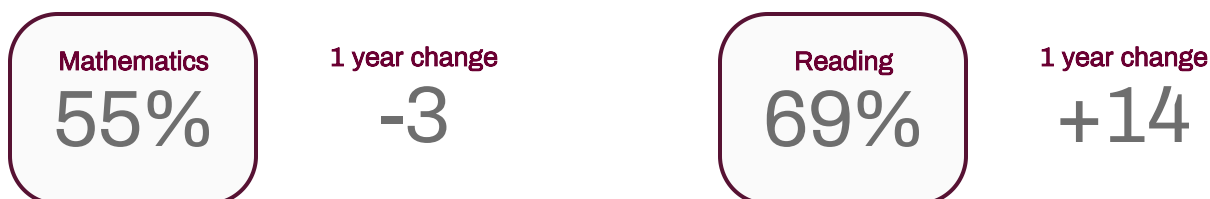
2022-23 - Percent of Students Meeting Spring National Achievement Norms



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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

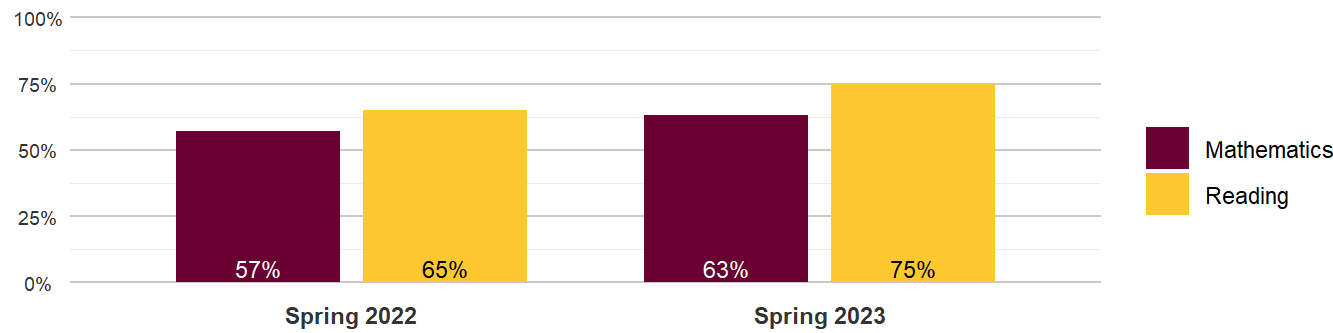


Noor International Academy

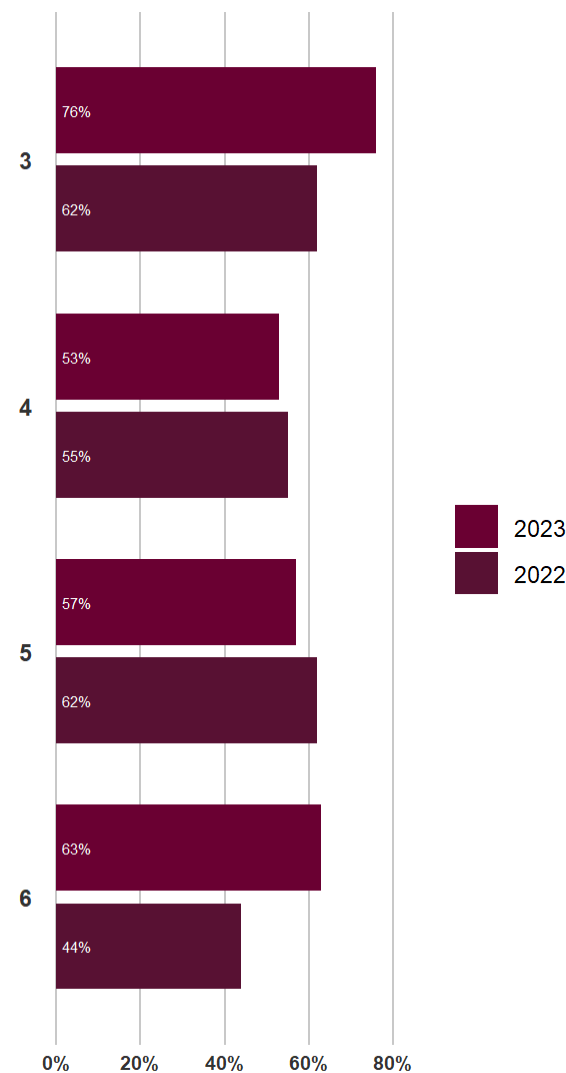
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

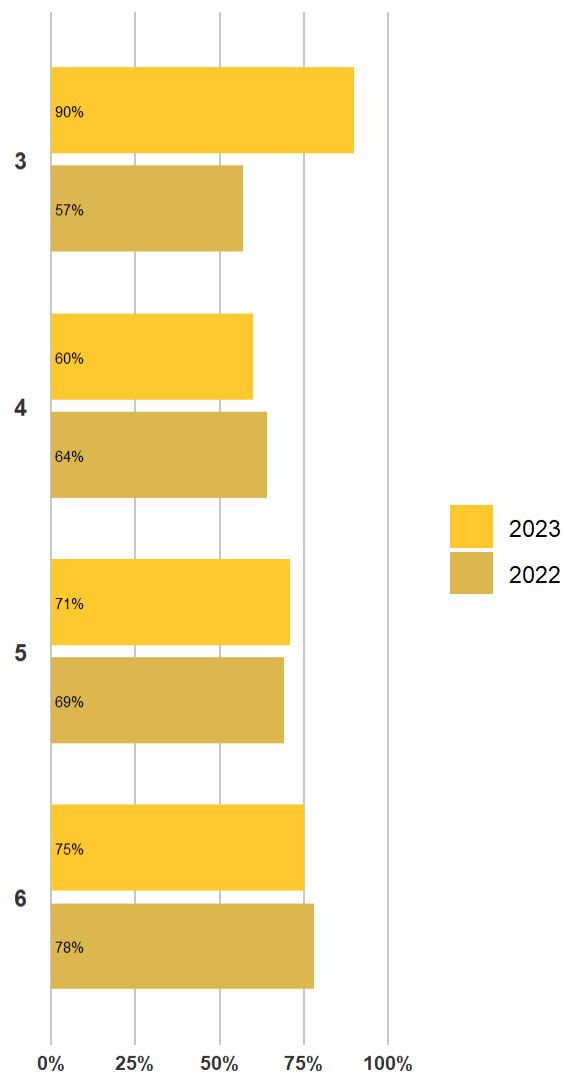
School-Wide by Year



By Grade Level Mathematics

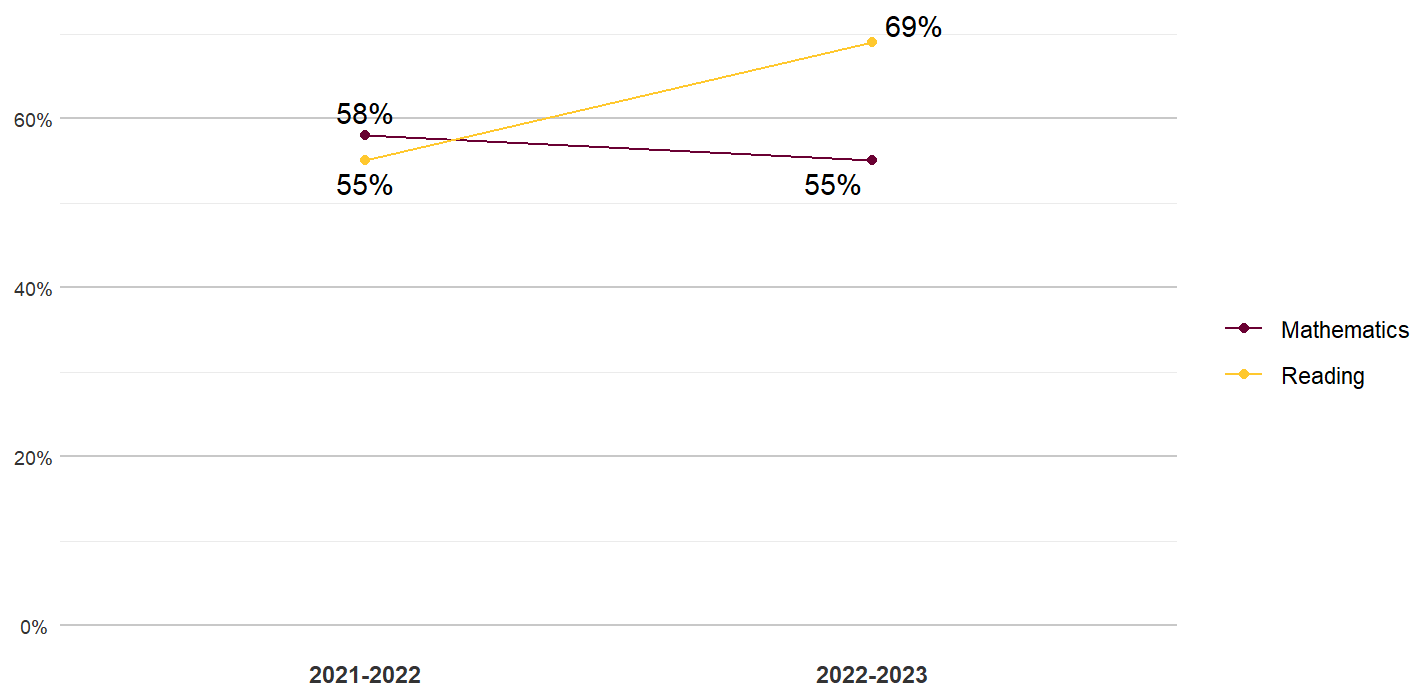


Reading

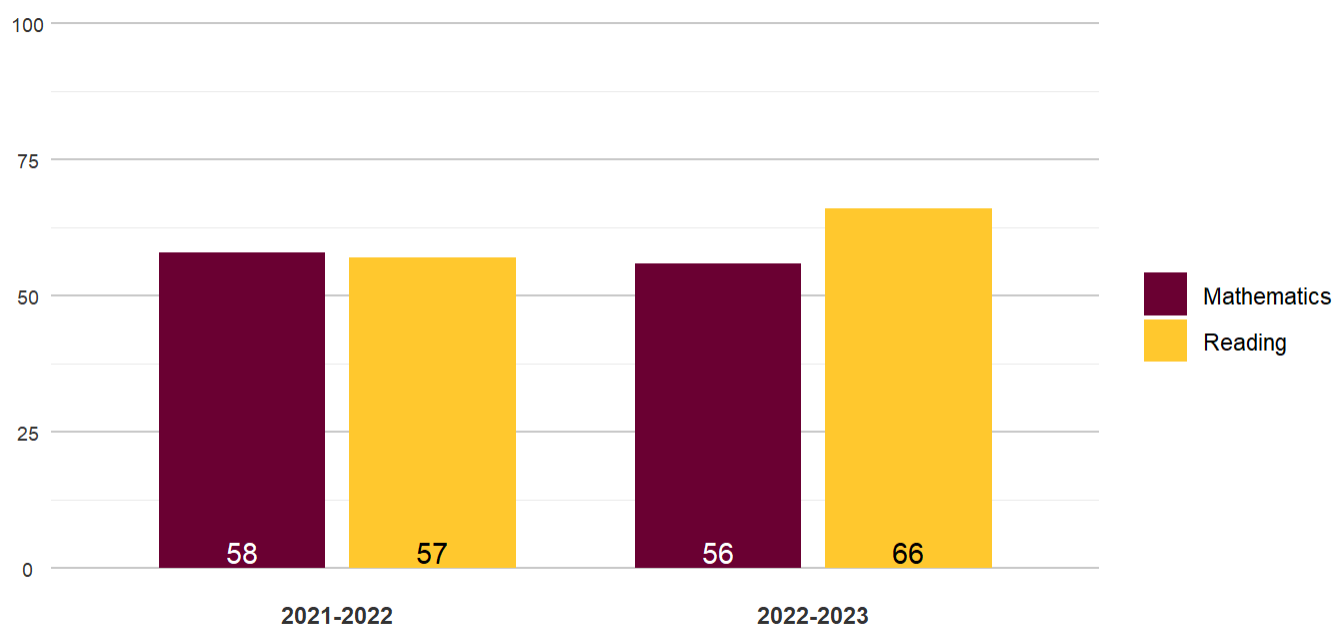


NWEA MAP Fall-to-Spring Growth

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



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



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

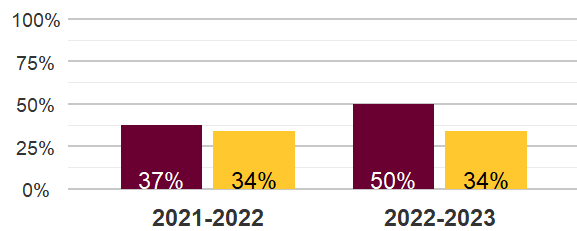


Noor International Academy

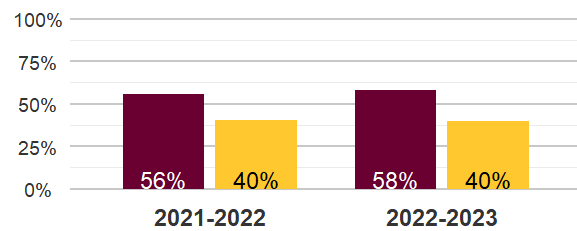
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics



ELA

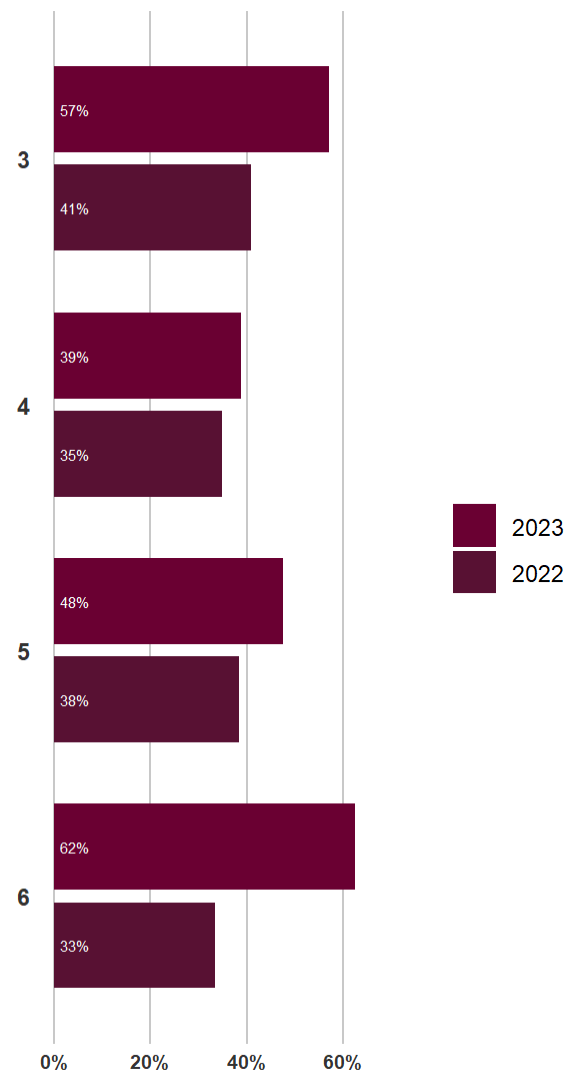


Academy CRD

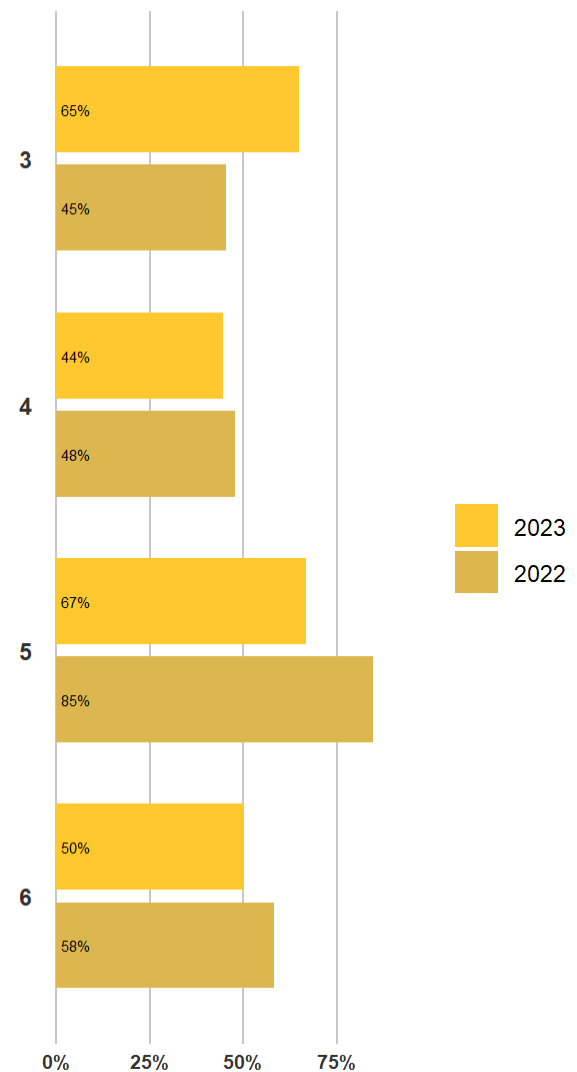
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2023
2022

2023
2022



School Profile: North Saginaw Charter Academy

District: North Saginaw Charter Academy
District Code: 73910
Building Code(s): 08740
Location: 2332 Trautner Rd.
Saginaw, MI 48604
Phone: 989-249-5400
Website: <https://www.nhaschools.com/schools/North-Saginaw-Charter-Academy/en>
Grades Served: K-8
School Year Authorized: 1998-1999
Charter Contract Term: July 01, 2023 - June 30, 2028
MDE Partnership School: No

Initial Charter Applicant: Mark DeHaan
School Property Owner: Charter Development, LLC
School Building Owner: Charter Development, LLC
Educational Service Provider (ESP): National Heritage Academies, Inc.
ESP Contract Term: July 01, 2023 - June 30, 2028
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$150,390.32

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Jason Holder	President	April 20, 2023	May 12, 2027
Nathaniel Spears	Vice President & Secretary	April 22, 2021	May 12, 2025
Andrea Shacks	Treasurer	April 16, 2020	May 12, 2024
Lionel Grant	Board Director	June 29, 2023	May 12, 2025

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	91	76	77	61	64	64	54	59	55	N/A	N/A	N/A	N/A	601
2022-2023	91	71	67	58	44	62	50	61	57	N/A	N/A	N/A	N/A	561



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North Saginaw Charter Academy

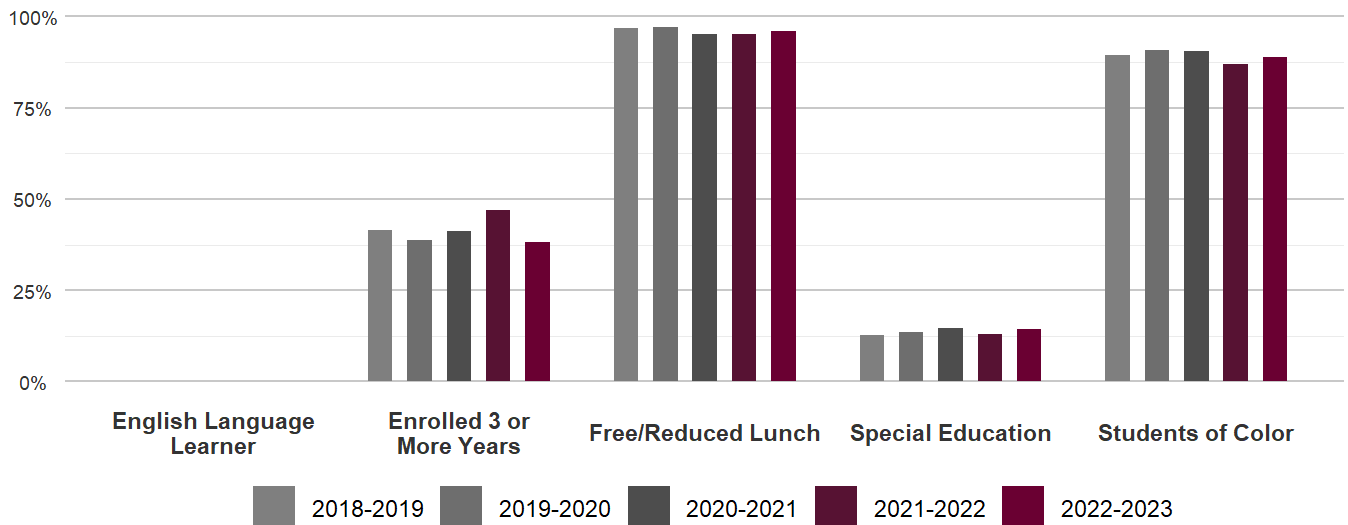


November 2023

North Saginaw Charter Academy

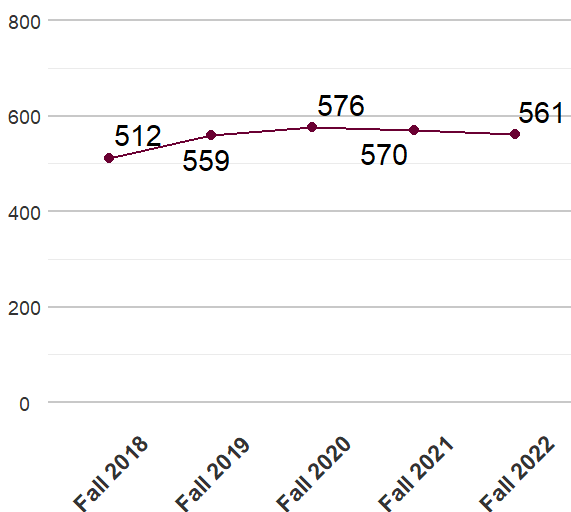
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	12.7%	13.4%	14.8%	13.0%	14.3%
Free/Reduced Lunch	96.9%	97.1%	95.1%	95.3%	96.1%
Students of Color	89.5%	90.7%	90.5%	87.0%	88.9%
Enrolled 3 or More Years	41.6%	38.6%	41.3%	46.8%	38.3%

Enrollment



Where Students Come From

Assigned District	Students
Saginaw, School District of the City of	420
Saginaw Township Community Schools	51
Bridgeport-Spaulding Community School District	49
Carrollton Public Schools	25
Bay City School District	4
Freeland Community School District	3
Detroit Public Schools Community District	2
Swan Valley School District	2
Taylor School District	2
Other	3

North Saginaw Charter Academy

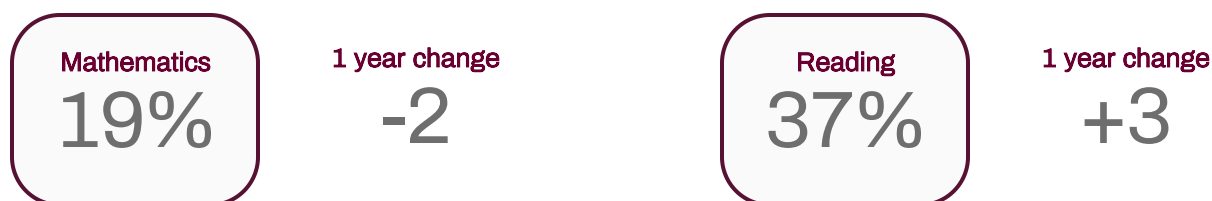
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

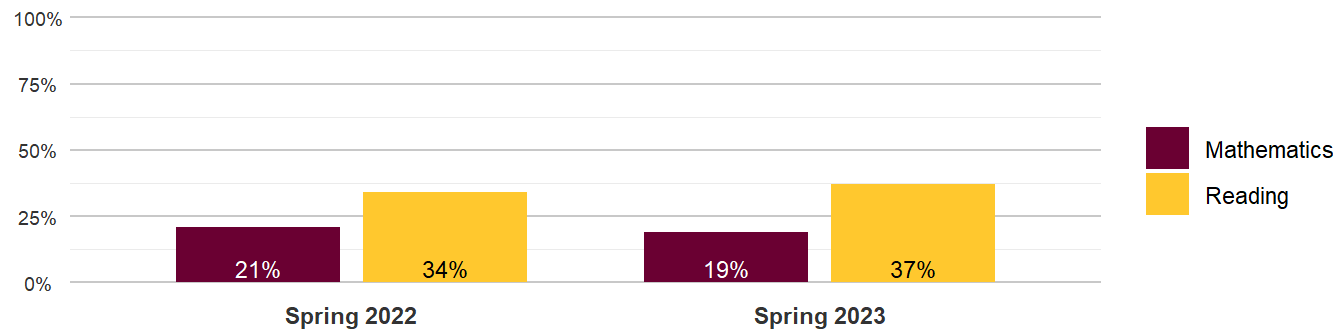


North Saginaw Charter Academy

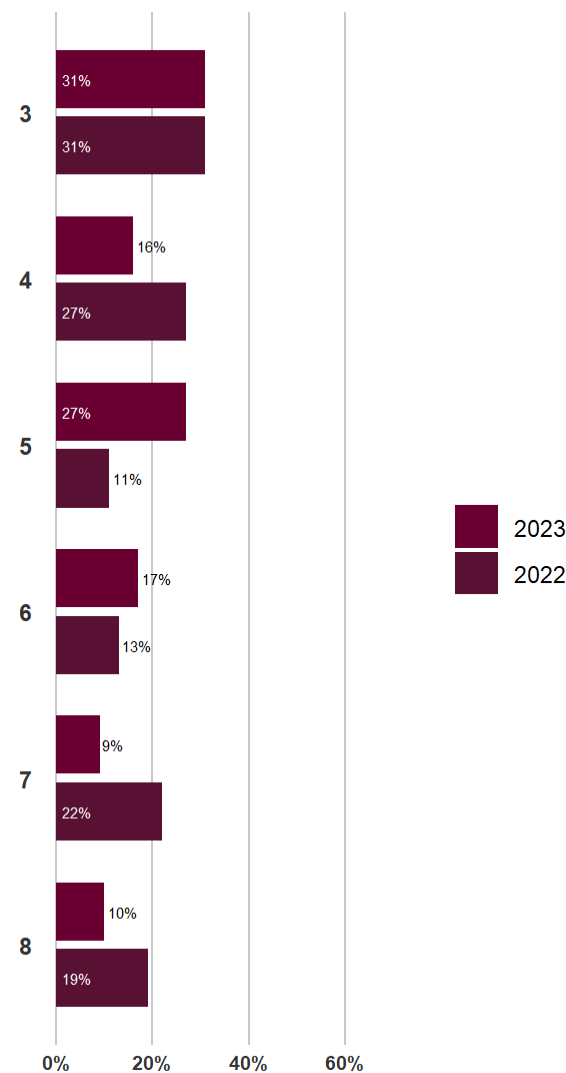
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

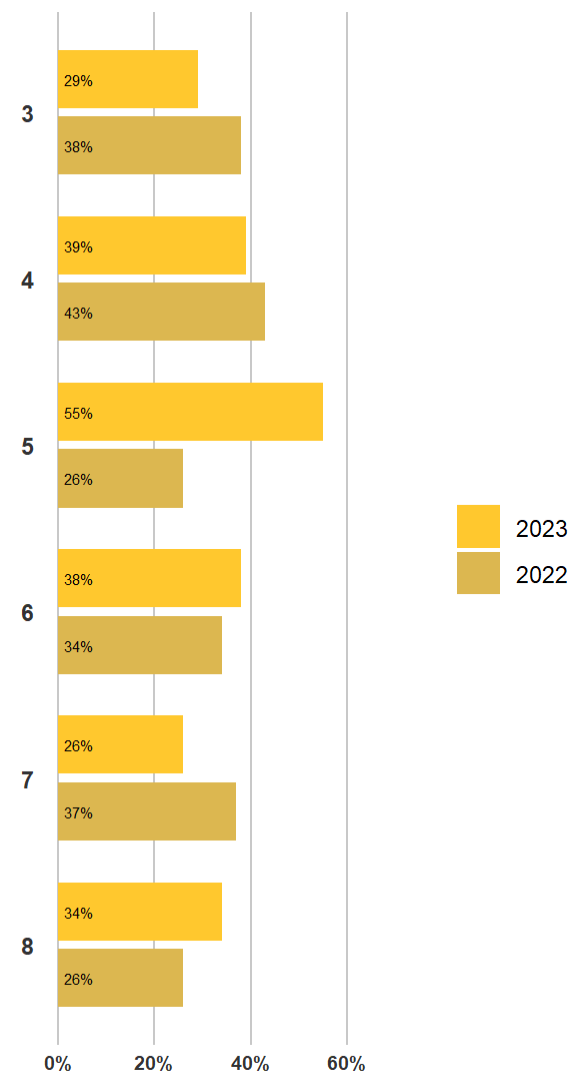
School-Wide by Year



By Grade Level Mathematics



Reading



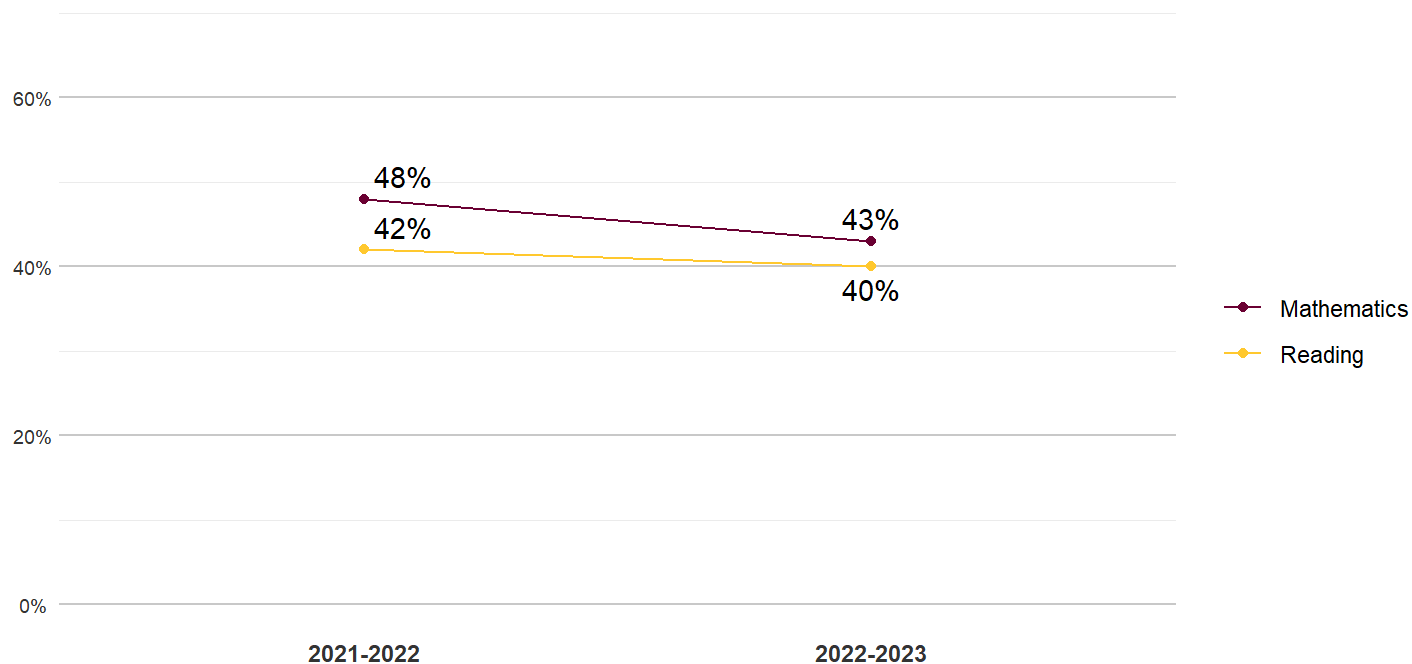
North Saginaw Charter Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

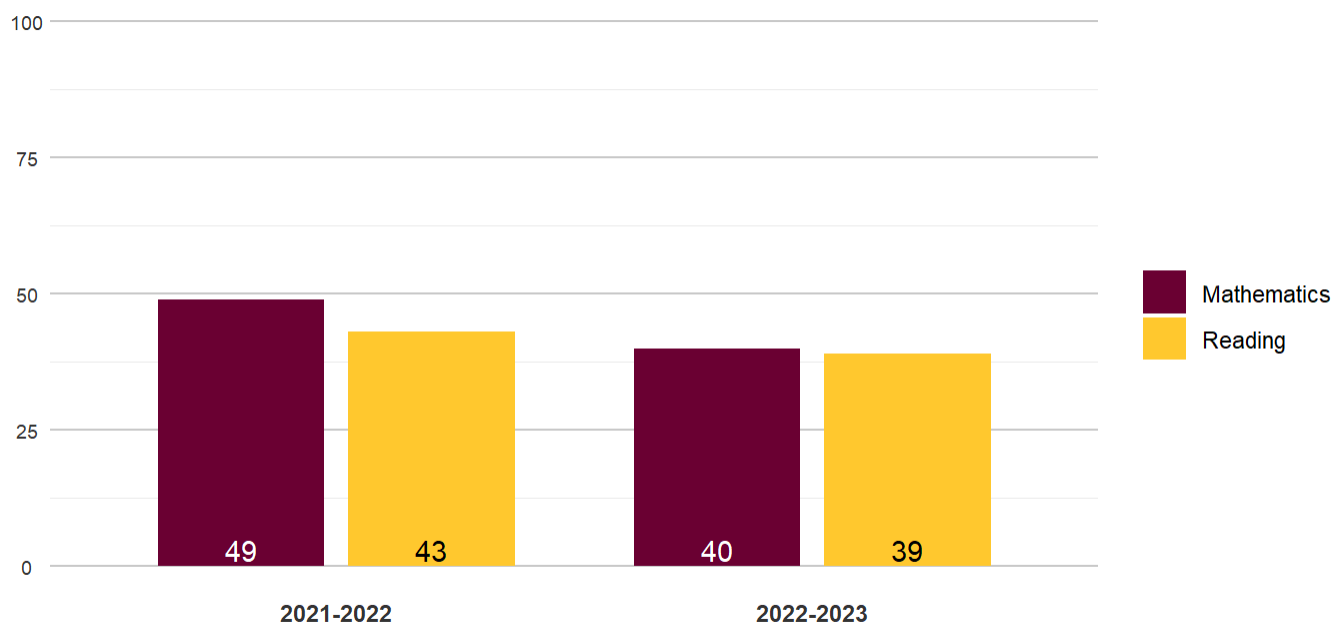
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



North Saginaw Charter Academy

SPRING 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

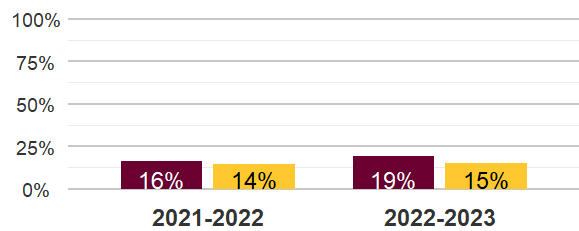


North Saginaw Charter Academy

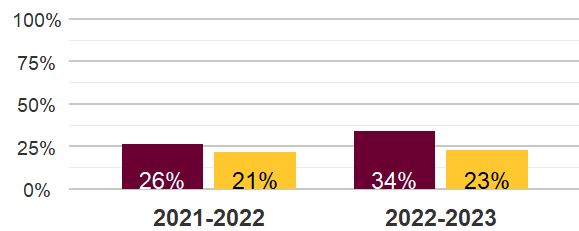
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics



ELA

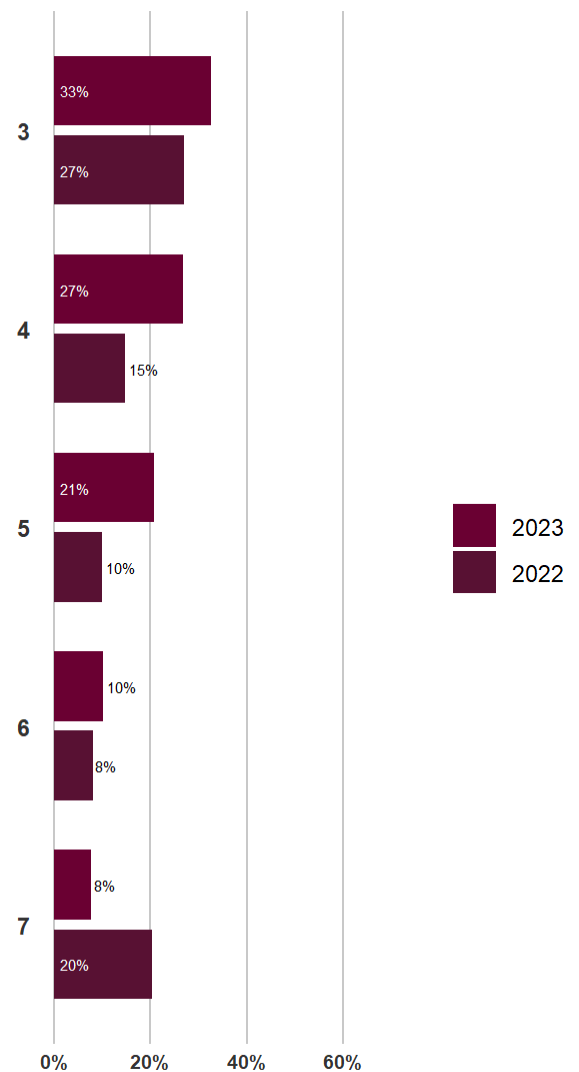


Academy CRD

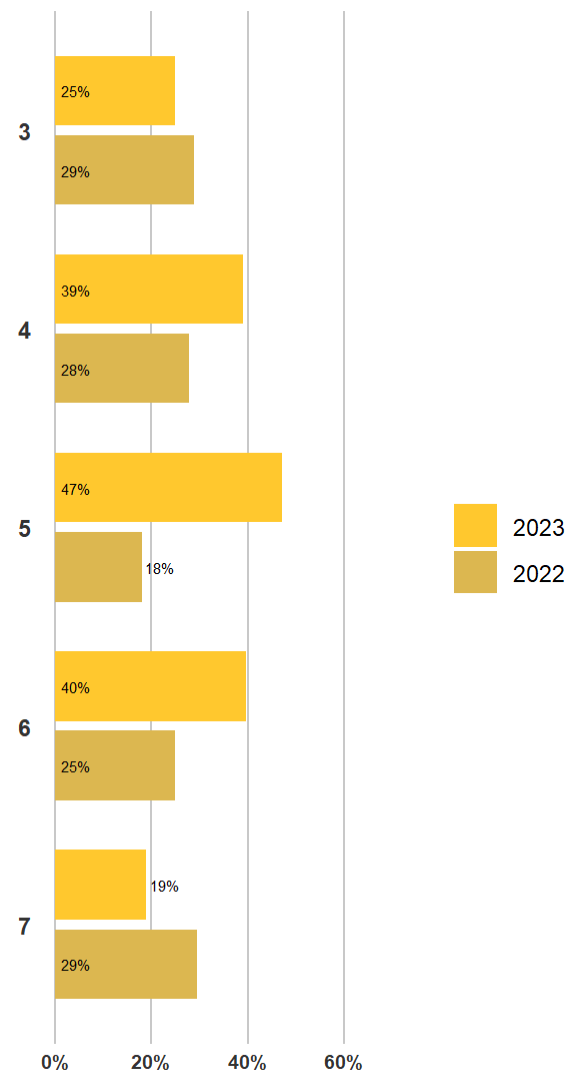
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2023
2022



School Profile: Oakland FlexTech High School

District: Oakland FlexTech High School
District Code: 63931
Building Code(s): 01876
Location: 23801 Industrial Park Dr.
Farmington Hills, MI 48335
Phone: 248-426-8530
Website: <https://novi.flextechschools.org/>
Grades Served: 9-12
School Year Authorized: 2012-2013
Charter Contract Term: July 01, 2023 - June 30, 2028
MDE Partnership School: No

Initial Charter Applicant: Corey Laber
School Property Owner: OCC Holdings, LLC
School Building Owner: OCC Holdings, LLC
Educational Service Provider (ESP): CS Partners, Inc./CSP Management Inc. dba Partner Solutions for Schools
ESP Contract Term: July 01, 2023 - June 30, 2028
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$54,889.93

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Lee Meadows	President	April 16, 2020	June 01, 2024
Tia Marie Sanders	Vice President	June 24, 2021	June 01, 2025
Daniel Sygar	Secretary & Treasurer	December 08, 2022	June 01, 2026

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	32	49	52	70	203
2022-2023	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	35	44	52	70	201



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SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Oakland FlexTech High School

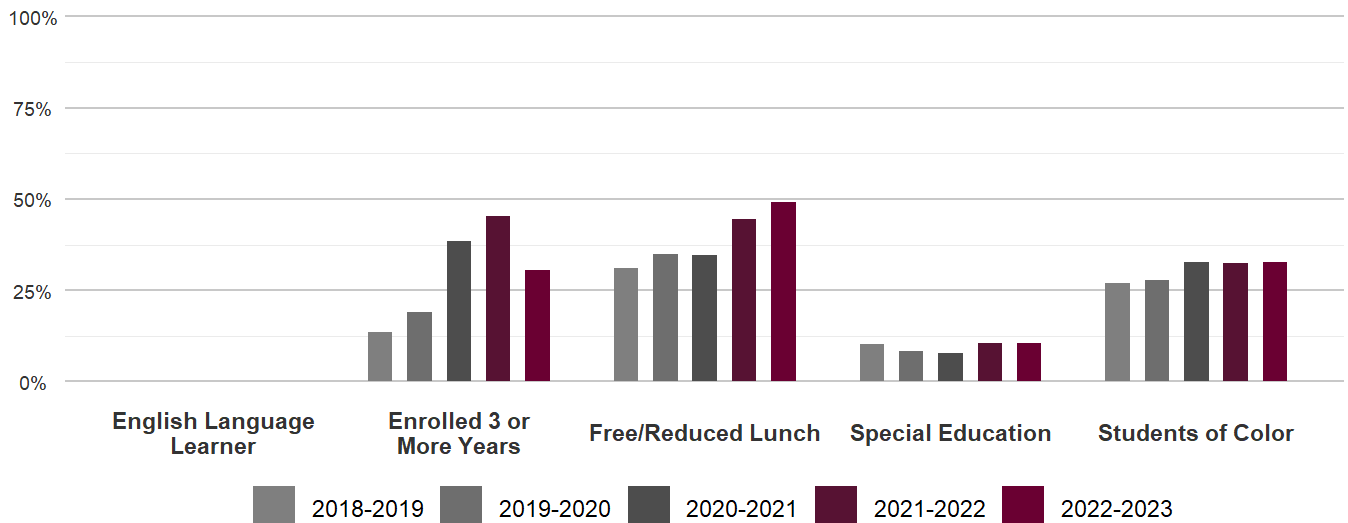


September 2023

Oakland FlexTech High School

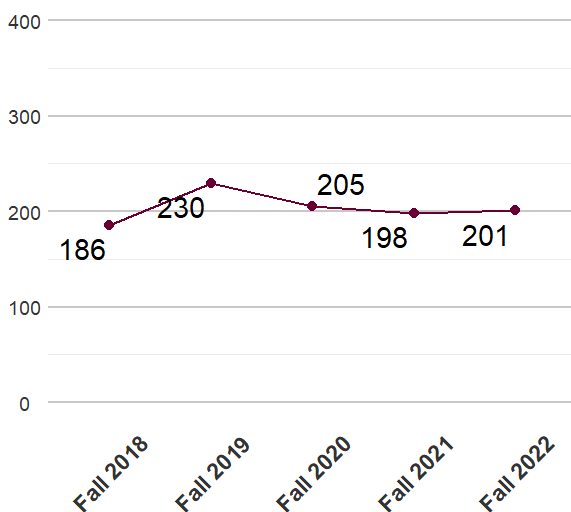
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	10.2%	8.3%	7.8%	10.6%	10.4%
Free/Reduced Lunch	31.2%	34.8%	34.6%	44.4%	49.3%
Students of Color	26.9%	27.8%	32.7%	32.3%	32.8%
Enrolled 3 or More Years	13.4%	19.1%	38.5%	45.5%	30.5%

Enrollment



Where Students Come From

Assigned District	Students
Redford Union Schools, District No. 1	41
Livonia Public Schools School District	30
Farmington Public School District	27
Detroit Public Schools Community District	21
South Lyon Community Schools	12
Walled Lake Consolidated Schools	11
Northville Public Schools	10
Plymouth-Canton Community Schools	10
Novi Community School District	9
Other	32

Oakland FlexTech High School

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the CCR benchmarks in Mathematics. If the 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 Evidence-Based Reading and Writing (EBRW) 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



Comparative Achievement (CRD) - SAT

The percentage of students meeting or surpassing grade level on-track benchmarks is compared to the school's Composite Resident District 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



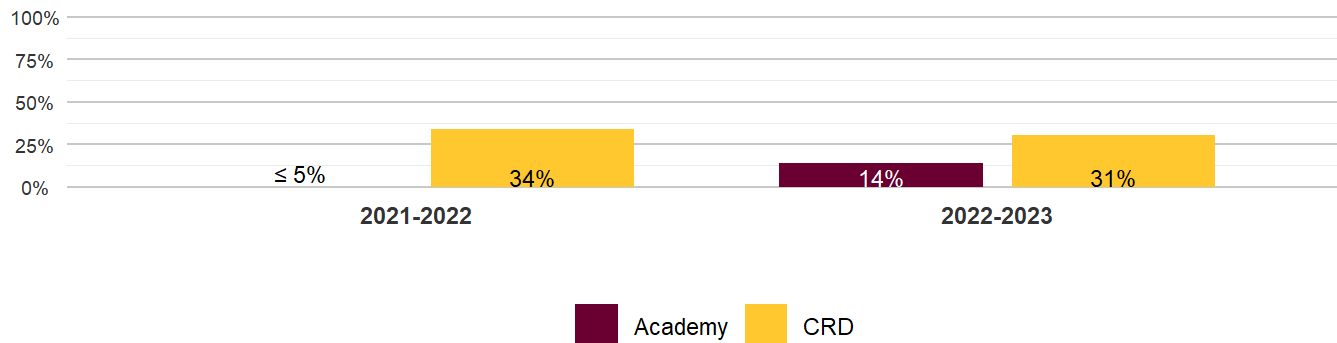
Oakland FlexTech High School

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

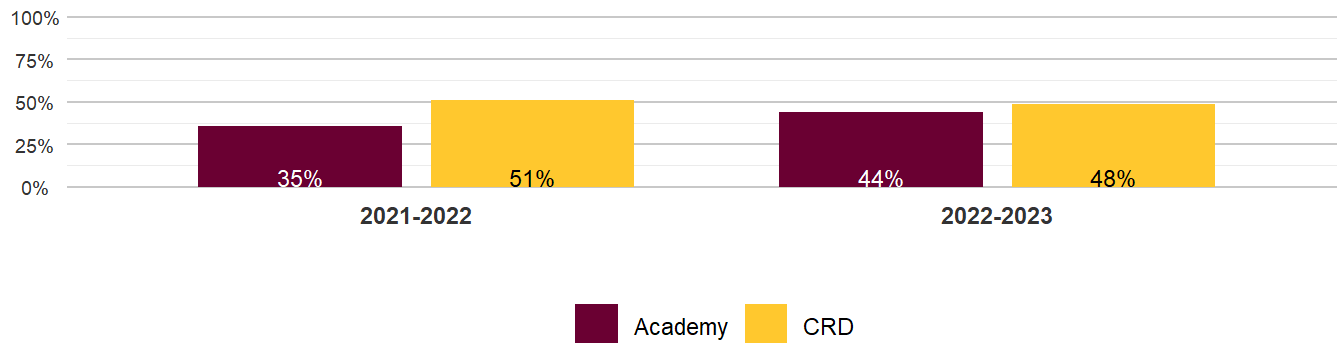
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: Old Redford Academy

District: Old Redford Academy
District Code: 82956
Building Code(s): 08723, 09481, 03434
Location: 22122 W. McNichols
Detroit, MI 48219
Phone: 313-880-1804
Website: <http://oradistrict.org/>
Grades Served: K-12
School Year Authorized: 1998-1999
Charter Contract Term: July 01, 2023 - June 30, 2026
MDE Partnership School: Yes

Initial Charter Applicant: Melvin Smith
School Property Owner: Clothilde R. Smith Foundation
School Building Owner: Clothilde R. Smith Foundation
Educational Service Provider (ESP): CS Partners, Inc./CSP Management Inc. dba Partner Solutions for Schools
ESP Contract Term: July 01, 2023 - June 30, 2028
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$269,482.14

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Cecelia Mullens	President	April 21, 2022	May 12, 2026
Jason Jefferson	Vice President	April 20, 2023	May 12, 2027
Regina Banks-Hall	Secretary	June 25, 2020	May 12, 2025
Andrew Tyus	Treasurer	April 20, 2023	May 12, 2027
Mirza Ahmed	Board Director	September 28, 2023	May 12, 2026
William Smith	Board Director	September 28, 2023	May 12, 2025
Brian Stephens	Board Director	April 20, 2023	May 12, 2024

Current Enrollment and Student Turnover Rate

School Year	Grade												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
2023-2024	53	51	61	63	48	56	46	78	70	133	123	99	88	969
2022-2023	61	72	64	74	71	57	78	75	54	117	103	100	61	987



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Old Redford Academy

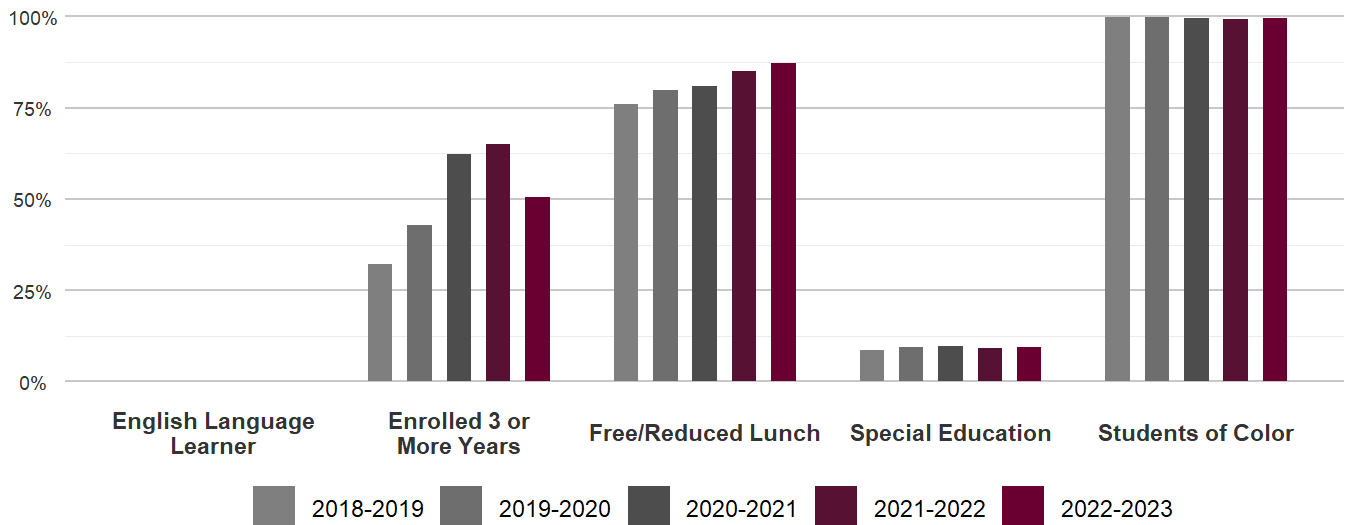


November 2023

Old Redford Academy

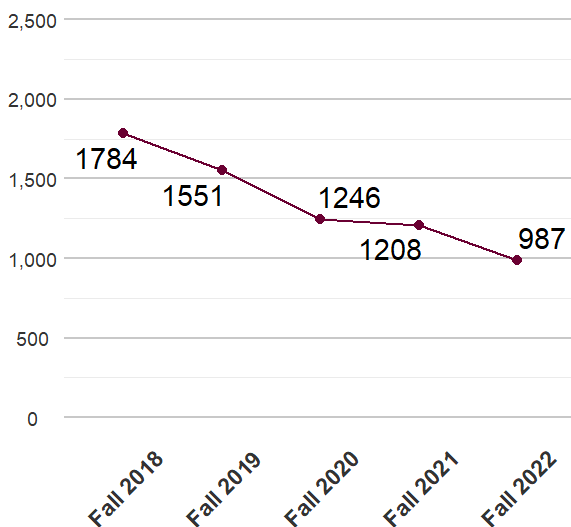
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	8.6%	9.5%	9.6%	9.1%	9.3%
Free/Reduced Lunch	75.9%	79.9%	81.1%	85.0%	87.1%
Students of Color	99.9%	99.7%	99.6%	99.3%	99.6%
Enrolled 3 or More Years	32.3%	42.7%	62.3%	65.1%	50.5%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	975
Redford Union Schools, District No. 1	9
Southfield Public School District	5
Dearborn Heights School District #7	2
Dexter Community School District	2
Highland Park City Schools	2
Oak Park, School District of the City of	2
Dearborn City School District	1
Farmington Public School District	1
Other	2

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

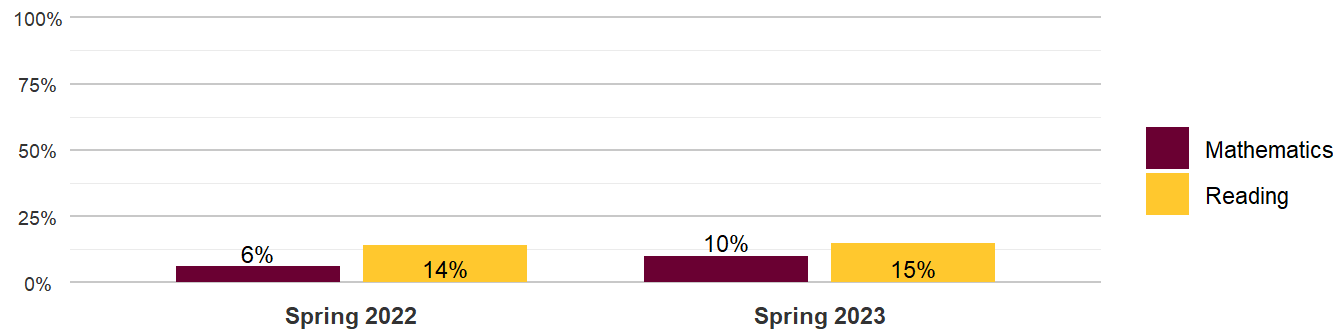


Old Redford Academy

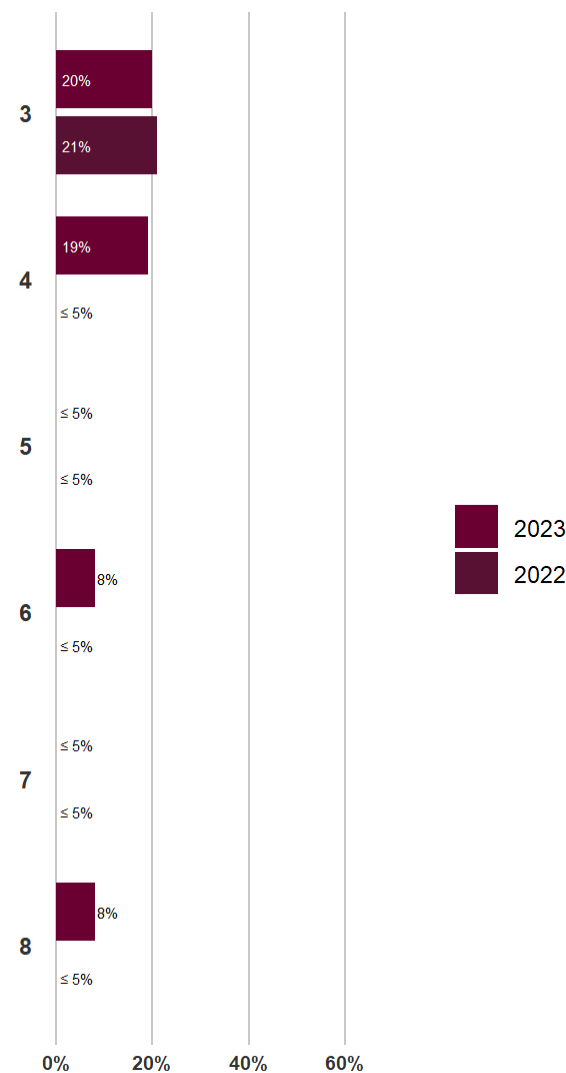
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

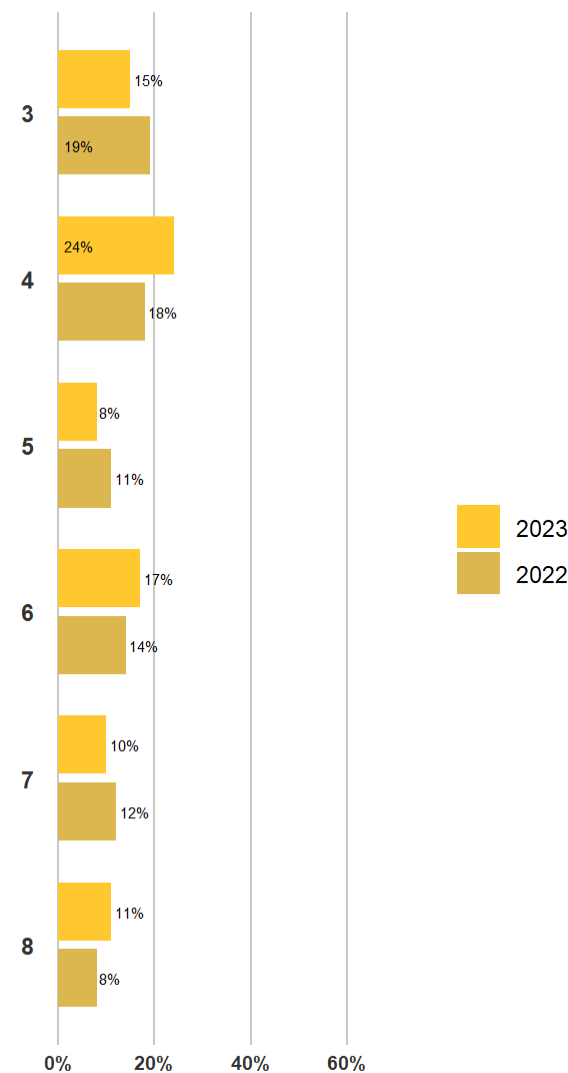
School-Wide by Year



By Grade Level Mathematics



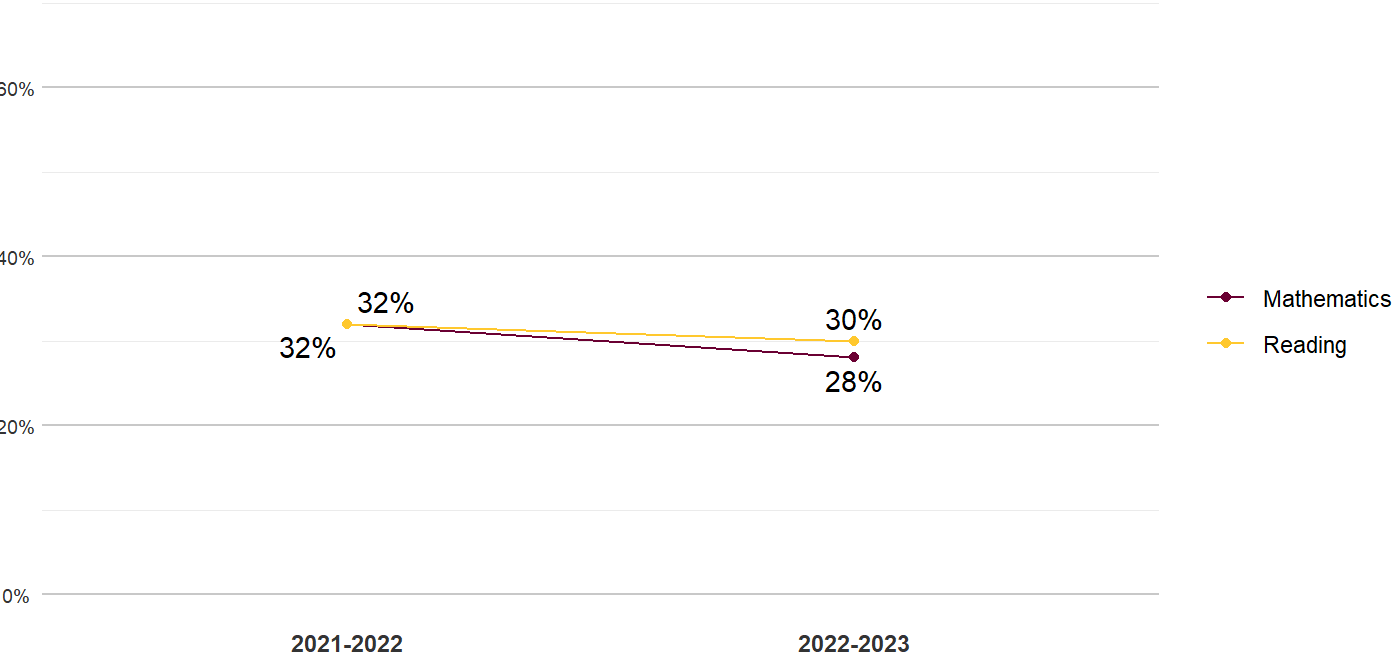
Reading



NWEA MAP Fall-to-Spring Growth

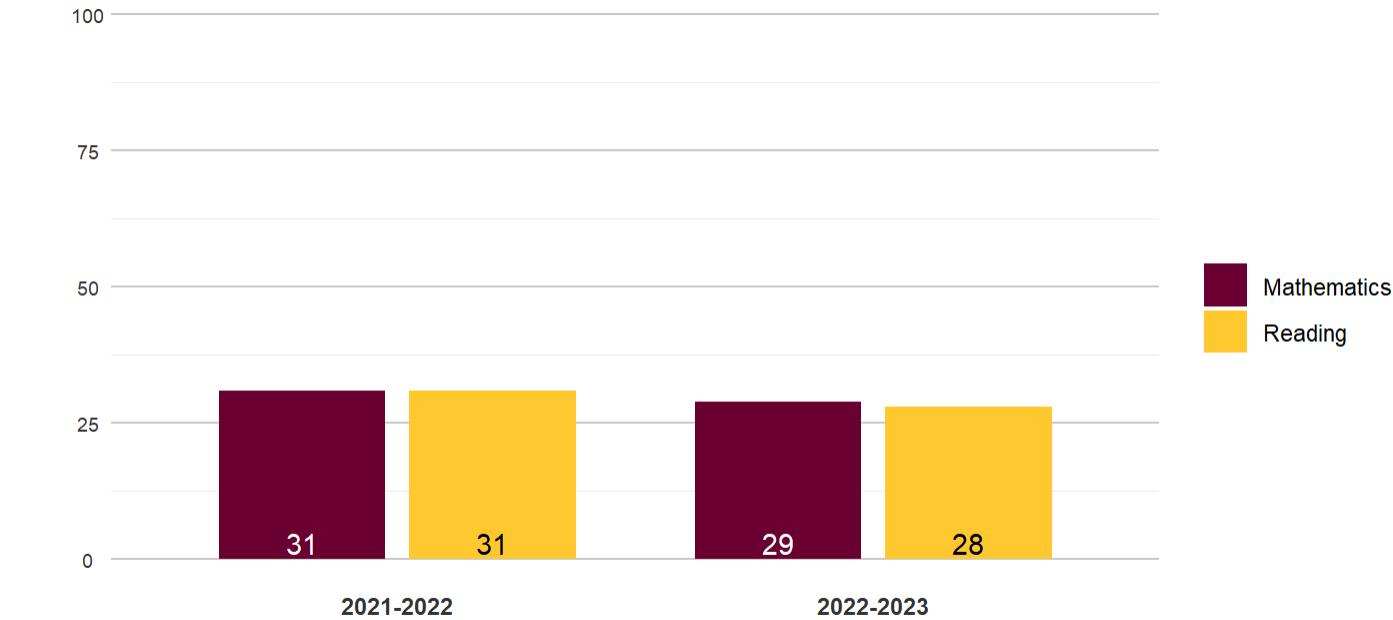
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

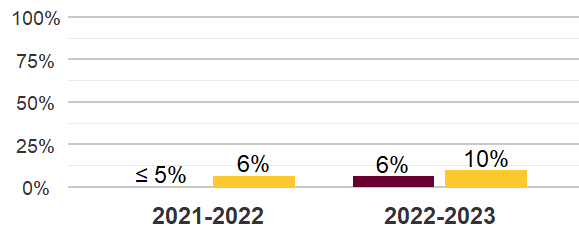


Old Redford Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

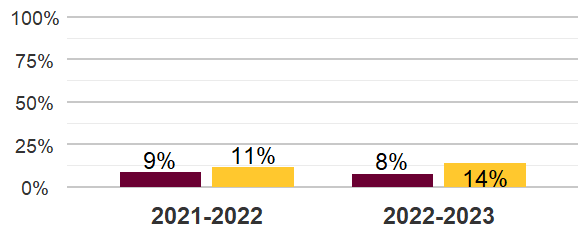
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

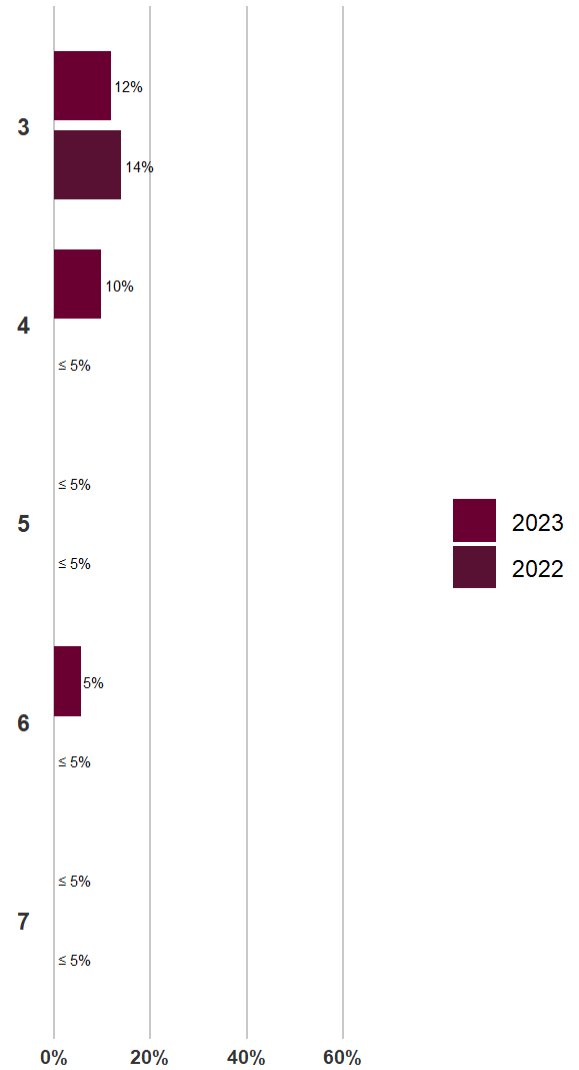
ELA



Academy CRD

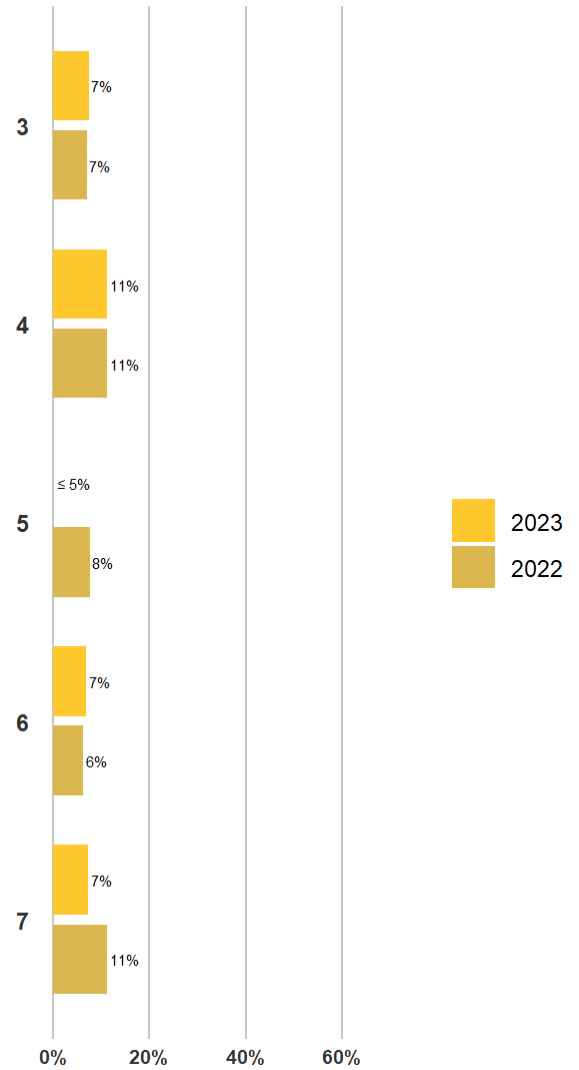
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the College and Career Readiness Benchmarks (CCR) in Mathematics. 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 Evidence-Based Reading and Writing (EBRW) 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



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

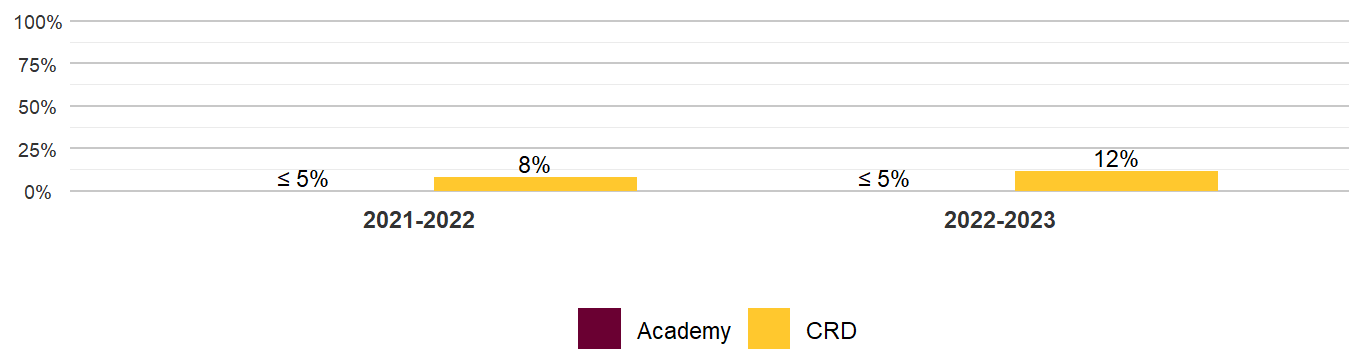
Old Redford Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

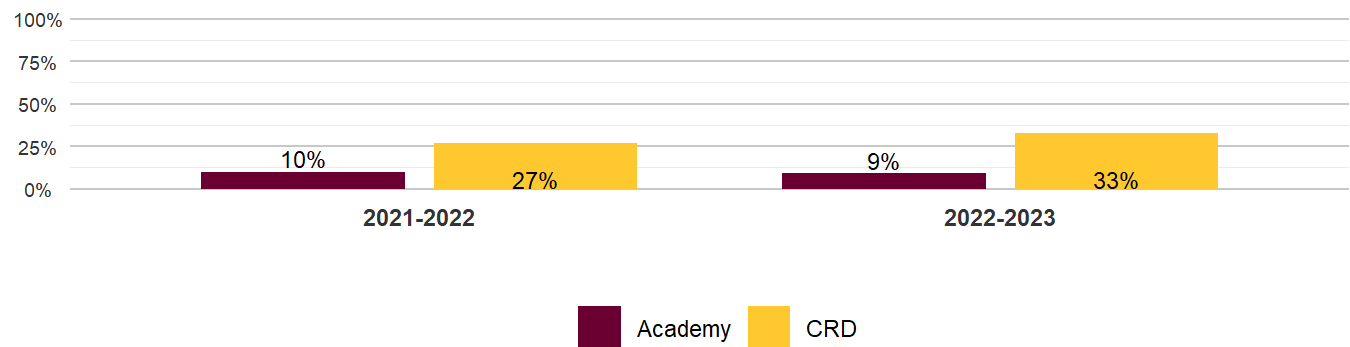
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: Pansophia Academy

District: Pansophia Academy
District Code: 12901
Building Code(s): 08250
Location: 52 Abbott Avenue
Coldwater, MI 49036
Phone: 517-279-4686
Website: <http://www.pansophiaacademy.org>
Grades Served: K-12
School Year Authorized: 1994-1995
Charter Contract Term: July 01, 2022 - June 30, 2027
MDE Partnership School: No

Initial Charter Applicant: Dean Lockwood/Thomas Kea/Kay Lockwood
School Property Owner: Pansophia Academy
School Building Owner: Pansophia Academy
Educational Service Provider (ESP): CS Partners, Inc./CSP Management Inc. dba Partner Solutions for Schools
ESP Contract Term: July 01, 2022 - June 30, 2027
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$119,547.95

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Georgia Hargett	President	June 29, 2023	August 30, 2027
Richard Brown	Vice President	June 29, 2023	August 30, 2027
Elizabeth Hulliberger	Secretary	April 20, 2023	August 30, 2024
John Krajny	Treasurer	June 30, 2022	August 30, 2026

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	40	36	44	43	46	41	28	28	31	35	27	29	28	456
2022-2023	32	40	41	42	44	25	26	35	33	27	40	30	18	433



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SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Pansophia Academy

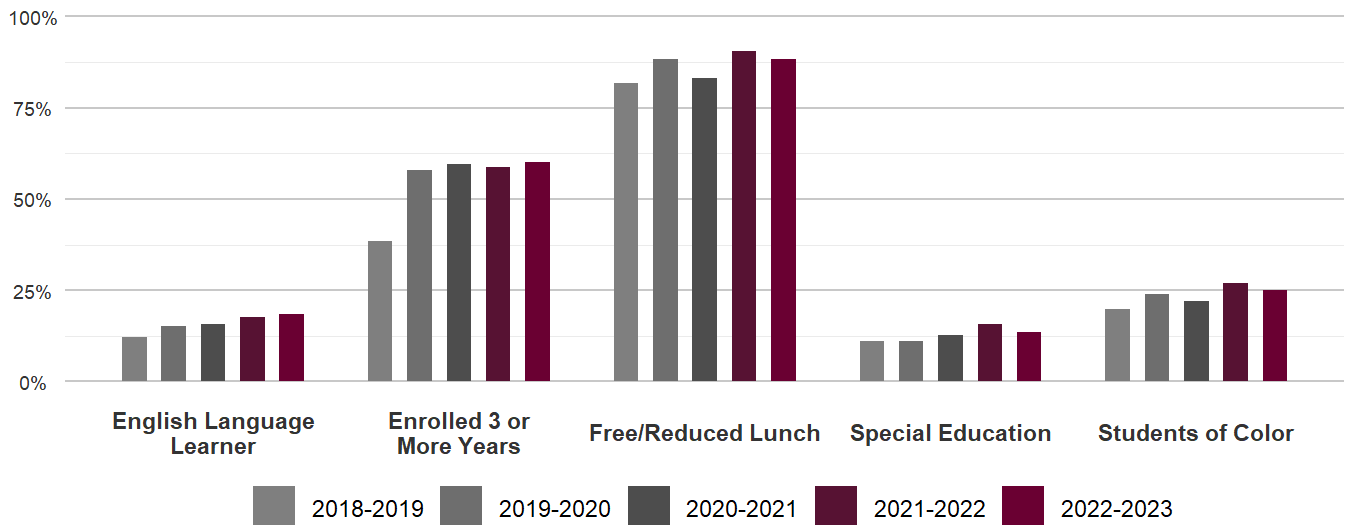


November 2023

Pansophia Academy

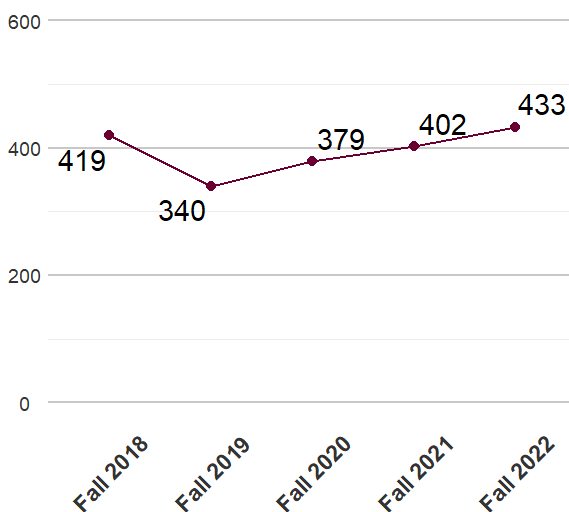
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	12.2%	15.3%	15.8%	17.7%	18.5%
Special Education	11.2%	11.2%	12.7%	15.7%	13.6%
Free/Reduced Lunch	81.6%	88.2%	83.1%	90.5%	88.2%
Students of Color	19.8%	23.8%	22.2%	26.9%	25.2%
Enrolled 3 or More Years	38.5%	57.8%	59.4%	58.7%	60.2%

Enrollment



Where Students Come From

Assigned District	Students
Coldwater Community Schools	550
Quincy Community Schools	15
Bronson Community School District	14
Tekonsha Community Schools	5
Reading Community Schools	3
Camden-Frontier School	2
Hillsdale Community Schools	2
Union City Community Schools	2
Vicksburg Community Schools	2
Other	3

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

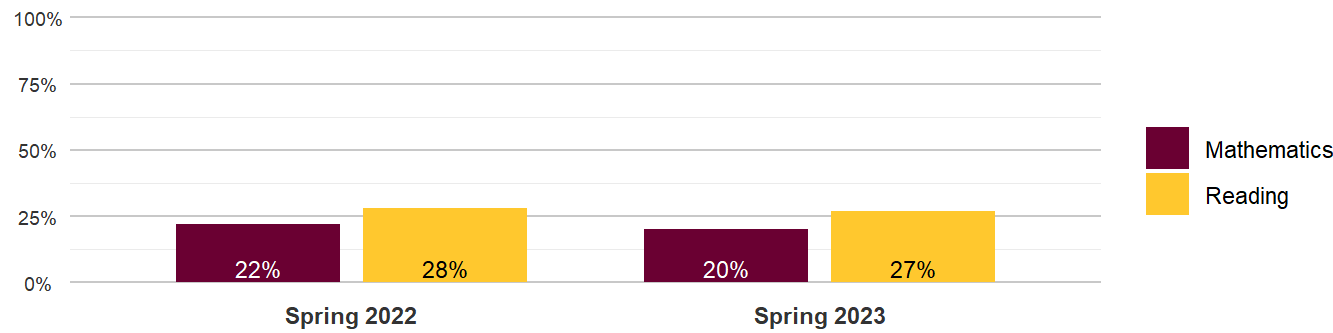


2022-23 - Fall-to-Spring Median Growth Percentile

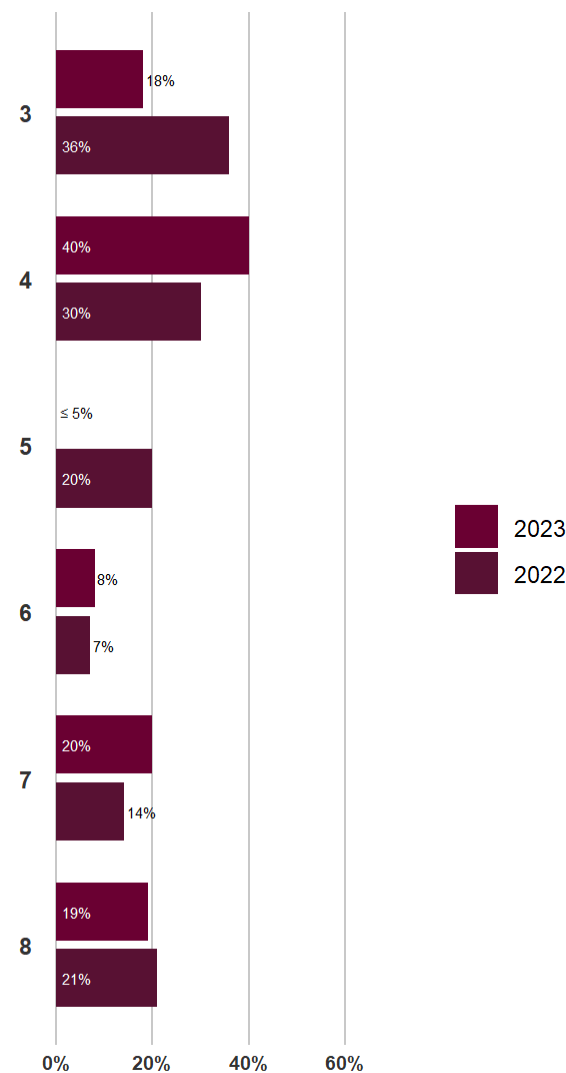


Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

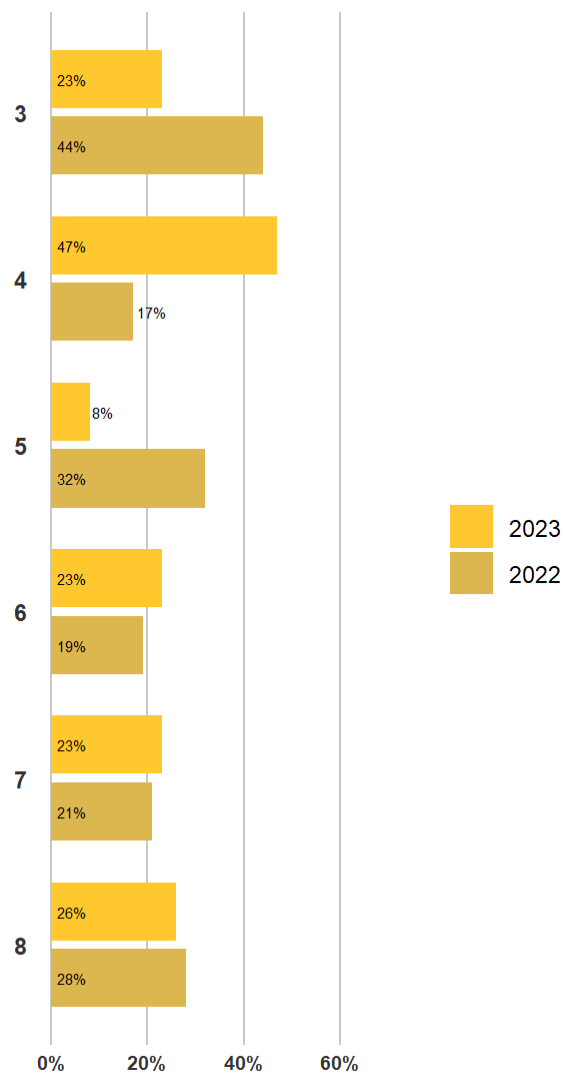
School-Wide by Year



By Grade Level Mathematics

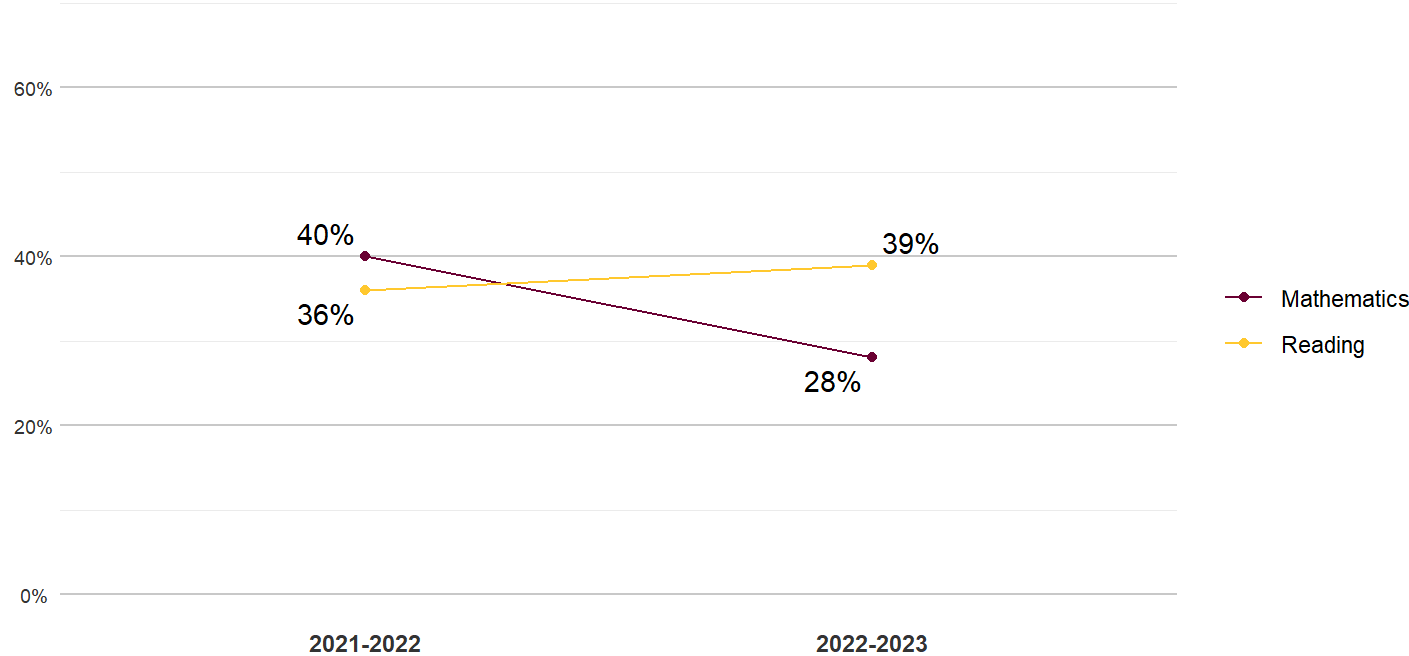


Reading

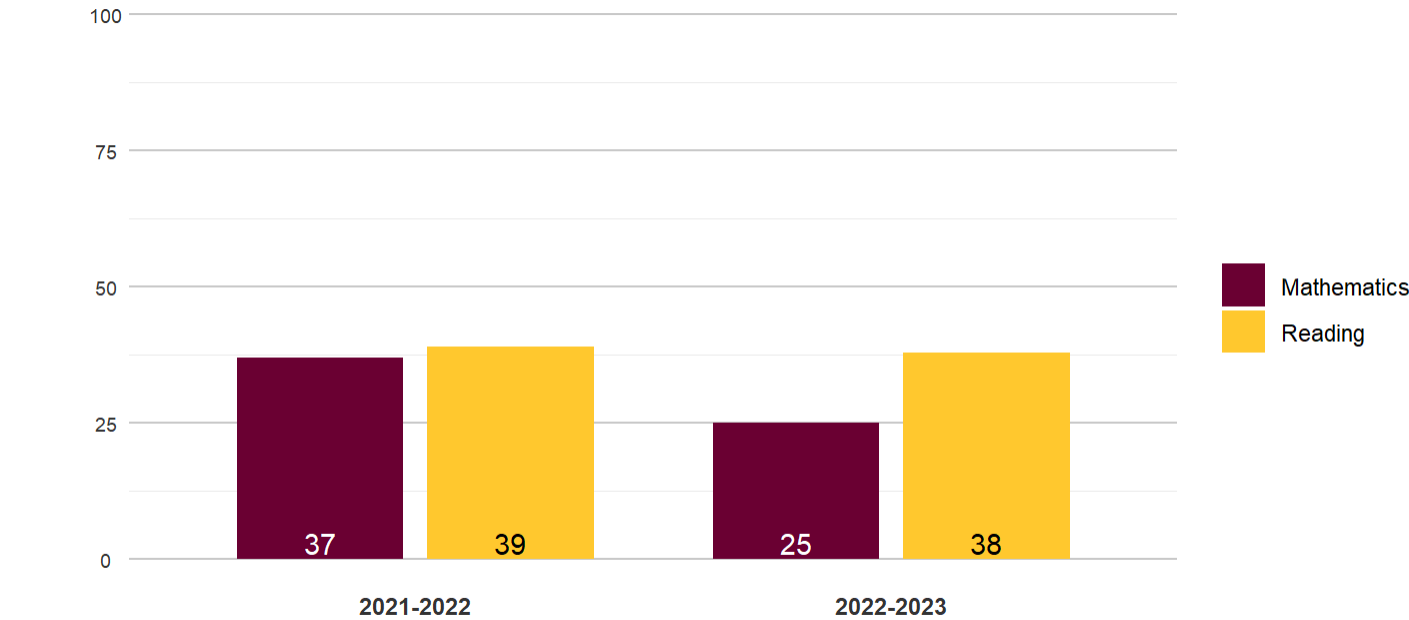


NWEA MAP Fall-to-Spring Growth

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



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



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

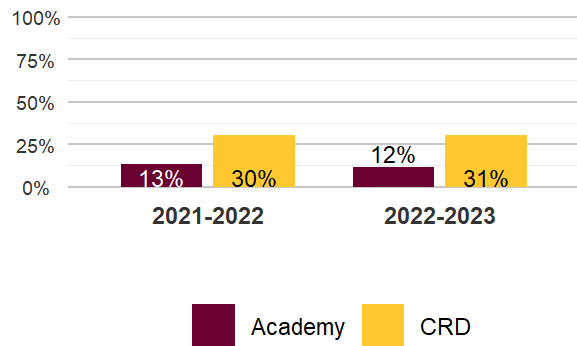


Pansophia Academy

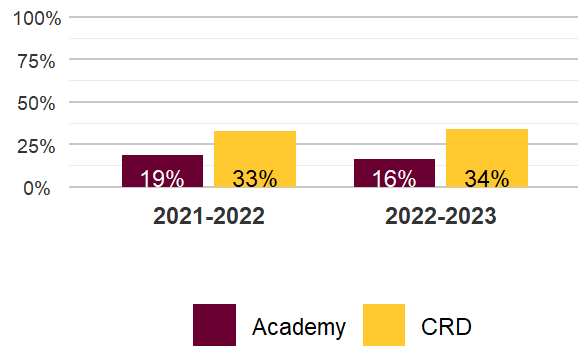
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics

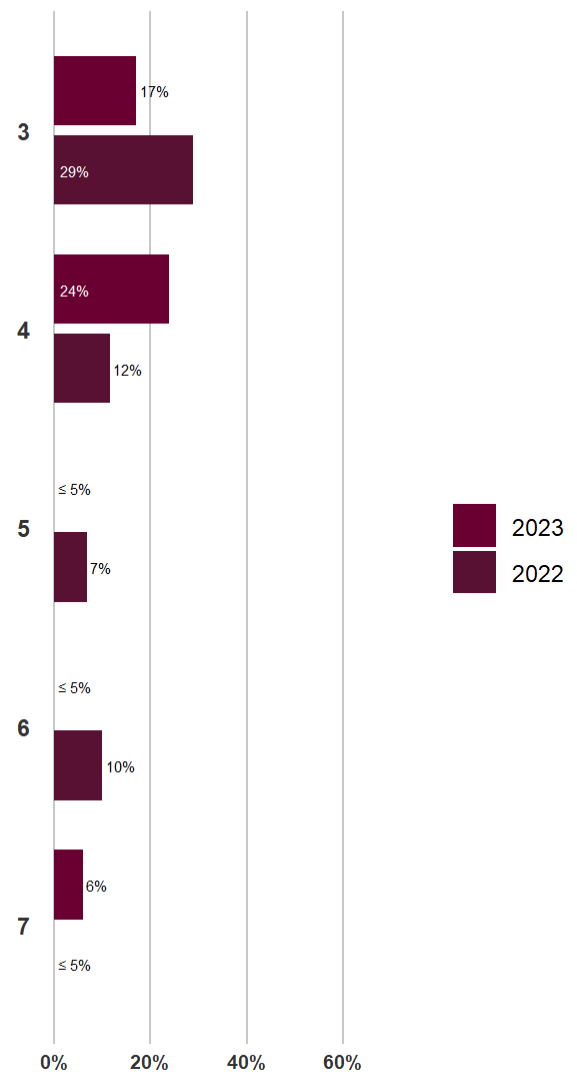


ELA

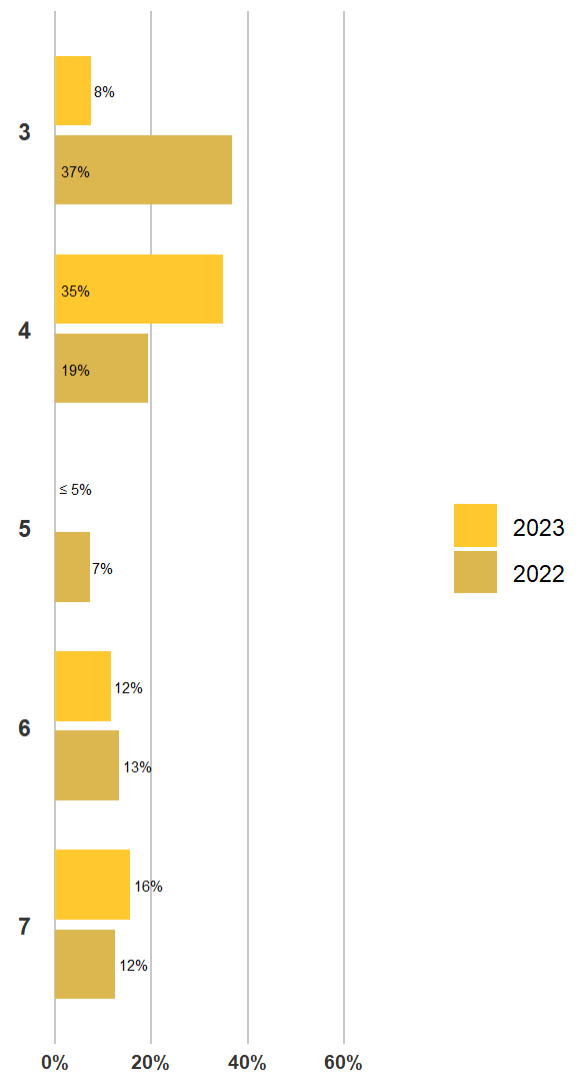


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the College and Career Readiness Benchmarks (CCR) in Mathematics. 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 Evidence-Based Reading and Writing (EBRW) 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



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.

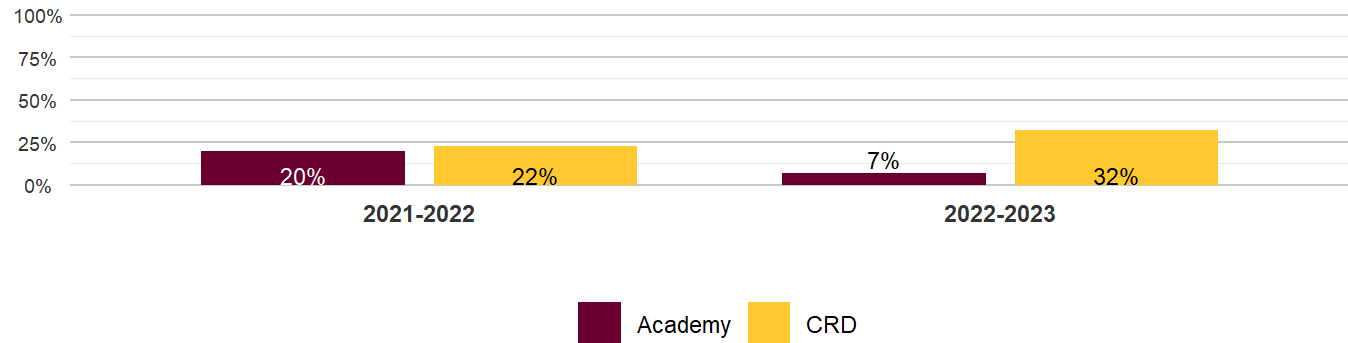
2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



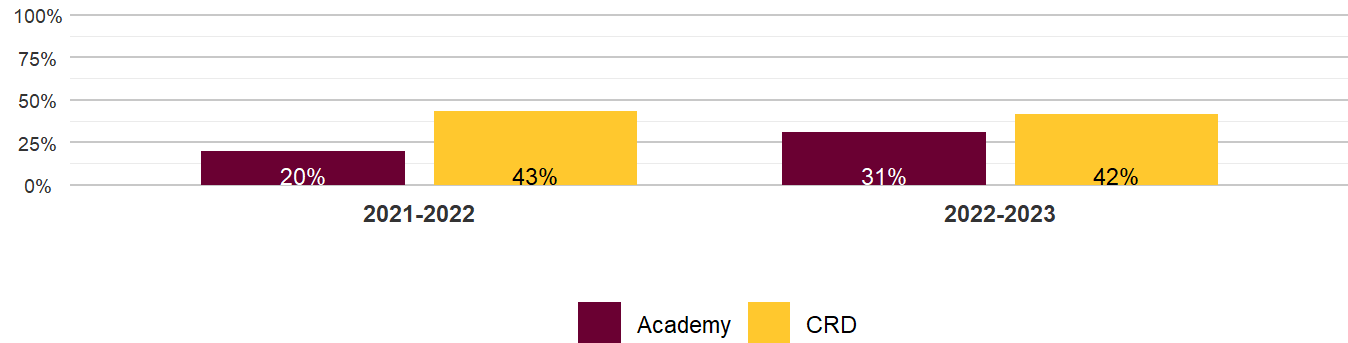
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: Pembroke Academy

District: Pembroke Academy
District Code: 82765
Building Code(s): 03377
Location: 19940 Mansfield St.
Detroit, MI 48235
Phone: 313-243-0092
Website: <https://www.nhaschools.com/schools/pembroke-academy/en>
Grades Served: K-8
School Year Authorized: 2017-2018
Charter Contract Term: July 01, 2023 - June 30, 2030
MDE Partnership School: No

Initial Charter Applicant: Jason Puscas
School Property Owner: Charter Development 4, LLC
School Building Owner: Charter Development 4, LLC
Educational Service Provider (ESP): National Heritage Academies, Inc.
ESP Contract Term: July 01, 2023 - June 30, 2030
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$94,762.89

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Contessa Rudolph	President	December 02, 2021	January 15, 2026
Jason Puscas	Vice President	December 08, 2022	January 15, 2027
Krystal Armstrong	Secretary	February 16, 2023	January 15, 2025
Keith Ledbetter	Treasurer	December 08, 2022	January 15, 2027
Daniel Vander Ley	Board Director	December 05, 2019	January 15, 2024

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	105	69	45	29	30	30	12	13	10	N/A	N/A	N/A	N/A	343
2022-2023	112	61	33	37	35	18	25	14	13	N/A	N/A	N/A	N/A	348



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Pembroke Academy

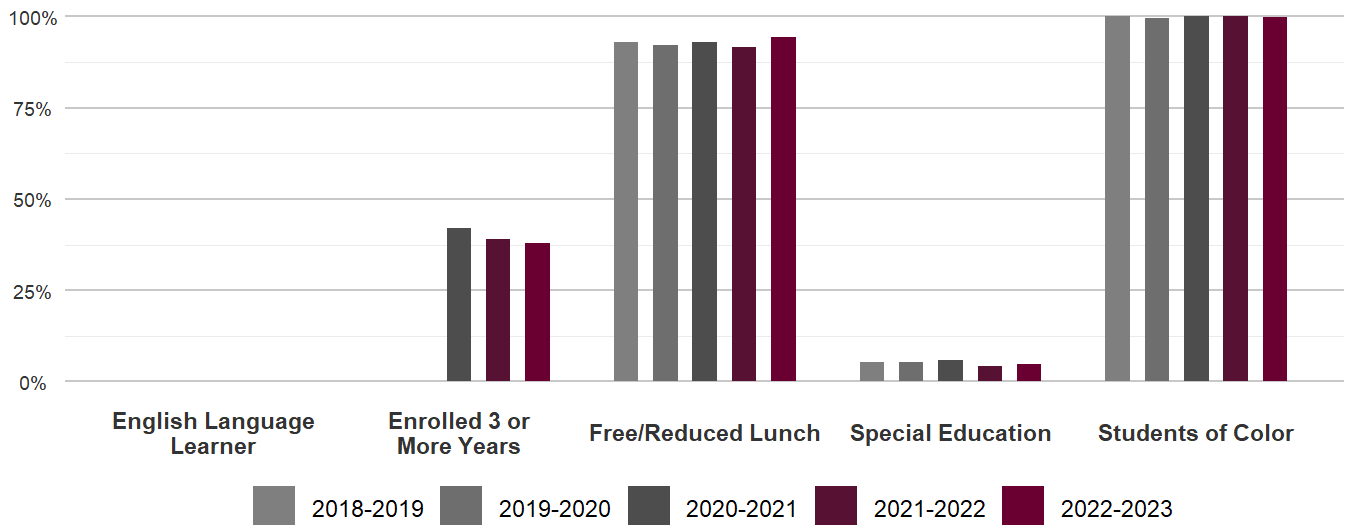


November 2023

Pembroke Academy

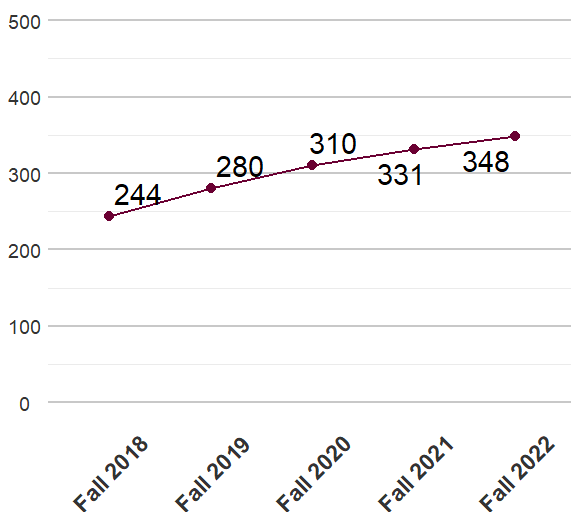
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	5.3%	5.4%	5.8%	4.2%	4.9%
Free/Reduced Lunch	93.0%	92.1%	92.9%	91.5%	94.3%
Students of Color	100.0%	99.6%	100.0%	100.0%	99.7%
Enrolled 3 or More Years	0.0%	0.0%	41.9%	39.0%	37.9%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	322
Southfield Public School District	8
Oak Park, School District of the City of	3
South Redford School District	3
Anchor Bay School District	2
Clarenceville School District	2
Highland Park City Schools	2
Taylor School District	2
Wayne-Westland Community School District	2
Other	2

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

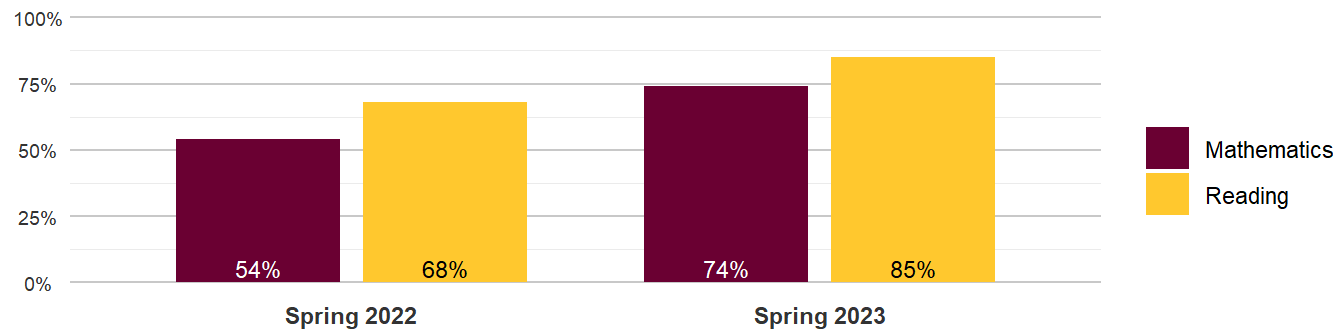


2022-23 - Fall-to-Spring Median Growth Percentile

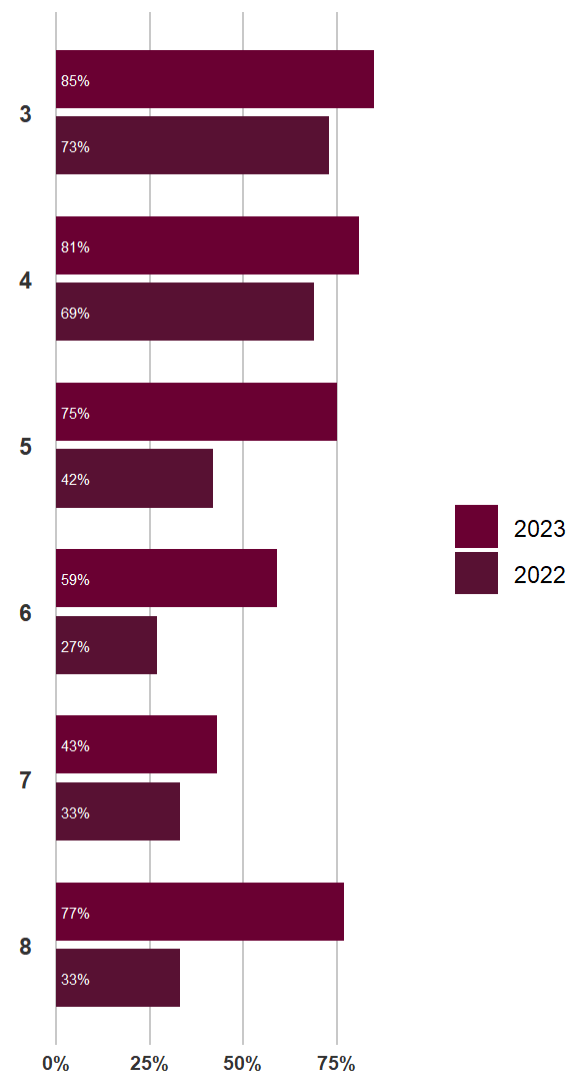


Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

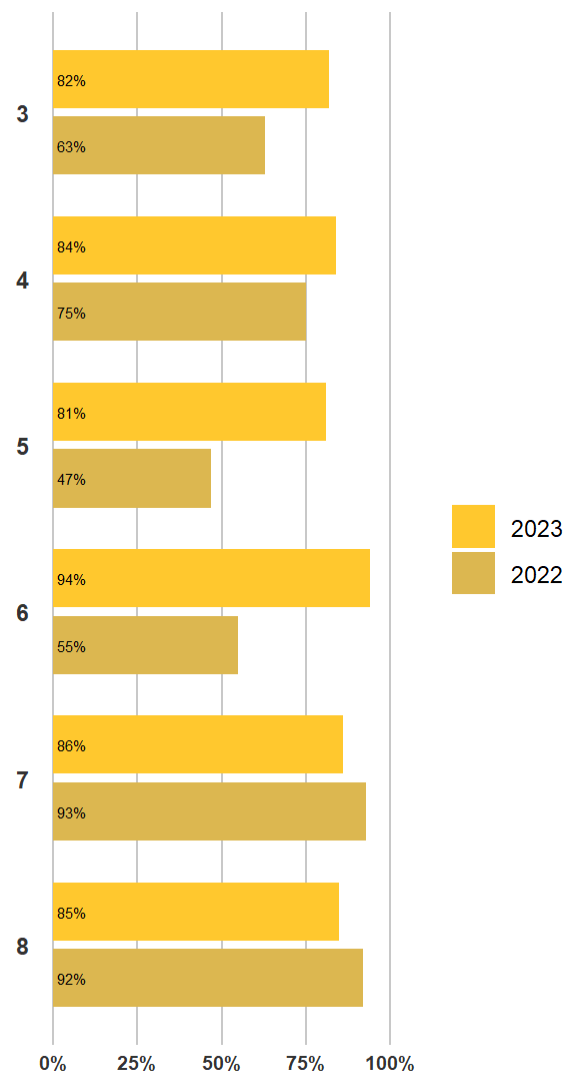
School-Wide by Year



By Grade Level Mathematics



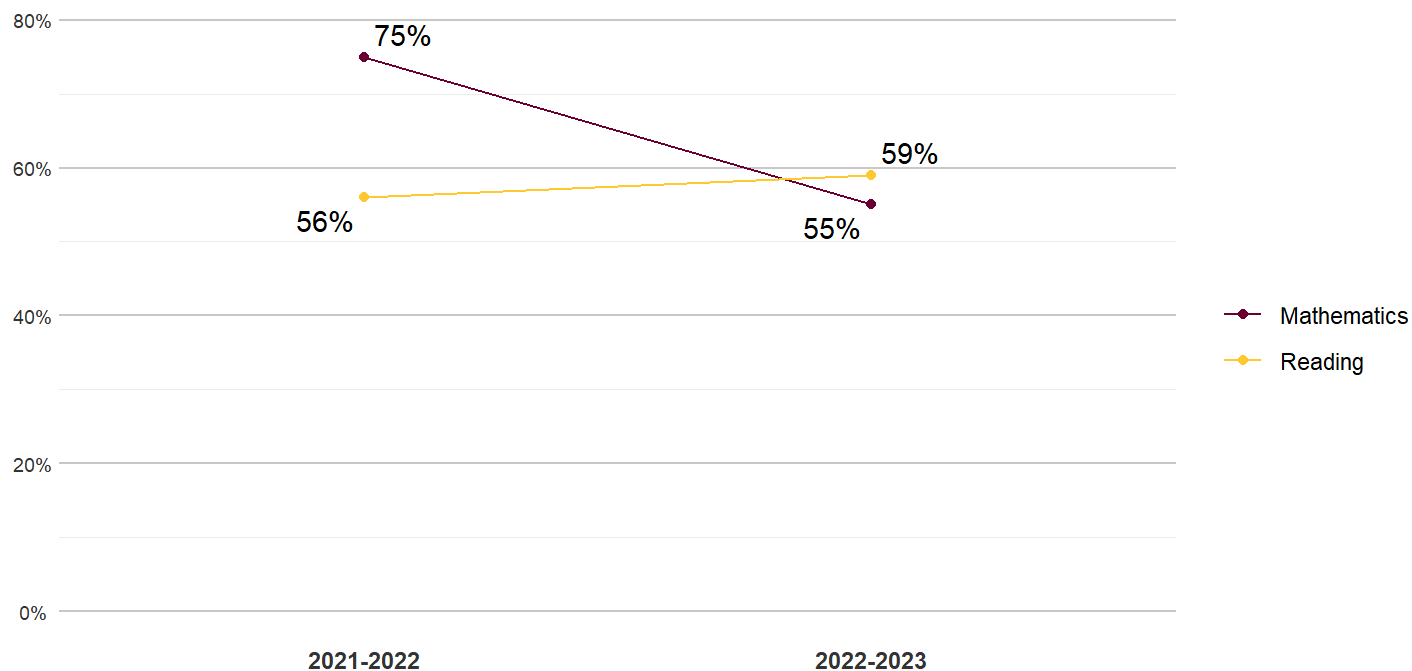
Reading



NWEA MAP Fall-to-Spring Growth

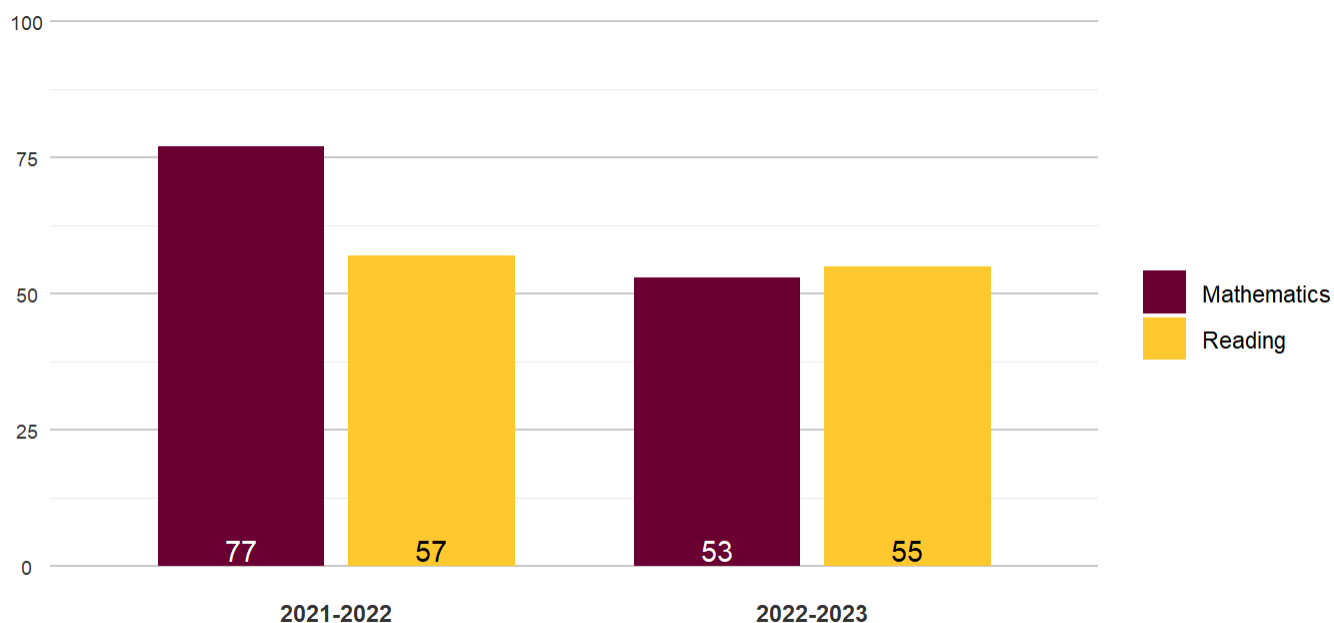
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

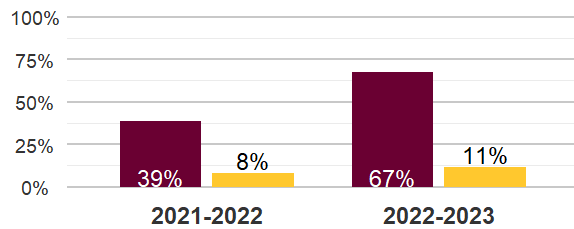


Pembroke Academy

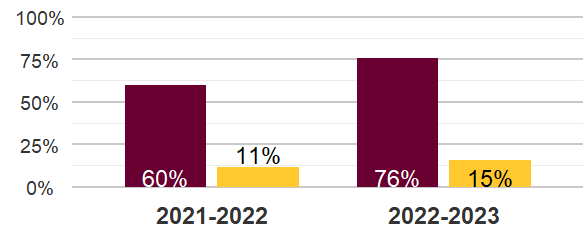
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics

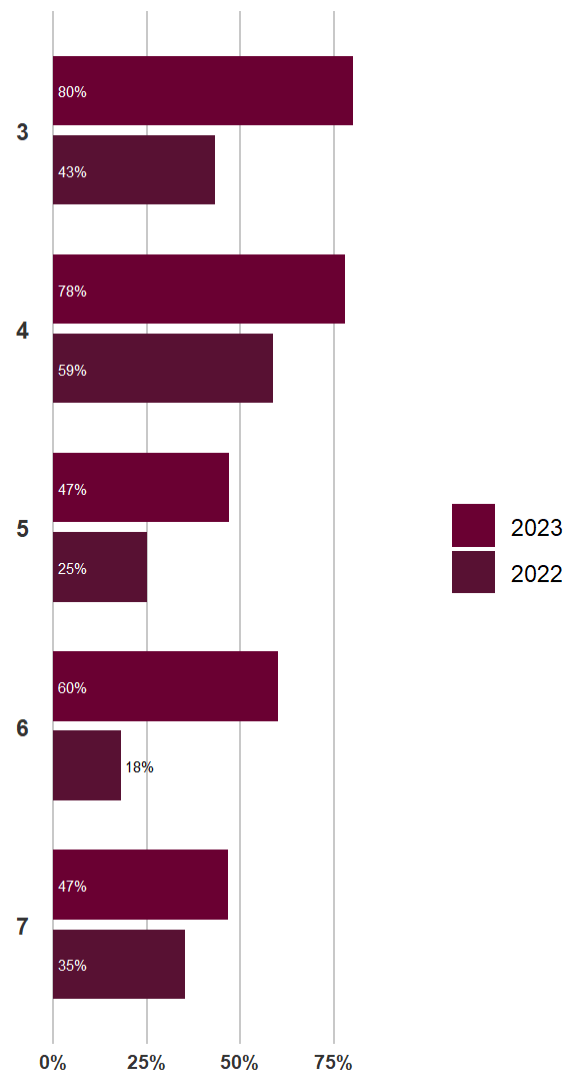


ELA

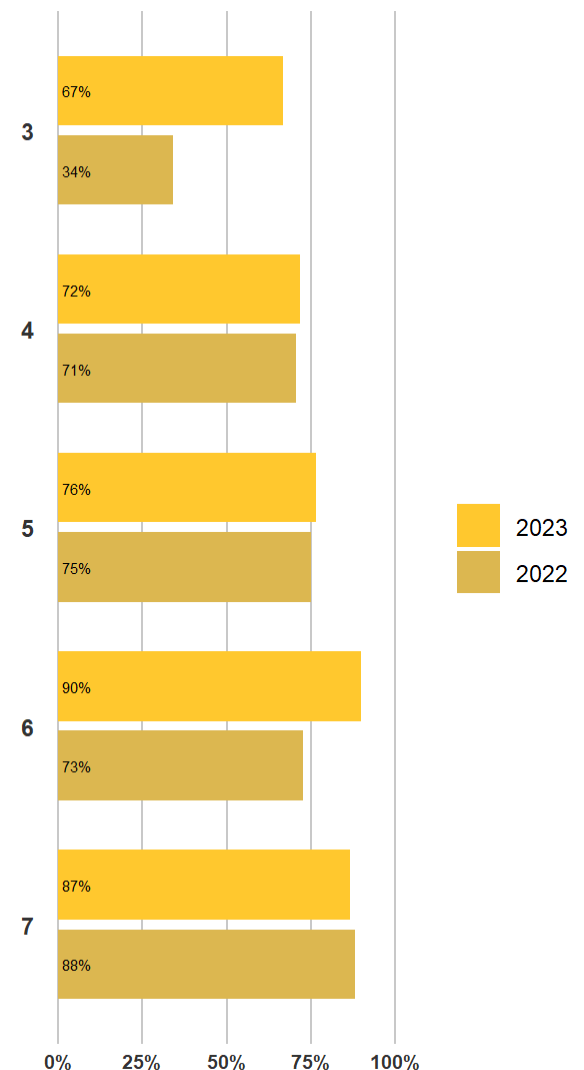


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA





School Profile: Plymouth Educational Center Charter School

District:	Plymouth Educational Center Charter School	Initial Charter Applicant:	Vivian H. Ross
District Code:	82904	School Property Owner:	Plymouth Educational Center Charter School
Building Code(s):	08255	School Building Owner:	Plymouth Educational Center Charter School
Location:	1460 E. Forest Detroit, MI 48207	Educational Service Provider (ESP):	Distinctive Schools, Inc.
Phone:	313-831-3280	ESP Contract Term:	July 01, 2019 - June 30, 2024
Website:	http://www.plymouthed.org	2022-2023 Total Fees, Reimbursements, Contributions or Charges:	\$117,587.57
Grades Served:	K-8		
School Year Authorized:	1994-1995		
Charter Contract Term:	July 01, 2019 - June 30, 2024		
MDE Partnership School:	Yes		

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Celia Thomas	President	June 29, 2023	August 30, 2027
Redic Grant	Vice President & Secretary	June 24, 2021	August 30, 2025
Deierdre Weir	Treasurer	June 30, 2022	August 30, 2026
Nicholas Hood	Board Director	June 25, 2020	August 30, 2024
Deirdre Young	Board Director	September 24, 2020	August 30, 2024

Current Enrollment and Student Turnover Rate

	Grade													
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-2024	44	47	58	43	48	40	42	37	39	N/A	N/A	N/A	N/A	398
2022-2023	46	59	42	45	49	54	53	47	40	N/A	N/A	N/A	N/A	435



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Plymouth Educational Center Charter School

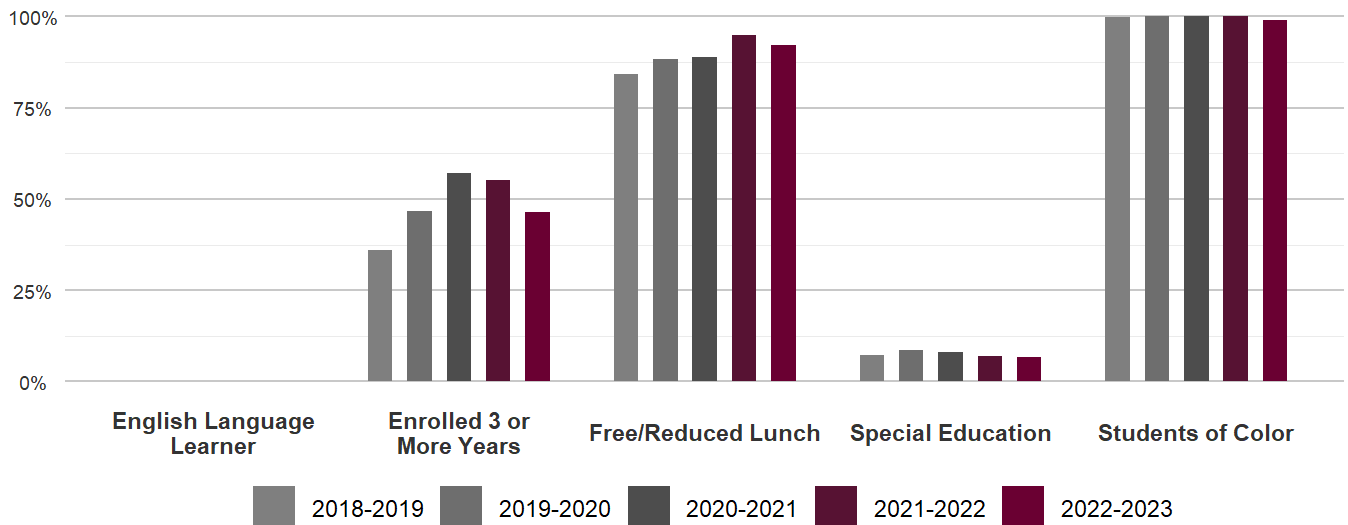


November 2023

Plymouth Educational Center Charter School

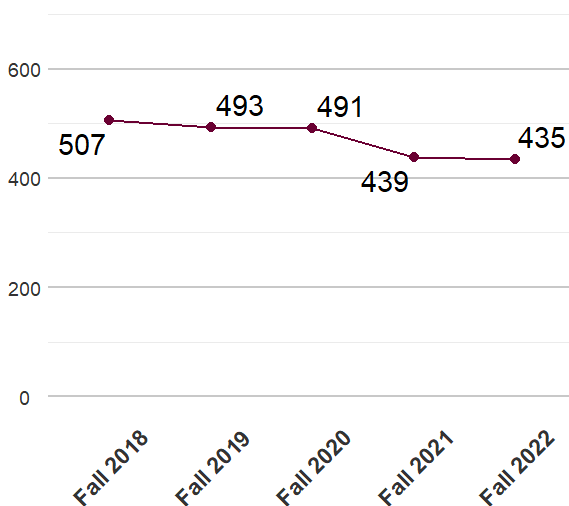
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	7.3%	8.5%	8.1%	7.1%	6.7%
Free/Reduced Lunch	84.2%	88.4%	88.8%	94.8%	92.2%
Students of Color	99.8%	100.0%	100.0%	100.0%	99.1%
Enrolled 3 or More Years	36.1%	46.7%	57.0%	55.1%	46.4%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	413
Highland Park City Schools	8
Warren Consolidated Schools	6
Taylor School District	3
Harper Woods, The School District of the City of	2
L'Anse Creuse Public Schools	1
Lincoln Park, School District of the City of	1
Roseville Community Schools	1

Plymouth Educational Center Charter School

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile



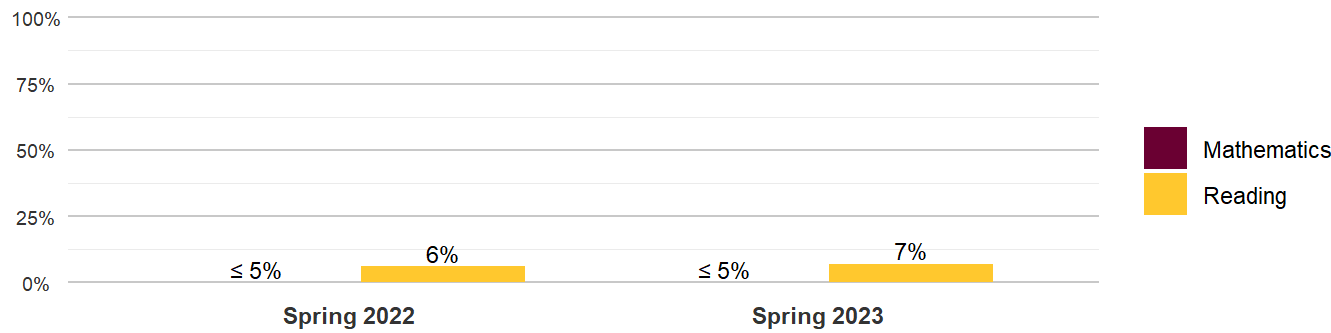
* Family Education Rights and Privacy Act (FERPA). Federal law that prohibits student-identifiable education data from being publicly disseminated. A group of 5% or fewer students may be considered to contain student-identifiable data.

Plymouth Educational Center Charter School

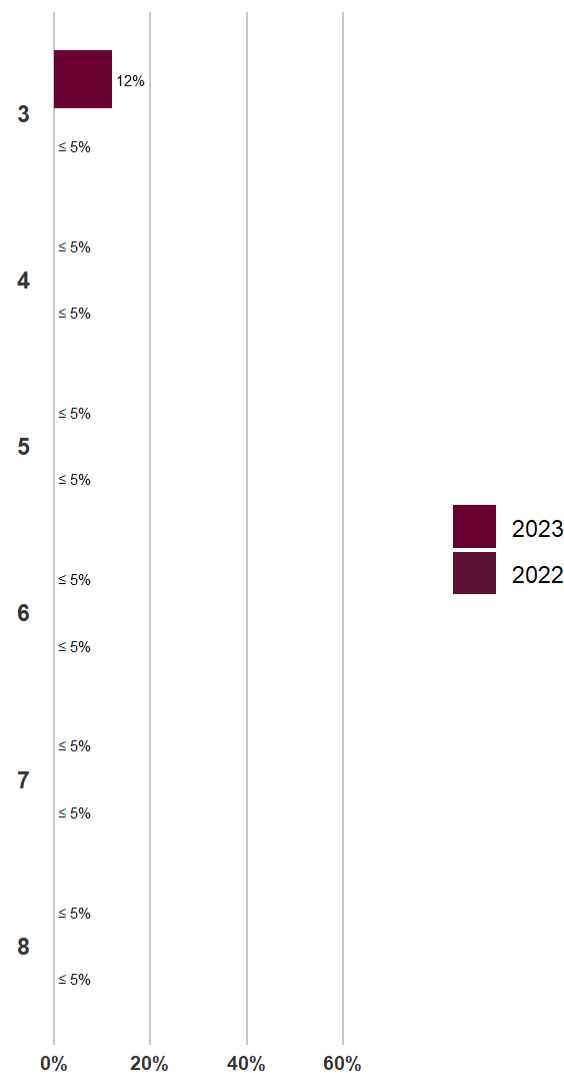
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

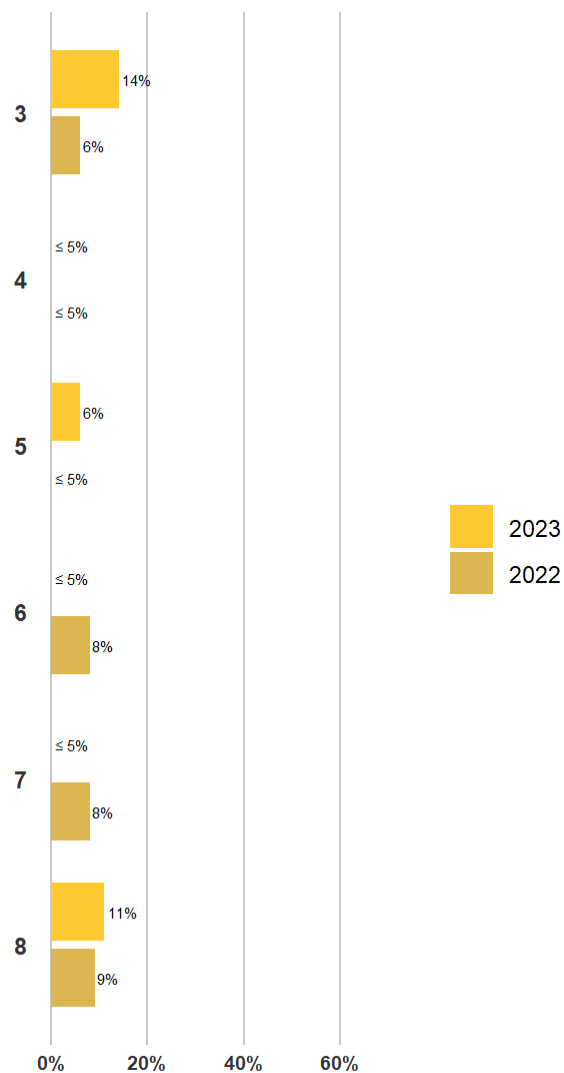
School-Wide by Year



By Grade Level Mathematics



Reading



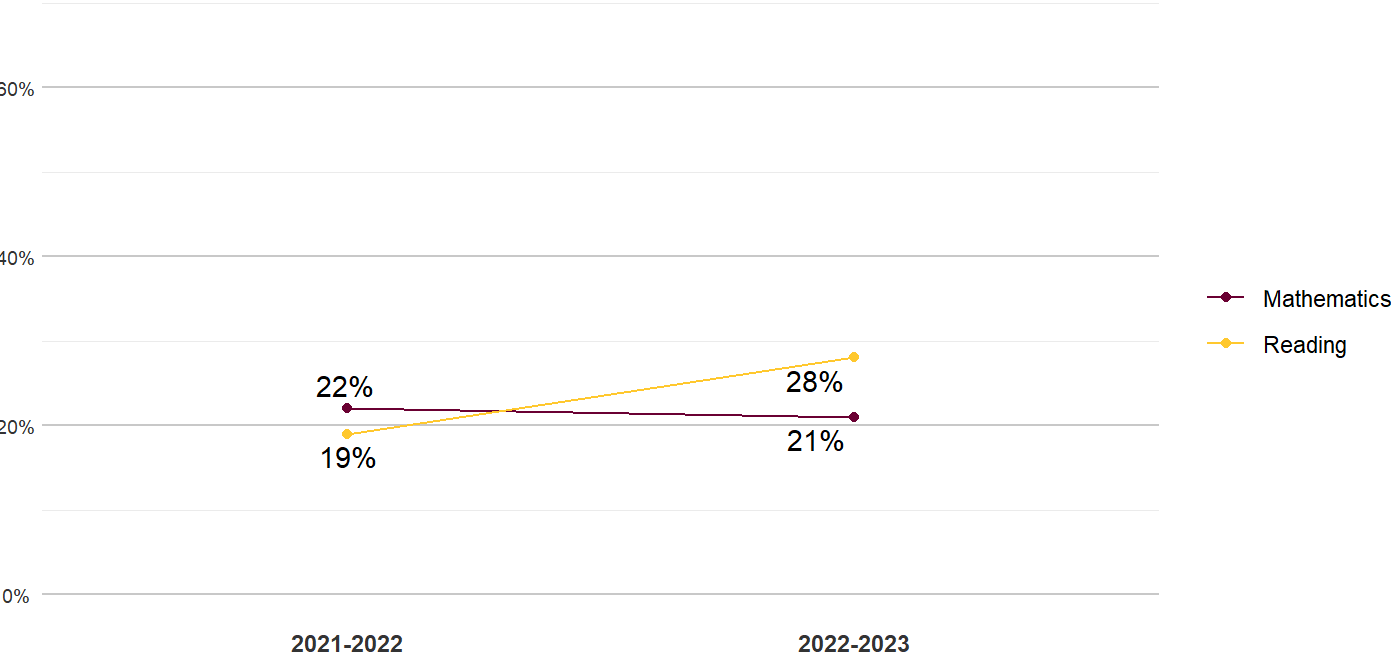
Plymouth Educational Center Charter School

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

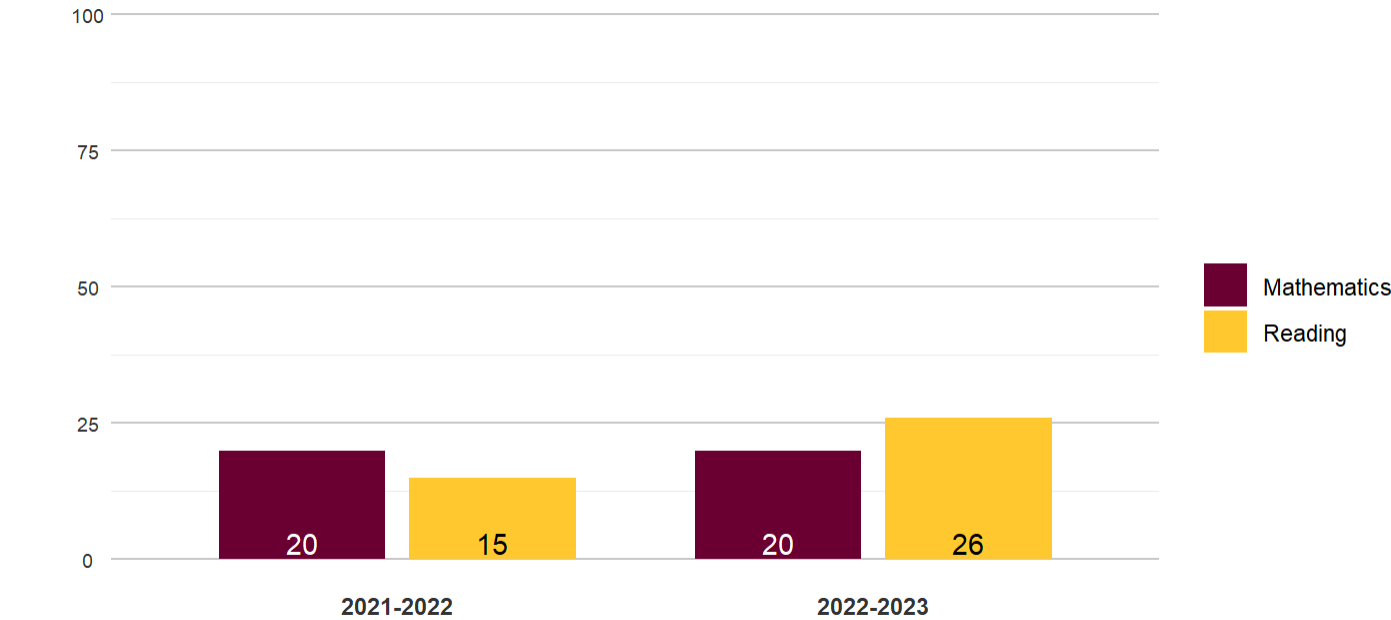
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Plymouth Educational Center Charter School

SPRING 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



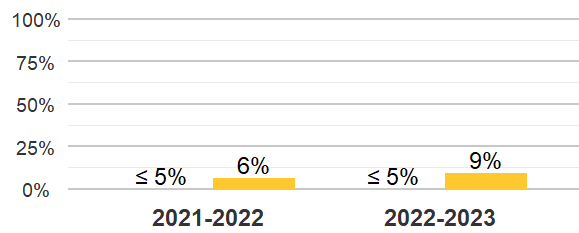
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Plymouth Educational Center Charter School

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

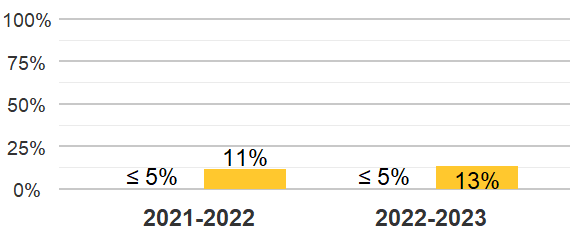
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

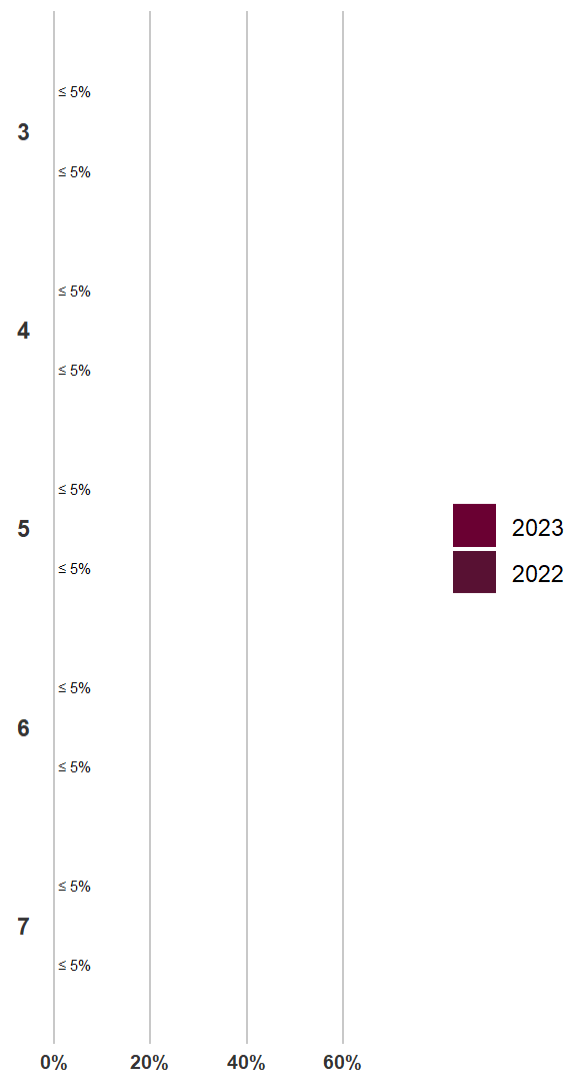
ELA



Academy CRD

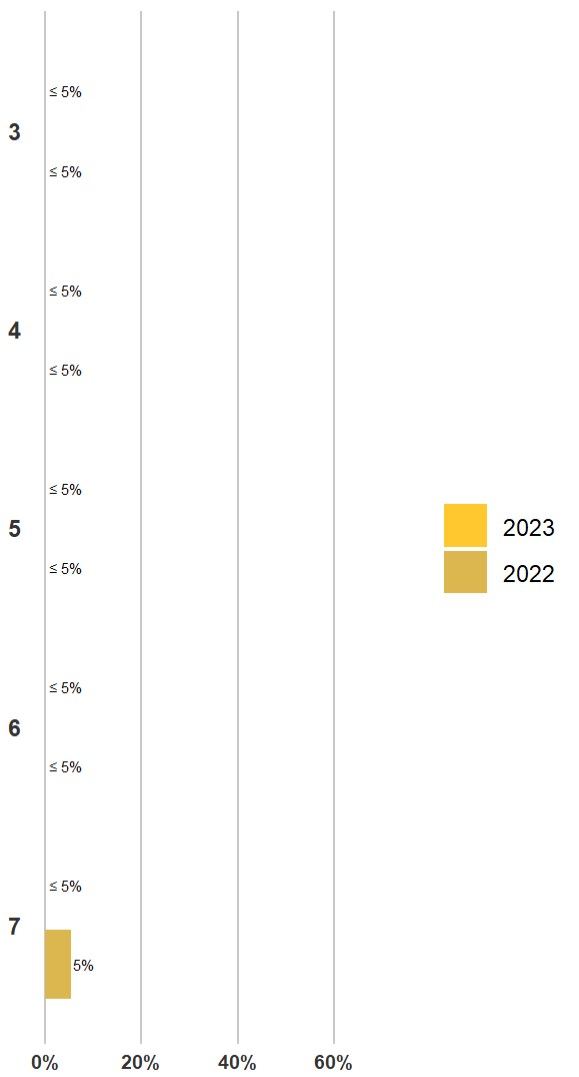
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022



School Profile: Quest Charter Academy

District: Quest Charter Academy
District Code: 82718
Building Code(s): 00097
Location: 24745 Van Born Rd.
Taylor, MI 48180
Phone: 313-299-0534
Website: <https://www.nhaschools.com/schools/Quest-Charter-Academy/en>
Grades Served: K-8
School Year Authorized: 2008-2009
Charter Contract Term: July 01, 2019 - June 30, 2024
MDE Partnership School: No

Initial Charter Applicant: Ted Lang
School Property Owner: Charter Development, LLC
School Building Owner: Charter Development, LLC
Educational Service Provider (ESP): National Heritage Academies, Inc.
ESP Contract Term: July 01, 2019 - June 30, 2024
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$207,623.57

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Alexander Rogers, Jr.	President	June 27, 2019	February 18, 2024
Julie Grassi	Vice President & Secretary	February 17, 2022	February 18, 2026
Lynette Massey	Treasurer	February 16, 2023	February 18, 2027

Current Enrollment and Student Turnover Rate

	Grade													
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-2024	92	100	86	84	70	63	67	64	68	N/A	N/A	N/A	N/A	694
2022-2023	109	82	88	76	85	72	87	86	77	N/A	N/A	N/A	N/A	762



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CENTRAL MICHIGAN UNIVERSITY

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Quest Charter Academy

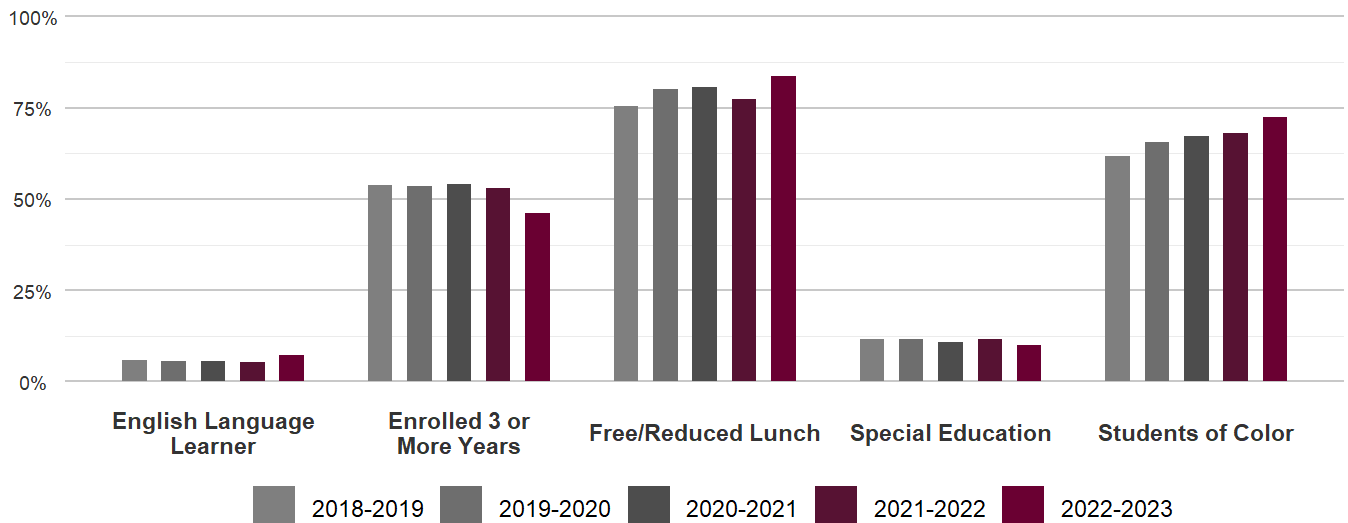


November 2023

Quest Charter Academy

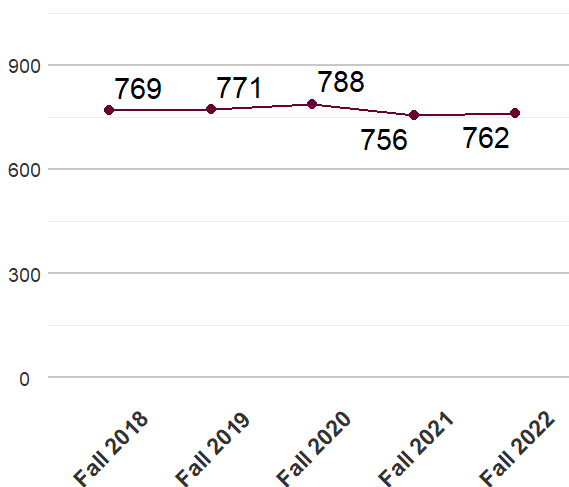
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	6.0%	5.7%	5.7%	5.4%	7.3%
Special Education	11.7%	11.5%	10.8%	11.5%	10.1%
Free/Reduced Lunch	75.4%	80.0%	80.6%	77.4%	83.7%
Students of Color	61.6%	65.6%	67.3%	68.1%	72.6%
Enrolled 3 or More Years	53.9%	53.5%	54.1%	53.0%	46.1%

Enrollment



Where Students Come From

Assigned District	Students
Taylor School District	263
Westwood Community School District	210
Detroit Public Schools Community District	52
Wayne-Westland Community School District	51
Romulus Community Schools	42
Dearborn Heights School District #7	29
Dearborn City School District	23
Lincoln Park, School District of the City of	20
Southfield Public School District	8
Other	64

Quest Charter Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

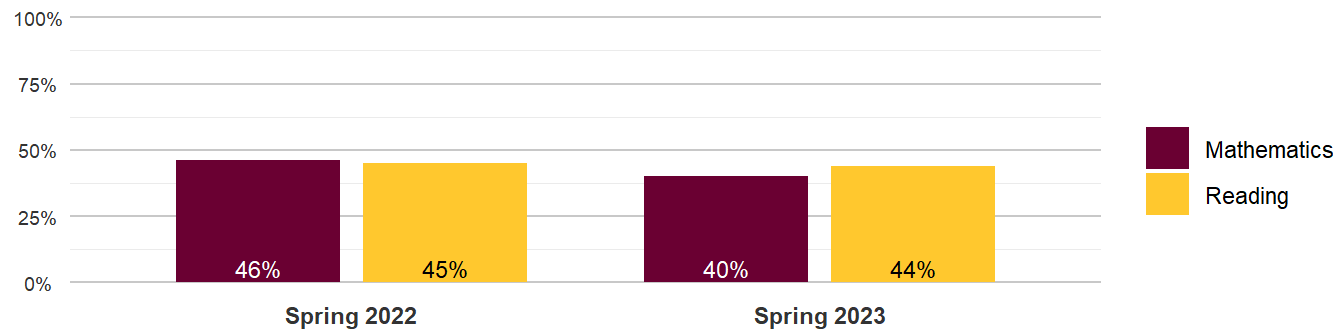


Quest Charter Academy

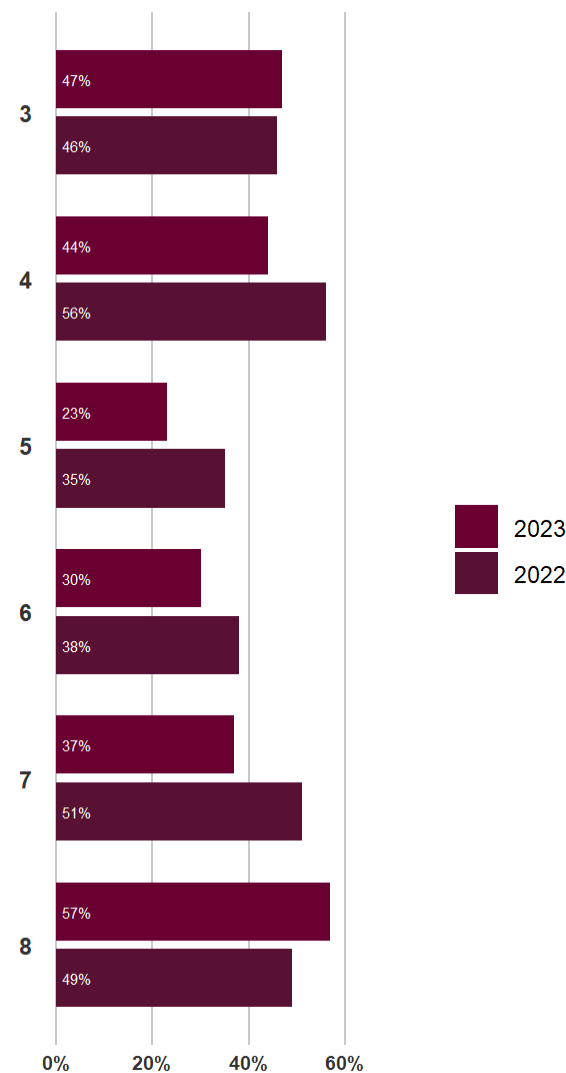
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

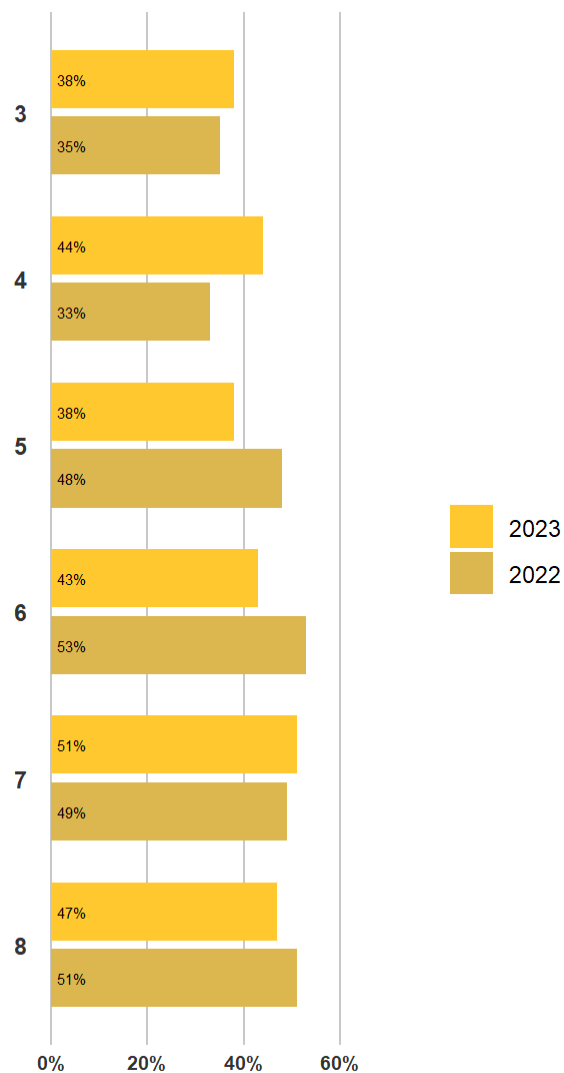
School-Wide by Year



By Grade Level Mathematics



Reading



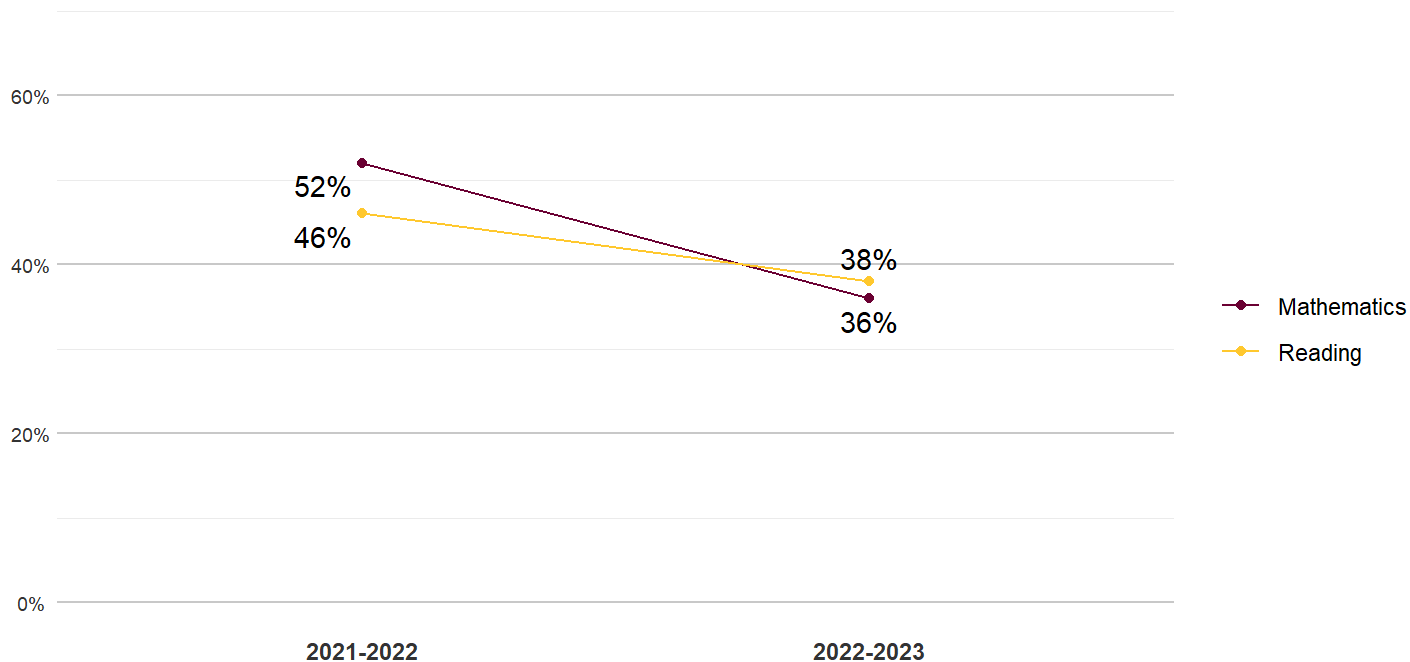
Quest Charter Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

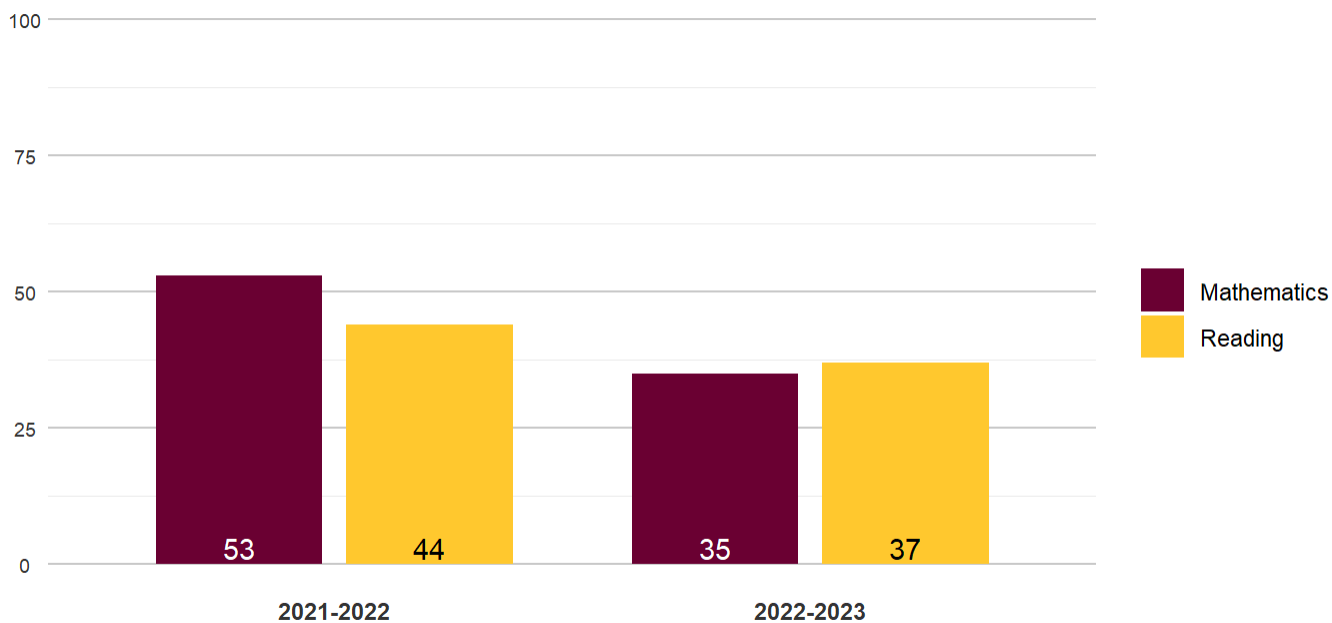
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Quest Charter Academy

SPRING 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

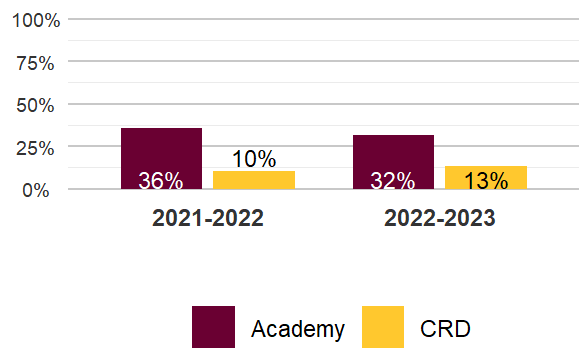


Quest Charter Academy

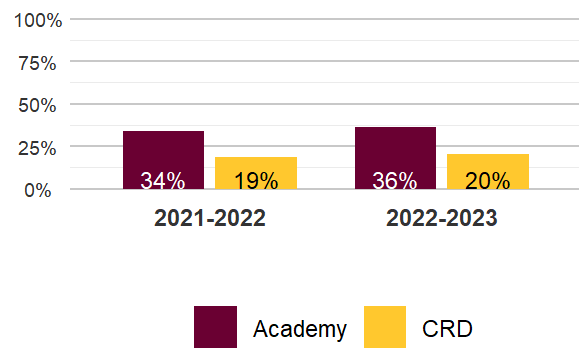
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics

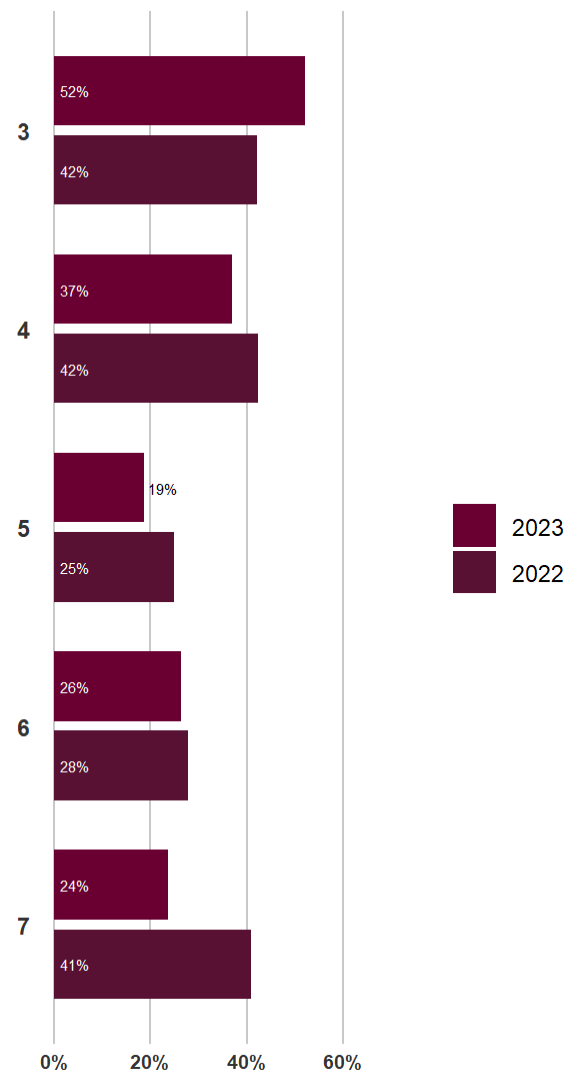


ELA

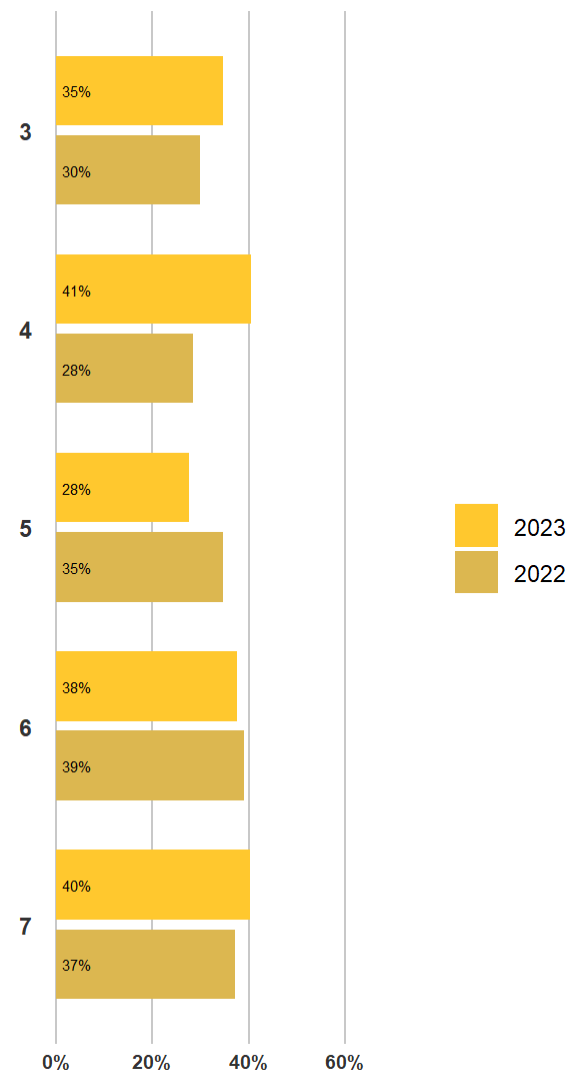


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA





School Profile: Renaissance Public School Academy

District: Renaissance Public School Academy
District Code: 37901
Building Code(s): 08314
Location: 2797 South Isabella Road
Mt. Pleasant, MI 48858
Phone: 989-773-9889
Website: <http://www.renaissancepsa.com>
Grades Served: K-8
School Year Authorized: 1994-1995
Charter Contract Term: July 01, 2022 - June 30, 2029
MDE Partnership School: No

Initial Charter Applicant: Susan Martin
School Property Owner: Renaissance Public School Academy
School Building Owner: Renaissance Public School Academy
Educational Service Provider (ESP): CSP Management Inc. dba Partner Solutions for Schools
ESP Contract Term: July 01, 2022 - June 30, 2029
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$116,706.42

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Lisa Sytsema	President	December 05, 2019	December 07, 2023
Mark Smith	Vice President	December 03, 2020	December 07, 2024
Sherry Knight	Secretary	December 02, 2021	December 07, 2025
Bart Blystone	Treasurer	June 24, 2021	December 07, 2024
Jessie DeHaan	Board Director	September 28, 2023	December 07, 2026

Current Enrollment and Student Turnover Rate

	Grade													
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-2024	45	50	44	50	50	50	50	50	49	N/A	N/A	N/A	N/A	438
2022-2023	49	45	46	49	44	49	48	50	46	N/A	N/A	N/A	N/A	426



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Renaissance Public School Academy

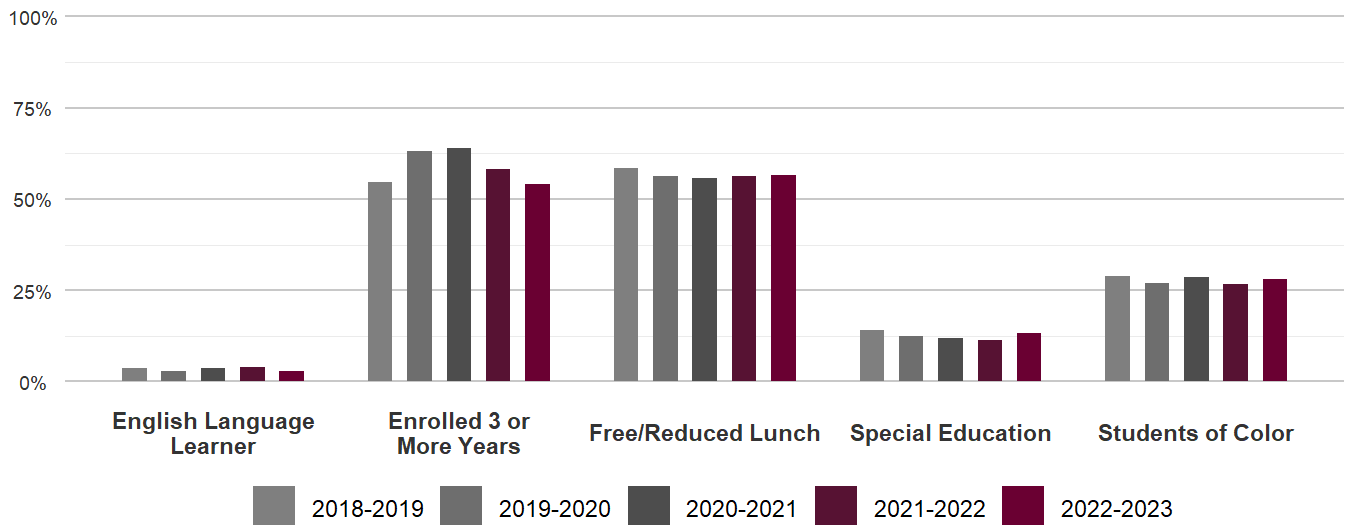


November 2023

Renaissance Public School Academy

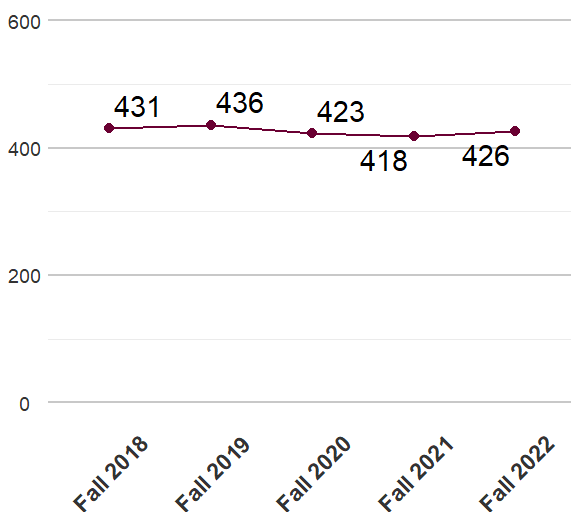
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	3.7%	3.0%	3.8%	3.8%	2.8%
Special Education	14.2%	12.4%	11.8%	11.5%	13.1%
Free/Reduced Lunch	58.5%	56.2%	55.8%	56.2%	56.6%
Students of Color	29.0%	27.1%	28.6%	26.8%	28.2%
Enrolled 3 or More Years	54.5%	63.1%	63.8%	58.1%	54.0%

Enrollment



Where Students Come From

Assigned District	Students
Mt. Pleasant City School District	379
Shepherd Public Schools	12
Chippewa Hills School District	11
Alma Public Schools	8
Farwell Area Schools	5
St. Louis Public Schools	3
Clare Public Schools	2
Vestaburg Community Schools	2
Beal City Public Schools	1
Other	3

Renaissance Public School Academy

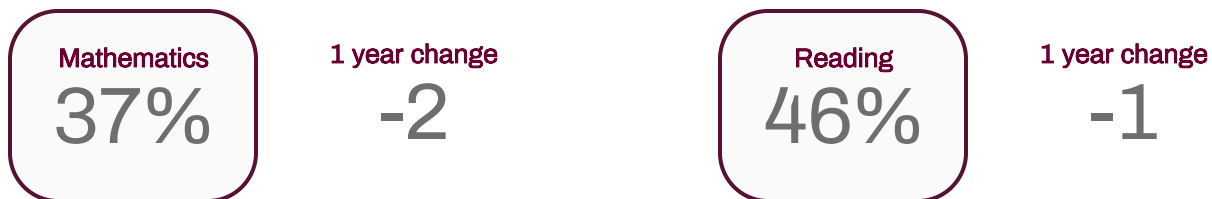
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

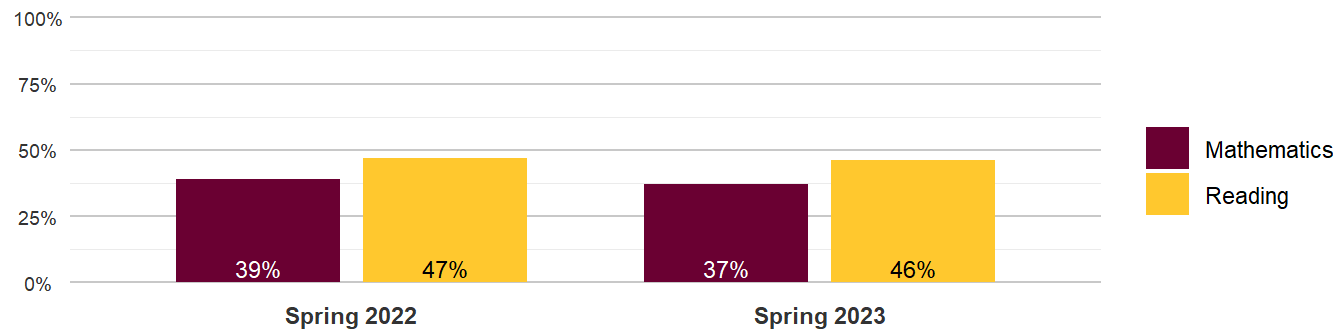


Renaissance Public School Academy

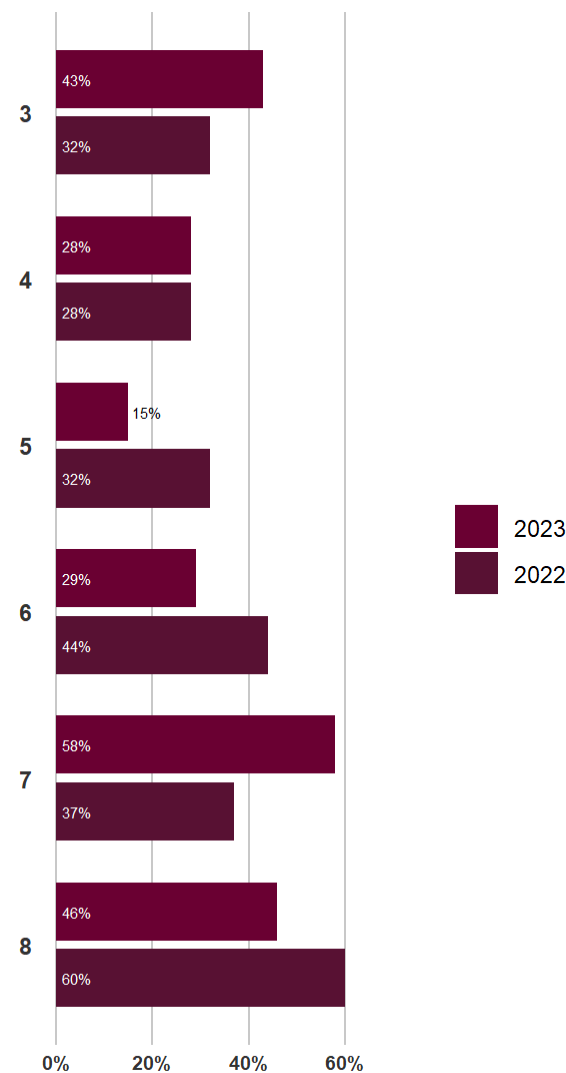
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

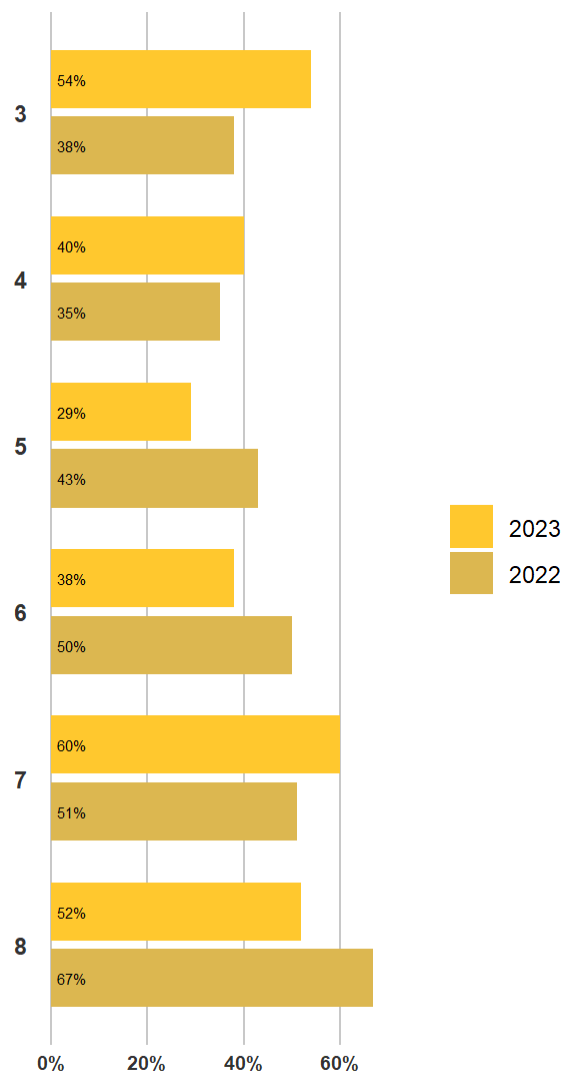
School-Wide by Year



By Grade Level Mathematics



Reading



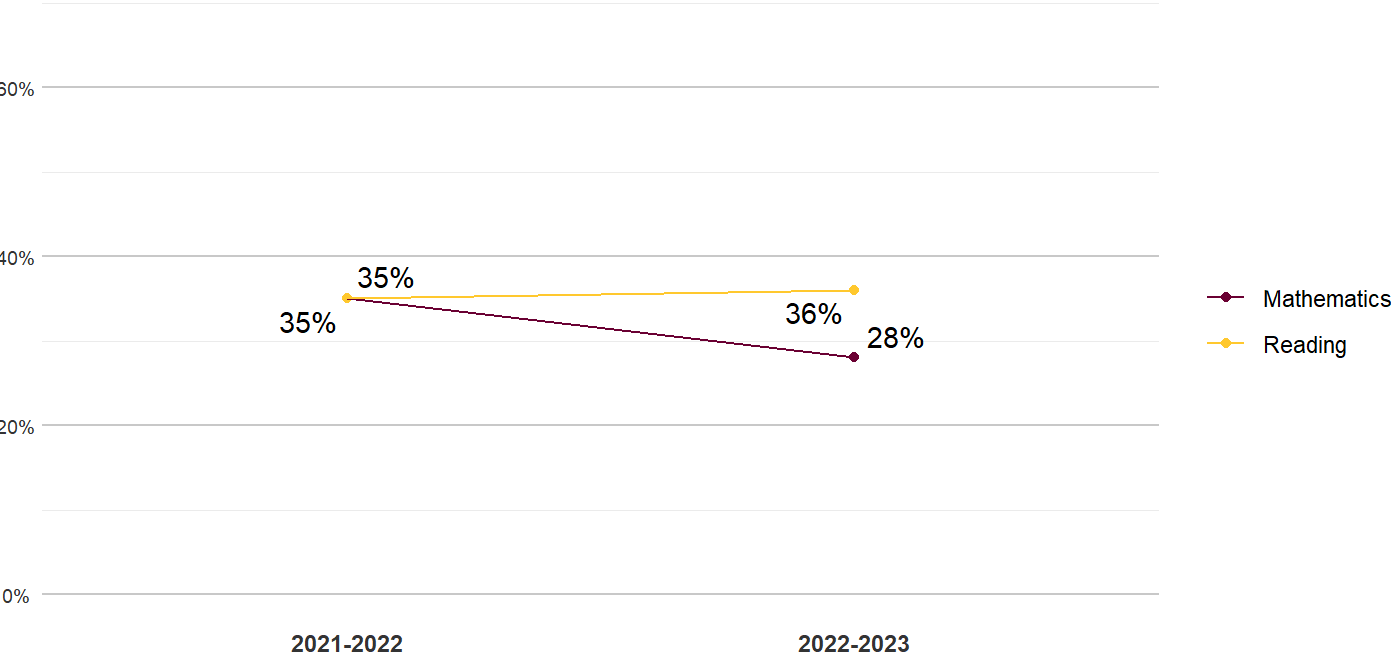
Renaissance Public School Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

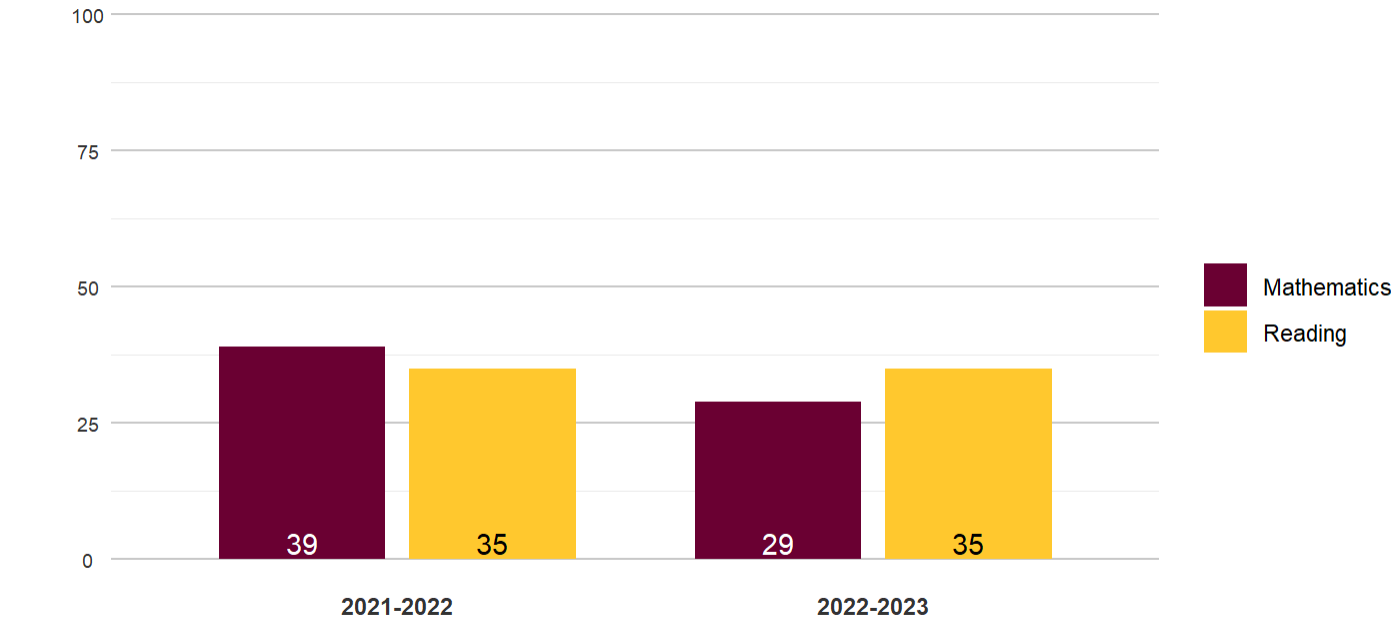
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Renaissance Public School Academy

SPRING 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

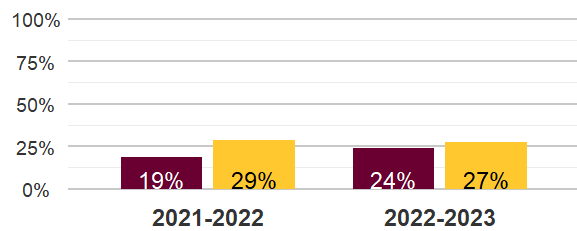


Renaissance Public School Academy

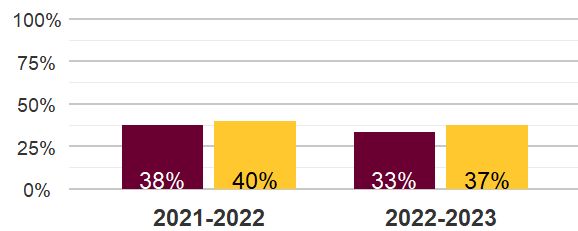
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics



ELA

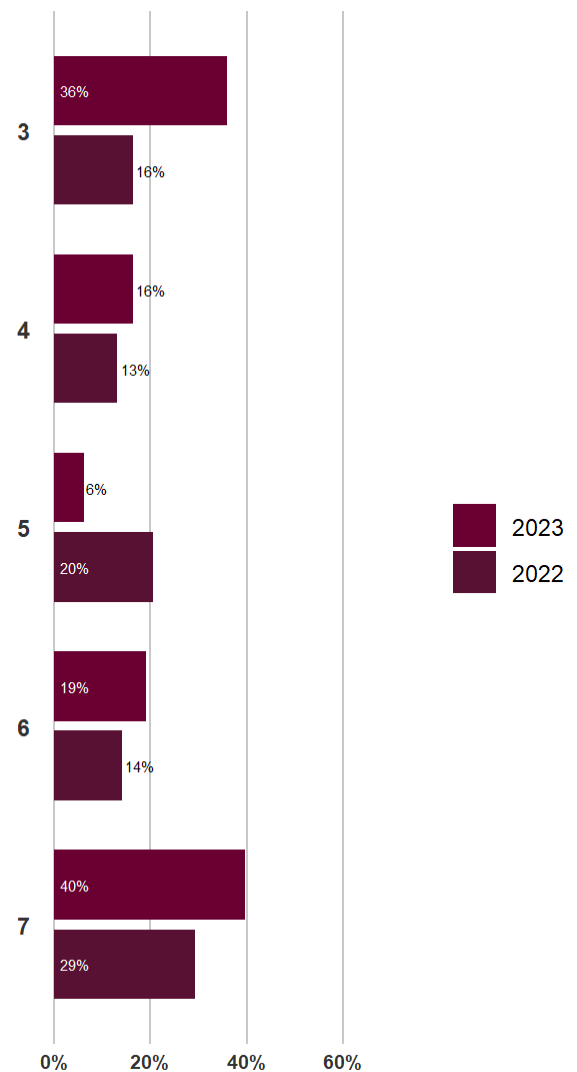


Academy CRD

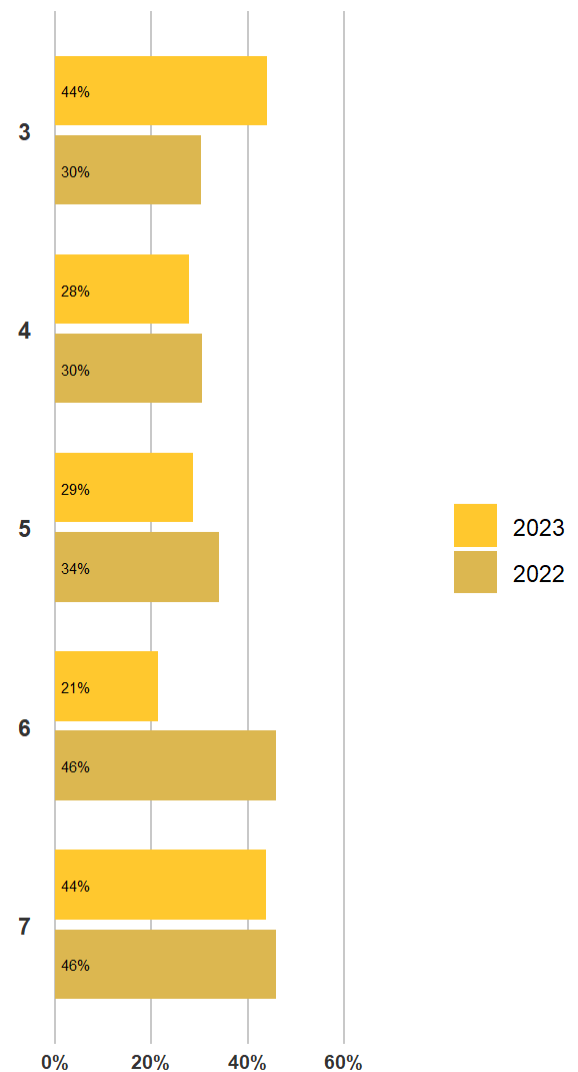
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2023
2022



School Profile: Riverside Academy

District: Riverside Academy
District Code: 82975
Building Code(s): 09300, 09604
Location: 7124 Miller Road
Dearborn, MI 48126
Phone: 313-624-3200
Website: <https://riversideeast.geeacademies.net/>
Grades Served: K-12
School Year Authorized: 2001-2002
Charter Contract Term: July 01, 2019 - June 30, 2024
MDE Partnership School: No

Initial Charter Applicant: James Toner
School Property Owner: The Islamic Institute of Knowledge,
Michigan Creative Investment, LLC
School Building Owner: The Islamic Institute of Knowledge,
Michigan Creative Investment, LLC
Educational Service Provider (ESP): Global Educational Excellence,
L.L.C.
ESP Contract Term: July 01, 2019 - June 30, 2024
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$208,221.98

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Hassan Dakroub	President	April 16, 2020	April 25, 2024
Imad Zahr	Vice President	February 17, 2022	April 25, 2026
Samira Bazzi	Secretary	April 20, 2023	April 25, 2027
Mohammad Othman	Treasurer	April 22, 2021	April 25, 2025

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	69	74	67	67	68	65	67	64	59	66	69	57	57	849
2022-2023	75	59	71	59	57	53	61	66	59	66	59	55	37	777



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Riverside Academy

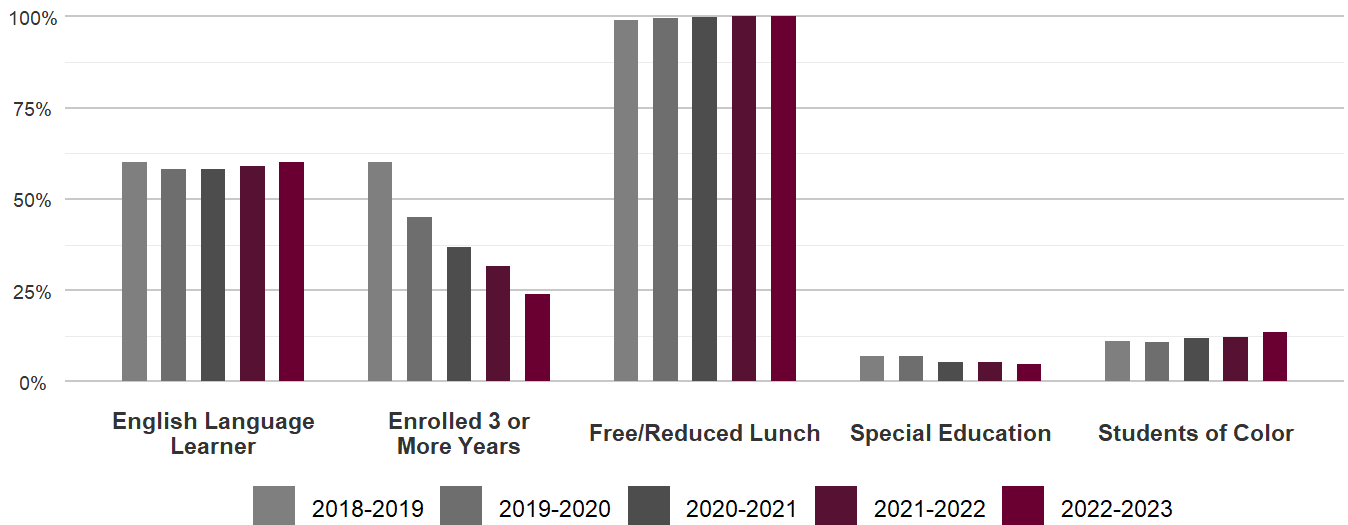


November 2023

Riverside Academy

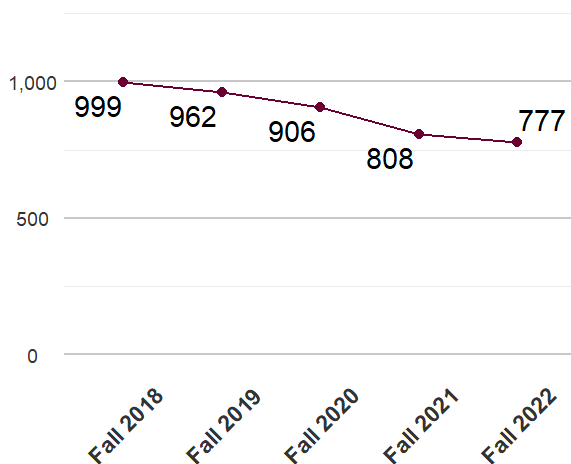
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	60.1%	58.3%	58.3%	59.0%	60.2%
Special Education	6.9%	7.1%	5.3%	5.3%	4.8%
Free/Reduced Lunch	99.0%	99.5%	99.9%	100.0%	100.0%
Students of Color	11.2%	10.8%	11.8%	12.3%	13.6%
Enrolled 3 or More Years	60.1%	45.0%	36.9%	31.5%	23.9%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	554
Dearborn City School District	183
Dearborn Heights School District #7	17
Melvindale-North Allen Park Schools	5
Hamtramck, School District of the City of	4
Clintondale Community Schools	3
Garden City Public Schools	2
Taylor School District	2
Wayne-Westland Community School District	2
Other	6

NWEA MAP Growth Assessment

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.

2022-23 - Percent of Students Meeting Spring National Achievement Norms



Growth

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2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

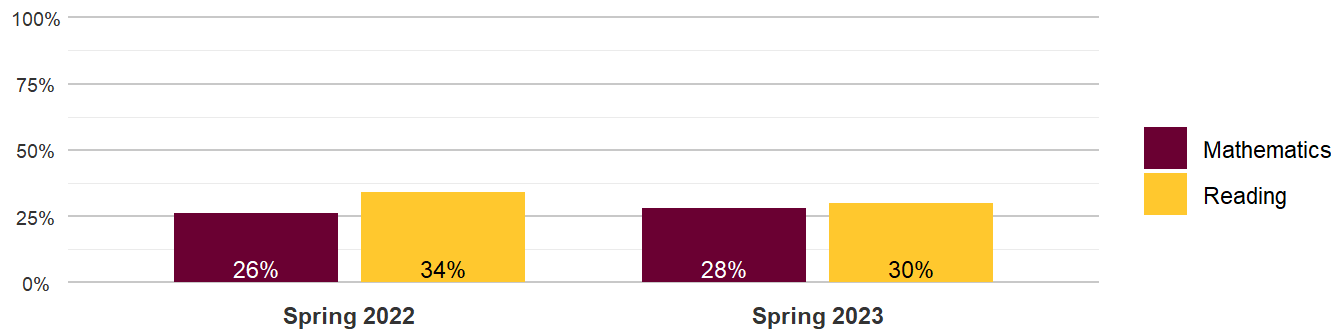


2022-23 - Fall-to-Spring Median Growth Percentile

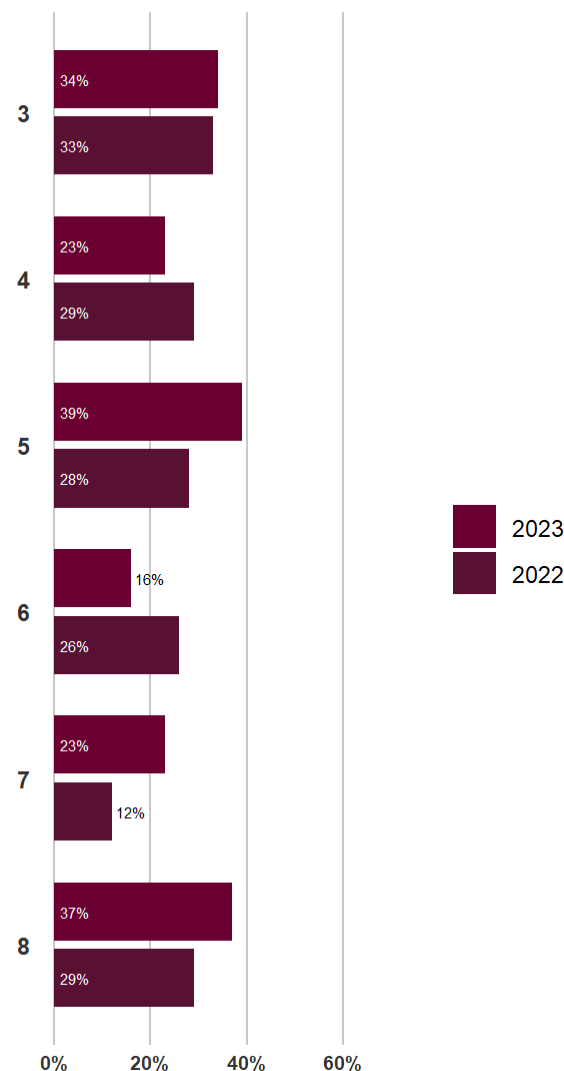


Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

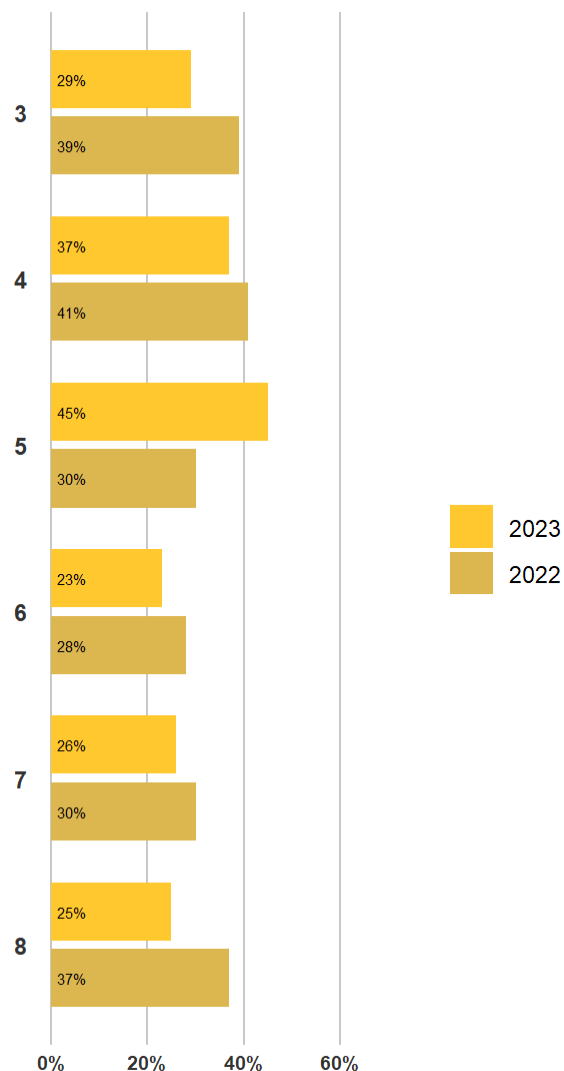
School-Wide by Year



By Grade Level Mathematics



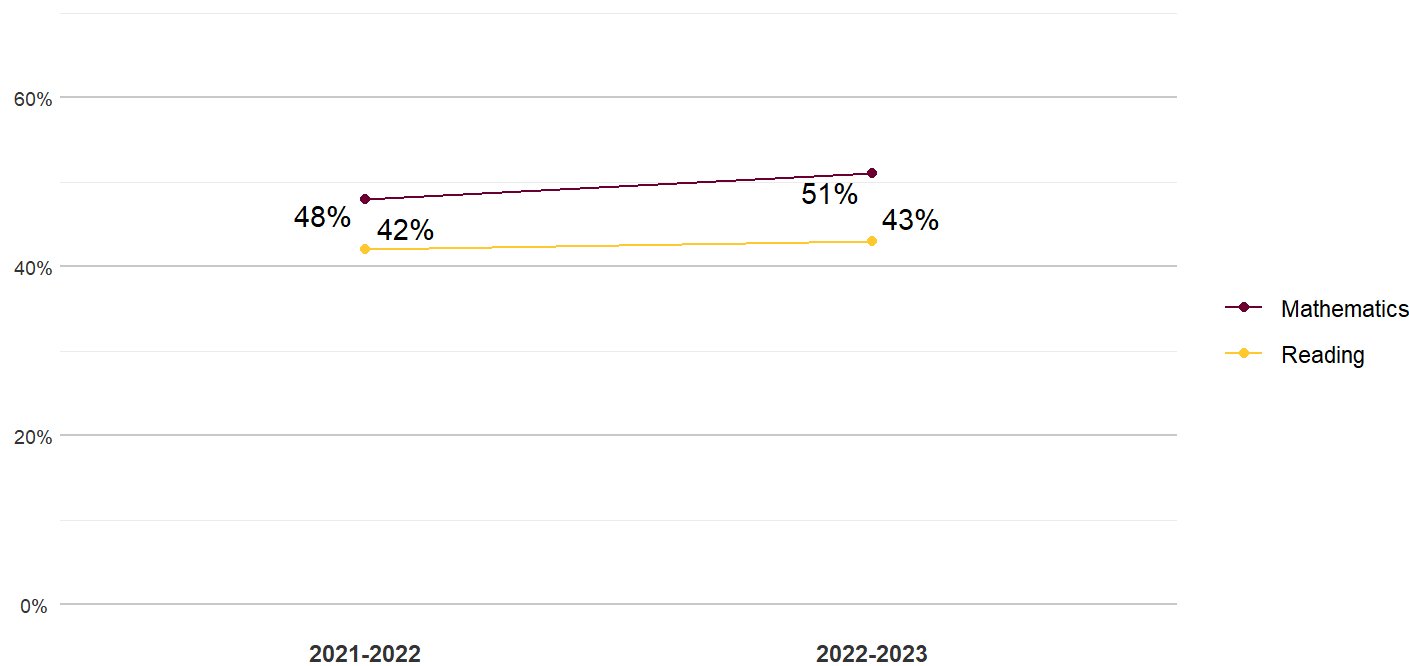
Reading



NWEA MAP Fall-to-Spring Growth

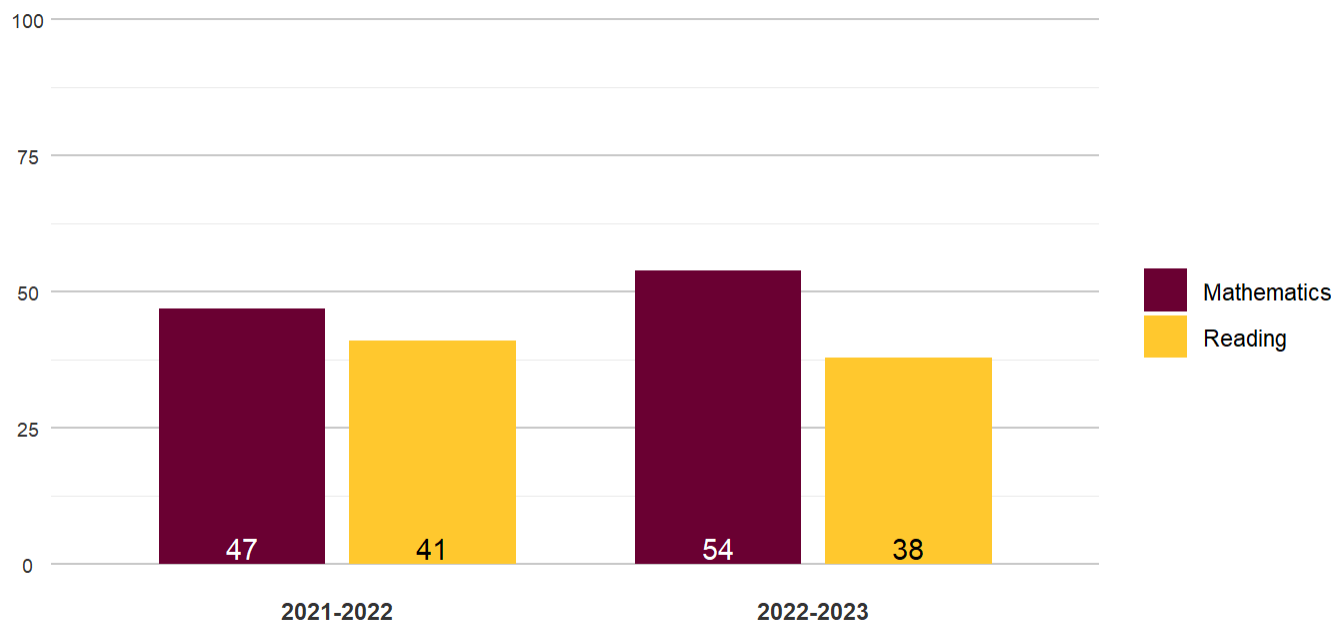
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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Achievement

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2022-23 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

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2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

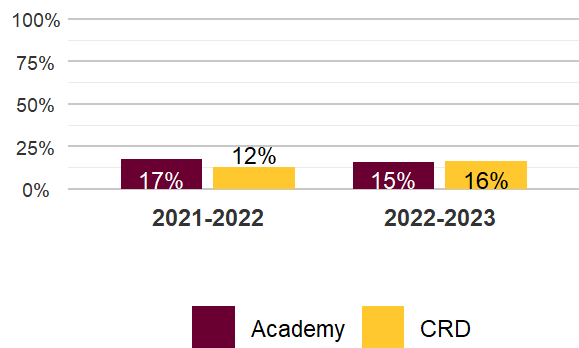


Riverside Academy

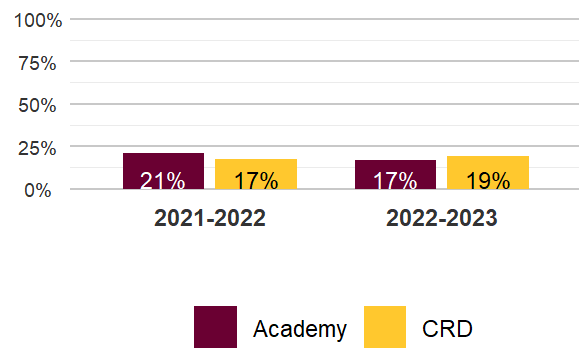
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics

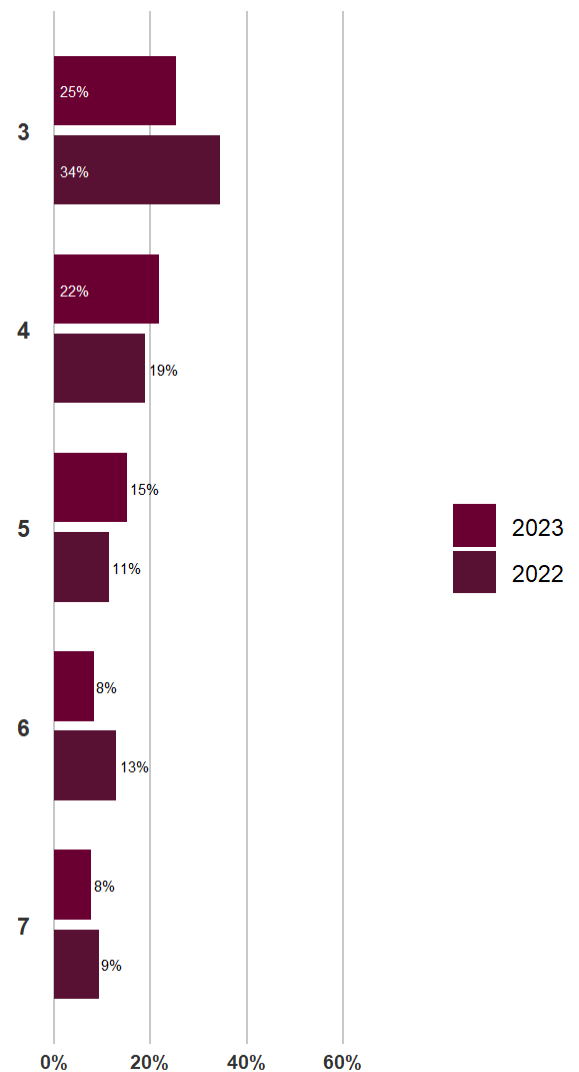


ELA

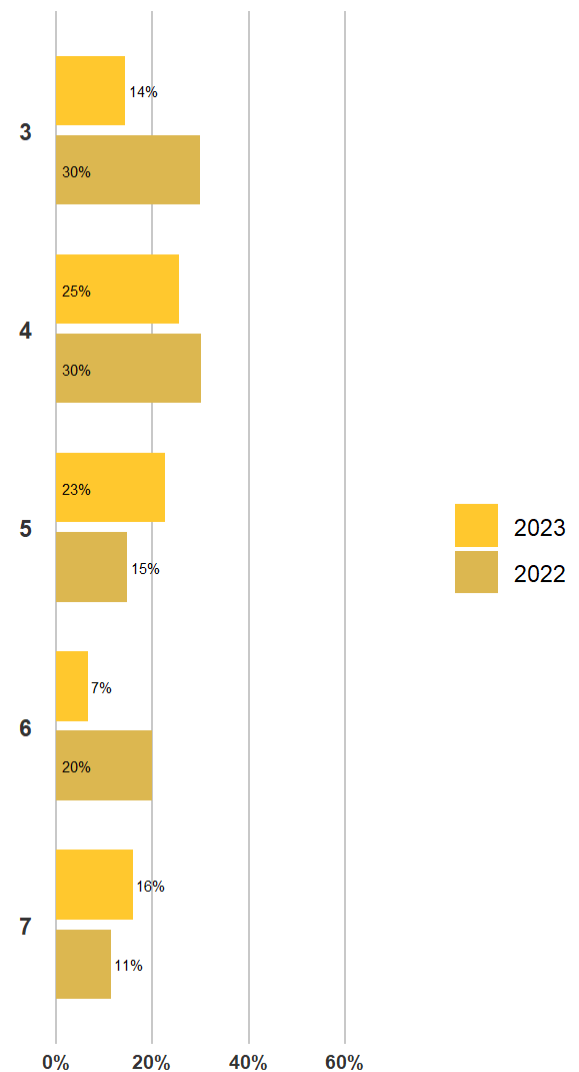


Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the College and Career Readiness Benchmarks (CCR) in Mathematics. 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 Evidence-Based Reading and Writing (EBRW) 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



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

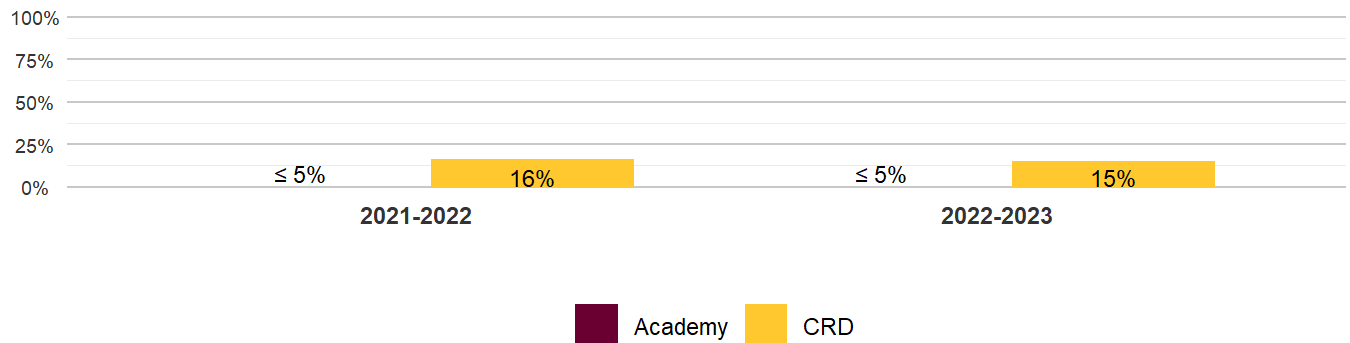
Riverside Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

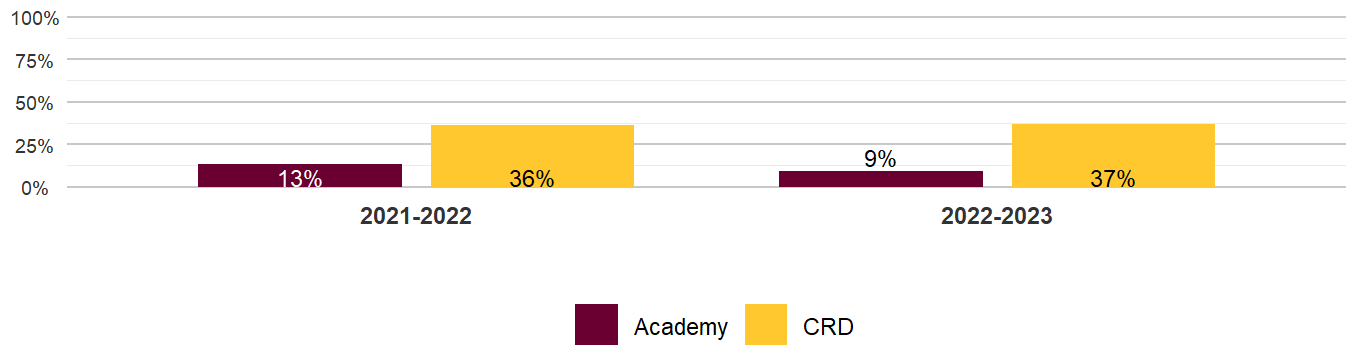
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: South Arbor Charter Academy

District: South Arbor Charter Academy
District Code: 81905
Building Code(s): 08741
Location: 8200 Carpenter Rd.
Ypsilanti, MI 48197
Phone: 734-528-2821
Website: <https://www.nhaschools.com/schools/South-Arbor-Charter-Academy/en>
Grades Served: K-8
School Year Authorized: 1998-1999
Charter Contract Term: July 01, 2016 - June 30, 2026
MDE Partnership School: No

Initial Charter Applicant: Mark DeHaan
School Property Owner: Charter Development, LLC
School Building Owner: Charter Development, LLC
Educational Service Provider (ESP): National Heritage Academies, Inc.
ESP Contract Term: July 01, 2016 - June 30, 2026
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$219,830.58

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Stacy Peterson	President	April 20, 2023	May 12, 2027
Sarah Camp	Vice President	April 21, 2022	May 12, 2026
Sharonda Chaney	Secretary	February 16, 2023	May 12, 2024
Marcella Haghgooie	Treasurer	April 22, 2021	May 12, 2025

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	94	79	85	86	88	95	91	97	89	N/A	N/A	N/A	N/A	804
2022-2023	90	81	82	87	87	92	92	94	96	N/A	N/A	N/A	N/A	801



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South Arbor Charter Academy

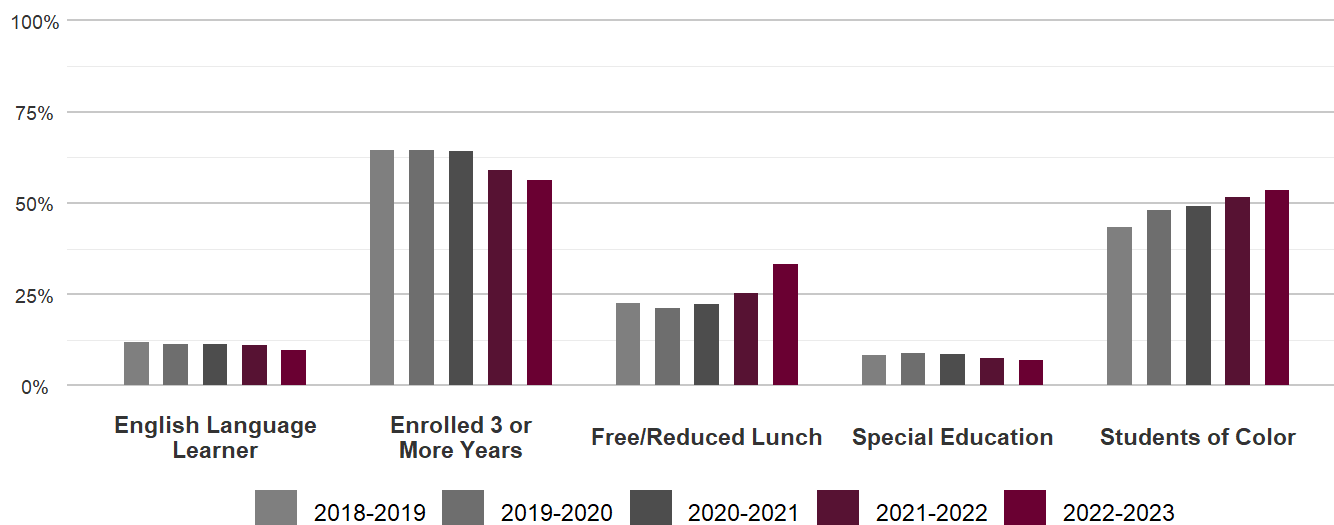


November 2023

South Arbor Charter Academy

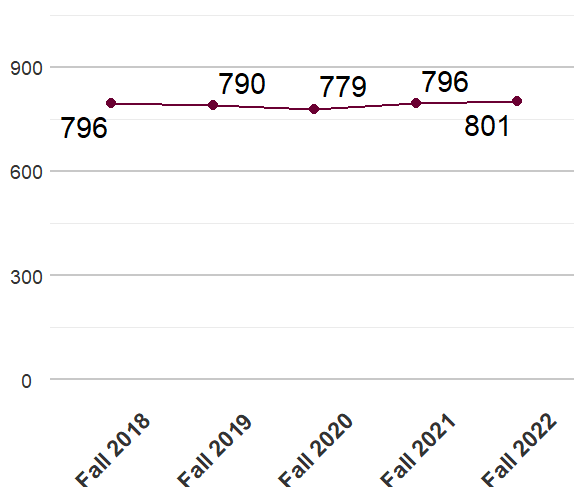
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	11.9%	11.4%	11.3%	11.2%	9.6%
Special Education	8.4%	8.9%	8.7%	7.4%	6.9%
Free/Reduced Lunch	22.5%	21.1%	22.2%	25.4%	33.2%
Students of Color	43.5%	48.0%	49.2%	51.5%	53.4%
Enrolled 3 or More Years	64.4%	64.4%	64.3%	58.9%	56.2%

Enrollment



Where Students Come From

Assigned District	Students
Lincoln Consolidated School District	287
Ann Arbor Public Schools	235
Ypsilanti Community Schools	135
Milan Area Schools	66
Saline Area Schools	29
Van Buren Public Schools	20
Britton Deerfield Schools	7
Airport Community Schools	4
Farmington Public School District	2
Other	16

South Arbor Charter Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

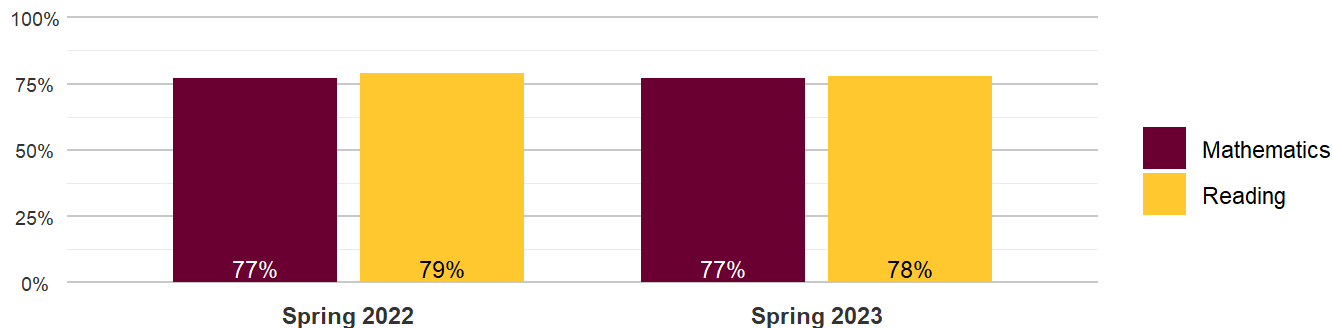


South Arbor Charter Academy

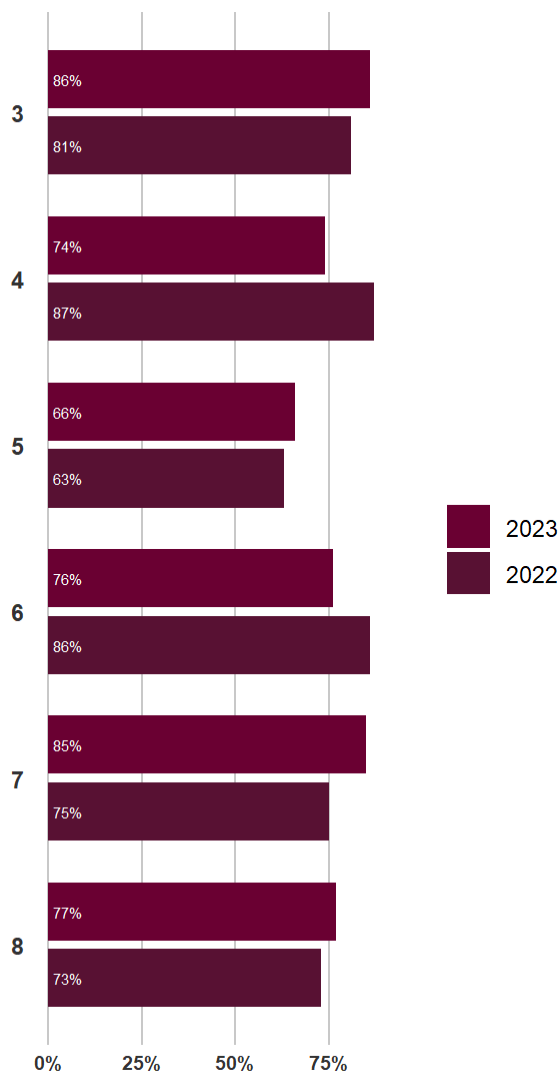
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

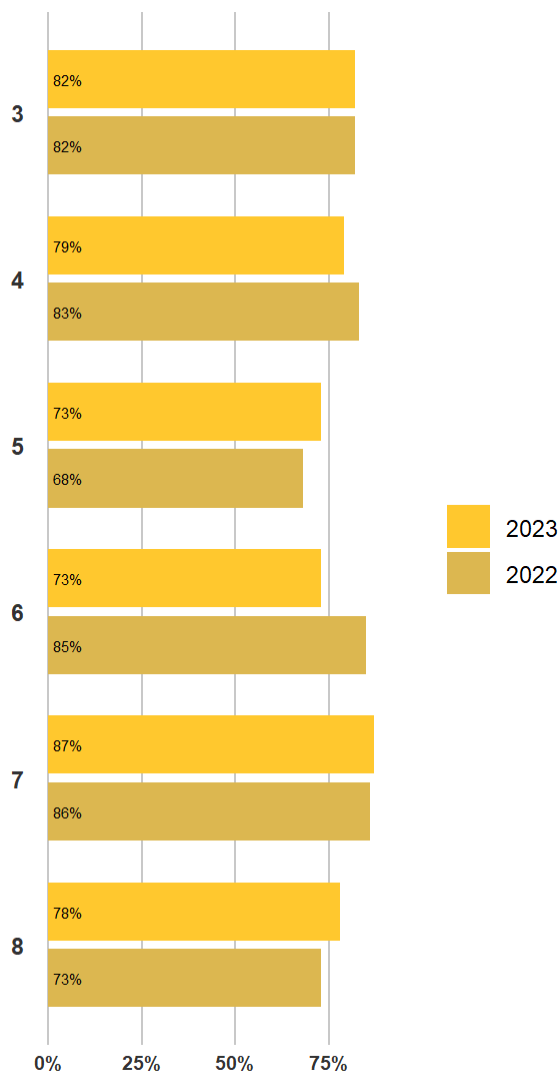
School-Wide by Year



By Grade Level Mathematics



Reading



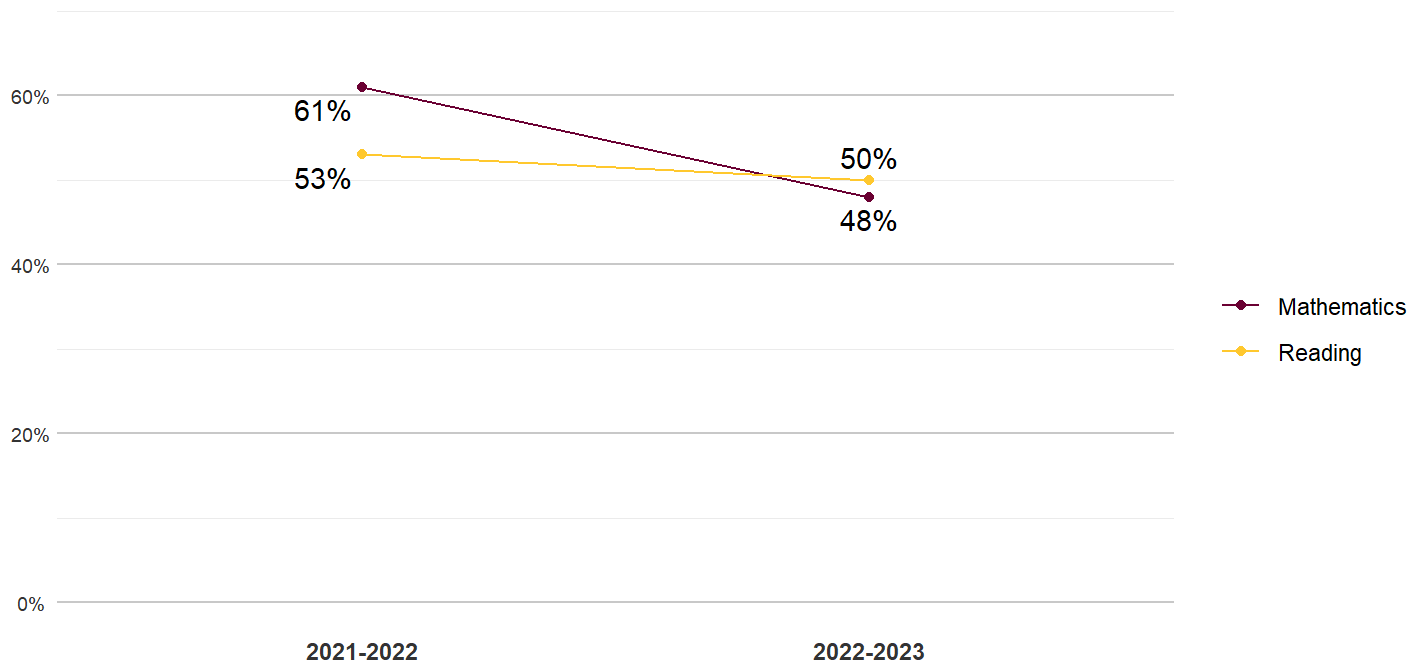
South Arbor Charter Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

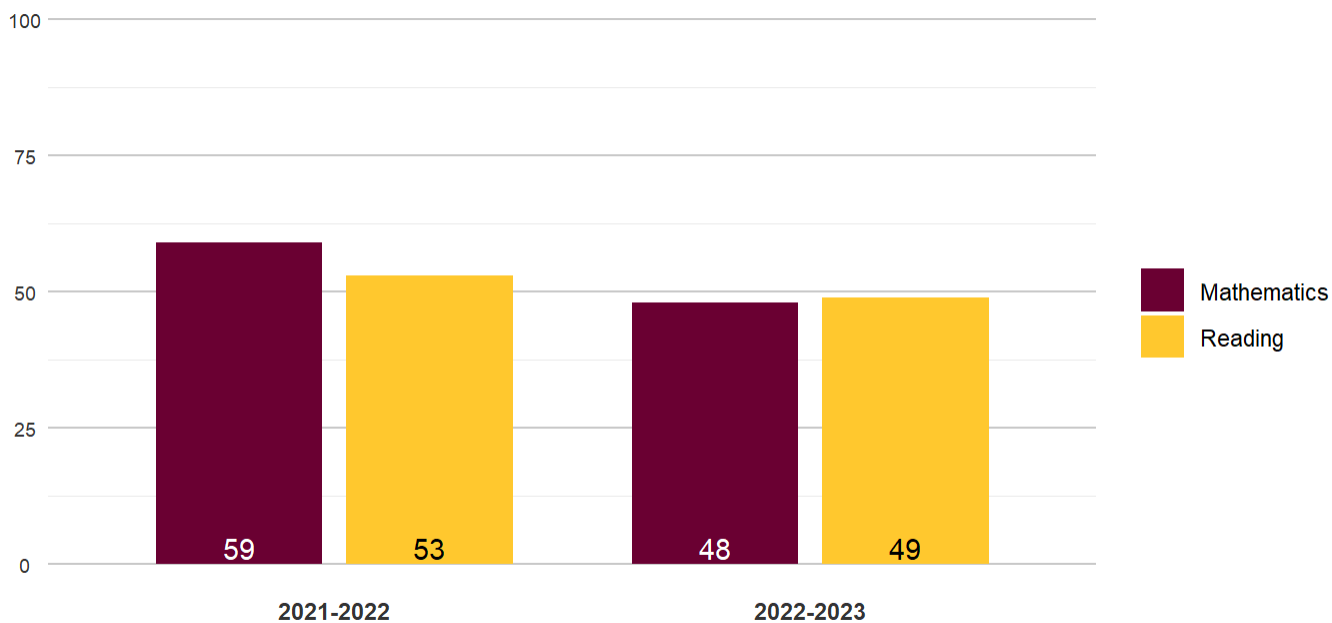
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



South Arbor Charter Academy

SPRING 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

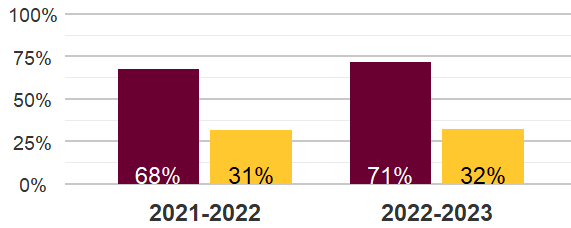


South Arbor Charter Academy

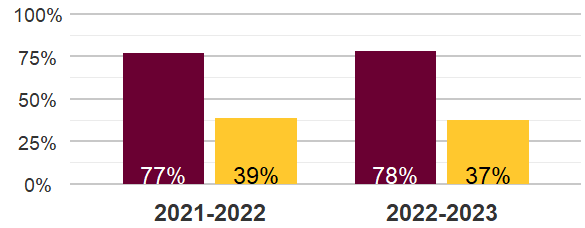
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics



ELA

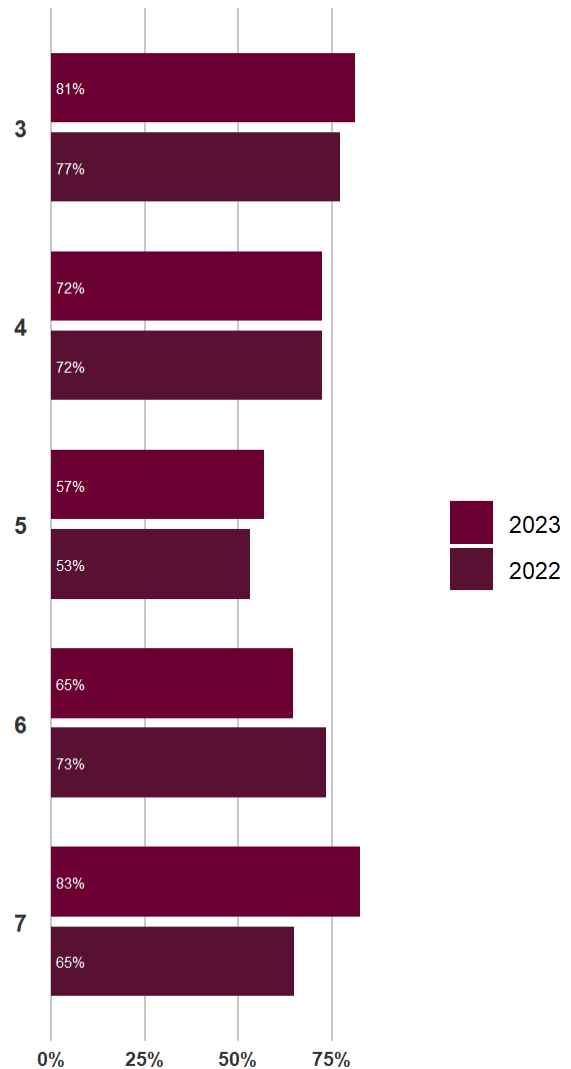


Academy CRD

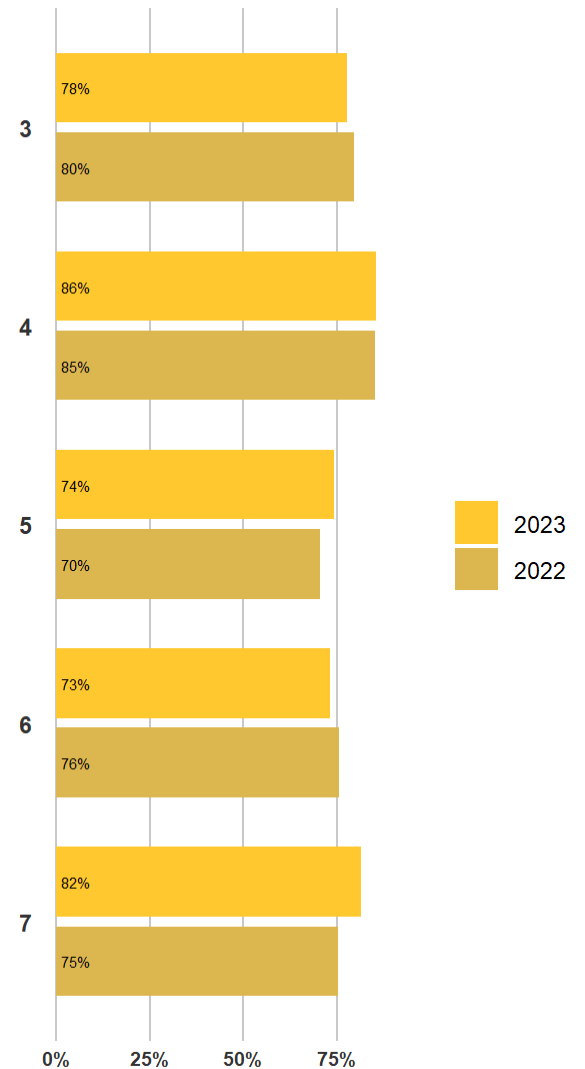
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2023
2022

2023
2022



School Profile: Summit Academy North

District: Summit Academy North
District Code: 82938
Building Code(s): 08907, 08634, 08906
Location: 18601 Middlebelt Road
Huron Township, MI 48174
Phone: 734-379-9766
Website: <http://www.summitacademy.com>
Grades Served: K-12
School Year Authorized: 2001-2002
Charter Contract Term: July 01, 2021 - June 30, 2026
MDE Partnership School: No

Initial Charter Applicant: Alison Cancilliari
School Property Owner: Summit Academy North
School Building Owner: Summit Academy North
Educational Service Provider (ESP): Partner Solutions/Partner Solutions for Schools
ESP Contract Term: July 01, 2021 - June 30, 2026
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$424,824.44

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Kathleen Operhall	President	December 08, 2022	January 08, 2027
Shelonda Bynum	Secretary	December 05, 2019	January 08, 2024
Jason Walker	Treasurer	December 05, 2019	January 08, 2024
Abigale Baum	Board Director	September 28, 2023	January 08, 2026
Kelly Woods	Board Director	September 28, 2023	January 08, 2025

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	120	86	114	88	119	88	118	149	142	155	163	128	118	1588
2022-2023	96	111	84	114	90	115	134	111	143	162	144	130	135	1569



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Summit Academy North

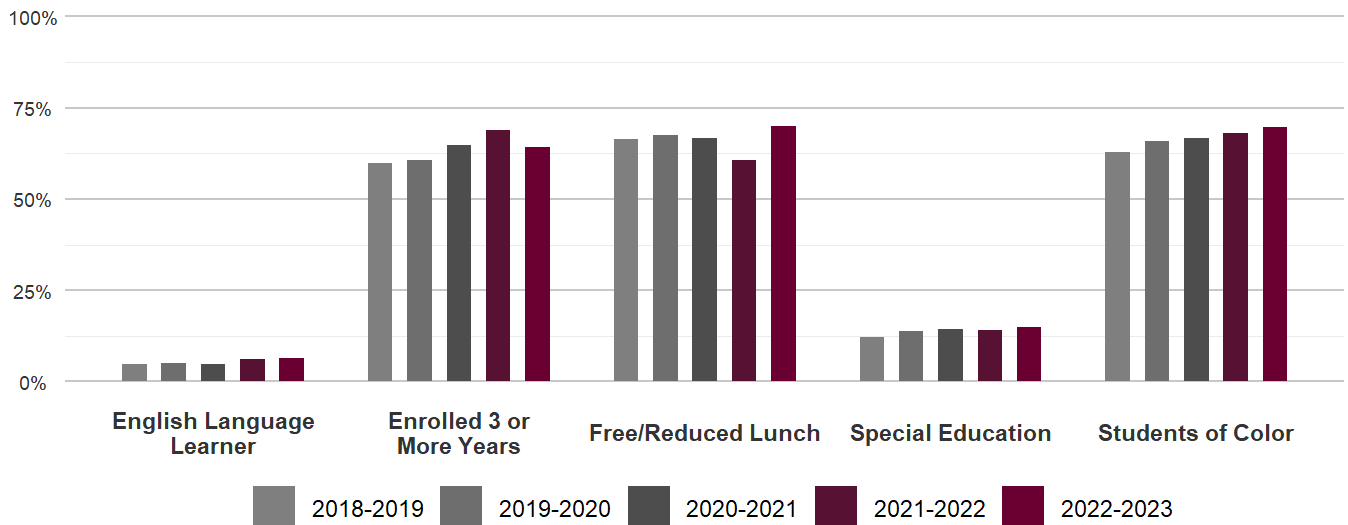


November 2023

Summit Academy North

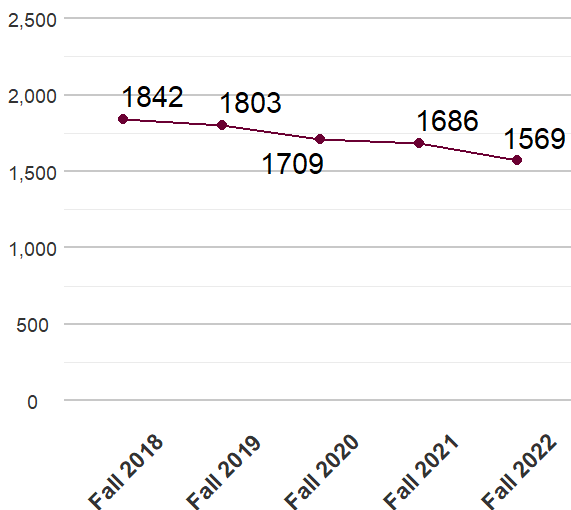
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	4.8%	5.0%	4.9%	6.2%	6.4%
Special Education	12.1%	13.7%	14.4%	14.1%	15.0%
Free/Reduced Lunch	66.3%	67.4%	66.8%	60.7%	69.9%
Students of Color	62.9%	65.9%	66.7%	68.1%	69.8%
Enrolled 3 or More Years	59.8%	60.7%	64.7%	68.8%	64.3%

Enrollment



Where Students Come From

Assigned District	Students
Romulus Community Schools	470
Taylor School District	406
Wayne-Westland Community School District	169
Lincoln Park, School District of the City of	65
Van Buren Public Schools	60
Woodhaven-Brownstown School District	55
Detroit Public Schools Community District	38
Dearborn Heights School District #7	31
Westwood Community School District	31
Other	246

Summit Academy North

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

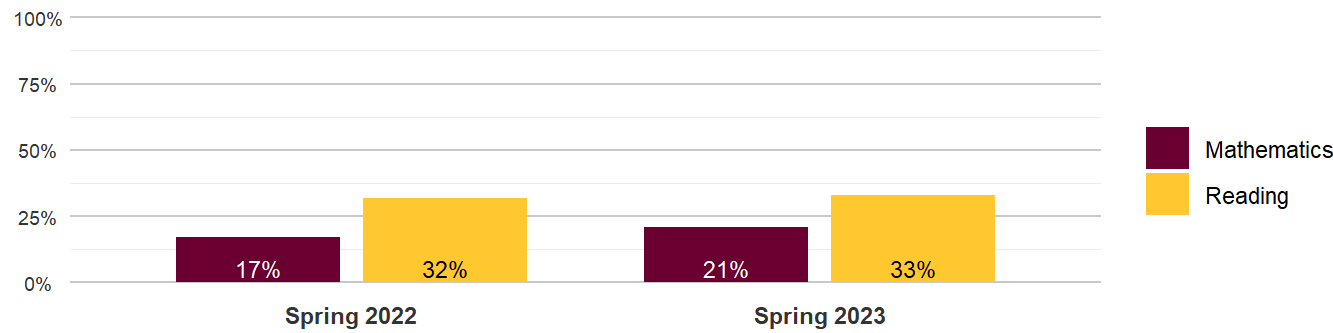


Summit Academy North

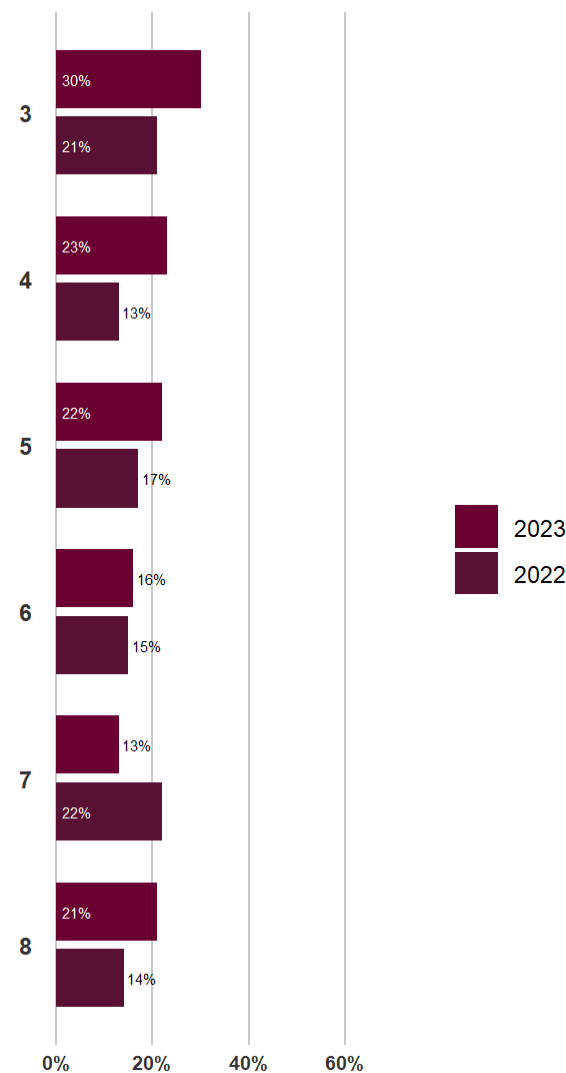
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

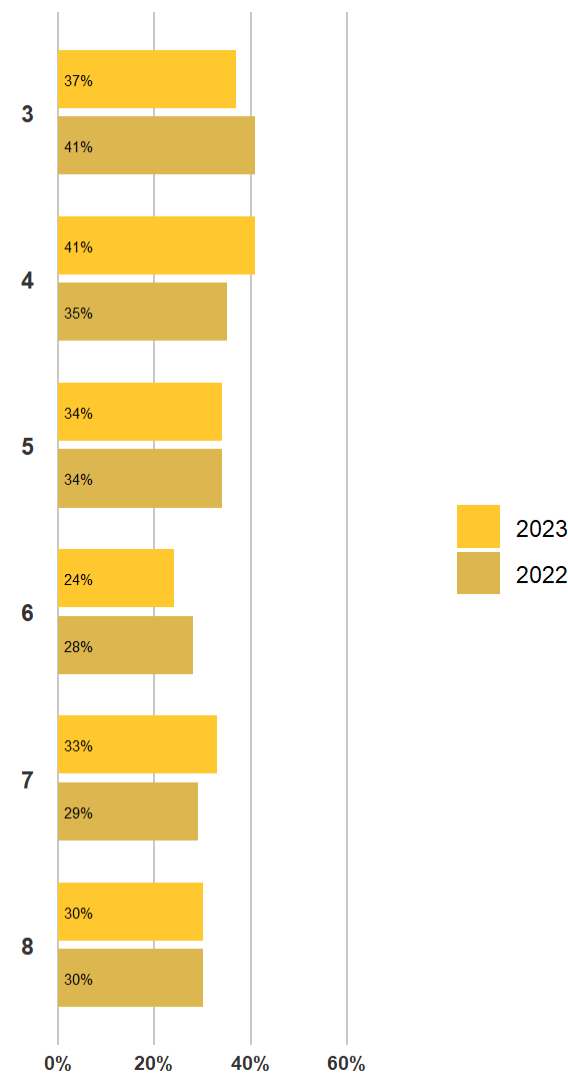
School-Wide by Year



By Grade Level Mathematics



Reading



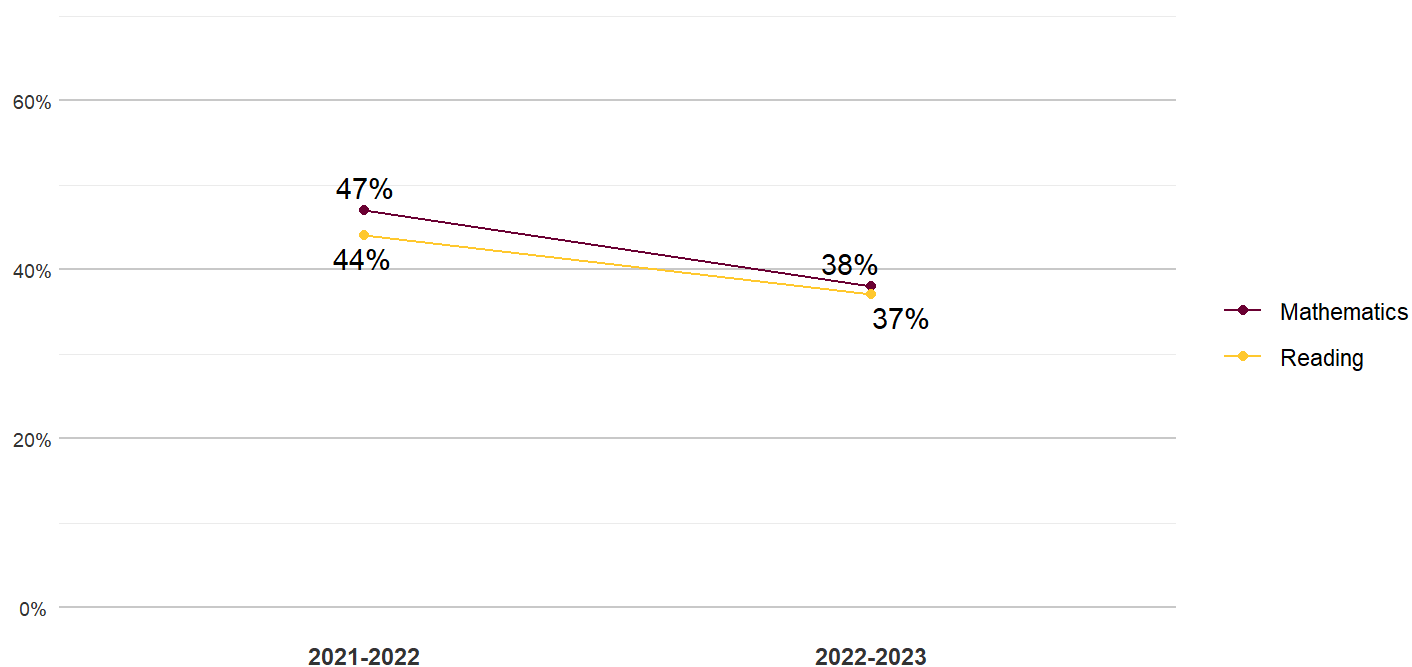
Summit Academy North

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

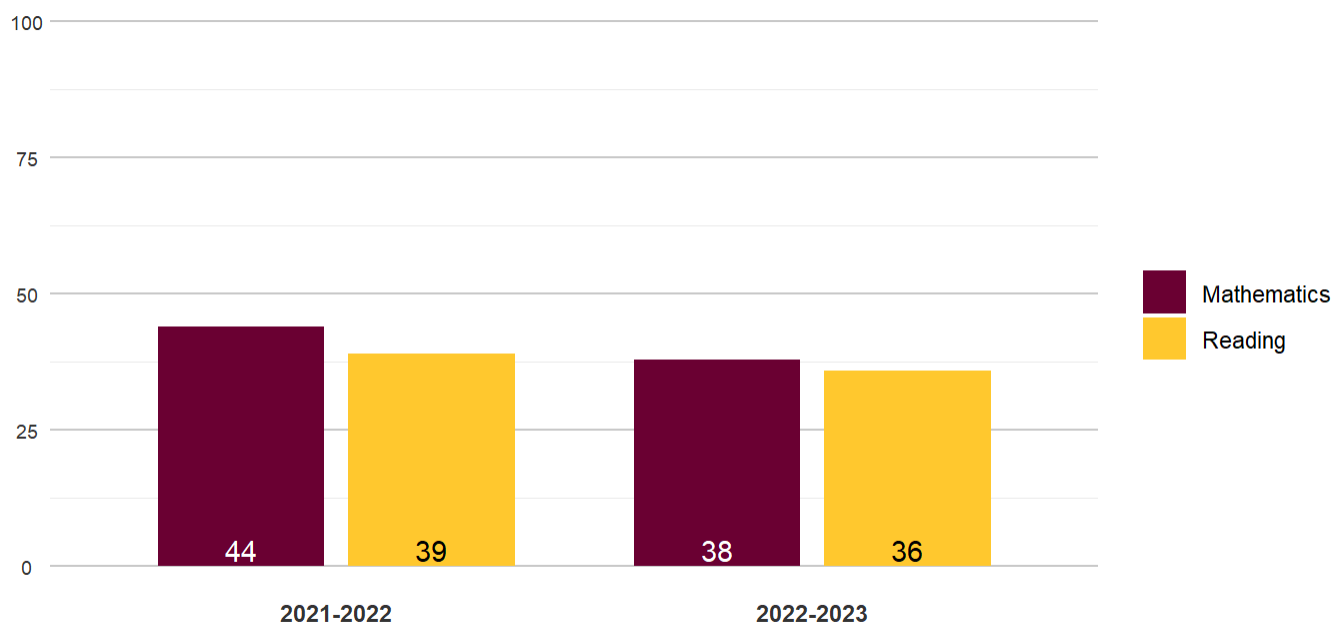
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Summit Academy North

SPRING 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

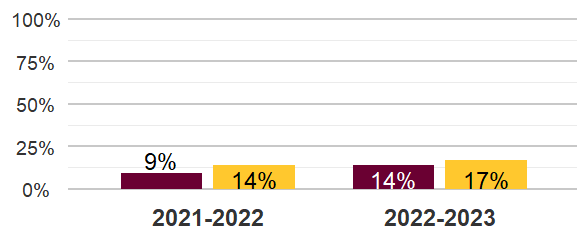


Summit Academy North

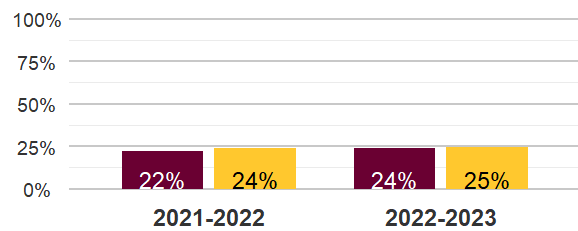
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics



ELA

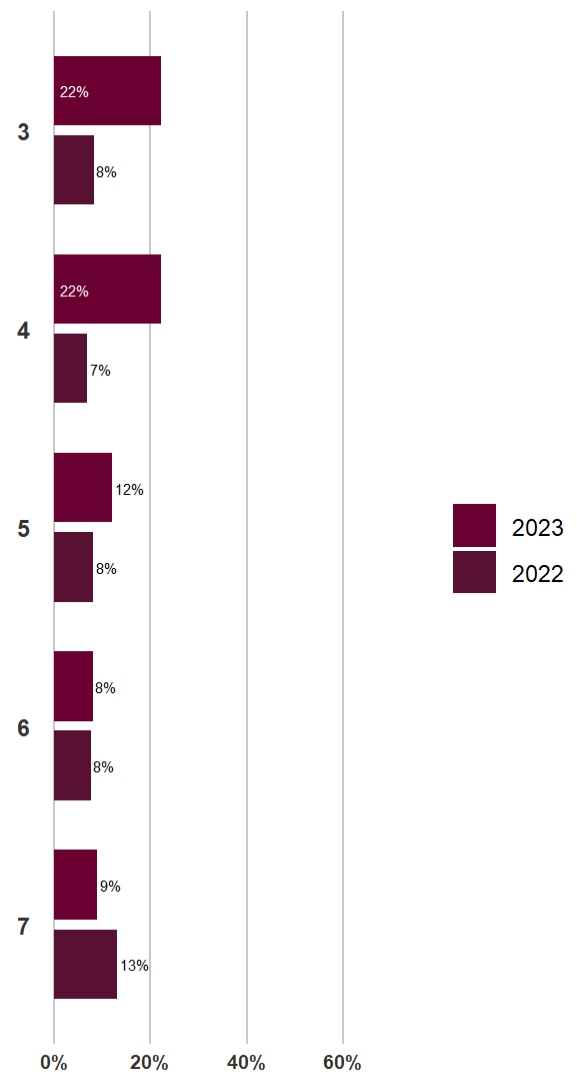


Academy CRD

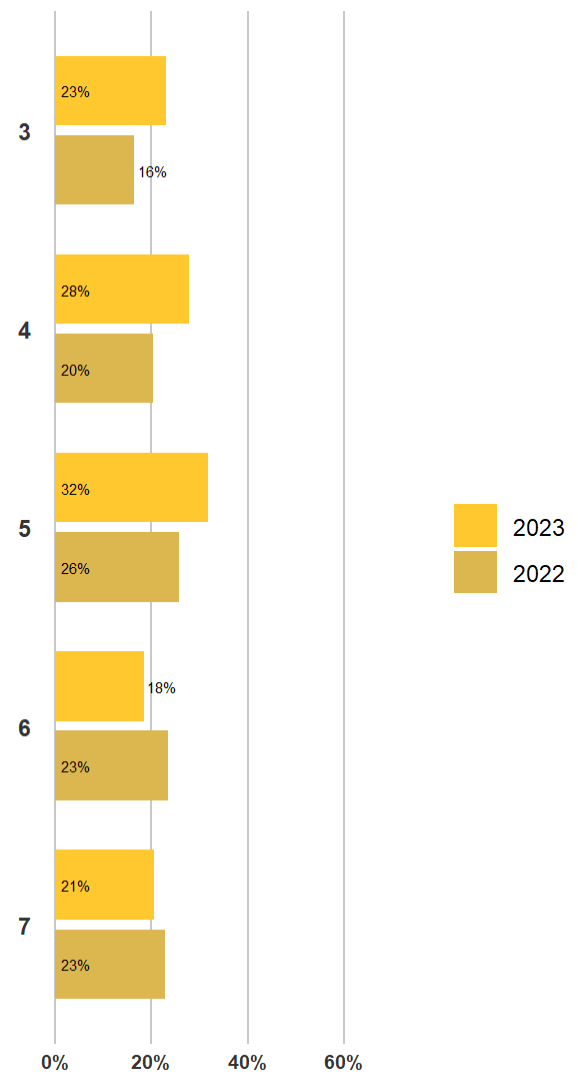
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2023
2022

2023
2022

Summit Academy North

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the College and Career Readiness Benchmarks (CCR) in Mathematics. 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 Evidence-Based Reading and Writing (EBRW) 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks

Mathematics

9%

1 year change

-10

ELA

33%

1 year change

-5

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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

Mathematics

-2

ELA

+1

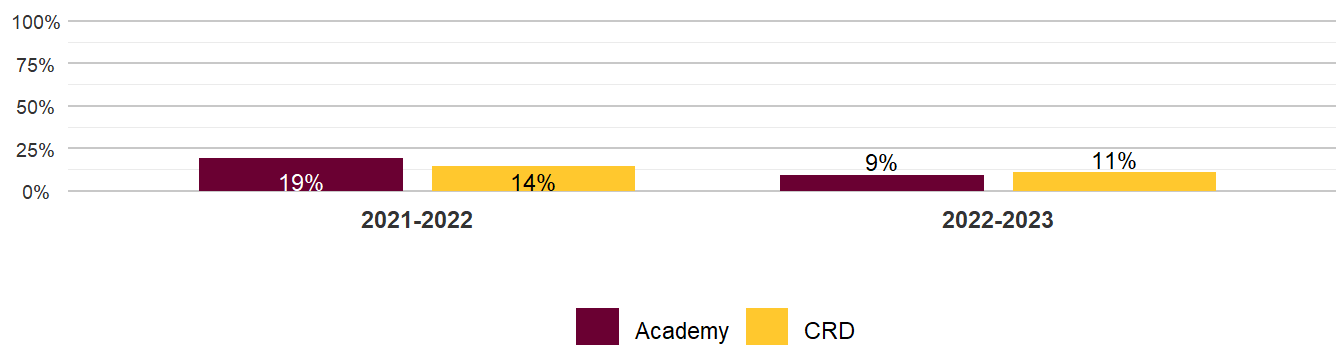
Summit Academy North

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

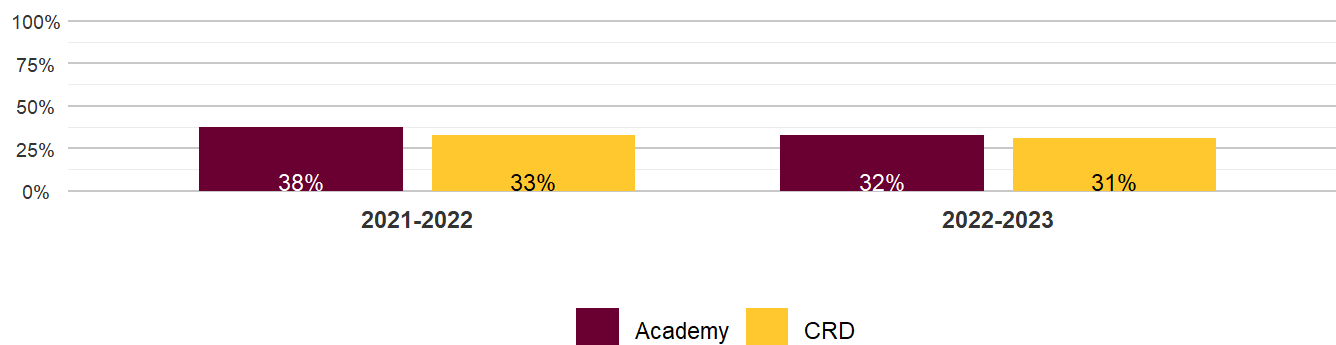
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: The Dearborn Academy

District: The Dearborn Academy
District Code: 82928
Building Code(s): 08479
Location: 19310 Ford Rd.
Dearborn, MI 48128
Phone: 313-982-1300
Website: <http://www.thedearbornacademy.org>
Grades Served: K-8
School Year Authorized: 1996-1997
Charter Contract Term: July 01, 2023 - June 30, 2028
MDE Partnership School: No

Initial Charter Applicant: M.R. Younis
School Property Owner: The Armenian Community Center of Greater Detroit
School Building Owner: The Armenian Community Center of Greater Detroit
Educational Service Provider (ESP): American Institutional Management Services, Inc.
ESP Contract Term: July 01, 2023 - June 30, 2028
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$140,080.10

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Najim Saymuah	President	December 02, 2021	December 05, 2025
Linda White	Secretary	December 03, 2020	December 05, 2024
Dib Saab	Treasurer	December 05, 2019	December 05, 2023
Sabrina Evans	Board Director	June 29, 2023	December 05, 2026

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	63	65	59	57	54	55	60	57	58	N/A	N/A	N/A	N/A	528
2022-2023	63	54	58	53	60	55	52	60	60	N/A	N/A	N/A	N/A	515



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CENTRAL MICHIGAN UNIVERSITY

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

The Dearborn Academy

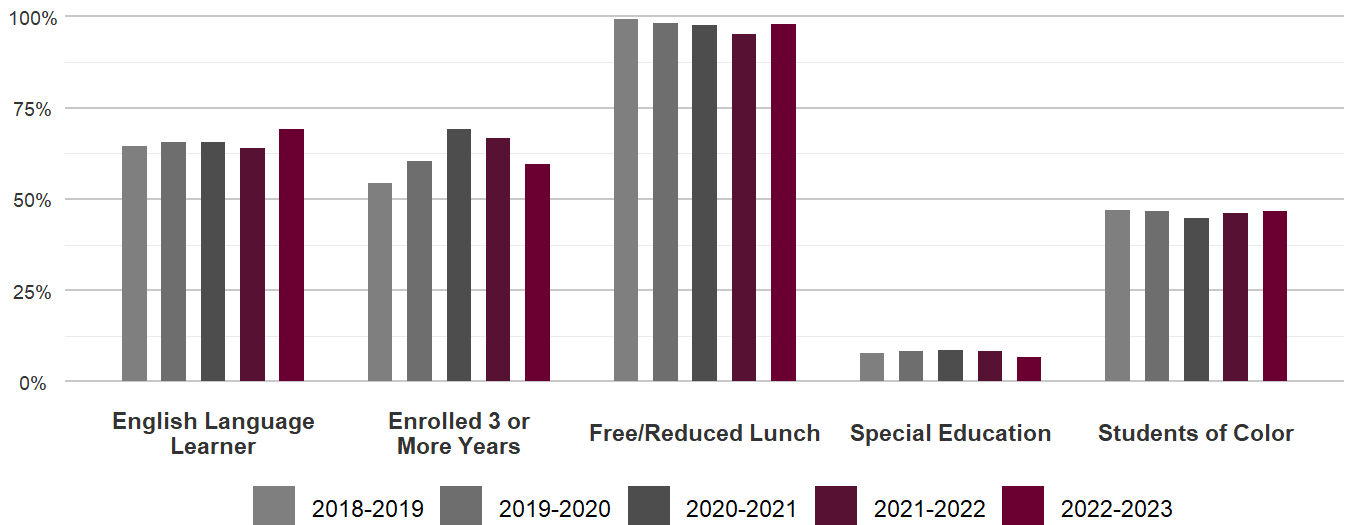


November 2023

The Dearborn Academy

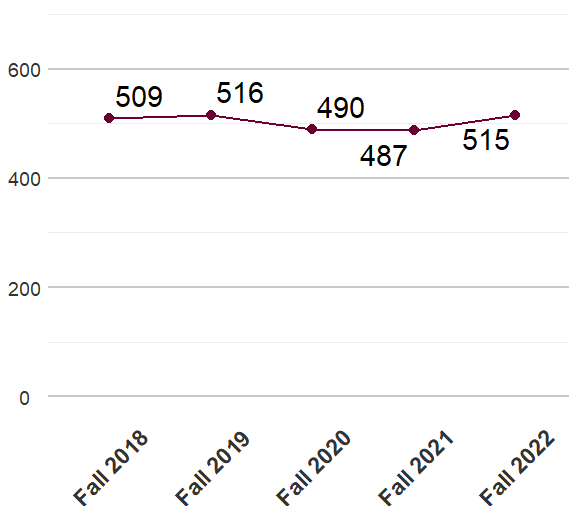
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	64.4%	65.5%	65.7%	64.1%	69.1%
Special Education	7.9%	8.3%	8.6%	8.2%	6.8%
Free/Reduced Lunch	99.4%	98.1%	97.8%	95.3%	97.9%
Students of Color	47.0%	46.7%	44.7%	46.2%	46.8%
Enrolled 3 or More Years	54.4%	60.3%	69.2%	66.7%	59.5%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	471
Dearborn Heights School District #7	16
Dearborn City School District	15
Wayne-Westland Community School District	4
Garden City Public Schools	2
Redford Union Schools, District No. 1	2
Ecorse Public Schools	1
Lincoln Park, School District of the City of	1
Livonia Public Schools School District	1
Other	3

The Dearborn Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

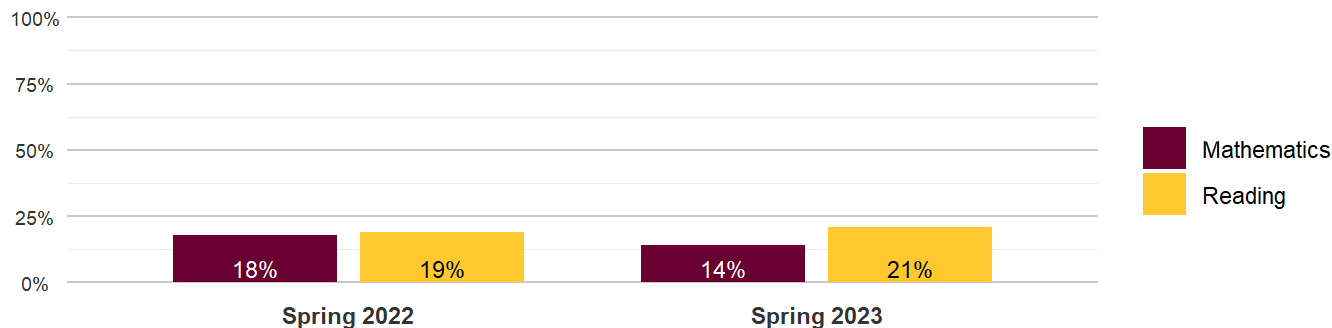


The Dearborn Academy

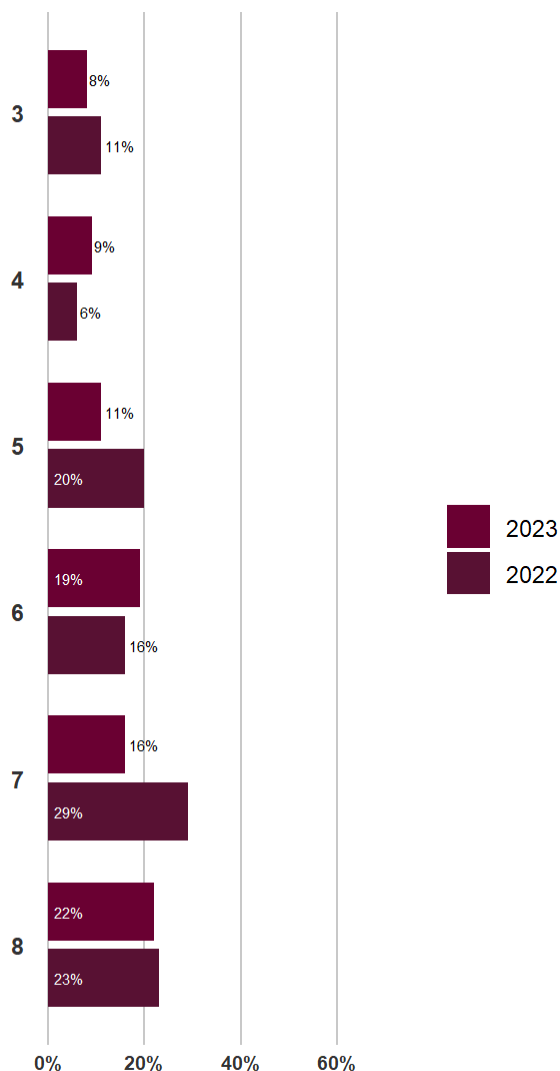
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

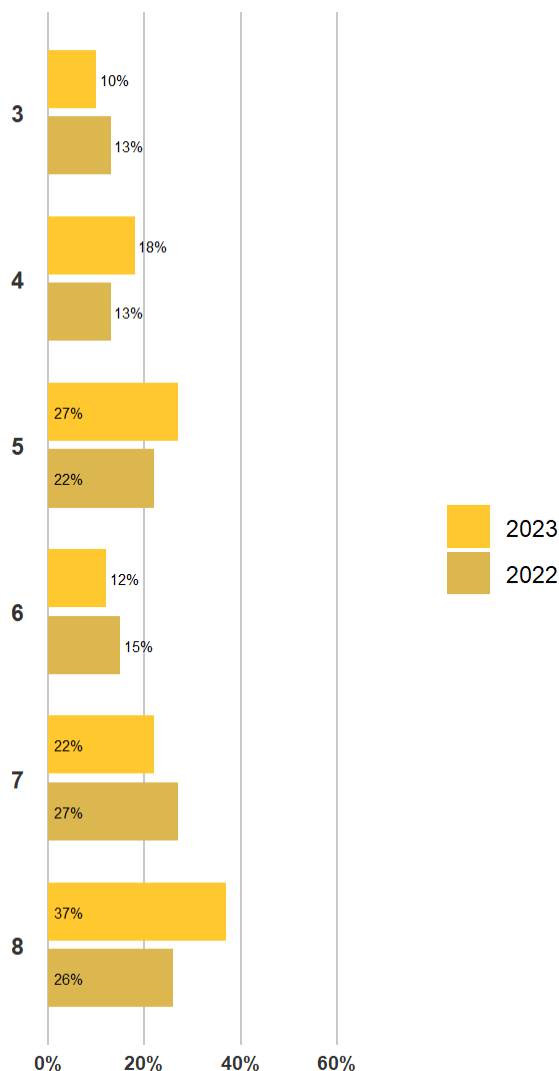
School-Wide by Year



By Grade Level Mathematics



Reading



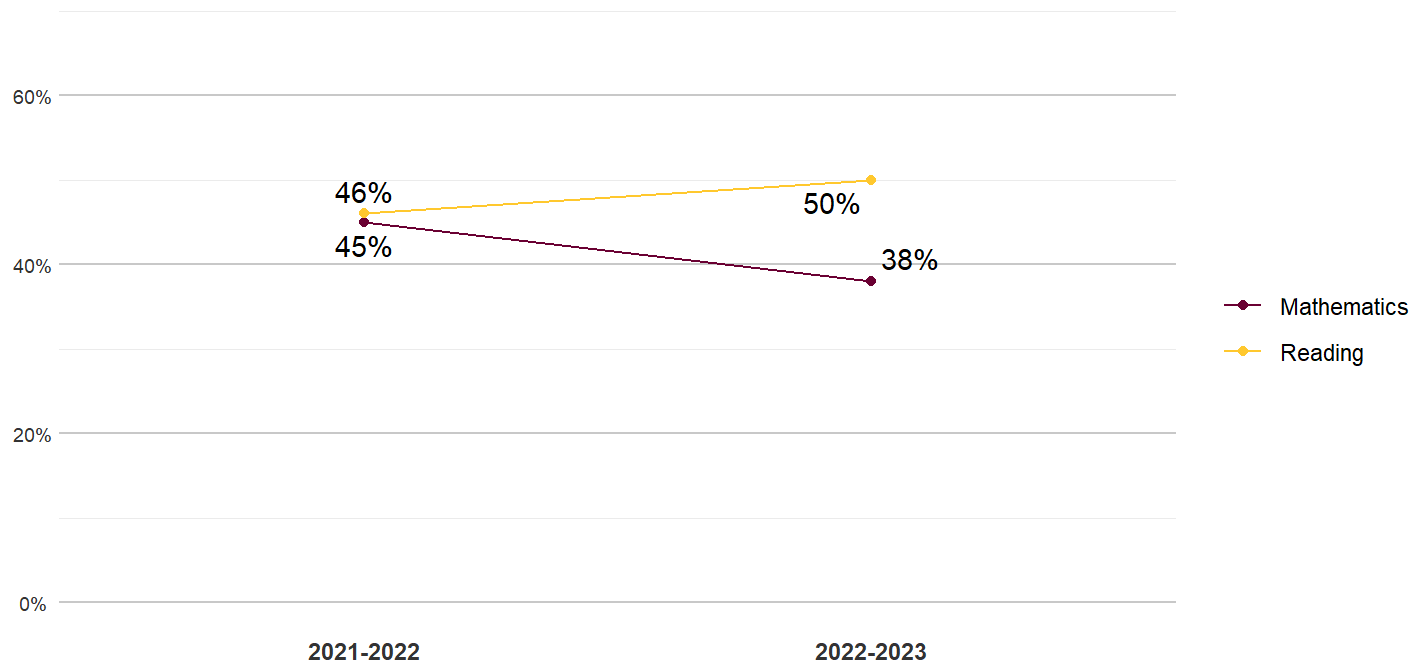
The Dearborn Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

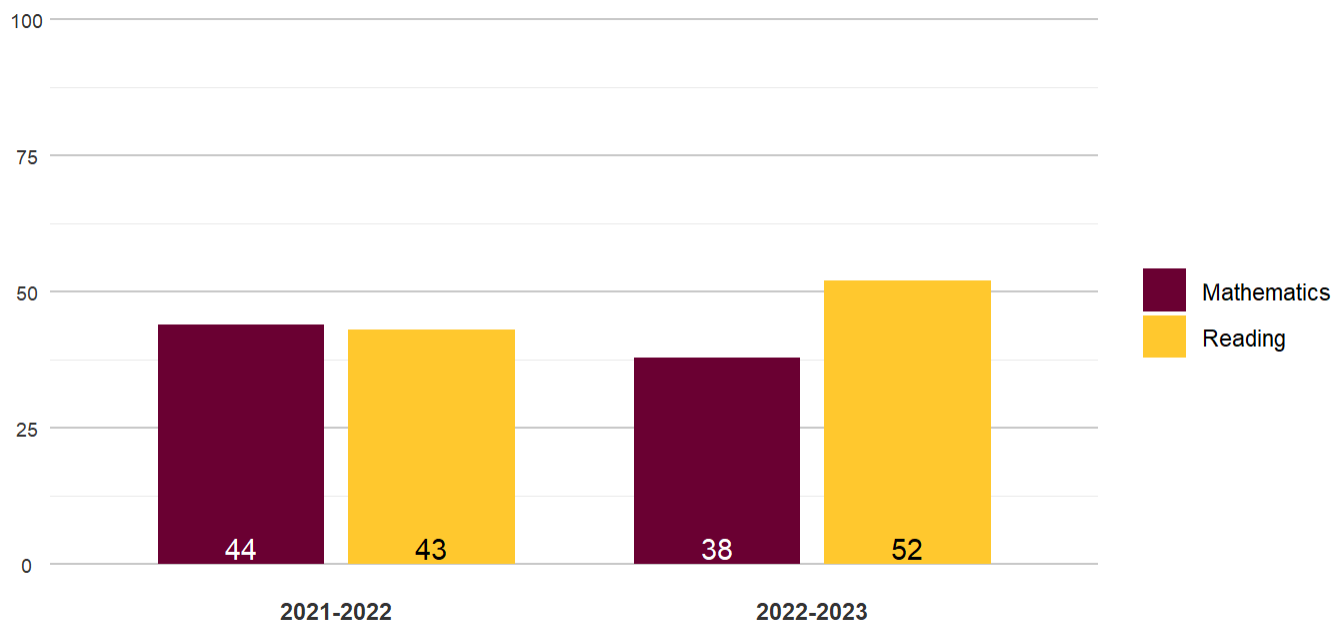
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



The Dearborn Academy

SPRING 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

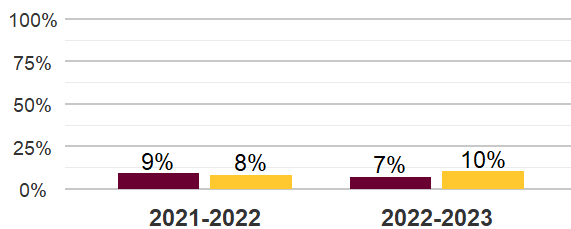


The Dearborn Academy

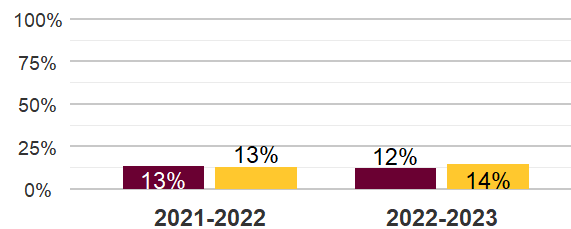
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics



ELA

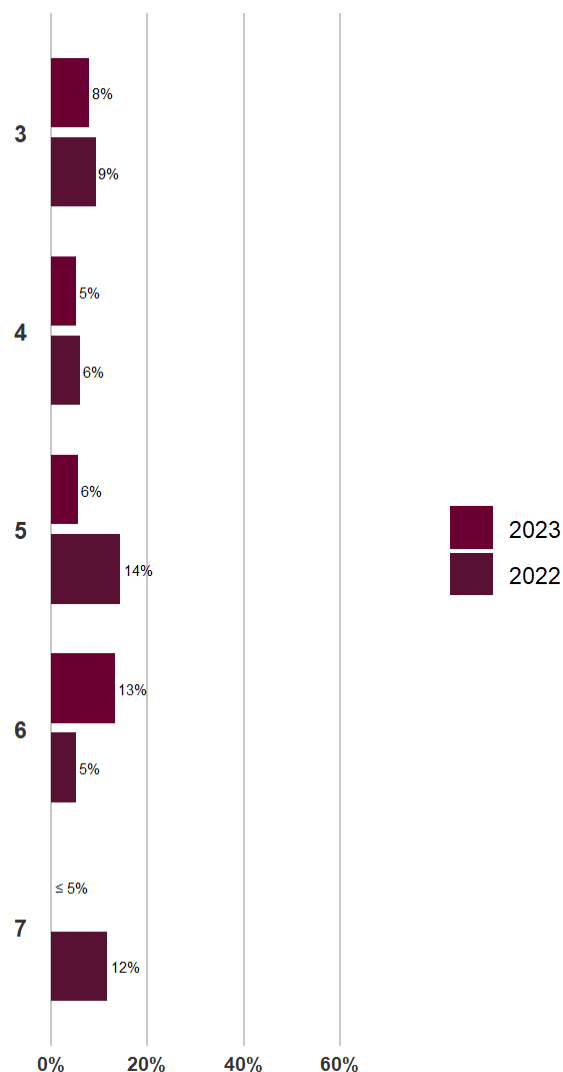


Academy CRD

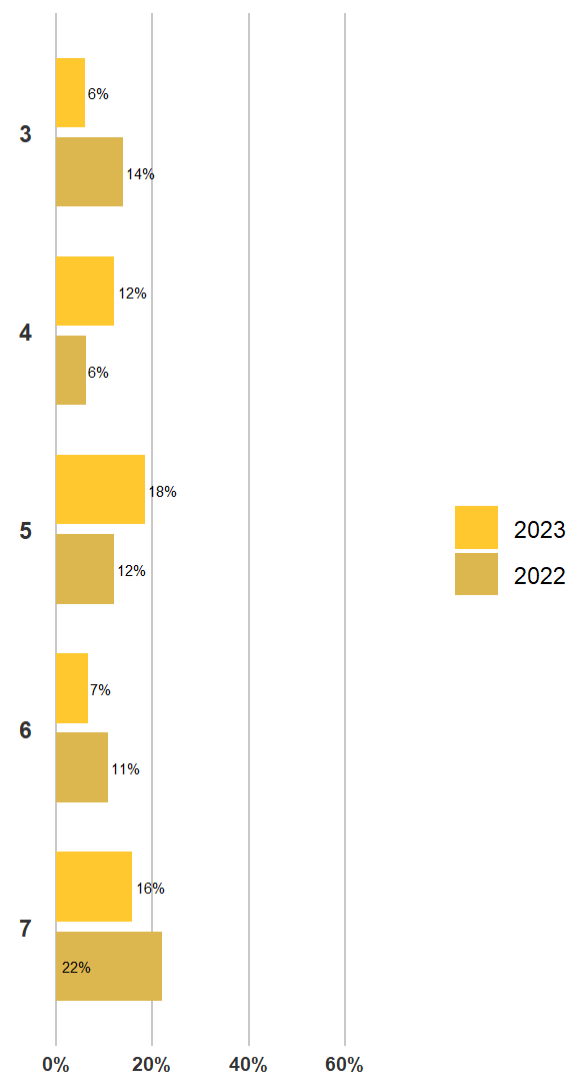
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2023
2022

2023
2022



School Profile: Trillium Academy

District: Trillium Academy
District Code: 82973
Building Code(s): 09094
Location: 15740 Racho Road
Taylor, MI 48180
Phone: 734-374-8222
Website: <http://www.trilliumacademy.us>
Grades Served: K-12
School Year Authorized: 2001-2002
Charter Contract Term: July 01, 2020 - June 30, 2026
MDE Partnership School: No

Initial Charter Applicant: Melissa Lusch
School Property Owner: Trillium Academy
School Building Owner: Trillium Academy
Educational Service Provider (ESP): The Romine Group, Inc.
ESP Contract Term: July 01, 2023 - June 30, 2025
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$183,476.06

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Steve Wisinski	President	April 21, 2022	April 25, 2026
Greg Handel	Vice President	April 16, 2020	April 25, 2024
Lisa Green	Secretary	April 22, 2021	April 25, 2025
Robert Bovitz	Treasurer	April 20, 2023	April 25, 2027

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	60	52	54	50	49	52	56	39	60	52	49	51	41	665
2022-2023	64	55	49	58	51	52	44	61	55	57	57	45	33	681



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CENTRAL MICHIGAN UNIVERSITY

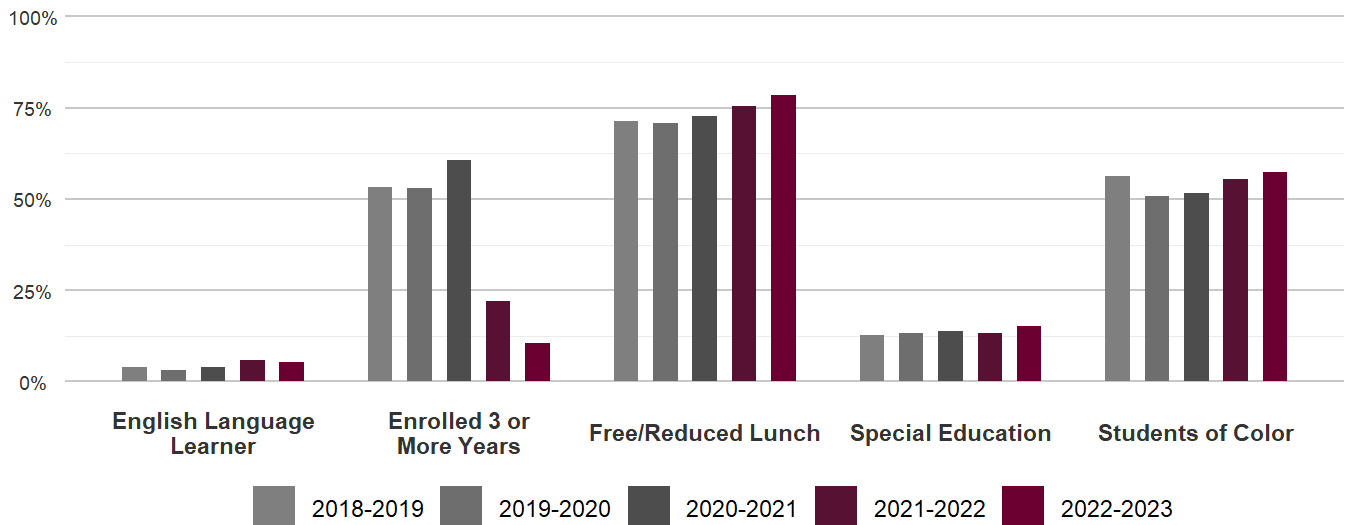
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Trillium Academy



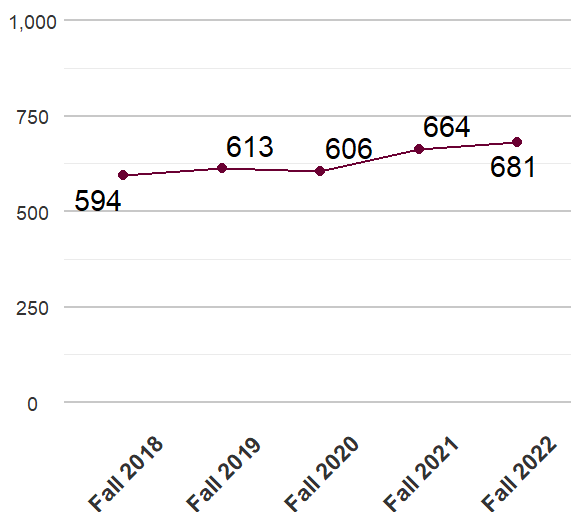
November 2023

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	3.9%	3.1%	4.0%	5.9%	5.4%
Special Education	12.8%	13.4%	13.7%	13.3%	15.1%
Free/Reduced Lunch	71.2%	70.8%	72.6%	75.5%	78.6%
Students of Color	56.4%	50.9%	51.7%	55.4%	57.4%
Enrolled 3 or More Years	53.2%	53.0%	60.7%	22.0%	10.4%

Enrollment



Where Students Come From

Assigned District	Students
Taylor School District	394
Lincoln Park, School District of the City of	54
Detroit Public Schools Community District	33
Woodhaven-Brownstown School District	30
Romulus Community Schools	26
Southgate Community School District	20
Wayne-Westland Community School District	15
Dearborn Heights School District #7	11
River Rouge, School District of the City of	11
Other	60

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

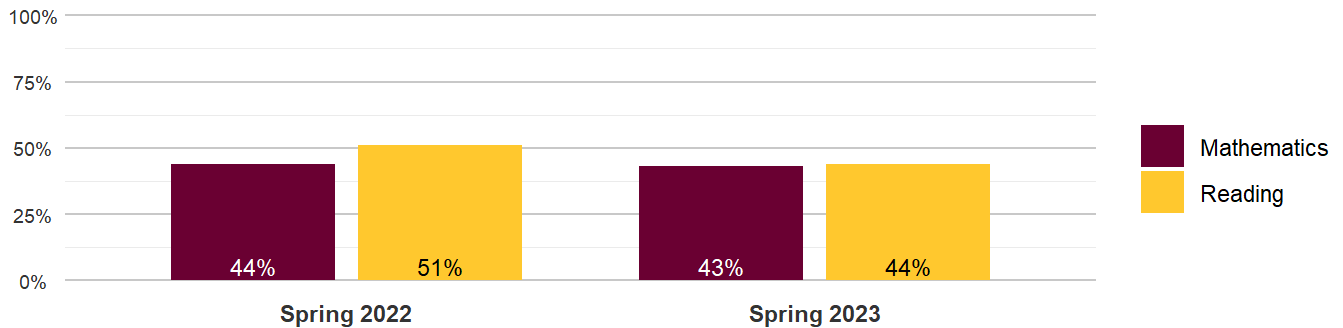


2022-23 - Fall-to-Spring Median Growth Percentile

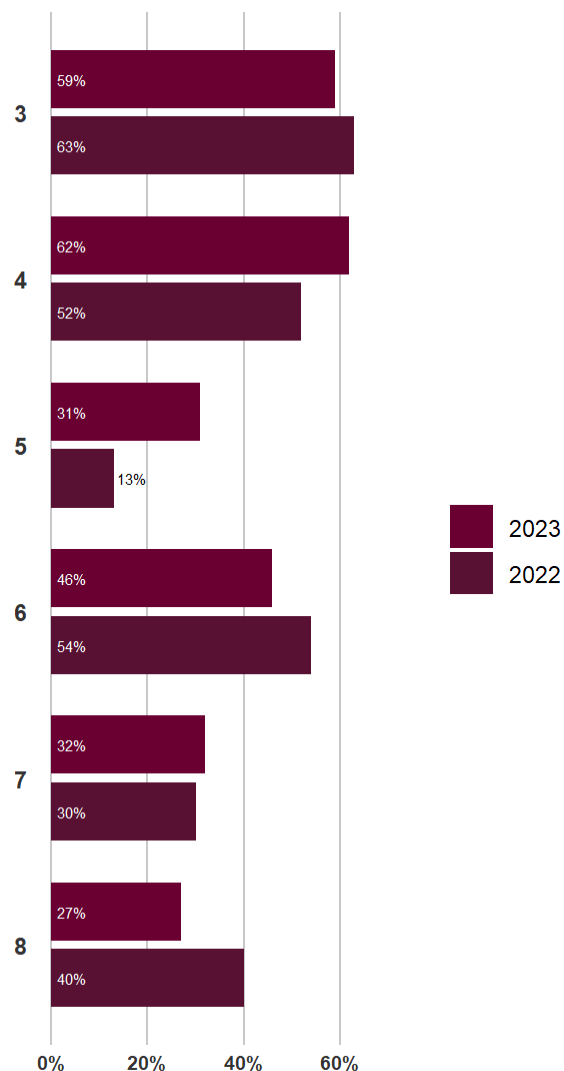


Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

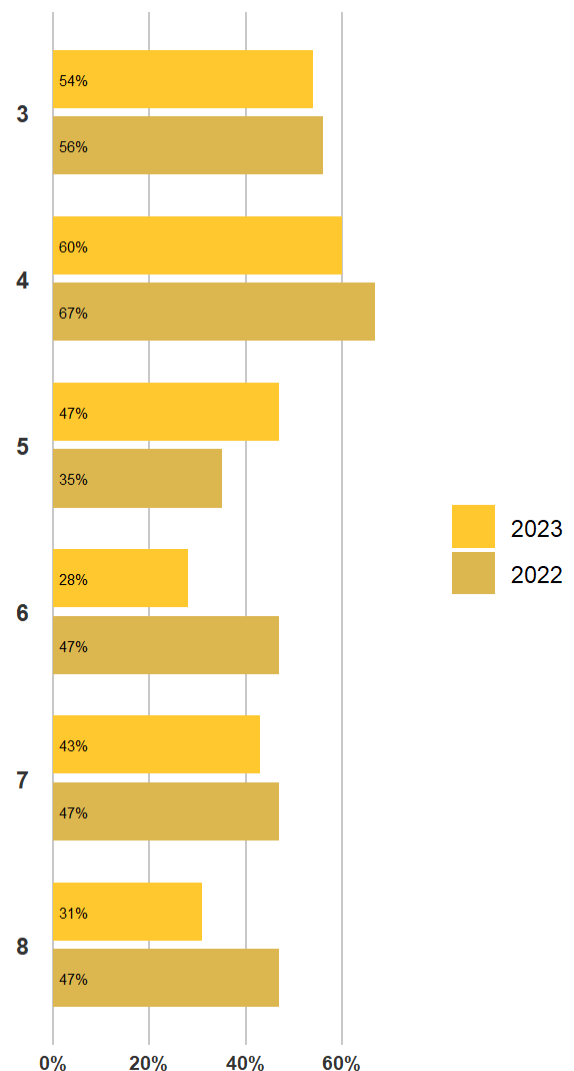
School-Wide by Year



By Grade Level Mathematics



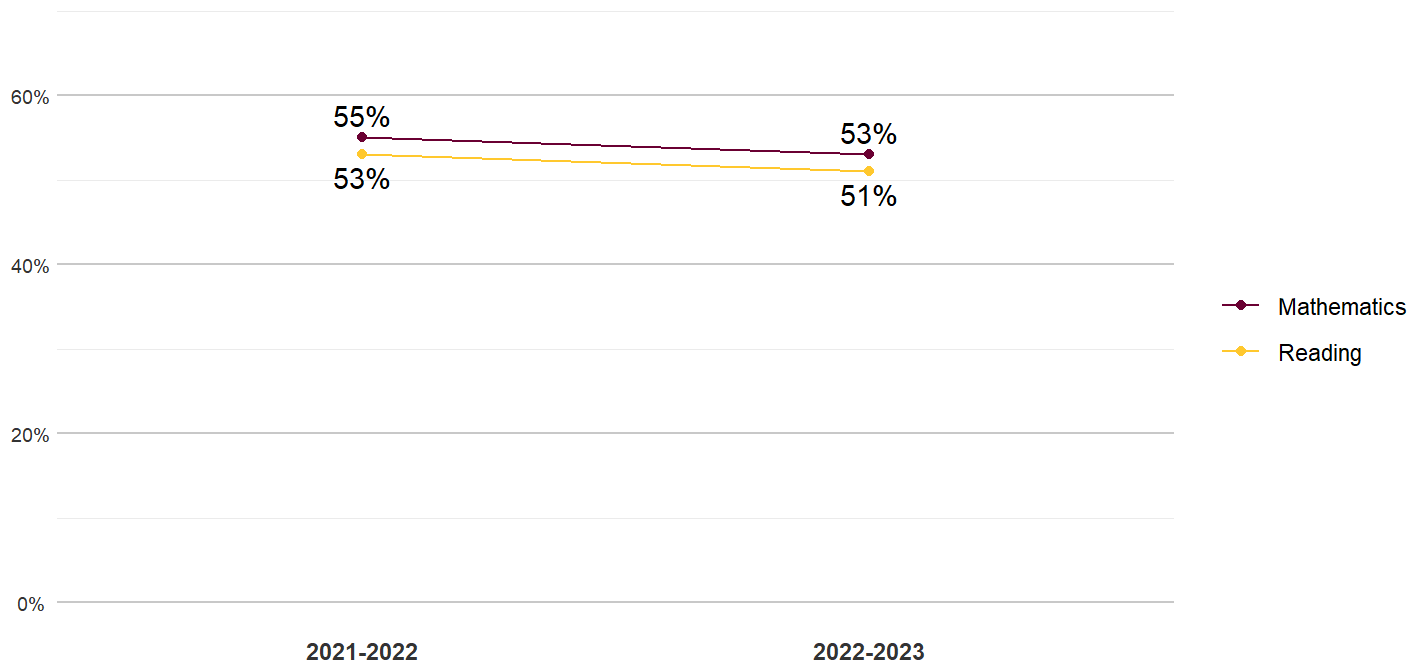
Reading



NWEA MAP Fall-to-Spring Growth

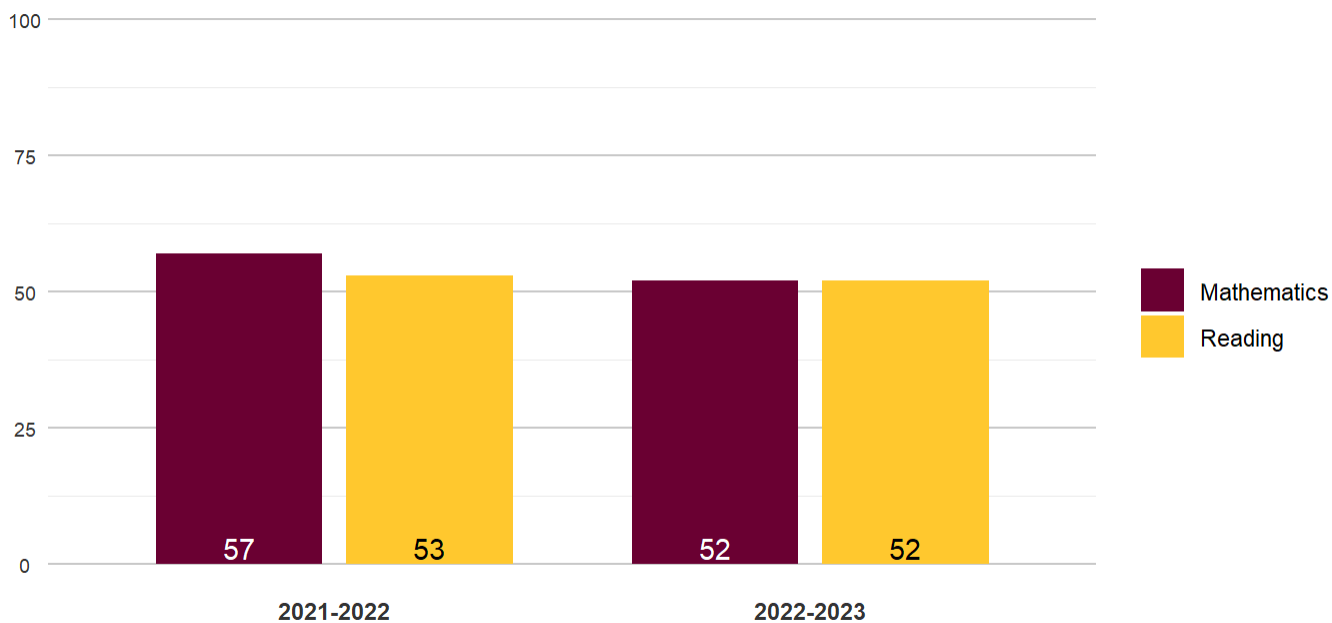
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

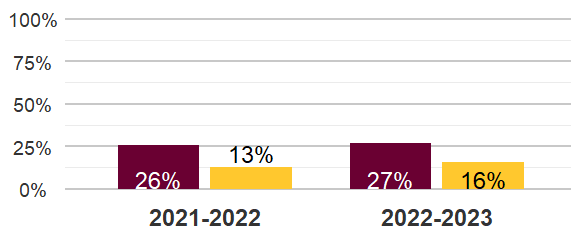


Trillium Academy

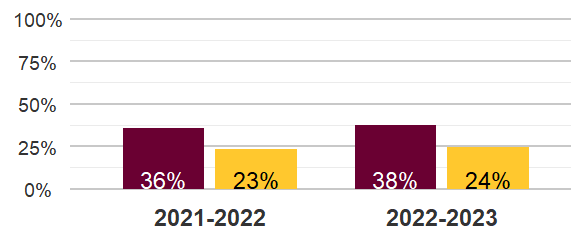
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics



ELA

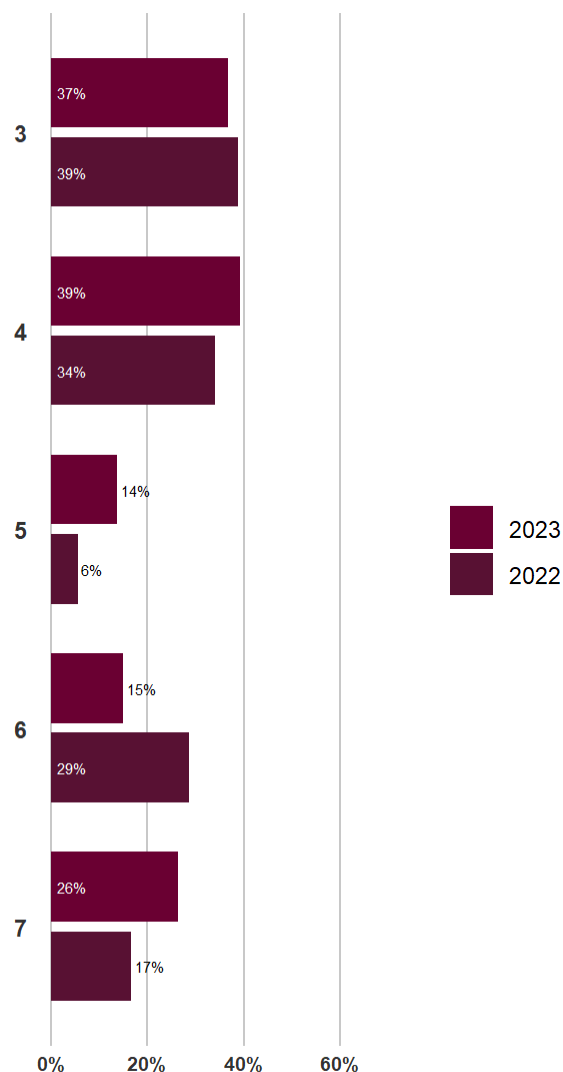


Academy CRD

Academy CRD

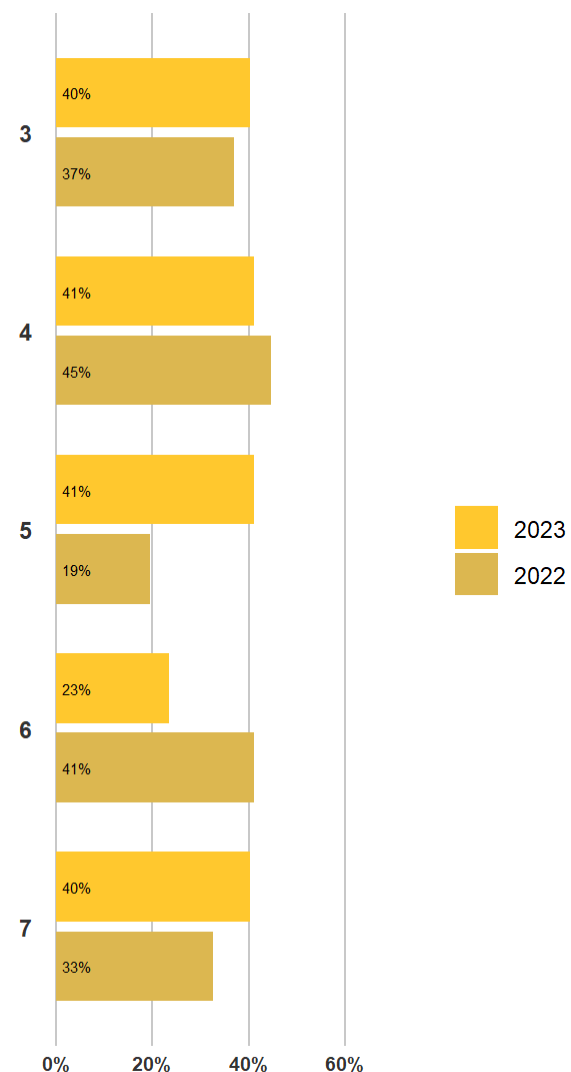
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the College and Career Readiness Benchmarks (CCR) in Mathematics. 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 Evidence-Based Reading and Writing (EBRW) 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



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.

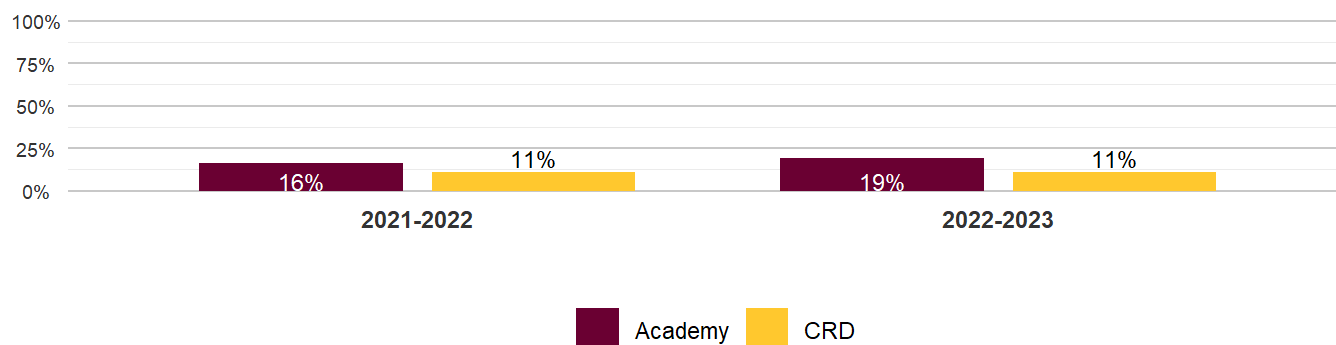
2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



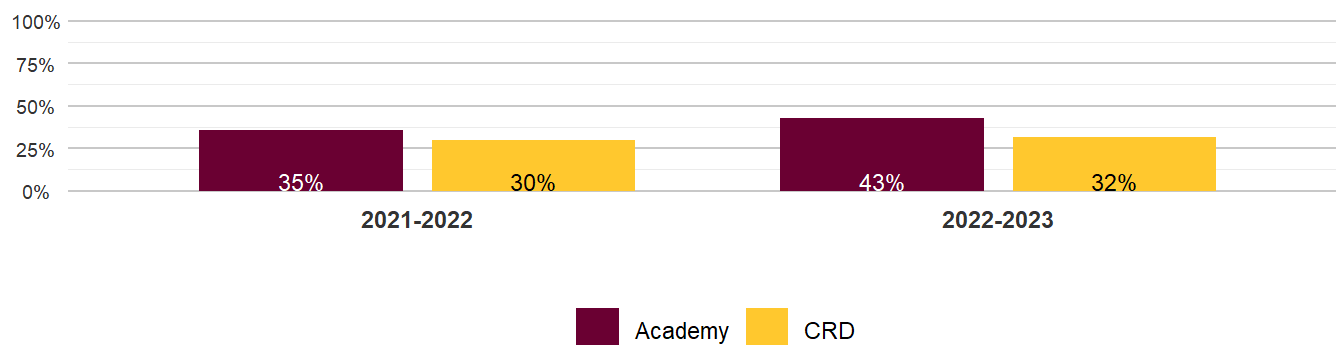
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: Walden Green Montessori

District: Walden Green Montessori
District Code: 70901
Building Code(s): 08212
Location: 17339 Roosevelt
Spring Lake, MI 49456
Phone: 616-842-4523
Website: <http://waldengreen.org/>
Grades Served: K-8
School Year Authorized: 1994-1995
Charter Contract Term: July 01, 2017 - June 30, 2024
MDE Partnership School: No

Initial Charter Applicant: Jean Hicks
School Property Owner: Walden Green Montessori, City of Ferrysburg
School Building Owner: Apple Mobile Leasing, Walden Green Montessori, City of Ferrysburg
Educational Service Provider (ESP): Advance Educational Services, Inc.
ESP Contract Term: July 01, 2018 - June 30, 2024
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$63,434.21

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Rebecca Andree	President	February 11, 2021	April 09, 2025
Kori Bissot	Vice President	September 22, 2022	April 09, 2026
Kristin Padula	Secretary	June 30, 2022	April 09, 2027
Amanda Snyder	Treasurer	February 11, 2021	April 09, 2024
Ken Johnston	Board Director	April 16, 2020	April 09, 2024

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	45	29	30	29	30	26	16	18	14	N/A	N/A	N/A	N/A	237
2022-2023	44	30	30	29	26	20	24	15	14	N/A	N/A	N/A	N/A	232



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CENTRAL MICHIGAN UNIVERSITY

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Walden Green Montessori

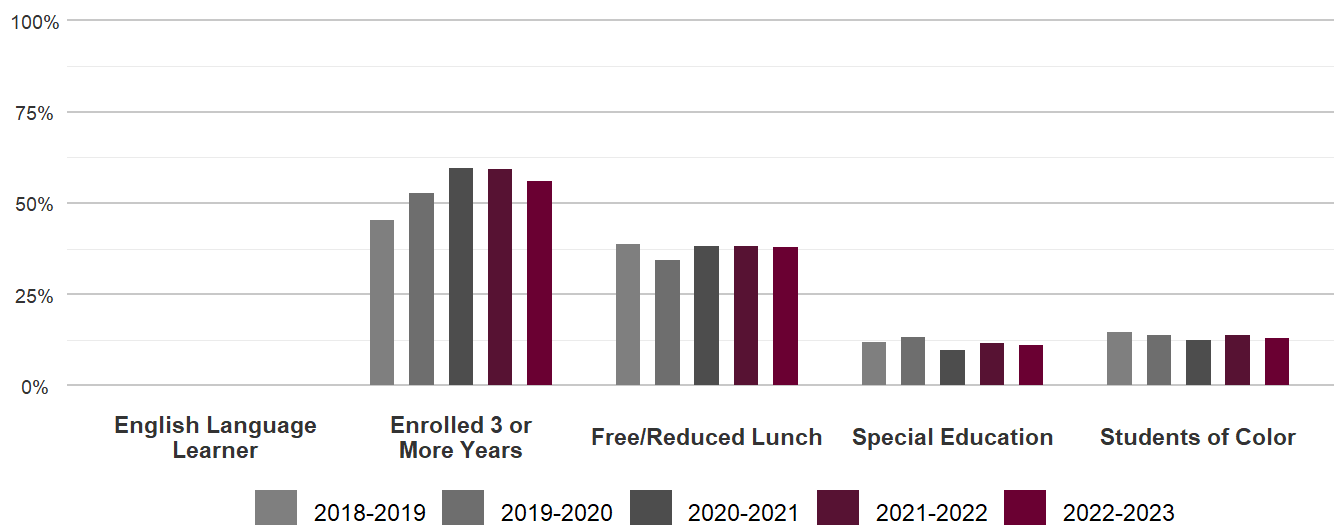


November 2023

Walden Green Montessori

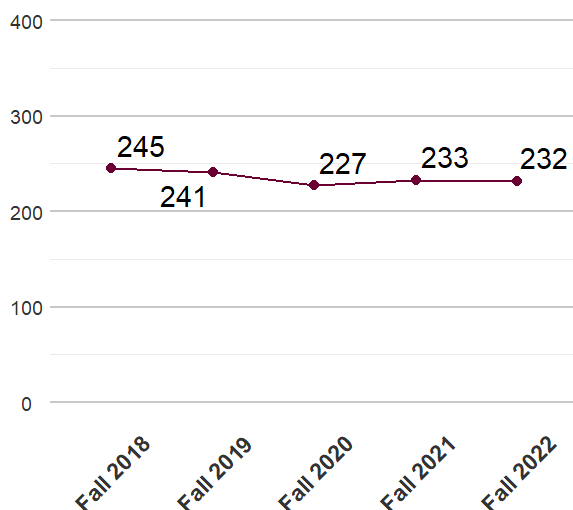
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	11.8%	13.3%	9.7%	11.6%	11.2%
Free/Reduced Lunch	38.8%	34.4%	38.3%	38.2%	37.9%
Students of Color	14.7%	13.7%	12.3%	13.7%	12.9%
Enrolled 3 or More Years	45.3%	52.7%	59.5%	59.2%	56.0%

Enrollment



Where Students Come From

Assigned District	Students
Grand Haven Area Public Schools	84
Spring Lake Public Schools	43
Fruitport Community Schools	25
Mona Shores Public School District	25
Muskegon, Public Schools of the City of	25
Reeths-Puffer Schools	8
Orchard View Schools	7
Muskegon Heights School District	6
Oakridge Public Schools	3
Other	6

Walden Green Montessori

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

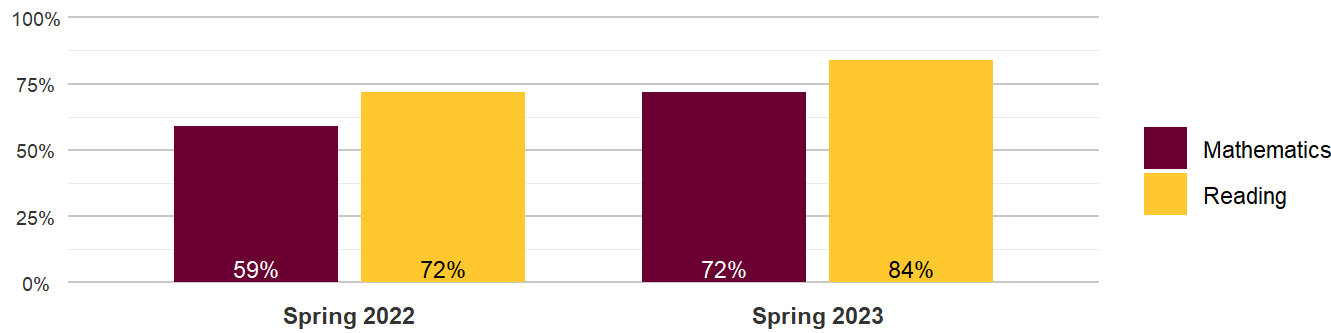


Walden Green Montessori

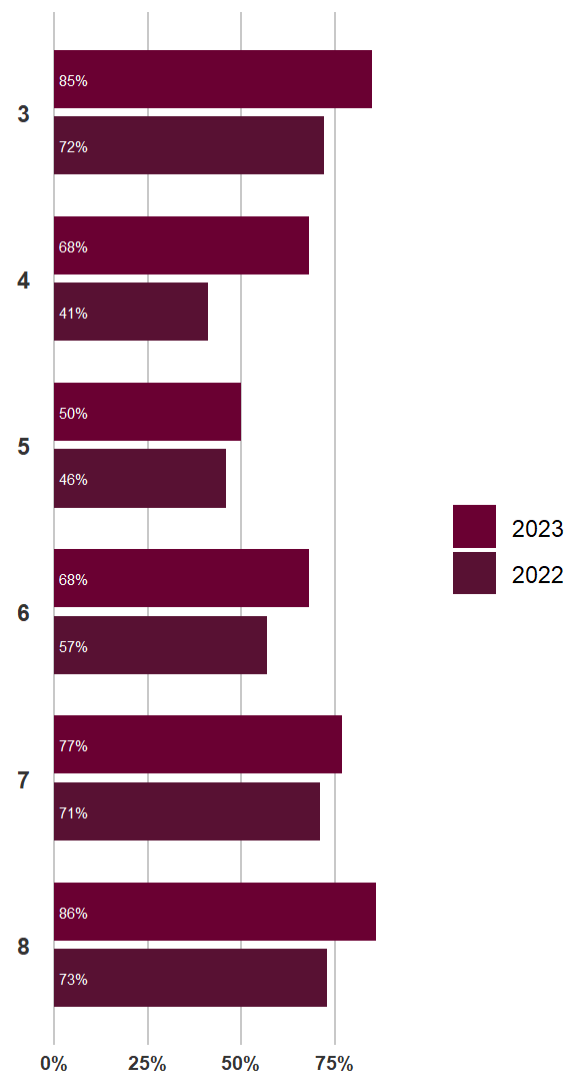
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

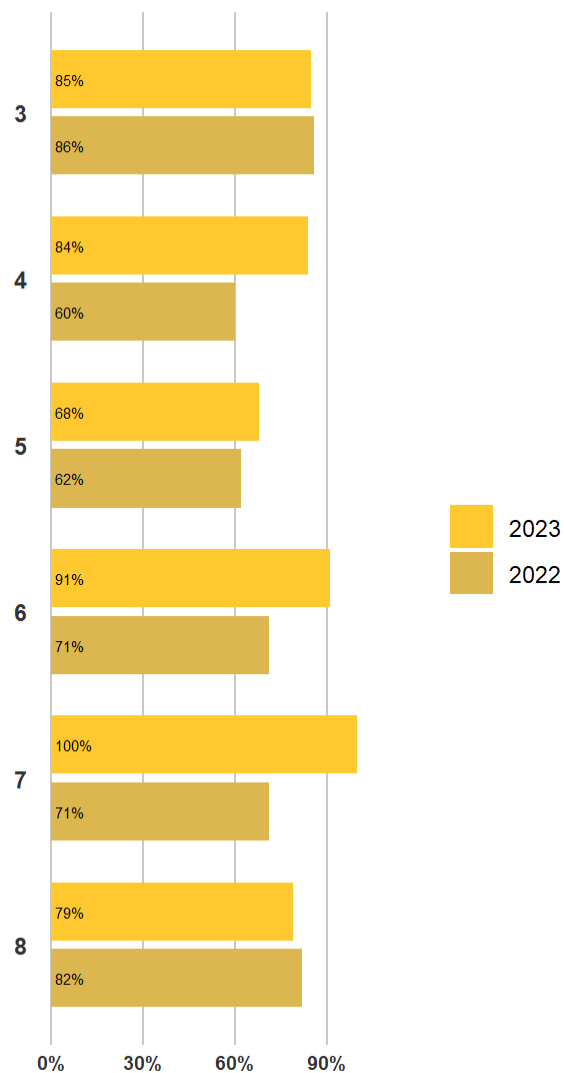
School-Wide by Year



By Grade Level Mathematics



Reading



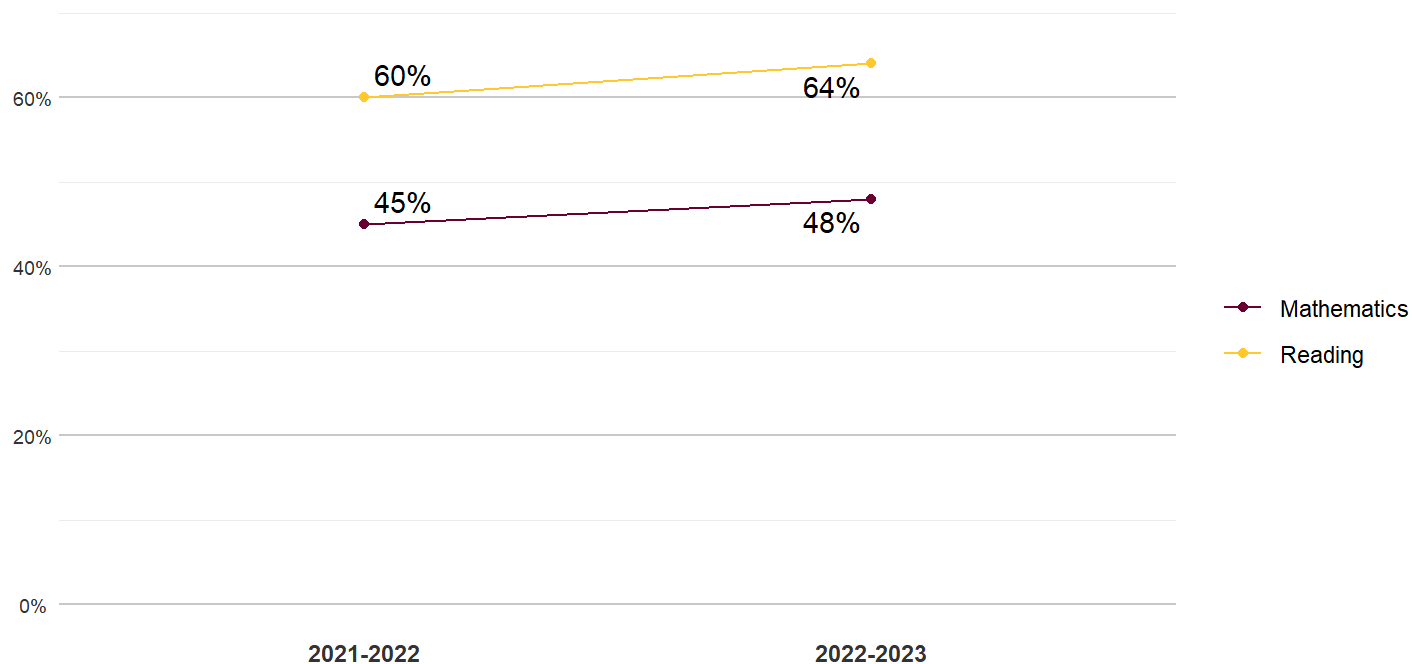
Walden Green Montessori

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

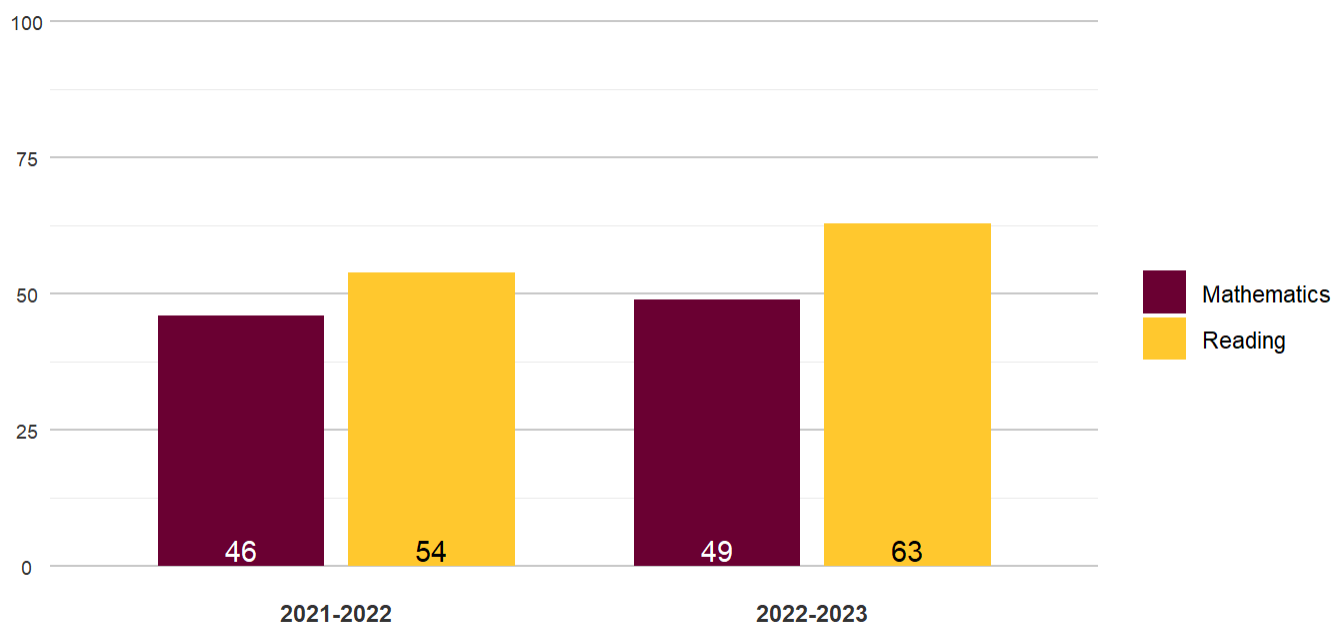
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Walden Green Montessori

SPRING 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

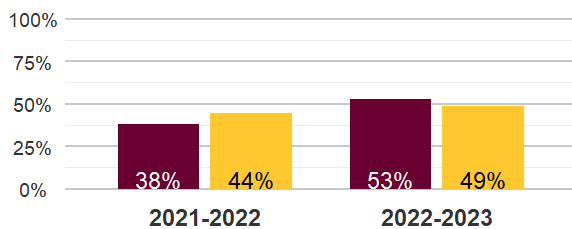


Walden Green Montessori

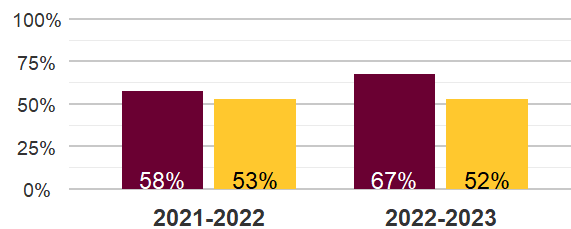
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics



ELA

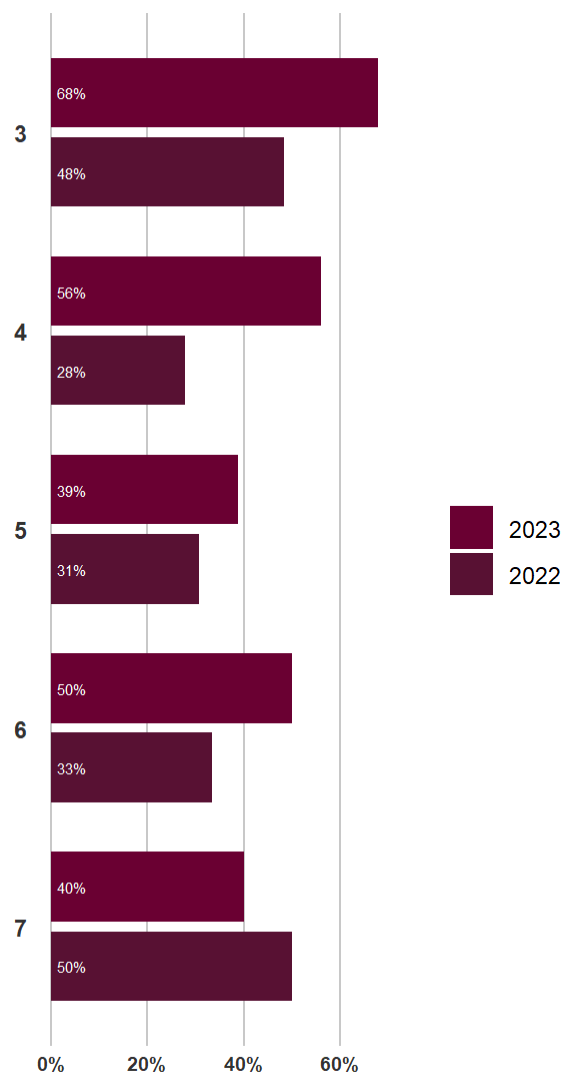


Academy CRD

Academy CRD

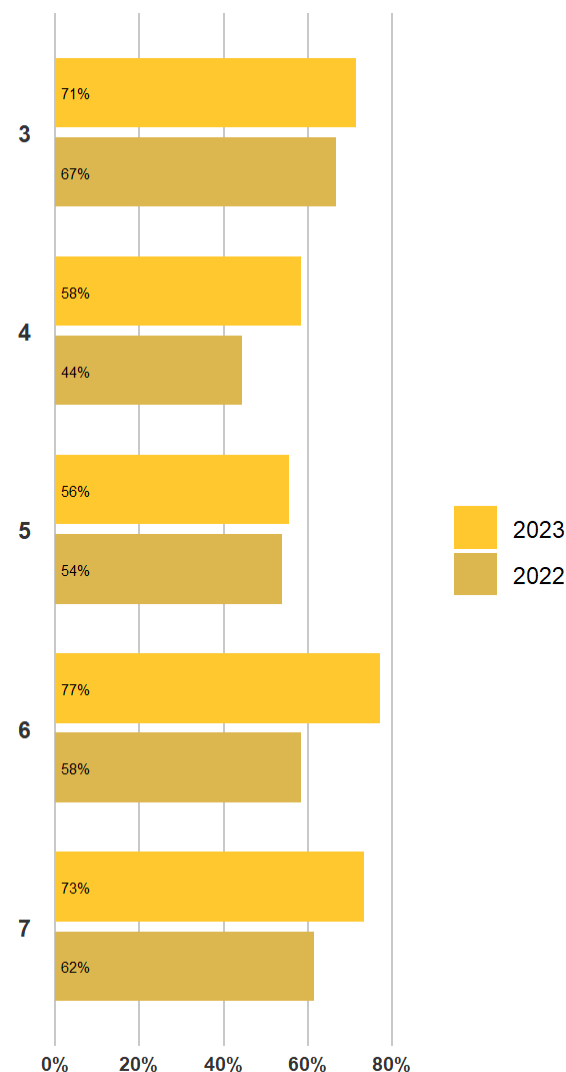
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022



School Profile: WAY Michigan

District: WAY Michigan
District Code: 82710
Building Code(s): 02302
Location: 407 E. Fort St., Ste. 201
Detroit, MI 48226
Phone: 313-638-2716
Website: <http://waymichigan.net/>
Grades Served: 6-12
School Year Authorized: 2013-2014
Charter Contract Term: July 01, 2019 - June 30, 2024
MDE Partnership School: No

Initial Charter Applicant: Glen Taylor/Beth Baker
School Property Owner: 407 Fort Street LLC
School Building Owner: 407 Fort Street LLC
Educational Service Provider (ESP): W-A-Y - Widening Advancements for Youth
ESP Contract Term: July 01, 2019 - June 30, 2024
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$39,341.99

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
David Beaumont	President	April 20, 2023	November 01, 2027
Marquita Tharpe	Vice President	April 20, 2023	November 01, 2026
Tamara Halliburton	Secretary	April 20, 2023	November 01, 2027
Schequita Owens	Treasurer	April 20, 2023	November 01, 2025

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	N/A	N/A	N/A	N/A	N/A	N/A	4	7	9	33	21	28	20	122
2022-2023	N/A	N/A	N/A	N/A	N/A	N/A	4	9	13	24	27	31	27	135



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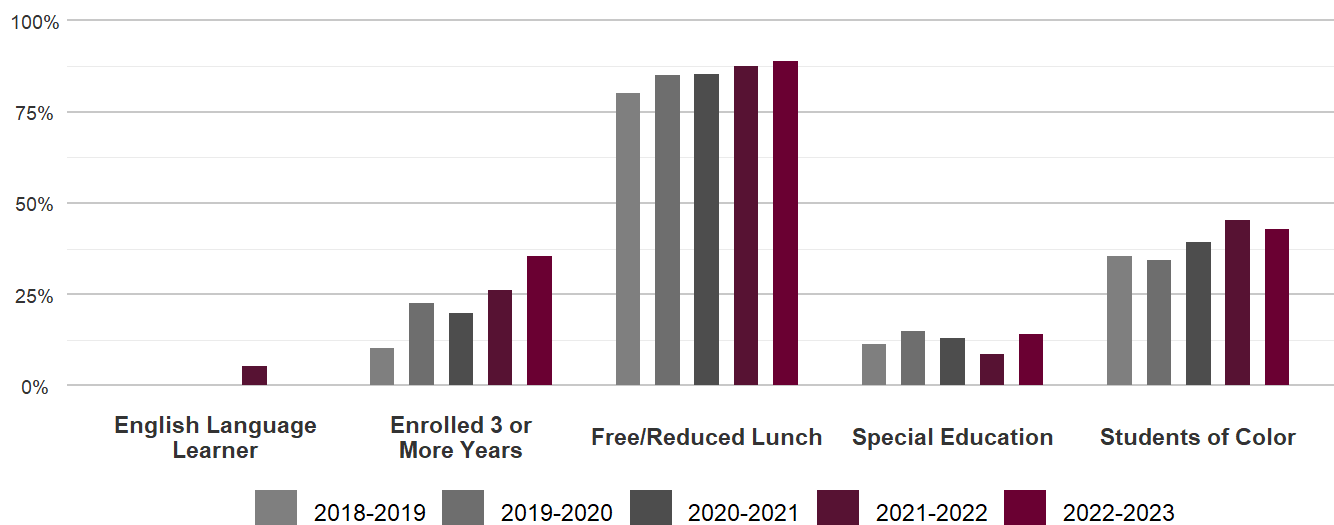
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

WAY Michigan



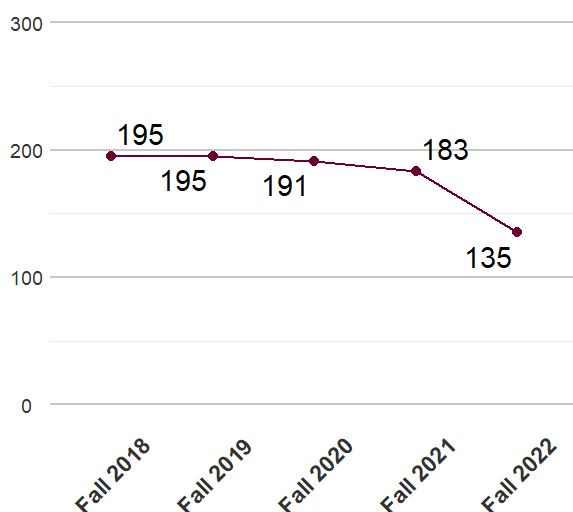
November 2023

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	5.5%	0.0%
Special Education	11.3%	14.9%	13.1%	8.7%	14.1%
Free/Reduced Lunch	80.0%	85.1%	85.3%	87.4%	88.9%
Students of Color	35.4%	34.4%	39.3%	45.4%	43.0%
Enrolled 3 or More Years	10.3%	22.7%	19.9%	26.1%	35.3%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	17
Flint, School District of the City of	4
Plymouth-Canton Community Schools	4
Warren Consolidated Schools	4
Birch Run Area Schools	3
Mt. Pleasant City School District	3
Muskegon, Public Schools of the City of	3
South Haven Public Schools	3
Ypsilanti Community Schools	3
Other	89

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

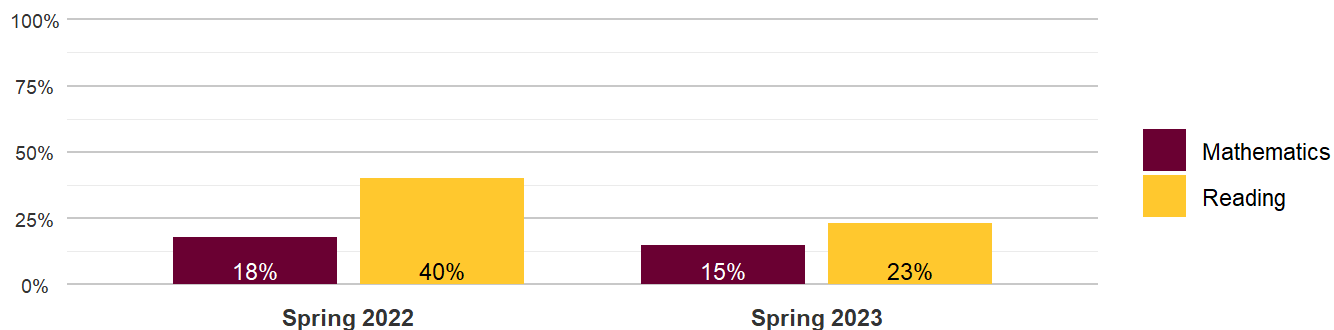


2022-23 - Fall-to-Spring Median Growth Percentile



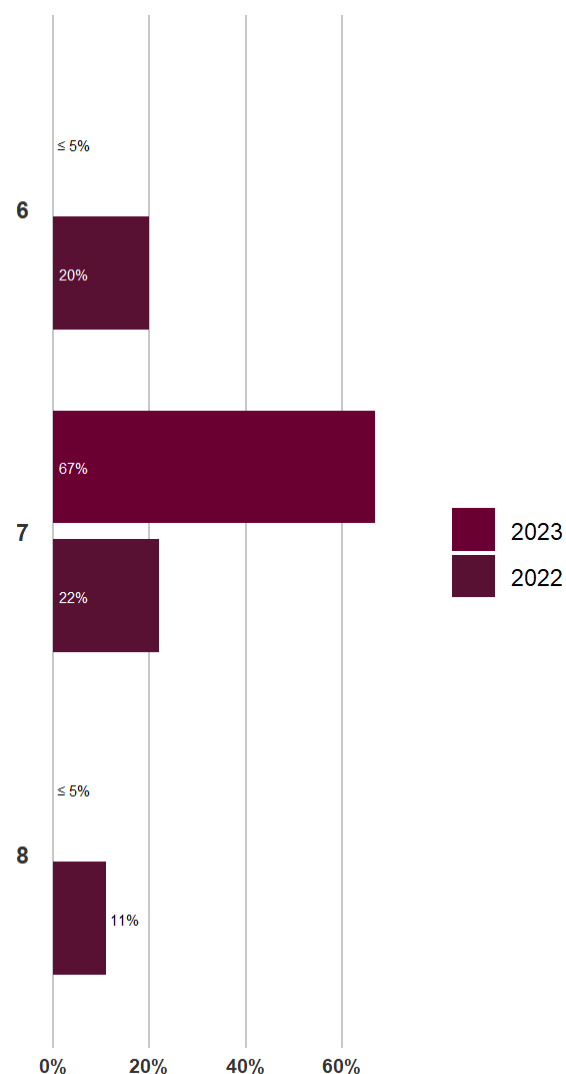
Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 6 - 8 enrolled for at least one year

School-Wide by Year

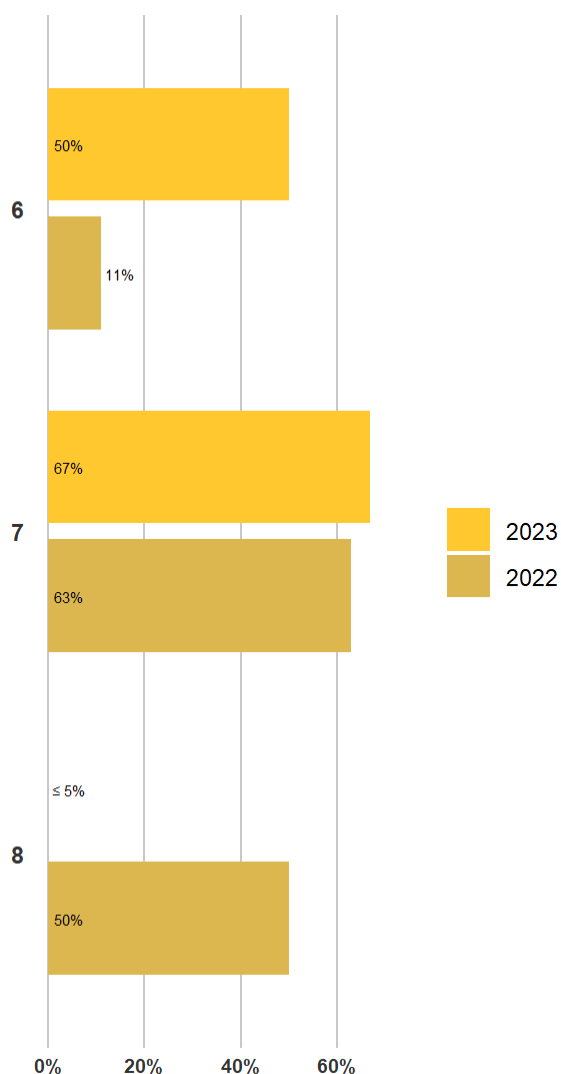


By Grade Level

Mathematics



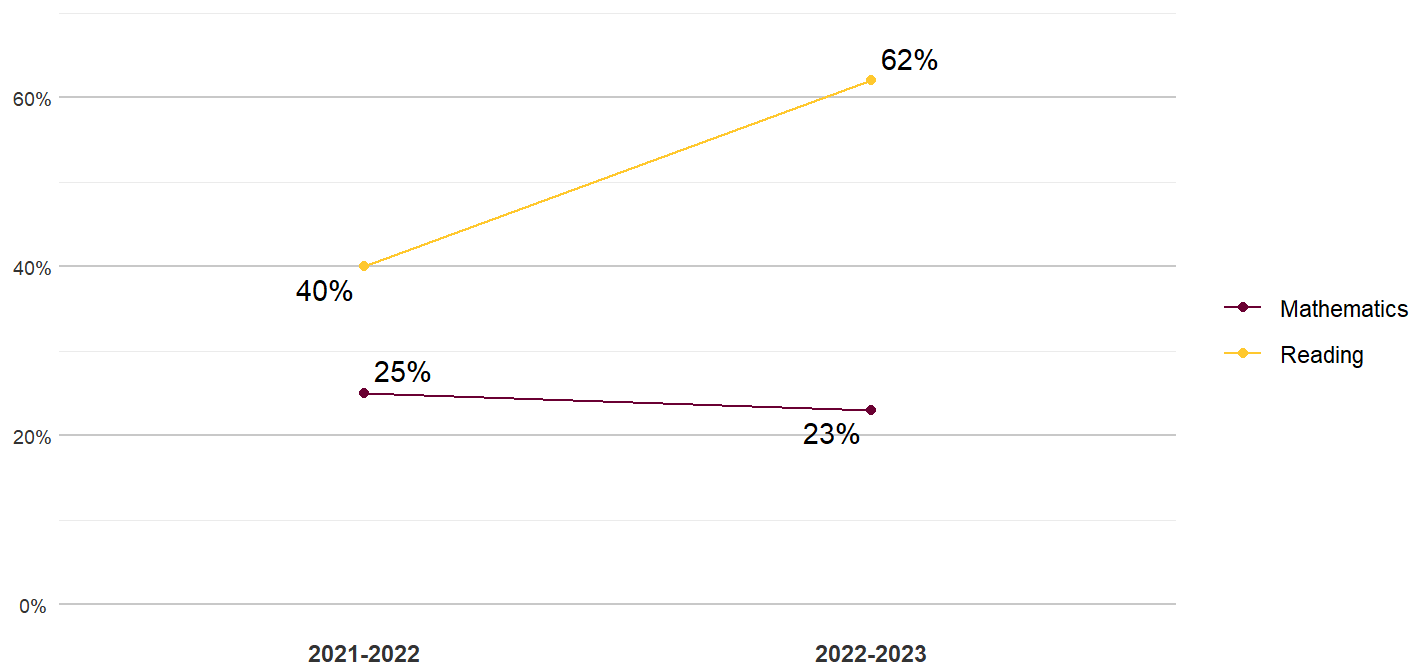
Reading



NWEA MAP Fall-to-Spring Growth

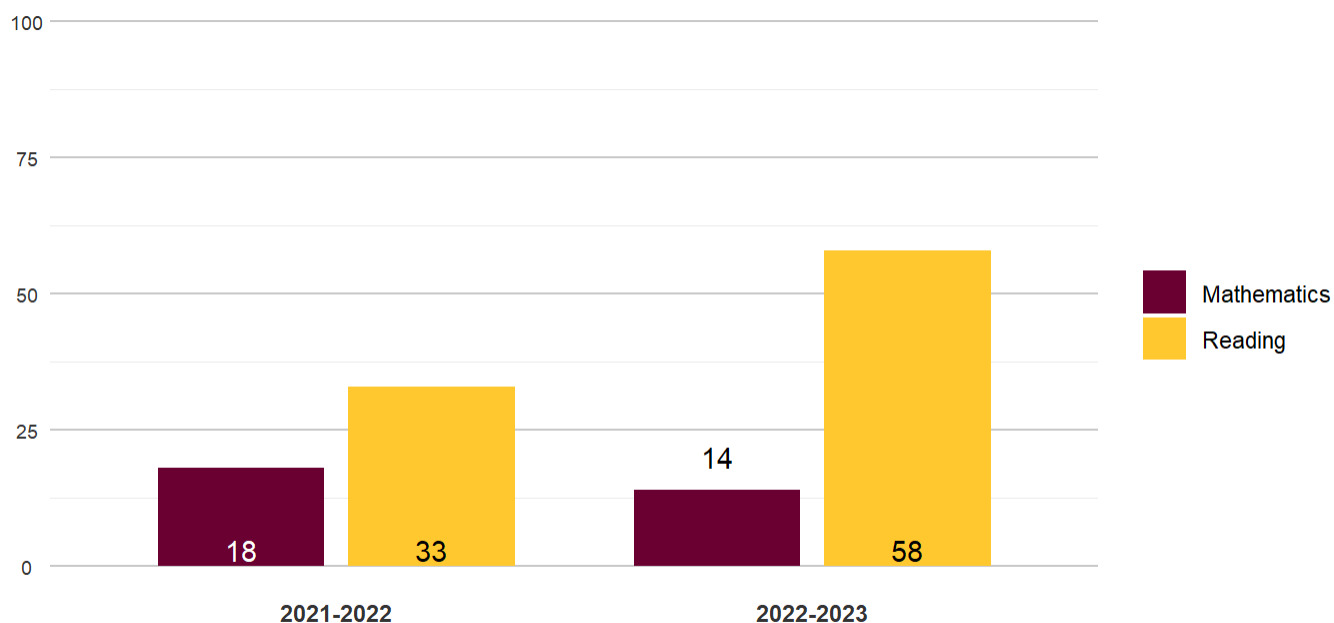
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 6 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 6 - 8



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

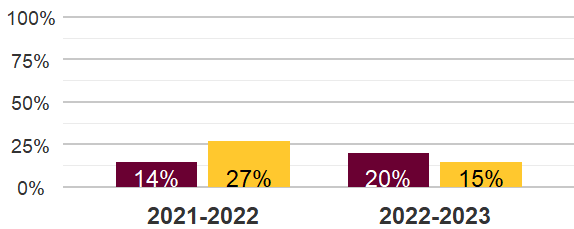
The percentage of advanced or proficient students is compared to the Academy's CRD percentage. This shows how the Academy is helping students master state standards compared to the schools they would attend based on residency. The metric presented displays the difference between the percentage of the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

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



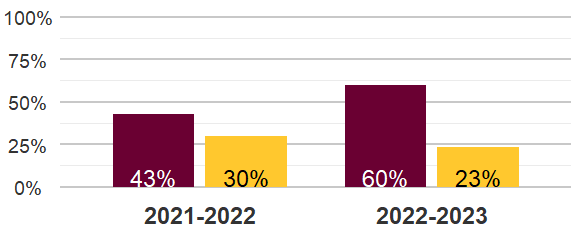
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 6 - 7

Mathematics



Academy CRD

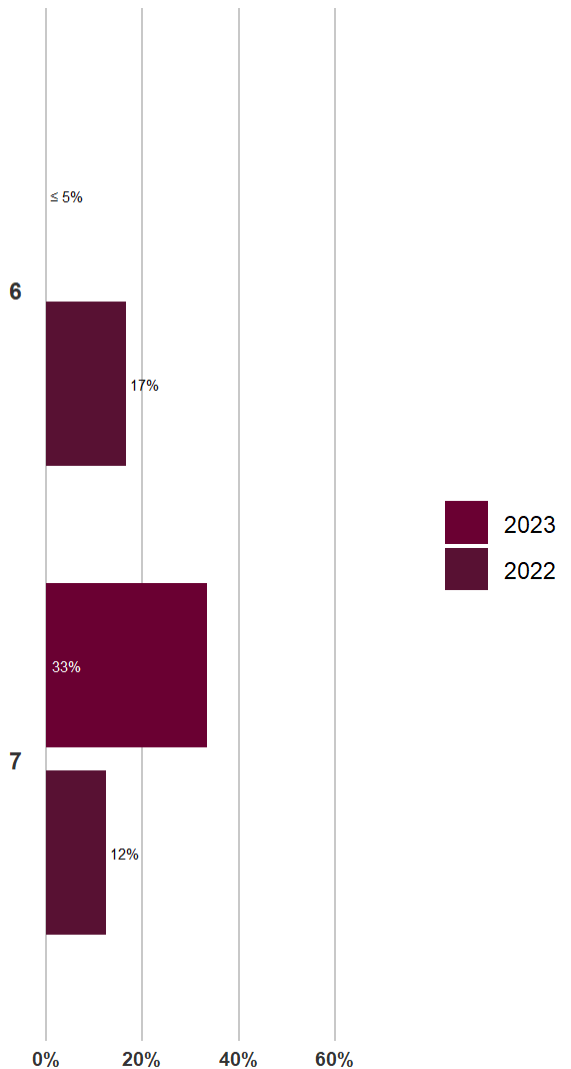
ELA



Academy CRD

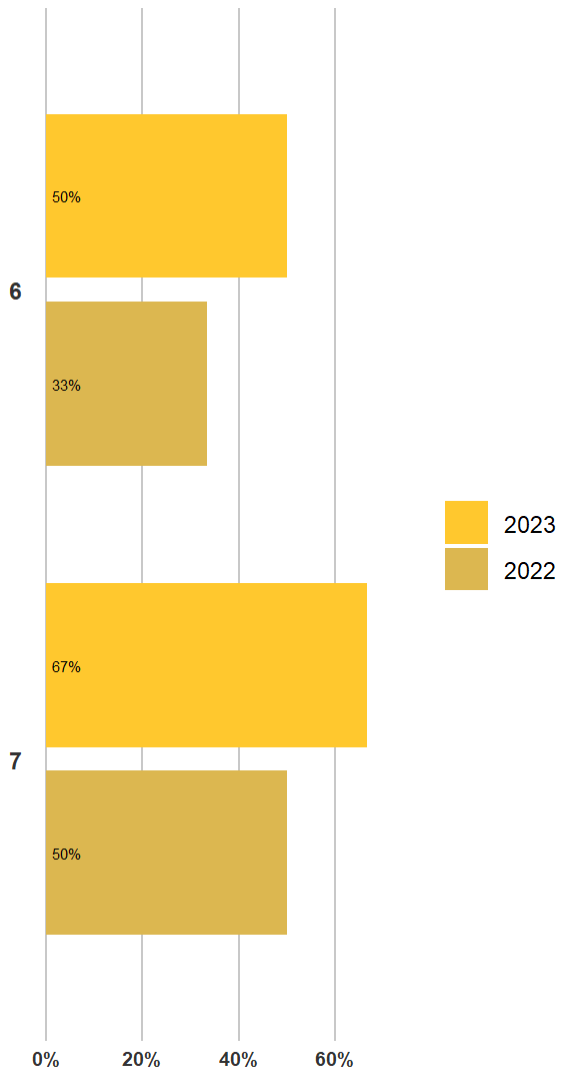
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022

Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the College and Career Readiness Benchmarks (CCR) in Mathematics. 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 Evidence-Based Reading and Writing (EBRW) 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.

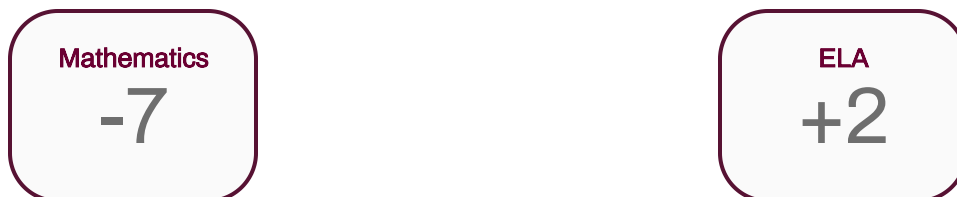
2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



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.

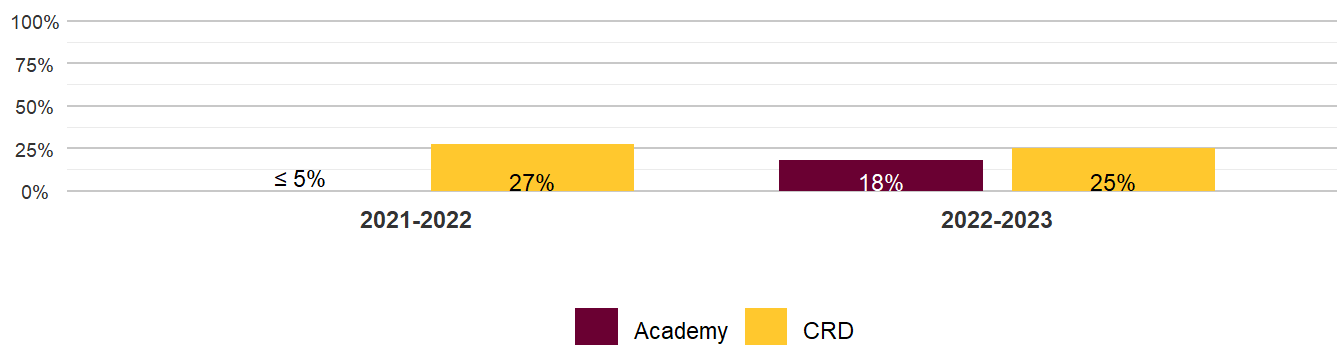
2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



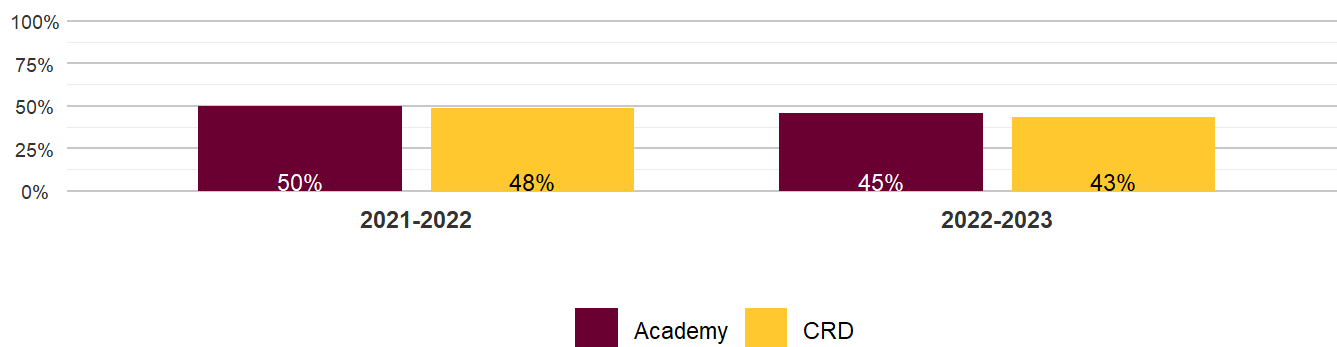
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: West Michigan Academy of Environmental Science

District:	West Michigan Academy of Environmental Science	Initial Charter Applicant:	David Lehman
District Code:	41904	School Property Owner:	West Michigan Academy of Environmental Science
Building Code(s):	08052	School Building Owner:	West Michigan Academy of Environmental Science
Location:	4463 Leonard Ave NW Walker, MI 49534	Educational Service Provider (ESP):	Choice Schools Associates, L.L.C.
Phone:	616-791-7454	ESP Contract Term:	July 01, 2021 - June 30, 2031
Website:	http://www.wma-es.com	2022-2023 Total Fees, Reimbursements, Contributions or Charges:	\$198,238.90
Grades Served:	K-12		
School Year Authorized:	1994-1995		
Charter Contract Term:	July 01, 2021 - June 30, 2031		
MDE Partnership School:	No		

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Matthew Smith	President	June 25, 2020	August 17, 2024
Bethany Laursen	Secretary	June 30, 2022	August 17, 2026
Jason Kingma	Treasurer	February 17, 2022	August 17, 2026

Current Enrollment and Student Turnover Rate

	Grade													
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2023-2024	83	61	53	54	68	54	52	55	34	45	51	28	33	671
2022-2023	91	57	67	73	58	70	61	40	42	51	38	36	44	728



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West Michigan Academy of Environmental Science

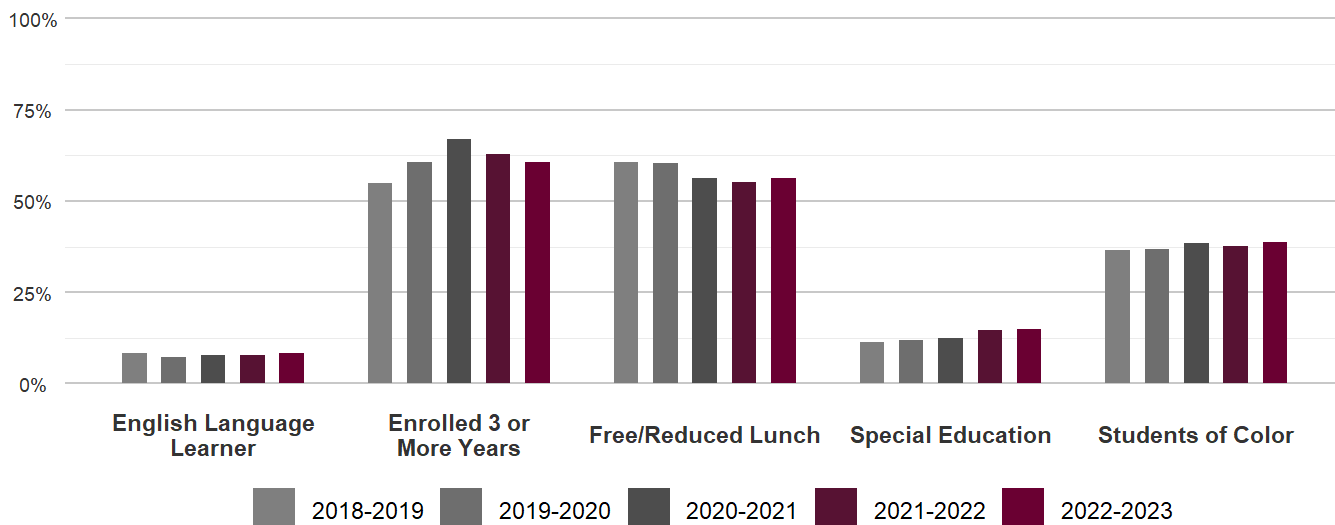


November 2023

West Michigan Academy of Environmental Science

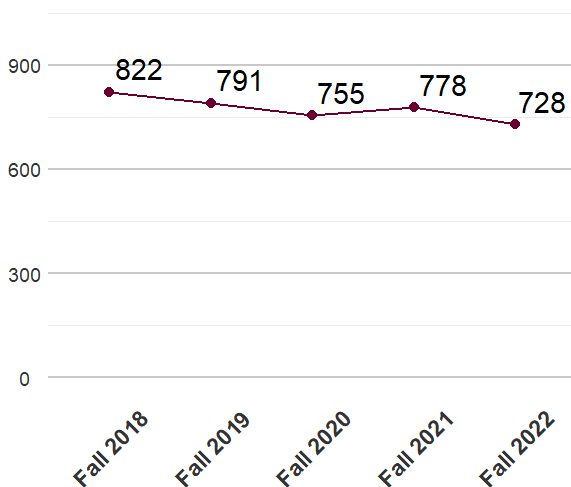
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	8.4%	7.2%	7.8%	7.7%	8.4%
Special Education	11.4%	12.0%	12.3%	14.7%	14.8%
Free/Reduced Lunch	60.6%	60.4%	56.3%	55.3%	56.2%
Students of Color	36.5%	36.9%	38.5%	37.5%	38.7%
Enrolled 3 or More Years	54.9%	60.7%	66.9%	62.9%	60.6%

Enrollment



Where Students Come From

Assigned District	Students
Grand Rapids Public Schools	419
Kenowa Hills Public Schools	109
Wyoming Public Schools	40
Grandville Public Schools	34
Coopersville Area Public School District	23
Kentwood Public Schools	13
Comstock Park Public Schools	11
Godwin Heights Public Schools	10
Allendale Public Schools	8
Other	61

West Michigan Academy of Environmental Science

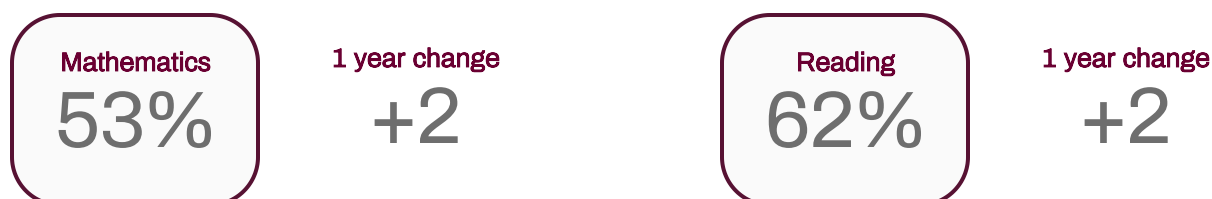
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NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

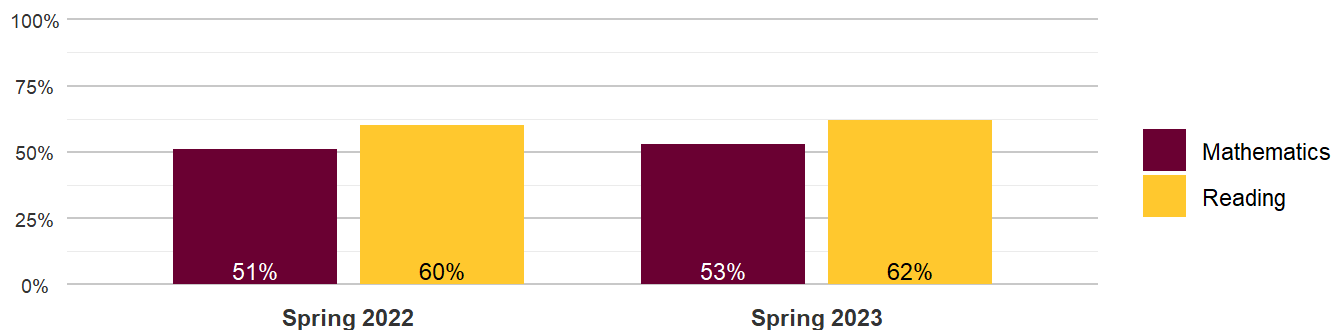


West Michigan Academy of Environmental Science

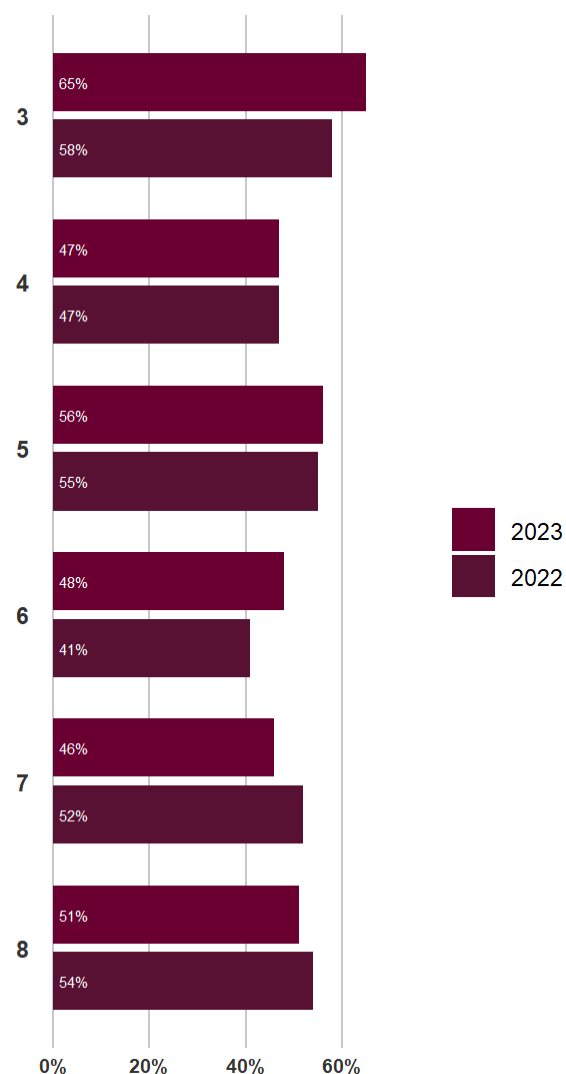
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

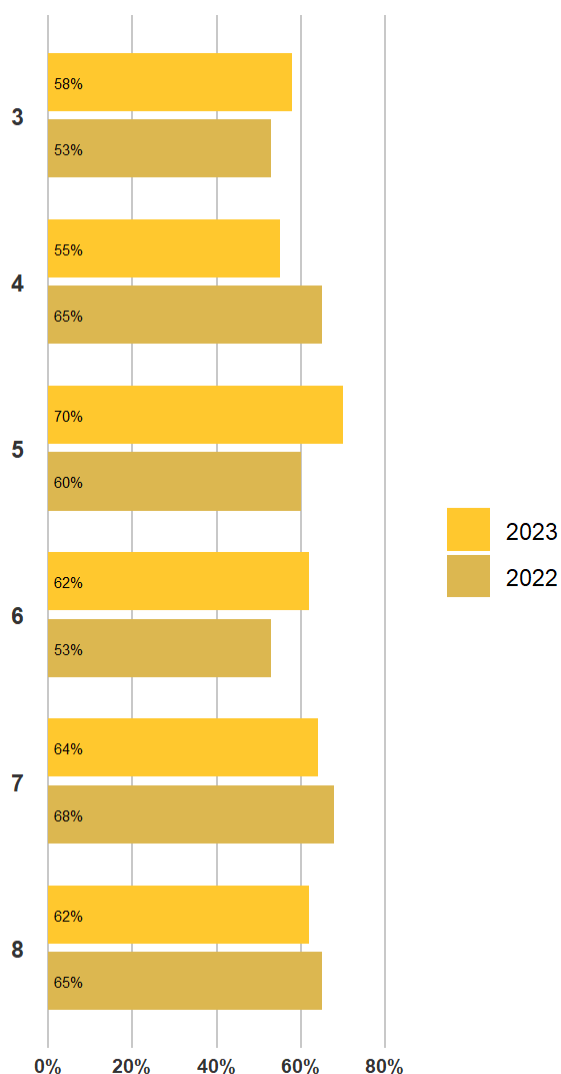
School-Wide by Year



By Grade Level Mathematics



Reading



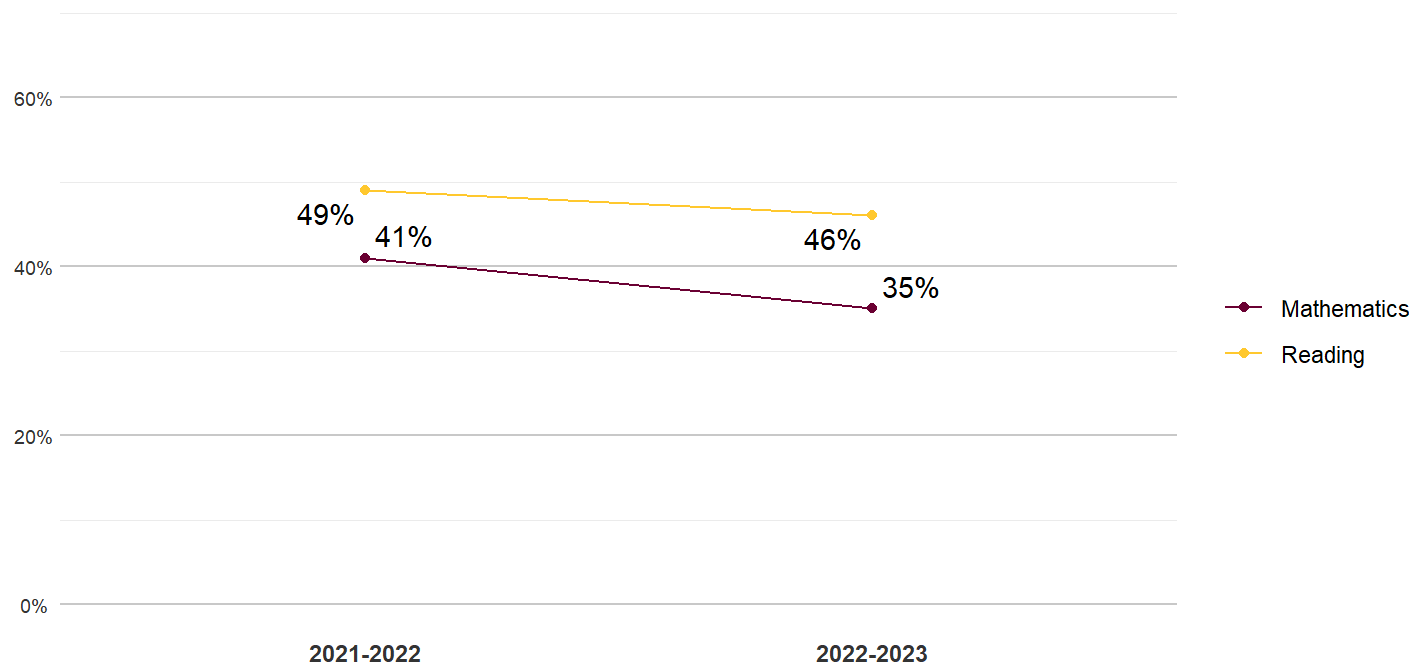
West Michigan Academy of Environmental Science

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

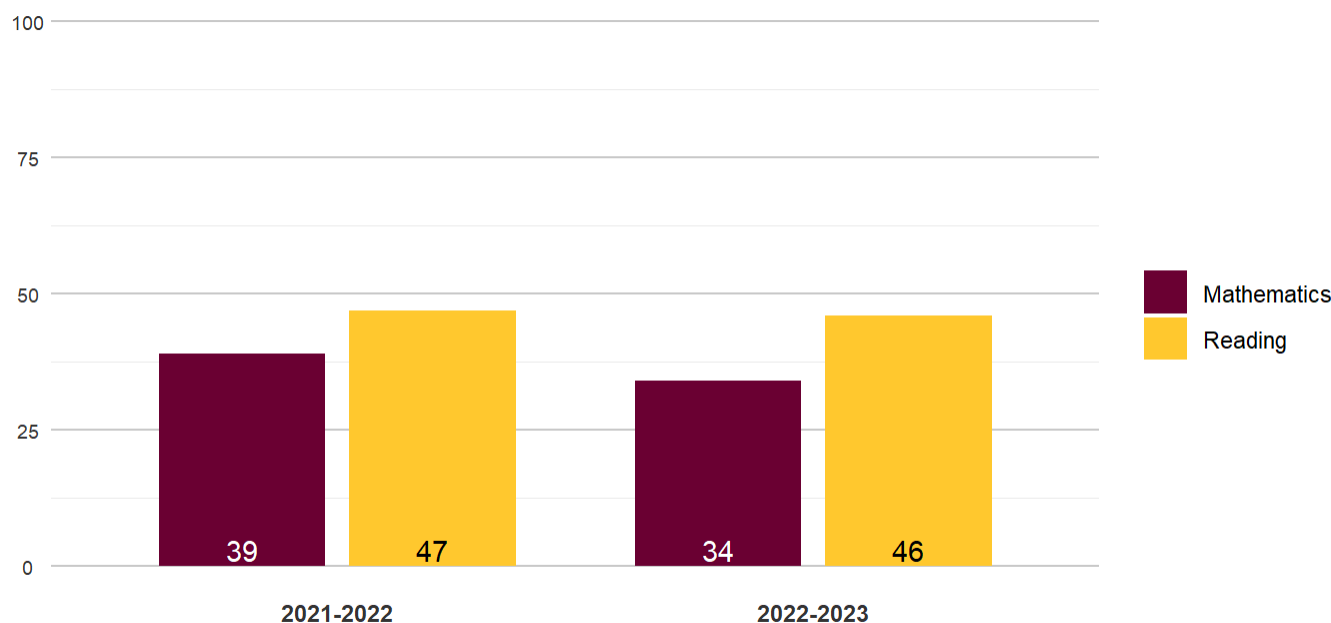
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



West Michigan Academy of Environmental Science

SPRING 2022-23 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.

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

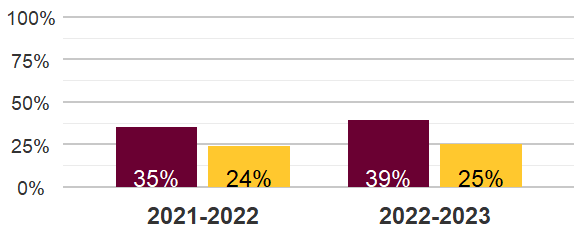


West Michigan Academy of Environmental Science

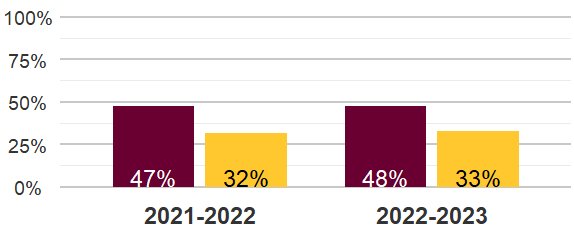
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

Mathematics



ELA

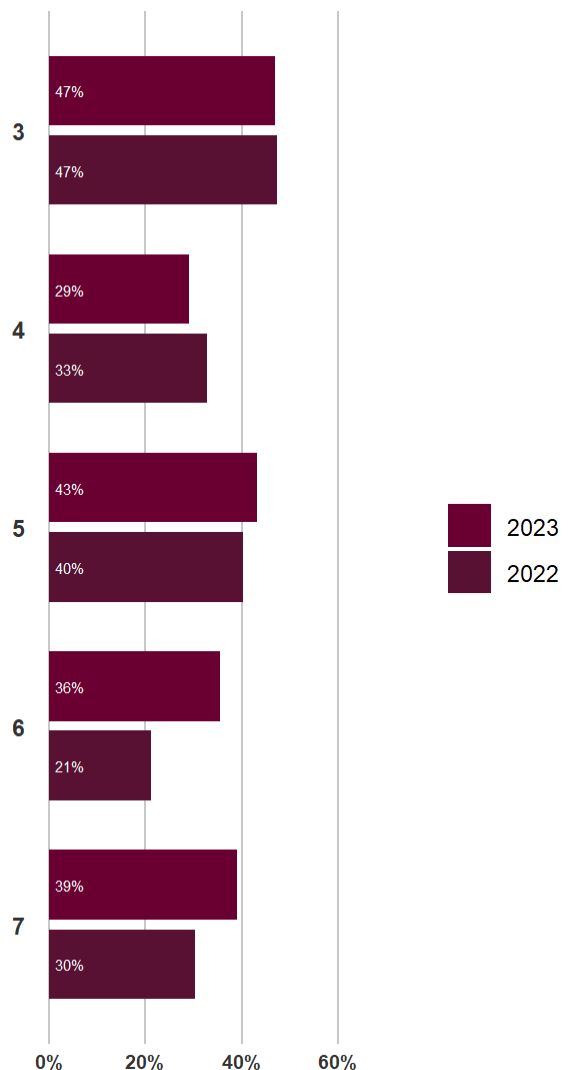


Academy CRD

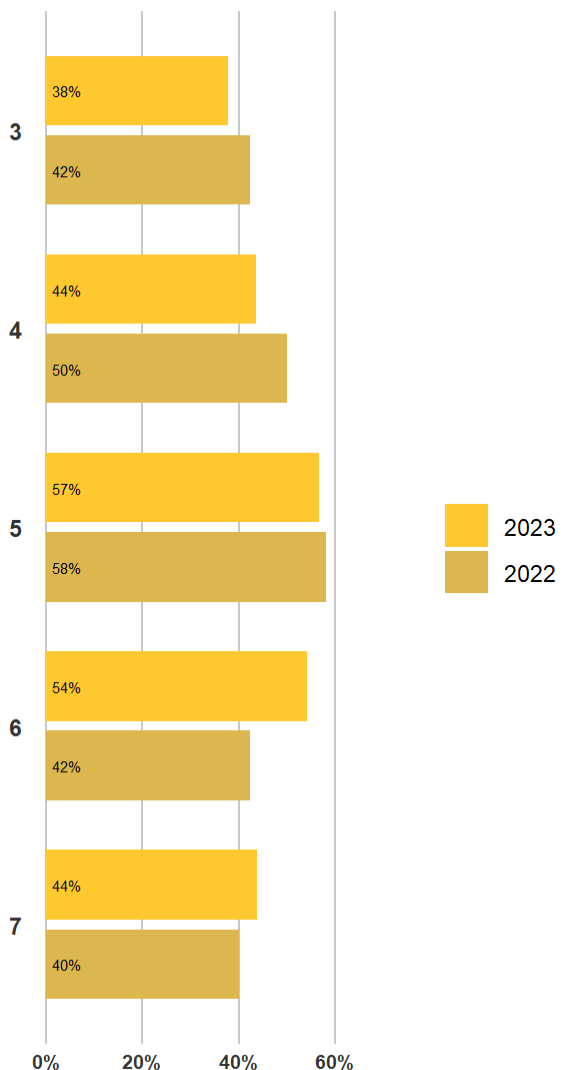
Academy CRD

Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



ELA



2023
2022

2023
2022

West Michigan Academy of Environmental Science

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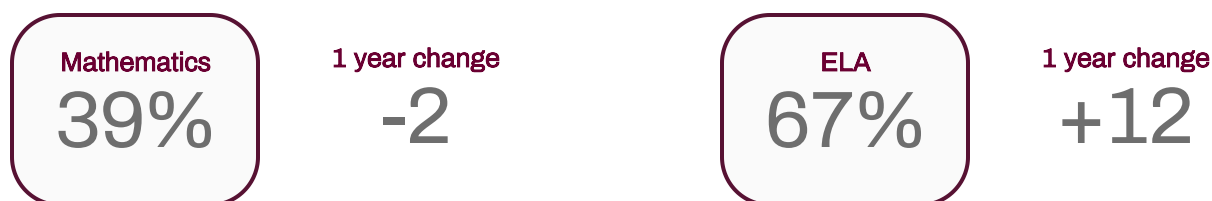
Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the College and Career Readiness Benchmarks (CCR) in Mathematics. 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 Evidence-Based Reading and Writing (EBRW) 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



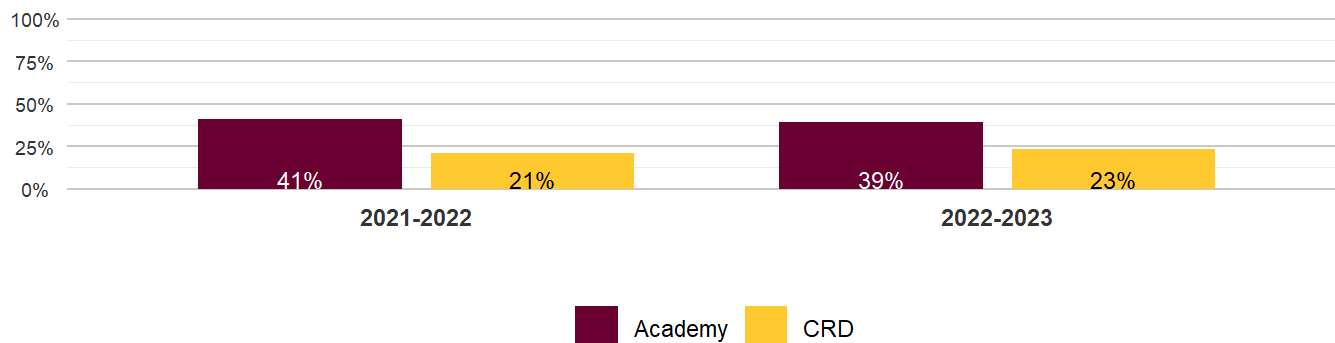
West Michigan Academy of Environmental Science

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

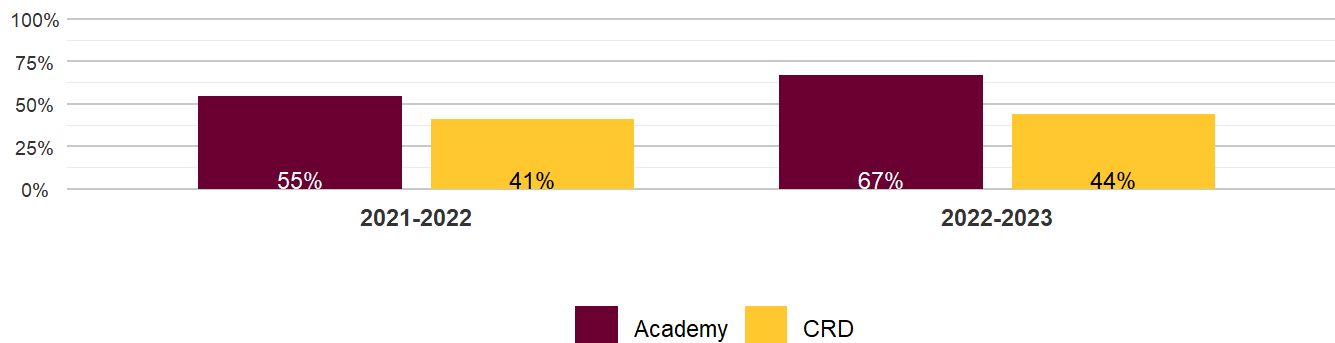
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW





School Profile: West Village Academy

District: West Village Academy
District Code: 82959
Building Code(s): 08733
Location: 3530 Westwood
Dearborn, MI 48124
Phone: 313-274-9200
Website: <http://www.westvillageacademy.org>
Grades Served: K-8
School Year Authorized: 1998-1999
Charter Contract Term: July 01, 2019 - June 30, 2024
MDE Partnership School: No

Initial Charter Applicant: M.R. Younis
School Property Owner: Younis Enterprises, LLC
School Building Owner: Younis Enterprises, LLC
Educational Service Provider (ESP): Midwest Management Group, Inc/Midwest School Services, Inc.
ESP Contract Term: July 01, 2022 - June 30, 2024
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$78,880.32

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Kerri Hill-Johnson	President	April 16, 2020	May 12, 2024
Santoria Shepherd	Vice President & Treasurer	April 20, 2023	May 12, 2027
Letesha Besant	Secretary	February 16, 2023	May 12, 2026
Stephanie Trotter	Board Director	June 29, 2023	May 12, 2025

Current Enrollment and Student Turnover Rate

School Year	Grade												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
2023-2024	39	22	24	25	33	34	24	36	27	N/A	N/A	N/A	N/A	264
2022-2023	28	26	25	34	35	23	49	35	36	N/A	N/A	N/A	N/A	291



THE GOVERNOR JOHN ENGLER
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CHARTER SCHOOLS**
CENTRAL MICHIGAN UNIVERSITY

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

West Village Academy

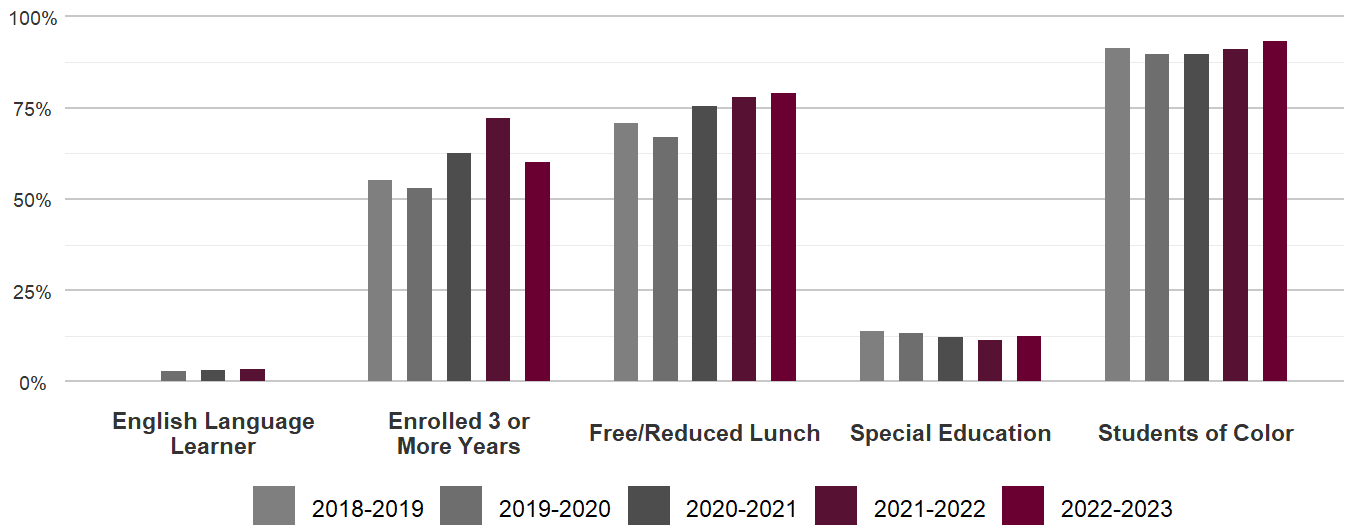


November 2023

West Village Academy

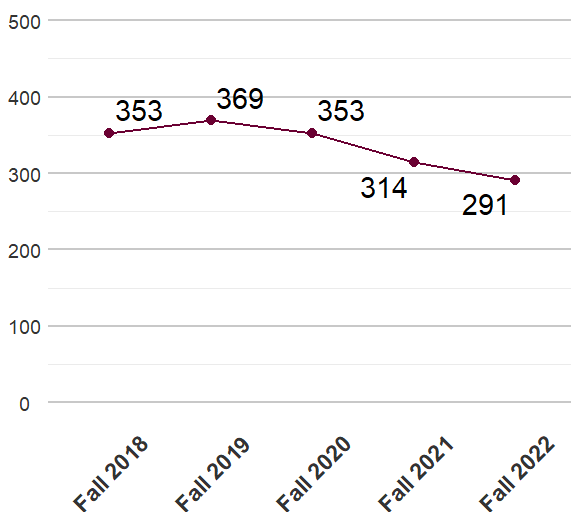
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	3.0%	3.1%	3.5%	0.0%
Special Education	13.9%	13.3%	12.2%	11.5%	12.4%
Free/Reduced Lunch	70.8%	66.9%	75.4%	78.0%	79.0%
Students of Color	91.2%	89.7%	89.8%	91.1%	93.1%
Enrolled 3 or More Years	55.2%	53.1%	62.6%	72.3%	60.1%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	77
Taylor School District	73
Dearborn Heights School District #7	33
Westwood Community School District	31
Dearborn City School District	23
Wayne-Westland Community School District	21
Romulus Community Schools	12
Lincoln Park, School District of the City of	5
Eastpointe Community Schools	2
Other	14

West Village Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile

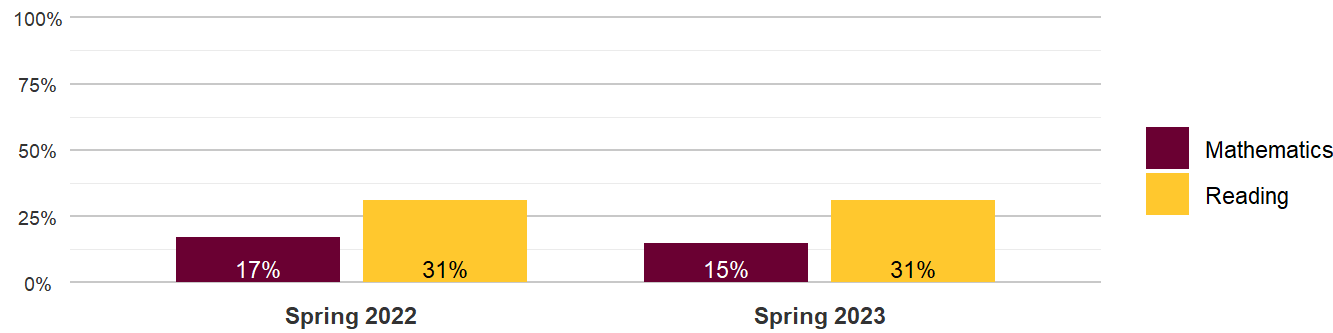


West Village Academy

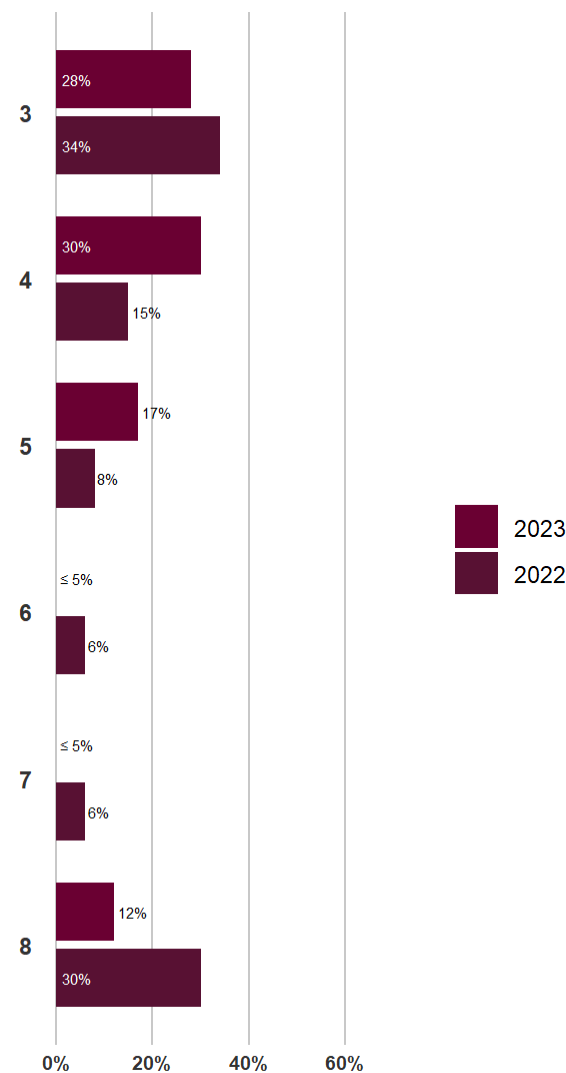
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

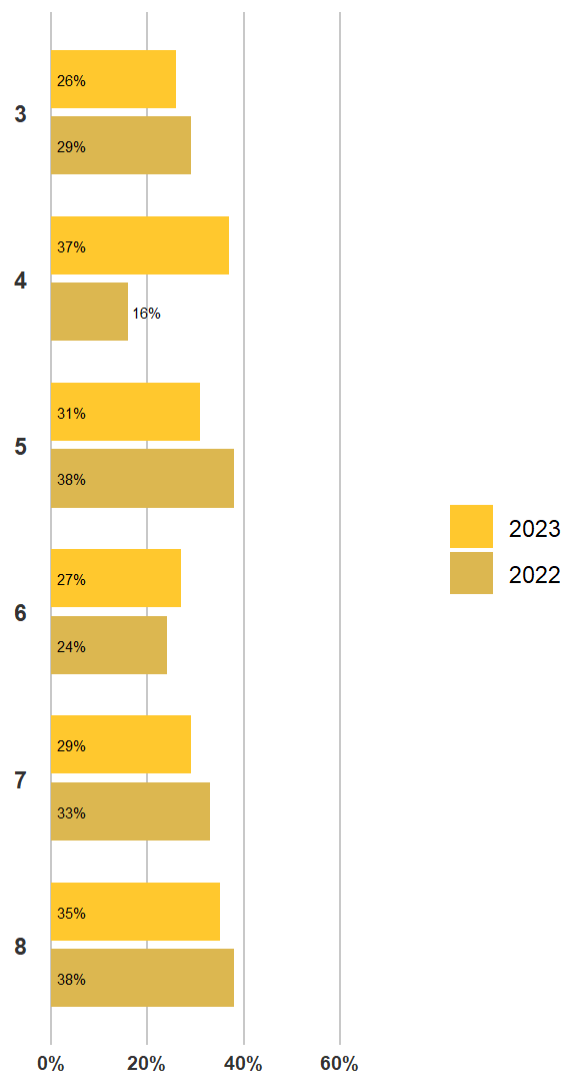
School-Wide by Year



By Grade Level Mathematics



Reading



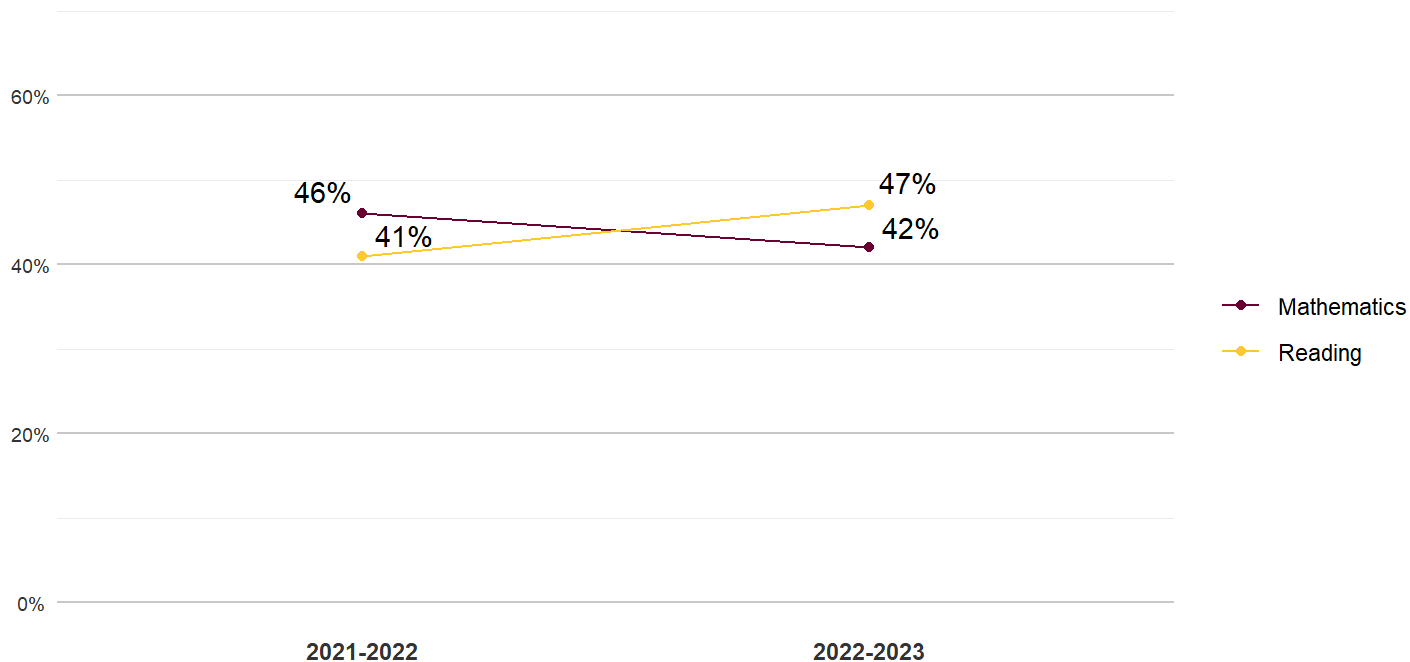
West Village Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

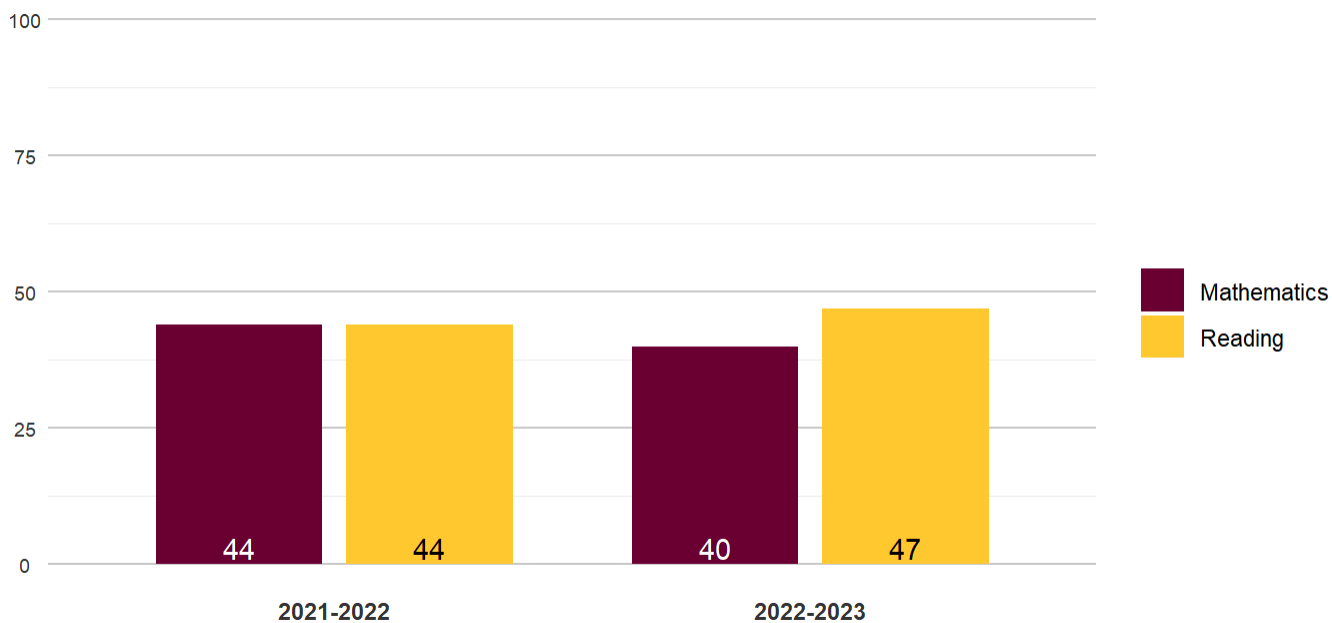
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Michigan Student Test of Educational Progress (M-STEP)

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

Achievement

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

2022-23 - 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.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

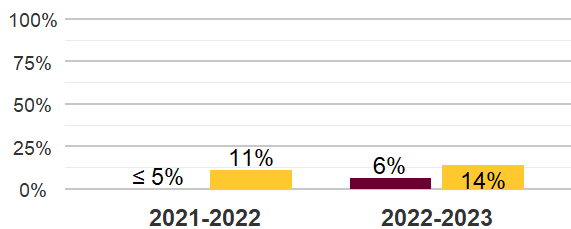


West Village Academy

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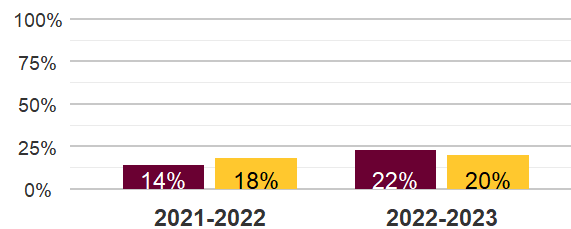
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

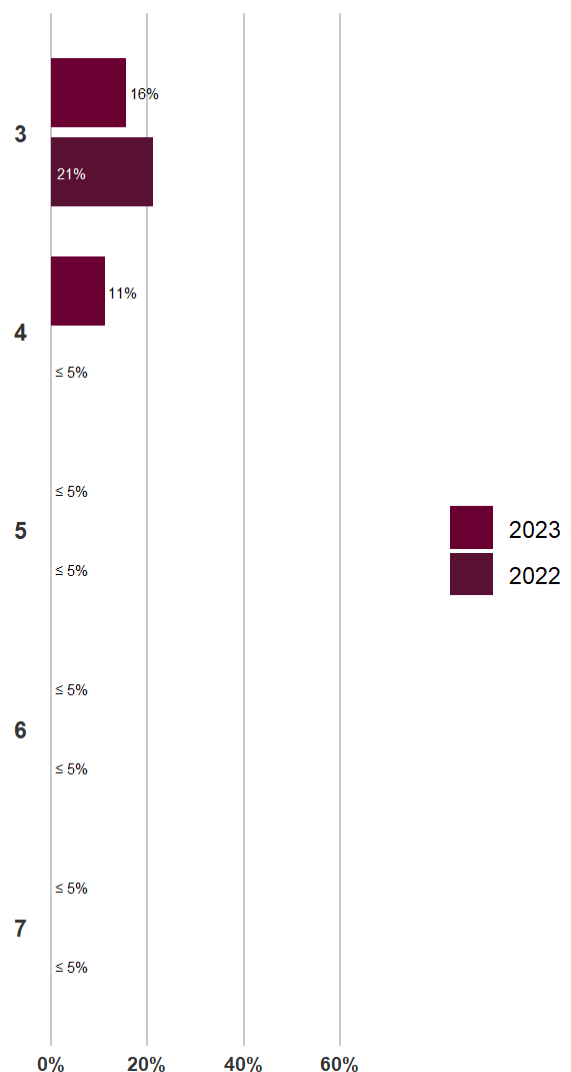
ELA



Academy CRD

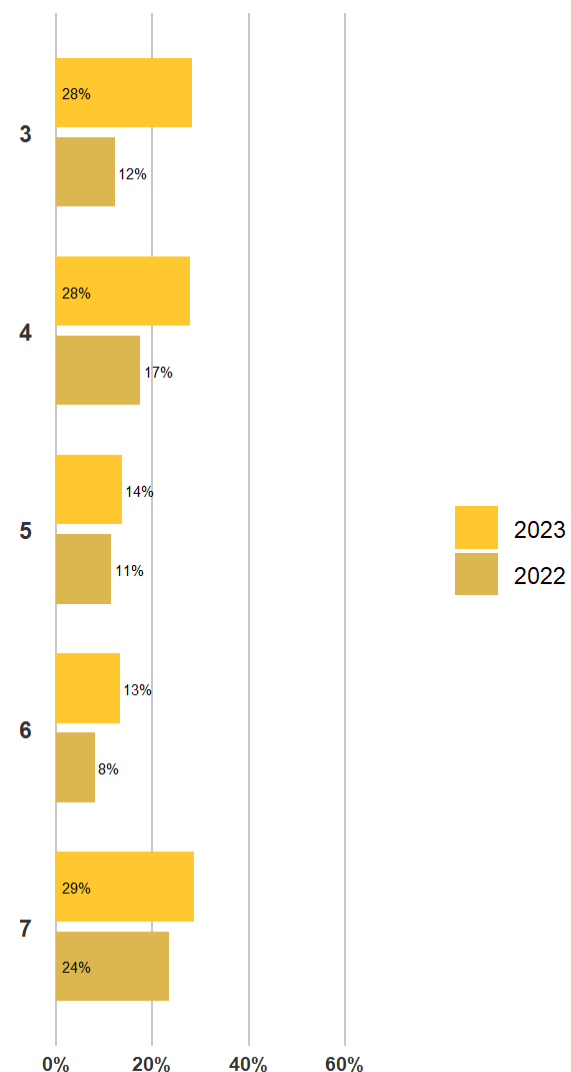
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022



School Profile: Woodland Park Academy

District: Woodland Park Academy
District Code: 25902
Building Code(s): 04074
Location: 2083 East Grand Blanc Road
Grand Blanc, MI 48439
Phone: 810-695-4710
Website: <http://woodlandparkacademy.org/>
Grades Served: K-8
School Year Authorized: 1995-1996
Charter Contract Term: July 01, 2023 - June 30, 2028
MDE Partnership School: No

Initial Charter Applicant: Karl Haiser
School Property Owner: Woodland Park Academy
School Building Owner: Woodland Park Academy
Educational Service Provider (ESP): Self-managed
ESP Contract Term: N/A
2022-2023 Total Fees, Reimbursements, Contributions or Charges: \$74,180.88

Governing Board of Directors

Name:	Title:	Appointed:	Term Ends:
Susan Peters	President	December 03, 2020	December 21, 2024
Clenetta Nunn	Vice President	February 13, 2020	December 21, 2023
Jeremy Brown	Secretary	February 17, 2022	December 21, 2026
Jennifer Potteiger	Treasurer	June 24, 2021	December 21, 2025
Ashley Parker-Ozier	Board Director	April 21, 2022	December 21, 2023

Current Enrollment and Student Turnover Rate

School Year	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2023-2024	34	29	41	26	40	25	27	29	26	N/A	N/A	N/A	N/A	277
2022-2023	30	35	31	34	26	33	27	30	24	N/A	N/A	N/A	N/A	270



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Woodland Park Academy

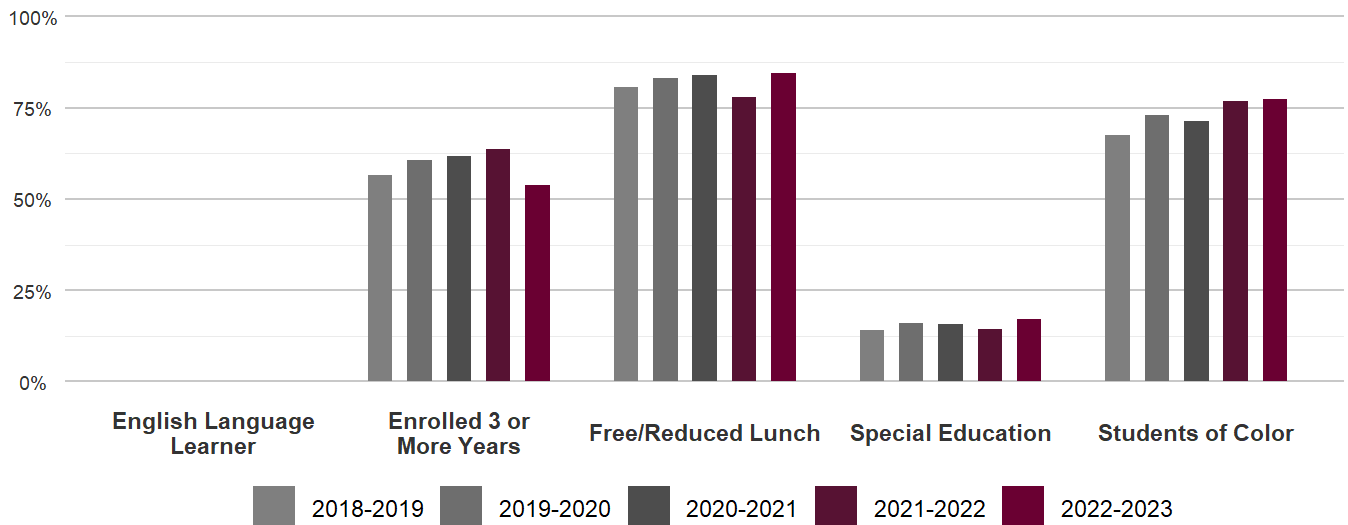


November 2023

Woodland Park Academy

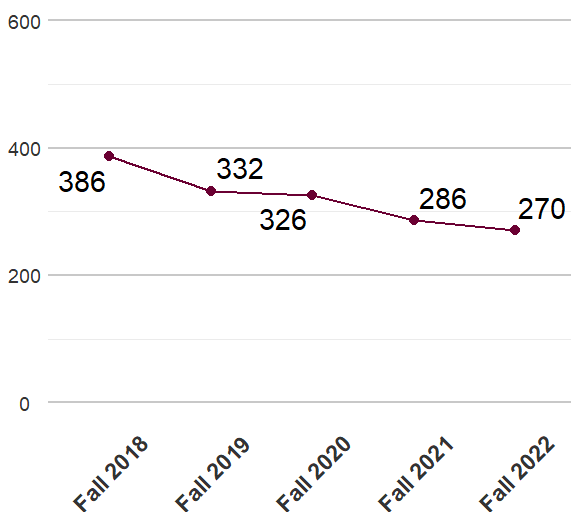
SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	0.0%	0.0%	0.0%	0.0%	0.0%
Special Education	14.0%	16.0%	15.6%	14.3%	17.0%
Free/Reduced Lunch	80.6%	83.1%	84.0%	78.0%	84.4%
Students of Color	67.6%	72.9%	71.5%	76.9%	77.4%
Enrolled 3 or More Years	56.5%	60.5%	61.7%	63.6%	53.7%

Enrollment



Where Students Come From

Assigned District	Students
Flint, School District of the City of	194
Grand Blanc Community Schools	31
Carman-Ainsworth Community Schools	26
Atherton Community Schools	6
Bendle Public Schools	6
Beecher Community School District	2
Genesee School District	2
Mt. Morris Consolidated Schools	2
Fenton Area Public Schools	1

Woodland Park Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Growth Assessment

Achievement

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2022-23 - Fall-to-Spring Median Growth Percentile

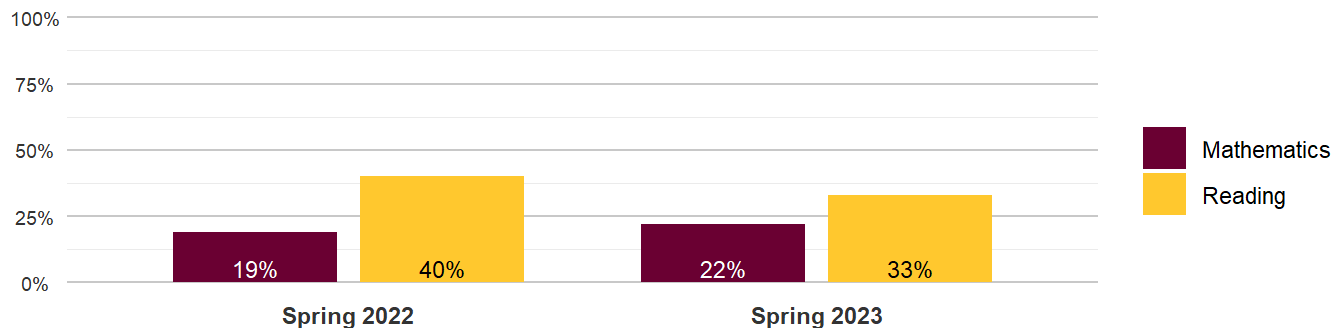


Woodland Park Academy

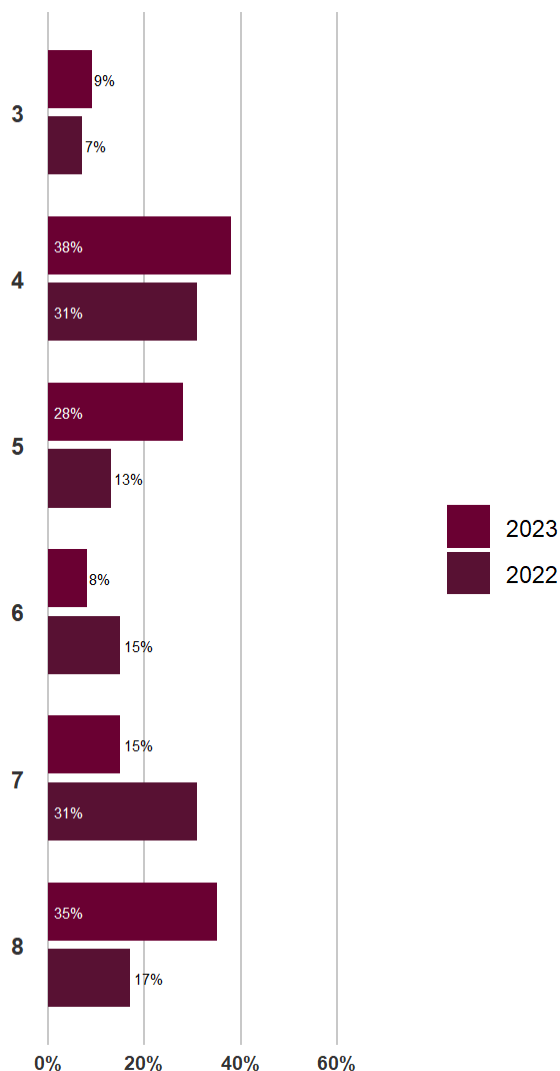
Spring 2022-23 ACADEMIC PERFORMANCE REPORT

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

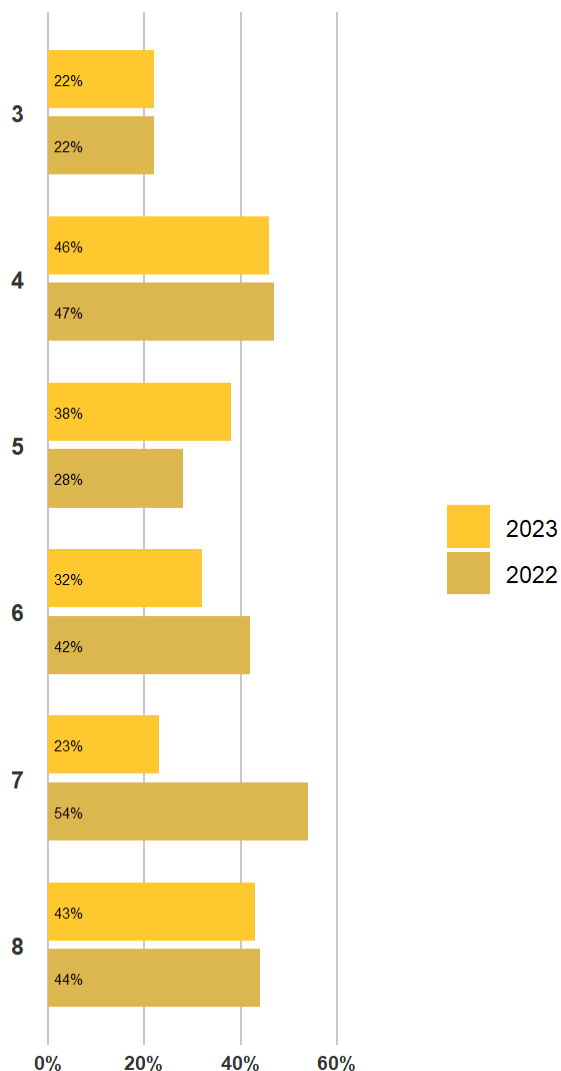
School-Wide by Year



By Grade Level Mathematics



Reading



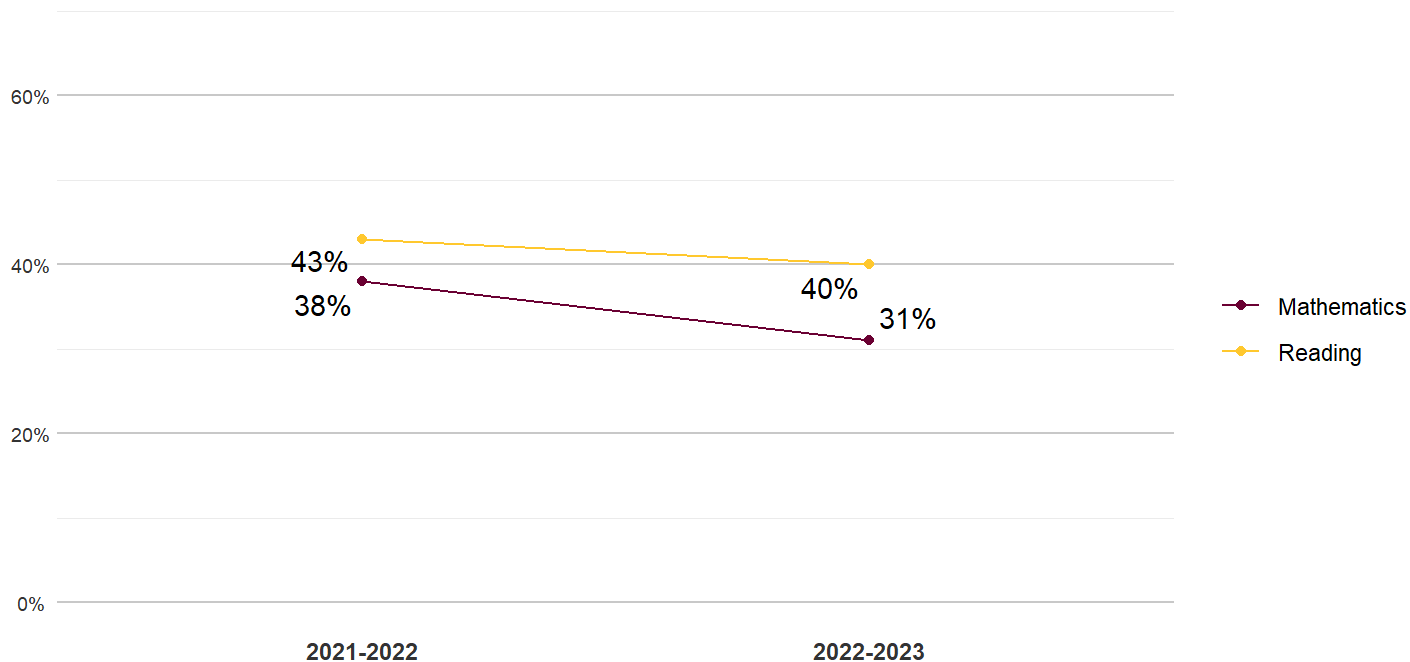
Woodland Park Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

NWEA MAP Fall-to-Spring Growth

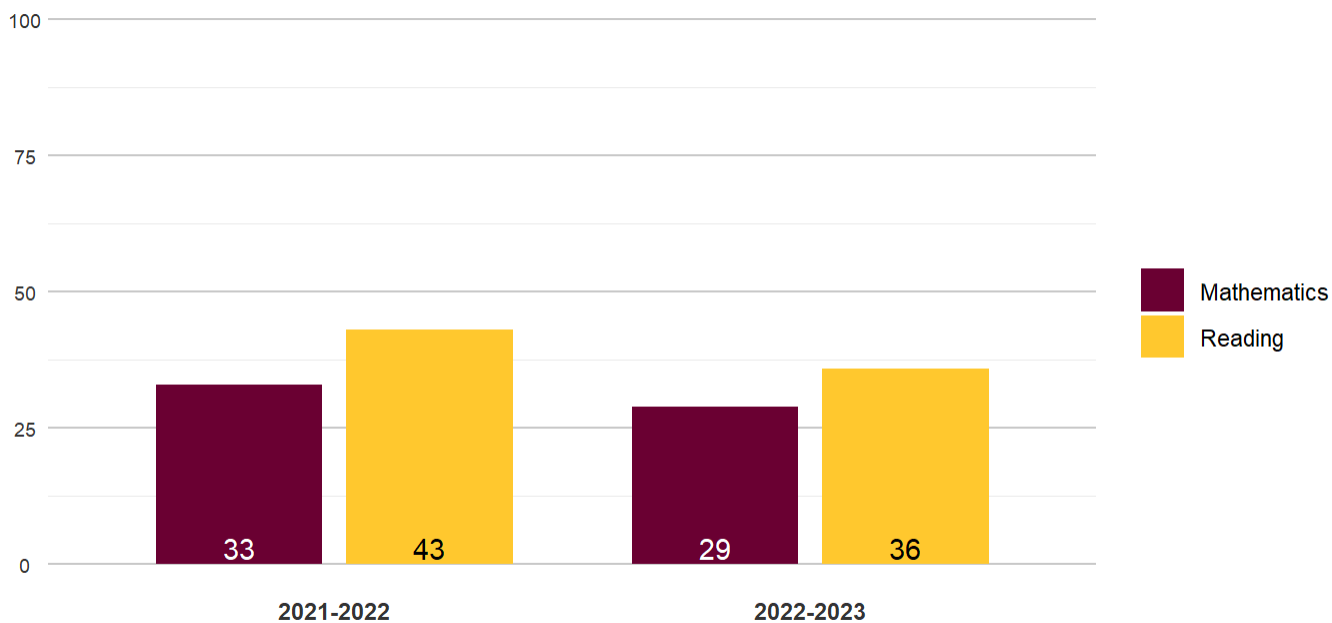
Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



Woodland Park Academy

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

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2022-23 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



Comparative Achievement (CRD) - M-STEP

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2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD

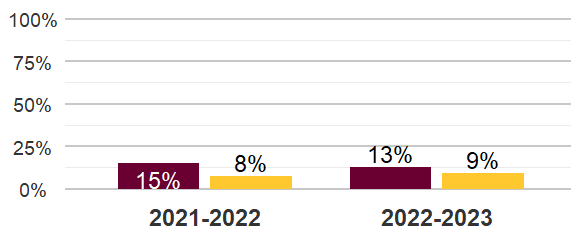


Woodland Park Academy

Spring 2022-23 ACADEMIC PERFORMANCE REPORT

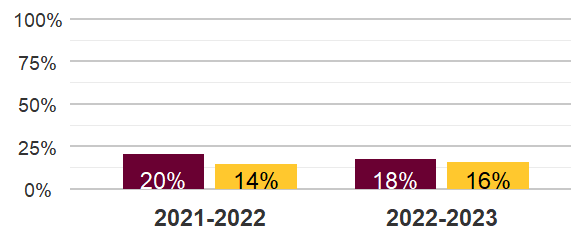
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

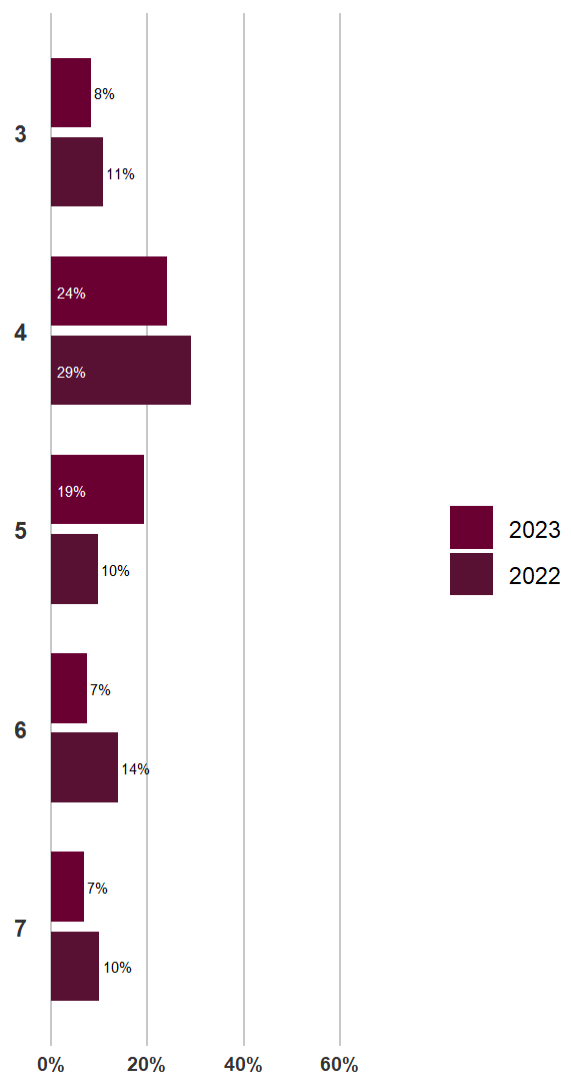
ELA



Academy CRD

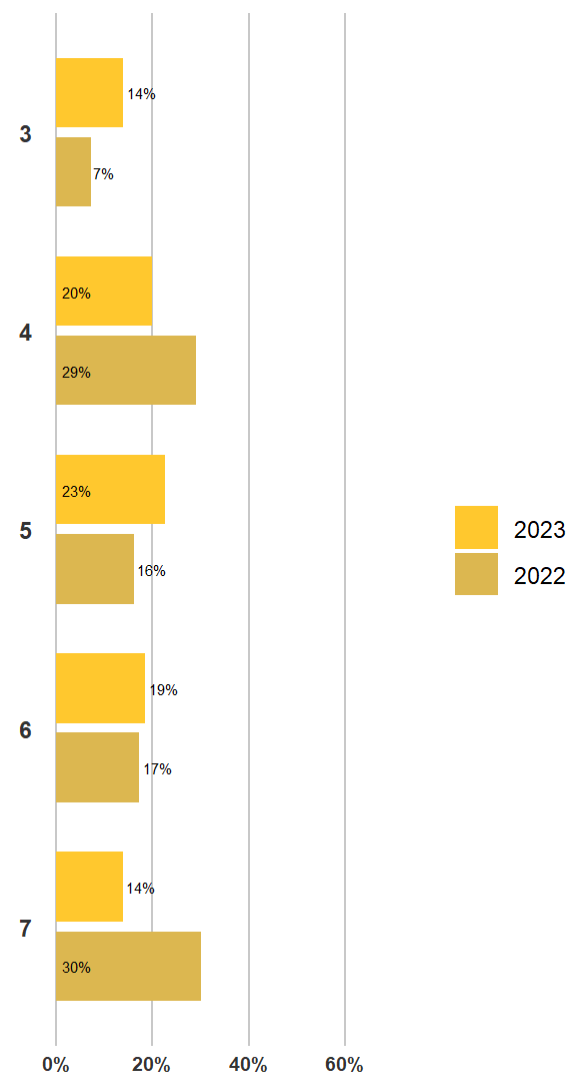
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022



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University Report on
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Section D

School Closures and Loss of Authorization

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



MCL Sec. 275k (1) (b)

A list identifying any schools that were closed or lost their authorization in the current or previous academic year.

The following schools previously authorized by CMU closed or lost their authorization during the current (2023-2024) or previous (2022-2023) year.

- **Explore Academy – Livonia:** The CMU Board of Trustees approved the termination of the Contract between the CMU Board of Trustees and Explore Academy – Livonia on September 28, 2023. Pursuant to the terms of this action, the Contract was thereafter terminated effective October 30, 2023.
 - The school closed prior to this action and did not open for the 2023-2024 school year.
- **River Heights Academy:** The Contract between the CMU Board of Trustees and River Heights Academy expired on June 30, 2023. The school board voted on March 20, 2023, and unanimously approved not to pursue reauthorization beyond its current Contract term ending June 30, 2023. CMU took no action upon the expiration of the Contract and therefore the school lost its authorization and closed at the completion of the 2022-2023 school year.



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University Report on
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Section E

Successor Contracts in Bottom Five Percent

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



MCL Sec. 275k (1) (c)

A description of any new contracts for the operation of a public school academy that will operate as the successor to a public school academy that is currently being operated under a contract issued by another authorizing body that is currently performing in the bottom 5% of schools.

CMU has not entered into any new Contracts for the operation of a school that would operate as the successor to a school that is currently being operated under a Contract issued by another authorizing body that is currently performing in the bottom five percent of schools. Therefore, this required section is not applicable.



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Appendices



Appendix A: Authorizer Report Statute – [Public Act 103 of 2023](#)

Sec. 275k.

- (1) Not later than December 1 of each year, each university that receives an appropriation in section 236 that, in the current or previous academic year, serves or has served as an authorizing body as that term is defined in section 501 of the revised school code, 1976 PA 451, MCL 380.501, shall submit a report to the house and senate appropriations committees and the department of education containing, at a minimum, all of the following information, as applicable:
 - a) A list of all of the schools currently authorized, and the following information for each school:
 - i. The year in which the school was authorized.
 - ii. The location of each school.
 - iii. The owner of the property at which each school is located and the physical buildings utilized by the school, as applicable.
 - b) A list identifying any schools that were closed or lost their authorization in the current or previous academic year.
 - c) A description of any new contracts for the operation of a public school academy that will operate as the successor to a public school academy that is currently being operated under a contract issued by another authorizing body that is currently performing in the bottom 5% of schools.
 - d) The academic performance of each school currently authorized, including whether a school is identified by the Department of Education as a partnership school.
 - e) The total enrollment of each school at the time of submission, the grades served, and student turnover rate compared to the previous academic year, as applicable.
 - f) 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.
 - g) The names of the members of the board of directors of each school currently authorized and the date that each member of each board was appointed.
 - h) The name of the applicant who applied and received approval to organize each currently authorized school.
 - i) The list of contracts and length of their terms, with education service providers associated with each school currently authorized pursuant to section 502 of the revised school code, 1976 PA 451, MCL 380.502, as applicable. The contracts described in this subdivision include but are not limited to, those described in section 502(2)(d) of the revised school code, 1976 PA 451, MCL 380.502.
 - j) Activities undertaken by each university to ensure that the board of directors of each school complies with the Open Meetings Act, 1976 PA 267, MCL 15.261 to 15.275, the Freedom of Information Act, 1976 PA 442, MCL 15.231 to 15.246, and laws prohibiting conflicts of interest.
 - k) A description of the activities undertaken by the university to meet the functions of an authorizing body under section 502 of the revised school code, 1976 PA 451, MCL 380.502, as applicable.
- (2) The Department of Education shall compile and publish on its website the reports required in this section.



Appendix B: Report Requirements and Location Within Report Document

Provision of Sec. 275k of PA 103	Location of Information in Report Document
a) A list of all of the schools currently authorized, and the following information for each school: <ul style="list-style-type: none">i. The year in which the school was authorized.ii. The location of each school.iii. The owner of the property at which each school is located and the physical buildings utilized by the school.	Section C: School Profiles
b) A list identifying any schools that were closed or lost their authorization in the current or previous academic year.	Section D: School Closures and Loss of Authorization
c) A description of any new contracts for the operation of a public school academy that will operate as the successor to a public school academy that is currently being operated under a contract issued by another authorizing body that is currently performing in the bottom 5% of schools.	Section E: Successor Contract in Bottom Five Percent
d) The academic performance of each school currently authorized, including whether a school is identified by the department of education as a partnership school.	Section C: School Profiles
e) The total enrollment of each school at the time of the submission, the grades served, and student turnover rate compared to the previous academic year.	Section C: School Profiles
f) The total number of fees, reimbursements, contributions, or charges permitted under section 502 (6) of the revised school code, 1976 PA 451, MCL 380.502, that are assigned to each school currently authorized in a single academic year.	Section C: School Profiles
g) The names of the members of the board of directors of each school currently authorized and the date that each member of each board was appointed.	Section C: School Profiles
h) The name of the applicant who applied and received approval to organize each currently authorized school.	Section C: School Profiles
i) The list of contracts and length of their terms, with education service providers associated with each school currently authorized pursuant to section 502 of the revised school code, 1976 PA 451, MCL 380.502, as applicable. The contracts described in this subdivision include, but are not limited to, those described in section 502 (2) (d) of the revised school code, 1976 PA 451, MCL 380.502.	Section C: School Profiles
j) Activities undertaken by each university to ensure that the board of directors of each school complies with the open meetings act, 1976 PA 267, MCL 15.261 to 15.275, the freedom of information act, 1976 PA 442, MCL 15.231 to 15.246, and laws prohibiting conflicts of interest.	Section B: Core Authorizing Responsibilities and Activities
k) A description of the activities undertaken by the university to meet the functions of an authorizing body under section 502 of the revised school code, 1976 PA 451, MCL 380.502, as applicable.	Section B: Core Authorizing Responsibilities and Activities



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Appendix C: Educational Goal and Related Measures

See the document on the following page and online at www.thecenterforcharters.org/educationalgoal.

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 years¹** in grades 3-8 will be assessed using the following measures and targets:

Sub Indicator	Measure	Metric	Target
Against a Standard:	The percentage of students meeting or surpassing the current, spring, grade-level national norms ² on the NWEA Growth reading and math tests administered in the spring.	Distribution (which will be in the form of percentages): Exceeds $\geq 70.0\%$ Meets $\geq 50.0\%$ Approaching $\geq 30.0\%$ Does not meet $< 30.0\%$	50%
In the event that performance against the standard falls below these required expectations, "measurable progress towards the achievement of this goal" will be defined using the following measures and targets:			
Over Time:	The percentage of students meeting or surpassing spring grade-level national norms over time (CY-AVG(PY1+PY2+PY3)).	Trend score (which will be in the form of $-x$ to $+x$): Exceeds $\geq 6.0\%$ Meets $\geq 3.0\%$ Approaching $\geq 1.0\%$ Does not meet $< 1.0\%$	3.0%
Comparison Measure:	The percentage of students categorized as proficient or advanced on the most recent state assessment will surpass the school's Composite Resident District (CRD) percentage.	Portfolio Distribution (which will be in the form of $-x$ to $+x$): Exceeds $\geq 10.0\%$ Meets $\geq 5.0\%$ Approaching $\geq 0.0\%$ Does not meet $< 0.0\%$	5.0%

¹ One or more years students (also called 1+ students) are students who are enrolled in the academy on or before count day and are still enrolled at the end of a given academic year.

² Grade level national norms are updated periodically by NWEA following comprehensive norming studies. The Center will use the most updated national norms published by NWEA and will inform the Academy when the norms are updated and how the updated norms may impact analysis and performance reporting.



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CENTRAL MICHIGAN UNIVERSITY

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 \geq 65th Meets \geq 50th Approaching \geq 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 \geq 6.0% Meets \geq 3.0% Approaching \geq 1.0% Does not meet $<$ 1.0%	3.0%
Comparison Measure:	The mean student growth percentile reflecting growth on the two most recent state assessments will surpass the school’s Composite Resident District.	Portfolio Distribution (which will be in the form of $-x$ to $+x$): Exceeds \geq 10.0% Meets \geq 5.0% Approaching \geq 0.0% Does not meet $<$ 0.0%	5.0%

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CENTRAL MICHIGAN UNIVERSITY

Measure: Post-Secondary Readiness: Grades 9-11

The 'on-track' towards college readiness rates of all students in grades 9-11 will be assessed using the following measures and targets.

Sub Indicator	Measure	Metric	Target
Against a Standard:	The percentage of students meeting or surpassing the current grade-level college readiness benchmarks on the PSAT (grades 9 and 10) and SAT (grade 11) in Evidence-Based Reading and Writing (EBRW) and Math.	For EBRW, distribution (which will be in the form of percentages): Exceeds ≥ 70.0% Meets ≥ 60.0% Approaching ≥ 50.0% Does not meet < 50.0% For Math, distribution (which will be in the form of percentages): Exceeds ≥ 50.0% Meets ≥ 40.0% Approaching ≥ 30.0% Does not meet < 30.0%	PSAT 9 EBRW: 60% Math: 40%
			PSAT 10 EBRW: 60% Math: 40%
			SAT 11 EBRW: 60% Math: 40%
In the event that performance against the standard falls below these required expectations, “measurable progress towards the achievement of this goal” will be defined using the following measures and targets:			
Over Time:	The percentage of students meeting or surpassing the current grade-level college readiness benchmarks on the PSAT (grades 9 and10) and SAT (grade 11) over time (CY-AVG(PY1+PY2+PY3)).	Trend score (which will be in the form of −x to +x): Exceeds ≥ 6.0% Meets ≥ 3.0% Approaching ≥ 1.0% Does not meet < 1.0%	3.0%
Comparison Measure:	The percentage of students meeting or surpassing the current grade-level college readiness benchmarks on the SAT (grade 11) will surpass the school’s Composite Resident District percentage.	Portfolio Distribution (which will be in the form of −x to +x): Exceeds ≥ 10.0% Meets ≥ 5.0% Approaching ≥ 0.0% Does not meet < 0.0%	5.0%



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CENTRAL MICHIGAN UNIVERSITY

University Report on **AUTHORIZING**

Appendix D: Spring 2023 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

SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Guidance Document



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SPRING 2022-23 ACADEMIC PERFORMANCE REPORT

Overview

The Center for Charter Schools at Central Michigan University (the Center) is committed to ensuring the schools it authorizes are preparing students academically for success in college, work, and life. Each academy authorized by CMU is consistently evaluated to ensure they are offering a quality program as guided by the following core questions:

1. Is the academic program successful?
2. Is the organization viable?
3. Is the academy demonstrating good faith in following the terms of its contract and all applicable law?

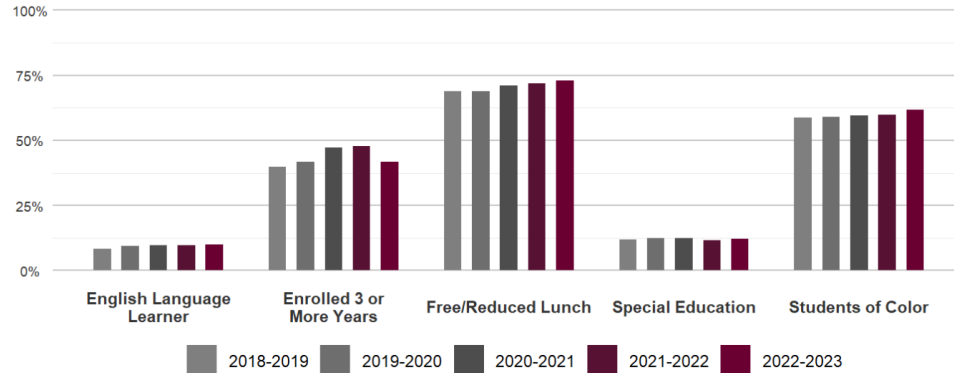
Academic performance expectations are contained within Schedule 7b – Educational Goal and Related Measures of the charter contract (contract) between CMU and the academy. The Center evaluates the performance of each academy on an annual basis using multiple measures, including standardized assessments. While the Center considers other factors in its performance evaluation from its oversight activities, the results from standardized assessments serve as the foundation of the evaluation. To aid in this oversight and provide in-depth data to academies, the Center produces Academic Performance Reports each year.

As the authorizing partner of charter public academies, the Center is committed to transparency. For this reason, the Center chooses to publish the Academic Performance Reports on its public website. The purpose of this Guidance Document is to provide an executive overview and guidance for the analyses contained within each report and to guide the reader to additional resources that may be helpful in understanding the contents of the report.

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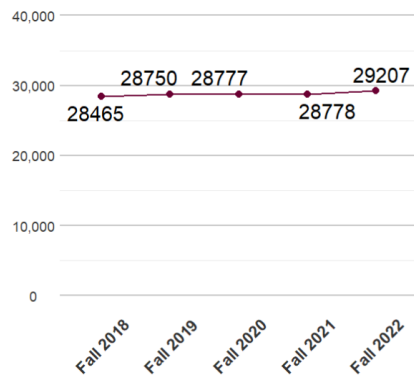
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Overview



	2018-19	2019-20	2020-21	2021-22	2022-23
English Language Learner	8.5%	9.4%	9.6%	9.8%	9.9%
Special Education	11.9%	12.5%	12.5%	11.7%	12.2%
Free/Reduced Lunch	69.0%	68.9%	70.9%	71.8%	72.9%
Students of Color	58.9%	59.1%	59.6%	59.9%	61.6%
Enrolled 3 or More Years	39.9%	41.7%	47.1%	47.7%	41.7%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	7124
Flint, School District of the City of	2081
Taylor School District	1391
Grand Rapids Public Schools	820
Benton Harbor Area Schools	782
Plymouth-Canton Community Schools	710
Lansing Public School District	709
Romulus Community Schools	643
Coldwater Community Schools	559
Other	14611

Summary

The Academic Performance Report for each academy begins with a demographics page. The demographics page contains important information about the student population enrolled in the academy. Enrollment is an important indicator of fiscal health. Because steady enrollment is vital to the health of a charter academy, the report contains a chart with each academy's enrollment over a five-year period. Additionally, each report contains information about where the academy draws students from.

Explanation and Data Sources

Demographic makeup of the academy over a period of five years.

Source: CEPI Public Data; Michigan Student Data System (MSDS) fall – Unaudited

Enrollment

Annual achievement results can be impacted by student mobility or changes in a academy's year-to-year enrollment. If enrollment numbers change significantly from one year to the next, then the resulting analysis may not compare the same group of students from one year to the next.

Source: CEPI Public Data

Where Students Come From

These data represent the public school districts to which students would be assigned if they were not enrolled in the academy and form the basis for determining a academy's Composite Resident District used for performance comparisons.

Source: MSDS fall – Unaudited

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NWEA MAP Growth Assessment

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.

2022-23 - 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, then they are expected to show improvement over time.

2022-23 - Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater



2022-23 - Fall-to-Spring Median Growth Percentile



Summary

The information on this page displays a summary of academic achievement and growth results against the primary measures and targets outlined in the academy's contract. Section 7b – Educational Goal and Related Matters of the contract contains performance expectations in two broad categories:

- Measure 1: Achievement – What a student knows at a point in time.
- Measure 2: Growth – What a student has learned over a period of time, typically a school year.

The Center sets separate expectations for each measure. For academies that serve students in grades 3 through 8, the achievement expectation is that at least 50% of students in grades 3 – 8, enrolled for the full year, earn assessment scores at or above the national norm for their grade level in Mathematics and Reading. The growth expectation utilizes conditional student growth percentiles and sets forth the expectation that a academy should earn a median conditional student growth percentile of at least 50. A conditional student growth percentile equal to 50 means that a student earned a score consistent with other students across the country who started at the same score in the fall.

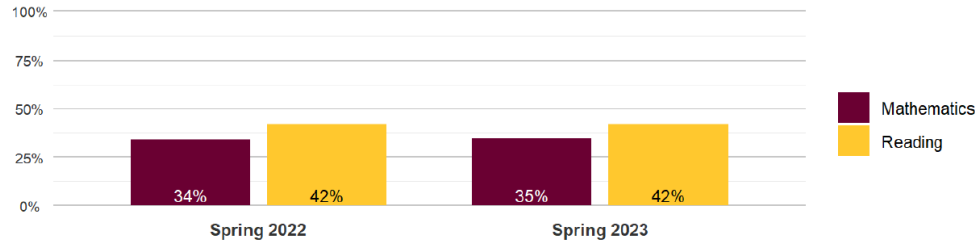
When a academy fails to meet Measure 1 and/or Measure 2, the Center measures each academy's progress toward meeting those measures. The Center examines performance over time and analyzes each academy's performance on the state assessments, when available, compared to the Composite Resident District based on where the academy draws students from. The academy can demonstrate progress towards meeting Measure 1 and/or Measure 2 by demonstrating a positive trend over time and/or outperforming its Composite Resident District.

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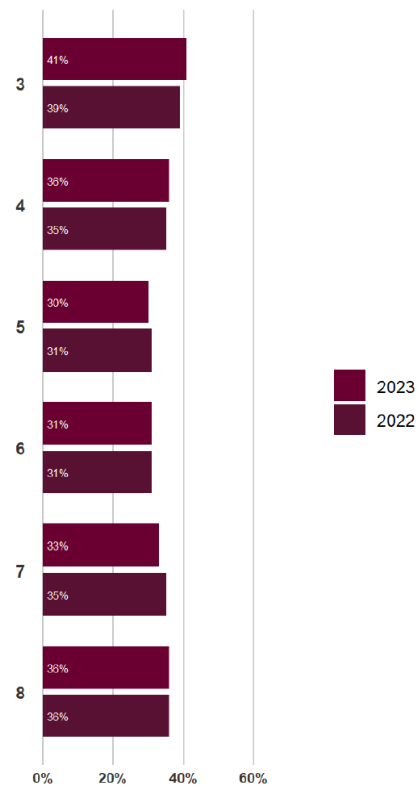
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Percent Meeting NWEA MAP Spring Achievement National Norms All Students Grades 3 - 8 enrolled for at least one year

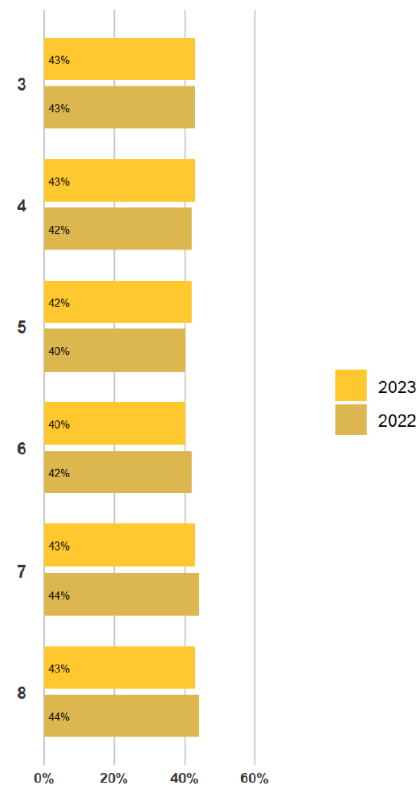
School-Wide by Year



By Grade Level Mathematics



Reading



Summary

Spring Achievement National Norms

The percent of students meeting national norms displays how well students are performing against the 2020 NWEA national grade-level norms in Mathematics and Reading. The percentages reported represent the proportion of students who achieved a spring score at or above the national norm.

Source: NWEA MAP Growth - Spring Assessment

Academy-Wide by Year

Displaying multiple years of data illustrates how achievement levels have changed at the academy, over-time. The 2020 NWEA national norms are used for all of the years in this report.

By Grade Level

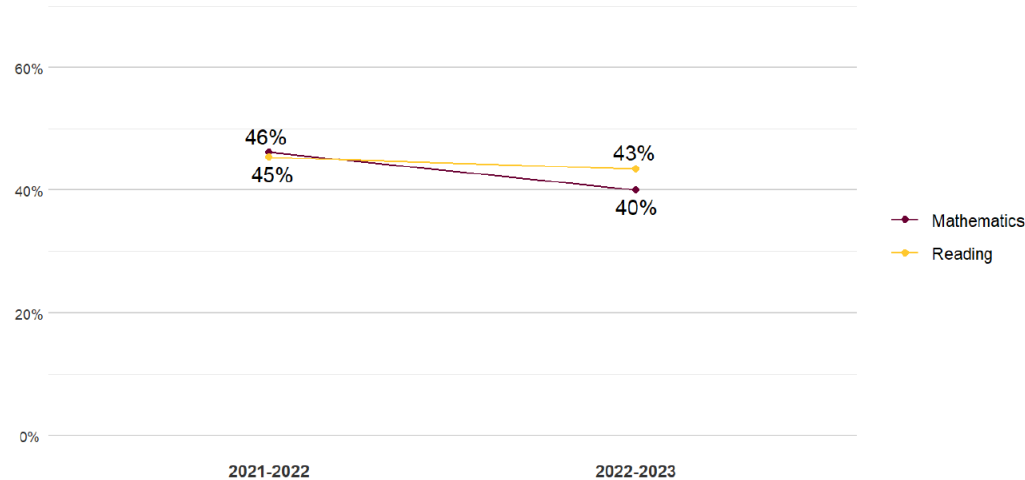
The grade-level achievement charts provide specific levels of spring achievement for each applicable grade in each subject for the last two years. The 2020 NWEA national norms are used for these charts as well.

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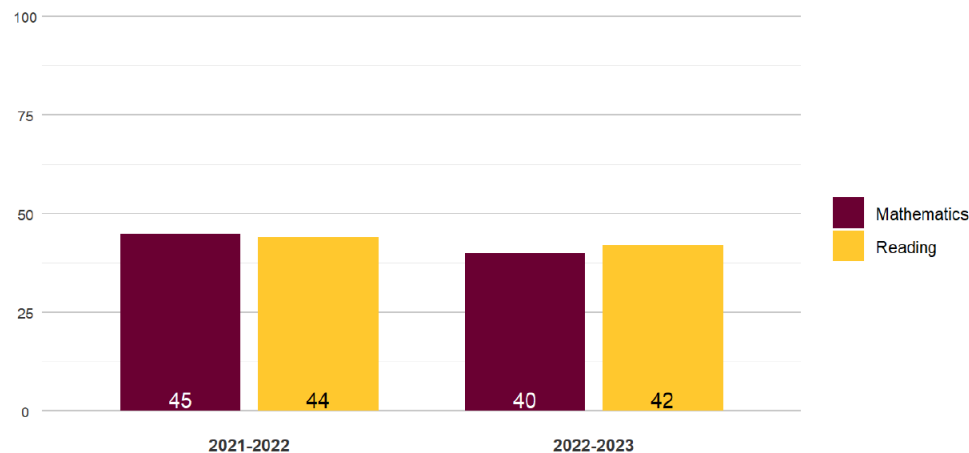
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NWEA MAP Fall-to-Spring Growth

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



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



Summary

Fall-to-Spring Growth

The 2020 NWEA national grade-level norms are used for all of the years throughout this report to create a comparable view of performance over time.

Source: NWEA MAP Growth - Fall and Spring Assessments

Students with a Growth Percentile of 50 or Greater

"One year's growth in one year's time"

The line chart shows the proportion of students that demonstrated a fall-to-spring student growth percentile of 50 or greater. If a student meets this growth benchmark, they grew academically at least as much as the typical student who began the growth period at a similar achievement level. Lower achieving students need to achieve a fall-to-spring growth percentile of more than 50 to close the gap and ultimately perform at or above the national norm.

Median Growth Percentile

A conditional growth Percentile, or simply growth percentile, is a student's percentile rank for growth among their academic peers. A growth percentile of 60 means that the student's growth was higher than 60 percent of their academic peers. A median growth percentile of 50 means that half of all students have a growth percentile of 50 or greater. That is, half of the students are growing as fast, or faster than half of their academic peers.

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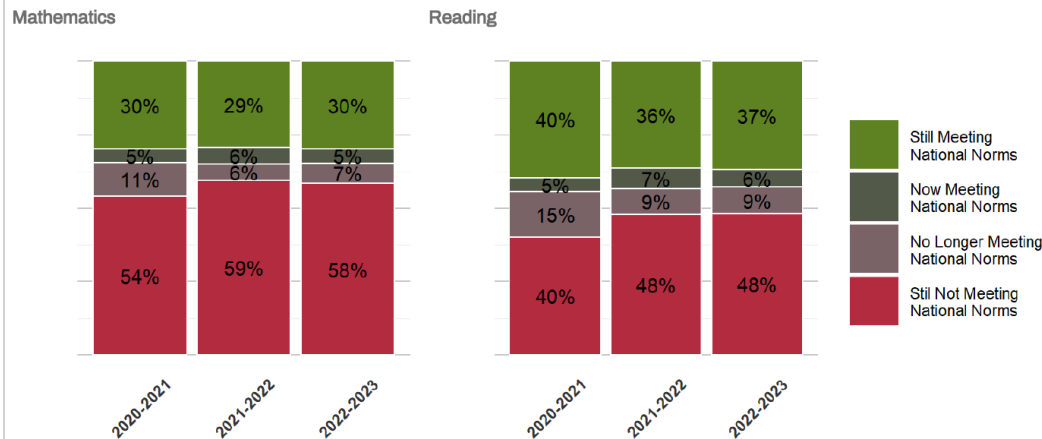
NWEA MAP Change in Achievement Status

Students Grades 3 - 8 Enrolled for 1 or More Years

Fall-to-Spring

An important measure of student success is Change in Achievement status. In this section of the report we explore this metric at the school-level and also at the student-level. The first set of charts presents the school-level. These charts show the percentage of students who met the national norms in the Fall and who also met the national norms in the Spring of the same school year. In addition, the chart shows the percentage of students who did not meet the norms in the Fall and still did not meet the norms in the Spring. As well as, the percentage of students whose status changed from Fall to Spring.

The second set of charts on the following page plots each students Fall Achievement Percentile against their Spring Achievement percentile. The vertical dashed line represents the 50th percentile for the Fall which is the national normative benchmark. The horizontal line represents the Spring benchmark. The diagonal line represents the 50th Growth Percentile. Students on the diagonal line have a growth percentile of 50. Those above the diagonal line are growing faster than their academic peers. Those below the line are growing at a slower pace than their academic peers.



Summary

These charts help show us how students have changed relative to the achievement benchmark. In order for the academy to improve its performance relative to the achievement benchmark they have to increase the percentage of students in the “Now Meeting National Norms” category while decreasing or holding steady the percentage of students in the “No Longer Meeting National Norms” category.

NWEA MAP Change in Achievement Status

Still Meeting National Norms

Percent of students who are above the achievement national norms in both the current year and the year prior.

Now Meeting National Norms

Percent of students who were below the achievement national norms in the prior year, but are above the achievement national norms in the current year.

No Longer Meeting National Norms

Percent of students who were above the achievement national norms the year prior, but had fallen below the achievement national norms in the current year.

Still Not Meeting National Norms

Percent of students who are below the achievement national norms in both the current year and the year prior.

Source: NWEA MAP Growth - Fall and Spring Assessments

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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.

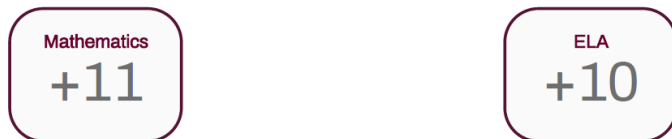
2022-23 - Percent of Students Advanced or Proficient on M-STEP Mathematics and English Language Arts



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 is the difference between the Academy's and the CRD's percentages.

2022-23 - Percent of Students Advanced or Proficient on M-STEP vs. CRD



M-STEP Summary

The state of Michigan requires schools to administer assessments to all students in grades 3-8. Students in grades 3-7 are required to take the M-STEP in English Language Arts (ELA) and Mathematics. The M-STEP is used to determine which students are proficient in ELA and Mathematics. The state uses the data collected from state assessments for informational and accountability purposes.

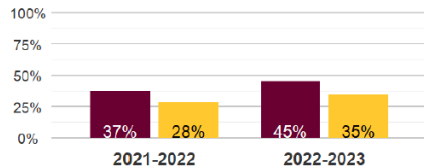
The Educational Goal in the charter contract does not outline specific targets in ELA and Mathematics, however the M-STEP is incorporated into the Educational Goal. In the event the academy does meet its NWEA targets, the Educational Goal specifies that the academy can demonstrate its progress toward meeting the target by exhibiting a positive trend on the NWEA assessment as well as by outperforming its Composite Resident District (CRD) on the M-STEP. The CRD is a weighted average of the performance of all traditional districts' students would attend if not enrolled in the academy. To demonstrate progress toward meeting the educational goal, the academy must outperform its CRD.

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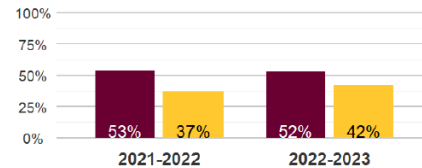
Percent Meeting M-STEP Proficiency vs. CRD All Students Grades 3 - 7

Mathematics



Academy CRD

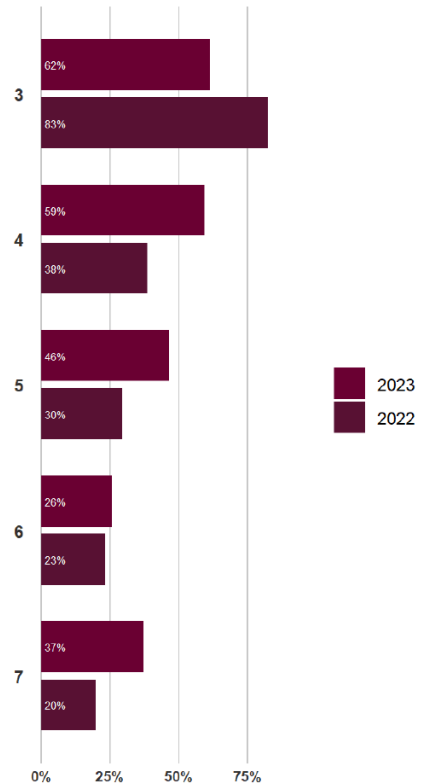
ELA



Academy CRD

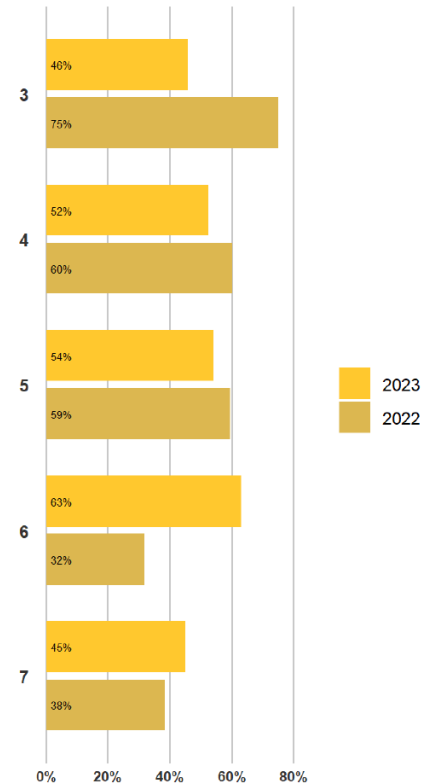
Percent Meeting M-STEP Proficiency By Grade Level

Mathematics



2023
2022

ELA



2023
2022

Summary

The percentage of students meeting the M-STEP proficiency benchmarks, tracked by year, demonstrates how well students attending the academy have performed on the M-STEP, over-time. The most important component is the academy's performance, in each year, compared to its CRD. If the academy is outperforming its CRD it means that more students are proficient at the academy than the weighted average of all traditional districts from which students would have otherwise attended based on the traditional district they live in.

Academy Proficiency by Year

Displaying multiple years of data illustrates how proficiency has changed at the academy and the CRD, over-time. Public data is used to calculate the CRD for each year and student-level data is used to calculate the performance of each academy, in each school year.

By Grade Level

The grade-level proficiency charts provide levels of proficiency for each applicable grade in each subject for the last two years. Student-level data is used to calculate the percentage of students meeting the proficiency targets in each year.

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Scholastic Aptitude Test (SAT)

The Scholastic Aptitude Test (SAT) is an assessment given during each school year. The state of Michigan requires that the Academy assess all grade 11 students using the SAT in Evidence Based Reading and Writing (EBRW) and Mathematics. For Academies that serve high school students, the Charter Contract contains goals related to SAT performance in several ways. The primary goal associated with the SAT is that 60% of students meet the CCR benchmarks in EBRW and 40% of students meet the College and Career Readiness Benchmarks (CCR) in Mathematics. 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 Evidence-Based Reading and Writing (EBRW) 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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks



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.

2022-23 - Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD



SAT Summary

The state of Michigan requires that each student take the Scholastic Aptitude Test (SAT) in 11th grade. The SAT is used to help determine whether a student is ready for college and career by assessing them in English Based Reading & Writing (EBRW) and Mathematics. Academies authorized by CMU that serve high school students have a target set forth in its charter contract which states that 60% of 11th grade students will meet the College and Career Readiness Benchmarks in EBRW and 40% will meet the benchmark in Mathematics. Similar to the other goals 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 educational goal, the academy must outperform its CRD.

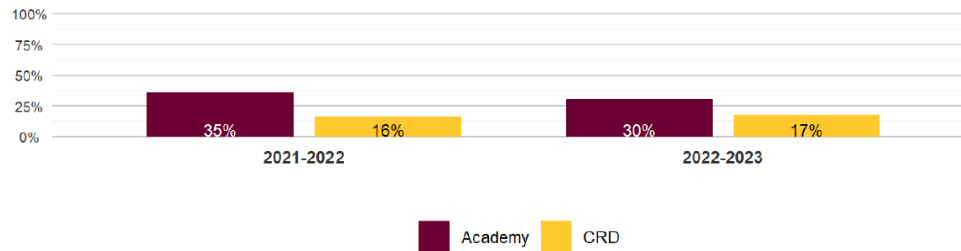
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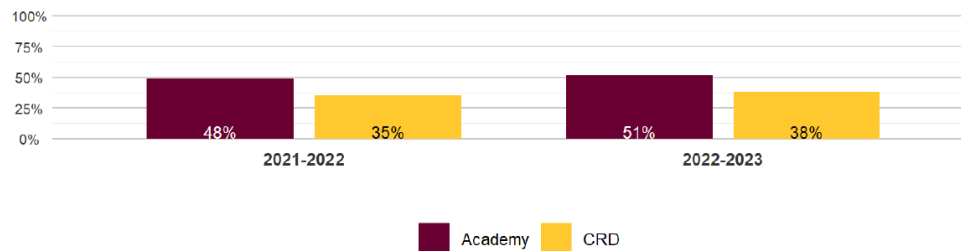
Percent of Students at the Academy Who Meet SAT College and Career Readiness (CCR) Benchmarks vs. CRD

School-Wide by Year

Mathematics



EBRW



Summary

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. The charter contract utilizes SAT results in several different ways. The primary target contained within the Educational Goal is that 60% of students demonstrate College and Career Readiness in EBRW and 40% demonstrate College and Career Readiness in Mathematics. If an academy does not meet the targets, they can demonstrate progress toward meeting the targets by exhibiting a positive trend over-time and by outperforming its Composite Resident District.

Academy Proficiency by Year

Displaying multiple years of data illustrates how proficiency has changed at the academy and the CRD, over-time. Public data is used to calculate the CRD for each year and student-level data is used to calculate the performance of each academy, in each school year.

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Resources

- NWEA Norms - <https://teach.mapnwea.org/impl/maphelp/Content/Data/GrowthInsights.htm?cshid=692#Norms>
- CMU Educational Goal Template – www.thecenterforcharters.org/educationalgoal
- The Center for Charter Schools at CMU - Research and Analysis Webpage - www.thecenterforcharters.org/research-and-analysis
- The Center for Charter Schools at CMU - Schools Webpage - www.thecenterforcharters.org/schools/choice/our-schools/
- MI School Data - mischooldata.org/