



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

SCORECARD *of* SCHOOL PERFORMANCE

2013-2014

ABC ACADEMY



OUR MISSION

To transform public education through accountability, innovation and access to quality education for all students.

OUR VISION

We envision a diverse and dynamic public education marketplace that fosters academic excellence for all children.

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

The Governor John Engler Center for Charter Schools
Central Michigan University | Mount Pleasant, MI 48859
(989) 774-2100 | www.TheCenterForCharters.org

To the dedicated board members serving charter public schools authorized by Central Michigan University:

On behalf of our entire team at The Governor John Engler Center for Charter Schools (Center), I am pleased to provide you with the 2013-2014 Annual Scorecard of School Performance (Scorecard). As the final of four reports in the Performance Suite, the Scorecard is a critical tool that integrates data from the Academic Performance Report, the Fiscal Performance Report, and the Operational Performance Report, and provides a comprehensive review of the Academy's progress toward the expectations outlined in the Charter Contract.

Bringing all the key information together, this report focuses on how the various functions of the Academy helps support the education program in order to maximize academic performance. While this report includes information from the Academy's overall performance as it relates to the Charter Contract, it is not all-encompassing and should be reviewed in the unique context of the Academy.

As always, the Center welcomes your feedback in order for us to maximize the usefulness of this information and to ensure you have the data you need. We can't thank you enough for your dedication and commitment to pursuing excellence for Michigan students. Your efforts at creating quality educational opportunities will help to ensure each and every child has the tools they need to be successful in college, work and life.

Thanks again for keeping kids first!



Cynthia M. Schumacher

Executive Director



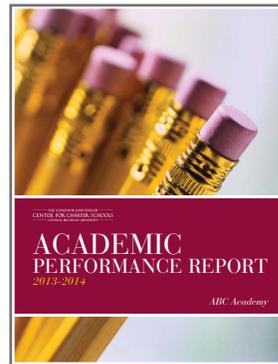
Cynthia M. Schumacher
Executive Director

REPORT SUITE

The annual performance report suite is made up of three distinct reports: the Academic Performance Report, the Operational Performance Report and the Fiscal Performance Report, as well as one capstone report - the annual Scorecard of School Performance.

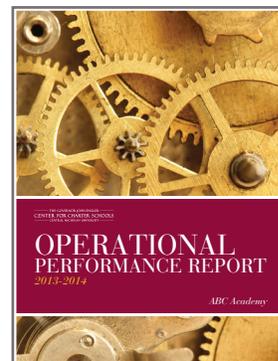
These reports, shown to the right, cover each of the primary content areas and are intended to provide a greater understanding of the Academy's holistic performance for a complete academic year (July through June).

The first report is distributed in June when the academic data becomes available, with the operational and fiscal reports following suit. The final report, the Scorecard, is released in the winter of the following year, as the summary of the three performance reports.



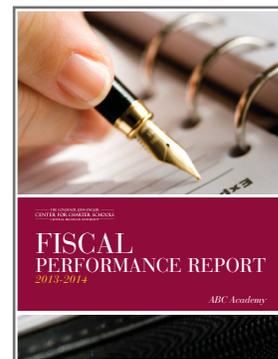
ACADEMIC PERFORMANCE REPORT

The first performance report, published annually in the summer, provides a comprehensive overview of the Academy's academic outcomes for the academic year just completed.



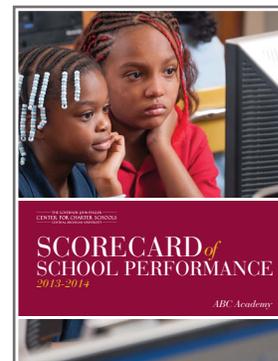
OPERATIONAL PERFORMANCE REPORT

The second performance report, published annually in the fall, provides a comprehensive overview of the Academy's operational outcomes for the academic year ending in June.



FISCAL PERFORMANCE REPORT

The third and final performance report, published annually in the winter, provides a comprehensive overview of the Academy's financial outcomes for the previous academic year.



SCORECARD OF SCHOOL PERFORMANCE

As a summary of the three performance reports, published annually in the winter, the Scorecard provides an overview of the Academy's performance, as it relates to the Charter Contract.

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ACADEMY OVERVIEW

Demographics

Knowing your students and from which communities they come helps in understanding the make-up of the Academy and the student population it serves. The data displayed in this section represents a summary of the Academy's demographics for the 2013-2014 school year and provides an overview of trending and comparison information.

ABC Academy

Date Opened
9/1/1995

Grades Served
K-12

Charter Contract
2012-2017

Management
Self-managed

Mission Statement
Prepare students academically for success in college, work and life.

Address
1234 Abacus Ave.
Scholastic, MI 42860

Fig. 1

Total Enrollment by Year

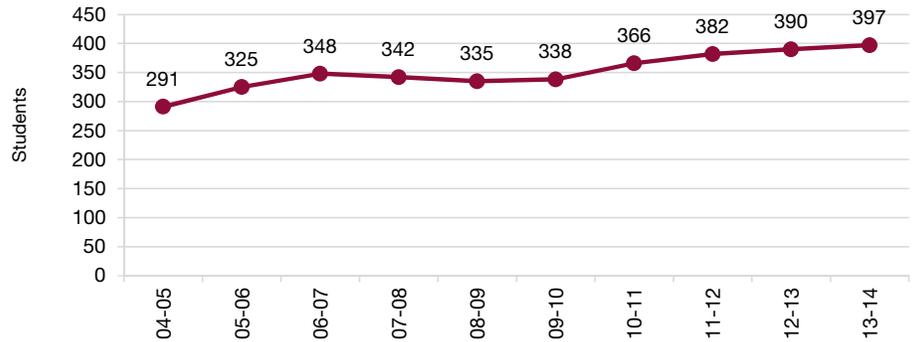


Fig. 2

Number of Students in Each Grade

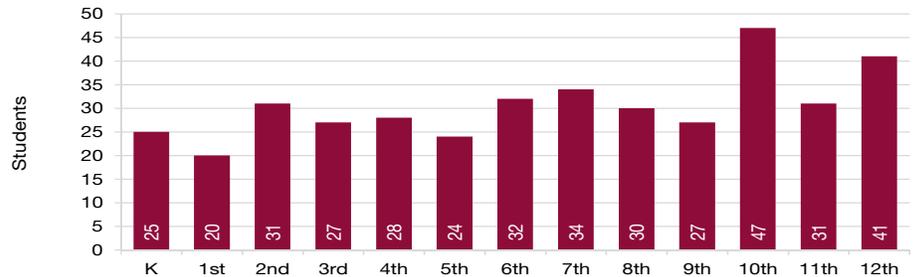


Fig. 3

Length of Student Enrollment

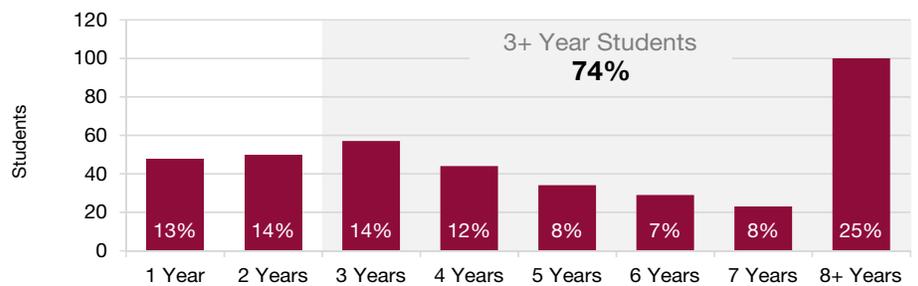


Fig. 4

Racial/Ethnic Breakdown

Ethnicity	Your School	CMU Average	State Average
American Indian or Alaskan Native	0.3%	0.3%	0.7%
Asian American	2.0%	2.7%	3.0%
Black or African American	65.9%	50.2%	18.2%
Native Hawaiian or Other Pacific Islander	0.0%	0.1%	0.1%
White	22.3%	38.4%	68.5%
Hispanic or Latino	2.3%	2.8%	6.7%
Multi-Racial	7.2%	5.5%	2.8%

Fig. 5

MEAP and MME Achievement Results

SUBJECT/ GRADE	2013-2014	2012-2013	CHANGE	COMPOSITE RESIDENT DISTRICT	STATE AVERAGE
Reading 3	61.7%	56.4%	5.3%	58.7%	61.3%
Reading 4	63.6%	69.0%	-5.4%	68.5%	70.0%
Reading 5	79.3%	60.0%	19.3%	68.3%	71.7%
Reading 6	66.7%	70.6%	-3.9%	67.2%	71.5%
Reading 7	77.4%	48.0%	29.4%	54.2%	60.4%
Reading 8	78.9%	44.0%	34.9%	66.4%	72.7%
Reading 11	72.7%	57.7%	15.0%	48.8%	58.7%
Math 3	42.6%	20.5%	22.1%	39.3%	40.2%
Math 4	52.9%	23.3%	29.6%	41.9%	45.3%
Math 5	33.3%	36.7%	-3.4%	41.7%	45.2%
Math 6	24.2%	35.3%	-11.1%	36.4%	41.5%
Math 7	39.4%	24.0%	15.4%	33.6%	39.2%
Math 8	26.3%	12.5%	13.8%	30.7%	34.5%
Math 11	28.1%	20.0%	8.1%	22.7%	28.8%

Fig. 6

*Family Education Rights and Privacy Act (FERPA) – Federal law that prohibits student identifiable education data from being publicly disseminated. A group of 10 or less students is considered to contain student identifiable data.

-- No Data Available.

Free and Reduced Price Lunch Eligibility

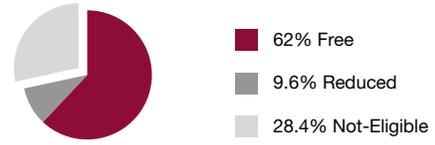


Fig. 7

General and Special Education Status

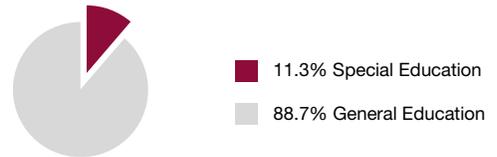


Fig. 8

English Language Learners (ELL)

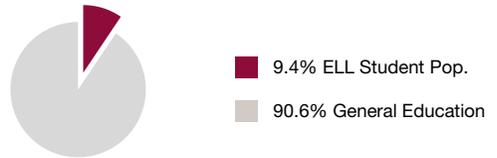
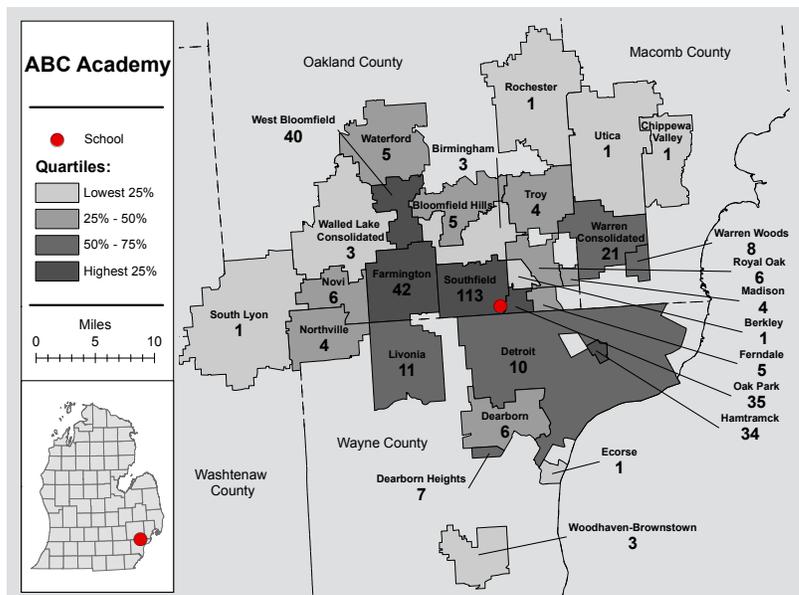


Fig. 9

COMPOSITE RESIDENT DISTRICT

WHERE YOUR STUDENTS COME FROM

The Composite Resident District (CRD) illustrates the public school districts to which students would be assigned if they were not enrolled in the Academy. A list of those resident districts along with a detailed map showing the location of the Academy is shown below. Due to geographical constraints, the map may not show all districts.



West Bloomfield School District	40	10.5%
Oak Park, School District of the City of	35	9.2%
Hamtramck, School District of the City of	34	8.9%
Warren Consolidated Schools	21	5.5%
Livonia Public Schools School District	11	2.9%
Detroit City School District	10	2.6%
Warren Woods Public Schools	8	2.1%
Dearborn Heights School District #7	7	1.8%
Dearborn City School District	6	1.6%
School District of the City of Royal Oak	6	1.6%
Novi Community School District	6	1.6%
Bloomfield Hills Schools	5	1.3%
Waterford School District	5	1.3%
Ferndale Public Schools	5	1.3%
Northville Public Schools	4	1.0%
Madison District Public Schools	4	1.0%
Troy School District	4	1.0%
Other	15	3.9%

Total Number of Districts: 28

Fig. 10

ACADEMIC PERFORMANCE

Student Achievement

The Center has established one educational goal: to prepare students academically for success in college, work and life. To determine whether or not students who are continuously enrolled at the Academy are meeting, or demonstrating measurable progress toward this goal, specific achievement targets have been set for each grade, and are measured by the Performance Series[®] by Scantron[®] or NWEA Measures of Academic Progress[®] (MAP) tests. The results of these tests are shown here, illustrating the Academy's progress toward this goal over the past three years.

Educational Goal ¹	Measure	Metric	Achievement Target
<p>Prepare students academically for success in college, work and life.</p> <p>To determine whether the Academy is achieving or demonstrating measurable progress toward the achievement of this goal, the Center will annually assess the Academy's performance using the following measure:</p>	The academic achievement of all students in grades 2 through 8, who have been enrolled for three or more years at the Academy, will be assessed using the following metric and achievement target:	The average college readiness level based on scaled scores from the Performance Series or MAP reading and math tests administered in the spring.	<p>Students enrolled for three or more years will on average achieve scaled scores equal to or greater than the grade-level achievement targets for reading and math identified in this schedule.</p> <p><small>NOTE: If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.</small></p>

Performance Series or MAP Spring Results

AVERAGES FOR STUDENTS ENROLLED FOR THREE OR MORE YEARS, AS COMPARED TO THE ACHIEVEMENT TARGETS

READING

Reading

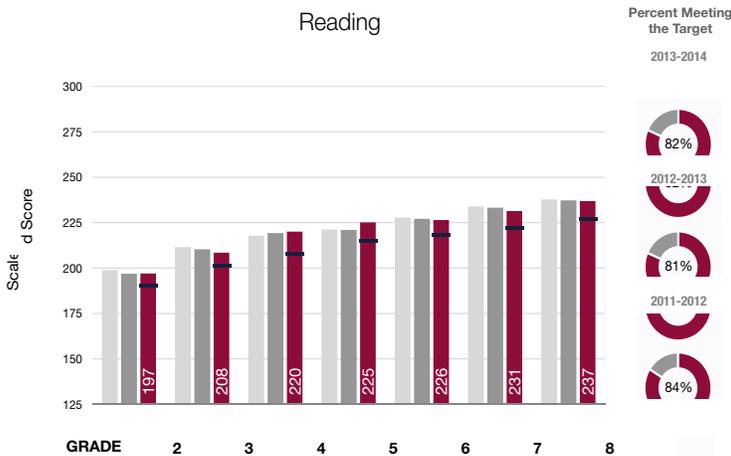


Fig. 11

MATH

Math

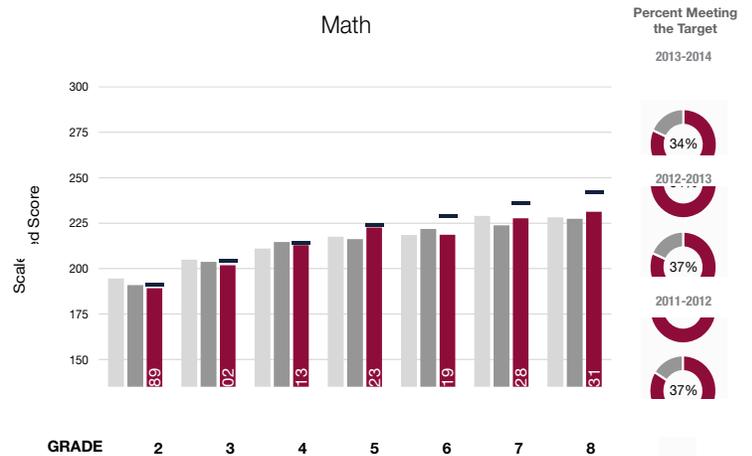


Fig. 12

UNDERSTANDING STUDENT ACHIEVEMENT

The scaled scores of students enrolled for three or more years in the Academy during the 2013-2014 school year are used in determining whether or not the Academy met the achievement targets in reading and math for grades 2 through 8. Student scores are illustrated by the dark colored bars as the average scores of students who were enrolled for three or more years. The achievement target for each grade is illustrated by a horizontal bar. Additionally, student results from spring 2012 and 2013 are presented for reference.

Your Academy's Performance Results

The Academy's performance demonstrates that students, on average, who remain continuously enrolled in the Academy are currently **on-track** to be academically prepared for success in college, work and life, as determined by the Academy's Charter Contract (average scaled scores equal to or greater than the grade-level achievement targets).

¹ The Educational Goal is described in Schedule 7b of the charter contract. * FERPA (see page 17 for more information)

NOTE: Results for schools that made a transition in assessment within the last three years (e.g., from Performance Series to MAP) are converted to the current year's assessment scale.

ACADEMIC PERFORMANCE

Student Achievement

Student Achievement measures whether or not students in middle and high school are on track to be successful in college, work and life as measured by the EXPLORE®, PLAN® and ACT® tests by ACT, Inc. These tests, administered annually in the subjects of reading, mathematics, science and English, reveal how students are performing against the achievement targets derived from standards developed by ACT, Inc., which are aligned with expectations of colleges and employers around the country. Whether it's college, a career or other pursuits, these targets will ensure students are prepared academically.

Educational Goal ¹	Measure	Metric	Achievement Target
<p>Prepare students academically for success in college, work and life.</p> <p>To determine whether the Academy is achieving or demonstrating measurable progress toward the achievement of this goal, the Center will annually assess the Academy's performance using the following measure:</p>	The academic achievement of all students in grades 8 through 11, who have been enrolled for three or more years at the Academy, will be assessed using the following metric and achievement target:	The average college readiness level based on subject scores from the EXPLORE, PLAN and ACT tests by ACT, Inc. administered in the spring.	<p>Students enrolled for three or more years will on average achieve EXPLORE, PLAN and ACT subject scores equal to or greater than the achievement targets for reading, math, science, and English identified in this schedule.</p> <p><small>NOTE: If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.</small></p>

EXPLORE, PLAN and ACT Results

AVERAGES FOR STUDENTS ENROLLED FOR THREE OR MORE YEARS, AS COMPARED TO THE ACHIEVEMENT TARGETS

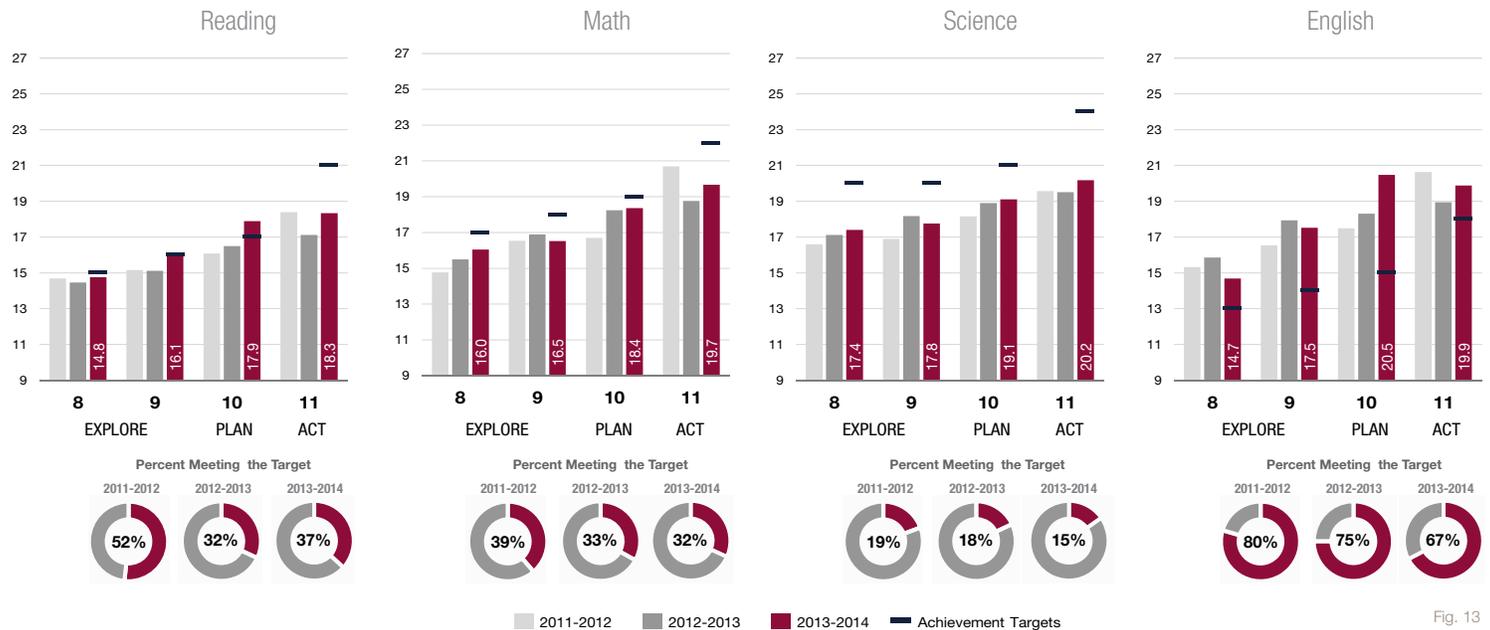


Fig. 13

UNDERSTANDING STUDENT ACHIEVEMENT

The scaled scores of students enrolled for three or more years in the Academy during the 2013-2014 school year are used in determining whether or not the school met the achievement targets in reading, math, science and English for grades 8 through 11. Student scores for the current year are illustrated by the dark colored bars as the average scores of students who were enrolled for three or more years. The achievement target for each grade is illustrated by a horizontal bar. Additionally, student results from 2012 and 2013 are presented for reference.

Your Academy's Performance Results

The Academy's performance demonstrates that students, on average, who remain continuously enrolled in the Academy are currently **not on-track** to be academically prepared for success in college, work and life, as determined by the Academy's Charter Contract (average scaled scores equal to or greater than the grade-level achievement targets).

ACADEMIC PERFORMANCE

Student Growth

The student growth measure in grades 3 through 8 determines whether or not students at the Academy are demonstrating measurable progress toward the achievement targets. This measure is the most important, but not the only factor, the Center considers when determining whether the Academy is “demonstrating measurable progress” toward the contractual goal of preparing students academically for success in college, work and life.

Educational Goal ¹	Measure	Metric	Growth Target
<p>Prepare students academically for success in college, work and life.</p> <p>To determine whether the Academy is achieving or demonstrating measurable progress toward the achievement of this goal, the Center will annually assess the Academy’s performance using the following measure:</p>	The academic growth of all students in grades 3 through 8 at the Academy will be assessed using the following metric and growth target:	Growth made by students from fall-to-spring in reading and math as measured by scaled scores on the Performance Series or MAP test.	Students’ fall-to-spring academic growth on average will demonstrate measurable progress toward the grade-level achievement targets for reading and math identified in this schedule.

Performance Series or MAP Fall to Spring Results

ALL STUDENT SCORES, AS COMPARED TO THE ACHIEVEMENT TARGETS

Reading

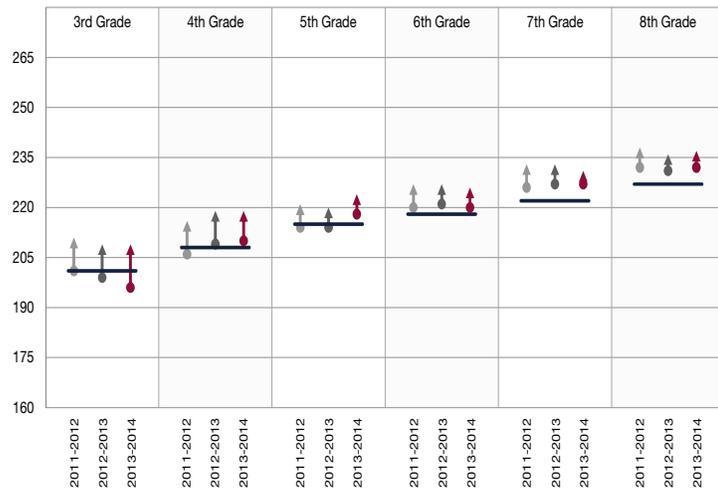


Fig. 14

Math

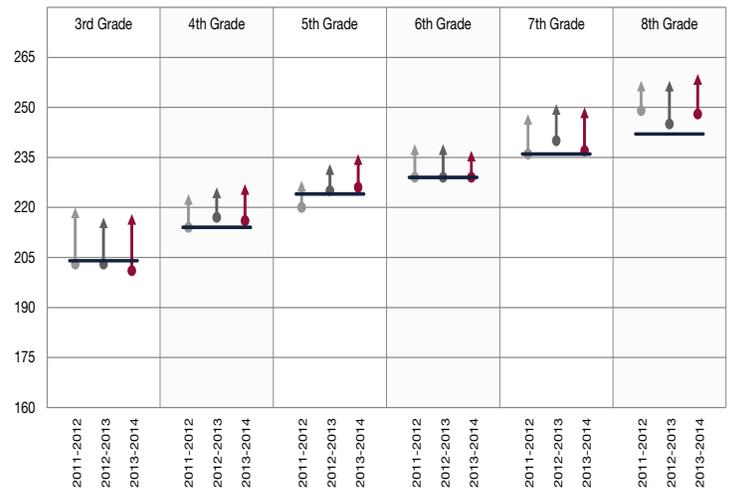


Fig. 15

UNDERSTANDING STUDENT GROWTH

The charts above illustrate student growth, from fall to spring, within a school year using a matched pairs analysis. The growth is measured toward the achievement targets identified in the charter contract. The achievement targets are shown by a dark line — for grades 3 through 8. The beginning fall scores are illustrated by a dot ●, while the ending spring scores are illustrated by an arrow ↑. The actual amount of gain (or loss) between tests is represented by the black line.

¹ The Educational Goal is described in Schedule 7b of the charter contract.

* FERPA (see page 17 for more information)

NOTE: Results for schools that made a transition in assessment within the last three years (e.g., from Performance Series to MAP) are converted to the current year’s assessment scale.

ACADEMIC PERFORMANCE

Student Growth

The student growth measure in high school determines whether or not students in grades 9 through 11 at the Academy are demonstrating measurable progress toward the achievement targets. This measure is the most important, but not the only factor, the Center considers when determining whether the Academy is “demonstrating measurable progress” toward the contractual goal of preparing students academically for success in college, work and life.

Educational Goal ¹	Measure	Metric	Growth Target
<p>Prepare students academically for success in college, work and life.</p> <p>To determine whether the Academy is achieving or demonstrating measurable progress toward the achievement of this goal, the Center will annually assess the Academy’s performance using the following measure:</p>	The academic growth of all students in grades 9 through 11 at the Academy will be assessed using the following metric and growth target:	Growth made by students in reading, math, science, and English as measured by subject scores on the EXPLORE, PLAN and ACT tests.	Students’ academic growth between tests on average will demonstrate measurable progress toward the achievement targets for the grade-level subject scores in reading, math, science, and English identified in this schedule.

EXPLORE to PLAN and PLAN to ACT Results

ALL STUDENT SCORES, AS COMPARED TO THE ACHIEVEMENT TARGETS

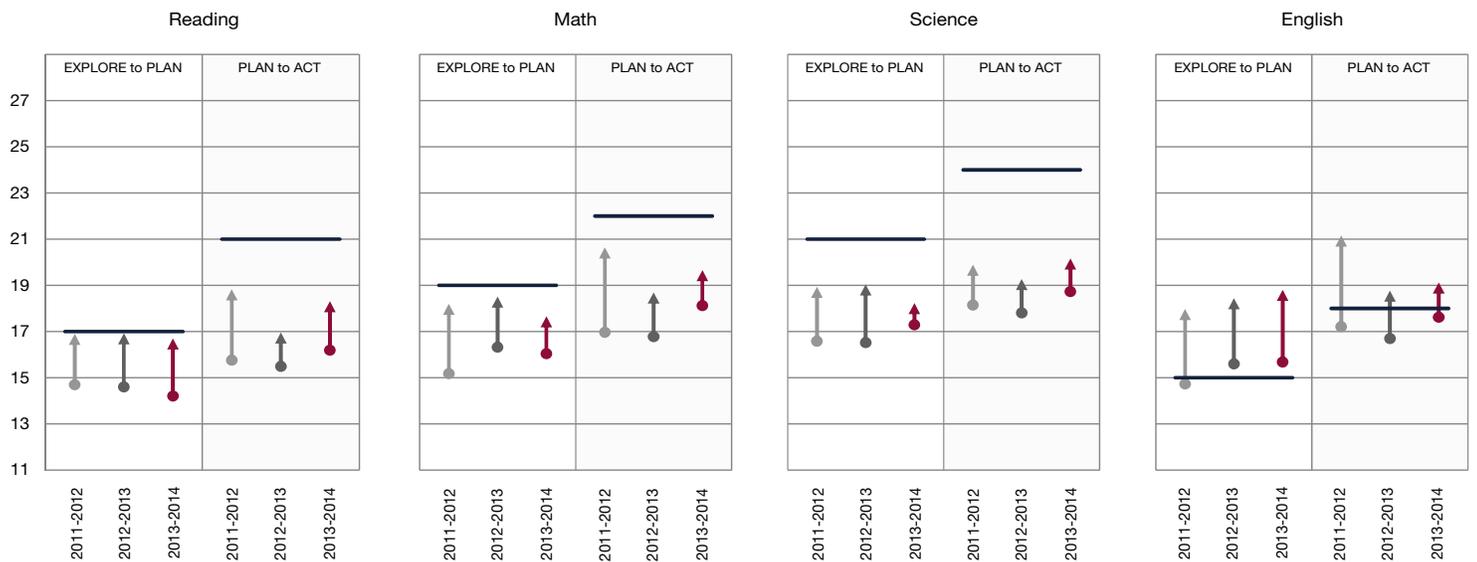


Fig. 16

UNDERSTANDING STUDENT GROWTH

The charts above illustrate student growth toward the achievement targets identified in the charter contract using a matched pairs analysis. The achievement targets are shown by a dark line — for EXPLORE to PLAN, and PLAN to ACT. The beginning scores are illustrated by a dot ●, while the ending scores are illustrated by an arrow ↑. The actual amount of gain (or loss) between tests is represented by the black line.

¹ The Educational Goal is described in Schedule 7b of the charter contract.

* FERPA (see page 17 for more information)

ACADEMIC PERFORMANCE

State & Federal Accountability

Michigan transitioned to a new state and federal accountability system developed under a waiver of certain requirements of the Elementary and Secondary Education Act (commonly known as No Child Left Behind or NCLB). The waiver was approved by the US Department of Education in August 2012. Michigan's new School Accountability Scorecard system replaced the prior system of Adequate Yearly Progress (AYP) in August 2013.

THE CHARTER CONTRACT

The Center expects the Academy will meet the State of Michigan's accreditation standards pursuant to state and federal law.

STATE & FEDERAL ACCOUNTABILITY

The Academy's results from the state's new Michigan School Accountability Scorecard system is presented below. A detailed report, including the Academy's results, can be accessed through the Michigan Department of Education at: <https://www.mischooldata.org>.

	OUTCOMES			
STATUS	Priority School	Focus School	Reward School	No Designation
CRITERIA	<ul style="list-style-type: none"> Bottom 5% of Top-to-Bottom list 	<ul style="list-style-type: none"> 10% of schools with largest achievement gap (Top 30% vs. Bottom 30% of students) 	<ul style="list-style-type: none"> High Performing, High Improvement, or "Beating the Odds" 	<ul style="list-style-type: none"> The school has not been identified as a Priority, Focus or Reward school
REQUIRED ACTION	<ul style="list-style-type: none"> Placed under supervision of State Reform Officer Required to develop a 4-year reform/redesign plan: <ul style="list-style-type: none"> Transformation, Turn-around, Restart or Closure Required to set aside Title I funds 	<ul style="list-style-type: none"> Assigned an ISD Intervention Specialist Required to develop a 4-year plan to address the achievement gap Required to set aside Title I funds 	<ul style="list-style-type: none"> Recognized publicly by the MDE at conferences and other events 	<ul style="list-style-type: none"> None

Academy Status - 2013-2014

No Designation

Academy Accountability Scorecard Overview

Math	Reading	Social Studies	Science	Writing	Completion Rate	Attendance Rate	Educator Evaluations	Compliance Factors	Overall
Green	Green	Green	Green	Green	Green	--	Green	Green	Yellow

Fig. 17

UNDERSTANDING STATE & FEDERAL ACCOUNTABILITY

Accountability Scorecards replaced Michigan's AYP report cards under a waiver Michigan received from the U.S. Department of Education in 2012 from certain requirements of the NCLB Act of 2001. Each school building and district receives an overall color (Green, Lime, Yellow, Orange or Red) based on the components within the Accountability Scorecard.

The information provided in this report was retrieved from the Michigan Department of Education and state's MI School Data website. To access this information, including detailed reports, please visit: <http://www.michigan.gov/mde/0,4615,7-140-22709---,00.html> and <https://www.mischooldata.org>.

For more information about the Michigan School Accountability Scorecards and how to read these reports, please visit: http://www.michigan.gov/mde/0,1607,7-140-22709_25058---,00.html.

OPERATIONAL PERFORMANCE

An Overview

Operational Performance includes the governance and day-to-day management activities which serve to ensure the Academy is in compliance with the charter contract and applicable law. These areas include: school data management, document submission, legal and reporting requirements, board meeting activities and board policies.

OVERSIGHT, COMPLIANCE & REPORTING AGREEMENT

Pursuant to the Oversight, Compliance & Reporting Agreement of the Charter Contract, the Academy will meet compliance and reporting standards, as outlined in Schedule 4, Article II, Section 2.2: Compliance and Reporting Duties.

MASTER CALENDAR OF REPORTING REQUIREMENTS

The Academy will comply with the reporting and document submission requirements set forth by applicable law and the Charter Contract including those detailed in the Master Calendar of Reporting Requirements issued annually by the Center. A copy of these requirements can be found at www.TheCenterForCharters.org under Administrators.

Master Calendar of Reporting Requirements

DOCUMENT SUBMISSION SUMMARY

	On-Time	Within 5 Days of Due Date	More than 5 Days After Due Date	Performance Status
2010-11	97%	1%	1%	
2011-12	95%	5%	0%	
2012-13	96%	3%	1%	
2013-14	97%	3%	0%	●

Fig. 18

Document Submissions

2013-2014

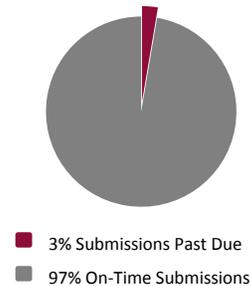


Fig. 19

BOARD STATISTICS

Board Position Vacancies

2013-2014

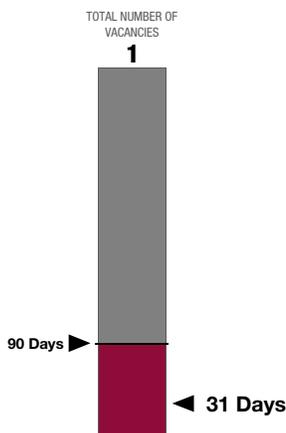


Fig. 20

Board Attendance

2013-2014

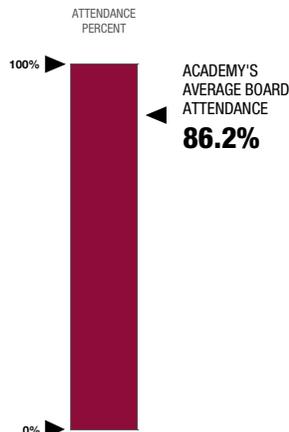


Fig. 21

BOARD POLICIES & CHARTER CONTRACT ADMINISTRATION

The charter contract states that the Academy Board shall "adopt and properly maintain governing board policies in accordance with Applicable Law." The Center provides a mechanism to all CMU-authorized schools which allows boards (at no cost) to draft and update policies with the National Charter Schools Institute. This service, if utilized, can assist boards in maintaining current policies. Additionally, the charter contract sets forth the process by which the charter contract can be amended, suspended, revoked or terminated. Below is a summary of these performance objectives.

	Performance Status
Board Policies	
Board adopted policies are current	●
Charter Contract Administration	
Board has properly initiated Contract Amendments	●
Notice of Intent to Revoke (NIR) issued within the past 5 years	No
Review Conducted	2014 2013 2012 2011
Staff Review	✓
Site & Facilities Review	✓

Fig. 22

FISCAL PERFORMANCE

Revenue & Expenditures

The area of Fiscal Performance includes information regarding the current financial health of the Academy which is tied to its ability to provide a quality educational program based on the resources available to the Academy. The Academy's sustainability is determined by how well it has planned and prepared for growth and future needs as well as unforeseen challenges.

CHARTER CONTRACT TERMS AND CONDITIONS

Section 11.1. The Academy Budget: The Academy Board is responsible for establishing, approving, and amending an annual budget in accordance with the Uniform Budgeting and Accounting Act, MCL 141.421, *et seq.* The Academy Board shall submit to the Center a copy of its annual budget for the upcoming fiscal year in accordance with the Master Calendar. The budget must detail budgeted expenditures at the object level as described in the Michigan Department of Education's Michigan School Accounting Manual. In addition, the Academy Board is responsible for approving all revisions and amendments to the annual budget. In accordance with the Master Calendar, revisions or amendments to the Academy's budget shall be submitted to the Center following Academy Board approval.

Section 6.10. Accounting Standards: The Academy shall at all times 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 and Michigan Department of Education rules.

Section 6.11. Annual Financial Audit: The Academy shall conduct an annual financial statement audit prepared and reviewed by an independent certified public accountant. The Academy shall submit the annual financial statement audit and auditor's management letter to the Center in accordance with the Master Calendar. The Academy Board shall provide to the Center a copy of any responses to the auditor's management letter in accordance with the Master Calendar.

REVENUE & EXPENDITURES

Revenue & Expenditures				
	2010-2011	2011-2012	2012-2013	Percent of Expenditures
Total Revenue	\$3,156,808	\$3,167,398	\$3,154,034	
Expenditures				
Instruction	\$1,685,294	\$1,640,239	\$1,675,921	53%
Supporting Services	\$1,281,806	\$1,471,476	\$1,493,611	47%
Other	\$3,065	\$0	\$0	0%
Total Expenditures	\$2,970,165	\$3,111,715	\$3,169,532	
Revenues over Expenditures	\$186,643	\$55,683	(\$15,498)	0%
Ending Fund Balance	\$584,048	\$639,731	\$624,234	20%

Fig. 23

Instructional Expenditures

2013-2014

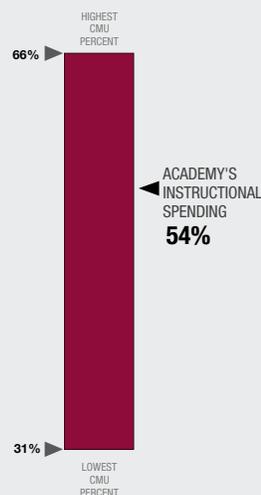


Fig. 24

Supporting Services Expenditures

2013-2014

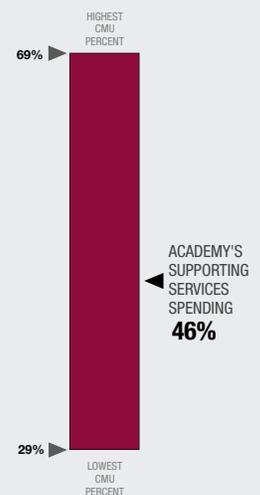


Fig. 25

The majority of the Academy's revenue comes from the state in the form of state aid. Consistent with traditional public schools, charter public schools receive funding based upon a "blended student count." The 2013-2014 foundation allowance was calculated based upon a blended student count consisting of 90% of the Academy's adjusted fall headcount (October 2013) and 10% of the Academy's spring headcount (February 2014). During 2013-2014, the maximum foundation allowance a charter public school could receive was \$7,168 per student.

The majority of the Academy's expenditures fall under two main categories: Instruction and Supporting Services. Instructional expenditures include teacher, teacher assistants, textbooks, classroom supplies and resources dealing directly with the instructional program. These are direct classroom expenditures. Supporting Services expenditures include those services that provide administrative, technical, and logistical support to facilitate and enhance instruction. These are non-classroom expenditures.

FISCAL PERFORMANCE

Fund Balance, Liquidity, Borrowing History & Financial Audit

Fund Balance

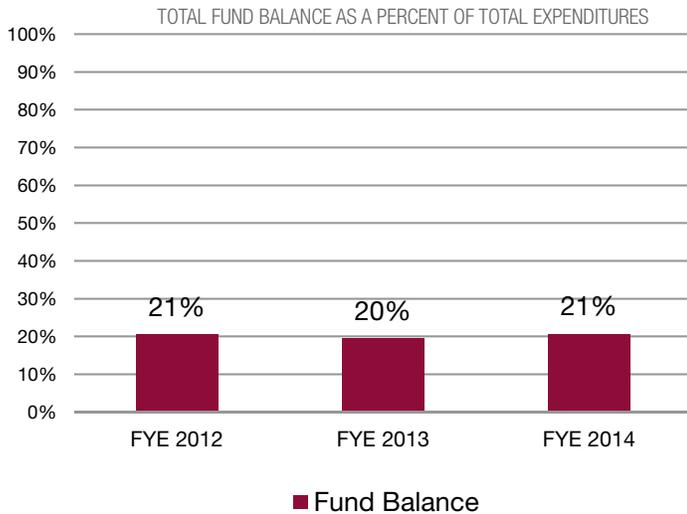


Fig. 26

Liquidity

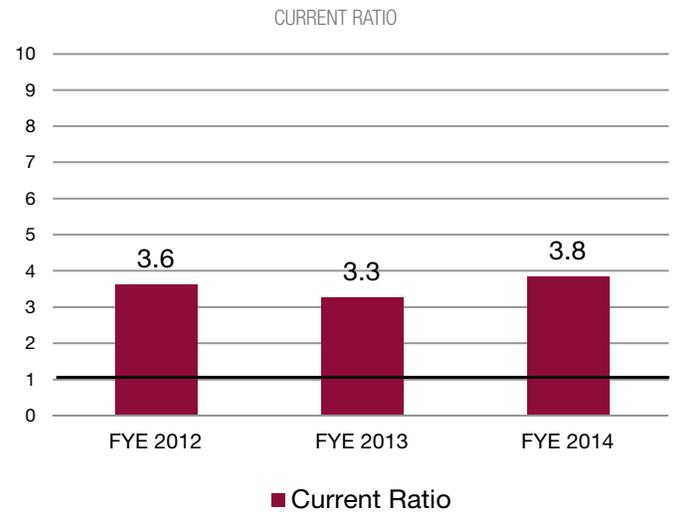


Fig. 27

BORROWING HISTORY

	Academy Short-term Borrowing				CMU Average Short-term Borrowing		Total Outstanding Long-term Debt
	Borrowed Amount #1	Percentage Rate #1	Borrowed Amount #2	Percentage Rate #2	Borrowed Amount	Percentage Rate	
2011-2012	\$600,000	2.90%	--	--	\$877,018	3.39%	\$3,934,815
2012-2013	\$512,000	2.95%	--	--	\$922,556	3.68%	\$3,684,364
2013-2014	\$420,000	2.80%	--	--	\$896,133	3.29%	\$3,628,825

-- No Data Available.

NOTE: Variable rates have been excluded from the CMU Average.

Fig. 28

FINANCIAL AUDIT & MANAGEMENT LETTER

The Academy Audit: The audit findings/recommendations and board-approved responses are outlined in the Academy's 2013-2014 annual audit, and highlighted in the Fiscal Performance Report (FPR) produced annually by the Center. Please see these documents for detailed information.

Findings & Recommendations Summary

	Total Findings and Recommendations	Total Repeat Findings and Recommendations
2011-2012	0	0
2012-2013	0	0
2013-2014	0	0

Fig. 29

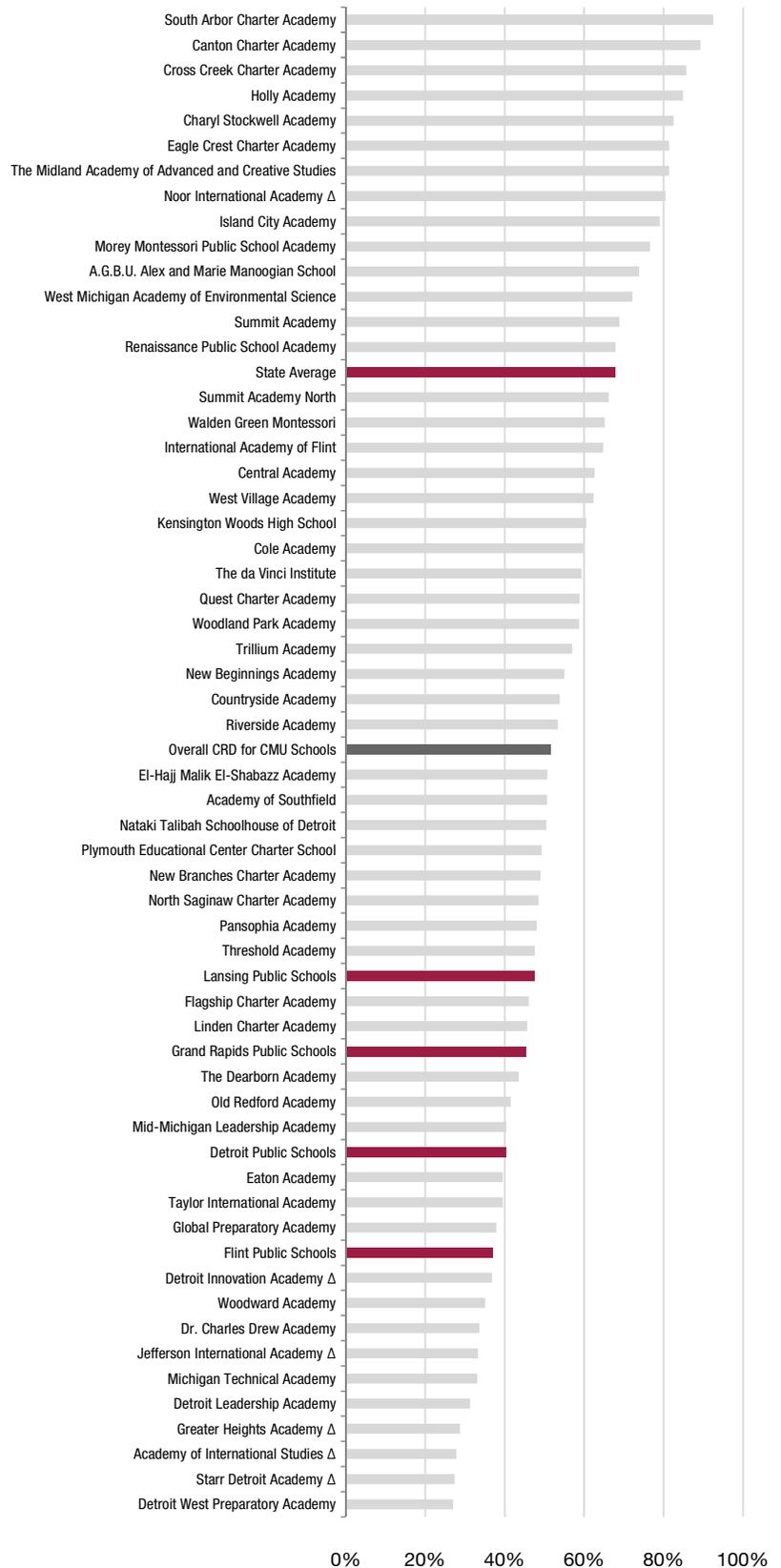
ACADEMY COMPARISON

MEAP Rankings

MEAP Proficiency

2013-2014 MEAP RESULTS, AS COMPARED TO THE STATE, MAJOR DISTRICTS & COMPOSITE RESIDENT DISTRICT AVERAGES

Reading



Δ Schools in their first 3 years of operation.

Fig. 30

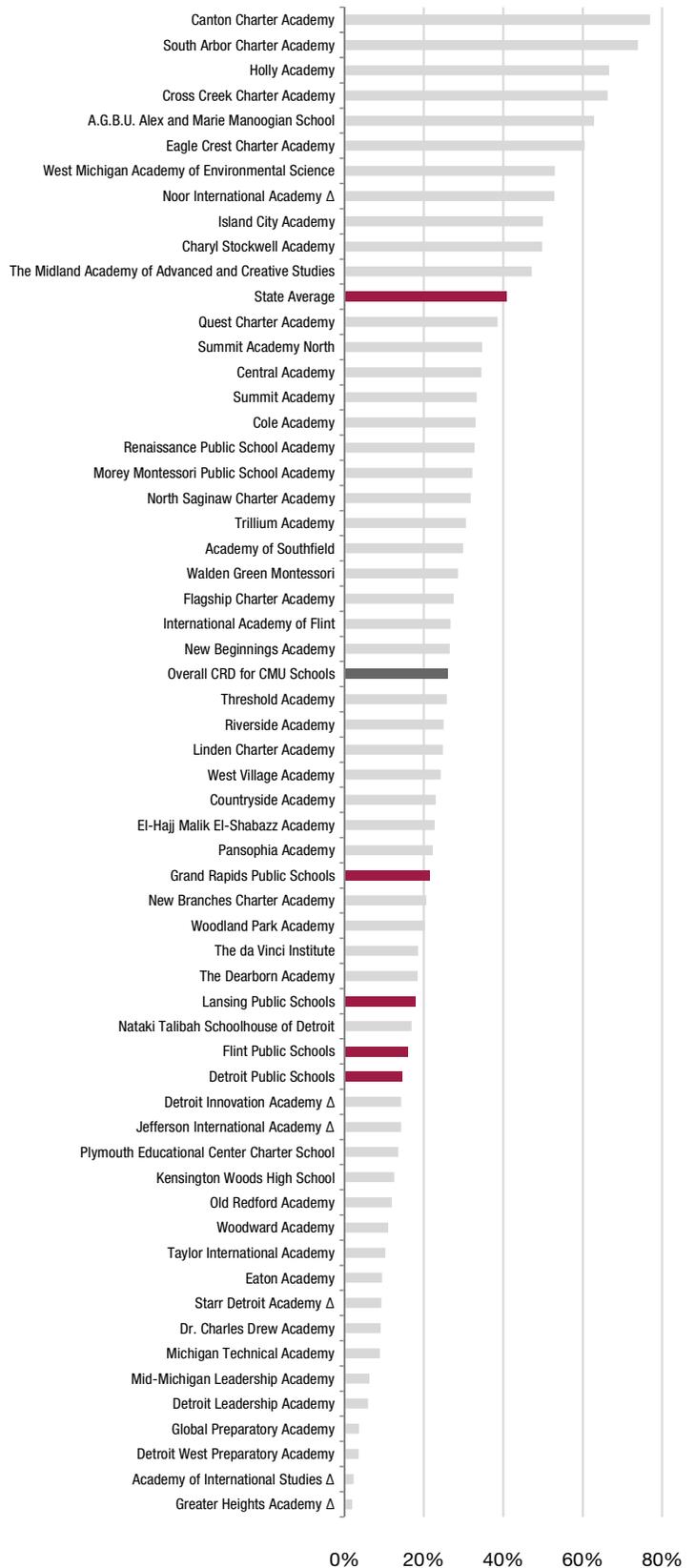
ACADEMY COMPARISON

MEAP Proficiency: Math

MEAP Proficiency

2013-2014 MEAP RESULTS, AS COMPARED TO THE STATE, MAJOR DISTRICTS & COMPOSITE RESIDENT DISTRICT AVERAGES

Math



Δ Schools in their first 3 years of operation.

Fig. 31

ACADEMY COMPARISON

MDE Top-to-Bottom & ACT Rankings

Top-to-Bottom Ranking of All CMU Schools

2014 Michigan Department of Education

- Canton Charter Academy
- South Arbor Charter Academy
- Holly Academy
- Charyl Stockwell Academy
- Eagle Crest Charter Academy
- Cross Creek Charter Academy
- Charyl Stockwell Academy - High School
- Midland Academy of Advanced and Creat
- Summit Academy North High School
- West MI Academy of Environmental Scier
- Island City Academy
- Walden Green Montessori

50th - 74th Percentile

- Morey Montessori Public School Academ
- Summit Academy
- Central Academy
- Summit Academy North Middle School
- Summit Academy North Elementary Scho
- Global Preparatory Academy
- Trillium Academy
- Cole Academy
- New Beginnings Academy
- West Village Academy
- International Academy of Flint (K-12)
- AGBU Alex-Marie Manoogian School

25th - 49th Percentile

- Da Vinci Institute (K-8)

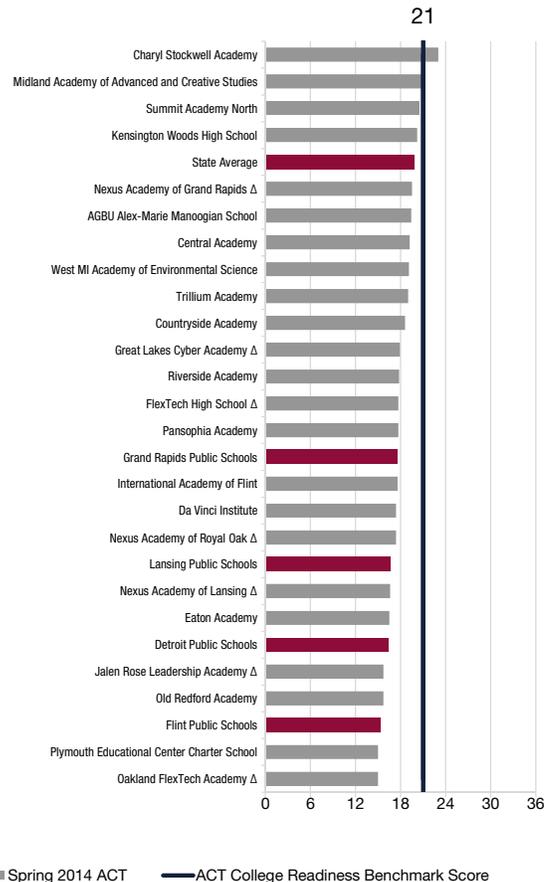
Fig. 32

On January 4, 2010, the State passed a seminal education reform law requiring the Michigan Department of Education to annually publish a list of “persistently low-achieving” schools. In response to this new law, on August 16, 2010, the Michigan Department of Education published a Top-to-Bottom List ranking all public schools by proficiency and growth on the MEAP and MME.

The table to the left shows the state-wide percentile ranking for each school chartered by CMU during 2013-2014, the latest year in which information is available. The highest performing public school in the state received a ranking of 100 while the lowest performing school received a ranking of 0. The Charter School Ranking is the school's rank out of 220 charter schools in Michigan that received a statewide percentile ranking. For more information on the State's Top-to-Bottom Ranking, please visit: http://www.michigan.gov/mde/0,1607,7-140-37818_56562---,00.html.

ACT Composite Results

2014 ACT RESULTS, AS COMPARED TO THE COLLEGE READINESS BENCHMARK



Δ Schools in their first 3 years of operation.

Fig. 33

INDICATORS

Performance Areas & Indicators

The Scorecard is a comprehensive summary of the three performance reports from the prior year; the Academic Performance Report, the Fiscal Performance Report, and the Operational Performance Report.

PERFORMANCE AREAS

ACADEMIC PERFORMANCE

Student Achievement: Assesses whether or not students at the Academy are meeting or demonstrating measurable progress toward meeting achievement targets as measured by the Performance Series[®] test by Scantron[®] or the MAP[®] test by NWEA[®] in grades 2 through 8. In grades 8 through 11, the achievement targets measure student preparedness with the EXPLORE[®] PLAN[®] and ACT[®] tests by ACT, Inc.

Student Growth: Assesses whether or not students at the Academy are making academic progress over time and demonstrating measurable growth toward the achievement targets.

State & Federal Accountability: The Michigan School Accountability Scorecards are Michigan's new system of measuring school performance. The scorecards replaced Michigan's Adequate Yearly Progress (AYP) report cards that were required under No Child Left Behind Act of 2001 (NCLB).

OPERATIONAL PERFORMANCE

Compliance & Reporting: Assesses the governance and day-to-day management activities which serve to ensure the Academy is in compliance with the charter contract and applicable law. These include: governance, legal requirements, reporting requirements and school data management.

FISCAL PERFORMANCE

Fiscal Performance & Accountability: Provides an overview of the current financial health of the organization and its ability to provide a quality educational program. The Academy's sustainability is determined by how well it has planned and prepared for growth, future needs and unforeseen challenges. This section consists of financial data (including board-approved budgets, interim financial statements, internal controls at the Academy, and annual audits that must comply with financial reporting requirements and the charter contract) as submitted to the academy board, authorizer and other required authorities.

INDICATORS

ACADEMIC INDICATORS

The academic performance indicators display the Academy's overall performance in the area of student achievement. The achievement indicators are determined by the following criteria:

Grades 2-8 Achievement

Students who were enrolled in the Academy for three or more years, on average, have met or exceeded the achievement targets in reading and math.

Grades 8-11 Achievement

Students who were enrolled in the Academy for three or more years, on average, have met or exceeded the achievement targets in reading, math, science and English.

OPERATIONAL INDICATORS

The operational performance indicators display the Academy's overall performance in certain areas. These indicators are displayed in the following three levels:

- Meeting Expectations**
Signifies that there is clear evidence demonstrating the Academy is performing at or above the required expectations or performance targets, as outlined in the charter contract.
- Not Meeting Expectations**
Signifies that there is no/not enough evidence to demonstrate the Academy is performing at the required expectations, as outlined in the charter contract.
- No Data Available**
There is currently no data available for this area.

FISCAL INDICATORS

The Center acknowledges that there are differing models of management approaches utilized by academies and accounts for these differences through various reviews and analysis of the Academy's fiscal performance. Those reviews include all aspects of the Academy's financial reporting from budgets (original and amended) to the audited financial statements and associated management letter. Given the differences in models, performance indicators are not presented within this section.

END NOTES

Acronyms & Glossary

ACT, Inc. - the service provider for the EXPLORE®, PLAN® and ACT® .

ACT® - a test that assesses high school students' general educational development and their ability to complete college-level work.

Blended Student Count - Public schools receive funding based upon a "blended student count." The 2013-2014 foundation allowance was calculated based upon a blended student count consisting of 90% of the Academy's adjusted fall headcount (October 2013) and 10% of the Academy's spring headcount (February 2014).

Center - The Governor John Engler Center for Charter Schools

Charter Contract - The document that establishes the relationship between Central Michigan University Board of Trustees and the Academy Board of Directors. As a performance agreement, the Charter Contract helps define roles and responsibilities and guides how the Academy's performance will be measured.

CMU - Central Michigan University

Composite Resident District (CRD) - a breakdown of which public school districts students would be assigned to if they were not enrolled in the Academy.

DST - AOIS Document Submission Tool

ESP - Educational Service Provider or Management Company

EXPLORE® - a test given in grades 8 and 9 provided by ACT, Inc. and utilized by the Academy and the Center in gauging their students' performance.

Family Education Rights and Privacy Act (FERPA) - Federal law that prohibits student identifiable education data from being publicly disseminated. A group of 10 or fewer students is considered to contain student identifiable data (Represented by a * on charts).

Financial Information Database (FID) - For purposes of this report, all source references to the Academy's FID are related to the FID data files for the General Fund only.

Fund Balance - Term used for governmental funds representing the difference between assets and liabilities. Fund balance must be classified as non-spendable, restricted, committed, assigned or unassigned.

Instructional Expenditures - Include teachers, teacher assistants, textbooks, classroom supplies and resources directly dealing with the instructional program. These are direct classroom expenditures.

Liquidity - The ability to convert short-term assets into cash.

Measures of Academic Progress® (MAP®) - a computer-adaptive test provided by Northwest Evaluation Association.

Michigan Merit Exam (MME) - a test taken in grade 11 which consists of three parts the ACT® test, the WorkKeys® by Act, Inc. and any additional tests necessary to ensure Michigan High School Content Expectations (HSCE) are met. This is the final test to assess whether a student is on track for success in college, work and life prior to their high school graduation.

Performance Series® (PS®) - a computer adaptive test provided by Scantron and utilized by the Academy and the Center in gauging student performance.

Per-pupil Foundation Allowance - This amount is established by the legislature each year and accounts for the majority of the Academy's state revenue.

PLAN® - a test given in grade 10 provided by ACT, Inc. and utilized by the Academy and the Center in gauging student performance.

Supporting Services Expenditures - Services that provide administrative, technical and logistical support to facilitate and enhance instruction. This classification of expenditures includes non-classroom expenditures.

END NOTES

Sources & Citations

- Fig. 1 Source: The Charter Contract and Educational Service Provider Agreement
- Fig. 2 Source: Michigan Department of Education, CEPI Public Data
- Fig. 3 Source: Michigan Department of Education, CEPI Public Data
- Fig. 4 Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
- Fig. 5 Source: Michigan Department of Education, CEPI Public Data
- Fig. 6 Source: Michigan Department of Education, MEAP and MME
- Fig. 7 Source: Michigan Department of Education, CEPI Public Data
- Fig. 8 Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
- Fig. 9 Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
- Fig. 10 Source: Michigan Department of Education, Michigan Student Data System fall - Unaudited
- Fig. 11 & 12 Source: Scantron's Performance Series or NWEA's MAP: spring reading and math
- BUSINESS RULE: To be "on-track" the average achievement scores for students enrolled for three or more years must be equal to or greater than the achievement targets identified in the charter contract. If the cohort of students enrolled for three or more years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more years will be used.
- Fig. 13 Source: ACT, Inc. EXPLORE , PLAN and MME ACT
- Fig. 14 & 15 Source: Scantron's Performance Series or NWEA's MAP: spring reading and math
- Fig. 16 Source: ACT, Inc. EXPLORE , PLAN and MME ACT
- Fig. 17 Source: Michigan Department of Education; Michigan Accountability Scorecards
- Fig. 18 Source: Document Submissions
- BUSINESS RULE: The percent of Master Calendar of Reporting Requirements documents received on-time by the Center, as of June 30, must be greater than or equal to 90% of documents in by the due date, AND 100% within 5 days.
- Fig. 19 Source: Document Submissions
- Fig. 20 Source: Resignation Letters, Board Meeting Minutes, Board Appointment Materials and Oaths of Public Office
- Fig. 21 Source: Board Meeting Minutes
- Fig. 22 Source: Board Policies - The National Charter Schools Institute or the Academy's Board Meeting Minutes; Charter Contract Administration - Academy's Requests for Contract Amendments; Notice of Intent to Revoke - notice documents as issued by the Center; Staff Reviews and Site & Facility Reviews - Timelines and Reports
- BUSINESS RULE: In accordance with the Charter Contract, specifically, Schedule 4 (Oversight, Compliance and Reporting Agreement), Section 2.02 (a), the Academy Board shall adopt and properly maintain governing board policies in accordance with Applicable Law. This indicator is based on the status of the Academy's legally required (state and federal) policies for the fiscal year ending June 30, 2014.
- Fig. 23 Source: FID
- Fig. 24 Source: FID
- Fig. 25 Source: FID
- Fig. 26 Source: FID
- Fig. 27 Source: FID
- Fig. 28 Source: Short-term borrowing documents a recieved by the Center; Audited Financial Statements.
- Fig. 29 Source: Audited Financial Statements and letters issued by the auditor.
- Fig. 30 Source: Michigan Department of Education, MEAP reading
- Fig. 31 Source: Michigan Department of Education, MEAP math
- Fig. 32 Source: Michigan Department of Education, Top-to-Botton Rankings
- Fig. 33 Source: Michigan Department of Education, MME & ACT; Benchmark established by ACT, Inc.

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