

2014 2015 | ANNUAL SCORECARD^{of} SCHOOL PERFORMANCE

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.

OUR VALUES

Integrity | Respect | Compassion | Inclusiveness
Social Responsibility | Excellence | Innovation

from the Executive Director

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

On behalf of our entire team at The Governor John Engler Center for Charter Schools (Center), I am pleased to present this year's annual Scorecard of School Performance (Scorecard). As the final of four reports in the Performance Suite, the Scorecard integrates data from the Academic Performance Report, the Fiscal Performance Report and the Operational Performance Report. The Center remains committed to providing you data and information to assist in your decision-making activities, and the Scorecard is a great resource to utilize as you navigate future decisions at your school.

The Scorecard provides a comprehensive review of the Academy's progress toward the expectations outlined in the Charter Contract. While the Scorecard includes information from your school's overall performance as it relates to the Charter Contract, it is not an all-encompassing report and should be reviewed in the unique context of your school.

As always, the Center welcomes your feedback in order for us to maximize the usefulness of this information and to make sure you have the data you need. Thank you for your dedication and sharing the vision that every student deserves the opportunity for a quality education. The leadership you provide ensures all children have the tools necessary to succeed in college, work and life.

Thank you for keeping kids first!

Cynthia Schumacher

*Cynthia M. Schumacher
Executive Director*



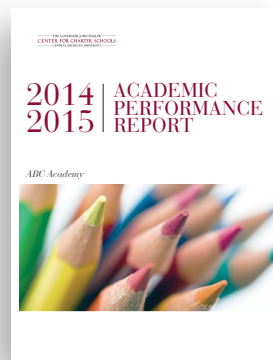
Cynthia M. Schumacher
Executive Director

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.

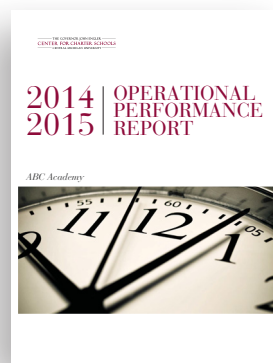
These reports, shown to the right, cover each of the primary content areas and are intended to provide a greater understanding of the Academy's holistic performance for a complete academic year (July through June).

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.



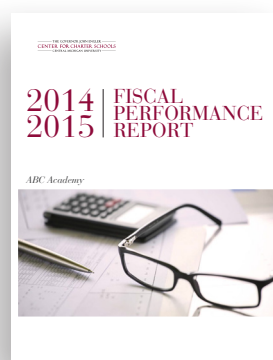
ACADEMIC PERFORMANCE REPORT

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.



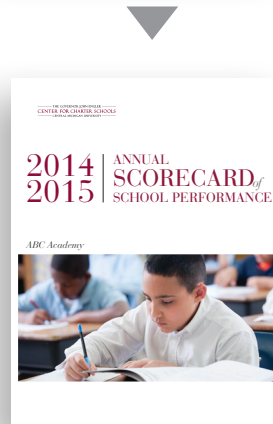
OPERATIONAL PERFORMANCE REPORT

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 2014-2015 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

Website
www.abccademy.org

Management
Self-managed

Address
1234 Abacus Ave.
Scholastic, MI 42860

Fig. 1

Mission Statement

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

Fig. 2

Total Enrollment by Year

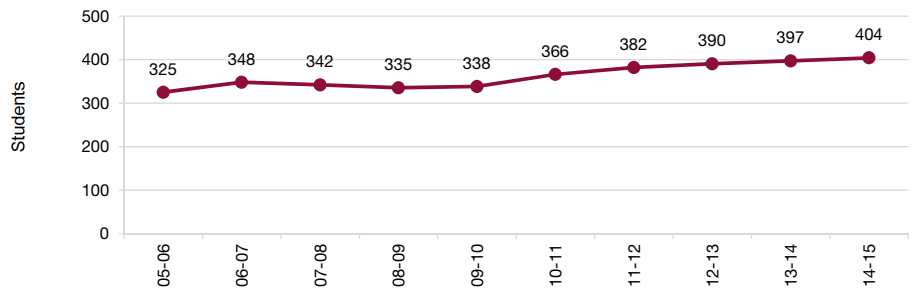


Fig. 3

Number of Students in Each Grade

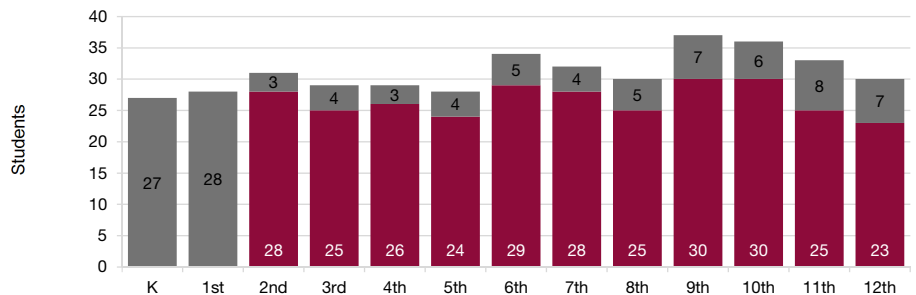


Fig. 4

Length of Student Enrollment

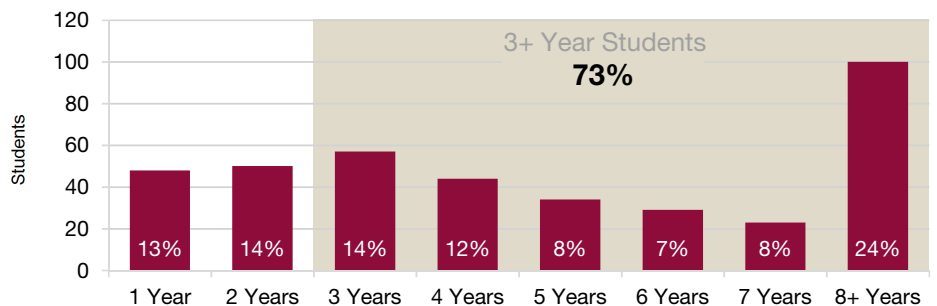


Fig. 5

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%	2.9%	3.1%
Black or African-American	65.9%	48.6%	18.1%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.1%
White	22.3%	39.1%	67.9%
Hispanic or Latino	2.3%	2.9%	7.1%
Multi-Racial	7.2%	6.1%	3.1%

Fig. 6

Free and Reduced Price Lunch Eligibility

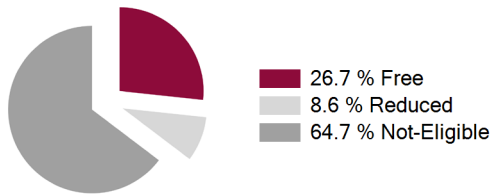


Fig. 7

General and Special Education Status

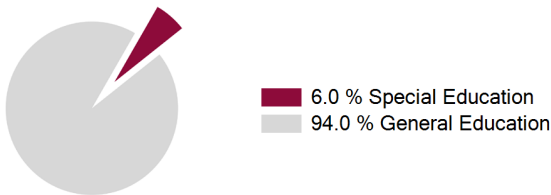


Fig. 8

English Language Learners (ELL)

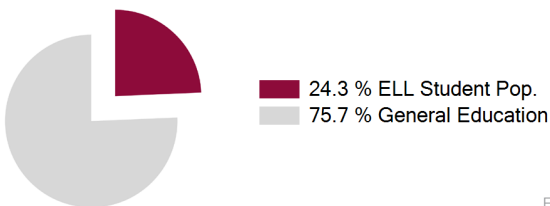


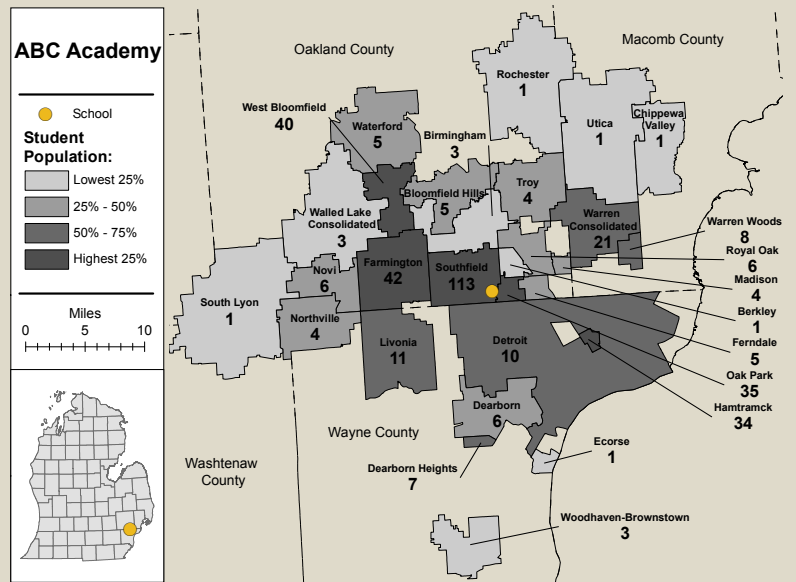
Fig. 9

CRD

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.



Students' Resident District	Number of Students from Resident District	Percent of Students from Resident District
Southfield Public School District	113	29.7%
Farmington Public School District	42	11.0%
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%

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

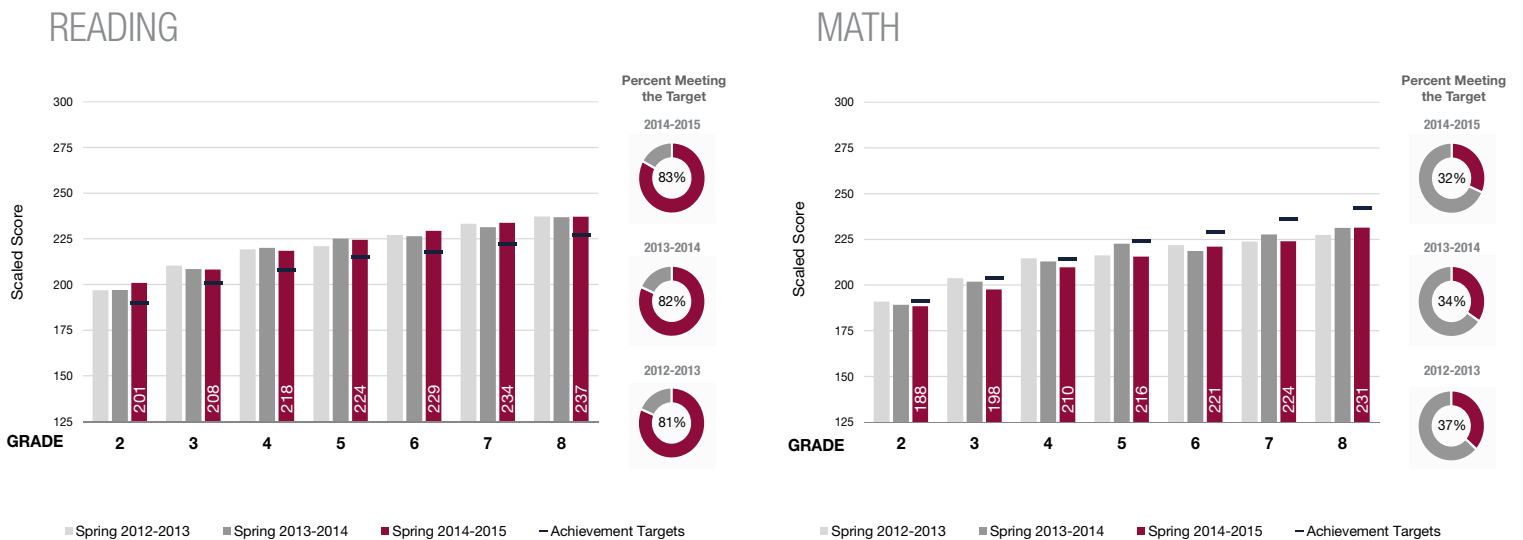


Fig. 11

Fig. 12

UNDERSTANDING STUDENT ACHIEVEMENT

The scaled scores of students enrolled for three or more years in the Academy during the 2014-2015 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 2013 and 2014 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 20 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

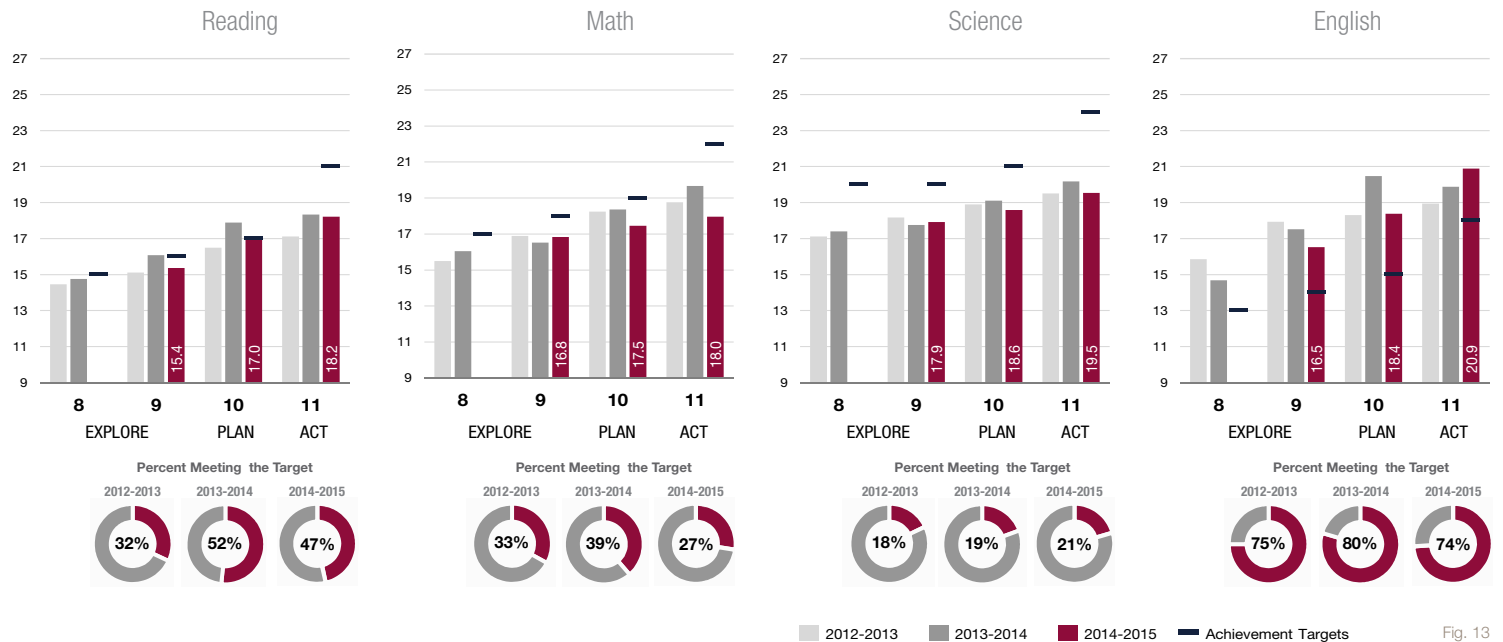


Fig. 13

UNDERSTANDING STUDENT ACHIEVEMENT

The scaled scores of students enrolled for three or more years in the Academy during the 2014-2015 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 2013 and 2014 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).

¹ The Educational Goal is described in Schedule 7b of the charter contract. * FERPA (see page 20 for more information)

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	
<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>	<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:</p>	<p>Growth made by students from fall-to-spring in reading and math as measured by scaled scores on the Performance Series or MAP test.</p>	<p>growth on average will demonstrate measurable progress toward the grade-level achievement targets for reading and math identified in this schedule.</p>

Performance Series or MAP Fall to Spring Results

ALL STUDENT SCORES, AS COMPARED TO THE ACHIEVEMENT TARGETS

Reading

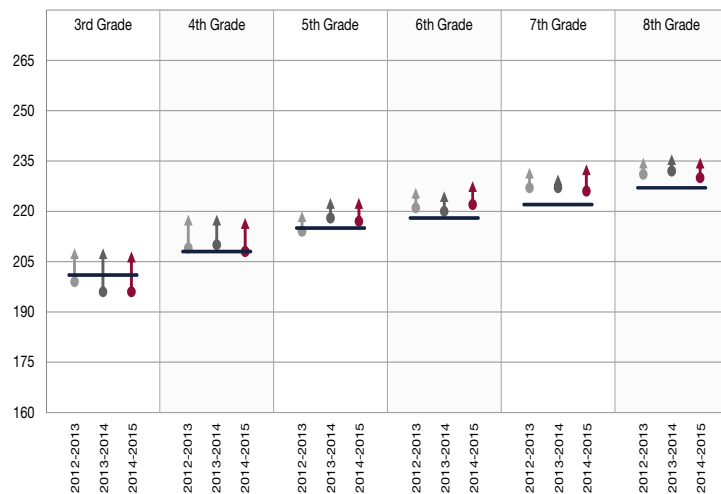


Fig. 14

Math

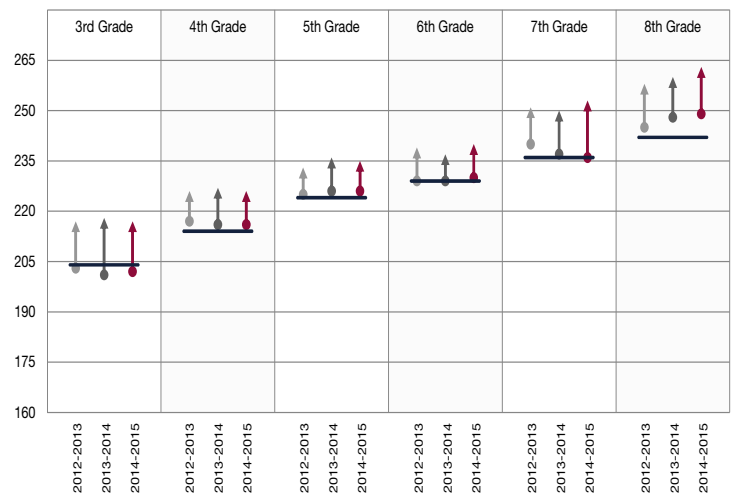


Fig. 15

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 20 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

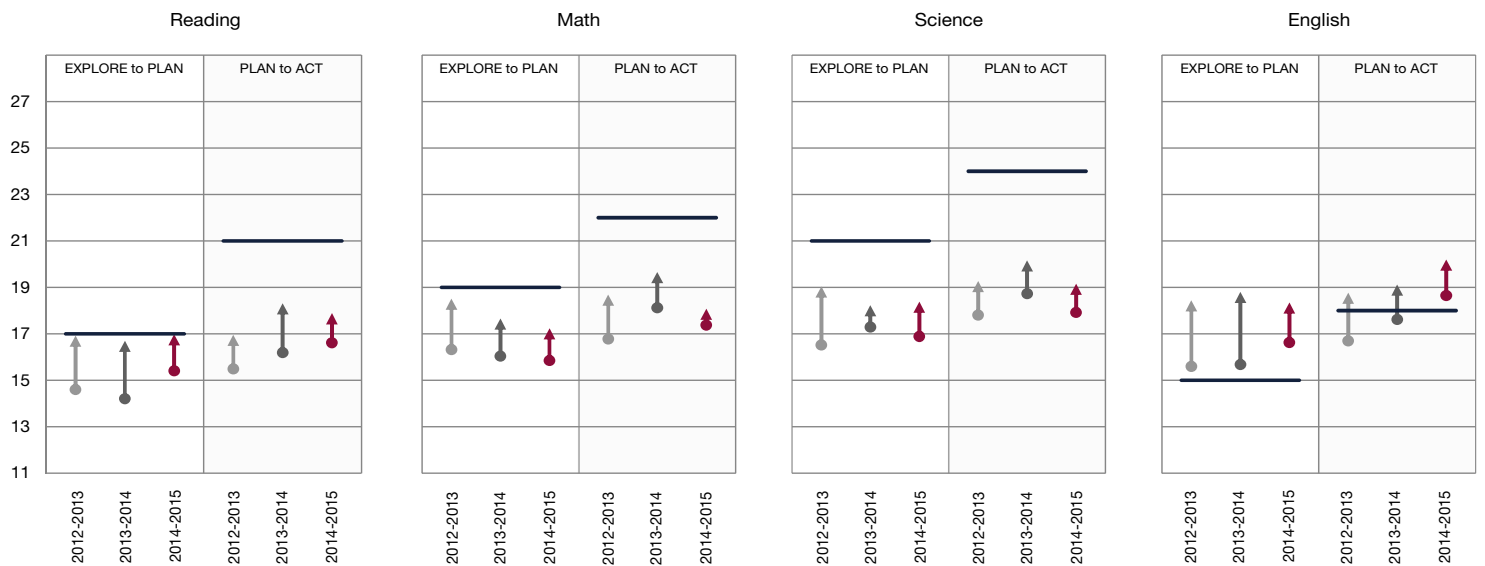


Fig. 16

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 20 for more information)

Accreditation & Elementary and Secondary Education Act (ESEA) Waiver

Michigan has 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 NCLB). The waiver was approved by the US Department of Education (USED) in August 2012. The new accountability system replaced the previous system of Adequate Yearly Progress (AYP) in August 2013. Both the old and new systems use the MEAP, now the M-STEP (grades 3 through 8), and MME (grade 11). The new accountability system has three components:

1. Michigan school accreditation system (Education YES!)
2. Top-to-Bottom Ranking
3. Accountability Scorecard

All schools will receive a state report card grade and accreditation status under Education YES!, a percentile ranking on the Top-to-Bottom Ranking, and an Accountability Scorecard. This information will be reported publicly for all schools. In addition, some schools, based on the Top-to-Bottom ranking, are identified as either a Priority School, a Focus School or a Reward School.

As required by state law, schools in the bottom 5% of the Top-to-Bottom list are identified as Priority Schools and must develop a plan for transformation, turn-around, restart or closure under the supervision of the State Reform Officer. Schools with the largest achievement gap between the top 30% and bottom 30% of students are identified as Focus Schools and must develop a plan to address the achievement gap. High-achieving, high-growth or “Beating the Odds” schools are identified as Reward Schools. Reward schools will be recognized by the MDE.

NOTICE: For the 2014-15 school year, the MDE transitioned to the M-STEP which replaced the MEAP for grades 3 through 8 and is administered in the spring. The M-STEP science and social studies summative assessments are also one of the components of the MME in grade 11, while the other components transitioned from the ACT to the SAT in the spring of 2015-16. For these reasons, minimal M-STEP and MME data are included in this report. On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed into law reauthorizing the Elementary and Secondary Education Act. Although the MDE was granted a three-year extension to its approved waiver through the 2017-18 school year, this waiver expires on August 1, 2016 due to the change in federal law. Full implementation of ESSA at the state level is not required until the 2017-18 school year, resulting in a one-year transition period. Applicable law may require provisions not addressed in this publication at the time it was printed. The Center strongly encourages the Academy Board and the administration to remain current with the reporting changes at both the state and federal levels. The Center will continue to alert and inform academies and stakeholders as revisions are made available.

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
2011-12	95%	5%	0%	
2012-13	96%	3%	1%	
2013-14	97%	3%	0%	
2014-15	89%	6%	5%	●

Fig. 18

Document Submissions

2014-2015

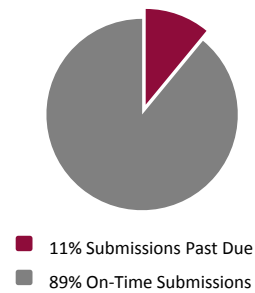


Fig. 19

BOARD STATISTICS

Board Position Vacancies

2014-2015

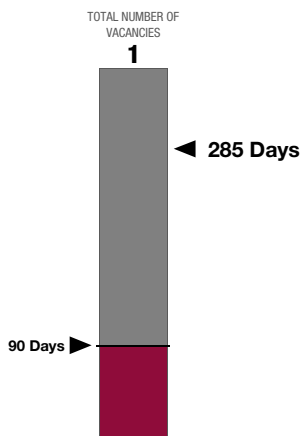


Fig. 20

Board Attendance

2014-2015

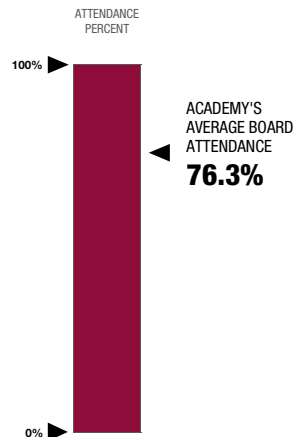


Fig. 21

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.

Category	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

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

	2012-2013	2013-2014	2014-2015	Percent of Expenditures
Total Revenue	\$3,154,034	\$3,217,535	\$3,345,953	
Expenditures				
Instruction	\$1,675,921	\$1,704,301	\$1,980,202	59%
Supporting Services	\$1,493,611	\$1,476,236	\$1,382,653	41%
Other	\$0	\$0	\$0	0%
Total Expenditures	\$3,169,532	\$3,180,537	\$3,362,855	
Revenues over Expenditures	(\$15,498)	\$36,998	(\$16,902)	-1%
Ending Fund Balance	\$624,234	\$661,232	\$644,331	19%

Fig. 23

Instructional Expenditures

2014-2015

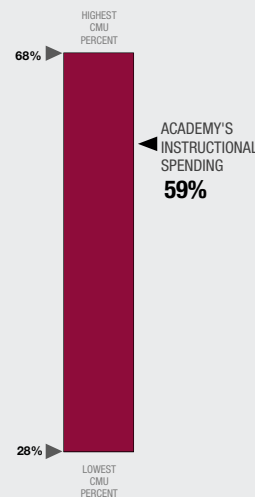


Fig. 24

Supporting Services Expenditures

2014-2015

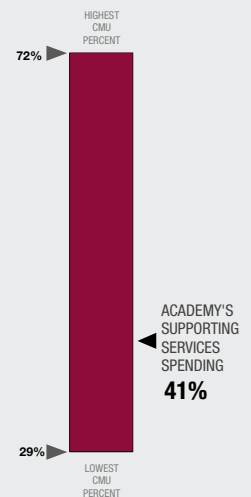


Fig. 25

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 2014-2015 foundation allowance was calculated based upon a blended student count consisting of 90% of the Academy's adjusted fall headcount (October 2014) and 10% of the Academy's spring headcount (February 2015). During 2014-2015, the maximum foundation allowance a charter public school could receive was \$7,218 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

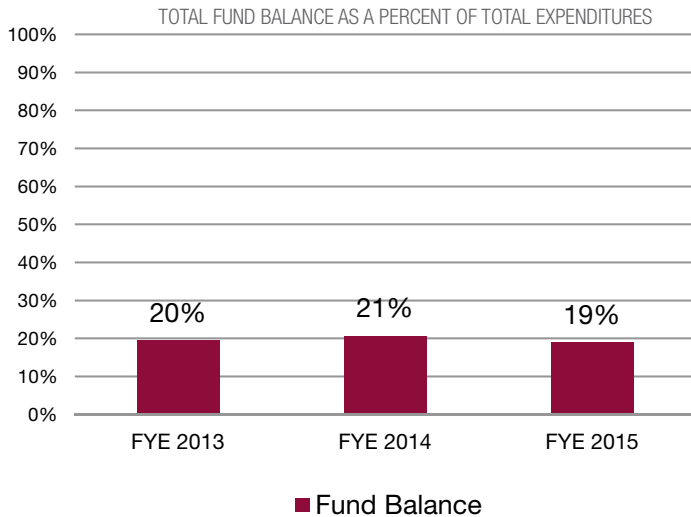


Fig. 26

Liquidity

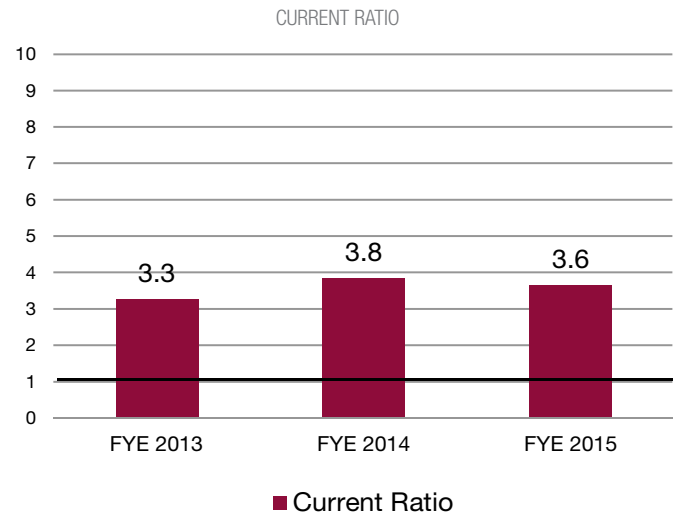


Fig. 27

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	
2012-2013	--	--	--	--	\$922,556	3.68%	--
2013-2014	--	--	--	--	\$896,133	3.29%	--
2014-2015	--	--	--	--	\$854,710	3.06%	--

-- 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 2014-2015 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
2012-2013	0	0
2013-2014	0	0
2014-2015	0	0

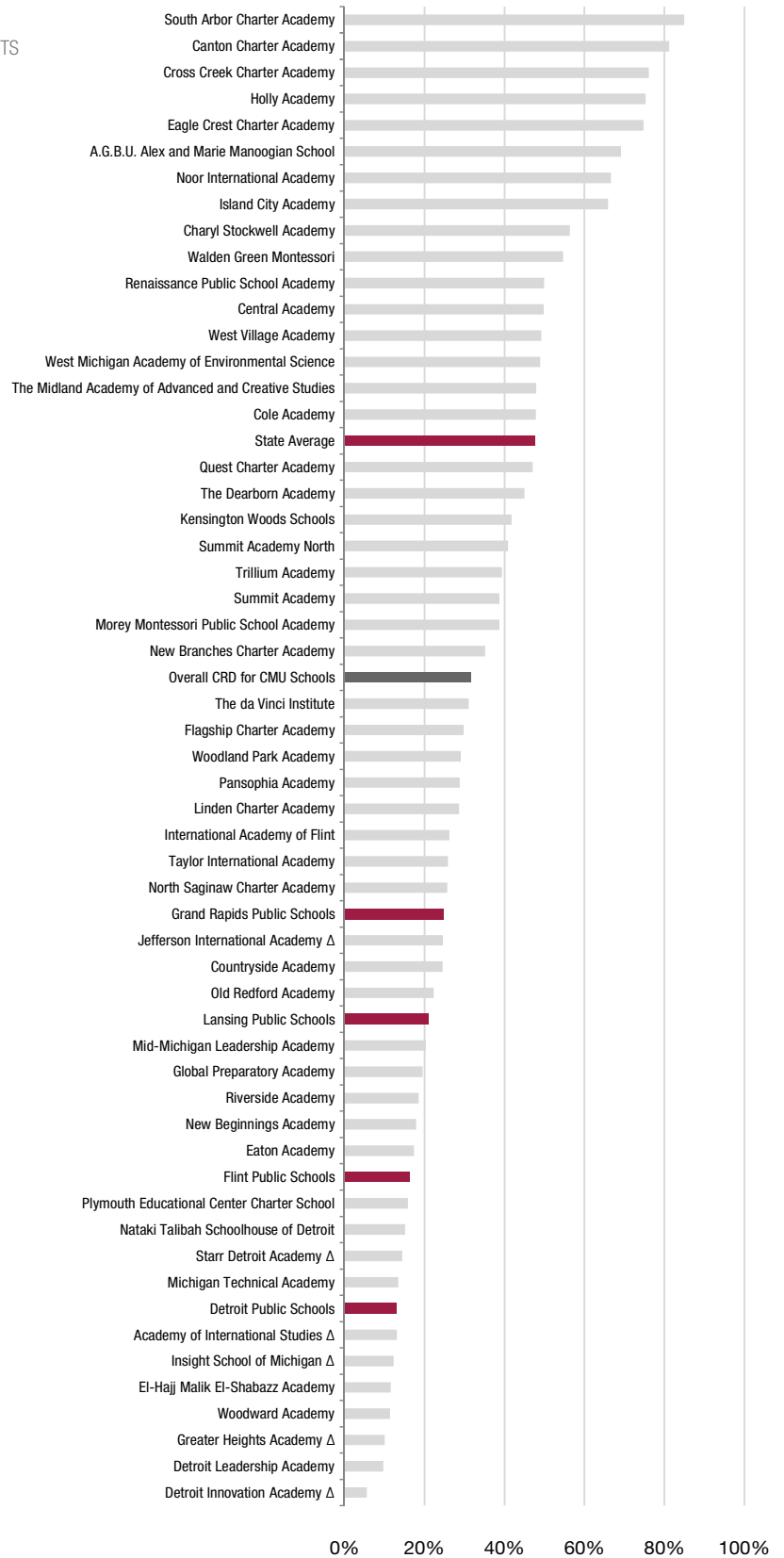
Fig. 29

M-STEP

Academy Comparison for Grades 3 – 8

English Language Arts Proficiency

2014-2015 M-STEP RESULTS AS COMPARED TO THE STATE, MAJOR DISTRICTS & COMPOSITE RESIDENT DISTRICT AVERAGES



Δ Schools in their first 3 years of operation.

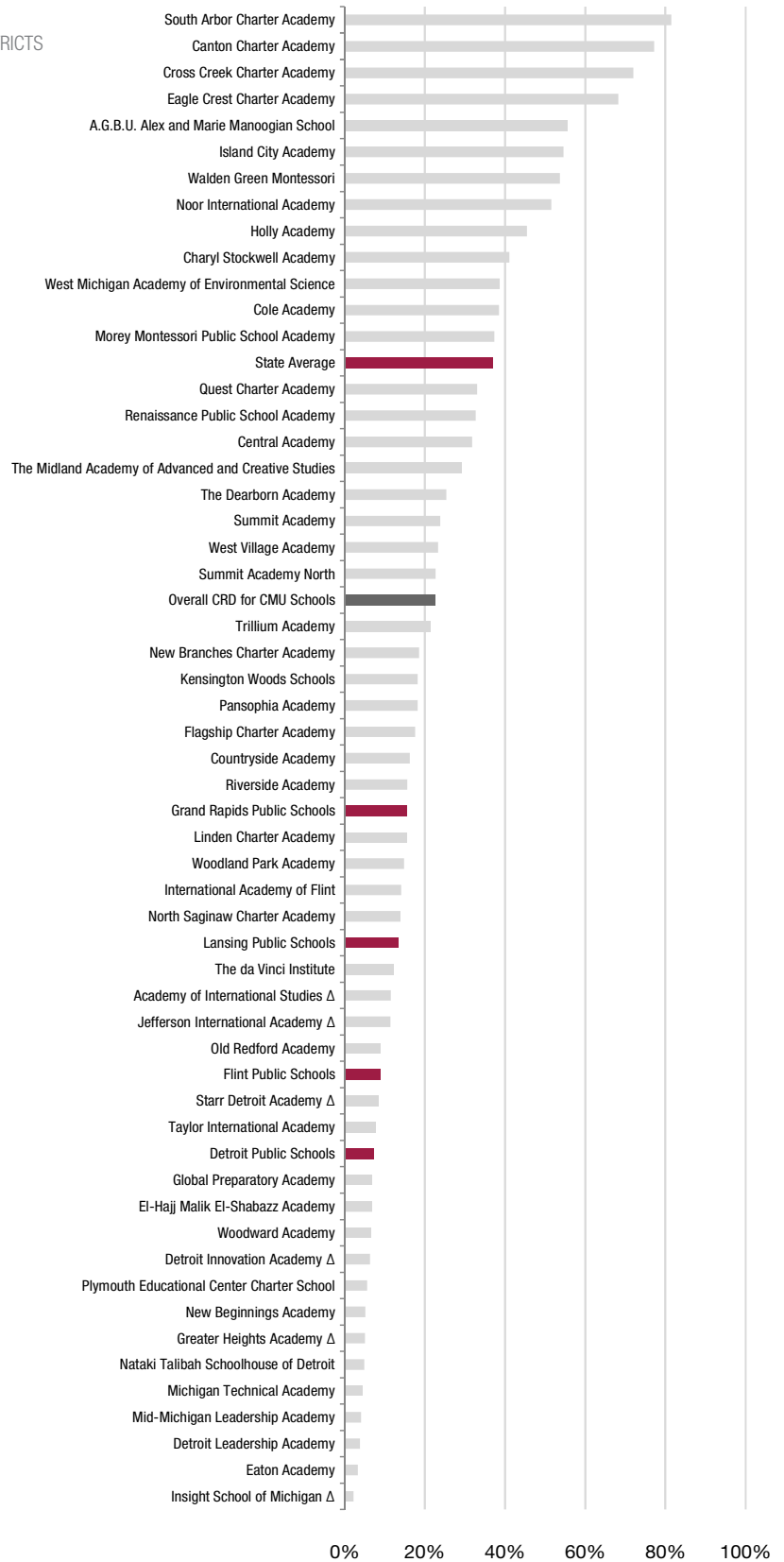
Fig. 30

M-STEP

Academy Comparison for Grades 3 – 8

Mathematics Proficiency

2014-2015 M-STEP RESULTS AS COMPARED TO THE STATE, MAJOR DISTRICTS & COMPOSITE RESIDENT DISTRICT AVERAGES



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

The State did not release a top-to-bottom list in 2015, therefore the 2014 list is included here.

	Statewide Percentile Ranking	Charter School Ranking
75th Percentile and Above		
Canton Charter Academy	98	2
South Arbor Charter Academy	97	3
Holly Academy	95	6
Noor International Academy	94	8
Charyl Stockwell Academy - High School	93	12
Cross Creek Charter Academy	92	14
Eagle Crest Charter Academy	86	17
Summit Academy North High School	84	19
West MI Academy of Environmental Science	81	21
Charyl Stockwell Academy	80	22
Island City Academy	75	27
50th - 74th Percentile		
Summit Academy	73	29
AGBU Alex-Marie Manoogian School	72	30
Morey Montessori Public School Academy	69	35
Walden Green Montessori	67	37
Midland Academy of Advanced and Creative Studies	65	40
Summit Academy North Elementary School	62	43
Trillium Academy	60	46
West Village Academy	59	47
Central Academy	55	53
Countryside Academy-Middle/High School	54	54
25th - 49th Percentile		
Summit Academy North Middle School	49	62
Cole Academy	45	67
International Academy of Flint (K-12)	44	74
Renaissance Public School Academy	44	75
Old Redford Academy - High	40	83
Riverside Academy - West Campus	40	84
Quest Charter Academy	39	87
Woodland Park Academy	36	94
Riverside Academy	31	106
New Beginnings Academy	31	107
Linden Charter Academy	30	109
Nataki Talibah Schoolhouse of Detroit	30	110
North Saginaw Charter Academy	30	111
Old Redford Academy - Middle	29	114
New Branches Charter Academy	28	115
The Dearborn Academy	27	116
Flagship Charter Academy	26	120
Global Preparatory Academy	25	126
Below the 25th Percentile		
Da Vinci Institute (K-8)	24	134
El-Haji Malik El-Shabazz Academy	22	139
Countryside Academy-Elementary	22	141
Old Redford Academy - Elementary	15	164
Plymouth Educational Center	14	172
Pansophia Academy	12	185
Michigan Technical Academy Middle School	11	189
Woodward Academy	8	202
Taylor International Academy	7	206
Eaton Academy	6	211
Mid-Michigan Leadership Academy	4	225
Plymouth Educational Center Preparatory High School	3	226
Detroit Leadership Academy Elementary	2	230
Michigan Technical Academy Elementary	1	234
Academy of Southfield	0	241

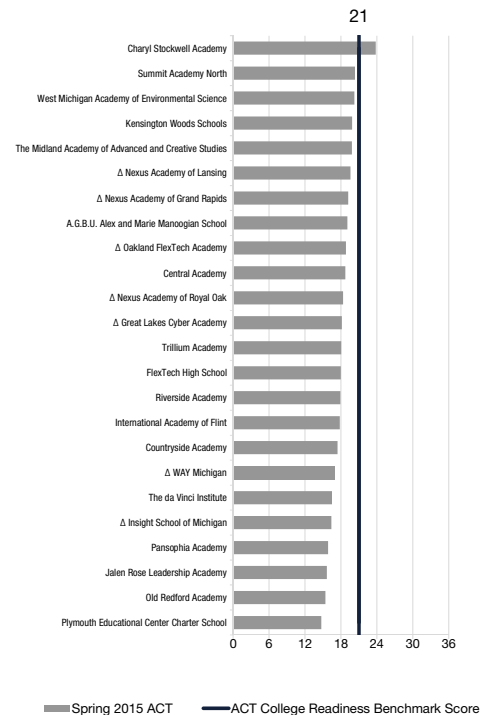
Fig. 32

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

2015 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 received 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, M-STEP Public Release; English language arts and MSDS fall – unaudited
- Fig. 31 Source: Michigan Department of Education, M-STEP Public Release; Mathematics and MSDS fall - unaudited
- Fig. 32 Source: Michigan Department of Education, Top-to-Bottom Ranking
- Fig. 33 Source: Michigan Department of Education, MME & ACT; Benchmark established by ACT, Inc.

———— THE GOVERNOR JOHN ENGLER ————
CENTER FOR CHARTER SCHOOLS
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