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.
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.

Brining 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
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.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMY OVERVIEW</td>
<td>6</td>
</tr>
<tr>
<td>ACADEMIC PERFORMANCE</td>
<td>8</td>
</tr>
<tr>
<td>Student Achievement</td>
<td>8</td>
</tr>
<tr>
<td>Student Growth</td>
<td>10</td>
</tr>
<tr>
<td>State &amp; Federal Accountability</td>
<td>12</td>
</tr>
<tr>
<td>OPERATIONAL PERFORMANCE</td>
<td>13</td>
</tr>
<tr>
<td>FISCAL PERFORMANCE</td>
<td>14</td>
</tr>
<tr>
<td>Revenue &amp; Expenditures</td>
<td>14</td>
</tr>
<tr>
<td>Fund Balance, Liquidity, Borrowing History &amp; Financial Audit</td>
<td>15</td>
</tr>
<tr>
<td>ACADEMY COMPARISON</td>
<td>16</td>
</tr>
<tr>
<td>MEAP Rankings</td>
<td>16</td>
</tr>
<tr>
<td>MDE’s Top-to-Bottom &amp; ACT Composite Results</td>
<td>18</td>
</tr>
<tr>
<td>INDICATORS</td>
<td>19</td>
</tr>
<tr>
<td>END NOTES</td>
<td>20</td>
</tr>
<tr>
<td>Acronyms &amp; Glossary</td>
<td>20</td>
</tr>
<tr>
<td>Sources &amp; Citations</td>
<td>21</td>
</tr>
</tbody>
</table>
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

Total Enrollment by Year

Number of Students in Each Grade

Length of Student Enrollment

Racial/Ethnic Breakdown

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Your School</th>
<th>CMU Average</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>0.3%</td>
<td>0.3%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Asian American</td>
<td>2.0%</td>
<td>2.7%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>65.9%</td>
<td>50.2%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0.0%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>White</td>
<td>22.3%</td>
<td>38.4%</td>
<td>68.5%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>2.3%</td>
<td>2.8%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>7.2%</td>
<td>5.5%</td>
<td>2.8%</td>
</tr>
</tbody>
</table>
MEAP and MME Achievement Results

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

*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

- 62% Free
- 9.6% Reduced
- 28.4% Not-Eligible

General and Special Education Status

- 11.3% Special Education
- 88.7% General Education

English Language Learners (ELL)

- 9.4% ELL Student Pop.
- 90.6% General Education

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.

ABC Academy

ABC ACADEMY

© 2015 The Governor John Engler Center for Charter Schools at Central Michigan University
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**

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

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:

**Measure**

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:

**Metric**

The average college readiness level based on scaled scores from the Performance Series or MAP reading and math tests administered in the spring.

**Achievement Target**

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.

*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.*

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**Performance Series or MAP Spring Results**

**Averages for Students Enrolled for Three or More Years, as Compared to the Achievement Targets**

**READING**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale Score</td>
<td>179</td>
<td>204</td>
<td>225</td>
<td>204</td>
<td>208</td>
<td>223</td>
<td>202</td>
</tr>
</tbody>
</table>

**MATH**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale Score</td>
<td>223</td>
<td>223</td>
<td>231</td>
<td>237</td>
<td>228</td>
<td>237</td>
<td>228</td>
</tr>
</tbody>
</table>

---

**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).

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*The Educational Goal is described in Schedule 7b of the charter contract.*  
*FIPPA (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 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**

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

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:

**Measure**

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:

**Metric**

The average college readiness level based on subject scores from the EXPLORE, PLAN and ACT tests by ACT, Inc. administered in the spring.

**Achievement Target**

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.

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.

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**EXPLORE, PLAN and ACT Results**

**Averages for Students Enrolled for Three or More Years, as Compared to the Achievement Targets**

**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).
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**

<table>
<thead>
<tr>
<th>Educational Goal</th>
<th>Measure</th>
<th>Metric</th>
<th>Growth Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare students academically for success in college, work and life.</td>
<td>The academic growth of all students in grades 3 through 8 at the Academy will be assessed using the following metric and growth target:</td>
<td>Growth made by students from fall-to-spring in reading and math as measured by scaled scores on the Performance Series or MAP test.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Performance Series or MAP Fall to Spring Results**

**All Student Scores, as Compared to the Achievement Targets**

**Reading**

**Math**

**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.

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1. The Educational Goal is described in Schedule 7b of the charter contract.
2. 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.
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**

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

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:

**Metric**

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 Target**

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.

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**EXPLORE to PLAN and PLAN to ACT Results**

**ALL STUDENT SCORES, AS COMPARED TO THE ACHIEVEMENT TARGETS**

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.

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

FERPA (see page 17 for more information)
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 are presented below. A detailed report, including the Academy’s results, can be accessed through the Michigan Department of Education at: [https://www.mischooldata.org](https://www.mischooldata.org).

**OUTCOMES**

<table>
<thead>
<tr>
<th>STATUS</th>
<th>Priority School</th>
<th>Focus School</th>
<th>Reward School</th>
<th>No Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRITERIA</td>
<td>• Bottom 5% of Top-to-Bottom list</td>
<td>• 10% of schools with largest achievement gap (Top 30% vs. Bottom 30% of students)</td>
<td>• High Performing, High Improvement, or “Beating the Odds”</td>
<td>• The school has not been identified as a Priority, Focus or Reward school</td>
</tr>
<tr>
<td>REQUIRED ACTION</td>
<td>• Placed under supervision of State Reform Officer</td>
<td>• Assigned an ISD Intervention Specialist</td>
<td>• Recognized publicly by the MDE at conferences and other events</td>
<td>• None</td>
</tr>
</tbody>
</table>

**Academy Status - 2013-2014**

**No Designation**

**Academy Accountability Scorecard Overview**

<table>
<thead>
<tr>
<th>Math</th>
<th>Reading</th>
<th>Social Studies</th>
<th>Science</th>
<th>Writing</th>
<th>Completion Rate</th>
<th>Attendance Rate</th>
<th>Educator Evaluations</th>
<th>Compliance Factors</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>--</td>
<td>Green</td>
<td>Green</td>
<td>Yellow</td>
</tr>
</tbody>
</table>

**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](http://www.michigan.gov/mde/0,4615,7-140-22709---,00.html) and [https://www.mischooldata.org](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](http://www.michigan.gov/mde/0,1607,7-140-22709_25058---,00.html).
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.

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**Board Statistics**

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL NUMBER OF VACANCIES 1</td>
<td>ACADEMY’S AVERAGE BOARD ATTENDANCE 86.2%</td>
</tr>
<tr>
<td>90 Days</td>
<td>0%</td>
</tr>
<tr>
<td>31 Days</td>
<td>100%</td>
</tr>
</tbody>
</table>

**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.

**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

**Review Conducted**

<table>
<thead>
<tr>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Staff Review**

- Yes

**Site & Facilities Review**

- Yes
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, MCL141.421, 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

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

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
TOTAL FUND BALANCE AS A PERCENT OF TOTAL EXPENDITURES

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYE 2012</td>
<td>21%</td>
</tr>
<tr>
<td>FYE 2013</td>
<td>20%</td>
</tr>
<tr>
<td>FYE 2014</td>
<td>21%</td>
</tr>
</tbody>
</table>

Liquidity
CURRENT RATIO

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYE 2012</td>
<td>3.6</td>
</tr>
<tr>
<td>FYE 2013</td>
<td>3.3</td>
</tr>
<tr>
<td>FYE 2014</td>
<td>3.8</td>
</tr>
</tbody>
</table>

BORROWING HISTORY

<table>
<thead>
<tr>
<th>Year</th>
<th>Academy Short-term Borrowing</th>
<th>CMU Average Short-term Borrowing</th>
<th>Total Outstanding Long-term Debt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Borrowed Amount #1</td>
<td>Percentage Rate #1</td>
<td>Borrowed Amount #2</td>
</tr>
<tr>
<td>2011-2012</td>
<td>$600,000</td>
<td>2.90%</td>
<td>--</td>
</tr>
<tr>
<td>2012-2013</td>
<td>$512,000</td>
<td>2.95%</td>
<td>--</td>
</tr>
<tr>
<td>2013-2014</td>
<td>$420,000</td>
<td>2.80%</td>
<td>--</td>
</tr>
</tbody>
</table>

- No Data Available.

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Findings and Recommendations</th>
<th>Total Repeat Findings and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2012-2013</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2013-2014</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
MEAP Rankings

Reading

Fig. 30

Schools in their first 3 years of operation.

△ Schools in their first 3 years of operation.

South Arbor Charter Academy
Canton Charter Academy
Cross Creek Charter Academy
Holly Academy
Charyl Stockwell Academy
Eagle Crest Charter Academy
The Midland Academy of Advanced and Creative Studies
Noor International Academy A
Island City Academy
Montessori Public School Academy
A.G.B.U. Alex and Marie Manoogian School
West Michigan Academy of Environmental Science
Summit Academy
Renaissance Public School Academy
State Average
Summit Academy North
Walden Green Montessori
International Academy of Flint
Central Academy
West Village Academy
Kensington Woods High School
Cole Academy
The da Vinci Institute
Quest Charter Academy
Woodland Park Academy
Trillium Academy
New Beginnings Academy
Countryside Academy
Riverside Academy
Overall CRD for CMU Schools
El-Hajj Malik El-Shabazz Academy
Academy of Southfield
Nataki Talibah Schoolhouse of Detroit
Plymouth Educational Center Charter School
New Branches Charter Academy
North Saginaw Charter Academy
Pansophia Academy
Threshold Academy
Lansing Public Schools
Flagship Charter Academy
Linden Charter Academy
Grand Rapids Public Schools
The Dearborn Academy
Old Redford Academy
Mid-Michigan Leadership Academy
Detroit Public Schools
Eaton Academy
Taylor International Academy
Global Preparatory Academy
Flint Public Schools
Detroit Innovation Academy Δ
Woodward Academy
Dr. Charles Drew Academy
Jefferson International Academy Δ
Michigan Technical Academy
Detroit Leadership Academy
Greater Heights Academy Δ
Academy of International Studies Δ
Starr Detroit Academy Δ
Detroit West Preparatory Academy

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

Math

© 2015 The Governor John Engler Center for Charter Schools at Central Michigan University
Top-to-Bottom Ranking of All CMU Schools
2014 Michigan Department of Education

25th - 49th Percentile
Da Vinci Institute (K-8)

50th - 74th Percentile
Morey Montessori Public School Academy
Summit Academy
Central Academy
Summit Academy North Middle School
Summit Academy North Elementary School
Global Preparatory Academy
Trillium Academy
Cole Academy
New Beginnings Academy
West Village Academy
International Academy of Flint (K-12)
AGBU Alex-Marie Manoogian School

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
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.
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.
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.

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.

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.