



Education for a Lifetime of Excellence

## Marshall Academy Annual Education Report (AER) Cover Letter

February 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Marshall Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Leslie Katz for assistance.

The AER is available for you to review electronically by visiting the following web site [MI School Data - https://goo.gl/HR1LRm](https://goo.gl/HR1LRm), or you may review a copy in the main office at your child's school.

Marshall Academy's academic performance was strong in ELA and math for 36% of the tests taken on the M-Step and SAT. Certain grades have been identified as needing improvement. Teachers are using student achievement data to plan instruction to meet student needs. District data teams analyze student data and make appropriate plans to provide remedial instruction to the students that need extra assistance to raise their scores to grade level or higher. A curriculum committee formed by the school board meets regularly to analyze curricular needs and assess current practices.

State law requires that we also report additional information for the two most recent years:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Marshall Academy is a 100% school of choice institution. During the months of February and March, we hold an open enrollment period for the upcoming school year. Applications are received for openings we have in classes. If the number of applications exceeds the maximum class size, then a lottery is held, with preference given to siblings that are already enrolled at Marshall Academy. Additional students are placed on a waiting list and enrolled as spaces become available. After the open enrollment period, students are enrolled in classes as space is available on a first come, first serve basis. This has been the school's enrollment policy since its inception in 2000.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Marshall Academy completed the third year of a three year school improvement plan that correlates with contractual goals that Marshall Academy has with its charter authorizer, Ferris State University. Within this

School Improvement Plan, it is expected that every grade level in every subject area shows a growth rate that falls at or above the 50<sup>th</sup> percentile when compared to the national norms.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Marshall Academy does not have any specialized schools such as pre-school, alternative schools or technical schools.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

The core curriculum is kept in the office and can be viewed by appointment with the headmaster. Marshall Academy has a classical curriculum that is aligned with the state's objectives. Much of our content exceeds the state's standards for specific grades.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

In the 2014-2015, students in grades 2<sup>nd</sup>-8<sup>th</sup> grade took the Scantron Performance Series in the Fall, Winter and Spring. On the Performance Series reading test, students in 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades collectively reached target growth goals that correspond with Career and College Readiness Standards. On the math portion, students in grades 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> all met their target growth goals. In the 2015-2016 school year students in grades K-10 took the NWEA MAP (Measures of Academic Progress) test in Reading and Math in the Fall, Winter, Spring (KG tests in Winter and Spring). On the MAP assessments, students are given growth targets and proficiency/achievement scores. On the math portion, students in grades 4, 6, 7, and 10 met their target growth goals. On the reading portion, students in grades 2, 4, and 8 met their target growth goals. Students in grades 3,6,7, and 10 met achievement goals in the reading and students in grades 2,6,7, and 10 met their achievement goals in mathematics. Grade 9 was unreportable as their group was under 10.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

**Two Year Comparison of Parent Teacher Conference Attendance**

Year	Number of Students Enrolled	Number of Students Represented at a Parent-Teacher Conference	Percent of Students Represented at a Parent Teacher Conference
2015-2016	258	224	87%
2014-2015	211	189	89.6%
2013-2014	232	204	87.9%

7. FOR HIGH SCHOOLS ONLY, ALSO REPORT ON THE FOLLOWING:

a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

Dual enrollment offerings are an important part of Marshall Academy's overall plan for continued success of our students. All 9<sup>th</sup> and 12<sup>th</sup> grade students are eligible to take up to four college courses during their final two years of high school. Of our 17 seniors that began the 2014-15 school year, 8 (53%) of them were dual enrolled at some point during high school. One of our 11<sup>th</sup> grade students were dual enrolled. In the 2015-2016 school year 29% of the seniors were dual enrolled, 8% of the juniors were dual enrolled.

b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

Marshall Academy did not offer any college equivalent courses on campus during the 2014-15 or 2015-2016 school year.

c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

We did not have any students enrolled in college equivalent courses such as AP/IB.

d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

Of the 5 students working toward college credit, each student received a score earning college credit (100%).

e. The 2015-2016 school year was the first year that the State's required college entrance exam used the SAT rather than the ACT. The junior class's average test score of 1032 was above the State of Michigan's mean score of 999 and the national average of 1022.

During the 2015-2016 school year, Marshall Academy students that have been at the Academy for more than a year continued to show strong academic achievement. While we will never stop trying to improve, we celebrate the successes that our students have had and look forward to greater accomplishments in the future. Our students, parents, and staff are congratulated for their successes.

Educationally,

Leslie Katz  
Headmaster