



Marshall Academy Annual Education Report (AER) Cover Letter

April 14, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 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 Brent Swan for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/ez8g5Z>, or you may review a copy in the main office at your child's school.

Marshall Academy's academic performance was strong in math, social studies and English. Certain grades have been identified as needing improvement. Science scores 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.

State law requires that we also report additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE **TWO MOST RECENT YEARS** ON THE FOLLOWING:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Marshall Academy is a 100% school of choice institution. During the month of February, 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 second 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 the Academy's percent proficient will increase by at least 3-10 percentage points annually.

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 2nd-8th grade took the Scantron Performance Series in the Fall, Winter and Spring. On the Performance Series reading test, students in 2nd, 3rd, 4th, 6th and 7th grades collectively reached target growth goals that correspond with Career and College Readiness Standards. On the math portion, students in grades 2nd, 3rd, 4th, 5th, 6th and 7th all met their target growth goals.

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
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 9th and 12th 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 11th grade students 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 school year.

- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
We had two students enrolled in college equivalent courses offered at Marshall Academy during the 2014-2015 school year.

- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT
Of the 34 students in 11th and 12th grade at Marshall Academy during the 2014-2015 school year, 11 students(33%) received college credit.

During the 2014-2015 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.

Sincerely,

Brent Swan
Headmaster