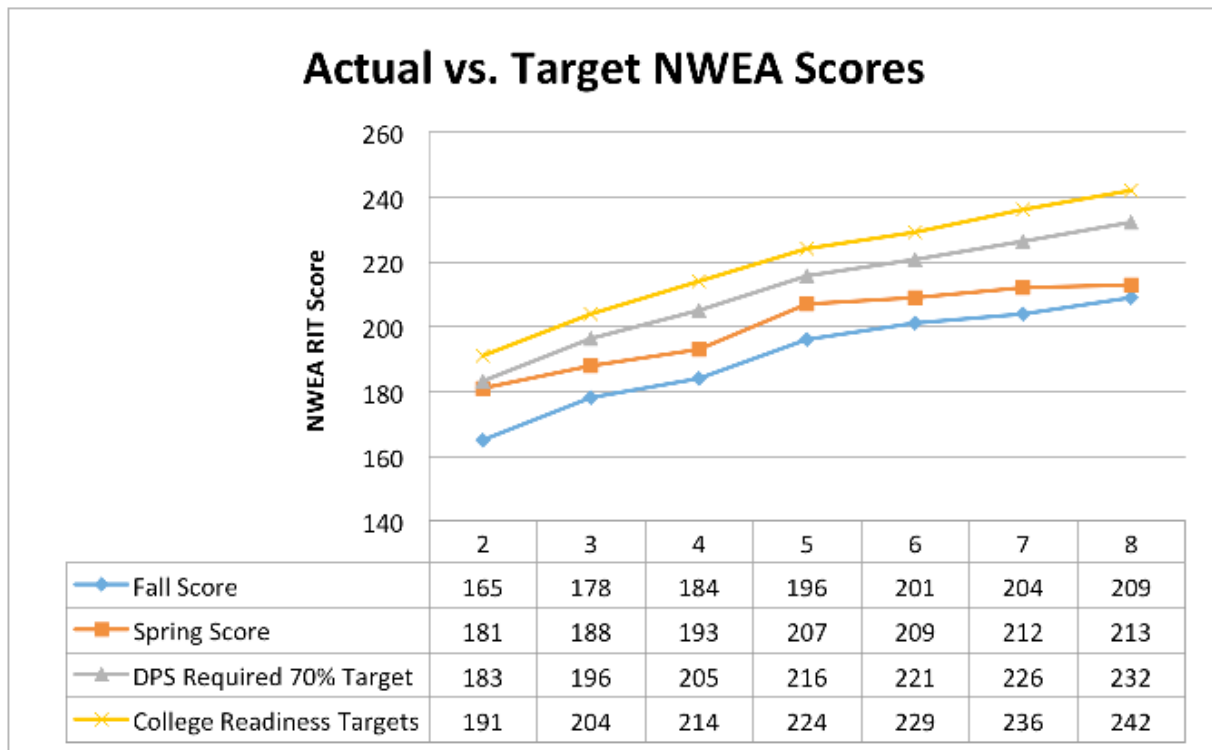


COLLEGE READINESS ANALYSIS | SPRING 2016

► SCHOOL: GEE WHITE ACADEMY | SUBJECT: MATHEMATICS

GRADE	FALL SCORE	SPRING SCORE	DPSCD REQUIRED 70% TARGET	COLLEGE READINESS TARGETS
2	165	181	183	191
3	178	188	196	204
4	184	193	205	214
5	196	207	216	224
6	201	209	221	229
7	204	212	226	236
8	209	213	232	242



► PROGRESS TOWARD EDUCATIONAL GOALS

The following report outlines the academy’s progress toward meeting the authorizer academic goals that were included in the 2016 charter contract. The academy will be held accountable for meeting the goals at the end of the 2016-2017 school year and beyond. The data included in this report is meant to show how the academy performed in its initial year under the new contract.

► CHARTER CONTRACT GOALS

The academy is expected to achieve the following School Level Median Growth Percentiles for grades 3-8 on the NWEA MAP assessment:

- 2016-17 49 or higher in Reading and 58 or higher in Math
- 2017-18 54 or higher in Reading and 63 or higher in Math
- 2018-19 59 or higher in Reading and 68 or higher in Math

For the 2017-2018 school year, the percentage of students making Low Growth* in reading shall be no higher than 44, and no higher than 35 percent in math.

The following charts illustrate the Academy’s growth on the NWEA MAP assessment in Grades 3-8 between 2013 and 2016. The growth targets for the current contract use the 2015-2016 actual performance as a baseline.

► GEE WHITE ACADEMY GRADE AND SCHOOL LEVEL MEDIAN GROWTH PERCENTILES 2013-2016

READING

GRADE	3	4	5	6	7	8	ALL
2015-16	52	61	51	39	44	48	45
2014-15	12	35	50	56	78	55	45
2013-14	21	14	23	28	47	50	27

MATH

GRADE	3	4	5	6	7	8	ALL
2015-16	48	51	68	45	70	44	53
2014-15	35	62	50	50	56	65	50
2013-14	24	44	33	39	62	40	40

► PERCENTAGE OF STUDENTS DEMONSTRATING GROWTH

READING

RATE	HIGH	MEDIUM	LOW
2015-16	25.6%	20.3%	54.1%
2014-15	30.0%	18.9%	51.1%
2013-14	17.9%	17.1%	65.1%

*2015-16 data reflect results of NWEA's 2015 norm study. Prior years reflect results of the 2012 study.

MATH

RATE	HIGH	MEDIUM	LOW
2015-16	27.1%	29.8%	43.2%
2014-15	29.3%	24.7%	45.9%
2013-14	25.9%	18.6%	55.5%

► DEFINITIONS/CLARIFICATIONS:

1. Low growth = 0-49th percentile, Medium growth = 50-74 and High growth = 75-99. Students in high growth category (75th-99th percentile) will have a higher chance of hitting the achievement targets in about three years if they consistently continue to grow at that rate.
2. The numbers in column labeled All represent the median growth percentile for all students in that school. This number shows where a typical student in that school falls when compared to other test takers nationally. If this number is 50, it indicates that a typical student in that school outperforms 50 percent of test takers nationally. It is recommended that this number should be more than 50 for both reading and mathematics.
3. Grade level median growth percentiles show where a typical student in that grade falls when compared to other test takers nationally. If this number is 50, it indicates that a typical student in that grade outperforms 50 percent of test takers nationally.
4. Three-year data has been presented to show trends.
5. The percentage of students demonstrating low, medium and high growth are shown in the last two tables. In order to have a median growth percentile of 50 or more, the percentage of students making low growth should not be more than 50% in both reading and mathematics. Stated differently, the percentage of students making at least typical growth (high growth + medium growth) in both mathematics and reading should be more than 50%.

► 2016 M-STEP REPORT FOR GEE WHITE ACADEMY

Here you will find the results of the Spring 2016 Michigan Student Test of Educational Progress (M-STEP) for your Public School Academy.

The data included are publicly available from the Michigan Department of Education. Detroit Public Schools Community District has aggregated your school's results and offered performance comparison data in an effort to give you a holistic picture of your school's performance on this assessment.

This report does not incorporate grades with fewer than 10 students, and it does not analyze information that constitutes the State of Michigan's Top-to-Bottom ranking of schools, which also measures achievement gaps and student achievement growth over time.

This is the second M-STEP report, as Michigan phased out the MEAP in 2014. It is our commitment to continue to provide you with data that can be used to make sound governance and academic decisions about the Public School Academies authorized by Detroit Public Schools Community District.

About the M-STEP

The M-STEP assesses students in the areas of English Language Arts, Mathematics, Science, and Social Studies. English Language Arts and Mathematics are assessed in grades 3-8, Science in grades 4 and 7, and Social Studies in grades 5 and 8. The test is administered in the spring and based on the Michigan Academic Standards.

Student performance on the M-STEP is represented as proficient or not proficient. Level 3 and Level 4 students make up the population defined as "percent proficient."

Level 1: Not Proficient | **Level 2: Partially Proficient** | **Level 3: Proficient** | **Level 4: Advanced**

For more information about the M-STEP, please visit: www.michigan.gov/mde and search for "M-STEP"

M-STEP REPORTS: GEE WHITE ACADEMY

► M-STEP PERCENT PROFICIENT IMPROVEMENT BY GRADE AND SUBJECT

SUBJECT	GRADE	PERCENT ADVANCED & PROFICIENT IN 2015	PERCENT ADVANCED & PROFICIENT IN 2016	NET CHANGE	DPS COMMUNITY DISTRICT	STATE OF MICHIGAN
ENGLISH & LANGUAGE ARTS	Grade 3	13.9	14.3	0.4	9.9	46.0
	Grade 4	20.9	15.0	-5.9	10.9	46.3
	Grade 5	11.8	23.5	11.8	12.8	50.6
	Grade 6	<=5.0	12.5	7.5	8.4	45.0
	Grade 7	11.8	<=5.0	-6.8	11.9	47.1
	Grade 8	19.1	15.4	-3.7	17.9	48.9
	Grade 11	-	-	-	-	-
	Grade 12	-	-	-	-	-
MATH	Grade 3	15.4	20.0	4.6	10.4	45.2
	Grade 4	16.3	7.0	-9.3	7.2	44.0
	Grade 5	<=5.0	8.8	3.8	<=5.0	33.8
	Grade 6	<=5.0	<=5.0	0	<=5.0	32.8
	Grade 7	8.1	7.0	-1.1	5.2	35.3
	Grade 8	9.5	<=5.0	-4.5	6.8	32.7
	Grade 11	-	-	-	-	-
	Grade 12	-	-	-	-	-
SCIENCE	Grade 4	<=5.0	<=5.0	0	<=5.0	14.7
	Grade 7	<=5.0	<=5.0	0	<=5.0	23.9
	Grade 11	-	-	-	5.2	33.0
	Grade 12	-	-	-	<=5.0	10.6
SOCIAL STUDIES	Grade 5	<=5.0	<=5.0	0	<=5.0	18.9
	Grade 8	7.0	7.1	0.2	6.8	29.3
	Grade 11	-	-	-	12.2	43.1
	Grade 12	-	-	-	8.4	17.4

'<=5' - Less than or equal to 5 percent of students tested as advanced or proficient

'<=10' - Less than or equal to 10 percent of students tested as advanced or proficient

'*' - Less than 10 students tested

'-' - Blank values indicate Not Tested

2016 PORTFOLIO M-STEP RANKINGS

District	Overall % Proficient 2016	Overall % Proficient 2015	Overall % Proficient Change	English % Proficient 2016	Mathematics % Proficient 2016	Science % Proficient 2016	Social Studies % Proficient 2016
State of Michigan	37.2%	37.2%	0.0%	47.3%	37.3%	23.6%	30.2%
Martin Luther King, Jr. Education Center Academy	31.8%	28.7%	3.1%	43.9%	26.5%	29.7%	12.3%
New Paradigm Glazer Academy	17.9%	26.4%	-8.5%	28.6%	11.5%	6.3%	14.8%
New Paradigm Loving Academy	13.7%	16.1%	-2.4%	18.9%	12.2%	3.3%	8.3%
Ross-Hill Academy	12.6%	10.5%	2.2%	20.7%	8.5%	5.0%	6.7%
DPSCD Office of Charter Schools Portfolio Average	11.3%	11.9%	-0.6%	17.9%	8.3%	6.5%	5.0%
GEE White Academy	9.4%	8.7%	0.6%	14.6%	8.2%	3.3%	4.0%
David Ellis Academy	9.1%	13.0%	-3.9%	15.2%	6.2%	4.4%	3.5%
Pathways Academy	8.7%	-	-	*	*	8.3%	9.1%
GEE Edmonson Academy	8.7%	7.2%	1.5%	15.2%	5.6%	4.4%	2.3%
Rutherford Winans Academy	8.6%	14.1%	-5.5%	17.4%	4.8%	0.0%	0.0%
MacDowell Preparatory Academy	8.0%	6.7%	1.4%	15.9%	3.6%	2.3%	3.2%
Detroit Public Schools Community District	7.7%	9.6%	-1.9%	11.8%	6.1%	3.1%	6.8%
Timbuktu Academy of Science and Technology	6.2%	8.3%	-2.2%	11.0%	2.9%	5.2%	1.8%
Escuela Avancemos	5.2%	4.3%	0.9%	7.5%	4.4%	0.0%	5.9%
Hamilton Academy	3.7%	3.8%	-0.2%	5.4%	3.1%	1.7%	2.0%
Capstone Academy Charter School (SDA)	-	-	-	-	-	-	-

'*': No results due to sample size

'-': Blank values indicate Not Tested

FINANCIAL REPORT

The mission of the Detroit Public Schools Community District Office of Charter Schools is to support, develop and hold accountable high-performing charter schools that prepare Detroit children for college and careers.

Fiscal soundness is not only an integral part of providing a strong academic program, it is required by law. In order to monitor school financial health, Detroit Public Schools Community District reviews each academy's quarterly financial statements, which are uploaded to the Epicenter compliance system.

This report covers the fourth quarter ended and year-to-date fiscal year 2015-16. The fourth quarter was April 1, 2016 to June 30, 2016. While the review was based upon unaudited financial information, it contains important information that should guide board decision-making and strategic planning.

THIS REPORT FOCUSES ON THREE KEY INDICATORS:

1 LIQUIDITY POSITION

Can the school meet its short-term obligations as they become due?

2 OPERATIONS

Are expenditures in line with revenues?

3 FUND BALANCE

Is the school in a surplus or deficit position? Is the school in line with State requirements?

SUMMARY

Based on their unaudited financial statements, GEE White Academy's liquidity position was stable. The current ratio and the debt to asset ratio indicated that the school could meet short term financial obligations. The days cash on hand was a concern. The accounts receivable balance of **\$1,101,703** should be closely monitored. If these accounts are settled timely and converted to cash, this will have a positive impact on cash balance and the days cash on hand. In addition, working capital was adequate to cover at least **three months** of anticipated cash disbursements.

The net profit margin ratio was trending in a positive direction. This is a strong indicator that the school was operating within its available resources. The fund balance increased by **\$23,669** during the fiscal year, which is another positive indicator of financial stability. During the fiscal year the school's student enrollment decreased by **24 students**. This condition should be monitored to ensure a negative trend is not developing. A drop in enrollment could have a negative impact on the school's financial health.

Please contact the Office of Charter Schools at (313) 873-7927 with questions or concerns.

FINANCIAL REPORT

ENROLLMENT

YEAR-TO-DATE

Enrollment 6/30/16	Enrollment +/-
407	-24

LIQUIDITY

FOURTH QUARTER

Current Ratio	Working Capital	Debt to Asset Ratio	Days Cash on Hand
1.74	\$659,018	0.57	9.65

YEAR-TO-DATE

Current Ratio	Working Capital	Debt to Asset Ratio	Days Cash on Hand
1.74	\$659,018	0.57	7.64

*Note: Some figures are the same for the Quarter and Year-to-Date

FINANCIAL RATIO EQUATION EXPLANATIONS

- ▶ **1. Current Ratio:** The current ratio is a financial ratio that measures whether or not the academy has enough resources to pay its immediate debts. This ratio indicates the percentage of current assets to current liabilities. Acceptable current ratios vary and are generally between 1.5 and 3.
- ▶ **2. Working Capital:** Working capital is the difference between current assets and current liabilities, and represents an absolute dollar amount. Working capital is a measure of an academy's ability to satisfy current financial obligations as they become due. An acceptable amount depends on the academy's monthly cash disbursement stream, but generally, a healthy organization has a working capital amount of at least 3-6 months of anticipated cash disbursements, e.g. payroll, supplies and lease.
- ▶ **3. Debt to Asset Ratio:** The debt to asset ratio shows the proportion of the academy's assets that are financed through debt. If the ratio is less than 1, most of the company's assets are financed through equity. If the ratio is greater than 1, most of the school's assets are financed through debt.
- ▶ **4. Cash on Hand:** The days cash on hand represents the number of days of operating expenses the academy could pay with its current available cash. Knowing the number of days' cash on hand allows you to adjust your expenditures. Cash on hand is computed by **1)** determining the sum of cash in bank, petty, and marketable securities; **2)** divide operating expenses by the number of days it represents (i.e., this is generally, 90 for a quarter, 180 for 6 months, or 360 for a year) to compute daily operating expenses or disbursements, and **3)** divide sum of cash, item 1; by amount computed in item **2)**.

KEY GOOD FAIR POOR N/A

FINANCIAL REPORT

OPERATIONS

FOURTH QUARTER

Operating Cash Flow Ratio	Operating Cash Flow
0.82	\$721,470

YEAR-TO-DATE

Operating Cash Flow Ratio	Operating Cash Flow
0.03	\$23,669

► **5. Operating Cash Flow Ratio:** This ratio indicates the ability of the academy to pay off its short-term liabilities using its state aid, grant funds and other receipts. It is expressed as a percentage. If the operating cash flow is less than 1, the academy has generated less cash in the period than it needs to pay its bills.

► **6. Operating Cash Flow:** Operating cash flow is a solid measure of the academy's operating results because it refers to actual cash from school-related activity, eg. state aid, grant funds, etc.) It represents earnings from operations before interest and taxes, plus depreciation.

PROFITABILITY

FOURTH QUARTER

Net Profit Margin	Return on Assets
48.18%	46.73%

YEAR-TO-DATE

Net Profit Margin	Return on Assets
0.60%	1.53%

► **7. Net Profit Margin:** The net profit margin formula looks at how much of a company's revenues are kept as net income. The net profit margin is generally expressed as a percentage. Net profit margin is the number of dollars of after-tax profit a school generates per dollar of revenue. This ratio shows the return on revenue.

► **8. Return on Assets:** This is a financial measure of an academy's return on assets used in operations. It is measured as a percentage and is computed by dividing results from operations over total assets. It also is an indicator of an academy's long-term financial sustainability.

EQUITY

FOURTH QUARTER

Fund Balance at 6/30/16	Fund Balance +/-
\$659,018	\$721,470

YEAR-TO-DATE

Fund Balance at 6/30/16	Fund Balance as % of Revenues	Fund Balance +/-
\$659,018	16.71%	\$23,669

*Note: Some figures are the same for the Quarter and Year-to-Date

► **9. Fund Balance:** Accumulation of revenues minus expenditures. Any surplus revenues in excess of expenditures at the end of a fiscal year fall to a fund balance.

► **10. Fund Balance as a Percent of Revenues:** Fund balance divided by revenue. The State requires schools to have a general fund balance above or equal to 5% of revenue. Schools who do not meet that requirement in one or both of the previous two fiscal years are required to submit budgetary assumptions to CEPI.

STAFFING REPORT: GEE WHITE ACADEMY

The DPSCD Office of Charter Schools, through Quality Performance Resource Group, reviews charter school personnel documents in the fall winter and spring. The documents reviewed for all applicable staff are: Teaching Certificates, Criminal Background Checks, Unprofessional Conduct Checks and Highly Qualified credentials.

This report documents the cumulative results from the 2015-16 school year.

The following feedback report is intended to be used to identify opportunities to improve the documentation required for school employees. Every effort has been made to maintain consistency with federal, State of Michigan and Michigan Department of Education rules, statutes, regulations and guidelines.

	FALL	WINTER	SPRING
ACADEMY STATUS	1	1	1
DATE OF REVIEW	October 22, 2015	January 21, 2016	May 31, 2016
ISSUES IDENTIFIED	No issues identified	Back of Admin. certificate missing, unsigned or not notarized.	No issues identified

► ACADEMY STATUS

The Academy Status matrix below gives an overall picture of the status of all academies. The explanations of the Academy Status levels are meant as general guidelines and the classification of a particular academy is somewhat subjective. Typically at the fall audit, academies should be in Level 1 and 2 and only have pending documents not on file. Academies in Level 3 have some significant follow up to be conducted for the winter audit. Academies in Level 4 have unacceptable deficiencies.

- **Level 1** - All required documentation for all staff current and on file or in timely process.
- **Level 2** - All certificates/permits for teaching staff current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks for all staff may be incomplete. Some instructional paraprofessionals may not have Highly Qualified credentials on file.
- **Level 3** - Some certificates/permits for teaching staff incomplete (1-2); some non-compliance. Some Criminal Background Checks and Unprofessional Conduct Checks are missing. Some instructional paraprofessionals may not have Highly Qualified credentials on file.
- **Level 4** - Large numbers of certificates/permits for teaching staff. Incomplete (3 or more); significant non-compliance. Significant numbers of Criminal Background Checks and Unprofessional Conduct Checks for all staff. Many instructional paraprofessionals may not Highly Qualified credentials on file.

Questions should be directed to Ken Tesauro at ktesauro@qprgroup.com or Jacqueline Sims in the DPSCD Office of Charter Schools, (313) 873-7927.

COMPLIANCE REPORT

GEE WHITE ACADEMY

EPICENTER COMPLIANCE STAR RATING SYSTEM | JULY '15 - JUNE '16

STARS	ENTITY	ENTITY TYPE	PAST DUE	% ON TIME	% ACCURACY
★ ★	GEE White Academy	Board		96% (47 of 49)	91% (49 of 54)
★	GEE White Academy	School District		93% (62 of 67)	87% (67 of 77)

Stars are determined from the On Time and Submission Accuracy.

They must meet the following performance levels.

This report reflects % On Time and % Accurate from July 1, 2015 - June 30, 2016.

STAR RATING	ON TIME SUBMISSION	SUBMISSION ACCURACY
★ ★ ★	95% or better	95% or better
★ ★	90% or better	90% or better
★	85% or better	85% or better

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