

Pontiac Academy for Excellence



Annual Education Report

2007-2008



Changing the Future of Pontiac

School Mission Statement

The mission of Pontiac Academy for Excellence, in cooperation with the community, is to provide a safe environment in which students can overcome social barriers through the nurturing of their academic and social skills to become successful in a global society.

School Motto

I am a Pontiac Academy for Excellence Student,
I can make a difference. My heart
believes it, therefore I can achieve it!

School Description

Pontiac Academy for Excellence (PAE) opened as a K-5 charter school in the fall of 2000 with 241 students. Currently, PAE serves 1105 students in grades K-12.

Pontiac Academy for Excellence offers a variety of support services from Reading and Math Specialists, Spanish, and special needs education as well as a variety of extra curricular activities including art, music, dance, and sports. PAE offers a full day kindergarten program along with after school assistance programs and summer school. Technology is integrated throughout the building including three computers labs and a portal laptop lab.

PAE has a diversified student and staff population consisting of African American, Hispanic, Caucasian, Native American and Asian students. Many students are non-English or limited English speaking. PAE offers support for English Language Learners through a coordinated program.

PAE is currently a Schoolwide Title 1 program.



Book Buddies

School Governance Structure

Pontiac Academy for Excellence (PAE) began the process of becoming a self-managed charter school during the 2005-2006 school year. Charter Management Alternatives, LLC is the acting transitional assistant company. PAE is scheduled to be self-managed in October 2008.



Fire Safety

Pontiac Academy for Excellence is chartered by Saginaw Valley State University. Saginaw Valley State University's primary focus is to ensure our school is in compliance with the local, state, and federal codes and policies as well as providing ongoing staff professional development and curriculum development.

Pontiac Academy for Excellence has a School Board of Education that meets monthly.

School Enrollment & Contingence Process

Pontiac Academy for Excellence practices open enrollment for all students K-12. If enrollment is full, a lottery process is used if and when openings are available. Parents will be notified if student is enrolled. High School student's transcripts are thoroughly investigated prior to enrollment to ensure students are placed in the proper classes and to ensure class availability.



Mrs. Stempien and Curious George

School Staff

During the 2007- 2008 school year 93% of teachers were highly qualified according the guidelines of No Child Left Behind and .03% of classes were not taught by highly qualified staff. In the 2007-2008 school year, 18% of Pontiac Academy for Excellence's teachers held a Master's Degree.

The staff of Pontiac Academy for Excellence participates in yearly professional development opportunities to increase student achievement in accordance with the School Improvement Plan. Staff participates in a yearly three week intense staff development each August, five professional development days through the school year as well as attending off campus training.

Information regarding teacher qualifications is available through the Pontiac Academy for Excellence Human Resource Department

School Safety

Each year, PAE submits a school safety report and plan to the Michigan Department of Education. The school safety report includes a review of areas such as, school safety practices, school safety plans, school prevention programs, and school disciplinary problems. In 2007-2008, PAE reported no incidents physical assaults, gang-related activities, illegal possession, trespassers or intruders, criminal sexual conduct, or bomb threats. There were 3 incidents of student bullying, 2 incidents of truancy, 5 incidents of threat/attempt of suicide, 2 incidents of larceny (theft) and 2 incidents of weapons on school property. PAE also conducts the required fire, tornado drills and safety lockdowns on a yearly basis.



All Smiles

In August of 2005, a comprehensive Safety and Security Plan and Handbook was developed. The staff receives yearly training on safety handbook procedures. Staff is also trained in CPR and First Aid as required.

School Improvement Plan Status

The Schoolwide Plan for Pontiac Academy for Excellence includes goals, measures and strategies in all four core subject areas for grades k-12 which is supported by a variety of schoolwide data. The Schoolwide Plan was also developed through an analysis of the Michigan School Improvement Framework with the entire staff. The School

Improvement Team meets at least twice a month to ensure the implementation of goals and strategies. Information from the School Improvement Team is reported to the staff and School Board of Education.

School Improvement Plan Goals

1. All students will show improvement in English Language Arts.
2. All students will show improvement in Mathematics.
3. All students will show improvement in Science.
4. All students will show improvement in Social Studies.

School Improvement Measures

- Measure 1: Percent of students scoring at the proficient levels on the MEAP/MME.
Measure 2: Percent of students testing at or above national norms on the Stanford 9 Test Post-Test (K-1st).
Measure 3: Percent of students scoring at or above national norms on the Scantron Performance Series Test.
Measure 4: Percent of students scoring 80% or better on Scantron Achievement Series Test (common assessments).

School Improvement Team Members

Dr. Stephen Todd Evans, Superintendent
Payton Jackson, III, Secondary Principal
George Kennedy, Elementary Principal
Karen Pond, Director of Academic Services
Maureen Horenziak, Director of Student Services
Chrissie Ejelonu, Media Specialists
Lois Connelly, 1st Grade Teacher
Elizabeth Manzo, Elementary Curriculum Director
Cherry Cannady, Secondary Curriculum Director
Daniel Ptaszek, 3rd Grade Teacher

Debra Hoerres, 5th Grade Teacher
Daniel Davis, Middle School Science Teacher
Elizabeth Holden, K-2 Reading Specialist
Cornelia Taran, High School Math Teacher
LaToniya Jones, Middle School Math Specialist
Reverend Pittman, Parent
Katisha Matthews, Parent
Marie Holm, Charter Management Alternatives
Ben Anderson, PAE School Board Member
Mary Richardson, PAE School Board Member/Parent

Accreditation Status

The Michigan Department of Education uses a state accreditation system called, Education Yes! in which schools receive a composite letter grade (A, B, C, D-Alert) based on multiple measures. Pontiac Academy for Excellence received a D-Alert for both the 2006-2007 and 2007-2008 school year.

In Michigan, Adequate Yearly Progress (AYP) is a measure of year-to-year student achievement on the Michigan Education Assessment Program (MEAP). In the 2006-2007 and 2007-2008, Pontiac Academy for Excellence did not make AYP at the Elementary, Middle or High School level. We are in Phase 2 of School Improvement: Continuing School Improvement.



Ms. Kress and 5th Grade students

High School Information

Number of 11th graders eligible to participate in dual enrollment	57
Percentage of 11th graders eligible to participate in dual enrollment	100%
Number/Percentage of 11th graders enrolled in post-secondary program and/or college level equivalent course	0
Number of 12th graders eligible to participate in dual enrollment	33
Percentage of 12th graders eligible to participate in dual enrollment	100%
Number/Percentage of 12th graders enrolled in post-secondary program and/or college level equivalent course	0

Parents

Pontiac Academy for Excellence adheres to the guidelines of Title I. Our school requires all parents to be active participants in their child's education. PAE has a School Board approved Parent Involvement Policy which is distributed to parents. The guidelines and expectations for parents are also outlined in the Parent/Student Handbook. All parents in attendance receive information regarding teacher qualifications in accordance with No Child Left Behind.



Mr. Sedick and student working in computers

Description of Curriculum and Review Process

Pontiac Academy for Excellence's Core Curriculum is derived from the State of Michigan Department of Education Benchmarks and Standards and Grade Level Content Expectations. PAE works closely with our authorizing agency, Saginaw Valley State University to ensure the curriculum is aligned, revised and up-to-date in order to maximize opportunity for all students in attendance.

The staff of PAE has developed yearlong plans and curriculum maps for each subject. These maps are used to ensure all essential and required Michigan Benchmarks, Standards and Grade Level Content Expectation are taught throughout the year. These plans and maps are updated and revised at the beginning of each school year. The curriculum is monitored through weekly lesson plans, biweekly grade level/department meetings and frequent assessments.

New additions to the instructional materials:

- Write Source/Six Traits Writing Programs (K-12)
 - Houghton Mifflin Science (K-6)
 - Houghton Mifflin Math (K-5)



Climbing to new heights at the Flint Children's Museum

Points of Pride

- ☉ Pontiac Academy for Excellence opened in fall of 2000 as a K-5 charter school with 241 students and about 20 staff members.
- ☉ Construction was completed on phase 2 of PAE and in fall of 2001 PAE expanded to a K-7 program with 445 student.
- ☉ Michigan Association of Public School Academies named PAE as the second most progressive charter school in the state of Michigan in 2002.
- ☉ Phase 3 of construction was completed in fall of 2002 and enrollment jumped to 647 as 8th grade was added.
- ☉ Chancellor Beacon Academics recognized PAE as Michigan Regions cleanest/safest school in fall 2003.
- ☉ In fall 2003, PAE expanded to a k-9 program with 769 students.
- ☉ Chancellor Beacon Academics honored PAE with an award for highest parental satisfaction in July 2004.
- ☉ Honored by Imagine Schools in July 2004 as their overall top performing school.
- ☉ The program grew to K-10 in the 2004-2005 school year with enrollment at 875.
- ☉ PAE met AYP at the elementary and middle school level in 2004-2005.
- ☉ PAE's Dance Team became the first charter school to perform at the Detroit All American Thanksgiving Day Parade.
- ☉ Approved as a participant in the Michigan High School Athletic Association.
- ☉ Phase 4 of construction was completed in fall 2005 as the new high school building was opened. The 11th grade was added and enrollment rose to 1,033 and staff grew to almost 100.
- ☉ PAE's Jazz Bands performed in the Detroit News Battle of the Bands in spring 2006.
- ☉ In fall 2005, PAE was elected to participate in Project Upward Bound at Oakland University.
- ☉ Phase 5 of construction was complete in fall 2006 with the final addition of the high school building which included new classrooms, band room, media center, conference room and the Administrative Offices.
- ☉ In September 2006, PAE become a K-12 charter school with 1,057 students.
- ☉ In fall of 2006, PAE's first men's soccer team wins the championship.
- ☉ June 2007 PAE celebrated our first graduating class with the Class of 2007.
- ☉ PAE partners with Oakland University as a location for education field placement students, hosting up to 120 placements a year.
- ☉ PAE partners with Baker College as a location for internships for education majors.
- ☉ After-school tutoring is available to all students 3 days a week during school year.
- ☉ Partnership with Catholic Family Services/Hispanic Outreach to provide free after-school tutoring
- ☉ Junior Achievement
- ☉ Participated in the Bloomfield Hills Optimist Club Imagineers Contest
- ☉ Participated in the Ferris State University Spaghetti Bridge Building Competition
- ☉ PAE hosts a Schoolwide yearly Spelling Bee.
- ☉ Red Ribbon Week and Spirit Week are celebrated.
- ☉ Bloomfield Hills Optimist Club provides Christmas presents for all students.
- ☉ A variety of extracurricular activities including; concert and jazz band, ballet, hip-hop dance, African dance, basketball, baseball, volleyball, cheerleading, girl and boy scouts are available to students throughout the school year.

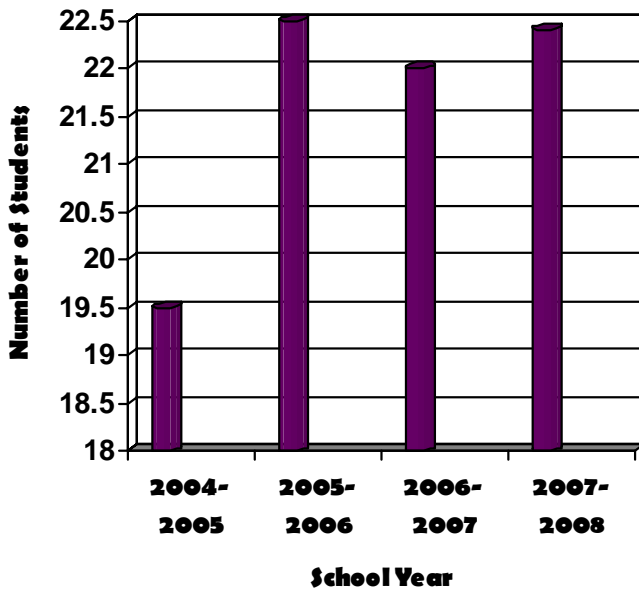


Data and

Student Demographics	
2007-2008	
Ethnicity	Percent
Black	71.6
White	6.7
Hispanic	21.1
Native American	.1
Asian	.5

Parent Teacher Conference Rate		
<i>% of parent attending conferences</i>		
Year		%
2007-2008	Fall	68
	Winter	54
	Spring	60
	Overall	61

Average Class Size



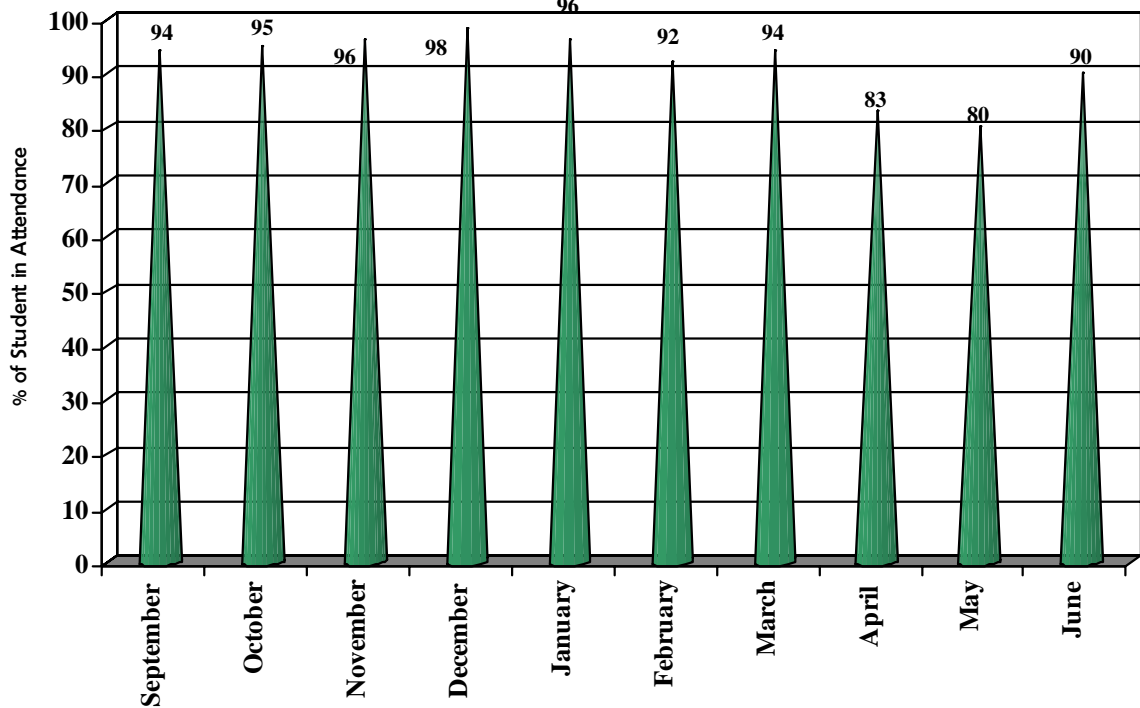
Student Academic Retention Rate	
<u>Year</u>	<u>Number of Students Retained in same grade</u>
2002-2003	10
2004-2004	36
2004-2005	13
2005-2006	12
2007-2008	5
2008-2009	6

Student Enrollment Retention Rate								
2003-2004			2004-2005			2005-2006		
<u>TOTAL</u>	<u>LEFT</u>	<u>%</u>	<u>TOTAL</u>	<u>LEFT</u>	<u>%</u>	<u>TOTAL</u>	<u>LEFT</u>	<u>%</u>
749	37	95%	876	97	89%	1033	122	88%
2006-2007			2007-2008					
<u>TOTAL</u>	<u>LEFT</u>	<u>%</u>	<u>TOTAL</u>	<u>LEFT</u>	<u>%</u>			
1036	303	65%	1105	71	94%			

Statistics

Student Attendance Rate

2007-2008



Student Enrollment

of student report from the fall count day

School Year	Student Count
2000/2001	236
2001/2002	450
2002/2003	672
2003/2004	776
2004/2005	875
2005/2006	1022
2006/2007	1057
2007/2008	1105

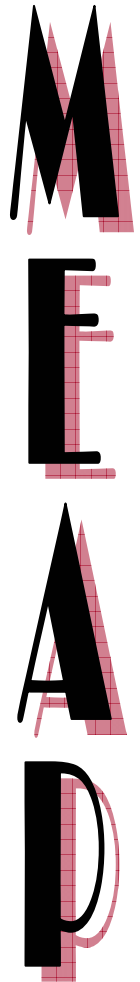
Math - Grade 3

Numbers represent percents

Performance Level	Fall 2006 97 students tested	Fall 2007 98 students tested
Level 1 and Level 2	64 (88)*	79 (90)
Level 1 – Exceeded Standards	25 (51)	18 (49)
Level 2 – Met Standards	54 (37)	60 (41)
Level 3 – At Basic Level	21 (11)	21 (10)
Level 4 - Apprentice	4 (1)	0 (0)

**Number in parenthesis represents State of Michigan average*

Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Female	0 (49)	15 (39)	63 (12)	23 (1)	24 (47)	58 (43)	18 (10)	0 (0)
Male	2 (53)	25 (35)	47 (11)	26 (1)	13 (51)	62 (40)	25 (10)	0 (0)
American Indian/Alaskan Native	NA (87)				NA (90)			
Asian	NA (95)				< (97)			
Black	1 (25)	24 (47)	53 (25)	22 (2)	14 (24)	63 (53)	24 (23)	0 (1)
Hispanic	1 (32)	12 (49)	59 (18)	29 (1)	33 (32)	53 (53)	13 (15)	0 (0)
White	0 (59)				< (94)			
Economically Disadvantage	0 (34)	21 (46)	54 (19)	26 (1)19	19 (57)	59 (38)	22 (6)	0 (0)
English Language Learners	< (78)				< (84)			
Special Education	< (65)				< (71)			



English Language Arts - Grade 3

Numbers represent percents

Performance Level	Fall 2006 98 students tested	Fall 2007 98 students tested
Level 1 & Level 2	64 (73)*	55 (81)
Level 1 – Exceeded Standards	9 (30)	3 (22)
Level 2 – Met Standards	55 (43)	52 (59)
Level 3 – At Basic Level	32 (25)	41 (16)
Level 4 - Apprentice	4 (2)	4 (3)

**Number in parenthesis represents State of Michigan average*

Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Female	32 (24)	56 (43)	12 (30)	0 (3)	4 (24)	58 (60)	33 (19)	4 (2)
Male	16 (32)	58 (43)	21 (22)	5 (2)	2 (19)	47 (59)	47 (14)	4 (3)
American Indian/Alaskan Native	NA (70)				NA (79)			
Asian	< (80)				< (90)			
Black	17 (12)	62 (41)	19 (41)	1 (6)	1 (9)	50 (58)	46 (28)	3 (6)
Hispanic	24 (18)	59 (43)	12 (36)	6 (3)	13 (10)	53 (61)	20 (25)	13 (4)
White	45 (34)	27 (44)	18 (21)	9 (1)	< (85)			
Economically Disadvantage	21 (20)	60 (44)	16 (32)	4 (3)	3 (11)	52 (60)	41 (25)	4 (5)
English Language Learners	< (59)				NA (63)			
Special Education	< (62)				< (40)			

Math - Grade 4								
<i>Numbers represent percents</i>								
Performance Level	Fall 2006 81 students tested				Fall 2007 101 students tested			
Level 1 & Level 2	54 (85)*				64 (86)			
Level 1 – Exceeded Standards	11 (34)				11 (41)			
Level 2 – Met Standards	43 (50)				53 (45)			
Level 3 – At Basic Level	34 (13)				29 (12)			
Level 4 - Apprentice	11 (3)				7 (2)			
<i>*Number in parenthesis represents State of Michigan average</i>								
Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Male	13 (36)	46 (49)	27 (13)	15 (3)	13 (51)	42 (40)	31 (10)	13 (0)
Female	10 (33)	40 (51)	42 (13)	8 (2)	8 (47)	65 (43)	27 (10)	0 (0)
American Indian/Alaskan Native	<				NA (90)			
Asian	NA				NA (97)			
Black	9 (15)	46 (52)	34 (26)	10 (7)	11 (24)	53 (53)	29 (23)	7 (1)
Hispanic	15 (19)	40 (57)	25 (20)	20 (4)	NA (85)			
White	<				NA (94)			
Economically Disadvantage	10 (20)	41 (55)	36 (20)	12 (5)	11 (33)	53 (51)	28 (16)	8 (0)
English Language Learners	NA				NA (83)			
Special Education	0 (10)	17 (47)	58 (31)	25 (10)	< (71)			

English Language Arts - Grade 4								
<i>Numbers represent percents</i>								
Performance Level	Fall 2006 96 students tested				Fall 2007 100 students tested			
Level 1 & Level 2	54 (78)*				46 (76)			
Level 1 – Exceeded Standards	11 (13)				2 (16)			
Level 2 – Met Standards	43 (65)				44 (60)			
Level 3 – At Basic Level	34 (20)				46 (21)			
Level 4 - Apprentice	11 (2)				8 (3)			
Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Male	19 (3)	46 (63)	46 (63)	19 (3)	4 (11)	42 (59)	42 (23)	12 (3)
Female	17 (1)	44 (66)	44 (66)	17 (1)	0 (18)	46 (61)	50 (18)	4 (2)
American Indian/Alaskan Native	< (69)				NA (74)			
Asian	NA (88)				NA (86)			
Black	36 (34)	48 (56)	36 (34)	15 (4)	2 (5)	44 (51)	46 (38)	8 (6)
Hispanic	35 (30)	35 (61)	35 (30)	30 (4)	NA (64)			
White	< (83)				NA (82)			
Economically Disadvantage	36 (31)	42 (60)	36 (31)	30 (4)	2 (7)	44 (56)	46 (32)	8 (5)
English Language Learners	NA (56)				NA (49)			
Special Education	38 (55)	0 (32)	38 (55)	62 (12)	< (30)			

Math - Grade 5

Numbers represent percents

Performance Level	Fall 2006 88 students tested	Fall 2007 students tested
Level 1 & Level 2	49 (76)*	33 (74)
Level 1 – Exceeded Standards	11 (36)	7 (39)
Level 2 – Met Standards	38 (40)	26 (35)
Level 3 – At Basic Level	39 (20)	43 (21)
Level 4 - Apprentice	13 (4)	24 (4)

*Number in parenthesis represents State of Michigan average

Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Female	9 (3)	38 (42)	38 (42)	45 (21)	6 (37)	29 (36)	43 (22)	25 (4)
Male	17 (4)	37 (39)	37 (39)	17 (4)	8(40)	25 (35)	43 (21)	25 (4)
American Indian/Alaskan Native	<				NA(68)			
Black	12 (10)	41 (37)	37 (36)	12 (10)	7 (18)	26 (33)	43 (38)	24(11)
Hispanic	17 (6)	33 (44)	42 (31)	17 (6)	NA (62)			
White	<				NA (81)			
Economically Disadvantage	13 (7)	36 (42)	40 (31)	13 (7)	8(23)	25 (37)	43 (32)	25 (8)
English Language Learners	<				NA (54)			
Special Education	<				< (37)			

English Language Arts - Grade 5

Numbers represent percents

Performance Level	Fall 2006 81 students tested	Fall 2007 102 students tested
Level 1 & Level 2	48 (78) *	43 (78)
Level 1 – Exceeded Standards	2 (15)	6 (22)
Level 2 – Met Standards	46 (62)	37 (56)
Level 3 – At Basic Level	35 (18)	36 (17)
Level 4 - Apprentice	17 (4)	21 (5)

*Number in parenthesis represents State of Michigan average

Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Female	13 (3)	47 (64)	36 (16)	13 (3)	10 (25)	33 (56)	35 (15)	22 (4)
Male	21 (5)	45 (61)	33 (21)	21 (5)	2 (20)	42 (55)	38 (19)	19 (7)
American Indian/Alaskan Native	<				NA (73)			
Black	3 (6)	50 (54)	35 (31)	12 (6)	6 (9)	37 (49)	36 (31)	21 (11)
Hispanic	0 (1)	25 (27)	42 (45)	33 (26)	NA (63)			
White	<				NA (84)			
Economically Disadvantage	17 (3)	46 (65)	34 (14)	17 (3)	4 (11)	39 (54)	35 (26)	22 (9)
English Language Learners	<				< (44)			
Special Education	<				< (33)			

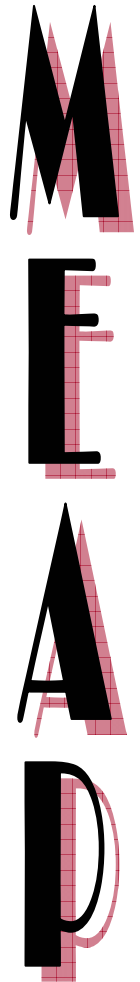
Science - Grade 5

Numbers represent percents

Performance Level	Fall 2006 87 students tested	Fall 2007 102 students tested
Level 1 & Level 2	41 (83)	32 (82)
Level 1 – Exceeded Standards	5 (37)	6 (41)
Level 2 – Met Standards	37 (46)	26 (41)
Level 3 – At Basic Level	48 (14)	37 (14)
Level 4 - Apprentice	10 (3)	30 (5)

*Number in parenthesis represents State of Michigan average

Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Female	9 (34)	23 (49)	55 (14)	13 (3)	4 (39)	24 (43)	41 (14)	31 (4)
Male	0 (40)	53 (43)	40 (14)	8 (4)	8 (43)	28 (39)	24 (13)	30 (5)
American Indian/Alaskan Native	<				NA (81)			
Black	4 (13)	38 (48)	51 (30)	6 (9)	6 (16)	26 (43)	37 (29)	30 (13)
Hispanic	0 (18)	36 (53)	36 (23)	27 (6)	NA (69)			
White	<				NA (80)			
Economically Disadvantage	3 (20)	32 (51)	54 (23)	11 (6)	6 (24)	25 (46)	38 (22)	31 (8)
English Language Learners	<				NA (53)			
Special Education	<				< (58)			



Math - Grade 6								
<i>Numbers represent percents</i>								
Performance Level	Fall 2006 93 students tested				Fall 2007 77 students tested			
Level 1 & Level 2	52 (88)*				42 (73)			
Level 1 – Exceeded Standards	4 (51)				14 (44)			
Level 2 – Met Standards	47 (37)				27 (29)			
Level 3 – At Basic Level	35 (11)				40 (20)			
Level 4 - Apprentice	13 (1)				18 (8)			
<i>*Number in parenthesis represents State of Michigan average</i>								
Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Female	6 (49)	12 (39)	49 (12)	33 (1)	15 (43)	26 (31)	41 (20)	17 (7)
Male	9 (53)	16 (35)	48 (11)	27 (1)	13 (45)	29 (27)	39 (12)	19 (16)
Asian/Pacific Islander	<				NA (84)			
Black	5 (25)	21 (47)	41 (25)	33 (2)	16 (15)	30 (30)	40 (22)	14 (33)
Hispanic	0 (32)	29 (49)	14 (18)	57 (1)	10 (25)	10 (34)	40 (19)	40 (23)
White	<				< (81)			
Economically Disadvantage	6 (34)	27 (46)	30 (19)	37 (1)	14 (24)	26 (32)	20 (19)	40 (25)
English Language Learners	<				NA (40)			
Special Education	0 (21)	0 (44)	36 (32)	64 (3)	< (37)			

English Language Arts - Grade 6								
<i>Numbers represent percents</i>								
Performance Level	Fall 2006 93 students tested				Fall 2007 76 students tested			
Level 1 & Level 2	52 (78)*				55 (73)			
Level 1 – Exceeded Standards	4 (15)				8 (44)			
Level 2 – Met Standards	47 (63)				47 (29)			
Level 3 – At Basic Level	35 (18)				42 (20)			
Level 4 - Apprentice	13 (4)				3 (8)			
<i>*Number in parenthesis represents State of Michigan average</i>								
Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Female	6 (18)	53 (64)	35 (15)	6 (3)	9 (18)	48 (66)	43 (16)	0 (1)
Male	2 (12)	41 (62)	36 (20)	20 (6)	7 (12)	47 (64)	40 (22)	7 (2)
Asian/Pacific Islander	<				NA (89)			
Black	3 (5)	48 (55)	40 (32)	8 (9)	10 (4)	52 (55)	39 (37)	0 (4)
Hispanic	5 (7)	32 (60)	32 (26)	32 (8)	0 (7)	30 (63)	60 (28)	10 (3)
White	<				< (86)			
Economically Disadvantage	4 (6)	47 (59)	35 (27)	13 (8)	8 (6)	47 (61)	42 (30)	3 (3)
English Language Learners	<				NA (53)			
Special Education	0 (1)	0 (37)	50 (42)	50 (20)	< (38)			

Social Studies - Grade 6								
<i>Numbers represent percents</i>								
Performance Level	Fall 2006 90 students tested				Fall 2007 77 students tested			
Level 1 & Level 2	32 (74)*				39 (73)			
Level 1 – Exceeded Standards	6 (40)				13 (43)			
Level 2 – Met Standards	27 (34)				26 (29)			
Level 3 – At Basic Level	31 (16)				32 (13)			
Level 4 - Apprentice	37 (9)				29 (14)			
<i>*Number in parenthesis represents State of Michigan average</i>								
Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Male	2 (41)	26 (33)	38 (16)	33 (10)	13 (45)	26 (27)	32 (12)	29 (16)
Female	8 (39)	27 (37)	25 (17)	40 (8)	11 (41)	28 (32)	15 (20)	46 (7)
Asian/Pacific Islander	<				NA (84)			
Black	5 (13)	21 (33)	41 (31)	33 (22)	13 (15)	30 (3)	21 (22)	37 (33)
Hispanic	0 (22)	29 (37)	14 (26)	57 (15)	0 (25)	20 (34)	30 (19)	50 (23)
White	<				< (81)			
Economically Disadvantage	6 (21)	27 (37)	30 (25)	37 (16)	14 (24)	26 (32)	20 (19)	40 (25)
English Language Learners	<				NA (40)			
Special Education	0 (12)	0 (32)	36 (31)	64 (24)	< (37)			

Math - Grade 7

Numbers represent percents

Performance Level	Fall 2006 81 students tested	Fall 2007 77 students tested
Level 1 & Level 2	21 (64)*	21 (73)
Level 1 – Exceeded Standards	1 (34)	6 (41)
Level 2 – Met Standards	20 (30)	23 (32)
Level 3 – At Basic Level	67 (29)	61 (24)
Level 4 - Apprentice	12 (7)	9 (4)

**Number in parenthesis represents State of Michigan average*

Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Female	0 (33)	21 (32)	68 (30)	11 (7)	5 (40)	20 (34)	68 (23)	7 (4)
Male	3 (35)	18 (29)	65 (28)	15 (8)	8 (41)	28 (30)	53 (24)	11 (4)
Asian/Pacific Islander	<				< (88)			
Black	0 (11)	23 (25)	67 (48)	67 (48)	4 (16)	22 (32)	67 (43)	7 (9)
Hispanic	0 (18)	0 (32)	71 (40)	29 (11)	5 (25)	26 (35)	53 (34)	16 (5)
White	<				< (80)			
Economically Disadvantage	1 (17)	19 (29)	65 (41)	14 (12)	7 (23)	22 (35)	62 (36)	9 (6)
English Language Learners	<				NA (50)			
Special Education	<				0 (8)	0 (21)	50 (56)	50 (15)

English Language Arts - Grade 7

Numbers represent percents

Performance Level	Fall 2006 83 students tested	Fall 2007 77 students tested
Level 1 & Level 2	47 (76)*	45 (74)
Level 1 – Exceeded Standards	0 (9)	4 (15)
Level 2 – Met Standards	47 (66)	42 (59)
Level 3 – At Basic Level	39 (17)	39 (18)
Level 4 - Apprentice	14 (7)	16 (7)

**Number in parenthesis represents State of Michigan average*

Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Female	0 (12)	57 (69)	33 (14)	10 (5)	7 (18)	46 (60)	32 (16)	15 (5)
Male	0 (7)	32 (64)	47 (19)	21 (10)	0 (12)	36 (58)	47 (21)	17 (9)
Asian/Pacific Islander	<				< (85)			
Black	0 (2)	49 (52)	33 (29)	18 (16)	2 (4)	43 (45)	44 (35)	11 (16)
Hispanic	0 (4)	31 (59)	56 (25)	13 (13)	0 (7)	42 (55)	32 (27)	26 (11)
White	<				< (82)			
Economically Disadvantage	0 (3)	44 (58)	41 (26)	15 (13)	4 (6)	39 (53)	43 (28)	13 (12)
English Language Learners	<				NA (43)			
Special Education	<				< (32)			

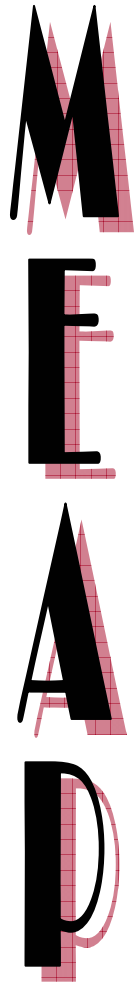
Math - Grade 8

Numbers represent percents

Performance Level	Fall 2006 77 students tested	Fall 2007 74 students tested
Level 1 & Level 2	30 (68)*	36 (72)
Level 1 – Exceeded Standards	1 (29)	7 (41)
Level 2 – Met Standards	29 (39)	30 (30)
Level 3 – At Basic Level	53 (25)	49 (19)
Level 4 - Apprentice	17 (7)	15 (9)

**Number in parenthesis represents State of Michigan average*

Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Female	2 (30)	24 (38)	50 (28)	24 (7)	2 (40)	52 (32)	35 (19)	11 (9)
Male	0 (27)	35 (41)	58 (25)	6 (6)	7 (43)	61 (29)	18 (19)	14 (10)
Black	0 (8)	31 (33)	49 (43)	20 (15)	4 (11)	62 (43)	27 (32)	8 (14)
Hispanic	10 (15)	40 (39)	40 (36)	10 (10)	0 (20)	42 (47)	32 (24)	26 (9)
White	<				< (87)			
Economically Disadvantage	2 (13)	34 (38)	46 (37)	18 (12)	3 (20)	56 (46)	30 (25)	11 (10)
English Language Learners	<				< (49)			
Special Education	<				< (47)			



English Language Arts - Grade 8								
<i>Numbers represent percents</i>								
Performance Level	Fall 2006 77 students tested				Fall 2007 74 students tested			
Level 1 & Level 2	48 (71)*				62 (75)			
Level 1 – Exceeded Standards	5 (18)				1 (16)			
Level 2 – Met Standards	43 (53)				61 (59)			
Level 3 – At Basic Level	36 (19)				35 (18)			
Level 4 - Apprentice	16 (9)				3 (7)			
<i>*Number in parenthesis represents State of Michigan average</i>								
Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Female	9 (23)	39 (55)	35 (16)	17 (6)	2 (20)	65 (62)	30 (15)	2 (4)
Male	0 (14)	48 (51)	39 (22)	13 (13)	0 (13)	54 (57)	43 (21)	4 (9)
Black	7 (6)	39 (43)	38 (31)	16 (19)	0 (5)	65 (50)	33 (31)	2 (14)
Hispanic	0 (9)	55 (48)	36 (28)	9 (15)	0 (7)	53 (56)	42 (26)	5 (11)
White	<				< (82)			
Economically Disadvantage	5 (8)	47 (48)	32 (28)	17 (16)	2 (7)	61 (55)	34 (27)	3 (11)
English Language Learners	<				< (44)			
Special Education	<				< (32)			

Science - Grade 8								
<i>Numbers represent percents</i>								
Performance Level	Fall 2006 76 students tested				Fall 2007 74 students tested			
Level 1 & Level 2	36 (75)				59 (79)			
Level 1 – Exceeded Standards	1 (32)				4 (37)			
Level 2 – Met Standards	34 (43)				55 (42)			
Level 3 – At Basic Level	46 (17)				28 (15)			
Level 4 - Apprentice	18 (8)				12 (5)			
<i>*Number in parenthesis represents State of Michigan average</i>								
Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Female	2 (31)	35 (45)	48 (17)	16 (7)	2 (35)	52 (45)	35 (15)	11 (5)
Male	0 (33)	35 (41)	48 (17)	16 (9)	7 (40)	61 (38)	18 (15)	14 (6)
Black	0 (8)	31 (38)	49 (33)	20 (21)	4 (11)	62 (43)	27 (32)	8 (14)
Hispanic	<				0 (20)	42 (47)	32 (24)	26 (9)
White	<				< (87)			
Economically Disadvantage	2 (15)	34 (43)	46 (27)	18 (15)	3 (20)	56 (46)	30 (25)	11 (10)
English Language Learners	<				< (49)			
Special Education	<				< (47)			

Social Studies - Grade 9								
<i>Numbers represent percents</i>								
Performance Level	Fall 2006 80 students tested				Fall 2008 73 students tested			
Level 1 & Level 2	44 (74)*				34 (71)			
Level 1 – Exceeded Standards	7 (29)				4 (33)			
Level 2 – Met Standards	37 (45)				30 (37)			
Level 3 – At Basic Level	41 (20)				49 (21)			
Level 4 - Apprentice	15 (6)				16 (9)			
<i>*Number in parenthesis represents State of Michigan average</i>								
Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Female	5 (27)	45 (48)	34 (20)	16 (5)	2 (31)	28 (40)	49 (22)	21 (7)
Male	9 (32)	29 (42)	49 (20)	14 (7)	8 (36)	35 (35)	50 (20)	8 (10)
Asian/Pacific Islander	<				NA (81)			
Black	6 (8)	36 (41)	43 (37)	15 (14)	2 (9)	33 (33)	47 (37)	18 (20)
Hispanic	0 (14)	42 (47)	42 (29)	17 (9)	9 (17)	27 (38)	55 (31)	9 (13)
White	<				< (79)			
Economically Disadvantage	4 (14)	34 (45)	46 (30)	16 (11)	2 (16)	27 (37)	53 (31)	18 (15)
English Language Learners	41				NA (37)			
Special Education	<				< (30)			

MME Michigan Merit Exam

English Language Arts - Grade 11								
<i>Numbers represent percents</i>								
Performance Level	Spring 2007 30 students tested				Spring 2008 55 students tested			
Level 1 & Level 2	13 (51)*				13 (52)			
Level 1 – Exceeded Standards	0 (2)				0 (2)			
Level 2 – Met Standards	13 (49)				13 (50)			
Level 3 – At Basic Level	60 (37)				53 (35)			
Level 4 - Apprentice	27 (12)				35 (13)			
<i>*Number in parenthesis represents State of Michigan average</i>								
Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Female	0 (2)	8 (53)	85 (36)	8 (9)	0 (3)	15 (54)	52 (34)	33 (9)
Male	0 (2)	18 (45)	41 (37)	41 (16)	0 (2)	11 (46)	54 (36)	36 (17)
Black	0 (0)	10 (22)	67 (52)	24 (26)	0 (0)	16 (22)	48 (51)	35 (27)
Hispanic	<				0 (0)	0 (30)	67 (46)	33 (23)
White	<				< (59)			
Economically Disadvantage	0 (0)	4 (29)	68 (48)	28 (23)	0 (0)	12 (31)	53 (45)	35 (23)
English Language Learners	<				< (12)			
Special Education	<				< (13)			

Math - Grade 11								
<i>Numbers represent percents</i>								
Performance Level	Spring 2007 32 students tested				Spring 2008 56 students tested			
Level 1 & Level 2	9 (46)*				13 (46)			
Level 1 – Exceeded Standards	0 (10)				0 (10)			
Level 2 – Met Standards	9 (37)				13 (36)			
Level 3 – At Basic Level	0 (16)				11 (16)			
Level 4 - Apprentice	91 (38)				77(38)			
<i>*Number in parenthesis represents State of Michigan average</i>								
Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Female	0 (8)	0 (37)	0 (17)	100 (39)	0 (8)	4 (35)	11 (17)	85 (40)
Male	0 (12)	16 (37)	0 (15)	84 (36)	0 (12)	21 (37)	10 (15)	69 (36)
Black	0 (1)	5 (13)	0 (14)	95 (73)	0 (1)	3 (13)	16 (14)	81 (73)
Hispanic	<				0 (3)	13 (25)	7 (17)	80 (55)
White	<				< (53)			
Economically Disadvantage	0 (2)	52 (22)	26 (16)	22 (60)	0 (2)	13 (23)	10 (17)	77 (58)
English Language Learners	<				< (18)			
Special Education	<				< (10)			

MME Michigan Merit Exam

Science - Grade 11								
<i>Numbers represent percents</i>								
Performance Level	Spring 2007 32 students tested				Spring 2008 55 students tested			
Level 1 & Level 2	13 (56)*				15 (57)			
Level 1 – Exceeded Standards	0 (6)				0 (6)			
Level 2 – Met Standards	13 (50)				15 (50)			
Level 3 – At Basic Level	28 (16)				16 (17)			
Level 4 - Apprentice	59 (28)				69 (27)			
<i>*Number in parenthesis represents State of Michigan average</i>								
Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Female	0 (4)	15 (51)	15 (18)	69 (27)	0 (4)	7 (51)	15 (18)	78 (27)
Male	0 (7)	11 (49)	37 (14)	53 (29)	0 (8)	21 (50)	18 (15)	61 (26)
Black	0 (0)	9 (22)	32 (20)	59 (58)	0 (0)	13 (22)	19 (21)	68 (57)
Hispanic	<				0 (2)	7 (33)	13 (20)	80 (44)
White	<				< (64)			
Economically Disadvantage	0 (1)	11 (32)	22 (19)	67 (47)	0 (2)	16 (34)	16 (20)	69 (45)
English Language Learners	<				NA (15)			
Special Education	<				< (18)			

Social Studies - Grade 11								
<i>Numbers represent percents</i>								
Performance Level	Spring 2007 32 students tested				Spring 2008 56 students tested			
Level 1 & Level 2	59 (83)*				38 (80)			
Level 1 – Exceeded Standards	6 (41)				4 (41)			
Level 2 – Met Standards	53 (42)				34 (39)			
Level 3 – At Basic Level	22 (9)				36 (13)			
Level 4 - Apprentice	19 (7)				27 (7)			
<i>*Number in parenthesis represents State of Michigan average</i>								
Subgroups	Performance Levels							
	1	2	3	4	1	2	3	4
Female	8 (40)	69 (45)	15 (9)	8 (6)	0 (37)	41 (42)	33 (14)	26 (6)
Male	5 (43)	42 (39)	26 (9)	26 (9)	7 (44)	28 (36)	38 (13)	28 (7)
Black	4 (13)	57 (50)	22 (20)	17 (17)	0 (12)	48 (44)	26 (28)	26 (16)
Hispanic	<				0 (23)	20 (46)	53 (20)	27 (11)
White	<				20 (47)	10 (38)	40 (10)	30 (5)
Economically Disadvantage	0 (21)	52 (48)	26 (16)	22 (14)	4 (22)	35 (44)	33 (22)	29 (13)
English Language Learners	<				< (45)			
Special Education	<				< (43)			

Scantron Performance Series

Scantron Performance Series is a computer-adaptive test that adapts to each student's instructional level in the areas of Math and Reading. Performance Series is both a criterion-referenced and norm-referenced tests. Performance Series measures individual performance based on the State standards as well as compares students to a national norm.

Scantron 2007-2008 Reading NPR			
	National Percentile Ranking		
Grade Level	Fall	Winter	Spring
Grade 2	30	32	24
Grade 3	19	18	16
Grade 4	16	20	17
Grade 5	12	13	16
Grade 6	16	24	20
Grade 7	13	20	19
Grade 8	19	23	23
Grade 9	13	18	15
Grade 10		19	17
Grade 11			
Grade 12			

Scantron 2007-2008 Math NPR			
	National Percentile Ranking		
Grade Level	Fall	Winter	Spring
Grade 2	19	25	23
Grade 3	15	19	17
Grade 4	14	19	15
Grade 5	10	14	14
Grade 6	15	21	13
Grade 7	9	14	10
Grade 8	12	19	15
Grade 9	14	20	23
Grade 10		19	23
Grade 11			
Grade 12			

The Nation Percentile Rank (NPR) compares student Scaled Scores to a normative sample for Mathematics and Reading tests. The NPR is grade-dependent and expresses the percentage of students that would score below the Scaled Score for the given student and his or her grade level. NPR's are only available for students that test with the designated testing window.

Scantron Achievement Series

Scantron Achievement Series allows districts to create district benchmark assessments and classroom tests. PAE has created common assessments for each grade level and subject based on the GLECS/HSCE's and are administered three times a year.

Scantron 2007-2008 Achievement Series Results: Reading			
Average score of each grade level			
Grade Level	1 st Common Assessment (Sept. – Jan.)	2 nd Common Assessment (Feb. – Mar.)	3 rd Common Assessment (Apr. – June)
Grade 2	63.43%	57.06%	62.70%
Grade 3	43.43%	50.19%	61.93%
Grade 4	62.37%	63.97%	67.20%
Grade 5	59.75%	57.51%	70.21%
	MIDTERM		FINAL
Grade 6	61.45%		67.74%
Grade 7	65.41%		64.41%
Grade 8	47.83%		78.56%
Grade 9	59.84%		53.53%
Grade 10	52.50%		24.19%
Grade 11	46.54%		63%
Grade 12	52.20%		84%

Scantron 2007-2008 Achievement Series Results: ELA			
Average score of each grade level			
Grade Level	1 st Common Assessment (Sept. – Jan.)	2 nd Common Assessment (Feb. – Mar.)	3 rd Common Assessment (Apr. – June)
Grade 2	68.1%	73.02%	64.98%
Grade 3	62.38%	52.80%	58.94%
Grade 4	70.27%	68.64%	71.26%
Grade 5	68.25%	69.19%	63.70%
	MIDTERM		FINAL
	65.41%		60%
Grade 6			
Grade 7	47.24%		56%
Grade 8	51.46%		77.61%
Grade 9	71.61%		52.34%
Grade 10	51.55%		51.96%
Grade 11	70.32%		54%
Grade 12	70.67%		79%

Scantron 2007-2008 Achievement Series Results: Math			
Average score of each grade level			
Grade Level	1 st Common Assessment (Sept. – Jan.)	2 nd Common Assessment (Feb. – Mar.)	3 rd Common Assessment (Apr. – June)
Grade 2	83.36%	70.73%	78.50%
Grade 3	75.2%	79.9%	66.13%
Grade 4	69.38%	69.90%	45.77%
Grade 5	56.54%	51.08%	52.25%
	MIDTERM		FINAL
	43.94%		46%
Basic Math			
Pre-Algebra	64.52%		55%
Algebra	61.67%		59.75%
Algebra 1	51.55%		42%
Geometry	56.16%		56.30%
Algebra 2/Trig.	50.47%		50.43%
Pre-Calculus	57.50%		58%

Stanford 9

Stanford 9 Data – Aggregated						
<i>% of students testing at or above national norm.</i>						
Grade	READING					
	2005-2006		2006-2007		2007-2008	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
K		76		48		49
1	42	44		46	44	42
2	41	26				
3	24	34				
4	24	26				
5	16	16				
6	10	13				
7	10	13				
8	18	19				
9	22	29				
10	8	19				
11	0	11				
12						

Stanford 9 pre-testing was not conducted in fall 2006. Stanford 9 post-testing was conducted for only K-1. Scantron Performance Series was used for post-testing for grades 2nd -12th.

The National Norm is 50% percentile

Stanford 9 Data – Aggregated						
<i>% of students testing at or above national norm.</i>						
Grade	MATH					
	2005-2006		2006-2007		2007-2008	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
K		51		24		39
1	31	44		45	37	37
2	36	55				
3	27	27				
4	29	29				
5	13	12				
6	15	19				
7	13	16				
8	19	35				
9	28	57				
10	30	27				
11	10	0				
12						

Stanford 9 pre-testing was not conducted in fall 2006. Stanford 9 post-testing was conducted for only K-1. Scantron Performance Series was used for post-testing for grades 2nd -12th.

The National Norm is 50% percentile

Stanford 9 Data – Aggregated						
<i>% of students testing at or above national norm.</i>						
Grade	SCIENCE					
	2005-2006		2006-2007		2007-2009	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
K		47		25		46
1	28	24		33	24	23
2	33	23				
3	27	28				
4	28	25				
5	15	23				
6	19	20				
7	10	15				
8	17	25				
9	18	33				
10	22	30				
11	10	0				
12						

Stanford 9 pre-testing was not conducted in fall 2006. Stanford 9 post-testing was conducted for only K-1. Scantron Performance Series was used for post-testing for grades 2nd -12th.

The National Norm is 50% percentile

Parent Survey Results

Parent Survey Results				
Questions	2003-2004	2004-2005	2005-2006	2006-2007
	% of parents who strongly agreed or agreed			
I am satisfied with the school's academic program.	98	97	97	86
My child's teacher knows my child and focus's on him/her as an individual.	98	97	-	-
Staff at the school care about my child's progress.	98	98	98	92
The amount and type of homework assigned to my child is appropriate.	-	95	-	-
The school staff models and teaches positive character attributes to my child.	-	97	-	-
I am satisfied with my child's exposure to technology.	97	94	94	84
I am satisfied with the school's effort to develop positive student behavior.	94	94	-	-
My child's teacher communicates with me regularly about my child's progress.	99	96	92	77
I feel comfortable speaking to my child's teacher about any problem regarding my child.	-	97	-	-
The school is proactive in communication important issues regarding my child.	97	96	-	-
The principal is accessible to parents.	99	98	89	82
The school has communicated ways for me to get involved in my child's education.	97	95	-	-
The school building and grounds are well maintained.	98	97	94	90
The school had provided a safe atmosphere for my child.	98	94	96	90
People who work in the front office are friendly and helpful.	95	94	92	92
The school newsletter/newspaper is a good source for obtaining school information.	-	97	84	-
I am satisfied with the quality of education my child is receiving.	98	99	97	89
I am likely to recommend this school to others.	97	100	97	84
I am satisfied with the overall performance of the school.	96	-	94	84
Homework helps my child do better in class.	96	-	96	90
I am satisfied with the school's effort to manage student behavior.	94	-	95	79
I feel comfortable speaking to my child's teacher about something I disagree with.	97	-	-	-
My questions are responded to in a timely manner.	98	-	96	79
I am satisfied with the school's efforts to communicate with families.	-	-	93	84
I am pleased with the school's overall cleanliness.	-	-	95	90
I am active in the school's Parent Club	-	-	40	29
The superintendent is accessible to parents.	-	-	-	74

Building Administration

Dr. Stephen Todd Evans, Superintendent
Payton Jackson, III, Secondary Principal
George Kennedy, Elementary Principal



Authorizing Entity

Saginaw Valley State University



Thank You to Our Community Partnerships!

Oakland Livingston Human Service Agency (OLHSA)
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The Lighthouse Organization
Oakland County Community Health & Family Counseling Center
Oakland Family Services
Oakland County Health Department
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Girl Scouts of America
Bloomfield Optimist Club
Catholic Family Services
Life Worship and Training Center
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Pontiac Police and Fire Department
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Pontiac Academy for Excellence

196 Cesar E. Chavez
Pontiac, Michigan 48343
248-745-9420
248-745-1275 (Fax)

