

Pontiac Academy For Excellence Elementary School



196 Cesar E. Chavez Ave.
Pontiac, Michigan 48342
Phone (248) 745-9420
Fax (248) 745-9485

August 3, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for Pontiac Academy for Excellence Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Mr. Tony Sedick, Elementary Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site www.pontiacacademy.org or you may review a copy from the Elementary School Principal's office at your child's school.

For 2009-2010, Pontiac Academy for Excellence Elementary School did not make Adequate Yearly Progress (AYP) because we did not attain the target achievement goals for our special education subgroup in English Language Arts. If we do not make AYP for two years in a row, we will be identified for school improvement. In collaboration with our School Improvement Team, our administrative staff has worked diligently to address these areas of weakness in English Language Arts, not only for our students with special needs, but for *all* students. Through the use of multiple diagnostic and assessment our staff has created a plan to improve our students' overall performance in the area of reading by focusing on three major components of literacy. As always, we hold a heavy reliance on the families and surrounding community of Pontiac Academy for Excellence Elementary School to assist us in reaching our common goal of achieving the very highest level of education and academic success for our students.

First, through staff training and implementation of the best practices learned through this training, our students will become more *fluent* readers by being involved in a heightened level of experiencing what fluent readers sound like. Our parents can assist us in reading to/with their children each and every night. Children must know that the understanding of the importance of reading is one that is shared by our staff and our families.

Next, our staff will approach *reading comprehension* by participating in training centered on best practices in this area. We will continue to strive for our goal that all Elementary students will be proficient in the skills most necessary to comprehend text, namely activating relevant prior knowledge, determining the most important ideas and themes, asking questions to clarify, visualizing information, drawing inferences, synthesizing and applying appropriate fix-up strategies. To make sure that our students succeed in these areas, we request that our parents ask questions of students when they read at home. Ask them to retell the story without opening the

"Changing the future of Pontiac"

book or to put the events of the story in order, or explain why they think things happened in the story the way they did. These are the types of activities they will practice while in school.

Finally, we will address *vocabulary* by displaying grade level appropriate sight words and critical vocabulary words throughout each grade level classroom. Students will practice and study these words through the use of vocabulary notebooks at all appropriate grade levels. Students will heavily benefit from this experience if parents consistently ask their student(s) to tell them about a new word they learned about in school each day. Ask them what the word means, and how it can be used. This will undoubtedly increase our students' vocabulary and prompt them to become stronger readers.

State law requires that we also report the following additional information:

I. School Enrollment & Contingency Process

Pontiac Academy for Excellence practices open enrollment for all students K-5. If enrollment is full, a lottery process is used if and when openings are available. Parents will be notified if the student is enrolled.

II. School Improvement Process

The Schoolwide Plan for Pontiac Academy for Excellence Elementary School includes goals, measures and strategies in all four core subject areas for grades K-5, which is supported by a variety of school-wide 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.

III. 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 opportunities for all students in attendance.

The staff of PAE has developed year-long plans and curriculum maps for each subject. These maps are used to ensure all essential and required Michigan Benchmarks, Standards and Grade Level Content Expectations 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, weekly grade level meetings and frequent assessments. A copy of the core curriculum is available in the Elementary School office.

IV. Data from Local or Nationally Normed Tests

a. Scantron Achievement Series

Scantron Achievement Series allows districts to create district benchmark assessments and classroom tests. PAE had created comment assessments for each grade level and subject based on the GLCE's. They are administered three times a year.

Scantron 2009-2010 Achievement Series Results: English Language Arts			
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)
Kindergarten	80	83	88
Grade 1	74	69	65
Grade 2	70	76	68
Grade 3	62	68	74
Grade 4	67	53	62
Grade 5	51	47	65

Scantron 2009-2010 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)
Kindergarten	88	89	89
Grade 1	76	69	74
Grade 2	68	72	67
Grade 3	71	79	77
Grade 4	71	75	69
Grade 5	53	64	48

IV. Data from Local or Nationally Normed Tests, Continued

b. 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 2009-2010 Performance Series Results: Math						
Grade	Fall		Winter		Spring	
	Scale Score	NPR	Scale Score	NPR	Scale Score	NPR
2 nd Grade	1796	27	1913	26	2020	23
3 rd Grade	1991	19	2114	21	2131	16
4 th Grade	2182	17	2259	20	2336	17
5 th Grade	2306	14	2393	17	2439	15
Scantron 2008-2009 Performance Series Results: Math						
Grade	Fall		Winter		Spring	
	Scale Score	NPR	Scale Score	NPR	Scale Score	NPR
2 nd Grade	1840	16	1939	20	2038	18
3 rd Grade	2055	20	2182	25	2251	25
4 th Grade	2179	16	2261	22	2286	16
5 th Grade	2244	13	2365	18	2391	18
Scantron 2009-2010 Performance Series Results: Reading						
Grade	Fall		Winter		Spring	
	Scale Score	NPR	Scale Score	NPR	Scale Score	NPR
2 nd Grade	1867	20	1965	24	2066	22
3 rd Grade	2026	16	2100	15	2168	13
4 th Grade	2193	18	2240	20	2308	19
5 th Grade	2274	17	2317	18	2360	15
Scantron 2008-2009 Performance Series Results: Reading						
Grade	Fall		Winter		Spring	
	Scale Score	NPR	Scale Score	NPR	Scale Score	NPR
2 nd Grade	1735	21	1870	23	1981	20
3 rd Grade	2011	21	2134	23	2196	20
4 th Grade	2163	16	2298	23	2308	15
5 th Grade	2335	16	2437	20	2435	14
<p>Scale Score: The scaled score is an estimate of the student's ability using the Rasch single-parameter computer adaptive model. This is calculated by multiplying the examinee's underlying ability estimate (in logits) by 200 and adding the result to 2500.</p> <p>NPR: 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.</p>						

IV. Data from Local or Nationally Normed Tests, Continued

c. Stanford 9

The Stanford 9 is a Norm Referenced Test (NRT) which compares each student's performance on the test to the performance of a representative sample of public school students of the same age and grade. Kindergarten students participate in post testing only and first grade students participate in pre and post testing.

Stanford 9 Testing 2009-2010			
<i>Scores represent National percentile rank</i>			
Reading			
Kindergarten		1 st Grade	
Pre-Test	Posttest	Pre-Test	Posttest
-	50	33	32
Math			
Kindergarten		1 st Grade	
Pre-Test	Posttest	Pre-Test	Posttest
-	45	30	37

Stanford 9 Testing 2009-2010			
<i>Scores represent National percentile rank</i>			
Reading			
Kindergarten		1 st Grade	
Pre-Test	Posttest	Pre-Test	Posttest
-	44	*	40
Math			
Kindergarten		1 st Grade	
Pre-Test	Posttest	Pre-Test	Posttest
-	33	*	36
* Pre-testing data for 1 st grade is unavailable.			

V. Parent-Teacher Conference Information

FALL		
	Percentage of parents attending conferences:	
	2008-2009	2009-2010
Kindergarten	83	87
1 st Grade	87	89
2 nd Grade	83	89
3 rd Grade	78	82
4 th Grade	80	90
5 th Grade	82	79
Total	82	86
WINTER		
	Percentage of parents attending conferences:	
	2008-2009	2009-2010
Kindergarten	94	93
1 st Grade	93	82
2 nd Grade	95	62
3 rd Grade	95	58
4 th Grade	90	56
5 th Grade	92	68
Total	93	71
SPRING		
	Percentage of parents attending conferences:	
	2008-2009	2009-2010
Kindergarten	85	97
1 st Grade	71	84
2 nd Grade	87	89
3 rd Grade	80	82
4 th Grade	87	69
5 th Grade	65	80
Total	80	84

In closing, I am very encouraged by the current state of our school, as well as the direction in which we are heading. We have met our marks in 11 of the 12 areas that are counted towards Adequate Yearly Progress for our school, and have seen significant gains, or scores that exceed state averages in each grade levels in the areas of reading and math. As always, we are aware that there is still much work to be done, as we are constantly searching for ways to improve our school. Through a continued partnership between our staff, parents and community members, I have every confidence in the world that we will make *all* of our targets for Adequate Yearly Progress for the 2010-2011 school year.

Sincerely,

Tony Sedick, Elementary Principal