

Pansophia Academy  
52 Abbott Ave.  
Coldwater, MI 49036

August 17, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the Pansophia Academy. 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 the school for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.pansophiaacademy.org> or you may review a copy from the Pansophia Academy office.

In 2010-2011 Pansophia Academy did not make Adequate Yearly Progress (AYP) because we tested less than 95% of our students on the high school MME and ACT test days and because we did not meet proficiency goals in mathematics, despite a marked improvement over last year. If we do not make AYP for two years in a row, we will be identified for school improvement. The Academy has undertaken multiple strategies to ensure that we test 100% of students in the 2011-12 school year by identifying a core team of staff and faculty who are responsible for the administration of the tests, and by training the faculty in the importance of the tests as well as what the tests are and what they measure. The school is also in a process of curriculum review and alignment and has adopted a new textbook and strategies for mathematics achievement K-12. Parent involvement is an essential component of student achievement. Parents can assist in improving their student's achievement by making sure that their child is in school every day, by stressing the importance of participation in classroom activities, doing homework and in preparing for and doing his or her best on standardized tests.

State law requires that we also report additional information:

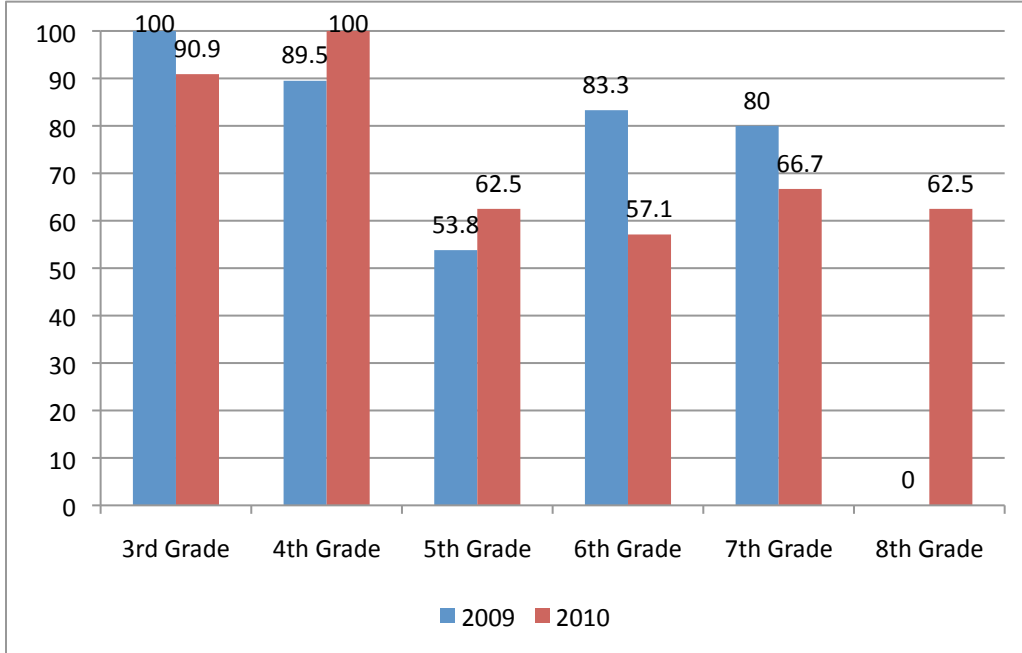
1. Process for assigning pupils to the school

**Application Process**

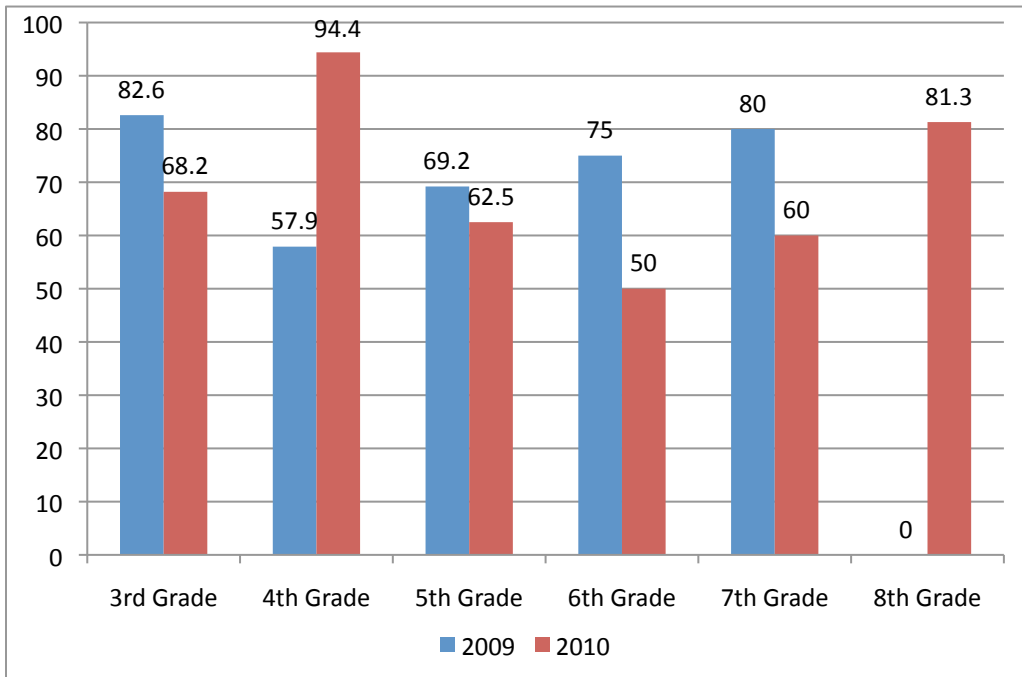
- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
  - The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
  - In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
  - The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the University Charter Schools Office.
2. Overall, Pansophia continues to make advances in all areas of its School Improvement Plan. The school has engaged staff in careful data collection and data analysis to target instruction based on identified student needs through analysis of our assessments. The gap between state standards and current achievement as measured on these assessments provides the direction for school improvement goals and efforts. The goals are shared with the staff who participate in collaborative planning, professional development, professional learning communities and school improvement meetings as needed to monitor and adjust progress toward the goals.
3. The Academy adopted and utilizes the Curriculum Crafter Tool (CCT) to customize the curriculum. The CCT (a web-based curriculum resource) provides the expectations, unit outlines, outcome descriptions, and assessment tools for each core subject area. The instructional units are organized in a developmentally appropriate manner and follow a logical sequence. The instructional units act as building blocks to ensure a smooth academic flow of content from grade to grade. The Academy's curriculum is aligned to the Michigan Curriculum Framework, GLCE's, HSCE's, and the Common Core State Standards. The curriculum is reviewed at the start of the school year, in the winter, and spring. Curriculum alignments occur if/when any Michigan standards and/or national standards are updated. Anyone interested in acquiring a copy of the core curriculum may request one at the school office.

4. The aggregate student achievement results from any local competency tests or nationally normed achievement test.

MEAP Math



MEAP Reading



**MME READING**

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)	(950-1077)	(1078-1099)	(1100-1157)	(1158-1250)	(1100-1250)	
2011	22	1104	1100-1109	18%	32%	50%	0%	50%
2010	21	1099	1089-1109	14%	48%	38%	0%	38%
2008	< 10							
2008	16	1093	1079-1107	25%	38%	38%	0%	38%
2007	15	1074	1057-1091	47%	27%	27%	0%	27%

**MME SCIENCE**

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)	(950-1086)	(1087-1099)	(1100-1142)	(1143-1250)	(1100-1250)	
2011	20	1101	1097-1105	20%	25%	55%	0%	55%
2010	18	1084	1059-1109	39%	17%	44%	0%	44%
2008	< 10							
2008	16	1082	1082-1102	50%	19%	31%	0%	31%
2007	13	1077	1066-1088	54%	38%	8%	0%	8%

**MME WRITING**

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)	(950-1050)	(1051-1099)	(1100-1145)	(1146-1250)	(1100-1250)	
2011	24	1087	1080-1093	4%	63%	33%	0%	33%
2010	22	1068	1051-1085	23%	55%	23%	0%	23%
2008	< 10							
2008	16	1070	1057-1083	19%	69%	13%	0%	13%
2007	12	1049	1027-1071	42%	50%	8%	0%	8%

**MME SOCIAL STUDIES**

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)	(950-1085)	(1086-1099)	(1100-1128)	(1129-1250)	(1100-1250)	
2011	19	1119	1113-1125	5%	16%	53%	26%	79%
2010	18	1117	1106-1128	6%	28%	33%	33%	67%
2008	< 10							
2008	18	1115	1105-1125	6%	22%	50%	22%	72%
2007	12	1097	1084-1110	33%	17%	42%	8%	50%

**MME MATHEMATICS**

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)	(950-1088)	(1089-1099)	(1100-1127)	(1128-1250)	(1100-1250)	
2011	18	1101	1097-1104	17%	22%	56%	6%	61%
2010	18	1085	1066-1104	50%	17%	28%	6%	33%
2008	< 10							
2008	16	1087	1080-1094	63%	6%	31%	0%	31%
2007	15	1064	1051-1077	80%	13%	7%	0%	7%

\* Includes students who received valid scores.
   
 \*\* This is the likely range within which the true mean scale score would fall for the students listed on this report.

< 10 = No summary scores provided if fewer than 10 students.
   
 Due to rounding, percentages might not total 100%.

5. During the 2010-2011 school year 81% (189) of our students were represented by parents at parent-teacher conferences.
6. For high schools
  - a. 15% (13) of our students were in dual enrollment classes
  - b. No AP courses were offered
  - c. No students were enrolled in AP classes
  - d. 15% (13) of our students will receive college credit for their dual enrollment classes

Pansophia is excited about its growth and understands its commitment to its students, to its parents, and to its community. We feel confident that by continuing with our school improvement plan, by researching and applying best practices in education, and by training and developing the best teachers that we will succeed in improving our school.

Sincerely  
 Steve Palmer  
 Principal