



# COLE ACADEMY

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January 10, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Cole 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 Mrs. Jasonowicz for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2ZNVusZ>, or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not given one of these labels.

Key challenges for Cole Academy remain consistent with the State's overall performance on the M-STEP. Cole Academy student proficiency on the 3<sup>rd</sup> grade ELA portion of the M-STEP remains low for the second year in a row. While the number of students proficient on the ELA M-STEP decreased by 3%, the number of students proficient on the math M-STEP increased by 10%. These scores are not consistent with our NWEA MAP test for the 2018-2019 school year. According to the NWEA Reading MAP, 122% of 3<sup>rd</sup> grade students met or exceeded their projected growth and scored 3 points over the national norm. To meet our goal of moving these students to proficiency, Cole Academy utilizes a kindergarten and 1<sup>st</sup> through 6<sup>th</sup> grade reading interventionist following the MTSS model. To increase our efforts to partner with parents, our teachers and administrators develop Individual Reading Plans (IRIPs) in order to

ensure every student is receiving proper interventions and support at home and school. We appreciate the support of our parents, staff and our community in this effort.

State law requires that we also report additional information.

1. Students are assigned to the Academy through an application process. The application period shall be a minimum of two weeks in duration; however, the Academy accepts applications all year. If openings exist, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The position on the waiting list is determined by random selection drawing. The waiting list will cease to exist at the beginning of the next enrollment period.
2. Cole Academy is underway with the following School Improvement Plan goals:
  - a. Goal #1: All Cole Academy students will be proficient in English Language Arts.
  - b. Goal #2: All Cole Academy students will be proficient in Mathematics.
  - c. Goal #3: All Cole Academy students will be proficient in Science.
  - d. Goal #4: All Cole Academy students will demonstrate appropriate behavior to ensure a safe learning environment.
  - e. Goal #5: All students at Cole Academy will receive necessary knowledge and skills for success in a career of their choice and lifelong learning.

These goals are in their first year of implementation as they were recently established by our School Improvement Committee to reflect current data trends.

3. Cole Academy is Lansing's longest standing charters school and received a charter through Central Michigan University in 1995. The Academy originated as an early childhood center and over the year became a K-6 Public School. Maximum enrollment at Cole Academy is 210 students. For the 2017-2018 school year, enrollment was recorded at 209 students and for the 2018-2019 school year enrollment was recorded at 210 students. We currently sit at maximum student enrollment for the present school year as well. In 2018-2019, the student population was 59% free and reduced lunch, 70% minority population, 47% male students and 53% female students. This is consistent with the student population in 2017-2018 which included 57% free and reduced lunch, 68% minority population, 51% male students and 49% female students. Cole Academy provides a challenging learning environment with high expectations for each child.

Students will:

- Be taught at the level at which they are ready to learn

- Move through academics at a challenging pace
  - Master one level of learning before moving onto the next
  - Receive a solid foundation in reading, phonics and mathematics
  - Receive regular instruction in computer skills
  - Participate in cooperative groups for reading, math and writing
  - Be encouraged to read for and achieve their highest potential
4. Cole Academy provides opportunities for parents to review curriculum and instructional materials and to visit the Academy to observe the instructional process. Our curriculum can be digitally accessed by visiting <http://www.centerforcharters.org> or a copy be requested in our main office. Curriculum implementation is overseen by Mrs. Jasonowicz. The Academy's curriculum is flexible to meet the needs of all learners. The Academy utilizes a variety of learning opportunities to meet student needs that adapt and modify the curriculum including providing a Multi-Tiered System of Support (MTSS). MTSS is utilized for instructional planning regarding student achievement and growth. The result is a curriculum that addresses the need for tangible experiences in all of the Academy student's educational experiences. Active student engagement is a key feature of student success and there is an expectation that all teachers design lessons and assessments that engage student. This is in line with the State's model.
5. The Measures of Academic Progress, or MAP test, is given three times a year in grades 3-6 for reading and math. In the 2017-2018, school year, 61% of students enrolled for three or more years met the target for reading and 63% of students enrolled for three or more years met the target for math. For the 2018-2019, school year, 68% of students enrolled for three or more years met the target for reading and 71% of students enrolled for three or more years met the target for math. These are the highest scores reported in the last three years.
6. The number and percent of students represented by parents at Parent-Teacher Conferences are as follows:

Year	Number of Students	% Participation
2017-2018	208	90%
2018-2019	210	95%

We are pleased to have this opportunity to serve your students at Cole Academy and look forward to continued growth and educational success.

Sincerely,

A handwritten signature in black ink, appearing to read "A. Jasonowicz". The signature is written in a cursive style with a large initial "A" and a long, sweeping underline.

Annie Jasonowicz  
Principal