



December 28, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Arts and Technology Academy of Pontiac. 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 Septembra Williams for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/39WgJ2P>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as an Additional Targeted Support (ATS) school.

ATAP is committed to continued academic growth and success for all students and knows that there are always challenges associated with this process. Challenges

that ATAP experiences with academic success again are students who enter our school who are well behind their grade level academically. These students have not been equipped; however it doesn't mean that they are not capable of performing well.

According to the data, students who are in the 30th percentile or lower are the students who are struggling academically. In addition, our special needs population continues to struggle in core subjects.

Although transitioning back full time on campus since the pandemic has been a challenge for all, we have put the following in place to assist with the support of our students, parents, and faculty members.

Distribution of laptops to *all* students (not just per household)

1. Social Emotional program for K-12th grade to support mental health during this Pandemic
2. Professional Development/meetings for faculty to discuss best practice, data, important information, questions/concerns, and progress.
3. Access to counselor and social workers as needed (parents and students)
4. Continuous means of communication via a variety of platforms to reach all parents (Facebook, email, REMIND, ATAP app, Google Classroom, Class Dojo, ATAP monthly newsletter, etc.)
5. Intervention Class built into 6th-8th grade schedule to work on personal goals and within small groups
6. Continuous implementation of Summer School program (Reading and Math) 2022.
7. Continuation of NWEA assessment 3 times a year.
8. Data meetings to address the deficiencies with student programs.
9. Teacher observations/debriefs, completed by administration, to ensure effective classroom instruction is being conducted.
10. Parent Involvement to ensure that parents are aware of where their children are academically.
11. Partnership with OTECH for High School students to have access to real life work environments and receive hands-on training for academic concepts.
12. Supplementary programs such as Exact Path and Razz Kids to address student deficiencies based on NWEA scores.
13. Playbook to ensure standards are being taught and pacing is appropriate.
14. Intervention caseloads for our lowest students
15. Intervention meetings with the Title I Director and academic coaches to train in best practices; specifically when working with small groups.
16. EL support/caseloads for our English Learners which includes, but not limited to, small groups, Read Live for increased comprehension.
17. New Math and Social Studies Curriculum in grades K-6th.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The Board of Directors will allow students who reside in Michigan to enroll in the Academy in accordance with limits established by the Board of Directors. Because space is limited, each student must enroll each year. Preferences will be in writing and given to currently enrolled students and siblings of enrolled students. When maximum enrollment for a grade has been reached, applicants shall be placed on a waiting list and admitted on the basis of a lottery system.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

ATAP is currently moving in a positive direction as it relates to the School Improvement process. Our goal is to increase 10% each year in the area of Math, Reading, and Science. The team continues to strive to meet these goals by continuously monitoring the progress of student data. Our school improvement plan goals include developing the six pillars of success, improving ELA/M-STEP/SAT and improving math proficiency.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

At this time, Arts and Technology Academy of Pontiac does not offer any specialized schools.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL

ATAP held curriculum review meetings to determine which programs best fit the academic needs of our school. Over the past couple of years, new curriculum in math (K-6th grade) and social studies (K-6th grade) were adopted based on the needs of our students along with rigorous Common Core standards, teacher resources, online implementation, and vocabulary/writing activities. Implementation of these programs began September 2021 and the plan to focus more on writing and creating writing plans of actions is the focus. Anyone wishing to see a copy of the curriculum may do so in the office.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

In accordance with our authorizer Bay Mills Community College and our management company, CS Partners, ATAP tests students in grades K-10 three times annually on the NWEA Growth assessment, below are results from the last two spring administrations of the assessment:

Grade	Reading Average Percentile		Math Average Percentile	
	Spring 2021	Spring 2022	Spring 2021	Spring 2022
Kindergarten	99 th	10 th	99 th	9 th
1 st Grade	58 th	6 th	92 nd	12 th
2 nd Grade	2 nd	4 th	3 rd	4 th
3 rd Grade	1 st	1 st	1 st	1 st
4 th Grade	1 st	1 st	1 st	1 st
5 th Grade	1 st	1 st	1 st	1 st
6 th Grade	1 st	1 st	2 nd	1 st
7 th Grade	2 nd	1 st	1 st	2 nd
8 th Grade	1 st	3 rd	2 nd	1 st

9 th Grade	7 th	11 th	8 th	4 th
10 th Grade	5 th	3 rd	4 th	2 nd
11 th Grade	N/A	N/A	N/A	N/A
12 th Grade	N/A	N/A	N/A	N/A

Grade	Reading % Met Projection		Math % Met Projection	
	Spring 2021	Spring 2022	Spring 2021	Spring 2022
Kindergarten	39%	26%	45%	41%
1 st Grade	20%	40%	38%	61%
2 nd Grade	19%	35%	25%	35%
3 rd Grade	17%	32%	7%	29%
4 th Grade	12%	30%	20%	22%
5 th Grade	22%	38%	21%	35%
6 th Grade	42%	33%	30%	31%
7 th Grade	34%	42%	28%	47%
8 th Grade	30%	35%	31%	33%
9 th Grade	45%	42%	54%	49%
10 th Grade	38%	35%	32%	44%
11 th Grade	N/A	N/A	N/A	N/A
12 th Grade	N/A	N/A	N/A	N/A

In accordance with state requirements, students at ATAP, in the spring, take the PSAT 8/9 as 9th graders, PSAT 10 as 10th graders, and the SAT as 11th graders. Below is a summary of our performance on these assessments during the past two school years (2020-2021 and 2021-2022).

Test	Average Reading Score		Average Math Score		Average Composite Score	
	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022
PSAT 8/9	N/A	8th-332 9th-359	N/A	8th-340 9th-346	N/A	8th-672 9th-705
PSAT 10	N/A	Unable to retrieve data from site	N/A	Unable to retrieve data from site	N/A	Unable to retrieve data from site
SAT	413	377	386	363	N/A	741

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

ATAP's policy regarding conferences is that the first parent teacher conference is mandatory; meaning report cards are not released until the teacher meets with the parent/guardian. The second and third conferences are scheduled by the teacher/team based on who they need to meet with. Due to the mandatory conference in the fall, attendance is typically 100% each year.

In addition to the above, High School students have access to their Mi-Star login to check grades throughout the semester. Midway through the

semester, students and parents are reminded to check progress to stay informed on academics. This information is given to students, at minimum, twice a year via their semester schedules. High School monthly newsletters are sent via email with a plethora of information communicating to parents and students regarding grades, credits, and pertinent information as it relates to high school requirements.

All students, K-12th grade, have communication home documented within our SIS system under *Student Engagement*.

Parent Teacher Conferences for the 2022-2023 school year were/are scheduled on:

November 9-10

February 15-16

April 12-13

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

1. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

- i. 2020-2021 - No students (0%) dual enrolled
- ii. 2021-2022 - No students (0%) dual enrolled

2. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

- i. We have not offered any college equivalent courses.

3. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

- i. Since we have not offered college equivalent courses, no students were enrolled in such courses.

4. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

- i. 2020-2021 - No students (0%) earned a score leading to college credits.
- ii. 2021-2022 - Data not retrieved

It is with great PRIDE that I acknowledge students and faculty for all of their hard work and dedication. Thank you to all of the parents for their patience through the year. While we still have a great deal of work to do, we are ready for the challenge. We ask that you continue to support the efforts at ATAP.

Sincerely,
Septembra Williams, M.Ed.
Superintendent