



January 5, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 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 accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Mrs. Septembra McQuarters for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/49Es2v0>, or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status 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 does not 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, Read Live (EL students) 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 20% 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 Achievement Percentile		Math Achievement Percentile	
	Spring 2024	Spring 2025	Spring 2024	Spring 2025
Kindergarten	27 th	26 th	73 rd	27 th
1 st Grade	44 th	84 th	53 rd	78 th
2 nd Grade	8 th	17 th	31 st	17 th
3 rd Grade	1 st	3 rd	3 rd	3 rd
4 th Grade	3 rd	9 th	3 rd	10 th
5 th Grade	1 st	3 rd	1 st	7 th
6 th Grade	7 th	3 rd	1 st	5 th
7 th Grade	3 rd	20 th	1 st	9 th

8 th Grade	6 th	19 th	3 rd	8 th
9 th Grade	29 th	40 th	10 th	12 th
10 th Grade	14 th	44 th	4 th	29 th
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 2024	Spring 2025	Spring 2024	Spring 2025
Kindergarten	39%	46%	8%	57%
1 st Grade	62%	69%	66%	60%
2 nd Grade	52%	47%	52%	33%
3 rd Grade	32%	33%	53%	21%
4 th Grade	51%	51%	78%	44%
5 th Grade	30%	36%	40%	52%
6 th Grade	57%	47%	52%	38%
7 th Grade	40%	52%	37%	48%
8 th Grade	49%	50%	33%	30%
9 th Grade	63%	51%	53%	28%
10 th Grade	54%	50%	49%	32%
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 (2023-2024 and 2024-2025).

Test	Mean Reading Score		Mean Math Score		Mean Composite Score	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
PSAT 8/9	8th - 354	8th - 337	8th - 319	8th - 306	8th - 673	8th - 643
	9th - 355	9th - 360	9th - 337	9th - 334	9th - 692	9th - 694
PSAT 10	344	361	310	363	654	724
SAT	367	390.6	340	358.7	707	749.3

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*.

In 2023-2024, 785 (85%) of our families attended parent conferences. In 2024-2025, 817 (83%) of our families attended parent conferences.

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

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

- i. 2023-2024 - No students (0%) dual enrolled
- ii. 2024-2025 - 1 student (1%) was dual enrolled.

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

- i. 2023-2024 - All college equivalent courses that students were eligible for were offered.
- ii. 2024-2025 - All college equivalent courses that students were eligible for were offered.

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

- i. 2023-2024 - Since we have not offered college equivalent courses, no students were enrolled in such courses.
- ii. 2024-2025 - 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. 2023-2024 - Data not retrieved
- ii. 2024-2025 - 1 student (1%) received a score leading to college credit.

It is with great PRIDE that I acknowledge students and faculty for all of their hard work and dedication. Our students are not just growing academically, but emotionally as well; consider the climate our nation is in. 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 McQuarters, M.Ed.
Superintendent