



January 6, 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 the 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 web site <http://bit.ly/2QTSmro>, 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 three or more underperforming student subgroups. 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 has not been given one of these labels.

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 these same areas. Social Studies and Science continue to show the lowest range of academic progress.

To address these concerns, ATAP has implemented the following:

1. Continued implementation of our After School Tutorial program (Reading and Math).
2. Continued implementation of our Summer School program (Reading and Math).
3. NWEA assessment 3 times a year.
4. Data meetings to address the deficiencies with student programs.
5. Teacher observations, completed by administration, to ensure effective classroom instruction is being conducted.
6. Parent Involvement to ensure that parents are aware of where their children are academically.
7. Partnership with OTEC for High School students to have access to real life work environments and receive hands on training for academic concepts.
8. Enrollment Assessment for students who enter ATAP and we can properly identify their academic level.
9. Supplementary programs such as Exact Path and Razz Kids to address student deficiencies based on NWEA scores.
10. Playbook to ensure standards are being taught and pacing is appropriate.
11. Intervention/test prep courses at the middle school level for additional practice on personal goals.
12. Intervention caseloads for our lowest students
13. EL support/caseloads for our English Learners which includes, but not limited to, small groups, Reading Eggs/Read Live for increased comprehension.

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.

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

With a fairly recent transition to a new management company, as well as ensuring common core standards are being met across all content areas, ATAP held curriculum review meetings to determine which programs best fit the academic needs of our school. New online curriculum in math (7-12) reading (7-8), social studies (7-8), and science (K-6), were selected based on the needs of our students along with rigorous Common Core standards, teacher resources, online implementation, and vocabulary/writing activities. 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-12 three time 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 2018	Spring 2019	Spring 2018	Spring 2019
Kindergarten	4 th	14 th	2 nd	13 th
1 st Grade	3 rd	4 th	4 th	3 rd
2 nd Grade	4 th	1 st	6 th	1 st
3 rd Grade	1 st	1 st	1 st	2 nd
4 th Grade	1 st	4 th	1 st	7 th
5 th Grade	1 st	1 st	1 st	1 st
6 th Grade	1 st	1 st	1 st	1 st
7 th Grade	1 st	1 st	1 st	1 st
8 th Grade	1 st	2 nd	1 st	3 rd
9 th Grade	3 rd	3 rd	1 st	1 st
10 th Grade	7 th	10 th	4 th	2 nd
11 th Grade	1 st	6 th	2 nd	5 th
12 th Grade	N/A	N/A	N/A	N/A

Grade	Reading % Met Projection		Math % Met Projection	
	Spring 2018	Spring 2019	Spring 2018	Spring 2019
Kindergarten	25%	44%	27%	53%
1 st Grade	35%	45%	51%	59%
2 nd Grade	31%	27%	48%	36%
3 rd Grade	29%	40%	40%	58%
4 th Grade	27%	54%	30%	54%
5 th Grade	41%	33%	36%	44%
6 th Grade	48%	51%	59%	41%
7 th Grade	28%	15%	12%	45%
8 th Grade	19%	43%	38%	51%
9 th Grade	53%	42%	55%	43%
10 th Grade	37%	44%	61%	35%
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 (2017-2018 and 2018-2019).

Test	Average Reading Score		Average Math Score		Average Composite Score	
	2017-2018	2018-2019	2017-2018	2018-2019	2017-2018	2018-2019
PSAT 8/9	347	346/355	344	316/330	692	662/685
PSAT 10	367	359	354	368	721	727
SAT	388	387	388	362	777	749

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 progress reports are sent home halfway through the semester to notify parents of progress. High School teachers also submit contact logs on a monthly basis to document their conversations they have with parents regarding academics and conduct in class.

Meetings for the 2018-2019 school year were scheduled on:
November 14-15
February 6-7
April 24-25

Meetings for the 2019-2020 school year were/are scheduled on:
November 6-7
January 29-30
April 8-9

Additional parent meetings are held throughout the year to keep parents informed and to address any issues that may be causing a student to have academic struggles within the classroom.

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

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

In 2016-17, we had 5 students (8%) dual enroll. In 2017-2018 and 2018-2019 we had no students (0%) dual enroll.

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

We have not offered any college equivalent courses.

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

Since we have no offered college equivalent courses, no students were enrolled in such courses.

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

In 2016-17 two students (3%) earned a score leading to college credits. In 2017-2018 and 2018-2019, no students (0%) earned a score leading to college credits.

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/CAO