



FRANCIS REH ACADEMY

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Mission Statement:

Francis Reh Academy educates and empowers all students to excel academically and positively impact our community.

Vision Statement:

Francis Reh Academy is a community of focused, engaged and responsible achievers.

Our Core Values:

All students deserve a quality education.

All students can achieve at high levels.

Our inclusive learning environment meets the needs of each and every student.

Our staff is committed and confident in their ability to educate our students.

Our protected instructional time, in cooperation with families, maximizes student achievement.

February 1, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Francis Reh 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 our school leader, Mrs. Kate Scheid Weber for assistance.

The AER is available for you to review electronically by visiting the following website – <https://bit.ly/37O1nuD>, or you may review a copy in the main office.

For the 2019-20 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.

Francis Reh Academy did not receive any designations. Over the past five years, we have worked diligently as a school community to improve our academy's growth and proficiency outcomes. We've completed a curriculum and instruction audits, and through that process highlighted key areas of focus. Francis Reh Academy has adopted the Instructional Learning Cycle process as foundational to good first teaching and due to these efforts we've made academic gains.

State law requires that we also report additional school-site based information:

Process for assigning pupils to the school:

Francis Reh Academy is a free public school and adheres to all the requirements outlined by its charter authorizer and state law regarding enrollment. The academy does not charge tuition nor does it discriminate in admission policies or practices on the basis of intellectual or athletic ability, measures of performance or aptitude, status as a handicapped person, religion, creed, race, sex, color, or national origin.

Current students are given the opportunity to re-enroll in late winter, with preference provided to them and their siblings. In the spring, the school holds an advertised open enrollment period, during which any Michigan resident may apply. In the event that any grade level is oversubscribed, a public lottery is held to determine enrollment and a waiting list.

Status of the 3-5 year school improvement plan:

The school improvement plan has been updated annually through a collaborative process with staff, students, families, and board members. Each year student data and overall systems are reviewed and programmatic decisions are made. During this process, specific attention is paid to subgroups, including our lowest achieving students.



Status of the curriculum:

Francis Reh Academy’s core curriculum will be provided to any interested parties upon request to the School Leader, Kate Scheid Weber. Michigan’s CCSS are followed for ELA and math. The science curriculum is aligned to Michigan’s Next Gen Science Standards and the social studies curriculum is aligned to the Michigan K-12 social studies standards. There are no variances from the State of Michigan’s expectations. Pacing guides, instructional maps, and corresponding assessments allow the curriculum to best meet the needs of our students.

Parent-Teacher Conferences:

Percent of students represented by parents/guardians at conferences –

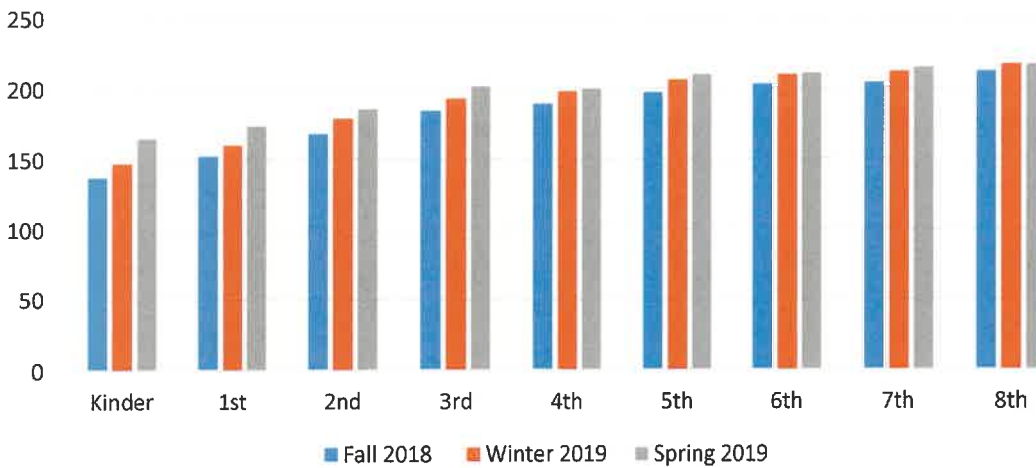
2018-2019: 320 students/ 72%

2019-2020: 350 students/ 73%

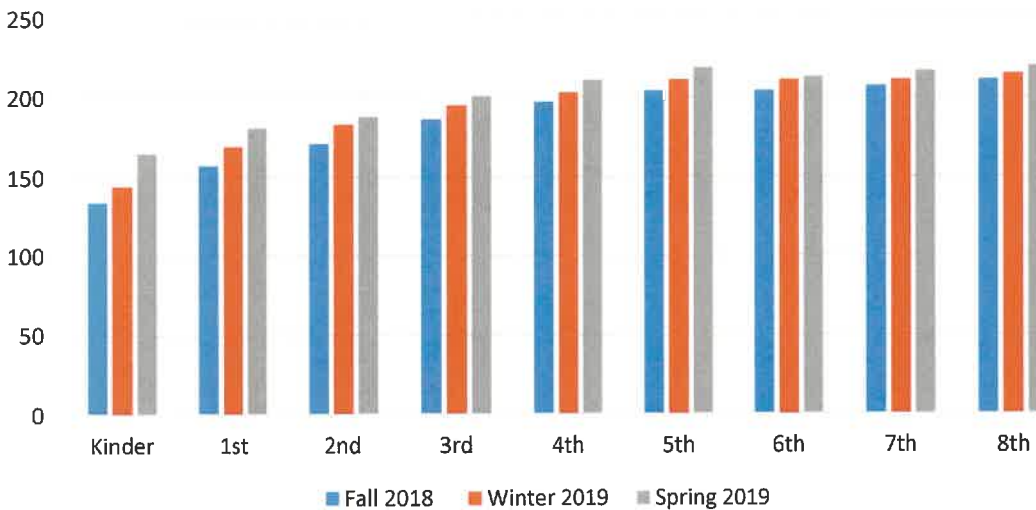
Aggregate Student Achievement – NWEA MAP Data:

2018-2019 by Grade Level Aggregate (Fall, Winter & Spring)

2018-2019 Median Reading Scores by Grade Level

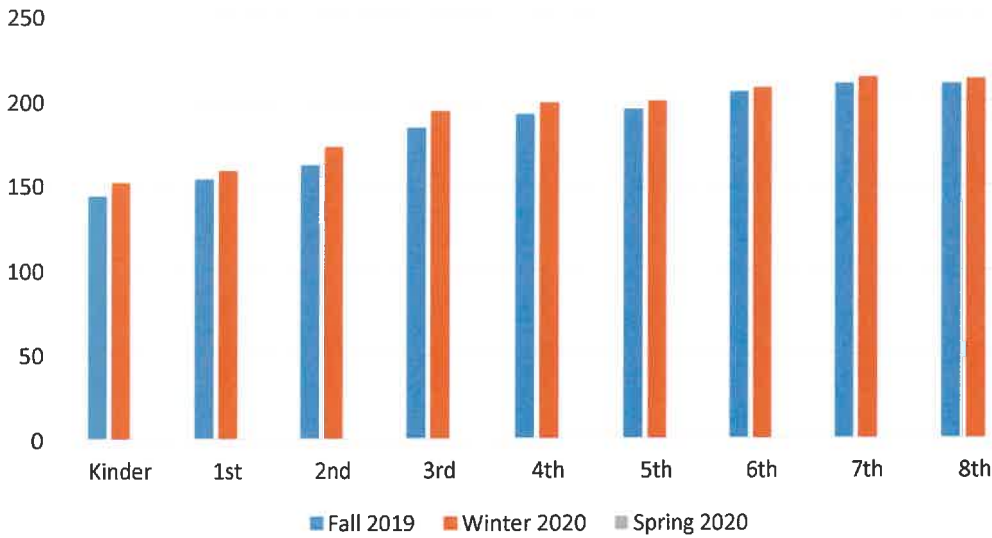


2018-2019 Median Math Scores by Grade Level

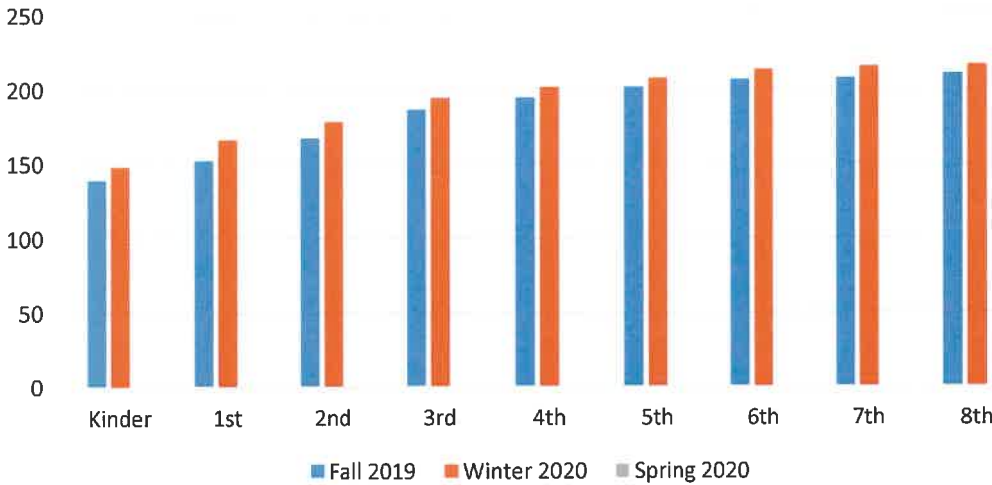


2019-2020 by Grade Level Aggregate (Fall & Winter only)

2019-2020 Median Reading Scores by Grade Level



2019-2020 Median Math Scores by Grade Level



I would like to personally congratulate the staff, students, and families of Francis Reh Academy on a successful school year. Thank you for choosing Francis Reh for your child's education. We look forward to continuing to provide a quality education to you and your family.

Respectfully,

Kate Scheid Weber
School Leader

Annual Education Report Francis Reh PSA (73909)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

Annual Education Report Francis Reh PSA (73909)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Francis Reh PSA (73909)	1	24	1	0
Francis Reh PSA (08653)	1	24	1	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Francis Reh PSA (73909)	25.40	13.90	54.7%	13.90	54.7%	N/A	N/A
Francis Reh PSA (08653)	25.40	13.90	54.7%	13.90	54.7%	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Francis Reh PSA (73909)	1.00	0.00	0.0%	0.00	0.0%	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Francis Reh PSA (73909)	25.40	5.90	23.2%	5.90	23.2%	N/A	N/A
Francis Reh PSA (08653)	25.40	5.90	23.2%	5.90	23.2%	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Francis Reh PSA (73909)	25.40	7.90	31.1%	7.90	31.1%	N/A	N/A
Francis Reh PSA (08653)	25.40	7.90	31.1%	7.90	31.1%	N/A	N/A

Annual Education Report Francis Reh PSA (73909)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Francis Reh PSA (73909)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

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Annual Education Report Francis Reh PSA (73909)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility					
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability					
SD	10	74	26	10	1
Not SD	90	31	69	34	8
Student is an English Language Learner					
ELL	11	57	43	14	3
Not ELL	89	33	67	34	8

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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Annual Education Report Francis Reh PSA (73909)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility					
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	3

Rounds to zero

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report Francis Reh PSA (73909)

Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display