



March 22, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Weston Preparatory 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 Yvonne McClean for assistance.

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

For the 2017-18 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.

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

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 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

The Board of Directors supports the concept of school improvement as established by the State Board of Education. School Improvement Plans are developed and implemented by Academy-based teams that work collaboratively so that building level goals for students can be identified and then achieved through effective planning, problem-solving, and assessment. The School Improvement Team has representation of all Academy stakeholders. Each academic year, the School Improvement Plan is reviewed and modified based upon data collection that determines the level of accomplishment of performance objectives and program goals.

Weston School Improvement Goals are listed below:

1. All students at Weston Preparatory Academy will increase writing proficiency in order to be successful in college, work and life.
2. All students at Weston Preparatory Academy will increase reading proficiency in order to be successful in college, work, and life.
3. All students at Weston Preparatory Academy will increase math proficiency in order to be successful in college, work, and life.
4. All students will increase their use of technology.
5. Weston Preparatory Academy will cultivate a positive working and learning environment based on a foundation of collaboration, communication and engagement.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

At this time, Weston Preparatory Academy 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

Weston Preparatory Academy offers class courses that are aligned with the standards and benchmarks set forth in the Michigan Core Curriculum, Grade Level Content Expectations, and Common Core. Students participate in enrichment courses such as art, technology and physical education. These courses provide students with diverse opportunities to integrate knowledge and content from different courses and demonstrate skill mastery through authentic assessments. The core curriculum and a description of its implementation are available at the main office of Weston Preparatory Academy.

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

Grade	Average Reading Percentile		Average Math Percentile	
	2017	2018	2017	2018
K	33 rd	34 th	34 th	42 nd
1	25 th	37 th	31 st	35 th
2	24 th	23 rd	19 th	23 rd
3	28 th	33 rd	23 rd	26 th
4	29 th	28 th	21 st	27 th
5	27 th	27 th	18 th	22 nd
6	36 th	31 st	21 st	19 th
7	40 th	39 th	24 th	26 th
8	42 nd	45 th	30 th	31 st

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

2016-2017	2017-2018
98 (50%)	November 2017 – 30% April 2018 – 25%

Staff and parent commitment to school improvement through best practice classroom instructional strategies and increased parental involvement continue to be the driving forces to decrease the Weston student achievement gap. All stakeholders of the Academy are to be congratulated for the progress made and ask for your continued support to achieve or surpass the State of Michigan targeted goals for the 2018-2019 academic year.

Sincerely,

Yvonne McClean
Weston Preparatory Academy Principal