



January 10, 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 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/2QEHfUk>, 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.

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:

- All students at Weston Preparatory Academy will increase writing proficiency in order to be successful in college, work and life.
- All students at Weston Preparatory Academy will increase reading proficiency in order to be successful in college, work, and life.
- All students at Weston Preparatory Academy will increase math proficiency in order to be successful in college, work, and life.
- All students will increase their use of technology.
- Weston Preparatory Academy will cultivate a positive working and learning environment based on a foundation of collaboration, communication and engagement.
- All students at Weston Preparatory Academy will increase math proficiency in order to be successful in college, work and life.
- All students at Weston Preparatory Academy will increase their use of technology.
- 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 provides a challenging and rigorous curriculum that is aligned to MI state standards and prepare students for the 21st century. Standards-based units of study have been designed to ensure that every student will achieve at high levels. Teachers are supported in their instructional responsibilities by way of professional development, use of best teaching practices, technology and assessment information. Classroom instruction is delivered through a variety of technological means and a variety of online programs. Weston Preparatory Academy uses data to drive instruction and create focused and targeted small group instruction to meet

the needs of all learners. A copy of the Educational Program is available in the school's front office and also on the school website.

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

Grade	Average Reading Percentile		Average Math Percentile	
	2018	2019	2018	2019
K	12 th	13 th	21 st	31 st
1	15 th	42 nd	12 th	42 nd
2	1 st	25 th	3 rd	18 th
3	4 th	4 th	5 th	3 rd
4	2 nd	4 th	4 th	4 th
5	5 th	4 th	5 th	1 st
6	7 th	11 th	1 st	1 st
7	24 th	19 th	5 th	6 th
8	32 nd	43 rd	12 th	17 th

Grade	Reading - % Met Projection		Math - % Met Projection	
	2018	2019	2018	2019
K	42%	60%	67%	70%
1	52%	95%	70%	75%
2	40%	52%	60%	76%
3	42%	46%	40%	65%
4	45%	43%	50%	61%
5	44%	52%	68%	18%
6	58%	64%	45%	56%
7	54%	53%	54%	64%
8	57%	59%	71%	71%

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

2017-2018	2018-2019
November 2017 - 30% April 2018 - 25%	November 2018- 36% April 2019- 28%

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