



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 Weston Preparatory Academy. 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 Ms. Farrah Adams for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4sFaIh4>, 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 has not been given one of these labels.

Weston was awarded 23g funds from the State of Michigan. This grant has provided opportunities for small group interventions to address the needs of our students who are at risk in math and need additional math support. We also. Increased professional learning on topics that are geared to meet our School Improvement goals. Weston has continued to make great use of our online platforms to assist in closing the achievement gaps. Weston continues to use Imagine Learning as a way to provide targeted intervention and instruction. Imagine Learning is an online platform that is linked to each student's NWEA test

scores and it provides a targeted learning path to help develop individual student needs. We were able to continue our after school tutoring program and increased its length from 8 weeks to 21 weeks. We also had our annual summer enrichment program that ran for 4 weeks.

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:

- Our NWEA vocabulary RIT scores will improve and contribute to increasing median reading achievement by 15% from 35% to 50% by the spring of 2027.
- We will improve our math proficiency scores on the M-STEP from 5% to 20% by spring 2027.
- We will reduce the number of chronically absent students by 20% by spring 2027.

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 prepares 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 relevant professional development,

use of best teaching practices, technology and assessment information. Classroom instruction is delivered through a variety of technological means and a wide 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 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	
	Spring 2024	Spring 2025	Spring 2024	Spring 2025
K	11 th	56 th	13 th	45 th
1	21 st	36 th	15 th	20 th
2	23 rd	20 th	22 nd	15 th
3	42 nd	32 nd	22 nd	18 th
4	13 th	46 th	12 th	23 rd
5	23 rd	34 th	15 th	10 th
6	67 th	56 th	33 rd	37 th
7	55 th	80 th	29 th	50 th
8	55 th	76 th	33 rd	56 th

Grade	Reading - % Met Projection		Math - % Met Projection	
	Spring 2024	Spring 2025	Spring 2024	Spring 2025
K	50%	68%	50%	84%
1	64%	73%	45%	54%
2	65%	50%	77%	70%
3	56%	72%	68%	56%
4	54%	68%	71%	50%
5	45%	74%	31%	33%
6	78%	72%	63%	59%
7	62%	71%	76%	74%
8	70%	96%	63%	81%

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

2023-2024	2024-2025
November 2023 39% April 2024	November 2024 32% April 2025

27%	20%
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Congratulations to our school for its remarkable progress in enhancing professional development and implementing more focused instructional leadership strategies. These efforts reflect a steadfast commitment to excellence, not just in teaching, but in creating an environment where both educators and students can thrive. As we continue on this path of growth and innovation, let us celebrate the strides we have made while remaining dedicated to the journey ahead. Together, we are building a brighter future, one where our collective dedication inspires lifelong learning and success.

Sincerely,

Farrah Adams
Weston Preparatory Academy Principal