



District Annual Education Report (AER)

April 12, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provide key information on the 2017-2018 educational progress for the West Michigan Academy of Arts and Academics. The AER addresses the complex report information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Mrs. Bennink or Mr. Carter for help if you need assistance.

The District/ school AER is available for you to review electronically by visiting the following website: https://www.mischooldata.org/ParentDashboard/ParentDashboardSchoolOverview.aspx?SchoolLevel=Element_Middle%20School&LocationId=S,11875,1662,108&LocationCode=70902 or you may review a copy in the main office at West Michigan Academy of Arts and Academics.

These reports contain the following information:

Student Assessment Data – Includes the following three assessments: M-Step (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and MI-Access science for grades 4 and 7, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperience teachers, principals, and other school leaders. Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year.

Civil Rights Data

- Provides information on school quality, climate, and safety

Review the table below listing our schools. 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 status label is given.

- Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:
- 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 the TSI identification and has at least one subgroup performing at the same level as a CSI school

School Name	Status Label	Key Initiative to Accelerate Achievement
West Michigan Academy of Arts and Academics	No label	Curriculum Updates

At West Michigan Academy of Arts and Academics we continue to strive for outstanding students, measured by academic achievement, personal expression, and excellent character. We have introduced new curriculums this year in math, science, and language arts. We see growth in our students every day. We are honored to work with such an exceptional group of students and families. If you would like to get involved please ask your students' teacher, join the Watch Dogs, join PTSO, or check in at the office. We are happy to have you as part of our team to help our students achieve their highest potential.

Sincerely,

Joanna Bennink

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