



WEST MICHIGAN AVIATION ACADEMY

3/1/2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2016-2017 educational progress for the West Michigan Aviation 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 Chris Williams for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/KdngMx>, or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has not been given a Focus, Priority, or Reward label.

One of the key challenges for WMAA is that our students entering grade 9 come from 42 different school districts with a wide variety of skills and levels of achievement. Because of this diversity, students come to us with more achievement gaps than would be seen in neighborhood K-12 districts. We constantly need to analyze data, adjust curriculum, and improve instruction to close these student achievement gaps. We use professional development time and meet bi-weekly with Student Services Team to develop interventions to help all at-risk students. We use Level I Response to Intervention strategies for all students, including instructional strategies focusing on School Improvement goals and differentiation as well as on going student monitoring and parent communications. We have also added other supports to our instructional time, including Saturday School, before and after-school tutoring, and development of student support plans. WMAA is also formalizing our implementation of a holistic Multi-Tiered Systems of Supports (MTSS) process to be fully integrated in the 2017-2018 school year.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2016-2017

West Michigan Aviation Academy is a state-funded, public school charter academy. Therefore, there is no cost to attend WMAA. The school is open to any Michigan student wishing to attend. Students must be appropriately placed in the grade levels offered by WMAA (9th - 12th).

By law, WMAA cannot restrict enrollment based on selection criteria. WMAA can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of available openings, a random lottery determines who attends the school.

WMAA's open enrollment period is from the first day of the current school year until 4:00 p.m. on the last business day of February of the current school year. During this enrollment period, all applications get equal consideration regardless of date submitted. Following the end of open enrollment, if the number of applications does not exceed the number of open seats, all students will receive a notice of acceptance into their respective grades. If applications received exceed offered seats in any grade level, a random selection process will take place for that grade level. Names are randomly drawn by a representative from the Kent Intermediate School District until all offered seats have been filled. Any remaining names are drawn to establish waiting list priority.

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to reenter the random selection process. However, they will be requested to complete a re-enrollment form by the end of the open enrollment period showing intent to re-enroll for the subsequent school year. All applicants on a waiting list must resubmit an application for the following school year during the next open enrollment period. In order to accommodate parents who have more than one child eligible for enrollment, siblings of accepted and currently enrolled students are given preference over students who have no such siblings. Siblings of currently enrolled students at the school will be drawn first in the random selection process for offered seats. In addition, if a child is selected during the random selection process, that child's sibling will be offered the first available offered seat in his/her respective grade. Though siblings are afforded preference for offered seats, they are not given preference over a child previously enrolled. Should offered seats remain available after the close of open enrollment, students will be accepted on a first-come, first-served basis until offered seats are no longer available. Applications are date and time stamped upon submission, and students are admitted in the order their application is received. Applications will be accepted after offered seats are filled and will be placed on a waiting list in the order received. Additionally, should seats open during the academic year (due to transfer etc.), students will be offered seats based on the original order of the wait list until the existing wait list is exhausted.

This process was followed for the 2016-2017 school year and a random lottery was held because the number of applications exceeded the allowed number of students per grade (155) for ninth, tenth, and eleventh grades. Applications for transfers into 12th grade were admitted without a lottery.

The process for the 2015-2016 year was the same as above.

SCHOOL IMPROVEMENT GOALS

2016-2017

Goal 1: All students at West Michigan Aviation Academy will become proficient writers.

Strategy 1: Writing Skills Accountability - All staff will communicate clear and direct writing expectations within their content areas to hold students accountable for mastering grade appropriate writing skills.

Strategy 2: Writing Practice in Content Areas - All staff will provide targeted writing practice within respective content areas to encourage genre and domain specific writing proficiency according to formal and organizational writing conventions.

Strategy 3: Department Curriculum Realignment: Ensure horizontal and vertical alignment by implementing consistency in instruction expectations and assessment products

Goal 2: All students at West Michigan Aviation Academy will become proficient in math.

Strategy 1: Math Conferences - Teachers will attend conferences that focus on instructional strategies and mathematics learning.

Strategy 2: Math Trends Data Analysis - The Math Department will meet to analyze and discuss trends in the M-STEP and College Board Assessment Suite (PSAT 8/9, PSAT/NMSQT, PSAT 10, and SAT).

Strategy 3: NWEA Map Data Analysis to Show Growth and for Course Placement and Alignment - Use both Fall and Spring NWEA Map results to more accurately place students in math courses, and to consistently analyze to show growth and align curriculum. This will be an ongoing activity through department meetings.

Strategy 4: Re-sequence the Geometry curriculum to align with the standards and skills that are required for the SAT.

Strategy 5: Weekly in class practice that is targeted towards preparing students for success on the SAT

Goal 3: All students at West Michigan Aviation Academy will become proficient readers.

Strategy 1: Targeted Reading Practice - All staff will provide targeted reading practice within respective content areas to encourage genre and domain specific close reading strategies.

Strategy 2: Language Fluency - ELA department will encourage student growth with regard to general language fluency. Other departments will be highly encouraged to adopt this strategy.

Strategy 3: Increase Student Academic Vocabulary - Staff will develop lessons that implement strategies to increase student knowledge of academic vocabulary.

Strategy 4: Implement Close Reading Strategies that are department specific in order to close known gaps.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2016-2017

West Michigan Aviation Academy was authorized by Bay Mills Community College to begin its first year of operation on September 7, 2010. The school is managed by MEP Services, a charter school management organization based in Brighton, Michigan. WMAA first opened its doors to 9th grade students, added 10th grade in 2011-2012, 11th grade in 2012-2013, and became a full college preparatory high school with an aviation theme serving grades 9-12 in the fall of 2013.

Our curriculum is designed to prepare students to meet the State of Michigan's High School Content Expectations, the Michigan Merit Curriculum (MMC), and the College Board's College and Career Readiness Benchmarks. All core courses (English, Mathematics, Science, and Social Studies) also align with the Common Core State Standards (CCSS), adopted by the Michigan Board of Education in 2010. WMAA also offers rigorous Advanced Placement and honors courses for students wishing to challenge themselves and enhance their learning. Students are required to complete 26 credits to earn a WMAA diploma.

In addition to providing a well-rounded educational foundation that meets all course requirements of the Michigan Merit Curriculum, WMAA features extensive elective courses in science, technology, engineering, and math (STEM), and specializes in a unique aviation theme. WMAA organizes our aviation instruction into four core strands: flight science, engineering, aviation business management, and aviation technology. All WMAA students undertake a general introductory aviation curriculum for their first two years at the academy. Beginning with the junior year, students focus on one of four aviation strands for their elective coursework.

A comprehensive character education continues to remain a pillar of WMAA's educational model. Character education is infused into all classes at WMAA by integrating it through classroom instruction and expecting all staff members to model business-like rapport with our students. WMAA integrates questions of character development, professional and practical responsibilities, and moral dilemmas into a majority of our core academic courses and intentionally selected field trips and assemblies, as well as providing character-based elective courses including Leadership and Navigating Your Future.

The discipline policies at WMAA also reflect an emphasis on self-discipline and the pursuit of excellence. WMAA deals seriously with behaviors that endanger students or disrupt the learning environment. A facility on airport property such as ours demands responsible behavior. Although we hold our students accountable for high disciplinary standards, we approach student relationships from a counselor's perspective. For our size, WMAA offers exceptional student support services, including 2 full time counselors, a full time social worker, a full time Special Education Teacher Consultant, a full time EL Teacher, 2 full time student support paraprofessionals, a school psychologist, and a speech pathologist.

A final component of WMAA's character education model is to require 100 hours of community service prior to graduation. WMAA coordinates community service activities for students each semester. Students are involved in the selection and design of service projects. Students may develop their own ideas for community service, as well. Students are responsible to submit a record of dates, times, locations, and the nature of the community service.

One additional special feature implemented in the 2016-2017 school year is WMAA's one-to-one technology initiative, in which all students are provided with a laptop computer to enhance learning and support our STEM focus.

CORE CURRICULUM

2016-2017

In addition to meeting the requirements set forth by the Michigan Department of Education through the Michigan Merit Curriculum, faculty, staff, and administrators at WMAA work together to align curricular content to state and national standards. In addition to having the Common Core State Standards (CCSS) embedded into our core content areas, including English, mathematics, social studies, and science, our curriculum is guiding students towards college readiness as measured by college readiness benchmarks. Faculty design and implement lessons aligned to these benchmarks as well as to both High School Content Expectations (HSCE) and CCSS while providing both enrichment and remedial opportunities, as needed. Additionally, our science curriculum is working towards full alignment with the Next Generation Science Standards (NGSS).

Our goal of preparing students for college and career success requires us to think beyond the Michigan HSCE and CCSS as we implement our core curriculum. Our goal is to graduate students who have experienced academic excellence and have acquired the knowledge and skills necessary to be successful in college and in life. As such, WMAA students have access to college level work through curricular experiences with Advanced Placement (AP) coursework as well as dual enrollment.

Information about WMAA's curriculum can be found on our school website. Specifically, our [Course Selection Handbook](#) identifies course sequencing, credit allocations, and core standards. Additionally, each teacher hosts a [classroom website](#) identifying the course units & aligned standards while also providing students and parents access to course syllabi and classroom work.

STUDENT ACHIEVEMENT RESULTS FOR LOCAL AND NATIONALLY NORMED ACHIEVEMENT TESTS

| SAT Spring 2016 | | | |
|--|------------|----------------|-----------------|
| Class of 2017 as 11 th Grade Students | | | |
| | SAT | SAT ERW | SAT MATH |
| MEAN | 1073 | 549 | 524 |
| MET BENCHMARKS | 53% | 79% | 54% |

| PSAT 10 Spring 2016 | | | |
|--|----------------|--------------------|---------------------|
| Class of 2018 as 10 th Grade Students | | | |
| | PSAT 10 | PSAT 10 ERW | PSAT 10 MATH |
| MEAN | 970 | 489 | 482 |
| MET BENCHMARKS | 49% | 74% | 54% |

| PSAT 9 Spring 2016 | | | |
|---|---------------|-------------------|--------------------|
| Class of 2019 as 9 th Grade Students | | | |
| | PSAT 9 | PSAT 9 ERW | PSAT 9 MATH |
| MEAN | 973 | 494 | 479 |
| MET BENCHMARKS | 59% | 82% | 65% |

PARENT TEACHER CONFERENCE ATTENDANCE

2016-2017

In the fall, WMAA had 397 out of 602 of its students represented at Parent-Teacher Conferences, which is 66%.

2015-2016

In the fall, WMAA had 374 out of 542 of its students represented at Parent-Teacher Conferences, which is 69%.

DUAL ENROLLMENT

2016-2017

This school year twenty-six (26) WMAA students (4% of our student body) were enrolled in postsecondary courses.

2015-2016

In the 2015-2016 school year, thirty-seven (37) WMAA students (7% of our student body) were enrolled in postsecondary courses.

ADVANCED PLACEMENT PROGRAM

2016-2017

WMAA offers a number of AP college equivalent courses. This school year, WMAA offered eleven AP courses: AP English Literature and Composition, AP Calculus AB, AP American Government and Politics, AP Macroeconomics, AP US History, and AP Physics 1, AP Chemistry, AP Computer Science A, AP Statistics, AP Psychology, and AP Biology.

2015-2016

WMAA offered ten AP courses in 2015-2016: AP English Literature and Composition, AP Calculus AB, AP American Government and Politics, AP Macroeconomics, AP US History, and AP Physics 1, AP Chemistry, AP Computer Science A, AP Statistics, and AP Spanish, Language and Culture.

ADVANCED PLACEMENT ENROLLMENT & SCORES

2016-2017

This school year, WMAA enrolled a total of 200 students in AP courses, which represents 33% of our total student body. AP Exams will begin in May of 2017. AP Scores for the 2016-2017 school year will be available during the summer of 2017.

2015-2016

In the 2015-2016 school year, WMAA enrolled a total of 128 students in AP courses, which represents 23% of our student body. 86 (67.2%) of these students earned a 3, 4, or 5, resulting in college credit for the course.

IN CLOSING,

We thank you for showing interest in our school and reviewing our Annual Education Report. As we conclude our seventh year of operation, we are excited to see continued success on our campus. WMAA has grown tremendously since we began in September of 2010, both in terms of our facilities and our academic program. We take pride in knowing that our students are offered the highest level of opportunities, and we are passionate about our role in preparing students for college and career success. Thank you for partnering with us in your student's educational journey.

Sincerely,

Patrick J. Cwayna, Sr., CEO
West Michigan Aviation Academy