



School Annual Education Report (AER)

1.30.2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for 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, Dean of Teaching & Student Learning, for assistance.

The AER is available for you to review electronically by visiting <https://bit.ly/3a3ExQM> or you may review a copy in the main office at your child's school.

For the 2021-22 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 subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup 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 or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. West Michigan Aviation Academy has **not** been given one of these labels.

At WMAA, we strive to provide an exceptional educational opportunity to all students, and we are proud to serve a diverse community of families and students. Each year, our students enter grade 9 from over 40 different school districts with a wide range of academic preparedness, and it is our mission to ensure that each of these students finds academic success. Because of this diversity of experience, we tend to see a broad range of academic preparedness within each of our yearly cohorts. To overcome this challenge, we are focusing our efforts on developing how we analyze data, adjusting our curriculum, and targeting instruction to close these student achievement gaps. We have designed our instructional model to support all students by implementing those instructional strategies outlined in our School Improvement Plan, and our outstanding Student Services Team is formalizing our implementation of a holistic Multi-Tiered Systems of Supports (MTSS) to identify and support any students at-risk. Academic progress is maintained through consistent student monitoring and parent communication, and we have supplemented instructional time through Saturday school, tutoring programs, and the implementation of student support plans as well.

In this Annual Education Report, we invite you to review our academic success and learn more about the initiatives WMAA is implementing to ensure that our school fulfills our academic mission for each of our students.

Sincerely,

Nicole Gasper, CEO



WEST MICHIGAN AVIATION ACADEMY

TABLE OF CONTENTS

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL.....	1
SCHOOL IMPROVEMENT GOALS.....	2
DESCRIPTION OF WMAA AS A SPECIALIZED SCHOOL.....	3
CORE CURRICULUM.....	5
STUDENT ACHIEVEMENT RESULTS.....	6
PARENT TEACHER CONFERENCE ATTENDANCE & DUAL ENROLLMENT.....	8
ADVANCED PLACEMENT PROGRAM.....	9
CLOSING.....	10





PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

West Michigan Aviation Academy is a state-funded, public charter school academy. 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. However, WMAA's maximum student capacity of 620 does limit 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 re-enter the random selection process. Students will be requested to complete a re-enrollment form by the end of the open enrollment period showing intent to re-enroll for the next school year. All applicants on a waiting list must re-submit an application for the following school year during the next open enrollment period. In order to accommodate families who have more than one child eligible for enrollment, siblings of accepted or 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 during a 2-week window at the start of each semester based on the original order of the wait list until the existing wait list is exhausted.

This process was followed for both the 2021-2022 and 2022-2023 school years. A random lottery was held each year 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.



SCHOOL IMPROVEMENT GOALS

Goal 1: All students will experience a state-of-the-art education in science, technology, engineering, and math (STEM) and will develop comprehensive technological skills as preparation for a dynamically changing tech-based economy.

Strategy for Development: As WMAA seeks to provide a rigorous technology based education, we are currently aiming to create a focused, intentional plan to develop tech skills as students progress through our traditional classroom curricula. WMAA is now aiming to develop a comprehensive technology curriculum with specific learning targets for technology skills. The design, implementation, and support of this curriculum will ensure that each student is exposed to a variety of technologies and is trained in their use, and it will provide a schematic for WMAA to make purposeful changes and adaptations for future cohorts of students.

Goal 2: All students will graduate from WMAA competitively prepared for college and/or career by participating in a rigorous educational experience that both challenges and supports all students, including those with diverse needs.

Strategy for Development: In order to provide students with the best possible educational experience, WMAA encourages instructors in each discipline to remain current with best practice pedagogy in their respective content areas. Our current instructional focus centers around developing routines that demand evidence of critical thinking from students, including

- Implementing *Number Talks* in Mathematics
- Developing a Claim, Evidence, and Reasoning (CER) approach to academic writing.
- Exploring essential science practices reflected in the Next Generation Science Standards (NGSS).
- Expanding conferring strategies to support fluency and comprehension during sustained reading.

Goal 3: All staff will be exemplar educators in their respective areas of expertise, modeling research-based instructional routines that promote student achievement and pursuing professional development opportunities that encourage masterful pedagogy.

Strategy for Development: WMAA has committed to a vision of all staff serving as instructional leaders, which includes proficiency in best practice tier 1 teaching strategies as well as discipline specific instructional approaches. WMAA has begun the process of implementing a multi-tiered system to implement this vision, which is centered around our application of the 5D+ instructional model. Our department chairs collaborate on the School Improvement team to develop proficiency with discipline specific approaches within their respective content areas. We have also aligned our year-long professional development cycle to support the development of these instructional skills. Staff development throughout the year focuses on a consistent cycle of professional learning, collaboration, monitoring and observation, and structured feedback at each of these tiers: instructional feedback (individual level), school improvement (department level), and professional development (whole staff).



WMAA AS A SPECIALIZED SCHOOL

West Michigan Aviation Academy was authorized by Bay Mills Community College to begin its first year of operation in 2010, and, a decade later, became authorized by Grand Valley State University in 2022. The school is managed by Partner Solutions, 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-service 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 (HSCE), 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 academic 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. All WMAA students take a general introductory aviation and engineering curriculum during their first two years at the academy. Beginning with the junior year, students may choose to focus on one of our thematic strands for their elective coursework.

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

The discipline policies at WMAA also reflect an emphasis on self-discipline and the pursuit of excellence. WMAA treats behaviors that endanger students or disrupt the learning environment seriously. 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. 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 coordinator, student support paraprofessionals, a school psychologist, and a speech pathologist.

WMAA also provides students with the opportunity to access real-world technology. The school offers a 1:1 technology program, offering students personal chromebooks to use throughout their high school experience. Our Engineering department is furnished with robotics kits, 3-D printers, and a laser cutter, allowing students to Build-a-Plane class where students are actively assembling a functional Carbon Cub



airplane. These tools and experiences are used to enhance learning opportunities in the classroom and support our STEM focus.

A final component of WMAA's character education model is a requirement of 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.





CORE CURRICULUM

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 embedding the Common Core State Standards (CCSS) 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 and their course standards while providing both enrichment and remedial opportunities as needed.

Our goal of preparing students for college and career success requires us to think beyond the Michigan High School Content Expectations and the Common Core as we implement our 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 (available at www.westmichiganaviation.org) identifies course sequencing, credit allocations, and core standards.



STUDENT ACHIEVEMENT RESULTS

The tables below represent student achievement results on the SAT or PSAT tests for the past two years. Data is arranged to display each class's performance on their two most recent tests.

Class of 2023			
SAT Spring 2022 as Juniors			
	Composite	EBRW	MATH
MEAN	1128	568	560
MET BENCHMARK	67%	84%	68%
PSAT 10 Spring 2021 as Sophomores			
	Composite	EBRW	MATH
MEAN	1059	542	517
MET BENCHMARK	67%	90%	68%



Class of 2024			
PSAT 10 Spring 2022 as Sophomores			
	Composite	EBRW	MATH
MEAN	1032	526	506
MET BENCHMARK	61%	82%	65%
PSAT 8/9 Spring 2021 as Freshmen			
	Composite	EBRW	MATH
MEAN	997	499	498
MET BENCHMARK	70%	83%	74%
Class of 2025			
PSAT 10 Spring 2022 as Freshmen			
	Composite	EBRW	MATH
MEAN	1027	515	512
MET BENCHMARK	77%	88%	82%



PARENT TEACHER CONFERENCE ATTENDANCE

At WMAA, it is important that we remain partnered with the community we serve. Below please find our parent/guardian rate of attendance for the two most recent years of parent teacher conferences.

Parent/Guardian Representation at Parent-Teacher Conferences		
YEAR	TOTAL STUDENTS REPRESENTED	PERCENTAGE OF STUDENT BODY REPRESENTED
2022-2023	301	50%
2021-2022	288	48%

DUAL ENROLLMENT

Some WMAA students dual enroll with local colleges to pursue additional curriculum pathways beyond the school's course offerings. The amount of students who participated in these opportunities during the past two years is documented below.

Students Participating in Dual Enrollment		
YEAR	TOTAL STUDENTS REPRESENTED	PERCENTAGE OF STUDENT BODY REPRESENTED
2022-2023	45	7.8%
2021-2022	58	9.7%



ADVANCED PLACEMENT

WMAA offers a number of AP college equivalent courses in order to challenge our students and provide them an opportunity to excel. This school year, WMAA offered thirteen in-person AP course options:

- AP US Government and Politics
- AP Biology
- AP Calculus AB
- AP Computer Science A
- AP Computer Science Principles
- AP English Literature and Composition
- AP Macroeconomics
- AP Microeconomics
- AP Physics 1
- AP Psychology
- AP Spanish Language
- AP Statistics
- AP US History

Additionally, WMAA provides three online AP course options:

- AP Art History
- AP English Language
- AP Statistics

Advanced Placement Enrollment & Achievement				
YEAR	TOTAL STUDENTS REPRESENTED	PERCENTAGE OF TOTAL STUDENT BODY	TOTAL AP TESTS TAKEN	AP TEST PASS RATE
2022-2023	219	36%	Not Yet Available	Not Yet Available
2021-2022	197	33%	318	71%
2020-2021	201	34%	340	58%



IN CLOSING,

We thank you for showing interest in our school and reviewing our Annual Education Report. As we conclude our eleventh 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,

A handwritten signature in black ink that reads "Nicole Gasper".

Nicole Gasper, CEO
West Michigan Aviation Academy

