

LIGHT OF THE WORLD ACADEMY

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January 16,2020

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 the Light of the World 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 Elizabeth Parks for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2qQ3nRH> , 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Light of the World Academy strives to meet academic excellence. We will continue to be true to our Montessori education while meeting the requirements of the state standards. Light of the World Academy has placed an emphasis on reading in the youngest years, to ensure our third grade scholars will be reading at or above grade level by the time they have completed the third grade. We have employed a Math Specialist to help train teachers on the Montessori curriculum, and offer assistance to struggling students on a as needed basis. Our community will continue to use data including but not limited to classroom assessments, the Michigan - Student Test of Educational Progress (M-STEP), and Northwest Evaluation Association NWEA to drive instruction.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are accepted into Light of the World Academy after a parent and/or a legal custodial guardian completes an application process, which includes the following requests/verifications;

- Child's birth certificate
- Child's immunization records
- A copy of the child's most recent report card (if applicable)
- A copy of the parent(s)' driver's licenses and/or state identification
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- The school holds open enrollment for new students in January and returning students are offered re-enrollment in the Spring. In the event that any grade is over-subscribed, a public lottery is held to determine seating. If no lottery is required, students are assigned to the school on a wait-list in accordance to the date that their enrollment application was processed. Light of the World Academy may give enrollment priority to siblings of a currently enrolled student.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

During the 2018-19 all teachers, administration, and 2 paraprofessional who are also parents met once a month. The team reviewed the School Improvement Plan and updated as needed, The teachers also meet monthly in grade level teams to update their Year at a Glance (YAAG). During this time teachers reviewed curriculum and scope and sequence. The School Improvement Team continues to review the plan keeping information up to date.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

N/A

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

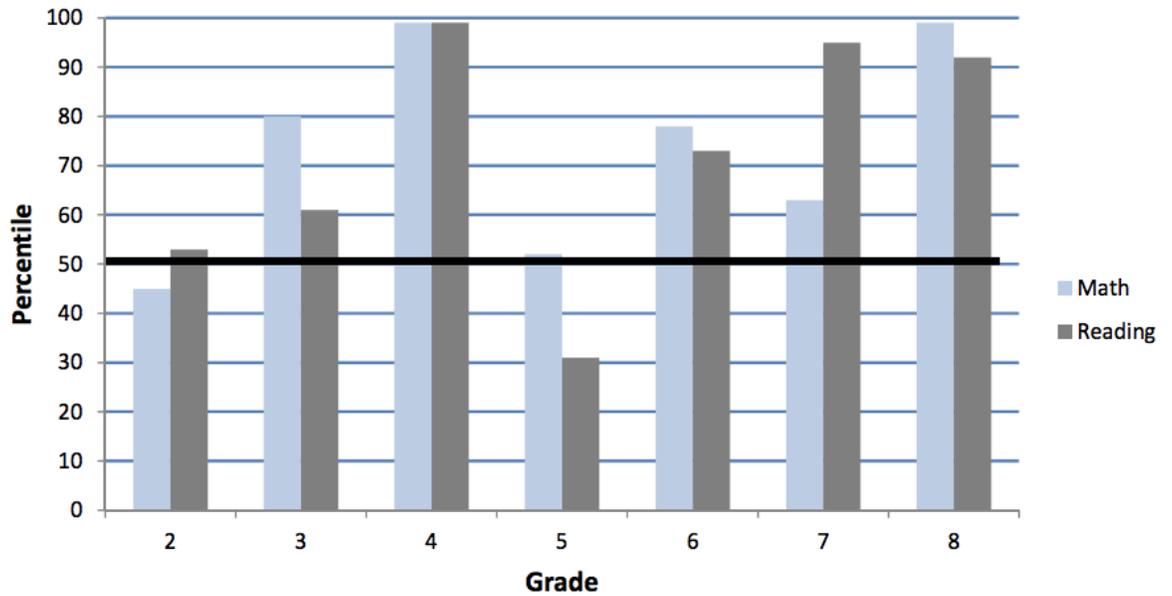
Upon written request, parents/guardians have the right to inspect any instructional material used as part of the educational curriculum of the student. Parents/guardians will have access to the instructional material within a reasonable period of time after the written request is received by the School Leader. The term instructional material means any learning materials provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

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

Students at Light of the World Academy take a nationally-normed assessment called the NWEA MAP. The assessment is taken three times annually to understand how students achieve compared to other students around the country taking the same assessment. Taking the assessment in the fall, winter, and spring, allows staff and leadership to make necessary adjustments to curriculum and instruction to meet the individual needs of students.

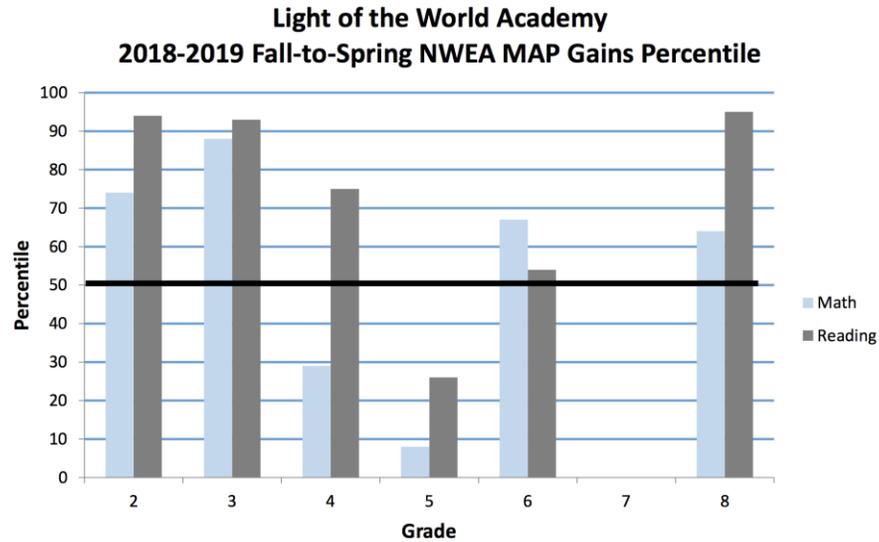
		Light of the World Academy MAP Gain Summary 2017-2018 Fall-to-Spring	
Grade		Math	Reading
K	Fall Cohort Mean RIT	139.4	141.9
	Fall Achievement Percentile	55	65
	Spring Cohort Mean RIT	161.4	160.2
	Spring Achievement Percentile	64	64
	School Gains	22.0	18.3
	School Gains Percentile	70	52
1	Fall Cohort Mean RIT	164.0	160.6
	Fall Achievement Percentile	71	60
	Spring Cohort Mean RIT	181.8	179.7
	Spring Achievement Percentile	56	63
	School Gains	17.8	19.1
	School Gains Percentile	28	59
2	Fall Cohort Mean RIT	169.6	168.7
	Fall Achievement Percentile	15	24
	Spring Cohort Mean RIT	186.0	184.5
	Spring Achievement Percentile	17	27
	School Gains	16.5	15.8
	School Gains Percentile	45	53
3	Fall Cohort Mean RIT	187.5	195.0
	Fall Achievement Percentile	39	88
	Spring Cohort Mean RIT	203.5	206.6
	Spring Achievement Percentile	51	89
	School Gains	16.0	11.6
	School Gains Percentile	80	61
4	Fall Cohort Mean RIT	197.7	196.5
	Fall Achievement Percentile	29	45
	Spring Cohort Mean RIT	216.7	213.1
	Spring Achievement Percentile	68	87
	School Gains	19.0	16.6
	School Gains Percentile	99	99
5	Fall Cohort Mean RIT	210.6	212.9
	Fall Achievement Percentile	49	89
	Spring Cohort Mean RIT	221.4	218.4
	Spring Achievement Percentile	50	85
	School Gains	10.8	5.6
	School Gains Percentile	52	31
6	Fall Cohort Mean RIT	216.7	213.0
	Fall Achievement Percentile	48	65
	Spring Cohort Mean RIT	226.8	219.4
	Spring Achievement Percentile	57	71
	School Gains	10.1	6.4
	School Gains Percentile	78	73
7	Fall Cohort Mean RIT	223.0	221.5
	Fall Achievement Percentile	54	87
	Spring Cohort Mean RIT	230.2	228.6
	Spring Achievement Percentile	58	94
	School Gains	7.2	7.1
	School Gains Percentile	63	95
8	Fall Cohort Mean RIT	225.8	225.8
	Fall Achievement Percentile	50	88
	Spring Cohort Mean RIT	236.5	231.8
	Spring Achievement Percentile	72	94
	School Gains	10.7	5.9
	School Gains Percentile	99	92

Light of the World Academy 2017-2018 Fall-to-Spring NWEA MAP Gains Percentile



Light of the World Academy
MAP Growth Gain Summary
2018-2019 Fall-to-Spring

Grade		Math	Reading
K	Fall Cohort Mean RIT	142.8	142.6
	Fall Achievement Percentile	65	60
	Spring Cohort Mean RIT	161.7	160.2
	Spring Achievement Percentile	66	64
	School Gains	18.9	17.6
	School Gains Percentile	54	60
1	Fall Cohort Mean RIT	162.3	164.4
	Fall Achievement Percentile	49	74
	Spring Cohort Mean RIT	184.0	183.0
	Spring Achievement Percentile	69	79
	School Gains	21.7	18.6
	School Gains Percentile	87	72
2	Fall Cohort Mean RIT	172.6	169.8
	Fall Achievement Percentile	27	22
	Spring Cohort Mean RIT	189.6	187.7
	Spring Achievement Percentile	35	44
	School Gains	17.0	17.9
	School Gains Percentile	74	94
3	Fall Cohort Mean RIT	186.3	186.8
	Fall Achievement Percentile	24	41
	Spring Cohort Mean RIT	201.7	200.2
	Spring Achievement Percentile	40	59
	School Gains	15.4	13.4
	School Gains Percentile	88	93
4	Fall Cohort Mean RIT	200.2	200.3
	Fall Achievement Percentile	39	63
	Spring Cohort Mean RIT	210.4	209.1
	Spring Achievement Percentile	33	69
	School Gains	10.2	8.8
	School Gains Percentile	29	75
5	Fall Cohort Mean RIT	210.1	211.1
	Fall Achievement Percentile	42	81
	Spring Cohort Mean RIT	216.2	215.9
	Spring Achievement Percentile	26	74
	School Gains	6.2	4.8
	School Gains Percentile	8	26
6	Fall Cohort Mean RIT	219.3	221.4
	Fall Achievement Percentile	59	95
	Spring Cohort Mean RIT	228.1	226.1
	Spring Achievement Percentile	63	95
	School Gains	8.9	4.7
	School Gains Percentile	67	54
7	Fall Cohort Mean RIT	n/a	n/a
	Fall Achievement Percentile	n/a	n/a
	Spring Cohort Mean RIT	n/a	n/a
	Spring Achievement Percentile	n/a	n/a
	School Gains	n/a	n/a
	School Gains Percentile	n/a	n/a
8	Fall Cohort Mean RIT	227.7	222.5
	Fall Achievement Percentile	56	76
	Spring Cohort Mean RIT	233.2	228.8
	Spring Achievement Percentile	59	88
	School Gains	5.5	6.3
	School Gains Percentile	64	95



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

Light of the World Academy holds two conferences every year. Our parents are very supportive and during the 2017 – 2018 school year, Light of the World Academy had, on average, over 90% of our families attend Parent-Teacher Conferences. During the 2018-2019 school year again, on average, over 90% of our families attend Parent-Teacher Conferences.

Light of the World Academy will continue to strive for academic excellence in all areas of academia, and social emotional education. We are thankful for the support we have from our students, staff, parent community, our management company, Light of the World Academy Board of Directors, and our authorizer, Grand Valley State University. We strive to make Light of the World Academy the very best place for children to learn!

Sincerely,
Elizabeth Parks
Principal