



Montague Area Public Schools

4882 Stanton Blvd. – Montague, MI 49437 – Telephone: 231-893-1515 – Fax: 231-894-6586

School Annual Education Reporting (AER) for Montague Area Childhood Center

February 4, 2022

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 the Montague Area Childhood Center. 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 Allison Hier at 231-981-4680 for assistance.

An AER state assessment report is not available for our early childhood center because students do not begin formal state testing until grade 3. This letter will outline the results of our local data and share areas of strength and focus.

For the 2021-22 school year, schools were identified using previous years' 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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given. Montague Area Childhood did not receive any labels.

Montague Area Childhood Center is a wonderful place for our Pre-K and Kindergarten students to learn and grow. It is the only Kindergarten building in our district. Although our school was not identified with any improvement labels for the 2020-21 school year, like all schools we are addressing challenges we have identified. Our special education subgroup consistently scores below our non-special education students. Our team identified two areas of focus: Explicit instruction in phonemic awareness and phonics and developing number sense. By focusing on early literacy, we are building the foundation necessary to develop strong readers and writers. A student's ability to blend and segment words is critical to future reading and writing success. All of the Kindergarten staff participated in extended learning around the 10 Essentials of Early Literacy Instruction. Teachers had additional learning focused on developing number sense through the examination and analysis of student work completed within our Bridges Math Program. Much time was dedicated to learning ways to deliver content virtually. As a result, teachers have strengthened their subject specific instruction in early literacy and math.

Students attending Montague Area Childhood Center include those who reside within the District's boundaries, or attend through Schools of Choice. There are no overlapping grade spans in the Montague Area Public Schools, therefore students attend the school that provides

Montague High School
4900 Stanton Blvd.
231-894-2661

Nellie B. Chisholm Middle School
4700 Stanton Blvd.
231-894-5617

R.R. Oehrli Elementary
4859 Knudsen St.
231-894-9018

Montague Area Childhood Center
9151 Dicey St.
231-981-4670

educational service for the respective age-grade level. If you are interested in Schools of Choice, you may contact Katie Mann at 231-894-1515.

In accordance with the Michigan Department of Education's framework for continuous improvement, the staff work together to conduct a comprehensive needs assessment which identifies strengths and weaknesses with the instructional program. From the needs assessments, goals and objectives are developed in a detailed plan that is carried out over the course of 3-5 years. Montague Area Childhood Center is in year 4 of our four-year plan. The plans are revised and adjusted annually through the continuous School Improvement process. This year, our continuous improvement planning cycle did not evolve as usual. The pandemic created a need for teachers to focus on virtual delivery techniques and our district collaborated with our Muskegon ISD to create learning plans that supported our face to face and virtual learners. Learning plans focused heavily on immediate training for social emotional support and instructional techniques to support virtual learners. Intense professional learning supported those necessary and immediate end goals. Adjustments to our long term school improvement plans will resume in the 2021-22 school year.

MACC staff worked extensively over the previous three years to align and implement a math curriculum that incorporates the many hours of subject specific professional development they have had surrounding effective math instruction. Teachers were introduced to the state's 10 Essentials of Literacy Instruction during the 2018-19 school year and worked through all 10 modules provided through Michigan Virtual training portal, during the 2019-20 school year. Since then, teachers have worked to incorporate these practices into their curriculum and instruction. Training in effective virtual delivery of the curriculum occurred throughout the 2020-2021 school year. Although adopted by the state, the fairly new social studies standards have not yet been rolled out to school districts in our county. Our curriculum is fully aligned to the state's CCSS in language arts, math, and science. We are awaiting training in the revised social studies standards before realigning our social studies content. A copy of our core curriculum is available for review in the school office.

All Kindergarten students at Montague Area Childhood Center are assessed three times per year using the Dynamic Inventory of Basic Early Literacy Skills (Dibels Next). The COVID closure in the spring of 2020 prevented the spring Dibels assessment from occurring. The pandemic had a tremendous impact on pre-school learners who missed large amounts of instruction due to preschool closures and parent decisions to keep their children home during the pandemic. The fall and winter test scores during the 2020-2021 school year indicated a dramatic decline in student's foundational skills from previous years. 74% of students scored in the proficient range in the winter of 2018, 75% in the winter of 2019 while only 49% scored proficiently in the winter of 2020. By the end of the 2020-21 school year, 84% of students scored at or above benchmark on the spring 2021 Dibels assessment. In all three of the previous years, our special education subgroup performed lower than our non-special education subgroup.

During the 2020-21 school year, Montague moved to a Bridges Benchmark assessment developed by math consultants at our Muskegon ISD. 65% of kindergarten students scored in the proficient range on the spring assessment. There is no equivalent comparison data since the assessment was newly adopted for the 2020-21 school year. Our special education subgroup scored lower than our non special education subgroup.

Montague Area Childhood Center is very proud of the participation and support of our parents and community. During the 2018-2019 93% of students (155 of 166) , during the 2019-20 school year 91% (135 of 149) were represented, during the 2020-21 school year 97%(90 of 93)

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were represented. We have a very active parent group that helps raise funds to pay for study trips, supplies, and assemblies. We continually seek members of the community to partner with us to help provide our students with the best educational experiences possible. During the 2020-21 school year we suspended our classroom volunteer program to ensure the safety of our students during the pandemic. We look forward to reinstating these programs when district safety restrictions are lifted

Sincerely,

Allison Hier
Title I /Curriculum Director
Montague Area Childhood Center Principal

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Annual Education Report Montague Area Childhood Center (00664)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
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No Data to Display

Annual Education Report Montague Area Childhood Center (00664)

PSAT

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
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No Data to Display

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SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

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MI -Access Participation

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

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MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
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High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.07%	N/A	81.90%

* All data based on students enrolled for a full academic year.

** More information regarding the Michigan School Index System can be found at the following link:

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Montague Area Childhood Center (00664)	8.75	1.00	11.4%	N/A	N/A	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Montague Area Childhood Center (00664)	0.25	0.00	0.0%	N/A	N/A	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Montague Area Childhood Center (00664)	8.75	0.00	0.0%	N/A	N/A	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Montague Area Childhood Center (00664)	8.75	0.00	0.0%	N/A	N/A	N/A	N/A

Annual Education Report Montague Area Childhood Center (00664)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
Eligible	51	36	44	18	2
Not Eligible	49	12	37	40	11
Info not available	‡	‡	‡	‡	‡
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Students With Disabilities	11	60	29	10	1
Students Without Disabilities	89	19	42	31	7
English Language Learners	10	37	46	14	2
Not English Language Learners	90	22	40	31	7

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Montague Area Childhood Center (00664)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Students With Disabilities	10	75	25	5	0
Students Without Disabilities	90	27	73	34	9
English Language Learners	6	60	40	8	1
Not English Language Learners	94	30	70	32	9

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

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Annual Education Report Montague Area Childhood Center (00664)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Students With Disabilities	10	74	26	10	1
Students Without Disabilities	90	31	69	34	8
English Language Learner	11	57	43	14	3
Not English Language Learner	89	33	67	34	8

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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Annual Education Report Montague Area Childhood Center (00664)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	23	77	40	5
Students With Disabilities	11	71	29	5	0
Students Without Disabilities	89	21	79	35	3
English Language Learner	6	57	43	6	0
Not English Language Learner	94	25	75	33	3

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	86.9 85.4	2.25 2.57	97 98	0.97 1.04
8	Math Reading	81.9 83.3	2.48 2.41	95 91	1.79 3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report Montague Area Childhood Center (00664)

Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display