



Montague Area Public Schools

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

February 9, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 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 Jennifer Stoneman 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 2022-23 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 2022-23. 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 2022-23. 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 2022-23. Some schools are not identified with any of these labels. In these cases, no label is given.

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 2022-23 school year, 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 during the 2019-20 school year and added to their knowledge base of early literacy

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R.R. Oehrli Elementary
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231-894-9018

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

instruction during the 2021-22 school year by completing LETRS training which was sponsored by the Michigan Department of Education. Teachers had additional learning focused on developing number sense through the examination and analysis of student work completed within our Bridges Math Program. 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 educational service for the respective age-grade level.

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 3 of our four-year Michigan comprehensive improvement process (MICIP) plan. The four-year plan we have developed focuses efforts on providing professional development to ensure the building's system of curriculum, instruction, and assessment matches the district's visions for high-quality subject specific instruction. It also supports prioritizing social emotional learning to our students and staff. If you are interested in reviewing a copy of our core curriculum, you may contact the building principal. If you are interested in learning more about the Common Core State Standards, you may go to the Michigan Department of Education (MDE) website at <https://www.michigan.gov/mde>.

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). 96% of students scored in a proficient range in the spring of 2023, which was up from 84% proficient in the 2021-22 school year. In both years, our special education subgroup scored significantly lower than the non-special education subgroup.

During the 2020-21 school year, Montague moved to a Bridges Benchmark math assessment developed by math consultants at our Muskegon ISD. 88% of students were proficient on the spring 2022 Bridges assessment. In the spring of 2023, the proficiency rates of our students increased to 94% on the spring assessment. Although there were significant gains overall, our SE subgroup scored lower than our non SE subgroup on this assessment in both consecutive years.

Montague Area Childhood Center is very proud of the participation and support of our parents and community. During the 2022-2023 school year, and the 2021-22 school year,

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both fall and spring conferences were held. Parent participation ranged from 92-95% for all conference dates. 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. Parent events are scheduled each trimester and offer opportunities for parents to engage in activities with their children that can support their child's learning at home. We are proud of the work we do at Montague Area Childhood Center and encourage families to visit our school to see the wonderful things happening for our students and families.

Sincerely,

Jennifer Stoneman
Title I 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 Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students 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 Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students 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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Annual Education Report Montague Area Childhood Center (00664)

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

Annual Education Report Montague Area Childhood Center (00664)

MI -Access Functional Independence

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

Annual Education Report Montague Area Childhood Center (00664)

MI -Access Supported Independence

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

Annual Education Report Montague Area Childhood Center (00664)

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

Annual Education Report Montague Area Childhood Center (00664)

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
No Data to Display												

Annual Education Report Montague Area Childhood Center (00664)

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

Annual Education Report Montague Area Childhood Center (00664)
Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	69.16%	N/A	64.80%

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

** Additional information for Michigan's School Index System, including the Student Growth component results and School Quality & Student Success component results, can be found at the following link: [School Index](#)

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)	7.00	1.00	14.3%	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)	0.65	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)	7.00	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)	7.00	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	29	38	26	6
Male	51	26	38	28	8
Female	49	32	39	24	4
Eligible	54	42	40	16	2
Not Eligible	46	14	37	37	12
Info not available	‡	‡	‡	‡	‡
White	60	18	41	33	8
Black or African American	22	63	29	7	‡
Hispanic	8	28	46	22	4
Asian	3	8	27	37	28
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	6	31	40	24	5
Students With Disabilities	12	57	30	11	2
Students Without Disabilities	88	25	40	28	7
English Language Learners	9	32	45	21	2
Not English Language Learners	91	29	38	26	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) 2022 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	100	40	34	20	6
Male	50	39	33	21	7
Female	50	42	35	18	4
Eligible	48	55	32	11	2
Not Eligible	52	26	36	28	10
Info not available	‡	‡	‡	‡	‡
White	67	32	38	24	7
Black or African American	17	72	22	5	1
Hispanic	7	53	35	11	2
Asian	3	12	24	33	32
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	46	34	16	4
Students With Disabilities	12	77	18	4	1
Students Without Disabilities	88	35	37	22	6
English Language Learners	5	74	18	7	‡
Not English Language Learners	95	38	35	20	6

‡ 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) 2022 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	42	30	22	6
Male	51	44	29	22	5
Female	49	40	30	22	8
Eligible	57	56	28	14	2
Not Eligible	43	23	33	32	12
Info not available	‡	‡	‡	‡	‡
White	61	33	32	27	8
Black or African American	22	68	21	8	2
Hispanic	8	52	31	14	3
Asian	3	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	6	38	38	21	3
Students With Disabilities	12	73	18	8	1
Students Without Disabilities	88	38	31	24	7
English Language Learner	9	54	30	14	2
Not English Language Learner	91	41	30	23	7

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), 2022 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	32	39	25	3
Male	50	37	39	22	2
Female	50	28	40	28	4
Eligible	48	45	38	16	1
Not Eligible	52	21	41	33	5
Info not available	‡	‡	‡	‡	‡
White	68	26	41	30	4
Black or African American	17	55	35	9	1
Hispanic	7	40	42	17	1
Asian	3	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	37	40	22	1
Students With Disabilities	13	76	18	4	1
Students Without Disabilities	87	26	43	28	4
English Language Learner	6	65	32	3	‡
Not English Language Learner	94	30	40	26	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), 2022 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities Excluding Students with 504 Plans	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	80.7	4.04	95.0	2.55
		83.5	3.27	94	2.37
8	Math	86.9	1.98	95.0	2.21
		89.3	2.33	95.7	1.91

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