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1/29/21

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Muskegon Montessori Academy for Environmental Change. 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 Melissa Manning at melissamanning@choiceschools.com for assistance.

The AER is available for you to review below or you may review a copy in the main office at your child's school.

For the 2019-20 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 was identified as a no label given.

Students are identified for both intervention and acceleration support throughout the year and will work in small groups with highly qualified staff to achieve growth. Students in grades K-3 who are identified below the 30th percentile have an Individualized Reading Improvement Plan created and work with our Literacy Coach.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

All students who reside in Michigan are allowed to enroll in the Academy in accordance with limits established by the Board of Directors. Due to space being limited, each student must enroll each year. Preference will be given to currently enrolled students and siblings of enrolled students. When maximum enrollment for each grade has been reached, applicants shall be placed on a waiting list and admitted on the basis of a lottery system.

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

The school improvement plan is developed through analysis of data from standardized assessments including NWEA/MAP (measures of academic progress) as well as M-Step (Michigan Student Test of Education Progress) and locally collected data from classroom work and assessments. The team is currently completing the certified needs assessment to determine areas of need.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

MMAEC is a Pre-K-8th grade school that provides all children with opportunities and resources to achieve academic success. Teachers and administration are thoroughly trained in the Montessori method and are committed to the Montessori education of every child. The curriculum aligns to the Common Core State Standards and allows each student the chance to learn through self-directed pace and individual style.

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

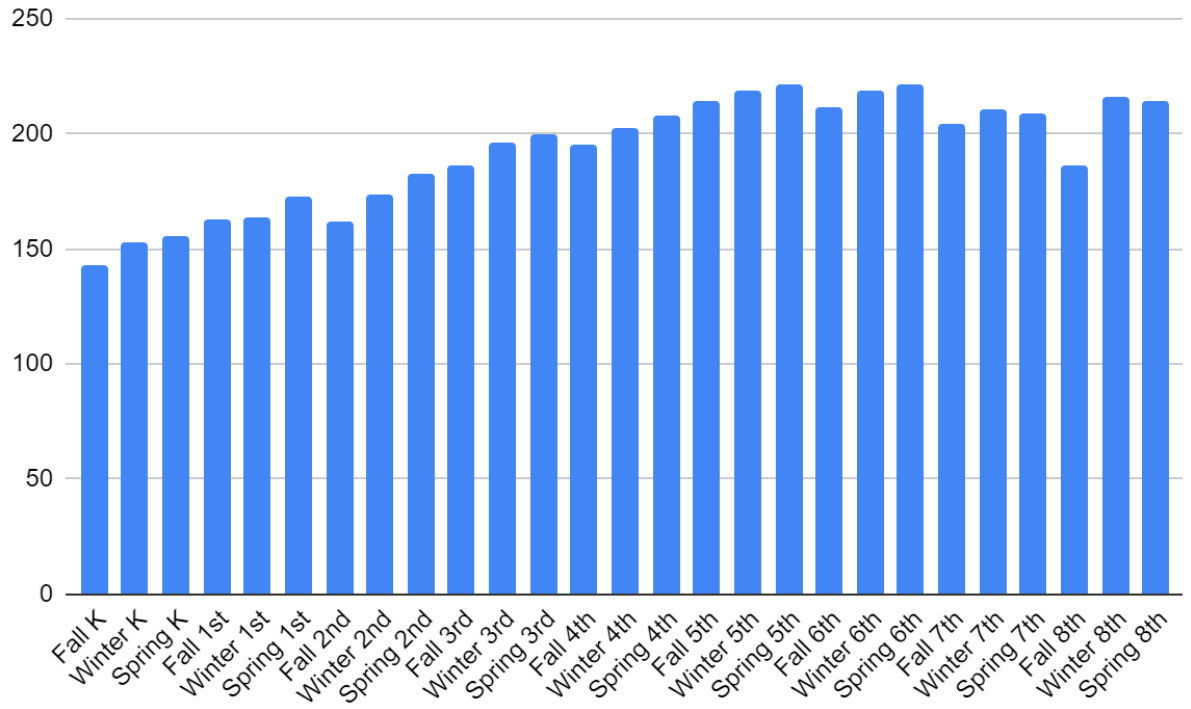
MMAEC utilizes the North American Montessori Center (NAMC) curriculum for Pre-K through 8th grade along with Engage New York utilized for Math and ELA in grades 6th-8th. The aligned curriculum provides teacher with a clearly written Montessori theory and philosophy, detailed step-by-step instructions, and full-color images to teach all subjects. Teachers undergo rigorous training in Montessori methodology when they begin to teach at our school. This training spans the teacher's entire first year and beyond in order to ensure a proper implementation of the methods and standards. This curriculum is available at the school in a binder format and is available to view upon request.

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

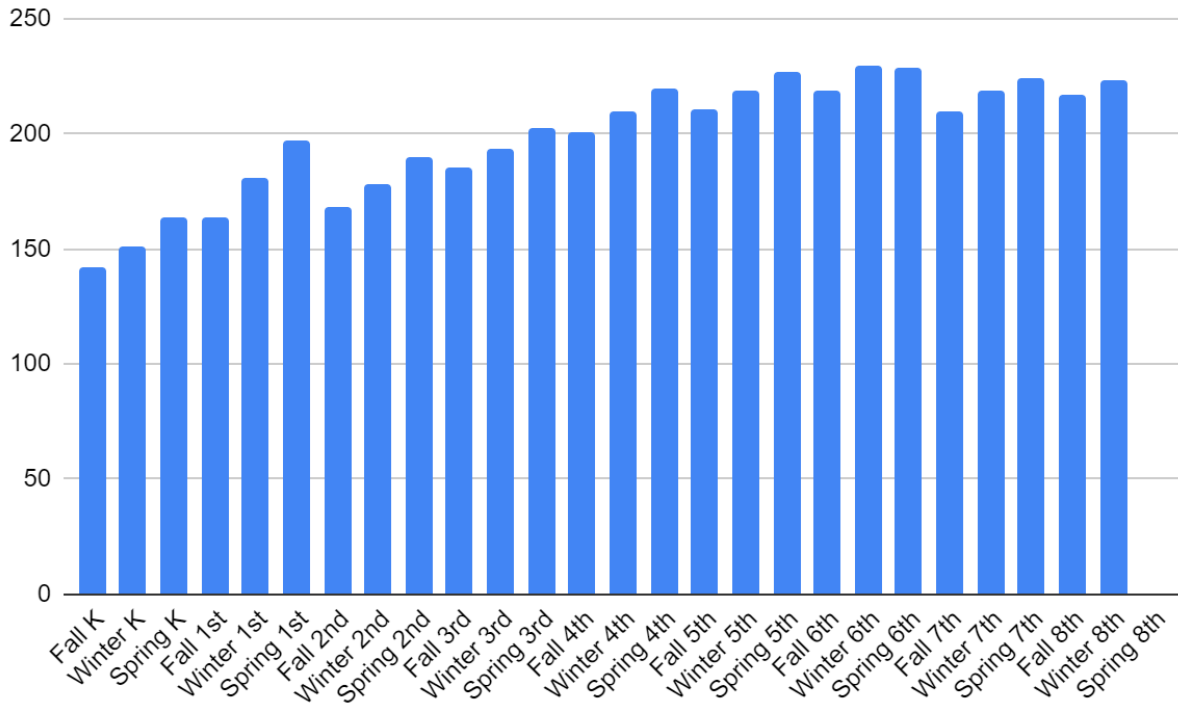
MMAEC delivers NWEA/MAP assessment three times per academic year in grades K-8th. The results for the past 2 years are documented

Below:

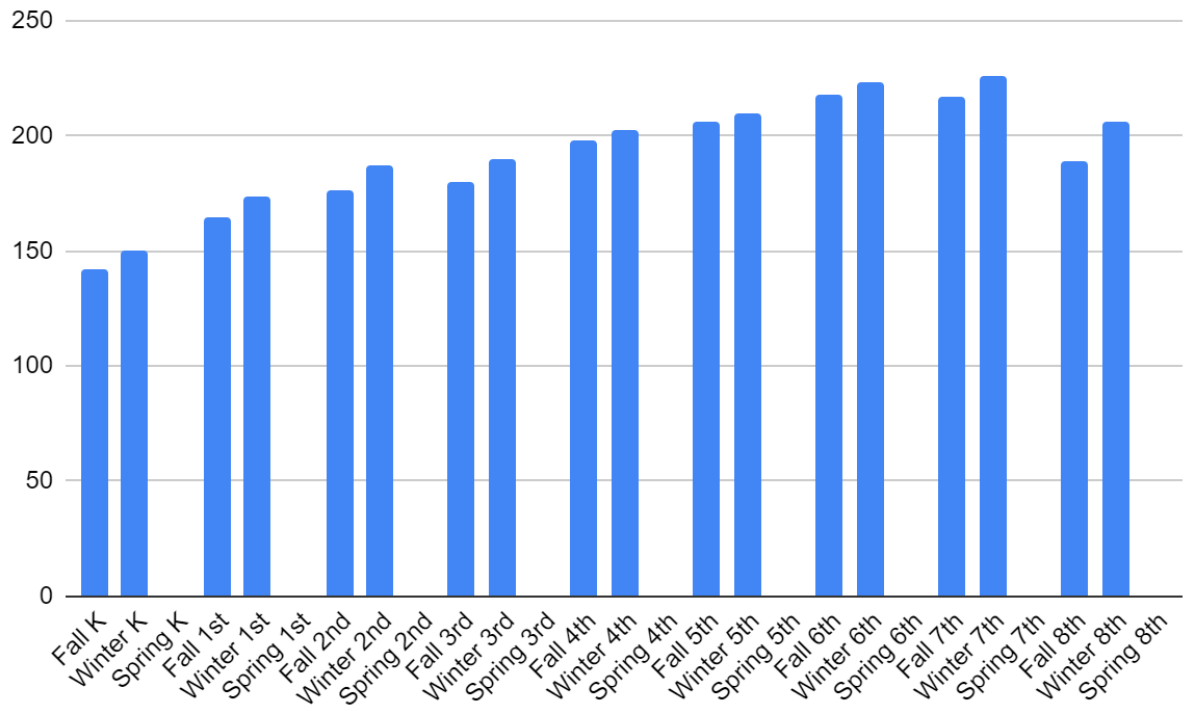
Reading 2018-2019



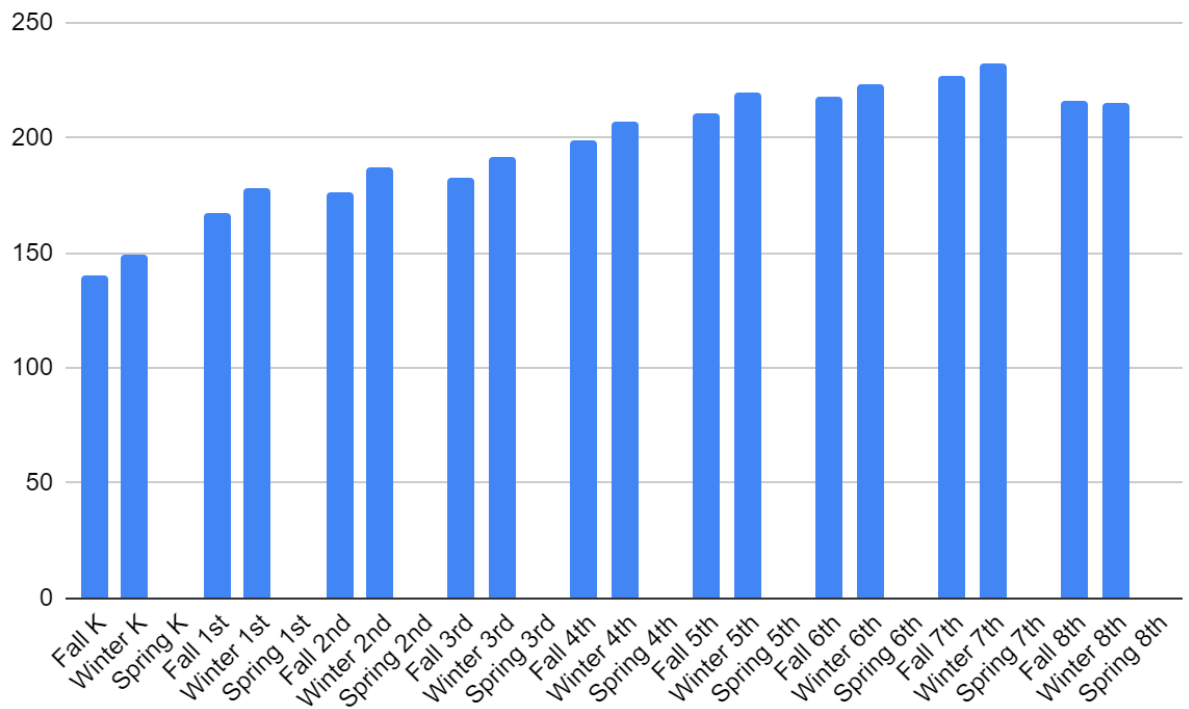
Math 2018/2019



Reading 2019-2020*****No Spring Data Due to Covid *****



Math 2019-2020*****No Spring Data Due to Covid *****



6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES: 85%

At Muskegon Montessori Academy for Environmental Change, our staff, board of directors, students and families have worked to create an environment where everyone feels valued, supported, and challenged. Each child has an individualized learning plan where they can excel on their strengths and receive individualized support in their areas of opportunity. We continue to be proud of the work that our students and staff are doing to support growth and achievement within our community of learners.

Sincerely,

Melissa Manning

Head of School

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

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Muskegon Montessori Academy for Environmental Change (61900)	0	8	1	0
Muskegon Montessori Academy for Environmental Change (01966)	0	8	1	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent HighPoverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
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Muskegon Montessori Academy for Environmental Change (61900)	9.00	0.00	0.0%	N/A	N/A	N/A	N/A
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	Total Number of Staffing Group	Number Inexperie nced	Percent Inexperie nced	Count High- Poverty Schools	Percent HighPovert y Schools	Count Low- Poverty Schools	Percent Low- Poverty Schools
Muskegon Montessori Academy for Environment al Change (61900)	9.00	2.00	22.2%	N/A	N/A	N/A	N/A

Muskegon Montessori Academy for Environmental Change (01966)	9.00	2.00	22.2%	N/A	N/A	N/A	N/A
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Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent HighPoverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Muskegon Montessori Academy for Environmental Change (61900)	1.20	0.00	0.0%	N/A	N/A	N/A	N/A

Teacher Emergency or Provisional Credentials

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 HighPoverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Muskegon Montessori Academy for Environmental Change (01966)	9.00	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 HighPoverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
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Muskegon Montessori Academy for Environmental Change (61900)	9.00	0.00	0.0%	N/A	N/A	N/A	N/A
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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
National Lunch	51	36	44	18	2
Program Eligibility	49	12	37	40	11
Eligible	‡	‡	‡	‡	‡
Not Eligible					

Info not available					
Race/Ethnicity	65	15	41	36	8
White	17	51	39	9	1
Black or African American	9	34	45	17	4
Hispanic	3	9	32	37	22
Asian	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	5	29	42	22	7
Two or More Races					

Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					

Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

‡ 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.

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

National Lunch	4	48	52	16	3
Program Eligibility	55	19	81	43	13
Eligible	‡	‡	‡	‡	‡
Not Eligible					
Info not available					
Race/Ethnicity	70	25	75	37	11
White	15	64	36	9	1
Black or African American	8	41	59	16	2
Hispanic	3	14	86	52	21
Asian	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	4	39	61	24	4
Two or More Races					

Student classified as having a disability	10	75	25	5	0
SD	90	27	73	34	9
Not SD					

Student is an English Language Learner	6	60	40	8	1
ELL	94	30	70	32	9
Not ELL					

‡ 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.

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
National Lunch	53	49	51	20	3
Program Eligibility	47	21	79	45	13
Eligible	‡	‡	‡	‡	‡
Not Eligible					
Info not available					

Race/Ethnicity	65	29	71	37	9
White	18	58	42	15	2
Black or African American	9	50	50	18	2
Hispanic	3	18	82	44	15
Asian	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific	5	33	67	35	8

Islander					
Two or More Races					
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
Not ELL					

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.

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

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
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All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch	47	39	61	19	1
Program Eligibility	52	15	85	43	4
Eligible	≠	≠	≠	≠	≠
Not Eligible					
Info not available					

Race/Ethnicity	70	22	78	35	3
White	15	48	52	12	0
Black or African American	8	36	64	22	1
Hispanic	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Asian/Native Hawaiian or Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	23	77	40	5

Student classified as having a disability	11	71	29	5	0
SD	89	21	79	35	3
Not SD					

Student is an English Language Learner	6	57	43	6	0
ELL	94	25	75	33	3
Not ELL					

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
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4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	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.

Sec. 1003 School Improvement Fund

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