Tri County Area Schools
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TRI COUNTY AREA SCHOOLS

ALLEN CUMINGS, SUPERINTENDENT OF SCHOOLS

School Annual Education Report (AER)
MacNaughton Elementary School

February 1, 2021

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 **MacNaughton Elementary School.** 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 Dan Clegg, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site: www.tricountyschools.com , 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.

MacNaughton Elementary **has not** been given one of these labels.

KEY CHALLENGES

MacNaughton Elementary continues to focus on improving the academic achievement of all students. Efforts to improve teaching and learning have been focused toward mathematics, reading and writing. These efforts include a focus on student data, research-based instructional practices, and school wide professional development. The 2019-20 school year ended with our school closure in March due to the COVID pandemic. Remote learning in a rural setting with limited internet posed many challenges in delivering curriculum and instruction. Due to the nature of the pandemic, and the economic hardships placed on our families, MacNaughton Elementary focused on meeting the social and emotional needs of our students during this time. We delivered daily meals, bussing them directly to homes. We also provided paper packets of schoolwork to students and followed up with weekly check-ins utilizing virtual meetings, telephone calls, and/or home visits. We focused mainly on maintaining the achievement gains made, providing practice work to our students.

State law requires that we also report additional information.

1. ***PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL***
   Students are assigned to school based on grade level. MacNaughton Elementary is a Kindergarten, First Grade, and Second Grade school. Third, Fourth and Fifth grade students attend Sand Lake Elementary.

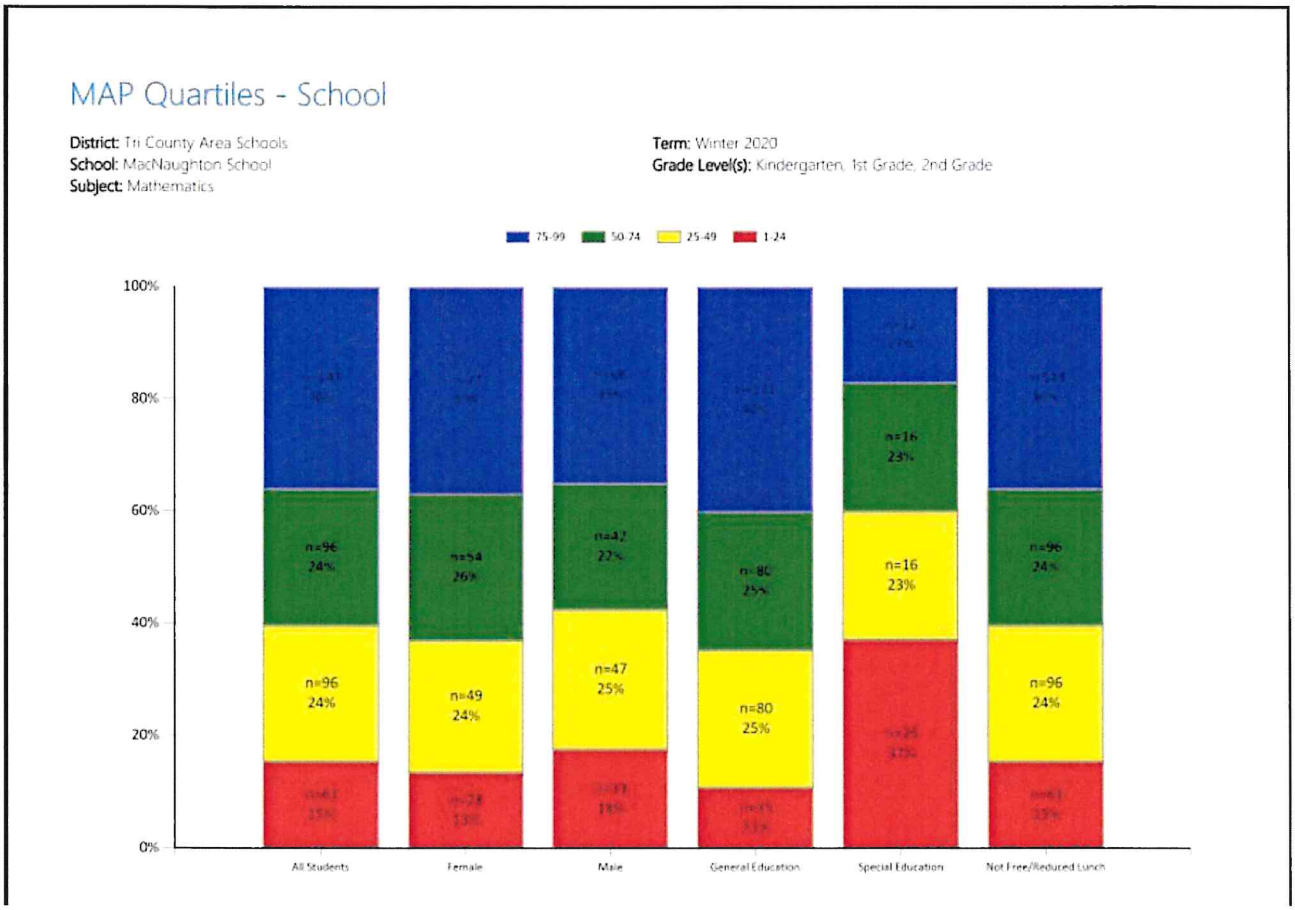
2. ***THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN***
   TCAS reviews the school improvement plans through a yearly process that is guided by a belief in shared ownership between school administration, staff, and our community. At the district and building level, leadership teams continue to work on activities that focus on raising student achievement. At MacNaughton Elementary, these efforts remain tied to areas of curriculum, assessment and instruction. Copies of our school improvement plan for previous years can be accessed on our website.

3. ***A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL***
   MacNaughton Elementary serves Kindergarten, First and Second grade students in both general and special education.

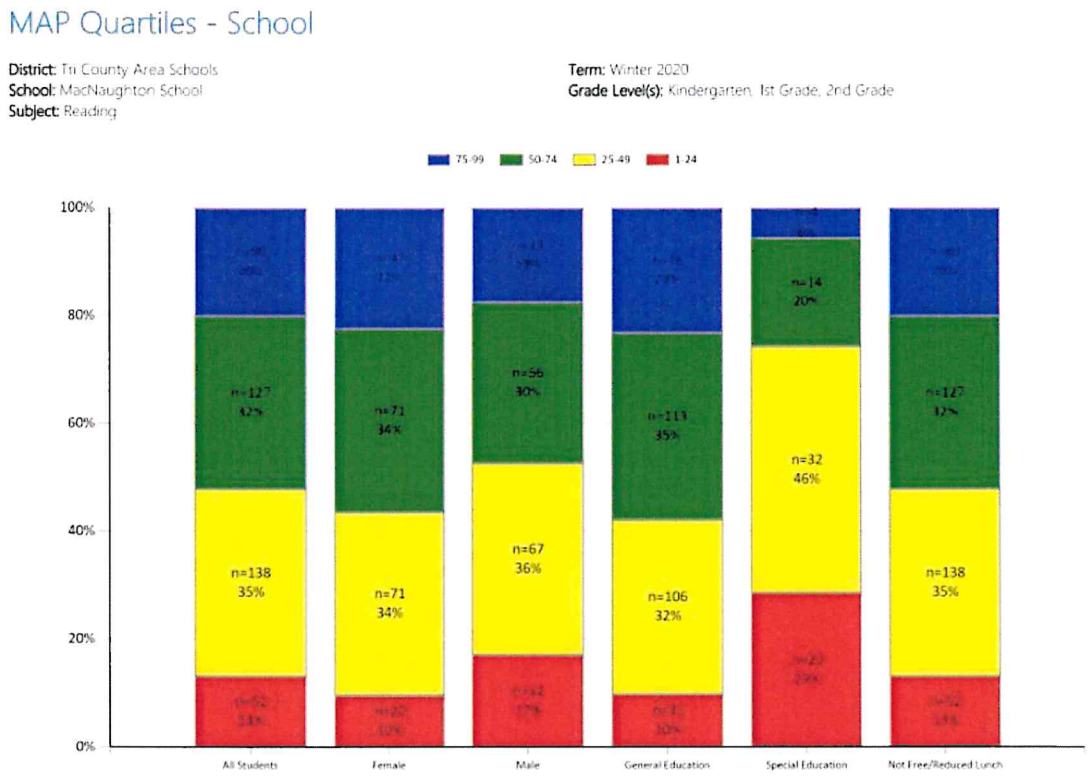
4. ***IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL***
   A copy of our curriculum is available for review at our Educational Service Center and at the MacNaughton Elementary office. Our curriculum has been created to align with both the state and federal government standards. We use the Gradual Release of Responsibility framework for teaching and use Adaptive Schools instructional strategies.

5. ***THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS***
   All MacNaughton Elementary students take the nationally normed NWEA/MAP test in reading and math. This data helps us see how our students compare to others around the nation, the rate of students' academic growth, and which students may need more support or challenge. Because we were not in session after March 2020, Winter 2020 data is provided.

Kindergarten through second grade students scoring in the 50th percentile and higher in NWEA/MAP reading was 52% in the winter of 2020 down from 57% in the winter of 2019. In 2020, 56% females scored in the 50th percentile or higher in reading, while 48% of males did. 58% of general education students achieved scores in the 50th percentile or higher as compared to 26% of special education students.



In 2020, kindergarten through second grade students scoring in the 50th percentile and higher in NWEA/MAP math dropped to 60% students, up from 59% in winter of 2019. In 2020, 57% females scored in the 50th percentile or higher in math, while 57% of males did. 65% of general education students achieved scores in the 50th percentile or higher as compared to 40% of special education students.



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

   Parent and community support are key components in the success of our programs. In the fall of 2020, 99% of parents attended conferences as compared to the fall of 2019 when 90% of parents attended. The dramatic increase was due in part because TCAS adopted a virtual conference structure that allowed for phone and virtual meetings to take place over an extended period of time rather than the few days we normally offer.

The MacNaughton Elementary Staff is excited to work with you to help your child achieve their best future! We believe that all children can learn and that through strong ties with our families and communities we can ensure student success! Please feel free to contact the school principal with any questions or concerns.

Sincerely,
Dan Clegg, Principal
MacNaughton Elementary

MI School Data

01/19/2021

Annual Education Report Tri County Senior High School (03440)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	90.24%	86.30%	89.56%	94.44%
Asian	90.77%	<10	92.40%	93.22%	94.44%
Black or African American	67.31%	<10	79.37%	85.40%	94.44%
Hispanic of Any Race	72.07%	<10	82.01%	86.99%	94.44%
Two or More Races	74.74%	<10	83.50%	87.88%	94.44%
White	83.48%	90.20%	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	86.42%	79.46%	85.46%	94.44%
English Learners	72.14%	<10	82.05%	87.01%	94.44%
Students With Disabilities	57.12%	60.87%	73.71%	82.00%	94.44%

MI School Data

01/19/2021

Annual Education Report Tri County Senior High School (03440)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Tri County Senior High School (03440)	0	9	21	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

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
Tri County Senior High School (03440)	28.50	3.00	10.5%	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
Tri County Senior High School (03440)	2.00	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
Tri County Senior High School (03440)	28.50	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
Tri County Senior High School (03440)	28.50	1.29	4.5%	N/A	N/A	N/A	N/A

MI School Data

01/19/2021

Annual Education Report Tri County Senior High School (03440)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male Female	51 49	22 25	40 42	30 28	8 5
National Lunch Program Eligibility Eligible Not Eligible Info not available	51 49 ‡	36 12 ‡	44 37 ‡	18 40 ‡	2 11 ‡
Race/Ethnicity White Black or African American Hispanic Asian American Indian or Alaska Native Native Hawaiian or Other Pacific Islander Two or More Races	65 17 9 3 &#8225 ‡ 5	15 51 34 9 ‡ ‡ 29	41 39 45 32 ‡ ‡ 42	36 9 17 37 ‡ ‡ 22	8 1 4 22 ‡ ‡ 7
Student classified as having a disability SD Not SD	11 89	60 19	29 42	10 31	1 7
Student is an English Language Learner ELL Not ELL	10 90	37 22	46 40	14 31	2 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.

MI School Data

01/19/2021

Annual Education Report Tri County Senior High School (03440)

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 Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
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
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	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 Tri County Senior High School (03440)

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 Program Eligibility					
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
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
Student classified as having a disability					
SD	10	74	26	10	1
Not SD	90	31	69	34	8
Student is an English Language Learner					
ELL	11	57	43	14	3
Not ELL	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 Tri County Senior High School (03440)

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
National Lunch Program Eligibility					
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	22	78	35	3
Black or Afican American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	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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Annual Education Report Tri County Senior High School (03440)

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 Tri County Senior High School (03440)

Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented

No Data to Display