



## Public Schools of Petoskey

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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 **Petoskey Montessori 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 the building principal for assistance.

The AER is available for you to review electronically by clicking the following [link](#) or you may review a copy in the main office at your child's school.

For the 2021-22 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.

State and local assessments, and social/emotional growth measures were used to monitor progress and provide information to drive key initiatives for continuous improvement. Strategic plan goals are focused on three key areas; Leadership and Communication, Academic Achievement, and Business and Finance. Information about these goals can be found on our website [Public Schools of Petoskey](#)

State law requires that we also report the following additional information for the two most recent years:

### 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Pupils are assigned to schools based upon the age and grade of the student, living proximity to the school (whenever possible), class size, siblings within the Public Schools of Petoskey, parent preference (when possible), and availability of staff to meet the needs of the student. Building principals together decide the best placement based upon this set of criteria.

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

Our focus to increase each student's core proficiencies is supported through a continual review/revision/alignment of curriculum, balanced assessment plans and analysis, evidence-based teaching practices, stakeholder and PLC collaboration, and multi-leveled systems of support.

## 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Petoskey Montessori Children's House and Elementary School are part of the Public Schools of Petoskey. The school was founded to promote the total development of children according to the educational and philosophical principles outlined by Dr. Maria Montessori. [Petoskey Montessori](#)

## 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

The district's core curriculum is built, aligned, and paced according to Michigan's Academic Standards and Practices [Academic Standards](#)

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

NWEA is administered 2-3 times per year in grades K-8. Aggregate student achievement results are sent to parents/guardians at various times during the school year and are discussed at parent-teacher meetings/conferences and during PLC/building team meetings.

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

Elementary Parent/Teacher conference attendance ranges from 95- 100%.

We are proud of the relationships that we work to cultivate within our school. We are very fortunate to have a very supportive community, strong parent/guardian partnerships, hard-working students, and a dedicated staff who continually put students first.

Respectfully,  
Sarah Agurcia, Montessori Director

