Alice I. Ferguson Early Childhood Center

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Huron School District

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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 2024-25 educational progress for Alice I. Ferguson Early 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 Christine Sagert, sagertc@huronschools.org for assistance.

The AER is available for you to review electronically by visiting the following website https://www.mischooldata.org/annual-education-report/, or you may review a copy in the main office at your child's School.

For the 2025-26 school year, schools were identified based on previous years' performance using 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 2024-25. 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 2024-25. 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 2024-25. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was not given a label at this time and is listed as Universal Supports

KEY CHALLENGES

The key challenge that we have identified at the Alice I. Ferguson Early Childhood Center is school attendance. Chronic absenteeism continues to impact student learning and our ability to provide intervention to students that would benefit from it. Below are some of the strategies we have implemented to
address our needs.

- Collaboration among all administration K-12 to have consistent communication to families regarding attendance requirements and benefits
- Creation of a pre-truancy communication including excessive tardies and early dismissals sent to families to alert them to the district attendance policy
- Creation of a tardy/early dismissal communication sent to families to alert them to minutes of mission school

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- Educational materials on the benefits of regular attendance and parent education on how to support regular attendance sent to families
- Collaboration with school liaison officer to enforce truancy laws
- Tracking of attendance and attendance communications K-12
- Administrative training in trauma informed administration
- Updated MTSS process that encompasses the needs of the whole students
- MICIP plan for whole child MTSS
- Weekly updates to parents regarding building attendance rates

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The Alice I. Ferguson Early Childhood Center served approximately 200 students in Young 5's & Kindergarten. Students are assigned to Young 5's & Kindergarten at the Alice I. Ferguson Early Childhood Center based on district lines. We do not discriminate on which students are assigned to our school and accepted over 33 out-of-district students as school of choice students this year.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

We have begun using the MICIP (Michigan Integrated Continued Improvement Process). MICIP is a pathway for districts to improve student outcomes by assessing whole child needs to develop plans and coordinate funding. With the MICIP process we begin with setting the district goals, strategies and initiatives and then focus on our individual buildings. The MICIP team is made up of members from all stakeholder groups. We began with a literacy and numeracy plan which did not address the needs of all of our students. Our current plan is to increase the percent of students graduating with their cohort (on time). This goal was identified and implemented this year so data has not been collected as to the success of it.

SPECIALIZED SCHOOLS

In the Alice I. Ferguson Early Childhood Center 26% of our total students have Individual Education Plans between our Speech and Language Program, Resource Teacher Services, Hearing Services, Physical Therapy, Social Work, and Occupational Therapy. We provide appropriate resources for all of these students.

HOW TO ACCESS A COPY OF THE CORE CURRICULUM

Ferguson's core curriculum is directly aligned to the Common Core State Standards (CCSS) and can be accessed on our school website, at parent-teacher conferences, or by visiting our school office. We implement the curriculum by providing an interactive, hands-on, and technology enriched program with the goal of success for all students. In addition as a district, we have been working on building a curriculum site to include the Michigan Curriculum Standards broken down by course with resources used to teach them. We are continuing this work to include learning targets - this work will be ongoing in our PLCs. The learning targets, curricular adjustments, and updating of resources when new resources are adopted will be updated at designated times throughout the school year. Some page links are still under development and will be updated as well. Huron Curriculum Website

AGGREGATE STUDENT ACHIEVEMENT RESULTS

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With the goal of demonstrating student growth we assess all students with the STAR Renaissance, an assessment that measures achievement 3 times a year.

We are happy to report that results of all of these assessments have shown positive growth.

Our fall test scores showed 70% of our kindergarten students at or above benchmark. Our winter scores show 76% of our kindergarten students at or above benchmark with all of our kindergarten classes having median average or above average growth.

PERCENT OF STUDENTS REPRESENTED AT PARENT-TEACHER CONFERENCES

Parents were given the opportunity to choose either a virtual parent teacher conference or a face-to-face conference. We are pleased to report that 94% of our students were represented at parent teacher conferences this year.

We at the Alice I. Ferguson Early Childhood Center are proud of the progress that students, teachers, and parents have made in making academics our primary focus. We have continued to focus on our Literacy Essential Skills program and early education initiatives. Ferguson has a lot of reasons to be proud of its students and staff, together we will work to generate more reasons for such pride. The exemplary achievements of our school are not possible without the considerable collaboration of all factions of our school family: students, teachers, parents, school district administrators, School Board and community members. We thank all of these groups and look forward to another year of living our district and district mission statement of being, “Completely Committed to Kids!”

With pride in our school,

Christine Sagert

Christine Sagert
Principal

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