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School Annual Education Report (AER) Early Childhood Elementary

February 14, 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 Early Childhood Elementary. 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 Vickie Smith for assistance.

The AER is available for you to review electronically by visiting the school's website https://www.hamtramckschools.org/our-schools/early-childhood-elementary/about-our-school/reports/ or you may review a copy in the main office at your child's school.

For the 2022-23 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 2021-22. 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 2021-22. 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 2021-22. 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 law requires that we also report the following additional information. Prior to the transition to virtual learning due to the Covid-19 pandemic, Early Childhood Elementary (ECE) was making slow and steady progress in student achievement in both English Language Arts and Mathematics on state assessments. Upon return to in person learning, Early Childhood Elementary has continued to make progress, including in supporting our English Language Learners and students with an interrupted education with the core curriculum (English Language Arts, Mathematics, Science and Social Studies). Early Childhood Elementary has faced challenges this year with a large influx of special needs children similar to last year, but this year, we have been able to find staff (teachers, paras, psychologist, and

social worker) to assess and support these students. This has challenged learning for all students at ECE, however, as some of our special needs children had to be identified, evaluated, and placed in the best environment to support their learning. Many students come to Early Childhood Elementary with limited to no English language proficiency, and many have limited or interrupted school experiences. To accelerate student achievement and to provide additional enrichment for the students, all students attend a differentiated math lab with small group tutoring four times a week. Also, all students attend a STEAM (Science, Technology, Engineering, Art, and Music) class one to two times a week to enhance literacy and math achievement.
State law requires that we also report additional information.

Process for assigning pupils to the school: The district offers school of choice seats to non-residents when they are available during a specified window each year.

A brief description of each specialized school: Early Childhood Elementary has been a district school of choice with no school boundaries. Students are placed here based on request and/or openings available within the district. The Pupil Services Department assigns students to specific schools within the Hamtramck Public Schools District. The Great Start Readiness Program (GSRP) enrollment is based on state and federal guidelines.

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: Early Childhood Elementary uses MDE (Michigan Department of Education) approved curricula in all four core subject areas. They are aligned with the Michigan State Standards and are available for your review upon request at either the ECE Main Office or the Curriculum Office at the Roosevelt Building. Additionally, the GSRP uses Teaching Strategies and COR Assessment.

Status of the 3–5-year School Improvement Plan: The District has implemented a continuous improvement plan following the Michigan Integrated Continuous Improvement Process. Our goals focus on the MTSS (Multi-Tiered System of Supports) process and Literacy to increase student achievement through data analysis and effective instructional strategies. Early Childhood continues to focus on improving the quality and intensity of instruction offered to our English Learners by utilizing data, language objectives and flexible groupings. Classroom teachers have also been working to improve the consistency of guided reading and Fundations (phonics program) in the general education classroom and implementing strategies that scaffold the many English Learners in our classrooms. Additionally, tutors provide additional math instruction in math labs to enhance K-2 classroom instruction. We evaluate the plan annually to target specific needs and purposefully apply instructional practices based on the analysis of the data, including i-Ready, Fountas & Pinnelle, and Easy CBM. Early Childhood also focuses on writing for students, including sequential writing which supports all students, particularly English Learners.

The aggregate student achievement results for any local competency tests or nationally normed achievement tests: During the 2022-2023 school year, K-2 students took the i-Ready test in both Reading and Mathematics.

The i-Ready results are attached and should be considered with respect to the school circumstances under which the assessments were taken previously in the general education classroom without support for our special needs students, and the large number of special needs students in each class without the support of special education teachers, social worker, and a school psychologist.

Identify the number and percent of students represented by parents at parent-teacher conferences: Early Childhood Elementary believes in teamwork and partnerships with parents/guardians. Early Childhood Elementary regularly provides information on student progress to parents and legal guardians via progress reports and report cards. The school hosts parent/teacher conferences twice a year. The number and percentage of parents, legal guardians, or persons in loco parentis participating in parent/teacher conferences are listed in the table below.

Grade Span	2022-2023 Conferences	%	Fall 2023 Conferences	%
Pre-K – 2nd	152/158	96%	173/176	98%

We, at Early Childhood Elementary, are partners and advocates with our families for our young students, and we are committed to empowering children educationally. It is our belief at ECE that it is crucial to work collaboratively with all stakeholders to ensure that each child in our Early Childhood Elementary community is connected academically, socially, and culturally in our challenging and academically rich environment, and that each child has a champion who advocates for their success. We are appreciative of our strong family culture of caring and commitment to excellence and for our continued support and teamwork with our ECE community as we champion our children. Truly, ECE is the place to be!
Sincerely,

Vickie Smith
Principal – Early Childhood Elementary

Annual Education Report Early Childhood Elementary School (08897)

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

No Data to Display

Annual Education Report Early Childhood Elementary School (08897)

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

No Data to Display

Annual Education Report Early Childhood Elementary School (08897)

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
No Data to Display										

Annual Education Report Early Childhood Elementary School (08897)

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

No Data to Display

MI School Data

Annual Education Report Early Childhood Elementary School (08897)

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

No Data to Display

Annual Education Report Early Childhood Elementary School (08897)

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

No Data to Display

MI School Data

Annual Education Report Early Childhood Elementary School (08897)

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

MI School Data

Annual Education Report Early Childhood Elementary School (08897)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
No Data to Display					

Annual Education Report Early Childhood Elementary School (08897)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	69.16%	N/A	41.10%

* 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
Early Childhood Elementary School (08897)	11.50	0.50	4.4%	0.50	4.4%	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
Early Childhood Elementary School (08897)	1.00	1.00	100.0%	1.00	100.0%	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
Early Childhood Elementary School (08897)	11.50	0.00	0.0%	0.00	0.0%	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
Early Childhood Elementary School (08897)	11.50	0.50	4.4%	0.50	4.4%	N/A	N/A

Annual Education Report Early Childhood Elementary School (08897)

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.

![MI School Data] MI School Data

Annual Education Report Early Childhood Elementary School (08897)

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.

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

Annual Education Report Early Childhood Elementary School (08897)

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.

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

Annual Education Report Early Childhood Elementary School (08897)

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 Afican 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.

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

Annual Education Report Early Childhood Elementary School (08897)

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 Reading	80.7 83.5	4.04 3.27	95.0 94	2.55 2.37
8	Math Reading	86.9 89.3	1.98 2.33	95.0 95.7	2.21 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.

 MI School Data

02/26/2024

Annual Education Report Early Childhood Elementary School (08897)

Sec. 1003 School Improvement Fund

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