

School Annual Education Report (AER) Early Childhood Elementary

February 14, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 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 2023-24 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 2023-24. 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 2023-24. 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 2023-24. 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 an Art, Music, and Gym class one to two times a week to enhance not only literacy and math achievement, but also student emotional learning (SEL). At ECE, our focus has always been on the “whole” child, while partnering with our parents to actively engage our families in the educational process of our young children.

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 rigor and quality of early reading and UFLI (phonics program) in the general education classroom, while 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 also have an afterschool program, Academic Center for Excellence (A.C.E.) where teachers and paras work productively to close the opportunity gaps in literacy for our children to ensure their

success now and in the future. As a district and as a school, 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 additional resources. 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 2023-20234 school year, K-2 students took the i-Ready test in both Reading and Mathematics.

The i-Ready results are attached and reflect ECE’s focus on continuous improvement and student success. ECE continues to improve each year based on the i-Ready Diagnostic results. A school must meet 55% stretch growth with a minimum of 200 students to be nationally recognized by Curriculum Associates (i-Ready) for meeting exceptional stretch growth. ECE surpassed that goal in math with 63% stretch growth on the Spring 2024 i-Ready Diagnostic. (However, ECE, although doing exceptionally well, was not recognized nationally due to having less than 200 students.) Overall, ECE’s spring 2024 i-Ready reading scores were 57%, which means over half of our students are proficient and on grade level. Overall, in math 55% of ECE’s students are proficient and on grade level. Each year, ECE continues to show improvement and student growth leading to overall achievement.

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. We have a great partnership with our parents, who participate fully in parent-teacher conferences. 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	2023-2024 Conferences	%	Fall 2024 Conferences	%
Pre-K – 2nd	173/176	98%	189/191	99%

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, emotionally, 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

Early Childhood Elementary School i-Ready Data 2023-24

Students at Proficiency - Final Results - Spring 2024

Reading - On Grade Level **Green** **57% - Overall**

Math - On Grade Level **Green** **55% - Overall**

ECE i-Ready Typical Growth and Stretch Growth

2023-2024 by Grade Level **Goal = 55% Stretch Growth**

Year 2023-2024	Subject	Winter Typical Growth	Winter Stretch Growth	Spring Typical Growth	Spring Stretch Growth
Kindergarten	Math	20%	10%	76%	69%
	Reading	6%	0%	49%	23%
First	Math	30%	15%	78%	61%
	Reading	29%	9%	63%	47%
Second	Math	24%	5%	86%	67%
	Reading	19%	0%	43%	14%

Annual Education Report Early Childhood Elementary School (08897)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
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No Data to Display

Annual Education Report Early Childhood Elementary School (08897)

PSAT

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
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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
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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
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No Data to Display

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
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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
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No Data to Display

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
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No Data to Display

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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

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	70.47%	N/A	43.87%

* 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](#)

*** The accountability report displays proficiency and targets data for Statewide and School settings only.

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperience d	Percent Inexperience d	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Early Childhood Elementary School (08897)	9.00	1.00	11.1%	1.00	11.1%	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperience d	Percent Inexperience d	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Early Childhood Elementary School (08897)	1.00	0.00	0.0%	0.00	0.0%	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)	9.00	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)	9.00	1.00	11.1%	1.00	11.1%	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	26	37	30	7
Female	48	28	38	30	5
Male	52	25	36	30	10
Economically disadvantaged	54	39	37	21	3
Not Economically disadvantaged	46	11	36	41	12
N/A Economically disadvantaged	‡	‡	‡	‡	‡
American Indian	‡	‡	‡	‡	‡
Asian	3	‡	‡	‡	‡
Black	19	58	32	9	1
Hispanic	9	29	41	27	3
Native Hawaiian	‡	‡	‡	‡	‡
Two or More Races	6	30	38	29	3
White	62	16	38	36	10
SD	14	59	26	11	3
Not SD	86	21	38	33	8
ELL	7	42	39	15	4
Not ELL	93	25	37	31	8

‡ 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) 2024 Mathematics Achievement.

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

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	43	33	18	6
Female	49	46	34	16	4
Male	51	41	32	20	7
Economically disadvantaged	52	60	28	10	2
Not Economically disadvantaged	48	26	38	26	10
N/A Economically disadvantaged	‡	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Asian	3	21	26	31	23
Black	14	74	21	4	‡
Hispanic	12	59	28	11	2
Native Hawaiian	‡	‡	‡	‡	‡
Two or More Races	5	43	33	19	6
White	65	35	37	22	7
SD	13	80	15	3	2
Not SD	87	38	35	20	6
ELL	8	82	15	2	1
Not ELL	92	40	34	19	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) 2024 Mathematics Achievement.

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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	45	30	19	5
Female	48	41	32	21	6
Male	52	50	29	17	5
Economically disadvantaged	54	61	26	11	2
Not Economically disadvantaged	46	27	35	29	9
N/A Economically disadvantaged	‡	‡	‡	‡	‡
American Indian	‡	‡	‡	‡	‡
Asian	3	‡	‡	‡	‡
Black	19	71	21	7	1
Hispanic	9	54	28	15	3
Native Hawaiian	‡	‡	‡	‡	‡
Two or More Races	6	53	28	15	4
White	62	36	33	24	7
SD	14	79	15	5	1
Not SD	86	40	33	22	6
ELL	7	62	30	7	1
Not ELL	93	44	30	20	6

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), 2024 Reading Assessment.

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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	35	41	22	2
Female	49	29	42	26	3
Male	51	40	40	19	1
Economically disadvantaged	52	47	40	13	†
Not Economically disadvantaged	48	22	42	32	4
N/A Economically disadvantaged	†	†	†	†	†
American Indian	†	†	†	†	†
Asian	3	20	38	38	4
Black	14	57	34	9	†
Hispanic	12	43	41	15	1
Native Hawaiian	†	†	†	†	†
Two or More Races	5	37	39	21	3
White	65	29	43	26	3
SD	13	65	28	6	1
Not SD	87	30	43	25	2
ELL	8	65	30	4	†
Not ELL	92	32	42	24	2

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), 2024 Reading Assessment.

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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	90.87	2.16	94.23	1.55
		88.5	2.22	97.29	1.13
8	Math	92.47	1.62	94.51	1.75
		91.09	2.33	95.26	1.55

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 Early Childhood Elementary School (08897)

Sec. 1003 School Improvement Fund

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