

School Annual Education Report (AER) Early Childhood Elementary

January 31, 2022

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 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 following website <https://www.hamtramckschools.org/domain/166> or you may review a copy in the main office at your child's school.

For the 2021-22 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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been labeled.

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 was making slow and steady progress in student achievement in both English Language Arts and Mathematics on state assessments. One of the biggest challenges for Early Childhood Elementary is supporting our English Language Learners and students with an interrupted education with the core curriculum (English Language Arts, Mathematics, Science and Social Studies). Many students come to Early Childhood Elementary with limited to no English language proficiency, and many have limited or interrupted school experiences.

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
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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 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
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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 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

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
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No Data to Display

Annual Education Report Early Childhood Elementary School (08897)
Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.07%	N/A	99.35%

* All data based on students enrolled for a full academic year.

** More information regarding the Michigan School Index System can be found at the following link:

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)	11.00	1.00	9.1%	1.00	9.1%	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)	11.00	1.00	9.1%	1.00	9.1%	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)	11.00	1.00	9.1%	1.00	9.1%	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	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
Eligible	51	36	44	18	2
Not Eligible	49	12	37	40	11
Info not available	‡	‡	‡	‡	‡
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Students With Disabilities	11	60	29	10	1
Students Without Disabilities	89	19	42	31	7
English Language Learners	10	37	46	14	2
Not English Language Learners	90	22	40	31	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.

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	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
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
Students With Disabilities	10	75	25	5	0
Students Without Disabilities	90	27	73	34	9
English Language Learners	6	60	40	8	1
Not English Language Learners	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.

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	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
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
Students With Disabilities	10	74	26	10	1
Students Without Disabilities	90	31	69	34	8
English Language Learner	11	57	43	14	3
Not English Language Learner	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.

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	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	23	77	40	5
Students With Disabilities	11	71	29	5	0
Students Without Disabilities	89	21	79	35	3
English Language Learner	6	57	43	6	0
Not English Language Learner	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.

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	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	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 Early Childhood Elementary School (08897)

Sec. 1003 School Improvement Fund

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

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 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 approved curricula in all four core subject areas. They are aligned with the Michigan State Standards and are available for your review by 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 remain the same, 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 Foundations (phonics program) in the general education classroom and implanting strategies that scaffold the many English Learners in our classrooms. Additionally, math 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 i-Ready data.

The aggregate student achievement results for any local competency tests or nationally normed achievement tests: During the 2020-2021 school year, K-2 students took the iReady test in both Reading and Mathematics.

The iReady results are attached and should be considered with respect to the home circumstances under which the assessments were taken.

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	2020-2021 Conferences	%	Fall 2021 Conferences	%
Pre-K – 2nd	175/191	91%	141/141	100%

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