



January 13, 2023

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 Mattawan Early Childhood Education 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 Mrs. Eaton for assistance.

The AER is available for you to review electronically by visiting the following website: www.mattawanschools.org/ecec ([SEE Q.7 AND Q.8 OF THE 2021-22 AER FAQ DOCUMENT FOR DIRECTIONS](#)), 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 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 was identified as STATE HAS NOT BEEN GIVEN ONE OF THESE LABELS.

Mattawan Early Childhood Education STAR data scores are in comparison to students that are currently enrolled in Kindergarten to complete the state requirement for testing. Teachers have been working during PLC time to refine our reading and math curriculum to be rigorous, but age appropriate for our students. Our goal is to have our students be very well prepared to enter kindergarten academically, socially, and emotionally.



State law requires that we also report additional information about our school. The attached report will provide you with the following additional information about our school and our achievements:

- Information about our school, including the process for assigning students to our school
- Description of the specialized programs that we have available for students
- Our 3-5 year school improvement goals in the core content areas, and our progress to date in meeting those goals
- How to access a copy of our core curriculum and a description of its implementation
- Aggregate student achievement results for local assessments as required by law and nationally normed achievement tests administered within the district.
- Parent participation in parent teacher conferences

About our school:

Mattawan Consolidated School is a growing school district just west of Kalamazoo and Portage. The area is dotted with lakes and combines the advantages of rural living with close proximity to a metropolitan area. Halfway between Chicago and Detroit, we are a 3,800 student semi-rural/suburban school district on the fringe of Kalamazoo/Portage. Our school community serves families employed by higher- education institutions including Kalamazoo College, Western Michigan University and Kalamazoo Valley Community College, bio-tech and pharmaceutical industries, as well as multiple medical facilities. Mattawan Early Childhood Education Center serves approximately 80 students in Young Fives. There are 5 homerooms with students coming from somewhat diverse backgrounds. The organization of the school accommodates the developmental needs of students in early childhood and provides continuous progress of all students. Programs for students needing special support are provided in both language arts and mathematics. Inclusive special education services, pull our resources, and behavioral support are available. Children receive instruction in music, art, physical education, library skills and computer skills.

Process for Assigning Students to our School:

All students eligible to enter Kindergarten are able to attend Young Fives if they reside in the Mattawan Consolidated School district. Beginning in the 2015-16 school year, students had to be five on or before September 1 of the school year to be considered eligible by birthdate for kindergarten. We



are participating in the state-approved waiver system and will place children in Kindergarten or Young Fives according to the preferences of parents coupled with the results of screenings provided to indicate proper placement. The Mattawan Consolidated School District participates in the School of Choice program and Mattawan Early Childhood Education Center is frequently requested by parents as a school of choice. School of Choice students need to be transported directly to our school and/or transported to the closest bus stop on a consistent basis. Students are placed into classrooms by the Dean of Teaching and Learning with input from teachers, intervention specialists, the principal and parents. Classrooms are balanced based upon academic achievement, social skills and behavior, gender, ethnicity, special programming needs, work habits, relationships with other students, learning styles, instructional environment provided by the teacher, health concerns and socio-economic status. It is critically important that all classrooms be balanced according to the above criteria as student academic growth is a part of each teacher's evaluation and, above and beyond that, is one of our ultimate goals.

3-5 School Improvement Goals:

The School Improvement goals for the Early Childhood Education Center for the 2021-2022 school year are as follows: Organizational Goal to Develop, foster, and nurture all (100%) of student and staff members' learning and social-emotional growth by 06/10/2022 as measured by Panorama, student behavior referrals, and parent, student and staff survey results.

- All constituents (100% of students, staff members, and parents) connected to Mattawan Early Childhood Education Center will actively participate in and promote a positive and safe school culture.
- Remove barriers that attribute to the achievement gap of our students from poverty
- Teachers will continue to refine our reading and mathematics curriculum to meet the needs of our students

Mattawan Early Childhood Education Center remains focused on implementing best practices in all content areas. School staff organize themselves on teams each year (Language Arts, Math, Science, School Family Culture and Wellness, Family Engagement, and Technology) and work on analyzing data, studying and improving instructional practices, and implementing identified goals. Through this dedicated work of everyone in our school community we are able to accomplish high academic student achievement goals. The Mattawan Early Childhood Education Center Improvement Plan calls for action in improving student



achievement in all core content subject areas. We have identified key strategies, as well as interventions

The Mattawan Early Childhood Education Center staff also continues to focus on building a child- centered positive behavior culture, strengthening our own understanding of trauma-informed practices and the Whole Child Initiative, and fostering the integration of technology in the classroom, student and staff wellness, and the implementation of Early Learning Success intervention strategies.

Core Curriculum:

The core curriculum framework can be found [here](#).

2021-2022 STAR Results:

38% of Young Five students were at or above Kindergarten grade level at the end of year Kindergarten STAR assessment.

Parent Teacher Conference Participation:

100% of parents participated in our parent teacher conferences virtually.

We are very fortunate to have amazing teachers and wonderful families in our building and we are very proud of our students and the work that they put in at the ECEC.

Sincerely,

Stephanie Eaton
Mattawan ECEC Principal

Annual Education Report Mattawan Early Childhood Education Center (03950)

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 Mattawan Early Childhood Education Center (03950)

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 Mattawan Early Childhood Education Center (03950)

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 Mattawan Early Childhood Education Center (03950)

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 Mattawan Early Childhood Education Center (03950)

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 Mattawan Early Childhood Education Center (03950)

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 Mattawan Early Childhood Education Center (03950)

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												

Annual Education Report Mattawan Early Childhood Education Center (03950)

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 Mattawan Early Childhood Education Center (03950)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	61.47%	N/A	87.50%

* 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
Mattawan Early Childhood Education Center (03950)	7.00	1.00	14.3%	N/A	N/A	1.00	14.3%

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
Mattawan Early Childhood Education Center (03950)	1.00	1.00	100.0%	N/A	N/A	1.00	100.0%

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
Mattawan Early Childhood Education Center (03950)	7.00	0.00	0.0%	N/A	N/A	0.00	0.0%

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
Mattawan Early Childhood Education Center (03950)	7.00	0.00	0.0%	N/A	N/A	0.00	0.0%

Annual Education Report Mattawan Early Childhood Education Center (03950)
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.

Annual Education Report Mattawan Early Childhood Education Center (03950)
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.

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Annual Education Report Mattawan Early Childhood Education Center (03950)
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.

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Annual Education Report Mattawan Early Childhood Education Center (03950)

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 African 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.

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Annual Education Report Mattawan Early Childhood Education Center (03950)

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

Annual Education Report Mattawan Early Childhood Education Center (03950)
Sec. 1003 School Improvement Fund

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