



February 15, 2023

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 the Mattawan Later Elementary School. 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. Kristen Pratley for assistance.

The AER is available for you to review electronically by visiting our school website, 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. 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. 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%. Some schools are not identified with any of these labels. In these cases, no label is given. **Our school was not identified with any of these labels.**

While we continue to address challenges, we are pleased to report that our students continue to score at or above the demonstrated proficiency levels of their peers across the state in core subject areas. We are also working on initiatives relating to our students' social emotional learning, as well as positive behavior support systems. Math is an area of emphasis for our school this year, as well as continued focus on reading instruction.

State law requires that we also report additional information:

1. Process for assigning pupils to the school.
2. The status of the 3-5 year school improvement plan.
3. A brief description of the school.
4. Identify 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.
5. The aggregate student achievement results for any local competency tests or nationally normed achievement tests.
6. Identify the number and percent of students represented by parents at parent-teacher conferences.

At Mattawan Later Elementary School, we take pride in the work of our faculty and staff leading the teaching and learning that happens each day in our building. Even in these difficult times, our staff has proven their dedication and commitment to all our students. We have come a long way in many of the initiatives we are working on and look forward to the future.

Sincerely,

Kristen Pratley
Principal, Mattawan Later Elementary School

MATTAWAN CONSOLIDATED SCHOOL

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Student Placement

Students are placed into classrooms by the Dean of Teaching and Learning with input from teachers, intervention specialists, 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. It is extremely challenging to create balanced classrooms and also to satisfy all parents with their child's classroom placement as over 35% of Later Elementary parents may complete the Student Placement Form giving the parents' perspective regarding unique characteristics of their child. Many hours are spent helping parents feel comfortable with their child's placement while maintaining balanced classrooms.

K-12 Student Placement forms are available online within the forms section of the Later Elementary School website or in the main office. Given time spent and input considered in the placement of each student, class changes are rarely made. Student/parent requests for changes that reduce the rigor of a student's schedule, or to be with friends or a specific teacher are rarely made and only made when very extenuating circumstances are present. Any questions or concerns about a student's placement are discussed with the Dean of Teaching and Learning.

School Improvement Plan Status

Mattawan Later Elementary School has adopted the MICIP protocol from the State of Michigan. We are working on incorporating a Professional Learning Community culture, Social Emotional Learning (SEL), an academic focus on Curriculum Planning around the subjects of math and English Language Arts.

District initiatives around this effort include:

Social Emotional Learning (SEL)

- SEL curriculum adoption and alignment
- Implementation of SEL diagnostic tool
- Professional development in Capturing Kids' Hearts

Curriculum Planning-Math and English Language Arts

- Identify essential standards and scope and sequence.
- Develop common formative assessments and assessment rubrics.
- Professional development for PLC facilitators on curriculum planning.

About Our School

Mattawan Later Elementary School is located to the 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 780 student semi-rural/suburban school on the fringe of Kalamazoo/Portage. Our school community serves families employed by higher-education institutions (Kalamazoo College, Western Michigan University, and Kalamazoo Valley Community College); biotech and pharmaceutical industries, as well as multiple medical facilities. Our school community also serves many families employed in the service industry.

Mattawan Later Elementary is an elementary school serving students in grades 3-5. Students attend school from 8:40 am-3:45 pm. Each student has 90 minutes of math and 120 minutes of language arts daily. 30 minutes of language arts and 30 minutes of math are intervention

minutes each day. Students are retaught, reinforced, or enriched in those content areas during those times based upon each student's individual needs. Students have science and social studies either every day or alternating days with longer instructional sessions. Specials classes for LES students include technology, fitness, art, library, and music. Students attend each special once per week for 45 minutes.

This family oriented, education-minded community is attracting residents from the surrounding area and is becoming home to individuals and families new to the Kalamazoo area. Covering 52 square miles, the district currently educates approximately 3,500 students kindergarten through twelfth grade. Mattawan Consolidated School continues to grow and is prepared to continue our tradition of excellence.

Our Core Curriculum

A copy of the LES curriculum is available on our school's web page. Instruction at Mattawan Later Elementary is aligned with the Common Core State Standards in mathematics and language arts. Instruction in science is aligned with the Michigan Science Standards and social studies is aligned with the Grade Level Content Expectations (GLCEs). As the Next Generation Science Standards have been released and adopted by the State Board of Education, our instruction has become aligned over the past couple of years.

The core curriculum is implemented daily through the use of research-based materials and instructional best practices and quality instruction. Instruction is monitored and feedback is given regularly through administrative classroom walkthroughs, observations, and the district supervision and evaluation system.

In addition to our core curriculum, Mattawan Later Elementary School has a strong intervention program for students including:

- 30 minutes of intervention for all students daily in mathematics (provided by the classroom teacher, another teacher in teaching family, or math instructional specialist)
- Paraprofessional support during math instruction and/or intervention
- 30 minutes of intervention for all students daily in reading (provided by the classroom teacher, another teacher in teaching family, or reading support staff)
- Specific research-based reading interventions for all students demonstrating less than proficient skills in reading
- Advanced daily math instruction for identified students in fifth grade

Student Achievement Results on State Achievement Test

Students at Mattawan Later Elementary participate in the M-STEP. Students are tested every spring on the content expectations from the previous grade level. The following tables reflect the average achievement of students at Mattawan Later Elementary School on the M-STEP. *We are pleased to share that our school has been identified as a Reward School by the State of Michigan.*

**2021-2022 M-STEP ASSESSMENT
PERCENT PROFICIENT**

	STATE (%)	MATTAWAN (%)	DIFFERENCE (%)
3rd ELA	41.6	62.9	21.3
3rd Math	41.5	63.4	21.9
4th ELA	43.4	67.6	24.2
4th Math	36.7	61.4	24.7
5th ELA	43.1	56.5	13.4
5th Math	30.0	54.5	24.5
5th Social Studies	15.5	23.6	8.1
5th Science	38.2	58.3	20.1

Parent Teacher Conferences

The Later Elementary School is pleased to report that our parent teacher conferences in the Fall and spring exceeded 95% participation by our parents. This represents approximately conferences held for 740 students. Our school has regularly had a high level of conference participation.