



Ypsilanti Community Schools

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www.ycschools.us

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Perry Early Learning 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 Dr. Connie A. Thompson for assistance.

The AER is available for you to review electronically by visiting the following web site www.ycschools.us or you may review a copy in the main office at your child's school.

One of our biggest challenges is student absenteeism. Although our average daily attendance was 93.22%, 22.7% of our students were absent 10 or more days during the school year. We worked closely with the district, county officials (e.g., social service agencies, police department) to implement stricter guidelines for parents who failed to send their children to school. We recognize that it is difficult to hold young students accountable for academic improvement when their parents fail to send them to school on a consistent basis. We worked diligently to establish a solid foundation for developing strong math and reading skills for our students as well as providing enrichment opportunities to accelerate our students' math and reading skills. Resources that we used to develop and accelerate reading and math skills included: daily 90 minute reading and math blocks, guaranteed math (Every Day Math) and reading (MAISA, Words Their Way) curriculum, small group interventions, guided reading groups, online programs that facilitate skill development such as Reflex math and RAZ Kids, focused vocabulary instruction, play-based and project-based instruction.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- Perry ELC is a "School of Choice" school. This means we allow students from other school districts to enroll in our school. School of Choice forms are available online (www.ycschools.us)

or in our office. We have two open enrollment times for school of choice students. The are:

- Mid June – Early October (Fall Student Count Day)
 - Mid December – Early February (Winter Student Count Day) for the second semester of the current school year.
 - We strive to maintain balanced classroom sizes when we enroll kindergarten and 1st grade students (school of choice and district residents) throughout each academic year. When enrolling students, we also work hard to create diverse classrooms that include a fair representation of boys and girls, students from varied socio-economic backgrounds and ethnicities.
2. Our building is in year three of our School Improvement Plan Our school improvement goals are focused on ELA (Reading and Writing), Math, and Culture and Climate. We engage in a continuous process of tracking and monitoring data throughout the year to ensure that our students are making progress in each goal area. We will evaluate our progress at the end of the 2015-2016 academic year to determine the amount of progress that we have made on each goal and to identify areas where we need to continue to make progress.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Perry Early Learning Center is comprised of two preschool programs, Head Start and Great Start Readiness Program (GSRP), an Early Childhood Special Education Program (three classrooms), and kindergarten and first grade programs. In addition, Perry offers a specialized school in the areas of a special education program in kindergarten and first grade, which includes a teacher consultant, speech and language pathologists, occupational therapist, physical therapist, school social worker, and school psychologist.

- **Head Start/GSRP Preschool Programs**

These center-based programs facilitate school readiness through play-based instruction. Students engage in inquiry and problem solving through play in order to develop foundational social-emotional, cognitive, literacy, and math skills. Health and nutrition are integral components of these programs as is parent engagement in children's learning and educational growth.

- **Early Childhood Special Education Program**

The ECSE programs provide specialized 1/2 day instruction for students with disabilities age 2 1/2 to 5 years. Certified

preschool teachers with a special education endorsement work with young children to improve their cognitive, language, social-emotional, fine and gross motor skills and to develop (pre) literacy and math skills. Speech language pathologists, occupational, and physical therapists work closely with students and classroom teachers within the classroom context to support students' overall development.

- **Teacher Consultant**

A certified special education teacher meets with students individually or in small groups targeting academic or behavior concerns with the general education classroom. Students must have met the criteria from the State of Michigan and an Individualized Education Plan (IEP) must be in place prior to a student receiving teacher consultant support.

- **Speech and Language**

Certified speech and language pathologists meet with students individually or in small groups, targeting areas needing improvement to communicate with others. Students must have met the criteria from the State of Michigan and an Individualized Education Plan (IEP) must be in place prior to a student receiving speech and language support.

- **School Social Worker**

A certified social worker meets on an as needed basis with students who need extra support with social-emotional skills development, behavior and/or family issues. Students must have met the criteria from the State of Michigan and an Individualized Education Plan (IEP) must be in place prior to a student receiving social work support.

- **School Psychologist**

A certified school psychologist works one on one with students assessing their needs in areas of academic concerns. He/she is responsible for administering tests to verify an academic concern. All students must have a signed release form from his/her parents before the school psychologist can meet with the child.

- **Washtenaw Intermediate School District (WISD)**

The intermediate school district provides supports for preschool students, classrooms and teachers in order to ensure that students are progressing toward goals and classroom teachers and the site administrator comply with state and federal program requirements.

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

Perry ELC's core curriculum may be accessed from the district's intranet site. Our math curriculum consists of the Every Day Math program and supplemental online programs. Our ELA curriculum includes the MAISA Reading and Writing curriculum, Words Their Way, and supplemental online reading programs. We align the Common Core State Standards (CCSS) with our curriculum in order to match our programs with the rigor of the State's expectations. The administrator and teachers maintain a database to track and monitor gains in reading and math at least three times per year.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Perry- Math

	Low less than 21%ile	Low Average 21-40 %ile	Average 41-60 %ile	Hi Average 61-80 %ile	Hi over 80 %ile	Norm Grade Level Mean RIT	Mean RIT & Std Dev	• or - From Norm	Std Dev	at or above grade level
Fall 1 st grade	54 % (54)	25% (25)	12% (12)	8% (8)	2% (2)	162.4	149.8	-12.6	11.1	18(100)
Spring 1 st grade	27 % (35)	29% (37)	14% (18)	16% (20)	15 % (19)	180.8	176.8	-4.0	15.6	47(129)

Perry- Reading

	Low less than 21%ile	Low Average 21-40 %ile	Average 41-60 %ile	Hi Average 61-80 %ile	Hi over 80 %ile	Norm Grade Level Mean RIT	Mean RIT & Std Dev	• or - From Norm	Std Dev	at or above grade level
Fall 1 st grade	51 % (51)	27% (27)	14% (14)	4% (4)	4 % (4)	160.7	149	-11.7	10.6	18(100)
Spring 1 st grade	42 % (54)	29% (37)	15% (19)	10% (8)	7 % (9)	177.5	168.6	-8.9	13.2	25(129)

	PreK	K
Perry	TS Gold Assessment Literacy	Kindergarten Assessment

	Spring Scores – 96% met widely held expectations Mathematics Spring Scores - 94% met widely held expectations	Literacy Spring Scores – 94% met widely held expectations Mathematics Spring Scores – 94.7% met widely held expectations
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6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Perry	PreK – 169 Students	K – 199 Students	1 – 161 Students
Perry	Fall Conferences: 89%	Fall Conferences: 86%	Fall Conferences: 76%

Our Vision: A community of learners pursuing our personal best!

Our Mission: Perry Early Learning Center believes that all children can learn and is committed to providing an innovative environment that maximizes the development of every child through school, family, and community partnerships.

Sincerely,

Connie A. Thompson, Ph.D.
Principal
Perry Early Learning Center