

Stepanski Early Childhood Center

Annual Education Report (AER) Cover Letter

September 1, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for Stepanski Early Childhood Center. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality.

The AER is available for you to review electronically by visiting the following web site www.waterford.k12.mi.us/stepanski or you may review a copy from the Principal's office at school.

Stepanski staff committed are continuously working to improve. Staff meets throughout the year to analyze student achievement data and improve instruction. We appreciate the continued support of parents, staff and our community in this effort.

State law requires that we also report additional information.

1) PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

- a) Students are assigned to their elementary, middle, and high school buildings based upon established geographical boundaries at each level. Students from outside of the district are admitted through a School of Choice process in kindergarten only and are placed at buildings based upon space available.

2) THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

- a) The District received accreditation through the North Central Association starting in the 2009-2010 school year. This process placed the district in the top 5% of districts across the country that have been designated as being nationally accredited.

3) A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- a) Kingsley Montgomery School (KMS), formerly known as Montgomery Developmental Training Center, is a segregated special education facility that provides support for severe cognitive impaired (SCI), severe multiply impaired (SXI), post secondary cognitive impaired (MoCI), and severe emotionally impaired (SEI) students. Kingsley Montgomery School has been providing special education services since January 1979, starting with SXI and SCI students. Students and staff from the Waterford Training Institute merged with Montgomery Developmental Training Center in the 1997-98 school year and the center was renamed Kingsley Montgomery School. Kingsley Montgomery School currently provides center-based support for SXI and SCI students who are 3 to 26 years of age. KMS currently has three SXI classrooms located in three general education buildings. These classrooms are located at Grayson Elementary, Mason Middle, and Mott High Schools. At KMS there are two SCI and four SXI classrooms, along with seven SEI classrooms.
- b) Children's Village School is a North Central Association accredited facility owned by Oakland County and operated by the Waterford School District. The school serves children in grades K-12 who have been adjudicated via the Probate Court for delinquency, neglect, truancy at

home/school, or incorrigibility at home/school. These students come from all 28 school districts in Oakland County, other counties within the State of Michigan and also some out-of-State students.

- 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
 - a) The core curriculum can be accessed through the district website at <http://www.waterford.k12.mi.us/curriculum/contact.htm>. It was implemented in alignment with the State of Michigan which has a comprehensive curriculum for all grade levels. There are no variances from the state's model.

- 5) Head Start, GSRP, and preschool children are assessed using the High/Scope Child Observation Record. All four year olds in these programs are assessed using the Michigan Literacy Progress Profile (MLPP). Kindergarten students are assessed using the MLPP and the DRA (Developmental Reading Assessment). Our exiting kindergarten children averaged a 4.7 reading level on the DRA.

- 6) The GSRP program is funded by the Michigan Department of Education. Head Start is funded by the Federal Government. The effectiveness of these programs is measured each year by looking at student data. We looked at the third grade MEAP scores and pulled out the third graders who were in our PEP or Head Start programs. **Data showed the following: 84%-88% of GSRP and Head Start students passed the Reading portion of the MEAP. 82%-86% of GSRP and head Start students passed the Math portion of the MEAP.** These results certainly support the benefits of early childhood classes for children with risk factors such as poverty, chronic illness, parental loss, etc.

- 7) IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
 - a) Teachers conferred with parents representing all (100%) of the students at Stepanski one or more times during the 2008-2009 and 2009-2010 school year.

We are proud of our progress and accomplishments at Stepanski Early Childhood Center, including our NCA and NAEYC accreditations. This report provides a glimpse of our school through statistics and data. We hope you will also visit us to feel the pride and excitement we have for our school.

Sincerely,

Catherine M. Force

Catherine M. Force
Principal

Full Annual Education Report

School-Level Student Assessment Data for Oakland Schools, Waterford School District, Stepanski Early Childhood Center

Michigan Educational Assessment Program (MEAP)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
No records to display.									

Michigan Merit Examination (MME)

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
No records to display.									

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
No records to display.								

2009-10 School-Level Accountability (AYP) Detail Reporting for Oakland Schools, Waterford School District, Stepanski Early Childhood Center

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99%	94.5%
Mathematics	98.8%	92.8%
School		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	96.7%	89%
Mathematics	96.3%	86.4%
School		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
American Indian or Alaska Native		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	102.8%	92%
Mathematics	94.4%	88%
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	100%	94.5%
Mathematics	100%	95.5%
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.1%	92.1%
Mathematics	98.5%	89%
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.3%	95.2%
Mathematics	99.1%	93.7%
School		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	105.1%	92.6%
Mathematics	108.8%	91.2%
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	113.9%	69%
Mathematics	113.4%	66%
School		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	102.6%	91.6%
Mathematics	102.5%	90%
School		
English Language Arts / Reading	N/A	N/A
Mathematics	N/A	N/A

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

* [AYP Targets \(Annual Measurable Objectives\)](#)

Graduation Rate (High Schools only) (Goal 80%)
All Students
State

Graduation Rate (High Schools only) (Goal 80%)	
	75.39%
District	
	75.42%
Black or African American	
State	
	56.59%
District	
	64.52%
American Indian or Alaska Native	
State	
	65%
District	
	<10
Asian, Native Hawaiian, or Pacific Islander	

Graduation Rate (High Schools only)
(Goal 80%)

State

84.47%

District

87.5%

Hispanic or Latino

State

59.94%

District

60.32%

White

State

81.85%

District

77.28%

Graduation Rate (High Schools only)
(Goal 80%)

Multiracial

State

71.12%

Limited English Proficient

State

65.51%

District

56.25%

Students with Disabilities

State

57.61%

District

56.76%

Graduation Rate (High Schools only)
(Goal 80%)

Economically Disadvantaged

State

59.8%

District

59.54%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

95.5%

School

95.4%

Black or African American

**Attendance Rate
(Goal 90%)**

State

91%

District

95%

School

95.5%

American Indian or Alaska Native

State

93.7%

District

93.6%

School

97.1%

Asian, Native Hawaiian, or Pacific Islander

**Attendance Rate
(Goal 90%)**

State

96.5%

District

97.2%

School

100%

Hispanic or Latino

State

94.1%

District

95.1%

School

96.1%

White

**Attendance Rate
(Goal 90%)**

State

95.7%

District

95.5%

School

95.2%

Multiracial

State

94.8%

Limited English Proficient

State

94.6%

District

95.9%

**Attendance Rate
(Goal 90%)**

Students with Disabilities

State

93.5%

District

94.6%

School

96.8%

Economically Disadvantaged

State

94.8%

District

95.6%

School

95.5%

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

** More information regarding AYP can be found at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

2009-10 School-Level Accountability (AYP) Status Reporting for Oakland Schools, Waterford School District, Stepanski Early Childhood Center

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
No				No Grade	N/A	0

December, 2009 School-Level Teacher Quality Reporting for Oakland Schools, Waterford School District, Stepanski Early Childhood Center

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	7	10	1

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
Not ELL	97	21	43	31	5

† 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 Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
Student is an English Language Learner					
ELL	2	58	32	10	0
Not ELL	98	32	37	24	7

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
#		‡	‡	‡	‡
Info not available		‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	10	66	24	8	3
Not SD	90	32	36	25	7
Student is an English Language Learner					
ELL	3	65	26	9	1
Not ELL	97	35	35	24	7

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	†	†	†	†	†
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	†	†	†	†
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability					
SD	9	73	22	4	#
Not SD	91	23	43	30	3
Student is an English Language Learner					
ELL	2	60	33	8	#
Not ELL	98	27	42	28	3

Rounds to zero

† Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
	Reading	72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
	Reading	70.72	3.239	70.46	3.298	85.15	4.505