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Michelle Pogliano, Principal

# AA Preschool and Family Center

2009-2010 ANNUAL REPORT

2009-2010 Board of Education • Deb Mexicotte, President • Irene Patalan, Vice President  
Susan Baskett, Simone Lightfoot, Glenn Nelson, Christine Stead, Andy Thomas

## Mission Statement

In partnership, the staff, families and community members of the Preschool and Family Center provide a nurturing learning environment which fosters the individual development of children, leads to lifelong learning and enhances contributions to society.

## Program Descriptions

**Early Intervention Program:** For Part C and Part B eligible children aged birth to 3 years, home visits and on-site therapy sessions occur. Average annual enrollment is 90-100 students. 160 students were enrolled during the 2009-10 school year.

**Center-Based Preschool Program:** Funded through Head Start and the Michigan Department of Education with four one-half day sessions per week. Friday home visits from teaching team 154 students enrolled in Head Start; 46 students enrolled in Michigan School Readiness Programs. Eligibility is based on income guidelines and identified risk factors.

**Early Childhood Developmentally Delayed Classroom program:** Early Childhood classrooms to meet the needs of students with a range of developmental delays. Children ages 2 ½ through 5 attend four one-half day sessions. 38 students were served during the 2009-10 school year. Social-Communication classrooms focus to meet the needs of student with severe language/communication and social delay or who are identified ASD. Fifty-four students enrolled for the 2009-10 school year. 10 students were enrolled in an ECSE classroom for students with severe multiple impairments. Classrooms are supported by a Speech Therapist, Occupational Therapist, and a Physical Therapist. Home visits 2-3 times per year.

**Community Special Education services: Includes** intervention for students in the district under 5 years of age needing Speech/Language Therapy, Occupational Therapy, Physical Therapy, and/or Teacher Consultant services who are not eligible for an AAPS preschool program. Therapies are offered in small groups and at times individually depending on student needs. Approximately 80-90 students served annually. 123 children and families received some type of service this year.

**Special Education Evaluations:** 275 comprehensive special education evaluations were completed on children ages birth -5 years for the purpose of determining initial eligibility or reevaluation of special education eligibility. 530 Individualized Education Plans/Individualized Family Service Plans were written/reviewed during the 2009-10 school year.

## 2009-2010 Student Achievement Goals

*The school student achievement goals are now based on district-wide achievement goals with the focus of academic success for all students. These goals reflect the district's commitment to facilitate systemic academic improvement at each school throughout this district.*

## GOALS

- To improve academic achievement for all students
- To improve special education services for students with special needs
- To improve facilities
- To improve marketing of programs and services
- To improve the integration of technology to benefit student learning and achievement
- To create a climate of equity and acceptance that respects, values and responds to the diversity of all its members
- To develop a guiding framework for transitioning the district to a systemic approach for Professional Development

## Issues, Decisions, and Accomplishments

Three goals have been identified for the preschool program. The Goals are:

- Goal 1 Alignment of the Preschool Curriculum with State and Federal Standards will ensure continuity of instructional programs and methodologies across all Preschool programs
- Goal 2 Implement the district plan for equity
- Goal 3 Increase visibility of all Preschool programs across the district and community

## Major Issues Identified for Next Year's Team

- Refine curriculum base, common instructional methodologies and outcomes for all P-K classrooms including ECDD classrooms.
- Evaluate developmental progress reports and parent reports across all programs to ensure parents are informed of student progress.
- Maintain informed staff within a professional learning community
- Implement common math and literacy curriculum across all preschool programs
- Increase parent involvement and understanding of child's school experience.
- Collect data across academic and social domains to ensure successful implementation of preschool programs.
- In collaboration with Elementary colleagues, develop a more comprehensive transition plan for children going to Kindergarten in the fall of the next school year

## 2009-2010 SIT Team Members

Members are volunteers. Presently serving: Michelle Pogliano, Marifran Brown, Debra Roberts, James Podojil and Sophia Dubreuil

## Ann Arbor Preschool Points of Pride

- Successful implementation of three integrated P-K classrooms
- Kindergarten transition activities
- Curriculum coordination across all programs
- Parent, Community and Project Outreach volunteers.
- Parent training and support programming
- Continuum of programming
- Monthly family activities.
- Maintained VB-Mapp implementation
- Obtained NAEYC Accreditation

## Staff Development Activities:

- Social Language skill development
- Toilet Training the Child with Special Needs
- Non-Violent Crisis Prevention
- Creative Curriculum
- Equity
- Behavior Problems, Behavioral Supports, Sensory Strategies
- Culturally Relevant Curriculum
- Special Education compliance
- Team Building
- Data Driven Dialogues
- Phonological Awareness
- Supporting Student and Family Mental Health Through Community Resources

# Preschool Family and Learning Center

2009-2010

**Core Curriculum Status:** Preschool outcomes have been implemented to align with existing kindergarten goals. General Education classes follow the “Creative Curriculum” with the addition “Dialogic Reading” and “Every Day Math” for Preschool. The ECDD (Early Childhood Developmentally Delayed classroom curriculum is based on individual IEP goals using a variety of methodologies to meet the goals.

**Highly Qualified Teachers:** The federal No Child Left Behind law requires public school elementary and secondary teachers to meet their state's definition of highly qualified teacher for each core academic subject they teach. These qualifications include a bachelor's degree, full state certification as defined by the state, and demonstrated competency, as defined by the state, in each core academic subject area they teach. Currently 100% of Preschool teachers meet this requirement

**District Graduation Data:** The 2009 graduation rate was 87.7%.

**Specialized Schools:** In addition to the regular K-12 and adult education programs, the Ann Arbor Public Schools provide educational alternatives and meet the special education needs of students. See the district annual report or call 994-2236 for additional information.

**Student Attendance:** A school's attendance rate is calculated as the total number of possible days of attendance for all students in the school, divided by the total number of possible days of attendance for all students. Ann Arbor Preschool and Family Center attendance rate for 2009-10, as calculated by the state, was 36.0%.

## 2009-2010 ENROLLMENT

<b>Ethnic Group</b>	<b>Caucasian</b>	<b>African American</b>	<b>Asian/Pac. Islander</b>	<b>Other</b>	<b>Female</b>	<b>Male</b>
<b>Number</b>	141	112	37	174	280	186
<b>Percentage</b>	30.2	24.0	8.0	37.3	60	40
<b>Total Enrollment</b>	466					

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity available in any school on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, socio-economic status, height, weight, marital or familial status, or disability.

## Full Annual Education Report

# School-Level Student Assessment Data for Washtenaw ISD, Ann Arbor Public Schools, Ann Arbor Preschool and Family 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 Washtenaw ISD, Ann Arbor Public Schools, Ann Arbor Preschool and Family 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		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	99.3%	96.8%
Mathematics	99.5%	96.9%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	98.7%	91%
Mathematics	98.6%	89.7%
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	99.8%	98.4%
Mathematics	100.2%	99.3%
Hispanic or Latino		
State		
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	98.6%	92.5%
Mathematics	99.5%	93.9%
White		
State		
English Language Arts / Reading	99.4%	95.3%

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.5%	98%
Mathematics	99.6%	98.2%
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	99%	97.2%
Mathematics	99.1%	97.1%
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		

<b>Subject</b>	<b>% Tested (Goal 95%)</b>	<b>% Proficient for AYP*</b>
English Language Arts / Reading	85.2%	83.5%
Mathematics	98.9%	93.4%
Students with Disabilities		
State		
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	97.8%	81.6%
Mathematics	98.2%	82.2%
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	97.7%	90.7%
Mathematics	98.7%	91.3%

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

75.39%

District

87.76%

Black or African American

State

56.59%

District

73.58%

American Indian or Alaska Native

State

65%

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

District

<10

Asian, Native Hawaiian, or Pacific Islander

State

84.47%

District

93.44%

Hispanic or Latino

State

59.94%

District

68.42%

White

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

State

81.85%

District

92.1%

Multiracial

State

71.12%

District

83.75%

Limited English Proficient

State

65.51%

District

52.94%

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

Students with Disabilities

State

57.61%

District

73.81%

Economically Disadvantaged

State

59.8%

District

63.44%

**Attendance Rate**  
**(Goal 90%)**

All Students

State

<b>Attendance Rate (Goal 90%)</b>	
	94.7%
District	
	95.5%
Black or African American	
State	
	91%
District	
	94.4%
American Indian or Alaska Native	
State	
	93.7%
District	
	94.7%
Asian, Native Hawaiian, or Pacific Islander	

**Attendance Rate  
(Goal 90%)**

State

96.5%

District

96.7%

Hispanic or Latino

State

94.1%

District

95.2%

White

State

95.7%

District

95.6%

**Attendance Rate  
(Goal 90%)**

Multiracial

State

94.8%

District

95.1%

Limited English Proficient

State

94.6%

District

95.2%

Students with Disabilities

State

93.5%

<b>Attendance Rate (Goal 90%)</b>	
District	
	94.3%
Economically Disadvantaged	
State	
	94.8%
District	
	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](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%



# 2009-10 School-Level Accountability (AYP) Status Reporting for Washtenaw ISD, Ann Arbor Public Schools, Ann Arbor Preschool and Family 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 records to display.						

# December, 2009 School-Level Teacher Quality Reporting for Washtenaw ISD, Ann Arbor Public Schools, Ann Arbor Preschool and Family Center

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	9	23	0

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%
	<b>School Aggregate</b>
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	

# 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					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

‡ 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					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
having a disability	10	75	22	2	1
SD	90	27	39	27	7
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

‡ 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					

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
having a disability	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

# 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	‡	‡	‡	‡

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
Student classified as having a disability	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

# 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