

# Detroit Public Schools

## Beard Early Childhood Center

### Annual Education Report (AER)

August 16, 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 the Beard 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. If you have any questions about the AER, please contact us at (313) 873-6473 or email us at [AER@detroitk12.org](mailto:AER@detroitk12.org) if you need assistance.

The AER is available for you to review electronically by visiting the following web site [www.detroitk12.org/AER](http://www.detroitk12.org/AER) or you may review a copy in Beard Early Childhood Center's office.

Our school does not receive an Adequate Yearly Progress Status. To ensure our children's later school success, Beard ECC provides a caring environment designed to develop the physical, emotional, social, and cognitive skills of our children. Our early literacy curriculum, helps to develop our children's pre-reading, language, vocabulary and numbers skills. We will continue to lay the foundation for our children's academic success in order to positively impact Adequate Yearly Progress.

Parental Involvement is important to our school community. Beard ECC has partnered with Southwest Solutions and the Harriet Taubman Center to help organize parents groups and community partners to create schools of excellence in Southwest Detroit schools. "Our Kids Come First" is an initiative for parents that was started to help maintain safe and clean schools, increase parental involvement, and incorporate the "whole" family and their needs from child care to health care, etc. Beard ECC has monthly parent meetings to discuss various topics such as, academic achievement, school and home safety and parental involvement to name just a few.

Parents/guardians you can become involved in the successful education of your child(ren) by:

- Making sure that your child is in school every day possible!
  - Make sure they arrive;
    - On time!
    - On Task!
    - Ready to learn!
- Establish a daily family routine with scheduled homework time.
  - Designate a time and place for your child to do homework. Make sure all assignments are completed and promptly returned when due.
  - Be aware of tests and project schedules
- Use TV wisely

# Detroit Public Schools

- Academic Achievement drops for children who watch more than 10 hours a week.
  - Limit the amount of time spent watching TV
  - Select educational programs
  - Watch and discuss shows with your child(ren). This will help children understand how stories are structured.
- Make sure your child has access to a computer and the Internet
  - Partner with your child's teacher, stay informed about your child(ren)'s progress at school.
  - Participate on local school committees
  - Become a member of the Local School Community Organization (LSCO)
  - Volunteer in and around school

## Detroit Public Schools' Core Curriculum:

Attached

State law requires that we also report additional information.

## Process for assigning pupils to the school

During the 2009-2010 school year, students were required to live within the boundary of the school to which they were assigned.

During the 2010-2011 school year, Detroit Public Schools implemented the "Open Enrollment Initiative. This initiative allows students to elect to attend any Detroit Public School without being required to live within the boundary for that school. The "Open Enrollment Initiative" does not apply to the Examination High Schools, or Application Schools. Parents may enroll their child(ren) in the school of their interest as long as the school has not reached capacity for their particular grade. Enrollment preference is given to students who live within the boundary of a school. It should also be noted that transportation will not be provided for students who select a school outside of the boundary of their home school. Open Enrollment Initiative resources can be found on our web-site at: [http://detroitk12.org/resources/prospective\\_students/](http://detroitk12.org/resources/prospective_students/)

## School Improvement Status

Year	School Improvement Status
2009-2010	N/A
2008-2009	N/A

## School Description

Beard ECC is the only childhood center in the district, serving students ages 3½ to 5 years old. We give students an opportunity to become literate in both Spanish and English. The curriculum is designed to prepare students academically and socially. We have an Extended-Day Kindergarten Readiness Program and a Kindergarten Academy. We offer summer classes and children can participate in our choir, field trips and other activities. Every staff member has at least a master's degree.

# Detroit Public Schools

## Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly Benchmark Assessment in Reading and Mathematics for Beard ECC can be found on the Detroit Public Schools' web-page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>. The following reports are available:

- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports
- Adequate Yearly Progress (AYP) Reports
- Annual Education Report
- Beard ECC Pre-Kindergarten and Kindergarten Proficiency Report (Attached)

A hard copy is also available in the school's office. Contact the school's principal for more details.

## ***Parent-Teacher Conferences (Interactions)***

The Detroit Public Schools' Office of Research, Evaluation, Assessment and Accountability is developing a data collection system which will enable the district to comply with the Annual Education Report criteria of identifying the number and percent of students represented by parents at Parent-Teacher-Conferences. We are currently able to report the number of parent interactions as ascertained by Parent-Teacher-Conferences signature lists submitted by DPS schools. In the future, we will report the data according to the Annual Education Report criteria.

During the 2009-2010 school year, Beard Early Childhood Center reported 51 parent interactions.

We would like to wish the students, parents and community a successful school year.

Sincerely,

Sabrina Evans, Principal



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# Detroit Public Schools

## BEARD EARLY CHILDHOOD CENTER PERCENTAGE OF PREKINDERGARTEN AND KINDERGARTEN STUDENTS MEETING PROFICIENCY

Grade Level	Final Marking for School Year:	Total Number of Students Assessed	Assessed Students Meeting Proficiency*								
			Social Emotional	Health/ Safety/ Nutrition	Physical Development- Gross Motor	Physical Development - Fine Motor	Visual & Performing Arts	Language Arts	Mathematics	Science	Social Studies
Prekindergarten	2008/2009	98	n=98 100%	n=98 100%	n=95 97%	n=97 99%	n=97 99%	n=95 97%	n=96 98%	n=96 98%	n=94 96%
Prekindergarten	2009/2010	97	n=96 99%	n=93 96%	n=97 100%	n=97 100%	n=97 100%	n=94 97%	n=96 99%	n=95 98%	n=86 89%
Kindergarten	2008/2009	75	n=66 88%	n=71 95%	n=71 95%	n=71 95%	n=71 95%	n=55 73%	n=48 64%	n=69 92%	n=67 89%
Kindergarten	2009/2010	62	n=59 95%	n=61 98%	n=62 100%	n=62 100%	n=59 95%	n=52 84%	n=47 76%	n=54 87%	n=53 85%

\* Students are assessed on performance levels ranging from 1 to 4. A performance level greater than 2 is considered to be proficient.

### Performance Levels

- 1 Needs Time
- 2 Developing
- 3 Regularly
- 4 Consistently



DETROIT PUBLIC SCHOOLS



# Detroit Public Schools

## Detroit Public Schools' Core Curriculum:

Consistent with the District academic plan, **Excellent Schools for Every Child**, there are aggressive plans to accelerate the rate of student achievement and to ensure that students graduate with the academic and social skills necessary for success in college and the workplace.

### Specific curriculum actions include:

- \*alignment of the curriculum, lessons planning and pacing calendars to national and state standards
- \*ensuring that material and texts and supplemental resources and used in the classroom are directly linked to and with the grade expectations
- \*defined grade level expectations to create alignment throughout the school
- \* Administration and review of quarterly benchmark assessments for students in grades 3-12
- \*use pre-intervention tools such as the Dynamic Indicator of Basic Early Literacy Skills (DIBLES) to assess language fluency for students on grades Prek-2 to ensure literacy foundation for reading success
- \*use of the data (both formal and informal) to inform teaching strategies and professional development needs for staff, including but not limited to, teachers and administrators
- \*focused professional development on the use of appropriate curriculum and teaching strategies, monitoring results and developing the interventions for re-teaching, as necessary
- \*use technology (Learning Village/an on-line instructional management system) as a tool to manage instruction and teacher practice

### Access to the Core Curriculum

The instructional strategies and grade level expectations are aligned to the state standards and the NAEP. This represents the core curriculum which is supported by the texts, materials, computer soft ware and other school level resources used daily in the classrooms. All of the professional development activities are aligned to the core curriculum.

The implementation is a process delineated in the District Plan **Excellent Schools for Every Child**. This plan serves as the framework for each school's academic achievement plan. The frequent monitoring of the implementation of these plans is conducted by the school diagnostic visits, review of the benchmark assessments, use of the teacher evaluation tool and adherence to the pacing calendar.

# Detroit Public Schools

The variances from the state plan can be found in the grade level expectations which are also aligned to the higher standards of NAEP.

A Summer Parent University is offered with classes to increase parenting skills, early childhood literacy, adult literacy and GED. During the school year, the Regional Parent Resource Center are a vehicle for parents and other community member to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. Learning Village (an on line instructional management system)

Web updates and semi-annual progress reports are also a means to disseminate information to parents and community.

Detroit Public Schools Core Curriculum is currently under revision. Pacing Charts and Curriculum guided will be posted to the Academic Affairs page of our web-site in the near future.

## **Parent Engagement**

- \*Use the technology portal for parents to view daily lessons and to communication with teachers

- \*implement and follow through with the parent contracts

- \*increase the Volunteer Reading Corps from approximately 5000 volunteers this year to 10,000 for next school year

- \*use the Parent Resource Center to engage parents in innovative workshops and session that are practical and will result in parent support to students at home