



## School Annual Education Report (AER) Cover Letter

August 19, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for the Student Learning Center West. 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 Katherine Hodge for assistance.

The AER is available for you to review electronically by visiting the following web site [www.sresd.org](http://www.sresd.org) or you may review a copy in our main office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not been given one of these labels.

We are currently in the Third year of a three year school improvement plan and is directed by department need and the Michigan School Improvement and Comprehensive Needs Assessment. Our overall goal is to help students become as independent as possible within the school, home and community. To work toward this goal, both specific impairment as well as cross-department goals have been established.

State law requires that we also report additional information.

1. Enrollment process:

Shiawassee RESD works with Shiawassee County local districts to provide center based programs and services to students, as determined through the IEP process. The Student Learning Center does not enroll students independent of local district involvement. Parents interested in enrolling students into the Center Based Programs should contact their local Special Education Supervisor.

2. Status of the School Improvement Plan

We are in the second year of a three year plan working on the following goals:

- a. ELA: Communication Goals:
- b. Math: Preparation for Graduation or Daily Living Skills
- c. Science: Understanding Role in the Environment
- d. Social Studies for Affective and Social Skills Development

Achievement will be based on a multiple of sources/types of data drawn from each students IEP.

3. SRESD special education programs serves students in and from the eight local school districts in Shiawassee County ranging in age from birth to 26 years old. The Learning Center staff work with local districts and families to provide center-based programs and services to students, as determined through the IEP process. Services are provided to students who are eligible to receive services under the categories of moderate and severe cognitive impairments, severe multiple impairments, autism spectrum disorders, and emotional impairments. Student Learning Center does not enroll students independent of local involvement.
4. The Student Learning Center's academic focus aligns with the National Core Curriculum. Expectations are adapted to meet the individual needs of each student. Participation and Supported Independence Supports are used to support the Core Curriculum for the Severely Cognitively and Moderately Cognitively Impaired programs. The programs for the Emotionally Impaired follow the state standards. Each classroom incorporates lessons in literacy, math, science, social studies, and functional daily skills. IEP goals are individualized and supported throughout the day.
5. In grades 3 through 8 and 11, 56 students were assessed in MI-Access. 11 using Participation, 36 using Supported Independence and 9 students using Functional Independence. 9 were assessed in MEAP and 11 in MEAP-ACCESS. Additionally, one 11<sup>th</sup> grader was assessed using the Michigan Merit Examination (MME). For achievement data for students attending SRESD Special Education Programs, visit <http://tinyurl.com/le36sd3>.

Based on the low number of students tested per grade level for all of these assessments, the results are not included in this report.

6. Number and percent of students represented by parents at Parent-Teacher Conferences:

Year	% Participation
2012/2013	59%
2013/2014	63%

We are pleased to serve our families and students at the Student Learning Center. We look forward to continued collaboration and success.

Sincerely,

Katherine Hodge  
Jan Cox