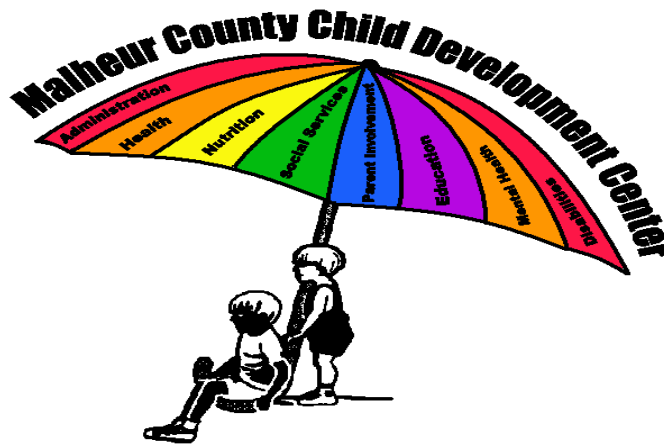


*Malheur County Child Development Center*  
*2014-2015 Annual Report*



*The following document is the:*

***MCCDC Annual Report***

*This report contains financial and service data*

*From all aspect of the program*

## MCCDC History

MCCDC was established in 1982. At its inception MCCDC provided services to both Migrant and Regional Head Start children and families. The Regional Head Start program was funded from Region X and the Oregon Department of Education (ODE) to serve the low income families that resided in Malheur County. The Migrant program was funded by Region XII to provide services to the migrant population that came to work in the produce for six months of the year. The program had sites in Nyssa, Vale and Ontario. In 1994 the structure of MCCDC changed. At this point in time the Migrant Head Start was no longer under the MCCDC umbrella. Its grantee became the Migrant and Indian Coalition in Woodburn Oregon. This left MCCDC as the Grantee for the Oregon Department of Education and Region X funded programs. The Oregon Department of Education funded 36 slots, and Region X funded 84 slots for a total of 120. The children in these slots were all four years old, and attended class three days a week, for 3½ hours a day for 96 days of the year. Each family enrolled in the program participated in one home visit a month.

Over the past 19 years much has changed in Head Start and likewise at MCCDC. The program now serves three, four and five year old children who are too young for kindergarten. Many of the program's classes operate a Center Based model that has classes 5 days a week instead of just three. As such, the program has 99 children in the Center Based model. These classes operate for anywhere from 8 to 10 hours a day, depending upon the work schedule of the child's parents or legal guardians. This program model is for those families who are working or going to school. This enables families to have a safe, reliable, free and developmentally appropriate child care setting for their preschool children while at work. There are an additional 113 children that still attend class three days a week for 3½ hours a day in a Combination model. These classes are used by the families who do not need additional child care.

Today MCCDC receives funding to provide services to 43 children and families from The Oregon Department of Education and funding for 169 children and families from Region X. As such, the program serves 212 children and families in Malheur County. It has sites in Nyssa, Vale and Ontario. There are two sites in Ontario. One is a Center Based site that provides services to 67 children and families. The other Ontario Site is a Combination model that provides services to 68 children and families. The Nyssa site provides services to 17 children in a Center Based model and 30 children in a Combination model. The Vale site provides services to 15 children in a Center Based model and 15 children in a Combination model.

### **Federal Review Results**

From 3/16/2014 to 3/20/14, the Administration for Children and Families (ACF) conducted a monitoring review of the Malheur County Child Development Center Head Start program. Based on the information gathered, no areas of noncompliance were found during the course of the review. Accordingly, no corrective action is required at this time.

During the review, the team used a sampling methodology that included a random selection of child files, staff files, and class, center, and group observations. This methodology, which uses statistically driven random samples, allows the Office of Head Start to use information collected through the representative samples to make generalizations regarding the program as a whole.

Observations were conducted in preschool center-based classrooms using the Pre-K Classroom Assessment Scoring System (CLASS). The CLASS tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven point scale.

#### **MCCDC CLASS Observation Scores for the Domains**

<b>Domain</b>	<b>Score</b>	<b>Domain</b>	<b>Score</b>	<b>Domain</b>	<b>Score</b>
Emotional Support	5.8333	Classroom Organization	5.8889	Instructional Support	2.7639

#### **MCCDC CLASS Observation Scores for the Dimensions**

<b>Dimension</b>	<b>Score</b>	<b>Dimension</b>	<b>Score</b>	<b>Dimension</b>	<b>Score</b>
Positive Climate	5.46	Behavior Management	6.13	Concept Development	1.79
Negative Climate	1.08	Productivity	6.38	Quality of Feedback	2.79
Teacher Sensitivity	5.58	Instructional Learning Formats	5.17	Language Modeling	3.71
Regard for Student Perspectives	5.38				

#### **Average CLASS Observation Scores for the Domains across the U.S.**

<b>Domain</b>	<b>Score</b>	<b>Domain</b>	<b>Score</b>	<b>Domain</b>	<b>Score</b>
Emotional Support	5.99	Classroom Organization	5.63	Instructional Support	2.72

**Average CLASS Observation Scores for the Dimensions across the U.S.**

<b>Dimension</b>	<b>Score</b>	<b>Dimension</b>	<b>Score</b>	<b>Dimension</b>	<b>Score</b>
Positive Climate	5.97	Behavior Management	5.87	Concept Development	2.42
Negative Climate	1.05	Productivity	5.89	Quality of Feedback	2.73
Teacher Sensitivity	5.70	Instructional Learning Formats	5.12	Language Modeling	3/02
Regard for Student Perspectives	5.38				

It is important to note that the negative climate category is expected to be low since it reflects the negative experiences which a child would have in a classroom.

## **Independent Auditor's Report**

To The Board of Directors for  
Malheur County Child Development Center

We have audited the financial statements of Malheur County Child Development Center for the year ended June 30, 2014, and have issued our report thereon dated December 22, 2014. Professional Standards require that we provide you with information about our responsibilities under generally accepted Auditing Standards and *Governmental auditing Standards* and OMB Circular A-133, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated May 1, 2014. Professional Standards also require that we communicate to you the following information related to your audit.

### Significant Audit Findings:

#### *Qualitative Aspects of Accounting Practices*

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Malheur County Child Development Center are described in Note 1 to the Financial Statements. No new accounting policies were adopted and the application of existing policies was not changed during the 2013-2014 program year. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the Financial Statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the Financial Statements and because of the possibility that future events affecting them may differ significantly from those expected. There were no significant estimates affecting the Financial Statements during the fiscal year.

#### *Difficulties Encountered in Performing the Audit*

We encountered no significant difficulties in dealing with management in performing and completing our audit.

#### *Corrected and Uncorrected Misstatements*

Professional Standards require us to accumulate all known and likely misstatements, identified during the audit other than those that are trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate to Financial Statements taken as a whole.

#### *Disagreements with Management*

For purposes of this letter, Professional Standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

#### *Management Representations*

We have requested certain representations from management that are included in the management representation letter dated December 22, 2014.

#### *Management Consultations with Other Independent Accountants*

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's Financial Statements or a determination of the type of auditor's opinion that may be expressed on those statements, our Professional Standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

#### *Other Audit Findings or Issues*

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditor. However, their discussions occurred in the normal course of our professional relationship and my responses were not a condition to my retention.

#### Other Information in documents Containing Audited Financial Statements

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the Financial Statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the Financial Statements or to the Financial Statements themselves.

Sincerely,

Brian L. Richins  
Certified Public Accountant

## **Parent Involvement Activities**

MCCDC has four centers. Throughout the program year each center provided a variety of parent activities. These activities were based upon the identified needs and interest of the parents of enrolled children in conjunction with federal mandates. The one major parent activity that was provided to all parents in the program was parenting classes.

The following is a listing of the trainings and activities that were provided to parents at the four MCCDC sites during the 2014/2015 program year.

- The Oregon Human Development Center staff provided a presentation to parents discussing the services they provide which parents qualify for.
- The Ontario Chief of Police met with families to talk with them about pedestrian safety.
- Families worked together to create holiday crafts which they could take home and display.
- A representative from the WIC office talked to families at the parent meeting to provide them with information on the services which WIC provides. This included WIC goods, the Healthy Nutrition Program and free dental exams which families can access.
- A fathers group was held where fathers were presented information and ideas on how they can use play as a means to build upon the cognitive and math skills of their children.
- The Education Specialist attended a parent group to present parents with information on how children learn by doing. How children from their experiences can develop symbolic thinking while having their vocabulary built upon by asking them open ended questions. Parents then made playdough while learning how children learn new skills and concepts through involvement in cooking experiences.
- The meeting was begun by providing the parents with information on what children can and do learn through reading them a story over and over, and by the family stretching the story out to reflect the child's world around them. The families were then provided with magazines and large sheets of paper. Each parent worked with their child(ren) to select pictures to create a story from. At the end of the evening, each family took their books home to actively engage their children in reading the story with them at home.
- The Malheur Federal Credit Union did a presentation to the parents on how to budget their finances. They discussed the Dollar for Scholars program and all participants were given monthly budget forms.
- A transition meeting was held at the center where parents met Teachers from the local Kindergarten program to talk about expectations for their child(ren).
- Information was shared with the parents on Positive Behavior Interventions & Supports (PBIS), and Tucker Turtle. Suggestions were provided to parents on how they can use this system to guide and manage the behaviors of their children.
- During a parent meeting, each parent was given a ruler and a piece of crochet thread. Everyone then brainstormed on ways these devices could be used to teach and strengthen their children's math skills.

- Families were helped to create a budget and then given ideas on how they could stick to that budget. With this they were provided with ideas on how to start a savings account and to pay off any loans they might have. Each family left the meeting with a folder set up with dividers to help them to organize their finances.
- Parents were involved in a “Counting around the House Activity”. Through this activity parents identified items around the house they could use to teach their children math and counting skills.
- A local Mental Health Consultant attended the parent meeting to give parents information on communication and how it is the key to a healthy and happy relationship and life.
- Each family at the meeting was given a book. Then each family wrote down three questions they could ask their child about the book that would teach math skills.
- A representative from the Health Department attended the meeting to talk with parents about healthy eating habits and nutritional snacks. The parent and child(ren) then made one of the following together fruit smoothie, granola, dried fruit or blended juices.
- The MCCDC Education Specialist shared information with the parents on children’s development and how they learn. The parents were then involved in developing an activity to take home and do with their child, that is based upon his or her current skills and abilities.
- The Program Manager went over the Head Start Early Learning Frameworks with the parents. Each parent was given a copy of them and the program’s Early Learning Objectives for the children. Parents were then able to look at the growth in each of these areas the children have been able to make over the course of the school year. Following this presentation, parents gave input into changes they would like to see in the program in regards to the instruction of their children.
- The large meeting area was set up with math, science, literacy, and other school readiness goals for the parents and children to be actively engaged in.
- During a Fathers Group the child and male role model made a body map of the child. While making the body map with the child, the male role model talked with the child about his/her body parts and what they do. The child then made one of their male role model. Upon completion the body maps were hung around the large area for everyone to look at.
- During the parent meeting three activities were set up around the center for male role models and a child to be involved in together. The first station involved giving each child the book “How Do Dinosaurs say I Love You”, and the materials to create props to go with the story. The props are to extend the book to further enhance children’s language development and love of reading. An individual made a wooden duck for each child that is a picture holder. The male role model and the child then decorated the duck together for the child to take home. The last activity involved creating a caterpillar to build upon the child’s math skills.
- Each male role model and the child(ren) he brought made a bug hut together. After making the hut, they decorated it together. They then went outside to look around for items to put into their bug hut. Following this activity, each child was given the book “Bugs in the Garden” to take home.



- The Assistant City Fire Chief came to the parent meeting. He talked with the male role models about fire safety and the importance of an evacuation plan for their home. Following this discussion, the male role models and the child made a fire escape plan for their home. After completing the fire escape plan, the child and adult role model went outside to explore the firetruck.
- At the parent meeting, families were talked to about the importance of fathers being involved in their children's lives.
- During a fathers group, the adult role model and the child put together and decorated a small wooden tool box which they were allowed to take home with them. Some of them took home the paintbrush they decorated the box with as a memento of the first tool they got.
- A representative from Valley Family Health Care attended the parent meeting. He talked with the parents about the importance of good dental health and getting their children in for regular dental visits and how to encourage their children to brush their teeth.
- A representative from Valley Family Health Care attended the parent meeting to talk with parents about health coverage and what it means to the family. Part of this discussion entailed talking with them about the cost to them if they do not have any health coverage. Following this discussion they talked with parents about proper nutrition for children using the "My Plate" system.
- A representative from the Oregon Human Development Corporation came to the parent meeting to talk with the farmworker parents about how they can access them for job training and education classes.
- Parents were presented with training on how children learn to read.
- An Oregon State Trooper presented information to the parents on "Stranger Danger" and how they can protect their children.
- The parents participated in a training on Healthy Cooking on a Budget where they made chicken pot pie and pear quesadillas.
- A representative from the Oregon State University Extension Service came to the meeting to talk with parents about healthy snacking. As a part of the training, each parent received the ingredients and recipe for a soup mix, a cutting board, measuring spoons, and measuring cups.

## **Average Monthly Enrollment**

<u>Month</u>	<u>Number Enrolled</u>	<u>Number who Dropped in Month</u>	<u>Enrollment %</u>
September	211	5	90%
October	211	3	89%
November	210	7	86%
December	211	6	85%
January	206	24	83%
February	210	6	85%
March	208	8	81%
April	205	9	86%
May	202	3	85%

In looking at the above data, it is important to note that the enrollment numbers are based upon the number of children enrolled in the program at the end of the month. It is also important to note that all vacant slots were filled within 30 days of the time the slot became open. In addition, no vacant slots were filled 60 days to the end of the program year.

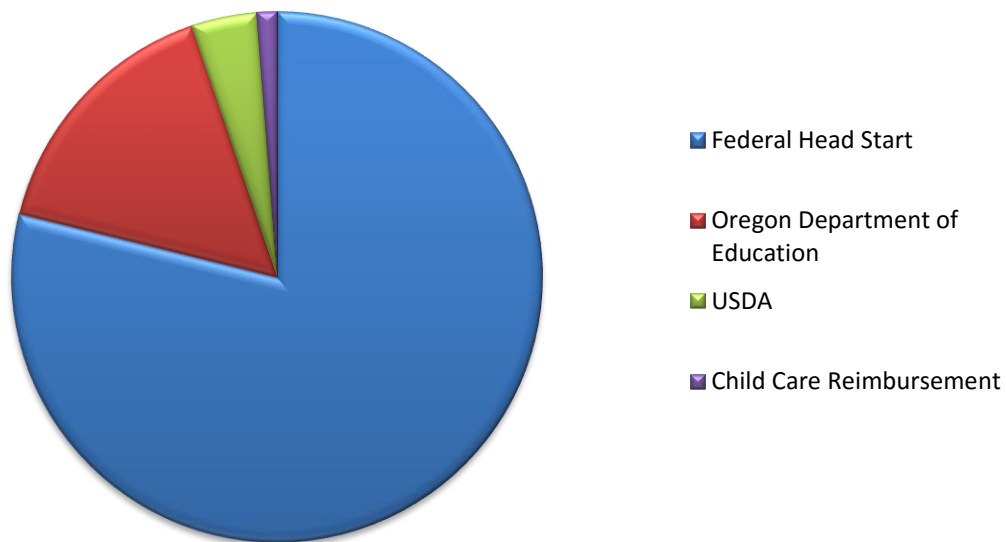
The program has two program options. The options are Part Day/Part Year that ends in May and a Full Day/Part Year option that ends on the last day of June. There are 113 children enrolled in the Part Day/Part Year option, and 99 children enrolled in the Full Day/Part Year option.

## 2014 – 2015 Program Year Budget Information

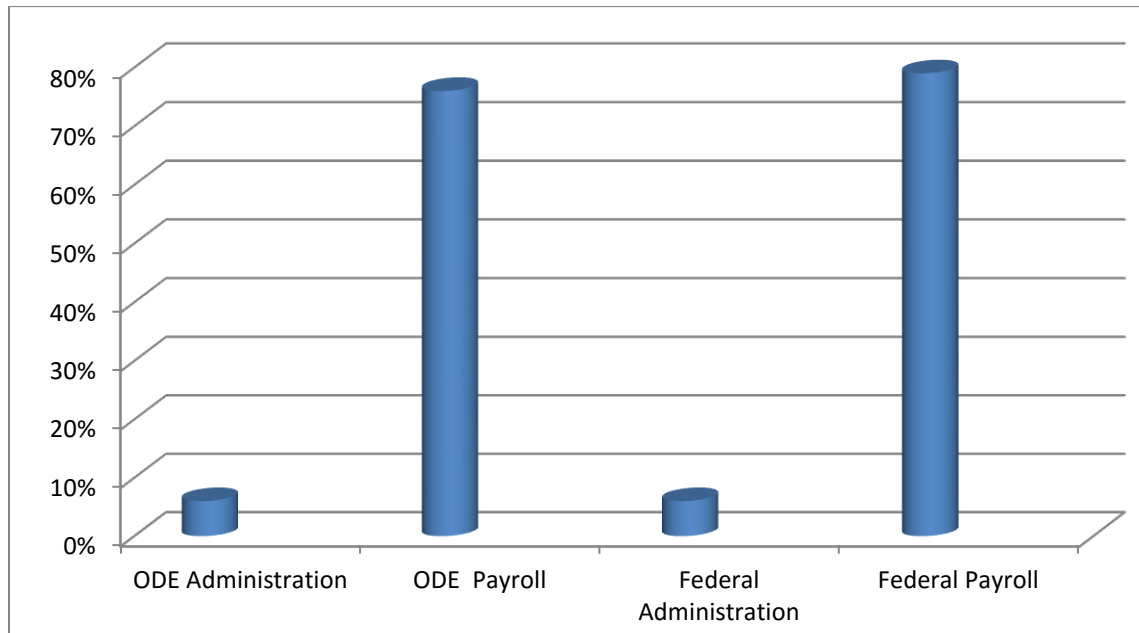
<u>Funding Source</u>	<u>Funding Amount</u>	<u>Percent of Total Funding</u>
Federal Head Start Grant	\$ 1,771,072.00	79%
Oregon Department of Education	\$ 382,328.00	16%
USDA	\$ 108,804.75	4%
Child Care Reimbursement	\$ 825.00	1%

Total Program funds for the 2014/2015 program year = \$2,263,029.70

**Funding Source**



## MCCDC 2014/2015 Payroll Expenditures



The above chart shows the percentage of the total ODE and Federal Head Start budgets that are used for payroll.

In looking at the Administrative cost it is important to note that this cost is not for any one individual. It covers part of the salary of any staff member who performs any administrative functions for the program.

## MCCDC Expenditures for the 2014-2015 Program Year

<u>Activity</u>	<u>ODE Expenditures</u>	<u>Federal Expenditures</u>
Payroll/Employee Ins.	\$ 321,466.99	\$ 1,462,287.52
Services//Supplies	\$ 31,571.90	\$ 145,806.40
Insurance	\$ 4,196.61	\$ 22,400.00
Travel	\$ 4,536.10	\$ 21,304.00
Training	\$ 7,508.93	\$ 50,994.08
Repair		\$ 10,480.00
Utilities/Rent	\$ 13,047.47	\$ 57,800.00
	\$ 382,328.00	\$ 1,177,072.00

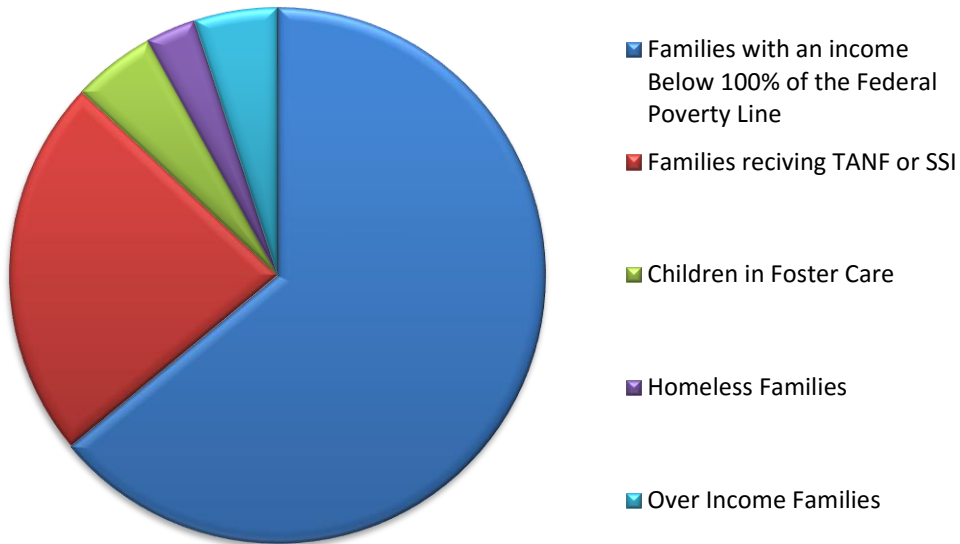
The supply expenses are used to pay for any materials that are used in any aspect of the program to provide services to children and families. Service cost pay for the services of professionals such as the Mental Health Consultants, Nutritionist, and the Speech Pathologist to work with staff, families, and children.

The travel expenses cover the cost for staff to do home visits, and other program services around the county that involves them driving their personal vehicle to program related functions.

The insurance expenses cover the cost of the program to pay a portion of staff's medical insurance as well as the program insurance such as: Omissions and Errors, Liability, Vehicle, Facilities, and Fire.

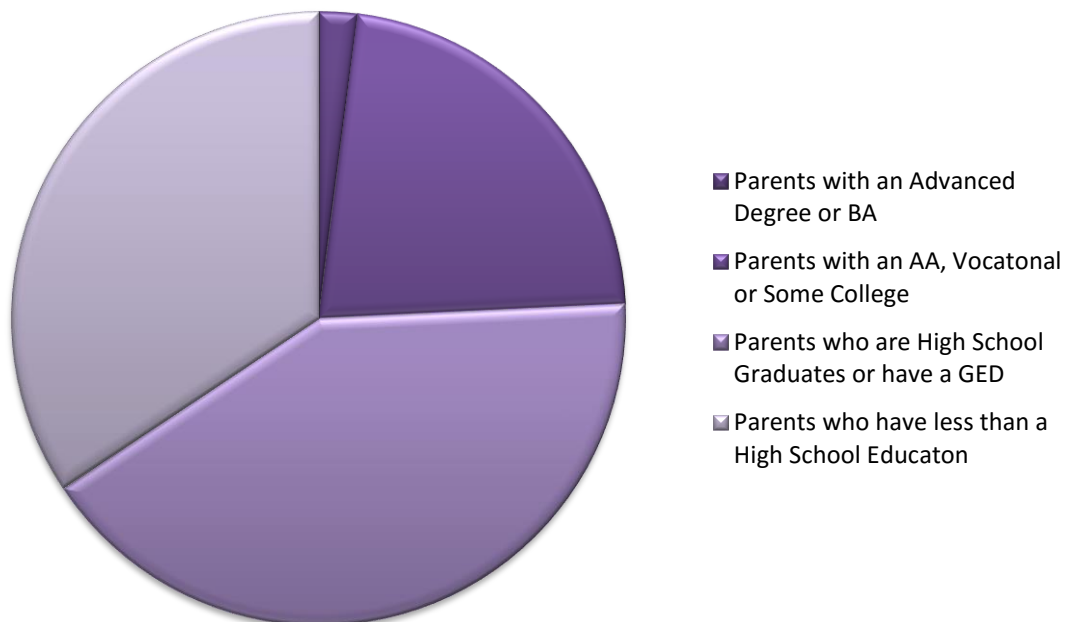
The training funds are utilized to pay for any type of training that an employee is involved in. This includes the cost for registration fees, travel, lodging, and per diem to trainings. In addition to the mandated trainings staff participates in, they take training that will enhance all facets of their employment positions. It is important to note that many of the Head Start trainings and meetings are in the Portland or Salem area. This means the program has to pay all the cost for staff to attend these trainings or meetings.

## Income Status of MCCDC Participants



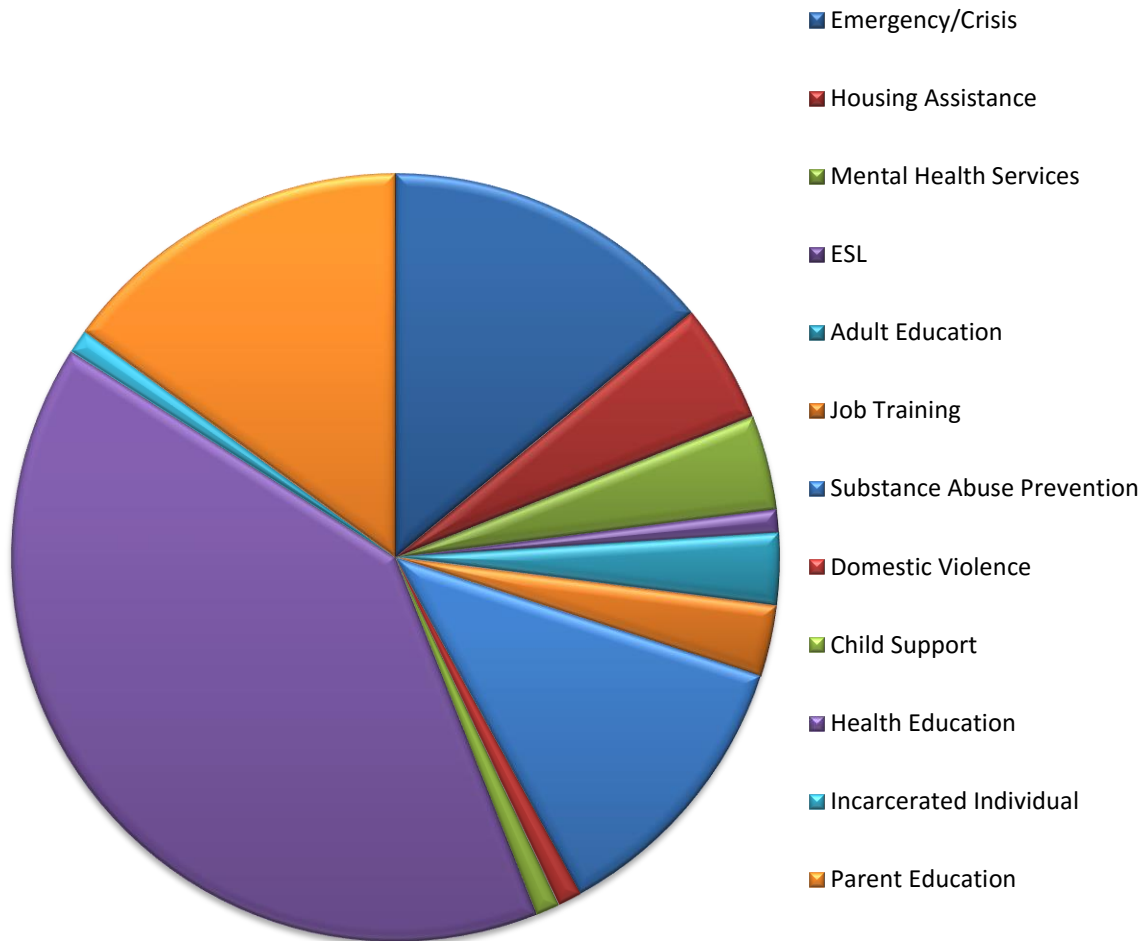
It is important to note that some families fall into multiple categories.

## Educational Level of Children's Parent(s)/Guardian(s)



## **Services Provided to Families**

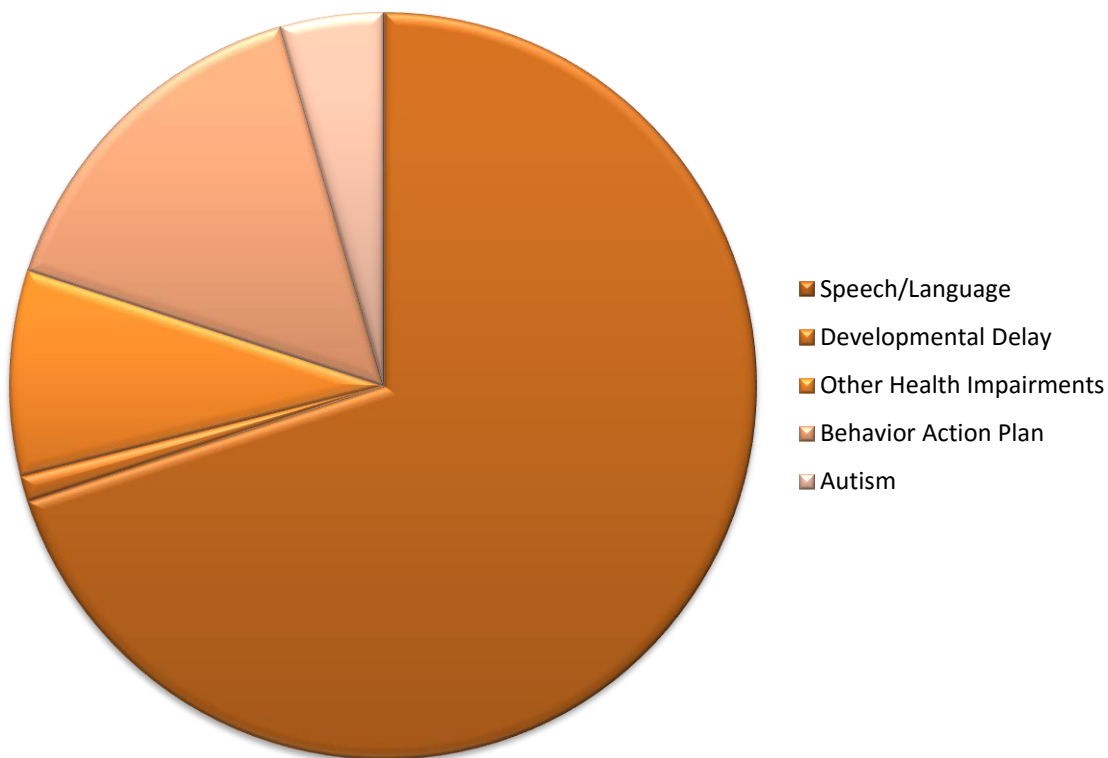
The following are the services that staff assisted families in receiving during the 2014/2015 program year.



## **Special Needs of Children Receiving Special Education**

There were 39 children with disabilities that were jointly served by Early Childhood Special Education and MCCDC. Some of these children were diagnosed with more than one disability. These children had the following diagnosed disabilities:

Speech & Language Impairments	24
Developmental Delays	1
Other Health Impairment	3
Behavior Action Plan	9
Autism	2

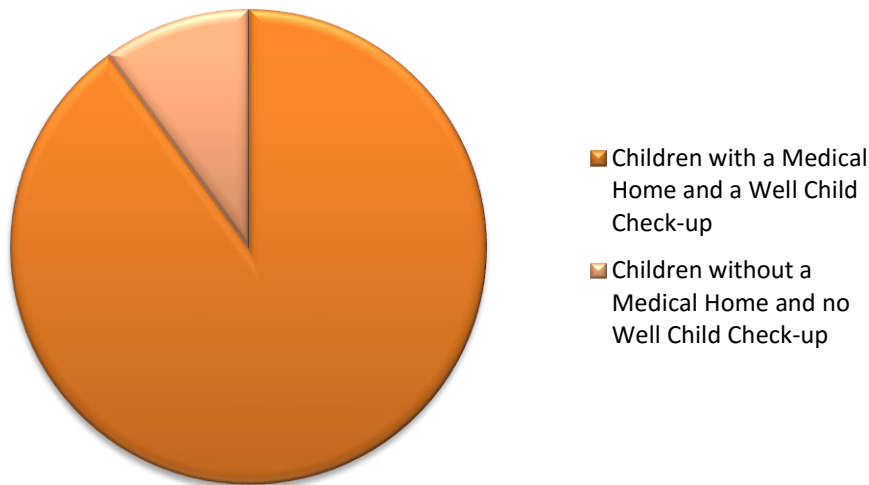




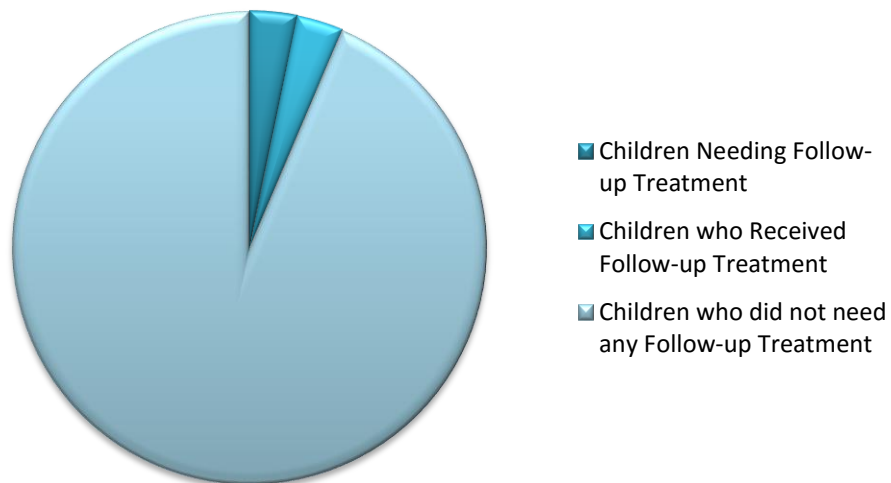
## **Health Services for Children**

This is the number of children on a schedule of age-appropriate health care according to the state EPSDT schedule for well child care. This number includes the immunizations of children. There were a total of 251 children served by MCCDC during the 2014-2015 program year therefore the numbers listed are reflective of this number of children.

There were a total of 234 children who were up-to-date on a schedule of age-appropriate preventive and primary health care according to the State of Oregon's EPSDT schedule for well child care. In looking at the following health services it is important to note that of the 251 children enrolled in the program this year, there were 41 of them that were enrolled in the program for less than 45 days. This drops the number of children who received or followed up on noted health concerns.

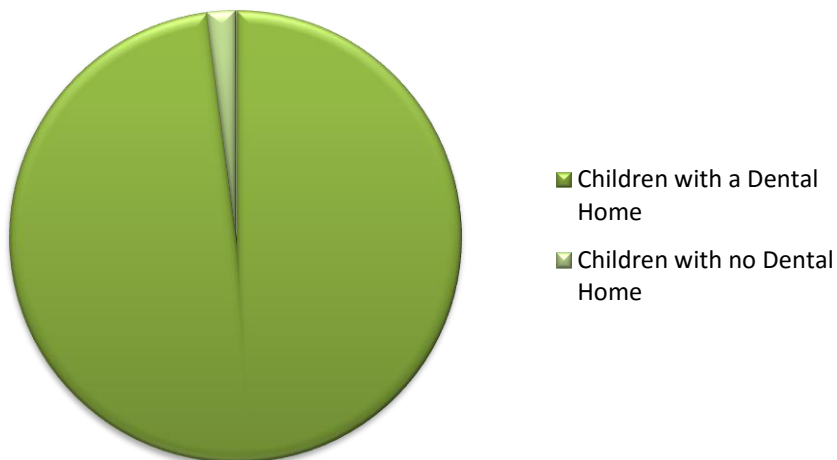


## **Follow-up Treatment to Children**

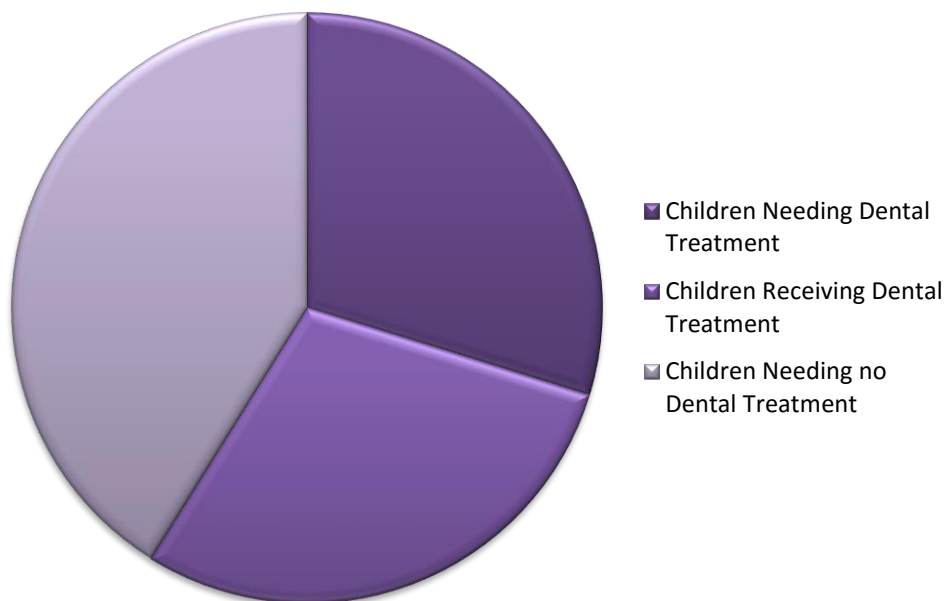


## **Dental Services for Children**

The parents of all children enrolled in the program are encouraged to ensure that their children have continuous, accessible dental care provided by a dentist. Part of this includes identifying a dentist for the family, and taking the child in to get his/her teeth cleaned and any identified dental concerns taken care of. The following is the data on the dental services that were provided to enrolled children:

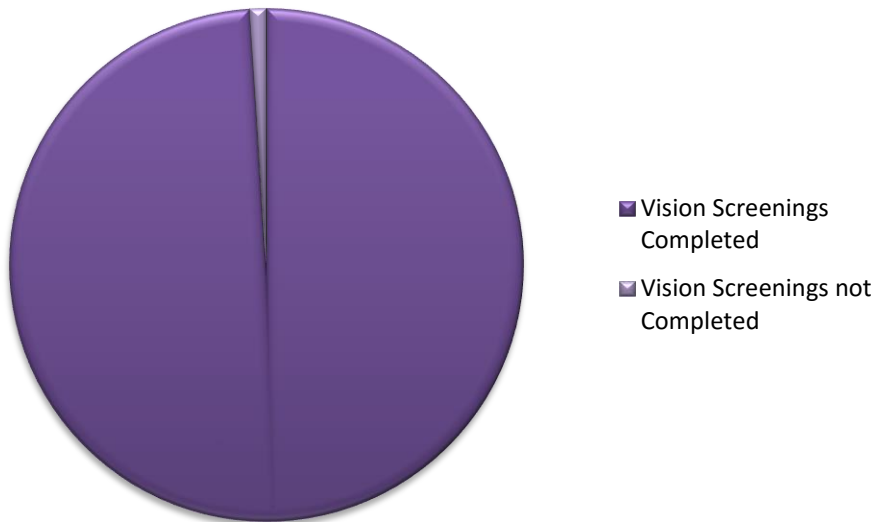


## **Dental Treatment of Children**

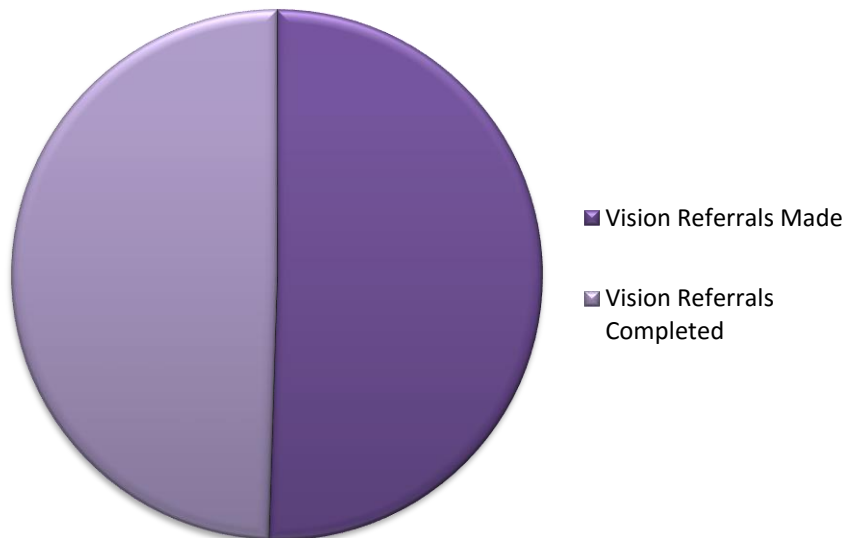


## **Vision Services for Children**

Every child in the program receives a vision screening to determine if they are in need of glasses or any further services for their vision. If any vision concerns are noted, the child is referred onto an Optometrist for further treatment to correct any vision problems.



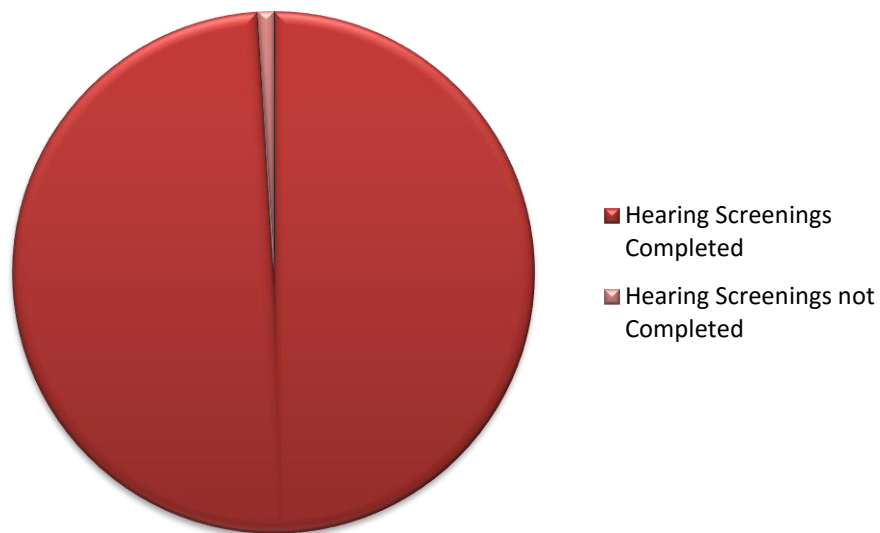
## **Data on Needed Vision Follow-up**



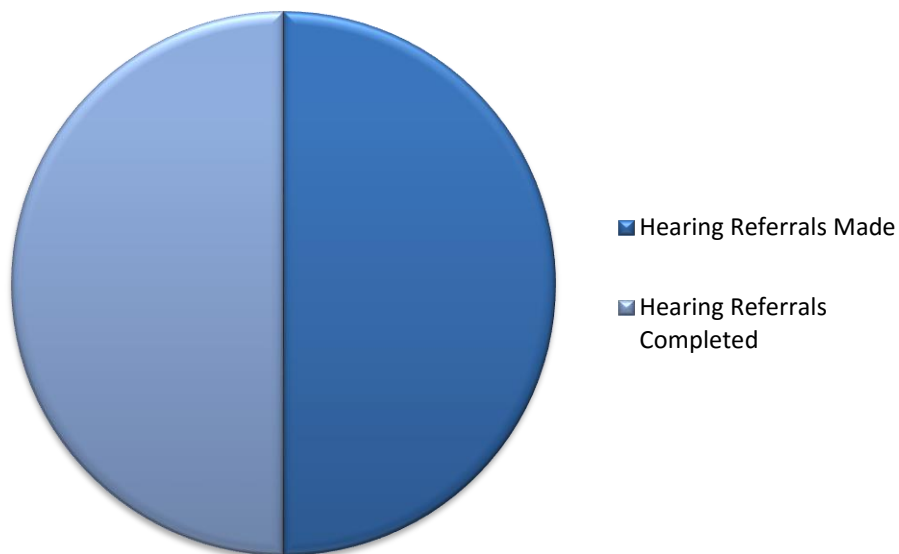
## **Hearing Screenings**

Every child in the program receives a hearing screening to detect any hearing problems the child may have. If any hearing concerns are noted, the child is referred onto an Audiologist for further testing and any corrective action that may need to be taken to ensure the child is hearing correctly.

### **Hearing Screening Data**



### **Hearing Referrals Data**



## **MCCDC SERVICES FOR FAMILIES:**

- \* Opportunities to participate in the Governance of the Program so parents have a voice in program decision making and advocacy;
- \* Training in child development and other areas of interest;
- \* Opportunities to participate in group activities with other parents;
- \* Information provided in the families' dominant language;
- \* Father (or male role model) and child interactive activities;
- \* Opportunities to plan for center activities;
- \* Participating in Home Visits to establish family goals, child goals, and assistance in meeting these goals or in obtaining needed services;
- \* Opportunities to volunteer in their child's classroom and the school;
- \* Family literacy activities;
- \* Acquisition of information about the health and nutritional needs of children;
- \* Assistance in paying for health needs of children when families do not have a medical card;
- \* Training on how to positively guide their children's behaviors;
- \* Training on child abuse and neglect;
- \* Training and knowledge on how to be the first and primary educator of their children;
- \* Information on the important role that parents/adults play in the lives of children and how they are the bases for all learning that children will have throughout the remainder of their lives;
- \* Opportunities to participate in the development of an Educational Learning Plan for their children, and then ideas on how to use items found in the home and the child's life to develop those skills;
- \* Nutrition Education;
- \* Knowledge on how to become the strongest advocate for their children;
- \* Assistance in finding resources to further their education beyond a High School or GED level;
- \* Assistance with accessing ESL and GED classes.

## **Educational Services:**

Each Head Start program is required to have in place an assessment system and approach to reporting outcomes for children being served. The following reports cover each of the eight Head Start domains of Learning and Development:

- \* Language Development
- \* Literacy
- \* Mathematics
- \* Science
- \* Creative Arts
- \* Approaches to Learning
- \* Social and Emotional Development
- \* Physical Health and Development

In addition, because they are legislatively mandated, programs must gather and analyze data on the following specific Domain Elements and/or Indicators:

- \* Understands an increasingly complex and varied vocabulary; (Indicator)
- \* Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes; (Indicator)
- \* Uses and increasingly complex and varied spoken vocabulary; (Indicator)
- \* Phonological Awareness; (Domain Element)
- \* Associates sounds with written words; (Indicator)
- \* Book knowledge and appreciation; (Domain Element)
- \* Print awareness and concepts; (Domain Element)
- \* Recognizes a word as a unit of print (Indicator)
- \* Identifies at least 10 letters of the alphabet, especially those in their own name; (Indicator)
- \* Knows that letters of the alphabet are a special category of visual graphic that can be individually named; (Indicator)
- \* Number and operations: (Domain Element)

The following pie charts show the data that was gathered throughout the 2014-2015 program year in order to analyze children's acquisition of knowledge in the Domains, Domain Elements and the Indicators.

The first chart shows children's acquisition of language and pre-reading skills throughout the program year. The other charts show the children's growth in all other areas of development throughout the year. Each page will list the Domain and the Domain Elements or Indicators that are being measured. This will be followed by charts showing children's tested developmental abilities in each area at the beginning of the program year, midway through the year, and then at the end of the year.

The charts show three levels of forerunner skills that children are rated in according to the assessment, and three steps that children are assessed in. If no color shows up on the graphs on any chart, it means that no children tested at that level.

The following is a listing of each of the Domains shown in the charts and the Domain Elements or Indicators that are under them.

## **Domain 1 & 2: Language and Emergent Literacy Skills**

### **Language:**

- \* Understands an Increasingly Complex and Varied Vocabulary;
- \* Develops Increasing Abilities to Understand and use Language to Communicate Information, Experiences, Ideas, Feelings, Opinions, Needs, Questions, and for Other Varied Purposes;
- \* Uses an Increasingly Complex and Varied Spoken Vocabulary.

### **Literacy:**

- \* Phonological Awareness;
- \* Associates Sounds with Written Words;
- \* Book Knowledge and Appreciation;
- \* Print Awareness and Concepts;
- \* Recognizes Words as a Unit of Print;
- \* Identifies at Least 10 Letters of the Alphabet, Especially Those in Own Name;
- \* Knows that Letters of the Alphabet are a Special Category of Visual Graphics that can be Individually Named.

### **Domain 3: Mathematics:**

- \* Mathematics
- \* Numbers and Operations
- \* Geometry and Spatial Sense
- \* Patterns and Measurement

**Domain 4: Science:**

- \* Scientific Skills and Methods
- \* Scientific Knowledge

**Domain 5: Creative Arts:**

- \* Music
- \* Art
- \* Movement
- \* Dramatic Play

**Domain 6: Social/Emotional Development:**

- \* Self-Concept
- \* Self-Control
- \* Cooperation
- \* Social Relationships
- \* Knowledge of Families and Communities

**Domain 7: Approaches to Learning:**

- \* Initiative and Curiosity
- \* Reasoning and Problem-Solving
- \* Engagement and Persistence

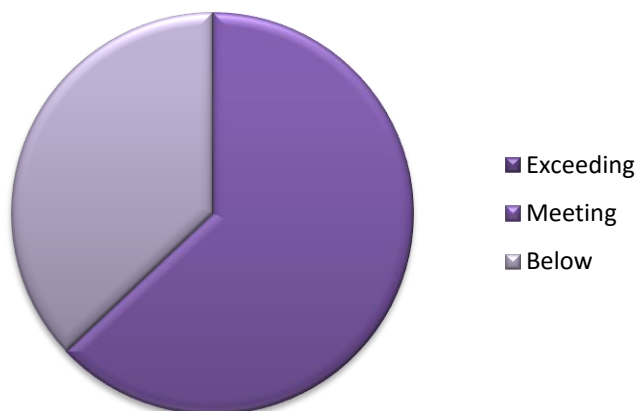
**Domain 8: Physical Health and Well Being:**

- \* Fine Motor Skills
- \* Gross Motor Skills
- \* Health Status and Practices

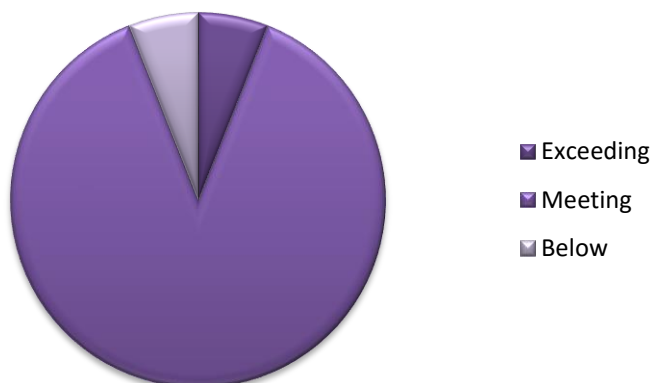


## Language Skills for 3 Year Olds

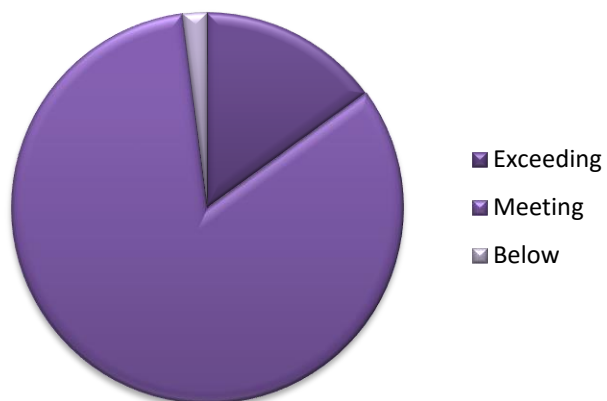
**Fall**



**Winter**

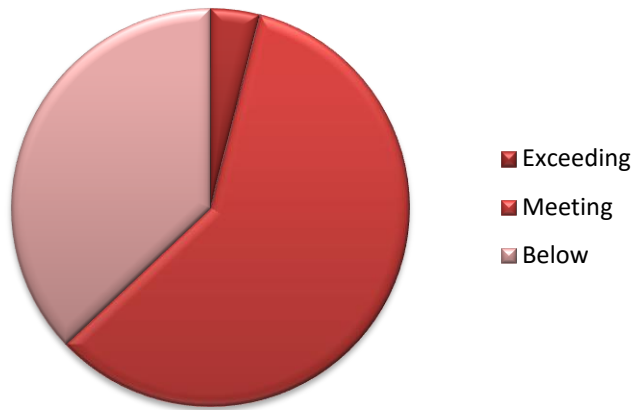


**Spring**

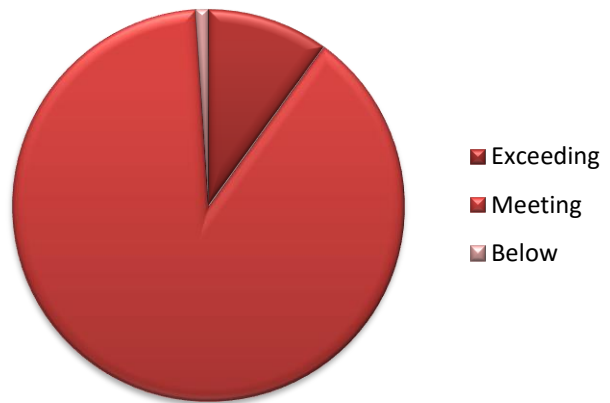


## Emergent Literacy Skills for 3 Year Olds

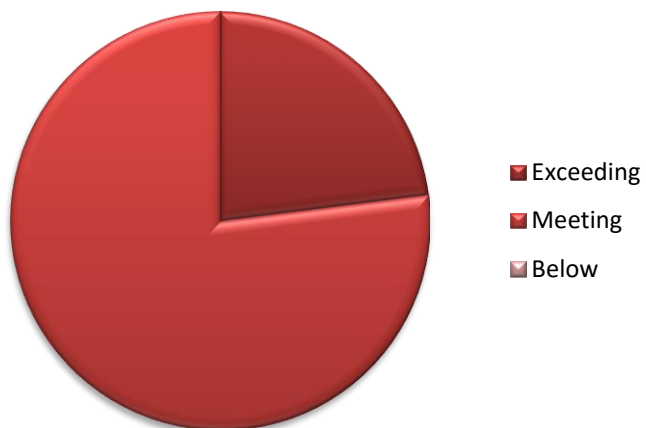
**Fall**



**Winter**

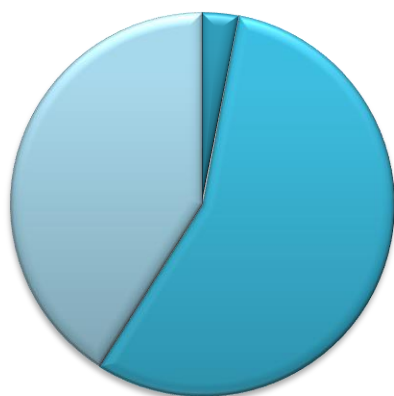


**Spring**



## Mathematics for 3 Year Olds

**Fall**

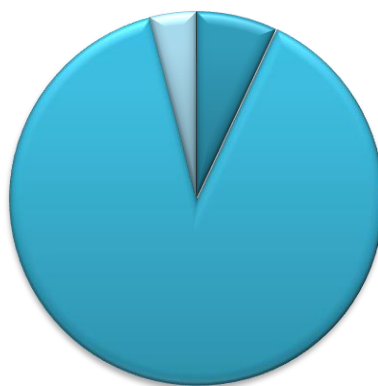


■ Exceeding

■ Meeting

■ Below

**Winter**

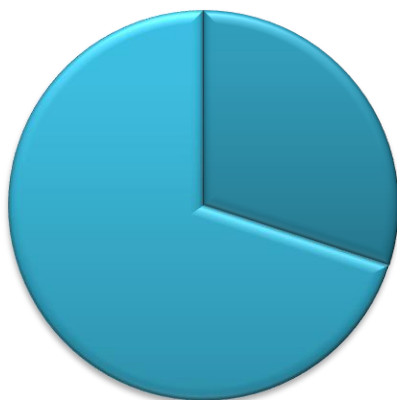


■ Exceeding

■ Meeting

■ Below

**Spring**



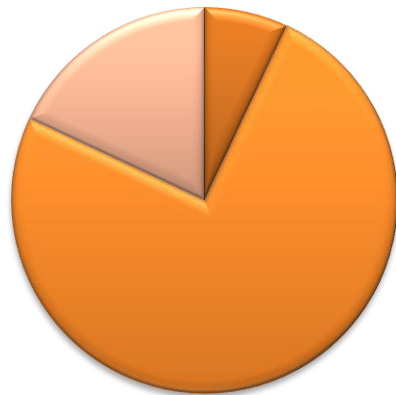
■ Exceeding

■ Meeting

■ Below

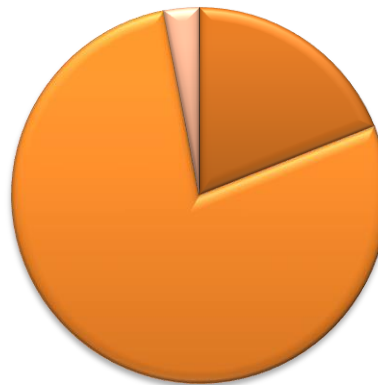
## Social and Emotional Development for 3 Year Olds

**Fall**



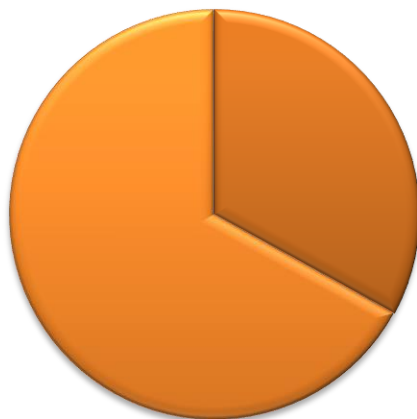
Exceeding  
Meeting  
Below

**Winter**



Exceeding  
Meeting  
Below

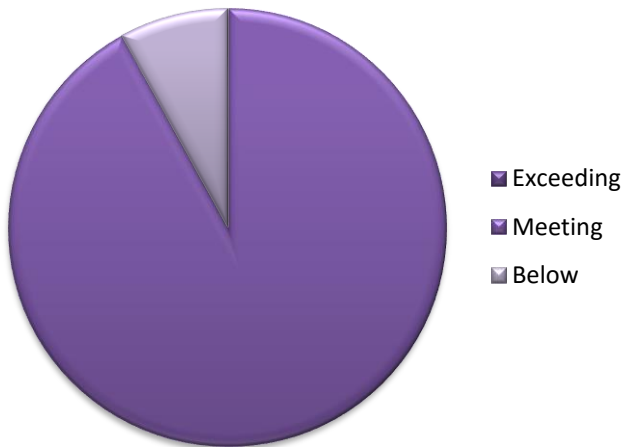
**Spring**



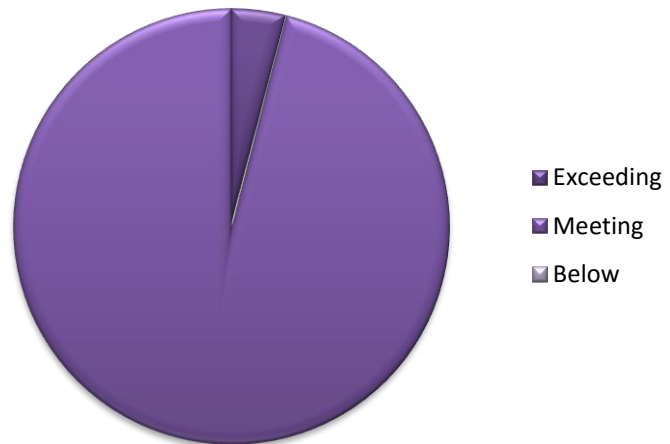
Exceeding  
Meeting  
Below

## Fine Motor Skills for 3 Year Olds

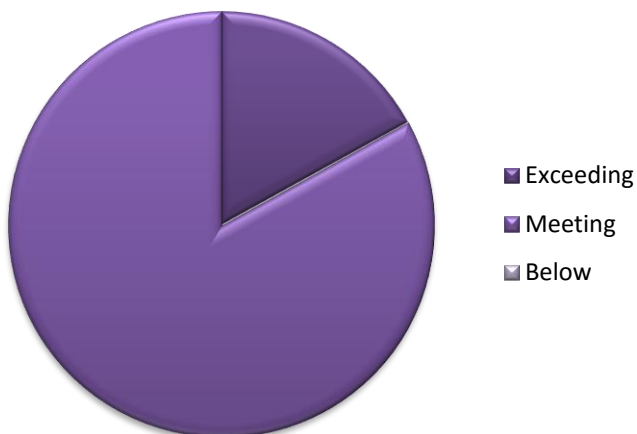
**Fall**



**Winter**

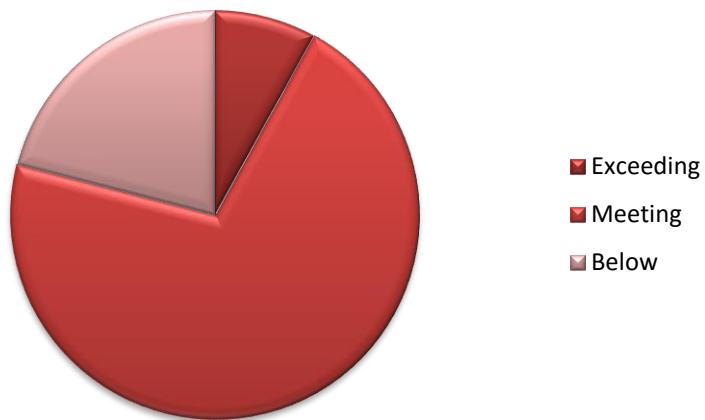


**Spring**

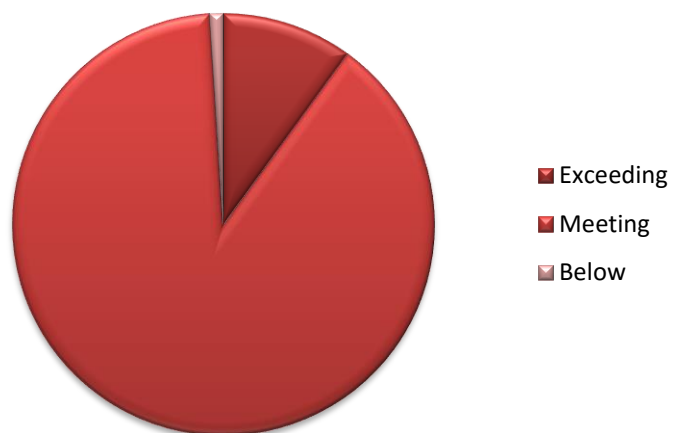


## Cognitive for 3 Year Olds

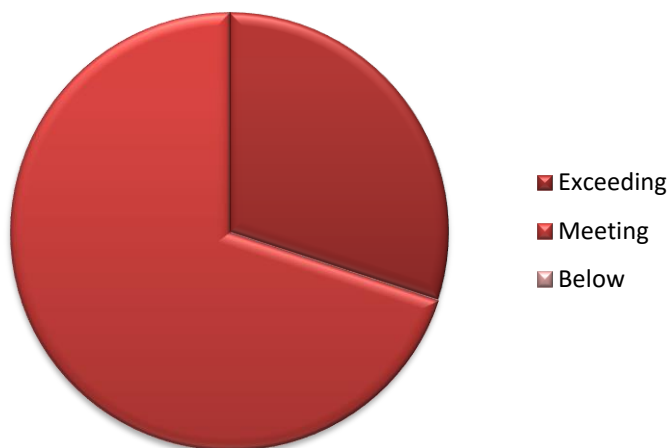
**Fall**



**Winter**

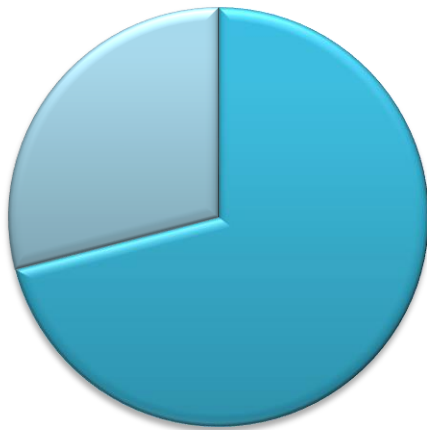


**Spring**



## Gross Motor for 3 Year Olds

**Fall**

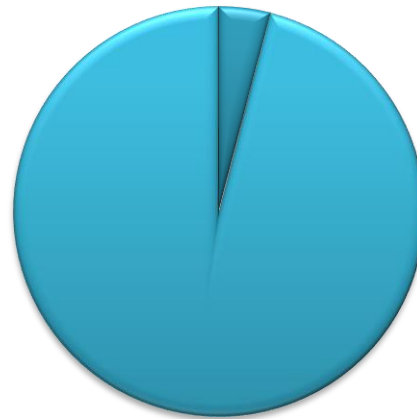


■ Exceeding

■ Meeting

■ Below

**Winter**

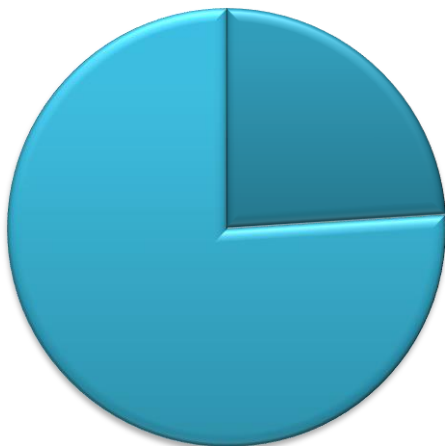


■ Exceeding

■ Meeting

■ Below

**Spring**



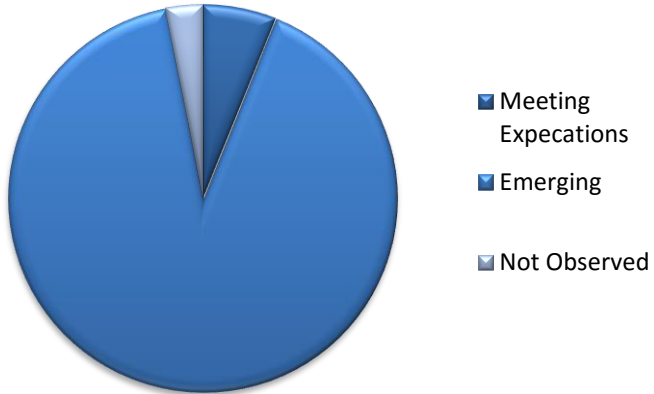
■ Exceeding

■ Meeting

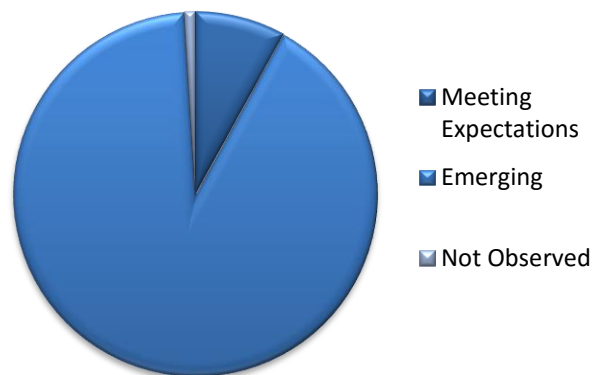
■ Below

## Science for 3 Year Olds

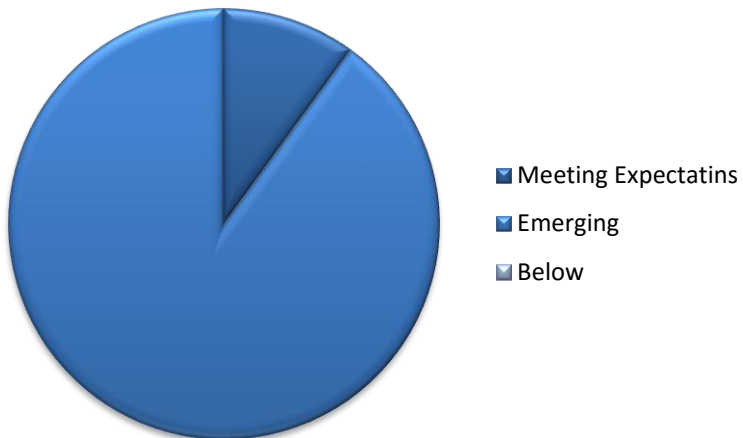
**Fall**



**Winter**



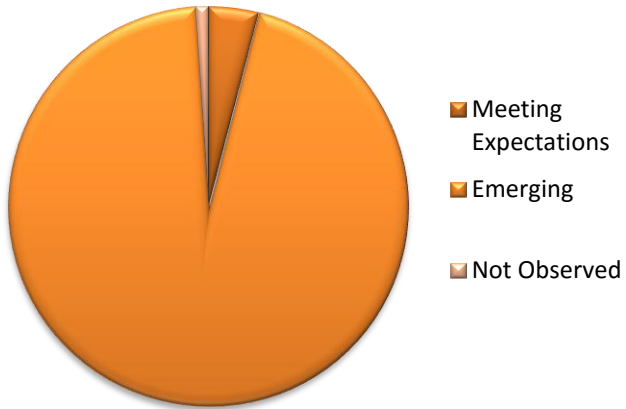
**Spring**



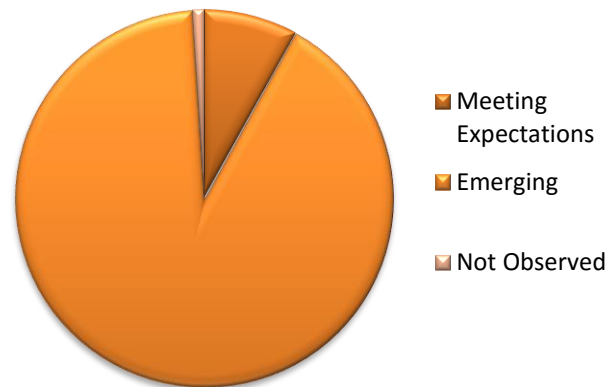


## Social Studies for 3 Year Olds

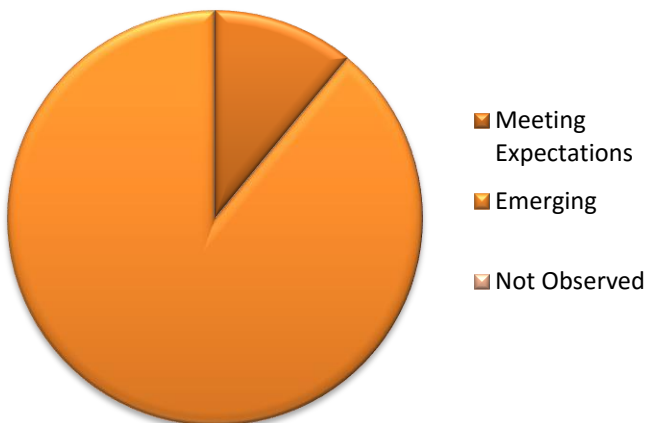
**Fall**



**Winter**

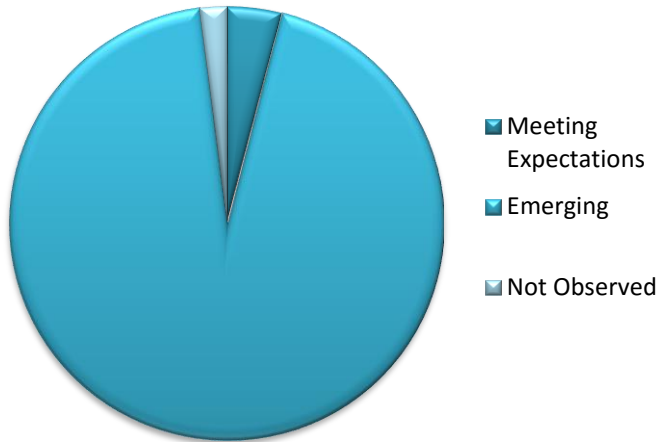


**Spring**

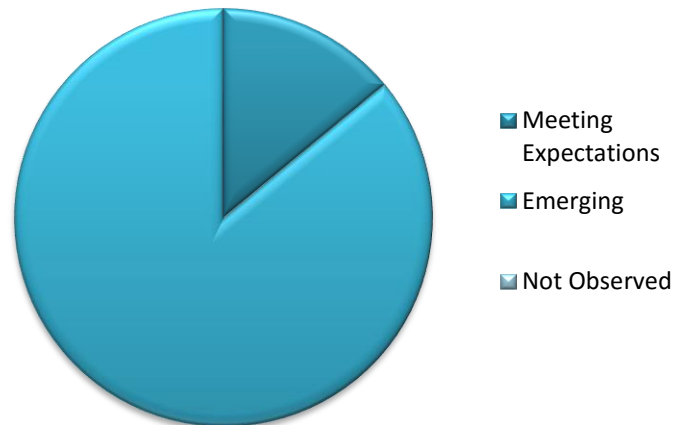


## Creative Arts for 3 Year Olds

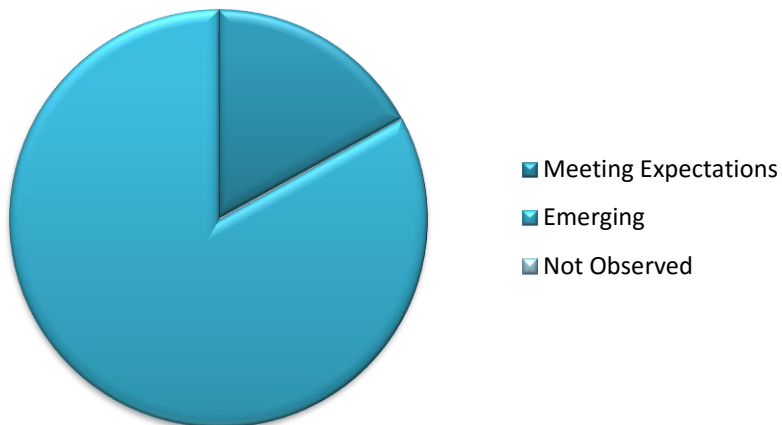
**Fall**



**Winter**

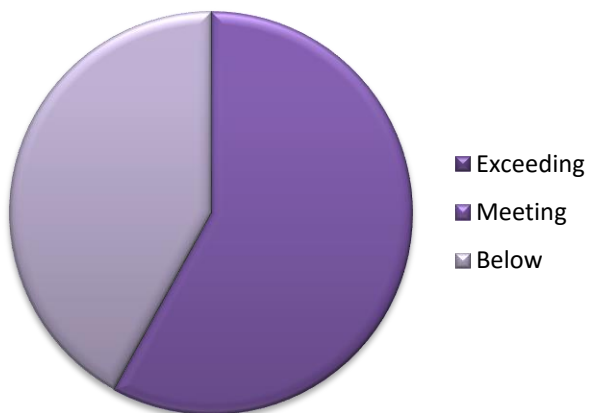


**Spring**

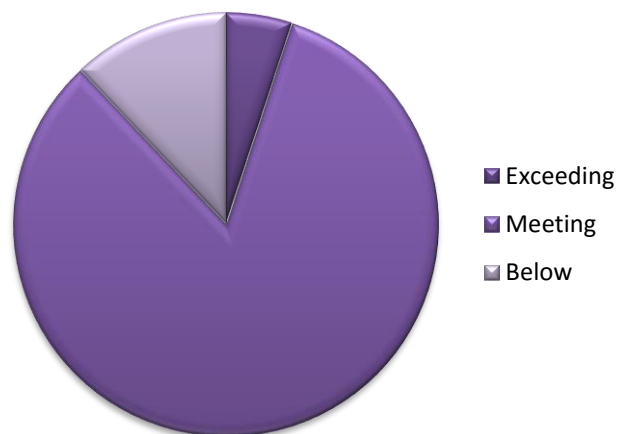


## Language Skills for 4 Year Olds

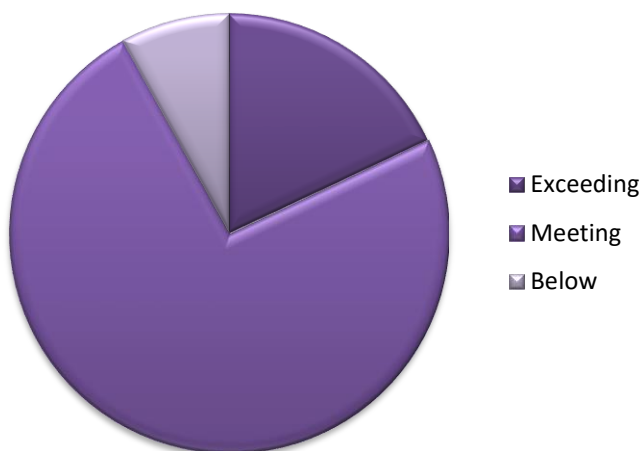
**Fall**



**Winter**

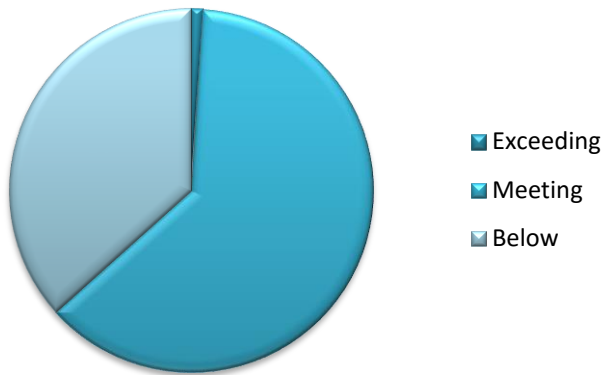


**Spring**

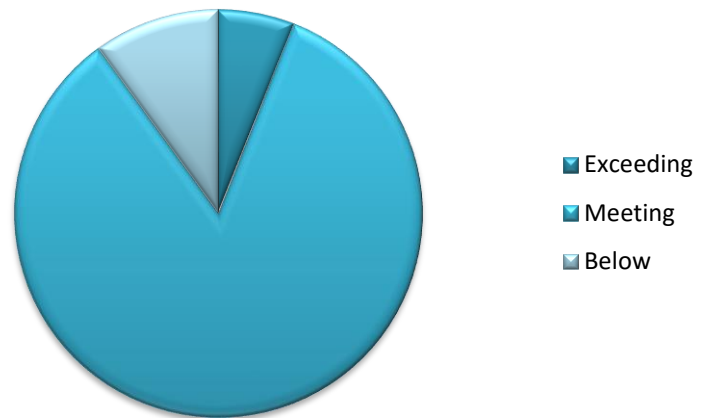


## Emergent Literacy Skills for 4 Year Olds

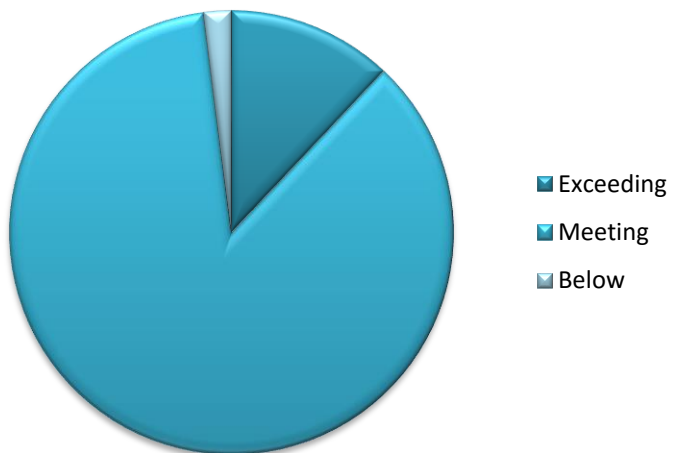
**Fall**



**Winter**

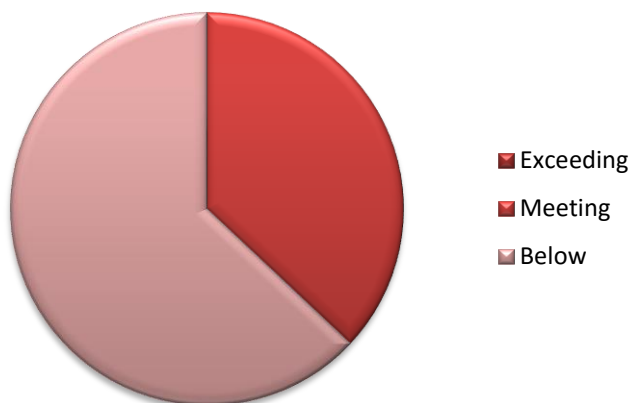


**Spring**

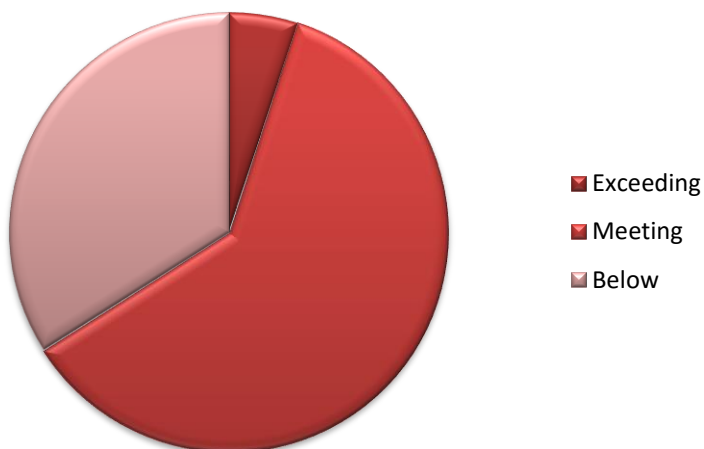


## Mathematics for 4 Year Olds

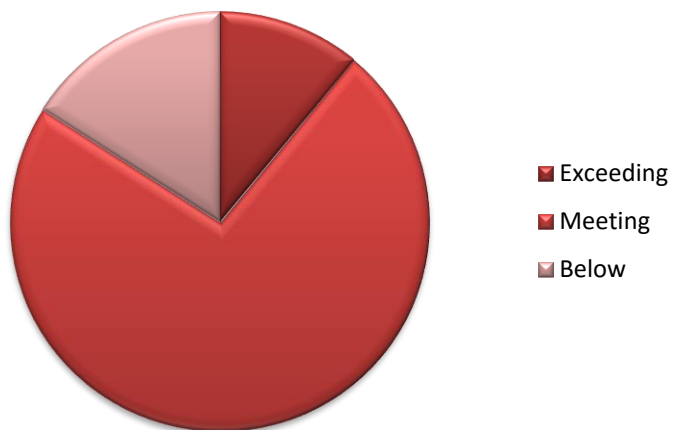
**Fall**



**Winter**

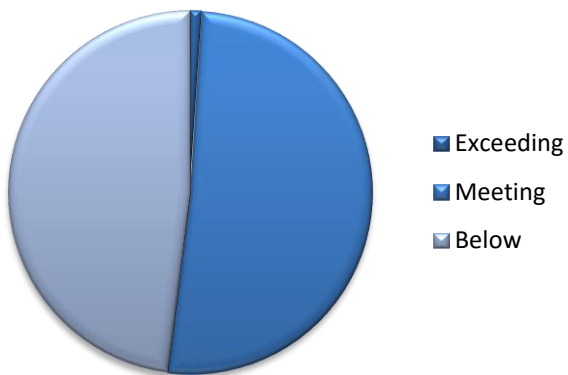


**Spring**

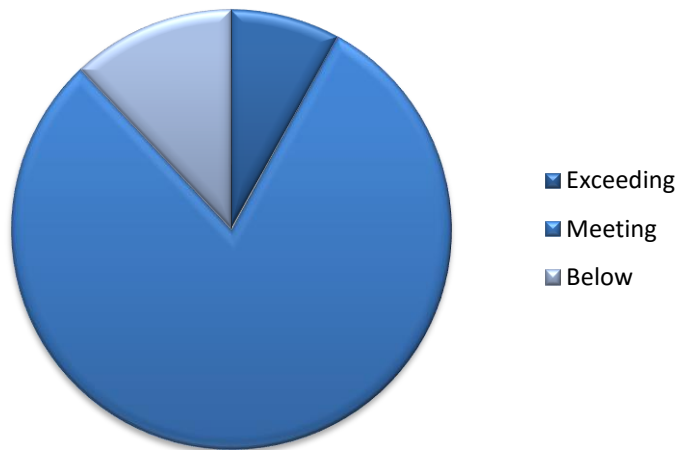


## Social/Emotional Development for 4 Year Olds

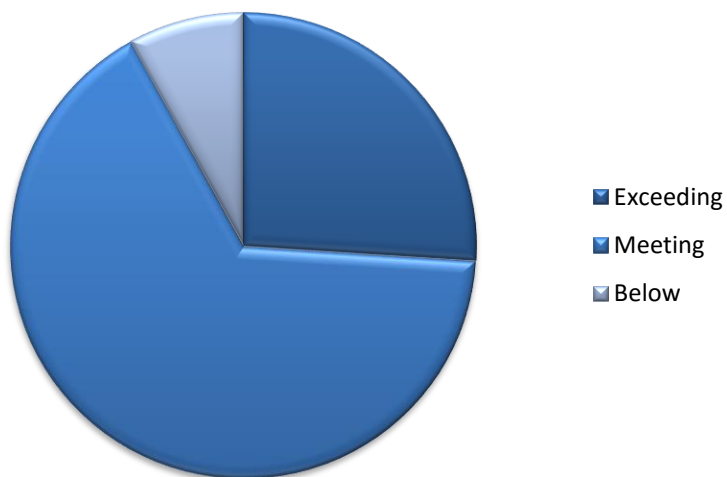
**Fall**



**Winter**



**Spring**



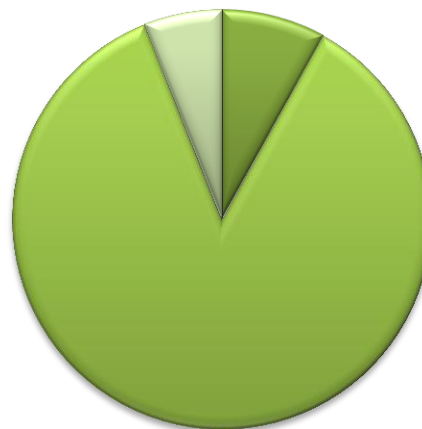
## Fine Motor of 4 Year Olds

**Fall**



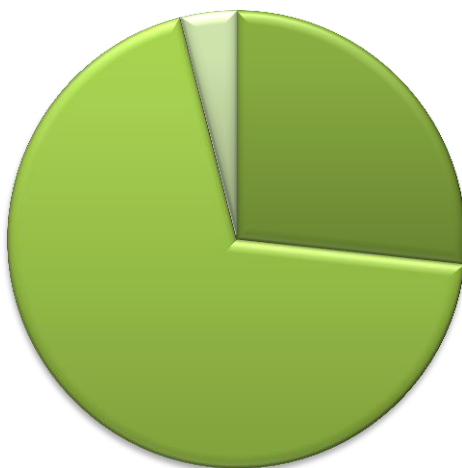
■ Exceeding  
■ Meeting  
■ Below

**Winter**



■ Exceeding  
■ Meeting  
■ Below

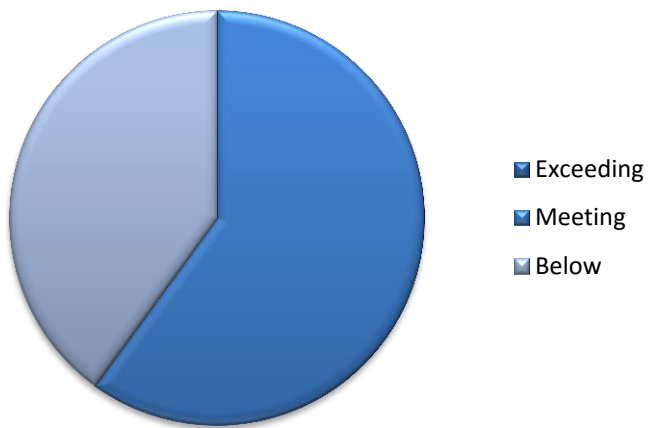
**Spring**



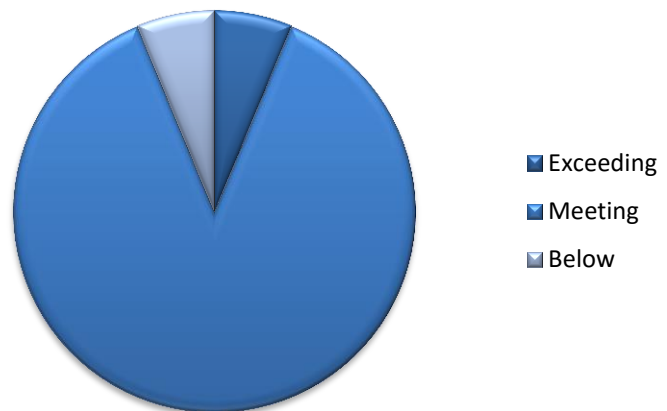
■ Exceeding  
■ Meeting  
■ Below

## Cognitive Development of 4 Year Olds

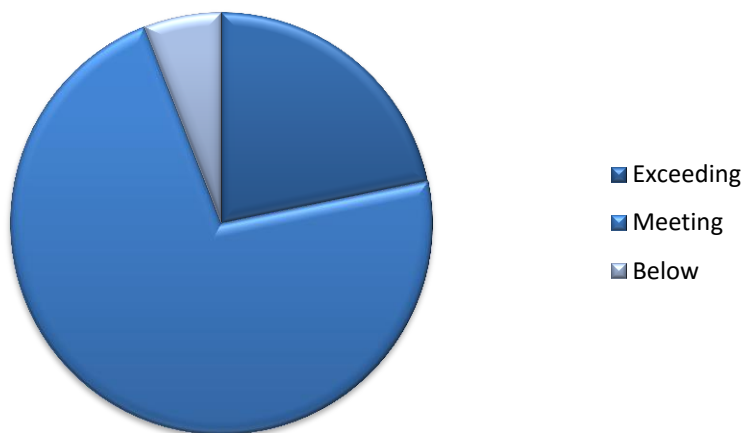
**Fall**



**Winter**



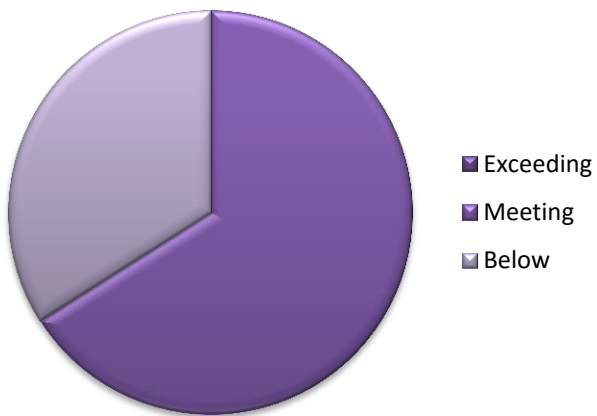
**Spring**



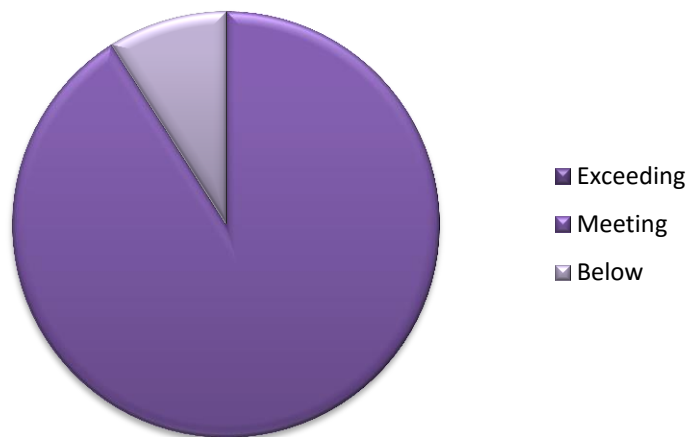


## Gross Motor Development of 4 Year Olds

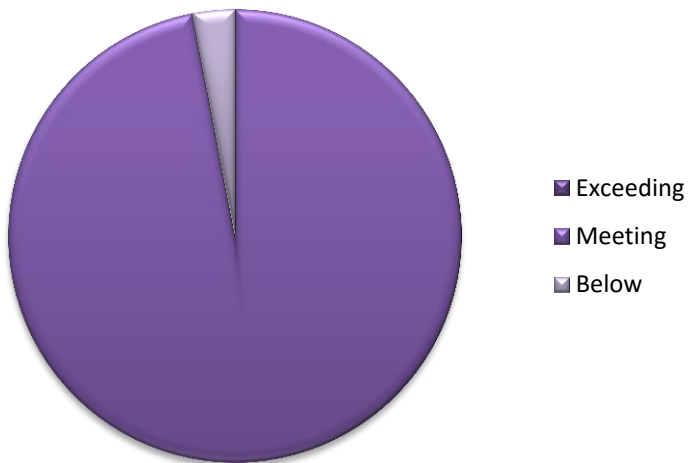
**Fall**



**Winter**

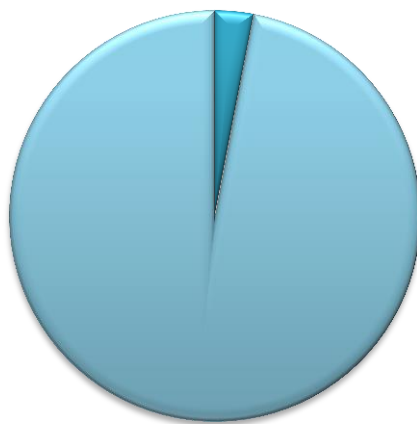


**Spring**



## Science for 4 Year Olds

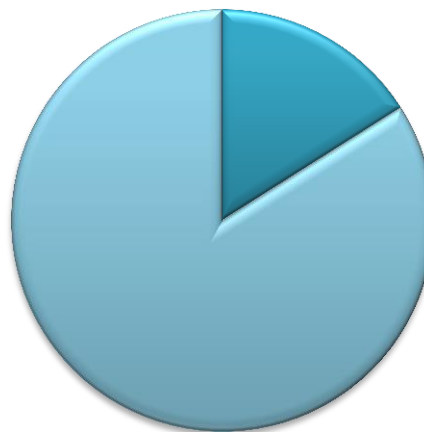
**Fall**



■ Meeting  
Expectations

■ Emerging

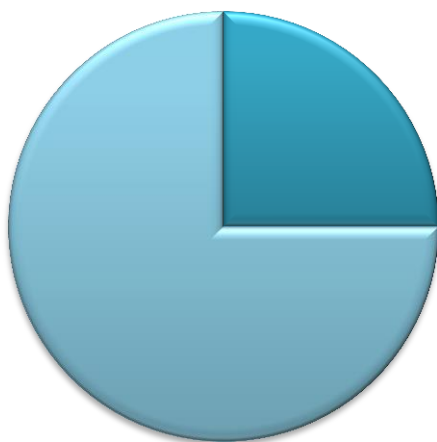
**Winter**



■ Meeting  
Expectations

■ Emerging

**Spring**

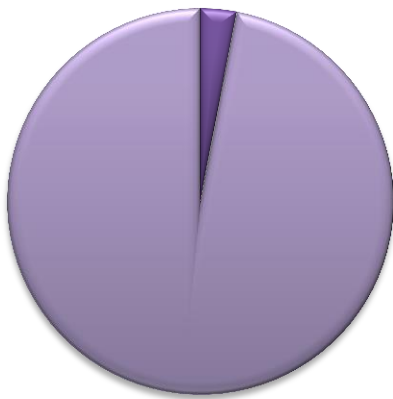


■ Meeting  
Expectations

■ Emerging

## Social Studies for 4 Year Olds

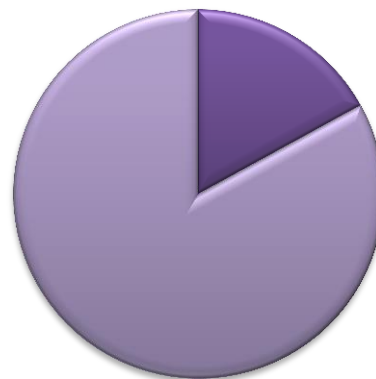
**Fall**



■ Meeting  
Expectations

■ Emerging

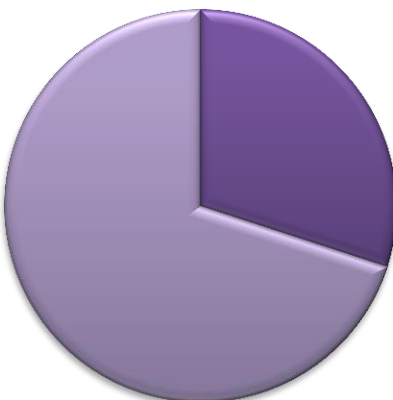
**Winter**



■ Meeting  
Expectations

■ Emerging

**Spring**

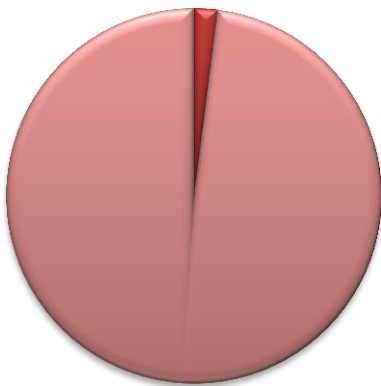


■ Meeting  
Expectations

■ Emerging

## Arts for 4 Year Olds

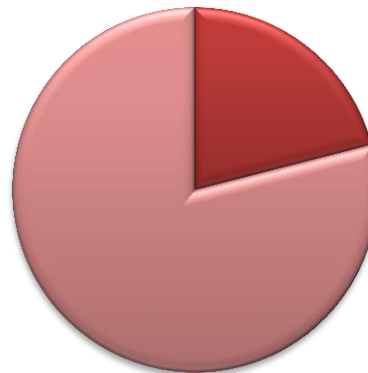
**Fall**



■ Meeting  
Expectations

■ Emerging

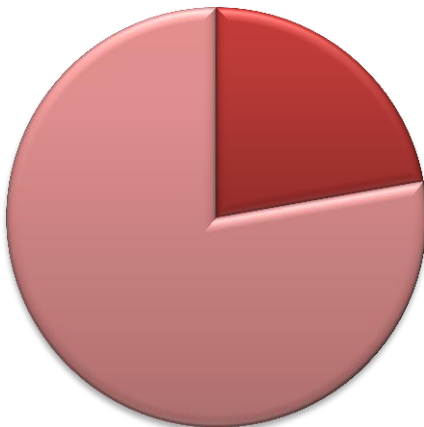
**Winter**



■ Meeting  
Expectations

■ Emerging

**Spring**



■ Meeting  
Expectations

■ Emerging