SENCA Head Start is a comprehensive child development program which serves children from age 3 to 5 & their families. Head Start is a child-focused program & has the overall goal of increasing school readiness of young children in low-income families. Comprehensive child development, school readiness, & family support are provided and have a direct impact on their future success.

The SENCA Head Start program received the results of our CLASS federal monitoring that was completed last spring. CLASS is a tool used to measure the quality of classroom staff interactions with children that are related to emotional support, classroom organization, and instructional support.

The program did very well in all domains, but are especially excited that our program scored within the highest 10% nationwide in the instructional support domain! We are pleased to announce that SENCA Head Start received a wonderful report and has been notified that we will be applying for a new five-year, non-competitive project this fall.

SENCA HEAD START.....STILL GOING STRONG!
Submitted by: Angela Antholz, Head Start & Deputy Director

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SENCA HEAD START CHILDREN MAKE GREAT STRIDES
Submitted by: Angela Antholz, Head Start & Deputy Director

SENCA Head Start students grew in all developmental domains from fall of 2018 to spring of 2019. The greatest gains across all domains were in the area of mathematics once again, with 90% of students meeting or exceeding the anticipated growth rate. In fall 2018, 65 students entered Head Start performing below expectations in the area of mathematics, while only 86 were meeting or exceeding expectations. By the end of the school year only 11 students remained below expectations, while 140 were meeting or exceeding expectations.

When looking at data by age groups, 100% of 3-year olds were meeting or exceeding expectations in the cognitive domain and 99% met or exceeded in the domain of social-emotional. The four-year olds strength was cognitive development with 93% meeting or exceeding expectations. Boys and girls both demonstrated that social-emotional was a strength. By spring 2019, 100% of girls were meeting or exceeding in the cognitive domain. Students with and IEP demonstrated that 84% met or exceeded in the math and language development domains. Ninety-three percent (93%) were meeting or exceeding expectations in the area of cognitive skills. The 2018-2019 Child Outcomes chart shows how children were performing overall by the end of the school year.

Children performing below expectations dropped from 25% to 8% by the end of the year showing significant growth. Children exceeding expectations drastically increased from 9% to 42% by

When combining meeting expectations and exceeding expectations categories, 75% fell in the two categories in fall 2018 and 93% were in those two categories by year end. The average growth rate was