



Pine River Elementary School Annual Education Report Cover Letter

April 15, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for Pine River Elementary School. 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 Joyce Lemmer, building principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/OHNI9R>, or you may review a copy in the main office at your child's school.

Pine River scored above state and district percentages in reading, math, science, and social studies at grades 3, 4, and 5. Improving gender performance to close the gap in all content areas between female and male students continues to be an area of focus. In reading, female students scored 20% higher than male students at grades 3, 4, and 5 on the M-STEP. Classroom teachers continue to apply strategies for improvement to close the gap. In math, science, and social studies, the performance gap between female and male students has been reduced, which indicates the strategies applied by teachers have been successful.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

East China School District has centralized enrollment that assigns students to a school based on residency boundaries established by the district. East China School District also participates in county-wide Schools of Choice.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Pine River Elementary engages in a continuous cycle of school improvement; conducting a comprehensive needs assessment and analyzing achievement trends, identifying areas of need, and designing and implementing strategies to address the needs. The Pine River Elementary School Improvement Plan may be viewed in its entirety at www.ecsd.us/pre. Highlights include:

SCHOOL IMPROVEMENT GOALS:

- **Goal 1:** All students will improve/increase their **reading** skills across the curriculum.
- **Goal 2:** All students will improve/increase their skills in **mathematics** across the curriculum.
- **Goal 3:** All students will improve/increase their **writing** skills across the curriculum.
- **Goal 4:** All students will improve/increase their skills in **science** across the curriculum.

- **Goal 5:** All students will improve/increase their skills in **social studies** across the curriculum.

PROGRESS TOWARD GOALS:

Reading:

- All teachers utilized and reinforced thinking stems to encourage deeper discussion among reading partners and/or in literature circles.
- Students focused on providing evidence from the text to support their thinking.
- To improve and strengthen comprehension of text, instruction in constructing meaning, determining main ideas, identifying supporting details, comparing and contrasting, and building vocabulary was on-going.
- Mentor text was utilized to illustrate strategies.
- Reader's Workshop was utilized by all teachers with read-to-self and partner reading strategies incorporated.
- Within Grade Level Learning Teams, teachers collaboratively shared their knowledge, strategies, and skills.
- Teachers utilized Fountas and Pinnell Benchmark Assessment System to accurately assess a student's reading level.
- One School, One Book program was implemented across the Pine River school community, kindergarten through fifth grade.

Math:

- Teachers focused on instructing students in problem solving strategies and structures.
- Students were involved in daily fact fluency activities.
- A Problem Solving Day was implemented. Students used Math Journals to understand and complete complex math problems using proof drawings.
- Instruction focused on concepts involving measurement, money, time, and geometry. Hands-on opportunities were provided for students to practice concepts and applications.
- Ongoing professional development in Math Expressions was provided by the district. Teachers met in grade level teams to increase their own and student understanding of math concepts and applications.

Writing:

- Teachers, kindergarten through fifth grade, utilized a Writing Workshop format at least four days a week.
- Students employed prewriting strategies to improve organization, content, ideas, and structure in their writing. They applied their knowledge to the process of writing effective narratives and essays.
- Teachers emphasized "No Excuse Words" and conventions of speech from the East China Language Arts Curriculum to improve student revising and editing.
- Teachers deepened their understanding and application of conferencing techniques with students in the Writing Workshop format.

Science:

- STEM activities were developed by teachers for student participation, kindergarten through fifth grade. Students participated in a STEM Day and displayed STEM projects.
- Third, fourth, and fifth grade students participated in the Annual Pine River Science Fair.
- Teachers utilized Scholastic News weekly to reinforce text and graph usage and understanding.

Social Studies:

- Teachers utilized Scholastic News weekly to reinforce text, graphs, close and critical reading, and questioning strategies.
- Activities to strengthen vocabulary were utilized by classroom teachers.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Pine River Elementary implements the East China School District learning standards and provides instruction for students in grades kindergarten through fifth grade. The standards incorporate the core subject areas of English language arts, mathematics, science, and social studies and are designed to challenge students to achieve their highest potential. The student population also encompasses a district program for cognitively impaired students in grades 3 through 5.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

The K-12 core academic curriculum describes what a student will know and be able to demonstrate after instruction in a particular subject. East China School District develops rigorous and aligned curricula, using the State of Michigan's core curriculum and Common Core State Standards as models when reviewing and developing content areas. Grade level and/or course content expectations are developed in each content area, and instructional strategies are created along with pacing guides for instruction and assessments to measure proficiency. A copy of the core curriculum may be obtained by contacting the East China School District Department of Instruction at 810.676.1010.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

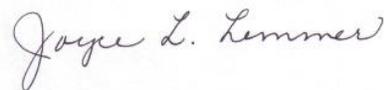
The academic progress of students in kindergarten through fifth grade is evaluated by district common assessments and reported four times annually via student report cards. Students in grades 3 through 5 also take the M-STEP test annually. Please refer to the linked report for specific scores and achievement trends.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

An important means of communication is through annual parent-teacher conferences. During the 2014-15 school year, 99% of Pine River Elementary School students' parents/guardians attended fall parent teacher conferences. During the 2015-16 school year, 98% of students' parents/guardians attended.

In conclusion, we are very proud of our students' achievements and accomplishments and look forward to continued progress in the years to come.

Sincerely,



Joyce L. Lemmer