

Pine River Elementary School

2020 - 2021 Annual Education Report for 2019 - 2020 Progress

Debra Bradford, Principal

Annual Education Report

January 18, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) provides key information on the 2019-2020 educational progress for Pine River Elementary. 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 Debra Bradford for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://bit.ly/3ouprKg> or you may review a copy in the main office at Pine River Elementary.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

The staff and I feel privileged to be part of such a special school community!

Sincerely,

Debra Bradford, Principal

Description of the School

A total of 272 students in grades third through fifth attended Pine River Elementary School during the 2019-20 school year. Daily attendance averaged 97%. Ten classroom teachers and one resource classroom teacher serviced students. In addition, we share the following professional staff with the other elementary buildings in the district: teachers for art, library, music and physical education, school psychologist, school counselor, special education supervisor, school social worker, speech and language therapist, and district technology manager. The Midland County Health Department provides nursing services.

Process for Assigning Pupils to the School

The Bullock Creek School District maintains boundaries of attendance for students residing within the district. Students are assigned to their "neighborhood" school unless a request for attendance at a different school within the district is granted.

Status of School Improvement Plan

A copy of the School Improvement Plan is available in the school office and on the district website: <http://www.bcreek.k12.mi.us/pineriver/index.html> The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
By the 2021-22 school year we will see a 25% increase in the number of students at each grade level performing at an 80% accuracy level in writing.			
<ul style="list-style-type: none"> • Teachers will implement explicit strategy instruction by using the Lucy Calkins' Units of Study Writing Program to increase the proficiency of all students in the area of writing, including economically disadvantaged students. • Each grade level teacher will increase instructional time on specific focus areas. 			X
By the 2021-22 school year we will see a 25% increase in the number of students performing at an 80% accuracy level in Mathematics at each grade level.			
<ul style="list-style-type: none"> • Each grade level teacher will increase instructional time on specific focus areas. 		X	
By the 2021-22 school year we will see a 25% increase in the number of students at each grade level performing at an 80% accuracy level in reading.			
<ul style="list-style-type: none"> • Teachers will implement explicit vocabulary instruction using the strategies from Marzano's "Building Academic Vocabulary." • Each grade level teacher will increase instructional time on specific focus areas. 		X	

Core Curriculum Status

A copy of the Core Curriculum is available in the school office and on the Michigan Department of Education website: <http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html>.

The English Language Arts curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize Lucy Calkins' Units of Study verified by the research – The Effectiveness of a Highly Explicit, Teacher-Directed Strategy Instruction Routine, <http://ldx.sagepub.com/cgi/content/abstract/35/4/290>. The English Language Arts curriculum was last approved by our local Board of Education in 2009. Professional development in the area of writing continues to occur for teachers through this period of implementation. Teachers also utilize the MAISA Units (Michigan Association of Intermediate School Administrators).

Mathematics

The Mathematics curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize Houghton Mifflin Math, copyright 2007. The Mathematics curriculum was last approved by our local Board of Education in 2007. Professional development in the area of constructivist mathematics occurred during the adoption of the new math program.

Science

The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize Scott Foresman Science, copyright 2008. The Science curriculum was last approved by our local Board of Education in 2008.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize many different resources when teaching Social Studies. An example is: History Alive! copyright 2001. The Social Studies curriculum was last approved by our local Board of Education in 2001.

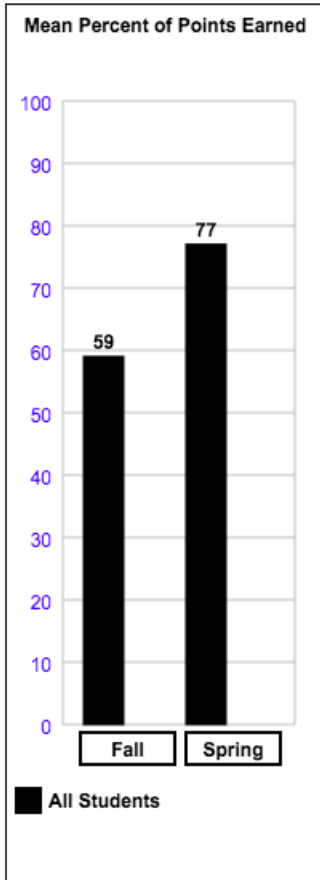
Local Assessment Data

The following information from 2018-19 AIMSweb in math shows that Pine River Elementary students continually score higher than the National Norm for Rate of Improvement:

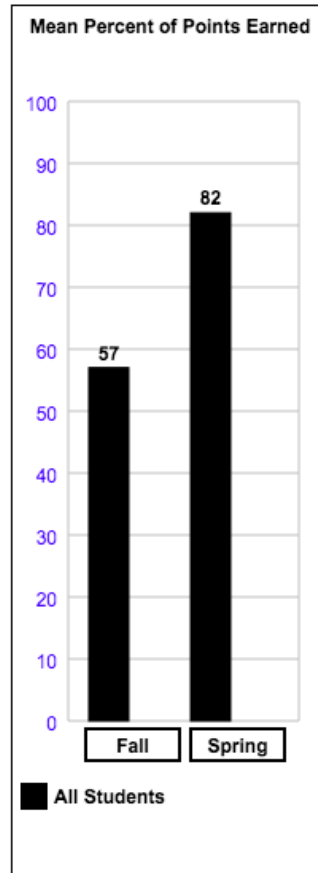
Grade 3	National Norm	Pine River	Grade 4	National Norm	Pine River	Grade 5	National Norm	Pine River
90-99%ile	.58	1.33		1.06	1.49		.42	.52
75-90%ile	.93	1.23		.85	1.35		.54	.69
26-74%ile	.96	1.23		.79	1.43		.57	.96
11-25%ile	1.07	1.63		.85	1.50		.77	.90
1-10%ile	1.25	1.13		1.08	1.50		.85	1.77

Students in first grade were also assessed using the Michigan Department of Education's Early Literacy Assessment and Early Numeracy Assessment:

Grade 2 Early Literacy



Grade 2 Early Numeracy



Parent Involvement

Parent Involvement Policy

The Parent Involvement Policy can be accessed at this site:

http://www.bccreek.k12.mi.us/bcadmin/boe_policies/BC7000_rev808.pdf

The Parent Involvement Policy is approved by the Bullock Creek School Board of Education and fulfills the requirements of No Child Left Behind.

Parents Right to Know Statement

As a parent of a student at Pine River Elementary, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers, and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the Michigan Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the Michigan Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please call Debra Bradford at 631-5121.

The Parent Involvement Policy is approved by the Bullock Creek School Board of Education and fulfills the requirements of No Child Left Behind.

Parent Conferences

Parent Teacher Conferences were held twice during the 2017-18 school year. In addition to the regularly scheduled parent teacher conference dates, teachers and parents/guardians routinely met to discuss the progress of students.

Fall 2015	92% attendance
Spring 2016	85% attendance
Fall 2016	96% attendance
Spring 2017	86% attendance
Fall 2018	95% attendance
Spring 2019	88% attendance
Fall 2019	95% attendance
Spring 2020	88% attendance

The staff of Pine River Elementary continues to work towards helping students achieve to their highest potential. Teachers have spent time in professional development in preparation to meet the new and aggressive Common Core standards that have been adopted by the Michigan Department of Education. I hope you find the information in the Annual Report useful and if you have questions, please contact my office.

Debra Bradford, Principal
Pine River Elementary

Annual Education Report Pine River Elementary School (03048)**High School Graduation: Four-Year Adjusted Cohort Rate**

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

Annual Education Report Pine River Elementary School (03048)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Pine River Elementary School (03048)	0	8	9	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Pine River Elementary School (03048)	13.31	1.00	7.5%	N/A	N/A	1.00	7.5%

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Pine River Elementary School (03048)	1.00	0.00	0.0%	N/A	N/A	0.00	0.0%

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Pine River Elementary School (03048)	13.31	0.00	0.0%	N/A	N/A	0.00	0.0%

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Pine River Elementary School (03048)	13.31	0.00	0.0%	N/A	N/A	0.00	0.0%

Annual Education Report Pine River Elementary School (03048)
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
‡	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	5	29	42	22	7
Two or More Races					
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Pine River Elementary School (03048)
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	†	†	†	†	†
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	†	†	†	†	†
Native Hawaiian or Other Pacific Islander	†	†	†	†	†
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Pine River Elementary School (03048)
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility					
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability					
SD	10	74	26	10	1
Not SD	90	31	69	34	8
Student is an English Language Learner					
ELL	11	57	43	14	3
Not ELL	89	33	67	34	8

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Pine River Elementary School (03048)
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	#	#	#	#	#
Info not available					
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
Two or More Races	#	#	#	#	#
American Indian or Alaska Native	#	#	#	#	#
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	3

Rounds to zero

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Pine River Elementary School (03048)
NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report Pine River Elementary School (03048)**Sec. 1003 School Improvement Fund**

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display