



Pine River Elementary

2015-16 ANNUAL REPORT

Debra Bradford, Principal

Principal's Message

February 17, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 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 me for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://goo.gl/8FEoQd> or you may review a copy from the main office at Pine River Elementary.

Students at Pine River Elementary continue to excel in ELA as measured by the Michigan Educational Assessment Program. Although we are slightly above the state average for math, we are working towards great improvement in this area. Last year we implemented a Response to Intervention program in the area of math. Many parents were able to volunteer! We are excited to continue with this program. We are fortunate to have a school in which families and staff work together to meet all needs of students to ensure success in the classroom. 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 268 students in grades Kindergarten, 3-5 attended Pine River Elementary School during the 2015-16 school year. Daily attendance averaged 91%. Eleven 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, 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 2015-16 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 2015-16 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 2015-16 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://idx.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. In addition, for reading instruction teachers use Scholastic Literacy Place, copyright 2000.

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

DIBELS – Dynamic Indicators of Basic Early Literacy Skill

Oral Reading Fluency (ORF) - Fluency (automaticity) is reading words with no noticeable cognitive or mental effort. It is having mastered word recognition skills to the point of overlearning. Fundamental skills are so "automatic" that they do not require conscious attention.

Examples of automaticity:

- playing a musical instrument
- playing a sport (serving a tennis ball)
- shifting gears on a car

Oral Reading Fluency	% Proficient 2009-10	% Proficient 2010-11	% Proficient 2011-12	% Proficient 2012-13	% Proficient 2013-14	% Proficient 2014-15	% Proficient 2015-16
Third Grade	70	49	58	70	61	68	72
Fourth Grade		67	49	60	65	89	78
Fifth Grade				53	68	89	80

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 2015-16 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 2012	95% attendance
Spring 2013	84% attendance
Fall 2013	97% attendance
Spring 2014	84% attendance
Fall 2014	95% attendance
Spring 2015	86% attendance
Fall 2015	92% attendance
Spring 2016	85% 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

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2014-15	50.0%	70.3%	72.3%	44.7%	27.7%	21.3%	6.4%
ELA	3rd Grade Content	All Students	2015-16	46.0%	77.7%	83.3%	58.3%	25.0%	13.9%	2.8%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2014-15	47.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	71.6%	72.4%	47.1%	25.3%	20.7%	6.9%
ELA	3rd Grade Content	White	2015-16	53.9%	81.4%	84.8%	59.1%	25.8%	12.1%	3.0%
ELA	3rd Grade Content	Female	2014-15	54.7%	80.4%	77.6%	52.2%	25.4%	19.4%	3.0%
ELA	3rd Grade Content	Female	2015-16	49.5%	82.4%	90.6%	65.6%	25.0%	9.4%	0.0%
ELA	3rd Grade Content	Male	2014-15	45.5%	52.8%	59.3%	25.9%	33.3%	25.9%	14.8%
ELA	3rd Grade Content	Male	2015-16	42.6%	73.8%	77.5%	52.5%	25.0%	17.5%	5.0%

M-STEP Grades 3-11

ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	65.1%	65.0%	32.5%	32.5%	27.5%	7.5%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	61.5%	68.2%	40.9%	27.3%	27.3%	4.5%
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	53.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	84.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	46.6%	65.5%	76.1%	43.7%	32.4%	15.5%	8.5%
ELA	4th Grade Content	All Students	2015-16	46.3%	62.3%	64.6%	42.7%	21.9%	26.0%	9.4%
ELA	4th Grade Content	American Indian or Alaska Native	2014-15	36.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Asian	2014-15	70.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2014-15	21.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	65.5%	76.1%	44.8%	31.3%	16.4%	7.5%
ELA	4th Grade Content	White	2015-16	53.9%	65.2%	66.3%	43.8%	22.5%	24.7%	9.0%

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ELA	4th Grade Content	Female	2014-15	51.5%	70.6%	80.0%	50.0%	30.0%	10.0%	10.0%
ELA	4th Grade Content	Female	2015-16	50.9%	73.0%	73.4%	51.6%	21.9%	21.9%	4.7%
ELA	4th Grade Content	Male	2014-15	41.8%	61.5%	73.2%	39.0%	34.1%	19.5%	7.3%
ELA	4th Grade Content	Male	2015-16	41.8%	45.6%	46.9%	25.0%	21.9%	34.4%	18.8%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	52.6%	76.5%	35.3%	41.2%	11.8%	11.8%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	49.1%	50.0%	26.2%	23.8%	33.3%	16.7%
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	36.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	33.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	48.7%	66.2%	85.0%	40.0%	45.0%	12.5%	2.5%
ELA	5th Grade Content	All Students	2015-16	50.6%	71.4%	82.6%	39.1%	43.5%	13.0%	4.3%
ELA	5th Grade Content	American Indian or Alaska Native	2014-15	40.9%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	American Indian or Alaska Native	2015-16	43.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Asian	2015-16	74.7%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2014-15	55.7%	67.1%	84.8%	40.5%	44.3%	12.7%	2.5%
ELA	5th Grade Content	White	2015-16	58.1%	71.7%	83.1%	38.5%	44.6%	13.8%	3.1%
ELA	5th Grade Content	Female	2014-15	54.3%	71.6%	90.2%	51.2%	39.0%	9.8%	0.0%
ELA	5th Grade Content	Female	2015-16	55.8%	69.2%	89.3%	35.7%	53.6%	10.7%	0.0%
ELA	5th Grade Content	Male	2014-15	43.3%	60.3%	79.5%	28.2%	51.3%	15.4%	5.1%
ELA	5th Grade Content	Male	2015-16	45.5%	73.1%	78.0%	41.5%	36.6%	14.6%	7.3%
ELA	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	50.9%	73.7%	21.1%	52.6%	26.3%	0.0%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	58.3%	77.8%	33.3%	44.4%	16.7%	5.6%
ELA	5th Grade Content	Students With Disabilities	2014-15	14.6%	18.2%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	40.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	62.8%	66.0%	14.9%	51.1%	29.8%	4.3%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	62.6%	68.9%	24.3%	44.6%	27.0%	4.1%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	64.2%	67.8%	16.1%	51.7%	27.6%	4.6%
Mathematics	3rd Grade Content	White	2015-16	53.2%	65.3%	70.6%	23.5%	47.1%	25.0%	4.4%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	64.1%	67.2%	16.4%	50.7%	26.9%	6.0%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	58.8%	65.6%	21.9%	43.8%	31.3%	3.1%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	60.4%	63.0%	11.1%	51.9%	37.0%	0.0%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	65.6%	71.4%	26.2%	45.2%	23.8%	4.8%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	52.4%	47.5%	2.5%	45.0%	47.5%	5.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	50.0%	50.0%	4.2%	45.8%	41.7%	8.3%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	38.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	62.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	55.2%	66.2%	22.5%	43.7%	26.8%	7.0%

M-STEP Grades 3-11

Mathematics	4th Grade Content	All Students	2015-16	44.0%	50.3%	56.3%	22.9%	33.3%	42.7%	1.0%
Mathematics	4th Grade Content	American Indian or Alaska Native	2014-15	31.9%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	55.5%	67.2%	22.4%	44.8%	25.4%	7.5%
Mathematics	4th Grade Content	White	2015-16	52.3%	52.6%	59.6%	24.7%	34.8%	39.3%	1.1%
Mathematics	4th Grade Content	Female	2014-15	40.3%	49.0%	60.0%	20.0%	40.0%	30.0%	10.0%
Mathematics	4th Grade Content	Female	2015-16	42.1%	55.6%	59.4%	25.0%	34.4%	40.6%	0.0%
Mathematics	4th Grade Content	Male	2014-15	42.4%	60.0%	70.7%	24.4%	46.3%	24.4%	4.9%
Mathematics	4th Grade Content	Male	2015-16	45.8%	42.1%	50.0%	18.8%	31.3%	46.9%	3.1%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	47.4%	70.6%	5.9%	64.7%	23.5%	5.9%

M-STEP Grades 3-11

Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	35.1%	35.7%	7.1%	28.6%	64.3%	0.0%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	40.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	18.8%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	33.4%	41.8%	56.3%	23.8%	32.5%	36.3%	7.5%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	46.3%	63.8%	36.2%	27.5%	27.5%	8.7%
Mathematics	5th Grade Content	American Indian or Alaska Native	2014-15	24.1%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	American Indian or Alaska Native	2015-16	26.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2015-16	63.9%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	39.7%	43.8%	57.0%	24.1%	32.9%	35.4%	7.6%
Mathematics	5th Grade Content	White	2015-16	41.0%	45.2%	63.1%	36.9%	26.2%	27.7%	9.2%
Mathematics	5th Grade Content	Female	2014-15	32.6%	40.7%	56.1%	34.1%	22.0%	36.6%	7.3%
Mathematics	5th Grade Content	Female	2015-16	31.7%	40.4%	60.7%	39.3%	21.4%	32.1%	7.1%

M-STEP Grades 3-11

Mathematics	5th Grade Content	Male	2014-15	34.1%	43.1%	56.4%	12.8%	43.6%	35.9%	7.7%
Mathematics	5th Grade Content	Male	2015-16	35.8%	50.7%	65.9%	34.1%	31.7%	24.4%	9.8%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	24.5%	31.6%	10.5%	21.1%	63.2%	5.3%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	36.1%	61.1%	44.4%	16.7%	38.9%	0.0%
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	20.0%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	25.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	29.9%	35.2%	23.9%	11.3%	45.1%	19.7%
Science	4th Grade Content	All Students	2015-16	14.7%	27.0%	30.2%	19.8%	10.4%	41.7%	28.1%
Science	4th Grade Content	American Indian or Alaska Native	2014-15	8.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2014-15	23.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2014-15	2.0%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	4th Grade Content	White	2014-15	15.4%	29.7%	35.8%	23.9%	11.9%	43.3%	20.9%
Science	4th Grade Content	White	2015-16	18.4%	28.4%	31.5%	21.3%	10.1%	42.7%	25.8%
Science	4th Grade Content	Female	2014-15	10.4%	23.5%	30.0%	16.7%	13.3%	40.0%	30.0%
Science	4th Grade Content	Female	2015-16	13.0%	32.2%	35.9%	21.9%	14.1%	37.5%	26.6%
Science	4th Grade Content	Male	2014-15	14.3%	34.8%	39.0%	29.3%	9.8%	48.8%	12.2%
Science	4th Grade Content	Male	2015-16	16.4%	19.0%	18.8%	15.6%	3.1%	50.0%	31.3%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	23.1%	35.3%	23.5%	11.8%	52.9%	11.8%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	19.0%	16.7%	9.5%	7.1%	45.2%	38.1%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	36.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	17.6%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	22.2%	23.9%	32.5%	2.5%	30.0%	60.0%	7.5%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	30.1%	43.5%	10.1%	33.3%	53.6%	2.9%
Social Studies	5th Grade Content	American Indian or Alaska Native	2014-15	15.4%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	American Indian or Alaska Native	2015-16	16.5%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Social Studies	5th Grade Content	Asian	2015-16	35.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	26.9%	24.5%	32.9%	2.5%	30.4%	59.5%	7.6%
Social Studies	5th Grade Content	White	2015-16	23.0%	30.8%	44.6%	9.2%	35.4%	52.3%	3.1%
Social Studies	5th Grade Content	Female	2014-15	20.6%	24.7%	36.6%	2.4%	34.1%	53.7%	9.8%
Social Studies	5th Grade Content	Female	2015-16	16.7%	28.8%	46.4%	14.3%	32.1%	53.6%	0.0%
Social Studies	5th Grade Content	Male	2014-15	23.8%	23.0%	28.2%	2.6%	25.6%	66.7%	5.1%
Social Studies	5th Grade Content	Male	2015-16	21.0%	31.0%	41.5%	7.3%	34.1%	53.7%	4.9%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	9.3%	21.1%	0.0%	21.1%	63.2%	15.8%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	28.9%	50.0%	5.6%	44.4%	44.4%	5.6%
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	16.7%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	14.3%	<10	<10	<10	<10	<10

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2015-16	86.0%	100.0%	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	87.2%	100.0%	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	67.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	66.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	69.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	72.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	59.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	71.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	75.6%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Science	4th Grade Content	White	2014-15	64.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	68.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2014-15	74.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2014-15	61.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	80.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	59.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2015-16	37.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	83.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2015-16	63.7%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2015-16	41.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2015-16	81.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2015-16	53.1%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2015-16	34.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2015-16	80.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2015-16	62.9%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Social Studies	5th Grade Content	Male	2015-16	39.1%	<10	<10	<10	<10	<10
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MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display



MI School Data

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	99.3%	76.4%	100.0%	89.8%
All Students	Mathematics	98.6%	62.1%	99.3%	72.8%	100.0%	83.9%
All Students	Science	98.1%	50.0%	98.9%	64.9%	100.0%	60.6%
All Students	Social Studies	98.1%	59.3%	99.5%	71.4%	100.0%	78.3%
Bottom 30%	ELA	N/A	25.1%	N/A	30.3%	N/A	70.4%
Bottom 30%	Mathematics	N/A	19.0%	N/A	25.0%	N/A	49.3%
Bottom 30%	Science	N/A	9.8%	N/A	18.9%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	22.6%	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	<30	<30
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	<30	<30
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	<30	<30
Asian	ELA	99.3%	84.3%	<30	<30	<30	<30
Asian	Mathematics	99.4%	83.7%	<30	<30	<30	<30
Asian	Science	99.3%	65.5%	<30	<30	N/A	N/A
Asian	Social Studies	99.3%	76.0%	<30	<30	<30	<30
Black or African American	ELA	97.7%	46.9%	<30	<30	<30	<30
Black or African American	Mathematics	97.4%	37.3%	<30	<30	<30	<30
Black or African American	Science	96.5%	23.9%	<30	<30	N/A	N/A
Black or African American	Social Studies	96.6%	33.6%	<30	<30	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	<30	<30	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	<30	<30	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30	<30	<30

Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	<30	<30	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	N/A	N/A	N/A	N/A
White	ELA	99.0%	75.6%	99.3%	76.4%	100.0%	90.5%
White	Mathematics	98.9%	68.4%	99.3%	73.3%	100.0%	85.5%
White	Science	98.6%	57.1%	99.0%	65.4%	100.0%	63.2%
White	Social Studies	98.5%	65.8%	99.5%	70.7%	100.0%	76.9%
Economically Disadvantaged	ELA	98.3%	56.8%	99.2%	64.6%	100.0%	80.0%
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.2%	62.6%	100.0%	72.5%
Economically Disadvantaged	Science	97.5%	35.0%	98.8%	46.2%	100.0%	42.5%
Economically Disadvantaged	Social Studies	97.5%	43.9%	99.2%	58.1%	<30	<30
English Language Learners	ELA	98.8%	49.5%	<30	<30	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	<30	<30	N/A	N/A

Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	<30	<30	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	<30	<30	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	97.0%	56.1%	<30	77.4%
Students With Disabilities	Mathematics	97.1%	36.5%	97.0%	48.0%	<30	80.7%
Students With Disabilities	Science	97.0%	26.5%	94.6%	44.1%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	95.8%	46.6%	<30	<30

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	94.31%	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	N/A	N/A
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	94.96%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	85.71%	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

* All data based on students enrolled for a full academic year.



MI School Data

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	96.25%	97.01%

** All data based on students enrolled for a full academic year.*

Accountability Status District Data

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Pine River Elementary School	Green	2	Green	2	Green	2	Green	2	Lime	32

**Teacher Quality - Qualification**

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	13	7	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

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	N/A	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%



MI School Data

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
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) 2015 Mathematics Achievement.



MI School Data

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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	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) 2015 Mathematics Achievement.



MI School Data

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NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian or Alaska Native	1	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

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) 2015 Mathematics Achievement.

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

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), 2015 Reading Assessment.



MI School Data

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	#
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

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), 2015 Reading Assessment.



MI School Data

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NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian or Alaska Native	1	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

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), 2015 Reading Assessment.



MI School Data

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0