



PINE CREEK ELEMENTARY

August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for the Pine Creek Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Principal Julia Maxwell for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.westottawa.net/annual-reports/> or you may review a copy from the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has been identified as a Rewards School. Key challenges we face are a high poverty rate and a significant ELL population. Key initiatives in place to close the gaps are targeted Tier 2 and Tier 3 interventions in reading, writing, and math for students not at grade level on interim and formative assessments, improving learning through the use of SIOP instructional strategies, and using data to inform classroom instruction and interventions. We are committed to providing the best individualized instructions for all students.

State law requires that we also report additional information about our school. The following will provide you with additional information about our school and our achievements:

Process for Assigning Students

Pine Creek Elementary has been an urban neighborhood school since 1991. Students are assigned to Pine Creek based upon geographical location determined by boundaries for each of the nine elementary schools in the district.

School Improvement Plan

Our School Improvement Team developed goals for the content areas of reading, writing, and math. A copy of the full school improvement plan is available at www.westottawa.net/schools.

By June 2022, 85% of all students will demonstrate a proficiency in all reading standards in English Language Arts as measured by state level assessments.

By May 2014, 80% of all students will demonstrate a proficiency in reading by achieving benchmark composite as measured by DIBELS Next.

Strategies that we will use to improve our reading scores include a focus on comprehension and using collaborative grade level and school teams to consistently analyze demographic and achievement data to inform decisions regarding implementation of best practices, instructional resources, and assessment tools for use in K-5.

By June 2022, 85% of all students will demonstrate a proficiency in all writing standards in English Language Arts as measured by state level assessments.

By May 2014, 10% of all students will demonstrate a proficiency in both narrative and informational writing in English Language Arts as measured by district writing assessments.

Strategies that we will use to continue our improvement in writing include using collaborative grade level and school teams to consistently analyze writing data to inform decisions, a focus on writing strategies in all core content areas, and consistently use SIOP instructional strategies to meet individual student needs.

By June 2022, 85% of all students will demonstrate a proficiency in all standards in mathematics as measured by state level assessments.

By May 2014, 80% of all students will demonstrate a proficiency in all standards in mathematics as measured by Discovery Education interim assessments.

Strategies that the Pine Creeks' staff will use to address the areas of need include working in collaborative teams to analyze math data, continuing implementation of CCSS and the 8 Math Practices, curriculum alignment, and a focus on targeted interventions.

School Description

Pine Creek Elementary services both a general education population of K-5 students and special education students through inclusion and a resource program. A specialized Great Start Readiness Program (GSRP) is housed at Pine Creek. GSRP is a free, state funded program for children who qualify. Children receive high quality developmentally appropriate instruction designed to prepare them for success in school. Children must be four years of age by December 1 of school year attending, and the family must meet income eligibility and/or risk factors established by the state.

Our Core Curriculum

The core curriculum, based on the Common Core State Standards (CCSS), provides a framework for our educational programs. It is a set of expectations all students should achieve to progress in their schooling. We are working to deliver a curriculum that provides all students with the knowledge and skills necessary for living effectively today and in the future. Our curriculum provides extended opportunities designed to meet individual needs. Course offerings exceed core curriculum requirements established by the Michigan Department of Education. Strong academic programming is supported by quality technology and facilities.

Integrated with our core academic curriculum and enhancing a student's quality educational experiences are:

- Clubs, organization, and athletics
- Community partnerships
- Field trips, assemblies, and special activities/events
- Integration of technology into instruction and assessment
- Library-media resources
- Project CHARLIE
- Special education
- Student government
- Technology tools/resources

Student achievement remains our top priority. Higher standards and greater expectations have resulted in the implementation of a variety of instructional methods, progressive teaching strategies, and specialized programs designed to respond to the individual needs and learning styles of a diverse student population. We offer a demanding academic schedule for all students with an emphasis on college preparation skills. This program is supported by strong educational components that provide real-world vocational/technical training choices for students.

We embrace the concept of a brain-compatible learning environment, recognizing that individuals learn at different rates of growth through different methods of instruction and a variety of teaching/learning styles. Our curriculum makes provisions for the variability of academic skills, interests, and social, emotional, and physical development within our student population. Copies of core curriculum are available for review through the Office of Teaching and Learning and on the website www.westottawa.net/schools.

Aggregate Student Achievement Results on Local Assessments

DIBELS Next Composite Scores (End of Year)

Kindergarten	86% met Benchmark
First Grade	68% Met Benchmark
Second Grade	69% Met Benchmark
Third Grade	55% Met Benchmark
Fourth Grade	60% Met Benchmark
Fifth Grade	81% Met Benchmark

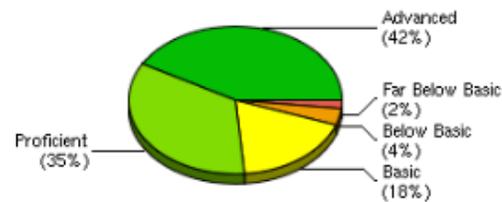
District Interim Assessments

Due to major changes in district assessments during 2011-2012, large discrepancies from year to year may appear at this time.

Spring Reading Interim Assessment

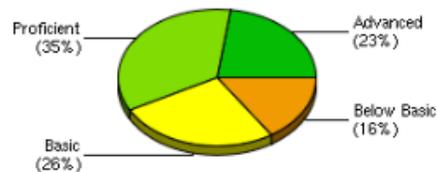
2nd Grade

Performance Level	# Students	% Students
Advanced	23	42
Proficient	19	35
Basic	10	18
Below Basic	2	4
Far Below Basic	1	2
Total	55	100%



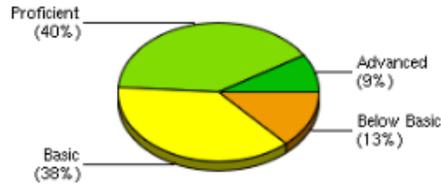
3rd Grade

Performance Level	# Students	% Students
Advanced	13	23
Proficient	20	35
Basic	15	26
Below Basic	9	16
Far Below Basic	0	0
Total	57	100%



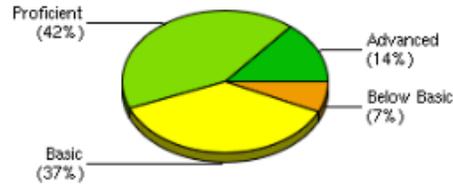
4th Grade

Performance Level	# Students	% Students
Advanced	4	9
Proficient	18	40
Basic	17	38
Below Basic	6	13
Far Below Basic	0	0
Total	45	100%



5th Grade

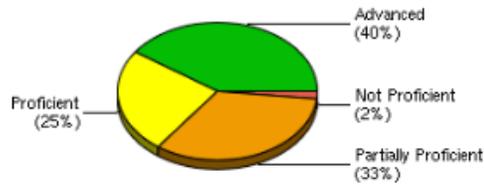
Performance Level	# Students	% Students
Advanced	8	14
Proficient	24	42
Basic	21	37
Below Basic	4	7
Far Below Basic	0	0
Total	57	100%



Spring Writing Assessment

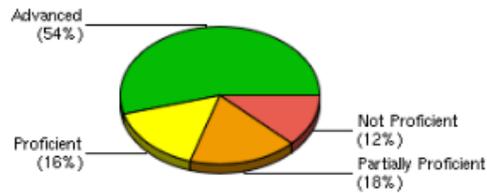
2nd Grade

Performance Level	# Students	% Students
Advanced	23	40
Proficient	14	25
Partially Proficient	19	33
Not Proficient	1	2
Total	57	100%



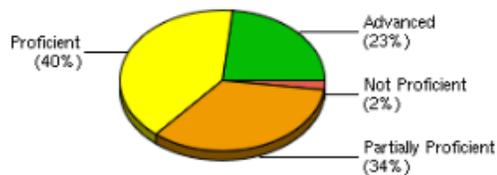
3rd Grade

Performance Level	# Students	% Students
Advanced	31	54
Proficient	9	16
Partially Proficient	10	18
Not Proficient	7	12
Total	57	100%



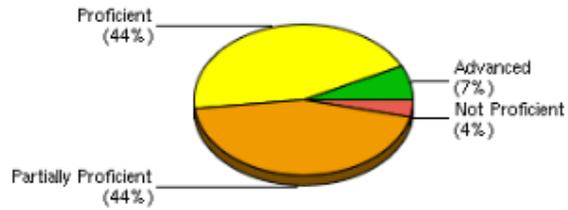
4th Grade

Performance Level	# Students	% Students
Advanced	11	23
Proficient	19	40
Partially Proficient	16	34
Not Proficient	1	2
Total	47	100%



5th Grade

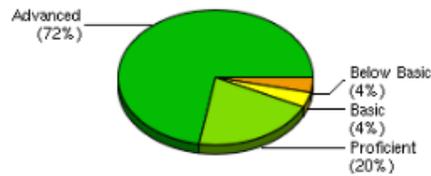
Performance Level	# Students	% Students
Advanced	4	7
Proficient	24	44
Partially Proficient	24	44
Not Proficient	2	4
Total	54	100%



Spring Math District Assessment

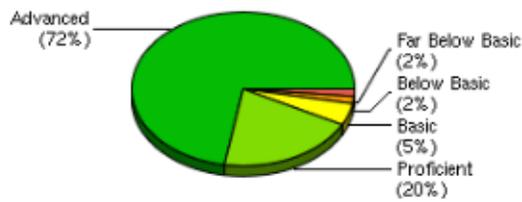
Kinder

Performance Level	# Students	% Students
Advanced	60	72
Proficient	17	20
Basic	3	4
Below Basic	3	4
Far Below Basic	0	0
Total	83	100%



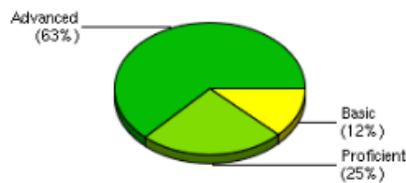
1st Grade

Performance Level	# Students	% Students
Advanced	47	72
Proficient	13	20
Basic	3	5
Below Basic	1	2
Far Below Basic	1	2
Total	65	100%



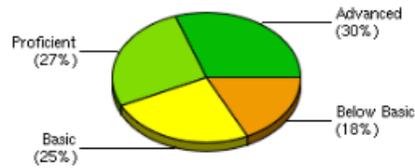
2nd Grade

Performance Level	# Students	% Students
Advanced	36	63
Proficient	14	25
Basic	7	12
Below Basic	0	0
Far Below Basic	0	0
Total	57	100%



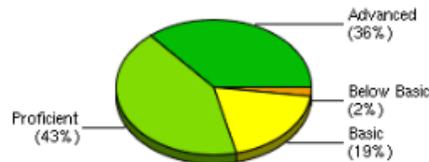
3rd Grade

Performance Level	# Students	% Students
Advanced	17	30
Proficient	15	27
Basic	14	25
Below Basic	10	18
Far Below Basic	0	0
Total	56	100%



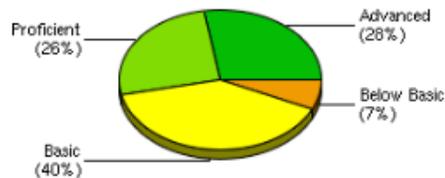
4th Grade

Performance Level	# Students	% Students
Advanced	17	36
Proficient	20	43
Basic	9	19
Below Basic	1	2
Far Below Basic	0	0
Total	47	100%



5th Grade

Performance Level	# Students	% Students
Advanced	16	28
Proficient	15	26
Basic	23	40
Below Basic	4	7
Far Below Basic	0	0
Total	58	100%



Parent and Community Involvement

Parent and community involvement in the education of children and participation in the life of a school are reflected in many ways. One avenue is attendance at parent-teacher conferences.

- 96% of our parents/guardians attended fall conferences in 2011-12
- 95% of our parents/guardians attended fall conferences in 2012-13

Additionally, parents are actively involved in school activities through volunteering and the Pine Creeks PTA. The PTA is an active and dynamic part of the school community which supports and enhances the instructional programs and activities at Pine Creek. All Pine Creek parents are automatically members and encouraged to attend monthly meetings. Annual PTA fundraisers produce the means by which the PTA operates, providing activities, parties, assemblies, field trips, and special instructional materials for our students.

We will continue to work together as a school staff to provide the excellent education the community has come to expect.

Sincerely,

Julia Maxwell
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