

PINE RIVER AREA SCHOOLS

17445 Pine River Rd, Leroy, MI 49655

Go Bucks!



*Inspiring students to
achieve greatness.*

2018-2019 DISTRICT ANNUAL EDUCATION REPORT (AER) COVER LETTER

March 19, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Pine River Area Schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Superintendent Matt Lukshaitis or any of our building principals for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site <http://bit.ly/2W1z30m> or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety

Review the table below listing our schools. For the 2017-18 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 three or more underperforming student subgroups. 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 status label is given.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

School Name	Status Label	Key Initiative to Accelerate Achievement
Pine River Lower Elementary	No Label	K-3 Reading
Pine River Upper Elementary	No Label	4-5 Reading Comprehension
Pine River Middle School- High School	No Label	Mathematical Problem Solving Argumentative Writing

Our schools are focused on improving in every area, but we have spent considerable time and effort implementing reading, writing, and mathematical problem solving strategies in our K-12 classrooms since 2014-2015. The strong results in our elementary schools are reflective of systemic growth as we finish Year 5 of a 5-year School Improvement Plan cycle. We are confident that these initiatives will result in long-term growth and positively influence future student achievement. As we feel reading may be the most important skills for our students K-5 to master, we will continue to focus on reading through the remainder of this school year and into our next School Improvement Cycle.

In our middle school-high school, the state's new metric for measuring summative growth and summative achievement indicate a need for continued effort regarding instruction special needs students in mathematics and English Language Arts. Our middle school-high school continues to meet with specialists from our ISD in developing specific programming changes.

We are proud of our schools' progress, our selection once again as a *U.S. News and World Report* Bronze award winner as one of the nation's top high schools, and in our amazing students, parents, and staff! Our community's support of our students and athletes has always been tremendous. We are taking care of the buildings and grounds and we welcome those interested to come and visit (and take a tour) anytime of our schools and our district!

Sincerely,

A handwritten signature in black ink, appearing to read 'Matthew Luke Lukshaitis', with a long horizontal flourish extending to the right.

Matthew Luke Lukshaitis