



August 15, 2015

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for Parkview Elementary School. The AER addresses the complex reporting information required by Federal and some requirements of State laws. The school's report contains information about student assessment and student performance on those assessments. Please contact Kim Caudell, Principal at 517.541.5780 or caudelk@charlottenet.org for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site www.charlottenet.org or you may review a copy in 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 similar student population. A Focus school is one that has an achievement gap in 30 percent of its students achievement scores. A Priority school is one whose achievement and growth is in the lowest 5 percent of all schools in the state.

Parkview Elementary has been identified as a Focus School, because it has a large gap between the top 30 percent of the highest achieving students and the bottom 30 percent of lowest achieving students across the subjects of Mathematics and Writing. Information used to rank schools is based on the development of the Top to Bottom list of schools and their performance. By maximizing our resources provided by both local and At Risk funding, we are actively working to address the school issues as outlined below:

**In 2014-2015 Grades K-2 used the new version of Everyday Math version 4.0 that became available late fall of 2014. The new version was not available for 3rd grade.

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**Using assessment data to guide classroom instruction: Parkview students will be assessed throughout the school year to provide staff members with assessment data to aid in instructional decision making in Reading, Mathematics, and Writing.

**Collaborating in Professional Learning Communities: Parkview staff met weekly to discuss assessment data and to make informed instructional decisions based on student data.

**In 2014-2015, Grades K-2 used the new version of Everyday Math version 4.0 that became available late fall of 2014. The new version was not available for grade 3 from the publisher. (2014-2015)

**Math curriculum review was completed and “Go Math” was recommended. The “Go Math” Mathematics program will be piloted in the 3rd Grade in 2015-2016.

**Institutionalizing the Wonders English Language Arts program with fidelity, to support students in Reading fluency, accuracy, and comprehension. In 2015-2016, a K-3 Writing Advisory Group will be established to develop and convey writing prompts and scoring rubrics.

**Institutionalizing the Everyday Mathematics version 4.0 for grades K-2 that will be accompanied with the proper professional development in the 2015-2016 school year.

**Institutionalizing the Wonders Writing Component with grade level benchmark assessments three times a year in 2015-2016; a K-3 writing advisory group will be established to develop common writing prompts and scoring rubrics.

**Implement intervention blocks in Mathematics and Reading to meet the needs of the students at their ability level to ensure student achievement.

**Actively engaging students in explicit instruction at their instructional reading level through leveled guided reading/strategy groups.

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****Actively engaging staff members in monthly professional development opportunities that support our School Improvement Goals.**

The current challenges of Parkview Elementary in the 2014-2015 school have been using the time during the school day to provide interventions with the designated resources to bridge gaps in learning of the students who are economically challenged. In an effort to show improvement in this area, the following strategies will be incorporated into the planning of Parkview's school improvement efforts in the next school year:

****Progress monitoring each student monthly with a district adopted assessment that will track progress. These results will be shared with parents each month and family night activities will center around providing strategies for parents as to how they can help at home improve their child's learning at school.**

****Scheduling of the school day with intentional blocks of time that will include special educators and At Risk staff to provide key intervention Tier 2 strategies for each grade level. These blocks of time with support learning resources will target specific skills, with the most qualified staff members working with our lowest performing students.**

In addition to the facts and figures you will find in the Annual Report, we want to share the following information with you:

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Charlotte Public School District has centralized enrollment that assigns students to a school based on residency boundaries established by the district. Charlotte Public School also participates in county-wide, as well as, out of county Schools of Choice.

THE STATUS OF THE 5 YEAR SCHOOL IMPROVEMENT PLAN

At Parkview Elementary, a continuous cycle of school improvement is in place. This includes conducting comprehensive needs assessments, analyzing achievement trends, identifying areas in need of improvement, and implementing strategies that address identified areas. A comprehensive school improvement plan is designed

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with goals, strategies, and activities that are based on data driven conclusion targeted at academic student growth. These include collaboration, professional development, targeted student invention initiatives. Parkview Elementary is eligible for At Risk grant funding sources therefore, Parkview Elementary ensures that all required components of being an At Risk grant funded building are included in the school improvement plan.

MISSION STATEMENT

Within a safe caring environment, the mission of Parkview Elementary School is to develop productive citizens and lifelong learners by enhancing the diverse talents and abilities of each student.

2014-2015 SCHOOL IMPROVEMENT GOALS

- 80% of all students at Parkview Elementary will be proficient in the scientific process by 6/9/15 as measured by a local assessment.
- 80% of all students at Parkview Elementary will be proficient in mathematics by 6/9/15 as measured by the 3rd grade state standardized assessment.
- 80% of all students at Parkview Elementary will be proficient readers as measured by the 3rd grade state standardized assessment.

PROGRESS TOWARDS THOSE GOALS:

Reading

- 71% of students at Parkview were reading on grade level at the end of the 2014-2015 school year based on the Dibels Assessment.
- 3rd grade MSTEP results are not available
- 3.1 (3 being the level of grade level proficiency) was the total average reading growth for all students using the Discovery Education Reading Assessment.

Math

- 3rd grade MSTEP results are not available.
- 3.1 (3 being the level of grade level proficiency) was the total average math growth for all students using the Discovery Education Math Assessment.

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Science:

- 75% of the students at Parkview were able to recite and order the scientific process.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Parkview Elementary provides instruction for students in grades kindergartenthrough third grade in all subject areas.

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.

A copy of the curriculum can be viewed on the District website.

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

Parkview Elementary evaluates the academic progress of its students by administering common assessments, weekly and unit assessments, Discovery Education and DIBELS norm referenced assessments. For the first time, 3rd grade students participated in the state wide MSTEP assessment. The results of this assessment have not been released and it is unknown when this may occur.

End of the Year Dibels Student Achievement Data:

	September, 2014	June, 2015
Kindergarten:	62%	79%
First Grade:	48%	57%
Second Grade:	68%	79%
Third Grade:	69%	67%

End of the Year Discovery Education Student Achievement Data-Language Arts(Percentage Correct):

	September, 2014	June, 2015
Kindergarten:	40.1%	70.2%
First Grade:	50.6%	63.1%
Second Grade:	44.9%	61.0%
Third Grade:	56.7%	68.0%

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End of the Year Discovery Education Student Achievement Data-Math
(Percentage Correct):

	September, 2014	June, 2015
Kindergarten:	45.2%	70.6%
First Grade:	51.2%	77.9%
Second Grade:	54.2%	76.0%
Third Grade:	48.4%	78.2%

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

Parkview Elementary believes that a strong parent-school connection is vital to high achievement of students. This partnership allows for significant education goals to be developed for students, a plan for accomplishing those goals, cooperation on implementing strategies for finding solutions to problems that may occur and continuous communication regarding the progress of the goals.

PARENT-TEACHER CONFERENCE AVERAGES

During the 2014-2015 school year, 93% of Parkview Elementary School students' parents/guardians attended fall conferences and 95% attended spring conferences. For those parents who could not attend, contact was made using other means, such as email, Skype, or telephone. 100% of parents received communication concerning the progress of their student at the designed parent-teacher conference time.

This report is a reflection of our commitment to set and reach high academic standards for our students. It also reflects dedication of our students, parents, and staff. Our staff works tirelessly to ensure that the classrooms and school are places where all students can find success. Parkview Elementary School is committed to preparing our students to become productive citizens in society and lifelong learners.

Educationally Yours,

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