



February 1, 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 Peck Schools, K-12. 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 Bill Kerr for assistance.

The AER is available for you to review electronically by visiting the following web site MI School Data, or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school was identified as a "HAS NOT BEEN GIVEN ONE OF THESE LABELS".

Peck Community Schools have experienced administrative changes which welcome a new K-12 Principal, Mr. William Kerr. Mr. Kerr and his staff are in the process of ensuring that the core curriculum standards are fully incorporated in the Peck K-12 curriculum. This process began in the 2015-16 school year and is continuing throughout the 2016-17 school year with professional development for the teaching staff focusing on this topic. The key challenges of the school district center on the core curriculum areas. The writing scores are the most concerning of these areas with reading and mathematics being the next areas of concern. The district will continue to use Title I and At-Risk funding to work in the areas of mathematics and reading through specialist support and tutoring. Our efforts are directed at enhancing the academic achievement of the at-risk population within Peck Schools.

State law requires that we also report additional information.

1. The students of Peck Schools are assigned to grade levels and classes according to age, achievement and the credits they have earned.
2. The administration has begun to review the building and district school plans. Currently, School Improvement Committees are meeting and reviewing the Peck Schools plans and needs. As more data are reviewed and needs identified more information will be posted on this website. If you are interested in becoming part of a Peck School Improvement Committee, please contact any school office.
3. There are no specialized schools within Peck Schools.
4. The contents of the core curriculum can be accessed through the Michigan Department of Education website (www.michigan.gov/mde). Peck Schools do not have any variance from the state model. The curriculum has been integrated into grades K-12 as written.

5. Peck Community Schools administrators the NWEA tests through Northwest Testing to the students in grades K-12. This test measures the academic progress of each student's learning level through differentiation of questions applied accordingly. The results are made available to the parents three times throughout the school year. The district provides the results to the parents at the conclusion of the tests in the fall, winter, and spring and results are also included in their permanent records. Aggregate results are available by contacting the school office.
6. At parent teacher conferences the elementary had 70% of parents attend; the junior/senior high had 44% attend.
7. For Peck High School:
 - a. There were 9 students enrolled in dual enrollment classes, there was 6.5% of the student population that participated in this program.
 - b. Peck Schools offers one college equivalent course which is an advanced placement course in Literature.
 - c. There were 23 students enrolled in the advanced placement course for the 2015-16 school year. Of those 23 students, 3 took the AP Test with 1 passing for a 23% passing rate.
 - d. There were 1 students total in Peck Schools who took the dual enrollment and AP classes who received college credit. This computes to 25% of the students who received college credit.

The K-12 staff is encouraged by the work they have done on the core curriculum standards implementation over this past year with their new principal. Through the implementation of the core curriculum and a constant assessment of student academic progress and achievement, the district has been able to target areas of concern and develop plans that will meet the instructional needs of the students. We would like to congratulate the teachers, the students, and the parents for their participation in this partnership over the past year.

We are committed at Peck Schools to improving our students' performance on all standardized testing. The district stresses to students and parents the importance of all state standardized testing. We are providing opportunities for our students to practice on standardized testing, ensuring a good testing environment and emphasizing the importance of health and nutrition for testing. The district has established collaboration time for or staff and increased teachers' opportunities for professional development.

With hard work and the continued support of the community, Peck Community Schools will continue to move forward.

Sincerely,

William Kerr, Principal