



White Pigeon Community Schools

“Every Student—Every Day”

March 27, 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 White Pigeon Jr/Sr High School. 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 Todd Reynolds for assistance.

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

For the 2017-18 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 not identified for one of these labels.

White Pigeon Jr/Sr High School is working very hard to increase student achievement. We are working to increase our numbers in career and technical education, dual enrollment and the Early Middle College. As a building, we have a difficult time in increasing achievement as so many of our students are victims of poverty. We are using Professional Learning Communities, Multi-Tiered System of Support (MTSS) Pyramid to help our struggling students in grades 7-12, and an MTSS class for students who chronically fail. It is our hope these interventions will help to close our achievement gaps.

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State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL- In White Pigeon we only have one high school, so students have no choice to attend another district school. They may use School of Choice if they are inclined.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN-White Pigeon Jr/SR High School is in year five of their school improvement plan.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL– We do not have any specialized schools in our district.

4. 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- White Pigeon Community Schools use the Kent County Curriculum, which is called KC4. It is accessible online and available to parents by calling Carrie Erlandson, Curriculum Director. It does not vary from the state model, and was implemented in 2011, and then updated when the Common Core was adopted in Michigan.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS- At this time we do local assessments, but there are no nationally normed tests being used at the Jr/Sr High School.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES-In the fall the building had 51% of the students represented at parent teacher conferences.

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

- THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)-Twenty-four students took dual enrollment classes which is 9.25% of our high school population for 2017-18.
- THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)- None
- THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)-None
- THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT– Twenty-four students took courses and 100% of them were awarded college credit.

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