



Pinconning Central Elementary Annual Education Report

January 12, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-2025 educational progress for Pinconning Central Elementary.

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 John Sanford, principal at Pinconning Central Elementary for assistance.

The AER is available for you to review electronically by visiting the following web site: [pasd.org **CENTRAL ELEMENTARY SCHOOL'S COMBINED REPORT**](https://pasd.org/CENTRAL-ELEMENTARY-SCHOOL'S-COMBINED-REPORT), or you may review a copy in the main office at your child's school.

For the 2025-2026 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 in 2024-2025. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-2022. 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%, failed to exit CSI status in 2024-2025, or failed to exit ATS status in 2021-2022. Some schools are not identified with any of these labels. In these cases, no label is given.

Pinconning Central Elementary has not been given one of these labels by the state.

Our data from the 2024-2025 school year indicates students from Pinconning Central Elementary score above or near the state average on most subject areas of the State Administered test. There is a continued effort to increase student proficiency in all subject areas, with an emphasis on Mathematics and English Language Arts. We are addressing the areas which are below the state average, through our Michigan Integrated Continuous Improvement Process (MICIP) school improvement efforts, updating our curriculum and providing quality professional development for all our staff.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Pinconning Central Elementary accepts students who reside within the boundaries of the Pinconning Area School District as well as participating in the School of Choice program for non-resident families.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Pinconning Central Elementary is in the fourth year of the five year cycle. The Pinconning Central Elementary School Improvement team has identified five goals. Our district is currently working on achieving full implementation of the following goal: Implement MTSS with fidelity across the district.

We will use MTSS framework components. The essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening and Assessment System; Continuous Data-Based Decision Making. We will provide a guaranteed and viable curriculum and use a Social and Emotional Support Model.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

We do not have any specialized schools

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

Parents and community members may access our curriculum by visiting the district web site at www.pasd.org then click on the "Curriculum" tab. Our teachers and administration work together to implement the state standards and ensure the curriculum is addressing those standards as well as being rigorous and relevant. Copies of the district curriculum can be requested by contacting Dr. Sarah Braun, High School/Middle School Curriculum Director, Tara Gwisdala, Elementary Curriculum Director or by visiting the district website. There are no variances within our written curriculum.

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

Pinconning Central Elementary students participate in both state and local assessments to identify strengths and gaps in the curriculum and to make necessary adjustments, thus ensuring student success. Please visit our school website at www.pasd.org to review the Annual Education report, which contains disaggregated data such as M-STEP. Pinconning Area Schools also participates in the NAEP Reading and Mathematics assessments in grades 4 and 8. Our last testing cycle was completed in the fall of 2019 regardless of the location selected, the data is reported at the state level only

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

Parent-Teacher Conferences are held in the fall for all students and in the spring by appointment. This is an opportunity to communicate with families regarding each student's achievement and individual needs. During the 2022-2023 and 2023-2024 school year participation was 90%, with a slight decrease in 2024-2025 to 80%. Communication between the school and families are conducted in a variety of ways such as: telephone calls, emails, classroom and building newsletters, daily and weekly folders and various apps for promoting family and school communication.

The students at Pinconning Central Elementary are served by a teaching staff that is recognized as being 100% Highly Qualified according to the necessary requirements.

Pinconning Central Elementary is a great place to educate students. We have a very dedicated and passionate staff of teachers and support personnel who work diligently finding ways to improve, enhance and increase student achievement.

Sincerely,

John Sanford, Principal

Pinconning Central Elementary