

February 12, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Pellston Middle/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 Mr. Enos Bacon, Middle/High School Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.pellstonschools.org/aer.html> , or you may review a copy in the main office at your child's school.

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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 label is given.

Our school was not provided a label.

Pellston Middle/High School is faced with the challenge of meeting the demands of the 21<sup>st</sup> Century and preparing students for tomorrow. The challenges of meeting the demands of our rigorous state standards pose a real challenge for our students and staff. Our focus has been to consider both quality instruction for all students and a comprehensive curriculum across subject areas. Our administration and staff have been dedicated to aligning district curriculum to meet the challenges put forth by the state of Michigan through a thorough and well-aligned curriculum in all of the content areas. Research has yielded results that would indicate student achievement as much as four times others where curriculum was well articulated and aligned. We believe that through a well-aligned curriculum and strategies for intervention, we will increase learning for all students. In order to support these initiatives, we have adopted NWEA testing as a means for informing our instruction for our students. We know that through data, our staff will be better equipped to meet the needs of our students both collectively and individually from an instructional standpoint.

**PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Pellston Public Schools has one middle/high school; all district students in grades 6-12 are assigned to the middle/high school building.

**STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

Pellston Middle/High is in the process of completing the 3-5 year cycle with its School Improvement Plan. During the past five years the primary focus areas of the plan have been: Effective Feedback (Marzano, 2011), Supplemental Instruction (Kuzmich, 2005), Social & Emotional Learning, and Mentoring & Relationship Building (Crone, D.A., Hawken, L.S., & Horner, R.H. (2010).

**A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

Pellston Public Schools has no specialized schools within the district boundaries.

**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**

Pellston Middle/High School uses a variety of tools to support articulation of its curriculum. Staff document curriculum utilizing pacing guides, curriculum maps and web-based Planbook.com. The building as is the district is committed to alignment of curriculum instruction using the Michigan Standards in all content areas. Please contact the middle/high school office to request a copy.

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

**NWEA MAP Growth: Mathematics**

School Year	Grade	Test Window	Number of Students	Mean RIT
2020-2021	6	Fall	24	210.7
2020-2021	6	Winter	27	215.7
2020-2021	7	Fall	26	217.7
2020-2021	7	Winter	31	216.8
2020-2021	8	Fall	23	216.3
2020-2021	8	Winter	29	217.1
2020-2021	9	Fall	13	221.2
2020-2021	9	Winter	NA	N/A
2020-2021	10	Fall	22	234.0
2020-2021	10	Winter	NA	N/A
2020-2021	11	Fall	21	239.9
2020-2021	11	Winter	NA	N/A

**NWEA MAP Growth: Reading**

School Year	Grade	Test Window	Number of Students	Mean RIT
2020-2021	6	Fall	26	209.8
2020-2021	6	Winter	30	215.5
2020-2021	7	Fall	27	212.8
2020-2021	7	Winter	33	212.9
2020-2021	8	Fall	24	215.8
2020-2021	8	Winter	30	216.6
2020-2021	9	Fall	NA	NA
2020-2021	9	Winter	21	218.1
2020-2021	10	Fall	25	222.4
2020-2021	10	Winter	31	224.1
2020-2021	11	Fall	22	216.0
2020-2021	11	Winter	23	216.8

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

Fall 2018: 31%                      Fall 2019: 37%  
Spring 2019: 28%                  Spring 2020: 27%

**THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS**

2018-2019 graduates = 18 post secondary enrollments out of 45 total graduates = 40% (MI School Data)

2019-2020 graduates = 20 post secondary enrollments out of 40 total graduates = 50% (MI School Data)

**THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED**

2018-2019    10 courses  
2019-2020    10 courses

**THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES**

2018-2019    25 students, 14% of HS students (25/164=0.135)  
2018-2019    18 students, 13% of HS students (18/134=0.134)

**THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT**

2018-2019    24 students, 96% enrolled receiving college credit  
2018-2019    18 students, 89% enrolled receiving college credit

While we are pleased with our test results, we are ever seeking to improve. Our work with our students would not be as fruitful if not for the support of our community and our families. We thank you for your support in the endeavor of educating our children of this community. We at Pellston Middle/High School look forward to our continued partnership for years to come.

Sincerely,

Enos M. Bacon III, Pellston Middle/High School Principal