



HOME OF THE HORNETS

PELLSTON PUBLIC SCHOOLS

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February 12, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for the Pellston Public Schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Mr. Stephen Seelye, Superintendent, for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site <https://bit.ly/3LIIjkk> or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data – Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This report section presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety

Review the table below listing our schools. For the 2020-21 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 status label is given.

School Name <LIST ALL SCHOOLS>	Status Label <IDENTIFY TSI, ATS, CSI AND NO LABEL SCHOOLS>	Key Initiative to Accelerate Achievement <IDENTIFY THE KEY INITIATIVE>
Pellston Elementary School	No status designation given	
Pellston Middle/High School	No status designation given	

In closing, on behalf of district staff and administration, I would like to congratulate our students, parents/guardians, community members and all stakeholders on the tremendous support that they have and continue to provide to the district and its students. While the district is proud of its student achievement scores, the district wants to assure students, parents/guardians, community members and all stakeholders that Pellston Public Schools will continue to focus on increased student achievement outcomes at all grade levels. The district is committed to continuously monitoring student growth and will continue to provide research-based, high-quality supplemental instructional support for identified students. I encourage families to continue to be actively engaged in their student’s learning and school experience. We welcome classroom volunteerism that supports the mission of “having all students perform at high levels” and educational conversations with parents supporting their student’s learning.

Sincerely,

Stephen Seelye

Pellston Public Schools Superintendent