



HOME OF THE HORNETS

PELLSTON PUBLIC SCHOOLS

172 PARK STREET · PELLSTON, MI 49769

SUPERINTENDENT
(231) 539-8421

MS/HS OFFICE
(231) 539-8801

ELEMENTARY OFFICE
(231) 539-8421

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Dear Parents and Community Members,

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for Pellston Elementary 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 the building principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3LlIjKk> or you may review a copy in the main office at your child's school.

For the 2024-25 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, Pellston Elementary, has not been given one of these labels.

While state assessments were administered in the spring of 2025, other academic (NWEA) and social/emotional (SEL) growth measures were used to monitor progress and provide information to drive key initiatives for continuous improvement.

State law requires that we also report the following additional information for the two most recent years:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Pellston Public Schools has one elementary school, all district students in grades K-5 are assigned to the single elementary school.

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

The Pellston Public Schools District participates in the Michigan Continuous Improvement Process (MICIP) to improve student outcomes by assessing the needs of the whole child to

develop plans and coordinate funding. Pellston is in the process of completing a 3-5-year cycle with our School Improvement Plan. Our active goals are to meet the needs of all students in areas of behavior, social and emotional growth and academics through a whole child approach. During the past five years the primary focus areas of the plan have been creating understanding of The Trauma-Informed School: “A Step by Step Guide for Administrators and School Personnel” (Forbes and Sporleder, 2016) and implementing the five essential components of Multi-Tiered Systems of Supports (MTSS) Team-Based Leadership, Tiered Delivery System, Selection and Implementation of Instruction, Interventions and Supports, Comprehensive Screening and Assessment Systems, and Continuous Data-Based Decision Making to improve our literacy outcomes.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

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

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, AS DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL

Pellston Elementary School’s core curriculum is built, aligned, and paced according to Michigan’s Academic Standards in all content areas. The link below will provide access to the adopted curriculum by the Michigan State Board of Education.

<https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html>

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

Pellston Elementary School began administering the NWEA Measures of Academic Progress (MAP) during the 2019-20 school year. The following chart displays the growth data for the 2024-25 school year.

NWEA MAP GROWTH: READING

SCHOOL YEAR	GRADE	TEST WINDOW	NUMBER STUDENTS	MEAN RIT
2024	K	FALL	49	138.9
2025	K	SPRING	50	152.9
2024	1	FALL	33	162.4
2025	1	SPRING	34	182.7
2024	2	FALL	33	172.7
2025	2	SPRING	32	190.2
2024	3	FALL	36	184.9
2025	3	SPRING	39	201.4

NWEA MAP GROWTH: MATH

SCHOOL YEAR	GRADE	TEST WINDOW	NUMBER STUDENTS	MEAN RIT
2024	K	FALL	49	141.3
2025	K	SPRING	50	158.5
2024	1	FALL	33	160.8
2025	1	SPRING	34	183.8
2023	2	FALL	33	171.4
2024	2	SPRING	32	196.7
2023	3	FALL	36	186.2
2024	3	SPRING	39	203.1

2024	4	FALL	35	197.5
2025	4	SPRING	37	211.8
2024	5	FALL	32	211.5
2025	5	SPRING	33	215.3

2023	4	FALL	35	202.0
2024	4	SPRING	37	224.3
2023	5	FALL	32	214.2
2024	5	SPRING	33	226.3

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

FALL 2023-2024-83%

SPRING 2023-2024-81%

FALL 2024-2025- 86%

SPRING 2024-2025-72%

Pellston Elementary School is committed to creating and maintaining an educational environment that supports academic achievement while meeting the diverse socio-emotional needs of our students. This commitment has been recognized in earning the National Blue Ribbon Award for the 2023-24 school year. Pellston Elementary School will continue to use assessment data to drive core instruction and intervention programs to improve performance and close achievement gaps among our student subgroups. It is our goal to continuously improve our performance and meet the educational needs of ALL learners in Pellston Elementary School.

Sincerely,

Tammy VanAntwerp, Pellston Elementary Principal