

February 15, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2015-16 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 Enos Bacon, Pellston Middle/High School Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/1zQw33> or you may review a copy in the main office at your child's school.

For the 2016-17 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.

Pellston Middle/High School was identified has not been given a designation this year. When reviewing our combine report data, it is clear that there have been gains in the areas of ELA, Social Studies, and Science that are worthy of celebration. While reviewing our data for student achievement across grade levels, data from the M-STEP indicates an increase of 30% of our students in 6th grade ELA are not proficient. Across content areas, we see our students not meeting the state average in 6th/7th grade ELA and Math, 7th grade math, and 11th grade Science and Social Studies. The SAT was instituted at the state level for the first time in 2015-2016. This exam is designed to evaluate college readiness amongst those students tested. When considering the various groupings and demographics, our students were consistently between 70-80% not meeting college benchmarks on this test.

This is concerning given the goal is to ensure college readiness for all high school students.

Our response to the data is one of being informed and intentional in our response. Recognizing the challenges exhibited by the tests themselves, our school has taken steps to prepare our students to be familiar with the tests and the platforms used for their administration. Providing students with the basic skills necessary to simply maneuver through the tests is essential. Our staff has taken time to consider our curriculum needs as well as ensure that our students are receiving the necessary instruction to afford them both a comprehensive education and skills necessary to ensure their success. We have begun the process of addressing these concerns working with curriculum mapping and consideration for what is taught, how and when. We have continued our work with student engagement practices as well as focusing our training on teacher growth and development. Our school will continue to consider those practices that provide the most significant impact on our instruction and student achievement outcomes. We will seek to consider those practices that are research-validated practices while considering those practices to pursue in the school improvement process.

There are plenty of things to celebrate when looking at the data. Our improvements in science, English, and social studies came from the efforts of our students, their parents, and the collective efforts of our staff here at the middle/high school. Our students and this community deserve the finest education that we can provide to them. It is the mission of the middle/high school to continue to serve this fine community through continued improvement in our programming and instruction. We are vigilant in our resolve and will continue to improve.

Sincerely,

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

Appendix A: Additional State Reporting Requirements

Process for Assigning Pupils to the School/Specialized Schools

Pellston Public Schools has a middle/high school building; students are assigned to the building based upon the grade level to which they have completed or are currently enrolled. Students in Pellston Middle/High School range from sixth through twelfth grade. There are no specialized schools in the Pellston Public School District.

Status of Pellston Middle/High School Improvement Plan

A copy of Pellston Middle/High School’s School Improvement Plan is available at www.pellstonschools.org. School staff as well as stakeholders, meet periodically throughout the year via DSIT (District School Improvement Team), BOE Workshops, and in staff meetings. These meetings are the driving force in the development, review and evaluation of goals, writing objectives, identifying strategies, and activities for the School Improvement Plan. Our staff and administration facilitate the collection and analysis of academic, process, perception, and demographic data to help guide instruction and evaluate the school’s progress toward student achievement goals.

School Improvement Goals 2016-17	Progress		
All Students of Pellston Middle/High School will demonstrate proficiency in Reading	Not yet implemented	In Progress	Completed
<ul style="list-style-type: none"> • Activity - 6-12 Professional Learning - Engagement 16-17 • Activity - 6-12 Literacy/Engagement Consultant 16-17 • Activity - 6-12 Writing Across the Curriculum 16-17 • Activity - 6-12 Professional Book Study - Poverty 16-17 • Activity - K-12 TRIG 22i • Activity - 6-12 Professional Learning Full Value Agreement 2016-17 • Activity - 6-12 Adaptive Schools Professional Learning 16-17 • Activity - 6-12 Data Team Consultant Pam Thompson 2016-17 • Activity - 6-8 Academic Academy Block • Activity - 6-8 Data Review-Summary of Effectiveness 2016-17 • Activity - 6-12 Extended Learning Time 2016-17 • Activity - 6-12 Writing Across the Curriculum 2016-17 		X	
All Students of Pellston Middle/High School will demonstrate proficiency in Writing	Not yet implemented	In Progress	Completed
<ul style="list-style-type: none"> • Activity - 6-12 Extended Learning Time 2016-17 • Activity - 6-12 Data Team Consultant Pam Thompson 2016-17 • Activity - 6-8 Data Review-Summary of Effectiveness 			

2016-17 <ul style="list-style-type: none"> • Activity - 6-12 Professional Learning - Engagement 16-17 • Activity - 6-12 Literacy/Engagement Consultant 16-17 • Activity - 6-12 Adaptive Schools Professional Learning 16-17 • Activity - 6-12 Adaptive Schools Professional Learning 16-17 • Activity - 6-12 Writing Across the Curriculum 16-17 		X	
All Students of Pellston Middle/High School will demonstrate proficiency in Social Studies	Not yet implemented	In Progress	Completed
<ul style="list-style-type: none"> • Activity - 6-12 Extended Learning Time 2016-17 • Activity - 6-12 Data Team Consultant Pam Thompson 2016-17 • Activity - 6-8 Data Review-Summary of Effectiveness 2016-17 • Activity - 6-12 Professional Book Study - Poverty 16-17 • Activity - 6-12 Adaptive Schools Professional Learning 16-17 • Activity - 6-12 Literacy/Engagement Consultant 16-17 		X	
All Students of Pellston Middle/High School will demonstrate proficiency in Math	Not yet implemented	In Progress	Completed
<ul style="list-style-type: none"> • Activity - 6-12 Student Engagement • Activity - K-12 Book Study - Poverty 16-17 • Activity - K-12 INTEL Math 16-17 • Activity - K-12 Math Collaborative 2016-17 • Activity - Professional Learning Full Value Agreement 2016-17 • Activity - K-12 Adaptive Schools Professional Learning 16-17 • Activity - Eureka Math 2016-17 • Activity - 6-12 Writing Across the Curriculum 2016-17 • Activity - 6-12 Professional Learning - Engagement 16-17 • Activity - 6-8 Academic Academy Block • Activity - 6-12 Professional Learning-Data 2016-17 • Activity - 6-8 Data Review-Summary of Effectiveness 2016-17 • Activity - 6-12 Extended Learning Time 2016-17 		X	
All Students of Pellston Middle/High School will demonstrate proficiency in Science	Not yet implemented	In Progress	Completed
<ul style="list-style-type: none"> • Activity - 6-12 Extended Learning Time 2016-17 • Activity - 6-8 Data Review-Summary of Effectiveness 2016-17 • Activity - 6-12 Data Team Consultant Pam Thompson 2016-17 • Activity - 6-12 Professional Book Study - Poverty 16-17 • Activity - 6-12 Professional Learning - Engagement 16-17 • Activity - 6-12 Writing Across the Curriculum 16-17 • Activity - Professional Learning Full Value Agreement 2016-17 • Activity - 6-12 Adaptive Schools Professional Learning 16-17 		X	

<ul style="list-style-type: none"> Activity - 6-12 Literacy/Engagement Consultant 16-17 			
<p>All students will increase proficiency in the demonstration of appropriate social skills and emotional regulation within the school setting</p>	Not yet implemented	In Progress	Completed
<ul style="list-style-type: none"> Activity - 6-12 Student Success Coordinator Activity - Student Mentoring Activity - Student Risk Screening Scale Activity - Teaching, Education and Mentoring (TEAM) Activity - Skill Streaming Instruction Activity - Pellston Full Value Agreement Activity - 6-12 Book Study, " Developing Schoolwide Programs Activity to Prevent & Manage Problem Behaviors" 		X	

Core Curriculum Status

Pellston Middle/High School is proud to offer our students a comprehensive and rigorous academic program that meets and exceeds all state and federal standards. Pellston Middle/High School will continue to adopt a core curriculum that is based on the Common Core State Standards and endorsed by the State Board of Education. These standards provide K-12 clarity of focus and alignment of skills and concepts. As Middle/High building, we analyze and work with our student data several periodically throughout the school year with a professional consultant to ensure that we make the very best instructional decisions for our students. Our teachers analyze student achievement data and make instructional adjustments in order to ensure alignment with the said standards. Enrichments and extensions are continually being developed to go beyond the basic core. Materials and resources are frequently updated and revisions made when necessary. Common Core State Standard resources and documents are available at <http://www.corestandards.org/>.

Local Assessment Data

Multiple measures and sources of data are used to identify gaps in student achievement in all core areas. Formative, summative and benchmark classroom assessments, DELTA Math, DIBELS, EasyCBM, and other measures are utilized throughout the school year. Individual student progress is continuously monitored during the school year. All data sources are analyzed to determine areas in need of improvement for all student and to identify gaps in achievement within subgroups of students.

Parent Conferences

Pellston Middle/High School is proud of the amount of parent involvement within the school and district. We encourage all parents to be actively involved in school activities and in their child's education. Parents are encouraged to keep up-to-date on the academic progress of each of their children and to consult regularly with their children's teachers. Pellston Middle/High School schedules two evening parent teacher conferences during the school year that are held in the fall and spring.

Parent Teacher Conference Participation	Fall	Spring
Percentage of students represented by parents at parent teacher conference at Pellston Middle/High School.	31.39% (2015) 37.63% (2016)	31.39% (2016) 21.90% (2017)

Additional Information

Postsecondary Enrollments	Students	Enrollments	Percentage (Leading to Credit)
2015-16	41	22	53.7%
2016-17	48	25	47.8%