

April 19, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 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 Principal for assistance.

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

Review the table below listing our schools. For the 2016-17 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Pellston Middle/High School	No Label	NA

Pellston Middle/High School is face with the challenge of meeting the demands of the 21st 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. 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.

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 single elementary 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) 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.
THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS	NA
IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES	Fall 2017: 40% Spring 2018: 30%
THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS	2017 graduates = 30 postsecondary enrollments out of 41 total graduates = 73% (MI School Data)
THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED	10 courses
THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES	15 students, 9% of HS students (15/164=0.0914)
THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE	15 students, 100% receiving college credit

LEADING TO COLLEGE CREDIT	
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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 that continued partnership for years to come.

Sincerely,

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