



HOME OF THE HORNETS

# PELLSTON PUBLIC SCHOOLS

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February 11, 2023

Dear Parents and Community Members,

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 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/3LIijkk> or you may review a copy in the main office at your child's school.

For the 2021-22 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 has not been give one of these labels.

While state assessments were administered in the spring of 2021, other academic and social/emotional growth measures were sued 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

Pellston is in the process of completing a 3-5-year cycle with our 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 multi-leveled behavior and academic systems of support.

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

The district’s core curriculum is built, aligned, and paced according to Michigan’s Academic Standards in all content areas. <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 ACHIEVMENT TESTS.

NWEA MAP GROWTH: READING					NWEA MAP GROWTH: MATH				
SCHOOL YEAR	GRADE	TEST WINDOW	NUMBER STUDENTS	MEAN RIT	SCHOOL YEAR	GRADE	TEST WINDOW	NUMBER STUDENTS	MEAN RIT
21/22	K	FALL	31	136.2	21/22	K	FALL	31	136.0
21/22	K	SPRING	34	144.6	21/22	K	SPRING	34	144.6
21/22	1	FALL	31	150.2	21/22	1	FALL	31	159.3
21/22	1	SPRING	28	158.7	21/22	1	SPRING	28	160.9
21/22	2	FALL	32	174.6	21/22	2	FALL	32	174.1
21/22	2	SPRING	33	183.6	21/22	2	SPRING	33	179.3
21/22	3	FALL	33	183.1	21/22	3	FALL	33	184.8
21/22	3	SPRING	36	192.1	21/22	3	SPRING	36	192.8
21/22	4	FALL	31	195.9	21/22	4	FALL	31	193.2
21/22	4	SPRING	35	200.1	21/22	4	SPRING	35	198.6
21/22	5	FALL	33	204.2	21/22	5	FALL	33	207.1
21/22	5	SPRING	35	205.9	21/22	5	SPRING	35	207.6.

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

- FALL 2020- 93%
- SPRING 2022-89%
- FALL 2022- 87%
- SPRING 2023-N/A

Pellston Elementary School is proud of the student academic achievements. Pellston Elementary School will continue to use assessment data to drive core instruction and intervention programs. Pellston Elementary School continues to create a nurturing and supportive environment where our shared vision of academic excellence can be achieved by all students.

Sincerely,

Stephen Seelye, Superintendent