



POTTERVILLE PUBLIC SCHOOLS

January 14, 2025

Dear Families and Community Members-

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Potterville 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 Mrs. Palmiter for assistance.

The AER is available for you to review electronically by visiting the following website <https://www.ppsvikings.org/apps/pages/annualeducationreport> or you may review a copy in the main office at your child's school. Please make an appointment if you would like to do so.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

Overall our math scores still need improvement. In order to support our students better we are continuing to work on math alignment, math professional development opportunities, and other math supports including adding in a pre-algebra section for students not ready for algebra 1. In addition, our district is currently in the process of a district-wide initiative to implement Positive Behavior Interventions and Supports (PBIS) and the foundations of Capturing Kids' Hearts, in order to help foster a greater understanding and the support systems for student behavioral needs. This directly coincides with our MultiTiered Systems of Support (MTSS) model. Furthermore, the district is aligning curriculum and core instruction through

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professional development and building initiatives to address differentiated instruction by using data-driven decisions with NWEA, PSAT 8/9, PSAT 10, SAT and other local assessment data.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Potterville High School is the only school serving ninth through twelfth grade students attending Potterville Public Schools; therefore, all students in those grades are assigned to Potterville High School.

THE STATUS OF THE 3-5 SCHOOL IMPROVEMENT PLAN

The school improvement plan has a focus on increasing data proficiency and growth in several areas. This is being done through a MTSS model that is focused around academic, social, and behavioral needs of students. We have implemented data analysis days for staff to understand, plan, and change instruction based on their NWEA data. We have begun the data collection and analysis around behavior to correctly identify students needing more support, planning, and putting interventions into place to support behavior. Last, we are using our SAEBRS data to identify the social and emotional needs of students. Interventions have been designed and implemented to support students' needs, through large group, small group, and individualized instruction. In addition to these supports, we are also implementing the Capturing Kids Hearts Framework.

SPECIALIZED SCHOOL

Potterville High School is not a specialized school.

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

The Michigan State Board of Education has developed a model core curriculum for school districts to use. Core curriculum is defined as a set of learning targets (whether GLCEs/College, Career and Civic life framework, Next Generation Science Standards and/or Common Core Standards) that all students are expected to achieve. Potterville High School teachers work



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actively to ensure that our curriculum is aligned with the expectations provided by the state. Information regarding the school's curriculum can be requested in the main office or directed to your child's teacher.

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

As previously mentioned, we have implemented NWEA to monitor student growth. We use this data to guide instruction and place students in appropriate classes and intervention groups based on student needs to help close the gaps in their learning. We triangulate this data with other local assessments to get a better sense of what students are ready to learn. In addition, the State has set annual measurable outcomes for each core area and these are in line with our school improvement goals and objectives.

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

Pottersville High School utilized the NWEA assessment in math and ELA at the beginning of the school year for grades 9-10 to identify student gaps.

Fall 2022-23 At or Above Norm Grade Level Mean RIT - NWEA

	Reading	Math
9th Grade	73%	50%
10th Grade	55%	46%

Fall 2023-24 At or Above Norm Grade Level Mean RIT - NWEA

	Reading	Math
9th Grade	68%	74%
10th Grade	43%	64%

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Pottersville 9th and 10th grade students also take the PSAT in the spring.

2021-22 Proficiency	Evidence-Based Reading & Writing	Math
9th Grade	63%	37%
10th Grade	51%	19%

2022-23 Proficiency	Evidence-Based Reading & Writing	Math
9th Grade	53%	33%
10th Grade	63%	28%

2023-24 Proficiency	Evidence-Based Reading & Writing	Math
9th Grade	71%	45%
10th Grade	63%	25%

Pottersville students take the SAT in 11th grade.

2022-23 Proficiency	Evidence-Based Reading & Writing	Math
11th Grade	44%	7%

2023-24 Proficiency	Evidence-Based Reading & Writing	Math
11th Grade	44.4%	16.7%

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

Parent Teacher Conferences are scheduled as appointments with each individual family. The parent teacher conferences for the 2022-23 school year

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had attendance with 41% of our families attending. Additionally, the 2023-24 school year parent teacher conference attendance rate was 39%.

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

During the 2022-23 school year, 33 students enrolled in 25 college courses equating to 16% of the student population. During the 2023-24 school year, 34 students enrolled in 47 college courses equating to 17% of the student population.

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

Potterville High School does not offer any Advanced Placement (AP) or International Baccalaureate (IB) courses.

I would like to thank the students, families, and community in the continued efforts to promote student growth and success at Potterville High School. Additionally, I would like to offer a special thanks to our staff for all of the time and effort in fostering the growth of our students at Potterville High School.

Sincerely,

Katherine Palmiter
Potterville High School Principal