



POTTERVILLE PUBLIC SCHOOLS

January 14, 2026

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 Pottersville Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, 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.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given one of these labels.

Pottersville Middle School staff have spent time aligning their curriculum and narrowing the scope. We will continue to build in supportive strategies and recognize there is room for growth. Overall our math scores are improving but still need improvement. This directly coincides with our MultiTiered Systems of Support (MTSS) model to analyze our data and implement interventions to support our students. Furthermore, the district continues to align professional development, and building initiatives, to address differentiated instruction by using data-driven decisions with NWEA, M-STEP, PSAT 8/9, and other local assessment data.

State law requires that we also report additional information.

Katherine Palmiter, Principal
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POTTERVILLE PUBLIC SCHOOLS

Pottersville Middle School is the only school serving fifth through eighth-grade students attending Pottersville Public Schools; therefore, all students in those grades are assigned to Pottersville Middle School.

The district MICIP plan continues to focus on academics, social-emotional health, behaviors, which aligns with our MTSS work. We will continue to align the building work with the data the staff analyzes around these focus areas. We have continued to implement data analysis days for staff to understand, plan, and change instruction based on their NWEA data. Homeroom classes (What I Need - WIN) specifically target intervention or extension areas that students need in the areas of math or reading. Last year, we adopted Second Step to support the social and emotional needs of our students in a more direct manner. 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 continuing to implement the Capturing Kids' Hearts Framework.

Pottersville Middle School is not a specialized school.

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 objectives that all students are expected to achieve. Pottersville Middle School teachers work 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.

As previously mentioned, we have implemented NWEA to monitor student growth. We use this data to guide instruction and place students in appropriate 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.

Pottersville Middle School utilized the NWEA assessment in math and ELA at the beginning of the school year to identify student gaps.

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

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POTTERVILLE PUBLIC SCHOOLS

| | Reading | Math |
|-----------|----------------|-------------|
| 5th Grade | 72% | 28% |
| 6th Grade | 56% | 19% |
| 7th Grade | 60% | 50% |
| 8th Grade | 74% | 67% |

Fall 2024-25 At or Above Norm Grade Level Mean RIT - NWEA

| | Reading | Math |
|-----------|----------------|-------------|
| 5th Grade | 51% | 27% |
| 6th Grade | 59% | 57% |
| 7th Grade | 44% | 38% |
| 8th Grade | 53% | 47% |

MSTEP Spring 2024 - At or Above Proficiency

| | Reading | Math |
|-----------|----------------|-------------|
| 5th Grade | 60.8% | 13.7% |
| 6th Grade | 26.5% | 14.7% |
| 7th Grade | 40.4% | 34% |

MSTEP Spring 2025 - At or Above Proficiency

| | Reading | Math |
|-----------|----------------|-------------|
| 5th Grade | 44.6% | 20.3% |

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POTTERVILLE PUBLIC SCHOOLS

| | | |
|-----------|-------|-------|
| 6th Grade | 41.4% | 29.8% |
| 7th Grade | 26.2% | 16.7% |

Pottersville also uses the PSAT 8/9 assessment for monitoring student progress towards proficiency on the SAT.

| 2023-24 Proficiency | ELA | Math |
|----------------------------|------------|-------------|
| 8th Grade | 75% | 32.7% |
| 2024-25 Proficiency | ELA | Math |
| 8th Grade | 71% | 53% |

Parent-Teacher Conferences are scheduled as appointments with each individual family and offered each fall and winter. The parent-teacher conferences for the 2023-24 school year had attendance with 57% of our families attending. The rate for the 2024-25 school year had attendance with 59% of our families attending.

I appreciate all that our students, families, and community continue to do to support the efforts of our students to attend school regularly to learn. 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 Pottersville Middle School. We have made a lot of progress in the past four years and will continue to focus on our data to grow.

Sincerely,

Katherine Palmiter
Pottersville Middle School Principal

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