



District Administration Building
320 West 24th St
Holland, MI 49423
(616) 494-2000

January 3, 2022

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 **Holland 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 Katie Pennington for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3JcJdED>, or you may review a copy in the main office at your child's school.

For the 2021-22 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 2018-19. 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 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as an **Additional Targeted Support** for 21-22 based on previous results.

Holland High School administers the SAT, M-STEP, and WorkKeys assessments to all 11th grade students. Over the past two years, the data trend that has emerged is the discrepancy between racial/ethnic groups who are assessed. Proficiency data for the 2021 administration of the SAT and M-STEP are included in the tables below.

Demographic Group (SAT, 2021)	Percent Proficient (n=number of total students tested)
White	34% (n=82)
Black / African-American	50% (n=14)
Hispanic	11% (n=108)

Demographic Group (M-STEP, 2021)	Percent Proficient (n=number of total students tested)
White (M-STEP Science)	16.7% (n=77)
Black / African-American (M-STEP Science)	50% (n=14)
Hispanic (M-STEP Science)	5% (n=100)
White (M-STEP Social Studies)	48.6% (n=72)
Black / African-American (M-STEP Social Studies)	50% (n=8)
Hispanic (M-STEP Social Studies)	24% (n=99)

Our school is addressing these discrepancies in multiple ways. Through our Positive Behavior Supports and Interventions efforts, Holland High School is identifying ways to better support students socially and emotionally, so that they feel confident in their classes. Efforts include recognizing achievement in the areas of grades, behavior, and attendance (e.g. positive postcards, doughnut delivery, candy canes). Additionally, students who have demonstrated a need beyond our school wide efforts are supported through check-in / check-out and after-school tutoring.

Additionally, staff professional development has been focused on equity, inclusion, and implicit bias. Regular communication is shared with staff regarding opportunities for growth in this area, including classroom resources from the Zinn Education Project. All teachers at Holland High School have been trained in Restorative Practices, and teachers are asked to incorporate Circles into their classroom instruction.

In these ways, the achievement gaps referenced above are being acknowledged and addressed at Holland High School.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Board Policy 5120 - ASSIGNMENT TO SCHOOL, CLASS, AND GRADE for Holland Public Schools

The following guidelines shall be followed in assigning students to schools, classes, and grades. All inquiries regarding elementary and secondary school boundaries are to be directed to the Superintendent.

1. School Assignment/Transfer

- a. Fundamentally, student assignment to a school shall be determined by attendance areas. Such areas will be adjusted to balance class size, to maintain racial and socioeconomic balance, and to maintain teacher-student ratios.
- b. When feasible, children in the same family will be assigned to the same school, but children may be assigned to different schools when they live in a divided area, an overloaded area, or when requested by a parent and they can provide their own transportation.
- c. Whenever possible, commitments made, in writing, to parents in earlier years - either implicitly by tradition or verbally - will be given priority in the process of

- assigning students for the year ahead. Placement policies and individual placements will be reviewed annually and adjusted when necessary.
- d. When parents request that their child attend a school other than the one in their attendance area, they will be asked to sign the Student Transfer Agreement.
 - e. When families relocate from one neighborhood to another within the District during the school year, the children affected may continue their education at their original school if parents provide transportation to/from school.
2. Class and Grade Assignment/Transfer
- a. Assignments to class and grade shall be made by the principal after consultation with relevant staff.
 - b. Placement will be based on several factors including the intellectual, physical, social, and emotional development of the student as revealed by the use of available data and observations of the staff.
 - c. Each principal shall establish the criteria, including the intellectual, social, and emotional characteristics, by which students are assigned to classes and/or teachers or are transferred after initial assignment.
3. The following procedures shall be followed in a transfer of a student within a school:
- a. A written request shall be made to the principal by the parent of the student, a professional staff member, or by a student. Transfer requests may also be initiated by the principal.
 - b. After consultation with the appropriate personnel, a determination regarding the validity of the request shall be made by the principal.

If the transfer request is initiated by the District or a minor student, parents shall be advised of the request and the reasons it will be beneficial to the student or is necessary to maintain program effectiveness. They shall be advised of their rights of appeal if they do not agree with the transfer.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The School Improvement Plan at Holland High School includes goals that are rooted in the analysis of our achievement data. This includes academic goals in the content areas of Reading, Mathematics, and Science. Additionally, Holland High School has a School Improvement goal of improving the climate and culture of the building. Some of the examples of the ways in which we are working toward meeting these goals are listed below:

- i. To help reach our Reading Goal, Holland High School has implemented schoolwide literacy strategies in partnership with the Reading Now Network. These include Post-It Note responses, annotation, and think alouds. Additionally, the school has created a Book Nook that includes texts for students to access that are high-interest subject matter. Our English Language Arts classes also incorporate daily independent reading and house classroom libraries.
- ii. In an effort to reach our Math Goal, we have identified Algebra I as a course in which we need additional support for our students. To that end, Holland High School has instituted a Math Intervention class as a companion course to Algebra I for our students who would benefit from extra time working with the content.

iii. Our efforts toward meeting our Science Goal are largely related to professional development and training in preparation for the transition to the Next Generation Science Standards.

iv. The School Climate and Culture Goal is supported by the work of our Positive Behavior Intervention and Supports Team at Holland High School. This group of educators, students, and parents has incorporated numerous activities and structures that celebrate positive student behavior (e.g. positive postcards, attendance incentives, DUTCH Lunch Trivia).

To further support our students academically and socio-emotionally, Holland High School has incorporated student conferencing into our Advisory class period. Advisory teachers work one-on-one with each of their students to set goals, monitor progress, and address focus areas. Holland High School has also incorporated after-school tutoring to reinforce concepts that are taught in the classroom with the assistance of a certified teacher.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

1. Severe Multiple Impairments Classrooms

Two Special Education Programs designed to serve elementary age students with Severe Multiple Disabilities. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1748).

2. Early Childhood Special Education Classrooms

Three Special Education Programs designed to serve Preschool age students (3 through 5 years) with Disabilities. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1755).

3. Classrooms for students with Hearing Impairments

Three Special Education Programs designed to serve preschool through 12th grade students with Hearing Impairments. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1742).

4. Autism Spectrum Disorder Classrooms

Three Special Education Programs designed to serve preschool through 12th grade students with ASD. These classrooms operate according to the regulations defined by the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (R 340.1758).

4. 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

The framework for developing curriculum is established through the Michigan Department of Education (MDE). Within that framework, local schools adopt the core curriculum as designed,

or modify the curriculum to address local needs. Currently, our district has written curriculum maps Pre-K-12 for Math and ELA that are aligned to the Michigan Academic Standards. The Grade Level Content Expectations (GLCE's) in the area of Social Studies will continue to be used through 2020.

Our curriculum is aligned with the State of Michigan content standards, which are contained in the Michigan Academic Standards Page, on the State of Michigan website:

http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---.00.html.

Pacing guides and curriculum guides are available on the district website or through the Office of School Improvement. Holland Public Schools has a defined guaranteed and viable curriculum for all students and core instruction time is held at a high standard.

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

The following data tables include assessment data from the following tests:

- School-Day Administration of SAT Plus Writing for Grade 11 (April, 2021)
- School-Day Administration of PSAT-10 for Grade 10 (April, 2021)
- School-Day Administration of PSAT 8/9 for Grade 9 (April, 2021)
- STAR Reading for Grades 9-11 (Fall, 2021)
- STAR Math for Grades 9-11 (Fall, 2021)













School-Day Administration of SAT Plus Writing for Grade 11 (April, 2021)

Scores by Students			Benchmarks by Students			Essay Scores by Students		
Group	Number of Test Takers	Mean Total Score 400-1600 ?		Mean Evidence-based Reading and Writing Score 200-800 ?		Mean Math Score 200-800 ?		
School	213	914		466		448		
District ?	221	910		464		445		
State ?	81,007	995		503		493		
Total Group ?	888,336	1004		508		496		

Scores by Students			Benchmarks by Students			Essay Scores by Students			
Group	Number of Test Takers	Met Both Benchmarks ?	Met No Benchmarks ?	ERW Benchmark (480) ?			Math Benchmark (530) ?		
School	213	22% Met Both	59% Met None	Met 40%	<div><div></div></div>		Met 23%	<div><div></div></div>	
				Approaching 8%	<div><div></div></div>		Approaching 6%	<div><div></div></div>	
				Strengthen Skills 51%	<div><div></div></div>		Strengthen Skills 72%	<div><div></div></div>	
District ?	221	21% Met Both	60% Met None	Met 40%	<div><div></div></div>		Met 22%	<div><div></div></div>	
				Approaching 8%	<div><div></div></div>		Approaching 5%	<div><div></div></div>	
				Strengthen Skills 52%	<div><div></div></div>		Strengthen Skills 73%	<div><div></div></div>	
State ?	81,007	33% Met Both	42% Met None	Met 56%	<div><div></div></div>		Met 34%	<div><div></div></div>	
				Approaching 7%	<div><div></div></div>		Approaching 9%	<div><div></div></div>	
				Strengthen Skills 36%	<div><div></div></div>		Strengthen Skills 57%	<div><div></div></div>	
Total Group ?	888,336	34% Met Both	40% Met None	Met 58%	<div><div></div></div>		Met 36%	<div><div></div></div>	
				Approaching 7%	<div><div></div></div>		Approaching 8%	<div><div></div></div>	
				Strengthen Skills 34%	<div><div></div></div>		Strengthen Skills 56%	<div><div></div></div>	



















Scores by Students			Benchmarks by Students			Essay Scores by Students	
Group	Percent of SAT with Essay Test Takers		Mean Reading Score 2-8 ?	Mean Analysis Score 2-8 ?		Mean Writing Score 2-8 ?	
School	98% 209 of 213		4 <div><div></div><div></div><div></div></div>	3 <div><div></div><div></div><div></div></div>		4 <div><div></div><div></div><div></div></div>	
District ?	98% 216 of 221		4 <div><div></div><div></div><div></div></div>	3 <div><div></div><div></div><div></div></div>		4 <div><div></div><div></div><div></div></div>	
State ?	100% 80,650 of 81,007		4 <div><div></div><div></div><div></div></div>	3 <div><div></div><div></div><div></div></div>		5 <div><div></div><div></div><div></div></div>	
Total Group ?	23% 202,323 of 888,336		4 <div><div></div><div></div><div></div></div>	3 <div><div></div><div></div><div></div></div>		5 <div><div></div><div></div><div></div></div>	

School-Day Administration of PSAT-10 for Grade 10 (April, 2021)

Scores by Students				Benchmarks by Students			
Group	Number of Test Takers	Mean Total Score 320-1520 ?		Mean Evidence-based Reading and Writing Score 160-760 ?		Mean Math Score 160-760 ?	
School	159	904		463		440	
District ?	159	904		463		440	
State ?	67,392	938		477		460	
Total Group ?	178,071	958		489		469	

Scores by Students				Benchmarks by Students	
Group	Number of Test Takers	Met Both Benchmarks ?	Met No Benchmarks ?	ERW Benchmark (430) ?	Math Benchmark (480) ?
School	159	26% Met Both	37% Met None	Met 63% Approaching 4% Strengthen Skills 33%	Met 26% Approaching 17% Strengthen Skills 57%
District ?	159	26% Met Both	37% Met None	Met 63% Approaching 4% Strengthen Skills 33%	Met 26% Approaching 17% Strengthen Skills 57%
State ?	67,392	36% Met Both	32% Met None	Met 67% Approaching 6% Strengthen Skills 27%	Met 38% Approaching 16% Strengthen Skills 46%
Total Group ?	178,071	41% Met Both	28% Met None	Met 71% Approaching 6% Strengthen Skills 24%	Met 42% Approaching 15% Strengthen Skills 43%

School-Day Administration of PSAT-8/9 for Grade 9 (April, 2021)

Scores by Students			Benchmarks by Students		
Group	Number of Test Takers	Mean Total Score 240-1440 	Mean Evidence-based Reading and Writing Score 120-720 	Mean Math Score 120-720 	
School	160	836 	425 	411 	
District 	160	836 	425 	411 	
State 	69,270	891 	452 	438 	
Total Group 	144,970	898 	458 	439 	

Scores by Students				Benchmarks by Students	
Group	Number of Test Takers	Met Both Benchmarks ?	Met No Benchmarks ?	ERW Benchmark (410) ?	Math Benchmark (450) ?
School	160	29% Met Both	41% Met None	Met 56% Approaching 7% Strengthen Skills 38%	Met 33% Approaching 11% Strengthen Skills 57%
District ?	160	29% Met Both	41% Met None	Met 56% Approaching 7% Strengthen Skills 38%	Met 33% Approaching 11% Strengthen Skills 57%
State ?	69,270	43% Met Both	31% Met None	Met 66% Approaching 7% Strengthen Skills 27%	Met 46% Approaching 6% Strengthen Skills 49%
Total Group ?	144,970	42% Met Both	30% Met None	Met 68% Approaching 7% Strengthen Skills 26%	Met 44% Approaching 8% Strengthen Skills 48%

STAR Reading Data

■ Urgent Intervention
 ■ Intervention
 ■ On Watch
 ■ At/Above Benchmark

Grade

9th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2021-2022 School Year	9	<div><div style="width: 28%;">28%</div></div>	69	28%	50	20%	38	15%	91	37%	248
2020-2021 School Year	8	<div><div style="width: 22%;">22%</div></div>	46	22%	44	21%	27	13%	95	45%	212
2019-2020 School Year	7	<div><div style="width: 17%;">17%</div></div>	36	17%	38	18%	35	17%	100	48%	209

Grade

10th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2021-2022 School Year	10	<div><div style="width: 29%;">29%</div></div>	68	29%	43	18%	43	18%	83	35%	237
2020-2021 School Year	9	<div><div style="width: 26%;">26%</div></div>	54	26%	43	20%	36	17%	77	37%	210
2019-2020 School Year	8	<div><div style="width: 18%;">18%</div></div>	32	18%	42	23%	33	18%	74	41%	181

Grade

11th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2021-2022 School Year	11	<div><div style="width: 19%;">19%</div></div>	37	19%	36	19%	34	18%	83	44%	190
2020-2021 School Year	10	<div><div style="width: 14%;">14%</div></div>	25	14%	41	23%	33	19%	76	43%	175
2019-2020 School Year	9	<div><div style="width: 17%;">17%</div></div>	33	17%	41	21%	34	18%	83	43%	191

STAR Math Data

■ Urgent Intervention
 ■ Intervention
 ■ On Watch
 ■ At/Above Benchmark




Grade

9th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2021-2022 School Year	9	<div><div style="width: 15%;">15%</div></div>	37	15%	34	14%	55	23%	114	48%	240
2020-2021 School Year	8	<div><div style="width: 17%;">17%</div></div>	35	17%	42	20%	31	15%	104	49%	212
2019-2020 School Year	7	<div><div style="width: 11%;">11%</div></div>	22	11%	25	12%	32	15%	128	62%	207




Grade

10th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2021-2022 School Year	10		33	15%	37	17%	42	19%	105	48%	217
2020-2021 School Year	9		40	20%	19	9%	30	15%	112	56%	201
2019-2020 School Year	8		25	14%	31	17%	27	15%	99	54%	182

Grade

11th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2021-2022 School Year	11		30	18%	21	13%	20	12%	93	57%	164
2020-2021 School Year	10		13	8%	17	10%	12	7%	126	75%	168
2019-2020 School Year	9		21	11%	25	13%	18	9%	126	66%	190

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

Conference Session	Number of Conferences Held	Percentage of Students Represented
Fall, 2019	1,541	27%
Fall, 2020	981	20%
Fall, 2021 (Student-Led Conferences)	561	55.7%

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

School Year	Number of Students in Dual Enrollment*	Percent of Enrolled Students
2019-2020	11	0.97%
2020-2021	15	1.40%
2021-2022	14	1.35%

*The data in the table above does not include the students enrolled in Davenport University courses through Holland Early College.

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

Holland High School offers eleven (11) Advanced Placement courses. Three of these courses are offered on an every-other-year basis in order to ensure sustainable enrollment (AP Biology, AP Chemistry, AP Physics). The remaining courses are offered annually. These include AP Calculus, AP English Language and Composition, AP English Literature and Composition, AP Psychology, AP Statistics, AP U.S. Government, and AP World History. In the 2021-2022 school year, Holland High School is also offering AP Spanish Language and Culture.

c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

Subject	Number of Students Enrolled - 2021	Number of Students Enrolled - 2020	Number of Students Enrolled - 2019
AP Biology	Class not offered in 2020-2021.	54	Class not offered in 2018-2019.
AP Calculus	26	36	42
AP Chemistry	36	Class not offered in 2019-2020.	37
AP English Language and Composition	48	73	67
AP English Literature and Composition	31	40	51
AP Human Geography	22	Class not offered in 2019-2020.	27
AP Physics	19	Class not offered in 2019-2020.	15
AP Psychology	51	56	58
AP Statistics	48	54	70
AP U.S. Government	40	84	97
AP U.S. History	Class not offered in 2020-2021.	Class not offered in 2019-2020.	20
AP World History	57	56	77

Subject	Percentage of Total Students Enrolled - 2021 (n=1,032)	Percentage of Total Students Enrolled - 2020 (n=1,065)	Percentage of Total Students Enrolled - 2019 (n=1,130)
AP Biology	Class not offered in 2020-2021.	5.0%	Class not offered in 2018-2019.
AP Calculus	2.5%	3.4%	3.7%
AP Chemistry	3.4%	Class not offered in	3.2%

		2019-2020.	
AP English Language and Composition	4.6%	6.8%	5.9%
AP English Literature and Composition	3.0%	3.7%	4.5%
AP Human Geography	2.1%	Class not offered in 2019-2020.	2.3%
AP Physics	1.8%	Class not offered in 2019-2020.	1.3%
AP Psychology	4.9%	5.2%	5.1%
AP Statistics	4.6%	5.0%	6.2%
AP U.S. Government	3.8%	7.9%	8.6%
AP U.S. History	Class not offered in 2020-2021.	Class not offered in 2019-2020.	1.7%
AP World History	5.5%	5.2%	6.8%

d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

Subject	3 or higher - 2021	3 or higher - 2020	3 or higher - 2019
AP Biology	Class not offered in 2020-2021.	63.9% (n=23)	Class not offered in 2018-2019.
AP Calculus	23.5% (n=4)	61.5% (n=16)	59.3% (n=16)
AP Chemistry	17.9% (n=5)	Class not offered in 2019-2020.	32.0% (n=8)
AP English Language and Composition	68.4% (n=26)	55.6% (n=25)	38.8% (n=19)
AP English Literature and Composition	23.1% (n=3)	50.0% (n=12)	45.2% (19)
AP Human Geography	7.7% (n=1)	Class not offered in 2019-2020.	6.3% (n=1)
AP Physics	55.6% (n=5)	Class not offered in 2019-2020.	40.0% (n=4)
AP Psychology	81.8% (n=10)	50.0% (n=14)	68.6% (n=24)
AP Statistics	40.0% (n=2)	30.0% (n=3)	50.0% (n=14)
AP U.S. Government	19.4% (n=6)	30.5% (n=18)	22.6% (n=14)
AP U.S. History	Class not offered in 2020-2021.	Class not offered in 2019-2020.	53.8% (n=7)
AP World History	22.9% (n=8)	44.7% (n=17)	47.6% (n=20)

The future is bright for Holland High School, and the measures that have been put in place will undoubtedly put HHS on the path to closing our achievement gaps and preparing our students for college and career readiness. If you have any questions about the information contained in this letter, please do not hesitate to contact me at kpenning@hollandpublicschools.org or (616) 494-2200.

Sincerely,

A handwritten signature in black ink that reads "Katie V. Pennington". The signature is written in a cursive style with a horizontal line at the end.

Katie Pennington
Principal, Holland High School