HOLLAND PUBLIC SCHOOLS

District Administration Building
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February 20, 2026

Dear Families 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 **Holland City School District**. The AER addresses the complex reporting information required by federal and state laws. If you have any questions about the AER, please contact Nick Cassidy, Superintendent, for assistance.

The district AER is available for you to review electronically by visiting the following website: **https://www.mischooldata.org**, or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

School Accountability Data

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 5, 8, and 11, compared to state averages for all students as well as subgroups of students

National Assessment of Educational Progress (NAEP) Data

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

Civil Rights Data

- Provides information on school quality, climate, and safety

Please review the table below listing our schools. 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.

School Name	**Status Label**	**Key Initiative to Accelerate Achievement**
Holland High School	Comprehensive Support and Improvement	• Data Meetings & Interventions • Guaranteed and Viable Curriculum Implementation • Continued work on developing a Multi-Tiered System of Support for all students • Identification of Essential Standards
Holland Virtual High School	No Label	• Data Meetings & Interventions • Guaranteed and Viable Curriculum Implementation

School Name	Status Label	Key Initiative to Accelerate Achievement
		• Continued work on developing a Multi-Tiered System of Support for all students • Identification of Essential Standards
Holland Middle School	No Label	• Data Meetings & Interventions • Guaranteed and Viable Curriculum Implementation • Continued work on developing a Multi-Tiered System of Support for all students • Identification of Essential Standards
Holland Heights	No Label	• Data Meetings & Interventions • Guaranteed and Viable Curriculum Implementation • Continued work on developing a Multi-Tiered System of Support for all students • Identification of Essential Standards
Holland Language Academy at Van Raalte	No Label	• Data Meetings & Interventions • Guaranteed and Viable Curriculum Implementation

School Name	Status Label	Key Initiative to Accelerate Achievement
		• Continued work on developing a Multi-Tiered System of Support for all students • Identification of Essential Standards
Jefferson	No Label	• Data Meetings & Interventions • Guaranteed and Viable Curriculum Implementation • Continued work on developing a Multi-Tiered System of Support for all students • Identification of Essential Standards
West	No Label	• Data Meetings & Interventions • Guaranteed and Viable Curriculum Implementation • Continued work on developing a Multi-Tiered System of Support for all students • Identification of Essential Standards

Holland Public Schools: Committed to Excellence

On behalf of Holland Public Schools, I want to congratulate our students, staff, and families on the progress reflected in this report and thank them for their continued commitment to learning and growth. While we celebrate areas of success, we also

remain focused on continuous improvement. The district is taking deliberate action to improve student achievement through strengthened literacy instruction, targeted academic and behavioral supports, professional learning for staff, and the use of data to guide instruction and interventions. We are also continuing to invest in early literacy, instructional alignment across grade levels, and systems that support student well-being. Families are essential partners in this work, and parents and caregivers are encouraged to stay actively involved by communicating regularly with teachers, participating in school and district events, supporting learning at home, and engaging in school improvement planning. Together, through shared responsibility and collaboration, we will continue to ensure that every student in Holland Public Schools is supported, challenged, and prepared for future success.

Sincerely,

Nick Cassidy
Superintendent