



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

February 1, 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 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 Andrea Mehall for assistance.

The 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.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. 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 4-year graduation rate at or below 67%, or was in an ATS cohort but did not meet ATS exit criteria. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as an **Comprehensive Support and Improvement (CSI)** in 2022-2023, as we were an ATS cohort but did not meet ATS exit criteria. We will remain a CSI school for the three year cycle.

Holland High School administers the SAT, M-STEP, and WorkKeys assessments to all 11th grade students. The data trend that has emerged is the discrepancy between racial/ethnic groups who are assessed. Proficiency data for the 2024 administration of the SAT and M-STEP are included in the tables below.

Demographic Group (SAT Evidence Based Reading and Writing:2024)	Meets/Exceeds Benchmark (n=number of total students tested)
White	67% (n=75)
Black / African-American	40% (n=25)
Hispanic	33% (n=112)

Demographic Group (SAT Math:2024)	Meets/Exceeds Benchmark (n=number of total students tested)
White	39% (n=75)
Black / African-American	8% (n=25)
Hispanic	14% (n=112)

Demographic Group (M-STEP, 2024)	Percent Proficient (n=number of total students tested)
White (M-STEP Science)	55% (n=80)
Black / African-American (M-STEP Science)	26% (n=23)
Hispanic (M-STEP Science)	25% (n=112)
White (M-STEP Social Studies)	47.5% (n=80)
Black / African-American (M-STEP Social Studies)	17.3% (n=23)
Hispanic (M-STEP Social Studies)	19.4% (n=113)

At Holland High School, we are implementing comprehensive strategies to address achievement gaps and improve student outcomes. Our district-established Curriculum Council is reviewing Math and ELA curricula to ensure alignment and rigor. Data conferences held three times a year help identify gaps and guide targeted interventions, while tools like Branching Minds monitor progress and support decision-making. Our instructional coach leads learning walks to ensure fidelity to Tier 1 instructional practices, focusing on increasing engagement, which has already improved to 79–80%. A stricter cell phone policy further reduces distractions, enhancing the learning environment.

We value input from families and host quarterly parent events to gather feedback and inform continuous improvement. Collaboration through Professional Learning Communities (PLCs) refines essential standards, common formative assessments, and interventions. Vertical alignment with Holland Middle School ensures consistency in standards and rigor, preparing students for seamless transitions. Programs like Hey Tutor provide targeted support for 9th-grade Math and English, offering in-class and lunch tutoring. Additional supports include weekly Silent Sustained Reading and Academic Intervention during Advisory, expanded classroom libraries, SEL lessons, and after-school tutoring. These initiatives, along with on-site mental health therapists and check-in/check-out procedures, foster a culture of excellence and ensure every student is equipped for success.

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

Holland High School continues to make progress on our 3–5 year school improvement plan, focusing on goals in Math, Reading, and the Whole Child. For Math and Reading, data conferences held three times annually guide intervention planning and instructional adjustments. Professional Learning Communities (PLCs) focus on refining essential standards and common formative assessments, while vertical alignment meetings with Holland Middle School improve consistency and rigor across grade levels. Targeted tutoring through our partnership with Hey Tutor supports 9th-grade students in Math and English, providing in-class and lunch tutoring to close skill gaps. Academic interventions during Advisory and silent sustained reading further maximize instructional time, while tools like Branching Minds and NWEA goal-setting improve progress monitoring.

Our Whole Child goal focuses on improving attendance and engagement. A stricter cell phone policy has already shown success, with increased classroom engagement observed during learning walks. The Tier 2 Team plays a critical role in tracking attendance, behavior, and academic data to inform interventions, while SEL lessons, club opportunities, and the PBIS (5 Star) program promote positive behaviors and school involvement. Quarterly parent events help gather feedback to ensure continuous improvement. These efforts reflect our commitment to addressing student needs holistically and preparing every learner for success.

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.

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: <https://www.michigan.gov/mde/services/academic-standards>

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, 2024)
- School-Day Administration of PSAT-10 for Grade 10 (April, 2024)
- School-Day Administration of PSAT 8/9 for Grade 9 (April, 2024)
- NWEA Map Growth- MATH for Grades 9-12 (Fall, 2024)
- NWEA Map Growth- READING Grades 9-12 (Fall, 2024)

School-Day Administration of SAT Plus Writing for Grade 11 (April, 2024)

Holland High School

SAT | Spring 2024 | 11th Grade

View Students ⓘ | Excel Export 📄

Mean Score

Section Benchmark Performance

Total

	# of Testers	Score Distribution	Mean Total Score (400-1600) ⓘ
School	231		400 911 1600
District	242		400 901 1600
State (Public Schools Only)	99,100		400 945 1600
State (All Schools)	101,354		400 947 1600

Holland High School

SAT | Spring 2024 | 11th Grade

View Students

Excel Export

Mean Score

Section Benchmark Performance

Total

Benchmark Performance Types

Met Both Benchmarks

Met One Benchmark

Met No Benchmarks

	# of Testers	Benchmark Performance			Benchmark Distribution	
		Met Both Benchmarks	Met One Benchmark	Met No Benchmarks		
School	231	20%	26%	54%	0%	100%
District	242	19%	25%	56%	0%	100%
State (Public Schools Only)	99,100	25%	27%	47%	0%	100%
State (All Schools)	101,354	25%	28%	47%	0%	100%
U.S. and U.S. Territories	1,237,746	26%	28%	46%	0%	100%

School-Day Administration of PSAT-10 for Grade 10 (April, 2024)

PSAT 10 | Spring 2024 | 10th Grade

View Students

Excel Export

Mean Score		Section Benchmark Performance	
Total			
	# of Testers	Score Distribution	Mean Total Score (320-1520)
School	208		320 827 1520
District	208		320 827 1520
State (Public Schools Only)	98,895		320 883 1520
State (All Schools)	101,241		320 886 1520
U.S. and U.S. Territories	474,763		320 899 1520

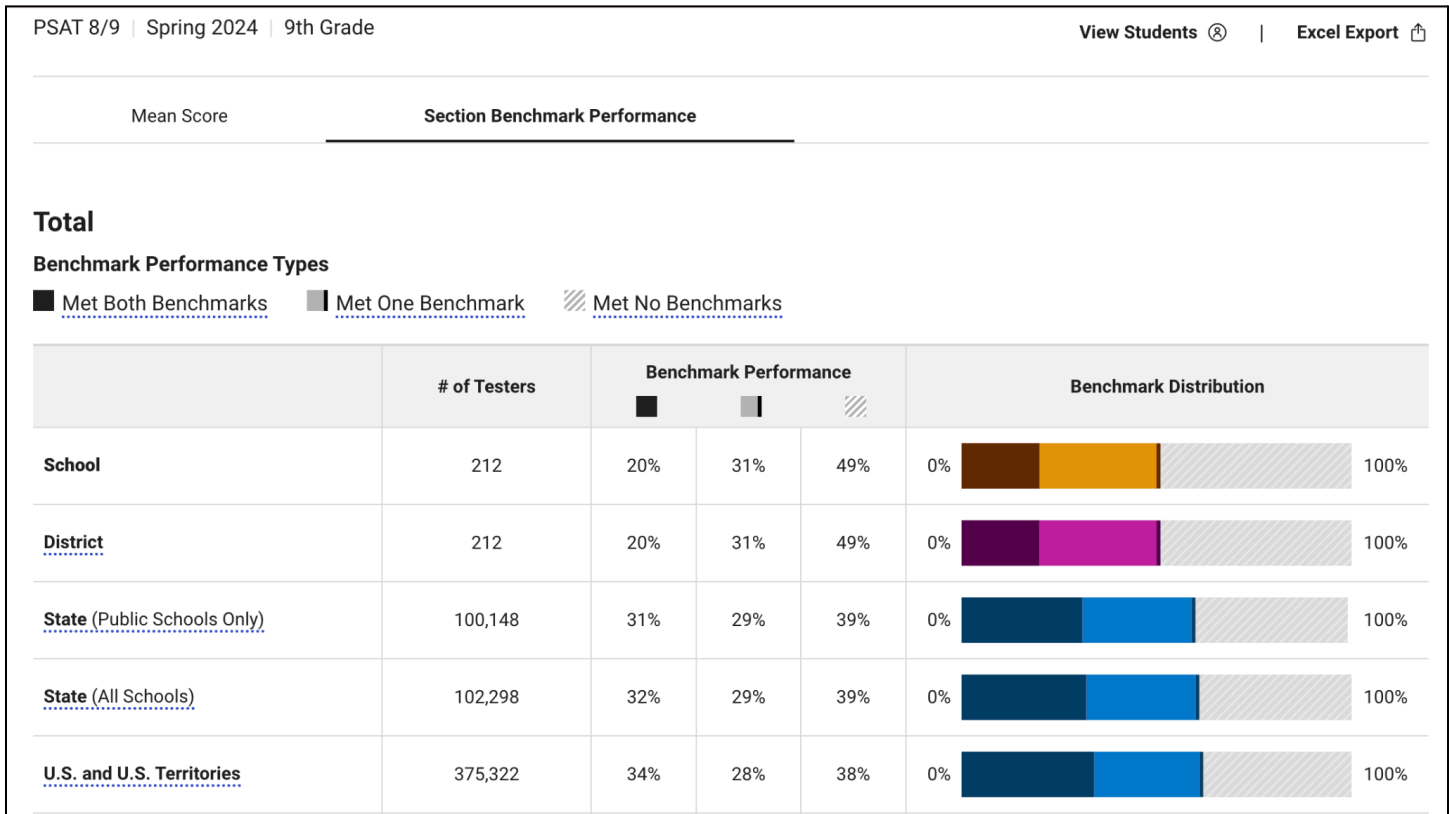
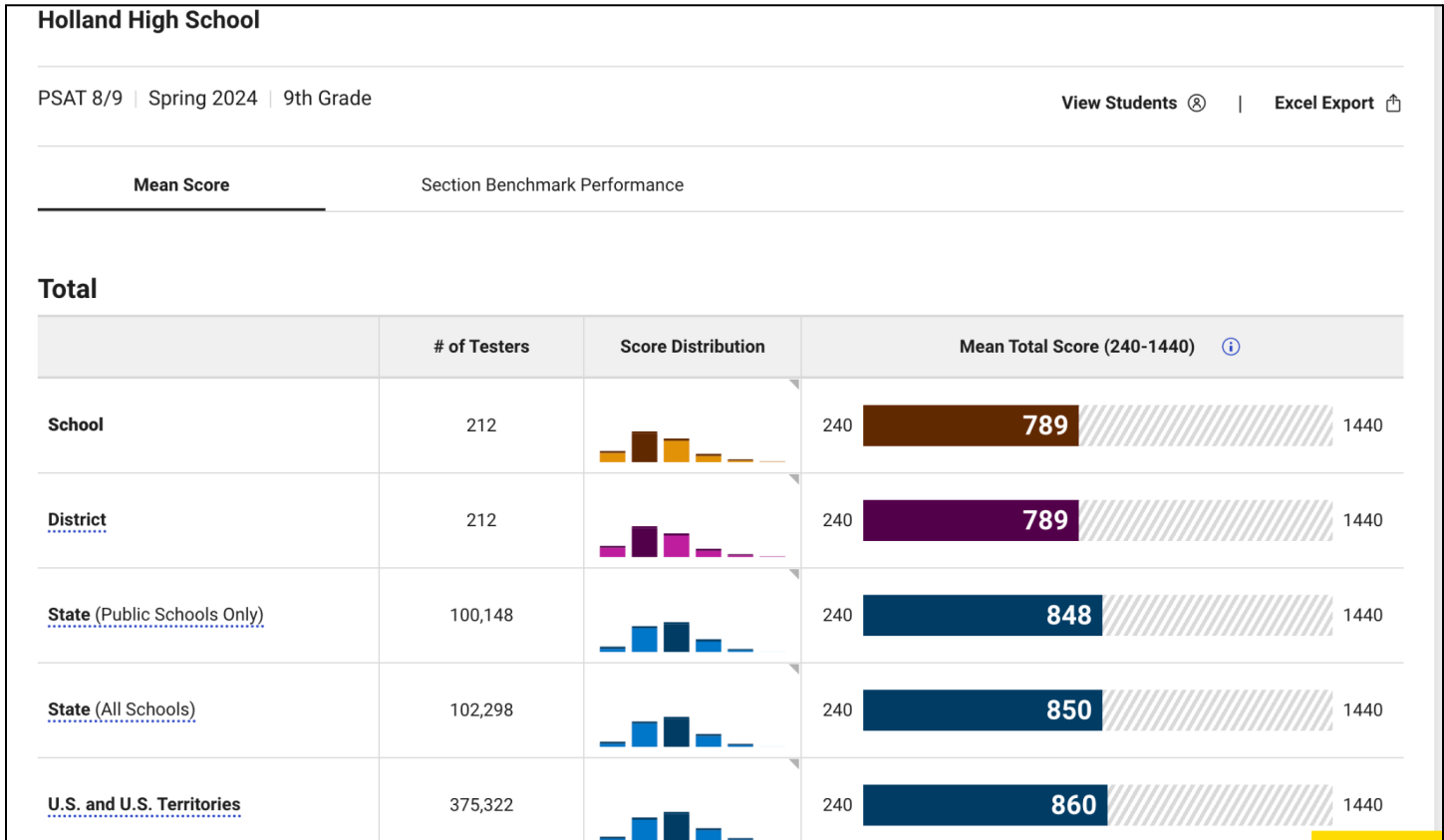
PSAT 10 | Spring 2024 | 10th Grade

View Students

Excel Export

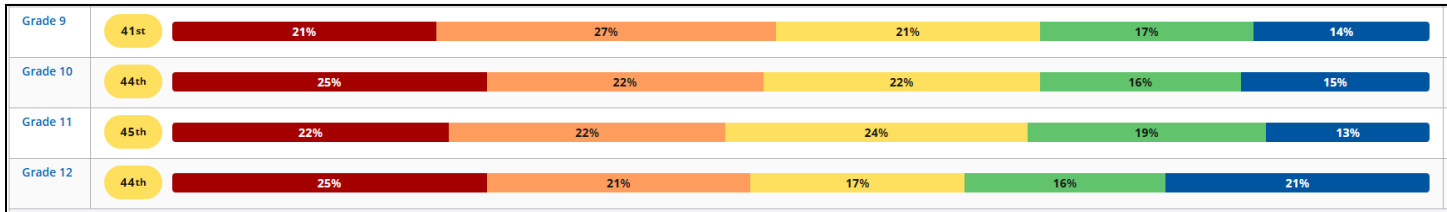
Mean Score		Section Benchmark Performance			
Total					
Benchmark Performance Types					
Met Both Benchmarks Met One Benchmark Met No Benchmarks					
	# of Testers	Benchmark Performance			Benchmark Distribution
School	208	17%	28%	54%	0% 100%
District	208	17%	28%	54%	0% 100%
State (Public Schools Only)	98,895	26%	34%	40%	0% 100%
State (All Schools)	101,241	27%	34%	39%	0% 100%
U.S. and U.S. Territories	474,763	30%	33%	37%	0% 100%

School-Day Administration of PSAT-8/9 for Grade 9 (April, 2024)

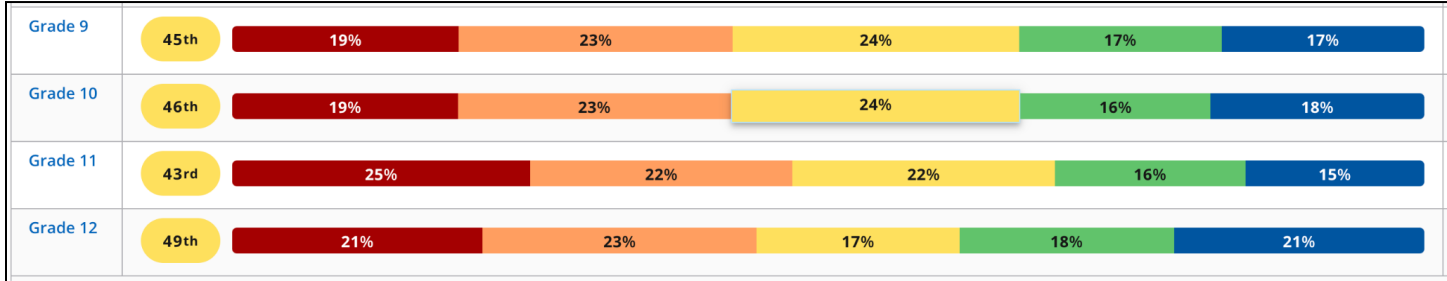


NWEA Map Growth- MATH (Fall 2024)

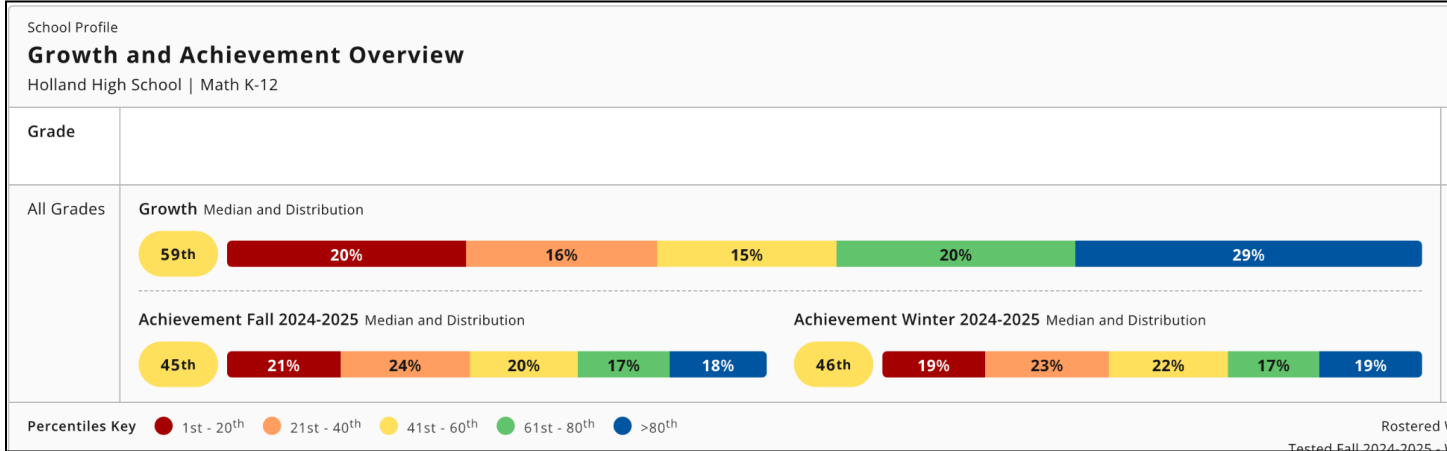
Math Achievement - Fall 2024



Math Achievement - Winter 2025

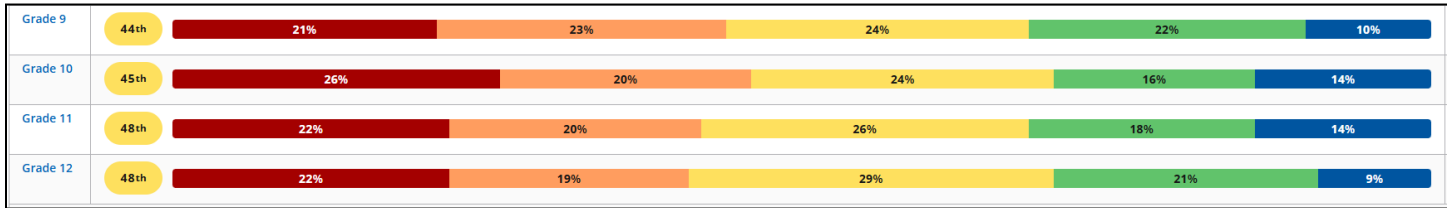


Math NWEA Data - Growth (Fall→Winter)

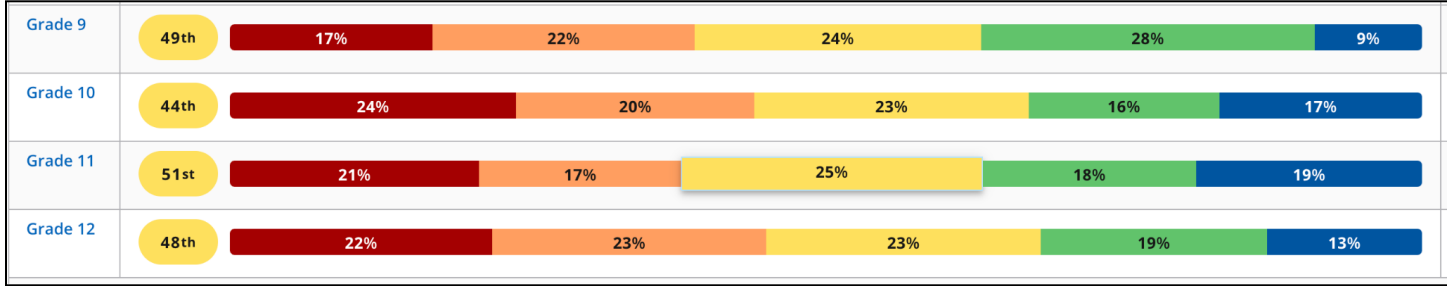


NWEA Map Growth- READING (Fall 2024)

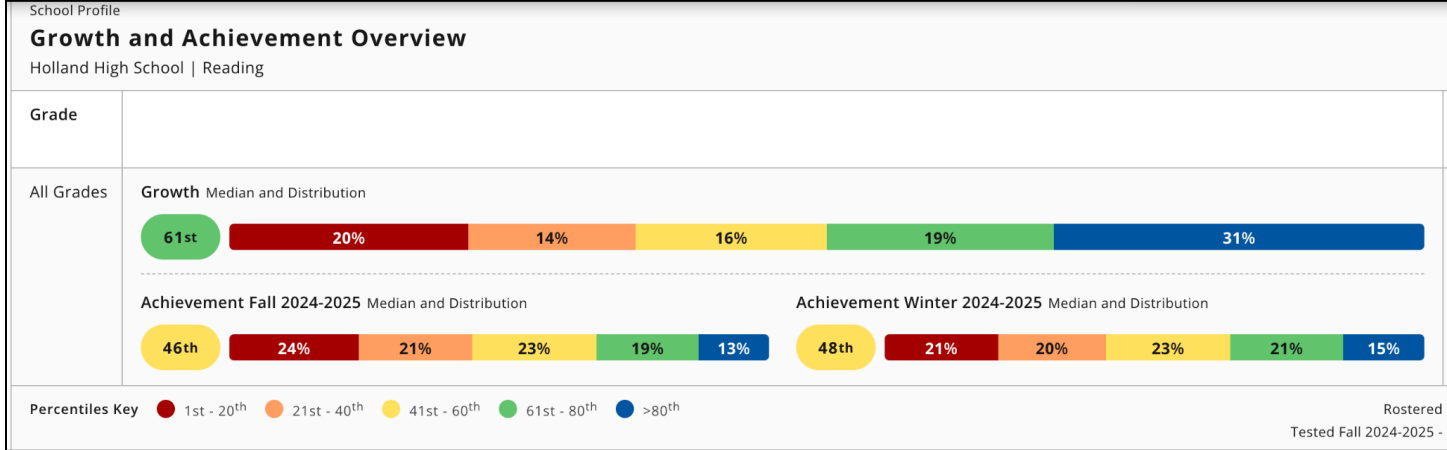
Reading Achievement - Fall 2024



Reading Achievement - Winter 2025



Reading NWEA Data - Growth (Fall →Winter)



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 (Traditional)	1,541	27%
Fall, 2020 (Traditional)	981	20%
Fall, 2021 (Student-Led)	561	55.7%
Fall, 2022 (Student-Led)	474	58%
Fall, 2023 (Traditional)	225	23.6%
Fall, 2024 (Traditional)	267	27%

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%
2022-2023	22	2.27%
2023-2024	26	2.73%
2024-2025	27	2.77%

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

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

Holland High School offers twelve (12) 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, AP World History, and AP Spanish Language and Culture.

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

Subject	Number of Students Enrolled - 2023-2024	Number of Students Enrolled - 2022-2023	Number of Students Enrolled - 2021-2022	Number of Students Enrolled - 2020-2021	Number of Students Enrolled - 2019-2020	Number of Students Enrolled - 2018-2019
AP Biology	53	Class not offered in 2022-2023.	52	Class not offered in 2020-2021.	54	Class not offered in 2018-2019.
AP Calculus	33	25	25	26	36	42
AP Chemistry	Class not offered in 2023-2024	12	Class not offered in 2021-2022	36	Class not offered in 2019-2020.	37
AP English Language and Composition	63	56	52	48	73	67

AP English Literature and Composition	28	13	17	31	40	51
AP Human Geography	Class not offered in 2023-2024	Class not offered in 2022-2023	Class not offered in 2021-2022	22	Class not offered in 2019-2020.	27
AP Physics	Class not offered in 2023-2024	20	Class not offered in 2021-2022	19	Class not offered in 2019-2020.	15
AP Psychology	46	22	24	51	56	58
AP Statistics	53	23	45	48	54	70
AP U.S. Government	75	54	79	40	84	97
AP U.S. History	29	7	Class not offered in 2021-2022	Class not offered in 2020-2021.	Class not offered in 2019-2020.	20
AP World History	42	66	47	57	56	77
AP Spanish Language and Culture	14	15	22	Class not offered in 2020-2021.	Class not offered in 2019-2020.	Class not offered in 2018-2019.

(n=total student enrollment)

Subject	Percentage of Total Students Enrolled - 2023-2024 (n=949)	Percentage of Total Students Enrolled - 2022-2023 (n=951)	Percentage of Total Students Enrolled - 2021-2022 (n=977)	Percentage of Total Students Enrolled - 2020-2021 (n=1,032)	Percentage of Total Students Enrolled - 2019-2020 (n=1,065)	Percentage of Total Students Enrolled - 2018-2019 (n=1,130)
AP Biology	5.6%	Class not offered in 2022-2023.	5.3%	Class not offered in 2020-2021.	5.0%	Class not offered in 2018-2019.
AP Calculus	3.5%	2.6%	2.55%	2.5%	3.4%	3.7%
AP Chemistry	Class not offered in 2023-2024	1.3%	Class not offered in 2021-2022	3.4%	Class not offered in 2019-2020.	3.2%
AP English Language and Composition	6.6%	5.9%	5.3%	4.6%	6.8%	5.9%
AP English Literature and Composition	3.0%	1.4%	1.74%	3.0%	3.7%	4.5%

AP Human Geography	Class not offered in 2023-2024	Class not offered in 2022-2023	Class not offered in 2021-2022	2.1%	Class not offered in 2019-2020.	2.3%
AP Physics	Class not offered in 2023-2024	2.1%	Class not offered in 2021-2022	1.8%	Class not offered in 2019-2020.	1.3%
AP Psychology	4.8%	2.3%	2.45%	4.9%	5.2%	5.1%
AP Statistics	5.6%	2.4%	4.6%	4.6%	5.0%	6.2%
AP U.S. Government	8%	5.7%	8.08%	3.8%	7.9%	8.6%
AP U.S. History	3.1%	0.7%	Class not offered in 2021-2022	Class not offered in 2020-2021.	Class not offered in 2019-2020.	1.7%
AP World History	4.5%	7%	4.8%	5.5%	5.2%	6.8%
AP Spanish	1.5%	1.6%	2.25%	Class not offered in 2020-2021.	Class not offered in 2019-2020.	Class not offered in 2018-2019.

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

(n= number of students)

Subject	3 or higher - 2024	3 or higher - 2023	3 or higher - 2022	3 or higher - 2021	3 or higher - 2020	3 or higher - 2019
AP Biology	71.4% (n=25)	Class not offered in 2022-2023	71% (n=22)	Class not offered in 2020-2021.	63.9% (n=23)	Class not offered in 2018-2019.
AP Calculus	86% (n=19)	7% (n=1)	17.6% (n=3)	23.5% (n=4)	61.5% (n=16)	59.3% (n=16)
AP Chemistry	Class not offered in 2023-2024.	89% (n=8)	Class not offered in 2021-2022.	17.9% (n=5)	Class not offered in 2019-2020.	32.0% (n=8)
AP English Language and Composition	52.6% (n=30)	40% (n=20)	57.5% (n=19)	68.4% (n=26)	55.6% (n=25)	38.8% (n=19)
AP English Literature and Composition	71.4% (n=15)	100% (n=10)	70% (n=7)	23.1% (n=3)	50.0% (n=12)	45.2% (19)
AP Human Geography	Class not offered in 2023-2024.	Class not offered in 2021-2022.	Class not offered in 2021-2022.	7.7% (n=1)	Class not offered in 2019-2020.	6.3% (n=1)

AP Physics	Class not offered in 2023-2024.	44% (n=7)	Class not offered in 2021-2022.	55.6% (n=5)	Class not offered in 2019-2020.	40.0% (n=4)
AP Psychology	37.5% (n=9)	60% (n=9)	68.7% (n=11)	81.8% (n=10)	50.0% (n=14)	68.6% (n=24)
AP Spanish Language and Culture	83.3% (n=10)	66.6% (n=8)	84.5% (n=11)	Class not offered	Class not offered	Class not offered
AP Statistics	57.9% (n=22)	33% (n=2)	27.2% (n=6)	40.0% (n=2)	30.0% (n=3)	50.0% (n=14)
AP U.S. Government	56.5% (n=26)	11% (n=4)	10.2% (n=4)	19.4% (n=6)	30.5% (n=18)	22.6% (n=14)
AP U.S. History	87.5% (n=21)	14% (n=1)	Class not offered in 2021-2022.	Class not offered in 2020-2021.	Class not offered in 2019-2020.	53.8% (n=7)
AP World History	65.5% (n=19)	46% (n=22)	51.4% (n=18)	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 amehall@hollandpublicschools.org or (616) 494-2200.

Sincerely,



Andrea Mehall
Holland High School Principal