



Holton Public Schools

“Rooted in Community, Reaching for Excellence, Ready for the Future”

Elementary Office – (231) 821-1825 • Middle School Office – (231) 821-1775
High School Office – (231) 821-1725 • Athletic Office – (231) 821-1930

School Annual Education Report (AER) Cover Letter

February 14, 2025

Dear Parents 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 Holton 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 Erik Carlson, Secondary Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.holtonschools.com/ourdistrict/academics/annual-reports/> 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 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 or had a graduation rate at or below 67% 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.

Combined Report Summary / Key Initiatives and Challenges

Holton High School is focused on the improvement of student learning and achievement through the development of school programs and process characteristics that are continually improving. In past years the Michigan Student Test of Educational Progress (M-STEP) is an assessment used for tracking and



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improving achievement. Holton uses a NWEA Map Growth three times a year (fall, winter, spring) this assessment is used for tracking and improving achievement.

In addition, students received over a half a million dollars in scholarships have been earned by graduates of Holton Public Schools from the class of 2024. This list of academic improvements is also highlighted by a growing list of improvements in various areas throughout the school system that range from additional academic accomplishments to athletic accomplishments to accomplishments attained by many of the student-led groups and associations within the Holton Public School system. Holton Public Schools continues to participate in the Muskegon Area Promise Scholarship. The Promise has provided free scholarships to Muskegon Community College and Baker College of Muskegon for eligible graduates of the Class of 2024.

In regards to areas of improvement, Holton High School has identified areas within its school improvement plan to continue this trend of improved learning opportunities for students, parents, staff members, and the greater school community. These areas of improvement will help the school accelerate student achievement, while also closing persistent gaps in student achievement. Holton High School will focus on providing intensive intervention support for students in the areas of mathematics, reading, writing, science, and social studies so that we continue to progress toward meeting the proficiency targets outlined for each subject and content area, as well as grade level. This includes targeting specific subgroups for improvement as outlined within the school’s comprehensive needs assessment, as well as an improved sense of focus on the use of assessment data to improve the interventions and supports that we provide students. Further, in addition to academic supports, the affective domains of positive behavior support, improved attendance and graduation rates, improved student career and college readiness levels within the district and increased parental involvement in decision making processes at Holton High School have been identified as areas to strengthen within our system. State law requires that we also report the additional information outlined below.



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Pupil Membership Assignment

Holton High School serves students in 9th through 12th grade, and it is the school in which all students are assigned as they enter the above mentioned grade levels within the District. Students are scheduled based on need and credit attainment according to the Michigan Merit Curriculum, and the policies set forth by the Board of Education at Holton Public Schools, while working in coordination with the student’s Educational Development Plan (EDP) developed using Xello, and/or any Personal Curriculum that may be developed for students based upon need. A small percentage of students are assigned to the Holton Virtual Academy, based upon need or student request, and the criteria outlined with the student handbook for the non-traditional high school program.

Status of the 3-5 Year School Improvement Plan

Holton High School is continually striving to improve the quality of education for our students. The High School staff works together as a team to determine goals and objectives for increased student achievement based upon needs outlined within the various sources of achievement, demographic, process, and perception data that are collected at least annually. Our current school improvement goals at Holton High School include:

- Goal 1: Increase Reading Proficiency
- Goal 2: Increase Writing Proficiency
- Goal 3: Increase Math Proficiency
- Goal 4: Increase Parental Involvement
- Goal 5: Promote and sustain a safe learning environment
- Goal 6: Promote a College Going culture

Staff professional development is provided through continuous and ongoing in-services and education provided throughout the year in such areas as: differentiated instruction, literacy, data collection, assessments (formative and summative), curriculum, Professional Learning Communities, Restorative Justice, and mentoring.



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Specialized Schools

Our district provides educational alternatives, opportunities, and support for students with special needs. Special Education services include self-contained programs, resource programs, teacher consultant services, speech and language services, school social work services, psychological services, occupational therapy services, and physical therapy services. The Individualized Education Program (IEP) team meets with students and parents to determine the best supports a student needs to access the curriculum and succeed in school.

The District also operates Holton Virtual Academy, which is a specialized school program providing secondary students with an opportunity to participate in an online virtual learning program, which is a hybrid high school experience that includes components of both online learning, as well as face – to – face interactions each week with the student’s assigned mentor. This program is intended for students seeking a non-traditional high school experience.

Core Curriculum

Holton High School has implemented a curriculum plan, which integrates a foundation of academic knowledge with our District’s Learner Outcomes. Complete curriculum maps and a description of the curriculum’s implementation are posted on our website at www.holtonschools.com. There are not any variances from the State’s model. Our students, upon graduation, will demonstrate the necessary skills to be a/an:

- **Life-long self-directed learner by** using technology and selecting educational experiences to meet changing personal and work needs.
- **Effective communicator** by communicating written, visual, non-verbal and spoken languages.
- **Collaborative contributor** by using effective leadership and/or group skills to develop and manage interpersonal relationships within diverse settings.
- **Goal setter** by learning how to set achievable goals, to evaluate options to meet goals, and take action to accomplish them.
- **Problem solver** by learning to anticipate, access, attach, and resolve problems and challenges with a systemic process.



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- **Involved citizen** by recognizing roles and responsibilities, contributing time, energy and talents to improving the welfare of self and others and the quality of life in the local and global communities.
- **Complex thinker** by identifying, accessing, integrating, and using available resources and information to reason, make decisions, and solve complex problems in a variety of situations.

Student Achievement Results

Student achievement data is based on results from NWEA Map Assessment from the Spring of 2024.

9th Grade Content Area	Average RIT Fall 2023	Average RIT Spring 2024	Percent (%) of Students Proficient
English Language Arts	211.4	220.9	44%
Reading	219	229.6	36%
Mathematics	214.6	229.6	28%

10th Grade Content Area	Average RIT Fall 2023	Average RIT Spring 2024	Percent (%) of Students Proficient
English Language Arts	214	219.3	40%
Reading	222.3	227.5	34%
Mathematics	217	223.2	29%



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11th Grade Content Area	Average RIT Fall 2023	Average RIT Spring 2024	Percent (%) of Students Proficient
English Language Arts	210.1	214.4	16%
Reading	222.4	228.4	19%
Mathematics	215	219.9	31%

Parent Participation

One of the key factors in providing excellent learning opportunities for students is strong, active parent participation. Holton High School encourages parental involvement and is evident by their active role in our educational process, including this demonstration through attendance at our Parent/Teacher Conferences. PTC had Participation in Parent/Teacher Conferences for the 2023-2024 school year had 28% (60 parents) in the fall and 21% (46 parents) in the spring compared to last year which was 31% (74 parents) in the fall and 16% (37 parents) in the spring.

Dual Enrollment

Students at Holton High School are given the opportunity to participate in obtaining college credit through multiple avenues including Dual Enrollment and Early College through our local community college, and direct credit through our Career Tech Center (CTC).

In the 2023-2024 school year, 17 students were enrolled in Dual Enrollment classes, 6 students took college courses through the CTC, and 5 students participated in the Early College of Muskegon Country Program.

This means that approximately 24% of the 11th and 12th graders from Holton High School were enrolled in college courses (28 of 117 students). The percentage of college credits earned by those students for their participation in those classes was 97%.



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At this time, Holton High School does not offer AP or IB classes, but relies on Dual Enrollment, Early College, and CTC programming options to meet the needs of students who would traditionally enroll within these types of courses.

Closing Paragraph

Holton High School is committed to continuous improvement and working to provide our students with a foundational education that will lead to post-secondary educational attainment. Our safe, caring, and small school environment ensures a focus on individual student needs, while being coupled with our creative instructional approaches to help engage students in the learning process.

Sincerely,

Erik Carlson, Principal
Holton High School