



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

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 Public Schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Dr. Adam Bayne, Superintendent of Schools, for help if you need assistance.

The District 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. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

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 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

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

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



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NAEP Data (National Assessment of Educational Progress)

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

Civil Rights Data

- Provides information on school quality, climate and safety

Review the table below listing our schools. 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 2022-23. 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 status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Holton Elementary School	No Label	Continue to implement a comprehensive reading intervention program to support grade level proficiency in reading. Reading and mathematics interventionists used to support academic skill development. Implementation of a Positive Behavior Intervention System throughout the building. Continuation of a behavior supervisor to support students and staff. Improved intervention coordination with added administrative support.
Holton Middle School	No Label	Implementation of a Positive Behavior Intervention System throughout the building. Focus on social, emotional, and mental health



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		to support improved outcomes for students. Improved intervention coordination with added administrative support.
Holton High School	No Label	Intense student support for at-risk students in math, reading, writing, science, and social studies. Implementation of a Positive Behavior Intervention System throughout the building. Increase career navigation support through MAISD Career Specialist support. Improved intervention coordination with added administrative support.
Holton Virtual Academy	No Label	This hybrid high school experience includes online learning combined with face to face interactions with the student’s mentor teacher. Students have access to the learning environment 24 hours per day, 7 days per week. Students may select from a series of differentiated courses based upon their reading level all of which are aligned to the Michigan Merit Curriculum and Common Core State Standards as required by law. Upon completion of the program, a high school diploma is awarded. The program is designed to meet the unique learning needs of students. Partnerships with local employers, Career and Technical Center, and agencies support students in job readiness and employability skills.



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Superintendent’s Message

Holton Public Schools is a school system that continues to work hard to live by its motto: “Rooted in Community, Reaching for Excellence, Ready for the Future” by focusing on the individual needs of our students Kindergarten through 12th grade. Through the combination of community partnerships, high quality instructional programming, and career and college exploration opportunities, Holton Public Schools offers students a well-rounded educational experience to support success in future endeavors. This is strengthened through the participation by families in our school community. If you are interested in becoming involved, please contact the building office where you are interested in volunteering.

Holton Public Schools is committed to providing interventions for students to achieve at high levels in mathematics, reading, writing, science, and social studies. This includes meeting the specific academic needs of students, supporting good attendance habits, implementing positive behavior supports, student career and college experiences, increased mental health supports, and increasing shared decision making with our families. The district plans to continue its work in all of these areas specifically striving to improve the systematic approach to these processes.

Holton Public Schools is committed to providing an educational experience where we are Rooted in Community, Reaching for Excellence, so our students are Ready for the Future. My door is always open to you should you have any questions or concerns. On Holton!

With Great Respect,

Dr. Adam Bayne
Superintendent