

# HOUGHTON HIGH SCHOOL

**COLE KLEIN**  
Principal

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the Houghton 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 Cole Klein for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2IAJy9> or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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.

[A key challenge for Houghton High School continues to be the achievement gap between our highest and lowest level achievers. Our work with a Multi-tiered System of Support \(MTSS\) has accelerated our efforts to close the gap. A few years ago, Houghton High School was labeled a "Focus School" by the State of Michigan, but we have since been dropped from that category. We still have work to do related to the achievement gap, but have confidence that our newly adopted systems enhance our ability to make positive steps in addressing the concerns.](#)

State law requires that we also report additional information:

**Pupil Assignment:**

Initially, pupils are assigned to various classes electronically by "PowerSchool." This system randomly places students into available classes. If special needs arise, individuals may be placed manually depending on the circumstances.

**3-5 Year School Improvement Plan:**

The mission of Houghton High School is to focus on high academic standards as we teach, support, and develop all students to their full potential. Our school makes a continuous effort to help students grow based upon our mission. We have been working to close already identified achievement gaps. As a district, Houghton-Portage Township has implemented a Multi-tiered System of Support (MTSS) to help students with a variety of academic and behavioral needs. For a small school, our curriculum offers a wide range of opportunities. Houghton High School is also accredited by AdvancEd. To that end, we completed a rigorous five year evaluation process and passed with extremely high marks in an external review by a panel of accrediting experts from educational agencies from various parts of the country. Additionally, the High School Improvement Plan prepared for the State of Michigan is developed by school and community members as an outgrowth of the AdvancED accreditation process.

**Specialized Schools:**

Technically, there are no specialized schools within our high school. Specialized needs are met through the IEP and Special Education process.

**Core Curriculum:**

When the State Board of Education adopted the Common Core State Standards (CCSS) as the new standards for K-12, our district began a transition to implementing these standards into our curriculum. These standards can be found at <http://www.corestandards.org>.

**Student Achievement Results:**

M-Step, MME, and AP test results are reported in the Annual Education Report to the State of Michigan and posted on our school and district website. You will find that our students, on average, achieve at consistently high levels when compared to state and national averages.

**Parent-Teacher Conferences:**

Attendance at Parent/Teacher Conferences for the 2018-19 Fall session was 57% while our Spring session was 36%.

**Further Required High School Information:**

<u>Question 7</u>	<u>2017-2018_</u> <u>(429 students)</u>	<u>2018-2019</u> <u>(444 students)</u>
<u>a. The number and percent of postsecondary enrollments (dual enrollment)</u>	<u>27 students</u> <u>6.29%</u>	<u>36 students</u> <u>8.1%</u>
<u>b. The number of college equivalent courses offered</u>	<u>8 courses</u>	<u>11 courses</u>
<u>c. The number and percentage of students enrolled in college equivalent courses</u>	<u>95 students</u> <u>22.14%</u>	<u>91 students</u> <u>20.49%</u>
<u>d. The number and percentage of students receiving a score leading to college credit</u>	<u>76 students</u> <u>80%</u>	<u>70 students</u> <u>76.9%</u>

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In comparison with the immediately preceding school year, Houghton High School continues to maintain high standards based on the requirements of the Annual Education Reports as mandated by federal and state law.

We are proud of the accomplishments of our students and staff, and appreciative of the community support we enjoy as a school community. We look forward to serving our students and their families in the coming school year.

Sincerely,

Cole Klein