

**Portland High School
PA 25 Annual Report
Fall 2009**

Portland High School Profile

Portland High School is a comprehensive high school, grades 9-12, in which successful completion of academic requirements leads to a diploma. PHS operates on a six 55-minute class period schedule, with school commencing at 7:30 a.m. and ending at 2:15 p.m. The student population of PHS in the 2008-2009 school year was 605, that number of students being assisted by 51 adults in the building (administrative, certified and support staff). In addition to the four core academic areas (English Language Arts, Mathematics, Science and Social Studies), “elective” classes are offered in the areas of Visual and Performing Arts, Physical Education, Information Technology, Family and Consumer Sciences, and World Languages. Our students with special needs are serviced by four Resource Rooms and one Categorical Room, a Teacher Consultant, as well as a School Social Worker. The emotional and academic needs of the student body are met by the Counseling Department staffed by two counselors.

Assessment Data

Michigan Merit Examination

129 students were assessed in 2009. The Michigan Merit Examination (MME) is administered to all juniors in the spring of the year. The MME consists of three components: the ACT + Writing assessment, the ACT/WorkKeys assessment, and the Michigan Component that assesses the areas required by No Child Left Behind (NCLB) that are not assessed by the other two components. The figures in the tables represent the percentage of students that scored in the respective levels of proficiency. Students scoring in Levels 1 and 2 are considered to have “passed” the MME for that core area. Note: two students were disqualified from testing and their scores dismissed due to rule violations and two juniors did not take the exams because of their homebound status.

MME Reading

Year Performance Levels

	4- Apprentice	3-Basic	2- Met Standards	1- Exceeded Standards	Proficient- Levels 1 & 2
2009	9	19	70	2	72
2008	14	22	62	1	64
2007	13	19	66	3	69

MME Writing

Year Performance Levels

	4- Apprentice	3-Basic	2- Met Standards	1- Exceeded Standards	Proficient- Levels 1 & 2
2009	2	51	44	3	47
2008	6	54	39	1	40
2007	5	45	49	1	50

MME Total English Language Arts

Year Performance Levels

	4- Apprentice	3-Basic	2- Met Standards	1- Exceeded Standards	Proficient- Levels 1 & 2
2009	5	29	64	2	66
2008	11	36	52	1	53
2007	8	33	58	1	59

MME Mathematics

Year Performance Levels

	4- Apprentice	3-Basic	2- Met Standards	1- Exceeded Standards	Proficient- Levels 1 & 2
2009	24	14	46	16	62
2008	26	18	41	14	56
2007	23	15	52	10	62

MME Science

Year Performance Levels

	4- Apprentice	3-Basic	2- Met Standards	1- Exceeded Standards	Proficient- Levels 1 & 2
2009	16	11	64	9	73
2008	22	19	53	6	59
2007	16	14	65	5	70

MME Social Studies

Year Performance Levels

	4- Apprentice	3-Basic	2- Met Standards	1- Exceeded Standards	Proficient- Levels 1 & 2
2009	3	5	32	60	92
2008	3	10	40	47	87
2007	1	7	41	51	92

The average ACT Composite score of the 129 students who completed the ACT portion of the test was 20.4.

Michigan Educational Assessment Program

The Michigan Educational Assessment Program Social Studies Assessment is administered to freshmen in the fall of the year to assesses a student's knowledge and skills in the social studies area acquired up through the eighth grade. The figures in the table represent the percentage of students that scored in the respective level of proficiency.

MEAP 9th Grade Social Studies

Year Performance Levels

	4- Apprentice	3-Basic	2- Met Standards	1- Exceeded Standards	Proficient- Levels 1 & 2
2008	5	11	45	39	84
2007	4	10	38	47	86
2006	1	9	42	47	89
2005	4	12	44	40	84

ACT/PLAN

The ACT/PLAN is an assessment administered to sophomores as a precursor to the ACT, giving students and parents a proactive look at what types of skills and knowledge are required on the ACT. The figures in the table indicate the percentage of PHS sophomores that scored in the respective quartile ranges.

2008-2009 PLAN

Quartile	English	Math	Reading	Science	Composite
75-100	29	34	38	52	38
50-74	27	33	20	20	23
25-49	27	21	24	22	28
1-24	18	12	18	6	10

Adequate Yearly Progress Data

Graduation Rate

As calculated by the Michigan Department of Education and reported to the Center for Educational Performance (CEPI) through the Single Record Student Database (SRSD), the graduation rate for the Class of 2008 (last reported data) was 86.34%.

Drop-out Rate

The State of Michigan 2008 4-Year Cohort Graduation/Dropout Rate for Portland High School, as reported by the Center for Educational Performance and Information through the Single Student Record Database (SRSD) is 8.20%.

Student Attendance

The following table shows the average daily attendance for Portland High School for the 2008-2009 school year.

Semester 1	94.31%
Semester 2	92.55%
Year	93.43%

AYP Objective Attainment

Student Assessment: Portland High School met the NCLB requirement for percentage of students assessed by the Michigan Merit Examination for the 2008-2009 school year with an assessment rate of 98.5%.

NCLB parameters outline a rate of “proficient” students in English Language Arts and Mathematics, with the goal of all students being proficient on the State assessment (MME) in those discipline areas by 2014. The Michigan benchmarks established along that rate of achievement increase for 2008-2009 and Portland High School’s proficiency rate are as follows:

Discipline Area	Michigan Goal %	Portland Proficiency %
English Language Arts	61	64
Mathematics	55	56

Teacher Quality Data

Portland High School has 37 State of Michigan certified teachers who instruct the students of Portland High School, all of whom (100%) are “Highly Qualified” under NCLB parameters for the courses to which they are assigned.

Portland High school has no (0%) teachers teaching with “emergency credentials”.

Professional Preparation Statistics:

Figures represent the number (percentage) of teachers with respective educational level of attainment.

	B.A.	B.A. + 18	M.A.	M.A. + 18	M.A. + 30	M.A. + 45
Educational Qualifications	0 (0%)	8 (21.6%)	19 (51.3%)	4 (10.8%)	2 (5.4%)	4 (10.8%)

Total Years of Experience: 681

School Programs

Accreditation Status

Portland High School’s EdYes! School Report Card grade for the 2008-2009 school year is a “B”, which is the same score the school received during the 2007-2008 school year.

District Pupil Retention Data

Retention rate is defined in the State School Aid Act as the proportion of pupils who have not dropped out of school in the immediately preceding school year and is equal to one (1) minus the quotient of the number of pupils unaccounted for in the immediately preceding school year, as determined by the District Pupil Retention Report, divided by the pupils of the immediately preceding school year. The State of Michigan calculates this rate. In the future, the state will use the Single Record Student Database (SRSD) for this purpose. That figure for 2008 is 99.2% [$1 - (1 \text{ PHS MER students} / 125 \text{ graduates}) = .008$].

Post-Secondary Enrollment

111 of the 125 graduates (89%) in the Class of 2009 communicated that they have applied to, and planned to enroll in, a post-secondary institution.

Dual Enrollment

25 members of the Class of 2009 took advantage of Dual Enrollment opportunities offered during the 2008-2009 school year ($25/125 = 20\%$), enrolling in a total of 34 classes.

Parent-Teacher Conference Attendance Rates

Conferences are held at Portland High School twice a year, in November (8 ½ hours) and again in February (6 hours). The data displayed looks different from November to February due to a change in reporting parameters. Attendance figures are as follows:

November 2008

Total Attendance

235/623 39.9%

Attendance By Class

	% of Cohort	% of Attendance	% of School Pop
Class of 2012	63/155 (40.6%)	63/236 (26.7%)	63/623 (10.1%)
Class of 2011	76/187 (40.6%)	76/236 (32.2%)	76/623 (12.2%)
Class of 2010	56/143 (39.2%)	56/236 (23.7%)	56/623 (9.0%)
Class of 2009	41/138 (29.7%)	41/236 (17.4%)	41/623 (6.6%)

Attendance of "Economically Disadvantaged"

% of F/R	% of Attendees	% of Total Population
22/92 (23.9%)	22/236 (9.3%)	22/623 (3.5%)

Attendance of "Special Education"

% of Special Ed	% of Attendees	% of Total Population
18/92 (19.6%)	18/236 (7.6%)	18/623 (2.9%)

Attendance by Gender

	% of Attendees
Males	53.1%
Females	46.9%

February 2009

Total Attendance

78/614 12.7%

Attendance of "Economically Disadvantaged"

% of F/R	% of Attendees	% of Total Population
16/111 (14.4%)	16/78 (20.5%)	16/614 (2.6%)

Attendance of "Special Education"

% of Special Ed	% of Attendees	% of Total Population
18/92 (19.6%)	18/78 (23.1%)	18/614 (2.9%)

Attendance by Gender

	% of Attendees
Males	56.4%
Females	43.6%

Parental Involvement

Portland Public Schools Board of Education

Parent(s)/Guardian(s) Involvement Policy 7175

State of Michigan Parent/Guardian Involvement Initiative

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to:

- The development and review of instructional material;
- Input on the ways the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs.
- District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.