

PORTLAND HIGH SCHOOL

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December 18, 2020

RE: School Annual Education Report (AER) Cover Letter

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Portland 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 Principal, Jamie DeWitt for assistance.

The AER is available for you to review electronically by visiting the following website [MI School Data](#) or you may review a copy in the main office at your child's school.

For the 2019-20 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.

Portland High School has not been given one of these labels.

We are actively working to address any school issues by thoroughly analyzing our data to determine which students are struggling with which standards. To meet some of the challenges we face regarding student assessment, we have two math labs and have recently implemented a reading intervention class. In addition, our district is currently in the process of implementing Michigan's Integrated Behavior and Learning Support Initiative to address our challenges in Reading and Behavior. MIBLSI will provide resources essential to the transformation of instructional practices, offering initiatives that support personalized learning, school culture shifts, common professional development and extended learning opportunities for all students and staff. MIBLSI will provide oversight and support to the district administrative leadership and building leadership to ensure the full and effective implementation of a Multi-Tiered System of Supports to ensure student success.

State law requires we also report the following additional information:

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Portland High School is the only school serving the ninth through twelfth grade students attending Portland Public Schools; therefore, all students in those grades are assigned to Portland High School unless they choose to attend the district's virtual or alternative school.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Portland High School has a comprehensive school improvement plan designed and implemented by staff, teachers, administrators, and parent volunteers. It includes parent involvement activities, professional development, academic goals, professional research, a comprehensive needs assessment, and research-based strategies for improving academic achievement for and amongst our students. There is much focus on instructional strategies and additional math instruction.

Our school improvement plan is available on the [PHS web page](#) for your review. We appreciate the continued support of parents, staff, and our community in this effort. If you are interested in becoming involved at PHS, please contact our office to inquire about volunteer opportunities.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Portland High School is not a specialized school, but we participate with Ionia Intermediate School District to access the area career and technical school (Heartlands Institute of Technology).

HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF VARIANCES FROM THE STATE'S MODEL

The Michigan State Board of Education has developed a model Core Curriculum for school districts to use. Core curriculum is defined as a set of learning objectives (for example-High School Course Content Expectations or HSCCE's and the Common Core State Standards) that all students are expected to achieve. Mathematics and English Language Arts teachers continue to work to align their curriculum to the Common Core State Standards. All teachers are working toward implementing the Common Core literacy standards as well as technology standards into their curriculum. In addition, our science teachers are working with the Next Generation Science Standards while our social studies teachers are working with the C3 Social Studies Framework. Information regarding the school's curriculum can be requested from the main office or from your child's teacher.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

While we do not administer any formal local competency tests or nationally normed achievement tests, an analysis of our data from our common formative and summative assessments has shown students' progress toward our objectives. We continue to set our goals for student growth and achievement through the data we collect.

STUDENTS REPRESENTED BY PARENTS AT FALL PARENT-TEACHER CONFERENCES

	2011 2012	2012 2013	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020	2020 2021*
	%	%	%	%	%	%	%	%	%	%
Total	37.8	41.6	35.7	43.0	30.9	39.6	29.8	29.8	31.7	100
Econ Disadv	13.0	19.2	12.5	11.3	17.9	27.4	20.4	14.7	7.6	100
Special Ed	27.1	40.0	25.0	33.3	6.9	21.7	39.3	37.9	25.8	100

*Due to COVID19, guests were not able to visit the building. 100% of families received a call regarding their student's progress during the fall conference window.

POST-SECONDARY/DUAL ENROLLMENT

In accordance with State law, PHS offers dual enrollment opportunities to students who qualify.

School Year	Eligible Juniors & Seniors	Number of Classes	Number of Participants	Participation Percentage
2011-2012	273	83	30	10.1%
2012-2013	271	76	38	14.0%
2013-2014	254	156	64	25.2%
2014-2015	278	121	52	18.7%
2015-2016	282	222	76	26.9%
2016-2017	269	136	67	24.9%
2017-2018	256	228	93	36.3%
2018-2019	261	394	128	49.0%
2019-2020	270	456	138	51.1%

In 2018-19, we received approval to begin an early college program and began participating with Lansing Community College's Advantage classes.

COLLEGE EQUIVALENT COURSES OFFERED, STUDENTS ENROLLED AND THOSE RECEIVING A QUALIFIED SCORE

Portland High School offers AP Language and Composition and AP Literature and Composition on alternating years as well as AP Calculus and AP Computer Science Principles. Portland High School was named to the 2015-16 AP Honor Roll for maintaining or growing over a three-year period the number of participants and the number who scored a 3 or higher on the AP exam. We also offer students the opportunity to take other AP classes from their course catalog.

School Year	# of AP Testers	# of AP Exams	AP Scores 3 or Above
2009-2010	14	14	8/57%
2010-2011	18	25	19/76%
2011-2012	30	35	17/49%
2012-2013	33	41	22/54%
2013-2014	24	33	22/67%
2014-2015	31	36	26/72%
2015-2016	39	54	36/67%
2016-2017	29	36	20/56%
2017-2018	50	59	34/58%
2018-2019	65	76	42/55%
2019-2020	35	39	24/62%

Thank you to our students, staff, parents, and community members that have worked hard to make Portland High School a great place to learn. As we continue to score at or above the state percentages on standardized tests, I am proud of the work that is done at Portland High School by the adults and the students. The staff of Portland High School is highly qualified and works diligently to provide our students with a quality education. While we have areas we can improve, the combination of hard working staff members, involved parents, and eager students will continue to keep Portland High School on the road to success.

Sincerely,

Jamie DeWitt
Principal