

HOUGHTON HIGH SCHOOL

PATRICK ALDRICH
Principal

Principal's Office
1603 Gundlach Road • Houghton, Michigan 49931
(906) 482-0450 • FAX (906) 487-5218
Website: <http://www.hpts.us>

BRUCE C. HORSCH
Athletic Director

An Equal Opportunity Employer

March 7, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for 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 Superintendent Doreen Klingbeil for assistance.

The AER is available for you to review electronically by visiting the school website at www.hpts.us or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school was identified as a "Reward" School.

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-tired 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 the following 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.

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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 NCA 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 2016-17 Spring session was 44%, while our Fall session was 26%.

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Further Required High School Information:

Question 7	2014-2015 (437 students)	2015-2016 (415 students)
a. The number and percent of postsecondary enrollments (dual enrollment)	34 students 7.7%	25 students 6.0%
b. The number of college equivalent courses offered	6 courses + 1 online	5 courses
c. The number and percentage of students enrolled in college equivalent courses	73 students 16.7%	74 students 17.8%
d. The number and percentage of students receiving a score leading to college credit	52 students took 104 exams 72.2%	61 students took 94 exams 82.4%

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,

Patrick Aldrich

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	11th Grade Content	All Students	2014-15	49.3%	64.5%	64.5%	23.4%	41.1%	23.4%	12.1%
ELA	11th Grade Content	Asian	2014-15	64.8%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Two or More Races	2014-15	49.1%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	63.4%	63.4%	21.8%	41.6%	23.8%	12.9%
ELA	11th Grade Content	Female	2014-15	55.4%	78.7%	78.7%	27.7%	51.1%	14.9%	6.4%
ELA	11th Grade Content	Male	2014-15	43.3%	53.3%	53.3%	20.0%	33.3%	30.0%	16.7%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	61.5%	61.5%	19.2%	42.3%	15.4%	23.1%
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	30.0%	30.0%	20.0%	10.0%	30.0%	40.0%
Mathematics	11th Grade Content	All Students	2014-15	28.5%	57.0%	57.0%	20.6%	36.4%	22.4%	20.6%
Mathematics	11th Grade Content	Asian	2014-15	60.7%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16.0%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Two or More Races	2014-15	24.4%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	11th Grade Content	White	2014-15	32.4%	56.4%	56.4%	18.8%	37.6%	23.8%	19.8%
Mathematics	11th Grade Content	Female	2014-15	29.1%	68.1%	68.1%	14.9%	53.2%	10.6%	21.3%
Mathematics	11th Grade Content	Male	2014-15	27.8%	48.3%	48.3%	25.0%	23.3%	31.7%	20.0%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	46.2%	46.2%	7.7%	38.5%	23.1%	30.8%
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	20.0%	20.0%	0.0%	20.0%	20.0%	60.0%
Science	11th Grade Content	All Students	2014-15	29.4%	53.3%	53.3%	24.3%	29.0%	31.8%	15.0%
Science	11th Grade Content	All Students	2015-16	33.0%	48.9%	48.9%	29.3%	19.6%	28.3%	22.8%
Science	11th Grade Content	American Indian or Alaska Native	2015-16	25.5%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Asian	2014-15	47.8%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Asian	2015-16	50.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2014-15	17.0%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2015-16	19.9%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2014-15	27.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2015-16	29.7%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	11th Grade Content	White	2014-15	34.2%	52.5%	52.5%	24.8%	27.7%	32.7%	14.9%
Science	11th Grade Content	White	2015-16	38.7%	48.8%	48.8%	29.3%	19.5%	29.3%	22.0%
Science	11th Grade Content	Female	2014-15	26.7%	48.9%	48.9%	19.1%	29.8%	34.0%	17.0%
Science	11th Grade Content	Female	2015-16	29.8%	46.0%	46.0%	22.0%	24.0%	28.0%	26.0%
Science	11th Grade Content	Male	2014-15	32.1%	56.7%	56.7%	28.3%	28.3%	30.0%	13.3%
Science	11th Grade Content	Male	2015-16	36.3%	52.4%	52.4%	38.1%	14.3%	28.6%	19.0%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	46.2%	46.2%	19.2%	26.9%	26.9%	26.9%
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	42.1%	42.1%	15.8%	26.3%	42.1%	15.8%
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	30.0%	30.0%	0.0%	30.0%	20.0%	50.0%
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	71.0%	71.0%	25.2%	45.8%	27.1%	1.9%
Social Studies	11th Grade Content	All Students	2015-16	43.1%	59.8%	59.8%	26.1%	33.7%	37.0%	3.3%
Social Studies	11th Grade Content	American Indian or Alaska Native	2015-16	35.9%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Asian	2014-15	61.7%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Social Studies	11th Grade Content	Asian	2015-16	59.8%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33.0%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2015-16	30.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Two or More Races	2014-15	41.4%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Two or More Races	2015-16	40.2%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	71.3%	71.3%	25.7%	45.5%	26.7%	2.0%
Social Studies	11th Grade Content	White	2015-16	49.3%	62.2%	62.2%	25.6%	36.6%	35.4%	2.4%
Social Studies	11th Grade Content	Female	2014-15	40.5%	68.1%	68.1%	19.1%	48.9%	29.8%	2.1%
Social Studies	11th Grade Content	Female	2015-16	39.1%	52.0%	52.0%	16.0%	36.0%	42.0%	6.0%
Social Studies	11th Grade Content	Male	2014-15	47.2%	73.3%	73.3%	30.0%	43.3%	25.0%	1.7%
Social Studies	11th Grade Content	Male	2015-16	47.1%	69.0%	69.0%	38.1%	31.0%	31.0%	0.0%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	53.8%	53.8%	26.9%	26.9%	46.2%	0.0%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	47.4%	47.4%	15.8%	31.6%	47.4%	5.3%
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	40.0%	40.0%	30.0%	10.0%	60.0%	0.0%
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	<10	<10	<10	<10	<10	<10

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Houghton Central High School	2015-16	Total Score	All Students	1126.9	N/A	55	60.4%	36	39.6%	91
Houghton Central High School	2015-16	Total Score	American Indian or Alaska Native	<10	N/A	<10	<10	<10	<10	<10
Houghton Central High School	2015-16	Total Score	Asian	<10	N/A	<10	<10	<10	<10	<10
Houghton Central High School	2015-16	Total Score	Hispanic of Any Race	<10	N/A	<10	<10	<10	<10	<10
Houghton Central High School	2015-16	Total Score	Two or More Races	<10	N/A	<10	<10	<10	<10	<10
Houghton Central High School	2015-16	Total Score	White	1130.5	N/A	51	63.0%	30	37.0%	81
Houghton Central High School	2015-16	Total Score	Female	1108.4	N/A	30	60.0%	20	40.0%	50
Houghton Central High School	2015-16	Total Score	Male	1149.5	N/A	25	61.0%	16	39.0%	41
Houghton Central High School	2015-16	Total Score	Economically Disadvantaged	1039.4	N/A	<10	27.8%	13	72.2%	18
Houghton Central High School	2015-16	Total Score	Not Economically Disadvantaged	1148.5	N/A	50	68.5%	23	31.5%	73



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Houghton Central High School	2015-16	Total Score	Not English Language Learners	1126.9	N/A	55	60.4%	36	39.6%	91
Houghton Central High School	2015-16	Total Score	Not Migrant	1126.9	N/A	55	60.4%	36	39.6%	91
Houghton Central High School	2015-16	Total Score	Students With Disabilities	<10	N/A	<10	<10	<10	<10	<10
Houghton Central High School	2015-16	Total Score	Students Without Disabilities	1137.7	N/A	54	62.1%	33	37.9%	87
Houghton Central High School	2015-16	Total Score	Homeless	<10	N/A	<10	<10	<10	<10	<10
Houghton Central High School	2015-16	Total Score	Not Homeless	1130.2	N/A	55	61.1%	35	38.9%	90
Houghton Central High School	2015-16	Evidence-Based Reading and Writing	All Students	554.3	480	71	78.0%	20	22.0%	91
Houghton Central High School	2015-16	Evidence-Based Reading and Writing	American Indian or Alaska Native	<10	480	<10	<10	<10	<10	<10
Houghton Central High School	2015-16	Evidence-Based Reading and Writing	Asian	<10	480	<10	<10	<10	<10	<10
Houghton Central High School	2015-16	Evidence-Based Reading and Writing	Hispanic of Any Race	<10	480	<10	<10	<10	<10	<10
Houghton Central High School	2015-16	Evidence-Based Reading and Writing	Two or More Races	<10	480	<10	<10	<10	<10	<10




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Houghton Central High School	2015-16	Evidence-Based Reading and Writing	White	555.9	480	64	79.0%	17	21.0%	81
Houghton Central High School	2015-16	Evidence-Based Reading and Writing	Female	545.8	480	41	82.0%	<10	18.0%	50
Houghton Central High School	2015-16	Evidence-Based Reading and Writing	Male	564.6	480	30	73.2%	11	26.8%	41
Houghton Central High School	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	521.7	480	11	61.1%	<10	38.9%	18
Houghton Central High School	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	562.3	480	60	82.2%	13	17.8%	73
Houghton Central High School	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	554.3	480	71	78.0%	20	22.0%	91
Houghton Central High School	2015-16	Evidence-Based Reading and Writing	Not Migrant	554.3	480	71	78.0%	20	22.0%	91
Houghton Central High School	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	<10	480	<10	<10	<10	<10	<10
Houghton Central High School	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	559.5	480	70	80.5%	17	19.5%	87
Houghton Central High School	2015-16	Evidence-Based Reading and Writing	Homeless	<10	480	<10	<10	<10	<10	<10
Houghton Central High School	2015-16	Evidence-Based Reading and Writing	Not Homeless	556.0	480	71	78.9%	19	21.1%	90



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Houghton Central High School	2015-16	Mathematics	All Students	572.6	530	62	68.1%	29	31.9%	91
Houghton Central High School	2015-16	Mathematics	American Indian or Alaska Native	<10	530	<10	<10	<10	<10	<10
Houghton Central High School	2015-16	Mathematics	Asian	<10	530	<10	<10	<10	<10	<10
Houghton Central High School	2015-16	Mathematics	Hispanic of Any Race	<10	530	<10	<10	<10	<10	<10
Houghton Central High School	2015-16	Mathematics	Two or More Races	<10	530	<10	<10	<10	<10	<10
Houghton Central High School	2015-16	Mathematics	White	574.6	530	58	71.6%	23	28.4%	81
Houghton Central High School	2015-16	Mathematics	Female	562.6	530	33	66.0%	17	34.0%	50
Houghton Central High School	2015-16	Mathematics	Male	584.9	530	29	70.7%	12	29.3%	41
Houghton Central High School	2015-16	Mathematics	Economically Disadvantaged	517.8	530	<10	33.3%	12	66.7%	18
Houghton Central High School	2015-16	Mathematics	Not Economically Disadvantaged	586.2	530	56	76.7%	17	23.3%	73
Houghton Central High School	2015-16	Mathematics	Not English Language Learners	572.6	530	62	68.1%	29	31.9%	91

SAT

Houghton Central High School	2015-16	Mathematics	Not Migrant	572.6	530	62	68.1%	29	31.9%	91
Houghton Central High School	2015-16	Mathematics	Students With Disabilities	<10	530	<10	<10	<10	<10	<10
Houghton Central High School	2015-16	Mathematics	Students Without Disabilities	578.2	530	61	70.1%	26	29.9%	87
Houghton Central High School	2015-16	Mathematics	Homeless	<10	530	<10	<10	<10	<10	<10
Houghton Central High School	2015-16	Mathematics	Not Homeless	574.2	530	62	68.9%	28	31.1%	90

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display



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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	99.2%	81.4%	97.9%	91.1%
All Students	Mathematics	98.6%	62.1%	99.2%	81.7%	97.9%	87.8%
All Students	Science	98.1%	50.0%	99.3%	68.2%	99.0%	75.8%
All Students	Social Studies	98.1%	59.3%	99.0%	74.7%	99.0%	84.6%
Bottom 30%	ELA	N/A	25.1%	N/A	38.2%	N/A	<30
Bottom 30%	Mathematics	N/A	19.0%	N/A	39.2%	N/A	<30
Bottom 30%	Science	N/A	9.8%	N/A	11.8%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	25.6%	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	<30	<30
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	<30	<30
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	<30	<30
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	<30	<30
Asian	ELA	99.3%	84.3%	100.0%	90.2%	<30	<30
Asian	Mathematics	99.4%	83.7%	100.0%	92.7%	<30	<30
Asian	Science	99.3%	65.5%	<30	<30	<30	<30
Asian	Social Studies	99.3%	76.0%	<30	<30	<30	<30
Black or African American	ELA	97.7%	46.9%	<30	<30	N/A	N/A
Black or African American	Mathematics	97.4%	37.3%	<30	<30	N/A	N/A
Black or African American	Science	96.5%	23.9%	<30	<30	N/A	N/A
Black or African American	Social Studies	96.6%	33.6%	<30	<30	N/A	N/A
Hispanic of Any Race	ELA	98.8%	60.8%	<30	<30	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	<30	<30	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30	<30	<30



Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	<30	<30	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	<30	<30
White	ELA	99.0%	75.6%	99.1%	81.0%	97.7%	92.5%
White	Mathematics	98.9%	68.4%	99.1%	81.3%	97.7%	90.0%
White	Science	98.6%	57.1%	99.2%	67.7%	98.8%	76.5%
White	Social Studies	98.5%	65.8%	98.8%	74.6%	98.8%	86.4%
Economically Disadvantaged	ELA	98.3%	56.8%	99.5%	69.5%	<30	<30
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.5%	72.6%	<30	<30
Economically Disadvantaged	Science	97.5%	35.0%	100.0%	60.8%	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	100.0%	66.7%	<30	<30
English Language Learners	ELA	98.8%	49.5%	<30	N/A	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	<30	N/A	N/A	N/A



Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	<30	N/A	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	98.0%	44.9%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	98.0%	38.8%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	<30	<30	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	<30	<30	<30	<30



Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	90.60%	90.60%
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	N/A	N/A
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	90.57%	90.57%
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	74.19%	74.19%
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

* All data based on students enrolled for a full academic year.



MI School Data

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	94.09%	N/A

* All data based on students enrolled for a full academic year.



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Accountability Status District Data

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Houghton Central High School	Green	2	Green	2	Green	2	Green	2	Yellow	22



Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	11	18	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	N/A	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%



MI School Data

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



MI School Data

Annual Education Report Houghton Central High School

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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



MI School Data

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NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



MI School Data

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility					
Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability					
SD	12	76	24	7	#
Not SD	88	32	68	31	6
Student is an English Language Learner					
ELL	4	52	48	16	2
Not ELL	96	36	64	29	5

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



MI School Data

Annual Education Report Houghton Central High School

03/09/2017

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



MI School Data

Annual Education Report Houghton Central High School

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NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0