



Hartland High School Annual Education Report (AER) Cover Letter

August 18, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for the Hartland 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 me at (810) 626-2200 or benmainka@hartandschools.us for assistance.

The AER is available for you to review electronically by visiting the following web site www.hartlandschools.us or you may review a copy in the main office here at the high school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Our school has not been given one of these labels from last year.

Hartland High School performs very well and are consistently above the state and county averages in Reading, Writing, Math, and Science scores on the MME and ACT. This past year, we were scored the highest in Livingston County for college and career readiness and the preparation of our students for the next level. We are embarking on many exciting initiatives this upcoming year including new writing and reading programs, new instructional models for each classroom, and increasing individualized instruction through the use of technology. We are pleased to have reached our goals of improvement in math, science, and reading this past year. We appreciate the continued support of parents, staff and our community in this effort. Below you will find additional information on Hartland High School that we hope will give you a better understanding of who we are:

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Hartland Consolidated Schools has two high schools – Hartland High School and Legacy. All high school-aged pupils living within the Hartland district are assigned to attend Hartland High School. Occasionally a student faces unique challenges, which cannot be addressed in a typical high school environment. Thus, when it is deemed appropriate by high school staff, the student and the student's parents, the student is transferred to Legacy. Out-of-district students can also apply to attend Hartland High School.

STATUS OF SCHOOL IMPROVEMENT PLAN:

This past year we focused on the continued aligning and development of subject-area common assessments, creating welcoming and inclusive culture for all stakeholders, and rigorous and engaging instruction in each classroom. We are pleased with our progress and this upcoming year we will continue to push for excellent practice in the classroom so that our students continue to receive the very best education possible.

This past year, Hartland High School began its' second year in the NCA/AdvanceED review process. Three years ago, the NCA cycle contained a Quality Assurance Review (QAR), which was organized by AdvancED. The QAR team consisted of administrators and teachers from around the state. These individuals have been trained on



assessing schools based on the seven standards of quality schools put forward by AdvancED. HHS received accreditation and was rated Highly Functional in several areas. The recommendations from that report gave us a couple areas where we could continue to improve, and one of those areas was to revisit our mission and vision statements for our school. During the 2012-13 school year, we established a vision and mission for Hartland High School and met the requirements from the QAR team. We are excited and proud of the direction of the building and continue to pursue being the “Premier Learning Experience”!

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Hartland High School is located in Hartland, Michigan. During the 2012-2013 school year, we had an enrollment of 1813 pupils, and 88 professional staff members (teachers and administrators). In 2011-12, we had an enrollment of 1809 pupils, and 86 professional staff members (teachers and administrators). At Hartland High School, 75% of our students participate in a sport or club, and there are numerous extra-curricular opportunities for our students including a diverse and successful athletic program, robotics, DECA, drama and theater, band and choir, and many more.

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

A copy of the core curriculum can be found in the counseling section of the Hartland High School website (<http://www.hartlandhighschool.us/>). Hartland High School’s curriculum is consistent with the standards put forth by the State of Michigan and meets the rigorous curriculum standards. Teachers work within departments and across horizontal teams to create common unit objectives and assessments and to make decisions on the most effective ways to implement the curriculum.

THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

17% of parents attended our fall and spring conferences in 2012-13. More parents attended back to school night held in the early fall to visit their students’ classrooms.

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

Hartland High School had 52 students participate in dual enrollment in 2012-13 (5% of 11 & 12 graders).

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

Hartland High School offered 15 AP courses in 2012-13.

THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

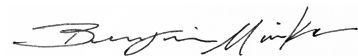
In 2011-12 Hartland High School had 295 students or 33% of all 11 and 12 graders participating in at least one AP course. In 2012-13 Hartland High School had 317 or 35% of all 11 and 12 graders participating in at least one AP course. This represents a continued trend of expanding opportunity for our students.

THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

In 2012-13 Hartland High School had 213 students receive a 3 or better on their AP exam (67.2%)

Thank you for taking the time to look closely at Hartland High School! You will find much more detailed data about our school in the pages to follow. We are very proud of what we have accomplished yet we will continue to work hard to continually improve to be the Premier Learning Experience.

Sincerely,



Benjamin J. A. Mainka



Annual Education Report Hartland High School

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	All Students	2011-12	99.5%	29.1%	37.5%	40.6%	7.1%	33.6%	43.4%	16%
Mathematics	11th Grade	All Students	2012-13	99.1%	28.6%	43.8%	46.7%	8.9%	37.8%	32.9%	20.4%
Mathematics	11th Grade	African American	2011-12	< 10	6.1%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	African American	2012-13	< 10	5.7%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Asian	2011-12	< 10	60.2%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Asian	2012-13	< 10	58.8%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Hispanic of Any Race	2011-12	< 10	15.9%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Hispanic of Any Race	2012-13	< 10	15.3%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Two or More Races	2011-12	< 10	25.4%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Two or More Races	2012-13	< 10	23.4%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2011-12	99.5%	33.6%	38%	41.1%	7.1%	34%	43.7%	15.1%
Mathematics	11th Grade	White	2012-13	99.1%	33.3%	44.1%	47.1%	9%	38.1%	32.5%	20.4%
Mathematics	11th Grade	Female	2011-12	100%	26.9%	38.7%	40%	5.6%	34.4%	45.1%	14.9%
Mathematics	11th Grade	Female	2012-13	99.6%	27%	46.6%	48.1%	6.9%	41.1%	33.8%	18.2%
Mathematics	11th Grade	Male	2011-12	99.1%	31.2%	36.5%	41.3%	8.5%	32.7%	41.7%	17%
Mathematics	11th Grade	Male	2012-13	98.6%	30.3%	41.1%	45.2%	11%	34.2%	32%	22.8%
Mathematics	11th Grade	Economically Disadvantaged	2011-12	100%	13.4%	18.3%	23.9%	< 10	22.4%	41.8%	34.3%

Annual Education Report Hartland High School

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	Economically Disadvantaged	2012-13	100%	13%	25.6%	32.8%	< 10	26.6%	32.8%	34.4%
Mathematics	11th Grade	English Language Learners	2011-12	< 10	9%	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Students With Disabilities	2011-12	100%	3.9%	< 10	< 10	< 10	< 10	< 10	64.7%
Mathematics	11th Grade	Students With Disabilities	2012-13	96.6%	3.7%	< 10	< 10	< 10	< 10	< 10	85.7%
Reading	11th Grade	All Students	2011-12	99.5%	55.9%	62.3%	66%	17.4%	48.6%	26.7%	7.3%
Reading	11th Grade	All Students	2012-13	99.3%	53.5%	64.4%	67.4%	21.5%	45.9%	22.6%	10%
Reading	11th Grade	African American	2011-12	< 10	27.1%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	African American	2012-13	< 10	28.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Asian	2011-12	< 10	65.5%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Asian	2012-13	< 10	64.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Hispanic of Any Race	2011-12	< 10	41.6%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Hispanic of Any Race	2012-13	< 10	39.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Two or More Races	2011-12	< 10	55.1%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Two or More Races	2012-13	< 10	52.8%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	White	2011-12	99.5%	62.4%	62.6%	66.2%	17.3%	48.9%	26.7%	7.1%

Annual Education Report Hartland High School

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	11th Grade	White	2012-13	99.3%	59.1%	64%	67.1%	21.5%	45.6%	22.5%	10.4%
Reading	11th Grade	Female	2011-12	100%	60.4%	69.4%	71.2%	17.7%	53.5%	24.2%	4.7%
Reading	11th Grade	Female	2012-13	99.6%	56%	70.6%	72.3%	22.1%	50.2%	22.1%	5.6%
Reading	11th Grade	Male	2011-12	99.1%	51.4%	56.1%	61%	17%	43.9%	29.1%	9.9%
Reading	11th Grade	Male	2012-13	99.1%	51%	58.3%	62.3%	20.9%	41.4%	23.2%	14.5%
Reading	11th Grade	Economically Disadvantaged	2011-12	100%	39.9%	48.9%	58.2%	< 10	44.8%	28.4%	< 10
Reading	11th Grade	Economically Disadvantaged	2012-13	100%	37.9%	47.6%	56.3%	18.8%	37.5%	25%	18.8%
Reading	11th Grade	English Language Learners	2011-12	< 10	12.9%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Students With Disabilities	2011-12	100%	19.4%	< 10	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Students With Disabilities	2012-13	100%	19%	< 10	< 10	< 10	< 10	< 10	58.6%
Science	11th Grade	All Students	2011-12	99.5%	25.8%	35%	38.1%	13.9%	24.2%	33.6%	28.3%
Science	11th Grade	All Students	2012-13	99.3%	25.7%	38.5%	41%	13.5%	27.5%	33.7%	25.3%
Science	11th Grade	African American	2011-12	< 10	4.4%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	African American	2012-13	< 10	3.9%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Asian	2011-12	< 10	44.7%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Asian	2012-13	< 10	44.7%	< 10	< 10	< 10	< 10	< 10	< 10

Annual Education Report Hartland High School

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	11th Grade	Hispanic of Any Race	2011-12	< 10	12.8%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Hispanic of Any Race	2012-13	< 10	12.2%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Two or More Races	2011-12	< 10	23.3%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Two or More Races	2012-13	< 10	21.1%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	White	2011-12	99.5%	30.4%	35.2%	38.3%	13.7%	24.6%	34%	27.7%
Science	11th Grade	White	2012-13	99.3%	30.4%	39%	41.7%	13.7%	28%	33.1%	25.2%
Science	11th Grade	Female	2011-12	100%	22.8%	33.8%	34.9%	10.7%	24.2%	35.8%	29.3%
Science	11th Grade	Female	2012-13	99.6%	22.5%	38.2%	39.4%	7.4%	32%	37.2%	23.4%
Science	11th Grade	Male	2011-12	99.1%	28.7%	36.1%	41.3%	17%	24.2%	31.4%	27.4%
Science	11th Grade	Male	2012-13	99.1%	28.9%	38.8%	42.7%	20%	22.7%	30%	27.3%
Science	11th Grade	Economically Disadvantaged	2011-12	100%	12%	17.2%	23.9%	< 10	16.4%	32.8%	43.3%
Science	11th Grade	Economically Disadvantaged	2012-13	100%	11.5%	25.6%	32.8%	< 10	21.9%	29.7%	37.5%
Science	11th Grade	English Language Learners	2011-12	< 10	2.5%	< 10	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Students With Disabilities	2011-12	100%	5.5%	< 10	< 10	< 10	< 10	< 10	82.4%
Science	11th Grade	Students With Disabilities	2012-13	96.6%	5.1%	< 10	< 10	< 10	< 10	< 10	85.7%



Annual Education Report Hartland High School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
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No Data to Display

Annual Education Report Hartland High School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	All Students	2011-12	< 10	68.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	All Students	2012-13	< 10	65.8%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	All Students	2011-12	< 10	91.4%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	All Students	2012-13	< 10	91.9%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	All Students	2011-12	< 10	61.9%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	All Students	2012-13	< 10	59%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	African American	2011-12	< 10	52.7%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	African American	2011-12	< 10	86.1%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	African American	2011-12	< 10	39.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2011-12	< 10	74.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2012-13	< 10	72%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	White	2011-12	< 10	93.6%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	White	2012-13	< 10	94.2%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	White	2011-12	< 10	70.7%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	White	2012-13	< 10	66.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Female	2011-12	< 10	60.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Female	2012-13	< 10	58.9%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Female	2011-12	< 10	92.1%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Female	2012-13	< 10	93.1%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Female	2011-12	< 10	57.3%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Female	2012-13	< 10	55.1%	< 10	< 10	< 10	< 10	< 10

Annual Education Report Hartland High School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	Male	2011-12	< 10	73.6%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Male	2011-12	< 10	91.1%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Male	2011-12	< 10	64.8%	< 10	< 10	< 10	< 10	< 10

Annual Education Report Hartland High School

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	11th Grade	All Students	2012-13	< 10	88.1%	< 10	< 10	< 10	< 10	< 10
ELA	11th Grade	All Students	2012-13	< 10	85%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	All Students	2012-13	< 10	83.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2012-13	< 10	86.7%	< 10	< 10	< 10	< 10	< 10
ELA	11th Grade	White	2012-13	< 10	84.3%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	White	2012-13	< 10	83.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Male	2012-13	< 10	88.5%	< 10	< 10	< 10	< 10	< 10
ELA	11th Grade	Male	2012-13	< 10	84.4%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Male	2012-13	< 10	84.1%	< 10	< 10	< 10	< 10	< 10

Annual Education Report Hartland High School

MI-Access Participation

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

Annual Education Report Hartland High School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		< 30%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	99.5%	76.5%
Bottom 30%	District	Mathematics		< 30%
African American	District	Mathematics	93.8%	66.7%
American Indian	District	Mathematics	100%	62.5%
Asian	District	Mathematics	100%	91.7%
Hispanic of Any Race	District	Mathematics	100%	63.6%
Native Hawaiian or Other Pacific Islander	District	Mathematics	100%	< 30%
Two or More Races	District	Mathematics	100%	81.3%
White	District	Mathematics	99.5%	76.7%
Economically Disadvantaged	District	Mathematics	98.8%	63.5%
English Language Learners	District	Mathematics	100%	60%
Students With Disabilities	District	Mathematics	98.5%	46.7%
All Students	School	Mathematics	98.9%	63.7%
Bottom 30%	School	Mathematics		< 30%
African American	School	Mathematics	100%	50%
Asian	School	Mathematics	100%	80%
Hispanic of Any Race	School	Mathematics	100%	44.4%
Two or More Races	School	Mathematics	100%	100%

Annual Education Report Hartland High School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	School	Mathematics	98.9%	63.9%
Economically Disadvantaged	School	Mathematics	100%	52.5%
Students With Disabilities	School	Mathematics	94.4%	< 30%
All Students	Statewide	Reading	99%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%
Hispanic of Any Race	Statewide	Reading	99.2%	77%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	99.6%	91.9%
Bottom 30%	District	Reading		73.3%
African American	District	Reading	93.8%	100%
American Indian	District	Reading	100%	75%
Asian	District	Reading	100%	100%
Hispanic of Any Race	District	Reading	100%	90.9%
Native Hawaiian or Other Pacific Islander	District	Reading	100%	100%
Two or More Races	District	Reading	100%	100%
White	District	Reading	99.7%	91.8%
Economically Disadvantaged	District	Reading	99.4%	87.1%
English Language Learners	District	Reading	100%	100%
Students With Disabilities	District	Reading	98.9%	62.6%
All Students	School	Reading	99.1%	87.1%
Bottom 30%	School	Reading		57.3%
African American	School	Reading	100%	100%

Annual Education Report Hartland High School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Asian	School	Reading	100%	100%
Hispanic of Any Race	School	Reading	100%	77.8%
Two or More Races	School	Reading	100%	100%
White	School	Reading	99.1%	87.1%
Economically Disadvantaged	School	Reading	100%	76.3%
Students With Disabilities	School	Reading	97.2%	41.2%
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		< 30%
African American	Statewide	Science	94.8%	< 30%
American Indian	Statewide	Science	97.5%	< 30%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	< 30%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45%
Economically Disadvantaged	Statewide	Science	97%	< 30%
English Language Learners	Statewide	Science	98%	< 30%
Students With Disabilities	Statewide	Science	96.5%	< 30%
All Students	District	Science	99.1%	57.2%
Bottom 30%	District	Science		< 30%
African American	District	Science	85.7%	40%
American Indian	District	Science	100%	33.3%
Asian	District	Science	100%	76.5%
Hispanic of Any Race	District	Science	100%	43.5%
Native Hawaiian or Other Pacific Islander	District	Science	100%	< 30%
Two or More Races	District	Science	100%	57.1%
White	District	Science	99.2%	57.3%
Economically Disadvantaged	District	Science	98.4%	41.8%
English Language Learners	District	Science	100%	33.3%
Students With Disabilities	District	Science	96.9%	< 30%

Annual Education Report Hartland High School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	School	Science	99.1%	61.7%
Bottom 30%	School	Science		< 30%
African American	School	Science	100%	< 30%
Asian	School	Science	100%	80%
Hispanic of Any Race	School	Science	100%	44.4%
Two or More Races	School	Science	100%	100%
White	School	Science	99.1%	62.1%
Economically Disadvantaged	School	Science	100%	49.2%
Students With Disabilities	School	Science	94.4%	< 30%
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		< 30%
African American	Statewide	Social Studies	92.4%	< 30%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	< 30%
Students With Disabilities	Statewide	Social Studies	91.9%	< 30%
All Students	District	Social Studies	98.4%	78.8%
Bottom 30%	District	Social Studies		< 30%
African American	District	Social Studies	83.3%	100%
American Indian	District	Social Studies	100%	100%
Asian	District	Social Studies	100%	93.3%
Hispanic of Any Race	District	Social Studies	100%	60%
Native Hawaiian or Other Pacific Islander	District	Social Studies	100%	< 30%
Two or More Races	District	Social Studies	100%	75%
White	District	Social Studies	98.4%	79.1%

Annual Education Report Hartland High School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Economically Disadvantaged	District	Social Studies	97.6%	68.3%
English Language Learners	District	Social Studies	100%	100%
Students With Disabilities	District	Social Studies	87%	40.8%
All Students	School	Social Studies	98.6%	82.3%
Bottom 30%	School	Social Studies		41.1%
African American	School	Social Studies	100%	100%
Asian	School	Social Studies	100%	80%
Hispanic of Any Race	School	Social Studies	100%	66.7%
Native Hawaiian or Other Pacific Islander	School	Social Studies	100%	
Two or More Races	School	Social Studies	100%	100%
White	School	Social Studies	98.5%	82.6%
Economically Disadvantaged	School	Social Studies	99.1%	74.6%
English Language Learners	School	Social Studies	100%	
Students With Disabilities	School	Social Studies	86.2%	44.4%
All Students	Statewide	Writing	98.2%	69.4%
Bottom 30%	Statewide	Writing		< 30%
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%
Students With Disabilities	Statewide	Writing	96.6%	< 30%
All Students	District	Writing	99.5%	80.7%
Bottom 30%	District	Writing		37.3%
African American	District	Writing	100%	66.7%
American Indian	District	Writing	100%	50%

Annual Education Report Hartland High School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Asian	District	Writing	100%	100%
Hispanic of Any Race	District	Writing	100%	82.1%
Native Hawaiian or Other Pacific Islander	District	Writing		
Two or More Races	District	Writing	100%	57.1%
White	District	Writing	99.5%	80.7%
Economically Disadvantaged	District	Writing	99.2%	71.4%
English Language Learners	District	Writing	100%	< 30%
Students With Disabilities	District	Writing	97.4%	30.9%
All Students	School	Writing	99.6%	81.9%
Bottom 30%	School	Writing		40.3%
African American	School	Writing	100%	100%
Asian	School	Writing	100%	100%
Hispanic of Any Race	School	Writing	100%	77.8%
Two or More Races	School	Writing	100%	100%
White	School	Writing	99.5%	81.7%
Economically Disadvantaged	School	Writing	100%	72.9%
Students With Disabilities	School	Writing	96.8%	< 30%

Annual Education Report Hartland High School

Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72%
Economically Disadvantaged	Statewide	64%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	88.9%
White	District	89.2%
Economically Disadvantaged	District	70.7%
Students With Disabilities	District	63.6%
All Students	School	96.6%
White	School	96.5%
Economically Disadvantaged	School	84.9%

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

Annual Education Report Hartland High School

Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94%
All Students	District	97%
All Students	School	97%

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



Annual Education Report Hartland High School

Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing 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

**Annual Education Report
Hartland High School**

Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Hartland Consolidated Schools	Hartland High School		Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	42

Annual Education Report Hartland High School

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	55	38	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%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	1.1%

Annual Education Report Hartland High School

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	23	50	21	6
Two or More Races					
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	31	5
Not ELL					

‡ 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 Program (NAEP) 2011 Mathematics Achievement.

Annual Education Report Hartland High School

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility	42	45	39	15	2
Eligible	58	18	41	32	9
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	70	23	5	1
SD	88	25	41	27	6
Not SD					
Student is an English Language Learner	2	57	27	7	10
ELL	98	29	40	25	6
Not ELL					

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

Annual Education Report Hartland High School

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	34	25	6
Male	50	38	33	24	6
Female	50	31	36	26	7
National Lunch Program Eligibility	45		32	15	2
Eligible	55	51	36	33	10
Not Eligible		21			
Info not available					
Race/Ethnicity					
White	70	26	37	30	7
Black	17	67	24	7	1
Hispanic	6	51	29	17	3
Asian	3	19	33	33	15
American Indian	0	‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	36	31	19	14
Two or More Races					
Student classified as having a disability	13	73	17	8	2
SD	87	30	36	27	7
Not SD					
Student is an English Language Learner	3	67	26	7	0
ELL	97	33	35	25	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Annual Education Report Hartland High School

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility	42	35	46	18	0
Eligible	58	14	44	37	4
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific		‡	‡	‡	‡
Islander	1	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	67	27	6	0
SD	88	19	46	31	3
Not SD					
Student is an English Language Learner	2	52	40	8	0
ELL	98	22	45	30	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

**Annual Education Report
Hartland High School**

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	85	2.0	73	3.3
	Reading	75	3.1	93	2.4
8	Math	73	2.5	83	4.7
	Reading	63	3.3	79	4.5