

School Annual Education Report (AER) Cover Letter

August 20, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for 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, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Principal Chuck Hughes for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.hartlandhighschool.us/> or you may review a copy in the Main Office at your child's school.

For 2009-2010, Hartland High School made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

Below you will find additional information on Hartland High School which 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:

Goal # 1: All students will improve their literacy skills across the curriculum.

Summary of Progress Made Towards Goal:

Literacy Interventions. Literacy interventions were implemented across the curriculum throughout the 2009-2010 school year. Teachers were asked to integrate a variety of strategies and assess their effectiveness toward the overall goal.

Staff Development. Several staff members participated in professional development to increase their understanding of literacy interventions. In 2008-2009, nine teachers participated in a program designed to teach and integrate literacy strategies for cross-content literacy education called Reading Apprenticeship. These teachers were utilized as trainers for the 2009-2010 group of teachers.

Goal #2: All students will improve their critical thinking skills across the curriculum.

Summary of Progress Made Towards Goal:

The overarching theme for this goal was to refine our definition of critical thinking and to develop a rubric which would guide teachers in creating lessons and assessments related to critical thinking. In addition, each department GRASP goal was expected to incorporate critical thinking skills on some level.

A small subcommittee of teachers (existing of at least one member of each department) met and discussed definitions for critical thinking and developed a rubric using research-based studies as their guide. The subcommittee members then shared this information with their departments and each teacher implemented it at least once per semester. Data was collected at the end of the year using each department's GRASP goal as a guide.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Hartland High School is located in Hartland, Michigan. During the 2009-2010 school year we had an enrollment of 1788 pupils, a 95% daily attendance rate and a 97.3% four-year cohort graduation rate. We also have NCA accreditation and received an A on the most recent Michigan report card. Approximately 78% of our students participate in a sport or club. There are 94 professional staff members and 32 support staff members.

IDENTIFY 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.

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

33% of students (approximately 590) were represented at conferences.

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT):

Four students dual enrolled over the 2009-2010 school year.

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

Advanced Placement courses were offered in nine subject areas: Biology, Chemistry, Physics, Statistics, Calculus, Literature & Composition, Language & Composition, European History, and Psychology. A total of 419 students (23% of the student body) were enrolled in an AP course.

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

75% of students scored a three or better on their AP exam.

Thank you for taking the time to look more closely at Hartland High School! We are very proud of what we have accomplished yet we will continue to work hard to continually improve.

Sincerely,

Chuck Hughes

Full Annual Education Report

School-Level Student Assessment Data for Livingston ESA, Hartland Consolidated Schools, Hartland High School

Michigan Educational Assessment Program (MEAP)

Student 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)
No records to display.									

Michigan Merit Examination (MME)

Student 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)
English Language Arts / Reading									

Student 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)
African American									
American Indian or Alaska Native	2009-10	<10	38.8%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2008-09	<10	72.3%	<10	<10	<10	<10	<10	<10
Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	72.1%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2008-09	<10	32.4%	<10	<10	<10	<10	<10	<10
Hispanic or Latino	2009-10	<10	33.8%	<10	<10	<10	<10	<10	<10
White	2008-09	99.8%	56.5%	60.9%	64.5%	18.8%	45.6%	15.1%	20.5%
White	2009-10	98.8%	57.9%	66.6%	71.4%	18.8%	52.6%	14.6%	14.1%
Students with Disabilities	2008-09	100%	10.2%	13.5%	14.3%	0%	14.3%	11.4%	74.3%
Students with Disabilities	2009-10	96.3%	11.2%	6.9%	7.7%	3.8%	3.8%	23.1%	69.2%

Student 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)
Economically Disadvantaged	2008-09	100%	28.9%	42.9%	47.8%	4.3%	43.5%	10.9%	41.3%
Economically Disadvantaged	2009-10	100%	30.4%	50.7%	63.8%	8.6%	55.2%	15.5%	20.7%

MI-Access

Functional Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 11								
All Students	2008-09	<10	87.7%	<10	<10	<10	<10	<10
All Students	2009-10	<10	89.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	88%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Female	2009-10	<10	90.8%	<10	<10	<10	<10	<10
Male	2009-10	<10	89.2%	<10	<10	<10	<10	<10
White	2008-09	<10	91%	<10	<10	<10	<10	<10
White	2009-10	<10	93.1%	<10	<10	<10	<10	<10
Mathematics								
Grade: 11								
All Students	2008-09	<10	70.3%	<10	<10	<10	<10	<10
All Students	2009-10	<10	71.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	63.9%	<10	<10	<10	<10	<10
Female	2009-10	<10	65.3%	<10	<10	<10	<10	<10
Male	2009-10	<10	75.8%	<10	<10	<10	<10	<10
White	2008-09	<10	76.7%	<10	<10	<10	<10	<10
White	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Science								
Grade: 11								
All Students	2008-09	<10	62.9%	<10	<10	<10	<10	<10
All Students	2009-10	<10	70.8%	<10	<10	<10	<10	<10
Female	2008-09	<10	59.4%	<10	<10	<10	<10	<10
Female	2009-10	<10	67.2%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Male	2009-10	<10	73%	<10	<10	<10	<10	<10
White	2008-09	<10	71.7%	<10	<10	<10	<10	<10
White	2009-10	<10	78.6%	<10	<10	<10	<10	<10

Supported Independence

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
No records to display.								

Participation

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
English Language Arts								
Grade: 11								
All Students	2008-09	<10	63.9%	<10	<10	<10	<10	<10
Male	2008-09	<10	68.3%	<10	<10	<10	<10	<10

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
White	2008-09	<10	65.6%	<10	<10	<10	<10	<10
Mathematics								
Grade: 11								
All Students	2008-09	<10	50.5%	<10	<10	<10	<10	<10
Male	2008-09	<10	56%	<10	<10	<10	<10	<10
White	2008-09	<10	50.5%	<10	<10	<10	<10	<10
Science								
Grade: 11								
All Students	2008-09	<10	46.6%	<10	<10	<10	<10	<10
Male	2008-09	<10	51.4%	<10	<10	<10	<10	<10
White	2008-09	<10	48.2%	<10	<10	<10	<10	<10

MEAP-Access

Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Level 1	% Level 2	% Level 3
No records to display.								

2009-10 School-Level Accountability (AYP) Detail Reporting for Livingston ESA, Hartland Consolidated Schools, Hartland High School

Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students		
State		
English Language Arts / Reading	99.1%	93.9%
Mathematics	98.9%	93.7%
District		
English Language Arts / Reading	99.4%	97.5%
Mathematics	99.2%	97.6%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
School		
English Language Arts / Reading	98.2%	96.5%
Mathematics	97.5%	92.2%
Black or African American		
State		
English Language Arts / Reading	97.7%	88.4%
Mathematics	97.4%	88%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
American Indian or Alaska Native		
State		
English Language Arts / Reading	99.2%	93.2%
Mathematics	99%	92.4%
District		
English Language Arts / Reading	<30	<30

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Mathematics	<30	<30
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander		
State		
English Language Arts / Reading	99.5%	96.8%
Mathematics	99.6%	97.5%
District		
English Language Arts / Reading	97.1%	96.7%
Mathematics	97.1%	100%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Hispanic or Latino		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	99.3%	91.3%
Mathematics	98.9%	92.4%
District		
English Language Arts / Reading	100%	98.1%
Mathematics	100%	96.3%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
White		
State		
English Language Arts / Reading	99.4%	95.3%
Mathematics	99.3%	95.1%
District		
English Language Arts / Reading	99.5%	97.5%
Mathematics	99.2%	97.6%
School		
English Language Arts / Reading	98.4%	96.4%
Mathematics	97.7%	92.3%

Subject	% Tested (Goal 95%)	% Proficient for AYP*
Multiracial		
State		
English Language Arts / Reading	102.4%	93.5%
Mathematics	102.3%	94.3%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Limited English Proficient		
State		
English Language Arts / Reading	123.6%	86.9%
Mathematics	126.3%	92.3%
District		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Students with Disabilities		
State		

Subject	% Tested (Goal 95%)	% Proficient for AYP*
English Language Arts / Reading	102.6%	73.1%
Mathematics	102.2%	76.5%
District		
English Language Arts / Reading	99.7%	84.6%
Mathematics	99.4%	87.8%
School		
English Language Arts / Reading	<30	<30
Mathematics	<30	<30
Economically Disadvantaged		
State		
English Language Arts / Reading	102.6%	90.6%
Mathematics	102.5%	91.1%
District		
English Language Arts / Reading	107%	95.1%
Mathematics	106.6%	96.4%
School		
English Language Arts / Reading	100%	93%
Mathematics	100%	91.2%

Note: 467 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

* [AYP Targets \(Annual Measurable Objectives\)](#)

Graduation Rate (High Schools only) (Goal 80%)	
All Students	
State	
	75.39%
District	
	92.73%
School	
	>95%
Black or African American	
State	
	56.59%
District	
	<10
School	

Graduation Rate (High Schools only) (Goal 80%)	
	<10
American Indian or Alaska Native	
State	
	65%
Asian, Native Hawaiian, or Pacific Islander	
State	
	84.47%
District	
	<10
School	
	<10
Hispanic or Latino	
State	
	59.94%

Graduation Rate (High Schools only)
(Goal 80%)

District

90.91%

School

90.91%

White

State

81.85%

District

92.65%

School

>95%

Multiracial

State

71.12%

Graduation Rate (High Schools only)
(Goal 80%)

Limited English Proficient

State

65.51%

Students with Disabilities

State

57.61%

District

90.91%

School

94.87%

Economically Disadvantaged

State

59.8%

Graduation Rate (High Schools only)
(Goal 80%)

District

60.42%

School

84.62%

Attendance Rate
(Goal 90%)

All Students

State

94.7%

District

96.6%

School

97.2%

Black or African American

State

Attendance Rate (Goal 90%)	
	91%
District	
	96.4%
School	
	93.6%
American Indian or Alaska Native	
State	
	93.7%
District	
	94.2%
School	
	95.3%
Asian, Native Hawaiian, or Pacific Islander	
State	

Attendance Rate (Goal 90%)	
	96.5%
District	
	96.3%
School	
	98.3%
Hispanic or Latino	
State	
	94.1%
District	
	97.1%
School	
	96.6%
White	
State	

Attendance Rate (Goal 90%)	
	95.7%
District	
	96.6%
School	
	97.2%
Multiracial	
State	
	94.8%
District	
	95.1%
Limited English Proficient	
State	
	94.6%
Students with Disabilities	

Attendance Rate (Goal 90%)	
State	
	93.5%
District	
	95.7%
School	
	96.3%
Economically Disadvantaged	
State	
	94.8%
District	
	96.6%
School	
	97.2%

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

** More information regarding AYP can be found at the following link:

http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

Michigan Annual AYP Objectives

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

2009-10 School-Level Accountability (AYP) Status Reporting for Livingston ESA, Hartland Consolidated Schools, Hartland High School

School AYP Status

Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
No	Met	Met	Met	A	N/A	0

December, 2009 School-Level Teacher Quality Reporting for Livingston ESA, Hartland Consolidated Schools, Hartland High School

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	42	50	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

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%

Michigan Report Card for the National Assessment of Educational Progress

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility					
Eligible	43	36	47	16	1
Not Eligible	56	11	40	40	9
Info not available	†	†	†	†	†
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability					
SD	12	42	39	17	2
Not SD	88	19	44	31	6
Student is an English Language Learner					
ELL	3	48	40	11	1
Not ELL	97	21	43	31	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 Program (NAEP) 2009 Mathematics Achievement.

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility					
Eligible	38	50	37	12	1
Not Eligible	62	21	38	31	10
Info not available	‡	‡	‡	‡	‡
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability					
SD	10	75	22	2	1
Not SD	90	27	39	27	7
Student is an English Language Learner					
ELL	2	58	32	10	0
Not ELL	98	32	37	24	7

‡ 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) 2009 Mathematics Achievement.

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility					
Eligible	43	52	33	13	2
Not Eligible	57	24	36	31	10
#		‡	‡	‡	‡
Info not available		‡	‡	‡	‡
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability					
SD	10	66	24	8	3
Not SD	90	32	36	25	7
Student is an English Language Learner					
ELL	3	65	26	9	1
Not ELL	97	35	35	24	7

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), 2009 Reading Assessment.

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility					
Eligible	37	44	41	14	1
Not Eligible	62	18	42	36	4
Info not available	†	†	†	†	†
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	†	†	†	†
American Indian	1	†	†	†	†
Unclassified	1	†	†	†	†
Student classified as having a disability					
SD	9	73	22	4	#
Not SD	91	23	43	30	3
Student is an English Language Learner					
ELL	2	60	33	8	#
Not ELL	98	27	42	28	3

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), 2009 Reading Assessment.

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	82.08	2.771	81.98	2.786	91.89	3.063
	Reading	72.05	2.592	72.01	2.63	81.16	3.53
8	Math	76.39	2.561	76.21	2.578	93.13	4.12
	Reading	70.72	3.239	70.46	3.298	85.15	4.505