

# HARTLAND HIGH SCHOOL

*Kate Gregory, Principal*



Jason Reck, Assistant Principal  
Emily Aluia, Assistant Principal  
Tom Ureche, Assistant Principal  
J.D. Wheeler, Athletic Director

10635 Dunham Road, Hartland, MI 48353 [www.hartlandhighschool.us](http://www.hartlandhighschool.us) Phone: (810) 626-2200 Fax: (810) 626-2201

December 17, 2020

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 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 Principal Kate Gregory for assistance.

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.

Our school was identified as not having been given one of these labels.

Hartland High School performs very well and is consistently above the state averages in Reading, Writing, Math scores on the SAT. We started the year continuing many exciting initiatives including a consistent approach to instruction through our instructional model and creating assessments for student learning (CASL). As the world took a turn in March, we shifted gears by providing our students an opportunity to continue on with school work while also balancing their mental health needs. Teachers provided enrichment opportunities and school counselors provided mental health support. Students were graded on a pass/fail basis for 2<sup>nd</sup> semester due to the COVID-19 pandemic. We appreciate the continued support of parents, staff and our community.

State law requires that we also report additional information.

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

In 2015-16, HHS participated in a Quality Assurance Review (QAR), which was organized by AdvancED. HHS received accreditation and was rated Highly Functional in almost all areas with a focus area of our bottom 30%. Hartland High School began its first year in the next phase of the NCA/AdvancED review process in 2016-17. HHS has implemented new courses to support this area of need while keeping in mind our School Improvement Plan (SIP). Our SIP focuses on all students becoming proficient in reading, writing and mathematics all while addressing students' social emotional needs as well as their career and college readiness needs.



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A copy of our core curriculum can be found on the counseling section of the Hartland High School website ([www.hartlandhighschool.us](http://www.hartlandhighschool.us)). Hartland High School's curriculum is consistent with standards put forth by the State of Michigan and meets the rigorous curriculum standards. Teachers work within departments and across horizontal teams to dissect content standards and create common learning targets and assessments to make decisions on the most effective ways to implement the curriculum.

Hartland high school has moved away from the traditional parent-teacher conference format. Parents are able to access student performance data through our student information system on a daily basis to keep informed on their students' progress. However, teachers are available to meet with parents throughout the year when a parent and/or teacher requests such meetings. As another avenue of parent input, HCS provides anonymous surveys for parents to complete. For the last 2 years, parents consistently feel that Hartland High School provides a safe environment, prepares students for the next course/future endeavors and rate the school above average.

Hartland High School had 65 students participate in dual enrollment in 2019-20. We had 64 students participate in dual enrollment in 2018-19.

Hartland High School offered 14 AP courses in 2019-20. HHS offered 14 AP courses in 2018-19.

In 2019-20, Hartland High school had 349 students, or 18% of students, participate in AP courses. In 2017-18, HHS had 273 students, or 14%, participate in AP courses.

Hartland High School had 71% of students who took AP exams receive a 3 or better on their exam in 2019-20. In 2018-19, Hartland High School had 72% of students who took AP exams receive a 3 or better on their AP exam.

Thank you for taking the time to look closely at Hartland High School. You will find much more detailed data about our school on the link above. We are very proud of what we have accomplished in 2019-20 and we will continue to work hard to be a premier high school of choice.

Sincerely,

Kate Gregory  
Principal  
Hartland High School



## Annual Education Report Hartland High School (01601)

## High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	97.63%	86.30%	89.56%	94.44%
American Indian or Alaska Native	70.88%	<10	81.35%	86.59%	94.44%
Asian	90.77%	<10	92.40%	93.22%	94.44%
Black or African American	67.31%	<10	79.37%	85.40%	94.44%
Hispanic of Any Race	72.07%	91.67%	82.01%	86.99%	94.44%
Two or More Races	74.74%	<10	83.50%	87.88%	94.44%
White	83.48%	98.17%	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	91.95%	79.46%	85.46%	94.44%
English Learners	72.14%	<10	82.05%	87.01%	94.44%
Students With Disabilities	57.12%	85.71%	73.71%	82.00%	94.44%

## Annual Education Report Hartland High School (01601)

### Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Hartland High School (01601)	0	112	45	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*

#### Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Hartland High School (01601)	101.43	10.90	10.8%	N/A	N/A	10.90	10.8%

#### Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Hartland High School (01601)	5.00	2.00	40.0%	N/A	N/A	2.00	40.0%

#### Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Hartland High School (01601)	101.43	1.07	1.1%	N/A	N/A	1.07	1.1%

#### Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Hartland High School (01601)	101.43	5.66	5.6%	N/A	N/A	5.66	5.6%

## Annual Education Report Hartland High School (01601)

## NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
Native Hawaiian or Other Pacific Islander	&#8225	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
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 of Educational Progress (NAEP) 2019 Mathematics Achievement.

**Regardless of location selected, data are displayed at the state level only.**

**Annual Education Report Hartland High School (01601)**
**NAEP Grade 8 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

‡ 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) 2019 Mathematics Achievement.

**Regardless of location selected, data are displayed at the state level only.**

## Annual Education Report Hartland High School (01601)

## NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
‡	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
5	33	67	35	8	
Native Hawaiian or Other Pacific Islander					
Two or More Races					
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
Not ELL					

# 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), 2019 Reading Assessment.

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**Annual Education Report Hartland High School (01601)**
**NAEP Grade 8 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
Two or More Races	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	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), 2019 Reading Assessment.

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## Annual Education Report Hartland High School (01601)

## NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

*The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.*

## Annual Education Report Hartland High School (01601)

## Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display