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Haslett High School
Annual Education Report (AER) Cover Letter
Brandy Butcher, Principal

January 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2023-24 educational progress for Haslett 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 Brandy Butcher, Haslett High School Principal, for assistance.

The AER is available for you to review electronically by visiting the district website at www.haslett.k12.mi.us, or you may review a copy in the main office at your child's school.

Beginning in the 2020-21 school year, schools were identified using definitions and labels as required in 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. Haslett High School has not been given one of these labels. The Michigan Department of Education named Haslett High School a Reward School based on 2022-23 State assessments.

Haslett High School has discovered that the key groups of students who present academic challenges are the Bottom 30% and the Economically Disadvantaged. The assessment scores for students in the Bottom 30% did not meet the state of Michigan's proficiency targets in mathematics, science and social studies. Students at Haslett High School who are economically disadvantaged did not meet the state of Michigan's proficiency target in mathematics.

In order to accommodate this proficiency deficit, Haslett High School analyzes achievement, attendance and discipline data on ALL students. The high school staff meets a minimum of three times each school year to discuss ways to provide support to students at risk for failure. Students who exhibit multiple risk factors are closely monitored throughout the school year using check-in/check-out strategies. Students who have not earned the minimum number of

credits toward graduation at the end of each school year are required to attend a summer school program in June, July and August or until they have earned the deficit credit(s).

Haslett High School also monitors students who are not attaining average grades in their classes. “D” and “E” students have opportunities to attend intervention classes to improve their grades.

State law requires that we also report additional information. Haslett High School is working on both building and District 3–5-year goals. In addition, Haslett High School has developed a plan outlining objectives and strategies, to meet the needs of students who are not meeting grade level content expectations. Staff are involved in three data days each year to identify specific areas of deficiency for each student below grade level. The school and District goals are reviewed, monitored and evaluated throughout the school year.

Haslett Public Schools has one high school. Students in grades 9, 10, 11, and 12 who live within the Haslett district boundaries are assigned to attend Haslett Middle School. However, Haslett subscribes to an in-district school of choice policy which allows parents to request that their child attend our 9-12 building not located in their geographic attendance area.

In Haslett, the curriculum is aligned with State Standards and Benchmarks established by the Michigan Department of Education and the Michigan Legislature. District core curriculums are aligned to the Common Core State Standards. Parents and community stakeholders can access the curriculum by contacting the building principal.

Student Achievement Results

Haslett High School offered nine Advanced Placement classes: Calculus, AP English, English, Biology, Physics, Macroeconomics, Government and Statistics. Refer to the chart below for student Advanced Placement data:

Calculus

Student Data	2021	2022	2023
Number of students enrolled	93	53	59
Percentage of students who earn credit	97%	91%	90%

English

Student Data	2021	2022	2023
Number of students enrolled	37	47	20
Percentage of students who earn credit	92%	80%	77%

Biology

Student Data	2021	2022	2023
Number of students enrolled	15	51	2
Percentage of students who earn credit	53%	96%	100%

Physics II

Student Data	2021	2022
Number of students enrolled	20	40
Percentage of students who earn credit	60%	73%

Macroeconomics

Student Data	2020	2023
Number of students enrolled	53	51
Percentage of students who earn credit	84%	78%

Government

Student Data	2020	2022	2023
Number of students enrolled	20	26	11
Percentage of students who earn credit	60%	69%	90%

Statistics

Student Data	2020	2021	2022
Number of students enrolled	19	83	49
Percentage of students who earn credit	53%	89%	86%

World History

Student Data	2023
Number of students enrolled	15
Percentage of students who earn credit	85%

Chemistry

Student Data	2023
Number of students enrolled	10
Percentage of students who earn credit	100%

Parent-Teacher Conference Attendance

Haslett High School schedules parent-teacher conferences in the fall and spring of each school year. Over 50% of parents attend scheduled conferences.

The staff of Haslett High School embraces continuous improvement and identifies goals to meet the achievement challenges of all students and sub-groups. Haslett High School staff members will assist students in mastering the State of Michigan Standards and will foster responsibility and good citizenship in our students, both at school and in the community. The staff engages students in their own learning and meets their diverse needs by implementing a variety of teaching strategies and making relevant connections with the real world. Student progress is monitored through ongoing formal and informal assessments of academic and social growth. The staff is committed to a comprehensive system of support with interventions to ensure social growth and academic success.

Families of Haslett High School students and community members who have questions about the Annual Education Report should contact my office. This report is also available electronically and in our school office.

Sincerely,

Brandy Butcher, Principal
Haslett High School