

## Let's Educate, Graduate and Care for our Youth

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Reports (AER) which provides key information on the 2016-2017 educational progress for the Hartland LEGACY High School and Hartland Virtual Academy 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 William C. Cain for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/s1PK1f>, or you may review a copy in the main office at your child's school.

For the 2016-17 school years, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not identified meaning no label given.

While the non-traditional path toward receiving a high school diploma is not for everyone, the students attending LEGACY High School, or Hartland Virtual Academy (HVA), do so for many reasons. The challenges that our students face vary, every student is unique unto themselves. The purpose of LEGACY is to educate, graduate, and care for our youth. The staff creates a safe and engaging environment, intended to support students, and teach them the way that they learn. Hartland Schools has a history of offering non-traditional avenues for students to obtain an education and a high school diploma. Students requesting to attend LEGACY or HVA are selected only after completing an intake interview where the history of the student is explored, and agreements are made in regard to expectations for success. Both schools are open to school of choice students from outside of the school district.

Both schools have School Improvement Plans, and both schools are in the middle that 3 year plan. School Improvement Goals aimed at helping all students to demonstrate proficiency in math, reading, writing, and social emotional learning. Mandated

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summative assessment results based on traditional curriculum may not appear to very impressive, because often those measures are designed to assess traditional high school students. The staff works tirelessly within that

framework to adjust strategies to teach every student the way that student learns. To support all learners in a practical sense, the faculty is focusing efforts toward the Work Keys assessment as a positive indicator toward work place employability skills. The difference between LEGACY and HVA is that students involved in HVA are taught by online teachers and the Hartland mentor teacher has very little impact on student learning targets. Students enrolled in LEGACY have math, English, social studies, science, health, physical education, and art courses available to them depending on what is required to receive a high school diploma. If interested in the core curriculum please visit the Michigan Department of Education website at [http://www.michigan.gov/mde/0,4615,7-140-28753\\_64839\\_65510---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html) to view the state standards that are covered.

**Assessment Data  
LEGACY and HVA Data 2016-2017**

**Michigan Student Test of Educational Progress**

**MSTEP: Measures eleventh grade student progress in the areas listed below.**

Subject	%Proficient	%Partially Proficient	%Not Proficient
Science	5	25	70
Social Studies	5	70	20

**Scholastic Aptitude Test: 2016-17**

Subject	%Met or Exceeded	% Did Not Meet
Reading/Writing	5	95
Math	5	95

In the fall of 2017, twenty students were represented at our parent/teacher conferences, which was just short of 50% our student population at that time. We received 14 survey forms back from parents, all grading our programs with an "A." Even Though more parents participated at conferences this year than years past, we continue to work to increase parental involvement at our LEGACY and HVA programs.

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LEGACY and HVA students are required to take all the assessments required for traditional high school students, even though we are non-traditional high schools. So when such scores are reviewed, those scores often are not a true reflection of the education our students receive. The staff working in our non-traditional programs, (LEGACY, and Hartland Virtual Academy High Schools), is dedicated to working with the all aspects of a students'

education. Our efforts are often non-academic, because student needs are not always academic. Our district provides early release Fridays which allows our staff to create, assess, and develop curriculum. We support learning in a manner that helps struggling students to regain the confidence needed to acquire self-awareness, positive character, and life-long learning tools that are relevant for this student population. Hartland Consolidated Schools is committed to offering students non-traditional avenues to meet the needs of every student who enrolls in our district. Premier school districts of choice provide programs for all learners, regardless of their circumstances, even when those students may not score well on traditional methods of assessments.

It is my honor and privilege to be part of a school community that places students at the forefront of everything we do here in Hartland.

Respectfully,

William C. Cain

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