

HARTLAND CONSOLIDATED SCHOOLS

LEGACY / HVA

Stephanie Way
Principal



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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 2017-2018 educational progress for the Hartland LEGACY High School and Hartland Virtual Academy High School. The AER addresses the complex reporting information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Stephanie Way for assistance.

The AER is available for you to review electronically by visiting the following web site:
https://www.mischooldata.org/AER2019/CombinedReport2.aspx?Common_Locations=1-S,5513,1210,94&Common_LocationIncludeComparison=False&Portal_InquiryDisplayType=None or you may review a copy in the main office at your child's school.

For the 2018-2019 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 has at least one subgroup performing in the bottom 25% within each applicable accountability index component. An Additional Targeted Support (ATS) school has met the the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

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 student to obtain an education and a high school diploma. Both schools are open to school of choice students from outside of the school district.

Both schools have School Improvement Plans. School improvement goals are aimed at helping all students to demonstrate proficiency in math, reading, writing, and social emotional learning. Mandated summative assessments results based on traditional curriculum may not appear to be 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.

LEGACY High School

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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 to view the state standards that are covered.

Assessment Data

LEGACY and HVA Data 2017-2018

MMichigan Student Test of Educational Progress

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

Subject	% Proficient	% Partially Proficient	% Not Proficient
Social Studies	18	55	27

Scholastic Aptitude Test: 2017-2018

Subject	% Met or Exceeded	
Reading/ Writing	25	
Math	-5	

In the fall of 2018, ten students were represented at our parent/ teacher conferences. We received 9 survey forms back from parents, all grading our program with an “A”. We continue to work to increase parental involvement at our LEGACY and HVA programs.

LEGACY and HVA students are required to take all the assessments required for traditional high school students, even though we are a non-traditional high school. So when such scores are reviewed, those scores are not a true reflection of the education our students receive. The staff working in our non-traditional programs is dedicated to working with all aspects of a student’s 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.

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Respectfully, Stephanie Way

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