May 30, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Holland Virtual Tech. 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 Katie Pennington for assistance.

The AER is available for you to review electronically by visiting the following web site https://goo.gl/cw5KfC, or you may review a copy in the main office at your child’s school.

For the 2016-17 school year, 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, Holland Virtual Tech, has not been given one of these labels.

The key challenges at Holland Virtual Tech are related to meeting the needs of our traditionally underserved population from an academic and behavioral standpoint.

While there aren’t definitive gaps in academic achievement, our school’s greatest challenges are overcoming obstacles such as poverty, homelessness, absenteeism. These challenges translate to poor assessment scores and low on-time graduation rates. In order to address these challenges, our staff prioritize social competence and individualized instruction in order to address each student’s specific needs.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Board Policy 5120 - ASSIGNMENT TO SCHOOL, CLASS, AND GRADE for Holland Public Schools

The following guidelines shall be followed in assigning students to schools, classes, and grades. All inquiries regarding elementary and secondary school boundaries are to be directed to the Superintendent.

1. School Assignment/Transfer
   a. Fundamentally, student assignment to a school shall be determined by attendance areas. Such areas will be adjusted to balance class size, to maintain racial and socioeconomic balance, and to maintain teacher-student ratios.

www.hollandpublicschools.org Escuchen esta información en español en el 494-2865.
b. When feasible, children in the same family will be assigned to the same school, but children may be assigned to different schools when they live in a divided area, an overloaded area, or when requested by a parent and they can provide their own transportation.

c. Whenever possible, commitments made, in writing, to parents in earlier years - either implicitly by tradition or verbally - will be given priority in the process of assigning students for the year ahead. Placement policies and individual placements will be reviewed annually and adjusted when necessary.

d. When parents request that their child attend a school other than the one in their attendance area, they will be asked to sign the Student Transfer Agreement.

e. When families relocate from one neighborhood to another within the District during the school year, the children affected may continue their education at their original school if parents provide transportation to/from school.

2. Class and Grade Assignment/Transfer

a. Assignments to class and grade shall be made by the principal after consultation with relevant staff.

b. Placement will be based on several factors including the intellectual, physical, social, and emotional development of the student as revealed by the use of available data and observations of the staff.

c. Each principal shall establish the criteria, including the intellectual, social, and emotional characteristics, by which students are assigned to classes and/or teachers or are transferred after initial assignment.

3. The following procedures shall be followed in a transfer of a student within a school:

a. A written request shall be made to the principal by the parent of the student, a professional staff member, or by a student. Transfer requests may also be initiated by the principal.

b. After consultation with the appropriate personnel, a determination regarding the validity of the request shall be made by the principal.

If the transfer request is initiated by the District or a minor student, parents shall be advised of the request and the reasons it will be beneficial to the student or is necessary to maintain program effectiveness. They shall be advised of their rights of appeal if they do not agree with the transfer.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The School Improvement Plan for Holland Virtual Tech maintains a focus on a family-like climate and culture, a guaranteed and viable curriculum, and content area achievement as measured through the number of courses each student completes in one academic school year.

This focus reflects the commitment that our students will receive a high level of scaffolded support as they work to meet their graduation goals.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL
Holland Virtual Tech is an online credit recovery program that provides students with opportunity to complete coursework in a self-paced learning environment. Students enrolled in the program work collaboratively with staff in order to create and regularly monitor their graduation plan and goals. Success is also fostered by honoring the skills and competencies that students already possess so that staff are able to provide laser-like focused supports in areas of challenge.

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

The framework for developing curriculum is established through the Michigan Department of Education (MDE). Within that framework, local schools adopt the core curriculum as designed, or modify the curriculum to address local needs. Currently, our district has written curriculum maps Pre-K-12 for Math and ELA that are aligned to the Michigan Academic Standards. The Grade Level Content Expectations (GLCE’s) in the area Social Studies will continued to be used through 2020. Next Gen Science curriculum maps will be completed by the fall of 2018 for grades 6th-12th and K-5 will be developed in the 2018-19 school year.

Our curriculum is aligned with the State of Michigan content standards, which are contained in the Michigan Academic Standards Page, on the State of Michigan website: [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). Pacing guides and curriculum guides are available on the district website or through the Office of School Improvement. Holland Public Schools has a defined guaranteed and viable curriculum for all students and core instruction time is held at a high standard.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

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

<table>
<thead>
<tr>
<th>Conference Session 2017-18</th>
<th>Number of Students Represented</th>
<th>Percentage of Students Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>Winter</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>Conference Session 2016-17</td>
<td>Number of Students Represented</td>
<td>Percentage of Students Represented</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Fall</td>
<td>17</td>
<td>20%</td>
</tr>
<tr>
<td>Winter</td>
<td>3</td>
<td>4%</td>
</tr>
</tbody>
</table>

**THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)**
Holland Virtual Tech did not have any students dually enrolled in postsecondary programs in 2017-2018.

**THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)**
Holland Virtual Tech does not offer any college equivalent courses.

**THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)**
Holland Virtual Tech did not have any students enrolled in college equivalent courses in 2017-2018.

**THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT**
Holland Virtual Tech did not have any students enrolled in college equivalent courses in 2017-2018.

We proudly stand by our school vision: Success for EACH student, no matter what it takes! It is the goal of the staff to provide a high quality high school education in a family-like atmosphere in order to support students to recover lost credit or earn a high school diploma. We believe that every student can be a successful learner. By providing the right supports, our students will grow into responsible, contributing, and successful adults in the demanding twenty-first century.

Sincerely,

Tung Nguyen
Program Coordinator, Holland Virtual Tech