April 27, 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 Access Academy. 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 Mrs. Michelle Laporte, supervisor, for assistance.

The AER is available for you to review electronically by visiting the following web site Hazel Park Access Alternative School Combined Report, 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 has not been given one of these labels.

Hazel Park Access Alternative faces the challenge of educating students from a wide variety of educational backgrounds in a very small setting. To make this possible, we have chosen to provide our classes in an online format, to allow for a high degree of personalization in scheduling. We update our offerings to incorporate the latest technology, and adapt classes to better meet our students’ learning needs.

State law requires that we also report additional information.

Hazel Park Access Alternative admits all eligible high school completion pupils who apply.

Our school improvement plan is constantly adapting and evolving to reflect current realities and maximize positive changes. Many of the strategies that were previously created are already well underway, and additional goals and strategies (based upon new feedback and research) are currently in the process of being implemented. We welcome participation by any interested students and community members who would like to help our School Improvement Team in their goal of continuously improving Hazel Park Access.
The Access Academy is for pupils age 16-21 who were not successful in the traditional school setting and want to complete their high school diplomas. Smaller class sizes, small school atmosphere, and more opportunities for individual attention and counseling help these students succeed. Students are offered the opportunity to take a wide variety of on-line courses in Gradpoint (including Write-to-Learn), Odyssey and Edgenuity programs.

All Hazel Park district schools follow the state curriculum. Documentation is available via the district website, at hazelparkschools.org. Most of the core curriculum at Access Academy is provided via Pearson’s Gradpoint program, and this curriculum, along with state standards correlations, is available through Gradpoint.

Student performance on all state assessments is available via the school dashboard on the state’s MiSchool Data website.

Parental attendance at events is non-existent. For this reason, we offer personalized, one-on-one meetings for students and parents at their convenience.

Dual Enrollment/College Credits:
1. We had no students that were dual enrolled.
2. We do not offer college equivalent courses.
3. No students were enrolled in college equivalent courses.
4. None of our students received scores toward college credits.

Hazel Park Access Alternative School takes great pride in our students’ determination to overcome the obstacles that stand between them and success in completing their education. We are committed to helping their dreams of earning a high school diploma become reality.

Sincerely,

Michelle Laporte