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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Hart Middle 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 Allison Roberts, Principal at Hart Middle School for assistance.

The AER is available for you to review electronically by visiting the following website, <http://bit.ly/30Q4FcV> or you may review a copy in the main office.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not given one of these labels.

At Hart Middle School some of the key challenges we faced this year was returning to a comprehensive school day with a regular schedule as much as normal from the pandemic. We did still have COVID as a variable and many staff and students were absent during various parts of the school year for health reasons. We worked hard to transition to Google Classroom to keep a through line of learning despite absenteeism during the year. We also worked hard to support students in our district one to one device employment to shift more learning to using online resources and a greater degree of independence. While teaching these life lessons wasn't always easy, it was essential in our return from the COVID pandemic and the learners in front of us. We needed to meet them at their level and it required adjustments on all facets of the way we typically did business. Teacher professional learning was provided, safety and security efforts were enhanced, and a heavy emphasis on social and emotion learning was incorporated. Our staff worked hard to create positive learning environments that were safe for all kids.

State law requires that we also report additional information.

Process for Assigning Pupils to the School

Students continue to be assigned to schools by grade level according to the district attendance boundaries. Students residing in the district may request open enrollment in a school other than the one to which they are assigned during the Open Enrollment period. Open enrollment is approved on the basis of staffing and capacity in the building. Struggling high school students are identified and assigned to the Alternative Center for Education (ACE) through the District's intervention model.

Core Curriculum

Rochester Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on, and aligns with, the Michigan Department of Education's Michigan Curriculum Framework.

The curriculum department continues to focus on developing a Multi-Tiered System of Support to meet the needs of all students, providing alternative educational experiences for students and more flexible time for student learning beyond the traditional school day.

Additional information about the District's Core curriculum can be found at the following website: <https://www.rochester.k12.mi.us/academics/curriculum>.

Status of the 3-5 year School Improvement Plan

Hart Middle School continues to perform above both state and county averages on standardized testing. Although Hart has experienced great success as a school based on multiple measures, there are still some key focus points that we continually look to address to close achievement gaps. We place a strong focus on creating a Culture of Thinking in our learning environment. We are embedding Michael Fullen's work of New Pedagogies of Deep Learning (NPDL) using the 6 C's which are critical thinking, collaboration, communication, creativity, citizenship, and character. We have approached teaching and learning with a growth mindset and have been intentional with incorporating the 8 Cultural Forces into the 6 C's. We have also intentionally worked to strengthen our practices on being a State School of Character and work in collaboration with Character.Org on embedding their 11 Principles of Effective Character as part of our school culture and daily interactions. In the 2018-2019 school year, Hart Middle School was the only middle school in the state to achieve the prestigious status of being named a Michigan State School of Character and in 2021 we were named a National School of Character. We are growing our efforts by focusing on service learning projects in all grades.

We currently offer multiple tiers of intervention for students to help close our achievement gap. The courses of intervention consist of Math Lab and Supervised Studies. These are all available through the general education curriculum in addition to a comprehensive special education curriculum and course work. Our

Supervised Study also includes an after school tutoring program in partnership with our high school National Honor Society students.

We are strengthening our understanding and practice of social and emotional learning and Diversity, Equity and Inclusion to maintain a learning environment where everyone feels safe, valued and respected.

Hart iReady Aggregate Achievement results 2021-22

On or Above Grade Level Percentages									2 or more	American Indian/	Native Hawaiian
Grade	Female	Male	EL	SPED	Asian	Black	Hispanic	White	Races	Alaskan Native	Pacific Islander
6 ELA	58%	52%	11%	16%	67%	50%	47%	54%	50%	0	-
6 MATH	57%	60%	11%	18%	83%	20%	42%	58%	62%	0	-
7 ELA	56%	50%	23%	19%	64%	57%	53%	51%	79%	33%	-
7 MATH	48%	57%	29%	24%	90%	43%	36%	48%	65%	33%	-
8 ELA	61%	62%	7%	26%	77%	78%	55%	60%	42%	-	100%
8 MATH	19%	28%	8%	9%	22%	33%	21%	23%	27%	-	-

One Below Grade Level Percentages									2 or more	American Indian/	Native Hawaiian
Grade	Female	Male	EL	SPED	Asian	Black	Hispanic	White	Races	Alaskan Native	Pacific Islander
6 ELA	25%	29%	22%	15%	13%	30%	24%	29%	22%	0	-
6 MATH	30%	30%	22%	25%	8%	50%	29%	31%	17%	100%	-
7 ELA	22%	20%	18%	6%	26%	14%	13%	20%	7%	67%	-
7 MATH	39%	26%	33%	14%	7%	43%	42%	35%	29%	67%	-
8 ELA	22%	19%	7%	23%	9%	0%	18%	22%	29%	-	0
8 MATH	51%	40%	8%	10%	44%	33%	21%	46%	45%	-	-

Two of More Below Grade Level Percentages									2 or more	American Indian/	Native Hawaiian
Grade	Female	Male	EL	SPED	Asian	Black	Hispanic	White	Races	Alaskan Native	Pacific Islander
6 ELA	17%	19%	66%	69%	21%	20%	30%	17%	28%	100%	-
6 MATH	13%	10%	66%	57%	8%	30%	30%	10%	22%	0	-
7 ELA	21%	31%	59%	75%	9%	29%	34%	28%	14%	0	-
7 MATH	14%	16%	38%	62%	3%	14%	22%	17%	7%	0	-
8 ELA	17%	19%	85%	50%	14%	22%	27%	18%	28%	-	0
8 MATH	29%	32%	84%	80%	33%	33%	57%	31%	27%	-	-

Parent Teacher Conferences

Parent Attendance at Conferences	Percent of Parents
Fall Conferences 19-20	44%
Spring Conferences 19-20	23%
Fall Conferences 20-21	43%
Spring Conferences 20-21	26%

Hart Middle School is committed to giving every student the best educational opportunities for learning. The culture of the school supports this vision and students are encouraged and motivated daily to Lead with H.A.R.T by being helpful, accountable, respectful and thoughtful! Hart Middle has dedicated teachers to ensure students success, with a district shared vision of helping students to become college ready, career ready and life ready with Pride in Excellence! We are proud to be named both a Michigan State School of Character and most recently a National School of Character! Congratulations to a great year!

Sincerely,



Allison Roberts
Principal