

Hart Middle School

2009-2010 Annual Educational Report and PA 25 Report

October 2010

David Hurst, Principal

Rochester Community Schools

Dear Hart Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) required by the Elementary and Secondary Reporting Act of 2001, which provides key information on the 2009-2010 educational progress for Hart Middle School. The AER addresses the complex reporting information required by federal and state laws. This report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality, as well as PA 25 state law reporting requirements. If you have any questions about the AER or PA 25 information, please contact David Hurst for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.rochester.k12.mi.us/pages/330/hart> or you may review a copy from Mr. Hurst's office at your child's school.

Mission Statement

Hart Middle School strives to ensure academic success and social growth for each student.

Vision Statement

- *Curriculum is aligned to district/state standards and benchmarks that direct student learning.*
- *Assessment is an instructional tool used to evaluate and improve student achievement as well as to encourage staff self-evaluation.*
- *Instructional strategies reflect best practice and promote engagement and achievement of all students.*
- *Collaborative culture ensures all students learn through*
 - *Collaborative instruction*
 - *Modeling of trust, mutual respect, and empathy*
 - *Demonstration of an appreciation for diversity*
 - *Maintaining a physically safe learning environment*

ANNUAL EDUCATION REPORT (AER)

AYP

For 2009-2010, Hart Middle School made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort. Please use the following link to access the data:

**HTTP://AER.DATA4SS.ORG/COMBINEDREPORT/STUDENTASSESSMENTTABULARRESULTS.ASP
X?ISDID=106&ISD=OAKLAND+SCHOOLS&DISTRICTID=1518&DISTRICT=ROCHESTER+COMM
UNITY+SCHOOL+DISTRICT&SCHOOLID=7948&SCHOOL=HART+MIDDLE+SCHOOL&SCHOOL
YEAR=&GRADELEVEL=&SUBJECT=&REPORTCATEGORY=**

PA 25 REPORT INFORMATION

Process for Assigning Pupils to the School

Students are 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.

Status of the 3-5 Year School Improvement Plan

School Improvement Co-Chairs, with the direction of an Oakland Schools consultant, established a mission statement, beliefs, vision and goals.

- Beliefs
 - All children will be challenged to learn through authentic and engaging experiences.
 - Staff will develop each student's unique talents, provide appropriate feedback and secure access to technology.
 - Access to rigorous curriculum aligned with state mandated GLCEs is every student's right.
 - Strong relationships within our school community increase trust and positively impact learning.
 - Professionals who collaborate and work together are empowered to meet the needs of each student.
 - Building character is important to developing students who are civic-minded and socially responsible.
 - A safe and supportive learning environment is foundational to promote student learning.
- Mission and vision were established, as noted above.
- School Improvement Goals in Math, Reading and Science were also developed. All Hart students will be proficient in math and science, and proficient or advanced in literacy.

Core Curriculum, Implementation and Variance from State Model

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* and the new Grade Level Content Expectations (GLEC's) in grades K-8 and Course Content Expectations (CCE's) in grades 9 – 12.

One of the major District initiatives this year continues to be the work of the K-12 Restructuring Committee. In the 2007-08 school year, the Board of Education approved the Committee's recommendation to revise the High School Graduation Requirements beginning with the class of 2011 to ensure all students meet the requirements of the new Michigan Merit Curriculum. During the 2009-10 school year the focus of the K-12 Restructuring Committee has been on developing a Pyramid of Intervention in order to meet the needs of all students, providing alternative educational experiences for students, and providing more flexible time for student learning beyond the traditional school day.

During the 2009-10 school year, elementary teachers continued to implement strategies for effective literacy instruction. In Math, professional learning experiences centered on implementing a workshop

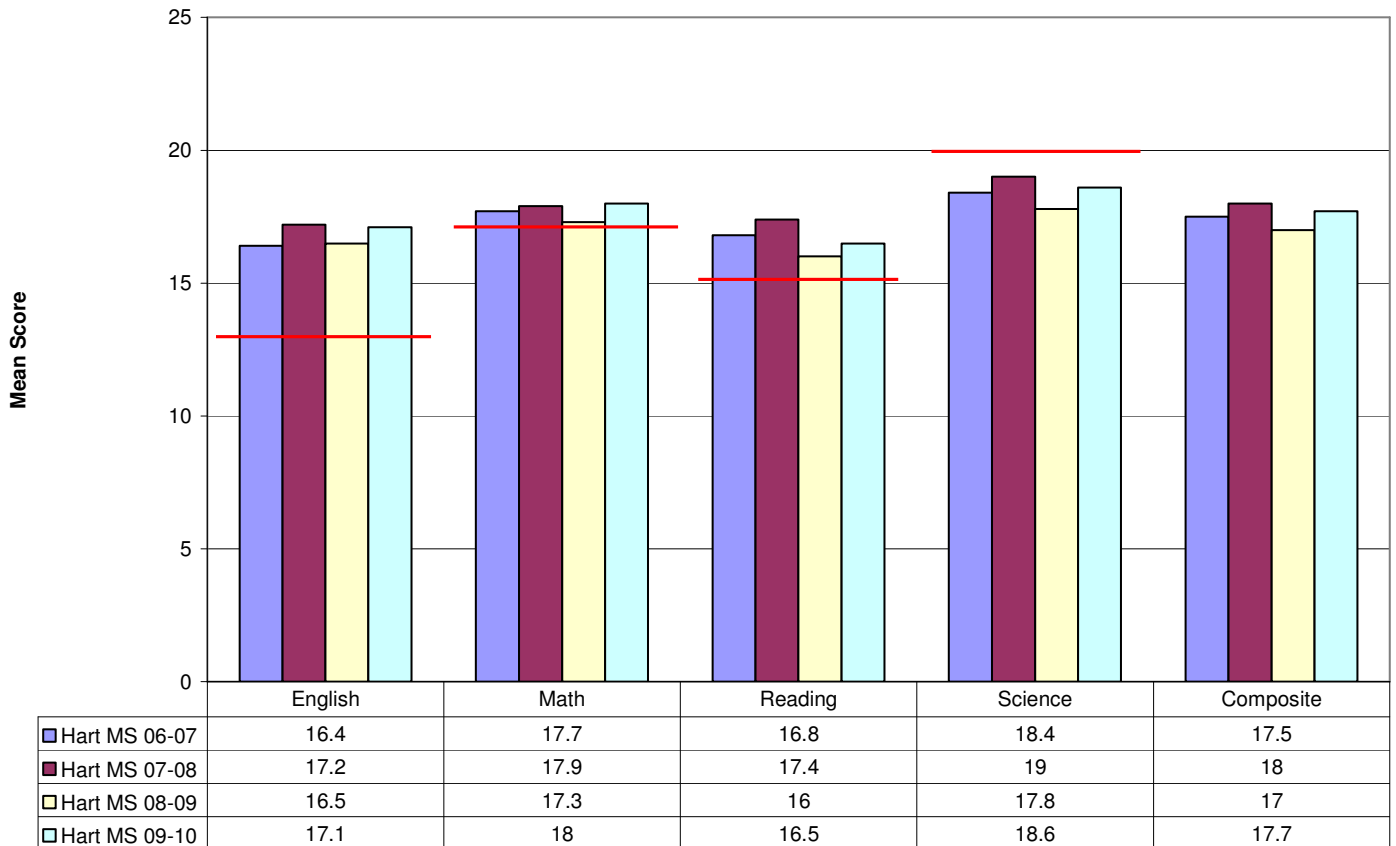
approach and integrating algebraic concepts at each grade level. 3rd – 5th grades received materials for inquiry-based Science units of study along with workshops presented by their grade-level peers to support the implementation. Field tests of Science units were conducted by several K-2 teachers as part of the transition plan to align with the Michigan Grade Level Content Expectations and replace outdated materials. In Social Studies, 4th grades implemented the units of study from the Michigan Citizenship Collaborative Curriculum. A two-year plan was developed to support teachers' use of Smart Board software and Moodle technology.

At the secondary level curriculum was revised and aligned to the Michigan Course Content Expectations or Guidelines in each of the following courses: Algebra 2, Algebra 2 Part B, French 3, Spanish 3, German 3, Honors Language Arts 9, Honors Language Arts 10, 12th Grade Composition and Language (formerly, 12-1), 12th Grade Composition and Literature (formerly, 12-2), Poetry, Literature and Cinematography (formerly, Intro to Film), and Shakespeare. New courses were developed for Advanced Placement (AP) Psychology, AP World History, and AP Microeconomics.

Additional Information about the District's Core Curriculum can be found at the following website: <http://www.rochester.k12.mi.us/index.aspx?folder=2534>

Student Achievement Results from Local and/or Nationally Normed Tests

Hart 8th Grade Explore, 2007-10



Parent Involvement

The Board of Education recognizes that a student’s education is a responsibility shared by the school and family during the entire period the student attends school. Over the years, research has proven that there is a direct relationship between parent involvement and student achievement. To support the goal of the school district to help all students succeed, schools and parents must work together as active partners.

Although parents are diverse in culture, language, and needs, they share the schools’ commitment to the educational success of their student. Rochester Community Schools administration and school staff, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the needs of students and their families.

To this end, the Board of Education supports the ongoing development, implementation and evaluation of parent involvement practices that are based on best practice, and are in alignment with national standards. Parent involvement programs will be implemented at both the District and the school level.

The Superintendent/Designee will establish a regulation to implement this policy which will include, but not be limited to, the following components of successful parent involvement programs adopted by National PTA:

- Communication between home and school/District is regular, two-way, and meaningful
- Responsible parenting is promoted and supported
- Parents play an integral role in assisting student learning
- Parents are welcome in the school/District, and their support and assistance are sought
- Parents are full partners in the decisions that affect students and families
- Community resources are made available to strengthen school programs, family practices, and student learning.

Parent Teacher Conferences

Parent Attendance at Conferences	Number of Parents	Percent of Parents
Fall Conferences		
Spring Conferences		

Points of Pride

- Sixty-three percent of Hart students were recognized for excellence in the areas of scholarship, citizenship and activity participation as recipients of an Eagle Award.
- Daily attendance at Hart was ninety-five percent (95.3%). The average daily attendance was consistent with past years.
- 1037 students were recognized through our “Greenie” program for good citizenship during the school day.
- Students are recognized individually by their block and classroom teachers for a number of positive achievements.

6th Grade

- Terra Nova achievement testing is administered in January.
- Counselors provide presentations on 3C Behavior (Courteous, Caring, Courageous)
- Additionally, they provide a presentation on conflict resolution.
- A one on one study skills overview is an integral part of the counseling interventions for 6th graders.
- A needs assessment for 6th graders during their first transition month was administered.
- Specific students were identified for additional support and intervention, based on the assessment.

7th Grade

- Suicide Prevention/Bullying/Depression presentations occur in Health classes,
- World of Work presentations focus on connections between school and career., and were provided to 7th grade students.
- Students attend a Career-School Connection presentation and begin EDPs, required by the State of Michigan.
- Oakland Mediation consultant provided conflict resolution training for students in health classes.
- Reproductive Health for boys is addressed by our male counselor in health classes.

8th Grade

- All students participate in the ACT Explore Introduction
- They also take part in the Career Exploration & EDP process.
- A review of SOS (Signs of Suicide) was provided to 8th graders.
- Transitions to the high school include classroom presentations from the high school counselor, field trips to SCHS on 2 different occasions, and visits from mentors from the high school.
- One on one academic interventions for at risk students surrounding work completion were held.
- Hart offers new student meetings for 7th & 8th grades.
- Hart also provides new student groups for 6th graders.
- At-risk attendance groups are offered for all students struggling in that area.

- The Learning Consultant program supports special education and general education students who need additional help in one or more academic areas.

- Hart On-Site Tutoring at Rochester Estates provides a structured study time for those students at Hart who wish to attend.

- Special Education study skills classes continue to be offered throughout the day to provide individualized instruction and academic support to eligible students.

- Hart Staff members coordinate the Saturday School Program, in which students needing extra time, or who are struggling academically may receive additional support.

- Hart continues to be a site for the TEAMS after-school care program.

- The New Teacher Mentoring Program meets bimonthly to discuss ways to be an effective teacher. Each teacher within their first three years of teaching meets with an experienced teacher to discuss strategies and issues. This is facilitated by administration.

- Hart continues its after school homework help program (H2O) to assist students that were having difficulties completing their homework assignments. The tutors are comprised of teachers.
- Hart offers a Language Arts study skills class for 8th grade students that need extra support.

**Rochester Community Schools
Executive Staff**

Superintendent - Dave Pruneau
Assistant Superintendent for Instruction -Geraldine K. Roberts Moore
Assistant Superintendent for Business - Bill Mull

**Rochester Community Schools
Board of Education
2009-10**

President – Beth Talbert
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