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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 2015-16 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 web site <http://www.rochester.k12.mi.us/hart-middle-school/pages/102790/hart-annual-education-report> or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Hart Middle School was not given a label for the 2015-2016 academic year. We continue 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 have approached teaching and learning with a growth mindset and have been intentional with our environment, language and routines. These are 3 of the 8 Cultural Forces to becoming a Culture of Thinking. We are in year 2 of our journey on the work of creating a Culture of Thinking and Making Thinking Visible.

We currently offer multiple tiers of intervention for students to help close our achievement gap. The courses of intervention consist of Adolescent Accelerated

Reading Initiative (AARI), 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.

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.

Status of the 3-5 Year School Improvement Plan

Our school improvement emphasis this past year introduced our staff to creating a Culture of Thinking to shift our learning environment and implementing that thinking to address our school goals which center on environment, language and routines. Professional development time was used to discuss and learn about Carol Dweck's work on Growth Mindset and Ron Ritchhart's work on Cultures of Thinking. We have made great shifts in our second year of learning and have made positive changes to enhance our learning environment. Hart's school improvement goals are based off data from state and common assessments. Since the M-STEP was in its initial stages, goals will be reviewed and modified for the upcoming school year.

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: <http://www.rochester.k12.mi.us/pages/5064/general-education>.

Student Achievement Results from Local and/or Nationally Normed Tests

Hart has fully implemented and adhered to the newly adopted state testing system, M-STEP. Below is a summary of our results for the second year of implementing this new state test.

	Not Proficient	Partially Proficient	Proficient	Advanced
8th Grade				
Math	13.6%	19%	21.8%	45.5%
ELA	6.9%	20.5%	38%	34.4%
Social Studies	13.7%	36.5%	31.8%	17.7%

	Not Proficient	Partially Proficient	Proficient	Advanced
7th Grade				
Math	11.5%	20.2%	30.6%	37.5%
ELA	6.9%	18.4%	40.9%	33.7%
Science	26%	32.4%	24%	17.3%

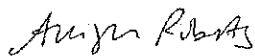
	Not Proficient	Partially Proficient	Proficient	Advanced
6THGrade				
ELA	6%	12.2%	35.7%	45.8%
Math	6.8%	16%	24.3%	53.6%

Parent Teacher Conferences

Parent Attendance at Conferences	Number of Parents	Percent of Parents
Fall Conferences	766	68%
Spring Conferences	619	54%

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! Congratulations to a great year!

Sincerely,



Allison Roberts
Principal