

Reuther Middle School

2025-2026 Annual Education Report

February 1, 2026

Wendy L. Darga, Principal

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for Reuther 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. The AER is available for you to review electronically by clicking [HERE](#) or you may review a copy in the main office at Reuther Middle School. If you have any questions about the AER, please contact Wendy Darga (wdarga@rochester.k12.mi.us) for assistance.

For the 2024-25 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 2023-24. 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 2023-24. 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 2023-24. 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.

Based upon the data, Reuther Middle School outperformed schools of similar demographics and the state of Michigan average in all areas. Although Reuther has experienced great success as a school based on multiple measures, there are still some key challenges. The global pandemic has led to challenges in meeting the needs of students who come to school with many complex issues, keeping up with changes in curriculum alignment, adjusting to new resources, rapidly evolving technologies and best practices, and difficulties in finding adequate time for collaboration. These areas are being addressed through such initiatives as co-taught and supervised studies courses and the addition of Instructional Interventionists in the areas of Math and Reading. These are available through the general education curriculum. The addition of a new counselor allows for increased support for student social-emotional wellness. Tutoring is also available to students eligible under 11t grant funds. The school improvement process (SIP) addresses these areas as well through initiatives such as New Pedagogies for Deep Learning (NPDL), Visible Thinking, Disciplinary Literacy, MI Class Reading Comprehension strategies and Writing Across the Curriculum.

State law requires that we also share the following 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.

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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

We continue to monitor, analyze, and adjust as needed to work towards our goals of increasing proficiency for all students in the areas of literacy and math. District sub-committees monitor the implementation of strategies identified in our school improvement plan.

iReady Aggregate Achievement results 2024-25

Mathematics:

On grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
6	61	70	25	28	10	85	8	63	62
7	56	62	28	23	13	75	42	55	50
8	54	54	39	40	0	76	18	38	49

Below grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
6	39	30	75	72	90	15	92	37	38
7	44	38	72	77	87	25	58	45	50
8	46	46	61	60	100	24	82	62	51

Reading:

On grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
6	61	57	13	34	16	70	23	50	58
7	61	66	31	36	21	80	42	59	57
8	65	52	28	43	22	75	18	81	55

Below grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
6	39	43	87	66	84	30	77	50	42
7	39	34	69	64	79	20	58	41	43
8	35	48	72	57	78	25	82	19	45

Parent-Teacher Conferences

Parent Attendance at Conferences	Number of Parents	Percent of Students represented at Parent- Teacher Conferences
2022-23	293	43
2023-24	308	44
2024-25	315	45

Congratulations Reuther Crusader Nation for all of your hard work, flexibility and dedication in the 2024-25 school year. You continue to amaze us all with your efforts in and out of the classroom. We look forward to seeing our school's continued growth. Go Crusaders!

Sincerely,

Wendy Darga, Principal