



Nicholas A. Russo, Ed.S., Superintendent

52585 Dequindre Road, Rochester, Michigan 48307 | Phone: 248-726-3000 | www.rochester.k12.mi.us

January 21, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-2025 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 Michael Bennion, Principal at Hart Middle School for assistance.

The AER is available for you to review electronically by visiting the following website, [Hart Middle School AER Report](#) or you may review a copy in the main office at Hart.

For the 2023-24 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 2024-25. 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 2024-25. 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 2024-25. 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. Based upon the data, Hart Middle School outperformed schools of similar demographics and the state of Michigan average in all areas. Although Hart has experienced great success as a school based on multiple measures, there are still some key challenges.

Some of the key challenges include lower performance of socio-economic disadvantaged students and marginalized populations of students. Although we did see some gains from our ELL population and economically disadvantaged students in some areas, we still have work to do to support them. These areas are being addressed through such initiatives as Co-taught Language Arts classes, Instructional differentiation, Co-taught Math classes, math and ELA coaches, and Supervised Studies courses. These are all available through the general education curriculum and utilized as part of our MTSS process. The school improvement process (SIP) addresses these areas as well through initiatives such as Deep Learning strategies and creating a Culture of Thinking to improve student learning and providing students with character education. We also focus on the importance of Social and Emotional Learning through character building. We use the Positivity Project to teach intentional lessons about how curiosity, open mindedness, resilience, and other character traits positively impact both academic and social development. We also focus on skills such as empathy, self-advocacy, inclusion, and kindness at all grade levels through our core values of Leading with H.A.R.T. (Helpful, Accountable, Respectful, Thoughtful) in all that we do.

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 may be assigned to the Alternative Center for Education (ACE) through the District’s intervention model.

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 committees monitor the implementation of strategies identified in our school improvement plan.

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>

iReady Aggregate Achievement Results

I-Ready is a nationally-normed assessment that is administered to our students three times a year. The results provide teachers areas of growth and proficiency that are individualized to each student. The results are uploaded to our Student Information System after each administration where students and families have access to a comprehensive report. The information below are the final results for each assessment from the 2023-24 and 2024-25 school years.

2023-2024

Reading

Switch Table View		Choose to Show Results By					Showing 3 of 3	
Placement Summary		Grade						
Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 6		43%	19%	25%	5%	7%	331/331	
Grade 7		37%	28%	17%	6%	12%	338/338	
Grade 8		42%	26%	16%	4%	11%	344/344	

Math

Switch Table View		Choose to Show Results By						
Placement Summary		Grade					Showing 3 of 3	
Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 6		32%	38%	23%	2%	5%	331/331	
Grade 7		24%	39%	25%	5%	7%	337/338	
Grade 8		32%	23%	28%	6%	11%	337/344	

2024-2025
Reading

Switch Table View		Choose to Show Results By						
Placement Summary		Grade					Showing 3 of 3	
Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 6		49%	21%	20%	5%	5%	325/325	
Grade 7		46%	23%	18%	5%	8%	337/337	
Grade 8		41%	22%	16%	5%	15%	340/340	

Math

Switch Table View		Choose to Show Results By						
Placement Summary		Grade					Showing 3 of 3	
Grade	Overall Grade-Level Placement						Students Assessed/Total	
Grade 6		44%	38%	13%	1%	4%	325/325	
Grade 7		26%	32%	30%	7%	5%	337/337	
Grade 8		32%	28%	27%	5%	7%	337/340	

Parent-Teacher Conferences

Parent Attendance at Conferences	Number of Parents	Percent of Parents
Fall Conferences 24-25	628	58%
Spring Conferences 24-25	468	45%

Congratulations to the Hart staff, students, and community for your dedication and work ethic this year. Our staff and students work extremely hard to improve each year and it is showing in our growth as a school. We look forward to continued success in the years to come!

Sincerely,
Michael Bennion
Principal of Hart Middle School