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January 2022

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 Van Hoosen 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 building administration at Van Hoosen Middle School for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/2MYQ6RP> or you may review a copy in the main office at your child's school.

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.

Van Hoosen Middle School was not labeled by the State of Michigan for the 2020-2021 school year. Van Hoosen has experienced great success as a school, but 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 English language arts, co-taught math and a supervised studies course. These are available through the general education curriculum. Additionally, periodic social-emotional wellness check-ins and homework help during lunch have offered supplemental student supports. The school improvement process (SIP) addresses these areas as well through initiatives such as MI Class Reading Comprehension strategies, Visible Thinking routines, New Pedagogies for Deep Learning (NPDL) and Writing Across the Curriculum.

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 to 5 year School Improvement Plan

Our school improvement this past year focused educational impacts of positive school environment and collaboration. Student data was used to design professional development for staff to work collaboratively with our building and district to ensure learning for all students. Common assessments, along with pacing guides continued to help teachers devise instructional strategies based on best practices. Using data gathered from the common assessments, state assessments, classroom tests and observations, Van Hoosen developed goals that addressed writing across the curriculum, improving constructed responses based on the data from multiple assessments. Van Hoosen has also partnered with NPDL (New Pedagogies for Deep Learning) cohort to harness global competencies while continuing to promote a student center learning environment. For the 2021-2022 school year, Van Hoosen has updated its goal areas:

All students will be proficient in reading:

Students will use reading comprehension strategies and visible thinking routines in all content areas to demonstrate that they are on track to be college ready by the end of 8th grade in reading. Staff will participate in PD sessions, engage in dialogue and discussion, share ideas, view student work, and conduct classroom visits both within and outside of the District/Building.

All students will be proficient in math:

Students will be on track for college readiness for math as assessed by state and local assessments. Math teachers will use the MI Class strategies as well as Visible Thinking routines. Math teachers will use a pre/post to guide their instruction and math notebooks.

All stakeholders will productively contribute to a positive and supportive school environment:

Staff has continued implementation of Positive Behavioral Instructional Supports. The acronym Viking POWER is used to model expected behavior of all students: Positive, Ownership, Well-mannered, Excellence, and Respect. A matrix of behaviors indicating what is expected in all areas of the school has been established. Staff will also continue working on lessons to teach all behaviors.

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>

iReady Aggregate Achievement results 2020-21

Reading: On grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
6	66%	58%	0%	23%	9%	67%	20%	55%	62%
7	62%	58%	0%	56%	25%	68%	67%	50%	59%
8	62%	55%	0%	56%	29%	77%	44%	69%	55%

Reading: Below grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
6	34%	42%	100%	77%	91%	33%	80%	45%	38%
7	38%	42%	100%	44%	75%	32%	33%	50%	41%
8	38%	45%	100%	44%	71%	23%	56%	31%	45%

Math: On grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
6	64%	70%	66%	31%	13%	93%	40%	58%	62%
7	66%	76%	50%	67%	30%	85%	50%	42%	68%
8	51%	64%	60%	22%	14%	88%	13%	54%	52%

Math: Below grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
6	36%	30%	33%	69%	87%	7%	60%	42%	38%
7	34%	24%	50%	33%	70%	15%	50%	58%	32%
8	49%	36%	40%	78%	86%	12%	87%	46%	48%

Parent – Teacher Conferences

Parent teacher conferences	Number of Parents	Percent of Parents
2019-2020	613	65%
2020-2021	383	47%

Congratulations Van Hoosen for all of your hard work and dedication. You continue to amaze us all in your efforts in and out of the classroom. Your true dedication to Van Hoosen and the community is outstanding. Go Vikings!

Sincerely,

R. Daniel Mooney, Principal of Van Hoosen Middle School