



## ROSEVILLE COMMUNITY SCHOOLS

ADMINISTRATION BUILDING  
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SUPERINTENDENT  
John R. Kment

March 6, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Roseville Community Schools and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Mr. David Rice, Curriculum Director, for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site <https://goo.gl/qZ8rWaT>, or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

**Student Assessment Data** – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

### **Accountability – Detail Data and Status**

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

### **Teacher Qualification Data**

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

**NAEP Data (National Assessment of Educational Progress)**

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Review the table below listing our schools. For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Patton Elementary	Targeted Support	Modifying the Multi-Tiered System of Support
Eastland Middle School	Targeted Support	Modifying the Multi-Tiered System of Support

Eastland Middle School and Patton Elementary will be working on modifying their multi-tiered systems of support to address the needed areas. This support system will include areas of achievement, behavior and social/emotional needs. This comprehensive system will be developed by all the stakeholders and evaluated periodically to ensure success.

We are proud of our staff for their commitment to the improvement of the instruction in the classroom. They continue to engage in promising practices developed through professional learning. Our staff will continue to work collaboratively to ensure a high quality educational environment for all students. We will continue to monitor data and make adjustments regularly as needed.

Sincerely,

John R. Kment  
Superintendent  
Roseville Community Schools