



Roseville Middle School

AdvancED Accredited

16250 Martin Rd.

Roseville, Michigan 48066

www.rcs.misd.net

Phone (586) 445-5600

Fax (586) 445-5620



Jason Bettin

Principal

Donna Robinson

Assistant Principal

Jacob Mowinski

Assistant Principal

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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 2015-2016 educational progress for Roseville Middle School. The AER addresses the complex reporting information required by the 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 me for assistance.

The AER is available for you to review electronically by clicking [here](#) or you may review a copy in the main office at Roseville Middle 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. Our school has not been given one of these labels.

In April of 2015, the Michigan Department of Education utilized the M-Step assessment as a new measure of student achievement. Because this is a different test measuring different standards, scores should not be compared to scores on the MEAP test. The M-Step is a student assessment in its second year that has provided more rigorous and challenging goals for students. The version of the M-Step that was taken in Spring 2016 was different from the M-Step test that was given in Spring 2015. RMS actively works to prepare your child for these changing state assessments. I want to reassure you that Roseville Middle School continues to adjust curriculum needs based on student results. Roseville Middle School provides many intervention programs to help your child be successful in their academics, as well as providing advanced programs.

Roseville Middle School has been able to identify some key challenges for the school to address to accelerate achievement and close learning gaps. Those challenges include increasing overall student proficiency levels in all tested areas and utilizing targeted interventions for students across all subjects to raise proficiency for our students that score in the bottom 30% of M-STEP achievement.

Currently, targeted intervention classes exist for Math and English-Language Arts. These classes will continue to be utilized to assist in closing proficiency levels in these subject areas. Additionally, RMS is proud to offer individualized intervention supports to help close the achievement gap through the use of Intervention Specialists, Academic Support Centers, and Academic Rooms.

Roseville Middle School staff members are engaged in collaborative, constant school improvement efforts. Our goal is to improve student achievement in reading, writing, math, science, and social studies. Parents that wish to be a part of this process should contact the principal's office. It is essential for parents and community members to work in conjunction with the Roseville Middle School staff to achieve school improvements that reflect the needs of our community. I welcome you to join our efforts by generously giving of your time through attending parent club meetings, parent orientation, open-house, and parent-teacher conferences.

Your attendance is also welcome and needed during our staff school improvement meetings. Information about these meetings is available on our website and in our monthly newsletter. Roseville Middle School is committed to preparing your child to be career and college ready. Continue to encourage your child to do his or her best to prepare for their future and our schools will help them achieve their goals. As a parent you can join us in this joint mission by encouraging your child to read at home, having discussions daily about what they learned in school, never accepting the excuse that they have no homework, providing a quiet place to study, and remaining in regular contact with us so we can work as partners in your child's future.

Students are assigned to Roseville Middle School according to where they live in Roseville and what elementary school they attended. In addition, the Roseville Community Schools participates in School of Choice within the district and also in School of Choice from other Macomb County Districts.

Staff members continue to focus on our goals of improving student achievement in reading, writing and math, as well as science and social studies. All staff members are involved in continuous collaboration and data collection/analysis, as well as strategy design and implementation. The Roseville Community Schools and its stakeholders have committed significant resources and effort to purchase and implement several researched-based curricular programs and behavioral strategies for our students. Key aspects of our 3 – 5 year school improvement plan includes multi-tiered systems of support to meet the needs of all students and beginning the process of moving from a targeted Title I school in 2016-17, with a plan to being Title I school-wide in 2018-19.

Roseville Middle School is composed of approximately 680 6th, 7th, and 8th grade students. Roseville Middle School is currently accredited by AdvancED (formerly North Central Association). This prestigious organization helps educational institutions increase student achievement. Roseville Middle School is preparing for an accreditation visit on February 2 and 3, 2017. Roseville Middle School will be going through the process of keeping our accreditation this school year, as part of a 5-year cycle, working with an AdvancED Accreditation Team. We look forward to this beneficial process. Roseville Middle School's average attendance rate for the 2015-2016 school year was 93.0%.

In order to significantly improve student achievement Roseville Middle School has restructured our curriculum, culture, and approach to education. Roseville Middle School was awarded a School Improvement Grant (SIG) of approximately \$407,088 during the 2012-13 school year and due to our compliance and successful implementation of our Redesign Plan, we were awarded an additional amount of approximately \$259,060 for the 2013-14 school year. These monies were applied toward improving our technology in the classroom for student and instructional use, adopting a new curriculum, improving standards for a comprehensive behavioral plan, and enhancing instruction through the use of additional aides in the classroom and for individual and small group support. Also, administration, staff, and community members have designed, and are implementing, a three-tiered intervention model known as multi-tiered systems of support (MTSS) to better serve the needs of all of our students. All students undergo screening tests three times per year to determine if there is a need for additional instruction in math and English language arts. If additional instruction is needed, diagnostic testing is given to determine specific individual student needs. You may obtain a copy of the core curriculum by contacting our Curriculum Office at 586-445-5688.

The percentage of 6th grade students that were proficient or advanced on the Spring 2015 M-STEP were as follows: English Language Arts – 25%; Math – 20%. The percentage of 6th grade students that were proficient or advanced on the Spring 2016 M-STEP were as follows: English Language Arts – 17%; Math – 8%.

The percentage of 7th grade students that were proficient or advanced on the Spring 2015 M-STEP were as follows: English Language Arts – 25%; Math – 19%; Science – 8%. The percentage of 7th grade students that were proficient or advanced on the Spring 2016 M-STEP were as follows: English Language Arts – 26%; Math – 19%; Science – 8%.

The percentage of 8th grade students that were proficient or advanced on the Spring 2015 M-STEP were as follows: English Language Arts – 21%; Math – 10%; Social Studies – 12%. The percentage of 8th grade students that were proficient or advanced on the Spring 2016 M-STEP were as follows: English Language Arts – 27%; Math – 15%; Social Studies – 15%.

The percentage of parents that attended parent-teacher conferences are as follows: Fall 2014 – 49%; Winter 2015– 29%; Spring 2015 – N/A. The percentage of parents that attended parent-teacher conferences are as follows: Fall 2015 – 41%; Winter 2016 – 35%; Spring 2016 – N/A.

Congratulations to all those students who excelled in their academic and extracurricular activities. We look forward to continuing the implementation of our redesign plan using the transformation model including more transition activities and opportunities, a rigorous core curriculum, and continued opportunities for elective classes. In addition, Roseville Middle School is proud that we have increased the number of 6th grade students we are servicing. We embrace the opportunity to work with a larger student community. I am looking forward to another successful year!

Sincerely,



Jason Bettin
Principal