



Roseville Middle School

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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 2016-17 educational progress for Roseville 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 Jason Bettin, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/BTd1HJ> , or you may review a copy in the main office at your child's school.

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. **We are proud to say Roseville Middle School has not been given one of these labels.**

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.

Key areas where we face achievement gap challenges are with our Special Education students, African American students, and students of two or more races. These subgroups performed below their peers on the 2016-17 M-Step.

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, Roseville Middle School 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.

This Professional Learning Community process focuses on three Big Ideas;

- 1) Focus on Learning
- 2) Building a Collaborative Culture
- 3) Being Result – Oriented

And answers four critical questions for student success;

- 1) What do we want all students to know and be able to do?
- 2) How will we know that they learned it?
- 3) What will we do if they have not learned it?
- 4) What will we do if they have learned it?

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 in the 2017-18 school year we completed the process to become Title I School Wide for 2018-19. This will allow us to more efficiently use our Title I resources for all of our students.

Roseville Middle School is composed of approximately 690 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. In the 2016-17 school year Roseville Middle School received continuing accreditation for AdvancED based on our successes and we are proud to have been continuously accredited for over four decades. Roseville Middle School's average attendance rate for the 2016-2017 school year was 92.4%.

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. Roseville Middle School is excited to be a School Wide Title I building in 2018-19 and to be able to enhance our Core Curriculum. 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 2016 M-STEP were as follows: English Language Arts – 17%; Math – 8%. The percentage of 6th grade students that were proficient or advanced on the Spring 2017 M-STEP were as follows: English Language Arts – 23%; Math – 12%.

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 7th grade students that were proficient or advanced on the Spring 2017 M-STEP were as follows: English Language Arts – 16%; Math – 13%; Science – 8%.

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 8th grade students that were proficient or advanced on the Spring 2017 M-STEP were as follows: English Language Arts – 28%; Math – 17%; Social Studies – 11%.

The percentage of parents that attended parent-teacher conferences are as follows: Fall 2015 – 41%; Spring 2016 – 35%. Fall 2016 – 36%; Spring 2017 – 29%. Fall 2017 – 31%; Spring 2018 – 28%.

Congratulations to all those students who excelled in their academic and extracurricular activities. We look forward to continuing the implementation of our School Improvement Plan including more transition activities and opportunities, a rigorous core curriculum, and continued opportunities for elective classes. 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. We embrace the opportunity to work with a larger student community. I am looking forward to another successful year!

Sincerely,

A handwritten signature in blue ink, appearing to read 'Jason Bettin', with a stylized flourish at the end.

Jason Bettin, Principal
Roseville Middle School

JB/ldb