

ROSEVILLE HIGH 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 High 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 Mr. Patrick R. Adams Jr. for assistance.

The AER is available for you to review electronically by visiting the following website <https://goo.gl/KDDys7>. Refer to question #4 and question #5 of the 2017-18 AER FAQ document for directions. Also, you may review a copy in the main office.

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 label is given.

Our school was identified as "Has not been given one of these labels." Roseville High School (RHS) serves 1288 students in grades 9-12. Presently, 63% of the student body qualifies for the Federal subsidized lunch program. The School Improvement Plan (SIP) for RHS is in year three of implementation and contains two major initiatives that were started in the 2017-2018 school year. The first is the establishment of an advisory period for all students called BRICK (Building Relationships for the Involvement of Community and Kids). The intent is to have one teacher build relationships with a cohort of students by meeting for 35 minutes twice a week during the year. The curriculum is centered on relationship-building exercises. This initiative is meant to be a mechanism to reach the goal of providing every RHS student an adult with whom they have a personal relationship. The second initiative is to assess each student's grade level reading. The Student Reading Inventory is an adaptive, on-line assessment that is given three times a year to each student and provides a Lexile score indicating the grade level at which the student is capable of reading. Each of these initiatives is meant to accelerate student achievement and close persistent gaps that exist in student achievement.

Students are assigned to Roseville High School based on residence in our city. Families also have the opportunity to apply for the school of choice program throughout Macomb County. Attendance at fall parent-teacher conferences was 14%. Approximately 71% of our parents are accessing the Parent Portal.

Roseville High School offers college equivalent courses and dual enrollment opportunities as well. Currently, 12 students (<1% of our student population) are participating in dual enrollment courses. We offer 12 Advanced Placement (AP) courses with a current enrollment of 342 students (27%). For the 2016-2017 school year, 12 students (<1%) participated in dual enrollment courses, 120 students were enrolled in AP courses, and 23% of the AP exams taken received a score leading to college credit.

A copy of the district core curriculum is available in the Curriculum Office located at the Administration Building. Parents may call 586-445-5688 to request a copy of the Roseville Community Schools curriculum. The School Improvement Plan is also available at rcs.misd.net.

Thank you to the students, staff, and parents of Roseville High School for support we have enjoyed during this school year. We are looking forward to serving the community moving forward.

Sincerely,



Mr. Patrick R. Adams Jr.
Principal
Roseville High School