



ADMINISTRATION BUILDING
18975 CHURCH STREET
ROSEVILLE, MICHIGAN 48066

SUPERINTENDENT
Mark Blaszkowski

February 10, 2023

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 the Roseville Community School District 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 Dave Rice, Assistant Superintendent, for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following website <https://bit.ly/3cnKBq7>, 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 MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

School Accountability Data

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales.
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support.

Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders.
- Reports teachers who are teaching with emergency or provisional credentials.

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- Includes teachers who are not teaching in the subject or field for which they are certified.

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

Civil Rights Data

- Provides information on school quality, climate, and safety.

Review the table below listing our schools. For the 2022-23 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 2021-22. 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 2021-22. 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 2021-22. 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
Dort Elementary School	No Label	
Eastland Middle School	No Label	
Fountain Elementary School	No Label	
Green Elementary School	No Label	
Kaiser Elementary School	No Label	
Kment Elementary School	No Label	
Patton Elementary School	No Label	
Roseville High School	TSI	We have established a comprehensive MTSS structure to ensure students get both the academic and social-emotional help needed on an ongoing basis. Key initiatives being undertaken to close these gaps and accelerate student achievement through our MTSS system include the following: In reading and math, enrichment classes for students significantly below grade level, a special period called FLEX that takes place 2 days per week where students can sign up for areas where they need extra help and support, or be assigned by their teachers, a reallocation of both RtI and Instructional Coach staffing to support math and literacy, a system to have students with disabilities in co-taught classes vs self-contained to allow greater exposure and support to grade level curriculum, uniform student goal-setting connected to STAR360 Benchmark assessments, as well as Restorative Practices, increasing our social-emotional support staff, security staff, outside partnerships with

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School Name	Status Label	Key Initiative to Accelerate Achievement
		community agencies, and dedicated School Resource Officer to support a safe and healthy school environment.
Roseville Middle School	TSI	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 using Intervention Specialists, Academic Support Centers, and Academic Rooms.
Steenland Elementary School	No Label	

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 adjust regularly as needed.

Sincerely,

Mark Blaszkowski

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