

## Roseville High School

### 2024-2025 Comprehensive Needs Assessment Summary

#### **Comprehensive Needs Assessment Results**

During the 2024-2025 school year, the Roseville High School (RHS) Continuous School Improvement Team gathered the most recent three years of data available for the multiple types of data gathered during the comprehensive needs assessment process. Using these multiple pieces of data, they analyze and reflect on the data trends. Below are the results of this work.

#### **Community Demographics ([www.city-data.com](http://www.city-data.com))**

Roseville is an urban community with a population of 46,812 residents. Roseville is in Macomb County in southeast Michigan. There are seven elementary schools, two middle schools, and one high school, which are all located within the city limits.

Median resident age is 40.9 years old, which is older than the state average of 40.3 years old. Males comprise 22,785 (48.7%); females 24,027 (51.3%). 66.1% of the population are white. Other ethnicities include Hispanics (4%), Black (23.2%), Two or More Races (4.8%), American Indian (.08%), Asian (1.5%), Native Hawaiian / Pacific Islander (0.04%) and other (.07%).

Estimated median household income in 2022 was \$57,238, which is lower than the state average of \$66,986. The estimated household income has gone up from the 2020 median income of \$41,220.

Median house or condo value in 2022 was \$143,884, which is up from 2000 when it was \$97,100. However, it is significantly less than the state average, which is \$224,400.

Median gross rent in 2022 is \$1,114. Cost of living index in 2022 for Roseville is 95.6%, which is lower than the US average of 100%.

The percentage of residents living in poverty is 13.4%. The unemployment rate is 4.1%, which is slightly higher than the Michigan average of 3.5%.

Common industries include Transportation equipment, educational services, accommodation and food services, metal and metal products, construction, professional scientific technical services, and health care.

#### **Marital Status in Roseville**

Never married: 38.5% Now married: 37.8% Separated: 1.6% Widowed: 7.3% Divorced: 14.8%

#### **Education Levels in Roseville**

High school or higher: 88.6% Bachelor's degree or higher: 14.2% Graduate or professional degree: 3.6% Unemployed: 5.7%

Read more: <https://www.city-data.com/city/Roseville-Michigan.html> (Updated 12.18.24)

#### **Staff Demographic Data**

Roseville High School is a 9–12 grade building. There is one principal, three assistant principals, one school psychologist, one speech pathologist, three counselors, and 55 teachers/other staff in the building. The staff includes one data coach, seven paraprofessionals, one police liaison, two Student Assistant Specialists, two Restorative Practices Facilitators, two Restorative Practices Aides, eight clericals, and a full custodial staff.

Of the 76% of staff that completed the survey,

- 90.5% are Caucasian, all of whom have English as their primary language.
- 7.1% are African American, also with English as their primary language.
- 2.4% are Hispanic/Latino (from known data), with 50% of that group indicating English is not their primary language.

Gender distribution:

- 61.9% Female
- 33.3% Male
- 4.8% Prefer not to say

Highest degree earned:

- 28.6% hold a Bachelor's degree
- 57.1% hold a Master's degree
- 4.8% hold an Ed Specialist degree
- 2.4% hold a Doctorate
- 4.8% have Associate degrees
- 4.8% are currently in progress toward a degree

The staff has an average of 15.5 years in education and an average of 10.3 years at RHS.

## **Student Demographic Data**

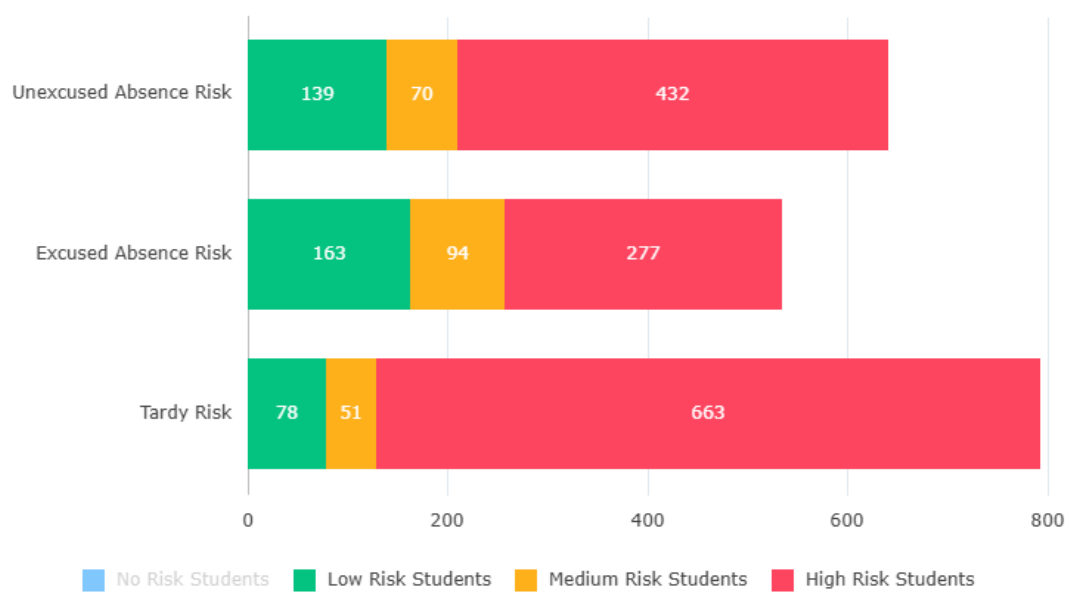
The RHS is a 9-12 grade building. The enrollment in 2018-19 was 1271, and 2019-20 was 1313, and 2020-21 was 1240, 2022-23 was 1206, and in 2023-24 enrollment was 1238. The enrollment for 2024-25 is 1239. The enrollment has been stabilized around 1200 students over the last 5 years.

Based on data in Munetrix, the majority of the student body is at high risk for attendance. While chronic absenteeism as measured through the School Quality portion of the School Index has seen some year-to-year decline post-COVID, the overall chronic absenteeism rate remains over 50%. This data can be broken down into two broad subcategories that have unique ways to deal with them:

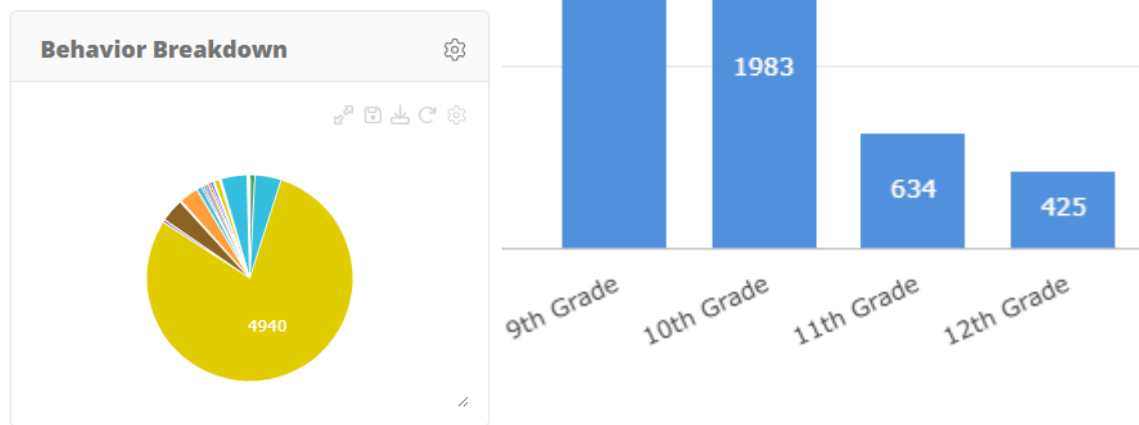
1. Failure to attend school.
2. Tardiness/skipping of those attending school.

NOTE: All graphics below for Student Demographics are pulled from Munetrix. Munetrix info on graphics only represents information from December – current due to work that was happening in first part of year to refine Munetrix data pulls from PowerSchool

Attendance Risk



School Discipline issues and numbers are extremely high when viewed as just total disciplinary Log Entries. As of May 15, 2025 there are 6235 total disciplinary incidents. Of that, 4940, or 79.23% of the total are attendance/tardy -related, involving 487 distinct students.



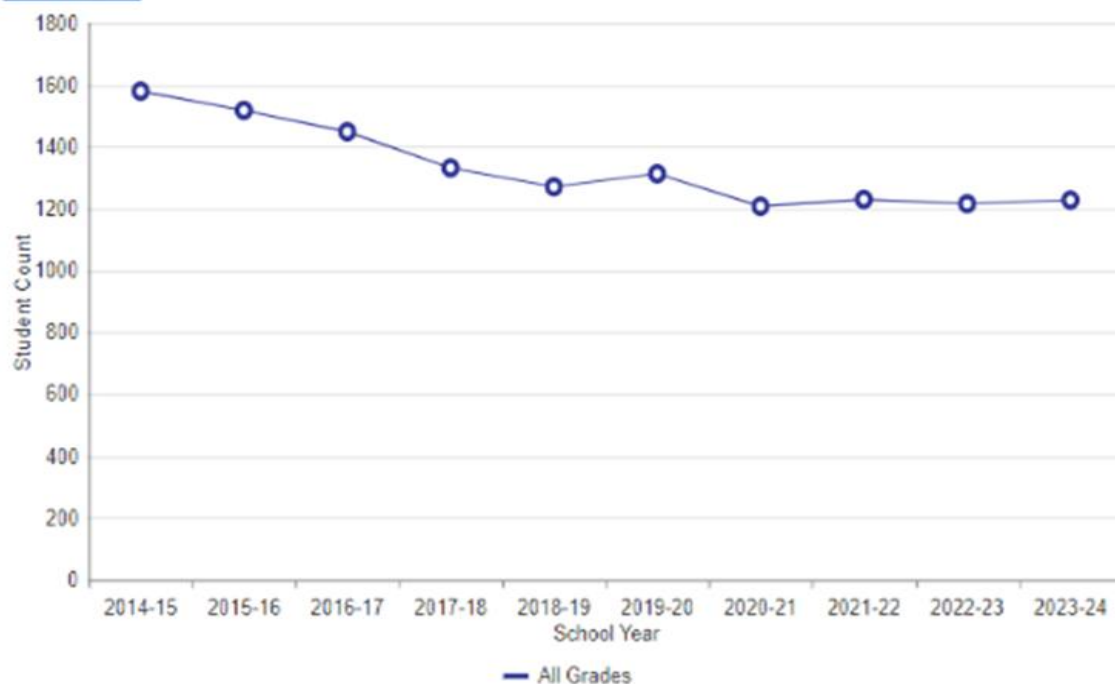


## Enrollment Snapshot

Grade Level	Total in Grade	American Indian or Alaska Native	Asian American	Black or African American	Native Hawaiian or Pacific Islander	White	Hispanic or Latino	Multi-Racial
9	326 M 177 / F 149	0 M 0 / F 0	5 M 1 / F 4	148 M 80 / F 68	1 M 0 / F 1	141 M 80 / F 61	6 M 5 / F 1	25 M 11 / F 14
10	344 M 179 / F 165	0 M 0 / F 0	5 M 3 / F 2	175 M 82 / F 93	1 M 0 / F 1	132 M 79 / F 53	8 M 5 / F 3	23 M 10 / F 13
11	308 M 177 / F 131	1 M 0 / F 1	6 M 4 / F 2	164 M 89 / F 75	0 M 0 / F 0	129 M 79 / F 50	8 M 5 / F 3	0 M 0 / F 0
12	261 M 139 / F 122	4 M 2 / F 2	5 M 3 / F 2	133 M 67 / F 66	1 M 1 / F 0	116 M 66 / F 50	2 M 0 / F 2	0 M 0 / F 0
Total	1239 M 672 / F 567	5 M 2 / F 3	21 M 11 / F 10	620 M 318 / F 302	3 M 1 / F 2	518 M 304 / F 214	24 M 15 / F 9	48 M 21 / F 27

Ten years of school enrollment.

Percent of Total



Location Name ⌵	School Year ⌵	Grade ⌵	Student Group ⌵	Crosstab ⌵	Student Count ⌵	Percent of Total ⌵
Roseville High School	2023-24	All Grades	All Students	All Students	1,228	100.0%
Roseville High School	2022-23	All Grades	All Students	All Students	1,216	100.0%
Roseville High School	2021-22	All Grades	All Students	All Students	1,230	100.0%

There are 25 English Learners, which accounts for 2.0% of our total student population. RHS has no migrant students. The student population includes 172 students with disabilities, representing 13.8% of our population. Less than 2% of students at RHS in 2023-2024 are homeless.

#### **Strategies/Activities Needed:**

1. Provide activities that are culturally relevant and responsive to our diversity.
2. Providing relevance in curriculum to connect students' lives to what is being learned in school.
3. System of providing support and following up with our students that need extra support.

#### **Staff Perception Data**

53 staff participated in our staff survey in the winter of 2024. Staff scored items on a 5-point scale. Below are the successes and challenges identified.

##### **Successes From District Created Survey**

1. I have access to information about my school and our events. (98%)
2. The school provides opportunities for two-way communication between staff, students, and parents. (91%)
3. I am flexible in adjusting instructional and behavioral strategies in my lesson plans to meet the needs of all students. (94%)
4. I believe my school has security and safety procedures in place. (91%)
5. I review my students' progress with them and their parents more than once a year. (72%)
6. I have access to information about my school and our events. (98%)
7. I have been provided with training on academic data collection and analysis. (62%)

##### **Challenges From District Created Survey**

1. My students attend class regularly. (47%)
2. I have time to collaborate with my colleagues to conduct data analysis on student work and assessment results. (26%)
3. I am offered professional learning that aligns with my needs to do my job at an effective level. (47%)
4. I have been provided with training on behavior data collection and analysis. (45%)
5. I provide parents with learning strategies to support their child at home. (43%)
6. My school utilizes community partnerships for teaching and learning. (Example: CARE, Texas Roadhouse, local law enforcement, business partnerships, etc.)

#### **Target Areas:**

- Challenges were areas where there was less than 60% agreement on the staff perception survey. Staff target areas will focus on areas where there was less than 50% agreement on the staff

perception survey, with the exception of attendance, which will be addressed through the Whole Child MiCIP activities.

**Possible Strategies/Activities:**

- Professional Development that is content/area-specific as well as needs-specific that is tailored to the experience level of staff members and identified needs of the building through the CNA.
- A master schedule and professional development calendar that supports collaboration with colleagues to conduct data analysis on student work and assessment results.
- Examine possibilities using existing resources (financial, human, capital) to increase collaborative time.
- Implement a unit planning process/protocol that addresses content to be taught, instructional strategies to use, assessments to give, and data analysis.

**Student Perception Data**

There were 498 students in grades 9-12 who took a student survey in December of 2024 using a survey given to all District students. Below is a breakdown of responses that are selected most frequently.

**Successes From District Created Survey**

1. I know how to monitor my own behavior progress. (85%)
2. I know how to monitor my own learning progress. (75%)
3. I have opportunities to work with my classmates to complete work. (68%)
4. I feel okay to ask for help and share feedback with my teacher. (65%)

**Challenges From District Survey:**

1. I feel safe at school. (37%)
2. I feel my school is clean. (21%)
3. My parents help me with my schoolwork at home. (39%)
4. I know what is happening at school. (52%)
5. My teacher and I talk about how I am doing at school. (42%)
6. I am in class and participate every single day. (62%)
7. I believe my school has safety and security procedures in place. (49%)
8. My teacher has shared with me the “I CAN” statements for all of my classes/courses. (51%)

**Target Areas:**

Student target areas will focus on areas where there was a large discrepancy between student and staff perceptions.

**Possible Strategies/Activities:**

- Purposeful time and activities to review school safety procedures, events happening around the school, and opportunities to engage in conversations and use tools to learn about progress in the classroom.
- Cultivate a culture that prioritizes safety and relationships.
- Professional Development on feedback, conferencing, and goal setting with students (Collective Efficacy).

**Parent Perception Data**

86 parents completed survey in the winter of 2024 and scored items on a 5-point scale. Below are the successes and challenges identified.

### **Successes From District Created Survey**

1. I believe my child's school has security and safety procedures in place. (74%) This category went from a challenge to a success
2. I have access to information about my child's school and events. (93%)
3. The school provides opportunities for two-way communication between home and school. (79%)
4. I know how to monitor my child's academic progress. (87%)
5. I know how to monitor my child's behavior progress. (71%)
6. I make sure my child attends school every day (93%)
7. My child's school utilizes community partnerships for teaching and learning. (62%)

### **Challenges From District Created Survey**

1. School staff provide me with ways I can support my child's learning at home. (51%)
2. My child's teachers keep me informed of my student's progress more than once a year. (58%)
3. I am offered opportunities to participate in parent learning events to help support my child at home. (52%)
4. My child's teacher is flexible in adjusting instructional and behavioral strategies to meet the needs of my child. (49%)
5. My child's teacher has shared a copy of the "I CAN" statements of skills my child should be able to do. (40%)

### **Target Areas:**

Parent Target Areas were identified from identified challenges above.

Possible Strategies/Activities:

- Publicize and increase parental awareness of Schoology Parental Access Codes, how to access District Curriculum on the website, course catalog, content, progression of courses, Parent Portal, how to contact staff, behavioral and instructional supports.
- Continuing with Operation Engagement Parental Events.

### **Process Data**



Instructional staff completed a School Process Survey based on 10 standards that were evaluated based on 25 indicators. Staff who were present completed survey at a January 2025 early release. The results are as follows:

#### RHS Summary of SSR Ratings

Indicators	2022	2023	2024	2025
Indicator E: Learning Environment	33	26	48	48
Indicator J: Student Involvement In Assessment Process	28	31	70	55
Indicator M: Results-Focused	28	42	55	58
Indicator I: Data Analysis and Decision-Making	20	28	71	61
Indicator V: Impact of Professional Learning	37	38	55	61
Indicator C: Instructional Design	54	48	61	62
Indicator F: Reflection	69	58	71	62
Indicator H: Shared Understanding of Assessment Results	41	38	80	62
Indicator T: Collective Responsibility	63	43	71	62
Indicator U: Purposeful Planning	41	58	74	62
Indicator G: Assessment System	43	43	67	64
Indicator Y: Parent/Family Engagement Opportunities	15	15	42	64
Indicator D: Effective Instructional Practices	48	40	59	65
Indicator L: Guidance and Support for Teaching and Learning	44	46	68	67
Indicator X: Cultural Responsiveness	48	46	74	68
Indicator B: Coherence	40	46	61	74
Indicator S: Collaborative Teams	54	63	76	74
Indicator Q: Intentional Practices	33	49	80	77
Indicator N: Safe and Supportive Environment	61	49	88	79
Indicator Z: Partnerships	30	28	77	79
Indicator R: Resource Allocation	17	38	80	80
Indicator W: Approaches and Tools	35	58	74	82
Indicator A: Alignment	47	74	94	85
Indicator K: A Vision for Learning	35	40	85	85
Indicator O: Shared Leadership for Learning	63	58	83	86
Indicator P: Communications Systems	57	72	92	86

Percentage of staff who felt like the systems were at an implemented or sustained level. (3 or 4)

#### Target Areas:

1. Learning Environment
2. Results-Focused
3. Student Involvement in Assessment Process

#### Possible Strategies/Activities:

- All staff follow the agreed-upon behavioral procedures that are laid out.
- Continue with items of MiCIP activities sheet that focus on cultivating a culture that prioritizes effective learning environments and a team-oriented viewpoint.
- Implement a unit planning process/protocol that addresses content to be taught, instructional strategies to use, assessments to give, and data analysis through data tables during deliberate, protected time.
- Continue to embrace and expand our restorative practices.
- Implement data tables directly connected to school improvement.
- Offer professional development on classroom management techniques beyond de-escalation and restorative practices that assist in establishing and maintaining routines and procedures.
- Offer professional development on supporting students in tracking their own progress and learning

## State Achievement Data SAT and PSAT Percent Proficient

% At/Above Benchmark		RHS PSAT/SAT Proficient			
Reading		2020-2021	2021-2022	2022-23	2023-24
9th Grade PSAT		35%	34%	37%	35%
10th Grade PSAT		39%	30%	31%	35%
11th Grade SAT		26%	31%	27.5%	26%
Math		2020-2021	2021-2022	2022-23	2023-24
9th Grade PSAT		13%	16%	11%	6%
10th Grade PSAT		14%	6%	7%	4%
11th Grade SAT		11%	6%	4.5%	4%

While the proficiency rates stay relatively consistent in reading at the grade level, tracking students in reading proficiency as they move to the next grade, scores consistently go down.

Proficiency rates for math are low across all grades, but 10<sup>th</sup> and 11<sup>th</sup> grade proficiency rates significantly drop after 9<sup>th</sup> grade.

Overall, while reading proficiency remained relatively stable with minor fluctuations, math proficiency showed a consistent downward trend across all grades.

## ELA and Math Growth and Proficiency with Index data

Student Growth - % Met Growth	State Target	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	NEW Target	2022-2023	2023-2024
ELA All Students	57.92%	49.83	37.94	24.41	COVID	COVID	29.89	57.05%	28.19	25.19
ELA Black / African American		22.92	19.19	9.17	COVID	COVID	13.91		18.69	15.38
Economically Disadvantaged		44.63	32.47	15.15	COVID	COVID	23.24			23.78
Students with Disabilities		20.69*	16.67	2.07	COVID	COVID	9.38		3.57*	12.5
Two or More Races		**	**	**	COVID	COVID	47.06*		**	**
White		62.98	49.64	32.37	COVID	COVID	41.18		39.22	38
Math All Students	50.70%	11.78	7.54	11.59	COVID	COVID	6.49	35.80%	5.29	11
Math Black / African American		3.13	3.06	2.73	COVID	COVID	2.61		0.93	1.4
Economically Disadvantaged		6.78	4.55	6.02	COVID	COVID	3.76		3.92	3.78
Students with Disabilities		3.45*	7.14	NA	COVID	COVID	6.06		3.57*	0
Two or More Races		**	**	**	COVID	COVID	0*		**	**
White		14.36	10.79	16.00	COVID	COVID	10		9.8	7
Student Proficiency - % Proficient	State Target	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	NEW Target	2022-2023	2023-2024
ELA All Students	60%	46.67	41.82	26.15	COVID	COVID	32.35	56.31%	28.92	27.84
ELA Black / African American		23.85	23.21	12.2	COVID	COVID	19.67		18.49	17.01
Economically Disadvantaged		41.5	36.63	17.03	COVID	COVID	26.15		25.15	27.37
Students with Disabilities		19.15	21.28	8.16	COVID	COVID	14.29		9.09	16.22
Two or More Races		**	**	**	COVID	COVID	47.06*		**	**
White		58.88	53.42	34.25	COVID	COVID	41.8		40.54	42.45
Math All Students	47.55%	16.06	11.64	12	COVID	COVID	7.69	43.94%	6.43	5.13
Math Black / African American		4.59	4.46	5.69	COVID	COVID	4.1		0.84	2.04
Economically Disadvantaged		9	6.98	7.69	COVID	COVID	5.1		4.79	4.21
Students with Disabilities		4.26	12.77	10.2	COVID	COVID	11.11		6.06	5.41
Two or More Races		**	**	**	COVID	COVID	0*		**	**
White		19.8	17.12	15.47	COVID	COVID	11.38		11.71	8.49

**While the state target has shifted, RHS falls below the state proficiency in every group and subgroup.**

## MSTEP State Test Data Percent Proficient

RHS MSTEP 11th Grade								
	Spring 2021		Spring 2022		Spring 2023		Spring 2024	
	Students	Proficient	Students	Proficient	Students	Proficient	Students	Proficient
Science								
All Students	170	5.30%	272	16.50%	247	17.00%	268	19.90%
Social Studies								
All Students	168	13.10%	272	16.20%	247	12.10%	266	16.60%

**Four-year MSTEP data shows improved proficiency in Science and Social Studies.**

**Science is at a four year high of 19.9% proficient.**

**Social Studies is also at a four year high at 16.6% proficient.**

### Local Star Reading and Math Benchmarks. Percentage at or above new Benchmark.

**\*\*New Benchmarks set by Star in Fall of 2024**

Star 360 Reading and Math State Benchmark Local Testing												
% AT/Above Benchmark												
Reading	2021-2022			2022-2023			2023-24			2024-25 New Benchmark		
	F	W	S	F	W	S	F	W	S	F	W	S
9th Grade	20%	23%	19%	18%	20%	21%	27%	31%	30%	42%	49%	44%
10th Grade	21%	18%	16%	19%	20%	20%	25%	26%	28%	52%	57%	50%
11th Grade	27%	27%	24%	19%	23%	19%	29%	29%	27%	54%	65%	60%
12th Grade	20%	18%	15%	16%	21%		22%	22%		58%	60%	na
Math	2021-2022			2022-2023			2023-24			2024-25 New Benchmark		
	F	W	S	F	W	S	F	W	S	F	W	S
9th Grade	28%	27%	26%	28%	28%	23%	23%	28%	27%	40%	44%	42%
10th Grade	32%	29%	31%	29%	31%	28%	37%	31%	33%	42%	42%	43%
11th Grade	40%	39%	36%	30%	28%	33%	26%	36%	35%	51%	56%	59%
12th Grade	34%	28%	25%	32%	21%		34%	30%		51%	51%	na
* Renaissance Star defines At/Above benchmark at the 40th percentile.												

**STAR Renaissance significantly reduced the benchmark scoring level for the entire country.**

**RHS fall and winter scores for reading and math are up significantly due to the overall lowering of the benchmark. However, scoring the tests based on Michigan standards, the students grade level equivalent is actually lower than previous years.**

**Possible Strategies/Activities:**

- Continue to use STAR testing goal-setting activities and target 1.5 years of growth for STAR testing.
- Develop a schoolwide instructional plan using the GELN Disciplinary Literacy model.
- Deliberate use, including training and coaching, of high impact Tier I instructional strategies in all classrooms.
- Look at the realignment of our math and social studies course sequences by grade.
- Operation Engagement and continue to grow a college and career focus.
- Incentivizing state assessment with connected growth goals.

**CNA Conclusions**

Based on stakeholders input the team has put forward the following 3 target areas, with goals for each as recommendations for the 2024-25 School MICIP.

**1. Tier I Strategies/Activities that will be addressed through the PLC model**

- a. Increase the number of graduates with a College and Career Path.
- b. Students will be engaged and interested in attending school.
- c. Increase student exposure to and interaction with content-specific vocab, reading, and writing.
- d. Staff will learn and engage in key, high impact instructional strategies.
- e. Establish and implement a comprehensive MTSS Structure to support student achievement and a safe and supportive environment.
- f. Parent and family engagement.

**2. Tier II Strategies/Activities**

- a. Increase the number of graduates with a College and Career Path.
- b. Students will be engaged and interested in attending school.
- c. Increase student exposure to and interaction with content-specific vocab, reading, and writing.
- d. Staff will learn and engage in key, high impact instructional strategies.
- e. Establish and implement a comprehensive MTSS Structure to support student achievement and a safe and supportive environment.
- f. Parent and family engagement.

**3. Professional Development**

- a. Increase the number of graduates with a College and Career Path.
- b. Students will be engaged and interested in attending school.
- c. Increase student exposure to and interaction with content-specific vocab, reading, and writing.
- d. Staff will learn and engage in key, high impact instructional strategies.
- e. Establish and implement a comprehensive MTSS Structure to support student achievement and a safe and supportive environment.
- f. Parent and family engagement.