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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 Rochester 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. Neil DeLuca, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://goo.gl/4agkEL>, 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. In these cases, no label is given. Our school has not been given one of these labels.

Rochester High School utilizes various strategies to address the key challenges our building faces in maintaining high achievement levels among all students. Our teachers receive professional development in and collaborate on ways to increase our students' academic success and are dedicated to increasing proficiency of our African American students, economically disadvantaged students, English language learners, and students with disabilities. Classroom teachers create a positive learning environment incorporating research-based thinking strategies to instruct in higher-order thinking skills, as well as provide assistance with content-area reading comprehension. In math classes, students receive specific feedback and adapted instruction to help them in meeting the standard. Additional assistance is provided through our student Learning Center for supporting classwork from core classes and providing students with a class focused on learning strategies. Students needing English Language Learning support attend a class that provides language instruction and also receive academic support through regular visits to the ELL Resource Center.

State law requires that we also report additional information:

Process for Assigning Pupils to the School:

Students continue to be assigned to schools by grade level according to the district attendance boundaries. Students residing in the district may request open enrollment in a school other than the one

to which they are assigned during the Open Enrollment period. Open enrollment is approved on the basis of staffing and capacity in the building.

Struggling high school students are identified and assigned to the Alternative Center for Education (ACE) through the District's intervention model.

The Status of the 3-5 Year School Improvement Plan:

Rochester High School is in year 4 of the 5 year cycle. The school's Instructional Leadership Team guides the staff toward the building goals of increasing student achievement. Those goals and their related strategies and activities focus on student learning and provide our school with a clear focus and course for continuous improvement.

- All students will meet the college readiness benchmark score for reading.
- All students will meet the college readiness benchmark score for science.
- All staff at Rochester High School will utilize Cultures of Thinking research-based instructional strategies.

Core Curriculum:

Rochester Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on, and aligns with, the Michigan Department of Education's Michigan Curriculum Framework.

The curriculum department continues to focus on developing a Multi-Tiered System of Support to meet the needs of all students, providing alternative educational experiences for students and more flexible time for student learning beyond the traditional school day.

Additional information about the District's Core curriculum can be found at the following website: <http://www.rochester.k12.mi.us/pages/5064/general-education>.

Student Achievement Results:

Rochester High School uses both qualitative and quantitative assessments given at both the building and the state level. Students are assessed in all classes formally with common assessments in the subject areas, and informally with short learning checkpoints, projects, presentations, and self-assessments.

PSAT 10, Apr. 2016

- 77% of students met or exceeded the benchmark score in Evidence-Based Reading and Writing
- 58% of students met or exceeded the benchmark score in Math

SAT, Apr. 2016

- 70% of students met or exceeded the benchmark score in Evidence-Based Reading and Writing
- 55% of students met or exceeded the benchmark score in Math

PSAT 10, Apr. 2017

- 84% of students met or exceeded the benchmark score in Evidence-Based Reading and Writing
- 55% of students met or exceeded the benchmark score in Math

SAT, Apr. 2017

- 74% of students met or exceeded the benchmark score in Evidence-Based Reading and Writing
- 60% of students met or exceeded the benchmark score in Math

Parent-Teacher Conference Attendance:

Date	Number of Parents in Attendance	Percentage of Total Parents
Fall 2015	791	51%
Spring 2016	603	39%
Fall 2016	772	48%
Spring 2017	622	38%

Postsecondary Dual Enrollments:

Year	Student Enrollments	Percentage
2015/16	7	.45%
2016/17	7	.43%

College Equivalent Courses Offered (AP):

Year	Number of Courses
2015/16	20
2016/17	20

Students Enrolled in College Equivalent Courses (AP):

Year	Students Enrolled	Percentage of Total Students at RHS
2015/16	922	58%
2016/17	1086	68%

Students Receiving a Score Leading To College Credit:

Year	Students Receiving College Credit	Percentage of Students Enrolled who Received College Credit
2015/16	440	75.7%
2016/17	397	77.5%

Congratulations to Rochester High School for all of your hard work towards our focus on student achievement. We are proud to be a part of such a supportive community where the dedication to students shows through in the efforts of our staff, parents, and our community.

Sincerely,

Mr. Neil DeLuca
Principal
Rochester High School