



ADMINISTRATION BUILDING
18975 CHURCH STREET
ROSEVILLE, MICHIGAN 48066

SUPERINTENDENT
Mark Blaszkowski

February 1, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 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 accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Mr. Jason Bettin, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website: <https://www.mischooldata.org/annual-education-report/>, or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given one of these labels.

We remain committed to ensuring all students learn and grow as we move forward. Roseville High School's faculty continues to place learning at the center of our efforts. We are committed to working collaboratively as a staff to ensure that all students learn and are progressing through their grade-level content. Key challenges include closing the proficiency and growth of the following school accountability subgroups:

ELA subgroup gaps

Gaps of 10% or more consistently exist for the following subgroups: Students with Disabilities and Ethnicity.

Math subgroup gaps

Gaps of 10% or more consistently exist for the following subgroups: Economically Disadvantaged, and ethnicity.

Science subgroup gaps

Gaps of 10% or more consistently exist for the following subgroups: Students with Disabilities and Ethnicity.

Social Studies subgroup gaps

Gaps of 10% or more consistently exist in the Students with Disabilities & Ethnicity. 2024-2025 also had a gap in the Gender subgroup for the first time since COVID.

We have established a comprehensive School Improvement Plan 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 School Improvement Plan include the following: All

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teaching staff is responsible for implementing a Disciplinary Literacy instructional framework and incorporating literacy skills into all content areas to support reading/writing growth. This implementation receives support from teaching staff members who have assigned sections in their day and ongoing training in Disciplinary Literacy and/or Instructional Coaching. Instructional coaches to support math and literacy through improving classroom instruction. A system is in place to have students with disabilities in co-taught classes vs self-contained settings as their least restrictive environment to allow greater exposure and support to grade-level curriculum. Other interventions are uniform school and student goal setting connected to STAR 360 Benchmark assessments to encourage and track student performance growth, and designated time for staff to engage in a unit planning collaborative process to collaborate on teaching and learning. Restorative Practices, and the dedication of funds to maintain social-emotional, security, and other support staff for students are also in place. Additionally, we have worked to expand outside partnerships with community agencies and house a School Resource Officer assigned to RHS each day to support a safe and healthy school environment.

Students who attend Roseville High School come from the two District middle schools: Eastland Middle School and Roseville Middle School. In addition, Roseville Community Schools participate in the Schools of Choice program that allows students from other Macomb County Districts to attend Roseville High School.

Our School Improvement Plan (SIP) continues to guide our focus on students' literacy and math skills to support their proficiency. To develop this focus, we are engaging in professional development to support schoolwide literacy plan, identifying instructional strategies that research shows have a high impact so that a plan for staff development using these strategies can be implemented, data reviews of our achievement, process, and perception data to develop strategies and activities that appropriately respond to the data. In doing so, we have identified the following areas of focus in our school improvement efforts:

Academics:

- All core academic areas have received new curriculum resource adoptions in the past 5 years.
- Professional Development to support a schoolwide literacy plan.
- Focus on collaboration around instructional and assessment to support and grow teacher's craft.
- Align instructional support staffing to impact proficiency in ELA and math state accountability measurements.
- Teacher-led curriculum teams to guide district curriculum work.

Safety/Security: Foster a school community that focuses on the whole child through building relationships to and supporting a safe, secure, supportive, and welcoming learning environment.

Attendance: Foster a schoolwide system to promote engagement and attendance of students through accurate attendance, engagement in the classroom, improving communication with home regarding attendance, and a robust attendance intervention program.

School Culture: All staff and students work together to enhance the look and feel of RHS to reflect our students' successes, our school's successes, and ownership by all in the appearance, cleanliness, and atmosphere of our building.

Communication: We will increase meaningful communication with parents on programs, good news, school events, and celebrations to promote two-way communication.

Relevant Parental Educational Opportunities: Increase parent awareness/learning events tied to:

- Safety and Security

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- Learning targets and how to access.
- Instructional/Behavioral programs/supports offered.
- How to monitor their student's progress
- How to support learning at home
- Post-high school planning

Community Partnerships: Increase and utilize community partnerships that benefit teaching and learning.

Our curriculum has been established by examining the standards set by the State of Michigan. District Curriculum Teams work collaboratively to read each standard, identify each skill noted, and then collectively agree on a common understanding of what is being required of our students. District Curriculum Maps then identify essential standards that we guarantee students will know and be able to do along with "I can" statements, essential vocabulary, and common summative assessments. We are proud to embrace a guaranteed and viable curriculum that will ensure each student will learn the established essentials regardless of which teacher they may have during the year. Please visit our website for further information about our courses and content: [Roseville High School - Secondary Schools - Our Schools / Programs - Roseville Community Schools \(rosevillepride.org\)](https://www.rosevillepride.org)

This chart identifies the aggregate student achievement on the SAT/PSAT for the last three years. It reflects the percentage of students at or above the established benchmark.

% At/Above Benchmark	RHS PSAT/SAT % At/Above Benchmark		
Reading	2022-2023	2023-2024	2024-2025
9th Grade PSAT	37%	35%	32%
10th Grade PSAT	31%	35%	36%
11th Grade SAT	27.5%	26%	33%
Math	2022-23	2023-24	2024-2025
9th Grade PSAT	11%	6%	8%
10th Grade PSAT	7%	4%	5%
11th Grade SAT	4.5%	4%	6%

We are required by law to report the following additional information regarding Parent-Teacher Conferences. Below are the percentages of students represented by parents at the Parent-Teacher Conferences:

- October 2022: 24%, Conferences held virtually.
- October 2023: 19%, Conferences held virtually in the afternoon, in person in the evening.
- October 2024: 29%, Conferences held virtually in the afternoon, in person in the evening.
- October 2025: 22%, Conferences held virtually in the afternoon & in-person in the evening.

The following data points reference advanced coursework and post-secondary opportunities for our students.

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- The percentage of students who attend post-secondary institutions (dual enrollment/early college): 1.6%.
- The number of students enrolled in Dual Enrollment: 12
- The number of students enrolled in Early College: 9
- The number of AP courses: 8 courses
- The number of students in AP courses: 173 students, 217 exam enrollments
- The number of students receiving a 3 or higher on an AP test:
 - 2020: 54
 - 2021: 9 (participation impacted by Covid-19)
 - 2022: 19
 - 2023: 18
 - 2024: 24
 - 2025: 49

We continue to work toward fulfilling our mission: To ensure every student learns the essentials in a safe learning environment. Our efforts will continue to focus on improving and sustaining literacy and developing relationships with our students. I invite you to contact me with any questions or concerns.

Sincerely,

Jason Bettin
Principal

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