

School District of the City of River Rouge

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Carlos Lopez, Ed.D.
Superintendent of Schools

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August 19, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the School District of the City of River Rouge and our schools. THE AER addresses the complex reporting information required by federal and some requirements of state laws; however, our staff is available to help you understanding this information. Please Contact Dolores Reid ([313] 297-9600, ext. 1604) for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site <http://riverrougeschools.org/home/reports/annual-reports> or you may review a copy in the principal's office at your child's school.

The report contains the following information:

Student Assessment Data – Michigan Educational Assessment Program (MEAP), Michigan Merit Exam (MME), and Michigan's Alternative Assessment Program (MI-Access)

- Presents achievement data for English language arts and mathematics for grades 3 to 8 (MEAP), for grade 11 (MME) and science for grades 5 and 8 compared to targets for all students as well as subgroups of students
- Provides achievement data for English language arts, mathematics and science for students with significant disabilities (MI-Access) compared to targets for all students with disabilities as well as subgroups of students

- Helps readers understand achievement progress within schools and compare these to district and state achievement

Adequate Yearly Progress (AYP) – Detail Data and Status

Provides information from assessments, graduation and attendance rates and AYP status in relation to four criteria:

- The district must test 95% of students in total and in each required subgroup
- The district must attain achievement goals in English language arts and mathematics or reduce the percentage of students in the non-proficient category of achievement significantly (“safe harbor”) annually
- The district must attain achievement goals for each subgroup that has at least 30 students in the group
- The district must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools

Teacher Quality Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

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
- Cannot be compared with MEAP results for grades 4 and 8 because there are no national standards

For 2010-2011, the School District of the City of River Rouge made Adequate Yearly Progress (AYP) in English language arts and mathematics; however, all schools in the district did not make AYP. Below you will find a list of the schools not making AYP, the reasons for not making AYP and a summary of the actions underway to improve. The principal has a letter and school specific AER that will help answer your questions. These are also posted on the district and school web sites.

School Name	Reason(s) for not making AYP	Key actions underway to address the issues
Ann Visger K-5 Preparatory Academy	Special Education population did not meet the state's proficiency rate in reading or mathematics	Teachers are developing RTI project based learning interventions to ensure mastery of non-negotiable power standards for grades K-5. Professional development – Project Based Learning has been planned for the 2011-2012 school year for the entire staff. Reading Mastery is being purchased for grades K-5. Supplemental Educational Services will be offered to students in grades K-5.
River Rouge High School	Did not meet state's graduation objective of 80%. Did not meet state's participation goal of 95% for African American students assessed in reading. Did not meet the state's reading objective of 95% proficiency. Did not meet the state's mathematics objective of 95% students assessed. Did not meet the state's objective of 95% for students proficient in mathematics.	Teachers are developing RTI project based learning interventions to ensure mastery of non-negotiable power standards for grades 9-12. Aligning curriculum, teacher assignments, and assessments to standards. Students will take quarterly assessments. The data from the assessments will be used to adjust the curriculum, lesson plans and instructional practices. Supplemental Educational Services will be offered to students in grades 9-12.

As the Superintendent of the River Rouge School District, I believe that school leaders and teachers have the power to motivate students to achieve at high levels when:

- Students are taught to at least grade-level standards in ways that enable them to see the usefulness of their studies.
- Teacher-advisers work with parents and students to set goals and select rigorous courses that prepare students for college-preparatory classes in high school.
- The school develops supportive relationships between students and adults.
- School leadership focuses on supporting what and how teachers teach by providing common planning time and professional development aligned with school improvement plans.

Please feel free to contact me at superintendent@rrouge.k12.mi.us or by phone at (313) 297-9600, Ext. 1630.

Sincerely,

Carlos Lopez

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AER Cover Letter (District) 2010