



# Wyandotte Public Schools

“Educate – Inspire - Empower”

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734-759-6022; eysterr@wy.k12.mi.us  
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734-759-6026; laubk@wy.k12.mi.us  
Bernard A. Bowers, Jr., Director of Operations  
734-759-6020; bowersb@wy.k12.mi.us

May 30, 2018

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 Roosevelt 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 Principal Thomas Kell for assistance.

The AER is available for you to review electronically by visiting the following web site

<http://www.wyandotte.org/roosevelt>, 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 was identified as a “has not been given one of these labels”.

At Roosevelt High School, we continually assess the growth and progress of our students in core subject areas. We also are continually looking for ways to improve. Our students take several standardized tests, including: the PSAT Test, the SAT Test and the MStep Test. This past year, we experienced a decrease in the level of achievement in mathematics. We have responded to this by adding a team taught mathematics support course to improve student achievement.

State law requires that we also report the following additional information:

1. School Assignment: Grades K-5 students residing in the City of Wyandotte are assigned elementary buildings in one of two ways: Area Residency – geographic boundaries have been established around each elementary building taking into consideration city boundaries, major thoroughfares, railroads, and natural boundaries (creeks and rivers). Limited Open Enrollment – parents may apply for their children to attend any district elementary school. Approval for Limited Open Enrollment (LOE) and Non-resident Open Enrollment (CHOICE) attendance depends on space availability in the selected school and previous behavior reports. Students in grades 9-12 living in Wyandotte enroll at Roosevelt High School; and in grades 6-8 enroll at Wilson Middle School.

**639 Oak Street • Wyandotte, Michigan • 48192 • 734.759.5000 • FAX 734.759.6009 • [www.wyandotte.org](http://www.wyandotte.org)**

It is the policy of the Wyandotte Board of Education that no person shall, on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination with respect to any educational program, activity, or employment.

2. School Improvement Status: Roosevelt High School staff meets regularly in school improvement committees and believes in the process of continuous improvement. Our three academic goal areas will be determined this year. Roosevelt High School began a new cycle for school improvement. We will host our next External Review in May of 2022.
3. Curriculum: The District has transitioned to the Common Core State Standards (CCSS) as its curriculum. Each school provides learning experiences in all areas of language arts (reading, writing, speaking, and listening), mathematics, social studies, and science. Each teacher must plan lessons and learning experiences with the CCSS in mind. All lesson plans must coordinate with the Common Core State Standards. Documents of these standards can be found at [www.corestandards.org/](http://www.corestandards.org/). All textbooks and curriculum materials are selected based on these standards.
4. At Roosevelt High School we rely on student achievement data to guide our instruction. This data comes from both local assessments and state standardized tests. For the 2016-17 and 2017-18 school years, our students took the standardized tests required by the State of Michigan. 11<sup>th</sup> grade students took both M-Step and SAT tests as well as the SAT Work Keys. In those same school years, our 9<sup>th</sup> and 10<sup>th</sup> grade students took the 9 PSAT and 10 PAST tests. This data has helped us focus our instruction to improve reading and math skills for our students.
5. The 2017-18 school year data shows that 32% of Roosevelt Parents attended Parent-Teacher Conferences.
6. Extended Learning Opportunities:
  - a. 20 Roosevelt High School students participated in postsecondary enrollments (dual enrollment). This is 4% of the student population.
  - b. Roosevelt High School offers four college equivalent courses (AP/IB) with several more classes being added the next two years.
  - c. The number of students at Roosevelt High School enrolled in college equivalent courses (AP/IB) during the 2015-16 school year was 137 (9.8% of the student population).
  - d. The number of students at Roosevelt High School during the 2015-16 school year receiving a score leading to college credit was 33. This is 2% of the student population 50.7% of the students taking a test.

The staff, students and parents of Roosevelt High School are committed to working together to ensure academic growth and success for our students. I congratulate all students and stakeholders of Roosevelt High School in the District of the City of Wyandotte for their progress and committing to academic excellence for our children. We look forward to continued improvement.

Sincerely,



Thomas Kell  
Principal  
Roosevelt High School  
540 Eureka Road  
Wyandotte, MI 48192

Annual Education Report  
Roosevelt High School (03267)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	11th Grade Content	All Students	2014-15	49.3%	40.0%	40.0%	13.1%	26.9%	31.4%	28.6%
ELA	11th Grade Content	American Indian or Alaska Native	2014-15	48.7%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Asian	2014-15	64.8%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2014-15	25.8%	45.5%	45.5%	27.3%	18.2%	36.4%	18.2%
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	35.0%	35.0%	15.0%	20.0%	40.0%	25.0%
ELA	11th Grade Content	White	2014-15	54.3%	40.5%	40.5%	12.5%	28.0%	30.4%	29.2%
ELA	11th Grade Content	Female	2014-15	55.4%	49.4%	49.4%	18.1%	31.3%	28.8%	21.9%
ELA	11th Grade Content	Male	2014-15	43.3%	28.5%	28.5%	6.9%	21.5%	34.6%	36.9%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	33.0%	33.0%	14.0%	19.0%	33.0%	34.0%
ELA	11th Grade Content	English Learners	2014-15	15.2%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	3.6%	3.6%	0.0%	3.6%	21.4%	75.0%
Mathematics	11th Grade Content	All Students	2014-15	28.5%	14.7%	14.7%	2.1%	12.7%	36.0%	49.3%

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## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	11th Grade Content	American Indian or Alaska Native	2014-15	18.3%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Asian	2014-15	60.7%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2014-15	8.6%	27.3%	27.3%	0.0%	27.3%	36.4%	36.4%
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16.0%	14.3%	14.3%	4.8%	9.5%	38.1%	47.6%
Mathematics	11th Grade Content	White	2014-15	32.4%	14.4%	14.4%	1.9%	12.5%	36.2%	49.4%
Mathematics	11th Grade Content	Female	2014-15	29.1%	18.5%	18.5%	1.3%	17.2%	38.2%	43.3%
Mathematics	11th Grade Content	Male	2014-15	27.8%	10.4%	10.4%	3.0%	7.4%	33.3%	56.3%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	11.8%	11.8%	1.0%	10.8%	29.4%	58.8%
Mathematics	11th Grade Content	English Learners	2014-15	11.9%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	0.0%	0.0%	0.0%	0.0%	3.6%	96.4%
Science	11th Grade Content	All Students	2014-15	29.4%	21.0%	21.0%	5.2%	15.9%	27.9%	51.0%
Science	11th Grade Content	All Students	2015-16	33.0%	30.8%	30.8%	9.4%	21.4%	29.7%	39.5%

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	11th Grade Content	American Indian or Alaska Native	2014-15	23.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Asian	2014-15	47.8%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Asian	2015-16	50.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2014-15	7.3%	18.2%	18.2%	0.0%	18.2%	27.3%	54.5%
Science	11th Grade Content	Black or African American	2015-16	8.3%	27.3%	27.3%	9.1%	18.2%	9.1%	63.6%
Science	11th Grade Content	Hispanic of Any Race	2014-15	17.0%	23.8%	23.8%	9.5%	14.3%	28.6%	47.6%
Science	11th Grade Content	Hispanic of Any Race	2015-16	19.9%	33.3%	33.3%	13.3%	20.0%	20.0%	46.7%
Science	11th Grade Content	Two or More Races	2015-16	29.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	21.1%	21.1%	5.1%	16.0%	28.1%	50.8%
Science	11th Grade Content	White	2015-16	38.7%	30.9%	30.9%	8.9%	22.0%	31.3%	37.8%
Science	11th Grade Content	Female	2014-15	26.7%	20.9%	20.9%	2.5%	18.4%	33.5%	45.6%

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	11th Grade Content	Female	2015-16	29.8%	21.7%	21.7%	3.6%	18.1%	32.6%	45.7%
Science	11th Grade Content	Male	2014-15	32.1%	21.2%	21.2%	8.3%	12.9%	21.2%	57.6%
Science	11th Grade Content	Male	2015-16	36.3%	39.9%	39.9%	15.2%	24.6%	26.8%	33.3%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	10.8%	10.8%	1.0%	9.8%	22.5%	66.7%
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	20.2%	20.2%	4.4%	15.8%	31.6%	48.2%
Science	11th Grade Content	English Learners	2014-15	4.3%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	English Learners	2015-16	4.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	3.6%	3.6%	0.0%	3.6%	10.7%	85.7%
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	6.3%	6.3%	0.0%	6.3%	15.6%	78.1%
Social Studies	11th Grade Content	All Students	2014-15	43.9%	31.8%	31.8%	5.5%	26.4%	53.8%	14.4%
Social Studies	11th Grade Content	All Students	2015-16	43.1%	44.4%	44.4%	10.8%	33.6%	46.9%	8.7%
Social Studies	11th Grade Content	American Indian or Alaska Native	2014-15	40.0%	<10	<10	<10	<10	<10	<10

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## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	11th Grade Content	Asian	2014-15	61.7%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Asian	2015-16	59.8%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2014-15	18.0%	36.4%	36.4%	0.0%	36.4%	54.5%	9.1%
Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	27.3%	27.3%	9.1%	18.2%	72.7%	0.0%
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33.0%	38.1%	38.1%	9.5%	28.6%	47.6%	14.3%
Social Studies	11th Grade Content	Hispanic of Any Race	2015-16	30.6%	40.0%	40.0%	13.3%	26.7%	46.7%	13.3%
Social Studies	11th Grade Content	Two or More Races	2015-16	40.2%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	31.5%	31.5%	5.4%	26.1%	54.1%	14.4%
Social Studies	11th Grade Content	White	2015-16	49.3%	45.3%	45.3%	10.9%	34.4%	46.6%	8.1%
Social Studies	11th Grade Content	Female	2014-15	40.5%	28.7%	28.7%	3.2%	25.5%	59.2%	12.1%
Social Studies	11th Grade Content	Female	2015-16	39.1%	37.0%	37.0%	6.5%	30.4%	52.2%	10.9%
Social Studies	11th Grade Content	Male	2014-15	47.2%	35.6%	35.6%	8.1%	27.4%	47.4%	17.0%

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## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	11th Grade Content	Male	2015-16	47.1%	51.8%	51.8%	15.1%	36.7%	41.7%	6.5%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	21.6%	21.6%	1.0%	20.6%	54.9%	23.5%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	32.2%	32.2%	4.3%	27.8%	58.3%	9.6%
Social Studies	11th Grade Content	English Learners	2014-15	12.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	English Learners	2015-16	9.2%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	7.1%	7.1%	0.0%	7.1%	57.1%	35.7%
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	6.3%	6.3%	0.0%	6.3%	81.3%	12.5%



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## SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Roosevelt High School	2015-16	Total Score	All Students	966.5	N/A	71	24.9%	214	75.1%	285
Roosevelt High School	2015-16	Total Score	Asian	<10	N/A	<10	<10	<10	<10	<10
Roosevelt High School	2015-16	Total Score	Black or African American	867.1	N/A	<10	14.3%	12	85.7%	14
Roosevelt High School	2015-16	Total Score	Hispanic of Any Race	966.0	N/A	<10	33.3%	10	66.7%	15
Roosevelt High School	2015-16	Total Score	Two or More Races	<10	N/A	<10	<10	<10	<10	<10
Roosevelt High School	2015-16	Total Score	White	971.5	N/A	62	24.7%	189	75.3%	251
Roosevelt High School	2015-16	Total Score	Female	968.7	N/A	32	22.5%	110	77.5%	142
Roosevelt High School	2015-16	Total Score	Male	964.3	N/A	39	27.3%	104	72.7%	143
Roosevelt High School	2015-16	Total Score	Economically Disadvantaged	920.7	N/A	19	16.2%	98	83.8%	117
Roosevelt High School	2015-16	Total Score	Not Economically Disadvantaged	998.4	N/A	52	31.0%	116	69.0%	168
Roosevelt High School	2015-16	Total Score	English Learners	<10	N/A	<10	<10	<10	<10	<10
Roosevelt High School	2015-16	Total Score	Not English Learners	968.1	N/A	71	25.1%	212	74.9%	283
Roosevelt High School	2015-16	Total Score	Not Migrant	966.5	N/A	71	24.9%	214	75.1%	285

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## SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Roosevelt High School	2015-16	Total Score	Students With Disabilities	761.6	N/A	<10	<5%	32	>95%	32
Roosevelt High School	2015-16	Total Score	Students Without Disabilities	992.4	N/A	71	28.1%	182	71.9%	253
Roosevelt High School	2015-16	Total Score	Homeless	<10	N/A	<10	<10	<10	<10	<10
Roosevelt High School	2015-16	Total Score	Not Homeless	967.3	N/A	71	25.2%	211	74.8%	282
Roosevelt High School	2015-16	Evidence-Based Reading and Writing	All Students	500.9	480	166	58.2%	119	41.8%	285
Roosevelt High School	2015-16	Evidence-Based Reading and Writing	Asian	<10	480	<10	<10	<10	<10	<10
Roosevelt High School	2015-16	Evidence-Based Reading and Writing	Black or African American	458.6	480	<10	42.9%	<10	57.1%	14
Roosevelt High School	2015-16	Evidence-Based Reading and Writing	Hispanic of Any Race	499.3	480	<10	60.0%	<10	40.0%	15
Roosevelt High School	2015-16	Evidence-Based Reading and Writing	Two or More Races	<10	480	<10	<10	<10	<10	<10
Roosevelt High School	2015-16	Evidence-Based Reading and Writing	White	502.9	480	148	59.0%	103	41.0%	251

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SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Roosevelt High School	2015-16	Evidence-Based Reading and Writing	Female	506.0	480	85	59.9%	57	40.1%	142
Roosevelt High School	2015-16	Evidence-Based Reading and Writing	Male	495.9	480	81	56.6%	62	43.4%	143
Roosevelt High School	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	477.8	480	58	49.6%	59	50.4%	117
Roosevelt High School	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	517.1	480	108	64.3%	60	35.7%	168
Roosevelt High School	2015-16	Evidence-Based Reading and Writing	English Learners	<10	480	<10	<10	<10	<10	<10
Roosevelt High School	2015-16	Evidence-Based Reading and Writing	Not English Learners	501.7	480	166	58.7%	117	41.3%	283
Roosevelt High School	2015-16	Evidence-Based Reading and Writing	Not Migrant	500.9	480	166	58.2%	119	41.8%	285
Roosevelt High School	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	392.5	480	<10	6.3%	30	93.7%	32
Roosevelt High School	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	514.7	480	164	64.8%	89	35.2%	253
Roosevelt High School	2015-16	Evidence-Based Reading and Writing	Homeless	<10	480	<10	<10	<10	<10	<10

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SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Roosevelt High School	2015-16	Evidence-Based Reading and Writing	Not Homeless	501.4	480	165	58.5%	117	41.5%	282
Roosevelt High School	2015-16	Mathematics	All Students	465.5	530	73	25.6%	212	74.4%	285
Roosevelt High School	2015-16	Mathematics	Asian	<10	530	<10	<10	<10	<10	<10
Roosevelt High School	2015-16	Mathematics	Black or African American	408.6	530	<10	14.3%	12	85.7%	14
Roosevelt High School	2015-16	Mathematics	Hispanic of Any Race	466.7	530	<10	33.3%	10	66.7%	15
Roosevelt High School	2015-16	Mathematics	Two or More Races	<10	530	<10	<10	<10	<10	<10
Roosevelt High School	2015-16	Mathematics	White	468.5	530	64	25.5%	187	74.5%	251
Roosevelt High School	2015-16	Mathematics	Female	462.7	530	34	23.9%	108	76.1%	142
Roosevelt High School	2015-16	Mathematics	Male	468.4	530	39	27.3%	104	72.7%	143
Roosevelt High School	2015-16	Mathematics	Economically Disadvantaged	442.9	530	19	16.2%	98	83.8%	117
Roosevelt High School	2015-16	Mathematics	Not Economically Disadvantaged	481.3	530	54	32.1%	114	67.9%	168
Roosevelt High School	2015-16	Mathematics	English Learners	<10	530	<10	<10	<10	<10	<10

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## SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Roosevelt High School	2015-16	Mathematics	Not English Learners	466.4	530	73	25.8%	210	74.2%	283
Roosevelt High School	2015-16	Mathematics	Not Migrant	465.5	530	73	25.6%	212	74.4%	285
Roosevelt High School	2015-16	Mathematics	Students With Disabilities	369.1	530	<10	<5%	32	>95%	32
Roosevelt High School	2015-16	Mathematics	Students Without Disabilities	477.7	530	73	28.9%	180	71.1%	253
Roosevelt High School	2015-16	Mathematics	Homeless	<10	530	<10	<10	<10	<10	<10
Roosevelt High School	2015-16	Mathematics	Not Homeless	465.9	530	73	25.9%	209	74.1%	282

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	11th Grade Content	All Students	2014-15	79.5%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	80.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	53.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	47.7%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	84.4%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	85.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	62.8%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	54.7%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2014-15	79.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2014-15	80.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2014-15	55.9%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2014-15	50.7%	<10	<10	<10	<10	<10

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MI -Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

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MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display



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### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	99.3%	61.4%	97.4%	72.4%
All Students	Mathematics	98.6%	62.1%	99.4%	51.8%	97.4%	54.8%
All Students	Science	98.1%	50.0%	97.7%	38.9%	94.0%	62.5%
All Students	Social Studies	98.1%	59.3%	98.0%	57.3%	94.4%	72.2%
Bottom 30%	ELA	N/A	25.1%	N/A	14.7%	N/A	8.1%
Bottom 30%	Mathematics	N/A	19.0%	N/A	10.0%	N/A	4.6%
Bottom 30%	Science	N/A	9.8%	N/A	3.9%	N/A	6.0%
Bottom 30%	Social Studies	N/A	13.3%	N/A	7.1%	N/A	13.1%
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	N/A	N/A
Asian	ELA	99.3%	84.3%	<30	<30	<30	<30
Asian	Mathematics	99.4%	83.7%	<30	<30	<30	<30
Asian	Science	99.3%	65.5%	<30	<30	<30	<30
Asian	Social Studies	99.3%	76.0%	<30	<30	<30	<30
Black or African American	ELA	97.7%	46.9%	99.2%	44.3%	<30	<30
Black or African American	Mathematics	97.4%	37.3%	99.2%	36.3%	<30	<30
Black or African American	Science	96.5%	23.9%	94.2%	23.4%	<30	<30
Black or African American	Social Studies	96.6%	33.6%	95.4%	58.3%	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	99.6%	59.5%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	100.0%	50.0%	<30	<30

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### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Hispanic of Any Race	Science	98.1%	36.7%	98.8%	33.8%	<30	<30
Hispanic of Any Race	Social Studies	98.0%	47.7%	98.8%	41.6%	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	<30	<30	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	100.0%	51.3%	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	100.0%	38.5%	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	<30	<30
White	ELA	99.0%	75.6%	99.3%	63.0%	97.0%	73.1%
White	Mathematics	98.9%	68.4%	99.3%	53.3%	97.0%	55.9%
White	Science	98.6%	57.1%	97.9%	40.5%	94.8%	62.8%
White	Social Studies	98.5%	65.8%	98.1%	59.0%	95.2%	72.9%
Economically Disadvantaged	ELA	98.3%	56.8%	99.1%	54.9%	95.4%	65.3%
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.2%	47.1%	95.4%	51.2%
Economically Disadvantaged	Science	97.5%	35.0%	97.3%	31.2%	91.5%	55.2%
Economically Disadvantaged	Social Studies	97.5%	43.9%	98.0%	50.1%	92.3%	62.4%

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## Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Learners	ELA	98.8%	49.5%	100.0%	44.0%	<30	<30
English Learners	Mathematics	99.0%	48.4%	100.0%	40.0%	<30	<30
English Learners	Science	98.5%	22.0%	<30	<30	<30	<30
English Learners	Social Studies	98.2%	30.9%	<30	<30	<30	<30
Students With Disabilities	ELA	97.2%	40.1%	98.9%	27.8%	100.0%	16.1%
Students With Disabilities	Mathematics	97.1%	36.5%	98.9%	29.5%	100.0%	12.9%
Students With Disabilities	Science	97.0%	26.5%	98.0%	15.5%	100.0%	29.0%
Students With Disabilities	Social Studies	96.6%	30.8%	98.5%	39.0%	100.0%	51.6%

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## Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	79.31%	89.03%
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	N/A	N/A
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	81.11%	87.99%
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	70.68%	83.93%
English Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	35.53%	71.05%
Bottom 30%	N/A	N/A	N/A

\* All data based on students enrolled for a full academic year.

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	93.90%	N/A

\* All data based on students enrolled for a full academic year.

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Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Roosevelt High School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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## Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	25	42	0

*Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers*

## Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	N/A	N/A

## Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	1.5%

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### NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	‡	‡	‡	&#8225
Two or More Races					
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



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## NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
Not ELL					

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

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## NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

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## NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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## NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	&#35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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## NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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## NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0