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School Annual Education Report (AER) Cover Letter

1/31/2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Rochester Adams 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. Pasquale Cusumano, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website, https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S.10572.1518.106, or you may review a copy in the main office at your child's school.

For the 2022-23 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 subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2022-23. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2022-23. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not given one of these labels.

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.

Status of the 3-5 year School Improvement Plan

We continue to monitor, analyze, and adjustment as needed to work towards our goals of increasing proficiency for all students in the areas of literacy and math. District sub committees monitor the implementation of strategies identified in our school improvement plan.

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:
<https://www.rochester.k12.mi.us/academics/curriculum>

Parent teacher conferences 2019-2020

Parent teacher conferences	Number of students	Percent of students represented at parent teacher conferences
2020/2021	1355	46%
2021-2022	1503	33%
2022-2023	1591	25%

Dual enrollment	Number of Students	Percent dual enrolled
2020-2021	41	2.7
2021-2022	37	2.4
2022-2023	55	3.6

Number of College Equivalent Courses Offered	2022-2023	2023-2024
	25	25

AP Courses	Number of Students	Percent of students that are taking one or more AP course
2021-2022	714 (number who took an exam)	46.6%
2022-2023	851 (total number of students enrolled in one or more AP)	55.5%

Received a score 3 or higher on AP exams	Number of Students	Percent earning credit
2021-2022	562	78.7% (potential)
2022-2023	592	80.7% (potential)

As a 2017 National Blue Ribbon Award Winning School, Adams High School celebrates its achievements which are based upon top performance in the academic arena on Advanced Placement tests and our strong intervention programs. These accolades are attributed, in part, to our formula for success: great students, great teachers, and great parents who support that rigor plus relationships equal success. Our parental involvement remains steady every year and our teachers are dedicated and committed professionals who guarantee that a viable and rigorous curriculum is delivered every hour, every day. Adams is extremely proud of our awards in clubs and activities in addition to charitable contributions to the community. We will continue to strive for perfection and celebrate excellence and Highlander Pride along the way.

Sincerely,

Pasquale Cusumano

Principal