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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 2024-25 educational progress for Rockford 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 Ricky Clark for assistance.

The AER is available for you to review electronically by visiting the following link: [Rockford High School's Academic Educational 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 was identified for: no status label.

Rockford High School continues to demonstrate strong academic growth across multiple content areas, supported by several years of increasingly focused instructional practices. Overall trends show meaningful gains while also highlighting clear areas for continued improvement.

Our 10th grade students are tested each spring using the PSAT-10. Our 11th grade students are tested every spring on SAT, MSTEP, and ACT WorkKeys. The ACT WorkKeys test is transitioning to the WIN Work Readiness Assessment, per state mandate. The Spring of 2026 is the first year the state of Michigan has used the WIN Work Readiness Assessment.

Last spring, our 11th grade students averaged 1083 which is 133 points higher than the state of Michigan average of 950. This is an increase of 9 points from the 23/24 school year. In the Reading and Writing section, our students averaged 546, which is 58 points higher than the state of Michigan average of 488. 82% of our students reached proficiency, which is an increase of 6% from the 23/24 school year. In Math, our students averaged 537, which is 72 points higher than the state average of 465 and 8 points higher than the 23/24 school year. On the MSTEP, 11th grade students were 10% more proficient on the Science and Social Studies tests in 24/25 as compared to the 23/24 school year.

To sustain growth and close remaining gaps, Rockford High School is strengthening tiered interventions, sharpening instructional practices through PLC collaboration, and embedding MTSS strategies across content areas. One example of our multi-tiered systems of support is the intervention period we implemented at the beginning of the 25/26 school year. That allows students to get targeted support and extension in all classes. Rockford High School continues to focus on successful structures that allow students to achieve at a high level.

State law requires that we also report additional information:

1. Students are enrolled into Rockford Public Schools via a centralized, online enrollment system. Upon enrollment, students are placed into the appropriate building based on their home address, and then placed into the appropriate grade level and classroom based on previous placement, test scores and team discussion.
2. All elementary and secondary schools in RPS participate in strategic planning and goal setting. The primary purpose of the planning is to increase student learning for every student. The [RPS MICIP Plan](#) provides initiative focus for each building and the goals also align with priorities identified in the [RAMS XII Strategic Plan](#). Named FAST Goals, the building progress monitors evidence towards meeting benchmarks three times per year.
3. Rockford High School fosters academic growth, creativity and community for the Rockford Public Schools students in Tenth through Twelfth grades.
4. If you would like to access a copy of the core curriculum, a description of its implementation and explanation of the variances from the state's model, please contact Ricky Clark, Rockford High School principal.
5. Rockford High School student proficiency totals on the PSAT and SAT assessments for 2024 and 2025 are as follows:
 - 2024 PSAT 10: Math 49%, Reading 83%
 - 2025 PSAT 10: Math 50%, Reading 80%
 - 2024 SAT: Math 50%, Reading 76%
 - 2025 SAT: Math 54%, Reading 82%
6. The parent/guardian teacher conference attendance percentage for the previous two school years at Rockford High School are listed below:
 - 2023-2024: 10%
 - 2024-2025: 19%
7. Rockford High School Dual Enrollment and Advanced Placement information is as follows:
 - 368 or 2% of Rockford High School students were dually enrolled.
 - Rockford High School offered 20 Advanced Placement courses.
 - 1,058 or 57% of Rockford High School students were enrolled in Advanced Placement courses.
 - 763 or 72% of Rockford High school students received an Advanced Placement score leading to college credit.

The Rockford High School makes a significant positive impact on the Rockford School Community. Increasingly, the student learning focused initiatives, including aligning with the Professional Learning Communities and Multi-Tiered Systems of Support beliefs and structure continue to shape a student learning trend that is increasing. The Rockford High School is proud to partner with its families and together prepare students for their next steps in life.

Sincerely,



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