



School Annual Education Report (AER) Cover Letter

May 29, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 educational progress for Riddle Elementary 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 Nicole Beard for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/HLZE5z> or you may review a copy in the main office at your child's school.

For the 2017-18 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 has not been labeled by the Michigan Department of Education.

The data in Riddle's Annual Education Report indicates that we are making improvements in the areas of both reading and mathematics. We will continue to address these challenges in several key ways for the upcoming school year. We have hired a full-time academic specialist to assist in interventions and coaching/mentoring for teachers, a full-time intervention specialist to help students in English Language Arts and Reading. We have purchased Go Math as a core mathematics program, My Sidewalks as a reading intervention program, Journeys and technology and software to implement Reading Eggs and Read Naturally Live.

These programs will allow teachers to focus on core reading and math instruction and to intervene with struggling students. The intervention programs have several

key components, such as the ability to quickly identify and intervene with students in either math or reading, increase both math and reading practice, and tailor curriculum delivery to specific student needs. They will also allow us to share very specific, up to date information with parents about their student's progress in both math and reading. State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

This process is taken care of at the district level. Students are assigned a home school according to location. Also, students are given a choice if there is an interest in one of our many Magnet Schools.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

Riddle Elementary School is making strong progress on the current School Transformation Plan. We have implemented several new key programs to support student achievement as outlined above.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

Riddle Elementary School is not currently a specialized school.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL:

You can access all of the most current information about the Common Core Curriculum at the following website: <http://www.corestandards.org>. At Riddle Elementary School we follow the Core Curriculum as written, and do not vary from the State Model. We believe that it is imperative that all students learn the Common Core.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

Our aggregate student achievement data can be found in the AER report at the MDE's Mi-School data website: <http://www.mischooldata.org>

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:

Fall 2017 – (185) 91%

Fall 2018 – (187) 69%

As we begin the new school year we face real challenges, but we also have much to celebrate. We are no longer on priority status. Our entire regular staff is back for this school year. Our enrollment is growing, as is our parental involvement, along with our reading and math scores. We have very high expectations for student and community success in the 2018-2019 school year. We believe that with your continued support we can become one of the top elementary schools in the state.

Sincerely,

Nicole Beard, PhD.
Principal