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**Riddle School  
School Annual Education Report (AER) Cover Letter**

February 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Riddle Elementary. 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 Ms. Angela Morris, principal of Vivian Riddle Elementary school for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3lopz1e> , or you may review a copy in the main office at your child's school.

For the 2021-22 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 2021-22. 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 2021-22. 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 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Universal Schools Support (USS).

The data in Riddle's Annual Education Report indicates that we are making small 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 early literacy interventionist. We have purchased Go Math as a core mathematics program, UFLI and Heggerty as a reading intervention program and technology and software to implement RAZkids Plus and IXL for math. 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

Students are assigned to Riddle Elementary School by parents' schools of choice request. This process is taken care of at the district level.

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

Riddle's School Improvement Plan was approved by the staff and Michigan Department of Education and was submitted through AdvancED. Our School Improvement goals, objectives, strategies and activities are measurable, will address achievement gaps and address professional development fiscal support through the Department of Accountability and School Improvement.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Riddle Elementary School is not currently a specialized school.

4. A copy of the core curriculum, in addition to the Common Core State Standards (CCSS), can be accessed through the Lansing School District web page at

[www.lansingschools.net](http://www.lansingschools.net). The core curriculum and content standards are implemented by the teaching staff through best practices for teaching and learning.

5. Aggregate Test Scores:

- a. Winter AIMSweb 21-22 Early Literacy Proficiency: 17.24%
- b. Winter AIMSweb 22-23 Early Literacy Proficiency: 12.50%
- c. Winter AIMSweb 21-22 Early Numeracy Proficiency: 25
- d. Winter AIMSweb 22-23 Early Numeracy Proficiency: 20.83%
- e. Winter NWEA Reading 21-22: 1.85%
- f. Winter NWEA Reading 22-23: 10.71%
- g. Winter NWEA Math 21-22: 1.85%
- h. Winter NWEA Math 22-23: 7.02%

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

Fall 2022- (183) 76%

Fall 2021- (131) 90%

Fall 2019- (219) 55%

Fall 2018- (214) 47%

Spring 2020- (219) 63%

Spring 2019-(214) 63%

As we begin the new school year we face real challenges, but we also have much to celebrate. We have very high expectations for student and community success in the 2022-2023 school year. Your input is important and we invite you to be an active participant in our school culture.

Sincerely,

Angela Morris  
Principal