

# Richmond Community Schools

35276 Division \* Richmond, Michigan 48062 \* (586) 727-3565 \* [www.richmond.k12.mi.us](http://www.richmond.k12.mi.us)

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35250 Division  
Richmond, Michigan 48062  
Keith Bartels, Principal

**Richmond High School**  
35320 Division  
Richmond, Michigan 48062  
Andrew Kastl, Principal

## School Annual Education Report (AER) Cover Letter

March 2019:

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-2018 educational progress for the Richmond Middle 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 Keith Bartels for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.richmond.k12.mi.us>, 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 or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

\* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

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TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school, RMS, has not been given one of these labels.

At Richmond Middle School when studying the data from the M-Step and the combined report from the mischooldata website we have discovered a need for continued interventions the area of mathematics. We have concluded five days of CPM Education Program, Core Connections Mathematics training for our newly hired mathematics teachers. Our mathematics teachers who had the five day training in previous years have a two day training prior to the school year starting. Also included in our training with the new series included in-services throughout the year.

State law requires that we also report additional information.

1. Students are assigned to our school by the school boundaries. Their classes are assigned through our data system taking into consideration the recommendation of teachers, parents, and student needs. Sixth, Seventh, and eighth graders prioritize the specials they would like to take. With the counselor and principal, classes are scheduled to help as many students get their top choice as possible depending on space availability.
2. We have identified four academic goals for the 2017-2018 school year. Our teachers have been working on data to help our students gain the support they need. In the coming year we have maintained our intervention class to support students in language arts and mathematics.
  - a. **Goal 1 Reading/Writing (Increase reading and writing achievement):** As measured by the NWEA Language Usage testing our goal is for our students to increase their proficiency by 3% each year for six years to be 85%. To be proficient by working toward this goal, teachers will require one content area writing assignment per quarter using our building created writing rubric. We will continue our 1.5 hour 5<sup>th</sup> grade block as well as

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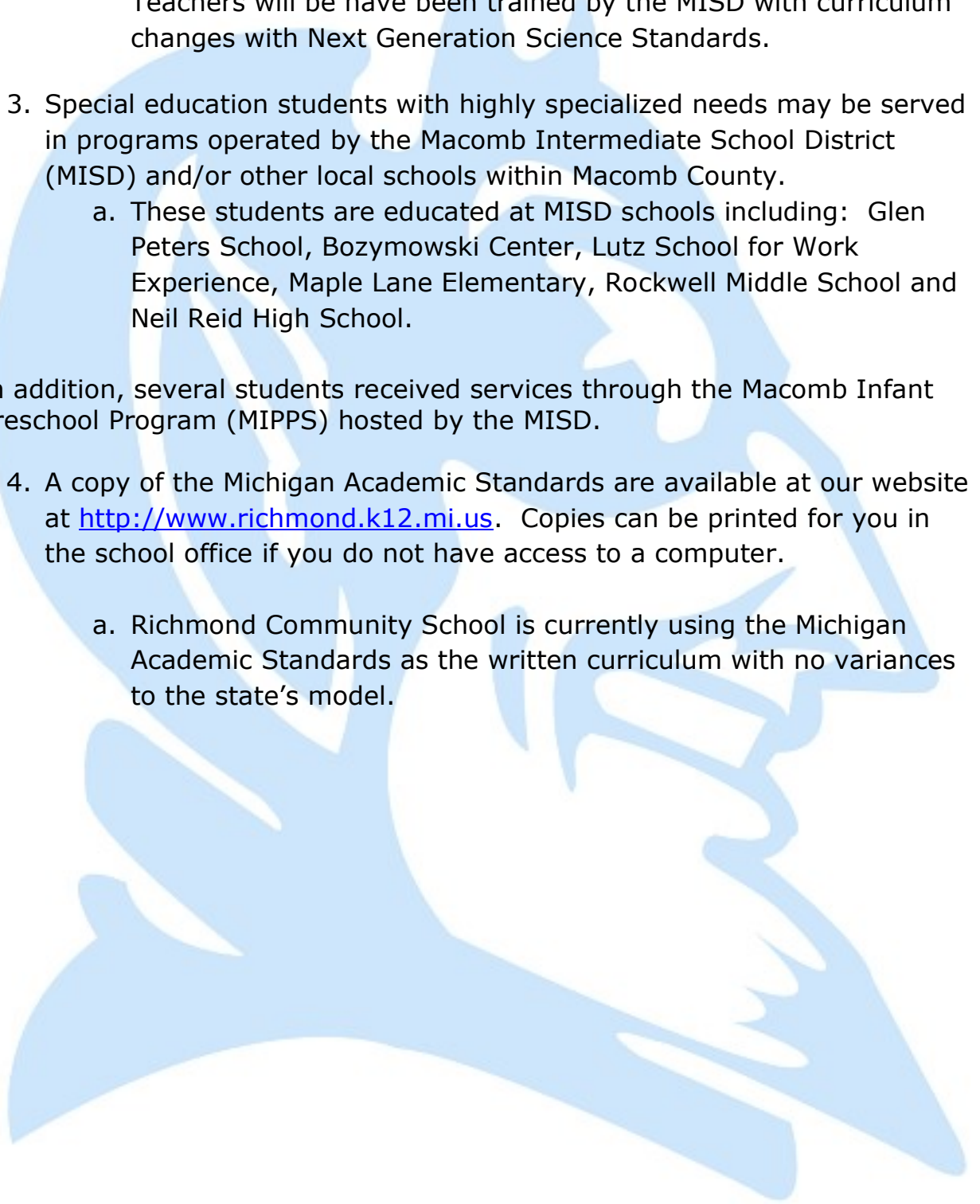
our 6<sup>th</sup> grade literacy classes. We have two school-wide initiatives, sustained silent reading and content area writing each quarter. Teachers will continue to use the MISD Genre Units and common assessments.

Students will have an overall reading proficiency rate of 85% in the next six years. Our proficiency goal is to have a gain of 4% each year over the next six years. The percentage goal of all students proficient on the M-Step in Reading is to increase from 58% (Spring 2017) to 62% (Spring 2018). Our teachers have been trained in the MISD Reading Apprentice program to increase comprehension. We will continue a hour and a half language arts block in 5<sup>th</sup> grade, adding this year our 6<sup>th</sup> grade ELA Enrichment Classes, along with our school-wide sustained silent reading and content area quarterly writing programs. 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade teachers will use the Scholastics Reading Counts program. We will also continue with our ACRI comprehension support classes.

- b. **Goal 3 Mathematics:** Assessment results for all students will improve 9% each year, with the goal of 85% at the end of 6 years. Our teachers will continue to attend the MISD Mathematics Series, We will have mathematics enrichment intervention classes for 7<sup>th</sup> and 8<sup>th</sup> grade students. 5<sup>th</sup> grade will have an hour and half block for mathematics and 6<sup>th</sup> grade will continue to have an enrichment class. Teachers will continue to use common assessments and NWEA testing to analyze data.
- c. **Goal 4 Social Studies:** Social Studies is a new goal for us this year. Students will have an overall proficiency rate of 85% in the next six years. Our proficiency expectations will be a gain of 9% each year over the next six years in grade 5 and increase 7.5% each year over the next six years in grade 8. Our Social Studies teachers will be trained by the MISD with the Social Studies Curriculum. The teachers will continue to use common assessments and will continue to be a part of our school-wide sustained silent reading and quarterly content area writing program.

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- d. **Goal 5 Science:** Students will improve in the areas of Life Science, Physical Science, and Earth Science. Over the course of a year our goal is for our students to improve by 9% points. Teachers will have been trained by the MISD with curriculum changes with Next Generation Science Standards.
  - 3. Special education students with highly specialized needs may be served in programs operated by the Macomb Intermediate School District (MISD) and/or other local schools within Macomb County.
    - a. These students are educated at MISD schools including: Glen Peters School, Bozymowski Center, Lutz School for Work Experience, Maple Lane Elementary, Rockwell Middle School and Neil Reid High School.

In addition, several students received services through the Macomb Infant Preschool Program (MIPPS) hosted by the MISD.

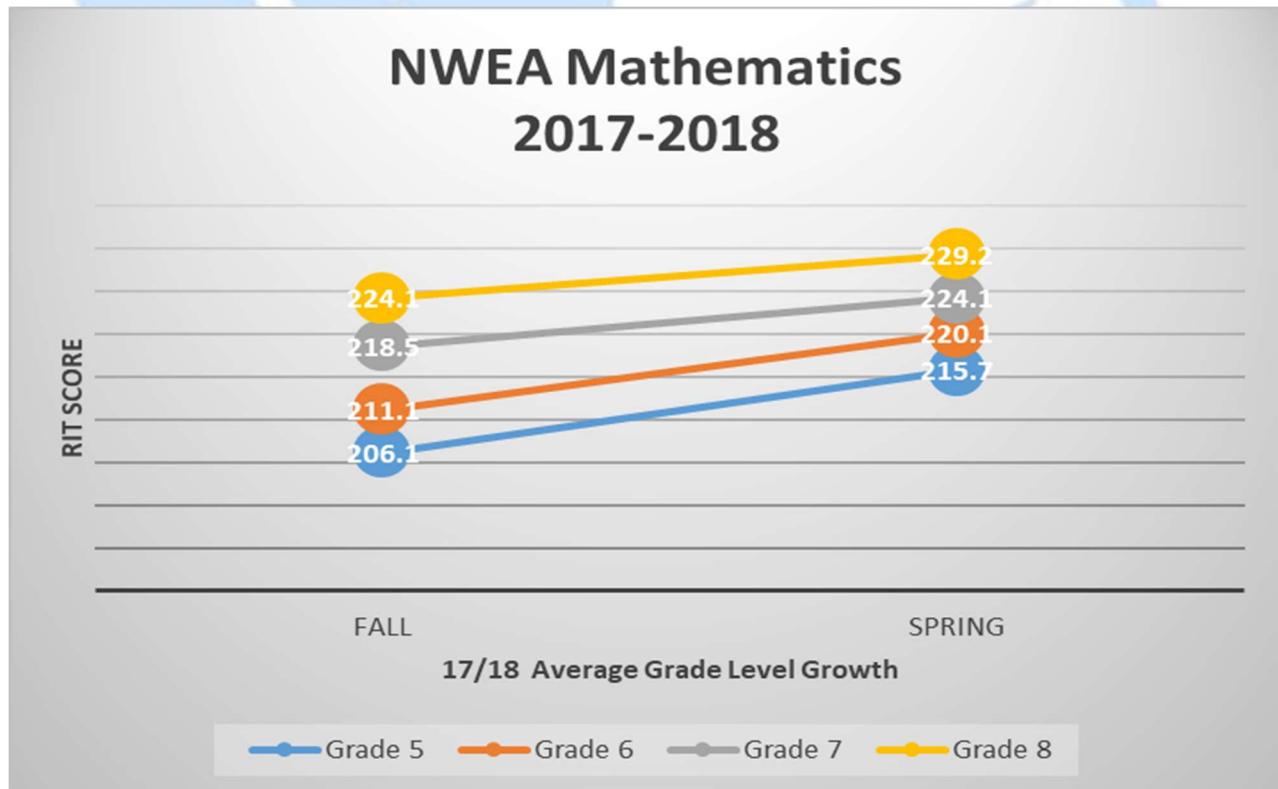
- 4. A copy of the Michigan Academic Standards are available at our website at <http://www.richmond.k12.mi.us>. Copies can be printed for you in the school office if you do not have access to a computer.
  - a. Richmond Community School is currently using the Michigan Academic Standards as the written curriculum with no variances to the state's model.

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

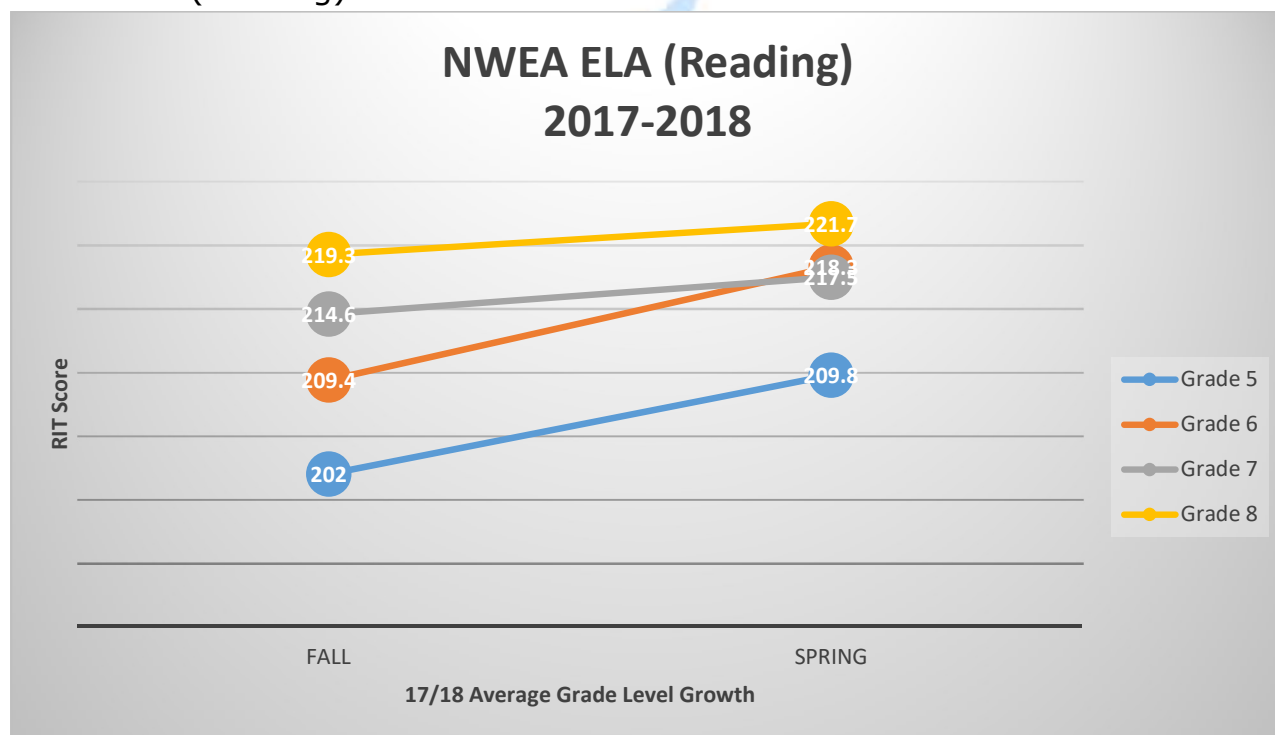
Fall to Spring 2017-2018											
	Fall	National	National	Winter	National	National	Growth	RMS	National	National	
	RIT Avg	RIT Avg	Norm	RIT Avg	RIT Avg	Norm	% Met	RIT	Rit	Gap	
	RMS	Norm	Gap	RMS	Norm	Gap		Trend	Trend	Trend	
<b>5th</b>											
Math	206.1	211.4	-5.3	215.7	221.4	-5.7	Yes	9.6	10	-0.4	
Reading	202	205.7	-3.7	209.8	211.8	-2	Yes	7.8	6.1	1.7	
L. Usage	204.2	205.6	-1.4	208.6	211.5	-2.9	Yes	4.4	5.9	-1.5	
<b>6th</b>											
Math	211.1	217.6	-6.5	220.1	225.3	-5.2	Yes	9	7.7	1.3	
Reading	209.4	211	-1.6	<b>218.3</b>	215.8	2.5	Yes	8.9	4.8	4.1	
L. Usage	212	210.7	1.3	<b>217.9</b>	215.3	2.6	Yes	5.9	4.6	1.30	
<b>7th</b>											
Math	218.5	222.6	-4.1	224.1	228.6	-4.5	Yes	5.6	6	-0.4	
Reading	214.6	214.4	0.2	<b>217.5</b>	218.2	-0.7	Yes	2.9	3.8	-0.9	
L. Usage	214.5	214	0.5	<b>216.9</b>	217.6	-0.7	Yes	2.4	3.6	-1.2	
<b>8th</b>											
Math	224.1	226.3	-2.2	229.2	230.9	-1.7	Yes	5.1	4.6	0.5	
Reading	219.3	217.2	2.1	<b>221.7</b>	220.1	1.6	Yes	2.4	2.9	-0.5	
L. Usage	217.5	216.2	1.3	<b>219.5</b>	219	0.5	Yes	2	2.8	-0.8	

17-18 Mathematics

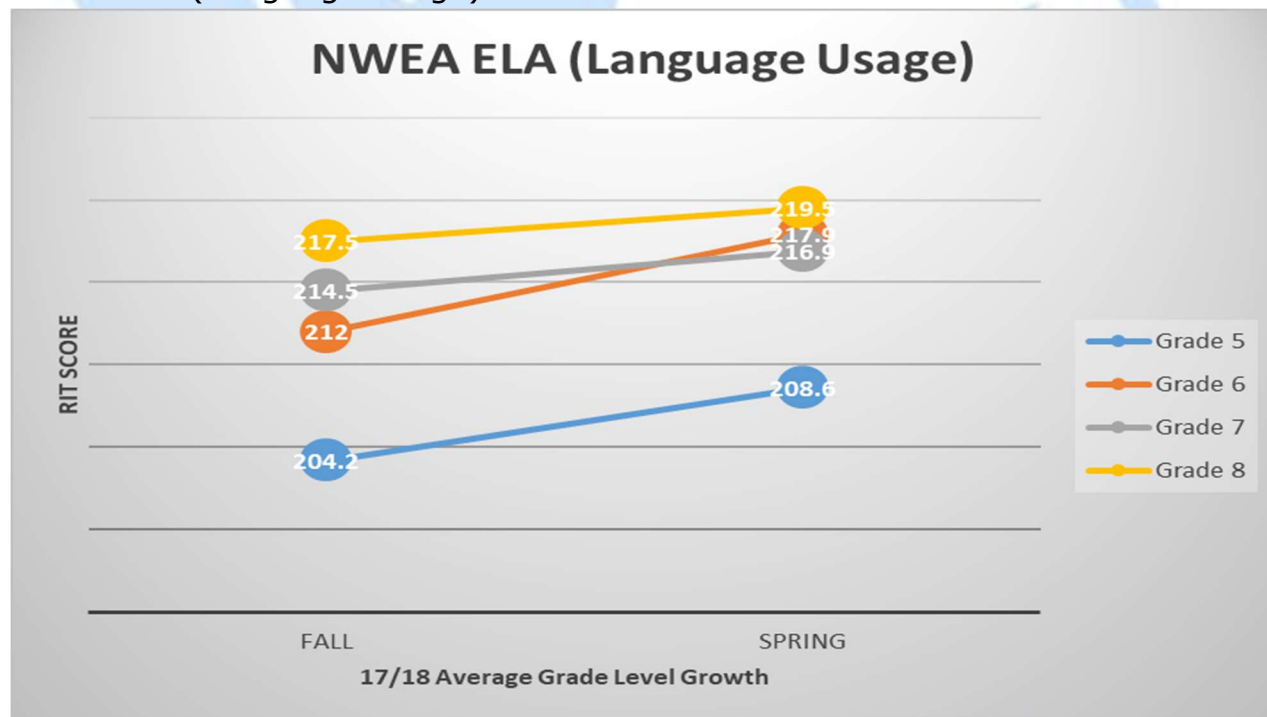


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## 17-18 ELA (Reading)



## 17-18 ELA (Language Usage)



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

- a. 2015-2016 School Year: 438 70%
- b. 2016-2017 School Year: 434 70%
- c. 2017-2018 School Year: 430 68%

At Richmond Middle School, we are continuing to work toward high achievement. We appreciate the support of our parents and community members in this process. Education truly is a shared responsibility. As we work together, the students will be supported and continue toward success.

Sincerely,

Keith Bartels

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