

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

April 12, 2019,

Dear Parents and Community Members: We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Richmond 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 Andrew Kastl for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.mischooldata.org/AER2018/CombinedReport2.aspx>, or you may review a copy in the main office at your child's school.

For the 2018-18 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 GIVEN ONE OF THESE LABELS".

Richmond High School continues to show growth in our math scores but needs to continue to work in this area. To help improve in this area, the high school has initiated the following programs:

1. After reviewing our test data from last year, we have found that our students scored poorly again on basic Algebra skills and Algebraic equations requiring multiple steps. Through our school improvement plan, we have for the second year in a row implemented the math minute. Once a month each teacher provides a math minute activity. These math minutes reinforce Algebra skills. We are grading this activity as a formative assessment so that students will take them more seriously.
2. Students are taking the NWEA test, which will provide teachers with information on students' weaknesses in math. This way teachers can provide additional personalized instruction for these students.

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In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education amendments of 1972, Section 504 of Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disability Act of 1990, and Elliott-Larsen Civil Rights Act of 1977, it is the policy of the Richmond Community School District that no person shall, on the basis of race, color, religion, military status, national origin or ancestry, sex (including sexual orientation), disability, age (except as authorized by law), height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or employment. Inquiries related to any nondiscrimination policies should be directed to the Superintendent, 35276 Division Road, Richmond, MI 48062, (586) 727-3565.

3. In our math classes, students are receiving additional reinforcement of these skills on the Kahn Academy. Students PSAT results are imported into this program that then determines individual strengths and weaknesses. The software then provides individual instruction and practice in the areas of need.

4. During the 2017-18 school year, we offered a new class to students who needed help in math. These students had two math classes, the second one being a math support class.

5. We offered SAT practice sessions during lunch and after school the month prior to testing.

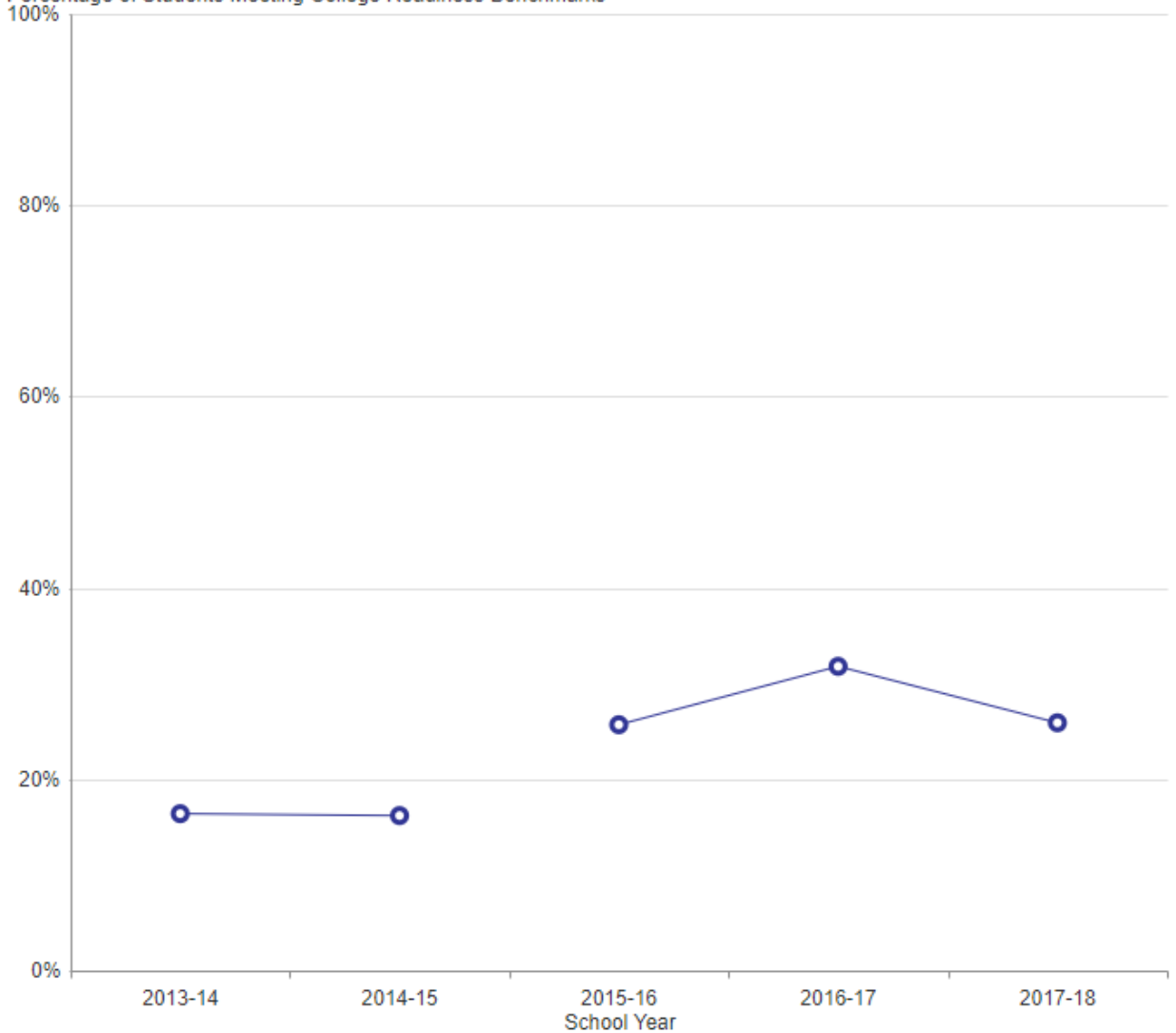
6. In reviewing courses for the 2018-19, we will be offering a SAT prep class strictly addressing math concepts on the SAT.

State law requires that we also report additional information.

1. Process for assigning students to the school: Registered students request courses that align with the Michigan Merit Curriculum and follow their career path. Actual course scheduling occurs as a result of a combined effort between the Counseling Department and the Principal.
2. Status of the 3-5 Year School Improvement Plan: Richmond High School has five goals. These goals all revolve around improving academically in the core areas of reading, writing, math, science, social studies. All goals are in the implementation process. During the 16- 17 school year, Richmond High School evaluated the writing goal for its effectiveness. As a result of reviewing our teaching strategies with the faculty the year before, our scores in this area improved.
3. A brief description of each specialized school: There are no separate specialized schools at Richmond High School. However, Richmond High School does participate in the IAM and Middle College programs administered by the MISD, the Pankow Vocational Center at L'Anse Creuse Public School, and the Math Science Academy at Armada Public Schools.
4. 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: The core curriculum follows the Michigan Merit Curriculum Standards and Benchmarks. A copy is available at: <http://www.michigan.gov/0,1607,7-140-38924--,00.html>. When you arrive at the above web page, scroll down and make your selection in the curriculum box. A copy of the required courses per grade level can be found in the Course Catalog on the Richmond web site. The only variances to the curriculum involve those students who are on a Personal Curriculum as developed under the direction of the Michigan Merit Curriculum.
5. The aggregate student achievement results for any local competency tests or nationally normed achievement tests.

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Percentage of Students Meeting College Readiness Benchmarks



6. Identify the number and percent of students represented by parents at Parent-Teacher Conferences:  
 2018-18 School Year – 219 students represented which equates to 46 percent of the student body.  
 2016-17 School Year – 216 students represented which equates to 40 percent of the student body.  
 2015-16 School Year - 250 students represented which equates to 57 percent of the student body.
7. Dual Enrollment and College Equivalent Information: The number and percent of postsecondary enrollments: 2017-18 School Year – 31 students (7 percent of eligible students) 2015-16 School Year – 61 students (11 percent of eligible students)

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The number of college equivalent courses offered:

2018-19 – Seven Courses

2017-18 – Five Courses

2016-17 – Five courses

2015-16 – Five courses

The number and percent of students enrolled in college equivalent courses: 2016-17 School Year – 68 students (15 percent of the student body) 2016-17 School Year - 88 students (16 percent of the student body)

The number and percentage of students receiving a score leading to college credit: 2017-18 School Year – 25 students took the AP exam and 13 students (52 percent) earned college equivalency scores. 2016-17 School Year – 50 students took the AP exam and 28 students (56 percent) earned college equivalency scores.

Richmond High School will continue to be committed to providing a quality education for our students. Please visit our district website at [www.richmond.k12.mi.us](http://www.richmond.k12.mi.us) for more information about our school. Together, we can work to help all students succeed.

Andrew Kastl  
Richmond High School Principal

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