

Richfield Public School Academy

3807 N.Center Road

Office: 810-736-1281 ~ Fax: 810-736-2326

Richfield Public School Academy 3-8 Building

Annual Education Report (AER) Cover Letter

February 13, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Richfield Public School Academy and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Pamela Haldy for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site www.richfieldpsa.net , or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data – Includes the following two assessments: M-STEP (Michigan Student Test of Educational Progress) and the MI-Access (Alternate Assessment). Presents assessment information for English language arts and mathematics for grades 3 to 8, and science for grades 4 and 7, compared to state averages for all students as well as subgroups of students. The report helps us to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks. We use this data as well as our NWEA testing Data to make program decisions for instruction at our school.



District Summary Report

Aggregate by School

Term:
District:
Grouping:
Small Group Display:

Spring 2017-2018
Richfield Public School Academy
None
No

Mathematics

Richfield Public School Academy

Growth: Math 6+ CCSS 2010 V2

Common Core State Standards Mathematics: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance								
						Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability		
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	
Fall 2015-2016	4	1												
Spring 2017-2018	6	62	210.4	13.8	211	211.1	15.8	211.5	14.0	210.1	14.9	209.0	15.9	
Winter 2017-2018	6	68	203.9	12.9	203	204.1	14.7	206.8	14.0	203.4	14.7	201.7	13.6	
Fall 2017-2018	6	62	204.2	11.2	205	205.4	12.4	207.1	14.2	202.6	12.4	202.3	12.0	
Spring 2016-2017	6	62	211.8	10.8	212	212.0	11.5	212.3	13.0	211.9	11.6	211.0	12.2	
Winter 2016-2017	6	68	209.2	10.5	209	210.3	11.8	210.6	12.5	208.4	12.6	207.6	11.7	
Fall 2016-2017	6	57	204.2	11.3	205	204.0	12.9	204.8	12.3	204.1	12.4	204.1	13.4	
Spring 2015-2016	6	42	212.0	15.0	212	211.5	15.2	211.3	15.8	212.0	15.7	213.0	17.6	
Winter 2015-2016	6	72	208.4	16.7	211	209.6	16.6	208.7	17.2	207.0	17.1	208.3	19.0	
Fall 2015-2016	6	75	204.8	11.4	206	206.1	12.3	205.5	13.3	205.2	11.8	202.6	14.1	
Spring 2017-2018	7	48	214.3	11.4	215	215.8	13.3	214.4	11.9	212.9	11.5	214.5	14.4	
Winter 2017-2018	7	61	210.1	10.9	209	210.2	12.8	211.1	13.4	209.0	9.7	210.4	13.5	
Fall 2017-2018	7	58	210.3	10.1	211	210.7	10.8	211.1	12.5	209.2	10.9	210.3	11.4	
Spring 2016-2017	7	62	212.2	14.1	212	212.1	15.9	212.2	15.7	211.7	14.2	213.1	15.9	
Winter 2016-2017	7	66	212.1	14.1	211	212.1	15.3	214.8	15.2	210.3	15.9	211.2	15.0	
Fall 2016-2017	7	62	211.3	12.8	210	212.1	14.1	212.7	13.1	210.0	15.2	210.9	14.1	
Spring 2015-2016	7	38	219.5	14.6	216	219.3	15.6	223.3	15.1	217.6	15.6	217.6	16.7	
Winter 2015-2016	7	61	216.7	12.3	218	219.1	14.0	217.9	14.1	215.2	13.3	214.4	14.1	
Fall 2015-2016	7	63	211.7	11.7	211	213.5	15.0	214.0	13.7	210.1	11.9	209.4	15.7	
Spring 2017-2018	8	57	217.8	16.1	220	219.3	18.8	218.7	15.2	215.5	16.5	217.4	18.9	
Winter 2017-2018	8	62	213.3	16.3	215	213.8	16.1	214.7	15.9	212.9	16.2	212.1	20.2	
Fall 2017-2018	8	62	211.3	16.3	213	211.3	17.7	212.3	16.8	210.8	17.6	210.9	16.8	
Spring 2016-2017	8	54	223.2	15.9	227	224.2	16.9	222.9	17.5	223.7	17.0	222.2	15.8	
Winter 2016-2017	8	62	221.8	13.7	223	224.2	15.2	223.4	15.6	219.0	14.4	220.4	14.4	
Fall 2016-2017	8	54	217.7	11.9	218	219.3	14.1	219.4	12.8	215.9	13.8	216.6	12.3	
Spring 2015-2016	8	38	223.2	12.6	222	225.8	13.1	224.6	15.5	219.9	13.4	222.4	13.9	
Winter 2015-2016	8	73	219.4	14.4	218	220.1	15.8	219.9	16.1	219.2	16.7	219.1	15.1	



District Summary Report

Aggregate by School

Term:
District:
Grouping:
Small Group Display:

Spring 2017-2018
Richfield Public School Academy
None
No

Reading

Richfield Public School Academy

Growth: Reading 6+ CCSS 2010 V2

Common Core State Standards English Language Arts/
Literacy: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance					
						Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2016-2017	6	66	209.0	13.3	208	207.9	17.0	209.9	13.1	209.1	13.2
Winter 2016-2017	6	70	205.8	12.6	205	205.7	14.3	205.0	13.2	206.6	13.0
Fall 2016-2017	6	59	199.4	14.2	201	198.9	14.2	199.1	15.7	200.5	15.3
Spring 2015-2016	6	41	209.5	13.6	210	210.6	14.3	208.6	15.2	209.3	14.3
Winter 2015-2016	6	67	202.5	15.7	204	200.9	17.2	202.0	17.1	204.4	15.4
Fall 2015-2016	6	75	197.3	15.4	198	196.6	17.2	195.9	16.7	199.4	14.5
Spring 2016-2017	7	64	208.0	14.6	209	207.9	15.1	206.4	16.2	209.8	15.0
Winter 2016-2017	7	66	209.8	13.8	210	210.1	15.2	209.6	15.1	209.7	14.2
Fall 2016-2017	7	61	200.8	16.3	201	199.9	18.2	200.5	16.2	202.1	16.8
Spring 2015-2016	7	41	210.8	13.2	211	209.0	15.8	211.4	15.8	212.1	13.9
Winter 2015-2016	7	59	206.1	13.0	207	205.4	14.0	206.0	13.0	207.0	14.7
Fall 2015-2016	7	63	204.1	14.5	206	204.5	15.7	203.7	17.2	204.0	13.6
Spring 2016-2017	8	56	215.4	12.6	218	214.7	13.5	213.6	12.8	217.7	14.6
Winter 2016-2017	8	62	210.9	14.3	214	210.5	16.4	209.7	15.6	212.6	14.1
Fall 2016-2017	8	53	209.0	11.9	211	209.3	12.1	208.8	14.5	209.0	12.8
Spring 2015-2016	8	36	214.8	12.5	218	215.5	14.1	214.5	13.0	214.5	13.7
Winter 2015-2016	8	72	211.8	13.8	214	211.8	14.9	211.2	15.2	212.5	14.5
Fall 2015-2016	8	74	209.6	13.4	212	209.7	15.4	209.0	14.0	210.2	14.0

Accountability Scorecard – Detail Data and Status

We received an overall school status of Yellow, which means we met proficiency improvement targets for the 2017-2018 school year. We are in the top 12% of all schools in Michigan for closing the gap for our students.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes. All teachers at Richfield Academy have highly qualified (HQ) status which means that they are certified by the state to teach the content that they teach at the grade level they are assigned.

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Review the table below listing our schools. For the 2018-19 year. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Richfield Academy is not identified with any of these labels.

School Name	Status Label	Key Initiative to Accelerate Achievement
Richfield Public School Academy	No Label	Leveled Literacy Instruction for Reading Instructional Aides providing Reading Intervention

Thank you to all of you for your loyalty to our school. Our commitment to you is that we will continually assess and modify our academic programs to improve the educational opportunities for your child. As we weather through the changes in the State Curriculum and State Assessment, we will maintain our mission to provide your child with a high quality academic, character development, and goal oriented education. We ask that you support us in this mission by setting high achievement expectations for your child, discussing these expectations with your child, and holding yourself and your child accountable for meeting these expectations. We pledge to be active partners with you, we will set high expectations for your child

and we hold ourselves accountable to provide the academic support required for your child to reach these expectations.

Accomplishments begin with expectations-the more you expect the more your child will accomplish.

Sincerely,
Pamela K. Haldy
Superintendent
Richfield Public School Academy