

Riley Upper Elementary School

<http://riley.livoniapublicschools.org>



2018-2019 Annual Education Report

BOARD OF EDUCATION 2018-19

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Kristyn Cousino, Principal
Sherri Mazzoni, Assistant Principal



April 11, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information about the continuous improvement goals and educational progress of Riley Upper Elementary School students based on 2017-2018 assessment results. 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 Kristyn Cousino, Principal of Riley Upper Elementary School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://riley.livoniapublicschools.org> or you may review a copy in the main office of our school.

Schools have been identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA) based on their 2017-2018 State Testing Results. A Target Support and Improvement (TSI) school is one that has at least one underperforming student group. 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.

The AER has two major sections to it that are required by state law. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, two years of results on district developed assessments and nationally norm referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education.

Based on this data, the Riley Upper Elementary staff has identified underperforming subgroups of students, including: students with disabilities for whom additional intervention and support is needed to increase their proficiency and to close the achievement gap in the targeted areas. In place is a multi-tiered system of support, including the use of the research-based interventions, such as a reading program entitled Leveled Literacy Intervention. We have also created a school wide intervention block to better meet the needs of our struggling learners. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessments to determine the needs of all students is followed by the provision of targeted learning interventions to students in need. These initiatives are intended to accelerate the student achievement of subgroups, including the state's Bottom 30%, that are not meeting our school's proficiency targets.

Our collaborative efforts positively impact our school's success and student achievement.

Sincerely,

Kristyn Cousino
Principal

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2501](tel:7347442501). The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

VISION STATEMENT

We envision that Riley Upper Elementary will be a safe environment in which our students will learn. Collaboratively, the Riley staff, parents, and community will work to create a positive and productive learning climate for all. Students will be encouraged and taught to problem solve and make decisions that benefit themselves and others. Student achievement will be assessed continually to monitor progress and drive instruction. Teachers and students will be held accountable to high standards, not only academically, but in conduct as well. Riley Upper Elementary students will be encouraged to be responsible, respectful, self-disciplined members of society.

MISSION STATEMENT

Learning, Growing and Achieving Together

BELIEFS

We believe:

- In high expectations
- Students can accept responsibility for their learning and themselves
- In mutual respect and collaboration
- In a multiplicity of programs
- In meeting individual learning needs

SCHOOL PROFILE

Riley Upper Elementary School serves 730 students in grades 5-6. The principal of Riley Upper Elementary School is Kristyn Cousino and the assistant principal is Sherri Mazzoni. There are 36 professional teaching staff members and a media specialist. There are also vocal and instrumental music teachers, art teachers, an informational technology teacher and physical education teachers.

In addition, there are the following professional support staff: school psychologist, school social worker, learning specialist, E.S.A.P. provider, speech and language therapists, resource classroom teachers, teacher consultant outreach, occupational and physical therapist, and homebound or hospitalized services.

Assisting all of us in keeping the building operating in an organized manner, keeping the building clean, serving nutritious food, and helping teachers and students are: custodians, secretaries, paraprofessionals, and lunchroom personnel.

State law requires that we report the following additional information.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Riley Upper Elementary based upon attendance within the geographic boundaries of the school as well as students who transfer in based upon seats available.

SCHOOL IMPROVEMENT

School improvement is a process in which stakeholders in a school work cooperatively to improve student achievement. The process relies on parents, staff, and students participating in collaborative decision making. The goals are determined through analysis of student achievement data and survey information. Action plans using proven interventions are developed for each improvement goal and progress toward achievement of the goals is documented annually.

Our staff established the following goals for 2017-18 and 2018-19 school years:

All students at Riley Upper Elementary School will be proficient in reading.

All students at Riley Upper Elementary School will be proficient in math.

All students at Riley Upper Elementary School will be proficient in writing.

All students at Riley Upper Elementary School will be proficient in science.

The Livonia Public Schools School District has had its District Level accreditation through AdvancED. Through the district accreditation process, Riley Upper Elementary School also received AdvancED accreditation. The AdvancED accreditation process supports and validates district and school level improvement efforts.

SPECIALIZED SCHOOLS OR PROGRAMS

At the elementary level, students may be enrolled in Alternative Classrooms for the Academically Talented (ACAT) at Webster Elementary School, Niji-Iro Japanese Immersion Elementary School and special education centers at Coolidge, Grant, Johnson, Kennedy, Randolph and Webster. A preschool is operated at the Jackson Center, a Great Start Readiness Program (GSRP) is located at Garfield Community School, and preschool special education programs are located at Roosevelt Elementary and Jackson Center. Other special education programs are available in western Wayne County for our students with disabilities, based upon their individual needs. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

CORE CURRICULUM

The core curriculum at Riley Upper Elementary provides learning experiences in reading, writing, speaking, listening, spelling, handwriting, mathematics, social studies, science, technology, health, physical education, art, instrumental music, vocal music, library/research skills and enrichment activities. The core curriculum is based on the grade level content expectations (GLCEs) from the Michigan Department of Education and the Common Core State Standards for Mathematics and English Language Arts.

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-12 education based on well-defined educational outcomes, a Livonia Public School graduate will:

- Respect self, others, and the environment.
- Communicate effectively.
- Know how to learn and work productively.
- Acquire and process information.
- Use critical and creative thinking to make decisions and solve problems.
- Work and participate independently and cooperatively.
- Acquire a core of understanding and competencies within the content areas.

A copy of the core curriculum may be obtained from the district's Academic Services Department.

STUDENT ACHIEVEMENT ON DISTRICT DEVELOPED AND NATIONAL ASSESSMENTS

DISTRICT LITERACY ASSESSMENTS

Students in grades 5-6 are assessed using the Fountas and Pinnell Benchmark Assessment System. Teachers administer running records with comprehension to students one-on-one a minimum of two times each year. The following table shows the percent of students at each grade level that performed at or above grade level on this assessment.

FOUNTAS AND PINNELL BENCHMARK ASSESSMENTS		
GRADES 5-6		
Percent of Students that Performed At or Above Grade Level		
Spring 2018	Grade 5	Grade 6
Riley	80.4%	76.1%
District	65.7%	58.4%
Spring 2017	Grade 5	Grade 6
Riley	77.3%	80.2%
District	73.8%	74.9%

Beginning in 2016-17 all students in grades 1-6 were assessed on their attainment of grade-level reading standards three times during the school year using the i-Ready Reading Diagnostic Assessment. Kindergarten students were assessed using i-Ready twice during the school year.

i-READY READING		
Percent of Students At or Above Grade Level		
Spring 2018	Grade 5	Grade 6
Riley	22.0%	34.0%
District	24.0%	35.0%
Spring 2017	Grade 5	Grade 6
Riley	25.0%	28.0%
District	24.0%	28.0%

DISTRICT MATHEMATICS ASSESSMENTS

Students in grades 1-6 were assessed on their attainment of grade level mathematics standards three times during the school year using the i-Ready Math Diagnostic Assessment.

The following chart show the percentage of students who were at or above grade level on the spring i-Ready Diagnostic Assessment.

i-READY MATHEMATICS		
Percent of Students At or Above Grade Level		
Spring 2018	Grade 5	Grade 6
Riley	43.0%	32.0%
District	34.0%	27.0%
Spring 2017	Grade 5	Grade 6
Riley	44.0%	33.0%
District	39.0%	28.0%

NORM REFERENCED ASSESSMENT

The Iowa Test of Basic Skills (ITBS) and the Cognitive Ability Test (CogAT) from Riverside Publishing are administered to sixth grade students.

ITBS						
GRADE 6						
Median Grade Equivalent Score						
	Reading			Mathematics		
2017-2018	All Students	Male	Female	All Students	Male	Female
Riley	6.6	6.1	6.9	6.7	6.7	6.7
District	6.4	6.2	6.6	6.4	6.5	6.3
2016-2017	All Students	Male	Female	All Students	Male	Female
Riley	6.4	6.1	6.6	6.7	6.5	6.8
District	6.1	6.0	6.2	6.1	6.0	6.2

CogAT GRADE 6 Age Percentiles				
2017-2018	Verbal	Quantitative	Nonverbal	Composite
Riley	59	64	63	64
District	60	63	67	64
2016-2017	Verbal	Quantitative	Nonverbal	Composite
Riley	55	63	64	62
District	56	60	64	61

PARENT TEACHER CONFERENCES

One of the most important factors of a child’s success in school is the involvement of parents or guardians in the educational process. Riley Upper Elementary has a high degree of parental involvement evidenced by 94% (664 out of 705 families) attending parent-teacher conferences in 2018-19 and 99.85% (684 out of 685 families) attending parent-teacher conferences in 2017-18.

Riley Upper Elementary combined the Curriculum Night and Open House events. For the 2018-19 school year, 69% (489 out of 74) of our families attended the combined event. For the 2017-18 school year, 78.05% (535 out of 744) of our families attended the combined event.

PARENT INVOLVEMENT

The district’s Parent Involvement Plan is available on the district’s website, which is linked to each school’s website.

BOARD POLICY

IDD

**INSTRUCTIONAL PROGRAM
PARENT INVOLVEMENT**

**JUNE 20, 2011
Reviewed 5/2014**

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District’s educational programs. It is recognized and appreciated that parents/guardians are the “first teachers” of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child’s educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District’s Parental Involvement plan to all parents.

DATA FROM MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data

The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT.
- Presents assessment information for English language arts and mathematics for grades 3 to 8, 11; science for grades 5, 8, 11; and MI-Access for grades 3 to 11, compared to state averages for all students as well as subgroups of students.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders. Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

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

Civil Rights Data

- Provides information on school quality, climate and safety.

The link <http://bit.ly/2HjhF3b> will take you to the reports provided by the Michigan Department of Education for Riley Upper Elementary School.