



Doyle-Ryder Elementary School
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2016-2017 School Annual Education Report (AER) Cover Letter

May 31, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 educational progress for the Doyle-Ryder Education Center. 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 Mr. Kevelin Jones, Principal at (810) 760-5266 for any additional information.

The AER is available for you to review electronically by using the following link: <https://goo.gl/c3iYRp> or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in 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. We have not been labeled as one of these schools.

The challenges Doyle-Ryder is facing are significant.

- High levels of chronic student absenteeism.
- High percentages of violations to the student code of conduct.
- Minimum parental involvement to the overall success of the school program.

We are actively working to address these challenges and provide for a more robust and refined system to support quality teaching and learning. We are providing students with intervention services and after school tutoring for additional learning opportunities. Ultimately, we anticipate accelerating student academic achievement and eliminate persistent learning gaps. We are optimistic that Doyle-Ryder will forge ahead with a more determined and confident demeanor that supports high expectations and transparency for all its stakeholders.

ASSIGNING STUDENTS TO DOYLE-RYDER

The Flint Community School District has a centralized enrollment process. The Flint School District has established residential boundaries that govern which schools students attend. Consideration of student needs and specialized programming are also taken into consideration to determine school placement. The district has a process for school transfers and participates in the County Section 105 Schools of Choice program which parents can apply for in the office of Centralized Enrollment.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

School improvement academic goals are being implemented to address the students learning deficiencies in order to increase student academic achievement in reading, writing, mathematics, social studies and science. These goals comprise our academic focus and key instructional areas in an ongoing effort to improve student achievement and exceed the State's achievement test scores. Our School Improvement Plan will continue to be a working document that will guide our instructional practices and will be reviewed annually to examine the impact on our desired outcomes. We will continuously examine student data to ensure that our work is progressive and aligned with meeting the needs of our students as they experience academic growth, personal growth.

ACCESS TO A COPY OF THE CORE CURRICULUM

All staff can access the core curriculum for ELA, mathematics, science, and social studies online at www.flintcurriculum.weebly.com. Daily instruction and on-going classroom assessment occurs in all content areas. Mathematics also has end-of-module assessments and science has unit assessments. High school students utilize Plato online platform which is aligned with the Common Core State Standards. Buildings receive support in curriculum implementation from building principals, and instructional specialists. The district uses Common Core State Standards, Michigan's Science Standards, and grade level expectations as the basis for developing all curriculum documents.

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

Spring 2016-2017 Testing Period: Doyle-Ryder School

Spring 2016-2017 Testing Period: Doyle Ryder Elementary School

	Language Usage		Mathematics		Reading		Science	
	Mean RIT Score	% Students At or Above Norm Mean Grade RIT	Mean RIT Score	% Students At or Above Norm Mean Grade RIT	Mean RIT Score	% Students At or Above Norm Mean Grade RIT	Mean RIT Score	% Students At or Above Norm Mean Grade RIT
Kindergarten	**	**	152.4	31.6%	152.2	32.5%	**	**
1st Grade	**	**	159.9	5.9%	155.1	4.1%	**	**
2nd Grade	173.8	11.8%	174.2	6.5%	168.4	11.5%	**	**
3rd Grade	184.7	10.0%	189.9	10.2%	183.8	12.5%	187.2	19.1%
4th Grade	187.8	13.3%	193.8	6.7%	185.6	15.9%	191.4	17.8%
5th Grade	197.2	14.0%	196.8	0.0%	197.9	21.4%	194.5	19.0%
6th Grade	198.0	17.6%	201.6	9.1%	192.7	20.0%	194.2	20.6%

PARENTS ATTENDING PARENT-TEACHER CONFERENCES

Parent-Teacher conferences were held twice during the 2016-2017 school year. Roughly 36% of our parents attended parent teacher conferences each time.

Doyle-Ryder has tremendously talented scholars and with our dedicated staff, we will continue to move forward as a school, in partnership with all of our stakeholders.

Sincerely,

Mr. Kevelin B. Jones II, Principal
Doyle-Ryder School