

# 2008-09 Annual Report

**15425 Kercheval  
Grosse Pointe Park,  
Michigan 48230**

**(313) 432-4000**

## *Mission Statement*

The Defer School community will provide successful experiences for each child to attain self-esteem and the knowledge, skills, and behavior necessary to function effectively and cooperatively in society.

*George Defer Elementary School  
Grosse Pointe Public School System*

**Mr. Ronald Wardie, Principal**

## **Introduction**

This annual report is provided with the intent of presenting parents and the community with helpful and interesting information about Defer Elementary School.

During the 2008-09 school year, we had 435 students as of the Fall Student Count Day. Defer includes one Extended-Day Kindergarten, two Half-Day Kindergartens, three classrooms each of Grades 1-5, one Special Education Categorical classroom, one Grade 2-3 Magnet classroom, and one Grade 4-5 Magnet classroom for gifted students. We had 20 regular classroom teachers, 16 professional support teachers (most of whom were at Defer part-time), 1 principal, and 17 non-certified support staff (including 2 office and 3 custodial staff).

Defer is a dynamic school which enjoys a broad diversity among our learning community of students, families, and staff. Our students represent a variety of religious, ethnic, cultural, and socio-economic backgrounds and experiences. Defer's minority population is approximately 26.4% of our total student count. Defer also receives state and federal funds as a Title I school based on our percentage of students (27%) who qualify for Free/Reduced Lunch.

Our students' successes are a result of our highly involved parents and our highly qualified and dedicated teachers and staff. Defer parents generously donate a tremendous amount of time and talent to support a wide variety of activities on a daily basis. Our Defer parents and volunteers are active as classroom helpers, field trip drivers and chaperones, and as volunteers in the Clinic, in the Lunchroom and on the Playground, in the Publishing Center, and for Student Attendance, among many other areas of volunteering. Hundreds of Defer parents participated in our PTO activities held throughout the school year, including the Defer Fall Family Fun Fest, the Holiday Craft Fair, the Book Fair, Field Day, Art on the Field Day, and the Spring Social.

Defer offers a extensive variety of enrichment opportunities for our students, which are organized by Defer parents and staff members. These include the Lunchtime Enrichment Program, the 4<sup>th</sup>/5<sup>th</sup> Grade Choir, Student Council, Safety/Service Squad, and the Destination Imagination teams to name a few. The Instrumental Music program offers our fifth graders the opportunity to learn to play a string, wind, or brass instrument.

In addition to our students' outstanding academic successes, we are proud of their many areas of service and contribution as representatives of Defer, such as through fundraisers and other service projects. These "Pointes of Pride" support not only our local community, but often other children and families internationally.

**Defer Elementary  
School opened  
in February, 1925**

## Core Curriculum

The Grosse Pointe Public School System's core curriculum is developed under the auspices of the Educational Programs Leadership Council (EPLC), a group of teachers, parents, students, and administrators who meet monthly.

The core curriculum is based upon state standards in all subjects and extends beyond those standards by incorporating exemplary national standards. Curriculum committees, comprised of teachers, parents, students and administrators develop plans for each curricular area. In addition, the views of the broader community are sought through Public Forums. The reports of the curriculum committees, which are submitted first to the EPLC and then to the Board of Education, include recommendations regarding assessment, staff development, integration of technology, and differentiated instruction to accommodate academic diversity as well as the curriculum itself. The district also offers a wide array of advanced placement and challenging enrichment courses and a comprehensive special education program.

During 2008-09 the district implemented a new mathematics program to support the prior year's curriculum implementation. *Everyday Math* was selected for grades 1-5 and Harcourt for Kindergarten. A new social studies curriculum was implemented for grades K-2 and 5 (grades 3 and 4 are still under study due to late changes in the state curriculum) and materials to support instruction were purchased. New science and music curricula were adopted with transition plans, and materials purchased to support them.

During 2009-10 the English/language arts curriculum will be the core curriculum under review. Computer Education K-12 is also under review to ensure that the district's investment and grant support in technology are well used.

The district's strong curriculum is demonstrated by the continuing high performance of our students on standardized assessments including NWEA, MEAP, ACT, SAT, and Advanced Placement tests.

## School Improvement Plan

Defer students continue to demonstrate outstanding academic success as evidenced through national, state, and local assessments in addition to their daily performance and participation in class.

As part of our School Improvement Plan, we have continued to focus on both Narrative and Informational Writing during the 2008-09 school year, during which we implemented a comprehensive plan that was developed in the prior school year. Teachers incorporated the 6 + 1 Writing Traits in their instruction along with other strategies to further improve student writing skills.

Math was an additional area of focus during 2008-09 with the implementation of the new *Everyday Math* materials in Grades 1-5 and the Harcourt Math materials for Kindergarten. Teachers and students found the new materials to be highly challenging, while very engaging and exciting. Students were taught a variety of problem solving approaches and skills. We also focused on strengthening students' basic skills, such as memory of math facts.

Our improvement plan also included the implementation of the new PBS (Positive Behavior Support) Program that was developed at the end of the 2007-08 school year. We found the program to be highly successful and motivating to both students and staff. We look forward to ongoing enhancement to the program in the years ahead.

Student Average Attendance Rate: 95.3%

Percentage of Parents Participating in Parent-Teacher Conferences:

2008-2009  
99.5% (436 Students)

2007-2008  
97% (447 Students)

### *Education YES! Report Card*

AYP (Adequate Yearly Progress) Status Met: Yes

Michigan Report Card Grade: A

North Central Association Accreditation

## STUDENT ACHIEVEMENT MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

MEAP ENGLISH LANGUAGE ARTS TEST Grade 3											
MEAP READING				MEAP WRITING				MEAP ELA TOTAL			
Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
08-09	93%	94%	93%	08-09	84%	85%	83%	08-09	92%	94%	90%
07-08	96%	97%	95%	07-08	77%	82%	72%	07-08	94%	94%	93%
06-07	97%	100%	96%	06-07	78%	80%	77%	06-07	91%	93%	89%

MEAP ENGLISH LANGUAGE ARTS TEST Grade 4											
MEAP READING				MEAP WRITING				MEAP ELA TOTAL			
Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
08-09	94%	94%	94%	08-09	74%	81%	69%	08-09	92%	92%	92%
07-08	98%	97%	98%	07-08	68%	83%	56%	07-08	95%	94%	96%
06-07	96%	100%	92%	06-07	64%	70%	60%	06-07	94%	100%	90%

MEAP ENGLISH LANGUAGE ARTS TEST Grade 5											
MEAP READING – Grade 5				MEAP WRITING – Grade 5				MEAP ELA TOTAL – Grade 5			
Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
08-09	95%	97%	93%	08-09	85%	85%	84%	08-09	94%	97%	91%
07-08	94%	95%	93%	07-08	83%	87%	80%	07-08	93%	95%	91%
06-07	95%	92%	98%	06-07	80%	87%	73%	06-07	93%	92%	93%

MEAP MATHEMATICS TEST											
Grade 3				Grade 4				Grade 5			
Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
08-09	96%	94%	98%	08-09	94%	92%	96%	08-09	87%	88%	87%
07-08	97%	97%	98%	07-08	94%	91%	96%	07-08	87%	89%	84%
06-07	97%	97%	98%	06-07	91%	90%	92%	06-07	93%	92%	93%

MEAP SCIENCE – Grade 5			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
08-09	91%	91%	91%
07-08	94%	95%	93%
06-07	89%	92%	85%

- MEAP Data is not reported by Racial/Ethnic minority group, Special Education, or Economically Disadvantaged because no group is significantly large enough to report MEAP results without revealing the identity of individual students.

**NOTE:** Social Studies test was moved to grade 6 and reported by the middle schools.

## STUDENT ACHIEVEMENT (cont.)

2008-09 MEAP Percentage of Students Tested							
Grade	MEAP READING	MEAP WRITING	MEAP ELA	MEAP MATH	MEAP SCIENCE	Total ELA with MI-ACCESS	Total Math with MI-ACCESS
3	100%	100%	100%	100%	Not Tested	100%	100%
4	98%	98%	98%	99%	Not Tested	99%	100%
5	100%	100%	100%	100%	100%	100%	100%

**NOTE:** Total with MI-ACCESS refers to the percentage tested with either the MEAP or the MI-ACCESS (an alternative state test) in each test area.

Grosse Pointe WRITING																
Percentage of Students Achieving SATISFACTORY																
Year	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M	
08-09	92.5	93.3	91.9	89.3	87.5	90.7	62.7	69.7	57.1	48.8	55.6	43.8	62.2	69.7	57.1	
07-08	95.7	100	91.7	94.9	97.1	93.2	61.4	71.1	53.3	52.5	57.9	47.6	58.4	62.2	55.0	
06-07	95.7	100	92.5	93.9	94.4	93.5	72.8	78.1	69.4	55.7	65.0	47.9	54.5	68.4	41.0	

Grade 1 – Satisfactory includes scores of 3 and 4.

Grade 2-5 – Satisfactory includes scores of 4 through 7.

## NORTHWEST EVALUATION ASSOCIATION (NWEA )

Average Percentile Achieved by Defer Students (on National Norms)

Grade	Year	Percentile READING Spring			Percentile MATH Spring		
		All	Female	Male	All	Female	Male
1	08-09	73	75	71	72	70	74
	07-08	56	54	58	62	60	64
2	08-09	62	62	63	62	54	69
	07-08	61	68	56	55	57	54
3	08-09	65	72	60	63	62	64
	07-08	66	66	65	63	63	63
4	08-09	65	62	67	70	68	71
	07-08	68	67	69	67	63	70
5	08-09	67	68	66	62	57	64
	07-08	69	73	66	60	59	60

**NOTES:** A percentile is the percentage of students in a national norms group who scored at or below a particular score.