

2008-09 Annual Report

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Michigan 48236**

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*Charles A. Poupard Elementary School
Grosse Pointe Public School System*

Ms. Penny Stocks, Principal

Introduction

LEARNING FOR ALL: WHATEVER IT TAKES

Poupard Elementary Annual Report is provided to communicate to parents and the community helpful and informative information about our school.

Our vision is to provide a well-balanced and academically sound educational experience for all students. We put emphasis on the development of students' social and emotional growth as well as providing learning that requires students to not only acquire basic skills, but also to use inquiry, reasoning and critical thinking skills to be able to reflect on their learning process.

The mission of our school is to use our resources, expertise, talents and creativity to help every student achieve literacy in all academic areas and foster social responsibility and self-esteem. Our educational opportunities provided at Poupard are carried out in a structured learning environment. The major function of our school is to provide every student with the opportunity to master reading, writing and math and to go beyond the academic skills required by our state standards. We will educate all students by empowering them with the necessary skills, knowledge and behaviors for continued intellectual, social and physical development to succeed in this ever-changing world.

We believe that cooperation between home and school is critical to the success of all students. We know that all children can learn and come to school motivated to do so; we are the ones that must unlock the key. Poupard staff also makes sure that students needing additional help are met with interventions. Each student at Poupard is expected to be respectful, responsible and ready to learn.

Our students' successes are a result of our involved parents and our dedicated teachers and staff. We provide small and individualized guided reading groups everyday for 45 minutes. We also provide Scholastic Reading Counts, an individual motivating reading program and 15 minutes of school wide silent reading a day. Writing is an important part of our curriculum and our teachers have been trained in 6 + 1 Writing Traits as well as in Writing Workshop. Our new hands-on Everyday Math Program as well as Foss Science have been successful and exciting for students. We offer 4th and 5th grade Spanish as well as instrumental music in the 5th grade to students.

The Poupard PTO and our volunteers donate a tremendous amount of time and talent to support our many fun activities. We were able to have Circusamongus this year and it was a huge success with parents, staff and students. Each year we enjoy Meet the Teacher Night, 50's Sock Hop, Tin Can Auction, Pancake Breakfast, Holiday Fun and educational assemblies.

As a PBS School (Positive Behavior Support) we reinforce students' good behavior, which is our expectation for all students. We have many positive rewards in place for those students. Some other new programs started this year are school-wide, monthly town meetings and monthly good citizenship breakfasts with students, teachers and families.

We are very proud of Poupard School and its many accomplishments, including being a Green School two years in a row.

Because we stay rooted in our commitment to your children, today's vision, mission and beliefs become tomorrow's reality.

Mission Statement

The mission of the Poupard staff, in partnership with parents and students, is to educate all students by empowering them with the necessary skills, knowledge, and behaviors for continued intellectual, social, and physical development in an ever changing world.

**Poupard Elementary
School opened
in September, 1951**

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

Poupard Elementary School continues to demonstrate improved scores on national, local and state tests as well as in daily performance and participation in class. Our school has worked on our improvement plan collaboratively to develop goals that are driven by our test data. We are using recent research as well as best practices as means to improve student achievement.

Based on our current and ongoing school improvement plan our goals are:

1. All students will improve their writing skills in all content areas across the curriculum. We will use best practices, Writers Workshop, 6 + 1 Writing Traits, Daily Writing Journals and technology effectively integrated to support students' work. Teachers will model lessons for students using their own writing and expertise.
2. All students will increase reading skills in their over-all reading scores. Students will attain this by having 45 minutes of guided reading daily. These groups will be small, free from interruption and at the student's own reading level. We will also use the Scholastic Reading Counts Program and Earobics programs offered through technology. Our school will also have 15 minutes of school-wide silent reading a day. Students needing more reading support will be placed in the FAST Reading Program.
3. Students will increase their knowledge in the math content area and demonstrate this through increased MEAP, NWEA and classroom scores. We will use best practices along with our new Everyday Math program. We will have more family math nights to help parents understand the program so that they can continue to better support their children.

We meet weekly in collaborative groups to monitor student progress and our school Improvement goals.

Student Average Attendance Rate: 94.4%

Percentage of Parents Participating in Parent-Teacher Conferences:

2008-2009
99% (377 Students)

2007-2008
95% (339 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	72%	82%	63%	08-09	45%	56%	34%	08-09	64%	76%	51%
07-08	87%	86%	87%	07-08	53%	52%	54%	07-08	81%	83%	78%
06-07	87%	93%	82%	06-07	52%	74%	35%	06-07	75%	85%	68%

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	83%	85%	81%	08-09	43%	52%	33%	08-09	80%	81%	78%
07-08	81%	85%	78%	07-08	30%	44%	19%	07-08	73%	74%	72%
06-07	90%	97%	80%	06-07	37%	50%	15%	06-07	77%	88%	60%

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	83%	96%	74%	08-09	57%	74%	44%	08-09	78%	92%	68%
07-08	80%	88%	68%	07-08	53%	66%	32%	07-08	75%	84%	58%
06-07	82%	88%	75%	06-07	51%	64%	38%	06-07	73%	80%	67%

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	87%	91%	83%	08-09	94%	96%	93%	08-09	82%	88%	76%
07-08	92%	90%	96%	07-08	77%	81%	75%	07-08	59%	53%	68%
06-07	90%	89%	91%	06-07	83%	88%	75%	06-07	73%	72%	75%

MEAP SCIENCE – Grade 5			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
08-09	75%	89%	65%
07-08	78%	78%	79%
06-07	71%	72%	71%

- MEAP Data is not reported by Other 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	99%	99%	99%	99%	Not Tested	100%	100%
4	96%	96%	96%	96%	Not Tested	100%	100%
5	94%	95%	94%	94%	95%	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.

MEAP Percentage Achieving SATISFACTORY – (2008-09) of State Mandated Groups						
Grade	Group	MEAP READING	MEAP WRITING	MEAP ELA	MEAP MATH	MEAP SCIENCE
3	Black, Not of Hispanic Origin	67%	26%	54%	79%	Not Tested
5	Black, Not of Hispanic Origin	76%	55%	67%	76%	70%

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	88.1	91.4	84.4	82.5	92.0	76.3	37.0	48.6	26.3	45.6	53.6	37.9	48.3	60.0	39.4
07-08	87.9	92.6	84.6	89.1	100	78.1	62.3	65.5	58.3	46.6	64.0	33.3	39.2	51.6	20.0
06-07	85.2	93.1	78.1	93.8	96.3	90.5	48.3	76.0	27.3	64.7	75.8	44.4	32.7	50.0	16.0

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 Poupard Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
1	08-09	56	60	52	54	49	60
	07-08	43	46	41	37	39	35
2	08-09	31	35	28	36	31	39
	07-08	36	48	24	25	30	21
3	08-09	40	45	36	39	43	37
	07-08	47	41	55	38	32	46
4	08-09	47	49	46	48	43	53
	07-08	50	57	44	46	48	45
5	08-09	51	60	45	48	51	45
	07-08	51	59	39	34	37	29

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