

2008-09 Annual Report

**176 McKinley
Grosse Pointe Farms,
Michigan 48236**

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Mission Statement

Père Gabriel Richard Elementary School, in partnership with students, staff, parents and community, will be at the forefront of education. An evolving curriculum and the highest standards of instruction and learning in every class, every day, will ensure that each student is challenged to fully develop individual abilities, skills and character to succeed in life. We are committed to creating an environment that cultivates knowledgeable, responsible, and caring citizens who embrace life's possibilities with a passion for continuous learning.

Pere Gabriel Richard Elementary School

Grosse Pointe Public School System

Ms. Mary MacDonald-Barrett, Principal

Introduction

During the 2008-09 school year, we served 386 students from Kindergarten to grade 5. The staff included eighteen classroom teachers and teachers of Art, Vocal and Instrumental Music, Physical Education, Spanish and Library/Media. Other professionals included a Language Arts/Reading Specialist, Resource Center Specialist, Psychologist, Social Worker, Speech Pathologist, and an Autism Spectrum Disorder teacher.

Our beautiful school building has been declared by the State of Michigan to be a historical site. It displays lovely architectural elements and has been maintained and updated over the years. In addition to a full computer lab, students at every grade level utilize wireless laptops throughout the entire school building. In addition, we were named a Green School and awarded this title from the State of Michigan.

Teachers used a variety of instructional strategies according to students' abilities, learning styles, and interests. These differentiation strategies included instructional pacing, acceleration, flexible grouping, in-depth studies, cooperative learning, and high-interest activities. Teachers implemented new mathematics programs throughout all grade levels. An after-school Homework Club was implemented to provide assistance for students at all grade levels when needed.

Many enrichment opportunities were provided for students by teachers and Richard parent volunteers. These activities included Chess Club, Fourth and Fifth Grade Choir, Student Council, Service Club, Safety Patrol, Science Club, Lego-building, scrap-booking, games and puzzles, knitting, yoga, and many other activities scheduled outside the regular school day. Our Team REACH (Richard Elementary Actively Contributing to Humanity) consisting of our community of children and led by a group of parent volunteers, continued making positive changes locally, nationally, and globally by doing good works for others.

Our Richard PTO provided generous support for our students including assemblies, classroom materials, enrichment activities, and library books. Richard School parents are very committed to their children's education and show it on a daily basis through volunteering in classrooms, the lunchroom, and the playground and by participating in enrichment activities, field trips, career awareness, and assemblies.

**Pere Gabriel
Richard Elementary
School opened in
September, 1930**

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

Writing: Students will increase achievement in writing skills across all curricular areas.

Math: Students will demonstrate improvement in math skills and knowledge of concepts.

The Richard Elementary School Improvement Plan includes strategies and objectives that are aligned with the district and the State of Michigan. The staff gathers and reviews data in order to plan future instructional goals. Staff development is an integral component of the ongoing school improvement process.

Student Average Attendance Rate: 95.3%

Percentage of Parents Participating in Parent-Teacher Conferences:

2008-2009
100% (386 Students)

2007-2008
99% (412 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%	89%	97%	08-09	73%	75%	72%	08-09	92%	89%	94%
07-08	94%	96%	93%	07-08	76%	84%	72%	07-08	93%	96%	91%
06-07	97%	97%	97%	06-07	82%	85%	80%	06-07	99%	97%	100%

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	96%	96%	96%	08-09	71%	83%	64%	08-09	94%	96%	93%
07-08	94%	89%	100%	07-08	72%	67%	79%	07-08	93%	86%	100%
06-07	97%	95%	98%	06-07	61%	62%	60%	06-07	97%	95%	98%

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	94%	91%	97%	08-09	88%	89%	88%	08-09	94%	94%	94%
07-08	97%	98%	96%	07-08	82%	85%	80%	07-08	97%	95%	98%
06-07	100%	100%	100%	06-07	85%	82%	87%	06-07	100%	100%	100%

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	98%	100%	97%	08-09	97%	96%	98%	08-09	91%	89%	94%
07-08	97%	100%	96%	07-08	97%	94%	100%	07-08	89%	88%	90%
06-07	99%	97%	100%	06-07	95%	95%	96%	06-07	94%	94%	95%

MEAP SCIENCE – Grade 5			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
08-09	96%	94%	97%
07-08	97%	95%	98%
06-07	100%	100%	100%

- 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	98%	98%	98%	98%	Not Tested	98%	98%
4	99%	99%	99%	100%	Not Tested	100%	100%
5	97%	99%	97%	99%	99%	97%	99%

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	100	100	100	92.5	97.0	88.2	69.5	66.7	71.9	53.6	56.0	52.3	77.9	80.6	75.0
07-08	98.5	100	97.2	98.2	100	96.7	41.7	40.0	42.6	67.6	74.3	60.6	57.1	65.0	51.0
06-07	98.1	100	96.4	98.7	100	98.0	69.6	73.5	65.7	69.7	73.8	66.0	78.1	91.2	66.7

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 Richard Students (on National Norms)

Grade	Year	Percentile READING Spring			Percentile MATH Spring		
		All	Female	Male	All	Female	Male
1	08-09	78	79	77	76	71	80
	07-08	69	72	67	74	71	77
2	08-09	61	66	56	65	64	67
	07-08	62	57	66	65	62	67
3	08-09	68	60	75	68	61	75
	07-08	64	64	64	56	54	58
4	08-09	71	74	70	66	64	67
	07-08	71	71	71	66	64	69
5	08-09	73	71	75	73	69	77
	07-08	69	65	72	58	49	66

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