

GROSSE POINTE PUBLIC SCHOOL SYSTEM

2009-10 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 selfesteem and the knowledge, skills, and behavior necessary to function effectively and cooperatively in society.



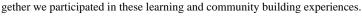
George Defer Elementary School Grosse Pointe Public School System

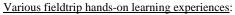
Mr. Ronald Wardie, Retired Ms. Karen Sullivan 2010-11

Introduction

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

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 24% of our total student count. Defer also receives state and federal funds as a Title I school based on our percentage of students (12.8%) who qualify for Free/Reduced Lunch. To-





Metropolitan Nature Center

Camp Howell

Lansing – Legislature and government offices

One-room school house for a day

Ford Rouge Factory

Greenfield Village

Community Service Projects:

Adopted two endangered animals

Coin drive for Haiti earthquake Red Cross relief

Special Olympics bake sale

Winter Clothing Drive

Grosse Pointe Family Center "Hat Day"

Book drive for Best Friends Books

PTO activities:

Fall Family Fun Fest (F4)

Walk to School Week

Book Fair & Holiday Craft Fair

Family Fun Night

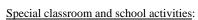
Green School projects

Spaghetti Dinner & Dessert Auction

Muffins with Mom & Donuts with Dad

Staff Appreciation Day & Volunteers Week

Spring Social



Bats presentation-Cranbrook Institute of Science

EDK students singing and signing "The Greatest Love of All" for the 5th Grade Promotion

Natural homemade bird house project

Monthly PBS rewards & Dragon Dollar winners

4th Grade Disability Awareness

Safety/Service Squad

Market Madness Day

Cross grade level classroom buddies

Olympic Read-A-Thon

Dissecting sheep pluck

New classroom technology - SMART Boards, Airliner slates, Document Cameras and Clickers

Living history Wax Museum

Bug-O-Rama

Defer Choir performances

Defer Concerts - Vocal and Instrumental Music

Talent Show

Staff Kickball Game

Field Day, Art on the Field Day, Books Out Back

Pen Pal letters and get-togethers

Colonial newspapers

Parts of Speech

Play

School Spirit Days Lunch on the front

lawn

Defer Elementary School opened in February, 1925



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Student Average Attendance Rate: 96.0%

Percentage of Parents
Participating in Parent-Teacher
Conferences:

2009-2010 99.5% (418 Students)

2008-2009 99.5% (436 Students)

Education YES! Report Card

AYP (Adequate Yearly Progress)
Status Met: Yes

Michigan Report Card Grade: A

Not Identified for Improvement

Assignment of Students

The Board has determined attendance areas and students shall be expected to attend school within that area. A parent may request a transfer or appeal a placement decision on behalf of their student.

The principal shall be responsible for assigning students to classes. In the elementary schools, the principal, in determining the grade level for any new student, may take into consideration the previous schooling of the student but may assign the student to a lower grade level or higher grade level, if in the principal's judgment such an assignment would be in the best interests of the student. In the middle school and in the senior high school students will be assigned to counselors, classes and instructors by the building principal.

The district also has in place policies and guidelines which guide promotion and retention.

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 curriculum 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 2009-10 the district began implementation of the new social studies curriculum for grades K-3, and 5-6. Grades 3 and 4 will be rolled out in 2010-11. English/language arts curriculum was the core curriculum under review, roll out is planned for the fall of 2010. Computer education curriculum continues to be under review, these curriculum changes will reflect the district's investment in new curriculum for teachers grades Kindergarten through twelve.

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, our Defer staff has worked collaboratively throughout the school year to review and analyze student achievement data related to the district curriculum in determining our areas of greatest need for continued improvement. Through the work of our Professional Learning Communities, each grade level and the support staff have identified specific goals and strategies to address these areas of need.

The three goal areas that have been identified as areas of focus for our Defer School Improvement Plan are Math, Reading and Writing. We believe that all students need to be successful within these three key areas of curriculum and we have committed ourselves to ensuring that each student progresses to the best of his/her ability within each of these content areas. Our specific goal statements are:

All Defer students will demonstrate improved Math skills.

All Defer students will improve their skills in Reading.

All Defer students will demonstrate improved Writing skills.

As a Title I school, we also have a specific plan developed to address the needs of our Title I Targeted Assistance students.

Our improvement plan also includes continued implementation of the PBS (Positive Behavior Support) Program developed at the end of the 2007-2008 school year.

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STUDENT ACHIEVEMENT MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

MEAP READING TEST												
Grade 3				Grade 4				Grade 5				
Percentage Achieving SATISFACTORY				Percent	rcentage Achieving SATISFACTORY Percentage Achieving SATISFACTORY					ACTORY		
Year	All	Female	Male	Year	AII	Female	Male	Year	AII	Female	Male	
09-10	97%	97%	97%	09-10	91%	92%	91%	09-10	91%	92%	90%	
08-09	93%	94%	93%	08-09	94%	94%	94%	08-09	95%	97%	93%	
07-08	96%	97%	95%	07-08	98%	97%	98%	07-08	94%	95%	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	AII	Female	Male
09-10	100%	100%	100%	09-10	93%	92%	93%	09-10	91%	92%	90%
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%

MEAP SCIENCE - Grade 5									
	Percentage Achieving								
	SATISFACTORY								
Year	Year All Female Male								
09-10	87%	86%	88%						
08-09	91%	91%	91%						
07-08	94%	95%	93%						

NOTE: 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.

NOTE: The state no longer reports ELA Scores. The new MEAP Writing test was piloted this year and will be taken in grades 4 and 7 next year.

	2009-10 MEAP Percentage of Students Tested										
Grade	MEAP READING	MEAP MATH	MEAP SCIENCE	Total Read with Other Tests	Total Math with Other Tests						
3	100%	100%	Not Tested	100%	100%						
4	100%	99%	Not Tested	100%	99%						
5	99%	99%	99%	100%	100%						

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

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STUDENT ACHIEVEMENT (cont.) GROSSE POINTE WRITING

	Percentage of Students Achieving SATISFACTORY														
		Grade 1 Grade 2 Grade 3						Grade 4			Grade 5				
Year	AII	F	М	AII	F	М	All	F	М	All	F	М	AII	F	М
09-10	92.9	90.3	96.0	97.1	96.8	97.4	53.5	57.6	50.0	64.1	71.4	58.1	50.6	51.4	50.0
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

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)

	Pe	rcentile READING	G Spring			Percentile MATH Sp	oring
Grade	Year	All	Female	Male	AII	Female	Male
	09-10	87	84	90	87	81	93
1	08-09	73	75	71	72	70	74
	07-08	56	54	58	62	60	64
	09-10	55	57	53	69	65	72
2	08-09	62	62	63	62	54	69
	07-08	61	68	56	55	57	54
	09-10	65	61	69	77	65	86
3	08-09	65	72	60	63	62	64
	07-08	66	66	65	63	63	63
	09-10	66	69	62	62	55	66
4	08-09	65	62	67	70	68	71
	07-08	68	67	69	67	63	70
	09-10	68	68	67	69	66	70
5	08-09	67	68	66	62	57	64
	07-08	69	73	66	60	59	60

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

FERPA NOTICE:

Grosse Pointe Public Schools may, upon request, release the following directory information: student name, address, participation in school activities, date of school attendance, honors and awards, information generally found in yearbooks, and student name, addresses and telephone numbers when requested by military recruiters.

Parents or students, 18 years or older, who do not wish this information made public should complete the Public Use-Directory Information Notice Form available at: www.gpschool.org