

2009-10 Annual Report

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Michigan 48230
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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. Together we participated in these learning and community building experiences.



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.



Various fieldtrip hands-on learning experiences:

Metropolitan Nature Center
 Camp Howell
 Lansing – Legislature and government offices
 Mackinaw
 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

Special classroom and school activities:

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, Air-liner 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

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.

STUDENT ACHIEVEMENT MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

MEAP READING 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
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	All	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	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.

STUDENT ACHIEVEMENT (cont.)**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
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)

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