

2010-11 Annual Report

**15425 Kercheval
Grosse Pointe Park,
Michigan 48230
(313) 432-4000**

Mission Statement

The Defer School Community's mission is to help every student attain self-confidence and the knowledge, skills and behavior to function effectively.



*George Defer Elementary School
Grosse Pointe Public School System*

Ms. Karen Sullivan

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 25% of our total student count. Defer also receives state and federal funds as a Title I school based on our percentage of students (25%) who qualify for Free/Reduced Lunch. Together we participated in these learning and community building experiences.



Various fieldtrip hands-on learning experiences:

Metropolitan Nature Center
Camp Howell
Lansing – Legislature and government offices
Lansing Science Center
Dossin Museum
One-room school house for a day
Ford Rouge Factory
Greenfield Village
Detroit Riverboat

Community Service Projects:

Bake sale for Japan earthquake relief
Special Olympics bake sale
Winter Clothing Drive
"Pennies for Power"
Book drive for Best Friends Books
Book Drive for Grosse Pointe Foundation for Academic Enrichment

PTO activities:

Fall Family Fun Fest (F4)
Walk to School Week
Book Fair & Holiday Craft Fair
Family Game Night
Green School projects
Pancake Dinner and Auction
Muffins with Mom & Donuts with Dad
Staff Appreciation Day & Volunteers Week
Spring Social

Special classroom and school activities:

Whole School singing and signing "The Greatest Love of All" for school secretary
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 and eyes
New classroom technology – SMART Boards, Document Cameras
Living history Wax Museum
Bug-O-Rama
Defer Choir performances
Grosse Pointe Park Tree Lighting Performance by Choir
Field Day, Art on the Field Day
Pen Pal letters and get-togethers
Colonial newspapers
Parts of Speech Play
School Spirit Days
Lunch on the front lawn
New Playscape

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

Student Average Attendance Rate: 95.89%

Percentage of Parents Participating in Parent-Teacher Conferences:

2010-2011
99.5% (403 Students)

2009-2010
99.5% (418 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. 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.

The 2010-11 school year brought many plans and changes to the K-5 English language arts curriculum. Over half of our elementary teachers and all of our elementary principals had the opportunity to visit other districts to observe their language arts program. The energy and enthusiasm these visits generated cannot be measured. The visits did bring huge changes to the way we teach reading to our students. This year, all elementary students will be learning specific reading comprehension strategies through a program called "Making Meaning". Please ask your elementary child to talk to you about the stories their teacher is reading to them, and the questions they are asking about the stories. Elementary teachers will begin training on teaching reading to students, through the Reader's Workshop approach. Staff development will begin in September and continue on throughout the school year. The implementation and training in Reader's Workshop is part of a three-year plan to develop readers and writers in our elementary students for their success in the challenging curriculum they will be facing at the middle and high school levels.

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 five goal areas that have been identified as areas of focus for our Defer School Improvement Plan are academic achievement in math, social studies, science, and reading, a focus on student writing skills, improvement of the school climate through the Positive Behavior Support System, differentiating instruction, and the use of technology. Our specific goals statements are:

- All Defer Students will demonstrate improved skills in math, social studies, science, and reading.
- All Defer students will improve their writing skills.
- All Defer students will participate in the Positive Behavior Support System as a means to improve the overall school climate.
- Instruction will be differentiated to improve learning for all Defer students.
- All Defer students will benefit from the use of technology in the implementation of best practices.

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
10-11	99%	100%	97%	10-11	93%	94%	93%	10-11	96%	94%	98%
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%

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
10-11	100%	100%	100%	10-11	97%	100%	95%	10-11	85%	84%	86%
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%

MEAP SCIENCE – Grade 5			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
10-11	90%	87%	93%
09-10	87%	86%	88%
08-09	91%	91%	91%

MEAP WRITING – Grade 4			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
10-11	74%	84%	67%

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.

2010-11 MEAP Percentage of Students Tested							
Grade	MEAP READING	MEAP Writing	MEAP Math	MEAP SCIENCE	Total Read with Other Tests	Total Math with Other Tests	Total Science with Other Tests
3	97%	Not Tested	97%	Not Tested	99%	99%	Not Tested
4	97%	97%	97%	Not Tested	100%	100%	Not Tested
5	100%	Not Tested	100%	100%	100%	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															
	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
10-11	100	100	100	89.4	94.1	84.4	70.0	83.9	59.0	65.7	78.8	54.1	61.1	69.7	53.8
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

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)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
1	10-11	81	84	78	81	81	80
	09-10	87	84	90	87	81	93
	08-09	73	75	71	72	70	74
2	10-11	57	62	52	68	64	72
	09-10	55	57	53	69	65	72
	08-09	62	62	63	62	54	69
3	10-11	65	75	56	77	75	79
	09-10	65	61	69	77	65	86
	08-09	65	72	60	63	62	64
4	10-11	68	64	72	78	71	82
	09-10	66	69	62	62	55	66
	08-09	65	62	67	70	68	71
5	10-11	63	62	64	63	57	68
	09-10	68	68	67	69	66	70
	08-09	67	68	66	62	57	64

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. Grosse Pointe Public Schools also publishes student information via school sponsored or school-related media, including the activities of the Grosse Pointe Foundation for Public Education.

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.gpschools.org