



GROSSE POINTE
PUBLIC SCHOOL SYSTEM

2010-11 Annual Report

285 Kerby

Grosse Pointe Farms,

Michigan 48236

(313) 432-4200

Mission Statement

The mission of Kerby Elementary School, in partnership with families and community, is to help all students become productive participative and responsible citizens who view learning as a life-long process.



Kerby Elementary School

Grosse Pointe Public School System

Mrs. Maureen G. Bur, Principal

Introduction

Kerby Elementary School is truly a learning community where students are encouraged to do their personal best in a warm and welcoming environment. We have a talented, dedicated staff who partner with an involved and committed parent community to provide diverse educational experiences that allow our students to excel as they develop into life-long learners.



Our “Kerby Pointes of Pride” were due to the diligent work of students, teachers, support staff, and parent volunteers.

- 68 Fifth grade students participated in the Adventure Challenge Education program at Bair Lake Camp.
- Fourth and Fifth grade students provided service to our school community through safety patrol, service squad, recycling and library clubs.
- Through student, staff and community efforts, Kerby earned ‘Emerald’ status within the Michigan Green school initiative.
- Our Student Council sponsored the Michigan Humane Society ‘Adopt a Pet’ drive by donating items, Valentine Mail Boxes, Kerby Spirit Days, Talent Show, and a Staff vs. Student Council softball game.
- Kerby’s generous PTO provided lunchtime enrichment activities, assemblies, and Family Fun evenings as well as classroom support all of which enhance the academic environment.
- Kerby’s Reaching Out ‘hats and flip-flops’ project supports those that are less fortunate and collects donations and letters to support our military troops.
- 3rd grade sponsored a Bake Sale and Garage Sale with money raised used for site improvements and to sponsor a family in need at the holidays.
- Over 270 students were recognized throughout the year at monthly ‘Go Green’ assemblies for their outstanding character.
- This year, parents, grandparents, brothers and sisters, aunts, uncles and community members have spent approximately 4,650 hours volunteering their time and energy to Kerby!

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

Student Average Attendance Rate: 96.81%

Percentage of Parents Participating in Parent-Teacher Conferences:

2010-2011
100% (349 Students)

2009-2010
99.7% (366 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

In our continuous effort for improvement we've identified the following target goal areas:

- Improvement in reading across the curriculum
- Improvement in writing across the curriculum
- Improvement in math across the curriculum
- Improvement in inquiry based learning
- Provide a sense of belonging to every student
- Enhance home-school communication
- Enhance academic support programs

The Kerby School Improvement Plan includes strategies and objectives that are aligned with the district and school mission. Staff development and Professional Learning Communities are an integral component of the ongoing school improvement process.

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	100%	100%	100%	10-11	98%	100%	97%	10-11	94%	98%	88%
09-10	98%	95%	100%	09-10	98%	98%	100%	09-10	99%	100%	97%
08-09	98%	100%	95%	08-09	100%	100%	100%	08-09	98%	100%	95%

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	100%	100%	100%	10-11	97%	100%	92%
09-10	100%	100%	100%	09-10	100%	100%	100%	09-10	97%	97%	97%
08-09	97%	95%	100%	08-09	100%	100%	100%	08-09	96%	96%	95%

MEAP SCIENCE – Grade 5			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
10-11	97%	98%	96%
09-10	97%	97%	97%
08-09	98%	100%	95%

MEAP WRITING – Grade 4			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
10-11	65%	76%	59%

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	99%	Not Tested	99%	Not Tested	99%	99%	Not Tested
4	100%	100%	100%	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															
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
10-11	100	100	100	96.7	100	92.3	69.4	78.1	62.5	67.4	66.7	67.9	71.4	81.0	52.4
09-10	98.1	100	95.7	95.7	100	92.5	58.1	47.1	65.4	76.5	78.0	74.1	59.2	69.2	48.6
08-09	98.4	100	97.0	97.7	95.5	100	68.3	80.0	47.8	66.2	77.8	55.3	71.7	91.7	50.0

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 Kerby Students (on National Norms)

Grade	Year	Percentile READING Spring			Percentile MATH Spring		
		All	Female	Male	All	Female	Male
1	10-11	83	90	69	75	78	69
	09-10	85	83	87	81	77	85
	08-09	69	71	67	73	76	70
2	10-11	71	71	70	76	71	82
	09-10	63	73	55	70	73	68
	08-09	53	57	50	58	54	62
3	10-11	72	76	69	82	81	82
	09-10	53	48	56	60	55	63
	08-09	70	69	71	69	65	76
4	10-11	66	66	66	70	70	69
	09-10	70	77	58	75	75	74
	08-09	66	65	68	64	58	69
5	10-11	82	84	79	80	81	79
	09-10	73	72	75	73	67	78
	08-09	74	81	66	70	75	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.

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