

2010-11 Annual Report

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*Charles A. Poupard Elementary School
Grosse Pointe Public School System*

Ms. Penny Stocks, Principal

Introduction

LEARNING FOR ALL: WHATEVER IT TAKES

This Poupard Elementary Annual Report is provided to communicate to parents and the community helpful information about our school.

Our vision is to provide a well-balanced and academically sound educational experience for all students. We put emphasis on the development of students' social and emotional growth as well as providing learning opportunities that requires students to not only acquire basic skills, but also to use inquiry, reasoning and critical thinking skills to be able to reflect on their learning process.

The mission of our school is to use our resources, expertise, talents and creativity to help every student achieve literacy in all academic areas and foster social responsibility and self-esteem. Our educational opportunities provided at Poupard are carried out in a structured learning environment. The major function of our school is to provide every student with the opportunity to master reading, writing and math and to go beyond the academic skills required by our state standards. We will educate all students by empowering them with the necessary skills, knowledge and behaviors for continued intellectual, social and physical development to succeed in this ever-changing world.

We believe that cooperation between home and school is critical to the success of all students. We know that all children can learn and come to school motivated to do so; we are the ones that must unlock the key. Poupard staff also makes sure that students needing additional help are met with interventions. Each student at Poupard is expected to be respectful, responsible and ready to learn.

Our students' successes are a result of our involved parents and our dedicated teachers and staff. We provide small and individualized guided reading groups everyday for 45 minutes. We also provide Scholastic Reading Counts, an individual motivating reading program and 15 minutes of school-wide silent reading a day. Writing is an important part of our curriculum and our teachers have been trained in 6 + 1 Writing Traits as well as in Writing Workshop. Our new hands-on Everyday Math Program as well as Foss Science have been successful and exciting for students. We offer 4th and 5th grade Spanish as well as instrumental music in the 5th grade to students.

The Poupard PTO and our volunteers donate a tremendous amount of time and talent to support our many fun activities. Last year we were able to have Circamongous. It was a huge success with parents, staff and students. Each year we also enjoy Meet the Teacher Night, 50's Sock Hop, Tin Can Auction, Pancake Breakfast, Ice Cream Social, Holiday Fun and educational assemblies.

As a PBS School (Positive Behavior Support) we reinforce students' good behavior, which is our expectation for all students. We have many positive rewards in place for students. Some other new programs started this year are school-wide, monthly town Hall Meetings, monthly PBS rewards, school store, book exchange, and a monthly good citizenship breakfast with students, teachers and families.

We are very proud of Poupard School and its many accomplishments, including being a Green School three years in a row. This is our second year as an Evergreen School.

Because we stay rooted in our commitment to your children, today's vision, mission and beliefs become tomorrow's reality.



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

Student Average Attendance Rate: 95.90%

Percentage of Parents Participating in Parent-Teacher Conferences:

2010-2011
98.9% (356 Students)

2009-2010
96.4% (325 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

Poupard Elementary School continues to demonstrate improved scores on national, local and state tests as well as in daily performance and participation in class. Our school has worked on our improvement plan collaboratively to develop goals that are driven by our test data. We are using recent research as well as best practices as means to improve student achievement.

Based on our current and ongoing school improvement plan our goals are:

All students will improve their narrative, fiction and informational writing skills. Classroom teachers will guide students to focus on one main idea with a well organized and developed beginning, middle and ending. Teachers will teach the elements of these writing styles through examining mentor authors, anchor charts, modeling and analysis of strong student samples. They will use best practices, Writer's Workshop, daily writing journals and technology so that students will become proficient in the 6+1 traits of writing.

All students will increase reading skills in their overall reading scores. Students will attain this by having 45 minutes of uninterrupted small group guided reading instruction at their Lexile/DRA level. We also use the Scholastic Reading Counts Program and school wide (including staff) DEAR time to encourage independent reading. FAST Reading and Earobics will be used to support struggling readers.

Students will increase their knowledge in math content area, through improved application of math vocabulary in problem solving skills. They will also increase fluency of basic math facts at each grade level. We will focus on common vocabulary development throughout the grades and its application in problem solving analysis. Students will use FASTT math, everyday math triangles, fact families and timed minute math assessments to increase proficiency of basic math facts.

We meet weekly in collaborative groups to monitor student progress and our school improvement goals.

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	89%	96%	84%	10-11	78%	80%	77%	10-11	79%	83%	75%
09-10	88%	84%	91%	09-10	79%	84%	74%	09-10	89%	93%	85%
08-09	72%	82%	63%	08-09	83%	85%	81%	08-09	83%	96%	74%

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	89%	88%	90%	10-11	98%	97%	100%	10-11	86%	89%	83%
09-10	94%	90%	97%	09-10	93%	97%	89%	09-10	91%	93%	89%
08-09	87%	91%	83%	08-09	94%	96%	93%	08-09	82%	88%	76%

MEAP SCIENCE – Grade 5			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
10-11	65%	71%	58%
09-10	71%	79%	64%
08-09	75%	89%	65%

MEAP WRITING – Grade 4			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
10-11	57%	67%	49%

NOTE: MEAP Data is not reported by other Racial/Ethnic minority group, Grade 5 Economically Disadvantaged or Special Education 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.

MEAP Percentage Achieving SATISFACTORY – (2010-11) of State Mandated Groups					
Grade	Group	MEAP READING	MEAP WRITING	MEAP MATH	MEAP SCIENCE
3	Black, Not of Hispanic Origin	85%	Not Tested	85%	Not Tested
4	Black, Not of Hispanic Origin	76%	47%	97%	Not Tested
	Economically Disadvantaged	71%	45%	100%	Not Tested
5	Black, Not of Hispanic Origin	76%	Not Tested	83%	57%
	Economically Disadvantaged	74%	Not Tested	82%	59%

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	98%	Not Tested	98%	Not Tested	100%	100%	Not Tested
4	98%	98%	97%	Not Tested	100%	98%	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	91.8	100	85.2	92.7	91.7	93.5	60.7	68.0	54.8	53.2	58.6	48.5	66.7	80.6	52.8
09-10	86.5	90.9	83.3	81.0	89.3	73.3	41.2	50.0	34.2	36.2	54.5	19.4	66.0	76.9	54.2
08-09	88.1	91.4	84.4	82.5	92.0	76.3	37.0	48.6	26.3	45.6	53.6	37.9	48.3	60.0	39.4

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 Poupard Students (on National Norms)

Grade	Year	Percentile READING Spring			Percentile MATH Spring		
		All	Female	Male	All	Female	Male
1	10-11	56	76	41	45	57	36
	09-10	59	55	62	53	40	63
	08-09	56	60	52	54	49	60
2	10-11	47	46	48	51	40	59
	09-10	40	45	35	42	38	47
	08-09	31	35	28	36	31	39
3	10-11	38	46	33	32	24	41
	09-10	34	33	35	35	24	45
	08-09	40	45	36	39	43	37
4	10-11	43	51	36	36	31	40
	09-10	38	50	29	38	41	35
	08-09	47	49	46	48	43	53
5	10-11	40	45	35	35	35	35
	09-10	46	55	38	44	47	40
	08-09	51	60	45	48	51	45

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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