

**820 Beaconsfield
Grosse Pointe Park,
Michigan 48230
(313) 432-5000**

Mission Statement

The mission of Trombly Elementary School is to provide a supportive environment in which each student can grow academically, socially, and emotionally.



*Robert Trombly Elementary School
Grosse Pointe Public School System*

Walter Fitzpatrick, Principal

Introduction

Building on the very successful “Just Like Me” campaign of 2009-10, Trombly continued to use the slogan and provide opportunities for students to think about their responsibilities to themselves, the environment and the world beyond our borders. Students participated in several outreach campaigns that required them to think about someone their age who was struggling;

whether it be a financial

struggle or a health related issue. A multitude of boxes filled with school supplies was collected and sent to a neighboring school; enough money was collected through bake sales that help provide over 200 meals at the local Crossroads program; \$800 was sent to the Leukemia Society as the students participated in the Society’s Pennies for Peace campaign. The highlight of the year was the JAZZ IT UP FOR JOPLIN Campaign which was a student idea that raised well over \$300 for the victims of the tornados in Joplin, MO.

Students and staff continued the partnership on our Green School initiative that earned Emerald Status among Michigan Green Schools for the past five years. And the green team asked their fellow students and families to act “Just Like Me” as they turned off lights and computers, and recycled just about everything imaginable.

Students also took their own school work seriously, setting an example there as well. We are extremely proud of the MEAP, NWEA and Grosse Pointe Writing test scores shown in this annual report. The results are a reflection of the hard work put forth by our students and staff.

Parents joined forces with the school staff to support a special reading project, an all school book club called One School, One Book. Every student received a copy of George Selden’s book, *A Cricket in Time Square* and along with their parents was asked to read it at home over the month of March. In school students then participated in specially designed activities related to the book that encouraged and rewarded attentive, aggressive listening. With parental help, Trombly was able to build a Community of Readers.

From the moment a Trombly welcome sign is placed in your front yard, you are part of a unique community that is dedicated to providing an environment that nurtures our children, celebrating our differences *and* similarities, and working together to build a strong future.



**Trombly Elementary
School opened
in February, 1927**

Student Average Attendance Rate: 96.14%

Percentage of Parents Participating in Parent-Teacher Conferences:

2010-2011
100% (273 Students)

2009-2010
100% (284 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

The school improvement target goals for Trombly School are:

- **MATH:** Improved student learning in the area of Mathematics with an emphasis on increasing or maintaining the average Spring RIT Math score for students in grades 2 through 5 while meeting or exceeding the district's average as well as meeting or exceeding the expected growth rate.
- **WRITING:** Improved student learning in the area of Writing with an emphasis on decreasing the gap between female and male populations on the district's writing assessment
- **READING:** Improved student learning in the area of Reading with an emphasis on increasing or maintaining the average RIT score on the spring 2011 NWEA test in grades 2 through 5 while meeting or exceeding the district average in those grade levels.

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	96%	97%	95%	10-11	93%	95%	92%	10-11	90%	95%	85%
09-10	98%	100%	96%	09-10	95%	100%	92%	09-10	100%	100%	100%
08-09	88%	94%	84%	08-09	95%	96%	93%	08-09	92%	96%	88%

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	98%	100%	95%	10-11	100%	100%	100%	10-11	90%	90%	89%
09-10	95%	95%	96%	09-10	100%	100%	100%	09-10	87%	83%	92%
08-09	98%	100%	96%	08-09	96%	100%	93%	08-09	82%	79%	85%

MEAP SCIENCE – Grade 5			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
10-11	79%	76%	81%
09-10	96%	97%	96%
08-09	88%	96%	81%

MEAP WRITING – Grade 4			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
10-11	68%	74%	64%

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	100%	Not Tested	100%	Not Tested	100%	100%	Not Tested
4	98%	98%	98%	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	91.1	88.9	94.4	78.0	73.3	85.0	79.5	77.8	80.8	78.7	82.6	75.0
09-10	95.7	96.2	95.2	100	100	100	86.0	84.2	87.5	79.5	88.9	73.1	72.5	75.9	68.2
08-09	97.6	100	94.4	97.7	95.0	100	79.1	88.9	72.0	55.4	58.6	51.9	52.0	62.5	42.3

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 Trombly Students (on National Norms)

Grade	Year	Percentile READING Spring			Percentile MATH Spring		
		All	Female	Male	All	Female	Male
1	10-11	72	73	72	80	74	84
	09-10	79	76	83	78	76	80
	08-09	74	75	74	80	80	79
2	10-11	58	55	63	68	62	76
	09-10	67	68	64	80	74	86
	08-09	64	67	60	74	76	73
3	10-11	73	75	71	78	74	84
	09-10	66	69	63	80	72	84
	08-09	68	70	66	67	65	68
4	10-11	64	66	63	70	72	69
	09-10	59	58	59	68	65	70
	08-09	65	65	65	66	59	72
5	10-11	58	68	50	59	54	64
	09-10	78	78	79	71	64	79
	08-09	63	71	56	53	57	50

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