

2007-08 Annual Report

**1275 Cook Road
Grosse Pointe Woods,
Michigan 48236**

(313) 432-4500

John Monteith Elementary School

Grosse Pointe Public Schools

Mr. Keith Howell, Principal

Introduction

Monteith Elementary School served 581 students (kindergarten – 5th grade) during the 2007-08 school year. Our school's dedicated staff included:

- 24 classroom teachers
- Teachers for Autistic Impaired and assistants
- Spanish, Art, Physical Education, Music Teachers
- Library Media Specialist and assistant
- Computer lab assistant
- Instrumental Teachers
- Reading Specialists
- Resource Teacher
- Speech and Language Teacher
- School Psychologist
- School Social Worker
- Custodians/Engineers
- Principal's secretary
- General office clerk

Mission Statement

The entire faculty and staff of Monteith Elementary School, working together as a team, strive to provide a quality instructional program to prepare our students to take their unique place in an ever changing world.

We believe that each student, with their uniqueness will achieve, to their strengths, a mastery of core skills, demonstrate positive social, emotional and physical growth.

Students will learn that art appreciation; the recognition of the beauty in life, is man's ability to transcend the routine, which sets us apart and enriches our lives.

Monteith continues to provide students with exceptional learning opportunities. Numerous school improvement initiatives continue to develop in all curricular areas and building wide school expectations (Be Respectful, Responsible, and Safe) with an intense focus in the area of writing. Teachers have been collaborating and establishing action strategies aligned with our district writing improvement goals. Students continue to develop their ability to communicate through written word, across genres and curricular areas.

The parents and PTO continue to be an asset to Monteith and provide assistance through many different avenues. Parents were active as field trip drivers, room parents, chairs of various PTO functions, fundraising chairs, classroom helpers, production center volunteers, etc. Most importantly our parents provide social, emotional, and academic encouragement and remain exceptional partners in education. Thank you for being dedicated to Monteith and your children's on-going success. Working together we will continue to do great things!

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

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 2007-08 the district implemented a new Mathematics curriculum and piloted a variety of math materials culminating in the selection of *Everyday Math* for grades 1-5 and Harcourt for Kindergarten. A new social studies curriculum was adopted for grades K-2 and 5 (grades 3 and 4 are still under study due to late changes in the state curriculum) and materials to support instruction were purchased.

During 2008-09 the science curriculum will be under review. Kindergarten and first grade teachers and reading specialists also received significant training and support materials to implement FAST reading strategies in 2008-09. Additional model units and technology applications are continually being integrated into curricular areas.

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.

Student Average Attendance Rate: 96.7%

% Parents Participating in Parent-Teacher Conferences:

2007-2008

100% (581 Students)

2006-2007

100% (560 Students)

School Improvement Plan

Education YES! Report Card

AYP (Adequate Yearly Progress) Status Met: Yes

Michigan Report Card Grade: A

North Central Association Accreditation

1. Writing - Students will continue to develop their ability to communicate through written word, across genres and throughout curriculum, while focusing on gender equity (commensurate with ability).
2. Math - Students will demonstrate continued improvement in the area of mathematic skills and concepts, while focusing on gender equity (commensurate with ability).
3. Reading – Students will improve in Reading (commensurate with ability).
4. Self-Responsibility/Self-Others – Students will demonstrate respectful, responsible, and safe behavior.

The Monteith Elementary School Improvement Plan includes strategies and objectives that are aligned with the district and school mission. Student progress monitoring and data analysis drives instruction and reflects our emphasis on continued authentic assessment of student needs. Staff development is an integral component of the ongoing school improvement process.

STUDENT ACHIEVEMENT MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

| MEAP ENGLISH LANGUAGE ARTS TEST Grade 3 | | | | | | | | | | | |
|---|-----|--------|------|-----------------------------------|-----|--------|------|-----------------------------------|-----|--------|------|
| MEAP READING | | | | MEAP WRITING | | | | MEAP ELA TOTAL | | | |
| Percentage Achieving SATISFACTORY | | | | Percentage Achieving SATISFACTORY | | | | Percentage Achieving SATISFACTORY | | | |
| Year | All | Female | Male | Year | All | Female | Male | Year | All | Female | Male |
| 07-08 | 99% | 100% | 98% | 07-08 | 77% | 80% | 73% | 07-08 | 96% | 100% | 91% |
| 06-07 | 99% | 100% | 98% | 06-07 | 76% | 83% | 68% | 06-07 | 97% | 96% | 98% |
| 05-06 | 96% | 93% | 98% | 05-06 | 83% | 95% | 74% | 05-06 | 96% | 93% | 98% |

| MEAP ENGLISH LANGUAGE ARTS TEST Grade 4 | | | | | | | | | | | |
|---|-----|--------|------|-----------------------------------|-----|--------|------|-----------------------------------|-----|--------|------|
| MEAP READING | | | | MEAP WRITING | | | | MEAP ELA TOTAL | | | |
| Percentage Achieving SATISFACTORY | | | | Percentage Achieving SATISFACTORY | | | | Percentage Achieving SATISFACTORY | | | |
| Year | All | Female | Male | Year | All | Female | Male | Year | All | Female | Male |
| 07-08 | 95% | 98% | 93% | 07-08 | 73% | 80% | 67% | 07-08 | 92% | 96% | 89% |
| 06-07 | 97% | 98% | 96% | 06-07 | 65% | 62% | 67% | 06-07 | 96% | 93% | 98% |
| 05-06 | 94% | 98% | 91% | 05-06 | 83% | 84% | 82% | 05-06 | 91% | 93% | 89% |

| MEAP ENGLISH LANGUAGE ARTS TEST Grade 5 | | | | | | | | | | | |
|---|-----|--------|------|-----------------------------------|-----|--------|------|-----------------------------------|-----|--------|------|
| MEAP READING – Grade 5 | | | | MEAP WRITING – Grade 5 | | | | MEAP ELA TOTAL – Grade 5 | | | |
| Percentage Achieving SATISFACTORY | | | | Percentage Achieving SATISFACTORY | | | | Percentage Achieving SATISFACTORY | | | |
| Year | All | Female | Male | Year | All | Female | Male | Year | All | Female | Male |
| 07-08 | 94% | 96% | 93% | 07-08 | 78% | 80% | 76% | 07-08 | 90% | 91% | 89% |
| 06-07 | 98% | 96% | 100% | 06-07 | 74% | 82% | 65% | 06-07 | 95% | 96% | 93% |
| 05-06 | 96% | 98% | 95% | 05-06 | 94% | 96% | 92% | 05-06 | 96% | 98% | 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 |
| 07-08 | 97% | 98% | 96% | 07-08 | 96% | 98% | 94% | 07-08 | 89% | 87% | 91% |
| 06-07 | 100% | 100% | 100% | 06-07 | 94% | 96% | 93% | 06-07 | 97% | 93% | 100% |
| 05-06 | 97% | 98% | 96% | 05-06 | 94% | 96% | 93% | 05-06 | 96% | 96% | 95% |

| MEAP SCIENCE – Grade 5 | | | |
|-----------------------------------|-----|--------|------|
| Percentage Achieving SATISFACTORY | | | |
| Year | All | Female | Male |
| 07-08 | 91% | 87% | 94% |
| 06-07 | 98% | 98% | 98% |
| 05-06 | 92% | 91% | 93% |

- 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.

STUDENT ACHIEVEMENT (cont.)

| 2007-08 MEAP Percentage of Students Tested | | | | | | | |
|--|--------------|--------------|----------|-----------|--------------|--------------------------|---------------------------|
| Grade | MEAP READING | MEAP WRITING | MEAP ELA | MEAP MATH | MEAP SCIENCE | Total ELA with MI-ACCESS | Total Math with MI-ACCESS |
| 3 | 100% | 100% | 100% | 100% | Not Tested | 100% | 100% |
| 4 | 98% | 98% | 98% | 98% | Not Tested | 100% | 100% |
| 5 | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

NOTE: Total with MI-ACCESS refers to the percentage tested with either the MEAP or the MI-ACCESS (an alternative state test) in each test area.

| 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 |
| 07-08 | 90.3 | 96.2 | 84.0 | 97.1 | 100.0 | 95.1 | 64.0 | 61.4 | 66.7 | 56.7 | 76.0 | 38.9 | 70.4 | 80.0 | 62.3 |
| 06-07 | 90.1 | 90.9 | 89.5 | 100 | 100 | 100 | 65.0 | 73.6 | 55.3 | 73.7 | 79.5 | 69.1 | 54.9 | 73.3 | 37.0 |
| 05-06 | 98.9 | 100 | 98.0 | 91.3 | 94.3 | 88.0 | 71.6 | 80.5 | 64.8 | 48.3 | 65.9 | 31.1 | 60.2 | 70.9 | 50.0 |

Grade 1 – Satisfactory includes scores of 3 and 4.

Grade 2-5 – Satisfactory includes scores of 4 through 7.

COMPREHENSIVE TESTING PROGRAM (CTP 4)

Average Percentile Achieved by Monteith Students

| Suburban Percentile READING Grade 2 | | | | Suburban Percentile MATH Grade 2 | | |
|-------------------------------------|-----|--------|------|----------------------------------|--------|------|
| Year | All | Female | Male | All | Female | Male |
| 2006-07 | 62 | 65 | 60 | 62 | 55 | 68 |
| 2005-06 | 54 | 55 | 52 | 64 | 65 | 62 |

| National Percentile READING Grade 5 | | | | National Percentile MATH Grade 5 | | |
|-------------------------------------|-----|--------|------|----------------------------------|--------|------|
| Year | All | Female | Male | All | Female | Male |
| 2006-07 | 63 | 63 | 63 | 66 | 62 | 70 |
| 2005-06 | 68 | 69 | 68 | 71 | 67 | 75 |

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average National Percentile Achieved by Monteith Students

| National Percentile READING Spring 2008 | | | | National Percentile MATH Spring 2008 | | |
|---|-----|--------|------|--------------------------------------|--------|------|
| Grade | All | Female | Male | All | Female | Male |
| 1 | 58 | 64 | 51 | 62 | 66 | 58 |
| 2 | 60 | 66 | 57 | 59 | 60 | 59 |
| 3 | 65 | 66 | 63 | 57 | 49 | 64 |
| 4 | 60 | 61 | 59 | 57 | 56 | 57 |
| 5 | 65 | 65 | 65 | 63 | 62 | 63 |

* In 2006-07 Grosse Pointe piloted a new national test. Some fifth grade students took the NWEA while others took the CTP IV.

NOTES: A percentile is the percentage of students in a national norms group who scored at or below a particular score.