



## GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

# Defer 2011-12 Annual Report

## Introduction

This annual report is provided to present 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. Our students represent a variety of religious, ethnic, cultural and socio-economic backgrounds and experiences, and this diversity is embraced by the community and staff. Defer receives state and federal funds as a Title I school based on our percentage of students (25%) who qualify for Free/Reduced Lunch. Defer is also one of two elementary buildings in the district that houses the magnet program for gifted education. Defer is a joy-filled school where learning is celebrated each day. Together, as a building, we participate in these learning and community building experiences.



### 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.

### Attendance Rate:

96.4%

### Percentage of Parents Participating in Parent-Teacher Conferences:

2011-12

98.2% (384 Students)

2010-11

99.5% (403 students)

### Education Yes! Report Card

#### The School is a Focus School and made AYP

For 2011-12, Defer did make Adequate Yearly Progress (AYP) and was named a Focus School because the school has a large student achievement gap between the top 30% of highest achieving students and the bottom 30% of lowest achieving students across the tested subjects. We are actively working to address this through our school improvement planning and professional learning community (PLC) time. Our Michigan Report Card grade is a B.

### Nondiscrimination Statement

The Grosse Pointe Public School System does not discriminate on the basis of race, gender, religion, national origin or other factors.



Principal Karen Sullivan

### Various fieldtrip hands-on learning experiences:

Metropolitan Nature Center  
Camp Howell  
Lansing – Legislature and government offices  
Lansing Science Center  
Dossin Great Lakes Museum  
One-room school house for a day  
Morley Candy Factory  
Greenfield Village  
Detroit Riverboat  
Cranbrook Science Museum  
Detroit Institute of Art  
Theatrical performances – South High School and Brownell Middle School  
Whispering Pines Nature Center  
Ford Home  
Entrepreneur – Electric Car

### Community Service Projects:

Winter Clothing, Pennies for Power, Best Friends Book, Coffee and Candy for Afghanistan Battalion, and UNICEF Drives

### PTO Activities:

Fall Family Fun Fest (F4)  
Walk to School Week  
Book Fair & Holiday Craft Fair  
Green School projects  
Spaghetti Dinner and Auction  
Muffins with Mom & Donuts with Dad  
Staff Appreciation Day and Volunteer Day  
Ice Cream Social  
Road Rally and Dragon Run  
Progressive Dinner

### Special classroom and school activities:

Monthly Positive Behavior Support Parties & Dragon Dollar Winners  
4<sup>th</sup> grade Disability Awareness  
Safety/Service Squad  
Market Madness Day – grade 2  
Mini-Society – grade 3  
Cross grade level classroom buddies  
Olympic Read-A-Thon – grade 2  
Dissecting sheep pluck and eyes – grade 5  
Classroom Technology – SMART Boards, Document Cameras  
Living History Wax Museum – grade 3  
Mothers' Day Tea & Poetry Recitation – grade 3  
Bug-O-Rama – grade 2  
Defer Choir performances – grades 4 and 5  
Grosse Pointe Park Tree Lighting Choir performance  
Field Day  
Pen Pal letters and get-togethers  
Colonial newspapers – grade 5  
Parts of Speech Play – grade 5  
School Spirit Days – Student Council  
Lunch on the front lawn  
Brain Game Blitz Night – grade 4/5  
100 Count Day – grade 1  
Awards Assembly  
Fifth Grade Promotion  
Class picnics

## Assignment of Studies

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 interest of the student. In middle school and 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.

## 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 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](http://www.gpschools.org)

## 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 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 2011-12 school year brought many plans and changes to the K-5 English language arts curriculum. All elementary students will have learned 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 began training on teaching reading to students, through the Reader's Workshop approach. Staff development will begin again in September and continue on throughout the 2012-13 school year. The continued 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 (NWEA testing), state (MEAP testing), and local (Grosse Pointe Writing) 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 and the School Improvement Team, grade level and support staff have identified specific goals and strategies to address these areas of need.

The goal areas that have been identified for our Defer School Improvement Plan 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 Percentage Achieving SATISFACTORY				Grade 4 Percentage Achieving SATISFACTORY				Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
11-12	78%	82%	74%	11-12	86%	97%	74%	11-12	86%	89%	84%
10-11	78%	88%	69%	10-11	77%	72%	81%	10-11	79%	77%	81%
09-10	79%	74%	83%	09-10	81%	86%	77%	09-10	78%	78%	78%

MEAP MATHEMATICS TEST											
Grade 3 Percentage Achieving SATISFACTORY				Grade 4 Percentage Achieving SATISFACTORY				Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
11-12	68%	71%	66%	11-12	71%	76%	67%	11-12	70%	67%	73%
10-11	57%	58%	57%	10-11	70%	63%	76%	10-11	55%	52%	57%
09-10	57%	38%	75%	09-10	59%	56%	61%	09-10	68%	64%	71%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	23%	17%	30%
10-11	26%	35%	19%
09-10	30%	28%	31%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	65%	76%	54%
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 is reported by the middle schools.

2011-12 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	100%	100%	100%	Not Tested	100%	100%	Not Tested
5	99%	Not Tested	99%	99%	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
11-12	96.8	100	93.9	84.4	100	74.4	81.2	91.4	70.6	62.7	80.6	46.2	83.3	85.7	81.1
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

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	11-12	67	73	61	67	68	65
	10-11	81	84	78	81	81	80
	09-10	87	84	90	87	81	93
2	11-12	62	68	57	70	71	70
	10-11	57	62	52	68	64	72
	09-10	55	57	53	69	65	72
3	11-12	67	65	68	77	74	80
	10-11	65	75	56	77	75	79
	09-10	65	61	69	77	65	86
4	11-12	66	73	58	75	79	69
	10-11	68	64	72	78	71	82
	09-10	66	69	62	62	55	66
5	11-12	69	72	67	74	69	77
	10-11	63	62	64	63	57	68
	09-10	68	68	67	69	66	70

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

