



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Mason 2011-12 Annual Report

Introduction

At Mason Elementary children feel a family spirit! Our small size enables students and staff to interact daily in a way that supports success for everyone. We foster a positive learning community through a strong parent and family partnership, an active Parent Teacher Organization, fabulous parent volunteers and an outstanding staff of dedicated professionals. Together we build a foundation for the continuing academic and personal success of our students!



Mason teachers personalize and differentiate instruction to optimize learning. Students strive to meet and exceed the rigorous curricular expectations and district standards. Classroom and PTO sponsored grade level and school wide activities expand and enrich our students' educational experiences. Mason students participate in a Positive Behavior Support (PBS) program, with a grant from Wayne RESA. Mason is a Title 1 school, offering students a nutritious breakfast and lunch program, as well as additional academic support. SMART Boards, SMART technology, and programs such as RAZ-kids, FASTT math and IXL, increase pathways for learning, ignite curiosity and support skills.

Special activities are the hallmarks of each grade. At Kindergarten Cafe students create culinary delights while fostering cooperation and teamwork. Spring brings hatching eggs! First graders increased their literacy skills and celebrated with an Author's Tea. Learning about the Chinese New Year concluded with lunch at the Golden Dragon Restaurant. Second graders were entrepreneurs for their economic unit, delighted in authoring sharing and mystery readers, and visited Provencal Weir. Third graders began Spanish instruction, met their pen pals, increased literacy skills through Reader's theatre and received pine saplings for Arbor Day. Fourth graders used journal writing and blogs to increase their writing skills. They toured the Capital and Michigan Historical Museum, and students participated in the Social Studies Olympiad. Fifth graders added instrumental music to their day! They demonstrated their leadership skills, increased their technology proficiency and strengthened their Spanish and research skills. Camp Storer was a memorable experience of outdoor education and team building.

Mason is proud to be an Evergreen School! Recycling is part of our science, social studies, and community commitment. Students participate in safety/service, choir, honors band & orchestra, Jump Rope for Heart, March is Reading Month, Box Tops, field day and the talent show. Student Council raised money for Lunches for Love, Adopt an Animal at the Detroit Zoo and local charities. Students in grades 3-5 used Homework Club, funded by the Grosse Pointe Foundation for Public Education.

Mission Statement

The mission of Mason elementary school is to create an environment that cultivates knowledge, responsible and caring citizens who embrace life possibilities with a passion for continuous learning.

Student Average Attendance Rate:

96.3%

Percentage of Parents Participating in Parent-Teacher Conferences:

2011-12

99.3% (292 Students)

2010-11

99.1% (321 Students)

Education Yes! Report Card

Adequate Yearly Progress (AYP) Met: Yes

Michigan Report Card Grade: A

Not identified for improvement.

Nondiscrimination Statement

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



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

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

1. All students will demonstrate increased proficiency in their reading comprehension of complex texts, both narrative and informational. Students will reference explicit examples from the text when summarizing passages, identifying the theme, and comparing texts. Reading proficiency will be measured by: State MEAP test, NWEA Measures of Academic Progress, Fountas & Pinnell Reading Assessments, and teacher designed classroom assessments.
2. All students will demonstrate increased proficiency in their writing skills. Students will exhibit quality writing traits with an emphasis on the use of supporting arguments and details, expressive language, and spelling and grammar conventions. Their proficiency will be measured by: Grosse Pointe Writing Assessment, State MEAP test, and teacher designed classroom and grade level assessments.
3. All students will demonstrate increased proficiency in solving multiple step problems and in the recall of mathematics facts. Students will utilize various strategies for problem solving and gain automaticity of mathematics facts. Math proficiency will be measured by: State MEAP tests, NWEA Measured of Academic Progress, Everyday Math Unit and End of the Year Tests.

The Mason School improvement plan includes objectives and strategies that align with the district and school mission. Staff development is an integral component of the ongoing school improvement process.

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	74%	63%	84%	11-12	88%	93%	81%	11-12	87%	93%	82%
10-11	82%	85%	79%	10-11	80%	74%	85%	10-11	78%	79%	77%
09-10	80%	78%	82%	09-10	79%	78%	79%	09-10	84%	86%	83%

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	79%	73%	84%	11-12	69%	67%	71%	11-12	68%	70%	67%
10-11	73%	69%	79%	10-11	72%	65%	76%	10-11	61%	54%	68%
09-10	55%	61%	52%	09-10	55%	52%	58%	09-10	64%	62%	67%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	11%	4%	17%
10-11	15%	21%	9%
09-10	27%	29%	25%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	65%	67%	62%
10-11	73%	70%	76%



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	97%	Not Tested	100%	100%	Not Tested
4	100%	100%	100%	Not Tested	100%	100%	Not Tested
5	95%	Not Tested	95%	98%	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	98.5	96.9	100	100	100	100	97.4	94.4	100	74.5	81.5	65.0	64.5	70.4	60.0
10-11	100	100	100	94.3	93.3	95.0	75.6	88.5	57.9	67.2	72.0	63.9	60.0	69.2	50.0
09-10	100	100	100	100	100	100	83.3	91.3	77.4	79.1	87.0	70.0	80.0	90.5	70.8

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 Mason Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
1	11-12	67	71	63	61	64	59
	10-11	94	94	95	81	81	82
	09-10	91	85	94	89	80	92
2	11-12	64	68	61	76	77	74
	10-11	61	47	71	72	59	82
	09-10	75	67	85	79	64	93
3	11-12	55	43	65	55	35	72
	10-11	69	65	73	73	57	88
	09-10	52	56	49	58	60	56
4	11-12	70	70	70	73	63	84
	10-11	47	49	45	56	55	56
	09-10	56	61	50	49	49	49
5	11-12	59	60	57	62	59	63
	10-11	63	66	59	59	56	62
	09-10	73	81	65	76	75	77

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

