



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Monteith 2011-12 Annual Report

Introduction

During the 2011/2012 school year, Monteith's staff successfully provided our students with many exceptional learning opportunities. The staff is to be commended for their hard work and dedication to our students. Our staff includes:

- Classroom teachers and assistants
- Teachers and assistants for students with Autism Spectrum Disorders
- Spanish, art, physical education, music teachers
- Library Media Specialist and assistant
- Computer lab assistant
- Instrumental music teachers
- Reading Specialists
- Resource teacher
- Speech and Language teacher
- School Social Worker
- School Psychologist
- Engineers/Custodians
- Principal's secretary
- General Office clerk



The Monteith staff is focused on continuous improvement. We examine data using key performance indicators that show a need to spend time, energy, and resources on particular objectives while reviewing performance targets that point out successes and concerns. The School Improvement Plan includes strategies and objectives that are aligned with the district and school mission. Building wide professional learning communities focus on student progress monitoring and data analysis which drives instruction and reflects our emphasis on continued authentic assessment of student needs. Our teachers do an exceptional job of utilizing a variety of teaching strategies to meet the needs of a differentiated classroom.

Our parents and PTO continue their support of Monteith, providing assistance in the classroom setting, on field trips, as room parents, and by fundraising to provide additional enrichment for the students. The continued support of the parents and greater community provides additional social, emotional, and academic encouragement for our students.

Several activities throughout the school year further enhanced the goals for our school community by fostering Respect, Responsibility and Safety. Students, staff and parents work cooperatively to provide enriched opportunities for our students

Monteith is a wonderful place, built on tradition, where students learn and have fun. We are extremely lucky to have teachers and parents who work together for the best interest of children. It is important to take the time to celebrate our students' hard work and, no matter the challenge, remind them that hard work always pays off. Thank you for being dedicated to Monteith and your child's ongoing success. Working together we will continue to do great things!

Mission Statement

The mission of Monteith Elementary School is to provide all students with a quality educational program. To fulfill this mission, we nurture and guide our students to become empathetic individuals who will develop a sense of self-worth with an intrinsic motivation to become life-long learners. We will approach our mission with a universal belief that all students can achieve academically and socially.

Student Average Attendance Rate:
96.7%

Percentage of Parents Participating in Parent-Teacher Conferences:
2011-12
100% (536 Students)

2010-11
100% (573 Students)

Education Yes! Report Card

The School made AYP and is a Reward School
For 2011-12, Monteith made Adequate Yearly Progress (AYP) and was named a Reward School. Our school is in the top 5% of all Michigan schools on combined measures of student achievement and student growth in the tested subjects. Our Michigan Report Card grade is an A.

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

The Monteith staff is focused on continuous improvement. We examine our evidence of need using key performance indicators that show a need to spend time, energy, and resources on a particular objective, we also review performance targets that point out successes and concerns. The School Improvement Plan includes strategies and objectives that are aligned with the district and school mission. Building wide professional learning communities focus on student progress monitoring and data analysis which drives instruction and reflects our emphasis on continued authentic assessment of student needs. Our teachers do an exceptional job of utilizing a variety of teaching strategies to meet the needs of a differentiated classroom.

1. To improve student reading, writing, and math skills (commensurate with ability).
2. To enhance differentiated instruction by improving staff collaboration.
3. To improve the incorporation of technology in all subject areas and in communication with parents.
4. Character Development – Students will demonstrate respectful, responsible, and safe behavior, focusing on social, emotional and academic development.

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	84%	86%	82%	11-12	82%	89%	73%	11-12	88%	89%	88%
10-11	76%	82%	69%	10-11	83%	91%	73%	10-11	78%	84%	74%
09-10	85%	89%	80%	09-10	79%	80%	78%	09-10	90%	90%	89%

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	58%	56%	62%	11-12	76%	77%	75%	11-12	68%	75%	60%
10-11	59%	58%	60%	10-11	69%	74%	63%	10-11	65%	56%	71%
09-10	61%	65%	57%	09-10	70%	63%	75%	09-10	67%	57%	76%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	25%	25%	25%
10-11	12%	14%	11%
09-10	24%	19%	29%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	72%	84%	58%
10-11	67%	79%	52%



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	97%	Not Tested	98%	Not Tested	100%	100%	Not Tested
4	96%	96%	96%	Not Tested	100%	99%	Not Tested
5	97%	Not Tested	97%	97%	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	97.1	100	94.9	93.9	100	88.9	71.1	73.5	67.6	68.2	82.8	51.9	74.3	82.5	64.6
10-11	98.8	100	98.0	97.6	98.0	97.1	67.9	74.1	60.4	80.8	91.1	68.8	61.5	76.7	51.5
09-10	93.6	95.7	90.3	97.0	98.2	95.6	65.0	74.1	54.3	72.9	78.0	69.7	69.8	85.7	54.5

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 Monteith Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
1	11-12	47	49	45	62	60	64
	10-11	72	85	61	67	76	61
	09-10	64	70	55	66	69	60
2	11-12	68	73	63	78	79	77
	10-11	67	71	60	68	67	68
	09-10	63	65	61	74	72	77
3	11-12	62	65	58	69	70	68
	10-11	60	64	56	71	68	75
	09-10	60	64	55	74	72	77
4	11-12	62	65	57	67	66	68
	10-11	59	61	56	67	65	68
	09-10	60	62	59	66	58	71
5	11-12	65	71	58	66	67	66
	10-11	65	69	61	63	56	68
	09-10	74	77	72	76	71	80

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

