



## GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

# Poupard 2011-12 Annual Report

## Introduction

The Poupard Elementary School Annual Report is provided to communicate helpful information about the school to parents and the community. Our vision is to provide a well-balanced and academically sound educational experience as well as create a friendly and welcoming environment. Poupard teachers put an emphasis on providing learning opportunities that require students to not only acquire basic skills, but also to use inquiry based learning, reasoning and critical thinking skills, so students are able to reflect on their learning process.



Educational opportunities provided at Poupard are carried out in a structured learning environment. The goal of our school is to provide every student with the opportunity to master reading, writing, math, social studies and science and to go beyond the academic skills required by the state standards. We educate all students by empowering them with the necessary skills, knowledge and behaviors for continued intellectual, social and physical development that they need to succeed. Teachers use a variety of instructional strategies according to students' abilities, learning styles and interests. These differentiation strategies include instructional pacing, acceleration, flexible grouping, in-depth studies, cooperative learning, and high-interest activities. A before school tutoring program and after school homework club continue to provide assistance when needed for students.

This coming school year Poupard Elementary School will be offering a Head Start Program housed in our school. This will give our preschool students the opportunity to attend a school with their siblings, as well as offering family support.

School improvement efforts this year continued to focus on reading comprehension, narrative writing, math fluency, science and social studies. Grade level and vertical grade level teams worked together in Professional Learning Communities during late start Mondays, to analyze trends and to plan strategies for improvement.

Poupard Elementary School continued Positive Behavior Support (PBS) this year. We had many activities throughout the school year to further enhance the goals of our school community by fostering Respect, Responsibility and Safety. Our activities included monthly school wide rewards, school store using our yellow PBS tickets, good citizenship family breakfast and classroom rewards using our blue ribbon tickets. Our school continues to receive accolades from visitors on our peaceful school and well behaved students.

Our Poupard PTO provides generous support for our students including assemblies, classroom materials, enrichment activities and library books. We also have fun activities such as a Tin Can Auction, Holiday brunch and 50's Sock Hop Dance.

As a result of our staff and students' efforts, our school was awarded the Michigan Evergreen School Certificate of Achievement for outstanding performance and lasting contribution to conservation and preservation of the environment. We are one of only three schools in Michigan to be a Green School for five years in a row. Recycling is a part of our science, social studies and community commitment. Because we stay rooted in our commitment to your children, today's vision, mission and beliefs become tomorrow's reality.

### Mission Statement

The mission of Poupard Elementary School is to educate all students by empowering them with the necessary skills, knowledge, and behaviors for continued intellectual, social, and physical development. Learning for All: Whatever it Takes.

### Student Average Attendance Rate:

96.4%

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

2011-12  
99.1% (340 Students)

2010-11  
98.9% (356 Students)

### Education Yes! Report Card

Adequate Yearly Progress (AYP) Met: Yes

Michigan Report Card Grade: C

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](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 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 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

Poupard Elementary School continues to demonstrate improved scores on national, local and state tests, as well as in daily performance and participation in class.

As part of our School Improvement Plan, the Poupard staff has worked collaboratively throughout the school year to review and analyze student achievement data related to the district curriculum to determine our areas of greatest need and where there needs to be improvement. Through the work of our Professional Learning Communities, each grade level teacher, support staff, and parent on our team has been a part of our school improvement plan in identifying specific goals and strategies to address areas of need.

Based on our current and ongoing school improvement plan our goals are:

- All students will improve their narrative, fiction, and informational writing skills. Classroom teachers will guide students to focus on one main idea with a well organized and developed beginning, middle and ending to their stories.
- All students will demonstrate increased proficiency in their reading comprehension or narrative and informational texts. Their proficiency will be measured by Fountas and Pinnell Reading Levels, MEAP tests, NWEA test and classroom assessments.
- Students will increase their knowledge in math content area, through improved application of math vocabulary in problem solving skills. Students will also increase fluency of basic math facts at each grade level.
- Students will increase their knowledge of science information through supporting the curriculum with informational text. We will also use before school sessions to help new students attain science curriculum information they did not previously receive.
- Students will increase their knowledge of social studies by putting emphasis on informational social studies text and use of project based learning.

## 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	53%	63%	47%	11-12	68%	85%	53%	11-12	67%	71%	63%
10-11	63%	68%	58%	10-11	49%	57%	43%	10-11	63%	77%	50%
09-10	50%	48%	51%	09-10	58%	69%	47%	09-10	67%	71%	62%

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	40%	46%	37%	11-12	56%	56%	57%	11-12	42%	26%	57%
10-11	23%	20%	26%	10-11	41%	28%	51%	10-11	35%	34%	36%
09-10	24%	13%	34%	09-10	36%	44%	30%	09-10	45%	39%	52%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	8%	6%	10%
10-11	4%	3%	6%
09-10	7%	7%	7%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	56%	63%	50%
10-11	57%	67%	49%

**NOTE:** Social Studies test was moved to grade 6 and is reported by the middle schools.

MEAP Percentage Achieving SATISFACTORY – (2011-12) of State Mandated Groups					
Grade	Group	MEAP READING	MEAP WRITING	MEAP MATH	MEAP SCIENCE
3	Black, Not of Hispanic Origin	50%	Not Tested	25%	Not Tested
	Economically Disadvantaged	36%	Not Tested	21%	Not Tested
4	Black, Not of Hispanic Origin	62%	51%	46%	Not Tested
	Economically Disadvantaged	58%	55%	45%	Not Tested
5	Black, Not of Hispanic Origin	55%	Not Tested	38%	0%
	Economically Disadvantaged	57%	Not Tested	32%	3%

**NOTE:** MEAP Data is not reported by other Racial/Ethnic minority group or Special Education because no group is significantly large enough to report MEAP results without revealing the identity of individual students.

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	97%	Not Tested	100%	100%	Not Tested
4	93%	93%	93%	Not Tested	100%	100%	Not Tested
5	90%	Not Tested	90%	97%	99%	99%	99%

**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	100	100	100	65.4	82.6	51.7	56.9	65.2	51.4	64.3	70.4	58.6	63.4	71.4	55.6
10-11	91.8	100	85.2	92.7	91.7	93.5	60.7	68.0	54.8	53.2	58.6	48.5	66.7	80.6	52.8
09-10	86.5	90.9	83.3	81.0	89.3	73.3	41.2	50.0	34.2	36.2	54.5	19.4	66.0	76.9	54.2

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 Poupard Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
1	11-12	43	50	38	36	36	36
	10-11	56	76	41	45	57	36
	09-10	59	55	62	53	40	63
2	11-12	36	49	26	43	51	36
	10-11	47	46	48	51	40	59
	09-10	40	45	35	42	38	47
3	11-12	41	44	39	49	42	53
	10-11	38	46	33	32	24	41
	09-10	34	33	35	35	24	45
4	11-12	38	41	34	32	31	34
	10-11	43	51	36	36	31	40
	09-10	38	50	29	38	41	35
5	11-12	41	46	35	27	24	30
	10-11	40	45	35	35	35	35
	09-10	46	55	38	44	47	40

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

