



## GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

# Richard 2011-12 Annual Report

## Introduction

During the 2011-2012 school year, Père Gabriel Richard Elementary School served 410 students from Kindergarten to grade 5. The staff included eighteen classroom teachers and teachers of Art, Vocal and Instrumental Music, Physical Education, Spanish and Library/Media. Other professionals included a Language Arts/Reading Specialist, Resource Center Specialist, Psychologist, Social Worker, Speech Pathologist, and an Autism Spectrum Disorder teacher. The staff implements a Positive Behavior Support program with the philosophy of Love and Logic.



Our beautiful eighty-two-year-old school building displays lovely architectural elements and has been maintained, updated and air-conditioned over the years. It has been declared by the State of Michigan to be a historical site, yet it has two full computer labs, wireless laptops available for students throughout the entire school building, and interactive whiteboards in every classroom.

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. An after-school Homework Club provides assistance when needed for students at all grade levels.

Many enrichment opportunities were provided for students by teachers and Richard parent volunteers. These activities included fourth and fifth grade choirs, Student Council, Safety/Service Club, Lego-building, scrap-booking, games and puzzles, yoga, chess, a running club and many other activities scheduled outside the regular school day.

Our Richard PTO provided generous support for our students including assemblies, classroom materials, enrichment activities, and library books. This year, we conducted our third year of the Richard READS program. It was put into action by PTO parents to encourage reading across all grade levels and this year it continued through the summer months. Richard School parents are very committed to their children's education and show it on a daily basis through volunteering in classrooms, the lunchroom, the playground and by participating in enrichment activities, field trips, career awareness, and various other ways.

As a result of the efforts of parents, staff, and students, our school was awarded a Michigan Green School Emerald Certificate of Achievement for outstanding performance and lasting contribution to conservation and preservation of the environment.

### Mission Statement

The mission of Père Gabriel Richard Elementary School is to help each student develop the abilities, skills, and character to succeed in life.

### Student Average Attendance Rate:

96.6%

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

2011-12

98.7% (393 Students)

2010-11

100% (413 Students)

### Education Yes! Report Card

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

For 2011-12, Richard 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 year-books, 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

**Math:** Improve student learning in the area of Mathematics with an emphasis on increasing the percentage of students obtaining a Levels 1 or 2 on the MEAP Mathematics Assessment in grades 3 through 5. Increase scores on NWEA Math Assessments in grades K-5.

**Reading:** Improve student learning in the area of Reading, increasing the percentage of students achieving at the proficient level on the MEAP Reading Assessment. Increase scores on NWEA Reading Assessments in grades K-5.

**Writing:** Improve student learning in the area of Writing with an emphasis on increasing the percentage of students achieving at the proficient level on the MEAP and on the Grosse Pointe Writing Assessment.

**Character Building:** To help students develop positive character traits including those such as integrity, flexibility, perseverance, responsibility, and problem-solving, among others.

The Richard School Improvement Plan includes strategies and objectives that are aligned with the district curriculum and the State of Michigan standards and benchmarks. The staff gathers and reviews data in order to plan future instructional goals. 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	76%	91%	64%	11-12	87%	89%	85%	11-12	93%	89%	97%
10-11	83%	85%	82%	10-11	89%	86%	92%	10-11	92%	87%	95%
09-10	79%	85%	74%	09-10	91%	84%	97%	09-10	94%	92%	96%

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	59%	59%	58%	11-12	79%	77%	80%	11-12	75%	68%	82%
10-11	81%	74%	87%	10-11	68%	66%	71%	10-11	74%	65%	80%
09-10	52%	41%	62%	09-10	82%	75%	88%	09-10	63%	50%	70%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	32%	34%	29%
10-11	31%	16%	41%
09-10	21%	12%	26%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	84%	94%	76%
10-11	79%	86%	74%

**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	99%	Not Tested	99%	Not Tested	100%	100%	Not Tested
4	97%	97%	97%	Not Tested	100%	100%	Not Tested
5	100%	Not Tested	100%	100%	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	100	100	100	90.0	100	82.4	86.6	93.8	80.0	72.4	77.1	68.3	76.0	75.7	76.3
10-11	100	100	100	100	100	100	69.3	71.4	67.5	75.7	77.8	73.7	85.1	87.9	82.9
09-10	98.4	100	97.1	95.7	100	91.9	61.1	67.6	55.3	80.6	84.4	77.1	59.4	80.0	47.7

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 Richard Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
1	11-12	69	72	66	77	74	80
	10-11	86	93	79	87	89	86
	09-10	80	89	69	76	81	70
2	11-12	68	74	63	75	74	76
	10-11	63	73	53	74	81	69
	09-10	69	73	66	82	79	84
3	11-12	64	72	56	66	69	62
	10-11	77	79	74	87	85	88
	09-10	62	68	57	74	66	80
4	11-12	78	80	77	74	70	76
	10-11	82	80	84	77	72	81
	09-10	82	72	89	70	63	76
5	11-12	74	77	70	72	66	77
	10-11	82	78	86	82	74	87
	09-10	74	72	75	71	65	75

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

