



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Trombly 2011-12 Annual Report

Introduction

The 2009-10 “Just Like Me” campaign continued to be the foundation on which Trombly created opportunities for students to think about their responsibilities to themselves, the environment and the world. Students participated in several outreach campaigns that asked them to think about children their age who were struggling financially or medically. For example: enough money was collected at a pancake dinner to purchase a gaming system for children staying at the Ronald McDonald House in Detroit; thousands of flip tabs were collected and donated to the Ronald McDonald House who used them to help buy items needed by families staying at their facility; \$1000 was raised for the Leukemia Society’s Pennies for Patients campaign; over \$500 was donated to the WWJ’s and THAW’s radiothon to help support households in need of financial assistance to pay their heating bill.



Students and staff continued the partnership on our Green School initiative that earned Trombly Emerald status among Michigan Green Schools for the fifth consecutive year, one of only three schools to have done so. Working with a local master gardener, the Trombly Green Squad grew seedlings in our green house. This year Trombly partnered with Full Circle by donating the seedlings to them to help make their new community garden a reality.

Students also took their own school work seriously, setting an example there as well. We are extremely proud of the MEAP, NWEA, and the Grosse Pointe Writing test scores shown in this annual report. The results are a reflection of the hard work put forth by our students and staff.

For the second straight year, parents joined forces with the school staff to support a special reading project, an all school book club called One School, One Book. Every student received a copy of Roald Dahl’s book, James and the Giant Peach and along with their parents was asked to read it at home over the month of March. In school, students then participated in specially designed activities that encouraged and rewarded attentive, aggressive listening. With parent help, Trombly was able to build a community of readers.

From the moment a Trombly welcome sign is placed in your front yard, you are part of a unique community that is dedicated to providing an environment that nurtures our children, celebrating our differences and similarities, and working together to build a strong future.

Mission Statement

The mission of Trombly Elementary School is to provide a supportive environment in which each student can grow academically, socially, and emotionally.

Student Average Attendance Rate: 96.8%

Percentage of Parents Participating in Parent-Teacher Conferences:

2011-12
100% (283 Students)

2010-11
100% (273 Students)

Education Yes! Report Card

The School is a Focus School and made AYP

For 2011-12, Trombly 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 performing 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 A.

Nondiscrimination Statement

The Grosse Pointe Public School System 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

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/increase skills and knowledge in the academic area of mathematics with an emphasis on increasing the number of MEAP Level 1 Proficiency
- Reading: Increase skills in the academic area of reading with an emphasis on increasing the number of students scoring at the Level 1 Advanced on MEAP
- Writing: Improve/increase skills and knowledge in the academic area of mathematics with a focus on decreasing the achievement gap between female and male populations on the Grosse Pointe Writing Assessment

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	72%	76%	67%	11-12	88%	82%	95%	11-12	83%	83%	83%
10-11	76%	83%	68%	10-11	82%	89%	76%	10-11	77%	76%	78%
09-10	84%	84%	83%	09-10	86%	83%	88%	09-10	98%	97%	100%

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	55%	55%	54%	11-12	82%	71%	95%	11-12	71%	74%	69%
10-11	71%	69%	73%	10-11	70%	79%	64%	10-11	56%	52%	59%
09-10	74%	74%	75%	09-10	59%	56%	62%	09-10	67%	57%	79%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	33%	39%	28%
10-11	25%	19%	30%
09-10	22%	23%	21%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	76%	82%	67%
10-11	68%	74%	64%



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	98%	Not Tested	98%	Not Tested	98%	100%	Not Tested
4	98%	98%	100%	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	92.1	100	86.4	81.1	79.2	82.8	70.6	75.0	65.2	83.7	89.3	76.2	75.0	73.9	75.9
10-11	100	100	100	91.1	88.9	94.4	78.0	73.3	85.0	79.5	77.8	80.8	78.7	82.6	75.0
09-10	95.7	96.2	95.2	100	100	100	86.0	84.2	87.5	79.5	88.9	73.1	72.5	75.9	68.2

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 Trombly Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
1	11-12	70	80	61	74	82	66
	10-11	72	73	72	80	74	84
	09-10	79	76	83	78	76	80
2	11-12	63	68	60	74	67	79
	10-11	58	55	63	68	62	76
	09-10	67	68	64	80	74	86
3	11-12	62	62	62	67	65	69
	10-11	73	75	71	78	74	84
	09-10	66	69	63	80	72	84
4	11-12	64	64	64	72	69	76
	10-11	64	66	63	70	72	69
	09-10	59	58	59	68	65	70
5	11-12	68	80	57	67	70	65
	10-11	58	68	50	59	54	64
	09-10	78	78	79	71	64	79

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

