



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Defer 2012-13 Annual Report

Introduction

Defer Elementary is a dynamic and joy-filled school where learning is celebrated each day. We value the broad diversity in our learning community and embrace the variety of backgrounds and experiences our students bring. The dedicated and skilled Defer staff partner with students and the parent community to provide learning experiences that allow the *Defer Dragons* to grow. Our students work hard and we celebrate their successes.

Together, as a building, we participate in these learning and community building experiences:



- *Batter Up Baseball* – Defer students worked hard to earn a homerun mastering their Math Facts as part of our school-wide SMART goal!
- Monthly *PBS Reward Parties* and weekly *Dragon Dollar Winners* recognizing the good behavior our students exhibit each day.
- Fifth grade students provided service to our school community through safety patrol, service squad, Green Squad, and Art Club.
- Our students, staff, and community worked to earn ‘Evergreen’ status within the Michigan Green school initiative.
- Defer Student Council sponsored a variety of service and spirit projects during the year including Defer Spirit Days, Candy-grams, and Cereal Drive.
- Defer’s generous PTO provided lunchtime enrichment activities, Valentine and Earth Day assemblies, and the Book Fair – all of which enriched the learning environment.
- *One Book, One School* – PTO’s commitment to families allowed us to participate in a school-wide reading experience in March. Defer school read – The Lemonade Wars.
- 73 Fifth grade students participated in the Outdoor Education Program at Camp Howell.
- 73 Fourth Grade Students participated in a *Writing Blitz* and enjoyed our guest author, Devon Scillion.
- 29 Magnet Students participated with a *sister class* from Trombly Elementary in *Innovator Day* – a day to deeply explore a *burning* question.
- 65 Third Grade Students participated in *Mini-Society* – a study in economics.
- 65 Second Grade Students spent a day in the *One Room Schoolhouse* learning their lessons.
- 17 Magnet Students learned self-confidence and life skills while participating in Leader in Me training.
- 48 First Graders visited a recycling center followed by a creamery. Milking a cow was a new experience.
- 45 Kindergarten Students became authors as they entered the world of *Writer’s Workshop*

Mission Statement

The Defer School Community’s mission is to help every student attain self confidence and the knowledge, skills and behavior to function effectively.

Attendance Rate:

96.49%

MDE Scorecard

Defer earned a yellow designation on the MDE Scorecard (replacing AYP) like every GPPSS elementary and is a Focus School.

Nondiscrimination Statement

The Grosse Pointe Public School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Stefanie Hayes,
Director of Student Services
389 St. Clair
Grosse Pointe, MI 48230
(313) 432-3851
Stefanie.Hayes@gpschools.org

For further information on notice of nondiscrimination, visit:

<http://wdcrocolp01.ed.gov/CFAPPS/OCR/contactus.cfm>

for the address and phone number of the office that serves your area, or call 1-800-421-3481.

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.

Percentage of Parents Participating in Parent-Teacher Conferences:

2012-13

98.4% (363 Students)

2011-12

98.2% (384 Students)

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.



During the 2012-13 School year, EPLC led the curriculum review for the World Language Department. Teachers doing the review examined assessments, textbook usage, and alignment to the newly revamped Michigan Department of Education World Language requirements. The revised World Language curriculum was unanimously approved by the Board of Education in the spring of 2013.



Staff development on specific reading comprehension strategies through a program called *Making Meaning* also continued throughout the 2012-13 school year. The 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. This coming year, we seek volunteers to serve on the review committees for K-12 Science, Social Studies, Library/Media, and Secondary Business.

School Improvement Plan

Defer students continue to demonstrate outstanding academic success as evidenced through national (NWEA testing), state (MEAP testing), and local (Grosse Pointe Writing) assessments in addition to their daily performance and participation in class.

As part of our School Improvement Plan, our Defer staff has worked collaboratively throughout the school year to review and analyze student achievement data related to the district curriculum in determining our areas of greatest need for continued improvement. Through the work of our Professional Learning Communities and the School Improvement Team, grade level and support staff has identified specific goals and strategies to address these areas of need.

In our continuous effort for improvement we've identified the following target goal areas:

- Improvement in reading across the curriculum
- Improvement in writing across the curriculum
- Improvement in math across the curriculum
- Participation in the Positive Behavior Support System as a means to improve the overall school climate
- Differentiated instruction to improve learning for all Defer students
- Incorporation of technology in all subjects areas and in communication with parents

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
12-13	80%	80%	80%	12-13	85%	87%	82%	12-13	89%	97%	82%
11-12	78%	82%	74%	11-12	86%	97%	74%	11-12	86%	89%	84%
10-11	78%	88%	69%	10-11	77%	72%	81%	10-11	79%	77%	81%

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
12-13	61%	52%	66%	12-13	75%	84%	65%	12-13	80%	86%	74%
11-12	68%	71%	66%	11-12	71%	76%	67%	11-12	70%	67%	73%
10-11	57%	58%	57%	10-11	70%	63%	76%	10-11	55%	52%	57%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
12-13	30%	33%	26%
11-12	23%	17%	30%
10-11	26%	35%	19%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
12-13	74%	87%	59%
11-12	65%	76%	54%
10-11	74%	84%	67%

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.

2012-13 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	100%	100%	100%	Not Tested	100%	100%	Not Tested
5	99%	Not Tested	99%	99%	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
12-13	97.9	100	96.0	93.8	100	87.9	89.1	95.8	85.0	75.3	84.2	65.7	78.1	88.6	68.4
11-12	96.8	100	93.9	84.4	100	74.4	81.2	91.4	70.6	62.7	80.6	46.2	83.3	85.7	81.1
10-11	100	100	100	89.4	94.1	84.4	70.0	83.9	59.0	65.7	78.8	54.1	61.1	69.7	53.8

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 Defer Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
1	12-13	59	69	50	67	69	65
	11-12	67	73	61	67	68	65
	10-11	81	84	78	81	81	80
2	12-13	66	72	58	67	68	66
	11-12	62	68	57	70	71	70
	10-11	57	62	52	68	64	72
3	12-13	73	75	72	79	77	80
	11-12	67	65	68	77	74	80
	10-11	65	75	56	77	75	79
4	12-13	70	72	68	73	69	77
	11-12	66	73	58	75	79	69
	10-11	68	64	72	78	71	82
5	12-13	75	81	69	79	83	75
	11-12	69	72	67	74	69	77
	10-11	63	62	64	63	57	68

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

