



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Mason 2012-13 Annual Report

Introduction

Every school has its own story to tell. At Stevens T. Mason Elementary, strong family partnerships, an active PTO, parent volunteers, and a dedicated staff contribute to the success of Mason students. Our historic building has a rich heritage and is a source of pride for Mason families, who span generations in attendance at the school!

Our beliefs center on “Each and Every Student; Each and Every Day”. We believe that every student can learn, and that learning is a life-long process with shared responsibility among educators, students, parents and the community. Every student at Mason is respected, nurtured, and valued. Mason teachers personalize and differentiate instruction to optimize learning. Throughout the school day, Mason’s PBS system teaches and reinforces positive behaviors. Mason is an Evergreen School, working to protect and conserve the environment.



Reader’s Workshop, Writer’s Workshop, Everyday Math, Science, Social Studies, Art, Library, Vocal Music and Physical Education are part of every child’s curriculum at Mason. Spanish and Instrumental Music are enrichment offerings for older students. Special activities expand learning. At Kindergarten Cafe students create culinary delights while fostering cooperation and teamwork. Spring brings hatching eggs! First graders increase their literacy skills and celebrate with an Author’s Tea. Learning about the Chinese New Year concludes with lunch at the Golden Dragon Restaurant. Second graders are entrepreneurs for their economic unit, delight in author sharing and mystery readers, and visit Provencal Weir. Third graders begin Spanish instruction, meet their pen pals, research Michigan businesses, and receive pine saplings for Arbor Day. Fourth graders use iPads for research and presented a Research Fair. They toured the Capital and Michigan Historical Museum. A Writing Blitz reviewed and built writing strategies. Fifth graders demonstrated their leadership skills, increased their technology proficiency and strengthened their Spanish and research skills. Camp Storer was a memorable experience of outdoor education and team building.

Mason is a Title 1 school, offering students a nutritious breakfast and lunch program, as well as additional academic support. Students in grades 3-5 use Homework Club, funded by the Grosse Pointe Foundation for Public Education. SMART Boards, SMART technology, and programs such as RAZ-kids, FASTT math and IXL, increase pathways for learning, ignite curiosity and support skills. Students join the Safety, Service, Recycling Team and Student Council as ways to serve the school community. Students participate in Special Choir, Honors Band & Orchestra, Jump Rope for Heart, March is Reading Month, Box Tops, Field Day and a Talent Show.

Mission Statement

The mission of Mason elementary school is to create an environment that cultivates knowledge, responsible and caring citizens who embrace life possibilities with a passion for continuous learning.

Student Average Attendance Rate:

96.07%

MDE Scorecard

Mason earned a yellow designation on the MDE Scorecard (replacing AYP) like every GPPSS elementary.

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

99.3% (295 Students)

2011-12

99.3% (292 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 Improvement Plan

1. All students will demonstrate increased proficiency in their reading comprehension of complex texts; both narrative and informational. Students will reference explicit examples from the text when summarizing passages, identifying the theme, and comparing texts. Reading proficiency will be measured by: State MEAP test, NWEA Measures of Academic Progress, Fountas & Pinnell Reading Assessments, and teacher designed classroom assessments.
2. All students will demonstrate increased proficiency in their writing skills. Students will exhibit quality writing traits with an emphasis on the use of supporting arguments and details, expressive language, and spelling and grammar conventions. Their proficiency will be measured by: Grosse Pointe Writing Assessment, State MEAP test and teacher designed classroom & grade level assessments.
3. All students will demonstrate increased proficiency in solving multiple step problems and in the recall of math facts. Students will utilize various strategies for problem solving and gain automaticity of math facts. Math proficiency will be measured by: State MEAP tests, NWEA Measured of Academic Progress, Everyday Math Unit and End of the Year Tests.

The Mason School improvement plan includes objectives and strategies that align with the district and school mission. 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
12-13	93%	89%	95%	12-13	80%	74%	86%	12-13	94%	96%	90%
11-12	74%	63%	84%	11-12	88%	93%	81%	11-12	87%	93%	82%
10-11	82%	85%	79%	10-11	80%	74%	85%	10-11	78%	79%	77%

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	80%	79%	81%	12-13	72%	67%	76%	12-13	78%	71%	86%
11-12	79%	73%	84%	11-12	69%	67%	71%	11-12	68%	70%	67%
10-11	73%	69%	79%	10-11	72%	65%	76%	10-11	61%	54%	68%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
12-13	27%	11%	48%
11-12	11%	4%	17%
10-11	15%	21%	9%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
12-13	75%	79%	71%
11-12	65%	67%	62%
10-11	73%	70%	76%

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	100%	Not Tested	100%	Not Tested	100%	100%	Not Tested
4	98%	98%	95%	Not Tested	98%	98%	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
12-13	94.1	95.8	92.6	100	100	100	97.5	100	95.2	67.5	66.7	68.2	95.9	100	90.5
11-12	98.5	96.9	100	100	100	100	97.4	94.4	100	74.5	81.5	65.0	64.5	70.4	60.0
10-11	100	100	100	94.3	93.3	95.0	75.6	88.5	57.9	67.2	72.0	63.9	60.0	69.2	50.0

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 Mason Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
1	12-13	67	69	66	71	61	78
	11-12	67	71	63	61	64	59
	10-11	94	94	95	81	81	82
2	12-13	63	65	62	79	79	79
	11-12	64	68	61	76	77	74
	10-11	61	47	71	72	59	82
3	12-13	69	72	66	70	72	68
	11-12	55	43	65	55	35	72
	10-11	69	65	73	73	57	88
4	12-13	51	41	59	62	49	71
	11-12	70	70	70	73	63	84
	10-11	47	49	45	56	55	56
5	12-13	75	75	75	78	67	89
	11-12	59	60	57	62	59	63
	10-11	63	66	59	59	56	62

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

