



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Richard 2012-13 Annual Report

Introduction

During the 2012-13 school year, Père Gabriel Richard Elementary School served 410 students from Kindergarten to grade 5. Our excellent faculty 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 faculty implements a Positive Behavior Support program with the underlying philosophy of Love and Logic.



Our exquisite eighty-three-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 and consider students' abilities, learning styles, and interests. These differentiation strategies include instructional pacing, acceleration, flexible grouping, in-depth studies, cooperative learning, and high-interest activities including interactive technology. 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.

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 in various other ways. Our Richard PTO provided generous support for our students including assemblies, classroom materials, enrichment activities, and library books. This year, we conducted our fourth year of the Richard READS program. It was put into action by PTO parents to encourage reading across all grade levels. Highly successful, this program continues through the summer months.

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

With pride, our parents, faculty, and students have continued to improve and build a fine learning community.

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:

96.43%

MDE Scorecard

Richard earned a yellow designation on the MDE Scorecard (replacing AYP) like every GPPSS elementary and is a Reward 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://wdeobcolp01.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% (398 Students)

2011-12

98.7% (393 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

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 requirements. 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 |
| 12-13 | 60% | 56% | 63% | 12-13 | 91% | 100% | 83% | 12-13 | 88% | 92% | 84% |
| 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% |

| 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 | 74% | 67% | 80% | 12-13 | 76% | 82% | 71% | 12-13 | 74% | 76% | 73% |
| 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% |

| MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY | | | |
|---|-----|--------|------|
| Year | All | Female | Male |
| 12-13 | 34% | 37% | 31% |
| 11-12 | 32% | 34% | 29% |
| 10-11 | 31% | 16% | 41% |



| MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY | | | |
|---|-----|--------|------|
| Year | All | Female | Male |
| 12-13 | 74% | 91% | 57% |
| 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.

| 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 | 97% | Not Tested | 97% | Not Tested | 100% | 100% | Not Tested |
| 4 | 99% | 99% | 99% | Not Tested | 99% | 100% | Not Tested |
| 5 | 98% | Not Tested | 98% | 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 scores | | | | | | | | | | | | | | | |
|--|---------|------|-----|---------|------|------|---------|------|------|---------|------|------|---------|------|------|
| 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 | 98.2 | 96.0 | 100 | 94.5 | 94.3 | 94.7 | 94.9 | 100 | 90.6 | 84.1 | 97.0 | 72.2 | 75.0 | 84.6 | 66.7 |
| 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 |

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 | 12-13 | 72 | 81 | 64 | 81 | 84 | 78 |
| | 11-12 | 69 | 72 | 66 | 77 | 74 | 80 |
| | 10-11 | 86 | 93 | 79 | 87 | 89 | 86 |
| 2 | 12-13 | 69 | 71 | 67 | 77 | 73 | 79 |
| | 11-12 | 68 | 74 | 63 | 75 | 74 | 76 |
| | 10-11 | 63 | 73 | 53 | 74 | 81 | 69 |
| 3 | 12-13 | 70 | 77 | 63 | 79 | 75 | 81 |
| | 11-12 | 64 | 72 | 56 | 66 | 69 | 62 |
| | 10-11 | 77 | 79 | 74 | 87 | 85 | 88 |
| 4 | 12-13 | 72 | 80 | 65 | 74 | 75 | 74 |
| | 11-12 | 78 | 80 | 77 | 74 | 70 | 76 |
| | 10-11 | 82 | 80 | 84 | 77 | 72 | 81 |
| 5 | 12-13 | 75 | 80 | 70 | 76 | 75 | 76 |
| | 11-12 | 74 | 77 | 70 | 72 | 66 | 77 |
| | 10-11 | 82 | 78 | 86 | 82 | 74 | 87 |

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

