



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Trombly 2012-13 Annual Report

Introduction

From the moment a Trombly welcome sign is placed in your front yard, you become part of a unique community that is dedicated to providing an environment that nurtures children, celebrating their similarities and differences, and working together to build a strong foundation. Robert Trombly Elementary School is the smallest of the 9 elementary schools in the Grosse Pointe Public School District. Trombly is truly a neighborhood school, tucked away among the homes in the southern most end of Grosse Pointe. The attendance area is defined by the city of Detroit to the south, beautiful Lake St Clair to the east, Jefferson Avenue to the west and the city line that separates the City of Grosse Pointe and Grosse Pointe Park to the north.



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

school we believe each student can learn and that learning is a lifelong process. We also believe that every student is entitled to the best possible education which is a shared responsibility among the educators, parents and the community. Students also have responsibility for their learning by practicing respect and responsibility and being ready to learn. Trombly is dedicated to building successful learners and leaders of today and tomorrow.

Students, staff and parents have worked in partnership on the Michigan Green School initiative that begun in 2008. During that time Trombly has been designated as a Michigan Green school for six consecutive years, one of only three schools in Wayne County. Trombly has earned the highest recognition, Emerald. For our efforts Trombly was also recognized as the Green School of the Year in 2010. For three straight years Trombly has participated in the special reading project called One School, One Book program. The goal of the initiative was to create a community of readers by having all students and families read the same book. Families were asked to devote 20 minutes a night to read together. Daily in school activities supported each night's readings followed by a culminating celebration at the end of the month.

"Just Like Me" campaign became the foundation on which Trombly has created opportunities for students to think and actively participate in outreach projects. During various campaigns students were asked to think about their responsibilities to themselves and their community. American Cancer Society, Ronald McDonald House, Detroit Zoo, Guyton Elementary School in Detroit, the Leukemia Society are just a few who have been the recipients of the Trombly students efforts to give of themselves financially and time.

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:
96.47%

MDE Scorecard

Trombly Elementary is no longer designated a Focus School and earned a yellow rating according to the new MDE School Scorecard..

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://wdcrobcolp01.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% (278 Students)

2011-12

100% (283 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.

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

Goal : All students will be proficient in reading.

Objective: 85% of All Students will demonstrate a proficiency as measured by the MEAP in English Language Arts by 06/30/2022 as measured by MEAP.

Goal : All students will become proficient in their math skills and concepts

Objective: 85% of All Students will demonstrate a proficiency (levels 1 or 2) in Mathematics by 06/16/2022 as measured by MEAP.

Goal 3: All students will become proficient writers.

Objective: 85% of All Students will demonstrate a proficiency in grades K-5 in Writing by 06/01/2022 as measured by MEAP.

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	90%	91%	89%	12-13	83%	82%	83%	12-13	94%	90%	100%
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%

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	64%	55%	71%	12-13	69%	73%	65%	12-13	82%	76%	90%
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%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
12-13	22%	17%	29%
11-12	33%	39%	28%
10-11	25%	19%	30%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
12-13	65%	82%	50%
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.

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	98%	Not Tested	98%	Not Tested	100%	100%	Not Tested
4	94%	94%	92%	Not Tested	100%	100%	Not Tested
5	98%	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	100	100	100	82.5	92.9	76.9	68.6	72.7	65.5	87.8	88.0	87.5	79.6	75.9	85.0
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

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	12-13	70	63	77	75	64	83
	11-12	70	80	61	74	82	66
	10-11	72	73	72	80	74	84
2	12-13	64	76	56	69	77	64
	11-12	63	68	60	74	67	79
	10-11	58	55	63	68	62	76
3	12-13	73	77	70	78	69	83
	11-12	62	62	62	67	65	69
	10-11	73	75	71	78	74	84
4	12-13	62	62	62	61	61	62
	11-12	64	64	64	72	69	76
	10-11	64	66	63	70	72	69
5	12-13	72	75	67	73	70	77
	11-12	68	80	57	67	70	65
	10-11	58	68	50	59	54	64

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

