



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Maire 2012-13 Annual Report

Maire Elementary School, an architecturally significant and historic building, is located in the lovely Grosse Pointe Village. Fifteen homeroom teachers taught our 339 “Maire Bears” the Common Core subjects of Reading, Writing, and Mathematics, along with Social Studies, Science and Technology. In addition, specialists teach students Library/Media, Art, Vocal and Instrumental Music, Physical Education and Spanish. Instructional support staff includes a Psychologist, Social Worker, Speech Pathologist, Language Arts Specialist, a Resource Room/Learning Disabilities teacher, and an Autism Spectrum Disorder teacher. A school culture of high academic achievement, along with attention to every child’s social/emotional development is the norm for Maire School. Teachers are committed to providing a differentiated program for each student, and collaborate in weekly professional learning communities to address teaching strategies needed to ensure success for all. Analyzing test data, using technology programs for support and enrichment, doing individualized reading testing to find “just right” levels of books, inviting students into Homework Club, conducting daily sessions of Writers Workshop, performing creative projects and experiments in Social Studies and Science, and teaching rigorous mathematics lessons are all methods teachers use to keep learning for each student focused, on-track and personalized.



Maire students are also community minded. Through Student Council and PTO outreach programs, our students this year donated over 1,200 pounds of food to Gleaners, and raised money to give to multiple worthy causes, including: American Heart Foundation, March of Dimes, Sweet Dreamzz, Van Elslander Cancer Center, and Krohns and Colitis Foundation. First grade students created a school garden, and third grade students partnered with the Service for Older Citizens organization.

To enrich Maire’s academic curriculum, students participate in a variety of enrichment opportunities. Choir, Instrumental Music, Drama Club, Knitting, Geography Club, Ceramics, Student Council and Service/Safety Patrols are all ways children can extend their learning. In addition, each grade level participates in field trips that enhance classroom lessons.

Students at Maire are held to extremely high behavior standards. Our school participates in a school-wide PBIS program. (Positive Behavior Support). This is a national, research-based program. The goal is for good behavior to be taught and practiced so everyone can learn in a calm, safe, and efficient manner.

Monthly celebrations this past year have included a Read-In, Blast from the Past, Movie afternoon, and Chalk Party. Maire has also tied celebrations into community service as in our Martin Luther King, Jr. Day “Pay it Forward” celebration.

Maire earned Evergreen status, the highest possible rating for green living and continues to increase environmental awareness through different activities every year. This year we added recycling programs for juice bags and glue sticks. EcosizeMe, a Michigan based company, provided an assembly on being Water Wise to 3rd graders, Energy Education to 4th and 5th graders, and Garbage Can Investigation with K-2.

Our school vision includes “Making diversity and inclusion a way of life for the Maire School Community.” Our Diversity Committee meets monthly to help ensure this vision is a reality for students and parents. We are a member of the Multicultural Council which provides our community with resources, guest speakers and education about other cultures. Diversity awareness is presented to students in a variety of ways. After school and lunch enrichment programs are being developed in addition to assemblies. The positive impact of parental support at Maire is the keystone to student achievement. All of our enrichment programs, diversity supports, fundraising opportunities, field trips and school-wide family fun outings owe their successes to our strong Maire Parent Organization. Countless hours of volunteering lead to a strong school spirit and can-do attitude that together, teachers and parents can make an exceptional school for our children. Maire is the ultimate example of this kind of partnership. Our students are the beneficiaries.

Mission Statement

The mission of Maire School is to provide a quality educational program which prepares students to be productive citizens and life-long learners.

Student Average Attendance Rate:

96.32%

MDE Scorecard

Maire 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://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

100% (339 Students)

2011-12

100% (335 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

Maire students continue to demonstrate outstanding academic success as evidenced through national (NWEA testing), state (MEAP testing), and local (Grosse Pointe Writing) assessments. Teachers work in professional learning communities to analyze data, and to plan strategies and activities that continuously grow student achievement.

Reading: Through individualized student reading testing and diagnosis, flexible grouping for instruction and consistent daily reading in a "just right" text, students continue their progress in reading to their potential. Our goal is to increase all children's reading achievement.

Writing: Students will continue to increase their writing abilities across the grade levels K-5. Teachers use a workshop approach for a minimum of 45 minutes daily, utilizing rubrics from the Grosse Pointe Writing Curriculum. Using correct spelling and grammar, making the right word choice, planning and organizing for writing assignments, and building fluency are all goals for student writing performance.

Mathematics: Maire teachers plan a rigorous 60 minutes of math instruction daily. Students build skills in problem solving, explaining their thinking through oral and written language, as well as with pictures, diagrams and number sentences. Fact practice and fluency is a major goal for Maire students, and is practiced and assessed weekly. Our School Improvement Plan states that all students will continue to develop their math learning, as evidenced by the MEAP test, NWEA tests, and our unit tests in the Everyday Math curriculum.

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

- Participation in the Positive Behavior Support System as a means to maintain the positive overall school climate
- Building inclusion as a way of life, and creating a welcoming environment for all Maire students and parents through our Diversity committee
- Differentiated instruction to continue excellent achievement and learning for all Maire 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	93%	97%	89%	12-13	93%	93%	93%	12-13	93%	92%	94%
11-12	89%	100%	79%	11-12	89%	94%	84%	11-12	98%	97%	100%
10-11	89%	91%	87%	10-11	85%	89%	81%	10-11	91%	94%	88%

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	71%	79%	63%	12-13	88%	87%	90%	12-13	90%	89%	91%
11-12	75%	79%	71%	11-12	83%	84%	81%	11-12	76%	77%	75%
10-11	71%	75%	68%	10-11	76%	79%	73%	10-11	79%	78%	79%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
12-13	39%	45%	32%
11-12	33%	33%	32%
10-11	38%	53%	24%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
12-13	78%	83%	72%
11-12	79%	94%	66%
10-11	80%	96%	62%

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	95%	Not Tested	95%	Not Tested	100%	100%	Not Tested
4	94%	94%	94%	Not Tested	100%	100%	Not Tested
5	97%	Not Tested	97%	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	98.1	100	96.2	65.5	83.3	46.4	90.3	96.8	83.9	88.7	92.1	84.8
11-12	98.1	100	96.3	92.5	92.6	92.3	86.2	93.1	79.3	84.6	90.9	78.1	76.4	86.7	64.0
10-11	100	100	100	100	100	100	80.6	90.3	71.0	85.2	96.4	73.1	69.2	84.4	54.5

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 Maire Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
1	12-13	61	69	54	74	78	70
	11-12	58	65	51	65	71	59
	10-11	84	92	74	76	78	74
2	12-13	67	70	62	77	76	78
	11-12	66	74	57	72	75	69
	10-11	75	82	68	83	81	84
3	12-13	72	77	66	78	78	77
	11-12	72	73	72	77	73	80
	10-11	71	73	68	88	87	88
4	12-13	70	75	65	79	76	82
	11-12	70	72	67	85	83	88
	10-11	66	70	60	76	75	76
5	12-13	78	81	74	84	85	83
	11-12	69	70	68	70	66	74
	10-11	77	85	69	81	82	79

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

