

## GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

# Mason 2013-14 Annual Report

## Introduction

At Stevens T. Mason Elementary School our children develop a love of learning and a foundation of lasting friendships. Our 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 Best” program teaches and reinforces positive behaviors. Mason is an Evergreen School, working to protect and conserve our environment.



Reader’s Workshop, Writer’s Workshop, Everyday Math, Science, Social Studies, Art, Library, Vocal Music, Physical Education, and Computer Lab are part of every child’s curriculum at Mason. Spanish instruction begins at third grade. Instrumental Music is offered to fifth grade students. Learning is enriched at all levels through iPads. At Kindergarten Cafe students create culinary delights while focusing on early math skills and teamwork. In spring, excitement builds as the chicks hatch! First graders increase their literacy skills and celebrate with an Author’s Tea. A study of 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 the Provencal Weir House. Third graders present their research on Michigan businesses and famous people, donate profits from their mini-society to the Detroit Dog Rescue, and receive pine saplings for Arbor Day. Fourth graders become proficient with iPads and technology tools for their Research Fair and Innovation Day. They tour the Capital and Michigan Historical Museum. A Writing Blitz reviews and builds writing strategies. Fifth graders demonstrate their leadership skills, increase their technology proficiency, and strengthen their Spanish and research skills. Camp Storer is 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:

96.27%

### MDE Scorecard

Mason earned a Lime designation on the MDE Scorecard (replacing AYP) 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  
20090 Morningside  
Grosse Pointe, Woods, MI 48236  
Phone: (313) 432-3851  
[Stefanie.Hayes@gpschools.org](mailto:Stefanie.Hayes@gpschools.org)

If the individual filing the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, than the individual filing the grievance must provide the documentation to the:

Deputy Superintendent for Educational Services  
389 St. Clair  
Grosse Pointe, MI 48230  
Phone: (313) 432-3016

For further information on 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:

2013-14

98.7% (302 Students)

2012-13

99.3% (295 Students)

## FERPA Notice

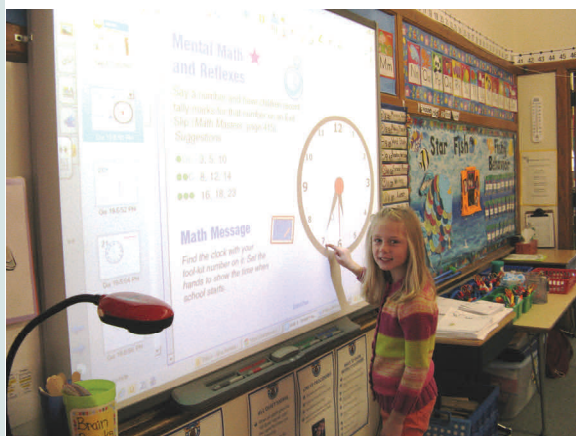
The Grosse Pointe Public School System may, upon request, release the following directory information: student name, address, participation in school activities, date of school attendance, honors and awards, information generally found in yearbooks, and student name, addresses and telephone numbers when requested by military recruiters. GPPS 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](http://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 local and national standards. Reports of the curriculum committees, which are submitted first to the EPLC then to the Board of Education, include recommendations regarding assessment, professional 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 2013-14 school year, EPLC led the curriculum review for social studies and library/media. Teachers doing the review examined assessments, textbook usage, and alignment to Michigan Department of Education requirements. Both curricula are still under development, as is the curriculum for science and secondary business.

District wide professional development is part of a comprehensive plan that uses teacher choice as well as mandatory training in areas identified by our district professional

## 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 Measures 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
13-14	80%	81%	78%	13-14	91%	91%	92%	13-14	83%	71%	92%
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%

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
13-14	81%	84%	78%	13-14	81%	87%	75%	13-14	85%	94%	79%
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%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	29%	18%	38%
12-13	27%	11%	48%
11-12	11%	4%	17%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	87%	91%	83%
12-13	75%	79%	71%
11-12	65%	67%	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.

2013-14 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	98%	98%	100%	Not Tested	98%	100%	Not Tested
5	100%	Not Tested	98%	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
13-14	98.1	96.3	100	95.7	95.5	95.8	98.4	100	96.9	81.3	87.5	75.0	90.2	94.1	87.5
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

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	13-14	71	69	73	75	66	82
	12-13	67	69	66	71	61	78
	11-12	67	71	63	61	64	59
2	13-14	62	65	58	77	75	78
	12-13	63	65	62	79	79	79
	11-12	64	68	61	76	77	74
3	13-14	66	66	65	74	73	74
	12-13	69	72	66	70	72	68
	11-12	55	43	65	55	35	72
4	13-14	65	69	61	69	67	70
	12-13	51	41	59	62	49	71
	11-12	70	70	70	73	63	84
5	13-14	65	60	67	72	68	74
	12-13	75	75	75	78	67	89
	11-12	59	60	57	62	59	63

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

