



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Trombly 2013-14 Annual Report

Introduction

Robert Trombly Elementary School first opened its doors in 1927. Since that time, Trombly has been committed to creating an environment that builds a solid foundation while celebrating the similarities and differences of each child. The smallest of the nine 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.

For the past seven consecutive years Trombly has been designated as a Michigan Green School, achieving the highest distinction, Emerald, the last two. The highlight of a partnership of parents, students and staff on our green initiative was being named the Wayne County Michigan Green School of the Year in 2010.

One School, One Book has become a much anticipated event at Trombly. For four straight years the Trombly community has participated in the special reading project, where the goal is to create a community of readers, by having all students, staff and families read the same book. Families are asked to devote 20 minutes a night to read together. Daily in school activities support each night's readings followed by a culminating celebration at the end of the month. *A Cricket in Time Square*, *James and the Giant Peach*, *The Enormous Egg* and *Masterpiece* have been the past titles.

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, Guyton Elementary School in Detroit and the Leukemia Society are just a few who have been the recipients of the Trombly students efforts to give of themselves financially and time.

Partnership in Learning is the foundation of student achievement and success. Here at Trombly we enjoy a long history of parent support and involvement. Parent participation in student-led conferences has ranged between 98-100% participation. Additionally, parents donate their time by volunteering in the lunchroom, serving as chaperones on field trips, offering their expertise through enrichment classes and supporting special events in the classroom. The Trombly PTO has been supportive to the Trombly School mission through their financial support as well as going the extra mile to help provide the supports needed for all student learning.



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: 96.52%

MDE Scorecard

Trombly Elementary earned a yellow rating on the MDE Scorecard (replacing AYP).

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

If the individual filing the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, then 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

98.2% (273 Students)

2012-13

99% (278 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

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 development team.

School Improvement Plan

Goal : All students will be proficient in reading.

Objective: 85% of all students will demonstrate proficiency in English Language Arts by 06/30/2022 as measured by the State of Michigan Assessment.

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

Objective: 85% of all students will demonstrate a proficiency in Mathematics by 06/30/2022 as measured by the State of Michigan Assessment

Goal 3: All students will become proficient writers.

Objective: 85% of all students will demonstrate proficiency in Writing by 06/30/2022 as measured by the State of Michigan Assessment.



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	77%	93%	68%	13-14	90%	90%	89%	13-14	91%	92%	90%
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%

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	64%	79%	56%	13-14	69%	62%	74%	13-14	71%	71%	71%
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%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	43%	40%	45%
12-13	22%	17%	29%
11-12	33%	39%	28%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	65%	81%	52%
12-13	65%	82%	50%
11-12	76%	82%	67%

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	95%	Not Tested	95%	Not Tested	100%	100%	Not Tested
4	96%	96%	96%	Not Tested	100%	100%	Not Tested
5	92%	Not Tested	92%	96%	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	97.8	100	95.8	90.2	88.9	91.3	87.2	92.3	84.6	92.0	95.7	88.9	78.3	84.0	71.4
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

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	13-14	71	68	73	81	71	87
	12-13	70	63	77	75	64	83
	11-12	70	80	61	74	82	66
2	13-14	60	46	70	64	49	75
	12-13	64	76	56	69	77	64
	11-12	63	68	60	74	67	79
3	13-14	72	78	69	65	73	60
	12-13	73	77	70	78	69	83
	11-12	62	62	62	67	65	69
4	13-14	63	68	58	68	65	70
	12-13	62	62	62	61	61	62
	11-12	64	64	64	72	69	76
5	13-14	74	72	77	61	64	57
	12-13	72	75	67	73	70	77
	11-12	68	80	57	67	70	65

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

