



## GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

# Defer 2013-14 Annual Report

## Introduction

Defer Elementary is a dynamic and joy-filled school where learning is celebrated each day. We value the broad diversity in our learning community and embrace the variety of backgrounds and experiences our students bring. The dedicated and skilled Defer staff partners with students and the parent community to provide learning experiences that allow the *Defer Dragons* to grow. Our students work hard and we celebrate their successes.

Together, as a building, we participate in these learning and community building experiences:

- Implementation of new Reading and Writing Units of Study at all grade levels. Implementation of Every Day Math at the Kindergarten level.
- Fact Mastery – Defer students worked hard to master the Math Facts as part of our school-wide SMART goal!
- Monthly *PBIS Reward Parties* and weekly *Dragon Dollar Winners* recognizing the good behavior our students exhibit each day.
- Fifth grade students provide service to our school community through safety patrol, service squad, Green Squad for recycling, and Art Club.
- Fourth and fifth grade students are a part of our *Student Mentoring* program and provide instructional support to students in Kindergarten, first, and second grade.
- Our students, staff and community worked to earn ‘Emerald’ status within the Michigan Green school initiative.
- Defer Student Council sponsored a variety of service and spirit projects during the year including Defer Spirit Days, Candy-grams, and fundraising for childhood diseases and natural disaster relief.
- Defer’s generous PTO provided lunchtime enrichment activities, holiday craft fair, Halloween and Spring assemblies, and the Book Fair – all of which enrich the learning environment.
- *One Book, One School* – A school-wide reading opportunity was held in March. The Defer community read – [A Cricket in Times Square](#).
- 77 fifth graders participated in the Outdoor Education Program at Camp Howell.
- Boys in grades 3, 4, and 5 participated in *The Boys’ Writing Club* – This lunchtime enrichment class opened up writing opportunities based on high interest topics for all boys in upper grades.
- *Girls Writing Club* – This third grade class provided a journaling opportunity around self-confidence issues for girls.
- *Lunch and Learn and Homework Club* – These learning opportunities provided time during either lunch hour or after school to receive academic support for homework.
- *Genius Hour* and *Innovation Day* – These learning opportunities based either on personal interests or problem-based learning gave students real-world opportunities to research and present their learning in a variety of formats.
- *Leader in Me* – Six staff members participated in extensive training in this leadership program and classroom instruction for students centered around leadership, data binders, goal setting, and learning the *7 Habits of Effective People*.
- *Data Binders* – At many grade levels students began tracking their own data learning that success is based on hard work.
- Curriculum-based field trips – Greenfield Village and the One-Room School House, Lansing, Morley Candy, Historical Museum, and numerous plays produced by Grosse Pointe students.



### Mission Statement

The Defer School Community’s mission is to help every student attain self confidence and the knowledge, skills and behavior to function effectively.

### Attendance Rate:

96.37%

### MDE Scorecard

Defer earned a Yellow designation on the MDE Scorecard (replacing AYP) and is a Focus 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 filling 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://wderobcolp01.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

100% (344 Students)

2012-13

98.4% (363 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 development team.

## School Improvement Plan

Defer students continue to demonstrate outstanding academic success as evidenced through national (NWEA testing), state (MEAP testing), and local (Grosse Pointe Writing and Fact Mastery) assessments in addition to their daily performance and participation in class.

As a part of our School Improvement Plan, our Defer staff has worked collaboratively throughout the school year to review and analyze student achievement data related to the district curriculum in determining our areas of greatest need for continued improvement. Through the work of our Professional Learning Community and the School Improvement Team, grade level and support staff identified specific goals and strategies to address these areas of need.

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

- Improvement in reading across the curriculum; informational reading in Science and Social Studies
- Improvement in writing across the curriculum
- Improvement in math across the curriculum
- Participation in the Positive Behavior Intervention Support System as a means to improve the overall school climate
- Differentiated instruction to improve learning for all Defer students
- Incorporation of technology in all subject 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
13-14	73%	77%	68%	13-14	84%	82%	84%	13-14	85%	92%	77%
12-13	80%	80%	80%	12-13	85%	87%	82%	12-13	89%	97%	82%
11-12	78%	82%	74%	11-12	86%	97%	74%	11-12	86%	89%	84%

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	44%	42%	45%	13-14	72%	59%	78%	13-14	75%	87%	63%
12-13	61%	52%	66%	12-13	75%	84%	65%	12-13	80%	86%	74%
11-12	68%	71%	66%	11-12	71%	76%	67%	11-12	70%	67%	73%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	37%	38%	36%
12-13	30%	33%	26%
11-12	23%	17%	30%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	67%	73%	64%
12-13	74%	87%	59%
11-12	65%	76%	54%

**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	100%	Not Tested	100%	Not Tested	100%	100%	Not Tested
4	100%	100%	100%	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
13-14	100	100	100	98.3	100	96.7	93.8	100	87.5	79.7	86.4	76.6	80.3	92.3	67.6
12-13	97.9	100	96.0	93.8	100	87.9	89.1	95.8	85.0	75.3	84.2	65.7	78.1	88.6	68.4
11-12	96.8	100	93.9	84.4	100	74.4	81.2	91.4	70.6	62.7	80.6	46.2	83.3	85.7	81.1

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 Defer Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
1	13-14	71	74	68	76	67	83
	12-13	59	69	50	67	69	65
	11-12	67	73	61	67	68	65
2	13-14	64	72	55	66	70	60
	12-13	66	72	58	67	68	66
	11-12	62	68	57	70	71	70
3	13-14	66	73	59	67	64	70
	12-13	73	75	72	79	77	80
	11-12	67	65	68	77	74	80
4	13-14	70	71	69	76	72	77
	12-13	70	72	68	73	69	77
	11-12	66	73	58	75	79	69
5	13-14	68	73	62	73	75	71
	12-13	75	81	69	79	83	75
	11-12	69	72	67	74	69	77

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

