



## GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

# Maire 2014-15 Annual Report

## Introduction

Maire Elementary School, located in historic Grosse Pointe Village, was an educational home for 302 students during the 2014-15 school year. Children in grades K-5 were taught by 14 homeroom teachers in the subjects of Math, Language Arts, Science and Social Studies, and eight specialist teachers of Library, Art, Vocal and Instrumental Music, Physical Education and Spanish. Maire students also had access to a variety of professionals, including a Speech Pathologist, Social Worker, School Psychologist, Reading/Language Arts Specialist, Resource Room teacher, and an Autism Spectrum Disorder teacher.

Differentiated instruction to ensure academic success continues to be a focus at Maire. Maintaining a culture of high academic achievement, along with attention to students' emotional/social development, is our continuous goal. Teachers use technology, flexible groupings, leveled resources, cooperative learning, and project-based instruction to engage students, maintain educational rigor, and keep interest high. Staff regularly plan together in professional learning communities, using Common Core standards and student achievement data as their guides. A Homework Club was continued this past year for students needing extra assistance.



Arbor Day winners

In addition to academic opportunities, Maire students have many enrichment programs from which to choose. These include Vocal Choir, Student Council, Service and Safety Patrols, Knitting, the Passport Club, Ceramics, and Drama Club. Our students adopted endangered animals through fundraising activities, and generously supported non-profit groups such as Gleaners, Sweet Dreamzz, American Heart Association and March of Dimes. Maire School has also adopted a sister school in Dhaka, Bangladesh, through the work of the non-profit organization THRIVE. Our students and families have benefitted greatly, with increased global and cultural awareness through our outreach.

Our Positive Behavior Support program, funded through a Wayne County RESA grant, continues to benefit our learning environment. School-wide incentives, common language to describe expectations, and lots of "Maire-Bear" fun give a calm, yet spirited atmosphere, focused on student learning.

Students, staff and parents at Maire are environmentally aware, and practice recycling of paper, plastics, glue bottles, crayons, juice pouches, metal, cardboard, and more. Two student/family-created gardens enhance our grounds, featuring both vegetables and a monarch butterfly habitat. Once again, Maire has achieved "Evergreen" status with the state of Michigan, and our fourth grade students won two out of three awards for Grosse Pointe Park's Arbor Day contest this past spring.

Maire's vision includes, "Making diversity and inclusion a way of life for the Maire School Community." Our Diversity Committee continues to lead the district in promoting cultural education and responsiveness. Parents and teachers meet regularly to help ensure this vision becomes reality. Assemblies and classroom projects are part of our curriculum to promote cultural awareness. The school year ends with a Multi-Cultural Ice Cream Social which features dancing and music, students' country research projects, and delicious desserts, all celebrating a wide variety of world cultures.

Involved, supportive parents are a mainstay at Maire School. Not only do they provide expertise and assistance in the lunchroom, on field trips, and with classroom projects, our PTO is extremely generous in funding assemblies and in purchasing school resources. This past year, Maire PTO held a *Derby Parent Auction* and a *Maire Fair Carnival* with much fun and financial success. "Partnership in Learning" is the foundation of student achievement. This past year at Maire was an excellent learning experience for our students, and we look forward to another extremely successful year ahead!

### 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:

96.82%

### MDE Scorecard

Maire earned a Lime designation on the 2014 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://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:

2013-14

100% (311 Students)

2012-13

100% (335 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 2014-2015 school year, EPLC led the curriculum review for adolescent health, business, social studies and library/media. Teachers doing the review examined assessments, textbook usage, and alignment to Michigan Department of Education requirements. 6<sup>th</sup> thru 12<sup>th</sup> grade social studies and adolescent health curricula are still under development.

During the 2015-2016 school year, the following curricular areas will begin the review process:

- K-12 Mathematics
- K-12 Science
- K-12 Art
- 6-12 Counseling
- K-12 PE
- 6-12 Inter-Departmental Technology
- 6-12 TV Production



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

Maire School continues to demonstrate outstanding academic success. Our school has been ranked in the top 5% of the state's schools. Teachers at Maire focus on academic achievement as they analyze student data to make continuous improvements in teaching and learning throughout the year. The school improvement plan is written by teams of teachers during our collaborative PLC times. Teachers plan strategies and objectives that focus on building and maintaining student achievement excellence.

**Reading:** Our goal is to increase student reading achievement for all students, as measured by classroom, district and state tests. Leveled texts, flexible groupings, and reading in a wide variety of genres and content areas are all strategies included in our plan.

**Writing:** All students K-5 will increase their writing achievement. Daily Writers' Workshop, with increased time spent on writing across the curriculum, are strategies for improvement. Using correct spelling and grammar, making the right word choice, planning and organizing for writing assignments, and building fluency are all part of the Maire writing program.

**Math:** Students will increase their Math achievement, as evidenced by achievement on classroom, district, and state testing. Fact fluency, differentiated instruction and 60 minutes of time spent on math activities each day are all objectives and activities planned for increased student achievement.



Disability workshop helps students experience a different perspective

# STUDENT ACHIEVEMENT MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

## M-STEP Results will be shared when they are released (anticipated October 2015)

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	83%	89%	76%	13-14	95%	93%	96%	13-14	93%	93%	92%
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%

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	73%	78%	68%	13-14	79%	87%	71%	13-14	88%	83%	92%
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%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	49%	53%	45%
12-13	39%	45%	32%
11-12	33%	33%	32%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	88%	93%	82%
12-13	78%	83%	72%
11-12	79%	94%	66%

**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	95%	95%	95%	Not Tested	100%	100%	Not Tested
5	92%	Not Tested	92%	97%	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
14-15	91	92	90	100	100	100	98	96	100	85	96	72	88	97	80
13-14	100	100	100	93	96	91	98	100	96	85	97	71	95	100	90
12-13	100	100	100	98	100	96	66	83	46	91	97	84	89	92	85

## NORTHWEST EVALUATION ASSOCIATION (NWEA )

Average Percentile Achieved by Maire Students (on National Norms)

Grade	Year	Percentile READING Spring			Percentile MATH Spring		
		All	Female	Male	All	Female	Male
1	14-15	61	66	55	78	77	81
	13-14	64	75	54	75	76	75
	12-13	61	69	54	74	78	70
2	14-15	73	77	70	84	88	80
	13-14	69	78	59	76	78	74
	12-13	67	70	62	77	76	78
3	14-15	72	75	67	81	81	82
	13-14	74	74	74	80	77	83
	12-13	72	77	66	78	78	77
4	14-15	75	74	76	80	77	83
	13-14	76	80	71	83	85	80
	12-13	70	75	65	79	76	82
5	14-15	75	81	67	81	83	78
	13-14	79	83	74	83	80	85
	12-13	78	81	74	84	85	83

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

