



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Richard 2014-15 Annual Report

Introduction

Père Gabriel Richard School's beautiful eighty-five-year-old school building has been designated by the State of Michigan to be a historical site. It displays lovely architectural elements and has been maintained, updated and air-conditioned over the years. It has two full computer labs, wireless laptops and tablets available for students, and interactive whiteboards in every classroom.



During the 2014-15 school year, Père Gabriel Richard Elementary School served 387 students from Kindergarten to grade 5. Our excellent faculty included seventeen classroom teachers and teachers of Art, Vocal and Instrumental Music, Physical Education, Spanish and Library/Media. Other professionals included a Language Arts/Reading Specialist, Resource Center Specialist, Psychologist, Social Worker, Speech Pathologist, and an Autism Spectrum Disorder teacher.

Our faculty uses a wide variety of instructional strategies and considers students' abilities, learning styles, and interests. These strategies include instructional pacing, acceleration, flexible grouping, cooperative learning, and high-interest activities including problem-based learning, visible thinking, Socratic Circles, and interactive technology that students can access at home. Enrichment opportunities provided by teachers and Richard parent volunteers included Fourth and Fifth Grade Choirs, Student Council, Safety/Service, Lego-building, scrap-booking, knitting, yoga, Tae Kwan Do, Disability Awareness Day, and many others.

Our Richard PTO provided generous support for our students such as educational assemblies, classroom materials, enrichment activities, and library books. This year, we conducted our sixth year of the highly successful Richard READS program, organized by the PTO, to encourage reading across all grade levels. We also added math fact fluency practice to this program.

Our Team REACH (Richard Elementary Actively Contributing to Humanity) provided opportunities for our students to contribute to and do good works for others throughout the year. Also, as a result of the efforts of parents, faculty, and students, our school was once again awarded a Michigan Green School Evergreen Certificate of Achievement for outstanding performance and lasting contribution to conservation and preservation of the environment.

Our parents are very committed to their children's education and show it on a daily basis through volunteering each and every day. With pride, our parents, faculty, and students have continued to improve and maintain a fine learning community.

Mission Statement

The mission of Père Gabriel Richard Elementary is to help each student develop the abilities, skills, and character traits to succeed in life.

Attendance Rate:

96.34%

MDE Scorecard

School earned a Color designation on the 2014 MDE Scorecard (replacing AYP) and is a Designation 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

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://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.

Principal Mary MacDonald-Barrett · 176 McKinley · Grosse Pointe Farms, MI 48236 · Phone: 313-432-4900 · Mary.MacDonald-Barrett@gpschools.org

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 policies and guidelines which guide promotion and retention.

Percentage of Parents Participating in Parent-Teacher Conferences:

2014-15

% (Students)

2013-14

99.2% (386 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 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. 6th thru 12th 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 Physical Education
- 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

Math: Improve student learning in the area of Mathematics with an emphasis on increasing the percentage of students obtaining a Level 1 or 2 on the State of Michigan Mathematics Assessment in grades 3 through 5.

Reading: Improve student learning in the area of Reading, increasing the percentage of students obtaining a Level 1 or 2 on the State of Michigan Reading Assessment

Writing: Improve student learning in the area of Writing with an emphasis on increasing the percentage of students achieving at the proficient level on the State of Michigan Writing Assessment

Character Development: To help students develop positive character traits including those such as integrity, flexibility, perseverance, responsibility, and problem-solving, among others.

The Richard School Improvement Plan includes strategies and objectives that are aligned with the district curriculum and the State of Michigan requirements. The staff gathers and reviews data in order to determine future instructional goals. Staff development is an integral component of the ongoing school improvement process.



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	87%	85%	89%	13-14	95%	93%	97%	13-14	99%	100%	97%
12-13	60%	56%	63%	12-13	91%	100%	83%	12-13	88%	92%	84%
11-12	76%	91%	64%	11-12	87%	89%	85%	11-12	93%	89%	97%

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	59%	56%	63%	13-14	78%	70%	86%	13-14	74%	69%	78%
12-13	74%	67%	80%	12-13	76%	82%	71%	12-13	74%	76%	73%
11-12	59%	59%	58%	11-12	79%	77%	80%	11-12	75%	68%	82%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	20%	19%	22%
12-13	34%	37%	31%
11-12	32%	34%	29%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	75%	80%	69%
12-13	74%	91%	57%
11-12	84%	94%	76%

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	97%	97%	97%	Not Tested	100%	100%	Not Tested
5	97%	Not Tested	97%	99%	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 scores															
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	99	100	97	98	100	97	96	97	95	71	71	71	85	97	74
13-14	98	100	97	95	100	91	96	100	92	89	97	81	94	100	89
12-13	98	96	100	95	94	95	95	100	91	84	97	72	75	85	67

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Richard Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
1	14-15	72	74	71	84	84	85
	13-14	73	74	72	82	74	87
	12-13	72	81	64	81	84	78
2	14-15	66	65	66	72	68	77
	13-14	68	74	62	76	80	72
	12-13	69	71	67	77	73	79
3	14-15	65	72	59	74	75	73
	13-14	73	75	70	80	75	84
	12-13	70	77	63	79	75	81
4	14-15	76	74	78	86	80	91
	13-14	78	80	76	78	75	81
	12-13	72	80	65	74	75	74
5	14-15	78	81	74	75	73	76
	13-14	74	77	73	73	72	74
	12-13	75	80	70	76	75	76

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

