



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Trombly 2014-15 Annual Report

Introduction

Robert Trombly Elementary School opened its doors in 1927. Since then, 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 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 of Grosse Pointe to the north.



The mission of 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 life-long process. We also believe that every student is entitled to the best possible education which is a shared responsibility among the educators, parents, community and students. Students are expected to practice respect and responsibility, and be ready to learn. Trombly is dedicated to building successful learners and leaders of today and tomorrow.

2014-2015 marked the eighth consecutive year that Trombly has been designated a Michigan Green school, achieving the highest distinction, Emerald, the last three years. Trombly is one of few schools to have been designated a green school each year the program has been in existence. In 2010 Trombly was named the Wayne County Green School of the Year and our *green* efforts build each year.

A core belief of the Trombly community is that the home-school partnership is the foundation for student achievement and success. There has been a long history of parental support and involvement. That partnership has been displayed through a variety of ways such as attending student-led conferences, volunteering at an event, or signing the daily planner.

There are many examples of healthy home-school partnerships. In the Fall of 2014 the PTO with the support of staff held our very first Trombly Trot. The event promoted a healthy lifestyle while raising funds to support the mission of the school. A much anticipated spring event has been our *One School, One Book* program. The entire school reads the same book. Families are asked to support the endeavor by devoting 20 minutes each night to read together. With the support of the PTO each child has received a school planner. The planner which serves as a daily communication tool has been an important part in the home-school partnership.

In addition to daily academic tasks, Trombly has participated in numerous community outreach projects. The goal of these projects have been to create opportunities where students are asked to think about their responsibility to our community. The 2014-2015 project was called Valen-twin. Trombly collected clothing and personal hygiene items for kids moving through the foster care system.

Through the high expectations of our staff, working in partnership with the home, an environment has been created at Trombly to push each child to be the best they can be academically, socially and emotionally.

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: 95.99%

MDE Scorecard

Trombly Elementary earned a yellow rating on the 2014 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 policies and guidelines which guide promotion and retention.

Percentage of Parents Participating in Parent-Teacher Conferences:

2014-15

99.2% (274 Students)

2013-14

98.2% (273 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. The 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 math
- 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

These are the Trombly school improvement goals.

Reading:

Goal: All students will be proficient in reading.

Objective: 85% of all students will demonstrate proficiency in Reading by 6/30/2022 as measured by the State of Michigan Assessment.

Math:

Goal: All students will be proficient in reading.

Objective: 85% of all students will demonstrate proficiency Math by 6/30/2022 as measured by the State of Michigan Assessment.

Writing:

Goal: All students will be proficient in reading.

Objective: 85% of all students will demonstrate proficiency in Writing by 6/30/2022 as measured by the State of Michigan Assessment.



Our Green Team is shown here starting seeds in the Trombly greenhouse..



Teambuilding at camp

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	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
14-15	93	96	91	98	100	96	91	95	86	61	93	45	71	83	61
13-14	98	100	96	90	89	91	87	92	85	92	96	89	78	84	71
12-13	100	100	100	83	93	77	69	73	66	88	88	88	80	76	85

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	14-15	66	70	63	74	71	77
	13-14	71	68	73	81	71	87
	12-13	70	63	77	75	64	83
2	14-15	61	56	64	71	59	80
	13-14	60	46	70	64	49	75
	12-13	64	76	56	69	77	64
3	14-15	71	71	72	71	68	74
	13-14	72	78	69	65	73	60
	12-13	73	77	70	78	69	83
4	14-15	62	69	58	61	66	57
	13-14	63	68	58	68	65	70
	12-13	62	62	62	61	61	62
5	14-15	69	72	66	70	62	76
	13-14	74	72	77	61	64	57
	12-13	72	75	67	73	70	77

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



Girls' and
Boys'
Robotics

