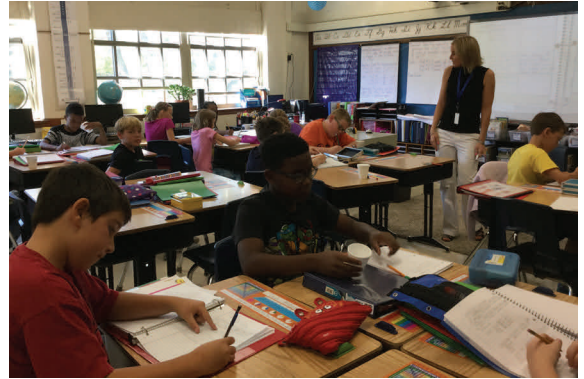


GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Mason 2015-16 Annual Report

Stevens T. Mason is an amazing elementary school! Our positive school culture supports our students, celebrates learning, and fosters a real sense of community. Part of what makes Mason so special is the unparalleled dedication of the staff and families of our students. Our strong family partnerships stem from a shared love for our children. Our historic building has a rich heritage and is a source of pride for Mason families, who span generations in attendance at our school. Our active PTO, wonderful parent volunteers, and talented, dedicated staff collaboratively encourage our students to always be “Mason’s Best.”



Our beliefs center on “Each and Every Child; Each and Every Day.” We believe that all of our students can learn, and that learning is a life-long process with shared responsibility among

staff, students, parents, and the community. Every student at Mason is respected, nurtured, and valued. Parents applaud the Mason teachers for truly knowing and caring about their students. This strong relationship enables staff to personalize and differentiate instruction to optimize student learning and achievement. Throughout the school day, the PBIS “Mason’s Best” program reinforces positive behaviors. Additionally, Mason is recognized as an “Evergreen School.” with staff and students working diligently and consistently to protect and conserve our environment.

Reader’s Workshop, Writer’s Workshop, Everyday Math, Science, Social Studies, Art, Library, Vocal Music and Physical Education are part of every child’s curriculum at Mason. Spanish instruction begins at third grade. Instrumental Music is offered to fifth grade students. Teachers follow the district adopted curricula, and tailor extensions and interventions to their students. Technology supports and enriches student learning at all levels through iPads. Thanks to our PTO, Chromebooks expand learning options. At Kindergarten Cafe, students create culinary delights while focusing on math skills and teamwork. Again this year, students anxiously waited and watched with excitement as the baby chicks hatched. First graders increase their literacy skills and celebrate with an Author’s Tea in spring. A study of the Chinese New Year concludes with lunch at the Golden Dragon Restaurant. Second graders are entrepreneurs for their economic unit, delight in author sharing and mystery readers, and visit Provencal Weir. Third graders present their research on famous people with Michigan roots, and receive pine saplings for Arbor Day. Fourth graders become proficient with iPads and technology tools for their Research Fair and Innovation Day. They tour the Capital and Michigan Historical Museum in Lansing. Fifth graders demonstrate their leadership skills, increase their technology proficiency with Genius Hour, and strengthen their Spanish and research skills. Camp Storer is a memorable fifth grade experience of outdoor education and team building.

Mason is a Title 1 school, offering our students a nutritious breakfast and lunch program; as well as additional academic support. Through the Grosse Pointe Foundation for Public Education, and our PTO, our students have the opportunity to use IXL Math program, along with Think Through Math, FASTT math, and RAZ Kids reading program to support their learning. Students join the Safety, Service, Recycling Team, and Student Council as ways to serve our school community. They donated to Pennies for Power, Adopt An Animal at the Detroit Zoo, the Leukemia and Lymphoma Society, and Gleaners Food Bank. Students enjoy participating in Special Choir, Honors Band & Orchestra, Morning Video Announcements, Jump Rope for Heart, March is Reading Month, Box Tops, Field Day, and a Talent Show. Because of all this, Mason was nominated to apply for recognition as a National Blue Ribbon School. As we await that decision in the fall of 2016, we know what an amazing place this is.

Mission Statement:

Create an environment that cultivates knowledgeable, responsible, caring citizens who embrace life’s possibilities with a passion for continuous learning.

Attendance Rate: 96.1%

MDE Scorecard

Mason earned a Lime designation on the 2016 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

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://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 Roy Bishop, Jr. · 1640 Vernier Rd. Grosse Pointe Woods, MI 48236 · Phone: 313-432-4400 · Roy.Bishop@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:

2015-16
97% (282 Students)
2014-15
97% (294 Students)

FERPA Notice

The Grosse Pointe Public School System may, upon request, release the following directory information: student name, grade level, graduation date, height and weight if an athlete, participation in school activities, honors and awards, photographs and videos of students in school activities, 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 click the FERPA directory information button during K-12 online registration.

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 2014-15 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 2015-16 school year, the following curricular areas began 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

1. All students will demonstrate increased proficiency in their reading comprehension of complex texts; both narrative and informational. Students will reference explicit examples from the text when summarizing passages, identifying themes, and comparing texts. Reading proficiency is measured by: State assessments, NWEA Measures of Academic Progress, Fountas & Pinnell Reading Assessments, and teacher designated classroom assessments.
2. All students will demonstrate increased proficiency in their writing skills. Students will exhibit quality writing traits with an emphasis on organization, use of supporting details, expressive language, and spelling and grammar conventions. Proficiency will be measured by: State assessments, The Grosse Pointe Writing Assessment, scoring of practice writing prompts, and teacher designated classroom assessments.
3. All students will demonstrate increased proficiency in solving multiple step math problems. Students will utilize a variety of strategies for problem solving and build automaticity of math facts. Math proficiency will be measured by: State assessments, NWEA Measures of Academic Progress, Everyday Math Unit and End of the Year tests.

The Mason School improvement plan includes objectives and strategies that align with the district and school mission, as well as the approved curriculum. Staff development is an integral component of the ongoing school improvement process.



MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

M-STEP ENGLISH TEST											
Grade 3 Percentage SATISFACTORY				Grade 4 Percentage SATISFACTORY				Grade 5 Percentage SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
15-16	89% (46%)	92%	85%	15-16	83% (46%)	78%	87%	15-16	95% (51%)	100%	90%
14-15	93% (50%)	95%	91%	14-15	78% (47%)	85%	70%	14-15	90% (49%)	96%	84%

M-STEP MATHEMATICS TEST											
Grade 3 Percentage SATISFACTORY				Grade 4 Percentage SATISFACTORY				Grade 5 Percentage SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
15-16	93% (45%)	92%	95%	15-16	87% (44%)	87%	87%	15-16	53% (34%)	59%	47%
14-15	90% (49%)	84%	96%	14-15	92% (41%)	91%	93%	14-15	69% (33%)	71%	68%

M-STEP SCIENCE – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
15-16	22% (15%)	9%	35%
14-15	18% (12%)	13%	23%



M-STEP SOCIAL STUDIES – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
15-16	31% (19%)	35%	27%
14-15	67% (22%)	67%	68%

NOTE: M-STEP Data is not reported by Racial/Ethnic minority group, Special Education, or Economically Disadvantaged because no group is significantly large enough to report results without revealing the identity of individual students.

*State of Michigan M-STEP results have been shown above in parenthesis for comparison to school results.

2015-16 M-STEP Percentage of Students Tested							
Grade	English	Math	Science	Social Studies	Total English with Other Tests	Total Math with Other Tests	Total Science with Other Tests
3	94%	91%	Not Tested	Not Tested	96%	94%	Not Tested
4	100%	100%	100%	Not Tested	100%	100%	100%
5	96%	96%	Not Tested	96%	97%	97%	Not Tested

NOTE: Total with Other Tests refers to the percentage tested with either M-STEP or MI-ACCESS (alternative state test) in each 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
15-16	100	100	100	94	100	91	94	100	86	41	52	30	94	100	87
14-15	88	95	83	98	100	95	93	95	91	80	88	72	66	76	56
13-14	98	96	100	96	96	96	98	100	97	81	88	75	90	94	88

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Mason Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
1	15-16	72	72	73	78	73	82
	14-15	58	58	57	75	64	82
	13-14	71	69	73	75	66	82
2	15-16	63	66	61	69	68	70
	14-15	61	71	48	77	72	81
	13-14	62	65	58	77	75	78
3	15-16	61	68	54	63	60	66
	14-15	64	68	60	73	73	72
	13-14	66	66	65	74	73	74
4	15-16	59	59	58	62	59	65
	14-15	58	63	53	74	76	71
	13-14	65	69	61	69	67	70
5	15-16	69	77	60	61	62	60
	14-15	72	74	70	80	80	81
	13-14	65	60	67	72	68	74

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

