

2009-10 Annual Report

**15430 Kercheval
 Grosse Pointe Park,
 Michigan 48230
 (313) 432-4700**

Mission Statement

Pierce Middle School, in partnership with students, parents and community, is committed to creating and sustaining an orderly, trusting and caring environment where teaching and learning are exciting and challenging and mutually respectful relationships support all students in their intellectual, ethical and social growth.



John D. Pierce Middle School
Grosse Pointe Public School System

Mr. Gary Buslepp, Principal

Introduction

Named after Michigan's first state superintendent of public instruction, John D. Pierce Middle School continues to provide a tradition of excellence for our 615 students, their families and community. Pierce is prospering, as demonstrated by the accomplishments of students, teachers and parent volunteers. The *Pierce Pride* accomplishments that follow were achieved during the 2009-10 school year:



- Pierce students continue to be honored each quarter for academic achievement and citizenship.
- Thirty-three percent of Pierce's seventh and eighth grade students are distinguished members of the John D. Pierce National Junior Honor Society. NJHS students provide district elementary school students with additional time and support through peer tutoring. A *National Day of Reading* is commemorated by members reading to district elementary students. Chapter service projects provide support to community agencies.
- A school-wide environmental awareness initiative, sponsored by the Pierce NJHS, resulted in a well deserved, second consecutive, *Green School* designation.
- The A² (Academics and Activity) period allows all students to receive additional time and support to strengthen developing organizational, math, reading and vocabulary skills. Eligible students have the opportunity to select and explore an activity of personal interest that supports social well-being.
- The *Trojan Times*, *Pierce Profiles* and *Inklings* continue a tradition of quality student publications. *Inklings*, our literary publication, earned the Columbia Scholastic Press Association's Gold Medalist Award.
- Students distinguished themselves in spelling and geography bees. Pierce Middle School was represented at the National Geographic state geography bee.
- *After-School Study* provides homework assistance for students and is supported by the *Grosse Pointe Foundation for Public Education*.
- The annual *American Math Competition* recognized six eighth grade students at various levels of competency.
- The Pierce robotics team enjoyed unprecedented membership and was recognized at the regional level for their excellence.
- Pierce students earned eight gold medals, nine bronze medals and one honorable mention in the *Michigan Social Studies Olympiad*.
- A team of Pierce eighth grade students placed first regionally at the *Destination Imagination* competition and presented at the national competition at the University of Tennessee.
- Pierce band and orchestra students earned twenty-three first division medals and sixteen second division medals at the Michigan School Band and Orchestra District Festival. Four were recognized as having captured all-state middle school honors.
- Five eighth graders were recognized with highest honors by the *Michigan School Vocal Music Association District Solo and Ensemble Festival*. The Pierce seventh and eighth grade choirs enjoyed superior and excellent ratings respectively.
- Fundraising efforts by Pierce seventh grade Social Studies students supported *Heifer International's* mission of providing livestock to impoverished communities throughout the world.
- Twelve school athletic records were broken by members of the Pierce Track and Field team.
- Three sixth graders were recognized by *Cricket Magazine* for their creative writing, poetry and illustrations.
- Three Gold Key, four Silver awards, and nine Honorable Mentions were earned by 7th and 8th grade students at regional competition in the *Scholastic Art and Writing Contest* for 2010.
- Three eighth grade students were honored locally and one regionally by the *Lakeshore Optimist Club* for oratorical excellence.
- Pierce students, parents, staff and the *Sunrise Rotary of Grosse Pointe* teamed to support and host the district-wide, middle school *Kids Against Hunger* community service project.

**Pierce Middle School
 opened
 in September, 1939**

Student Average Attendance Rate: 97.2%

Percentage of Parents Participating in Parent-Teacher Conferences:

2009-2010
90.5% (555 Students)

2008-2009
90% (547 Students)

Education YES! Report Card

AYP (Adequate Yearly Progress) Status Met: Yes

Michigan Report Card Grade: A

Not Identified for Improvement

Assignment of Students

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 interests of the student. In the middle school and in the senior 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.

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 standards by incorporating exemplary national standards. Curriculum committees, comprised of teachers, parents, students and administrators develop plans for each curriculum area. In addition, the views of the broader community are sought through Public Forums. The reports of the curriculum committees, which are submitted first to the EPLC and then to the Board of Education, include recommendations regarding assessment, staff 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 2009-10 the district began implementation of the new social studies curriculum for grades K-3, and 5-6. Grades 3 and 4 will be rolled out in 2010-11. English/language arts curriculum was the core curriculum under review, roll out is planned for the fall of 2010. Computer education curriculum continues to be under review, these curriculum changes will reflect the district's investment in new curriculum for teachers grades Kindergarten through twelve.

The district's strong curriculum is demonstrated by the continuing high performance of our students on standardized assessments including NWEA, MEAP, ACT, SAT, and Advanced Placement tests.

School Improvement Plan

The School Improvement Plan consists of four processes. Pierce teachers, staff, parents, students, community members, board members and administration: 1) gather data (build our school data profile), 2) study the data (analyze data, set goals and research best practices), 3) develop an action plan (a summary report that drives the school improvement plan), and 4) implement (monitor and evaluate) the plan. Entering the 2010 - 11 academic year, we have identified the following areas for improvement:

School Climate: To improve school climate by continuing the implementation of our school-wide *Positive Behavior Support System (PBS)*:

- Students and parents will be supplied with a PBS behavior matrix defining behavioral expectations for all school settings.
- Faculty and staff continue to implement a multi-disciplinary team approach in identifying and assisting students with significant problem behaviors.
- Faculty and staff will be trained and implement PBS Tier 2 interventions for students who display significant problem behaviors.
- Faculty and staff will continue to document and reward observable positive student behaviors. Increased positive student behavior will be evidenced by the number of students eligible for weekly drawings and PBS celebrations.

Reading: Pierce students will improve upon their ability to *draw conclusions, make inferences* and *synthesize information* from informational reading across texts. Through observable and measurable teaching strategies in core and elective areas:

- Pierce students will analyze the structure of informational genre including research reports, "how-to" articles, essays, and organizational text patterns.
- Pierce students will analyze global themes, universal truths and principles within and across texts to create a deeper understanding.

Writing: Pierce students will experience writing gains on the *Grosse Pointe Writing Assessment (GPWA)*. Through the effective use of school-wide, research-based, instructional strategies:

- Pierce students will apply a variety of pre-writing strategies including the identification and development of organizational patterns.
- Pierce students will use pre-writing strategies to strengthen and support informational writing.

Math: Pierce students will improve their ability to multiply and divide any two fractions, including mixed numbers, fluently. Pierce students will improve their ability to calculate slope. Through the use of research based, grade-level appropriate instructional materials and strategies:

- Pierce 6th and 7th grade students will increase in their understanding and application of multiplying and dividing fractions.
- Pierce 7th and 8th grade students will increase in their understanding and ability to calculate the slope from the graph of a linear function and express the answer as a fraction and a decimal.

STUDENT ACHIEVEMENT MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

MEAP READING TEST											
Grade 6				Grade 7				Grade 8			
Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
09-10	97%	100%	94%	09-10	92%	96%	89%	09-10	97%	98%	97%
08-09	93%	93%	92%	08-09	92%	91%	93%	08-09	92%	97%	87%
07-08	96%	96%	96%	07-08	90%	89%	90%	07-08	92%	93%	91%

MEAP MATHEMATICS TEST											
Grade 6				Grade 7				Grade 8			
Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
09-10	91%	92%	89%	09-10	89%	88%	90%	09-10	89%	85%	94%
08-09	87%	92%	83%	08-09	94%	95%	93%	08-09	83%	82%	84%
07-08	90%	90%	90%	07-08	82%	80%	85%	07-08	86%	82%	91%

MEAP SCIENCE – Grade 8			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
09-10	92%	92%	92%
08-09	92%	94%	91%
07-08	88%	87%	89%

MEAP SOCIAL STUDIES Grade 6			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
09-10	87%	92%	82%
08-09	88%	90%	87%
07-08	94%	95%	93%

NOTE: MEAP Data is not reported by Other Racial/Ethnic minority group, Special Education, or Economically Disadvantaged (Except Grade 6 Social Studies) because no group is significantly large enough to report MEAP results without revealing the identity of individual students.

NOTE: The state no longer reports ELA Scores. The new MEAP Writing test was piloted this year and will be taken in grades 4 and 7 next year.

NOTE: Grade 8 Social Studies test was moved to grade 9 and reported by the high schools.

2009-10 MEAP Percentage of Students Tested						
Grade	MEAP READING	MEAP MATH	MEAP SCIENCE	MEAP Social Studies	Total Read with Other Tests	Total Math with Other Tests
6	99%	99%	Not Tested	100%	99%	100%
7	100%	100%	Not Tested	Not Tested	100%	100%
8	100%	100%	100%	Not Tested	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.)

MEAP Percentage Achieving SATISFACTORY – (2009-2010) of State Mandated Groups					
Grade	Group	MEAP READING	MEAP MATH	MEAP SCIENCE	MEAP SOCIAL STUDIES
6	Black, Not of Hispanic Origin	93%	81%	Not Tested	69%
	Economically Disadvantaged	No Subgroup	No Subgroup	No Subgroup	57%
7	Black, Not of Hispanic Origin	81%	75%	Not Tested	Not Tested
8	Black, Not of Hispanic Origin	96%	65%	77%	Not Tested

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY									
Year	Grade 6			Grade 7			Grade 8		
	All	F	M	All	F	M	All	F	M
09-10	75.3%	84.1%	67.0%	75.6%	86.5%	64.9%	83.8%	87.4%	79.6%
08-09	60.9%	68.9%	53.9%	58.7%	69.7%	46.2%	71.7%	75.0%	68.2%
07-08	64.7%	70.9%	57.9%	50.0%	50.5%	49.4%	64.6%	71.3%	56.7%

Grade 6-8 – Satisfactory includes scores of 4 through 7.

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Pierce Students (on National Norms)

Grade	Year	Percentile READING Spring			Percentile MATH Spring		
		All	Female	Male	All	Female	Male
6	09-10	64	73	56	53	56	52
	08-09	65	72	59	57	58	56
	07-08	65	68	61	60	58	63
7	09-10	63	72	55	61	63	59
	08-09	67	67	65	60	56	63
	07-08	56	56	56	52	49	55
8	09-10	72	77	67	71	68	74
	08-09	58	63	54	61	62	61
	07-08	63	62	63	59	57	61

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

FERPA NOTICE:

Grosse Pointe Public Schools 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.

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.gpschool.org