

2010-11 Annual Report

**260 Chalfonte
Grosse Pointe Farms,
Michigan 48236
(313) 432-3900**

Mission Statement

The mission of the Brownell Middle School Community is to improve education opportunities for students.

Samuel M. Brownell Middle School

Grosse Pointe Public School System

Dr. Michael B. Dib, Principal

Introduction

Brownell's 659 students completed a successful school year as evidenced by the many accomplishments listed below. Our "Brownell Points of Pride" were due to the diligent work of teachers, support staff, and parent volunteers.

Students in all three grade levels were honored and recognized for outstanding achievement in academics and citizenship.



Students participated in many academic contests, including: Letters about Literature, America and Me Essay Contest, Social Studies Geography Bee, You Be the Chemist Competition, NASA Micro-G Experiment Design Challenge, and Michigan Interscholastic Press Association Awards. Band, orchestra, and vocal music students earned superior ratings at local, state, and national adjudicated music competitions.

Brownell has three Student Service Organizations: Student Council, NJHS (National Junior Honor Society), and STAND (Students Taking a New Direction). Our Student Council raised money and purchased items for our new Multi-Purpose Room, digital hallway clocks, and technology for a new English computer writing lab. Our STAND organization sponsored various drug free activities including a Haunted House, fundraisers that supported Sweet Dreamzz, Race for the Cure, Leukemia and Lymphoma research, and Children's Hospital. An anti-smoking program was also presented to the students body. STAND also initiated a "Go Green- Re-use and recycle program."

A wide variety of extra-curricular activities (basketball, volleyball, track, swimming, wrestling, Yearbook, Jazz Band, Bridge Club, Drama Production, Art Club, Yoga, and Zumba) provide opportunities for students to explore areas of interest.

Brownell teachers tutor students in an after school Homework Help Program three days a week.

The Brownell PTO donated services and financial support for a new English computer Lab, extra-curricular activities, and Multi-Purpose Room additions.

Seventh grade students scored in the top 1%, for the entire state, on the 2010 MEAP Writing Test.



**Brownell Middle
School opened
in September, 1958**

Student Average Attendance Rate: 97.32%

Percentage of Parents Participating in Parent-Teacher Conferences:

2010-2011
92.6% (609 Students)

2009-2010
91.1% (594 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 by incorporating exemplary national standards. Reports of curriculum committees, which are submitted first to EPLC and then the Board of Education, include recommendations regarding assessment, staff development, technology integration, 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. The district's strong curriculum is demonstrated by the continuing high performance of our students on assessments including NWEA, MEAP, ACT, SAT, and Advanced Placement tests.

The 2010-11 school year brought many plans and changes to the K-5 English language arts curriculum. Over half of our elementary teachers and all elementary principals had the opportunity to visit other districts to observe their language arts program. The visits brought huge changes to the way we teach reading. This year, all elementary students will learn specific reading comprehension strategies through a program called *Making Meaning*. If you have an elementary child, please ask them to talk to you about the stories their teacher is reading to them, and questions being asked. This fall elementary teachers will begin training on *Reader's Workshop*. Implementation of *Reader's Workshop* is part of a three-year plan to develop elementary readers and writers, preparing them for success in the challenging curriculum they will face in middle and high school.

At Brownell, Parcels, and Pierce, last year brought changes to the English language arts curriculum. Middle school students began using Holt McDougal Literature anthologies. These address learning outcomes in writing workshops; speaking, listening and viewing workshops; grammar workshops; and vocabulary and media workshops. Through study of different genre (fiction, informational text, poetry, argument and persuasion, biography, autobiography and drama) students obtain skills needed to successfully learn the common core curriculum adopted by the State of Michigan in June 2010 and skills and knowledge required for learning beyond high school.

At North and South high schools students in 11th grade experienced roll out of the "Power of Language" course. The course teaches students, through the study of contemporary literature, how to use the power of their own language, writing and reading to speak and write more effectively. One of the final assignments in this course is the writing of each student's college essay.

The 2012 school year will include a study of the K-12 mathematics curriculum. Adoption of the Common Core Standards in math has given this curriculum study particular importance as we plan for the next five school years. We will be asking parent volunteers to be part of this committee.

School Improvement Plan

1. Improving writing achievement across the curriculum
 - Increase the total number of students achieving a proficient score on the Grosse Pointe Writing Test
 - Increase the number of male students achieving a proficient score on the Grosse Pointe Writing Test
 - Increase the number of opportunities for students to write essays using the approved Grosse Pointe Writing prompts
 - Increase student and teacher opportunities to review writing criteria for the purpose of achieving proficient writing scores
2. Enhance academic support for all students
 - Differentiate instruction based upon readiness, interest, and learning styles of each student (common assessments, electives, academic challenge and rigor for all learners)
 - Provide additional cognitive and emotional supports for all students. Offer a variety of courses for struggling and gifted learners.
 - Improve learning opportunities for all students through flexible course offerings
3. Improve Student Accountability
 - Students will use planners, teacher web pages, and school resources to improve academic performance

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
10-11	98%	96%	99%	10-11	96%	97%	95%	10-11	96%	96%	97%
09-10	99%	99%	100%	09-10	96%	95%	97%	09-10	95%	98%	91%
08-09	95%	94%	96%	08-09	96%	96%	96%	08-09	89%	95%	82%

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
10-11	96%	96%	97%	10-11	98%	99%	98%	10-11	95%	93%	97%
09-10	94%	96%	92%	09-10	98%	96%	99%	09-10	87%	87%	88%
08-09	92%	91%	92%	08-09	97%	97%	96%	08-09	88%	87%	89%

MEAP SCIENCE – Grade 8				MEAP WRITING Grade 7				MEAP SOCIAL STUDIES Grade 6			
Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
10-11	95%	94%	97%	10-11	83%	87%	79%	10-11	97%	95%	98%
09-10	91%	91%	92%					09-10	93%	93%	94%
08-09	91%	95%	85%					08-09	94%	91%	96%

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

2010-11 MEAP Percentage of Students Tested								
Grade	MEAP READING	MEAP WRITING	MEAP MATH	MEAP SCIENCE	MEAP Social Studies	Total Read with Other Tests	Total Math with Other Tests	Total Science with Other Tests
6	98%	Not Tested	99%	Not Tested	99%	100%	100%	Not Tested
7	97%	97%	96%	Not Tested	Not Tested	100%	100%	Not Tested
8	98%	Not Tested	98%	98%	Not Tested	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 6			Grade 7			Grade 8		
	All	F	M	All	F	M	All	F	M
10-11	74.1%	86.9%	62.4%	89.1%	96.2%	81.3%	89.4%	90.3%	88.7%
09-10	85.4%	91.3%	78.9%	76.4%	83.7%	70.2%	88.7%	93.5%	84.2%
08-09	75.0%	81.8%	69.2%	63.2%	75.0%	51.8%	64.0%	77.5%	49.0%

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

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Brownell Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
6	10-11	72	73	70	74	67	80
	09-10	74	77	71	74	74	74
	08-09	63	63	63	59	56	61
7	10-11	76	77	75	75	76	75
	09-10	76	75	76	68	62	73
	08-09	68	72	64	61	60	61
8	10-11	75	75	75	69	65	73
	09-10	69	73	65	66	65	68
	08-09	66	71	60	62	62	62

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. Grosse Pointe Public Schools also publishes student information via school sponsored or school-related media, including the 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