

2010-11 Annual Report

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*Charles A. Parcels Middle School
Grosse Pointe Public School System*

Mr. Mark Mulholland, Principal

Introduction

Parcels Middle School continues to provide a productive and safe learning environment for students. Dedicated and caring professional teachers and staff provide instruction and support for students enabling a high level of student achievement as measured by our annual MEAP tests, NWEA tests, and our own annual Grosse Pointe Writing exam.

While we carry on with our school improvement work and planning (see goal section below), Parcels continues to maintain test scores indicating high levels of student achievement. Hundreds of students representing all three grade levels were honored for their academic achievement at our annual Honors programs. We are proud of the work of our teachers and students. We are also proud of the support of the parents of Parcels' students. The general support of parents as well as the specific support and dedication of parent volunteers who give a great amount of their time provide the foundation for a safe and successful Parcels school program.

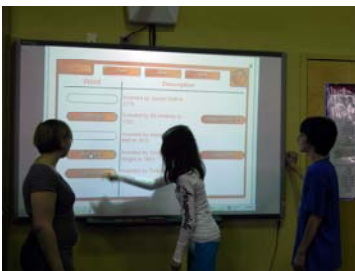
Parcels' students take part in a variety of extra-curricular athletic and non-athletic activities beyond the core academic program. Parcels' students participated in and won competitions in MathCounts, Social Studies Olympiad, Geography Bee, Spelling Bee, and others. Several Parcels students participated in a National (Strossel) writing contest, in which one Parcels student took second place out of approximately 7,500 student entries. Four other Parcels students placed in the top 3% of writers participating. Our students in instrumental and vocal music programs competed locally and regionally in a Music Festivals. Students in both the instrumental and vocal programs were highly rated in their respective festivals. Drama students offered a musical in the fall that was well received and members of the drama club participated in a thespian festival in Ohio.

Parcels Students are afforded a wide variety of academic, extra-curricular, and athletic opportunities and many students are recognized annually for their accomplishments.



Mission Statement

The mission of Parcels Middle School, in partnership with parents and community, is to ensure that all students progress in acquiring and using the knowledge, skills, and behaviors necessary to responsibly meet the challenges of today and tomorrow.



**Parcels Middle
School opened
in September, 1948**

Student Average Attendance Rate: 95.37%

Percentage of Parents Participating in Parent-Teacher Conferences:

2010-2011
81.7% (580 Students)

2009-2010
89% (625 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

Parcels School Improvement Goals are:

To increase student scores in Math, Science, Social Studies, and Language Arts as measured by student performance on MEAP, NWEA, and Grosse Pointe Writing assessments.

To improve student achievement in reading and writing literacy, supported by all teachers in all content areas, as measured by MEAP, NWEA, and Grosse Pointe Writing assessments.

To improve the school climate as measured by student, teacher, and parent feedback and observation.

(The Parcels Middle School Improvement Plan in more detail can be found at www.gpschools.org/parcells)

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	91%	95%	88%	10-11	90%	90%	90%	10-11	91%	94%	89%
09-10	92%	97%	87%	09-10	90%	92%	89%	09-10	91%	92%	91%
08-09	91%	95%	88%	08-09	86%	87%	85%	08-09	85%	87%	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	90%	91%	89%	10-11	93%	93%	92%	10-11	88%	88%	87%
09-10	90%	94%	86%	09-10	93%	93%	93%	09-10	81%	83%	80%
08-09	85%	89%	82%	08-09	90%	89%	91%	08-09	88%	84%	92%

MEAP SCIENCE – Grade 8			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
10-11	85%	85%	85%
09-10	88%	88%	89%
08-09	89%	89%	90%

MEAP Writing Grade 7			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
10-11	67%	73%	60%

MEAP SOCIAL STUDIES Grade 6			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
10-11	87%	88%	87%
09-10	87%	90%	85%
08-09	86%	88%	84%

NOTE: MEAP Data is not reported by other Racial/Ethnic minority group, Special Education, 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	98%	Not Tested	98%	100%	100%	Not Tested
7	96%	96%	95%	Not Tested	Not Tested	100%	99%	Not Tested
8	96%	Not Tested	96%	96%	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.)

MEAP Percentage Achieving SATISFACTORY – (2010-2011) of State Mandated Groups						
Grade	Group	MEAP READING	MEAP WRITING	MEAP MATH	MEAP SCIENCE	MEAP SOCIAL STUDIES
6	Black, Not of Hispanic Origin	77%	Not Tested	77%	Not Tested	71%
	Economically Disadvantaged	76%	Not Tested	74%	Not Tested	70%
7	Black, Not of Hispanic Origin	76%	43%	84%	Not Tested	Not Tested
	Economically Disadvantaged	70%	42%	71%	Not Tested	Not Tested
8	Black, Not of Hispanic Origin	80%	Not Tested	62%	52%	Not Tested
	Economically Disadvantaged	75%	Not Tested	61%	50%	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
10-11	75.2%	86.0%	66.4%	81.0%	88.3%	72.5%	86.0%	91.3%	80.5%
09-10	82.0%	89.6%	74.3%	69.3%	77.6%	61.3%	74.3%	86.4%	64.2%
08-09	63.5%	73.3%	54.7%	61.1%	69.7%	53.0%	72.4%	85.2%	60.5%

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

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Parcels Students (on National Norms)

Grade	Year	Percentile READING Spring			Percentile MATH Spring		
		All	Female	Male	All	Female	Male
6	10-11	61	64	59	58	58	58
	09-10	61	68	54	58	59	57
	08-09	62	64	62	59	57	60
7	10-11	57	63	51	57	56	57
	09-10	61	63	59	61	59	62
	08-09	63	63	62	58	56	60
8	10-11	58	63	52	54	54	53
	09-10	59	61	57	59	57	61
	08-09	60	62	58	58	55	60

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.

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