

2010-11 Annual Report

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Mission Statement

The mission of Pierce Middle School is to create a caring and respectful environment where all students can grow intellectually, ethically and socially.



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 593 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 2010-11 school year:



- Pierce students continue to be honored each quarter for academic achievement, demonstrating positive behavior 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. A *National Day of Reading* was commemorated by NJHS members reading to district elementary students. Chapter service projects also provided support to community agencies.
- The continuation of a school-wide environmental awareness initiative, sponsored by the Pierce NJHS, resulted in a well deserved, third consecutive, *Green School* designation.
- The A² (Academics and Activity) period allows all students to receive additional time and support to strengthen developing organizational and study skills. Eligible students have the opportunity to select and explore an activity of personal interest that supports social well-being.
- The *Trojan Times* newspaper, *Pierce Profiles* yearbook and *Inklings* continued 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.
- *After-School Study* provides homework assistance for students and is supported by the *Grosse Pointe Foundation for Public Education*.
- The *American Math Competition* recognized 10 eighth and seventh grade students at various levels of competency.
- The Pierce robotics team enjoyed increased membership and competed at the regional level.
- Pierce students earned eighteen gold medals, six silver medals, a bronze medal and two honorable mentions in the *Michigan Social Studies Olympiad*.
- Pierce band and orchestra students earned first division honors at district level and qualified for state festival. Four orchestra students earned All-State honors. Pierce concert band students earned second division honors at the district level. Eight band students received district Honors Band recognition.
- At the *Michigan School Vocal Music Association District Solo and Ensemble Festival*, Pierce seventh and eighth grade choirs enjoyed superior and excellent ratings respectively. Eighty Pierce Choir students performed "Thank You Soldiers" for veterans at the Grosse Pointe War Memorial.
- Fundraising efforts by Pierce seventh grade Social Studies students supported disaster relief for Japan.
- A dozen school athletic records were broken by members of the Pierce Track and Field team.
- one Gold Key, three Silver awards, and six Honorable Mentions were earned by 7th and 8th grade students at regional competition in the *Scholastic Art and Writing Contest* for 2011.
- Ten eighth grade students were honored locally and three regionally by the *Lakeshore Optimist Club* for oratorical excellence.
- Three Pierce eighth graders were recognized at the *You Be the Chemist* – Chemistry Challenge.
- Pierce students teamed to support the district-wide, middle school *Kids Against Hunger* community service project.
- Two Pierce parents were honored and received awards from the Grosse Pointe Board of Education at the annual Distinguished Volunteer Service ceremony.

Pierce Middle School
opened
in September, 1939

Student Average Attendance Rate: 96.93%

Percentage of Parents Participating in Parent-Teacher Conferences:

2010-2011
92.6% (553 Students)

2009-2010
90.5% (555 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 Core 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

The School Improvement Plan consists of four processes. Pierce teachers, staff, parents, students (when appropriate), community members, board members and administration: 1) gather data, 2) study the data, 3) develop an action plan, and 4) implement 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)* and tiered interventions:

- 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 target an increase in the number of observable positive student behaviors, as supported by the number of eligible students for weekly drawings and PBS celebrations.

Reading: Pierce Middle School students, through observable and measurable teaching strategies in core and elective areas will:

- Analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences and synthesizing.
- Explain how authors use text features (including timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries and conclusions) to enhance the understanding of key and supporting ideas.

Writing: Pierce students through the effective use of school-wide, research-based, instructional strategies will:

- Apply a variety of pre-writing strategies including the identification and development of organizational patterns.
- Use pre-writing strategies to strengthen and support the informational style of writing.

Math: Pierce students and teachers will employ designed strategies and activities aimed at:

- Multiplying and dividing two fractions fluently, including mixed numbers (6th and 7th grade).
- Calculate the slope from the graph of a linear function and express the answer as a fraction and a decimal. (7th and 8th grade).

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	94%	96%	92%	10-11	89%	95%	83%	10-11	90%	96%	84%
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%

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	92%	91%	93%	10-11	88%	92%	84%	10-11	87%	90%	84%
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%

MEAP SCIENCE – Grade 8			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
10-11	90%	92%	88%
09-10	92%	92%	92%
08-09	92%	94%	91%

MEAP Writing Grade 7			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
10-11	63%	77%	49%

MEAP SOCIAL STUDIES Grade 6			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
10-11	85%	88%	81%
09-10	87%	92%	82%
08-09	88%	90%	87%

NOTE: MEAP Data is not reported by Other Racial/Ethnic minority group, Special Education, Grade 7 and 8 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	98%	Not Tested	99%	99%	99%	Not Tested
7	98%	98%	98%	Not Tested	Not Tested	98%	98%	Not Tested
8	98%	Not Tested	99%	99%	Not Tested	99%	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	83%	Not Tested	74%	Not Tested	65%
	Economically Disadvantaged	74%	Not Tested	67%	Not Tested	53%
7	Black, Not of Hispanic Origin	74%	45%	66%	Not Tested	Not Tested
8	Black, Not of Hispanic Origin	75%	Not Tested	63%	73%	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	84.6%	89.7%	79.8%	78.5%	86.0%	71.6%	75.5%	86.6%	65.0%
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%

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	10-11	65	72	58	60	60	61
	09-10	64	73	56	53	56	52
	08-09	65	72	59	57	58	56
7	10-11	66	75	59	56	59	55
	09-10	63	72	55	61	63	59
	08-09	67	67	65	60	56	63
8	10-11	66	76	58	61	69	54
	09-10	72	77	67	71	68	74
	08-09	58	63	54	61	62	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. 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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