



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Parcells 2011-12 Annual Report

Introduction

The Parcells Middle School community continued its tradition of excellence in academics, arts, athletics, and activities in the 2011-12 school year. Parcells provides a safe and dynamic learning community in which students thrive, as evidenced by the many accomplishments of our students, teachers, and parent organization.



Parcells students continue to be honored each quarter for academic achievement and positive citizenship. Hundreds of students representing all three grade levels were recognized at our annual honors programs. Dedicated professional faculty work diligently to ensure that Parcells students continue to demonstrate high levels of proficiency on standardized tests such as MEAP, ACT Explore, NWEA and the Grosse Pointe Writing exam.

Students successfully participated and distinguished themselves in several academic events and contests including the National Social Studies Geography Bee, Michigan Science Olympiad, Scripps National Spelling Bee, students also won several awards in broadcast journalism, science, local and national essay contests, eCybermission 2000, and the student literary magazine *The Scribe* was recognized for excellence.

Parcells band, orchestra and choir members successfully participated in regional festivals including MSBOA & MSVMA Band, Orchestra and Choral Festivals in addition to Solo and Ensemble Festivals. Our bands, orchestras, and choirs each earned Grand Champion awards at the Cedar Point Festival in May. Our drama department successfully staged a full musical and an evening of one act plays. Student Council sponsored and ran a school-wide talent show in which numerous students were featured.

The Parcells Panther athletic teams had successful seasons in volleyball, basketball, wrestling, track and swimming. Service organizations such as National Junior Honor Society participated in *A National Day of Reading* by reading to elementary students across the district as well as several chapter-based service projects throughout the school year. Environmental awareness efforts resulted in a fourth consecutive Michigan *Green School* award designation.

Parcells boasted a large selection of extra curricular clubs designed to cultivate student talent and interest in areas including art, newspaper, yearbook, chamber music, cheerleading, Chinese, chess, computer, drama, Jazz band and fiddle, life skills, running, and writing.

The Parcells PTO is an extremely active and successful group, organizing a much anticipated yearly holiday bazaar. PTO also organizes a student fun night, event receptions, and contributes substantial sums to fund clubs and tutoring in all subjects for the benefit of students and the entire school community.

Mission Statement

The mission of Parcells 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.

Attendance Rate:

95.8%

Percentage of Parents Participating in Parent-Teacher Conferences:

2011-12

54.9% (394 Students)

2010-11

81.7% (580 Students)

Education Yes! Report Card

The School is a Focus School and made AYP

For 2011-12, Parcells made Adequate Yearly Progress (AYP) and was named a Focus School because the school has a large student achievement gap between the top 30% of highest performing students and the bottom 30% of lowest achieving students across the tested subjects. We are actively working to address this through our school improvement planning and professional learning community (PLC) time. Our Michigan Report Card grade is a C.

Nondiscrimination Statement

Grosse Pointe Public Schools does not discriminate on the basis of race, gender, religion, national origin or other factors.



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 in place policies and guidelines which guide promotion and retention.

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 year-books, 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 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

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. 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.

The 2011-12 school year brought many plans and changes to the K-5 English language arts curriculum. All elementary students will have learned specific reading comprehension strategies through a program called *Making Meaning*. Please ask your elementary child to talk to you about the stories their teacher is reading to them, and the questions they are asking about the stories. Elementary teachers began training on teaching reading to students, through the Reader's Workshop approach. Staff development will begin again in September and continue on throughout the 2012-13 school year. The continued implementation and training in Reader's Workshop is part of a three-year plan to develop readers and writers in our elementary students for their success in the challenging curriculum they will be facing at the middle and high school levels.

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 is established yearly based on relevant student achievement data and informed by current trends and research in the most relevant, effective educational practices. Parcels School Improvement Goals are:

1. Improving math achievement
 - Increase the total number of students achieving a proficient score on the MEAP, NWEA, and ACT Explore Tests
 - Increase student proficiency reading charts, graphs, tables and interpreting data
2. Improving student achievement in reading and writing literacy
 - Focus on increasing informational reading in all content areas, as measured by MEAP, NWEA, ACT Explore and Grosse Pointe Writing assessments.
3. All students will contribute to a pro-social and pro-academic achievement culture and climate at Parcels Middle School
 - Improve student accountability by providing cognitive and emotional supports for all students



STUDENT ACHIEVEMENT MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

MEAP READING TEST											
Grade 6 Percentage Achieving SATISFACTORY				Grade 7 Percentage Achieving SATISFACTORY				Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
11-12	71%	75%	67%	11-12	75%	84%	68%	11-12	72%	77%	66%
10-11	73%	80%	68%	10-11	74%	76%	72%	10-11	71%	77%	66%
09-10	81%	88%	75%	09-10	77%	81%	74%	09-10	66%	67%	66%

MEAP MATHEMATICS TEST											
Grade 6 Percentage Achieving SATISFACTORY				Grade 7 Percentage Achieving SATISFACTORY				Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
11-12	43%	39%	46%	11-12	58%	61%	56%	11-12	37%	33%	41%
10-11	50%	50%	50%	10-11	56%	57%	56%	10-11	42%	39%	45%
09-10	49%	48%	50%	09-10	59%	55%	63%	09-10	42%	36%	48%

MEAP SCIENCE – Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	25%	24%	27%
10-11	19%	17%	22%
09-10	22%	16%	27%

MEAP SOCIAL STUDIES Grade 6 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	39%	35%	42%
10-11	43%	41%	43%
09-10	50%	51%	50%

MEAP WRITING – Grade 7 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	64%	78%	53%
10-11	67%	73%	60%

MEAP Percentage Achieving SATISFACTORY – (2011-2012) of State Mandated Groups						
Grade	Group	MEAP READING	MEAP WRITING	MEAP MATH	MEAP SCIENCE	MEAP SOCIAL STUDIES
6	Black, Not of Hispanic Origin	50%	Not Tested	12%	Not Tested	6%
	Economically Disadvantaged	45%	Not Tested	17%	Not Tested	12%
7	Black, Not of Hispanic Origin	44%	42%	32%	Not Tested	Not Tested
	Economically Disadvantaged	49%	39%	29%	Not Tested	Not Tested
8	Black, Not of Hispanic Origin	44%	Not Tested	11%	8%	Not Tested
	Economically Disadvantaged	49%	Not Tested	10%	6%	Not Tested

2011-12 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	96%	Not Tested	96%	Not Tested	97%	100%	100%	Not Tested
7	99%	99%	99%	Not Tested	Not Tested	100%	100%	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.)

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY									
Year	Grade 6			Grade 7			Grade 8		
	All	F	M	All	F	M	All	F	M
11-12	84.4%	92.7%	77.0%	75.2%	85.1%	67.5%	85.1%	88.9%	80.7%
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%

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

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Parcels Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
6	11-12	48	53	44	45	41	48
	10-11	61	64	59	58	58	58
	09-10	61	68	54	58	59	57
7	11-12	58	63	55	56	55	57
	10-11	57	63	51	57	56	57
	09-10	61	63	59	61	59	62
8	11-12	55	61	48	51	51	52
	10-11	58	63	52	54	54	53
	09-10	59	61	57	59	57	61

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

