



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Pierce 2011-12 Annual Report

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 598 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 2011-12 school year:



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.

Student Average Attendance Rate: 97.2%

Percentage of Parents Participating in Parent-Teacher Conferences:

2011-12
87.5% (523 Students)

2010-11
92.6% (553 Students)

Education Yes! Report Card

The School is a Focus School and made AYP

For 2011-12, Pierce did make Adequate Yearly Progress (AYP) and was named a Focus School because the school has a significant student achievement gap between the top 30% of highest achieving 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 B.

Nondiscrimination Statement

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



- Pierce students continue to be honored each quarter for academic achievement, demonstrating positive behavior and citizenship.
- Thirty-seven 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, fourth consecutive, *Evergreen 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.
- *Trojan Times* newspaper, *Pierce Profiles* yearbook and *Inklings* continue a tradition of quality student publications. *Inklings*, our literary publication, reflects creative writing skills of students at each grade level.
- Students distinguished themselves in spelling and geography bees.
- *After-School Study* provides homework assistance for students and is once again supported by the *Grosse Pointe Foundation for Public Education*.
- The *American Math Competition* recognized 4 eighth grade students at various levels of competency.
- The Pierce robotics team enjoyed increased membership and competed at the district level.
- Pierce students earned fourteen gold, two silver, a bronze medal and two honorable mentions in the *Michigan Social Studies Olympiad*.
- Pierce band, jazz ensemble, orchestra and vocal music students earned "superior" ratings in competitions. Five orchestra students earned all-state honors. Two vocalists were honored at the state level.
- Fifty choir students performed "*Thank You Soldiers*" for veterans at the Grosse Pointe War Memorial.
- Pierce Middle School was recognized by the Leukemia and Lymphoma Society of Michigan for having the largest increase (over 1,000%) by a school in raising funds for the *Pennies for Patients* program.
- A dozen school athletic records were broken by members of the Pierce Track and Field team.
- Four Gold Key, five Silver Key, and ten Honorable Mentions were earned by 8th grade students at regional competition in the *Scholastic Art and Writing Contest* for 2011. An eighth grade student was recognized and received a National Scholastic Writing Award at New York's Carnegie Hall.
- Four eighth grade students were honored regionally by *Lakeshore Optimist Club* for oratorical excellence.
- Four Pierce students received Regional Scholastic Art Awards.
- Three Pierce eighth graders were recognized at the *You Be the Chemist* — Chemistry Challenge.
- Four eighth graders broke the long standing Girls Mile Relay record.
- Two Pierce parents were honored and received awards from the Grosse Pointe Board of Education at the annual Distinguished Volunteer Service ceremony.

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 consists of four processes. Pierce stakeholders: 1) gather data, 2) study the data, 3) develop an action plan, and 4) implement the plan. Entering the 2012 -13 academic year, we have identified the following areas for improvement:

School Climate: Continue 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 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:

- Improve their comprehension and ability to analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing the information presented.

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

- Use pre-writing strategies to strengthen and support their informational style of writing.

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

- Improving the ability to add, subtract, and multiply algebraic expressions of the first degree.
- Improving the ability to multiply and divide any two fractions, including mixed numbers, fluently.

Science: Pierce students, through the effective use of research based educational strategies, will improve in their ability to:

- Read and interpret various text (graphs, data tables, charts) and make logical inferences from them.

Social Studies: Pierce students, through the use of effective instructional strategies and on-line support applications will:

- Demonstrate their understanding of how governments address national issues and form policies and compare/contrast how these policies are consistent/inconsistent with those of other countries.

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	80%	86%	76%	11-12	83%	88%	77%	11-12	74%	81%	67%
10-11	80%	83%	77%	10-11	74%	84%	64%	10-11	77%	82%	72%
09-10	81%	86%	75%	09-10	81%	85%	77%	09-10	84%	86%	81%

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	54%	59%	49%	11-12	59%	59%	60%	11-12	42%	41%	43%
10-11	62%	63%	61%	10-11	44%	45%	42%	10-11	37%	36%	38%
09-10	49%	50%	48%	09-10	51%	52%	49%	09-10	46%	44%	47%

MEAP SCIENCE – Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	29%	30%	29%
10-11	27%	30%	24%
09-10	31%	26%	37%

MEAP SOCIAL STUDIES Grade 6 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	44%	41%	46%
10-11	53%	50%	56%
09-10	53%	55%	52%

MEAP WRITING – Grade 7 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	74%	84%	64%
10-11	63%	77%	49%

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	60%	Not Tested	19%	Not Tested	6%
	Economically Disadvantaged	73%	Not Tested	Not Sub Group	Not Tested	19%
7	Black, Not of Hispanic Origin	63%	47%	15%	Not Tested	Not Tested
	Economically Disadvantaged	55%	39%	22%	Not Tested	Not Tested
8	Black, Not of Hispanic Origin	61%	Not Tested	13%	7%	Not Tested
	Economically Disadvantaged	Not Sub Group	Not Tested	Not Sub Group	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	97%	Not Tested	96%	Not Tested	98%	99%	100%	Not Tested
7	96%	96%	96%	Not Tested	Not Tested	100%	100%	Not Tested
8	96%	Not Tested	94%	99%	Not Tested	99%	99%	99%

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	71.9%	80.2%	64.8%	74.6%	79.8%	69.8%	76.2%	85.9%	66.7%
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%

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

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Pierce Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
6	11-12	55	59	52	51	50	52
	10-11	65	72	58	60	60	61
	09-10	64	73	56	53	56	52
7	11-12	63	69	56	60	58	61
	10-11	66	75	59	56	59	55
	09-10	63	72	55	61	63	59
8	11-12	65	73	56	60	62	58
	10-11	66	76	58	61	69	54
	09-10	72	77	67	71	68	74

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

