



## GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

# Pierce 2012-13 Annual Report

## Introduction

Named after the United States of America's and state of Michigan's first state superintendent of public instruction, John D. Pierce Middle School continues to provide a tradition of excellence for our 596 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 2012-13 school year:



- Pierce students continue to be honored each quarter for academic achievement, demonstrating positive behavior and citizenship.
- Thirty-eight percent of Pierce's seventh and eighth grade students are distinguished members of the John D. Pierce Chapter of the National Junior Honor Society. Chapter service projects also provided support to our school and community agencies.
- The continuation of a school-wide environmental awareness initiative resulted in a well-deserved, fifth 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 their social well-being.
- The *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. *Inklings* earned a fifth consecutive award and citation, the Medalist Honor.
- Ten students received acclaim and earned national recognition in spelling, geography bees, *You Be the Chemist* and *Destination Imagination* challenges.
- *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 five eighth and two seventh grade students at various levels of competency.
- Pierce students earned nine gold, ten silver, one bronze medal and one honorable mentions in the *Michigan Social Studies Olympiad*.
- Seventeen Scholastic Writing and six Scholastic Art Awards were earned by Pierce students.
- Pierce band, jazz ensemble, orchestra and vocal music students earned "superior" ratings in competitions. Four orchestra students earned all-state honors. Two vocalists were honored at the state level. Eight band members also captured district and statewide honors.
- Forty choir students performed "*Thank You Soldiers*" for veterans at the Grosse Pointe War Memorial on Memorial Day.
- Pierce Middle School was recognized by the Leukemia and Lymphoma Society of Michigan as a leader among middle schools in raising funds for the *Pennies for Patients* program.
- Six school athletic records were broken by members of the Pierce Track and Field team and three pool records were set in swimming.

### 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:** 97.40%

### MDE Scorecard

Pierce earned an orange designation on the MDE Scorecard (replacing AYP) and is a Focus School.

### Nondiscrimination Statement

The Grosse Pointe Public School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Stefanie Hayes,  
Director of Student Services  
389 St. Clair  
Grosse Pointe, MI 48230  
(313) 432-3851

[Stefanie.Hayes@gpschools.org](mailto:Stefanie.Hayes@gpschools.org)

For further information on notice of nondiscrimination, visit:

<http://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

## 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.

## Percentage of Parents Participating in Parent-Teacher Conferences:

2012-13

90.1% (530 Students)

2011-12

87.5% (523 Students)

## 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 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](http://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.



During the 2012-13 School year, EPLC led the curriculum review for the World Language Department. Teachers doing the review examined assessments, textbook usage, and alignment to the newly revamped Michigan Department of Education World Language requirements. The revised World Language curriculum was unanimously approved by the Board of Education in the spring of 2013. Staff development on specific reading comprehension strategies through a program called *Making Meaning* also continued throughout the 2012-13 school year. The 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. This coming year, we seek volunteers to serve on the review committees for K-12 Science, Social Studies, Library/Media, and Secondary Business.

## 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 2013-2014 academic year, we have identified the following areas for improvement:

**School Climate:** Continue the implementation of our school-wide Positive Behavior Intervention Support System (PBIS) and tiered interventions:

- Students and parents will be supplied with a PBIS 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 PBIS celebrations.

**Reading:** All Pierce Middle School students, through observable and measurable teaching strategies, aligned to the Common Core State Standards, will:

- Improve their abilities to manage text complexity, evaluate and use evidence, conduct comparative readings of two or more texts and develop core skills (e.g., making inferences and analyzing characters and content).

**Writing:** All Pierce students through the effective use of school-wide research-based strategies, aligned to the Common Core State Standards, will:

- Improve their writing skills through the careful use of nested tools that support three different types of classroom writing, including Provisional Writing, Readable Writing, and Polished Writing. This Write to Learn strategy will allow students to see conceptual relationships, to acquire insights and to unravel logic of what may have been previously confusing.

**Math:** All Pierce students and math teachers will employ designed strategies and activities, aligned to the Common Core State Standards, that will:

- Improve their ability to reason abstractly and quantitatively (represent abstract and contextual situations symbolically, estimate for reasonableness, create and use multiple representations).
- Improve their ability to attend to precision through precise vocabulary (orally and written) and carefully formulate questions and explanations (not retelling steps).

## STUDENT ACHIEVEMENT MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

MEAP READING TEST											
Grade 6 Percentage Achieving PROFICIENT to ADVANCED				Grade 7 Percentage Achieving PROFICIENT to ADVANCED				Grade 8 Percentage Achieving PROFICIENT to ADVANCED			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
12-13	81%	84%	78%	12-13	79%	82%	76%	12-13	83%	86%	80%
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%

MEAP MATHEMATICS TEST											
Grade 6 Percentage Achieving PROFICIENT to ADVANCED				Grade 7 Percentage Achieving PROFICIENT to ADVANCED				Grade 8 Percentage Achieving PROFICIENT to ADVANCED			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
12-13	61%	62%	60%	12-13	58%	60%	55%	12-13	55%	52%	58%
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%

MEAP SCIENCE – Grade 8 Percentage Achieving PROFICIENT to ADVANCED			
Year	All	Female	Male
12-13	34%	31%	36%
11-12	29%	30%	29%
10-11	27%	30%	24%

MEAP SOCIAL STUDIES Grade 6 Percentage Achieving PROFICIENT to ADVANCED			
Year	All	Female	Male
12-13	55%	55%	55%
11-12	44%	41%	46%
10-11	53%	50%	56%

MEAP WRITING – Grade 7 Percentage Achieving PROFICIENT to ADVANCED			
Year	All	Female	Male
12-13	70%	78%	63%
11-12	74%	84%	64%
10-11	63%	77%	49%

MEAP Percentage Achieving PROFICIENT TO ADVANCED — (2012-2013) of State Mandated Groups						
Grade	Group	READING	WRITING	MATH	SCIENCE	SOCIAL STUDIES
8	Black, Not of Hispanic Origin	68%	Not Tested	9%	9%	Not Tested
	Economically Disadvantaged	Not Sub Group	Not Tested	Not Sub Group	6%	Not Tested

**NOTE:** Except for Grade 8 Black and Economically Disadvantaged; 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.

2012-13 MEAP Percentage of Students Tested								
Grade	READING	WRITING	MATH	SCIENCE	Social Studies	Total Read with Other Tests	Total Math with Other Tests	Total Science with Other Tests
6	98%	Not Tested	97%	Not Tested	99%	99%	98%	Not Tested
7	96%	96%	93%	Not Tested	Not Tested	97%	96%	Not Tested
8	96%	Not Tested	95%	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.)

### GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY									
Year	Grade 6			Grade 7			Grade 8		
	All	F	M	All	F	M	All	F	M
12-13	84.8%	84.3%	85.3%	65.8%	81.2%	53.3%	86.8%	93.9%	80.2%
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%

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 (12-13 Winter)					Percentile MATH Spring (12-13 Winter)		
Grade	Year	All	Female	Male	All	Female	Male
6	12-13	57	53	60	56	58	55
	11-12	55	59	52	51	50	52
	10-11	65	72	58	60	60	61
7	12-13	56	57	55	59	65	53
	11-12	63	69	56	60	58	61
	10-11	66	75	59	56	59	55
8	12-13	64	65	63	69	74	63
	11-12	65	73	56	60	62	58
	10-11	66	76	58	61	69	54

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

