



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Brownell 2013-14 Annual Report

Introduction

Brownell's 723 students completed a successful school year as evidenced by the many accomplishments listed below. Our "Brownell Points of Pride" were due to the diligent work of teachers, support staff, and parent volunteers.

Students in all three grade levels were honored and recognized for outstanding achievement in academics and citizenship. Students participated in many academic contests, including: Letters about Literature, America and Me Essay Contest, Social Studies Geography Bee, You Be the Chemist Competition, Daughters of the American Revolution Essay Contest, and Michigan Interscholastic Press Association Awards. Band, orchestra, and vocal music students earned superior ratings at local, state, and national adjudicated music competitions.

Five Brownell sixth grade students were winners in the state-wide Michigan Letters About Literature Competition.



Our PBIS (Positive Behavioral Intervention and Support) program is titled Buck up Broncos and focuses on Respect, Responsibility, and Positive Decision Making. Use of Advisory time and All School Assemblies every week introduce and reinforce positive student decision making and keys to academic success.

Brownell has four Student Service Organizations: Student Council, NJHS (National Junior Honor Society), STAND (Students Taking a New Direction), and GEAR Up (Green Education Action Recreation). Our Student Council raised money and contributed to the purchase and installation of six hundred new student lockers and a cart of thirty two mini iPads. Our STAND organization sponsored various drug free activities including a Haunted House, fundraisers that supported Sweet Dreamzz, Race for the Cure, Leukemia and Lymphoma research, and Children's Hospital. An anti-smoking program was also presented to the student body. STAND and GEAR Up also initiated a "Go Green — Re-use and Recycle Program."

A wide variety of extra-curricular activities (basketball, volleyball, track, swimming, wrestling, Yearbook, Jazz Band, Bridge Club, Drama Production, Art Club, Fashion Club, and Zumba) provide opportunities for students to explore areas of interest.

Brownell teachers tutor students in an after school Homework Help Program three days a week.

The Brownell PTO donated services and financial support for grade level curriculum enhancements, extra-curricular activities, new student lockers, and a cart of thirty two mini iPads.

Seventh grade students scored in the top 1%, for the entire state, on the 2013 MEAP Writing Test.

Mission Statement

The mission of the Brownell Middle School Community is to improve education opportunities for students.

Student Average

Attendance Rate: 97.26%

MDE Scorecard

Brownell earned a Yellow designation on the MDE Scorecard (replacing AYP) and is a Reward 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
20090 Morningside
Grosse Pointe Woods, MI 48236
Phone: (313) 432-3851
Stefanie.Hayes@gpschools.org

If the individual filing the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, then the individual filing the grievance must provide the documentation to the:

Deputy Superintendent for Educational Services
389 St. Clair
Grosse Pointe, MI 48230
Phone: (313) 432-3016

For further information on nondiscrimination, visit:

<http://wdcrobcolp01.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:

2013-14
88.8% (642 Students)
2012-13
90% (622 Students)

FERPA Notice

The Grosse Pointe Public School System 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. GPPS 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 local and national standards. Reports of the curriculum committees, which are submitted first to the EPLC then to the Board of Education, include recommendations regarding assessment, professional 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 2013-14 school year, EPLC led the curriculum review for social studies and library/media. Teachers doing the review examined assessments, textbook usage, and alignment to Michigan Department of Education requirements. Both curricula are still under development, as is the curriculum for science and secondary business.

District wide professional development is part of a comprehensive plan that uses teacher choice as well as mandatory training in areas identified by our district professional development team.



School Improvement Plan

1. Students will become more proficient in writing achievement across the curriculum.
 - Increase the total number of students achieving a proficient score on the Grosse Pointe Writing and MEAP Tests.
2. Students will become more proficient in the areas of conceptual and computational math benchmarks.
 - Increase the total number of students achieving a proficient score on the MEAP math test. Increase the number of students who are on track to be college ready on the ACT/Explore test.
3. Students will become more proficient readers and effectively read and communicate across all fiction, non-fiction, analytical genres and curriculum content areas.
 - Increase the total number of students who achieve one year's growth on the NWEA Reading Test. Increase the number of students who are on track to be college ready on the ACT/Explore test.
4. Students will empower themselves to be accountable for their personal learning and positive behavior.
 - Increase the total number of students who meet testing benchmarks, follow established student behavior guidelines, and earn membership on academic and citizenship honor rolls.

The Brownell School Improvement Plan includes strategies and objectives that are aligned with Common Core and expectations for learning in the 21st Century. Professional Development is an integral component of the ongoing school improvement process.

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
13-14	90%	94%	86%	13-14	83%	88%	78%	13-14	90%	92%	88%
12-13	88%	92%	83%	12-13	88%	91%	86%	12-13	90%	88%	92%
11-12	88%	92%	83%	11-12	90%	91%	89%	11-12	86%	91%	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
13-14	77%	77%	77%	13-14	72%	78%	66%	13-14	68%	65%	71%
12-13	68%	71%	65%	12-13	80%	83%	77%	12-13	68%	60%	76%
11-12	76%	75%	77%	11-12	77%	75%	79%	11-12	63%	65%	61%

MEAP SCIENCE – Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	29%	25%	34%
12-13	31%	25%	36%
11-12	36%	31%	41%



MEAP WRITING – Grade 7 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	81%	86%	75%
12-13	90%	97%	83%
11-12	85%	91%	80%

MEAP SOCIAL STUDIES Grade 6 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	59%	59%	59%
12-13	59%	57%	62%
11-12	66%	61%	71%



NOTE: 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.

2013-14 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	98%	Not Tested	99%	100%	100%	Not Tested
7	97%	97%	97%	Not Tested	Not Tested	100%	100%	Not Tested
8	96%	Not Tested	96%	99%	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
13-14	76.2%	83.6%	69.9%	81.3%	92.7%	70.0%	88.9%	92.0%	85.6%
12-13	82.0%	89.4%	75.2%	81.1%	91.6%	70.6%	93.9%	99.1%	89.3%
11-12	72.1%	82.0%	62.0%	78.9%	83.6%	74.6%	92.1%	93.5%	90.6%

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

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Brownell 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	13-14	70	76	65	71	71	70
	12-13	65	64	67	64	69	60
	11-12	67	68	66	69	69	69
7	13-14	67	74	60	62	63	61
	12-13	65	63	69	70	70	71
	11-12	72	73	71	72	67	76
8	13-14	67	66	67	66	64	67
	12-13	73	68	77	73	74	73
	11-12	73	75	70	73	73	73

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

