



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Parcells 2013-14 Annual Report

Introduction

The Parcells Middle School community continued its tradition of excellence in academics, arts, athletics, and activities in the 2013-14 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. Approximately 70% of all students representing each grade level were recognized at our annual honors program by earning A/B honor roll. 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.

Our students distinguished themselves in several academic events and contests including the National Social Studies Geography Bee, Michigan Science Olympiad and the Scripps National Spelling Bee. Students also won several awards in broadcast journalism, science, local and national essay contests.

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 extracurricular 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:

98.39%

MDE Scorecard

Parcells earned a yellow 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
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, than 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
91.1% (761 Students)
2012-13
66.9% (500 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

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

1. All students at Parcels Middle School will improve proficiency in reading.
 - Increase student proficiency in reading charts, graphs, tables and interpreting data, as measured by ACT aligned common assessments.
 - Increase student proficiency in overall composite scores as measures by the ACT Aspire.
2. All students at Parcels Middle School will become proficient writers.
 - Increase student proficiency using transitions, sequencing, and comma usage through revised editing and writing practices, and ACT aligned common assessments.
 - Increase student proficiency in rhetorical skills as measures by the ACT Aspire.



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 |
| 13-14 | 83% | 86% | 79% | 13-14 | 72% | 76% | 69% | 13-14 | 81% | 81% | 81% |
| 12-13 | 74% | 74% | 73% | 12-13 | 75% | 77% | 73% | 12-13 | 76% | 78% | 74% |
| 11-12 | 71% | 75% | 67% | 11-12 | 75% | 84% | 68% | 11-12 | 72% | 77% | 66% |

| 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 |
| 13-14 | 50% | 49% | 52% | 13-14 | 48% | 45% | 51% | 13-14 | 41% | 34% | 47% |
| 12-13 | 48% | 44% | 52% | 12-13 | 48% | 39% | 55% | 12-13 | 46% | 50% | 43% |
| 11-12 | 43% | 39% | 46% | 11-12 | 58% | 61% | 56% | 11-12 | 37% | 33% | 41% |

| MEAP SCIENCE – Grade 8 Percentage Achieving PROFICIENT to ADVANCED | | | |
|--|-----|--------|------|
| Year | All | Female | Male |
| 13-14 | 17% | 13% | 21% |
| 12-13 | 23% | 24% | 22% |
| 11-12 | 25% | 24% | 27% |

| MEAP SOCIAL STUDIES Grade 6 Percentage Achieving PROFICIENT to ADVANCED | | | |
|---|-----|--------|------|
| Year | All | Female | Male |
| 13-14 | 39% | 40% | 38% |
| 12-13 | 43% | 44% | 42% |
| 11-12 | 39% | 35% | 42% |

| MEAP WRITING – Grade 7 Percentage Achieving PROFICIENT to ADVANCED | | | |
|--|-----|--------|------|
| Year | All | Female | Male |
| 13-14 | 71% | 79% | 64% |
| 12-13 | 67% | 71% | 63% |
| 11-12 | 64% | 78% | 53% |

| MEAP Percentage Achieving PROFICIENT TO ADVANCED — (2013-2014) of State Mandated Groups | | | | | | |
|--|-------------------------------|---------------|---------------|---------------|------------|----------------|
| Grade | Group | READING | WRITING | MATH | SCIENCE | SOCIAL STUDIES |
| 6 | Black, Not of Hispanic Origin | 63% | Not Tested | 22% | Not Tested | 18% |
| | Economically Disadvantaged | 69% | Not Tested | 36% | Not Tested | 20% |
| 7 | Black, Not of Hispanic Origin | 52% | 47% | 18% | Not Tested | Not Tested |
| | Economically Disadvantaged | 48% | 46% | 20% | Not Tested | Not Tested |
| 8 | Black, Not of Hispanic Origin | 65% | Not Tested | 9% | 3% | Not Tested |
| | Economically Disadvantaged | 60% | Not Tested | 7% | 3% | Not Tested |
| | Students with Disabilities | Not Sub Group | Not Sub Group | Not Sub Group | 0% | Not Tested |

| 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 | 91% | Not Tested | 91% | Not Tested | 95% | 100% | 100% | Not Tested |
| 7 | 94% | 94% | 95% | Not Tested | Not Tested | 99% | 99% | Not Tested |
| 8 | 96% | Not Tested | 96% | 98% | 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 | 76.7% | 86.0% | 65.3% | 61.5% | 64.4% | 59.2% | 84.5% | 91.7% | 77.4% |
| 12-13 | 60.7% | 66.4% | 56.0% | 75.0% | 83.9% | 66.4% | 81.7% | 85.6% | 78.3% |
| 11-12 | 84.4% | 92.7% | 77.0% | 75.2% | 85.1% | 67.5% | 85.1% | 88.9% | 80.7% |

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 | 13-14 | 59 | 63 | 53 | 48 | 49 | 46 |
| | 12-13 | 47 | 53 | 42 | 46 | 44 | 48 |
| | 11-12 | 48 | 53 | 44 | 45 | 41 | 48 |
| 7 | 13-14 | 55 | 60 | 50 | 45 | 43 | 46 |
| | 12-13 | 50 | 56 | 44 | 46 | 42 | 49 |
| | 11-12 | 58 | 63 | 55 | 56 | 55 | 57 |
| 8 | 13-14 | 55 | 61 | 50 | 44 | 41 | 48 |
| | 12-13 | 51 | 56 | 46 | 50 | 49 | 50 |
| | 11-12 | 55 | 61 | 48 | 51 | 51 | 52 |

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

