



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Brownell 2015-16 Annual Report

Introduction

Brownell Middle School's 674 students completed a successful school year as evidenced by the many accomplishments listed below. Our "Brownell Pointes of Pride" were due to the diligent work of students, 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, state and national Scholastic Art Awards and Michigan Interscholastic Press Association Awards. Band, orchestra, and vocal music students earned superior ratings at local, state, and national adjudicated music competitions. Seven Brownell sixth grade students were winners in the state-wide Michigan Letters About Literature Competition. Three eighth grade students were *America & Me* essay award winners. The eighth grade choir was only one of two middle school choirs asked to perform at the State of Michigan Music Conference. *The Brownell Beat* website was the only middle school in the state to win the prestigious Spartan Award for best web design for the second year in a row. A Brownell art student was the only student in the entire district to win a Scholastic National Gold Key Art Award.

Our PBIS (Positive Behavioral Intervention and Support) Program is titled Buck up Broncos and focuses on Respect, Responsibility, and Positive Decision Making. Our students are expected to be upstanders, not bystanders. Use of advisory time and all school assemblies every week introduce and reinforce positive student decision making and keys to academic success. PBIS program expectations can be found in every student's personal planner.

Brownell has three Student Service Organizations: Student Council, NJHS (National Junior Honor Society), and STAND (Students Taking a New Direction). Our Student Council raised money and contributed to the purchase of a mobile cart of thirty two wireless chrome books. Our STAND organization sponsored various drug free activities including a Haunted House, fundraisers that supported Sweet Dreamzzz, Race for the Cure, Leukemia and Lymphoma research, and Children's Hospital. An anti-smoking program was also presented to the student body. STAND also continued the "Go Green — Re-use and Recycle Program."

A wide variety of extra-curricular activities (basketball, volleyball, track, swimming, wrestling, Yearbook, Jazz Band, Drama Production, Art Club, Fashion Club, Book Club, Peer-to-Peer Program, and Zumba) provide opportunities for students to explore areas of interest. Eighth grade students have the opportunity to visit Washington D.C., and the eighth grade choir and instrumental students attended adjudicated music competitions both in-state and in Ohio and Chicago.

Brownell teachers tutor students in an after school Homework Help Program three days a week. Brownell teachers were ranked in the Top Five in effectiveness in the entire state according to Niche.

The Brownell PTO donated services and financial support for grade level curriculum enhancements, extra-curricular activities, and a cart of thirty two wireless chrome books.

Mission Statement

The mission of the Brownell Middle School is to provide educational challenge and rigor for all students each and every day.

Attendance Rate:

97%

MDE Scorecard

Brownell earned a Yellow designation on the 2016 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://wderobcolp01.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:

2015-16

86% (581 students)

2014-15

88% (609 students)

FERPA Notice

The Grosse Pointe Public School System may, upon request, release the following directory information: student name, grade level, graduation date, height and weight if an athlete, participation in school activities, honors and awards, photographs and videos of students in school activities, 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 click the FERPA directory information button during K-12 online registration.

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 2015-16 school year, EPLC led the curriculum review for K-12 Mathematics, K-12 Science, K-12 Art, 6-12 Counseling, K-12 Physical Education, 6-12 Inter-Departmental Technology, and 6-12 TV Production. All curriculum benchmarks are in alignment with Core Curriculum and Michigan Department of Education requirements.

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. Professional Development occurs during an all day session in November, a half-day session in May, during late start Mondays each week, and during four after school Tuesdays during the school year.



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 Grosse Pointe Writing and M-STEP.
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 M-Step math test. Increase the number of students who are on track to be college ready on the Grade 8 PSAT 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 achieving a proficient score on the M-Step reading test. Increase the 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 Grade 8 PSAT test.
4. Students will empower themselves to be accountable for their personal learning and positive behavior through an articulated PBIS (Positive Behavioral Intervention and Support) Program
 - Increase the total number of students who meet testing benchmarks, follow established student behavior and academic 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.

BROWNELL MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

M-STEP ENGLISH LANGUAGE ARTS 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
15-16	85% (45%)	87%	83%	15-16	82% (47%)	94%	67%	15-16	84% (49%)	88%	80%
14-15	77% (45%)	84%	67%	14-15	84% (49%)	93%	77%	14-15	77% (48%)	88%	66%

M-STEP 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
15-16	69% (33%)	65%	72%	15-16	75% (35%)	80%	68%	15-16	76% (33%)	78%	74%
14-15	69% (33%)	73%	65%	14-15	68% (33%)	68%	68%	14-15	63% (32%)	67%	59%

M-STEP SCIENCE – Grade 7 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
15-16	42% (24%)	39%	45%
14-15	39% (23%)	38%	39%



M-STEP SOCIAL STUDIES Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
15-16	72% (29%)	66%	76%
14-15	32% (30%)	28%	36%

NOTE: M-STEP Data is not reported by Racial/Ethnic minority group, Special Education, or Economically Disadvantaged because no group is significantly large enough to report M-STEP results without revealing the identity of individual students.

*State of Michigan M-STEP results have been shown above in parenthesis for comparison to school results.

2015-16 M-STEP Percentage of Students Tested								
Grade	ENGLISH	MATH	SCIENCE	Social Studies	Total English with Other Tests	Total Math with Other Tests	Total Science with Other Tests	Total Social Studies with Other Tests
6	96%	95%	Not Tested	Not Tested	98%	97%	Not Tested	Not Tested
7	97%	96%	96%	Not Tested	98%	97%	97%	Not Tested
8	97%	97%	Not Tested	97%	98%	98%	Not Tested	98%

NOTE: Total with Other Tests refers to the percentage tested with either M-STEP or MI-ACCESS (alternative state test) in each 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
15-16	76%	85%	68%	84%	92%	75%	97%	100%	94%
14-15	89%	95%	81%	85%	92%	78%	89%	97%	81%
13-14	76%	84%	70%	81%	93%	70%	89%	92%	86%

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					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
6	15-16	71	76	68	66	65	67
	14-15	70	72	66	69	69	69
	13-14	70	76	65	71	71	70
7	15-16	73	75	70	71	71	70
	14-15	*	*	*	*	*	*
	13-14	67	74	60	62	63	61
8	15-16	75	79	71	75	76	75
	14-15	*	*	*	*	*	*
	13-14	67	66	67	66	64	67

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

* The number of students tested at these grade levels was too small to report summary data.

