



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Parcels 2024-25 Annual Report

Introduction

Parcels Middle School is comprised of 667 students ranging from 5th-8th grades. In the 2024-25 school year, the students of Parcels experienced a successful school year evidenced by the many accomplishments, some of which are listed below.

In all four grade levels, students were recognized for outstanding achievement in both academics, citizenship and extracurricular activities. Some of these activities include Daughters of the American Revolution (DAR) essay winners, Geography Bee Winners, Choir Scholarship recipients, Perfect 1 Ratings at the MSBOA Music Festival, and Basketball League Champions.

Our Green Team earned the “Evergreen” designation for completing 20 energy-saving and environmental tasks.

Our Drama Club performed *SpongeBob: The Musical* for the school and community. Our Bridge Club further established Parcels as a “No Place for Hate” School and our Student Council designed and implemented many engaging and inclusive school wide activities.



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At Parcels, we pride ourselves on working together to create a school environment in which everyone feels safe and welcome. Our teachers kept that as a main focus of our professional learning this school year, which trickled down into our student body. Our NJHS students completed many Community Service projects to give back to the school and our community at large. Eighth grade students participated in the WEB (Where Everyone Belongs) program. This program strives to assist and mentor fifth graders during their transition to middle school. In August, the WEB leaders worked with our incoming fifth grade students by providing a specific 5th grade transition day in which they had team building activities and gave tours of the new school. Our PTO also dedicated itself to helping with fifth grade transition by offering a popsicle event on our playground which all incoming families were invited to attend. The PTO also donated time and resources to teacher and student appreciation activities throughout the year. A sense of community was definitely prevalent this year at Parcels Middle School.

Parcels Middle School offers a wide variety of extracurricular activities such as: basketball, volleyball, track, swimming, wrestling, tennis, cheerleading, cross country, Yearbook club, Bridge club, Chess Club, Drama Club, Art Club, and Girls Empowerment Club. Career Day, held in January of this year, provided the opportunity for students to explore a variety of career opportunities that might be of interest to them. Eighth graders had the opportunity to visit Washington D.C. and our Band, Orchestra and Choir students visited and performed in Chicago. Our 5th graders also went to camp for three days at the start of the year for team building and bonding activities.

The Parcels staff is dedicated to student academic success, investing time and resources into providing Tier 1, 2, and 3 interventions to all students throughout the building. In addition the After Pointes program was offered to qualifying students from November-May. This opportunities provided targeted tutoring opportunities to students in reading and math, run by certified teachers. Teachers also participated in a variety of professional learning activities in the building as well as at Wayne RESA and state wide.

Mission Statement

Parcels Middle School, in partnership with parents and community, will ensure all students progress in acquiring and using the knowledge, skills, and behaviors necessary to responsibly meet the challenges of today and tomorrow.

Attendance Rate: 92%

Percentage of Parents Participating in Parent-Teacher Conferences:

- 2024-25 86% (574 students)
- 2023-24 87% (580)

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 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. GPPSS also has policies and guidelines which guide promotion and retention.

ESSA Support Label

The school has not been given a label for additional support under ESSA.

Nondiscrimination Statement

The District shall not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category in its programs and activities, including employment opportunities.

The Superintendent shall designate not less than two compliance officers who are responsible for coordinating the District's compliance with applicable federal and state laws and regulations, and for investigating reports of discrimination. The Superintendent shall ensure that all required notices under the civil rights or other laws are provided to staff members.

The Superintendent shall develop and implement administrative guidelines to enforce this policy.

For further information on nondiscrimination, visit: www.gpschools.org under School Board - Policy or <http://wdcrohcolp01.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.

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. GPPSS 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

Grosse Pointe Public School System engages in a continuous cycle of improvement grounded in collaboration, continuity, and commitment to guiding principles. We are anchored by our **Vision: One Inclusive Community Learning Together**, and our **Mission: Cultivate Educational Excellence by Empowering Students, Valuing Diversity, Inspiring Curiosity, and Pushing Possibilities**. GPPSS fosters an equitable educational community where every learner can realize their unique potential. Our goal is to offer students rich opportunities to develop the attitudes, values, knowledge, and skills to become engaged, contributing members of society.



Our district employs aligned practices to ensure curriculum, instructional strategies, and assessments work cohesively to maximize learning. All students access a rigorous, relevant curriculum aligned from preschool through graduation. A broad, innovative, and evolving curriculum meets diverse needs and challenges learners to reach their fullest potential. Instruction is differentiated and culturally responsive, rooted in best practices and research. We maintain high expectations while honoring flexibility, innovation, and individual teaching styles to ensure meaningful learning in every classroom, every day. Curricular adjustments are data-informed through ongoing districtwide assessments.

GPPSS curriculum is developed under the leadership of the **Educational Programs Leadership Council (EPLC)**—a collaborative body of teachers, parents, students, and administrators. Curriculum aligns with state standards across disciplines and integrates exemplary local and national standards. EPLC reviews curriculum committee reports and presents them to the Board of Education with recommendations for assessments, professional development, technology integration, and culturally responsive instructional strategies. GPPSS offers a wide range of **Advanced Placement (AP)** courses, engaging enrichment programs, and a comprehensive special education program to ensure pathways to success for all students. The **Strategic Plan** guides curriculum and instructional practice design and review. All curricular areas undergo a four-phase cyclical review process:

- **Phase 1** – Curriculum review and study (currently Social Studies, Counseling, Library/Media, TV Production)
- **Phase 2** – Goal and program development
- **Phase 3** – Implementation of new curricula
- **Phase 4** – Ongoing maintenance and improvement

GPPSS supports a robust professional development program, combining teacher-selected opportunities with district-prioritized training. This promotes professional growth while aligning practices with district goals. We are committed to fostering a culture of modern learning and innovation, preparing students to thrive in a dynamic world. Our programs cultivate critical thinking, creativity, collaboration, and adaptability, equipping students for diverse future pathways. Emerging technologies are thoughtfully integrated to enhance learning, promote problem-solving, and encourage engagement—while keeping learning human-centered and grounded in real-world application. By embracing innovation, GPPSS empowers students to explore ideas, develop practical skills, and become adaptable, forward-thinking contributors to their communities.

School Improvement Plan

The continued growth of Parcels students depends on a structured focus of success not only from our leadership team, but also at the district level. Parcels area of focus this year was a solid system of support for Tier 2 and 3 interventions for our struggling learners. We focused on these interventions in the area of reading, math, and social emotional learning.

- MAP Accelerator for Math Interventions
- Lexia for Reading Intervention
- Restorative Practices for SEL Support

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

M-STEP ENGLISH LANGUAGE ARTS TEST Percentage Scoring SATISFACTORY									
Grade 5				Grade 6			Grade 7		
Year	All	Female	Male	All	Female	Male	All	Female	Male
24-25	56% (44%)	53%	58%	49% (39%)	52%	47%	48% (39%)	55%	43%
23-24	53% (44%)	57%	50%	49% (38%)	52%	47%	56% (38%)	58%	54%

M-STEP MATHEMATICS TEST Percentage Scoring SATISFACTORY									
Grade 5				Grade 6			Grade 7		
Year	All	Female	Male	All	Female	Male	All	Female	Male
24-25	40% (33%)	34%	46%	33% (32%)	37%	30%	48% (33%)	42%	53%
23-24	38% (33%)	37%	38%	38% (31%)	28%	46%	43% (32%)	37%	49%

M-STEP SCIENCE Percentage Scoring SATISFACTORY							
Grade 5				Grade 8			
Year	All	Female	Male	All	Female	Male	
24-25	51% (40%)	48%	54%	46% (41%)	42%	50%	
23-24	49% (40%)	50%	47%	40% (39%)	43%	37%	

M-STEP SOCIAL STUDIES Percentage Scoring SATISFACTORY							
Grade 5				Grade 8			
Year	All	Female	Male	All	Female	Male	
24-25	44% (30%)	34%	54%	57% (47%)	50%	63%	
23-24	32% (19%)	31%	33%	36% (30%)	36%	36%	

NOTE: State of Michigan M-STEP results have been shown in parentheses for comparison to school results.

PSAT Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
24-25 English	74% (65%)	76%	72%
23-24 English	78% (65%)	85%	69%
24-25 Math	40% (30%)	37%	44%
23-24 Math	46% (33%)	47%	44%



STUDENT ACHIEVEMENT (continued)

M-STEP

2024-25 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
5	98%	98%	98%	98%	99%	99%	99%	98%
6	98%	98%	Not Tested	Not Tested	100%	100%	Not Tested	Not Tested
7	98%	98%	Not Tested	Not Tested	99%	99%	Not Tested	Not Tested
8	91%	91%	93%	93%	97%	97%	99%	93%

M-STEP Percentage Achieving PROFICIENT TO ADVANCED — (2024-25) of State Mandated Groups					
Grade	Group	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES
5	Black, Not of Hispanic Origin	38%	10%	20%	28%
	Economically Disadvantaged	41%	22%	35%	35%
6	Black, Not of Hispanic Origin	24%	6%	Not Tested	Not Tested
	Economically Disadvantaged	21%	5%	Not Tested	Not Tested
7	Black, Not of Hispanic Origin	29%	22%	Not Tested	Not Tested
	Economically Disadvantaged	31%	29%	Not Tested	Not Tested
8	Black, Not of Hispanic Origin	N/A	N/A	22%	35%
	Economically Disadvantaged	N/A	N/A	26%	34%

PSAT Percentage Achieving PROFICIENT TO ADVANCED — (2024-25) of State Mandated Groups			
Grade	Group	ENGLISH	MATH
8	Black, Not of Hispanic Origin	62%	20%
	Economically Disadvantaged	61%	22%

NOTE: Total with Other Tests refers to percentage tested with M-STEP or MI-ACCESS (alternative state test) in each area. Grade 8 ELA and Math tests are from the PSAT. Parcels M-STEP Data is not reported by Racial/Ethnic minority group (except for Black, Not of Hispanic Origin) or Special Education, because no other group is significantly large enough to report M-STEP results without revealing the identity of individual students.



STUDENT ACHIEVEMENT (continued) GROSSE POINTE WRITING

Percentage of Students Achieving a SATISFACTORY Score												
Year	Grade 5			Grade 6			Grade 7			Grade 8		
	All	F	M	All	F	M	All	F	M	All	F	M
24-25	82%	80%	83%	64%	68%	61%	83%	88%	79%	81%	83%	80%
23-24	73%	82%	65%	69%	79%	61%	74%	74%	73%	77%	87%	66%
22-23	84%	88%	80%	63%	71%	56%	72%	84%	57%	69%	85%	55%

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
5	24-25	56	56	56	61	55	66
	23-24	61	64	57	51	50	52
	22-23	56	60	53	54	49	57
6	24-25	53	60	47	45	48	43
	23-24	60	65	56	58	55	60
	22-23	62	65	58	53	51	55
7	24-25	52	59	47	55	53	56
	23-24	58	59	58	56	52	60
	22-23	57	64	48	51	54	48
8	24-25	57	59	55	44	40	47
	23-24	54	59	48	55	58	52
	22-23	48	54	42	43	41	44

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

