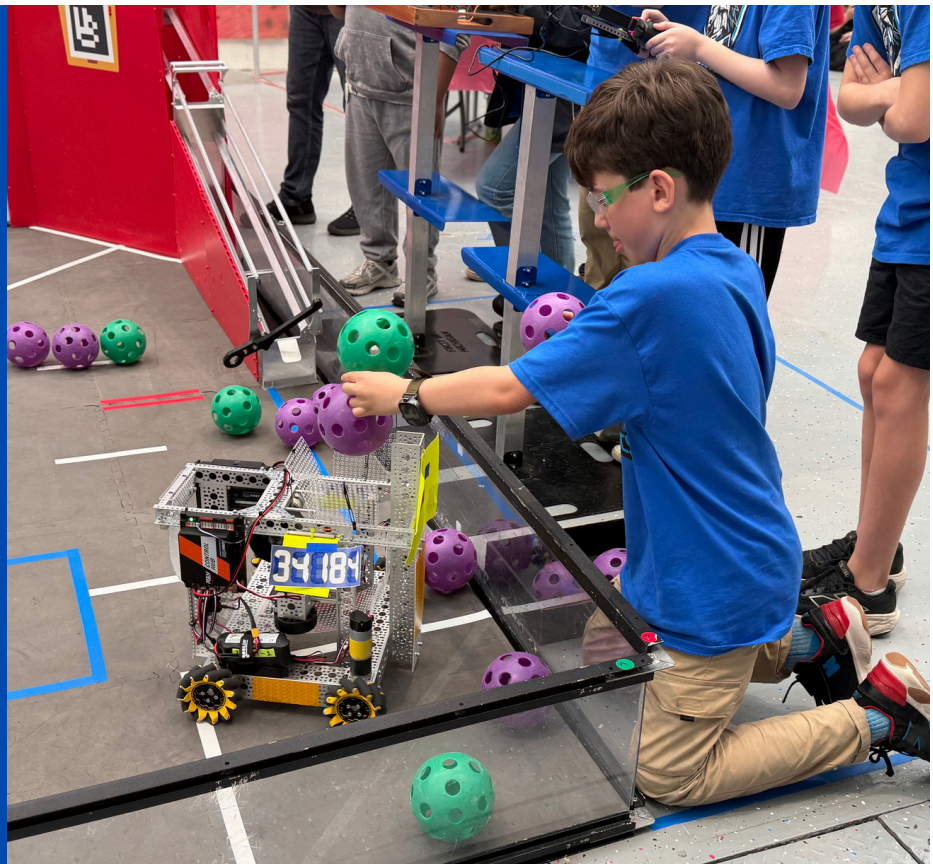
BROWNELL MIDDLE SCHOOL ANNUAL REPORT 2025-26

LATEST SCORES AND UPDATES ABOUT OUR BROWNELL BRONCOS

BROWNELL'S MISSION:

THE MISSION OF BROWNELL MIDDLE SCHOOL IS TO PROVIDE EDUCATIONAL CHALLENGE AND RIGOR FOR ALL STUDENTS EACH AND EVERY DAY.



FROM THE PRINCIPAL

The 624 students at Brownell Middle School completed a successful 2025-26 school year, marked by strong academic achievement, student engagement, service, and community. Brownell was once again ranked among the top Public Middle Schools in Michigan by Niche, earning an A+ and ranking #5 among public middle schools in Wayne County. Brownell's educators also ranked among the top 20 Best Public Middle School Teachers in Michigan for over a decade. These accomplishments reflect the collaborative, diligent, innovative, and inclusive learning atmosphere embraced by students, staff, parents, and community.

Students in grades 5-8 were recognized for outstanding achievement in academics and citizenship through opportunities including the DAR Leadership Award, Scripps Spelling Bee, Geography Bee, and Math Invitational Competition at Detroit Country Day. Brownell's State of Michigan Green Team again earned the "Evergreen" designation for completing 20 energy-saving and environmental tasks. Band, orchestra, and vocal music students earned first division superior ratings at competitions, while 107 Drama Club students performed Disney's Frozen, Jr. Among eighth graders, 83% earned a 3.5 or higher GPA, 33 students earned all 1's or A's in conduct and work habits, and 71 were members of the National Junior Honor Society.

"Together We Will" is the Brownell Middle School motto. We pride ourselves on working collaboratively to grow socially and emotionally while expanding our knowledge academically. Students participate in Passion Projects and Community Service Projects through clubs, classes, and NJHS. This year, students supported organizations including St. Jude Children's Research Hospital, Grosse Pointe Animal Adoption Society, I Heart Dogs Rescue and Animal Haven, Ronald McDonald House Charities, Motor City Mission, and St. John's Children's Hospital, while also collecting books, clothing, and other necessities for students and families across Southeast Michigan.

Forty-one 8th grade students served as WEB (Where Everybody Belongs) Leaders, mentoring 5th graders throughout their transition to middle school. Beginning with orientation, WEB Leaders answered questions, led tours, and continued throughout the year with lessons, games, and activities designed to build positive relationships. Student LyFE, Peer-to-Peer, Radically Inclusive Club, and NJHS provide additional opportunities for students to serve, connect, and strengthen the Brownell community. Brownell's PBIS program, "Buck-Up-Broncos," focuses on four horseshoes of success: Respect, Responsibility, Compassion, and Positive Decision-Making. Through homeroom, assemblies, grade-level meetings, and monthly themes, students learn and practice what it means to be upstanders, not bystanders. The 5th annual "March Kindness" initiative included activities focused on the power of words, individual strengths, anonymous kindness messages, positive notes, and other ways to build a caring school culture.

Students also have access to a wide variety of athletics and extracurricular opportunities, including basketball, volleyball, track, swimming, wrestling, tennis, competitive cheer, cross country, music ensembles, Drama Club, Art Club, Game Club, Coding Club, LEGO Club, D&D Club, School Store, Yearbook, and more. Learning extends beyond the classroom through Study Club, Career Day , the eighth-grade Washington, D.C. trip, Culture Day, music competitions in Chicago, real-world math experiences, and fifth-grade camp.

Brownell staff continued their own learning through a collaborative study of Jeffrey Benson's Improve Every Lesson Plan with SEL and instructional rounds in colleagues' classrooms. Counselors expanded student supports through the Zen Den and TRAILS gatherings during lunch. In 2026, Niche ranked Brownell's educators #16 among Best Middle School Teachers in Michigan, continuing more than a decade of top-20 recognition.

Brownell's students and staff are fortunate to have the strong support of the GPFPE and PTO. Through generous donations of time, services, and financial assistance, these organizations enhance curricular and extracurricular opportunities, support events including the Color Run, Winterfest, and 8th grade promotion, and provide professional development and appreciation opportunities for staff. Together, these efforts embody the Brownell motto: "Together We Will."

Principal Rodger Hunwick

RODGER HUNWICK
PRINCIPAL

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Members of the Brownell National Junior Honor Society supported our community by serving breakfast at the Capuchin Soup kitchen

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: The premier educational community where we innovate, learn, grow and thrive together, and our Mission: to empower ALL students to reach their full potential through exemplary instruction, innovative experiences, and collaborative community engagement. 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 Y5-5 Report Card, ELA grades 6-12, Technology Y5-12)
- Phase 2 – Goal and program development (Performing Arts/Drama, Business, Industrial Tech)
- 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

Goal 1: By the end of the 2025-26 school year, we will provide aligned MTSS Tiered instruction and interventions in Reading, resulting in a 2-3% increase in NWEA or PSAT Reading scores school-wide from Fall 2025 to Spring 2026.

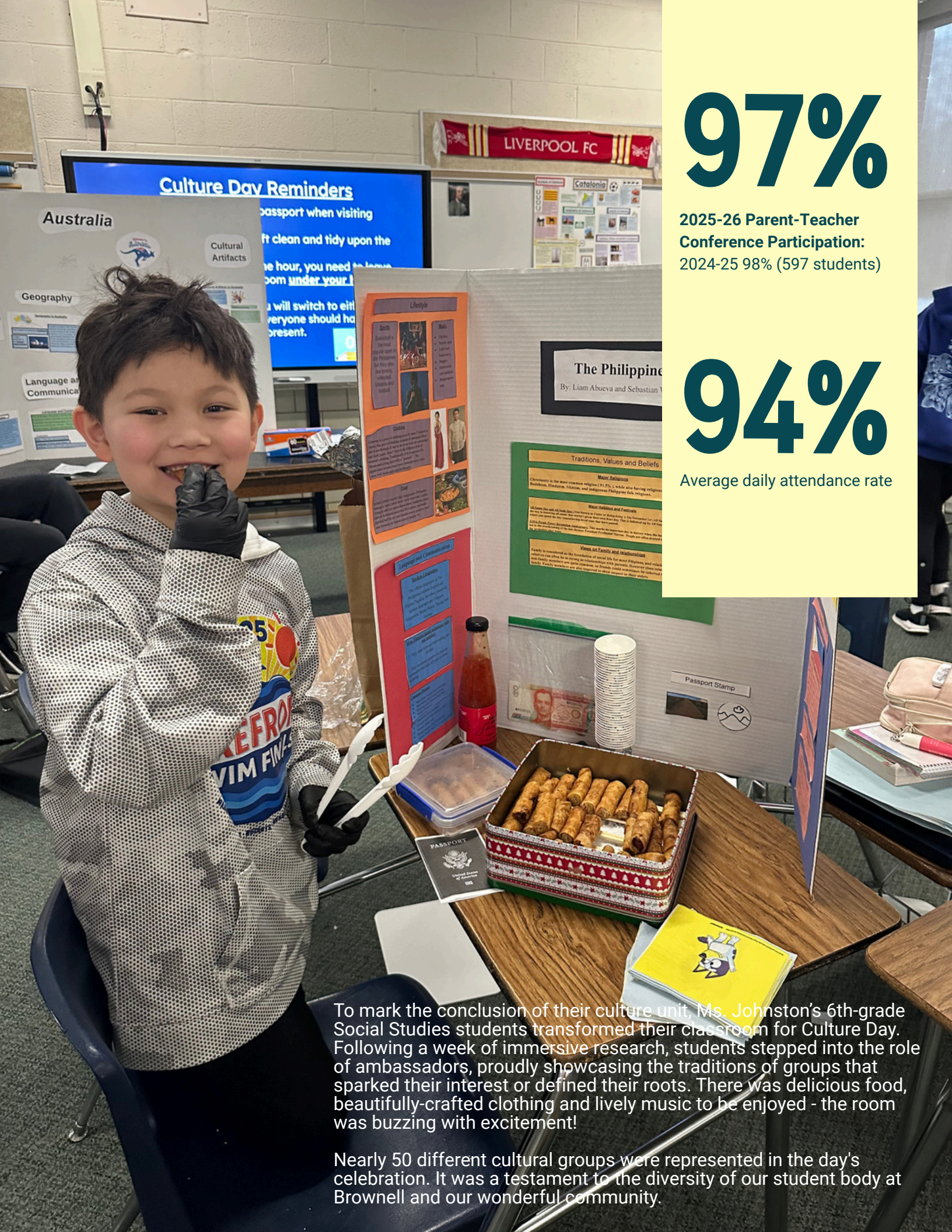
Goal 2: By the end of the 2025-26 school year, we will provide aligned MTSS Tiered instruction and interventions in MATH, resulting in a 2-3% increase in NWEA or PSAT Math scores schoolwide from Fall 2025 to Spring 2026.

Brownell's School Improvement Plan includes objectives and strategies that align with the district and school mission, as well as the approved curriculum. Staff development is an integral component of the ongoing school improvement process.

Many students and staff from GPPSS performed in Grosse Pointe Theatre's main stage production of Matilda.

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. GPPSS also has in place policies and guidelines for promotion and retention.



97%

2025-26 Parent-Teacher Conference Participation:
2024-25 98% (597 students)

94%

Average daily attendance rate

To mark the conclusion of their culture unit, Ms. Johnston's 6th-grade Social Studies students transformed their classroom for Culture Day. Following a week of immersive research, students stepped into the role of ambassadors, proudly showcasing the traditions of groups that sparked their interest or defined their roots. There was delicious food, beautifully-crafted clothing and lively music to be enjoyed - the room was buzzing with excitement!

Nearly 50 different cultural groups were represented in the day's celebration. It was a testament to the diversity of our student body at Brownell and our wonderful community.

ANNUAL NOTICES

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 FERPA directory information button during K-12 online registration.

ESSA Support Label

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

Nondiscrimination

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

For more information, visit: www.gpschools.org under School Board - Policy for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Brownell's Robotics Team Earns Top Honors in Rookie Season as Finalist Alliance and Connect Award recipients at the FTC DECODE Competition at UofD Mercy

PSAT Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
25-26 English	91% (65%)	92%	90%
24-25 English	84% (65%)	89%	81%
25-26 Math	63% (33%)	68%	58%
24-25 Math	57% (30%)	56%	58%

NOTE: State of Michigan results have been shown in parentheses for comparison to school results. The percentage tested was 96% in every subject area.

MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS

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
25-26	68% (44%)	75%	61%	56% (38%)	53%	59%	61% (38%)	75%	49%
24-25	62% (44%)	59%	64%	53% (39%)	60%	46%	67% (39%)	76%	58%

M-STEP MATHEMATICS TEST Percentage Scoring SATISFACTORY									
	Grade 5			Grade 6			Grade 7		
Year	All	Female	Male	All	Female	Male	All	Female	Male
25-26	54% (32%)	44%	63%	63% (32%)	62%	64%	63% (33%)	63%	63%
24-25	54% (33%)	47%	61%	59% (32%)	57%	61%	71% (33%)	76%	66%

M-STEP SCIENCE Percentage Scoring SATISFACTORY						
	Grade 5			Grade 8		
Year	All	Female	Male	All	Female	Male
25-26	55% (40%)	57%	53%	58% (39%)	61%	56%
24-25	47% (40%)	41%	53%	64% (41%)	65%	63%

M-STEP SOCIAL STUDIES Percentage Scoring SATISFACTORY						
	Grade 5			Grade 8		
Year	All	Female	Male	All	Female	Male
25-26	47% (28%)	38%	56%	82% (50%)	88%	76%
24-25	49% (30%)	37%	64%	72% (47%)	64%	77%

M-STEP/MME Data is not reported by Racial/Ethnic minority groups because no other group is large enough to report results without revealing the identity of individual students. State of MI M-STEP results have been shown in parenthesis when available for comparison to school results.

2025-26 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 + Other Tests
5	96%	96%	96%	96%	100%	100%	100%	98%
6	96%	95%	Not Tested	Not Tested	100%	99%	Not Tested	Not Tested
7	98%	98%	Not Tested	Not Tested	100%	100%	Not Tested	Not Tested
8	98%	98%	99%	99%	99%	99%	100%	99%

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
25-26	70%	78%	63%	91%	95%	86%	87%	93%	81%	93%	97%	88%
24-25	79%	84%	73%	86%	91%	82%	86%	97%	77%	94%	100%	90%
23-24	89%	90%	88%	89%	95%	84%	87%	92%	84%	87%	92%	82%

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
5	25-26	71	71	71	72	65	77
	24-25	65	65	65	64	60	69
	23-24	64	71	57	64	64	64
6	25-26	72	74	71	74	71	76
	24-25	63	69	58	72	71	72
	23-24	67	72	61	73	74	72
7	25-26	72	77	67	77	77	77
	24-25	68	73	62	74	77	72
	23-24	67	66	68	76	71	78
8	25-26	71	77	66	79	79	79
	24-25	62	65	60	76	75	77
	23-24	58	62	54	71	67	73

Above charts show the Average Percentile Achieved by Brownell Students (on National Norms) - A percentile is the percentage of students in a national norms group who scored at or below a particular score.

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PEACE

#2GETHERWE