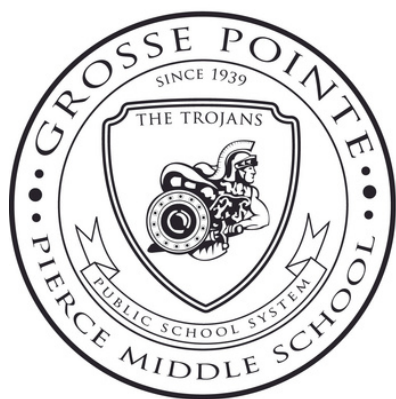




PARCELLS MIDDLE SCHOOL ANNUAL REPORT 2025-26

**LATEST SCORES AND UPDATES
ABOUT OUR PARCELLS PANTHERS**

THE PARCELLS MISSION:

**PARCELLS 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,
ETHICALLY AND SOCIALLY.**





FROM THE PRINCIPAL

There is something special about the beginning of a school year. The building comes alive again, hallways fill with energy, and a new chapter begins. There is excitement, anticipation, and maybe even a few butterflies ... and I wouldn't have it any other way!

Parcells is truly a special place. We have curious, creative, and wonderfully spirited students who bring our school to life every day. We have families who care deeply about their children and our community, and a staff who believes wholeheartedly in the potential of every student who walks through our doors.

This year, we are putting words to that belief through our shared vision:

"At Parcells Middle School, we foster a safe, respectful, and inclusive community where students take ownership of their learning, act with accountability, use their voice to solve problems, and grow into confident, responsible members of our community."

For us, this isn't simply a statement. It represents the kind of school we want Parcells to be and, more importantly, the experience we want every student to have.

We want every Panther to walk through our doors knowing they belong, feeling safe enough to ask questions and try something new, knowing their voice matters. We want students to take ownership, make responsible choices, treat others with respect, and come to school ready to learn and grow.

A strong school community is built through partnership. We need you, and your partnership matters. The conversations you have at home, the encouragement you provide, and the trust you place in us all contribute to your child's experience. When students, families, and staff work together, we create the support our kids need to thrive.

This year will bring opportunities to learn, grow, lead, and discover new possibilities. Through it all, our goal remains the same: to help every Panther become a confident, responsible young person who knows their voice matters and understands the impact they have on the world around them.

As we begin another year together, thank you for trusting us with your children and for being an important part of our Panther community.

We're so happy you're here.

Here's to a year filled with curiosity, connection, growth, and plenty of reasons to ROAR with Pride!

We're Panther Proud-

Principal Amber Schmittiel



AMBER SCHMITTDIEL
PRINCIPAL

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Parcells hosted a Listening Session for the community as part of our district's Strategic Plan.

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.

Parcells'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.



Assignment of Studies

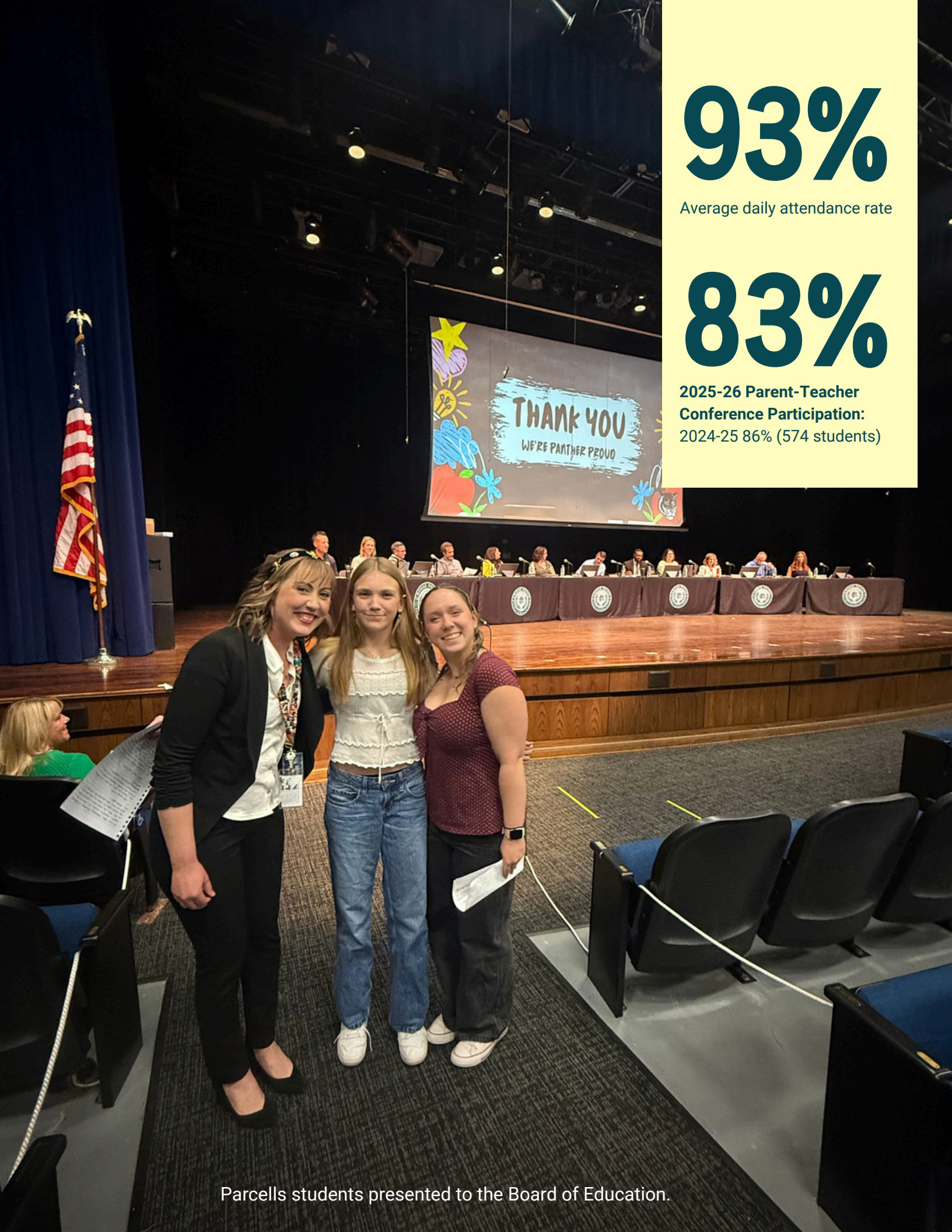
The Board has determined attendance areas and students shall be expected to attend school within that area. A parent may request a transfer or appeal a placement decision on behalf of their student. The principal shall be responsible for assigning students to classes. In the elementary schools, the principal, 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.

93%

Average daily attendance rate

83%

**2025-26 Parent-Teacher
Conference Participation:**
2024-25 86% (574 students)



Parcells students presented to the Board of Education.

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.



Parcells is grateful to the Grosse Pointe Public Library for their continued partnership, particularly in after school activities.

PSAT Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
25-26 English	76% (65%)	80%	71%
24-25 English	74% (65%)	76%	72%
25-26 Math	40% (33%)	34%	45%
24-25 Math	40% (30%)	37%	44%

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

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	51% (44%)	49%	52%	47% (38%)	50%	45%	50% (38%)	61%	40%
24-25	56% (44%)	53%	58%	49% (39%)	52%	47%	48% (39%)	55%	43%

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	38% (32%)	36%	40%	40% (32%)	36%	44%	43% (33%)	42%	45%
24-25	40% (33%)	34%	46%	33% (32%)	37%	30%	48% (33%)	42%	53%

M-STEP SCIENCE Percentage Scoring SATISFACTORY

	Grade 5			Grade 8		
Year	All	Female	Male	All	Female	Male
25-26	51% (40%)	50%	53%	38% (39%)	33%	42%
24-25	51% (40%)	48%	54%	46% (41%)	42%	50%

M-STEP SOCIAL STUDIES Percentage Scoring SATISFACTORY

	Grade 5			Grade 8		
Year	All	Female	Male	All	Female	Male
25-26	41% (28%)	34%	48%	58% (50%)	52%	62%
24-25	44% (30%)	34%	54%	57% (47%)	50%	63%

M-STEP/MME Data is not reported by Racial/Ethnic minority groups (except for Black, Not of Hispanic Origin and Economically Disadvantaged) 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.

MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS

M-STEP Percentage Achieving PROFICIENT TO ADVANCED – (2025-26) of State Mandated Groups					
Grade	Group	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES
5	Black, Not of Hispanic Origin	17%	11%	21%	15%
	Economically Disadvantaged	24%	29%	35%	19%
6	Black, Not of Hispanic Origin	24%	12%	Not Tested	Not Tested
	Economically Disadvantaged	26%	17%	Not Tested	Not Tested
7	Black, Not of Hispanic Origin	22%	14%	Not Tested	Not Tested
	Economically Disadvantaged	24%	21%	Not Tested	Not Tested
8	Black, Not of Hispanic Origin	N/A	N/A	18%	31%
	Economically Disadvantaged	N/A	N/A	28%	37%

PSAT Percentage Achieving PROFICIENT TO ADVANCED – (2025-26) of State Mandated Groups			
Grade	Group	ENGLISH	MATH
8	Black, Not of Hispanic Origin	56%	18%
	Economically Disadvantaged	62%	24%





2025-26 M-STEP Percentage of Students Tested								
Grade	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	English with Other Tests	Math with Other Tests	Science with Other Tests	Social Studies with Other Tests
5	97%	97%	95%	95%	99%	99%	98%	95%
6	98%	98%	Not Tested	Not Tested	99%	99%	Not Tested	Not Tested
7	95%	95%	Not Tested	Not Tested	96%	97%	Not Tested	Not Tested
8	97%	97%	96%	96%	97%	98%	97%	96%



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	76%	76%	76%	74%	81%	67%	74%	78%	71%	82%	89%	77%
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%

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
5	25-26	60	65	57	64	62	66
	24-25	56	56	56	61	55	66
	23-24	61	64	57	51	50	52
6	25-26	64	67	60	57	55	60
	24-25	53	60	47	45	48	43
	23-24	60	65	56	58	55	60
7	25-26	59	65	54	58	60	57
	24-25	52	59	47	55	53	56
	23-24	58	59	58	56	52	60
8	25-26	60	66	56	58	56	60
	24-25	57	59	55	44	40	47
	23-24	54	59	48	55	58	52

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