

2004-05 Annual Report

389 St. Clair Avenue
Grosse Pointe,
Michigan 48230

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Mission Statement

The Grosse Pointe Public Schools, in partnership with students, staff, parents and community, will be at the forefront of education. An evolving curriculum and the highest standards of instruction and learning in every class, every day, will ensure that each student is challenged to fully develop individual abilities, skills and character to succeed in life. We are committed to creating an environment that cultivates knowledgeable, responsible, and caring citizens who embrace life's possibilities with a passion for continuous learning.

Grosse Pointe Public Schools

Dr. C. Suzanne Klein, Superintendent

Introduction

The Grosse Pointe Public Schools serve nearly 9000 students in our nine elementary schools, three middle schools, two high schools and the Community High School alternative program as well as our Early Childhood Center at Barnes. Our community has a tradition of providing the best resources available to prepare each of our students for a successful future. That tradition of excellence is evident in our reputation as an outstanding school district whether measured by test scores, NCA accreditation, National Merit Scholarship finalists or Education Yes! grades.

Our staff has a strong commitment to student achievement and academics which results in rigorous and comprehensive curriculum options throughout our elementary, middle school and high school programs. The curriculum provides a strong foundation in the basics as well as enrichment programs, an optional extended day kindergarten, advanced placement opportunities, instructional technology, foreign language and independent study. Guidance and counseling services, special education and other learning services support success for our students needing additional assistance. Grosse Pointe Schools offer a wide array of interscholastic and intramural sports, clubs and extra-curricular activities, and fine and performing arts.

With funds approved from the recent bond and sinking fund elections, we have begun improvements to our science facilities, fine and performing arts venues, and athletic fields as well as renovation and improvement to each of our buildings. Monies from our technology bond have allowed us to integrate technology into the teaching and learning as well as the business side of our organization.

In our schools we never forget the importance of each child's individuality. Every member of our school staff is committed to helping our students learn, to provide each of them with opportunities to succeed, and to see that the atmosphere in which each child spends the day is supportive, caring and intellectually stimulating. We don't want our children simply to grow in our care. We want them to flourish.

Every time a child walks through the door into our schools, you place a tremendous amount of trust and expectation in us. We do not intend to disappoint you.

**The first GPPS Board
of Education was
elected in 1922**

Student Average Daily Attendance Rate: 96.5 %

% Parents Participating in Parent-Teacher Conferences:

2004-2005
95% (8,455 Students)

2003-2004
93% (8,331 Students)

Dual Enrollment:

11th & 12th graders enrolled concurrently in high school & post-secondary classes (2004-05): 14

Completion / Graduation

Rate: High school students who graduate in 4 years
Class of 2004 95.15%

Dropout Rate: Percentage of students who do not complete GPPS high school program
Class of 2004 (40 students) 1.27%

Retention Rate: District average (100% of high school enrollment minus high school dropout rate)
98.73%

Earned Credit by Successful Test-Out of a Course North:
3 students

Earned Credit by Successful Test-Out of a Course South:
10 students

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 standards by incorporating exemplary national standards. Curriculum committees, comprised of teachers, parents, students and administrators, develop plans for each curriculum area. In addition, the views of the broader community are sought through Public Forums. The reports of the curriculum committees, which are submitted first to the EPLC and then to the Board of Education, include recommendations regarding assessment, staff 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 2004 - 05 the district continued the implementation of the new science curriculum, completed the K-8 portion of the K-12 Language Arts curriculum review and piloted and selected instructional materials for implementation, and began a K-12 mathematics review. Additional model units and technology applications are continually being integrated into curricular areas.

The district's strong curriculum is demonstrated by the continuing high performance of our students on standardized assessments including MEAP, ACT, SAT, and Advanced Placement tests

School Improvement Plan—District Level

The Grosse Pointe Public School system has had a district Strategic Planning process in place since 1987. The goals of the most recent Strategic Plan focused on:

- Quality standards and assessments
- Personalized educational goals
- A climate of trust, cooperation and communication
- Financial planning and decision making
- Quality staff development opportunities
- Implementation of the district technology plan
- Productive use of time and space

The new Strategic Plan will be approved by the board in the 2005-06 school year.

Recent studies of our elementary, middle and high school programs developed action plans to:

- Support the growth of students and staff
- Continue and expand high expectations for student learning
- Provide for individual learning differences
- Personalize the educational environment

PROFESSIONAL QUALIFICATIONS OF GPPS TEACHERS, 2004-05

- GPPS Teaching Staff FTE for the 2004-05 school year Total: 603.9
- GPPS Teaching Staff for the 2004-05 school year Total: 622
- Percentage of Teaching Staff with emergency or special credentials: 9 Teachers — 1.4%
- Percentage of classes taught by highly qualified teachers: 2,497 Classes, 613 Teachers — 99%
- Percentage of GPPS teachers seeking to become highly qualified by 2006-07: 100%
- Percentage of highly qualified teachers for the GPPS, 2004-05: 99%

NOTE: The Grosse Pointe Public Schools always seeks the highest quality staff (majors in the content area they teach) for placement in teaching assignments.

STUDENT ACHIEVEMENT—DISTRICT SUMMARY HIGH SCHOOLS MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

MEAP LANGUAGE ARTS TEST Grade 11 Percentage of Grade 11 Students Achieving Satisfactory/Scholarship Levels (Levels 1 and 2)											
MEAP READING – Grade 11				MEAP WRITING – Grade 11				MEAP ELA – Grade 11			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
2004-05	88%	91%	85%	2004-05	80%	89%	71%	2004-05	86%	90%	82%
2003-04	96%	97%	94%	2003-04	84%	90%	78%	2003-04	93%	96%	90%
2002-03	94%	95%	93%	2002-03	82%	86%	77%	2002-03	91%	93%	89%

Percentage of Grade 11 Students Achieving Satisfactory/Scholarship Levels (Levels 1 and 2)							
MEAP HST MATH				MEAP HST SCIENCE			
Year	All	Female	Male	Year	All	Female	Male
2004-05	68%	70%	66%	2004-05	75%	75%	75%
2003-04	80%	81%	80%	2003-04	80%	76%	83%
2002-03	76%	75%	78%	2002-03	82%	83%	82%

MEAP HST SOCIAL STUDIES			
Year	All	Female	Male
2004-05	59%	60%	59%
2003-04	63%	61%	64%
2002-03	62%	59%	66%

Percentage of Grade 11 Students Achieving Satisfactory/Scholarship Levels (Levels 1 and 2) - (2004-2005)						
SUB GROUP	MEAP/HST READING	MEAP/HST WRITING	MEAP/HST ELA	MEAP/HST MATH	MEAP/HST SCIENCE	MEAP/HST SOCIAL STUDIES
Black, not of Hispanic Origin	61%	50%	57%	19%	21%	14%
Special Education	42%	19%	30%	N/A	N/A	N/A

- The State High School Target for ELA was 52% which the District exceeded with a Score of 86%.
- The State High School Target for Math was 44% which the District exceeded with a Score of 68%.
- MEAP Data not reported by other Racial/Ethnic minority groups, Economically Disadvantaged or Special Education Math, Science and Social Studies because groups are not significantly large enough to report MEAP results without revealing the identity of individual students.

NUMBER OF MERIT AWARD SCHOLARSHIPS

District Class of 2003	District Class of 2004	District Class of 2005
498	497	Available January 2006

SCHOLARSHIPS: Michigan Merit Scholarships (\$2,500) are awarded to students who take all high school MEAP tests and pass the Reading, Writing, Math, and Science portions. Students are also able to earn a Merit Scholarship by taking all portions of the MEAP, passing at least two, and earning a state-set high score on either the ACT or SAT prior to graduation.

STUDENT ACHIEVEMENT-DISTRICT SUMMARY HIGH SCHOOLS ADVANCED PLACEMENT COURSE ENROLLMENT AND TEST RESULTS

NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN ONE OR MORE AP COURSES								
YEAR	GRADE 9 # and % of Students		GRADE 10 # and % of Students		GRADE 11 # and % of Students		GRADE 12 # and % of Students	
2004-05	1	0.1%	23	3.1%	339	42.6%	414	50.4%
2003-04	0	0%	28	3.5%	367	45.3%	321	47.0%
2002-03	0	0%	15	1.8%	303	43.7%	307	44.4%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *			
Year	# of Tests Taken	# of Tests Passed	Percentage of Tests Passed
2004-05	1,385	1,041	75%
2003-04	1,258	948	75%
2002-03	1,155	864	75%

*Passing an Advanced Placement Test means becoming eligible for college credit or advanced college placement before high school graduation.

2004-05 ACT RESULTS 12 th GRADE STUDENTS								
	# Enrolled	# Tested	% Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
GP District	822	657	79.9%	23.0	23.8	24.2	23.3	23.7
Michigan	101,379*	74,307	73.3%	20.7	21.2	21.8	21.6	21.4
Nation	2,710,686*	1,186,251	43.8%	20.4	20.7	21.3	20.9	20.9

*Approximate enrollment

2004-05 SAT RESULTS 12 th GRADE STUDENTS						
	# Enrolled	# Tested	% Tested	Verbal Mean Score	Math Mean Score	
GP District	822	305	37%	587	595	
Michigan	101,379*	10,965	11%	568	579	
Nation	2,710,686*	1,475,623	54%	508	520	

*Approximate enrollment

GROSSE POINTE WRITING ASSESSMENT

Grosse Pointe WRITING - Grade 9 Percentage of students achieving SATISFACTORY (Levels 4-7)			
Year	Total	Female	Male
2004-05	65.4%	75.1%	55.2%
2003-04	82.9%	89.0%	77.1%
2002-03	84.3%	91.2%	77.4%

STUDENT ACHIEVEMENT—DISTRICT SUMMARY MIDDLE SCHOOLS MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

MEAP ENGLISH LANGUAGE ARTS TEST Grade 7											
MEAP READING – Grade 7 Percentage Achieving SATISFACTORY				MEAP WRITING – Grade 7 Percentage Achieving SATISFACTORY				MEAP ELA TOTAL– Grade 7 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
04-05	90%	93%	88%	04-05	70%	79%	62%	04-05	86%	91%	82%
03-04	84%	86%	82%	03-04	68%	75%	62%	03-04	83%	86%	80%
02-03	89%	91%	88%	02-03	80%	89%	72%	02-03	88%	91%	87%

MEAP MATH – Grade 8 Percentage Achieving SATISFACTORY				MEAP SCIENCE – Grade 8 Percentage Achieving SATISFACTORY				MEAP SOCIAL STUDIES – Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
04-05	86%	85%	87%	04-05	83%	82%	85%	04-05	60%	57%	63%
03-04	85%	83%	87%	03-04	86%	85%	87%	03-04	57%	53%	61%
02-03	76%	76%	75%	02-03	85%	85%	86%	02-03	63%	60%	65%

Percentage Achieving SATISFACTORY – (2004-2005)						
SUB GROUP	MEAP READING	MEAP WRITING	MEAP ELA	MEAP MATH	MEAP SCIENCE	MEAP SOCIAL STUDIES
Black, not of Hispanic Origin	68%	48%	62%	52%	47%	32%
Economically Disadvantaged	57%	N/A	N/A	N/A	N/A	N/A
Special Education	67%	30%	52%	46%	48%	25%

- The State Middle School Target for ELA was 43% which The District exceeded with a Score of 86%.
- The State Middle School Target for Math was 43% which The District exceeded with a Score of 86%.
- MEAP Data not reported by other Racial/Ethnic minority groups, or Economically Disadvantaged (except for Reading) because no groups are significantly large enough to report MEAP results without revealing the identity of individual students.

STUDENT ACHIEVEMENT-DISTRICT SUMMARY MIDDLE SCHOOLS GROSSE POINTE WRITING ASSESSMENT

Grosse Pointe WRITING Percentage of Students Achieving SATISFACTORY (Levels 4-7)									
Year	Grade 6			Grade 7			Grade 8		
	All	F	M	All	F	M	All	F	M
04-05	64.5%	71.4%	57.2%	64.4%	73.7%	56.2%	66.2%	73.9%	59.5%
03-04	85.2%	91.5%	79.4%	81.5%	86.8%	76.7%	83.8%	91.6%	76.7%
02-03	83.7%	89.1%	78.8%	85.0%	92.9%	77.5%	83.6%	91.1%	76.8%

Satisfactory includes scores of 4 through 7.

COMPREHENSIVE TESTING PROGRAM (CTP)

Average National Percentile Achieved by All Students in Grade 8						
Year	National Test READING - Grade 8			National Test MATH - Grade 8		
	All	Female	Male	All	Female	Male
2004-05	63	66	61	67	64	70
2003-04	63	67	60	67	66	68
2002-03	64	69	60	65	65	66

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

STUDENT ACHIEVEMENT—DISTRICT SUMMARY ELEMENTARY SCHOOLS MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

MEAP ENGLISH LANGUAGE ARTS TEST Grade 4											
MEAP READING – Grade 4 Percentage Achieving SATISFACTORY				MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY				MEAP ELA TOTAL – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
04-05	92%	94%	90%	04-05	54%	62%	45%	04-05	84%	86%	81%
03-04	93%	95%	92%	03-04	67%	70%	64%	03-04	85%	88%	82%
02-03	89%	91%	88%	02-03	71%	78%	65%	02-03	85%	92%	79%

MEAP MATH – Grade 4 Percentage Achieving SATISFACTORY				MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY				MEAP SOCIAL STUDIES – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
04-05	86%	86%	85%	04-05	92%	91%	93%	04-05	56%	55%	57%
03-04	90%	89%	91%	03-04	92%	91%	94%	03-04	53%	53%	53%
02-03	85%	85%	86%	02-03	93%	94%	93%	02-03	56%	52%	60%

Percentage Achieving SATISFACTORY – (2004-2005)						
SUB GROUP	MEAP READING	MEAP WRITING	MEAP ELA	MEAP MATH	MEAP SCIENCE	MEAP SOCIAL STUDIES
Black, not of Hispanic Origin	76%	35%	62%	58%	50%	15%
Economically Disadvantaged	68%	38%	56%	59%	73%	30%
Special Education	65%	41%	56%	64%	78%	28%

- The State Elementary School Target for ELA was 48% which the District exceeded with a Score of 84%.
- The State Elementary School Target for Math was 56% which the District exceeded with a Score of 86%.
- MEAP Data not reported by other Racial/Ethnic minority group because groups are not significantly large enough to report MEAP results without revealing the identity of individual students.

STUDENT ACHIEVEMENT –DISTRICT ELEMENTARY SCHOOLS

Grosse Pointe WRITING															
Percentage of Students Achieving SATISFACTORY (Levels 4-7)															
Year	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M
04-05	94.5	97.4	91.7	95.9	96.9	94.9	70.0	75.7	64.2	64.9	72.5	56.8	67.8	74.9	60.5
03-04	87.9	94.3	81.8	88.7	93.1	84.2	61.7	69.1	53.8	71.5	79.4	63.2	91.5	94.2	88.7
02-03	88.2	91.5	85.0	88.0	93.0	82.6	68.9	72.9	64.5	72.6	76.3	68.6	76.1	82.8	70.0

Grade 1 – Satisfactory includes scores of 3 and 4.

Grade 2-5 – Satisfactory includes scores of 4 through 7.

COMPREHENSIVE TESTING PROGRAM (CTP 4)

Average Suburban Percentile Achieved by All Students in Grade 2						
Suburban Percentile READING Grade 2				Suburban Percentile MATH Grade 2		
Year	All	Female	Male	All	Female	Male
2004-05	57	59	55	61	59	62
2003-04	61	65	57	66	65	66
2002-03	58	61	56	56	53	59

COMPREHENSIVE TESTING PROGRAM

Average National Percentile Achieved by All Students in Grades 5						
National Percentile READING Grade 5				National Percentile MATH Grade 5		
Year	All	Female	Male	All	Female	Male
2004-05	70	72	68	71	70	71
2003-04	n/a	n/a	n/a	n/a	n/a	n/a
2002-03	71	73	69	72	70	73

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