

# 2008-09 Annual Report

**11 Grosse Pointe Blvd  
Grosse Pointe Farms,  
Michigan 48236**

**(313) 432-3500**

## *Mission Statement*

The community of Grosse Pointe South High School is committed to ensuring that all Grosse Pointe South High School graduates demonstrate the knowledge, creativity and skills necessary to establish self-worth as independent, contributing members of society, prepared for life-long learning and success in a changing world.

*Grosse Pointe South High School*

*Grosse Pointe Public School System*

**Mr. D. Allan Diver, Principal**

## **Introduction**

Grosse Pointe South High School is a community of individuals who work in partnership to provide a broad based program of academics, athletics, and activities for ALL students. It is the dedication of those individuals that are the foundation for student success.

There is no one measure that captures the full range of a student's learning and achievement. The effectiveness of an individual school's curricular and instructional program must be viewed from a multiple measure analysis. To provide a comprehensive picture of our students' learning and achievement level and thus our effectiveness, we are listing Michigan Merit Exam (MME) and college entrance examinations including ACT and SAT. The data reflects the percentage of students achieving PROFICIENT, or passing scores. *MME began with the 2006-07 school year, replacing the previous Michigan Education Assessment Program (MEAP) tests at the high school level. It is a different format than previous tests and does not have a direct correlation to the MEAP.*

In addition, we are listing Advanced Placement (AP) testing statistics and results from the Michigan Department of Education (MDE) Report Card. The MDE report card provides an assessment of several measures of South student performance. The percentage listed reflects the achievement rate of students that attempted the MME test. However, another factor in determining Adequate Yearly Progress (AYP) is that at least 95% of the junior class must **attempt** the language arts and mathematics portions of the test. The *Composite Grade* is the overall grade for the school, arrived at by combining the following factors. When data is available, it combines results over two or three years. **Student Achievement** measures student test attendance, participation, and performance and when it has improved. **Indicators of School Performance** combine several factors, such as school facilities, attendance and graduation rate. **AYP Status** is a measure used to hold schools and districts responsible for student achievement in English language arts and mathematics based on MEAP test results.

**South High School  
opened in  
February, 1928**

## Core Curriculum

**Student Average Daily Attendance Rate:** 93.8 %

**Percentage of Parents Participating in Parent-Teacher Conferences:**

2008-2009  
96% (1,560 students)

2007-2008  
96% (1,593 students)

**Dual Enrollment:**

11th & 12<sup>th</sup> graders enrolled concurrently in H.S. & post-secondary classes (2008-09): 3

**Completion / Graduation**

**Rate:** High school students who graduate in 4 years  
Class of 2008 94.44%

**Dropout Rate:** Percentage of students who do not complete GPPS H.S. program  
Class of 2008 (9 students)  
2.00%

**Retention Rate:** District average (100% of high school enrollment minus high school dropout rate)  
98%

**Earned Credit by Successful Test-Out of a Course:**

0 students

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 curricular 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 2008-09 the district implemented a new mathematics program to support the prior year's curriculum implementation. *Everyday Math* was selected for grades 1-5 and Harcourt for Kindergarten. A new social studies curriculum was implemented for grades K-2 and 5 (grades 3 and 4 are still under study due to late changes in the state curriculum) and materials to support instruction were purchased. New science and music curricula were adopted with transition plans, and materials purchased to support them.

During 2009-10 the English/language arts curriculum will be the core curriculum under review. Computer Education K-12 is also under review to ensure that the district's investment and grant support in technology are well used.

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

## School Improvement Plan

One of the primary recommendations of the High School Study was to "develop collaborative faculty teams and provide faculty members time to collaborate." Beginning in the 2003-04 school year, the staff embarked upon the development of a **Professional Learning Community** (referred to as PLC). Professional Learning Communities are developed with a primary focus on improving student achievement.

Collaborative teams in a PLC are comprised of teachers who teach the same course and meet regularly to develop common learning objectives and common assessments for students taking the same course. Working collaboratively, staff members use the data from their instruction to improve learning for all students and to quickly identify and address the needs of those students who require additional teacher support and intervention. Consistency of delivery of high quality instruction and systematic improvement of instruction and learning are demonstrable advantages of the collaborative teams.

The PLC initiative in 2008-09 superseded the prior emphasis on North Central Accreditation, now under the umbrella of AdvancED. South High School maintains its "fully accredited" status and completed the evaluation cycle during the 2008-09 school year. South High School will hold that accreditation through 2014. South's school improvement plan includes strategies and objectives that are aligned with the district and school mission. Staff development is an integral component of the ongoing school improvement process.

### *Education YES! Report Card*

AYP (Adequate Yearly Progress) Status Met: YES

Michigan Report Card Grade: A

North Central Association Accreditation

## STUDENT ACHIEVEMENT—SOUTH MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

Percentage of Grade 11 Students Achieving Satisfactory/Scholarship Levels (Levels 1 and 2)

MEAP MME LANGUAGE ARTS TEST Grade 11											
MEAP MME READING – Grade 11				MEAP MME WRITING – Grade 11				MEAP MME ELA – Grade 11			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
2008-09	84%	88%	80%	2008-09	74%	80%	70%	2008-09	81%	85%	78%
2007-08	87%	93%	81%	2007-08	71%	74%	68%	2007-08	81%	89%	73%
2006-07	87%	89%	85%	2006-07	72%	79%	64%	2006-07	83%	87%	78%

MEAP MME MATH				MEAP MME SCIENCE			
Year	All	Female	Male	Year	All	Female	Male
2008-09	77%	76%	78%	2008-09	83%	82%	84%
2007-08	77%	77%	76%	2007-08	85%	87%	83%
2006-07	78%	78%	78%	2006-07	85%	86%	85%

MEAP MME SOCIAL STUDIES			
Year	All	Female	Male
2008-09	95%	96%	94%
2007-08	97%	99%	95%
2006-07	96%	97%	95%

Spring 2009 MME TEST Grade 11		
Test	Black, Not of Hispanic Origin	% Tested
Reading	50%	96%
Writing	39%	96%
ELA	47%	96%
Math	36%	96%
Science	42%	96%
Social Studies	81%	96%

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

MEAP SOCIAL STUDIES Grade 9			
Year	All	Female	Male
2008-09	92%	92%	93%
2007-08	93%	93%	94%
2006-07	94%	95%	94%

MEAP SOCIAL STUDIES Grade 9	
Year	Black, Not of Hispanic Origin
2008-09	68%

- 9th Grade MEAP Social Studies had a 99% tested rate

## STUDENT ACHIEVEMENT-SOUTH ADVANCED PLACEMENT COURSE ENROLLMENT AND TEST RESULTS

NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN ONE OR MORE AP COURSES								
YEAR	GRADE 9		GRADE 10		GRADE 11		GRADE 12	
	# and % of Students		# and % of Students		# and % of Students		# and % of Students	
2008-09	0	0%	27	6.6%	197	48.3%	236	59.7%
2007-08	0	0%	22	5.3%	204	52.0%	283	64.9%
2006-07	0	0%	11	2.8%	224	51.0%	221	60.2%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *			
Year	# of Tests Taken	# of Tests Passed	Percentage of Tests Passed
2008-09	877	746	85.1%
2007-08	962	826	85.9%
2006-07	865	701	81.0%

\*Passing an Advanced Placement Test means becoming eligible for early college credit before high school graduation.

2008-09 ACT RESULTS 12 <sup>th</sup> GRADE STUDENTS						
	# Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
South	361	24.0	23.9	24.4	23.5	24.1
GP District	728	23.1	23.3	23.6	23.1	23.4
Michigan	121,982	18.6	19.6	19.6	20.1	19.6
Nation	1,480,469	20.6	21.0	21.4	20.9	21.1

2008-09 SAT RESULTS 12 <sup>th</sup> GRADE STUDENTS			
	# Tested	Critical Reading Mean Score	Math Mean Score
South	123	590	603
GP District	182	583.8	604
Michigan	6,055	584	603
Nation	1,530,128	501	515

## NUMBER OF MERIT AWARD/MICHIGAN PROMISE SCHOLARSHIPS

South Class of 2007	South Class of 2008	South Class of 2009
240	296	245 *

\* Criteria Changed in 2009

**SCHOLARSHIPS:** Michigan Promise Scholarships (\$4,000) are awarded to students who take all high school MEAP/MME tests and enroll in and complete 2 years of post secondary education. Michigan Promise Scholarships were given starting with the Class of 2007.