

2007-08 Annual Report

11 Grosse Pointe Blvd
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Michigan 48236

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Mission Statement

The community of Grosse Pointe South High School is committed to ensure that all Grosse Pointe South High 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 Schools

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 MEAP, MME*, college entrance examinations including ACT and SAT, and Advanced Placement (AP) testing statistics. The data reflects the percentage of students achieving PROFICIENT, or passing scores. *MME began with the 2006-07 school year. It is a different format than previous HST tests and does not have a direct correlation to the MEAP/HST.

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 MEAP/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: 94.0%

Percent of Parents Participating in Parent-Teacher Conferences:

2007-2008
96% (1,593 students)

2006-2007
96% (1,596 students)

Dual Enrollment:

11th & 12th graders enrolled concurrently in H.S. & post-secondary classes (2007-08): 3

Completion / Graduation

Rate: High school students who graduate in 4 years
Class of 2007 96.55%

Dropout Rate: Percentage of students who do not complete GPPS H.S. program
Class of 2007 (10 students)
2.65%

Retention Rate: District average (100% of high school enrollment minus high school dropout rate)
97.35%

Earned Credit by Successful Test-Out of a Course:

1 student

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 2007-08 the district implemented a new Mathematics curriculum and piloted a variety of math materials culminating in the selection of *Everyday Math* for grades 1-5 and Harcourt for Kindergarten. A new social studies curriculum was adopted 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.

During 2008-09 the science curriculum will be under review. Kindergarten and first grade teachers and reading specialists also received significant training and support materials to implement FAST reading strategies in 2008-09. 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 NWEA, MEAP, ACT, SAT, and Advanced Placement tests.

School Improvement Plan

One of the primary recommendations of the High School Study is to "develop collaborative faculty teams and provide faculty members time to collaborate." With the onset of 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 2007-08 superceded the prior emphasis on North Central Accreditation. South High School maintains its "fully accredited" status and will participate in an audit from a visiting team of educators during the 2008-09 school year. 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
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
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
2007-08	97%	99%	95%
2006-07	96%	97%	95%

Spring 2008 MME TEST Grade 11	
Test	% Tested
Reading	96%
Writing	96%
ELA	96%
Math	96%
Science	96%
Social Studies	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
2007-08	93%	93%	94%
2006-07	94%	95%	94%

- 9th Grade MEAP Social Studies had a 98% 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 # and % of Students		GRADE 10 # and % of Students		GRADE 11 # and % of Students		GRADE 12 # and % of Students	
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%
2005-06	0	0%	16	3.5%	174	47.2%	248	62.0%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *			
Year	# of Tests Taken	# of Tests Passed	Percentage of Tests Passed
2007-08	962	826	85.9%
2006-07	865	701	81.0%
2005-06	860	691	80%

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

2007-08 ACT RESULTS 12 th GRADE STUDENTS								
	# Enrolled	# Tested	% Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
South	436	416	95.4%	23.8	23.7	24.5	23.3	23.9
GP District	835	809	96.9%	22.6	23.0	23.5	22.7	23.1
Michigan	126,380*	123,918	98.1%	18.7	19.5	19.8	19.9	19.6
Nation	3,180,343*	1,421,941	44.7%	20.6	21.0	21.4	20.8	21.1

*Approximate enrollment

2007-08 SAT RESULTS 12 th GRADE STUDENTS					
	# Enrolled	# Tested	% Tested	Critical Reading Mean Score	Math Mean Score
South	436	137	31.4%	597	606
GP District	835	204	24.4%	599.3	605.3
Michigan	126,380*	7,178	5.7%	581	598
Nation	3,180,343*	1,518,859	47.8%	502	515

*Approximate enrollment

NUMBER OF MERIT AWARD/MICHIGAN PROMISE SCHOLARSHIPS

South Class of 2006	South Class of 2007	South Class of 2008
285	240	296

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.