



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.

Student Average

Attendance: 96.2%

Percentage of Parents Participating in Parent-Teacher Conferences:

2011-12

88.3% (7,346 Students)

2010-11

91.2% (7,611 Students)

Dual Enrollment:

11th & 12th graders enrolled concurrently in H.S. & post-secondary classes (2011-12):
1 Student

Completion/Graduation

Rate: High school students who graduate in 4 years
Class of 2011 93.99%

Dropout Rate: Percentage of students who do not complete GPPS H.S. program Class of 2011 (16 students) 2.14%

Retention Rate: District average (100% of high school enrollment minus high school dropout rate) 97.86 %

Earned Credit by Test-Out of a Course:

28 students

GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

District 2011-12 Annual Report

Introduction

Thank you for taking the time to read and review this annual report. It is a report we publish and present each fall. As you look through the data, please ask the necessary questions to determine how we are ensuring the education we provide to all students in the Grosse Pointe Public School System for a lifetime of learning and employability in today's global economy.

We know your family expects and deserves the

very best from our schools as they are the heart and soul of our community. We thank you for partnering with us as we uphold our tradition of excellence.



This annual report is just one snapshot of the key data points we analyze to inform our daily instruction and our long-term goals. If you have attended the Board of Education work sessions since January or watched them on Comcast 20/902 or AT&T 99 or our phanfare video site, you have seen a theme. We are delving into data – looking at it for the district as a whole, for individual schools, by classroom and for individual students. With that data we are developing action plans with interventions and strategies that will provide the best educational plans for each student.

But first, we are setting a culture and climate in which we can implement our data-driven strategies. We are setting the bar high for parent and staff involvement, student engagement, and academic and behavioral expectations. Whether we are working on instructional technology plans, marketing committees, budget development, or the 21st Century High School Review Team, we are seeking divergent voices who bring a spirit of good will to our planning, analysis and action.

While we are proud of our varied accomplishments, and take a moment to celebrate that all our schools made Adequate Yearly Progress, that our teaching and coaching staff members are recognized at the state and national level, that we have graduates go on to the finest colleges and universities, that we continue to build community partnerships that support our schools now and our students into their next adventure, we cannot rest. We are moving forward and we are keeping our community informed of our progress. Our goals, reports, budget documents, and success stories are posted on our website and shared through newsletters as well as social media. I encourage your active participation and feedback and again, I thank you for your involvement.

Dr. Thomas Harwood, Superintendent

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.

The district also has in place policies and guidelines which guide promotion and retention.

Nondiscrimination Statement

The Grosse Pointe Public School System does not discriminate on the basis of race, gender, religion, national origin or other factors.

FERPA Notice

Grosse Pointe Public Schools may, upon request, release the following directory information: student name, address, participation in school activities, date of school attendance, honors and awards, information generally found in yearbooks, and student name, addresses and telephone numbers when requested by military recruiters. Grosse Pointe Public Schools 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 complete the Public Use-Directory Information Notice Form available at: www.gpschools.org

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 by incorporating exemplary national standards. 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.

The 2011-12 school year brought many plans and changes to the K-5 English language arts curriculum. All elementary students will have learned specific reading comprehension strategies through a program called *Making Meaning*. Please ask your elementary child to talk to you about the stories their teacher is reading to them, and the questions they are asking about the stories. Elementary teachers began training on teaching reading to students, through the Reader's Workshop approach. Staff development will begin again in September and continue on throughout the 2012-13 school year. The continued implementation and training in Reader's Workshop is part of a three-year plan to develop readers and writers in our elementary students for their success in the challenging curriculum they will be facing at the middle and high school levels.

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.

District Improvement Plan

In February of 2012, Dr. Harwood presented the district's school improvement goals as part of a Continuous Improvement Plan. Each of the 23 SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals fall under one of these five focus areas:

- Teaching and Learning Focus Area - Assessment, Curriculum, and Instruction
- Teaching and Learning Focus Area - Literacy
- Teaching and Learning Focus Area - Professional Learning Communities
- Leadership Focus Area - Establishing a Culture of Shared Leadership
- Leadership Focus Area - Operational Integrity and Marketing

Long term targets, short-term areas of focus, and key indicators of success have been established under each focus area with a specific, data-driven action plan. More details are available on the district website www.gpschools.org under School Board – Reports.

PROFESSIONAL QUALIFICATIONS OF GPPS TEACHERS, 2011-12

- GPPS Teaching Staff FTE for the 2011-12 school year Total: 559.88 FTE
- GPPS Teaching Staff for the 2011-12 school year Total: 575
- Percentage of Teaching Staff with emergency or special credentials: 5 Teachers — 0.9%
- Percentage of core classes taught by highly qualified teachers: 100%

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 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			
Year	All	Female	Male	Year	All	Female	Male
2011-12	75%	78%	71%	2011-12	73%	76%	69%
2010-11	77%	77%	76%	2010-11	72%	76%	67%
2009-10	75%	78%	71%	2009-10	68%	71%	66%

MEAP MME MATH				MEAP MME SCIENCE			
Year	All	Female	Male	Year	All	Female	Male
2011-12	49%	46%	53%	2011-12	42%	38%	46%
2010-11	52%	51%	53%	2010-11	46%	45%	48%
2009-10	43%	39%	47%	2009-10	44%	41%	48%

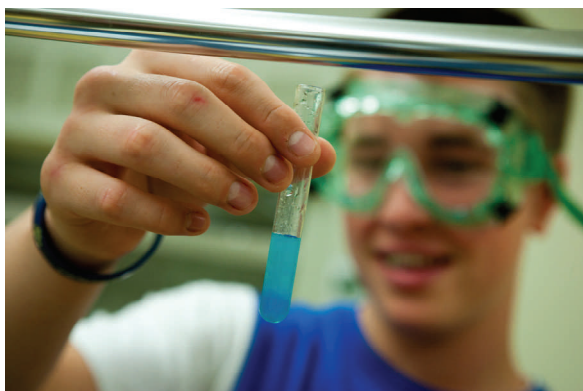
MEAP MME SOCIAL STUDIES			
Year	All	Female	Male
2011-12	62%	57%	67%
2010-11	66%	63%	69%
2009-10	64%	60%	68%

MEAP SOCIAL STUDIES Grade 9			
Year	All	Female	Male
2011-12	53%	47%	58%
2010-11	60%	55%	65%
2009-10	57%	51%	64%

- 9th Grade MEAP Social Studies had a 97% tested rate

Spring 2012 MME TEST Grade 11	
Test	% Tested
Reading	96%
Writing	97%
Math	97%
Science	97%
Social Studies	97%

Adequate Yearly Progress
<p>All GPPSS schools made adequate yearly progress under the No Child Left Behind and <i>Ed Yes!</i> initiatives.</p> <ul style="list-style-type: none"> • Defer, Ferry, Trombly, Parcels and Pierce are Focus Schools. • Kerby, Maire, Monteith, Richard and Brownell are Reward Schools



STUDENT ACHIEVEMENT MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

Percentage of Grade 9 Students Achieving Satisfactory/Scholarship Levels (Levels 1 and 2) - (2011-12)	
SUB GROUP	MEAP SOCIAL STUDIES
Black, not of Hispanic Origin	15%
Economically Disadvantaged	13%
Special Education	13%



Percentage of Grade 11 Students Achieving Satisfactory/Scholarship Levels (Levels 1 and 2) - (2011-12)					
SUB GROUP	MME READING	MME WRITING	MME MATH	MME SCIENCE	MME SOCIAL STUDIES
Black, not of Hispanic Origin	41%	37%	15%	11%	31%
Economically Disadvantaged	47%	34%	20%	14%	32%
Special Education	33%	21%	3%	6%	15%

- MEAP/MME Data is not reported by other Racial/Ethnic minority groups, because those groups are not significantly large enough to report MEAP results without revealing the identity of individual students.

STUDENT ACHIEVEMENT (cont.)

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	
2011-12	0	0.0%	159	20.5%	264	36.6%	383	51.7%
2010-11	0	0.0%	156	21.0%	322	43.9%	444	59.5%
2009-10	1	0.1%	145	19.6%	341	45.7%	461	60.2%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *			
Year	# of Tests Taken	# of Tests Passed	Percentage of Tests Passed
2011-12	1,518	1,103	72.7%
2010-11	1,566	1,216	77.7%
2009-10	1,627	1,270	78.1%

- * Passing an Advanced Placement Test means becoming eligible for early college credit before high school graduation.
- There were 24 AP courses offered at Grosse Pointe Schools in 2011-12.

2011-12 ACT RESULTS 12 th GRADE STUDENTS						
	# Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
GP District	682	23.6	23.3	23.6	23.1	23.5
Michigan	114,727	19.3	20.1	20.0	20.4	20.1
Nation	1,666,017	20.5	21.1	21.3	20.9	21.1

2010-11 SAT RESULTS 12 th GRADE STUDENTS				
	# Tested	Critical Reading Mean Score	Math Mean Score	Writing Mean Score
GP District	137	609.8	610.3	591.8
Michigan	5,376	583	604	573
Nation	1,647,123	497	514	489



STUDENT ACHIEVEMENT—Middle Schools

MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

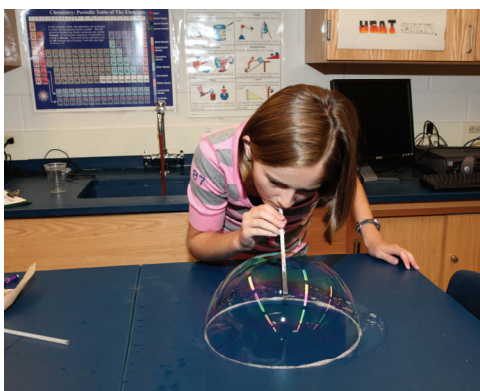
MEAP READING TEST											
Grade 6 Percentage Achieving SATISFACTORY				Grade 7 Percentage Achieving SATISFACTORY				Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
11-12	79%	84%	75%	11-12	83%	88%	78%	11-12	77%	83%	71%
10-11	81%	85%	78%	10-11	78%	81%	74%	10-11	77%	79%	75%
09-10	83%	87%	78%	09-10	79%	82%	77%	09-10	76%	80%	73%

MEAP MATHEMATICS TEST											
Grade 6 Percentage Achieving SATISFACTORY				Grade 7 Percentage Achieving SATISFACTORY				Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
11-12	57%	58%	57%	11-12	65%	65%	65%	11-12	47%	45%	48%
10-11	63%	62%	64%	10-11	59%	62%	56%	10-11	43%	39%	47%
09-10	56%	58%	54%	09-10	59%	58%	59%	09-10	42%	39%	46%

MEAP SCIENCE – Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	30%	28%	32%
10-11	22%	20%	24%
09-10	24%	20%	28%

MEAP SOCIAL STUDIES Grade 6 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	49%	46%	52%
10-11	53%	49%	56%
09-10	57%	57%	56%

MEAP WRITING – Grade 7 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	74%	84%	65%
10-11	71%	79%	63%



2011-12 MEAP Percentage of Students Tested								
Grade	MEAP READING	MEAP WRITING	MEAP MATH	MEAP SCIENCE	MEAP Social Studies	Total Read with Other Tests	Total Math with Other Tests	Total Science with Other Tests
6	96%	Not Tested	96%	Not Tested	98%	99%	100%	Not Tested
7	98%	98%	98%	Not Tested	Not Tested	100%	100%	Not Tested
8	96%	Not Tested	95%	97%	Not Tested	100%	99%	100%

NOTE: Total with Other Tests refers to the percentage tested with either MEAP, MI-ACCESS or MEAP-ACCESS (alternative state tests) in each test area.

STUDENT ACHIEVEMENT—Middle Schools

MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

GRADE 6 Percentage Achieving SATISFACTORY — (2011-12)			
SUB GROUP	MEAP READING	MEAP MATH	MEAP SOCIAL STUDIES
Black, not of Hispanic Origin	55%	20%	9%
Economically Disadvantaged	56%	19%	19%
Special Education	47%	29%	23%



GRADE 7 Percentage Achieving SATISFACTORY — (2011-12)			
SUB GROUP	MEAP READING	MEAP WRITING	MEAP MATH
Black, not of Hispanic Origin	53%	46%	27%
Economically Disadvantaged	53%	43%	29%
Special Education	49%	42%	28%



GRADE 8 Percentage Achieving SATISFACTORY — (2011-12)			
SUB GROUP	MEAP READING	MEAP MATH	MEAP SCIENCE
Black, not of Hispanic Origin	51%	11%	8%
Economically Disadvantaged	50%	14%	8%
Special Education	23%	4%	7%

- MEAP Data is not reported by other Racial/Ethnic minority groups because no groups are significantly large enough to report MEAP results without revealing the identity of individual students.



STUDENT ACHIEVEMENT - Middle Schools

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY									
Year	Grade 6			Grade 7			Grade 8		
	All	F	M	All	F	M	All	F	M
11-12	76.4%	85.2%	68.3%	76.4%	82.8%	70.6%	79.5%	89.5%	84.8%
10-11	77.8%	87.5%	69.2%	82.9%	90.3%	75.0%	83.9%	89.5%	78.5%
09-10	81.1%	86.6%	73.5%	73.7%	82.4%	65.5%	82.3%	89.1%	75.7%

Grade 6-8 — Satisfactory includes scores of 4 through 7.

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by District Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
6	11-12	57	60	53	55	54	56
	10-11	66	70	63	64	62	67
	09-10	66	72	60	62	63	61
7	11-12	64	69	61	63	60	65
	10-11	65	70	61	62	63	62
	09-10	66	69	63	63	61	65
8	11-12	64	70	58	61	62	61
	10-11	66	71	61	61	62	61
	09-10	67	71	62	66	64	68

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



STUDENT ACHIEVEMENT—Elementary Schools

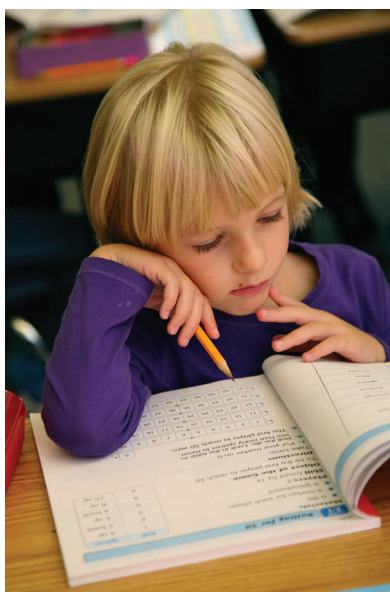
MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

MEAP READING TEST											
Grade 3 Percentage Achieving SATISFACTORY				Grade 4 Percentage Achieving SATISFACTORY				Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
11-12	77%	84%	70%	11-12	85%	91%	79%	11-12	86%	88%	84%
10-11	79%	85%	73%	10-11	78%	81%	75%	10-11	81%	84%	79%
09-10	75%	76%	73%	09-10	82%	85%	80%	09-10	89%	89%	88%

MEAP MATHEMATICS TEST											
Grade 3 Percentage Achieving SATISFACTORY				Grade 4 Percentage Achieving SATISFACTORY				Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
11-12	62%	65%	59%	11-12	72%	72%	73%	11-12	66%	65%	67%
10-11	61%	62%	61%	10-11	67%	66%	68%	10-11	62%	57%	66%
09-10	56%	50%	60%	09-10	65%	63%	67%	09-10	68%	61%	73%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	25%	22%	26%
10-11	23%	24%	22%
09-10	27%	24%	30%

NOTE: Social Studies test was moved to grade 6 and is reported by the middle schools.



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	72%	82%	61%
10-11	70%	79%	62%



2011-12 MEAP Percentage of Students Tested							
Grade	MEAP Reading	MEAP Writing	MEAP Math	MEAP SCIENCE	Total Read with Other Tests	Total Math with Other Tests	Total Science with Other Tests
3	97%	Not Tested	97%	Not Tested	99%	99%	Not Tested
4	96%	96%	96%	Not Tested	100%	100%	Not Tested
5	96%	Not Tested	96%	97%	100%	100%	100%

NOTE: Total with Other Tests refers to the percentage tested with either MEAP, MI-ACCESS or MEAP-ACCESS (alternative state tests) in each test area.

STUDENT ACHIEVEMENT—Elementary Schools

MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

Grade 3 Percentage Achieving SATISFACTORY — (2011-12)

SUB GROUP	MEAP READING	MEAP MATH
Black, not of Hispanic Origin	53%	27%
Economically Disadvantaged	43%	28%
Special Education	48%	42%

Grade 4 Percentage Achieving SATISFACTORY — (2011-12)

SUB GROUP	MEAP READING	MEAP WRITING	MEAP MATH
Black, not of Hispanic Origin	66%	49%	42%
Economically Disadvantaged	66%	50%	48%
Special Education	59%	41%	46%

Grade 5 Percentage Achieving SATISFACTORY — (2011-12)

SUB GROUP	MEAP READING	MEAP MATH	MEAP SCIENCE
Black, not of Hispanic Origin	63%	33%	0%
Economically Disadvantaged	60%	31%	5%
Special Education	67%	48%	14%



- MEAP Data not reported by other Racial/Ethnic minority groups because no groups are significantly large enough to report MEAP results without revealing the identity of individual students.



STUDENT ACHIEVEMENT—Elementary Schools

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY															
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
11-12	98.2	99.6	97.0	88.2	94.0	83.4	77.7	83.3	72.0	72.9	81.9	63.9	73.2	79.5	67.6
10-11	99.0	100	98.1	96.0	96.6	95.4	71.5	78.8	64.1	71.7	79.5	64.9	69.6	78.9	61.0
09-10	94.0	96.4	91.7	95.4	97.2	93.6	62.3	69.8	55.8	71.1	78.2	65.0	66.2	75.5	58.1

Grade 1 — Satisfactory includes scores of 3 and 4.

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

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by District Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
1	11-12	62	66	58	65	67	64
	10-11	78	86	71	75	77	73
	09-10	78	81	75	77	76	77
2	11-12	65	71	60	72	73	72
	10-11	63	67	58	71	69	74
	09-10	63	66	60	72	69	76
3	11-12	62	64	61	69	67	71
	10-11	66	70	61	75	72	79
	09-10	58	60	57	71	65	76
4	11-12	65	68	61	68	68	69
	10-11	63	66	61	68	66	70
	09-10	64	67	61	65	61	68
5	11-12	64	69	59	64	61	66
	10-11	68	71	65	67	64	70
	09-10	72	74	71	70	67	74

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

