



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

District 2013-14 Annual Report

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: 96.52%

Percentage of Parents Participating in Parent-Teacher Conferences:

2013-14

93.7% (7,796 Students)

2012-13

88.8% (7,359 Students)

Dual Enrollment:

11th & 12th graders enrolled concurrently in H.S. & post-secondary classes (2013-14): 23 Students

Completion/Graduation

Rate: High school students who graduate in 4 years
Class of 2013 94.13%

Dropout Rate: Percentage of students who do not complete GPPS H.S. program
Class of 2013 (14 students) 1.91%

Retention Rate: District average (100% of high school enrollment minus high school dropout rate) 98.09%

Earned Credit by Test-Out of a Course:

45 students

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 know that we encourage you to ask questions. We welcome the opportunity to assure you that the education we provide to all students in the Grosse Pointe Public School System leads to 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 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 many data points we analyze to inform our daily instruction and assess progress toward our long-term goals. If you have attended the Board of Education work sessions or watched them on Comcast 20/902 or AT&T 99 or our livestream video site, you have seen a theme. We are delving into data – looking at it for the district, for individual schools, by grade level, 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 tools and techniques necessary for 21st Century Schools, we are seeking divergent voices who bring a spirit of good will to our planning, analysis and action. This year we particularly seek your input as we review the curriculum for K-12 Science, Social Studies, Library/Media, and Secondary Business. Renewal of the Hold Harmless, Non Homestead, and Sinking Fund Millage make up 25% of our budget and are on the Nov. 2014 ballot.

While we are proud of our varied accomplishments, and take a moment to celebrate that all our schools made progress closing the achievement gap by bringing our struggling learners up, 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 which support our schools now and our students into their next adventure, we cannot rest. We are moving forward and keeping our community informed of our progress. Our goals, reports, budget documents, and success stories are posted on our website www.gpschools.org and shared through newsletters and social media. I encourage your active participation 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.

FERPA Notice

The Grosse Pointe Public School System 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. GPPS 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 local and national standards. Reports of the curriculum committees, which are submitted first to the EPLC then to the Board of Education, include recommendations regarding assessment, professional 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 the 2013-14 school year, EPLC led the curriculum review for social studies and library/media. Teachers doing the review examined assessments, textbook usage, and alignment to Michigan Department of Education requirements. Both curricula are still under development, as is the curriculum for science and secondary business.

District wide professional development is part of a comprehensive plan that uses teacher choice as well as mandatory training in areas identified by our district professional development team.

District Strategic Improvement Plan

Strategic Goal Areas

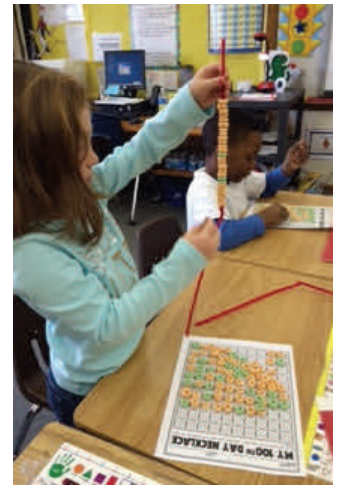
- Learning for Success—All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.
- Assessment of Student Progress and Growth—The GPPSS will leverage the power of student data information and assessment to continuously improve instructional practices that align with Common Core Standards and Universal Design for Learning practices.
- Enhanced Teaching and Professional Development—Professional educators will be supported individually and in teams by connecting them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for ALL learners.
- Ensuring a Safe and Respectful Learning Community—GPPSS will establish and maintain a safe and welcoming environment where everyone is valued, respected, and supported.
- Developing Effective and Collaborative Partnerships—GPPSS will increase collaborative community partnerships and continue to enhance communication and strengthen relationships with families to support our students.
- Achieving Operational Integrity and Marketing—Engage the community regarding the value GPPSS provides all students while securing and effectively aligning the financial resources to achieve district goals.

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 GPPSS Teachers 2013-14

- GPPSS Teaching Staff FTE for the 2013-14 school year Total: 556.80 FTE
- GPPSS Teaching Staff for the 2013-14 school year Total: 569
- Percentage of Teaching Staff with emergency or special credentials: 1 Teacher — 0.2%
- Percentage of core classes taught by highly qualified teachers: 100%

NOTE: The Grosse Pointe Public School System 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)

GPPSS Percentage of Grade 11 Students Achieving Satisfactory/Scholarship Levels-Levels 1 and 2 (State scores in parenthesis)

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
GP 2013-14 (State)	78% (59%)	80%	76%	GP 2013-14 (State)	77% (51%)	80%	75%
2012-13	75%	76%	73%	2012-13	76%	78%	73%
2011-12	75%	78%	71%	2011-12	73%	76%	69%

MEAP MME MATH Grade 11				MEAP MME SCIENCE Grade 11			
Year	All	Female	Male	Year	All	Female	Male
GP 2013-14 (State)	49% (29%)	47%	52%	GP 2013-14 (State)	43% (28%)	39%	48%
2012-13	51%	50%	51%	2012-13	43%	38%	48%
2011-12	49%	46%	53%	2011-12	42%	38%	46%

MEAP MME SOCIAL STUDIES Grade 11				MEAP SOCIAL STUDIES Grade 9			
Year	All	Female	Male	Year	All	Female	Male
GP 2013-14 (State)	67% (44%)	65%	69%	GP13-14 (State)	49% (26%)	43%	56%
2012-13	64%	58%	71%	2012-13	57%	51%	64%
2011-12	62%	57%	67%	2011-12	53%	47%	58%

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

Spring 2014 MME TEST Grade 11	
Test	% Tested
Reading	97%
Writing	97%
Math	97%
Science	97%
Social Studies	97%

Adequate Yearly Progress
<ul style="list-style-type: none"> • All Grosse Pointe Schools made Adequate Yearly Progress. • Defer, Monteith, Trombly, Brownell, Parcels, Pierce, North and South earned a Yellow rating on the State’s color-coding scale. • Ferry, Kerby, Maire, Mason, Poupard and Richard, earned a Lime rating. • Defer, Ferry, Poupard, Parcels and North are Focus Schools. • Kerby, Maire, Mason, Monteith, Richard and Brownell are Reward Schools. • For more information on the State’s color coding system, please see www.mischooldata.org



STUDENT ACHIEVEMENT MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

Nondiscrimination Statement

The Grosse Pointe Public School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Stefanie Hayes,
Director of Student Services
20090 Morningside
Grosse Pointe Woods, MI
48236
Phone: (313) 432-3851
Stefanie.Hayes@gpschools.org

If the individual filing the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, then the individual filing the grievance must provide the documentation to the:

Deputy Superintendent for Educational Services
389 St. Clair
Grosse Pointe, MI 48230
Phone: (313) 432-3016

For further information on nondiscrimination, visit:
<http://wdcrobc01p01.ed.gov/CFAPPS/OCR/contactus.cfm>
for the address and phone number of the office that serves your area, or call 1-800-421-3481.



Percentage of Grade 9 Students Achieving Satisfactory/Scholarship Levels (Levels 1 and 2) - (2013-14)	
SUB GROUP	MEAP SOCIAL STUDIES
Black, not of Hispanic Origin	16%
Economically Disadvantaged	11%
Special Education	15%

Percentage of Grade 11 Students Achieving Satisfactory/Scholarship Levels (Levels 1 and 2) - (2013-14)					
SUB GROUP	MME READING	MME WRITING	MME MATH	MME SCIENCE	MME SOCIAL STUDIES
Black, not of Hispanic Origin	46%	39%	10%	9%	35%
Economically Disadvantaged	44%	34%	13%	7%	26%
Special Education	29%	20%	11%	7%	16%

- 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		GRADE 10		GRADE 11		GRADE 12	
	# and % of Students		# and % of Students		# and % of Students		# and % of Students	
2013-14	1	0.1%	218	29.3%	365	48.7%	440	59.7%
2012-13	1	0.1%	150	20.1%	374	48.9%	378	53.0%
2011-12	0	0.0%	159	20.5%	264	36.6%	383	51.7%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *			
Year	# of Tests Taken	# of Tests Passed	Percentage of Tests Passed
2013-14	1,891	1,324	70.0%
2012-13	1,719	1,251	72.8%
2011-12	1,518	1,103	72.7%

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

- There were 25 AP courses offered within the Grosse Pointe Public School System in 2013-14.

2013-14 ACT RESULTS 12 th GRADE STUDENTS						
	# Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
GP District	756	23.6	23.1	23.9	23.2	23.6
Michigan	119,900	19.3	19.9	20.2	20.4	20.1
Nation	1,845,787	20.3	20.9	21.3	20.8	21.0

2013-14 SAT RESULTS 12 th GRADE STUDENTS				
	# Tested	Critical Reading Mean Score	Math Mean Score	Writing Mean Score
GP District	80	602.9	598.8	573.1
Michigan	4,027	593	610	581
Nation	1,672,395	497	513	487



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
GP13-14 (State)	88% (72%)	92%	85%	GP13-14 (State)	78% (60%)	81%	76%	GP13-14 (State)	86% (73%)	88%	85%
12-13	80%	83%	78%	12-13	81%	83%	78%	12-13	83%	84%	82%
11-12	79%	84%	75%	11-12	83%	88%	78%	11-12	77%	83%	71%

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
GP13-14 (State)	66% (41%)	66%	66%	GP13-14 (State)	58% (39%)	59%	57%	GP13-14 (State)	53% (35%)	50%	55%
12-13	59%	58%	59%	12-13	62%	61%	62%	12-13	57%	54%	59%
11-12	57%	58%	57%	11-12	65%	65%	65%	11-12	47%	45%	48%

MEAP SCIENCE – Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
GP13-14 (State)	23% (20%)	20%	27%
12-13	29%	26%	31%
11-12	30%	28%	32%

MEAP SOCIAL STUDIES Grade 6 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
GP13-14 (State)	52% (26%)	53%	52%
12-13	52%	51%	52%
11-12	49%	46%	52%

MEAP WRITING – Grade 7 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
GP13-14 (State)	74% (53%)	80%	68%
12-13	76%	82%	69%
11-12	74%	84%	65%



2013-14 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%	100%	100%	Not Tested
7	95%	96%	96%	Not Tested	Not Tested	99%	100%	Not Tested
8	96%	Not Tested	96%	99%	Not Tested	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. State Scores are shown in blue in parenthesis below the district score.

STUDENT ACHIEVEMENT—Middle Schools MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

GRADE 6 Percentage Achieving SATISFACTORY — (2013-14)			
SUB GROUP	MEAP READING	MEAP MATH	MEAP SOCIAL STUDIES
Black, not of Hispanic Origin	71%	32%	19%
Economically Disadvantaged	72%	44%	26%
Special Education	59%	34%	23%



GRADE 7 Percentage Achieving SATISFACTORY — (2013-14)			
SUB GROUP	MEAP READING	MEAP WRITING	MEAP MATH
Black, not of Hispanic Origin	50%	45%	19%
Economically Disadvantaged	52%	45%	22%
Special Education	33%	20%	7%



GRADE 8 Percentage Achieving SATISFACTORY — (2013-14)			
SUB GROUP	MEAP READING	MEAP MATH	MEAP SCIENCE
Black, not of Hispanic Origin	65%	16%	6%
Economically Disadvantaged	66%	15%	6%
Special Education	54%	19%	5%

- 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
13-14	76.5%	85.8%	67.0%	69.6%	77.3%	62.4%	85.0%	91.4%	78.9%
12-13	74.5%	79.3%	70.2%	74.6%	86.0%	63.9%	87.5%	92.9%	82.7%
11-12	76.4%	85.2%	68.3%	76.4%	82.8%	70.6%	79.5%	89.5%	84.8%

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	13-14	N/A	N/A	N/A	N/A	N/A	N/A
	12-13	N/A	N/A	N/A	N/A	N/A	N/A
	11-12	57	60	53	55	54	56
7	13-14	N/A	N/A	N/A	N/A	N/A	N/A
	12-13	N/A	N/A	N/A	N/A	N/A	N/A
	11-12	64	69	61	63	60	65
8	13-14	N/A	N/A	N/A	N/A	N/A	N/A
	12-13	N/A	N/A	N/A	N/A	N/A	N/A
	11-12	64	70	58	61	62	61

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
GP13-14 (State)	78% (61%)	81%	75%	GP13-14 (State)	88% (70%)	89%	87%	GP13-14 (State)	88% (72%)	90%	87%
12-13	84%	87%	82%	12-13	85%	87%	83%	12-13	90%	93%	87%
11-12	77%	84%	70%	11-12	85%	91%	79%	11-12	86%	88%	84%

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
GP13-14 (State)	60% (40%)	59%	61%	GP13-14 (State)	75% (45%)	74%	77%	GP13-14 (State)	73% (45%)	75%	71%
12-13	68%	68%	68%	12-13	75%	78%	73%	12-13	75%	75%	75%
11-12	62%	65%	59%	11-12	72%	72%	73%	11-12	66%	65%	67%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
GP13-14 (State)	35% (17%)	32%	39%
12-13	28%	27%	29%
11-12	25%	22%	26%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
GP13-14 (State)	76% (50%)	84%	69%
12-13	70%	78%	62%
11-12	72%	82%	61%



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

NOTE: State Scores are shown in blue in parenthesis below the district score.

2013-14 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	100%	100%	Not Tested
4	97%	96%	97%	Not Tested	100%	100%	Not Tested
5	94%	Not Tested	95%	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 — (2013-14)		
SUB GROUP	MEAP READING	MEAP MATH
Black, not of Hispanic Origin	48%	28%
Economically Disadvantaged	56%	34%
Special Education	60%	54%



Grade 4 Percentage Achieving SATISFACTORY — (2013-14)			
SUB GROUP	MEAP READING	MEAP WRITING	MEAP MATH
Black, not of Hispanic Origin	63%	56%	43%
Economically Disadvantaged	64%	54%	39%
Special Education	60%	48%	55%



Grade 5 Percentage Achieving SATISFACTORY — (2012-13)			
SUB GROUP	MEAP READING	MEAP MATH	MEAP SCIENCE
Black, not of Hispanic Origin	74%	52%	13%
Economically Disadvantaged	66%	40%	9%
Special Education	67%	48%	21%

- 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
13-14	98.9	99.6	98.3	94.5	97.1	92.1	89.1	92.8	85.6	86.5	93.5	80.5	82.7	88.9	75.9
12-13	98.4	98.7	98.0	94.0	96.4	91.8	74.4	81.1	68.8	81.4	88.6	73.9	80.1	85.9	74.1
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

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	13-14	68	70	65	74	68	78
	12-13	61	65	58	69	65	72
	11-12	62	66	58	65	67	64
2	13-14	64	68	62	70	69	72
	12-13	66	70	61	73	72	74
	11-12	65	71	60	72	73	72
3	13-14	68	72	66	72	70	73
	12-13	69	74	66	74	74	74
	11-12	62	64	61	69	67	71
4	13-14	69	72	66	74	74	74
	12-13	66	68	65	71	68	74
	11-12	65	68	61	68	68	69
5	13-14	70	70	69	70	68	72
	12-13	71	74	67	72	71	72
	11-12	64	69	59	64	61	66

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

