



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

District 2015-16 Annual Report

Introduction

People often come up to me at community events and ask about my first year in office. I'll tell you unapologetically, the Grosse Pointe Public School System had a great year.

Working with the community we developed a Strategic Plan that guides our continuous efforts to improve,

We recognized more State level teachers of the year than I've ever seen in my career. These ranged from social studies to physical education to science, from elementary through high school. This is a talented staff dedicated to our students and community.



This is also a community that has demonstrated its commitment to our children. Did you realize our hold harmless and sinking fund millages passed with 70% of the vote? To be certain we listen to our community *proactively* we continue to survey, pull in focus groups, and hold Town Halls. Last spring we personally invited community members with diverse backgrounds to attend Town Halls at Defer Elementary, Brownell and Parcels Middle Schools, and both North and South High Schools. We sent invitations to ensure people came. And they did, and asked us to hold more that were open to all to participate fully. Watch for Town Halls this fall at the remaining middle and elementary schools.

And know that my door is always open. I continue to meet daily with people and groups to solve problems, gather insight from different perspectives, and share the wonderful things happening in our schools. The health of our public schools directly impacts every homeowner. Help us continue to improve and share what's right. Many examples are included in this newsletter and at the start of every board meeting.

- Dr. Gary C. Niehaus, Superintendent

Mission Statement

Promote Innovation →
Maximize Potential →
Embrace Community

Vision Statement

One GP — where everyone learns, every day

Dual Enrollment:

11th & 12th graders enrolled concurrently in H.S. & post-secondary classes (2015-16): 12

Completion/Graduation

Rate: High school students who graduate in 4 years Class of 2015 95.09%

Dropout Rate:

Percentage of students who do not complete GPPS H.S. program Class of 2015 (9 students) 1.23%

Retention Rate:

District average (100% of high school enrollment minus high school dropout rate) 98.77%

Earned Credit by Test-Out of a Course:

46 students

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.

Percentage of Parents Participating in Parent-Teacher Conferences:

2015-16
92% (7,269 Students)

2014-15
92% (7,723 Students)

Student Average Attendance: 96.3%

MDE Scorecard

The district received a Green designation on the 2015 MDE Scorecard (replacing AYP).

Promote Innovation ► Maximize Potential ► Embrace Community

Grosse Pointe Public School System

Strategic Plan

One GP — where everyone learns, every day



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 2014-15 school year, EPLC led the curriculum review for adolescent health, business, social studies and library/media. Teachers doing the review examined assessments, textbook usage, and alignment to Michigan Department of Education requirements. 6th thru 12th grade social studies and adolescent health curricula are still under development.

During the 2015-16 school year, the following curricular areas began the review process:

- K-12 Mathematics
- K-12 Science
- K-12 Art
- 6-12 Counseling
- K-12 Physical Education
- 6-12 Inter-Departmental Technology
- 6-12 TV Production



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.

MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

GPPSS Percentage of Grade 11 Students Achieving Satisfactory/Scholarship Levels-Levels 1 and 2

M-STEP MME SCIENCE			
Year	All	Female	Male
2015-16	49% (33%)	47%	51%
2014-15	46% (29%)	45%	47%



*State of Michigan M-STEP results have been shown here in parenthesis for comparison to school results.

M-STEP MME SOCIAL STUDIES			
Year	All	Female	Male
2015-16	66% (43%)	63%	69%
2014-15	66% (44%)	69%	63%

Spring 2016 M-STEP MME TEST Grade 11				
Test	Black, Not of Hispanic Origin	Economically Disadvantaged	Special Education	% Tested
Science	18%	15%	12%	97%
Social Studies	35%	26%	26%	96%

M-STEP / MME Data is not reported by other Racial/Ethnic minority groups because no other group is large enough to report M-STEP results without revealing the identity of individual students.



2016 Adequate Yearly Progress

- Brownell, Kerby, Maire, Mason, Poupard and Richard are Reward schools.
- For more information on the State's color coding system, please see www.mischooldata.org

Professional Qualifications of GPPSS Teachers 2015-16

- GPPSS Teaching Staff FTE for the 2015-16 school year Total: 537.3 FTE
- GPPSS Teaching Staff for the 2014-15 school year Total: 552
- Percentage of Teaching Staff with emergency or special credentials: 1 Teacher = 0.18%
- 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.

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://wdcrobcolp01.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.

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	
2015-16	2	0.3%	255	32.4%	379	51.6%	394	55.6%
2014-15	1	0.1%	215	28.4%	375	52.2%	360	50.0%
2013-14	1	0.1%	218	29.3%	365	48.7%	440	59.7%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *			
Year	# of Tests Taken	# of Tests Passed	Percentage of Tests Passed
2015-16	1,930	1,287	66.7%
2014-15	1,766	1,261	71.4%
2013-14	1,891	1,324	70.0%

* 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 2015-16.

2015-16 ACT RESULTS 12 th GRADE STUDENTS						
	# Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
GP District	711	24.3	23.0	24.3	23.7	24.0
Michigan	115,454	19.9	19.9	20.7	20.5	20.3
Nation	2,090,342	20.1	20.6	21.3	20.8	20.8

2014-15 SAT RESULTS 12 th GRADE STUDENTS				
	# Tested	Critical Reading Mean Score	Math Mean Score	Writing Mean Score
GP District	76	616.6	629.4	597.5
Michigan	3,765	594	609	585
Nation	1,698,521	495	511	484



STUDENT ACHIEVEMENT—Middle Schools

MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

M-STEP ENGLISH LANGUAGE ARTS 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
15-16	75% (45%)	79%	71%	15-16	75% (47%)	84%	65%	15-16	77% (49%)	82%	72%
14-15	67% (45%)	76%	57%	14-15	78% (49%)	88%	68%	14-15	70% (48%)	78%	64%

M-STEP 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
15-16	57% (33%)	56%	57%	15-16	59% (35%)	64%	54%	15-16	55% (33%)	55%	55%
14-15	57% (33%)	60%	54%	14-15	56% (33%)	58%	54%	14-15	44% (32%)	44%	44%

M-STEP SCIENCE – Grade 7 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
15-16	36% (24%)	34%	39%
14-15	32% (23%)	31%	33%

M-STEP SOCIAL STUDIES Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
15-16	56% (29%)	50%	62%
14-15	42% (30%)	38%	45%



*State of Michigan M-STEP results have been shown above in parenthesis for comparison to school results.

Photo Left: Every school participates in anti-bullying efforts to enhance the school community.
Photo Right: Disability Awareness Workshop



2015-16 M-STEP Percentage of Students Tested								
Grade	ENGLISH	MATH	SCIENCE	Social Studies	Total English with Other Tests	Total Math with Other Tests	Total Science with Other Tests	Total Social Studies with Other Tests
6	97%	96%	Not Tested	Not Tested	98%	98%	Not Tested	Not Tested
7	96%	95%	95%	Not Tested	98%	97%	98%	Not Tested
8	94%	94%	Not Tested	94%	96%	96%	Not Tested	95%

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

STUDENT ACHIEVEMENT—Middle Schools

MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

FERPA Notice

The Grosse Pointe Public School System may, upon request, release the following directory information: student name, grade level, graduation date, height and weight if an athlete, participation in school activities, honors and awards, photographs and videos of students in school activities, and student name, addresses and telephone numbers when requested by military recruiters.

GPPSS 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 click the FERPA directory information button during K-12 online registration. You can change your selection by logging back in to online registration through the website.



MI Green Schools

Every school within the Grosse Pointe Public School System has earned some level of Michigan Green School status—green, emerald, or evergreen. Each school submits an application to Wayne RESA annually demonstrating efforts in recycling, energy savings, and environmental protection. Staff and students learn together how to reduce their carbon footprint.



GRADE 6 Percentage Achieving SATISFACTORY — (2015-16)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	40%	20%
Economically Disadvantaged	41%	20%
Special Education	23%	11%

GRADE 7 Percentage Achieving SATISFACTORY — (2015-16)			
SUB GROUP	M-STEP ENGLISH	M-STEP MATH	M-STEP SCIENCE
Black, not of Hispanic Origin	51%	29%	12%
Economically Disadvantaged	37%	14%	9%
Special Education	29%	17%	17%

GRADE 8 Percentage Achieving SATISFACTORY — (2015-16)			
SUB GROUP	M-STEP ENGLISH	M-STEP MATH	M-STEP SOCIAL STUDIES
Black, not of Hispanic Origin	45%	9%	19%
Economically Disadvantaged	52%	22%	21%
Special Education	27%	9%	18%

- M-STEP 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
15-16	77%	85%	71%	80%	88%	70%	87%	94%	80%
14-15	75%	85%	64%	74%	83%	64%	83%	92%	75%
13-14	77%	86%	67%	70%	77%	62%	85%	91%	79%

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	15-16	69	73	65	65	65	65
	14-15	63	66	59	58	59	57
	13-14	N/A	N/A	N/A	N/A	N/A	N/A
7	15-16	67	71	63	69	70	68
	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
8	15-16	68	73	64	65	66	64
	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

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 STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

M-STEP ENGLISH 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
15-16	81% (46%)	84%	79%	15-16	81% (46%)	83%	78%	15-16	83% (51%)	90%	77%
14-15	84% (50%)	86%	82%	14-15	75% (47%)	79%	70%	14-15	82% (49%)	88%	77%

M-STEP 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
15-16	71% (45%)	66%	76%	15-16	71% (44%)	69%	73%	15-16	54% (34%)	56%	52%
14-15	71% (49%)	69%	72%	14-15	68% (41%)	70%	66%	14-15	61% (33%)	58%	63%

M-STEP SCIENCE – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
15-16	23% (15%)	20%	25%
14-15	15% (12%)	15%	15%



M-STEP SOCIAL STUDIES – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
15-16	37% (19%)	36%	38%
14-15	53% (22%)	50%	55%

*State of Michigan M-STEP results have been shown above in parenthesis for comparison to school results.

2015-16 M-STEP Percentage of Students Tested							
Grade	English	Math	Science	Social Studies	Total English with Other Tests	Total Math with Other Tests	Total Science with Other Tests
3	96%	96%	Not Tested	Not Tested	99%	99%	Not Tested
4	96%	96%	96%	Not Tested	99%	98%	99%
5	97%	97%	Not Tested	97%	98%	98%	Not Tested

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

STUDENT ACHIEVEMENT—Elementary Schools MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

Grade 3 Percentage Achieving SATISFACTORY — (2015-16)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	64%	49%
Economically Disadvantaged	62%	46%
Special Education	53%	46%

Grade 4 Percentage Achieving SATISFACTORY — (2015-16)			
SUB GROUP	M-STEP ENGLISH	M-STEP MATH	M-STEP SCIENCE
Black, not of Hispanic Origin	50%	39%	6%
Economically Disadvantaged	53%	42%	11%
Special Education	61%	51%	10%

Grade 5 Percentage Achieving SATISFACTORY — (2015-16)			
SUB GROUP	M-STEP ENGLISH	M-STEP MATH	M-STEP SOCIAL STUDIES
Black, not of Hispanic Origin	66%	19%	12%
Economically Disadvantaged	64%	24%	11%
Special Education	43%	22%	19%



- M-STEP Data not reported by other Racial/Ethnic minority groups because no groups are significantly large enough to report M-STEP 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
15-16	90	95	86	96	98	93	85	91	79	64	74	54	79	88	71
14-15	90	93	88	97	98	96	92	94	91	71	82	60	74	83	65
13-14	99	100	98	95	97	92	90	93	86	87	94	81	83	89	76

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	15-16	65	68	61	73	72	74
	14-15	65	69	60	77	74	80
	13-14	68	70	65	74	68	78
2	15-16	67	68	65	68	66	70
	14-15	67	67	66	75	70	79
	13-14	64	68	62	70	69	72
3	15-16	66	68	65	67	61	72
	14-15	64	66	61	70	67	73
	13-14	68	72	66	72	70	73
4	15-16	67	68	65	64	60	68
	14-15	65	69	61	74	75	74
	13-14	69	72	66	74	74	74
5	15-16	70	73	66	65	65	65
	14-15	70	73	67	75	74	76
	13-14	70	70	69	70	68	72

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

