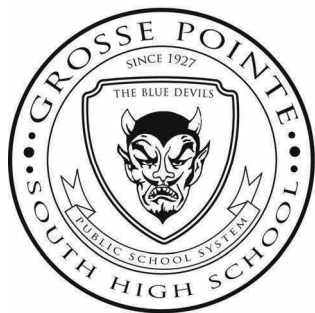




GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

South 2016-17 Annual Report

Introduction

For nearly nine decades, South High School has been a fixture in the Grosse Pointe Community. South's wonderful combination of amazing educators and exceptional stakeholder support has resulted in great accomplishments over the years. South is consistently ranked as one of the top high schools in the state and nation by U.S. World News, The Washington Post, Niche and Newsweek. In 2015, South was recognized by the Daily Beast as the #2 traditional high school in Michigan, #4 in the state by Newsweek for 2016 and our teaching staff is consistently recognized as one of the top staffs in the State!



Our building has steadily improved in all standardized testing areas on the SAT exam each of the last three years. We continue to close the racial and socio-economic achievement gaps in reading, writing, science and social studies. South has one of the most robust Advanced Placement programs in the state, providing students exposure to college level rigor and an opportunity to earn college credit. Each year, approximately 98% of South students continue to institutions of higher learning with many attending some of the highest-ranking universities across the nation.

While we are proud of our academic achievements and scores on standardized tests, what makes South truly special is the diversity of our accomplishments in areas that cannot be quantified by test scores. The school has a rich athletic tradition boasting scores of state championships and the participation of more than 60% of our student body in athletics annually. Last year, South was recognized as the #2 athletic program in the State of Michigan and #16 in the country. Our girl's athletic program was also recognized as the top program in the state by *USA Today* in 2014. We currently have over 40 former South athletes competing in NCAA Division I schools.

The fine and performing arts programs excel as well, modeling excellence in art, band, orchestra and one of the best choir programs in the nation. We have over 60 clubs and extra-curricular activities to meet the diverse needs of our student population. South has a nationally recognized student publications program, *The Tower*, that produces a newspaper each week. We also have the State's only high school solar car team and a robust robotics team that provide real life, hands-on STEM experiences. Through these and other opportunities, the school is fully committed to providing a comprehensive high school experience.

As we embark on another school year, we will continue to build on our past successes while looking for opportunities for growth. Collaboration, communication, creativity and problem solving are 21st century career skills that we continue to foster in our classrooms. Additionally, we must help students recognize that it is not sufficient for them to aspire to be the best *IN* the world. Rather, we need them to aspire to be the best *FOR* the world. Together we will help ensure that every student learns to think with reflection, act with compassion, and perform with honor in high school and beyond. We look forward to another great year!

Mission Statement

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 provides the foundation for student success and excellence in all their endeavors.

Student Average Attendance Rate: 96%

Parent-Teacher Conference Participation:

2016-17

97% (1,606 students)

2015-16

98% (1,591 students)

Dual Enrollment: (2015-16)

11th & 12th graders enrolled concurrently in H.S. & post-secondary classes: 3 students

Completion/Graduation

Rate: High school students who graduate in 4 years
Class of 2016 95.71%

Dropout Rate: Percentage of students who do not complete GPPS H.S. program
Class of 2016 (8 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:

15 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.

Nondiscrimination Statement

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
389 St. Clair
Grosse Pointe, MI 48230
(313) 432-3851
Stefanie.Hayes@gpschools.org

For further information on notice of 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.

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 2016-17 school year, EPLC led the curriculum review for English Language Arts, Math, Science, Lifeskills, Drama, Multi-Tiered System of Support, Art, Counseling 6-12, Physical Education/Health, Inter-Departmental Technology, and TV Production. Teachers doing the review examined assessments, textbook usage, and alignment to Michigan Department of Education requirements.

During the 2017-18 school year, the following curricular areas will be in the review process:

- K-12 English Language Arts (Phase 2-construction of goals and objectives)
- K-12 Mathematics (2)
- K-12 Science (2)
- K-12 Art (2)
- Drama (2)
- Lifeskills (2)
- Multi-Tiered System of Support (2)
- PE/Health (2)
- TV Production (2)
- K-12 Performing Arts (Phase 1-study)
- K-12 World Languages (1)

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.



School Improvement Plan

Per the state of Michigan, our data from last spring's M-STEP exam does not produce viable results for action steps to be taken (baseline data; proficiency levels, etc.). Furthermore, the state transition from ACT to SAT, allows us an opportunity to realign our curriculum and establish new baseline data and target goals.

Core departments have created SMART Goals that are focused on supporting the transition to the SAT with a focus on literacy across all content areas. Professional Learning Communities (PLCs) have developed goals that outline systemic targeted instruction, coupled with formative assessments to progressively monitor student achievement. PLC's will continually reflect on data from our locally developed formative assessments and adjust instruction and planning as needed.



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	
2016-17	1	0.2%	207	52.0%	254	63.7%	280	66.4%
2015-16	2	0.5%	169	40.7%	241	57.0%	208	56.5%
2014-15	1	0.2%	140	32.6%	208	55.6%	197	46.7%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *			
Year	Number of Tests Taken	Number of Tests Passed	Percentage of Tests Passed
2016-17	1,100	775	70.45%
2015-16	1,167	810	69.4%
2014-15	1,045	773	74.0%

- Passing an Advanced Placement Test means becoming eligible for early college credit before high school graduation.
- There were 25 AP courses offered at Grosse Pointe South High School in 2014-15.

2016-17 ACT RESULTS 12 th GRADE STUDENTS						
	Number Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
South	334	26.3	25.6	26.3	25.6	26.1
GP District	539	25.7	25.0	25.6	25.0	25.5
Michigan	29,944	24.1	23.7	24.5	23.8	24.1
Nation	2,030,038	20.3	20.7	21.4	21.0	21.0

2016-17 SAT RESULTS 12 TH GRADE COHORT STUDENTS			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
South	414	585	573
GP District	720	573	557
Michigan	106,496	507	493
Nation	1,834,515	538	533



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. 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 click the FERPA directory information button during K-12 online registration.

STUDENT ACHIEVEMENT (cont.)

2016-17 SAT MME RESULTS 11 TH GRADE STUDENTS			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
South	386	598	581
GP District	731	572	557
Michigan	106,498	509	497

M-STEP MME SCIENCE			
Year	All	Female	Male
2016-17	60% (34%)	60%	60%
2015-16	56% (33%)	57%	56%

M-STEP MME SOCIAL STUDIES			
Year	All	Female	Male
2016-17	80% (46%)	77%	84%
2015-16	69% (43%)	69%	70%

Spring 2017 M-STEP MME TEST Grade 11	
Test	% Tested
Science	93%
Social Studies	93%

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

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

