



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

South 2019-20 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. We are proud to have been recognized as having the best high school teaching staff in the state of Michigan!

Our building has steadily improved in all standardized testing areas on the SAT exam each of the last three years. We continue to make progress in closing 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, but 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. In the last three years, South won 6 state championships and was recognized as the #2 athletic program in the State of Michigan and #6 public school program in the country. 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 50 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 club 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 Daily Attendance Rate: 96%

Parent-Teacher Conference Participation:

2019-20

98% (1,479 students)

2018-19

98% (1,509 students)

Dual Enrollment: (2019-20) 11th & 12th graders enrolled concurrently in H.S. & post-secondary classes: 47 students

Completion/

Graduation Rate: High school students who graduate in 4 years
Class of 2020 - 95%

Dropout Rate: Percentage of students who do not complete GPPS H.S. program
Class of 2020 - 3%

Retention Rate: District average (100% of high school enrollment minus high school dropout rate)
97%

Earned Credit by Test-Out of a Course: (2019-20) 37 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 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

The District shall not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category in its programs and activities, including employment opportunities.

The Superintendent shall designate not less than 2 compliance officers who are responsible for coordinating District compliance with applicable federal and state laws and regulations, and for investigating reports of discrimination. The Superintendent shall ensure all required notices under the civil rights or other laws are provided to staff members. The Superintendent shall develop and implement administrative guidelines to enforce this policy.

For further information on nondiscrimination, visit: www.gpschools.org under School Board - Policy or <http://wdcrobo.colp01.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

To meet our community's expectation for educational excellence, GPPSS engages in a system of continuous improvement that focuses on collaboration and continuity across the district. Thoughtful and carefully aligned district practices ensure that the district's curriculum, instructional approaches and system of assessments are designed to maximize student learning. An innovative, evolving and articulated curriculum that is responsive to the rapidly changing world; broad-based to meet the needs of students at all levels; and designed to challenge every student to realize their true potential, is essential. Differentiated instructional approaches based on established best practices and research; high expectations for student and staff performance; and flexibility, innovation and individual teaching styles are the basis for quality learning experiences in every class, every day. Modifications to the curriculum and/or instructional approaches are driven by data obtained from a system of assessments implemented by the district.



The GPPSS 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.

Based on our district curriculum studies timeline, curriculum reviews occur in the following phases:

- Phase I: Curriculum Review
- Phase II: Construction and/or Pilot (World Languages, Performing Arts, K-5 and 9-12 ELA, HS Science)
- Phase III: EPLC/BOE approval and/or Implementation (6-12 math, 6-8 English, Drama, Family Consumer Science, PE/Health, Inter-Departmental/Technology Education)
- Phase IV: Maintenance (Adolescent Health, Art, Business, Counseling, Library Media, K-5 Math, Social Studies, 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.



School Improvement Plan

Core departments have created SMART Goals that are focused on supporting the continued 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	
2019-20	0	0%	183	51.0%	250	65.8%	254	65.0%
2018-19	2	0.6%	202	53.2%	301	76.8%	242	63.5%
2017-18	1	0.3%	197	48.2%	243	62.3%	257	65.2%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *Number of tests impacted by COVID			
Year	Number of Tests Taken	Number of Tests Passed	Percentage of Tests Passed
2019-20	1,036	701	68%
2018-19	1,227	895	73%
2017-18	1,187	811	68%

- 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 South High School in 2017-18.

2017-18 ACT RESULTS 12 th GRADE STUDENTS (2018-19 are yet to be released)						
	Number Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
South	271	25.8	25.2	26.2	25.3	25.8
GP District	440	25.5	24.6	25.4	24.7	25.2
Michigan	22,738	24.5	23.9	24.7	23.9	24.4
Nation	1,914,817	20.2	20.5	21.3	20.7	20.8

2018-19 SAT RESULTS 12 th GRADE COHORT STUDENTS			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
South	377 (386)	583 (588)	582 (581)
GP District	698 (728)	568 (572)	557 (559)
Michigan	113,724 (115,281)	507 (511)	496 (499)
Nation	2,136,539	531 (536)	528 (531)



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 FERPA directory information button during K-12 online registration.

Key Calendar Dates

- 9/17 South Back to School Night
- 10/28 & 29 High School Conferences
- 11/3 Election Day- Full Day of PD—no school for students
- 11/6 End of First Quarter
- 11/17 Report Cards online
- 11/25-29 Thanksgiving Break
- 12/2 Half day for high school (professional development for staff)
- 12/23-1/3 Winter break. Classes resume 1/4
- 9th grade Info Night, 1/14, 6:30 p.m.
- 1/18—No School MLK
- Midterms, 1/19-1/22
- Midwinter Break 2/15-19
- HS Conferences 3/4
- South Art Show, TBD
- Spring Break 3/29-4/2
- 5/31 - No School, Memorial Day
- 6/1-4 Senior Exams
- South Graduation 6/9
- Final Exams (9th-11th) 6/15-18
- Last Day of School 6/18/21

STUDENT LIFE



STUDENT ACHIEVEMENT (cont.)

2018-19 SAT MME RESULTS 11 TH GRADE STUDENTS (2017-18 for comparison)			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
South	386 (370)	578 (581)	592 (581)
GP District	711 (680)	558 (566)	559 (554)
Michigan	103,289 (101,560)	495 (507)	489 (496)

M-STEP MME SOCIAL STUDIES			
Year	All	Female	Male
2018-19	81% (47%)	77%	85%
2017-18	81% (49%)	80%	82%

Spring 2019 M-STEP MME TEST Grade 11	
Test	% Tested
Social Studies	98%

Due to COVID-19, M-STEP tests were not administered in the spring of 2020, so to meet Public Act 25 requirements previous years' data is shared here. 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. 2017-18 was the first year GPPS took the M-STEP online; our district experienced a similar drop in scores seen in other districts when they moved from paper and pencil testing. M-STEP Science was a pilot test in spring 2019 and is not reported.

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