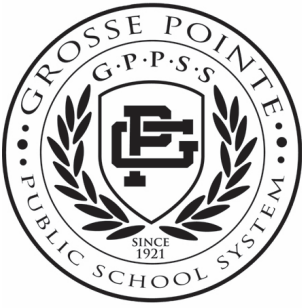




GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

District 2019-20 Annual Report

Introduction

The Grosse Pointe Public School System is a premier public school district on the verge of celebrating 100 years of educational excellence. Working with the community we again advanced initiatives in each quadrant of our Strategic Plan.

That plan guides our continuous efforts to improve in: 1) Curriculum, Instruction & Assessment, 2) Embedded Professional Development, 3) Community Connections, and 4) Infrastructure and Technology.

Relative to quadrants 1 and 2, GPPSS

received state and national awards for the quality of education we provide our students. This is a talented staff dedicated to our students and community. Did you know GPPSS was again ranked #1 by Niche.com for the best teachers in Michigan and received an A+ grade?



This is also a community that has demonstrated its commitment to our children. The \$111 million bond for the critical facility needs was approved by voters and last summer intensive work began in the first five buildings—Defer, Ferry, and Monteith elementary schools, Parcels Middle School, and South High School. Each building will be impacted by the bond, with summer 2021 projects continuing the work at South, and adding North High School, Brownell Middle School, and Maire and Richard Elementary schools. On top of that the community again passed our hold harmless and sinking funds last fall. Parents also continue to demonstrate involvement through participation in parent teacher conferences, school events and Town Halls even as those moved to online platforms due to COVID.

I want to thank our community for focusing on relationships as together we have weathered the challenges of a global pandemic. Our teachers—the top teachers in the State—have dedicated countless hours to learning how to practice their craft in an online environment while maintaining connections with students and families. Everyone agrees face to face instruction is best, but our students and staff have been resilient throughout this challenge. We will need to continue to work together to provide a safe learning environment where students continue to learn and thrive.

If you have any questions, call me. Know that my door is always open. I continue to meet virtually 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 annual report, on our website www.gpschools.org, and at the start of every board meeting televised on local cable channel 20 and available on demand through our Livestream account.

- Dr. Gary C. Niehaus, Superintendent

389 St.Clair · Grosse Pointe, MI 48230 · Phone: 313-432-3003 · NiehausG@gpschools.org

Vision Statement

One GP — where everyone learns, every day

Dual Enrollment:

11th & 12th graders enrolled concurrently in H.S. & post-secondary classes (2019-20): 60 (2018-19—38 students)

Completion/

Graduation Rate: High school students who graduate in 4 years
Class of 2019: 94.9% (same as 2018)

Dropout Rate:

Percentage of students who do not complete GPPS H.S. program
Class of 2019 (15) 2%
Class of 2018 (15) 2%

Retention Rate: District average (100% of high school enrollment minus high school dropout rate) 98% (same as 2018)

Earned Credit by Test-Out of a Course:

2019-20—60 students
2018-19—59 students

Percentage of Parents Participating in Parent-Teacher Conferences:

2019-20
93% (7,360 Students)
2018-19
92% (6,948 Students)

Student Average

Attendance: 96%

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.

Key Calendar Dates

- 11/3 Election Day- no school for students
- 11/25-29 Thanksgiving
- 12/23-1/3 Winter break. Classes resume 1/4
- 1/7 Young 5s/K Info Night, 6:30 p.m.
- 1/12 Middle School Info Night, 6:30 p.m.
- 1/14 9th Grade Info Night, 6:30 p.m.
- 1/18—No School MLK
- Midterms, 1/19-1/22
- Midwinter Break 2/15-19
- HS Conferences 3/4
- Spring Break 3/29-4/2
- North Art Show, TBD
- 5/31 - No School, Memorial Day
- 6/1-4 Senior Exams
- North Graduation 6/10
- Final Exams (9th-11th) 6/15-18
- Last Day of School 6/18/21

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.

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	2	0.3%	266	40.1%	399	59.5%	446	60.5%
2018-19	2	0.3%	274	40.3%	494	66.8%	444	61.7%
2017-18	1	0.1%	277	36.0%	451	62.5%	462	62.0%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *			
Year	# of Tests Taken	# of Tests Passed	Percentage of Tests Passed
2019-20	1,717	1,146	67%
2018-19	1,982	1,380	70%
2017-18	1,942	1,264	65%

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

- There were 24 AP courses offered within the Grosse Pointe Public School System in 2019-20. COVID impacted testing.

2018-19 ACT RESULTS 12 TH GRADE COHORT STUDENTS (2017-18 in parenthesis)						
	Number Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
GP District	439 (61%) [440-59% tested]	25.8 (25.5)	24.6 (24.6)	25.3 (25.4)	24.8 (24.7)	25.2 (25.2)
Michigan	19,727 (17%) [22,738 - 20%]	24.5 (24.5)	24.0 (23.9)	24.8 (24.7)	24.0 (23.9)	24.4 (24.4)
Nation	1,782,820 (56%) [1,914,817 - 60%]	20.1 (20.2)	20.4 (20.5)	21.2 (21.3)	20.6 (20.7)	20.7 (20.8)

2018-19 SAT RESULTS 12 TH GRADE COHORT STUDENTS (2017-18 for comparison)			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
GP District	698 (97% tested) (728 or 98%)	568 (572)	557 (559)
Michigan	113,724 (91%) (115,281 or 92%)	507 (511)	496 (499)
Nation	2,220,087 (58%) (2,136,539 or 56%)	531 (536)	528 (531)



South High School



North High School

Nondiscrimination Statement

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 the District's compliance with applicable federal and state laws and regulations, and for investigating reports of discrimination. The Superintendent shall ensure that 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://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.

MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

M-STEP MME SOCIAL STUDIES			
Year	All	Female	Male
2018-19	70% (47%)	66%	75%
2017-18	73% (49%)	73%	73%

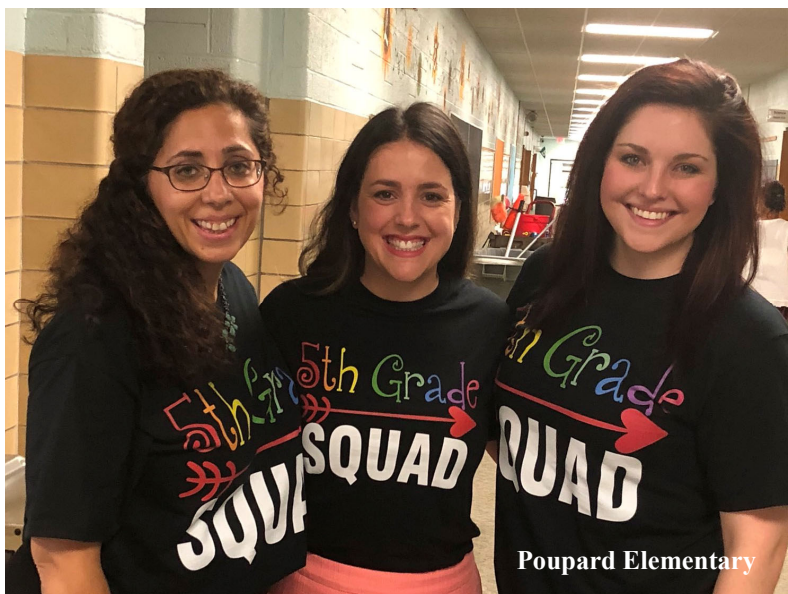
**State of Michigan M-STEP results have been shown above in parenthesis for comparison.

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. 2017-18 was the first year GPPSS 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 again a pilot test in spring 2019 and is not reported.

Spring 2019 M-STEP MME TEST Grade 11				
Test	Black, Not of Hispanic Origin	Economically Disadvantaged	Special Education	% Tested
Social Studies	37%	46%	40%	94%

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.

2018-19 SAT MME RESULTS 11 TH GRADE STUDENTS			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
GP District	711	558	559
Michigan	103,289	495	489



With the end of the 2019-20 school year, both Poupard and Trombly elementary schools closed. COVID disrupted final celebrations that had been planned, but activities throughout the spring, summer and fall welcomed those students, families and staff members into their new buildings. GPPSS is grateful for the work of the PTOs to merge bylaws, welcome new members, and plan activities to build community.

Professional Qualifications of GPPSS Teachers 2019-20

- GPPSS Teaching Staff FTE for the 2019-20 school year Total: 511.84 FTE
- GPPSS Teaching Staff for the 2019-20 school year Total: 530
- Percentage of Teaching Staff with emergency or special credentials: 3 Teachers = 0.0057%
- 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—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
18-19	53% (42%)	53%	52%	18-19	54% (43%)	60%	48%	18-19*	NA	NA	NA
17-18	60% (41%)	65%	54%	17-18	65% (43%)	73%	59%	17-18	64% (43%)	72%	56%

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
18-19	46% (35%)	38%	53%	18-19	48% (36%)	46%	49%	18-19*	NA	NA	NA
17-18	48% (35%)	46%	50%	17-18	50% (36%)	48%	52%	17-18	54% (33%)	56%	51%



PSAT Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
18-19* English	82% (62%)	87%	78%
18-19* Math	63% (41%)	64%	62%

M-STEP SOCIAL STUDIES Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
18-19	43% (28%)	43%	44%
17-18	50% (29%)	44%	56%

Even before COVID all GPPSS employees contribute to a healthy learning environment.



NOTE: M-STEP Data is not reported by Racial/Ethnic minority group, Special Education, or Economically Disadvantaged because no group is significantly large enough to report M-STEP results without revealing the identity of individual students. Spring 2019 Science M-STEP tests remained pilot assessments, therefore no results are being shared. 2017-18 was the first year GPPSS took the M-STEP online; our district experienced a similar drop in scores seen in peer districts when they moved from paper and pencil testing.

State of Michigan M-STEP results have been shown above in parenthesis for comparison to school results. * In 2018-19 the M-STEP Math and English tests for 8th grade changed to PSAT which are shown above for comparison.

2018-19 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	96%	96%	Not Tested	Not Tested	99%	99%	Not Tested	Not Tested
7	95%	95%	Not Tested	Not Tested	97%	97%	Not Tested	Not Tested
8	Not Tested	Not Tested	N/A	96%	Not Tested	Not Tested	N/A	97%

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

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.



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.

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

GRADE 6 Percentage Achieving SATISFACTORY (2018-19)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	22%	12%
Economically Disadvantaged	28%	20%
Special Education	24%	21%



Community Campus

GRADE 7 Percentage Achieving SATISFACTORY (2018-19)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	25%	16%
Economically Disadvantaged	32%	23%
Special Education	16%	10%



Full Circle Garden

GRADE 8 Percentage Achieving SATISFACTORY — (2018-19)			
SUB GROUP	PSAT ENGLISH	PSAT MATH	M-STEP SOCIAL STUDIES
Black, not of Hispanic Origin	51%	24%	13%
Economically Disadvantaged	62%	31%	15%
Special Education	44%	23%	8%

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.



Defer Elementary

The Grosse Pointe Foundation for Public Education (GPFPE) is an independent, non-profit organization which brings our community together to fund extraordinary educational opportunities for our children, including The Leader in Me character education in all GPPSS elementary schools.

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
18-19	76%	82%	69%	81%	89%	73%	86%	93%	81%
17-18	80%	88%	74%	85%	93%	78%	86%	93%	79%
16-17	83%	89%	77%	80%	88%	73%	84%	90%	77%

Due to COVID-19, Grosse Pointe Writing tests were not administered in the spring of 2020, so to meet Public Act 25 requirements previous years' data is shared here. 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	19-20	65	70	59	56	55	56
	18-19	64	64	64	57	52	63
	17-18	61	66	58	55	53	57
7	19-20	68	69	67	61	56	67
	18-19	65	67	63	61	59	63
	17-18	66	73	61	64	65	63
8	19-20	66	69	62	66	64	69
	18-19	66	73	58	65	66	64
	17-18	67	73	62	68	68	68

NOTE: A percentile is the percentage of students in a national norms group who scored at or below a particular score. Due to COVID, 2019-20 scores are from the fall test.



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
18-19	61% (45%)	65%	58%	18-19	57% (46%)	63%	51%	18-19	64% (46%)	71%	56%
17-18	56% (44%)	59%	53%	17-18	60% (45%)	64%	56%	17-18	67% (47%)	69%	66%

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
18-19	64% (47%)	62%	66%	18-19	60% (42%)	58%	62%	18-19	55% (35%)	54%	55%
17-18	65% (46%)	62%	67%	17-18	59% (42%)	60%	59%	17-18	55% (34%)	47%	62%



M-STEP SOCIAL STUDIES – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
18-19	29% (17%)	27%	30%
17-18	33% (18%)	28%	37%

Roy Bishop of Mason Elementary is one of three GPPSS principals who earned their doctorate during 2019-20. Here he is shown participating in their 2019-20 Walk-a-Thon. Watch for virtual events this year to support our schools and PTOs while maintaining social distancing.

2018-19 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%	97%	Not Tested	Not Tested	99%	99%	Not Tested
5	98%	97%	N/A	97%	99%	99%	N/A

NOTE: 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. 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 — (2018-19)		
SUB GROUP	M-STEP ENG-LISH	M-STEP MATH
Black, not of Hispanic Origin	30%	31%
Economically Disadvantaged	43%	37%
Special Education	49%	56%

Grade 4 Percentage Achieving SATISFACTORY — (2018-19)		
SUB GROUP	M-STEP ENG-LISH	M-STEP MATH
Black, not of Hispanic Origin	34%	34%
Economically Disadvantaged	38%	36%
Special Education	16%	24%

Grade 5 Percentage Achieving SATISFACTORY — (2018-19)			
SUB GROUP	M-STEP ENGLISH	M-STEP MATH	M-STEP SOCIAL STUDIES
Black, not of Hispanic Origin	34%	21%	8%
Economically Disadvantaged	42%	29%	16%
Special Education	31%	23%	10%



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 Data not reported by other Racial/Ethnic minority groups because no groups are significantly large enough to report 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
18-19	79	85	74	92	93	91	85	89	82	65	80	53	73	86	60
17-18	67	72	63	95	98	93	75	85	66	58	71	45	74	82	68
16-17	95	95	95	99	100	98	71	78	64	55	63	48	79	87	72

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by District Students (on National Norms)

Percentile READING Spring (winter 2019)					Percentile MATH Spring (winter 2019)		
Grade	Year	All	Female	Male	All	Female	Male
0	19-20	60	58	63	63	59	67
	18-19	65	68	63	67	66	68
	17-18	69	72	67	72	69	74
1	19-20	67	70	64	65	63	66
	18-19	71	74	66	71	70	72
	17-18	70	71	69	72	69	74
2	19-20	68	71	65	71	70	71
	18-19	69	72	67	74	72	76
	17-18	72	73	70	77	74	78
3	19-20	65	68	61	63	59	66
	18-19	66	68	65	64	59	68
	17-18	63	68	60	63	64	62
4	19-20	64	65	64	66	62	70
	18-19	62	67	58	61	61	62
	17-18	65	70	61	64	62	66
5	19-20	62	66	59	59	60	58
	18-19	65	69	60	60	60	60
	17-18	65	65	64	62	56	67

NOTE: A percentile is the percentage of students in a national norms group who scored at or below a particular score. Due to COVID, the Kindergarten-5th grade scores for 2019-20 are from winter testing.

