GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

South 2021-22 Annual Report

Introduction

For 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 earned steady and high scores in all standardized testing areas on the SAT exam, with a participation rate well above state and national averages. 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, 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 four years, South won nine 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 45 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 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: 94%

Parent-Teacher Conference Participation:
2021-22
97% (1,269 students)

2020-21
98% (1,377 students)

Dual Enrollment: (2021-22) Students enrolled concurrently in H.S. & post-secondary classes: 44 students, 68 classes

Completion/ Graduation Rate: High school students who graduate in 4 years
Class of 2021 - 95%

Dropout Rate: Percentage of students who do not complete GPPS H.S. program Class of 2021 - 2%

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

Earned Credit by Test-Out of a Course: 18 students (2020-21-13 students; 2019-20 - 37 students)

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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

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 two 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 more information, 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.

Core Curriculum

Grosse Pointe Public School System (GPPSS) engages in a system of continuous improvement through collaboration and continuity while focusing on our Vision: *One Inclusive Community Learning Together*, and our Mission: *Cultivate Educational Excellence By: Empowering Students, Valuing Diversity, Inspiring Curiosity, and Pushing Possibilities.* GPPSS builds a robust and equitable educational comm-unity where all learners are empowered to reach their unique potential. We strive to provide students opportunities to acquire the attitudes, values, knowledge and skills that prepare them to be contributing members of society.

Thoughtful, carefully aligned practices ensure the district's curriculum, instructional approaches and system of assessments are designed to maximize student learning and provide all students a rigorous and relevant curriculum aligned from preschool through graduation. An innovative, evolving and articulated curriculum that is responsive to the rapidly changing world, broad-based to meet the needs of all students at all levels, and designed to challenge every student to realize their true potential, is essential. Differentiated and culturally responsive instructional approaches based on 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 or instructional approaches are driven by data obtained from assessments implemented by the district.

The GPPSS core curriculum is developed under the guidance 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 are submitted first to the EPLC, then the Board of Education, and include recommendations regarding assessment, professional development, integration of technology, and differentiated and culturally responsive instruction to cultivate academic diversity within curriculum development. The district also offers a wide array of advanced placement and challenging enrichment courses and a comprehensive special education program.

The curriculum review process uses the District's Strategic Plan as a lens to review, construct, and implement curriculum and instructional practices. Based on our district curriculum studies timeline (5 -7 years), curriculum reviews occur in the following phases:

- Phase 1 - curriculum review/study (entering this phase are Social Studies, Counseling, Library/ Media, and TV Production)
- Phase 2 - construction of goals/objectives and programs
- Phase 3 - implementation
- Phase 4 - maintenance

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.

If you would like additional information about our School Improvement Plan, please call 313-432-3503 to schedule an appointment.

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	
2021-22	1	0.3%	154	50%	215	65%	209	60%
2020-21	2	0.6%	177	52%	252	72%	246	67%
2019-20	0	0%	183	51%	250	66%	254	65%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS			
Year	Number of Tests Taken	Number of Tests Passed	Percentage of Tests Passed
2021-22	1,009	619	61%
2020-21	1,152	632	55%
2019-20	1,036	701	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 2020-21.

2020-21 ACT RESULTS 12th GRADE COHORT STUDENTS (2019-20 shown for comparison)						
	Number Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
South	157 (45%) 265 (68%)	25.5 (26.4)	25.0 (26.4)	25.6 (26.6)	24.4 (25.8)	25.3 (26.4)
GP District	212 or 33% (393 or 53%)	25.4 (25.8)	25.1 (25.6)	25.5 (26.1)	24.6 (25.3)	25.3 (25.8)
Michigan	9,337 or 8% (16,757 or 13%)	25.1 (24.6)	24.5 (24.1)	25.7 (25.0)	24.6 (24.1)	25.1 (24.6)
Nation	1,295,349 or 34% (1,670,497 or 44%)	19.6 (19.9)	19.9 (20.2)	20.9 (21.2)	20.4 (20.6)	20.3 (20.6)

2020-21 SAT RESULTS 12TH GRADE COHORT STUDENTS (2019-20 shown for comparison)			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
South	301 (392)	575 (581)	568 (590)
GP District	512 (723)	562 (561)	550 (559)
Michigan	71,935 (106,863)	523 (503)	508 (495)
Nation	1,509,133 (2,198,460)	533 (528)	528 (523)

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

- **September 6** Tuesday First Full Day of School
- **September 15** Back to School Night for North and South
- **September 26** School Board Mtg, 7 p.m.
- **September 28** Listening Session Pierce 3:45 p.m.
- **October 4** Listening Session at Brownell, 8:15 a.m.
- **October 5** Count Day
- **October 7** Homecoming parade and game
- **October 8** HOCO Dance
- **October 12** PSAT 9-11
- **October 21** North South football at North, Tailgate
- **October 26-27** Evening Conferences
- **November 4** Middle/ High School end quarter
- **November 6** GPPSS Open House
- **November 8** - Vote, Full Day of PD—no school for students
- **November 23-27** Thanksgiving Break
- **December 26-January 3** Winter break. Classes resume Wednesday 1/4
- **January 11** Rising Freshman Parent Info Night North & South

STUDENT LIFE

STUDENT ACHIEVEMENT (cont.)

2020-21 SAT MME RESULTS 11TH GRADE STUDENTS (2018-19 for comparison)			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
South	318 (308)	561 (581)	555 (573)
GP District	571 (548)	548 (568)	530 (551)
Michigan	95,523 (80,954)	490 (503)	470 (493)

M-STEP MME SCIENCE			
Year	All	Female	Male
2021-22	67% (38%)	71%	64%
2020-21	35% (16%)	35%	35%

M-STEP MME SOCIAL STUDIES			
Year	All	Female	Male
2021-22	59% (36%)	59%	59%
2020-21	79% (44%)	82%	76%

M-STEP/MME Data is not reported by other Racial/Ethnic minority groups because no other group is large enough to report results without revealing the identity of individual students. Michigan M-STEP results have been shown in parenthesis when available for comparison to school results.