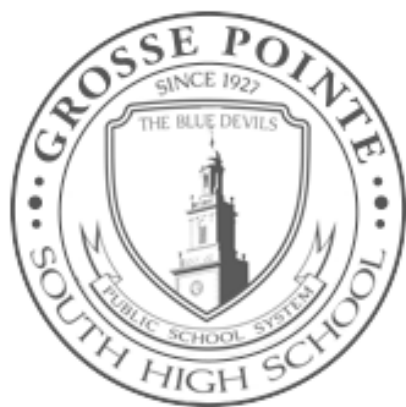




GROSSE POINTE SOUTH HIGH SCHOOL ANNUAL REPORT 2025-26

**LATEST SCORES AND UPDATES
ABOUT OUR SOUTH BLUE DEVILS**

THE SOUTH MISSION:

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.





FROM THE PRINCIPAL

At Grosse Pointe South, there is so much to be proud of. Of course, we celebrate what our students accomplish, but what makes South truly special is the way our students and staff show up every day. There is a sense of pride, commitment, and community here that is hard to put into words, but easy to feel when you walk through our doors.

The Class of 2026 continued South's long tradition of excellence, with a graduation rate above 98%. Our students continue to meet, and in many cases exceed, state benchmarks, while our AP and honors programs remain strong. These accomplishments are worth celebrating, and they reflect the hard work and commitment of our students, along with the high expectations and support provided by our staff.

Still, the South experience has always been about more than numbers. Our students bring this school to life. On any given day, you will find them performing on our stages, competing on our fields and courts, creating incredible work in our classrooms and art spaces, leading clubs and organizations, and finding meaningful ways to serve others. What stands out most is their willingness to get involved and be part of something bigger than themselves. They understand that being a student at South means more than simply attending classes. It means being part of a community, supporting one another, and contributing to something that matters.

Our arts programs continue to showcase the creativity and talent of our students, while our athletic teams represent South with determination, teamwork, and pride. Our clubs and organizations provide countless opportunities for students to explore their interests, develop leadership skills, build relationships, and make an impact both inside and outside of our school. These experiences are an important part of what makes a South education special.

Our staff continues to be at the heart of everything we do. They know their students, care about them, challenge them, and create opportunities for them to grow. They understand that our work goes far beyond teaching content. It is about building relationships, helping students discover their strengths, and preparing them for whatever comes next. I am incredibly proud of the work they do each day and the care they bring to South.

We also know that none of this happens without the partnership of our families and community. We are fortunate to be part of a community that values education, supports our schools, and invests in opportunities for our students. That partnership allows us to continue providing experiences that help our students grow academically and personally.

What makes Grosse Pointe South special is not one accomplishment, one program, or one tradition. It is our people. It is our students, staff, families, and community working together to create a place where students are challenged, supported, and encouraged to become their best selves. There is much to celebrate at South, and there is always more work ahead. We are proud of where we are, excited about where we are going, and committed to making South a place where every student has the opportunity to learn, grow, belong, and succeed.



CINDY PARRAVANO
PRINCIPAL

Principal Cindy Parravano

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CORE CURRICULUM

Grosse Pointe Public School System engages in a continuous cycle of improvement grounded in collaboration, continuity, and commitment to guiding principles. We are anchored by our Vision: The premier educational community where we innovate, learn, grow and thrive together, and our Mission: to empower ALL students to reach their full potential through exemplary instruction, innovative experiences, and collaborative community engagement. GPPSS fosters an equitable educational community where every learner can realize their unique potential. Our goal is to offer students rich opportunities to develop the attitudes, values, knowledge, and skills to become engaged, contributing members of society.

Our district employs aligned practices to ensure curriculum, instructional strategies, and assessments work cohesively to maximize learning. All students access a rigorous, relevant curriculum aligned from preschool through graduation. A broad, innovative, and evolving curriculum meets diverse needs and challenges learners to reach their fullest potential. Instruction is differentiated and culturally responsive, rooted in best practices and research. We maintain high expectations while honoring flexibility, innovation, and individual teaching styles to ensure meaningful learning in every classroom, every day. Curricular adjustments are data-informed through ongoing districtwide assessments.

GPPSS curriculum is developed under the leadership of the Educational Programs Leadership Council (EPLC) — a collaborative body of teachers, parents, students, and administrators. Curriculum aligns with state standards across disciplines and integrates exemplary local and national standards. EPLC reviews curriculum committee reports and presents them to the Board of Education with recommendations for assessments, professional development, technology integration, and culturally responsive instructional strategies. GPPSS offers a wide range of Advanced Placement (AP) courses, engaging enrichment programs, and a comprehensive special education program to ensure pathways to success for all students. The Strategic Plan guides curriculum and instructional practice design and review. All curricular areas undergo a four-phase cyclical review process:

- Phase 1 – Curriculum review and study (currently Y5-5 Report Card, ELA grades 6-12, Technology Y5-12)
- Phase 2 – Goal and program development (Performing Arts/Drama, Business, Industrial Tech)
- Phase 3 – Implementation of new curricula
- Phase 4 – Ongoing maintenance and improvement

GPPSS supports a robust professional development program, combining teacher-selected opportunities with district-prioritized training. This promotes professional growth while aligning practices with district goals. We are committed to fostering a culture of modern learning and innovation, preparing students to thrive in a dynamic world. Our programs cultivate critical thinking, creativity, collaboration, and adaptability, equipping students for diverse future pathways. Emerging technologies are thoughtfully integrated to enhance learning, promote problem-solving, and encourage engagement — while keeping learning human-centered and grounded in real-world application. By embracing innovation, GPPSS empowers students to explore ideas, develop practical skills, and become adaptable, forward-thinking contributors to their communities.

SCHOOL IMPROVEMENT PLAN

Goal 1: We will provide aligned Multi-Tiered Systems of Support (MTSS) instruction and interventions in Reading, resulting in a 2-3% increase in PSAT/SAT Reading scores schoolwide from Fall 2025 to Spring 2026.

Goal 2: We will provide aligned MTSS Tiered instruction and interventions in MATH, resulting in a 2-3% increase in PSAT/SAT Math scores schoolwide from Fall 2025 to Spring 2026.

The South High School Improvement Plan includes objectives and strategies that align with the district and school mission, as well as the approved curriculum. Staff development is an integral component of the ongoing school improvement process.



Assignment of Studies

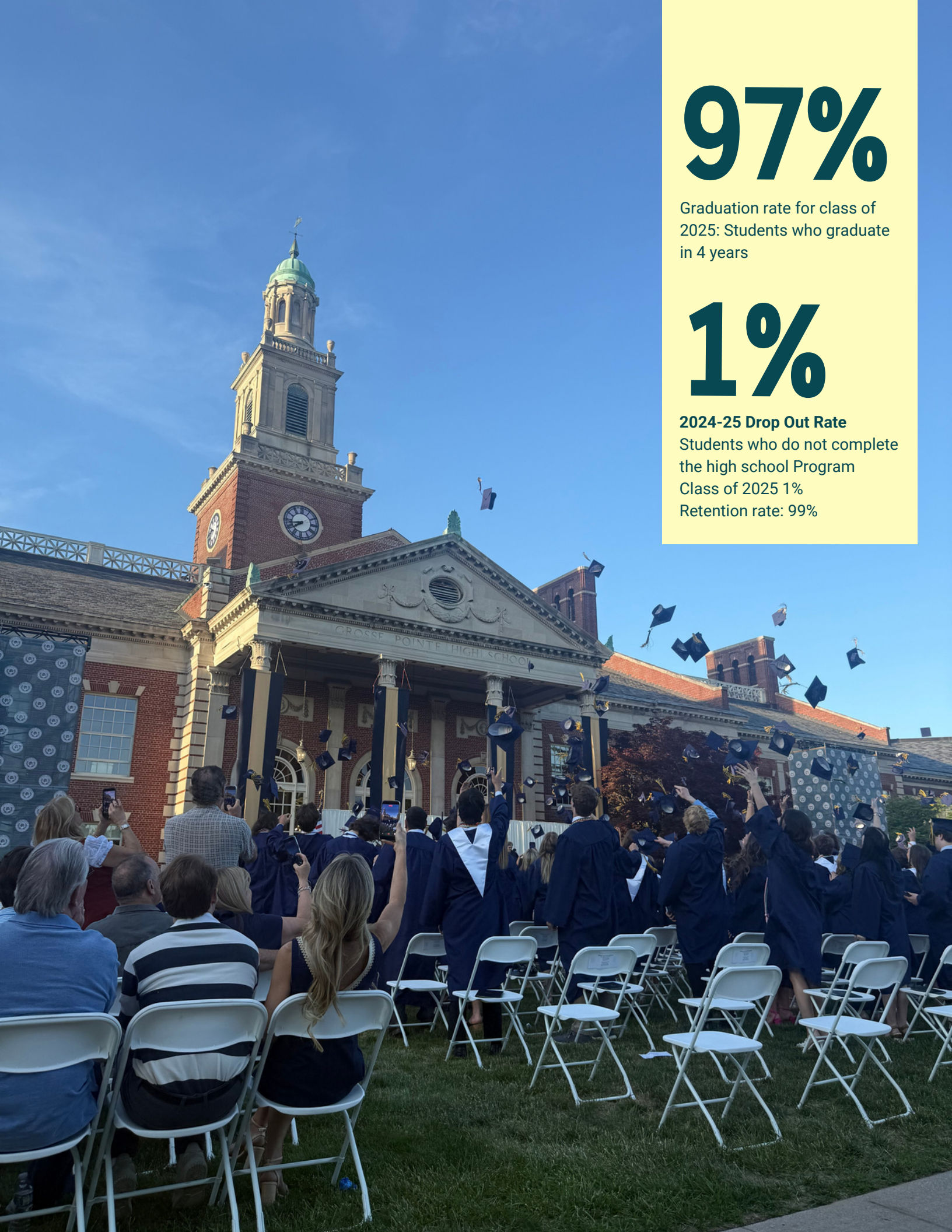
The Board has determined attendance areas and students shall be expected to attend school within that area. A parent may request a transfer or appeal a placement decision on behalf of their student. The principal shall be responsible for assigning students to classes. In the elementary schools, the principal, 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. GPPSS also has in place policies and guidelines for promotion and retention.

Dual Enrollment

In 2025-26 these students enrolled concurrently in high school and post-secondary classes: 17 students, 34 classes (2024-25 - 18 students, 28 classes)

Test Out Credit

Earned Credit by Test-Out of a Course: 9 students, 10 courses (2024-25 - 10 students tested out)



97%

Graduation rate for class of 2025: Students who graduate in 4 years

1%

2024-25 Drop Out Rate
Students who do not complete the high school Program
Class of 2025 1%
Retention rate: 99%

ANNUAL NOTICES

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 FERPA directory information button during K-12 online registration.

ESSA Support Label

The school has not been given a label for additional support under ESSA.

99%

Average daily attendance rate

98%

**2025-26 Parent-Teacher
Conference Participation**
2024-25 98% (1,105 students)

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 and shall develop and implement administrative guidelines to enforce this policy.

For more information, visit: www.gpschools.org under School Board - Policy for the address and phone number of the office that serves your area, or call 1-800-421-3481.



STUDENT ACHIEVEMENT

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	
2025-26	0	0%	154	58%	197	73%	179	66%
2024-25	0	0%	114	42%	170	63%	164	57%
2023-24	0	0%	130	47%	204	72%	200	65%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS

Year	Number of Tests Taken	Number of Tests Passed	Percentage of Tests Passed
2025-26	1,054	854	81%
2024-25	1,038	835	80%
2023-24	1,071	798	75%

2024-25 ACT RESULTS 12th GRADE COHORT STUDENTS (2023-24 shown for comparison)

	Number Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
South	70 or 24% (86 or 28%)	23.9 (25.1)	25.3 (25.3)	25.4 (26.1)	24.8 (25.2)	25.0 (25.5)
GPPSS District	85 or 16% (110 or 19%)	23.8 (25.2)	24.9 (25.1)	25.3 (26.0)	24.5 (25.0)	24.8 (25.4)
Michigan	5,415 or 4% (6,127 or 5%)	24.4 (24.4)	23.9 (23.7)	25.4 (25.2)	24.3 (24.1)	24.6 (24.5)
Nation	1,380,130 or 36% (1,374,791 or 36%)	18.4 (18.6)	18.9 (19.0)	20.0 (20.1)	19.6 (19.6)	19.4 (19.4)

2024-25 SAT RESULTS 12TH GRADE COHORT STUDENTS (2023-24 shown for comparison)

	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
South	277 (96% tested) (308 or 99% tested)	573 (578)	555 (558)
GPPSS District	499 (96% tested) (566 or 98% tested)	558 (554)	533 (527)
Michigan	106,047 (85%) (103,396 (83%))	487 (492)	466 (473)
Nation	2,004,965 (52%) (1,973,891 or 51%)	521 (519)	508 (505)

STUDENT ACHIEVEMENT



Passing an Advanced Placement Test means becoming eligible for early college credit before high school graduations. There were 27 AP courses offered at Grosse Pointe South High School in 2025-26. M-STEP/MME Data is not reported by Racial/Ethnic minority groups because no State identified subgroup is large enough to report results without revealing the identity of individual students. State of MI M-STEP results have been shown in parenthesis when available for comparison to school results.

2025-26 SAT MME RESULTS 11TH GRADE STUDENTS (2024-25 for comparison)

	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
South	264 (260)	569 (577)	553 (559)
GPPSS District	465 (493)	549 (557)	525 (531)
Michigan	95,790 (97,340)	485 (490)	460 (464)

M-STEP MME SCIENCE

Year	All	Female	Male
2025-26	67% (35%)	67%	67%
2024-25	80% (35%)	79%	82%

M-STEP MME SOCIAL STUDIES

Year	All	Female	Male
2025-26	74% (43%)	76%	72%
2024-25	81% (42%)	80%	84%



All State & All American Awards



Anthropology Class visit UofM



National German Honor Society