

Wylie E. Groves High School

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for Groves High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. This year, less testing data are available, as we did not engage in state testing last spring. The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3qNLQTS> or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Groves High School has not received a label. Wylie E Groves High School offers a comprehensive high school program of academic and elective classes, athletics, and student activities. We pride ourselves as a community of learners that values individuals and fosters intellectual excellence, personal development, social responsibility, and ethical standards.

We continue to review, analyze, and discuss data in our building in the areas of graduation rate for all groups of students, trimester grading reports, and standardized assessment data.

Our most recent graduation rate data is as follows:

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	97.06%	86.30%	89.56%	94.44%
American Indian or Alaska Native	70.88%	<10	81.35%	86.59%	94.44%
Asian	90.77%	<10	92.40%	93.22%	94.44%
Black or African American	67.31%	97.10%	79.37%	85.40%	94.44%
Two or More Races	74.74%	100.00%	83.50%	87.88%	94.44%
White	83.48%	96.74%	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	89.36%	79.46%	85.46%	94.44%
English Learners	72.14%	100.00%	82.05%	87.01%	94.44%
Students With Disabilities	57.12%	82.05%	73.71%	82.00%	94.44%

Given the unique challenges that accompanied learning this past year, our building goals for the 2020-21 school year were twofold:

1. To provide students with a robust, rigorous and engaging learning experience regardless of the learning modality
2. To promote social-emotional learning among staff and students by way of self-care, mental and physical wellness, and flexibility

Moreover, through the researching of best practices, analyzing data, and listening to student voice, we continue to ensure that we elicit feedback, and are meeting the needs of all members of our student body.

State law requires that we also report additional information.

1. Birmingham Public Schools is a closed district, which means that families must live within the district to be placed at a neighborhood school. Tuition-based programs are available for out-of-district families interested in attending our district.

2. School Improvement Plan;

Our areas of focus for our School Improvement Plan are on test scores, individual student data, teacher feedback and surveys to determine whether students are college and career ready in the area of mathematics and evidence-based reading and writing. While many of our students exceed the expectations, our goal is that ALL students meet or exceed the expectations. We also want each student to develop a comprehensive post-secondary career plan prior to graduation based on student interest and skills.

Additionally, our staff is focused on improving the culture and climate for all members of our school community, and we are conducting an equity audit of our practices to determine areas of growth. We work with many student groups to seek input, such as our Student Advisory Committee and Groves Student Congress. Students were part of our Return to Learn planning, and found ways to plan events that included both in-person and virtual learners.

3. BPS offers specialized schools to students within the district.

- a. Birmingham Covington School is a 3-8 district-wide school of choice open to BPS students with a special emphasis on science and technology. Interested students may register to enroll. If there aren't enough spaces available, a lottery is held in January to select students for the upcoming school year.

- b. Lincoln Street Alternative High School seeks to develop the unique talents of their students by providing them the opportunity to acquire the skills, knowledge, and attitude necessary to live successfully in a changing world. LSASHS provides a flexible learning environment in a family atmosphere that encourages student decision-making, critical thinking, understanding of and appreciation for individual and cultural differences, and good citizenship in our democratic society.

- c. BPS partners with the International Academy to offer the International Baccalaureate program to high school students. Currently, the district holds 80 seats for interested students accepted into the program.

- d. Oakland Schools Technical Campus Southeast is an extension of the high school program and provides nine educational clusters which are developed around broad occupational areas containing many different, but related, career training options for students.

4. BPS adheres to the Career and College Readiness academic standards and Michigan Merit Curriculum from the State of Michigan. Information on these can be found at <http://tinyurl.com/MI-Standards>. In addition, our district continues to work to fully align our K-12 curriculum with state and national standards. As work progresses on these efforts, information will be made available to parents on our district website under the Teaching and Learning Department page.

5. BPS uses assessments closely tied to its curriculum. In the fall, eleventh graders take the PSAT/NMSQT. Following are the mean scores for 2019 and 2018 compared to total (US and International) test takers.

- 307 students took the SAT last year, and the average composite score was 1140.
- 189 students took the ACT last year, and the average composite score was 25.7.

6. Groves offers 23 Advanced Placement courses. 343 students took a total of 615 AP tests last year, and 72% of students scored a 3 or better.

Groves High School is a high-achieving school community in which students feel safe physically and emotionally. Focused on continuous school improvement, our school staff sets high expectations for students academically and socially. We have supportive parents, students, faculty, and community members. While this Annual Education Report is a good summary, to learn more out about our school, please visit our website at <http://www.birmingham.k12.mi.us/Groves> or visit us in-person. We welcome all to discover more about the great work our students and staff do at Groves.

Sincerely,
Dr. Susan Smith, Principal