



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

North 2019-20 Annual Report

Introduction

Situated close to Lake St. Clair, Grosse Pointe North High School first opened its doors in the fall of 1968. Fifty years later, rich traditions have been established in the areas of academic excellence, uncommon parental support, exemplary staff, rigorous studies, and a comprehensive activity and athletic program. North is a nationally recognized school of excellence, and today it stands on the solid foundation built by those who went before and some of whom still remain. In the 2018 Niche rankings, North placed number one for the best high school teachers in the State of Michigan.

As many of you know, I have served here since my student teaching days. Like everyone who has the opportunity to walk through our doors, I was immediately drawn into the family-like atmosphere and the commitment to all students. Cultivating that atmosphere of high expectations while feeling welcoming to all, is a focus area for all our staff and families. This annual report is designed to share data about our school as required by Michigan's Public Act 25 and in alignment with our expectations. Unfortunately, a number of last year's data points have yet to be released by the State or the tests were not administered due to the COVID shutdown. We look forward to both receiving and sharing updated MSTEP, ACT and SAT scores with you as they become available.

Principal Kate Murray

Mission Statement

The Mission of Grosse Pointe North High School is to provide excellent instruction in every class every day.

Student Average Attendance Rate: 95%

Parent-Teacher Conference Participation:

- 2019-20 74% (924 students)
- 2018-19 71% (924 students)

Dual Enrollment:

11th & 12th graders enrolled concurrently in H.S. & post-secondary classes (2019-20): 13 students

Completion/

Graduation Rate: High school students who graduate in 4 years

Class of 2019: 94.4%

Dropout Rate: Percentage of students who do not complete GPPS H.S. program Class of 2019 - 0.6%

Retention Rate: 100% of high school enrollment minus high school dropout rate - 99.4%

Earned Credit by Test-Out of a Course:
23 students



THIS is what we do here

ENGAGE CHALLENGE CONNECT INSPIRE						
ENGAGE in our Education		CHALLENGE ourselves to Grow		CONNECT w/Classmates & Staff		INSPIRE others to be their Best
During Arrival/Departure	In the Hallways & Stairwells	In Classrooms	In Bathrooms/Locker Room	In the Cafeteria	During Activities On & Off School Grounds	When using Technology/Social Media
Drive responsibly Arrive prepared Leave prepared Depart on time Remove hats & hoods upon arrival	Own our behavior Move with purpose Are courteous of others Leave hallways open Keep hallways clean Look up and are aware	Own our learning Are present & active Connect with each other Persevere Are a positive influence in our class Challenge ourselves	Move with purpose to and from Respect property of others Respect privacy of others Clean up after ourselves	Polite to all Use inside voices We are patient Keep food in the cafeteria Clean up after ourselves Talk to/invite others to join	Take responsibility for missed work Honor the expectations of our environment Respect all competitors, performers, spectators and officials Engage in positive sportsmanship	Follow technology policy Treat equipment with care Respect privacy of others Engage in respectful collaboration Maintain a positive public image
Universal Expectations						
Follow dress code Be where we are supposed to be Be on time Follow phone policy Use appropriate language Inspire others using kind language that is accepting of race, gender, religion, sexuality, disability or economic status.						
PROTECT THIS HOUSE						
When conflict arises: Connect with an adult. Intervene and offer support. Report to a person of authority any upsetting behavior you observed. Invite others to join you and walk away. Put your phone away and do not record instances.						
THINK: What's your message? Is it...		True? Helpful? Inspiring? Necessary? Kind?				

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 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.

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

During the 2019-20 school year, our focus on improvement was driven by our Professional Learning Communities' (PLC) commitment to being REAL. This staff-driven initiative means that we are actively Responsible: for Education, Atmosphere and Leadership at North to prepare students for college, career and cultural competency in the real world and success on high-stakes testing.

Teachers worked in PLC's that focused on specific teaching strategies to enhance student success. These teams conducted collaborative inquiry projects that were connected to relevant literature in their fields and everyday practices in their classrooms. As examples, Change Talk PLC implemented research based strategies to change student behavior and increase student engagement. Another group analyzed vocabulary acquisition and its impact on student achievement. The Cultural Proficiency PLC attended multiple training sessions and implemented strategies in their classrooms to support the inclusion of all students. Our collaborative action research teams shared and modeled their findings during our professional development time throughout the school year and culminated in our Norsemen Learning Festival. Our ongoing professional learning helps support the learning of all our students.

PLC's were first implemented during the 2004-05 school year. These collaborative teams are made up of teachers who meet weekly to develop common content/learning essentials and common assessments to determine if students have learned the material. These department PLC teams continue to make use of data to improve learning for all and to identify those students who are in need of intervention and support. Faculty then use the data to help with decisions regarding future instructional strategies and methods. The goal of the PLC process is to improve student achievement and learning. School improvement efforts paid off as we saw a large gains across board. School improvement is an ongoing process, and North High School is committed to a data driven model.



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	
2018-19	2	1%	83	27%	149	51%	192	56%
2018-19	0	0%	72	24%	193	56%	202	60%
2017-18	0	0%	80	22%	208	63%	205	58%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *			
Year	Number of Tests Taken	Number of Tests Passed	Percentage of Tests Passed
2019-20	681	445	65%
2018-19	755	485	64%
2017-18	755	453	60%

- 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 North High School in 2019-20. COVID impacted number of tests taken.

2017-18 ACT RESULTS 12 TH GRADE COHORT 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
North	169	25.1	23.6	24.2	23.6	24.2
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 (2019-20 impacted by COVID)			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
North	321	551	527
GP District	698	568	557
Michigan	113,724	507	496
Nation	2,220,087	531	528



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.

Key Calendar Dates

- 9/ 17 North 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
- 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

STUDENT LIFE



Nestled inside Grosse Pointe Woods, and conveniently located 15 minutes from downtown Detroit, families are drawn to the well-rounded offerings for students—from academics to activities, service to sports. Community support is seen in attendance at conferences, award-winning music programs, robotics competitions and games. To learn more about North, schedule a visit through our website or call 313-432-3200 to tour.

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
North	325 (310)	535 (549)	520 (522)
GP District	711 (680)	558 (566)	559 (554)
Michigan	103,289 (101,560)	495 (507)	489 (507)

M-STEP SOCIAL STUDIES			
Year	All	Female	Male
2018-19	57% (47%)	53%	62%
2017-18	64% (49%)	64%	63%

Spring 2019 M-STEP MME TEST Grade 11	
Test	% Tested
Social Studies	91%

Spring 2019 M-STEP TEST Grade 11		
Test	Black	Economically Disadvantaged
Social Studies	34%	40%

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

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 because no other group is large enough to report results without revealing the identity of individual students.