



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

North 2020-21 Annual Report

Introduction

Each year Grosse Pointe North celebrates graduating classes of exceptional scholars, talented artists, accomplished athletes and phenomenal musicians. The Class of 2021 was no exception – in spite of having completed half of their junior year and their entire senior year in the middle of a global pandemic.

Despite a multitude of obstacles, this class persevered and excelled, setting a fabulous example for

the whole school. They took over 600 advanced placement exams in the spring. A total of 155 scholars earned over \$5.6 million in scholarship money. This class was home to 42 seniors who joined the Academic Hall of Fame, meaning each earned a grade point average of 4.0 or above.

Our accomplished musicians pressed on with their dedication to their craft. After not performing together for over 500 days, our vocalists and musicians brought the audience to tears with their end-of-year performances.

Our athletes persevered as well. Nothing stopped them from competing – from running in a mask, to practicing in a pod, to early morning COVID testing. Then they went on to excel on the field, court or track.

Students honed significant skills outside their physical classrooms, sharing their voices in virtual classrooms for the first time and finding their stride in independent, asynchronous assignments. Many of them grew adept at navigating new technologies and shared that knowledge with their peers.

Among the list of new skills honed and perfected was adaptability. Time and again, students and staff adjusted to a change or a new schedule and kept on moving forward. Even in the face of repeated uncertainties, they became more certain about who they were and what they were capable of.

And what did I observe in the midst of it all? Students who were capable and well-equipped – maybe the best equipped in this school's history – to face hardship and come through the other side with strength and kindness intact. We asked them to learn in new and uncharted ways – and they did it. They pressed on. They survived. They learned how to live through constant change. They changed *where* they learned and *how* they learned and many now have a clearer understanding of *why* they learned.

- Dr. Kathryn C. Murray, Principal



Mission Statement

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

Student Average

Attendance Rate: 98%

Parent-Teacher Conference Participation:

- 2020-21 74% (872 students)
- 2019-20 74% (924 students)

Dual Enrollment:

11th & 12th graders enrolled concurrently in H.S. & post-secondary classes 2020-21: 18 students (13 in 2019-20)

Completion/ Graduation Rate:

High school students who graduated in 4 years

Class of 2020: 94%

Class of 2019: 94%

Dropout Rate: Percentage of students who do not complete GPPS H.S. program Class of 2020 – 2% (2019 – 0.6%)

Retention Rate: 100% of high school enrollment minus high school dropout rate – 98%

Earned Credit by Test-Out of a Course: 10 students (23 prior year)

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 further information on nondiscrimination, visit:
www.gpschools.org under **School Board - Policy or**
[http://wcdrobcolp01.ed.gov/CFAPPS/OCR/](http://wcdrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm)
[contactus.cfm](http://wcdrobcolp01.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 insure 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 GPPSS.

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 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 or Pilot (World Languages, Performing Arts, K-5 & 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)

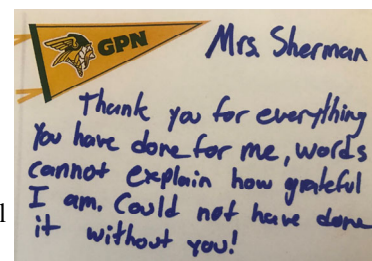
District-wide professional development is part of a comprehensive plan that uses teacher choice as well as mandatory training in areas identified by our district professional development team.

School Improvement Plan

During the 2020-21 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	
2020-21	1	0.3%	115	39%	176	59%	147	52%
2019-20	2	1%	83	27%	149	51%	192	56%
2018-19	0	0%	72	24%	193	56%	202	60%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *			
Year	Number of Tests Taken	Number of Tests Passed	Percentage of Tests Passed
2020-21	707	392	55%
2019-20	681	445	65%
2018-19	755	485	64%

- 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 2020-21.

2019-20 ACT RESULTS 12 th GRADE COHORT STUDENTS (2020-21 are yet to be released)						
	Number Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
North	128 (37%)	24.7	24.0	25.1	24.1	24.6
GP District	393 (53%)	25.8	25.6	26.1	25.3	25.8
Michigan	16,757 (13%)	24.6	24.1	25.0	24.1	24.6
Nation	1,670,497 (44%)	19.9	20.2	21.2	20.6	20.6

2020-21 SAT RESULTS 12 TH GRADE COHORT STUDENTS (2019-20 shown for comparison)			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
North	211 (331)	543 (538)	524 (521)
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. 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

- **September 8** Tuesday
First Day of School
- **September 13** Late Start Mondays begin for Staff PLC, 7 p.m. Board Mtg
- **October 6** - Count Day
- **October 27-28**—High School Conferences
- **November 2** - Vote, Full Day of PD—no school
- **November 6** - Middle/High end of quarter
- **November 24-28** Thanksgiving Break
- **December 23-January 2** Winter break. Classes resume Monday 1/3
- **January 6** - Rising Freshman Parent Info Night at North & South
- **January 11** - Middle School Info Night
- **January 13** - Young 5 & Kindergarten Info Night
- **February 21-25** - Mid-winter Break
- March 3—Evening HS Conferences
- **March 28-April 1** - Spring Break
- May 21-June 3 Senior Exams
- **June 8** North Graduation
- **June 17** Last Day of School

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.)

2020-21 SAT MME RESULTS 11 TH GRADE STUDENTS (2018-19 for comparison)			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
North	240 (325)	551 (535)	523 (520)
GP District	548 (711)	568 (558)	551 (559)
Michigan	80,954 (103,289)	503 (495)	493 (489)

M-STEP MME SOCIAL STUDIES			
Year	All	Female	Male
2020-21	88% (44%)	88%	88%
2018-19	57% (47%)	53%	62%

M-STEP MME SCIENCE			
Year	All	Female	Male
2020-21	56% (16%)	63%	53%
2018-19	N/A	N/A	N/A



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.

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