



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

North 2021-22 Annual Report

Introduction

Each year Grosse Pointe North celebrates graduating classes of exceptional scholars, talented artists, accomplished athletes and phenomenal musicians. The Class of 2022 included young people with all those traits, who taught our North family through a global pandemic the power of connection.

Disconnected from each other and routine, this class took time to reflect on what was really important to them. They chose creative ways to fight back against isolation and finds new methods to communicate and reattach. They chose connection, joy and one another. When they returned in person, they celebrated by

adjusting time-honored traditions to enjoy Homecoming dances together under the stars, and Pep Rallies outside — led on by the exuberant Norsemen Tide. Another tradition was continued commitment to educational excellence. A total of 189 scholars earned over \$6 million in scholarship money. This class was home to a record-breaking 55 seniors who joined the Academic Hall of Fame, meaning each earned a grade point average of 4.0 or above. And there were four National Merit Finalists who placed in the top half of the top 1% in the nation.

Our accomplished musicians pressed on with their dedication to their craft. They sang and played instruments through masks. And they found their way back to the stage.

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.

Among the list of new skills honed and perfected were adaptability and perseverance. 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 accomplishing.

And what did I observe in the midst of it all? Students who were well-equipped to face hardship and come through the other side with strength and kindness intact. With raucous energy, their enthusiasm spurred others to join in and find their voice. Together, connected, we ride the Norsemen Tide.

- 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: 91%

Parent-Teacher Conference Participation:

- 2021-22 78% (881 students)
- 2020-21 74% (872 students)

Dual Enrollment:

Students enrolled concurrently in high school & postsecondary classes 2021-22: 16 students taking 33 classes (18 in 2020-21)

Completion/ Graduation Rate:

High school students who graduated in 4 years

Class of 2021: 94%

Class of 2020: 94%

Dropout Rate: Students who do not complete GPPSS high school program in Class of 2021 - 2% (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:

13 students testing out of 18 classes (8 students/10 classes in 2021-22)

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/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 community 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

During the 2021-22 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	
2021-22	0	0%	62	22%	153	56%	159	53%
2020-21	1	0.3%	115	39%	176	59%	147	52%
2019-20	2	1%	83	27%	149	51%	192	56%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *			
Year	Number of Tests Taken	Number of Tests Passed	Percentage of Tests Passed
2021-22	657	357	54%
2020-21	707	392	55%
2019-20	681	445	65%

- Passing an Advanced Placement Test means becoming eligible for early college credit before high school graduation.

2020-21 ACT RESULTS 12 th GRADE COHORT STUDENTS (2021-22 are yet to be released)						
	Number Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
North	55 or 19% (128)	25.3 (24.7)	25.5 (24.0)	25.1 (25.1)	25.0 (24.1)	25.4 (24.6)
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 12 TH GRADE COHORT STUDENTS (2019-20 shown for comparison)			
	Number Tested	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

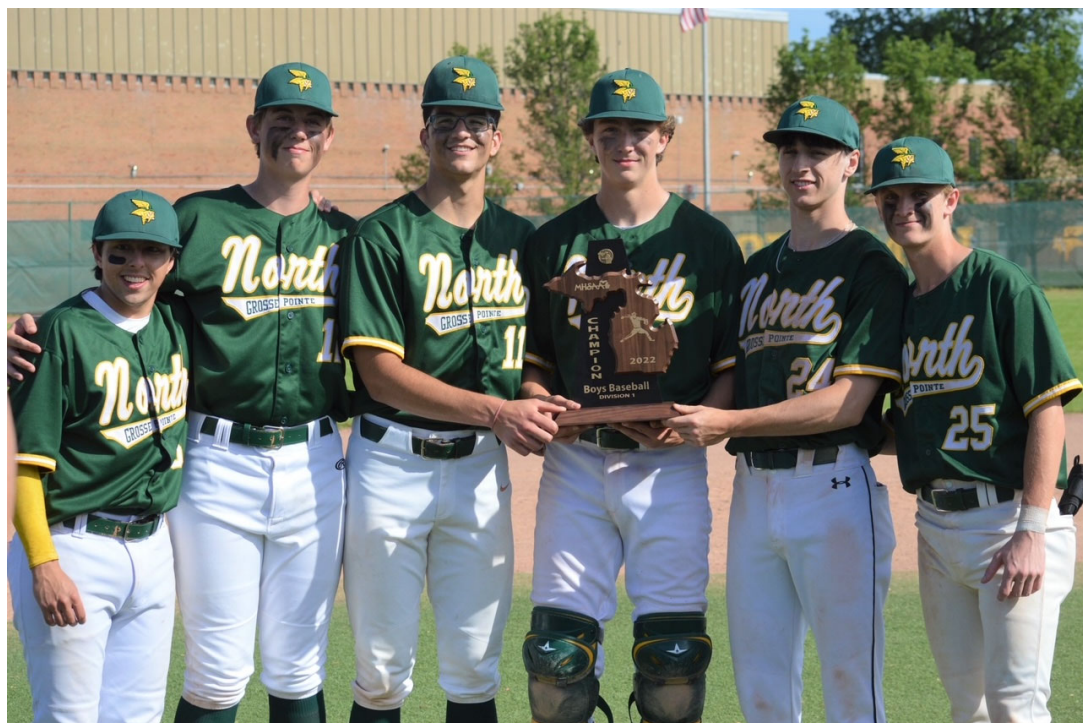
The Grosse Pointe Public School System may, upon request, release the following directory information: student name, grade level, graduation date, height and weight if an athlete, participation in school activities, honors and awards, photographs and videos of students in school activities, and student 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 6** Tuesday
First Full Day of School
- **September 15** Back to School Night for North and South
- **September 19** Listening Session at Mason with Superintendent Dean, 6 p.m.
- **September 26** School Board Mtg, 7 p.m.
- **September 30** Homecoming parade and game
- **October 1** Homecoming Dance
- **October 5** Count Day
- **October 12** PSAT 9-11
- **October 21** North South football at North, Tailgate
- **October 26-27** Evening Conferences
- **November 4** Middle/High School end of first 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.)

2021-22 SAT M-STEP RESULTS 11 TH GRADE STUDENTS (2020-21 for comparison)			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
North	253 (240)	531 (551)	498 (523)
GP District	571 (548)	548 (568)	530 (551)
Michigan	95,523 (80,954)	490 (503)	470 (493)

M-STEP SOCIAL STUDIES			
Year	All	Female	Male
2020-21	47% (36%)	51%	43%
2020-21	88% (44%)	88%	88%

M-STEP SCIENCE			
Year	All	Female	Male
2021-22	50% (38%)	55%	44%
2020-21	56% (16%)	63%	53%



M-STEP GROUP REPORTING		
Subject	Black	Economically Disadvantaged
Science	27%	33%
Social Studies	17%	25%

M-STEP 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.