



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

North 2022-23 Annual Report

Introduction



Mission Statement

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

Student Average Attendance Rate: 92%

Parent-Teacher Conference Participation:

- 2022-23 78% (830 students)
- 2021-22 78% (881 students)

Dual Enrollment:

Students enrolled concurrently in high school & postsecondary classes 2022-23: 37 students taking 20 classes (16 in 2021-22)

Completion/ Graduation Rate:

High school students who graduated in 4 years

Class of 2022: 95%

Class of 2021: 94%

Dropout Rate: Students who do not complete GPPSS high school program

Class of 2022 1%

Class of 2021 2%,

Retention Rate: 100% of high school enrollment minus dropout rate – 99%

Earned Credit by Test-Out of a Course:

11 students testing out of 14 classes (13 students/18 classes 2021-22)

‘Every year, I highlight student and staff accomplishments and honor their incredible feats in this short letter. This year, that is nearly impossible. Our students are exceptional academics, talented artists, accomplished athletes, and phenomenal musicians. They have been the foundation of our North family. Just look at the leadership of the Class of 2023. They took 590 AP exams last spring, celebrated 167 scholars on Honors Night who earned over \$5 million in scholarships, and had 50 join the Academic Hall of Fame with a GPA of 4.0 or above. This is a phenomenal achievement and one of many by our student body.

Each of our instrumental and vocal groups again earned top ratings. Our thespians wrote, directed and performed one-acts that were powerfully tragic and comedically clever. Our Wind Ensemble performed and premiered the most difficult piece of music I’ve seen on the North stage in my 27 years. Our athletes found much success as well, with 12 all state athletes, five regional titles, 10 state appearances and four new school records!

Our clubs also excelled this year. DECA “prepares emerging leaders to be college and career ready in marketing, finance, hospitality and management.” North had 12 district DECA champions and eight went on to be state champions and qualified to compete at the International Conference, earning 32 district and state medals. Our Gearheads GPPSS robotics team had a historic season culminating in competing in the WORLD championships. North Pointe newspaper earned a Spartan Award from the Michigan Interscholastic Press Association, the highest award a student media publication can earn.

As you can tell from all these updates, North is the home of inclusivity, spirit, dedication, resilience and friendship. Our students and staff are prepared, equipped, mindful, present, and brave. As proud Norsemen, we move with confidence into each new challenge, adventure, and celebration. Our graduates leave ready to build a sense of community and safety that invites Each person in. Our students have seen this modeled by their incredible teachers, and now model it for those who come next. Together we go out and teach the world what we DO here.

The most important thing we do here is build community and protect it. At North we create community by building meaningful relationships across differences. Each unique voice is invited in, valued and honored. We protect this house – on the field, in the bleachers, on the stage and in the classroom. Our students and staff show up with integrity, bravery and pride. It is both belonging to a community and celebrating a diverse North family that fuels your Norsemen pride.

- Dr. Kathryn C. Murray, Principal

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://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

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

School Improvement Plan

During the 2022-23 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 the board. School improvement is an ongoing process, and North High School is committed to a data driven model.

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	
2022-23	0	0%	68	27%	136	49%	148	55%
2021-22	0	0%	62	22%	153	56%	159	53%
2020-21	1	0.3%	115	39%	176	59%	147	52%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *

Year	Number of Tests Taken	Number of Tests Passed	Percentage of Tests Passed
2022-23	590	334	57%
2021-22	657	357	54%
2020-21	707	392	55%

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

2022-23 ACT RESULTS 12th GRADE COHORT STUDENTS (2021-22 shown for comparison)

	Number Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
North	32 or 12% (34 or 11%)	25.3 (26.6)	23.1 (24.8)	24.3 (26.4)	22.8 (25.1)	24.0 (25.8)
GP District	145 or 24% (175 or 27%)	25.4 (26.2)	24.6 (25.0)	25.2 (26.0)	24.8 (25.0)	25.1 (25.6)
Michigan	7,101 or 6% (8,487 or 7%)	24.3 (24.7)	23.6 (23.9)	25.0 (25.2)	24.0 (24.2)	24.4 (24.6)
Nation	1,386,335 or 36% (1,349,644 or 35%)	18.6 (19.0)	19.0 (19.3)	20.1 (20.4)	19.6 (19.9)	19.5 (19.8)

2022-23 SAT RESULTS 12TH GRADE COHORT STUDENTS (2021-22 shown for comparison)

	Number Tested	Reading and Writing Mean Score	Math Mean Score
North	256 (95% tested) (259 or 90% tested)	533 (548)	502 (524)
GP District	576 (96% tested) (581 or 90% tested)	551 (569)	532 (554)
Michigan	102,466 (82%) (90,642 or 72%)	493 (506)	474 (495)
Nation	1,913,742 (50%) (1,737,678 or 45%)	520 (529)	508 (521)



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 5** Tuesday
First Full Day of School
- **September 12** School Board Mtg, 7 p.m.
- **September 14** Back to School Night for North and South
- **September 22** North HOCO parade and game
- **September 23** Dance
- **October 4** Count Day
- **October 10** PSAT 9-11
- **October 18-19** Evening Conferences
- **October 20** North South football at South, Tailgate
- **November 5** GPPSS Open House
- **November 7** - Vote, Full Day of PD -no school for students
- **November 22-24** Thanksgiving Break
- **December 25-January 2** Winter break. Classes resume Wednesday 1/3
- **January 10** Rising Freshman Parent Info Night North & South
- **February 19-23** Midwinter Break
- **March 25-29** Spring Break
- **June 14** Last day of School

STUDENT LIFE



STUDENT ACHIEVEMENT (cont.)

2022-23 SAT M-STEP RESULTS 11 TH GRADE STUDENTS (2021-22 for comparison)			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
North	256 (253)	524 (531)	487 (498)
GP District	554 (571)	550 (548)	525 (530)
Michigan	97,123 (95,523)	489 (490)	470 (470)

M-STEP SCIENCE			
Year	All	Female	Male
2022-23	50% (39%)	44%	57%
2021-22	50% (38%)	55%	44%

M-STEP SOCIAL STUDIES			
Year	All	Female	Male
2022-23	45% (36%)	43%	48%
2021-22	47% (36%)	51%	43%



M-STEP GROUP REPORTING		
Subject	Black	Economically Disadvantaged
Science	32%	33%
Social Studies	31%	30%

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.