



# GROSSE POINTE NORTH HIGH SCHOOL ANNUAL REPORT 2025-26

**LATEST SCORES AND UPDATES  
ABOUT OUR NORSEMEN**

## THE NORTH MISSION:

THE MISSION OF GROSSE  
POINTE NORTH HIGH  
SCHOOL IS TO PROVIDE  
EXCELLENT INSTRUCTION  
IN EVERY CLASS,  
EVERY DAY.





# FROM THE PRINCIPAL

At Grosse Pointe North, Proud, Tough, Together is more than a motto. It is how we approach the work of helping every student grow. It means creating a school where students are challenged to reach high expectations while knowing that teachers, staff, and classmates are alongside them every step of the way. At North, rigor and support are not competing priorities. They are partners.

We are **Proud** of the opportunities our students pursue and the accomplishments that result. Our Advanced Placement program is one example. In 2026, North students completed 682 AP exams, with nearly 70% earning a score of 3 or higher. Over the past five years, our AP success rate has grown from 55.1% to 69.4%, demonstrating that our students are not only embracing challenging coursework, but increasingly finding success within it. Across our AP program, we continue to see examples of students and teachers achieving at exceptionally high levels while expanding opportunities for students to challenge themselves.

We are **Tough** because we believe deeply in the potential of our students. We set high expectations, ask students to persevere when learning becomes difficult, and continually examine how we can improve. But being tough at North never means asking students to navigate challenges alone. It means providing the structures, relationships, and encouragement that allow students to develop confidence, resilience, and independence.

That commitment is reflected in the work of our two MTSS Student Support Coaches, who partner with students and teachers to help learners overcome barriers and experience success in the classroom. Through targeted support, collaboration with teachers, and strong relationships with students, our coaches help us respond when a student needs something different while maintaining the high expectations we have for every learner.

And we are **Together** because student success is shared work. Teachers collaborate with colleagues, support staff work alongside classroom teachers, and students are connected to adults who know them and care about their progress. That same sense of belonging extends beyond the classroom through athletics, performing arts, clubs, activities, and the many relationships that make North a community.

Our accomplishments are important, but the numbers tell only part of our story. What matters most is what they represent: students taking meaningful academic risks, teachers continually refining their practice, and a school community committed to helping every learner discover what they are capable of achieving.

That is what it means to be Proud, Tough, Together.

Principal Kevin Shubnell



**KEVIN SHUBNELL**  
PRINCIPAL

707 VERNIER ROAD  
GROSSE POINTE WOODS, MI 48236  
313-432-3200  
[SHUBNEK@GPSCHOOLS.ORG](mailto:SHUBNEK@GPSCHOOLS.ORG)



# CORE CURRICULUM

Grosse Pointe Public School System engages in a continuous cycle of improvement grounded in collaboration, continuity, and commitment to guiding principles. We are anchored by our Vision: The premier educational community where we innovate, learn, grow and thrive together, and our Mission: to empower ALL students to reach their full potential through exemplary instruction, innovative experiences, and collaborative community engagement. GPPSS fosters an equitable educational community where every learner can realize their unique potential. Our goal is to offer students rich opportunities to develop the attitudes, values, knowledge, and skills to become engaged, contributing members of society.

Our district employs aligned practices to ensure curriculum, instructional strategies, and assessments work cohesively to maximize learning. All students access a rigorous, relevant curriculum aligned from preschool through graduation. A broad, innovative, and evolving curriculum meets diverse needs and challenges learners to reach their fullest potential. Instruction is differentiated and culturally responsive, rooted in best practices and research. We maintain high expectations while honoring flexibility, innovation, and individual teaching styles to ensure meaningful learning in every classroom, every day. Curricular adjustments are data-informed through ongoing districtwide assessments.

GPPSS curriculum is developed under the leadership of the Educational Programs Leadership Council (EPLC) — a collaborative body of teachers, parents, students, and administrators. Curriculum aligns with state standards across disciplines and integrates exemplary local and national standards. EPLC reviews curriculum committee reports and presents them to the Board of Education with recommendations for assessments, professional development, technology integration, and culturally responsive instructional strategies. GPPSS offers a wide range of Advanced Placement (AP) courses, engaging enrichment programs, and a comprehensive special education program to ensure pathways to success for all students. The Strategic Plan guides curriculum and instructional practice design and review. All curricular areas undergo a four-phase cyclical review process:

- Phase 1 – Curriculum review and study (currently Y5-5 Report Card, ELA grades 6-12, Technology Y5-12)
- Phase 2 – Goal and program development (Performing Arts/Drama, Business, Industrial Tech)
- Phase 3 – Implementation of new curricula
- Phase 4 – Ongoing maintenance and improvement

GPPSS supports a robust professional development program, combining teacher-selected opportunities with district-prioritized training. This promotes professional growth while aligning practices with district goals. We are committed to fostering a culture of modern learning and innovation, preparing students to thrive in a dynamic world. Our programs cultivate critical thinking, creativity, collaboration, and adaptability, equipping students for diverse future pathways. Emerging technologies are thoughtfully integrated to enhance learning, promote problem-solving, and encourage engagement — while keeping learning human-centered and grounded in real-world application. By embracing innovation, GPPSS empowers students to explore ideas, develop practical skills, and become adaptable, forward-thinking contributors to their communities.

---

# SCHOOL IMPROVEMENT PLAN

Goal 1: We will provide aligned Multi-Tiered Systems of Support (MTSS) instruction and interventions in Reading, resulting in a 2-3% increase in PSAT/SAT Reading scores schoolwide from Fall 2025 to Spring 2026.

Goal 2: We will provide aligned MTSS Tiered instruction and interventions in MATH, resulting in a 2-3% increase in PSAT/SAT Math scores schoolwide from Fall 2025 to Spring 2026.

The North High School Improvement Plan includes objectives and strategies that align with the district and school mission, as well as the approved curriculum. Staff development is an integral component of the ongoing school improvement process.



## 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. GPPSS also has in place policies and guidelines for promotion and retention.

## Dual Enrollment

In 2025-26 these students enrolled concurrently in high school and post-secondary classes: 10 students, 18 classes (2024-25 - 13 students, 24 classes)

## Test Out Credit

Earned Credit by Test-Out of a Course: 8 students, 14 courses (2024-25 - 6 students tested out)

A large group of graduates in green gowns and yellow stoles are standing on a grassy field, throwing their black graduation caps into the air. The caps are captured in mid-air, creating a dynamic scene against a clear blue sky. The graduates are looking up with expressions of joy and accomplishment. The background shows a line of green trees.

# 88%

Graduation rate for 2025:  
Students who graduate in 4  
years

# 4%

**2024-25 Drop Out Rate**  
Students who do not complete  
the high school Program  
Class of 2025 4%  
Retention rate: 96%

# ANNUAL NOTICES

## 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 FERPA directory information button during K-12 online registration.

## ESSA Support Label

The school has not been given a label for additional support under ESSA.

# 99%

Average daily attendance rate

# 85%

**2025-26 Parent-Teacher  
Conference Participation**  
2024-25 96% (889 students)

## 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 and shall develop and implement administrative guidelines to enforce this policy.

For more information, visit:  
[www.gpschools.org](http://www.gpschools.org) under School Board - Policy for the address and phone number of the office that serves your area, or call 1-800-421-3481.



# STUDENT ACHIEVEMENT

## NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN ONE OR MORE AP COURSES

| YEAR    | GRADE 9<br># and % of Students |    | GRADE 10<br># and % of Students |     | GRADE 11<br># and % of Students |     | GRADE 12<br># and % of Students |     |
|---------|--------------------------------|----|---------------------------------|-----|---------------------------------|-----|---------------------------------|-----|
| 2025-26 | 0                              | 0% | 85                              | 39% | 131                             | 62% | 134                             | 57% |
| 2024-25 | 0                              | 0% | 60                              | 27% | 127                             | 53% | 114                             | 50% |
| 2023-24 | 0                              | 0% | 80                              | 32% | 125                             | 53% | 150                             | 56% |

## RESULTS OF ADVANCED PLACEMENT (AP) TESTS

| Year    | Number of Tests Taken | Number of Tests Passed | Percentage of Tests Passed |
|---------|-----------------------|------------------------|----------------------------|
| 2025-26 | 682                   | 473                    | 69%                        |
| 2024-25 | 704                   | 497                    | 71%                        |
| 2023-24 | 679                   | 460                    | 68%                        |

## 2024-25 ACT RESULTS 12th GRADE COHORT STUDENTS (2023-24 shown for comparison)

|                | Number Tested                          | English Mean Score | Math Mean Score | Reading Mean Score | Science Mean Score | Composite Mean Score |
|----------------|----------------------------------------|--------------------|-----------------|--------------------|--------------------|----------------------|
| North          | 15 or 7%<br>(24 or 9%)                 | 23.5 (25.6)        | 22.9 (24.5)     | 24.7 (25.6)        | 23.2 (23.9)        | 23.7 (25.0)          |
| GPPSS District | 85 or 16%<br>(145 or 24%)              | 23.8 (25.2)        | 24.9 (25.1)     | 25.3 (26.0)        | 24.5 (25.0)        | 24.8 (25.4)          |
| Michigan       | 5,415 or 4%<br>(6,127 or 5%)           | 24.4 (24.4)        | 23.9 (23.7)     | 25.4 (25.2)        | 24.3 (24.1)        | 24.6 (24.5)          |
| Nation         | 1,380,130 or 36%<br>(1,374,791 or 36%) | 18.4 (18.6)        | 18.9 (19.0)     | 20.0 (20.1)        | 19.6 (19.6)        | 19.4 (19.4)          |

## 2024-25 SAT RESULTS 12TH GRADE COHORT STUDENTS (2023-24 shown for comparison)

|                 | Number Tested                           | Evidence-Based Reading and Writing Mean Score | Math Mean Score |
|-----------------|-----------------------------------------|-----------------------------------------------|-----------------|
| North           | 222 (97% tested)<br>(258 or 97% tested) | 539 (525)                                     | 505 (489)       |
| GPPPSS District | 499 (96% tested)<br>(566 or 98% tested) | 558 (554)                                     | 533 (527)       |
| Michigan        | 106,047 (85%)<br>(103,396 (83%))        | 487 (492)                                     | 466 (473)       |
| Nation          | 2,004,965 (52%)<br>(1,973,891 or 51%)   | 521 (519)                                     | 508 (505)       |

# STUDENT ACHIEVEMENT



Passing an Advanced Placement Test means becoming eligible for early college credit before high school graduations. There were 27 AP courses offered at Grosse Pointe North High School in 2025-26. M-STEP/MME Data is not reported by Racial/Ethnic minority groups because no State identified subgroup is large enough to report results without revealing the identity of individual students. Participation rates for M-STEP were: Science 92%, Social Studies 88%. [State of MI M-STEP results have been shown in parenthesis when available for comparison to school results.](#)

| 2025-26 SAT MME RESULTS 11TH GRADE STUDENTS (2024-25 for comparison) |                 |                                               |                 |
|----------------------------------------------------------------------|-----------------|-----------------------------------------------|-----------------|
|                                                                      | Number Tested   | Evidence-Based Reading and Writing Mean Score | Math Mean Score |
| North                                                                | 201 (233)       | 523 (537)                                     | 489 (500)       |
| GPPSS District                                                       | 465 (496)       | 549 (557)                                     | 525 (531)       |
| Michigan                                                             | 95,790 (97,340) | 485 (490)                                     | 460 (464)       |

| M-STEP MME Group Reporting |       |                            |
|----------------------------|-------|----------------------------|
| Subject                    | Black | Economically Disadvantaged |
| Science                    | 26%   | 26%                        |
| Social Studies             | 37%   | 36%                        |

| M-STEP SCIENCE |           |        |      |
|----------------|-----------|--------|------|
| Year           | All       | Female | Male |
| 2025-26        | 42% (35%) | 48%    | 36%  |
| 2024-25        | 46% (35%) | 50%    | 42%  |

| M-STEP SOCIAL STUDIES |           |        |      |
|-----------------------|-----------|--------|------|
| Year                  | All       | Female | Male |
| 2025-26               | 52% (43%) | 62%    | 42%  |
| 2024-25               | 55% (42%) | 60%    | 51%  |

