



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

North 2011-12 Annual Report

Introduction

Situated close to Lake St. Clair, Grosse Pointe North High School first opened its doors in the fall of 1968. More than forty 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.



To underscore those core beliefs and traditions, these items are provided as documentation that North remains a school of high quality and performance. When our school wide evaluation concluded in fall of 2008, we received word from both the **North Central Association** external visitation team chairperson and the **Michigan NCA Committee**

that we had been awarded unconditional accreditation, and received numerous commendations from the visit team.

For the year 2011-12, North remained highly rated in the national Top Schools Rankings, rated as the 763rd best high school in the nation (top 3%). North was the 7th highest ranked high school in Michigan, and Grosse Pointe South and Grosse Pointe North are the only two Michigan high schools to have been listed in the Top Schools Ranking in each year those rankings were published. In addition, North saw significant gains in the writing tested area of the Michigan Merit Exam, a 6% increase, and remained well above state averages in every content area tested.

Mission Statement

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

Student Average Attendance Rate: 95.31%

Parent-Teacher Conference Participation:
2011-12 67.7% (911 students)
2010-11 67.5% (912 Students)

Education Yes! Report Card

Adequate Yearly Progress (AYP) Met: Yes

Michigan Report Card Grade: C

Not identified for improvement.

Dual Enrollment:

11th & 12th graders enrolled concurrently in H.S. & post-secondary classes (2011-12): 0 Students

Completion/Graduation Rate: High school students who graduate in 4 years

Class of 2011 93.31%

Dropout Rate: Percentage of students who do not complete GPPS H.S. program
Class of 2011 (9 students) 2.62%

Retention Rate: District average (100% of high school enrollment minus high school dropout rate) 97.38%

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

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 Statement

Grosse Pointe Public Schools does not discriminate on the basis of race, gender, religion, national origin or other factors.

FERPA Notice

Grosse Pointe Public Schools may, upon request, release the following directory information: student name, address, participation in school activities, date of school attendance, honors and awards, information generally found in yearbooks, and student name, addresses and telephone numbers when requested by military recruiters. Grosse Pointe Public Schools 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 complete the Public Use -Directory Information Notice Form available at: www.gpschools.org

Core Curriculum

The Grosse Pointe Public School System's 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 national standards. The reports of the curriculum committees, which are submitted first to the EPLC and then to the Board of Education, include recommendations regarding assessment, staff 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.

The 2011-12 school year brought many plans and changes to the K-5 English language arts curriculum. All elementary students will have learned specific reading comprehension strategies through a program called *Making Meaning*. Please ask your elementary child to talk to you about the stories their teacher is reading to them, and the questions they are asking about the stories. Elementary teachers began training on teaching reading to students, through the Reader's Workshop approach. Staff development will begin again in September and continue on throughout the 2012-13 school year. The continued implementation and training in Reader's Workshop is part of a three-year plan to develop readers and writers in our elementary students for their success in the challenging curriculum they will be facing at the middle and high school levels.

The district's strong curriculum is demonstrated by the continuing high performance of our students on standardized assessments including NWEA, MEAP, ACT, SAT, and Advanced Placement tests.

School Improvement Plan

During the 2011-12 school year, our focus on improvement was driven by a focus of our Professional Learning Communities on the concept of being REAL. This staff driven initiative was directed on being actively **R**esponsible: for **E**ducation, **A**tmosphere and **L**eadership at North to prepare students for real competency in the real world. Teachers worked in PLC's that focused on specific teaching strategies to enhance student success. As examples, a 21st Century Learning Tools PLC explored successful implementation and strategies for technology usage in the classroom. An Instructional Methodology PLC explored various teaching strategies and data analysis of constructivist approaches to instruction. An Environmental PLC took focus on analyzing the classroom and building wide environment, exploring how to impact the affective component of teaching and learning.

Professional Learning Communities (PLC) 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. The 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 writing has been a strong emphasis in recent years and this spring's MME scores indicated a six point gain, now a five year high. School improvement is an ongoing process, and North High School is committed to a data driven model.

Based on this years MME data, our goals are:

- Goal #1 Increase math content scores on the MME by 3% for the 2012-13 school year through quality preparation for the tests.
- Goal #2 Continue to close the gap, raising our lowest performing groups while maintaining scores of our middle and high performing students.



STUDENT ACHIEVEMENT MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

Percentage of Grade 11 Students Achieving Satisfactory/Scholarship Levels (Levels 1 and 2)

MEAP MME LANGUAGE ARTS TEST Grade 11							
MEAP MME READING – Grade 11				MEAP MME WRITING – Grade 11			
Year	All	Female	Male	Year	All	Female	Male
2011-12	66%	70%	62%	2011-12	68%	73%	64%
2010-11	70%	70%	70%	2010-11	62%	67%	58%
2009-10	64%	67%	61%	2009-10	59%	60%	58%

MEAP MME MATH				MEAP MME SCIENCE			
Year	All	Female	Male	Year	All	Female	Male
2011-12	42%	37%	47%	2011-12	35%	31%	40%
2010-11	41%	39%	43%	2010-11	36%	34%	38%
2009-10	35%	30%	40%	2009-10	36%	31%	41%

MEAP MME SOCIAL STUDIES			
Year	All	Female	Male
2011-12	58%	53%	63%
2010-11	62%	59%	64%
2009-10	60%	54%	65%

MEAP SOCIAL STUDIES Grade 9		
Year	Black, Not of Hispanic Origin	Economically Disadvantaged
2011-12	10%	10%

- 9th Grade MEAP Social Studies had a 96% tested rate

Spring 2012 MME TEST Grade 11			
Test	Black, Not of Hispanic Origin	Economically Disadvantaged	% Tested
Reading	36%	41%	96%
Writing	32%	36%	96%
Math	17%	23%	96%
Science	9%	14%	96%
Social Studies	28%	32%	96%

MEAP SOCIAL STUDIES			
Year	All	Female	Male
2011-12	45%	42%	49%
2010-11	53%	49%	58%
2009-10	53%	47%	59%

- MEAP/MME Data is not reported by other Racial/Ethnic minority groups or Special Education because no other group is significantly large enough to report MEAP results without revealing the identity of individual students.



STUDENT ACHIEVEMENT (cont.)

NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN ONE OR MORE AP COURSES								
YEAR	GRADE 9		GRADE 10		GRADE 11		GRADE 12	
	# and % of Students		# and % of Students		# and % of Students		# and % of Students	
2011-12	0	0.0%	49	14.8%	111	32.2%	181	51.1%
2010-11	0	0.0%	70	20.4%	137	38.5%	203	60.6%
2009-10	0	0.0%	78	22.5%	139	40.4%	219	61.2%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *			
Year	# of Tests Taken	# of Tests Passed	Percentage of Tests Passed
2011-12	565	411	74.7%
2010-11	609	429	70.4%
2009-10	661	458	69.3%

- * Passing an Advanced Placement Test means becoming eligible for early college credit before high school graduation.
- There were 20 AP courses offered at Grosse Pointe North High School in 2011-12.

2011-12 ACT RESULTS 12 th GRADE STUDENTS						
	# Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
North	326	22.2	22.2	22.3	22.0	22.3
GP District	682	23.6	23.3	23.6	23.1	23.5
Michigan	114,727	19.3	20.1	20.0	20.4	20.1
Nation	1,666,017	20.5	21.1	21.3	20.9	21.1

2010-11 SAT RESULTS 12 th GRADE STUDENTS				
	# Tested	Critical Reading Mean Score	Math Mean Score	Writing Mean Score
North	34	603	584	585
GP District	137	609.8	610.3	591.8
Michigan	5,376	583	604	573
Nation	1,647,123	497	514	489

