



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

North 2012-13 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. We look forward to the opportunity to work with the NCA committee again soon, as we will host an accreditation visit in February of 2014.

For the year 2012-13, North remained in the top 3% of high schools in the nation, ranked 226 in the Washington Post. 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: 95.84%

Parent-Teacher Conference Participation:
2012-13 64.4% (855 students)
2011-12 67.7% (911 students)

MDE Scorecard

North and South were both given a red designation on the MDE Scorecard (replacing AYP).

Dual Enrollment:

11th & 12th graders enrolled concurrently in H.S. & post-secondary classes (2012-13):
4 Students

Completion/Graduation Rate:

High school students who graduate in 4 years
Class of 2012 94.07%

Dropout Rate:

Percentage of students who do not complete GPPS H.S. program
Class of 2012 (5 students)
1.41%

Retention Rate:

District average (100% of high school enrollment minus high school dropout rate)
98.59%

Earned Credit by Test-Out of a Course:

14 students

Nondiscrimination Statement

The Grosse Pointe Public School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Stefanie Hayes,
Director of Student Services
389 St. Clair
Grosse Pointe, MI 48230
(313) 432-3851
Stefanie.Hayes@gpschools.org

For further information on notice of nondiscrimination, visit:

<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.

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.



During the 2012-13 School year, EPLC led the curriculum review for the World Language Department. Teachers doing the review examined assessments, textbook usage, and alignment to the newly revamped Michigan Department of Education World Language requirements. The revised World Language curriculum was unanimously approved by the Board of Education in the spring of 2013. Staff development on specific reading comprehension strategies through a program called *Making Meaning* also continued throughout the 2012-13 school year. The 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. This coming year, we seek volunteers to serve on the review committees for K-12 Science, Social Studies, Library/Media, and Secondary Business.

School Improvement Plan

During the 2012-13 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 Responsible: for Education, Atmosphere and Leadership 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. These teams conducted action research projects that were connected to relevant literature in their fields and everyday practices in their classrooms. 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. The Psychology of the Engaging Classroom PLC researched strategies to engage diverse groups of learners to increase academic achievement. Our action research teams shared and modeled their findings during our professional development time throughout the school year.

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. 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 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 year's MME data, our goals are:

- Goal #1: Increase reading and writing proficiency scores on the MME by 3% for the 2013-2014 school year through a rigorous curriculum and quality preparation for the test.
- Goal #2: Increase science proficiency scores on the MME by 3% for the 2013-2014 school year through a rigorous curriculum and quality preparation for the test.
- Goal #3: Increase math proficiency scores on the MME by 3% for the 2013-2014 school year through a rigorous curriculum and quality preparation for the test.

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
2012-13	65%	65%	65%	2012-13	67%	68%	66%
2011-12	66%	70%	62%	2011-12	68%	73%	64%
2010-11	70%	70%	70%	2010-11	62%	67%	58%

MEAP MME MATH				MEAP MME SCIENCE			
Year	All	Female	Male	Year	All	Female	Male
2012-13	41%	41%	41%	2012-13	34%	32%	36%
2011-12	42%	37%	47%	2011-12	35%	31%	40%
2010-11	41%	39%	43%	2010-11	36%	34%	38%

MEAP MME SOCIAL STUDIES			
Year	All	Female	Male
2012-13	54%	45%	64%
2011-12	58%	53%	63%
2010-11	62%	59%	64%

MEAP SOCIAL STUDIES - Grade 9			
Year	All	Female	Male
2012-13	52%	46%	60%
2011-12	45%	42%	49%
2010-11	53%	49%	58%

Spring 2013 MME TEST Grade 11			
Test	Black, Not of Hispanic Origin	Economically Disadvantaged	% Tested
Reading	41%	38%	96%
Writing	42%	36%	96%
Math	11%	5%	96%
Science	12%	9%	96%
Social Studies	28%	20%	96%

MEAP SOCIAL STUDIES- Grade 9			
Year	Black, Not of Hispanic Origin	Economically Disadvantaged	% Tested
2012-13	23%	32%	96%

- MEAP/MME Data is not reported by other Racial/Ethnic minority groups or Special Education because no other group is 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	
2012-13	1	0.3%	59	18.6%	133	41.4%	204	60.4%
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%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *			
Year	Number of Tests Taken	Number of Tests Passed	Percentage of Tests Passed
2012-13	622	416	67.0%
2011-12	565	411	74.7%
2010-11	609	429	70.4%

- Passing an Advanced Placement Test means becoming eligible for early college credit before high school graduation.
- There were 25 AP courses offered at Grosse Pointe North High School in 2012-13.

2012-13 ACT RESULTS 12 th GRADE STUDENTS						
	Number Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
North	337	22.3	22.0	22.2	21.9	22.3
GP District	715	23.1	22.6	23.4	22.7	23.1
Michigan	120,451	19.1	19.9	20.0	20.2	19.9
Nation	N/A	N/A	N/A	N/A	N/A	N/A

2012-13 SAT RESULTS 12 th GRADE STUDENTS				
	Number Tested	Critical Reading Mean Score	Math Mean Score	Writing Mean Score
North	32	586	585	563
GP District	79	579.5	596.9	561.8
Michigan	4,300	590	610	582
Nation	1,660,047	496	514	488

