



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

North 2013-14 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. In addition, this year our school underwent a thorough evaluation conducted by **AdvancEd**, formerly the **North Central Association**. This evaluation culminated in three day external visit, during which we were awarded accreditation, and received numerous commendations from the visiting team. The team highlighted how North's strong collaboration strengthens instructional practice along with North's continued commitment to professional growth.

North made significant gains on both the ACT and MME. North's ACT composite increased .82 to 22.27. North also increased its MME scores in all five subject areas. In four out of five subject areas, the 2014 scores are the highest they have been in five years. Specifically, North saw significant gains in Social Studies (8.8%), Reading (7.4%) and Science (3.3%).



Mission Statement

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

Student Average Attendance Rate: 95.80%

Parent-Teacher Conference Participation:
2013-14 82% (1,087 students)
2012-13 64.4% (855 students)

MDE Scorecard

North received a Yellow designation on the MDE Scorecard (replacing AYP) and is a Focus School.

Dual Enrollment:

11th & 12th graders enrolled concurrently in H.S. & post-secondary classes (2013-14):
5 Students

Completion/Graduation Rate:

High school students who graduate in 4 years
Class of 2013: 94.57%

Dropout Rate:

Percentage of students who do not complete GPPS H.S. program
Class of 2013 (5 students)
1.43 %

Retention Rate:

District average (100% of high school enrollment minus high school dropout rate)
98.57%

Earned Credit by Test-Out of a Course:

4 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.

FERPA Notice

The Grosse Pointe Public School System 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. GPPS 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 local and national standards.

Reports of the curriculum committees, which are submitted first to the EPLC then to the Board of Education, include recommendations regarding assessment, professional 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 2013-14 school year, EPLC led the curriculum review for social studies and library/media. Teachers doing the review examined assessments, textbook usage, and alignment to Michigan Department of Education requirements. Both curricula are still under development, as is the curriculum for science and secondary business.

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 2013-14 school year, our focus on improvement was driven by 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 and success on high-stakes testing. 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, Leveraging Technology for Student Achievement 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 Chosen Career explored how a relevant project based learning approach could 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 and culminated in our Norsemen Action Research Conference in April.

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 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.

Based on this year's MME data, we firmly believe that *we can be 23!* The following goals have been constructed to help us increase our composite ACT score to 23.

- Goal #1: Increase reading and writing proficiency scores on the MME by 3% for the 2014-15 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 2014-15 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
2013-14	73%	75%	70%	2013-14	68%	71%	65%
2012-13	65%	65%	65%	2012-13	67%	68%	66%
2011-12	66%	70%	62%	2011-12	68%	73%	64%

MEAP MME MATH				MEAP MME SCIENCE			
Year	All	Female	Male	Year	All	Female	Male
2013-14	41%	41%	42%	2013-14	37%	36%	39%
2012-13	41%	41%	41%	2012-13	34%	32%	36%
2011-12	42%	37%	47%	2011-12	35%	31%	40%

MEAP MME SOCIAL STUDIES			
Year	All	Female	Male
2013-14	63%	63%	63%
2012-13	54%	45%	64%
2011-12	58%	53%	63%

MEAP SOCIAL STUDIES - Grade 9			
Year	All	Female	Male
2013-14	43%	34%	51%
2012-13	52%	46%	60%
2011-12	45%	42%	49%

Spring 2014 MME TEST Grade 11			
Test	Black, Not of Hispanic Origin	Economically Disadvantaged	% Tested
Reading	40%	41%	97%
Writing	33%	31%	97%
Math	4%	10%	97%
Science	6%	5%	97%
Social Studies	29%	24%	97%

MEAP SOCIAL STUDIES- Grade 9			
Year	Black, Not of Hispanic Origin	Economically Disadvantaged	% Tested
2013-14	18%	10%	98%

- 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	
2013-14	0	0.0%	89	25.0%	132	41.4%	195	62.3%
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%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *			
Year	Number of Tests Taken	Number of Tests Passed	Percentage of Tests Passed
2013-14	724	468	64.6%
2012-13	622	416	67.0%
2011-12	565	411	74.7%

- 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 2013-14.

2013-14 ACT RESULTS 12 TH GRADE STUDENTS						
	Number Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
North	314	22.1	21.9	22.3	22.0	22.2
GP District	756	23.6	23.1	23.9	23.2	23.6
Michigan	119,990	19.3	19.9	20.2	20.4	20.1
Nation	1,,845,787	20.3	20.9	21.3	20.8	21.0

2013-14 SAT RESULTS 12 TH GRADE STUDENTS				
	Number Tested	Critical Reading Mean Score	Math Mean Score	Writing Mean Score
North	19	596	582	535
GP District	80	602.9	598.8	573.1
Michigan	4,027	593	610	581
Nation	1,672,395	497	513	487

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
 20090 Morningside
 Grosse Pointe Woods, MI 48236
 Phone: (313) 432-3851
Stefanie.Hayes@gpschools.org

If the individual filing the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, than the individual filing the grievance must provide the documentation to the:

Deputy Superintendent for Educational Services
 389 St. Clair
 Grosse Pointe, MI 48230
 Phone: (313) 432-3016

For further information on 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.

