



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

North 2015-16 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.



As many of you know, I have served here since my student teaching days. Like everyone who has the opportunity to walk through our doors, I was immediately drawn into the family-like atmosphere and the commitment to all students. Cultivating that atmosphere of high expectations while feeling welcoming to all, is a focus area for all our staff and families. This annual report is designed to share data about our school as required by Michigan's Public Act 25 and in alignment with our expectations. Unfortunately, a number of last year's data points have yet to be released by the State. We look forward to both receiving and sharing the MSTEP, ACT and SAT scores with you.

Principal Kate Murray

Mission Statement

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

Student Average Attendance Rate: 95.7%

Parent-Teacher Conference Participation:
2015-16 69% (946 students)
2014-15 64% (863 students)

MDE Scorecard

North received a Yellow designation on the 2016 MDE Scorecard (replacing AYP).

Dual Enrollment:

11th & 12th graders enrolled concurrently in H.S. & post-secondary classes (2015-16):
9 Students

Completion/Graduation

Rate: High school students who graduate in 4 years
Class of 2015: 93.55%

Dropout Rate: Percentage of students who do not complete GPPS H.S. program
Class of 2015 (4 students)
1.29%

Retention Rate: District average (100% of high school enrollment minus high school dropout rate)
98.71%

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



Everyone Achieves

This is what we do here.

Culture

Creating and compelling all students into a culture of achievement

Academic Press

Excellent instruction: every class, every day

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 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://wdcrocolp01.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

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 2014-15 school year, EPLC led the curriculum review for adolescent health, business, social studies and library/media. Teachers doing the review examined assessments, textbook usage, and alignment to Michigan Department of Education requirements. 6th thru 12th grade social studies and adolescent health curricula are still under development.

During the 2015-16 school year, the following curricular areas will begin the review process:

- K-12 Mathematics
- K-12 Science
- K-12 Art
- 6-12 Counseling
- K-12 Physical Education
- 6-12 Inter-Departmental Technology
- 6-12 TV Production

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 2015-16 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 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, Online Assessment PLC examined how Schoology can increase student learning and engagement. Another group analyzed how to increase student engagement in subject area reading. The Learning Spaces PLC researched how classroom design can impact student learning. Finally, the launch of the SAT as our state mandated assessment tool, our SAT PLC was critical to our staff's learning. They presented strategies several times to help all teachers use complex text in their classrooms. Our action research teams shared and modeled their findings during our professional development time throughout the school year and culminated in our Norsemen Learning Festival.

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 we saw a large gains across board. School improvement is an ongoing process, and North High School is committed to a data driven model.

STUDENT ACHIEVEMENT (cont.)

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	
	2015-16	0	0.0%	86	23.2%	138	44.2%	186
2014-15	0	0.0%	75	23.0%	167	48.5%	163	54.7%
2013-14	0	0.0%	89	25.0%	132	41.4%	195	62.3%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *			
Year	Number of Tests Taken	Number of Tests Passed	Percentage of Tests Passed
2015-16	763	477	62.52%
2014-15	721	488	67.7%
2013-14	724	468	64.6%

- 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 2014-15.

2015-16 ACT RESULTS 12 th GRADE STUDENTS						
	Number Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
North	336	23.2	22.0	23.1	22.6	22.8
GP District	711	24.3	23.0	24.3	23.7	24.0
Michigan	115,454	19.9	19.9	20.7	20.5	20.3
Nation	2,090,342	20.1	20.6	21.3	20.8	20.8

2014-15 SAT RESULTS 12 th GRADE STUDENTS				
	Number Tested	Critical Reading Mean Score	Math Mean Score	Writing Mean Score
North	26	635	634	610
GP District	76	616.6	629.4	597.5
Michigan	3,765	594	609	585
Nation	1,698,521	495	511	484

M-STEP MME SCIENCE				M-STEP MME SOCIAL STUDIES			
Year	All	Female	Male	Year	All	Female	Male
2015-16	38% (33%)	32%	43%	2015-16	61% (43%)	54%	68%
2014-15	37% (29%)	36%	38%	2014-15	59% (44%)	64%	54%

Spring 2016 M-STEP MME TEST Grade 11			
Test	Black, Not of Hispanic Origin	Economically Disadvantaged	% Tested
Science	15%	9%	96%
Social Studies	36%	23%	96%

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

*State of Michigan M-STEP results have been shown above in parenthesis for comparison to school results.

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. 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 click the FERPA directory information button during K-12 online registration.

