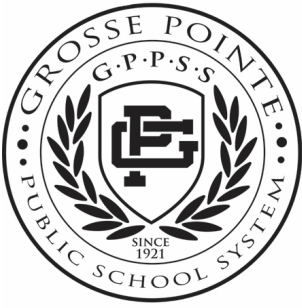




Vision Statement

One inclusive community learning together

Dual Enrollment:

11th & 12th graders enrolled concurrently in H.S. & post-secondary classes
2021-22: 68 students
2020-21: 60 students
2019-20: 60 students

Completion/

Graduation Rate: High school students who graduate in 4 years
Class of 2021: 94%
Class of 2020: 95%

Dropout Rate:

Percentage of students who do not complete GPPS H.S. program
Class of 2021 2%
Class of 2020 2%

Retention Rate: District average (100% of high school enrollment minus high school dropout rate)
98% (same since 2018)

Earned Credit by Test-Out of a Course:

2021-22—31 students
2020-21—23 students
2019-20—60 students

Percentage of Parents Participating in Parent-Teacher Conferences:

2021-22
93% (6,246 Students)
2020-21
93% (6,332 Students)
2019-20
93% (7,360 Students)

Student Average Attendance: 93%

GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

District 2021-22 Annual Report

Introduction

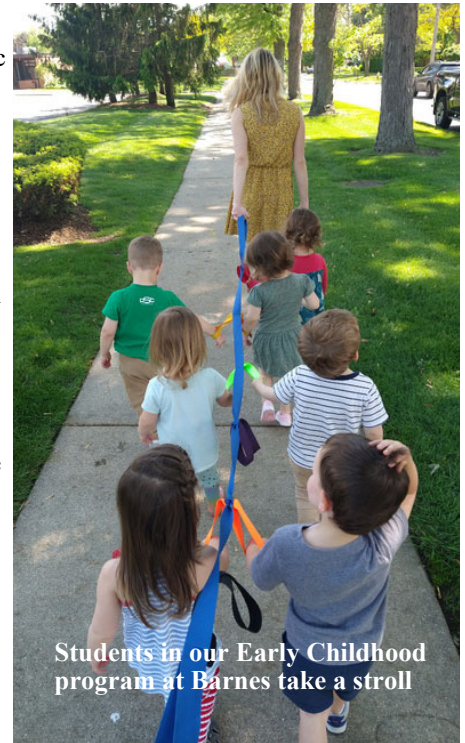
The Grosse Pointe Public School System is a premier public school district. Last year we held many events celebrating 100 years of educational excellence, from the North-South Tailgate history display to the Community Luncheon. Working with the community we again advanced initiatives in each area of our Strategic Plan that will help ensure the next 100 years are just as bright. That plan guides our continuous efforts to improve in: 1) Curriculum, Instruction & Student Learning, 2) Global Competency, Real World Literacy and Readiness, and 3) Family and Community Engagement. The Strategic Planning process involved over 50 community members. And feedback from our community and staff surveys in the spring of 2022 show we are on the right path.

Strategic planning is only one way our community has demonstrated its commitment to our children. It has also supported bond and sinking fund initiatives to provide a learning environment that is safe, warm, dry and connected. Work continued during the 2021-22 school year utilizing the \$111 million bond for critical facility needs. Each building will be impacted by that investment, with summer 2021 projects focused at North High School, Brownell and Pierce Middle Schools, and Kerby and Mason elementary schools, and Barnes Early Childhood Center. Parents also continued to demonstrate involvement through participation in parent teacher conferences, school events, Town Halls and listening sessions. That support is felt and greatly appreciated.

I want to thank our community for focusing on relationships as together we weather the challenges of a global pandemic. Our teachers—the top teachers in the state—have dedicated countless hours to learning how to practice their craft in an online environment while maintaining connections with students and families. Everyone agrees face to face instruction is best, and our students and staff have been resilient throughout this challenge. We will need to continue to work together to provide a safe learning environment where students continue to learn and thrive.

If you have any questions, call me. As the wonderful participation in our community listening sessions this past year demonstrated, I am actively seeking the insight you graciously offer. And I will continue to gather ideas from different perspectives, and share the wonderful things happening in our schools. The health of our public schools directly impacts every homeowner. Help us continue to improve and share what is right. Many examples are included in this annual report, in our weekly e-newsletter, on our website www.gpschools.org, and at the start of every televised and livestreamed board meeting.

- Dr. M. Jon Dean, Superintendent



Students in our Early Childhood program at Barnes take a stroll

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.

Key Calendar Dates

- **September 6** Tuesday First Full Day of School
- **September 19** Listening Session at Mason with Superintendent Dean
- **September 30** North Homecoming parade/game
- **October 4** Listening Session at Brownell 8 a.m.
- **October 5** Count Day
- **October 7** North Homecoming parade/game
- **October 12** PSAT 9-11
- **October 21** North South football at North, Tailgate
- **November 2** Ferry Listening Session, 6 p.m.
- **November 6** GPPSS Open House 12-2 All schools
- **November 8** - Vote, Full Day of PD—no school
- **November 23-27** Thanksgiving Break
- **December 26-January 3** Winter break. Classes resume Wednesday 1/4
- **January 10** Middle School Parent Night
- **January 11** Rising Freshman Parent Night
- **January 11** K Parent Night

Core Curriculum

Grosse Pointe Public School System (GPPSS) engages in a system of continuous improvement through collaboration and continuity while focusing on our Vision: *One Inclusive Community Learning Together*, and our Mission: *Cultivate Educational Excellence By: Empowering Students, Valuing Diversity, Inspiring Curiosity, and Pushing Possibilities*. GPPSS builds a robust and equitable educational community where all learners are empowered to reach their unique potential. We strive to provide students opportunities to acquire the attitudes, values, knowledge and skills that prepare them to be contributing members of society.

Thoughtful, carefully aligned practices ensure the district's curriculum, instructional approaches and system of assessments are designed to maximize student learning and provide all students a rigorous and relevant curriculum aligned from preschool through graduation. An innovative, evolving and articulated curriculum that is responsive to the rapidly changing world, broad-based to meet the needs of all students at all levels, and designed to challenge every student to realize their true potential, is essential. Differentiated and culturally responsive instructional approaches based on best practices and research; high expectations for student and staff performance; and flexibility, innovation and individual teaching styles are the basis for quality learning experiences in every class, every day. Modifications to the curriculum or instructional approaches are driven by data obtained from assessments implemented by the district.



placement and challenging enrichment courses and a comprehensive special education program.

The curriculum review process uses the District's Strategic Plan as a lens to review, construct, and implement curriculum and instructional practices. Based on our district curriculum studies timeline (5-7 years), curriculum reviews occur in the following phases:

- Phase 1 - curriculum review/study (entering this phase are Social Studies, Counseling, Library/Media, and TV Production)
- Phase 2 - construction of goals/objectives & programs
- Phase 3 - implementation
- Phase 4 - maintenance

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.



The GPPSS core curriculum is developed under the guidance 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 are submitted first to the EPLC, then the Board of Education, and include recommendations regarding assessment, professional development, integration of technology, and differentiated and culturally responsive instruction to cultivate academic diversity within curriculum development. The district also offers a wide array of advanced



Trombly PTO gift to Defer Elementary

Professional Qualifications of GPPSS Teachers 2021-22

- GPPSS Teaching Staff FTE for the 2021-22 school year Total: 520.4 FTE (512.9 FTE)
- GPPSS Teaching Staff for the 2021-22 school year Total: 530 (530)
- Percentage of Teaching Staff with emergency or special credentials: 0.0038% (4 Teachers = 0.0075%)
- Percentage of core classes taught by highly qualified teachers: 100%

NOTE: The Grosse Pointe Public School System always seeks the highest quality staff (majors in the content area they teach) for placement in teaching assignments.

STUDENT ACHIEVEMENT – High School

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	
2021-22	1	0.2%	216	36%	368	61%	368	57%
2020-21	3	0.5%	292	46%	428	66%	393	61%
2019-20	2	0.3%	266	40%	399	60%	446	61%

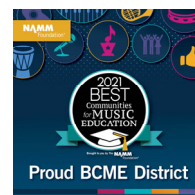
RESULTS OF ADVANCED PLACEMENT (AP) TESTS *			
Year	# of Tests Taken	# of Tests Passed	Percentage of Tests Passed
2021-22	1,666	976	59%
2020-21	1,859	1,024	55%
2019-20	1,717	1,146	67%

- * Passing an Advanced Placement Test means becoming eligible for early college credit before high school graduation.
- There were 26 AP courses offered within the Grosse Pointe Public School System in 2021-22.

2021-22 ACT RESULTS 12 TH GRADE COHORT STUDENTS (2020-21 shown for comparison)						
	Number Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
GP District	175 or 27% (212 or 33%)	26.2 (25.4)	25.0 (25.1)	26.0 (25.5)	25.0 (24.6)	25.6 (25.3)
Michigan	8,487 or 7% (9,337 or 8%)	24.7 (25.1)	23.9 (24.5)	25.2 (25.7)	24.2 (24.6)	24.6 (25.1)
Nation	1,349,644 or 35% (1,295,349 or 34%)	19.0 (19.6)	19.3 (19.9)	20.4 (20.9)	19.9 (20.4)	19.8 (20.3)

2021-22 SAT RESULTS 12 TH GRADE COHORT STUDENTS (2020-21 for comparison)			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
GP District	581 (90% tested) (512 or 79% tested)	569 (562)	554 (550)
Michigan	90,642 (72%) (71,935 or 58%)	506 (523)	495 (508)
Nation	1,737,678 (45%) (1,509,133 or 39%)	529 (533)	521 (528)

2021-22 SAT MME RESULTS 11 TH GRADE STUDENTS			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
GP District	571 (548)	548 (568)	530 (551)
Michigan	95,523 (80,954)	490 (503)	470 (493)



M-STEP MME SCIENCE 11 TH GRADE			
Year	All	Female	Male
2021-22	60% (38%)	64%	56%
2020-21	38% (16%)	38%	38%

M-STEP MME SOCIAL STUDIES 11 TH GRADE			
Year	All	Female	Male
2021-22	54% (36%)	55%	52%
2020-21	80% (44%)	82%	78%

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

STUDENT ACHIEVEMENT—Middle Schools

MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

M-STEP ENGLISH LANGUAGE ARTS TEST (State of Michigan shown for comparison)											
Grade 5 Percentage Achieving SATISFACTORY				Grade 6 Percentage Achieving SATISFACTORY				Grade 7 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
21-22	62% (43%)	65%	60%	21-22	53% (38%)	58%	47%	21-22	51% (38%)	56%	45%
20-21	61% (44%)	63%	60%	20-21	54% (39%)	57%	52%	20-21	65% (41%)	72%	57%

M-STEP MATHEMATICS TEST											
Grade 5 Percentage Achieving SATISFACTORY				Grade 6 Percentage Achieving SATISFACTORY				Grade 7 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
21-22	56% (30%)	52%	59%	21-22	48% (28%)	47%	48%	21-22	46% (30%)	44%	48%
20-21	52% (30%)	47%	56%	20-21	46% (29%)	43%	49%	20-21	54% (32%)	53%	55%

M-STEP SCIENCE Percentage Scoring SATISFACTORY						
	Grade 5			Grade 8		
Year	All	Female	Male	All	Female	Male
21-22	57% (38%)	59%	56%	53% (36%)	50%	55%
20-21	39% (29%)	35%	42%	35% (23%)	32%	38%

M-STEP SOCIAL STUDIES Percentage Scoring SATISFACTORY						
	Grade 5			Grade 8		
Year	All	Female	Male	All	Female	Male
21-22	44% (16%)	40%	47%	45% (26%)	42%	48%
20-21	28% (16%)	22%	34%	46% (26%)	40%	52%

2021-22 M-STEP Percentage of Students Tested								
Grade	ENGLISH	MATH	SCIENCE	Social Studies	Total English with Other Tests	Total Math with Other Tests	Total Science with Other Tests	Total Social Studies with Other Tests
5	95%	95%	95%	95%	100%	100%	100%	97%
6	97%	97%	Not Tested	Not Tested	100%	100%	Not Tested	Not Tested
7	96%	96%	Not Tested	Not Tested	99%	99%	Not Tested	Not Tested
8	95%	95%	96%	96%	96%	96%	97%	96%

NOTE: Total with Other Tests refers to the percentage tested with either M-STEP or MI-ACCESS (alternative state test) in each area. Grade 8 uses PSAT data for English and Math.

STUDENT ACHIEVEMENT - Middle Schools

GROSSE POINTE WRITING

Percentage of Students Achieving a SATISFACTORY Score												
Year	Grade 5			Grade 6			Grade 7			Grade 8		
	All	F	M	All	F	M	All	F	M	All	F	M
21-22	84%	90%	79%	69%	77%	60%	76%	87%	65%	81%	89%	72%
20-21	67%	78%	56%	76%	86%	66%	80%	87%	72%	83%	87%	79%
18-19	73%	86%	60%	76%	82%	69%	81%	89%	73%	86%	93%	81%

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by District Students (on National Norms)

Percentile READING Spring*					Percentile MATH Spring*		
Grade	Year	All	Female	Male	All	Female	Male
5	21-22	63	65	62	67	62	71
	20-21	61	62	59	61	56	65
	19-20	62	66	59	59	60	58
6	21-22	61	64	57	59	56	62
	20-21	62	70	54	56	60	53
	19-20	65	70	59	56	55	56
7	21-22	62	67	57	59	60	57
	20-21	68	72	63	59	60	58
	19-20	68	69	67	61	56	67
8	21-22	61	65	54	57	57	57
	20-21	65	67	64	61	58	64
	19-20	66	69	62	66	64	69

NOTE: The Grosse Pointe Writing Assessment was not administered during the spring 2020 closure. Due to COVID-19, 2019-20 NWEA data is from the fall test as the spring test was not administered during the statewide school closure. A percentile is the percentage of students in a national norms group who scored at or below a particular score.



Nondiscrimination Statement

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. The Superintendent shall develop and implement administrative guidelines to enforce this policy.

For further information on nondiscrimination, visit: www.gpschools.org under School Board - Policy or <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.

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

STUDENT ACHIEVEMENT—Middle Schools PSAT and M-STEP

PSAT Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
21-22 English	77% (60%)	84%	70%
20-21 English	79% (64%)	82%	76%
21-22 Math	54% (36%)	54%	55%
20-21 Math	57% (36%)	53%	61%

PSAT Grade 8 Percentage Achieving SATISFACTORY (2021-22)		
SUB GROUP	PSAT English	PSAT Math
Black, not of Hispanic Origin	46%	32%
Economically Disadvantaged	58%	38%
Special Education	24%	12%

GRADE 5 Percentage Achieving SATISFACTORY (2021-22)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	33%	22%
Economically Disadvantaged	38%	33%
Special Education	33%	23%

GRADE 6 Percentage Achieving SATISFACTORY (2021-22)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	20%	16%
Economically Disadvantaged	26%	22%

GRADE 7 Percentage Achieving SATISFACTORY (2021-22)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	27%	15%
Economically Disadvantaged	31%	21%
Special Education	15%	5%

M-STEP Percentage Achieving SATISFACTORY — (2021-22)				
SUB GROUP	5th Grade SCIENCE	8th Grade SCIENCE	5th Grade SOCIAL STUDIES	8th Grade SOCIAL STUDIES
Black, not of Hispanic Origin	25%	25%	20%	14%
Economically Disadvantaged	33%	38%	24%	30%
Special Education	29%	15%	24%	9%

M-STEP grade 8 uses PSAT data for English and Math.



Mason Elementary



Richard Elementary



Monteith Elementary

M-STEP Data is not reported by other racial/ethnic or special education minority groups because no groups are large enough to report results without revealing the identity of individual students.

STUDENT ACHIEVEMENT—Elementary Schools

MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

Third Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
21-22	60% (42%)	65%	56%	100%	20-21	60% (42%)	57%	63%	100%
20-21	63% (43%)	68%	59%	80%	20-21	61% (42%)	57%	64%	81%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
21-22	65% (43%)	71%	60%	100%	20-21	65% (37%)	59%	70%	100%
20-21	61% (44%)	63%	59%	78%	20-21	65% (37%)	65%	65%	78%

NOTE: M-STEP Data is not reported by Racial/Ethnic minority group or Economically Disadvantaged because no group is significantly large enough to report results without revealing the identity of individual students. [State of Michigan M-STEP results have been shown above in parentheses for comparison to school results.](#) The percentage tested is with either M-STEP or MI-ACCESS (alternative state test) in each area.

Grade 3 Percentage Achieving SATISFACTORY — (2021-22)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	15%	17%
Economically Disadvantaged	29%	28%
Special Education	27%	33%

Grade 4 Percentage Achieving SATISFACTORY — (2021-22)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	28%	24%
Economically Disadvantaged	44%	40%
Special Education	30%	37%



Maire Elementary



Kerby Elementary

STUDENT ACHIEVEMENT—Elementary Schools

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY												
Year	Grade 1			Grade 2			Grade 3			Grade 4		
	All	F	M	All	F	M	All	F	M	All	F	M
21-22	75	82	68	83	87	79	76	80	72	69	78	62
20-21	71	71	70	86	91	82	82	89	77	73	80	67
18-19	79	85	74	92	93	91	85	89	82	65	80	53

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by District Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
0	21-22	57	60	54	61	60	62
	20-21	74	77	70	74	74	74
	19-20	60	58	63	63	59	67
1	21-22	72	76	69	75	72	76
	20-21	71	70	71	69	66	74
	19-20	67	70	64	65	63	66
2	21-22	65	63	67	68	61	74
	20-21	68	72	63	68	66	69
	19-20	68	71	65	71	70	71
3	21-22	68	71	65	64	62	66
	20-21	68	73	64	61	58	63
	19-20	65	68	61	63	59	66
4	21-22	65	69	63	68	65	70
	20-21	67	70	64	64	61	67
	19-20	64	65	64	66	62	70

NOTE: The Grosse Pointe Writing Assessment was not administered during the spring 2020 closure. Due to COVID-19, 2019-20 NWEA data is from the winter test as the spring test was not administered during the statewide school closure. A percentile is the percentage of students in a national norms group who scored at or below a particular score.

