



Vision Statement

One inclusive community learning together

Dual Enrollment:

11th & 12th graders enrolled concurrently in H.S. & post-secondary classes

2022-23: 54 students

2021-22: 68 students

2020-21: 60 students

Completion/

Graduation Rate: High

school students who

graduate in 4 years

Class of 2022: 96%

Class of 2021: 94%

Dropout Rate:

Percentage of students

who do not complete

GPPS H.S. program

Class of 2022 1%

Class of 2021 2%

Retention Rate: District

average (100% of high

school enrollment minus

high school dropout rate)

99%

Earned Credit by Test-Out of a Course:

2022-23—16 students

2021-22—31 students

2020-21—23 students

Percentage of Parents Participating in Parent-Teacher Conferences:

2022-23

94% (6,159 Students)

2021-22

93% (6,246 Students)

2020-21

93% (6,332 Students)

Student Average

Attendance: 94%

GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

District 2022-23 Annual Report

Introduction

The Grosse Pointe Public School System is undeniably a premier institution in the realm of public education. Through close collaboration with our community, we remain steadfastly focused on three primary areas of enhancement:

- Curriculum, Instruction, and Student Learning
- Global Competency, Real World Literacy & Readiness
- Family & Community Engagement



In the ever-evolving landscape of education, our Grosse Pointe Public School System stands as a beacon of hope and promise. Our unwavering commitment to the pursuit of excellence is driven by the remarkable students who inspire us with their boundless energy and innovative ideas. Our devoted parents, committed educators, and recently acquired highly skilled team members, seamlessly integrating into our educational community, continue to inspire our unwavering dedication. Behind the scenes, our accomplished principals collaborate tirelessly with the central office to empower both our educators and students.

In addition to our talented staff, our devoted support personnel infuse our learning environments with warmth, ensuring that every student feels welcome. Inside our classrooms, the ambiance is electric with the excitement of fresh discoveries, and our schools serve as a space for nurturing enduring relationships essential for effective learning. Our ongoing quest for a new Superintendent to lead our district underscores our unwavering hope for a brighter future.

As we cast a retrospective glance at the 2022-23 school year, our primary emphasis is on the vital components of teaching and learning. The vitality of our district requires adaptability in responding to evolving information, communication, technology, and the latest pedagogical research that influences the development of our curriculum and instructional strategies. Thus, we adhere to a well-structured, cyclical process that ensures regular review and update of curriculum based on best practices.

In conclusion, the Grosse Pointe Public School System's unwavering commitment to excellence shines brightly as we embark on the journey of enhancing our curriculum, instruction, and student learning. Our relentless pursuit of global competency, real-world literacy, and readiness remains steadfast, and our dedication to family and community engagement remains at the core of our mission. As we look back at the 2022-23 school year, we see a district that thrives on adaptability and the collective efforts of our dedicated educators, support personnel, and students. We move forward with hope and determination, confident in our ability to create a brighter future for all those who are part of our educational community. Together, we continue to uphold the Grosse Pointe Public School System as a premier institution in the realm of public education.

- Christian Fenton, Interim Superintendent
- Dr. Roy Bishop Jr., Deputy Superintendent



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 5** Tuesday First Full Day of School
- **September 22** North Homecoming parade/game
- **September 29** South Homecoming parade/game
- **October 4** Count Day
- **October 10/12** PSAT 9-11
- **October 18** PSAT 8
- **October 20** North South football at South, Tailgate
- **November 5** GPPSS Open House 12-2 All schools
- **November 7** - Vote, Full Day of PD—no school
- **November 22-24** Thanksgiving Break
- **December 25-January 2** Winter break. Classes resume Wednesday 1/3
- January 8 Rising 5th grade Parent Info Night
- **January 10** Rising Freshman Parent Night
- **February 19-23** Mid-Winter Break
- **March 25-29** Spring Break
- **June 14** Last Day of School

Core Curriculum

The Educational Programs Leadership Council (EPLC) process ensures a curriculum aligned with the most recent standards and research, focusing on teacher usability and student responsiveness, while also measuring its effectiveness in achieving our objectives. The curriculum is subject to four distinct phases in its review cycle:

Phase (1) Study: In this phase, we assess the current curriculum and engage in extensive research of the best practices and technologies in the field. We also provide professional development as needed to support our educators.

Phase (2) Construction of goals/objectives and programs: We meticulously align subject area goals, objectives, and standards, and determine units of study, instructional resources, scope and sequence, and model assessment procedures. If necessary, we establish and implement pilot materials.



Phase (3) Implementation: In this phase, we translate our curriculum into action through instructional practices and professional development.

Phase (4) Maintenance: This phase involves the continuous evaluation of the current curriculum and practices, with ongoing program review and necessary adjustments and additions.



Professional Qualifications of GPPSS Teachers 2022-23

- GPPSS Teaching Staff FTE for the 2022-23 school year Total: 484.5 FTE (520.4 FTE)
- GPPSS Teaching Staff for the 2022-23 school year Total: 498 (530)
- Percentage of Teaching Staff with emergency or special credentials: 1.4% (2 Teachers = 0.0038%)
- 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	
2022-23	0	0%	201	37%	588	59%	367	61%
2021-22	1	0.2%	216	36%	368	61%	368	57%
2020-21	3	0.5%	292	46%	428	66%	393	61%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *			
Year	# of Tests Taken	# of Tests Passed	Percentage of Tests Passed
2022-23	1,724	976	60%
2021-22	1,666	976	59%
2020-21	1,859	1,024	55%

- * 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 2022-23.

2022-23 ACT RESULTS 12 TH GRADE COHORT STUDENTS (2021-22 shown for comparison)						
	Number Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
GP District	145 or 24% (175 or 27%)	25.4 (26.2)	24.6 (25.0)	25.2 (26.0)	24.8 (25.0)	25.1 (25.6)
Michigan	7,101 or 6% (8,487 or 7%)	24.3 (24.7)	23.6 (23.9)	25.0 (25.2)	24.0 (24.2)	24.4 (24.6)
Nation	1,386,335 or 36% (1,349,644 or 35%)	18.6 (19.0)	19.0 (19.3)	20.1 (20.4)	19.6 (19.9)	19.5 (19.8)

2022-23 SAT RESULTS 12 TH GRADE COHORT STUDENTS (2021-22 for comparison)			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
GP District	576 (96% tested) (581 or 90% tested)	551 (569)	532 (554)
Michigan	102,466 (82%) (90,642 or 72%)	493 (506)	474 (495)
Nation	1,913,742 (50%) (1,737,678 or 45%)	520 (529)	508 (521)

2022-23 SAT MME RESULTS 11 TH GRADE STUDENTS			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
GP District	554 (571)	550 (548)	525 (530)
Michigan	97,123 (95,523)	489 (490)	470 (470)



M-STEP MME SCIENCE 11 TH GRADE			
Year	All	Female	Male
2022-23	67% (39%)	63%	70%
2021-22	60% (38%)	64%	56%

M-STEP MME SOCIAL STUDIES 11 TH GRADE			
Year	All	Female	Male
2022-23	60% (36%)	58%	62%
2021-22	54% (36%)	55%	52%

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
22-23	60% (44%)	65%	56%	22-23	59% (38%)	63%	56%	22-23	52% (37%)	59%	45%
21-22	62% (43%)	65%	60%	21-22	53% (38%)	58%	47%	21-22	51% (38%)	56%	45%

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
22-23	53% (32%)	47%	59%	22-23	65% (30%)	63%	66%	22-23	54% (31%)	56%	52%
21-22	56% (30%)	52%	59%	21-22	48% (28%)	47%	48%	21-22	46% (30%)	44%	48%

M-STEP SCIENCE Percentage Scoring SATISFACTORY						
	Grade 5			Grade 8		
Year	All	Female	Male	All	Female	Male
22-23	53% (39%)	56%	51%	54% (19%)	55%	54%
21-22	57% (38%)	59%	56%	53% (36%)	50%	55%

M-STEP SOCIAL STUDIES Percentage Scoring SATISFACTORY						
	Grade 5			Grade 8		
Year	All	Female	Male	All	Female	Male
22-23	32% (37%)	28%	35%	46% (27%)	44%	47%
21-22	44% (16%)	40%	47%	45% (26%)	42%	48%

2022-23 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	96%	96%	96%	96%	98%	98%	98%	97%
6	94%	94%	Not Tested	Not Tested	99%	99%	Not Tested	Not Tested
7	96%	96%	Not Tested	Not Tested	99%	99%	Not Tested	Not Tested
8	96%	96%	96%	96%	99%	99%	99%	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.

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. GPSS 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				PSAT Grade 8 Percentage Achieving SATISFACTORY (2022-23)		
Year	All	Female	Male	SUB GROUP	PSAT English	PSAT Math
22-23 English	74% (60%)	83%	67%	Black, not of Hispanic Origin	47%	19%
21-22 English	77% (60%)	84%	70%			
22-23 Math	56% (36%)	56%	56%	Economically Disadvantaged	59%	24%
21-22 Math	54% (36%)	54%	55%	Special Education	37%	9%

GRADE 5 Percentage Achieving SATISFACTORY (2022-23)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	26%	14%
Economically Disadvantaged	37%	24%
Special Education	25%	24%

GRADE 6 Percentage Achieving SATISFACTORY (2022-23)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	35%	29%
Economically Disadvantaged	31%	32%
Special Education	28%	19%

GRADE 7 Percentage Achieving SATISFACTORY (2022-23)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	26%	25%
Economically Disadvantaged	40%	34%

M-STEP Percentage Achieving SATISFACTORY — (2022-23)				
SUB GROUP	5th Grade SCIENCE	8th Grade SCIENCE	5th Grade SOCIAL STUDIES	8th Grade SOCIAL STUDIES
Black, not of Hispanic Origin	24%	25%	12%	13%
Economically Disadvantaged	34%	33%	18%	17%
Special Education	29%	19%	10%	28%

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.

M-STEP 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
22-23	82%	89%	76%	75%	84%	67%	81%	89%	73%	84%	92%	76%
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%

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	22-23	64	69	59	62	60	63
	21-22	63	65	62	67	62	71
	20-21	61	62	59	61	56	65
6	22-23	66	67	64	66	63	68
	21-22	61	64	57	59	56	62
	20-21	62	70	54	56	60	53
7	22-23	60	64	57	62	60	64
	21-22	62	67	57	59	60	57
	20-21	68	72	63	59	60	58
8	22-23	59	63	55	57	57	57
	21-22	61	65	54	57	57	57
	20-21	65	67	64	61	58	64

NOTE: A percentile is the percentage of students in a national norms group who scored at or below a particular score.



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
22-23	59% (41%)	56%	61%	99%	22-23	61% (43%)	52%	71%	100%
21-22	60% (42%)	65%	56%	100%	21-22	60% (42%)	57%	63%	100%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
22-23	63% (44%)	68%	59%	100%	22-23	60% (39%)	56%	64%	100%
21-22	65% (43%)	71%	60%	100%	21-22	65% (37%)	59%	70%	100%

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 — (2022-23)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	26%	29%
Economically Disadvantaged	33%	33%
Special Education	27%	31%

Grade 4 Percentage Achieving SATISFACTORY — (2022-23)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	26%	16%
Economically Disadvantaged	30%	24%
Special Education	31%	25%



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
22-23	68	74	64	89	93	86	80	83	78	60	69	52
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

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	22-23	71	72	70	74	71	76
	21-22	57	60	54	61	60	62
	20-21	74	77	70	74	74	74
1	22-23	66	68	65	68	63	73
	21-22	72	76	69	75	72	76
	20-21	71	70	71	69	66	74
2	22-23	73	76	70	76	73	78
	21-22	65	63	67	68	61	74
	20-21	68	72	63	68	66	69
3	22-23	69	69	69	67	61	72
	21-22	68	71	65	64	62	66
	20-21	68	73	64	61	58	63
4	22-23	66	69	63	63	60	65
	21-22	65	69	63	68	65	70
	20-21	67	70	64	64	61	67

NOTE: A percentile is the percentage of students in a national norms group who scored at or below a particular score.

