

## GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

# Mason 2024-25 Annual Report

## Introduction

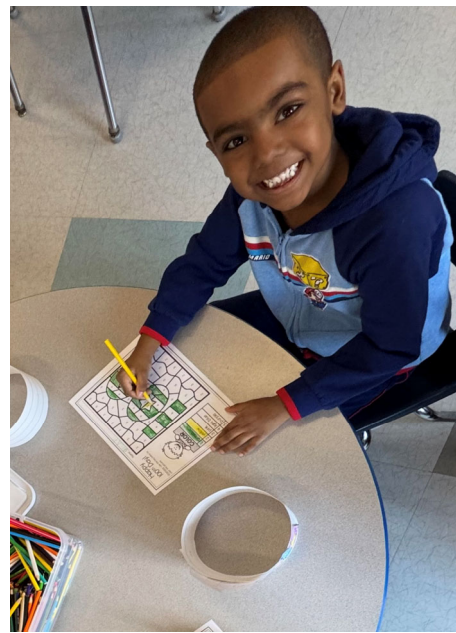
There's something truly special about Mason Elementary—a place that feels like home away from home. It's not just the walls that make it; it's the people. At Mason, we are a family bound by compassion, commitment, and community. Our highly qualified principal, teachers, and support staff go above and beyond, spending dedicated time ensuring each child feels seen, heard, and valued.

Instruction at Mason is differentiated to meet the needs of every student, nurturing their academic, social, and emotional growth. With an aligned curriculum, we also embed regular Social Emotional Learning (SEL), along with providing a variety of clubs and



leadership opportunities for our students, ensuring our students thrive in every aspect of their development. Through MTSS (Multi-Tiered Systems of Supports), enrichment and schoolwide/classwide PBIS (Positive Behavioral Interventions and Supports), we meet every child where they are, while fostering a culture of respect, responsibility, and safety. We don't just teach our students—we believe in them, and guide them to believe in themselves!

With this, our results show. Over the past years, our academic achievement has been impressively rising. This year, our NWEA data reflects impressive growth: in math, schoolwide growth reached the 71st percentile, and in reading, we saw a 59th percentile growth.



Mason Elementary is more than a school—it's a beacon of hope and heart. We are growing learners, nurturing leaders, and shaping the future with love. Together we learn, together we lift, and together we lead as One Mason, One Family, and One Team!

Teamwork it is!

### Mission Statement:

Create an environment that cultivates knowledgeable, responsible, caring citizens who embrace life's possibilities with a passion for continuous learning.

**Attendance Rate:** 93%

### Percentage of Parents Participating in Parent-Teacher Conferences:

2024-25

99% (278 Students)

2023-24

99% (273 Students)

### Assignment of Studies

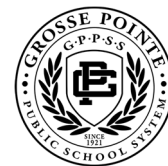
The Board has determined attendance areas and students shall be expected to attend school within that area. A parent may request a transfer or appeal a placement decision on behalf of their student.

The principal shall be responsible for assigning students to classes. In 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 policies and guidelines which guide promotion and retention.

### ESSA Support Label

The school has not been given a label for additional support under ESSA.



## 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](http://www.gpschools.org) under School Board - Policy or <http://wdcrobcop01.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.

## Core Curriculum

Grosse Pointe Public School System engages in a continuous cycle of improvement grounded in collaboration, continuity, and commitment to guiding principles. We are anchored by our **Vision: *One Inclusive Community Learning Together***, and our **Mission: *Cultivate Educational Excellence by Empowering Students, Valuing Diversity, Inspiring Curiosity, and Pushing Possibilities***. GPPSS fosters an equitable educational community where every learner can realize their unique potential. Our goal is to offer students rich opportunities to develop the attitudes, values, knowledge, and skills to become engaged, contributing members of society.

Our district employs aligned practices to ensure curriculum, instructional strategies, and assessments work cohesively to maximize learning. All students access a rigorous, relevant curriculum aligned from preschool through graduation. A broad, innovative, and evolving curriculum meets diverse needs and challenges learners to reach their fullest potential. Instruction is differentiated and culturally responsive, rooted in best practices and research. We maintain high expectations while honoring flexibility, innovation, and individual teaching styles to ensure meaningful learning in every classroom, every day. Curricular adjustments are data-informed through ongoing districtwide assessments.

GPPSS curriculum is developed under the leadership of the **Educational Programs Leadership Council (EPLC)**—a collaborative body of teachers, parents, students, and administrators. Curriculum aligns with state standards across disciplines and integrates exemplary local and national standards. EPLC reviews curriculum committee reports and presents them to the Board of Education with recommendations for assessments, professional development, technology integration, and culturally responsive instructional strategies. GPPSS offers a wide range of **Advanced Placement (AP)** courses, engaging enrichment programs, and a comprehensive special education program to ensure pathways to success for all students.

The **Strategic Plan** guides curriculum and instructional practice design and review. All curricular areas undergo a four-phase cyclical review process:

- **Phase 1** – Curriculum review and study (currently Social Studies, Counseling, Library/Media, TV Production)
- **Phase 2** – Goal and program development
- **Phase 3** – Implementation of new curricula
- **Phase 4** – Ongoing maintenance and improvement

GPPSS supports a robust professional development program, combining teacher-selected opportunities with district-prioritized training. This promotes professional growth while aligning practices with district goals. We are committed to fostering a culture of modern learning and innovation, preparing students to thrive in a dynamic world. Our programs cultivate critical thinking, creativity, collaboration, and adaptability, equipping students for diverse future pathways. Emerging technologies are thoughtfully integrated to enhance learning, promote problem-solving, and encourage engagement—while keeping learning human-centered and grounded in real-world application. By embracing innovation, GPPSS empowers students to explore ideas, develop practical skills, and become adaptable, forward-thinking contributors to their communities.

## School Improvement Plan

**Goal #1:** All students will be provided with Multi Tiered Systems of Supports and have access to an effective literacy curriculum in order to positively impact their achievement and growth. Based on Mason's K-4th grade Fall NWEA Reading Class Average RIT scores per class in Fall 2023, the goal is that by Spring 2024, 80% of classes will meet their Spring Reading Mean Student Growth Norms accounting for the noted standard deviation.

**Goal #2:** All students will be provided with Multi Tiered Systems of Supports and have access to an effective math curriculum in order to positively impact their achievement and growth. Based on Mason's K-4th grade Fall NWEA Math Class Average RIT scores per class in Fall 2023, the goal is that by Spring 2024, 80% of classes will meet their Spring Math Mean Student Growth Norms accounting for the noted standard deviation.

**Goal #3:** Our school aims to reduce our achievement gaps by 10 percent between our majority and minority populations, gender populations and special education populations.

**Goal #4:** Our school will increase the amount of social and emotional learning opportunities for students. Objective: Negative interactions between students related to the emotional and social wellness of our students will be decreased by 10 percent as measured by office referrals, positive/negative playground interactions and PBIS data.

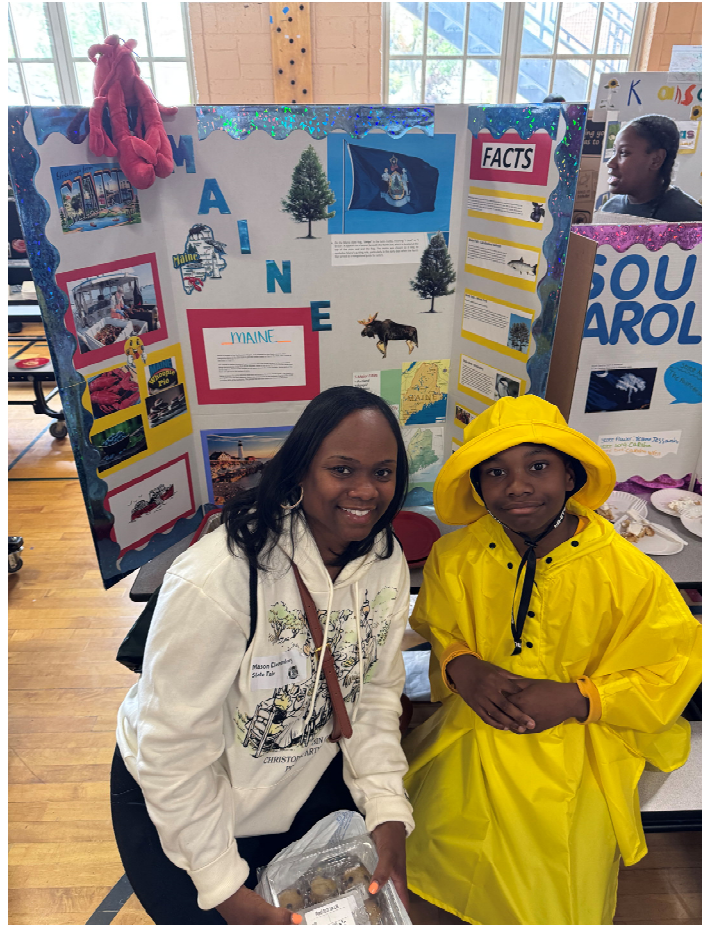
The Mason School improvement plan includes objectives and strategies that align with the district and school mission, as well as the approved curriculum. Staff development is an integral component of the ongoing school improvement process.

## 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
24-25	35% (37%)	38%	33%	100%	24-25	37% (43%)	25%	48%	100%
23-24	44% (40%)	45%	43%	100%	23-24	52% (43%)	50%	53%	100%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
24-25	50% (42%)	50%	50%	100%	24-25	39% (39%)	35%	41%	100%
23-24	43% (43%)	38%	46%	100%	23-24	35% (39%)	38%	32%	100%

**NOTE:** M-STEP Data is only reported by gender, and economically disadvantaged because no other 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.



## STUDENT ACHIEVEMENT (cont.) 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
24-25	57	52	62	88	93	84	61	71	52	33	37	30
23-24	55	68	45	78	81	76	61	61	61	40	57	25
22-23	51	59	45	74	70	76	72	82	60	33	39	29

## NORTHWEST EVALUATION ASSOCIATION (NWEA) Average Percentile Achieved by Mason Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
0	24-25	71	62	80	76	69	83
	23-24	53	55	52	62	57	65
	22-23	56	62	51	55	57	53
1	24-25	53	53	53	58	50	64
	23-24	49	60	41	57	58	57
	22-23	49	55	44	44	51	39
2	24-25	59	63	55	63	61	64
	23-24	50	54	47	66	66	66
	22-23	57	63	53	68	60	72
3	24-25	44	47	41	43	37	48
	23-24	53	57	50	49	47	51
	22-23	47	51	42	44	44	43
4	24-25	53	56	50	62	56	66
	23-24	53	56	50	57	57	57
	22-23	40	42	38	28	25	30

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

