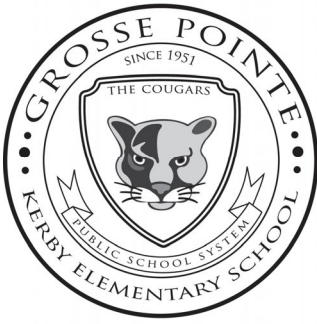




GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Kerby 2024-25 Annual Report

Mission Statement

Promote Innovation→
Maximize Potential→
Embrace Community

Attendance Rate: 95%

Percentage of Parents Participating in Parent-Teacher Conferences:

2024-25
98% (315 Students)
2023-24
100% (285 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 in place policies and guidelines which guide promotion and retention.

ESSA Support Label

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

Introduction

Kerby Elementary School is a place where students, staff, and families come together to create a strong, caring community of leaders and learners. Rooted in a proud history, Kerby began as a one-room wooden schoolhouse along Lake Shore Road, between what are now Kerby and Lothrop Roads. The current building—nestled in the heart of the community and bordered by Beaupre, Charlevoix, and Touraine Avenues—opened in 1949 for grades 3–6. By 1951, the second phase of the building was completed, welcoming kindergarten through second-grade students and completing the structure we still call home today.

At Kerby, we believe that every child brings something unique and valuable to our school. Our mission is to provide a warm and welcoming environment where students are encouraged to be their best selves daily. Through a shared commitment to kindness, curiosity, and personal growth, our students build a strong foundation in academics, empathy, respect, and integrity.

Kerby is deeply committed to academic excellence and continuous growth for every student. Through a combination of high-quality curriculum, small group instruction, and targeted supports, we strive to meet students where they are and help them move forward with confidence. Teachers regularly use data to inform instruction and provide differentiated learning opportunities, ensuring that all students are both challenged and supported. Whether students are working on foundational literacy skills, problem-solving in math, or diving into science and social studies, the focus remains on progress, perseverance, and pride in learning.

We also support the whole child through programs like Positive Behavior Interventions and Supports (PBIS) and staff-led *Cougar Dens*, which help provide consistent expectations and shared language across our building. These systems build student confidence, promote leadership, and strengthen social-emotional skills, creating a learning environment where all students feel safe, seen, and capable.

The 2024–2025 school year was filled with meaningful moments, joyful traditions, and opportunities to come together as a community. We kicked off spring with our beloved *Wellness Week*, where students explored healthy habits, gratitude, and mindfulness—with therapy dogs adding a dose of extra joy at the end of the week. In March, the entire student body shined during our school-wide vocal music concert, a celebration of Kerby spirit through song. April was lit up in blue as we honored Autism Awareness Month with compassion and community pride. Our 4th graders wrapped up their time at Kerby with memorable learning adventures—visiting Comerica Park for a STEM event focused on weather and heading to Lansing to experience Michigan's capital firsthand. And as always, our annual Kerby Talent Show was a highlight, showcasing the wide range of creativity and talent within our student body.

What makes Kerby truly special is the partnership between school and home. We are fortunate to have an incredibly involved and generous PTO and parent community. This year, their support brought birthday books to every student, enhanced classroom materials, and helped make many enrichment opportunities possible. Whether it's cheering at the Fun Run, volunteering in classrooms, or showing up for evening events, our families are a vital part of the Kerby experience. At Kerby, we know that school is more than a building—it's a place where students grow, connect, and shine. We are grateful to be part of a school community where every child is known, valued, and celebrated.



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, 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. 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 complete the Public Use-Directory Information Notice Form available at: www.gpschools.org

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.

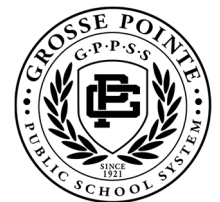
School Improvement Plan

Math Learning Target

Based on the fact that 23% of students currently in grades 1 through 4 scored in the range of 21ile% and the 40ile% on the NWEA FALL Math assessment, the goal is that by Spring 2024 80% of that group will score above the 40 percentile on the NWEA Spring Math Assessment.

Reading Learning Target

Based on the fact that 20% of students currently in grades 1 through 4 scored in the range of 21ile% and the 40ile% on the NWEA FALL Reading assessment, the goal is that by Spring 2024 80% of that group will score above the 40 percentile on the NWEA Spring Reading Assessment.



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	74% (37%)	79%	69%	100%	24-25	76% (43%)	71%	81%	100%
23-24	83% (40%)	90%	78%	100%	23-24	86% (43%)	80%	92%	100%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
24-25	69% (42%)	71%	68%	100%	24-25	86% (39%)	82%	90%	100%
23-24	70% (43%)	79%	59%	100%	23-24	86% (39%)	86%	86%	100%

NOTE: M-STEP Data is not reported by Racial/Ethnic minority group, Special Education, 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.



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	72	85	57	87	92	82	80	88	73	63	68	58
23-24	83	79	86	98	96	100	65	70	60	72	82	59
22-23	56	58	54	98	96	100	79	82	75	61	87	39

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Kerby Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
0	24-25	70	73	67	78	78	78
	23-24	74	74	74	82	79	85
	22-23	77	73	79	80	73	85
1	24-25	70	70	70	75	68	82
	23-24	67	63	71	69	61	76
	22-23	73	72	73	75	69	81
2	24-25	73	75	71	79	74	83
	23-24	75	74	77	73	64	80
	22-23	76	80	73	74	68	78
3	24-25	76	74	78	86	80	91
	23-24	78	81	75	90	88	90
	22-23	68	68	69	69	62	77
4	24-25	68	73	63	87	84	89
	23-24	63	67	58	87	84	91
	22-23	62	75	50	68	72	65

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

