



## GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

# District 2024-25 Annual Report

## Introduction

The Grosse Pointe Public School System is committed to **Moving Forward Together**—honoring our legacy while embracing the future with purpose. Our opening gatherings this fall highlighted the unity and pride that define GPPSS, while celebrating our love for learning. Staff modeled this by exploring the possibilities of Artificial Intelligence and having conversations about what AI means for the field of education. These moments remind us that when we come together around our shared mission — students first — we create something truly powerful.



Since 1921, GPPSS has been a trusted leader in education, built by generations of students, families, and staff who have invested deeply in this community. Many of our nearly 900 employees are also parents who have chosen Grosse Pointe schools for their own children, reflecting the strength of our reputation and the pride we share in our district.

Our students continue to achieve remarkable success—in classrooms, on athletic fields, in the arts, robotics, journalism, and Career and Technical Education. From National Merit Scholars to Olympians, these accomplishments reflect both the talent of our students and the dedication of families, staff, and the broader community.

Each year, we welcome new educators and staff who bring fresh energy and expertise to our district. Whether seasoned professionals or those just beginning their careers, these individuals enrich our team and help carry forward our tradition of excellence. They join support staff equally committed to providing a warm and welcoming learning environment.

Excellence requires all of us—students, families, staff, board members, and neighbors—to bring our best each day. I am grateful for the leadership of our Board of Education, and I thank our community for supporting the sinking fund and operational millage last year. Our community’s investment ensures a strong foundation for our schools and creates opportunities for every student. Please reach out if you would like any factual information about the bond on the ballot this November. The bond would help cover critical infrastructure, keeping our general fund focused on the classroom. Did you know 84% of our general fund is spent on people in this service industry?

The heart of GPPSS is its people—students, families, staff, and neighbors—who embody pride and purpose in all they do. Together, we will honor our traditions, embrace new opportunities and shape an even brighter future.

### Moving Forward Together.

Dr. Andrea Tuttle, Superintendent

### Vision Statement

One inclusive community learning together

### Dual Enrollment:

11<sup>th</sup> & 12<sup>th</sup> graders enrolled concurrently in H.S. & post-secondary classes  
2024-25: 31 students  
2023-24: 28 students

### Completion/

**Graduation Rate:** High school students who graduate in 4 years  
Class of 2024: 97%  
Class of 2023: 96%

### Dropout Rate:

Percentage of students who do not complete GPPS H.S. program  
Class of 2024 1%  
Class of 2023 1%

**Retention Rate:** District average (100% of high school enrollment minus high school dropout rate) 99%

### Earned Credit by Test-Out of a Course:

2024-25: 16 students  
2023-24: 23 students

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

2024-25  
96% (6,207 Students)  
2023-24  
96% (6,083 Students)

### Student Average Attendance: 94%

### ESSA Support Label

No schools have been given a label for additional support under ESSA.

## 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 2**

First Day of School

**October 1**

Student Count Day

**October 7 / October 14**

PSAT 8-11

**November 2**

GPPSS Open House

**November 4 - Vote**

Full Day of PD—no school for students

**November 26-28**

Thanksgiving Break

**December 22-January 2**

Winter break. Classes resume Monday 1/5

**February 16-20**

Mid Winter Break

**March 30-April 3**

Spring Break

**April 8 / April 115**

PSAT/SAT Test

**June 11**

Last day of School

## 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.

## Professional Qualifications of GPPSS Teachers 2024-25

- GPPSS Teaching Staff FTE for the 2024-25 school year Total: 490.94 FTE (500.5 FTE)
- GPPSS Teaching Staff for the 2023-24 school year Total: 489 (515)
- Percentage of Teaching Staff with emergency or special credentials: 1% (1.4%)
- Percentage of core classes taught by highly qualified teachers: 100 % (99%)

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	
2024-25	0	0%	174	35%	297	59%	278	54%
2023-24	0	0%	210	40%	329	63%	350	61%
2022-23	0	0%	201	37%	588	59%	367	61%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *			
Year	# of Tests Taken	# of Tests Passed	Percentage of Tests Passed
2024-25	1,742	1,332	76%
2023-24	1,750	1,258	72%
2022-23	1,724	976	60%

- \* 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 2024-25.

2023-24 ACT RESULTS 12 <sup>TH</sup> GRADE COHORT STUDENTS (2022-23 shown for comparison)						
	Number Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
GP District	110 or 19% (145 or 24%)	25.2 (25.4)	25.1 (24.6)	26.0 (25.2)	25.0 (24.8)	25.4 (25.1)
Michigan	6,127 or 5% (7,101 or 6%)	24.4 (24.3)	23.7 (23.6)	25.2 (25.0)	24.1 (24.0)	24.5 (24.4)
Nation	1,374,791 or 36% (1,386,335 or 36%)	18.6 (18.6)	19.0 (19.0)	20.1 (20.1)	19.6 (19.6)	19.4 (19.5)

2023-24 SAT RESULTS 12 <sup>TH</sup> GRADE COHORT STUDENTS (2022-23 for comparison)			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
GP District	566 (98% tested) (576 or 96% tested)	554 (569)	527 (532)
Michigan	103,396 (83%) (102,466 or 82%)	492 (493)	473 (474)
Nation	1,973,891 (51%) (1,913,742 or 50%)	519 (520)	505 (508)

2024-25 SAT MME RESULTS 11 <sup>TH</sup> GRADE STUDENTS				M-STEP GROUP REPORTING			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score	Subject	Black	Economically Disadvantaged	Special Education
GP District	493 (496)	557 (552)	531 (531)	Science	22%	42%	18%
Michigan	97,340 (98,995)	490 (482)	464 (463)	Social Studies	36%	51%	13%

M-STEP MME SCIENCE 11 <sup>TH</sup> GRADE			
Year	All	Female	Male
2024-25	63% (35%)	66%	60%
2023-24	61% (38%)	57%	65%

M-STEP MME SOCIAL STUDIES 11 <sup>TH</sup> GRADE			
Year	All	Female	Male
2024-25	69% (42%)	71%	67%
2023-24	63% (40%)	62%	64%

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
24-25	62% (44%)	61%	64%	24-25	56% (39%)	61%	52%	24-25	62% (39%)	71%	54%
23-24	65% (44%)	68%	62%	23-24	54% (38%)	61%	48%	23-24	62% (38%)	67%	58%

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
24-25	51% (33%)	43%	60%	24-25	50% (32%)	49%	51%	24-25	64% (33%)	63%	64%
23-24	54% (33%)	51%	56%	23-24	55% (31%)	52%	58%	23-24	62% (32%)	59%	65%

M-STEP SCIENCE Percentage Scoring SATISFACTORY						
Year	Grade 5			Grade 8		
	All	Female	Male	All	Female	Male
24-25	54% (40%)	49%	59%	60% (41%)	60%	60%
23-24	61% (40%)	61%	61%	50% (39%)	49%	51%

M-STEP SOCIAL STUDIES Percentage Scoring SATISFACTORY						
Year	Grade 5			Grade 8		
	All	Female	Male	All	Female	Male
24-25	53% (30%)	43%	63%	68% (47%)	62%	73%
23-24	43% (19%)	41%	45%	50% (30%)	48%	52%

2024-25 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	97%	97%	97%	97%	100%	99%	99%	97%
6	97%	97%	Not Tested	Not Tested	100%	100%	Not Tested	Not Tested
7	97%	97%	Not Tested	Not Tested	99%	99%	Not Tested	Not Tested
8	95%	95%	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](http://www.gpschools.org) under School Board - Policy or <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.

## 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
24-25 English	82% (65%)	86%	80%
23-24 English	84% (65%)	86%	82%
24-25 Math	55% (30%)	55%	56%
23-24 Math	57% (33%)	55%	59%

PSAT Grade 8 Percentage Achieving SATISFACTORY (2024-25)		
SUB GROUP	PSAT English	PSAT Math
Black, not of Hispanic Origin	64%	31%
Economically Disadvantaged	61%	23%
Special Education	54%	11%

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

GRADE 5 Percentage Achieving SATISFACTORY (2024-25)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	33%	12%
Economically Disadvantaged	37%	28%
Special Education	29%	19%

GRADE 6 Percentage Achieving SATISFACTORY (2024-25)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	23%	12%
Economically Disadvantaged	29%	19%
Special Education	16%	14%

GRADE 7 Percentage Achieving SATISFACTORY (2024-25)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	34%	30%
Economically Disadvantaged	42%	40%
Special Education	19%	29%

M-STEP Percentage Achieving SATISFACTORY — (2024-25)				
SUB GROUP	5th Grade SCIENCE	8th Grade SCIENCE	5th Grade SOCIAL STUDIES	8th Grade SOCIAL STUDIES
Black, not of Hispanic Origin	16%	29%	25%	41%
Economically Disadvantaged	32%	28%	32%	36%
Special Education	28%	22%	22%	32%

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 - 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
24-25	81%	84%	77%	80%	83%	76%	86%	93%	80%	89%	93%	86%
23-24	82%	86%	78%	81%	90%	73%	83%	86%	80%	85%	91%	79%
22-23	82%	89%	76%	75%	84%	67%	81%	89%	73%	84%	92%	76%

### 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	24-25	63	63	63	67	63	72
	23-24	66	70	63	64	63	66
	22-23	64	69	59	62	60	63
6	24-25	61	67	56	62	62	61
	23-24	63	69	59	67	66	67
	22-23	66	67	64	66	63	68
7	24-25	63	69	57	70	71	68
	23-24	64	65	64	70	67	72
	22-23	60	64	57	62	60	64
8	24-25	63	65	61	70	69	71
	23-24	59	63	54	68	67	70
	22-23	59	63	55	57	57	57

**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)

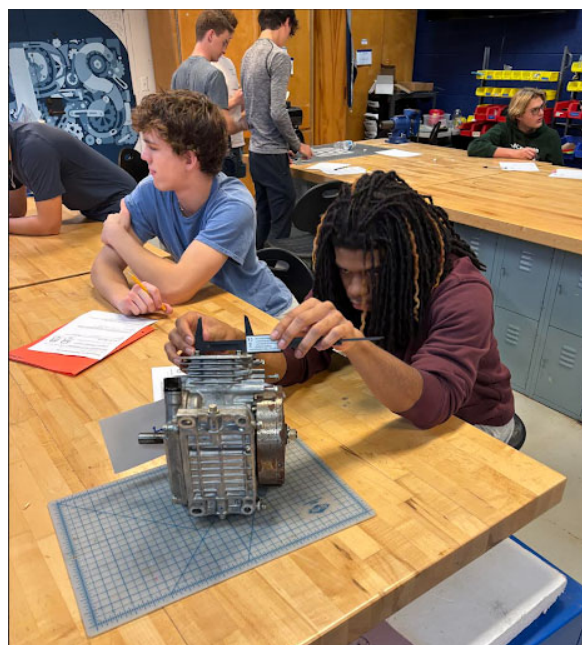
Third Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
24-25	60% (37%)	62%	59%	100%	24-25	64% (43%)	57%	70%	100%
23-24	70% (40%)	72%	67%	100%	23-24	71% (43%)	66%	77%	99%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
24-25	68% (42%)	70%	66%	100%	24-25	66% (39%)	61%	72%	100%
23-24	62% (43%)	61%	63%	100%	23-24	61% (39%)	55%	68%	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 — (2024-25)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	6%	13%
Economically Disadvantaged	32%	40%
Special Education	34%	37%

Grade 4 Percentage Achieving SATISFACTORY — (2024-25)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	34%	21%
Economically Disadvantaged	43%	39%
Special Education	46%	47%



## 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
24-25	74	83	65	82	86	78	74	78	71	64	71	59
23-24	70	76	65	83	88	79	75	81	70	66	74	59
22-23	68	74	64	89	93	86	80	83	78	60	69	52

### 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	24-25	73	73	72	75	71	79
	23-24	74	76	70	76	76	77
	22-23	71	72	70	74	71	76
1	24-25	71	75	68	74	72	75
	23-24	69	69	70	70	65	75
	22-23	66	68	65	68	63	73
2	24-25	68	69	66	73	70	76
	23-24	68	68	67	72	67	76
	22-23	73	76	70	76	73	78
3	24-25	66	66	66	73	67	79
	23-24	72	74	70	81	78	82
	22-23	69	69	69	67	61	72
4	24-25	69	72	66	79	76	82
	23-24	67	67	66	76	73	80
	22-23	66	69	63	63	60	65

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

