KERBY ELEMENTARY SCHOOL
ANNUAL REPORT 2025-26

LATEST SCORES AND UPDATES ABOUT OUR KERBY COUGARS

KERBY'S MISSION:

PROMOTE INNOVATION
MAXIMIZE POTENTIAL
EMBRACE COMMUNITY

FROM THE PRINCIPAL

Kerby Elementary School is a close-knit learning community where students, staff, and families work together to foster academic excellence, character development, and a strong sense of belonging. Located in the heart of Grosse Pointe Farms, Kerby has a rich history dating back to its origins as a one-room schoolhouse. Since the current building opened in 1949, Kerby has remained a cornerstone of the community, serving generations of students and families.

At Kerby, we are committed to ensuring that every student is known, valued, and challenged to reach their full potential. Our mission is to create a supportive and engaging learning environment where students develop the academic, social, and emotional skills necessary for future success. We believe that all students can learn and grow when provided with high expectations, meaningful relationships, and targeted support. Academic achievement remains a primary focus of our work. Teachers utilize high-quality instructional practices, ongoing assessment data, and differentiated instruction to meet the diverse needs of learners. Through collaboration and a commitment to continuous improvement, staff work to ensure that all students demonstrate growth in literacy, mathematics, and content-area learning while developing critical thinking and problem-solving skills.

Kerby also prioritizes the development of the whole child. Through Positive Behavioral Interventions and Supports (PBIS), Cougar Dens, and school-wide character-building initiatives, students learn the importance of responsibility, respect, kindness, and leadership. These programs promote a positive school culture where students feel safe, connected, and empowered to contribute to their school community.

The 2025–2026 school year provided numerous opportunities for students to extend their learning beyond the classroom. Fourth-grade students participated in annual field experiences to Lansing and Comerica Park, connecting classroom learning to real-world applications in government, history, science, and STEM. Students engaged in Wellness Week activities focused on healthy habits, mindfulness, gratitude, and overall well-being. The school community also celebrated Autism Awareness Month, reinforcing Kerby's commitment to inclusion, acceptance, and belonging for all students.

A defining strength of Kerby Elementary is the strong partnership between school and home. Our highly engaged Parent Teacher Organization (PTO) and parent community provide invaluable support through volunteerism, fundraising, and enrichment opportunities that enhance the student experience. This year, PTO contributions supported classroom resources, student recognition programs, and future campus improvements, including additional playground equipment, a new pavilion, and enhancements to outdoor learning and recreational spaces.

Kerby Elementary continues to be a school where students thrive academically, socially, and emotionally. Through a culture of collaboration, high expectations, and strong community partnerships, we remain dedicated to preparing students to be confident learners, compassionate citizens, and future leaders.

Katy Vernier, Principal

KATY VERNIER
PRINCIPAL

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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: The premier educational community where we innovate, learn, grow and thrive together, and our Mission: to empower ALL students to reach their full potential through exemplary instruction, innovative experiences, and collaborative community engagement. 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 Y5-5 Report Card, ELA grades 6-12, Technology Y5-12)
- Phase 2 – Goal and program development (Performing Arts/Drama, Business, Industrial Tech)
- 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: By the end of the 2025-26 school year, we will provide aligned MTSS Tiered instruction and interventions in Reading, resulting in a 2-3% increase in NWEA or PSAT Reading scores school-wide from Fall 2025 to Spring 2026.

Goal 2: By the end of the 2025-26 school year, we will provide aligned MTSS Tiered instruction and interventions in MATH, resulting in a 2-3% increase in NWEA or PSAT Math scores schoolwide from Fall 2025 to Spring 2026.

Kerby's 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.

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. GPPSS also has in place policies and guidelines for promotion and retention.

98%

2025-26 Parent-Teacher Conference Participation:
2024-25 98% (315 students)

95%

Average daily attendance rate

ANNUAL NOTICES

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 FERPA directory information button during K-12 online registration.

ESSA Support Label

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

Nondiscrimination

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

For more information, visit: www.gpschools.org under School Board - Policy for the address and phone number of the office that serves your area, or call 1-800-421-3481.

MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS

Third Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
25-26	67% (37%)	70%	64%	100%	25-26	69% (43%)	53%	86%	100%
24-25	74% (37%)	79%	69%	100%	24-25	76% (43%)	71%	81%	100%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	Percent Tested	Year	All	Female	Male	Percent Tested
25-26	60% (41%)	63%	57%	100%	25-26	71% (39%)	70%	71%	100%
24-25	69% (42%)	71%	68%	100%	24-25	86% (39%)	82%	90%	100%

M-STEP/MME Data is not reported by Racial/Ethnic minority groups because no other group is large enough to report results without revealing the identity of individual students. State of MI M-STEP results have been shown in parenthesis when available for comparison to school results.

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY												
	Grade 1			Grade 2			Grade 3			Grade 4		
Year	All	F	M	All	F	M	All	F	M	All	F	M
25-26	80	94	67	86	90	80	67	73	61	47	52	43
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

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
0	25-26	80	80	79	79	78	80
	24-25	70	73	67	78	78	78
	23-24	74	74	74	82	79	85
1	25-26	64	66	61	70	68	72
	24-25	70	70	70	75	68	82
	23-24	67	63	71	69	61	76
2	25-26	73	74	72	82	79	85
	24-25	73	75	71	79	74	83
	23-24	75	74	77	73	64	80
3	25-26	74	74	74	77	74	80
	24-25	76	74	78	86	80	91
	23-24	78	81	75	90	88	90
4	25-26	73	73	74	85	83	87
	24-25	68	73	63	87	84	89
	23-24	63	67	58	87	84	91

MICHIGAN
WARRIORS

DTE

Detroit