MASON ELEMENTARY SCHOOL
ANNUAL REPORT 2025-26

LATEST SCORES AND UPDATES ABOUT OUR MASON MOOSE

MASON'S MISSION:

ROOTED IN STRONG RELATIONSHIPS, TEAMWORK, AND A DEEP SENSE OF BELONGING, WE PAIR A RIGOROUS GPPSS CURRICULUM WITH ENRICHMENT, INTERVENTION, AND WHOLE-CHILD SUPPORT TO HELP EVERY STUDENT EXCEL. GUIDED BY OUR PBIS VALUES — BE RESPECTFUL, BE RESPONSIBLE, BE SAFE — WE WORK SIDE BY SIDE WITH STUDENTS AND FAMILIES TO ENSURE OUR MASON FAMILY LEARNS, LEADS, AND THRIVES TOGETHER!

FROM THE PRINCIPAL

At Mason Elementary, you quickly realize you are part of something bigger than just a school—you are part of a community where every child, every family, and every staff member truly belongs. There is a shared sense of pride, purpose, and connection that defines who we are and guides all that we do.

Our dedicated educators and staff are deeply committed to creating an environment where students feel safe, supported, and inspired to learn. They go above and beyond each day to ensure that every child is seen, heard, and valued, building meaningful relationships that lay the foundation for both academic and personal success.

At the core of our work are the values that unite us as a Mason family. Together, we include everyone. Together, we teach and learn. Together, we work hard and act ethically. Together, we listen and support one another. Together, we lead by example, and together, we are a compassionate team. These beliefs are not just statements—they are reflected in our daily actions, interactions, and the culture we continue to build together.

Instruction at Mason is thoughtfully designed to meet the diverse needs of all learners. Through differentiated teaching, a strong and aligned curriculum, and embedded social-emotional learning, we focus on developing the whole child. Students are also provided with opportunities to grow beyond the classroom through activities to challenge them, ability to participate in clubs, leadership roles, and experiences that help them discover their strengths and passions.

We are proud of the systems we have in place to support every learner. Through our work in MTSS (Multi-Tiered Systems of Supports), enrichment opportunities, and schoolwide and classroom PBIS (Positive Behavioral Interventions and Supports) practices, we ensure that students receive the support they need while fostering a culture grounded in respect, responsibility, and safety. At Mason, we don't just teach—we believe in our students and empower them to believe in themselves!

Mason Elementary is a place where learning is meaningful, relationships are strong, and every child is encouraged to grow into their best self. Together, we learn, support one another, and lead with purpose—always as One Mason, One Family, One Team!

Teamwork — it is the Mason way!

Anita Hassan, Principal

ANITA HASSAN
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.

Mason'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 99% (278 students)

93%

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	37% (37%)	39%	36%	98%	25-26	33% (43%)	35%	32%	98%
24-25	35% (37%)	38%	33%	100%	24-25	37% (43%)	25%	48%	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	39% (41%)	29%	48%	100%	25-26	31% (39%)	29%	33%	100%
24-25	50% (42%)	50%	50%	100%	24-25	39% (39%)	35%	41%	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	42	48	35	79	78	79	44	52	37	24	29	19
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

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
0	25-26	64	66	61	65	66	63
	24-25	71	62	80	76	69	83
	23-24	53	55	52	62	57	65
1	25-26	65	63	68	63	59	67
	24-25	53	53	53	58	50	64
	23-24	49	60	41	57	58	57
2	25-26	66	62	70	66	59	73
	24-25	59	63	55	63	61	64
	23-24	50	54	47	66	66	66
3	25-26	59	61	57	53	50	54
	24-25	44	47	41	43	37	48
	23-24	53	57	50	49	47	51
4	25-26	52	49	54	54	49	57
	24-25	53	56	50	62	56	66
	23-24	53	56	50	57	57	57