

2008-09 Annual Report

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Michigan 48236

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Mission Statement

The mission of the Ferry Elementary School staff, with the support of parents and community, is to provide students with an environment that encourages academic excellence, nurtures individual growth and builds a foundation for adapting to the future.

Ferry students will:

- demonstrate the use of intelligent behaviors.
- show mastery, according to ability and developmental level, of the Grosse Pointe K-5 math objectives.
- develop a love of reading and writing and meet success in both according to ability and developmental level.
- demonstrate courtesy, respect and friendliness.

Dexter M. Ferry Elementary School

Grosse Pointe Public School System

Mrs. Gloria Hinz, Principal

Introduction

Dexter M. Ferry Elementary is proud of another successful school year! Ferry Elementary School served 391 students, grades K-5, in the 2008-09 school year. We had two half day sections of kindergarten, two sections of grade 1, three sections of grades 2-5, two Autistic classrooms that service students from Grosse Pointe as well as portions of Wayne County, and a 2/3 Magnet and 4/5 Magnet classroom that services the north end district gifted program. We have an extensive support staff including a Resource Center Specialist, School Social Worker, Speech Pathologist, School Psychologist, and Language Arts Specialist. We also have the support of a Computer Instructor, Library Assistant, Magnet Program Assistant, and several assistants in the Autistic Program.

Our school secretary, clerical assistant, head engineer, custodians, food service workers, lunchroom personnel, and many volunteers help keep Ferry running smoothly, creating a safe and pleasant environment for our students. Our teachers work collaboratively in grade level teams and by specialty areas to plan and implement exemplary instruction for our students.

As a result of the talents and dedication of our entire staff, parents, and community members, we have many reasons to be proud at Ferry Elementary:

- Differentiated instruction ensures students are challenged by a variety of instructional strategies appropriate for his or her ability, learning style, and interest.
- A school wide approach to writing instruction through Writers' Workshop ensures continuity and a common language in our writing instruction.
- Ferry PTO provides generous support. This year the PTO donated funds to provide FASTT Math software for the entire building. They also contributed to many enrichment activities including Destination Imagination and the Lego League.
- Ferry students participated in the Destination Imagination competition. Several of our teams participated in the state competition.
- This year over one hundred students in grades 3 through 5 participated in our choir program. Many parent volunteers worked diligently to attend morning rehearsals with the choir as well as help with costumes for performances.
- Parent volunteers spent numerous hours enriching our school through helping in our clinic, lunchroom, and classrooms as well as through our PTO events.
- Student council provided school leadership and many community service activities.
- Safety and Service Squad Students in grades 4 and 5 fulfilled many helping roles such as assisting younger students during lunch.
- Ferry staff members also demonstrated their commitment to community service by participating in Race for the Cure.

**Ferry Elementary
School opened
in September, 1954**

Core Curriculum

The Grosse Pointe Public School System's core curriculum is developed under the auspices of the Educational Programs Leadership Council (EPLC), a group of teachers, parents, students, and administrators who meet monthly.

The core curriculum is based upon state standards in all subjects and extends beyond those standards by incorporating exemplary national standards. Curriculum committees, comprised of teachers, parents, students and administrators develop plans for each curricular area. In addition, the views of the broader community are sought through Public Forums. The reports of the curriculum committees, which are submitted first to the EPLC and then to the Board of Education, include recommendations regarding assessment, staff development, integration of technology, and differentiated instruction to accommodate academic diversity as well as the curriculum itself. The district also offers a wide array of advanced placement and challenging enrichment courses and a comprehensive special education program.

During 2008-09 the district implemented a new mathematics program to support the prior year's curriculum implementation. *Everyday Math* was selected for grades 1-5 and Harcourt for Kindergarten. A new social studies curriculum was implemented for grades K-2 and 5 (grades 3 and 4 are still under study due to late changes in the state curriculum) and materials to support instruction were purchased. New science and music curricula were adopted with transition plans, and materials purchased to support them.

During 2009-10 the English/language arts curriculum will be the core curriculum under review. Computer Education K-12 is also under review to ensure that the district's investment and grant support in technology are well used.

The district's strong curriculum is demonstrated by the continuing high performance of our students on standardized assessments including NWEA, MEAP, ACT, SAT, and Advanced Placement tests.

Student Average Attendance Rate: 95.7%

Percentage of Parents Participating in Parent-Teacher Conferences:

2008-2009
99% (388 Students)

2007-2008
99% (402 Students)

School Improvement Plan

Ferry Elementary goals/priorities are:

Goal: Improved student writing skills through a school-wide, consistent approach to writing instruction using common language and practices to implement Writers' Workshop in each classroom.

Goal: Improved Student Achievement in math skills through the implementation of GPPSS math curriculum using the Everyday Math program.

The Ferry Elementary School Improvement Plan includes strategies and objectives that are aligned with the district and school mission. Staff development is an integral component of the ongoing school improvement process.

Education YES! Report Card

AYP (Adequate Yearly Progress) Status Met: Yes

Michigan Report Card Grade: A

North Central Association Accreditation

STUDENT ACHIEVEMENT MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

MEAP ENGLISH LANGUAGE ARTS TEST Grade 3											
MEAP READING				MEAP WRITING				MEAP ELA TOTAL			
Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
08-09	97%	97%	98%	08-09	73%	81%	68%	08-09	94%	97%	93%
07-08	99%	97%	100%	07-08	92%	97%	89%	07-08	97%	97%	98%
06-07	97%	100%	94%	06-07	80%	85%	74%	06-07	91%	95%	85%

MEAP ENGLISH LANGUAGE ARTS TEST Grade 4											
MEAP READING				MEAP WRITING				MEAP ELA TOTAL			
Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
08-09	96%	90%	100%	08-09	84%	83%	84%	08-09	95%	90%	98%
07-08	93%	92%	94%	07-08	70%	77%	63%	07-08	86%	90%	83%
06-07	96%	97%	95%	06-07	64%	75%	56%	06-07	92%	97%	88%

MEAP ENGLISH LANGUAGE ARTS TEST Grade 5											
MEAP READING – Grade 5				MEAP WRITING – Grade 5				MEAP ELA TOTAL – Grade 5			
Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
08-09	95%	98%	91%	08-09	84%	88%	79%	08-09	95%	98%	91%
07-08	92%	91%	93%	07-08	79%	78%	80%	07-08	92%	91%	93%
06-07	95%	95%	95%	06-07	70%	82%	61%	06-07	92%	95%	89%

MEAP MATHEMATICS TEST											
Grade 3				Grade 4				Grade 5			
Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY				Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
08-09	99%	100%	98%	08-09	97%	93%	100%	08-09	89%	90%	88%
07-08	99%	97%	100%	07-08	92%	97%	86%	07-08	92%	88%	95%
06-07	92%	93%	91%	06-07	97%	100%	95%	06-07	91%	90%	91%

MEAP SCIENCE – Grade 5			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
08-09	97%	98%	97%
07-08	96%	97%	95%
06-07	98%	97%	98%

- MEAP Data is not reported by Racial/Ethnic minority group, Special Education, or Economically Disadvantaged because no group is significantly large enough to report MEAP results without revealing the identity of individual students.

NOTE: Social Studies test was moved to grade 6 and reported by the middle schools.

STUDENT ACHIEVEMENT (cont.)

2008-09 MEAP Percentage of Students Tested							
Grade	MEAP READING	MEAP WRITING	MEAP ELA	MEAP MATH	MEAP SCIENCE	Total ELA with MI-ACCESS	Total Math with MI-ACCESS
3	99%	99%	99%	99%	Not Tested	100%	100%
4	100%	100%	100%	100%	Not Tested	100%	100%
5	96%	96%	96%	96%	96%	100%	100%

NOTE: Total with MI-ACCESS refers to the percentage tested with either the MEAP or the MI-ACCESS (an alternative state test) in each test area.

Grosse Pointe WRITING															
Percentage of Students Achieving SATISFACTORY															
Year	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M
08-09	87.5	95.7	80.0	98.6	100	97.6	62.0	59.4	64.1	66.7	73.3	62.2	64.0	69.0	57.6
07-08	90.1	93.3	87.8	100	100	100	78.7	83.3	75.6	68.1	74.4	60.6	72.7	78.8	68.2
06-07	85.1	93.1	78.9	96.1	94.3	97.6	77.0	77.5	76.5	68.8	73.5	65.1	62.0	74.4	52.6

Grade 1 – Satisfactory includes scores of 3 and 4.

Grade 2-5 – Satisfactory includes scores of 4 through 7.

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Ferry Students (on National Norms)

Grade	Year	Percentile READING Spring			Percentile MATH Spring		
		All	Female	Male	All	Female	Male
1	08-09	59	63	55	62	60	63
	07-08	63	68	59	66	66	65
2	08-09	66	66	66	72	70	74
	07-08	58	62	55	56	52	59
3	08-09	64	65	63	66	62	69
	07-08	71	68	73	68	63	71
4	08-09	72	72	73	73	66	78
	07-08	71	74	67	65	62	68
5	08-09	74	75	73	62	59	66
	07-08	74	77	72	72	71	73

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