

2009-10 Annual Report

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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 381 students, grades K-5, in the 2009-10 school year. We had two half day sections of kindergarten, one section of extended day kindergarten, three sections of grade 1, two sections of grade 2 and three sections of grades 3-5, 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 each student is 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 staff members work together to define a school wide approach to positive behavior support. Next year we will be implementing the Ferry Community Success Plan.
- Ferry PTO provides generous support. They 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 fifty students in grades 4 and 5 participated in our choir program. Many parent volunteers worked diligently to attend morning rehearsals with the choir as well as helping 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.
- Thanks to the diligent work of the Green Team, Ferry School attained Evergreen status.

Ferry Elementary
School opened
in September, 1954

Student Average Attendance Rate: 96.2%

Percentage of Parents Participating in Parent-Teacher Conferences:

2009-2010
99% (377 Students)

2008-2009
99% (388 Students)

Education YES! Report Card

AYP (Adequate Yearly Progress) Status Met: Yes

Michigan Report Card Grade: A

Not Identified for Improvement

Assignment of Students

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 interests of the student. In the middle school and in the senior 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.

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 curriculum 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 2009-10 the district began implementation of the new social studies curriculum for grades K-3, and 5-6. Grades 3 and 4 will be rolled out in 2010-11. English/language arts curriculum was the core curriculum under review, roll out is planned for the fall of 2010. Computer education curriculum continues to be under review, these curriculum changes will reflect the district's investment in new curriculum for teachers grades Kindergarten through twelve.

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.

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.

Goal: Define a school wide approach to positive behavior support tailored to the uniqueness of Ferry school.

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.

STUDENT ACHIEVEMENT MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

MEAP READING 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
09-10	91%	94%	88%	09-10	99%	100%	97%	09-10	99%	97%	100%
08-09	97%	97%	98%	08-09	96%	90%	100%	08-09	95%	98%	91%
07-08	99%	97%	100%	07-08	93%	92%	94%	07-08	92%	91%	93%

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
09-10	99%	97%	100%	09-10	100%	100%	100%	09-10	99%	97%	100%
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%

MEAP SCIENCE – Grade 5			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
09-10	99%	100%	98%
08-09	97%	98%	97%
07-08	96%	97%	95%

NOTE: 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.

NOTE: The state no longer reports ELA Scores. The new MEAP Writing test was piloted this year and will be taken in grades 4 and 7 next year.

2009-10 MEAP Percentage of Students Tested					
Grade	MEAP READING	MEAP MATH	MEAP SCIENCE	Total Read with Other Tests	Total Math with Other Tests
3	96%	96%	Not Tested	100%	100%
4	99%	99%	Not Tested	100%	100%
5	100%	100%	100%	100%	100%

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

STUDENT ACHIEVEMENT (cont.)**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
09-10	87.9	95.7	82.9	93.8	92.0	95.7	58.9	74.2	47.6	79.4	80.0	78.9	76.6	78.1	75.6
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

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	09-10	78	90	68	84	87	81
	08-09	59	63	55	62	60	63
	07-08	63	68	59	66	66	65
2	09-10	58	61	54	63	65	62
	08-09	66	66	66	72	70	74
	07-08	58	62	55	56	52	59
3	09-10	68	71	66	87	83	89
	08-09	64	65	63	66	62	69
	07-08	71	68	73	68	63	71
4	09-10	70	68	70	70	64	76
	08-09	72	72	73	73	66	78
	07-08	71	74	67	65	62	68
5	09-10	79	78	80	75	67	80
	08-09	74	75	73	62	59	66
	07-08	74	77	72	72	71	73

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

FERPA NOTICE:

Grosse Pointe Public Schools 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.

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.gpschool.org