

2010-11 Annual Report

748 Roslyn
Grosse Pointe Woods,
Michigan 48236
(313) 432-4100

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:

- 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 according to ability and developmental level.
- demonstrate respect and responsibility toward self and others to keep Ferry School a safe learning environment.



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 360 students, grades K-5, in the 2010-11 school year. We had two full day sections of kindergarten, two sections of grade 1, three sections of grade 2, two sections of grade 3, three sections of grades 4 and 5, one Autistic classroom that services students from Grosse Pointe as well as portions of Wayne County, and 2/3 Magnet and 4/5 Magnet classrooms that service 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 Technology Assistant, a Kindergarten 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 worked 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, Lego League, and our newest endeavor the Fish Flies Running Club.
- 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: 96.23%

Percentage of Parents Participating in Parent-Teacher Conferences:

2010-2011
99.7% (358 Students)

2009-2010
99% (377 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. 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.

The 2010-11 school year brought many plans and changes to the K-5 English language arts curriculum. Over half of our elementary teachers and all of our elementary principals had the opportunity to visit other districts to observe their language arts program. The energy and enthusiasm these visits generated cannot be measured. The visits did bring huge changes to the way we teach reading to our students. This year, all elementary students will be learning specific reading comprehension strategies through a program called "Making Meaning". Please ask your elementary child to talk to you about the stories their teacher is reading to them, and the questions they are asking about the stories. Elementary teachers will begin training on teaching reading to students, through the Reader's Workshop approach. Staff development will begin in September and continue on throughout the school year. The implementation and training in Reader's Workshop is part of a three-year plan to develop readers and writers in our elementary students for their success in the challenging curriculum they will be facing at the middle and high school levels.

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 (PBS) 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
10-11	94%	96%	92%	10-11	92%	97%	88%	10-11	93%	94%	93%
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%

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
10-11	100%	100%	100%	10-11	99%	97%	100%	10-11	92%	88%	95%
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%

MEAP SCIENCE – Grade 5			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
10-11	97%	94%	100%
09-10	99%	100%	98%
08-09	97%	98%	97%

MEAP WRITING – Grade 4			
Percentage Achieving SATISFACTORY			
Year	All	Female	Male
10-11	66%	77%	58%

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.

2010-11 MEAP Percentage of Students Tested							
Grade	MEAP READING	MEAP Writing	MEAP Math	MEAP SCIENCE	Total Read with Other Tests	Total Math with Other Tests	Total Science with Other Tests
3	94%	Not Tested	96%	Not Tested	100%	100%	Not Tested
4	99%	99%	99%	Not Tested	100%	100%	Not Tested
5	99%	Not Tested	99%	99%	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
10-11	100	100	100	100	100	100	78.3	87.5	68.2	67.6	80.0	58.5	77.1	77.4	76.9
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

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	10-11	75	73	75	77	70	80
	09-10	78	90	68	84	87	81
	08-09	59	63	55	62	60	63
2	10-11	59	76	49	79	84	75
	09-10	58	61	54	63	65	62
	08-09	66	66	66	72	70	74
3	10-11	62	68	55	69	73	64
	09-10	68	71	66	87	83	89
	08-09	64	65	63	66	62	69
4	10-11	74	81	68	79	76	81
	09-10	70	68	70	70	64	76
	08-09	72	72	73	73	66	78
5	10-11	74	74	74	71	63	77
	09-10	79	78	80	75	67	80
	08-09	74	75	73	62	59	66

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. Grosse Pointe Public Schools also publishes student information via school sponsored or school-related media, including the activities of the Grosse Pointe Foundation for Public Education.

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