



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Ferry 2011-12 Annual Report

Introduction

Dexter M. Ferry Elementary is proud of another successful school year! Ferry Elementary School served 415 students, grades K-5, in the 2011-12 school year. We had three sections of Kindergarten, three sections of grade 1, two sections of grade 2, three sections of grade 3, two sections of grade 4, and three sections of grade 5. In addition Ferry Elementary School included three classrooms for Cognitively Impaired students and one Autistic classroom that services 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 Technology Assistant, Library Assistant, two Kindergarten Assistants and numerous assistants to support the Autistic and Cognitively Impaired Programs.



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 learning 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 talent and dedication of our 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 their own ability, learning style, and interests.
- A school wide approach to literacy instruction through Writers' and Readers' Workshop ensures continuity and a common language in our literacy instruction.
- Ferry staff members worked together to define a school wide approach to Positive Behavior Support (PBS) using the philosophy of Conscious Discipline to implement the Ferry Community Success Plan.
- Ferry PTO provides generous support. They contributed to many enrichment activities including lunch time activities and the after school Fish Flies Running Club.
- This year over fifty students in grades 4 and 5 participated in our choir program.
- Ferry Staff worked to provide an after school Homework Club to meet the needs of our students.
- 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.

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.

Attendance Rate:

96.1%

Percentage of Parents Participating in Parent-Teacher Conferences:

2011-12

100% (415 Students)

2010-11

99.7% (358 students)

Education Yes! Report Card

The School is a Focus School and made AYP

For 2011-12, Ferry did make Adequate Yearly Progress (AYP) and was named a Focus School because the school has a large student achievement gap between the top 30% of highest performing students and the bottom 30% of lowest achieving students across the tested subjects. We are actively working to address this through our school improvement planning and professional learning community (PLC) time. Our Michigan Report Card grade is a **B**.

Nondiscrimination Statement

The Grosse Pointe Public School System does not discriminate on the basis of race, gender, religion, national origin or other factors.



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.

The district also has in place policies and guidelines which guide promotion and retention.

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 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 complete the Public Use-Directory Information Notice Form available at: www.gpschools.org

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 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 2011-12 school year brought many plans and changes to the K-5 English language arts curriculum. All elementary students will have learned 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 began training on teaching reading to students, through the Reader's Workshop approach. Staff development will begin again in September and continue on throughout the 2012-13 school year. The continued 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 and priorities are:

- Goal:** Improved student literacy skills through a school wide consistent approach to reading and writing instruction using common language and practices to implement Readers' and Writers' Workshop in each classroom.
- Goal:** Improved Student Achievement in mathematics skills through the implementation of GPPSS curriculum using the Everyday Math program.
- Goal:** Defined 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. For more details please visit our website or call the school office.

STUDENT ACHIEVEMENT MICHIGAN EDUCATION ASSESSMENT PROGRAM (MEAP)

MEAP READING TEST											
Grade 3 Percentage Achieving SATISFACTORY				Grade 4 Percentage Achieving SATISFACTORY				Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
11-12	72%	89%	62%	11-12	83%	92%	75%	11-12	85%	90%	82%
10-11	82%	92%	72%	10-11	73%	81%	68%	10-11	86%	88%	85%
09-10	57%	59%	55%	09-10	87%	87%	86%	09-10	95%	94%	96%

MEAP MATHEMATICS TEST											
Grade 3 Percentage Achieving SATISFACTORY				Grade 4 Percentage Achieving SATISFACTORY				Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
11-12	57%	74%	47%	11-12	52%	58%	46%	11-12	62%	57%	66%
10-11	43%	46%	40%	10-11	65%	65%	65%	10-11	60%	50%	68%
09-10	72%	75%	69%	09-10	66%	60%	70%	09-10	78%	69%	85%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	31%	20%	39%
10-11	28%	25%	30%
09-10	26%	22%	28%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
11-12	69%	88%	54%
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 is reported by the middle schools.



2011-12 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	92%	Not Tested	90%	Not Tested	99%	97%	Not Tested
4	84%	84%	84%	Not Tested	100%	100%	Not Tested
5	90%	Not Tested	89%	89%	100%	99%	99%

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
11-12	100	100	100	100	100	100	71.8	77.8	68.2	64.3	71.4	57.1	75.6	85.3	68.8
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

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)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
1	11-12	66	67	66	73	72	73
	10-11	75	73	75	77	70	80
	09-10	78	90	68	84	87	81
2	11-12	82	84	82	85	84	85
	10-11	59	76	49	79	84	75
	09-10	58	61	54	63	65	62
3	11-12	59	58	60	70	73	69
	10-11	62	68	55	69	73	64
	09-10	68	71	66	87	83	89
4	11-12	57	66	48	51	61	44
	10-11	74	81	68	79	76	81
	09-10	70	68	70	70	64	76
5	11-12	66	71	62	55	50	60
	10-11	74	74	74	71	63	77
	09-10	79	78	80	75	67	80

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

