



GROSSE POINTE PUBLIC SCHOOL SYSTEM

Each and Every Child, Each and Every Day

Ferry 2013-14 Annual Report

Introduction

Dexter M. Ferry Elementary is proud of another successful year! Ferry is a unique school community that provides opportunity for a mosaic of 380 students' talents, interests, learning styles, and abilities to flourish and grow. Ferry School has thirteen K-5 classroom teachers that pride themselves in building relationships with students and parents, planning instruction to meet specific learning goals, and developing the unique talents of each student. In addition, four special education classroom teachers are dedicated to providing the same opportunities and advocating for our cognitively impaired and autistic students, while two more teachers utilize their expertise of the gifted learner to create a stimulating learning environment for our magnet students. Our extensive support staff is there to support our students, teachers, and parents and is the glue that unifies our school community to create one brilliant colorful mosaic.



As a staff we see ourselves as a community of learners in which all members foster, encourage, support, and appreciate the talents and diversity of one another. We collaborate to learn and grow as professionals and extend that philosophy to our students to create opportunity for our varied learners to work, play and celebrate across grade levels and programs. This helps to foster a sense of community and belonging not just to individual classrooms, but to the larger Ferry School Community.

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

- 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.
- Staff members worked together to define a school wide approach to Positive Behavior Support (PBIS) using Conscious Discipline philosophy to implement the Ferry Community Success Plan.
- Staff members collaborate to strengthen the sense of community by creating opportunities for students to attend school wide events with their Celebration Buddy.
- Ferry PTO provides generous support. They contributed to many enrichment activities including lunch time activities and the after school Fish Flies Running Club as well as evening family events.
- This year nearly 70 students in grades 4 and 5 participated in our choir program.
- Ferry Staff provided after school Homework and Success Clubs 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 helped in many ways such as assisting younger students during lunch and keeping our students safe from traffic during arrival and dismissal times.
- Thanks to the diligent work of the Green Team, Ferry School attained Evergreen status.
- The Student Video Club kept the school community well informed.
- Our students benefit from numerous field trips at each grade level.
- Jump Rope for Heart is fun and exciting while emphasizing healthy living.
- Field Day is a favorite for students, parents, and teachers!
- Through the teamwork between our PTO and Ferry Staff, our students and their families participated in *One Book One School*.

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:

96.64%

MDE Scorecard

Ferry earned a Lime designation on the MDE Scorecard (replacing AYP) and is a Focus School.

Nondiscrimination Statement

The Grosse Pointe Public School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Stefanie Hayes,
Director of Student Services
20090 Morningside
Grosse Pointe, Woods, MI 48236
Phone: (313) 432-3851
Stefanie.Hayes@gpschools.org

If the individual filing the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, than the individual filing the grievance must provide the documentation to the:

Deputy Superintendent for Educational Services
389 St. Clair
Grosse Pointe, MI 48230
Phone: (313) 432-3016

For further information on nondiscrimination, visit:

<http://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm>

for the address and phone number of the office that serves your area, or call 1-800-421-3481.

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.

Percentage of Parents Participating in Parent-Teacher Conferences:

2013-14

99.2% (377 Students)

2012-13

99% (385 Students)

FERPA Notice

The Grosse Pointe Public School System 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. GPPS 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 local and national standards. Reports of the curriculum committees, which are submitted first to the EPLC then to the Board of Education, include recommendations regarding assessment, professional 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 the 2013-14 school year, EPLC led the curriculum review for social studies and library/media. Teachers doing the review examined assessments, textbook usage, and alignment to Michigan Department of Education requirements. Both curricula are still under development, as is the curriculum for science and secondary business.

District wide professional development is part of a comprehensive plan that uses teacher choice as well as mandatory training in areas identified by our district professional development team.

School Improvement Plan

Math Goal: All students at Ferry Elementary School will be proficient in the math skills and concepts

Strategies include:

- Fact Fluency as measured by district assessment: A variety of activities will be utilized in a differentiated manner
- A Constructivist approach to instruction will be used in grades K-5 using Everyday Math
- Student progress will be monitored and assessed in an on-going, systematic manner throughout the year using small group instruction, NWEA and Everyday Math chapter tests
- A 60 minute block of instruction per day in every classroom will be allotted to math instruction
- Small group differentiated instruction will be utilized based on student progress
- Parents will be involved in instruction through volunteering for math centers, the district website, Everyday Math parent letters, Back to School Nights, and the Everyday Math Home Link
- Additional targeted instruction will be provided during a school wide Response to Intervention time 20-30 minutes 3 times per week
- After school academic support will be provided to student in grades two through five identified as performing in the lowest 30%

Reading Goal: All students at Ferry Elementary School will be proficient readers

Strategies include:

- A 45 minute instructional block will be allotted for reading instruction during which the Oakland Units of study will be utilized as part of a reading workshop approach to instruction. Guided reading, strategy groups and conferencing will be part of the instructional block
- Parents will be provided resources for "at home" reading practice
- Informed instruction: Late start Monday Professional Learning Communities will be utilized to analyze reading data to make informed decisions regarding grouping students for instruction. Fountas and Pinnell levels, NWEA data and teacher observation will provide the necessary data
- Informational reading units of study will be taught as part of the social studies and/or science curriculum
- Additional targeted instruction for at-risk learners will be provided through scheduled Response to Intervention time 3 days per week for 20-30 minutes and through Success club, and after school program 3-4 times per week for 45 minutes

Writing Goal: All students at Ferry Elementary School will be proficient writers

Strategies include:

- Implementation of a writing workshop approach to instruction incorporating a 45 minute instructional block and using the Oakland School Writing Units of Study
- Instruction during writing workshop will focus around the use of mini-lessons, word walls, word study, student groupings and conferencing
- Instruction center around constructed responses as part of the math, science, and social studies curriculum will be utilized
- Small group instruction based on student progress will be utilized to support writing growth and remediation
- The Grosse Pointe Writing Assessment will be utilized to provide monitoring and assessment data

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
13-14	82%	82%	83%	13-14	93%	85%	98%	13-14	85%	93%	80%
12-13	89%	93%	86%	12-13	83%	90%	79%	12-13	93%	93%	93%
11-12	72%	89%	62%	11-12	83%	92%	75%	11-12	85%	90%	82%

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
13-14	57%	57%	57%	13-14	79%	70%	85%	13-14	64%	80%	54%
12-13	77%	67%	84%	12-13	78%	86%	72%	12-13	66%	70%	62%
11-12	57%	74%	47%	11-12	52%	58%	46%	11-12	62%	57%	66%

MEAP SCIENCE – Grade 5 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	41%	39%	42%
12-13	24%	21%	27%
11-12	31%	20%	39%



MEAP WRITING – Grade 4 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
13-14	81%	78%	83%
12-13	66%	69%	64%
11-12	69%	88%	54%

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



2013-14 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	88%	Not Tested	88%	Not Tested	98%	98%	Not Tested
4	96%	96%	96%	Not Tested	100%	100%	Not Tested
5	86%	Not Tested	87%	91%	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
13-14	100	100	100	92.1	96.4	88.6	100	100	100	88.1	88.9	87.5	65.8	68.8	63.8
12-13	98.2	100	96.6	100	100	100	78.5	77.8	78.9	85.9	93.5	80.9	76.2	90.0	63.6
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

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	13-14	77	80	74	82	83	82
	12-13	58	63	54	69	68	69
	11-12	66	67	66	73	72	73
2	13-14	70	71	69	81	81	81
	12-13	76	80	70	82	83	81
	11-12	82	84	82	85	84	85
3	13-14	80	83	76	86	89	80
	12-13	80	83	79	85	81	87
	11-12	59	58	60	70	73	69
4	13-14	74	72	75	81	71	87
	12-13	68	73	64	76	79	74
	11-12	57	66	48	51	61	44
5	13-14	67	61	70	69	65	72
	12-13	71	76	66	63	65	61
	11-12	66	71	62	55	50	60

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

