GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Ferry 2022-23 Annual Report

Mission Statement
Ferry Elementary is dedicated to providing a high quality education to all students. We work collaboratively with parents, teachers and community members to ensure students are provided with a variety of opportunities for learning and growth throughout the school year.

Attendance Rate: 94%

Percentage of Parents Participating in Parent-Teacher Conferences:
2022-23
97% (294 Students)
2021-22
96% (309 Students)

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 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.

GPPSS also has policies and guidelines which guide promotion and retention.

Introduction

Dexter M. Ferry Elementary Dexter M. Ferry Elementary is a welcoming school for all students to succeed and develop a love of learning. We support and celebrate a group of 309 students with varied talents, interests, learning styles, and abilities that allows them to flourish and grow. Ferry School has twelve Kindergarten-grade 4 classroom teachers that pride themselves in building relationships with students and parents, planning instruction to meet specific learning goals while developing the unique talents of each student. In addition, we hold four special education classroom teachers dedicated to providing individualized instruction and learning for students with diverse learning needs. Ferry also holds one Magnet classroom to create a stimulating learning environment for grade 3 and 4 magnet students.

Our extensive ancillary staff is here to support our students, teachers, and parents and another reason Ferry is such a special community school.

As a staff we see ourselves as learners in which all members collaborate, encourage, support, and appreciate the talents and diversity of one another. We learn and grow as professionals and extend that philosophy to our students through *The Leader In Me*. Our staff and students seek to create opportunities to problem solve, play and celebrate at school and within our community. This fosters leadership and inclusion not just to individual classrooms, but to the Ferry School Community.

As a result of the talent and dedication of our students, staff, parents, and community members, we are proud Falcons at Ferry Elementary School.

Principal Jodie Randazzo

Principal Jodie Randazzo · 748 Roslyn · Grosse Pointe Woods, MI 48236 · Phone: 313-432-4100 · randazj@gpschools.org

Nondiscrimination Statement

The District shall not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category in its programs and activities, including employment opportunities.

The Superintendent shall designate not less than two compliance officers who are responsible for coordinating the District's compliance with applicable federal and state laws and regulations, and for investigating reports of discrimination. The Superintendent shall ensure that all required notices under the civil rights or other laws are provided to staff members.
The Superintendent shall develop and implement administrative guidelines to enforce this policy.

For further information on nondiscrimination, visit: www.gpschools.org under School Board - Policy or http://wdcrobcolp01.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.

FERPA Notice

The Grosse Pointe Public School System may, upon request, release the following directory information: student name, grade level, graduation date, height and weight if an athlete, participation in school activities, honors and awards, photographs and videos of students in school activities, 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 click the FERPA directory information button during K-12 online registration.

Core Curriculum

Grosse Pointe Public School System (GPPSS) engages in a system of continuous improvement utilizing collaboration and continuity while focusing on our Vision: *One Inclusive Community Learning Together*, and our Mission: *Cultivate Educational Excellence By: Empowering Students, Valuing Diversity, Inspiring Curiosity, and Pushing Possibilities.* GPPSS builds a robust and equitable educational community where all learners are empowered to reach their unique potential. We strive to provide students opportunities to acquire the attitudes, values, knowledge and skills that prepare them to be contributing members of society.

Thoughtful, carefully aligned practices ensure the district's curriculum, instructional approaches and system of assessments are designed to maximize student learning and provide all students a rigorous and relevant curriculum aligned from preschool through graduation. An innovative, evolving and articulated curriculum that is responsive to the rapidly changing world, broad-based to meet the needs of all students at all levels, and designed to challenge every student to realize their true potential, is essential. Differentiated and culturally responsive instructional approaches based on best practices and research; high expectations for student and staff performance; and flexibility, innovation and individual teaching styles are the basis for quality learning experiences in every class, every day. Modifications to the curriculum or instructional approaches are driven by data obtained from assessments implemented by the district.

The GPPSS core curriculum is developed under the guidance 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 are submitted first to the EPLC, then the Board of Education, and include recommendations regarding assessment, professional development, integration of technology, and differentiated and culturally responsive instruction to cultivate academic diversity within curriculum development. The district also offers a wide array of advanced placement and challenging enrichment courses and a comprehensive special education program.

The curriculum review process uses the District's Strategic Plan as a lens to review, construct, and implement curriculum and instructional practices. Based on our district curriculum studies timeline (5-7 years), curriculum reviews occur in the following phases:

- Phase 1 - curriculum review/study (entering this phase are Social Studies, Counseling, Library/Media, and TV Production)
- Phase 2 - construction of goals/objectives and programs
- Phase 3 - implementation
- Phase 4 - maintenance

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 Ferry students will be proficient in math skills and concepts. Strategies include:

- Teachers will utilize data to ensure instruction is individualized for all students across all subjects.
- Student progress will be monitored and assessed in an ongoing, systematic manner throughout the year using small group instruction, NWEA and Everyday Math formative and cumulative assessments.
- Small group differentiated instruction will be utilized based on student progress with a tiered approach.

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

- Reading instruction is focused on Oakland Units as part of a reading workshop approach. Guided reading, strategy groups and conferencing will be used with our Essential Instructional Practices.
- Informational reading units of study will be taught as part of the social studies and/or science curriculum.

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

- A writing workshop approach to instruction will be implemented, incorporating the Oakland School Writing Units of Study.
- Writing workshop instruction will use mini-lessons, word walls, word study, small group and conferencing.
- Small group instruction based on student progress will support writing growth.
- Grosse Pointe Writing Assessment will provide additional monitoring and assessment data.

For more details visit our website or call the school office at 313-432-4103.

MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

Third Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
22-23	62% (41%)	53%	71%	100%	22-23	60% (43%)	50%	71%	100%
21-22	68% (42%)	84%	52%	100%	21-22	69% (42%)	64%	72%	100%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
22-23	76% (44%)	85%	65%	100%	22-23	61% (39%)	50%	74%	100%
21-22	69% (43%)	72%	53%	100%	21-22	48% (37%)	20%	67%	100%

NOTE: M-STEP Data is not reported by Racial/Ethnic minority group, Special Education, or Economically Disadvantaged because no group is significantly large enough to report results without revealing the identity of individual students. State of Michigan M-STEP results have been shown above in parentheses for comparison to school results. The percentage tested is with either M-STEP or MI-ACCESS (alternative state test) in each area.

STUDENT ACHIEVEMENT (cont.)

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY												
Year	Grade 1			Grade 2			Grade 3			Grade 4		
	All	F	M	All	F	M	All	F	M	All	F	M
22-23	67	75	59	90	93	87	81	87	75	85	92	77
21-22	66	62	71	70	76	63	82	88	76	78	82	76
20-21	79	85	72	98	100	96	93	92	93	82	88	78

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
0	22-23	72	74	70	76	68	81
	21-22	59	65	54	57	62	53
	20-21	66	69	63	74	73	74
1	22-23	57	58	57	64	57	69
	21-22	75	75	75	76	73	81
	20-21	77	78	77	73	69	76
2	22-23	71	74	67	71	69	73
	21-22	65	64	66	64	59	72
	20-21	77	82	72	82	82	83
3	22-23	69	69	70	66	60	73
	21-22	72	79	65	73	73	73
	20-21	67	67	67	62	40	74
4	22-23	73	75	72	70	68	71
	21-22	63	53	70	55	36	66
	20-21	67	75	62	64	67	63

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