

## GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

# Ferry 2024-25 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:

2024-25

93% (332 Students)

2023-24

92% (327 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.

### ESSA Support Label

The school has not been given a label for additional support under ESSA.

## Introduction

Dexter M. Ferry Elementary is a warm, inclusive school where all students are supported in achieving success and developing a lifelong love of learning. We proudly serve 356 students with diverse talents, interests, learning styles, and abilities, creating an environment where each child can thrive.

Our teaching team includes twelve dedicated Young 5s through 4th grade classroom teachers who prioritize building strong relationships with students and families. They thoughtfully plan instruction that meets specific learning goals while nurturing the individual strengths of every learner. We also have four special education teachers who provide personalized instruction tailored to the unique needs of students with diverse learning profiles.



Additionally, Ferry is home to one Magnet classroom for 3rd and 4th grade students, offering a stimulating academic environment designed to challenge and inspire. Our robust ancillary staff plays a vital role in supporting students, educators, and families, contributing to the welcoming, community-centered spirit of Ferry Elementary.



As a learning community, our staff values collaboration, encouragement, and mutual respect. We celebrate the unique talents and contributions of each team member and student. Across our school, we foster opportunities for problem-solving, play, leadership, and celebration—within classrooms and throughout the wider community.

Thanks to the dedication and talent of our students, staff, families, and community partners, Ferry Elementary continues to be a place we are all proud to call home. We are proud to be Ferry Falcons—working together to provide a high-quality, inclusive education and a wide range of meaningful learning experiences for all students.



## Core Curriculum

Grosse Pointe Public School System engages in a continuous cycle of improvement grounded in collaboration, continuity, and commitment to guiding principles. We are anchored by our **Vision: *One Inclusive Community Learning Together***, and our **Mission: *Cultivate Educational Excellence by Empowering Students, Valuing Diversity, Inspiring Curiosity, and Pushing Possibilities***. GPPSS fosters an equitable educational community where every learner can realize their unique potential. Our goal is to offer students rich opportunities to develop the attitudes, values, knowledge, and skills to become engaged, contributing members of society.

Our district employs aligned practices to ensure curriculum, instructional strategies, and assessments work cohesively to maximize learning. All students access a rigorous, relevant curriculum aligned from preschool through graduation. A broad, innovative, and evolving curriculum meets diverse needs and challenges learners to reach their fullest potential. Instruction is differentiated and culturally responsive, rooted in best practices and research. We maintain high expectations while honoring flexibility, innovation, and individual teaching styles to ensure meaningful learning in every classroom, every day. Curricular adjustments are data-informed through ongoing districtwide assessments.

GPPSS curriculum is developed under the leadership of the **Educational Programs Leadership Council (EPLC)**—a collaborative body of teachers, parents, students, and administrators. Curriculum aligns with state standards across disciplines and integrates exemplary local and national standards. EPLC reviews curriculum committee reports and presents them to the Board of Education with recommendations for assessments, professional development, technology integration, and culturally responsive instructional strategies. GPPSS offers a wide range of **Advanced Placement (AP)** courses, engaging enrichment programs, and a comprehensive special education program to ensure pathways to success for all students.

The **Strategic Plan** guides curriculum and instructional practice design and review. All curricular areas undergo a four-phase cyclical review process:

- **Phase 1** – Curriculum review and study (currently Social Studies, Counseling, Library/Media, TV Production)
- **Phase 2** – Goal and program development
- **Phase 3** – Implementation of new curricula
- **Phase 4** – Ongoing maintenance and improvement

GPPSS supports a robust professional development program, combining teacher-selected opportunities with district-prioritized training. This promotes professional growth while aligning practices with district goals. We are committed to fostering a culture of modern learning and innovation, preparing students to thrive in a dynamic world. Our programs cultivate critical thinking, creativity, collaboration, and adaptability, equipping students for diverse future pathways. Emerging technologies are thoughtfully integrated to enhance learning, promote problem-solving, and encourage engagement—while keeping learning human-centered and grounded in real-world application. By embracing innovation, GPPSS empowers students to explore ideas, develop practical skills, and become adaptable, forward-thinking contributors to their communities.

## 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 a 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.

## 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](http://www.gpschools.org) under School Board - Policy or <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.

## 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.

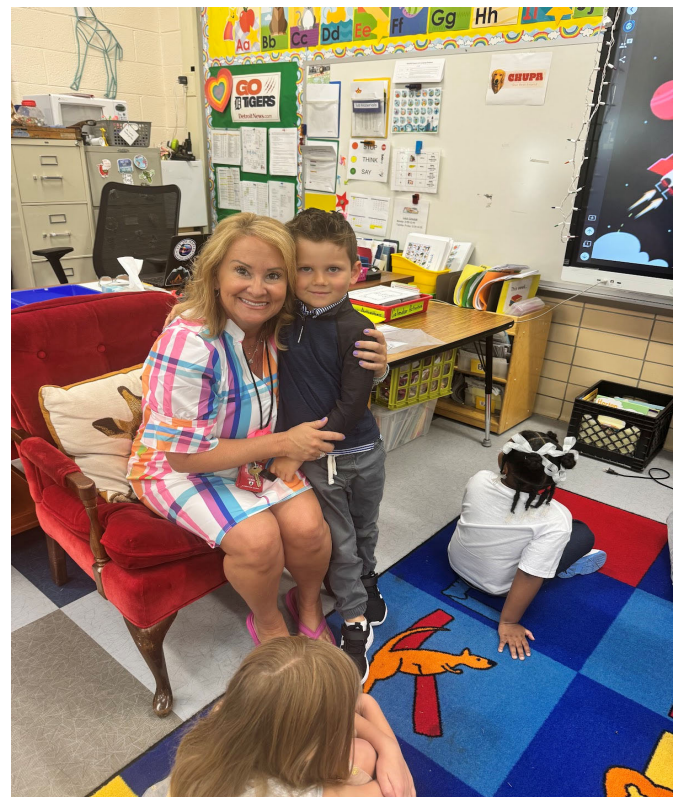
## MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

Third Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
24-25	61% (37%)	65%	56%	100%	24-25	55% (43%)	46%	66%	100%
23-24	61% (40%)	64%	59%	98%	23-24	63% (43%)	54%	72%	98%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
23-24	59% (42%)	57%	60%	100%	24-25	52% (39%)	46%	57%	100%
23-24	60% (43%)	56%	64%	98%	23-24	48% (39%)	34%	64%	98%

**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
24-25	73	89	52	77	83	71	77	81	72	85	93	77
23-24	80	79	81	75	83	66	81	89	73	88	91	85
22-23	67	75	59	90	93	87	81	87	75	85	92	77

### 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	24-25	65	67	63	70	64	73
	23-24	74	78	69	72	73	70
	22-23	72	74	70	76	68	81
1	24-25	64	70	54	70	72	67
	23-24	67	62	71	70	60	79
	22-23	57	58	57	64	57	69
2	24-25	62	62	62	75	66	81
	23-24	62	62	62	60	53	67
	22-23	71	74	67	71	69	73
3	24-25	62	63	62	64	59	70
	23-24	66	64	66	74	75	74
	22-23	69	69	70	66	60	73
4	24-25	68	70	66	69	69	69
	23-24	68	68	68	65	57	74
	22-23	73	75	72	70	68	71

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

