

Ferry Elementary

2004 - 2005
Annual Report

Welcome!



Ferry School achieved significant results in many areas during the 2004 - 2005 school year. School improvement goals in the areas of reading and writing enabled us to make great strides in achievement results. All four MEAP assessment areas went up between eight to 27 percent. We moved our focus area from reading to writing. We have partnered with a Grand Valley State University professor to provide training in best practices in writing. Teachers received training and will continue to receive more training during the 2005 - 2006 school year. School-wide use of Love and Logic continues to be an effective practice helping children become more responsible and enabling staff to be more consistent with conflicts among children. Community service remained an area of focus.

Students raked yards of our senior neighbors, helped Love Inc. provide food to those in need each month, raised money for the Goodfellows Christmas program, and provided Pfaff Pharmacy with money to help supplement seniors in need of medication. Student participation in extra curricular activities remained high. Students participated in sports, Destination Imagination teams, the Garden Cub, chess club, and Girls on the Run. Parent participation remained strong supporting our PTA and many committees and special events.

Harry Weller, Principal

*Ferry Elementary School
1050 Pennoyer • Grand Haven, MI 49417
616.850.5300
Harry Weller, Principal*

www.ghaps.org/ferry

Assessment

Ferry School students have made significant gains on all academic achievement testing. MEAP scores rose in all four areas that were tested during the '05 school year: science, social studies, math, and language arts. Gains were between 8 and 27 percentage points.

Local Assessments

Grand Haven Area Public Schools assesses students' reading and math abilities with local assessments.

Houghton-Mifflin – The majority of our students earned scores of good or excellent on the district Houghton-Mifflin reading assessments.

(View Houghton-Mifflin results)

ELA (English Language Arts) – ELA is a focus of Ferry School's improvement plan. Although the local ELA assessment highlights the need for improvement, our MEAP results demonstrate that improvement is taking place.

(View ELA results)

Everyday Math – The majority of students met or exceeded expectations in Everyday Math assessments.

(View Everyday Math results)



MEAP Assessments

The Michigan Educational Assessment Program (MEAP) is the statewide assessment program used in Michigan to test and report student achievement in the core academic subjects at certain grade levels. This year: 87 percent of fourth graders met or exceeded the state standards for math; 67 percent of students achieved at those levels in English Language Arts; 83 percent of fifth graders met or exceeded expectations in science; and 24 percent met or exceeded expectations in social studies.

(View MEAP results)

Student Subgroup Performance

Student subgroups are groups of 30 or more students who share common characteristics, including gender, racial/ethnic groups, students with disabilities, students from low income families, and students with limited English proficiency. No Child Left Behind (NCLB) requires that districts look at a variety of groups of students to ensure that the needs of all students are met. Each subgroup of students must make adequate yearly progress (AYP). AYP is a level of proficiency determined by the state and applied to the whole school, school district, and to each subgroup. The goal is high levels of academic achievement for all students.

Our boys and girls scored comparably in all assessments. We have noticed a difference in the scores of our low-income students. In an effort to address this area, our staff has been trained to better understand the learning needs of these students.

(View subgroup performance results)

Assessment



School for Children

Children for School

Success for Learning

Learning for Success

Forever Learning

Learning Forever

Ferry School Mission Statement

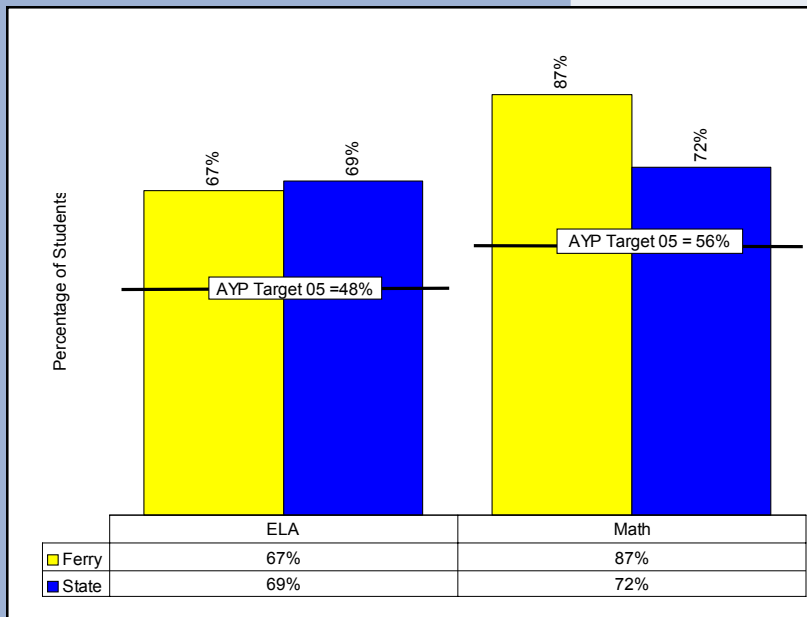
Adequate Yearly Progress

AYP is the measure used to hold schools and districts responsible for student achievement in English language arts and mathematics. AYP is based on Michigan Educational Assessment Program (MEAP) test results, participation rates in MEAP testing, and attendance or graduation rates.

In order to achieve AYP, students' MEAP proficiency must exceed the state's target. Proficiency is defined as students scoring in levels 1 or 2 (exceeds Michigan standards or meets Michigan standards) on MEAP or Surpassed the Performance Standard or

Attained the Performance Standard on MI-Access. This includes aggregate student attendance as well as aggregate and sub-group exceeding the state's annual measurable objectives in English Language Arts and Math.

We are very pleased that we achieved the requirements of Adequate Yearly Progress (AYP). In English Language Arts, 67 percent of our students are proficient compared to the state's target level of 48 percent. In math, 87 percent of students are proficient compared to the state's target level of 56 percent.



School Programs

Education Yes!

Education YES! is the accreditation system created by the state of Michigan in compliance with No Child Left Behind (NCLB).

Education YES! measures our students' achievement, attendance and graduation rates and overall school programming.

Each school receives a composite grade. The Composite Grade is the overall grade for the school, arrived at by combining the following factors:

Student Achievement includes the measure of achievement status and achievement change. Student participation in MEAP testing and attendance rates are also included in this measure.

- Student Achievement Status indicates how well a school has performed on the 2003-04 MEAP test.
- Student Achievement Change measures how well a school has improved in student achievement and how well that lines up with state objectives for improvement.

Indicators of School Performance combine several factors, such as school facilities, attendance, and graduation rate.

Under these requirements, we are pleased to report that Ferry School earned an “A.”

School Improvement

A team consisting of staff and parents are developing a three-year school improvement plan with specific goals and strategies to assist us in reaching these goals. We have identified four school improvement goals – in the areas of English Language Arts, math, science, and social studies.

- **English Language Arts:** All students will gain meaning and effectively communicate in all language arts areas.
- **Mathematics:** All students will develop an understanding of mathematical concepts and procedures.
- **Science:** All students will explore and understand the significance of science in their lives.
- **Social Studies:** All students will explore and understand the significance of social studies in their lives.

We have identified specific strategies to reach these goals.

(View goals and strategies)

School Programs

Ferry School's vision:

*Celebrating the Power of Learning,
the Power of Community,
the Power of Differences.*

School Programs

Technology / Educational Highlights

Ferry School staff added technology strategies to their expertise through various training opportunities. Technology was integrated into many classroom lessons. The computer lab was utilized to allow student research, skill development, and was an integral part of the media program.

Students participated in play productions, presented science and social studies fairs, and participated in Destination Imagination teams. Students and staff visited various educational events such as the Frauenthal Theater, the Tri-Cities Museum, the State Capitol, a one-room schoolhouse, and Camp Pendaluan.



Core Curriculum

Key members of the Ferry School staff participated in the district's K - 12 Core Curriculum Teams and/or the Curriculum Council. These teams meet three to four times annually to review and revise curriculum, discuss instructional practices, and create and revise common assessments. The teams are comprised of teacher representatives from all levels in the district as well as an administrator.

The main function of the core curriculum teams is to be on the forefront of information regarding their designated area of the curriculum. These teams make decisions regarding professional development, analyze data from the MEAP, and share general information. One of the main obligations of the team members is to go back to their sites and communicate to all affected parties regarding the content and decisions of the meeting.

The Curriculum Council consists of key members from the curriculum teams, teacher leaders of each special area staff, principals, a counselor, the Special Needs Director and the Executive Director of Instructional Services. This group meets three to four times

annually to review district-wide instructional practices, operates as guides for future district activities and serves, with parents, as the district improvement team.

This year the following activities were accomplished in the K - 12 Core Curriculum Teams and the Curriculum Council.

- K - 12 English Language Arts and Math Curriculum Team members made tremendous progress in aligning the district's curriculum with the state's new requirements.
- K - 12 Science Curriculum Team members reviewed current practices and analyzed MEAP test results.
- K - 12 Social Studies Curriculum Team members reviewed current practices and prepared for the upcoming changes in the social studies MEAP tests
- Curriculum Council team members: developed a draft of the District Improvement Plan; reviewed the district's mission and vision; provided information used to develop district goals and will develop strategies to address those goals in 2005 - 06; and reviewed software designed to create common assessments.



Grand Haven Area Public Schools are fortunate to have excellent teaching and support staff. In order to meet the requirements under NCLB, districts are required to have highly-qualified teachers - defined as having: a bachelor's degree; full state certification or licensure; and prove that they know each subject they teach.

The NCLB Act also requires states:

- measure the extent to which all students have highly qualified teachers, particularly minority and disadvantaged students.
- adopt goals and plans to ensure all teachers are highly qualified.
- publicly report plans and progress in meeting teacher quality goals.

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School Programs

Staff

Ferry School has 100 percent of teaching staff that are highly qualified.

Under the provisions of NCLB, parents have the right to request information regarding teacher qualifications. Please contact the office of Human Services.

Our school program is effective because of the consistent support from our parents. Parents were involved in the school program in many areas. Many parents volunteer on a daily basis to help in the classroom. Parents help with special projects as well. They assist on field trips, special events like our field day, and provide teachers with many hours of making things for classroom use.

We have a high attendance percentage for parent-teacher conferences. In 2004 - 2005, 96 percent of parents met with their child's teacher in the fall and 97 percent in the spring.

Ferry School PTA is a strong organization that meets monthly, sponsors many special family events and works in committees to provide support and guidance to the school.

Staff

*Parent
Involvement*

The district's parent involvement policy will be distributed through student handbooks, the district's webpage and Spotlight newsletter.