



School Annual Education Report (AER) Cover Letter

January 31, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 educational progress for Ferry Elementary/Voyager School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Instructional Services Director, Mary Jane Evink at (616) 850-5075 for assistance.

The AER is available for you to review electronically by visiting the following website - [MI School Data](#), or you may review a copy in the main office at your child's school.

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

Ferry and Voyager School continues to have a hyper-focus on providing quality tier 1 instruction while supporting the needs of struggling students by providing targeted interventions. Ferry & Voyager School's SOAR Time provides all students an additional 45 minutes of intervention, enrichment or practice daily in reading and math. The school has a full-time instructional coach and part-time reading and math interventionists to support SOAR time. These positions also provide the ability to assist teachers in ongoing staff professional learning, improving instruction, providing targeted interventions, and to progress monitoring of individual students who are not at benchmark. Ferry & Voyager School is a Professional Learning Community (PLC). Collaborative teams meet weekly to discuss essential standards, create formative assessments and analyze student data. They use data to make instructional decisions based on individual or classroom level needs. Furthermore, students at Ferry & Voyager are cultivating a growth mindset where they are learning to be more resilient, flexible, empathetic, optimistic and persistent. Students receive extended learning opportunities and have the opportunity to use these mindsets while increasing community connections and partnering with local businesses.

State law requires that we also report additional information.

Pupil Assignment

Ferry School's students are assigned to our building by geographic boundaries as well as school of choice requests.

3-5 Year School Improvement

Our School Improvement Team is a group of teachers, principal, and instructional coach representing a cross-section of grades and expertise, working toward continuous improvement for our school. This team sets specific goals, strategies and activities with a focus on measurable outcomes. Ferry & Voyager's School Improvement Plan is evaluated on an ongoing basis and revised as needed. This team meets monthly to look at our school progress. Ferry & Voyager Elementary has a detailed plan that outlines our school improvement goals, strategies and activities.

Specialized School Description

Ferry Elementary consists of two different educational settings. Students have the opportunity to engage in a traditional or multi-age approach to learning. The Voyager School is based on the Reggio philosophy and allows students to experience learning through non-traditional methods. The Voyager School allows for rich, unique learning opportunities based on student interest and project based learning.

Ferry Elementary also hosts the Ottawa County program for students with autism spectrum disorder (ASD). The three classrooms are filled with caring adults and students working together. Through inclusion, students are encouraged to participate in the general education setting as often as possible. The Power of Peer Support (POPS) program connects general education students and our students with ASD to provide a more inclusive environment.

Core Curriculum

Grand Haven Area Public Schools has joined the state of Michigan in adopting Michigan's State Standards which include the Common Core State Standards. Students are afforded a rigorous, guaranteed and viable curriculum. For a copy of the core curriculum, its implementation, and how it may vary from state curriculum, contact the Office of Instructional Services at (616) 850-5075.

Student Achievement

Students in grades 3–4 take the Michigan Student Test of Educational Progress (M-STEP) in English Language Arts (ELA) and Mathematics.

School Year	ELA Proficiency	Math Proficiency
2022-23	45%	40%
2021-22	46%	46%
2020-21	48%	49%
2019-20	n/a	n/a
2018-19	46%	58%

2019-20 results are not available due to statewide school closures during the COVID pandemic.

Parent-Teacher Conferences

Parents are an integral part of teaching and learning. Teachers at Ferry/Voyager make every attempt to include parents in their child’s education. During the 2022-23 school year, 98% of parents attended Fall conferences and 95% attended Spring conferences. During the 2021-22 school year, 98% of parents attended Fall conferences and 96% attended Spring conferences.

Ferry Elementary is dedicated to the continual academic and social-emotional growth of our students. Teachers continuously use data through Professional Learning Communities to meet the needs of all students. Our instruction continues to have a laser-like focus on individual support for struggling students. Our instruction is more data-driven than ever before and we are utilizing best-practice instructional delivery. Furthermore, students' social-emotional growth is a priority through the use of trauma informed practices, calming corners and a mental health curriculum.

Sincerely,

Shelly Hammond

Shelly Hammond, Principal
Ferry Elementary/Voyager School