January 17, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 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 Executive Director, Mary Jane Evink at (616) 850-5075 for assistance.

The AER is available for you to review electronically by visiting the following website - http://bit.ly/2tRntZM, or you may review a copy in the main office at your child’s school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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.

Based on the combined report, we continue to have a hyper-focus on providing quality tier 1 instruction in math and reading while supporting the needs of struggling students by providing targeted interventions. Ferry/Voyager School’s SOAR Time provides all students an additional 30 minutes of intervention, enrichment or practice daily in reading and math. The school has a full-time literacy coach and part-time reading interventionist to support SOAR time. These positions also provide the ability to assist teachers in improving their instruction, providing targeted interventions, and to continually progress monitor individual students who are not at benchmark. Additionally, a part-time math interventionist was hired to support students who are struggling in mathematics.

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 Plan
We are in the final year of our School Improvement Plan.

Specialized Schools
Ferry Elementary is comprised 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.
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. 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. A copy of the core curriculum, its implementation, and how it may vary from state curriculum can be accessed by contacting the Office of Instructional Services at (616) 850-5075.

**Student Achievement**
Students in grades 3–5 take the Michigan Student Test of Educational Progress (M-STEP). During the 2016-2017 School year, 29% of third graders were proficient in English Language Arts and 42% of students were proficient in Mathematics on the M-STEP. The 2017-2018 school year had 38% of all third grade students proficient in English Language Arts and 53% of students proficient in Mathematics. The 2018-2019 school year had 49% of all third grade students proficient in English Language Arts and 76% of students proficient in Mathematics.

**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 2018-2019 school year, 98% of parents attended Fall conferences and 95% attended Spring Conferences.

Ferry Elementary is dedicated to continual growth and improvement. Teachers are continuously using 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.

Sincerely,

**Shelly Hammond**
Shelly Hammond, Principal
Ferry Elementary/Voyager School