



School Annual Education Report (AER) Cover Letter

February 2, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for Ferry Elementary. 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 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status 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 Elementary is committed to delivering high-quality Tier 1 instruction while ensuring students who need additional support receive timely and targeted interventions. Each day, all students participate in SOAR Time, a dedicated 35-minute block focused on reading and math intervention, enrichment, or skill practice based on individual needs. Students requiring more intensive support receive double intervention, working with a trained reading interventionist to accelerate skill development and close learning gaps.

SOAR Time is supported by a full-time instructional coach and part-time reading interventionist. In addition to providing direct student support, these roles strengthen professional learning for staff, enhance instructional practices, and closely monitor the progress of students who are not meeting academic benchmarks.

As a Professional Learning Community (PLC), Ferry Elementary prioritizes collaboration and data-driven decision-making. Grade-level teams meet weekly to identify essential standards, develop formative assessments, and analyze student data to adjust instruction for both individual learners and whole classrooms.

Beyond academics, Ferry Elementary emphasizes the development of a strong growth mindset. Students are encouraged to be resilient, flexible, empathetic, optimistic, and persistent. Through extended learning opportunities and partnerships with local businesses, students apply these skills in real-world contexts while building meaningful connections within the community.

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

Ferry Elementary’s School Improvement Team is composed of teachers, the principal, and instructional coaches, representing a broad range of grade levels and expertise. Together, this team collaborates to drive continuous improvement across the school. The team establishes clear goals, identifies strategies and activities, and maintains a strong focus on measurable outcomes.

The School Improvement Plan is a living document that is monitored regularly, evaluated throughout the year, and adjusted as needed based on progress and student data. The team meets monthly to review schoolwide performance, assess the impact of current initiatives, and determine next steps.

Each school year, staff engage in the Got Data—Now What? protocol to analyze academic and behavioral data, identify trends, and develop focused goals and action plans to address areas of need. This intentional, data-driven process ensures that Ferry Elementary’s improvement efforts remain responsive, targeted, and aligned to the needs of students and staff.

Specialized School Description

Ferry Elementary proudly hosts one of Ottawa County’s programs for students with Autism Spectrum Disorder (ASD). The two classrooms are supported by dedicated, compassionate staff who work closely with students to foster growth, independence, and belonging.

A newly established transitional resource room enhances our ability to provide flexible support and increases opportunities for students to spend meaningful time in general education classrooms. Through intentional inclusion practices, students are encouraged and supported to participate in general education settings as often as possible.

In addition, the Power of Peer Support (POPS) program connects general education students with students in the ASD program, promoting relationships, empathy, and a truly inclusive school community. Together, these supports create an environment where all students learn alongside one another and feel valued as members of the Ferry Elementary community.

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
2024-25	45%	53%
2023-24	41%	36%
2022-23	45%	40%
2021-22	46%	44%
2020-21	48%	48%

Parent-Teacher Conferences

Parents are valued partners in the teaching and learning process at Ferry Elementary. Teachers make intentional efforts to engage families and include them as active participants in their child’s education. Family engagement remains strong, with 96% of parents attending Fall conferences and 95% attending Spring conferences during the 2024–25 school year. Participation was similarly high in the 2023–24 school year, with 97% attendance in the fall and 96% in the spring, reflecting consistent and meaningful collaboration between home and school.

Ferry Elementary is deeply committed to the academic and social-emotional growth of every student. Through Professional Learning Communities (PLCs), teachers regularly analyze data to inform instruction and respond to student needs. Instruction maintains a clear, targeted focus on providing individualized support for struggling learners while continuing to strengthen high-quality, data-driven instructional practices schoolwide.

In addition to academics, students' social-emotional well-being is a priority. Trauma-informed practices, calming corners, and a comprehensive mental health curriculum support students in building self-regulation skills, resilience, and emotional awareness—creating a safe and supportive learning environment where all students can thrive.

Sincerely,

Shelly Hammond

Shelly Hammond, Principal
Ferry Elementary