



CEDAR SPRINGS PUBLIC SCHOOLS

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Scott B. Smith, Superintendent

Beach Elementary 2020-2021 Annual Education Report (AER)

February 03, 2021

Dear Parents, Guardians, and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides limited information on the 2019-20 educational progress for the Beach Elementary. The AER addresses the complex reporting information required by federal and state laws. Remember, due to COVID 19 and a state-wide executive order, our school was fully remote from March 13, 2020 until the end of the school year, which made it a much different school year than any other we've experienced. Our staff is available to help you understand this information. If you have any questions about the AER, please contact Tricia Shenefield, Principal, for assistance.

The AER is available for you to review electronically by visiting the [Beach Elementary's Annual Education Report](#).

These reports contain the following information:

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety

For the 2020-21 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 status label is given. Cedar Springs Public Schools did not receive a label for any of its schools.

Our school was not given one of these labels.

State law requires that we also report this additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Residents are assigned to school buildings by grade level. Residents of Kent County are able to attend Cedar Springs Public Schools through Schools of Choice. Residents outside of Kent County are able to attend Cedar Springs Public Schools under 105c Schools of Choice.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Beach Elementary is accredited by AdvancEd. The target area for our plan is for students to meet or exceed assessment scores on local assessment, iReady, M-Step. The Continuous Improvement Team monitors progress to maintain district alignment with the District's goals and vision. Assessment data and results from a variety of testing measures in math, writing, and reading for grades K-12 are analyzed to determine students' needs. The plan, strategies, and activities are reviewed annually as needed to ensure students' achievement.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Cedar Springs Public Schools is committed to provide quality educational programs and services at the local district level to ensure all students with disabilities are educated in their own community. We are committed to ensuring all students reach their maximum potential in the most appropriate, least restrictive environment.

Cedar Springs Public Schools is proud to offer outstanding regional programs.

- **Region 1 Transition Services (R1TS) Programs** help provide the necessary support and training for students who are not quite ready to meet the demands of adult life. R1TS concentrates the four domains of Transition: Employment, Post-Secondary Education, Community Involvement, and Home Living. R1TS provides a bridge between our local high school programs and adult activities.
- **MICI (Mild Cognitive Impairment Classroom) Program.**
Our regional MICI Program services students with mild cognitive impairments in grades 2-12. Mild Cognitive Impairment Program uses a life skills application to the general education

curriculum and has focus on Community Based Instruction. The students receive a Certificate of Completion.

- **ASD (Autism Spectrum Disorder) Program:** Our Regional ASD Program services students with Autism in grades K-5 who require intensive, specially designed instruction and support in order to access the curriculum. Students served in the program have needs in multiple areas such as communication, social behavior, and academics.

Most students receive their instruction within the Cedar Springs Public Schools system. In order to meet the needs of all students, we do have some programs outside of our district including Campus Early Childhood, KEC Oakleigh, KEC Beltline, Lincoln School, Lincoln Development Center, Kent Vocational Options, and the Deaf & Hard of Hearing Program.

Cedar Springs Public Schools also provides academic support to students seeking English Language Proficiency.

Core Curriculum

A copy of the core curriculum may be obtained from the curriculum office at Cedar Springs Public Schools Administration Office. The core curriculum is fully implemented in grades K-12. There are no variances from the state’s model.

Aggregate Student Achievement Results from Local Assessments

Due to the COVID-19 pandemic, schools were not able to administer the M-STEP test. Instead, we will report our results from iReady testing in reading and math for the last 3 years.

READING (percent of students)

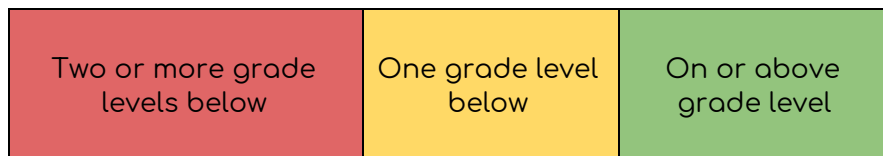
| | 2017-2018 Fall | | | 2017-2018 Spring | | | 2018-2019 Fall | | | 2018-2019 Spring | | | 2019-2020 Fall | | | 2019-2020 Winter | | |
|---|-------------------|----|----|---------------------|----|----|-------------------|----|----|---------------------|----|----|-------------------|----|----|---------------------|----|----|
| K | -- | 82 | 18 | -- | 15 | 85 | -- | 81 | 19 | -- | 16 | 84 | -- | 78 | 22 | -- | 48 | 52 |
| 1 | 9 | 79 | 12 | 1 | 34 | 65 | 3 | 81 | 16 | 1 | 27 | 72 | 6 | 78 | 16 | 2 | 51 | 47 |
| | | | | | | | | | | | | | | | | | | |
| 2 | 32 | 49 | 20 | 7 | 30 | 63 | 28 | 51 | 21 | 6 | 28 | 66 | 20 | 56 | 24 | 13 | 41 | 46 |

| | | | | | | | | | | | | | | | | | | |
|---|------------|----|----|----|----|----|------------|----|----|----|----|----|------------|----|----|----|----|----|
| 3 | 33 | 29 | 38 | 17 | 17 | 66 | 27 | 27 | 47 | 12 | 15 | 72 | 31 | 21 | 47 | 15 | 20 | 65 |
| | [Grey bar] | | | | | | [Grey bar] | | | | | | [Grey bar] | | | | | |
| 4 | 31 | 50 | 19 | 20 | 40 | 40 | 25 | 48 | 27 | 15 | 36 | 49 | 26 | 48 | 26 | 13 | 39 | 48 |
| 5 | 42 | 35 | 23 | 27 | 32 | 40 | 47 | 33 | 20 | 27 | 32 | 41 | 41 | 33 | 26 | 27 | 31 | 42 |
| | [Grey bar] | | | | | | [Grey bar] | | | | | | [Grey bar] | | | | | |
| 6 | 47 | 26 | 27 | 36 | 22 | 42 | 47 | 25 | 27 | 26 | 25 | 48 | 45 | 26 | 29 | 31 | 27 | 42 |
| | [Grey bar] | | | | | | [Grey bar] | | | | | | [Grey bar] | | | | | |
| 7 | -- | -- | -- | -- | -- | -- | 37 | 19 | 44 | 32 | 20 | 48 | 39 | 23 | 38 | 37 | 23 | 40 |
| 8 | | | | | | | 42 | 25 | 33 | 38 | 17 | 45 | 33 | 21 | 46 | 31 | 16 | 54 |
| | [Grey bar] | | | | | | [Grey bar] | | | | | | [Grey bar] | | | | | |

| | | |
|--------------------------------|-----------------------|-------------------------|
| Two or more grade levels below | One grade level below | On or above grade level |
|--------------------------------|-----------------------|-------------------------|

MATH (percent of students)

| | 2017-2018 Fall | | | 2017-2018 Spring | | | | 2018-2019 Fall | | | 2018-2019 Spring | | | | 2019-2020 Fall | | | 2019-2020 Winter (Spring NA due to COVID) | | |
|---|-------------------|----|----|---------------------|----|----|--|-------------------|----|----|---------------------|----|----|--|-------------------|----|----|---|----|----|
| K | -- | 82 | 17 | -- | 23 | 77 | | -- | 86 | 14 | -- | 32 | 68 | | -- | -- | -- | -- | 58 | 42 |
| 1 | 9 | 82 | 9 | 1 | 37 | 62 | | 10 | 82 | 8 | 2 | 33 | 66 | | -- | -- | -- | 2 | 69 | 29 |
| | | | | | | | | | | | | | | | | | | | | |
| 2 | 23 | 65 | 12 | 6 | 29 | 65 | | 24 | 65 | 11 | 3 | 26 | 71 | | 24 | 63 | 13 | 11 | 44 | 45 |
| 3 | 25 | 55 | 21 | 11 | 33 | 56 | | 28 | 54 | 18 | 8 | 31 | 61 | | 18 | 62 | 21 | 8 | 55 | 37 |
| | | | | | | | | | | | | | | | | | | | | |
| 4 | 30 | 46 | 24 | 18 | 26 | 56 | | 24 | 4 | 32 | 11 | 25 | 65 | | 27 | 53 | 20 | 12 | 46 | 42 |
| 5 | 27 | 43 | 30 | 12 | 26 | 62 | | 27 | 47 | 26 | 12 | 29 | 58 | | 24 | 53 | 23 | 17 | 40 | 43 |
| | | | | | | | | | | | | | | | | | | | | |
| 6 | 25 | 35 | 40 | 14 | 32 | 54 | | 28 | 38 | 34 | 13 | 27 | 59 | | 32 | 40 | 28 | 19 | 31 | 50 |
| | | | | | | | | | | | | | | | | | | | | |
| 7 | -- | -- | -- | -- | -- | -- | | 22 | 35 | 43 | 17 | 28 | 55 | | 28 | 38 | 34 | 20 | 39 | 41 |
| 8 | -- | -- | -- | -- | -- | -- | | 41 | 33 | 25 | 36 | 32 | 32 | | 27 | 33 | 40 | 21 | 31 | 48 |
| | | | | | | | | | | | | | | | | | | | | |



Percentage of students represented by parents at conferences

Parent-teacher conferences is only one method of representing parent engagement. When considering all methods of modern communication between parents and educators, we find that nearly all parents are able to communicate regularly with teachers through email, PowerSchool, and phone calls.

| Year | Number Attended | Percent Attended |
|-----------|-----------------|------------------|
| 2017-2018 | 429 | 95% |
| 2018-2019 | 458 | 97% |
| 2019-2020 | 433 | 97% |

Cedar Springs Public Schools is proud of our commitment to helping students thrive. Our district goals focus on the implementation of Multi-Tiered Systems of Support (MTSS) in behavior and academics. This will lead us to a positive school climate where all students experience success. Because we have been focusing on these systems, our students and staff will continue to grow.

We are building our teachers' capacity to deliver high quality instruction by differentiating our professional development and engaging in Professional Learning Communities work at least 15 times throughout the school year, where teams of teachers examine data to improve student outcomes. Our commitment to continuous improvement is strong and we are excited to see our student achievement being positively impacted by this work.

If you'd like to be involved in the work we are doing, please reach out! Thank you for your partnership with us.

We can. We will. We are. Together!

Sincerely,

Tricia Shenefield,
Principal