



CEDAR SPRINGS PUBLIC SCHOOLS

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Scott B. Smith, Superintendent

Cedar Springs High School 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 High School. The AER addresses the complex reporting information required by federal and state laws. Remember, due to COVID 19, our school was fully remote from March 13, 2020 until the end of the 2019-20 school year due to a state-wide executive order, 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 Ron Behrenwald, High School Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site: [Cedar Springs High School's Combined Report](#).

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 was not given one of these labels.

2019-2020 has been a unique year with the COVID-19 pandemic putting a damper on many typical school year initiatives. Starting March 13, 2020, all Michigan schools were closed due to an executive order. Due to this, no PSAT or SAT tests were given in the Spring of 2020, and AP tests were given online in a much different format than in typical years.

State law requires that we also report 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

The target area for our plan is for students to meet or exceed assessment scores on local assessment iReady, M-Step/MME/PSAT/SAT. 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 Academic Services office at Cedar Springs Public Schools District Office. The core curriculum is fully implemented in grades K-12. There are no variances from the state's model.

The aggregate student achievement results for any local competency tests or nationally normed achievement tests

Given that no SAT, PSAT, or M-STEP tests were administered in the Spring of 2020, we will represent the previous three years in this section:

	Overall			Math		ERW	
Graduation Year	PSAT/SAT	Mean Score	% Proficient	Mean Score	% Proficient	Mean Score	% Proficient
2016-2017 PSAT & SAT							
2020	PSAT 9	928	58%	460	78%	467	62%
2019	PSAT 10	960	51%	476	54%	484	75%
2018	SAT	995	30%	497	32%	533	63%
2017-2018 PSAT & SAT							
2021	PSAT 9	918	49%	452	54%	465	72%
2020	PSAT 10	986	55%	487	59%	499	76%
2019	SAT	1009	37%	505	39%	515	62%
2018-2019 PSAT & SAT							
2022	PSAT 9	898	44%	442	46%	457	68%
2021	PSAT 10	941	34%	464	38%	476	69%
2020	SAT	1045	44%	518	49%	528	67%

Identify the number and percent of students represented by parents at parent-teacher 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	114	11%
2018-2019	219	20%
2019-2020	180	18%

	# of Dual Enrollment	% in Dual Enrollment	# of AP offered	# of students in AP	% of students in AP	# of AP tests passed	# of AP tests taken	% passing
2016-2017	**Unlimited	11%	11	281	28%	229	435	81%
2017-2018	**Unlimited	10%	10	239	28%	95	348	40%
2018-2019	**Unlimited	13%	10	308	29%	277	370	75%
2019-2020	**Unlimited	19%	11	266	25%	298	388	77%

**** Qualified students may take unlimited course offerings except for courses taught at CSHS or AP courses taught at CSHS, unless a schedule conflict exists.**

Post Secondary Enrollments (Dual Enrollment) In 2019-2020

Cedar Springs High School had 199 students (19%) of the High School population in grades 9-12 exercise the dual enrollment option. Every student who participated in dual enrolled courses and received a passing grade in the course received college credit.

Advanced Placement courses Offered

In 2019-2020, Cedar Springs High School offered 11 Advanced Placement courses students can select as preparation for advanced placement exams (AP Chemistry, AP Calculus, AP Biology, AP English Literature, AP English Language, AP European History, AP World History, AP US History, AP Spanish, AP Macroeconomics, AP Statistics). During the 2019-2020 school year, we had 266 students (25% of the High School population) in grades 9-12 who took a total of 388 exams. Of the 266 students, 213 students scored a 3, 4, or 5 and received college credit (A 77% pass rate).

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 for all of our students, and we will be working to implement academic Multi-Tiered Systems of Support (MTSS). 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.

Sincerely,

Ron Behrenwald,
Principal