



# CEDAR SPRINGS PUBLIC SCHOOLS

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Scott B. Smith, Superintendent

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## Red Hawk Elementary 2021-2022 Annual Education Report (AER)

February 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Red Hawk 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 Bill Cataldo, principal, for assistance.

The AER is available for you to review electronically by visiting the [RedHawk Annual Education Report Link](#), or you may review a copy in the main office at your child's school.

For the 2021-22 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 2018-19. 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 2017-18. 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 2016-17. 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.

State law requires that we also report this additional information:

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### **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.

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### **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

Red Hawk Elementary is accredited by the Michigan Department of Education. The target area for our continuous improvement plan is for students to meet or exceed assessment scores on local assessment, iReady, and 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. In addition, our team reviews behavior data regularly to respond appropriately to student needs. The plan, strategies, and activities are reviewed annually as needed to ensure students' achievement.

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## A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Cedar Springs Public Schools is committed to providing 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 on 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 focused 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.

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## CORE CURRICULUM

A copy of the core curriculum may be obtained from the curriculum 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.

**AGGREGATE STUDENT ACHIEVEMENT RESULTS from ASSESSMENTS**

Due to the continuing COVID-19 pandemic, schools were not able to administer the M-STEP test to all students, and all results should be interpreted considering the unusual circumstances presented with a global pandemic, including interrupted and incomplete learning. In addition to the M-STEP data, we will include our iReady benchmarking assessment results, as well.

**M-STEP Reading**

Percentage at or above proficiency

| Grade | 2017-2022 | 2018-2019 | 2019-2020 (COVID) | 2020-2021 |
|-------|-----------|-----------|-------------------|-----------|
| 3     | 51%       | 57%       | —                 | 37%       |
| 4     | 36%       | 50%       | —                 | 43%       |
| 5     | 46%       | 44%       | —                 | 52%       |
| 6     | 50%       | 57%       | —                 | 45%       |
| 7     | 45%       | 52%       | —                 | 35%       |
| 8     | 45%       | 66%       | —                 | 60%       |
| 9     | 72%       | 68%       | —                 | 71%       |
| 10    | 76%       | 69%       | —                 | 65%       |
| 11    | 60%       | 67%       | —                 | 62%       |

**iReady READING**

Percentage of students at each level

|   | 2018-2019 Fall |    |    | 2018-2019 Spring |    |    | 2019-2020 Fall |    |    | 2019-2020 Winter<br>(Spring NA due to COVID) |    |    | 2020-2021 Fall |    |    | 2020-2021 Spring |    |    |
|---|----------------|----|----|------------------|----|----|----------------|----|----|--|----|----|----------------|----|----|------------------|----|----|
|   |                |    |    |                  |    |    |                |    |    |  |    |    |                |    |    |                  |    |    |
| K | --             | 86 | 14 | --               | 32 | 68 | --             | -  | -  | -  | 59 | 41 | -              | 64 | 36 | -                | 17 | 83 |
| 1 | 10             | 82 | 8  | 2                | 33 | 66 | -              | -  | -  | 2  | 69 | 29 | 5              | 84 | 12 | 1                | 48 | 52 |
| 2 | 24             | 65 | 11 | 3                | 26 | 71 | 24             | 63 | 13 | 11   | 44 | 45 | 23             | 57 | 20 | 7                | 32 | 61 |

|   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 3 | 28 | 54 | 18 | 8  | 31 | 61 | 18 | 62 | 21 | 8  | 55 | 37 | 36 | 31 | 33 | 19 | 15 | 66 |
| 4 | 24 | 44 | 32 | 11 | 25 | 65 | 27 | 53 | 20 | 12 | 47 | 42 | 30 | 44 | 27 | 32 | 42 | 25 |
| 5 | 27 | 47 | 28 | 12 | 29 | 58 | 24 | 53 | 23 | 17 | 40 | 43 | 34 | 34 | 25 | 38 | 37 | 24 |
| 6 | 28 | 38 | 34 | 13 | 27 | 59 | 32 | 40 | 28 | 19 | 31 | 50 | 43 | 27 | 30 | 41 | 25 | 34 |
| 7 | 22 | 35 | 43 | 17 | 28 | 55 | 28 | 38 | 34 | 20 | 39 | 41 | 46 | 20 | 33 | 49 | 21 | 30 |
| 8 | 41 | 33 | 25 | 36 | 32 | 32 | 27 | 33 | 40 | 21 | 31 | 49 | 43 | 22 | 36 | 43 | 22 | 36 |

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

## M-STEP Math

### Percentage at or above proficiency

| Grade | 2017-2018 | 2018-2019 | 2019-2020 (COVID) | 2020-2021 |
|-------|-----------|-----------|-------------------|-----------|
| 3     | 50%       | 52%       | —                 | 34%       |
| 4     | 39%       | 42%       | —                 | 39%       |
| 5     | 36%       | 35%       | —                 | 26%       |
| 6     | 49%       | 49%       | —                 | 37%       |
| 7     | 42%       | 56%       | —                 | 33%       |
| 8     | 36%       | 42%       | —                 | 31%       |
| 9     | 54%       | 46%       | —                 | 65%       |
| 10    | 59%       | 38%       | —                 | 41%       |
| 11    | 38%       | 49%       | —                 | 39%       |

# iReady MATH

Percentage of students at each level

|   | 2018-2019<br>Fall |    |    | 2018-2019<br>Spring |    |    | 2019-2020<br>Fall |    |    | 2019-2020<br>Winter (Spring<br>NA due to<br>COVID) |    |    | 2020-2021 Fall |    |    | 2020-2021<br>Spring |    |    |
|---|-------------------|----|----|---------------------|----|----|-------------------|----|----|--|----|----|----------------|----|----|---------------------|----|----|
| K | --                | 86 | 14 | --                  | 32 | 68 | --                | -- | -- | --   | 58 | 42 | -              | 76 | 24 | -                   | 33 | 67 |
| 1 | 10                | 82 | 8  | 2                   | 33 | 66 | --                | -- | -- | 2  | 69 | 29 | 8              | 78 | 13 | 3                   | 54 | 43 |
| 2 | 24                | 65 | 11 | 3                   | 26 | 71 | 24                | 63 | 13 | 11   | 44 | 45 | 29             | 62 | 8  | 7                   | 28 | 65 |
| 3 | 28                | 54 | 18 | 8                   | 31 | 61 | 18                | 62 | 21 | 8  | 55 | 37 | 30             | 61 | 9  | 13                  | 39 | 48 |
| 4 | 24                | 44 | 32 | 11                  | 25 | 65 | 27                | 53 | 20 | 12   | 46 | 42 | 34             | 54 | 12 | 14                  | 33 | 53 |
| 5 | 27                | 47 | 26 | 12                  | 29 | 58 | 24                | 53 | 23 | 17   | 40 | 43 | 34             | 49 | 17 | 15                  | 33 | 52 |
| 6 | 28                | 38 | 34 | 13                  | 27 | 59 | 32                | 40 | 28 | 19   | 31 | 50 | 35             | 46 | 19 | 23                  | 37 | 40 |
| 7 | 22                | 35 | 43 | 17                  | 28 | 55 | 28                | 38 | 34 | 20   | 39 | 41 | 37             | 38 | 25 | 31                  | 28 | 41 |
| 8 | 41                | 33 | 25 | 36                  | 32 | 32 | 27                | 33 | 40 | 21   | 31 | 48 | 39             | 37 | 24 | 35                  | 30 | 35 |

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

## Percentage of students represented by parents at conferences

Parent-teacher conferences are 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, Canvas, and phone calls.

| Year      | Number Attended | Percent Attended |
|-----------|-----------------|------------------|
| 2018-2019 | 235             | 88%              |
| 2019-2020 | 258             | 94%              |
| 2020-2021 | 169             | 76%              |

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Cedar Springs Public Schools is proud of its 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 and MTSS work at least 42 hours throughout the school year, where we examine data to improve student outcomes. Our commitment to continuous improvement is strong and we are excited to see our student achievement 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,

Bill Cataldo  
Principal