



CEDAR SPRINGS PUBLIC SCHOOL DISTRICT

Cedar Springs High School

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Cedar Springs High School & New Beginnings Alternative High School 2023-2024 Annual Education Report (AER)

February 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) for 2023-2024, which provides key information on the 2022-23 educational progress for Cedar Springs High School and New Beginnings Alternative High 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 Todd Simmons, principal, for assistance.

The AER is available for you to review electronically by visiting the [Cedar Springs High School Annual Education Report](#) or the [New Beginnings Alternative High School Annual Education Report](#), or you may review a copy in the main office at your child's school.

For the 2023-2024 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 2022-2023. 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 2022-2023. 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 2022-2023.

Our schools HAVE NOT BEEN 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. Students who are eligible for alternative programming work with their school counselor to determine best placement within the range of options, from traditional to hybrid to alternative.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Cedar Springs High School and New Beginnings Alternative High School are 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 assessments, iReady, and M-Step. The Continuous Improvement Team - MTSS team monitors progress to maintain PK-12 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, and regular progress monitoring for literacy and math drive our intervention system. Our intense focus at the PK-5 grade span is literacy and improving literacy outcomes for all students. Our intense focus areas at the middle level are improved math outcomes, improved literacy outcomes, and a positive culture where every student is known. Our intense focus area at the high schools, in addition to a focus on academic outcomes, is a positive culture where every student is known and has a postsecondary plan for his or her future, as well as an academic experience that prepares him/her for that future goal. We are developing more options for students to recover credit and stay on track to graduate in 4 years. Our math data shows a positive trend in year 2 of implementing a core curricular resource, but one gap in that area is the upper elementary grades, where students did not have a quality, evidence-based resource for instruction in their foundational math years. We are excited that we are beginning to see a rebound in student outcomes to levels more near pre-pandemic outcomes. Our K-8 intervention system is in year 2 of development. In addition, our team reviews behavior data and early warning indicators regularly to respond appropriately to student needs. The plan, strategies, and activities are reviewed tri-annually as needed to ensure students' achievement.

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.

Most students receive their instruction within the Cedar Springs Public Schools system. To meet the needs of all students, we have cooperative agreements for certain special education programs for students with significant disabilities. These include programming for students with emotional impairments, autism spectrum disorder, moderate cognitive impairments, severe cognitive impairments, severely multiply impaired and transitional programming.

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

In addition to programming for these populations, we also provide alternative programming through New Beginnings Alternative High School. This includes personalized instruction and often a hybrid model of courses for students who need a setting different from a traditional high school.

CORE CURRICULUM

A copy of the core curriculum may be obtained from the curriculum office at Cedar Springs Public Schools District Office. At the high school level, Illustrative Math, HMH science, and TCI social studies form the foundation of the core curriculum. English is in the process of identifying a core resource that aligns with the K-8 resource. At New Beginnings, APEX and Edmentum AVLS are used to provide hybrid or fully digital courses. 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 or PSAT/SAT test to all students in 2020-2021, and all comparative results should be interpreted considering the unusual circumstances presented with a global pandemic, including interrupted and incomplete learning, as well as the social and emotional toil of a global pandemic. Students continue to recover from pandemic consequences. In addition to the M-STEP data and the PSAT/SAT data, we will include our iReady benchmarking assessment results, as well.

M-STEP Reading (grades 3-7) & PSAT/SAT Evidence-Based Reading & Writing (grades 8-11)

Percentage of students at or above proficiency

Grade	2020-2021	2021-2022	2022-2023
3	37%	44%	39%
4	43%	45%	46%
5	52%	44%	52%
6	45%	52%	36%
7	35%	34%	53%
8	60%	60%	61%
9	71%	59%	62%
10	66%	63%	60%
11	63%	58%	63%

M-STEP Math (grades 3-7) & PSAT/SAT Math (grades 8-11)
 Percentage of students at or above proficiency

Grade	2020-2021	2021-2022	2022-2023
3	37%	44%	39%
4	43%	45%	46%
5	52%	44%	52%
6	45%	52%	36%
7	35%	34%	53%
8	60%	60%	61%
9	65%	42%	44%
10	41%	49%	34%
11	40%	38%	44%

PSAT/SAT State Assessment Results
Cedar Springs High School

2020-2021 PSAT & SAT

	Overall	Overall	Overall	Math	Math	ERW	ERW
Graduation Year	Test Type	Mean Score	% Proficient	Mean Score	% Proficient	Mean Score	% Proficient
2024	PSAT 9	938	59%	470	65%	469	71%
2023	PSAT 10	943	39%	469	41%	475	66%
2022	SAT	1015	38%	499	40%	517	63%

2021-2022 PSAT & SAT

	Overall	Overall	Overall	Math	Math	ERW	ERW
Graduation Year	Test Type	Mean Score	% Proficient	Mean Score	% Proficient	Mean Score	% Proficient
2025	PSAT 9	867	38%	432	42%	435	59%
2024	PSAT 10	950	44%	476	49%	475	63%
2023	SAT	1002	34%	502	39%	500	59%

2022-2023 PSAT & SAT

	Overall	Overall	Overall	Math	Math	ERW	ERW
Graduation Year	Test Type	Mean Score	% Proficient	Mean Score	% Proficient	Mean Score	% Proficient
2026	PSAT 9	884	39%	436	44%	447	62%
2025	PSAT 10	921	32%	458	34%	463	61%
2024	SAT	1027	43%	508	45%	519	65%

* New Beginnings Alternative High School data is not available since fewer than 10 students take each assessment.

Dual Enrollment and Advanced Placement (AP) Participation

School Year	# 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
2020- 2021	**Unlimited	19%	13	202	18%	263	318	83%
2021-2022	**Unlimited	3%	18	220	21%	266	329	81%
2022-2023	**Unlimited	12%	13	230	22%	280	355	79%

** 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 2022-2023

Cedar Springs High School had 120 students (12%) 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 2022-2023, Cedar Springs High School offered 13 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, AP Seminar, and AP Research). During the 2022-2023 school year, we had 230 students (22% of the High School population) in grades 9-12 who took a total of 355 AP exams. Of the 355 AP Exams taken, 280 scored a 3, 4, or 5 and received college credit (a 79% pass rate).

Percentage of students represented by parents at conferences

Parent-teachers 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
2020-2021	Remote/ no data	Remote/ no data
2021-2022	105	10%
2022-2023	126	12%

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 culture, climate, behavior and academics (literacy and math). 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,

Todd Simmons,
Principal