



# CEDAR SPRINGS PUBLIC SCHOOL DISTRICT

204 E Muskegon Street, Cedar Springs, MI 49319  
[cspstogether@csredhawks.org](mailto:cspstogether@csredhawks.org) | (616) 696-1204  
[csredhawks.org](http://csredhawks.org)

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Cedar Springs Public Schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Scott Smith, Superintendent, for help if you need assistance with this AER information.

The DISTRICT AER is available for you to review electronically by visiting the [DISTRICT'S ANNUAL EDUCATION REPORT](#), or you may review a copy at the District Office in Cedar Springs. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

## **Student Assessment Data**

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

## **School Accountability Data**

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

## **Educator 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

*WE CAN. WE WILL. WE ARE. TOGETHER.*



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## 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

Review the table below listing our schools. For the 2023-24 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 2022-23. 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 2021-22. 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 2021-22. Some schools, including all in Cedar Springs, are not identified with any of these labels. In these cases, no status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Cedar Trails Elementary	No label	MTSS work (climate/culture/behavior, literacy, math)
Beach Elementary	No label	MTSS work (climate/culture/behavior, literacy, math)
Cedar View Elementary	No label	MTSS work (climate/culture/behavior, literacy, math)
Red Hawk Secondary School (6th)	No label	MTSS work (climate/culture/behavior, literacy, math)
Cedar Springs Middle School (7th-8th)	No label	MTSS work (climate/culture/behavior, literacy, math)
Cedar Springs High School	No label	MTSS work (climate/culture/behavior, literacy, math)
New Beginnings	No label	MTSS work (climate/culture/behavior, literacy, math)

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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 climate, culture, behavior and academics (literacy and math). This will lead us to a positive school climate where all students have the opportunity to experience success. Because we have been focusing on these systems, our students and staff will continue to have opportunities 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 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,  
Jen Haberling  
Assistant Superintendent of Academic Services

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