



CEDAR SPRINGS PUBLIC SCHOOL DISTRICT

Cedar View Elementary

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2024-2025 Annual Education Report (AER)

1/10/2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Cedar View 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 Principal, Sam Becker, for assistance.

The AER is available for you to review electronically by visiting

<https://www.csredhawks.org/academic-services/annual-education-report> or you may review a copy in the main office.

For the 2024-25 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 2023-24. 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, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. 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.

One of the challenges we face at Cedar View is the increasing disparity of our math and reading achievement. To attack the large gaps in our student learning we are taking a twofold approach. First, we will utilize the targeted intervention tools for 4-5 kids from each class. These intervention tools include 95% for literacy and the Bridges Intervention Toolkit for math. We continue to refine and utilize data to guide who is receiving this targeted intervention. Second, we are using whole class data to identify opportunities to differentiate for the entire class. For example, we know that a majority of our students struggle with comprehending nonfiction text, as a result we are providing Time for Kids so that every student has the opportunity to grow in that particular skill. As we push our students that have significant gaps, we are also working to challenge and enhance those students that are proficient. Teaching teams are working together to find opportunities to challenge and continue to push those students. We believe it is crucial to make sure every student gets what they need to succeed.

WE CAN. WE WILL. WE ARE. TOGETHER.

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

Cedar View 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 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. To this end, we are analyzing classroom instruction, core curricular resources, and our outcome data to make decisions about how to improve results for students in each of these areas. Our math data shows a positive trend in year 3 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. Our intervention system is in year 3 of development, with evidence-based resources being used and teachers being trained in them, but we know that intervention alone is not the solution. Focusing our attention on our literacy and math instruction in core curriculum time will allow for the largest impact on student outcomes. We are working to more thoroughly develop our interventions at the middle-level. 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

CORE CURRICULUM

A copy of the core curriculum may be obtained from the curriculum office at Cedar Springs Public Schools District Office. At the elementary level, this includes Amplify CKLA for literacy, Bridges and Number Corner for math, Mystery Science, and Oakland social studies units. At the middle level, this includes Amplify ELA for literacy, Illustrative Math, TCI for social studies, and IQWST for science. 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

Our students, like students in other districts, continue to recover and rebound from the loss of learning time that was part of pandemic consequences. In addition to the MSTEP 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	2021-2022	2022-2023	2023-2024
3	44%	39%	33%
4	45%	46%	49%
5	44%	52%	54%
6	52%	36%	36%
7	34%	53%	36%
8	60%	61%	75%
9	59%	62%	54%
10	63%	60%	61%
11	58%	63%	58%

iReady Reading

Percentage of students at each level

	2021-2022 Spring			2022-2023 Spring			2023-2024 Spring		
	Two or more grade levels below	One grade level below	On or above grade level	Two or more grade levels below	One grade level below	On or above grade level	Two or more grade levels below	One grade level below	On or above grade level
K	-	27	73	-	30	70	-	21	79
1	0	47	52	0	39	61	0	32	68
2	11	34	54	4	40	55	9	32	60
3	16	16	67	22	17	60	23	17	60
4	16	32	52	11	35	55	19	28	53
5	27	29	45	22	27	51	20	30	50
6	29	27	44	37	28	35	33	24	43
7	54	19	27	30	19	51	37	23	40
8	41	21	38	37	22	42	27	16	57

M-STEP Math (grades 3-7) & PSAT/SAT Math (grades 8-11)

Percentage of students at or above proficiency

Grade	2021-2022	2022-2023	2023-2024
3	45%	45%	42%
4	33%	42%	49%
5	28%	34%	39%
6	42%	29%	29%
7	30%	44%	35%
8	38%	41%	45%
9	42%	44%	29%
10	49%	34%	30%
11	38%	44%	28%

iReady Math

Percentage of students at each level

	2021-2022 Spring			2022-2023 Spring			2023-2024 Spring		
	Two or more grade levels below	One grade level below	On or above grade level	Two or more grade levels below	One grade level below	On or above grade level	Two or more grade levels below	One grade level below	On or above grade level
K	-	46	54	-	45	55	-	39	61
1	3	59	38	1	39	60	1	48	50
2	8	30	62	9	38	53	8	41	51
4	14	33	53	10	29	61	10	26	64
5	17	28	55	16	25	58	15	24	62
6	18	26	56	26	39	35	28	36	36
7	38	31	32	22	37	41	32	34	34
8	41	21	30	39	34	28	25	35	40

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, and phone calls.

Building	Year	Number Attended	Percent Attended
Cedar Trails	2021-2022	553	96%
Cedar Trails	2022-2023	467	94%
Cedar Trails	2023-2024	420	97%
Beach	2021-2022	427	94%
Beach	2022-2023	426	95%
Beach	2023-2024	399	96%
Cedar View	2021-2022	434	95%
Cedar View	2022-2023	442	97%
Cedar View	2023-2024	392	93%
Middle School	2021-2022 (7-8)	92	19%
Middle School	2022-2023 (7-8)	116	24%
Middle School	2023-2024 (6-7)	158	36%
Red Hawk	2021-2022 (6)	170	80%
Red Hawk	2022-2023 (6)	85	39%
Red Hawk	2023-2024 (8)	51	25%

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, Sam Becker
Principal