

# Coopersville Area Public Schools

## 2008-2009 Annual Report

*It is the mission of Coopersville Area Public Schools to: inspire all students to embrace a lifelong love of learning, to achieve their goals, and to be compassionate citizens who contribute to the global community.*

### A STRONG FOUNDATION

Parents of very young children will be pleased to learn that we have award-winning early childhood programs including:

- Infant/toddler daycare
- Preschool/elementary parent workshops
- Love and Logic training
- Preschool
- Year-round child care
- Before and after-school day care through grade five
- Early Childhood Developmental Delay
- Young Fives kindergarten
- Choices of half-day or alternate-day kindergarten
- Pre-first grade program

There are few districts in the nation that offer such a rich and broad spectrum of opportunities for children . . . all on one campus.



### UNMATCHED EDUCATIONAL OFFERINGS

Many of our educational offerings are unmatched by any other school district in a three-county area. For instance, our elementary class sizes remain among the lowest in the area. Our curriculum is being continually updated and refined, and we take great pride in the professionalism and dedication of our teaching and support staff. Our strong academic offerings are complemented by numerous before-and-after-school clubs and activities.

### A WELL-BALANCED EDUCATION

Our drama, vocal, and instrumental music programs enjoy top ratings in many statewide competitions and are invited to perform at many prestigious events. The K-12 Visual Arts programs also have many award-winning products displayed throughout the state and nation. Offerings at the high school are many and varied. Our high school offers a nationally recognized FFA (Agriscience) program. Numerous opportunities are available for both the college-bound students and those interested in either post-secondary skills training or immediate entrance into the workforce.



Coopersville Area Public Schools provide a wide variety of clubs, athletic programs, and special events in both our Middle School and High School.

## A BEAUTIFUL COUNTRY SETTING



Coopersville Area Public Schools (CAPS), home of the Broncos, is located in the Northeast part of Ottawa County, within 20 minutes of Grand Rapids, Holland, and Muskegon. The district serves approximately 2,556 students from the region on a beautiful campus located within the City of Coopersville. The area provides numerous recreational and cultural opportunities.

## RICH TRADITIONS

There is a strong tradition of school support in the community. The building project completed in 2002 added classrooms at all levels and also doubled the square footage of the high school which includes a 780 seat performing Arts Center and two gymnasiums. A successful 2006 bond election provided a new middle school which opened in the fall of 2009. Substantial renovations have occurred to update all preK-5<sup>th</sup> grade classrooms. Classroom technology has been incorporated into K-12 classrooms to help reach a variety of learning styles through a wide variety of multimedia tools.

## HIGH ACADEMIC ACHIEVEMENT

Our Michigan Educational Assessment Program (MEAP) scores are consistently higher than both the state and county averages. In addition, we annually assess all students in grades 1-10 using the Iowa Test of Basic Skills Test. DIBELS is used for students in grades K-2. All test results are used to provide parents with accurate information about their children as well as to help us improve our curriculum.

Results can be found at: [http://www.michigan.gov/mde/0,1607,7-140-22709\\_31168\\_31175---,00.html](http://www.michigan.gov/mde/0,1607,7-140-22709_31168_31175---,00.html)

## HOMETOWN VALUES

Our school district offers a hometown, small school atmosphere that gives our parents, students, and teachers an opportunity to really get to know one another. Our single campus provides opportunity for all of our preK-12<sup>th</sup> grade students to attend school on the same campus. Our students are not lost in a crowd, and we are proud of the number of students who take part in the variety of extra-curricular activities each year. We know our children well, and care about each child's emotional and educational well-being.

## MEAP/ MME SCORES

Coopersville Area Public Schools supports the use of authentic demonstrations of knowledge and skill whenever appropriate and possible. Although performance assessments have long been used in the district, most notably in writing, speaking, the fine arts, and in vocational, business, and physical education courses, perhaps the most extensive implementation of authentic assessment occurs at the elementary level. Our district is required to assess students using the Michigan Educational Assessment Program (MEAP), a criterion-referenced assessment. We have also chosen to use the Iowa Test of Basic Skills to assess our students using this national norm-referenced test. The use of ITBS is one of the quantitative ways of indicating the success of the district's Strategic Plan.

The staff of each school seeks to ensure that male and female students learn equally effectively. Each school improvement team analyzes MEAP and ITBS data to determine if discrepancies in achievement exist. Where they do, the building teams devise and implement plans to correct the problem. In addition, all students are equally encouraged to participate fully in classroom and extra-curricular learning and athletic opportunities.

## ADVANCED PLACEMENT

Coopersville High School students perform well on advanced placement tests. For actual results, please visit the Standard and Poors School Evaluation Services at [www.ses.standardandpoors.com](http://www.ses.standardandpoors.com). In 2008 78% of our students taking the advanced placement tests scored a “3” or higher. Colleges and universities grant credit for these exceptional scores.

## CORE CURRICULUM

Using research findings and best educational practices, the curriculum has been developed by teams of teachers and administration in consultation with parents. The District Coordinating Council for Education has created a systems process for curriculum alignment, development, and delivery. Comprised of more than twenty K-12 teachers and administrators, the Council developed a seven-year-cycle for curriculum review.

- K-12 English/Language Arts
- K-12 Applied Arts
- K-12 Fine Arts
- K-12 Social Studies
- K-12 Math
- K-12 Science
- K-12 Foreign Language

Other issues addressed by this council are:

- Middle School Teaming and Scheduling
- Curriculum Mapping District Initiative
- High School Curriculum Revision
- Career Prep/Pathways District Initiative



## PARENT/TEACHER CONFERENCE ATTENDANCE

The district average attendance for parent-teacher conferences was over 83%. Both East and West Elementary buildings topped the mark at over 95%. These figures have remained virtually unchanged over the past four years.

## RETENTION/DROPOUT

The overwhelming majority of students who begin their education in Coopersville Area Public Schools finish their education at our high school. Of the graduating class of 2008, 96% of those entering at the freshman level graduated from our high school or an alternative program supported by our district. The actual graduation rate is much higher, but the state regulations require that we count transitional students, family moves, and exchange students as dropouts. Visit the S & P’s website at [www.ses.standardandpoors.com](http://www.ses.standardandpoors.com) to see how these rates are calculated.

## DISTRICT SCHOOL IMPROVEMENT

The district objectives are supported by individual building school improvement goals that are reviewed by building teams each year. Their goals often reflect trends in MEAP or standardized testing. Adjustments to the curriculum are made at the building level to address any concerns. Progress on each district objective is measured by quantitative data from the Iowa Test of Basic Skills



## ADEQUATE YEARLY PROGRESS (AYP)

Results for Coopersville Area Public Schools AYP may be found at:

[http://www.michigan.gov/mde/0,1607,7-140-5233\\_5982-24878--,00.html](http://www.michigan.gov/mde/0,1607,7-140-5233_5982-24878--,00.html)

## EDUCATION YES

“Education Yes!” grades for Coopersville Area Public schools may be found at:

[http://www.michigan.gov/mde/0,1607,7-140-5233\\_5982-24878--,00.html](http://www.michigan.gov/mde/0,1607,7-140-5233_5982-24878--,00.html)

## STAFF

All teachers in the district are highly qualified per No Child Left Behind requirements.

## PARENT(S)/GUARDIAN(S) INVOLVEMENT POLICY TITLE I PROGRAMS

In accordance with the requirement of the No Child Left Behind Act, the Coopersville Area Public Schools Board of Education encourages parent(s)/ guardian(s) participation in Title I programs. Parent(s)/Guardian(s) must be offered substantial and meaningful opportunities to participate in the education of their children.

The Board directs that the following actions be implemented to ensure compliance with federal law:

- The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams;
- Invitations to the parent(s)/guardian(s) to attend at least one annual meeting, with additional meeting opportunities being available as needed, designed to provide Title I information and program services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation;
- Assistance to parent(s)/guardian(s) in understanding Title I, including the providing of information in a language understandable to the parent(s)/ guardian(s) if practicable;
- Parent(s)/Guardian(s) notification of Title I student selection and criteria for selection;
- Information regarding child’s achievement and progress;
- A provision for input by Title I staff at regularly scheduled parent(s)/ guardian(s)-teacher conferences and any additional communication as requested by the Title I staff or parent(s)/guardian(s);
- Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning;

### 7175 Parent(s)/Guardian(s) Involvement Policy - Title I Programs

- Professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies;
- Ongoing communication between school and parent(s)/guardian(s); and
- Other appropriate activities (i.e. Family Math Nights, parent(s)/guardian(s) sessions, science, theatre, etc).

#### Written Plans/Policies

The Coopersville Area Public School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parent(s)/guardian(s) involvement in the development of a Title I plan, and directs the administration to:

- Involve parent(s)/guardian(s) in the development of the plan;
- Develop a plan that provides for the involvement of parent(s)/guardian(s) in the Title I activities of the school;
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent(s)/guardian(s) involvement activities to improve student academic achievement and school performance;
- To integrate and coordinate the plans/policies for parent(s)/guardian(s) involvement in Title I programs with parent(s)/guardian(s) involvement in other programs, including but not limited to Head Start and the Great Start Program;
- To review and evaluate the District’s plan annually and to share the results of that review and evaluation with the Board;

### 7175 Parent(s)/Guardian(s) Involvement Policy - Title I Programs

- To assure that the policy/plan contains a compact that outlines how parent(s)/guardian(s), the school staff and students will share the responsibility of improved student achievement; and

- To distribute the District plan to parent(s)/guardian(s) of participating children and to the local community.  
Migrant Education Program (MEP) Parent(s)/Guardian(s) Involvement  
Parent(s)/Guardian(s) of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation and evaluation of the program.

Limited English Proficiency (LEP) Parent(s)/Guardian(s) Involvement

In accordance with federal law, parent(s)/guardian(s) of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Parent(s)/Guardian(s) will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.



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