

# Coopersville Area Public Schools

## 2002-2003 Annual Report

*It is the mission of Coopersville Area Public Schools to: inspire all students to embrace a life-long 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:

- 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 the lowest in the area, with grades Pre-K-2 having class sizes of 20 or less. Our curriculum is being constantly 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. A wide variety of clubs and special events augment our athletic programs 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 2,300 students from the region on a beautiful campus located within the City of Coopersville. Although the area abounds with many recreational and cultural opportunities, the campus itself offers two of the best playgrounds in Ottawa County, a nature trail and a pond, and easy access from both the Interstate and the city.

### RICH TRADITIONS

There is a strong tradition of school support in the community. A recently completed building project added classrooms at all levels and also doubled the square footage of the high school and includes a 780 seat performing Arts Center and two gymnasiums.

## **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 Stanford Achievement Test. All test results are used to provide parents with accurate information about their children as well as to help us improve our curriculum. Test results may be found at:  
<http://treas-secure.state.mi.us/meritaward/mma/results.htm>

## **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 students are not lost in a crowd, and we are proud of the number of students who take part in the myriad of extra curricular activities each year. We know our children well, and care about each child's emotional and educational well-being.

## **MEAP HST 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 Stanford 9 standardized test to assess our students using this national norm referenced test. The use of Stanford 9 is one of quantitative way of indicating the success of the district's Strategic Plan. Stanford 9 results for the past three years:

The staff of each school seeks to ensure that male and female students learn equally effectively. Each school improvement team analyzes MEAP and Stanford 9 data to determine if discrepancies in achievement exist. Where they do, the school improvement teams devise and implement plans to correct the problem. In addition, both genders are equally encouraged to participate fully in classroom and extracurricular learning and sports 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) Those students taking the advanced placement tests and scoring a "3" or higher (78.8%), received advance placement and private colleges and universities granted 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, the Council developed a seven-year-cycle for curriculum review.

- High School Curriculum Revision
- Junior High School Teaming and Transformation to a Middle School Concept
- K-12 Language Arts
- K-12 Physical Education
- K-12 Music
- K-12 Art
- K-12 Social Studies
- Gifted and Talented Program
- Curriculum Mapping District Initiative
- Career Prep/Pathways District Initiative
- K-12 Math
- K-12 Classroom Assessment

## PARENT/TEACHER CONFERENCE ATTENDANCE

The district average attendance for parent-teacher conferences was 92%. Both East and West Elementary buildings topped the mark at 96%. 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 2000, 97% 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 Coopersville Area Public Schools (CAPS) adopted four strategic objectives through the strategic planning process as its school improvement goals. The objectives are:

- By 2005, 90% of our students will score at or above the national norm on a standardized test of basic skills.
- By 2005, every student will be self-motivated to continually set and achieve his/her goals.
- By 2005, every student will continually set and achieve his/her goals.
- By 2005, every student will contribute to the global community

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. School Improvement Plans are available at each school. Progress on each district objective is measured by quantitative data from the Stanford 9 tests.

- Approximately two-thirds of all CAPS students are currently at or above the national norm on the Stanford 9 standardized test. Individual student plans are created for students scoring below the 40th percentile on the SAT 9.

## ADEQUATE YEARLY PROGRESS (AYP)

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

<http://ayp.mde.state.mi.us/ayp/>

## 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, or are expected to be highly qualified by 2005-06.

## PARENT(S) /GUARDIAN(S) INVOLVMENT 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 insure 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 Michigan School Readiness 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 in 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.