

# Coopersville Area Public Schools Middle School

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**Lyndsey Kosten**, Principal      **Joe Testerink**, Assistant Principal



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Dear Families and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-2025 educational progress for Coopersville Middle 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 educator qualifications. If you have any questions about the AER, please contact Mrs. Lyndsey Kosten for assistance.

The AER is available for you to review electronically by clicking [this link](#). You may also review a copy in the Middle School main office.

For the 2025-2026 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 2024-2025. 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given a label.

According to the 2024-2025 data, Coopersville Middle School continues to reach the designated goals set by the State of Michigan in the tested subjects (Mathematics, English Language Arts, Science, and Social Studies). While we are pleased with student progress, staff work daily to improve instruction in order to increase academic outcomes for all students.

- Staff have identified essential standards in all core content areas as well as electives.
- Staff utilize common unit assessments to determine student mastery of concepts
- Staff continue to utilize IXL, Online Big Ideas, and intentional academic vocabulary instruction based on Marzano's research to enhance student learning and deepen the level of understanding as it relates to academic words in all content areas.
- Through the data provided by NWEA, teachers have the ability to differentiate interventions and provide intentional instruction to essential standards that are not yet mastered.

- We have added a daily intervention time called BRIDGE (Broncos Reaching Individual Dreams, Goals, & Excellence) where students are drafted into sessions to meet their needs through academic or SEL interventions as well as extensions.
- Additionally, teachers have implemented a variety of technology components to streamline communication with students and families as well as provide consistent information regarding assignments and assessments.
- Positive Behavior Intervention System (PBIS) includes teaching and recognizing positive behaviors.

State law requires that we also report additional information.

1. All students in grades 6-8 are assigned to Coopersville Middle School, unless their special education status requires them to attend a self-contained program located in another building or another district.
2. Coopersville Middle School's School Improvement Plan was revised in 2023-2024 to meet the needs of our students.
3. There are no specialized schools for Coopersville Middle School.
4. Coopersville Middle School aligns its core curriculum to grade-level standards and content expectations according to the Michigan Department of Education. An explanation and/or copy of the curriculum may be obtained from teachers or the principal.
5. Results of other testing measures, such as the PSAT, M-STEP, and NWEA, are sent to families after we register the results and aggregate the data. Other assessment data is shared with families at parent-teacher conferences, or other informal meetings, and frequent communication between school and home.
6. Coopersville Middle School has had outstanding support from families for several years. Data collected over the last few years indicates high attendance at Parent/Teacher Conferences in both the fall and spring sessions.

These reports can be viewed and explained in detail by contacting the main office.

This report provides us with data to improve our instructional practice, and while Coopersville Middle School students continue to be above the state average, we strive for continuous growth and overall academic excellence. As a team, we are committed to professional learning that enhances our pedagogical skills in all areas, academic, behavioral, and social/emotional learning. We are encouraged and grateful for the partnership with families as we move forward!

Sincerely,

Mrs. Lyndsey Kosten and the Coopersville Middle School Team