



School Annual Education Report (AER) Cover Letter

January 22, 2024

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 Coldwater High 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 teacher quality. If you have any questions about the AER, please contact Principal Ted Davis at 517-279-5930 for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/38h6apX>, or you may review a copy in the main office at Coldwater High School. For the 2022-23 school year, schools were identified with an Accountability Status 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 2022-23. 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 4-year graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, schools who are not identified for any specific targeted assistance are labeled on the MI School Data Index reports for receiving "Universal Supports" afforded to all schools. Coldwater High School was once again not labeled for targeted support and has been given the accountability status of "Universal Support".

As the combined report data indicates in regards to the performance of our students on the 11th grade M-Step, our students made great gains in their performance on the Science Assessment considerably outperforming the overall proficiency score for the State. In Social Studies, our students once again were slightly lower than the State proficiency level. Our Economically Disadvantaged students as a subgroup also made wonderful gains in their performance in both areas of Science and Social Studies. We have continued to focus our time and energy on creating instructional units designed to help support our Economically Disadvantaged students and it is wonderful to see that gains are being made.

CHS will continue our priority of supporting our PLC process for our teachers and developing our collaborative culture. We will continue to focus on Reading and Writing strategies in a systematic manner while also focusing on the social/emotional well being of our students and in particular, the needs of our Economically Disadvantaged students, our students with IEPs, and our EL students.

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Superintendent

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State law requires that we also report additional information.

Process For Assigning Pupils To The School

Students enter the one high school in the district, CHS, from one sending middle school (Legg Middle School), and other various county schools. Students from surrounding school districts may enter under the regulations of tuition status or schools of choice.

The Status Of The 3-5 Year School Improvement Plan

The school improvement plan is updated annually based on the most recent student performance data. Based on the instructional changes that have occurred over the past two years, CHS and CCS have made focusing on the social emotional well being of staff and students a priority while also addressing the ability for students to successfully learn and earn credits necessary for graduation. In doing so, not only will we impact the well-being of our students, but we will also hopefully positively impact the graduation rate for CHS and lower the dropout rate at the same time. CHS continues to work within the guidelines of the school improvement process created by the State Department of Education and the school improvement plan has been accepted by the State.

A Brief Description Of Each Specialized School

CHS is the only high school in the district with a very strong partnership with the Branch Area Careers Center in Coldwater. The BACC works in conjunction with CHS to provide students with various vocational training experiences and certification opportunities. With the closing of the Alternative High School in the 2015-2016 school year, CHS has continued to increase the support and learning opportunities in place for students who might have traditionally attended the alternative school. In the 2022-2023 school year two new programs were put in place to help support the needs of these students. Freshman Academy which focuses directly on incoming 9th grade students who have struggled to succeed in middle school and Cardinal Academy which serves a similar purpose for students who have struggled to succeed at CHS in the past. CHS also joined in a partnership with the online Graduation Alliance Educational Program to help serve the needs of students who might otherwise have dropped out of school. Certain students who meet the criteria of an "alternative education" student are allowed to create a board approved graduation plan which allows the student to graduate with fewer than the typical 21 required credits at CHS. With our continued efforts, as noted in our AER, CHS has continued to improve our most recent graduation rates since the 2016 school year.

Identify How To Access A Copy Of The Core Curriculum, A Description Of Its Implementation And An Explanation Of The Variances From The State's Model

The core curriculum for the courses at CHS is directly aligned to the required curriculum of the Michigan Merit Curriculum. A copy of the curriculum can be obtained by request from CHS. There are no variances from the required state model in all core courses. We are also continuing to align our courses and assessments to the Common Core State Standards in all curricular areas where these standards have been clarified as well as continuing to ensure that our science curriculum structure meets the NextGen guidelines and instructional recommendations.

The Aggregate Student Achievement Results For Any Local Competency Tests Or Nationally Normed Achievement Tests

CHS students, as stated earlier, made great performance gains in the content area of science while still performing below the State average in Social Studies, Mathematics, and English. While our Economically Disadvantaged students as a subgroup performed at a higher rate of proficiency than in the past, there is still

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a concern in regards to our overall performance as a school. The comparisons between our 2021-2022 statewide data and our 2022-2023 data can be found here.

11th Grade Proficiency Testing	CCS		State of Michigan	
	2021-22	2022-23	2021-22	2022-23
Science	45.5%	46.7%	38.0%	40.0%
Social Studies	33.5%	37%	35.9%	36%
Mathematics	22%	33%	30%	30%
English	43%	42%	52%	52.2%

Identify The Number And Percent Of Students Represented By Parents At Parent-Teacher Conferences

Coldwater High School hosts Fall Parent Teacher Conferences and no longer hosts a specific spring conference session. In the 2022-2023 school year 20% of the students were represented in our fall conferences as compared to 15% in the previous year. The total face-to-face parent individual meetings in the fall of 2021 totaled 1,011 compared to the 1,072 individual conferences the year before. During our most recent conferences in the fall of the 2023-2024 school year, 21% of the students were represented even though the total number of individual conferences was slightly lower than the year before with 1,011 meetings.

Identify the Number and Percent of Students Taking Advantage of and Earning Credit in Postsecondary Enrollments (Dual Enrollment)

Students who have met the requirements set by the State of Michigan on various assessments and meet other defined academic standards have the opportunity to enroll in college level courses while attending school at CHS. In the 2022-2023 school year, there were a total of 63 CHS students taking Dual Enrollment courses as part of the Branch County Early College program. This program accounts for most of our Dual Enrolled population. In 2022-2023, 107 students (22% of eligible students) took 331 different courses and earned college credit in all but 27 classes. In 2021-2022, 93 students (19.8% of eligible students) took 304 different courses and earned college credit in all but 10 classes.

Identify the Number of College Equivalent Courses Offered (A.P.), the Number and Percentage of Students Enrolled in A.P. Courses, and the Number and Percentage of Students Receiving a Score Leading to College Credit.

Coldwater High School offered the following nine (9) Advanced Placement classes in the 2022-2023 school year: Biology, Chemistry, Calculus, Computer Science Principles, English Composition, European History, Government, Psychology, and US History. In the 2023-2024 school year, AP Physics was added back into the offered curriculum at CHS as well as the addition of the newly developed AP PreCalculus course which

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was available for the first time in the 2023-2024 school year. In 2022-2023, there were again a total of 168 students (24.7% of the total 10-12 grade population) enrolled in the offered courses as compared to 168 students (23.6% of the total 10-12 grade population) who were enrolled the previous year. This should be considered a slight increase in our student population who took advantage of the AP courses offered at CHS as there were only 9 classes offered as compared to the 10 that were offered in the 2021-2022 school year yet 168 students participated again in 2022-2023.

In May of 2023, 134 students (79.8% of the total) took a total of 290 exams (need to verify from College Board Site - these were the anticipated numbers) which was higher than the 118 students (70% of the total) who took a total of 244 exams in the previous year. In 2022-2023, 85 of the 126 students (67%) earned a score leading to college credit compared to 81 of the 118 students (68.64%) in the previous year. Also, 35 students were recognized by the College Board standards as AP Scholars which was slightly higher than the 30 students who were recognized the year before. These tests allow students to receive college credit based upon their performance on a national test. Students are encouraged to take the AP curriculum at CHS to help push them academically. Also, national academic data has shown that students who take AP courses, regardless of the grade they receive in the class, have a better rate of success in their post-secondary courses of study.

In the 2022-2023 school year, CHS added AP Computer Science Principles to the offered AP courses and in 2023-2024, CHS transitioned our precalculus class to align with the newly developed AP Precalculus course which was made available by the college board for the first time.

Some Final Thoughts:

Throughout the 2022-2023 school year, we were able to focus again on supporting the development of the learning communities within the classrooms and increase our support for the emotional needs and well being of our staff and students. Surveys of students, staff, and parents were conducted and reviewed to help create changes for the 2023-2024 school year that would help support the identified needs from the surveys.

The newly created elective opportunities for our students were well received and an increase in enrollment in each of the new courses was observed during the planning stages for the 2023-2024 school year. CHS also added a new street law course to the 23-24 course offerings. The Freshmen and Cardinal Academy programs were highly successful in regards to supporting the students both academically and emotionally.

In the 2023-2024 school year, the entire school district will once again be focusing on the self-evaluation and growth of teachers' own social and emotional competencies to aid in fostering these skills in their students. Embedding SEL minded learning activities into our instructional design for the 2023-2024 school year will occur as the collaborative teams revisit their course unit planning documents. With the addition of a Student Liaison position at CHS, the focus on supporting students with behavioral challenges and attendance concerns will greatly increase. As always, as we continue to move forward together, we will continue to celebrate our successes and work on our needs as we will help to inspire our staff and students to strive for excellence every day at CHS.

Sincerely,

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Paul Flynn
Superintendent

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