



School Annual Education Report (AER) Cover Letter

Monday, February 7, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 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 Bill Milnes 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 your child's school. For the 2021-22 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 2018-19. 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 2017-18. 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% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

As the combined report data indicates in regards to the performance of our students on the 11th grade M-STEP, we had a very high participation rate but our Male students performed considerably lower than our female population in the area of science and slightly lower in the area of social studies and our Economically Disadvantaged students represented the highest level of students who were not proficient in both areas. This trend continues over the years of data in regards to the PSAT and SAT performance area as well. We have instituted stronger programming for our special education students and our EL students over the past several years and the data suggests that we are undeserving our Economically Disadvantaged students systematically.

We have also recently noticed, particularly due to the change in our education platforms over the past two years, that we have had an increase in the number of students who are needing to continue school for another year to earn their high school diploma as well as an increase in the number of dropouts. This also can indicate a lack of support for those who typically struggle in school both academically and emotionally, many of whom also are Economically Disadvantaged. To help support the needs of these students, as we have in the past, CHS will continue our priority of supporting our PLC process for our teachers and our focus on Reading and Writing strategies but

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also in a systematic manner, focus on the social/emotional well-being of our students and in particular, the needs of our Economically Disadvantaged students.

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. A high school completion program at CHS is also in place to help students who need an alternative after-school setting to complete their coursework and studies. 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.

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.

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The Aggregate Student Achievement Results for Any Local Competency Tests or Nationally Normed Achievement Tests

CHS had a large percentage of students participate (83%) in the spring testing for our 11th grade students even though we were engaged in a hybrid schedule at the time and had over 200 total students taking their full load of classes online in our Cardinal Academy program. Our lowered results from the previous recorded data were to be expected. The comparisons between our 2018-2019 statewide data and our 2020-2021 data can be found here.

11th Grade Proficiency Testing	CCS		Branch County	State of Michigan
	2018-19	2020-21	2020-21	2020-21
Science	--	12.4%	11.0%	15.5%
Social Studies	48.4%	39.7%	37.7%	43.7%
Mathematics	36.0%	26.5%	25.2%	34.5%
English	52.2%	46.5%	45.9%	56.6%

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 2020-2021 school year 15% of the students were represented in our fall conferences as compared to 29.0% in the previous year. The total parent individual meetings though were very similar with 1,072 face-to-face conferences in the fall of 2020-2021 compared to 1,178 face-to-face conferences in the fall of 2019-2020.

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. The Early College program continues to expand at CHS which also again increased the student count in the program taking courses at KCC to 83 originally from 71 in the 2019-2020 school year. This created an increase in the number of students who were participating in the Dual Enrollment opportunity as well as additional students choosing to take classes from

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Trine University. Within the school year, 15 students decided to withdraw from the program for various personal and educational reasons. In 2020-2021, 83 students (17.6% of eligible students) took 279 different courses and earned college credit in all but 14 classes. In 2019-2020, 77 students (16% of eligible students) took 268 different courses and earned college credit in all but 16 classes.

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

Coldwater High School offered the following nine (9) of our typical nine (9) Advanced Placement classes in the 2020-2021 school year: Biology, Chemistry, Calculus, English Composition, English Literature, European History, Government, Physics (not offered in 2020-2021), Psychology, and US History. In 2020-2021, there were a total of 150 students (21.7% of the total 10-12 grade population) enrolled in the 9 offered courses as compared to 168 students (24.5% of the total 10-12 grade population) who were enrolled in ten courses the previous year. Due to the hybrid schedule students were engaged in during the 2020-2021 school year, there was an anticipated decrease in the participation rate for student test takers. In May of 2021, fewer students took AP Exams. Of the 2020-2021 AP enrolled students, 112 students (74.6% of the total) took a total of 186 exams which was lower than the 123 students (73.2% of the total) who took a total of 225 exams in the previous year. This was also the lowest number of test takers and tests taken since the 2013-2014 school year. In 2020-2021, 61 of the 112 students (54.46%) earned a score leading to college credit compared to 94 of the 123 students (76.4%) in the previous year. Also, 27 students were recognized by the College Board standards as AP Scholars which was slightly lower than the 33 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.

Some Final Thoughts:

2020-2021 was a year of tremendous challenges and learning opportunities for our staff in regards to supporting students' academic needs, their social emotional well-being, and trying to stay connected with students within their classrooms. After a late start to the year, for most of the year half of our students attended on Mondays and Tuesdays and the other half attended for face-to-face instruction on Thursdays and Fridays. Wednesdays were online Google Classroom learning days for all students. This pattern of synchronous and asynchronous teaching and learning was new to us all. As a school, we also worked diligently to stay connected to, and provide support to, the students and their families for the students who elected to be a part of our new all-online Cardinal Academy program. Along the way, we were shut down and operated all online for most of November through the end of our semester in December. As stated, we were all forced into

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learning with and from each other which has made us stronger as we had to create a more flexible learning model for our staff and students.

At the end of the year, we were able to bring all our hybrid students back into the building for about a month which allowed us to transition students back into a daily accountability model of engaging in their learning and building relationships with their teachers. The staff will be working hard to determine how best to work with each other and the students to help take the students from where they are academically and emotionally in the fall to where they will be by the spring of 2022. We also know that we will need to focus our energy on supporting the needs of all students but in particular, those who are economically disadvantaged. 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,

A handwritten signature in black ink that reads 'William M. Milnes'.

William M. Milnes, Principal
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