



School Annual Education Report (AER) Cover Letter

Monday, March 25, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2017-2018 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 combined data report for CHS from the state of Michigan is available for you to review electronically by visiting the following site: <http://bit.ly/2VRoKfm>, or you may pick up and review a copy at the CHS Main Office at 275 N. Fremont St., Coldwater, Michigan.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

A key challenge for Coldwater High School will be to continue to expand the new learning opportunities and support structures for our increasing population of English Language Learners as well as our large population of students who live in poverty. We will be reviewing our visions of ambitious instruction and revising our course curriculum design to incorporate learning strategies focused on these various levels and needs of our students. We will also be developing the needed supports in regards to the social and emotional needs of our students. Over the past several years, students at Coldwater High School have been learning and achieving at an

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increasing rate of academic performance and growth but we have seen a slight decrease in the performance of our students in the core area of science. In addition to analyzing areas of need, the science staff of CHS will continue to work on integrating the expectations outlined in the NextGen Science standards into all of our science courses.

CHS will continue our priority of supporting our PLC process for our teachers and our focus on Reading and Writing strategies. CHS will also continue to work closely with the middle school staff to help ensure a clearly connected 6-12 curricular learning experience for our students. In all other areas of our assessments, students at CHS outperformed the State. In reviewing our graduation rate data, we will also be evaluating our supports of students who are considered to be economically disadvantaged as their graduation rate is considerably lower than our school average. CHS will also continue to expand and support the Dual Enrollment opportunities available to our students through our expanding Early Middle College program.

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 3-5 year school improvement plan is updated annually based on the most recent student performance data. Each core department develops plans to increase the learning and performance of our lowest performing students while also continuing to push all students toward academic excellence. The state has also generated annual growth targets for each core area that we work toward meeting. CHS works within the guidelines of the school improvement process created by the State Department of Education and the 3-5 year 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. CHS eliminated the alternative high school in the 2015-2016 school year and the students who may have traditionally attended that program, were welcomed back into the high school with extra staff support and transitional courses that were put in place to help individualize the learning experience for the students based on their educational development plans. A high school completion program was also created to help students who needed an alternative after-school setting to complete their coursework and studies. Certain students who met the criteria of an "alternative education" student were also allowed to create a board approved graduation plan which allows a student to graduate with fewer than the typical 21 required credits at CHS.

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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 modifying our science curriculum structure to meet the new NextGen guidelines.

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

In the 2017-2018 school year, as part of the state’s assessment suite, 9th and 10th grade students took the PSAT test while the juniors took the SAT. The data below represents the average scores over the years of our PSAT testing 9th and 10th grade students as well as our SAT juniors based on their graduation cohorts through the spring testing in 2018.

Assessment		Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021
PSAT 9	Total Score	NA	NA	885	867	874
PSAT 9	Evidence-Based Reading and Writing	NA	NA	443	433	441
PSAT 9	Mathematics	NA	NA	443	434	434
PSAT 10	Total Score	NA	899	901	902	
PSAT 10	Evidence-Based Reading and Writing	NA	452	446	459	
PSAT 10	Mathematics	NA	447	455	444	
SAT	Total Score	NA	970	1007		
SAT	Evidence-Based Reading and Writing	NA	489	505		
SAT	Mathematics	NA	481	502		

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

In the 2017-2018 school year 27% of the students were represented in our fall conferences as compared to 31% in the previous year. In the spring of the 2017-2018 school year 9.65% of the students were represented in our spring conferences as compared to 20.32% in the previous year. The parent participation percentage calculation for the spring conferences seems lower than expected as we had at total of 853 individual parent meetings in the spring of 2018 as compared to 954 individual meetings in the spring of 2017.

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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 2016-2017, CHS implemented a new Early College program which slightly increased the number of students taking advantage of and earning credit in the dual enrollment program. The program continued to increase in the 2017-2018 school year increasing the student count in the program from 12 students to a total of 32 students. This created an increase in the number of students who were participating in the Dual Enrollment opportunity. In 2017-2018, 39 students (8.5% of eligible students) took 100 different courses and earned college credit in all but 5 classes. In 2016-2017, 14 students (3.0 % of eligible students) took 28 different courses and earned college credit in all 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 ten (10) Advanced Placement classes in the 2017-2018 school year: Biology, Chemistry, Calculus, English Composition, English Literature, European History, Government, Physics, Psychology, and US History. In 2017-2018, there were a total of 245 students (35.8% of the total 10-12 grade population) enrolled in the 10 offered courses as compared to 261 students (37% of the total 10-12 grade population) who were enrolled in the previous year. Of the 2017-2018 enrolled students, 151 students (61.6% of the total) took a total of 277 exams which was a slight decrease in the total tests taken as compared to the 143 students (55% of the total) who took a total of 287 exams in the previous year. In 2017-2018, 109 of the 151 students (72.2%) earned a score leading to college credit compared to the 92 of the 143 students (64.3%) in the previous year. Students at CHS improved in all areas of participation and performance. Also, 36 students were recognized by the College Board standards as AP Scholars which was another increase from the 32 students who were recognized the year before and 25 students in the 2015-2016 school year. 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:

2017-2018 was another great year for Coldwater High School. We continued to expand the courses that we have in place to provide support specifically to our EL population and the number of students successfully taking advantage of our high school completion program increased even though unfortunately, the total number of students who did not earn a diploma increased slightly over previous years. A significant investment of time and talent was applied toward creating a better understanding of our visions of ambitious instruction and starting to

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implement the MiExcel Blueprint for Acceleration. The new committees that were formed created a sense of ownership in regards to the staff taking on leadership roles in directing the culture, goals, and improvement of our school and clear goals have been created for the next school year. The Early College program continued to expand tripling the total number of students involved and college courses being taken with the expectation of even greater numbers in the 2018-2019 school year. All of the hard work over the past several years has continued to support the academic gains of our students as measured by the State Assessments. In the 2018-2019 school year, CHS will begin to utilize the NWEA suite of assessments to help monitor the annual growth of our 9th - 10th students in Math, Reading, and Science. 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
Coldwater High School

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