COLOMA COMMUNITY SCHOOLS
INSPIRE TO ACHIEVE - EMPOWER FOR SUCCESS

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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 Coloma 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 Craig Fisher, Principal for assistance.

The AER is available for you to review electronically by visiting the following website: Coloma High School Combined Report, or you may review a copy in the main office of the high 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 2021-22. 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% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been identified for school support and improvement needs. However, we continue to work diligently through our Professional Learning Community (PLC) process to identify individual strengths and weaknesses that can be addressed by our instructional teams. Teachers work collaboratively to coordinate assistance and extension for students through our Response to Intervention program that consists of small group and individual instruction based upon identified needs through formative assessments.

Process for Assigning Pupils to the School

Pre-kindergarten through 3rd-grade students attend Coloma Elementary School. Students in Grades 4 and 5 are assigned to Coloma Intermediate School and Coloma Junior High services 6th - 8th-grade students. Coloma High School comprises 9th - 12th grades. Secondary students have choices based on electives within the core curriculum provided. Career-related classes have been developed for 9th through 12th grade based on each student's educational development plan that is completed before the end of 8th grade.
Eligible secondary students may select career-related courses sponsored by various schools in the county through a countywide "shared time" arrangement. Special education students are provided assistance within their age-appropriate grade level unless the Individual Educational Placement Committee (IEPC) determines the students would be best served in an alternate

location. The parent is involved in the decision. Alternative schools include the following specialized schools.

Specialized Schools

Specialized schools provide educational alternatives and opportunities for handicapped students as well as meeting their special needs. These programs are an integral part of the continuum of educational services available to special students in Berrien County. The following is a brief description of the specialized schools that serve Coloma Public School District students.

Blossomland Learning Center
Berrien Regional Education Service Agency
Berrien Springs, Michigan

The purpose of Blossomland Learning Center is to provide services to students who have been diagnosed as moderate to severe cognitive impairment up to age 26 who reside within the Berrien Regional Education Service Agency. The school assists students in preparing for entry into their respective communities. Students are placed in the program through an Individual Educational Planning Committee composed of the local district and Berrien RESA diagnostic and educational staff.

Lighthouse Education Center
Berrien Regional Education Service Agency
St. Joseph, Michigan

The Lighthouse Education Center program is operated as a therapeutic and educational program for students diagnosed as severe emotional impairment up to age 26 who reside in the Berrien Regional Education Service Agency. These students exhibit a severity of emotional difficulties which prohibits them from regular attendance within the resident district.

Hearing Impaired Program
Berrien Springs Public Schools
Berrien Spring, Michigan

The Berrien County Hearing Impaired Program provides educational services for hearing impaired students from Berrien, Cass, and Van Buren counties. This program is operated by the Berrien Springs Public Schools and is funded by the Berrien Regional Education Service Agency. In addition to classroom and teacher-consultant services, the program also serves as a diagnostic center and employs an audiologist for the purpose of assessing severity and type of hearing loss. Some students, when determined educational appropriate by an Individualized Educational Planning Committee, are educated in their resident district with the support of a teacher consultant provided by the Hearing Impaired Program.

Southside Program
Niles Community Schools
Niles, MI

Niles operates a center-based program for low-incidence special education students needing a full-time placement. The program for the Severely Emotionally Impaired (SEI) includes students with severe emotional or behavioral problems. These students receive a very strict, highly structured program designed to change inappropriate behavior patterns and allow learning to take place. Expectations for performance are high with the goal of successful readmission to their former school. Classroom programs serve students ages 10 through 25. Students in the Pre-Vocational program have below-average ability levels, making success in their local high schools extremely difficult. Often their low ability is compounded by a weak self-concept and inadequate social skills. Once at the south side, a few may pursue a Certificate of Completion, but most will follow a curriculum designed to promote independent living. Classrooms are available to serve ages 16 through 25.

School Improvement Plan

A committee of teachers and administrators involved in the school improvement process meets on a regular basis to improve curriculum and instruction. The committee:

- Analyzes data to identify means to improve instruction
- Identifies student needs not being addressed
- Seeks input from all teachers
- Makes recommendations to the administration regarding curricular changes

Through the PLC process, Coloma Community Schools is establishing assessments designed to measure student achievement in each content standard at all grade levels. These assessments are linked to the skills necessary for success beyond school. Students demonstrate mastery through educational technology, paper/pencil, projects, and teacher observations. The assessments will be continually reviewed as part of the PLC process. A complete copy of the 3-5 year School Improvement plan is located here.

Core Curriculum

Coloma Community Schools follows a local core curriculum that defines educational outcomes to be achieved by all students and is based on the district's educational mission and locally developed K-12 curriculum; it has also been aligned with the state recommended Frameworks Curriculum. Federal mandates (ESSA) now require that language arts and math assessments be completed at each grade level, 3rd through 8th grades. To accomplish this, the Michigan Department of Education has assigned Grade Level Content Expectations from their Frameworks Curriculum to specific grade levels. This required Coloma to review their alignment to assure that the educational benchmarks are being taught at the required level, resulting in quality performance on the M-STEP tests. A copy of the board-approved curriculum for all content areas is available for review at the Administration Office, Coloma High School Office, and at the website, www.ccs.coloma.org.

NAEP Data

For more information regarding our state assessment data. Paper copies of this data can be found in the school's office or you can see the information at the Coloma High School Combined Report.

Additional Information

State law requires that we also report additional information. The following information is based on the previous two completed school years:

Percent of Students Represented by parents at Parent-Teacher Conferences

- 2021-2022: 21%
- 2020-2021: 36%

The Number and Percentage of Postsecondary Enrollments (Dual Enrollment)

- 2021-2022: 43 Students enrolled or 11%
- 2020-2021: 38 Students enrolled or 9%

The Number of college Equivalent Courses Offered

- 2021-2022: AP= Two (AP Language and AP Literature)
- 2020-2021: AP= Five (AP Language, AP Human Geography, AP Microeconomics, AP Psychology, and AP US History)

The Number and percentage of Students Enrolled in College Equivalent Courses

- 2021-2022: 23 Students or 6% enrolled in AP courses
- 2020-2021: 28 Students or 7% enrolled in AP courses

The Number and Percentage of Students Receiving a Score Leading To College Credit

- 2021-2022: 66 Students or 18% receiving a score leading to college credit
- 202-2021: 66 Students or 16% receiving a score leading to college credit

It is my sincere hope that every student who attends Coloma High school will immerse themselves not only within the academic program, but also in the many activities and athletic opportunities that are available. Everyone in the Coloma School community should feel invited to be full participants in the education and development of our next generation. I am proud to have the opportunity to work with the many incredible educators on our staff to serve a great student body and to partner with parents and the Coloma community in providing an excellent learning experience for every student who attends our school. I am excited to continue and complete the work we have started which will ultimately lead Coloma High School to be mentioned with the very best high schools in the area.

Sincerely,

Craig Fisher

Craig Fisher
Coloma High School Principal