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January 23, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Coloma Intermediate 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 Darla England for assistance.

The AER is available for you to review electronically by visiting the following web site
<https://drive.google.com/file/d/0B5q9TifxpyxQWw5a2g4ZEhqNG1jMFIfSzh2RmlCNIB0RTdN/> or you may review a copy in the main office at your child's school.

For the 2015-16 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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.

In order to promote thorough understanding and long term retention of content, Professional Learning Committees (PLCs) are meeting on a regular basis to align curriculum, create common lessons and assessments, as well as analyze data for future relooping and/or extension activities. Additional opportunities for more individualized or small group instruction is being made available through activities such as: Multiplication Club, Chess Club, recess review, and peer tutoring.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Pre-kindergarten through third grade students attend Coloma Elementary. Coloma Intermediate houses grades 4th and 5th and Coloma Jr. High have all 6th, 7th and 8th graders. Coloma High School is comprised of 9th through 12th grades. Secondary students have choices based on electives within the core curriculum provided. Career related classes have been developed for 10th through 12th grades. 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 this decision. Alternative schools include the following specialized schools.

SCHOOL IMPROVEMENT PLAN

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

- reviews the statistical data to identify weak areas in instruction
- identifies student needs not being addressed
- prioritizes components needed in a new program or series
- seeks input from all teachers working in the area under review
- makes recommendations to the administration regarding curricular changes

Through the curriculum development process, Coloma has established assessments designed to measure the content standards assigned to each grade level. These assessments are linked to those skills necessary for success beyond school and are shown through paper/pencil, projects, demonstrations, and teacher observations.

The assessments will be continually reviewed to:

- improve their alignment to content and instruction
- increase the use of assessments that measure standards across the curriculum ensure better reliability in determining student success and areas of need

Our school improvement plan can be found here:

<https://drive.google.com/file/d/0B5q9TlfxpyxZkxZTVhweU9lVEo2SUtMV2NNOXNqc0FhRzYw/view>

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. 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 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 within 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 SPRINGS, 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 educationally 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 center based programs 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 Southside 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.

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 (from which the MSTEP test is written). Federal mandates (No Child Left Behind) 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 grades 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 MSTEP tests. A copy of the board-approved curriculum for all content areas is available for review at the Administration Office, Coloma Intermediate School Office, and out the website, <http://www.ccs.coloma.org>.

Parent Teacher Conference

Spring conferences are by invitation based on student needs or by parent request.

Year	# Attending		% Attending	
	Fall	Spring	Fall	Spring
2013-14	315	66	79.3%	17.1%
2014-15	211	46	90.6%	20.2%
2015-16	157	85	77%	42%

Student Assessment Data

Coloma Intermediate assessment results on the Michigan Student Test of Educational Progress (M-STEP), and assessment results for students with disabilities on Michigan's Alternative Assessment Program (MI-Access).

- Presents achievement data for all four tested subjects (English language arts, mathematics, science, and social studies) compared to targets for all students as well as subgroups of students
- Helps parents understand achievement progress within schools and compare these to district and state achievement

For more information regarding our student assessment data, please follow the link below:

<https://goo.gl/W6tvTf>

Accountability Scorecard – Detail Data and Status

Due to the transition from the MEAP test to the M-STEP test, the accountability portion of the AER is limited to assessment participation and graduation/attendance rates. Full accountability reporting will resume with the 2015-16 AER.

For more information regarding our accountability scorecard data, please follow the link below:

<https://goo.gl/W6tvTf#Accountability>

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

For more information regarding our teacher quality data, please follow the link below:

<https://goo.gl/W6tvTf#TeacherQuality>

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

For more information regarding NAEP data, please follow the link below:

<https://goo.gl/W6tvTf#NAEP>

As we move forward, our goal at Coloma Intermediate School is to always put students' needs first. We strive to empower students to be the best they can be under the guidance and support that we offer through strong partnerships with parents and guardians.

Sincerely,

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