



CALEDONIA HIGH SCHOOL

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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 2023-24 educational progress for Caledonia 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 Bill Martin for assistance.

The AER is available for you to review electronically by visiting the following website MiSchooldata.org, or you may review a copy in the main office at your child's school.

For the 2024-25 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 2023-24. 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, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

The State of Michigan has not given Caledonia High School one of these labels.

While many students at CHS achieve at a high level, key challenges continue to include ensuring that all students are career/college ready, develop critical 21st-century skills, and are generally prepared for life after high school. As with many other schools, our students with disabilities, and our students who fall into the low-socioeconomic subgroup, have continued to show downward-trending testing data as compared to their peers. These students often require more resources, including additional instruction and/or remediation, and social/emotional support. We took an active step in the 2022-23 school year to provide more support by restructuring how our resource rooms operated, thereby providing more core academic support at all grade levels. This process has continued to be refined as we look to better serve our students. Refinements to the weekly Seminar course allow for increased opportunities for reteaching and remediation with all students.

Building initiatives instituted in the past several years continue to be developed and refined as we strive to provide a better educational experience for our students. As the staff continues to promote the CAL model (Community, Accountability, Leadership), greater emphasis has been placed on recognizing and celebrating students who embody CAL pride throughout the school year. Staff continues work in the PLC process with deeper intentionality behind identifying and incorporating essential standards into course content, and by working closely within content areas to develop and utilize common formative assessments. Lastly, it is worth noting that the 2023-24 school year saw the greatest number of students taking Advanced Placement courses, along with the highest percentage of students earning a 3 or higher on the AP exams.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Elementary School Pupil Assignment-

Students are assigned to an elementary school in consideration of the following criteria:

- A. Current enrollment and capacity: Students are enrolled in elementary schools according to space available and maintaining equitable class sizes.
- B. Location: We attempt to place students in the school closest to their home residence. Our goal is to keep neighborhood children in the same schools.
- C. Siblings: We give priority to students who currently have siblings enrolled in specific schools.
- D. Parent Preference: If space is available, we attempt to place students in the school of their preference.

Middle School Pupil Assignment-

- A. All incoming 5th and 6th grade students will attend Kraft Meadows Intermediate School.
- B. All incoming 7th and 8th grade students will attend Duncan Lake Middle School.

High School Pupil Assignment-

All students in our district will attend Caledonia High School.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Caledonia High School staff and parents work together to develop a School Improvement Plan that is meaningful and supports the school and district goals. Teachers, support staff and parents were involved in data review and goal development through a systematic process throughout the school year, resulting in a strategic plan refresh.

The Caledonia High School Improvement Plan is available for you to review electronically by visiting <https://www.calschools.org/our-district/annual-reports/> or you may review a copy in the principal's office at Caledonia High School.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

All of our schools operate under the same academic rigor and goals. We strive for consistency in excellence in each school and work closely together to achieve that academic success.

4. 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

Caledonia Community Schools has worked with Kent ISD and the State of Michigan in the process of aligning this curriculum with the Common Core State Standards. Our current curriculum can be accessed at the following link:

<https://www.calschools.org/departments/teaching-learning/>

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Community members may access current school data by accessing <https://www.mischooldata.org/report-builder/>

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES.

Caledonia High School typically enjoys a high turnout as it relates to Parent-Teacher Conferences. During the 2023-24 school year, approximately 440 parents (≈30%) attended conferences.

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

- a. Caledonia High School had 24 (2%) postsecondary enrollments (Dual Enrollment)
- b. Caledonia High School had 16 college-equivalent courses offered (AP)
- c. Caledonia High School had 487 (35%) students enrolled in college equivalent courses; 357 students received a 3+ on at least one AP exam
- d. The number and percentage of students receiving a score leading to college credit was 357 students at approximately 82%

Our educators at Caledonia High School are committed to achieving continuously improved results for the students they serve. Through a collaborative process of collective inquiry

and continuous school improvement, the staff at Caledonia High School strives to bring the best possible educational experience to the students and families we serve. Please take the time to examine our school data and continuous school improvement planning, and please congratulate our students, teachers, staff, and school community on striving to cultivate agile learners!

Sincerely,

Bill Martin

Caledonia High School