



Concord Community Schools



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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 2016-17 educational progress for Concord 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 Cheryl Price, principal, at 517-524-8384 for assistance.

The AER is available for you to review electronically by visiting the following web site, <https://goo.gl/EMAzdP> or you may review a copy in the main office at your child's school.

For the 2016-17 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.

Concord High School faces challenges in the core areas as demonstrated by the scores on M-STEP that lag behind the State scores. We identified that students needed to improve reading skills. We, also, identified that our classroom assessments may not reflect the same level of complexity as standardized tests. Our school Improvement Plan and our Program Evaluation Tool are both focused on increasing the rigor and complexity of classroom assessments at the same time that clarity of learning targets for students and focus on assessing those learning targets and using the data from those assessments is improved. We are already seeing improvement in student performance on the classroom assessments. We will continue to actively engage in the assessment literacy process to accelerate student achievement.

State law requires that we also report additional information.

1. We have one high school, so all students are assigned to the high school based on completion of eighth grade and of ninth through eleventh.

1. The School Improvement Plan is addressed each year for updating and additions. The focus for the high school is improved standardized test scores by addressing and improving reading levels and math skills of students. We are on track with our plan to improve rigor, classroom assessments, and use of classroom assessment data to drive instruction and student growth in academic achievement. The entire high school teaching team is completing year two of assessment literacy study and application, and the results have been positive with regard to student achievement in the classroom.
2. We do not have any specialized schools.
4. The listing of the Michigan Merit Curriculum and graduation requirements may be found at www.concordschools.net/concordhs. All students must meet the State's requirements in addition to completing a selection of electives to graduate from Concord High School.
5. We administer the SAT a nationally normed achievement test. The mean score for 2015-16 was 948.
 1. In 2015-16 there were 68 students, or 25%, represented at the fall Parent-Teacher Conferences, and 63 students, or 14%, represented at the spring Parent-Teacher Conferences. In 2016-17 there were 50 students, or 19%, represented at the fall Parent-Teacher Conferences and 45 students, or 18% represented at the spring Parent-Teacher Conferences.
 2.
 - a. In 2015-16 there were two postsecondary enrollments (less than 1% of eligible students). Both enrollments earned college credit. In 2016-17 there were five postsecondary enrollments (2% of eligible students). All enrollments earned college credit.
 - b. In 2015-16 two AP courses were offered (AP Chemistry and AP English Literature and Composition). In 2016-17 two AP courses were offered (AP Chemistry and AP English Literature and Composition).
 - c. In 2015-16 twenty-three students were enrolled in AP courses (9% of eligible students). In 2016-17 thirteen students were enrolled in AP courses (5% of eligible students).
 - d. In 2015-16 there were nineteen students took the AP exam. Five students scored at the 3+ range (26.3% of AP test-takers). We do not have the data from 2016-17 at the writing of this letter because the letter is required before the AP exams are taken. The entire team (teachers, support staff, and administration) at CHS is working on the common goal of deepening student learning. We address the whole person in our approach here. We take the time to listen when someone is in trouble or under unusual stress; we provide ample opportunities for additional help at several different times to give students as much access to addressing challenges and concerns as possible. This year we were able to issue every CHS student a Chromebook, which is already showing signs of helping many students with work quality and completion. ALL of us are excited about the future, working hard together to teach and learn in a focused, rigorous manner that will improve standardized test scores as a by-product of assisting our students to learn deeply, question often, and work collaboratively.

Sincerely,

Cheryl Price, Principal
Signature on file