



**REVISED 2018-19 TEMPLATE**  
School Annual Education Report (AER) Cover Letter

March 18, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Concord Academy Boyne. 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 the Administrator, Rebekah Leist for assistance.

The AER is available for you to review electronically by visiting the following website <http://bit.ly/2W94Ts1>, or you may review a copy in the main office at your child's school.

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.**

Our goal is to see continued growth in every child, and we continue to work on aligning curriculum to clearly define instruction, and make sure instruction is the strongest it can be. We

use the NWEA assessment, which gives teachers more specific information about what strengths and weaknesses each student has, so that we can meet students where their needs lie. Based on this assessment and others, we differentiate instruction to meet the needs of individual students, while adapting our general curriculum as needed.

In using these strategies, we are looking for continued growth, which we're seeing in our new assessments. We continue to see growth in both the NWEA and the M-Step assessments, and continue to develop our curriculum based on our student needs. We have also expanded our instruction for at-risk students in the secondary level, and are working with students to ensure they meet the requirements for graduation. In the next phase of our curriculum development, we will be seeking opportunities for our students to engage in "real world" applications for their learning, and making sure they have what they need to be successful adults, regardless of what educational path lies before them.

State law requires that we also report additional information.

1. The process for assigning students: Any student who resides in the state of Michigan may apply for admission to Concord Academy Boyne, per state regulations. Admission is determined only by enrollment limitations (22 in elementary classes, and 25 in secondary classes), and other state guidelines. Students are accepted on a first come, first serve basis.
2. Concord Academy Boyne has a current School Improvement Plan (SIP) on file with MDE, and will continue to update it as we examine data throughout the school year.
3. Concord Academy Boyne is one building serving all students K-12. We believe a strong academic program, in addition to the integration of the fine arts and character education, provide our students with academic knowledge and skills that are needed to be a productive citizen in today's world.
4. Details about our core curriculum can be found in the Student Handbook, and on our website, [www.concordboyne.org](http://www.concordboyne.org), and will continue to be revised as we align with the state adopted standards. Information about the curriculum can also be obtained by contacting the school administrator.
5. Student aggregate scores for NWEA (nationally normed achievement tests) for 2016-17 and 2017-18 are as follows (national percentile ranking):

NWEA	Subjects	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr.6	Gr. 7	Gr. 8
2016-17	Reading	100	83	76	77	n/a <10 students	n/a <10 students	77
2016-17	Math	100	75	63	60	n/a <10 students	n/a <10 students	71
2017-18	Reading	88	83	64	85	75	45	n/a <10 students
2017-18	Math	88	83	64	70	75	50	n/a <10 students

#### 6. Parent-Teacher Conference Participation:

In 2016-17, 69% of students were represented at parent- teacher conferences, out of 3 conference offerings. In 2017-18, we had 3 conference offerings with 54% attendance.

#### 7. Dual Enrollment/AP Classes:

a. Of the eligible students in the 2016-17 school year, 2 eligible students (10%) were dually enrolled. In 2017-18, 2 eligible students (11%) were dually enrolled.

b. AP classes are offered each year for eligible students; in 2016-17 and 2017-18, there was no interest in AP classes.

c. There were no AP enrollments for 2016-17 or 2017-18, since many of our students prefer to take Dual Enrollment courses instead.

d. In 2016-17, 2 eligible students took and 100% received college credit for dual enrollment classes (100%). In 2017-18 2 eligible students took and 100% received college credit for dual enrollment.

In the last four years, we as a staff have been working very hard to improve our curriculum, and to make sure we are doing the best job we can to give your children a great education. It looks like our hard work is paying off, as we continue to improve! In 2017/18, we achieved the 80th percentile in our index score, and we are proud to uphold our high standards. While our overall percentile dropped from the previous year, we look at the fact that we had 2 seniors who needed a 5th year to earn their diplomas, as well a lower growth index than the prior year. We look forward to continuing our work, and seeing those numbers improve.

THANK YOU to all of our teachers, and students, for your hard work! Congratulations!

Sincerely,

Rebekah Leist, Administrator