



Concord Academy Boyne

School Annual Education Report (AER) Cover Letter

February 13, 2023

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 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 Rebekah Leist for assistance.

The AER is available for you to review electronically by visiting the following website, [AER Report](#), or you may review a copy in the main office at your child's 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 given one of those labels.

As we are continuing to close gaps in learning found by online learning and the closures during Covid, many of our goal areas will stay the same as before. The key challenges that we face are continuing to support early readers, especially K-3 readers, and supporting middle school math students. We continually notice that middle school math is an area where all groups have scores drop, so we are adding extra math intervention support during the school day as well. We continue to respond to student needs in our curriculum, and survey students as to their needs in order to improve. We are supporting teachers with professional development for early reading, and dyslexia training as well, in order to best support students.



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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, 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 2018-19 and 2019-20 are as follows (national percentile ranking):

NWEA	Subjects	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
2020-21	Reading	66	43	67	61	30	38	39
2020-21	Math	66	64	50	53	27	23	29
2021-22	Reading	43	31	50	59	38	33	9
2021-22	Math	67	23	17	42	38	14	9

6. Parent-Teacher Conference Participation: In 2020-21, we had 3 conference offerings, with 75% attendance/participation for the first two sessions, and 55% for the 3rd offering. In 2021-22, we had 3 conference offerings, with 80% attendance/participation.

7. Dual Enrollment/AP Courses

a. In 2020-21, 6 eligible students (40%) were dually enrolled. In 2021-22, 0 eligible students (0%) were dually enrolled, per their choice.

b. AP classes are offered each year for eligible students; in 2020-21 and 2021-22, there was no interest in AP classes.



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c. There were no AP enrollments for 2020-21 or 2021-22, since many of our students prefer to take Dual Enrollment courses instead.

d. In 2020-21, 6 eligible students took and 91% received college credit for dual enrollment. In 2021-22, 0 eligible students took and received college credit for dual enrollment.

As a staff, we have consistently 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! We are proud to help our students reach their goals and uphold our high standards in both arts and academics. We also keep in touch with our former graduates, and they consistently report that they are prepared or overly-prepared for their college courses. We look forward to continuing our work, and seeing those numbers improve.

Sincerely,

Rebekah Leist
Administrator