

# 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 2021-22 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 website: <https://bit.ly/36dMba1> or you may review a copy in the main office at your student'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 2018-19. 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 2017-18. 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 2016-17. 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.

We continue to build bridges for students who are struggling academically. The Mean SAT score statewide as shown in the Combined Report was 994 for the 2020-2021 assessment. Concord High School's Mean SAT score was 915. The Mean SAT score statewide as shown in the Combined Report was 959 for the 2021-2022 assessment. Concord High School's Mean SAT score was 861. The use of the INSPECT Benchmark assessments for both ELA and math have helped us focus more specifically on areas in need of support. We are making use of the Modern Classroom training that is developing a more 21st Century approach to how instruction is delivered and how students can be more strongly supported in the learning process. We continue to use the RAPIDS Reading Assessment to document reading levels and improvements for grades nine and ten; grade eleven takes the assessment at the beginning and end of their year. In our continuing effort to address the whole person, we have completed a high school set of Social Emotional Learning standards and a rubric to help guide our students through the learning of the "soft skills" required in the area of employment and social interactions. These standards were initially implemented in 2021-2022.

State law requires that we also report additional information.

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



2. The School Improvement Plan is addressed each year for updating and additions. The focus for the high school remains improved standardized test scores by addressing and improving reading levels and math skills of students. The entire high school teaching team is committed to helping students improve in their ability to read and perform well in math. Improvement is measurable.
3. 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](http://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 test. The mean score for 2020-21 was 915.  
Note: This test administration took place in March of 2021 when the school used a hybrid format to have students in person as much as possible. The mean score for 2021-22 was 861.  
Note: The state's mean score dropped as well to 959
6. In 2020-2021 there were 30 students, or 13%, represented at the fall Parent-Teacher Conferences. There were 40 students, or 17%, represented at the spring Parent-Teacher Conferences. Note: The conferences were offered virtually or in-person for both the fall and spring semesters. In 2021-2022, there were 52 students, or 23%, represented at the fall Parent-Teacher Conferences. There were 18 students, or 12%, represented at the spring Parent-Teacher Conferences.
7. A. In 2020-21 there were 18 post secondary enrollments or 8% (this is the year of response to COVID restrictions). In 2021-22 there were 17 post secondary enrollments or 7.5%.  
B. In 2020-2021 four AP courses were offered (AP Chemistry, AP English Literature and Composition, and AP English Language and Composition, AP Computer Science Principles). In 2021-2022 the same four AP courses were offered.  
C. In 2020-21 there were 24 students and 31 course enrollments (13.2%). In 2021-2022 there were 31 students and 36 course enrollments (13.8%).  
D. In 2020-21 four students' scores ((17%) led to college credit. In 2021-2022 eight students' scores (25.8%) led to college credit.

It seems like the year we used the hybrid scheduling format was much longer ago than just 2020-2021. CHS had half of the students who chose to be in person attend on Monday/Tuesday, fully virtual on Wednesday, and the other half of students attend on Thursday/Friday. By the end of the year, we had opened up the in-person attendance to four days a week to any student with an IEP or 504 Plan and then to significantly struggling students. Because of the incredible effort made by teachers **and** students and parents, Concord High School was able to maintain its level of expectations for quality work as a demonstration of quality learning.

In 2021-2022 students and teachers were closer to the "normal" school setting. One of the strategies we developed during the COVID challenge that remains was the Modern Classroom Project approach of making our own instruction videos with a range of 6-9 minutes in length so that students could make up a sick day, or listen again to the instruction, or start and stop at will to make their notes. This allowed the teacher to work more directly with students during the time the students are working on the assignments, answer individual questions, and, also, allowed the students to work at a more individual pace. We continue to be excited about trying new scheduling formats to allow students to take a wide variety of classes that now includes challenging courses in an introduction to engineering,

in the principles of engineering, in the human body systems, and in computer science coursework. Teachers developed new classes to extend to our students in the 2021-22 school year after

completing one of the most exhausting years we have ever faced **because** our students stayed with us fighting through their exhaustion to complete the year 2020-2021. In 2021-2022 our "new" classes took on a more developed stature that led to our digital "newspaper," called the The Concord Chronicle (from our MultiMedia Communications class), "Shark Tank" presentations that are high-level and serious (from developments in economics class), and deep understanding about the human body musculature and other systems (from our Human Body Systems class). We continued honing our skills with the use of Modern Classroom Project, embedding our Social Emotional Learning Standards, and working toward an improved return to students' academic performance at a level pre-COVID. We are deeply proud of the way Concord High School, made of students, parents, community members, and teachers, has continued to rebuild the things we want to keep strong and innovate things we know are more in keeping with the 21st Century. We remain enthusiastic about continuing to work hard, achieve more, and build a future to share.

Sincerely,

Cheryl Price, CHS Principal