



2023-24

## Comstock High School Annual Education Report (AER) Cover Letter

February 12, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-2024 educational progress for Comstock 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 Mary Spade for assistance.

The AER is available for you to review electronically by visiting the following website [Annual Education Report 2023-2024](#), or you may review a copy in the main office at your child's school.

For the 2023-24 school year, schools were identified based on previous years' performance and is in year two of three of the CSI cohort year 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 2022-23. 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.

Comstock High School is identified as a Comprehensive Support and Improvement (CSI) and is currently in year two of three of the CSI cohort.

Comstock High School was mistakenly identified as a Comprehensive Support and Improvement (CSI) School because the 21-22 graduation rate was reported as 60.76% which is below the threshold. This was a clerical error as the correct graduation rate is in the high 90th percentile. Comstock High school will receive supports for three years while we work to address identified schoolwide needs. As stated above, CHS is currently in year two as of being labeled a CSI School. After the three years, Comstock High School's school data will be reviewed and CHS will either exit from CSI or enter another three years of CSI with more rigorous supports.

Comstock High School has a student body that struggles with a high transiency rate (15.9%), economically disadvantaged (56.6%) and a high population of students with disabilities (25.9%). In order to address these

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disparities, the school has undertaken several initiatives. We have partnered with community agencies and organizations in an effort to address the transiency concerns and economic disadvantages within our student body. One key initiative that we have embraced is the implementation of The Leader in Me throughout our school. Through this program, we frequently facilitate many of the important discussions that allow us to help support each other. In addressing our large population of students with accommodations. Our accommodations are intentional and collaboratively designed to meet the individual needs of our students.

State law requires that we also report additional information.

Students enrolled within Comstock High School must live in the district, have been accepted through school of choice or approved on release. For students residing outside of the district who wish to attend CHS, students are evaluated on a case by case basis and a decision is made based on such factors as academic and behavioral history.

The 3-5 year school improvement plan is in the implementation phase and available for review on our website using the following address <http://www.comstockps.org/academics/si>.

A copy of the core curriculum can be accessed by visiting <http://www.comstockps.org/curriculum>. Comstock Public Schools' curriculum is fully aligned with Michigan's Standards and Benchmarks and Grade Level Content Expectations for each core area. Curriculum maps and common classroom assessments have been developed to provide teachers with consistent expectations to monitor student achievement. Teachers are actively involved in the curriculum development process and provide valuable feedback as we continue to focus on high levels of academic achievement for all students.

In 2023, Comstock High School had 65 students take the SAT. 12 students or 18% of these students met benchmark proficiency in both evidenced based reading and writing (ERW). 29 students or 45% of these students met benchmark proficiency in ERW. 12 students or 18% of these students met benchmark proficiency in Math.

Comstock High School hosts parent /teacher conferences on four separate dates throughout the year. 46% or 173 students were represented by parents at parent/teacher conferences in the 2022/2023 school year.

College equivalent courses are offered at Comstock High School.

- 94 students were enrolled in a college course while attending CHS. This represents 24.86% of our student population. This was across three different programs. (Dual Enrollment, Early Middle College and Career & Technical Education)
- CHS is proud to offer two courses of Advanced Placement for our students. Those courses were Biology and Government and Politics
- 41 total students earned college credit. This represents 10.8% of our student population of 377. This figure includes all students from bullet point #1, plus five additional students (not enrolled in DE, EMC or CTE) who earned a 3 or higher on the AP exams.

Comstock High School is proud of the work of our staff as well as the subsequent academic accomplishments of our students. We have many teachers who have worked their entire careers at

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Comstock Public Schools. As a collaborative team we look at each student as an individual and work to offer personal curriculums for every student. We are excited to announce the CHS building initiative that is focused to enhance student learning and achievement. As part of our continuous effort to provide the best education possible, we are implementing formative assessments in our classrooms. Formative assessments are a valuable tool for both teachers and students. Formative Assessments are designed to gather feedback and monitor student progress throughout the learning process. The key benefits of incorporating formative assessments into our curriculum is to personalize learning, give immediate feedback, track student progress and provide active student engagement. We understand that every student is unique and every student's transition path after high school will be unique to them. It is with this in mind that causes us to strive each day to provide quality educational opportunities to all students through a wide variety of program offerings including post secondary offerings. Despite this pride, we are continually reflective of all programs in order to ensure that we meet the high standards of expectations of our community, students and staff. We plan our staff professional development days around these reflections.

Sincerely,

Mary Spade, Principal