

**ANNUAL EDUCATION REPORT
OF
CONCORD ACADEMY - BOYNE
1999-00**

The annual Education Report is one of the six sections of Public Act 25 of 1990, an act intended to improve the educational programs and outcomes of all students in Michigan's schools. This Annual Education Report contains the following components:

1. Mission Statement
2. Date of Public Meeting to Discuss This Report
3. Academy Highlights of the Year
4. State Accreditation Standards [includes 3-5 Year Improvement Plan]
5. Curriculum
6. Student Achievement
7. Number of Students with Disabilities
8. Parent Participation
9. Community Participation
10. National Goals Progress
11. 2000/01 Enrollment Report
12. Media Ads & Legal Notice of Enrollment

**CONCORD ACADEMY - BOYNE
CREED**

Concord means peace, harmony. Peace in the world begins with concord in my world, and that can happen only as I am honest, unselfish, generous, kind, forgiving considerate, respectful.

**1. Mission Statement
of
CONCORD ACADEMY - BOYNE**

Concord Academy - Boyne will provide an inspiring and challenging educational environment conducive to critical and creative thinking by integrating a strong fine arts program into the traditional academic curriculum.

**2. Date of Public Meeting to Discuss the
1999-00
Annual Education Report**

This Report was discussed at a Public Meeting on September 18, 2000.

**3. Concord Academy - Boyne
Highlights of the 1999-00 School Year**

1. Added 12th grade. Graduated our first class of High School Seniors.
2. Moved into our building expansion. New building dedication ceremony.
3. Added to instructional staff:
 - a. Elementary Orff teacher.

- b. High School Counsellor & Technology Coordinator.
- c. Elementary Reading Specialist.
- 4. Established Computer Lab with grant from State of Michigan.
- 5. Expanded High School curriculum offerings with addition of full-year Foreign Language elective, Chemistry, Computer Use elective, U.S. Government, Building Trades & Drama Tech electives.
- 6. Received Title I grant money for helping learning disabled students.
- 7. Encouraged staff to embrace technology by purchasing laptops for teachers.
- 8. Increased local awareness of charter schools with a press release campaign using digital pictures of our students in various activities.
- 9. Competed in organized sports: soccer, track, skiing - as a member of MHSAA.
- 10. Golden Apple recipient.
- 11. Visiting Artists' series. [Arts on the Go.]
- 12. Hosted Technology Open House for all schools in northern Michigan to showcase our new computer resources [the only one of its kind in this area], conducted by Apple Computer.
- 13. Camp READ, Summer reading program.
- 14. Drop Everything And Read (DEAR).
- 15. Public Service Club.
- 16. www.concordboyne.com

4. Accreditation Standards

During the 1999-00 School Year, CAB undertook the following activities to satisfy the following Ten State Accreditation Standards:

Standard #1: Educational Program. CAB uses a Curriculum Coordinator to plan, implement and evaluate its educational program. Efforts include regular staff meetings and continual research in educational topics.

Standard #2: Curriculum and assessment. State Board of Education content standards are the basis from which our curriculum is developed. We also consider our philosophy of education: "Tell me, I forget; show me, I remember; involve me, I understand." And we include our method of teaching social studies school-wide in a 3-year cycle.

Standard #3: Fiscal responsibility. CAB allocates resources in a fiscally responsible manner to teach the curriculum consistent with our Board policies. Such fiscal responsibility encompasses the selection of appropriate staff at appropriate pay levels and purchasing affordable supplies. We annually undergo a financial audit. For each year of our existence, these audits have found our financial position to be sound & increasing in strength.

Standard #4: Professional development. This year, CAB spent \$4,215.00 on purchased teacher training to improve educator skills. This training was purchased from several sources - independent conferences, State of Michigan, CharEm ISD - and involved every staff member in some capacity. We also conducted many in-house workshops on constructivism, computer training, and other education-related topics. These in-house workshops alone satisfied the professional development requirements of MCLA 380.1527.

Standard #5: Facilities and equipment. Our facility is considered by us and members of our ISD to be top-rate, and we maintain it as such. It is an appropriate learning environment. This year we completed our building addition, which greatly relieved our crowdedness. Here is a description of our existing building and the new section:

The existing building is approximately 13,500 square feet. It is single story, frame construction on a poured concrete slab foundation with a shingled, pitched roof. The exterior is a mixture of vinyl siding and brick. The interior walls are painted gypsum, and the floors are a mixture of waxed tile and carpeting. This building is made up of 12 classrooms, 4 office/administration rooms (including a teacher's work room/lounge) and appropriate bathroom facilities - all existing in a mostly rectangular-

shaped building. One main corridor runs the length of the rectangle, with classrooms on either side. The average classroom size is 20 x 30 feet. There are 3 oversized classrooms (30 x 40) - used for art, band & dance, respectively. Two of these larger rooms are separated by a folding partition so that we can open to a 60 x 40 room for special events.

The new construction is approximately 15,100 square feet. It is two story. The lower level (garden rooms) is on a poured concrete foundation with block and mortar walls. The upper level (sky rooms) is frame construction, with shingled pitched roof and vinyl siding - the same as the current building. On the lower level there are two classrooms, bathroom facilities, and an unfinished area (for future classrooms or storage). On the upper level there are 4 classrooms, bathroom facilities, a new staff lounge, and a large multi-purpose room. This large room includes a platform for rehearsals and performances to showcase the arts we teach, and it has been designed so that it can be expanded in the future when funds allow. It can also be used for recreation purposes. The wing areas of the platform double as conference rooms and individual practice rooms. The average classroom size is approximately 900 square feet, plus 100 square feet of storage in each room. These new rooms are larger because we house grades K-5 in this "wing" of our building. This provides a desired separation between our elementary students and our upper grades, while allowing for interaction at school-wide functions. The new construction also includes expanded parking areas for students & staff.

Standard #6: Community collaboration. To improve performance of students, we work closely with CharEm ISD for services such as speech therapy, emotional & learning disabilities. We also use parental involvement in all classrooms.

Standard #7: 3-5 Year Improvement Plan. There is a deep commitment among our staff to improve student performance. We prepare Progress Reports for each student at regular evaluation intervals. These reports are discussed with parents concerning the student's progress, and strategies for improvement are made and implemented. Also, we have the following plan to improve our school over the next 3-5 years:

3-5 Year School Improvement Plan - 1999/00

A. School Improvement Team Members

<u>Name</u>	<u>Title</u>
Sam Kosci	School Board Member
Lawrence Kubovchick	School Administrator
Barry Cole	Assistant Administrator
Karen Kubovchick	Curriculum Coordinator
Sandra Chambers	Teacher
Peg Faulman	Teacher
Sara Renaud	Teacher
John Herzog	Teacher
Laura Warren	Student
Trisha MacNamara	Student
Sari King	Parent

B. Mission Statement.

Our school's Mission Statement is stated at the beginning of this Annual Education Report. An integral part of our mission is the Concord Creed, also stated at the beginning of this Annual Education Report.

C. Goals based upon student outcomes. CAB students will:

1. Demonstrate the knowledge and competence necessary for achievement and continuing fulfillment in life-role pursuits.
2. Demonstrate creativity and flexibility in dealing with complex issues.

3. Participate as concerned/active citizens who positively contribute their time, energies, and talents to improve the welfare of themselves and others within their diverse community.
4. Apply innovative communication, problem-solving, leadership, and conflict resolution skills in relating to people who have fundamentally different backgrounds, priorities and beliefs from their own.
5. Identify, access, integrate and use available resources and information to reason, make decisions and solve complex problems in a variety of contexts.

D. Adult Roles Which CAB Graduates Should Be Prepared to Assume

1. Citizen

Collaborative contributors who use effective leadership and group skills to foster, develop, and support relationships with and between others in culturally diverse work, community and family settings.

Community contributors who contribute their time, energies, and talents to improving the welfare of others by improving the physical and mental quality of life in their diverse communities.

2. Worker

Effective communicators who are creative in applying verbal and written communications skills.

Innovative contributors who create intellectual, artistic, and practical contributions which reflect originality, high quality, and the use of advanced technologies.

3. Family Member

Self directed learners who use positive core values to create a positive vision for themselves and their future, set priorities and achievable goals, create options for themselves, monitor and evaluate their progress and assume responsibility for their actions.

E. Curriculum.

Concord’s core curriculum defines the outcomes to be achieved by all students. The outcomes are based on the State’s educational mission and the locally developed goals and objectives for students. Educational outcomes have been written in the following areas for each grade level: Mathematics, Science, Language Arts, Social Science, Fine Arts, Technology. A complete copy of the curriculum is available to the public in our school office.

F. Identification of Changes Required in Order to Provide Graduates with the Necessary Education and Skills and Specific Recommendations for Implementing Those Changes

School Improvement: Four areas of the core curriculum were identified for improvement, as follows:

- | | |
|-------------------------------|--------------------------------------|
| 1)Foreign Language..... | Peg Faulman, Middle School Teacher |
| | Tina Precup, Paraprofessional |
| 2)Writing Instruction..... | Karen Kubovchick, Curriculum Co-ord. |
| 3)Character Development | All Staff |
| 4)Technology | Heather Lowe, High School Teacher |

1. Foreign Language

- a. This year we offered German to the sixth and seventh grade. They were each given for two periods a week. The students will:
 - Follow simple directions and commands,
 - Demonstrate understanding of concrete words, simple phrases and sentences,
 - Demonstrate understanding of simple questions,
 - Listen to and comprehend simple stories,
 - Ask questions, for permission and for information,
 - Express feelings,
 - Name items belonging to given categories,
 - Read aloud simple texts containing familiar vocabulary,
 - Copy written words, phrases and sentences,
 - Write words and sentences from dictation.

- b. We offered Spanish as a full-year elective for high school students. An established curriculum was chosen and textbooks purchased [Ven Connmigo!]. The students will:
 - Follow directions and commands,
 - Demonstrate understanding of concrete words, simple phrases and sentences,
 - Demonstrate understanding of simple questions,
 - Ask questions, for permission and for information,
 - Name items belonging to given categories,
 - Attain multi-cultural awareness through encounters with various Spanish-speaking cultures,
 - Participate in activities to build competence in language proficiency,
 - Use audio and visual materials to increase language skills.

- c. We will introduce students to the written and spoken languages of the countries we are studying in depth. We will achieve this in the following ways:
 - Guest speakers will share information on countries including the written and spoken language,
 - Teachers will show students written languages and explain interesting components of the language (ex. The Hebrew alphabet contains numerical value as well as symbolic),
 - Children will listen to tapes, CD's and records of various languages,
 - Students will learn songs containing these foreign languages,
 - Students will dance to songs sung in various languages,
 - Games will be played using foreign words.

2. Writing

Last year we recognized through our assessment test scores a need for improved writing instruction. So, we undertook to review various writing curriculum. We researched resources on the Internet, and discussed them with peer schools. We even attended writing workshops. Our conclusion from all this was to select a curriculum to teach writing and a method to teach that curriculum. This plan was rolled out school-wide in the Fall of this year. We are already experiencing the following outcomes:

- a. Writing levels have improved for each student, as evaluated by individual writing assessments built in to the curriculum and standardized tests.
- b. Students write better at a younger age.
- c. Writing instruction is uniform across all grades and subjects (including fine arts), leading to re-inforcement of the solid principles of writing.
- d. We had one high school student win a local Hemingway writing contest.

3. Character Development

We have recognized the need to integrate the development of our students' character into every aspect of our school life. Staff agreed to examine different methods and ideas. We have taken the following initiatives:

- a. We have made character (behavior) a topic of focus in our school communications.
- b. We use our school Creed as a basis for character development.
- c. All teaching and discipline stem from agreement in the Creed.
- d. We have selected a variety of commercial & educational materials to use in teaching character development.
- e. We have shared our goals with parents, students and staff.

We expect the following outcomes:

- i. Students have a clear understanding of the behavior expected of them.
- ii. Students attitude and behavior will improve year by year, leading to a safer and more respectful school environment, conducive to better learning.

4. Technology

As discussed fully under Standard #9, below, this is probably the single-greatest improvement made in our school this year.

G. Implementation of Alternative Measures of Assessment

All teachers have completed in-service training in the following areas:

Constructivism
Portfolios
Multiple Intelligence's
Alternative Assessment

It is a required part of their lesson planning to include alternative assessments. Each week at our staff meeting, successful alternative assessments are shared.

These assessments are determined by the educational goals of CAB and the state.

H. Methods for the Effective Use of Technology

[Discussed under Standard #9, below.]

I. Opportunities for Structured On-the-Job Learning

We have made it our practice at Concord Academy-Boyne to never do anything ourselves that a student can benefit from and do. The following are some of the opportunities our students have had:

1. Landscaping for our new property became a project of the Science class to involve local environmental services with our students. They studied, and will implement an ecologically sound plan for our property.
2. When computers became available to our students we enabled them to work on a school website. They are involved also in it's maintainance. Some students have taken classes teaching them to operate and maintain our computers.
3. A student internship program is in existence at our school. For credit, students are assigned to various staff members. They participate by assisting in classrooms, the

office and with administration. They are trained and evaluated as they would be for any subject.

4. A “corporation” has been established for one of our academically challenged classes. The goal is to give them incentives to work, as well as give them insight into the way the real world operates. The students named the corporation and helped establish it’s guidelines. It includes rules, time sheets, incentive goals and “paychecks.”

Standard #8: Program changes in response to documented need. MEAP tests and various forms of assessments [including portfolios] help the staff to identify areas of need on an ongoing basis. See Standard #10, below.

Standard #9: Technology usage. This is probably the single-greatest improvement made in our school this year. We added a teaching position for it, Technology Coordinator. We acquired a portable lab of 11 laptop computers, color-laser network printer, ISDN high-speed data line and LAN modem for Internet access, digital camera, scanner, large screen monitor, network router, and 22 staff laptops - all connected by Apple Computer’s new wireless network technology called Airport. We also evaluated several Technology curriculums, selected one to acquire, and began offering computer instruction to our students. We are also in the process of supplying each classroom with the software necessary to enhance the curriculum. Points of interest:

- Techworks technology curriculum. The curriculum, Tech Works, has been purchased and is used for grades K- 8 to learn the proper use of computer. Each class has a scheduled period once a week, with the technology coordinator. The teacher attends this class and does follow through activities with the class throughout the week.
- Staff training sessions. Staff were organized into different levels of computer literacy, and we conducted extensive peer training workshops in areas such as lesson planning, record keeping and classroom work. Informal training continued throughout the year.
- High School computer class. This class had as one of their projects to make computer presentations to our elementary students, a great learning experience for both.
- Internet and CD-ROM Encyclopedia research. This resource increases in use all the time. We restrict student access to inappropriate material in several ways:
 - *Internet filter software, on our laptops and at our Internet Service Provider.
 - *CAB’s Acceptable Use Policy.
- Web page for the school. We even established our own website, www.concordboyne.com. This is a great communication tool. We put each teacher’s e-mail address on the faculty page of the website. We received an e-mail from someone in West Branch, MI. It said, “I just hit your website and loved it. I am a grandma of a kindergartener at CAB and now I can keep up with his school activities.”

We didn’t fully anticipate how our students & staff would discover ways to use this in their education. It’s been truly astounding. We were the first school in Michigan to acquire this innovative technology, and it has fit our needs perfectly. We will seek to increase use and availability of this resource in 2000/01.

Standard #10: Raising levels of performance. CAB continually seeks to allocate resources where improvement is most needed. Our most pressing need this year, as last year, was to remedy reading problems of low achieving students in elementary grades. One of our responses to this need was the addition of a full-time Reading Specialist who works with these students one-on-one throughout the week. This person also delivers library instruction and coordinates all such resources. Another response was participation in a pilot summer school program called Camp READ, coordinated through our local intermediate school district. This is a reading intervention program offered to elementary students who have experienced some difficulty with reading. It is held for a four week period during the summer, and uses a specific method of instruction called, “The Four Blocks.” Testing is done before and after the program, and every child we tested had a gain in ability. The program has been so successful that we have trained our entire staff to use it during the regular school year.

5. Curriculum

- a. Grades Served: Kindergarten through 12th Grade.
- b. Subjects Currently Offered: Math, Science, Language Arts, Social Studies, Dance, Drama, Drama Tech, Music, Art, Outdoor Education, Building Trades, Computer Use, Library, Foreign Language.
- c. Additional Subjects Planned for 2000/01: None.
- d. New Teaching Techniques Used: Multiple Intelligences, Bloom's Taxonomy, Multi-age grouping in Math, Portfolio assessment, Cross-core-curriculum integration, Team-teaching, Job-sharing, Constructivism, 4-block reading system, Power writing.
- e. Variances from State Core Curriculum: None.
- f. Areas of Core Curriculum Reviewed: Foreign Language, Writing Instruction, Character Development, Technology.
- g. Academy's Focus: Traditional academic curriculum with emphases on fine arts and character education.

6. Student Achievement

- a. Name of Standardized Tests Administered during 1999/00: MEAP, PSAT and ACT.
- b. Test Results by Grade: [Numbers are % of students scoring satisfactory on the test. For PSAT, numbers are % of students scoring above the 50th percentile.]

Grade	MEAP Science	MEAP Writing	MEAP Math	MEAP Reading	MEAP Soc. Stud.	PSAT Selection Index	ACT Composit e
4	-	-	100	74	-	-	-
5	59	71	-	-	47	-	-
7	-	-	90	79	-	-	-
8	95	71	-	-	76	-	-
9	-	-	-	-	-	-	-
10	-	-	-	-	-	100	-
11	64	81	77	83	69	60	100
12	-	-	-	-	100	50	66.7

It is important to mention that such scores are just one small indication of a student's progress at Concord Academy Boyne School. While other assessment information gathered in our school does not receive the publicity of MEAP scores, this is often a more important indication of a student's progress. Also we must reemphasize that every objective on the MEAP is important to a student, so while we compare at or above other schools, we will continually strive to improve these scores regardless of the scores of others. We will seek to improve until every student achieves every objective.

- c. Discrepancies in MEAP scores Based on Gender or Race: Our students were not categorized by gender or race when they sat for the test.
- d. Other Assessment Techniques Utilized by CAB: Student Portfolios, individual tests and quizzes, graded assignments, Progress Reports, and Report Cards.
- e. In January 2000, CAB was named one of the highest achieving elementary schools by Michigan Governor John Engler in his list of Golden Apple Award winners.

OTHER STUDENT ACHIEVEMENTS

Our students demonstrate high levels of achievement in many ways beyond standardized testing. Following are activities in which our students participate and give evidence of achievement:

1. MSBOA Band Competitions, Solo & Ensemble Festivals
2. Christmas Trees Around the World cultural study.
3. Student-directed Dramatic Presentations
4. McCune Arts Center Fair
5. Michigan Children's Art Exchange - MSU Extension
6. Boyne City Chamber of Commerce Scarecrow Contest - 2nd & 4th place winners.
7. Science Fair, Family Math Night
8. Student Performance (Sharing) Assemblies
 - a. Music
 - b. Drama
 - c. Dance
 - d. Comedy
9. Hemingway Writing Contest - 1st Place Winner and Honorable Mention
10. Big Rock Nuclear Power Plant - Science classes.
11. See North - Gigantic Eye exhibit.
12. Crooked Tree Youth Arts Exhibit
13. Dual Enrollment at local college.
14. 4H Archery Invitational.
15. Tae Kwon Do classes & demonstrations.

7. Number of Students with Disabilities

During the 1999/00 School Year, Concord Academy - Boyne enrolled 20 students with various disabilities. Learning disabilities were accommodated by the creation of a 504 Plan for each student, created by CAB teachers, ISD Special Education Coordinator and the student's parents. Physical disabilities were accommodated by our barrier-free facility.

8. Parent Participation

Our Student Handbook clearly states our philosophy about parental involvement in the education of their children: "The parents are responsible for helping their children learn, are expected to participate and support the school by involvement in the Concord Boyne Association (a parents, teachers, and family group). Parents are also asked to volunteer 10 hours per year (classroom aide, special fund raising projects, committee assistance, et cetera). Communication with the school staff is strongly advised."

a. Methods of Measuring Present Participation: We receive the services of a parent Volunteer Coordinator, who contacts other parents anytime we need help. This person has tracked the amount of Parent Participation for the school year. For 1999/00 we enjoyed the benefit of over 1,272 volunteer hours delivered by 70 different families. These hours were spent in many different ways: classroom aide, recess monitor, organizing & accompanying field trips and class trips, grounds maintenance, fund raisers, hot lunches, grant writing, book fair, philanthropy, moving to the new building, an elementary sleep in, PTO meetings, performances, etc.

b. Percent of Parent-Teacher Conferences Participation: 79%. We have observed that this is almost 100% for elementary student parents, drops off to approximately 60% for middle school parents, and further drops to almost 40% for high school parents. These results were tracked and reported by each teacher.

c. Number of Parent-Teacher Conferences: Two mandatory conferences per year, plus any others at the request of the teacher or parent of a student.

9. Community Participation

Karate Classes

Dance Classes

Public Service Club (19 students participating)

- Margaret Brindel's educational instruction on handicapped/challenged student needs.
- Bowling with CBP students.
- Christmas Open House with CBP students in their classroom.
- Swimming at Charlevoix Pool with CBP students.
- Skiing at Challenge Mountain with CBP students.
- Putt-putt golf with CBP students.
- Gym time with CBP students.
- Picnic with CBP students.

Our student Public Service Club meets monthly. With each activity, the club's goals are to assist the mentally and physically challenged with necessary equipment, provide friendship and inclusion, and learn how best to serve another individual's needs. This has developed into a major source of pride for our Academy.

Friends of the Boyne River

Cub Scouts Meetings

Release Time Bible Classes

Antique Flywheelers

American Legion

Salvation Army Bell Ringing (staff)

Wildlife Habitation Improvement Program

Christmas Caroling - Litzenburger Place (local nursing home)

Valentines cards for Litzenburger Place

2nd Graders good deeds pizzas.

Reading race - 2000 books read prior to 1/1/2000. Written up by local newspaper.

Technology Open House for all schools in northern Michigan

Establishment of community Skateboard & Rollerblade Park by one of our H.S. students

Who's In Charge?

Knitting afghans for needy.

Interlochen College Night

Student Council Activities

- a. Food drives, Salvation Army
- b. Christmas gifts, Operation Christmas Child
- c. Blood drives [National Honor Society].

1st Grade Christmas Food drive.

Apple Orchard visit, celebrating and studying local economic produce.

DARE - Police Dog Training Exhibition

DNR - Planted 4 acres with 40,000 tree seedlings.

Blue Goose mollusk education.

Michigan Library Association - Favorite Book Character Contest.

National Honor Society singing at Havencrest nursing home.

Art Project - Mural at local family fun center.

10. Progress Toward National Goals

Goal 1: All children in America will start school ready to learn.

Progress: a. We test all students entering Kindergarten to see if they are ready.

b. At our Kindergarten Round-Up we distribute to pre-school children & parents materials with ideas for "getting ready to learn."

c. We schedule an evening in the summer to educate pre-school students & parents on this topic.

Goal 2: The high school graduation rate will increase to at least 90%.

Progress: Our first 12th grade class had an enrollment of 5. Of these seniors, all graduated. This is not truly representative of our progress toward this goal, which we believe will take several years to evaluate. However, we maintain a low student/teacher ratio, which we believe will help us achieve a high graduation rate.

Goal 3: All students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter, including English, Math, Science, Social Studies. Every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

Progress: a. We train our teaching staff to cause students to use their minds well.

b. We measure this by our assessments and by standardized tests.

c. We quickly expose and remediate areas of low performance at every grade level.

d. Our Board of Directors has established very stringent requirements for graduation from our high school, including multiple-year requirements for all the subjects listed in Goal #3.

e. This year we added separate course in US Government, in addition to our Social Studies curriculum, to prepare students for responsible citizenship. We also added a Practical Math course to prepare students with life math skills, enabling them to be productively employed in our Nation's modern economy.

f. This year we offered several summer school courses for high school students who needed to satisfy additional requirements. We offered Math, Social Studies, and English. These classes were taught by our high school teacher, Miss Renaud.

Goal 4: Our teachers will have access to programs for improvement of their professional skills.

Progress: As stated elsewhere in this Annual Education Report, CAB spent \$4,215.00 in 1999/00 on teacher training to improve educator skills. This training was purchased from several sources - independent conferences, State of Michigan, CharEm ISD - and involved every staff member in some capacity.

Goal 5: United States students will be first in the world in Math and Science achievement.

Progress: a. As measured by MEAP scores, CAB students were 3rd in science and 2nd in math achievement in our ISD for 1998/99. While we still await comparison data for the ISD, we know our own MEAP scores are significantly higher in 1999/00 over 1998/99.

b. We offer a variety of science & math classes to meet each student's needs.

c. We offer after-school tutoring and small group instruction in these subject areas to help struggling students improve.

Goal 6: Every adult American will be literate, able to compete in a global economy and exercise the responsibilities of U.S. citizenship.

Progress: a. US citizenship is normally taught as part of our social studies curriculum. [See *Progress* for Goal #3, above.]

b. Behavior/character is an integral part of our school life.

c. We have created a staff position of Reading Specialist to produce 100% literacy in our school, as discussed elsewhere in this report.

Goal 7: Every school in the U.S. will be free of drugs and violence, and will offer a disciplined environment conducive to learning.

Progress: a. Our school is a drug-free, alcohol-free and tobacco-free campus.

- b. We also prohibit weapons, violence and sexual harassment of any kind. [One student received demerits this year for displaying hate/violence symbols. These demerits led to the student's expulsion.]
- c. Teaching staff have been trained to watch for signs of such behavior.

Goal 8: Every school will promote partnerships that will increase parental involvement and participation.

Progress: As stated elsewhere in this Annual Report, our Student Handbook clearly states our philosophy about parental involvement in the education of their children: "The parents are responsible for helping their children learn, are expected to participate and support the school by involvement in the Concord Boyne Association (a parents, teachers, and family group). Parents are also asked to volunteer 10 hours per year (classroom aide, special fund raising projects, committee assistance, et cetera). Communication with the school staff is strongly advised." For 1999/00 we enjoyed the benefit of over 1,272 volunteer hours delivered by 70 families. These hours were spent in many different ways: classroom aide, recess monitor, organizing & accompanying field trips and class trips and sleepovers, grounds maintenance, fund raisers, hot lunches, grant writing, book fair, philanthropy, teacher appreciation luncheon, moving into our new building, and others. We also produce a weekly newsletter to inform parents about school activities at each grade level. Finally, we have established a website for our school, which will contain additional information such as classroom assignments, topics being studied, upcoming events & performances.

11. 2000/01 Enrollment Report

- a. CAB's Application Periods for the 2000/01 academic year:
 - i. Re-enrollment period: 4/3/00 through 4/15/00.
 - ii. New Students period: 4/17/00 through 4/29/00.
- b. Media used to inform public of CAB's Application Period:
 - i. Newspapers: Petoskey News-Review, The Citizen [described below, item 14].
 - ii. Other: Posted on school doors, student newspaper, school newsletter.
- c. Sibling Random Selection drawing: None required.
 - i. Date conducted: N/A Time: N/A
 - ii. Location: CAB Office, Computer-generated drawing.
 - iii. Conducted by: Nick Baic, Annik Engineering, PO Box 25, Walloon Lake, MI 49796.
- d. New Student Random Selection drawing:
 - i. Date conducted: 5/5/00 Time: 8:37 a.m.
 - ii. Location: CAB Office, Computer-generated drawing.
 - iii. Conducted by: Nick Baic, Annik Engineering, PO Box 25, Walloon Lake, MI 49796.
- e. Enrollment Profile Statistics:

Grade	Drawing?	# Spaces	# Re-enroll	# NewApp	# NewEnroll	Total Enroll	# Wait List
K	Yes	20 [+10%]	1	27	20	21	-
1	Yes	20 [+10%]	26	4	-	22	4
2	No	20 [+10%]	17	2	2	19	-
3	No	20 [+10%]	19	3	3	22	-
4	No	20 [+10%]	18	5	4	22	1
5	No	20 [+10%]	18	2	2	20	-
6	No	20 [+10%]	17	4	4	21	-
7	Yes	20 [+10%]	20	7	2	22	3
8	No	20 [+10%]	18	1	1	19	-
9	No	20 [+10%]	18	-	-	18	-
10	No	20 [+10%]	12	2	2	14	-
11	No	20 [+10%]	11	-	-	11	-
12	No	20 [+10%]	14	-	-	14	-
Other		-					
Totals		260 [+10%]	209	57	40	245	8

- f. Total Number of new students enrolled from:
 - i. private schools: 0
 - ii. home schools: 1
 - iii. public schools: 39
- g. Student Failure Rate: $5/220 = 2.27\%$.
- h. Percentage of Pupil Retention: $209/220 = 95\%$.
- i. Did CAB deny any student enrollment for 2000/01? Yes.
- j. Comments:
 - i. Administrator has discretion to increase class size by 10% to accommodate siblings.
 - ii. Of the 26 students in Kindergarten for 1999/00, 22 have been promoted to 1st grade pursuant to the Random Selection drawing conducted last year.

12. Media Ads & Legal Notice of Enrollment

Identical advertisements were run in the Petoskey News-Review on 4/14/00 and Boyne City's The Citizen on 4/12/00. They read:

Concord Academy Boyne

Open Enrollment

Grades K-12

April 17 - 29, 2000

Kindergarten Round-Up

April 27, 2000

Call for an appointment.

Student Application forms
may be picked up daily
8am-4:00pm.

00401 East Dietz Road
Boyne City

231-582-0194