

**ANNUAL EDUCATION REPORT**  
**OF**  
**CONCORD ACADEMY - BOYNE**  
**2000-01**

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. 2001/02 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**  
**2000-01 Annual Education Report**

This Report was discussed at a Public Meeting on September 17, 2001.

**3. Concord Academy - Boyne**  
**Highlights of the 2000-01 School Year**  
**Points of Academy Pride**

1. High School students interacting with elementary students. (Leeses teach Spanish, J. Biehl teacher's aide, D. Batterbee teacher's aide).
2. AOTG presentations. (Mime, SVSU Woodwind quintet performance & workshops, Poet in residence, diggereedoo player.)

3. Soccer & Basketball teams. Made the most of difficult circumstances. Student/Faculty basketball games at EJ Civic Center.
4. Drama Productions, including The Sound of Music and Up the Down Staircase.
5. Community collaboration. Boyne Area Soccer used our fields. Schools interested in using our performance room.
6. First-ever recipient of Meeting Educational Goals grant from Lake Superior State University.
7. We were designated as a Family Friendly School by the Meijer Foundation.
8. TTI laptop computers enabled us to have 3 computer carts for student use.
9. Public Service Club.
10. Staff development policy for tuition re-imburement.

#### **4. Accreditation Standards**

During the 2000-01 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 \$11,989.75 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.

wWe conducted 2 teacher in-service days before the start of the school year, and we conducted three half-day teacher workshops during the school year. These in-house workshops alone satisfied the professional development requirements of MCLA 380.1527.

wStaff Development - 1/2 Day Workshop - Raven Hill Presentation: 10/12/00.

wStaff Development at several Universities.

- a. Chambers @ GVSU
- b. Herzog @ GVSU
- c. Borgeld @ Marygrove
- d. Bartek @ Marygrove
- e. Stoppel @ Spring Arbor
- f. Mills @ CMU
- g. Sandison @ CMU
- h. Sarya @ Weickert & Orff

wStaff Development - 11/6/00 Full Day Workshop for elementary staff - CharEm ISD Presentation: Elementary Literacy. Topics: MLPP, Directed Reading, Guided Reading Training.

**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. At the close of the year we decided to proceed with repairs to the attic ventilation problem. This year we had another charter school inquire about using our performance room for their performances. They also sent builders here to use our performance room as a model for the one they are adding.

**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. For further information, see sections 8 and 9 of this Annual Education Report, below.

**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 - 2000/01*

**A. School Improvement Team Members**

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

**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: Areas of the core curriculum were identified for improvement, as follows:

- 1) Foreign Language..... Peg Faulman, High 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
- 5) Elementary Reading Program..... Susan Kinney, Elementary Reading Specialist

**1. Foreign Language**

- a. This year, as last year, we offered German to the sixth and seventh grade. They were each given for two periods a week. The students will:
  - w Follow simple directions and commands,
  - w Demonstrate understanding of concrete words, simple phrases and sentences,
  - w Demonstrate understanding of simple questions,
  - w Listen to and comprehend simple stories,
  - w Ask questions, for permission and for information,

- w Express feelings,
  - w Name items belonging to given categories,
  - w Read aloud simple texts containing familiar vocabulary,
  - w Copy written words, phrases and sentences,
  - w Write words and sentences from dictation.
- b. We again offered Spanish as a full-year elective for high school students. An established curriculum was chosen and textbooks purchased [Ven Conmigo!]. The students will:
- w Follow directions and commands,
  - w Demonstrate understanding of concrete words, simple phrases and sentences,
  - w Demonstrate understanding of simple questions,
  - w Ask questions, for permission and for information,
  - w Name items belonging to given categories,
  - w Attain multi-cultural awareness through encounters with various Spanish-speaking cultures,
  - w Participate in activities to build competence in language proficiency,
  - w Use audio and visual materials to increase language skills.
  - w One feature we added in 2000/01 was the high school students teaching Spanish to elementary students. This involved weekly lessons for the elementary students and resulted in deeper learning for the high school students as well as some great interaction between the two age groups.
- 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:
- w Guest speakers will share information on countries including the written and spoken language,
  - w Teachers will show students written languages and explain interesting components of the language (ex. The Hebrew alphabet contains numerical value as well as symbolic),
  - w Children will listen to tapes, CD's and records of various languages,
  - w Students will learn songs containing these foreign languages,
  - w Students will dance to songs sung in various languages,
  - w Games will be played using foreign words.

## 2. Writing

Two years ago 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. Professional instructors taught us a writing method called, "Power Writing." This plan was rolled out school-wide in the Fall of last year. Since then, we have experienced 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

Since our founding, we have recognized the need to integrate the development of our students' character into every aspect of our school life. Events of recent years have only

served to confirm this need. 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.
- f. We give awards related to good character.

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 was probably the single-greatest improvement made in our school last year. With the Michigan Teacher Technology Initiative, we were able to make further improvements this year.

#### 5. Elementary Reading Program

Our results with our reading program were good; however, we felt there was a need for more consistency and uniformity between grades. The following steps were taken to reach our goal:

- a. We examined several reading curricula.
- b. We consulted with CharEm ISD specialists and chose a program called "4-Block Reading."
- c. Extensive training of teachers and the Curriculum Coordinator took place.
- d. The program was implemented and has brought excellent results, based on our before-and-after assessments of students.

### **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-Boyer to not 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. In fact, this project has stretched over several years, involving different classes of students.
2. When computers became available to our students we enabled them to work on a school website. They are involved also in its maintenance. 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. For some, this has been a catalyst to spur them to college studies aimed at becoming a teacher.
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 its 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. In the 1999/00 Annual Education Report, we stated, "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:

wTechworks 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.

wStaff 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.

wHigh 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.

wInternet 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.

wWeb 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."

So, how did we do this year in increasing the use and availability of this resource? Our achievement was pretty much handed to us by the State of Michigan, through the Teacher Technology Initiative.

wLaptop computers for teachers. Since our staff already had laptop computers, we developed a unique solution using a swap of new computers for old. Staff all got the new, TTI-specified laptops.

wLaptop computers for students. In exchange, they traded their old iBooks in to the school. We have assembled these into two additional carts of iBooks for student use. That's a total of 32 iBooks for students.

wTTI Fair Use Policy. Each teacher agreed to the TTI Fair Use Policy, which includes "Use of the computer to support and enhance his or her ability to deliver instruction to students through such things as:

iLesson Plan development

iOnline training

iUsing the computer during instruction

iCommunicating with colleagues, parents, and students.

wTTI Use Plan. Each teacher completed a TTI Use Plan describing how they intended to use the computer to enhance their own professional growth and teaching in the classroom.

wTTI Web-based self-assessment. Each teacher completed a self-assessment survey. This information can be used by the State, in aggregate, to determine the technology skills of Michigan teachers. It can also be used by each teacher to gauge his own skill-level and improvement.

wTTI follow-up self-assessment. Each teacher agreed to participate in a follow-up, Web-based self-assessment within one year of receiving a computer.

So, we continue to make great strides in technology. We already have plans for further improvements in the use of this powerful tool in 2001/02.

**Standard #10: Raising levels of performance.** CAB continually seeks to allocate resources where improvement is most needed. Our most pressing need last year, as the year before, was to remedy reading problems of low achieving students in elementary grades. This need continued to be pressing this year. 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 coordinates all such resources. Another response was participation in a 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 last year had a gain in ability. The program has been so successful that we repeated it again this summer and 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, Cartography, Computer Use, Library, Foreign Language.
- c. Additional Subjects Planned for 2001/02: 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: Social Studies, Reading, Writing.
- 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 2000/01: 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	EA P  Science	EA P  Writing	EA P  Math	EA P  Reading	EAP  Social Studies	SAT  Selection Index	CT  Composite
4			9	3			
5	00	7			50		
7		5		1			
8	5	0			60		
9							
10							
11	00	5	5	5	52	00	
12	6	6	3	00	50		

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.

## 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. McCune Arts Center Fair
3. Michigan Children's Art Exchange - MSU Extension
4. Craypas Art Contest
5. Mural painting - The Jungle, Petoskey, MI
6. Boyne City Council, presentation on history of Boyne Valley by our HS cartography students.
7. Science Fair, Family Math Night
8. Student Performance (Sharing) Assemblies
  - a. Music
  - b. Drama
  - c. Dance
  - d. Comedy
9. Toyota Scholar - Laura Warren.
10. Character Dress Up Day - Summer reading contest celebration.
11. See North - Bee Keeping demonstration.
12. Crooked Tree Youth Arts Exhibit
13. Dual Enrollment at local college.
14. 4H Archery Invitational.
15. Tae Kwon Do classes & demonstrations.
16. We were the only student group from N. Michigan recognized in attendance at a concert of The Wright Brass, a division of the US Air Force Band of Flight. 10/13/00. The mission of the band is to support military commanders through long-standing ceremonial traditions, promote our National Heritage, build national pride, and enhance patriotism in the American public through music.
17. Leese brothers teach Spanish language to our 3rd grade class.
18. Boyne City Creative Playground. Kick off community meeting (11/6/00) - music led by Gwen Sarya, with CAB students performing on xylophones and singing with whole community.
19. Boyne City Little League, Boyne Area Hockey, Boyne Area Soccer, Boyne Youth Football.
20. National Honor Society Blood Drive.

### **7. Number of Students with Disabilities**

During the 2000/01 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 2000/01 we enjoyed the benefit of over 1,100 volunteer hours delivered by 65 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 at conferences November 8-9, 2000 and May 9-10, 2001:**

<u>Class</u>	<u>% Parents @ Fall Conference</u>	<u>% Parents @ Spring Conference</u>
K	100	100
1	100	95
2	95	100
3	91	95
4	100	100
5	100	95
6	95	100
7	78	86
8	58	95
9	94	36
10	88	33
11	33	17
12	30	20
<b>Straight Avg.</b>	<b>82%</b>	<b>75%</b>

As you can see, this is almost 100% for elementary student parents, drops off for middle school parents, and further drops for high school parents. These results were tracked and reported by each teacher. This pattern has existed before; so, in order to increase participation for the upper grades this year, we distributed grade cards at conferences. This plan was a resounding success and will probably be repeated.

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). Typical activities include:

w Margaret Brindel's educational instruction on handicapped/challenged student needs.

w Bowling with CBP students.

w Christmas Open House with CBP students in their classroom.

w Swimming at Charlevoix Pool with CBP students.

w Skiing at Challenge Mountain with CBP students.

w Putt-putt golf with CBP students.

w Gym time with CBP students.

w 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

Boy Scouts/Cub Scouts Meetings  
Release Time Bible Classes  
Antique Flywheelers  
American Legion  
Salvation Army Bell Ringing (staff)  
Wildlife Habitation Improvement Program  
Who's In Charge?  
Student Council Activities

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

Apple Orchard visit, celebrating and studying local economic produce.  
DARE - Police Dog Training Exhibition  
Art Project - Mural at local family fun center.  
Barn Painting.  
Other activities as listed in section 6, above.

## **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 second 12th grade class had an enrollment of 14. 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. One example is Camp READ, our summer school program for elementary students who need extra help developing their reading skills.

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 this Goal #3.

e. Last year we added a 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. This year we continued these courses.

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

**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 almost \$12,000.00 in 2000/01 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. Of particular note is that 8 (30%) of our staff are taking graduate-level studies at Universities.

**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. We also know our own MEAP scores are significantly higher in 1999/00 over 1998/99 and our 2000/01 scores were higher than 1999/00.

b. We offer a variety of science & math classes to meet each student's needs, featuring small class size.

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, with all conduct - student and faculty - governed by our Creed.

c. We have created a staff position of Reading Specialist to produce 100% literacy in our school.

**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. [This year several students were expelled for violent behavior, and one for theft.]

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:* See section 8 of this Annual Education Report, above.

## **11. 2001/02 Enrollment Report**

a. CAB's Application Periods for the 2001/02 academic year:

i. Re-enrollment period: 3/12/01 through 3/24/01.

ii. New Students period: 4/16/01 through 4/28/01.

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: 4/30/01 Time: 2:45 p.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
	Yes	20	0	2	21	21	0
	s	[+10%]		5			
	Yes	20	22	7	0	22	7
	s	[+10%]					
	Yes	20	21	4	1	22	3
	s	[+10%]					
	Yes	20	19	5	2	21	0
	s	[+10%]					
	No	20	17	3	3	20	0
		[+10%]					
	No	20	19	2	2	21	0
		[+10%]					
	No	20	16	5	5	21	0
		[+10%]					
	Yes	20	20	6	1	21	0
	s	[+10%]					
	Yes	20	22	4	0	22	4
	s	[+10%]					
	No	20	21	1	1	22	0
		[+10%]					
<b>0</b>	No	20	16	3	3	19	0
		[+10%]					
<b>1</b>	No	20	13	1	1	14	0
		[+10%]					
<b>2</b>	No	20	10	0	0	10	0
		[+10%]					
<b>Other</b>		-					
<b>Totals</b>		260	216	66	40	256	14
		[+10%]					

- f. Total Number of new students enrolled from:
  - i. private schools: 0
  - ii. home schools: 2
  - iii. public schools: 17
- g. Student Failure Rate:  $2/243 = 0.8\%$ .
- h. Percentage of Pupil Retention:  $216/243 = 89\%$ .
- i. Did CAB deny any student enrollment for 2001/02? Yes.
- j. Comments:
  - i. Administrator has discretion to increase class size by 10% to accommodate siblings.
- k. High School enrollment statistics:
  - i. Students enrolled in post secondary courses: Josh Leese, Laura Warren.
  - ii. College level equivalent courses offered to pupils: Through dual enrollment, any qualified CAB student can take any class offered by local community colleges which he is able to satisfy course requirements.
  - iii. Students who took college level equivalent examinations:  $2/55 = 4\%$ .
  - iv. Students who achieved college level credits:  $2/55 = 4\%$ .

## **12. Media Ads & Legal Notice of Enrollment**

Identical advertisements were run in the Petoskey News-Review on 4/15/01 and Boyne City's The Citizen on 4/11/01. They read:

### **Concord Academy Boyne**

#### **Open Enrollment**

Grades K-12

April 16 - 28, 2001

#### **Kindergarten Round-Up**

April 19, 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