

ANNUAL EDUCATION REPORT
OF
CONCORD ACADEMY - BOYNE
2001-02

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 16, 2002.

3. Concord Academy - Boyne
Highlights of the 2001-02 School Year
Points of Academy Pride

1. High School students interacting with elementary students. (Kyle Leese & others teaching Spanish, Trish McNamara teaching Science, various Aides).
2. AOTG presentations. (Barbara Bailey Hutchinson - folk singer, Robert Jones - blues singer, M.L. Liebler - poet, Glyn Webb - Mark Twain impersonation, For a Good Time Theater, Gemini - international instrumentalist)
3. Girls Volleyball team. Made the most of difficult circumstances. Student/Faculty game at EJ Civic Center. Practice with Boyne Falls, Volunteer coach Laura Snyder did a terrific job.

4. Drama Productions, including Oz, Cinderella, Mrs. Patterson's \$5,000 Dog is Dead, Rumpelstiltskin, The Ransom of Emily Jane, Time and Time Again, Pocohontas, Snake in the Grass.

5. Community collaboration. Our parents involved in Scouts, Little League, Youth Football, 4-H, Soccer, Sailing, Swimming. We hosted School Board Training session here, 5/6/02.

6. Public Service Club.

7. Staff development efforts: Staff Retreat - September 20-21, 2001. Many teachers take advantage of Tuition Re-imbusement.

8. Partnership for Learning. We were their Editor's Pick for high ratings in the area of family involvement, with 22 Bridges to Meaningful Participation. Our school was highlighted on their website: www.partnershipforlearning.org.

9. Individual Student Accomplishments:

a. Vivki Stevens toured Europe with the Blue Lake International Chorus.

b. Brittney Farrell was selected to attend Women in Engineering Camp at Michigan

Tech.

c. Martha Precup was one of only 76 students nation-wide selected to study Oregon's Woodlands in the 2002 Earthwatch Institute.

d. Barbie Smith had her work, *Beloved*, published in the Michigan Reading Association's 11th annual *Kaleidoscope!*

e. Ruthie Garibay was awarded the Crooked Tree Youth Art Show Staff Award.

f. Amanda Gibbs received Special Distinction at the Crooked Tree Youth Art Show.

10. Standard & Poors School Evaluation Services, Educational Return Summary. This report was released 9/16/02, and CAB compared very favorably to our peer group in MEAP passing rate and Performance Cost Index. Further information can be found at the SES website: www.ses.standardandpoors.com.

4. Accreditation Standards

During the 2001-02 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 \$11,514.19 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 conducted 2 teacher in-service days before the start of the school year, and we conducted four half-day and one whole-day teacher workshops during the school year. These in-house workshops alone satisfied the professional development requirements of MCLA 380.1527.

♦Staff Development - 2 Day Workshop/Retreat - The Headlands: 9/20/01.

♦Staff Development at several Universities.

- a. Cole @ CMU
- b. Herzog @ GVSU
- c. Borgeld @ Marygrove
- d. Lowe @ WMU
- e. Stoppel @ Spring Arbor
- f. Rothschild @ CMU & Marygrove
- g. Sandison @ GVSU
- h. Sarya @ Weickert & Orff

♦Staff Development - May 2002 Workshop for elementary staff - Math Curriculum Presentation.

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. Two years ago we completed our building addition, which greatly relieved our crowdedness. During this year we proceeded with repairs to the attic ventilation problem.

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 - 2001/02

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
Sandy Herzog	Teacher
Peg Faulman	Teacher
Sara Hornick	Teacher
Lynn Lovewell	Teacher
Aria Everts	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: In 2001/02, we made significant improvements in the following areas:

- 1) Foreign Language Peg Faulman, High School Teacher
 Tina Precup, Paraprofessional
- 2) Writing Instruction Karen Kubovchick, Curriculum Co-ord.
- 3) Literature Karen Kubovchick & All Staff
- 4) Special Education Services Susan Kissinger, Sue Kinney, Mike Webster
- 5) Elementary Reading Program Susan Kinney, Elementary Reading Specialist
- 6) Science Room Improvements Mark Osterhouse, Custodian
- 7) Library Margo Rothschild, Librarian

1. Foreign Language

- a. We again offered Spanish as a full-year elective for high school students. This year we also offered a full second-year class of Spanish. 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.
- One feature we added in 2000/01 and repeated in 2001/02 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.
- b. 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

Three 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 2000. 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 reinforcement of the solid principles of writing.
- d. We had one high school student win a local Hemingway writing contest. We also had a high school student published by the Michigan Reading Association.

3. Literature

We consider ourselves to be a literature-based school. By that we mean our curriculum is taught primarily through the use of literature books, rather than traditional textbooks. These are the improvements we have made to this area of instruction:

- a. Several teachers have initiated a summer reading program for all students, not simply those experiencing reading difficulties. The goal is to keep students' reading skills sharp over the summer. Reading books selected correlate with the first Social Studies unit the students would encounter the next Fall.

b. Teachers and our Curriculum Coordinator also match reading books to our Social Studies curriculum throughout the school year. We even match literature to Science curriculum.

c. In the Fall, we celebrate the summer readers with a "Character Dress Up Day" instead of a halloween party.

♦Each child and teacher dresses up as a favorite character from a favorite book. Of particular note is our Chief Administrative Officer dressed as Hank the Cowdog, and our Curriculum Coordinator as Amelia Bedelia.

♦We give awards to the top readers (those who read the most over the summer) in each class and participation awards to any student who reads anything.

♦Parents come and celebrate with us.

d. We conducted several teacher in-service training sessions to demonstrate the value and methods of integrating literature into all aspects of curriculum.

4. Special Education Services

We made huge improvements in serving our students who have special educational needs. In so doing, we also helped relieve some burden on our staff, freeing them to improve our education to our students who have normal educational needs.

a. Susan Kissinger. We hired a certified Special Education teacher to work one day per week. She accomplished:

i. Establishment, review & oversight of a unified approach to serving special needs students.

ii. Teaching specific students.

iii. Working with families, teachers, and CharEm to establish educational plans for each student with special needs, including documenting progress and filing forms with the appropriate governing agencies.

iv. Recommending levels of special education services for next year.

v. Mentoring Susan Kinney, our Reading Specialist.

b. Mike Webster. During the year we seemed to need more help with certain high school students, particularly boys. Since the funds to pay for such help were not anticipated in our budget, we conducted a separate fund-raiser to cover this expense. From these proceeds, we hired Mike Webster to work part-time. He made an enormous impact on the students intended. Morale improved, work ethic improved, attitude improved, LEARNING improved.

c. Laptop computers for students with special needs. With funds from several grants, we were able to acquire 5 laptops for use by students with special needs. [See Standard #9, below.]

5. Elementary Reading Program

Last year we declared, "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."

So, 2001/02 was our first full year to use the 4-Block reading system. Here's what we've done:

a. We trained all our teachers in its use. Then, we trained them further.

b. We set aside specific times during in-service days to share best practices - what's working and what isn't.

c. We assigned a Paraprofessional to coordinate the extensive testing & materials preparation.

d. We sought volunteer parent help for specific students.

e. We purchased additional books geared specifically for this program.

While we have no historical trends on which to evaluate our success with the program, we are very pleased with the initial improvement in student performance.

6. Science Room Improvements

2001/02 saw the creation of our new Science Lab for teaching high school science. This enabled us to offer Chemistry for the first time to high school students, which is an entrance requirement of almost every undergraduate university or college. To create this lab we combined two rooms, removing the wall in between. We re-routed the wiring, cut out the existing wall, removed the debris and finished the exposed cuts, replaced carpet with tile, installed new sinks and counters and GFI outlets, prepared the space for ventilation systems.

7. Library

We committed three large investments to our library, which really supports our efforts to improve reading:

- a. We changed Margo Rothschild's responsibilities to include proactively teaching Library use to our elementary students, in addition to her secondary English responsibilities. We added Lorraine Rauen to assume Margo's Kindergarten duties.
- b. As the first-ever recipient of the LSSU Meeting Educational Goals grant, we dedicated those funds to improving our Library. We purchased a new computer with all the peripherals needed to label library books, electronically catalog them and check them in and out of the library, printed binding labels and cards and pockets, and acquired some new books. We are very grateful to LSSU for their support.
- c. We subscribed to an on-line library service called INET LIBRARY. [See Standard #9, below.]

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 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 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. 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 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. 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:

- ♦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."

So, in the 2000/01 Annual Education Report we asked and answered, "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.

- ♦Laptop 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.

- ♦Laptop 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.

- ♦TTI 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:

- Lesson Plan development

- Online training

- Using the computer during instruction

- Communicating with colleagues, parents, and students.

- ♦TTI 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.

- ♦TTI 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.
- ♦TTI 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.”

OK, what improvements did we make in the use of this powerful tool in 2001/02?

- ♦Laptop computers for students. The new carts of iBooks were in demand immediately and remained so all year. They were used in almost every subject area - science, math, literature, english, social studies - in almost every capacity - research, typing, presentations, data collection & storage.
- ♦Laptop computers for students with special needs. With funds from several grants, we were able to acquire 5 laptops for use by students with special needs. In one specific case, we were able to establish an educational program for an autistic boy almost entirely on a computer.
- ♦Inet Library Membership. Our Technology Coordinator discovered a fantastic research and resource site, Inet Library. We paid for a school-wide membership at this site, and use it as our primary internet tool for educational materials. It's even available for student use in their homes in the evenings.
- ♦Inappropriate usage. One disappointing development this year was several instances of inappropriate use of school computers by students, including hi-jacking passwords, changing operating system settings, by-passing internet content filters, e-mailing untruths about school personnel.

Guess what we have planned for 2002/03!?!?

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 2002/03: Economics, various on-line classes.
- 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 2001/02: MEAP, EXPLORE, ACT and Iowa Test of Basic Skills.
- b. Test Results by Grade: [For MEAP, numbers are % of students scoring satisfactory on the test. For ACT & ITBS, numbers are percentile rank nationally. For EXPLORE, numbers are % of CAB students above 50th percentile nationally.]

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. The Art Train.
- 7. Science Fair, Family Math Night
- 8. Student Performance (Sharing) Assemblies
 - a. Music
 - b. Drama
 - c. Dance
 - d. Comedy
- 9. Northern Michigan Antique Flywheelers.
- 10. Character Dress Up Day - Summer reading contest celebration.
- 11. See North - Birds of Prey.
- 12. Crooked Tree Youth Arts Exhibit
- 13. Dual Enrollment at local college.
- 14. 4H Archery Invitational.
- 15. Tae Kwon Do classes & demonstrations.
- 16. Thornswift Nature Preserve.
- 17. Boyne City Little League, Boyne Area Hockey, Boyne Area Soccer, Boyne Youth Football.
- 18. National Honor Society Blood Drive.
- 19. Flute Trio played at Stafford's Bay View Inn for Christmas.
- 20. Camp Daggett ropes course.
- 21. Spelling Bee.
- 22. Mini-society - 5th grade.

7. Number of Students with Disabilities

During the 2001/02 School Year, Concord Academy - Boyne enrolled 39 students with various disabilities. Learning disabilities were accommodated by the creation of a 504 Plan or IEP 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.

Title I	9 students
Section 504	23 students
IEP (Special Ed)	7 students

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 2001/02 we enjoyed the benefit of over 750 volunteer hours delivered by 50 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 7-8, 2001 and May 8-9, 2002:

Class	% Parents @ Fall Conference	% Parents @ Spring Conference
K	90	100
1	100	100
2	100	100
3	85	95
4	89	95
5	100	100
6	86	86
7	90	100
8	77	90
9	68	22
10	89	27
11	79	23
12	40	22
Straight Avg.	84%	74%

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 last year, we distributed grade cards at conferences. This plan was a resounding success and was repeated this year.

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 (16 students participating). There were two outings this year:

- ◆ Bowling with CBP students.
- ◆ Swimming at Charlevoix Pool with CBP students.
- ◆ Skiing at Challenge Mountain with CBP students.
- ◆ 1st Annual VSA Arts Spring Festival at NCMC with CBP students.

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 third 12th grade class had an enrollment of 10. Of these seniors, nine 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 middle and high school students who needed to satisfy additional requirements. We taught Social Studies. These classes were taught by our secondary teacher, Mrs. Sandison.

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 2001/02 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. For 2001/02, the percentage of CAB 8th grade students meeting or exceeding Michigan standards was 71.4 for math and 76.2 for science. This compared favorably to the State Averages of 53.8 for math and 66.6 for science.

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.

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 2002/03 academic year:

i. Re-enrollment period: 3/11/02 through 3/23/02.

ii. New Students period: 4/15/02 through 4/26/02.

b. Media used to inform public of CAB's Application Period:

i. Newspapers: Petoskey News-Review, The Citizen [described below, item 12].

ii. Other: Posted on school doors, student newspaper, school newsletter.

c. Sibling Random Selection drawing:

i. Date conducted: 4/29/02

Time: 11:00 a.m.

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: 4/29/02 Time: 8:30 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:

- 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 2002/03? 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: Alicia Gibbard.
 - 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: $1/55 = 2\%$.
 - iv. Students who achieved college level credits: $1/55 = 2\%$.

12. Media Ads & Legal Notice of Enrollment

Identical advertisements were run in the Petoskey News-Review on 4/21/02 and Boyne City's The Citizen on 4/17/02. They read:

Concord Academy Boyne

Open Enrollment

Grades K-12

April 15 - 27, 2002

Kindergarten Round-Up

April 25, 2002

Call for an appointment.

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

00401 East Dietz Road
Boyne City
231-582-0194