

ANNUAL EDUCATION REPORT
OF
CONCORD ACADEMY - BOYNE
2002-03

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. 2003/04 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
2002-03 Annual Education Report

This Report was discussed at a Public Meeting on September 15, 2003.

3. Concord Academy - Boyne
Highlights of the 2002-03 School Year
Points of Academy Pride

1. High School students interacting with elementary students. (Martha Precup & Tiffany Birdsall teaching Spanish, Bekah Redmer teaching Science, various Aides).
2. AOTG presentations. (Watercolor Workshop - Catherine Carey, Kevin Collins - percussion, Tamarack - folk music, Clay Workshops - C. Dhasaleer, Merling Trio - classical music, Gemini).
3. Girls Volleyball team. 2nd year of existence. Thanks again to volunteer coach Laura Snyder, who did a terrific job. On January 9, 2003, we enjoyed our first victory, beating the Alba JV team, coming from behind to win the second game, 18-16.
4. Drama Productions. Bye Bye Birdie, a musical Revue of past high school performances, Aladdin and the Magic Lamp, The Girl Whose Fortune Sought Her, Hillbilly Hankerin', Finding Happiness, The Ring of Truth.
5. Community collaboration. Our parents involved in Scouts, Little League, Youth Football, 4-H, Soccer, Sailing, Swimming. We hosted MAPSA Regional meeting here, 2/7/03. We also hosted regional NFL Punt Pass & Kick competition.
6. Hockey Tournament.
7. Staff development efforts: Staff Retreat - September 19-20, 2002. Many teachers take advantage of Tuition Re-imbusement.
8. Individual Student Accomplishments:
 - a. Amanda Korthase, Kyria Osterhouse & Bekah Garibay took their Art Portfolios to the University of Michigan Portfolio Day, November 8, 2002.
 - b. Cory Mills and Brandy Coveyou advanced to County Spelling Bee.
 - c. Hannah Stoppel performed folk music at local festival.
 - d. VFW Speech contest winners: 1st-Beth Kosc, 2nd-Brandi McMillan, 3rd-Traci Moore.
 - e. Crooked Tree Youth Arts Exhibit - 23 students.
 - f. Amanda Taylor, Brittany Hornbeck, Lila Gee, Kati Wittenmyer, Emily Binienda, and Riley Mills sang at Litzbenburger Place for senior citizens.
9. Standard & Poors School Evaluation Services. This report was updated 6/24/03, and CAB compared very favorably to our peer group. Further information can be found at the SES website: www.ses.standardandpoors.com.
10. National Assessment of Educational Progress. We were recognized on the Nation's Report Card for our professional support, issued by the Office of Educational Research & Improvement of the U.S. Department of Education.
11. DanzForce. Extracurricular, audition-only dance group performed at area schools.
12. Community Open House, April 10, 2003. Free Tuition flyers, school brochure.

4. Accreditation Standards

During the 2002-03 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 \$7,920.89 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 4 half-day and 1 whole-day teacher workshops during the school year. These in-house workshops alone satisfied the professional development requirements of MCLA 380.1527.

wStaff Development - 2 Day Workshop/Retreat - The Headlands: 9/19/02.

wStaff Development at several Universities.

- a. Mills @ CMU
- b. Matelski @ Spring Arbor
- c. Sarya @ Weickert & Orff & University of St. Thomas
- d. Lowe @ WMU
- e. Stoppel @ Spring Arbor
- f. Rothschild @ EMU

wStaff Development - @ staff meetings throughout the year: Differentiation.

wMAPSA Annual Conference - Herzog, Matelski, Kubovchick.

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 an attic ventilation problem and began repairs over the summer to correct structural problems.

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 - 2002/03

A. School Improvement Team Members

Name	Title
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
Aria Everts	Student
Kyria Osterhouse	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. 85% of all students will score at or above the 50th percentile nationally in mathematics, science, social studies, and language arts on the Iowa test of Basic Skills.
2. Maintain a graduation rate of 90% or higher. Additionally, 90% of graduates apply and are accepted to a university, college or vocational program. This is achieved while maintaining a high level of requirements and high academic standards in the classroom when compared to local competition and the state standards.
3. 100% of parents of students in grades K-8 will participate in the fall parent/teacher conferences and the spring student-led conferences. 75% of parents of students in grades 9-12 will participate in these conferences.
4. Create in 100% of graduating students a sense of responsibility to their community and a sense of citizenship by participating in community service opportunities and local government activities as required and determined by the faculty.
5. Maintain a level of zero incidents involving violence and assault, drugs and alcohol, and weapons.

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 Frameworks and Benchmarks and Board- approved curricula. 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 2002/03, we made significant improvements in the following areas:

- | | |
|-------------------------------|---|
| 1) Special Education Services | Leslie Pritchard, Sue Kinney,
Mike Webster |
| 2) Elementary Reading Program | Susan Kinney and Jenni Lent |
| 3) Library | Jenni Lent, Librarian |
| 4) K-7 Mathematics..... | K-5 faculty, John Herzog, Peg Faulman |
| 5) Social Studies | Sandy Herzog, Denise Sandison |
| 6) High School Science | Amy Curry |

1. 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. Lesley Pritchard. We hired a certified Special Education teacher to work three days 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 Mike Webster, special education aid, and Susan Kinney, our Reading Specialist.

2. Elementary Reading Program

In the 02/03 year, we hired Jenni Lent to serve as additional reading assistance to our elementary students in need. As a reading specialist, Jenni was able to provide additional individualized attention to students who were in jeopardy of "not reading by 3rd grade," a standard set by the national No Child Left Behind act.

3. Library

We continue to invest in our library, which really supports our efforts to improve reading:

- a. Jenni Lent was hired as our librarian. She conducted regular library lessons with the elementary students while managing the responsibilities of the library.
- b. We subscribed to an on-line library service called INET LIBRARY. [See Standard #9, below.]
- c. We moved our library to a new room, twice the size of its previous location.

4. K-7 Mathematics

Administrators and staff members moved forward with the review of the math curriculum.

- Sample materials were ordered and reviewed by all math teachers and the curriculum coordinator.
- Choices were narrowed to two.
- Representatives from the companies were invited to present their materials.
- Teachers tried the materials and chose one.
- Teachers were trained in the new curriculum, Houghton Mifflin's Connected Math program.

5. Social Studies

Sandy Herzog, social studies teacher and Denise Sandison, academic guidance counselor, reviewed our Social Studies MEAP scores, Michigan Curriculum Benchmarks and area school district's social studies programs. They determined that we needed to restructure our high

school social studies requirements. This new program will be implemented for the 03-04 school year.

6. Science

After review of the science benchmark for Michigan, Amy Curry, science teacher, revised the high school science program. All freshman are now required to take Biology. Sophmores and Juniors will take Environmental Science and Chemistry in alternating years. Seniors are offered to take either Anatomy or Physics.

G. Implementation of Alternative Measures of Assessment

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

1. Differentiation in the Classroom - provides teachers with training in assessing students according to learning style, ability, etc.
2. Atlas Curriculum Mapping Software - provides a documentation system of alternative assessment methods used in the curriculum.

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 (Wildlife Habitation Improvement Program) with our students. They studied, and implemented 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. Melrose Manufacturing. This past year, under the tutelage of Mr. Webster, we developed a program for several under-performing high school students to provide custodial services for our school building. The purpose was to teach them building maintenance skills, to teach them how to run a business, to develop good work habits. The goal was for them to eventually take over the business and run it for future groups of students. While this temporarily turned around some of these students, ultimately the students failed to perform satisfactory work, and we were forced to discontinue the program.
5. Michigan DNR - David Buitendorp. This student is the patron saint of on-the-job-learning. His interest in this program was spurred by substitute teacher Cinda Shumaker. This is the coup he miraculously pulled off:
 - a. Spent most of his school days working (fishing) with the DNR.
 - b. Received High School credit for this time.
 - c. Received compensation from the DNR for this time.
 - d. Was well-trained and well-connected to get a job (fishing) with DNR upon graduation.

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

During the 02/03 year, our kindergarten teachers surveyed parents and found a need for a full-day kindergarten program. This change was implemented after discussion among parents, teachers and administrators. All felt that a change in program gave the teachers additional needed time to cover the curriculum, as well as providing students with an educationally sound environment in which to spend the afternoon. The change occurred mid-year and will stay in place for the 03/04 school year.

Standard #9: Technology usage. Here is a brief history of our progress in this area:

A. 1999/00

1. Added Teaching Position, Technology Coordinator.

2. 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 conected by Apple Computer's new wireless network technology called Airport.

wTechworks technology curriculum.

wStaff training sessions.

wHigh School computer class.

wInternet and CD-ROM Encyclopedia research.

*CAB's Acceptable Use Policy.

wWeb page for the school, www.concordboyne.com. 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."

B. 2000/01 Michigan 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:

lLesson Plan development

- !Online training
- !Using the computer during instruction
- !Communicating with colleagues, parents, and students.

C. 2001/02.

- !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.
- !Net Library Membership.

D. 2002/03.

- !Prism Internet Filtering Device. To address the issue of inappropriate usage, we researched and installed a more impregnable filter from St. Bernard.
- !On-line classes. Through TBA-ISD, several of our students took high school classes which we did not offer here.
- !In-room computers. We re-allocated use of the student laptops, placing 1 computer in each room, and keeping the others for the mobile carts.
- !Microsoft Office. We installed this on all student computers and began using it regularly in curriculums.

Standard #10: Raising levels of performance. CAB continually seeks to allocate resources where improvement is most needed. Our most pressing needs were to increase achievement in areas of social studies, science and math. These are described in Standard #7, F, 4., 5., and 6.

5. Curriculum

Our staff received training in the Atlas Curriculum Mapping program. This online software provides teachers with a tool to “map” the content, skills and assessment that occurs in their courses taught. To this time, teachers have “mapped” information for two subject areas or classes. We will continue this process in the 03/04 school year.

- a. Grades Served: Kindergarten through 12th Grade.
- b. Subjects Currently Offered: Math, Science, Language Arts, Social Studies, Dance, Drama, Drama Tech, Music, Art, Computer Use, Library, Foreign Language.
- c. Additional Subjects Planned for 2003/04: Physics, Statistics, Spanish III, Senior Seminar, Guitar, Ballet, and Character Education.
- d. New Teaching Techniques Used: Differentiation.
- e. Variances from State Core Curriculum: None.
- f. Areas of Core Curriculum Reviewed: Social Studies, Science, Mathematics.
- 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 2002/03: MEAP and Iowa Test of Basic Skills.
- b. Test Results by Grade: [For MEAP, numbers are % of students scoring satisfactory on the test. For ITBS, numbers are % of students scoring 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, Ransom Nature Preserve, Hornbeck Mud Bog.
17. Boyne City Little League, Boyne Area Hockey, Boyne Area Soccer, Boyne Youth Football.
18. National Honor Society Blood Drive.
19. Drama Field Trips to *L'Harmonie* and *A Midsummer Night's Dream*.
20. Camp Daggett ropes course.
21. Spelling Bee.
22. Tennis Club.
23. Workshops
 - a. Dr. David Zhender on political/social conditions in the Middle East.
 - b. Hank Hoffman on India, where he works for an international company.

7. Number of Students with Disabilities

During the 2002/03 School Year, Concord Academy - Boyne enrolled 35 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	16 students
IEP (Special Ed)	10 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: This year we surveyed our parents to find out how much they participated. For 2002/03 we enjoyed the benefit of over 300 volunteer hours delivered by 30 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, book fair, an elementary sleep-in, PTO meetings, performances, etc.

b. Percent of Parent-Teacher Conferences Participation at conferences November 7-8, 2002 and May 8-9, 2003:

Class	% Parents @ Fall Conference	% Parents @ Spring Conference
K	100	100
1	100	100
2	100	100
3	100	95
4	100	100
5	100	100
6	63	92
7	84	83
8	67	86
9	43	42
10	57	6
11	83	30
12	42	n/a
Straight Avg.	72%	78%

As you can see, this is 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 in 2000/01, we distributed grade cards at conferences. This plan was a resounding success and was repeated every year since.

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. In addition, this year we had many parents attend our fall Curriculum Night, and we also hosted a Welcome-Back potluck.

9. Community Participation

- Karate Classes.
- Dance Classes.
- Friends of the Boyne River.
- Boy Scouts/Cub Scouts Meetings.
- Release Time Bible Classes.
- Antique Flywheelers.
- American Legion.
- 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].
 - d. Habitat for Humanity [NHS].
- Apple Orchard visit, celebrating and studying local economic produce.

DARE - Police Dog Training Exhibition.
Band performance at Castle Farms Open House.
Walk to cure Cystic Fibrosis.
Boyne Mushroom Festival.
Field trips to Police and Fire Departments.
Buff Up Boyne.
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 fourth 12th grade class had an enrollment of 14. Of these seniors, thirteen graduated. That is 93%. We anticipate an increase in this percentage each year until we reach 100%.

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.

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 \$8,000.00 in 2002/03 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 6 (25%) 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. For 2002/03, the percentage of CAB 8th grade students meeting or exceeding Michigan standards was 86 for math and 90 for science. This compared favorably to the State Averages of 52 for math and 65 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. 2003/04 Enrollment Report

- a. CAB's Application Periods for the 2003/04 academic year:
 - i. Re-enrollment period: 3/10/03 through 3/21/03.
 - ii. New Students period: 4/16/03 through 4/26/03.
- 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: N/A.
 - i. Date conducted: Time:
 - 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: N/A.
 - i. Date conducted: Time:
 - 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: 4
 - iii. public schools: 35
- g. Student Failure Rate: $1/223 = 0.4\%$.
- h. Percentage of Pupil Retention: $193/223 = 87\%$.
- i. Did CAB deny any student enrollment for 2003/04? No.
- 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: Vicky Stevens, Claudia Rubach.
 - 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: $2/60 = 3\%$.
 - iv. Students who achieved college level credits: $2/60 = 3\%$.

12. Media Ads & Legal Notice of Enrollment

Identical advertisements were run in the Petoskey News-Review on 4/11/03 and Boyne City's The Citizen and The Antrim County News and The Kalkaskian on 4/9/03. They read:

Concord Academy Boyne

Open Enrollment

Grades K-12

April 16 - 26, 2003

Kindergarten Round-Up

April 24, 2003

Call for an appointment.

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

00401 East Dietz Road
Boyne City
231-582-0194