

The 2005/06 Annual Education Report
For
Concord Academy Boyne

Index

<u>Section</u>	<u>Description</u>	<u>Page</u>
I	Overview of School	2
II	School Improvement Plan	3
III	Student Assessment	7
IV	AYP Data	10
V	Parent Involvement	11
VI	Safe Schools (Optional)	Omitted
VII	Advanced Placement (Optional)	Omitted
VIII	Additional High School Criteria	12
IX	Core Curriculum	13
X	Teacher Qualification	14

Introduction

The Annual Education Report is a requirement of the Revised School Code of Michigan, MCL 380.1204a. Michigan's new accreditation system **Education YES!** and the federal **No Child Left Behind (NCLB)** legislation also have reporting requirements. This template helps you meet the existing reporting requirements as well as the NCLB Report Card requirements. Unless denoted as "*optional*," all of the components in this template are required for ALL school buildings.

It is the responsibility of the district to pull together the information from each building into a comprehensive district report. The template is a tool used by a district to collect all of the components from each building in a uniform way; it is a suggested tool for the format of the content, not the presentation of the final Report.

Your Annual Education Report should communicate to parents and community members the type of district you are, the distinctiveness of each of your schools and the great job you are doing of educating their children. So keep the language easy to understand, the format easy to read, and focus on the wonderful things going on for the children in your district.

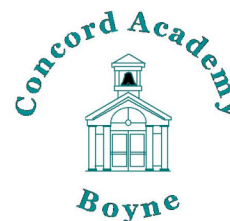
The publication of an Annual Education Report is as unique as each district. Some districts turn this report into a calendar, some into a glossy magazine, others into a web-based publication. If your district chooses to publish to the web, your community must be notified how to access the electronic Report. You must also have some printed copies available for those who request a hard copy.

Although the Annual Education Report is compiled and published by the school district, each school building in the district must distribute its part of the Annual Education Report and the district report to the public at an open meeting no later than October 15 of each year.

Reports must be widely available through public means. Districts are allowed to use the Internet as a primary vehicle for distribution, but must make hard copies available to the public upon request. Schools should evaluate Internet availability and use in the community and make appropriate judgments regarding dissemination of the report. In addition, PA 25 requires that the report be made available to the Department of Education. This is done by submitting a copy of the report to the Intermediate School District.

This report should be constructed when all data is available to school districts and be made available to the public on a timely basis. The federal requirement is to make the report card available before the beginning of the school year. The PA 25 requirement is that the report be available no later than October 15.

This template and other additional information will be available on the MDE website at <http://www.michigan.gov/mde>. Guidance may be available from your local ISD or from Paul Bielawski at bielawp@michigan.gov or (517) 335-5784.



Annual Education Report

I. Overview of School

A. Describe your building's accreditation status and grades as determined by Education YES! You have the option to describe an alternate accreditation status (i.e., North Central Association, Baldrige) as well as your Education YES! accreditation status.

In 2005/06, for the third straight year, Concord Academy Boyne received a composite grade of "A" as determined by Education YES!

B. Compare your current year's status to last year's status.

For 2004/05, Concord Academy Boyne received a composite grade of "A" as determined by Education YES! For 2003/04, Concord Academy Boyne received an "A" grade as determined by Education YES!

C. If your school could be considered a specialized school (i.e., fine arts, environmental, etc), describe its characteristics.

Concord Academy Boyne (CAB) was originally chartered by Central Michigan University in October 1995. CAB began as a K-8 school with 142 students. Since that time, CAB has grown to a K-12 school with approximately 220 students, today. Capacity is for 260 students. On August 7, 2000 the Michigan Department of Education issued official approval for CAB to change chartering institutions from CMU to Lake Superior State University (LSSU) by agreement between CAB & LSSU dated 2/25/2000. On April 29, 2005 LSSU Re-Authorized CAB's charter for another 5-year term, ending June 30, 2010.

CAB is located on the outskirts of Boyne City, MI, which is on the eastern shore of Lake Charlevoix in central Charlevoix County and consists of 8 square miles. Boyne City is predominantly a single-family-residence community with a total population of approximately 3,500. The major employers are in the tourism/resort and small manufacturing businesses. Median household income is approximately \$23,000.00.

CAB draws students from within a 50-mile radius of its location, including Charlevoix, Emmet, and Antrim Counties. It operates in a newly-built, frame-construction, pitched-roof, 28,000 square foot building, situated on 17.5 acres of land. Average classroom size is 850 square feet.

CONCORD 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.

CONCORD ACADEMY BOYNE MISSION STATEMENT

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.

CONCORD ACADEMY BOYNE VISION STATEMENT

Concord Academy Boyne is an exemplary Public School with rigorous academics and a strong emphasis on character development, achieved by hard work and excellent academic instruction with a fine arts emphasis. [adopted by Board of Directors, June 10, 2003]



D. 1. What are your student retention rates for this current year? Retention rate is defined in the State School Aid Act as the proportion of pupils who have not dropped out of school in the immediately preceding school year and is equal to one (1) minus the quotient of the number of pupils unaccounted for in the immediately preceding school year, as determined by the District Pupil Retention Report, divided by the pupils of the immediately preceding school year. The State of Michigan calculates this rate. In the future, the state will use the Single Record Student Database (SRSD) for this purpose.

The retention rate for 2005-2006 was unavailable at the time of this printing. It is publicly posted on-line at www.michigan.gov/cepi. Then click Data & Reports, then Students, then Public Student Graduation/ Dropout Data.

D.2. Compare the current retention rates to the previous year's retention rates.

The retention rate for 2002-2003 was 94%. The retention rate for 2003-2004 was 100%, and for 2004/05 was 91.67%.

II. School Improvement Plan

A. The descriptions below must be from the current school year.

1. Describe how data led your School Improvement Team to select your building's improvement objectives in the core academic curriculum.

Each year we seek to improve the education we deliver here at Concord Academy Boyne. We use several tools to evaluate our performance: Evaluation of teacher performance in the classroom, results of standardized tests, results of internal exams, student Progress Reports.

For 2005/06, we undertook several specific improvements including:

1. Scantron Standardized Performance testing: We continued the use of this on line testing program which allows students to be tested twice a year to track annual progress. Results are available immediately, giving teachers a tool with which to address areas of weakness in students. Also included are remedial teaching materials that address a student's needs.

2. Curriculum Mapping: We continued our focus of completing curriculum maps for all subjects. Teachers meet in teams to analyze overlap and holes in the curriculum.

3. Technology.

A. Computer Lab. This year we purchased 24 new iMac desktop computers as a means of updating our wireless computer lab. These new computers allow students better access to Internet resources, online testing and coursework.

B. Website. We launched our new website, www.concordacademyboyne.org. Its primary purposes are to communicate with existing parents and to attract new students and parents to our school. There are pages for parents to meet our staff, a calendar of events, a curriculum guide, and an art gallery. We also post to the site various documents, such as our weekly newsletter, this Annual Education Report, our Budgets and Audits and Board Minutes. We even use the site as an educational device, having students write articles and take digital photos.

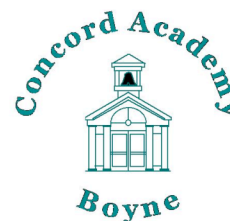
2. Describe your implementation plan for the core academic improvement objectives identified in your school improvement process. You may choose to describe your overall curricular implementation plan or you may choose to describe the plan in each content area.

Strand I: Teaching for Learning

A. For all grades, MEAP scores will show adequate yearly progress required by NCLB legislation.

Strategies:

- i. Professional development for teachers of MEAP/ MI Curriculum Frameworks



- ii. Mapping of curriculum using Rubicon Atlas for alignment with MI Curriculum Frameworks
- iii. Provide teaching of test taking skills for students

Evaluation: Results of MEAP tests and curriculum mapping analysis reports

B. Our graduation rate will exceed the State of Michigan average every year and meet AYP.

Strategies:

- i. Limit class size to 20 or less, producing a large amount of individual attention to students by teachers.
- ii. At the mid-point of each marking period of the school year, all students will receive progress reports for all subjects.
- iii. An Educational Development Plan will be prepared and reviewed with every high school student and parent each year.
- iv. Offer classes/credits to accommodate individual student needs.

Evaluation: Student records comparison to state reported averages.

C. 70% of high school students will take a standardized collage preparatory test during their high school career.

Strategies:

- i. Promotion of this expectation by all staff toward students and parents
- ii. Provide scholarships for fees for such tests
- iii. Provide transportation to test sites as needed
- iv. Invite college representatives to visit CAB as well as visiting college campuses to learn more on higher education

Evaluation: Student records.

Strand II: Leadership

A. In accordance with existing State of Michigan policy, we desire to foster a safe, nurturing environment for our students, parents, and staff. Our school will experience no or minimal incidents of harm inflicted by people.

Strategies:

- i. We will adopt and enforce board policies prohibiting possession of weapons and illegal substances, prohibiting assault and sexual harassment, restricting cellular phone use, allowing searches of lockers and automobiles and students, and cooperating with law enforcement agencies.
- ii. We will have students recite the Concord Creed each morning in homeroom.
- iii. We will adopt a model of conflict resolution.
- iv. We will conduct DARE program for elementary students each year.
- v. We will keep all outside entrances locked and force visitors to enter at the main doors and register their presence in the building.
- vi. We will encourage among our students a sense of responsibility for their fellow man [see above].

Evaluation: Annual SID report, acceptable to the state.

B. Our school will experience no or minimal incidents of harm inflicted by other sources.

Strategies:

- i. Adopt and implement a Safety Response Plan.
- ii. Conduct fire drills and tornado drills
- iii. Maintain the building in a safe condition, according to governing ordinances
- iv. Periodically inspect all playground equipment
- v. Periodically schedule special presentations about safety, such as Fire Prevention Day, CPR classes, violence prevention video.

Evaluation: Annual SID report, acceptable to the state.

Strand III: Personnel and Professional Learning

A. All teachers will meet the requirements of "Highly Qualified" as described by NCLB legislation.



Strategies:

- i. Provide substitute teachers for any staff who seek professional development courses
- ii. Offer tuition reimbursement for graduate course work completed by teachers
- iii. Pay for 100% of workshops offered through the ISD

Evaluation: Current teaching certificates and documentation of professional development completion.

Strand IV: School and Community Relations

A. 90% of K-8 parents will attend the fall parent/teacher conference and the spring student-led conference, while 75% of 9-12 parents will attend the fall conference.

Strategies:

- i. Notify parents of dates and times, and the absolute importance of parent involvement to the success of the student.
- ii. Report cards will be distributed at conferences as an incentive for attendance.
- iii. Small incentives will be offered to students who come and bring their parents.
- iv. Parents who do not sign up for a date and time will be called.
- v. Teachers and parents will be asked to evaluate the conferences.

Evaluation: Teachers will report attendance of conferences

B. 75% of parents will voluntarily serve the school in some capacity during each year.

Strategies:

- i. Notify parents of areas of need for volunteers and of the absolute importance of parent involvement to the success of the student
- ii. Contact parents for specific events such as Open House, AOTG auction, concerts, performances, etc. Use phone, e-mail and newsletters as means of communication.

Evaluation: Parent end of year survey and teachers will record parent volunteerism.

C. Every graduating student will have served his community at least once during his CAB career.

Strategies:

- i. A service club for high school students will schedule event with philanthropic organizations.
- ii. Organization of school wide community service projects, such as blood drives, food drives, recycling, etc.
- iii. Scheduled presentations to our students by local service people.

Evaluation: Documentation of a community service record by each student

Strand V: Data and Information Management

A. Student performance will be tracked and analyzed for a national percentile rank of 60% or better on the core total of a nationally normed test.

Strategies:

- i. Inservice opportunities provided for teachers to review test results
- ii. Tracking of student results in annual report
- iii. Identification of areas of weakness and plan development to address problem areas

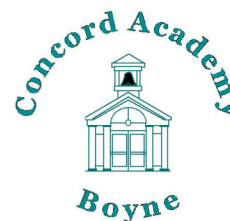
Evaluation: Collection of findings from analysis by teachers and curriculum coordinator

B. Enrollment data will indicate an increase in student retention and new enrollees.

Strategies:

- i. Use press releases, brochures and a community open house to inform public of school events.
- ii. Reach out to home-schooled children through part time enrollment opportunities, science fair, etc.
- iii. Encourage word of mouth advertising by parents
- iv. Presentations to local community groups
- v. Hold social opportunities for students

Evaluation: Analyze SRSD data for a year by year comparison.



3. Is your School Improvement plan doing what it set out to do? Describe the evaluation process that led you to this conclusion.

We believe that our school improvement plan is doing what it set out to do. This plan outlines strategies to meet requirements set forth by our chartering agency Lake Superior State University, the state of Michigan, and the federal government through the No Child Left Behind legislation. We continue to meet AYP requirements and received an “A” rating by Education Yes! Furthermore, our enrollment is stable and climbing, our school is safe, and our teachers are highly qualified.

4. Describe how the evaluation of data and the current year’s school improvement process led your School Improvement Team to select your building’s improvement objectives in the core academic curriculum for the next school year.

By analyzing MEAP and Scantron data, the school improvement team prioritized the need for complete alignment of our curriculum with the Michigan Curriculum Frameworks. This process will continue to be our focus by using the tools in Rubicon Atlas curriculum mapping online software. We believe that this will increase our MEAP and Scantron scores, the evaluation tool for measuring core academic success.

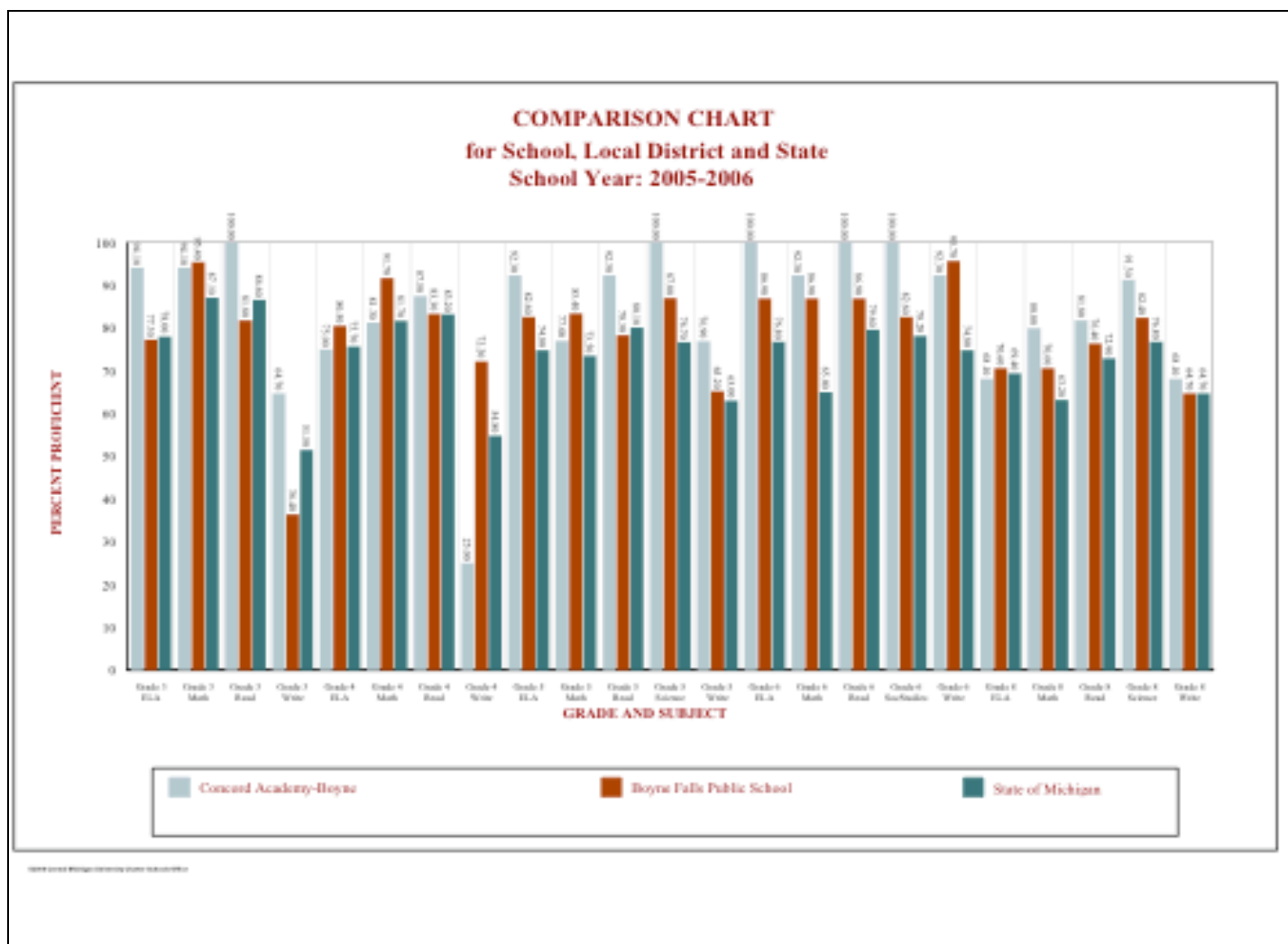
B. How was this year’s school improvement process similar or different from last year’s process?

This year’s school improvement process was identical to last year’s process in that we relied on input from teachers, parents and the leadership of our administration to determine our priorities for the upcoming year.

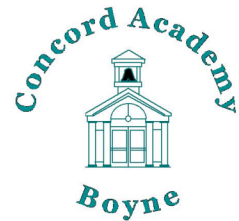


III. Student Assessment Data

A. Insert graphic displays of MEAP data:



2. Disaggregated student achievement data for subgroups (gender, economically disadvantaged, limited English proficiency, race/ethnicity, disability status, migrant) of thirty or greater broken down into achievement levels (Level 1, Level 2, Level 3, Level 4), that include:
 - a. status of each subgroup (subgroup’s overall achievement score)
 - b. compared to other schools in the district
 - c. compared to the state
 - d. compared to last year (change/two year trend)
 - e. percentage of students in each subgroup not tested



This disaggregated data must be provided for each school building and across the district by grade level tested.

As a small, rural school, which intentionally limits class size, we have no student groups of 30 or greater.

B. Insert graphic displays of national normed achievement test data for this year and the previous year, if applicable. Include data from the assessments for students in grades 1-5 if not reported in C above.

For 2004/05, here are the Scantron test results. 2005/06 results are shown on the next page.

Diagnostic Test Reports

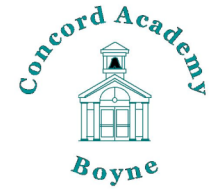
Location ^	Grade	Item Pool	Reading Student Count	Mean Reading SS	SE of Mean Reading SS	Reading Overall SIP (%)	Math Student Count	Mean Math SS	SE of Mean Math SS	Math Overall SIP (%)	Language Arts Student Count	Mean Language Arts SS	SE of Mean Language Arts SS	Language Arts Overall SIP (%)	Science Student Count	Mean Science SS	SE of Mean Science SS	Science Overall SIP (%)
Concord Academy Boyne	Overall		175	2807			140	2571			174	2564						
	Grade 2	Grade 2	19	2328	(65)	81	19	2228	(31)	75	18	2264	(48)	67				
	Grade 3	Grade 3	19	2454	(59)	80	18	2351	(39)	70	20	2395	(27)	67				
	Grade 4	Grade 4	17	2502	(90)	71	17	2387	(40)	52	17	2426	(45)	61				
	Grade 5	Grade 5	16	2661	(69)	71	16	2534	(41)	51	16	2472	(55)	54				
	Grade 6	Grade 6	13	2814	(77)	77	12	2546	(72)	39	12	2581	(49)	59				
	Grade 7	Grade 7	21	2929	(51)	78	22	2758	(53)	53	22	2675	(36)	62				
	Grade 8	Grade 8	16	2969	(80)	72	17	2773	(24)	47	15	2649	(38)	41				
	Grade 9	Grade 9 *	18	3058	(28)	75	19	2939	(56)	47	17	2677	(34)	44				
	Grade 10	Grade 10 *	14	3068	(39)	70					14	2639	(44)	40				
	Grade 11	Grade 11-12 *	12	3238	(42)	73					12	2773	(40)	55				
	Grade 12	Grade 11-12 *	10	3280	(67)	76					11	2854	(42)	64				

Item Pool Any collection of Performance Series items i.e., those aligned to state specific standards and grade levels.

Student Count Number of students who completed a test within a given subject area.

Mean SS Arithmetic mean of the overall Scaled Score (SS) for a group of interest.

SE of Mean SS Standard Error of Mean Scaled Score. This is calculated by taking the standard deviation of the group and dividing it by the square root of the Student Count in that group.



Report Scope: Locations

Broken Down By: Location

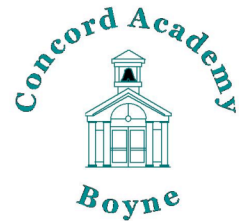
Export XLS

Time Frame: 9/5/05 to 6/10/06

Student Filtering: OFF


Count: 11

Location	Grade	Item Pool	Reading Student Count	Mean Reading SS	SE of Mean Reading SS	Reading Overall SFP (%)	Math Student Count	Mean Math SS	SE of Mean Math SS	Math Overall SFP (%)	Language Arts Student Count	Mean Language Arts SS	SE of Mean Language Arts SS	Language Arts Overall SFP (%)	Science Student Count	Mean Science SS	SE of Mean Science SS	Science Overall SFP (%)
Concord Academy Boyne	Overall		161	2800		67	126	2518		62	163	2561		62				61
	Grade 2	Grade 2	12	2166	(95)	67	12	2088	(81)	62	12	2223	(30)	62				
	Grade 3	Grade 3	18	2519	(76)	84	18	2339	(42)	69	18	2461	(41)	73				
	Grade 4	Grade 4	21	2640	(59)	82	21	2448	(36)	59	21	2435	(38)	62				
	Grade 5	Grade 5	16	2748	(61)	79	15	2511	(58)	49	16	2538	(40)	62				
	Grade 6	Grade 6	14	2833	(59)	79	14	2611	(38)	46	13	2535	(61)	54				
	Grade 7	Grade 7	14	2896	(56)	76	12	2618	(57)	39	12	2632	(49)	58				
	Grade 8	Grade 8	20	2912	(62)	67	22	2732	(41)	42	23	2611	(31)	37				
	Grade 9	Grade 9 *	10	2897	(57)	59	12	2749	(46)	27	10	2656	(33)	42				
	Grade 10	Grade 10 *	16	3074	(39)	71					16	2704	(36)	48				
	Grade 11	Grade 11-12 *	8	3080	(81)	57					10	2696	(43)	47				
	Grade 12	Grade 11-12 *	12	3230	(48)	72					12	2784	(39)	56				



IV. Adequate Yearly Progress Data

A. Describe your building's Adequate Yearly Progress (AYP) status in each of the core academic areas and how this status has impacted your building's accreditation. Indicate Michigan's target achievement goal and your building's % proficient (Level 1 plus Level 2). You must compare the achievement of subgroups (race/ethnicity, disability, economically disadvantaged, limited English proficiency) of 30 or greater to the state's target achievement goals.



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CONCORD ACADEMY:BOYNE

[Concord Academy:Boyne](#)
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School Report Card - Grades Tested 3 - 11

This report card provides an assessment of several measures of the school's performance. Click link: [table](#) for more detail on how individual scores were obtained.

	Status Score 2005-2006	Adjusted Score 2005-2006	Ed Yes! Grade 2005-2006	
Student Achievement				
English Language Arts	84.4	82.8	B	
Mathematics	88.1	90.9	A	
Science	90	95	A	
Social Studies	90	95	A	
Achievement Subtotal	88.1	90.9	A	
Indicators of School Performance				
Preliminary Grade		93	A	V
AYP Status (Adequate Yearly Progress)		Met AYP		V
Composite Grade		A		

Download the Excel (tm) 2006 AYP/Education YES! State Status Report

[View School Report Cards](#)

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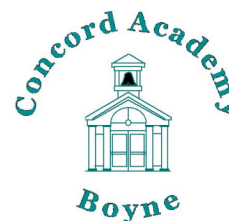
A 3-year average is used when class of 30 or less is tested.
We have no subgroups of 30 or greater.



V. Parent Involvement

A. Insert graphic displays of the number and percent of parents/guardians attending parent/teacher conferences for this year and the previous year.

Percent of Parent-Teacher Conferences Participation at conferences November 6-7, 2003 and May 6-7, 2004:		
Class	% Parents @ Fall Conference	% Parents @ Spring Conference
K	100	100
1	100	100
2	100	92
3	100	100
4	100	100
5	94	95
6	72	80
7	54	63
8	79	85
9	88	82
10	81	75
11	77	50
12	77	n/a
Straight Avg.	86%	85%
Percent of Parent-Teacher Conferences Participation at conferences November 11-12, 2004 and May 5-6, 2005:		
Class	% Parents @ Fall Conference	% Parents @ Spring Conference
K	92	100
1	100	100
2	100	94
3	95	95
4	94	100
5	100	100
6	70	84
7	52	65
8	53	60
9	73	68
10	64	60
11	64	55
12	27	n/a
Total	77%	81%
Percent of Parent-Teacher Conferences Participation at conferences November 3-4, 2005 and May 4-5, 2006:		
Class	% Parents @ Fall Conference	% Parents @ Spring Conference
K	89	100
1	100	100
2	100	100
3	94	100
4	100	95
5	63	75
6	77	85
7	64	64
8	61	82
9	67	75
10	59	50
11	50	40
12	50	n/a
Total	75%	87%



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 has been repeated every year since.

For 2005/06 we continued to build the Parent Teacher Partnership group. For example, we asked for and received parent volunteers to serve as "homeroom parents," which we used as a means of communication to foster even greater parent involvement in our school. We sensed the momentum building with this new parent partnership and enjoyed several beneficial results:

1. Our parents conducted several fundraisers to afford signage for our building exterior and a highway road sign.
2. Our parents increased our visibility in the community by participating in several community events.
3. Our parents volunteered their help in our AOTG Auction to support the fine arts program.
4. We had several different parents voluntarily spruce up the landscaping around our campus.
5. Our library was taught and run by parent volunteers, including relocating it this summer to accommodate our new pre-school tenant.
6. Our parents served hot lunches throughout the school year.
7. Our annual Open House, Family Fun Night, and Kindergarten Roundup involved over 20 parents.
8. Of course, there was an abundance of parental chaperones, drivers, and organizers for field trips during the year.
9. And, finally, we saw an increase in the number of classroom tutor volunteers.

B. Insert the school's parent involvement policy. If the school board has adopted a parent involvement policy, this should be shared with all schools in the district.

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."

VIII. Additional Required High School Criteria for Current Year and Previous Year

A. State the number and percentage of students who received college credit through dual enrollment for this year and the previous year.

Through dual enrollment, any qualified CAB student can take any class offered by local colleges, for which he is able to satisfy course requirements.

1. Students who took college level equivalent examinations in 2002/03: 2/60 = 3%. Students who took college level equivalent examinations in 2003/04: 0/60 = 0%. Students who took college level courses in 2004/05: 1/60 = 3%. Students who took college level equivalent examinations in 2005/06: 0/60 = 0%.

2. Students who achieved college level credits in 2002/03: 2/60 = 3%. Students who achieved college level credits in 2003/04: 0/60 = 0%. Students who achieved college level credits in 2004/05: 1/60 = 3%. Students who achieved college level credits in 2005/06: 0/60 = 0%.



B. State the number and description of college equivalent courses (i.e., AP courses) OFFERED this year and the previous year.

Two college equivalent courses were offered in 2003/04: AP Trigonometry and AP Calculus. In 2004/05 and 2005/06, no college equivalent courses were offered, for no students were interested.

C. State the number and percentage of pupils ENROLLED in college level equivalent courses (i.e., AP courses), disaggregated by grade for this year and the previous year.

In 2003-2004 two students (3%) enrolled in these classes. Since then, there have been no students enroll in such classes.

D. State the number and percentage of pupils enrolled in college level equivalent courses (i.e., AP courses) who took a college level equivalency credit exam this year and the previous year. (See VII.A)

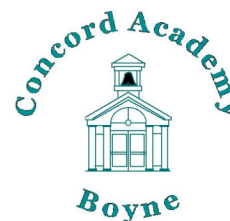
Zero students took college level equivalency credit exams in either previous year.

E. State the number and percentage of pupils who took a college level equivalency exam (i.e., AP courses) and those who achieved a score to receive college credit this year and the previous year. (See VII.C)

Despite the recent absence of our students receiving college credit through dual enrollment, we report an increase in the number of our graduates who test out of college requirements. We also expect a dramatic increase in 2006/07 dual enrollment participation with our new arrangement with LSSU, which involves their adjunct professors teaching classes on our campus.

IX. Core Curriculum

A. Describe how the Michigan Curriculum Framework in English/Language Arts, Math, Science and Social Studies is implemented in the district for the current year and for the previous year, including the following components. *Description of A.1 and A.2 should be provided by the district for all buildings:*



A.1 Describe the process for development.

Teachers work in departments to develop, rewrite, or revise curriculum for appropriate grade levels. The curriculum coordinator works with these teams to ensure quality, check for redundancy and holes.

A.2 Describe the process for curriculum alignment.

CAB uses the Rubicon Atlas Curriculum Mapping web based software to map monthly curriculum and to align curriculum with the Michigan Curriculum Frameworks. This software allows the curriculum coordinator to check for benchmarks that are not being covered.

A.3 Describe how pupils are ensured equitable access to appropriate instruction in the core academic curriculum, how ALL pupils have the same opportunities to learn the core curriculum.

Students at CAB are mainstreamed in the regular classroom and are therefore exposed to the core curriculum. Those students with special needs are given support within these settings or are pulled into a small group setting. Special education teachers use the curriculum maps while in close communication with teachers to ensure that the core curriculum is being covered in these small groups.

B. Each building must describe the variances, if any, from the Michigan Curriculum Framework.

Concord Academy Boyne follows a character education curriculum in grades K-12. This curriculum uses a variety of sources and teachers work together to follow a monthly character theme.

X. Teacher Qualification

Under No Child Left Behind (NCLB), districts are required to publish the professional qualifications of its teachers. Names of individual teachers do not need to be shared in the Annual Education Report.

A. Enter the percentages of teachers in your building who hold the different types of teaching certificates and advanced degrees.

53% of teachers hold K-8 Elementary certification.
27% of teachers hold a 7-12 Secondary certification in their appropriate subject area.
13% of teachers hold K-12 Music certification.
7% of teachers hold K-12 Art certification.



27% of teachers hold a Master's Degree in some area of education.

B. Enter the percentage of teachers teaching with emergency or provisional credentials.

47% of teachers hold emergency or provisional credentials.

C. Enter the percentage of classes NOT taught by highly qualified teachers. The district must disaggregate this data by high-poverty compared to low-poverty schools.

Zero. 100% of classes are taught by highly qualified teachers.

D. Every parent has the right to know the particular teacher qualifications of his/her child's teacher(s). The district must notify parents of this right to know provision. It is recommended that there be a single point of contact in the district for the dissemination of this information.

The School Administrator, Lawrence Kubovchick, is the contact person for this information.