

The 2009/10 Annual Education Report
For
Concord Academy Boyne

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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.

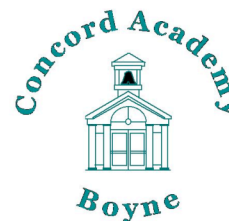
The publication of an Annual Education Report is as unique as each district. Some districts turn this report into a calendar, some into a glossy magazine, others into a web-based publication. If your district chooses to publish to the web, your community must be notified how to access the electronic 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 grades as determined by Education YES!

In 2009/10, 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 the previous 6 years, Concord Academy Boyne received five A's and one B.

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 200 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 (SRSDB) for this purpose.

The retention rates for 2009/10 are shown below. They are 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.

Here are retention rates for previous years:

- 2002/03: 94%
- 2003/04: 100%
- 2004/05: 91.67%
- 2005/06: 90%
- 2006/07: 69.23%*
- 2007/08: 83.33%
- 2008/09: 86.67%
- 2009/10: 87.50%

* Switched to 4-year Cohort calculation method.

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 2009/2010 , we undertook several specific improvements in the following areas, including:

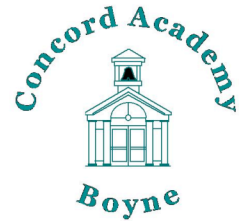
A. Elementary

1. Teachers attended the "Writing Workshop" professional development training's and implemented the program into their curriculum.
2. Teachers were trained to teach EBLI (Evidence Based Literacy Instruction.) We put the program into place in our K-6 classrooms and have seen good results.

B. Music

1. Created African Percussion Ensemble
2. Created Impulse Percussion Ensemble
3. Increased choir membership to include 60 members
4. Performed college level literature in both band and choir
5. Held the first piano recital for our newly established piano class

C. Art



1. Dual enrollment opportunity for students through Kendall College of Art and Design
2. Guest teachers from the Jordan River Arts Council
3. Participation in the JRAC 2010 Scholarship Exhibit
4. Participation in the Boyne Arts Consortium Sale
5. Student art used to advertise for CAB student exhibit in the Boyne City Gazette

D. Health

1. A new curriculum was chosen and implemented into the 7th grade class

E. Technology

1. Bought classroom LCD projectors and trained teachers in their use

F. Building and Grounds

1. new roof
2. drainage around the school
3. new playground equipment
4. new wood chips on the gardens and playground
5. new carpeting on the ramp
6. new chairs in several rooms
7. new sinks and ladder rack installed in the art room
8. landscaping
9. lockers painted
10. storage for the drama department
11. new lighting system in the auditorium
12. five day lunch program
13. offered healthy drinks and snacks

G. Our school joined with three other charter schools to form a consortium. The goal is to combine efforts in staffing, funding projects and reducing repetitious duties. Several meetings took place during the summer and will continue throughout the year.

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 college 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 teach character development.

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.

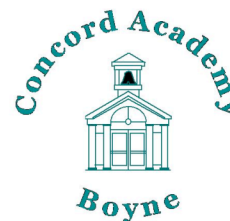
Strand III: Personnel and Professional Learning

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, School Improvement 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.



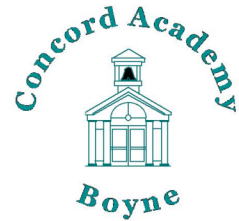
We believe that our school improvement plan is doing what it set out to do. This plan outlines strategies to meet requirements set forth by our chartering agency Lake Superior State University, the state of Michigan, and the federal government through the No Child Left Behind legislation. We continue 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:

Concord Academy Boyne
 Percentage of Students Scoring Proficient on MEAP
 for School Year 2009/10

Subject	Concord Academy Boyne	Boyne City Public Schools	Boyne Falls Schools	State of Michigan	East Jordan Public Schools
Math					
Math 3rd Grade	94	99	89	95	97
Math 4th Grade	n/a	100	100	92	95
Math 5th Grade	63	74	82	79	72
Math 6th Grade	75	86	93	82	91
Math 7th Grade	100	84	78	82	91
Math 8th Grade	85	78	76	70	78
Reading					
Reading 3rd Grade	87	91	81	90	94
Reading 4th Grade	n/a	87	91	84	82
Reading 5th Grade	81	90	96	85	86
Reading 6th Grade	100	90	100	88	91
Reading 7th Grade	94	87	82	82	87
Reading 8th Grade	100	83	88	83	90
Science					
Science 5th Grade	71	82	100	81	82
Science 8th Grade	79	83	81	76	86
Social Studies					
History 6th Grade	82	83	83	73	79
History 9th Grade	80	76	78	71	71

Web Source: www.michigan.gov/mde

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.

Following are the Scantron scores for the 2009/10, 2008/09, 2007/08, 2006/07 and 2005/06 school years.

**Diagnostic Test Reports: All Subjects Summary
Concord Academy Boyne
All Subjects Summary**

Report Scope: Locations
Broken Down By: Location

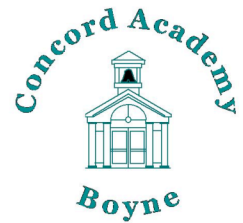
Time Frame: 9/7/09 to 5/31/10
Student Filtering: OFF

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		168	2863			139	2613			167	2592						
	Grade 2	Grade 2	12	2323	(97)	79	12	2252	(52)	78	12	2262	(61)	67				
	Grade 3	Grade 3	16	2530	(75)	83	16	2369	(38)	71	16	2438	(41)	70				
	Grade 4	Grade 4	11	2550	(62)	72	11	2330	(27)	46	11	2273	(41)	43				
	Grade 5	Grade 5	17	2721	(89)	75	17	2545	(36)	52	17	2569	(44)	65				
	Grade 6	Grade 6	20	2846	(81)	79	20	2693	(42)	56	20	2550	(36)	55				
	Grade 7	Grade 7	19	2961	(58)	78	19	2795	(37)	59	19	2651	(47)	60				
	Grade 8	Grade 8	15	3024	(60)	76	15	2803	(58)	47	14	2656	(41)	45				
	Grade 9	Grade 9 *	15	2973	(81)	69	15	2795	(73)	38	15	2670	(47)	47				
	Grade 10	Grade 10 *	9	2992	(58)	66	9	2811	(82)	39	9	2729	(22)	53				
	Grade 11	Grades 10 - 12 *	18	3136	(58)	65	4	2684	(155)	27	18	2778	(39)	58				
	Grade 12	Grades 10 - 12 *	16	3237	(40)	74	1	2356		8	16	2804	(43)	61				

Time Frame
Time Frame: 9/7/09 to 5/31/10
Student Filtering: Demographics

Printed: 8/26/10 12:52 p.m.

Page 1 of 2



Report Scope: Locations
Broken Down By: Location

Time Frame: 9/1/08 to 6/15/09
Student Filtering: OFF

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		153	2845			118	2551			153	2580						
	Grade 2	Grade 2	15	2331	(108)	80	15	2182	(54)	73	15	2261	(68)	67				
	Grade 3	Grade 3	9	2390	(81)	72	9	2263	(31)	61	9	2304	(50)	56				
	Grade 4	Grade 4	12	2567	(130)	73	12	2363	(49)	50	12	2457	(78)	63				
	Grade 5	Grade 5	12	2712	(95)	75	12	2621	(51)	60	12	2533	(48)	62				
	Grade 6	Grade 6	17	2917	(86)	84	17	2659	(43)	52	17	2608	(39)	61				
	Grade 7	Grade 7	18	2968	(44)	79	18	2718	(50)	51	18	2633	(40)	58				
	Grade 8	Grade 8	15	2831	(91)	59	15	2700	(72)	37	15	2588	(64)	38				
	Grade 9	Grade 9 *	11	2938	(47)	65	11	2735	(63)	32	11	2636	(59)	43				
	Grade 10	Grade 10 *	20	3059	(50)	72	7	2616	(69)	22	20	2682	(40)	48				
	Grade 11	Grades 10 - 12 *	18	3201	(38)	71	1	2412		10	18	2812	(44)	62				



Archive Year : 2007-2008

Summary

All Subjects Summary

Close

Report Scope: Locations

Broken Down By: Location

Export CSV

Time Frame: 9/5/07 to 6/10/08

Student Filtering: CF*

Count: 11

Location	Grade	Item Pool	Reading Student Count	Mean Reading SS	SE of Mean Reading SS	Reading Overall SP (%)	Math Student Count	Mean Math SS	SE of Mean Math SS	Math Overall SP (%)	Language Arts Student Count	Mean Language Arts SS	SE of Mean Language Arts SS	Language Arts Overall SP (%)	Science Student Count	Mean Science SS	SE of Mean Science SS	Science Overall SP (%)
Concord Academy Boyne	Overall		164	2871		65	123	2588		68	162	2590		53				
	Grade 2	Grade 2	12	2166	(96)	65	12	2131	(31)	68	12	2133	(57)	53				
	Grade 3	Grade 3	16	2484	(83)	80	16	2312	(35)	66	16	2362	(45)	64				
	Grade 4	Grade 4	12	2695	(70)	83	12	2433	(52)	57	12	2485	(45)	65				
	Grade 5	Grade 5	16	2821	(72)	83	16	2525	(45)	50	16	2583	(35)	67				
	Grade 6	Grade 6	24	2924	(38)	83	24	2696	(39)	56	24	2603	(24)	61				
	Grade 7	Grade 7	13	2941	(44)	77	15	2709	(61)	50	11	2627	(32)	57				
	Grade 8	Grade 8	14	2941	(67)	69	14	2855	(56)	53	14	2636	(53)	43				
	Grade 9	Grade 9 *	14	3094	(47)	79	14	2916	(92)	50	14	2729	(45)	53				
	Grade 10	Grade 10 *	21	3124	(42)	77					21	2764	(35)	57				
	Grade 11	Grades 10 - 12 *	9	3123	(50)	64					9	2776	(61)	58				
	Grade 12	Grades 10 - 12 *	13	3189	(45)	70					13	2716	(63)	52				

Diagnostic Test Reports: All Subjects Summary

https://admin.edperformance.com/report/performance/scores.ssp?z=2...

Concord Academy Boyne

Logout

School : Concord Academy Boyne



Diagnostic Test Reports: All Subjects Summary

Professional | Documents | Links

All Subjects Summary

Report Scope: Locations

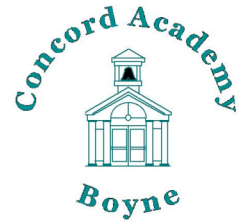
Broken Down By: Location

Export CSV

Location	Grade	Item Pool	Reading Student Count	Mean Reading SS	SE of Mean Reading SS	Reading Overall SP (%)	Math Student Count	Mean Math SS	SE of Mean Math SS
Concord Academy Boyne	Overall		171	2850		61	134	2598	
	Grade 2	Grade 2	11	2134	(74)	61	11	2112	(70)
	Grade 3	Grade 3	13	2526	(78)	83	13	2291	(49)
	Grade 4	Grade 4	18	2698	(88)	83	18	2491	(36)
	Grade 5	Grade 5	22	2739	(42)	77	22	2544	(35)
	Grade 6	Grade 6	13	2915	(68)	84	13	2714	(54)
	Grade 7	Grade 7	18	2859	(42)	70	18	2707	(50)
	Grade 8	Grade 8	16	2921	(54)	67	15	2740	(100)
	Grade 9	Grade 9 *	21	3070	(40)	77	21	2922	(70)
	Grade 10	Grade 10 *	12	3064	(58)	73	3	2608	(82)
	Grade 11	Grades 10 - 12 *	18	3120	(32)	63			
	Grade 12	Grades 10 - 12 *	9	3185	(75)	69			

Time Frame

Time Frame: 9/5/06 to 6/10/07



Report Scope: Locations
 Broken Down By: Location
 Forestville

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 SPP (%)	Math Student Count	Mean Math SS	SE of Mean Math SS	Math Overall SPP (%)	Language Arts Student Count	Mean Language Arts SS	SE of Mean Language Arts SS	Language Arts Overall SPP (%)	Science Student Count	Mean Science SS	SE of Mean Science SS	Science Overall SPP (%)
<u>Concord Academy Boyne</u>	Overall		161	2800		67	126	2510		67	163	2561		67				67
	<u>Grade 2</u>	Grade 2	12	2166	(65)	67	12	2088	(81)	62	12	2223	(30)	62				
	<u>Grade 3</u>	Grade 3	18	2519	(76)	84	18	2339	(42)	69	18	2461	(41)	73				
	<u>Grade 4</u>	Grade 4	21	2640	(59)	82	21	2448	(36)	59	21	2435	(38)	62				
	<u>Grade 5</u>	Grade 5	16	2748	(61)	79	15	2511	(58)	49	16	2538	(40)	62				
	<u>Grade 6</u>	Grade 6	14	2833	(59)	79	14	2611	(38)	46	13	2535	(61)	54				
	<u>Grade 7</u>	Grade 7	14	2896	(56)	76	12	2618	(57)	38	12	2632	(49)	58				
	<u>Grade 8</u>	Grade 8	20	2912	(62)	67	22	2732	(41)	42	23	2611	(31)	37				
	<u>Grade 9</u>	Grade 9 *	10	2897	(57)	58	12	2749	(46)	27	10	2656	(33)	42				
	<u>Grade 10</u>	Grade 10 *	16	3074	(39)	77					16	2704	(36)	48				
	<u>Grade 11</u>	Grade 11-12 *	8	3080	(81)	57					10	2696	(43)	47				
	<u>Grade 12</u>	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.



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CONCORD ACADEMY:BOYNE

[Explain AYP](#)

Mr. Lawrence Kubovchick
Administrator

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<http://www.concordacademyboyne.org>

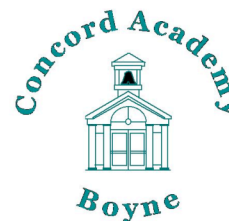
401 EAST DIETZ RD
BOYNE CITY, MI 49712-9653
(231) 582-0194

School Report Card History

School Year	Ed Yes! Composite Grade	AYP Status			NCLB Phase		
		AYP for Reading	AYP for Math	AYP Overall	Phase Reading	Phase Math	NCLB Phase
2001-02	-	-	-	-	0	0	0
2002-03	-	-	-	-	0	0	0
2003-04	A	Yes	Yes	Yes	0	0	0
2004-05	A	Yes	Yes	Yes	0	0	0
2005-06	A	Yes	Yes	Yes	0	0	0
2006-07	A	Yes	Yes	Yes	0	0	0
2007-08	A	Yes	Yes	Yes	0	0	0
2008-09	B	Yes	Yes	Yes	0	0	0
2009-10	A	Yes	Yes	Yes	0	0	0

Source: <https://oeaa.state.mi.us/ayp/schoolRptCardHist.asp>

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 5, 2009 and May5, 2010:

Class	% Parents @ Fall Conference	% Parents @ Spring Conference
K	100	100
1	100	100
2	100	100
3	100	100
4	100	95
5	100	80
6	87	74
7	84	64
8	57	65
9	73	65
10	45	61
11	83	39
12	86	n/a
Total	86%	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.

For 2009/10 our Parent Teacher Partnership [PTP] group, under the direction of board member, Lynette Priest, continued to support the school in many ways:

1. Our parents conducted several fundraisers, including the 2010 Hockey Awards & Chili Cook-off.
2. Our PTP purchased projectors for several classrooms and ping-pong tables for recreation and contributed to a piano lab.
3. We had several different parents voluntarily spruce up the landscaping around our campus.
4. Our library was taught and run by parent volunteers.
5. Our parents served hot lunches throughout the school year.
6. Our annual Open House, Family Fun Night, and Kindergarten Roundup involved over 25 parents.
7. Of course, there was an abundance of parental chaperones, drivers, and organizers for field trips during the year.



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 Boyme 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. Despite the absence in the recent past of our students receiving college credit through dual enrollment, we have reported that a large number of our graduates test out of college requirements. For 2006/07 and 2007/08 and 2008/09 we can report a dramatic increase in dual enrollment participation with our arrangement with LSSU, described in item II.A.1, above.

1. Students who achieved college level credits during high school:

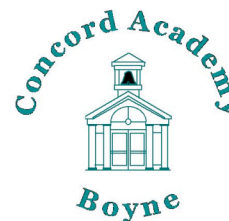
2002/03: 2/60 = 3%.
2003/04: 0/60 = 0%.
2004/05: 1/60 = 3%.
2005/06: 0/60 = 0%.
2006/07: 39/59 = 66%.
2007/08: 33/56 = 59%.
2008/09: 13/54 = 24%.
2009/10: 26/66 = 55%.

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 and 2006/07, no college equivalent courses were offered, for no students were interested. In 2007/08, AP English was offered. In 2008/09 and 2009/10, no college equivalent courses were offered due to lack of student interest and difficulty in scheduling.

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 through 2006/07, no students enrolled in these classes. In 2007/08, 12 out of 24 [50%] of pupils enrolled. All were seniors. In 2008/09 and 2009/10, no students enrolled in these 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)

No students took the AP exam.

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)

No students achieved a score to receive college credit.

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 used the Rubicon Atlas Curriculum Mapping web based software to map monthly curriculum and to align curriculum with the Michigan Curriculum Frameworks. In 2008/09 we added the assessment piece of this software to our maps. Since then, CAB teachers refer to these established maps to keep classroom instruction aligned with the curriculum and benchmarks.

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.

28% of teachers hold K-8 Elementary certification.
33% of teachers hold a 7-12 Secondary certification in their appropriate subject area.
11% of teachers hold K-12 Music certification.
6% of teachers hold K-12 Art certification.
44% of teachers hold a Master's Degree in some area of education.

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

39% 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.