



# Concord Academy Boyne

## School Annual Education Report (AER) Cover Letter 2016-17

February 7, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Concord Academy Boyne. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Concord Academy Boyne for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/96k7Ob>, or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given. **Concord Academy Boyne has not been given one of these labels.**

Our goal is to see continued growth in every child, and we continue to work on aligning curriculum to clearly define instruction, and make sure instruction is the strongest it can be. In addition, we have adopted the NWEA assessment, which gives teachers more specific information about what strengths and weaknesses each student has, so that we can meet students where their needs lie.



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In using these strategies, we are looking for continued growth, which we're seeing in our new assessments. Since both the NWEA and the M-Step are new assessments, we're using that data as a baseline, but are seeing positive results. We have also expanded our instruction for at-risk students in the secondary level, and are working with students to ensure they meet the requirements for graduation. In the next phase of our curriculum development, we will be seeking opportunities for our students to engage in "real world" applications for their learning, and making sure they have what they need to be successful adults, regardless of what educational path lies before them.

State law requires that we also report additional information.

1. The process for assigning students: Any student who resides in the state of Michigan may apply for admission to Concord Academy Boyne, per state regulations. Admission is determined only by enrollment limitations (22 in elementary classes, and 25 in secondary classes), and other state guidelines. Students are accepted on a first come, first serve basis.
2. Concord Academy Boyne has a current School Improvement Plan (SIP) on file with MDE, and will continue to update it as we examine data throughout the school year.
3. Concord Academy Boyne is one building serving all students K-12. We believe a strong academic program, in addition to the integration of the fine arts and character education, provide our students with academic knowledge and skills that are needed to be a productive citizen in today's world.
4. Details about our core curriculum can be found in the Student Handbook, and on our website, [www.concordboyne.org](http://www.concordboyne.org), and will continue to be revised as we align with the state adopted standards. Information about the curriculum can also be obtained by contacting the school administrator.
5. Student aggregate scores for Scantron/Performance series nationally normed achievement tests for 2014-15 and for the newly adopted NWEA in 2015-16 are as follows (national percentile ranking):

| SCHOOL YEAR         | SUBJECTS | GR 2 | GR 3 | GR 4 | GR 5 | GR 6 | GR 7 | GR 8 |
|---------------------|----------|------|------|------|------|------|------|------|
| 2014-15<br>Scantron | READING  | 83   | 89   | 90   | 89   | 85   | 87   | 78   |
|                     | MATH     | 75   | 74   | 79   | 68   | 55   | 63   | 46   |



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|                 |         |    |     |    |     |                     |     |    |
|-----------------|---------|----|-----|----|-----|---------------------|-----|----|
| 2014-15<br>NWEA | READING | 83 | 89  | 86 | 100 | n/a<br><10 students | 100 | 92 |
|                 | MATH    | 83 | 100 | 79 | 100 | n/a<br><10 students | 100 | 92 |

### 6. Parent-Teacher Conference Participation:

In 2014-15, 65% of students were represented at parent-teacher conferences.

In 2015-16, 72.5% of students were represented at parent-teacher conferences.

### 7. Dual Enrollment/AP Classes:

a. Of the eligible students in the 2014-15 school year, 27 students (40%) were dually enrolled. In 2015-16, 4 eligible students (10%) were dually enrolled.

b. AP classes are offered each year for eligible students; in 2014-15 and 2015-16, there was no interest in AP classes.

c. Since there was no interest in AP courses over the two previous school years the percentage of students enrolled is 0%.

d. In 2014-15, 26 students (96%) were able to earn college credit for their efforts. In 2015-16, 4 students (100%) received a passing score leading to college credit.

In the last three years, we as a staff have been working very hard to improve our curriculum, and to make sure we are doing the best job we can to give your children a great education. It looks like our hard work is paying off, as we continue to improve in our test scores, and in our rankings on the Top to Bottom List, published by the state! While the state didn't publish a Top to Bottom List last year, this year, we improved 21% to achieve the 89th percentile on the Top to Bottom List, and we achieved a Lime color for the second year in a row on our Accountability Scorecard!

THANK YOU to all of our teachers, and students, for your hard work! Congratulations!

Sincerely,

Rebekah Leist, Administrator