



# Concord Academy Boyne

## School Annual Education Report (AER) Cover Letter

May 27, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for 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 Rebekah Leist for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/j14dUU>, or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. 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. We continue to take advantage of our small size, and allow students as much individualization as they need to meet their goals, while infusing the arts into our curriculum as well.

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.

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[www.concordboyne.org](http://www.concordboyne.org)



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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 3-5 year School Improvement Plan (SIP) on file with MDE, and it is updated annually as we examine our 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 NWEA (nationally normed achievement tests) for 2015-16 and 2016-17 are as follows (national percentile ranking):

NWEA	Subjects	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
2015-16	Reading	83	89	86	100	n/a <10students	100	92
2015-16	Math	83	100	79	100	n/a <10students	100	92
2016-17	Reading	100	83	76	77	n/a <10students	n/a <10 students	77
2016-17	Math	100	75	63	60	n/a <10students	n/a <10 students	71

6. Parent-Teacher Conference Participation:  
2015-16, 72.5% of students were represented at parent-teacher conferences, out of 2 conference offerings. 2016-17, 69% of students were represented at parent-teacher conferences, out of 3 conference offerings.



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### 7. Dual Enrollment/AP Classes:

- a. Of the eligible students in the 2015-16 school year, 4 eligible students (10%) were dually enrolled. In 2016-17, 2 eligible students (10%) were dually enrolled.
- b. AP classes are offered each year for eligible students; in 2015-16 and 2016-17, there was no interest in AP classes.
- c. There were no AP enrollments for 2015-16 or 2016-17.
- d. 4 eligible students took and received college credit for dual enrollment classes (100%).

In the last five 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 meeting the state accountability guidelines. Even with changing accountability, from Top to Bottom, to the Scorecard, to our current system, we continue to excel. In 2015-16, we achieved a Lime color for the second year in a row on the Accountability Scorecard, and in 2016-17, we achieved a 92.70 (out of 100) in the School Index.

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

Sincerely,

Rebekah Leist  
Administrator