



# Concord Academy Boyne

## School Annual Education Report (AER) Cover Letter

January 27, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 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 <http://bit.ly/2W94Ts1>, or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

**Our school has not been given one of these labels.**

The key challenges that we face are continuing to support early readers, especially with the 3rd grade reading law going into effect, and supporting middle school math students. We continually notice that middle school math is an area where all groups have scores drop, so we are adding after school supports, as well as extra math intervention support during the school day as well. We continue to respond to student needs in our curriculum, and survey students as to their needs in order to improve. We are also sending teachers to an intensive math professional development opportunity this summer, which will provide some new instructional strategies for them.



## Concord Academy Boyne

We have proven to be successful in elementary reading with the implementation of our intervention groups, and our intervention program. We expect that we will continue to have success here, and are proud of our accomplishments in this area!

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 NWEA (nationally normed achievement tests) for 2017-18 and 2018-19 are as follows (national percentile ranking):

NWEA	Subjects	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr.8
2017-18	Reading	88	83	64	85	75	45	N/A
2017-18	Math	88	83	64	70	75	50	N/A
2018-19	Reading	78	60	92	85	62	77	53
2018-19	Math	83	70	83	69	30	42	54



## Concord Academy Boyne

6. Parent-Teacher Conference Participation: In 2017-18, 54% of students were represented at parent- teacher conferences, out of 3 conference offerings. In 2018-19, we had 3 conference offerings with 68% attendance.
7. Dual Enrollment/AP classes:
  - a. Of the eligible students in the 2016-17 school year, 2 eligible students (11%) were dually enrolled. In 2017-18, 17 eligible students (33%) were dually enrolled.
  - b. AP classes are offered each year for eligible students; in 2016-17 and 2017-18, there was no interest in AP classes.
  - c. There were no AP enrollments for 2016-17 or 2017-18, since many of our students prefer to take Dual Enrollment courses instead.
  - d. In 2016-17, 2 eligible students took and 100% received college credit for dual enrollment classes (100%). In 2017-18, 17 eligible students took and 90% received college credit for dual enrollment.

As a staff, we have consistently 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 2018/19, we increased our index achievement score from 80 to the 86.6th percentile, and we are proud to uphold our high standards. We also keep in touch with our former graduates, and they consistently report that they are prepared or overly-prepared for their college courses. We look forward to continuing our work, and seeing those numbers improve.

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

Sincerely,

Rebekah E. Leist  
Administrator