

**ANNUAL EDUCATION REPORT  
OF THE  
CONCORD ACADEMY BOYNE  
1996-97**

The annual Education Report is one of the six sections of Public Act 25 of 1990, an act intended to improve the educational programs and outcomes of all students in Michigan's schools. The Annual Education Report must contain the following components:

- The School Improvement Plan
- Core Curriculum
- Student Achievement Information
- Retention Report
- Accreditation Status
- Specialized Schools
- Parent Participation

In addition, the Annual Education Report of the Concord Academy Boyne contains district financial/personnel data and a report on the various components of the Community Education Program.

**CONCORD ACADEMY BOYNE 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.



**MISSION STATEMENT  
of the  
CONCORD ACADEMY BOYNE**

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  
1996-97  
BOARD OF DIRECTORS AND ADMINISTRATION**

Board of Directors

- Gregg Mattson.....President
- Joan Stevens.....Secretary
- Nickola Baic.....Treasurer
- Jim Burns.....Member
- Sam Kosc.....Member

Administration

- Lawrence Kubovchick.....Academy Administrator
- Karen Kubovchick.....Curriculum Coordinator
- Sue Foster.....Office Manager
- Pat Howard.....School Registrar

**INTRODUCTION  
DISTRICT DATA**

The Concord Academy Boyne is located in Charlevoix County at 00401 Dietz Road in Boyne City, Michigan. Concord Academy Boyne was chartered October 2, 1995 by Central Michigan University, as a Public School Academy (PSA). The PSA district consists of over 574 square miles, has an operating budget of



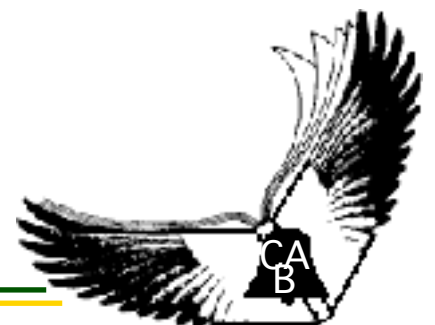
approximately \$960,000 and a total student enrollment of 170 students

The students of Concord Academy Boyne are served by a professional staff of fifteen (15) people, five (5) of whom have masters degrees while the rest have at least a bachelor's degree.

In addition to the professional staff, Concord Academy Boyne also employs two (2) secretarial/clerical personnel, two (2) instructional aides, and one (1) part-time custodian.

**PART I**  
**School Improvement Plan**  
**Concord Academy Boyne**  
**District School Improvement Coordinating Council**

- Mark Gengle.....Elementary Teacher
- Ann Holland.....Parent
- Sandy Ames.....Elementary Teacher
- Dennis Luce.....Middle School Teacher
- Joan Stevens.....School Board Member, Parent
- Judy Everest.....Parent
- Karen Kubovchick.....Curriculum Coordinator
- Lawrence Kubovchick.....Administrator
- Joann Townsend.....Parent
- Dan Mills.....Early Elementary Music Teacher
- Gregg Mattson.....School Board President
- Sam Kosc.....School Board Member
- Paulette Hoover.....Parent



## CORE CURRICULUM AND IMPLEMENTATION PLAN- CURRENT ELEMENTS

School Improvement: Four areas of the core curriculum identified for improvement are as follows:

- 1) Foreign Language.....Peg Faulman, Middle School Teacher  
.....Nan Larabell, Teacher Aide
- 2) Science..... Dennis Luce, Middle School Teacher
- 3) Cultural and Aesthetic Awareness.....Sandy Ames, Elementary Teacher
- 4) Technology.....Nickola Baic, School Board Member

### 1. Foreign Language

A. This year we will offer German to the sixth and seventh grade. They will each be given for two periods a week. The student will:

1. Follow simple directions and commands,
2. Demonstrate understanding of concrete words, simple phrases and sentences,
3. Demonstrate understanding of simple questions,
4. Listen to and comprehend simple stories,
5. Ask questions, for permission and for information,
6. Express feelings,
7. Name items belonging to given categories,
8. Read aloud simple texts containing familiar vocabulary,
9. Copy written words, phrases and sentences,
10. Write words and sentences from dictation.

B. We will offer Italian to the ninth grade two periods a week. The student will:

1. Follow simple directions and commands,
2. Demonstrate understanding of concrete words, simple phrases and sentences,
3. Demonstrate understanding of simple questions,



4. Ask questions, for permission and for information,
  5. Name items belonging to given categories.
- C. We will introduce students to the written and spoken languages of the countries we are studying in depth. We will achieve this in the following ways:
1. Guest speakers will share information on countries including the written and spoken language,
  2. Teachers will show students written languages and explain interesting components of the language (ex. The Hebrew alphabet contains numerical value as well as symbolic),
  3. Children will listen to tapes, CD's and records of various languages,
  4. Students will learn songs containing these foreign languages,
  5. Students will dance to songs sung in various languages,
  6. Games will be played using foreign words.

2. Science Science is taught to fifth through eighth grade daily. The curriculum outcomes have been developed during this school year and are more inclusive than those required by the state.

A. Curriculum Outcomes- Fifth Grade

The students will use scientific knowledge to describe, explain, predict and design aspects of:

1. Scientific Knowledge:

- a. The use of the metric system to measure length, mass and volume.
- b. Classification of objects, substances and organisms according to observable characteristics.

2. Life Science:

- a. Basic requirements for living things.



- b. Cells as living systems.
- c. Process of basic cellular reproduction.
- d. Functions of selected seed plant parts.
- e. Life cycles and basic needs of familiar organisms.
- f. Likenesses and differences between animals of the various phyla.
- g. Maintaining a suitable habitat for raising certain plants and animals.
- h. Relationships among organisms as part of a food chain or food web.
- i. Positive and negative effects of humans on the environment.

3. Physical Science:

- a. Three phases of matter and changes of phase.
- b. Common physical changes in matter.
- c. Separation of mixtures and compounds into their component parts.
- d. Forms of energy and their transforming from one to another.
- e. Interaction of magnetic and nonmagnetic materials.
- f. Simple machines and how they make work easier.
- g. Operation of simple mechanical devices and how they work.

4. Earth Science:

- a. Natural changes in the earth's surface and what causes them.
- b. Minerals, rocks and fossils and how they are used to understand the history of the earth.
- c. Atmospheric changes and various weather conditions; their formation and appropriate safety precautions.
- d. Movements of the bodies within our solar system.

B. Curriculum Outcomes - Sixth Grade

The students will use scientific knowledge to describe, explain, predict and design aspects of :

1. Scientific Knowledge:

- a. Use of the metric system of measurement in calibrating length, mass, and volume.
- b. The scientific method of problem solving.



- c. The basic science process skills of observing, inferring, classifying and predicting to conduct an investigation.

## 2. Life Science:

- a. Cells as the basic units of which all living things are made,
- b. The basic process of cellular reproduction, cell specialization in multicellular organisms and cellular metabolism including photosynthesis, growth and cellular respiration.
- c. Roles of genes and sex cells in heredity and sexual recombination.
- d. Classification of organisms into major groups from simplest to most complex.
- e. Classification of animals into the major phyla.
- f. Major organ systems of vertebrates.
- g. Food production and use in plants and animals.
- h. Life cycles of flowering plants.
- i. Patterns of response in animals.
- j. Matter cycling and energy flow in ecosystems.
- k. The interrelationship between plants and animals.
- l. The interdependence of organisms associated with food chains, food webs, symbiotic relationships, wetland and forest communities.
- m. Human effects on communities and the organisms in them.

## C. Curriculum Outcomes - Seventh Grade

The students will use scientific knowledge to describe, explain, predict and design aspects of:

### 1. Scientific Knowledge:

- a. Use of the metric system of measurement in length, mass, volume and temperature problems.
- b. Use of the scientific method to solve problems and complete investigations.
- c. Observing, inferring, classifying, hypothesizing and predicting to complete investigations.



## 2. Earth Science:

- a. Geologic changes that shape the earth's surface , such as volcanism, wind and water erosion , glaciation and chemical weathering.
- b. Minerals and rocks that form the earth's surface.
- c. Plate tectonics, mountain building and earthquakes.
- d. Earth's surface features by the use of topographic maps.
- e. Earth's atmosphere, it's composition, weather conditions that occur there and how they are measured.
- f. Isobaric charts and their interpretation.
- g. Daily weather forecasts based on viewing meteorologic T.V. broadcasts the night before.
- h. Earth's various climatic zones.
- i. Earth's location and motion in the solar system, the motion of of the other planets, moon and comets.
- j. Star evolution.
- k. Common observations of the day and night sky.

## D. Curriculum Outcomes - Eighth Grade

The students will use scientific knowledge to describe, explain, predict and design aspects of:

### 1. Scientific Knowledge:

- a. Use of the metric system of measurement in length, mass, volume and temperature problems.
- b. Use the scientific method to solve problems and investigations.
- c. Observing, inferring, classifying, hypothesizing, analyzing and synthesizing information gathered in investigations.

### 2. Physical Science:

- a. Molecular distances and energies of solids, liquids and gases.
- b. Phase changes that matter undergoes.
- c. Differences between mixtures, compounds and elements.
- d. Distinction between common physical and chemical changes in



matter.

- e. Atomic structure of the first 20 elements on the Periodic Table of Elements.
- f. Atoms which bond together to form the molecular make-up of compounds.
- g. Forms of energy and how they can be transformed into one another.
- h. Electron flow in simple electric circuits and the use of electric currents to create magnetic fields.
- i. Forces exerted by magnets, electrically charged objects and gravity.
- j. Sound and how it travels through different media .
- k. Sound waves and how they are affected by changes in frequency and volume.
- l. Light as it is reflected and refracted and it's breakdown into the electromagnetic spectrum.
- m. Waves and their transmitting of energy.
- n. Doppler effect on light and sound waves.
- o. Motion of pendulums and other vibrating objects.
- p. Moving objects by means of forces including the use of simple machines.
- q. Simple appliances and toys and how they work.

### 3. Cultural and Aesthetic Awareness

This year we are doing an extensive school wide study of the countries listed on insert A. There will be a total integration of this study into every grade and subject including and emphasizing the fine arts. Extensive parental involvement will be included throughout the year. Culmination activities will occur both during school and on a few Saturdays throughout the year. The following outcomes will be addressed. These are Concord Academy Boyne goals and are in addition to state goals.

A. Students will integrate their knowledge of various cultures:

- 1. School wide,
- 2. Subject wide,



3. Fine Arts wide,
4. with home and community.

B. Students will demonstrate and share their knowledge through:

1. Performance programs,
  - a. School wide,
  - b. Subject wide,
  - c. Fine Arts wide,
  - d. with home and community.
2. Global communications, exchange students, pen pals and guest speakers.

4. Technology

Computers will be used in the class room as well as in the media center for:

- A. Communication via the World Wide Web/Inter Net,
- B. Research via communications with other resource centers,
- C. Research via CD-ROM,
- D. Various educational software programs.

The following pages will include copies of the council's Mission Statement, Belief Statements, Decision-Making Parameters, and the seventeen (17) identified goals areas which were either given to us by the Michigan Department of Education, or identified by the Coordinating Council during the June, July, and August school improvement process.



## 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'S BELIEF STATEMENTS

#### WE BELIEVE THAT:

1. All people are capable of teaming and must be provided with the opportunity to develop to their potential.
2. Effective teamwork and communication skills are essential in today's society.
3. People need to be technically and technologically literate.
4. Setting standards and using them to measure progress provide a valuable resource for improved instruction.
5. Exploration, dialogue and discourse promote understanding.
6. Students have the right to learn in a safe, nurturing environment which is free of intimidation, violence, and disruption.
7. The parameters of age, time, opportunity and structure must be flexible to promote teaming.
8. In our culturally diverse society, we must develop citizens who have self-respect and respect for others.
9. The curriculum must be outcomes-based and relevant to social behavior, problem-solving and employability.
10. Schools must facilitate the opportunity for parents to become actively involved in their children's education.
11. All people must value knowledge and become lifelong learners.
12. Education must prepare individuals to function in society.
13. Education is the shared responsibility of home, school, and community.
14. Cultivating a variety of learning styles will enhance the educational process.



## DECISION-MAKING PARAMETERS

Decisions reached by the school board will be based upon the following general guidelines:

1. Decisions will be based upon what is best for students.
2. No new program will be implemented which negatively affects a safe and nurturing environment.
3. Participatory decision-making will enhance leadership and management.
4. Decisions will reflect the programming needs of our district, while maintaining financial stability
5. New programming will be implemented only after considering its impact upon curriculum, resources and personnel.

In addition, the Board will work closely with the teachers, the school administrator and the Parent/Teacher Association before reaching final decisions and establishing policy.

## STUDENT EXIT OUTCOMES

When students graduate from Concord Academy Boyne Schools, they will be:

1. Self-directed Learners who use positive core values to create a positive vision for themselves and their future, set priorities and achievable goals, create options for themselves, monitor and evaluate their progress and assume responsibility for their actions.
2. Collaborative Contributors who use effective leadership and group skills to foster, develop, and support relationships with and between others in culturally diverse work, community and family settings,
3. Community Contributors who contribute their time, energies, and talents to improving the welfare of others by improving the physical and mental quality of life in their diverse communities.
4. Innovative Contributors who create intellectual, artistic, and practical contributions which reflect originality, high quality, and the use of advanced technologies.
5. Effective Communicators who are competent in applying verbal and written



communications skills.

We will know we have achieved our mission when all graduates of the Concord Academy Boyne can:

1. Demonstrate the knowledge and competence necessary for achievement and continuing fulfillment in life-role pursuits.
2. Demonstrate creativity and flexibility in dealing with complex issues.
3. Participate as concerned/active citizens who positively contribute their time, energies, and talents to improve the welfare of themselves and others within their diverse community.
4. Apply innovative communication, problem-solving, leadership, and conflict resolution skills in relating to people who have fundamentally different backgrounds, priorities, and beliefs from their own.
5. Who can identify, access, integrate and use available resources and information to reason, make decisions and solve complex problems in a variety of contexts.

The following seventeen (17) Goal Areas to be addressed were either mandated by the Michigan Department of Education for inclusion in the School Improvement Plan of all school districts or identified by Concord Academy Boyne,

1. School Improvement Process
2. Mission and Belief Statements
3. Identify Adult Roles
4. Student Exit Outcomes
5. District Decision-Making Process and Parameters
6. Curriculum Evaluation and Alignment
7. Measurement of Student Exit Outcomes
8. Alternative Student Assessment Measures
9. Building Level Decision-Making
10. Professional/Staff Development
11. Community Resources and Volunteers



12. Integration and Effective Use of Technology
13. Communications (School/Community)
14. School Fund-Raising Activities
15. Quality Use of School Time
16. Parent Involvement
17. Roles and Needs Within the School System

### **PROFESSIONAL DEVELOPMENT**

Most teachers have attended at least one professional class during the 1995-96 school year. We have several teachers working towards their professional certificate and one towards a Master's Degree. In addition, we have sent teachers to several "ORFF" seminars to become "ORFF" trained and also to "Weikart" endorsed workshops. We have also participated in several Char-Em ISD workshops.



## PART II

### STUDENT ACHIEVEMENT

#### 1995-96 Report For Concord Academy Boyne School

In Concord Academy Boyne's first year, we administered the Iowa Test of Basic Skills. The aggregate scores for grades 1 through 8 are as follows:

Numbers are grade equivalents

| Grade | Reading | Language | Math | Social Studies | Science |
|-------|---------|----------|------|----------------|---------|
| 1     | 1.7     | 1.5      | 1.8  | 1.7            | 1.8     |
| 2     | 3.2     | 3.5      | 4.2  | 43.7           | 3.9     |
| 3     | 3.3     | 3.1      | 3.8  | 3.5            | 4.0     |
| 4     | 5.1     | 4.4      | 5.2  | 5.8            | 5.5     |
| 5     | 6.0     | 4.9      | 7.4  | 6.7            | 7.1     |
| 6     | 8.7     | 7.5      | 9.0  | 9.2            | 11.7    |
| 7     | 9.6     | 8.3      | 9.1  | 9.7            | 11.3    |
| 8     | 9.5     | 8.3      | 9.9  | 9.6            | 11.2    |

The state-wide MEAP test will be given in the 96-97 school year for the first time. We have also implemented a school wide portfolio assessment program for each child,

It is important to mention that MEAP scores are just one small indication of a student's progress at Concord Academy Boyne School. While other assessment information gathered in our school does not receive the publicity of MEAP scores, this is often a more important indication of a student's progress. Also we must reemphasize that every objective on the MEAP is important to a student, so while we compare at or above other schools, we will continually strive to improve these scores regardless of the scores of others. We will seek to improve until every student achieves every objective.

### OTHER STUDENT ACHIEVEMENTS

Our students demonstrate high levels of achievement in many ways beyond standardized testing. Following are activities in which our students participate and



give evidence of achievement:

1. Student Council Activities
  - A. Food drives
  - B. Christmas gifts.
2. Band Competitions
3. Student directed Dramatic Presentations
4. Pioneer Days Celebration
5. Civil War Days Celebration
6. McCune Arts Center Fair
7. Science Demonstration on Electricity
8. Science Day Trip, Big Rock Nuclear Plant
9. Student Sharing Assemblies
  - A. Music
  - B. Drama
  - C. Dance



**PART III  
RETENTION AND DROPOUT**

The 1995-96 retention rate for Concord Academy Boyne Schools was calculated using information from Fourth Friday counts as submitted to the Michigan Department of Education on Forms Sc-4203 and Im-4203.

RETENTION OCTOBER 1995-MAY 1996

| <u>8th Grade Class of....</u>  | <u>1997</u> | <u>1996</u> | <u>Total</u> |
|--------------------------------|-------------|-------------|--------------|
| 1. Enrollment-4th Friday 1995  | 17          | 13          | 30           |
| 2. Transfers-During 1995-96    |             |             |              |
| A. From other Districts (Plus) | 0           | 13          | 13           |
| B. Other Transfers in (Plus)   | 0           | 0           | 0            |
| 3. Graduates-June 1996         | 17          | 14          | 31           |
| 4. Retention Rate 1995-6       |             |             |              |
| A. Actual Over Adjusted)       | N/A         | N/A         |              |
| 5. % of Attendance             | 100%        | 108%        | 103%         |

**PART IV  
SPECIALIZED SCHOOLS**

Concord Academy Boyne works with local ISD's when applicable.



## PART V PARENT PARTICIPATION

For any school to succeed, it needs qualified professionals, dedicated support staff and parental involvement. At Concord Academy Boyne, we believe we need parents who are actively involved in all aspects of their children's educational process. We have formed the Concord Association for the express purpose of promoting the welfare of the Academy's children by uniting the efforts of the parents, teachers, administrator and staff of the school. We have also designated a volunteer coordinator to facilitate using parents in the classroom, as lunch room monitors, etc. Below is a sample form for our volunteers.

### CONCORD ASSOCIATION BOYNE VOLUNTEER ACTIVITIES

NAME \_\_\_\_\_  
PHONE \_\_\_\_\_

Our school is a family and this building is the home to our children for the majority of their days, 180 days a year. We need your help. The following is a list of activities/ jobs we present to you for your consideration. Some activities/jobs need a chairperson plus workers. Others will be organized by paid staff. Please check all areas of interest. Please contact me with any questions or suggestions.

Joann Townsend  
Volunteer Coordinator

#### PERIODIC ACTIVITIES

\_\_\_\_\_ FUND RAISING (chairperson + helpers) Assist a chairperson with fund raising projects. Do not need to help with all projects but we would like to make sure we have enough to help at different times.

\_\_\_\_\_ SCHOOL HISTORIAN (1 person or more) someone to be in charge of photographing, collecting, and recording the events of the year.

\_\_\_\_\_ CURRICULUM (chairperson, Ann Holland + helpers) Assist Ann Holland in the development of our literature program and locating resources for classroom use.

\_\_\_\_\_ ETHNIC LUNCHESES (chairperson + helpers) Help plan and prepare a lunch, one each, to go with Middle East, Asia, Africa, and Europe.

\_\_\_\_\_ GRANT COMMITTEE (chairperson, Karen Meads + helpers) Assist in writing grants.



\_\_\_\_ LIBRARY COMMITTEE (chairperson + helpers) Assist a chairperson in preparing books for our library.

\_\_\_\_ GROUNDS KEEPING (Chairperson + helpers) Assisting when necessary.

#### ONE TIME ACTIVITIES

\_\_\_\_ BOOK FAIR - (helpers) Assist Becca Smith during the Fall Book Fair.

\_\_\_\_ OPERATION CHRISTMAS CHILD (chairperson + helpers) Our children will learn this year how unfortunate some children are in other parts of the world. We will give them an opportunity to respond to this. More information to follow. We need coordinators for this project.

## **PART VI ACCREDITATION STATUS**

Accreditation is a process which enables CONCORD ACADEMY BOYNE SCHOOLS to be measured against a set of quality education standards. Under the new set of accreditation standards developed by the State Department of Education, Concord is moving toward accreditation after three (3) years of operation . We will seek accreditation at both the elementary and middle school levels. We will decide whether to be affiliated with the Michigan Accreditation Program or with North Central Association.



## PART VII CORE CURRICULUM

Development of a Core Curriculum began in the Fall of 1990 with the enactment of Public Act 25 in order to comply with its requirement of establishing a procedure and a beginning to the development of a more outcomes focus to the curriculum offerings in the public schools of Michigan.

The local core curriculum defines the outcomes to be achieved by all students. The outcomes are based on the State's educational mission and the locally developed goals and objectives for students. Educational outcomes have been written in the following areas for each grade level:

### Core Curriculum Development Status STUDENT OUTCOMES (Subject Area)

| Subject Area   | Develop/Write<br>Outcomes | Implement<br>Outcomes | Outcomes<br>Assessment<br>Development |
|----------------|---------------------------|-----------------------|---------------------------------------|
| Mathematics    | 1995-96                   | 1995-96               | 1995-96                               |
| Science        | 1995-96                   | 1995-96               | 1995-96                               |
| Language Arts  | 1995-96                   | 1995-96               | 1995-96                               |
| Fine Arts      | 1995-96                   | 1995-96               | 1995-96                               |
| Social Studies | 1995-96                   | 1995-96               | 1995-96                               |

### SECONDARY AND ELEMENTARY CURRICULUM COUNCILS

Establish Comprehensive Core Curriculum which addresses the development of the student as an Effective Life Learner through the development and implementation of:

1. Interdisciplinary Outcomes
  - A. Life Management Skills
  - B. Employability Skills
  - C. Aesthetic Applications



- D. Technological Preparation
- 2. Academic Outcomes
  - A. Arts (Visual Art/Music/Drama/Dance)
  - B. Physical Education & Health
  - C. World Studies (Social Studies/Foreign Language)
  - D. Mathematics & Science
  - E. Language Arts (Reading/Speaking/Writing/Listening/Literature)

