

## The Annual Education Report 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](mailto:bielawp@michigan.gov) or (517) 335-5784.

A special thanks goes to Karen Ruple and the Kent Intermediate School District that worked on the following template. Their willingness to share their work is greatly appreciated.



# Annual Education Report

## I. Overview of School

**A. Describe your building's accreditation status and grades as determined by Education YES! You have the option to describe an alternate accreditation status (i.e., North Central Association, Baldrige) as well as your Education YES! accreditation status.**

Concord Academy Boyne has received an "A" grade as determined by Education YES!

**B. Compare your current year's status to last year's status.**

Concord Academy Boyne did not receive a grade from Education YES! Due to less than 30 students enrolled and tested in each grade.

**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 220 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.

CAB is located on the outskirts of Boyne City, MI, which city 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 (SRSD) for this purpose.

The retention rate for 2003-2004 was 100%.

**D.2. Compare the current retention rates to the previous year's retention rates.**

The retention rate for 2002-2003 was 94%.



## 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. In addition to these regular criteria, we have recently undertaken two major initiatives revolving around improving our school. The first was a series of Board meetings aimed at developing a Vision Statement for the school. These were conducted by an outside moderator, and resulted in the Vision Statement shown in item I. C., above. The second major initiative has been the Application to Renew our Charter, prepared for LSSU. The primary focus of this process has been to determine the academic goals for the next 5 years, strategies for achieving them, and methods of evaluation – all to be included in the Renewed Charter. This process has resulted in the narrative in item 2, immediately below.

For 2003/04, we undertook several specific improvements.

1. We improved our High School science room with the addition of a locked, ventilated storage closet for chemicals and other supplies. Of course, such an improvement is not mandated by test results. Rather, we decided it was important in consultation with the teacher of that subject.
2. From our HS MEAP scores, we learned that our students were underperforming in Social Studies. So, we totally redesigned our Social Studies curriculum to achieve greater alignment with the State benchmarks.
3. We decided it was insufficient to simply talk about character. So, we implemented a specific curriculum to teach it to students K-12. One character trait was taught each month throughout the year.
4. Over-arching the entire year was the massive project of on-line mapping of our entire curriculum, by subject and grade-level. Each teacher prepared this for his area. The benefits of this improvement we expect to be far-reaching. Future teachers can easily follow where they should be teaching at any point in the academic 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.

1. Standardized Test Goals.
  - A. Class averages of students in grades 1-8 will meet or exceed a national percentile rank of 50% on the core total of the Iowa Test of Basic Skills.

Strategies:

    - i. Annual test analysis for areas of weakness through teacher in-service
    - ii. Mapping of curriculum for alignment of Basic Skills
    - iii. Preparation for tests by review of test taking skills

Evaluation: Results of the ITBS
  - B. High school MEAP scores will show adequate yearly progress required by NCLB legislation.

Strategies:

    - i. Professional development for teachers of MEAP/MI Curriculum Framework topics
    - ii. Analysis of MEAP results data
    - iii. Mapping of curriculum for alignment with MI Curriculum Frameworks
    - iv. Provide teaching of test taking skills for students



Evaluation: Results of the HST MEAP

2. Graduation Goals.

A. Our graduation rate will exceed the State of Michigan average every year.

Strategies:

- i. We will limit class-size to 20 or less, producing a large amount of individual attention to students from teachers.
- ii. At the mid-point of each marking period, we will produce Progress Reports (PRs) for each High School student according to the following criteria:
  - a. For the first marking period of the school year, all students will receive PRs for all subjects.
  - b. From then on, students will receive PRs if grade is failing or significantly declined.
- iii. A Transcript Plan will be prepared and reviewed with every High School student & parent every year.
- iv. We will offer classes/credits to accommodate individual student needs (e.g. guitar, percussion, drama tech, business math).

Evaluation: Simple counting of student records and comparison to reported State averages.

B. 70% of High School students will take a standardized college preparatory test during their High School career.

Strategies:

- i. Our Administrator of Instructional Programs will promote this among students and parents.
- ii. CAB will provide scholarships for the fees of such tests.
- iii. CAB will provide transportation to test sites, if needed.
- iv. CAB will invite college representatives to visit our campus, and we will sponsor trips to college campuses, both for presentations about college careers.

Evaluation: Simple counting of student records.

3. Parent Involvement Goals.

A. Conference attendance goal. 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 & time will be called.
- v. Teachers & parents will be asked to evaluate the conferences.

Evaluation: Teachers will record attendance and report to administration.

B. Parent volunteer goal. 60% of parents will voluntarily serve the school, in some capacity, during each year.

Strategies:

- i. Notify parents of areas where we regularly need volunteers, and of the absolute importance of parent involvement to the success of the student.
- ii. Call parents for specific events, such as K RoundUp, Open House, Rummage Sale, AOTG Auction, concerts, performances, field trips.

Evaluation: Parent end of year survey. Teachers will record each time a parent volunteers.

4. Community Service Goals – Learning to live outside yourself. Concord Academy Boyne will strive to maintain a connection with our community by both drawing on valuable resources from the community and harmoniously contributing our resources to the community, endeavoring to teach our students to care about the welfare of others and to build within them a sense of social responsibility.

A. Every graduating student will have served his community at least once during his CAB career.

Strategies:

- i. CAB will organize a Service Club for High School students, and schedule periodic service events with philanthropic organizations.



- ii. CAB will organize school-wide community service projects, such as blood drives, food drives, Operation Christmas Child, Caring Kids school program, paper re-cycling.
- iii. CAB will schedule presentations to our students by local service people.

Evaluation: Require each graduating senior to document their community service record while @ CAB.

B. A minimum of 5 community organizations will use our physical facility each year.

Strategies:

- i. We will adopt and enforce a Board Policy conducive to use of our facility by the community.
- ii. We will encourage word-of-mouth communication that our facility is available for use by the community.

Evaluation: Simple counting of the number of groups who use our facility.

5. Safe School Goals. In accordance with existing State of Michigan policy, we desire to foster a safe, nurturing environment for our constituents.

A. Our school will experience no 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, preventing 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 encourage among our students a sense of responsibility for their fellow man, see above.

Evaluation: Annual SID report.

B. Our school will experience no incidents of harm inflicted by other sources.

Strategies:

- i. We will adopt and implement a Safety Response Plan.
- ii. We will conduct fire drills and tornado drills.
- iii. We will maintain our building in a safe condition, according to governing ordinances.
- iv. We will periodically inspect all playground equipment.
- v. We will periodically schedule special presentations about safety, such as Fire Prevention Day, CPR classes, violence prevention video.

Evaluation: Annual SID report.

6. Enrollment Goals.

A. Enrollment will remain constant or increase until capacity.

Strategies:

- i. Inform public of school events:
  - a. Press releases.
  - b. Brochures in local stores, real estate offices, chambers of commerce.
  - c. Community Open House.
- ii. Reach out to homeschoolers – science fair, partial students, arts classes.
- iii. Encourage word-of-mouth advertising by current parents.
- iv. Attract pre-schoolers through contact with local day-care centers and pre-schools.
- v. Make presentations to local community groups – churches, Rotary, Kiwanis, Lions, business forums.

Evaluation: Compare enrollment data from SRSD report year by year.

B. Retention Rate will increase each year.

Strategies:

- i. Hold several social functions for students each year.
- ii. Frequently inform parents of student successes.



- iii. Form sports clubs.
  - iv. Survey students for suggestions.
- Evaluation: Simple counting of which students re-enrolled at year-end.

**3. Did your School Improvement plan do what it set out to do? Describe the evaluation process that led you to this conclusion.**

This is a difficult question to answer. We seek not temporary, immediate improvement; else we would simply "teach the MEAP" and expect our scores to reflect so. Rather, we seek permanent, continuous improvement in the education of the whole child. Such improvement does not come overnight, nor is it a one-time completed event. It is perpetual. Therefore, this question, properly rendered, should ask, "Is your School Improvement plan *doing* what it set out to do?" We answer this question, "Yes." We are beginning to see improved results in the areas we planned to improve last year, and the areas from the year before that, and the year before that. These improvements, however, are not complete. For example, 4 years ago we sought school-wide improvement in the area of writing skills. Recent scores have shown improvement in some areas and weakness in others. So, for 2004/05 we will re-double our efforts to improve the weak areas.

**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.**

See item 2, immediately above, for the academic goals for the next 5 years. Specifically for next year, we learned from our ITBS scores that we must improve elementary writing. So, we will schedule specific staff development projects through our local ISD to train our staff in teaching writing. Also, we will send our teachers to seminars aimed at this.

**B. How was this year's school improvement process similar or different from last year's process?**

School improvement was different this year in that it included the two major initiatives discussed in II.A.1., above.



### III. Student Assessment Data

#### A. Insert graphic displays of MEAP data:

#### Change Statistics for Year 2003-2004

**School Name:** Concord Academy - Boyne

Subject	2002-2003 Scores	2003-2004 Scores	Change
Grade 4 Math	76.9	57.1	-19.80
Grade 4 Reading	69.2	76.2	7.00
Grade 4 Writing	38.5	20.0	-18.50
Grade 4 ELA	38.5	30.0	-8.50
Grade 5 Science	68.4	82.4	14.00
Grade 5 Social St	10.5	29.4	18.90
Grade 7 Reading	76.5	*	NA
Grade 7 Writing	41.2	*	NA
Grade 7 ELA	70.6	*	NA
Grade 8 Math	85.7	66.6	-19.10
Grade 8 Science	90.0	81.0	-9.00
Grade 8 Social St	38.1	33.3	-4.80
<b>Average:</b>			<b>-4.42</b>

#### MEAP Proficiency Comparison and Trends

	Grade 4 Math	Grade 4 ELA	Grade 4 Reading	Grade 4 Writing	Grade 5 Science	Grade 5 SS	Grade 5 Writing	Grade 7 ELA	Grade 7 Writing	Grade 7 Reading	Grade 8 Science	Grade 8 SS	Grade 8 Math
<b>1999-2000</b>													
Academy	90.0	NA	45.0	NA	58.8	11.8	70.6	NA	NA	47.4	14.3	42.9	NA
Local Dist.	78.0	NA	51.6	NA	30.1	28.6	60.0	NA	NA	62.4	34.7	34.9	NA
State Avg.	74.8	NA	58.2	NA	43.6	20.6	67.8	NA	NA	48.4	24.2	30.8	NA
<b>2000-2001</b>													
Academy	87.5	NA	37.5	NA	52.9	25.0	66.7	NA	54.5	54.5	15.0	35.0	NA
Local Dist.	85.6	NA	67.7	NA	46.3	49.4	62.7	NA	59.6	60.7	35.3	40.0	NA
State Avg.	72.3	NA	60.4	NA	41.6	18.8	61.1	NA	68.2	57.9	19.7	30.0	NA
<b>2001-2002</b>													
Academy	73.7	NA	31.6	NA	68.4	15.8	36.8	NA	76.2	71.4	76.2	19.0	71.4
Local Dist.	63.8	NA	50.0	NA	74.8	41.9	70.4	NA	54.3	67.1	69.9	37.9	63.9
State Avg.	64.5	NA	56.8	NA	73.2	22.4	55.7	NA	66.2	50.9	66.6	32.0	53.8
<b>2002-2003</b>													
Academy	76.9	38.5	69.2	38.5	68.4	10.5	NA	70.6	41.2	76.5	90.0	38.1	85.7
Local Dist.	69.9	52.2	82.7	21.3	79.0	25.6	NA	61.3	68.8	62.3	74.5	37.8	61.1
State Avg.	65.0	59.0	75.0	47.0	77.0	28.0	NA	58.0	56.0	61.0	65.0	32.0	52.0
<b>2003-2004</b>													
Academy	57.1	30.0	76.2	20.0	82.4	29.4	NA	*	*	*	81.0	33.3	66.6



**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.**

See attached spreadsheet, Iowa Test of Basic Skills – Percentile Rank by Class.



### IV. Adequate Yearly Progress Data

A. Describe your building’s Adequate Yearly Progress (AYP) status in each of the core academic areas and how this status has impacted your building’s accreditation. Indicate Michigan’s target achievement goal and your building’s % proficient (Level 1 plus Level 2). You must compare the achievement of subgroups (race/ethnicity, disability, economically disadvantaged, limited English proficiency) of 30 or greater to the state’s target achievement goals.

1. **English/Language Arts** (elementary, middle school, high school) and **Math** (elementary, middle school, high school)

	4th ELA	
	4th Math	
	8th ELA	
	8th Math	
	11th ELA	
	11th Math	
CAB		32.7
		63.3
		65.9
		75.9
		77
		64.7
State Obj.		38
		47
		31
		31
		42
		33

Please note: we have no subgroups of 30 or greater. The above data is for the entire class.



## 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 7-8, 2002 and May 8-9, 2003:			
Class	% Parents @ Fall Conference	% Parents @ Spring Conference	
K	100	100	100
1	100	100	100
2	100	100	100
3	100	95	100
4	100	100	100
5	100	100	100
6	63	92	92
7	84	83	83
8	67	86	86
9	43	42	42
10	57	6	6
11	83	30	30
12	42	n/a	n/a
Straight Avg.	72%	78%	78%
Percent of Parent-Teacher Conferences Participation at conferences November 6-7, 2003 and May 6-7, 2004:			
Class	% Parents @ Fall Conference	% Parents @ Spring Conference	
K	100	100	100
1	100	100	100
2	100	92	92
3	100	100	100
4	100	100	100
5	94	95	95
6	72	80	80
7	54	63	63
8	79	85	85
9	88	82	82
10	81	75	75
11	77	50	50
12	77	n/a	n/a
Straight Avg.	86%	85%	85%
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. This pattern has existed before; so, in order to increase participation for the upper grades in 2000/01, we distributed grade cards at conferences. This plan was a resounding success and was repeated every year since.			



**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 Boyne 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."

**C. Describe the extent and type of parental involvement in your school. (Optional)**

Last year we surveyed our parents to find out how much they participated. For 2002/03 we enjoyed the benefit of over 300 volunteer hours delivered by 30 different families. These hours were spent in many different ways: classroom aide, recess monitor, organizing & accompanying field trips and class trips, grounds maintenance, fund raisers, hot lunches, book fair, an elementary sleep-in, PTO meetings, performances, etc.



## 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 community colleges which he is able to satisfy course requirements.

1. Students who took college level equivalent examinations in 2002/03:  $2/60 = 3\%$ . Students who took college level equivalent examinations in 2003/04:  $0/60 = 0\%$ .

2. Students who achieved college level credits in 2002/03:  $2/60 = 3\%$ . Students who achieved college level credits in 2003/04:  $0/60 = 0\%$ .

### 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.

### 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.

Two students (3%) 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)

Zero students took college level equivalency credit exams.

### 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)

Zero students received college credit this year.



## 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 uses the Rubicon Atlas Curriculum Mapping web based software to map monthly curriculum and to align curriculum with the Michigan Curriculum Frameworks. This software allows the curriculum coordinator to check for benchmarks that are not being covered.

**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 are 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.**

60% of teachers hold K-8 Elementary certification.  
20% of teachers hold a 7-12 Secondary certification in their appropriate subject area.  
10% of teachers hold K-12 Music certification.  
5% of teachers hold a certificate in Special Education.  
40% of teachers hold a Master's Degree in some area of education.

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

40% 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.**

15% of classes are not taught by highly qualified teachers. These include Tina Precup, high school Spanish, who has a B.S. in Spanish, Sarah Christensen, 5-12 dance, with over 20 year dance experience, and Julie Stoppel, K-12 Art, who is currently working on earning her teaching certification.

**D. Of the teachers who are not considered highly qualified under NCLB, indicate what percent plan to become highly qualified by 2005/06. *Optional***

Two of these three teachers plan to become highly qualified.



**E. Each district must have a plan to ensure that all of its teachers are highly qualified by 2005/06. State how your building is making annual progress towards Michigan's objective.**

All teachers that meet highly qualified requirements are/will be placed in teaching assignments to meet the 05/06 deadline. Teachers that are not highly qualified by this time will be replaced.

**F. 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 Human Resource Director is the contact person for this information.