

Concord Community Schools
**Annual Report
and
School Improvement Plan
2009-10**



*Concord Community Schools Vision:
All Concord Community School students
will attain the knowledge, skills and achievement levels
needed to fulfill their personal vision.*

[Visit us on the web at www.ccs.k12.mi.us](http://www.ccs.k12.mi.us)

Concord Community Schools

Annual Report 2009-10

What Concord Students will be – **OUR VISION**

All Concord Community School students will attain the knowledge, skills and achievement levels needed to fulfill their personal vision.

Why Concord Community Schools exist – **OUR MISSION**

The Concord Community Schools, together with the families and the community, will provide all students with resources in a safe environment to nurture a passion for lifelong learning, social responsibility and the confidence to identify and pursue their goals.

The Core Values that Drive our Vision – **OUR BELIEFS**

WE BELIEVE THAT CONCORD COMMUNITY SCHOOLS BE A QUALITY SCHOOL DISTRICT:

- *By working with the whole person,*
- *So that all work may be meaningful;*
- *By engaging in continuous improvement through self-evaluation;*
- *By providing a non-coercive environment,*
- *So that every individual is capable and responsible for his or her own choices and learning,*
- *So that every individual can behave in a manner which enhances the learning environment,*
- *In order to provide a joyful place to work and learn.*

District Profile

OVERVIEW

Concord Community Schools were established in 1835 and are located in western Jackson County, approximately 14 miles southwest of Jackson. The District's 70 square miles include lakes, many farms, and two golf courses. Five colleges within a 15 mile radius offer excellent opportunities for continuing education. Approximately 3,000 people live in the Concord Community School District. The District serves approximately 882 students in one elementary school (Concord Elementary School, grades K-5); middle school (Concord Middle School, grades 6-8); and high school (Concord High School, grades 9-12. The District employs 51 instructional staff, 44 support staff, and 3 administrators.

ACCREDITATION

Accreditation means a school has met the standards set by an outside agency. All three of our K-12 schools are fully accredited by the North Central Association of Colleges and Schools. Additional information regarding NCA accreditation may be found at: <http://www.nca.umich.edu/> in addition, the district participates in Education Yes, Michigan Department of Education's school improvement program.

DISTRICT ENROLLMENT (FALL COUNT)

Year	Total
2001-2002	957
2002-2003	969
2003-2004	976
2004-2005	999
2005-2006	997
2006-2007	966
2007-2008	966
2008-2009	921
2009-2010	882

The Process that Aligns all Activities and Focuses on Student Achievement – *Continuous Improvement – CIA Committee*

The continuous improvement process (CIP) was established mid-year 1999-2000 in the Concord Community Schools to restructure school operations for the purpose of enhancing student achievement. The goal of this process is to align the missions, goals and activities of the district in order to assure that district program operations provide for a systemic approach toward improved student achievement in all subject areas. In the fall of 2007, the district instituted the Curriculum Instruction and Assessment Committee (CIA) to provide one entity that would oversee district school improvement initiatives.

Student Achievement Data

The work of the CIA Committee is driven by data. The CIA Committee at Concord Community Schools utilized various sources of data including Individual classroom and grade assessments, STAR Reading, DIBELS, MEAP, MME, County Wide Assessments and an Attribute Survey to name a few. Over the last four years scores on the tests mentioned above have shown overall improvement but also indicate that significant improvement needs to occur in the future.

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM (MEAP)

- Percent Proficient or Meeting or Exceeding Standards

**CONCORD HIGH SCHOOL SPRING 2009
ACT AND WORKKEYS TESTING RESULTS (w/o Subgroup)**

# of Students Taking Test	70	70	70
# of Males Taking Test	32	32	32
# of Females Taking Test	38	38	38
Average Score	39%	24%	36%
Average Score Male	46%	16%	38%
Average Score Female	54%	35%	46%
Minimum Score	3%	18%	21%
Maximum Score	42%	57%	42%

**CONCORD HIGH SCHOOL SPRING 2008
ACT AND WORKKEYS TESTING RESULTS (w/o Subgroup)**

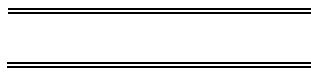
# of Students Taking Test	77	77	77
# of Males Taking Test	40	40	40
# of Females Taking Test	37	37	37
Average Score	52%	25%	42%
Average Score Male	48%	15%	38%
Average Score Female	57%	35%	46%
Minimum Score	3%	18%	21%
Maximum Score	49%	57%	42%

**CONCORD HIGH SCHOOL SPRING 2007
ACT AND WORKKEYS TESTING RESULTS (w/o Subgroup)**

# of Students Taking Test	66	66	66
# of Males Taking Test	26	26	26
# of Females Taking Test	40	40	40

Average Score	18.29	4.83	4.92
Average Score Male	18.68	5.04	5.00
Average Score Female	17.93	4.68	4.85
Minimum Score	12	3	3
Maximum Score	30	7	7

*The standard deviation is a measure of how widely values are dispersed from the average value (the mean).



Spring 2009 MME						
High School MME 2009 District Totals						
	Math	Reading	Science	Social Studies	Writing	ELA
Level 1: Exceeded MI Standards	6	3	3	35	1	1
Level 2: Met MI Standards	38	54	49	46	38	43
Level 3: At Basic Level	21	26	13	12	52	38
Level 4: Apprentice	35	16	35	7	9	18
Met or Exceeded	44	57	52	81	39	44
Not Met	56	42	48	19	61	56
Number Included	68	68	69	68	69	68
Number Tested	68	68	69	68	69	68

Note: High school scores are number of students, not percentages.
 * = Fewer than 10 students included.
 N/A = Not Applicable.

MME 2009: CONCORD HIGH SCHOOL						
	Math	Reading	Science	Social Studies	Writing	ELA
Level 1:	6	3	3	35	1	1

Exceeded MI Standards						
Level 2: Met MI Standards	38	54	49	46	38	43
Level 3: At Basic Level	21	26	13	12	52	38
Level 4: Apprentice	35	16	35	7	9	18
Met or Exceeded	44	57	52	81	39	44
Not Met	56	42	48	19	61	56
Number Included	68	68	69	68	69	68
Number Tested	68	68	69	68	69	68

Note: High school scores are number of students, not percentages.
 * = Fewer than 10 students included.
 N/A = Not Applicable.

MME 2009: SCHOOL OF OPPORTUNITY

	Math	Reading	Science	Social Studies	Writing	ELA
Level 1: Exceeded MI Standards	0	0	0	0	0	0
Level 2: Met MI Standards	0	1	1	1	0	0
Level 3: At Basic Level	0	0	0	0	1	1
Level 4: Apprentice	1	0	0	0	0	0
Met or Exceeded	0	1	1	1	0	0
Not Met	1	0	0	0	1	1
Number Included	1	1	1	1	1	1
Number Tested	1	1	1	1	1	1

Note: High school scores are number of students, not percentages.
 * = Fewer than 10 students included.
 N/A = Not Applicable.

Spring 2008 MME

High School MME 2008 District Totals

	Math	Reading	Science	Social Studies	Writing	ELA
Level 1: Exceeded MI Standards	3	3	4	30	0	0
Level 2: Met MI Standards	41	48	53	48	24	40
Level 3: At Basic Level	16	26	16	13	58	39
Level 4: Apprentice	41	24	28	10	19	21
Met or Exceeded	43	50	56	78	24	40
Not Met	57	48	44	23	76	60
Number Included	79	80	80	80	80	80
Number Tested	79	80	80	80	80	80

Note: High school scores are number of students, not percentages.

* = Fewer than 10 students included.

N/A = Not Applicable.

MME 2008: CONCORD HIGH SCHOOL

	Math	Reading	Science	Social Studies	Writing	ELA
Level 1: Exceeded MI Standards	3	3	4	30	0	0
Level 2: Met MI Standards	41	49	53	49	25	42
Level 3: At Basic Level	16	25	16	12	57	38
Level 4: Apprentice	41	23	27	9	18	21
Met or Exceeded	43	52	57	79	25	42
Not Met	57	48	43	21	75	58
Number	76	77	77	77	77	77

Included						
Number Tested	76	77	77	77	77	77
Note: High school scores are number of students, not percentages. * = Fewer than 10 students included. N/A = Not Applicable.						

MME 2008: SCHOOL OF OPPORTUNITY						
	Math	Reading	Science	Social Studies	Writing	ELA
Level 1: Exceeded MI Standards	0	0	0	1	0	0
Level 2: Met MI Standards	1	0	1	0	0	0
Level 3: At Basic Level	1	2	1	1	2	2
Level 4: Apprentice	1	1	1	1	1	1
Met or Exceeded	1	0	1	1	0	0
Not Met	2	3	2	2	3	3
Number Included	3	3	3	3	3	3
Number Tested	3	3	3	3	3	3
Note: High school scores are number of students, not percentages. * = Fewer than 10 students included. N/A = Not Applicable.						

Spring 2007 MME						
High School MME 2007 District Totals						
	Math	Reading	Science	Social Studies	Writing	ELA
Level 1: Exceeded MI Standards	2	0	5	22	1	0
Level 2: Met MI Standards	25	44	32	48	22	28
Level 3: At Basic Level	12	25	20	11	54	45
Level 4:	48	18	29	4	6	10

Apprentice						
Met or Exceeded	27	44	37	70	23	28
Not Met	60	43	49	15	60	55
Number Included	87	87	86	85	83	83
Number Tested	87	87	86	85	83	83

Note: High school scores are number of students, not percentages.

* = Fewer than 10 students included.

N/A = Not Applicable.

	Math	Reading	Science	Social Studies	Writing	ELA
Level 1: Exceeded MI Standards	2	0	5	22	1	0
Level 2: Met MI Standards	25	43	30	40	22	28
Level 3: At Basic Level	11	16	16	6	44	36
Level 4: Apprentice	36	15	22	4	4	7
Met or Exceeded	27	43	35	62	23	28
Not Met	47	31	38	10	48	43
Number Included	74	74	73	72	71	71
Number Tested	74	74	73	72	71	71

Note: High school scores are number of students, not percentages.

* = Fewer than 10 students included.

N/A = Not Applicable.

MME 2007: SCHOOL OF OPPORTUNITY

	Math	Reading	Science	Social Studies	Writing	ELA
Level 1: Exceeded MI Standards	0	0	0	0	0	0
Level 2: Met MI Standards	0	1	2	8	0	0
Level 3: At Basic Level	1	9	4	5	10	9
Level 4: Apprentice	12	3	7	0	2	3

Met or Exceeded	N/A	1	2	8	N/A	N/A
Not Met	13	12	11	5	12	12
Number Included	13	13	13	13	12	12
Number Tested	13	13	13	13	12	12

Note: High school scores are number of students, not percentages.
 * = Fewer than 10 students included.
 N/A = Not Applicable.

High School Class of 2007 District Totals					
	Math	Reading	Science	Social Studies	Writing
Level 1: Exceeded MI Standards	1	1	1	9	0
Level 2: Met MI Standards	39	52	36	34	41
Level 3: At Basic Level	9	12	18	14	27
Level 4: Apprentice	24	7	18	16	4
Met or Exceeded	40	53	37	43	41
Not Met	33	19	36	30	31
Number Included	73	72	73	73	72
Number Tested	73	72	73	73	72

Note: High school scores are number of students, not percentages.
 * = Fewer than 10 students included.
 N/A = Not Applicable.

Class of 2007: CONCORD HIGH SCHOOL					
	Math	Reading	Science	Social Studies	Writing
Level 1: Exceeded MI Standards	1	1	1	8	0
Level 2: Met MI Standards	38	51	35	34	41
Level 3: At Basic Level	9	10	18	13	23

Level 4: Apprentice	21	6	15	14	4
Met or Exceeded	39	52	36	42	41
Not Met	30	16	33	27	27
Number Included	69	68	69	69	68
Number Tested	69	68	69	69	68

Note: High school scores are number of students, not percentages.
 * = Fewer than 10 students included.
 N/A = Not Applicable.

Class of 2007: SCHOOL OF OPPORTUNITY

	Math	Reading	Science	Social Studies	Writing
Level 1: Exceeded MI Standards	*	*	*	*	*
Level 2: Met MI Standards	*	*	*	*	*
Level 3: At Basic Level	*	*	*	*	*
Level 4: Apprentice	*	*	*	*	*
Met or Exceeded	*	*	*	*	*
Not Met	*	*	*	*	*
Number Included	4	4	4	4	4
Number Tested	4	4	4	4	4

Note: High school scores are number of students, not percentages.
 * = Fewer than 10 students included.
 N/A = Not Applicable.

Grades 3-9 MEAP (October, 2009)

Beginning in the fall of 2009, all public school students in grades 3 through 8 were tested in mathematics, and reading. Additionally, students were tested in writing in grades 4 and 7, science in grades 5 and 8, and social studies in grades 6 and 9. State numbers are shown to the right of the bolded Concord scores. These tests were based on the recently developed Grade Level Content Expectations (GLCE's) for each subject area and grade level.

Fall MEAP 2009 3-9: Grade 3

	Math	Reading
Level 1: Exceeded	63%	37%

MI Standards		
Level 2: Met MI Standards	31%	47%
Level 3: At Basic Level	6%	11%
Level 4: Apprentice	0%	5%
Met or Exceeded	94%	84%
Not Met	6%	16%
Number Included	62	62
Number Tested	62	62

Note: * = Fewer than 10 students included.
N/A = Not Applicable.

Fall MEAP 2009 3-9: Grade 4

	Math	Reading	Writing
Level 1: Exceeded MI Standards	46%	27%	
Level 2: Met MI Standards	49%	51%	
Level 3: At Basic Level	4%	17%	
Level 4: Apprentice	1%	4%	
Met or Exceeded	94%	79%	
Not Met	6%	21%	
Number Included	70	70	
Number Tested	70	70	

Note: * = Fewer than 10 students included.
N/A = Not Applicable.

Fall MEAP 2009 3-9: Grade 5

	Math	Reading	Science
Level 1: Exceeded MI Standards	54%	43%	37%
Level 2: Met MI Standards	33%	40%	49%
Level 3: At Basic Level	10%	12%	13%
Level 4: Apprentice	3%	4%	0%
Met or	87%	84%	87%

Exceeded			
Not Met	13%	16%	13%
Number Included	67	67	67
Number Tested	67	67	67

Note: * = Fewer than 10 students included.
N/A = Not Applicable.

Fall MEAP 2009 3-9: Grade 6			
	Math	Reading	Social Studies
Level 1: Exceeded MI Standards	61%	19%	28%
Level 2: Met MI Standards	25%	66%	40%
Level 3: At Basic Level	12%	9%	22%
Level 4: Apprentice	1%	6%	9%
Met or Exceeded	87%	85%	69%
Not Met	13%	15%	31%
Number Included	67	67	67
Number Tested	67	67	67

Note: * = Fewer than 10 students included.
N/A = Not Applicable.

Fall MEAP 2009 3-9: Grade 7			
	Math	Reading	Writing
Level 1: Exceeded MI Standards	59%	30%	
Level 2: Met MI Standards	32%	55%	
Level 3: At Basic Level	7%	6%	
Level 4: Apprentice	1%	9%	
Met or Exceeded	91%	86%	
Not Met	9%	14%	
Number Included	69	69	

Number Tested	69	69	
Note: * = Fewer than 10 students included. N/A = Not Applicable.			
Fall MEAP 2009 3-9: Grade 8			
	Math	Reading	Science
Level 1: Exceeded MI Standards	39%	22%	24%
Level 2: Met MI Standards	29%	58%	49%
Level 3: At Basic Level	22%	14%	22%
Level 4: Apprentice	10%	7%	5%
Met or Exceeded	68%	80%	73%
Not Met	32%	20%	27%
Number Included	59	59	59
Number Tested	59	59	59
Note: * = Fewer than 10 students included. N/A = Not Applicable.			
Fall MEAP 2009 3-9: Grade 9			
	Social Studies		
Level 1: Exceeded MI Standards	23%		
Level 2: Met MI Standards	42%		
Level 3: At Basic Level	28%		
Level 4: Apprentice	7%		
Met or Exceeded	65%		
Not Met	35%		
Number Included	71		
Number Tested	71		
Note: * = Fewer than 10 students included. N/A = Not Applicable.			

Grades 3-9 MEAP (October, 2008)

Beginning in the fall of 2005, all public school students in grades 3 through 8 were tested in mathematics, reading, and writing. Additionally, students were tested in science in grades 5 and 8, and social studies in

grades 6 and 9. These tests were based on the recently developed Grade Level Content Expectations (GLCE's) for each subject area and grade level.

Fall MEAP 2008 3-9: Grade 3				
	Math	Reading	Writing	ELA
Level 1: Exceeded MI Standards	57%	27%	0%	11%
Level 2: Met MI Standards	41%	54%	47%	66%
Level 3: At Basic Level	1%	16%	46%	21%
Level 4: Apprentice	0%	3%	7%	1%
Met or Exceeded	99%	81%	47%	77%
Not Met	1%	19%	53%	22%
Number Included	70	70	70	70
Number Tested	70	70	70	70
Note: * = Fewer than 10 students included. N/A = Not Applicable.				

Fall MEAP 2008 3-9: Grade 4				
	Math	Reading	Writing	ELA
Level 1: Exceeded MI Standards	53%	28%	0%	7%
Level 2: Met MI Standards	31%	54%	38%	71%
Level 3: At Basic Level	16%	16%	62%	22%
Level 4: Apprentice	0%	1%	0%	0%
Met or Exceeded	84%	82%	38%	78%
Not Met	16%	17%	62%	22%
Number Included	68	68	68	68
Number Tested	68	68	68	68
Note: * = Fewer than 10 students included. N/A = Not Applicable.				

Fall MEAP 2008 3-9: Grade 5					
	Math	Reading	Science	Writing	ELA
Level 1: Exceeded MI	45%	23%	32%	0%	9%

Standards					
Level 2: Met MI Standards	33%	50%	58%	48%	59%
Level 3: At Basic Level	20%	23%	9%	52%	30%
Level 4: Apprentice	2%	5%	2%	0%	2%
Met or Exceeded	79%	73%	89%	48%	68%
Not Met	22%	28%	11%	52%	32%
Number Included	66	66	66	66	66
Number Tested	66	66	66	66	66
Note: * = Fewer than 10 students included. N/A = Not Applicable.					

Fall MEAP 2008 3-9: Grade 6					
	Math	Reading	Social Studies	Writing	ELA
Level 1: Exceeded MI Standards	62%	27%	35%	0%	18%
Level 2: Met MI Standards	34%	51%	38%	66%	52%
Level 3: At Basic Level	3%	15%	15%	30%	28%
Level 4: Apprentice	1%	7%	11%	4%	1%
Met or Exceeded	96%	77%	73%	66%	70%
Not Met	4%	22%	26%	34%	30%
Number Included	71	71	71	71	71
Number Tested	71	71	71	71	71
Note: * = Fewer than 10 students included. N/A = Not Applicable.					

Fall MEAP 2008 3-9: Grade 7				
	Math	Reading	Writing	ELA
Level 1: Exceeded MI Standards	47%	23%	0%	8%
Level 2: Met MI Standards	40%	57%	83%	77%

Level 3: At Basic Level	13%	17%	17%	13%
Level 4: Apprentice	0%	3%	0%	2%
Met or Exceeded	87%	80%	83%	85%
Not Met	13%	20%	17%	15%
Number Included	60	60	60	60
Number Tested	60	60	60	60

Note: * = Fewer than 10 students included.
N/A = Not Applicable.

Fall MEAP 2008 3-9: Grade 8

	Math	Reading	Science	Writing	ELA
Level 1: Exceeded MI Standards	38%	28%	25%	0%	15%
Level 2: Met MI Standards	34%	42%	32%	60%	49%
Level 3: At Basic Level	22%	15%	34%	29%	26%
Level 4: Apprentice	6%	15%	9%	11%	9%
Met or Exceeded	72%	70%	57%	60%	65%
Not Met	28%	30%	43%	40%	35%
Number Included	65	65	65	65	65
Number Tested	65	65	65	65	65

Note: * = Fewer than 10 students included.
N/A = Not Applicable.

Fall MEAP 2008 3-9: Grade 9

	Social Studies
Level 1: Exceeded MI Standards	26%
Level 2: Met MI Standards	44%
Level 3: At Basic Level	26%
Level 4: Apprentice	3%
Met or Exceeded	71%
Not Met	29%
Number Included	72

Number Tested	72
Note: * = Fewer than 10 students included. N/A = Not Applicable.	

Grades 3-9 MEAP (October, 2007)

Beginning in the fall of 2005, all public school students in grades 3 through 8 were tested in mathematics, reading, and writing. Additionally, students were tested in science in grades 5 and 8, and social studies in grades 6 and 9. State numbers are shown to the right of the bolded Concord scores. These tests were based on the recently developed Grade Level Content Expectations (GLCE's) for each subject area and grade level.

Fall MEAP 2007 3-9: Grade 3				
	Math	Reading	Writing	ELA
Level 1: Exceeded MI Standards	60%	42%	0%	20%
Level 2: Met MI Standards	37%	46%	62%	64%
Level 3: At Basic Level	3%	12%	29%	16%
Level 4: Apprentice	0%	0%	9%	0%
Met or Exceeded	97%	88%	62%	84%
Not Met	3%	12%	38%	16%
Number Included	68	68	68	68
Number Tested	68	68	68	68
Note: * = Fewer than 10 students included. N/A = Not Applicable.				

Fall MEAP 2007 3-9: Grade 4				
	Math	Reading	Writing	ELA
Level 1: Exceeded MI Standards	33%	26%	0%	8%
Level 2: Met MI Standards	56%	54%	44%	66%
Level 3: At Basic Level	10%	15%	56%	26%
Level 4: Apprentice	2%	5%	0%	0%
Met or Exceeded	89%	80%	44%	74%
Not Met	12%	20%	56%	26%

Number Included	61	61	61	61
Number Tested	61	61	61	61

Note: * = Fewer than 10 students included.
N/A = Not Applicable.

Fall MEAP 2007 3-9: Grade 5

	Math	Reading	Science	Writing	ELA
Level 1: Exceeded MI Standards	38%	34%	28%	0%	20%
Level 2: Met MI Standards	45%	42%	53%	47%	48%
Level 3: At Basic Level	16%	14%	16%	48%	23%
Level 4: Apprentice	2%	9%	3%	5%	8%
Met or Exceeded	83%	77%	81%	47%	69%
Not Met	18%	23%	19%	53%	31%
Number Included	64	64	64	64	64
Number Tested	64	64	64	64	64

Note: * = Fewer than 10 students included.
N/A = Not Applicable.

Fall MEAP 2007 3-9: Grade 6

	Math	Reading	Social Studies	Writing	ELA
Level 1: Exceeded MI Standards	51%	26%	45%	0%	6%
Level 2: Met MI Standards	29%	63%	31%	72%	80%
Level 3: At Basic Level	18%	9%	12%	23%	14%
Level 4: Apprentice	2%	2%	12%	5%	0%
Met or Exceeded	80%	89%	75%	72%	86%
Not Met	20%	11%	24%	28%	14%
Number Included	65	65	65	65	65
Number Tested	65	65	65	65	65

Note: * = Fewer than 10 students included.
N/A = Not Applicable.

Fall MEAP 2007 3-9: Grade 7

	Math	Reading	Writing	ELA
Level 1: Exceeded MI Standards	34%	22%	0%	14%
Level 2: Met MI Standards	37%	45%	74%	58%
Level 3: At Basic Level	21%	17%	21%	13%
Level 4: Apprentice	8%	16%	5%	14%
Met or Exceeded	71%	67%	74%	72%
Not Met	29%	33%	26%	27%
Number Included	76	76	76	76
Number Tested	76	76	76	76

Note: * = Fewer than 10 students included.
N/A = Not Applicable.

Fall MEAP 2007 3-9: Grade 8

	Math	Reading	Science	Writing	ELA
Level 1: Exceeded MI Standards	29%	19%	23%	4%	9%
Level 2: Met MI Standards	38%	64%	52%	62%	71%
Level 3: At Basic Level	28%	10%	23%	29%	14%
Level 4: Apprentice	6%	7%	1%	4%	6%
Met or Exceeded	67%	83%	75%	67%	80%
Not Met	34%	17%	24%	33%	20%
Number Included	69	69	69	69	69
Number Tested	69	69	69	69	69

Note: * = Fewer than 10 students included.
N/A = Not Applicable.

Fall MEAP 2007 3-9: Grade 9

Social Studies

Level 1: Exceeded MI Standards	36%
Level 2: Met MI Standards	38%
Level 3: At Basic Level	18%
Level 4: Apprentice	8%
Met or Exceeded	74%
Not Met	26%
Number Included	77
Number Tested	77
Note: * = Fewer than 10 students included. N/A = Not Applicable.	

Grades 3-9 MEAP (October, 2006)

Beginning in the fall of 2005, all public school students in grades 3 through 8 were tested in mathematics, reading, and writing. Additionally, students were tested in science in grades 5 and 8, and social studies in grades 6 and 9. State numbers are shown to the right of the bolded Concord scores. These tests were based on the recently developed Grade Level Content Expectations (GLCE's) for each subject area and grade level.

Fall MEAP 2006 3-9: Grade 3				
	Math	Reading	Writing	ELA
Level 1: Exceeded MI Standards	62.3%	27.9%	0%	6.6%
Level 2: Met MI Standards	27.9%	59%	39.3%	68.9%
Level 3: At Basic Level	9.8%	8.2%	36.1%	14.8%
Level 4: Apprentice	0%	4.9%	24.6%	9.8%
Met or Exceeded	90.2%	86.9%	39.3%	75.4%
Not Met	9.8%	13.1%	60.7%	24.6%
Number Included	61	61	61	61
Number Tested	61	61	61	61
Note: * = Fewer than 10 students included. N/A = Not Applicable.				
Fall MEAP 2006 3-9: Grade 4				
	Math	Reading	Writing	ELA
Level 1: Exceeded MI Standards	32.4%	29.6%	0%	9.9%

Level 2: Met MI Standards	56.3%	49.3%	28.2%	60.6%
Level 3: At Basic Level	9.9%	16.9%	64.8%	25.4%
Level 4: Apprentice	1.4%	4.2%	7%	4.2%
Met or Exceeded	88.7%	78.9%	28.2%	70.4%
Not Met	11.3%	21.1%	71.8%	29.6%
Number Included	71	71	71	71
Number Tested	71	71	71	71

Note: * = Fewer than 10 students included.

N/A = Not Applicable.

Fall MEAP 2006 3-9: Grade 5

	Math	Reading	Science	Writing	ELA
Level 1: Exceeded MI Standards	32.8%	31%	32.8%	0%	6.9%
Level 2: Met MI Standards	39.7%	43.1%	46.6%	41.4%	62.1%
Level 3: At Basic Level	25.9%	12.1%	13.8%	44.8%	22.4%
Level 4: Apprentice	1.7%	13.8%	6.9%	13.8%	8.6%
Met or Exceeded	72.4%	74.1%	79.3%	41.4%	69%
Not Met	27.6%	25.9%	20.7%	58.6%	31%
Number Included	58	58	58	58	58
Number Tested	58	58	58	58	58

Note: * = Fewer than 10 students included.

N/A = Not Applicable.

Fall MEAP 2006 3-9: Grade 6

	Math	Reading	Social Studies	Writing	ELA
Level 1: Exceeded MI Standards	31%	26.8%	33.8%	0%	11.3%
Level 2: Met MI Standards	43.7%	47.9%	36.6%	69%	57.7%
Level 3: At Basic Level	23.9%	14.1%	18.3%	21.1%	23.9%
Level 4: Apprentice	1.4%	11.3%	11.3%	9.9%	7%

Apprentice					
Met or Exceeded	74.6%	74.6%	70.4%	69%	69%
Not Met	25.4%	25.4%	29.6%	31%	31%
Number Included	71	71	71	71	71
Number Tested	71	71	71	71	71
Note: * = Fewer than 10 students included. N/A = Not Applicable.					

Fall MEAP 2006 3-9: Grade 7					
	Math	Reading	Writing	ELA	
Level 1: Exceeded MI Standards	29%	11.8%	5.9%	7.4%	
Level 2: Met MI Standards	27.5%	67.6%	55.9%	63.2%	
Level 3: At Basic Level	31.9%	13.2%	26.5%	25%	
Level 4: Apprentice	11.6%	7.4%	11.8%	4.4%	
Met or Exceeded	56.5%	79.4%	61.8%	70.6%	
Not Met	43.5%	20.6%	38.2%	29.4%	
Number Included	69	68	68	68	
Number Tested	69	68	68	68	
Note: * = Fewer than 10 students included. N/A = Not Applicable.					

Fall MEAP 2006 3-9: Grade 8					
	Math	Reading	Science	Writing	ELA
Level 1: Exceeded MI Standards	18.1%	38.9%	26.4%	6.9%	19.4%
Level 2: Met MI Standards	55.6%	33.3%	52.8%	58.3%	50%
Level 3: At Basic Level	23.6%	20.8%	16.7%	23.6%	23.6%
Level 4: Apprentice	2.8%	6.9%	4.2%	11.1%	6.9%
Met or Exceeded	73.6%	72.2%	79.2%	65.3%	69.4%
Not Met	26.4%	27.8%	20.8%	34.7%	30.6%
Number	72	72	72	72	72

Included					
Number Tested	72	72	72	72	72
Note: * = Fewer than 10 students included. N/A = Not Applicable.					
Fall MEAP 2006 3-9: Grade 9					
	Social Studies				
Level 1: Exceeded MI Standards	20%				
Level 2: Met MI Standards	49.4%				
Level 3: At Basic Level	27.1%				
Level 4: Apprentice	3.5%				
Met or Exceeded	69.4%				
Not Met	30.6%				
Number Included	85				
Number Tested	85				
Note: * = Fewer than 10 students included. N/A = Not Applicable.					

Grades 3-9 MEAP (October, 2005)

Fall 2005 3-9: Grade 3				
	Math	Reading	Writing	ELA
Level 1: Exceeded MI Standards	49.3%/48.2%	26%/30.5%	2.7%/4.4%	8.2%
Level 2: Met MI Standards	45.2%/38.9%	56.2%/56.1%	30.1%/47.1%	61.6%
Level 3: At Basic Level	5.5%/11.7%	15.1%/10.3%	56.2%/40.2%	26%
Level 4: Apprentice	0%/1.2%	2.7%/3.1%	11%/8.4%	4.1%
Met or Exceeded	94.5%/83.1%	82.2%/86.6%	32.9%/51.5%	69.9%/77.9%
Not Met	5.5%	17.8%	67.1%	30.1%
Number Included	73	73	73	73
Number Tested	73	73	73	73

Fall 2005 3-9: Grade 4

	Math	Reading	Writing	ELA
Level 1: Exceeded MI Standards	19.4%/36.4%	4.8%/21.9%	0%/3%	1.6%
Level 2: Met MI Standards	53.2%/45.3%	75.8%/61.3%	41.9%/51.8%	61.3%
Level 3: At Basic Level	25.8%/14.4%	14.5%/14.5%	46.8%/40.1%	30.6%
Level 4: Apprentice	1.6%/3.9%	4.8%/2.2%	11.3%/5	6.5%
Met or Exceeded	72.6%/81.7%	80.6%/83.2%	41.9%/54.8%	62.9%/75.6%
Not Met	27.4%	19.4%	58.1%	37.1%
Number Included	62	62	62	62
Number Tested	62	62	62	62

Fall 2005 3-9: Grade 5

	Math	Reading	Science	Writing	ELA
Level 1: Exceeded MI Standards	18.2%/31.7%	21.2%/24.2%	19.4%/29.4%	1.5%/3%	4.5%
Level 2: Met MI Standards	57.6%/41.8%	63.6%/55.9%	65.7%/47.3%	51.5%/60%	68.2%
Level 3: At Basic Level	19.7%/21.1%	10.6%/13.3%	11.9%/19.7%	45.5%/33.6%	25.8%
Level 4: Apprentice	4.5%/5.5%	4.5%/6.7%	3%/3.5%	1.5%/3.5%	1.5%
Met or Exceeded	75.8%/73.4%	84.8%/80%	85.1%/76.8%	53%/62.9%	72.7%/74.9%
Not Met	24.2%	15.2%	14.9%	47%	27.3%
Number Included	66	66	67	66	66
Number Tested	66	66	67	66	66

Fall 2005 3-9: Grade 6					
	Math	Reading	Social Studies	Writing	ELA
Level 1: Exceeded MI Standards	14.9%/29%	20.8%/22.7%	44.6%/49.8%	0%/6.7%	5.6%
Level 2: Met MI Standards	50%/36%	50%/56.9%	28.4%/28.4%	66.7%/68.1%	58.3%
Level 3: At Basic Level	27%/24.8%	20.8%/14%	20.3%/12.8%	30.6%/22.2%	29.2%
Level 4: Apprentice	8.1%/10.2%	8.3%/6.4%	6.8%/8.9%	2.8%/3.0%	6.9%
Met or Exceeded	64.9%/65.1%	70.8%/79.6%	73%/78.3%	66.7%/74.8%	63.9%/76.7%
Not Met	35.1%	29.2%	27%	33.3%	36.1%
Number Included	74	72	74	72	72
Number Tested	74	72	74	72	74

Fall 2005 3-9: Grade 7				
	Math	Reading	Writing	ELA
Level 1: Exceeded MI Standards	27.8%/26.8%	19%/17.6%	6.3%/2.9%	8.9%
Level 2: Met MI Standards	32.9%/32.8%	60.8%/58.1%	68.4%/63.8%	70.9%
Level 3: At Basic Level	35.4%/29.7%	7.6%/13.6%	21.5%/28.5%	10.1%
Level 4: Apprentice	3.8%/10.8%	12.7%/10.7%	3.8%/4.8%	10.1%
Met or Exceeded	60.8%/59.6%	79.7%/75.8%	74.7%/66.7%	79.7%/72.8%
Not Met	39.2%	20.3%	25.3%	20.3%
Number Included	79	79	79	79
Number Tested	79	79	79	79

Fall 2005 3-9: Grade 8

	Math	Reading	Science	Writing	ELA
Level 1: Exceeded MI Standards	24.7%/30.5%	11.3%/19.2%	23.5%/32.8%	8.8%/7.7%	8.8%
Level 2: Met MI Standards	38.3%/32.7%	50%/53.7%	55.6%/44%	47.5%/57.0%	47.5%
Level 3: At Basic Level	23.5%/22.7%	22.5%/15.6%	19.8%/16.3%	35%/27.6%	28.8%
Level 4: Apprentice	13.6%/14.2%	16.3%/11.5%	1.2%/6.9%	8.8%/7.8%	15%
Met or Exceeded	63%/63.2%	61.3%/72.9%	79%/76.8%	56.3%/64.7%	56.3%/69.4%
Not Met	37%	38.8%	21%	43.8%	43.8%
Number Included	81	80	81	80	80
Number Tested	81	80	81	80	80

Fall 2005 3-9: Grade 9

	Social Studies
Level 1: Exceeded MI Standards	21.6%/31.4%
Level 2: Met MI Standards	44.3%/43.1%
Level 3: At Basic Level	25.8%/20%
Level 4: Apprentice	8.2%/5.4%
Met or Exceeded	66%/74.6%
Not Met	34%
Number Included	97
Number Tested	97

Prior Years' MEAP Results, 2002 – 2006

These results should not be compared to the new test results as these tests were not based on the Michigan Grade Level Content Expectations (GLCE's).

Elementary and Middle School

GRADE 3	READING			MATHEMATICS		
	Male	Female	State/Local/ # Tested	Male	Female	State/Local/ # Tested
2008	41	29	86/81/70	41	29	91/99/70
2007	34	35	86/88/69	33	35	90/97/68

2006	27	34	87/87/61	27	34	88/90/61
WRITING						
GRADE 3	Male	Female	State/Local/ # Tested			
2008	41	29	61/47/70			
2007	34	35	57/62/69			
2006	27	34	39/61			

		READING			MATHEMATICS		
GRADE 4	Male	Female	State/Local/ # Tested	Male	Female	State/Local/ # Tested	
2008	33	35	83/82/68	33	35	88/84/68	
2007	27	34	84/80/61	27	34	86/89/61	
2006	32	39	85/79/71	32	39	88/89/71	
2005	63	89	82/77/65	59	69	72/64/67	
2004	N/A	N/A	80/85/69	N/A	N/A	73/67/69	
2003	80	83	75/81/59	63	52	65/57/61	
2002	61	52	57/57/67	61	58	65/50/67	

		WRITING			ENGLISH LANGUAGE ARTS		
GRADE 4	Male	Female	State/Local/ # Tested	Male	Female	State/Local/ # Tested	
2008	33	35	44/38/68	33	35	77/78/68	
2007	27	34	44/44/61	27	34	76/74/61	
2006	32	39	45/28/71	32	39	78/70/71	
2005	33	49	46/41/69	43	69	69/57/65	
2004	N/A	N/A	48/51/69	N/A	N/A	64/66/69	
2003	59	62	47/61/61	76	66	60/71/58	
Previously Administered in 5 th Grade							

		WRITING			SCIENCE		
GRADE 5	Male	Female	State/Local/ # Tested	Male	Female	State/Local/ # Tested	
2008	28	38	63/48/66	28	38	83/89/66	
2007	29	35	59/47/64	29	35	82/81/64	
2006	30	28	57/41/58	30	28	83/79/58	
2005	Tested in grade 4			82	75	79/78/73	
2004	Tested in grade 4			N/A	N/A	78/80/78	
2003	Tested in grade 4			82	68	77/75/65	
2002	54	78	56/67/71	78	86	73/83/74	

SOCIAL STUDIES			
GRADE 6	Male	Female	State/Local/ # Tested
2008	31	40	74/73/71
2007	30	35	73/75/65
2006	37	34	74/70/71

2005	21	20	26/ 20 /73
2004	N/A	N/A	31/ 29 /78
2003	21	23	28/ 22 /65
2002	8	20	22/ 15 /74

	WRITING			READING		
GRADE 7	Male	Female	State/ Local / # Tested	Male	Female	State/ Local / # Tested
2008	31	29	78/83/60	31	29	80/80/60
2007	39	37	77/ 74 /76	39	37	72/ 67 /76
2006	30	38	65/ 62 /68	30	38	80/ 79 /68
2005	50	58	54/ 54 /74	61	68	73/ 65 /74
2004	N/A	N/A	47/ 50 /85	N/A	N/A	61/ 66 /85
2003	49	84	57/ 67 /79	58	72	61/ 66 /79
2002	46	91	66/ 72 /79	24	33	51/ 29 /79

	ENGLISH LANGUAGE ARTS		
GRADE 7	Male	Female	State/ Local / # Tested
2008	31	29	80/85/60
2007	39	37	74/ 72 /76
2006	30	38	76/ 71 /68
2005	50	63	66/ 57 /74
2004	47	72	57/ 59 /85
2003	53	69	58/ 62 /76

	SOCIAL STUDIES					
GRADE 8	Male	Female	State/ Local / # Tested	Male	Female	State/ Local / # Tested
2007	No Longer	Tested at	This Grade	32	37	79/ 75 /69
2006	Now tested	in	Grade 9	38	34	75/ 79 /72
2005	21	13	30/ 17 /98	58	49	65/ 54 /98
2004	11	11	29/ 11 /83	57	50	66/ 53 /83
2003	9	23	32/ 17 /72	44	49	65/ 47 /77
2002	22	13	32/ 17 /75	70	46	67/ 57 /75

	MATHEMATICS		
GRADE 8	Male	Female	State/ Local / # Tested
2008	34	31	75/72/65
2007	32	37	72/ 67 /69
2006	38	34	68/ 74 /72

2005	57	66	62/61/97
2004	54	46	63/49/83
2003	32	35	52/34/74
2002	75	36	54/55/75
SOCIAL STUDIES			
GRADE 9	Male	Female	State/Local/ # Tested
2008	28	44	72/71/72
2007	41	36	71/74/77
2006			/85

GOAL: All students achieve high learning standards in the core academic areas.

State and Federal Mandates

The Concord Community School District works with the Department of Education at the state and federal levels. As a district, we are working to meet the requirements contained in the federal legislation known as “No Child Left Behind.” Moreover, we continue to be committed to do all that we can to ensure that all students achieve the highest standards of academic success.

Adequate Yearly Progress (AYP) is the measure used to hold schools and districts responsible for student achievement in the key areas of English Language Arts and Mathematics. It is based on the Michigan Educational Assessment Program (MEAP) tests for grades K-8 and Michigan Merit Examination given once in the junior year of high school, which are designed to show whether or not students have attained the knowledge and skills they need in each of the core academic subjects. AYP also uses two other measures – attendance rates for elementary and middle schools and graduation rates for high schools – as indicators of a school’s or a district’s progress. All Concord schools met AYP for 2009-2010.

Information regarding the AYP status of the Concord Community Schools is available at: <https://oeaa.state.mi.us/ayp/>

This link will take you to the web site for the Michigan School Report Card. The Michigan School Report Card provides information about the performance of all schools in Michigan. The report card provides a composite grade for each school, as well as the school’s AYP status.

State Achievement Data

Student achievement data, as measured by the Michigan Educational Assessment Program (MEAP), is available for Concord Community Schools and individual school buildings at: <http://www.cepi.state.mi.us/scm/>

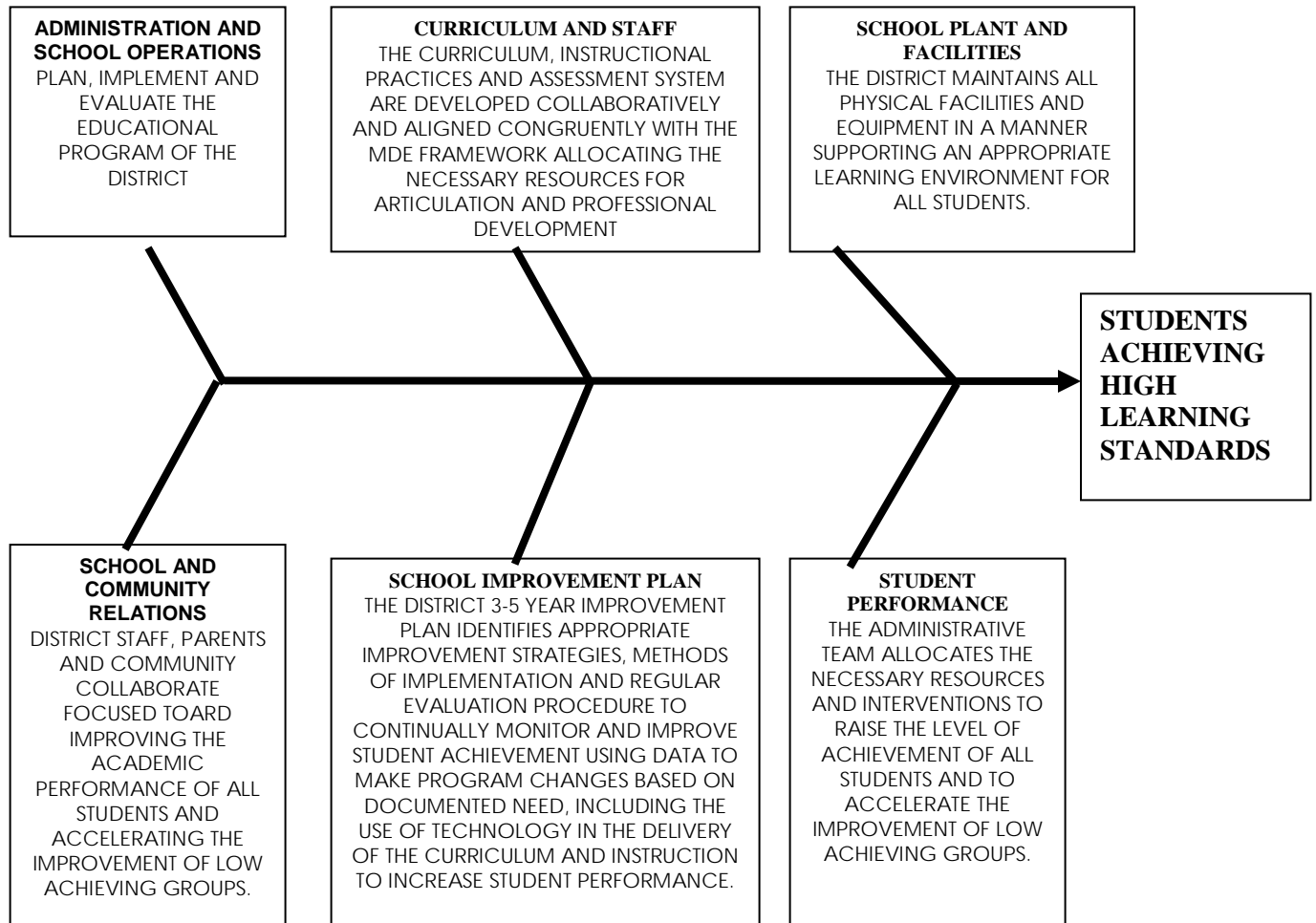
This data is updated as the MEAP office releases test results.

State and federal mandates provide accountability measures to ensure that all students are receiving a quality education. As a district, our commitment is not merely to meet mandates, but to continuously improve, striving towards excellence for, and with, all those whom we serve.

CAUSE AND EFFECT

To answer the question, *“What will cause student achievement to improve?”* additional operational data were generated and analyzed.

- **Cause and Effect data** – A Strategic Planning team comprised of administrators, board members, community members, parents and students participated in an affinity or “brainstorming” process to analyze actions which need to be taken and processes to be developed that will lead to improved student achievement. This process was done to build cause and effect data from which strategies for the district restructuring of school operations could be established. The statistical tool below illustrates the cause and effect data that were generated.



ORGANIZATIONAL STRUCTURE FOR CONTINUOUS IMPROVEMENT

The Curriculum Instruction and Assessment Committee provide the school, with a vehicle that oversees school improvement efforts in the district. The committee is made up of district staff and administrators and other stakeholders as is deemed necessary. The process is designed so that the vision, support and leadership are provided in a way that the decisions regarding services, learning and instruction evolve from where services, learning and instruction occur. Various subcommittees are formed and disbanded as the needs of the district are identified, dealt with and change.

In this organizational configuration the **Superintendent** as liaison to the **Board of Education** leads the district in promoting the vision, mission and beliefs and goals of the district and identifies the overall

needs of the district through the analysis of specific achievement data. Each member of the **administrative team** supports and facilitates the Continuous Improvement Process.

The **Curriculum Assessment and Instruction Committee** has the primary responsibility of setting the agenda for district-wide continuous improvement. This is a broad-based team with representation from the community, the student body, teachers, administrators, board members and business.

Members of the Curriculum Instruction and Assessment Committee

The Curriculum Instruction and Assessment Committee is active with a current membership of 14 people. Its members will include: a Chairperson, teachers, a representative from each building in the district, each building administrator, community members, a student representative and the superintendent.

Planned Curriculum Assessment and Instruction Committee and Subcommittee Activities

- Review operations discrepancy analysis data, and make a commitment to strategies congruent with a district level focus on the vision, mission, and priority goal of improved student achievement
- Recommend the development of a district professional development plan and the pursuing of grants funds for professional development
- Review the district technology plan
- Recommend the planning and development of a district Celebration of Learning to be held each Spring
- Review current MEAP, MME, Countywide Assessment Data
- Other tasks as appropriate

The professional staff is the front line personnel from which needs analyses emerge. They analyze district achievement data to identify the needs of their respective buildings. This is accomplished through building, subject and grade level teams' throughout the school year. These efforts unusually revolve around building level curriculum based teams which meet periodically throughout the school year with the **focused purpose of increasing student achievement.**

Continuous improvement is logically focused on achievement, since the primary purpose of the school district is to help students learn and achieve so that they will be prepared for the future. In all of the dialog, planning strategies, and tasks produced by these teams, the central question is **"How does this task help students learn?"** Such is the nature of the goals, strategies, and tasks presented later in this report.

CURRICULUM DEVELOPMENT PLAN

In May of 1997 the Concord Community Schools Board of Education adopted the Michigan Core Curriculum Framework as a minimum standard for curriculum in the district. In 2008 the Concord Community Schools Board of Education adopted the Michigan Merit Curriculum for high schools. A district strategy is in process for aligning the district curriculum with the state core academic framework and Michigan Merit Curriculum. Curriculum discrepancy and gap analyses will continue to be conducted to

address where we are failing to address the Grade Level Content Expectations and High School Content Expectations for what a student should know and be able to do at various development levels through the K-12 schooling experience. State assessment data and local assessment data will continue to be used to guide the curriculum planning process.

PROFESSIONAL DEVELOPMENT PLAN

The district professional development plan undergoes continuous review and evaluation to analyze for curriculum improvement. Each discipline and building has their needs regarding instructional strategies. Part of the function of the Curriculum Assessment and Instruction Committee is to identify these needs, evaluate the most effective way to provide targeted professional development and insure that that professional development is carried out in the most efficient manner possible. These needs align with the respective continuous improvement plans. The use of on-site professional development resources (consultants) and off-site resources (conferences, workshops, etc.) are justified based on the professional development plan and the goal of improved achievement for all students.

DRUG AND VIOLENCE PREVENTION PROGRAM

Progress regarding the Safe and Drug Free Schools and Communities Act of 1994 is herein reported as part of the District portion of the *Annual Report* of the Concord Community Schools. Each of the three buildings participated in attaining the prescribed goals. The Michigan Model of Comprehensive Health Education curriculum was the foundation of instruction in grades K-6. Teacher training and support were provided. A variety of activities are provided for students at each building level that are aligned with Drug and Violence Prevention.

Concord Elementary School Annual Report 2009-2010

Concord Elementary School is a K-5 building delivering the educational program to approximately 400 students during the 2009-2010 school year. Serving the needs of the students are 21 professional teaching staff, one social worker, one shared media specialist/librarian with the middle and high schools, one secretary, and one administrator. Support staff includes six special education aides (4.21 FTE's), two Title I aides (for a total of 2.74 FTEs), two part-time building and playground aides, four food services personnel shared with the middle school, two custodial workers, one maintenance worker, one grounds person shared district wide, 10 district bus drivers and one shared supervisor for transportation, custodial and maintenance staff.

Through the Jackson County Intermediate School District, Concord Elementary School is able to provide services to students with special needs. These professionals serve our students in areas such as special education, hearing impairment, psychological services, speech and special programs.

BUILDING MISSION STATEMENT

Concord Elementary School will assist all students to become inspired learners who are able to access information, communicate effectively, solve problems, and become responsible citizens.

This mission statement was revisited during the 2004-2005 school-year to assure that it was still appropriate for our use, and supports the district mission of Concord Community Schools.

DISTRICT VISION STATEMENT

All Concord Community School students will attain the knowledge, skills and achievement levels needed to fulfill their personal vision.

DISTRICT MISSION STATEMENT

The Concord Community Schools, together with the families and the community, will provide all students with resources in a safe environment to nurture a passion for lifelong learning, social responsibility and the confidence to identify and pursue their goals.

Student Achievement Data (Obtained from MEAP)

GRADE 3	READING			MATHEMATICS		
	Male	Female	State/Local/# Tested	Male	Female	State/Local/# Tested
2009	31	31	90/84/62	31	31	95/94/62
2008	41	29	86/81/70	41	29	91/99/70
2007	34	35	86/88/69	33	35	90/97/68
2006	27	34	87/87/61	27	34	88/90/61
GRADE 3	WRITING			ENGLISH LANGUAGE ARTS		
	Male	Female	State/Local/ # Tested	Male	Female	State/Local/ # Tested
2009	NO	LONGER	TESTED	AT THIS	GRADE	LEVEL
2008	41	29	61/47/70	41	29	83/77/70
2007	34	35	57/62/69	34	35	81/84/69
2006	27	34	/39/61	27	34	/75/61

		READING			MATHEMATICS		
GRADE 4	Male	Female	State/Local/ # Tested	Male	Female	State/Local/ # Tested	
2009	43	27	84/ 79 /70	43	27	92/ 94 /70	
2008	33	35	83/ 82 /68	33	35	88/ 84 /68	
2007	27	34	84/ 80 /61	27	34	86/ 89 /61	
2006	32	39	85/ 79 /71	32	39	88/ 89 /71	
2005	63	89	82/ 77 /65	59	69	72/ 64 /67	
2004	N/A	N/A	80/ 85 /69	N/A	N/A	73/ 67 /69	
2003	80	83	75/ 81 /59	63	52	65/ 57 /61	
2002	61	52	57/ 57 /67	61	58	65/ 50 /67	
		WRITING			ENGLISH LANGUAGE ARTS		
GRADE 4	Male	Female	State/Local/ # Tested	Male	Female	State/Local/ # Tested	
2009	TESTED	NO	SCORE	RELEASED			
2008	33	35	44/ 38 /68	33	35	77/ 78 /68	
2007	27	34	44/ 44 /61	27	34	76/ 74 /61	
2006	32	39	45/ 28 /71	32	39	78/ 70 /71	
2005	33	49	46/ 41 /69	43	69	69/ 57 /65	
2004	N/A	N/A	48/ 51 /69	N/A	N/A	64/ 66 /69	
2003	59	62	47/ 61 /61	76	66	60/ 71 /58	
Previously Administered in 5 th Grade							
		WRITING			SCIENCE		
GRADE 5	Male	Female	State/Local/ # Tested	Male	Female	State/Local/ # Tested	
2009	NO	LONGER	TESTED	34	33	81/ 87 /67	
2008	28	38	63/ 48 /66	28	38	83/ 89 /66	
2007	29	35	59/ 47 /64	29	35	82/ 81 /64	
2006	30	28	57/ 41 /58	30	28	83/ 79 /58	
2005	Tested in grade 4			82	75	79/ 78 /73	
2004	Tested in grade 4			N/A	N/A	78/ 80 /78	
2003	Tested in grade 4			82	68	77/ 75 /65	
2002	54	78	56/ 67 /71	78	86	73/ 83 /74	
		READING			MATHEMATICS		
GRADE 5	Male	Female	State/Local/# Tested	Male	Female	State/Local/# Tested	
2009	34	33	85/ 84 /67	34	33	80/ 87 /67	
2008	28	38	82/ 73 /66	28	38	77/ 79 /66	
2007	29	35	82/ 77 /64	29	35	74/ 83 /64	
2006	30	28	/74 /58	30	28	/72 /58	
ELA							
GRADE 5	Male		Female	State/Local/# Tested			
2009	34		33	NA			
2008	28		38	78/ 68 /66			
2007	29		35	78/ 69 /64			
2006	30		28	/73 /58			

DATA SUMMARY

The 3rd grade scored below the State average in Math by 1% and in Reading by 6%.

The 4th grade scored above the State average in Math by 2%, and below the State average in Reading by 5%.

The 5th grade scored above the State average in Math by 7% and in Science by 6%. The 5th grade scores were below the state average by 1% in Reading.

CES MEAP Analysis

The following table list CES's 2009 MEAP Scores. Percentages in the "2009" column represent the percentage of students who scored a 1 (Advanced) or 2 (Proficient) on the assessment. A comparison to last year's scores, and the state scores, are also listed.

<u>Grade</u>	<u>Test</u>	<u>2009</u>	<u>Compared to '08</u>	<u>Compared to State</u>
3rd	Math	94%	-5%	-1%
3rd	Rdg	84%	+3%	-6%
4th	Math	94%	+10%	+2%
4th	Rdg	79%	-3%	-5.5%
4th	Wrtg	NA	NA	NA
5th	Math	87%	+8%	+7%
5th	Rdg	84%	+11%	-2%
5th	Sci	87%	-2%	+5.5%
6 th	Math	87%	-9%	+4.5%
6th	Rdg	85%	+8%	-2.5%
6 th	Soc. St.	69%	-4%	-5%

Adequate Yearly Progress

Met Adequate Yearly Progress Goals?			Identified For Improvement?			Met Adequate Yearly Progress Goals?			Identified For Improvement?		
07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	No	No	No

Concord Elementary School has achieved AYP each year for the past five years; and received an "A" on the Michigan School Report Card for the 2009-2010 school years. Last year's "B" letter grade was

consistent with the 2006-2007 and 2005-2006 school-year's grade, and was an improvement from the 2004-05 letter grades of a "C".

TEACHER QUALIFICATIONS

All teachers and support staff at Concord Elementary School meet the requirements of Highly Qualified under the No Child Left Behind Act.

SCHOOL IMPROVEMENT

During the 2009-10 school year a committee of teachers re-aligned the science curriculum and developed a Science School Improvement Plan. The goals focused on writing and reflection of scientific knowledge.

Concord Elementary School continues to work with a district strategic planning team to continue a process of continuous improvement. In particular, during the 2008-09 school-year, elementary staff took part in a data retreat to develop school improvement plans for Math and ELA.

At the district level, elementary teachers participated as members of a continuous curriculum alignment project as well as on our annual curriculum academic area review. During the 2005-06 school-year, our K-12 English Language Arts curriculum was intensely studied and much research was conducted to make data-based decisions regarding curriculum and curriculum resources. As a result of this review, *Six Traits + 1* writing curriculum was implemented K-12; as well as various reading series at each building was implemented over the course of the 2006-07 school year at the elementary. Teachers will be receiving continuous professional development opportunities to enhance their content knowledge, instructional skills, and use of the new resources purchased.

SUMMARY OF RESULTS

The elementary school staff was able to accomplish a number of tasks this past year, while establishing timelines to accomplish other tasks listed. This is a continuous improvement process with new strategies and tasks being identified and listed as current ones are accomplished. The staff will work with all staff from the district to identify areas of need in order to accomplish the goal of increased student achievement. They will continue to work on the entire continuous improvement process, including the curriculum development, professional development and resources to fill the identified gaps.

Representatives from each building also underwent extensive school improvement training as part of a Data Retreat at the local ISD. Each building identified areas of improvement in Science and established goals to improve Science scores, and strategies and teacher objectives to reach the goals, and an improvement plan. The areas of improvement for writing identified included: Reflecting scientific knowledge and the application of physical science gained by all K-5 students. The plan objectives include: 1) Teachers will instruct, guide and model effective reflection of scientific knowledge including restating the question in the answer. 2) Teachers will instruct and guide students to demonstrate application of scientific knowledge throughout the use of hands-on science materials, and 3) Teachers will establish cross-grade level collaboration.

PARENT/TEACHER CONFERENCES

Concord Elementary School hosted two Parent/Teacher Conferences during the 2009-2010 school year. They were held in October and February. At the fall conference in October, 386 families participated in the conference. This represents approximately 97% participation. At the spring conference in February, 367 students participated in the conference. This represents approximately 94% participation.

ACCREDITATION STATUS REPORT

Concord Elementary School is currently accredited by the State of Michigan and by the North Central Association. The NCA states that Concord Elementary has demonstrated to the academic community that it effectively advances the quality of the educational experiences it provides for its students and is in compliance with the standard and criteria of this commission.

Respectfully submitted,
Tony Hutchins, Principal
Concord Elementary School

Concord Middle School Annual Report 2009-2010

Concord Middle School is a 6-8 building serving the educational needs of approximately 194 students during the 2009-2010 school-year. Serving the students are 16 professional teaching staff, which includes 9 core teachers, one physical educators, one special educator, one 6-8 guidance counselor, one K-8 shared vocal music teacher, one shared 6-12 art teacher, one shared 5-12 instrumental music teacher, and one ½ time shared K-12 media center/librarian who also teaches ½ time in the middle school as an “at risk” reading teacher. Two administrators, principal and assistant principal shared with high school and elementary buildings, and one school secretary, compose the middle school office team.

Through the Jackson County Intermediate School District, Concord Middle School is able to provide additional services to students with special needs. These professionals serve our students in areas such as special education, visual impairment, psychological services, speech, social work and special programs.

Helping to keep the building operating in an organized manner are one district food services director, four food services personnel, one custodian, two shared maintenance workers, and bus drivers who serve the district.

CONCORD COMMUNITY SCHOOLS VISION STATEMENT

All Concord Community School students will attain the knowledge, skills and achievement levels needed to fulfill their personal vision.

CONCORD COMMUNITY SCHOOLS MISSION STATEMENT

The Concord Community Schools, together with the families and the community, will provide all students with resources in a safe environment to nurture a passion for lifelong learning, social responsibility and the confidence to identify and pursue their goals.

CONCORD MIDDLE SCHOOL MISSION STATEMENT

Concord Middle School will assist each student to become a responsible, ethical, and productive citizen, both socially and academically.

STUDENT ACHIEVEMENT

Concord Middle School incorporates a variety of ways to measure and report student progress and achievement with state curriculum goals.

STATE ASSESSMENT

The MEAP was administered in October 2009 to 6th, 7th and 8th graders for Math, Reading and Writing, 6th graders for Social Studies and 8th graders for Science. The results are as follows:

GRADE 6	MATH		
	Male	Female	State/Local/ # Tested
2009	30	37	82/ 87 /67
2008	31	40	74/ 73 /71
2007	30	35	73/ 75 /65
2006	37	34	74/ 70 /71
2005	21	20	26/ 20 /73

2004	N/A	N/A	31/29/78
2003	21	23	28/22/65

	WRITING			READING		
GRADE 7	Male	Female	State/Local/# Tested	Male	Female	State/Local/# Tested
2009	34	35	No longer scored	34	35	82/86/69
2008	31	29	78/83/60	31	29	80/80/60
2007	39	37	77/74/76	39	37	72/67/76
2006	30	38	65/62/68	30	38	80/79/68
2005	50	58	54/54/74	61	68	73/65/74
2004	NA	NA	47/50/85	NA	NA	61/66/85
2003	49	84	57/67/79	58	72	61/66/79
2002	45.5	91.3	66.2/72/79	24.3	32.6	50.9/29/79
2001	61.8	76.3	68.2/69/72	55.9	36.8	57.9/46/72

ENGLISH LANGUAGE ARTS			
GRADE 7	Male	Female	State/Local/# Tested
2009	34	35	No longer scored
2008	31	29	80/85/60
2007	39	37	74/72/76
2006	30	38	76/71/68
2005	50	63	66/57/74
2004	47	72	57/59/85
2003	53	69	58/62/76

	SOCIAL STUDIES			SCIENCE		
GRADE 8	Male	Female	State/Local/ # Tested	Male	Female	State/Local/ # Tested
2009	No Longer	Tested at	This Grade Level	30	29	76/73/59
2008	No Longer	Tested at	This Grade Level	34	31	76/57/65
2007	No Longer	Tested at	This Grade Level	32	37	79/75/69
2006	No Longer	Tested at	This Grade Level	38	34	75/79/72
2005	21	13	30/17/98	58	49	65/54/98
2004	11	11	29/11/83	57	50	66/53/83
2003	9	23	32/17/72	44	49	65/47/77
2002	22	13	32/17/75	70	46	67/57/75
2001	20	16	30/20/69	26	7	19
2000	35	27	31/30/70	26	12	19

MATHEMATICS			
GRADE 8	Male	Female	State/Local/ # Tested
2009	30	29	70/68/59
2008	34	31	75/72/65

2007	32	37	72/67/69
2006	38	34	68/74/72
2005	57	66	62/61/97
2004	54	46	63/49/83
2003	32	35	52/34/74
2002	75	36	54/55/75

The below data compares 2009 scores and their percentage difference with 2008 scores:

- Grade 6 Math is down by 9%;
- Grade 6 Reading is up by 7%;
- Grade 6 Social Studies is down by 4%;
- Grade 7 Math is up by 4%;
- Grade 7 Reading is up by 6%;
- Grade 8 Mathematics is down by 4%.
- Grade 8 Reading is up by 11%;
- Grade 8 Science is up by 16%;

Adequate Yearly Progress

Met Adequate Yearly Progress Goals?			Identified For Improvement?			Met Adequate Yearly Progress Goals?			Identified For Improvement?		
07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	No	No	No

HIGHLY QUALIFIED TEACHERS

All Concord Middle School teachers are Highly Qualified in their area of assignment.

SCHOOL IMPROVEMENT

Concord Middle School continues to work with a district strategic planning team to continue a process of continuous improvement. In particular, during the 2007-2008 school year, middle school staff continued work on our new five year North Central Association (NCA) accreditation process. This process included reviewing and updating our school mission statement and completing a detailed school profile composed of data relating to our staff, students, and community. Based on this data, the staff developed three goals which the NCA reviewed and accepted based on the mission statement and profile work that we had completed. The three goals that we will be developing strategies for during the 2009-10 school year will be:

1. All students will improve in the area of mathematics *in a variety of context.*
2. All students will improve in the area of science *in a variety of context.*
3. All students will improve in the area of social studies *in a variety of context.*

At the district level, middle school teachers participate as members of a continuous curriculum alignment project as well as on our annual curriculum academic area review. During the 2009-10 school-year, our K-12 Science curriculum was intensely studied and much research was conducted to make data-based decisions regarding curriculum and curriculum resources. As a result of this review, an improved Science curriculum will be implemented over the course of the 2010-11 school year at the middle school and science teachers will be receiving extensive professional development opportunities to enhance their content knowledge, instructional skills, and skilled use of the new resources purchased.

INDIVIDUALIZED STUDENT ACHIEVEMENT

This measures student achievement and progress during the year and from year to year:

This data will be included as of June 30, 2010.

During the 2009-2010 school year, there were 14% of the students on the all "A" honor roll.

During the 2009-2010 school year, there were 54% of the students on the "B" or better honor roll.

During the 2008-2009 school year, there were 20% of the students on the all "A" honor roll.

During the 2008-2009 school year, there were 58% of the students on the "B" or better honor roll.

During the 2007-2008 school year, there were 22% of the students on the all "A" honor roll.

During the 2007-2008 school year, there were 62% of the students on the "B" or better honor roll.

During the 2006-2007 school year, there were 18% of the students on the all "A" honor roll.

During the 2006-2007 school year, there were 56% of the students on the "B" or better honor roll.

During the 2005-2006 school year, there were 18% of the students on the all "A" honor roll.

During the 2005-2006 school year, there were 57% of the student on the "B" or better honor roll.

During the 2004-2005 school year, there were 17% of students on the all "A" honor roll.

During the 2004-2005 school year there were 54% of students on the "B" or better honor roll.

SUMMARY OF RESULTS

The middle school staff was able to accomplish a number of tasks this past year, while establishing timelines to accomplish other tasks listed. This is a continuous improvement process with new strategies and tasks being identified and listed as current ones are accomplished. The staff will work with all staff from the district to identify areas of need in order to accomplish the goal of increased student achievement. They will work on aligning the entire continuous improvement process, including the curriculum development, professional development and resources to fill the identified gaps.

PARENT/TEACHER CONFERENCES

Concord Middle School hosted two Parent/Teacher Conferences during the 2009-2010 school year, one each in the spring and fall.

At the October conference, 95 students' parents held a conference with a teacher. This represents approximately 50% participation. At the March conference, 89 students' parents held a conference with a teacher. This represents approximately 47% participation.

ATTENDANCE

The average attendance for the 2009-2010 school-year was 95%.

ACCREDITATION STATUS REPORT

The State of Michigan and the North Central Association currently accredit Concord Middle School. The NCA states that Concord Middle School has demonstrated to the academic community that it effectively advances the quality of the educational experiences it provides for its students and is in compliance with the standard and criteria of this commission. In addition, the district participates in Education Yes, Michigan Department of Education's school improvement program.

*Respectfully submitted,
Mike Corey, Principal*

CONCORD HIGH SCHOOL ANNUAL REPORT 2009-2010

Concord High School is a 9-12 building providing the educational programming for approximately 286 students during the 2009-2010 school year. This compares to an enrollment of 309 students in the fall of 2008. Serving the needs of the students are 20 professional teaching staff, of which 3 are shared with the elementary and middle schools, one counselor, one media specialist/librarian shared with the middle and elementary schools, 4 support staff, and one administrator. Through the Jackson County Intermediate School District, Concord High School is able to provide services to students with special needs. These professionals serve our students in areas such as special education, visual impairment, psychological services, speech and special programs. Through the Jackson Area Career Center, Concord High School is able to provide vocational education services to 56 students. Other opportunities provided were for 21 (primarily in English and Mathematics) students in dual enrollment classes through Jackson Community College or Spring Arbor University.

Helping to keep the building operating in an organized manner are three food services personnel and one shared food services supervisor, three custodial personnel, one shared maintenance worker, one shared grounds keeper, one shared supervisor of custodial, transportation and maintenance services and ten bus drivers, all of whom are shared by the district.

BUILDING MISSION STATEMENT

It is the mission of Concord High School to provide a safe learning environment where all students are assisted in developing employable skills and lifelong goals to become responsible, productive citizens.

DISTRICT VISION STATEMENT

All Concord Community School students will attain the knowledge, skills and achievement levels needed to fulfill their personal vision.

DISTRICT MISSION STATEMENT

The Concord Community Schools, together with the families and the community, will provide all students with resources in a safe environment to nurture a passion for lifelong learning, social responsibility and the confidence to identify and pursue their goals.

DISTRICT BELIEF STATEMENT

We believe that Concord Community Schools will be a quality school district:

- By working with the whole person;
- By ensuring that all work may be meaningful;
- By engaging in continuous improvement through self-evaluation;
- By providing a non-coercive environment;
- By ensuring that every individual is capable and responsible for his or her choices and learning;
- By ensuring that every individual can behave in a manner which enhances the learning environment;
- By providing a joyful place to work and learn.

STATE ASSESSMENT

The law has changed from testing students using the MEAP in the tenth grade, to using the High School MEAP in the spring of the junior year. Students will only receive a state endorsement if they score at the proficient level or "Meets Expectations" or "Exceeds Expectations" in the different areas. To receive a state endorsement in the Communication Arts area a student must receive a proficient score in both the reading and writing portions of the test.

PERCENT OF STUDENTS MEETING OR EXCEEDING STANDARDS

YEAR	READING	WRITING	MATH	SCIENCE	SOCIAL STUDIES
2009	no longer tested	no longer tested	no longer tested	no longer tested	65%
2008	no longer tested	no longer tested	no longer tested	no longer tested	71%
2007	no longer tested	no longer tested	no longer tested	no longer tested	74%
2006	no longer tested	no longer tested	no longer tested	no longer tested	69%
2005	85%	55%	64%	69%	34%
2004	92%	70%	69%	79%	35%
2003	77.5%	63%	66.5%	54%	23%
2002	66.6%	68.2%	64.7%	22.3%	23%
2001	77.7%	66.1%	73.9%	59.7%	29.5%

The goals and strategies targeted by the 9-12 Continuous Improvement Team are:

Goal:

1. All students will improve achievement in language arts, mathematics, social studies and science.

Strategies:

2. Develop student tasks in language arts, mathematics, social studies and science that address high priority learning needs as identified by state assessment.
3. Align curriculum and instruction with the Michigan Curriculum Framework.
4. Develop a local assessment system in language arts, mathematics, social studies and science.
5. Align the plans for Continuous School Improvement (CIP), Professional Development (PD) and Curriculum Development (CD).

The high school Project Management Team (PMT) also will work with their K-12 counterparts to continue organizing and managing the Continuous Improvement Process. At both the district and building level, the Project Management Team serves as the coordinating body for the Continuous Improvement Process. The Project Management Team, in addition to working on achieving their own strategies and tasks, also will monitor and provide assistance to the district and high school Academic Core Curriculum Teams. The goal and strategies that the Project Management Team targeted were:

Goal:

All students will improve achievement in the academic core subjects.

Strategies:

6. Implement a vertical and horizontal project management system.
7. Implement a collaborative planning and decision-making process.
8. Implement and align a continuous school improvement process.
9. Implement a data driven approach to planning.
10. Focus and align the building with district continuous improvement (CIP), curriculum development (CD) and professional development (PD).

SCHOOL IMPROVEMENT

The goals targeted by the 9-12 Continuous Improvement Team are:

Goal:

1. All students will improve performance in mathematical skills in a variety of contexts.
2. All students will improve their ability to read and comprehend a variety of printed materials across the curriculum.
3. All students will improve their skills in writing across the curriculum.

The high school Project Management Team (PMT) also will work with their K-12 counterparts to continue organizing and managing the Continuous Improvement Process. At both the district and building level, the Project Management Team serves as the coordinating body for the Continuous Improvement Process. The Project Management Team, in addition to working on achieving their own strategies and tasks, also will monitor and provide assistance to the district and high school Academic Core Curriculum Teams.

Alignment of curriculum and instruction continued in earnest during the 2009-2010 school year, with time emphasis placed on a review of our science program, to result in implementation of new materials in the 2011-2011 school year. With the guidance of our district's curriculum director, discrepancy analysis efforts continued from prior years, helping to address what was learned and what was not. District efforts also focused upon aligning Continuous School Improvement (CIP), Professional Development (PD), and Curriculum development (CD).

The high school, along with other building/learning sites in the district, is striving to align the building with the district CIP, CD, and PD. Efforts to implement a collaborative planning and decision-making process K-12 are taking hold, with increased effectiveness observed between administrators and the district team.

In 2009-2010, Concord High School joined with the elementary and middle schools and all other district employees to continue a process of strategic planning and continuous improvement. The goal of the Continuous Improvement Process is to increase student achievement in the Academic Core Curricular Areas. This was initiated, first at the district level, and continuous improvement teams will meet at the building level, as well.

At the district level, high school teachers participate as members of an Academic Core Curriculum Team (English Language Arts, Mathematics, Science and Social Studies) or as part of the Project Management Team. In order to work on the goal of all students increasing academic achievement, the district strategic planning process identified needs and developed strategies and tasks to reach it. Each Academic Core Curriculum team from the high school will work with their counterparts at the elementary and middle schools to form district K-12 content teams DCIT).

During the 2010-2011 school year, teachers will utilize continuous improvement time during professional development days as they work within their Academic Core Curriculum Teams (English Language Arts, Mathematics, Science, and Social Science) or as part of the Project Management Team.

COLLEGE ADMISSIONS TESTING

Each year college-bound juniors and seniors participate in voluntary college admissions testing. The majority of students participate in the American College Tests (ACT) for college entrance due to its alliance with Michigan Competitive Scholarship Program. For the 2009-2010 school year, 78 students participated in this program. The mean score for those tested was 18.3. The national average was 21.1. The state average was 19.6.

INDIVIDUALIZED STUDENT ACHIEVEMENT

This measures student achievement and progress during the year and from year to year. During the 2009-2010 school year there were 37% or 108 out of 286 students on the "B" or better honor roll.

RETENTION/DROPOUT RATE

The retention rate means the percentage of ninth graders who graduate from high school within four years. The dropout rate means the percentage of high school students who leave school in any one year.

Our retention rate for 2008-2009 was 89.87% with a 5.06% dropout rate. This compares to the 2007-2008 rate of 97.08% for retention and 2.82% for dropouts.

At-risk students are defined as students who are reading at two or more levels below their current grade placement or who are eligible for free or reduced lunch. In recent examination of school enrollment data, it was determined that approximately 41% of students are at-risk. Therefore, we are also examining a number of strategies and tasks to include on our goal and planning sheets that will more appropriately target this population.

PARENT/TEACHER CONFERENCES

Concord High School hosted two Parent/Teacher Conferences during the 2009-2010 school year. They were held in October and February.

At the fall conference in October, 34% of the students' parents participated. At the winter conference in February, 21% of the student's parents participated.

HIGHLY QUALIFIED TEACHERS

All Concord High School teachers are Highly Qualified in their assigned teaching area in accordance with State and Federal regulations.

ACCREDITATION STATUS REPORT

Concord High School currently holds Accreditation status with the Michigan Department of Education. Concord High School also holds Outcomes Accreditation through the North Central Association (NCA). Our school improvement goals and our NCA strategies are congruent. In addition, the district participates in Education Yes, Michigan Department of Education's school improvement program.

Submitted by:

Mike Corey, High School Principal