

Concord Community Schools Annual Report and School Improvement Plan 2010-11



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

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Concord Community Schools

Annual Report 2010-11

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 850 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 45 instructional staff, 46 support staff, and 4 administrators.

DISTRICT ENROLLMENT (FALL COUNT)

YEAR	TOTAL
2008-2009	921
2009-2010	882
2010-2011	814

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.

MME READING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1077)	(1078-1099)	(1100-1157)	(1158-1250)	(1100-1250)
2010	67	1105	1100-1109	10%	33%	52%	4%	57%
2009	68	1105	1098-1112	16%	26%	54%	3%	57%
2008	77	1098	1090-1106	23%	25%	49%	3%	52%
2007	74	1099	1091-1107	20%	22%	58%	0%	58%

MME WRITING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1050)	(1051-1099)	(1100-1145)	(1146-1250)	(1100-1250)
2010	67	1084	1079-1089	18%	46%	34%	1%	36%
2009	69	1086	1079-1093	9%	52%	38%	1%	39%
2008	77	1079	1072-1086	18%	57%	25%	0%	25%
2007	71	1085	1078-1092	6%	62%	31%	1%	32%

MME MATHEMATICS

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1088)	(1089-1099)	(1100-1127)	(1128-1250)	(1100-1250)
2010	67	1093	1089-1097	42%	13%	36%	9%	45%
2009	68	1094	1088-1100	35%	21%	38%	6%	44%
2008	76	1089	1083-1095	41%	16%	41%	3%	43%
2007	74	1089	1083-1095	49%	15%	34%	3%	36%

* Includes students who received valid scores.

** This is the likely range within which the true mean scale score would fall for the students listed on this report.

MME SCIENCE

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1086)	(1087-1099)	(1100-1142)	(1143-1250)	(1100-1250)
2010	67	1101	1096-1106	30%	9%	46%	15%	61%
2009	69	1100	1093-1107	35%	13%	49%	3%	52%
2008	77	1095	1087-1103	27%	16%	53%	4%	57%
2007	73	1100	1094-1106	30%	22%	41%	7%	48%

MME SOCIAL STUDIES

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1085)	(1086-1099)	(1100-1128)	(1129-1250)	(1100-1250)
2010	67	1122	1119-1126	12%	9%	42%	37%	79%
2009	68	1123	1116-1130	7%	12%	46%	35%	81%
2008	77	1116	1111-1121	9%	12%	49%	30%	79%
2007	72	1119	1114-1124	6%	8%	56%	31%	86%

ACHIEVEMENT - SUMMARY

	Year	No. of Students Assessed	Scale Score		Performance Levels				
			Mean	Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
SOCIAL STUDIES	Scale Score Range		(777-1045)		(777-880)	(881-899)	(900-928)	(929-1045)	(900-1045)
	2010	57	910	905-914	2%	33%	49%	16%	65%
	2009	71	910	905-915	7%	28%	42%	23%	65%
	2008	72	913	908-918	3%	26%	44%	26%	71%
	2005	97	909	904-914	8%	26%	44%	22%	66%

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

	Math	Reading		
Level 1: Exceeded MI Standards	70%	52%		
Level 2: Met MI Standards	30%	42%		
Level 3: At Basic Level	0%	5%		
Level 4: Apprentice	0%	2%		
Met or Exceeded	100%	93%		
Not Met	0%	7%		
Number Included	60	60		
Number Tested	60	60		

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

Fall MEAP 2010 3-9: Grade 4

	Math	Reading	Writing	
Level 1: Exceeded MI Standards	44%	34%	19%	
Level 2: Met MI Standards	50%	54%	36%	
Level 3: At Basic Level	6%	9%	42%	
Level 4:	0%	3%	3%	

Apprentice			
Met or Exceeded	94%	88%	55%
Not Met	6%	12%	45%
Number Included	68	68	68
Number Tested	68	68	68

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

Fall MEAP 2010 3-9: Grade 5

	Math	Reading	Science		
Level 1: Exceeded MI Standards	50%	42%	38%		
Level 2: Met MI Standards	33%	39%	50%		
Level 3: At Basic Level	16%	13%	13%		
Level 4: Apprentice	2%	6%	0%		
Met or Exceeded	83%	81%	88%		
Not Met	17%	19%	12%		
Number Included	64	64	64		
Number Tested	64	64	64		

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

Fall MEAP 2010 3-9: Grade 6					
	Math	Reading	Social Studies		
Level 1: Exceeded MI Standards	57%	40%	38%		
Level 2: Met MI Standards	40%	45%	43%		
Level 3: At Basic Level	3%	13%	17%		
Level 4:	0%	2%	2%		

Apprentice			
Met or Exceeded	97%	85%	81%
Not Met	3%	15%	19%
Number Included	60	60	60
Number Tested	60	60	60
Note: * = Fewer than 10 students included. N/A = Not Applicable.			

Fall MEAP 2010 3-9: Grade 7				
	Math	Reading	Writing	
Level 1: Exceeded MI Standards	43%	28%	10%	
Level 2: Met MI Standards	45%	53%	40%	
Level 3: At Basic Level	12%	5%	38%	
Level 4: Apprentice	0%	14%	12%	
Met or Exceeded	88%	91%	50%	
Not Met	12%	9%	50%	
Number Included	58	58	58	
Number Tested	58	58	58	
Note: * = Fewer than 10 students included. N/A = Not Applicable.				

Fall MEAP 2010 3-9: Grade 8				
	Math	Reading	Science	
Level 1: Exceeded MI Standards	50%	32%	37%	
Level 2: Met MI Standards	29%	56%	48%	
Level 3: At Basic Level	19%	11%	11%	
Level 4: Apprentice	2%	0%	3%	
Met or Exceeded	79%	88%	85%	

Not Met	21%	12%	15%
Number Included	62	62	62
Number Tested	62	62	62
Note: * = Fewer than 10 students included. N/A = Not Applicable.			

Fall MEAP 2009 3-9: Grade 3

	Math	Reading		
Level 1: Exceeded MI Standards	63%	37%		
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 Exceeded	87%	84%	87%
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.				

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 Standards	45%	23%	32%	0%	9%
Level 2: Met MI	33%	50%	58%	48%	59%

Standards					
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.	

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 2010-11.

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/>

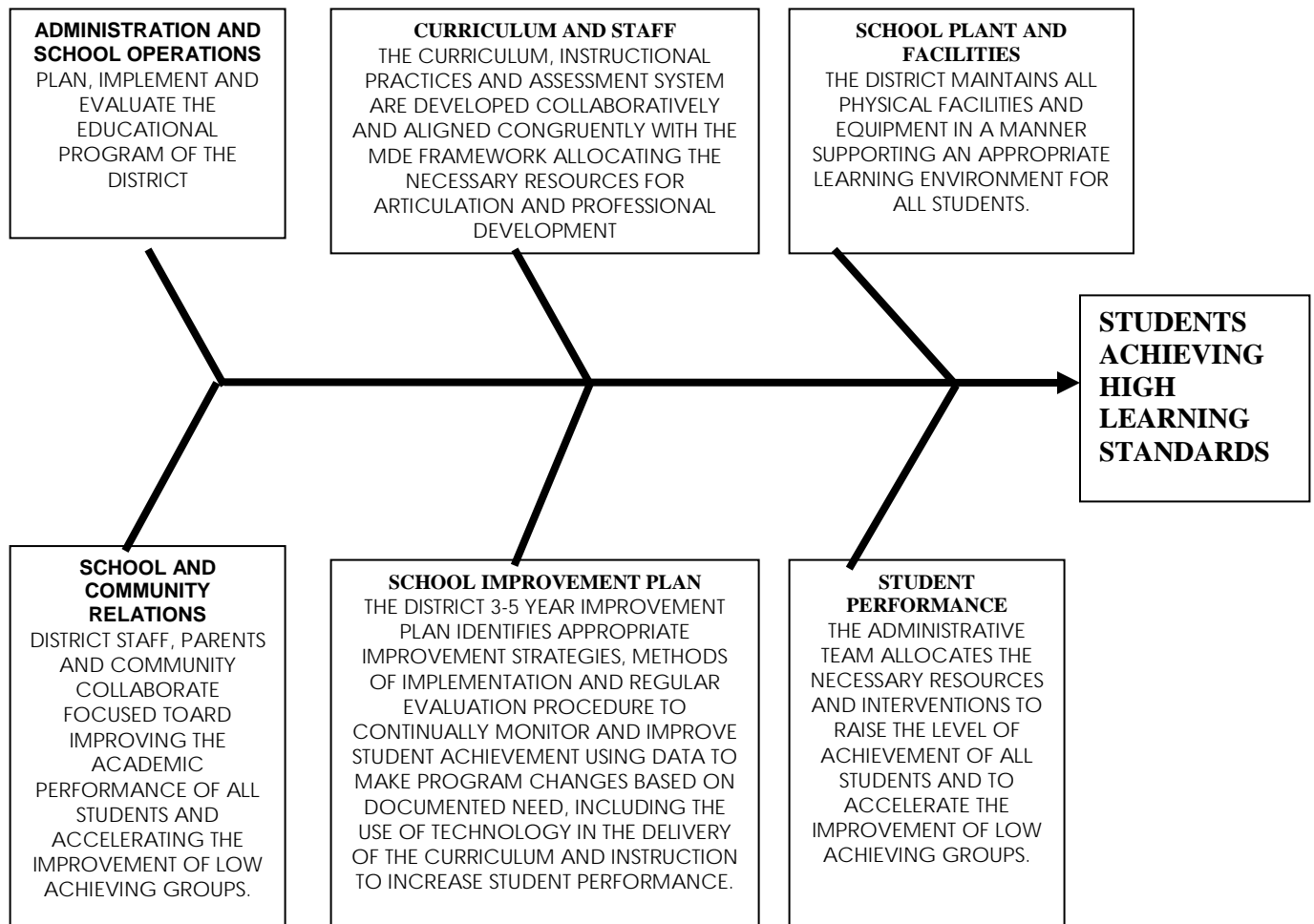
This data is updated as the MEAP office releases test results.

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
2010-2011**

Concord Elementary School is a K-5 building delivering the educational program to approximately 400 students during the 2010-2011 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.

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)**

	READING			MATHEMATICS		
GRADE 3	Male	Female	State/Local/# Tested	Male	Female	State/Local/# Tested
2010	29	31	87/93/60	29	31	95/100/60
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
	WRITING			ENGLISH LANGUAGE ARTS		
GRADE 3	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
2010	32	32	84/88/64	32	32	91/94/64
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
2010	32	32	47/55/64	N/A		
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
2010	33	31	85/81/64	33	31	80/83/64
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
	Science					
GRADE 5	Male		Female	State/Local/# Tested		
2010	33		31	78/88/64		

<u>Grade Test</u>	<u>2010</u>	<u>2009 Difference</u>	<u>County Difference</u>	<u>State Difference</u>
3 rd Math	100%	<u>94%</u> +6%	<u>96%</u> +4%	<u>95%</u> +5%
3 rd Rdg.	93%	<u>84%</u> +9%	<u>86%</u> +7%	<u>87%</u> +6%
4 th Math	94%	<u>94%</u> 0%	<u>93%</u> +1%	<u>91%</u> +3%
4 th Rdg.	88%	<u>79%</u> +11%	<u>84%</u> +4%	<u>84%</u> +4%
4 th Wrtg.	55%	N/A	<u>44%</u> +11%	<u>47%</u> +8%
5 th Math	83%	<u>87%</u> -4%	<u>80%</u> +3%	<u>80%</u> +3%
5 th Rdg.	81%	<u>84%</u> -3%	<u>82%</u> -1%	<u>85%</u> -4%
5 th Sci	88%	<u>87%</u> +1%	<u>78%</u> +10%	<u>78%</u> +10%
<u>Grade Test</u>	<u>2010</u>	<u>2009 Difference</u>	<u>County Difference</u>	<u>State Difference</u>
6 th Math	97%	<u>87%</u> +10%	<u>84%</u> +13%	<u>84%</u> +13%
6 th Rdg.	85%	<u>85%</u> 0%	<u>84%</u> +1%	<u>84%</u> +1%
6 th S.S.	82%	<u>69%</u> +13%	<u>73%</u> +9%	<u>75%</u> +7%

Met Adequate Yearly Progress Goals?				Identified For Improvement?				Met Adequate Yearly Progress Goals?				Identified For Improvement?			
07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	No	No	No	No

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 and RTI training 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 2010-2011 school year. They were held in October and March last year. At the fall conference in November, almost all families participated in the conference. This represents approximately 95% 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.

Respectfully submitted,

Tony Hutchins, Principal
Concord Elementary School

Concord Middle School Annual Report 2010-2011

Concord Middle School is a 6-8 building serving the educational needs of approximately 185 students during the 2010-2011 school-year. Serving the students are 14 professional teaching staff, which includes 7 core teachers, one physical educators, one special educator, one 6-12 guidance counselor, one K-8 shared vocal music teacher, one shared 6-12 art teacher, one shared 6-12 instrumental music teacher, and one ½ time shared K-12 media center/librarian did teacher do the librarian part last year? I thought we just had Deb and Wanda...just checking 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 2010 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
2010	31	29	84/ 97 /60
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			
GRADE 7	Male	Female	State/Local/# Tested
2010	25	33	55/50/58
2009	34	35	No longer scored
2008	31	29	78/83/60
2007	39	37	77/74/76
2006	30	38	65/62/68
2005	50	58	54/54/74
2004	NA	NA	47/50/85
2003	49	84	57/67/79
2002	45.5	91.3	66.2/72/79
2001	61.8	76.3	68.2/69/72
MATH			
GRADE 7	Male	Female	State/Local/# Tested
2010	25	33	85/88/58
SOCIAL STUDIES			
GRADE 8	Male	Female	State/Local/ # Tested
2010	No Longer	Tested at	This grade level
2009	No Longer	Tested at	This Grade Level
2008	No Longer	Tested at	This Grade Level
2007	No Longer	Tested at	This Grade Level
2006	No Longer	Tested at	This Grade Level
2005	21	13	30/17/98
2004	11	11	29/11/83
2003	9	23	32/17/72
2002	22	13	32/17/75
2001	20	16	30/20/69
2000	35	27	31/30/70
SCIENCE			
GRADE 8	Male	Female	State/Local/ # Tested
2010	27	35	78/85/62
2009	30	29	76/73/59
2008	34	31	76/57/65
2007	32	37	79/75/69
2006	38	34	75/79/72
2005	58	49	65/54/98
2004	57	50	66/53/83
2003	44	49	65/47/77
2002	70	46	67/57/75
2001	26	7	19
2000	26	12	19
MATHEMATICS			
GRADE 8	Male	Female	State/Local/ # Tested
2010	27	35	78/79/62
2009	30	29	70/68/59
2008	34	31	75/72/65
2007	32	37	72/67/69
2006	38	34	68/74/72

<u>Grade Test</u>	<u>2010</u>	<u>2009 Difference</u>	<u>County Difference</u>	<u>State Difference</u>
6 th Math	97%	<u>87%</u> +10%	<u>84%</u> +13%	<u>84%</u> +13%
6 th Rdg.	85%	<u>85%</u> 0%	<u>84%</u> +1%	<u>84%</u> +1%
6 th S.S.	82%	<u>69%</u> +13%	<u>73%</u> +9%	<u>75%</u> +7%
7 th Rdg.	81%	<u>86%</u> -5%	<u>75%</u> +6%	<u>79%</u> +2%
7 th Wrtg.	50%	<u>N/A</u> Not Scored	<u>40%</u> +10%	<u>48%</u> +2%
7 th Math	88%	<u>N/A</u>	<u>84%</u> +4%	<u>85%</u> +3%
8 th Rdg.	89%	<u>83%</u> +6%	<u>82%</u> +7%	<u>82%</u> +7%
8 th Math	79%	<u>68%</u> +9%	<u>78%</u> +1%	<u>78%</u> +1%
8 th Sci	85%	<u>73%</u> +12%	<u>78%</u> +7%	<u>78%</u> +7%

<u>Met Adequate Yearly Progress Goals?</u>			<u>Identified For Improvement?</u>			<u>Met Adequate Yearly Progress Goals?</u>			<u>Identified For Improvement?</u>		
<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>	<u>08-09</u>	<u>09-10</u>	<u>10-11</u>
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 was 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 2010-2011 school year, there were 18% of the students on the all "A" honor roll.

During the 2010-2011 school year, there were _____ of the students on the "B" or better honor roll.

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.

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 2010-2011 school year, one each in the spring and fall.

At the November 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 2010-2011 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,
Tony Hutchins, Principal*

CONCORD HIGH SCHOOL

ANNUAL REPORT

2010-2011

Concord High School is a 9-12 building providing the educational programming for approximately 268 students during the 2010-2011 school year. This compares to an enrollment of approximately 257 students in the fall of 2009. Serving the needs of the students are 16 professional teaching staff, of which 3 are shared with the elementary and middle schools, one counselor, one library specialist shared with the middle and elementary schools, 3 support staff, and two administrators. 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 44 students. Other opportunities provided were for 8 (primarily in English and Mathematics) students in dual enrollment classes through Jackson Community College or Spring Arbor University or Michigan Virtual University.

Helping to keep the building operating in an organized manner are three food services personnel and one shared food services supervisor, one 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

State standardized testing consists of the PLAN test, given to sophomores, and the MME/ACT, given to juniors. MEAP is given to freshmen only and only the social studies section. Students receiving an "advanced" or "proficient" score are endorsed by the State.

PERCENT OF STUDENTS MEETING OR EXCEEDING STANDARDS

YEAR	READING	WRITING	MATH	SCIENCE	SOCIAL STUDIES
2011	49%	30%	34%	51%	74%
2010	57%	36%	45%	61%	79%
2009	no longer tested	no longer tested	no longer tested	no longer tested	65%

The goals and strategies targeted by the 9-12 School 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 School Improvement (SIP), Professional Development (PD) and Curriculum Development (CD).

The high school professional staff also will work with their K-12 counterparts to continue organizing and managing the School Improvement Process. At both the district and building level, the School Improvement Team serves as the coordinating body for the School Improvement Process. The School Improvement Team , have worked on achieving their own strategies and tasks 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 school improvement (SIP), curriculum development (CD) and professional development (PD).

SCHOOL IMPROVEMENT

The goals targeted by the 9-12 School 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.

At both the district and building level, the School Improvement Team serves as the coordinating body for the School Improvement Process. Meeting monthly, the team reviews processes in place and discusses new issues to be addressed to improve student achievement.

Alignment of curriculum and instruction continued in earnest during the 2010-2011 school year, with time emphasis placed on a review of our science program, to result in implementation of new materials in the 2011-2012 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 School Improvement (SIP), 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 SIP, 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 2010-2011, 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 School 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 District School Improvement Committee (English Language Arts, Mathematics, Science and Social Studies). 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).

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 2010-2011 school year, 59 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.

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 2010-2011 was 89.19% with a 6.76% dropout rate.

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 2010-2011 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. The district participates in Education Yes, Michigan Department of Education's school improvement program.

Submitted by:

Cheryl Price, High School Principal for
Mike Corey, former High School Principal