

program). Enrollment at CCHS has remained relatively consistent since 2002, with an average of 1,235 students per year. In addition, 10 students of ages 14-22 participate in the life skills program at CCHS and the region supports 38 students who attend out-of-district placements.

We strive every year to develop responsible budgets that allow us to maintain the high quality of our education program but recognize the tough fiscal climate. Our goal has been and continues to be to construct budgets which provide for the needs of CCHS but also fall within the levy limit (therefore not requiring and override). We have not had an override for the CCRSD Operating Budget since 2007. This year we have put forth one of the smallest budget increase requests ever, a 1.8% increase. Given the magnitude of the building project and the significant increased pressure on the CPS budget, we made the decision to make some reductions at the High School in order help reduce the impact to taxpayers.

We want to recognize the exemplary leadership of our administrators and the exceptional faculty and staff who make CCHS a vibrant and active learning community. CCRSD and the Concord-Carlisle Teachers' Association continue their work on a new supervision and evaluation process. We look forward to its completion and implementation this coming year.

The Concord-Carlisle Regional District School Committee is comprised of the five members of the Concord School Committee with the addition of two members from Carlisle. This year, we welcomed Chad Koski of Carlisle back to the committee. After serving six years on the Committee, I will be completing my tenure as will Jerry Wedge. I can confidently say that no single person has made more of an impact in the rebuilding of our schools than Jerry Wedge. His expertise and dedication has served our community exceptionally well.

We are truly grateful to the citizens of Concord for their strong support of the students of Concord-Carlisle High School. The Concord community clearly values education and the results speak for themselves. Please take the time to read the annual performance report when it comes out in the spring. It spotlights many of the great achievements and activities happening at CCHS.

## **SUPERINTENDENT'S REPORT -- CCRSD AND CPS**

Diana F. Rigby, Superintendent  
John Flaherty, Deputy Sup. Of Finance and Operations  
Kathy Codianne, Director of Teaching and Learning  
Kelly McCausland, Director of Human Resources  
Jessica Murphy, Director of Special Education  
Gene Warfel, Director of Information Technology  
Peter Badalament, Concord-Carlisle Principal  
Lynne Beattie, Concord Middle School Principal  
Kelly Clough, Thoreau Principal  
Patricia Fernandes, Willard Principal  
Sharon Young, Alcott Principal

The mission of the Concord Public Schools and the Concord-Carlisle Regional School District is to educate all students to become lifelong learners, creative thinkers, caring citizens, and responsible contributors to our increasingly diverse global society. We are able to achieve our mission through the investment of educators, staff, parents, and community members who work hard to improve our schools.

### **DISTRICT GOALS**

Every school year, the administration develops district goals for the Concord Public Schools (CPS) and the Concord-Carlisle Regional School District (CCRSD) which are approved by the School Committees. We focus on efforts to improve student learning by using common formative assessments to monitor student progress, teaching critical creative, and self-regulated thinking skills, increasing the integration of digital tools, incorporating college and career readiness skills in current instructional practices, expanding curricular programs in the arts, engineering, and environmental science, and implementing strategies to promote caring and kindness. The goals also specify improvements in parent communication, teacher collaboration, professional development, and teacher evaluation. In addition, we strive for prudent management of school budgets, resources, and capital projects.

### **STUDENT LEARNING**

All district efforts focus on improving student learning. Elementary (grades K-5) principals, curriculum specialists, and teachers worked together to monitor individual student progress in reading, writing, and math. Progress monitoring data was collected and reviewed for those

students who required additional instruction and remediation. Fastmath and math software were used as additional resources for math skill practice. Multiple literacy assessments for fluency, decoding, vocabulary development, and comprehension provided progress monitoring for reading benchmarks. Targeted skill instruction was provided for students reading below grade level. The Foundations phonology program was piloted in some kindergarten classrooms with success. In grades 4 and 5, students used ePals as an online writing tool. Elementary science programs were enriched with the addition of the Analemma project at Willard, the Penguin project at Thoreau, the Mars Rover project at Thoreau, and the grade 4 Blanding's Turtle project at all the elementary schools. A highlight was the second place finish in the Disney Planet Challenge for community advocacy for the Blanding's Turtles by Mrs. Erikson's fourth grade class.

At Concord Middle School (CMS), the Principal and teachers developed and implemented a framework for teaching critical, creative, and self-regulated thinking skills to help middle school students become successful independent learners. These critical thinking skills have been explicitly emphasized within classroom instruction. CMS math teachers developed and implemented common formative assessments to monitor individual student progress. Focused and intensive math classes were implemented four periods per week to assist students who are struggling with math concepts. Social studies teachers worked with the library media specialists to incorporate Noodle tools software into the middle school research projects. In addition, FIRST Lego Robotics was added to extracurricular offerings, and ten students participated in the State Championship and won an award for teamwork.

The entire CMS community participated in CMS Stands Together, three days of bullying prevention and intervention education in November. All staff members were trained and involved in instruction. Five staff members developed the curriculum through the summer and fall and provided training for all middle school teachers. Additionally, fifty-seven 8th graders gave up their lunchtime and afterschool time to participate as student leaders on the CMS Stand Together committee. They worked with each other to facilitate the November

event. They led house huddles to introduce anti-bullying ideas to 6th, 7th, and 8th graders, solicited questions for a high school panel to answer, wrote and delivered speeches, met with guest speakers, and served as positive, caring role models.

At Concord-Carlisle High School, (CCHS) new courses developed this year include Organic Chemistry, Advanced Earth Science and Physical Geology, and Geologic Mapping and Engineering. The new Engineering Certificate program was launched for those students enrolled in a minimum of five electives in engineering and technology while maintaining a high level of rigor in math and science courses. English, social studies, and special education teachers worked together to develop and implement common assessments. Honors programs in English were offered for freshmen and sophomores. At the beginning of the school year, all freshmen participated in a technology orientation course to become familiar with their First Class, X2, and Moodle accounts. Three hundred students and teachers use the Moodle site on a daily basis. Students use digital tools to access online course work, check email conference folders for class and school information, contribute to wiki forum discussions, and work with a variety of web-based platforms. Information literacy classes taught by the library media specialist instructed all students in advanced web searches, source evaluation, citation and web-based tools for collaborating, synthesizing and sharing work. Twenty-five students participated in Virtual High School classes, and the principal, guidance counselor, and students were featured on the VHS showcase panel for state legislators. Thirty Biology students participated in the Environmental Field Studies project to protect Blanding's turtles. The Robotics Team built an amazing robot to successfully compete in the FIRST competition at WPI. The CCHS Meteorology students and teacher presented at a National Meteorology conference in Seattle.

At the district level, district administrators, principals, department chairs, and K5 curriculum specialists participated in the Instructional Rounds (IR) process to increase teacher collaboration by examining the evidence of student learning. The K12 instructional leadership team worked hard to develop a shared understanding of what high quality teaching and learning looks like

in CPS and CCHS through classroom observations, reflections, discussions, and recommendations.

### STUDENT ACHIEVEMENT

Our students continue to achieve at high levels. The 2011 Massachusetts Comprehensive Assessment System (MCAS) results were strong with ninety-percent of 5th grade students scoring advanced or proficient on the ELA MCAS, 87% scoring advanced or proficient on the Math MCAS, and 81% scoring advanced or proficient on the Science MCAS. Ninety-three percent of 8th grade students scored proficient or advanced on the ELA MCAS.

Ninety-seven percent of 10th grade students scored proficient or advanced on the ELA MCAS and ninety-four percent scored proficient or advanced on the Math MCAS. Ninety-four percent of 10th grade students passed one of the Science MCAS. One hundred percent of the CCHS class of 2011 received a Competency Determination as a result of passing both the ELA and Math MCAS.

The median SAT score for CCHS Class 2011 was 1860 (with 1526 as the State average). Twelve students in the Class of 2011 qualified as National Merit semifinalists and three National Merit Scholarships were ultimately awarded. Ninety-seven percent of Advanced Placement (AP) exams taken by CCHS students received a passing score, and overall 83% of AP exams were scored at a 4 or 5 (the highest score). The average number of CCHS graduates planning to continue their education in post-secondary placements exceeded 95%. In a survey of graduating seniors, 63% reported they were admitted to their 1st college choice and 20% were admitted to their 2nd college choice.

In the elementary schools, Grade 5 students participated in the national Mathematical Olympiad program, and almost all participants finished in the top 50%. The CMS Math Team placed 3rd in the DaVinci Division of the New England Math League. The team is comprised of students in grades 6-8, and competed against five other local competitive middle schools. CMS students placed in the top twenty of more than 100 schools in the Metrowest Regional Math Counts competition. Eight 6th and 7th grade students participated in eight events at the Science Olympiad State Meet at Assumption Col-

lege, placing second in the state in two events and sixth place in two different events. Students also competed in December at the Boston University Academy First Lego League Competition. The team's robot competed in four rounds and finished 21st of more than 35 teams in attendance. Seventy-three French and Spanish students participated in the National Language Exams, and several students were among the top scorers in the state. More than 60 students performed as cast or crew in "You're a Good Man, Charlie Brown" in April 2011.

Elementary students participated in a number of community outreach programs: 1,000 cranes project for Japan relief at Alcott, collecting supplies for soldiers in Afghanistan at Alcott and Willard, creating Kids Bags for Open Table at Alcott and the annual food drive at Willard which generated 69 bags of food for Open Table, raising money for Gaining Ground at Thoreau, and providing lunch, gifts, and entertainment for Council on Aging at Thoreau.

Eighteen 7th grade students traveled to China during April as part of the annual exchange with Sunshine Middle School in Xian, China. Students and teachers from France stayed with CMS families to share a cultural exchange. The CMS Student Leaders organized a number of community service efforts including collecting donations for Haiti and Japan relief funds, Coats for Kids, UNICEF, and Buddy Dog Animal Shelter.

At CCHS, students demonstrated their commitment to social responsibility through participation in numerous activities, by raising funds to aid relief efforts in Japan, by participating in the Ecuador, Turkmenistan, Japan, and France Exchanges, and by hosting Turkmenistan visitors. In the summer of 2012, students will travel to Tanzania to perform community serve in remote areas. More students received the Global Literacy Certificate which recognizes those students who think globally, improve their world language skills, and are able to communicate effectively with people across cultural and language borders. Locally, our students committed over 10,000 hours of service to the surrounding communities during the school year. The volunteer work and community service done by the young people of Boston, Carlisle, and Concord are evidence that students have internalized the core values of CCHS and the district.

These activities and achievements are only a sampling of the wide range of student programs and projects at Alcott, Thoreau, and Willard elementary schools, CMS, and CCHS. For more information, visit the district website ([www.concordpublicschools.net](http://www.concordpublicschools.net)) or individual school websites.

### **SPECIAL EDUCATION**

The Special Education Departments of Concord Public Schools and the Concord –Carlisle Regional School District are dedicated to providing quality services and programs for students with disabilities preschool through age 22. The continued goals of the special education departments are to meet the needs of the students with diverse learning, medical, cognitive and social disabilities within their local community. We strive to continue to decrease the number of students who are serviced in out- of -district placements. Additionally, we recognize that students with disabilities are part of a family unit. We work to support the families of our students through the special education process and work toward their post-secondary goals.

The Concord Integrated Preschool has finished the first year of the full day classroom! It has been a great start to the second year, and the students who have typically needed a separate setting are now able to remain in their home district. We have experienced a tremendous increase in the number of children with significant needs transitioning to CPS from Early Intervention. This increase in special education is a nationwide trend and research shows that there is a tremendous increase in students entering the schools with medical, physical, language and social delays. Much of this is attributed to the gains in medical intervention and care of premature babies. In Concord, we have added a second morning session of the integrated preschool to meet the increasing needs of the special education children.

At the K-8 level, we have continued to improve our math instruction at all levels. At the Middle School we have added an Intensive Math class and Intensive English class at the Sanborn Building. The elementary students with significant learning needs made good progress in their special day classes in the elementary schools and are now working hard to remain in Peabody and Sanborn with special education support.

At CCHS, the Pathways Program continues to improve and students who have required out of district placements in Middle School have successfully transitioned to CCHS. We continue to look for ways to differentiate instruction at all grade levels so that regardless of ability or disability, all students are included and are accessing the curriculum, instruction, and technology.

### **PROFESSIONAL DEVELOPMENT**

The District continued to invest considerable resources in professional development providing educators with technology training in ActivInspire software and Moodle. During the 2010-2011 school year, 86 teachers took advantage of ActivInspire training and 25 teachers were trained to use Moodle. Additionally, we began to pilot the use of iPads as a tool for teaching and learning.

During the summer there were sixteen elementary curriculum development projects, sixteen middle school curriculum development projects, and twenty curriculum development projects at CCHS. K-5 projects included work at grades three through five to develop common math assessments and mapping the curriculum in art, music and science. At the Middle School, teachers also worked on curriculum mapping in ELA, science, social studies and foreign language. Middle school teachers also created a bullying prevention and intervention curriculum, "CMS Stands Together." At CCHS, curriculum mapping was included in all the summer curriculum development projects and new courses were created in Electrical Engineering and Earth Science. Also, during the summer, 13 foreign language teachers in grades 6-12 participated in Designing Dynamic Foreign Language units.

**EMPLOYEES - 25 YEARS OR MORE OF SERVICE**

**CPS/ CCHS/Joint**

Teachers	Non-Instructional
Al Dentino	Pauline Attwood
MaryAnn Durant	Jim Bozak
Kathleen Keating	Court Booth
Karla Keefe	Claudia Dellovo
Lynne Kwarcinski	Susan Dunn
Robert Lemaire	Donnie Foss
Joe Leone	Laurie Gioa
Kathy Madfis	Rocky Griffin
Barbara Magee	Francesca Lattuca
Maryann Morran	Ann Pike
Jerry Moss	Linda Robbins
Ines Rodriguez-Digon	Mary Jo Scheid
Mitchell Stern	Bud Sheridan
Bernard Wenstrom	Liz Tencati
	Cynthia Theriault
	William Walsh
	Bob Wheeler
	Mary Zellner

To address the need for professional development in bullying prevention and intervention, teachers and students produced an online training module for all employees of the Concord Public Schools and Concord Carlisle Regional School District.

**HUMAN RESOURCES**

In 2011 seven faculty and staff members retired after many years of dedicated service. The teachers that retired were Alcott’s librarian Sandy Peirce after 25-years of service, CPS music teacher Robert Seely after 11 years of service, and CCHS math teacher Lee Coopridger after 10 years of service. The support staff members that retired were: Betty Kelley a 48-year food service employee at CCHS; David Eddy a 45-year building service worker at CCHS; Jane Ross a 24-year Ripley district accountant and Ann Fossett a 22-year Willard library assistant. The school community grieved the loss of two beloved members of our staff in 2011: CCHS photography teacher David Prifti after 25 years of service and Concord Middle School library assistant Amy Osgood after 4 years of service.

The Districts hired seven teachers at CCHS, five teachers at CMS, eight elementary (PK – 5) teachers, and twenty-five staff members. The majority of the new faculty and staff members filled vacancies created by retirements, resignations, and leaves of absence. The

districts have significant mentoring programs to ensure that new faculty members swiftly and substantively become part of the learning communities.

**HUMAN RESOURCES**

At the end of 2011, the following persons retired from the Concord Public Schools and Concord-Carlisle Regional High School. We thank them for their service and wish them well in their retirement.

	Years in Concord
<u>Instructional Staff</u>	
Sandra Peirce	25
Bob Seely	11
Lee Coopridger	10
<u>Non-Instructional Staff</u>	
Ann Fossett	22
David Eddy	45
Betty Kelley	48
Jane Ross	26

The Human Resources office began professional development with administrators regarding the new Massachusetts regulations on educator evaluation. Meetings with the teachers unions continued with a focus on the development of a new teacher supervision and evaluation system that complies with the new state regulations. A wellness initiative for all employees involved partnering with Emerson Hospital’s new Integrative Health & Wellness Center. Successful negotiations with the K-12 secretaries resulted in a new three-year contract. This year the Human Resources office reduced its staffing because of efficiencies realized as the result of automation.

**INFORMATION TECHNOLOGY**

The infusion of technologies in the classrooms has dramatically increased the productivity and technical proficiency of both teachers and students. This year we added iPad carts as an additional digital tool to enhance student learning. Teachers continue to use First Class websites, wikis, blogs, and Moodle to engage students in their learning in a safe and controlled digital environment. Teachers design lessons that encourage students to demonstrate their content knowledge using digital tools such as multimedia projects, podcasts, presentations, and written assignments.

Every teacher uses an ActivBoard for interactive teaching and learning. New multi-radio Xirrus wireless hubs have been installed throughout the schools to meet the growing need for web-based tools. Five-year-old computers were replaced according to the replacement cycle and multi-year tech plan. A new management tool, CASPER, was purchased to manage the MAC OS X devices and the IOS devices, iPads and iPods.

At CCHS, the full-time Technology Specialist provided instructional coaching for the integration of digital tools in the classroom. The full-time supervisor in the Digital Recording Studio, Colonial Sound, dramatically increased the opportunities for students to work and record in the studio. Students work on projects, and every day the recording studio is booked for student recordings. The X2 Aspen portal has been improved for communication with parents and students, providing access to attendance, assignments, schedule information, and grades.

### **FINANCE AND OPERATIONS**

The Districts continue to maintain excellent academic programs in an economic climate that remains challenging. State aid levels have not kept pace with increasing system costs, and along with increased enrollments in the elementary schools, a new dimension of early childhood special education costs emerged. While our core budget development operating principle of focusing all resources of the school districts to support student learning and growth remains unchanged, an increasing portion of FY2012 resources necessarily shifted towards obligations in our early education program. The District goals approved by the school committees identified priorities and continue to inform the budget process. Recognizing the emerging district needs and the finite funding resources of each town, the district administration and school committees worked closely with the finance committees and selectmen to develop responsible FY2012 budgets during 2011.

The FY2012 budgets represented a 2.8% increase in the Concord Public Schools appropriation above the FY2010 appropriation which remained unchanged for FY2011. The operating budget for the Concord-Carlisle Regional School District increased 3.84% above the FY2011 level. The CPS and CCRSD budget requests

were below levy limits; matched guidelines developed by the Concord and Carlisle Finance Committees, and for the fifth consecutive year did not require overrides. While the school districts each managed successful year-end closings, CPS will not be seeking town approval for adding to the CPS Capital Construction Stabilization and CPS Technology Stabilization funds as in previous years. All CPS operating funds were consumed in addressing FY2011 costs. The Regional School District did not experience new special education costs and will be seeking approval from both Concord and Carlisle to place approximately \$250,000 into the RSD Technology Stabilization Fund. The Regional School District's Excess and Deficiency (E&D) fund balance for the past fiscal year has been maintained above the 4.7% level. The AAA bond rating has been maintained and the negative outlook assigned by Moody's Investors Service in response to national financial conditions was recently removed.

### **CAPITAL PROJECTS**

The major capital project highlights of 2011 included securing a \$28 million commitment from the State for reimbursement for the CCHS building project and signing a project funding agreement with the Massachusetts School Building Authority. The towns of Concord and Carlisle also approved the Regional School Committees' debt authorization of \$92,578,524. The Regional School District is very grateful for the positive voter support at Town Meeting and the polls.

The capital projects at CPS include improvement of the Sanborn playgrounds, reconfiguring the Sanborn's bus drop-off and pick-up area, upgraded parking area at the Peabody building, upgraded electrical service at the Ripley building, initiating phase one of the Ripley conference room project, and completion of the Ripley front entrance parking area redesign.

### **SUMMARY**

The major highlight of 2011 was the overwhelming support at the Concord and Carlisle Town Meetings and polls for the new high school building project. With the assistance of the Massachusetts School Building Authority (MSBA) the new high school will be built on the site behind the current high school. We are extremely

grateful for the Concord and Carlisle communities' support, and we look forward to opening a new high school in Fall 2015.

The Districts also made significant progress in achieving the mission and district goals by increasing student learning, improving special education services, integrating technology into the classrooms, supporting faculty and staff, and developing responsive and responsible budgets. For more information, please visit the districts' website, [www.concordpublicschools.net](http://www.concordpublicschools.net), and review the CPS & CCRSD 2011 Performance Report.

## MINUTEMAN VOCATIONAL TECHNICAL SCHOOL DISTRICT

Dr. Edward Bouquillon, Supt./Director  
James Laverty, Asst. Supt./Principal

### ABOUT MINUTEMAN

Minuteman is a four-year public high school serving the member towns of: Acton, Arlington, Belmont, Bolton, Boxborough, Carlisle, Concord, Dover, Lancaster, Lexington, Lincoln, Needham, Stow, Sudbury, Wayland, and Weston. Minuteman combines rigorous academics in preparation for college with relevant career and technical programs.

#### *Concord Enrollment*

As of October 1, 2011, 15 high school students and 3 post graduate students were enrolled at Minuteman providing a full time equivalent (FTE) of 18 students that reside in Concord.

Minuteman experienced a 7% increase in the Freshman Class resulting in the largest freshman class in 12 years. The "Benefits of Minuteman" are clear:

- Experience the Modern American High School. Minuteman offers a distinctly modern learning experience where students venture beyond a traditional high school curriculum to explore their interests and discover their passion, whether that's Bio-technology, Robotics, Environmental Technology, or something else entirely from among our twenty majors.
- Believe in Yourself. Students graduate from Minuteman with an enduring self-confidence that they can achieve anything they set out to do, no matter how high the hurdle, how long the road, how loud the skeptics.
- Prepare for College and Life. Minuteman equips students with the academic foundation and study skills to

succeed in college and the industry certifications and acumen to succeed in business, affording every student a unique flexibility upon graduation to pursue their dreams.

- Learn from Experts. Minuteman's teachers are demonstrated experts in their respective fields, injecting a depth of knowledge and experience into their classes that is rarely found in public or private schools.
- Be More Than Just Another Student. There is no such thing as "just another student" at Minuteman – instead, teachers and staff personally invest themselves in truly knowing each student and working closely with them to realize their full, individual potential.
- Make a Fresh Start. From their very first day of school, Minuteman students are given the opportunity to make a fresh start among new friends and new teachers who will see them as they are and not as who they once were.

## CONCORD-CARLISLE REGIONAL HIGH SCHOOL AND MINUTEMAN HALF DAY PROGRAM

Minuteman offers a unique program allowing juniors and seniors, who have passed the MCAS, enrollment on a half day-every day basis in a career major. This allows a student to graduate from Concord-Carlisle Regional High School and receive a competency certificate from Minuteman. Currently, no Concord students participate.

Minuteman offers 'Post Graduate' programs to Concord residents of any age who are seeking to enhance their skill development. Post-Graduate Students are charged tuition to offset operating costs.

### 2011 CONCORD GRADUATES AND AWARDS

Carl Close, Metal Fabrication  
Robert Drinkwater, Robotics  
Nicole Drop, Graphic Communications  
Sarah Engroff, Biotechnology  
Aaron Hession-Kunz, Marketing  
Jonathan King, Carpentry  
Derick Lea, Environmental Science  
Julie Palma, Early Education & Care  
Christopher Snay, Electrical Wiring

At the 2011 graduation, Nicole Drop was awarded the Massachusetts Vocational Association Award, Carl Close the PFC Bryan C. Lounsbury Memorial Award, Christopher Snay the Friends of Minuteman Award,