

our students contributed more than 25,000 hours of service in the surrounding communities during the school year. CCHS students are required to perform 40 hours of community service prior to graduation, but most students contribute far more than this minimum requirement. Our students are well on their way to being responsible contributors in our society.

These exceptional results would not be possible without our outstanding faculty, staff, and administrators. Together, they create and nurture the learning environment that propels our students to achieve at extraordinary levels. Teachers and administrators also worked together to implement the new teacher supervision and evaluation system that complies with new State regulations. In addition, the administration, faculty and School Committee are working together to address shortcomings in the school environment that were identified in the first TELL Mass teacher survey completed in the spring. While we need to address these shortcomings, we continue to attract and retain a great faculty. Our teacher retention rate at CCHS is 99% and we had a 100% acceptance rate on offers to new teachers and staff.

Most of the new CCHS teachers and staff filled vacancies created by retirees. We thank our retirees for their years of service and wish them well in their new adventures.

We recognize that we are fortunate to live in a community that generously supports high-quality public education. At the same time, we recognize our fiscal responsibility to our community, and we work to develop budgets that strike the appropriate balance. We have not required an override for our CCHS operating budget since 2007, and the current school-year budget for CCHS represents a 1.8% increase over the prior year. The recently completed budget for the next school year represents a 1.2% increase over the current year. In addition, we were able to add \$500,000 to the CCHS Technology Stabilization Fund through the successful closing of the fiscal year. These budgets have all been below the levy limits and have matched the guidelines developed by the Finance Committee.

As independent evidence of the effectiveness of our fiscal management, we continue to carry an Aaa bond rating (Moody's highest rating) and, in December, we

completed a \$9 million Bond Anticipation Note (BAN) sale at a 0.2041% interest rate.

Our school also benefits from the generosity of citizen-run non-profit organizations, including the Concord Education Fund, the CCHS Parents' Association, the Concord-Carlisle Community Chest, and individuals in both Concord and Carlisle. The Concord Education Fund has been particularly supportive in new technology and science initiatives, including the STEM (Science, Technology, Engineering and Mathematics) program and the Digital Recording Studio. We are grateful for these donations that allow us to enhance our students' educational experience.

Our community's generosity reached a new level in December when we were pleasantly surprised by an email from John Boynton, a private citizen, advising that a group of private citizens is forming to raise money to enhance the outdoor facilities at CCHS, including adding new tennis courts, improving the lower fields, installing artificial turf on the football field, and building an outdoor amphitheater. This was great news and we look forward to hearing more about these plans and working with this group of citizens in 2013.

We thank all the citizens of Concord for their active support of our students and our high school. We can all take great pride in the learning environment and the new high school campus that we are building together.

SUPERINTENDENT'S REPORT CCRS 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 in our increasingly diverse global society. We are able to achieve

our mission through the investment of educators, staff, parents, and community members who work tirelessly 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 (CCRS) which are approved by the School Committees. We focus on efforts to improve student learning by using research-based instruction in the District core curriculum, targeting instruction and intervention, teaching critical, creative, and self-regulated thinking skills, increasing the integration of digital tools, incorporating college and career readiness skills in current instructional practices, and implementing strategies to increase positive interactions between students. The goals also specify improvements in teacher collaboration, professional development, and teacher evaluation. In addition, we strive for prudent management of school budgets, resources, capital projects, the new high school building project, and resolution of fair collective bargaining contracts.

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. Multiple literacy assessments for fluency, decoding, vocabulary development, and comprehension were administered to monitor progress for reading benchmarks. Pre and post assessments were given for the nine math units in grades 2-5 using the Investigations math program. Kathy Richardson assessments were used to evaluate K-1 students' math skill development. Teachers implemented District-wide grade level writing rubrics to analyze student writing pieces. At each school site, the assessment data was reviewed in monthly grade level meetings, and instruction was adjusted to provide targeted skill instruction for struggling students. More than 80% of the K-5 students mastered end of the year grade level standards in both math and English Language Arts.

At Concord Middle School (CMS), 80% of the students earned report grades B- or higher in both math and English. In English, student progress was monitored

for process skills and content mastery in Composition, Literature, and Language Study. Math teachers implemented a new math program, Math Connects, which is a blended textbook/online series. Focused Math classes were designed for remediation and support and refined to target MCAS vocabulary, structure, and strategies as well as to provide practice with math skills in the local and State standards. CMS teachers continued to integrate critical and creative thinking skills across the curriculum to promote student engagement in the use of planning calendars, Noodle tools, Moodle, and scientific inquiry.

The entire CMS community participated in CMS Stands Together, which included two and a half days of bullying prevention and intervention education in November. Five staff members developed the curriculum through the summer and fall, and provided training for all middle school teachers. Additionally, 8th graders gave up their lunchtime and afterschool time to participate as student leaders on the CMS Stands 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. The English Department designed a curriculum and implemented "One School, One Book" for summer reading with all staff and students reading *Bystander*, an anti-bullying book.

At Concord-Carlisle High School (CCHS) Advanced Java Programming and the Musical were implemented as new courses. A new interdisciplinary program, *Rivers and Revolutions*, was launched for fifty students each semester. Honors English courses were offered for freshmen, sophomores, and juniors. English, social studies, and special education teachers worked together to develop and implement common assessments. 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. 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 for the first time at the national level in the FIRST competition in St. Louis. The CCHS Meteorology students and teacher presented at the American Meteorological Society conference.

At the District level, District administrators, principals, department chairs, and K-5 curriculum specialists participated in the second year of the Instructional Rounds process to increase teacher collaboration by examining the evidence of student learning. The K-12 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. The administrative team collaborated with the CCHS faculty to develop and implement the State's new system for educator evaluation. K-12 teachers worked in grade level and department teams to implement protocols for examining student work and adjusting instructional practices to improve student learning.

STUDENT ACHIEVEMENT

Our students continue to achieve at high levels. The Massachusetts Comprehensive Assessment System (MCAS) results were strong with 85% of 5th grade students scoring advanced or proficient on the ELA MCAS, 87% scoring advanced or proficient on the Math MCAS, and 82% scoring advanced or proficient on the Science MCAS. 99% percent of 8th grade students scored proficient or advanced on the ELA MCAS, 80% scored proficient or advanced on the Math MCAS, and 82% scored proficient or advanced on Science MCAS. In October, Willard School was recognized by the Massachusetts Department of Elementary and Secondary Education (DESE) as a Commendation School based on students' performance on the MCAS. Only 64 schools across the State achieved this honor which was based on High Achievement and High Growth. 98%

of 10th grade students scored proficient or advanced on the ELA MCAS and 92% scored proficient or advanced on the Math MCAS. 95% of 10th grade students passed one of the Science MCAS. 100% of the class of 2012 received a Competency Determination as a result of passing both the ELA and Math MCAS.

The median SAT score for the Class of 2012 was 1850 (with 1529 as the State average). Five students in the Class of 2012 qualified as National Merit Scholar Finalists. 97% of Advanced Placement (AP) exams taken by CCHS students received a passing score, and overall 85% 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, 85% reported they were admitted to their 1st or 2nd college choice and 94% of seniors were admitted to their 1st, 2nd, or 3rd college choice.

The CCHS Repertory and Concert Bands earned gold medals at the prestigious Massachusetts Instrumental and Choral Conductors Association (MICCA) State Concert Festival. Six student musicians were nominated and accepted into the MENC All-Eastern Honors Ensembles, representing one of the highest number of CCHS students selected in many years. Student artists participated in the Boston Globe Scholastic Art awards regional exhibit and earned gold and silver keys. Student artists also participated locally in the Lexington Arts and Crafts Society Show for art majors and the year-end awards and retrospective at the Concord Art Association. More than 50 students worked together to build sets, coordinate lighting and sound for the production, and performed in *The Lion in Winter*. In the winter, more than 150 students performed as actors or musicians, created technical designs, built sets/props, implemented theatrical lighting and sound, and served as stage crew for the musical, *A Little Night Music*. In May, more than 30 students performed on stage and were involved as technical crew for Shakespeare's *Romeo & Juliet*. The CCHS Student Senate sponsored a freshmen orientation program that brought all of the incoming ninth grade students together for an informative and fun-filled day before the beginning of school. Additionally, the Student Senate has implemented an expanded Advisory program for both freshmen and

sophomores. The Senate worked on many projects focused on student life: managing student stress, enhancing communication among all members of the school community, and increasing green initiatives.

At CMS, learning experiences stretched beyond the breadth of the school day and across content areas to promote development of creative and critical thinking. Students competed in regional Rubik's Cube, Math Counts and Math Team contests, Lego Robotics and Science Olympiad, Future Cities and CMS Mastermind (JogNog) competitions, and the Model UN conference as well as National French and Spanish exams. Over 60 students participated as cast or crew in the musical, *The Sound of Music*, and choral and instrumental music students competed and performed in Junior Districts, MICCA and Music in the Parks.

In the elementary schools, Grade 5 students participated in the national Mathematical Olympiad program, and all school teams were named to the National Math Olympiad Honor Roll for scoring in the 90th percentile or higher. The Thoreau Times published two newspapers with students assuming the responsibilities of reporters, photographers, graphic designers, cartoonists, book critics, and advertisers. 79 fourth and fifth graders at Willard published their literary magazine, *The Beanstalk*. Fifth grade students at Alcott wrote, illustrated, and published fairy tales to deliver to students in the Garden Orchard School in Boston. Fourth grade students at all schools participated in a special yearlong science project nurturing the development of Blandings' Turtles in the classrooms. They worked with a local ecologist to collect and contribute data as part of an ecological research project. Grade 4 and 5 students used online writing tools to publish their writing. Elementary students participated in efforts to reduce waste and increase recycling at school. At Alcott, the student environmental club, Green Monsters, recycled juice pouches, Nabisco snack wrappers, and crayons. They also initiated "Waste Free Wednesdays" to reduce waste in the cafeteria. The Earth Care Club at Willard researched all the ways that kids can reduce waste and conserve energy and they made podcasts presenting their information. Elementary students also participated in many musical events with chorus, string, band, and theater performances throughout the year.

Elementary students participated in a number of community outreach programs: Alcott's annual Turkey Trot raised more than \$7,300 for Open Table and Concord Recreation Scholarship Fund, the annual food drive at Willard for Open Table, and at Thoreau, a coin-drive program benefitting Children's Hospital and a jumpathon to raise more than \$5,000 for the American Red Cross to help victims of Hurricane Sandy.

Middle school students in all three grades developed cultural and community awareness and responsibility through involvement in a variety of leadership opportunities as members of Student Leaders, Animals and Planets, and CMS Stands Together. Funds and awareness were raised for local organizations through the Coats for Kids drive, a Pet Poster fundraiser for Nevins Farm in Methuen, the Massachusetts Audubon Society's Annual Christmas Bird Count, and the Rainbows and Raffles fundraiser for Assistance Dogs. Seventh grade students traveled to China during April in an exchange with Sunshine Middle School in Xian and hosted Chinese students in Concord in October.

At CCHS, students demonstrated their commitment to social responsibility through participation in numerous activities, raising funds to aid relief efforts in numerous countries, and participating in the Ecuador, France, and Turkmenistan exchanges. In the summer of 2012, students traveled to Tanzania to perform community service in rural areas; in 2013 students will go to Bolivia. Locally, our students completed more than 25,000 hours of service in the surrounding communities during the school year. This volunteer community service is another example of CCHS students internalizing the core values of the school 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) or individual school websites.

SPECIAL EDUCATION

The Special Education Department of Concord Public Schools and the Concord – Carlisle Regional School District is dedicated to providing quality services and programs for students with disabilities preschool

through age 22. The continued goal of the Special Education department is to meet the increasingly diverse needs of students with learning, medical, cognitive and social disabilities within the local community.

The Concord Integrated Preschool has finished the second year of a full day classroom. The school year began with 90% student capacity and there has been a significant increase of preschool students with complex special education needs.

At the K-8 level, social thinking instruction has been implemented to increase special education students' social competency skills. Students with disabilities are especially vulnerable to social difficulties and social thinking strategies were added to special education instruction.

At CCHS, increasing the programs for social/emotional interventions (Alternative Program, Lighthouse Program and Pathways) has resulted in decreasing costly out of district placements. Special and regular educators collaborated in differentiating instruction with accommodations and curriculum modifications to ensure that all students were able to access the core 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. Additionally, we expanded the use of iPads as a tool for teaching and learning in K-12.

During the summer, there were 55 curriculum development projects K-12. Teachers completed their curriculum maps and collaborated to create common assessments in the core academic areas, art, music, physical education, health and library. Teachers developed "flipped classroom" curriculum for grade 5 and AP Biology and Algebra I. In a "flipped classroom" students use technology at home to study new information in videos and interactive lessons before each class. At the elementary level, English Language Arts Curriculum Specialists collaborated with teachers to create rubrics and writing prompts to address the Massachusetts Common Core State Standards for Literacy in Social Studies and Science. Additionally, elementary Math Curricu-

lum Specialists collaborated with teachers to revise progress reports based on the Massachusetts Common Core Standards for math. At CMS, teachers developed "year 2" program for their bullying prevention and intervention curriculum, "CMS Stands Together". At CCHS, core teachers developed an interdisciplinary program, "Rivers and Revolutions", integrating the core curriculum from English, Mathematics, Social Studies, Science, and Art to investigate the following units of study: Rivers, Revolutions, Air, Fire, Love, Migration, Seasons, and Equilibrium. Student stewardship roles and fieldwork are critical components of the program to foster connections between course content and the local communities.

HUMAN RESOURCES

At the end of 2012, 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.

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	Years in Concord
INSTRUCTIONAL STAFF	
Al Dentino	32
Beatriz DesLoges	5
Barbara Goodman	8
Joseph Leone	39
Mary Schaefer	11
NON-INSTRUCTIONAL STAFF	
Pauline Attwood	30
Bob Blazewicz	10
Donnie Foss	27
Kathie Henry	17
Brigid Menzi	25
David Woodward	14
Joanna Zarkadas	14
Administration	
Alan Weinstein	9

The Districts hired nine teachers at CCHS, two teachers at CMS, and thirteen teachers at the elementary schools, one preschool teacher at Ripley, and twenty-three support staff members. The majority of the new faculty and support staff members filled vacancies created by retirements, resignations, and leaves of absences. The retention rate for educators at CCHS was 99% and for CPS was 96.2%. The districts have successful mentoring programs to ensure that new teachers quickly become contributing members of the learning communities.

25 Years or more of Service CPS-CCHS-Joint	
Teachers	Non-Instructional
MaryAnn Durant	Court Booth
Kathleen Keating	Jim Bozak
Karla Keefe	Claudia Dellovo
Lynne Kwarcinski	Susan Dunn
Christen Lekorenos	Laurie Gioia
Robert Lemaire	Rocky Griffin
Kathy Madfis	Francesca Lattuca
Barbara Magee	Ann Pike
Maryann Morran	Gary Reed
Jerry Moss	Linda Robbins
Ines Rodriguez-Digon	Mary Jo Scheid
Mitchell Stern	Bud Sheridan
Bernard Wenstrom	Liz Tencati
	Cynthia Theriault
	William Walsh
	Elizabeth Wilson
	Bob Wheeler
	Mary Zellner

The human resources office continued professional development with administrators on the new Massachusetts regulations for educator evaluation. Meetings and trainings with administrators and CCHS teachers continued with a focus on implementing the new teacher supervision and evaluation system that complies with the new state regulations. A CPS committee has been analyzing the TELL Mass data to improve teaching and learning conditions. Successful negotiations with the CPS building service workers, CCHS building service workers, and system wide maintenance employees resulted in new three-year contracts. A one year contract was agreed to with the bus drivers association.

INFORMATION TECHNOLOGY

The infusion of technologies in the classrooms has dramatically increased the productivity and technical proficiency of both teachers and students. We have ex-

panded the number of carts of iPads in the elementary and high schools. The CCHS website was redesigned using WordPress, and more teachers and students are using Google applications. Student-generated multimedia projects, podcasts, blogs, and wikis have increased as well as the use of Moodle as a collaborative learning platform. A one-to-one laptop program was piloted in Grade 6 at CMS with new MacBook 11” Air laptops for each student to use at school and home. ActivBoards are used daily by both teachers and students for interactive teaching and learning. During the summer, the wireless capacity of CCHS and CMS was increased to support high density wireless use. Servers were replaced and upgraded to the latest 10.7 OS X operating system release. The student information system, Aspen, has been expanded to include student health information. The Digital Recording Studio has become a vibrant center of recording activity.

FINANCE AND OPERATIONS

The Districts continue to maintain excellent academic programs while meeting challenging funding goals. Despite increasing enrollment, unstable special education costs, and lack of increases in State funding levels, we have been able to sustain current programs without exceeding Finance Committee guidelines. While our core budgeting principle of focusing all resources to support student learning and growth remains unchanged, an increasing portion of FY13 CPS resources necessarily shifted towards enrollment driven staffing and special education needs. Conversely, the CCHS resources have seen decreasing needs in special education and relatively stable enrollment levels. The District goals approved by the School Committees provided direction to the budget process to support student learning opportunities. The District Administration and School Committees’ work was reflective of the new \$92.5MM high school project’s cost impact on taxpayers and collaboratively worked with the Finance Committees to develop responsible FY13 budgets. The FY13 CPS school budget at \$29,755,538 represented a 4.5% increase in the FY12 appropriation, and the FY13 operating budget for CCHS, \$23,647,387, increased 1.8% above the FY12 level. Both the CPS and CCHS budget requests were below levy limits and matched guidelines developed by the Finance Committees, and for the sixth consecutive

year did not require overrides. Both School Districts managed successful year-end closings, and the Regional School District will increase the CCHS Technology Stabilization Fund by \$500,000. 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 December \$9,000,000 Bond Anticipatory Note (BAN) sale was assigned the highest possible rating by Moody's Investors Service and the sale resulted in an effective interest rate of 0.2041% on the borrowed funds.

CAPITAL PROJECTS AND TRANSPORTATION

The major capital projects for CPS included site improvements at the CMS Peabody and Sanborn buildings; safety improvements to bus pickup and drop off locations, creation of a buffer zone between the Sanborn faculty parking area and the playground, and improvements to the Peabody playground area. Conference room construction at the Ripley building remains underway. For the Regional District, the new high school project highlights included completion of both the schematic design and design development phases. Please refer to the additional report on the high school building project from CCHS Building Committee Chair, Stan Durlacher.

In the Transportation area, operational planning for future transportation services following the impact of the new high school building project to the bus facility continued. The following series of options were evaluated: Option 1- retain ownership of the bus fleet and bus operations and was based on the use of Town facilities at Keyes Road; Option 2- Also retained ownership of the bus fleet and bus operations and was based on renting bus maintenance and bus operations facilities; Option 3- retained ownership of the bus fleet and bus operations and was based on relocation of bus maintenance and bus operations; Option 4- retained ownership of the fleet and bus operations, with bus maintenance being outsourced; Option 5 – retained ownership of the fleet, with bus maintenance and bus operations being outsourced. The School Districts continue to own and operate its fleet, Option 2, and have secured temporary bus maintenance facility and parking leases.

For more information, please visit the Districts' website,

www.concordpublicschools.net and review the CPS & CCRSD 2012 Performance Report.

REGIONAL HIGH SCHOOL BUILDING COMMITTEE

Stan Durlacher, Chair	Jeffrey Adams
David Anderson	Peter Badalament
Walter Birge	Michelle Ernst
Nathaniel Fisher	John Flaherty
Tim Hult	Karla Johnson
John Linder	Tony Logalbo
Brian Miller	Roy Mulcahy
Peter Nobile	Diana Rigby
Louis Salemy	Charlie Sample
Sergio Siani	Bill Tice
Richard Waterman	Elise Woodward

Following a multi-year public process, the Concord-Carlisle High School Building Committee developed a feasibility study and design approach for a new high school building. The Committee's project plan was approved with near unanimous support at both the Concord and Carlisle Town Meetings as well as 84% majority votes at the polls in both towns. These approvals led to a commitment from the Massachusetts School Building Authority to reimburse the communities for 35% of the eligible costs of the project, reducing local costs by approximately \$28 million.

The Building Committee has hired a project team to develop the shared vision. The project team includes OMR Architects, Inc. to guide the design process, KV Associates to serve as the Owners Project Manager, and Turner Construction as the general contractor. The Building Committee and project team work with the school administration, user groups, residents, town agencies and the State to develop a project that not only meets the needs of the school and the community, but also maximizes the reimbursement from the MSBA.

The new building will be built into the hill behind the existing "H" building. With a new loop road, the new building will unify and link all other components of the campus including fields, parking, and the Beede Center. The building is designed to provide flexibility and adaptability so that the school can change over time to meet changing educational needs. Specific design elements to meet the needs of 21st Century learning include a learning commons with social, technical, and quiet learning