



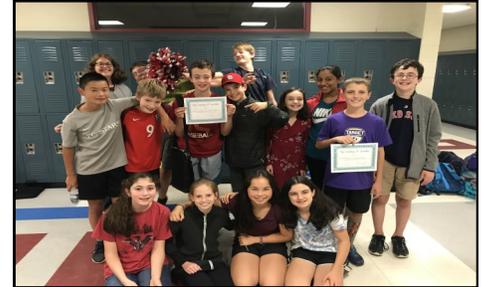
Concord Public Schools
Concord-Carlisle Regional School District

Celebrating Our Schools

2018



CELEBRATING OUR SCHOOLS



- ◆ *I am a student in Concord Public Schools and Concord Carlisle High School.*
- ◆ *My safe learning environment is created by respectful relationships with my teachers and peers.*
- ◆ *My teachers are knowledgeable, highly skilled and passionate.*
- ◆ *My teachers care about me by affirming me, giving me useful feedback, and working with me individually when I need it.*
- ◆ *I am learning important content based on agreed upon standards, clear goals, and real world applications.*
- ◆ *My learning experiences are engaging, enjoyable, and challenging.*
- ◆ *My learning experiences vary from one another (individual vs. group work; creative vs. repetitive practice; novel vs. known; digital vs. traditional; personal choice vs. consistent topic).*
- ◆ *I know that smart isn't just something I am; it is something I become.*
- ◆ *I am learning how to learn by staying organized, breaking down assignments, managing my time, using all available resources, and always giving my best effort.*
- ◆ *I take risks, learn from my mistakes, and know every day that I am becoming smarter.*
- ◆ *With hard work, I will be prepared for higher learning, the work world, and knowledgeable citizenship in my community and the wider world.*
- ◆ *I am a student in Concord Public Schools and Concord Carlisle High School.*
- ◆ *My learning experiences vary from one another (individual vs. group work; creative vs. traditional; personal choice*

Mission

Educate all students in becoming lifelong learners, creative thinkers, caring citizens, and responsible contributors in a global society.

Core Values

- Academic excellence
- Respectful and empathic community
- Professional collaboration
- Educational equity
- Continuous improvement

District Goals

- Improve student learning through a rigorous, coherent curriculum and high quality instruction
- Monitor student progress through common assessments
- Identify appropriate interventions and adjust instructional practices and strategies
- Close the achievement gap
- Improve authentic learning experiences and integrate digital tools
- Teach respectful and responsible student citizenship
- Foster teacher collaboration and evaluation
- Prudently manage budgets, resources, capital projects and resolution of fair collective bargaining contracts

ENROLLMENT

CPS serves 2,088 students from Concord and Boston in grades Pre-Kindergarten through grade 8 plus 36 out of district (OOD) students. CPS enrollment has varied between 2,072 (FY16) and 2,152 (FY13) over the past five years. CCRSD serves 1,272 students from Concord, Carlisle and Boston, with 36 OOD students. Enrollment projections are monitored, along with other factors that may impact enrollment (e.g., new housing projects, preschool enrollment).

CPS ENROLLMENT:	2011-12	2015-16	2016-17	2017-18
Concord K-5	1,247	1,312	1,296	1,293
Concord 6-8	612	638	674	679
METCO & Other* K-8	98	122	118	116
Total CPS In-District*	1,957	2,072	2,088	2,088
Plus Out of District	35	32	35	36
TOTAL CPS	1,992	2,104	2,123	2,124
CCRSD ENROLLMENT:				
Concord Resident	811	901	888	907
Carlisle Resident	319	323	320	295
METCO & Other*	79	64	67	70
Total CCRSD In-District	1,209	1,288	1,275	1,272
Plus Out of District (SpEd)	38	46	37	36
TOTAL CCRSD	1,247	1,334	1,312	1,308

*includes Tuition-waived students and state wards.

CCHS Resident Students	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
Concord	215	208	234	250	907
Carlisle	61	83	85	66	295
CCHS Non-Resident Students					
METCO	15	12	11	14	52
Tuition Waived	4	4	7	3	18
State Wards	0	0	0	0	0
Total Non-Resident	19	16	18	17	70
Total Enrollment at CCHS	295	307	337	333	1,272
Out of District Special Education Students					36
Grand Total - CCRSD					1,308



METCO PROGRAM

Metropolitan Council for Educational Opportunity

METCO is a voluntary desegregation program for students who reside in Boston and Springfield to attend suburban public schools. Our METCO program is the 6th largest in Massachusetts enrolling 131 students of color who reside in Boston: 79 in grades K-8 and 52 at CCHS. We are proud of our 51-year commitment to METCO.

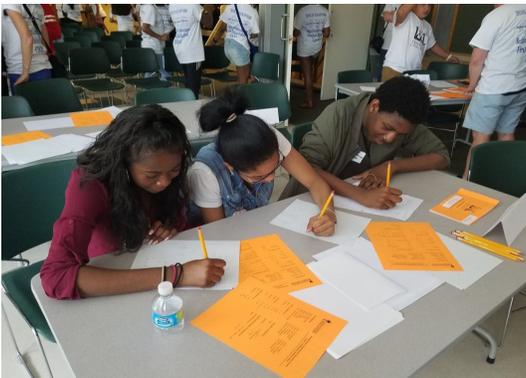
A key 2017 goal was to have discussions with Boston parents about how to improve the program. The School Committees led a productive meeting at The New Mission School in Hyde Park to discuss the successes and challenges for Boston families. Emphasis is to create a balance between ensuring that METCO students can participate in all that CPS/CCHS has to offer while allowing students to bond with their peers in the program.



Before starting Kindergarten, METCO students attend a comprehensive orientation process, concluding with a 4-week summer readiness and transition program at Alcott. CPS continued its robust Family Friends Program, and Concord Recreation provided many enrichment opportunities for K-8 METCO students. The Umbrella Community Arts Center partnered with Alcott grades K and 1 to provide an enrichment course focusing on early literacy, mathematics, and the arts. Alcott also provided the Extended Tuesday Tutoring Program to grade 1 and 2 students needing extra ELA and Math practice.

A primary Concord Middle School (CMS) initiative is to increase METCO student achievement. Prior to entering grade 6, CMS provides a summer workshop focused on building students' organization, time management, and self-advocacy skills. Students develop a stronger connection to Concord through field experience at the Old North Bridge, Sleepy Hollow Cemetery, and Robbins House Interpretive Center. Students set SMART goals for math, English and community involvement working with teachers to monitor their progress in an individualized learning experience. METCO students may attend a summer "Math Academy" in grades 5-8.

CCHS faculty continued to address Boston students' needs with a combination of academic and social programming. METCO students may enroll in the Achievement Strategies course with direct instruction on executive functioning skills. Teachers coordinated POWER (Positive Opportunities with Engaging Relationships), a student leadership initiative. A summer math program, "Algebridge" was offered to increase participation in higher-level math courses. CCHS strengthened its Family Friends Program, matching each student with a cooperating family. It continued implementation of the Anti-Defamation League's World of Difference Institute, an anti-bias program designed to prepare students for competence in a multicultural society. Fifty new students completed training to act as peer leaders in Advisory.



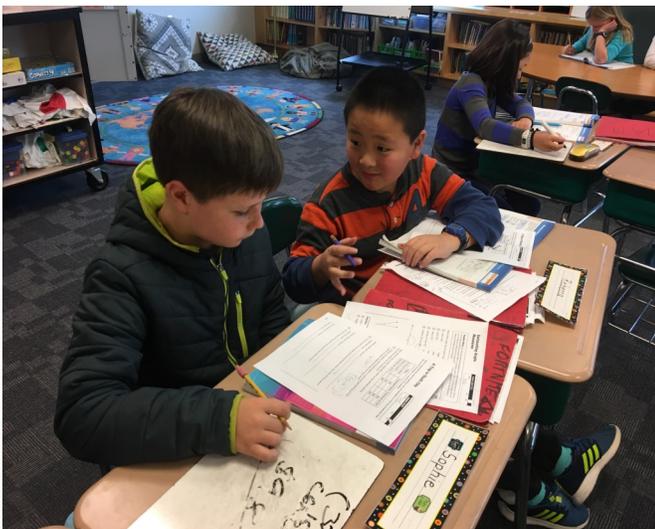
TENETS OF LEARNING

The key focus of CPS and CCRSD is improving student learning through an appropriate educational experience and learning environment for each student. A variety of assessments monitor student progress. Technology is integrated into daily curriculum to enhance teaching and learning. Teachers explore new strategies and mentor each other. The level of student engagement in the learning process, appropriate use of available tools to enhance teaching and learning, and the interdisciplinary aspect of learning activities is a testament to this important work in our schools.



This report uses a new format to focus on **education of the whole student** and includes more information about the academic curriculum. Detailed information is available at: www.concordps.org/teaching-learning/curriculum/. The report also includes more focus on the arts and music, physical, mental and emotional health and wellbeing, and community outreach and service. Pages 7 through 15 describe the components of the K-12 curriculum: English Language Arts (ELA), Mathematics, Science and Technology, Social Studies, Global Education and World Language. Health Education appears on pages 22-25.

Last year, four curriculum areas were updated with more relevant, engaging and rigorous curricula and/or pedagogy: STEAM, Social Studies, Spanish, and Health. In addition, a later start time at CCHS was implemented after a two-year review of research regarding benefits of later start times for high school students. The research concluded there are compelling health benefits including stress reduction and increased rest.



ENGLISH LANGUAGE ARTS

ELEMENTARY

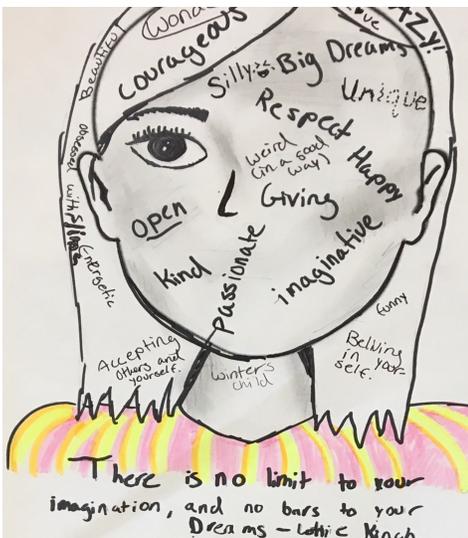
The elementary literacy experience was rich and balanced. Students received instruction in the building blocks of a sound reading and writing program. Students engaged in guided and independent reading across a broad spectrum of genres in every grade. This began with a structured and multisensory approach to phonics with Foundations, Project Read, and the Wilson Reading System. Writing workshops were used in all classrooms. Teachers used the Lucy Calkins writing program (developed by Teachers College Reading and Writing Project at Columbia University), a program aligned with the Common Core. Persuasive, informational, and narrative writing styles were taught, and writing was encouraged through responses to reading in social studies, science, and math.



Individual students were carefully monitored to ensure progress from Kindergarten through 5th grade. Each school offered RTI (Response to Intervention) small group intensive instruction as well as Leveled Literacy Intervention. Technology and digital resources were integrated in all classrooms. Students could access Lexia and RAZ Kids, two outstanding online reading programs to increase overall literacy growth.

CMS

Using an integrated approach to English language arts, students employed critical and creative thinking skills while reading a variety of fiction and informational texts. To deepen understanding of their reading, students wrote formal and informal narrative, expository, persuasive, and analytical pieces. Grammar instruction and vocabulary were folded into each unit and themes of study. Positive results came from *Leveled Literacy Intervention*, the CMS RTI intensive, short-term, reading curriculum for grades 6 and 7. The STAR Renaissance reading diagnostic assessment enabled teachers to more effectively differentiate assignments and assessments. Recognizing the importance of teaching the whole child and tapping into issues confronting middle school students is a priority as new units and projects are designed.



Grade 6

- Explored the “journey of change” idea by reading and writing about the core text, *Crash* by Jerry Spinelli.
- Differentiated literature circles around the theme of “journey of change” by using texts written at their instructional level.
- Field trip to see the critically acclaimed film *Wonder*, followed by film analysis and character development discussions leading to creating personal *WONDERful* faces.
- Additional activities in homeBASE (the new CMS homeroom/ advisory) to help create a positive, caring community by making connections between literature, film, and real-life.

Grade 7

- Service learning through study of *A Long Walk to Water* and Water for Sudan/Iron Giraffe foundation of Salva Dut.
- Think/Give challenge: online program that combines social-emotional development with literature and writing skills.
- Created and displayed "kindness rocks," inspired by *The Kindness Rocks Project* and the ThinkGive prompt: *give to your community*. Rocks installed in a structure outside the Hunt gym.



Grade 8

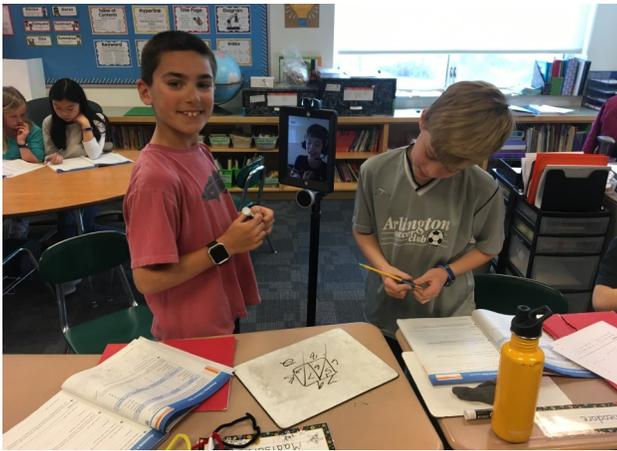
- Studied role of the individual in creating and maintaining a just society.
- Read, wrote, performed, and produced iMovies based on *12 Angry Men* by Reginald Rose.
- Engaged in two rounds of differentiated book circle study, reading one novel of fiction and one memoir where the protagonist is on a quest for justice.
- Wrote an original thesis paper/literary analysis using all three texts. Shared their books and writing processes in a story hour with Kindergarten and grade 1 students.



CCHS

- *History and Literature: A Twice Told Tale*, a class co-taught by English and Social Studies teachers: with field trips to the MFA and an in-house visit from poet Martin Espada.
- Updated and digitized plagiarism materials with a pilot of new materials.
- Reviewed K-12 Writing across the Curriculum to study methods and styles of teaching writing, specifically the writing of persuasive essays at the high-school level.
- Collaborated with CMS colleagues about the middle school writing curriculum to better prepare students for high school level written work.
- Adopted graphic novel *American Born Chinese* by Gene Luen Yang to diversify both the genre and cultural touchstones in Freshman English.
- Ongoing reviews of modern books to introduce more diverse voices into future curriculum.

MATHEMATICS



ELEMENTARY

CPS continued implementing the Everyday Mathematics (EM4) curriculum, 4th edition. It enabled students to develop a range of sophisticated mathematical knowledge extending far beyond basic calculation skills and has increased student achievement in math. Emphasis is placed on conceptual understanding while building a mastery of basic skills, enabling students to think flexibly and solve new and unfamiliar problems. They used mathematics in real-world situations and solved open-ended problems. Games were integral and provided opportunities to practice basic skills in an interactive, enjoyable classroom environment. Digital and technology resources were integrated appropriately so students could work at higher levels.

Student progress was monitored closely at all grade levels, with enrichment and extra practice experiences provided. Grade

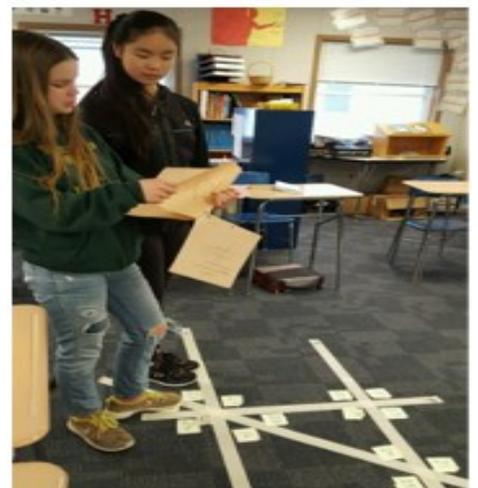
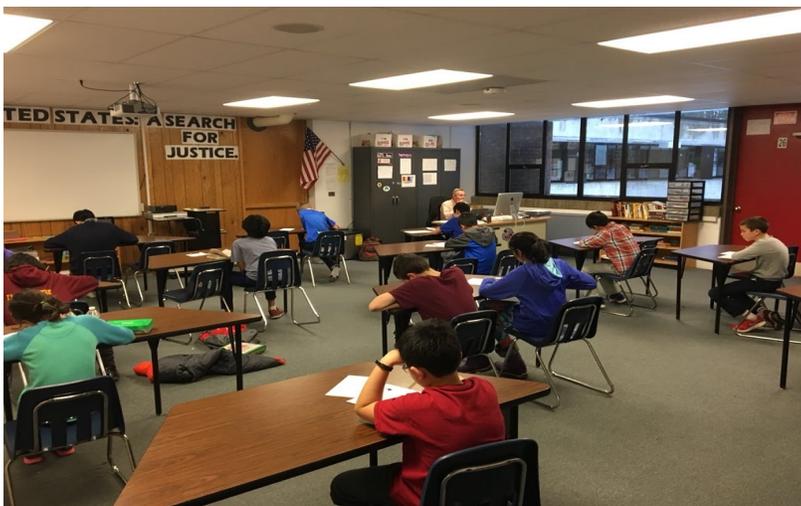
level meetings helped identify students who may benefit from additional practice through RTI (Response to Intervention) in small group settings. Two national contests, Continental Math League and Math Olympiad, provided opportunity for students to participate with other USA students to solve rigorous multi-step mathematics problems.

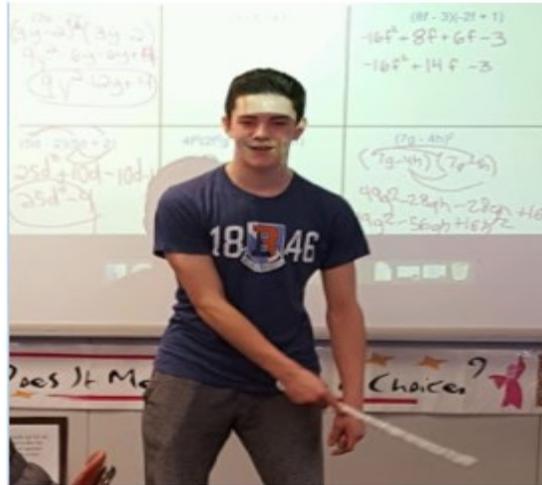
CMS

The CMS math program is designed to match students with their appropriate ability and challenge level. The curriculum is based on the MA Curriculum Frameworks for Mathematics. It includes basic fraction and decimal operations and applications with whole and mixed numbers in grade 6; integer concepts and rational numbers in grade 7, and algebra and quadratic equation in grade 8. The Math Strategies program provided support to students needing additional work on classroom concepts and extra time to revisit skills from earlier grades. The *iReady* growth monitoring and diagnostic tool was used in both Directed Math and Math Strategies. *iReady* supports analysis of real-time mathematical assessment data to inform teacher instruction and skill remediation.



Students learned coding skills in Digital Literacy class (grade 6), in coding electives and the Hour of Code. Coding develops computational fluency and analytical and iterative thinking skills necessary for success in all subjects. Math teachers increased the level of rigor in Independent level math classes, including a pilot of Everyday Math in grade 6. The Rubik's Cube Club provided opportunity to explore logic and problem solving skills. Math Team and Math Counts programs offered challenges to advanced students for rigorous regional competitions with surrounding towns.





CCHS

Last year CCHS began a formal review of Algebra 1, Geometry, and Algebra II curriculum to fully align to the Common Core. A new Algebra 1 curriculum was added after a successful pilot, with two new curriculum pilots in Geometry and Algebra 2 underway this year. Vertical alignment to Common Core will continue with a Precalculus curriculum review.

More students chose to double up in math courses to take more math electives. This trend will likely to continue in Introductory and AP Statistics; students are more aware of the analytic requirements of many college majors. Twelve BioStats students and two teachers traveled to Mexico to do fieldwork, with 14 more BioStats students traveling to Ecuador this summer. Financial Literacy continued to be oversubscribed; more classes may be added to accommodate all interested students.



CCHS math team was successful in recruiting underclassmen to improve outcomes at math competitions. Two students scored in the top 5% and one in the top 1% nationally on the American Mathematics Competition Exam last year, qualifying them to sit for the American Invitational Math Exam I and II.

CCHS Math continued incorporating 1-1 technology into curricula to provide students with multiple means of accessing the curricula in all courses. Students regularly used graphing software to engage in inquiry, practiced skills using interactive platforms, obtained remediation through online tutorial, and individualized feedback from teachers through Google Classroom. More than 50% of teachers engaged in formal professional development coursework related to technology integration, student engagement and differentiation, and math content.

SCIENCE & TECHNOLOGY



ELEMENTARY

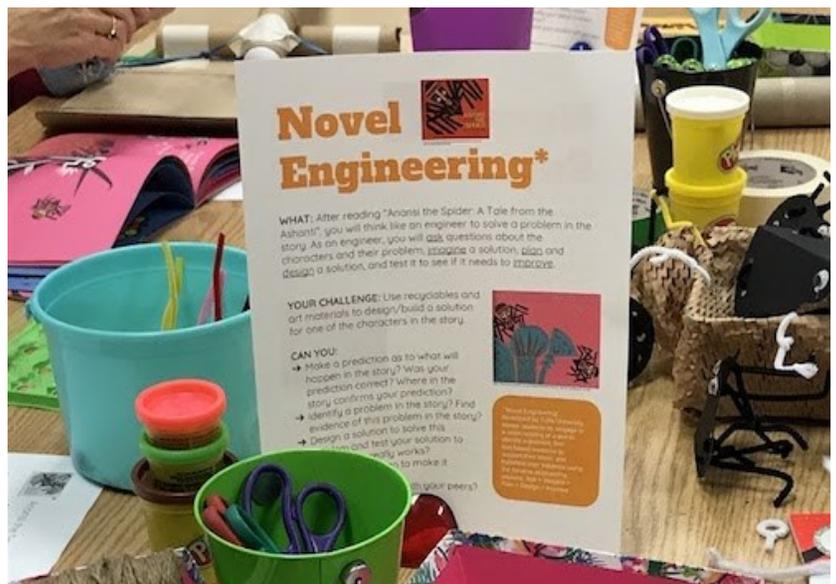
The elementary science program is designed to encourage inquiry-based experiences that promote development of essential problem-solving skills. All science curriculum is aligned to the 2016 MA Science and Technology/Engineering Curriculum Framework. Age-appropriate investigations develop the skills necessary to participate in an increasingly scientific and technological world. The program includes three strands: Physical Sciences, Life Sciences, and Earth & Space sciences.

Life science investigations begin in Kindergarten. Students investigated a variety of organisms discovering that all organisms have certain basic needs. As students mature they investigated environmental conditions, including human factors that can affect organisms and where they live. Fourth grade students participated in the local yearlong citizen science program: *Headstarting Blanding's turtles*. Students worked with scientists in the classroom and in the field to raise threatened Blanding's turtle hatchlings. Over the years students have collected data while raising and caring for the hatchlings. Students learned about the natural history of the species and natural and human threats to their environment that may affect survival. Students also learned how scientists and other professionals from zoos and aquariums work together to help threatened and endangered

species. Grade 5 students investigated their local watershed through an Environmental Science unit; *Our Water Planet*. Field and classroom investigations deepened understanding of the importance of water in their lives and concluded with an offshore coastal investigation of the Merrimack River watershed.

STEAM ENGINEERING (Pre-K to Grade 5)

Exciting efforts were underway in STEAM (Science, Technology, Engineering, Art, and Mathematics) engineering. A team of CPS/CCHS educators created a strategic plan 3 years ago. The goal is to engage all students in STEAM tasks to encourage them to consider a future in STEAM. Last summer preschool faculty designed age-appropriate tasks. STEAM projects have included BeeBot robots at Willard, sea turtles at Thoreau, and the Marble Challenge at Alcott. A STEAM innovation Lab is being built at Ripley for elementary students to learn about the engineering design process. They will solve engaging, hands-on design challenges: design a catapult or a water filter system, or create a "drawbot" out of recycled materials. Students participated in Innovation Lab Kickoff Days in December by building catapults, programming stop-motion movies, and designing robots that can draw.



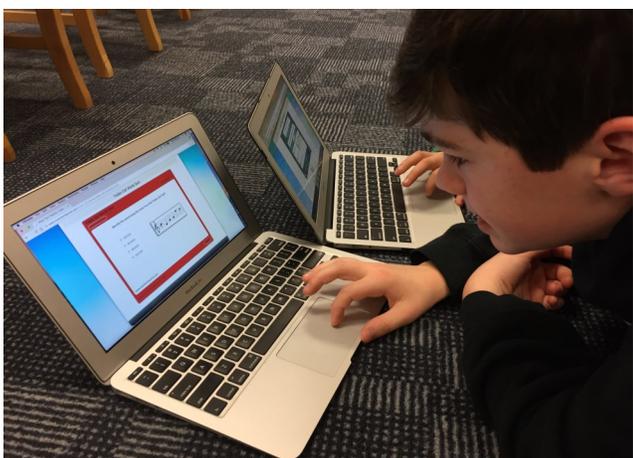


CMS

The CMS science program builds upon students' natural curiosity and love of exploration as they learn to think critically about the world around them. Working as individuals and in cooperative learning groups, students developed analytical and reasoning skills. They learned to make hypotheses, conduct experiments, record observations, interpret data, and draw conclusions based on evidence. The goal is to cultivate an active interest in science and to develop students' capability to pursue a future in the scientific world.

The curriculum is aligned with MA Science, Technology, and Engineering Frameworks. Starting with the CCHS Class of 2024 (6th graders in FY18), the program began using the DESE recommended model of integrated science instruction. Students will be exposed each year to a variety of concepts from the earth, space, life, and physical sciences, all taught within different thematic units using FOSS (Full Option Science System) as the curricular foundation.

CMS students explored, created, competed, and performed in a wide range of exploratory and extra-curricular activities through creative, scientific, and critical thinking pursuits. They created a sculpture that represents measuring time, modelled on the work of Sarah Sze. They participated in Science Olympiad, Math Team competitions, Girls Who Code, and Model UN. The Spider Team (small group of students working in conjunction with MIT's Laboratory for Atomistic and Molecular Mechanics) continued investigating the structural properties of spider silk. The Lego Robotics club fielded three teams in the First Lego League Qualifying Competition. For the first time in CMS history, one team qualified for the First Lego League State Finals at WPI.



CCHS

www.concordcarlisle.org/science/

CCHS science and engineering programs continued to grow, and the highest number of Engineering Certificates were awarded last spring. Two new engineering courses were added: "Exploration in Robotics" and "The Art of Technology: Bits, Bytes, and Beyond." Seven Computer Science courses are available, including Java, Python and web design. Courses are now taught with a dual focus to acquire foundational skills in a coding language and apply skills through work on creative programming projects. Thanks to the Concord Education Fund, CCHS had its first successful weather-balloon launch recording data in real time at an altitude of 93,000 feet. The CEF partnership continued last fall with two more weather balloon launches and the first "Weather Fest."



AP Environmental Science was added in FY17 with an additional section in FY18. The honors physics curriculum was modified to cover the AP Physics 1 exam material. Two students were semi-finalists in the Siemens Competition for Math: Science: Technology. CCHS students will soon participate in the new exciting 2-week "Q5" experience where all students choose among 80+ interdisciplinary courses.

SOCIAL STUDIES

The K-12 Social Studies Curriculum Review Committee formed in 2016 focused on social studies curricular and instructional issues, including research standards, content standards, and specific social studies skills. This led to the Social Studies Institute, professional development workshops on object based learning, virtual field trips, and the history of African Americans in Concord. Recommended changes include enhanced study of the American Civil War and Reconstruction; more focus on World Geography; increased emphasis on principles of Economics; emphasis on depth over breadth in all areas; deeper study of Research Skills; and more pedagogy using the Inquiry Approach. Educators are thankful for our community partners: Concord Museum, The Robbins House, Primary Source, Massachusetts Cultural Council, and Concord Education Fund.



ELEMENTARY

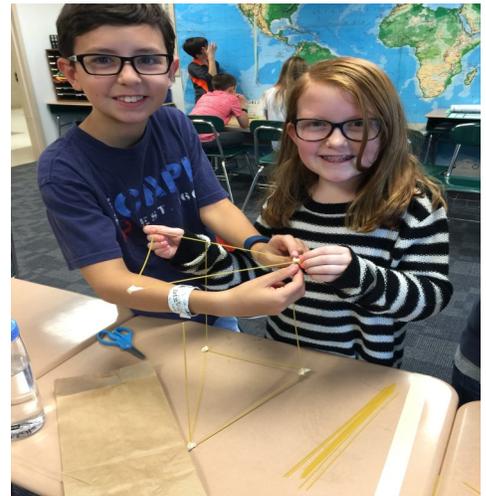
The primary purpose of the Social Studies Curriculum is to prepare students with the knowledge, skills and tools to become active and responsible citizens in a diverse and democratic society becoming increasingly interdependent among nations. The standards-based curriculum includes four central strands: history, geography, economics, and civics and government with a framework for defining values, skills and student experiences. New curriculum initiatives and pilots are now underway:

- Communities (Kindergarten)
- Ghana (grade 1)
- African-Americans and Abolitionists in 19th Century Concord (grade 4)
- Regions of North America (grade 4)
- Lewis & Clark Expedition (grade 5)
- African-American Soldiers and the American Revolution (grade 5)

Inquiry-based learning experiences and “hands-on” activities are key components. This provided students with opportunity to think and work as historians and geographers, to construct meaning, and to bring alive many of the historical people and events they have studied. A variety of resources in both classroom and museum setting included field trips to local and regional museums and sites:

- Grade Two: The Orchard House - *A Visit With the Alcotts, a Living History Program*
- Grade Two: Walden Pond State Reservation
- Grade Three: The Concord Museum - *Colonial Cooking and Crafts Program*
- Grade Four: Tsongas Industrial History Center in Lowell *Yankees and Immigrants Program*
- Grade Five: Boston Tea Party Ships & Museum.

Highlights in 4th grade included the annual Chinese poetry and calligraphy project with a poet in residence funded by a STARS Grant from the MA Cultural Council and a day-long Immigration Day simulation. Third graders did a variety of research projects including study of Native Americans.



CMS

The CMS social studies program is undergoing a transition after the department's evaluation and revisions to more closely align with the MA state standards. Skills instruction is now vertically aligned to prepare students for high school social studies.

- World Geography (grade 6) encompasses the physical and human geography of major world regions using the National Geographic textbook program "World Cultures and Geography."
- Ancient civilizations (grade 7) now emphasizes the roots of Western civilization. Students use primary source analysis, research, and debates to explore topics such as monotheism and polytheism, democracy, and empire-building.
- Study of conditions creating a just society, using the *Facing History and Ourselves* model (grade 8) with focus on American history, citizenship and democracy. A Concord Education Fund grant helped create an "Abolitionist Trunk" with the Concord Museum where students explored the diversity of this movement and connection to Concord's history by re-creating artifacts. It also includes Concord's African American History with historians from the Robbins House.



CCHS

The Social Studies department continued to make courses engaging, challenging, and accessible to students of all learning profiles and styles. Teachers in the freshman World Cultures and sophomore U.S. History programs worked closely with tutors and Special Education to find new ways to reach students. Students participated in a variety of assessments, including displays of creativity and critical thinking skills: making rap videos, comic books, oral history documentaries, map projects, composing music and creating art. They participated in the Moot Court Competition arguing cases in front of MA Supreme Court justices, and entered the Freshman Writing Competition and the Hayes Award senior writing competition. The goal of junior and senior social studies electives is to keep the experiences fresh, relevant, and unique for students. New offerings include the co-taught interdisciplinary class (with English Department) on History & Literature: A Twice Told Tale and a new Human Geography elective to be offered in FY19.

Rivers and Revolutions

In its fifth year, this interdisciplinary, experiential "school-within-a-school" prizes creative thought across all academic disciplines. Students develop capacity to think holistically and collaborate with their peers. This heterogeneous program has served over 500 students of all backgrounds and abilities. Bringing together literature, social studies, mathematics, science, and the arts, it explores thematic-based units of study: Rivers, Revolutions, Air, Fire, and Love. Students are given opportunity to teach topics of their own interest to peers and elementary students. Through its Stewardship program, students have made meaningful contributions to our larger community: Concord Museum, Robbins House Interpretive Center, Gaining Ground, Umbrella Community Arts Center, deCordova Sculpture Park and Museum and The Ripley Playscape with a current project to design an outdoor CCHS classroom. *Rivers and Revolutions* has caught the interest of many MA schools seeking to create their own version of this innovative program. For a detailed description of the learning objectives and the entire curriculum, please visit:

www.riversandrevolutions.org

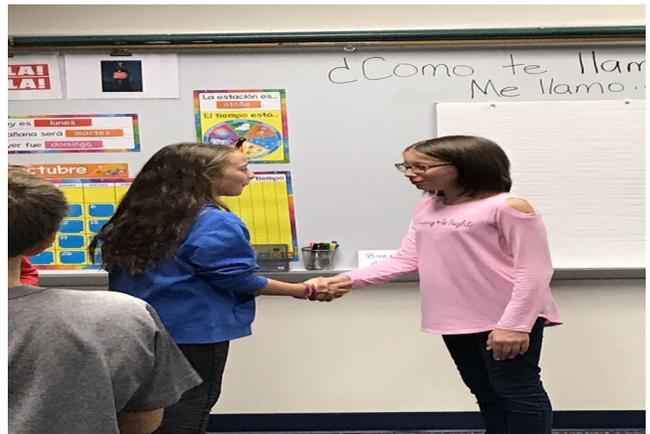


GLOBAL EDUCATION & WORLD LANGUAGES

Learning a second language is increasingly important for students to contribute to a global mindset, and we believe all students can learn a new language. Second languages provide opportunity for personal and intellectual growth, insight into one's own language and environment, and greater understanding of the experiences of other people. Benefits of learning a world language include enhanced verbal development, critical thinking skills, problem solving skills, creativity, and other cognitive benefits. The CPS/CCHS foreign languages program seeks to develop all four skills of language learning: listening, speaking, reading and writing. Two new initiatives were introduced this fall: elementary Spanish instruction and a Latin elective at CMS.

ELEMENTARY

The Spanish Language program began in all three elementary schools in October. A certified teacher of Spanish was hired at each school. Twice weekly classes introduced students to the Spanish language and culture of Spanish speaking countries. Spanish was integrated into Music classes and classrooms to promote Spanish speaking skills. K-5 students and teachers have embraced the introduction and inclusion of this curriculum area.



CMS

CMS introduced a Latin elective in September which enhances rigor for interested students. Grade 6 & 7 students studied Latin twice per 6 day rotation; grade 8 students once per 6 day rotation. Latin provides a language opportunity for those without another language, including special education students with no space in their schedules for a full language course. It also provides insight into how ancient Rome influences current day society: government, philosophy, history, oratory, architecture and mathematics.

The foreign language program also included courses in French, Mandarin Chinese and Spanish. Students begin sequential language of study) in 6th grade and continue with the same language for 3 years. All classes are heterogeneously grouped and designed to develop proficiency in listening, speaking, reading and writing. Activities included group work as well as direct instruction: vocabulary games, songs, YouTube videos, student skits and readings. Classes are engaging, interactive and fun. About 75 eighth grade students participated in the national French or Spanish exams taken by more than 200,000 students annually. Ten received gold medals, 23 silver and 17 bronze, plus 22 honorable mentions.





CCHS

The World Languages Program seeks to promote linguistic and cultural competencies and to cultivate lifelong appreciation and enthusiasm for modern and classical languages and the cultures they reflect. Study of world languages is an interdisciplinary pursuit and intrinsically helps students view issues from a global perspective.

Students enrolled in Chinese, French and Spanish developed proficiency in an interactive, cooperative environment emphasizing both oral and written expression. Authentic linguistic experiences are provided with interpersonal communication, interpretative communication, and presentational communication. Spanish, French and Chinese students continued to excel in Advanced Placement Exams in these languages.

Latin students have in-depth study of the Latin language and Roman history and culture. The Latin program engaged students in reading and translating Latin, tasks requiring analytical skills, problem solving and creativity. The program is rich in culture and interdisciplinary connections and students explored topics such as language, art, history, religion, geography, linguistics, and literary criticism. Latin students received gold medal commendations on the National Latin Exam for scoring in the top 10% on the exam administered to nearly 150,000 students in the USA and 16 countries. In 2017, 89 Latin students participated in the Epistulae project, a Latin pen pal project organized by a French association of teachers of classical languages with more than 8,000 students worldwide.

Global Travel

Educational travel and linguistic and cultural exchanges enhanced global learning and reflect 21st century learning expectations.

- Chinese students traveled to Hangzhou, China, visiting with students they hosted from Changhe High School.
- French students participated in a reciprocal, educational exchange with *Notre Dame School* in Versailles, France.
- Spanish students had an exchange with *Ludoteca High School*, a private school in Quito, Ecuador.
- French students traveled to Quebec, Canada.
- Latin students traveled to Italy to explore Roman sites in Pompeii, Naples, Capri and Rome.
- Spanish students learned about immigration and its impact on our society, economy and overall culture.
- Spanish 4 collaborated with grade 11 English to learn about social justice, including immigration and human rights.
- Puerto Rican artist Nayda Cuevas came to CCHS to discuss her art and her role in Hurricane Maria relief efforts
- Dominican actor Algenis Pérez Soto (role of Miguel "Sugar" Santos in *Sugar*), discussed his movie role and personal experience with baseball in the Dominican Republic.
- French students learned about African francophone culture to prepare for the visit of Brice Kapel, a remarkable musician and performer from Togo.
- French 4H students visited the Henri Matisse MFA exhibit about impressionism and African culture in French art.
- Chinese students attended an MFA exhibit on traditional Chinese art and an exhibit at the Peabody Essex Museum about a "rare example of the Yin Yu Tang region's renowned architecture".

Several students earned the **Global Literacy Certificate (GLC)** which fosters global and cross-cultural awareness. They completed 20+ hours of service learning in a global/ international setting. They demonstrated a sincere appreciation and regard for diversity, and an ability to interact respectfully with others, at home, and around the world.

ACADEMIC ACHIEVEMENT

CCHS remains one of the top achieving public high schools in the Commonwealth. It was ranked #2 among 125 best school systems in the greater Boston area by *Boston Magazine* in 2017. CCHS also ranked near the top in every state and national database based solely on academic performance. The CCHS median SAT score of 1280 exceeds MA state average by +15%. Ninety five percent CCHS students earned a 2.5 weighted GPA or higher and 95% of students participated in a club, group, or athletic team. 100% of the Class of 2017 met or exceeded MA Standards for Competency Determination.

Advanced Placement Results

From 2013-2017, 95% of AP exams received a passing score (3 or higher) versus a state and global average of 70% and 60% respectively. Overall, 80% of AP exams received scores of 4 or 5.

YEAR	# Students Taking AP Exams	# Exams Taken	# Subjects Taken	% Passing Rate (3 or higher)	% with Score =4 or 5
2017	268	554	27	93%	80%
2016	275	498	25	95%	80%
2015	186	332	23	95%	83%
2014	178	314	22	98%	85%
2013	174	297	18	99%	81%

National Merit Scholarship Program

More than 1.5 million students nationally participated in the National Merit Scholarship Program. Seven CCHS students were named among 16,000 semifinalists, and five were named among the 7,500 finalists.

NATIONAL MERIT SCHOLARSHIP PROGRAM				
YEAR	Finalists	Semi-Finalists	Letter of Commendation	Scholarships Awarded
2017	5	7	40	2
2016	9	10	40	3
2015	6	6	26	2
2014	6	6	26	1
2013	6	6	38	1

Four students were recognized in prestigious and highly competitive math & science competitions:

- Two in top 5% in national American Mathematics Competition Exam
- Two semi-finalists in Siemens Competition for Math, Science, and Technology

Post-Graduation Plans

- The average percentage of graduates planning post-secondary education is 96% since 2013. This includes colleges located in 41 states and 4 countries (Canada, United Kingdom, France and Italy).
- CCHS students continued success in the college admissions process: 78% were admitted to their first or second choice college. This included more than 10 Ivy League admissions.
- 246 students applied to at least one school via Early Decision, Early Decision II or Early Action:
 - ◊ 54% of students who applied EDI or EDII were accepted
 - ◊ 94% of students that sent an early application received at least one acceptance

POST SECONDARY PLACEMENTS					
YEAR	Total Students	Post-Secondary Education*	Employment	Armed Forces	Undecided
2017	308	95.80%	0.30%	0.00%	2.90%
2016	300	96.70%	0.70%	0.00%	0.70%
2015	300	95.10%	0.70%	0.70%	3.30%
2014	304	94.90%	0.00%	0.00%	4.37%
2013	305	92.70%	1.30%	0.00%	4.60%

**Post-Secondary Education includes 4-year and 2-year colleges, technical schools and prep. schools.*

MCAS 2.0

2017 was a transition year for standardized testing in both districts. Next Generation MCAS was introduced and is designed to assess more rigorous standards with higher expectations. Our students performed very well on the online untimed Next Generation exams. All three elementary schools made progress towards narrowing the proficiency gap between all students and high needs students. According to state assessments, CMS special education students met the goal for making significant gains towards closing the achievement gap.

Grade 3-5

80% met or exceeded expectations in ELA Next Generation MCAS (2nd in MA)
 79% met or exceeded expectations in Math Next Generation MCAS (6th in MA)
 76% scored Advanced or Proficient in Science Legacy MCAS

Grade 6-8

82% met or exceeded expectations in ELA Next Generation MCAS (4th in MA)
 80% met or exceeded expectations in Math Next Generation MCAS (8th in MA)
 75% scored Advanced or Proficient in Science Legacy MCAS (8th in MA)

Grade 10

98% scored Proficient or Advanced on ELA Legacy MCAS
 96% scored Proficient or Advance on Legacy Math MCAS
 96% passed one of the Science Legacy MCAS exams (Biology, Chemistry, Physics)

CPS Achievement

Grade 5 students participated in the national Mathematical Olympiad program. All three school teams were named to the National Math Olympiad Honor Roll for scoring in the 90th percentile or higher. 85% of CMS students earned grades of B- or higher across the five key academic subjects.



SPECIAL EDUCATION

CPS/ CCRSD Special Education is dedicated to provide quality services and programs for students with disabilities, beginning at age 3 until age 22. Consistent with national trends, the number of students with complex disabilities continued to increase. As the complexity of needs continues evolving, CPS/CCRSD remains committed to meeting the diverse needs of students with learning, medical, cognitive and social disabilities within our local communities.

CPS

Concord Integrated Preschool continued to meet needs of our earliest learners. Beginning at age 3, students with disabilities learn with community peers (children who pay tuition) in all classrooms. By adding a 4th classroom in 2016, CPS has met the needs of more students in-district. K-5 special education teachers collaborated with grade level general education colleagues to implement the EM4 math curriculum at all grade levels, resulting in tremendous skill growth. Special educators also worked on the science curriculum roll-out and participated in the STEAM planning process. The key focus at CMS is executive functioning skills and examining intervention programming. The amount of time general education classes are supported has been increased to allow students to more fully access the instruction being provided by their content teachers. Special Education costs (\$8.099M) represented 22% of the FY18 CPS operating budget, supporting 338 In-district and 36 out of district students.

CCHS

The special education department continued to focus on easing self-advocacy and independence in accessing support. Executive functioning coaching is being interwoven into small group instruction as well as in a coaching model. The programs and services for students with disabilities reflect each student individually and are designed to meet each student's needs. Our goal is to provide opportunities both in and out of school to increase independence at all age and grade levels, especially for students who turn 14 through the duration of their special education eligibility (either graduation or age 22). The CCHS Transition Specialist continued expanding the community experiences and worked to secure employment when appropriate. Special Education costs (\$5,471M) represented 16.6% of the FY18 CCRSD operating budget, supporting 211 In-district and 36 out of district students.



OUTSIDE AGENCIES and DESE REVIEW

Both districts broadened relationships with outside agencies, including DCF, DDS and DMH. CPS and CCRSD also participated in a mid-cycle review completed by the Department of Secondary and Elementary Education (DESE) in 2016. CPS was determined to be 100% in compliance in the areas monitored. CCRSD had five criteria areas requiring remediation. By October 2017, CCRSD was also in 100% compliance. The mid-cycle review reports can be found on the DESE website: <http://www.doe.mass.edu/pqa/review/cpr/reports/followup.html#c>



TEACHING & SUPPORT STAFF

Having excellent educators is essential to providing the best possible outcomes for our students. CPS and CCRSD invest considerable resources in professional development to provide our educators with learning opportunities in curriculum development and technology integration. “*The Concord Fellows*” program was introduced: veteran teachers led colleagues in study about Classroom Management; Mindfulness in the Classroom; Project Based Learning; and Using Google Apps in the classroom. Professional development included coursework in content areas, Open Circle, English Language Learners, and special education. Teachers participated in committee work on elementary math, K12 science, and K12 STEAM education. Eighty summer curriculum development projects included implementation of a new, more rigorous math curriculum; a new science curriculum, and initiatives in STEAM education.



In 2017 CPS/CCRSD hired one superintendent, two principals (Willard and CMS), one assistant principal, and twenty-one teachers. Twenty-seven support staff were also hired: bus drivers, food service employees, information technology, tutors, custodians, & assistants. Most new hires filled vacancies created by retirements, resignations, and temporary leaves of absences. Eight staff members retired after many years of dedicated service.

Educator retention rates remained strong: CCHS = 97.8% an 8-year average of 97.5%; CPS = 98.6% with an 8-year average of 97%. Significant mentoring programs help ensure that new educators swiftly and substantively became part of the learning communities. The HR office supported improvements in implementation of the new comprehensive supervision & evaluation system for educators including evaluators with input from the Teachers Associations and administration. Other activities included aligning professional development offerings with educator plans and goals, school improvement plans, and district goals; creating opportunities to reuse, reduce, and recycle; and implementing initiatives to build community through district-wide wellness activities. Contract negotiations concluded with the Secretaries Association and the Bus Drivers Association.



THE ARTS, MUSIC & APPLIED TECH

CPS and CCRSD offer robust music and arts programs. All students receive music and art instruction beginning in Kindergarten. Individual music lessons and group ensembles are offered in 4th – 12th grade.

CPS MUSIC & ART

Elementary music students sing songs, play instruments, dance and improvise movement while listening to music. They study the lives of great composers, learn how to read musical notation and use technology to compose. In 3rd grade, students learn how to play the recorder. Most grade 4-8 students participate in supplemental music programs for orchestra, band, and chorus.

- Students chorus, string, band, and theater performances: *A Christmas Carol* and *Annie*.
- The elementary school orchestra performed at the MA State House
- Twenty-five strings students attended March String Fest in Billerica
- Grade 5 band Informance open rehearsal for family members
- Alcott: Flag Day Song Fest and Holiday Sing-along
- Thoreau: *Monster Madness* performance
- Willard: Puerto Rico benefit concert and Martin Luther King concert sponsored by the CC Human Rights Council



The design of each K-5 art lesson directs students toward a specific concept or lesson objective, but there is never a "right answer". Instead open-ended lessons encourage individual problem solving. Students paint, draw, work with clay, collage, sculpture and printmaking. Art teachers have been working on exciting new STEAM projects. Thoreau 4th graders used knowledge about simple machines to create Kinetic sculptures that move through wind power. Alcott 5th graders developed exciting animation projects:

www.youtube.com/playlist?list=PLCp6KPZyWQ868IYVK7_f6attiZqenBkMR

CMS ART

At CMS, students experience a variety of visual arts and are introduced to the elements of art: line, shape, color, texture, pattern, form. CMS courses include drawing, 3D art, the imagined world, the natural world, portraits and bookmaking.



CCHS MUSIC

The music program contributed to the musical and aesthetic education of students with a wide variety of abilities and interests. Students may increase proficiency with a musical instrument or musical voice through solo and group performance, or experience music as a form of expression. CCHS offers 6 instrumental ensembles (Concert Band, Repertory Band, Pep Band, String Orchestra, Jazz Band "A", and Jazz Band "B") and 4 vocal ensembles (Combined Chorus, Select Choir, Melodies, and Men's Chorus).

CCHS Orchestra performed jointly with Concord Orchestra directed by Richard Pittman. Concert Band performed under 2 guest conductors: Matthew Westgate (U MA Amherst) and Andrew Boysen (UNH). Chorus performed a joint concert West Virginia University Chorale at Trinity Church, and Select Chorus sang at the Concord Tree Lighting. Music students enjoyed a 2-day Artist-in-residence event with Nick Page, world renowned composer and conductor. Other recognitions included:

- Eastern District MMEA Festival:
 - ◊ 40 Band, Orchestra, Chorus members - all-time record
 - ◊ 23 Band
 - ◊ 10 Orchestra - all-time CCHS record
 - ◊ 7 Chorus; 2 All-State Chorus
- Gold Medals: State Concert Festival: Repertory & Concert Bands
- Gold Medals/invited to Symphony Hall: MICCA Concert Festival
 - ◊ CCHS Concert Band (24th in 25 years)
 - ◊ CCHS Orchestra (4 straight years)
- NAfME All-Eastern Ensembles (2 in Band); NAfME All-National Ensembles (2 in Band)
- Chorus named "Best in Show" at Music in the Parks Festival



CCHS FINE ARTS & APPLIED TECHNOLOGY

Elective classes are offered at introductory and advanced levels in two dimensional art, ceramics, sculpture, photography, filmmaking, 3D graphics, architectural drafting, digital animation and art of technology, as well as theater production and acting. Five veteran art teachers have taught at the college level and are working artists in their respective fields.

CCHS Visual Art students planned and installed exhibitions in the stunning Visual Arts Gallery. A 3D ceramic printer for Ceramics, Sculpture and a Ruettgers seminar was purchased with a Concord Ed Fund grant. The number of Gold and Silver keys awarded at the Boston Globe Scholastic Art Awards distinguished CCHS as one of most award-winning high schools in New England. Two students were recognized by the prestigious regional NATAS (Emmy) awards for film. Students exhibited their work at the Concord Art Association and Lexington Arts & Crafts Society. Art students enjoyed the lecture and exhibition from accomplished painter; Sarah Bird CCHS '03. Senior Visual Arts students in each art discipline are regularly accepted to the most prestigious US art and design schools. One class of 2018 student was accepted to the highly competitive MA Art All-State program.

CCHS DRAMA

CCHS produced several wonderful theater productions last year: *One Act Plays*, *The Tempest*; and *Spamalot*. *Spamalot* was nominated for 8 awards at the MA Educational Theatre Guild's Musical Theatre Awards. "*Wolf's Bane*" was conceived, devised and written entirely by the CC Theater Company. The entire company created a compassionate, challenging and innovative piece and three CCHS students were also recognized at the festival for original production work and acting. Tickets to all CCHS productions are available through CC Pops: www.ccpops.org

CO-CURRICULAR ACTIVITIES & CLUBS

CMS and CCHS offer a wide range of clubs, enriching after-school activities and theatre opportunities.

CMS: www.concordps.org/after-school-activities/

CCHS: www.concordcarlisle.org/co-curricular/



HEALTH & FITNESS

The Health & Fitness curriculum has four key strands to help students better understand their own health:

1. **Physical Health** - *Growth & Development, Physical Activity & Fitness, Nutrition, Reproduction & Sexuality*
2. **Social & Emotional Health** - *Mental Health, Family Life, Interpersonal Relationships*
3. **Safety & Prevention** - *Disease Prevention & Control, Safety & Injury Prevention, Tobacco, Alcohol, & Other Substance Use/Abuse Prevention, Violence Prevention*
4. **Personal & Community Health Information** - *Consumer Health & Resource Management, Ecological Health, Community & Public Health*



The entire curriculum was reviewed and evaluated in 2017. Outdated material was updated and new topics added. The 2016 Youth Risk Behavior Study results helped inform new curricula. *The Great Body Shop* curriculum was piloted in grades 2–5. Increased focus on drug use/ abuse (in response to the nationwide opioid crisis), stress reduction, mindfulness, and gender expression were added.

- **Opioid, Marijuana & Multi-drug Use and Addiction Prevention**

A CCHS Parent Association grant provided funds to hire Dr. Kevin P. Hill for in-service training and curriculum enhancements. He is an addiction psychiatrist at Beth Israel Deaconess Medical Center and Harvard Medical School, and author of *Marijuana: The Unbiased Truth about the World's Most Popular Weed*. The innovative underage alcohol use prevention curriculum was updated with two new court cases: 1) marijuana use spiraling into addiction; 2) fatal overdose from misuse of prescription drugs at unsupervised house parties. CMS and CCHS staff attended the “*Words Can Work: Engaging Youth in Preventing Opioid Addiction*” workshop.

- **Gender Identity**

Completed in-service training by DESE Safe Schools Program for LGBTQ students and revised curricula about gender identity.

- **Broadening Range of Fitness & Physical Activities**

Eight teachers attended the SHAPE (Society for Health and Physical Educators) National Conference through Concord Education Fund grant funding. This led to new CCHS curriculum initiatives: Spike ball, Disc Golf, Project Adventure, Orienteering, Spinning, Myofascial Release, In-line Skating and Cardio-Kickboxing. A CCHS PA grant purchased 30 Heart Rate Monitors for grade 10 curriculum.

CMS homeBASE

A new CMS comprehensive advisory program, *homeBASE*, is now in pilot. Its goal is to enhance student-teacher relationships ensuring each student feels connected to at least one adult in the building. HomeBASE replaced homeroom, house huddles and *CMS Stands Together*. HomeBASE groups meet almost daily addressing Bullyproofing challenges, academic advising and social & emotional support along with fun and entertainment.

Response to Massachusetts STEP Act

In 2016 the MA Legislature enacted the STEP Act (Substance use, Treatment, Education and Prevention). STEP Act outlines requirements for public schools to engage in substance use screening and education. In response, CCHS screened the short film *If Only* in assemblies followed by debriefing sessions in Advisory. Student support staff interviewed every Class of 2021 student using the SBIRT (Screening, Brief Intervention, and Referral to Treatment) screening tool survey. SBIRT focuses on prevention, early detection, risk assessment, brief counseling and referral for assessment. It enables school health teams to detect risk for substance use-related problems and brief intervention strategies to help address concerns at an early stage in adolescents. Grade 9 Health & Fitness includes psychoeducation, outreach and discussions with students about depression and suicide prevention awareness.

CCHS Health & Fitness Program Highlights

Spike Ball



Lifeguard Training



Project Adventure Unit



Yoga



Fitness Center



Lighthouse Student Support Center

The Lighthouse program continued services to students who have had a prolonged absence due to psychological and/or medical reasons. Lighthouse facilitated transitions back to school with social, emotional, and educational support for our most at-risk students. Its staff collaborated with CCHS faculty, families and community resource persons to provide individualized care for each student and support is available every period each day. A new course, “**Personal Wellness**” is in pilot for Lighthouse students, who often return to school after an extended absence and are unable to access the Health & Fitness curriculum within a typical classroom environment. This small group course will enable them to be physically active and learn valuable skills to support stress management and overall well-being.

Mentors in Violence Prevention (MVP)

Student interest in the Mentors in Violence Prevention led to formation of a new **MVP Club**; more than 30 students will complete the MVP Training in 2018. A third “Game Change” grant supported continued work in gender-based violence prevention. Students attended the first *Game Change Student Leadership Summit* at Gillette Stadium, meeting AG Maura Healey and NE Patriots owner Robert Kraft. They also attended the Middlesex Partnership for Youth Student Summit: *Building Healthy Relationships: Guts, Courage and Emotional Strength*, and met MVP founder, Jackson Katz.



Hoops for Heart Fundraiser

The 6th annual fundraiser raised \$650 for the American Heart Association. Students enjoyed jumping rope, hula hoops and basketball while learning the importance of cardiovascular health.



INTRAMURAL and INTERSCHOLASTIC SPORTS

Athletics provide opportunities to help students develop physically, mentally and emotionally. Athletic competition challenges students to excel, discover physical limits, and work cooperatively as a team. Good sportsmanship, pursuing excellence and enjoying competitions are integral to education.

CMS

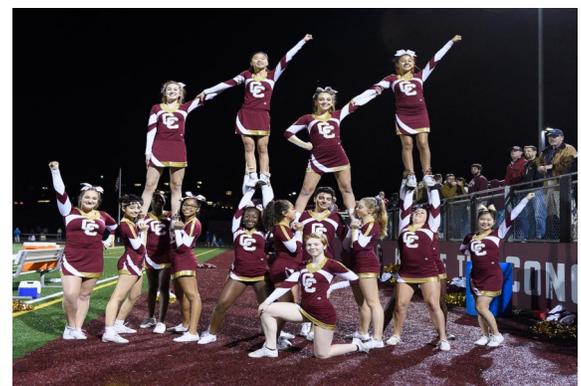
CMS offers intramural sports and interscholastic sports. Intramural programs introduce a sport and teach basic skills in a less competitive environment. Intramural sports include Ultimate Frisbee; Field Hockey; Flag Football, Basketball, Floor Hockey, Volleyball and Tennis. Students in 7th and 8th grade may try out for interscholastic teams. CMS Interscholastic teams include Field Hockey, Cross Country, Soccer, Basketball, Baseball, Softball and Track.



CCHS

CCHS competes in MA Interscholastic Athletic Association (MIAA) in Dual County League (DCL). CCHS competes in DCL "Small School" with Boston Latin, Bedford, Waltham, Wayland, and Weston. DCL "Large School" includes Acton-Boxborough, Boston Latin, Lincoln Sudbury, Newton South, Cambridge R/L and Westford. CCHS ski teams compete in Mass Bay league; CCHS ice hockey teams compete in a combined Merrimack Valley/DCL league. CCHS fielded 32 teams in interscholastic sports (including Cheerleading) with over 750 students participating on one or more sport. Overall 95% of CCHS students participated in an athletic team, club or group.

2017 was a stellar year for CCHS athletics with victories in 65% of contests. For the 10th consecutive year, CCHS had at least one state champion. Boys Varsity Soccer won Division II State Championship. Girls Cross Country and Girls Indoor Track both won Division I State Championships. Multiple teams won Dual County League Championships. Numerous students received All-Scholastic recognitions from Boston newspapers. Teamwork, competitive spirit, sportsmanship, and citizenship displayed by CCHS coaches and student-athletes are hallmarks of the program.





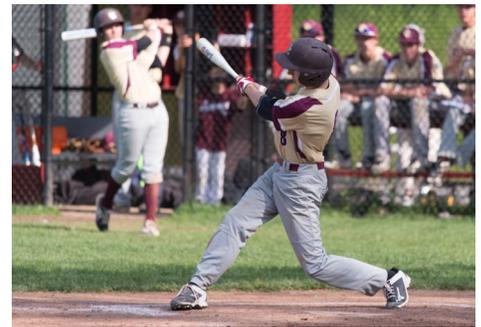
2016-17 Winter Season

- Boys Basketball – **DCL Small Champion Sectional Semifinalists**
- Girls Basketball
- Boys Alpine Ski & Girls Alpine Ski -**State Qualifiers**
- Boys Nordic Ski -**State Qualifier All State Runner-up**
- Girls Nordic Ski - **State Qualifier 4th All State**
- Wrestling - **State Qualifier**
- Boys Ice Hockey
- Girls Ice hockey
- Boys Indoor Track -**State Qualifier**
- Girls Indoor Track - **State Champions**
- Boys Swim Dive - **State Qualifier**
- Girls Swim Dive - **State Qualifier & Individual State Diving Champion**
- Boys Fencing and Girls' Fencing - **State Qualifiers**



2017 Spring

- Girls Tennis - **State Qualifier; North Sectional Finalist**
- Boys Tennis
- Girls Lacrosse - **DCL Champions East Sectional Finalist**
- Boys Lacrosse - **Central East Semifinalist**
- Baseball
- Softball - **DCL Large Champions; State Qualifier**
- Boys Outdoor track – **Many Individual State Qualifiers**
- Girls Outdoor Track - **Many Individual State Qualifiers**



2017 Fall Season

- Boys Cross Country- **EMass Division 2 Runner-up**
- Girls Cross Country - **State Division 1 Champions**
- Boys Football - **State Qualifier**
- Girls Field Hockey - **State Qualifier**
- Boys Soccer - **State Division 2 Champions**
- Girls Soccer
- Girls Volleyball - **DCL Champions East Sectional Semifinalist**
- Boys' Golf - **State Qualifier North Sectional 4th place**



BUDGETS & FACILITIES

The goal of each School Committee is to develop operating budgets that meet student needs while sensitive to the impact on taxpayers in both communities. CPS and CCRSD both continued to maintain excellent academic programs while working in a challenging funding environment. Core budgeting principles remained focused on prioritizing resources to support student learning. District goals provided direction to the budget process. The budget cycle begins each fall when School Committees, School Administration, and Finance Committees meet to discuss funding priorities and cost drivers.

OPERATING BUDGETS

The FY18 CPS budget = \$36,810,111, +3.22% increase over FY17. The FY18 CCRSD budget = \$28,042,499, + 5.39% increase over FY17. Both budget requests matched the Finance Committee guidelines, were within levy limits, and for the 11th consecutive year did not require overrides. Both districts managed successful year-end closings. CCRSD met its planned \$735,499 commitment towards its OPEB liability. CCRSD's Excess and Deficiency (E&D) fund balance declined from 4.2% in FY16 to a projected 3.1% level in FY18. The AAA bond rating has been maintained.

Major FY18 CPS cost driver increases included teacher salaries; other collective bargaining and non-collective bargaining salaries (including Special Education Tutors & Aides); introduction of the K5 foreign language program; and a half-time CMS Latin teacher. Reductions resulted from lower transportation costs (new Knox Trail bus depot), reduced salary contingency due to the successful settlement of the Concord Teachers Association collective bargaining agreement, and building maintenance and utilities efficiencies. Major FY18 CCRSD cost driver increases included teacher salaries; introduction of the CCHS later start time; bus lease/purchases; and certain employee benefits. Reductions resulted from lower transportation costs and reduced utility costs. More details may be found online in the Budget Books. Hard copies are available upon request.

- CPS: www.concordps.org/wp-content/uploads/2015/04/FY-2019-CPS-Budget-Book.pdf
- CCRSD: www.concordps.org/wp-content/uploads/2015/04/FY-2019-CCRSD-Budget-Book.pdf

This chart shows the five year history of each budget.

	Total Budget	+\$ vs. Prior Year	+ % vs. Prior Year	Override Concord	Override Carlisle
CPS					
FY14	\$31,140,538	\$1,385,000	4.65%	\$0	n/a
FY15	\$32,440,539	\$1,300,000	4.17%	\$0	n/a
FY16	\$34,542,735	\$2,102,197	6.48%	\$0	n/a
FY17	\$35,660,110	\$1,117,375	3.23%	\$0	n/a
FY18	\$36,810,111	\$1,150,001	3.22%	\$0	n/a
Proposed FY19	\$38,461,880	\$1,651,769	4.49%	\$0	n/a
CCRSD					
FY14	\$26,305,603	\$2,015,180	8.49%	\$0	\$0
FY15	\$27,437,330	\$1,131,727	4.30%	\$0	\$0
FY16	\$30,643,037	\$3,205,707	11.68%	\$0	\$0
FY17	\$31,654,473	\$1,011,436	3.30%	\$0	\$0
FY18	\$33,027,108	\$1,372,635	4.34%	\$0	\$0
Proposed FY19	\$33,905,081	\$877,973	2.66%	\$0	\$0

CAPITAL PROJECTS

Major FY17 projects completed include:

- High efficiency boilers installed at Sanborn reduced natural gas consumption of more than 60%.
- Two modular classrooms installed at Sanborn Building
- Completion of a Facility Assessment at CMS.
- Transportation successfully relocated to the new Knox trail depot
- Implementation of later CCHS start time completed

Ongoing projects funded by 2017 Concord Town Meeting:

- Irrigation of the Willard fields
- Assessment of a new bus loop configuration at Thoreau entrance
- Budget and scope alignment of the Ripley STEAM lab



LANDFILL REMEDIATION

CCRS School Committee approved a \$1.2 million recommendation to address remediation of the former landfill site located on the CCHS campus. This will allow flexibility in how the area can be used in the future. There are no current plans for how the area will be used. Environmental consultants developed a plan for a wide variety of potential uses while allowing CCRSD to meet regulatory mandated schedules to address the remediation. Public input will be sought. CCRSD created a Campus Advisory Committee to examine this issue and other matters at CCHS campus.

INFORMATION TECHNOLOGY

IT department focused on efficiency and productivity by tying together and automating core administrative systems. Reducing rework and complexity will improve delivery for the growing demand of data in compressed time frames. Migration to a fully virtual server environment continued; students and staff have full access to Google Drive for document storage. CMS network wiring and hardware upgrades help keep pace with 1:1 learning environment. Outmoded network cables were replaced. IT continued to optimize bandwidth within schools using QOS (Quality of Service) to ensure all buildings have acceptable bandwidth. A help desk ticketing system (Spiceworks) was introduced at CMS and CCHS to provide faster response times and better service to staff and students.



CONCORD MIDDLE SCHOOL FACILITIES ASSESSMENT

The CMS Facilities Planning Committee (FPC) was charged in October 2016 with hiring a firm to conduct a facilities study and perform conceptual master planning:

- Evaluate the existing facilities capabilities and needs
- Estimate costs to maintain the current buildings for 10 years
- Compare options and related costs to significantly transform facilities, both through renovation/expansion and new building
- Recommend preferred option(s) and present to the CPS School Committee by November 2017

This comprehensive study of both buildings, in conjunction with Finegold Alexander Architects, concluded the current Peabody and Sanborn buildings should be unified into a single structure to support students for the next 50 years. Options include significant renovation/ expansion of Sanborn, or new construction on the Sanborn site. Building conditions have deteriorated and are obsolete; a two-campus configuration is inefficient and expensive; the current situation hinders cultivation of a cohesive school community, and one facility can meet national and common core standards. By unifying into one building, CPS can lower operating costs, increase efficiency of daily functions and facilitate a more cohesive community. The district administration and CPS School Committee has submitted a Statement of Interest to the MSBA and also conducted a CMS feasibility study. The Superintendent and School Committee will continue to engage with the MSBA and the community about potential funding options and preferred option(s) before requesting approval at Concord Town Meeting in the future.



COMMUNITY PARTNERSHIPS

Concord and Carlisle residents and students volunteered significant time, talents and financial support to our schools and the wider community. Local non-profit organizations also provided generous funding to enhance student experiences and programs outside of the school district operating budgets. Members of the School Committees, CPS/ CCRSD Administration, faculty and staff greatly appreciate this ongoing strong community support.

CONCORD EDUCATION FUND

www.concordfund.org



The Concord Education Fund (CEF) is a non-profit organization led by parents committed to support CPS and CCHS teachers and students with an extraordinary educational experience. Since 1994, CEF has invested more than two million dollars in new teaching initiatives, programs and curricula beyond the scope of the public-school budget. 2017 Grants include:

- **K-5 STEAM Innovation Lab** with hands-on design challenges
- Thoreau School **Peers as Leaders (PAL) Program** for English Language Learners (ELL)
- **Sewing machines** purchased for CMS electives
- **CMS Abolitionists' Trunks** filled with artifacts related to Concord's Abolitionist Movement
- **CMS Theatrical Masks** for theater programs and ancient Greece and Rome courses
- **A 2nd CCHS 2nd STEM Weather Balloon**
- **Marbled Salamanders** for CCHS Diversity of Life students
- **HD-200 Harmony Director and compatible speaker system** for CCHS Instrumental classes
- **CCHS Virtual Reality System** for Earth Science classrooms



CONCORD-CARLISLE COMMUNITY CHEST

www.cccommunitychest.org

Since 1947, CC Community Chest (CCCC) has continued its mission of helping neighbors to strengthen our entire community. Thanks to generosity of individuals and businesses in both towns, CCCC awarded approximately \$576,000 in 2017 to valuable human services organizations and programs. This included 26% dedicated to programs serving youth at all levels of need in our community:

- Parent education, teacher training and Lending Library for **Center for Parents and Teachers**.
- **Support for Community Services Coordinator and Concord-Carlisle Youth Services Coordinator**
- Financial aid for **Concord-Carlisle Adult & Community Education** students.
- **CPS Teen Buddy After-School Program**
- Summer camp scholarships for **Concord Recreation**.
- Educational seminars and parent support groups for **First Connections**.

CCCC is grateful for the support from many individual supporters and business donors who make these programs possible, and is proud to be a Community Partner with the CPS and CCHS schools.



CONCORD CARLISLE YOUTH SERVICES

The CC Youth Services Coordinator (CCYS) position, launched in 2011 with funding from the Community Chest, is supported by the Youth Coordinator Advisory Board (YAB). Its mission is to identify and broadly communicate to Concord and Carlisle families all the resources and programs available that support the social, emotional, and developmental needs of our youth. With particular focus on the middle and high school population, the CCYS coordinator serves as a clearinghouse of information, a skilled networker, a facilitator of new and existing initiatives, and a high profile public advocate for youth in our communities. Activities in 2017 focused on four priorities: 1) mental health awareness and prevention; 2) stress reduction; 3) substance abuse prevention; 4) safe use of technology and digital consumption.



CCYS Partnership Initiatives

- Challenge Success Committee (CCHS)
- District Crisis Intervention Team to respond to multiple youth tragedies (CCHS)
- Outreach materials and parent education about youth vaping, substance use, and mental health
- CCHS “Class Act Awards” evening recognizing/ celebrating community service by 250+ students
- Back to School Backpack Drive and the annual Holiday Youth Gift Drive outreach

K-8 COMMUNITY SERVICE

Elementary students engaged in many community building and outreach efforts during the school year: Grade 5 Service Day, Grade 5 Holiday Craft Day, Trick or Treat for UNICEF, From the Pumpkin Patch, Honoring our Veterans, Coats for Kids, Open Table, Concord Recreation, Minuteman ARC, Emerson Hospital, Read to Feed, These Come from Trees, hosting visitors from Japan, and collaborating with CCHS student partners in Rivers and Revolutions.

CMS students developed leadership skills, cultural and community awareness and responsibility as members of Student Leaders and *CMS Stands Together*. Local awareness was raised through the Coats for Kids drive, Children’s Hospital fundraising walk, and Animals and Planet Club’s 2nd Pet Palooza fundraising pet show. CMS student leaders created a community quilt to highlight the CMS Stands Together bullying prevention program.

CCHS COMMUNITY SERVICE

www.2volunteeronline.org

Community Service is an essential component of our secondary education program. *2Volunteer* is the community-based organization which partners with school administration to help students make connections between their interests and the agencies which depend on volunteers for their missions. It maintains a comprehensive website with a database of agency opportunities (ongoing and one-time). *2Volunteer* also helped implement community service projects at the K-8 level and supported launch of the David Prifti Day of Service during CCHS Senior Week. CCHS students must complete 40 hours of community service before graduation, and many contribute substantially more volunteer time. As a designated organization for processing the prestigious President’s Volunteer Service Award, *2Volunteer* recognized 79 students in 2017 (versus just 2 recipients in 2006). The Class of 2017 recorded 30,354 hours of service during their 4-year CCHS careers.



CONCORD-CARLISLE COMMUNITY CONNECTIONS

Community Connections provided a one-on-one career mentoring experience for 33 CCHS students who engaged with area residents and professionals in a variety of career fields including architecture, biotechnology, and engineering. Nearly 50 students participated in the Senior Internship program, a unique five-week course rooted in career exploration that integrates study with planned and supervised career-related work experience.

CENTER FOR PARENTS AND TEACHERS

www.centerforparentsandteachers.org



The Center for Parents and Teachers (CPT) has provided programming since 1987 to increase parent effectiveness and strengthen families through high quality, low cost workshops and forums. CPT enhances preschool and elementary education through parent education programs, professional development workshops (evening and full day sessions) and a curriculum lending library for member child care centers. It partners with citizen associations and schools to support the best possible community-wide environment for healthy growth and development of children and families. Workshop topics included early childhood science and play; brain gym; rethinking challenging behavior; mindfulness; suicide prevention; supporting a child with a disability; opiates, vaping and addiction; empty nest transitions; parenting strategies to reduce stress; sports parenting; and raising safe and confident teenagers.

CONCORD CARLISLE ADULT AND COMMUNITY EDUCATION

<http://www.concordcarlisleace.org>

~Community schools for lifelong learning est. 1954 ~



Concord Carlisle Adult & Community Education (CCACE) provides lifelong learning opportunities to children, adolescents, and adults in Concord, Carlisle and surrounding towns. CCACE provides extended-day educational programs and promotes and supports school and community learning projects that cannot be funded or presented in traditional ways. CCACE provides a program of classes and educational events as well as a process to connect local citizens and the public schools in creative, educational, and cost-effective ways. Courses are taught by community and professional educators. Last year CCACE offered more than 350 courses with 2,250 enrollments, including instrumental music lessons, driver education training, world languages, financial planning, health & wellness, bridge, chess, writing and test preparation. New courses included Supreme Court Cases, Oh So Easy Artisan Bread, Chair Yoga Dance, Tea: The Elixir of the East, Sashiko Embroidery, and Alexander Technique.

CCACE completed its 13th consecutive year of self-funded activity, recovering all costs for teachers, salary and non-salary expenses and capital investments. CCRSD provided leadership, in-kind support and space for CCACE programs. Other wonderful community partnerships included Concord Historical Collaborative, CC Community Chest (\$15K scholarships), CCTV, Concord Free Public Library, Concord Council on Aging, Coast Guard Auxiliary, Open Door Education, Wicked Cool for Kids, ed2go, Berlitz for Kids and Community Education Network.



IN CONCLUSION



Concord Public Schools (CPS) and Concord –Carlisle Regional School District (CCRS) enjoy strong support from Concord and Carlisle citizens. This empowers the teachers and administrators to deliver high-quality education to every child in the community. Residents place a high priority on education which allows the schools to maintain high achievement levels, hire and support excellent teachers, use updated curriculum and appropriate technology, and provide students with a safe and healthy environment. This year we again made significant progress in achieving district goals by increasing student learning, improving curriculum and instruction, integrating technology into the classrooms, supporting faculty and staff, increasing teacher collaboration, developing responsive and responsible budgets, maintaining our facilities and completing union contract negotiations. We are very proud of all accomplishments both inside and outside the classroom.

SCHOOL COMMITTEE MEMBERS:

Concord Public Schools

Heather Bout, Chair (2018)
Johanna Boynton Vice Chair (2019)
Robert Grom (2019)
Wallace Johnston, (2020)
Daniel Conti (2018)

Concord Carlisle Regional School District

Daniel Conti, Chair (2018)
Robert Grom Vice Chair (2019)
Johanna Boynton (2019)
Wallace Johnston (2020)
Heather Bout (2018)
Mary Storrs (2019)
Melissa McMorrow (2018)

To contact members of the School Committees:

CPS: <http://www.concordps.org/email-the-entire-concord-school-committee/>

CCRS: <http://www.concordps.org/email-the-entire-concord-carlisle-regional-school-committee/>

SCHOOL PRINCIPALS

Alcott School: Sharon Young
Thoreau School: Angel Charles
Willard School: Matthew Lucey
Concord Middle School: Justin Cameron
Concord-Carlisle High School: Mike Mastrullo

DISTRICT ADMINISTRATION

School Superintendent: Laurie Hunter
Deputy Superintendent of Finance and Operations:
John F. Flaherty
Director of Teaching and Learning: Kristen Hervert
Director of Human Resources: Kelly McCausland
Director of Information Technology: Peter Kelly
Director of Special Education K12: Jessica Murphy
METCO Director Aaron Joncas
Facilities Manager: Brian Schlegel
Food Services Manager: Maria Barker
Transportation Manager: Wayne Busa

WWW.CONCORDPS.ORG

Concord
PUBLIC SCHOOLS

Concord-Carlisle
REGIONAL SCHOOL DISTRICT

Concord Public Schools
Concord-Carlisle Regional School District
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Concord, MA 01742-2699

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Concord, MA 01742

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