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CONCORD

COMMUNITY SCHOOLS

A SMALL SCHOOL WITH BIG OPPORTUNITIES

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for Concord Community Schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Cheryl Price, high school principal, or Matt Lehman K-8 principal for help if you need assistance.

The District AER is available for you to review electronically by visiting the District Web Site (www.Concordschools.net), or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data – Elementary or middle school assessment results on the Michigan Student Test of Educational Progress (M-STEP), high school assessment results on the M-STEP component of the Michigan Merit Exam (MME), and assessment results for students with disabilities on Michigan's Alternative Assessment Program (MI-Access).

*Presents achievement data for all four tested subjects (English language arts, mathematics, science, and social studies) compared to targets for all students as-well-as subgroups of students.

*Helps parents understand achievement progress within schools and compare these to district and state achievement.

Accountability Scorecard – Detail Data and Status

Due to the transition from MEAP tests to the M-STEP test, the accountability portion of the AER is limited to assessment participation and graduation/attendance rates. Full Accountability reporting will resume with the 2015-16 AER.

Teacher Qualification Data

*Identifies teacher qualifications at the district and school levels

*Reports percentage of core academic classes taught by teacher not considered highly qualified to teach such classes.

NAEP Data (National Assessment of Educational Progress)

*Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8.

I would like to commend our administrative team and instructional staff on their collective efforts to improve student outcomes this year. The elementary established ninety minute blocks for teaching reading and math and also established shared planning time for teachers at the same grade level to collaborate on curriculum articulation, instructional strategies, and data review. At the secondary level we implemented two after school mentoring/intervention programs for our struggling students. The K-12 staff continue to use their after school professional learning communities to discuss curriculum mapping, improving local assessments, and reviewing and updating our Power Standards.

The district has also formed a K-12 Math Review, Audit, and Improvement Committee to create dialogue across grade levels on how to improve our math outcomes. We are asking that they identify necessary resources, professional development, and any obstacles that are blocking their efforts to improve student outcomes. This committee will be working with the math consultant from the Jackson Intermediate School District to establish a recommended plan for improving math outcomes. We have already established the need to add an additional staff member in math at the high school for the 2016-17 school year.

Finally, the district is expanding their Summer Reading Academy, which offers five weeks of additional reading instruction for any student reading below grade level and/or not gaining a year's growth in each school year. To challenge our more advanced readers we have expanded our participation in the Scholastic Summer Reading Challenge and strengthened our partnership with our local branch of the Jackson District Library to make this program available throughout the summer and record individual levels of participation.

Sincerely,
Al Widner