

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 5 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 12850

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	13	14	27
1	20	19	39
2	12	21	33
3	19	21	40
4	25	18	43
5	17	17	34
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			216

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
0 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 12%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	21
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	25
(4)	Total number of students in the school as of October 1, 2011	201
(5)	Total transferred students in row (3) divided by total students in row (4).	0.12
(6)	Amount in row (5) multiplied by 100.	12

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 2

Number of non-English languages represented: 2

Specify non-English languages:

Chinese, Spanish

9. Percent of students eligible for free/reduced-priced meals: 32%
 Total number of students who qualify: 68

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%
 Total number of students served: 20

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>6</u>
Paraprofessionals	<u>2</u>	<u>6</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>3</u>
Total number	<u>24</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	96%	96%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Williams-Cone School (WCS) is one of two elementary schools located in Topsham, Maine, a vibrant mixture of rural and neighborhood settings on Maine's midcoast. What sets WCS apart as a strong school community is in fact the community itself. Families, businesses, local colleges, and nonprofits partner with us and take a special interest in preparing our children for the future. The forward-thinking nature of our community's continuing renovation and development is reflected in the new Topsham Public Library, Town Hall, and Fire Station.

The school's demographics have changed as a result of the Brunswick Naval Air Station closure, an expanding business district, and increased socio-economic diversity. WCS was renovated in 1996 to join two schools together, combining two physical spaces into one learning community. The connector is adorned from floor to ceiling with handprint tiles from every student and designs from family and community members.

Our mission statement reads, "Williams-Cone School Community is committed to supporting academic excellence, social development, and promoting lifelong learning." This mission is achieved by coordinating the academic rigor of learning with student health and wellness. We believe that all students have the right to learn in an environment supported by teachers, parents, and the whole community.

Our close-knit community has strong collegial relationships that ensure supportive care for each adult and student. Teachers have regular cross-grade level conversations regarding student learning and well-being. We take pride in knowing all students, knowing their names, successes, struggles and passions over the course of their elementary years. WCS recognizes each child as an individual, providing our students with opportunities to learn, grow, and succeed. We reach high levels of achievement with a focus on the whole child combined with a feeling of "home" when you walk through the front door. Williams-Cone is an accepting, inclusive environment.

The WCS veteran staff is dedicated to reflective practice and professional growth to better serve our student population. Teachers modify and adjust instruction to incorporate new learning initiatives each year. We have developed ways to effectively use our teaching strengths in collaborative ways. With each year, our pedagogical flexibility and commitment to core standards increases students' opportunities for learning and growth.

Williams-Cone School is a community school that incorporates creative ideas and advocates for ALL children. The town of Topsham and our school community intertwine to support school events. For many years our school has implemented a school-wide theme. Our teachers work collaboratively to plan multi-disciplinary events incorporating learning. For example, one year's theme was "The Arts." During this time, a local songwriter spent several weeks working with WCS students to collaboratively compose a school song. The final product captured the heart of our school. For example, one year's theme was "The Arts." During this time, a local songwriter spent several weeks working with WCS students to collaboratively compose a school song. The final product captured the heart of our school.

"Hey there, are you new in town?"

Well, if you don't mind, I'd like to show you around.

There's a place you'll feel right at home, it's my school.

It's my school, it's your school, it's our school--Williams-Cone."

Traditions we hold dear in our school wide community include:

- Annual Variety Show - students prepare an act of their choice to audition for and then perform for parents, students, and staff.
- School Arts Festival - students to share their learning in music, artwork, and physical fitness activities. Families spend time visiting with each other and leave with happiness in their hearts.
- Friends of Williams Cone Annual Pasta Dinner - includes classroom-sponsored baskets to raffle and a silent auction. This event brings our families together for a social, fundraising gathering.
- Lunch worker program - students in grades 3-5 are excited about taking turns washing dishes and wearing an apron and paper hat. As their payment they receive a free lunch for the week.
- Physical Education Exercise Incentive programs - Student in grades 2-5 look forward to the exercise incentives with our P.E. teacher, including a local roller skating rink field trip or a five-mile bicycle trip for the day.
- Field day - is filled with excitement, team building and of course WATER! The Fireman Water Relay and Drip, Drip, Drench are favorite activities.

At WCS, each year we work to be a stronger community than the year before.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a. The New England Common Assessment Program (NECAP) is currently administered in October to students in grades 3-5 in Reading, Math and Writing (Grade 5 only). The annual NECAP assesses student learning from the previous teaching year. This assessment was used during testing years 2009-2010, 2010-2011, and 2011-2012. The four achievement levels on this test are Proficient with Distinction (Level 4), Proficient (Level 3), Partially Proficient (Level 2), and Substantially Below Proficient (Level 1). Scores are reported as scale scores for each area assessed.

b. The Maine Educational Assessment (MEA), an annual assessment for students in grades 3-5 in Reading, Math and Writing (Grade 5 only) was used during testing years 2007-2008 and 2008-2009. The four achievement levels for this assessment are Exceeds Standards, Meets the Standards, Partially Meets the Standards, and Does Not Meet the Standards.

Each year the state sets a target for the percentage of students who must achieve a performance level of “Proficient” or higher. WCS staff works with the principal to calculate the percent of students who scored “Proficient” or higher, which is typically higher than the state percentage. The state targets for each year are as follows:

Reading

School Year % Proficient or Higher

2007-08 50%

2008-09 58%

2009-10 66%

2010-11 75%

2011-12 75%

Math

School Year % Proficient or Higher

2007-08 40%

2008-09 50%

2009-10 60%

2010-11 70%

2011-12 70%

School staff, led by the building Data Team, review individual student scores, especially those “Partially Proficient” and “Substantially Below Proficient” to identify instructional needs and appropriate student interventions.

Local Standardized Assessments:

a. The Northwest Evaluation Association (NWEA) assessment was previously administered to students in grades 3-5 twice a year, and to grade 2 students in the spring to assess Reading and Math. Results informed instructional practices and tracked summer regression (based upon Fall results). The Spring results for grades 2-5 were used to assess year-long growth, and to compare growth from fall to spring for students in grades 3-5. Teachers used the information to inform classroom instructional needs.

b. Dynamic Indicators of Basic Early Learning Screening (DIBELS) is administered three times per year in grades K-1. Results inform classroom instructional practices and identify individual student needs.

B. Based on data, during the 2007-08 school year Williams-Cone School students scored 66% “Proficient” on the MEA in Reading and Math. When administered the NECAP in 2011-2012, the percentage of students scoring proficient or higher increased to 81% in Reading and 77% in Math.

Math Trends:

Grade 3: Improved from 66% proficient (2007-2008) to 86% proficient (2011-2012). Students scoring higher than proficient increased from 26% (2007-2008) to 51% (2011-2012).

Grade 4: Improved from 75% proficient (2007-2008) to 79% proficient (2011-2012). Students scoring higher than proficient increased from 15% (2007-2008) to 38% (2011-2012).

Grade 5: Improved from 55% proficient (2007-2008) to 67% proficient (2011-2012). Students scoring higher than proficient increased from 4% (2007-2008) to 19% (2011-2012).

Contributing Factors:

- Everyday Math (EDM) implementation in 2007-2008 school year (66% proficient that year). By year five, grade 3 students had received three years of EDM instruction, and grade 5 students had received five years of EDM instruction.
- Early numeracy screenings were administered to target areas of student need. Screenings were administered at the beginning and end of the year. Collegial assessment reviews ensured consistency of assessment expectations.
- Teachers and district math leader collaborated to ensure implementation fidelity and to determine appropriate instructional practices.

Reading Trends:

Grade 3: Improved from 71% proficient (2007-2008) to 98% proficient (2011-12). The number of students scoring higher than proficient increased from 3% (2007-2008) to 37% (2011-2012).

Grade 4: Improved from 67% proficient (2007-2008) to 72% proficient (2011-2012). Students scoring higher than proficient increased from 0% (2007-2008) to 24% (2011-12).

Grade 5: Improved from 60% proficient (2007-2008) to 72% proficient (2011-2012). Students scoring higher than proficient increased from 0% (2007-2008) to 3% (2011-2012).

With an overall school increase of 15% in proficiency levels over five years, as well as grade level gains in the areas of “Proficient” and “Proficient with Distinction,” WCS staff recognizes that ongoing improvements across all academic areas ensure maximum growth and success for ALL students. Collaboration and coordination of instruction are key to ensure comprehensive and effective programming.

Contributing factors:

- Intensive professional development in reading and writing workshop practices through Columbia University’s Teachers College Reading and Writing Project (TCRWP) over the past three years. This framework has been implemented with high degrees of fidelity throughout the district and Williams-Cone School.
- Implementation of Wilson Foundations, a scientifically researched, phonics-based word study program, in all K-3 classrooms to address specific phonological and phonemic awareness needs.
- Implementation of the Response to Intervention (RTI) framework to identify both academic and behavioral needs for below benchmark students and implement appropriate interventions.
- Professional Learning Groups (PLGs) meet weekly to discuss all students currently below benchmark, including special education students. During this time, staff analyze student data and work samples,

discuss instructional strategies, develop action plans, and monitor progress toward meeting intervention goals.

- Extended PLGs meet every other month for a half-day to analyze student assessment results and determine appropriate instructional strategies and interventions for students identified as needing strategy group instruction or consistent RTI supports. Staff members present progress monitoring data and create action plans which include goals, interventions, and progress monitoring schedules to ensure data are reviewed every 4-6 weeks.
- Strong community supports actively assist staff in addressing student needs. Williams-Cone School is fortunate to have a solid core of parent volunteers who provide individual, small group and/or whole class supports. The community support helps to provide a more comprehensive approach to meeting student needs.

While there have been many improvements, Williams-Cone School has also experienced challenges over the past five years. One of the challenges is changing demographics. Due to the closure of the Brunswick Naval Air Station, the school lost a number of students, including students eligible for free and reduced-price lunch. Former military housing became public low-income housing. Families eligible for this housing may or may not qualify for free and reduced-price lunch. Many students come from transient homes, which result in varied student educational experiences and expectations. WCS staff is continually challenged to provide remediation for these students and bring them to levels of proficiency.

2. Using Assessment Results:

Children entering Kindergarten at WCS are screened using a combination of tools developed by our Kindergarten teachers and school therapists (occupational, physical, speech, and guidance counselor). This establishes a baseline for every child and provides valuable information for informing instruction and charting progress.

In September, Universal Screenings in reading are administered to each student. Math results from the end of the previous school year are also reviewed. Classroom teachers use the Teacher's College assessments to assure that students are reading at the appropriate instructional levels. Skills are evaluated to determine appropriate levels of differentiation, including strategy groups for reading.

Professional Learning Groups (PLGs) meet weekly to review student progress. Students who are below benchmark are recommended for Response to Intervention (RTI) services. The literacy teacher leader also collaborates with classroom teachers to determine and implement appropriate interventions. Extended PLGs meet every other month for a half-day to take a more comprehensive review of progress monitoring data. The PLGs include staff from classrooms, special education, literacy, RTI, speech, guidance, and administration. Student achievement data are used to develop individual intervention plans for students.

Professional development is provided on a weekly basis through a district-scheduled "late start." Each Wednesday, school starts one hour later than the other four days; the focus of these meetings rotates through staff meetings, district level professional development activities, building-level vertical team meetings, and team planning.

Staff meetings focus on building-level professional development needs, including the review of formal and informal assessment data, identification of instructional needs, and review of best practices to address those needs.

District level professional development typically focuses on the Teacher's College reading and writing curriculum, giving teachers the opportunity to review and share student achievement data with district level colleagues, and to experience staff development that addresses identified areas of need on a district level.

Building-level vertical team activities include K-5 teachers, specialists, and administrators and use a

cross-grade level lens to review individual and small group student achievement and discipline data. This provides an opportunity for more collaboration and shared expertise on behalf of students.

Monthly team planning brings grade levels together to review student achievement and follow up with sharing and planning for instructional strategies to address whole group, small group, and individual student needs.

The Williams-Cone Data Team, comprising grade level teachers, specialists (RTI, literacy, speech, special education), and administrators, meets bi-monthly to review student achievement data and determine building- and grade-level instructional practices and student needs. Staff development is then targeted in areas of need, and ensures accountability for all students.

The RTI Learning Strategist continually reviews student assessment information and works with staff to create and implement intervention plans. The Strategist provides consultative support, helps facilitate PLGs, and frequently collaborates with the principal to determine responses to overall building-, grade-level, and individual student needs. Parent communication is a strong component of the RTI process to ensure that parents are informed and can support their child's educational program.

Staff professional development days are provided three times per year for reviewing student achievement. Staff receive training in instructional strategies to support student needs; this time is also used to create student and classroom action plans, revise building goals, and review progress monitoring schedules. WCS specialists consult and collaborate with classroom teachers frequently to ensure continuity and supportive instruction.

Parent-Teacher conferences are held in November and March to review and share report card information. Specialists support and attend the meetings when student needs warrant.

3. Sharing Lessons Learned:

As one of five elementary schools in the MSAD 75 school district, Williams-Cone School has shared many successful strategies with other schools, especially in literacy. In 2010, we participated in a year long, school-wide, graduate course taught by our literacy teacher leader (LTL) in cooperation with the University of Maine. Our teachers developed a common understanding of the essential components of the reading and writing workshop.

As the district launched Columbia University's Teachers College Reading and Writing Project (TCRWP), WCS shared our experiences with our district colleagues. This involved serving as TCRWP lab site and model classrooms. The LTL documented and presented photographs and videos to the district of WCS staff teaching the literacy block. The LTL (and the principal) also attended a week-long Coaching Institute at Columbia University, shared new insights from the Institute, and became liaisons between the school, parents, teachers and community.

A WCS staff member volunteered to participate in researching and piloting new Universal Screening tools to identify below benchmark students and establish effective progress monitoring schedules and strategies. This information was shared in district-wide grade level teams.

Our Special Education department has taken district leadership roles in students' social and emotional well-being, inclusion of students with learning differences and communication disabilities, and academic achievement in literacy and math. Our PLGs have spent several years discussing and developing plans and goals for students to increase academic achievement. The learning from this group has been transferred to the professional learning groups through district planning days, staff development, and district-wide special education meetings.

WCS teachers participated in district level teams as math lead teachers to share successful math teaching

strategies. This group initiated the search and implemented a new math program for the district. One of our math leaders participated in a Maine state initiative as an Early Numeracy Trainer. This knowledge is continually shared with grade level teams, modeled with other staff members, and used successfully with our learners.

WCS continues to serve as a model of collaboration and professional development for other district schools, and the educational community at large.

4. Engaging Families and Communities:

Williams-Cone School is a welcoming school, with a long history of promoting shared respect and trust between our families and school community. Our WCS families are an integral part of a network with staff, and provide opportunities and enrichment for student success and school improvement. The Friends of Williams-Cone parent group, the surrounding community, and the teaching staff engage and encourage students to reach their potential throughout their school career. Prior to entering WCS, families have opportunities to assimilate into our community through pre-school opportunities:

- Tales for Tails-preschoolers participate in art, music, PE, and library
- Kindergarten Information Night
- Boo-hoo Breakfast on the first day of school
- Lunch at school
- Mini-Day in June for rising kindergarteners

The Friends of Williams-Cone parent group gathers resources and coordinates efforts to:

- Organize Kid's Academies (before/after school programs), including a Garden Club, Craft Group, Lego Robotics program, Science Club, and Green Team (local environmental efforts)
- Plan school-wide events - Pasta Supper/Basket Raffle, Pennies for Performances
- Schedule parent volunteers for classrooms, leveling books in classroom libraries, lunchroom, book lunch-bunch, book fairs, yearbook
- Improve/ beautify our school environment through spring grounds clean-up, paint classrooms, grant teacher's "wish" requests
- Communicate through social media including Facebook, etc.

High School and College liaisons provide students with enrichment opportunities.

- A high school liaison enlists HS students as weekly mentors to support students' academic and social emotional growth.
- A culminating HS graduation requirement (Capstone Project) brings students to job-shadow teachers.
- Bowdoin College students interact with WCS students through Blogging Buddies, course-work observations, and case studies. Many maintain long-standing relationships beyond their course requirements.

Partnerships with local organizations provide science enrichment, as well as social and emotional growth:

- Cathance River Education Alliance (a hands-on experiential, non-profit organization dedicated to using resources of the nature preserve to educate students, educators, public)
- Chewonki Foundation
- The Highlands retirement community
- Big Brothers/Big Sisters
- Topsham Public Library/Summer Reading
- Central Maine Power
- United Way of Midcoast Maine
- Cromwell Center for Disability Awareness
- Sexual Assault Support Services of Midcoast Maine
- DARE
- Altrusa (Read Across America)

Our teaching community values enrichment and engagement opportunities:

- Variety show
- School Arts Festival
- Artists in residence
- Authors' visits
- Summer reading incentives
- Classroom vermi-composting
- School-wide themes

Parent Education/Partnerships:

- Curriculum nights
- Fall/spring parent/teacher/child conferences
- Open house/ice cream social
- Parent/Staff Vision Team
- Teachers communicate via newsletters, phone calls, emails, websites, blogs
- Coordinated parenting education nights

Local/World Social Partnerships:

- School-wide giving to Mid-Coast Hunger Prevention Program
- Heifer International/Give Five to Feed Program
- Haiti Earthquake Relief Initiative

These programs, along with the constant, supportive involvement of teachers, staff and families, make the WCS community a nurturing, inclusive environment, where all are focused on the positive academic and social growth of all students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Williams-Cone School (WCS), we hold ourselves and our students to high standards of teaching and learning. We strive to provide quality instruction that meets district standards, school goals, and individual student needs. The district has aligned our curriculum with the state's past system of Maine Learning Results and now the Common Core State Standards for English Language Arts and Math.

Our Language Arts curriculum is based on Curricular Plans for Reading and Writing Workshop by Lucy Calkins, et al. and our partnership with Columbia University's Teachers College Reading and Writing Project (TCRWP). Our explicit instructional strategies stem from this body of research-based practices. Teachers commit 90-120 minutes of daily instructional time to Reading and Writing Workshop instruction. This includes the five essential elements found critical for effective reading instruction: phonics, phonemic awareness, text comprehension, fluency, and vocabulary. WCS staff provides additional instruction with Wilson Foundations and Words Their Way, by Bear, et al.

WCS participates in district professional development acquired through TCRWP and Foundations. Their instructional coaches, and our LTL, provide ongoing support for the pacing and sequence designed by TCRWP for the flow of each grade level year.

The Mathematics curriculum follows Everyday Mathematics (EDM), the research-based program developed by the University of Chicago School Mathematics Project. Defining features of EDM support a 21st century approach to mathematics, including problem-solving, computation fluency, and innovative mathematical thinking. Teachers incorporate technology, manipulatives, and elements of our Gifted and Talented (GT) program to create engaging, differentiated instruction.

The MSAD 75 Teaching and Learning Framework defines Power Standards to drive our science instruction. Teachers ensure that students have multiple opportunities to follow the inquiry model of science investigations and technological design. Students explore units in life, physical, and earth and space science. Each grade sets a model and outlines for developmentally appropriate units of study within this framework.

Our Social Studies curriculum begins within our school and surrounding community. It is anchored in the "Three R's" - Responsibility, Respect, and Rights. The expectation is for students to be responsible for their behavior and learning and respectful and aware of the rights of others. The district has set grade-level goals based in units of study around geography, history, economics, and citizenship. To meet these expectations, social studies are integrated with our language arts and mathematics units of study.

Visual and performing arts at WCS are taught weekly by highly qualified specialists. After-school and extracurricular programs enrich our students' experiences in these disciplines. The Art curriculum exposes students to a variety of artistic styles and media: units of study include drawing, painting, printmaking, ceramics, sculpture, and visual design. Throughout the year, student artwork is displayed and accompanied by explanations of lessons and expected outcomes for projects. The General Music program aligns with the National Music standards: Singing, Playing instruments, Movement & Dance, Music Literacy, Improvising, Arranging & Composing Music, World Music, Music History, & Listening. Music classes are interactive and engaging for multiple learning styles. Students in grades 4 and 5 may participate in chorus and a selected honors chorus. These groups perform concerts both in school and at the district level. Fifth grade students may participate in our weekly small group instrumental band program. Physical education is the foundation of our wellness program. A student's personal fitness is monitored for frequency, intensity, and time spent engaged in physical activity.

Each of our curricular plans is enriched by integrated experiences that use resources in our staff, school system, and community. Students in grades 3-5 can participate in the WordMasters' Challenge, facilitated through the GT program, which also supports exploration in science and technology through Lego Mindstorms robotics, Blogging Buddies, and Gizmos programs. All students in 4th and 5th grade participate in the National Geographic Geography Bee and visit local and state museums for further immersion in historical cultures and experiences. Collaborations with non-profit organizations such as the Chewonki Foundation and the Cathance River Education Alliance support and reinforce units of natural and environmental science.

2. Reading/English:

WCS began implementing TCRWP four years ago through a district initiative. In Reading Workshop, teachers provide direct teaching and coaching in high interest, "just right books," which students choose and read with accuracy, attention to rhythmic patterns, and deep comprehension. This model encourages thoughtful reading and text comprehension through partner book discussions, small groups, book clubs, and whole class conversations.

In order to move readers to proficiency, MSAD 75 sought a core curriculum that would develop a love of reading through reader choice and increased stamina. To balance the strong reading component, the district adopted the Wilson Foundations Phonics program (K-3), which provides explicit instruction in foundational skills. This program develops phonics and spelling skills through a comprehensive, multi-sensory approach. At the 4/5 level, teachers apply a variety of vocabulary development and spelling strategies within the writing workshop.

For the past five years, WCS has continued to develop a strong RTI system. All students are screened three times a year to inform focused instruction. In grades K-2, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), is used along with the Developmental Reading Assessment (DRA2). Teacher's College Running Records are used in grades 3-5.

Through these data, teachers identify students who fall below district benchmarks and determine strategies to address needs. This work is done through the Professional Learning Groups (PLGs). Interventions include small group and individual work. The range of intensity is classified as Tier I (classroom based), Tier II (both in and out of the classroom), and Tier III (more intensity, more time). PLGs also analyze ongoing progress monitoring data and instructional practices for identified students. The comprehensive nature of the curriculum and instruction have resulted in a 25% increase in students reading at or above the standard over the past five years.

3. Mathematics:

Williams-Cone School continues to grow strong mathematicians. Our students have continually performed above the state and district average on the state assessments. Through our math program, Everyday Mathematics (EDM), we emphasize mathematical thinking and problem-solving, along with revisiting concepts to deepen understanding. Our children learn a range of sophisticated mathematical knowledge, including foundational calculation skills and extending far beyond. This program is aligned not only with the Common Core State Standards but also with what we believe students need to be successful as mathematicians, students, and 21st century citizens.

Our core program provides 60-75 minutes of mathematics daily. K-2 students begin their day with Calendar Math in order to strengthen their early numeracy skills. From there, students use EDM to solve problems collaboratively and play games that strengthen their mathematical understanding. Grades 3-5 use EDM as their primary program, with digital learning supplements, including SumDog for fact fluency, and Explore Learning for higher level problem solving. We help parents partner in their child's math skills development by sending home informative letters at the beginning of each unit and providing a school-wide structure for homework expectations.

We also have safety nets for students who need additional support. Through continual formative assessment, teachers identify students who need instructional support beyond the core curriculum. Extra-curricular math activities are available beyond the school day for both struggling students and students who seek advanced challenges. Before school, small groups of third graders meet in Math Club to review math concepts from the day before. Teachers make this before school experience enticing and welcoming and students are motivated to arrive early and ready to learn. In one of our grade 2 classrooms, 10 out of 17 students choose to come to school early for Math Club.

Students' active participation is key to their success. Teachers at WCS tailor curriculum in response to both student self-assessment and regular formative assessment. With this strong core curriculum and teacher responsiveness, our young mathematicians achieve at high levels and stand well prepared for the future.

4. Additional Curriculum Area:

All WCS staff embrace the Physical Education/Health/Nutrition curriculum. Our physical education teacher collaborates with the district's health coordinator and adaptive physical education teacher to provide staff with extensive information on health and wellness and the importance of physical activity. WCS has incorporated current research on the value of movement to cement facts for children who have difficulty learning.

WCS promotes the state of Maine initiative, "Let's Go!" 5-2-1-0+8 message:

- 5 servings of fruit/vegetables daily
- 2 hours of screen time daily
- 1 hour of exercise daily
- 0 sweet drinks
- +8 hours of sleep a night

Students and families are educated through our coordinated school health program. In addition to resources on our district's website, nutrition information is posted in the cafeteria with exhortations to incorporate more fruits/vegetable into daily diets. Classrooms have been invited to create healthy school lunch menus.

The physical education teacher coordinates weekly lessons using a variety of equipment and creative physical activities. Beyond this standard-based instruction, these lessons support numerous child health and wellness education initiatives:

- Walk to School Day - All children are bussed to a central site, are met by staff and all walk a mile to school together.
- ACES - All Children Exercising Simultaneously
- Field Day - events based on individual, partner, and team efforts
- 30-30 Club - Second and third graders exercise 30 minutes for 30 days outside of school. Students wear pedometers in school and accumulate steps for each classroom. Classrooms "walk" across America from capital to capital.
- Presidential Active Lifestyle Award - Fourth and fifth graders are encouraged to exercise for 60 minutes a day for at least 5 out of 7 days for 6 weeks.
- FIT (families in training) Life – students submit coupons for each day of exercise, with weekly drawings for prizes. Participants take a celebratory day-long bike trip.
- Presidential Fitness Badges

Additional school programs to support healthy living include:

- Move and Groove - a movement group run by parents
- School Garden – WCS received a letter from Michelle Obama commending students on their efforts toward eating healthily
- Motor group - Physical therapist- and teacher-led
- Motor breaks to support daily movement

- Regular collaboration with occupational and physical therapies
- Treadmill work to support balance and coordination
- Wii and games purchased by grant to support additional motor breaks during the winter
- Yoga
- Brain Gym
- Playground Buddies - Guidance counselor-run program with fifth graders running small group activities for the first and second grade recess

The WCS community is committed to supporting academic excellence, social development, and lifelong learning. A strong connection exists among the disciplines and our whole school community recognizes the importance of taking care of the health and wellness of each child.

5. Instructional Methods:

The staff at Williams-Cone School collaboratively plan and implement differentiated instruction to support the educational development of the whole child. Core Curriculum is delivered through skill-based strategy groups in response to ongoing classroom formative assessments. Through our TCRWP staff development, classroom teachers use clear and direct teaching, implement varied learning groupings such as reading/writing partners, “turn and talk” partners, cross-grade book buddies, book clubs, and small group instruction.

Students at the advanced proficient level are engaged in the WordMasters Challenge program, Blogging Buddies with Bowdoin College student mentors, and highly individualized reading and writing workshops. District programs at WCS include GT for identified students as well inclusion of non-identified students. All students benefit from kinesthetic learning strategies such as scheduled motor breaks, Brain Gym exercises, calming and alerting strategies, and tools to increase needed sensory input.

Classroom teachers collaborate with building specialists to modify instruction to meet the needs of children in the RTI process. WCS supports social and emotional growth through Social Thinking groups delivered by our guidance counselor and speech therapist. We also seek the advice of our district professionals, such as K-12 Literacy Coordinator and Elementary Math Leadership/Elementary Technology Integrator. An English Language Learners (ELL) program coordinates instruction with classroom teachers.

Professional Learning Groups (PLGs) meet weekly to evaluate and monitor student progress, determine areas of need, set goals, plan interventions to meet those goals, and schedule a review timetable. PLGs include grade span, grade level, and vertical teams to analyze and reach a deeper understanding of each child’s learning needs. These teams also meet in tri-annual extended sessions for deeper analysis of student progress and needs.

Staff strives to promote parental involvement to increase student achievement. Parents are included as partners in this process and supplied with home strategies.

Technology resources are in every WCS classroom. Multimedia projectors and document cameras enhance the delivery of core instruction while iPads and e-books support differentiation. Classroom teachers coordinate instruction with our technology Instructor, using the computer lab for scheduled group sessions as well as individual and small group projects. Teachers use their district laptops for individual student assignments, planning, data input, and communication.

6. Professional Development:

Williams-Cone’s Professional Development plan is closely integrated with the professional plan for our district. In 2005, the American Education Research Association published a research guide on teacher professional development directed at policy makers, which offers these recommendations:

- Ensure that professional development focuses on the subject matter that teachers will be teaching.
- Align teachers' professional development activities with their work experiences, using actual curriculum materials and assessments.
- Provide adequate time for professional development and include opportunities for observing and analyzing students' understanding of the subject matter.

SOURCE: American Education Research Association

Over the past five years, our district has focused on state standards (now the Common Core State Standards), the adoption of research-based core programs and practices, and the development of a robust RTI system to support student achievement and school improvement.

Professional development has been provided in multiple programs:

- In 2008-2009, Foundations phonics program in grades K-2, and Everyday Mathematics (EDM) in grades K, 3, 4 and 5.
- In 2009-2010, EDM in grades 1-2, and Reading and Writing instruction guided by the TCRWP in grades 3-5. This continues to be provided during six full professional development days, district "late starts," and through our LTL and Math/Technology Integrator.
- In 2010-2011, 80% of WCS staff participated in the graduate level literacy course offered through the University of Maine. Our staff read *Touch Blue*, a young adult novel, using the same book club literacy techniques being taught to students. As adult readers, teachers practiced analysis and synthesis of each chapter, along with small group discussions, gaining insight into the book club process that we expect from our students.
- From 2011 to present, TCRWP has provided district-wide professional development in reading.

Beyond district professional development time, teachers have three professional development days and one observation day by contract. Teachers voluntarily commit these days to the professional development provided by Teachers College. In addition, district principals and LTLs undertake professional development leadership with Teachers College and employ this learning to improve teachers' capacity and develop school goals and activities.

7. School Leadership:

Williams-Cone School is a community of leaders. While the school's formal leadership structure includes the principal, literacy teacher leader (LTL), and Response to Intervention (RTI) learning strategist, the culture of WCS operates under the principle that we are all diverse leaders in our school community. We have drawn on this belief to move ourselves and our students to achieve higher learning skills.

The principal's primary role is an instructional leader who guides, encourages, and develops staff leadership. This has been accomplished through creating building and district leadership teams that review, analyze, and interpret student achievement data. The leadership teams have led the school in developing, piloting, and implementing research-based instructional practices at the classroom, small group, and individual levels. The principal ensures that district policies related to instructional practices are implemented and supported throughout the school.

The LTL supports student achievement by providing professional development that includes the investigation of research-based best practices in literacy. The LTL assists in implementing the district-wide literacy program by developing supportive relationships with classroom teachers. In addition, the LTL models these practices and provides on-site coaching and feedback to staff as well as resources and materials related to literacy instruction to ensure high student achievement.

The RTI strategist provides leadership through an intimate relationship with children, parents, and teachers. The RTI strategist crafts action plans for below benchmark students, assists in delivering prescriptive instructional practices, and communicates the progress, growth, and needs of all students to all chief stakeholders. The strategist helps to build support, trust, and understanding of student needs

among staff and directly contributes to improved student achievement.

The school guidance counselor/social worker provides leadership as a liaison to school, parents, and students, researching and securing outside agency supports for students, staff, and families. This support of students' affective needs helps make students emotionally and socially open to classroom instructional demands.

The special education staff includes a resource room teacher, speech and language pathologist, occupational therapist, physical therapist, and educational technicians. They provide support to struggling learners with needs ranging from learning disabilities to autism and provide a high degree of inclusionary supports to students throughout the day. This staff also supports the whole teaching staff as part of PLGs and the Data Team. The various disciplines provide alternate methods of instruction which are taught and modeled throughout the classrooms, emphasizing the collaborative nature of the partnerships between teacher and specialist.

Teacher leadership is expected and supported through professional development opportunities, committee work at the building and district levels, and piloting of new programs. Teachers are natural leaders in their classrooms and school community and share responsibility for all students in the school, as demonstrated through sharing instructional resources, active membership within PLGs, and peer modeling of instructional strategies.

The Friends of Williams-Cone parent group and the Parent/Staff Vision Team provide leadership and support in many areas, including academic, financial, and enrichment. Both groups work closely with teachers and building leadership to support and enhance learning opportunities at WCS.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Test: New England Common Core Assessment
 3 Program/Maine Education Assessment

Edition/Publication Year: Gr. Publisher: Measured Progress
 2007-2012

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Apr	Apr
SCHOOL SCORES					
Proficient and Proficient with Distinction	86	74	76	82	66
Proficient with Distinction	51	26	21	24	26
Number of students tested	43	27	38	45	35
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Proficient with Distinction	Masked	Masked	40	50	Masked
Proficient with Distinction	Masked	Masked	20	0	Masked
Number of students tested	8	5	10	12	6
2. African American Students					
Proficient and Proficient with Distinction	Masked		Masked		Masked
Proficient with Distinction	Masked		Masked		Masked
Number of students tested	1		1		2
3. Hispanic or Latino Students					
Proficient and Proficient with Distinction		Masked		Masked	Masked
Proficient with Distinction		Masked		Masked	Masked
Number of students tested		2		3	1
4. Special Education Students					
Proficient and Proficient with Distinction	Masked	Masked	Masked	Masked	Masked
Proficient with Distinction	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	2	2	5	5
5. English Language Learner Students					
Proficient and Proficient with Distinction	Masked	Masked		Masked	
Proficient with Distinction	Masked	Masked		Masked	
Number of students tested	1	2		1	
6. Asian or Pacific Islander					
Proficient and Proficient with Distinction	Masked	Masked	Masked	Masked	
Proficient with Distinction	Masked	Masked	Masked	Masked	
Number of students tested	3	1	1	2	
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Maine Educational Assessment 2007-08, 2008-09, NECAP 2009-10, 2010-11, 2011-12. Sub-groups are too small for data.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: New England Common Core Assessment
3 Program/Maine Education Assessment

Edition/Publication Year: Gr.
2007-2012

Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Apr	Apr
SCHOOL SCORES					
Proficient and Proficient with Distinction	98	85	89	73	71
Proficient with Distinction	37	7	16	11	3
Number of students tested	43	27	38	45	35
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Proficient with Distinction	Masked	Masked	70	42	Masked
Proficient with Distinction	Masked	Masked	10	0	Masked
Number of students tested	8	5	10	12	6
2. African American Students					
Proficient and Proficient with Distinction	Masked		Masked		Masked
Proficient with Distinction	Masked		Masked		Masked
Number of students tested	1		1		2
3. Hispanic or Latino Students					
Proficient and Proficient with Distinction		Masked		Masked	Masked
Proficient with Distinction		Masked		Masked	Masked
Number of students tested		2		3	1
4. Special Education Students					
Proficient and Proficient with Distinction	Masked	Masked	Masked	Masked	Masked
Proficient with Distinction	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	2	2	5	5
5. English Language Learner Students					
Proficient and Proficient with Distinction	Masked	Masked		Masked	
Proficient with Distinction	Masked	Masked		Masked	
Number of students tested	1	2		1	
6. Asian or Pacific Islander					
Proficient and Proficient with Distinction	Masked	Masked	Masked	Masked	
Proficient with Distinction	Masked	Masked	Masked	Masked	
Number of students tested	3	1	1	2	
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Maine Educational Assessment 2007-08, 2008-09, NECAP 2009-10, 2010-11, 2011-12. Sub-groups are too small for data.					

13ME2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: New England Common Core Assessment
4 Program/Maine Education Assessment

Edition/Publication Year: Gr.
2007-2012

Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Apr	Apr
SCHOOL SCORES					
Proficient and Proficient with Distinction	79	66	73	69	75
Proficient with Distinction	38	11	29	11	15
Number of students tested	29	35	41	35	48
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Proficient with Distinction	Masked	Masked	Masked	Masked	40
Proficient with Distinction	Masked	Masked	Masked	Masked	10
Number of students tested	7	7	7	8	10
2. African American Students					
Proficient and Proficient with Distinction		Masked		Masked	Masked
Proficient with Distinction		Masked		Masked	Masked
Number of students tested		1		2	2
3. Hispanic or Latino Students					
Proficient and Proficient with Distinction	Masked		Masked	Masked	Masked
Proficient with Distinction	Masked		Masked	Masked	Masked
Number of students tested	2		3	1	1
4. Special Education Students					
Proficient and Proficient with Distinction	Masked	Masked	Masked	Masked	Masked
Proficient with Distinction	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	4	6	8
5. English Language Learner Students					
Proficient and Proficient with Distinction	Masked		Masked		
Proficient with Distinction	Masked		Masked		
Number of students tested	2		1		
6. Asian or Pacific Islander					
Proficient and Proficient with Distinction	Masked	Masked	Masked	Masked	Masked
Proficient with Distinction	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	2	1	1
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Maine Educational Assessment 2007-08, 2008-09, NECAP 2009-10, 2010-11, 2011-12. Sub-groups are too small for data.					

13ME2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: New England Common Core Assessment
4 Program/Maine Education Assessment

Edition/Publication Year: Gr.
2007-2012

Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Apr	Apr
SCHOOL SCORES					
Proficient and Proficient with Distinction	72	71	73	71	67
Proficient with Distinction	24	9	22	3	0
Number of students tested	29	35	41	35	48
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Proficient with Distinction	Masked	Masked	Masked	Masked	30
Proficient with Distinction	Masked	Masked	Masked	Masked	0
Number of students tested	7	7	7	8	10
2. African American Students					
Proficient and Proficient with Distinction		Masked		Masked	Masked
Proficient with Distinction		Masked		Masked	Masked
Number of students tested		1		2	2
3. Hispanic or Latino Students					
Proficient and Proficient with Distinction	Masked		Masked	Masked	Masked
Proficient with Distinction	Masked		Masked	Masked	Masked
Number of students tested	2		3	1	1
4. Special Education Students					
Proficient and Proficient with Distinction	Masked	Masked	Masked	Masked	Masked
Proficient with Distinction	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	5	4	6	8
5. English Language Learner Students					
Proficient and Proficient with Distinction	Masked		Masked		
Proficient with Distinction	Masked		Masked		
Number of students tested	2		1		
6. Asian or Pacific Islander					
Proficient and Proficient with Distinction	Masked	Masked	Masked		
Proficient with Distinction	Masked	Masked	Masked		
Number of students tested	1	1	2		
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Maine Educational Assessment 2007-08, 2008-09, NECAP 2009-10, 2010-11, 2011-12. Sub-groups are too small for data.					

13ME2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: New England Common Core Assessment
5 Program/Maine Education Assessment

Edition/Publication Year: Gr.
2007-2012

Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Apr	Apr
SCHOOL SCORES					
Proficient and Proficient with Distinction	67	84	76	74	55
Proficient with Distinction	19	29	16	14	4
Number of students tested	36	38	38	43	47
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Proficient with Distinction	55	Masked	Masked	Masked	31
Proficient with Distinction	9	Masked	Masked	Masked	0
Number of students tested	11	6	9	7	16
2. African American Students					
Proficient and Proficient with Distinction	Masked		Masked		Masked
Proficient with Distinction	Masked		Masked		Masked
Number of students tested	1		2		1
3. Hispanic or Latino Students					
Proficient and Proficient with Distinction		Masked	Masked	Masked	
Proficient with Distinction		Masked	Masked	Masked	
Number of students tested		2	1	1	
4. Special Education Students					
Proficient and Proficient with Distinction	Masked	Masked	Masked	Masked	23
Proficient with Distinction	Masked	Masked	Masked	Masked	0
Number of students tested	3	5	6	7	13
5. English Language Learner Students					
Proficient and Proficient with Distinction					Masked
Proficient with Distinction					Masked
Number of students tested					1
6. Asian or Pacific Islander					
Proficient and Proficient with Distinction	Masked	Masked	Masked		Masked
Proficient with Distinction	Masked	Masked	Masked		Masked
Number of students tested	1	2	1		1
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Maine Educational Assessment 2007-08, 2008-09, NECAP 2009-10, 2010-11, 2011-12. Sub-groups are too small for data.					

13ME2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: New England Common Core Assessment
5 Program/Maine Education Assessment

Edition/Publication Year: Gr.
2007-2012

Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Apr	Apr
SCHOOL SCORES					
Proficient and Proficient with Distinction	72	76	82	72	60
Proficient with Distinction	3	11	8	2	0
Number of students tested	36	38	39	43	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Proficient with Distinction	73	Masked	Masked	Masked	38
Proficient with Distinction	9	Masked	Masked	Masked	0
Number of students tested	11	6	9	7	16
2. African American Students					
Proficient and Proficient with Distinction	Masked		Masked		Masked
Proficient with Distinction	Masked		Masked		Masked
Number of students tested	1		2		1
3. Hispanic or Latino Students					
Proficient and Proficient with Distinction		Masked	Masked	Masked	
Proficient with Distinction		Masked	Masked	Masked	
Number of students tested		2	1	1	
4. Special Education Students					
Proficient and Proficient with Distinction	Masked	Masked	Masked	Masked	8
Proficient with Distinction	Masked	Masked	Masked	Masked	
Number of students tested	3	5	6	7	13
5. English Language Learner Students					
Proficient and Proficient with Distinction					Masked
Proficient with Distinction					Masked
Number of students tested					1
6. Asian or Pacific Islander					
Proficient and Proficient with Distinction	Masked	Masked	Masked		Masked
Proficient with Distinction	Masked	Masked	Masked		Masked
Number of students tested	1	2	1		1
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Maine Educational Assessment 2007-08, 2008-09, NECAP 2009-10, 2010-11, 2011-12. Sub-groups are too small for data.					