

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Ms. Katharine Pence

Official School Name: Kennebunkport Consolidated School

School Mailing Address:
25 School Street
Kennebunkport , ME 04046-6135

County: York State School Code Number*: 1786

Telephone: (207) 967-5998 Fax: (207) 967-5179

Web site/URL: http://kport.rsu21.net/ E-mail: kpence@rsu21.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Andrew Dolloff

District Name: RSU 21 Tel: (207) 985-1100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Maureen King

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

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 has some configuration that 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 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 Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals 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 the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|----------|-----------------------------------|
| 4 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| 0 | K-12 schools |
| 6 | TOTAL |

2. District Per Pupil Expenditure: 10596

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 20 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	6			0
K	17	17	34	7			0
1	15	18	33	8			0
2	23	16	39	9			0
3	17	12	29	10			0
4	15	18	33	11			0
5	12	17	29	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							197

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
97 % White
3 % 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 past year: 11 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	22
(4)	Total number of students in the school as of October 1.	197
(5)	Total transferred students in row (3) divided by total students in row (4).	0.112
(6)	Amount in row (5) multiplied by 100.	11.168

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 2

Number of languages represented: 1

Specify languages:

French

9. Students eligible for free/reduced-priced meals: 18 %

Total number students who qualify: 36

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-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 23 %

Total Number of Students Served: 46

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>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>9</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff	<u>7</u>	<u>9</u>
Total number	<u>34</u>	<u>18</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 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	97%	96%	96%	98%
Daily teacher attendance	95%	96%	95%	95%	96%
Teacher turnover rate	2%	2%	0%	0%	2%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	0	%

PART III - SUMMARY

“The mission of Kennebunkport Consolidated School is to provide a quality, caring and supportive educational community in which our students reach their full potential as independent, responsible learners and citizens.”

Kennebunkport Consolidated School (KCS) believes strongly in the importance of community, both within and beyond the walls of our building. Our mission statement, which was created as part of our re-accreditation process through the New England Association of Schools and Colleges (NEASC), is reflective of the beliefs of the wider school community. KCS is a small school, personal in nature, and strongly committed to the Kindergarten through grade five structure and design. Communication, collaboration, high academic standards and service to the community have long been hallmarks of the school.

Once a K-8 school, with the opening of the Middle School of the Kennebunks, KCS became a K through grade five school. This restructuring opportunity offered the faculty a chance to rethink the teaming concept, refocus curricula areas, reorganize the facility, and generally reinvent ourselves. Our NEASC initial accreditation in 1998 provided a positive base for this work, and re-accreditation in 2008 not only supported the work we had accomplished but also has provided an effective blueprint for future change and growth.

As the only school in Kennebunkport, KCS enjoys strong parent as well as community support. Both the town and the school are small and tightly knit. The school is a vitally important component for the town as a whole, although approximately 80% of citizens do not have direct contact through enrolled students. Community connections are encouraged, sought and celebrated on both sides. The Trust in Our Children Program, which connects the school to the local land trust, and the school-wide Go Green initiative, are two excellent examples of these connections. Go Green would not exist without the monetary and in-kind donations of our parents, former parents and the community as a whole.

Our students are engaged, involved, articulate and happy. They strive to do well in a supportive and encouraging atmosphere, where every child is expected to progress and mistakes are seen as learning opportunities. Our weekly Friday Morning Meeting showcases specific student as well as classroom accomplishments, and highlights our school wide community service component, which last year totaled almost one thousand hours. Our students are greatly supported by parents who believe in education, who are active in the school community, and who effectively work with the staff as partners.

Although KCS is fortunate to have many strengths and accomplishments, perhaps our greatest asset is the quality of our staff. Through their work we have created a supportive and positive climate for teaching and learning. We have developed a strong and rigorous curriculum with instructional strategies that are engaging, individualized and effective, and use authentic assessment as the basis for instruction. While we recognize that resources in this current economic crisis are limited, we do have effective programs for our struggling learners, a good base of technology to support instruction, and reasonable fiscal support for our classrooms. An additional strength is that we know ourselves as a school fairly well, both the positive as well as the negative. Embracing the process of accreditation, both in 1998 and again in 2008, required us to take a comprehensive and detailed look at all aspects of the school through our eighteen month self-study. Our conversations were deep and insightful, and we became much more knowledgeable about the school and each other as a result.

We believe that KCS is a unique and special place for teachers and for students. Our high scores on the Maine Educational Assessment are but one example of the success of our school. The “story behind the numbers” would convey the oversight and leadership of our district, the dedication and commitment of our teachers, the support and involvement of our parents, the hard work of our students and the community’s belief in our school as a quality institution deserving of the phrase “Pride of the Port”.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Assessment results at Kennebunkport Consolidated School are routinely used to both measure student progress and to inform instructional practice in the classroom and in the areas of support services. KCS has participated in the Maine Educational Assessment (MEA) since its inception. Until the 2004-2005 school year, the MEA was given at grades four, eight and eleven only. Beginning in 2005-2006 grades three and five were added to the elementary testing schedule. Therefore, we have state testing data for only four years in grades three and five. In the 2009-2010 school year the state determined that the MEA would be replaced by the New England Common Assessment Program (NECAP) which was administered for the first time in October 2009 to grades three, four and five. Results are expected sometime in January, 2010. More specific information regarding the MEA and the NECAP can be found on the Department of Education website: <http://www.state.me.us/education>

On both measures, there is a four point rubric to determine levels of proficiency for student performance. On the MEA the rubric includes the following categories: “does not meet standards, partially meets standards, meets standards and exceeds standards”. “Meets standards” on the MEA may be described as work which is appropriate for the grade level, demonstrates understanding of essential concepts, connects central ideas and themes and includes specific skills in reading such as interpretation, comprehension, summarizing the main idea and providing supporting details. Specific skills in math include analyzing and solving problems, developing and implementing strategies, and recording and explaining solutions.

The original goal at KCS was to ensure that we have no students scoring in the “does not meet standards” category. We felt strongly that all students were capable of scoring in the “partially meets standards” category at a minimum, and that all students could and should make progress toward meeting standards. Our data demonstrates our success in meeting this goal and identifies the major trend in our five years of scores, especially evident at grades three and four where the numbers in the “does not meet standards” category went from 4% (reading, grade 3) to 0%, 7% (reading, grade 4) to 0% and 14% (math, grade 4) to 0% over the period.

An additional focus was then determined to be moving students out of the “partially meets standards” category. The data shows success in this area as well, specifically in grades four and five. In grade four, over a five year period, students scoring in the “partially meets standards” category decreased from 41% (reading) to 0% and 47% (math) to 0%. In grade five, over a four year period, the numbers decreased from 11% (reading) to 5% and from 13% (math) to 2%. Obviously, as our students began moving forward on the achievement levels, the numbers of students scoring in the “meets standards” and “exceeds standards” increased as well. This information is available on the data tables for each grade level.

There are several factors which we feel have contributed to the successful assessment results our school has achieved. First, being a Kindergarten through grade five school allows all to be more invested in our results. Even when the MEA was given at grade four only, we viewed it as a school wide focus with a school wide impact. Another factor includes revision in specific areas of curriculum, math, writing, and science, which, under the direction of our Assistant Superintendent, have greatly improved. Our support programs have effectively assisted those students who struggle to experience progress. Finally, the staff and the parents have worked very hard to ensure that our students take these assessments seriously, but are not overly invested, knowing that this is one snapshot of good schooling.

2. Using Assessment Results:

At Kennebunkport Consolidated School, all assessment results, whether classroom based, district-wide, or state mandated, are used for remediation or acceleration to effectively differentiate instruction. Some examples at the classroom level include the following: completion of a Developmental Reading Assessment provides information regarding appropriate grouping or selected books for reading at an independent level. Results also allow teachers to organize their reading groups according to skill and reading levels...writing prompts results offer a basis for mini lessons that provide students an opportunity to experience success ...Everyday Math assessments at the end of each unit allow for re-teaching as needed, or more specific remediation or acceleration.

District wide assessments also play a major role and have specific impact on student progress and support. KCS administers the NWEA Measures of Academic Progress (MAP) at grades two through five in the areas of reading and math. This assessment provides immediate feedback and generates a huge amount of helpful information. At grades two and three the MAP is given three times a year so that progress can more easily be tracked. At grades four and five the MAP is administered in the fall and the spring. The Otis-Lennon School Ability Test is given in grades three and five to capture those students requiring extensions or enrichment.

Perhaps the most valuable use of the district wide assessments has been developed through the Response to Intervention Program, which was fully implemented in the area of reading this year. The Response to Intervention Team meets at each grade level, grades two through five, and reviews the MAP results, identifies those students at risk, develops a support plan and a timeline for review. This is accomplished at the Kindergarten and grade one level using the AIMSWeb and following the same process.

3. Communicating Assessment Results:

Communication of assessment results is an on-going process, with both formal and informal procedures in place. Initially a parent orientation for each grade level is held in the fall to acquaint parents with the curriculum standards, expectations and assessments specific to that grade. A standards-based report card is issued to all students three times per year, and reports progress on curriculum standards in the core areas of the curriculum. The areas of Allied Arts, physical education, visual arts, vocal and instrumental music and foreign language are “graded” on standards as well, however, currently this information is provided on an insert to the printed report card. Parent conferences are held twice per year in November and March and the goal, usually met, is for 100% participation. Informally, teachers and parents discuss student progress throughout the year via conferences, phone calls and email. Additionally, the special education program and support services also interact with parents in formal IEP meetings as well as informal communication and issue progress reports three times per year.

Information regarding district wide testing results as well as state mandated testing results is routinely sent home to parents for their review. This will often generate a conference or phone call to discuss progress or to clarify an issue or concern. Results from the NWEA MAP assessment is sent home only in the spring, although the testing also takes place in the fall for all grades and in the winter for grades 2 and 3. Again, the fall and winter results are frequently discussed informally with specific parents.

An annual Assessment Report documenting all assessment results with comparison data is provided to the Board of School Directors as part of one of their meetings, and the public, by the Assistant Superintendent. This meeting is televised and the information is placed on the district website.

4. Sharing Success:

Kennebunkport Consolidated School has been fortunate to be part of a network of accredited elementary schools across New England through the New England Association of Schools and Colleges (NEASC) Commission on Public Elementary and Middle Schools (CPEMS). As such, we have an effective

communication system for sharing our own best practices as well as learning from other schools. Through the NEASC CPEDS website www.neasc.org we have shared successful programs such as the Science Companion and Family Read. Also through NEASC, several of our staff have visited other schools as part of the accreditation process, and have made informal connections which have promoted ongoing sharing of best practices. Many of our own success stories, such as our weekly Friday Morning Meeting and our community service component, have been practices learned by visiting other schools.

In the past we have assisted schools with the implementation of full day Kindergarten following our own successful experience. Information about our math and writing programs were shared with another school that contacted us after the publication of our scores on the Maine Educational Assessment. Individual teachers have also provided workshops for other schools on the Trust in Our Children science enrichment program, the Early Mathematical Thinking program, and the Rebecca Sitton spelling program.

We believe that sharing with other schools benefits everyone involved, and our success can often be built upon the success of others. This philosophy will continue and, in the event of being named a Blue Ribbon School, we would hope to have more opportunities not only to share with others but to learn from them as well.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Kennebunkport Consolidated School's curriculum is aligned with the revised Maine Learning Results (MLR) and has been since the original learning results were adopted in 1997. Each core learning area has a set of curriculum standards that addresses the school's academic expectations and provides for accommodations and modifications for all students. RSU 21 has a written Curriculum Review Process to ensure ongoing revision.

The development of the Reading/Language Arts curriculum is ongoing and is based upon a combination of approaches/programs with the "guided reading" approach serving as the foundation. The reading portion of the curriculum was initially adopted in 1999. It was developed by a committee of teachers from all grade levels and all schools in the district, and was aligned with the Maine Learning Results and National Reading Standards. Core literature has been identified for each grade level, including a "core" and an "extended" list of selections. The writing portion of this area of curriculum is based upon the Six Traits and Step Up To Writing programs, and spelling is based on a district created program called Word Study. Instruction is provided during a ninety minute literacy block and varies in terms of delivery by grade level. For example, the primary grades focus on literacy "centers", flexible grouping, whole group instruction and student conferencing, while the intermediate grades employ literature circles, specific whole and small group instruction and projects.

In 2001, a district wide Math curriculum committee was formed to look at different math programs that met both state and national standards. In September 2003, full implementation of the EveryDay Math program was established and in September 2009, the new edition of EDM was implemented. In addition to the core program, each teacher has assessment tools, manipulatives, Homelinks, technology supplements such as lessons on Smartboards, and games kits to support lessons in the classroom. EDM is a very hands-on program and instruction is provided in a variety of ways from math "centers" to whole group instruction of new mathematical concepts.

The Science curriculum was recently revised by a team of teachers from each school and with the assistance of a consultant from the State of Maine who helped to align the developing curriculum to the new Maine State Learning Results. Science Companion was adopted as the K-5 science program as a result of this work. It is a hands-on, scientific inquiry program that provides for two Kindergarten units and three units each for grades one through five. All are kit-based and tend to be work intensive for the teachers; however, they are hugely popular with the students.

The Social Studies curriculum is currently being revised with implementation of a new curriculum scheduled for 2010-2011. Currently a list of topics is provided for each grade level, including scope and sequence for Grades Kindergarten through grade twelve. Core activities and assessments have been developed by teachers at each grade level. Instruction tends to be hands-on and project based in both large and small group settings.

In the areas identified as "allied arts", curriculum standards are identified and aligned with the Maine Learning Results. Visual arts is a program in which all students participate; however, there is no formal performing arts curriculum at KCS. There is an instrumental music program for grades four and five, as well as a parent run program called Port Players which puts on a major K-5 play each year. Last year about one half of the student body participated in this event. Spanish is taught in K-2 classes, with a district plan to expand one grade level each year until the K-5 program is complete. Currently the curriculum is being developed based upon the World Languages MLR standards. Instruction is provided through participatory activities and in story and song formats.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The reading program at KCS, and throughout the district, is fairly eclectic. We have deliberately chosen not to purchase a specific program or commit to an explicit approach. This decision was made based upon our strong scores in reading, the amount of professional development provided in areas of literacy instruction, especially at the primary grades, and our belief that no one reading program is able to meet the needs of all students. Our goal is to provide a balanced literacy program at all grade levels, in which specific skills are taught within the context of meaningful text.

Reading instruction at KCS focuses on a broad combination of phonics instruction, vocabulary development, reading fluency, and comprehension skills, all embedded within authentic and meaningful text. Our core literature program allows the primary grades to read and re-read appropriate text, while the upper grades have focused core books, with the accompanying activities, at each grade level.

Literacy learning takes place in a variety of settings: centers, flexible small groups, whole group instruction, adult and peer sharing, and literature circles. Students move from acquiring basic skills to skillful application of knowledge within the program. As an example, in comprehension, students are initially able to make predictions and anticipate the text, then, with experience, move to using their own understanding to extend the text further.

Assessment is ongoing, is used to target instruction, and employs formal procedures such as the AIMSweb and the Developmental Reading Assessment, along with informal procedures such as observation, running records, project rubrics, self-assessment and more. Support systems are in place for struggling readers: Early Literacy Support, RTI tutoring, as well as programming to enrich learning, such as Junior Great Books.

Ultimately, ensuring that each of our students leaves KCS with a love of reading, and the ability to access it successfully, is the goal.

3. Additional Curriculum Area:

The Science Companion Program was purchased for grades Kindergarten through grade five in the 2008-2009 school year. This is a kit-based, hands-on, science inquiry focused program that has been quite successful. However, KCS has enriched and expanded the program very effectively with two school-wide initiatives that deserve discussion.

The first is a K-5 program called Trust in our Children. It is the outgrowth of a partnership with the Kennebunkport Conservation Trust, a group that is monetarily well endowed and extremely supportive of the school. The premise was to connect each grade level with one of the Trust properties that would support the concepts taught in the science and/or social studies curriculum areas. As an example, the first grade visits Tyler Brook Preserve to observe changes in a forest environment. They observe, record differences between the fall and spring trips, and identify plants, seeds, trees and animals in the environment. They learn how to walk in the woods and stay on the trails, leaving no human trace. A teacher's manual and student field books were developed for this, and every grade level, as part of the program. Read more at <http://kporttrust.org>

From this successful and exciting program, our Go Green initiative was born. Again, this is a curriculum based program to support science by developing a green curriculum to interface with Science Companion. Each grade level has a "green theme", for example, Kindergarten has a trash-free lunch focus, grade two is solar legos, and grade five focuses on alternative energy. Objectives, materials and activities have been developed for each theme. Because this program generated so much interest, we received many donations from current and former parents, local businesses and community members. As a result, we have purchased a green house, constructed an outdoor learning space, and will be adding solar panels to our school. Additional information can be found on our website: www.rsu21.net

Both programs connect specifically to our mission in several ways, but most specifically because they are community -based extensions of our school.

4. Instructional Methods:

The staff at KCS provides a wide variety of differentiated instructional strategies and programming to meet student needs across the curriculum. The focus of instructional differentiation is on content, process and product across all grade levels. For example, the area of content is most clearly differentiated in reading where leveled books are used in order that all students can be reading comfortably within the classroom structure, and learning skills within text that is workable for them. Another example can be seen in a content area such as social studies, where “big ideas” are culled from a unit so that students who struggle can focus on gaining general knowledge, but may not be as easily able to master the specifics.

In the area of process, math programming and instruction is provided with a range of approaches, all with similar content, from a more traditional linear approach to a non-traditional, spiral approach that is heavily language based. Our core literature program, especially in the upper grades, presents the same core and extended selection, however, some students have their books on tape, as well as having different activity level requirements. Differing questioning techniques keep all students connected to the content, but allow for varied abilities within the classroom.

In all classrooms it is clear that standards can be acceptably met in a variety of ways. Products designed to demonstrate understanding, such as book reports, posters, science experiments or content area reports have rubrics that are adjusted for students to either support or extend the learning. Student self-assessment is also a part of this process and ensures that students have an opportunity to reflect on their learning. More formal assessments of student learning are easily differentiated by varying the method the student uses to show knowledge. Essay questions, oral tests, selected response formats, and more, allow students to express their learning in a way that is best for them.

5. Professional Development:

For the past several years professional development has been heavily curriculum-focused. As we added new programs such as EveryDay Math, Step Up to Writing, Science Companion, Handwriting without Tears, Response to Intervention, and use of the NWEA Measures of Academic Progress, we have targeted our professional development funding, which is limited, to supporting teachers in implementation of those programs. In many cases we have hired a long term consultant to not only introduce the program but also follow up with demonstration lessons in classrooms, small group support meetings, and one on one support as needed.

Currently we have very little professional development that consists of one person going to one conference; most often it is a team approach. For example, the primary team has routinely attended Literacy For All at Lesley University in Boston. Working together when they return, teachers are able to support each other in implementing what they have learned. As another example, our school climate committee has attended workshops on positive behavioral support programs and brought this information back to the whole school.

We have found this to be a very effective approach which we have also used when providing more formal course work for teachers. Having a course on-site enables many more teachers to participate and a cohort is already established that can work together across grade levels and schools. Many staff members have taken a year long course in literacy or mathematics, and Response to Intervention.

Staff meetings are employed as a vehicle for sharing information from conferences, workshops, course work and speakers with the rest of the staff. Without question, under the direction of the Assistant Superintendent, targeted professional development has enabled the staff to effectively implement curriculum programming that has had a huge positive effect on student achievement.

6. **School Leadership:**

Leadership and the organization of KCS are focused on the mission of the school and based on a collaborative approach. Two team leaders, one for grades K-2 and one for grades 3-5, work with the principal to administer the building. Together they establish communication across all grade levels and programs, oversee the work of the building-based educational technicians, deal with student management as needed and are generally responsible to ensure that the building runs smoothly and effectively on a day to day basis.

The principal firmly believes in hiring the best people possible and doing whatever she can to support them in their work. Collaboration and communication are key aspects. The principal works to ensure that all members of the staff, the students and the parents have open access to her, and know that they will be listened to and respected. The climate in the building is positive, spirited, and there is a lot of laughter. The staff believes that if students are happy and comfortable, they will learn more easily.

Working with the administrative team, the principal assists in decision making around policies and programs that affect the school and support student achievement. For example, she was a key player in the initial changes in literacy instruction, selecting the new math program, and developing the standards-based report card approach for K-5. The principal encourages staff involvement in curriculum revision committees, and seeks to utilize professional development resources for the staff in new curriculum implementation. These resources, which are limited, are targeted and focused on assisting teachers to more fully meet the needs of students, thus raising achievement across the board. The top priorities in the development of the school budget also support student achievement, and include small class sizes, appropriate supplies, texts and classroom resources, support resources such as media and technology, and professional development for staff.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Maine Educational Assessment

Edition/Publication Year: 1984

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Meets/Exceeds	97	100	100	100	
Exceeds	56	81	60	57	
Number of students tested	32	32	43	23	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	3	1	2	
Percent of students alternatively assessed	3	9	2	8	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
5. Limited English Proficient Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets/Exceeds					
Exceeds					
Number of students tested					

Notes:

1984 is the original publication date of the MEA...although it has been revised, no formal "editions" exist, according to the publisher.

No Maine Educational Assessments were administered in grade 3 until 2005-2006.

No subgroups numbered more than 10 at this grade level.

Subject: Reading

Grade: 3 Test: Maine Educational Assessment

Edition/Publication Year: 1984

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Meets/Exceeds	87	97	100	87	
Exceeds	3	19	19	0	
Number of students tested	32	32	43	23	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	3	1	2	
Percent of students alternatively assessed	3	9	2	8	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
5. Limited English Proficient Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets/Exceeds					
Exceeds					
Number of students tested					

Notes:

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No Maine Educational Assessments were administered to third grade until 2005-2006.

No subgroups numbered more than 10 students at this grade level

Subject: Mathematics
Edition/Publication Year: 1984

Grade: 4 Test: Maine Educational Assessment
Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	100	91	100	93	39
Exceeds	24	12	36	34	2
Number of students tested	29	43	22	41	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	3	0	4
Percent of students alternatively assessed	6	2	13	0	9
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
5. Limited English Proficient Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets/Exceeds					
Exceeds					
Number of students tested					

Notes:

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No subgroups numbered more than 10 in this grade level

Subject: Reading

Grade: 4 Test: Maine Educational Assessment

Edition/Publication Year: 1984

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	100	91	100	95	53
Exceeds	3	14	5	17	1
Number of students tested	29	43	22	41	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	3	0	4
Percent of students alternatively assessed	6	2	13	0	9
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
5. Limited English Proficient Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets/Exceeds					
Exceeds					
Number of students tested					

Notes:

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No subgroups numbered more than 10 at this grade level

Subject: Mathematics
Edition/Publication Year: 1984

Grade: 5 Test: Maine Educational Assessment
Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Meets/Exceeds	98	86	98	89	
Exceeds	47	43	20	39	
Number of students tested	43	21	41	38	
Percent of total students tested	100	98	100	100	
Number of students alternatively assessed	2	1	0	1	
Percent of students alternatively assessed	4	4	0	2	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
5. Limited English Proficient Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets/Exceeds					
Exceeds					
Number of students tested					

Notes:

1984 is the original publication date of the MEA...although it has been revised, no formal "editions" exist according to the publisher.

No Maine Educational Assessments were administered at this grade level until 2005-2006.

No subgroups numbered more than 10 at this grade level.

Regarding the 98% tested in 2007-2008: we had a student that was hospitalized and requested and received a waiver for his exemption from the MEA.

Subject: Reading
Edition/Publication Year: 1984

Grade: 5 Test: Maine Educational Assessment
Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Meets/Exceeds	96	86	98	90	
Exceeds	12	10	27	8	
Number of students tested	43	21	41	38	
Percent of total students tested	100	98	100	100	
Number of students alternatively assessed	2	1	0	1	
Percent of students alternatively assessed	4	4	0	2	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
5. Limited English Proficient Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets/Exceeds					
Exceeds					
Number of students tested					

Notes:

1984 is the original publication date of the MEA...although it has been revised, no formal "editions" exist, according to the publisher.

The Maine Educational Assessment was not administered at this grade level until 2005-2006

No subgroups numbered more than 10 in this grade level.

98% tested in 2007-2008: We had a student hospitalized that year so we requested, and received, a waiver from the state for his exemption from the MEA.