



# PART I - ELIGIBILITY CERTIFICATION

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11ME2

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

11ME2

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 3 Elementary schools  
 (per district designation) 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
5 Total schools in district
2. District per-pupil expenditure: 8999

## 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: 11
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	28	18	46
K	0	0	0		<b>7</b>	16	26	42
1	0	0	0		<b>8</b>	21	24	45
2	0	0	0		<b>9</b>	0	0	0
3	0	0	0		<b>10</b>	0	0	0
4	0	0	0		<b>11</b>	0	0	0
5	0	0	0		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>133</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
4 % Asian  
1 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
90 % White  
1 % 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 2009-2010 school year: 9%

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, 2009 until the end of the school year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1, 2009	139
(5)	Total transferred students in row (3) divided by total students in row (4).	0.09
(6)	Amount in row (5) multiplied by 100.	9

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 1

Number of languages represented, not including English: 1

Specify languages:

Nepalese

9. Percent of students eligible for free/reduced-priced meals: 25%  
 Total number of students who qualify: 33

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: 20%  
 Total number of students served: 26

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>7</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</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>3</u>
Classroom teachers	<u>12</u>	<u>11</u>
Special resource teachers/specialists	<u>0</u>	<u>2</u>
Paraprofessionals	<u>4</u>	<u>3</u>
Support staff	<u>2</u>	<u>10</u>
Total number	<u>19</u>	<u>29</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: 11:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	96%	97%	96%	98%
Teacher turnover rate	8%	3%	0%	5%	8%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
<b>Total</b>	<b><u>0%</u></b>

**The mission of Orono Middle School is to provide an environment in which each individual may acquire the skills and attitudes that allow healthy, intellectual, emotional, and physical development, promote academic excellence, and build the love of learning and self-confidence necessary to actively participate in and contribute to the community.**

The bell rings, school's out, the buses have left, and Orono Middle School bustles with activity. One hundred percent of our student body participates in co-curricular activities. A visitor, walking the halls, hears parents conversing with teachers and students, actors exchanging lines, artists collaborating on projects, mathematicians solving team challenges, and coaches encouraging athletes. The sounds of our community make it clear that Orono Middle School thrives, largely because our students are connected to our school.

Connection to school is an indicator of success. Every day, Orono Middle School (OMS) faculty and staff work to make connections with students. We start our day with an advisor/advisee period, where students and staff share activities and ideas such as team building, character education, fitness, and academic advising. The advisory program creates an environment that enables students to feel respected and valued by adults and fellow students.

As a school community, we developed core values to cultivate a positive school climate. These core values (respect, responsibility, caring, fairness, honesty, courage) serve as the foundation for our goal of creating a fair, safe, caring and responsive school. With these values in mind, OMS supports a civil rights team, a student assistance team, and a response to intervention team. Ultimately, this framework extends into our classrooms and community.

Orono is a small town with a population of 9,112 and a land area of approximately 20 square miles. We have students from various socioeconomic backgrounds. The town is in the Bangor region, which is the gateway to the North Maine Woods and to Acadia National Park. Community resources provide field trips that enhance our curriculum. We are also fortunate that local businesses support student achievement by providing financial resources and incentives.

We share the town with the University of Maine. As a result, students and faculty work with professors, access the arts, and participate in university programs. This strong educational partnership allows us to maintain a shared vision and focus on high expectations for learning. The university enhances our learning environment with a unique collaboration.

In 1982 the shift from a 7-12 junior high/high school to a 6-8 middle school began. We adopted a mission statement, embraced the middle school concept, and developed our own identity. The OMS community focused on the unique needs of adolescents, emphasized parent involvement, set standards, and increased guidance and support services. We implemented many of our current ideas as a result of reading and discussing *This We Believe: Successful Schools for Young Adolescents (2003, 2010)*, a document dedicated to middle school education.

The middle school philosophy incorporates students taking responsibility for their surroundings and learning from hands-on experiences, thus connecting with the OMS community. For example, students participated in an integrated intergenerational service learning project, learning historical aspects of our town and state through the eyes of Maine seniors and local residents. The recorded interviews and projects created by students were donated to the historical society. In addition, as part of an eighth grade energy unit, students explored electrical use and costs in each classroom. They presented data to the school committee, which chose to implement their ideas. As a result, the town saves hundreds of dollars

each year. Our ties to the community, whether recycling school materials, gathering items for food banks, or raising funds through the Pennies for Patients drive, embody the OMS experience. Our talented and dedicated students and their families embrace school initiatives.

Creating partnerships with our community is a priority. Examples of these include Family Fun Nights, Junior Achievement Day, career fairs, a co-curricular fair, technology information nights, guest speakers, and an art festival.

In order for all of these things to occur, we have organized our school into grade level teams of teachers. These teams meet daily to integrate curriculum, develop service-learning activities, review assessment data, and utilize technology to enhance the learning experience.

To tailor a learning experience that matches the Maine Learning Results, a strategic plan with measurable goals and action strategies guides our decision-making and helps us focus on student achievement. Due to their enthusiasm for learning and understanding of educational objectives, our students regularly perform with distinction on state and national assessments. For example, on state assessments (MEA and NECAP, see section IV) our school scores rank consistently at the top in all content areas. We believe our heterogeneous classrooms provide students with opportunities to excel. This grouping allows for students to benefit and to grow, regardless of economic background or perceived ability.

We are committed to building student awareness and broadening skills for the future. Realizing that technological aptitude is essential for 21st century learners, we provide every student with 1 to 1 laptop access. Integrating technology with Maine's Learning Results engages students and empowers teachers. Students work cooperatively to demonstrate their understanding of core concepts, finding out about the world around them while creating multimedia presentations and employing the responsibilities of digital citizenship. This use of technology establishes a connection beyond Orono, which helps our students picture themselves as members of a global community.

Our students explore their world and share discoveries with our school community. They challenge understandings and teach us about our evolving society. At the end of each day, there are often more questions than answers. These questions guide our instruction and stimulate our co-curricular activities.

Long after the final bell rings, members of the outing club sell snacks during basketball games, student activists design posters, and school newspaper editors work to meet a deadline. Families stream into our building, connecting with one another and our greater school community. Together, we are a neighborhood of learners.

## 1. Assessment Results:

Orono Middle School carefully examines student data received through state assessments on multiple levels. The data generated provides school staff with valuable instructional insight and provides high professional standards to track student progress. OMS currently assesses student performance at the state level with the NECAP (New England Common Assessment Program). The first year of the NECAP assessment for the state of Maine began in the fall of 2009. Prior to 2009, OMS assessed students through the MEA (Maine Educational Assessment) administered in March each year. The assessment data included for the purpose of this application consists of: 2010 NECAP, Fall 2009 NECAP, Spring 2009 MEA, 2008 MEA, and the 2007 MEA results.

Detailed information about the NECAP and MEA can be accessed on the Maine Department of Education Website:

<http://www.maine.gov/education/necap/index.html>

<http://www.maine.gov/education/mea/edmea.htm>

The NECAP is administered in the fall of each school year and is designed to assess learning from the previous year based upon student acquisition of Grade Level Expectations (GLEs). Individual student results are reported for reading, writing, and math at the following four achievement levels: Proficient with Distinction, Proficient, Partially Proficient and Substantially Below Proficient. The MEA was designed to assess state standards based on the Maine Learning Results and is still used for eighth grade science. The MEA defines student achievement levels as Exceeds the Standard, Meets the Standard, Partially Meets the Standard and Does Not Meet the Standard.

OMS strives to achieve student learning with a staff that shares a commitment to student success. The goal at OMS is to move students from a Partially Meets the Standard, or Partially Proficient status to a Meets the Standard or Proficient level. Our data strongly supports OMS's commitment to student achievement in all content areas assessed over the last five years. The data presented indicates a positive trend in all standards measured in reading, writing, mathematics, and science across grade levels for the last five years. Particularly evident is the notable increase in percentages of students who meet or exceed the standards. One strong example is that OMS students consistently perform above the state average in every area tested at each grade level.

### Additional Examples

(Due to the change from the MEA to the NECAP, we refer to our data as Year 1, 2, 3, 4, and 5. Year 1 is the most recent year while Year 5 is the oldest data matching the format of the Blue Ribbon required tables.)

- Our students scored significantly higher than the state average in the reading, math, and science tests for the last five years (writing has not been tested on an annual basis). Sixth, seventh, and eighth graders continually perform in the top 5% of Maine schools on the state assessments. Our current eighth graders' mean scaled 2010 NECAP (Year 1 on our data table) score ranked number one in reading and in math and number two in writing for the state while current sixth and seventh graders' mean scaled scores in reading and math are all within the top four scores in the state.

- In Year 4 on our testing table (March 2007) sixth graders earned a reading score of 78% on the state assessment, while 91% of these students achieved a proficient/proficient with distinction level in Year 1 of our testing data.
- OMS mathematics data indicates 73% of students tested in sixth grade of testing Year 3 met/exceeded the standard on the MEA while 88% of these same students achieved at the proficient/proficient with distinction level in Year 1 of our assessment data.
- Looking at our eighth grade classes over the last five years, our students have shown continual growth. In Year 5, 40% of our socioeconomically disadvantaged students met or exceeded the standard on the MEA in reading. In Year 2 on our data table 82% of our socioeconomically disadvantaged students performed at a proficient or proficient with distinction level on the NECAP in reading. This score is significantly higher than the state scaled school average.
- In Year 1 our mean scaled score was 861 in eighth grade reading while the state scaled school average was 847.
- 98% of our eighth graders achieved at the proficient/proficient with distinction level on the 2010 MEA science test compared to 71% at the state level.

## **2. Using Assessment Results:**

Assessment data is used to promote maximum performance. Teachers recognize that assessment is an ongoing process and must be meaningful. Assessments at the state, district, and classroom level provide a framework for the development of instructional priorities that support the mission of our school.

The foundation for incorporating assessment data is a well-designed, dynamic curriculum that prepares students to make adequate yearly progress and master state and national standards. Classroom assessments are both formative and summative. Examples of assessments used at OMS include NWEA (Northwest Evaluation Association), writing prompts, AIMS web mathematics probes and reading mazes (a benchmark and progress monitoring system), and the ALEKS Web-based assessment and learning math program. These assessments allow teachers to assess prior knowledge and identify student understandings and misconceptions. An active dialogue surrounding assessment results enables teachers to identify students at risk, differentiate instruction, and prioritize instructional practice. The results of these assessments help educators better understand students' academic readiness, interests, and learning profiles.

An essential district-wide assessment utilized in the Response to Intervention process at OMS is the NWEA. The data gathered from this assessment is used to target instructional goals for students at risk. As a result of this screening, identified students are provided intensive small group instruction in the area of need. Research-based interventions or extensions and consistent progress monitoring reflect growth. The NWEA is also an important tool in recognizing the potential of students who may require additional enrichment through differentiated instruction.

Whether in team or curriculum meetings, teachers strive to move students along a continuum that leads to success. Results of assessments continually inform instruction, yielding lesson plans that benefit all students while focusing on those with particular needs. Ideally, our test results should reflect student learning, since our curriculum is based upon the Maine Learning Results. As teachers, we design our units to align with the Maine Learning Results and to reflect assessment data, supporting student learning. Moreover, it is our responsibility to use this information effectively and communicate its importance to our stakeholders.

## **3. Communicating Assessment Results:**

Communication and collaboration with OMS stakeholders is essential to the data assessment process. With that in mind, communicating assessment data within the school community begins early in the year with a district-wide presentation of school performance data. This presentation is followed by team meetings at the building level to analyze performance at each grade level. Staff communication with the

community and parents is ongoing in order to share results from the NWEA (Northwest Evaluation Association), the NECAP, the MEA, district assessments, and classroom assessments.

Assessment results are communicated to parents and students using methods that both inform and promote high expectations for learning. Parents and students meet with teachers individually in the fall during student-led conferences. Teachers, administration, and the guidance counselor make connections with families by phone and email to encourage and promote 100% attendance. Students create individual portfolios to communicate learning. Their self-selected work demonstrates their understanding of curriculum assessments and the connection to becoming self-motivated students and responsible citizens. Students are vested in their portfolios and as a result want to attend conferences with their families.

Assessment results are also shared with parents and the community through newsletters, the district website, the parent advisory team, and school committee meetings. Teachers share data with each other in multiple forums including weekly grade level meetings, curriculum department meetings, and staff meetings in a school-wide effort to inform parents and classroom instruction. We also send quarterly report cards and progress reports to families to ensure communication. Additionally, state assessment reports are sent home to families.

Students who are identified as needing academic supports (I.E.P. or support labs) receive additional assessments to monitor growth. The results of these assessments are shared with teachers and administration regularly to guide instruction. In addition, teachers explain to students what their scores mean and what strategies they need to use to improve their performances. We want our students to understand their scores and how they can approach assessments today and in the future. At OMS, assessment is critical to the learning experience and results are communicated to stakeholders regularly and consistently.

#### **4. Sharing Lessons Learned:**

In Maine, assessment scores are posted on the Department of Education website and, each year, Orono Middle School ranks in the top 5% of all Maine schools. As a result, our principal receives calls, asking about our curriculum, textbooks, and schedule. We willingly share this material, but emphasize that it's not about these individual factors. It's a group effort, combining skills, knowledge, and attitudes with professional development.

As part of our professional development, we share our results with schools in the district on professional development days. We meet across grade levels and then within content areas. OMS faculty prides itself on the success of its students, but at the same time, we listen for suggestions from other sources. We realize that education is not stagnant; our teachers must adapt and grow with their students and society.

Many of our faculty members have received awards and presented at conferences. For example, our state recognized our seventh grade science teacher as a finalist for the Maine Teacher of the Year award. Our guidance counselor earned an Outstanding Educator award from the Maine Association of Middle Level Education (MAMLE), and our sixth grade team won an Exemplary Practice award for a unit they developed and presented at the annual MAMLE conference. Teachers spend time designing units that will help all learners and want to share their successes so that other learners will benefit. Work sessions with the Penobscot River Education Partnership and Penobscot Valley Middle League are other examples of how we collaborate with communities in our area to improve learning for students beyond our walls.

Because of our proximity to the University of Maine, we have numerous student interns and university faculty observing our classes and asking for our materials. Many of these interns then request a placement at our school, inspired by the middle school environment. Additionally, faculty members visit university classrooms, sharing expertise and offering insights.

Receiving the Blue Ribbon Award would place us among other schools who lead in education. This recognition would provide us with a platform to share and model our educational commitment. When we

reflect upon our guiding principles at Orono Middle School, words like collaborative worker, responsible and involved citizen, and effective communicator exemplify our philosophy. Words are not enough; we must embody our principles and we strive to do so every day.

## 1. Curriculum:

Orono Middle School dedicates itself to developing individual potential within our community of learners. Through our curriculum, instructional strategies, and passionate faculty, OMS engages learners and provides opportunities for students to deepen their understanding. Whether students are visiting an outdoor classroom or participating in a mock election, they are making connections to their surroundings. Our goal is for our students to grow into responsible citizens and informed thinkers. We evaluate the curriculum and students' abilities regularly to foster skills and strategies that will guide our students to become self-directed, lifelong learners.

The OMS language arts curriculum integrates reading and writing on a daily basis. Through exposure to quality literature, our students enhance their ability to read while analyzing numerous authors' writing styles. Language and literature are used as catalysts for thought and emotion within our language arts classrooms. For more information on our language arts curriculum, see part V, item 2B.

OMS uses the Math Thematics program as its foundation. The spiraling curriculum integrates math concepts, scaffolding learning with relevant applications. Further description of our math curriculum is in Part V, item 3.

The scope of the middle school science curriculum reaches into disciplines of earth science, physical science, and life science. Inquiry is embraced in the pedagogical approach of the instructors; OMS students learn science by doing science. For additional information on this core content area, please refer to Part V, item 4.

The social studies curriculum explores the interconnectedness of various social science disciplines. Sixth grade students examine geography themes including location, movement, and resources within regions. Investigation of Ancient Civilizations and Maine Native Studies weave a historical global tapestry that provides students with a frame of reference for future years of social studies exploration. Seventh grade commences with a unit on tolerance and diversity that sets the tone and foundation for the year. Through discussion, reflection, and debate, students gain an understanding of the importance of respecting differences and appreciating diversity in our school, our community, and our world. Building on this framework, students are exposed to further social studies topics: civics and government, geography, economics, and Maine history. The eighth grade curriculum couples continuous coverage of contemporary issues with a chronological approach to American History. This year focuses on the study of American land, the American people and their heritage.

The visual and performing arts program at OMS provides a platform for students to cultivate an appreciation of the arts. Sixth and seventh grade students in general music class study music theory and composition, while connecting classical composition with current genres and performance artists. Other music electives, incorporated into the instructional day, include band, chorus, and orchestra. These performance-based programs challenge young musicians to grow in a supported environment and provide opportunities for them to give back to the community in regular performances. Art instruction is offered at each grade level and creates a context for understanding creative expression. Students develop technical skills and, through evaluation and communication of their work, gain a sense of the cultural importance of art in society.

OMS students benefit from a physical education curriculum that nurtures lifelong wellness. Students gain fitness knowledge and skills that contribute to a healthy lifestyle through self-assessment and motor skill development, while learning a wide range of sports techniques and strategies. Students embrace the winter climate of Maine in physical education units that include cross-country skiing, ice skating, and snowshoeing. We believe exposing our students to recreational activities inherent to our geographical

location is essential to physical health. In Outing Club, a physical education teacher leads students on hiking trips in Acadia National Park, white water rafting excursions, and cross-country sojourns on local university trails.

Health education is integrated into curricula of science, physical education, and guidance courses at the middle school level. Sixth graders participate in a life skills course that discusses the effects of substance abuse and provides social skills training. This approach grounds students' learning of health and nutrition as a holistic understanding of decision making and its consequence on quality of life. Seventh grade health concepts are learned in science through the body systems unit that investigates risk reduction and health promotion. Physical education in seventh grade supplements the health curriculum with a fitness goals project where students set personal fitness goals based upon national fitness standards. Health education is further reinforced in eighth grade through project-based learning. This approach incorporates the combination of technology and science into units of study that explore influences on health. OMS students are active and aware that a healthy body yields a healthy mind.

Foreign language instruction at OMS is an integral part of daily coursework for seventh and eighth grade students. Students have the opportunity to focus on either French or Spanish for two consecutive school years. In seventh grade students are introduced to the study of a foreign language. They explore geographical regions where the language is spoken. Communication skills are developed through the emphasis of auditory comprehension, speaking, and writing. Eighth grade students deepen their understanding of language structure and investigate unique attributes of the culture where the language is spoken. This progression of language acquisition contributes to foundational skills that prepare students to work at Level II of their chosen language upon entering high school.

## **2. Reading/English:**

Open the door to our language arts classrooms and you will see students with unique educational needs and characteristics. Some are challenged to meet academic success, while others learn at an advanced level and accelerated pace. We embrace these differences and view our diverse class composition as an opportunity for all students to learn cooperatively.

Our English language arts (ELA) teachers meet the spectrum of learners' needs by differentiating instruction. Students are regularly offered choice, the heart of differentiation. Flexible groupings are arranged for specific instructional purposes while ongoing formative and summative assessments inform instruction. When literacy instruction is tailored to match students' individual strengths and needs, students learn to effectively communicate their thoughts and demonstrate their understanding. Our students are engaged in the reading and writing processes to develop lifelong reading habits and writing skills.

Our English language arts curriculum is designed to guide students through a sequenced program of study that is relevant, focused, challenging, supportive, and measurable. We offer students opportunities to reinforce the skills and processes learned in elementary school while exploring their individual interests. Students refine specific essential and fundamental strategies in reading, writing, and speaking — strategies used widely as tools for learning and reflection across the curriculum. Our students are taught to apply comprehension strategies and appreciate a variety of literature including poetry, drama, and various genres of fiction in addition to informational texts. Students use writing process elements to communicate with different audiences for various purposes. Use of technological and informational resources (e.g., libraries, databases, video, word processing programs, assistive and adaptive technologies) provides students with opportunities to gather, synthesize, and communicate information.

To support students who require additional reading instruction, our administration and ELA teachers established literacy labs designed to develop literacy skills. These daily labs are offered before school and during the school day. Students are selected for this structured support based on various formative reading assessments while our special education teachers and technicians assist these students with research-based programs designed to foster individual success. In an effort to improve reading strategies of all students,

an individualized, computer-based reading program enables our middle schoolers to work toward individual goals while developing independent comprehension and fluency skills. In addition, two weekly periods of school-wide sustained silent reading offer students the opportunity to interact with books and build literacy fundamentals.

Students at OMS work to develop, refine, and apply their reading, writing, and speaking skills while our rigorous Grade Level Expectations, aligned to the Maine Learning Results, prepare students for the challenges of high school. The best interests of our students are embedded in the lessons we teach as we endeavor to foster literate, thoughtful communicators, capable of commanding the English language.

### **3. Mathematics:**

Picture students, spread throughout a classroom, working on different math concepts. A teacher moves about the room, responding, encouraging, and praising students as they perform individual or group tasks. This scene occurs multiple times each day at OMS. Whether visiting a math lab, homework session or math team practice, opportunities for math enrichment exist beyond our regular education classroom.

OMS is committed to meeting the needs of our learners and we rely on numerous strategies to do so. Within the classroom structure, assessment is a critical piece and our teachers use pretests, posttests, math probes, and student participation to inform instruction. These tools enable teachers to recognize strengths and weaknesses and use this information to differentiate instruction. While we use the Math Thematics texts and the ALEKS program (a Web-based assessment and learning program), our teachers supplement and enhance lessons with OMS created materials.

In addition to classroom supports, we provide daily math labs in sixth and seventh grade. Our math lab teachers reinforce classroom instruction and focus on the needs of individual learners during this time. While one student may need work creating graphs, others might work with technology to develop math fact fluency. Assessment information guides instruction and helps identify students for these labs.

In eighth grade, we continue to provide optimal math support for our students, with a three-tiered approach. We place students in classes after carefully examining achievement data, reviewing classroom performance, and consulting with families.

Our accelerated option is an algebra course, using challenging materials. Students in this group develop strategies that enable them to tackle new topics independently, to build math fluency, and to work cooperatively on challenges.

Our second class includes algebra and geometry concepts, including linear equations, isolating variables, exponents, volume, and congruent figures. These students see that math is not a separate discipline; it is woven into our daily lives. Often, this class will embrace a current topic and reveal the connected math issues.

Our third class reinforces our commitment to help students achieve their math potential. Two teachers and an educational technician tailor instruction for a small group of students. These three professionals meet on a daily basis and design instruction based upon the needs of these students. Our ultimate goal for each student in this class is to develop understanding, while enabling success.

Our administration and math faculty work together, building a sequential program that scaffolds learning for a variety of learning styles. While the instruction may change on a daily basis depending on our students, our philosophy will not.

#### **4. Additional Curriculum Area:**

The middle school program of study for science cultivates the skills of a scientist. Inquiry-based learning provides a framework that allows students to make first-hand observations of scientific phenomena, formulating relevant questions about the world around them. Data collection and information organization are essential abilities that expand beyond the science classroom and prepare students to actively contribute to their own learning. Heterogeneous grouping provides a classroom environment for collaborative learning, allowing students to articulate interpersonal skills, while acknowledging their need to interact with peers to catalyze the learning process.

The OMS science program capitalizes on community resources. Located in a town with a sea-grant and land-grant state university, students are provided with opportunities to work with scientists researching current scientific issues. Engineers, physicists, and microbiologists interact with students and contribute to the research community, inspiring all students to see the relevancy of their learning while examining global issues.

National Science Standards are addressed in the science classroom where technology permeates the learning experience. Students and staff are issued educational Google accounts, supporting the 21st century learner with online collaboration, evaluation, and dissemination of information. The implementation of this electronic communication system has reduced the carbon footprint of the OMS community, opening channels of learning that our students embrace. Our science and technology curriculum cultivates innovation and problem solving skills to prepare our students for future endeavors.

Sixth grade science students culminate a forestry unit at the local Demonstration Forest, guided by forestry researchers from the University of Maine. Collection of quantitative data from different regions of the Demonstration Forest enables students to apply their understanding of woodland succession. Understanding Maine's forests, and how they contribute to Maine's economy, helps students become informed citizens. Utilizing funding provided by the National Oceanic and Atmospheric Association, seventh grade students worked on an ecology unit in partnership with research biologists to create and install educational signage at a local vernal pool. This allows visitors to identify species of flora and fauna at the pool, highlighting awareness of the vernal pool in the community. Eighth grade science students engage in a variety of hands-on activities utilizing teamwork and problem solving skills while studying laws of physics and energy usage. Experimental design, applied mathematics, and data analysis extend the scientific skills of students and engineering projects provide real world problems for students to solve. Visiting college professors conduct chemistry labs, and graduate students challenge students to design wind turbines. Student engagement and motivation is enhanced by collaboration with members of the community.

Literacy skills are embedded within the science classroom. Research-based practice supports an approach to learning where experiencing and observing scientific phenomena are reinforced with vocabulary, allowing all students to access content, regardless of their reading ability level. Students are inspired when reading biographies of scientists, critically decoding monthly science magazines, and contributing to learning forums in educational blogs. Explicit strategies to read nonfiction text are embedded in instruction. Our school librarian facilitates the use of online databases that house science education multimedia resources. Students regularly read and summarize articles, making connections to Orono, Maine. Differentiated reading material on related topics allows teachers to access the reading comprehension levels of all students, providing them with challenge and support as they work toward learning objectives. The science curriculum at OMS promotes problem solving and innovation, supporting young scientists as they explore their world.

#### **5. Instructional Methods:**

We recognize that our middle school students differ in learning style, interest, and readiness. As a result, we endeavor to meet our students where they are and foster continual growth. Scaffolding and differentiation of instruction are essential in our mixed ability classrooms. This approach requires creative

planning and a variety of relevant, meaningful materials modified to support our learners. We understand that learning profiles of our students often change as they grow, and no single learning model will address the individual needs of our heterogeneous middle school classes.

Teachers at OMS provide the necessary support and enrichment to help all students realize their greatest potential. Differentiated instructional activities are embedded into our curriculum while ongoing assessment of student readiness and growth are administered to collect student data, monitor student progress, and develop programs that best meet our students' needs. Using data from our school-wide assessments (Response to Intervention screenings, Northwest Evaluation Association testing, American Mathematics Competitions, district-wide writing prompts) helps teachers to develop personal learning plans that provide supplemental instruction, interventions, and enrichment, enabling each student to thrive at OMS.

Our faculty works together during daily team time and monthly department meetings, informing instructional strategies and opportunities to enhance learning for all students. These activities are leveled or open-ended allowing students to explore learning at their own pace. We work collaboratively to create student-centered experiences focused on varied approaches to content, process, and product. We believe pre-assessment is essential to designing meaningful instruction. Students who demonstrate mastery of the content are provided alternative assignments that build upon and extend existing knowledge. The pace is adjusted and the content is modified or adapted for those who require extra support in reaching curriculum goals. In addition, differentiated classroom instruction and ongoing teacher observation provide for continuing assessment and reevaluation of students' learning styles, interests, and skills.

A differentiated instruction model addresses the varying academic abilities of our learners. Differentiation allows for heterogeneous small group cooperative work as well as whole group and individualized instruction. Discovery and teamwork are embedded into our instructional program on a daily basis and classrooms foster cognitive collaboration. Our students are active explorers engaged in interactive and cooperative learning activities that allow them to learn by doing, contribute to the presentation of the content, and engage their hands as well as their minds. Our teachers make connections across instruction, curriculum, and life. It is our goal to actively involve teachers, families, and community members in our students' education. Differentiated instruction is a solution for meeting the academic diversity that characterizes our middle school students.

## **6. Professional Development:**

The primary objective of our professional development is to improve the teaching and learning process at OMS. Our dedicated staff and administration purposefully reflect on the teaching and learning cycle. Enrollment in graduate courses and attendance at content specific workshops demonstrate our educators' work ethic, ensuring that our teachers extend their strong content knowledge and best practice with instructional methodology. Ultimately, our professional development program leads to success in the classroom, fostering student achievement. As a result of social and behavioral strategies, our students feel safe in their school, thus improving their performance. Continuous professional development strengthens our ability to deliver effective instruction, providing students with an enhanced classroom experience.

Our faculty participates in small group, school-wide, and district-wide forums that address many aspects of professional development. Daily grade level team meetings and monthly staff and departmental meetings provide regular opportunities for professional dialogue on educational research and best practices. Faculty meetings serve as a conduit for further discussion of scholarly journal articles, interventions, and school initiatives. Teachers take on various leadership roles, regularly sharing their knowledge with colleagues after attending workshops and conferences while others facilitate group discussions. Often questions raised in these meetings lead to additional research and group study.

Recent topics of investigation include cross-content reading strategies for informational text, continued integration of technology into the curriculum, digital citizenship, and understanding the social and emotional needs of adolescents. The effective implementation of RTI (Response to Intervention) is a

central component of our professional development. We believe that a successful RTI model incorporates best practices and OMS is at the forefront of this movement.

Our multifaceted approach to RTI is extensive and committed. Groups of teachers and administrators participate in regional workshops, learning to reference multiple sources of data while developing school action plans. Teachers have attended summer institutes and completed graduate courses focused on RTI strategies. A consultant works regularly with our faculty to implement screening tools. Incorporating the consultant's expertise, the faculty analyzes data and identifies needs of learners at both ends of the spectrum while developing strategies that accelerate learning. As a result of our approach OMS faculty members are leading an RTI webinar for area educators. This is where sessions on differentiating instruction, universal access, and gifted and talented merge.

A source for professional development is the Penobscot River Education Partnership (PREP) of which OMS is an active member. The schools in our area work with the University of Maine to identify common needs and strengths. Among the topics addressed by PREP are curriculum, RTI support and pilots, and establishing a positive climate. Many of these professional development activities have provided opportunities for our staff to work with teachers at the elementary and high school levels. This collaboration has enabled our school district to develop a coordinated K-12 curriculum and a network of professional learning communities.

Professional development ensures a positive school climate while focusing on student achievement. Establishing this safe and responsive environment allows teachers to differentiate instruction and meet students' needs. Ideally, as a result of our professional development approach, our students benefit. They grow as learners, they develop academic responsibility, and they contribute to our school community.

## **7. School Leadership:**

OMS incorporates a collaborative model to distribute leadership responsibilities to all educational stakeholders throughout our school community. Our principal serves as a "leader of leaders" and facilitates opportunities for faculty, students, parents, and community members to take ownership for school programs and initiatives. The principal and faculty understand the developmental needs of young adolescents and utilize this knowledge to create a vision for our school that focuses on high expectations for learning and outstanding school citizenship.

At OMS, there is a climate of trust, purpose, and dignity, where consensus and collaboration are valued. With this focus, our faculty develops and reviews measurable school-based goals with action strategies. These goals serve as the foundation for school improvement and we share them with the entire school community. Responsibility for achieving goals and helping individual students realize their greatest potential is achieved by a comprehensive leadership network. At its core, our cooperative network consists of teams addressing content knowledge, instruction, behavior, response to intervention, and community connections.

The strong educational partnership that exists between faculty, parents, and students is essential to our school success. Parents meet monthly with the principal to share feedback on school programs, discuss school initiatives, and plan for school events. In addition, parents serve on committees, tutor and mentor students, chaperone school events, and share expertise in the classroom. Student leadership is also an integral component of our school and is facilitated through our student council, civil rights team, athletic programs, advisory groups, and club activities. These co-curricular programs provide meaningful opportunities for students to take ownership of our school climate, learning environment, and school improvement initiatives.

OMS students lead by example and model excellence through their words, actions, and deeds. We empower students to problem solve and to find answers to critical questions they have about themselves and their world. As active and informed citizens, students learn that their collective efforts make a difference in our school community.

OMS incorporates instructional best practices designed to inspire and support all learners. Focusing on maximizing quality instruction, our principal motivates and guides teachers as well as students. The supervision and evaluation process for teachers involves yearly goal setting with measurable outcomes using a professional standards rubric. The rubric focuses on professional responsibility to students (classroom environment, instruction, assessment of student learning), professional responsibility to the school, and professional growth and development. The faculty at OMS is committed to excellence, modeling lifelong learning for our students. Eighty percent of our faculty has advanced degrees and teachers seek out opportunities to stay abreast of educational research and best practices.

The multi-level leadership structure at OMS initiates collective action, builds commitment and consensus, and fosters internal accountability. Creating a culture of interdependent leadership motivates and inspires new leaders, while recognizing the important role our entire school community plays in the educational experience.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Test: Maine Educational Assessment (MEA) 2006-2008; New  
 6      England Common Assessment Program (NECAP) 2009- 2010  
 Edition/Publication Year:      Publisher: Measured Progress  
 2006- 2010

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/ Proficient plus	89	83	73	76	75
Exceeds/ Distinction	62	37	52	26	30
Number of students tested	45	41	48	46	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/ Proficient plus	67	54		73	
Exceeds/ Distinction	25	23		9	
Number of students tested	12	13		11	
<b>2. African American Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>6. Title I</b>					
Meets/ Proficient plus	91				
Exceeds/ Distinction	27				
Number of students tested	11				
<b>NOTES:</b> The state of Maine transitioned from administering the Maine Educational Assessment (MEA) to the New England Common Assessment Program (NECAP) in the Fall of 2009. Students were tested using the MEA in March 2009 and the NECAP in October of 2009. Fall NECAP testing now reflects teaching of the previous school year. For example, Year 1 (2009-2010) results entered in these tables represent the scores of the NECAP administered in Oct. of 2010 (testing year) for the teaching year 2009/2010.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Maine Educational Assessment (MEA) 2006-2008; New  
6 England Common Assessment Program (NECAP) 2009- 2010

Edition/Publication Year:  
2006- 2010

Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/ Proficient plus	91	69	85	78	87
Exceeds/ Distinction	29	32	50	17	14
Number of students tested	45	41	48	46	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/ Proficient plus	83	38		73	
Exceeds/ Distinction	8	0		0	
Number of students tested	12	13		11	
<b>2. African American Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>6. Title I</b>					
Meets/ Proficient plus	91		50		
Exceeds/ Distinction	0		10		
Number of students tested	11		10		
<b>NOTES:</b> The state of Maine transitioned from administering the Maine Educational Assessment (MEA) to the New England Common Assessment Program (NECAP) in the Fall of 2009. Students were tested using the MEA in March 2009 and the NECAP in October of 2009. Fall NECAP testing now reflects teaching of the previous school year. For example, Year 1 (2009-2010) results entered in these tables represent the scores of the NECAP administered in Oct. of 2010 (testing year) for the teaching year 2009/2010.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Test: Maine Educational Assessment (MEA) 2006-2008; New  
 7      England Common Assessment Program (NECAP) 2009- 2010  
 Edition/Publication Year: 2006- 2010      Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/ Proficient plus	73	81	94	82	81
Exceeds/ Distinction	38	59	56	43	53
Number of students tested	39	49	48	46	43
Percent of total students tested	93	100	96	100	98
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/ Proficient plus	61	82	80		45
Exceeds/ Distinction	15	18	30		27
Number of students tested	15	11	10		11
<b>2. African American Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
Meets/ Proficient plus			90		30
Exceeds/ Distinction			30		10
Number of students tested			10		10
<b>5. English Language Learner Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>6. Title I</b>					
Meets/ Proficient plus			89	72	
Exceeds/ Distinction			24	5	
Number of students tested			17	21	
<b>NOTES:</b> The state of Maine transitioned from administering the Maine Educational Assessment (MEA) to the New England Common Assessment Program (NECAP) in the Fall of 2009. Students were tested using the MEA in March 2009 and the NECAP in October of 2009. Fall NECAP testing now reflects teaching of the previous school year. For example, Year 1 (2009-2010) results entered in these tables represent the scores of the NECAP administered in Oct. of 2010 (testing year) for the teaching year 2009/2010.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Maine Educational Assessment (MEA) 2006-2008; New  
7 England Common Assessment Program (NECAP) 2009- 2010

Edition/Publication Year:  
2006- 2010

Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/ Proficient plus	85	92	98	96	83
Exceeds/ Distinction	36	45	56	37	40
Number of students tested	39	49	48	46	43
Percent of total students tested	93	100	96	100	98
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/ Proficient plus	77	73	90		73
Exceeds/ Distinction	0	0	30		18
Number of students tested	15	11	10		11
<b>2. African American Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
Meets/ Proficient plus			90		60
Exceeds/ Distinction			20		10
Number of students tested			10		10
<b>5. English Language Learner Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>6. Title I</b>					
Meets/ Proficient plus			100	96	
Exceeds/ Distinction			24	10	
Number of students tested			17	21	
<b>NOTES:</b> The state of Maine transitioned from administering the Maine Educational Assessment (MEA) to the New England Common Assessment Program (NECAP) in the Fall of 2009. Students were tested using the MEA in March 2009 and the NECAP in October of 2009. Fall NECAP testing now reflects teaching of the previous school year. For example, Year 1 (2009-2010) results entered in these tables represent the scores of the NECAP administered in Oct. of 2010 (testing year) for the teaching year 2009/2010.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Test: Maine Educational Assessment (MEA) 2006-2008; New  
 8      England Common Assessment Program (NECAP) 2009- 2010  
 Edition/Publication Year: 2006- 2010      Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/ Proficient plus	88	87	83	82	70
Exceeds/ Distinction	61	57	45	34	33
Number of students tested	44	47	48	44	54
Percent of total students tested	95	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/ Proficient plus		63	54	50	30
Exceeds/ Distinction		27	9	17	0
Number of students tested		11	11	12	10
<b>2. African American Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
Meets/ Proficient plus		58	40	30	
Exceeds/ Distinction		33	10	10	
Number of students tested		12	10	10	
<b>5. English Language Learner Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>6. Title I</b>					
Meets/ Proficient plus		50	75	77	53
Exceeds/ Distinction		0	10	0	0
Number of students tested		10	20	13	17
<b>NOTES:</b> The state of Maine transitioned from administering the Maine Educational Assessment (MEA) to the New England Common Assessment Program (NECAP) in the Fall of 2009. Students were tested using the MEA in March 2009 and the NECAP in October of 2009. Fall NECAP testing now reflects teaching of the previous school year. For example, Year 1 (2009-2010) results entered in these tables represent the scores of the NECAP administered in Oct. of 2010 (testing year) for the teaching year 2009/2010.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Maine Educational Assessment (MEA) 2006-2008; New  
8 England Common Assessment Program (NECAP) 2009- 2010

Edition/Publication Year:  
2006- 2010

Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/ Proficient plus	91	96	86	71	82
Exceeds/ Distinction	64	45	46	23	43
Number of students tested	44	47	48	44	54
Percent of total students tested	96	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/ Proficient plus		82	50	75	40
Exceeds/ Distinction		27	8	17	10
Number of students tested		11	12	12	10
<b>2. African American Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
Meets/ Proficient plus		92	45	80	
Exceeds/ Distinction		17	9	10	
Number of students tested		12	11	10	
<b>5. English Language Learner Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>6. Title I</b>					
Meets/ Proficient plus		90	80	93	71
Exceeds/ Distinction		0	10	8	6
Number of students tested		10	20	13	17
<b>NOTES:</b> The state of Maine transitioned from administering the Maine Educational Assessment (MEA) to the New England Common Assessment Program (NECAP) in the Fall of 2009. Students were tested using the MEA in March 2009 and the NECAP in October of 2009. Fall NECAP testing now reflects teaching of the previous school year. For example, Year 1 (2009-2010) results entered in these tables represent the scores of the NECAP administered in Oct. of 2010 (testing year) for the teaching year 2009/2010.					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/ Proficient plus	84	84	83	80	75
Exceeds/ Distinction	55	52	51	35	38
Number of students tested	128	137	143	136	141
Percent of total students tested	96	100	99	100	99
Number of students alternatively assessed	2	0	1	0	0
Percent of students alternatively assessed	1	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/ Proficient plus	59	92	57	59	38
Exceeds/ Distinction	19	23	20	13	14
Number of students tested	27	35	30	32	29
<b>2. African American Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
Meets/ Proficient plus		58	54	33	21
Exceeds/ Distinction		33	18	4	8
Number of students tested		12	28	27	24
<b>5. English Language Learner Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>6. Title I</b>					
Meets/ Proficient plus	91	50	81	67	47
Exceeds/ Distinction	27	0	16	4	3
Number of students tested	11	10	37	51	32
<p><b>NOTES:</b> The state of Maine transitioned from administering the Maine Educational Assessment (MEA) to the New England Common Assessment Program (NECAP) in the Fall of 2009. Students were tested using the MEA in March 2009 and the NECAP in October of 2009. Fall NECAP testing now reflects teaching of the previous school year. For example, Year 1 (2009-2010) results entered in these tables represent the scores of the NECAP administered in Oct. of 2010 (testing year) for the teaching year 2009/2010. The NECAP does not report if there are less than 10 in a sub group.</p>					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/ Proficient plus	89	86	90	89	84
Exceeds/ Distinction	43	41	51	33	33
Number of students tested	128	137	144	136	140
Percent of total students tested	96	100	99	100	99
Number of students alternatively assessed	2	0	1	0	0
Percent of students alternatively assessed	1	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/ Proficient plus	74	63	61	75	59
Exceeds/ Distinction	4	9	16	9	14
Number of students tested	27	35	31	32	29
<b>2. African American Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
Meets/ Proficient plus		92	66	70	42
Exceeds/ Distinction		17	14	4	4
Number of students tested		12	29	27	24
<b>5. English Language Learner Students</b>					
Meets/ Proficient plus					
Exceeds/ Distinction					
Number of students tested					
<b>6. Title I</b>					
Meets/ Proficient plus	91	90	89	78	56
Exceeds/ Distinction	0	0	16	6	3
Number of students tested	11	10	37	51	32
<p><b>NOTES:</b> The state of Maine transitioned from administering the Maine Educational Assessment (MEA) to the New England Common Assessment Program (NECAP) in the Fall of 2009. Students were tested using the MEA in March 2009 and the NECAP in October of 2009. Fall NECAP testing now reflects teaching of the previous school year. For example, Year 1 (2009-2010) results entered in these tables represent the scores of the NECAP administered in Oct. of 2010 (testing year) for the teaching year 2009/2010. The NECAP does not report if there are less than 10 in a sub group.</p>					