

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Public School - 12ME2**

School Type (Public Schools):     Charter     Title 1     Magnet     Choice  
(Check all that apply, if any)

Name of Principal: Ms. Jean Butler

Official School Name: Solon Elementary School  
School Mailing Address:    76 South Main Street  
  PO Box 146  
  Solon, ME 04979-0146

County: Somerset                      State School Code Number\*: 1798

Telephone: (207) 643-2491    E-mail: jbutler@msad74.org

Fax: (207) 643-2718                      Web site/URL: http://www.msad74.org/solon/

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. Kenneth Coville    Superintendent e-mail: kcoville@msad74.org

District Name: RSU 74    District Phone: (207) 635-2727

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: Mr. Shawn Cyrway

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)

*\*Non-Public 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**

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12ME2

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

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All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 3 Elementary schools (includes K-8)  
 (per district designation): 0 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
4 Total schools in district
2. District per-pupil expenditure: 7061

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 18
5. Number of students as of October 1, 2011 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	8	5	13		<b>6</b>	0	0	0
K	6	11	17		<b>7</b>	0	0	0
1	9	4	13		<b>8</b>	0	0	0
2	8	5	13		<b>9</b>	0	0	0
3	8	10	18		<b>10</b>	0	0	0
4	7	8	15		<b>11</b>	0	0	0
5	9	7	16		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								105

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  
100 % White  
0 % Two or more races  
100 % Total

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

7. Student turnover, or mobility rate, during the 2010-2011 school year: 14%

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, 2010 until the end of the school year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1, 2010	111
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 73%

Total number of students who qualify: 77

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: 13%

Total number of students served: 14

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</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>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>0</u>	<u>1</u>
Classroom teachers	<u>7</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>7</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>3</u>
Total number	<u>15</u>	<u>11</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:

15:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	93%	95%	97%	96%	94%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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

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

No

Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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Solon Elementary School is located in the community of Solon, a small town on the Kennebec River in Central Maine. The school was built in 1981, following a fire which destroyed the former building which had been Solon Elementary School for almost eighty years. Previously housing students in grades K-8, the school now serves students from the towns of Solon and Embden in preschool to fifth grade. Solon is part of Maine Regional School Unit #74, which is made up of four towns with four schools: two PreK-5 schools, a K-8 school, and a 9-12 school. When students leave Solon Elementary School after fifth grade, they go to the Carrabec Community School in North Anson for grades 6-8 and then to Carrabec High School for grades 9-12.

Solon Elementary School maintains close connections within the community of Solon. Our building is used for many town events. We have a very active Parent-Teacher Organization, which raises funds and plans special activities for our students such as guest speakers, field trips, and a week-long theater residency program called Children's Stage Adventures. The town of Solon sponsors a Recreation Program at our school in soccer, basketball, and baseball/softball. In addition, they sponsor an After-School Program for our students. This program provides many hands-on activities including a Community Garden. New families in our school have complimented us on the number of special activities available for our students.

The staff of Solon Elementary School makes student achievement a priority. We have worked diligently over the years to maintain high standards and to help our students consistently reach high levels of performance on the state assessment test, the New England Common Assessment Program. It is an advantage to us that we have a dedicated veteran staff, who work very well together to collaborate on common goals. Most of them are members of the district's Literacy Committee or Math Committee and participate continually in professional development activities to increase their skills. Consequently, our students have performed consistently high on the state tests for a number of years. We received a Certificate of Award for Consistently High Performance in Grade 4 Math in 2006 from the Maine Department of Education. A great honor for us was to be recognized in Washington, D.C. as a National Title I Distinguished School in 2009. It was a tribute to our staff's efforts to be nominated to be a Blue Ribbon School this year.

Solon Elementary School adheres to the following mission statement: "The school community of Solon will be instrumental in enabling their students to achieve the knowledge they need in a safe and healthy environment, so that they will become well-rounded, productive members of society." Two parts of this mission statement are especially important. The first is that we will provide students with the knowledge they need to become well-rounded and productive citizens. We have a preschool program in our school to give students a head start before they enter kindergarten. We are working to align our curriculum with the Common Core State Standards recently adopted by the State of Maine to ensure that we boost students to new and higher levels of performance. Our small school size and self-contained nature of our classes enable our teachers to differentiate their instruction to meet individual needs. Classroom teachers work closely with Special Education and Title I staff to plan programs and interventions that will support student learning. If a student is struggling in academics or behavior, a Student Assistance Team is convened to address the obstacles to that student's success. We have a Summer School Program for those who need remediation in reading and/or math. We recognize student achievement and improvement through various awards throughout the year. Our efforts work toward the district goal to graduate high school students who are college and career ready

The second important part of our mission statement is that we value a healthy and safe school environment, incorporating a number of activities designed to support wellness and safety. Our teachers take part in the Maine Nutrition Network and implement a nutrition curriculum, and we have a Fresh

Fruits and Vegetables Grant that provides healthy snacks for our students. A highlight of our school is Mighty Milers, a physical fitness program for students, staff, and families. We have an active Civil Rights Team whose members promote friendship and educate our whole student body about the negative effects of bullying and harassment. Our school climate is positive due to the fact that we constantly plan activities which foster friendships and connections between all of our students. We provide many opportunities for students across the grade levels to learn together, recognize each other's accomplishments, and help each other. We believe that a positive climate is all about connections, which can foster high academic achievement.

### 1. Assessment Results:

A. Students in grades 3-5 at Solon Elementary School participate in the New England Common Assessment Program (NECAP), the state assessment which replaced the Maine Educational Assessment (MEA) in 2009-10. Because the NECAP is given in October, it is a test of the previous year's learning; thus sixth graders' scores count for the school they attended in fifth grade when the state determines if the school made Adequate Yearly Progress. The four achievement levels on this test are Proficient with Distinction, Proficient, Partially Proficient, and Substantially Below Proficient. On the MEA they were Exceeds the Standards, Meets the Standards, Partially Meets the Standards, and Does Not Meet the Standards. The state sets a target for the percentage of students who must reach the level of "Proficient" or higher each year, based on the targets for AYP in the No Child Left Behind Act. A score of "40" in the range of 0-80 is the cut score for proficiency on the NECAP; "41" was the cut score on the MEA. Students receive a three-digit score with the first number being the grade in which they took the test and the next two digits being a score between 0 and 80 (e.g., 300-380 for third grade, etc.). The targets increase every year and were the following: Reading – 50% in 2006-07, 50% in 2007-08, 58% in 2008-09, 66% in 2009-10, and 75% in 2010-11 and Math – 40% in 2006-07, 40% in 2007-08, 50% in 2008-09, 60% in 2009-10, and 70% in 2010-11. The state considers whole school data in making an AYP determination. For the NECAP, the state does not give school scores if the class size was less than ten students; with the MEA, school scores were not given when the class size was less than five students.

B. Solon Elementary School has made Adequate Yearly Progress targets each year for all of the years from 2006-07 to 2010-11. Each year we examine our data, looking at individual student scores, grade level scores, and whole school scores. Our scores have been fairly consistent in both reading and math over the years and have exceeded state AYP targets, even as the targets have increased. Not only do we look at the scores of each grade level over time, but we also do a cohort comparison to see how the same class does over time.

In reading we had only one year in which one class scored below 50% proficient in reading (third grade in 2007-08). By the time they reached fourth grade, 86% of them scored at the level of proficiency. In every other year for every grade, students in all grade levels have scored above 60% proficient. In 2008-09, 100% of our students in third grade met proficiency targets in math and reading, and that same class repeated that accomplishment in math the following year in fourth grade.

Our math scores have generally been the highest in the district. In three of the last five years, 100% of our third graders have met proficiency levels in math. In a district contest for the top math student (based on NECAP test scores) from the three elementary schools in grades 3-5, Solon Elementary School had the top fourth grader and fifth grader last year and the top third grader and fifth grader this year. We attribute our success in math to strong math teachers who use a variety of strategies and materials to challenge students to love math and to set high goals for themselves in terms of math achievement.

Even though there have not usually been enough students in the subgroup categories of Students with Disabilities and Economically Disadvantaged Students to receive school scores, we have been pleased that most of the students in those subgroups have reached the level of Proficiency each year. This reflects our goal to help all students overcome obstacles such as poverty or learning disabilities that stand in their way of reaching high achievement. These are the students of whom we are the most proud because we know that extra effort and motivation were crucial to their success on the NECAP.

When we receive our scores, we have looked at the students who were "on the bubble," scoring just a few points below Proficient. We have thought about ways to help those students to increase their scores to the

level of proficiency the following year and encouraged students to set that goal for themselves. Once students have achieved success, they want to continue.

We have also been pleased that in both reading and math in most years at all grade levels, we have had students reaching the “Proficient with Distinction” achievement level. This data shows that our instructional programs enable students to reach peak performance on the NECAP.

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

Data analysis is an integral part of the work we do at Solon Elementary School. We examine test data from the NECAP as well as district assessments such as the Measures of Academic Progress from the Northwest Evaluation Association (NWEA), the Developmental Reading Assessment (DRA), and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). This data provides information to help us design and modify programs for our students. We examine three levels of data. School-level data helps us to set improvement goals as a whole school. Class-level data enables the staff to look for weak areas to target with groups or individuals, as well as ways to teach test-taking strategies to help prepare students for each of these assessments. Student-level data provides teachers with information to help them develop programs for and monitor the progress of individual students, especially those receiving Tier II and III interventions. This year the district created a new position for a data coordinator, and she has been a great help to teachers in learning to more deeply analyze their students' assessment data.

When a student appears to be struggling to meet grade-level benchmarks, we convene a Student Assistance Team as part of our Response to Intervention Plan. Staff members meet to look at the student's test scores, work samples, and other factors and develop an academic improvement plan to help that student succeed. Parents are notified and included in the process. When the plan is implemented, the staff conducts progress monitoring to ensure that the plan is working, and if not, modifications are made.

Teachers have stayed current with changes in the state assessment. The state provides released items from each year's test, which teachers use throughout the year to prepare their students for the test. The teachers spend time teaching test-taking strategies including a focus on how to develop effective answers to constructed response questions. This year the principal visited each class and taught a lesson on writing better answers.

We believe that it is essential to educate our students about the test and its importance, to recognize students for high achievement and improvement, and to encourage them to set goals in their area of weakness. Our students are very well-versed on the state assessment test. Before the testing period begins each year, the principal meets with each class of students. She does a read-aloud of a picture book such as *The Big Test* or *Testing Miss Malarkey* and talks about the test with the students. There is a NECAP kick-off pizza party the day before the test begins, and students receive “NECAP Survivor Kits” with items such as pencils, erasers, water, snacks, and stress balls. Posters encouraging students to work hard on the test decorate the hallway walls. All of this sets a tone which emphasizes the importance of doing one's best work, and the students get excited about the NECAP. When the test results arrive at the school, the principal meets with each class of students to go over their scores. She lets individual students know if they have improved their scores over those of the previous year. We celebrate our successes and set targets for improvement.

Parents receive a letter with the school scores and their child's scores on the NECAP. Because the test is explained in depth to the students, they can go home and talk to their parents about the test and about what their scores mean. The school-level information is also included in the school newsletter and on the district website for parents and community members. Parents are encouraged to contact the principal with any questions about the test.

Teachers and educational technicians follow a similar pattern with other district assessments. Student data from all of our assessments is always present during Student Assistance Team meetings and Individualized Education Plan meetings so that staff and parents can analyze students' progress and make modifications that will result in higher achievement.

It is important for us to share our students' academic achievement with the community. Bulletin boards in the school showcase the "NECAP Stars" who achieved the level of "Proficient with Distinction" on the test or who made significant improvement. We publish the Honor Roll in our school newsletter and send information about our students' achievements to the newspaper. The PTO supports an "Honor Roll Party" at the end of each ranking period. Teachers nominate students for the Portland Sea Dogs' Most Improved Student Program, and those students receive recognition in our newsletter and at an assembly. Parents and friends are invited to our monthly assemblies and our end-of-year assembly to see students receive awards for academic achievement. When parents and community members recognize and applaud our students for their achievements, more successes are sure to follow.

### **3. Sharing Lessons Learned:**

There are several ways that the Solon Elementary School staff have shared successful strategies with other schools. One of the main ways we have shared is through teachers making presentations at grade level meetings and district workshops. The district's Literacy Committee has organized a number of after-school workshops on literacy topics such as vocabulary, poetry, Maine literature, fluency, literacy stations, math literacy, and literature circles. Five of the Solon teachers belong to the Literacy Committee and have been speakers at these workshops. The district held an Assessment Conference in 2010 and an RTI Conference in 2011, and some of the speakers were Solon teachers. These teachers are respected by their colleagues and have great credibility because Solon Elementary School's NECAP scores have been high over the years. Other teachers have come to observe in our classrooms, have borrowed resources and materials, and have contacted our teachers to ask questions and seek advice about instructional methods.

Another way our staff members have shared lessons learned is with each other. At each month's staff meeting, one of our teachers shares a favorite literacy or math strategy with the rest of the staff. This agenda item ensures that we devote a period of time at each meeting to talk about instructional practices.

Our staff also has a chance to share ideas outside the district with teachers from other schools through graduate courses they are taking, through the Maine Nutrition Network workshops they attend, and through their involvement in the Maine Content Literacy Project. We have had practicum students at our school, and we invite teachers from other schools to visit our classrooms. Because we have a high rating on Great Schools.org, we have received phone calls and e-mails from other schools asking specific questions about our curriculum programs, textbook series, and instructional methods. We have also been contacted by schools who have reviewed NECAP test scores in the newspaper and inquire about what we are doing to achieve high test scores. We appreciate the chance to share ideas with other schools that might help them to improve their students' achievement.

### **4. Engaging Families and Communities:**

We believe that community connections are essential to the success of our school. Maintaining a positive relationship with parents is an important component of our school's mission. We are in a rural community with a high level of poverty, which often results in low parent participation in the school. But our teachers strive to establish and maintain close contact with parents through fall and spring conferences, newsletters, phone calls, e-mails, and meetings and to involve parents in their children's education. Parents are invited to participate in our classrooms, the library, and special trips and events as chaperones or volunteers. Each spring we hold a Volunteer Recognition Program, in which we invite all of our volunteers to join us for refreshments, gifts, and entertainment provided by each of our classes to show our appreciation for their efforts in our school.

Each year our Title I staff organizes a Family Literacy and/or Math Night, at which we provide refreshments, door prizes such as gas cards, and materials for parents to use at home to support their children's learning. We have had a high turnout at these events and positive feedback from parents and students.

Our school has a very active Parent-Teacher Organization, who make it possible for us to have many special activities at our school which would not otherwise be possible to support within our budget. We also have a Preschool Parent Group who meet monthly to support our preschool program and students.

Our school also strives to make connections with the Solon community. Our students participated in the Solon Bicentennial Celebration in 2008. The Fire Department visits our school each fall to provide a fire safety program, and they sponsor a Christmas party for the K-2 students in December. Our librarian takes our students to visit the town library each spring. One group of our students visits a local nursing home every month, doing a presentation and bringing crafts and treats to the residents. Our Civil Rights Team sponsors a Thanksgiving Food Drive to benefit the Solon Food Cupboard and collects items for the local homeless shelter.

We have earned the trust of our parents and community members, who are very supportive of the work we do with the children of Solon. When there is a school event taking place, our gymnasium is full to capacity, which is a testament to the parent and community support of our school.

## 1. Curriculum:

Teachers at Solon Elementary School follow the district curriculum which is aligned with Maine's Learning Results. With the recent adoption by the State of Maine of the Common Core State Standards, the staff is involved in learning about the new standards in English Language Arts and Mathematics and beginning the work of developing a new curriculum based on those standards.

English Language Arts is the top priority for the teachers at Solon Elementary School, as they recognize that reading and writing are the keys to every other subject. We schedule uninterrupted literacy blocks of 90-120 minutes a day in which teachers focus on instruction in the five elements of reading: phonics, phonological awareness, fluency, vocabulary, and comprehension. Various approaches are used for teaching writing, but a prominent one is the Six Traits of Writing model. Our school district participates in the Maine Content Literacy Project, which has provided a great deal of professional development to teachers over the last four years to help them learn ways to integrate reading and writing instruction into all content areas. Teachers are now teaching students a wide variety of literacy support strategies.

Mathematics instruction is also an important part of students' day at Solon Elementary School. The district uses the Investigations math program published by Pearson/Scott Foresman, which requires students not only to know basic math facts but also to use mathematical knowledge to analyze and solve problems. Teachers use other materials to supplement Investigations, with an emphasis on mental math and different ways to solve a problem.

The science curriculum is based on a hands-on approach to teaching students to develop and demonstrate scientific knowledge and skills. There are units in life science, physical science, and earth science each year, as well as the integration of the process skills of inquiry and problem solving, scientific reasoning, and communication. Health education is taught as part of each teacher's science curriculum. Topics in the health curriculum include safety and accident prevention, consumer/community health, environmental health, growth and development, nutrition, substance use and abuse, personal health and family life, and disease control. Teachers plan field trips and invite guest speakers in to supplement their science and health units.

Our social studies curriculum focuses on teaching students about themselves and the world around them, past and present. The State of Maine requires Maine Studies and Native American Studies to be incorporated into the K-5 curriculum. Students take field trips to area museums and the Maine State Capitol and Museum in Augusta.

Students receive instruction in various unified arts programs one day a week. Itinerant teachers travel to each of the district's elementary schools to provide instruction in the areas of art, music, physical education, and computer technology. The art curriculum includes the topics of elements of art, drawing, painting, sculpture, architecture and environmental art, printmaking, communication design, photography and electronic art, culture and heritage, and aesthetics. The art teacher showcases students' art work in the school hallways. Physical education contributes to the students' total growth and development through activities involving physical fitness, basic locomotor skills, the elements of dance, and the basic rules and skills of games. Classroom music focuses on the areas of rhythm, melody, music appreciation, singing, and identifying and learning to play musical instruments. Students in grades 4-5 can choose to participate in three optional performing arts activities: instrumental music, chorus, and dance. A technology instructor teaches students the parts and functions of the computer, keyboarding and word processing skills, various ways to access and use age-appropriate websites, steps to collecting and organizing data, and ways to develop multimedia presentations.

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

The main focus of our curriculum is reading. Our district's Literacy Committee has promoted best practices in literacy for the past seven years, and our staff members are well-versed in that topic. The committee has organized graduate courses and offered in-house workshops in literacy. We have an external literacy coach through the Maine Content Literacy Project, and she works closely with our teachers to support their efforts to incorporate best practices into their curriculum programs. The involvement of our teachers in professional development activities and in the Maine Content Literacy Project has resulted in the development of an effective reading program based on current, evidence-based research.

We use a balanced approach to literacy instruction, including skills and strategies development, literature study, and authentic reading experiences. The basal reading series we use in our core program is Open Court, published by SRA/McGraw Hill, but that is supplemented with a number of other resources including trade books, periodicals such as Story Works, and skill development materials. Teachers use organizational formats such as readers' workshop and the Daily Five, literature circles, and literature focus units planned around a science or social studies topic. Teachers introduce students to different genres, engage them in author studies, and teach them to read and understand nonfiction and informational text.

Assessment results drive our instruction, as we can identify those students who need Tier II and Tier III interventions. We use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to assess the reading skills of all students in grades K-3 and the Measures of Academic Progress of the Northwest Evaluation Association (NWEA) for students in grades 2-5. All first graders take the Development Reading Assessment (DRA), and we also assess students who may need additional support. Special Education and Title I programs are developed for struggling readers, and we use materials such as Quick Reads, Spire, and Milestones in those programs. A Summer School program in reading is offered for students who are in danger of falling behind in their skills over the summer break.

The school librarian works closely with classroom teachers to support students' reading development. She meets with each class once a week to do a read aloud, teach library skills, and help students choose books for pleasure reading or school reports. She has written grants to bring to our school such Maine children's authors as Donn Fendler, Chris Van Dusen, and Lynn Plourde.

## **3. Mathematics:**

The performance of our students over the years on the state assessment has been strong in mathematics. Our students have usually scored above the district and state average on these tests in math. We have teachers who are passionate about the subject of math and the importance of it in students' futures. We believe that students need to learn basic math facts but that math proficiency involves so much more. Students need to develop number sense, apply math concepts to solve problems, use math reasoning, and engage with and enjoy math. Connections to real-world math are important so that students grasp the relevancy of learning math for their future careers and lives.

Students spend at least 60-90 minutes a day involved with math. Besides the traditional "math class," younger students practice math skills during their morning Circle Time activities, in which they talk about numbers and have a "Number of the Day." Our primary instructional resource for math instruction at all grade levels is the Investigations program, published by Pearson/Scott Foresman, which includes many manipulatives and games to teach math. Teachers use other supplementary materials such as the periodical "DynaMath." Math lessons include mental math challenges, math vocabulary study, math games, the UFSA (Understand the Problem, Get the Facts, Find a Strategy, and Solve for the Answer) approach to word problems, and chances to propose possible answers and try them out. Students work collaboratively for much of the time in math class. They must be able to explain both verbally and in

writing the process they used to solve a problem. Technology is a tool to further supplement instruction, enabling students to practice their math skills on math websites such as Moby Math.

Students who need reinforcement and additional instruction in math are identified through the CMB Math assessment, the NWEA, and the NECAP. Title I and Special Education staff members provide Tier II and Tier III instruction to those students. The Summer Math Program provides additional remediation so that students don't lose skills over the summer.

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

The premise of the Physical Education/Health/Nutrition curriculum is to provide our students with valid and current information, skills, and opportunities to make educated decisions that will lead to a higher quality of life throughout their lifetimes. Quality of life is a supporting factor in one's ability to be a well-rounded, productive member of society as our school mission promotes. We have arrived at a time when children and adults are experiencing the onset of debilitating, chronic diseases and health concerns that historically struck people late in life and which often interfere with one's ability to be a self-sufficient, contributing member of society. The result of the situation is that science has shown that the human body was designed to move and requires a balance of exercise, quality nutrition, and rest in order to function well. Many health concerns people face today could be prevented if they understood that reality and made lifestyle choices based on that information.

At Solon Elementary School, students are taught basic movement concepts and sport skills which will enable them to confidently and competently participate in a variety of physical activities. Students are also taught that children and adults should participate in at least sixty minutes of moderate to vigorous activity every day in order to feel good both physically and mentally. Students are instructed in the five components of fitness and encouraged to reach and maintain a healthy level in each area.

An emphasis is also placed on learning about the five food groups and the health benefits associated with eating the recommended number of servings from each of these groups every day. As part of our program, students are taught that taking care of one's body is not limited to only exercising, eating well, and getting plenty of rest but also includes developing good hygiene habits, avoiding risky behaviors including drug, alcohol, and tobacco use, and developing and maintaining strong social bonds. This comprehensive approach to teaching physical education, health, and nutrition has been adopted in order to equip our students with the information and skills necessary to make informed decisions that they may become well-rounded and productive members of society.

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

Our goal at Solon Elementary School is to reach each student and to boost his/her achievement to high levels. In order to accomplish that goal, we rely on assessment data to let us know which students are meeting benchmark targets and which ones need targeted interventions to help them get there. As part of our Response to Intervention Plan, we review assessment data as a staff and set up Student Assistance Teams for those students who require individual academic improvement plans to help them succeed. There is a very close collaboration between classroom teachers and Title I/Special Education staff to plan and monitor programs for students and to determine the level of scaffolding they need to acquire the necessary knowledge and skills. Teachers meet to review test data and determine what services each student needs to help him/her reach grade level benchmarks. For example, if a student lacks fluency in reading, the Title I teacher might incorporate fluency drills into the student's literacy program. If students are scoring above grade level benchmarks, classroom teachers enhance those students' programs by differentiating instruction to assign them more challenging work to replace work in skills in which they are already proficient. Progress monitoring is an important component of our RTI Plan to ensure that the action plan we put in place for a student is actually achieving the desired results. We also offer a Summer School Program in reading and math each year.

Technology has provided us a wide variety of ways to challenge and support our students. Teachers have their own laptops as well as one or two desktop computers in their classrooms, and our school has a computer lab, which is used by both our technology instructor and by classroom teachers. All of our fifth graders have laptop computers, which they use extensively for research, word processing, and project work. Both the computer lab and our Resource Room are equipped with Smart Boards. Our Resource Room also has iPads to use with students for instructional reinforcement.

Homework is an instructional method teachers use not only to provide students with time for independent practice but also to involve parents in their child's educational program and to keep them aware of their children's studies and progress. Connecting with parents and getting them involved in their child's education has proven to be an effective method of motivating and supporting students.

## **6. Professional Development:**

The professional development program at Solon Elementary School is part of the overall professional development plan of the entire school district. The Improvement of Instruction budget provides funds for teachers to take coursework and attend workshops and conferences. The district's Literacy Committee and Math Committee organize and sponsor courses and workshops for district staff. The district recently sponsored an on-site cohort for a Master's Degree program through the University of Maine. This year all K-8 teachers in the district are participating in "Take One" projects through a Teacher Incentive Fund Grant; these projects are the first step for teachers toward National Board Certification.

The focus of professional development over the last few years has been on literacy with the goal being to increase teachers' awareness of best practices research and the fact that all students need to develop strong literacy skills across all content areas to be college and career ready when they graduate from high school. Many of the Solon teachers have taken graduate courses in literacy, and over half of the instructional staff and the principal participated in the Maine Reading First course in 2010-11. The Literacy Committee has offered workshops during professional days as well as after school and has sent a team to a Summer Literacy Institute at the University of Maine for the last two years. The district's involvement in the Maine Content Literacy Project has provided a multitude of professional development opportunities for the Literacy Leadership Team, who then return to the district to offer workshops to their colleagues. This project has made it possible for the district to have an external literacy coach as well as two internal literacy coaches to work with teachers. Many of the Solon staff members participate in the Literacy Leaders' Network sponsored by the Maine Department of Education. This is an opportunity to do a book study with colleagues from other districts and to learn about the Common Core State Standards and how they will impact education in Maine.

Math has become a new focus area for us. Our Math Committee will be working with the Maine Math and Science Alliance to offer professional development and parent involvement activities in math. We will align our curriculum to the Common Core State Standards so that we can ensure that we are holding students accountable for those new higher standards.

## **7. School Leadership:**

The leadership philosophy in our school is one of shared leadership and collaboration. We set clear, concise goals for our academic performance as a school and work as a team to reach those ends. There is a sense of trust and professional respect among the staff that encourages us to share ideas with and seek advice from each other. We have a common set of beliefs and coordinate our efforts to focus on increasing student achievement.

We have a part-time principal, who also works in two other schools, but she endeavors to assume a hands-on role in maintaining strong instructional programs and ensuring a safe, positive, and orderly school environment and climate. She encourages us to set high goals for ourselves and our students, to visit other

classrooms and network with other educators, and to take risks and try new things that might work better for our students.

Our staff meets at least once a month as a group to share effective instructional practices, review the progress of various programs and groups within the school, make plans for upcoming events and activities, and support each other in the work we do. All of the staff in the school are valued members of the team, whether each one is a classroom teacher, educational technician, secretary, custodian, or cook. Everyone is part of the team.

Most of our staff members have had the opportunity to take on a leadership role in the school and district. They have done presentations at staff meetings and district workshops on topics that they have studied and found to be effective with students. For example, at each staff meeting a teacher presents a literacy support strategy that he/she has used in the classroom and found to be effective with students. By nurturing and supporting these “local experts,” we provide our district staff with a network of leaders close to home to contact for help in implementing new instructional approaches.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NECAP/MEA

Edition/Publication Year: NECAP - 2009-2011; MEA - 2006-2008 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Proficient with Distinction	88	100	100	86	100
Proficient with Distinction	0	10	31	29	25
Number of students tested	8	10	13	7	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	20
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Proficient with Distinction			100		
Proficient with Distinction			10		
Number of students tested	7	7	10	4	2
<b>2. African American Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested	3	1	1	2	1
<b>5. English Language Learner Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>6.</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>NOTES:</b>					
For 2009-10 and 2010-11, school scores were not given for groups or subgroups with less than 10 students in them on the NECAP. In 2006-07, 2007-08, and 2008-09, school scores were not given for groups or subgroups with less than 5 students in them on the MEA.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NECAP/MEA

Edition/Publication Year: NECAP - 2009-2011; MEA - 2006-2008 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Proficient with Distinction	63	90	100	43	63
Proficient with Distinction	0	10	8	0	0
Number of students tested	8	10	13	7	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	20
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Proficient with Distinction			100		
Proficient with Distinction			40		
Number of students tested	7	7	10	4	2
<b>2. African American Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested	3	1	1	2	1
<b>5. English Language Learner Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>6.</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>NOTES:</b>					
<p>For 2009-10 and 2010-11, school scores were not given for groups or subgroups with less than 10 students in them on the NECAP. In 2006-07, 2007-08, and 2008-09, scores were not given for groups or subgroups with less than 5 students in them on the MEA.</p>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NECAP/MEA

Edition/Publication Year: NECAP - 2009-2011; MEA - 2006-2008 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Proficient with Distinction	82	93	86	91	89
Proficient with Distinction	27	31	29	18	11
Number of students tested	11	13	7	13	9
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	2	0
Percent of students alternatively assessed	0	0	0	15	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Proficient with Distinction		90			
Proficient with Distinction		20			
Number of students tested	8	10	4	4	5
<b>2. African American Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested	3	2	2	1	4
<b>5. English Language Learner Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>6.</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>NOTES:</b>					
For 2009-10 and 2010-11, school scores were not given for groups or subgroups with less than 10 students in them on the NECAP. In 2006-07, 2007-08, and 2008-09, scores were not given for groups or subgroups with less than 5 students in them on the MEA.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NECAP/MEA

Edition/Publication Year: NECAP - 2009-2011; MEA - 2006-2008 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Proficient with Distinction	82	100	86	82	78
Proficient with Distinction	9	31	0	0	0
Number of students tested	11	13	7	13	9
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	2	0
Percent of students alternatively assessed	0	0	0	15	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Proficient with Distinction		100			
Proficient with Distinction		30			
Number of students tested	8	10	4	4	5
<b>2. African American Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested	3	2	2	1	4
<b>5. English Language Learner Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>6.</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>NOTES:</b>					
For 2009-10 and 2010-11, school scores were not given for groups or subgroups with less than 10 students in them on the NECAP. In 2006-07, 2007-08, and 2008-09, scores were not given for groups or subgroups with less than 5 students in them on the MEA.					

12ME2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NECAP/MEA

Edition/Publication Year: NECAP - 2009-2011; MEA - 2006-2008 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Proficient with Distinction	86	0	100	91	77
Proficient with Distinction	33	0	64	36	31
Number of students tested	15	7	16	11	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	0	1
Percent of students alternatively assessed	0	0	13	0	7
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Proficient with Distinction	83				
Proficient with Distinction	33				
Number of students tested	12	4	6	6	5
<b>2. African American Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested	2	2	2	3	1
<b>5. English Language Learner Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>6.</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>NOTES:</b>					
For 2009-10 and 2010-11, school scores were not given for groups or subgroups with less than 10 students in them on the NECAP. In 2006-07, 2007-08, and 2008-09, scores were not given for groups or subgroups with less than 5 students in them on the MEA.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NECAP/MEA

Edition/Publication Year: NECAP - 2009-2011; MEA - 2006-2008 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Proficient with Distinction	93	71	78	82	62
Proficient with Distinction	53	29	7	9	8
Number of students tested	15	7	16	11	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	0	1
Percent of students alternatively assessed	0	0	13	0	7
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Proficient with Distinction	92				
Proficient with Distinction	50				
Number of students tested	12	4	6	6	5
<b>2. African American Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested	2	2	2	3	1
<b>5. English Language Learner Students</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>6.</b>					
Proficient plus Proficient with Distinction					
Proficient with Distinction					
Number of students tested					
<b>NOTES:</b>					
For 2009-10 and 2010-11, school scores were not given for groups or subgroups with less than 10 students in them on the NECAP. In 2006-07, 2007-08, and 2008-09, scores were not given for groups or subgroups with less than 5 students in them on the MEA.					

12ME2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Proficient with Distinction	85	73	97	89	87
Proficient with Distinction	23	16	45	26	23
Number of students tested	34	30	36	31	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	2	3
Percent of students alternatively assessed	0	0	4	5	9
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Proficient with Distinction	36	61	80	42	50
Proficient with Distinction	14	15	20	14	0
Number of students tested	27	21	20	14	12
<b>2. African American Students</b>					
Proficient plus Proficient with Distinction	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient plus Proficient with Distinction	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient plus Proficient with Distinction	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	8	5	5	6	6
<b>5. English Language Learner Students</b>					
Proficient plus Proficient with Distinction	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient plus Proficient with Distinction	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					
For 2009-10 and 2010-11, school scores were not given for groups or subgroups with less than 10 students in them on the NECAP. In 2006-07, 2007-08, and 2008-09, school scores were not given for groups or subgroups with less than 5 students in them on the MEA.					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Proficient with Distinction	82	89	87	73	66
Proficient with Distinction	26	23	6	3	3
Number of students tested	34	30	36	31	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	2	3
Percent of students alternatively assessed	0	0	4	5	9
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Proficient with Distinction	40	47	70	35	50
Proficient with Distinction	22	14	20	0	0
Number of students tested	27	21	20	14	12
<b>2. African American Students</b>					
Proficient plus Proficient with Distinction	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient plus Proficient with Distinction	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient plus Proficient with Distinction	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	8	5	5	6	6
<b>5. English Language Learner Students</b>					
Proficient plus Proficient with Distinction	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient plus Proficient with Distinction	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					
For 2009-10 and 2010-11, school scores were not given for groups or subgroups with less than 10 students in them on the NECAP. In 2006-07, 2007-08, and 2008-09, scores were not given for groups or subgroups with less than 5 students in them on the MEA.					

12ME225