

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Ms. Jean Butler

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Embden Elementary School

(As it should appear in the official records)

School Mailing Address P.O. Box 87 797 Embden Pond Road

(If address is P.O. Box, also include street address.)

Embden

Maine

04958-0087

City

State

Zip Code+4(9 digits total)

County Somerset

State School Code Number* 00811(NCRS);12651796

Telephone (207) 566-7302

Fax (207) 566-5903

Web site/URL www.msad74.org:16080/Embden

E-mail jbutler@msad74.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Dr. Regina CampbellEd.D.

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Maine School Administrative District #74

Tel. (207) 635-2727

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Andrew Davis

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 5 Elementary schools
 _____ Middle schools
 _____ Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 6 TOTAL
2. District Per Pupil Expenditure: _____ 6692
 Average State Per Pupil Expenditure: _____ 6702

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 14 Number of years the principal has been in her/his position at this school.
 _____ 2 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| Pre K | | | 0 | 7 | | | 0 |
| K | 7 | 7 | 14 | 8 | | | 0 |
| 1 | 2 | 6 | 8 | 9 | | | 0 |
| 2 | 7 | 1 | 8 | 10 | | | 0 |
| 3 | 4 | 7 | 11 | 11 | | | 0 |
| 4 | 1 | 8 | 9 | 12 | | | 0 |
| 5 | 6 | 4 | 10 | Other | | | 0 |
| 6 | | | 0 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | 60 |

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian or Pacific Islander
 _____ % Black or African American
 _____ % Hispanic or Latino
 100 % White

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 21 %

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

| | | |
|-------|--|------|
| (1) | Number of students who transferred to the school after October 1 until the end of the year | 9 |
| (2) | Number of students who transferred from the school after October 1 until the end of the year | 4 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 13 |
| (4) | Total number of students in the school as of October 1 | 62 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | 0.21 |
| (6) | Amount in row (5) multiplied by 100 | 21 |

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 0

Specify languages: 0

9. Students eligible for free/reduced-priced meals: 47 %

Total number students who qualify: 29

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %
9 Total Number of Students Served

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>0</u> | Autism | <u>0</u> | Orthopedic Impairment |
| <u>0</u> | Deafness | <u>1</u> | Other Health Impairment |
| <u>0</u> | Deaf-Blindness | <u>2</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>0</u> | Multiple Disabilities | | |

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>5</u> | <u>0</u> |
| Special resource teachers/specialists | <u>0</u> | <u>2</u> |
| Paraprofessionals | <u>3</u> | <u>0</u> |
| Support Staff | <u>1</u> | <u>3</u> |
| Total number | <u>9</u> | <u>6</u> |

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

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95 % | 95 % | 96 % | 95 % | 97 % |
| Daily teacher attendance | 93 % | 95 % | 93 % | 86 % | 94 % |
| Teacher turnover rate | 0 % | 0 % | 0 % | 0 % | 0 % |
| Student drop out rate (middle/high) | 0 % | 0 % | 0 % | 0 % | 0 % |
| Student drop-off rate (high school) | 0 % | 0 % | 0 % | 0 % | 0 % |

Please provide all explanations below

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

| | | |
|--|------------|----------|
| Graduating class size | 0 | |
| Enrolled in a 4-year college or university | 0 | % |
| Enrolled in a community college | 0 | % |
| Enrolled in vocational training | 0 | % |
| Found employment | 0 | % |
| Military service | 0 | % |
| Other (travel, staying home, etc.) | 0 | % |
| Unknown | 0 | % |
| Total | 100 | % |

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Embden Elementary School is a focal point of the community of Embden, a small town in central Maine. The school was built in 1962 to consolidate educational services previously delivered in a number of small schools around town. Previously serving students in grades K-8, the Embden School now houses sixty students in grades K-5. The town of Embden is part of School Administrative District #74, which is made up of four towns and six schools. The district has a universal preschool program which is open to four-year-olds from Embden. Embden has an all-day kindergarten program. When students leave the Embden School after fifth grade, they go to the Carrabec Community School in neighboring North Anson for grades 6-8 and then to Carrabec High School for grades 9-12.

The Embden School is used by town officials of Embden for meetings and as a polling place, and community groups and the town recreation department hold sporting events and functions there. School events are extremely well-attended, and there is an active Embden Parent-Teacher-Friend Organization (PTFO) which meets monthly and raises funds to support school activities.

The Embden School staff follow the school district mission, which states that all staff will work together to raise the aspirations of all students by providing them with lifelong skills that they may become self-sufficient contributing members of society. The Embden staff believe that three parts of this mission statement are especially important. One is that staff must meet the needs of all students, including those with unique learning needs and identified disabilities. Teachers are aware of individual student needs and plan lessons and units which accommodate for those. Secondly, the staff works hard to help raise student aspirations by teaching students about career options and helping them to develop the skills and confidence they need to be successful in post-secondary education. The third component of the mission is to teach students to be responsible, involved citizens of their school, town, state, and country.

The small size of the student population at Embden Elementary School enables the staff to know each student and family. The school has a veteran staff; in fact, a number of parents of current students attended the Embden School and had several of the teachers when they were in school. There is a strong element of trust between parents and teachers which is cultivated by the staff through fall and spring conferences and ongoing communication throughout the year. Maintaining a positive relationship with parents is an essential component of the school's mission.

Each class at Embden Elementary School is self-contained, which allows the teachers to develop their own schedules based on the needs and learning styles of their students. The small numbers enable the teachers to individualize instruction and to collaborate closely with Special Education and Title IA staff to meet student needs. Teachers teach to mastery and expect all students to learn to the best of their ability. Students are not allowed to coast through their studies, and failure is not an option. If a student is struggling, teachers will secure support services, work with parents, and keep students after school for additional help. A Student Assistance Team program helps to address emotional and behavioral issues that impede student progress. The staff does whatever it takes to help each student to achieve. To encourage and motivate students to set high goals for themselves, the school has a student recognition program with monthly assemblies to recognize Honor Roll students, Students of the Month, and students Caught Being Good.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Students at Embden Elementary School participate each March in the state assessment system, the Maine Educational Assessment (MEA). The MEA is designed to measure student and school progress in achieving the academic standards of Maine's Learning Results. The MEA was created as part of the Educational Reform Act of 1984 and was redesigned when the Maine Legislature created the Learning Results in 1996.

Until the 2005-06 school year, Maine tested students in grades 4, 8, and 11. In 2005-06, the state began testing students in grades 3-8 with the MEA and testing grade 11 students with the Scholastic Aptitude Test. However, even though Embden students in grades 3-5 were tested in 2005-06, only the fourth grade scores were analyzed to determine if the school made Adequate Yearly Progress. Now the scores of all three grades are used by the Maine Department of Education to make that determination.

The MEA currently contains sections in reading and math for grades 3-5. Fourth graders also take a science and technology assessment, and fifth graders take an English language arts test. The MEA is comprised of multiple choice and constructed response questions. Students' scores fall into one of four achievement levels: Exceeds the Standards, Meets the Standards, Partially Meets the Standards, and Does Not Meet the Standards. The scores ranged from 500-580 until 2006. Once the state began testing students in grades 3-8, the scores changed to a range of 400-480 for fourth graders and 300-380 for third graders.

By No Child Left Behind regulations, the Embden School needs to make Adequate Yearly Progress (AYP) by reaching a target percentage of students who score at the Meets the Standards (score of 541-560, 441-460, or 341-360) or Exceeds the Standards (score of 561-580, 461-480, or 361-380) performance level in reading and math on the MEA. The target percentages in Maine were 34% in reading and 12% in math in 2002-03 and 2003-04; 41% in reading and 21% in math in 2004-05; 45% in reading and 44% in math in 2005-06; and 50% in reading and 40% in math in 2006-07. Embden's subgroups are not large enough to be considered separately for AYP.

If a school does not make AYP, it is labeled as a Continuous Improvement Priority School. The Embden School was classified as a Priority School in 2001-02, when only 8% of the fourth grade students met or exceeded the standards in reading and math. Through dedication and hard work, the staff was able to raise student performance so that by the next year, 69% of fourth grade students met or exceeded the standards in reading and 38% of them did so in math, going beyond the targets and making AYP. We have been able to maintain student performance on the MEA at a level well above the target percentages established by the state each year since then.

The Embden School was the first school in Maine in which 100% of the students met or exceeded the standards in reading or math on the MEA in 2004-05, when all of its fourth graders met or exceeded the standards in reading. Twice the school has received awards for Consistently High Performance in reading and Continual Improvement in math on the MEA's from the Maine Department of Education.

The website at which information on the Maine Educational Assessment can be found is the following: <http://www.maine.gov/education/mea/edmea/htm>.

2. Using Assessment Results

The staff of Embden Elementary School analyze student performance data on the Maine Educational Assessment as well as other district assessments such as the Measures of Academic Progress of the Northwest Evaluation Association (NWEA), the Developmental Reading Assessment (DRA), and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Each fall the principal puts together for the staff an Assessment Data booklet with the scores of each student and class on each of these assessments. In discussing the class-level data, the staff look for weak areas to target with individuals or groups of students, as well as ways to teach

test-taking strategies to help prepare students for each of these assessments. In discussing student-level data, teachers are able to conduct progress monitoring on individual students, especially those in Title IA and Special Education programs, in order to make revisions in the interventions they have implemented to increase those students' achievement. The Embden School and the district are in the process of developing an Early Intervention Program based on the Response to Intervention Model.

Each teacher receives from the principal a notebook containing the items from the previous year's test that are released by the Maine Department of Education to schools to help them better prepare students for the MEA. Teachers use the released items with students and also base the development of their units of study on these models.

In addition to discussing assessment data at the building level, Embden teachers are involved in analyzing district assessment data in grade level meetings with teachers from other schools in the district on professional development days. Four Embden teachers serve on the district's Literacy Committee, in which reading assessment data is discussed. The goal of these efforts is to make data-based decisions about curriculum, instruction, and assessment.

3. Communicating Assessment Results

The Embden School staff feel that it is important to communicate information to parents about the types of assessments that are given to students in each grade. This information is contained in the school newsletter as well as in the Title IA Parent Handbook.

The school sends to parents a summary of their child's assessment scores with a letter that explains and interprets the scores. The principal invites parents to meet with her to review their child's scores, to see sample test questions, and to gain more information about the different state and local assessments given each year.

Teachers share students' scores and explain them to parents at fall and spring parent-teacher conferences. In addition, teachers review each student's scores with the student and help him/her set goals to improve his/her performance on the assessments. The school shares and celebrates class and school results at school assemblies and in the school and district newsletters.

The principal works with other district principals to present each year's MEA scores to the School Board of Directors at one of their monthly meetings.

4. Sharing Success:

There are a number of ways that the Embden School has shared its success in improving student performance on the MEA with other schools. Teachers have made presentations at grade level meetings and district workshops. The district's Literacy Committee is conducting a series of after-school seminars on various literacy topics, and strategies for MEA success will be one of the topics that Embden teachers will present.

In June, 2006, the school's fourth grade teacher and its principal were invited to speak at an Improving Schools Symposium sponsored by the Maine Department of Education. The audience was made up of representatives from Continuous Improvement Priority Schools invited by the Department to learn ways to increase student achievement of Maine's Learning Results and to improve student performance on the state assessment.

In September, 2006, Michael Sentance, the U.S. Secretary of Education's regional representative for New England, traveled from Boston to visit the Embden School. He came to talk with the staff for ideas to share with other schools as to how small rural schools improve student performance on state assessments that measure the goals of the No Child Left Behind Act. While at the Embden School, Dr. Sentance took a tour of the school, met the students and staff, and talked with school staff members and the district superintendent to ask questions about the strategies used to raise students' scores on the Maine Educational Assessment.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Teachers at Embden Elementary School adhere to the curriculum developed by district teachers to align with Maine's Learning Results and approved by the Board of Directors of Maine School Administrative District #74.

English Language Arts is a core area and a priority for the teachers of grades K-5. A significant portion of students' academic day is devoted to the areas of reading, language use, and writing. In addition to separate instruction in these areas, teachers integrate reading and writing into all of their curriculum areas. Topics in the language arts curriculum are oral language, reading/literature, word study, writing, and research. Embden teachers adhere to several approaches in teaching their students to express themselves in writing, but the main focus is on the Six Traits of Writing.

Mathematics instruction also holds a prominent place in the academic day of all students. The district recently adopted the Investigations math program published by Pearson/Scott Foresman. The focus of the curriculum is to teach students how to use mathematical knowledge to solve problems. Students learn and practice basic math facts but also learn how to analyze a problem and decide how to solve it. Teachers spend time building students' skills in mental math, and students work often in collaboration with others.

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. To enhance student learning, teachers invite guest speakers from nearby science museums and take the students on field trips. Teachers also write grants to support science activities.

Health education is generally taught as part of science units. 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.

The 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 as essential components of the social studies curriculum in the schools. Field trips to the Maine State Capitol and Museum and other museums enhance student learning.

Students receive instruction in various unified arts areas one day a week. Itinerant teachers travel to each of the district's five elementary schools to provide instruction in the areas of art, music, physical education, and computer technology. Foreign language instruction is not available in the K-5 schools at this time, as that begins in grade 6.

The art curriculum encompasses 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. Students' art projects are showcased in the school's hallways.

Physical education contributes, primarily through movement experiences, to the students' total growth and development. Students participate in physical fitness activities, acquire basic locomotor skills, and learn rules and skills to enable them to participate in regulated games such as volleyball, softball, floor hockey, soccer, and basketball.

Classroom music focuses on the areas of rhythm, melody, music appreciation, and identifying and learning to play instruments. Students in grades 4-5 can choose to participate in two optional performing arts activities, instrumental music lessons 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.

2a. (Elementary Schools) Reading:

The Embden teachers schedule uninterrupted literacy blocks of ninety minutes or longer. Their reading program reflects a balanced approach to literacy instruction, including skills and strategies instruction, literature study, and authentic reading experiences. Teachers' units include these components: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Teachers utilize a student-centered approach, varying the amount of scaffolding they provide each student to ensure his/her success in constructing meaning from text. Teachers help students make text-to-text, text-to-self, and text-to-world connections with the literature they read. Book talks, word study, guided reading, story boards, conferences, readers' theater, and reading logs and journals are activities one could observe in reading classes.

Embden teachers use four instructional models for their reading instruction. They use a basal reading series, Open Court, published by SRA/McGraw Hill. They also use a readers' workshop approach, in which students are able to self-select books to read. A third is literature circles, in which students work in small groups to read and discuss trade books. Teachers also develop literature focus units, often organized around a social studies or science topic. Teachers expose students to different genres, engage them in author studies, and teach them to read and understand nonfiction text. The school librarian works closely with classroom teachers to promote and support reading instruction.

How did the Embden teachers choose this particular approach to reading instruction? In 2001, the school district hired a consultant to analyze the reading programs in grades K-12. Embden's reading program includes elements from the consultant's recommendations. In addition, in 2004, most of the Embden teachers took a graduate-level reading methods course together. That experience provided the chance to further develop an effective reading program based on current, scientifically-based research findings.

2b. (Secondary Schools) English:

3. Additional Curriculum Area:

The mathematics curriculum at Embden Elementary School has been changing over the last few years. Math scores on the Maine Educational Assessment were not as high as reading scores, and the staff wanted to improve these. Analyzing the math portion of the Maine Educational Assessment made it clear to the staff that students need to learn more than how to do computation. Instead all students need to develop math proficiency which involves understanding math concepts, computing fluently, applying math concepts to solve problems, using math reasoning, and engaging with and enjoying math. Teachers want students to see the real-life relevance of math in society and the world in order to fulfill the district mission of helping students to become contributing members of society.

A new math series supported by scientific evidence, Investigations from Pearson/Scott Foresman, was purchased for the K-5 students in the school district. Teachers use this program along with other resources to teach math in instructional blocks of sixty to ninety minutes a day. Math lessons include mental math challenges, math vocabulary study, math games, and many chances for students to propose possible solutions to a problem and try them out. Students are more likely to be working in collaboration with other students than they are to be working as individuals, and they learn from each other. There are many different ways to solve a problem, and students are encouraged to choose the way that works best for them. Students must be able to explain both verbally and in writing the process they used to solve a problem. Fifth grade students learn how to create spreadsheets and bar graphs as well as other ways to chart data on the computer.

4. Instructional Methods:

The staff of Embden Elementary School use various instructional methods to improve student learning.

One important component of each teacher's program is to teach study skills. Students learn organizational skills, such as how to use an assignment notebook, how to do research, how to read a textbook, and how to be responsible for their homework.

Homework is a method used to provide students with time for independent practice with the new knowledge and skills they have learned at school. Another goal of homework is to involve parents in their child's educational program and to keep them aware of their children's studies and progress. The school purchases assignment books for all students in grades 3-5 each year.

Computer technology is integrated into every curriculum area. In addition to classroom computers, the school has a computer lab of desktop computers and a mobile lab of laptop computers for student and teacher use.

At this time, the school does not have a formal after-school program to provide remedial instruction and to help students with homework. However, one of the teachers volunteers to teach a three-week after-school program each spring to work with challenged readers, and the town of Embden sponsors an after-school program with a homework component.

Summer programs are another method for helping to improve student learning. Title IA funds make possible a three-week Summer Literacy Program and Summer Math Program at the school each year. Title IA staff members and classroom teachers make recommendations of Title IA students who are performing below grade level in reading and/or math and who would benefit from attending a summer program to at least maintain and possibly increase skills. In addition to the Title IA program, the district's Special Education staff offer a Summer Speech and Language Program, which is open to Embden students who have an identified Speech/Language disability.

5. Professional Development:

In MSAD #74, professional development has a district focus; thus Embden staff members participate with their counterparts from the other elementary schools in professional growth activities. The focus is on the curriculum areas of literacy and mathematics.

One successful professional development activity for the Embden staff was taking a graduate-level reading methods course offered in the district during the 2004-05 school year. Four of the five classroom teachers, the Special Education teacher, and the principal took the course together.

Another focus for staff development is training in new curriculum programs. Staff members have taken part in workshops offered by publishers or organizations to help them become comfortable with new programs.

Staff members have attended out-of-district workshops in literacy and math. Teachers are encouraged to present information and share resources from conferences they attend with the other teachers in the school. Teachers are also able to visit other classrooms in and outside the district to observe successful teaching practices.

Embden has a technology teacher leader who works with staff to troubleshoot solutions to problems and to provide training to staff as to how to use technology. District technology staff also provide training and support.

Teachers also take part in grade level meetings held at the district level on workshop days or Early Release Days. Because each teacher is the only one who teaches that particular grade level in the building, grade level meetings allow them the opportunity to talk with other teachers from that same grade level. Teachers compare notes, share ideas and resources, and collaborate on special units and projects.

Four of the five Embden teachers as well as the principal serve on the district's Literacy Committee, a reflective practice and leadership group which meets monthly. The committee offers literacy workshops and other means to spread best practices across the district.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 3 Test Maine Educational Assessment
 Edition/Publication Year _____ Publisher _____

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | March | March | | | |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | 91 | 67 | | | |
| % "Exceeding" State Standards | 18 | 0 | | | |
| Number of students tested | 11 | 12 | | | |
| Percent of total students tested | 100 | 100 | | | |
| Number of students alternatively assessed | 0 | 0 | | | |
| Percent of students alternatively assessed | 0 | 0 | | | |
| SUBGROUP SCORES | | | | | |
| 1. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 2. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 3. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | 0 | | |
| 4. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | March | March | | | |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | 91 | 75 | | | |
| % "Exceeding" State Standards | 0 | 0 | | | |
| Number of students tested | 11 | 12 | | | |
| Percent of total students tested | 100 | 100 | | | |
| Number of students alternatively assessed | 0 | 0 | | | |
| Percent of students alternatively assessed | 0 | 0 | | | |
| SUBGROUP SCORES | | | | | |
| 1. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 2. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 3. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | 0 | | |
| 4. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | March | March | March | March | March |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | 60 | 67 | 100 | 58 | 69 |
| % "Exceeding" State Standards | 0 | 11 | 9 | 0 | 0 |
| Number of students tested | 10 | 9 | 11 | 12 | 13 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 2. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 3. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | 0 | | |
| 4. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | March | March | March | March | March |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | 100 | 78 | 64 | 33 | 38 |
| % "Exceeding" State Standards | 10 | 11 | 9 | 0 | 15 |
| Number of students tested | 10 | 9 | 11 | 12 | 13 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 2. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 3. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | 0 | | |
| 4. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | March | March | | | |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | 73 | 82 | | | |
| % "Exceeding" State Standards | 9 | 9 | | | |
| Number of students tested | 11 | 11 | | | |
| Percent of total students tested | 100 | 100 | | | |
| Number of students alternatively assessed | 0 | 0 | | | |
| Percent of students alternatively assessed | 0 | 0 | | | |
| SUBGROUP SCORES | | | | | |
| 1. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 2. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 3. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | 0 | | |
| 4. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | March | March | | | |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | 82 | 45 | | | |
| % "Exceeding" State Standards | 0 | 9 | | | |
| Number of students tested | 11 | 11 | | | |
| Percent of total students tested | 100 | 100 | | | |
| Number of students alternatively assessed | 0 | 0 | | | |
| Percent of students alternatively assessed | 0 | 0 | | | |
| SUBGROUP SCORES | | | | | |
| 1. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 2. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 3. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | 0 | | |
| 4. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |