



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Fruit Street School

SAU: Bangor School Department

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2011-2012 NCLB Report Card



School: Fruit Street School
SAU: Bangor School Department
Grade: 03



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	72	72	100	82	78	73	33	49	11	7	72	0	
	2010-2011	90	90	100	86	76	70	27	59	13	1	90	0	0
Female	2009-2010	38	38	100	92	84	76	45	47	5	3			
	2010-2011	44	44	100	86	79	74	27	59	11	2			
Male	2009-2010	34	34	100	71	74	69	21	50	18	12			
	2010-2011	46	46	100	85	73	66	26	59	15	<1			
Caucasian/White	2009-2010	64	64	100	84	80	74	34	50	9	6			
	2010-2011	81	81	100	86	76	71	23	63	12	1			
African American/Black	2009-2010	3	3	100			46							
	2010-2011	3	3	100			43							
Hispanic	2009-2010	2	2	100			58							
	2010-2011	2	2	100			60							
Asian or Pacific Islander	2009-2010	3	3	100			71							
	2010-2011	2	2	100			69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	21	21	100	57	68	62	29	29	24	19			
	2010-2011	32	32	100	72	67	58	19	53	25	3			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	14	14	100	36	45	38	<1	36	29	36			
	2010-2011	15	15	100	60	38	34	<1	60	40	<1			
Limited English Proficient	2009-2010	3	3	100			45							
	2010-2011	0	0				39							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Fruit Street School
SAU: Bangor School Department
Grade: 03



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Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	72	71	99	75	72	62	25	49	13	13	71	0
	2010-2011	90	90	100	78	72	61	29	49	18	4	90	0
Female	2009-2010	38	38	100	76	72	61	29	47	18	5		
	2010-2011	44	44	100	80	73	59	30	50	16	5		
Male	2009-2010	34	33	97	73	73	63	21	52	6	21		
	2010-2011	46	46	100	76	71	64	28	48	20	4		
Caucasian/White	2009-2010	64	63	98	79	74	63	27	52	10	11		
	2010-2011	81	81	100	78	71	63	27	51	17	5		
African American/Black	2009-2010	3	3	100			31						
	2010-2011	3	3	100			30						
Hispanic	2009-2010	2	2	100			52						
	2010-2011	2	2	100			49						
Asian or Pacific Islander	2009-2010	3	3	100			65						
	2010-2011	2	2	100			64						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				59						
Economically Disadvantaged	2009-2010	21	21	100	48	58	50	19	29	14	38		
	2010-2011	32	32	100	59	59	49	13	47	31	9		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	14	13	93	31	38	33	<1	31	8	62		
	2010-2011	15	15	100	27	36	35	7	20	60	13		
Limited English Proficient	2009-2010	3	3	100			35						
	2010-2011	0	0				29						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2011-2012 NCLB Report Card



School: Fruit Street School
 SAU: Bangor School Department
 Grade: 3-8



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Accountability Data															
Group	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 99 M: 100	E: 99 M: 99	86	E: 76 M: 80	E: 69 M: 70	100	E: 100 M: 100	E: 99 M: 99	76	E: 74 M: 74	E: 61 M: 61	96	94	95
Caucasian/White	100	E: 100 M: 100	E: 99 M: 99	87	E: 76 M: 81	E: 70 M: 71	100	E: 100 M: 100	E: 99 M: 99	76	E: 75 M: 74	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: 70 M: 67	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: 65 M: 62	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	*	E: 100 M: 99	E: 99 M: 99	67	E: 65 M: 69	E: 58 M: 58	*	E: 100 M: 99	E: 99 M: 99	58	E: 62 M: 65	E: 48 M: 47			
Students with Disabilities	*	E: 99 M: 99	E: 98 M: 98	54	E: 41 M: 47	E: 33 M: 30	*	E: 99 M: 99	E: 98 M: 98	29	E: 44 M: 43	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	8	1	10	2	2	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.