



**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](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2011-2012 NCLB Report Card

School: Margaret Chase Smith Sch.-Sanf

SAU: Sanford School Department

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# 2011-2012 NCLB Report Card



School: Margaret Chase Smith Sch.-Sanf  
 SAU: Sanford 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	75	71	95	77	69	73	14	63	17	6	71	0	
	2010-2011	79	77	97	60	60	70	6	53	26	14	77	0	1
Female	2009-2010	31	28	90	79	75	76	7	71	11	11			
	2010-2011	38	38	100	63	63	74	5	58	32	5			
Male	2009-2010	44	43	98	77	65	69	19	58	21	2			
	2010-2011	41	39	95	56	57	66	8	49	21	23			
Caucasian/White	2009-2010	64	61	95	79	69	74	15	64	15	7			
	2010-2011	76	75	99	60	60	71	7	53	25	15			
African American/Black	2009-2010	1	1	100			46							
	2010-2011	1	1	100			43							
Hispanic	2009-2010	1	1	100			58							
	2010-2011	0	0				60							
Asian or Pacific Islander	2009-2010	9	8	89		73	71							
	2010-2011	2	1	50			69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	34	32	94	78	63	62	19	59	19	3			
	2010-2011	46	45	98	51	52	58	7	44	31	18			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	14	14	100	57	44	38	7	50	36	7			
	2010-2011	11	11	100	18	31	34	<1	18	27	55			
Limited English Proficient	2009-2010	11	10	91	70	60	45	10	60	30	<1			
	2010-2011	2	1	50			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: Margaret Chase Smith Sch.-Sanf  
 SAU: Sanford 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	75	72	96	68	57	62	19	49	18	14	72	0
	2010-2011	79	77	97	68	60	61	14	53	23	9	77	0
Female	2009-2010	31	29	94	66	55	61	17	48	17	17		
	2010-2011	38	38	100	55	53	59	11	45	32	13		
Male	2009-2010	44	43	98	70	59	63	21	49	19	12		
	2010-2011	41	39	95	79	65	64	18	62	15	5		
Caucasian/White	2009-2010	64	61	95	70	58	63	20	51	16	13		
	2010-2011	76	74	97	69	61	63	15	54	23	8		
African American/Black	2009-2010	1	1	100			31						
	2010-2011	1	1	100			30						
Hispanic	2009-2010	1	1	100			52						
	2010-2011	0	0				49						
Asian or Pacific Islander	2009-2010	9	9	100		58	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	34	33	97	64	51	50	12	52	21	15		
	2010-2011	46	45	98	62	55	49	13	49	27	11		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	14	14	100	43	35	33	<1	43	29	29		
	2010-2011	11	11	100	45	42	35	<1	45	45	9		
Limited English Proficient	2009-2010	11	11	100	55	50	35	18	36	27	18		
	2010-2011	2	2	100			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: Margaret Chase Smith Sch.-Sanf  
 SAU: Sanford School Department  
 Grade: 3-8



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Group	Accountability Data														
	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	97	E: 99 M: 99	E: 99 M: 99	68	E: 67 M: 70	E: 69 M: 70	97	E: 99 M: 99	E: 99 M: 99	67	E: 62 M: 66	E: 61 M: 61	95	94	95
Caucasian/White	99	E: 100 M: 99	E: 99 M: 99	68	E: 67 M: 70	E: 70 M: 71	97	E: 99 M: 99	E: 99 M: 99	67	E: 63 M: 65	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	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: 75 M: 77	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: 55 M: 86	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	98	E: 99 M: 99	E: 99 M: 99	57	E: 60 M: 61	E: 58 M: 58	98	E: 99 M: 99	E: 99 M: 99	56	E: 55 M: 58	E: 48 M: 47			
Students with Disabilities	*	E: 100 M: 98	E: 98 M: 98	26	E: 47 M: 39	E: 33 M: 30	*	E: 100 M: 98	E: 98 M: 98	43	E: 44 M: 30	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: 78 M: 75	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: 57 M: 83	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.

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## Maine Teacher Quality Data

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 <sup>1</sup>	7	6	4	2	5	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	3

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

<sup>1</sup>Professional 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.