



**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: Winslow Junior High School

SAU: Winslow Schools

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2011-2012 NCLB Report Card



School: Winslow Junior High School
 SAU: Winslow Schools
 Grade: 06



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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	101	101	100	65	65	68	5	60	28	7	101	0	
	2010-2011	93	92	99	54	54	72	5	49	36	10	92	0	0
Female	2009-2010	46	46	100	70	70	74	7	63	30	<1			
	2010-2011	46	45	98	64	64	76	7	58	27	9			
Male	2009-2010	55	55	100	62	61	63	4	58	25	13			
	2010-2011	47	47	100	45	45	68	4	40	45	11			
Caucasian/White	2009-2010	99	99	100	66	66	69	5	61	27	7			
	2010-2011	87	87	100	57	57	73	6	52	36	7			
African American/Black	2009-2010	0	0				47							
	2010-2011	4	4	100			52							
Hispanic	2009-2010	2	2	100			62							
	2010-2011	1	1	100			67							
Asian or Pacific Islander	2009-2010	0	0				70							
	2010-2011	0	0				67							
American Indian or Native Alaskan	2009-2010	0	0				56							
	2010-2011	0	0				65							
Economically Disadvantaged	2009-2010	36	36	100	50	49	56	<1	50	33	17			
	2010-2011	33	32	97	47	47	60	3	44	38	16			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	6	6	100			29							
	2010-2011	12	11	92	9	9	33	<1	9	55	36			
Limited English Proficient	2009-2010	1	1	100			44							
	2010-2011	1	1	100			46							

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: Winslow Junior High School
SAU: Winslow Schools
Grade: 07



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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	104	104	100	54	54	69	3	51	38	9	102	2	
	2010-2011	96	96	100	64	63	66	3	60	30	6	96	0	0
Female	2009-2010	45	45	100	67	67	76	4	62	33	<1			
	2010-2011	45	45	100	60	60	73	2	58	33	7			
Male	2009-2010	59	59	100	44	44	62	2	42	41	15			
	2010-2011	51	51	100	67	65	59	4	63	27	6			
Caucasian/White	2009-2010	101	101	100	53	53	69	3	50	38	9			
	2010-2011	96	96	100	64	64	67	3	60	30	6			
African American/Black	2009-2010	2	2	100			53							
	2010-2011	0	0				43							
Hispanic	2009-2010	1	1	100			60							
	2010-2011	0	0				52							
Asian or Pacific Islander	2009-2010	0	0				77							
	2010-2011	0	0				64							
American Indian or Native Alaskan	2009-2010	0	0				56							
	2010-2011	0	0				61							
Economically Disadvantaged	2009-2010	31	31	100	32	32	57	3	29	58	10			
	2010-2011	34	34	100	44	43	52	<1	44	44	12			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	14	14	100	21	21	28	<1	21	36	43			
	2010-2011	6	6	100			25							
Limited English Proficient	2009-2010	1	1	100			44							
	2010-2011	0	0				40							

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School: Winslow Junior High School
SAU: Winslow Schools
Grade: 08



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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	105	105	100	57	57	68	3	54	28	15	105	0	
	2010-2011	97	96	99	57	58	72	5	52	35	7	95	1	0
Female	2009-2010	52	52	100	60	60	76	2	58	25	15			
	2010-2011	41	40	98	68	68	78	13	55	30	3			
Male	2009-2010	53	53	100	55	55	61	4	51	30	15			
	2010-2011	56	56	100	50	51	68	<1	50	39	11			
Caucasian/White	2009-2010	101	101	100	58	58	69	3	55	27	15			
	2010-2011	94	94	100	57	58	73	5	52	35	7			
African American/Black	2009-2010	2	2	100			50							
	2010-2011	2	1	50			52							
Hispanic	2009-2010	2	2	100			57							
	2010-2011	0	0				67							
Asian or Pacific Islander	2009-2010	0	0				76							
	2010-2011	0	0				84							
American Indian or Native Alaskan	2009-2010	0	0				50							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	35	35	100	51	51	56	3	49	23	26			
	2010-2011	25	25	100	44	46	61	<1	44	44	12			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	18	18	100	11	11	26	<1	11	22	67			
	2010-2011	11	11	100	36	42	32	<1	36	27	36			
Limited English Proficient	2009-2010	1	1	100			43							
	2010-2011	0	0				49							

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School: Winslow Junior High School
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 Grade: 06



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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	101	101	100	56	56	63	14	43	25	19	101	0
	2010-2011	93	92	99	40	40	64	9	32	36	24	92	0
Female	2009-2010	46	46	100	48	48	62	7	41	30	22		
	2010-2011	46	45	98	40	40	63	2	38	42	18		
Male	2009-2010	55	55	100	64	63	63	20	44	20	16		
	2010-2011	47	47	100	40	40	64	15	26	30	30		
Caucasian/White	2009-2010	99	99	100	58	58	64	14	43	24	18		
	2010-2011	87	87	100	43	43	65	9	33	37	21		
African American/Black	2009-2010	0	0				40						
	2010-2011	4	4	100			36						
Hispanic	2009-2010	2	2	100			49						
	2010-2011	1	1	100			57						
Asian or Pacific Islander	2009-2010	0	0				68						
	2010-2011	0	0				66						
American Indian or Native Alaskan	2009-2010	0	0				50						
	2010-2011	0	0				60						
Economically Disadvantaged	2009-2010	36	36	100	50	49	49	6	44	25	25		
	2010-2011	33	32	97	34	34	50	9	25	34	31		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	6	6	100			29						
	2010-2011	12	11	92	9	9	28	<1	9	36	55		
Limited English Proficient	2009-2010	1	1	100			36						
	2010-2011	1	1	100			39						

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

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 Grade: 07



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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	104	104	100	52	52	60	13	38	28	20	102	2
	2010-2011	96	96	100	56	56	58	13	44	22	22	96	0
Female	2009-2010	45	45	100	53	53	59	18	36	29	18		
	2010-2011	45	45	100	51	51	59	7	44	24	24		
Male	2009-2010	59	59	100	51	51	61	10	41	27	22		
	2010-2011	51	51	100	61	60	58	18	43	20	20		
Caucasian/White	2009-2010	101	101	100	51	51	61	14	38	29	20		
	2010-2011	96	96	100	56	56	60	13	44	22	22		
African American/Black	2009-2010	2	2	100			35						
	2010-2011	0	0				29						
Hispanic	2009-2010	1	1	100			42						
	2010-2011	0	0				44						
Asian or Pacific Islander	2009-2010	0	0				72						
	2010-2011	0	0				62						
American Indian or Native Alaskan	2009-2010	0	0				46						
	2010-2011	0	0				52						
Economically Disadvantaged	2009-2010	31	31	100	35	35	46	6	29	26	39		
	2010-2011	34	34	100	41	40	44	12	29	26	32		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	14	14	100	29	29	25	<1	29	14	57		
	2010-2011	6	6	100			22						
Limited English Proficient	2009-2010	1	1	100			36						
	2010-2011	0	0				33						

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2011-2012 NCLB Report Card



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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	105	105	100	48	48	60	8	40	20	32	105	0
	2010-2011	97	96	99	52	52	59	11	41	25	23	95	1
Female	2009-2010	52	52	100	44	44	60	6	38	23	33		
	2010-2011	41	40	98	58	58	58	10	48	25	18		
Male	2009-2010	53	53	100	51	51	59	9	42	17	32		
	2010-2011	56	56	100	48	47	60	13	36	25	27		
Caucasian/White	2009-2010	101	101	100	49	49	60	8	41	20	32		
	2010-2011	94	94	100	52	52	60	12	40	26	22		
African American/Black	2009-2010	2	2	100			34						
	2010-2011	2	1	50			32						
Hispanic	2009-2010	2	2	100			48						
	2010-2011	0	0				49						
Asian or Pacific Islander	2009-2010	0	0				68						
	2010-2011	0	0				71						
American Indian or Native Alaskan	2009-2010	0	0				46						
	2010-2011	0	0				52						
Economically Disadvantaged	2009-2010	35	35	100	43	43	45	<1	43	23	34		
	2010-2011	25	25	100	32	31	44	4	28	36	32		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	18	18	100	11	11	21	<1	11	6	83		
	2010-2011	11	11	100	18	17	22	<1	18	18	64		
Limited English Proficient	2009-2010	1	1	100			29						
	2010-2011	0	0				32						

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

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2011-2012 NCLB Report Card



School: Winslow Junior High School
 SAU: Winslow Schools
 Grade: 08



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Group	Science 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	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	100	99	99	66	66	71	14	52	24	10	98	1
Female	2010-2011	42	41	98	63	63	69	15	49	27	10		
Male	2010-2011	58	58	100	67	68	73	14	53	22	10		
Caucasian/White	2010-2011	100	99	99	66	66	72	14	52	24	10		
African American/Black	2010-2011	0	0				46						
Hispanic	2010-2011	0	0				59						
Asian or Pacific Islander	2010-2011	0	0				73						
American Indian or Native Alaskan	2010-2011	0	0				61						
Economically Disadvantaged	2010-2011	40	39	98	64	65	60	5	59	18	18		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	1	1	100			41						
Limited English Proficient	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

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2011-2012 NCLB Report Card



School: Winslow Junior High School
 SAU: Winslow Schools
 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	99	E: 99 M: 99	E: 99 M: 99	62	E: 70 M: 60	E: 69 M: 70	99	E: 99 M: 99	E: 99 M: 99	54	E: 60 M: 53	E: 61 M: 61	94		95
Caucasian/White	100	E: 99 M: 100	E: 99 M: 99	63	E: 71 M: 60	E: 70 M: 71	100	E: 99 M: 100	E: 99 M: 99	55	E: 61 M: 53	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: * 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	99	E: 100 M: 99	E: 99 M: 99	46	E: 57 M: 48	E: 58 M: 58	99	E: 100 M: 99	E: 99 M: 99	38	E: 42 M: 46	E: 48 M: 47			
Students with Disabilities	*	E: 96 M: *	E: 98 M: 98	*	E: 20 M: 15	E: 33 M: 30	*	E: 96 M: *	E: 98 M: 98	*	E: 24 M: 18	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.

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Maine Teacher Quality Data



School: Winslow Junior High School
SAU: Winslow Schools



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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	11	3	7	0	1	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.