



**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: Winthrop Middle School

SAU: Winthrop Public Schools

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2011-2012 NCLB Report Card



School: Winthrop Middle School
 SAU: Winthrop Public 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	76	72	95	75	75	68	18	57	25	<1	72	0	
	2010-2011	66	65	98	78	78	72	15	63	14	8	65	0	0
Female	2009-2010	41	39	95	85	85	74	23	62	15	<1			
	2010-2011	27	27	100	81	81	76	22	59	11	7			
Male	2009-2010	35	33	94	64	64	63	12	52	36	<1			
	2010-2011	39	38	97	76	76	68	11	66	16	8			
Caucasian/White	2009-2010	75	71	95	75	75	69	18	56	25	<1			
	2010-2011	66	65	98	78	78	73	15	63	14	8			
African American/Black	2009-2010	0	0				47							
	2010-2011	0	0				52							
Hispanic	2009-2010	0	0				62							
	2010-2011	0	0				67							
Asian or Pacific Islander	2009-2010	1	1	100			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	27	26	96	58	58	56	12	46	42	<1			
	2010-2011	27	26	96	69	69	60	<1	69	19	12			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	12	9	75			29							
	2010-2011	6	5	83			33							
Limited English Proficient	2009-2010	0	0				44							
	2010-2011	0	0				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: Winthrop Middle School
 SAU: Winthrop Public 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	61	61	100	77	77	69	16	61	16	7	61	0	
	2010-2011	76	75	99	83	83	66	16	67	13	4	71	4	0
Female	2009-2010	20	20	100	80	80	76	20	60	15	5			
	2010-2011	42	42	100	93	93	73	24	69	5	2			
Male	2009-2010	41	41	100	76	76	62	15	61	17	7			
	2010-2011	34	33	97	70	70	59	6	64	24	6			
Caucasian/White	2009-2010	61	61	100	77	77	69	16	61	16	7			
	2010-2011	75	74	99	82	82	67	16	66	14	4			
African American/Black	2009-2010	0	0				53							
	2010-2011	0	0				43							
Hispanic	2009-2010	0	0				60							
	2010-2011	0	0				52							
Asian or Pacific Islander	2009-2010	0	0				77							
	2010-2011	1	1	100			64							
American Indian or Native Alaskan	2009-2010	0	0				56							
	2010-2011	0	0				61							
Economically Disadvantaged	2009-2010	16	16	100	56	56	57	6	50	19	25			
	2010-2011	27	27	100	70	70	52	11	59	22	7			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	10	10	100	40	40	28	<1	40	30	30			
	2010-2011	10	10	100	30	30	25	<1	30	50	20			
Limited English Proficient	2009-2010	0	0				44							
	2010-2011	0	0				40							

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School: Winthrop Middle School
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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	56	56	100	73	73	68	11	63	18	9	56	0	
	2010-2011	63	63	100	81	81	72	10	71	16	3	63	0	0
Female	2009-2010	27	27	100	89	89	76	19	70	11	<1			
	2010-2011	21	21	100	86	86	78	19	67	14	<1			
Male	2009-2010	29	29	100	59	59	61	3	55	24	17			
	2010-2011	42	42	100	79	79	68	5	74	17	5			
Caucasian/White	2009-2010	54	54	100	72	72	69	9	63	19	9			
	2010-2011	63	63	100	81	81	73	10	71	16	3			
African American/Black	2009-2010	1	1	100			50							
	2010-2011	0	0				52							
Hispanic	2009-2010	1	1	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	12	12	100	50	50	56	<1	50	42	8			
	2010-2011	18	18	100	56	56	61	6	50	33	11			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	9	9	100			26							
	2010-2011	8	8	100			32							
Limited English Proficient	2009-2010	0	0				43							
	2010-2011	0	0				49							

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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	76	72	95	74	74	63	24	50	17	10	72	0
	2010-2011	66	65	98	68	68	64	26	42	20	12	65	0
Female	2009-2010	41	39	95	72	72	62	23	49	18	10		
	2010-2011	27	27	100	63	63	63	19	44	22	15		
Male	2009-2010	35	33	94	76	76	63	24	52	15	9		
	2010-2011	39	38	97	71	71	64	32	39	18	11		
Caucasian/White	2009-2010	75	71	95	73	73	64	23	51	17	10		
	2010-2011	66	65	98	68	68	65	26	42	20	12		
African American/Black	2009-2010	0	0				40						
	2010-2011	0	0				36						
Hispanic	2009-2010	0	0				49						
	2010-2011	0	0				57						
Asian or Pacific Islander	2009-2010	1	1	100			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	27	26	96	50	50	49	23	27	31	19		
	2010-2011	27	26	96	62	62	50	15	46	19	19		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	12	9	75			29						
	2010-2011	6	5	83			28						
Limited English Proficient	2009-2010	0	0				36						
	2010-2011	0	0				39						

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

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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	61	61	100	67	67	60	26	41	21	11	61	0
	2010-2011	76	75	99	71	71	58	15	56	20	9	71	4
Female	2009-2010	20	20	100	80	80	59	25	55	10	10		
	2010-2011	42	42	100	79	79	59	17	62	14	7		
Male	2009-2010	41	41	100	61	61	61	27	34	27	12		
	2010-2011	34	33	97	61	61	58	12	48	27	12		
Caucasian/White	2009-2010	61	61	100	67	67	61	26	41	21	11		
	2010-2011	75	74	99	70	70	60	15	55	20	9		
African American/Black	2009-2010	0	0				35						
	2010-2011	0	0				29						
Hispanic	2009-2010	0	0				42						
	2010-2011	0	0				44						
Asian or Pacific Islander	2009-2010	0	0				72						
	2010-2011	1	1	100			62						
American Indian or Native Alaskan	2009-2010	0	0				46						
	2010-2011	0	0				52						
Economically Disadvantaged	2009-2010	16	16	100	38	38	46	6	31	31	31		
	2010-2011	27	27	100	59	59	44	15	44	30	11		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	10	10	100	10	10	25	<1	10	50	40		
	2010-2011	10	10	100	<1	<1	22	<1	<1	60	40		
Limited English Proficient	2009-2010	0	0				36						
	2010-2011	0	0				33						

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

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Group	Mathematics 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	2009-2010	56	56	100	63	63	60	11	52	18	20	56	0
	2010-2011	63	63	100	67	67	59	13	54	14	19	63	0
Female	2009-2010	27	27	100	70	70	60	19	52	22	7		
	2010-2011	21	21	100	67	67	58	14	52	14	19		
Male	2009-2010	29	29	100	55	55	59	3	52	14	31		
	2010-2011	42	42	100	67	67	60	12	55	14	19		
Caucasian/White	2009-2010	54	54	100	61	61	60	11	50	19	20		
	2010-2011	63	63	100	67	67	60	13	54	14	19		
African American/Black	2009-2010	1	1	100			34						
	2010-2011	0	0				32						
Hispanic	2009-2010	1	1	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	12	12	100	25	25	45	8	17	42	33		
	2010-2011	18	18	100	44	44	44	<1	44	17	39		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	9	9	100			21						
	2010-2011	8	8	100			22						
Limited English Proficient	2009-2010	0	0				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: Winthrop Middle School
 SAU: Winthrop Public 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	62	61	98	85	85	71	26	59	15	<1	61	0
Female	2010-2011	21	21	100	71	71	69	29	43	29	<1		
Male	2010-2011	41	40	98	93	93	73	25	68	8	<1		
Caucasian/White	2010-2011	62	61	98	85	85	72	26	59	15	<1		
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	16	16	100	75	75	60	19	56	25	<1		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	7	7	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.

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2011-2012 NCLB Report Card



School: Winthrop Middle School
SAU: Winthrop Public 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	81	E: 79 M: 81	E: 69 M: 70	99	E: 99 M: 99	E: 99 M: 99	68	E: 63 M: 69	E: 61 M: 61	94	94	95
Caucasian/White	99	E: 99 M: 99	E: 99 M: 99	81	E: 79 M: 81	E: 70 M: 71	99	E: 99 M: 99	E: 99 M: 99	68	E: 63 M: 69	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	62	E: 64 M: 68	E: 58 M: 58	99	E: 100 M: 99	E: 99 M: 99	51	E: 52 M: 57	E: 48 M: 47			
Students with Disabilities	*	E: * M: *	E: 98 M: 98	*	E: 38 M: 24	E: 33 M: 30	*	E: * M: *	E: 98 M: 98	*	E: 38 M: 10	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: Winthrop Middle School
SAU: Winthrop Public 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	8	2	2	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.