



**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: Mapleton Elementary School

SAU: RSU 79/MSAD 01

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2011-2012 NCLB Report Card



School: Mapleton Elementary School
SAU: RSU 79/MSAD 01
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	34	34	100	85	84	73	26	59	15	<1	34	0	
	2010-2011	31	31	100	68	74	70	23	45	19	13	31	0	0
Female	2009-2010	14	14	100	86	81	76	36	50	14	<1			
	2010-2011	19	19	100	74	74	74	26	47	11	16			
Male	2009-2010	20	20	100	85	86	69	20	65	15	<1			
	2010-2011	12	12	100	58	73	66	17	42	33	8			
Caucasian/White	2009-2010	32	32	100	88	84	74	28	59	13	<1			
	2010-2011	26	26	100	73	76	71	27	46	19	8			
African American/Black	2009-2010	0	0				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	0	0				71							
	2010-2011	1	1	100			69							
American Indian or Native Alaskan	2009-2010	1	1	100			66							
	2010-2011	3	3	100			67							
Economically Disadvantaged	2009-2010	20	20	100	85	79	62	25	60	15	<1			
	2010-2011	14	14	100	36	60	58	<1	36	36	29			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	8	8	100		55	38							
	2010-2011	4	4	100		43	34							
Limited English Proficient	2009-2010	0	0				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: Mapleton Elementary School
SAU: RSU 79/MSAD 01
Grade: 04



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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	30	30	100	80	69	67	20	60	13	7	30	0	
	2010-2011	33	33	100	58	67	67	18	39	27	15	33	0	0
Female	2009-2010	15	15	100	87	76	71	27	60	7	7			
	2010-2011	14	14	100	50	67	72	21	29	29	21			
Male	2009-2010	15	15	100	73	62	63	13	60	20	7			
	2010-2011	19	19	100	63	67	63	16	47	26	11			
Caucasian/White	2009-2010	29	29	100	79	68	68	21	59	14	7			
	2010-2011	31	31	100	61	69	68	19	42	26	13			
African American/Black	2009-2010	0	0				43							
	2010-2011	0	0				40							
Hispanic	2009-2010	0	0				59							
	2010-2011	1	1	100			54							
Asian or Pacific Islander	2009-2010	1	1	100			71							
	2010-2011	0	0				67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	1	1	100			62							
Economically Disadvantaged	2009-2010	6	6	100		65	56							
	2010-2011	19	19	100	53	60	56	21	32	26	21			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	5	5	100		35	34							
	2010-2011	7	7	100		36	29							
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	0	0				43							

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School: Mapleton Elementary School
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Grade: 05



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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	25	25	100	88	79	72	24	64	12	<1	25	0	
	2010-2011	30	30	100	77	71	70	27	50	20	3	30	0	0
Female	2009-2010	13	13	100	92	82	78	38	54	8	<1			
	2010-2011	17	17	100	76	78	75	29	47	18	6			
Male	2009-2010	12	12	100	83	76	67	8	75	17	<1			
	2010-2011	13	13	100	77	62	66	23	54	23	<1			
Caucasian/White	2009-2010	23	23	100	87	79	73	26	61	13	<1			
	2010-2011	29	29	100	79	71	71	28	52	17	3			
African American/Black	2009-2010	0	0				57							
	2010-2011	0	0				48							
Hispanic	2009-2010	0	0				70							
	2010-2011	0	0				65							
Asian or Pacific Islander	2009-2010	1	1	100			73							
	2010-2011	1	1	100			68							
American Indian or Native Alaskan	2009-2010	1	1	100			62							
	2010-2011	0	0				65							
Economically Disadvantaged	2009-2010	12	12	100	92	74	62	17	75	8	<1			
	2010-2011	6	6	100		60	60							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	7	7	100		50	36							
	2010-2011	6	6	100		30	34							
Limited English Proficient	2009-2010	0	0				49							
	2010-2011	0	0				46							

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 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	34	34	100	68	75	62	15	53	24	9	34	0
	2010-2011	31	31	100	74	76	61	32	42	16	10	31	0
Female	2009-2010	14	14	100	64	68	61	14	50	21	14		
	2010-2011	19	19	100	63	64	59	26	37	21	16		
Male	2009-2010	20	20	100	70	82	63	15	55	25	5		
	2010-2011	12	12	100	92	88	64	42	50	8	<1		
Caucasian/White	2009-2010	32	32	100	69	75	63	16	53	22	9		
	2010-2011	26	26	100	77	76	63	38	38	19	4		
African American/Black	2009-2010	0	0				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	0	0				65						
	2010-2011	1	1	100			64						
American Indian or Native Alaskan	2009-2010	1	1	100			54						
	2010-2011	3	3	100			59						
Economically Disadvantaged	2009-2010	20	20	100	55	70	50	20	35	35	10		
	2010-2011	14	14	100	57	64	49	7	50	29	14		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	8	8	100		58	33						
	2010-2011	4	4	100		57	35						
Limited English Proficient	2009-2010	0	0				35						
	2010-2011	0	0				29						

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Grade: 04



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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	30	30	100	73	67	62	20	53	17	10	30	0
	2010-2011	33	33	100	61	68	60	15	45	24	15	33	0
Female	2009-2010	15	15	100	73	70	62	13	60	27	<1		
	2010-2011	14	14	100	50	62	60	14	36	21	29		
Male	2009-2010	15	15	100	73	64	63	27	47	7	20		
	2010-2011	19	19	100	68	75	61	16	53	26	5		
Caucasian/White	2009-2010	29	29	100	76	67	63	21	55	14	10		
	2010-2011	31	31	100	61	70	61	16	45	23	16		
African American/Black	2009-2010	0	0				36						
	2010-2011	0	0				31						
Hispanic	2009-2010	0	0				45						
	2010-2011	1	1	100			48						
Asian or Pacific Islander	2009-2010	1	1	100			65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	1	1	100			56						
Economically Disadvantaged	2009-2010	6	6	100		63	50						
	2010-2011	19	19	100	63	65	48	21	42	21	16		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	5	5	100		35	36						
	2010-2011	7	7	100		55	31						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				35						

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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	25	25	100	76	71	64	12	64	8	16	25	0
	2010-2011	30	30	100	73	71	61	13	60	17	10	30	0
Female	2009-2010	13	13	100	85	68	64	15	69	8	8		
	2010-2011	17	17	100	65	68	61	12	53	18	18		
Male	2009-2010	12	12	100	67	74	64	8	58	8	25		
	2010-2011	13	13	100	85	75	61	15	69	15	<1		
Caucasian/White	2009-2010	23	23	100	74	70	65	13	61	9	17		
	2010-2011	29	29	100	76	69	62	14	62	17	7		
African American/Black	2009-2010	0	0				37						
	2010-2011	0	0				32						
Hispanic	2009-2010	0	0				55						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	1	1	100			67						
	2010-2011	1	1	100			59						
American Indian or Native Alaskan	2009-2010	1	1	100			54						
	2010-2011	0	0				60						
Economically Disadvantaged	2009-2010	12	12	100	67	64	51	<1	67	8	25		
	2010-2011	6	6	100		66	47						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	7	7	100		34	34						
	2010-2011	6	6	100		37	30						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				34						

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

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School: Mapleton Elementary School
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 Grade: 05



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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	30	30	100	77	64	64	7	70	17	7	30	0
Female	2010-2011	17	17	100	65	65	64	6	59	24	12		
Male	2010-2011	13	13	100	92	64	65	8	85	8	<1		
Caucasian/White	2010-2011	29	29	100	79	65	66	7	72	17	3		
African American/Black	2010-2011	0	0				32						
Hispanic	2010-2011	0	0				50						
Asian or Pacific Islander	2010-2011	1	1	100			68						
American Indian or Native Alaskan	2010-2011	0	0				58						
Economically Disadvantaged	2010-2011	7	7	100		61	53						
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	5	5	100		41	36						
Limited English Proficient	2010-2011	0	0				36						

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: Mapleton Elementary School
 SAU: RSU 79/MSAD 01
 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	100	E: 100 M: 99	E: 99 M: 99	68	E: 71 M: 69	E: 69 M: 70	100	E: 100 M: 99	E: 99 M: 99	67	E: 71 M: 58	E: 61 M: 61	95	94	95
Caucasian/White	100	E: 100 M: 99	E: 99 M: 99	71	E: 72 M: 68	E: 70 M: 71	100	E: 100 M: 99	E: 99 M: 99	68	E: 71 M: 58	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: 50 M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	*	E: 100 M: 98	E: 99 M: 99	50	E: 61 M: 57	E: 58 M: 58	*	E: 99 M: 98	E: 99 M: 99	57	E: 65 M: 47	E: 48 M: 47			
Students with Disabilities	*	E: 100 M: 97	E: 98 M: 98	38	E: 38 M: 20	E: 33 M: 30	*	E: 98 M: 97	E: 98 M: 98	33	E: 48 M: 15	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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School: Mapleton Elementary School
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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 ¹	12	2	3	0	0	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.