



**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: Leroy H Smith School

SAU: RSU 22/MSAD 22

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2011-2012 NCLB Report Card



School: Leroy H Smith School
SAU: RSU 22/MSAD 22
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	37	36	97	69	74	73	19	50	19	11	36	0	
	2010-2011	56	55	98	69	76	70	9	60	22	9	54	1	0
Female	2009-2010	14	13	93	77	81	76	31	46	15	8			
	2010-2011	32	32	100	69	82	74	13	56	22	9			
Male	2009-2010	23	23	100	65	70	69	13	52	22	13			
	2010-2011	24	23	96	70	70	66	4	65	22	9			
Caucasian/White	2009-2010	37	36	97	69	74	74	19	50	19	11			
	2010-2011	49	48	98	69	79	71	6	63	25	6			
African American/Black	2009-2010	0	0				46							
	2010-2011	0	0				43							
Hispanic	2009-2010	0	0				58							
	2010-2011	1	1	100			60							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	16	15	94	60	59	62	20	40	27	13			
	2010-2011	31	31	100	65	60	58	6	58	23	13			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	10	9	90		30	38							
	2010-2011	15	14	93	50	41	34	<1	50	21	29			
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

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2011-2012 NCLB Report Card



School: Leroy H Smith School
SAU: RSU 22/MSAD 22
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	47	47	100	55	74	67	19	36	30	15	46	1	
	2010-2011	43	43	100	58	70	67	5	53	23	19	42	1	0
Female	2009-2010	23	23	100	52	78	71	26	26	30	17			
	2010-2011	15	15	100	67	76	72	7	60	20	13			
Male	2009-2010	24	24	100	58	70	63	13	46	29	13			
	2010-2011	28	28	100	54	67	63	4	50	25	21			
Caucasian/White	2009-2010	45	45	100	53	74	68	20	33	31	16			
	2010-2011	43	43	100	58	68	68	5	53	23	19			
African American/Black	2009-2010	2	2	100			43							
	2010-2011	0	0				40							
Hispanic	2009-2010	0	0				59							
	2010-2011	0	0				54							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	23	23	100	52	59	56	9	43	26	22			
	2010-2011	20	20	100	60	59	56	<1	60	15	25			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	22	22	100	36	38	34	<1	36	41	23			
	2010-2011	17	17	100	47	35	29	<1	47	24	29			
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	0	0				43							

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2011-2012 NCLB Report Card



School: Leroy H Smith School
SAU: RSU 22/MSAD 22
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	38	38	100	74	80	72	24	50	13	13	38	0	
	2010-2011	45	45	100	62	76	70	9	53	31	7	43	2	0
Female	2009-2010	21	21	100	86	90	78	29	57	5	10			
	2010-2011	22	22	100	73	84	75	14	59	27	<1			
Male	2009-2010	17	17	100	59	72	67	18	41	24	18			
	2010-2011	23	23	100	52	68	66	4	48	35	13			
Caucasian/White	2009-2010	35	35	100	71	80	73	26	46	14	14			
	2010-2011	42	42	100	62	76	71	7	55	31	7			
African American/Black	2009-2010	1	1	100			57							
	2010-2011	0	0				48							
Hispanic	2009-2010	0	0				70							
	2010-2011	0	0				65							
Asian or Pacific Islander	2009-2010	2	2	100			73							
	2010-2011	0	0				68							
American Indian or Native Alaskan	2009-2010	0	0				62							
	2010-2011	0	0				65							
Economically Disadvantaged	2009-2010	8	8	100		64	62							
	2010-2011	22	22	100	64	60	60	<1	64	27	9			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	9	9	100		59	36							
	2010-2011	21	21	100	43	46	34	<1	43	43	14			
Limited English Proficient	2009-2010	0	0				49							
	2010-2011	0	0				46							

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2011-2012 NCLB Report Card



School: Leroy H Smith School
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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	37	36	97	72	69	62	17	56	19	8	36	0
	2010-2011	56	55	98	62	68	61	18	44	27	11	54	1
Female	2009-2010	14	13	93	77	66	61	15	62	15	8		
	2010-2011	32	32	100	53	68	59	16	38	28	19		
Male	2009-2010	23	23	100	70	71	63	17	52	22	9		
	2010-2011	24	23	96	74	69	64	22	52	26	<1		
Caucasian/White	2009-2010	37	36	97	72	69	63	17	56	19	8		
	2010-2011	49	48	98	63	70	63	19	44	29	8		
African American/Black	2009-2010	0	0				31						
	2010-2011	0	0				30						
Hispanic	2009-2010	0	0				52						
	2010-2011	1	1	100			49						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				59						
Economically Disadvantaged	2009-2010	16	15	94	60	53	50	<1	60	20	20		
	2010-2011	31	31	100	61	49	49	13	48	26	13		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	10	9	90		35	33						
	2010-2011	15	14	93	50	38	35	21	29	21	29		
Limited English Proficient	2009-2010	0	0				35						
	2010-2011	0	0				29						

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 Grade: 04



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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	47	47	100	68	70	62	15	53	19	13	46	1
	2010-2011	43	43	100	56	67	60	9	47	30	14	42	1
Female	2009-2010	23	23	100	65	70	62	22	43	17	17		
	2010-2011	15	15	100	53	64	60	13	40	33	13		
Male	2009-2010	24	24	100	71	70	63	8	63	21	8		
	2010-2011	28	28	100	57	69	61	7	50	29	14		
Caucasian/White	2009-2010	45	45	100	67	70	63	16	51	20	13		
	2010-2011	43	43	100	56	66	61	9	47	30	14		
African American/Black	2009-2010	2	2	100			36						
	2010-2011	0	0				31						
Hispanic	2009-2010	0	0				45						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	23	23	100	65	53	50	9	57	22	13		
	2010-2011	20	20	100	45	51	48	10	35	40	15		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	22	22	100	45	46	36	<1	45	32	23		
	2010-2011	17	17	100	59	41	31	<1	59	18	24		
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				35						

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2011-2012 NCLB Report Card



School: Leroy H Smith School
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 Grade: 05



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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	38	38	100	61	76	64	26	34	21	18	38	0
	2010-2011	45	45	100	71	70	61	13	58	18	11	43	2
Female	2009-2010	21	21	100	57	76	64	29	29	19	24		
	2010-2011	22	22	100	73	75	61	14	59	18	9		
Male	2009-2010	17	17	100	65	76	64	24	41	24	12		
	2010-2011	23	23	100	70	66	61	13	57	17	13		
Caucasian/White	2009-2010	35	35	100	60	77	65	29	31	20	20		
	2010-2011	42	42	100	69	70	62	14	55	19	12		
African American/Black	2009-2010	1	1	100			37						
	2010-2011	0	0				32						
Hispanic	2009-2010	0	0				55						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	2	2	100			67						
	2010-2011	0	0				59						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				60						
Economically Disadvantaged	2009-2010	8	8	100		72	51						
	2010-2011	22	22	100	68	55	47	14	55	23	9		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	9	9	100		41	34						
	2010-2011	21	21	100	57	44	30	5	52	24	19		
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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2011-2012 NCLB Report Card



School: Leroy H Smith School
 SAU: RSU 22/MSAD 22
 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	49	49	100	65	77	64	2	63	22	12	48	1
Female	2010-2011	25	25	100	76	81	64	4	72	16	8		
Male	2010-2011	24	24	100	54	73	65	<1	54	29	17		
Caucasian/White	2010-2011	46	46	100	65	77	66	2	63	22	13		
African American/Black	2010-2011	0	0				32						
Hispanic	2010-2011	0	0				50						
Asian or Pacific Islander	2010-2011	0	0				68						
American Indian or Native Alaskan	2010-2011	0	0				58						
Economically Disadvantaged	2010-2011	25	25	100	60	63	53	<1	60	28	12		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	22	22	100	41	45	36	<1	41	36	23		
Limited English Proficient	2010-2011	0	0				36						

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2011-2012 NCLB Report Card



School: Leroy H Smith School
 SAU: RSU 22/MSAD 22
 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: 100 M: 100	E: 99 M: 99	70	E: 75 M: 84	E: 69 M: 70	99	E: 100 M: 100	E: 99 M: 99	67	E: 69 M: 73	E: 61 M: 61	95	95	95
Caucasian/White	99	E: 100 M: 100	E: 99 M: 99	70	E: 75 M: 85	E: 70 M: 71	99	E: 100 M: 100	E: 99 M: 99	67	E: 69 M: 73	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	100	E: 100 M: 100	E: 99 M: 99	68	E: 60 M: 75	E: 58 M: 58	100	E: 100 M: 100	E: 99 M: 99	64	E: 50 M: 58	E: 48 M: 47			
Students with Disabilities	98	E: 99 M: 98	E: 98 M: 98	46	E: 41 M: 48	E: 33 M: 30	98	E: 99 M: 98	E: 98 M: 98	54	E: 41 M: 34	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



School: Leroy H Smith School
SAU: RSU 22/MSAD 22



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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	6	1	11	1	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.