



**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: South School

SAU: RSU 13

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# 2011-2012 NCLB Report Card



School: South School  
SAU: RSU 13  
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	51	51	100	73	84	73	14	59	25	2	51	0	
	2010-2011	47	47	100	66	73	70	6	60	15	19	47	0	0
Female	2009-2010	25	25	100	68	85	76	16	52	28	4			
	2010-2011	25	25	100	72	78	74	12	60	16	12			
Male	2009-2010	26	26	100	77	83	69	12	65	23	<1			
	2010-2011	22	22	100	59	67	66	<1	59	14	27			
Caucasian/White	2009-2010	46	46	100	78	86	74	15	63	20	2			
	2010-2011	44	44	100	64	72	71	5	59	16	20			
African American/Black	2009-2010	1	1	100			46							
	2010-2011	1	1	100			43							
Hispanic	2009-2010	1	1	100			58							
	2010-2011	1	1	100			60							
Asian or Pacific Islander	2009-2010	3	3	100			71							
	2010-2011	0	0				69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	1	1	100			67							
Economically Disadvantaged	2009-2010	32	32	100	66	76	62	3	63	31	3			
	2010-2011	32	32	100	56	66	58	3	53	16	28			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	9	9	100		63	38							
	2010-2011	9	9	100		38	34							
Limited English Proficient	2009-2010	2	2	100			45							
	2010-2011	1	1	100			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: South School  
SAU: RSU 13  
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	58	58	100	78	80	67	7	71	14	9	58	0	
	2010-2011	49	48	98	67	68	67	17	50	23	10	48	0	0
Female	2009-2010	28	28	100	86	88	71	7	79	11	4			
	2010-2011	26	26	100	81	71	72	19	62	12	8			
Male	2009-2010	30	30	100	70	72	63	7	63	17	13			
	2010-2011	23	22	96	50	66	63	14	36	36	14			
Caucasian/White	2009-2010	58	58	100	78	79	68	7	71	14	9			
	2010-2011	45	44	98	66	67	68	18	48	25	9			
African American/Black	2009-2010	0	0				43							
	2010-2011	1	1	100			40							
Hispanic	2009-2010	0	0				59							
	2010-2011	1	1	100			54							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	2	2	100			67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	37	37	100	68	75	56	3	65	22	11			
	2010-2011	29	29	100	55	62	56	7	48	31	14			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	11	11	100	45	59	34	<1	45	36	18			
	2010-2011	9	8	89		26	29							
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	2	2	100			43							

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# 2011-2012 NCLB Report Card



School: South School  
SAU: RSU 13  
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	51	51	100	65	67	62	16	49	20	16	51	0
	2010-2011	47	47	100	51	61	61	21	30	32	17	47	0
Female	2009-2010	25	25	100	56	62	61	20	36	24	20		
	2010-2011	25	25	100	48	62	59	28	20	28	24		
Male	2009-2010	26	26	100	73	72	63	12	62	15	12		
	2010-2011	22	22	100	55	60	64	14	41	36	9		
Caucasian/White	2009-2010	46	46	100	63	67	63	17	46	20	17		
	2010-2011	44	44	100	50	62	63	20	30	32	18		
African American/Black	2009-2010	1	1	100			31						
	2010-2011	1	1	100			30						
Hispanic	2009-2010	1	1	100			52						
	2010-2011	1	1	100			49						
Asian or Pacific Islander	2009-2010	3	3	100			65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	1	1	100			59						
Economically Disadvantaged	2009-2010	32	32	100	56	59	50	3	53	22	22		
	2010-2011	32	32	100	41	55	49	9	31	38	22		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	9	9	100		53	33						
	2010-2011	9	9	100		46	35						
Limited English Proficient	2009-2010	2	2	100			35						
	2010-2011	1	1	100			29						

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: South School  
SAU: RSU 13  
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	58	58	100	72	78	62	14	59	19	9	58	0
	2010-2011	49	47	96	68	64	60	19	49	23	9	47	0
Female	2009-2010	28	28	100	75	79	62	14	61	14	11		
	2010-2011	26	26	100	65	57	60	19	46	19	15		
Male	2009-2010	30	30	100	70	76	63	13	57	23	7		
	2010-2011	23	21	91	71	73	61	19	52	29	<1		
Caucasian/White	2009-2010	58	58	100	72	77	63	14	59	19	9		
	2010-2011	45	43	96	67	63	61	21	47	23	9		
African American/Black	2009-2010	0	0				36						
	2010-2011	1	1	100			31						
Hispanic	2009-2010	0	0				45						
	2010-2011	1	1	100			48						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	2	2	100			64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	37	37	100	68	71	50	11	57	22	11		
	2010-2011	29	29	100	59	58	48	10	48	28	14		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	11	11	100	36	48	36	18	18	45	18		
	2010-2011	9	8	89		53	31						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	2	2	100			35						

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: South School  
SAU: RSU 13  
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: 100	E: 99 M: 99	59	E: 71 M: 63	E: 69 M: 70	98	E: 99 M: 100	E: 99 M: 99	55	E: 60 M: 52	E: 61 M: 61	95	94	95
Caucasian/White	99	E: 99 M: 100	E: 99 M: 99	58	E: 70 M: 62	E: 70 M: 71	98	E: 98 M: 100	E: 99 M: 99	54	E: 60 M: 51	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: 99 M: 100	E: 99 M: 99	52	E: 64 M: 54	E: 58 M: 58	100	E: 99 M: 99	E: 99 M: 99	46	E: 52 M: 43	E: 48 M: 47			
Students with Disabilities	*	E: 95 M: 100	E: 98 M: 98	15	E: 38 M: 24	E: 33 M: 30	*	E: 95 M: 100	E: 98 M: 98	24	E: 41 M: 9	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

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>	19	5	7	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

<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.