



**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: Jordan-Small Middle School

SAU: RSU 14

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2011-2012 NCLB Report Card



School: Jordan-Small Middle School
 SAU: RSU 14
 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	58	58	100	50	68	72	9	41	36	14	57	1	
	2010-2011	44	42	95	64	71	70	<1	64	17	19	41	1	0
Female	2009-2010	33	33	100	61	76	78	12	48	33	6			
	2010-2011	21	19	90	63	76	75	<1	63	21	16			
Male	2009-2010	25	25	100	36	60	67	4	32	40	24			
	2010-2011	23	23	100	65	67	66	<1	65	13	22			
Caucasian/White	2009-2010	53	53	100	51	68	73	9	42	38	11			
	2010-2011	41	40	98	68	71	71	<1	68	15	18			
African American/Black	2009-2010	2	2	100			57							
	2010-2011	1	0	0			48							
Hispanic	2009-2010	1	1	100			70							
	2010-2011	0	0				65							
Asian or Pacific Islander	2009-2010	1	1	100			73							
	2010-2011	0	0				68							
American Indian or Native Alaskan	2009-2010	1	1	100			62							
	2010-2011	2	2	100			65							
Economically Disadvantaged	2009-2010	19	19	100	42	59	62	11	32	47	11			
	2010-2011	18	17	94	35	58	60	<1	35	41	24			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	14	14	100	36	41	36	<1	36	36	29			
	2010-2011	9	9	100		24	34							
Limited English Proficient	2009-2010	0	0				49							
	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

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2011-2012 NCLB Report Card



School: Jordan-Small Middle School
SAU: RSU 14
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	57	57	100	63	71	68	5	58	32	5	56	1	
	2010-2011	48	48	100	75	75	72	8	67	17	8	47	1	0
Female	2009-2010	37	37	100	68	69	74	5	62	27	5			
	2010-2011	26	26	100	81	82	76	12	69	15	4			
Male	2009-2010	20	20	100	55	72	63	5	50	40	5			
	2010-2011	22	22	100	68	68	68	5	64	18	14			
Caucasian/White	2009-2010	55	55	100	65	72	69	5	60	31	4			
	2010-2011	45	45	100	76	76	73	9	67	18	7			
African American/Black	2009-2010	0	0				47							
	2010-2011	1	1	100			52							
Hispanic	2009-2010	0	0				62							
	2010-2011	1	1	100			67							
Asian or Pacific Islander	2009-2010	0	0				70							
	2010-2011	1	1	100			67							
American Indian or Native Alaskan	2009-2010	2	2	100			56							
	2010-2011	0	0				65							
Economically Disadvantaged	2009-2010	16	16	100	44	56	56	6	38	44	13			
	2010-2011	16	16	100	81	67	60	6	75	19	<1			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	11	11	100	9	30	29	<1	9	64	27			
	2010-2011	13	13	100	46	33	33	8	38	23	31			
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.

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2011-2012 NCLB Report Card



School: Jordan-Small Middle School
 SAU: RSU 14
 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	62	61	98	61	71	69	15	46	36	3	60	1	
	2010-2011	52	52	100	60	67	66	4	56	31	10	52	0	0
Female	2009-2010	38	37	97	65	76	76	24	41	32	3			
	2010-2011	32	32	100	56	68	73	6	50	41	3			
Male	2009-2010	24	24	100	54	68	62	<1	54	42	4			
	2010-2011	20	20	100	65	66	59	<1	65	15	20			
Caucasian/White	2009-2010	59	58	98	62	72	69	16	47	34	3			
	2010-2011	50	50	100	62	68	67	4	58	32	6			
African American/Black	2009-2010	1	1	100			53							
	2010-2011	1	1	100			43							
Hispanic	2009-2010	1	1	100			60							
	2010-2011	0	0				52							
Asian or Pacific Islander	2009-2010	1	1	100			77							
	2010-2011	0	0				64							
American Indian or Native Alaskan	2009-2010	0	0				56							
	2010-2011	1	1	100			61							
Economically Disadvantaged	2009-2010	14	14	100	43	61	57	7	36	57	<1			
	2010-2011	17	17	100	29	50	52	<1	29	59	12			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	10	10	100	10	39	28	<1	10	80	10			
	2010-2011	7	7	100		13	25							
Limited English Proficient	2009-2010	0	0				44							
	2010-2011	0	0				40							

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2011-2012 NCLB Report Card



School: Jordan-Small Middle School
SAU: RSU 14
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	49	48	98	63	68	68	4	58	27	10	48	0	
	2010-2011	56	56	100	71	75	72	20	52	23	5	55	1	0
Female	2009-2010	17	17	100	76	77	76	12	65	12	12			
	2010-2011	31	31	100	77	79	78	32	45	16	6			
Male	2009-2010	32	31	97	55	62	61	<1	55	35	10			
	2010-2011	25	25	100	64	73	68	4	60	32	4			
Caucasian/White	2009-2010	47	47	100	64	68	69	4	60	26	11			
	2010-2011	52	52	100	73	76	73	21	52	21	6			
African American/Black	2009-2010	1	0	0			50							
	2010-2011	1	1	100			52							
Hispanic	2009-2010	0	0				57							
	2010-2011	2	2	100			67							
Asian or Pacific Islander	2009-2010	0	0				76							
	2010-2011	1	1	100			84							
American Indian or Native Alaskan	2009-2010	1	1	100			50							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	10	10	100	50	62	56	<1	50	40	10			
	2010-2011	12	12	100	58	63	61	<1	58	33	8			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	12	11	92	9	20	26	<1	9	64	27			
	2010-2011	9	9	100		26	32							
Limited English Proficient	2009-2010	0	0				43							
	2010-2011	0	0				49							

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School: Jordan-Small Middle School
 SAU: RSU 14
 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	58	58	100	69	69	64	19	50	19	12	57	1
	2010-2011	44	42	95	60	67	61	19	40	21	19	41	1
Female	2009-2010	33	33	100	70	71	64	15	55	21	9		
	2010-2011	21	19	90	53	64	61	26	26	16	32		
Male	2009-2010	25	25	100	68	66	64	24	44	16	16		
	2010-2011	23	23	100	65	70	61	13	52	26	9		
Caucasian/White	2009-2010	53	53	100	72	70	65	19	53	17	11		
	2010-2011	41	40	98	63	67	62	20	43	20	18		
African American/Black	2009-2010	2	2	100			37						
	2010-2011	1	0	0			32						
Hispanic	2009-2010	1	1	100			55						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	1	1	100			67						
	2010-2011	0	0				59						
American Indian or Native Alaskan	2009-2010	1	1	100			54						
	2010-2011	2	2	100			60						
Economically Disadvantaged	2009-2010	19	19	100	58	57	51	16	42	16	26		
	2010-2011	18	17	94	35	53	47	12	24	35	29		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	14	14	100	57	43	34	21	36	14	29		
	2010-2011	9	9	100		24	30						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				34						

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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	57	57	100	68	66	63	30	39	18	14	56	1
	2010-2011	48	48	100	71	71	64	21	50	19	10	47	1
Female	2009-2010	37	37	100	59	58	62	27	32	27	14		
	2010-2011	26	26	100	77	76	63	15	62	15	8		
Male	2009-2010	20	20	100	85	75	63	35	50	<1	15		
	2010-2011	22	22	100	64	66	64	27	36	23	14		
Caucasian/White	2009-2010	55	55	100	71	66	64	31	40	16	13		
	2010-2011	45	45	100	71	72	65	20	51	18	11		
African American/Black	2009-2010	0	0				40						
	2010-2011	1	1	100			36						
Hispanic	2009-2010	0	0				49						
	2010-2011	1	1	100			57						
Asian or Pacific Islander	2009-2010	0	0				68						
	2010-2011	1	1	100			66						
American Indian or Native Alaskan	2009-2010	2	2	100			50						
	2010-2011	0	0				60						
Economically Disadvantaged	2009-2010	16	16	100	38	56	49	13	25	19	44		
	2010-2011	16	16	100	75	61	50	25	50	6	19		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	11	11	100	55	36	29	18	36	9	36		
	2010-2011	13	13	100	38	35	28	8	31	31	31		
Limited English Proficient	2009-2010	0	0				36						
	2010-2011	0	0				39						

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School: Jordan-Small Middle School
 SAU: RSU 14
 Grade: 07



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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	62	61	98	67	64	60	23	44	11	21	60	1
	2010-2011	52	52	100	52	63	58	23	29	25	23	52	0
Female	2009-2010	38	37	97	59	62	59	27	32	14	27		
	2010-2011	32	32	100	47	58	59	19	28	28	25		
Male	2009-2010	24	24	100	79	66	61	17	63	8	13		
	2010-2011	20	20	100	60	68	58	30	30	20	20		
Caucasian/White	2009-2010	59	58	98	71	66	61	24	47	12	17		
	2010-2011	50	50	100	54	63	60	24	30	26	20		
African American/Black	2009-2010	1	1	100			35						
	2010-2011	1	1	100			29						
Hispanic	2009-2010	1	1	100			42						
	2010-2011	0	0				44						
Asian or Pacific Islander	2009-2010	1	1	100			72						
	2010-2011	0	0				62						
American Indian or Native Alaskan	2009-2010	0	0				46						
	2010-2011	1	1	100			52						
Economically Disadvantaged	2009-2010	14	14	100	64	51	46	14	50	<1	36		
	2010-2011	17	17	100	29	52	44	12	18	24	47		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	10	10	100	30	33	25	<1	30	<1	70		
	2010-2011	7	7	100		20	22						
Limited English Proficient	2009-2010	0	0				36						
	2010-2011	0	0				33						

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2011-2012 NCLB Report Card



School: Jordan-Small Middle School
 SAU: RSU 14
 Grade: 08



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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	49	48	98	58	57	60	13	46	25	17	48	0
	2010-2011	56	55	98	73	63	59	24	49	15	13	54	1
Female	2009-2010	17	17	100	53	55	60	18	35	35	12		
	2010-2011	31	31	100	77	62	58	32	45	6	16		
Male	2009-2010	32	31	97	61	58	59	10	52	19	19		
	2010-2011	25	24	96	67	64	60	13	54	25	8		
Caucasian/White	2009-2010	47	47	100	57	57	60	13	45	26	17		
	2010-2011	52	51	98	75	63	60	25	49	14	12		
African American/Black	2009-2010	1	0	0			34						
	2010-2011	1	1	100			32						
Hispanic	2009-2010	0	0				48						
	2010-2011	2	2	100			49						
Asian or Pacific Islander	2009-2010	0	0				68						
	2010-2011	1	1	100			71						
American Indian or Native Alaskan	2009-2010	1	1	100			46						
	2010-2011	0	0				52						
Economically Disadvantaged	2009-2010	10	10	100	50	46	45	10	40	20	30		
	2010-2011	12	11	92	45	42	44	18	27	27	27		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	12	11	92	27	27	21	9	18	27	45		
	2010-2011	9	8	89		16	22						
Limited English Proficient	2009-2010	0	0				29						
	2010-2011	0	0				32						

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2011-2012 NCLB Report Card



School: Jordan-Small Middle School
 SAU: RSU 14
 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	43	42	98	74	65	64	7	67	19	7	41	1
Female	2010-2011	20	19	95	63	61	64	11	53	26	11		
Male	2010-2011	23	23	100	83	69	65	4	78	13	4		
Caucasian/White	2010-2011	40	40	100	75	65	66	8	68	20	5		
African American/Black	2010-2011	1	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	2	2	100			58						
Economically Disadvantaged	2010-2011	17	16	94	63	53	53	6	56	25	13		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	10	9	90		27	36						
Limited English Proficient	2010-2011	0	0				36						

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2011-2012 NCLB Report Card



School: Jordan-Small Middle School
 SAU: RSU 14
 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	57	55	96	84	79	71	36	47	15	2	54	1
Female	2010-2011	32	31	97	84	78	69	48	35	16	<1		
Male	2010-2011	25	24	96	83	80	73	21	63	13	4		
Caucasian/White	2010-2011	53	51	96	84	80	72	39	45	14	2		
African American/Black	2010-2011	1	1	100			46						
Hispanic	2010-2011	2	2	100			59						
Asian or Pacific Islander	2010-2011	1	1	100			73						
American Indian or Native Alaskan	2010-2011	0	0				61						
Economically Disadvantaged	2010-2011	13	12	92	50	67	60	25	25	50	<1		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	10	9	90		59	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: Jordan-Small Middle School
 SAU: RSU 14
 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: 99 M: 99	E: 99 M: 99	68	E: 70 M: 73	E: 69 M: 70	99	E: 99 M: 99	E: 99 M: 99	65	E: 63 M: 66	E: 61 M: 61	95	95	95
Caucasian/White	100	E: 99 M: 99	E: 99 M: 99	69	E: 70 M: 74	E: 70 M: 71	99	E: 99 M: 99	E: 99 M: 99	66	E: 63 M: 66	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: 99	E: 99 M: 99	57	E: 55 M: 60	E: 58 M: 58	98	E: 99 M: 98	E: 99 M: 99	51	E: 48 M: 53	E: 48 M: 47			
Students with Disabilities	*	E: 99 M: 99	E: 98 M: 98	23	E: 24 M: 25	E: 33 M: 30	*	E: 99 M: 98	E: 98 M: 98	24	E: 22 M: 25	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: Jordan-Small Middle School
SAU: RSU 14



MAINE
DEPARTMENT OF EDUCATION

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	7	1	8	1	3	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	15.45

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.