



**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: Newport Elementary School

SAU: RSU 19

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2011-2012 NCLB Report Card



School: Newport Elementary School
 SAU: RSU 19
 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	46	44	96	82	72	73	5	77	14	5	44	0	
	2010-2011	59	59	100	68	70	70	10	58	22	10	59	0	0
Female	2009-2010	19	19	100	95	74	76	<1	95	5	<1			
	2010-2011	27	27	100	78	75	74	15	63	15	7			
Male	2009-2010	27	25	93	72	69	69	8	64	20	8			
	2010-2011	32	32	100	59	66	66	6	53	28	13			
Caucasian/White	2009-2010	45	43	96	81	71	74	5	77	14	5			
	2010-2011	58	58	100	69	71	71	10	59	22	9			
African American/Black	2009-2010	0	0				46							
	2010-2011	0	0				43							
Hispanic	2009-2010	1	1	100			58							
	2010-2011	0	0				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	1	1	100			67							
Economically Disadvantaged	2009-2010	27	25	93	80	68	62	<1	80	12	8			
	2010-2011	37	37	100	57	62	58	5	51	30	14			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	7	5	71		36	38							
	2010-2011	9	9	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: Newport Elementary School
SAU: RSU 19
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	57	57	100	54	55	67	18	37	32	14	56	1	
	2010-2011	55	54	98	52	62	67	9	43	41	7	52	2	0
Female	2009-2010	29	29	100	62	55	71	21	41	31	7			
	2010-2011	26	25	96	56	68	72	16	40	36	8			
Male	2009-2010	28	28	100	46	55	63	14	32	32	21			
	2010-2011	29	29	100	48	56	63	3	45	45	7			
Caucasian/White	2009-2010	54	54	100	56	55	68	17	39	31	13			
	2010-2011	53	52	98	50	62	68	10	40	42	8			
African American/Black	2009-2010	1	1	100			43							
	2010-2011	0	0				40							
Hispanic	2009-2010	2	2	100			59							
	2010-2011	2	2	100			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	28	28	100	54	50	56	14	39	32	14			
	2010-2011	34	34	100	47	57	56	6	41	44	9			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	12	12	100	33	31	34	8	25	50	17			
	2010-2011	7	7	100		25	29							
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	0	0				43							

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2011-2012 NCLB Report Card



School: Newport Elementary School
 SAU: RSU 19
 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	46	44	96	68	66	62	5	64	25	7	44	0
	2010-2011	59	59	100	56	66	61	10	46	24	20	59	0
Female	2009-2010	19	19	100	74	68	61	<1	74	21	5		
	2010-2011	27	27	100	56	65	59	15	41	26	19		
Male	2009-2010	27	25	93	64	64	63	8	56	28	8		
	2010-2011	32	32	100	56	66	64	6	50	22	22		
Caucasian/White	2009-2010	45	43	96	70	66	63	5	65	23	7		
	2010-2011	58	58	100	57	67	63	10	47	22	21		
African American/Black	2009-2010	0	0				31						
	2010-2011	0	0				30						
Hispanic	2009-2010	1	1	100			52						
	2010-2011	0	0				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	1	1	100			59						
Economically Disadvantaged	2009-2010	27	25	93	56	56	50	4	52	32	12		
	2010-2011	37	37	100	46	59	49	11	35	27	27		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	7	5	71		36	33						
	2010-2011	9	9	100		54	35						
Limited English Proficient	2009-2010	0	0				35						
	2010-2011	0	0				29						

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	57	57	100	47	54	62	11	37	40	12	56	1
	2010-2011	55	55	100	53	59	60	5	47	20	27	53	2
Female	2009-2010	29	29	100	48	51	62	7	41	38	14		
	2010-2011	26	26	100	50	56	60	8	42	23	27		
Male	2009-2010	28	28	100	46	57	63	14	32	43	11		
	2010-2011	29	29	100	55	62	61	3	52	17	28		
Caucasian/White	2009-2010	54	54	100	50	55	63	11	39	39	11		
	2010-2011	53	53	100	55	60	61	6	49	21	25		
African American/Black	2009-2010	1	1	100			36						
	2010-2011	0	0				31						
Hispanic	2009-2010	2	2	100			45						
	2010-2011	2	2	100			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	28	28	100	39	50	50	4	36	43	18		
	2010-2011	34	34	100	44	52	48	<1	44	26	29		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	12	12	100	8	19	36	8	<1	58	33		
	2010-2011	7	7	100		37	31						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				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: Newport Elementary School
 SAU: RSU 19
 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	63	E: 62 M: 65	E: 69 M: 70	100	E: 99 M: 99	E: 99 M: 99	54	E: 57 M: 56	E: 61 M: 61	94	94	95
Caucasian/White	99	E: 99 M: 99	E: 99 M: 99	63	E: 62 M: 65	E: 70 M: 71	100	E: 99 M: 99	E: 99 M: 99	54	E: 57 M: 56	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	54	E: 55 M: 56	E: 58 M: 58	100	E: 98 M: 99	E: 99 M: 99	48	E: 51 M: 45	E: 48 M: 47			
Students with Disabilities	*	E: 97 M: 98	E: 98 M: 98	39	E: 29 M: 29	E: 33 M: 30	*	E: 96 M: 96	E: 98 M: 98	43	E: 37 M: 24	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: Newport Elementary School
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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	16	0	4	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.