



**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: Manchester Elementary School

SAU: RSU 38

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# 2011-2012 NCLB Report Card



School: Manchester Elementary School  
SAU: RSU 38  
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	36	36	100	75	77	73	14	61	25	<1	36	0	
	2010-2011	19	19	100	84	90	70	11	74	11	5	19	0	0
Female	2009-2010	15	15	100	93	85	76	27	67	7	<1			
	2010-2011	8	8	100		95	74							
Male	2009-2010	21	21	100	62	71	69	5	57	38	<1			
	2010-2011	11	11	100	82	86	66	<1	82	9	9			
Caucasian/White	2009-2010	33	33	100	76	78	74	15	61	24	<1			
	2010-2011	18	18	100	89	92	71	11	78	11	<1			
African American/Black	2009-2010	2	2	100			46							
	2010-2011	0	0				43							
Hispanic	2009-2010	0	0				58							
	2010-2011	1	1	100			60							
Asian or Pacific Islander	2009-2010	1	1	100			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	13	13	100	54	60	62	23	31	46	<1			
	2010-2011	5	5	100		87	58							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	2	2	100			38							
	2010-2011	2	2	100			34							
Limited English Proficient	2009-2010	0	0				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: Manchester Elementary School  
 SAU: RSU 38  
 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	33	32	97	56	67	67	13	44	31	13	32	0	
	2010-2011	37	37	100	78	75	67	30	49	22	<1	37	0	0
Female	2009-2010	15	14	93	64	73	71	14	50	14	21			
	2010-2011	14	14	100	86	82	72	43	43	14	<1			
Male	2009-2010	18	18	100	50	62	63	11	39	44	6			
	2010-2011	23	23	100	74	69	63	22	52	26	<1			
Caucasian/White	2009-2010	32	32	100	56	68	68	13	44	31	13			
	2010-2011	33	33	100	82	77	68	33	48	18	<1			
African American/Black	2009-2010	0	0				43							
	2010-2011	2	2	100			40							
Hispanic	2009-2010	1	0	0			59							
	2010-2011	1	1	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	1	1	100			62							
Economically Disadvantaged	2009-2010	5	5	100		52	56							
	2010-2011	12	12	100	67	67	56	33	33	33	<1			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	5	5	100		25	34							
	2010-2011	1	1	100			29							
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	0	0				43							

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# 2011-2012 NCLB Report Card



School: Manchester 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	35	35	100	77	71	72	26	51	20	3	35	0	
	2010-2011	33	33	100	70	75	70	9	61	21	9	33	0	0
Female	2009-2010	9	9	100		85	78							
	2010-2011	15	15	100	73	78	75	7	67	27	<1			
Male	2009-2010	26	26	100	69	63	67	15	54	27	4			
	2010-2011	18	18	100	67	72	66	11	56	17	17			
Caucasian/White	2009-2010	33	33	100	76	71	73	24	52	21	3			
	2010-2011	32	32	100	69	75	71	9	59	22	9			
African American/Black	2009-2010	0	0				57							
	2010-2011	1	1	100			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	7	7	100		57	62							
	2010-2011	4	4	100		55	60							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	2	2	100			36							
	2010-2011	5	5	100		27	34							
Limited English Proficient	2009-2010	2	2	100			49							
	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



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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	36	36	100	72	65	62	8	64	22	6	36	0
	2010-2011	19	19	100	68	66	61	11	58	21	11	19	0
Female	2009-2010	15	15	100	87	67	61	<1	87	7	7		
	2010-2011	8	8	100		65	59						
Male	2009-2010	21	21	100	62	63	63	14	48	33	5		
	2010-2011	11	11	100	64	67	64	<1	64	27	9		
Caucasian/White	2009-2010	33	33	100	76	67	63	9	67	18	6		
	2010-2011	18	18	100	72	67	63	11	61	17	11		
African American/Black	2009-2010	2	2	100			31						
	2010-2011	0	0				30						
Hispanic	2009-2010	0	0				52						
	2010-2011	1	1	100			49						
Asian or Pacific Islander	2009-2010	1	1	100			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	13	13	100	69	57	50	<1	69	23	8		
	2010-2011	5	5	100		48	49						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	2	2	100		20	33						
	2010-2011	2	2	100			35						
Limited English Proficient	2009-2010	0	0				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: Manchester Elementary School  
 SAU: RSU 38  
 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	33	32	97	50	55	62	16	34	28	22	32	0
	2010-2011	37	37	100	65	59	60	8	57	32	3	37	0
Female	2009-2010	15	14	93	50	56	62	21	29	36	14		
	2010-2011	14	14	100	71	64	60	<1	71	29	<1		
Male	2009-2010	18	18	100	50	55	63	11	39	22	28		
	2010-2011	23	23	100	61	55	61	13	48	35	4		
Caucasian/White	2009-2010	32	32	100	50	56	63	16	34	28	22		
	2010-2011	33	33	100	67	60	61	9	58	30	3		
African American/Black	2009-2010	0	0				36						
	2010-2011	2	2	100			31						
Hispanic	2009-2010	1	0	0			45						
	2010-2011	1	1	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	1	1	100			56						
Economically Disadvantaged	2009-2010	5	5	100		35	50						
	2010-2011	12	12	100	58	44	48	<1	58	42	<1		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	5	5	100		38	36						
	2010-2011	1	1	100			31						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				35						

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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	35	35	100	54	61	64	17	37	31	14	35	0
	2010-2011	33	33	100	58	59	61	12	45	24	18	33	0
Female	2009-2010	9	9	100		68	64						
	2010-2011	15	15	100	60	62	61	13	47	33	7		
Male	2009-2010	26	26	100	50	57	64	19	31	31	19		
	2010-2011	18	18	100	56	56	61	11	44	17	28		
Caucasian/White	2009-2010	33	33	100	52	61	65	18	33	33	15		
	2010-2011	32	32	100	56	58	62	13	44	25	19		
African American/Black	2009-2010	0	0				37						
	2010-2011	1	1	100			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	7	7	100		50	51						
	2010-2011	4	4	100		38	47						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	2	2	100			34						
	2010-2011	5	5	100		27	30						
Limited English Proficient	2009-2010	2	2	100			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: Manchester Elementary School  
 SAU: RSU 38  
 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	33	33	100	88	75	64	18	70	9	3	33	0
Female	2010-2011	15	15	100	93	82	64	7	87	7	<1		
Male	2010-2011	18	18	100	83	69	65	28	56	11	6		
Caucasian/White	2010-2011	32	32	100	88	74	66	19	69	9	3		
African American/Black	2010-2011	1	1	100			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	5	5	100		67	53						
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	4	4	100		50	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: Manchester Elementary School  
 SAU: RSU 38  
 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	70	E: 77 M: 56	E: 69 M: 70	100	E: 100 M: 99	E: 99 M: 99	58	E: 60 M: 49	E: 61 M: 61	96	95	95
Caucasian/White	100	E: 100 M: 99	E: 99 M: 99	71	E: 79 M: 56	E: 70 M: 71	100	E: 100 M: 99	E: 99 M: 99	58	E: 60 M: 48	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	*	E: 100 M: 97	E: 99 M: 99	54	E: 65 M: 43	E: 58 M: 58	*	E: 100 M: 97	E: 99 M: 99	33	E: 41 M: 34	E: 48 M: 47			
Students with Disabilities	*	E: * M: *	E: 98 M: 98	*	E: 31 M: 15	E: 33 M: 30	*	E: * M: *	E: 98 M: 98	*	E: 25 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.

# 2011-2012 NCLB Report Card

## Maine Teacher Quality Data



School: Manchester Elementary School  
SAU: RSU 38



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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 <sup>1</sup>	6	4	6	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	4

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.