



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 2011-2012: 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 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (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 2010-2011 NAEP results is displayed on the state report, 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.



2012-2013 NCLB Report Card

School: Emerson School

SAU: Sanford School Department

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2012-2013 NCLB Report Card



School: Emerson School
SAU: Sanford School Department
Grade: 03



Reading 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		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	51	51	100	55	60	70	12	43	18	27	49	2	0
	2011-2012	48	48	100	42	65	72	13	29	31	27	48	0	0
Female	2010-2011	21	21	100	67	63	74	14	52	24	10			
	2011-2012	24	24	100	54	72	77	17	38	17	29			
Male	2010-2011	30	30	100	47	57	66	10	37	13	40			
	2011-2012	24	24	100	29	59	68	8	21	46	25			
Caucasian/White	2010-2011	45	45	100	58	60	71	11	47	18	24			
	2011-2012	45	45	100	40	65	73	13	27	31	29			
African American/Black	2010-2011	3	3	100			43							
	2011-2012	1	1	100			47							
Hispanic	2010-2011	2	2	100			60							
	2011-2012	0	0				65							
Asian or Pacific Islander	2010-2011	0	0				69							
	2011-2012	0	0				77							
American Indian or Native Alaskan	2010-2011	0	0				67							
	2011-2012	1	1	100			65							
Economically Disadvantaged	2010-2011	37	37	100	49	52	58	5	43	22	30			
	2011-2012	41	41	100	39	55	62	12	27	32	29			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	15	15	100	47	31	34	13	33	20	33			
	2011-2012	19	19	100	21	37	36	5	16	26	53			
Limited English Proficient	2010-2011	0	0				39							
	2011-2012	0	0				47							

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.

2012-2013 NCLB Report Card



School: Emerson School
 SAU: Sanford School Department
 Grade: 03



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	2010-2011	51	51	100	57	60	61	14	43	29	14	48	3
	2011-2012	48	48	100	33	54	64	4	29	23	44	48	0
Female	2010-2011	21	21	100	62	53	59	19	43	24	14		
	2011-2012	24	24	100	33	53	63	8	25	25	42		
Male	2010-2011	30	30	100	53	65	64	10	43	33	13		
	2011-2012	24	24	100	33	55	65	<1	33	21	46		
Caucasian/White	2010-2011	45	45	100	60	61	63	13	47	27	13		
	2011-2012	45	45	100	33	56	65	4	29	22	44		
African American/Black	2010-2011	3	3	100			30						
	2011-2012	1	1	100			38						
Hispanic	2010-2011	2	2	100			49						
	2011-2012	0	0				50						
Asian or Pacific Islander	2010-2011	0	0				64						
	2011-2012	0	0				70						
American Indian or Native Alaskan	2010-2011	0	0				59						
	2011-2012	1	1	100			54						
Economically Disadvantaged	2010-2011	37	37	100	51	55	49	5	46	35	14		
	2011-2012	41	41	100	27	43	52	2	24	24	49		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	15	15	100	47	42	35	<1	47	33	20		
	2011-2012	19	19	100	16	27	35	<1	16	32	53		
Limited English Proficient	2010-2011	0	0				29						
	2011-2012	0	0				36						

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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2012-2013 NCLB Report Card



School: Emerson School
 SAU: Sanford School Department
 Grade: 3-8



Accountability Data															
Group	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	51	E: 64 M: 71	E: 70 M: 73	100	E: 100 M: 99	E: 99 M: 99	44	E: 59 M: 62	E: 65 M: 62	95	95	95
Caucasian/White	100	E: 100 M: 99	E: 100 M: 99	50	E: 63 M: 71	E: 71 M: 74	100	E: 100 M: 99	E: 99 M: 99	43	E: 59 M: 61	E: 66 M: 63			
African American/Black	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 44 M: 51	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 35 M: 34			
Hispanic	*	E: * M: *	E: 98 M: 99	*	E: * M: *	E: 61 M: 68	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 52 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 99 M: 99	*	E: 82 M: 78	E: 76 M: 76	*	E: * M: *	E: 100 M: 99	*	E: 64 M: 96	E: 70 M: 70			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 58 M: 65	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 59 M: 50			
Economically Disadvantaged	100	E: 99 M: 98	E: 99 M: 99	45	E: 55 M: 62	E: 60 M: 62	100	E: 99 M: 98	E: 99 M: 99	37	E: 52 M: 53	E: 52 M: 48			
Students with Disabilities	*	E: 100 M: 98	E: 98 M: 98	25	E: 31 M: 40	E: 34 M: 34	*	E: 100 M: 97	E: 98 M: 98	18	E: 29 M: 32	E: 34 M: 26			
Limited English Proficient	*	E: * M: *	E: 98 M: 98	*	E: 78 M: 84	E: 44 M: 49	*	E: * M: *	E: 100 M: 99	*	E: 52 M: 92	E: 37 M: 36			

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.

2012-2013 NCLB Report Card



School: Emerson School
SAU: Sanford School Department



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
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	3	3	4	0	2	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, 2012	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.