



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: Saco Transition Program

SAU: RSU 23

Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

2012-2013 NCLB Report Card



School: Saco Transition Program
SAU: RSU 23
Grade: High School



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	2010-2011	6	4	67		49	50					4	0	0
	2011-2012	3	3	100		53	47					3	0	0
Female	2010-2011	5	3	60		48	54							
	2011-2012	0	0			55	51							
Male	2010-2011	1	1	100		49	46							
	2011-2012	3	3	100		50	43							
Caucasian/White	2010-2011	4	3	75		49	51							
	2011-2012	3	3	100		52	48							
African American/Black	2010-2011	2	1	50			23							
	2011-2012	0	0				28							
Hispanic	2010-2011	0	0				45							
	2011-2012	0	0				30							
Asian or Pacific Islander	2010-2011	0	0				51							
	2011-2012	0	0				48							
American Indian or Native Alaskan	2010-2011	0	0				35							
	2011-2012	0	0				35							
Economically Disadvantaged	2010-2011	2	2	100		27	34							
	2011-2012	2	2	100		48	31							
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	6	4	67		16	17							
	2011-2012	3	3	100		9	16							
Limited English Proficient	2010-2011	0	0				9							
	2011-2012	0	0				13							

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: Saco Transition Program
 SAU: RSU 23
 Grade: High School



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	6	4	67		52	49					4	0
	2011-2012	3	3	100		52	47					3	0
Female	2010-2011	5	3	60		49	47						
	2011-2012	0	0			50	46						
Male	2010-2011	1	1	100		54	51						
	2011-2012	3	3	100		54	47						
Caucasian/White	2010-2011	4	3	75		53	50						
	2011-2012	3	3	100		51	48						
African American/Black	2010-2011	2	1	50			21						
	2011-2012	0	0				21						
Hispanic	2010-2011	0	0				36						
	2011-2012	0	0				32						
Asian or Pacific Islander	2010-2011	0	0				62						
	2011-2012	0	0				55						
American Indian or Native Alaskan	2010-2011	0	0				32						
	2011-2012	0	0				33						
Economically Disadvantaged	2010-2011	2	2	100		18	31						
	2011-2012	2	2	100		48	30						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	6	4	67		16	15						
	2011-2012	3	3	100		9	15						
Limited English Proficient	2010-2011	0	0				17						
	2011-2012	0	0				15						

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: Saco Transition Program
SAU: RSU 23
Grade: High School



Science 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	6	6	100		40	44					6	0
	2011-2012	3	3	100		48	44					3	0
Female	2010-2011	5	5	100		32	40						
	2011-2012	0	0			43	40						
Male	2010-2011	1	1	100		46	48						
	2011-2012	3	3	100		52	49						
Caucasian/White	2010-2011	4	4	100		42	45						
	2011-2012	3	3	100		47	45						
African American/Black	2010-2011	2	2	100			19						
	2011-2012	0	0				20						
Hispanic	2010-2011	0	0				37						
	2011-2012	0	0				32						
Asian or Pacific Islander	2010-2011	0	0				49						
	2011-2012	0	0				45						
American Indian or Native Alaskan	2010-2011	0	0				26						
	2011-2012	0	0				34						
Economically Disadvantaged	2010-2011	2	2	100		12	29						
	2011-2012	2	2	100		52	30						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	6	6	100		7	14						
	2011-2012	3	3	100		13	16						
Limited English Proficient	2010-2011	0	0				10						
	2011-2012	0	0				10						

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: Saco Transition Program
SAU: RSU 23
Grade: High School



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	*	97	96	*	51	48	*	97	96	*	52	48	33	82	84
Caucasian/White	*	97	96	*	51	49	*	97	96	*	52	49	33	82	84
African American/Black	*	*	94	*	*	26	*	*	93	*	*	21	0	100	77
Hispanic	*	*	95	*	*	37	*	*	96	*	*	34	0	100	87
Asian or Pacific Islander	*	*	94	*	*	50	*	*	94	*	*	58	0	0	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	0	0	82
Economically Disadvantaged	*	*	94	*	37	33	*	*	94	*	32	31	67	81	73
Students with Disabilities	*	*	90	*	14	17	*	*	90	*	14	15	33	61	78
Limited English Proficient	*	*	92	*	*	11	*	*	93	*	*	15	0	100	78

*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: Saco Transition Program
SAU: RSU 23



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	0	1	1	0	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, 2012	50

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.