



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: Miles Lane School

SAU: RSU 25

Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

2012-2013 NCLB Report Card



School: Miles Lane School
SAU: RSU 25
Grade: 03



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	51	50	98	60	68	70	12	48	22	18	50	0	0
	2011-2012	108	108	100	69	69	72	13	56	22	8	108	0	0
Female	2010-2011	26	25	96	56	63	74	16	40	20	24			
	2011-2012	58	58	100	74	74	77	21	53	22	3			
Male	2010-2011	25	25	100	64	71	66	8	56	24	12			
	2011-2012	50	50	100	64	64	68	4	60	22	14			
Caucasian/White	2010-2011	48	47	98	60	68	71	13	47	21	19			
	2011-2012	106	106	100	69	69	73	13	56	23	8			
African American/Black	2010-2011	2	2	100			43							
	2011-2012	2	2	100			47							
Hispanic	2010-2011	1	1	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	0	0				65							
Economically Disadvantaged	2010-2011	29	28	97	43	55	58	21	21	29	29			
	2011-2012	57	57	100	61	61	62	9	53	30	9			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	10	9	90		10	34							
	2011-2012	14	14	100	36	36	36	7	29	36	29			
Limited English Proficient	2010-2011	0	0				39							
	2011-2012	1	1	100			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: Miles Lane School
SAU: RSU 25
Grade: 04



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	72	72	100	56	56	67	8	47	29	15	72	0	0
	2011-2012	66	66	100	71	71	71	21	50	15	14	66	0	0
Female	2010-2011	28	28	100	71	69	72	21	50	21	7			
	2011-2012	28	28	100	64	64	75	32	32	18	18			
Male	2010-2011	44	44	100	45	48	63	<1	45	34	20			
	2011-2012	38	38	100	76	76	67	13	63	13	11			
Caucasian/White	2010-2011	67	67	100	54	55	68	9	45	30	16			
	2011-2012	63	63	100	70	70	72	21	49	16	14			
African American/Black	2010-2011	3	3	100			40							
	2011-2012	2	2	100			42							
Hispanic	2010-2011	2	2	100			54							
	2011-2012	1	1	100			60							
Asian or Pacific Islander	2010-2011	0	0				67							
	2011-2012	0	0				76							
American Indian or Native Alaskan	2010-2011	0	0				62							
	2011-2012	0	0				57							
Economically Disadvantaged	2010-2011	40	40	100	58	55	56	3	55	28	15			
	2011-2012	39	39	100	69	69	60	15	54	15	15			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	14	14	100	29	25	29	<1	29	29	43			
	2011-2012	14	14	100	29	29	35	<1	29	14	57			
Limited English Proficient	2010-2011	0	0				43							
	2011-2012	0	0				40							

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2012-2013 NCLB Report Card



School: Miles Lane School
SAU: RSU 25
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	50	98	50	55	61	10	40	26	24	50	0
	2011-2012	108	108	100	43	43	64	6	37	32	25	108	0
Female	2010-2011	26	25	96	36	43	59	<1	36	32	32		
	2011-2012	58	58	100	48	48	63	9	40	28	24		
Male	2010-2011	25	25	100	64	66	64	20	44	20	16		
	2011-2012	50	50	100	36	36	65	2	34	38	26		
Caucasian/White	2010-2011	48	47	98	49	55	63	11	38	28	23		
	2011-2012	106	106	100	42	42	65	6	37	32	25		
African American/Black	2010-2011	2	2	100			30						
	2011-2012	2	2	100			38						
Hispanic	2010-2011	1	1	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	0	0				54						
Economically Disadvantaged	2010-2011	29	28	97	39	45	49	4	36	18	43		
	2011-2012	57	57	100	35	35	52	5	30	33	32		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	10	9	90		<1	35						
	2011-2012	14	14	100	14	14	35	<1	14	43	43		
Limited English Proficient	2010-2011	0	0				29						
	2011-2012	1	1	100			36						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Miles Lane School
SAU: RSU 25
Grade: 04



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	72	72	100	44	46	60	6	39	36	19	72	0
	2011-2012	66	65	98	71	71	66	26	45	14	15	65	0
Female	2010-2011	28	28	100	54	51	60	11	43	29	18		
	2011-2012	28	27	96	56	56	65	22	33	22	22		
Male	2010-2011	44	44	100	39	42	61	2	36	41	20		
	2011-2012	38	38	100	82	82	67	29	53	8	11		
Caucasian/White	2010-2011	67	67	100	43	45	61	6	37	36	21		
	2011-2012	63	62	98	71	71	67	24	47	13	16		
African American/Black	2010-2011	3	3	100			31						
	2011-2012	2	2	100			31						
Hispanic	2010-2011	2	2	100			48						
	2011-2012	1	1	100			52						
Asian or Pacific Islander	2010-2011	0	0				64						
	2011-2012	0	0				71						
American Indian or Native Alaskan	2010-2011	0	0				56						
	2011-2012	0	0				57						
Economically Disadvantaged	2010-2011	40	40	100	33	33	48	3	30	45	23		
	2011-2012	39	38	97	68	68	54	18	50	11	21		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	14	14	100	36	31	31	<1	36	21	43		
	2011-2012	14	13	93	23	23	37	<1	23	31	46		
Limited English Proficient	2010-2011	0	0				35						
	2011-2012	0	0				33						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Miles Lane School
SAU: RSU 25
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: 100 M: 100	E: 99 M: 99	61	E: 64 M: 63	E: 70 M: 73	99	E: 100 M: 100	E: 99 M: 99	48	E: 51 M: 52	E: 65 M: 62	94	94	95
Caucasian/White	100	E: 100 M: 100	E: 100 M: 99	61	E: 63 M: 65	E: 71 M: 74	99	E: 100 M: 100	E: 99 M: 99	48	E: 51 M: 52	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: * M: *	E: 76 M: 76	*	E: * M: *	E: 100 M: 99	*	E: * M: *	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: 100 M: 100	E: 99 M: 99	54	E: 57 M: 59	E: 60 M: 62	99	E: 99 M: 100	E: 99 M: 99	42	E: 44 M: 43	E: 52 M: 48			
Students with Disabilities	*	E: 100 M: 100	E: 98 M: 98	23	E: 25 M: 26	E: 34 M: 34	*	E: 98 M: 100	E: 98 M: 98	23	E: 23 M: 6	E: 34 M: 26			
Limited English Proficient	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 44 M: 49	*	E: * M: *	E: 100 M: 99	*	E: * M: *	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: Miles Lane School
SAU: RSU 25



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	10	8	5	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.