



**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 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

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 performances 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.



2010-2011 NCLB Report Card

School: Guilford Primary School

SAU: RSU 80 / MSAD 04

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2010-2011 NCLB Report Card



School: Guilford Primary School
SAU: RSU 80 / MSAD 04
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	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	43	43	100	67	67	65	2	65	23	9	43	0
	2009-2010	43	43	100	74	74	73	12	63	19	7	43	0
Female	2008-2009	23	23	100	74	74	70	4	70	17	9		
	2009-2010	18	18	100	72	72	76	17	56	28	0		
Male	2008-2009	20	20	100	60	60	60	0	60	30	10		
	2009-2010	25	25	100	76	76	69	8	68	12	12		
Caucasian/White	2008-2009	42	42	100	67	67	66	2	64	24	10		
	2009-2010	41	41	100	76	76	74	12	63	20	5		
African American/Black	2008-2009	1	1	100			42						
	2009-2010	1	1	100			46						
Hispanic	2008-2009	0	0				51						
	2009-2010	1	1	100			58						
Asian or Pacific Islander	2008-2009	0	0				66						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	25	25	100	56	56	53	0	56	32	12		
	2009-2010	27	27	100	74	74	62	7	67	15	11		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	8	100	0	0	36	0	0	50	50		
	2009-2010	4	4	100			38						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	1	1	100			45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Guilford Primary School
SAU: RSU 80 / MSAD 04
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	2008-2009	43	42	98	76	76	70	29
	2009-2010	43	43	100	67	67	62	16	51	14	19	43	0
Female	2008-2009	23	23	100	65	65	68	26	39	17	17		
	2009-2010	18	18	100	61	61	61	11	50	17	22		
Male	2008-2009	20	19	95	89	89	71	32	58	5	5		
	2009-2010	25	25	100	72	72	63	20	52	12	16		
Caucasian/White	2008-2009	42	41	98	76	76	71	29	46	12	12		
	2009-2010	41	41	100	68	68	63	15	54	15	17		
African American/Black	2008-2009	1	1	100			45						
	2009-2010	1	1	100			31						
Hispanic	2008-2009	0	0				50						
	2009-2010	1	1	100			52						
Asian or Pacific Islander	2008-2009	0	0				70						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	25	24	96	67	67	58	17	50	17	17		
	2009-2010	27	27	100	59	59	50	15	44	11	30		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	7	88	43	43	46	0	43	0	57		
	2009-2010	4	4	100			33						
Limited English Proficient	2008-2009	0	0				46						
	2009-2010	1	1	100			35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School:	Guilford Primary School
SAU:	RSU 80 / MSAD 04
Grade:	3-8



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Accountability Data															
Group	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	100 100	99 99	72	69 55	71 69	100	100 99	99 99	68	66 51	63 61	95	94	95
Caucasian/White	100	100 100	99 99	73	70 55	71 69	100	100 99	99 99	68	66 52	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	*	100 100	99 99	67	63 51	60 56	*	100 99	99 99	58	53 50	50 47			
Students with Disabilities	*	* *	97 98	*	* 12	36 28	*	* *	97 98	*	* 12	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

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.

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Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	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	5	3	1	0	0	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Conditional Certification as of April 30, 2010	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	11.11

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.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>