



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 ESEA Accountability, 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 2013-2014: 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 2013 (Grade 3-8), spring of 2014 (High School), spring of 2014 (Alternate Assessment-Science), and spring of 2013 (Alternate Assessment-Reading and Mathematics).

ESEA Accountability: 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 approved in Maine’s ESEA Accountability waiver, which require, among other things, that each school makes progress toward meeting individualized improvement targets in reading and mathematics by the school year 2017-2018.

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 2012-2013 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.

2014-2015 NCLB Report Card

School: Pine Street Elementary School

SAU: RSU 79/MSAD 01

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2014-2015 NCLB Report Card

School: Pine Street Elementary School
SAU: RSU 79/MSAD 01
Grade: 03-08

Reading Accountability Data

GROUP	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole School	0	*		65	82	75	51	68	89
Female	0	*		72	88	35	21	60	93
Male	0	*		61	74	40	30	75	85
Caucasian/White	0	*		67	85	71	49	69	91
African American/Black	0	*		*			*	*	
Hispanic	0	*		*			*	*	
Asian or Pacific Islander	0	*		*			*	*	
American Indian or Native Alaskan	0	*		*			*	*	
Economically Disadvantaged	0	*		60	74	41	21	51	85
Migrant	0	*		*			*	*	
Students with Disabilities	0	*		43	61		*	*	77
Limited English Proficient	0	*		*			*	*	
Super Subgroup	0	*		61	77	43	22	51	86

**2012-13
% Attendance Rate
Target = 93%**

93

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.
 A blank cell indicates data did not meet minimum requirements.
 The source of information for this report is the Maine Department of Education.



2014-2015 NCLB Report Card

School: Pine Street Elementary School
SAU: RSU 79/MSAD 01
Grade: 03-08

GROUP	Mathematics Accountability Data								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole School	0	*		61	85	75	44	59	91
Female	0	*		67	85	35	16	46	91
Male	0	*		56	85	40	28	70	91
Caucasian/White	0	*		61	86	71	42	59	92
African American/Black	0	*		*			*	*	
Hispanic	0	*		*			*	*	
Asian or Pacific Islander	0	*		*			*	*	
American Indian or Native Alaskan	0	*		*			*	*	
Economically Disadvantaged	0	*		57	80	41	20	49	88
Migrant	0	*		*			*	*	
Students with Disabilities	0	*		43	66		*	*	80
Limited English Proficient	0	*		*			*	*	
Super Subgroup	0	*		56	79	43	20	47	88

**2012-13
% Attendance Rate
Target = 93%**

93

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.
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2014-2015 NCLB Report Card

School: Pine Street Elementary School
SAU: RSU 79/MSAD 01

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	15	4	3	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 June 30, 2014	5

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.