



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 Educational Assessment (MEA) data disaggregated into subgroups, attendance and graduation rates, status of NCLB 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:

MEA Data 2014-2015: Assessment data for English Language Arts/Literacy 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 MEA data is from the tests given in the spring of 2015.

NCLB Accountability: Accountability information is provided for how well districts and schools are progressing toward all students being proficient in English Language Arts/ Literacy and Mathematics. This system has been established to comply with the accountability provisions approved in Maine’s NCLB Accountability Waiver. New school-level performance targets will be established for the 2016-2017 school year.

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.

A handwritten signature in cursive script, reading "William H. Beardsley".

William H. Beardsley
Acting Commissioner of Education

2015-2016 NCLB Report Card

School: South School

SAU: RSU 13

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2015-2016 NCLB Report Card

School: South School
SAU: RSU 13
Grade: 03

English Language Arts/Literacy 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	2013-2014													
	2014-2015	50	33	66		33	48			30	48	33		
Female	2013-2014													
	2014-2015	28	17	61		42	53							
Male	2013-2014													
	2014-2015	22	16	73		25	43							
Caucasian/White	2013-2014													
	2014-2015	47	30	64		34	49				50			
African American/Black	2013-2014													
	2014-2015	0					25							
Hispanic	2013-2014													
	2014-2015	3					39							
Asian or Pacific Islander	2013-2014													
	2014-2015	0					58							
American Indian or Native Alaskan	2013-2014													
	2014-2015	0					31							
Economically Disadvantaged	2013-2014													
	2014-2015	34	21	62		27	35							
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	11					19							
Limited English Proficient	2013-2014													
	2014-2015	1					20							

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

School: South School
SAU: RSU 13
Grade: 04

English Language Arts/Literacy 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	2013-2014													
	2014-2015	43	37	86	54	50	47		30		27	37		
Female	2013-2014													
	2014-2015	27	23	85	65	58	52							
Male	2013-2014													
	2014-2015	16	14	88		41	42							
Caucasian/White	2013-2014													
	2014-2015	40	34	85	59	52	48		32					
African American/Black	2013-2014													
	2014-2015	1					25							
Hispanic	2013-2014													
	2014-2015	2					35							
Asian or Pacific Islander	2013-2014													
	2014-2015	0					59							
American Indian or Native Alaskan	2013-2014													
	2014-2015	0					27							
Economically Disadvantaged	2013-2014													
	2014-2015	23	21	91	52	49	33							
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	3					17							
Limited English Proficient	2013-2014													
	2014-2015	0					24							

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

School: South School
SAU: RSU 13
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	2013-2014												
	2014-2015	50	35	70		38	46			34	46	35	
Female	2013-2014												
	2014-2015	28	19	68		36	44					58	
Male	2013-2014												
	2014-2015	22	16	73		40	47						
Caucasian/White	2013-2014												
	2014-2015	47	32	68		38	47			31	50		
African American/Black	2013-2014												
	2014-2015	0					18						
Hispanic	2013-2014												
	2014-2015	3					34						
Asian or Pacific Islander	2013-2014												
	2014-2015	0					53						
American Indian or Native Alaskan	2013-2014												
	2014-2015	0					29						
Economically Disadvantaged	2013-2014												
	2014-2015	34	23	68		34	33					43	
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	11					19						
Limited English Proficient	2013-2014												
	2014-2015	1					19						

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

School: South School
SAU: RSU 13
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	2013-2014												
	2014-2015	43	37	86	62	41	40	27	35	27		37	
Female	2013-2014												
	2014-2015	27	23	85	57	33	38						
Male	2013-2014												
	2014-2015	16	14	88	71	52	42						
Caucasian/White	2013-2014												
	2014-2015	40	34	85	65	42	41		38	29			
African American/Black	2013-2014												
	2014-2015	1					18						
Hispanic	2013-2014												
	2014-2015	2					32						
Asian or Pacific Islander	2013-2014												
	2014-2015	0					50						
American Indian or Native Alaskan	2013-2014												
	2014-2015	0					29						
Economically Disadvantaged	2013-2014												
	2014-2015	23	21	91	48	32	27						
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	3					14						
Limited English Proficient	2013-2014												
	2014-2015	0					18						

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

School: South School
SAU: RSU 13
Grade: 03-08

GROUP	English Language Arts/Literacy Accountability Data								
	Participation Target = 95%			Achievement					
	Number Enrolled	Percent Participated	Average Percent	2013-14 % Proficient	2014-15			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole School	93	75				69	27	39	
Female	55	73				39	20	51	
Male	38	*				30			
Caucasian/White	87	74				63	26	41	
African American/Black	1	*					*	*	
Hispanic	5	*					*	*	
Asian or Pacific Islander	0	*					*	*	
American Indian or Native Alaskan	0	*					*	*	
Economically Disadvantaged	57	74				41	17	41	
Migrant	0	*					*	*	
Students with Disabilities	14	*					*	*	
Limited English Proficient	1	*					*	*	
Super Subgroup	62	74				45	17	38	

2013-14
% 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. Data are suppressed for any cell representing fewer than 10 students.

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.



2015-2016 NCLB Report Card

School: South School
SAU: RSU 13
Grade: 03-08

GROUP	Mathematics Accountability Data								
	Participation Target = 95%			Achievement					
	Number Enrolled	Percent Participated	Average Percent	2013-14 % Proficient	2014-15			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole School	93	77				70	30	43	
Female	55	76				40	17	43	
Male	38	*				30	13	43	
Caucasian/White	87	76				64	28	44	
African American/Black	1	*					*	*	
Hispanic	5	*					*	*	
Asian or Pacific Islander	0	*					*	*	
American Indian or Native Alaskan	0	*					*	*	
Economically Disadvantaged	57	77				42	17	40	
Migrant	0	*					*	*	
Students with Disabilities	14	*					*	*	
Limited English Proficient	1	*					*	*	
Super Subgroup	62	77				46	18	39	

2013-14
% 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. Data are suppressed for any cell representing fewer than 10 students.

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.

2015-2016 NCLB Report Card

School: South School SAU: RSU 13

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 School¹	10	3	4	1	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, 2015	11

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.