



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 2008–2009: 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 spring of 2009.

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 No Child Left Behind, which require, among other things, that each school makes “Adequate Yearly Progress” (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 2006–2007 NAEP results is displayed, 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.



2009–2010 NCLB Report Card

School: Biddeford Intermediate School
SAU: Biddeford School Department

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2009–2010 NCLB Report Card



School: Biddeford Intermediate School
SAU: Biddeford School Department
Grade: 04



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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 Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	195	190	5	100	62	62	63	1	61	32	6
	2008-2009	205	201	3	100	63	63	71	3	60	33	4
Female	2007-2008	103	102	1	100	66	66	67	1	65	28	6
	2008-2009	101	100	1	100	64	64	75	1	63	30	6
Male	2007-2008	92	88	4	100	57	57	60	1	55	37	7
	2008-2009	104	101	2	99	61	62	67	5	56	36	3
Caucasian/White	2007-2008	177	172	5	100	62	62	64	1	61	32	6
	2008-2009	191	187	3	99	63	63	71	3	60	32	5
African American/Black	2007-2008	8	8	0	100	38	38	38	0	38	63	0
	2008-2009	8	8	0	100	63	63	53	0	63	38	0
Hispanic	2007-2008	5	5	0	100	60	60	46	0	60	40	0
	2008-2009	2	2	0	100			66				
Asian or Pacific Islander	2007-2008	2	2	0	100			67				
	2008-2009	4	4	0	100			71				
American Indian or Native Alaskan	2007-2008	3	3	0	100			47				
	2008-2009	0	0	0				60				
Economically Disadvantaged	2007-2008	98	95	3	100	52	52	49	1	51	38	10
	2008-2009	111	108	2	99	55	56	60	3	53	36	8
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	37	32	5	100	30	30	31	3	27	46	24
	2008-2009	45	41	3	98	43	44	43	7	36	43	14
Limited English Proficient	2007-2008	2	2	0	100			36				
	2008-2009	4	4	0	100			47				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

2009–2010 NCLB Report Card



School: Biddeford Intermediate School
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Grade: 05



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Reading Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	204	198	5	100	52	52	63	3	49	37	11
	2008-2009	206	202	4	100	63	63	67	0	62	32	6
Female	2007-2008	96	93	3	100	55	55	68	5	50	32	13
	2008-2009	107	106	1	100	64	64	70	1	63	31	6
Male	2007-2008	108	105	2	99	49	49	59	1	48	42	9
	2008-2009	99	96	3	100	62	62	64	0	62	32	6
Caucasian/White	2007-2008	190	184	5	99	53	53	64	3	50	37	11
	2008-2009	185	181	4	100	62	62	67	1	62	31	6
African American/Black	2007-2008	6	6	0	100	17	17	40	0	17	67	17
	2008-2009	8	8	0	100	88	88	46	0	88	13	0
Hispanic	2007-2008	2	2	0	100			49				
	2008-2009	6	6	0	100	33	33	56	0	33	67	0
Asian or Pacific Islander	2007-2008	6	6	0	100	50	50	69	0	50	50	0
	2008-2009	4	4	0	100			68				
American Indian or Native Alaskan	2007-2008	0	0	0				44				
	2008-2009	3	3	0	100			48				
Economically Disadvantaged	2007-2008	99	96	3	100	44	44	50	2	42	40	15
	2008-2009	99	97	2	100	51	51	53	0	51	38	11
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	45	40	5	100	31	33	29	2	29	44	24
	2008-2009	36	32	4	100	39	39	31	0	39	44	17
Limited English Proficient	2007-2008	4	4	0	100			40				
	2008-2009	4	4	0	100			39				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

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School: Biddeford Intermediate School
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Grade: 04



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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 Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	195	190	5	100	63	63	60	8	55	29	8
	2008-2009	205	201	3	100	64	64	66	4	60	30	6
Female	2007-2008	103	102	1	100	59	59	59	7	52	31	10
	2008-2009	101	100	1	100	60	60	66	4	56	31	9
Male	2007-2008	92	88	4	100	67	67	62	9	59	26	7
	2008-2009	104	101	2	99	68	67	67	5	63	29	3
Caucasian/White	2007-2008	177	172	5	100	64	64	61	8	55	28	8
	2008-2009	191	187	3	99	64	64	67	5	59	29	6
African American/Black	2007-2008	8	8	0	100	38	38	30	0	38	63	0
	2008-2009	8	8	0	100	63	63	46	0	63	38	0
Hispanic	2007-2008	5	5	0	100	80	80	46	0	80	20	0
	2008-2009	2	2	0	100			61				
Asian or Pacific Islander	2007-2008	2	2	0	100			65				
	2008-2009	4	4	0	100			68				
American Indian or Native Alaskan	2007-2008	3	3	0	100			49				
	2008-2009	0	0	0				59				
Economically Disadvantaged	2007-2008	98	95	3	100	49	49	46	5	44	36	15
	2008-2009	111	108	2	99	53	52	54	5	48	38	9
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	37	32	5	100	41	41	36	3	38	27	32
	2008-2009	45	41	3	98	43	42	41	7	36	43	14
Limited English Proficient	2007-2008	2	2	0	100			40				
	2008-2009	4	4	0	100			43				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

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Grade: 05



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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 Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	204	198	5	100	52	52	64	5	47	33	15
	2008-2009	206	202	4	100	67	67	66	9	57	24	9
Female	2007-2008	96	93	3	100	48	48	63	5	43	34	18
	2008-2009	107	106	1	100	62	62	65	7	55	26	12
Male	2007-2008	108	105	2	99	56	56	64	6	50	31	13
	2008-2009	99	96	3	100	72	72	66	12	60	22	6
Caucasian/White	2007-2008	190	184	5	99	53	53	65	6	47	33	14
	2008-2009	185	181	4	100	66	66	67	10	57	24	10
African American/Black	2007-2008	6	6	0	100	17	17	38	0	17	50	33
	2008-2009	8	8	0	100	63	63	43	0	63	25	13
Hispanic	2007-2008	2	2	0	100			49				
	2008-2009	6	6	0	100	50	50	52	17	33	50	0
Asian or Pacific Islander	2007-2008	6	6	0	100	67	67	74	0	67	17	17
	2008-2009	4	4	0	100			69				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	3	3	0	100			46				
Economically Disadvantaged	2007-2008	99	96	3	100	40	40	51	3	37	40	19
	2008-2009	99	97	2	100	56	56	53	3	53	29	15
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	45	40	5	100	40	41	33	9	31	31	29
	2008-2009	36	32	4	100	58	58	38	17	42	22	19
Limited English Proficient	2007-2008	4	4	0	100			44				
	2008-2009	4	4	0	100			40				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

2009–2010 NCLB Report Card



School: Biddeford Intermediate School
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Grade: 3-8



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Accountability Data															
Group	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 58%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 50%			Average Daily Attendance Target: 91%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 100 M: 99	E: 100 M: 99	63	E: 61 M: 68	E: 68 M: 73	100	E: 100 M: 99	E: 100 M: 99	66	E: 64 M: 45	E: 67 M: 55	95	94	95
Caucasian/White	100	E: 100 M: 99	E: 100 M: 99	63	E: 62 M: 68	E: 68 M: 74	100	E: 100 M: 99	E: 100 M: 99	66	E: 65 M: 46	E: 68 M: 55			
African American/Black	*	E: * M: *	E: 98 M: 97	*	E: 70 M: *	E: 47 M: 54	*	E: * M: *	E: 99 M: 98	*	E: 55 M: *	E: 45 M: 31			
Hispanic	*	E: * M: *	E: 99 M: 99	*	E: 33 M: *	E: 57 M: 65	*	E: * M: *	E: 99 M: 99	*	E: 57 M: *	E: 54 M: 41			
Asian or Pacific Islander	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 69 M: 77	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 69 M: 65			
American Indian or Native Alaskan	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 59 M: 61	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 57 M: 39			
Economically Disadvantaged	100	E: 100 M: 99	E: 100 M: 99	54	E: 51 M: 52	E: 55 M: 60	100	E: 100 M: 99	E: 100 M: 99	54	E: 53 M: 31	E: 55 M: 40			
Students with Disabilities	99	E: 99 M: 97	E: 100 M: 99	41	E: 35 M: 30	E: 37 M: 34	99	E: 99 M: 97	E: 100 M: 99	52	E: 46 M: 30	E: 42 M: 22			
Limited English Proficient	*	E: * M: *	E: 97 M: 96	*	E: * M: *	E: 41 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 43 M: 28			

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.



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	19	7	11	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 March 28, 2009)	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

¹ Professional 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.