



**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 state-wide 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: Viola Rand School

SAU: Bradley School Department

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2009–2010 NCLB Report Card



School: Viola Rand School
SAU: Bradley School Department
Grade: 03



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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	15	15	0	100	87	87	64	0	87	13	0
	2008-2009	12	10	2	100	83	83	65	0	83	17	0
Female	2007-2008	6	6	0	100	83	83	68	0	83	17	0
	2008-2009	4	3	1	100			70				
Male	2007-2008	9	9	0	100	89	89	59	0	89	11	0
	2008-2009	8	7	1	100	75	75	60	0	75	25	0
Caucasian/White	2007-2008	13	13	0	100	85	85	64	0	85	15	0
	2008-2009	12	10	2	100	83	83	66	0	83	17	0
African American/Black	2007-2008	0	0	0				42				
	2008-2009	0	0	0				42				
Hispanic	2007-2008	0	0	0				53				
	2008-2009	0	0	0				51				
Asian or Pacific Islander	2007-2008	0	0	0				61				
	2008-2009	0	0	0				66				
American Indian or Native Alaskan	2007-2008	2	2	0	100			53				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	7	7	0	100	71	71	50	0	71	29	0
	2008-2009	4	2	2	100			53				
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	4	4	0	100			34				
	2008-2009	4	2	2	100			36				
Limited English Proficient	2007-2008	0	0	0				39				
	2008-2009	0	0	0				40				

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

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School: Viola Rand School
SAU: Bradley School Department
Grade: 04



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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	16	16	0	100	88	88	63	0	88	13	0
	2008-2009	17	17	0	100	94	94	71	6	88	6	0
Female	2007-2008	4	4	0	100			67				
	2008-2009	8	8	0	100	88	88	75	13	75	13	0
Male	2007-2008	12	12	0	100	83	83	60	0	83	17	0
	2008-2009	9	9	0	100	100	100	67	0	100	0	0
Caucasian/White	2007-2008	16	16	0	100	88	88	64	0	88	13	0
	2008-2009	16	16	0	100	94	94	71	6	88	6	0
African American/Black	2007-2008	0	0	0				38				
	2008-2009	0	0	0				53				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	0	0	0				66				
Asian or Pacific Islander	2007-2008	0	0	0				67				
	2008-2009	0	0	0				71				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	1	1	0	100			60				
Economically Disadvantaged	2007-2008	4	4	0	100			49				
	2008-2009	8	8	0	100	88	88	60	0	88	13	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	3	3	0	100			31				
	2008-2009	3	3	0	100			43				
Limited English Proficient	2007-2008	0	0	0				36				
	2008-2009	0	0	0				47				

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

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School: Viola Rand School
SAU: Bradley School Department
Grade: 05



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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	20	19	0	95	68	68	63	11	58	26	5
	2008-2009	17	17	0	100	88	88	67	12	76	12	0
Female	2007-2008	10	9	0	90	67	67	68	11	56	33	0
	2008-2009	5	5	0	100	80	80	70	20	60	20	0
Male	2007-2008	10	10	0	100	70	70	59	10	60	20	10
	2008-2009	12	12	0	100	92	92	64	8	83	8	0
Caucasian/White	2007-2008	19	18	0	95	72	72	64	11	61	22	6
	2008-2009	17	17	0	100	88	88	67	12	76	12	0
African American/Black	2007-2008	0	0	0				40				
	2008-2009	0	0	0				46				
Hispanic	2007-2008	0	0	0				49				
	2008-2009	0	0	0				56				
Asian or Pacific Islander	2007-2008	0	0	0				69				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	1	1	0	100			44				
	2008-2009	0	0	0				48				
Economically Disadvantaged	2007-2008	5	5	0	100	60	60	50	0	60	20	20
	2008-2009	5	5	0	100	80	80	53	0	80	20	0
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	5	4	0	80			29				
	2008-2009	3	3	0	100			31				
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				39				

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

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School: Viola Rand School
SAU: Bradley School Department
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 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	15	15	0	100	80	80	67	33	47	20	0
	2008-2009	12	10	2	100	92	92	70	33	58	8	0
Female	2007-2008	6	6	0	100	67	67	65	33	33	33	0
	2008-2009	4	3	1	100			68				
Male	2007-2008	9	9	0	100	89	89	68	33	56	11	0
	2008-2009	8	7	1	100	88	88	71	38	50	13	0
Caucasian/White	2007-2008	13	13	0	100	77	77	68	38	38	23	0
	2008-2009	12	10	2	100	92	92	71	33	58	8	0
African American/Black	2007-2008	0	0	0				41				
	2008-2009	0	0	0				45				
Hispanic	2007-2008	0	0	0				57				
	2008-2009	0	0	0				50				
Asian or Pacific Islander	2007-2008	0	0	0				66				
	2008-2009	0	0	0				70				
American Indian or Native Alaskan	2007-2008	2	2	0	100			53				
	2008-2009	0	0	0				55				
Economically Disadvantaged	2007-2008	7	7	0	100	57	57	55	0	57	43	0
	2008-2009	4	2	2	100			58				
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	4	4	0	100			44				
	2008-2009	4	2	2	100			46				
Limited English Proficient	2007-2008	0	0	0				39				
	2008-2009	0	0	0				46				

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

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School: Viola Rand School
SAU: Bradley School Department
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	16	16	0	100	94	94	60	13	81	6	0
	2008-2009	17	17	0	100	94	94	66	29	65	6	0
Female	2007-2008	4	4	0	100			59				
	2008-2009	8	8	0	100	100	100	66	25	75	0	0
Male	2007-2008	12	12	0	100	92	92	62	8	83	8	0
	2008-2009	9	9	0	100	89	89	67	33	56	11	0
Caucasian/White	2007-2008	16	16	0	100	94	94	61	13	81	6	0
	2008-2009	16	16	0	100	94	94	67	31	63	6	0
African American/Black	2007-2008	0	0	0				30				
	2008-2009	0	0	0				46				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	0	0	0				61				
Asian or Pacific Islander	2007-2008	0	0	0				65				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	0	0	0				49				
	2008-2009	1	1	0	100			59				
Economically Disadvantaged	2007-2008	4	4	0	100			46				
	2008-2009	8	8	0	100	100	100	54	13	88	0	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	3	3	0	100			36				
	2008-2009	3	3	0	100			41				
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				43				

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

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School: Viola Rand School
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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	20	19	0	95	58	58	64	16	42	32	11
	2008-2009	17	17	0	100	100	100	66	24	76	0	0
Female	2007-2008	10	9	0	90	67	67	63	11	56	11	22
	2008-2009	5	5	0	100	100	100	65	20	80	0	0
Male	2007-2008	10	10	0	100	50	50	64	20	30	50	0
	2008-2009	12	12	0	100	100	100	66	25	75	0	0
Caucasian/White	2007-2008	19	18	0	95	61	61	65	17	44	33	6
	2008-2009	17	17	0	100	100	100	67	24	76	0	0
African American/Black	2007-2008	0	0	0				38				
	2008-2009	0	0	0				43				
Hispanic	2007-2008	0	0	0				49				
	2008-2009	0	0	0				52				
Asian or Pacific Islander	2007-2008	0	0	0				74				
	2008-2009	0	0	0				69				
American Indian or Native Alaskan	2007-2008	1	1	0	100			47				
	2008-2009	0	0	0				46				
Economically Disadvantaged	2007-2008	5	5	0	100	40	40	51	0	40	40	20
	2008-2009	5	5	0	100	100	100	53	20	80	0	0
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	5	4	0	80			33				
	2008-2009	3	3	0	100			38				
Limited English Proficient	2007-2008	0	0	0				44				
	2008-2009	0	0	0				40				

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

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School: Viola Rand School
SAU: Bradley School Department
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: 100	E: 100 M: 99	89	E: 89 M: 81	E: 68 M: 73	100	E: 100 M: 100	E: 100 M: 99	96	E: 96 M: 70	E: 67 M: 55	95	95	95
Caucasian/White	100	E: 100 M: 100	E: 100 M: 99	89	E: 89 M: 82	E: 68 M: 74	100	E: 100 M: 100	E: 100 M: 99	95	E: 95 M: 70	E: 68 M: 55			
African American/Black	*	E: * M: *	E: 98 M: 97	*	E: * M: *	E: 47 M: 54	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 45 M: 31			
Hispanic	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 57 M: 65	*	E: * M: *	E: 99 M: 99	*	E: * 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	*	E: * M: *	E: 100 M: 99	*	E: * M: 83	E: 55 M: 60	*	E: * M: *	E: 100 M: 99	*	E: * M: 74	E: 55 M: 40			
Students with Disabilities	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 37 M: 34	*	E: * M: *	E: 100 M: 99	*	E: * M: *	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.

2009–2010 NCLB Report Card Maine Teacher Quality Data



School: Viola Rand School
SAU: Bradley School Department



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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	9	0	4	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 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	3.33

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.