



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: Raymond Elementary School
SAU: Raymond School Department

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2009–2010 NCLB Report Card



School: Raymond Elementary School
SAU: Raymond School Department
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 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	56	54	1	98	64	64	64	2	62	35	2
	2008-2009	46	45	1	100	59	59	65	0	59	35	7
Female	2007-2008	30	28	1	97	76	76	68	3	72	24	0
	2008-2009	21	21	0	100	52	52	70	0	52	43	5
Male	2007-2008	26	26	0	100	50	50	59	0	50	46	4
	2008-2009	25	24	1	100	64	64	60	0	64	28	8
Caucasian/White	2007-2008	54	52	1	98	64	64	64	0	64	34	2
	2008-2009	44	43	1	100	57	57	66	0	57	36	7
African American/Black	2007-2008	1	1	0	100			42				
	2008-2009	0	0	0				42				
Hispanic	2007-2008	0	0	0				53				
	2008-2009	1	1	0	100			51				
Asian or Pacific Islander	2007-2008	1	1	0	100			61				
	2008-2009	0	0	0				66				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	1	1	0	100			64				
Economically Disadvantaged	2007-2008	10	9	0	90	44	44	50	11	33	56	0
	2008-2009	19	18	1	100	47	47	53	0	47	42	11
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	9	8	1	100	44	44	34	0	44	44	11
	2008-2009	7	6	1	100	14	14	36	0	14	71	14
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.

2009–2010 NCLB Report Card



School: Raymond Elementary School
SAU: Raymond 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	59	58	1	100	58	58	63	8	49	34	8
	2008-2009	60	59	1	100	73	73	71	5	68	27	0
Female	2007-2008	35	35	0	100	66	66	67	11	54	23	11
	2008-2009	34	33	1	100	76	76	75	6	71	24	0
Male	2007-2008	24	23	1	100	46	46	60	4	42	50	4
	2008-2009	26	26	0	100	69	69	67	4	65	31	0
Caucasian/White	2007-2008	57	56	1	100	60	60	64	9	51	33	7
	2008-2009	55	54	1	100	75	75	71	5	69	25	0
African American/Black	2007-2008	0	0	0				38				
	2008-2009	2	2	0	100			53				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	1	1	0	100			66				
Asian or Pacific Islander	2007-2008	0	0	0				67				
	2008-2009	1	1	0	100			71				
American Indian or Native Alaskan	2007-2008	2	2	0	100			47				
	2008-2009	1	1	0	100			60				
Economically Disadvantaged	2007-2008	14	14	0	100	29	29	49	0	29	50	21
	2008-2009	14	14	0	100	57	57	60	14	43	43	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	8	7	1	100	38	38	31	0	38	63	0
	2008-2009	13	12	1	100	69	69	43	0	69	31	0
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.

2009–2010 NCLB Report Card



School: Raymond Elementary School
SAU: Raymond 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	56	54	1	98	73	73	67	20	53	24	4
	2008-2009	46	45	1	100	72	72	70	22	50	22	7
Female	2007-2008	30	28	1	97	72	72	65	28	45	28	0
	2008-2009	21	21	0	100	62	62	68	19	43	29	10
Male	2007-2008	26	26	0	100	73	73	68	12	62	19	8
	2008-2009	25	24	1	100	80	80	71	24	56	16	4
Caucasian/White	2007-2008	54	52	1	98	74	74	68	21	53	23	4
	2008-2009	44	43	1	100	73	73	71	23	50	20	7
African American/Black	2007-2008	1	1	0	100			41				
	2008-2009	0	0	0				45				
Hispanic	2007-2008	0	0	0				57				
	2008-2009	1	1	0	100			50				
Asian or Pacific Islander	2007-2008	1	1	0	100			66				
	2008-2009	0	0	0				70				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	1	1	0	100			55				
Economically Disadvantaged	2007-2008	10	9	0	90	67	67	55	11	56	33	0
	2008-2009	19	18	1	100	47	47	58	16	32	42	11
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	9	8	1	100	44	44	44	11	33	44	11
	2008-2009	7	6	1	100	29	29	46	0	29	43	29
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.

2009–2010 NCLB Report Card



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SAU: Raymond 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	59	58	1	100	53	53	60	14	39	37	10
	2008-2009	60	59	1	100	72	72	66	13	58	20	8
Female	2007-2008	35	35	0	100	49	49	59	11	37	34	17
	2008-2009	34	33	1	100	76	76	66	18	59	12	12
Male	2007-2008	24	23	1	100	58	58	62	17	42	42	0
	2008-2009	26	26	0	100	65	65	67	8	58	31	4
Caucasian/White	2007-2008	57	56	1	100	54	54	61	14	40	35	11
	2008-2009	55	54	1	100	73	73	67	13	60	18	9
African American/Black	2007-2008	0	0	0				30				
	2008-2009	2	2	0	100			46				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	1	1	0	100			61				
Asian or Pacific Islander	2007-2008	0	0	0				65				
	2008-2009	1	1	0	100			68				
American Indian or Native Alaskan	2007-2008	2	2	0	100			49				
	2008-2009	1	1	0	100			59				
Economically Disadvantaged	2007-2008	14	14	0	100	21	21	46	7	14	71	7
	2008-2009	14	14	0	100	64	64	54	14	50	21	14
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	8	7	1	100	63	63	36	13	50	38	0
	2008-2009	13	12	1	100	54	54	41	15	38	46	0
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.

2009–2010 NCLB Report Card



School: Raymond Elementary School
SAU: Raymond 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: 99	E: 100 M: 99	67	E: 61 M: 72	E: 68 M: 73	100	E: 100 M: 99	E: 100 M: 99	72	E: 70 M: 58	E: 67 M: 55	98	99	95
Caucasian/White	100	E: 100 M: 100	E: 100 M: 99	67	E: 62 M: 73	E: 68 M: 74	100	E: 100 M: 100	E: 100 M: 99	73	E: 71 M: 59	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: 100 M: *	E: 100 M: 99	53	E: 46 M: 46	E: 55 M: 60	*	E: 100 M: *	E: 100 M: 99	57	E: 52 M: 33	E: 55 M: 40			
Students with Disabilities	*	E: * M: *	E: 100 M: 99	*	E: 38 M: 24	E: 37 M: 34	*	E: * M: *	E: 100 M: 99	*	E: 58 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	13	2	6	0	1	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
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Part III: Classes NOT 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.