



**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: Lee/Winn School
SAU: MSAD 30

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2009–2010 NCLB Report Card



School: Lee/Winn School
SAU: MSAD 30
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	20	20	0	100	45	42	64	0	45	55	0
	2008-2009	25	22	2	96	42	42	65	8	33	54	4
Female	2007-2008	10	10	0	100	40	33	68	0	40	60	0
	2008-2009	11	10	0	91	30	25	70	0	30	60	10
Male	2007-2008	10	10	0	100	50	50	59	0	50	50	0
	2008-2009	14	12	2	100	50	55	60	14	36	50	0
Caucasian/White	2007-2008	19	19	0	100	42	39	64	0	42	58	0
	2008-2009	24	22	2	100	42	42	66	8	33	54	4
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	0	0	0				51				
Asian or Pacific Islander	2007-2008	0	0	0				61				
	2008-2009	1	0	0	0			66				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	17	17	0	100	47	47	50	0	47	53	0
	2008-2009	16	15	1	100	44	42	53	6	38	50	6
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	5	5	0	100	80	80	34	0	80	20	0
	2008-2009	10	8	2	100	40	40	36	20	20	50	10
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: Lee/Winn School
SAU: MSAD 30
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	16	16	0	100	50	50	63	0	50	50	0
	2008-2009	20	20	0	100	55	50	71	0	55	35	10
Female	2007-2008	10	10	0	100	50	50	67	0	50	50	0
	2008-2009	10	10	0	100	60	50	75	0	60	40	0
Male	2007-2008	6	6	0	100	50	50	60	0	50	50	0
	2008-2009	10	10	0	100	50	50	67	0	50	30	20
Caucasian/White	2007-2008	15	15	0	100	47	47	64	0	47	53	0
	2008-2009	19	19	0	100	53	47	71	0	53	37	11
African American/Black	2007-2008	0	0	0				38				
	2008-2009	1	1	0	100			53				
Hispanic	2007-2008	1	1	0	100			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	0	0	0				60				
Economically Disadvantaged	2007-2008	11	11	0	100	55	55	49	0	55	45	0
	2008-2009	17	17	0	100	53	50	60	0	53	35	12
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	4	4	0	100			31				
	2008-2009	5	5	0	100	40	40	43	0	40	60	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.

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School: Lee/Winn School
SAU: MSAD 30
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	20	20	0	100	55	53	67	10	45	40	5
	2008-2009	25	22	2	96	50	47	70	4	46	42	8
Female	2007-2008	10	10	0	100	50	44	65	10	40	50	0
	2008-2009	11	10	0	91	30	25	68	0	30	60	10
Male	2007-2008	10	10	0	100	60	60	68	10	50	30	10
	2008-2009	14	12	2	100	64	64	71	7	57	29	7
Caucasian/White	2007-2008	19	19	0	100	53	50	68	5	47	42	5
	2008-2009	24	22	2	100	50	47	71	4	46	42	8
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	0	0	0				50				
Asian or Pacific Islander	2007-2008	0	0	0				66				
	2008-2009	1	0	0	0			70				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				55				
Economically Disadvantaged	2007-2008	17	17	0	100	53	53	55	12	41	41	6
	2008-2009	16	15	1	100	50	50	58	0	50	38	13
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	5	5	0	100	40	40	44	0	40	40	20
	2008-2009	10	8	2	100	40	40	46	0	40	50	10
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: Lee/Winn School
SAU: MSAD 30
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	56	56	60	6	50	31	13
	2008-2009	20	20	0	100	55	50	66	10	45	30	15
Female	2007-2008	10	10	0	100	50	50	59	10	40	30	20
	2008-2009	10	10	0	100	50	38	66	20	30	40	10
Male	2007-2008	6	6	0	100	67	67	62	0	67	33	0
	2008-2009	10	10	0	100	60	60	67	0	60	20	20
Caucasian/White	2007-2008	15	15	0	100	53	53	61	7	47	33	13
	2008-2009	19	19	0	100	53	47	67	11	42	32	16
African American/Black	2007-2008	0	0	0				30				
	2008-2009	1	1	0	100			46				
Hispanic	2007-2008	1	1	0	100			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	0	0	0				59				
Economically Disadvantaged	2007-2008	11	11	0	100	64	64	46	9	55	18	18
	2008-2009	17	17	0	100	59	56	54	12	47	29	12
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	4	4	0	100			36				
	2008-2009	5	5	0	100	40	40	41	0	40	20	40
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: Lee/Winn 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	98	E: 98 M: 100	E: 100 M: 99	48	E: 47 M: 70	E: 68 M: 73	98	E: 98 M: 100	E: 100 M: 99	50	E: 46 M: 40	E: 67 M: 55	92	93	95
Caucasian/White	100	E: 100 M: 100	E: 100 M: 99	46	E: 45 M: 71	E: 68 M: 74	100	E: 100 M: 100	E: 100 M: 99	49	E: 44 M: 40	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	48	E: 46 M: 55	E: 55 M: 60	*	E: 100 M: *	E: 100 M: 99	52	E: 49 M: 29	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.



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	7	4	0	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	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.