



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: Stockton Springs Elementary Sc

SAU: MSAD 56

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2009–2010 NCLB Report Card



School: Stockton Springs Elementary Sc
SAU: MSAD 56
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	11	11	0	100	82	62	64	0	82	18	0
	2008-2009	15	15	0	100	47	61	65	0	47	40	13
Female	2007-2008	7	7	0	100	86	67	68	0	86	14	0
	2008-2009	7	7	0	100	71	67	70	0	71	29	0
Male	2007-2008	4	4	0	100		55	59				
	2008-2009	8	8	0	100	25	56	60	0	25	50	25
Caucasian/White	2007-2008	11	11	0	100	82	63	64	0	82	18	0
	2008-2009	15	15	0	100	47	60	66	0	47	40	13
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	0	0	0				53				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	4	4	0	100		44	50				
	2008-2009	7	7	0	100	43	55	53	0	43	29	29
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	2	2	0	100		22	34				
	2008-2009	4	4	0	100		47	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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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	15	15	0	100	73	63	63	7	67	20	7
	2008-2009	10	10	0	100	90	72	71	0	90	10	0
Female	2007-2008	10	10	0	100	80	78	67	10	70	10	10
	2008-2009	7	7	0	100	86	74	75	0	86	14	0
Male	2007-2008	5	5	0	100	60	44	60	0	60	40	0
	2008-2009	3	3	0	100		68	67				
Caucasian/White	2007-2008	14	14	0	100	71	63	64	7	64	21	7
	2008-2009	10	10	0	100	90	71	71	0	90	10	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	1	1	0	100			47				
	2008-2009	0	0	0				60				
Economically Disadvantaged	2007-2008	8	8	0	100	75	64	49	0	75	13	13
	2008-2009	4	4	0	100		56	60				
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	5	5	0	100	60	39	31	0	60	20	20
	2008-2009	2	2	0	100		50	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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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	11	11	0	100	64	56	63	18	45	36	0
	2008-2009	13	13	0	100	46	60	67	0	46	46	8
Female	2007-2008	4	4	0	100		50	68				
	2008-2009	9	9	0	100	56	70	70	0	56	33	11
Male	2007-2008	7	7	0	100	71	63	59	14	57	29	0
	2008-2009	4	4	0	100		48	64				
Caucasian/White	2007-2008	10	10	0	100	60	57	64	20	40	40	0
	2008-2009	13	13	0	100	46	62	67	0	46	46	8
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	1	1	0	100			69				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	0	0	0				44				
	2008-2009	0	0	0				48				
Economically Disadvantaged	2007-2008	6	6	0	100	50	53	50	0	50	50	0
	2008-2009	9	9	0	100	22	50	53	0	22	67	11
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	3	3	0	100		46	29				
	2008-2009	4	4	0	100		25	31				
Limited English Proficient	2007-2008	1	1	0	100			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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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	11	11	0	100	73	68	67	27	45	27	0
	2008-2009	15	15	0	100	80	74	70	20	60	13	7
Female	2007-2008	7	7	0	100	57	60	65	14	43	43	0
	2008-2009	7	7	0	100	100	73	68	29	71	0	0
Male	2007-2008	4	4	0	100		80	68				
	2008-2009	8	8	0	100	63	75	71	13	50	25	13
Caucasian/White	2007-2008	11	11	0	100	73	67	68	27	45	27	0
	2008-2009	15	15	0	100	80	74	71	20	60	13	7
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	0	0	0				53				
	2008-2009	0	0	0				55				
Economically Disadvantaged	2007-2008	4	4	0	100		63	55				
	2008-2009	7	7	0	100	57	58	58	14	43	29	14
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	2	2	0	100		44	44				
	2008-2009	4	4	0	100		53	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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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	60	63	60	13	47	33	7
	2008-2009	10	10	0	100	90	80	66	20	70	10	0
Female	2007-2008	10	10	0	100	60	68	59	20	40	30	10
	2008-2009	7	7	0	100	86	78	66	29	57	14	0
Male	2007-2008	5	5	0	100	60	56	62	0	60	40	0
	2008-2009	3	3	0	100		84	67				
Caucasian/White	2007-2008	14	14	0	100	64	64	61	14	50	29	7
	2008-2009	10	10	0	100	90	80	67	20	70	10	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	1	1	0	100			49				
	2008-2009	0	0	0				59				
Economically Disadvantaged	2007-2008	8	8	0	100	50	61	46	0	50	38	13
	2008-2009	4	4	0	100		68	54				
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	5	5	0	100	60	44	36	0	60	20	20
	2008-2009	2	2	0	100		50	41				
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				43				

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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	11	11	0	100	64	54	64	18	45	36	0
	2008-2009	13	13	0	100	62	78	66	15	46	15	23
Female	2007-2008	4	4	0	100		50	63				
	2008-2009	9	9	0	100	67	80	65	22	44	0	33
Male	2007-2008	7	7	0	100	71	58	64	14	57	29	0
	2008-2009	4	4	0	100		76	66				
Caucasian/White	2007-2008	10	10	0	100	60	53	65	20	40	40	0
	2008-2009	13	13	0	100	62	79	67	15	46	15	23
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	1	1	0	100			74				
	2008-2009	0	0	0				69				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				46				
Economically Disadvantaged	2007-2008	6	6	0	100	50	43	51	0	50	50	0
	2008-2009	9	9	0	100	44	71	53	0	44	22	33
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	3	3	0	100		46	33				
	2008-2009	4	4	0	100		50	38				
Limited English Proficient	2007-2008	1	1	0	100			44				
	2008-2009	0	0	0				40				

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School: Stockton Springs Elementary Sc
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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	*	E: 100 M: 99	E: 100 M: 99	58	E: 65 M: 63	E: 68 M: 73	*	E: 100 M: 99	E: 100 M: 99	78	E: 78 M: 56	E: 67 M: 55	94	95	95
Caucasian/White	*	E: 100 M: 99	E: 100 M: 99	58	E: 65 M: 63	E: 68 M: 74	*	E: 100 M: 99	E: 100 M: 99	78	E: 78 M: 56	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: 99	E: 100 M: 99	*	E: 55 M: 59	E: 55 M: 60	*	E: 100 M: 99	E: 100 M: 99	*	E: 67 M: 46	E: 55 M: 40			
Students with Disabilities	*	E: 100 M: *	E: 100 M: 99	*	E: 39 M: 23	E: 37 M: 34	*	E: 100 M: *	E: 100 M: 99	*	E: 51 M: 20	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	3	1	5	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
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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.