



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 ESEA Accountability, 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 2012-2013: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2012 (Grade 3-8), spring of 2013 (High School), spring of 2013 (Alternate Assessment-Science), and spring of 2012 (Alternate Assessment-Reading and Mathematics).

ESEA Accountability: 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 approved in Maine’s ESEA Accountability waiver, which require, among other things, that each school makes progress toward meeting individualized improvement targets in reading and mathematics by the school year 2017-2018.

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 2010-2011 NAEP results is displayed on the state report, 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.

2013-2014 NCLB Report Card

School: Readfield Elementary School

SAU: RSU 38

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2013-2014 NCLB Report Card

School: Readfield Elementary School
SAU: RSU 38
Grade: 03

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	32	31	97	84	81	72	26	58	10	6	31	0	0
	2012-2013	31	31	100	87	79	68	32	55	10	3	31	0	0
Female	2011-2012	14	14	100	79	80	77	21	57	14	7			
	2012-2013	18	18	100	89	83	73	33	56	11	<1			
Male	2011-2012	18	17	94	88	83	68	29	59	6	6			
	2012-2013	13	13	100	85	74	64	31	54	8	8			
Caucasian/White	2011-2012	30	29	97	86	82	73	28	59	10	3			
	2012-2013	31	31	100	87	79	70	32	55	10	3			
African American/Black	2011-2012	0	0				47							
	2012-2013	0	0				43							
Hispanic	2011-2012	0	0				65							
	2012-2013	0	0				58							
Asian or Pacific Islander	2011-2012	1	1	100			77							
	2012-2013	0	0				67							
American Indian or Native Alaskan	2011-2012	0	0				65							
	2012-2013	0	0				61							
Economically Disadvantaged	2011-2012	10	9	90		68	62							
	2012-2013	13	13	100	92	70	59	15	77	8	<1			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	3	3	100			36							
	2012-2013	1	1	100		36	35							
Limited English Proficient	2011-2012	3	3	100			47							
	2012-2013	0	0				43							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.



2013-2014 NCLB Report Card

School: Readfield Elementary School
SAU: RSU 38
Grade: 04

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	22	22	100	91	82	71	27	64	9	<1	20	2	0
	2012-2013	30	30	100	80	76	69	17	63	13	7	30	0	0
Female	2011-2012	10	10	100	100	84	75	50	50	<1	<1			
	2012-2013	13	13	100	77	74	74	15	62	15	8			
Male	2011-2012	12	12	100	83	80	67	8	75	17	<1			
	2012-2013	17	17	100	82	78	64	18	65	12	6			
Caucasian/White	2011-2012	22	22	100	91	82	72	27	64	9	<1			
	2012-2013	29	29	100	79	76	70	17	62	14	7			
African American/Black	2011-2012	0	0				42							
	2012-2013	0	0				43							
Hispanic	2011-2012	0	0				60							
	2012-2013	0	0				60							
Asian or Pacific Islander	2011-2012	0	0				76							
	2012-2013	0	0				77							
American Indian or Native Alaskan	2011-2012	0	0				57							
	2012-2013	0	0				61							
Economically Disadvantaged	2011-2012	6	6	100		71	60							
	2012-2013	10	10	100	80	63	58	10	70	10	10			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	4	4	100		70	35							
	2012-2013	5	5	100		20	31							
Limited English Proficient	2011-2012	0	0				40							
	2012-2013	3	3	100			41							

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2013-2014 NCLB Report Card

School: Readfield Elementary School
SAU: RSU 38
Grade: 05

Reading Assessment Data														
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2011-2012	30	30	100	80	74	68	7	73	13	7	30	0	0
	2012-2013	26	26	100	88	76	72	8	81	8	4	25	1	0
Female	2011-2012	16	16	100	100	84	74	13	88	<1	<1			
	2012-2013	12	12	100	92	79	75	8	83	<1	8			
Male	2011-2012	14	14	100	57	66	63	<1	57	29	14			
	2012-2013	14	14	100	86	73	68	7	79	14	<1			
Caucasian/White	2011-2012	29	29	100	83	76	69	7	76	14	3			
	2012-2013	25	25	100	92	77	73	8	84	4	4			
African American/Black	2011-2012	0	0				42							
	2012-2013	0	0				50							
Hispanic	2011-2012	0	0				60							
	2012-2013	0	0				63							
Asian or Pacific Islander	2011-2012	1	1	100			75							
	2012-2013	0	0				82							
American Indian or Native Alaskan	2011-2012	0	0				48							
	2012-2013	0	0				51							
Economically Disadvantaged	2011-2012	12	12	100	67	54	57	<1	67	25	8			
	2012-2013	12	12	100	75	64	61	<1	75	17	8			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	3	3	100			30							
	2012-2013	5	5	100		55	35							
Limited English Proficient	2011-2012	1	1	100			44							
	2012-2013	0	0				47							

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2013-2014 NCLB Report Card

School: Readfield Elementary School
SAU: RSU 38
Grade: 03

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	32	31	97	71	67	64	23	48	13	16	31	0
	2012-2013	31	31	100	77	64	62	29	48	16	6	31	0
Female	2011-2012	14	14	100	64	58	63	14	50	14	21		
	2012-2013	18	18	100	72	63	60	28	44	22	6		
Male	2011-2012	18	17	94	76	77	65	29	47	12	12		
	2012-2013	13	13	100	85	66	63	31	54	8	8		
Caucasian/White	2011-2012	30	29	97	72	67	65	24	48	14	14		
	2012-2013	31	31	100	77	63	63	29	48	16	6		
African American/Black	2011-2012	0	0				38						
	2012-2013	0	0				30						
Hispanic	2011-2012	0	0				50						
	2012-2013	0	0				48						
Asian or Pacific Islander	2011-2012	1	1	100			70						
	2012-2013	0	0				63						
American Indian or Native Alaskan	2011-2012	0	0				54						
	2012-2013	0	0				49						
Economically Disadvantaged	2011-2012	10	9	90		55	52						
	2012-2013	13	13	100	77	43	50	15	62	15	8		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	3	3	100			35						
	2012-2013	1	1	100		18	36						
Limited English Proficient	2011-2012	3	3	100			36						
	2012-2013	0	0				31						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2013-2014 NCLB Report Card

School: Readfield Elementary School
SAU: RSU 38
Grade: 04

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	22	22	100	86	74	66	23	64	14	<1	20	2
	2012-2013	30	30	100	63	74	65	23	40	27	10	30	0
Female	2011-2012	10	10	100	90	68	65	20	70	10	<1		
	2012-2013	13	13	100	62	70	65	8	54	23	15		
Male	2011-2012	12	12	100	83	80	67	25	58	17	<1		
	2012-2013	17	17	100	65	78	65	35	29	29	6		
Caucasian/White	2011-2012	22	22	100	86	74	67	23	64	14	<1		
	2012-2013	29	29	100	62	73	66	24	38	28	10		
African American/Black	2011-2012	0	0				31						
	2012-2013	0	0				39						
Hispanic	2011-2012	0	0				52						
	2012-2013	0	0				53						
Asian or Pacific Islander	2011-2012	0	0				71						
	2012-2013	0	0				73						
American Indian or Native Alaskan	2011-2012	0	0				57						
	2012-2013	0	0				52						
Economically Disadvantaged	2011-2012	6	6	100		63	54						
	2012-2013	10	10	100	60	63	53	20	40	20	20		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	4	4	100		60	37						
	2012-2013	5	5	100		27	31						
Limited English Proficient	2011-2012	0	0				33						
	2012-2013	3	3	100			39						

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2013-2014 NCLB Report Card

School: Readfield Elementary School
SAU: RSU 38
Grade: 05

Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	30	30	100	57	60	64	7	50	30	13	30	0
	2012-2013	26	26	100	62	61	62	15	46	19	19	25	1
Female	2011-2012	16	16	100	69	60	65	13	56	31	<1		
	2012-2013	12	12	100	58	60	62	25	33	17	25		
Male	2011-2012	14	14	100	43	60	64	<1	43	29	29		
	2012-2013	14	14	100	64	62	62	7	57	21	14		
Caucasian/White	2011-2012	29	29	100	59	62	65	7	52	31	10		
	2012-2013	25	25	100	64	62	64	16	48	20	16		
African American/Black	2011-2012	0	0				35						
	2012-2013	0	0				30						
Hispanic	2011-2012	0	0				50						
	2012-2013	0	0				46						
Asian or Pacific Islander	2011-2012	1	1	100			70						
	2012-2013	0	0				71						
American Indian or Native Alaskan	2011-2012	0	0				55						
	2012-2013	0	0				45						
Economically Disadvantaged	2011-2012	12	12	100	33	37	51	<1	33	42	25		
	2012-2013	12	12	100	50	45	50	<1	50	17	33		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	3	3	100			30						
	2012-2013	5	5	100		36	30						
Limited English Proficient	2011-2012	1	1	100			39						
	2012-2013	0	0				31						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2013-2014 NCLB Report Card

School: Readfield Elementary School
SAU: RSU 38
Grade: 05

Science Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2011-2012	30	30	100	60	69	62	10	50	33	7	30	0
	2012-2013	26	26	100	81	81	69	12	69	15	4	25	1
Female	2011-2012	16	16	100	69	75	61	19	50	31	<1		
	2012-2013	12	12	100	92	80	69	17	75	<1	8		
Male	2011-2012	14	14	100	50	64	63	<1	50	36	14		
	2012-2013	14	14	100	71	83	70	7	64	29	<1		
Caucasian/White	2011-2012	29	29	100	62	71	64	10	52	34	3		
	2012-2013	25	25	100	84	82	71	12	72	12	4		
African American/Black	2011-2012	0	0				32						
	2012-2013	0	0				34						
Hispanic	2011-2012	0	0				53						
	2012-2013	0	0				58						
Asian or Pacific Islander	2011-2012	1	1	100			62						
	2012-2013	0	0				72						
American Indian or Native Alaskan	2011-2012	0	0				49						
	2012-2013	0	0				52						
Economically Disadvantaged	2011-2012	15	15	100	67	51	51	7	60	20	13		
	2012-2013	12	12	100	67	70	58	17	50	25	8		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	2	2	100			32						
	2012-2013	2	2	100			41						
Limited English Proficient	2011-2012	1	1	100			33						
	2012-2013	1	1	100			35						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2013-2014 NCLB Report Card

School: Readfield Elementary School
SAU: RSU 38
Grade: 03-08

GROUP	Reading								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole School	87	100		86	87	106	86	81	93
Female	43	100		92	93	55	46	84	96
Male	44	100		80	82	51	40	78	90
Caucasian/White	85	100		86	87	104	85	82	93
African American/Black	0	*		*		0	*	*	
Hispanic	0	*		*		0	*	*	
Asian or Pacific Islander	0	*		*		0	*	*	
American Indian or Native Alaskan	0	*		*		0	*	*	
Economically Disadvantaged	35	*		79	81	43	34	79	90
Not Economically Disadvantaged	52	100		89	90	63	52	83	95
Migrant	0	*		*		0	*	*	
Not Migrant	87	100		86	87	106	86	81	93
Students with Disabilities	11	*		62	65	11	4	36	81
Students without Disabilities	76	100		89	90	95	82	86	95
Limited English Proficient	3	*		*		4	*	*	
Not Limited English Proficient	84	100		86	87	102	83	81	93
Super Subgroup	43	100		76	78	51	39	76	88
Non-Super Subgroup	44	100		93	94	55	47	85	97

2011-12
% Attendance Rate
Target = 93%

96

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.
Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.
A blank cell indicates data are not available.
The source of information for this report is the Maine Department of Education.

2013-2014 NCLB Report Card

School: Readfield Elementary School
SAU: RSU 38
Grade: 03-08

GROUP	Mathematics								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
				2011-12 % Proficient	2012-13			2017-18 Performance Targets	
	Number Enrolled	Percent Participated	Average Percent		Targets	Number Tested	Number Proficient		% Proficient
Whole School	87	100		72	74	106	69	65	86
Female	43	100		74	76	55	37	67	87
Male	44	100		71	73	51	32	63	86
Caucasian/White	85	100		72	74	104	68	65	86
African American/Black	0	*		*		0	*	*	
Hispanic	0	*		*		0	*	*	
Asian or Pacific Islander	0	*		*		0	*	*	
American Indian or Native Alaskan	0	*		*		0	*	*	
Economically Disadvantaged	35	*		60	63	43	25	58	80
Not Economically Disadvantaged	52	100		79	81	63	44	70	90
Migrant	0	*		*		0	*	*	
Not Migrant	87	100		72	74	106	69	65	86
Students with Disabilities	11	*		46	51	11	1	9	73
Students without Disabilities	76	100		75	77	95	68	72	88
Limited English Proficient	3	*		*		4	*	*	
Not Limited English Proficient	84	100		74	76	102	66	65	87
Super Subgroup	43	100		58	62	51	28	55	79
Non-Super Subgroup	44	100		82	84	55	41	75	91

2011-12 % Attendance Rate Target = 93%
96

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup.
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.
 A blank cell indicates data are not available.
 The source of information for this report is the Maine Department of Education.

2013-2014 NCLB Report Card

School: Readfield Elementary School SAU: RSU 38
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Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School¹	6	3	8	3	0	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Conditional Certification as of June 30, 2013	5

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

¹Professional 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.