



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](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.

# 2013-2014 NCLB Report Card

School: Yarmouth Elementary School

SAU: Yarmouth Schools

## Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data



# 2013-2014 NCLB Report Card

School: Yarmouth Elementary School  
SAU: Yarmouth Schools  
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	113	112	99	87	87	72	24	63	10	4	112	0	0
	2012-2013	104	104	100	81	81	68	22	59	15	4	104	0	0
Female	2011-2012	52	52	100	90	90	77	33	58	8	2			
	2012-2013	53	53	100	85	85	73	28	57	13	2			
Male	2011-2012	61	60	98	83	83	68	17	67	12	5			
	2012-2013	51	51	100	76	76	64	16	61	18	6			
Caucasian/White	2011-2012	103	103	100	87	87	73	24	63	10	3			
	2012-2013	89	89	100	80	80	70	24	56	16	4			
African American/Black	2011-2012	0	0				47							
	2012-2013	0	0				43							
Hispanic	2011-2012	2	2	100			65							
	2012-2013	4	4	100			58							
Asian or Pacific Islander	2011-2012	3	3	100			77							
	2012-2013	2	2	100			67							
American Indian or Native Alaskan	2011-2012	0	0				65							
	2012-2013	0	0				61							
Economically Disadvantaged	2011-2012	11	10	91	80	80	62	10	70	10	10			
	2012-2013	6	6	100			59							
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	4	3	75			36							
	2012-2013	3	3	100			35							
Limited English Proficient	2011-2012	3	3	100			47							
	2012-2013	3	3	100			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:** Yarmouth Elementary School  
**SAU:** Yarmouth Schools  
**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	94	93	99	89	89	71	31	58	10	1	91	2	0
	2012-2013	120	120	100	88	88	69	35	53	8	5	119	1	0
Female	2011-2012	45	44	98	91	91	75	41	50	9	<1			
	2012-2013	58	58	100	91	91	74	43	48	5	3			
Male	2011-2012	49	49	100	88	88	67	22	65	10	2			
	2012-2013	62	62	100	84	84	64	27	56	10	6			
Caucasian/White	2011-2012	87	86	99	88	88	72	29	59	10	1			
	2012-2013	110	110	100	88	88	70	35	53	7	5			
African American/Black	2011-2012	0	0				42							
	2012-2013	1	1	100			43							
Hispanic	2011-2012	1	1	100			60							
	2012-2013	2	2	100			60							
Asian or Pacific Islander	2011-2012	3	3	100			76							
	2012-2013	3	3	100			77							
American Indian or Native Alaskan	2011-2012	0	0				57							
	2012-2013	0	0				61							
Economically Disadvantaged	2011-2012	14	14	100	79	79	60	<1	79	21	<1			
	2012-2013	11	11	100	73	73	58	9	64	18	9			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	6	6	100			35							
	2012-2013	11	11	100	36	36	31	<1	36	18	45			
Limited English Proficient	2011-2012	1	1	100			40							
	2012-2013	5	5	100			41							

**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:** Yarmouth Elementary School  
**SAU:** Yarmouth Schools  
**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	113	112	99	89	89	64	33	56	10	1	112	0
	2012-2013	104	104	100	78	78	62	38	40	18	4	104	0
Female	2011-2012	52	52	100	88	88	63	37	52	10	2		
	2012-2013	53	53	100	77	77	60	38	40	21	2		
Male	2011-2012	61	60	98	90	90	65	30	60	10	<1		
	2012-2013	51	51	100	78	78	63	37	41	16	6		
Caucasian/White	2011-2012	103	103	100	90	90	65	34	56	9	1		
	2012-2013	89	89	100	76	76	63	39	37	19	4		
African American/Black	2011-2012	0	0				38						
	2012-2013	0	0				30						
Hispanic	2011-2012	2	2	100			50						
	2012-2013	4	4	100			48						
Asian or Pacific Islander	2011-2012	3	3	100			70						
	2012-2013	2	2	100			63						
American Indian or Native Alaskan	2011-2012	0	0				54						
	2012-2013	0	0				49						
Economically Disadvantaged	2011-2012	11	10	91	70	70	52	10	60	30	<1		
	2012-2013	6	6	100			50						
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	4	3	75			35						
	2012-2013	3	3	100			36						
Limited English Proficient	2011-2012	3	3	100			36						
	2012-2013	3	3	100			31						

**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:** Yarmouth Elementary School  
**SAU:** Yarmouth Schools  
**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	94	93	99	89	89	66	44	45	9	2	91	2
	2012-2013	120	120	100	91	91	65	37	54	8	2	119	1
Female	2011-2012	45	44	98	86	86	65	50	36	11	2		
	2012-2013	58	58	100	88	88	65	41	47	10	2		
Male	2011-2012	49	49	100	92	92	67	39	53	6	2		
	2012-2013	62	62	100	94	94	65	32	61	5	2		
Caucasian/White	2011-2012	87	86	99	88	88	67	44	44	9	2		
	2012-2013	110	110	100	92	92	66	37	55	6	2		
African American/Black	2011-2012	0	0				31						
	2012-2013	1	1	100			39						
Hispanic	2011-2012	1	1	100			52						
	2012-2013	2	2	100			53						
Asian or Pacific Islander	2011-2012	3	3	100			71						
	2012-2013	3	3	100			73						
American Indian or Native Alaskan	2011-2012	0	0				57						
	2012-2013	0	0				52						
Economically Disadvantaged	2011-2012	14	14	100	86	86	54	21	64	7	7		
	2012-2013	11	11	100	73	73	53	9	64	27	<1		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	6	6	100			37						
	2012-2013	11	11	100	73	73	31	9	64	9	18		
Limited English Proficient	2011-2012	1	1	100			33						
	2012-2013	5	5	100			39						

**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:** Yarmouth Elementary School  
**SAU:** Yarmouth Schools  
**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	226	100		89	90	295	256	87	95
Female	111	100		92	93	143	128	90	96
Male	115	100		85	86	152	128	84	93
Caucasian/White	201	100		89	90	264	228	86	95
African American/Black	1	*		*		0	*	*	
Hispanic	6	*		*		7	*	*	
Asian or Pacific Islander	5	*		*		8	*	*	
American Indian or Native Alaskan	0	*		*		0	*	*	
Economically Disadvantaged	17	*		79	81	26	18	69	90
Not Economically Disadvantaged	209	100		90	91	269	238	88	95
Migrant	0	*		*		0	*	*	
Not Migrant	226	100		89	90	295	256	87	95
Students with Disabilities	16	*		31	37	18	7	39	66
Students without Disabilities	210	100		91	92	277	249	90	96
Limited English Proficient	8	*		*		8	*	*	
Not Limited English Proficient	218	100		89	90	287	249	87	95
Super Subgroup	43	100		67	70	52	34	65	84
Non-Super Subgroup	183	100		93	94	243	222	91	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:** Yarmouth Elementary School  
**SAU:** Yarmouth Schools  
**Grade:** 03-08

GROUP	Mathematics								
	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	226	100		88	89	295	255	86	94
Female	111	100		89	90	143	119	83	95
Male	115	100		87	88	152	136	89	94
Caucasian/White	201	100		89	90	264	227	86	95
African American/Black	1	*		*		0	*	*	
Hispanic	6	*		*		7	*	*	
Asian or Pacific Islander	5	*		*		8	*	*	
American Indian or Native Alaskan	0	*		*		0	*	*	
Economically Disadvantaged	17	*		79	81	26	18	69	90
Not Economically Disadvantaged	209	100		89	90	269	237	88	95
Migrant	0	*		*		0	*	*	
Not Migrant	226	100		88	89	295	255	86	94
Students with Disabilities	16	*		38	43	18	9	50	69
Students without Disabilities	210	100		90	91	277	246	89	95
Limited English Proficient	8	*		*		8	*	*	
Not Limited English Proficient	218	100		88	89	287	248	86	94
Super Subgroup	43	100		71	73	52	36	69	86
Non-Super Subgroup	183	100		91	92	243	219	90	96

<b>2011-12 % Attendance Rate Target = 93%</b>
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: Yarmouth Elementary School  
SAU: Yarmouth Schools

## 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 School <sup>1</sup>	4	5	7	5	6	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	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

<sup>1</sup>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.