



**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 2010-2011: 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 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

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 NCLB, which require, among other things, that each school makes 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 2008-2009 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.



2011-2012 NCLB Report Card

School: Wells Elementary School

SAU: Wells-Ogunquit CSD

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2011-2012 NCLB Report Card



School: Wells Elementary School
 SAU: Wells-Ogunquit CSD
 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 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	2009-2010	101	99	98	86	86	73	20	66	10	4	99	0	
	2010-2011	120	120	100	83	83	70	22	62	16	1	118	2	0
Female	2009-2010	50	50	100	90	90	76	28	62	6	4			
	2010-2011	55	55	100	85	85	74	29	56	15	<1			
Male	2009-2010	51	49	96	82	82	69	12	69	14	4			
	2010-2011	65	65	100	82	80	66	15	66	17	2			
Caucasian/White	2009-2010	98	96	98	85	85	74	21	65	10	4			
	2010-2011	116	116	100	84	83	71	22	62	16	<1			
African American/Black	2009-2010	1	1	100			46							
	2010-2011	1	1	100			43							
Hispanic	2009-2010	0	0				58							
	2010-2011	1	1	100			60							
Asian or Pacific Islander	2009-2010	2	2	100			71							
	2010-2011	1	1	100			69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	26	25	96	76	76	62	8	68	12	12			
	2010-2011	20	20	100	65	62	58	15	50	35	<1			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	14	12	86	33	33	38	8	25	42	25			
	2010-2011	12	12	100	58	54	34	8	50	42	<1			
Limited English Proficient	2009-2010	2	2	100			45							
	2010-2011	0	0				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.

2011-2012 NCLB Report Card



School: Wells Elementary School
SAU: Wells-Ogunquit CSD
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 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	2009-2010	99	98	99	79	79	67	21	57	14	7	97	1	
	2010-2011	107	107	100	85	85	67	27	58	11	4	105	2	0
Female	2009-2010	54	53	98	83	83	71	23	60	8	9			
	2010-2011	55	55	100	89	89	72	31	58	9	2			
Male	2009-2010	45	45	100	73	73	63	20	53	22	4			
	2010-2011	52	52	100	81	81	63	23	58	13	6			
Caucasian/White	2009-2010	95	94	99	79	79	68	22	56	14	7			
	2010-2011	101	101	100	84	84	68	28	56	12	4			
African American/Black	2009-2010	1	1	100			43							
	2010-2011	1	1	100			40							
Hispanic	2009-2010	1	1	100			59							
	2010-2011	1	1	100			54							
Asian or Pacific Islander	2009-2010	2	2	100			71							
	2010-2011	2	2	100			67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	24	24	100	54	54	56	8	46	33	13			
	2010-2011	26	26	100	81	81	56	12	69	12	8			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	17	17	100	35	35	34	6	29	35	29			
	2010-2011	11	11	100	27	27	29	<1	27	45	27			
Limited English Proficient	2009-2010	2	2	100			46							
	2010-2011	2	2	100			43							

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School: Wells Elementary School
SAU: Wells-Ogunquit CSD
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 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	2009-2010	101	98	97	84	84	62	23
	2010-2011	120	119	99	82	81	61	32	50	15	3	117	2
Female	2009-2010	50	49	98	86	86	61	18	67	10	4		
	2010-2011	55	55	100	85	85	59	31	55	13	2		
Male	2009-2010	51	49	96	82	82	63	29	53	16	2		
	2010-2011	65	64	98	78	77	64	33	45	17	5		
Caucasian/White	2009-2010	98	95	97	84	84	63	24	60	13	3		
	2010-2011	116	115	99	81	80	63	32	49	16	3		
African American/Black	2009-2010	1	1	100			31						
	2010-2011	1	1	100			30						
Hispanic	2009-2010	0	0				52						
	2010-2011	1	1	100			49						
Asian or Pacific Islander	2009-2010	2	2	100			65						
	2010-2011	1	1	100			64						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				59						
Economically Disadvantaged	2009-2010	26	24	92	67	67	50	17	50	29	4		
	2010-2011	20	19	95	53	50	49	16	37	42	5		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	14	12	86	58	58	33	33	25	25	17		
	2010-2011	12	11	92	55	50	35	9	45	27	18		
Limited English Proficient	2009-2010	2	2	100			35						
	2010-2011	0	0				29						

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 Grade: 04



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Group	Mathematics Assessment Data												
	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	2009-2010	99	98	99	81	81	62	32	49	13	6	97	1
	2010-2011	107	107	100	79	79	60	31	49	17	4	106	1
Female	2009-2010	54	53	98	75	75	62	26	49	17	8		
	2010-2011	55	55	100	76	76	60	25	51	18	5		
Male	2009-2010	45	45	100	87	87	63	38	49	9	4		
	2010-2011	52	52	100	83	83	61	37	46	15	2		
Caucasian/White	2009-2010	95	94	99	82	82	63	32	50	13	5		
	2010-2011	101	101	100	78	78	61	32	47	18	4		
African American/Black	2009-2010	1	1	100			36						
	2010-2011	1	1	100			31						
Hispanic	2009-2010	1	1	100			45						
	2010-2011	1	1	100			48						
Asian or Pacific Islander	2009-2010	2	2	100			65						
	2010-2011	2	2	100			64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	24	24	100	63	63	50	13	50	17	21		
	2010-2011	26	26	100	69	69	48	23	46	23	8		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	17	17	100	47	47	36	12	35	24	29		
	2010-2011	11	11	100	55	55	31	9	45	18	27		
Limited English Proficient	2009-2010	2	2	100			38						
	2010-2011	2	2	100			35						

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2011-2012 NCLB Report Card



School: Wells Elementary School
 SAU: Wells-Ogunquit CSD
 Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 100 M: 100	E: 99 M: 99	82	E: 82 M: 85	E: 69 M: 70	100	E: 99 M: 100	E: 99 M: 99	80	E: 80 M: 78	E: 61 M: 61	95	95	95
Caucasian/White	100	E: 100 M: 100	E: 99 M: 99	82	E: 81 M: 85	E: 70 M: 71	100	E: 99 M: 100	E: 99 M: 99	80	E: 79 M: 78	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	100	E: 100 M: 100	E: 99 M: 99	68	E: 67 M: 71	E: 58 M: 58	98	E: 99 M: 100	E: 99 M: 99	64	E: 63 M: 63	E: 48 M: 47			
Students with Disabilities	*	E: * M: 100	E: 98 M: 98	42	E: 41 M: 40	E: 33 M: 30	*	E: * M: 100	E: 98 M: 98	49	E: 47 M: 21	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

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.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: Wells Elementary School
SAU: Wells-Ogunquit CSD



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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
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	17	1	20	0	3	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	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

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.