



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: Wells Junior High School

SAU: Wells-Ogunquit CSD

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Accountability Data

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# 2013-2014 NCLB Report Card

School: Wells Junior High School  
SAU: Wells-Ogunquit CSD  
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	104	104	100	85	85	68	21	63	10	6	102	2	0
	2012-2013	123	123	100	76	75	72	10	66	23	2	122	1	0
Female	2011-2012	54	54	100	91	91	74	26	65	6	4			
	2012-2013	58	58	100	79	79	75	17	62	19	2			
Male	2011-2012	50	50	100	78	78	63	16	62	14	8			
	2012-2013	65	65	100	72	72	68	3	69	26	2			
Caucasian/White	2011-2012	98	98	100	84	84	69	22	61	10	6			
	2012-2013	118	118	100	77	77	73	10	67	21	2			
African American/Black	2011-2012	1	1	100			42							
	2012-2013	0	0				50							
Hispanic	2011-2012	2	2	100			60							
	2012-2013	2	2	100			63							
Asian or Pacific Islander	2011-2012	1	1	100			75							
	2012-2013	1	1	100			82							
American Indian or Native Alaskan	2011-2012	0	0				48							
	2012-2013	0	0				51							
Economically Disadvantaged	2011-2012	28	28	100	79	79	57	11	68	11	11			
	2012-2013	21	21	100	57	59	61	<1	57	43	<1			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	12	12	100	25	25	30	8	17	25	50			
	2012-2013	18	18	100	44	45	35	<1	44	44	11			
Limited English Proficient	2011-2012	2	2	100			44							
	2012-2013	0	0				47							

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

<b>School:</b> Wells Junior High School
<b>SAU:</b> Wells-Ogunquit CSD
<b>Grade:</b> 06

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	100	100	100	85	85	72	47	38	9	6	99	1	0
	2012-2013	102	102	100	81	81	71	11	71	11	8	100	2	0
Female	2011-2012	53	53	100	87	87	78	57	30	8	6			
	2012-2013	53	53	100	92	92	77	17	75	4	4			
Male	2011-2012	47	47	100	83	83	67	36	47	11	6			
	2012-2013	49	49	100	69	69	66	4	65	18	12			
Caucasian/White	2011-2012	97	97	100	86	86	73	48	37	9	5			
	2012-2013	97	97	100	80	80	73	11	69	11	8			
African American/Black	2011-2012	0	0				48							
	2012-2013	1	1	100			42							
Hispanic	2011-2012	0	0				66							
	2012-2013	1	1	100			65							
Asian or Pacific Islander	2011-2012	1	1	100			75							
	2012-2013	1	1	100			71							
American Indian or Native Alaskan	2011-2012	0	0				62							
	2012-2013	0	0				55							
Economically Disadvantaged	2011-2012	19	19	100	63	63	61	26	37	11	26			
	2012-2013	25	25	100	68	68	60	4	64	16	16			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	15	15	100	47	47	34	20	27	13	40			
	2012-2013	12	12	100	50	50	31	<1	50	8	42			
Limited English Proficient	2011-2012	2	2	100			45							
	2012-2013	1	1	100			41							

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# 2013-2014 NCLB Report Card

School: Wells Junior High School  
SAU: Wells-Ogunquit CSD  
Grade: 07

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	132	132	100	83	83	70	25	58	11	6	131	1	0
	2012-2013	100	100	100	86	86	69	38	48	7	7	99	1	0
Female	2011-2012	72	72	100	90	90	75	35	56	6	4			
	2012-2013	54	54	100	87	87	77	44	43	4	9			
Male	2011-2012	60	60	100	75	75	65	13	62	17	8			
	2012-2013	46	46	100	85	85	62	30	54	11	4			
Caucasian/White	2011-2012	130	130	100	84	84	71	25	58	11	5			
	2012-2013	98	98	100	86	86	70	39	47	7	7			
African American/Black	2011-2012	0	0				52							
	2012-2013	0	0				47							
Hispanic	2011-2012	0	0				66							
	2012-2013	0	0				65							
Asian or Pacific Islander	2011-2012	0	0				73							
	2012-2013	1	1	100			80							
American Indian or Native Alaskan	2011-2012	0	0				60							
	2012-2013	0	0				61							
Economically Disadvantaged	2011-2012	28	28	100	61	61	59	18	43	25	14			
	2012-2013	23	23	100	70	70	57	22	48	4	26			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	27	27	100	56	56	30	4	52	22	22			
	2012-2013	12	12	100	33	33	28	17	17	17	50			
Limited English Proficient	2011-2012	0	0				51							
	2012-2013	2	2	100			46							

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# 2013-2014 NCLB Report Card

<b>School:</b> Wells Junior High School
<b>SAU:</b> Wells-Ogunquit CSD
<b>Grade:</b> 08

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	113	100	84	84	77	27	58	12	4	113	0	0
	2012-2013	124	124	100	84	84	77	22	62	14	2	123	1	0
Female	2011-2012	51	51	100	86	86	83	39	47	12	2			
	2012-2013	70	70	100	87	87	82	30	57	10	3			
Male	2011-2012	62	62	100	82	82	71	16	66	11	6			
	2012-2013	54	54	100	80	80	72	11	69	19	2			
Caucasian/White	2011-2012	112	112	100	84	84	78	27	57	12	4			
	2012-2013	121	121	100	84	84	77	22	62	13	2			
African American/Black	2011-2012	0	0				54							
	2012-2013	1	1	100			53							
Hispanic	2011-2012	1	1	100			71							
	2012-2013	0	0				73							
Asian or Pacific Islander	2011-2012	0	0				77							
	2012-2013	0	0				81							
American Indian or Native Alaskan	2011-2012	0	0				66							
	2012-2013	0	0				68							
Economically Disadvantaged	2011-2012	23	23	100	74	74	66	26	48	17	9			
	2012-2013	26	26	100	69	69	66	12	58	23	8			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	13	13	100	31	31	38	8	23	31	38			
	2012-2013	21	21	100	38	38	36	<1	38	48	14			
Limited English Proficient	2011-2012	1	1	100			50							
	2012-2013	1	1	100			53							

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# 2013-2014 NCLB Report Card

<b>School:</b> Wells Junior High School
<b>SAU:</b> Wells-Ogunquit CSD
<b>Grade:</b> 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	104	104	100	73	73	64	17	56	19	8	103	1
	2012-2013	123	123	100	69	69	62	28	41	20	11	122	1
Female	2011-2012	54	54	100	76	76	65	19	57	20	4		
	2012-2013	58	58	100	66	66	62	34	31	24	10		
Male	2011-2012	50	50	100	70	70	64	16	54	18	12		
	2012-2013	65	65	100	72	72	62	23	49	17	11		
Caucasian/White	2011-2012	98	98	100	73	73	65	18	55	18	8		
	2012-2013	118	118	100	70	71	64	29	42	20	9		
African American/Black	2011-2012	1	1	100			35						
	2012-2013	0	0				30						
Hispanic	2011-2012	2	2	100			50						
	2012-2013	2	2	100			46						
Asian or Pacific Islander	2011-2012	1	1	100			70						
	2012-2013	1	1	100			71						
American Indian or Native Alaskan	2011-2012	0	0				55						
	2012-2013	0	0				45						
Economically Disadvantaged	2011-2012	28	28	100	64	64	51	4	61	25	11		
	2012-2013	21	21	100	48	50	50	10	38	29	24		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	12	12	100	17	17	30	<1	17	42	42		
	2012-2013	18	18	100	22	25	30	<1	22	28	50		
Limited English Proficient	2011-2012	2	2	100			39						
	2012-2013	0	0				31						

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# 2013-2014 NCLB Report Card

**School:** Wells Junior High School  
**SAU:** Wells-Ogunquit CSD  
**Grade:** 06

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	100	100	100	78	78	64	35	43	13	9	99	1
	2012-2013	102	101	99	80	80	64	29	51	11	9	100	1
Female	2011-2012	53	53	100	79	79	64	26	53	9	11		
	2012-2013	53	53	100	83	83	65	26	57	13	4		
Male	2011-2012	47	47	100	77	77	64	45	32	17	6		
	2012-2013	49	48	98	77	77	63	31	46	8	15		
Caucasian/White	2011-2012	97	97	100	78	78	66	34	44	13	8		
	2012-2013	97	96	99	79	79	65	29	50	11	9		
African American/Black	2011-2012	0	0				35						
	2012-2013	1	1	100			30						
Hispanic	2011-2012	0	0				51						
	2012-2013	1	1	100			52						
Asian or Pacific Islander	2011-2012	1	1	100			74						
	2012-2013	1	1	100			68						
American Indian or Native Alaskan	2011-2012	0	0				52						
	2012-2013	0	0				52						
Economically Disadvantaged	2011-2012	19	19	100	53	53	51	16	37	21	26		
	2012-2013	25	25	100	60	60	51	16	44	24	16		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	15	15	100	27	27	29	20	7	20	53		
	2012-2013	12	11	92	27	27	24	9	18	27	45		
Limited English Proficient	2011-2012	2	2	100			37						
	2012-2013	1	1	100			36						

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# 2013-2014 NCLB Report Card

**School:** Wells Junior High School  
**SAU:** Wells-Ogunquit CSD  
**Grade:** 07

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	132	132	100	83	83	61	38	45	6	11	131	1
	2012-2013	100	100	100	76	76	59	36	40	13	11	99	1
Female	2011-2012	72	72	100	82	82	60	38	44	7	11		
	2012-2013	54	54	100	72	72	59	28	44	15	13		
Male	2011-2012	60	60	100	85	85	61	38	47	5	10		
	2012-2013	46	46	100	80	80	59	46	35	11	9		
Caucasian/White	2011-2012	130	130	100	84	84	62	38	45	5	11		
	2012-2013	98	98	100	76	76	60	35	41	13	11		
African American/Black	2011-2012	0	0				34						
	2012-2013	0	0				30						
Hispanic	2011-2012	0	0				52						
	2012-2013	0	0				46						
Asian or Pacific Islander	2011-2012	0	0				65						
	2012-2013	1	1	100			70						
American Indian or Native Alaskan	2011-2012	0	0				47						
	2012-2013	0	0				48						
Economically Disadvantaged	2011-2012	28	28	100	68	68	47	18	50	14	18		
	2012-2013	23	23	100	48	48	45	17	30	22	30		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	27	27	100	44	44	25	11	33	11	44		
	2012-2013	12	12	100	25	25	22	17	8	17	58		
Limited English Proficient	2011-2012	0	0				37						
	2012-2013	2	2	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

<b>School:</b> Wells Junior High School
<b>SAU:</b> Wells-Ogunquit CSD
<b>Grade:</b> 08

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	113	100	78	78	60	27	50	15	7	113	0
	2012-2013	124	123	99	81	81	61	32	50	11	7	122	1
Female	2011-2012	51	51	100	76	76	62	25	51	18	6		
	2012-2013	70	69	99	83	83	62	30	52	9	9		
Male	2011-2012	62	62	100	79	79	58	29	50	13	8		
	2012-2013	54	54	100	80	80	60	33	46	15	6		
Caucasian/White	2011-2012	112	112	100	78	78	61	28	50	15	7		
	2012-2013	121	120	99	83	83	62	33	50	10	8		
African American/Black	2011-2012	0	0				32						
	2012-2013	1	1	100			33						
Hispanic	2011-2012	1	1	100			48						
	2012-2013	0	0				59						
Asian or Pacific Islander	2011-2012	0	0				67						
	2012-2013	0	0				71						
American Indian or Native Alaskan	2011-2012	0	0				42						
	2012-2013	0	0				49						
Economically Disadvantaged	2011-2012	23	23	100	61	61	45	22	39	22	17		
	2012-2013	26	26	100	62	62	47	15	46	27	12		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	13	13	100	23	23	21	8	15	23	54		
	2012-2013	21	21	100	38	38	22	14	24	29	33		
Limited English Proficient	2011-2012	1	1	100			31						
	2012-2013	1	1	100			35						

**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

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# 2013-2014 NCLB Report Card

<b>School:</b> Wells Junior High School
<b>SAU:</b> Wells-Ogunquit CSD
<b>Grade:</b> 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	103	102	99	73	73	62	10	63	24	4	100	2
	2012-2013	126	126	100	78	78	69	17	60	19	3	125	1
Female	2011-2012	54	54	100	72	72	61	7	65	26	2		
	2012-2013	59	59	100	78	78	69	15	63	20	2		
Male	2011-2012	49	48	98	73	73	63	13	60	21	6		
	2012-2013	67	67	100	78	78	70	19	58	18	4		
Caucasian/White	2011-2012	98	97	99	72	72	64	10	62	24	4		
	2012-2013	121	121	100	79	80	71	18	61	17	3		
African American/Black	2011-2012	1	1	100			32						
	2012-2013	0	0				34						
Hispanic	2011-2012	1	1	100			53						
	2012-2013	2	2	100			58						
Asian or Pacific Islander	2011-2012	1	1	100			62						
	2012-2013	1	1	100			72						
American Indian or Native Alaskan	2011-2012	0	0				49						
	2012-2013	0	0				52						
Economically Disadvantaged	2011-2012	25	24	96	63	63	51	<1	63	29	8		
	2012-2013	26	26	100	58	59	58	23	35	42	<1		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	12	11	92	27	27	32	<1	27	36	36		
	2012-2013	16	16	100	44	50	41	6	38	38	19		
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.

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

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# 2013-2014 NCLB Report Card

<b>School:</b> Wells Junior High School
<b>SAU:</b> Wells-Ogunquit CSD
<b>Grade:</b> 08

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	111	111	100	86	86	72	26	59	8	6	111	0
	2012-2013	125	125	100	79	79	70	20	59	15	6	124	1
Female	2011-2012	50	50	100	82	82	70	26	56	12	6		
	2012-2013	72	72	100	79	79	69	17	63	15	6		
Male	2011-2012	61	61	100	89	89	74	26	62	5	7		
	2012-2013	53	53	100	79	79	71	25	55	15	6		
Caucasian/White	2011-2012	109	109	100	85	85	73	27	59	8	6		
	2012-2013	122	122	100	80	80	71	20	60	14	6		
African American/Black	2011-2012	1	1	100			42						
	2012-2013	1	1	100			39						
Hispanic	2011-2012	1	1	100			62						
	2012-2013	0	0				60						
Asian or Pacific Islander	2011-2012	0	0				69						
	2012-2013	0	0				70						
American Indian or Native Alaskan	2011-2012	0	0				60						
	2012-2013	0	0				56						
Economically Disadvantaged	2011-2012	23	23	100	70	70	60	9	61	17	13		
	2012-2013	30	30	100	73	73	59	13	60	17	10		
Migrant	2011-2012	0	0				40						
	2012-2013	0	0										
Students with Disabilities	2011-2012	13	13	100	31	31	41	15	15	23	46		
	2012-2013	18	18	100	28	28	37	6	22	50	22		
Limited English Proficient	2011-2012	0	0				37						
	2012-2013	1	1	100			33						

**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:** Wells Junior High School  
**SAU:** Wells-Ogunquit CSD  
**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	449	100		84	85	315	265	84	92
Female	235	100		88	89	169	150	89	94
Male	214	100		80	82	146	115	79	90
Caucasian/White	434	100		84	85	306	257	84	92
African American/Black	2	*		*		1	*	*	
Hispanic	3	*		*		1	*	*	
Asian or Pacific Islander	3	*		*		2	*	*	
American Indian or Native Alaskan	0	*		*		0	*	*	
Economically Disadvantaged	96	100		65	68	66	46	70	83
Not Economically Disadvantaged	353	100		89	90	249	219	88	95
Migrant	0	*		*		0	*	*	
Not Migrant	449	100		84	85	315	265	84	92
Students with Disabilities	63	100		46	51	43	17	40	73
Students without Disabilities	386	100		90	91	272	248	91	95
Limited English Proficient	4	*		*		3	*	*	
Not Limited English Proficient	445	100		84	85	312	262	84	92
Super Subgroup	140	100		65	68	96	64	67	83
Non-Super Subgroup	309	100		92	93	219	201	92	96

2011-12  
% Attendance Rate  
Target = 93%

95

\*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:** Wells Junior High School  
**SAU:** Wells-Ogunquit CSD  
**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	449	100		81	83	313	254	81	91
Female	235	100		81	83	168	136	81	91
Male	214	100		80	82	145	118	81	90
Caucasian/White	434	100		81	83	304	246	81	91
African American/Black	2	*		*		1	*	*	
Hispanic	3	*		*		1	*	*	
Asian or Pacific Islander	3	*		*		2	*	*	
American Indian or Native Alaskan	0	*		*		0	*	*	
Economically Disadvantaged	96	100		62	65	66	40	61	81
Not Economically Disadvantaged	353	99		86	87	247	214	87	93
Migrant	0	*		*		0	*	*	
Not Migrant	449	100		81	83	313	254	81	91
Students with Disabilities	63	98		34	40	42	14	33	67
Students without Disabilities	386	100		89	90	271	240	89	95
Limited English Proficient	4	*		*		3	*	*	
Not Limited English Proficient	445	100		80	82	310	251	81	90
Super Subgroup	140	99		60	63	95	56	59	80
Non-Super Subgroup	309	100		90	91	218	198	91	95

<b>2011-12 % Attendance Rate Target = 93%</b>
95

\*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

<b>School:</b> Wells Junior High School <b>SAU:</b> Wells-Ogunquit CSD
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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
<b>Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School<sup>1</sup></b>	13	13	12	0	1	0

Part II: Emergency/Conditional Certification	
<b>Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Conditional Certification as of June 30, 2013</b>	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
<b>Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers</b>	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.