



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: Steep Falls Elementary School

SAU: RSU 06/MSAD 06

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2013-2014 NCLB Report Card

School: Steep Falls Elementary School
SAU: RSU 06/MSAD 06
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	26	26	100	62	69	72	4	58	19	19	25	1	0
	2012-2013	26	26	100	69	62	68	12	58	23	8	25	1	0
Female	2011-2012	7	7	100		68	77							
	2012-2013	14	14	100	93	71	73	14	79	7	<1			
Male	2011-2012	19	19	100	63	69	68	5	58	16	21			
	2012-2013	12	12	100	42	53	64	8	33	42	17			
Caucasian/White	2011-2012	24	24	100	63	69	73	4	58	17	21			
	2012-2013	25	25	100	72	61	70	12	60	24	4			
African American/Black	2011-2012	0	0				47							
	2012-2013	1	1	100			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	14	14	100	57	63	62	7	50	14	29			
	2012-2013	9	9	100		48	59							
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	4	4	100		37	36							
	2012-2013	5	5	100		20	35							
Limited English Proficient	2011-2012	1	1	100			47							
	2012-2013	1	1	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: Steep Falls Elementary School
SAU: RSU 06/MSAD 06
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	26	26	100	58	63	64	12	46	35	8	25	1
	2012-2013	26	26	100	77	59	62	23	54	12	12	25	1
Female	2011-2012	7	7	100		62	63						
	2012-2013	14	14	100	93	63	60	21	71	7	<1		
Male	2011-2012	19	19	100	58	64	65	11	47	37	5		
	2012-2013	12	12	100	58	55	63	25	33	17	25		
Caucasian/White	2011-2012	24	24	100	58	63	65	13	46	33	8		
	2012-2013	25	25	100	80	60	63	24	56	12	8		
African American/Black	2011-2012	0	0				38						
	2012-2013	1	1	100			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	14	14	100	50	55	52	<1	50	36	14		
	2012-2013	9	9	100		49	50						
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	4	4	100		31	35						
	2012-2013	5	5	100		29	36						
Limited English Proficient	2011-2012	1	1	100			36						
	2012-2013	1	1	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

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2013-2014 NCLB Report Card

School: Steep Falls Elementary School
SAU: RSU 06/MSAD 06
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	26	*		67	70	51	34	67	84
Female	14	*		55	59	21	18	86	78
Male	12	*		75	77	30	16	53	88
Caucasian/White	25	*		67	70	48	33	69	84
African American/Black	1	*		*		1	*	*	
Hispanic	0	*		*		0	*	*	
Asian or Pacific Islander	0	*		*		1	*	*	
American Indian or Native Alaskan	0	*		*		0	*	*	
Economically Disadvantaged	9	*		56	60	19	9	47	78
Not Economically Disadvantaged	17	*		76	78	32	25	78	88
Migrant	0	*		*		0	*	*	
Not Migrant	26	*		67	70	51	34	67	84
Students with Disabilities	5	*		30	36	9	*	*	65
Students without Disabilities	21	*		75	77	42	32	76	88
Limited English Proficient	1	*		*		2	*	*	
Not Limited English Proficient	25	*		67	70	49	34	69	84
Super Subgroup	14	*		52	56	25	11	44	76
Non-Super Subgroup	12	*		81	83	26	23	88	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: Steep Falls Elementary School
SAU: RSU 06/MSAD 06
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	26	*		59	62	51	36	71	80
Female	14	*		50	54	21	17	81	75
Male	12	*		66	69	30	19	63	83
Caucasian/White	25	*		61	64	48	34	71	81
African American/Black	1	*		*		1	*	*	
Hispanic	0	*		*		0	*	*	
Asian or Pacific Islander	0	*		*		1	*	*	
American Indian or Native Alaskan	0	*		*		0	*	*	
Economically Disadvantaged	9	*		40	45	19	11	58	70
Not Economically Disadvantaged	17	*		76	78	32	25	78	88
Migrant	0	*		*		0	*	*	
Not Migrant	26	*		59	62	51	36	71	80
Students with Disabilities	5	*		20	27	9	*	*	60
Students without Disabilities	21	*		68	71	42	33	79	84
Limited English Proficient	1	*		*		2	*	*	
Not Limited English Proficient	25	*		62	65	49	35	71	81
Super Subgroup	14	*		37	42	25	14	56	69
Non-Super Subgroup	12	*		81	83	26	22	85	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.
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2013-2014 NCLB Report Card

School: Steep Falls Elementary School
SAU: RSU 06/MSAD 06

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 ¹	10	1	1	2	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	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.