



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 2013-2014: 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 2013 (Grade 3-8), spring of 2014 (High School), spring of 2014 (Alternate Assessment-Science), and spring of 2013 (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 2012-2013 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.

2014-2015 NCLB Report Card

School: Horace Mitchell Primary School

SAU: Kittery Public Schools

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2014-2015 NCLB Report Card

School: Horace Mitchell Primary School
SAU: Kittery Public 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	2012-2013	89	86	>95	91	91	68	26	65			85		
	2013-2014	95	93	>95	80	80	68	24	56	15		90		
Female	2012-2013	46	45	>95	91	91	73	22	69					
	2013-2014	48	46	>95	80	80	72	26	54					
Male	2012-2013	43	41	95	90	90	64	29	61					
	2013-2014	47	47	>95	79	79	64	21	57					
Caucasian/White	2012-2013	81	78	>95	91	91	70	28	63					
	2013-2014	83	83	>95	77	77	69	23	54	17				
African American/Black	2012-2013	1					43							
	2013-2014	5					43							
Hispanic	2012-2013	3					58							
	2013-2014	2					55							
Asian or Pacific Islander	2012-2013	1					67							
	2013-2014	0					69							
American Indian or Native Alaskan	2012-2013	0					61							
	2013-2014	0					48							
Economically Disadvantaged	2012-2013	34	31	91	87	87	59		74					
	2013-2014	35	34	>95	68	68	57		62					
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	9					35							
	2013-2014	22	21	95			32							
Limited English Proficient	2012-2013	1					43							
	2013-2014	0					38							

NOTE: Data have been suppressed where the number of students is less than 10.

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



2014-2015 NCLB Report Card

School: Horace Mitchell Primary School
SAU: Kittery Public 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	2012-2013	89	86	>95	78	78	62	30	48	16		85	
	2013-2014	95	93	>95	73	73	60	30	43	15	12	90	
Female	2012-2013	46	45	>95	76	76	60	22	53				
	2013-2014	48	46	>95	70	70	59	24	46				
Male	2012-2013	43	41	95	80	80	63	39	41				
	2013-2014	47	47	>95	77	77	61	36	40				
Caucasian/White	2012-2013	81	78	>95	81	81	63	32	49	13			
	2013-2014	83	83	>95	70	70	61	30	40	17	13		
African American/Black	2012-2013	1					30						
	2013-2014	5					34						
Hispanic	2012-2013	3					48						
	2013-2014	2					46						
Asian or Pacific Islander	2012-2013	1					63						
	2013-2014	0					64						
American Indian or Native Alaskan	2012-2013	0					49						
	2013-2014	0					38						
Economically Disadvantaged	2012-2013	34	31	91	68	68	50		52				
	2013-2014	35	34	>95	59	59	48		47				
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	9					36						
	2013-2014	22	21	95			32					48	
Limited English Proficient	2012-2013	1					31						
	2013-2014	0					30						

NOTE: Data have been suppressed where the number of students is less than 10.

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



2014-2015 NCLB Report Card

School: Horace Mitchell Primary School
SAU: Kittery Public Schools
Grade: 03-08

GROUP	Reading Accountability Data								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole School	98	>95		86	83	168	132	79	90
Female	50	>95		90	82	83	63	76	89
Male	48	>95		82	83	85	69	81	90
Caucasian/White	86	>95		86	82	152	117	77	89
African American/Black	5	*		*			*	*	
Hispanic	2	*		*			*	*	
Asian or Pacific Islander	0	*		*			*	*	
American Indian or Native Alaskan	0	*		*			*	*	
Economically Disadvantaged	38	*		83	68	65	46	71	81
Migrant	0	*		*			*	*	
Students with Disabilities	25	*			36	32	12	38	62
Limited English Proficient	0	*		*			*	*	
Super Subgroup	50	>95		81	68	81	55	68	81

**2012-13
% 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 did not meet minimum requirements.
 The source of information for this report is the Maine Department of Education.

2014-2015 NCLB Report Card

School: Horace Mitchell Primary School
SAU: Kittery Public Schools
Grade: 03-08

Mathematics Accountability Data									
GROUP	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole School	98	>95		80	83	168	118	70	90
Female	50	>95		81	75	83	56	67	85
Male	48	>95		78	88	85	62	73	93
Caucasian/White	86	>95		81	81	152	103	68	89
African American/Black	5	*		*			*	*	
Hispanic	2	*		*			*	*	
Asian or Pacific Islander	0	*		*			*	*	
American Indian or Native Alaskan	0	*		*			*	*	
Economically Disadvantaged	38	*		68	71	65	36	55	83
Migrant	0	*		*			*	*	
Students with Disabilities	25	*			47	32	13	41	68
Limited English Proficient	0	*		*			*	*	
Super Subgroup	50	>95		65	71	81	47	58	83

2012-13 % 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.
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2014-2015 NCLB Report Card

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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 School ¹	12	2	16	0	2	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, 2014	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.