



**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 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

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 performances 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.



2010-2011 NCLB Report Card

School: Farwell Elementary School

SAU: Lewiston School Department

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2010-2011 NCLB Report Card



School: Farwell Elementary School
SAU: Lewiston School Department
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	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	56	56	100	66	50	65	4	63	30	4	51	5
	2009-2010	47	46	98	76	65	73	22	54	20	4	46	0
Female	2008-2009	26	26	100	58	52	70	0	58	38	4		
	2009-2010	24	24	100	75	71	76	17	58	25	0		
Male	2008-2009	30	30	100	73	48	60	7	67	23	3		
	2009-2010	23	22	96	77	61	69	27	50	14	9		
Caucasian/White	2008-2009	49	49	100	65	61	66	4	61	33	2		
	2009-2010	40	39	98	77	74	74	26	51	18	5		
African American/Black	2008-2009	4	4	100		21	42						
	2009-2010	5	5	100		44	46						
Hispanic	2008-2009	2	2	100		23	51						
	2009-2010	0	0				58						
Asian or Pacific Islander	2008-2009	0	0				66						
	2009-2010	1	1	100			71						
American Indian or Native Alaskan	2008-2009	1	1	100			64						
	2009-2010	1	1	100			66						
Economically Disadvantaged	2008-2009	39	39	100	59	39	53	5	54	36	5		
	2009-2010	31	30	97	73	59	62	23	50	23	3		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	14	14	100	57	38	36	14	43	29	14		
	2009-2010	7	6	86		38	38						
Limited English Proficient	2008-2009	2	2	100		17	40						
	2009-2010	3	3	100		30	45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Farwell Elementary School
SAU: Lewiston School Department
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	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	60	60	100	60	57	71	3	57	30	10	60	0
	2009-2010	50	49	98	78	54	67	20	57	10	12	45	4
Female	2008-2009	29	29	100	55	63	75	3	52	34	10		
	2009-2010	24	23	96	74	56	71	17	57	13	13		
Male	2008-2009	31	31	100	65	51	67	3	61	26	10		
	2009-2010	26	26	100	81	52	63	23	58	8	12		
Caucasian/White	2008-2009	48	48	100	56	64	71	0	56	33	10		
	2009-2010	41	41	100	80	63	68	22	59	5	15		
African American/Black	2008-2009	8	8	100	63	33	53	13	50	25	13		
	2009-2010	6	6	100		26	43						
Hispanic	2008-2009	1	1	100		56	66						
	2009-2010	2	1	50		55	59						
Asian or Pacific Islander	2008-2009	2	2	100		71	71						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	1	1	100		60	60						
	2009-2010	1	1	100			64						
Economically Disadvantaged	2008-2009	34	34	100	50	46	60	3	47	35	15		
	2009-2010	30	29	97	76	42	56	17	59	10	14		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	9	9	100	56	45	43	0	56	22	22		
	2009-2010	12	11	92	45	25	34	9	36	9	45		
Limited English Proficient	2008-2009	2	2	100		24	47						
	2009-2010	4	4	100		24	46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB Report Card



School: Farwell Elementary School
SAU: Lewiston School Department
Grade: 05



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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	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
					All Students	2008-2009	37	37	100	68	52	67	5
	2009-2010	57	56	98	70	60	72	5	64	20	11	55	1
Female	2008-2009	16	16	100	56	59	70	6	50	38	6		
	2009-2010	27	27	100	67	67	78	7	59	30	4		
Male	2008-2009	21	21	100	76	45	64	5	71	14	10		
	2009-2010	30	29	97	72	55	67	3	69	10	17		
Caucasian/White	2008-2009	30	30	100	63	62	67	3	60	27	10		
	2009-2010	46	45	98	67	67	73	0	67	20	13		
African American/Black	2008-2009	6	6	100	83	24	46	17	67	17	0		
	2009-2010	7	7	100		39	57						
Hispanic	2008-2009	0	0			56	56						
	2009-2010	1	1	100		70							
Asian or Pacific Islander	2008-2009	1	1	100		60	68						
	2009-2010	2	2	100		73							
American Indian or Native Alaskan	2008-2009	0	0			48							
	2009-2010	1	1	100		62							
Economically Disadvantaged	2008-2009	24	24	100	67	43	53	4	63	21	13		
	2009-2010	35	34	97	62	50	62	6	56	21	18		
Migrant	2008-2009	0	0			38							
	2009-2010	0	0										
Students with Disabilities	2008-2009	11	11	100	36	26	31	0	36	55	9		
	2009-2010	15	14	93	43	39	36	0	43	29	29		
Limited English Proficient	2008-2009	2	2	100		16	39						
	2009-2010	2	2	100		32	49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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School: Farwell Elementary School
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Grade: 06



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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	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
					All Students	2008-2009	50	50	100	72	63	71	2
	2009-2010	37	37	100	68	57	68	16	51	24	8	35	2
Female	2008-2009	22	22	100	86	67	76	5	82	9	5		
	2009-2010	15	15	100	67	67	74	27	40	20	13		
Male	2008-2009	28	28	100	61	58	66	0	61	36	4		
	2009-2010	22	22	100	68	49	63	9	59	27	5		
Caucasian/White	2008-2009	46	46	100	74	69	71	2	72	22	4		
	2009-2010	30	30	100	67	66	69	13	53	23	10		
African American/Black	2008-2009	4	4	100		39	51						
	2009-2010	6	6	100		29	47						
Hispanic	2008-2009	0	0			50	60						
	2009-2010	0	0			62							
Asian or Pacific Islander	2008-2009	0	0				74						
	2009-2010	1	1	100			70						
American Indian or Native Alaskan	2008-2009	0	0				54						
	2009-2010	0	0				56						
Economically Disadvantaged	2008-2009	35	35	100	66	55	58	3	63	29	6		
	2009-2010	25	25	100	68	48	56	12	56	20	12		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	12	12	100	17	24	33	0	17	67	17		
	2009-2010	10	10	100	30	26	29	0	30	50	20		
Limited English Proficient	2008-2009	0	0			23	45						
	2009-2010	1	1	100		24	44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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School: Farwell Elementary School
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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	2008-2009	56	56	100	66	63	70	20
	2009-2010	47	46	98	63	60	62	13	50	28	9	46	0
Female	2008-2009	26	26	100	42	56	68	8	35	35	23		
	2009-2010	24	24	100	54	60	61	17	38	38	8		
Male	2008-2009	30	30	100	87	69	71	30	57	7	7		
	2009-2010	23	22	96	73	61	63	9	64	18	9		
Caucasian/White	2008-2009	49	49	100	69	71	71	18	51	18	12		
	2009-2010	40	39	98	67	73	63	15	51	26	8		
African American/Black	2008-2009	4	4	100		43	45						
	2009-2010	5	5	100		30	31						
Hispanic	2008-2009	2	2	100		31	50						
	2009-2010	0	0				52						
Asian or Pacific Islander	2008-2009	0	0				70						
	2009-2010	1	1	100			65						
American Indian or Native Alaskan	2008-2009	1	1	100			55						
	2009-2010	1	1	100			54						
Economically Disadvantaged	2008-2009	39	39	100	64	56	58	21	44	18	18		
	2009-2010	31	30	97	57	52	50	10	47	30	13		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	14	14	100	57	49	46	14	43	14	29		
	2009-2010	7	6	86		40	33						
Limited English Proficient	2008-2009	2	2	100		42	46						
	2009-2010	3	3	100		23	35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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School: Farwell Elementary School
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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	2008-2009	60	60	100	58	52	66	7	52	28	13	60	0
	2009-2010	50	49	98	65	52	62	22	43	14	20	45	4
Female	2008-2009	29	29	100	62	54	66	10	52	17	21		
	2009-2010	24	23	96	48	47	62	22	26	22	30		
Male	2008-2009	31	31	100	55	50	67	3	52	39	6		
	2009-2010	26	26	100	81	57	63	23	58	8	12		
Caucasian/White	2008-2009	48	48	100	54	57	67	4	50	29	17		
	2009-2010	41	41	100	68	63	63	24	44	10	22		
African American/Black	2008-2009	8	8	100	63	31	46	0	63	38	0		
	2009-2010	6	6	100		28	36						
Hispanic	2008-2009	1	1	100		67	61						
	2009-2010	2	1	50		27	45						
Asian or Pacific Islander	2008-2009	2	2	100		86	68						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	1	1	100		40	59						
	2009-2010	1	1	100			49						
Economically Disadvantaged	2008-2009	34	34	100	47	42	54	9	38	35	18		
	2009-2010	30	29	97	59	43	50	21	38	17	24		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	9	9	100	33	38	41	0	33	44	22		
	2009-2010	12	11	92	45	36	36	18	27	18	36		
Limited English Proficient	2008-2009	2	2	100		25	43						
	2009-2010	4	4	100		24	38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB Report Card



School: Farwell Elementary School
SAU: Lewiston School Department
Grade: 05



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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	2008-2009	37	37	100	59	53	66	16
	2009-2010	57	56	98	55	48	64	5	50	27	18	55	1
Female	2008-2009	16	16	100	44	55	65	13	31	38	19		
	2009-2010	27	27	100	67	52	64	0	67	19	15		
Male	2008-2009	21	21	100	71	51	66	19	52	10	19		
	2009-2010	30	29	97	45	44	64	10	34	34	21		
Caucasian/White	2008-2009	30	30	100	53	62	67	13	40	23	23		
	2009-2010	46	45	98	51	57	65	4	47	29	20		
African American/Black	2008-2009	6	6	100	83	30	43	33	50	17	0		
	2009-2010	7	7	100		20	37						
Hispanic	2008-2009	0	0			44	52						
	2009-2010	1	1	100			55						
Asian or Pacific Islander	2008-2009	1	1	100		60	69						
	2009-2010	2	2	100			67						
American Indian or Native Alaskan	2008-2009	0	0				46						
	2009-2010	1	1	100			54						
Economically Disadvantaged	2008-2009	24	24	100	58	46	53	17	42	17	25		
	2009-2010	35	34	97	53	36	51	6	47	24	24		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	11	11	100	36	29	38	18	18	36	27		
	2009-2010	15	14	93	43	35	34	14	29	21	36		
Limited English Proficient	2008-2009	2	2	100		23	40						
	2009-2010	2	2	100		15	38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB Report Card



School: Farwell Elementary School
SAU: Lewiston School Department
Grade: 06



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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	2008-2009	50	50	100	54	50	54	16
	2009-2010	37	37	100	68	52	63	24	43	14	19	35	2
Female	2008-2009	22	22	100	59	48	52	14	45	36	5		
	2009-2010	15	15	100	60	53	62	27	33	13	27		
Male	2008-2009	28	28	100	50	52	56	18	32	25	25		
	2009-2010	22	22	100	73	51	63	23	50	14	14		
Caucasian/White	2008-2009	46	46	100	59	56	55	17	41	26	15		
	2009-2010	30	30	100	60	62	64	23	37	17	23		
African American/Black	2008-2009	4	4	100		28	31						
	2009-2010	6	6	100		26	40						
Hispanic	2008-2009	0	0			33	37						
	2009-2010	0	0			49							
Asian or Pacific Islander	2008-2009	0	0			66							
	2009-2010	1	1	100		68							
American Indian or Native Alaskan	2008-2009	0	0			34							
	2009-2010	0	0			50							
Economically Disadvantaged	2008-2009	35	35	100	49	44	40	9	40	31	20		
	2009-2010	25	25	100	68	43	49	24	44	16	16		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	12	12	100	25	25	26	0	25	33	42		
	2009-2010	10	10	100	40	25	29	30	10	10	50		
Limited English Proficient	2008-2009	0	0			14	30						
	2009-2010	1	1	100		15	36						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School:	Farwell Elementary School
SAU:	Lewiston School Department
Grade:	3-8



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Accountability Data															
Group	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	98 99	99	71	61 61	71 69	99	99 99	99	60	55 50	63 61	95	95	95
Caucasian/White	99	99 100	99	71	69 67	71 69	99	98 99	99	60	64 58	64 62			
African American/Black	*	97 96	97	59	37 37	49 50	*	100 100	99	59	29 24	36 38			
Hispanic	*	* *	97	*	62 67	63 59	*	* *	99	*	41 38	51 46			
Asian or Pacific Islander	*	* *	97	*	* *	73 76	*	* *	99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98	*	* *	64 57	*	* *	98	*	* *	54 47			
Economically Disadvantaged	99	98 99	99	67	51 51	60 56	99	98 99	99	56	45 40	50 47			
Students with Disabilities	98	96 99	97	37	37 25	36 28	98	94 97	97	41	38 21	35 25			
Limited English Proficient	*	96 95	96	*	29 27	48 45	*	100 100	99	*	25 15	39 35			

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.

2010-2011 NCLB Report Card Maine Teacher Quality Data



School: Farwell Elementary School
SAU: Lewiston School Department



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	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	16	3	7	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, 2010	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.
See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>