

2013-14 NCLB Report Card Summary
MSAD 28, July, 2014

Camden Rockport Middle School
I. Performance Data on state testing

% of Students Meeting or Exceeding Standards

READING	Gr 5		Gr 6		Gr 7		Gr 8	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
	Whole School	76	83	82	81	80	83	97
Female	82	80	85	89	91	81	98	100
Male	69	85	80	74	68	84	96	78
Caucasian	76	83	81	82	81	83	97	89
Low SES	62	74	58	67	63	55	82	75
IEP	35	40	23	44	36	17	n/a	58

MATH	Gr 5		Gr 6		Gr 7		Gr 8	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
	Whole School	73	81	76	83	69	75	89
Female	74	83	79	85	74	72	88	85
Male	73	80	73	81	63	77	91	80
Caucasian	73	80	75	83	71	74	90	83
Low SES	73	65	53	67	46	45	65	65
IEP	35	20	15	44	21	8	n/a	33

SCIENCE	Gr 5		Gr 8	
	2011-12	2012-13	2011-12	2012-13

Whole School	75	85	90	79
Female	77	85	88	89
Male	73	85	92	67
Caucasian	76	84	91	79
Low SES	56	58	60	65
IEP	35	n/a	n/a	45

Summary:

The tables above provide a more targeted illustration of CRMS’s performance data on state assessments (NECAP for Reading and Math, and MEA for Science). Two years of data are shown, 2011-12 and 2012-13. The shaded columns are the most recent test data. Fluctuations year to year within any grade level are probably more likely due to a different student population each year than any other factor, although it is a goal for the school is to decrease that variability so that all students consistently achieve at high levels. The color-coding in Reading and Math are more closely aligned to growth based on instruction at CRMS, as that more or less follows a cohort of students (not perfect since we know that some students move in while others leave).

In looking at the color-coding, we can see that students generally make fairly substantial gains after grades 5 and 7 (testing is done in the fall to measure the previous year’s learning). The data is mixed in looking at scores from 6th to 7th grade and the team is considering the implications of this data.

Finally, the cells in the spreadsheet that are highlighted in yellow indicate subgroups in our school whose performance was at or below state averages. This is a significant indicator for us because our scores are generally well above state averages as a school. As a baseline, our school typically has an average proficiency rate 10% points higher than the state, but that can fluctuate grade to grade from as little as 5% to as much as 20%.

II. Teacher Quality Data

Summary:

As you can see in the NCLB Report Card, 75% of the teachers at CRMS have coursework or a degree beyond a Bachelor’s degree. Half of the staff holds a Master’s degree. None have attained a Ph.D. 100% of the staff is certified to teach in Maine and less than 1% of core academic classes are taught by a teacher who has not attained a “Highly Qualified” status in that content area.

Camden Rockport Elementary School

**I. Performance Data on state testing
% of Students Meeting or Exceeding Standards**

READING				
	Gr 3		Gr 4	
	2011-12	2012-13	2011-12	2012-13
Whole School	79	81	89	81
Female	82	86	97	80
Male	77	78	83	83
Caucasian	81	81	88	83
Low SES	61	59	88	55
IEP	n/a	n/a	30	50

MATH				
	Gr 3		Gr 4	
	2011-12	2012-13	2011-12	2012-13
Whole School	79	74	78	76
Female	82	75	79	80
Male	77	73	78	73
Caucasian	81	73	78	78
Low SES	61	53	68	55
IEP	n/a	n/a	50	43

Summary:

The tables above provide a more targeted illustration of CRES's performance data on state assessments (NECAP). Two years of data are shown, 2011-12 and 2012-13. The shaded columns are the most recent test data. Fluctuations year to year within any grade level are probably more likely due to a different student population each year than any other factor, although it is a goal for the school is to decrease that variability so that all students consistently achieve at high levels. The color-coding in Reading and Math are more closely aligned to growth based on instruction at CRES, as that more or less follows a cohort of students (not perfect since we know that some students move in while others leave).

In looking at the color-coding, we can see that Reading performance is mixed, with modest gains within some subgroups and modest losses in others. Math performance does not show gains over time. CRES will consider the implications of this data to help inform school improvement initiatives.

Finally, the cells in the spreadsheet that are highlighted in yellow indicate subgroups in our school whose performance was at or below state averages. This is a significant indicator for us because our scores are generally well above state averages as a school. As a baseline, our school typically has an average proficiency rate 10% points higher than the state, but that can fluctuate grade to grade from as little as 5% to as much as 20%.

II. Teacher Quality Data

Summary:

As you can see in the NCLB Report Card, 60% of the teachers at CRES hold Bachelor's degrees, while 17% have coursework beyond that and 23% have a Master's degree. None hold a Ph.D. 100% of the staff is certified to teach in Maine and less than 1% of core academic classes are taught by a teacher who has not attained a "Highly Qualified" status in that content area.