

November 2009

**Raymond School Department
No Child Left Behind District Report Card
Summary**

The No Child Left Behind Act of 2001 brought many changes to the landscape of schools and school districts across America. The Act included several overarching goals for education. First, improve the achievement of all students regardless of race, academic ability, and economic standing and measure that progress through annual student testing. Second, increase the quality and preparation of teachers and paraprofessionals who work with students. Finally, provide the public with timely and accurate reporting about the achievement of students and their schools.

The following pages contain the District Report Card for the Raymond School Department. As with any report card, it is a snapshot of work that has been completed to date. In this instance, the report outlines the progress that Raymond has made to date on the goals of No Child Left Behind. The following data can be found with the report:

Teacher Quality: The No Child Left Behind Act requires that all teachers and paraprofessionals in all core areas demonstrate that they are Highly Qualified. Teachers can document their status through coursework, testing, or a combination of the two.

Presently, all teachers and paraprofessionals in grades K-8 meet this requirement.

In addition to highly qualified, the teacher quality subsection includes a report on the percentage of teachers who have achieved certain degree levels within the district.

Adequate Yearly Progress - Adequate Yearly Progress (AYP): AYP is the term used to describe the academic progress expected of each school in meeting the goal of teaching all students what they need to know in reading and mathematics. In order for a school to achieve AYP, a sufficient percentage number of students meet a specified achievement target. Schools are measured for AYP by each of the subcategories listed in the enrollment summary.

Raymond Elementary School and Jordan Small Middle School have made AYP in Reading and Math for the 2009 school year

Student Achievement Data: The district report card contains two years of data from the 2008 and 2009 administrations of the Maine Educational Assessment (grades 3-8) and the Maine High School Assessment (grade 11). The Maine High School Assessment data is based upon student performance at each of the high schools that are accessed through school choice. Data from each grade level is presented by gender, ethnicity, economic status, disability, and language status. Many of the sub-categories required for reporting by NCLB contain very few students in Raymond. Students in subgroups with minimal populations are not reported in order to protect the identity and confidentiality of student records

The achievement data from the last two MEA testing cycles, as well as our own NWEA data, indicate that the district is making progress towards increasing the percentage of students who are proficient in math and reading. The district will continue to work on curriculum and instructional strategies to improve student performance in reading. The following is a brief summary of the latest MEA results

2009 Math Maine Educational Assessment – The average score for each grade level was at or above state average in grades 3 to 8.

2009 Reading Maine Educational Assessment –Students in grades 3, 5, 6, 8 scored below the state average. Students in grade 7 scored at the state average. Students in grade 4 scored above state average.

We hope that you find the NCLB report card to be helpful and informative. If you have any additional questions, please contact your child's teacher, building principal, or Chris Howell at 892-1800.