

South Portland School Department

South Portland, ME

The NCLB Report Card is an accountability and reporting tool required of all school districts that receive Title I funds through NCLB. South Portland receives federal funding to support literacy, professional development, English Language Learners.

Adequate Yearly Progress (AYP) is an individual state's measure of yearly progress toward achieving academic standards as set by the federal No Child Left Behind Act (NCLB). It is the minimum achievement level that states, school districts, and schools must achieve each year. The level is raised each year. Previously the expectation was that all students would reach 100% proficiency in both reading and math by 2017-18. The State recently received a waiver to NCLB. The new model removes the designation of AYP and instead requires that full and sub-groups show growth over time as measured by a formula. The report cards linked to this page are still tied to AYP. To determine AYP, the New England Common Assessment Program (NECAP) scores are used for grades 3-8 and the Maine High School Assessment (SAT plus a science test) for grade 11. For a school to meet AYP, the whole school and each subcategory of students (economically disadvantaged, English language learners, and students with disabilities) need to meet the state's target of proficiency for both participation and academic achievement over two years.

2012-2013 School Year

(Based on assessment data from 2011-2012)

Contents of each Report

- Assessment Data
- Accountability Data
- Teacher Quality Data
- NECAP / NAEP Comparison Data (only in District Data)

District Data

South Portland High School

Mahoney Middle School

Memorial Middle School

Brown Elementary School

Dyer Elementary School

Kaler Elementary School

Skillin Elementary School

Small Elementary School

Please note: The data is organized to show results for the following groups and subgroups:

- ❖ All Students (within the reporting area)
- ❖ Major Racial & Ethnic Groups
- ❖ Students with Disabilities
- ❖ Limited English Proficient
- ❖ Economically Disadvantaged

In subgroups where the number of students was not large enough to protect the confidentiality of students within that group, an “NA” has been entered.

Should you have questions about any of the data or information please contact Kathryn Germani, Assistant Superintendent of Schools, at (207)871-0555 or germanka@spsd.org.

NCLB Report Summary

The two-year view of the state assessment information demonstrates the following Highlights and Challenges:

South Portland elementary students fell below the state target of 75% in **reading** by having only 72% of students scoring within the proficient range. Economically disadvantaged students scored below this target where only 57% of students scored at the proficient level. Only 31% of students with disabilities scored at the proficient level while 34% of Limited English Proficient (LEP) students scored at the proficient level. All three of these sub-groups were slightly below the state average.

In **mathematics**, 65% of elementary students scored within the proficient range. This was 5% points below the state target of 70%. 49% of economically disadvantaged students scored at the proficient level, along with 32% of students with disabilities and 36% of Limited English Proficient students.

At the **middle schools** (grades 6-8), the target in **reading** was also for 75% of students to be proficient. 69% of our students scored at the proficient level. 60% of economically disadvantaged students scored at the proficient level with 53% of Limited English Proficient students proficient compared with 49% at the state level. Students with disabilities in grades 6-8 demonstrated proficiency only by 25% of students, compared with 34% across the state.

In the **mathematics**, 58% of the middle school students scored within the proficient range. This was

4 % points below the State average. 45% of the economically disadvantaged students scored at the proficient level, along with 43 % of the Limited English Proficient. Only 18% of the students with disabilities scored in the proficient range compared with 26% across the State.

The target for high school reading is for 78% of students to demonstrate proficiency. 56% of South Portland High School students performed at this level, compared with 48% of the comparable students of the state. So, while they are performing better than the average of their peers, South Portland 11th graders are not yet performing at the targeted level. 37% of our economically disadvantaged scored at the proficient level (33% at the state), 26% of our students with disabilities (17% at the state level). There was not a large enough cohort group of Limited English Proficient students to result in a score.

In mathematics at the high school level, the target was for 66% of students to perform at the proficient level. At SPSHS, 57% of our students met this target, compared with 48% of students across the state in grade 11. 39% of our economically disadvantaged students met this target (31% at the state level), 19% of students with disabilities (15% at the state). There was not a large enough cohort group of Limited English Proficient students to result in a score.

Throughout South Portland Schools, we have put in place reading interventions to support students not yet meeting achievement targets on the NECAP or Maine High School Assessment. In grades K-5, these take the form of additional and better-timed instruction within the classroom. It may mean supports from academic classroom tutors for specified students to help accelerate their rate and level of learning. Two of the schools receive significant staff support and supplemental instructional resources to support students identified as eligible for Title I services. A full range of special education supports are in place for students with individual education plans. Four of the elementary schools are making use of System 44, a reading intervention program for students in grades 3-5 who still need to develop word knowledge and vocabulary skills. At the middle level, both schools make use of System 44 as well as READ 180, which provides greater instructional guidance for students needing to increase their reading comprehension and fluency. High school literacy interventions occur within the classrooms, within freshman, sophomore and junior/senior companion classes, through the Learning Lab and via special education individual education plans.

Math interventions have occurred via a consistent focus on improving two areas: math computation through greater proficiency in math facts, and development / understanding of math vocabulary so as to increase math achievement of math story problems. Math computation has been greatly enhanced in grades 3-8 through the use of FastT Math (for addition, subtraction, multiplication and division for 169 facts, 0-12). Math vocabulary has been an area of focus within each of the

math classrooms. Math support at the high school occurs within math companion classes, within the Learning Lab, within student workshops.

Accountability Data for 2012-2013 reveal that not all of our elementary schools met Adequate Yearly Progress in reading. Brown School, Dyer School, and Small School all made AYP for their whole group. Kaler School and Skillin School while showing improvement from the previous did not meet the target. In mathematics, Small School was the only elementary school that met the target.

Mahoney Middle School did meet AYP in reading with their whole group. In mathematics they had a 65% with the State target being 70% Memorial Middle School was slightly below the State target with a 71% in reading and their mathematics score was a 54%.

South Portland High School had a score of 55% in reading with the State target being 78%. In mathematics they achieved a 57% with the target being 57%.

As a district we continue to struggle with not only our sub group performance but our whole group performance. To address this issue all of our schools have developed actions plans that include goals and strategies to move all students, not just the sub groups, towards meeting proficiency.