

MAINE SCHOOL ADMINISTRATIVE DISTRICT #11

DISTRICT REPORT CARD

No Child Left Behind Act



BACKGROUND INFORMATION

The federal No Child Left Behind Act of 2001 (NCLB) requires all districts to provide a report card about students' achievement on State testing. This "report card" must include reading and math data for the district and individual schools at grades 3-8 on the Maine Educational Assessment (MEA) and high school on the Scholastic Aptitude Test (SAT) supplemented with extra Maine math questions. Schools are expected to show "Adequate Yearly Progress" (AYP) toward meeting yearly targets.

HOW DO YOU "MAKE AYP?"

The two ways to "Make AYP" are either meeting the percentage target or meeting the growth target in the following categories: whole school; economically disadvantaged; and in special education. During the three school years from 2007-2009, Helen Thompson Elementary School, Teresa C. Hamlin Elementary School, Pittston Consolidated School, Laura E. Richards School, River View Elementary School, Gardiner Regional Middle School, and Gardiner Area High School made adequately yearly progress one or more times.

2006-2009

NCLB

State of Maine NCLB Report Cards Available

Visit this website!

All 2008-09 NCLB Report Cards for individual schools throughout Maine can be viewed at <http://www.maine.gov/education/nclb/reportcard/reportcard09.html>

Continued Improvement in MSAD #11

Student Achievement continues to grow at all levels

Between 2006-2009, MSAD #11 students improved their performance in both reading and math at all levels. Consistent growth over time is a credit to the hard working staff in MSAD #11. In the last three years, the percentage of students proficient in reading increased from 52% to 60% at the elementary level (grades 3-5); 48% to 55% at the middle level (grades 6-8); and 34% to 48% at high school (grade 11). The percentage of students proficient in math increased from 48% to 55% at elementary; 43% to 55% at the middle level; and 19% to 36% at the high school level.

NECAP

New England Common Assessment Program

The NECAP was given to students in Grades 3-8 on October 1st, 2009. This replaces the MEA. Results from this test will come out in February.

Curriculum Website

The Curriculum Website

There is comprehensive historical information here about ongoing Curriculum Work, Assessment and school improvement. Please visit and subscribe!

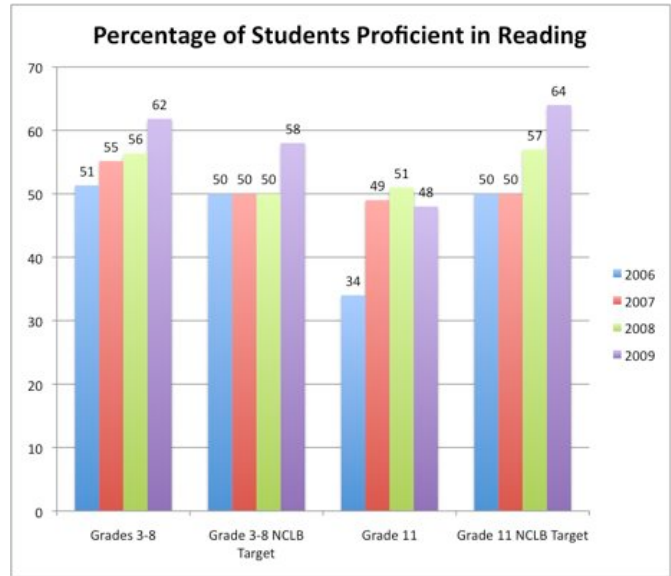
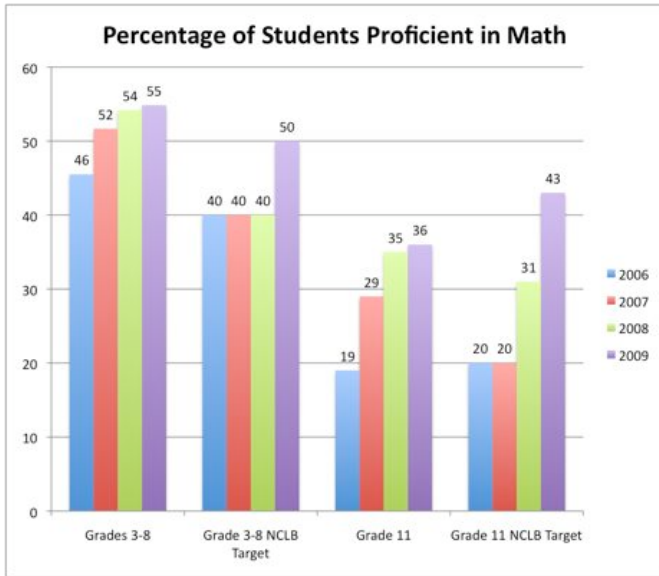
www.msad11.org/curriculum

ADEQUATE YEARLY PROGRESS TARGETS

The following are AYP targets identifying the percentage of students who must be proficient on State testing. By 2014, all students need to be proficient in reading and math. The growth target for AYP requires that a 10% increase in the number of students proficient as compared to last year in all categories.

YEAR	GRADES 3-8 READING	GRADES 3-8 MATH	GRADE 11 READING	GRADE 11 MATH
2007	50%	40%	50%	20%
2008	50%	40%	57%	31%
2009	58%	50%	64%	43%
2010	66%	60%	71%	54%
2011	75%	70%	78%	66%
2012	83%	80%	86%	77%
2013	92%	90%	93%	89%
2014	100%	100%	100%	100%

MSAD #11 Student Achievement Information

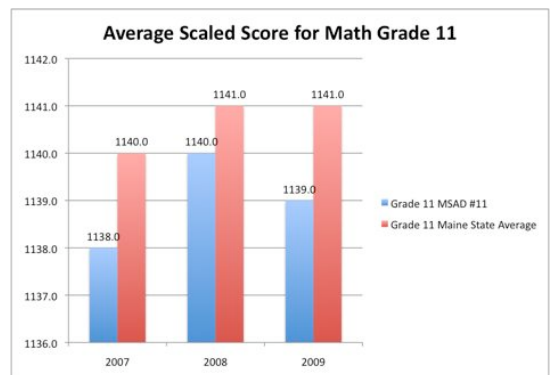
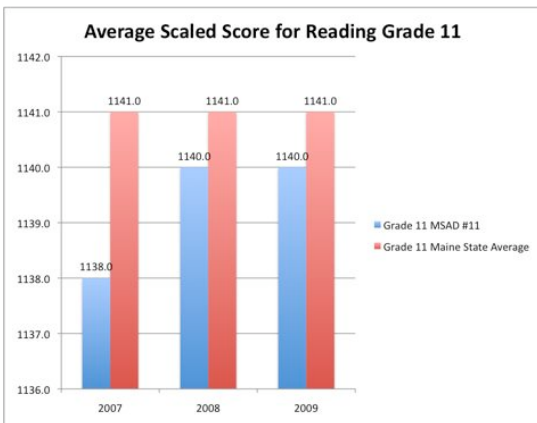
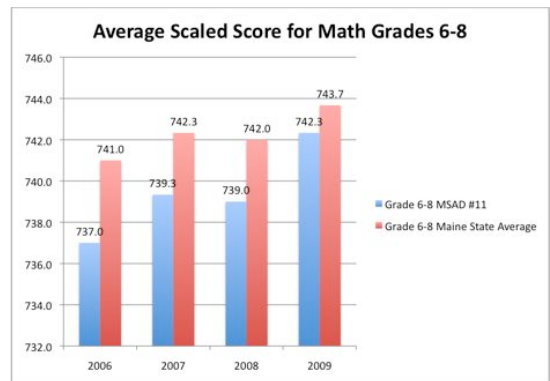
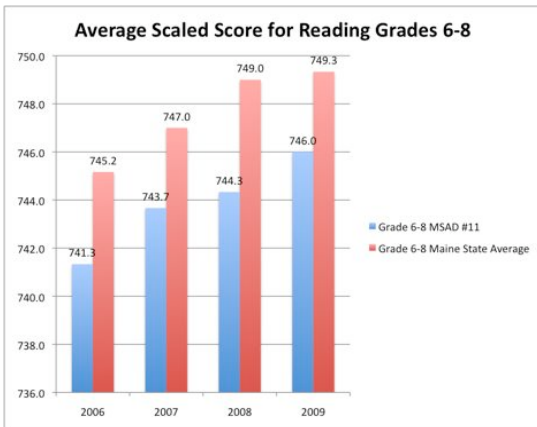
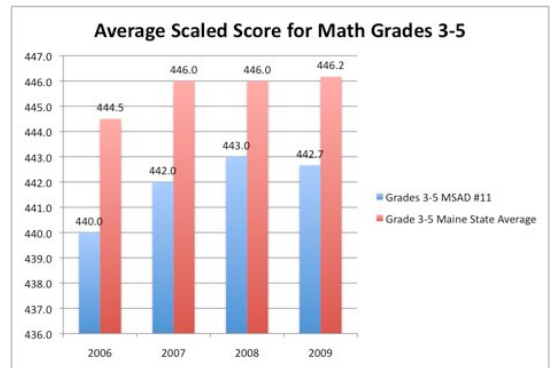
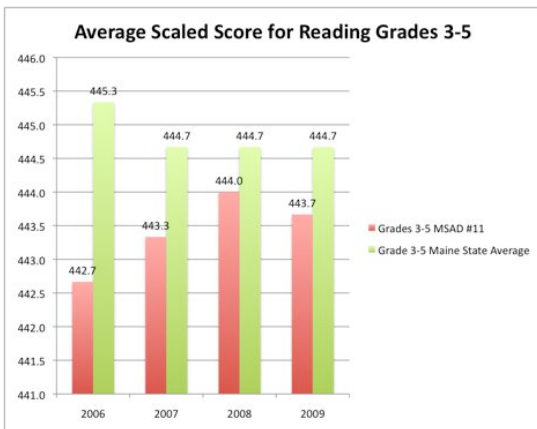


The above charts show the percentage of students who are proficient as compared to the targets set by the No Child Left Behind act.

The charts to the left and the right compare MSAD #11 average scale score to the Maine State average scale score in the three grade spans 3-5, 6-8, and grade 11 for math and reading.

All charts indicate incremental growth for MSAD #11 student achievement on state tests.

Educators in MSAD #11 continue to work to improve instructional practices in order to provide the best education possible.



AYP STATUS OF MAINE SCHOOLS AS COMPARED TO MSAD 11 SCHOOLS

Of Maine's 635 public schools,

- 380 are "making AYP," which means students at all tested levels are meeting the annual targets in both math and reading; Helen Thompson Elementary School, Pittston Consolidated School, and Teresa C. Hamlin School fall into this category.
- 113 schools are in "monitor" status, meaning they were "making AYP" in 2008-09, but did not meet targets in at least one subject in the 2008-09 testing. If these schools meet targets in the current year, they will go back to "making AYP" status; Laura E. Richards School, River View Elementary School, and Gardiner Area High School fall into this category.
- 102 schools are in "Continuous Improvement Priority Schools" (CIPS) status; this means that they have not met targets for at least two years in a row; this group includes schools that have been in CIPS status for one to six years, including 36 schools that entered CIPS status for the first time; None of the MSAD 11 schools fall into this category.
- 30 schools are in "CIPS on hold" status, meaning they are poised to come off the CIPS list; these are schools that were in CIPS status last year and met all their targets this year; if they meet the targets again next year, their status will be "making AYP;" Gardiner Regional Middle School falls into this category.
- There are 10 schools whose AYP status is pending while the Department seeks and reviews additional data; None of the MSAD 11 schools fall into this category.

MSAD #11 School Goals *in brief*

Pittston Consolidated School

Goal: To focus on High Quality Instruction that promotes high student academic achievement.

Action Steps: Continue the collaborative teaching approach to additional group levels. Analyze MEA's, NWEA's, and NECAP's to look for student strengths and weaknesses. Provide explicit and differentiated instruction for students striving to meet the standards. Provide additional explicit and differentiated instruction for students struggling to meet the standards through weekly Academic Tutorial. Teach test taking strategies by using a variety of resources. Continue weekly Professional Learning Community meetings to review student work in order to drive instruction. Involve students in the review of their work and assessments. Continue to expand daily physical activity programs (SPARK, Take Time, Brain Gym). Use the Response to Intervention process to identify and support struggling students.

Teresa C. Hamlin School

Goal: To develop the skills to review and interpret data in Professional Learning Communities to drive classroom instruction and/or remediation.

Action Steps: We will be using tutorial time, curriculum supplements and we will be studying data in our Professional Learning Communities to help us identify students who need remediation.

Laura E. Richards Elementary School

The staff at Laura E. Richards School are focusing on creating a safe community that is literacy rich. Specifically, the staff is working to provide exemplary interventions to help all students become proficient.

Action Steps: Create a pamphlet of grade level readiness info out to the community. Use research-based programs that target student needs. Have Better communication with staff about student needs/progress.

River View Elementary School

Goal: To use high quality instruction to increase student proficiency in the content areas of Mathematics and Reading.

Action Steps: Use weekly grade level team meetings to review student data collected from the NECAP, MEA, NWEA, and classroom assessment to identify grade level trends, as well as, individual student needs. In grade level teams use collected data to discuss curriculum alignment. Teams will set short term goals to monitor progress and provide feedback on student performance levels. Teachers provide opportunities for students to practice test taking strategies: (i.e. Multiple choice, constructed Response) and also use released test items from the NECAP. In grade level teams, teachers use collected data to brainstorm interventions for small groups and individual students delivered through Academic will meet or exceed the standard.

Helen Thompson Elementary School

Goal: To continue to focus on improving the reading skills and, subsequently, the reading assessment scores of all students.

Action Steps: The staff will use data gained through the NECAP, NWEA, DRA and 3-minute assessments to guide instruction. Academic tutorials will be used for individual and small group work. Appropriate referrals will be used to help struggling students. Review of data throughout the year will guide our instruction and interventions while review of data at the end of the year will show if grade levels and the school as a whole reached our goals.

Gardiner Area High School

Goal: The three priority recommendations from the Academic Audit and the recommendations that will come from the Accreditation visit will be the focus at the high school. The staff will continue to evaluate current programs and practices, address areas in need of improvement, and expand areas of success.

Action Steps: Continuation of bi-weekly academic checkpoints with mailings or emails to parents. Continued development/implementation/refinement of common curricula in all courses in all content areas. Continued development/implementation/refinement of common assessments in all courses in all content areas. Continuation of Common Planning Time for all teachers in all content areas. Piloting a tool to gather feedback from students about units of instruction in all content areas. Further incorporate relevance and application into the curriculum, instruction, and assessment.

Gardiner Regional Middle School

Goal: Create time and support for a Professional Learning Community Model, improve student performance, and improve school culture.

Action Steps: Weekly Collaborative Meetings involving meeting minutes, staff sharing, teaching methodology, inter-disciplinary units, increased grade level consistency, curriculum mapping and refinement, and work towards teacher's collaborative goal. Maintain and continue to improve the "After School" Tutorial Program and create a Learning Lab Tutorial Program within the school day. The School Improvement Committee will be focused on increased staff team building, developing workshops and utilizing staff specialties and expanding and developing a peer coaching/peer sharing model.

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 state-wide 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 2008–2009: 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 spring of 2009.

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 No Child Left Behind, which require, among other things, that each school makes “Adequate Yearly Progress” (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 2006–2007 NAEP results is displayed, 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.

SAU: MSAD 11

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Reading Assessment Data

Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in SAU	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	135	133	1	99		64	64	3	61	31	5
	2008-2009	171	166	4	99		56	65	2	54	32	12
Female	2007-2008	58	56	1	98		77	68	5	72	16	7
	2008-2009	87	86	0	99		62	70	1	60	30	8
Male	2007-2008	77	77	0	100		55	59	1	53	42	4
	2008-2009	84	80	4	100		51	60	4	48	33	15
Caucasian/White	2007-2008	127	125	1	99		63	64	3	60	31	6
	2008-2009	165	160	4	99		57	66	2	55	30	12
African American/Black	2007-2008	2	2	0	100			42				
	2008-2009	4	4	0	100			42				
Hispanic	2007-2008	5	5	0	100		80	53	0	80	20	0
	2008-2009	1	1	0	100			51				
Asian or Pacific Islander	2007-2008	1	1	0	100			61				
	2008-2009	1	1	0	100			66				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	60	58	1	98		47	50	3	44	44	8
	2008-2009	84	81	2	99		41	53	2	39	40	19
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	12	11	1	100		25	34	8	17	58	17
	2008-2009	36	31	4	97		34	36	9	26	37	29
Limited English Proficient	2007-2008	0	0	0				39				
	2008-2009	0	0	0				40				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

Reading Assessment Data

Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in SAU	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	147	145	2	100		54	63	3	50	36	10
	2008-2009	137	134	2	99		68	71	2	65	26	6
Female	2007-2008	67	66	1	100		55	67	4	51	33	12
	2008-2009	60	58	2	100		75	75	5	70	22	3
Male	2007-2008	80	79	1	100		53	60	3	50	39	9
	2008-2009	77	76	0	99		62	67	0	62	30	8
Caucasian/White	2007-2008	142	140	2	100		54	64	4	51	36	10
	2008-2009	128	125	2	99		68	71	2	65	26	6
African American/Black	2007-2008	1	1	0	100			38				
	2008-2009	3	3	0	100			53				
Hispanic	2007-2008	2	2	0	100			46				
	2008-2009	5	5	0	100		80	66	0	80	20	0
Asian or Pacific Islander	2007-2008	2	2	0	100			67				
	2008-2009	1	1	0	100			71				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				60				
Economically Disadvantaged	2007-2008	53	52	1	100		42	49	4	38	40	19
	2008-2009	68	65	2	99		64	60	3	61	33	3
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	21	19	2	100		48	31	5	43	29	24
	2008-2009	17	15	2	100		41	43	12	29	53	6
Limited English Proficient	2007-2008	0	0	0				36				
	2008-2009	0	0	0				47				

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Reading Assessment Data

Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in SAU	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	164	161	3	100		62	63	7	54	24	14
	2008-2009	145	141	4	100		58	67	5	53	28	14
Female	2007-2008	87	86	1	100		69	68	9	60	22	9
	2008-2009	62	60	2	100		58	70	10	48	32	10
Male	2007-2008	77	75	2	100		53	59	5	48	27	19
	2008-2009	83	81	2	100		58	64	1	57	25	17
Caucasian/White	2007-2008	159	156	3	100		62	64	8	55	24	14
	2008-2009	140	137	3	100		57	67	5	52	29	14
African American/Black	2007-2008	1	1	0	100			40				
	2008-2009	0	0	0				46				
Hispanic	2007-2008	2	2	0	100			49				
	2008-2009	2	2	0	100			56				
Asian or Pacific Islander	2007-2008	1	1	0	100			69				
	2008-2009	3	2	1	100			68				
American Indian or Native Alaskan	2007-2008	1	1	0	100			44				
	2008-2009	0	0	0				48				
Economically Disadvantaged	2007-2008	59	57	2	100		51	50	7	44	31	19
	2008-2009	62	60	2	100		44	53	0	44	34	23
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	19	16	3	100		53	29	5	47	32	16
	2008-2009	23	19	4	100		22	31	0	22	48	30
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				39				

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Reading Assessment Data

Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in SAU	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	144	143	1	100		60	70	6	55	27	13
	2008-2009	167	164	1	99		59	71	8	51	30	12
Female	2007-2008	67	66	1	100		70	75	9	61	24	6
	2008-2009	87	86	0	99		69	76	12	57	23	8
Male	2007-2008	77	77	0	100		52	65	3	49	30	18
	2008-2009	80	78	1	99		48	66	4	44	37	15
Caucasian/White	2007-2008	141	140	1	100		60	71	6	54	28	13
	2008-2009	159	156	1	99		61	71	8	52	27	12
African American/Black	2007-2008	1	1	0	100			55				
	2008-2009	4	4	0	100			51				
Hispanic	2007-2008	1	1	0	100			53				
	2008-2009	2	2	0	100			60				
Asian or Pacific Islander	2007-2008	1	1	0	100			76				
	2008-2009	1	1	0	100			74				
American Indian or Native Alaskan	2007-2008	0	0	0				57				
	2008-2009	1	1	0	100			54				
Economically Disadvantaged	2007-2008	48	48	0	100		50	57	2	48	33	17
	2008-2009	72	69	1	97		43	58	1	41	41	16
Migrant	2007-2008	0	0	0				71				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	21	20	1	100		14	34	0	14	29	57
	2008-2009	23	22	1	100		22	33	0	22	52	26
Limited English Proficient	2007-2008	0	0	0				51				
	2008-2009	0	0	0				45				

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			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	165	162	2	99		65	73	10	54	23	13
	2008-2009	162	160	0	99		74	78	9	66	14	12
Female	2007-2008	76	75	1	100		71	79	18	53	21	8
	2008-2009	74	73	0	99		84	84	14	70	8	8
Male	2007-2008	89	87	1	99		59	68	3	56	24	17
	2008-2009	88	87	0	99		67	73	5	62	18	15
Caucasian/White	2007-2008	162	159	2	99		65	74	11	55	22	12
	2008-2009	156	154	0	99		75	79	8	66	14	12
African American/Black	2007-2008	1	1	0	100			59				
	2008-2009	1	1	0	100			60				
Hispanic	2007-2008	1	1	0	100			67				
	2008-2009	2	2	0	100			69				
Asian or Pacific Islander	2007-2008	1	1	0	100			74				
	2008-2009	2	2	0	100			83				
American Indian or Native Alaskan	2007-2008	0	0	0				59				
	2008-2009	1	1	0	100			64				
Economically Disadvantaged	2007-2008	60	59	1	100		45	61	3	42	32	23
	2008-2009	64	62	0	97		58	67	2	56	23	19
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				63				
Students with Disabilities	2007-2008	22	20	2	100		18	34	0	18	32	50
	2008-2009	29	28	0	97		29	39	0	29	29	43
Limited English Proficient	2007-2008	0	0	0				55				
	2008-2009	0	0	0				47				

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			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	188	183	2	98		51	71	10	42	31	17
	2008-2009	170	168	1	99		67	71	12	56	22	10
Female	2007-2008	89	87	1	99		64	77	16	48	23	14
	2008-2009	84	82	1	99		71	77	17	54	20	8
Male	2007-2008	99	96	1	98		40	65	4	36	39	21
	2008-2009	86	86	0	100		64	66	7	57	24	12
Caucasian/White	2007-2008	179	175	2	99		52	72	9	43	31	17
	2008-2009	165	163	1	99		68	72	12	57	22	10
African American/Black	2007-2008	3	3	0	100			49				
	2008-2009	3	3	0	100			51				
Hispanic	2007-2008	3	3	0	100			55				
	2008-2009	2	2	0	100			66				
Asian or Pacific Islander	2007-2008	3	2	0	67			71				
	2008-2009	0	0	0				71				
American Indian or Native Alaskan	2007-2008	0	0	0				52				
	2008-2009	0	0	0				56				
Economically Disadvantaged	2007-2008	63	61	2	100		40	56	5	35	38	22
	2008-2009	62	61	0	98		52	56	8	44	26	21
Migrant	2007-2008	0	0	0				86				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	22	20	2	100		9	29	0	9	36	55
	2008-2009	25	24	1	100		32	29	0	32	36	32
Limited English Proficient	2007-2008	0	0	0				41				
	2008-2009	0	0	0				41				

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			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	176	165	5	97		49	49	3	46	31	20
	2008-2009	160	149	3	95		46	49	7	39	33	21
Female	2007-2008	87	83	1	97		50	51	4	46	32	18
	2008-2009	74	70	1	96		42	53	6	37	39	18
Male	2007-2008	89	82	4	97		48	47	2	45	30	22
	2008-2009	86	79	2	94		49	46	7	42	27	23
Caucasian/White	2007-2008	175	164	5	97		49	49	3	46	31	20
	2008-2009	157	146	3	95		46	50	7	40	32	21
African American/Black	2007-2008	0	0	0				26				
	2008-2009	3	3	0	100			26				
Hispanic	2007-2008	0	0	0				37				
	2008-2009	0	0	0				38				
Asian or Pacific Islander	2007-2008	1	1	0	100			38				
	2008-2009	0	0	0				46				
American Indian or Native Alaskan	2007-2008	0	0	0				32				
	2008-2009	0	0	0				32				
Economically Disadvantaged	2007-2008	41	37	4	100		34	32	2	32	39	27
	2008-2009	38	35	0	92		29	34	0	29	40	31
Migrant	2007-2008	0	0	0				20				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	18	13	5	100		22	16	0	22	44	33
	2008-2009	29	22	3	86		16	16	4	12	16	68
Limited English Proficient	2007-2008	3	3	0	100			26				
	2008-2009	0	0	0				16				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

Mathematics Assessment Data

Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in SAU	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	135	134	1	100		67	67	10	58	28	4
	2008-2009	171	165	5	99		58	70	9	48	25	17
Female	2007-2008	58	57	1	100		66	65	5	60	28	7
	2008-2009	87	86	0	99		55	68	9	45	29	16
Male	2007-2008	77	77	0	100		69	68	13	56	29	3
	2008-2009	84	79	5	100		61	71	10	51	21	18
Caucasian/White	2007-2008	127	126	1	100		67	68	9	58	28	5
	2008-2009	165	160	4	99		57	71	10	48	26	17
African American/Black	2007-2008	2	2	0	100			41				
	2008-2009	4	3	1	100			45				
Hispanic	2007-2008	5	5	0	100		80	57	0	80	20	0
	2008-2009	1	1	0	100			50				
Asian or Pacific Islander	2007-2008	1	1	0	100			66				
	2008-2009	1	1	0	100			70				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				55				
Economically Disadvantaged	2007-2008	60	59	1	100		52	55	10	42	42	7
	2008-2009	84	80	3	99		47	58	6	41	30	23
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	12	11	1	100		42	44	0	42	33	25
	2008-2009	36	30	5	97		40	46	9	31	20	40
Limited English Proficient	2007-2008	0	0	0				39				
	2008-2009	0	0	0				46				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

Mathematics Assessment Data

Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in SAU	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	147	145	2	100		55	60	4	51	29	16
	2008-2009	137	134	2	99		57	66	4	54	28	15
Female	2007-2008	67	66	1	100		49	59	4	45	34	16
	2008-2009	60	58	2	100		57	66	5	52	28	15
Male	2007-2008	80	79	1	100		60	62	4	56	24	16
	2008-2009	77	76	0	99		58	67	3	55	28	14
Caucasian/White	2007-2008	142	140	2	100		56	61	4	51	29	15
	2008-2009	128	125	2	99		57	67	4	54	28	14
African American/Black	2007-2008	1	1	0	100			30				
	2008-2009	3	3	0	100			46				
Hispanic	2007-2008	2	2	0	100			46				
	2008-2009	5	5	0	100		80	61	0	80	0	20
Asian or Pacific Islander	2007-2008	2	2	0	100			65				
	2008-2009	1	1	0	100			68				
American Indian or Native Alaskan	2007-2008	0	0	0				49				
	2008-2009	0	0	0				59				
Economically Disadvantaged	2007-2008	53	52	1	100		36	46	0	36	38	26
	2008-2009	68	65	2	99		55	54	4	51	28	16
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	21	19	2	100		43	36	0	43	29	29
	2008-2009	17	15	2	100		35	41	12	24	35	29
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				43				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

Mathematics Assessment Data

Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in SAU	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	164	161	3	100		49	64	6	43	30	21
	2008-2009	145	141	4	100		53	66	8	46	30	17
Female	2007-2008	87	86	1	100		52	63	5	47	28	21
	2008-2009	62	60	2	100		53	65	6	47	26	21
Male	2007-2008	77	75	2	100		45	64	8	38	32	22
	2008-2009	83	81	2	100		53	66	8	45	34	13
Caucasian/White	2007-2008	159	156	3	100		50	65	6	43	29	21
	2008-2009	140	137	3	100		52	67	7	45	31	16
African American/Black	2007-2008	1	1	0	100			38				
	2008-2009	0	0	0				43				
Hispanic	2007-2008	2	2	0	100			49				
	2008-2009	2	2	0	100			52				
Asian or Pacific Islander	2007-2008	1	1	0	100			74				
	2008-2009	3	2	1	100			69				
American Indian or Native Alaskan	2007-2008	1	1	0	100			47				
	2008-2009	0	0	0				46				
Economically Disadvantaged	2007-2008	59	57	2	100		37	51	2	36	29	34
	2008-2009	62	60	2	100		40	53	3	37	34	26
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	19	16	3	100		42	33	5	37	37	21
	2008-2009	23	19	4	100		26	38	9	17	39	35
Limited English Proficient	2007-2008	0	0	0				44				
	2008-2009	0	0	0				40				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

Mathematics Assessment Data

Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in SAU	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	144	143	1	100		41	53	4	37	30	29
	2008-2009	167	164	1	99		49	54	8	41	33	18
Female	2007-2008	67	66	1	100		43	53	6	37	30	27
	2008-2009	87	86	0	99		52	52	9	43	33	15
Male	2007-2008	77	77	0	100		39	53	3	36	30	31
	2008-2009	80	78	1	99		46	56	8	38	34	20
Caucasian/White	2007-2008	141	140	1	100		40	54	4	36	30	30
	2008-2009	159	156	1	99		51	55	9	42	31	18
African American/Black	2007-2008	1	1	0	100			30				
	2008-2009	4	4	0	100			31				
Hispanic	2007-2008	1	1	0	100			41				
	2008-2009	2	2	0	100			37				
Asian or Pacific Islander	2007-2008	1	1	0	100			63				
	2008-2009	1	1	0	100			66				
American Indian or Native Alaskan	2007-2008	0	0	0				33				
	2008-2009	1	1	0	100			34				
Economically Disadvantaged	2007-2008	48	48	0	100		38	39	0	38	31	31
	2008-2009	72	69	1	97		31	40	1	30	44	24
Migrant	2007-2008	0	0	0				57				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	21	20	1	100		10	23	0	10	24	67
	2008-2009	23	22	1	100		22	26	4	17	30	48
Limited English Proficient	2007-2008	0	0	0				30				
	2008-2009	0	0	0				30				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

Mathematics Assessment Data

Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in SAU	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	165	162	2	99		57	53	10	47	24	19
	2008-2009	162	160	0	99		56	57	13	43	26	18
Female	2007-2008	76	75	1	100		59	54	12	47	21	20
	2008-2009	74	73	0	99		58	59	16	41	26	16
Male	2007-2008	89	87	1	99		55	53	8	47	27	18
	2008-2009	88	87	0	99		54	56	10	44	26	20
Caucasian/White	2007-2008	162	159	2	99		57	54	10	47	25	18
	2008-2009	156	154	0	99		55	58	14	42	27	18
African American/Black	2007-2008	1	1	0	100			30				
	2008-2009	1	1	0	100			32				
Hispanic	2007-2008	1	1	0	100			42				
	2008-2009	2	2	0	100			47				
Asian or Pacific Islander	2007-2008	1	1	0	100			59				
	2008-2009	2	2	0	100			68				
American Indian or Native Alaskan	2007-2008	0	0	0				36				
	2008-2009	1	1	0	100			39				
Economically Disadvantaged	2007-2008	60	59	1	100		33	37	7	27	25	42
	2008-2009	64	62	0	97		42	42	6	35	27	31
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0			50					
Students with Disabilities	2007-2008	22	20	2	100		5	22	0	5	23	73
	2008-2009	29	28	0	97		11	23	0	11	29	61
Limited English Proficient	2007-2008	0	0	0				32				
	2008-2009	0	0	0				27				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

Mathematics Assessment Data

Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in SAU	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	188	183	2	98		36	51	9	27	30	34
	2008-2009	170	168	1	99		49	52	14	36	27	24
Female	2007-2008	89	87	1	99		36	51	14	23	33	31
	2008-2009	84	82	1	99		51	54	18	33	25	24
Male	2007-2008	99	96	1	98		36	51	5	31	28	36
	2008-2009	86	86	0	100		48	51	9	38	28	24
Caucasian/White	2007-2008	179	175	2	99		36	52	8	28	31	33
	2008-2009	165	163	1	99		50	53	14	36	26	24
African American/Black	2007-2008	3	3	0	100			27				
	2008-2009	3	3	0	100			31				
Hispanic	2007-2008	3	3	0	100			42				
	2008-2009	2	2	0	100			40				
Asian or Pacific Islander	2007-2008	3	2	0	67			66				
	2008-2009	0	0	0				60				
American Indian or Native Alaskan	2007-2008	0	0	0				27				
	2008-2009	0	0	0				37				
Economically Disadvantaged	2007-2008	63	61	2	100		29	35	6	22	29	43
	2008-2009	62	61	0	98		28	36	7	21	30	43
Migrant	2007-2008	0	0	0				43				
	2008-2009	0	0	0				17				
Students with Disabilities	2007-2008	22	20	2	100		5	19	5	0	14	82
	2008-2009	25	24	1	100		8	18	0	8	16	76
Limited English Proficient	2007-2008	0	0	0				33				
	2008-2009	0	0	0				26				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

Mathematics Assessment Data

Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in SAU	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	176	170	5	99		35	42	1	34	39	26
	2008-2009	160	153	3	98		37	42	2	35	35	28
Female	2007-2008	87	86	1	100		32	40	1	31	33	34
	2008-2009	74	72	1	99		32	41	1	30	37	32
Male	2007-2008	89	84	4	99		38	43	1	36	45	17
	2008-2009	86	81	2	97		41	43	2	39	34	25
Caucasian/White	2007-2008	175	169	5	99		34	42	1	33	40	26
	2008-2009	157	150	3	97		37	43	2	35	35	28
African American/Black	2007-2008	0	0	0				14				
	2008-2009	3	3	0	100			16				
Hispanic	2007-2008	0	0	0				25				
	2008-2009	0	0	0				29				
Asian or Pacific Islander	2007-2008	1	1	0	100			44				
	2008-2009	0	0	0				52				
American Indian or Native Alaskan	2007-2008	0	0	0				26				
	2008-2009	0	0	0				21				
Economically Disadvantaged	2007-2008	41	37	4	100		22	24	0	22	39	39
	2008-2009	38	37	0	97		24	26	0	24	35	41
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				20				
Students with Disabilities	2007-2008	18	13	5	100		17	13	0	17	39	44
	2008-2009	29	24	3	93		11	12	4	7	4	85
Limited English Proficient	2007-2008	3	3	0	100			21				
	2008-2009	0	0	0				19				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

Accountability Data

Group	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 58%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 50%			Average Daily Attendance Target: 91%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
	All Students		100	100		62	68		100	100		57	67		95
Caucasian/White		100	100		62	68		100	100		57	68			
African American/Black		*	98		*	47		*	99		*	45			
Hispanic		*	99		*	57		*	99		*	54			
Asian or Pacific Islander		*	98		*	69		*	99		*	69			
American Indian or Native Alaskan		*	100		*	59		*	100		*	57			
Economically Disadvantaged		100	100		51	55		100	100		49	55			
Students with Disabilities		100	100		33	37		100	100		35	42			
Limited English Proficient		*	97		*	41		*	99		*	43			

* 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.

Accountability Data

Group	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 58%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 50%			Average Daily Attendance Target: 91%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students		99	99		67	73		99	99		52	55		95	95
Caucasian/White		99	99		68	74		99	99		53	55			
African American/Black		*	97		*	54		*	98		*	31			
Hispanic		*	99		*	65		*	99		*	41			
Asian or Pacific Islander		*	98		*	77		*	99		*	65			
American Indian or Native Alaskan		*	99		*	61		*	99		*	39			
Economically Disadvantaged		98	99		51	60		98	99		35	40			
Students with Disabilities		99	99		28	34		99	99		13	22			
Limited English Proficient		*	96		*	45		*	99		*	28			

* 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.

Accountability Data

Group	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 64%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 43%			Graduation Rate Target: 75%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
	All Students		95	96		47	49		98	98		35	41		72
Caucasian/White		95	96		47	50		98	98		35	42			
African American/Black		*	92		*	26		*	95		*	14			
Hispanic		*	94		*	37		*	97		*	26			
Asian or Pacific Islander		*	91		*	42		*	95		*	49			
American Indian or Native Alaskan		*	92		*	32		*	96		*	23			
Economically Disadvantaged		93	92		33	33		98	96		23	25			
Students with Disabilities		*	91		15	16		*	95		10	13			
Limited English Proficient		*	90		*	21		*	94		*	20			

* 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.

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 SAU ¹	50	45	49	5	9	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the SAU with Emergency/Conditional Certification (as of March 28, 2009)	1
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Part III: Classes NOT Taught by Highly Qualified Teachers

	SAU Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	5.03	1.92	9.29

¹ Professional 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.

Percent of Students Tested

Group	Grade 4		Grade 8	
	MEA 2008–2009	NAEP* 2006–2007	MEA 2008–2009	NAEP* 2006–2007
	All Students	99	93.1	99
Students with Disabilities	100	68.8	100	65.8
Limited English Proficient		69.8		55.2

Grade 4: All Students

Testing Year	MEA				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Exceeds	Meets	Partially Meets	Does Not Meet		Advanced	Proficient	Basic	Below Basic
2008-2009	2	65	26	6	2006-2007	7	28	37	27

Grade 8: All Students

Testing Year	MEA				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Exceeds	Meets	Partially Meets	Does Not Meet		Advanced	Proficient	Basic	Below Basic
2008-2009	12	56	22	10	2006-2007	3	34	46	17

*The 2006–2007 NAEP data is the most current and is state level data. 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.

Percent of Students Tested

Group	Grade 4		Grade 8	
	MEA 2008–2009	NAEP* 2006–2007	MEA 2008–2009	NAEP* 2006–2007
	All Students	99	96.7	99
Students with Disabilities	100	83.5	100	71.4
Limited English Proficient		90.5		79.8

Grade 4: All Students

Testing Year	MEA				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Exceeds	Meets	Partially Meets	Does Not Meet		Advanced	Proficient	Basic	Below Basic
2008-2009	4	54	28	15	2006-2007	6	36	44	15

Grade 8: All Students

Testing Year	MEA				Testing Year	NAEP*			
	Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level			
	Exceeds	Meets	Partially Meets	Does Not Meet		Advanced	Proficient	Basic	Below Basic
2008-2009	14	36	27	24	2006-2007	7	27	44	22

*The 2006–2007 NAEP data is the most current and is state level data. 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.