



**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 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.



2009–2010 NCLB Report Card

School: Chelsea Elementary School
SAU: Chelsea School Department

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Assessment Data
Accountability Data
Maine Teacher Quality Data

2009–2010 NCLB Report Card



School: Chelsea Elementary School
SAU: Chelsea 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 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	19	19	0	100	74	74	64	0	74	16	11
	2008-2009	30	30	0	100	60	60	65	0	60	37	3
Female	2007-2008	7	7	0	100	100	100	68	0	100	0	0
	2008-2009	12	12	0	100	50	50	70	0	50	50	0
Male	2007-2008	12	12	0	100	58	58	59	0	58	25	17
	2008-2009	18	18	0	100	67	67	60	0	67	28	6
Caucasian/White	2007-2008	18	18	0	100	78	78	64	0	78	11	11
	2008-2009	28	28	0	100	61	61	66	0	61	36	4
African American/Black	2007-2008	0	0	0				42				
	2008-2009	0	0	0				42				
Hispanic	2007-2008	1	1	0	100			53				
	2008-2009	0	0	0				51				
Asian or Pacific Islander	2007-2008	0	0	0				61				
	2008-2009	1	1	0	100			66				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	1	1	0	100			64				
Economically Disadvantaged	2007-2008	4	4	0	100			50				
	2008-2009	11	11	0	100	45	45	53	0	45	45	9
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	7	7	0	100	29	29	34	0	29	43	29
	2008-2009	7	7	0	100	14	14	36	0	14	71	14
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.

2009–2010 NCLB Report Card



School: Chelsea Elementary School
SAU: Chelsea 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 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	41	41	0	100	46	48	63	5	41	32	22
	2008-2009	22	22	0	100	64	61	71	0	64	18	18
Female	2007-2008	19	19	0	100	47	47	67	11	37	37	16
	2008-2009	9	9	0	100	78	78	75	0	78	22	0
Male	2007-2008	22	22	0	100	45	48	60	0	45	27	27
	2008-2009	13	13	0	100	54	50	67	0	54	15	31
Caucasian/White	2007-2008	41	41	0	100	46	48	64	5	41	32	22
	2008-2009	22	22	0	100	64	61	71	0	64	18	18
African American/Black	2007-2008	0	0	0				38				
	2008-2009	0	0	0				53				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	0	0	0				66				
Asian or Pacific Islander	2007-2008	0	0	0				67				
	2008-2009	0	0	0				71				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				60				
Economically Disadvantaged	2007-2008	15	15	0	100	40	40	49	0	40	33	27
	2008-2009	7	7	0	100	43	43	60	0	43	14	43
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	12	12	0	100	17	23	31	0	17	17	67
	2008-2009	9	9	0	100	44	40	43	0	44	11	44
Limited English Proficient	2007-2008	0	0	0				36				
	2008-2009	0	0	0				47				

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

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School: Chelsea Elementary School
SAU: Chelsea School Department
Grade: 05



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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 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	31	31	0	100	52	52	63	0	52	32	16
	2008-2009	44	44	0	100	36	36	67	2	34	45	18
Female	2007-2008	15	15	0	100	53	53	68	0	53	20	27
	2008-2009	20	20	0	100	40	40	70	5	35	40	20
Male	2007-2008	16	16	0	100	50	50	59	0	50	44	6
	2008-2009	24	24	0	100	33	33	64	0	33	50	17
Caucasian/White	2007-2008	30	30	0	100	53	53	64	0	53	30	17
	2008-2009	44	44	0	100	36	36	67	2	34	45	18
African American/Black	2007-2008	0	0	0				40				
	2008-2009	0	0	0				46				
Hispanic	2007-2008	1	1	0	100			49				
	2008-2009	0	0	0				56				
Asian or Pacific Islander	2007-2008	0	0	0				69				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	0	0	0				44				
	2008-2009	0	0	0				48				
Economically Disadvantaged	2007-2008	14	14	0	100	50	50	50	0	50	21	29
	2008-2009	18	18	0	100	22	22	53	0	22	61	17
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	10	10	0	100	30	30	29	0	30	30	40
	2008-2009	12	12	0	100	8	8	31	0	8	50	42
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				39				

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

2009–2010 NCLB Report Card



School: Chelsea Elementary School
SAU: Chelsea School Department
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 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	16	16	0	100	56	50	70	6	50	38	6
	2008-2009	30	29	0	97	59	59	71	0	59	28	14
Female	2007-2008	5	5	0	100	80	80	75	0	80	20	0
	2008-2009	13	13	0	100	54	54	76	0	54	46	0
Male	2007-2008	11	11	0	100	45	38	65	9	36	45	9
	2008-2009	17	16	0	94	63	63	66	0	63	13	25
Caucasian/White	2007-2008	16	16	0	100	56	50	71	6	50	38	6
	2008-2009	29	28	0	97	61	61	71	0	61	25	14
African American/Black	2007-2008	0	0	0				55				
	2008-2009	1	1	0	100			51				
Hispanic	2007-2008	0	0	0				53				
	2008-2009	0	0	0				60				
Asian or Pacific Islander	2007-2008	0	0	0				76				
	2008-2009	0	0	0				74				
American Indian or Native Alaskan	2007-2008	0	0	0				57				
	2008-2009	0	0	0				54				
Economically Disadvantaged	2007-2008	8	8	0	100	38	33	57	0	38	50	13
	2008-2009	13	12	0	92	42	42	58	0	42	33	25
Migrant	2007-2008	0	0	0				71				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	3	3	0	100		0	34				
	2008-2009	13	12	0	92	25	25	33	0	25	42	33
Limited English Proficient	2007-2008	0	0	0				51				
	2008-2009	0	0	0				45				

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

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School: Chelsea Elementary School
SAU: Chelsea School Department
Grade: 07



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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 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	29	27	0	93	63	63	73	26	37	22	15
	2008-2009	15	15	0	100	87	72	78	20	67	7	7
Female	2007-2008	15	13	0	87	77	77	79	31	46	15	8
	2008-2009	5	5	0	100	100	100	84	0	100	0	0
Male	2007-2008	14	14	0	100	50	50	68	21	29	29	21
	2008-2009	10	10	0	100	80	62	73	30	50	10	10
Caucasian/White	2007-2008	29	27	0	93	63	63	74	26	37	22	15
	2008-2009	15	15	0	100	87	72	79	20	67	7	7
African American/Black	2007-2008	0	0	0				59				
	2008-2009	0	0	0				60				
Hispanic	2007-2008	0	0	0				67				
	2008-2009	0	0	0				69				
Asian or Pacific Islander	2007-2008	0	0	0				74				
	2008-2009	0	0	0				83				
American Indian or Native Alaskan	2007-2008	0	0	0				59				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	11	10	0	91	50	50	61	0	50	20	30
	2008-2009	6	6	0	100	67	50	67	0	67	17	17
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				63				
Students with Disabilities	2007-2008	7	6	0	86	17	17	34	0	17	33	50
	2008-2009	2	2	0	100		0	39				
Limited English Proficient	2007-2008	0	0	0				55				
	2008-2009	0	0	0				47				

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

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School: Chelsea Elementary School
SAU: Chelsea School Department
Grade: 08



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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 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	35	33	0	94	67	65	71	18	48	18	15
	2008-2009	26	26	0	100	69	67	71	35	35	23	8
Female	2007-2008	17	16	0	94	69	65	77	19	50	31	0
	2008-2009	11	11	0	100	82	75	77	27	55	9	9
Male	2007-2008	18	17	0	94	65	65	65	18	47	6	29
	2008-2009	15	15	0	100	60	60	66	40	20	33	7
Caucasian/White	2007-2008	35	33	0	94	67	65	72	18	48	18	15
	2008-2009	26	26	0	100	69	69	72	35	35	23	8
African American/Black	2007-2008	0	0	0				49				
	2008-2009	0	0	0				51				
Hispanic	2007-2008	0	0	0				55				
	2008-2009	0	0	0				66				
Asian or Pacific Islander	2007-2008	0	0	0				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	16	14	0	88	57	57	56	7	50	21	21
	2008-2009	12	12	0	100	42	38	56	8	33	42	17
Migrant	2007-2008	0	0	0				86				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	14	13	0	93	38	36	29	8	31	23	38
	2008-2009	5	5	0	100	0	0	29	0	0	60	40
Limited English Proficient	2007-2008	0	0	0				41				
	2008-2009	0	0	0				41				

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

2009–2010 NCLB Report Card



School: Chelsea Elementary School
SAU: Chelsea School Department
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 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	19	19	0	100	53	53	67	21	32	37	11
	2008-2009	30	30	0	100	73	73	70	37	37	23	3
Female	2007-2008	7	7	0	100	57	57	65	14	43	43	0
	2008-2009	12	12	0	100	67	67	68	33	33	25	8
Male	2007-2008	12	12	0	100	50	50	68	25	25	33	17
	2008-2009	18	18	0	100	78	78	71	39	39	22	0
Caucasian/White	2007-2008	18	18	0	100	56	56	68	22	33	33	11
	2008-2009	28	28	0	100	75	75	71	39	36	21	4
African American/Black	2007-2008	0	0	0				41				
	2008-2009	0	0	0				45				
Hispanic	2007-2008	1	1	0	100			57				
	2008-2009	0	0	0				50				
Asian or Pacific Islander	2007-2008	0	0	0				66				
	2008-2009	1	1	0	100			70				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	1	1	0	100			55				
Economically Disadvantaged	2007-2008	4	4	0	100			55				
	2008-2009	11	11	0	100	55	55	58	9	45	45	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	7	7	0	100	29	29	44	14	14	43	29
	2008-2009	7	7	0	100	43	43	46	0	43	57	0
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.

2009–2010 NCLB Report Card



School: Chelsea Elementary School
SAU: Chelsea School Department
Grade: 04



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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 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	41	41	0	100	39	40	60	0	39	37	24
	2008-2009	22	22	0	100	41	39	66	0	41	45	14
Female	2007-2008	19	19	0	100	42	42	59	0	42	42	16
	2008-2009	9	9	0	100	22	22	66	0	22	78	0
Male	2007-2008	22	22	0	100	36	39	62	0	36	32	32
	2008-2009	13	13	0	100	54	50	67	0	54	23	23
Caucasian/White	2007-2008	41	41	0	100	39	40	61	0	39	37	24
	2008-2009	22	22	0	100	41	39	67	0	41	45	14
African American/Black	2007-2008	0	0	0				30				
	2008-2009	0	0	0				46				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	0	0	0				61				
Asian or Pacific Islander	2007-2008	0	0	0				65				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	0	0	0				49				
	2008-2009	0	0	0				59				
Economically Disadvantaged	2007-2008	15	15	0	100	33	33	46	0	33	40	27
	2008-2009	7	7	0	100	14	14	54	0	14	57	29
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	12	12	0	100	17	23	36	0	17	25	58
	2008-2009	9	9	0	100	22	20	41	0	22	44	33
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				43				

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2009–2010 NCLB Report Card



School: Chelsea Elementary School
SAU: Chelsea 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 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	31	31	0	100	45	45	64	0	45	23	32
	2008-2009	44	44	0	100	30	30	66	2	27	39	32
Female	2007-2008	15	15	0	100	33	33	63	0	33	20	47
	2008-2009	20	20	0	100	30	30	65	5	25	40	30
Male	2007-2008	16	16	0	100	56	56	64	0	56	25	19
	2008-2009	24	24	0	100	29	29	66	0	29	38	33
Caucasian/White	2007-2008	30	30	0	100	43	43	65	0	43	23	33
	2008-2009	44	44	0	100	30	30	67	2	27	39	32
African American/Black	2007-2008	0	0	0				38				
	2008-2009	0	0	0				43				
Hispanic	2007-2008	1	1	0	100			49				
	2008-2009	0	0	0				52				
Asian or Pacific Islander	2007-2008	0	0	0				74				
	2008-2009	0	0	0				69				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				46				
Economically Disadvantaged	2007-2008	14	14	0	100	29	29	51	0	29	21	50
	2008-2009	18	18	0	100	17	17	53	0	17	44	39
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	10	10	0	100	20	20	33	0	20	40	40
	2008-2009	12	12	0	100	17	17	38	0	17	25	58
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.

2009–2010 NCLB Report Card



School: Chelsea Elementary School
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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 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	16	16	0	100	38	39	53	0	38	44	19
	2008-2009	30	29	0	97	28	28	54	3	24	41	31
Female	2007-2008	5	5	0	100	20	20	53	0	20	80	0
	2008-2009	13	13	0	100	23	23	52	0	23	31	46
Male	2007-2008	11	11	0	100	45	46	53	0	45	27	27
	2008-2009	17	16	0	94	31	31	56	6	25	50	19
Caucasian/White	2007-2008	16	16	0	100	38	39	54	0	38	44	19
	2008-2009	29	28	0	97	29	29	55	4	25	43	29
African American/Black	2007-2008	0	0	0				30				
	2008-2009	1	1	0	100			31				
Hispanic	2007-2008	0	0	0				41				
	2008-2009	0	0	0				37				
Asian or Pacific Islander	2007-2008	0	0	0				63				
	2008-2009	0	0	0				66				
American Indian or Native Alaskan	2007-2008	0	0	0				33				
	2008-2009	0	0	0				34				
Economically Disadvantaged	2007-2008	8	8	0	100	25	22	39	0	25	38	38
	2008-2009	13	12	0	92	8	8	40	0	8	33	58
Migrant	2007-2008	0	0	0				57				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	3	3	0	100		20	23				
	2008-2009	13	12	0	92	0	0	26	0	0	42	58
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.

2009–2010 NCLB Report Card



School: Chelsea Elementary School
SAU: Chelsea School Department
Grade: 07



MAINE
DEPARTMENT OF EDUCATION

Mathematics Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	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	29	27	0	93	41	41	53	7	33	22	37
	2008-2009	15	15	0	100	53	47	57	7	47	27	20
Female	2007-2008	15	13	0	87	46	46	54	0	46	23	31
	2008-2009	5	5	0	100	40	40	59	0	40	40	20
Male	2007-2008	14	14	0	100	36	36	53	14	21	21	43
	2008-2009	10	10	0	100	60	50	56	10	50	20	20
Caucasian/White	2007-2008	29	27	0	93	41	41	54	7	33	22	37
	2008-2009	15	15	0	100	53	47	58	7	47	27	20
African American/Black	2007-2008	0	0	0				30				
	2008-2009	0	0	0				32				
Hispanic	2007-2008	0	0	0				42				
	2008-2009	0	0	0				47				
Asian or Pacific Islander	2007-2008	0	0	0				59				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	0	0	0				36				
	2008-2009	0	0	0				39				
Economically Disadvantaged	2007-2008	11	10	0	91	20	20	37	0	20	10	70
	2008-2009	6	6	0	100	17	14	42	0	17	33	50
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	7	6	0	86	0	0	22	0	0	17	83
	2008-2009	2	2	0	100			23				
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.

2009–2010 NCLB Report Card



School: Chelsea Elementary School
SAU: Chelsea School Department
Grade: 08



MAINE
DEPARTMENT OF EDUCATION

Mathematics Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	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	35	33	0	94	36	35	51	3	33	21	42
	2008-2009	26	26	0	100	38	41	52	4	35	27	35
Female	2007-2008	17	16	0	94	31	29	51	6	25	25	44
	2008-2009	11	11	0	100	45	50	54	0	45	9	45
Male	2007-2008	18	17	0	94	41	41	51	0	41	18	41
	2008-2009	15	15	0	100	33	33	51	7	27	40	27
Caucasian/White	2007-2008	35	33	0	94	36	35	52	3	33	21	42
	2008-2009	26	26	0	100	38	38	53	4	35	27	35
African American/Black	2007-2008	0	0	0				27				
	2008-2009	0	0	0				31				
Hispanic	2007-2008	0	0	0				42				
	2008-2009	0	0	0				40				
Asian or Pacific Islander	2007-2008	0	0	0				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	16	14	0	88	21	21	35	0	21	29	50
	2008-2009	12	12	0	100	17	23	36	0	17	25	58
Migrant	2007-2008	0	0	0				43				
	2008-2009	0	0	0				17				
Students with Disabilities	2007-2008	14	13	0	93	8	7	19	0	8	15	77
	2008-2009	5	5	0	100	0	0	18	0	0	0	100
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.

2009–2010 NCLB Report Card



School: Chelsea Elementary School
SAU: Chelsea School Department
Grade: 3-8



MAINE
DEPARTMENT OF EDUCATION

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	E: 100 M: 99	E: 100 M: 99	59	E: 50 M: 67	E: 68 M: 73	99	E: 100 M: 97	E: 100 M: 99	43	E: 46 M: 38	E: 67 M: 55	95	95	95
Caucasian/White	99	E: 100 M: 99	E: 100 M: 99	59	E: 49 M: 69	E: 68 M: 74	99	E: 100 M: 97	E: 100 M: 99	43	E: 45 M: 37	E: 68 M: 55			
African American/Black	*	E: * M: *	E: 98 M: 97	*	E: * M: *	E: 47 M: 54	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 45 M: 31			
Hispanic	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 57 M: 65	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 54 M: 41			
Asian or Pacific Islander	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 69 M: 77	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 69 M: 65			
American Indian or Native Alaskan	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 59 M: 61	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 57 M: 39			
Economically Disadvantaged	99	E: * M: *	E: 100 M: 99	41	E: 33 M: 47	E: 55 M: 60	99	E: * M: *	E: 100 M: 99	22	E: 28 M: 17	E: 55 M: 40			
Students with Disabilities	98	E: * M: *	E: 100 M: 99	21	E: 21 M: *	E: 37 M: 34	98	E: * M: *	E: 100 M: 99	16	E: 25 M: *	E: 42 M: 22			
Limited English Proficient	*	E: * M: *	E: 97 M: 96	*	E: * M: *	E: 41 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 43 M: 28			

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.



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	7	15	3	1	0	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Conditional Certification (as of March 28, 2009)	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

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.