



**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](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2009–2010 NCLB Report Card

School: Falmouth Middle School

SAU: Falmouth School Department

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# 2009–2010 NCLB Report Card



**School:** Falmouth Middle School  
**SAU:** Falmouth 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	173	172	1	100	90	89	63	14	75	8	2
	2008-2009	177	175	1	99	92	92	67	22	70	7	1
Female	2007-2008	84	84	0	100	95	95	68	18	77	2	2
	2008-2009	88	87	0	99	95	95	70	25	70	5	0
Male	2007-2008	89	88	1	100	84	83	59	11	73	13	2
	2008-2009	89	88	1	100	89	89	64	19	70	10	1
Caucasian/White	2007-2008	164	163	1	100	90	90	64	14	76	7	2
	2008-2009	167	166	1	100	93	93	67	22	71	7	1
African American/Black	2007-2008	2	2	0	100			40				
	2008-2009	2	2	0	100			46				
Hispanic	2007-2008	2	2	0	100			49				
	2008-2009	0	0	0				56				
Asian or Pacific Islander	2007-2008	5	5	0	100	100	100	69	40	60	0	0
	2008-2009	8	7	0	88	86	86	68	43	43	14	0
American Indian or Native Alaskan	2007-2008	0	0	0				44				
	2008-2009	0	0	0				48				
Economically Disadvantaged	2007-2008	4	4	0	100			50				
	2008-2009	6	6	0	100	83	83	53	33	50	17	0
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	18	17	1	100	50	47	29	0	50	33	17
	2008-2009	25	24	1	100	64	64	31	4	60	32	4
Limited English Proficient	2007-2008	2	2	0	100			40				
	2008-2009	2	1	0	50			39				

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

# 2009–2010 NCLB Report Card



**School:** Falmouth Middle School  
**SAU:** Falmouth School Department  
**Grade:** 06



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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	193	190	3	100	93	93	70	31	63	6	1
	2008-2009	174	174	0	100	95	95	71	32	63	5	0
Female	2007-2008	102	102	0	100	92	92	75	34	58	7	1
	2008-2009	89	89	0	100	97	97	76	40	56	3	0
Male	2007-2008	91	88	3	100	95	95	65	26	68	5	0
	2008-2009	85	85	0	100	94	93	66	24	71	6	0
Caucasian/White	2007-2008	179	176	3	100	96	96	71	32	63	4	1
	2008-2009	165	165	0	100	96	95	71	32	64	4	0
African American/Black	2007-2008	4	4	0	100			55				
	2008-2009	2	2	0	100			51				
Hispanic	2007-2008	1	1	0	100			53				
	2008-2009	1	1	0	100			60				
Asian or Pacific Islander	2007-2008	8	8	0	100	63	63	76	13	50	38	0
	2008-2009	6	6	0	100	100	100	74	50	50	0	0
American Indian or Native Alaskan	2007-2008	1	1	0	100			57				
	2008-2009	0	0	0				54				
Economically Disadvantaged	2007-2008	7	7	0	100	57	63	57	14	43	43	0
	2008-2009	3	3	0	100			58				
Migrant	2007-2008	0	0	0				71				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	24	21	3	100	71	71	34	4	67	25	4
	2008-2009	18	18	0	100	78	74	33	6	72	22	0
Limited English Proficient	2007-2008	11	11	0	100	55	55	51	0	55	36	9
	2008-2009	2	2	0	100			45				

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

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**School:** Falmouth Middle School  
**SAU:** Falmouth School Department  
**Grade:** 07



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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	186	184	1	99	90	89	73	29	61	9	1
	2008-2009	196	193	2	99	94	93	78	37	57	6	1
Female	2007-2008	86	86	0	100	88	88	79	37	51	9	2
	2008-2009	104	103	0	99	95	95	84	44	51	5	0
Male	2007-2008	100	98	1	99	91	90	68	22	69	9	0
	2008-2009	92	90	2	100	92	91	73	29	63	7	1
Caucasian/White	2007-2008	167	165	1	99	90	90	74	28	62	8	1
	2008-2009	179	177	2	100	94	94	79	38	56	5	1
African American/Black	2007-2008	4	4	0	100			59				
	2008-2009	5	5	0	100	80	80	60	0	80	20	0
Hispanic	2007-2008	1	1	0	100			67				
	2008-2009	2	2	0	100			69				
Asian or Pacific Islander	2007-2008	13	13	0	100	85	85	74	38	46	15	0
	2008-2009	9	8	0	89	88	88	83	38	50	13	0
American Indian or Native Alaskan	2007-2008	1	1	0	100			59				
	2008-2009	1	1	0	100			64				
Economically Disadvantaged	2007-2008	7	7	0	100	43	33	61	14	29	57	0
	2008-2009	13	13	0	100	77	77	67	15	62	23	0
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				63				
Students with Disabilities	2007-2008	25	24	1	100	68	68	34	8	60	24	8
	2008-2009	24	22	2	100	71	68	39	4	67	25	4
Limited English Proficient	2007-2008	7	7	0	100	71	67	55	14	57	29	0
	2008-2009	7	6	0	86	50	50	47	0	50	50	0

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

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**School:** Falmouth Middle School  
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**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	190	186	2	99	89	89	71	42	47	9	3
	2008-2009	191	190	1	100	91	91	71	43	48	7	2
Female	2007-2008	94	91	2	99	94	94	77	54	40	5	1
	2008-2009	90	90	0	100	90	90	77	51	39	8	2
Male	2007-2008	96	95	0	99	84	84	65	31	54	12	4
	2008-2009	101	100	1	100	92	92	66	36	56	7	1
Caucasian/White	2007-2008	185	182	1	99	89	89	72	42	47	9	3
	2008-2009	173	172	1	100	91	91	72	42	50	8	1
African American/Black	2007-2008	0	0	0				49				
	2008-2009	0	0	0				51				
Hispanic	2007-2008	3	2	1	100			55				
	2008-2009	3	3	0	100			66				
Asian or Pacific Islander	2007-2008	2	2	0	100			71				
	2008-2009	14	14	0	100	86	86	71	57	29	0	14
American Indian or Native Alaskan	2007-2008	0	0	0				52				
	2008-2009	1	1	0	100			56				
Economically Disadvantaged	2007-2008	2	2	0	100			56				
	2008-2009	9	9	0	100	56	56	56	22	33	22	22
Migrant	2007-2008	0	0	0				86				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	22	19	2	95	48	48	29	0	48	38	14
	2008-2009	24	23	1	100	67	67	29	8	58	25	8
Limited English Proficient	2007-2008	1	1	0	100			41				
	2008-2009	4	4	0	100			41				

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

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**School:** Falmouth Middle School  
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**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	173	172	1	100	91	90	64	39	51	6	3
	2008-2009	177	176	1	100	91	91	66	36	55	7	2
Female	2007-2008	84	84	0	100	92	92	63	36	56	5	4
	2008-2009	88	88	0	100	92	92	65	35	57	7	1
Male	2007-2008	89	88	1	100	90	89	64	43	47	8	2
	2008-2009	89	88	1	100	90	90	66	37	53	8	2
Caucasian/White	2007-2008	164	163	1	100	91	91	65	38	53	6	2
	2008-2009	167	166	1	100	92	92	67	36	56	7	1
African American/Black	2007-2008	2	2	0	100			38				
	2008-2009	2	2	0	100			43				
Hispanic	2007-2008	2	2	0	100			49				
	2008-2009	0	0	0				52				
Asian or Pacific Islander	2007-2008	5	5	0	100	100	100	74	60	40	0	0
	2008-2009	8	8	0	100	88	88	69	50	38	13	0
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				46				
Economically Disadvantaged	2007-2008	4	4	0	100			51				
	2008-2009	6	6	0	100	83	83	53	33	50	0	17
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	18	17	1	100	61	58	33	6	56	28	11
	2008-2009	25	24	1	100	68	68	38	8	60	28	4
Limited English Proficient	2007-2008	2	2	0	100			44				
	2008-2009	2	2	0	100			40				

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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	193	190	3	100	81	80	53	26	54	17	3
	2008-2009	174	174	0	100	85	85	54	37	48	12	3
Female	2007-2008	102	102	0	100	81	81	53	21	61	16	3
	2008-2009	89	89	0	100	82	82	52	34	48	15	3
Male	2007-2008	91	88	3	100	80	80	53	33	47	18	2
	2008-2009	85	85	0	100	88	87	56	40	48	9	2
Caucasian/White	2007-2008	179	176	3	100	83	82	54	27	56	16	2
	2008-2009	165	165	0	100	85	84	55	36	48	13	2
African American/Black	2007-2008	4	4	0	100			30				
	2008-2009	2	2	0	100			31				
Hispanic	2007-2008	1	1	0	100			41				
	2008-2009	1	1	0	100			37				
Asian or Pacific Islander	2007-2008	8	8	0	100	75	75	63	25	50	13	13
	2008-2009	6	6	0	100	100	100	66	67	33	0	0
American Indian or Native Alaskan	2007-2008	1	1	0	100			33				
	2008-2009	0	0	0				34				
Economically Disadvantaged	2007-2008	7	7	0	100	29	25	39	14	14	43	29
	2008-2009	3	3	0	100			40				
Migrant	2007-2008	0	0	0				57				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	24	21	3	100	29	29	23	8	21	63	8
	2008-2009	18	18	0	100	67	63	26	0	67	22	11
Limited English Proficient	2007-2008	11	11	0	100	45	45	30	9	36	27	27
	2008-2009	2	2	0	100			30				

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# 2009–2010 NCLB Report Card



**School:** Falmouth Middle School  
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**Grade:** 07



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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	186	184	1	99	86	85	53	42	44	8	5
	2008-2009	196	194	2	100	85	84	57	42	43	11	5
Female	2007-2008	86	86	0	100	83	83	54	40	43	9	8
	2008-2009	104	104	0	100	88	88	59	41	46	10	3
Male	2007-2008	100	98	1	99	90	88	53	44	45	7	3
	2008-2009	92	90	2	100	82	81	56	42	39	12	7
Caucasian/White	2007-2008	167	165	1	99	86	86	54	42	44	9	5
	2008-2009	179	177	2	100	86	86	58	42	44	10	4
African American/Black	2007-2008	4	4	0	100			30				
	2008-2009	5	5	0	100	60	60	32	0	60	20	20
Hispanic	2007-2008	1	1	0	100			42				
	2008-2009	2	2	0	100			47				
Asian or Pacific Islander	2007-2008	13	13	0	100	85	85	59	54	31	0	15
	2008-2009	9	9	0	100	89	89	68	56	33	11	0
American Indian or Native Alaskan	2007-2008	1	1	0	100			36				
	2008-2009	1	1	0	100			39				
Economically Disadvantaged	2007-2008	7	7	0	100	43	33	37	0	43	14	43
	2008-2009	13	13	0	100	54	54	42	31	23	31	15
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	25	24	1	100	56	52	22	12	44	20	24
	2008-2009	24	22	2	100	42	40	23	8	33	33	25
Limited English Proficient	2007-2008	7	7	0	100	71	67	32	43	29	0	29
	2008-2009	7	7	0	100	57	57	27	29	29	14	29

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# 2009–2010 NCLB Report Card



**School:** Falmouth Middle School  
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**Grade:** 08



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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	190	186	2	99	77	77	51	24	52	15	8
	2008-2009	191	190	1	100	87	87	52	44	43	7	5
Female	2007-2008	94	91	2	99	77	77	51	26	52	16	6
	2008-2009	90	90	0	100	86	86	54	42	43	9	6
Male	2007-2008	96	95	0	99	76	76	51	23	53	15	9
	2008-2009	101	100	1	100	89	89	51	46	44	6	5
Caucasian/White	2007-2008	185	182	1	99	76	76	52	24	52	16	8
	2008-2009	173	172	1	100	88	88	53	43	45	8	4
African American/Black	2007-2008	0	0	0				27				
	2008-2009	0	0	0				31				
Hispanic	2007-2008	3	2	1	100			42				
	2008-2009	3	3	0	100			40				
Asian or Pacific Islander	2007-2008	2	2	0	100			66				
	2008-2009	14	14	0	100	86	86	60	43	43	0	14
American Indian or Native Alaskan	2007-2008	0	0	0				27				
	2008-2009	1	1	0	100			37				
Economically Disadvantaged	2007-2008	2	2	0	100			35				
	2008-2009	9	9	0	100	67	67	36	44	22	0	33
Migrant	2007-2008	0	0	0				43				
	2008-2009	0	0	0				17				
Students with Disabilities	2007-2008	22	19	2	95	33	33	19	5	29	38	29
	2008-2009	24	23	1	100	54	54	18	13	42	21	25
Limited English Proficient	2007-2008	1	1	0	100			33				
	2008-2009	4	4	0	100			26				

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

# 2009–2010 NCLB Report Card



**School:** Falmouth Middle School  
**SAU:** Falmouth School Department  
**Grade:** 3-8



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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	E: 100 M: 100	E: 100 M: 99	93	E: 92 M: 93	E: 68 M: 73	100	E: 100 M: 100	E: 100 M: 99	87	E: 93 M: 86	E: 67 M: 55	96	97	95
Caucasian/White	100	E: 100 M: 100	E: 100 M: 99	94	E: 93 M: 94	E: 68 M: 74	100	E: 100 M: 100	E: 100 M: 99	88	E: 93 M: 86	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	88	E: * M: 89	E: 69 M: 77	*	E: * M: *	E: 99 M: 99	89	E: * M: 89	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	*	E: * M: *	E: 100 M: 99	74	E: * M: 72	E: 55 M: 60	*	E: * M: *	E: 100 M: 99	65	E: * M: 60	E: 55 M: 40			
Students with Disabilities	100	E: 100 M: 100	E: 100 M: 99	69	E: 70 M: 68	E: 37 M: 34	100	E: 100 M: 100	E: 100 M: 99	56	E: 73 M: 50	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 <sup>1</sup>	12	19	27	1	2	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

<sup>1</sup> 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.