



**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 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.



2009–2010 NCLB Report Card

School: Nickerson Elementary School
SAU: Greenville School Department

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2009–2010 NCLB Report Card



School: Nickerson Elementary School
SAU: Greenville School Department
Grade: 03



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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	15	15	0	100	80	79	64	0	80	20	0
	2008-2009	24	24	0	100	58	55	65	0	58	42	0
Female	2007-2008	6	6	0	100	100	100	68	0	100	0	0
	2008-2009	10	10	0	100	30	25	70	0	30	70	0
Male	2007-2008	9	9	0	100	67	67	59	0	67	33	0
	2008-2009	14	14	0	100	79	75	60	0	79	21	0
Caucasian/White	2007-2008	13	13	0	100	77	75	64	0	77	23	0
	2008-2009	24	24	0	100	58	55	66	0	58	42	0
African American/Black	2007-2008	2	2	0	100			42				
	2008-2009	0	0	0				42				
Hispanic	2007-2008	0	0	0				53				
	2008-2009	0	0	0				51				
Asian or Pacific Islander	2007-2008	0	0	0				61				
	2008-2009	0	0	0				66				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	7	7	0	100	71	71	50	0	71	29	0
	2008-2009	15	15	0	100	40	38	53	0	40	60	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	2	2	0	100			34				
	2008-2009	4	4	0	100			36				
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.

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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	11	11	0	100	82	80	63	0	82	18	0
	2008-2009	12	12	0	100	75	67	71	0	75	25	0
Female	2007-2008	6	6	0	100	83	83	67	0	83	17	0
	2008-2009	4	4	0	100			75				
Male	2007-2008	5	5	0	100	80		60	0	80	20	0
	2008-2009	8	8	0	100	63	57	67	0	63	38	0
Caucasian/White	2007-2008	11	11	0	100	82	80	64	0	82	18	0
	2008-2009	12	12	0	100	75	67	71	0	75	25	0
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	9	9	0	100	78	75	49	0	78	22	0
	2008-2009	8	8	0	100	63	50	60	0	63	38	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	1	1	0	100			31				
	2008-2009	2	2	0	100			43				
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: Nickerson Elementary School
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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	22	22	0	100	45	43	63	5	41	41	14
	2008-2009	10	10	0	100	90	89	67	0	90	10	0
Female	2007-2008	6	6	0	100	83	83	68	17	67	17	0
	2008-2009	7	7	0	100	100	100	70	0	100	0	0
Male	2007-2008	16	16	0	100	31	27	59	0	31	50	19
	2008-2009	3	3	0	100			64				
Caucasian/White	2007-2008	21	21	0	100	48	45	64	5	43	38	14
	2008-2009	10	10	0	100	90	89	67	0	90	10	0
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	10	10	0	100	30	22	50	0	30	40	30
	2008-2009	8	8	0	100	88	86	53	0	88	13	0
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	3	3	0	100			29				
	2008-2009	1	1	0	100			31				
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.

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School: Nickerson Elementary School
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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	15	15	0	100	40	43	67	7	33	53	7
	2008-2009	24	24	0	100	54	45	70	4	50	33	13
Female	2007-2008	6	6	0	100	67	80	65	0	67	33	0
	2008-2009	10	10	0	100	50	38	68	0	50	40	10
Male	2007-2008	9	9	0	100	22	22	68	11	11	67	11
	2008-2009	14	14	0	100	57	50	71	7	50	29	14
Caucasian/White	2007-2008	13	13	0	100	38	42	68	8	31	54	8
	2008-2009	24	24	0	100	54	45	71	4	50	33	13
African American/Black	2007-2008	2	2	0	100			41				
	2008-2009	0	0	0				45				
Hispanic	2007-2008	0	0	0				57				
	2008-2009	0	0	0				50				
Asian or Pacific Islander	2007-2008	0	0	0				66				
	2008-2009	0	0	0				70				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				55				
Economically Disadvantaged	2007-2008	7	7	0	100	43	43	55	14	29	43	14
	2008-2009	15	15	0	100	53	46	58	7	47	33	13
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	2	2	0	100			44				
	2008-2009	4	4	0	100			46				
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.

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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	11	11	0	100	100	100	60	0	100	0	0
	2008-2009	12	12	0	100	58	56	66	8	50	33	8
Female	2007-2008	6	6	0	100	100	100	59	0	100	0	0
	2008-2009	4	4	0	100			66				
Male	2007-2008	5	5	0	100	100		62	0	100	0	0
	2008-2009	8	8	0	100	63	57	67	13	50	25	13
Caucasian/White	2007-2008	11	11	0	100	100	100	61	0	100	0	0
	2008-2009	12	12	0	100	58	56	67	8	50	33	8
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	9	9	0	100	100	100	46	0	100	0	0
	2008-2009	8	8	0	100	50	50	54	13	38	38	13
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	1	1	0	100			36				
	2008-2009	2	2	0	100			41				
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.

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School: Nickerson Elementary 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	22	22	0	100	50	48	64	9	41	32	18
	2008-2009	10	10	0	100	90	89	66	10	80	10	0
Female	2007-2008	6	6	0	100	100	100	63	33	67	0	0
	2008-2009	7	7	0	100	86	86	65	0	86	14	0
Male	2007-2008	16	16	0	100	31	27	64	0	31	44	25
	2008-2009	3	3	0	100			66				
Caucasian/White	2007-2008	21	21	0	100	52	50	65	10	43	29	19
	2008-2009	10	10	0	100	90	89	67	10	80	10	0
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	10	10	0	100	50	44	51	0	50	20	30
	2008-2009	8	8	0	100	88	86	53	13	75	13	0
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	3	3	0	100			33				
	2008-2009	1	1	0	100			38				
Limited English Proficient	2007-2008	0	0	0				44				
	2008-2009	0	0	0				40				

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School: Nickerson Elementary School
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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: * M: 100	E: 100 M: 99	70	E: 68 M: 65	E: 68 M: 73	100	E: * M: 100	E: 100 M: 99	63	E: 59 M: 33	E: 67 M: 55	94	95	95
Caucasian/White	100	E: * M: 100	E: 100 M: 99	70	E: 68 M: 66	E: 68 M: 74	100	E: * M: 100	E: 100 M: 99	63	E: 59 M: 34	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	*	E: * M: *	E: 100 M: 99	57	E: 54 M: 43	E: 55 M: 60	*	E: * M: *	E: 100 M: 99	61	E: 58 M: 24	E: 55 M: 40			
Students with Disabilities	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 37 M: 34	*	E: * M: *	E: 100 M: 99	*	E: * 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	1	4	0	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

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.