



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



# 2009–2010 NCLB Report Card

School: Jay Middle School

SAU: Jay School Department

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# 2009–2010 NCLB Report Card



**School:** Jay Middle School  
**SAU:** Jay School Department  
**Grade:** 05



MAINE  
DEPARTMENT OF EDUCATION

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	62	62	0	100	55	55	63	2	53	29	16
	2008-2009	48	48	0	100	52	52	67	4	48	35	13
Female	2007-2008	34	34	0	100	65	65	68	0	65	32	3
	2008-2009	19	19	0	100	53	53	70	5	47	42	5
Male	2007-2008	28	28	0	100	43	43	59	4	39	25	32
	2008-2009	29	29	0	100	52	52	64	3	48	31	17
Caucasian/White	2007-2008	59	59	0	100	54	54	64	2	53	29	17
	2008-2009	48	48	0	100	52	52	67	4	48	35	13
African American/Black	2007-2008	2	2	0	100			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	35	35	0	100	40	40	50	3	37	43	17
	2008-2009	18	18	0	100	33	33	53	6	28	44	22
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	10	10	0	100	10	10	29	0	10	20	70
	2008-2009	6	6	0	100	17	17	31	0	17	0	83
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:** Jay Middle School  
**SAU:** Jay School Department  
**Grade:** 06



MAINE  
DEPARTMENT OF EDUCATION

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	51	51	0	100	80	80	70	18	63	12	8
	2008-2009	61	59	0	97	56	56	71	5	51	36	8
Female	2007-2008	29	29	0	100	86	86	75	21	66	7	7
	2008-2009	34	32	0	94	69	69	76	6	63	28	3
Male	2007-2008	22	22	0	100	73	73	65	14	59	18	9
	2008-2009	27	27	0	100	41	41	66	4	37	44	15
Caucasian/White	2007-2008	49	49	0	100	80	80	71	18	61	12	8
	2008-2009	57	55	0	96	55	55	71	5	49	36	9
African American/Black	2007-2008	2	2	0	100			55				
	2008-2009	2	2	0	100			51				
Hispanic	2007-2008	0	0	0				53				
	2008-2009	1	1	0	100			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	1	1	0	100			54				
Economically Disadvantaged	2007-2008	24	24	0	100	71	71	57	13	58	17	13
	2008-2009	36	34	0	94	50	50	58	0	50	41	9
Migrant	2007-2008	0	0	0				71				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	7	7	0	100	14	14	34	0	14	29	57
	2008-2009	10	10	0	100	0	0	33	0	0	50	50
Limited English Proficient	2007-2008	0	0	0				51				
	2008-2009	1	1	0	100			45				

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

# 2009–2010 NCLB Report Card



**School:** Jay Middle School  
**SAU:** Jay 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	59	58	0	98	72	71	73	16	57	14	14
	2008-2009	53	53	0	100	79	79	78	13	66	13	8
Female	2007-2008	32	32	0	100	81	81	79	22	59	9	9
	2008-2009	27	27	0	100	81	81	84	19	63	15	4
Male	2007-2008	27	26	0	96	62	59	68	8	54	19	19
	2008-2009	26	26	0	100	77	77	73	8	69	12	12
Caucasian/White	2007-2008	58	57	0	98	72	71	74	16	56	14	14
	2008-2009	53	53	0	100	79	79	79	13	66	13	8
African American/Black	2007-2008	0	0	0				59				
	2008-2009	0	0	0				60				
Hispanic	2007-2008	1	1	0	100			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	30	29	0	97	62	60	61	10	52	17	21
	2008-2009	30	30	0	100	70	70	67	7	63	20	10
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				63				
Students with Disabilities	2007-2008	12	12	0	100	17	15	34	0	17	25	58
	2008-2009	7	7	0	100	14	14	39	0	14	43	43
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.

# 2009–2010 NCLB Report Card



**School:** Jay Middle School  
**SAU:** Jay School Department  
**Grade:** 08



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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	73	72	0	99	64	64	71	13	51	21	15
	2008-2009	56	55	0	98	65	65	71	13	53	25	9
Female	2007-2008	35	35	0	100	71	71	77	20	51	20	9
	2008-2009	34	33	0	97	79	79	77	18	61	18	3
Male	2007-2008	38	37	0	97	57	57	65	5	51	22	22
	2008-2009	22	22	0	100	45	45	66	5	41	36	18
Caucasian/White	2007-2008	71	70	0	99	66	66	72	13	53	20	14
	2008-2009	54	53	0	98	66	66	72	13	53	25	9
African American/Black	2007-2008	1	1	0	100			49				
	2008-2009	0	0	0				51				
Hispanic	2007-2008	0	0	0				55				
	2008-2009	2	2	0	100			66				
Asian or Pacific Islander	2007-2008	0	0	0				71				
	2008-2009	0	0	0				71				
American Indian or Native Alaskan	2007-2008	1	1	0	100			52				
	2008-2009	0	0	0				56				
Economically Disadvantaged	2007-2008	23	22	0	96	41	41	56	0	41	27	32
	2008-2009	30	29	0	97	45	45	56	3	41	45	10
Migrant	2007-2008	0	0	0				86				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	7	7	0	100	14	14	29	0	14	29	57
	2008-2009	14	13	0	93	15	15	29	0	15	54	31
Limited English Proficient	2007-2008	0	0	0				41				
	2008-2009	1	1	0	100			41				

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

# 2009–2010 NCLB Report Card



**School:** Jay Middle School  
**SAU:** Jay 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	62	62	0	100	60	60	64	5	55	23	18
	2008-2009	48	48	0	100	54	54	66	13	42	33	13
Female	2007-2008	34	34	0	100	62	62	63	0	62	26	12
	2008-2009	19	19	0	100	53	53	65	16	37	37	11
Male	2007-2008	28	28	0	100	57	57	64	11	46	18	25
	2008-2009	29	29	0	100	55	55	66	10	45	31	14
Caucasian/White	2007-2008	59	59	0	100	59	59	65	5	54	22	19
	2008-2009	48	48	0	100	54	54	67	13	42	33	13
African American/Black	2007-2008	2	2	0	100			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	35	35	0	100	57	57	51	3	54	26	17
	2008-2009	18	18	0	100	39	39	53	6	33	39	22
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	10	10	0	100	30	30	33	0	30	0	70
	2008-2009	6	6	0	100	17	17	38	17	0	33	50
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:** Jay Middle School  
**SAU:** Jay School Department  
**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	51	51	0	100	45	45	53	10	35	31	24
	2008-2009	61	59	0	97	36	36	54	3	32	36	29
Female	2007-2008	29	29	0	100	48	48	53	7	41	28	24
	2008-2009	34	32	0	94	34	34	52	0	34	41	25
Male	2007-2008	22	22	0	100	41	41	53	14	27	36	23
	2008-2009	27	27	0	100	37	37	56	7	30	30	33
Caucasian/White	2007-2008	49	49	0	100	47	47	54	10	37	29	24
	2008-2009	57	55	0	96	38	38	55	4	35	35	27
African American/Black	2007-2008	2	2	0	100			30				
	2008-2009	2	2	0	100			31				
Hispanic	2007-2008	0	0	0				41				
	2008-2009	1	1	0	100			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	1	1	0	100			34				
Economically Disadvantaged	2007-2008	24	24	0	100	38	38	39	13	25	25	38
	2008-2009	36	34	0	94	35	35	40	3	32	32	32
Migrant	2007-2008	0	0	0				57				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	7	7	0	100	0	0	23	0	0	14	86
	2008-2009	10	10	0	100	10	10	26	0	10	0	90
Limited English Proficient	2007-2008	0	0	0				30				
	2008-2009	1	1	0	100			30				

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# 2009–2010 NCLB Report Card



**School:** Jay Middle School  
**SAU:** Jay School Department  
**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	59	57	0	97	26	26	53	4	23	30	44
	2008-2009	53	53	0	100	68	68	57	15	53	19	13
Female	2007-2008	32	32	0	100	31	31	54	0	31	25	44
	2008-2009	27	27	0	100	70	70	59	15	56	19	11
Male	2007-2008	27	25	0	93	20	19	53	8	12	36	44
	2008-2009	26	26	0	100	65	65	56	15	50	19	15
Caucasian/White	2007-2008	58	56	0	97	27	26	54	4	23	30	43
	2008-2009	53	53	0	100	68	68	58	15	53	19	13
African American/Black	2007-2008	0	0	0				30				
	2008-2009	0	0	0				32				
Hispanic	2007-2008	1	1	0	100			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	30	28	0	93	14	14	37	4	11	29	57
	2008-2009	30	30	0	100	63	63	42	17	47	20	17
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	12	11	0	92	0	0	22	0	0	9	91
	2008-2009	7	7	0	100	0	0	23	0	0	43	57
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:** Jay Middle School  
**SAU:** Jay School Department  
**Grade:** 08



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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	73	72	0	99	43	43	51	7	36	35	22
	2008-2009	56	55	0	98	33	33	52	9	24	35	33
Female	2007-2008	35	35	0	100	43	43	51	9	34	40	17
	2008-2009	34	33	0	97	42	42	54	9	33	33	24
Male	2007-2008	38	37	0	97	43	43	51	5	38	30	27
	2008-2009	22	22	0	100	18	18	51	9	9	36	45
Caucasian/White	2007-2008	71	70	0	99	44	44	52	7	37	34	21
	2008-2009	54	53	0	98	34	34	53	9	25	34	32
African American/Black	2007-2008	1	1	0	100			27				
	2008-2009	0	0	0				31				
Hispanic	2007-2008	0	0	0				42				
	2008-2009	2	2	0	100			40				
Asian or Pacific Islander	2007-2008	0	0	0				66				
	2008-2009	0	0	0				60				
American Indian or Native Alaskan	2007-2008	1	1	0	100			27				
	2008-2009	0	0	0				37				
Economically Disadvantaged	2007-2008	23	22	0	96	32	32	35	5	27	32	36
	2008-2009	30	29	0	97	14	14	36	3	10	38	48
Migrant	2007-2008	0	0	0				43				
	2008-2009	0	0	0				17				
Students with Disabilities	2007-2008	7	7	0	100	0	0	19	0	0	14	86
	2008-2009	14	13	0	93	0	0	18	0	0	15	85
Limited English Proficient	2007-2008	0	0	0				33				
	2008-2009	1	1	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:** Jay Middle School  
**SAU:** Jay 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	99	E: 100 M: 98	E: 100 M: 99	63	E: 64 M: 66	E: 68 M: 73	99	E: 99 M: 98	E: 100 M: 99	48	E: 76 M: 45	E: 67 M: 55	99	97	95
Caucasian/White	99	E: 100 M: 98	E: 100 M: 99	63	E: 65 M: 66	E: 68 M: 74	99	E: 99 M: 98	E: 100 M: 99	49	E: 77 M: 47	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	97	E: 100 M: 97	E: 100 M: 99	50	E: 60 M: 53	E: 55 M: 60	97	E: 99 M: 97	E: 100 M: 99	39	E: 67 M: 38	E: 55 M: 40			
Students with Disabilities	*	E: * M: *	E: 100 M: 99	11	E: 32 M: 10	E: 37 M: 34	*	E: * M: *	E: 100 M: 99	6	E: 56 M: 3	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>	15	6	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

<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.