



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: Helen Thompson School

SAU: MSAD 11

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2009–2010 NCLB Report Card



School: Helen Thompson School
SAU: MSAD 11
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	32	32	0	100	56	64	64	0	56	44	0
	2008-2009	50	49	1	100	60	56	65	0	60	28	12
Female	2007-2008	13	13	0	100	85	77	68	0	85	15	0
	2008-2009	29	29	0	100	69	62	70	0	69	28	3
Male	2007-2008	19	19	0	100	37	55	59	0	37	63	0
	2008-2009	21	20	1	100	48	51	60	0	48	29	24
Caucasian/White	2007-2008	29	29	0	100	55	63	64	0	55	45	0
	2008-2009	49	48	1	100	61	57	66	0	61	27	12
African American/Black	2007-2008	0	0	0				42				
	2008-2009	1	1	0	100			42				
Hispanic	2007-2008	3	3	0	100		80	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	16	16	0	100	38	47	50	0	38	63	0
	2008-2009	18	18	0	100	33	41	53	0	33	39	28
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	2	2	0	100		25	34				
	2008-2009	6	5	1	100	17	34	36	0	17	33	50
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	41	40	1	100	61	54	63	0	61	29	10
	2008-2009	33	33	0	100	61	68	71	0	61	30	9
Female	2007-2008	19	18	1	100	58	55	67	0	58	32	11
	2008-2009	14	14	0	100	79	75	75	0	79	21	0
Male	2007-2008	22	22	0	100	64	53	60	0	64	27	9
	2008-2009	19	19	0	100	47	62	67	0	47	37	16
Caucasian/White	2007-2008	41	40	1	100	61	54	64	0	61	29	10
	2008-2009	31	31	0	100	61	68	71	0	61	29	10
African American/Black	2007-2008	0	0	0				38				
	2008-2009	0	0	0				53				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	2	2	0	100		80	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	8	8	0	100	50	42	49	0	50	38	13
	2008-2009	15	15	0	100	60	64	60	0	60	40	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	7	6	1	100	29	48	31	0	29	43	29
	2008-2009	5	5	0	100	40	41	43	0	40	40	20
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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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	40	39	1	100	65	62	63	8	58	23	13
	2008-2009	41	40	1	100	61	58	67	5	56	32	7
Female	2007-2008	17	17	0	100	88	69	68	6	82	12	0
	2008-2009	17	16	1	100	59	58	70	6	53	41	0
Male	2007-2008	23	22	1	100	48	53	59	9	39	30	22
	2008-2009	24	24	0	100	63	58	64	4	58	25	13
Caucasian/White	2007-2008	40	39	1	100	65	62	64	8	58	23	13
	2008-2009	41	40	1	100	61	57	67	5	56	32	7
African American/Black	2007-2008	0	0	0				40				
	2008-2009	0	0	0				46				
Hispanic	2007-2008	0	0	0				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	13	1	100	50	51	50	14	36	29	21
	2008-2009	7	7	0	100	57	44	53	0	57	43	0
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	4	3	1	100		53	29				
	2008-2009	4	3	1	100		22	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: Helen Thompson 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	32	32	0	100	69	67	67	0	69	31	0
	2008-2009	50	49	1	100	60	58	70	8	52	24	16
Female	2007-2008	13	13	0	100	77	66	65	0	77	23	0
	2008-2009	29	29	0	100	59	55	68	10	48	31	10
Male	2007-2008	19	19	0	100	63	69	68	0	63	37	0
	2008-2009	21	20	1	100	62	61	71	5	57	14	24
Caucasian/White	2007-2008	29	29	0	100	69	67	68	0	69	31	0
	2008-2009	49	48	1	100	59	57	71	8	51	24	16
African American/Black	2007-2008	0	0	0				41				
	2008-2009	1	1	0	100			45				
Hispanic	2007-2008	3	3	0	100		80	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	16	16	0	100	50	52	55	0	50	50	0
	2008-2009	18	18	0	100	50	47	58	0	50	22	28
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	2	2	0	100		42	44				
	2008-2009	6	5	1	100	33	40	46	0	33	17	50
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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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	40	1	100	51	55	60	7	44	32	17
	2008-2009	33	33	0	100	36	57	66	0	36	36	27
Female	2007-2008	19	18	1	100	32	49	59	5	26	58	11
	2008-2009	14	14	0	100	50	57	66	0	50	29	21
Male	2007-2008	22	22	0	100	68	60	62	9	59	9	23
	2008-2009	19	19	0	100	26	58	67	0	26	42	32
Caucasian/White	2007-2008	41	40	1	100	51	56	61	7	44	32	17
	2008-2009	31	31	0	100	35	57	67	0	35	39	26
African American/Black	2007-2008	0	0	0				30				
	2008-2009	0	0	0				46				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	2	2	0	100		80	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	8	8	0	100	38	36	46	0	38	50	13
	2008-2009	15	15	0	100	33	55	54	0	33	33	33
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	7	6	1	100	43	43	36	0	43	29	29
	2008-2009	5	5	0	100	0	35	41	0	0	60	40
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				43				

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School: Helen Thompson School
SAU: MSAD 11
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	40	39	1	100	43	49	64	10	33	33	25
	2008-2009	41	40	1	100	61	53	66	10	51	22	17
Female	2007-2008	17	17	0	100	53	52	63	6	47	29	18
	2008-2009	17	16	1	100	59	53	65	6	53	24	18
Male	2007-2008	23	22	1	100	35	45	64	13	22	35	30
	2008-2009	24	24	0	100	63	53	66	13	50	21	17
Caucasian/White	2007-2008	40	39	1	100	43	50	65	10	33	33	25
	2008-2009	41	40	1	100	61	52	67	10	51	22	17
African American/Black	2007-2008	0	0	0				38				
	2008-2009	0	0	0				43				
Hispanic	2007-2008	0	0	0				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	13	1	100	21	37	51	7	14	29	50
	2008-2009	7	7	0	100	57	40	53	0	57	29	14
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	4	3	1	100		42	33				
	2008-2009	4	3	1	100		26	38				
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.

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School: Helen Thompson School
SAU: MSAD 11
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: 99	E: 100 M: 99	61	E: 62 M: 67	E: 68 M: 73	100	E: 100 M: 99	E: 100 M: 99	55	E: 57 M: 52	E: 67 M: 55	96	95	95
Caucasian/White	100	E: 100 M: 99	E: 100 M: 99	62	E: 62 M: 68	E: 68 M: 74	100	E: 100 M: 99	E: 100 M: 99	55	E: 57 M: 53	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: 100 M: 98	E: 100 M: 99	49	E: 51 M: 51	E: 55 M: 60	*	E: 100 M: 98	E: 100 M: 99	46	E: 49 M: 35	E: 55 M: 40			
Students with Disabilities	*	E: 100 M: 99	E: 100 M: 99	*	E: 33 M: 28	E: 37 M: 34	*	E: 100 M: 99	E: 100 M: 99	*	E: 35 M: 13	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	10	2	6	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	2.44

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.