



**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: Hall-Dale Elementary School

SAU: MSAD 16

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# 2009–2010 NCLB Report Card



**School:** Hall-Dale Elementary School  
**SAU:** MSAD 16  
**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	45	45	0	100	58	58	64	7	51	42	0
	2008-2009	65	64	1	100	60	59	65	5	55	31	9
Female	2007-2008	21	21	0	100	71	71	68	14	57	29	0
	2008-2009	27	27	0	100	67	67	70	7	59	26	7
Male	2007-2008	24	24	0	100	46	46	59	0	46	54	0
	2008-2009	38	37	1	100	55	54	60	3	53	34	11
Caucasian/White	2007-2008	42	42	0	100	57	57	64	7	50	43	0
	2008-2009	61	60	1	100	57	56	66	5	52	33	10
African American/Black	2007-2008	0	0	0				42				
	2008-2009	1	1	0	100			42				
Hispanic	2007-2008	1	1	0	100			53				
	2008-2009	0	0	0				51				
Asian or Pacific Islander	2007-2008	2	2	0	100			61				
	2008-2009	3	3	0	100			66				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	14	14	0	100	43	43	50	0	43	57	0
	2008-2009	27	27	0	100	56	54	53	4	52	26	19
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	6	6	0	100	17	17	34	0	17	83	0
	2008-2009	6	5	1	100	33	29	36	17	17	67	0
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:** Hall-Dale Elementary School  
**SAU:** MSAD 16  
**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	58	57	0	98	68	67	63	7	61	28	4
	2008-2009	40	39	1	100	85	85	71	5	80	15	0
Female	2007-2008	29	28	0	97	75	75	67	11	64	21	4
	2008-2009	19	18	1	100	89	89	75	5	84	11	0
Male	2007-2008	29	29	0	100	62	60	60	3	59	34	3
	2008-2009	21	21	0	100	81	81	67	5	76	19	0
Caucasian/White	2007-2008	54	53	0	98	68	67	64	8	60	28	4
	2008-2009	38	37	1	100	84	84	71	3	82	16	0
African American/Black	2007-2008	1	1	0	100			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	3	3	0	100			67				
	2008-2009	2	2	0	100			71				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				60				
Economically Disadvantaged	2007-2008	20	20	0	100	45	45	49	5	40	45	10
	2008-2009	11	10	1	100	64	64	60	0	64	36	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	10	10	0	100	20	18	31	0	20	70	10
	2008-2009	6	5	1	100	67	67	43	0	67	33	0
Limited English Proficient	2007-2008	0	0	0				36				
	2008-2009	0	0	0				47				

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# 2009–2010 NCLB Report Card



**School:** Hall-Dale Elementary School  
**SAU:** MSAD 16  
**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	45	45	0	100	76	76	63	16	60	18	7
	2008-2009	59	58	1	100	73	72	67	8	64	22	5
Female	2007-2008	25	25	0	100	72	72	68	12	60	20	8
	2008-2009	32	31	1	100	81	81	70	13	69	19	0
Male	2007-2008	20	20	0	100	80	80	59	20	60	15	5
	2008-2009	27	27	0	100	63	61	64	4	59	26	11
Caucasian/White	2007-2008	44	44	0	100	75	75	64	16	59	18	7
	2008-2009	55	54	1	100	73	71	67	9	64	22	5
African American/Black	2007-2008	0	0	0				40				
	2008-2009	1	1	0	100			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	3	3	0	100			68				
American Indian or Native Alaskan	2007-2008	0	0	0				44				
	2008-2009	0	0	0				48				
Economically Disadvantaged	2007-2008	17	17	0	100	59	59	50	0	59	24	18
	2008-2009	18	17	1	100	56	56	53	6	50	44	0
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	6	6	0	100	17	17	29	0	17	50	33
	2008-2009	10	9	1	100	20	18	31	0	20	70	10
Limited English Proficient	2007-2008	1	1	0	100			40				
	2008-2009	1	1	0	100			39				

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

# 2009–2010 NCLB Report Card



**School:** Hall-Dale 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	45	45	0	100	73	73	67	27	47	27	0
	2008-2009	65	64	1	100	71	70	70	22	49	25	5
Female	2007-2008	21	21	0	100	71	71	65	38	33	29	0
	2008-2009	27	27	0	100	63	63	68	26	37	26	11
Male	2007-2008	24	24	0	100	75	75	68	17	58	25	0
	2008-2009	38	37	1	100	76	74	71	18	58	24	0
Caucasian/White	2007-2008	42	42	0	100	74	74	68	26	48	26	0
	2008-2009	61	60	1	100	69	68	71	20	49	26	5
African American/Black	2007-2008	0	0	0				41				
	2008-2009	1	1	0	100			45				
Hispanic	2007-2008	1	1	0	100			57				
	2008-2009	0	0	0				50				
Asian or Pacific Islander	2007-2008	2	2	0	100			66				
	2008-2009	3	3	0	100			70				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				55				
Economically Disadvantaged	2007-2008	14	14	0	100	50	50	55	14	36	50	0
	2008-2009	27	27	0	100	67	64	58	19	48	22	11
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	6	6	0	100	50	50	44	0	50	50	0
	2008-2009	6	5	1	100	50	43	46	17	33	50	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:** Hall-Dale Elementary School  
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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	58	58	0	100	74	75	60	14	60	16	10
	2008-2009	40	39	1	100	90	90	66	38	53	10	0
Female	2007-2008	29	29	0	100	79	79	59	14	66	10	10
	2008-2009	19	18	1	100	95	95	66	42	53	5	0
Male	2007-2008	29	29	0	100	69	70	62	14	55	21	10
	2008-2009	21	21	0	100	86	86	67	33	52	14	0
Caucasian/White	2007-2008	54	54	0	100	74	75	61	15	59	15	11
	2008-2009	38	37	1	100	89	89	67	37	53	11	0
African American/Black	2007-2008	1	1	0	100			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	3	3	0	100			65				
	2008-2009	2	2	0	100			68				
American Indian or Native Alaskan	2007-2008	0	0	0				49				
	2008-2009	0	0	0				59				
Economically Disadvantaged	2007-2008	20	20	0	100	60	60	46	5	55	20	20
	2008-2009	11	10	1	100	82	82	54	27	55	18	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	10	10	0	100	50	55	36	0	50	30	20
	2008-2009	6	5	1	100	83	83	41	17	67	17	0
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.

# 2009–2010 NCLB Report Card



**School:** Hall-Dale Elementary School  
**SAU:** MSAD 16  
**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	45	44	0	98	82	82	64	43	39	16	2
	2008-2009	59	58	1	100	75	75	66	32	42	19	7
Female	2007-2008	25	24	0	96	83	83	63	33	50	13	4
	2008-2009	32	31	1	100	75	75	65	34	41	19	6
Male	2007-2008	20	20	0	100	80	80	64	55	25	20	0
	2008-2009	27	27	0	100	74	75	66	30	44	19	7
Caucasian/White	2007-2008	44	43	0	98	84	84	65	44	40	14	2
	2008-2009	55	54	1	100	75	75	67	31	44	18	7
African American/Black	2007-2008	0	0	0				38				
	2008-2009	1	1	0	100			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	3	3	0	100			69				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				46				
Economically Disadvantaged	2007-2008	17	16	0	94	75	75	51	38	38	19	6
	2008-2009	18	17	1	100	50	50	53	11	39	39	11
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	6	5	0	83	40	40	33	0	40	60	0
	2008-2009	10	9	1	100	30	36	38	10	20	60	10
Limited English Proficient	2007-2008	1	1	0	100			44				
	2008-2009	1	1	0	100			40				

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

# 2009–2010 NCLB Report Card



**School:** Hall-Dale Elementary School  
**SAU:** MSAD 16  
**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	71	E: 70 M: 73	E: 68 M: 73	100	E: 100 M: 100	E: 100 M: 99	78	E: 77 M: 61	E: 67 M: 55	95	96	95
Caucasian/White	100	E: 100 M: 100	E: 100 M: 99	70	E: 69 M: 72	E: 68 M: 74	100	E: 100 M: 100	E: 100 M: 99	77	E: 77 M: 61	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	100	E: 100 M: 100	E: 100 M: 99	57	E: 56 M: 53	E: 55 M: 60	100	E: 100 M: 100	E: 100 M: 99	64	E: 63 M: 43	E: 55 M: 40			
Students with Disabilities	*	E: * M: *	E: 100 M: 99	36	E: 33 M: 36	E: 37 M: 34	*	E: * M: *	E: 100 M: 99	50	E: 50 M: 21	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>	17	3	8	1	1	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.