



**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: Wellington School

SAU: MSAD 29

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2009–2010 NCLB Report Card



School: Wellington School
SAU: MSAD 29
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	9	9	0	100	89	68	64	0	89	11	0
	2008-2009	15	15	0	100	60	76	65	0	60	40	0
Female	2007-2008	5	5	0	100	100	77	68	0	100	0	0
	2008-2009	8	8	0	100	63	75	70	0	63	38	0
Male	2007-2008	4	4	0	100		59	59				
	2008-2009	7	7	0	100	57	76	60	0	57	43	0
Caucasian/White	2007-2008	8	8	0	100	100	72	64	0	100	0	0
	2008-2009	14	14	0	100	64	77	66	0	64	36	0
African American/Black	2007-2008	0	0	0				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	1	1	0	100		25	53				
	2008-2009	1	1	0	100		64	64				
Economically Disadvantaged	2007-2008	5	5	0	100	80	50	50	0	80	20	0
	2008-2009	12	12	0	100	50	68	53	0	50	50	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	1	1	0	100		26	34				
	2008-2009	5	5	0	100	40	35	36	0	40	60	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: Wellington School
SAU: MSAD 29
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	9	9	0	100	100	66	67	22	78	0	0
	2008-2009	15	15	0	100	73	76	70	13	60	20	7
Female	2007-2008	5	5	0	100	100	68	65	20	80	0	0
	2008-2009	8	8	0	100	75	73	68	13	63	13	13
Male	2007-2008	4	4	0	100		63	68				
	2008-2009	7	7	0	100	71	78	71	14	57	29	0
Caucasian/White	2007-2008	8	8	0	100	100	66	68	25	75	0	0
	2008-2009	14	14	0	100	79	81	71	14	64	14	7
African American/Black	2007-2008	0	0	0				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	1	1	0	100		50	53				
	2008-2009	1	1	0	100		45	55				
Economically Disadvantaged	2007-2008	5	5	0	100	100	55	55	20	80	0	0
	2008-2009	12	12	0	100	67	64	58	8	58	25	8
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	1	1	0	100		39	44				
	2008-2009	5	5	0	100	80	43	46	20	60	20	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: Wellington School
SAU: MSAD 29
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	*	E: 100 M: 100	E: 100 M: 99	71	E: 72 M: 78	E: 68 M: 73	*	E: 100 M: 100	E: 100 M: 99	83	E: 63 M: 46	E: 67 M: 55	96	94	95
Caucasian/White	*	E: 100 M: 100	E: 100 M: 99	77	E: 75 M: 81	E: 68 M: 74	*	E: 100 M: 100	E: 100 M: 99	86	E: 68 M: 49	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: 48 M: 54	E: 59 M: 61	*	E: * M: *	E: 100 M: 99	*	E: 33 M: 25	E: 57 M: 39			
Economically Disadvantaged	*	E: 100 M: 99	E: 100 M: 99	*	E: 66 M: 69	E: 55 M: 60	*	E: 100 M: 99	E: 100 M: 99	*	E: 53 M: 37	E: 55 M: 40			
Students with Disabilities	*	E: 100 M: 100	E: 100 M: 99	*	E: 31 M: 30	E: 37 M: 34	*	E: 100 M: 100	E: 100 M: 99	*	E: 30 M: 14	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	4	1	0	0	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
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Part III: Classes NOT 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.