



**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: Hichborn Middle School
SAU: MSAD 31

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2009–2010 NCLB Report Card



School: Hichborn Middle School
SAU: MSAD 31
Grade: 06



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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	48	45	3	100	60	57	70	2	58	31	8
	2008-2009	42	41	1	100	64	66	71	0	64	31	5
Female	2007-2008	26	26	0	100	69	67	75	4	65	23	8
	2008-2009	24	24	0	100	71	70	76	0	71	25	4
Male	2007-2008	22	19	3	100	50	45	65	0	50	41	9
	2008-2009	18	17	1	100	56	60	66	0	56	39	6
Caucasian/White	2007-2008	48	45	3	100	60	57	71	2	58	31	8
	2008-2009	41	40	1	100	66	68	71	0	66	29	5
African American/Black	2007-2008	0	0	0				55				
	2008-2009	0	0	0				51				
Hispanic	2007-2008	0	0	0				53				
	2008-2009	0	0	0				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	27	24	3	100	59	56	57	0	59	33	7
	2008-2009	21	20	1	100	43	44	58	0	43	52	5
Migrant	2007-2008	0	0	0				71				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	12	9	3	100	50	40	34	0	50	25	25
	2008-2009	10	9	1	100	20	11	33	0	20	60	20
Limited English Proficient	2007-2008	0	0	0				51				
	2008-2009	0	0	0				45				

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

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School: Hichborn Middle School
SAU: MSAD 31
Grade: 07



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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	31	30	1	100	71	70	73	6	65	23	6
	2008-2009	45	42	3	100	71	71	78	4	67	22	7
Female	2007-2008	15	15	0	100	80	80	79	13	67	13	7
	2008-2009	26	26	0	100	85	84	84	8	77	12	4
Male	2007-2008	16	15	1	100	63	60	68	0	63	31	6
	2008-2009	19	16	3	100	53	53	73	0	53	37	11
Caucasian/White	2007-2008	30	29	1	100	70	69	74	7	63	23	7
	2008-2009	45	42	3	100	71	71	79	4	67	22	7
African American/Black	2007-2008	0	0	0				59				
	2008-2009	0	0	0				60				
Hispanic	2007-2008	0	0	0				67				
	2008-2009	0	0	0				69				
Asian or Pacific Islander	2007-2008	1	1	0	100			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	19	18	1	100	63	63	61	5	58	32	5
	2008-2009	26	23	3	100	62	63	67	4	58	35	4
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				63				
Students with Disabilities	2007-2008	7	6	1	100	29	29	34	0	29	43	29
	2008-2009	11	8	3	100	36	33	39	0	36	45	18
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.

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School: Hichborn Middle School
SAU: MSAD 31
Grade: 08



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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	56	54	2	100	70	70	71	16	54	23	7
	2008-2009	31	30	1	100	58	60	71	13	45	32	10
Female	2007-2008	27	26	1	100	74	76	77	22	52	26	0
	2008-2009	15	15	0	100	67	67	77	13	53	27	7
Male	2007-2008	29	28	1	100	66	64	65	10	55	21	14
	2008-2009	16	15	1	100	50	53	66	13	38	38	13
Caucasian/White	2007-2008	55	53	2	100	69	69	72	15	55	24	7
	2008-2009	30	29	1	100	57	59	72	13	43	33	10
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	0	0	0				66				
Asian or Pacific Islander	2007-2008	0	0	0				71				
	2008-2009	1	1	0	100			71				
American Indian or Native Alaskan	2007-2008	0	0	0				52				
	2008-2009	0	0	0				56				
Economically Disadvantaged	2007-2008	28	27	1	100	61	58	56	14	46	29	11
	2008-2009	19	18	1	100	58	58	56	16	42	37	5
Migrant	2007-2008	0	0	0				86				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	14	12	2	100	43	43	29	7	36	36	21
	2008-2009	7	6	1	100	29	29	29	0	29	57	14
Limited English Proficient	2007-2008	0	0	0				41				
	2008-2009	0	0	0				41				

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School: Hichborn Middle School
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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	48	45	3	100	40	39	53	0	40	35	25
	2008-2009	42	40	1	98	37	38	54	7	29	46	17
Female	2007-2008	26	26	0	100	50	54	53	0	50	31	19
	2008-2009	24	23	0	96	43	41	52	9	35	35	22
Male	2007-2008	22	19	3	100	27	20	53	0	27	41	32
	2008-2009	18	17	1	100	28	33	56	6	22	61	11
Caucasian/White	2007-2008	48	45	3	100	40	39	54	0	40	35	25
	2008-2009	41	39	1	98	38	39	55	8	30	48	15
African American/Black	2007-2008	0	0	0				30				
	2008-2009	0	0	0				31				
Hispanic	2007-2008	0	0	0				41				
	2008-2009	0	0	0				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	27	24	3	100	33	32	39	0	33	37	30
	2008-2009	21	19	1	95	30	35	40	0	30	40	30
Migrant	2007-2008	0	0	0				57				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	12	9	3	100	25	20	23	0	25	8	67
	2008-2009	10	8	1	90	22	25	26	0	22	44	33
Limited English Proficient	2007-2008	0	0	0				30				
	2008-2009	0	0	0				30				

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

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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	31	30	1	100	39	40	53	13	26	32	29
	2008-2009	45	42	3	100	42	43	57	7	36	36	22
Female	2007-2008	15	15	0	100	47	47	54	13	33	20	33
	2008-2009	26	26	0	100	46	48	59	12	35	35	19
Male	2007-2008	16	15	1	100	31	33	53	13	19	44	25
	2008-2009	19	16	3	100	37	35	56	0	37	37	26
Caucasian/White	2007-2008	30	29	1	100	40	41	54	13	27	30	30
	2008-2009	45	42	3	100	42	43	58	7	36	36	22
African American/Black	2007-2008	0	0	0				30				
	2008-2009	0	0	0				32				
Hispanic	2007-2008	0	0	0				42				
	2008-2009	0	0	0				47				
Asian or Pacific Islander	2007-2008	1	1	0	100			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	19	18	1	100	32	32	37	11	21	42	26
	2008-2009	26	23	3	100	31	33	42	4	27	46	23
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	7	6	1	100	14	14	22	14	0	14	71
	2008-2009	11	8	3	100	9	11	23	0	9	27	64
Limited English Proficient	2007-2008	0	0	0				32				
	2008-2009	0	0	0				27				

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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	56	54	2	100	36	38	51	2	34	30	34
	2008-2009	31	30	1	100	39	40	52	3	35	29	32
Female	2007-2008	27	26	1	100	37	40	51	0	37	26	37
	2008-2009	15	15	0	100	40	40	54	0	40	20	40
Male	2007-2008	29	28	1	100	34	36	51	3	31	34	31
	2008-2009	16	15	1	100	38	40	51	6	31	38	25
Caucasian/White	2007-2008	55	53	2	100	35	37	52	2	33	31	35
	2008-2009	30	29	1	100	40	41	53	3	37	27	33
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	0	0	0				40				
Asian or Pacific Islander	2007-2008	0	0	0				66				
	2008-2009	1	1	0	100			60				
American Indian or Native Alaskan	2007-2008	0	0	0				27				
	2008-2009	0	0	0				37				
Economically Disadvantaged	2007-2008	28	27	1	100	21	23	35	0	21	32	46
	2008-2009	19	18	1	100	32	32	36	5	26	37	32
Migrant	2007-2008	0	0	0				43				
	2008-2009	0	0	0				17				
Students with Disabilities	2007-2008	14	12	2	100	7	7	19	0	7	14	79
	2008-2009	7	6	1	100	14	14	18	14	0	29	57
Limited English Proficient	2007-2008	0	0	0				33				
	2008-2009	0	0	0				26				

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

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School: Hichborn Middle School
SAU: MSAD 31
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	66	E: 75 M: 66	E: 68 M: 73	99	E: 100 M: 99	E: 100 M: 99	40	E: 68 M: 40	E: 67 M: 55	94	95	95
Caucasian/White	100	E: 100 M: 100	E: 100 M: 99	67	E: 75 M: 67	E: 68 M: 74	99	E: 100 M: 99	E: 100 M: 99	41	E: 68 M: 41	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	56	E: 75 M: 56	E: 55 M: 60	98	E: 100 M: 98	E: 100 M: 99	32	E: 67 M: 32	E: 55 M: 40			
Students with Disabilities	*	E: * M: *	E: 100 M: 99	31	E: 43 M: 31	E: 37 M: 34	*	E: * M: *	E: 100 M: 99	16	E: 33 M: 16	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	5	6	3	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)	14

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	4.84

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.