



**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: Livermore Falls Middle School
SAU: MSAD 36

Contents of the Report

Assessment Data
Accountability Data
Maine Teacher Quality Data

2009–2010 NCLB Report Card



School: Livermore Falls Middle School
SAU: MSAD 36
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	64	63	1	100	64	63	70	9	55	27	9
	2008-2009	76	74	2	100	75	74	71	11	64	20	5
Female	2007-2008	28	28	0	100	68	67	75	11	57	29	4
	2008-2009	33	33	0	100	82	81	76	9	73	18	0
Male	2007-2008	36	35	1	100	61	60	65	8	53	25	14
	2008-2009	43	41	2	100	70	68	66	12	58	21	9
Caucasian/White	2007-2008	63	62	1	100	65	64	71	10	56	25	10
	2008-2009	74	72	2	100	74	73	71	11	64	20	5
African American/Black	2007-2008	0	0	0				55				
	2008-2009	0	0	0				51				
Hispanic	2007-2008	1	1	0	100			53				
	2008-2009	1	1	0	100			60				
Asian or Pacific Islander	2007-2008	0	0	0				76				
	2008-2009	1	1	0	100			74				
American Indian or Native Alaskan	2007-2008	0	0	0				57				
	2008-2009	0	0	0				54				
Economically Disadvantaged	2007-2008	41	40	1	100	56	56	57	2	54	29	15
	2008-2009	41	39	2	100	61	62	58	7	54	29	10
Migrant	2007-2008	0	0	0				71				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	13	12	1	100	38	38	34	0	38	31	31
	2008-2009	10	8	2	100	20	22	33	0	20	60	20
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: Livermore Falls Middle School
SAU: MSAD 36
Grade: 07



MAINE
DEPARTMENT OF EDUCATION

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	86	85	0	99	69	68	73	15	54	19	12
	2008-2009	64	63	1	100	73	72	78	19	55	19	8
Female	2007-2008	37	37	0	100	73	72	79	27	46	22	5
	2008-2009	30	30	0	100	83	82	84	20	63	13	3
Male	2007-2008	49	48	0	98	67	65	68	6	60	17	17
	2008-2009	34	33	1	100	65	64	73	18	47	24	12
Caucasian/White	2007-2008	82	81	0	99	68	67	74	16	52	20	12
	2008-2009	62	61	1	100	73	71	79	19	53	19	8
African American/Black	2007-2008	1	1	0	100			59				
	2008-2009	1	1	0	100			60				
Hispanic	2007-2008	2	2	0	100			67				
	2008-2009	1	1	0	100			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	56	55	0	98	62	62	61	16	45	24	15
	2008-2009	39	39	0	100	69	69	67	10	59	21	10
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				63				
Students with Disabilities	2007-2008	15	14	0	93	50	50	34	0	50	29	21
	2008-2009	11	10	1	100	36	36	39	0	36	36	27
Limited English Proficient	2007-2008	1	1	0	100			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: Livermore Falls Middle School
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Grade: 08



MAINE
DEPARTMENT OF EDUCATION

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	74	71	3	100	72	71	71	18	54	20	8
	2008-2009	87	86	0	99	56	55	71	15	41	30	14
Female	2007-2008	29	29	0	100	69	68	77	24	45	24	7
	2008-2009	43	42	0	98	57	59	77	24	33	33	10
Male	2007-2008	45	42	3	100	73	73	65	13	60	18	9
	2008-2009	44	44	0	100	55	52	66	7	48	27	18
Caucasian/White	2007-2008	74	71	3	100	72	71	72	18	54	20	8
	2008-2009	84	83	0	99	54	54	72	16	39	31	14
African American/Black	2007-2008	0	0	0				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	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	51	49	2	100	67	66	56	16	51	25	8
	2008-2009	55	54	0	98	48	48	56	13	35	35	17
Migrant	2007-2008	0	0	0				86				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	15	12	3	100	40	40	29	0	40	33	27
	2008-2009	15	15	0	100	13	13	29	0	13	40	47
Limited English Proficient	2007-2008	0	0	0				41				
	2008-2009	1	1	0	100			41				

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2009–2010 NCLB Report Card



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Grade: 06



MAINE
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	64	62	1	98	63	64	53	10	54	25	11
	2008-2009	76	74	2	100	63	64	54	12	51	29	8
Female	2007-2008	28	28	0	100	50	52	53	0	50	46	4
	2008-2009	33	33	0	100	67	68	52	15	52	27	6
Male	2007-2008	36	34	1	97	74	74	53	17	57	9	17
	2008-2009	43	41	2	100	60	61	56	9	51	30	9
Caucasian/White	2007-2008	63	61	1	98	63	63	54	10	53	26	11
	2008-2009	74	72	2	100	64	64	55	12	51	28	8
African American/Black	2007-2008	0	0	0				30				
	2008-2009	0	0	0				31				
Hispanic	2007-2008	1	1	0	100			41				
	2008-2009	1	1	0	100			37				
Asian or Pacific Islander	2007-2008	0	0	0				63				
	2008-2009	1	1	0	100			66				
American Indian or Native Alaskan	2007-2008	0	0	0				33				
	2008-2009	0	0	0				34				
Economically Disadvantaged	2007-2008	41	39	1	98	50	50	39	8	43	33	18
	2008-2009	41	39	2	100	49	49	40	2	46	39	12
Migrant	2007-2008	0	0	0				57				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	13	11	1	92	42	42	23	0	42	33	25
	2008-2009	10	8	2	100	50	56	26	0	50	40	10
Limited English Proficient	2007-2008	0	0	0				30				
	2008-2009	1	1	0	100			30				

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

2009–2010 NCLB Report Card



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MAINE
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	86	85	0	99	55	57	53	9	46	26	19
	2008-2009	64	62	1	98	62	63	57	10	52	19	19
Female	2007-2008	37	37	0	100	59	61	54	8	51	24	16
	2008-2009	30	29	0	97	52	56	59	0	52	28	21
Male	2007-2008	49	48	0	98	52	54	53	10	42	27	21
	2008-2009	34	33	1	100	71	70	56	18	53	12	18
Caucasian/White	2007-2008	82	81	0	99	54	56	54	9	46	26	20
	2008-2009	62	60	1	98	61	62	58	10	51	20	20
African American/Black	2007-2008	1	1	0	100			30				
	2008-2009	1	1	0	100			32				
Hispanic	2007-2008	2	2	0	100			42				
	2008-2009	1	1	0	100			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	56	55	0	98	49	49	37	7	42	27	24
	2008-2009	39	38	0	97	55	55	42	8	47	13	32
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	15	14	0	93	21	21	22	7	14	43	36
	2008-2009	11	10	1	100	45	45	23	9	36	18	36
Limited English Proficient	2007-2008	1	1	0	100			32				
	2008-2009	0	0	0				27				

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

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MAINE
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	74	71	3	100	38	38	51	3	35	31	31
	2008-2009	87	86	0	99	34	35	52	3	30	28	38
Female	2007-2008	29	29	0	100	24	21	51	3	21	45	31
	2008-2009	43	42	0	98	29	29	54	2	26	33	38
Male	2007-2008	45	42	3	100	47	48	51	2	44	22	31
	2008-2009	44	44	0	100	39	40	51	5	34	23	39
Caucasian/White	2007-2008	74	71	3	100	38	38	52	3	35	31	31
	2008-2009	84	83	0	99	34	35	53	4	30	27	40
African American/Black	2007-2008	0	0	0				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	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	51	49	2	100	31	32	35	0	31	31	37
	2008-2009	55	54	0	98	28	29	36	4	24	22	50
Migrant	2007-2008	0	0	0				43				
	2008-2009	0	0	0				17				
Students with Disabilities	2007-2008	15	12	3	100	40	40	19	0	40	13	47
	2008-2009	15	15	0	100	13	13	18	7	7	13	73
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: Livermore Falls Middle School
SAU: MSAD 36
Grade: 3-8



MAINE
DEPARTMENT OF EDUCATION

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: 99 M: 100	E: 100 M: 99	67	E: 63 M: 67	E: 68 M: 73	99	E: 99 M: 100	E: 100 M: 99	53	E: 53 M: 54	E: 67 M: 55	95	95	95
Caucasian/White	100	E: 99 M: 100	E: 100 M: 99	66	E: 64 M: 65	E: 68 M: 74	99	E: 99 M: 100	E: 100 M: 99	52	E: 55 M: 54	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	99	E: 98 M: 100	E: 100 M: 99	58	E: 55 M: 59	E: 55 M: 60	99	E: 98 M: 99	E: 100 M: 99	43	E: 48 M: 44	E: 55 M: 40			
Students with Disabilities	*	E: * M: *	E: 100 M: 99	23	E: 41 M: 24	E: 37 M: 34	*	E: * M: *	E: 100 M: 99	34	E: 41 M: 36	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	8	4	6	0	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

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.