



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: Woodstock School
SAU: MSAD 44

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2009–2010 NCLB Report Card



School: Woodstock School
SAU: MSAD 44
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	14	14	0	100	93	87	64	0	93	7	0
	2008-2009	9	9	0	100	78	67	65	11	67	22	0
Female	2007-2008	7	7	0	100	86	87	68	0	86	14	0
	2008-2009	3	3	0	100		68	70				
Male	2007-2008	7	7	0	100	100	87	59	0	100	0	0
	2008-2009	6	6	0	100	100	65	60	17	83	0	0
Caucasian/White	2007-2008	13	13	0	100	92	87	64	0	92	8	0
	2008-2009	9	9	0	100	78	67	66	11	67	22	0
African American/Black	2007-2008	1	1	0	100			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	0	0	0				53				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	5	5	0	100	80	76	50	0	80	20	0
	2008-2009	5	5	0	100	80	75	53	0	80	20	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	2	2	0	100		57	34				
	2008-2009	3	3	0	100		40	36				
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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Grade: 04



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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	18	18	0	100	67	63	63	0	67	33	0
	2008-2009	14	14	0	100	86	87	71	21	64	14	0
Female	2007-2008	10	10	0	100	60	60	67	0	60	40	0
	2008-2009	7	7	0	100	86	83	75	0	86	14	0
Male	2007-2008	8	8	0	100	75	66	60	0	75	25	0
	2008-2009	7	7	0	100	86	90	67	43	43	14	0
Caucasian/White	2007-2008	17	17	0	100	71	63	64	0	71	29	0
	2008-2009	14	14	0	100	86	86	71	21	64	14	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	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	7	7	0	100	57	46	49	0	57	43	0
	2008-2009	5	5	0	100	80	91	60	20	60	20	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	7	7	0	100	57	31	31	0	57	43	0
	2008-2009	2	2	0	100		50	43				
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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School: Woodstock School
SAU: MSAD 44
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	12	12	0	100	75	70	63	25	50	25	0
	2008-2009	16	16	0	100	63	64	67	6	56	38	0
Female	2007-2008	6	6	0	100	83	73	68	33	50	17	0
	2008-2009	8	8	0	100	50	63	70	0	50	50	0
Male	2007-2008	6	6	0	100	67	68	59	17	50	33	0
	2008-2009	8	8	0	100	75	65	64	13	63	25	0
Caucasian/White	2007-2008	12	12	0	100	75	70	64	25	50	25	0
	2008-2009	15	15	0	100	67	64	67	7	60	33	0
African American/Black	2007-2008	0	0	0				40				
	2008-2009	1	1	0	100			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	5	5	0	100	60	61	50	40	20	40	0
	2008-2009	7	7	0	100	57	48	53	0	57	43	0
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	3	3	0	100		10	29				
	2008-2009	4	4	0	100		30	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: Woodstock School
SAU: MSAD 44
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	14	14	0	100	100	77	67	21	79	0	0
	2008-2009	9	9	0	100	56	73	70	44	11	44	0
Female	2007-2008	7	7	0	100	100	74	65	29	71	0	0
	2008-2009	3	3	0	100		72	68				
Male	2007-2008	7	7	0	100	100	80	68	14	86	0	0
	2008-2009	6	6	0	100	83	75	71	67	17	17	0
Caucasian/White	2007-2008	13	13	0	100	100	77	68	23	77	0	0
	2008-2009	9	9	0	100	56	74	71	44	11	44	0
African American/Black	2007-2008	1	1	0	100			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	0	0	0				53				
	2008-2009	0	0	0				55				
Economically Disadvantaged	2007-2008	5	5	0	100	100	67	55	0	100	0	0
	2008-2009	5	5	0	100	40	65	58	40	0	60	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	2	2	0	100		57	44				
	2008-2009	3	3	0	100		30	46				
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	18	18	0	100	50	53	60	17	33	39	11
	2008-2009	14	14	0	100	79	74	66	29	50	21	0
Female	2007-2008	10	10	0	100	40	49	59	0	40	40	20
	2008-2009	7	7	0	100	86	79	66	29	57	14	0
Male	2007-2008	8	8	0	100	63	59	62	38	25	38	0
	2008-2009	7	7	0	100	71	69	67	29	43	29	0
Caucasian/White	2007-2008	17	17	0	100	53	53	61	18	35	35	12
	2008-2009	14	14	0	100	79	73	67	29	50	21	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	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	7	7	0	100	29	36	46	14	14	43	29
	2008-2009	5	5	0	100	80	77	54	0	80	20	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	7	7	0	100	57	31	36	14	43	14	29
	2008-2009	2	2	0	100		33	41				
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				43				

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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	12	12	0	100	75	61	64	25	50	25	0
	2008-2009	16	16	0	100	75	65	66	19	56	19	6
Female	2007-2008	6	6	0	100	67	52	63	50	17	33	0
	2008-2009	8	8	0	100	63	57	65	0	63	25	13
Male	2007-2008	6	6	0	100	83	71	64	0	83	17	0
	2008-2009	8	8	0	100	88	74	66	38	50	13	0
Caucasian/White	2007-2008	12	12	0	100	75	60	65	25	50	25	0
	2008-2009	15	15	0	100	80	65	67	20	60	13	7
African American/Black	2007-2008	0	0	0				38				
	2008-2009	1	1	0	100			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	5	5	0	100	80	61	51	20	60	20	0
	2008-2009	7	7	0	100	57	41	53	14	43	43	0
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	3	3	0	100		20	33				
	2008-2009	4	4	0	100		40	38				
Limited English Proficient	2007-2008	0	0	0				44				
	2008-2009	0	0	0				40				

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School: Woodstock School
SAU: MSAD 44
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: 99 M: 98	E: 100 M: 99	74	E: 73 M: 80	E: 68 M: 73	*	E: 99 M: 98	E: 100 M: 99	71	E: 70 M: 53	E: 67 M: 55	95	93	95
Caucasian/White	*	E: 99 M: 98	E: 100 M: 99	76	E: 73 M: 80	E: 68 M: 74	*	E: 99 M: 98	E: 100 M: 99	73	E: 70 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: 99 M: 98	E: 100 M: 99	*	E: 71 M: 76	E: 55 M: 60	*	E: 99 M: 98	E: 100 M: 99	*	E: 61 M: 44	E: 55 M: 40			
Students with Disabilities	*	E: * M: *	E: 100 M: 99	*	E: 41 M: 47	E: 37 M: 34	*	E: * M: *	E: 100 M: 99	*	E: 30 M: 22	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	3	4	5	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

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.