



**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](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2009–2010 NCLB Report Card

School: Messalonskee Middle School

SAU: MSAD 47

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# 2009–2010 NCLB Report Card



**School:** Messalonskee Middle School  
**SAU:** MSAD 47  
**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	190	186	4	100	82	81	70	19	63	15	3
	2008-2009	191	189	1	99	70	70	71	6	64	24	6
Female	2007-2008	91	89	2	100	85	85	75	23	62	10	5
	2008-2009	105	104	0	99	74	74	76	10	64	21	5
Male	2007-2008	99	97	2	100	79	78	65	15	64	20	1
	2008-2009	86	85	1	100	65	65	66	2	63	27	8
Caucasian/White	2007-2008	188	184	4	100	82	82	71	19	63	15	3
	2008-2009	185	183	1	99	69	69	71	6	63	24	7
African American/Black	2007-2008	1	1	0	100			55				
	2008-2009	2	2	0	100			51				
Hispanic	2007-2008	1	1	0	100			53				
	2008-2009	0	0	0				60				
Asian or Pacific Islander	2007-2008	0	0	0				76				
	2008-2009	3	3	0	100			74				
American Indian or Native Alaskan	2007-2008	0	0	0				57				
	2008-2009	1	1	0	100			54				
Economically Disadvantaged	2007-2008	55	52	3	100	69	69	57	9	60	24	7
	2008-2009	57	57	0	100	54	54	58	0	54	37	9
Migrant	2007-2008	0	0	0				71				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	29	25	4	100	45	43	34	3	41	45	10
	2008-2009	32	30	1	97	45	45	33	0	45	32	23
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:** Messalonskee Middle School  
**SAU:** MSAD 47  
**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	182	180	2	100	75	75	73	18	57	15	10
	2008-2009	192	188	4	100	86	86	78	28	58	11	3
Female	2007-2008	80	79	1	100	83	82	79	26	56	11	6
	2008-2009	93	91	2	100	86	86	84	33	53	9	5
Male	2007-2008	102	101	1	100	70	70	68	12	58	18	13
	2008-2009	99	97	2	100	86	85	73	22	64	13	1
Caucasian/White	2007-2008	176	174	2	100	75	75	74	16	59	15	10
	2008-2009	190	186	4	100	86	86	79	27	59	11	3
African American/Black	2007-2008	0	0	0				59				
	2008-2009	1	1	0	100			60				
Hispanic	2007-2008	0	0	0				67				
	2008-2009	1	1	0	100			69				
Asian or Pacific Islander	2007-2008	4	4	0	100			74				
	2008-2009	0	0	0				83				
American Indian or Native Alaskan	2007-2008	2	2	0	100			59				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	56	55	1	100	61	61	61	14	46	21	18
	2008-2009	54	51	3	100	76	76	67	7	69	19	6
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				63				
Students with Disabilities	2007-2008	32	30	2	100	19	21	34	0	19	38	44
	2008-2009	30	26	4	100	50	52	39	7	43	33	17
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:** Messalonskee Middle School  
**SAU:** MSAD 47  
**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	209	205	2	99	74	73	71	24	51	17	8
	2008-2009	184	180	2	99	73	72	71	20	52	16	12
Female	2007-2008	92	92	0	100	79	78	77	28	51	15	5
	2008-2009	80	79	1	100	79	79	77	29	50	16	5
Male	2007-2008	117	113	2	98	70	69	65	20	50	19	10
	2008-2009	104	101	1	98	68	67	66	14	54	16	17
Caucasian/White	2007-2008	204	200	2	99	74	72	72	24	50	18	8
	2008-2009	178	174	2	99	73	72	72	20	53	16	11
African American/Black	2007-2008	3	3	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	2	2	0	100			71				
	2008-2009	4	4	0	100			71				
American Indian or Native Alaskan	2007-2008	0	0	0				52				
	2008-2009	2	2	0	100			56				
Economically Disadvantaged	2007-2008	48	46	2	100	42	42	56	6	35	40	19
	2008-2009	59	58	1	100	63	62	56	10	53	19	19
Migrant	2007-2008	0	0	0				86				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	22	20	2	100	32	30	29	0	32	27	41
	2008-2009	33	29	2	94	23	22	29	3	19	29	48
Limited English Proficient	2007-2008	1	1	0	100			41				
	2008-2009	2	2	0	100			41				

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# 2009–2010 NCLB Report Card



**School:** Messalonskee 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	190	186	4	100	66	65	53	15	51	25	9
	2008-2009	191	189	1	99	56	56	54	15	41	28	16
Female	2007-2008	91	89	2	100	62	62	53	15	46	29	10
	2008-2009	105	104	0	99	53	53	52	11	42	36	12
Male	2007-2008	99	97	2	100	70	69	53	15	55	22	8
	2008-2009	86	85	1	100	60	60	56	21	40	19	21
Caucasian/White	2007-2008	188	184	4	100	66	66	54	15	51	25	9
	2008-2009	185	183	1	99	55	55	55	15	41	28	16
African American/Black	2007-2008	1	1	0	100			30				
	2008-2009	2	2	0	100			31				
Hispanic	2007-2008	1	1	0	100			41				
	2008-2009	0	0	0				37				
Asian or Pacific Islander	2007-2008	0	0	0				63				
	2008-2009	3	3	0	100			66				
American Indian or Native Alaskan	2007-2008	0	0	0				33				
	2008-2009	1	1	0	100			34				
Economically Disadvantaged	2007-2008	55	52	3	100	45	45	39	5	40	40	15
	2008-2009	57	57	0	100	35	35	40	2	33	37	28
Migrant	2007-2008	0	0	0				57				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	29	25	4	100	38	37	23	7	31	21	41
	2008-2009	32	30	1	97	23	23	26	6	16	26	52
Limited English Proficient	2007-2008	0	0	0				30				
	2008-2009	1	1	0	100			30				

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# 2009–2010 NCLB Report Card



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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	182	180	2	100	53	52	53	15	38	25	22
	2008-2009	192	188	4	100	59	58	57	15	45	26	15
Female	2007-2008	80	79	1	100	54	52	54	15	39	30	16
	2008-2009	93	91	2	100	56	56	59	13	43	29	15
Male	2007-2008	102	101	1	100	52	52	53	15	37	22	26
	2008-2009	99	97	2	100	63	61	56	16	46	23	14
Caucasian/White	2007-2008	176	174	2	100	52	52	54	14	39	26	22
	2008-2009	190	186	4	100	59	59	58	15	45	26	14
African American/Black	2007-2008	0	0	0				30				
	2008-2009	1	1	0	100			32				
Hispanic	2007-2008	0	0	0				42				
	2008-2009	1	1	0	100			47				
Asian or Pacific Islander	2007-2008	4	4	0	100			59				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	2	2	0	100			36				
	2008-2009	0	0	0				39				
Economically Disadvantaged	2007-2008	56	55	1	100	38	38	37	7	30	27	36
	2008-2009	54	51	3	100	35	35	42	2	33	35	30
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	32	30	2	100	9	9	22	0	9	25	66
	2008-2009	30	26	4	100	30	27	23	0	30	10	60
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.

# 2009–2010 NCLB Report Card



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**Grade:** 08



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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	209	205	2	99	56	55	51	17	39	21	23
	2008-2009	184	180	2	99	52	52	52	16	36	26	22
Female	2007-2008	92	92	0	100	52	51	51	13	39	22	26
	2008-2009	80	79	1	100	56	56	54	16	40	28	16
Male	2007-2008	117	113	2	98	59	58	51	21	38	20	21
	2008-2009	104	101	1	98	49	49	51	17	32	25	26
Caucasian/White	2007-2008	204	200	2	99	56	55	52	17	39	20	24
	2008-2009	178	174	2	99	52	51	53	15	37	27	22
African American/Black	2007-2008	3	3	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	2	2	0	100			66				
	2008-2009	4	4	0	100			60				
American Indian or Native Alaskan	2007-2008	0	0	0				27				
	2008-2009	2	2	0	100			37				
Economically Disadvantaged	2007-2008	48	46	2	100	29	29	35	4	25	31	40
	2008-2009	59	58	1	100	41	40	36	5	36	25	34
Migrant	2007-2008	0	0	0				43				
	2008-2009	0	0	0				17				
Students with Disabilities	2007-2008	22	20	2	100	41	37	19	0	41	14	45
	2008-2009	33	29	2	94	13	13	18	6	6	16	71
Limited English Proficient	2007-2008	1	1	0	100			33				
	2008-2009	2	2	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:** Messalonskee Middle School  
**SAU:** MSAD 47  
**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	77	E: 71 M: 77	E: 68 M: 73	100	E: 100 M: 100	E: 100 M: 99	57	E: 76 M: 56	E: 67 M: 55	95	96	95
Caucasian/White	100	E: 100 M: 100	E: 100 M: 99	77	E: 71 M: 77	E: 68 M: 74	100	E: 100 M: 100	E: 100 M: 99	56	E: 76 M: 56	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	65	E: 59 M: 65	E: 55 M: 60	100	E: 100 M: 100	E: 100 M: 99	37	E: 65 M: 37	E: 55 M: 40			
Students with Disabilities	98	E: 100 M: 98	E: 100 M: 99	42	E: 30 M: 42	E: 37 M: 34	98	E: 100 M: 98	E: 100 M: 99	23	E: 38 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 <sup>1</sup>	11	4	28	0	4	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.