



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



# 2009–2010 NCLB Report Card

School: St Albans Consolidated  
SAU: MSAD 48

## Contents of the Report

Assessment Data  
Accountability Data  
Maine Teacher Quality Data

# 2009–2010 NCLB Report Card



**School:** St Albans Consolidated  
**SAU:** MSAD 48  
**Grade:** 03



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	24	24	0	100	79	75	64	4	75	13	8
	2008-2009	24	22	2	100	63	60	65	13	50	29	8
Female	2007-2008	12	12	0	100	75	75	68	8	67	17	8
	2008-2009	9	8	1	100	44	66	70	11	33	33	22
Male	2007-2008	12	12	0	100	83	75	59	0	83	8	8
	2008-2009	15	14	1	100	73	56	60	13	60	27	0
Caucasian/White	2007-2008	24	24	0	100	79	75	64	4	75	13	8
	2008-2009	24	22	2	100	63	60	66	13	50	29	8
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	0	0	0				53				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	16	16	0	100	75	69	50	0	75	19	6
	2008-2009	16	14	2	100	63	55	53	13	50	25	13
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	3	3	0	100		57	34				
	2008-2009	6	4	2	100	67	46	36	50	17	17	17
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:** St Albans Consolidated  
**SAU:** MSAD 48  
**Grade:** 04



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	25	24	0	96	63	66	63	4	58	38	0
	2008-2009	23	23	0	100	78	76	71	4	74	17	4
Female	2007-2008	13	13	0	100	62	63	67	0	62	38	0
	2008-2009	11	11	0	100	91	78	75	9	82	9	0
Male	2007-2008	12	11	0	92	64	70	60	9	55	36	0
	2008-2009	12	12	0	100	67	73	67	0	67	25	8
Caucasian/White	2007-2008	25	24	0	96	63	66	64	4	58	38	0
	2008-2009	23	23	0	100	78	76	71	4	74	17	4
African American/Black	2007-2008	0	0	0				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	20	19	0	95	63	56	49	5	58	37	0
	2008-2009	16	16	0	100	69	68	60	0	69	25	6
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	1	1	0	100		52	31				
	2008-2009	2	2	0	100		61	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.

# 2009–2010 NCLB Report Card



**School:** St Albans Consolidated  
**SAU:** MSAD 48  
**Grade:** 03



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	24	24	0	100	83	71	67	46	38	13	4
	2008-2009	24	22	2	100	67	61	70	17	50	17	17
Female	2007-2008	12	12	0	100	83	68	65	50	33	8	8
	2008-2009	9	8	1	100	44	60	68	11	33	11	44
Male	2007-2008	12	12	0	100	83	74	68	42	42	17	0
	2008-2009	15	14	1	100	80	63	71	20	60	20	0
Caucasian/White	2007-2008	24	24	0	100	83	71	68	46	38	13	4
	2008-2009	24	22	2	100	67	61	71	17	50	17	17
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	0	0	0				53				
	2008-2009	0	0	0				55				
Economically Disadvantaged	2007-2008	16	16	0	100	88	68	55	38	50	13	0
	2008-2009	16	14	2	100	63	55	58	13	50	19	19
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	3	3	0	100		39	44				
	2008-2009	6	4	2	100	67	43	46	50	17	0	33
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:** St Albans Consolidated  
**SAU:** MSAD 48  
**Grade:** 04



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	25	24	0	96	67	64	60	17	50	29	4
	2008-2009	23	23	0	100	83	61	66	30	52	13	4
Female	2007-2008	13	13	0	100	69	62	59	8	62	23	8
	2008-2009	11	11	0	100	82	58	66	27	55	18	0
Male	2007-2008	12	11	0	92	64	66	62	27	36	36	0
	2008-2009	12	12	0	100	83	65	67	33	50	8	8
Caucasian/White	2007-2008	25	24	0	96	67	64	61	17	50	29	4
	2008-2009	23	23	0	100	83	62	67	30	52	13	4
African American/Black	2007-2008	0	0	0				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	20	19	0	95	63	55	46	11	53	32	5
	2008-2009	16	16	0	100	75	56	54	19	56	19	6
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	1	1	0	100		40	36				
	2008-2009	2	2	0	100		57	41				
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				43				

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

# 2009–2010 NCLB Report Card



**School:** St Albans Consolidated  
**SAU:** MSAD 48  
**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: 100 M: 98	E: 100 M: 99	70	E: 65 M: 66	E: 68 M: 73	100	E: 100 M: 98	E: 100 M: 99	74	E: 57 M: 40	E: 67 M: 55	88	92	95
Caucasian/White	100	E: 100 M: 98	E: 100 M: 99	70	E: 65 M: 65	E: 68 M: 74	100	E: 100 M: 98	E: 100 M: 99	74	E: 56 M: 40	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: 100 M: 98	E: 100 M: 99	66	E: 57 M: 56	E: 55 M: 60	*	E: 100 M: 97	E: 100 M: 99	69	E: 48 M: 29	E: 55 M: 40			
Students with Disabilities	*	E: 99 M: 97	E: 100 M: 99	*	E: 42 M: 33	E: 37 M: 34	*	E: 99 M: 97	E: 100 M: 99	*	E: 39 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 <sup>1</sup>	6	2	2	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)	10

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.