



**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: Thomaston Grammar School  
SAU: MSAD 50

## Contents of the Report

Assessment Data  
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# 2009–2010 NCLB Report Card



**School:** Thomaston Grammar School  
**SAU:** MSAD 50  
**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	58	56	1	98	72	67	63	2	70	21	7
	2008-2009	44	42	1	98	67	65	67	12	56	28	5
Female	2007-2008	27	26	1	100	63	60	68	4	59	33	4
	2008-2009	25	25	0	100	76	73	70	20	56	20	4
Male	2007-2008	31	30	0	97	80	73	59	0	80	10	10
	2008-2009	19	17	1	95	56	56	64	0	56	39	6
Caucasian/White	2007-2008	56	54	1	98	73	69	64	2	71	22	5
	2008-2009	44	42	1	98	67	64	67	12	56	28	5
African American/Black	2007-2008	0	0	0				40				
	2008-2009	0	0	0				46				
Hispanic	2007-2008	1	1	0	100			49				
	2008-2009	0	0	0				56				
Asian or Pacific Islander	2007-2008	1	1	0	100			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	28	27	0	96	63	59	50	0	63	26	11
	2008-2009	20	20	0	100	55	52	53	5	50	35	10
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	12	10	1	92	55	42	29	0	55	27	18
	2008-2009	10	9	1	100	10	21	31	0	10	70	20
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.

# 2009–2010 NCLB Report Card



**School:** Thomaston Grammar School  
**SAU:** MSAD 50  
**Grade:** 06



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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	48	42	5	98	68	73	70	6	62	26	6
	2008-2009	56	54	2	100	79	70	71	11	68	21	0
Female	2007-2008	25	23	2	100	76	77	75	8	68	16	8
	2008-2009	25	24	1	100	84	78	76	12	72	16	0
Male	2007-2008	23	19	3	96	59	69	65	5	55	36	5
	2008-2009	31	30	1	100	74	63	66	10	65	26	0
Caucasian/White	2007-2008	47	41	5	98	67	73	71	7	61	26	7
	2008-2009	53	51	2	100	79	73	71	9	70	21	0
African American/Black	2007-2008	0	0	0				55				
	2008-2009	1	1	0	100			51				
Hispanic	2007-2008	0	0	0				53				
	2008-2009	1	1	0	100			60				
Asian or Pacific Islander	2007-2008	1	1	0	100			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	18	15	3	100	44	57	57	6	39	50	6
	2008-2009	28	27	1	100	71	65	58	0	71	29	0
Migrant	2007-2008	0	0	0				71				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	18	12	5	94	41	44	34	0	41	47	12
	2008-2009	9	7	2	100	56	40	33	0	56	44	0
Limited English Proficient	2007-2008	1	1	0	100			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:** Thomaston Grammar School  
**SAU:** MSAD 50  
**Grade:** 07



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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	52	50	1	98	57	68	73	6	51	37	6
	2008-2009	45	42	3	100	71	77	78	11	60	22	7
Female	2007-2008	28	27	1	100	68	74	79	11	57	29	4
	2008-2009	25	24	1	100	72	77	84	16	56	20	8
Male	2007-2008	24	23	0	96	43	61	68	0	43	48	9
	2008-2009	20	18	2	100	70	77	73	5	65	25	5
Caucasian/White	2007-2008	52	50	1	98	57	67	74	6	51	37	6
	2008-2009	43	40	3	100	72	78	79	12	60	23	5
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	0	0	0				69				
Asian or Pacific Islander	2007-2008	0	0	0				74				
	2008-2009	1	1	0	100			83				
American Indian or Native Alaskan	2007-2008	0	0	0				59				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	20	19	0	95	37	52	61	11	26	53	11
	2008-2009	16	15	1	100	56	64	67	6	50	38	6
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				63				
Students with Disabilities	2007-2008	11	10	1	100	45	50	34	0	45	55	0
	2008-2009	10	7	3	100	30	42	39	10	20	50	20
Limited English Proficient	2007-2008	0	0	0				55				
	2008-2009	1	1	0	100			47				

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

# 2009–2010 NCLB Report Card



**School:** Thomaston Grammar School  
**SAU:** MSAD 50  
**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	55	50	2	95	83	85	71	31	52	10	8
	2008-2009	45	44	1	100	58	64	71	22	36	36	7
Female	2007-2008	34	32	2	100	88	85	77	35	53	12	0
	2008-2009	27	26	1	100	70	76	77	33	37	30	0
Male	2007-2008	21	18	0	86	72	83	65	22	50	6	22
	2008-2009	18	18	0	100	39	50	66	6	33	44	17
Caucasian/White	2007-2008	53	49	2	96	82	86	72	31	51	10	8
	2008-2009	45	44	1	100	58	64	72	22	36	36	7
African American/Black	2007-2008	0	0	0				49				
	2008-2009	0	0	0				51				
Hispanic	2007-2008	1	1	0	100			55				
	2008-2009	0	0	0				66				
Asian or Pacific Islander	2007-2008	1	0	0	0			71				
	2008-2009	0	0	0				71				
American Indian or Native Alaskan	2007-2008	0	0	0				52				
	2008-2009	0	0	0				56				
Economically Disadvantaged	2007-2008	21	18	2	95	90	86	56	30	60	5	5
	2008-2009	17	17	0	100	53	52	56	24	29	35	12
Migrant	2007-2008	0	0	0				86				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	16	13	2	94	80	79	29	0	80	7	13
	2008-2009	9	8	1	100	44	35	29	0	44	22	33
Limited English Proficient	2007-2008	1	0	0	0			41				
	2008-2009	0	0	0				41				

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

# 2009–2010 NCLB Report Card



**School:** Thomaston Grammar School  
**SAU:** MSAD 50  
**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	58	56	1	98	56	59	64	11	46	30	14
	2008-2009	44	42	1	98	49	53	66	9	40	35	16
Female	2007-2008	27	26	1	100	48	53	63	0	48	37	15
	2008-2009	25	25	0	100	44	48	65	16	28	40	16
Male	2007-2008	31	30	0	97	63	64	64	20	43	23	13
	2008-2009	19	17	1	95	56	59	66	0	56	28	17
Caucasian/White	2007-2008	56	54	1	98	56	59	65	9	47	31	13
	2008-2009	44	42	1	98	49	54	67	9	40	35	16
African American/Black	2007-2008	0	0	0				38				
	2008-2009	0	0	0				43				
Hispanic	2007-2008	1	1	0	100			49				
	2008-2009	0	0	0				52				
Asian or Pacific Islander	2007-2008	1	1	0	100			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	28	27	0	96	41	41	51	0	41	41	19
	2008-2009	20	20	0	100	35	45	53	0	35	40	25
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	12	10	1	92	27	17	33	0	27	45	27
	2008-2009	10	9	1	100	20	29	38	0	20	30	50
Limited English Proficient	2007-2008	0	0	0				44				
	2008-2009	0	0	0				40				

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# 2009–2010 NCLB Report Card



**School:** Thomaston Grammar School  
**SAU:** MSAD 50  
**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	42	5	98	36	35	53	2	34	38	26
	2008-2009	56	54	2	100	46	47	54	7	39	27	27
Female	2007-2008	25	23	2	100	28	23	53	0	28	44	28
	2008-2009	25	24	1	100	28	27	52	0	28	44	28
Male	2007-2008	23	19	3	96	45	47	53	5	41	32	23
	2008-2009	31	30	1	100	61	63	56	13	48	13	26
Caucasian/White	2007-2008	47	41	5	98	35	34	54	0	35	39	26
	2008-2009	53	51	2	100	47	45	55	6	42	28	25
African American/Black	2007-2008	0	0	0				30				
	2008-2009	1	1	0	100			31				
Hispanic	2007-2008	0	0	0				41				
	2008-2009	1	1	0	100			37				
Asian or Pacific Islander	2007-2008	1	1	0	100			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	18	15	3	100	33	26	39	0	33	33	33
	2008-2009	28	27	1	100	32	35	40	0	32	29	39
Migrant	2007-2008	0	0	0				57				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	18	12	5	94	18	11	23	0	18	53	29
	2008-2009	9	7	2	100	33	40	26	0	33	22	44
Limited English Proficient	2007-2008	1	1	0	100			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



**School:** Thomaston Grammar School  
**SAU:** MSAD 50  
**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	52	50	1	98	35	43	53	6	29	41	24
	2008-2009	45	42	3	100	56	56	57	7	49	24	20
Female	2007-2008	28	27	1	100	39	50	54	11	29	32	29
	2008-2009	25	24	1	100	44	42	59	8	36	28	28
Male	2007-2008	24	23	0	96	30	34	53	0	30	52	17
	2008-2009	20	18	2	100	70	70	56	5	65	20	10
Caucasian/White	2007-2008	52	50	1	98	35	42	54	6	29	41	24
	2008-2009	43	40	3	100	56	56	58	5	51	26	19
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	0	0	0				47				
Asian or Pacific Islander	2007-2008	0	0	0				59				
	2008-2009	1	1	0	100			68				
American Indian or Native Alaskan	2007-2008	0	0	0				36				
	2008-2009	0	0	0				39				
Economically Disadvantaged	2007-2008	20	19	0	95	32	28	37	0	32	32	37
	2008-2009	16	15	1	100	44	41	42	0	44	19	38
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	11	10	1	100	18	11	22	9	9	36	45
	2008-2009	10	7	3	100	0	17	23	0	0	70	30
Limited English Proficient	2007-2008	0	0	0				32				
	2008-2009	1	1	0	100			27				

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

# 2009–2010 NCLB Report Card



**School:** Thomaston Grammar School  
**SAU:** MSAD 50  
**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	55	51	2	96	49	53	51	8	42	30	21
	2008-2009	45	44	1	100	40	44	52	4	36	40	20
Female	2007-2008	34	32	2	100	53	54	51	6	47	29	18
	2008-2009	27	26	1	100	44	54	54	4	41	37	19
Male	2007-2008	21	19	0	90	42	52	51	11	32	32	26
	2008-2009	18	18	0	100	33	32	51	6	28	44	22
Caucasian/White	2007-2008	53	49	2	96	47	52	52	8	39	31	22
	2008-2009	45	44	1	100	40	43	53	4	36	40	20
African American/Black	2007-2008	0	0	0				27				
	2008-2009	0	0	0				31				
Hispanic	2007-2008	1	1	0	100			42				
	2008-2009	0	0	0				40				
Asian or Pacific Islander	2007-2008	1	1	0	100			66				
	2008-2009	0	0	0				60				
American Indian or Native Alaskan	2007-2008	0	0	0				27				
	2008-2009	0	0	0				37				
Economically Disadvantaged	2007-2008	21	18	2	95	35	39	35	5	30	40	25
	2008-2009	17	17	0	100	24	20	36	6	18	59	18
Migrant	2007-2008	0	0	0				43				
	2008-2009	0	0	0				17				
Students with Disabilities	2007-2008	16	13	2	94	53	42	19	0	53	33	13
	2008-2009	9	8	1	100	11	12	18	0	11	44	44
Limited English Proficient	2007-2008	1	1	0	100			33				
	2008-2009	0	0	0				26				

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# 2009–2010 NCLB Report Card



**School:** Thomaston Grammar School  
**SAU:** MSAD 50  
**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	99	E: 98 M: 100	E: 100 M: 99	69	E: 81 M: 70	E: 68 M: 73	99	E: 98 M: 100	E: 100 M: 99	48	E: 62 M: 49	E: 67 M: 55	93	95	95
Caucasian/White	99	E: 99 M: 100	E: 100 M: 99	69	E: 81 M: 71	E: 68 M: 74	99	E: 99 M: 100	E: 100 M: 99	48	E: 63 M: 48	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: 99 M: 100	E: 100 M: 99	60	E: 76 M: 60	E: 55 M: 60	100	E: 99 M: 100	E: 100 M: 99	34	E: 54 M: 33	E: 55 M: 40			
Students with Disabilities	*	E: 100 M: *	E: 100 M: 99	34	E: 49 M: 38	E: 37 M: 34	*	E: 100 M: *	E: 100 M: 99	16	E: 41 M: 21	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>	13	2	5	1	2	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.