



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 or by contacting the NCLB Clearinghouse at 624-6705.



2009–2010 NCLB Report Card

School: Massabesic Middle School
SAU: MSAD 57

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2009–2010 NCLB Report Card



School: Massabesic Middle School
SAU: MSAD 57
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	289	286	2	100	66	66	73	10	55	22	13
	2008-2009	259	255	3	100	78	78	78	16	62	17	5
Female	2007-2008	144	141	2	99	71	71	79	13	58	21	8
	2008-2009	121	120	1	100	83	83	84	21	61	16	2
Male	2007-2008	145	145	0	100	60	60	68	8	52	23	17
	2008-2009	138	135	2	99	73	73	73	11	62	18	9
Caucasian/White	2007-2008	279	276	2	100	67	67	74	11	56	22	12
	2008-2009	247	243	3	100	77	77	79	16	61	17	6
African American/Black	2007-2008	4	4	0	100			59				
	2008-2009	5	5	0	100	80	80	60	0	80	20	0
Hispanic	2007-2008	3	3	0	100			67				
	2008-2009	0	0	0				69				
Asian or Pacific Islander	2007-2008	1	1	0	100			74				
	2008-2009	5	5	0	100	100	100	83	20	80	0	0
American Indian or Native Alaskan	2007-2008	2	2	0	100			59				
	2008-2009	2	2	0	100			64				
Economically Disadvantaged	2007-2008	100	98	1	99	55	55	61	6	48	26	19
	2008-2009	88	86	1	99	63	63	67	6	57	28	9
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				63				
Students with Disabilities	2007-2008	48	46	2	100	19	19	34	0	19	31	50
	2008-2009	39	35	3	97	34	34	39	3	32	42	24
Limited English Proficient	2007-2008	0	0	0				55				
	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: Massabesic Middle School
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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	293	290	2	100	72	72	71	26	46	20	8
	2008-2009	286	281	3	99	62	62	71	12	51	27	11
Female	2007-2008	137	136	1	100	82	82	77	31	50	15	3
	2008-2009	144	140	3	99	71	71	77	17	54	25	4
Male	2007-2008	156	154	1	99	64	63	65	21	43	24	12
	2008-2009	142	141	0	99	54	54	66	6	48	29	17
Caucasian/White	2007-2008	287	284	2	100	72	72	72	26	46	20	8
	2008-2009	276	273	2	100	63	63	72	12	51	27	11
African American/Black	2007-2008	2	2	0	100			49				
	2008-2009	4	3	0	75			51				
Hispanic	2007-2008	1	1	0	100			55				
	2008-2009	3	3	0	100			66				
Asian or Pacific Islander	2007-2008	2	2	0	100			71				
	2008-2009	1	0	1	100			71				
American Indian or Native Alaskan	2007-2008	1	1	0	100			52				
	2008-2009	2	2	0	100			56				
Economically Disadvantaged	2007-2008	80	77	2	99	54	54	56	13	42	32	14
	2008-2009	100	99	0	99	47	47	56	6	41	35	17
Migrant	2007-2008	0	0	0				86				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	46	44	2	100	26	25	29	2	24	39	35
	2008-2009	43	39	3	98	14	14	29	0	14	29	57
Limited English Proficient	2007-2008	2	2	0	100			41				
	2008-2009	0	0	0				41				

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

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School: Massabesic Middle School
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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	289	285	2	99	39	39	53	5	33	29	32
	2008-2009	259	253	3	99	61	61	57	16	45	27	12
Female	2007-2008	144	141	2	99	38	38	54	3	35	33	29
	2008-2009	121	119	1	99	63	63	59	19	44	29	8
Male	2007-2008	145	144	0	99	40	40	53	8	32	25	35
	2008-2009	138	134	2	99	59	59	56	14	45	25	16
Caucasian/White	2007-2008	279	275	2	99	40	40	54	5	35	29	31
	2008-2009	247	241	3	99	61	61	58	17	45	27	11
African American/Black	2007-2008	4	4	0	100			30				
	2008-2009	5	5	0	100	60	60	32	0	60	40	0
Hispanic	2007-2008	3	3	0	100			42				
	2008-2009	0	0	0				47				
Asian or Pacific Islander	2007-2008	1	1	0	100			59				
	2008-2009	5	5	0	100	60	60	68	20	40	20	20
American Indian or Native Alaskan	2007-2008	2	2	0	100			36				
	2008-2009	2	2	0	100			39				
Economically Disadvantaged	2007-2008	100	97	1	98	27	27	37	5	21	28	46
	2008-2009	88	85	1	98	47	47	42	9	37	28	26
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	48	45	2	98	13	13	22	4	9	13	74
	2008-2009	39	35	3	97	34	34	23	16	18	29	37
Limited English Proficient	2007-2008	0	0	0				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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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	293	290	2	100	55	54	51	14	41	24	21
	2008-2009	286	280	3	99	46	46	52	11	35	30	24
Female	2007-2008	137	136	1	100	54	54	51	12	42	25	21
	2008-2009	144	140	3	99	52	52	54	8	44	29	20
Male	2007-2008	156	154	1	99	55	55	51	15	40	23	21
	2008-2009	142	140	0	99	41	41	51	14	26	31	29
Caucasian/White	2007-2008	287	284	2	100	55	54	52	14	41	24	22
	2008-2009	276	272	2	99	46	46	53	11	35	30	24
African American/Black	2007-2008	2	2	0	100			27				
	2008-2009	4	3	0	75			31				
Hispanic	2007-2008	1	1	0	100			42				
	2008-2009	3	3	0	100			40				
Asian or Pacific Islander	2007-2008	2	2	0	100			66				
	2008-2009	1	0	1	100			60				
American Indian or Native Alaskan	2007-2008	1	1	0	100			27				
	2008-2009	2	2	0	100			37				
Economically Disadvantaged	2007-2008	80	77	2	99	42	42	35	9	33	27	32
	2008-2009	100	98	0	98	32	32	36	6	26	29	40
Migrant	2007-2008	0	0	0				43				
	2008-2009	0	0	0				17				
Students with Disabilities	2007-2008	46	44	2	100	15	15	19	4	11	22	63
	2008-2009	43	38	3	95	12	12	18	5	7	24	63
Limited English Proficient	2007-2008	2	2	0	100			33				
	2008-2009	0	0	0				26				

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

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School: Massabesic Middle School
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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	70	E: 69 M: 71	E: 68 M: 73	99	E: 100 M: 99	E: 100 M: 99	54	E: 74 M: 55	E: 67 M: 55	95	95	95
Caucasian/White	100	E: 100 M: 100	E: 100 M: 99	70	E: 69 M: 71	E: 68 M: 74	99	E: 100 M: 99	E: 100 M: 99	54	E: 74 M: 55	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: 100 M: 100	E: 100 M: 99	55	E: 62 M: 59	E: 55 M: 60	98	E: 100 M: 99	E: 100 M: 99	39	E: 69 M: 43	E: 55 M: 40			
Students with Disabilities	99	E: 99 M: 99	E: 100 M: 99	24	E: 35 M: 24	E: 37 M: 34	98	E: 99 M: 98	E: 100 M: 99	23	E: 50 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 ¹	21	10	9	0	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)	2

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.