



**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: Madison Elementary School

SAU: MSAD 59

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2009–2010 NCLB Report Card



School: Madison Elementary School
SAU: MSAD 59
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	64	63	0	98	52	49	64	0	52	40	8
	2008-2009	53	53	0	100	74	74	65	6	68	26	0
Female	2007-2008	27	26	0	96	58	52	68	0	58	38	4
	2008-2009	27	27	0	100	70	76	70	7	63	30	0
Male	2007-2008	37	37	0	100	49	48	59	0	49	41	11
	2008-2009	26	26	0	100	77	73	60	4	73	23	0
Caucasian/White	2007-2008	62	61	0	98	54	51	64	0	54	38	8
	2008-2009	52	52	0	100	73	74	66	6	67	27	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	1	1	0	100			61				
	2008-2009	1	1	0	100			66				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	35	35	0	100	37	40	50	0	37	54	9
	2008-2009	28	28	0	100	64	69	53	4	61	36	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	12	12	0	100	8	7	34	0	8	75	17
	2008-2009	10	10	0	100	50	55	36	0	50	50	0
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: Madison Elementary School
SAU: MSAD 59
Grade: 04



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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	64	64	0	100	53	53	63	5	48	41	6
	2008-2009	71	71	0	100	76	72	71	4	72	23	1
Female	2007-2008	26	26	0	100	58	55	67	8	50	35	8
	2008-2009	31	31	0	100	84	82	75	10	74	13	3
Male	2007-2008	38	38	0	100	50	51	60	3	47	45	5
	2008-2009	40	40	0	100	70	64	67	0	70	30	0
Caucasian/White	2007-2008	62	62	0	100	55	53	64	5	50	40	5
	2008-2009	71	71	0	100	76	72	71	4	72	23	1
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	1	1	0	100			67				
	2008-2009	0	0	0				71				
American Indian or Native Alaskan	2007-2008	1	1	0	100			47				
	2008-2009	0	0	0				60				
Economically Disadvantaged	2007-2008	36	36	0	100	39	42	49	3	36	53	8
	2008-2009	44	44	0	100	70	68	60	0	70	27	2
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	11	11	0	100	9	13	31	0	9	64	27
	2008-2009	13	13	0	100	38	44	43	0	38	54	8
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: Madison Elementary School
SAU: MSAD 59
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	64	63	0	98	43	44	67	8	35	40	17
	2008-2009	53	53	0	100	83	77	70	36	47	17	0
Female	2007-2008	27	26	0	96	38	42	65	8	31	42	19
	2008-2009	27	27	0	100	93	82	68	33	59	7	0
Male	2007-2008	37	37	0	100	46	46	68	8	38	38	16
	2008-2009	26	26	0	100	73	73	71	38	35	27	0
Caucasian/White	2007-2008	62	61	0	98	44	45	68	8	36	39	16
	2008-2009	52	52	0	100	83	77	71	37	46	17	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	1	1	0	100			66				
	2008-2009	1	1	0	100			70				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				55				
Economically Disadvantaged	2007-2008	35	35	0	100	29	35	55	0	29	54	17
	2008-2009	28	28	0	100	79	72	58	32	46	21	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	12	12	0	100	0	7	44	0	0	42	58
	2008-2009	10	10	0	100	70	64	46	30	40	30	0
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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School: Madison Elementary School
SAU: MSAD 59
Grade: 04



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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	64	64	0	100	48	51	60	5	44	23	28
	2008-2009	71	71	0	100	72	64	66	14	58	13	15
Female	2007-2008	26	26	0	100	42	45	59	8	35	35	23
	2008-2009	31	31	0	100	71	66	66	16	55	13	16
Male	2007-2008	38	38	0	100	53	55	62	3	50	16	32
	2008-2009	40	40	0	100	73	62	67	13	60	13	15
Caucasian/White	2007-2008	62	62	0	100	50	51	61	5	45	23	27
	2008-2009	71	71	0	100	72	64	67	14	58	13	15
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	1	1	0	100			65				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	1	1	0	100			49				
	2008-2009	0	0	0				59				
Economically Disadvantaged	2007-2008	36	36	0	100	31	38	46	3	28	28	42
	2008-2009	44	44	0	100	68	60	54	9	59	14	18
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	11	11	0	100	9	27	36	0	9	18	73
	2008-2009	13	13	0	100	0	6	41	0	0	31	69
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: Madison Elementary School
SAU: MSAD 59
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: 99	E: 100 M: 99	74	E: 67 M: 55	E: 68 M: 73	100	E: 100 M: 99	E: 100 M: 99	77	E: 60 M: 33	E: 67 M: 55	94	94	95
Caucasian/White	100	E: 100 M: 99	E: 100 M: 99	74	E: 67 M: 54	E: 68 M: 74	100	E: 100 M: 99	E: 100 M: 99	76	E: 60 M: 33	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: 99	E: 100 M: 99	66	E: 61 M: 52	E: 55 M: 60	100	E: 100 M: 99	E: 100 M: 99	72	E: 52 M: 30	E: 55 M: 40			
Students with Disabilities	*	E: 100 M: 98	E: 100 M: 99	43	E: 39 M: 13	E: 37 M: 34	*	E: 100 M: 98	E: 100 M: 99	30	E: 27 M: 13	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	18	1	4	1	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)	8

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.