



**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: Dr Carl E Troutt School
SAU: MSAD 67

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2009–2010 NCLB Report Card



School: Dr Carl E Troutt School
SAU: MSAD 67
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	11	11	0	100	64	63	64	0	64	36	0
	2008-2009	4	4	0	100		82	65				
Female	2007-2008	4	4	0	100		63	68				
	2008-2009	2	2	0	100		78	70				
Male	2007-2008	7	7	0	100	71	64	59	0	71	29	0
	2008-2009	2	2	0	100		87	60				
Caucasian/White	2007-2008	10	10	0	100	60	64	64	0	60	40	0
	2008-2009	4	4	0	100		82	66				
African American/Black	2007-2008	0	0	0				42				
	2008-2009	0	0	0				42				
Hispanic	2007-2008	1	1	0	100			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	6	6	0	100	50	55	50	0	50	50	0
	2008-2009	3	3	0	100		69	53				
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	2	2	0	100		63	34				
	2008-2009	3	3	0	100		50	36				
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.

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School: Dr Carl E Troutt School
SAU: MSAD 67
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	12	12	0	100	75	52	63	0	75	25	0
	2008-2009	11	11	0	100	64	75	71	0	64	36	0
Female	2007-2008	6	6	0	100	83	48	67	0	83	17	0
	2008-2009	4	4	0	100		76	75				
Male	2007-2008	6	6	0	100	67	57	60	0	67	33	0
	2008-2009	7	7	0	100	57	74	67	0	57	43	0
Caucasian/White	2007-2008	12	12	0	100	75	52	64	0	75	25	0
	2008-2009	10	10	0	100	60	75	71	0	60	40	0
African American/Black	2007-2008	0	0	0				38				
	2008-2009	0	0	0				53				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	1	1	0	100			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	8	8	0	100	88	49	49	0	88	13	0
	2008-2009	6	6	0	100	67	73	60	0	67	33	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	5	5	0	100	80	60	31	0	80	20	0
	2008-2009	1	1	0	100		71	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.

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School: Dr Carl E Troutt School
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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	11	11	0	100	36	57	67	0	36	55	9
	2008-2009	4	4	0	100		68	70				
Female	2007-2008	4	4	0	100		56	65				
	2008-2009	2	2	0	100		60	68				
Male	2007-2008	7	7	0	100	43	58	68	0	43	43	14
	2008-2009	2	2	0	100		81	71				
Caucasian/White	2007-2008	10	10	0	100	40	58	68	0	40	50	10
	2008-2009	4	4	0	100		68	71				
African American/Black	2007-2008	0	0	0				41				
	2008-2009	0	0	0				45				
Hispanic	2007-2008	1	1	0	100			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	6	6	0	100	50	55	55	0	50	50	0
	2008-2009	3	3	0	100		55	58				
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	2	2	0	100		68	44				
	2008-2009	3	3	0	100		60	46				
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: Dr Carl E Troutt School
SAU: MSAD 67
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	12	12	0	100	83	48	60	17	67	8	8
	2008-2009	11	11	0	100	55	52	66	0	55	36	9
Female	2007-2008	6	6	0	100	83	52	59	33	50	17	0
	2008-2009	4	4	0	100		54	66				
Male	2007-2008	6	6	0	100	83	43	62	0	83	0	17
	2008-2009	7	7	0	100	57	49	67	0	57	29	14
Caucasian/White	2007-2008	12	12	0	100	83	48	61	17	67	8	8
	2008-2009	10	10	0	100	50	52	67	0	50	40	10
African American/Black	2007-2008	0	0	0				30				
	2008-2009	0	0	0				46				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	1	1	0	100			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	8	8	0	100	88	37	46	13	75	0	13
	2008-2009	6	6	0	100	50	52	54	0	50	50	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	5	5	0	100	80	33	36	0	80	0	20
	2008-2009	1	1	0	100		35	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: Dr Carl E Troutt School
SAU: MSAD 67
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	*	E: 100 M: 100	E: 100 M: 99	67	E: 74 M: 85	E: 68 M: 73	*	E: 100 M: 100	E: 100 M: 99	58	E: 63 M: 72	E: 67 M: 55	96	95	95
Caucasian/White	*	E: 100 M: 100	E: 100 M: 99	65	E: 74 M: 86	E: 68 M: 74	*	E: 100 M: 100	E: 100 M: 99	59	E: 63 M: 71	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: 100	E: 100 M: 99	67	E: 66 M: 76	E: 55 M: 60	*	E: 100 M: 100	E: 100 M: 99	62	E: 56 M: 63	E: 55 M: 40			
Students with Disabilities	*	E: 100 M: 100	E: 100 M: 99	*	E: 55 M: 60	E: 37 M: 34	*	E: 100 M: 100	E: 100 M: 99	*	E: 45 M: 49	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	7	1	0	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)	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

School Aggregate

Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0
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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.