



**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: Patrick Therriault School

SAU: Education in Unorganized Terr

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# 2009–2010 NCLB Report Card



**School:** Patrick Therriault School  
**SAU:** Education in Unorganized Terr  
**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	2	2	0	100		60	64				
	2008-2009	3	3	0	100		61	65				
Female	2007-2008	0	0	0			52	68				
	2008-2009	2	2	0	100		64	70				
Male	2007-2008	2	2	0	100		68	59				
	2008-2009	1	1	0	100		59	60				
Caucasian/White	2007-2008	2	2	0	100		59	64				
	2008-2009	3	3	0	100		61	66				
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	2	2	0	100		58	50				
	2008-2009	2	2	0	100		55	53				
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	1	1	0	100		30	34				
	2008-2009	1	1	0	100		20	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.

# 2009–2010 NCLB Report Card



**School:** Patrick Therriault School  
**SAU:** Education in Unorganized Terr  
**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	3	3	0	100		59	63				
	2008-2009	2	2	0	100		73	71				
Female	2007-2008	2	2	0	100		62	67				
	2008-2009	0	0	0			67	75				
Male	2007-2008	1	1	0	100		56	60				
	2008-2009	2	2	0	100		81	67				
Caucasian/White	2007-2008	3	3	0	100		62	64				
	2008-2009	2	2	0	100		72	71				
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	2	2	0	100		54	49				
	2008-2009	2	2	0	100		74	60				
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	0	0	0			36	31				
	2008-2009	1	1	0	100		50	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:** Patrick Therriault School  
**SAU:** Education in Unorganized Terr  
**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	2	2	0	100		57	63				
	2008-2009	3	3	0	100		58	67				
Female	2007-2008	2	2	0	100		52	68				
	2008-2009	2	2	0	100		61	70				
Male	2007-2008	0	0	0			62	59				
	2008-2009	1	1	0	100		55	64				
Caucasian/White	2007-2008	2	2	0	100		57	64				
	2008-2009	3	3	0	100		60	67				
African American/Black	2007-2008	0	0	0				40				
	2008-2009	0	0	0				46				
Hispanic	2007-2008	0	0	0				49				
	2008-2009	0	0	0				56				
Asian or Pacific Islander	2007-2008	0	0	0				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	2	2	0	100		57	50				
	2008-2009	2	2	0	100		46	53				
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	0	0	0			31	29				
	2008-2009	0	0	0			23	31				
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:** Patrick Therriault School  
**SAU:** Education in Unorganized Terr  
**Grade:** 06



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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	2	2	0	100		61	70				
	2008-2009	1	1	0	100		59	71				
Female	2007-2008	2	2	0	100		75	75				
	2008-2009	1	1	0	100		64	76				
Male	2007-2008	0	0	0			50	65				
	2008-2009	0	0	0			56	66				
Caucasian/White	2007-2008	2	2	0	100		60	71				
	2008-2009	1	1	0	100		59	71				
African American/Black	2007-2008	0	0	0				55				
	2008-2009	0	0	0				51				
Hispanic	2007-2008	0	0	0				53				
	2008-2009	0	0	0				60				
Asian or Pacific Islander	2007-2008	0	0	0				76				
	2008-2009	0	0	0				74				
American Indian or Native Alaskan	2007-2008	0	0	0				57				
	2008-2009	0	0	0				54				
Economically Disadvantaged	2007-2008	1	1	0	100		54	57				
	2008-2009	1	1	0	100		54	58				
Migrant	2007-2008	0	0	0				71				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	0	0	0			14	34				
	2008-2009	0	0	0			15	33				
Limited English Proficient	2007-2008	0	0	0				51				
	2008-2009	0	0	0				45				

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

# 2009–2010 NCLB Report Card



**School:** Patrick Therriault School  
**SAU:** Education in Unorganized Terr  
**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	2	2	0	100		53	67				
	2008-2009	3	3	0	100		58	70				
Female	2007-2008	0	0	0			45	65				
	2008-2009	2	2	0	100		61	68				
Male	2007-2008	2	2	0	100		61	68				
	2008-2009	1	1	0	100		55	71				
Caucasian/White	2007-2008	2	2	0	100		52	68				
	2008-2009	3	3	0	100		58	71				
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	2	2	0	100		44	55				
	2008-2009	2	2	0	100		55	58				
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	1	1	0	100		40	44				
	2008-2009	1	1	0	100		27	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.

# 2009–2010 NCLB Report Card



**School:** Patrick Therriault School  
**SAU:** Education in Unorganized Terr  
**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	3	3	0	100		46	60				
	2008-2009	2	2	0	100		58	66				
Female	2007-2008	2	2	0	100		47	59				
	2008-2009	0	0	0			52	66				
Male	2007-2008	1	1	0	100		44	62				
	2008-2009	2	2	0	100		65	67				
Caucasian/White	2007-2008	3	3	0	100		46	61				
	2008-2009	2	2	0	100		57	67				
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	2	2	0	100		38	46				
	2008-2009	2	2	0	100		54	54				
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	0	0	0			21	36				
	2008-2009	1	1	0	100		25	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:** Patrick Therriault School  
**SAU:** Education in Unorganized Terr  
**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	2	2	0	100		57	64				
	2008-2009	3	3	0	100		50	66				
Female	2007-2008	2	2	0	100		61	63				
	2008-2009	2	2	0	100		48	65				
Male	2007-2008	0	0	0			54	64				
	2008-2009	1	1	0	100		52	66				
Caucasian/White	2007-2008	2	2	0	100		57	65				
	2008-2009	3	3	0	100		52	67				
African American/Black	2007-2008	0	0	0				38				
	2008-2009	0	0	0				43				
Hispanic	2007-2008	0	0	0				49				
	2008-2009	0	0	0				52				
Asian or Pacific Islander	2007-2008	0	0	0				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	2	2	0	100		60	51				
	2008-2009	2	2	0	100		46	53				
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	0	0	0			38	33				
	2008-2009	0	0	0			23	38				
Limited English Proficient	2007-2008	0	0	0				44				
	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:** Patrick Therriault School  
**SAU:** Education in Unorganized Terr  
**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	2	2	0	100		39	53				
	2008-2009	1	1	0	100		41	54				
Female	2007-2008	2	2	0	100		43	53				
	2008-2009	1	1	0	100		32	52				
Male	2007-2008	0	0	0			36	53				
	2008-2009	0	0	0			47	56				
Caucasian/White	2007-2008	2	2	0	100		37	54				
	2008-2009	1	1	0	100		40	55				
African American/Black	2007-2008	0	0	0				30				
	2008-2009	0	0	0				31				
Hispanic	2007-2008	0	0	0				41				
	2008-2009	0	0	0				37				
Asian or Pacific Islander	2007-2008	0	0	0				63				
	2008-2009	0	0	0				66				
American Indian or Native Alaskan	2007-2008	0	0	0				33				
	2008-2009	0	0	0				34				
Economically Disadvantaged	2007-2008	1	1	0	100		40	39				
	2008-2009	1	1	0	100		38	40				
Migrant	2007-2008	0	0	0				57				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	0	0	0			14	23				
	2008-2009	0	0	0			15	26				
Limited English Proficient	2007-2008	0	0	0				30				
	2008-2009	0	0	0				30				

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

# 2009–2010 NCLB Report Card



**School:** Patrick Therriault School  
**SAU:** Education in Unorganized Terr  
**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: 99 M: 100	E: 100 M: 99	65	E: 64 M: 65	E: 68 M: 73	*	E: 99 M: 100	E: 100 M: 99	54	E: 56 M: 44	E: 67 M: 55	96	95	95
Caucasian/White	*	E: 99 M: 100	E: 100 M: 99	65	E: 64 M: 65	E: 68 M: 74	*	E: 99 M: 100	E: 100 M: 99	54	E: 56 M: 45	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: 99 M: 100	E: 100 M: 99	*	E: 58 M: 57	E: 55 M: 60	*	E: 99 M: 100	E: 100 M: 99	*	E: 50 M: 37	E: 55 M: 40			
Students with Disabilities	*	E: * M: 100	E: 100 M: 99	*	E: 30 M: 25	E: 37 M: 34	*	E: * M: 100	E: 100 M: 99	*	E: 30 M: 20	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>	0	1	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)	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.