



**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: Calais Middle/High School

SAU: Calais School Department

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2009–2010 NCLB Report Card



School: Calais Middle/High School
SAU: Calais School Department
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	49	49	0	100	71	74	73	8	63	18	10
	2008-2009	38	38	0	100	58	56	78	5	53	29	13
Female	2007-2008	21	21	0	100	95	95	79	14	81	5	0
	2008-2009	20	20	0	100	50	47	84	5	45	35	15
Male	2007-2008	28	28	0	100	54	58	68	4	50	29	18
	2008-2009	18	18	0	100	67	67	73	6	61	22	11
Caucasian/White	2007-2008	46	46	0	100	74	76	74	9	65	17	9
	2008-2009	32	32	0	100	56	52	79	3	53	31	13
African American/Black	2007-2008	0	0	0				59				
	2008-2009	1	1	0	100			60				
Hispanic	2007-2008	1	1	0	100			67				
	2008-2009	1	1	0	100			69				
Asian or Pacific Islander	2007-2008	0	0	0				74				
	2008-2009	2	2	0	100			83				
American Indian or Native Alaskan	2007-2008	2	2	0	100			59				
	2008-2009	2	2	0	100			64				
Economically Disadvantaged	2007-2008	26	26	0	100	58	65	61	4	54	23	19
	2008-2009	12	12	0	100	17	18	67	0	17	50	33
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				63				
Students with Disabilities	2007-2008	10	10	0	100	30	43	34	10	20	20	50
	2008-2009	8	8	0	100	13	14	39	0	13	38	50
Limited English Proficient	2007-2008	1	1	0	100			55				
	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: Calais Middle/High School
SAU: Calais School Department
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	52	50	0	96	52	51	71	10	42	26	22
	2008-2009	47	47	0	100	70	75	71	0	70	15	15
Female	2007-2008	24	22	0	92	59	57	77	18	41	23	18
	2008-2009	23	23	0	100	91	90	77	0	91	4	4
Male	2007-2008	28	28	0	100	46	46	65	4	43	29	25
	2008-2009	24	24	0	100	50	58	66	0	50	25	25
Caucasian/White	2007-2008	50	48	0	96	52	51	72	10	42	27	21
	2008-2009	45	45	0	100	73	75	72	0	73	16	11
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	0	0	0				71				
	2008-2009	0	0	0				71				
American Indian or Native Alaskan	2007-2008	1	1	0	100			52				
	2008-2009	2	2	0	100			56				
Economically Disadvantaged	2007-2008	28	26	0	93	35	35	56	4	31	31	35
	2008-2009	25	25	0	100	52	62	56	0	52	20	28
Migrant	2007-2008	0	0	0				86				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	13	13	0	100	8	8	29	0	8	23	69
	2008-2009	10	10	0	100	20	33	29	0	20	30	50
Limited English Proficient	2007-2008	0	0	0				41				
	2008-2009	0	0	0				41				

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2009–2010 NCLB Report Card



School: Calais Middle/High School
SAU: Calais School Department
Grade: High School



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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	68	65	0	96	43	44	49	6	37	23	34
	2008-2009	55	51	0	93	43	42	49	4	39	27	29
Female	2007-2008	27	26	0	96	38	38	51	8	31	27	35
	2008-2009	30	26	0	87	54	50	53	4	50	27	19
Male	2007-2008	41	39	0	95	46	48	47	5	41	21	33
	2008-2009	25	25	0	100	32	35	46	4	28	28	40
Caucasian/White	2007-2008	66	64	0	97	44	44	49	6	38	22	34
	2008-2009	53	49	0	92	45	44	50	4	41	27	29
African American/Black	2007-2008	0	0	0				26				
	2008-2009	0	0	0				26				
Hispanic	2007-2008	0	0	0				37				
	2008-2009	1	1	0	100			38				
Asian or Pacific Islander	2007-2008	0	0	0				38				
	2008-2009	0	0	0				46				
American Indian or Native Alaskan	2007-2008	2	1	0	50			32				
	2008-2009	1	1	0	100			32				
Economically Disadvantaged	2007-2008	26	26	0	100	27	33	32	8	19	23	50
	2008-2009	21	18	0	86	28	31	34	6	22	28	44
Migrant	2007-2008	0	0	0				20				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	13	11	0	85	9	11	16	0	9	0	91
	2008-2009	7	6	0	86	17	20	16	0	17	17	67
Limited English Proficient	2007-2008	2	2	0	100			26				
	2008-2009	0	0	0				16				

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

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School: Calais Middle/High 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	49	48	0	98	63	63	53	4	58	23	15
	2008-2009	38	38	0	100	45	44	57	3	42	26	29
Female	2007-2008	21	21	0	100	71	68	54	5	67	24	5
	2008-2009	20	20	0	100	35	37	59	5	30	35	30
Male	2007-2008	28	27	0	96	56	58	53	4	52	22	22
	2008-2009	18	18	0	100	56	53	56	0	56	17	28
Caucasian/White	2007-2008	46	45	0	98	64	63	54	4	60	22	13
	2008-2009	32	32	0	100	47	45	58	3	44	25	28
African American/Black	2007-2008	0	0	0				30				
	2008-2009	1	1	0	100			32				
Hispanic	2007-2008	1	1	0	100			42				
	2008-2009	1	1	0	100			47				
Asian or Pacific Islander	2007-2008	0	0	0				59				
	2008-2009	2	2	0	100			68				
American Indian or Native Alaskan	2007-2008	2	2	0	100			36				
	2008-2009	2	2	0	100			39				
Economically Disadvantaged	2007-2008	26	25	0	96	44	48	37	0	44	32	24
	2008-2009	12	12	0	100	8	9	42	0	8	25	67
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	10	9	0	90	22	29	22	0	22	22	56
	2008-2009	8	8	0	100	25	29	23	0	25	0	75
Limited English Proficient	2007-2008	1	1	0	100			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	52	50	0	96	46	47	51	6	40	24	30
	2008-2009	47	45	0	96	60	60	52	9	51	24	16
Female	2007-2008	24	22	0	92	59	57	51	5	55	23	18
	2008-2009	23	23	0	100	70	67	54	9	61	22	9
Male	2007-2008	28	28	0	100	36	38	51	7	29	25	39
	2008-2009	24	22	0	92	50	53	51	9	41	27	23
Caucasian/White	2007-2008	50	48	0	96	46	47	52	6	40	25	29
	2008-2009	45	44	0	98	61	60	53	9	52	25	14
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	0	0	0				66				
	2008-2009	0	0	0				60				
American Indian or Native Alaskan	2007-2008	1	1	0	100			27				
	2008-2009	2	1	0	50			37				
Economically Disadvantaged	2007-2008	28	26	0	93	31	30	35	0	31	23	46
	2008-2009	25	23	0	92	39	43	36	4	35	30	30
Migrant	2007-2008	0	0	0				43				
	2008-2009	0	0	0				17				
Students with Disabilities	2007-2008	13	13	0	100	8	8	19	0	8	23	69
	2008-2009	10	8	0	80	0	0	18	0	0	50	50
Limited English Proficient	2007-2008	0	0	0				33				
	2008-2009	0	0	0				26				

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Grade: High School



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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	68	66	0	97	39	37	42	2	38	38	23
	2008-2009	55	52	0	95	29	26	42	0	29	40	31
Female	2007-2008	27	26	0	96	27	24	40	0	27	58	15
	2008-2009	30	27	0	90	33	29	41	0	33	41	26
Male	2007-2008	41	40	0	98	48	45	43	3	45	25	28
	2008-2009	25	25	0	100	24	24	43	0	24	40	36
Caucasian/White	2007-2008	66	65	0	98	40	37	42	2	38	37	23
	2008-2009	53	50	0	94	30	27	43	0	30	38	32
African American/Black	2007-2008	0	0	0				14				
	2008-2009	0	0	0				16				
Hispanic	2007-2008	0	0	0				25				
	2008-2009	1	1	0	100			29				
Asian or Pacific Islander	2007-2008	0	0	0				44				
	2008-2009	0	0	0				52				
American Indian or Native Alaskan	2007-2008	2	1	0	50			26				
	2008-2009	1	1	0	100			21				
Economically Disadvantaged	2007-2008	26	26	0	100	23	19	24	4	19	42	35
	2008-2009	21	19	0	90	16	21	26	0	16	37	47
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				20				
Students with Disabilities	2007-2008	13	12	0	92	8	11	13	0	8	17	75
	2008-2009	7	6	0	86	0	0	12	0	0	0	100
Limited English Proficient	2007-2008	2	2	0	100			21				
	2008-2009	0	0	0				19				

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

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School: Calais Middle/High 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	67	E: 55 M: 64	E: 68 M: 73	98	E: 100 M: 100	E: 100 M: 99	55	E: 48 M: 50	E: 67 M: 55	93	94	95
Caucasian/White	100	E: 100 M: 100	E: 100 M: 99	67	E: 56 M: 64	E: 68 M: 74	99	E: 100 M: 100	E: 100 M: 99	56	E: 50 M: 51	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	42	E: 39 M: 53	E: 55 M: 60	*	E: 100 M: 100	E: 100 M: 99	31	E: 39 M: 35	E: 55 M: 40			
Students with Disabilities	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 37 M: 34	*	E: * M: *	E: 100 M: 99	*	E: * M: *	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.

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School: Calais Middle/High School
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Grade: High School



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Accountability Data															
Group	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 64%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 43%			Graduation Rate Target: 75%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	93	93	96	44	45	49	95	95	98	36	36	41	82	82	84
Caucasian/White	92	92	96	45	46	50	94	94	98	37	37	42			
African American/Black	*	*	92	*	*	26	*	*	95	*	*	14			
Hispanic	*	*	94	*	*	37	*	*	97	*	*	26			
Asian or Pacific Islander	*	*	91	*	*	42	*	*	95	*	*	49			
American Indian or Native Alaskan	*	*	92	*	*	32	*	*	96	*	*	23			
Economically Disadvantaged	*	*	92	27	28	33	*	*	96	20	21	25			
Students with Disabilities	*	*	91	*	*	16	*	*	95	*	*	13			
Limited English Proficient	*	*	90	*	*	21	*	*	94	*	*	20			

* 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	11	10	7	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

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	2.72

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.