



**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 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

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 NCLB, which require, among other things, that each school makes 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 2008-2009 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.



2011-2012 NCLB Report Card

School: Houlton Elementary School

SAU: RSU 29/MSAD 29

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2011-2012 NCLB Report Card



School: Houlton Elementary School
SAU: RSU 29/MSAD 29
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 Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	73	73	100	75	78	73	19	56	21	4	73	0	
	2010-2011	81	80	99	79	80	70	26	53	13	9	79	1	0
Female	2009-2010	37	37	100	78	82	76	27	51	14	8			
	2010-2011	36	36	100	81	83	74	31	50	11	8			
Male	2009-2010	36	36	100	72	73	69	11	61	28	<1			
	2010-2011	45	44	98	77	78	66	23	55	14	9			
Caucasian/White	2009-2010	63	63	100	79	83	74	21	59	17	3			
	2010-2011	66	66	100	82	82	71	27	55	9	9			
African American/Black	2009-2010	1	1	100			46							
	2010-2011	0	0				43							
Hispanic	2009-2010	1	1	100			58							
	2010-2011	1	1	100			60							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				69							
American Indian or Native Alaskan	2009-2010	8	8	100			66							
	2010-2011	14	13	93	62	69	67	15	46	31	8			
Economically Disadvantaged	2009-2010	46	46	100	65	70	62	13	52	30	4			
	2010-2011	46	45	98	69	71	58	20	49	18	13			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	15	15	100	40	44	38	13	27	47	13			
	2010-2011	14	14	100	29	31	34	<1	29	21	50			
Limited English Proficient	2009-2010	0	0				45							
	2010-2011	0	0				39							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Houlton Elementary School
 SAU: RSU 29/MSAD 29
 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 Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	73	73	100	63	63	62	10	53	15	22	73	0
	2010-2011	81	80	99	68	69	61	15	53	20	13	80	0
Female	2009-2010	37	37	100	59	60	61	8	51	16	24		
	2010-2011	36	36	100	67	68	59	14	53	14	19		
Male	2009-2010	36	36	100	67	66	63	11	56	14	19		
	2010-2011	45	44	98	68	71	64	16	52	25	7		
Caucasian/White	2009-2010	63	63	100	67	65	63	11	56	13	21		
	2010-2011	66	66	100	67	68	63	14	53	21	12		
African American/Black	2009-2010	1	1	100			31						
	2010-2011	0	0				30						
Hispanic	2009-2010	1	1	100			52						
	2010-2011	1	1	100			49						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	8	8	100			54						
	2010-2011	14	13	93	69	75	59	15	54	15	15		
Economically Disadvantaged	2009-2010	46	46	100	50	55	50	7	43	22	28		
	2010-2011	46	45	98	58	60	49	13	44	20	22		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	15	15	100	40	38	33	7	33	13	47		
	2010-2011	14	14	100	14	19	35	7	7	36	50		
Limited English Proficient	2009-2010	0	0				35						
	2010-2011	0	0				29						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2011-2012 NCLB Report Card



School: Houlton Elementary School
 SAU: RSU 29/MSAD 29
 Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	E: 100 M: 98	E: 99 M: 99	78	E: 78 M: 79	E: 69 M: 70	99	E: 100 M: 98	E: 99 M: 99	66	E: 62 M: 57	E: 61 M: 61	93	94	95
Caucasian/White	100	E: 100 M: 99	E: 99 M: 99	82	E: 81 M: 84	E: 70 M: 71	100	E: 100 M: 99	E: 99 M: 99	69	E: 65 M: 61	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	50	E: 60 M: 43	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	50	E: 49 M: 33	E: 61 M: 58			
Economically Disadvantaged	98	E: 99 M: 97	E: 99 M: 99	69	E: 71 M: 67	E: 58 M: 58	98	E: 99 M: 97	E: 99 M: 99	52	E: 51 M: 41	E: 48 M: 47			
Students with Disabilities	*	E: 100 M: 93	E: 98 M: 98	22	E: 34 M: 29	E: 33 M: 30	*	E: 100 M: 93	E: 98 M: 98	22	E: 25 M: 14	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

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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Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	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	22	3	3	0	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	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

¹Professional 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.