



**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: Morison Memorial School

SAU: RSU 64/MSAD 64

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2011-2012 NCLB Report Card



School: Morison Memorial School
SAU: RSU 64/MSAD 64
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	53	52	98	73	79	73	15	58	13	13	52	0	
	2010-2011	58	58	100	52	59	70	9	43	36	12	58	0	0
Female	2009-2010	19	19	100	74	85	76	26	47	11	16			
	2010-2011	33	33	100	55	61	74	9	45	39	6			
Male	2009-2010	34	33	97	73	75	69	9	64	15	12			
	2010-2011	25	25	100	48	56	66	8	40	32	20			
Caucasian/White	2009-2010	52	51	98	73	79	74	16	57	14	14			
	2010-2011	53	53	100	53	60	71	9	43	36	11			
African American/Black	2009-2010	0	0				46							
	2010-2011	0	0				43							
Hispanic	2009-2010	0	0				58							
	2010-2011	3	3	100			60							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				69							
American Indian or Native Alaskan	2009-2010	1	1	100			66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	27	26	96	65	73	62	8	58	12	23			
	2010-2011	33	33	100	36	47	58	3	33	45	18			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	10	10	100	20	20	38	<1	20	20	60			
	2010-2011	8	8	100			34							
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: Morison Memorial School
SAU: RSU 64/MSAD 64
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 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	65	65	100	65	68	67	12	52	23	12	65	0	
	2010-2011	66	65	98	65	66	67	15	49	18	17	64	1	0
Female	2009-2010	32	32	100	63	68	71	16	47	25	13			
	2010-2011	31	30	97	67	73	72	27	40	10	23			
Male	2009-2010	33	33	100	67	69	63	9	58	21	12			
	2010-2011	35	35	100	63	59	63	6	57	26	11			
Caucasian/White	2009-2010	65	65	100	65	68	68	12	52	23	12			
	2010-2011	62	61	98	67	67	68	16	51	20	13			
African American/Black	2009-2010	0	0				43							
	2010-2011	0	0				40							
Hispanic	2009-2010	0	0				59							
	2010-2011	2	2	100			54							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	1	1	100			67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	31	31	100	52	60	56	6	45	32	16			
	2010-2011	32	32	100	56	55	56	3	53	19	25			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	8	8	100			34							
	2010-2011	10	10	100	20	20	29	<1	20	20	60			
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	0	0				43							

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2011-2012 NCLB Report Card



School: Morison Memorial School
 SAU: RSU 64/MSAD 64
 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 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	106	105	99	52	52	72	5	48	30	17	105	0	
	2010-2011	82	81	99	53	53	70	5	48	36	11	81	0	0
Female	2009-2010	48	48	100	71	71	78	8	63	23	6			
	2010-2011	36	35	97	57	57	75	6	51	37	6			
Male	2009-2010	58	57	98	37	37	67	2	35	37	26			
	2010-2011	46	46	100	50	50	66	4	46	35	15			
Caucasian/White	2009-2010	103	103	100	52	52	73	5	48	30	17			
	2010-2011	78	78	100	54	54	71	4	50	35	12			
African American/Black	2009-2010	3	2	67			57							
	2010-2011	0	0				48							
Hispanic	2009-2010	0	0				70							
	2010-2011	2	1	50			65							
Asian or Pacific Islander	2009-2010	0	0				73							
	2010-2011	0	0				68							
American Indian or Native Alaskan	2009-2010	0	0				62							
	2010-2011	1	1	100			65							
Economically Disadvantaged	2009-2010	55	55	100	45	45	62	4	42	33	22			
	2010-2011	48	47	98	40	40	60	4	36	45	15			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	8	7	88			36							
	2010-2011	11	11	100	9	9	34	<1	9	45	45			
Limited English Proficient	2009-2010	0	0				49							
	2010-2011	0	0				46							

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School: Morison Memorial 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 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	53	52	98	54	70	62	21	33	23	23	52	0
	2010-2011	58	58	100	50	59	61	12	38	29	21	58	0
Female	2009-2010	19	19	100	58	73	61	21	37	16	26		
	2010-2011	33	33	100	52	59	59	12	39	30	18		
Male	2009-2010	34	33	97	52	67	63	21	30	27	21		
	2010-2011	25	25	100	48	59	64	12	36	28	24		
Caucasian/White	2009-2010	52	51	98	53	69	63	22	31	24	24		
	2010-2011	53	53	100	49	58	63	13	36	32	19		
African American/Black	2009-2010	0	0				31						
	2010-2011	0	0				30						
Hispanic	2009-2010	0	0				52						
	2010-2011	3	3	100			49						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	1	1	100			54						
	2010-2011	0	0				59						
Economically Disadvantaged	2009-2010	27	26	96	42	59	50	12	31	23	35		
	2010-2011	33	33	100	36	47	49	3	33	33	30		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	10	10	100	10	10	33	10	<1	30	60		
	2010-2011	8	8	100			35						
Limited English Proficient	2009-2010	0	0				35						
	2010-2011	0	0				29						

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 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 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	65	65	100	69	72	62	20	49	14	17	65	0
	2010-2011	66	65	98	62	72	60	20	42	18	20	64	1
Female	2009-2010	32	32	100	69	70	62	22	47	13	19		
	2010-2011	31	30	97	67	76	60	17	50	13	20		
Male	2009-2010	33	33	100	70	74	63	18	52	15	15		
	2010-2011	35	35	100	57	69	61	23	34	23	20		
Caucasian/White	2009-2010	65	65	100	69	72	63	20	49	14	17		
	2010-2011	62	61	98	62	73	61	20	43	18	20		
African American/Black	2009-2010	0	0				36						
	2010-2011	0	0				31						
Hispanic	2009-2010	0	0				45						
	2010-2011	2	2	100			48						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	1	1	100			64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	31	31	100	61	65	50	13	48	16	23		
	2010-2011	32	32	100	50	62	48	19	31	19	31		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	8	8	100			36						
	2010-2011	10	10	100	20	20	31	<1	20	<1	80		
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				35						

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 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 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	106	105	99	50	50	64	10	40	30	21	105	0
	2010-2011	82	81	99	48	48	61	9	40	30	22	81	0
Female	2009-2010	48	48	100	63	63	64	13	50	27	10		
	2010-2011	36	35	97	43	43	61	9	34	31	26		
Male	2009-2010	58	57	98	39	39	64	7	32	32	30		
	2010-2011	46	46	100	52	52	61	9	43	28	20		
Caucasian/White	2009-2010	103	103	100	50	50	65	10	40	30	20		
	2010-2011	78	78	100	49	49	62	8	41	29	22		
African American/Black	2009-2010	3	2	67			37						
	2010-2011	0	0				32						
Hispanic	2009-2010	0	0				55						
	2010-2011	2	1	50			48						
Asian or Pacific Islander	2009-2010	0	0				67						
	2010-2011	0	0				59						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	1	1	100			60						
Economically Disadvantaged	2009-2010	55	55	100	36	36	51	7	29	31	33		
	2010-2011	48	47	98	32	32	47	9	23	38	30		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	8	7	88			34						
	2010-2011	11	11	100	9	9	30	<1	9	18	73		
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				34						

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

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2011-2012 NCLB Report Card



School: Morison Memorial School
 SAU: RSU 64/MSAD 64
 Grade: 05



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Group	Science 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	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	83	82	99	49	49	64	2	46	43	9	82	0
Female	2010-2011	36	36	100	53	53	64	6	47	42	6		
Male	2010-2011	47	46	98	46	46	65	<1	46	43	11		
Caucasian/White	2010-2011	80	79	99	49	49	66	3	47	42	9		
African American/Black	2010-2011	0	0				32						
Hispanic	2010-2011	1	1	100			50						
Asian or Pacific Islander	2010-2011	0	0				68						
American Indian or Native Alaskan	2010-2011	1	1	100			58						
Economically Disadvantaged	2010-2011	47	46	98	35	35	53	4	30	50	15		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	10	10	100	20	20	36	<1	20	50	30		
Limited English Proficient	2010-2011	0	0				36						

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

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2011-2012 NCLB Report Card



School: Morison Memorial School
 SAU: RSU 64/MSAD 64
 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: 99 M: 99	E: 99 M: 99	62	E: 61 M: 61	E: 69 M: 70	99	E: 99 M: 99	E: 99 M: 99	57	E: 61 M: 54	E: 61 M: 61	94	94	95
Caucasian/White	99	E: 100 M: 99	E: 99 M: 99	64	E: 62 M: 61	E: 70 M: 71	99	E: 100 M: 99	E: 99 M: 99	56	E: 60 M: 54	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	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	99	E: 99 M: 98	E: 99 M: 99	50	E: 48 M: 45	E: 58 M: 58	99	E: 99 M: 98	E: 99 M: 99	40	E: 46 M: 41	E: 48 M: 47			
Students with Disabilities	*	E: * M: *	E: 98 M: 98	10	E: 10 M: 19	E: 33 M: 30	*	E: * M: *	E: 98 M: 98	10	E: 10 M: 11	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



School: Morison Memorial School
SAU: RSU 64/MSAD 64



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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	11	3	1	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 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.