



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 2011-2012: 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 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (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 2010-2011 NAEP results is displayed on the state report, 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.



2012-2013 NCLB Report Card

School: Holden School

SAU: RSU 63/MSAD 63

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2012-2013 NCLB Report Card



School: Holden School
SAU: RSU 63/MSAD 63
Grade: 03



Reading 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		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	31	31	100	77	75	70	32	45	23	<1	31	0	0
	2011-2012	36	36	100	83	83	72	25	58	14	3	36	0	0
Female	2010-2011	14	14	100	71	71	74	29	43	29	<1			
	2011-2012	13	13	100	85	87	77	38	46	8	8			
Male	2010-2011	17	17	100	82	80	66	35	47	18	<1			
	2011-2012	23	23	100	83	80	68	17	65	17	<1			
Caucasian/White	2010-2011	31	31	100	77	75	71	32	45	23	<1			
	2011-2012	31	31	100	87	85	73	26	61	10	3			
African American/Black	2010-2011	0	0				43							
	2011-2012	0	0				47							
Hispanic	2010-2011	0	0				60							
	2011-2012	0	0				65							
Asian or Pacific Islander	2010-2011	0	0				69							
	2011-2012	1	1	100			77							
American Indian or Native Alaskan	2010-2011	0	0				67							
	2011-2012	2	2	100			65							
Economically Disadvantaged	2010-2011	5	5	100		58	58							
	2011-2012	7	7	100		74	62							
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	1	1	100			34							
	2011-2012	5	5	100		50	36							
Limited English Proficient	2010-2011	0	0				39							
	2011-2012	0	0				47							

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.

2012-2013 NCLB Report Card



School: Holden School
SAU: RSU 63/MSAD 63
Grade: 04



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	2010-2011	27	27	100	89	81	67	26	63	11	<1	24	3	0
	2011-2012	27	27	100	89	78	71	26	63	7	4	27	0	0
Female	2010-2011	14	14	100	100	96	72	21	79	<1	<1			
	2011-2012	12	12	100	92	79	75	25	67	<1	8			
Male	2010-2011	13	13	100	77	64	63	31	46	23	<1			
	2011-2012	15	15	100	87	76	67	27	60	13	<1			
Caucasian/White	2010-2011	27	27	100	89	81	68	26	63	11	<1			
	2011-2012	27	27	100	89	78	72	26	63	7	4			
African American/Black	2010-2011	0	0				40							
	2011-2012	0	0				42							
Hispanic	2010-2011	0	0				54							
	2011-2012	0	0				60							
Asian or Pacific Islander	2010-2011	0	0				67							
	2011-2012	0	0				76							
American Indian or Native Alaskan	2010-2011	0	0				62							
	2011-2012	0	0				57							
Economically Disadvantaged	2010-2011	4	4	100		75	56							
	2011-2012	5	5	100		63	60							
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	4	4	100			29							
	2011-2012	2	2	100			35							
Limited English Proficient	2010-2011	0	0				43							
	2011-2012	0	0				40							

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

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2012-2013 NCLB Report Card



School: Holden School
SAU: RSU 63/MSAD 63
Grade: 03



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	2010-2011	31	31	100	71	64	61	19	52	23	6	31	0
	2011-2012	36	36	100	94	76	64	19	75	6	<1	36	0
Female	2010-2011	14	14	100	50	52	59	7	43	43	7		
	2011-2012	13	13	100	92	70	63	15	77	8	<1		
Male	2010-2011	17	17	100	88	77	64	29	59	6	6		
	2011-2012	23	23	100	96	80	65	22	74	4	<1		
Caucasian/White	2010-2011	31	31	100	71	65	63	19	52	23	6		
	2011-2012	31	31	100	100	77	65	19	81	<1	<1		
African American/Black	2010-2011	0	0				30						
	2011-2012	0	0				38						
Hispanic	2010-2011	0	0				49						
	2011-2012	0	0				50						
Asian or Pacific Islander	2010-2011	0	0				64						
	2011-2012	1	1	100			70						
American Indian or Native Alaskan	2010-2011	0	0				59						
	2011-2012	2	2	100			54						
Economically Disadvantaged	2010-2011	5	5	100		50	49						
	2011-2012	7	7	100		52	52						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	1	1	100			35						
	2011-2012	5	5	100		67	35						
Limited English Proficient	2010-2011	0	0				29						
	2011-2012	0	0				36						

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

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2012-2013 NCLB Report Card



School: Holden School
SAU: RSU 63/MSAD 63
Grade: 04



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	2010-2011	27	27	100	85	77	60	22	63	15	<1	24	3
	2011-2012	27	27	100	78	66	66	19	59	19	4	27	0
Female	2010-2011	14	14	100	79	78	60	14	64	21	<1		
	2011-2012	12	12	100	75	59	65	8	67	17	8		
Male	2010-2011	13	13	100	92	76	61	31	62	8	<1		
	2011-2012	15	15	100	80	72	67	27	53	20	<1		
Caucasian/White	2010-2011	27	27	100	85	77	61	22	63	15	<1		
	2011-2012	27	27	100	78	66	67	19	59	19	4		
African American/Black	2010-2011	0	0				31						
	2011-2012	0	0				31						
Hispanic	2010-2011	0	0				48						
	2011-2012	0	0				52						
Asian or Pacific Islander	2010-2011	0	0				64						
	2011-2012	0	0				71						
American Indian or Native Alaskan	2010-2011	0	0				56						
	2011-2012	0	0				57						
Economically Disadvantaged	2010-2011	4	4	100		67	48						
	2011-2012	5	5	100		54	54						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	4	4	100			31						
	2011-2012	2	2	100			37						
Limited English Proficient	2010-2011	0	0				35						
	2011-2012	0	0				33						

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

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2012-2013 NCLB Report Card



School: Holden School
SAU: RSU 63/MSAD 63
Grade: 3-8



Accountability Data															
Group	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	100	E: 100 M: 100	E: 99 M: 99	85	E: 79 M: 69	E: 70 M: 73	100	E: 100 M: 100	E: 99 M: 99	90	E: 75 M: 62	E: 65 M: 62	96	95	95
Caucasian/White	100	E: 100 M: 100	E: 100 M: 99	86	E: 80 M: 70	E: 71 M: 74	100	E: 100 M: 100	E: 99 M: 99	90	E: 76 M: 62	E: 66 M: 63			
African American/Black	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 44 M: 51	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 35 M: 34			
Hispanic	*	E: * M: *	E: 98 M: 99	*	E: * M: *	E: 61 M: 68	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 52 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 76 M: 76	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 70 M: 70			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 58 M: 65	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 59 M: 50			
Economically Disadvantaged	*	E: 100 M: 100	E: 99 M: 99	*	E: 70 M: 54	E: 60 M: 62	*	E: 100 M: 100	E: 99 M: 99	*	E: 57 M: 45	E: 52 M: 48			
Students with Disabilities	*	E: * M: *	E: 98 M: 98	*	E: 41 M: 7	E: 34 M: 34	*	E: * M: *	E: 98 M: 98	*	E: 45 M: 15	E: 34 M: 26			
Limited English Proficient	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 44 M: 49	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 37 M: 36			

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.

2012-2013 NCLB Report Card



School: Holden School
SAU: RSU 63/MSAD 63



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
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	8	3	4	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 April 30, 2012	6

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.