

**NCLB
Report Card
Telstar Regional High School
MSAD#44
2007-2008***

***Based on data from 2006-2007**

2007-2008 NCLB Report Card Telstar Regional High School

MSAD#44 NCLB School Report

2006-2007

No Child Left Behind(NCLB), the federal education act, requires that each school district and each individual school present a public report card including information in three areas Part 1.) Comparison of local scores to state scores (Accountability); Part 2: Assessment Data; and Part 3.) Teacher Quality.

MSAD#44 has compiled the required reports for each of its five schools: Andover Elementary, Crescent Park Elementary, Woodstock Elementary, Telstar Middle, and **Telstar Regional High School** as well as for the district as a whole. All reports are available on the district's website www.sad44.org . Data for the reports are based on data reported to us by Measured Progress on the results of the Maine Educational Assessment (MEA) given to all students in grades 3-8 and the Maine High School Assessment which is primarily the Scholastic Aptitude Test or SAT given to all grade 11 students. Teacher quality data come from data the district collects on each teacher such as degree attained, certification, and qualifications in content area. Highly Qualified Teacher requirements are set by the State and Federal NCLB standards.

NCLB requires student assessment data be reported not only for the whole group but also for the following sub groups: major racial and ethnic groups, students with disabilities, economically disadvantaged, migrant, limited English proficiency, and gender. Migrant and gender are not included as factors in determining if a school has made adequate yearly progress (AYP). In many areas or sub groups, the district cannot report student results because the sub group is so small that individual students may be readily identifiable and to do so would violate the students' rights.

If you have questions about the data in the MSAD#44 NCLB Report Card, please contact the district office at 824-2185.

2007-2008 NCLB Report Card Telstar Regional High School

Part 1: Accountability Data from Adequate Yearly Progress (AYP)

Student Group	Reading/Language Arts		Mathematics		Additional Academic Indicators	
	Percent Tested Goal: 100% ¹	Percent Meets & Exceeds Goal: 50%	Percent Tested Goal: 100%	Percent Meets & Exceeds Goal: 20%	Graduation Rate Goal: 85%	Attendance Rate Goal 92%
All Students	100%	36%	100%	25%	79%	N/A
African American	N<41	N<41	N<41	N<41		
American Indian/ Native Alaskan	N<41	N<41	N<41	N<41		
Asian/Pacific Islander	N<41	N<41	N<41	N<41		
Hispanic	N<41	N<41	N<41	N<41		
Economically Disadvantaged	100%	29%	100%	14%		
Students with Disabilities²	100%	0%	100%	0%		
Limited English Proficient	0	N<41	0	N<41		

¹ While the goal for percent of students tested is 100%, a State, district, or school will meet AYP requirements for participation if 95% or greater of all students and all subgroups of students are assessed.

² Includes results from all students with disabilities as defined under the Individuals with Disabilities Education Act, including results from alternate assessments. Does not include results from students covered under section 504 of the Rehabilitation Act of 1973

2007-2008 NCLB Report Card Telstar Regional High School

Part 2: School Assessment Data Reading (Data from the SAT)

Student Group Grade 11 Reading	School Year	Percent of Students Tested in School	Percent of Students at Meets or Exceeds in School [^]	Percent of Students at Meets or Exceeds District [^]	Percent of Students at Meets or Exceeds State	Percent of Grade11 Students at Each Achievement Level			
						Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2005-06	98%	36%	36%	45%	2%	34%	40%	25%
	2006-07	100%	34%	38%	46%	4%	30%	32%	33%
White	2005-06	98%	38%	38%	45%	38%		38%	35%
	2006-07	100%	34%	38%	47%	34%		33%	33%
Students with Disabilities ³	2005-06	100%	0%	0%	15%	0%		38%	63%
	2006-07	100%*	0%	0%	11%	0%		31%	69%
Economically Disadvantaged	2005-06	100%*	35%	33%	30%	35%		25%	40%
	2006-07	100%*	27%	30%	28%	27%		18%	55%
Male	2005-06	100%*	33%	33%	43%	33%		30%	37%
	2006-07	100%*	27%	31%	44%	27%		27%	47%
Female	2005-06	97%*	37%	37%	47%	37%		49%	14%
	2006-07	100%*	41%	44%	48%	41%		36%	23%
African American	2005-06	*			28%				
	2006-07	*			23%				
American Indian/ Native Alaskan	2005-06	*			37%				
	2006-07	*			32%				
Asian/Pacific Islander	2005-06	*			37%				
	2006-07	*			40%				
Hispanic	2005-06	*			38%				
	2006-07	*			34%				
Limited English Proficiency	2005-06	*			8%				
	2006-07	*			11%				
Migrant	2005-06	*							
	2006-07	*							

³ Includes results from all students with disabilities as defined under the Individuals with Disabilities Education Act, including results from alternate assessments.

Does not include results from students covered under section 504 of the Rehabilitation Act of 1973.

* Number 0 or too small to report without violating FERPA

[^] School score reflects all students attending. District score reflects only residents of MSAD#44 towns, not tuition students.

2007-2008 NCLB Report Card Telstar Regional High School

Mathematics (Data from the SAT)

Student Group Grade 11 Reading	School Year	Percent of Students Tested in School	Percent of Students at Meets or Exceeds in School^	Percent of Students at Meets or Exceeds District^	Percent of Students at Meets or Exceeds State	Percent of Grade11 Students at Each Achievement Level			
						Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2005-06	98%	36%	36%	45%	2%	34%	40%	25%
	2006-07	100%	34%	38%	46%	4%	30%	32%	33%
White	2005-06	98%	38%	38%	45%	38%		38%	35%
	2006-07	100%	34%	38%	47%	34%		33%	33%
Students with Disabilities ⁴	2005-06	100%	0%	0%	15%	0%		38%	63%
	2006-07	100%*	0%	0%	11%	0%		31%	69%
Economically Disadvantaged	2005-06	100%*	35%	33%	30%	35%		25%	40%
	2006-07	100%*	27%	30%	28%	27%		18%	55%
Male	2005-06	100%*	33%	33%	43%	33%		30%	37%
	2006-07	100%*	27%	31%	44%	27%		27%	47%
Female	2005-06	97%*	37%	37%	47%	37%		49%	14%
	2006-07	100%*	41%	44%	48%	41%		36%	23%
African American	2005-06	*			28%				
	2006-07	*			23%				
American Indian/ Native Alaskan	2005-06	*			37%				
	2006-07	*			32%				
Asian/Pacific Islander	2005-06	*			37%				
	2006-07	*			40%				
Hispanic	2005-06	*			38%				
	2006-07	*			34%				
Limited English Proficiency	2005-06	*			8%				
	2006-07	*			11%				
Migrant	2005-06	*							
	2006-07	*							

⁴ Includes results from all students with disabilities as defined under the Individuals with Disabilities Education Act, including results from alternate assessments.

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Part 3: Teacher Quality Data

A. Professional Qualifications

Professional Qualifications of All Public Elementary Teachers	B.A.	B.A. + 15 credit hours	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours	Ph.D.
School ⁵	48%	16%	28%	8%	0%	0%
District ⁶	46%	26%	25%	6%	0%	0%
State	40%	22%	27%	4%	7%	1%

B. Emergency/Conditional Certification

Percentage of Elementary and Secondary with Conditional, Targeted Needs, or Transitional Certification	
Percentage of Teachers in MSAD# 44	1%
Percentage of Teacher at School	0%

C: Classes NOT taught by Highly Qualified Teachers

Percentage of Core Academic Subject Elementary and Secondary Classes NOT taught by Highly Qualified Teachers	School Aggregate	District Aggregate	High-Poverty Schools	Low-Poverty Schools
	0 %	1%	1%	N/A

⁵ 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.

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