

**NCLB
Report Card
Telstar Middle School
MSAD#44
2006-2007***

***Based on data from 2005-2006**

**2006-2007 NCLB Report Card
Telstar Middle School**

**MSAD#44 NCLB School Report
2005-2006**

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. Data for the reports is 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 comes 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.

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

Student Group	Reading/Language Arts						Mathematics						Additional Indicator		
	Percent Tested Target 100%			Percent Meets (and Exceeds) Target: 45%			Percent Tested Target 100%			Percent Meets (and Exceeds) Target: 44%			Average Daily Attendance Gr.3-8 Target: 88%		
	(AYP requirement=95%)						(AYP requirement=95%)						School	District	State
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
All Students	99%	99%	99%	59%	58%	57%	99%	99%	99%	39%	39%	50%	94%	95%	95%
African American	N<41	N<41	97	*	*	41%	N<41	N<41	98%	*	*	30%			
American Indian	N<41	N<41	98	*	*	47%	N<41	N<41	98%	*	*	33%			
Hispanic	N<41	*	98	*	*	44%	N<41	*	98%	*	*	41%			
Asian/Pacific Islander	N<41	N<41	98	*	*	56%	N<41	N<41	99%	*	*	53%			
White	99%	99%	99	59%	58%	58%	N<41	99%	99%	38%	39%	50%			
Students with Disabilities	N<41	N<41	99	11%	7%	28%	N<41	N<41	97%	7%	4%	28%			
Economic Disadvantaged	96%	99%	99	49%	46%	43%	N<41	99%	99%	29%	28%	37%			
Limited English proficiency	N<41	N<41	95	*	*	33%	N<41	N<41	99%	*	*	35%			

Part 2: School Assessment Data Grade 6: Reading

Student Group Grade 6	School Year	Percent of Students Tested	Percent of Grade 6 Students at Each Achievement Level			
			Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2005-06	100%	9%	41%	32%	18%
White/Caucasian	2005-06	100%		49%	33%	18%
Students with Disabilities	2005-06	100%		0%	50%	50%
Economically Disadvantaged	2005-06	100%		43%	39%	18%
Male	2005-06	100%		44%	32%	24%
Female	2005-06	100%		61%	32%	6%
African American	2005-06	*				
American Indian	2005-06	*				
Hispanic	2005-06	*				
Asian/Pacific Islander	2005-06	*				
Limited English Proficiency	2005-2006	*				

* Number 0 or too small to report without violating FERPA

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Grade 6 Mathematics

Student Group Grade 6	School Year	Percent of Students Tested	Percent of Grade 6 Students at Each Achievement Level			
			Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2005-06	100%	6%	29%	42%	23%
White/Caucasian	2005-06	100%	33%		43%	24%
Students with Disabilities	2005-06	100%	0%		30%	70%
Economically Disadvantaged	2005-06	100%	29%		46%	25%
Male	2005-06	100%	34%		44%	22%
Female	2005-06	100%	35%		39%	26%

Grade 7 Reading

Student Group Grade 7	School Year	Percent of Students Tested	Percent of Grade 7 Students at Each Achievement Level			
			Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2005-06	100%	0%	63%	25%	13%
White/Caucasian	2005-06	100%	63%		25%	13%
Students with Disabilities	2005-06	*				
Economically Disadvantaged	2005-06	100%	40%		40%	20%
Male	2005-06	*				
Female	2005-06	100%	40%		40%	20%

Grade 7 Mathematics

Student Group Grade 7	School Year	Percent of Students Tested	Percent of Grade 7 Students at Each Achievement Level			
			Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2005-06	100%	11%	30%	29%	30%
White/Caucasian	2005-06	100%	42%		29%	30%
Students with Disabilities	2005-06	100%	14%		36%	50%
Economically Disadvantaged	2005-06	100%	18%		39%	42%
Male	2005-06	100%	45%		37%	18%
Female	2005-06	100%	38%		24%	38%

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Grade 8 Reading

Student Group Grade 8	School Year	Percent of Students Tested	Percent of Grade 8 Students at Each Achievement Level			
			Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2005-06	95%	27%	39%	24%	10%
White/Caucasian	2005-06	97%	66%		24%	10%
Students with Disabilities	2005-06	92%	18%		36%	45%
Economically Disadvantaged	2005-06	91%	59%		29%	12%
Male	2005-06	95%	58%		31%	10%
Female	2005-06	98%	78%		14%	8%

Grade 8 Mathematics

Student Group Grade 8	School Year	Percent of Students Tested	Percent of Grade 8 Students at Each Achievement Level			
			Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2005-06	95%	10%	30%	33%	21%
White/Caucasian	2005-06	97%	45%		34%	22%
Students with Disabilities	2005-06	92%	9%		27%	64%
Economically Disadvantaged	2005-06	91%	34%		39%	27%
Male	2005-06	95%	44%		29%	27%
Female	2005-06	98%	47%		39%	14%

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Part 3: Teacher Quality Data

A. Professional Qualifications

Degree Attained	B.A.	B.A. + 15 Credit Hours	M.A.	M.A. + 15 Credit Hours	M.A. + 30 Credit Hours	Doctorate
Percentage of Teachers	47%	32%	21%			

B. Emergency/Conditional Certification

Percentage of Elementary and Secondary with Conditional, Targeted Needs, or Transitional Certification	
Percentage of Teachers in Maine	3.49%
Percentage of Teachers in MSAD# 44	8.3%
Percentage of Teacher at School	10.5%

C: Classes NOT taught by Highly Qualified Teachers

District Report

Percentage of Core Academic Subject Elementary and Secondary Classes NOT taught by Highly Qualified Teachers	District Aggregate	High-Poverty Schools	Low-Poverty Schools
	7.3%	3.75%	N/A

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Percentage of Core Academic Subject Classes NOT taught by Highly Qualified Teachers	School Aggregate
	16 %