



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 Educational Assessment (MEA) data disaggregated into subgroups, attendance and graduation rates, status of NCLB Accountability, 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:

**MEA Data 2014-2015:** Assessment data for English Language Arts/Literacy 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 MEA data is from the tests given in the spring of 2015.

**NCLB Accountability:** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in English Language Arts/ Literacy and Mathematics. This system has been established to comply with the accountability provisions approved in Maine’s NCLB Accountability Waiver. New school-level performance targets will be established for the 2016-2017 school year.

**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 2012-2013 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](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.

A handwritten signature in cursive script, reading "William H. Beardsley".

William H. Beardsley  
Acting Commissioner of Education

# 2015-2016 NCLB Report Card

School: Thomaston Grammar School

SAU: RSU 13

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# 2015-2016 NCLB Report Card

School: Thomaston Grammar School  
SAU: RSU 13  
Grade: 05

English Language Arts/Literacy 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	2013-2014													
	2014-2015	37	37	>95	30	40	51			32	38	35		
Female	2013-2014													
	2014-2015	22	22	>95		45	57				45			
Male	2013-2014													
	2014-2015	15	15	>95		36	46							
Caucasian/White	2013-2014													
	2014-2015	37	37	>95	30	41	52			32	38			
African American/Black	2013-2014													
	2014-2015	0					27							
Hispanic	2013-2014													
	2014-2015	0					46							
Asian or Pacific Islander	2013-2014													
	2014-2015	0					60							
American Indian or Native Alaskan	2013-2014													
	2014-2015	0					29							
Economically Disadvantaged	2013-2014													
	2014-2015	24	24	>95		35	37				50			
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	12	12	>95			17							
Limited English Proficient	2013-2014													
	2014-2015	0					27							

NOTE: Data have been suppressed where the number of students is less than 10.

\* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



# 2015-2016 NCLB Report Card

School: Thomaston Grammar School  
SAU: RSU 13  
Grade: 06

English Language Arts/Literacy 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	2013-2014													
	2014-2015	53	53	>95	36	37	46		28	38	26	51		
Female	2013-2014													
	2014-2015	19	19	>95		42	52							
Male	2013-2014													
	2014-2015	34	34	>95	35	33	39		29	41				
Caucasian/White	2013-2014													
	2014-2015	53	53	>95	36	38	46		28	38	26			
African American/Black	2013-2014													
	2014-2015	0					26							
Hispanic	2013-2014													
	2014-2015	0					38							
Asian or Pacific Islander	2013-2014													
	2014-2015	0					59							
American Indian or Native Alaskan	2013-2014													
	2014-2015	0					22							
Economically Disadvantaged	2013-2014													
	2014-2015	30	30	>95		28	32			40	33			
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	9					12							
Limited English Proficient	2013-2014													
	2014-2015	0					22							

NOTE: Data have been suppressed where the number of students is less than 10.

\* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



# 2015-2016 NCLB Report Card

<b>School:</b> Thomaston Grammar School
<b>SAU:</b> RSU 13
<b>Grade:</b> 07

English Language Arts/Literacy 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	2013-2014													
	2014-2015	34	33	>95	52	47	48			39		30		
Female	2013-2014													
	2014-2015	19	18	95	72	66	55							
Male	2013-2014													
	2014-2015	15	15	>95		30	41							
Caucasian/White	2013-2014													
	2014-2015	33	32	>95	53	48	49			38				
African American/Black	2013-2014													
	2014-2015	0					23							
Hispanic	2013-2014													
	2014-2015	0					42							
Asian or Pacific Islander	2013-2014													
	2014-2015	1					62							
American Indian or Native Alaskan	2013-2014													
	2014-2015	0					33							
Economically Disadvantaged	2013-2014													
	2014-2015	13	13	>95		34	33							
Migrant	2013-2014													
	2014-2015	0												
Students with Disabilities	2013-2014													
	2014-2015	6					14							
Limited English Proficient	2013-2014													
	2014-2015	1					19							

**NOTE:** Data have been suppressed where the number of students is less than 10.

\* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard

# 2015-2016 NCLB Report Card

<b>School:</b> Thomaston Grammar School
<b>SAU:</b> RSU 13
<b>Grade:</b> 05

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	2013-2014												
	2014-2015	37	37	>95		29	35			30	46	35	
Female	2013-2014												
	2014-2015	22	22	>95		27	33					59	
Male	2013-2014												
	2014-2015	15	15	>95		31	37						
Caucasian/White	2013-2014												
	2014-2015	37	37	>95		29	36			30	46		
African American/Black	2013-2014												
	2014-2015	0					11						
Hispanic	2013-2014												
	2014-2015	0					33						
Asian or Pacific Islander	2013-2014												
	2014-2015	0					47						
American Indian or Native Alaskan	2013-2014												
	2014-2015	0					16						
Economically Disadvantaged	2013-2014												
	2014-2015	24	24	>95		22	21					54	
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	12	12	>95			12						
Limited English Proficient	2013-2014												
	2014-2015	0					17						

**NOTE:** Data have been suppressed where the number of students is less than 10.

\* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard

# 2015-2016 NCLB Report Card

<b>School:</b> Thomaston Grammar School
<b>SAU:</b> RSU 13
<b>Grade:</b> 06

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	2013-2014												
	2014-2015	53	53	>95		21	35			34	49	51	
Female	2013-2014												
	2014-2015	19	19	>95		23	36				53		
Male	2013-2014												
	2014-2015	34	34	>95		20	34			38	47		
Caucasian/White	2013-2014												
	2014-2015	53	53	>95		21	35			34	49		
African American/Black	2013-2014												
	2014-2015	0					16						
Hispanic	2013-2014												
	2014-2015	0					23						
Asian or Pacific Islander	2013-2014												
	2014-2015	0					48						
American Indian or Native Alaskan	2013-2014												
	2014-2015	0					18						
Economically Disadvantaged	2013-2014												
	2014-2015	30	30	>95			22			37	57		
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	9					10						
Limited English Proficient	2013-2014												
	2014-2015	0					13						

**NOTE:** Data have been suppressed where the number of students is less than 10.

\* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard

# 2015-2016 NCLB Report Card

<b>School:</b> Thomaston Grammar School
<b>SAU:</b> RSU 13
<b>Grade:</b> 07

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	2013-2014												
	2014-2015	34	33	>95	39	28	36			52		30	
Female	2013-2014												
	2014-2015	19	18	95		36	36						
Male	2013-2014												
	2014-2015	15	15	>95		20	37			67			
Caucasian/White	2013-2014												
	2014-2015	33	32	>95	41	29	37			50			
African American/Black	2013-2014												
	2014-2015	0					14						
Hispanic	2013-2014												
	2014-2015	0					30						
Asian or Pacific Islander	2013-2014												
	2014-2015	1					61						
American Indian or Native Alaskan	2013-2014												
	2014-2015	0					20						
Economically Disadvantaged	2013-2014												
	2014-2015	13	13	>95		22	22						
Migrant	2013-2014												
	2014-2015	0											
Students with Disabilities	2013-2014												
	2014-2015	6					10						
Limited English Proficient	2013-2014												
	2014-2015	1					13						

**NOTE:** Data have been suppressed where the number of students is less than 10.

\* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard

# 2015-2016 NCLB Report Card

<b>School:</b> Thomaston Grammar School
<b>SAU:</b> RSU 13
<b>Grade:</b> 05

Science 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	2013-2014	51	51	>95	51	49	63		47	43		49	
	2014-2015	37	37	>95	49	55	65		49	27		35	
Female	2013-2014	20	20	>95	60	54	63		55				
	2014-2015	22	22	>95		47	64						
Male	2013-2014	31	31	>95	45	45	62		42	52			
	2014-2015	15	15	>95	73	63	66		73				
Caucasian/White	2013-2014	51	51	>95	51	50	64		47	43			
	2014-2015	37	37	>95	49	55	66		49	27			
African American/Black	2013-2014	0					33						
	2014-2015	0					32						
Hispanic	2013-2014	0					55						
	2014-2015	0					55						
Asian or Pacific Islander	2013-2014	0					72						
	2014-2015	0					66						
American Indian or Native Alaskan	2013-2014	0					46						
	2014-2015	0					56						
Economically Disadvantaged	2013-2014	28	28	>95	50	42	51		46	43			
	2014-2015	24	24	>95		47	53						
Migrant	2013-2014	0											
	2014-2015	0											
Students with Disabilities	2013-2014	6					33						
	2014-2015	12	12	>95			35						
Limited English Proficient	2013-2014	0					32						
	2014-2015	0					30						

**NOTE:** Data have been suppressed where the number of students is less than 10.

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



# 2015-2016 NCLB Report Card

<b>School:</b> Thomaston Grammar School
<b>SAU:</b> RSU 13
<b>Grade:</b> 03-08

English Language Arts/Literacy Accountability Data									
GROUP	Participation Target = 95%			Achievement					
	Number Enrolled	Percent Participated	Average Percent	2013-14 % Proficient	2014-15			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole School	124	>95				120	46	38	
Female	60	>95				58	25	43	
Male	64	>95				62	21	34	
Caucasian/White	123	>95				119	46	39	
African American/Black	0	*					*	*	
Hispanic	0	*					*	*	
Asian or Pacific Islander	1	*					*	*	
American Indian or Native Alaskan	0	*					*	*	
Economically Disadvantaged	67	>95				66	20	30	
Migrant	0	*					*	*	
Students with Disabilities	27	*				26			
Limited English Proficient	1	*					*	*	
Super Subgroup	76	>95				74	21	28	

2013-14 % Attendance Rate Target = 93%
94

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup. Data are suppressed for any cell representing fewer than 10 students.

Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.

A blank cell indicates data did not meet minimum requirements.

The source of information for this report is the Maine Department of Education.



# 2015-2016 NCLB Report Card

**School:** Thomaston Grammar School  
**SAU:** RSU 13  
**Grade:** 03-08

GROUP	Mathematics Accountability Data								
	Participation Target = 95%			Achievement					
	Number Enrolled	Percent Participated	Average Percent	2013-14 % Proficient	2014-15			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole School	124	>95				120	30	25	
Female	60	>95				58	16	28	
Male	64	>95				62	14	23	
Caucasian/White	123	>95				119	30	25	
African American/Black	0	*					*	*	
Hispanic	0	*					*	*	
Asian or Pacific Islander	1	*					*	*	
American Indian or Native Alaskan	0	*					*	*	
Economically Disadvantaged	67	>95				66	10	15	
Migrant	0	*					*	*	
Students with Disabilities	27	*				26			
Limited English Proficient	1	*					*	*	
Super Subgroup	76	>95				74	10	14	

**2013-14  
% Attendance Rate  
Target = 93%**

94

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 10 students in a subgroup. Data are suppressed for any cell representing fewer than 10 students.

Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.

A blank cell indicates data did not meet minimum requirements.

The source of information for this report is the Maine Department of Education.

# 2015-2016 NCLB Report Card

School: Thomaston Grammar School  
SAU: RSU 13

## 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 <sup>1</sup>	2	5	4	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 June 30, 2015	9

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	10.17

<sup>1</sup>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.