



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: Presque Isle High School

SAU: RSU 79/MSAD 01

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2012-2013 NCLB Report Card



School: Presque Isle High School
SAU: RSU 79/MSAD 01
Grade: High School



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	138	137	99	51	51	50	5	46	27	22	137	0	0
	2011-2012	125	122	98	55	55	47	5	50	25	20	117	5	0
Female	2010-2011	60	60	100	55	55	54	3	52	28	17			
	2011-2012	65	63	97	57	57	51	3	54	25	17			
Male	2010-2011	78	77	99	48	48	46	6	42	26	26			
	2011-2012	60	59	98	53	53	43	7	46	25	22			
Caucasian/White	2010-2011	131	130	99	52	52	51	5	47	26	22			
	2011-2012	124	121	98	55	55	48	5	50	25	20			
African American/Black	2010-2011	0	0				23							
	2011-2012	1	1	100			28							
Hispanic	2010-2011	2	2	100			45							
	2011-2012	0	0				30							
Asian or Pacific Islander	2010-2011	4	4	100			51							
	2011-2012	0	0				48							
American Indian or Native Alaskan	2010-2011	1	1	100			35							
	2011-2012	0	0				35							
Economically Disadvantaged	2010-2011	52	52	100	37	37	34	2	35	38	25			
	2011-2012	58	55	95	33	33	31	4	29	36	31			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	22	21	95	14	14	17	<1	14	14	71			
	2011-2012	21	21	100	24	24	16	<1	24	14	62			
Limited English Proficient	2010-2011	0	0				9							
	2011-2012	0	0				13							

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: Presque Isle High School
 SAU: RSU 79/MSAD 01
 Grade: High School



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	138	137	99	47	47	49	3	44	31	22	137	0
	2011-2012	125	121	97	50	50	47	3	46	31	19	116	5
Female	2010-2011	60	60	100	50	50	47	<1	50	28	22		
	2011-2012	65	62	95	52	52	46	2	50	34	15		
Male	2010-2011	78	77	99	44	44	51	5	39	34	22		
	2011-2012	60	59	98	47	47	47	5	42	29	24		
Caucasian/White	2010-2011	131	130	99	47	47	50	3	44	31	22		
	2011-2012	124	120	97	50	50	48	3	47	31	19		
African American/Black	2010-2011	0	0				21						
	2011-2012	1	1	100			21						
Hispanic	2010-2011	2	2	100			36						
	2011-2012	0	0				32						
Asian or Pacific Islander	2010-2011	4	4	100			62						
	2011-2012	0	0				55						
American Indian or Native Alaskan	2010-2011	1	1	100			32						
	2011-2012	0	0				33						
Economically Disadvantaged	2010-2011	52	52	100	31	31	31	<1	31	38	31		
	2011-2012	58	55	95	35	35	30	<1	35	42	24		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	22	21	95	5	5	15	<1	5	14	81		
	2011-2012	21	21	100	14	14	15	<1	14	19	67		
Limited English Proficient	2010-2011	0	0				17						
	2011-2012	0	0				15						

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

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School: Presque Isle High School
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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	2010-2011	138	136	99	46	46	44	5	41	26	28	136	0
	2011-2012	125	123	98	40	40	44	2	37	36	24	118	5
Female	2010-2011	60	59	98	39	39	40	2	37	29	32		
	2011-2012	65	64	98	30	30	40	<1	30	42	28		
Male	2010-2011	78	77	99	52	52	48	8	44	23	25		
	2011-2012	60	59	98	51	51	49	5	46	29	20		
Caucasian/White	2010-2011	131	129	98	47	47	45	5	42	26	27		
	2011-2012	124	122	98	40	40	45	2	38	36	24		
African American/Black	2010-2011	0	0				19						
	2011-2012	1	1	100			20						
Hispanic	2010-2011	2	2	100			37						
	2011-2012	0	0				32						
Asian or Pacific Islander	2010-2011	4	4	100			49						
	2011-2012	0	0				45						
American Indian or Native Alaskan	2010-2011	1	1	100			26						
	2011-2012	0	0				34						
Economically Disadvantaged	2010-2011	52	51	98	27	27	29	2	25	37	35		
	2011-2012	58	57	98	23	23	30	2	21	40	37		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	22	21	95	5	5	14	<1	5	24	71		
	2011-2012	21	21	100	5	5	16	<1	5	33	62		
Limited English Proficient	2010-2011	0	0				10						
	2011-2012	0	0				10						

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

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	98	96	53	53	48	97	97	96	48	48	48	84	84	84
Caucasian/White	98	98	96	54	54	49	97	97	96	49	49	49	83	83	84
African American/Black	*	*	94	*	*	26	*	*	93	*	*	21	0	0	77
Hispanic	*	*	95	*	*	37	*	*	96	*	*	34	100	100	87
Asian or Pacific Islander	*	*	94	*	*	50	*	*	94	*	*	58	100	100	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	0	0	82
Economically Disadvantaged	95	95	94	35	35	33	95	95	94	33	33	31	74	74	73
Students with Disabilities	*	*	90	19	19	17	*	*	90	10	10	15	72	72	78
Limited English Proficient	*	*	92	*	*	11	*	*	93	*	*	15	0	0	78

*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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School: Presque Isle High School
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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	24	7	9	0	2	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	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.