



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 ESEA 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:

**MeCAS Assessment Data 2012-2013:** 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 2012 (Grade 3-8), spring of 2013 (High School), spring of 2013 (Alternate Assessment-Science), and spring of 2012 (Alternate Assessment-Reading and Mathematics).

**ESEA Accountability:** 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 approved in Maine’s ESEA Accountability waiver, which require, among other things, that each school makes progress toward meeting individualized improvement targets in reading and mathematics by the school year 2017-2018.

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

# 2013-2014 NCLB Report Card

School: Presque Isle High School

SAU: RSU 79/MSAD 01

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# 2013-2014 NCLB Report Card

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

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	2011-2012	125	122	98	55	55	47	5	50	25	20	117	5	0
	2012-2013	126	124	98	59	59	48	4	55	28	13	123	1	0
Female	2011-2012	65	63	97	57	57	51	3	54	25	17			
	2012-2013	60	59	98	58	58	51	5	53	32	10			
Male	2011-2012	60	59	98	53	53	43	7	46	25	22			
	2012-2013	66	65	98	60	60	45	3	57	25	15			
Caucasian/White	2011-2012	124	121	98	55	55	48	5	50	25	20			
	2012-2013	119	117	98	59	59	49	4	55	29	12			
African American/Black	2011-2012	1	1	100			28							
	2012-2013	3	3	100			23							
Hispanic	2011-2012	0	0				30							
	2012-2013	0	0				39							
Asian or Pacific Islander	2011-2012	0	0				48							
	2012-2013	0	0				50							
American Indian or Native Alaskan	2011-2012	0	0				35							
	2012-2013	4	4	100			24							
Economically Disadvantaged	2011-2012	58	55	95	33	33	31	4	29	36	31			
	2012-2013	52	51	98	57	57	33	<1	57	25	18			
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	21	21	100	24	24	16	<1	24	14	62			
	2012-2013	19	18	95	11	11	14	<1	11	39	50			
Limited English Proficient	2011-2012	0	0				13							
	2012-2013	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

<1 is printed when the percentage rounds to 0.



# 2013-2014 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	2011-2012	125	121	97	50	50	47	3	46	31	19	116	5
	2012-2013	126	124	98	62	62	48	4	58	26	12	123	1
Female	2011-2012	65	62	95	52	52	46	2	50	34	15		
	2012-2013	60	59	98	61	61	47	2	59	29	10		
Male	2011-2012	60	59	98	47	47	47	5	42	29	24		
	2012-2013	66	65	98	63	63	49	6	57	23	14		
Caucasian/White	2011-2012	124	120	97	50	50	48	3	47	31	19		
	2012-2013	119	117	98	63	63	49	4	59	26	11		
African American/Black	2011-2012	1	1	100			21						
	2012-2013	3	3	100			18						
Hispanic	2011-2012	0	0				32						
	2012-2013	0	0				36						
Asian or Pacific Islander	2011-2012	0	0				55						
	2012-2013	0	0				61						
American Indian or Native Alaskan	2011-2012	0	0				33						
	2012-2013	4	4	100			29						
Economically Disadvantaged	2011-2012	58	55	95	35	35	30	<1	35	42	24		
	2012-2013	52	51	98	49	49	31	2	47	29	22		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	21	21	100	14	14	15	<1	14	19	67		
	2012-2013	19	18	95	17	17	14	<1	17	22	61		
Limited English Proficient	2011-2012	0	0				15						
	2012-2013	0	0				15						

**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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# 2013-2014 NCLB Report Card

**School:** Presque Isle High School  
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**Grade:** High School

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	2011-2012	125	123	98	40	40	44	2	37	36	24	118	5
	2012-2013	126	125	99	47	47	41	3	44	30	22	124	1
Female	2011-2012	65	64	98	30	30	40	<1	30	42	28		
	2012-2013	60	59	98	32	32	37	<1	32	39	29		
Male	2011-2012	60	59	98	51	51	49	5	46	29	20		
	2012-2013	66	66	100	61	61	44	6	55	23	17		
Caucasian/White	2011-2012	124	122	98	40	40	45	2	38	36	24		
	2012-2013	119	118	99	48	48	42	3	45	31	21		
African American/Black	2011-2012	1	1	100			20						
	2012-2013	3	3	100			17						
Hispanic	2011-2012	0	0				32						
	2012-2013	0	0				30						
Asian or Pacific Islander	2011-2012	0	0				45						
	2012-2013	0	0				45						
American Indian or Native Alaskan	2011-2012	0	0				34						
	2012-2013	4	4	100			22						
Economically Disadvantaged	2011-2012	58	57	98	23	23	30	2	21	40	37		
	2012-2013	52	51	98	37	37	27	<1	37	33	29		
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	21	21	100	5	5	16	<1	5	33	62		
	2012-2013	19	19	100	5	5	12	<1	5	21	74		
Limited English Proficient	2011-2012	0	0				10						
	2012-2013	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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# 2013-2014 NCLB Report Card

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

GROUP	Reading									2011-12 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole School	125	98		55	59	122	71	58	78	90
Female	59	98		58	62	58	33	57	79	90
Male	66	98		53	57	64	38	59	77	89
Caucasian/White	119	98		56	60	116	68	59	78	91
African American/Black	2	*		*		2	*	*		0
Hispanic	0	*		*		0	*	*		100
Asian or Pacific Islander	0	*		*		0	*	*		100
American Indian or Native Alaskan	4	*		*		4	*	*		75
Economically Disadvantaged	51	98		33	39	49	27	55	67	80
Not Economically Disadvantaged	74	99		73	75	73	44	60	87	98
Migrant	0	*		*		0	*	*		0
Not Migrant	125	98		55	59	122	71	58	78	90
Students with Disabilities	19	*		24	30	18	2	11	62	71
Students without Disabilities	106	99		62	65	104	69	66	81	96
Limited English Proficient	0	*		*		0	*	*		0
Not Limited English Proficient	125	98		55	59	122	71	58	78	90
Super Subgroup	58	98		32	38	56	29	52	66	
Non-Super Subgroup	67	99		79	81	66	42	64	90	

\*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.  
 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 are not available.  
 The source of information for this report is the Maine Department of Education.



# 2013-2014 NCLB Report Card

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

GROUP	Mathematics									2011-12 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13				2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient	% Proficient		
Whole School	125	98		50	54	122	75	61	75	90
Female	59	98		52	56	58	35	60	76	90
Male	66	98		47	51	64	40	63	74	89
Caucasian/White	119	98		50	54	116	73	63	75	91
African American/Black	2	*		*		2	*	*		0
Hispanic	0	*		*		0	*	*		100
Asian or Pacific Islander	0	*		*		0	*	*		100
American Indian or Native Alaskan	4	*		*		4	*	*		75
Economically Disadvantaged	51	98		35	40	49	23	47	68	80
Not Economically Disadvantaged	74	99		62	65	73	52	71	81	98
Migrant	0	*		*		0	*	*		0
Not Migrant	125	98		50	54	122	75	61	75	90
Students with Disabilities	19	*		14	21	18	3	17	57	71
Students without Disabilities	106	99		58	62	104	72	69	79	96
Limited English Proficient	0	*		*		0	*	*		0
Not Limited English Proficient	125	98		50	54	122	75	61	75	90
Super Subgroup	58	98		33	39	56	25	45	67	
Non-Super Subgroup	67	99		67	70	66	50	76	84	

\*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.  
 Super Subgroup includes: African American/Black, Hispanic, American Indian or Native Alaskan, Economically Disadvantaged, Student with Disabilities, and Limited English Proficient.  
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# 2013-2014 NCLB Report Card

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 <sup>1</sup>	22	7	9	0	1	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, 2013	3

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

<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.