



**MAINE  
DEPARTMENT OF EDUCATION**

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 state-wide 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 2008–2009:** Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the spring of 2009.

**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 No Child Left Behind, which require, among other things, that each school makes “Adequate Yearly Progress” (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 2006–2007 NAEP results is displayed, 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.



# 2009–2010 NCLB Report Card

School: Bangor High School

SAU: Bangor School Department

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# 2009–2010 NCLB Report Card



**School:** Bangor High School  
**SAU:** Bangor School Department  
**Grade:** High School



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Reading Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	343	322	9	97	56	60	49	14	42	26	18
	2008-2009	342	302	10	91	64	67	49	13	51	24	12
Female	2007-2008	184	173	6	97	55	62	51	14	41	27	17
	2008-2009	165	145	1	88	60	63	53	13	47	29	11
Male	2007-2008	159	149	3	96	57	59	47	14	43	25	18
	2008-2009	177	157	9	94	67	69	46	13	55	20	13
Caucasian/White	2007-2008	319	301	8	97	57	62	49	14	43	26	17
	2008-2009	309	273	9	91	65	68	50	13	52	25	10
African American/Black	2007-2008	6	5	1	100	50	50	26	17	33	33	17
	2008-2009	13	11	1	92	58	58	26	17	42	8	33
Hispanic	2007-2008	3	3	0	100			37				
	2008-2009	3	3	0	100			38				
Asian or Pacific Islander	2007-2008	10	8	0	80	50	50	38	25	25	38	13
	2008-2009	12	11	0	92	55	50	46	18	36	27	18
American Indian or Native Alaskan	2007-2008	5	5	0	100	40	40	32	20	20	20	40
	2008-2009	5	4	0	80			32				
Economically Disadvantaged	2007-2008	66	56	5	92	33	36	32	10	23	30	38
	2008-2009	79	58	7	82	43	45	34	6	37	31	26
Migrant	2007-2008	1	1	0	100			20				
	2008-2009	1	1	0	100							
Students with Disabilities	2007-2008	33	24	9	100	36	42	16	15	21	21	42
	2008-2009	41	25	10	85	31	37	16	0	31	29	40
Limited English Proficient	2007-2008	13	10	1	85	27	27	26	18	9	36	36
	2008-2009	3	3	0	100			16				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

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Mathematics Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	343	325	9	97	52	57	42	12	40	28	20
	2008-2009	342	313	10	94	54	56	42	7	47	28	18
Female	2007-2008	184	173	6	97	49	57	40	10	39	29	22
	2008-2009	165	151	1	92	49	52	41	5	45	32	18
Male	2007-2008	159	152	3	97	56	57	43	14	43	26	17
	2008-2009	177	162	9	97	58	59	43	8	50	24	18
Caucasian/White	2007-2008	319	304	8	98	53	58	42	11	42	28	19
	2008-2009	309	283	9	94	56	58	43	6	50	26	18
African American/Black	2007-2008	6	5	1	100	17	17	14	17	0	50	33
	2008-2009	13	11	1	92	17	17	16	8	8	58	25
Hispanic	2007-2008	3	3	0	100			25				
	2008-2009	3	3	0	100			29				
Asian or Pacific Islander	2007-2008	10	8	0	80	75	75	44	50	25	25	0
	2008-2009	12	11	0	92	45	40	52	27	18	55	0
American Indian or Native Alaskan	2007-2008	5	5	0	100	20	20	26	20	0	20	60
	2008-2009	5	5	0	100	40		21	0	40	0	60
Economically Disadvantaged	2007-2008	66	58	5	95	25	28	24	10	16	38	37
	2008-2009	79	64	7	90	30	29	26	1	28	32	38
Migrant	2007-2008	1	1	0	100			40				
	2008-2009	1	1	0	100			20				
Students with Disabilities	2007-2008	33	24	9	100	33	38	13	18	15	18	48
	2008-2009	41	26	10	88	22	21	12	0	22	25	53
Limited English Proficient	2007-2008	13	10	1	85	45	45	21	27	18	27	27
	2008-2009	3	3	0	100			19				

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.

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Accountability Data															
Group	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 64%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 43%			Graduation Rate Target: 75%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	92	92	96	60	60	49	96	96	98	54	53	41	80	80	84
Caucasian/White	92	93	96	61	61	50	96	96	98	55	55	42			
African American/Black	*	*	92	*	*	26	*	*	95	*	*	14			
Hispanic	*	*	94	*	*	37	*	*	97	*	*	26			
Asian or Pacific Islander	*	*	91	*	*	42	*	*	95	*	*	49			
American Indian or Native Alaskan	*	*	92	*	*	32	*	*	96	*	*	23			
Economically Disadvantaged	83	84	92	39	39	33	91	91	96	29	29	25			
Students with Disabilities	*	*	91	34	35	16	*	*	95	29	29	13			
Limited English Proficient	*	*	90	*	*	21	*	*	94	*	*	20			

\* 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.

# 2009–2010 NCLB Report Card Maine Teacher Quality Data



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	14	16	42	10	22	2

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Conditional Certification (as of March 28, 2009)	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.