



**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: Perry Elementary School

SAU: Perry School Department

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# 2009–2010 NCLB Report Card



**School:** Perry Elementary School  
**SAU:** Perry School Department  
**Grade:** 03



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Group	Reading Assessment Data											
	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	11	11	0	100	27	27	64	0	27	64	9
	2008-2009	14	14	0	100	64	64	65	0	64	36	0
Female	2007-2008	7	7	0	100	43	43	68	0	43	57	0
	2008-2009	7	7	0	100	71	71	70	0	71	29	0
Male	2007-2008	4	4	0	100			59				
	2008-2009	7	7	0	100	57	57	60	0	57	43	0
Caucasian/White	2007-2008	7	7	0	100	29	29	64	0	29	57	14
	2008-2009	12	12	0	100	67	67	66	0	67	33	0
African American/Black	2007-2008	0	0	0				42				
	2008-2009	0	0	0				42				
Hispanic	2007-2008	0	0	0				53				
	2008-2009	0	0	0				51				
Asian or Pacific Islander	2007-2008	0	0	0				61				
	2008-2009	0	0	0				66				
American Indian or Native Alaskan	2007-2008	4	4	0	100			53				
	2008-2009	2	2	0	100			64				
Economically Disadvantaged	2007-2008	9	9	0	100	11	11	50	0	11	78	11
	2008-2009	8	8	0	100	63	63	53	0	63	38	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	1	1	0	100			67				
Students with Disabilities	2007-2008	4	4	0	100			34				
	2008-2009	3	3	0	100			36				
Limited English Proficient	2007-2008	1	1	0	100			39				
	2008-2009	0	0	0				40				

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

# 2009–2010 NCLB Report Card



**School:** Perry Elementary School  
**SAU:** Perry School Department  
**Grade:** 04



MAINE  
DEPARTMENT OF EDUCATION

Group	Reading Assessment Data											
	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	14	14	0	100	50	50	63	0	50	36	14
	2008-2009	8	8	0	100	38	38	71	0	38	38	25
Female	2007-2008	6	6	0	100	67	67	67	0	67	33	0
	2008-2009	5	5	0	100	60	60	75	0	60	40	0
Male	2007-2008	8	8	0	100	38	38	60	0	38	38	25
	2008-2009	3	3	0	100			67				
Caucasian/White	2007-2008	8	8	0	100	50	50	64	0	50	38	13
	2008-2009	6	6	0	100	17	17	71	0	17	50	33
African American/Black	2007-2008	2	2	0	100			38				
	2008-2009	0	0	0				53				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	0	0	0				66				
Asian or Pacific Islander	2007-2008	0	0	0				67				
	2008-2009	0	0	0				71				
American Indian or Native Alaskan	2007-2008	4	4	0	100			47				
	2008-2009	2	2	0	100			60				
Economically Disadvantaged	2007-2008	4	4	0	100			49				
	2008-2009	6	6	0	100	33	33	60	0	33	33	33
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	5	5	0	100	40	40	31	0	40	40	20
	2008-2009	3	3	0	100			43				
Limited English Proficient	2007-2008	0	0	0				36				
	2008-2009	1	1	0	100			47				

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

# 2009–2010 NCLB Report Card



**School:** Perry Elementary School  
**SAU:** Perry School Department  
**Grade:** 05



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Group	Reading Assessment Data											
	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	13	13	0	100	31	31	63	0	31	46	23
	2008-2009	14	14	0	100	64	64	67	0	64	29	7
Female	2007-2008	6	6	0	100	50	50	68	0	50	17	33
	2008-2009	6	6	0	100	67	67	70	0	67	33	0
Male	2007-2008	7	7	0	100	14	14	59	0	14	71	14
	2008-2009	8	8	0	100	63	63	64	0	63	25	13
Caucasian/White	2007-2008	11	11	0	100	27	27	64	0	27	55	18
	2008-2009	9	9	0	100	56	56	67	0	56	33	11
African American/Black	2007-2008	0	0	0				40				
	2008-2009	2	2	0	100			46				
Hispanic	2007-2008	0	0	0				49				
	2008-2009	0	0	0				56				
Asian or Pacific Islander	2007-2008	0	0	0				69				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	2	2	0	100			44				
	2008-2009	3	3	0	100			48				
Economically Disadvantaged	2007-2008	4	4	0	100			50				
	2008-2009	6	6	0	100	33	33	53	0	33	50	17
Migrant	2007-2008	0	0	0				100				
	2008-2009	1	1	0	100			38				
Students with Disabilities	2007-2008	3	3	0	100			29				
	2008-2009	3	3	0	100			31				
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				39				

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

# 2009–2010 NCLB Report Card



**School:** Perry Elementary School  
**SAU:** Perry School Department  
**Grade:** 06



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Group	Reading Assessment Data											
	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	10	10	0	100	70	70	70	0	70	30	0
	2008-2009	13	13	0	100	46	46	71	0	46	54	0
Female	2007-2008	6	6	0	100	67	67	75	0	67	33	0
	2008-2009	6	6	0	100	67	67	76	0	67	33	0
Male	2007-2008	4	4	0	100			65				
	2008-2009	7	7	0	100	29	29	66	0	29	71	0
Caucasian/White	2007-2008	8	8	0	100	63	63	71	0	63	38	0
	2008-2009	10	10	0	100	40	40	71	0	40	60	0
African American/Black	2007-2008	0	0	0				55				
	2008-2009	0	0	0				51				
Hispanic	2007-2008	1	1	0	100			53				
	2008-2009	0	0	0				60				
Asian or Pacific Islander	2007-2008	1	1	0	100			76				
	2008-2009	0	0	0				74				
American Indian or Native Alaskan	2007-2008	0	0	0				57				
	2008-2009	3	3	0	100			54				
Economically Disadvantaged	2007-2008	8	8	0	100	63	63	57	0	63	38	0
	2008-2009	6	6	0	100	67	67	58	0	67	33	0
Migrant	2007-2008	0	0	0				71				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	0	0	0				34				
	2008-2009	3	3	0	100			33				
Limited English Proficient	2007-2008	0	0	0				51				
	2008-2009	0	0	0				45				

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

# 2009–2010 NCLB Report Card



**School:** Perry Elementary School  
**SAU:** Perry School Department  
**Grade:** 07



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Group	Reading Assessment Data											
	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	13	13	0	100	38	38	73	8	31	62	0
	2008-2009	9	9	0	100	78	78	78	0	78	22	0
Female	2007-2008	9	9	0	100	44	44	79	11	33	56	0
	2008-2009	6	6	0	100	83	83	84	0	83	17	0
Male	2007-2008	4	4	0	100			68				
	2008-2009	3	3	0	100			73				
Caucasian/White	2007-2008	8	8	0	100	38	38	74	13	25	63	0
	2008-2009	8	8	0	100	75	75	79	0	75	25	0
African American/Black	2007-2008	0	0	0				59				
	2008-2009	0	0	0				60				
Hispanic	2007-2008	0	0	0				67				
	2008-2009	1	1	0	100			69				
Asian or Pacific Islander	2007-2008	0	0	0				74				
	2008-2009	0	0	0				83				
American Indian or Native Alaskan	2007-2008	5	5	0	100	40	40	59	0	40	60	0
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	8	8	0	100	13	13	61	0	13	88	0
	2008-2009	7	7	0	100	86	86	67	0	86	14	0
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				63				
Students with Disabilities	2007-2008	1	1	0	100			34				
	2008-2009	0	0	0				39				
Limited English Proficient	2007-2008	0	0	0				55				
	2008-2009	0	0	0				47				

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

# 2009–2010 NCLB Report Card



**School:** Perry Elementary School  
**SAU:** Perry School Department  
**Grade:** 08



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Group	Reading Assessment Data											
	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	15	15	0	100	67	63	71	13	53	13	20
	2008-2009	12	12	0	100	58	58	71	17	42	42	0
Female	2007-2008	10	10	0	100	80	80	77	10	70	10	10
	2008-2009	9	9	0	100	67	67	77	22	44	33	0
Male	2007-2008	5	5	0	100	40	33	65	20	20	20	40
	2008-2009	3	3	0	100			66				
Caucasian/White	2007-2008	12	12	0	100	75	69	72	17	58	8	17
	2008-2009	8	8	0	100	50	50	72	13	38	50	0
African American/Black	2007-2008	0	0	0				49				
	2008-2009	0	0	0				51				
Hispanic	2007-2008	0	0	0				55				
	2008-2009	0	0	0				66				
Asian or Pacific Islander	2007-2008	1	1	0	100			71				
	2008-2009	0	0	0				71				
American Indian or Native Alaskan	2007-2008	2	2	0	100			52				
	2008-2009	4	4	0	100			56				
Economically Disadvantaged	2007-2008	7	7	0	100	43	38	56	14	29	14	43
	2008-2009	7	7	0	100	43	43	56	0	43	57	0
Migrant	2007-2008	0	0	0				86				
	2008-2009	1	1	0	100			50				
Students with Disabilities	2007-2008	2	2	0	100			29				
	2008-2009	1	1	0	100			29				
Limited English Proficient	2007-2008	0	0	0				41				
	2008-2009	0	0	0				41				

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

# 2009–2010 NCLB Report Card



**School:** Perry Elementary School  
**SAU:** Perry School Department  
**Grade:** 03



MAINE  
DEPARTMENT OF EDUCATION

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	11	11	0	100	18	18	67	9	9	64	18
	2008-2009	14	14	0	100	71	71	70	7	64	29	0
Female	2007-2008	7	7	0	100	29	29	65	14	14	57	14
	2008-2009	7	7	0	100	71	71	68	0	71	29	0
Male	2007-2008	4	4	0	100			68				
	2008-2009	7	7	0	100	71	71	71	14	57	29	0
Caucasian/White	2007-2008	7	7	0	100	14	14	68	0	14	71	14
	2008-2009	12	12	0	100	83	83	71	8	75	17	0
African American/Black	2007-2008	0	0	0				41				
	2008-2009	0	0	0				45				
Hispanic	2007-2008	0	0	0				57				
	2008-2009	0	0	0				50				
Asian or Pacific Islander	2007-2008	0	0	0				66				
	2008-2009	0	0	0				70				
American Indian or Native Alaskan	2007-2008	4	4	0	100			53				
	2008-2009	2	2	0	100			55				
Economically Disadvantaged	2007-2008	9	9	0	100	11	11	55	11	0	67	22
	2008-2009	8	8	0	100	63	63	58	13	50	38	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	1	1	0	100			67				
Students with Disabilities	2007-2008	4	4	0	100			44				
	2008-2009	3	3	0	100			46				
Limited English Proficient	2007-2008	1	1	0	100			39				
	2008-2009	0	0	0				46				

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# 2009–2010 NCLB Report Card



**School:** Perry Elementary School  
**SAU:** Perry School Department  
**Grade:** 04



MAINE  
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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	14	14	0	100	50	50	60	7	43	36	14
	2008-2009	8	8	0	100	75	75	66	13	63	13	13
Female	2007-2008	6	6	0	100	50	50	59	17	33	33	17
	2008-2009	5	5	0	100	100	100	66	20	80	0	0
Male	2007-2008	8	8	0	100	50	50	62	0	50	38	13
	2008-2009	3	3	0	100			67				
Caucasian/White	2007-2008	8	8	0	100	50	50	61	13	38	25	25
	2008-2009	6	6	0	100	67	67	67	0	67	17	17
African American/Black	2007-2008	2	2	0	100			30				
	2008-2009	0	0	0				46				
Hispanic	2007-2008	0	0	0				46				
	2008-2009	0	0	0				61				
Asian or Pacific Islander	2007-2008	0	0	0				65				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	4	4	0	100			49				
	2008-2009	2	2	0	100			59				
Economically Disadvantaged	2007-2008	4	4	0	100			46				
	2008-2009	6	6	0	100	67	67	54	17	50	17	17
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	5	5	0	100	60	60	36	20	40	40	0
	2008-2009	3	3	0	100			41				
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	1	1	0	100			43				

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# 2009–2010 NCLB Report Card



**School:** Perry Elementary School  
**SAU:** Perry School Department  
**Grade:** 05



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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	13	13	0	100	77	77	64	8	69	15	8
	2008-2009	14	14	0	100	57	57	66	21	36	21	21
Female	2007-2008	6	6	0	100	83	83	63	0	83	0	17
	2008-2009	6	6	0	100	67	67	65	0	67	0	33
Male	2007-2008	7	7	0	100	71	71	64	14	57	29	0
	2008-2009	8	8	0	100	50	50	66	38	13	38	13
Caucasian/White	2007-2008	11	11	0	100	82	82	65	9	73	18	0
	2008-2009	9	9	0	100	56	56	67	11	44	22	22
African American/Black	2007-2008	0	0	0				38				
	2008-2009	2	2	0	100			43				
Hispanic	2007-2008	0	0	0				49				
	2008-2009	0	0	0				52				
Asian or Pacific Islander	2007-2008	0	0	0				74				
	2008-2009	0	0	0				69				
American Indian or Native Alaskan	2007-2008	2	2	0	100			47				
	2008-2009	3	3	0	100			46				
Economically Disadvantaged	2007-2008	4	4	0	100			51				
	2008-2009	6	6	0	100	17	17	53	0	17	50	33
Migrant	2007-2008	0	0	0				60				
	2008-2009	1	1	0	100			38				
Students with Disabilities	2007-2008	3	3	0	100			33				
	2008-2009	3	3	0	100			38				
Limited English Proficient	2007-2008	0	0	0				44				
	2008-2009	0	0	0				40				

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

# 2009–2010 NCLB Report Card



**School:** Perry Elementary School  
**SAU:** Perry School Department  
**Grade:** 06



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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	10	10	0	100	60	60	53	0	60	40	0
	2008-2009	13	13	0	100	46	46	54	0	46	15	38
Female	2007-2008	6	6	0	100	67	67	53	0	67	33	0
	2008-2009	6	6	0	100	50	50	52	0	50	0	50
Male	2007-2008	4	4	0	100			53				
	2008-2009	7	7	0	100	43	43	56	0	43	29	29
Caucasian/White	2007-2008	8	8	0	100	50	50	54	0	50	50	0
	2008-2009	10	10	0	100	50	50	55	0	50	20	30
African American/Black	2007-2008	0	0	0				30				
	2008-2009	0	0	0				31				
Hispanic	2007-2008	1	1	0	100			41				
	2008-2009	0	0	0				37				
Asian or Pacific Islander	2007-2008	1	1	0	100			63				
	2008-2009	0	0	0				66				
American Indian or Native Alaskan	2007-2008	0	0	0				33				
	2008-2009	3	3	0	100			34				
Economically Disadvantaged	2007-2008	8	8	0	100	63	63	39	0	63	38	0
	2008-2009	6	6	0	100	50	50	40	0	50	0	50
Migrant	2007-2008	0	0	0				57				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	0	0	0				23				
	2008-2009	3	3	0	100			26				
Limited English Proficient	2007-2008	0	0	0				30				
	2008-2009	0	0	0				30				

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

# 2009–2010 NCLB Report Card



**School:** Perry Elementary School  
**SAU:** Perry School Department  
**Grade:** 07



MAINE  
DEPARTMENT OF EDUCATION

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	13	13	0	100	69	69	53	15	54	15	15
	2008-2009	9	9	0	100	89	89	57	0	89	11	0
Female	2007-2008	9	9	0	100	56	56	54	22	33	22	22
	2008-2009	6	6	0	100	100	100	59	0	100	0	0
Male	2007-2008	4	4	0	100			53				
	2008-2009	3	3	0	100			56				
Caucasian/White	2007-2008	8	8	0	100	63	63	54	25	38	13	25
	2008-2009	8	8	0	100	88	88	58	0	88	13	0
African American/Black	2007-2008	0	0	0				30				
	2008-2009	0	0	0				32				
Hispanic	2007-2008	0	0	0				42				
	2008-2009	1	1	0	100			47				
Asian or Pacific Islander	2007-2008	0	0	0				59				
	2008-2009	0	0	0				68				
American Indian or Native Alaskan	2007-2008	5	5	0	100	80	80	36	0	80	20	0
	2008-2009	0	0	0				39				
Economically Disadvantaged	2007-2008	8	8	0	100	63	63	37	13	50	25	13
	2008-2009	7	7	0	100	100	100	42	0	100	0	0
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	1	1	0	100			22				
	2008-2009	0	0	0				23				
Limited English Proficient	2007-2008	0	0	0				32				
	2008-2009	0	0	0				27				

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

# 2009–2010 NCLB Report Card



**School:** Perry Elementary School  
**SAU:** Perry School Department  
**Grade:** 08



MAINE  
DEPARTMENT OF EDUCATION

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	15	15	0	100	53	50	51	20	33	27	20
	2008-2009	12	12	0	100	50	50	52	17	33	25	25
Female	2007-2008	10	10	0	100	60	60	51	20	40	30	10
	2008-2009	9	9	0	100	56	56	54	22	33	22	22
Male	2007-2008	5	5	0	100	40	33	51	20	20	20	40
	2008-2009	3	3	0	100			51				
Caucasian/White	2007-2008	12	12	0	100	58	54	52	25	33	25	17
	2008-2009	8	8	0	100	50	50	53	13	38	25	25
African American/Black	2007-2008	0	0	0				27				
	2008-2009	0	0	0				31				
Hispanic	2007-2008	0	0	0				42				
	2008-2009	0	0	0				40				
Asian or Pacific Islander	2007-2008	1	1	0	100			66				
	2008-2009	0	0	0				60				
American Indian or Native Alaskan	2007-2008	2	2	0	100			27				
	2008-2009	4	4	0	100			37				
Economically Disadvantaged	2007-2008	7	7	0	100	43	38	35	14	29	14	43
	2008-2009	7	7	0	100	29	29	36	0	29	43	29
Migrant	2007-2008	0	0	0				43				
	2008-2009	1	1	0	100			17				
Students with Disabilities	2007-2008	2	2	0	100			19				
	2008-2009	1	1	0	100			18				
Limited English Proficient	2007-2008	0	0	0				33				
	2008-2009	0	0	0				26				

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

# 2009–2010 NCLB Report Card



**School:** Perry Elementary School  
**SAU:** Perry School Department  
**Grade:** 3-8



MAINE  
DEPARTMENT OF EDUCATION

Accountability Data															
Group	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 58%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 50%			Average Daily Attendance Target: 91%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: * M: *	E: 100 M: 99	61	E: 62 M: 59	E: 68 M: 73	100	E: * M: *	E: 100 M: 99	66	E: 71 M: 63	E: 67 M: 55	94	94	95
Caucasian/White	100	E: * M: *	E: 100 M: 99	56	E: 56 M: 56	E: 68 M: 74	100	E: * M: *	E: 100 M: 99	70	E: 76 M: 64	E: 68 M: 55			
African American/Black	*	E: * M: *	E: 98 M: 97	*	E: * M: *	E: 47 M: 54	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 45 M: 31			
Hispanic	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 57 M: 65	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 54 M: 41			
Asian or Pacific Islander	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 69 M: 77	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 69 M: 65			
American Indian or Native Alaskan	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 59 M: 61	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 57 M: 39			
Economically Disadvantaged	*	E: * M: *	E: 100 M: 99	59	E: * M: *	E: 55 M: 60	*	E: * M: *	E: 100 M: 99	59	E: * M: *	E: 55 M: 40			
Students with Disabilities	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 37 M: 34	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 42 M: 22			
Limited English Proficient	*	E: * M: *	E: 97 M: 96	*	E: * M: *	E: 41 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 43 M: 28			

E = Elementary Grades 3–5

M = Middle Grades 6–8

\* 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.



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>	8	2	3	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 March 28, 2009)	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

<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.