



**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 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 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: Penquis Valley High School

SAU: MSAD 41

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# 2009–2010 NCLB Report Card



**School:** Penquis Valley High School  
**SAU:** MSAD 41  
**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	59	58	0	98	62	64	73	10	52	16	22
	2008-2009	52	50	1	98	71	72	78	4	67	16	14
Female	2007-2008	32	32	0	100	63	62	79	9	53	19	19
	2008-2009	25	24	1	100	88	88	84	0	88	8	4
Male	2007-2008	27	26	0	96	62	67	68	12	50	12	27
	2008-2009	27	26	0	96	54	56	73	8	46	23	23
Caucasian/White	2007-2008	58	57	0	98	63	65	74	11	53	16	21
	2008-2009	48	47	1	100	71	72	79	4	67	17	13
African American/Black	2007-2008	1	1	0	100			59				
	2008-2009	3	2	0	67			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	0	0	0				59				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	36	35	0	97	54	56	61	9	46	20	26
	2008-2009	28	27	1	100	64	64	67	4	61	18	18
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				63				
Students with Disabilities	2007-2008	18	17	0	94	29	36	34	0	29	6	65
	2008-2009	10	8	1	90	11	11	39	0	11	22	67
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:** Penquis Valley High School  
**SAU:** MSAD 41  
**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	51	50	0	98	64	64	71	8	56	24	12
	2008-2009	58	55	1	97	52	54	71	7	45	20	29
Female	2007-2008	25	24	0	96	75	73	77	17	58	21	4
	2008-2009	30	29	0	97	55	56	77	10	45	24	21
Male	2007-2008	26	26	0	100	54	56	65	0	54	27	19
	2008-2009	28	26	1	96	48	52	66	4	44	15	37
Caucasian/White	2007-2008	50	49	0	98	65	65	72	8	57	22	12
	2008-2009	57	54	1	96	53	55	72	7	45	20	27
African American/Black	2007-2008	1	1	0	100			49				
	2008-2009	1	1	0	100			51				
Hispanic	2007-2008	0	0	0				55				
	2008-2009	0	0	0				66				
Asian or Pacific Islander	2007-2008	0	0	0				71				
	2008-2009	0	0	0				71				
American Indian or Native Alaskan	2007-2008	0	0	0				52				
	2008-2009	0	0	0				56				
Economically Disadvantaged	2007-2008	29	28	0	97	61	62	56	0	61	25	14
	2008-2009	26	23	1	92	46	50	56	0	46	21	33
Migrant	2007-2008	0	0	0				86				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	7	6	0	86	17	17	29	0	17	17	67
	2008-2009	20	18	1	95	11	13	29	0	11	11	79
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:** Penquis Valley High School  
**SAU:** MSAD 41  
**Grade:** High School



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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	72	57	0	79	44	44	49	4	40	26	30
	2008-2009	62	53	0	85	32	35	49	2	30	34	34
Female	2007-2008	34	26	0	76	46	44	51	8	38	31	23
	2008-2009	24	22	0	92	50	50	53	0	50	18	32
Male	2007-2008	38	31	0	82	42	45	47	0	42	23	35
	2008-2009	38	31	0	82	19	21	46	3	16	45	35
Caucasian/White	2007-2008	70	56	0	80	45	45	49	4	41	27	29
	2008-2009	61	53	0	87	32	35	50	2	30	34	34
African American/Black	2007-2008	1	0	0	0			26				
	2008-2009	1	0	0	0			26				
Hispanic	2007-2008	1	1	0	100			37				
	2008-2009	0	0	0				38				
Asian or Pacific Islander	2007-2008	0	0	0				38				
	2008-2009	0	0	0				46				
American Indian or Native Alaskan	2007-2008	0	0	0				32				
	2008-2009	0	0	0				32				
Economically Disadvantaged	2007-2008	39	26	0	67	35	36	32	4	31	19	46
	2008-2009	25	19	0	76	21	25	34	0	21	37	42
Migrant	2007-2008	0	0	0				20				
	2008-2009	0	0	0								
Students with Disabilities	2007-2008	13	4	0	31			16				
	2008-2009	20	14	0	70	0	0	16	0	0	21	79
Limited English Proficient	2007-2008	3	1	0	33			26				
	2008-2009	0	0	0				16				

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

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**Grade:** 07



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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	59	58	0	98	22	25	53	0	22	33	45
	2008-2009	52	50	1	98	29	30	57	4	25	41	29
Female	2007-2008	32	32	0	100	22	24	54	0	22	38	41
	2008-2009	25	24	1	100	24	24	59	0	24	52	24
Male	2007-2008	27	26	0	96	23	25	53	0	23	27	50
	2008-2009	27	26	0	96	35	36	56	8	27	31	35
Caucasian/White	2007-2008	58	57	0	98	23	25	54	0	23	33	44
	2008-2009	48	47	1	100	31	32	58	4	27	42	27
African American/Black	2007-2008	1	1	0	100			30				
	2008-2009	3	2	0	67			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	0	0	0				36				
	2008-2009	0	0	0				39				
Economically Disadvantaged	2007-2008	36	35	0	97	20	22	37	0	20	29	51
	2008-2009	28	27	1	100	29	29	42	4	25	36	36
Migrant	2007-2008	0	0	0								
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	18	17	0	94	0	0	22	0	0	12	88
	2008-2009	10	8	1	90	0	0	23	0	0	11	89
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.

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**Grade:** 08



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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	51	50	0	98	54	55	51	0	54	16	30
	2008-2009	58	55	1	97	30	31	52	2	29	29	41
Female	2007-2008	25	24	0	96	58	59	51	0	58	8	33
	2008-2009	30	29	0	97	28	26	54	0	28	41	31
Male	2007-2008	26	26	0	100	50	52	51	0	50	23	27
	2008-2009	28	26	1	96	33	36	51	4	30	15	52
Caucasian/White	2007-2008	50	49	0	98	55	57	52	0	55	16	29
	2008-2009	57	54	1	96	31	31	53	2	29	29	40
African American/Black	2007-2008	1	1	0	100			27				
	2008-2009	1	1	0	100			31				
Hispanic	2007-2008	0	0	0				42				
	2008-2009	0	0	0				40				
Asian or Pacific Islander	2007-2008	0	0	0				66				
	2008-2009	0	0	0				60				
American Indian or Native Alaskan	2007-2008	0	0	0				27				
	2008-2009	0	0	0				37				
Economically Disadvantaged	2007-2008	29	28	0	97	39	38	35	0	39	18	43
	2008-2009	26	23	1	92	29	32	36	4	25	17	54
Migrant	2007-2008	0	0	0				43				
	2008-2009	0	0	0				17				
Students with Disabilities	2007-2008	7	6	0	86	17	17	19	0	17	0	83
	2008-2009	20	18	1	95	5	6	18	5	0	5	89
Limited English Proficient	2007-2008	0	0	0				33				
	2008-2009	0	0	0				26				

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**School:** Penquis Valley High School  
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**Grade:** High School



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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	72	62	0	86	26	26	42	0	26	47	27
	2008-2009	62	59	0	95	12	12	42	0	12	39	49
Female	2007-2008	34	29	0	85	21	22	40	0	21	48	31
	2008-2009	24	22	0	92	14	14	41	0	14	41	45
Male	2007-2008	38	33	0	87	30	30	43	0	30	45	24
	2008-2009	38	37	0	97	11	10	43	0	11	38	51
Caucasian/White	2007-2008	70	61	0	87	26	27	42	0	26	46	28
	2008-2009	61	58	0	95	12	12	43	0	12	40	48
African American/Black	2007-2008	1	0	0	0			14				
	2008-2009	1	1	0	100			16				
Hispanic	2007-2008	1	1	0	100			25				
	2008-2009	0	0	0				29				
Asian or Pacific Islander	2007-2008	0	0	0				44				
	2008-2009	0	0	0				52				
American Indian or Native Alaskan	2007-2008	0	0	0				26				
	2008-2009	0	0	0				21				
Economically Disadvantaged	2007-2008	39	30	0	77	23	22	24	0	23	43	33
	2008-2009	25	24	0	96	13	15	26	0	13	29	58
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				20				
Students with Disabilities	2007-2008	13	7	0	54	0	0	13	0	0	14	86
	2008-2009	20	17	0	85	0	0	12	0	0	12	88
Limited English Proficient	2007-2008	3	1	0	33			21				
	2008-2009	0	0	0				19				

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

# 2009–2010 NCLB Report Card



**School:** Penquis Valley High School  
**SAU:** MSAD 41  
**Grade:** 3-8



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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	97	E: 99 M: 98	E: 100 M: 99	62	E: 51 M: 67	E: 68 M: 73	97	E: 99 M: 98	E: 100 M: 99	31	E: 48 M: 32	E: 67 M: 55	93	93	95
Caucasian/White	98	E: 99 M: 99	E: 100 M: 99	62	E: 51 M: 67	E: 68 M: 74	98	E: 99 M: 99	E: 100 M: 99	33	E: 48 M: 33	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	96	E: 100 M: 98	E: 100 M: 99	58	E: 50 M: 65	E: 55 M: 60	96	E: 100 M: 98	E: 100 M: 99	30	E: 46 M: 32	E: 55 M: 40			
Students with Disabilities	*	E: * M: *	E: 100 M: 99	12	E: 14 M: 23	E: 37 M: 34	*	E: * M: *	E: 100 M: 99	4	E: 22 M: 7	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.

# 2009–2010 NCLB Report Card



**School:** Penquis Valley High School  
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**Grade:** High School



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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	87	87	96	38	38	49	97	97	98	19	19	41	83	83	84
Caucasian/White	89	89	96	38	38	50	97	97	98	20	19	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	*	*	92	30	30	33	*	*	96	19	19	25			
Students with Disabilities	*	*	91	*	*	16	*	*	95	0	0	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.



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	10	5	1	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)	7

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	13.87

<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.