



**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 2010-2011: 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 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (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 2008-2009 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 or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Bucksport High School

SAU: RSU 25

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2011-2012 NCLB Report Card



School: Bucksport High School
SAU: RSU 25
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 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	2009-2010	93	85	91	29	35	47	4	26	31	40	84	1	
	2010-2011	103	95	92	35	40	50	2	33	34	32	95	0	0
Female	2009-2010	35	34	97	35	41	49	6	29	24	41			
	2010-2011	50	47	94	47	51	54	2	45	32	21			
Male	2009-2010	58	51	88	25	31	46	2	24	35	39			
	2010-2011	53	48	91	23	30	46	2	21	35	42			
Caucasian/White	2009-2010	88	81	92	31	36	48	4	27	31	38			
	2010-2011	100	93	93	34	40	51	2	32	33	32			
African American/Black	2009-2010	4	3	75			28							
	2010-2011	2	2	100			23							
Hispanic	2009-2010	0	0				42							
	2010-2011	0	0				45							
Asian or Pacific Islander	2009-2010	1	1	100			41							
	2010-2011	0	0				51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	1	0	0			35							
Economically Disadvantaged	2009-2010	29	27	93	15	15	31	<1	15	33	52			
	2010-2011	36	31	86	23	23	34	<1	23	32	45			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	15	12	80	8	8	16	<1	8	25	67			
	2010-2011	23	18	78	6	6	17	<1	6	22	72			
Limited English Proficient	2009-2010	0	0				13							
	2010-2011	0	0				9							

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.

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School: Bucksport 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 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	2009-2010	93	85	91	28	30	45	<1	28	31	41	84	1
	2010-2011	103	95	92	35	40	49	<1	35	34	32	95	0
Female	2009-2010	35	34	97	29	30	43	<1	29	26	44		
	2010-2011	50	47	94	49	53	47	<1	49	30	21		
Male	2009-2010	58	51	88	27	31	47	<1	27	33	39		
	2010-2011	53	48	91	21	28	51	<1	21	38	42		
Caucasian/White	2009-2010	88	81	92	30	32	46	<1	30	31	40		
	2010-2011	100	93	93	34	40	50	<1	34	34	31		
African American/Black	2009-2010	4	3	75			22						
	2010-2011	2	2	100			21						
Hispanic	2009-2010	0	0				40						
	2010-2011	0	0				36						
Asian or Pacific Islander	2009-2010	1	1	100			51						
	2010-2011	0	0				62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	1	0	0			32						
Economically Disadvantaged	2009-2010	29	27	93	15	15	28	<1	15	26	59		
	2010-2011	36	31	86	26	26	31	<1	26	26	48		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	15	12	80	8	8	14	<1	8	8	83		
	2010-2011	23	18	78	6	6	15	<1	6	22	72		
Limited English Proficient	2009-2010	0	0				16						
	2010-2011	0	0				17						

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

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Group	Science 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	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	103	99	96	41	44	44	1	40	23	35	99	0
Female	2010-2011	50	49	98	45	47	40	<1	45	27	29		
Male	2010-2011	53	50	94	38	41	48	2	36	20	42		
Caucasian/White	2010-2011	100	97	97	41	44	45	<1	41	23	36		
African American/Black	2010-2011	2	2	100			19						
Hispanic	2010-2011	0	0				37						
Asian or Pacific Islander	2010-2011	0	0				49						
American Indian or Native Alaskan	2010-2011	1	0	0			26						
Economically Disadvantaged	2010-2011	36	35	97	29	29	29	<1	29	20	51		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	23	20	87	5	5	14	<1	5	15	80		
Limited English Proficient	2010-2011	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	93	94	96	33	39	49	93	94	96	33	37	47	84	84	83
Caucasian/White	94	94	96	34	39	50	94	94	96	33	37	48	83	83	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	0	0	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	100	100	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	100	100	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	100	100	67
Economically Disadvantaged	*	*	94	20	20	33	*	*	94	22	22	30	76	76	71
Students with Disabilities	*	*	91	7	7	17	*	*	91	7	7	15	65	65	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	100	100	80

*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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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
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	13	2	7	1	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, 2011	10

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.