



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 2013-2014: 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 2013 (Grade 3-8), spring of 2014 (High School), spring of 2014 (Alternate Assessment-Science), and spring of 2013 (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 2012-2013 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 or by contacting the NCLB Clearinghouse at 624-6705.

2014-2015 NCLB Report Card

School: Skowhegan Area High School

SAU: RSU 54/MSAD 54

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2014-2015 NCLB Report Card

School: Skowhegan Area High School
SAU: RSU 54/MSAD 54
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	2012-2013	182	168	92	36	36	48		31	38	27	168		
	2013-2014	182	171	94	34	33	48	6	27	30	36	170		
Female	2012-2013	100	92	92	34	33	51		29	42	24			
	2013-2014	96	90	94	38	38	50		30	33	29			
Male	2012-2013	82	76	93	38	38	45		33	32	30			
	2013-2014	86	81	94	30	29	45		25	27	43			
Caucasian/White	2012-2013	178	165	93	35	35	49		30	38	27			
	2013-2014	173	162	94	34	33	48	6	28	30	36			
African American/Black	2012-2013	1					23							
	2013-2014	2					25							
Hispanic	2012-2013	1					39							
	2013-2014	1					44							
Asian or Pacific Islander	2012-2013	1					50							
	2013-2014	2					48							
American Indian or Native Alaskan	2012-2013	0					24							
	2013-2014	2					33							
Economically Disadvantaged	2012-2013	92	78	85	28	28	33		23	38	33			
	2013-2014	99	90	91	24	24	32		23	32	43			
Migrant	2012-2013	0												
	2013-2014	0												
Students with Disabilities	2012-2013	29	22	76			14				64			
	2013-2014	32	27	84			16				85			
Limited English Proficient	2012-2013	0					10							
	2013-2014	0					10							

NOTE: Data have been suppressed where the number of students is less than 10.

* Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

2014-2015 NCLB Report Card

School: Skowhegan Area High School
SAU: RSU 54/MSAD 54
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	2012-2013	182	168	92	42	41	48		40	32	26	168	
	2013-2014	182	172	95	41	40	49		38	31	28	171	
Female	2012-2013	100	92	92	41	41	47		40	35	24		
	2013-2014	96	90	94	42	42	47		40	34	23		
Male	2012-2013	82	76	93	42	42	49		41	29	29		
	2013-2014	86	82	95	39	38	50		37	28	33		
Caucasian/White	2012-2013	178	165	93	41	41	49		40	32	27		
	2013-2014	173	163	94	41	40	50		39	31	28		
African American/Black	2012-2013	1					18						
	2013-2014	2					23						
Hispanic	2012-2013	1					36						
	2013-2014	1					41						
Asian or Pacific Islander	2012-2013	1					61						
	2013-2014	2					64						
American Indian or Native Alaskan	2012-2013	0					29						
	2013-2014	2					30						
Economically Disadvantaged	2012-2013	92	78	85	28	28	31		28	35	37		
	2013-2014	99	91	92	34	34	32		33	31	35		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	29	22	76			14				77		
	2013-2014	32	27	84			16				85		
Limited English Proficient	2012-2013	0					15						
	2013-2014	0					19						

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2014-2015 NCLB Report Card

School: Skowhegan Area High School
SAU: RSU 54/MSAD 54
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	2012-2013	182	167	92	38	38	41		36	26	35	167	
	2013-2014	182	168	92	38	37	44		35	32	30	167	
Female	2012-2013	100	94	94	29	28	37		27	30	41		
	2013-2014	96	86	90	36	36	41		35	35	29		
Male	2012-2013	82	73	89	51	49	44		48	22	27		
	2013-2014	86	82	95	39	38	46		35	29	32		
Caucasian/White	2012-2013	178	164	92	38	37	42		35	26	36		
	2013-2014	173	160	92	38	38	45		36	33	29		
African American/Black	2012-2013	1					17						
	2013-2014	2					17						
Hispanic	2012-2013	1					30						
	2013-2014	1					36						
Asian or Pacific Islander	2012-2013	1					45						
	2013-2014	2					54						
American Indian or Native Alaskan	2012-2013	0					22						
	2013-2014	2					28						
Economically Disadvantaged	2012-2013	92	77	84	26	26	27		25	34	40		
	2013-2014	99	88	89	31	30	29		31	32	38		
Migrant	2012-2013	0											
	2013-2014	0											
Students with Disabilities	2012-2013	29	22	76			12				82		
	2013-2014	32	27	84			15				74		
Limited English Proficient	2012-2013	0					10						
	2013-2014	0					10						

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2014-2015 NCLB Report Card

School: Skowhegan Area High School
SAU: RSU 54/MSAD 54
Grade: High School

GROUP	Reading Accountability Data									2012-13 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole School	182	94		36	49	165	57	35	70	76
Female	96	94		34	49	84	33	39	70	81
Male	86	94		38	48	81	24	30	69	72
Caucasian/White	173	94		35	48	157	55	35	69	76
African American/Black	2	*		*			*	*		100
Hispanic	1	*		*			*	*		100
Asian or Pacific Islander	2	*		*			*	*		100
American Indian or Native Alaskan	2	*		*			*	*		0
Economically Disadvantaged	99	91		28	42	85	21	25	65	71
Migrant	0	*		*			*	*		0
Students with Disabilities	32	*			17	26			50	64
Limited English Proficient	0	*		*			*	*		0
Super Subgroup	109	91		27	38	94	22	23	63	

*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 did not meet minimum requirements.
 The source of information for this report is the Maine Department of Education.



2014-2015 NCLB Report Card

School: Skowhegan Area High School
SAU: RSU 54/MSAD 54
Grade: High School

GROUP	Mathematics Accountability Data									2012-13 % Graduation Rate Target = 90%
	Participation Testing Year Target = 95%			Teaching Year Achievement						
	Number Enrolled	Percent Participated	Average Percent	2012-13 % Proficient	2013-14			2017-18 Performance Targets		
					Targets	Number Tested	Number Proficient		% Proficient	
Whole School	182	95		42	50	166	69	42	70	76
Female	96	94		41	48	84	37	44	69	81
Male	86	95		42	53	82	32	39	72	72
Caucasian/White	173	94		41	50	158	66	42	70	76
African American/Black	2	*		*			*	*		100
Hispanic	1	*		*			*	*		100
Asian or Pacific Islander	2	*		*			*	*		100
American Indian or Native Alaskan	2	*		*			*	*		0
Economically Disadvantaged	99	92		28	42	86	30	35	65	71
Migrant	0	*		*			*	*		0
Students with Disabilities	32	*			17	26			50	64
Limited English Proficient	0	*		*			*	*		0
Super Subgroup	109	92		26	38	95	32	34	63	

*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 did not meet minimum requirements.
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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 ¹	24	6	22	1	8	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, 2014	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

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.