



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 Educational Assessment (MEA) data disaggregated into subgroups, attendance and graduation rates, status of NCLB 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:

MEA Data 2014-2015: Assessment data for English Language Arts/Literacy 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 MEA data is from the tests given in the spring of 2015.

NCLB Accountability: Accountability information is provided for how well districts and schools are progressing toward all students being proficient in English Language Arts/ Literacy and Mathematics. This system has been established to comply with the accountability provisions approved in Maine’s NCLB Accountability Waiver. New school-level performance targets will be established for the 2016-2017 school year.

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.

A handwritten signature in cursive script, reading "William H. Beardsley".

William H. Beardsley
Acting Commissioner of Education

2015-2016 NCLB Report Card

SAU: Calais Public Schools

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2015-2016 NCLB Report Card

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| SAU: Calais Public Schools |
| Grade: 03 |

| English Language Arts/Literacy Assessment Data | | | | | | | | | | | | | | |
|--|-------------|-----------------------------|---------------------------|-----------------------------------|---|-----|-------|--|---------|---------|---------|---------------------------|----------------------|------------------------------------|
| Group | School Year | Number of Enrolled Students | Number of Tested Students | Percent of Students Tested in SAU | 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 | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 40 | 23 | 58 | | | 48 | | | | | 22 | | |
| Female | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 18 | 12 | 67 | | | 53 | | | | | | | |
| Male | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 22 | 11 | 50 | | | 43 | | | | | | | |
| Caucasian/White | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 37 | 21 | 57 | | | 49 | | | | | | | |
| African American/Black | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 25 | | | | | | | |
| Hispanic | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 39 | | | | | | | |
| Asian or Pacific Islander | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 58 | | | | | | | |
| American Indian or Native Alaskan | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 2 | | | | | 31 | | | | | | | |
| Economically Disadvantaged | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 27 | 16 | 59 | | | 35 | | | | | | | |
| Migrant | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | | | | | | | | |
| Students with Disabilities | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 13 | 10 | 77 | | | 19 | | | | | | | |
| Limited English Proficient | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 20 | | | | | | | |

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

SAU: Calais Public Schools
Grade: 04

| English Language Arts/Literacy Assessment Data | | | | | | | | | | | | | | |
|--|-------------|-----------------------------|---------------------------|-----------------------------------|---|-----|-------|--|---------|---------|---------|---------------------------|----------------------|------------------------------------|
| Group | School Year | Number of Enrolled Students | Number of Tested Students | Percent of Students Tested in SAU | 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 | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 33 | 32 | >95 | | | 47 | | | | | 56 | 31 | |
| Female | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 18 | 17 | 94 | | | 52 | | | | | 65 | | |
| Male | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 15 | 15 | >95 | | | 42 | | | | | | | |
| Caucasian/White | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 28 | 28 | >95 | | | 48 | | | | | 57 | | |
| African American/Black | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 25 | | | | | | | |
| Hispanic | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 35 | | | | | | | |
| Asian or Pacific Islander | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 2 | | | | | 59 | | | | | | | |
| American Indian or Native Alaskan | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 3 | | | | | 27 | | | | | | | |
| Economically Disadvantaged | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 24 | 23 | >95 | | | 33 | | | | | 57 | | |
| Migrant | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | | | | | | | | |
| Students with Disabilities | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 8 | | | | | 17 | | | | | | | |
| Limited English Proficient | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 24 | | | | | | | |

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

SAU: Calais Public Schools
Grade: 05

| English Language Arts/Literacy Assessment Data | | | | | | | | | | | | | | |
|--|-------------|-----------------------------|---------------------------|-----------------------------------|---|-----|-------|--|---------|---------|---------|---------------------------|----------------------|------------------------------------|
| Group | School Year | Number of Enrolled Students | Number of Tested Students | Percent of Students Tested in SAU | 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 | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 33 | 33 | >95 | | 30 | 51 | | 30 | 33 | 36 | 33 | | |
| Female | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 15 | 15 | >95 | | | 57 | | | | | | | |
| Male | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 18 | 18 | >95 | | | 46 | | | | | | | |
| Caucasian/White | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 30 | 30 | >95 | | 33 | 52 | | 33 | | 40 | | | |
| African American/Black | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 27 | | | | | | | |
| Hispanic | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 46 | | | | | | | |
| Asian or Pacific Islander | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 60 | | | | | | | |
| American Indian or Native Alaskan | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 29 | | | | | | | |
| Economically Disadvantaged | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 22 | 22 | >95 | | | 37 | | | | 45 | | | |
| Migrant | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | | | | | | | | |
| Students with Disabilities | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 5 | | | | | 17 | | | | | | | |
| Limited English Proficient | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 27 | | | | | | | |

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

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|-----------------------------------|
| SAU: Calais Public Schools |
| Grade: 06 |

| English Language Arts/Literacy Assessment Data | | | | | | | | | | | | | | |
|--|-------------|-----------------------------|---------------------------|-----------------------------------|---|-----|-------|--|---------|---------|---------|---------------------------|----------------------|------------------------------------|
| Group | School Year | Number of Enrolled Students | Number of Tested Students | Percent of Students Tested in SAU | 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 | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 34 | 30 | 88 | | 33 | 46 | | | | 53 | 29 | | |
| Female | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 15 | 14 | 93 | | | 52 | | | | | | | |
| Male | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 19 | 16 | 84 | | | 39 | | | | | | | |
| Caucasian/White | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 32 | 28 | 88 | | 36 | 46 | | | | 54 | | | |
| African American/Black | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 26 | | | | | | | |
| Hispanic | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 38 | | | | | | | |
| Asian or Pacific Islander | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 59 | | | | | | | |
| American Indian or Native Alaskan | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 2 | | | | | 22 | | | | | | | |
| Economically Disadvantaged | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 24 | 20 | 83 | | | 32 | | | | 60 | | | |
| Migrant | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | | | | | | | | |
| Students with Disabilities | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 11 | 10 | 91 | | | 12 | | | | | | | |
| Limited English Proficient | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 22 | | | | | | | |

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

SAU: Calais Public Schools
Grade: 07

| English Language Arts/Literacy Assessment Data | | | | | | | | | | | | | | |
|--|-------------|-----------------------------|---------------------------|-----------------------------------|---|-----|-------|--|---------|---------|---------|---------------------------|----------------------|------------------------------------|
| Group | School Year | Number of Enrolled Students | Number of Tested Students | Percent of Students Tested in SAU | 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 | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 34 | 34 | >95 | | 41 | 48 | | 35 | | 35 | 34 | | |
| Female | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 15 | 15 | >95 | | | 55 | | | | | | | |
| Male | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 19 | 19 | >95 | | | 41 | | | | | | | |
| Caucasian/White | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 33 | 33 | >95 | | 39 | 49 | | 33 | | 36 | | | |
| African American/Black | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 23 | | | | | | | |
| Hispanic | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 42 | | | | | | | |
| Asian or Pacific Islander | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 62 | | | | | | | |
| American Indian or Native Alaskan | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 33 | | | | | | | |
| Economically Disadvantaged | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 24 | 24 | >95 | | | 33 | | | | | | | |
| Migrant | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | | | | | | | | |
| Students with Disabilities | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 7 | | | | | 14 | | | | | | | |
| Limited English Proficient | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 19 | | | | | | | |

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard

2015-2016 NCLB Report Card

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|-----------------------------------|
| SAU: Calais Public Schools |
| Grade: 08 |

| English Language Arts/Literacy Assessment Data | | | | | | | | | | | | | | |
|--|-------------|-----------------------------|---------------------------|-----------------------------------|---|-----|-------|--|---------|---------|---------|---------------------------|----------------------|------------------------------------|
| Group | School Year | Number of Enrolled Students | Number of Tested Students | Percent of Students Tested in SAU | 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 | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 33 | 31 | 94 | | | 48 | | | 45 | 32 | 31 | | |
| Female | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 16 | 16 | >95 | | | 56 | | | | | | | |
| Male | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 17 | 15 | 88 | | | 41 | | | | | | | |
| Caucasian/White | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 30 | 29 | >95 | | | 49 | | | 41 | 34 | | | |
| African American/Black | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 23 | | | | | | | |
| Hispanic | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 43 | | | | | | | |
| Asian or Pacific Islander | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 57 | | | | | | | |
| American Indian or Native Alaskan | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 2 | | | | | 34 | | | | | | | |
| Economically Disadvantaged | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 18 | 17 | 94 | | | 34 | | | | | | | |
| Migrant | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | | | | | | | | |
| Students with Disabilities | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 5 | | | | | 15 | | | | | | | |
| Limited English Proficient | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 19 | | | | | | | |

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

SAU: Calais Public Schools
Grade: High School

| English Language Arts/Literacy Assessment Data | | | | | | | | | | | | | | |
|--|-------------|-----------------------------|---------------------------|-----------------------------------|---|-----|-------|--|---------|---------|---------|---------------------------|----------------------|------------------------------------|
| Group | School Year | Number of Enrolled Students | Number of Tested Students | Percent of Students Tested in SAU | 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 | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 46 | 42 | 91 | | | 48 | | | 33 | 45 | 42 | | |
| Female | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 19 | 19 | >95 | | | 57 | | | 53 | | | | |
| Male | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 27 | 23 | 85 | | | 39 | | | | 65 | | | |
| Caucasian/White | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 40 | 37 | 93 | | | 49 | | | 32 | 46 | | | |
| African American/Black | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 21 | | | | | | | |
| Hispanic | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 42 | | | | | | | |
| Asian or Pacific Islander | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 50 | | | | | | | |
| American Indian or Native Alaskan | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 3 | | | | | 24 | | | | | | | |
| Economically Disadvantaged | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 23 | 20 | 87 | | | 35 | | | | 55 | | | |
| Migrant | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 2 | | | | | | | | | | | | |
| Students with Disabilities | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 8 | | | | | 18 | | | | | | | |
| Limited English Proficient | 2013-2014 | | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 19 | | | | | | | |

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

SAU: Calais Public Schools
Grade: 03

| Mathematics Assessment Data | | | | | | | | | | | | | |
|-----------------------------------|-------------|-----------------------------|---------------------------|-----------------------------------|---|-----|-------|--|---------|---------|---------|---------------------------|----------------------|
| Group | School Year | Number of Enrolled Students | Number of Tested Students | Percent of Students Tested in SAU | 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 | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 40 | 37 | 93 | | 27 | 46 | | | 43 | 30 | 36 | |
| Female | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 18 | 17 | 94 | | | 44 | | | | | | |
| Male | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 22 | 20 | 91 | | | 47 | | | 55 | | | |
| Caucasian/White | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 37 | 34 | 92 | | 29 | 47 | | | 44 | | | |
| African American/Black | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 18 | | | | | | |
| Hispanic | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 34 | | | | | | |
| Asian or Pacific Islander | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 53 | | | | | | |
| American Indian or Native Alaskan | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 2 | | | | | 29 | | | | | | |
| Economically Disadvantaged | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 27 | 24 | 89 | | | 33 | | | 42 | 42 | | |
| Migrant | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | | | | | | | |
| Students with Disabilities | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 13 | 11 | 85 | | | 19 | | | | | | |
| Limited English Proficient | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 19 | | | | | | |

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

SAU: Calais Public Schools
Grade: 04

| Mathematics Assessment Data | | | | | | | | | | | | | |
|-----------------------------------|-------------|-----------------------------|---------------------------|-----------------------------------|---|-----|-------|--|---------|---------|---------|---------------------------|----------------------|
| Group | School Year | Number of Enrolled Students | Number of Tested Students | Percent of Students Tested in SAU | 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 | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 33 | 32 | >95 | | | 40 | | | | 50 | 31 | |
| Female | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 18 | 17 | 94 | | | 38 | | | | | | |
| Male | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 15 | 15 | >95 | | | 42 | | | | | | |
| Caucasian/White | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 28 | 28 | >95 | | | 41 | | | | 50 | | |
| African American/Black | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 18 | | | | | | |
| Hispanic | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 32 | | | | | | |
| Asian or Pacific Islander | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 2 | | | | | 50 | | | | | | |
| American Indian or Native Alaskan | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 3 | | | | | 29 | | | | | | |
| Economically Disadvantaged | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 24 | 23 | >95 | | | 27 | | | | 52 | | |
| Migrant | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | | | | | | | |
| Students with Disabilities | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 8 | | | | | 14 | | | | | | |
| Limited English Proficient | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 18 | | | | | | |

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard

2015-2016 NCLB Report Card

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|-----------------------------------|
| SAU: Calais Public Schools |
| Grade: 05 |

| Mathematics Assessment Data | | | | | | | | | | | | | |
|-----------------------------------|-------------|-----------------------------|---------------------------|-----------------------------------|---|-----|-------|--|---------|---------|---------|---------------------------|----------------------|
| Group | School Year | Number of Enrolled Students | Number of Tested Students | Percent of Students Tested in SAU | 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 | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 33 | 33 | >95 | | | 35 | | | 39 | 52 | 33 | |
| Female | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 15 | 15 | >95 | | | 33 | | | | | | |
| Male | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 18 | 18 | >95 | | | 37 | | | | | | |
| Caucasian/White | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 30 | 30 | >95 | | | 36 | | | 43 | 47 | | |
| African American/Black | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 11 | | | | | | |
| Hispanic | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 33 | | | | | | |
| Asian or Pacific Islander | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 47 | | | | | | |
| American Indian or Native Alaskan | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 16 | | | | | | |
| Economically Disadvantaged | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 22 | 22 | >95 | | | 21 | | | | 64 | | |
| Migrant | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | | | | | | | |
| Students with Disabilities | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 5 | | | | | 12 | | | | | | |
| Limited English Proficient | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 17 | | | | | | |

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

SAU: Calais Public Schools
Grade: 06

| Mathematics Assessment Data | | | | | | | | | | | | | |
|-----------------------------------|-------------|-----------------------------|---------------------------|-----------------------------------|---|-----|-------|--|---------|---------|---------|---------------------------|----------------------|
| Group | School Year | Number of Enrolled Students | Number of Tested Students | Percent of Students Tested in SAU | 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 | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 34 | 32 | 94 | | | 35 | | | 31 | 59 | 31 | |
| Female | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 15 | 13 | 87 | | | 36 | | | | | | |
| Male | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 19 | 19 | >95 | | | 34 | | | | | 58 | |
| Caucasian/White | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 32 | 30 | 94 | | | 35 | | | 33 | 57 | | |
| African American/Black | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 16 | | | | | | |
| Hispanic | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 23 | | | | | | |
| Asian or Pacific Islander | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 48 | | | | | | |
| American Indian or Native Alaskan | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 2 | | | | | 18 | | | | | | |
| Economically Disadvantaged | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 24 | 23 | >95 | | | 22 | | | | | 65 | |
| Migrant | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | | | | | | | |
| Students with Disabilities | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 11 | 11 | >95 | | | 10 | | | | | 91 | |
| Limited English Proficient | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 13 | | | | | | |

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard

2015-2016 NCLB Report Card

| |
|-----------------------------------|
| SAU: Calais Public Schools |
| Grade: 07 |

| Mathematics Assessment Data | | | | | | | | | | | | | |
|-----------------------------------|-------------|-----------------------------|---------------------------|-----------------------------------|---|-----|-------|--|---------|---------|---------|---------------------------|----------------------|
| Group | School Year | Number of Enrolled Students | Number of Tested Students | Percent of Students Tested in SAU | 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 | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 34 | 32 | 94 | | | 36 | | | 41 | 53 | 32 | |
| Female | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 15 | 14 | 93 | | | 36 | | | | | | |
| Male | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 19 | 18 | 95 | | | 37 | | | | | | |
| Caucasian/White | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 33 | 31 | 94 | | | 37 | | | 42 | 52 | | |
| African American/Black | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 14 | | | | | | |
| Hispanic | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 30 | | | | | | |
| Asian or Pacific Islander | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 61 | | | | | | |
| American Indian or Native Alaskan | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 20 | | | | | | |
| Economically Disadvantaged | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 24 | 22 | 92 | | | 22 | | | | 59 | | |
| Migrant | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | | | | | | | |
| Students with Disabilities | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 7 | | | | | 10 | | | | | | |
| Limited English Proficient | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 13 | | | | | | |

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

SAU: Calais Public Schools
Grade: 08

| Mathematics Assessment Data | | | | | | | | | | | | | |
|-----------------------------------|-------------|-----------------------------|---------------------------|-----------------------------------|---|-----|-------|--|---------|---------|---------|---------------------------|----------------------|
| Group | School Year | Number of Enrolled Students | Number of Tested Students | Percent of Students Tested in SAU | 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 | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 33 | 30 | 91 | | | 33 | | | | 67 | 30 | |
| Female | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 16 | 15 | 94 | | | 34 | | | | 80 | | |
| Male | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 17 | 15 | 88 | | | 32 | | | | | | |
| Caucasian/White | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 30 | 28 | 93 | | | 34 | | | | 71 | | |
| African American/Black | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 12 | | | | | | |
| Hispanic | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 28 | | | | | | |
| Asian or Pacific Islander | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 45 | | | | | | |
| American Indian or Native Alaskan | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 2 | | | | | 25 | | | | | | |
| Economically Disadvantaged | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 18 | 17 | 94 | | | 19 | | | | 65 | | |
| Migrant | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | | | | | | | |
| Students with Disabilities | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 5 | | | | | 10 | | | | | | |
| Limited English Proficient | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 13 | | | | | | |

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

SAU: Calais Public Schools
Grade: High School

| Mathematics Assessment Data | | | | | | | | | | | | | |
|-----------------------------------|-------------|-----------------------------|---------------------------|-----------------------------------|---|-----|-------|--|---------|---------|---------|---------------------------|----------------------|
| Group | School Year | Number of Enrolled Students | Number of Tested Students | Percent of Students Tested in SAU | 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 | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 46 | 42 | 91 | | | 26 | | | 24 | 69 | 42 | |
| Female | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 19 | 19 | >95 | | | 27 | | | | 68 | | |
| Male | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 27 | 23 | 85 | | | 24 | | | | 70 | | |
| Caucasian/White | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 40 | 37 | 93 | | | 26 | | | | 70 | | |
| African American/Black | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 12 | | | | | | |
| Hispanic | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 20 | | | | | | |
| Asian or Pacific Islander | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 1 | | | | | 34 | | | | | | |
| American Indian or Native Alaskan | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 3 | | | | | | | | | | | |
| Economically Disadvantaged | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 23 | 20 | 87 | | | 14 | | | | 80 | | |
| Migrant | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 2 | | | | | | | | | | | |
| Students with Disabilities | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 8 | | | | | 9 | | | | | | |
| Limited English Proficient | 2013-2014 | | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | 11 | | | | | | |

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

* Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard



2015-2016 NCLB Report Card

SAU: Calais Public Schools
Grade: 05

| Science Assessment Data | | | | | | | | | | | | | |
|-----------------------------------|-------------|-----------------------------|---------------------------|-----------------------------------|---|-----|-------|--|---------|---------|---------|---------------------------|----------------------|
| Group | School Year | Number of Enrolled Students | Number of Tested Students | Percent of Students Tested in SAU | 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 | 2013-2014 | 34 | 32 | 94 | | 69 | 63 | | 66 | | | 31 | |
| | 2014-2015 | 33 | 33 | >95 | | 67 | 65 | | 64 | | | 33 | |
| Female | 2013-2014 | 15 | 14 | 93 | | 71 | 63 | | 71 | | | | |
| | 2014-2015 | 15 | 15 | >95 | | 67 | 64 | | | | | | |
| Male | 2013-2014 | 19 | 18 | 95 | | 67 | 62 | | 61 | | | | |
| | 2014-2015 | 18 | 18 | >95 | | 67 | 66 | | 67 | | | | |
| Caucasian/White | 2013-2014 | 31 | 29 | 94 | | 72 | 64 | | 69 | | | | |
| | 2014-2015 | 30 | 30 | >95 | | 67 | 66 | | 63 | | | | |
| African American/Black | 2013-2014 | 0 | | | | | 33 | | | | | | |
| | 2014-2015 | 0 | | | | | 32 | | | | | | |
| Hispanic | 2013-2014 | 1 | | | | | 55 | | | | | | |
| | 2014-2015 | 1 | | | | | 55 | | | | | | |
| Asian or Pacific Islander | 2013-2014 | 0 | | | | | 72 | | | | | | |
| | 2014-2015 | 1 | | | | | 66 | | | | | | |
| American Indian or Native Alaskan | 2013-2014 | 2 | | | | | 46 | | | | | | |
| | 2014-2015 | 1 | | | | | 56 | | | | | | |
| Economically Disadvantaged | 2013-2014 | 22 | 21 | 95 | | 62 | 51 | | 57 | | | | |
| | 2014-2015 | 21 | 21 | >95 | | 62 | 53 | | 62 | | | | |
| Migrant | 2013-2014 | 0 | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | | | | | | | |
| Students with Disabilities | 2013-2014 | 9 | | | | | 33 | | | | | | |
| | 2014-2015 | 5 | | | | | 35 | | | | | | |
| Limited English Proficient | 2013-2014 | 0 | | | | | 32 | | | | | | |
| | 2014-2015 | 0 | | | | | 30 | | | | | | |

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

2015-2016 NCLB Report Card

| |
|-----------------------------------|
| SAU: Calais Public Schools |
| Grade: 08 |

| Science Assessment Data | | | | | | | | | | | | | |
|-----------------------------------|-------------|-----------------------------|---------------------------|-----------------------------------|---|-----|-------|--|---------|---------|---------|---------------------------|----------------------|
| Group | School Year | Number of Enrolled Students | Number of Tested Students | Percent of Students Tested in SAU | 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 | 2013-2014 | 31 | 28 | 90 | | 75 | 73 | | 68 | | | 26 | |
| | 2014-2015 | 33 | 32 | >95 | | 66 | 71 | | 56 | 31 | | 32 | |
| Female | 2013-2014 | 16 | 16 | >95 | | 75 | 73 | | 75 | | | | |
| | 2014-2015 | 16 | 16 | >95 | | | 71 | | | | | | |
| Male | 2013-2014 | 15 | 12 | 80 | | | 73 | | | | | | |
| | 2014-2015 | 17 | 16 | 94 | | 75 | 71 | | | | | | |
| Caucasian/White | 2013-2014 | 27 | 26 | >95 | | 73 | 74 | | 65 | | | | |
| | 2014-2015 | 30 | 30 | >95 | | 67 | 72 | | 60 | | | | |
| African American/Black | 2013-2014 | 1 | | | | | 42 | | | | | | |
| | 2014-2015 | 1 | | | | | 42 | | | | | | |
| Hispanic | 2013-2014 | 1 | | | | | 62 | | | | | | |
| | 2014-2015 | 0 | | | | | 66 | | | | | | |
| Asian or Pacific Islander | 2013-2014 | 0 | | | | | 79 | | | | | | |
| | 2014-2015 | 0 | | | | | 78 | | | | | | |
| American Indian or Native Alaskan | 2013-2014 | 2 | | | | | 69 | | | | | | |
| | 2014-2015 | 2 | | | | | 55 | | | | | | |
| Economically Disadvantaged | 2013-2014 | 17 | 15 | 88 | | 73 | 61 | | 73 | | | | |
| | 2014-2015 | 18 | 18 | >95 | | 56 | 58 | | | | | | |
| Migrant | 2013-2014 | 0 | | | | | | | | | | | |
| | 2014-2015 | 0 | | | | | | | | | | | |
| Students with Disabilities | 2013-2014 | 11 | | | | | 37 | | | | | | |
| | 2014-2015 | 5 | | | | | 37 | | | | | | |
| Limited English Proficient | 2013-2014 | 1 | | | | | 42 | | | | | | |
| | 2014-2015 | 0 | | | | | 39 | | | | | | |

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

2015-2016 NCLB Report Card

| |
|-----------------------------------|
| SAU: Calais Public Schools |
| Grade: High School |

| Science Assessment Data | | | | | | | | | | | | | |
|-----------------------------------|-------------|-----------------------------|---------------------------|-----------------------------------|---|-----|-------|--|---------|---------|---------|---------------------------|----------------------|
| Group | School Year | Number of Enrolled Students | Number of Tested Students | Percent of Students Tested in SAU | 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 | 2013-2014 | 55 | 53 | >95 | | 23 | 44 | | 23 | 30 | 47 | 53 | |
| | 2014-2015 | 46 | 43 | 93 | | 30 | 43 | | 30 | 26 | 44 | 43 | |
| Female | 2013-2014 | 24 | 23 | >95 | | | 41 | | | | 52 | | |
| | 2014-2015 | 19 | 19 | >95 | | | 42 | | | | | | |
| Male | 2013-2014 | 31 | 30 | >95 | | | 46 | | | 33 | 43 | | |
| | 2014-2015 | 27 | 24 | 89 | | | 44 | | | | 54 | | |
| Caucasian/White | 2013-2014 | 50 | 49 | >95 | | 22 | 45 | | 22 | 31 | 47 | | |
| | 2014-2015 | 40 | 38 | 95 | | 29 | 44 | | 29 | | 47 | | |
| African American/Black | 2013-2014 | 0 | | | | | 17 | | | | | | |
| | 2014-2015 | 1 | | | | | 17 | | | | | | |
| Hispanic | 2013-2014 | 0 | | | | | 36 | | | | | | |
| | 2014-2015 | 1 | | | | | 41 | | | | | | |
| Asian or Pacific Islander | 2013-2014 | 0 | | | | | 54 | | | | | | |
| | 2014-2015 | 1 | | | | | 44 | | | | | | |
| American Indian or Native Alaskan | 2013-2014 | 5 | | | | | 28 | | | | | | |
| | 2014-2015 | 3 | | | | | 27 | | | | | | |
| Economically Disadvantaged | 2013-2014 | 26 | 24 | 92 | | | 29 | | | | 50 | | |
| | 2014-2015 | 19 | 18 | 95 | | | 28 | | | | 61 | | |
| Migrant | 2013-2014 | 1 | | | | | | | | | | | |
| | 2014-2015 | 2 | | | | | | | | | | | |
| Students with Disabilities | 2013-2014 | 13 | 11 | 85 | | | 15 | | | | | | |
| | 2014-2015 | 7 | | | | | 14 | | | | | | |
| Limited English Proficient | 2013-2014 | 0 | | | | | 10 | | | | | | |
| | 2014-2015 | 0 | | | | | 11 | | | | | | |

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

2015-2016 NCLB Report Card

SAU: Calais Public Schools
Grade: 03-08

| GROUP | English Language Arts/Literacy Accountability Data | | | | | | | | |
|-----------------------------------|--|-------------------------|--------------------|----------------------------|---------|------------------|----------------------|-----------------------------------|-----------------|
| | Participation Target = 95% | | | Achievement | | | | | |
| | Number Enrolled | Percent Participated | Average Percent | 2013-14 % Proficient | 2014-15 | | | 2017-18 Performance Targets | |
| | | | | | Targets | Number Tested | Number Proficient | | % Proficient |
| Whole SAU | 207 | 88 | | | | 177 | 54 | 31 | |
| Female | 97 | 92 | | | | 85 | 30 | 35 | |
| Male | 110 | 85 | | | | 92 | 24 | 26 | |
| Caucasian/White | 190 | 89 | | | | 165 | 52 | 32 | |
| African American/Black | 3 | * | | | | | * | * | |
| Hispanic | 1 | * | | | | | * | * | |
| Asian or Pacific Islander | 3 | * | | | | | * | * | |
| American Indian or Native Alaskan | 10 | * | | | | | * | * | |
| Economically Disadvantaged | 139 | 88 | | | | 117 | 23 | 20 | |
| Migrant | 0 | * | | | | | * | * | |
| Students with Disabilities | 49 | 90 | | | | 42 | | | |
| Limited English Proficient | 3 | * | | | | | * | * | |
| Super Subgroup | 153 | 88 | | | | 128 | 24 | 19 | |

| |
|---|
| 2013-14 % Attendance Rate Target = 93% |
| 93 |

*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. Data are suppressed for any cell representing fewer than 10 students.

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.

2015-2016 NCLB Report Card

SAU: Calais Public Schools
Grade: 03-08

| GROUP | Mathematics Accountability Data | | | | | | | | |
|-----------------------------------|---------------------------------|-------------------------|--------------------|----------------------------|---------|------------------|----------------------|-----------------------------------|-----------------|
| | Participation Target = 95% | | | Achievement | | | | | |
| | Number Enrolled | Percent Participated | Average Percent | 2013-14 % Proficient | 2014-15 | | | 2017-18 Performance Targets | |
| | | | | | Targets | Number Tested | Number Proficient | | % Proficient |
| Whole SAU | 207 | 95 | | | | 190 | 27 | 14 | |
| Female | 97 | 94 | | | | 87 | 12 | 14 | |
| Male | 110 | 95 | | | | 103 | 15 | 15 | |
| Caucasian/White | 190 | 95 | | | | 177 | 26 | 15 | |
| African American/Black | 3 | * | | | | | * | * | |
| Hispanic | 1 | * | | | | | * | * | |
| Asian or Pacific Islander | 3 | * | | | | | * | * | |
| American Indian or Native Alaskan | 10 | * | | | | | * | * | |
| Economically Disadvantaged | 139 | 94 | | | | 126 | 14 | 11 | |
| Migrant | 0 | * | | | | | * | * | |
| Students with Disabilities | 49 | 90 | | | | 43 | | | |
| Limited English Proficient | 3 | * | | | | | * | * | |
| Super Subgroup | 153 | 94 | | | | 138 | 15 | 11 | |

**2013-14
% Attendance Rate
Target = 93%**

93

*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. Data are suppressed for any cell representing fewer than 10 students.

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.

2015-2016 NCLB Report Card

SAU: Calais Public Schools
Grade: High School

| GROUP | English Language Arts/Literacy Accountability Data | | | | | | | | | 2013-14 % Graduation Rate Target = 90% |
|-----------------------------------|--|-------------------------|--------------------|----------------------------|---------|------------------|----------------------|-----------------------------------|-----------------|--|
| | Participation Target = 95% | | | Achievement | | | | | | |
| | Number Enrolled | Percent Participated | Average Percent | 2013-14 % Proficient | 2014-15 | | | 2017-18 Performance Targets | | |
| | | | | | Targets | Number Tested | Number Proficient | | % Proficient | |
| Whole SAU | 46 | 91 | | | | 41 | | | | 82 |
| Female | 19 | * | | | | 18 | | | | 87 |
| Male | 27 | * | | | | 23 | | | | 77 |
| Caucasian/White | 40 | * | | | | 36 | | | | 83 |
| African American/Black | 1 | * | | | | | * | * | | 0 |
| Hispanic | 1 | * | | | | | * | * | | 0 |
| Asian or Pacific Islander | 1 | * | | | | | * | * | | 100 |
| American Indian or Native Alaskan | 3 | * | | | | | * | * | | 82 |
| Economically Disadvantaged | 23 | * | | | | 19 | | | | 69 |
| Migrant | 2 | * | | | | | * | * | | 0 |
| Students with Disabilities | 8 | * | | | | | * | * | | 64 |
| Limited English Proficient | 0 | * | | | | | * | * | | 0 |
| Super Subgroup | 27 | * | | | | 23 | | | | |

*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. Data are suppressed for any cell representing fewer than 10 students.

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.

2015-2016 NCLB Report Card

SAU: Calais Public Schools
Grade: High School

| GROUP | Mathematics Accountability Data | | | | | | | | | 2013-14 % Graduation Rate Target = 90% |
|-----------------------------------|---------------------------------|-------------------------|--------------------|----------------------------|---------|------------------|----------------------|-----------------------------------|-----------------|--|
| | Participation Target = 95% | | | Achievement | | | | | | |
| | Number Enrolled | Percent Participated | Average Percent | 2013-14 % Proficient | 2014-15 | | | 2017-18 Performance Targets | | |
| | | | | | Targets | Number Tested | Number Proficient | | % Proficient | |
| Whole SAU | 46 | 91 | | | | 41 | | | | 82 |
| Female | 19 | * | | | | 18 | | | | 87 |
| Male | 27 | * | | | | 23 | | | | 77 |
| Caucasian/White | 40 | * | | | | 36 | | | | 83 |
| African American/Black | 1 | * | | | | | * | * | | 0 |
| Hispanic | 1 | * | | | | | * | * | | 0 |
| Asian or Pacific Islander | 1 | * | | | | | * | * | | 100 |
| American Indian or Native Alaskan | 3 | * | | | | | * | * | | 82 |
| Economically Disadvantaged | 23 | * | | | | 19 | | | | 69 |
| Migrant | 2 | * | | | | | * | * | | 0 |
| Students with Disabilities | 8 | * | | | | | * | * | | 64 |
| Limited English Proficient | 0 | * | | | | | * | * | | 0 |
| Super Subgroup | 27 | * | | | | 23 | | | | |

*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. Data are suppressed for any cell representing fewer than 10 students.

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.

2015-2016 NCLB Report Card

SAU: Calais Public Schools

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 SAU ¹ | 16 | 19 | 7 | 2 | 2 | 0 |

| Part II: Emergency/Conditional Certification | |
|---|---|
| Percentage of Public Elementary and Secondary School Teachers in the State with Emergency/Conditional Certification as of June 30, 2015 | 0 |

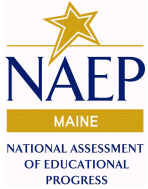
| Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers | | | |
|---|---------------|----------------------|---------------------|
| | SAU Aggregate | High-Poverty Schools | Low-Poverty Schools |
| Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers | 0.62 | 1.59 | |

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.

2015-2016 NCLB Report Card

SAU: Calais Public Schools

English Language Arts/Literacy



| Group | Percent of Students Tested | | | |
|----------------------------|----------------------------|-------------------|------------------|-------------------|
| | Grade 4 | | Grade 8 | |
| | MEA 2014-2015 | NAEP 2012-2013 | MEA 2014-2015 | NAEP 2012-2013 |
| All Students | 94 | 100 | 94 | 100 |
| Students with Disabilities | ‡ | 18 | ‡ | 17 |
| Limited English Proficient | ‡ | 2 | ‡ | 2 |

Grade 4: All Students

| Testing Year | MEA | | | | Testing Year | NAEP | | | |
|--------------|---|---------|---------|---------|--------------|---|------------|-------|-------------|
| | Percent of Students at Each Achievement Level | | | | | Percent of Students at Each Achievement Level | | | |
| | Level 4 | Level 3 | Level 2 | Level 1 | | Advanced | Proficient | Basic | Below Basic |
| 2014-2015 | ‡ | ‡ | ‡ | 55 | 2012-2013 | 9 | 28 | 35 | 29 |

Grade 8: All Students

| Testing Year | MEA | | | | Testing Year | NAEP | | | |
|--------------|---|---------|---------|---------|--------------|---|------------|-------|-------------|
| | Percent of Students at Each Achievement Level | | | | | Percent of Students at Each Achievement Level | | | |
| | Level 4 | Level 3 | Level 2 | Level 1 | | Advanced | Proficient | Basic | Below Basic |
| 2014-2015 | ‡ | ‡ | 45 | 32 | 2012-2013 | 4 | 34 | 41 | 21 |

Note: Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard
‡ Reporting Standards Not Met

2015-2016 NCLB Report Card

SAU: Calais Public Schools

Mathematics



| Group | Percent of Students Tested | | | |
|----------------------------|----------------------------|-------------------|------------------|-------------------|
| | Grade 4 | | Grade 8 | |
| | MEA 2014-2015 | NAEP 2012-2013 | MEA 2014-2015 | NAEP 2012-2013 |
| All Students | 94 | 100 | 91 | 100 |
| Students with Disabilities | ‡ | 18 | ‡ | 17 |
| Limited English Proficient | ‡ | 2 | ‡ | 2 |

| Grade 4: All Students | | | | | | | | | |
|-----------------------|---|---------|---------|---------|--------------|---|------------|-------|-------------|
| Testing Year | MEA | | | | Testing Year | NAEP | | | |
| | Percent of Students at Each Achievement Level | | | | | Percent of Students at Each Achievement Level | | | |
| | Level 4 | Level 3 | Level 2 | Level 1 | | Advanced | Proficient | Basic | Below Basic |
| 2014-2015 | ‡ | ‡ | ‡ | 52 | 2012-2013 | 8 | 39 | 40 | 12 |

| Grade 8: All Students | | | | | | | | | |
|-----------------------|---|---------|---------|---------|--------------|---|------------|-------|-------------|
| Testing Year | MEA | | | | Testing Year | NAEP | | | |
| | Percent of Students at Each Achievement Level | | | | | Percent of Students at Each Achievement Level | | | |
| | Level 4 | Level 3 | Level 2 | Level 1 | | Advanced | Proficient | Basic | Below Basic |
| 2014-2015 | ‡ | ‡ | ‡ | 67 | 2012-2013 | 10 | 30 | 39 | 22 |

Note: Achievement levels were reported in 2014-2015 as follows: Level 4 = Met Standard with Distinction; Level 3 = Met Standard; Level 2 = Partially Met Standard; Level 1 = Did Not Meet Standard
‡ Reporting Standards Not Met