



**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 or by contacting the NCLB Clearinghouse at 624-6705.



2009–2010 NCLB Report Card

School: Pittston Consolidated School
SAU: MSAD 11

Contents of the Report

Assessment Data
Accountability Data
Maine Teacher Quality Data

MAINE SCHOOL ADMINISTRATIVE DISTRICT #11

DISTRICT REPORT CARD



No Child Left Behind Act

BACKGROUND INFORMATION

The federal No Child Left Behind Act of 2001 (NCLB) requires all districts to provide a report card about students' achievement on State testing. This "report card" must include reading and math data for the district and individual schools at grades 3-8 on the Maine Educational Assessment (MEA) and high school on the Scholastic Aptitude Test (SAT) supplemented with extra Maine math questions. Schools are expected to show "Adequate Yearly Progress" (AYP) toward meeting yearly targets.

HOW DO YOU "MAKE AYP?"

The two ways to "Make AYP" are either meeting the percentage target or meeting the growth target in the following categories: whole school; economically disadvantaged; and in special education. During the three school years from 2007-2009, Helen Thompson Elementary School, Teresa C. Hamlin Elementary School, Pittston Consolidated School, Laura E. Richards School, River View Elementary School, Gardiner Regional Middle School, and Gardiner Area High School made adequately yearly progress one or more times.

2006-2009

NCLB

State of Maine NCLB Report Cards Available

Visit this website!

All 2008-09 NCLB Report Cards for individual schools throughout Maine can be viewed at <http://www.maine.gov/education/nclb/reportcard/reportcard09.html>

Continued Improvement in MSAD #11

Student Achievement continues to grow at all levels

Between 2006-2009, MSAD #11 students improved their performance in both reading and math at all levels. Consistent growth over time is a credit to the hard working staff in MSAD #11. In the last three years, the percentage of students proficient in reading increased from 52% to 60% at the elementary level (grades 3-5); 48% to 55% at the middle level (grades 6-8); and 34% to 48% at high school (grade 11). The percentage of students proficient in math increased from 48% to 55% at elementary; 43% to 55% at the middle level; and 19% to 36% at the high school level.

NECAP

New England Common Assessment Program

The NECAP was given to students in Grades 3-8 on October 1st, 2009. This replaces the MEA. Results from this test will come out in February.

Curriculum Website

The Curriculum Website

There is comprehensive historical information here about ongoing Curriculum Work, Assessment and school improvement. Please visit and subscribe!

www.msad11.org/curriculum

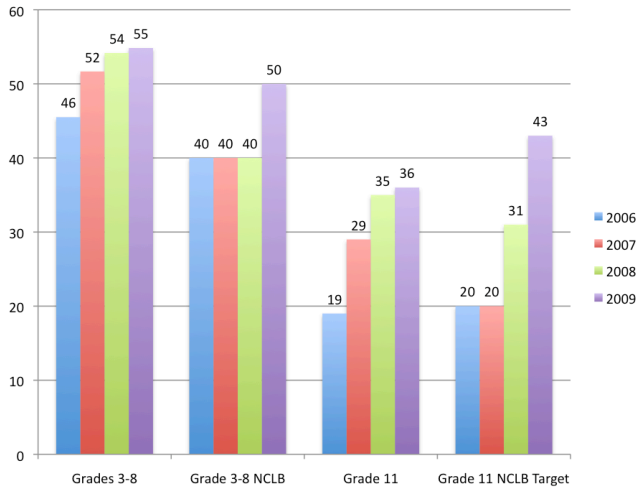
ADEQUATE YEARLY PROGRESS TARGETS

The following are AYP targets identifying the percentage of students who must be proficient on State testing. By 2014, all students need to be proficient in reading and math. The growth target for AYP requires that a 10% increase in the number of students proficient as compared to last year in all categories.

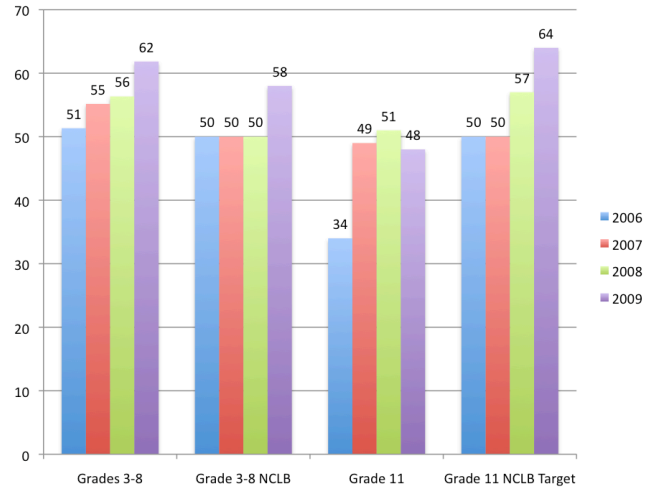
YEAR	GRADES 3-8 READING	GRADES 3-8 MATH	GRADE 11 READING	GRADE 11 MATH
2007	50%	40%	50%	20%
2008	50%	40%	57%	31%
2009	58%	50%	64%	43%
2010	66%	60%	71%	54%
2011	75%	70%	78%	66%
2012	83%	80%	86%	77%
2013	92%	90%	93%	89%
2014	100%	100%	100%	100%

MSAD #11 Student Achievement Information

Percentage of Students Proficient in Math



Percentage of Students Proficient in Reading



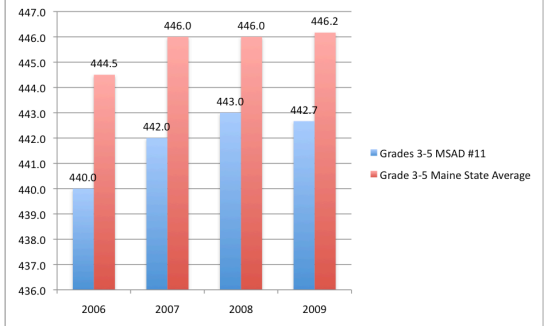
The above charts show the percentage of students who are proficient as compared to the targets set by the No Child Left Behind act.

Average Scaled Score for Reading Grades 3-5

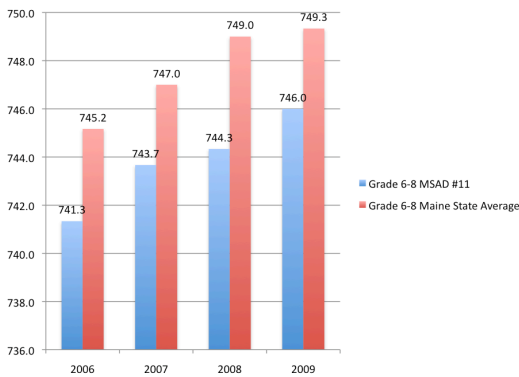


The charts to the left and the right compare MSAD #11 average scale score to the Maine State average scale score in the three grade spans 3-5, 6-8, and grade 11 for math and reading.

Average Scaled Score for Math Grades 3-5

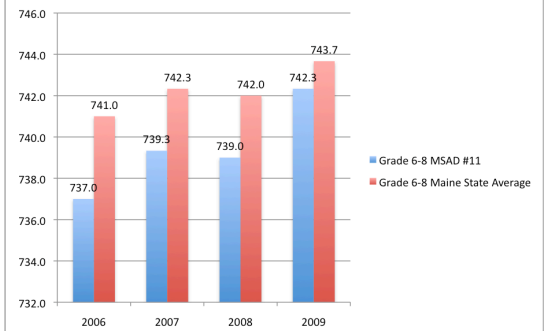


Average Scaled Score for Reading Grades 6-8



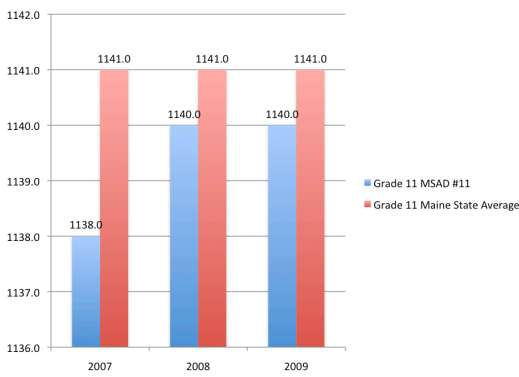
All charts indicate incremental growth for MSAD #11 student achievement on state tests.

Average Scaled Score for Math Grades 6-8

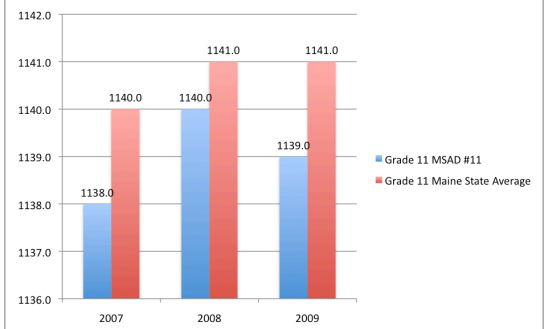


Educators in MSAD #11 continue to work to improve instructional practices in order to provide the best education possible.

Average Scaled Score for Reading Grade 11



Average Scaled Score for Math Grade 11



AYP STATUS OF MAINE SCHOOLS AS COMPARED TO MSAD 11 SCHOOLS

Of Maine's 635 public schools,

- 380 are "making AYP," which means students at all tested levels are meeting the annual targets in both math and reading; Helen Thompson Elementary School, Pittston Consolidated School, and Teresa C. Hamlin School fall into this category.
- 113 schools are in "monitor" status, meaning they were "making AYP" in 2008-09, but did not meet targets in at least one subject in the 2008-09 testing. If these schools meet targets in the current year, they will go back to "making AYP" status; Laura E. Richards School, River View Elementary School, and Gardiner Area High School fall into this category.
- 102 schools are in "Continuous Improvement Priority Schools" (CIPS) status; this means that they have not met targets for at least two years in a row; this group includes schools that have been in CIPS status for one to six years, including 36 schools that entered CIPS status for the first time; None of the MSAD 11 schools fall into this category.
- 30 schools are in "CIPS on hold" status, meaning they are poised to come off the CIPS list; these are schools that were in CIPS status last year and met all their targets this year; if they meet the targets again next year, their status will be "making AYP;" Gardiner Regional Middle School falls into this category.
- There are 10 schools whose AYP status is pending while the Department seeks and reviews additional data; None of the MSAD 11 schools fall into this category.

MSAD #11 School Goals *in brief*

Pittston Consolidated School

Goal: To focus on High Quality Instruction that promotes high student academic achievement.

Action Steps: Continue the collaborative teaching approach to additional group levels. Analyze MEA's, NWEA's, and NECAP's to look for student strengths and weaknesses. Provide explicit and differentiated instruction for students striving to meet the standards. Provide additional explicit and differentiated instruction for students struggling to meet the standards through weekly Academic Tutorial. Teach test taking strategies by using a variety of resources. Continue weekly Professional Learning Community meetings to review student work in order to drive instruction. Involve students in the review of their work and assessments. Continue to expand daily physical activity programs (SPARK, Take Time, Brain Gym). Use the Response to Intervention process to identify and support struggling students.

Teresa C. Hamlin School

Goal: To develop the skills to review and interpret data in Professional Learning Communities to drive classroom instruction and/or remediation.

Action Steps: We will be using tutorial time, curriculum supplements and we will be studying data in our Professional Learning Communities to help us identify students who need remediation.

Laura E. Richards Elementary School

The staff at Laura E. Richards School are focusing on creating a safe community that is literacy rich. Specifically, the staff is working to provide exemplary interventions to help all students become proficient.

Action Steps: Create a pamphlet of grade level readiness info out to the community. Use research-based programs that target student needs. Have Better communication with staff about student needs/progress.

River View Elementary School

Goal: To use high quality instruction to increase student proficiency in the content areas of Mathematics and Reading.

Action Steps: Use weekly grade level team meetings to review student data collected from the NECAP, MEA, NWEA, and classroom assessment to identify grade level trends, as well as, individual student needs. In grade level teams use collected data to discuss curriculum alignment. Teams will set short term goals to monitor progress and provide feedback on student performance levels. Teachers provide opportunities for students to practice test taking strategies: (i.e. Multiple choice, constructed Response) and also use released test items from the NECAP. In grade level teams, teachers use collected data to brainstorm interventions for small groups and individual students delivered through Academic will meet or exceed the standard.

Helen Thompson Elementary School

Goal: To continue to focus on improving the reading skills and, subsequently, the reading assessment scores of all students.

Action Steps: The staff will use data gained through the NECAP, NWEA, DRA and 3-minute assessments to guide instruction. Academic tutorials will be used for individual and small group work. Appropriate referrals will be used to help struggling students. Review of data throughout the year will guide our instruction and interventions while review of data at the end of the year will show if grade levels and the school as a whole reached our goals.

Gardiner Area High School

Goal: The three priority recommendations from the Academic Audit and the recommendations that will come from the Accreditation visit will be the focus at the high school. The staff will continue to evaluate current programs and practices, address areas in need of improvement, and expand areas of success.

Action Steps: Continuation of bi-weekly academic checkpoints with mailings or emails to parents. Continued development/implementation/refinement of common curricula in all courses in all content areas. Continued development/implementation/refinement of common assessments in all courses in all content areas. Continuation of Common Planning Time for all teachers in all content areas. Piloting a tool to gather feedback from students about units of instruction in all content areas. Further incorporate relevance and application into the curriculum, instruction, and assessment.

Gardiner Regional Middle School

Goal: Create time and support for a Professional Learning Community Model, improve student performance, and improve school culture.

Action Steps: Weekly Collaborative Meetings involving meeting minutes, staff sharing, teaching methodology, inter-disciplinary units, increased grade level consistency, curriculum mapping and refinement, and work towards teacher's collaborative goal. Maintain and continue to improve the "After School" Tutorial Program and create a Learning Lab Tutorial Program within the school day. The School Improvement Committee will be focused on increased staff team building, developing workshops and utilizing staff specialties and expanding and developing a peer coaching/peer sharing model.

2009–2010 NCLB Report Card



School: Pittston Consolidated School
SAU: MSAD 11
Grade: 03



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Group	Reading Assessment Data											
	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	27	27	0	100	78	64	64	0	78	22	0
	2008-2009	28	27	1	100	89	56	65	4	86	11	0
Female	2007-2008	14	14	0	100	93	77	68	0	93	7	0
	2008-2009	14	14	0	100	86	62	70	0	86	14	0
Male	2007-2008	13	13	0	100	62	55	59	0	62	38	0
	2008-2009	14	13	1	100	93	51	60	7	86	7	0
Caucasian/White	2007-2008	25	25	0	100	76	63	64	0	76	24	0
	2008-2009	27	26	1	100	89	57	66	4	85	11	0
African American/Black	2007-2008	1	1	0	100			42				
	2008-2009	1	1	0	100			42				
Hispanic	2007-2008	0	0	0			80	53				
	2008-2009	0	0	0				51				
Asian or Pacific Islander	2007-2008	1	1	0	100			61				
	2008-2009	0	0	0				66				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				64				
Economically Disadvantaged	2007-2008	10	10	0	100	60	47	50	0	60	40	0
	2008-2009	11	10	1	100	91	41	53	9	82	9	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	3	3	0	100		25	34				
	2008-2009	4	3	1	100		34	36				
Limited English Proficient	2007-2008	0	0	0				39				
	2008-2009	0	0	0				40				

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

2009–2010 NCLB Report Card



School: Pittston Consolidated School
SAU: MSAD 11
Grade: 04



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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	24	23	1	100	75	54	63	8	67	21	4
	2008-2009	27	26	0	96	85	68	71	0	85	15	0
Female	2007-2008	8	8	0	100	88	55	67	0	88	13	0
	2008-2009	13	13	0	100	85	75	75	0	85	15	0
Male	2007-2008	16	15	1	100	69	53	60	13	56	25	6
	2008-2009	14	13	0	93	85	62	67	0	85	15	0
Caucasian/White	2007-2008	22	21	1	100	77	54	64	9	68	18	5
	2008-2009	25	24	0	96	88	68	71	0	88	13	0
African American/Black	2007-2008	0	0	0				38				
	2008-2009	1	1	0	100			53				
Hispanic	2007-2008	1	1	0	100			46				
	2008-2009	0	0	0			80	66				
Asian or Pacific Islander	2007-2008	1	1	0	100			67				
	2008-2009	1	1	0	100			71				
American Indian or Native Alaskan	2007-2008	0	0	0				47				
	2008-2009	0	0	0				60				
Economically Disadvantaged	2007-2008	6	5	1	100	83	42	49	17	67	17	0
	2008-2009	14	13	0	93	85	64	60	0	85	15	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	6	5	1	100	100	48	31	17	83	0	0
	2008-2009	4	4	0	100		41	43				
Limited English Proficient	2007-2008	0	0	0				36				
	2008-2009	0	0	0				47				

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2009–2010 NCLB Report Card



School: Pittston Consolidated School
SAU: MSAD 11
Grade: 05



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Group	Reading Assessment Data											
	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	34	32	2	100	53	62	63	3	50	32	15
	2008-2009	24	23	1	100	54	58	67	4	50	38	8
Female	2007-2008	19	18	1	100	47	69	68	5	42	37	16
	2008-2009	8	8	0	100	75	58	70	13	63	25	0
Male	2007-2008	15	14	1	100	60	53	59	0	60	27	13
	2008-2009	16	15	1	100	44	58	64	0	44	44	13
Caucasian/White	2007-2008	32	30	2	100	53	62	64	3	50	31	16
	2008-2009	22	21	1	100	50	57	67	5	45	41	9
African American/Black	2007-2008	0	0	0				40				
	2008-2009	0	0	0				46				
Hispanic	2007-2008	1	1	0	100			49				
	2008-2009	1	1	0	100			56				
Asian or Pacific Islander	2007-2008	0	0	0				69				
	2008-2009	1	1	0	100			68				
American Indian or Native Alaskan	2007-2008	1	1	0	100			44				
	2008-2009	0	0	0				48				
Economically Disadvantaged	2007-2008	8	7	1	100	75	51	50	0	75	25	0
	2008-2009	9	8	1	100	56	44	53	0	56	44	0
Migrant	2007-2008	0	0	0				100				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	7	5	2	100	43	53	29	0	43	43	14
	2008-2009	5	4	1	100	20	22	31	0	20	80	0
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				39				

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2009–2010 NCLB Report Card



School: Pittston Consolidated School
SAU: MSAD 11
Grade: 03



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DEPARTMENT OF EDUCATION

Mathematics Assessment Data												
Group	School Year	Number of Enrolled Students	Number of Tested Students		Percent of Students Tested in School	Percent of Students at Meets or Exceeds			Percent of Students at Each Achievement Level			
			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	27	27	0	100	78	67	67	19	59	22	0
	2008-2009	28	27	1	100	100	58	70	29	71	0	0
Female	2007-2008	14	14	0	100	93	66	65	14	79	7	0
	2008-2009	14	14	0	100	100	55	68	21	79	0	0
Male	2007-2008	13	13	0	100	62	69	68	23	38	38	0
	2008-2009	14	13	1	100	100	61	71	36	64	0	0
Caucasian/White	2007-2008	25	25	0	100	76	67	68	12	64	24	0
	2008-2009	27	26	1	100	100	57	71	30	70	0	0
African American/Black	2007-2008	1	1	0	100			41				
	2008-2009	1	1	0	100			45				
Hispanic	2007-2008	0	0	0			80	57				
	2008-2009	0	0	0				50				
Asian or Pacific Islander	2007-2008	1	1	0	100			66				
	2008-2009	0	0	0				70				
American Indian or Native Alaskan	2007-2008	0	0	0				53				
	2008-2009	0	0	0				55				
Economically Disadvantaged	2007-2008	10	10	0	100	70	52	55	20	50	30	0
	2008-2009	11	10	1	100	100	47	58	27	73	0	0
Migrant	2007-2008	0	0	0				40				
	2008-2009	0	0	0				67				
Students with Disabilities	2007-2008	3	3	0	100		42	44				
	2008-2009	4	3	1	100		40	46				
Limited English Proficient	2007-2008	0	0	0				39				
	2008-2009	0	0	0				46				

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			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	24	23	1	100	83	55	60	8	75	17	0
	2008-2009	27	26	0	96	77	57	66	0	77	19	4
Female	2007-2008	8	8	0	100	88	49	59	13	75	13	0
	2008-2009	13	13	0	100	85	57	66	0	85	8	8
Male	2007-2008	16	15	1	100	81	60	62	6	75	19	0
	2008-2009	14	13	0	93	69	58	67	0	69	31	0
Caucasian/White	2007-2008	22	21	1	100	86	56	61	9	77	14	0
	2008-2009	25	24	0	96	79	57	67	0	79	17	4
African American/Black	2007-2008	0	0	0				30				
	2008-2009	1	1	0	100			46				
Hispanic	2007-2008	1	1	0	100			46				
	2008-2009	0	0	0			80	61				
Asian or Pacific Islander	2007-2008	1	1	0	100			65				
	2008-2009	1	1	0	100			68				
American Indian or Native Alaskan	2007-2008	0	0	0				49				
	2008-2009	0	0	0				59				
Economically Disadvantaged	2007-2008	6	5	1	100	100	36	46	0	100	0	0
	2008-2009	14	13	0	93	85	55	54	0	85	15	0
Migrant	2007-2008	0	0	0				80				
	2008-2009	0	0	0				50				
Students with Disabilities	2007-2008	6	5	1	100	83	43	36	0	83	17	0
	2008-2009	4	4	0	100		35	41				
Limited English Proficient	2007-2008	0	0	0				40				
	2008-2009	0	0	0				43				

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			General Assessment	Alternate Assessment		School	SAU	State	Exceeds	Meets	Partially Meets	Does Not Meet
All Students	2007-2008	34	32	2	100	50	49	64	3	47	38	12
	2008-2009	24	23	1	100	67	53	66	13	54	29	4
Female	2007-2008	19	18	1	100	47	52	63	5	42	37	16
	2008-2009	8	8	0	100	63	53	65	13	50	25	13
Male	2007-2008	15	14	1	100	53	45	64	0	53	40	7
	2008-2009	16	15	1	100	69	53	66	13	56	31	0
Caucasian/White	2007-2008	32	30	2	100	50	50	65	3	47	38	13
	2008-2009	22	21	1	100	64	52	67	14	50	32	5
African American/Black	2007-2008	0	0	0				38				
	2008-2009	0	0	0				43				
Hispanic	2007-2008	1	1	0	100			49				
	2008-2009	1	1	0	100			52				
Asian or Pacific Islander	2007-2008	0	0	0				74				
	2008-2009	1	1	0	100			69				
American Indian or Native Alaskan	2007-2008	1	1	0	100			47				
	2008-2009	0	0	0				46				
Economically Disadvantaged	2007-2008	8	7	1	100	63	37	51	0	63	38	0
	2008-2009	9	8	1	100	67	40	53	11	56	22	11
Migrant	2007-2008	0	0	0				60				
	2008-2009	0	0	0				38				
Students with Disabilities	2007-2008	7	5	2	100	43	42	33	0	43	29	29
	2008-2009	5	4	1	100	60	26	38	20	40	40	0
Limited English Proficient	2007-2008	0	0	0				44				
	2008-2009	0	0	0				40				

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2009–2010 NCLB Report Card



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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	100	E: 100 M: 99	E: 100 M: 99	77	E: 62 M: 67	E: 68 M: 73	100	E: 100 M: 99	E: 100 M: 99	83	E: 57 M: 52	E: 67 M: 55	95	95	95
Caucasian/White	100	E: 100 M: 99	E: 100 M: 99	76	E: 62 M: 68	E: 68 M: 74	100	E: 100 M: 99	E: 100 M: 99	83	E: 57 M: 53	E: 68 M: 55			
African American/Black	*	E: * M: *	E: 98 M: 97	*	E: * M: *	E: 47 M: 54	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 45 M: 31			
Hispanic	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 57 M: 65	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 54 M: 41			
Asian or Pacific Islander	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 69 M: 77	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 69 M: 65			
American Indian or Native Alaskan	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 59 M: 61	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 57 M: 39			
Economically Disadvantaged	*	E: 100 M: 98	E: 100 M: 99	79	E: 51 M: 51	E: 55 M: 60	*	E: 100 M: 98	E: 100 M: 99	85	E: 49 M: 35	E: 55 M: 40			
Students with Disabilities	*	E: 100 M: 99	E: 100 M: 99	*	E: 33 M: 28	E: 37 M: 34	*	E: 100 M: 99	E: 100 M: 99	*	E: 35 M: 13	E: 42 M: 22			
Limited English Proficient	*	E: * M: *	E: 97 M: 96	*	E: * M: *	E: 41 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 43 M: 28			

E = Elementary Grades 3–5

M = Middle Grades 6–8

* Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	5	3	6	2	0	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Conditional Certification (as of March 28, 2009)	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹ 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.