



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 2012-2013:** 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 2012 (Grade 3-8), spring of 2013 (High School), spring of 2013 (Alternate Assessment-Science), and spring of 2012 (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 2010-2011 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](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.

# 2013-2014 NCLB Report Card

School: Edgecomb Eddy School

SAU: Edgecomb School Department

## Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data



# 2013-2014 NCLB Report Card

<b>School:</b> Edgecomb Eddy School
<b>SAU:</b> Edgecomb School Department
<b>Grade:</b> 03

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	2011-2012	9	9	100			72					9	0	0
	2012-2013	13	13	100	69	69	68	15	54	31	<1	13	0	0
Female	2011-2012	4	4	100			77							
	2012-2013	6	6	100			73							
Male	2011-2012	5	5	100			68							
	2012-2013	7	7	100			64							
Caucasian/White	2011-2012	8	8	100			73							
	2012-2013	12	12	100	75	75	70	17	58	25	<1			
African American/Black	2011-2012	0	0				47							
	2012-2013	0	0				43							
Hispanic	2011-2012	1	1	100			65							
	2012-2013	0	0				58							
Asian or Pacific Islander	2011-2012	0	0				77							
	2012-2013	1	1	100			67							
American Indian or Native Alaskan	2011-2012	0	0				65							
	2012-2013	0	0				61							
Economically Disadvantaged	2011-2012	4	4	100			62							
	2012-2013	7	7	100			59							
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	1	1	100			36							
	2012-2013	1	1	100			35							
Limited English Proficient	2011-2012	0	0				47							
	2012-2013	1	1	100			43							

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

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

<1 is printed when the percentage rounds to 0.



# 2013-2014 NCLB Report Card

<b>School:</b> Edgcomb Eddy School
<b>SAU:</b> Edgcomb School Department
<b>Grade:</b> 04

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	2011-2012	16	15	94	73	73	71	7	67	20	7	15	0	0
	2012-2013	9	9	100			69					9	0	0
Female	2011-2012	5	5	100			75							
	2012-2013	3	3	100			74							
Male	2011-2012	11	10	91	70	70	67	10	60	30	<1			
	2012-2013	6	6	100			64							
Caucasian/White	2011-2012	14	13	93	77	77	72	8	69	15	8			
	2012-2013	8	8	100			70							
African American/Black	2011-2012	1	1	100			42							
	2012-2013	0	0				43							
Hispanic	2011-2012	0	0				60							
	2012-2013	1	1	100			60							
Asian or Pacific Islander	2011-2012	1	1	100			76							
	2012-2013	0	0				77							
American Indian or Native Alaskan	2011-2012	0	0				57							
	2012-2013	0	0				61							
Economically Disadvantaged	2011-2012	10	10	100	70	70	60	<1	70	20	10			
	2012-2013	2	2	100			58							
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	3	2	67			35							
	2012-2013	1	1	100			31							
Limited English Proficient	2011-2012	1	1	100			40							
	2012-2013	0	0				41							

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

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

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# 2013-2014 NCLB Report Card

**School:** Edgecomb Eddy School  
**SAU:** Edgecomb School Department  
**Grade:** 05

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	2011-2012	14	14	100	43	43	68	<1	43	43	14	14	0	0
	2012-2013	11	11	100	73	73	72	<1	73	18	9	11	0	0
Female	2011-2012	7	7	100			74							
	2012-2013	5	5	100			75							
Male	2011-2012	7	7	100			63							
	2012-2013	6	6	100			68							
Caucasian/White	2011-2012	12	12	100	50	50	69	<1	50	42	8			
	2012-2013	11	11	100	73	73	73	<1	73	18	9			
African American/Black	2011-2012	0	0				42							
	2012-2013	0	0				50							
Hispanic	2011-2012	1	1	100			60							
	2012-2013	0	0				63							
Asian or Pacific Islander	2011-2012	1	1	100			75							
	2012-2013	0	0				82							
American Indian or Native Alaskan	2011-2012	0	0				48							
	2012-2013	0	0				51							
Economically Disadvantaged	2011-2012	9	9	100			57							
	2012-2013	6	6	100			61							
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	4	4	100			30							
	2012-2013	4	4	100			35							
Limited English Proficient	2011-2012	1	1	100			44							
	2012-2013	0	0				47							

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

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

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# 2013-2014 NCLB Report Card

<b>School:</b> Edgecomb Eddy School
<b>SAU:</b> Edgecomb School Department
<b>Grade:</b> 06

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	2011-2012	15	15	100	93	93	72	20	73	<1	7	15	0	0
	2012-2013	13	13	100	92	92	71	<1	92	8	<1	13	0	0
Female	2011-2012	6	6	100			78							
	2012-2013	8	8	100			77							
Male	2011-2012	9	9	100			67							
	2012-2013	5	5	100			66							
Caucasian/White	2011-2012	12	12	100	92	92	73	17	75	<1	8			
	2012-2013	12	12	100	92	92	73	<1	92	8	<1			
African American/Black	2011-2012	3	3	100			48							
	2012-2013	0	0				42							
Hispanic	2011-2012	0	0				66							
	2012-2013	1	1	100			65							
Asian or Pacific Islander	2011-2012	0	0				75							
	2012-2013	0	0				71							
American Indian or Native Alaskan	2011-2012	0	0				62							
	2012-2013	0	0				55							
Economically Disadvantaged	2011-2012	9	9	100			61							
	2012-2013	6	6	100			60							
Migrant	2011-2012	0	0											
	2012-2013	0	0											
Students with Disabilities	2011-2012	3	3	100			34							
	2012-2013	3	3	100			31							
Limited English Proficient	2011-2012	0	0				45							
	2012-2013	0	0				41							

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

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

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# 2013-2014 NCLB Report Card

**School:** Edgecomb Eddy School  
**SAU:** Edgecomb School Department  
**Grade:** 03

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	2011-2012	9	9	100			64					9	0
	2012-2013	13	13	100	69	69	62	15	54	23	8	13	0
Female	2011-2012	4	4	100			63						
	2012-2013	6	6	100			60						
Male	2011-2012	5	5	100			65						
	2012-2013	7	7	100			63						
Caucasian/White	2011-2012	8	8	100			65						
	2012-2013	12	12	100	75	75	63	17	58	17	8		
African American/Black	2011-2012	0	0				38						
	2012-2013	0	0				30						
Hispanic	2011-2012	1	1	100			50						
	2012-2013	0	0				48						
Asian or Pacific Islander	2011-2012	0	0				70						
	2012-2013	1	1	100			63						
American Indian or Native Alaskan	2011-2012	0	0				54						
	2012-2013	0	0				49						
Economically Disadvantaged	2011-2012	4	4	100			52						
	2012-2013	7	7	100			50						
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	1	1	100			35						
	2012-2013	1	1	100			36						
Limited English Proficient	2011-2012	0	0				36						
	2012-2013	1	1	100			31						

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

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# 2013-2014 NCLB Report Card

<b>School:</b> Edgecomb Eddy School
<b>SAU:</b> Edgecomb School Department
<b>Grade:</b> 04

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	2011-2012	16	15	94	80	80	66	13	67	7	13	15	0
	2012-2013	9	9	100			65					9	0
Female	2011-2012	5	5	100			65						
	2012-2013	3	3	100			65						
Male	2011-2012	11	10	91	90	90	67	10	80	<1	10		
	2012-2013	6	6	100			65						
Caucasian/White	2011-2012	14	13	93	77	77	67	15	62	8	15		
	2012-2013	8	8	100			66						
African American/Black	2011-2012	1	1	100			31						
	2012-2013	0	0				39						
Hispanic	2011-2012	0	0				52						
	2012-2013	1	1	100			53						
Asian or Pacific Islander	2011-2012	1	1	100			71						
	2012-2013	0	0				73						
American Indian or Native Alaskan	2011-2012	0	0				57						
	2012-2013	0	0				52						
Economically Disadvantaged	2011-2012	10	10	100	70	70	54	<1	70	10	20		
	2012-2013	2	2	100			53						
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	3	2	67			37						
	2012-2013	1	1	100			31						
Limited English Proficient	2011-2012	1	1	100			33						
	2012-2013	0	0				39						

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

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# 2013-2014 NCLB Report Card

**School:** Edgcomb Eddy School  
**SAU:** Edgcomb School Department  
**Grade:** 05

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	2011-2012	14	14	100	64	64	64	<1	64	7	29	14	0
	2012-2013	11	11	100	64	64	62	36	27	18	18	11	0
Female	2011-2012	7	7	100			65						
	2012-2013	5	5	100			62						
Male	2011-2012	7	7	100			64						
	2012-2013	6	6	100			62						
Caucasian/White	2011-2012	12	12	100	58	58	65	<1	58	8	33		
	2012-2013	11	11	100	64	64	64	36	27	18	18		
African American/Black	2011-2012	0	0				35						
	2012-2013	0	0				30						
Hispanic	2011-2012	1	1	100			50						
	2012-2013	0	0				46						
Asian or Pacific Islander	2011-2012	1	1	100			70						
	2012-2013	0	0				71						
American Indian or Native Alaskan	2011-2012	0	0				55						
	2012-2013	0	0				45						
Economically Disadvantaged	2011-2012	9	9	100			51						
	2012-2013	6	6	100			50						
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	4	4	100			30						
	2012-2013	4	4	100			30						
Limited English Proficient	2011-2012	1	1	100			39						
	2012-2013	0	0				31						

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

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# 2013-2014 NCLB Report Card

**School:** Edgecomb Eddy School  
**SAU:** Edgecomb School Department  
**Grade:** 06

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	2011-2012	15	15	100	93	93	64	53	40	<1	7	15	0
	2012-2013	13	13	100	77	77	64	15	62	23	<1	13	0
Female	2011-2012	6	6	100			64						
	2012-2013	8	8	100			65						
Male	2011-2012	9	9	100			64						
	2012-2013	5	5	100			63						
Caucasian/White	2011-2012	12	12	100	92	92	66	50	42	<1	8		
	2012-2013	12	12	100	75	75	65	17	58	25	<1		
African American/Black	2011-2012	3	3	100			35						
	2012-2013	0	0				30						
Hispanic	2011-2012	0	0				51						
	2012-2013	1	1	100			52						
Asian or Pacific Islander	2011-2012	0	0				74						
	2012-2013	0	0				68						
American Indian or Native Alaskan	2011-2012	0	0				52						
	2012-2013	0	0				52						
Economically Disadvantaged	2011-2012	9	9	100			51						
	2012-2013	6	6	100			51						
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	3	3	100			29						
	2012-2013	3	3	100			24						
Limited English Proficient	2011-2012	0	0				37						
	2012-2013	0	0				36						

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

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

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# 2013-2014 NCLB Report Card

<b>School:</b> Edgecomb Eddy School
<b>SAU:</b> Edgecomb School Department
<b>Grade:</b> 05

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	2011-2012	14	14	100	86	86	62	14	71	14	<1	14	0
	2012-2013	11	11	100	55	55	69	18	36	36	9	11	0
Female	2011-2012	8	8	100			61						
	2012-2013	5	5	100			69						
Male	2011-2012	6	6	100			63						
	2012-2013	6	6	100			70						
Caucasian/White	2011-2012	13	13	100	85	85	64	8	77	15	<1		
	2012-2013	11	11	100	55	55	71	18	36	36	9		
African American/Black	2011-2012	0	0				32						
	2012-2013	0	0				34						
Hispanic	2011-2012	1	1	100			53						
	2012-2013	0	0				58						
Asian or Pacific Islander	2011-2012	0	0				62						
	2012-2013	0	0				72						
American Indian or Native Alaskan	2011-2012	0	0				49						
	2012-2013	0	0				52						
Economically Disadvantaged	2011-2012	8	8	100			51						
	2012-2013	6	6	100			58						
Migrant	2011-2012	0	0										
	2012-2013	0	0										
Students with Disabilities	2011-2012	4	4	100			32						
	2012-2013	4	4	100			41						
Limited English Proficient	2011-2012	0	0				33						
	2012-2013	0	0				35						

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

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

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# 2013-2014 NCLB Report Card

**School:** Edgecomb Eddy School  
**SAU:** Edgecomb School Department  
**Grade:** 03-08

GROUP	Reading								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole School	46	100		71	73	58	45	78	86
Female	22	*		81	83	26	23	88	91
Male	24	*		64	67	32	22	69	82
Caucasian/White	43	100		74	76	54	42	78	87
African American/Black	0	*		*		1	*	*	
Hispanic	2	*		*		2	*	*	
Asian or Pacific Islander	1	*		*		1	*	*	
American Indian or Native Alaskan	0	*		*		0	*	*	
Economically Disadvantaged	21	*		69	72	32	23	72	85
Not Economically Disadvantaged	25	*		72	74	26	22	85	86
Migrant	0	*		*		0	*	*	
Not Migrant	46	100		71	73	58	45	78	86
Students with Disabilities	9	*		33	39	16	7	44	67
Students without Disabilities	37	*		82	84	42	38	90	91
Limited English Proficient	1	*		*		1	*	*	
Not Limited English Proficient	45	100		73	75	57	45	79	87
Super Subgroup	26	*		65	68	39	28	72	83
Non-Super Subgroup	20	*		84	85	19	17	89	92

**2011-12  
% Attendance Rate  
Target = 93%**

91

\*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 are not available.  
 The source of information for this report is the Maine Department of Education.

# 2013-2014 NCLB Report Card

**School:** Edgecomb Eddy School  
**SAU:** Edgecomb School Department  
**Grade:** 03-08

GROUP	Mathematics								
	Participation Testing Year Target = 95%			Teaching Year Achievement					
	Number Enrolled	Percent Participated	Average Percent	2011-12 % Proficient	2012-13			2017-18 Performance Targets	
					Targets	Number Tested	Number Proficient		% Proficient
Whole School	46	100		75	77	58	42	72	88
Female	22	*		69	72	26	17	65	85
Male	24	*		79	81	32	25	78	90
Caucasian/White	43	100		74	76	54	40	74	87
African American/Black	0	*		*		1	*	*	
Hispanic	2	*		*		2	*	*	
Asian or Pacific Islander	1	*		*		1	*	*	
American Indian or Native Alaskan	0	*		*		0	*	*	
Economically Disadvantaged	21	*		75	77	32	22	69	88
Not Economically Disadvantaged	25	*		76	78	26	20	77	88
Migrant	0	*		*		0	*	*	
Not Migrant	46	100		75	77	58	42	72	88
Students with Disabilities	9	*		53	57	16	9	56	77
Students without Disabilities	37	*		82	84	42	33	79	91
Limited English Proficient	1	*		*		1	*	*	
Not Limited English Proficient	45	100		75	77	57	42	74	88
Super Subgroup	26	*		72	74	39	26	67	86
Non-Super Subgroup	20	*		84	85	19	16	84	92

<b>2011-12</b> <b>% Attendance Rate</b> <b>Target = 93%</b>
91

\*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 are not available.  
 The source of information for this report is the Maine Department of Education.

# 2013-2014 NCLB Report Card

<b>School:</b> Edgecomb Eddy School <b>SAU:</b> Edgecomb School Department
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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
<b>Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School<sup>1</sup></b>	1	6	3	0	1	0

Part II: Emergency/Conditional Certification	
<b>Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Conditional Certification as of June 30, 2013</b>	0

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

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.