



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2010-2011:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2011-2012 NCLB Report Card

School: Edward Little High School

SAU: Auburn School Department

## Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

# 2011-2012 NCLB Report Card



School: Edward Little High School  
SAU: Auburn School Department  
Grade: High School



MAINE  
DEPARTMENT OF EDUCATION

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	2009-2010	255	237	93	46	46	47	11	35	27	27	231	6	
	2010-2011	251	232	92	45	45	50	9	36	33	22	230	2	0
Female	2009-2010	130	124	95	42	42	49	9	33	33	25			
	2010-2011	118	108	92	46	46	54	7	39	38	16			
Male	2009-2010	125	113	90	50	50	46	13	36	21	29			
	2010-2011	133	124	93	44	44	46	10	33	29	27			
Caucasian/White	2009-2010	231	214	93	47	47	48	11	36	28	25			
	2010-2011	221	203	92	47	47	51	9	37	33	20			
African American/Black	2009-2010	12	12	100	25	25	28	17	8	8	67			
	2010-2011	21	20	95	10	10	23	<1	10	45	45			
Hispanic	2009-2010	3	3	100			42							
	2010-2011	4	4	100			45							
Asian or Pacific Islander	2009-2010	7	7	100			41							
	2010-2011	0	0				51							
American Indian or Native Alaskan	2009-2010	2	1	50			27							
	2010-2011	5	5	100			35							
Economically Disadvantaged	2009-2010	95	86	91	27	27	31	1	26	30	43			
	2010-2011	104	90	87	31	31	34	4	27	37	32			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	32	30	94	23	25	16	<1	23	33	43			
	2010-2011	26	23	88	17	17	17	4	13	35	48			
Limited English Proficient	2009-2010	8	8	100			13							
	2010-2011	11	11	100	<1	<1	9	<1	<1	36	64			

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.

# 2011-2012 NCLB Report Card



**School:** Edward Little High School  
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**Grade:** High School



MAINE  
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 Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
					All Students	2009-2010	255	237	93	46	46	45	6
	2010-2011	251	232	92	48	48	49	2	46	31	21	230	2
Female	2009-2010	130	124	95	44	44	43	2	43	28	27		
	2010-2011	118	108	92	44	44	47	1	43	37	19		
Male	2009-2010	125	113	90	47	47	47	11	36	27	27		
	2010-2011	133	124	93	52	52	51	3	48	26	23		
Caucasian/White	2009-2010	231	214	93	46	46	46	7	39	27	27		
	2010-2011	221	203	92	49	49	50	2	47	33	18		
African American/Black	2009-2010	12	12	100	8	8	22	<1	8	42	50		
	2010-2011	21	20	95	25	25	21	<1	25	25	50		
Hispanic	2009-2010	3	3	100			40						
	2010-2011	4	4	100			36						
Asian or Pacific Islander	2009-2010	7	7	100			51						
	2010-2011	0	0				62						
American Indian or Native Alaskan	2009-2010	2	1	50			28						
	2010-2011	5	5	100			32						
Economically Disadvantaged	2009-2010	95	86	91	30	30	28	<1	30	29	41		
	2010-2011	104	90	87	30	30	31	<1	30	36	34		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	32	30	94	27	28	14	<1	27	23	50		
	2010-2011	26	23	88	17	17	15	<1	17	13	70		
Limited English Proficient	2009-2010	8	8	100			16						
	2010-2011	11	11	100	18	18	17	<1	18	18	64		

**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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MAINE  
 DEPARTMENT OF EDUCATION

Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	251	236	94	36	36	44	3	33	31	33	234	2
Female	2010-2011	118	110	93	24	24	40	1	23	45	32		
Male	2010-2011	133	126	95	48	48	48	5	43	19	33		
Caucasian/White	2010-2011	221	206	93	38	38	45	2	35	33	29		
African American/Black	2010-2011	21	21	100	14	14	19	<1	14	10	76		
Hispanic	2010-2011	4	4	100			37						
Asian or Pacific Islander	2010-2011	0	0				49						
American Indian or Native Alaskan	2010-2011	5	5	100			26						
Economically Disadvantaged	2010-2011	104	97	93	25	25	29	2	23	25	51		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	26	24	92	13	13	14	4	8	21	67		
Limited English Proficient	2010-2011	11	11	100	<1	<1	10	<1	<1	9	91		

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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MAINE  
 DEPARTMENT OF EDUCATION

Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	93	93	96	46	46	49	93	93	96	47	47	47	68	68	83
Caucasian/White	92	92	96	48	48	50	92	92	96	48	48	48	68	68	83
African American/Black	*	*	93	16	16	26	*	*	93	19	19	22	75	75	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	80	80	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	50	50	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	40	40	67
Economically Disadvantaged	87	87	94	30	30	33	87	87	94	30	30	30	59	59	71
Students with Disabilities	*	*	91	22	22	17	*	*	91	24	24	15	66	66	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	86	86	80

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

# 2011-2012 NCLB Report Card

## Maine Teacher Quality Data



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MAINE  
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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	37	5	27	1	4	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	8

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	6.22

<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.