



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



2011-2012 NCLB Report Card

School: Cape Elizabeth High School

SAU: Cape Elizabeth School Dept

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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 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	148	147	99	83	83	47	31	52	14	3	145	2	
	2010-2011	134	127	95	84	84	50	31	53	9	6	126	1	0
Female	2009-2010	71	71	100	85	85	49	24	61	10	6			
	2010-2011	67	63	94	84	84	54	32	52	11	5			
Male	2009-2010	77	76	99	82	82	46	37	45	17	1			
	2010-2011	67	64	96	84	84	46	31	53	8	8			
Caucasian/White	2009-2010	135	134	99	83	83	48	31	52	15	2			
	2010-2011	128	121	95	85	85	51	31	54	10	5			
African American/Black	2009-2010	4	4	100			28							
	2010-2011	0	0				23							
Hispanic	2009-2010	4	4	100			42							
	2010-2011	3	3	100			45							
Asian or Pacific Islander	2009-2010	5	5	100			41							
	2010-2011	2	2	100			51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	1	1	100			35							
Economically Disadvantaged	2009-2010	10	10	100	60	60	31	30	30	20	20			
	2010-2011	5	3	60			34							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	12	11	92	36	36	16	18	18	36	27			
	2010-2011	16	15	94	27	27	17	7	20	33	40			
Limited English Proficient	2009-2010	1	1	100			13							
	2010-2011	0	0				9							

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.

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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	148	147	99	81	81	45	22	59	18	1	145	2
	2010-2011	134	127	95	80	80	49	25	55	11	9	126	1
Female	2009-2010	71	71	100	79	79	43	17	62	18	3		
	2010-2011	67	63	94	79	79	47	19	60	11	10		
Male	2009-2010	77	76	99	83	83	47	28	55	17	<1		
	2010-2011	67	64	96	81	81	51	31	50	11	8		
Caucasian/White	2009-2010	135	134	99	81	81	46	23	57	19	1		
	2010-2011	128	121	95	81	81	50	26	55	11	8		
African American/Black	2009-2010	4	4	100			22						
	2010-2011	0	0				21						
Hispanic	2009-2010	4	4	100			40						
	2010-2011	3	3	100			36						
Asian or Pacific Islander	2009-2010	5	5	100			51						
	2010-2011	2	2	100			62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	1	1	100			32						
Economically Disadvantaged	2009-2010	10	10	100	50	50	28	<1	50	30	20		
	2010-2011	5	3	60			31						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	12	11	92	45	45	14	18	27	45	9		
	2010-2011	16	15	94	20	20	15	7	13	27	53		
Limited English Proficient	2009-2010	1	1	100			16						
	2010-2011	0	0				17						

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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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	134	127	95	73	73	44	13	60	17	10	126	1
Female	2010-2011	67	63	94	68	68	40	10	59	21	11		
Male	2010-2011	67	64	96	78	78	48	17	61	13	9		
Caucasian/White	2010-2011	128	121	95	74	74	45	14	60	17	9		
African American/Black	2010-2011	0	0				19						
Hispanic	2010-2011	3	3	100			37						
Asian or Pacific Islander	2010-2011	2	2	100			49						
American Indian or Native Alaskan	2010-2011	1	1	100			26						
Economically Disadvantaged	2010-2011	5	3	60			29						
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	16	15	94	13	13	14	7	7	20	67		
Limited English Proficient	2010-2011	0	0				10						

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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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	95	95	96	84	84	49	95	95	96	81	81	47	95	95	83
Caucasian/White	95	95	96	84	84	50	95	95	96	81	81	48	94	94	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	100	100	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	100	100	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	100	100	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	0	0	67
Economically Disadvantaged	*	*	94	*	*	33	*	*	94	*	*	30	100	100	71
Students with Disabilities	*	*	91	31	31	17	*	*	91	31	31	15	77	77	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	0	0	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.

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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
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	7	0	21	4	7	3

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	2

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	0.44

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.