



**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: Portland High School

SAU: Portland Public Schools

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2011-2012 NCLB Report Card



School: Portland High School
SAU: Portland Public Schools
Grade: High School



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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	214	200	93	39	45	47	11	29	29	33	195	5	
	2010-2011	208	192	92	43	48	50	10	32	21	36	189	3	0
Female	2009-2010	105	100	95	37	46	49	9	28	25	38			
	2010-2011	119	113	95	44	50	54	8	36	19	36			
Male	2009-2010	109	100	92	41	45	46	12	29	32	27			
	2010-2011	89	79	89	41	46	46	14	27	24	35			
Caucasian/White	2009-2010	130	121	93	54	55	48	16	38	31	15			
	2010-2011	126	116	92	61	61	51	17	44	23	16			
African American/Black	2009-2010	50	49	98	10	14	28	2	8	18	71			
	2010-2011	60	55	92	5	10	23	<1	5	20	75			
Hispanic	2009-2010	7	5	71		29	42							
	2010-2011	6	5	83		53	45							
Asian or Pacific Islander	2009-2010	24	22	92	23	24	41	<1	23	27	50			
	2010-2011	12	12	100	42	43	51	<1	42	17	42			
American Indian or Native Alaskan	2009-2010	3	3	100			27							
	2010-2011	3	3	100			35							
Economically Disadvantaged	2009-2010	109	101	93	17	23	31	4	13	28	55			
	2010-2011	117	105	90	20	25	34	2	18	21	59			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	28	25	89	8	21	16	<1	8	40	52			
	2010-2011	24	18	75	11	15	17	<1	11	28	61			
Limited English Proficient	2009-2010	49	44	90	2	8	13	<1	2	16	82			
	2010-2011	67	61	91	5	6	9	<1	5	13	82			

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	214	199	93	30	33	45	3	27	37	33	194	5
	2010-2011	208	192	92	37	41	49	2	35	24	39	189	3
Female	2009-2010	105	100	95	25	31	43	1	24	38	37		
	2010-2011	119	113	95	35	38	47	1	34	21	44		
Male	2009-2010	109	99	91	34	35	47	5	29	36	29		
	2010-2011	89	79	89	41	43	51	3	38	29	30		
Caucasian/White	2009-2010	130	120	92	41	41	46	5	36	40	19		
	2010-2011	126	116	92	54	52	50	3	52	25	21		
African American/Black	2009-2010	50	49	98	6	8	22	<1	6	31	63		
	2010-2011	60	55	92	4	10	21	<1	4	24	73		
Hispanic	2009-2010	7	5	71		14	40						
	2010-2011	6	5	83		20	36						
Asian or Pacific Islander	2009-2010	24	22	92	23	20	51	<1	23	41	36		
	2010-2011	12	12	100	33	40	62	<1	33	17	50		
American Indian or Native Alaskan	2009-2010	3	3	100			28						
	2010-2011	3	3	100			32						
Economically Disadvantaged	2009-2010	109	101	93	12	16	28	1	11	37	51		
	2010-2011	117	105	90	14	21	31	<1	14	25	61		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	28	24	86	17	12	14	<1	17	25	58		
	2010-2011	24	18	75	17	17	15	<1	17	28	56		
Limited English Proficient	2009-2010	49	44	90	2	6	16	<1	2	30	68		
	2010-2011	67	61	91	3	6	17	<1	3	16	80		

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	208	188	90	27	35	44	1	26	21	52	185	3
Female	2010-2011	119	110	92	23	30	40	<1	23	24	54		
Male	2010-2011	89	78	88	32	40	48	3	29	18	50		
Caucasian/White	2010-2011	126	116	92	40	44	45	2	38	28	33		
African American/Black	2010-2011	60	54	90	2	6	19	<1	2	7	91		
Hispanic	2010-2011	6	5	83		27	37						
Asian or Pacific Islander	2010-2011	12	9	75		31	49						
American Indian or Native Alaskan	2010-2011	3	3	100			26						
Economically Disadvantaged	2010-2011	117	103	88	10	17	29	<1	10	15	76		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	24	18	75	11	20	14	<1	11	17	72		
Limited English Proficient	2010-2011	67	58	87	2	3	10	<1	2	7	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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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	95	96	42	47	49	93	95	96	34	37	47	69	77	83
Caucasian/White	93	94	96	58	58	50	93	94	96	48	46	48	70	80	83
African American/Black	93	95	93	8	11	26	93	95	93	5	9	22	70	70	73
Hispanic	*	*	90	*	44	44	*	*	90	*	19	38	67	63	77
Asian or Pacific Islander	*	*	96	31	34	47	*	*	96	28	30	55	68	81	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	0	50	67
Economically Disadvantaged	91	92	94	19	24	33	91	92	94	14	19	30	59	65	71
Students with Disabilities	*	88	91	10	18	17	*	88	91	18	14	15	45	49	65
Limited English Proficient	92	95	94	4	7	11	92	95	94	3	6	16	68	73	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



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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 ¹	16	3	35	6	5	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	1

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	3.57

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.