



**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: South Portland High School

SAU: South Portland School Dept

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2011-2012 NCLB Report Card



School: South Portland 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	216	212	98	50	50	47	13	38	29	21	211	1	
	2010-2011	213	211	99	55	55	50	8	47	26	19	210	1	0
Female	2009-2010	93	91	98	47	47	49	13	34	31	22			
	2010-2011	100	99	99	59	59	54	8	51	25	16			
Male	2009-2010	123	121	98	53	53	46	12	40	27	20			
	2010-2011	113	112	99	52	52	46	7	45	26	22			
Caucasian/White	2009-2010	199	196	98	53	53	48	13	39	29	18			
	2010-2011	181	179	99	57	57	51	8	49	26	17			
African American/Black	2009-2010	7	6	86			28							
	2010-2011	13	13	100	38	38	23	<1	38	15	46			
Hispanic	2009-2010	2	2	100			42							
	2010-2011	8	8	100			45							
Asian or Pacific Islander	2009-2010	8	8	100			41							
	2010-2011	5	5	100			51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	0	0				35							
Economically Disadvantaged	2009-2010	67	65	97	22	22	31	2	20	37	42			
	2010-2011	74	72	97	38	38	34	1	36	24	39			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	27	26	96	23	23	16	<1	23	19	58			
	2010-2011	35	34	97	26	29	17	<1	26	21	53			
Limited English Proficient	2009-2010	7	6	86			13							
	2010-2011	9	9	100			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	216	212	98	51	51	45	6	45	29	20	211	1
	2010-2011	213	211	99	53	53	49	6	47	29	18	210	1
Female	2009-2010	93	91	98	47	47	43	4	43	32	21		
	2010-2011	100	99	99	52	52	47	4	47	32	16		
Male	2009-2010	123	121	98	54	54	47	7	46	27	19		
	2010-2011	113	112	99	54	55	51	7	47	26	20		
Caucasian/White	2009-2010	199	196	98	53	53	46	6	46	30	18		
	2010-2011	181	179	99	56	57	50	5	51	26	17		
African American/Black	2009-2010	7	6	86			22						
	2010-2011	13	13	100	8	8	21	<1	8	69	23		
Hispanic	2009-2010	2	2	100			40						
	2010-2011	8	8	100			36						
Asian or Pacific Islander	2009-2010	8	8	100			51						
	2010-2011	5	5	100			62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	0	0				32						
Economically Disadvantaged	2009-2010	67	65	97	32	32	28	2	31	32	35		
	2010-2011	74	72	97	35	36	31	1	33	39	26		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	27	26	96	12	12	14	<1	12	27	62		
	2010-2011	35	34	97	18	20	15	<1	18	26	56		
Limited English Proficient	2009-2010	7	6	86			16						
	2010-2011	9	9	100			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	213	207	97	54	53	44	5	48	24	22	206	1
Female	2010-2011	100	97	97	49	49	40	2	47	28	23		
Male	2010-2011	113	110	97	57	57	48	8	49	21	22		
Caucasian/White	2010-2011	181	175	97	57	56	45	6	50	23	20		
African American/Black	2010-2011	13	13	100	31	31	19	<1	31	23	46		
Hispanic	2010-2011	8	8	100			37						
Asian or Pacific Islander	2010-2011	5	5	100			49						
American Indian or Native Alaskan	2010-2011	0	0				26						
Economically Disadvantaged	2010-2011	74	70	95	39	38	29	3	36	30	31		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	35	32	91	31	30	14	3	28	19	50		
Limited English Proficient	2010-2011	9	9	100			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	99	99	96	53	53	49	99	99	96	52	53	47	81	81	83
Caucasian/White	99	99	96	55	55	50	99	99	96	55	55	48	81	81	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	88	88	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	67	67	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	80	80	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	0	0	67
Economically Disadvantaged	97	97	94	29	30	33	97	97	94	34	34	30	70	70	71
Students with Disabilities	*	*	91	25	27	17	*	*	91	15	17	15	41	41	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	70	70	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	11	16	19	14	10	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	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	3.27

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.