



**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: York High School

SAU: York School Department

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2011-2012 NCLB Report Card



School: York High School
 SAU: York School Department
 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	144	143	99	56	56	47	10	46	30	14	141	2	
	2010-2011	138	137	99	69	69	50	8	61	27	4	135	2	0
Female	2009-2010	57	56	98	61	61	49	9	52	27	13			
	2010-2011	66	65	98	74	74	54	11	63	22	5			
Male	2009-2010	87	87	100	53	52	46	10	43	32	15			
	2010-2011	72	72	100	65	64	46	6	60	32	3			
Caucasian/White	2009-2010	138	137	99	58	57	48	9	48	28	14			
	2010-2011	135	134	99	70	70	51	8	62	27	3			
African American/Black	2009-2010	2	2	100			28							
	2010-2011	1	1	100			23							
Hispanic	2009-2010	2	2	100			42							
	2010-2011	1	1	100			45							
Asian or Pacific Islander	2009-2010	2	2	100			41							
	2010-2011	0	0				51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	1	1	100			35							
Economically Disadvantaged	2009-2010	16	15	94	20	20	31	<1	20	40	40			
	2010-2011	15	15	100	53	50	34	13	40	40	7			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	16	16	100	31	29	16	13	19	25	44			
	2010-2011	14	14	100	29	27	17	7	21	64	7			
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	144	143	99	71	70	45	10	60	23	6	141	2
	2010-2011	138	137	99	77	76	49	7	69	17	7	135	2
Female	2009-2010	57	56	98	75	75	43	11	64	25	<1		
	2010-2011	66	65	98	78	78	47	6	72	14	8		
Male	2009-2010	87	87	100	68	67	47	10	57	22	10		
	2010-2011	72	72	100	75	74	51	8	67	19	6		
Caucasian/White	2009-2010	138	137	99	70	70	46	11	59	23	7		
	2010-2011	135	134	99	77	76	50	7	69	16	7		
African American/Black	2009-2010	2	2	100			22						
	2010-2011	1	1	100			21						
Hispanic	2009-2010	2	2	100			40						
	2010-2011	1	1	100			36						
Asian or Pacific Islander	2009-2010	2	2	100			51						
	2010-2011	0	0				62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	1	1	100			32						
Economically Disadvantaged	2009-2010	16	15	94	33	33	28	<1	33	40	27		
	2010-2011	15	15	100	53	50	31	7	47	33	13		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	16	16	100	44	41	14	25	19	38	19		
	2010-2011	14	14	100	50	47	15	14	36	21	29		
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	138	136	99	62	62	44	5	57	27	11	134	2
Female	2010-2011	66	64	97	59	59	40	3	56	28	13		
Male	2010-2011	72	72	100	64	64	48	7	57	26	10		
Caucasian/White	2010-2011	135	133	99	62	62	45	5	57	27	11		
African American/Black	2010-2011	1	1	100			19						
Hispanic	2010-2011	1	1	100			37						
Asian or Pacific Islander	2010-2011	0	0				49						
American Indian or Native Alaskan	2010-2011	1	1	100			26						
Economically Disadvantaged	2010-2011	15	14	93	57	57	29	<1	57	21	21		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	14	14	100	36	36	14	<1	36	36	29		
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	100	100	96	62	62	49	100	100	96	74	74	47	92	92	83
Caucasian/White	100	100	96	64	63	50	100	100	96	74	74	48	92	92	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	0	0	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	0	0	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	38	38	33	*	*	94	45	45	30	76	76	71
Students with Disabilities	*	*	91	30	29	17	*	*	91	47	45	15	79	79	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	100	100	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	18	1	29	0	4	0

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	7
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

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.