



**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: Noble High School

SAU: RSU 60/MSAD 60

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2011-2012 NCLB Report Card



School: Noble High School
 SAU: RSU 60/MSAD 60
 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	255	251	98	43	43	47	6	37	34	23	251	0	
	2010-2011	217	210	97	49	49	50	6	43	36	15	208	2	0
Female	2009-2010	119	119	100	45	45	49	4	40	39	17			
	2010-2011	113	112	99	54	54	54	5	48	40	6			
Male	2009-2010	136	132	97	42	42	46	8	35	30	28			
	2010-2011	104	98	94	44	44	46	6	38	32	24			
Caucasian/White	2009-2010	247	243	98	44	44	48	6	37	34	23			
	2010-2011	209	203	97	49	49	51	6	43	36	15			
African American/Black	2009-2010	5	5	100			28							
	2010-2011	2	1	50			23							
Hispanic	2009-2010	1	1	100			42							
	2010-2011	3	3	100			45							
Asian or Pacific Islander	2009-2010	2	2	100			41							
	2010-2011	3	3	100			51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	0	0				35							
Economically Disadvantaged	2009-2010	75	72	96	32	32	31	4	28	40	28			
	2010-2011	66	64	97	38	38	34	3	34	45	17			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	54	52	96	12	12	16	2	10	31	58			
	2010-2011	35	32	91	22	22	17	3	19	41	38			
Limited English Proficient	2009-2010	2	2	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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School: Noble High School
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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	255	251	98	49	49	45	2
	2010-2011	217	210	97	55	55	49	1	54	36	9	208	2
Female	2009-2010	119	119	100	50	50	43	1	50	35	14		
	2010-2011	113	112	99	61	61	47	1	60	31	8		
Male	2009-2010	136	132	97	48	48	47	3	45	31	20		
	2010-2011	104	98	94	49	49	51	2	47	41	10		
Caucasian/White	2009-2010	247	243	98	49	49	46	2	47	34	17		
	2010-2011	209	203	97	55	55	50	1	53	36	9		
African American/Black	2009-2010	5	5	100			22						
	2010-2011	2	1	50			21						
Hispanic	2009-2010	1	1	100			40						
	2010-2011	3	3	100			36						
Asian or Pacific Islander	2009-2010	2	2	100			51						
	2010-2011	3	3	100			62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	0	0				32						
Economically Disadvantaged	2009-2010	75	72	96	38	38	28	<1	38	39	24		
	2010-2011	66	64	97	42	42	31	<1	42	45	13		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	54	52	96	15	15	14	<1	15	37	48		
	2010-2011	35	32	91	13	13	15	<1	13	53	34		
Limited English Proficient	2009-2010	2	2	100			16						
	2010-2011	0	0				17						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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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	217	214	99	39	39	44	2	37	29	32	212	2
Female	2010-2011	113	112	99	38	38	40	1	38	33	29		
Male	2010-2011	104	102	98	40	40	48	4	36	24	36		
Caucasian/White	2010-2011	209	206	99	39	39	45	2	36	29	33		
African American/Black	2010-2011	2	2	100			19						
Hispanic	2010-2011	3	3	100			37						
Asian or Pacific Islander	2010-2011	3	3	100			49						
American Indian or Native Alaskan	2010-2011	0	0				26						
Economically Disadvantaged	2010-2011	66	66	100	29	29	29	<1	29	33	38		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	35	33	94	12	12	14	<1	12	18	70		
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	98	97	96	47	47	49	98	97	96	53	53	47	81	81	83
Caucasian/White	98	98	96	47	47	50	98	98	96	52	52	48	80	80	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	50	50	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	98	98	94	36	36	33	98	98	94	40	40	30	68	68	71
Students with Disabilities	*	*	91	16	16	17	*	*	91	15	15	15	67	67	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	67	67	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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SAU: RSU 60/MSAD 60



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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	29	6	39	2	3	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	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	8.04

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.