



**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: Ellsworth High School

SAU: RSU 24

Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

2011-2012 NCLB Report Card



School: Ellsworth High School
 SAU: RSU 24
 Grade: High School



MAINE
 DEPARTMENT OF EDUCATION

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	130	125	96	42	42	47	10	33	35	22	124	1	
	2010-2011	146	141	97	40	41	50	4	37	41	18	139	2	0
Female	2009-2010	67	64	96	45	47	49	9	36	34	20			
	2010-2011	74	71	96	48	50	54	6	42	38	14			
Male	2009-2010	63	61	97	39	36	46	10	30	36	25			
	2010-2011	72	70	97	33	33	46	1	31	44	23			
Caucasian/White	2009-2010	124	119	96	45	44	48	10	34	34	21			
	2010-2011	137	132	96	41	42	51	4	37	42	17			
African American/Black	2009-2010	2	2	100			28							
	2010-2011	3	3	100			23							
Hispanic	2009-2010	2	2	100			42							
	2010-2011	2	2	100			45							
Asian or Pacific Islander	2009-2010	1	1	100			41							
	2010-2011	2	2	100			51							
American Indian or Native Alaskan	2009-2010	1	1	100			27							
	2010-2011	2	2	100			35							
Economically Disadvantaged	2009-2010	54	50	93	26	30	31	2	24	44	30			
	2010-2011	58	55	95	29	34	34	<1	29	49	22			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	16	15	94	7	10	16	<1	7	33	60			
	2010-2011	16	14	88	21	34	17	<1	21	43	36			
Limited English Proficient	2009-2010	1	1	100			13							
	2010-2011	4	4	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.

2011-2012 NCLB Report Card



School: Ellsworth High School
SAU: RSU 24
Grade: High School



MAINE
DEPARTMENT OF EDUCATION

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	130	125	96	46	41	45	2	44	34	20	124	1
	2010-2011	146	141	97	45	42	49	2	43	35	20	139	2
Female	2009-2010	67	64	96	50	45	43	2	48	33	17		
	2010-2011	74	71	96	42	42	47	3	39	39	18		
Male	2009-2010	63	61	97	43	37	47	3	39	34	23		
	2010-2011	72	70	97	47	42	51	1	46	31	21		
Caucasian/White	2009-2010	124	119	96	48	42	46	3	45	35	17		
	2010-2011	137	132	96	46	43	50	2	44	35	19		
African American/Black	2009-2010	2	2	100			22						
	2010-2011	3	3	100			21						
Hispanic	2009-2010	2	2	100			40						
	2010-2011	2	2	100			36						
Asian or Pacific Islander	2009-2010	1	1	100			51						
	2010-2011	2	2	100			62						
American Indian or Native Alaskan	2009-2010	1	1	100			28						
	2010-2011	2	2	100			32						
Economically Disadvantaged	2009-2010	54	50	93	34	33	28	2	32	40	26		
	2010-2011	58	55	95	36	35	31	<1	36	33	31		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	16	15	94	7	5	14	<1	7	33	60		
	2010-2011	16	14	88	7	21	15	<1	7	21	71		
Limited English Proficient	2009-2010	1	1	100			16						
	2010-2011	4	4	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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2011-2012 NCLB Report Card



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MAINE
DEPARTMENT OF EDUCATION

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	146	140	96	41	40	44	3	38	31	28	138	2
Female	2010-2011	74	70	95	41	42	40	3	39	30	29		
Male	2010-2011	72	70	97	40	38	48	3	37	33	27		
Caucasian/White	2010-2011	137	131	96	41	41	45	3	38	32	27		
African American/Black	2010-2011	3	3	100			19						
Hispanic	2010-2011	2	2	100			37						
Asian or Pacific Islander	2010-2011	2	2	100			49						
American Indian or Native Alaskan	2010-2011	2	2	100			26						
Economically Disadvantaged	2010-2011	58	54	93	26	31	29	<1	26	33	41		
Migrant	2010-2011	0	0										
Students with Disabilities	2010-2011	16	15	94	13	23	14	<1	13	20	67		
Limited English Proficient	2010-2011	4	3	75			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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MAINE
 DEPARTMENT OF EDUCATION

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	97	98	96	42	42	49	97	98	96	45	42	47	89	84	83
Caucasian/White	96	98	96	43	43	50	96	98	96	47	43	48	88	84	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	100	100	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	100	50	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	100	100	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	100	100	67
Economically Disadvantaged	95	97	94	28	33	33	95	97	94	36	35	30	89	81	71
Students with Disabilities	*	*	91	14	23	17	*	*	91	7	15	15	79	80	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	100	90	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.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: Ellsworth High School
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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	21	3	16	1	1	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	0
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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	7.91

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.