



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 2011-2012: 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 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (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 2010-2011 NAEP results is displayed on the state report, 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.



2012-2013 NCLB Report Card

School: Edward Little High School

SAU: Auburn School Department

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2012-2013 NCLB Report Card



School: Edward Little High School
SAU: Auburn School Department
Grade: High School



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	2010-2011	251	232	92	45	45	50	9	36	33	22	230	2	0
	2011-2012	234	224	96	38	37	47	4	33	33	29	218	6	0
Female	2010-2011	118	108	92	46	46	54	7	39	38	16			
	2011-2012	127	120	94	43	42	51	6	37	30	28			
Male	2010-2011	133	124	93	44	44	46	10	33	29	27			
	2011-2012	107	104	97	32	32	43	3	29	37	32			
Caucasian/White	2010-2011	221	203	92	47	47	51	9	37	33	20			
	2011-2012	204	196	96	36	36	48	5	31	34	30			
African American/Black	2010-2011	21	20	95	10	10	23	<1	10	45	45			
	2011-2012	16	15	94	47	47	28	7	40	20	33			
Hispanic	2010-2011	4	4	100			45							
	2011-2012	6	5	83			30							
Asian or Pacific Islander	2010-2011	0	0				51							
	2011-2012	6	6	100			48							
American Indian or Native Alaskan	2010-2011	5	5	100			35							
	2011-2012	1	1	100			35							
Economically Disadvantaged	2010-2011	104	90	87	31	31	34	4	27	37	32			
	2011-2012	106	98	92	27	27	31	<1	27	33	41			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	26	23	88	17	17	17	4	13	35	48			
	2011-2012	30	27	90	26	25	16	4	22	30	44			
Limited English Proficient	2010-2011	11	11	100	<1	<1	9	<1	<1	36	64			
	2011-2012	9	9	100			13							

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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2012-2013 NCLB Report Card



School: Edward Little High School
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 Grade: High School



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	2010-2011	251	232	92	48	48	49	2	46	31	21	230	2
	2011-2012	234	224	96	44	44	47	3	42	28	28	218	6
Female	2010-2011	118	108	92	44	44	47	1	43	37	19		
	2011-2012	127	120	94	47	47	46	2	45	24	29		
Male	2010-2011	133	124	93	52	52	51	3	48	26	23		
	2011-2012	107	104	97	41	41	47	4	38	32	27		
Caucasian/White	2010-2011	221	203	92	49	49	50	2	47	33	18		
	2011-2012	204	196	96	45	46	48	3	43	28	27		
African American/Black	2010-2011	21	20	95	25	25	21	<1	25	25	50		
	2011-2012	16	15	94	27	27	21	<1	27	27	47		
Hispanic	2010-2011	4	4	100			36						
	2011-2012	6	5	83			32						
Asian or Pacific Islander	2010-2011	0	0				62						
	2011-2012	6	6	100			55						
American Indian or Native Alaskan	2010-2011	5	5	100			32						
	2011-2012	1	1	100			33						
Economically Disadvantaged	2010-2011	104	90	87	30	30	31	<1	30	36	34		
	2011-2012	106	98	92	33	33	30	2	31	26	42		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	26	23	88	17	17	15	<1	17	13	70		
	2011-2012	30	27	90	33	36	15	4	30	22	44		
Limited English Proficient	2010-2011	11	11	100	18	18	17	<1	18	18	64		
	2011-2012	9	9	100			15						

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Science 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	2010-2011	251	236	94	36	36	44	3	33	31	33	234	2
	2011-2012	234	223	95	36	36	44	2	34	27	37	217	6
Female	2010-2011	118	110	93	24	24	40	1	23	45	32		
	2011-2012	127	121	95	35	34	40	3	31	22	43		
Male	2010-2011	133	126	95	48	48	48	5	43	19	33		
	2011-2012	107	102	95	37	37	49	1	36	32	30		
Caucasian/White	2010-2011	221	206	93	38	38	45	2	35	33	29		
	2011-2012	204	194	95	37	36	45	3	34	28	36		
African American/Black	2010-2011	21	21	100	14	14	19	<1	14	10	76		
	2011-2012	16	15	94	20	20	20	<1	20	20	60		
Hispanic	2010-2011	4	4	100			37						
	2011-2012	6	6	100			32						
Asian or Pacific Islander	2010-2011	0	0				49						
	2011-2012	6	6	100			45						
American Indian or Native Alaskan	2010-2011	5	5	100			26						
	2011-2012	1	1	100			34						
Economically Disadvantaged	2010-2011	104	97	93	25	25	29	2	23	25	51		
	2011-2012	106	99	93	24	24	30	<1	24	29	46		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	26	24	92	13	13	14	4	8	21	67		
	2011-2012	30	29	97	24	23	16	<1	24	17	59		
Limited English Proficient	2010-2011	11	11	100	<1	<1	10	<1	<1	9	91		
	2011-2012	9	9	100			10						

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

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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	96	96	96	41	41	48	96	96	96	46	47	48	80	80	84
Caucasian/White	96	96	96	42	42	49	96	96	96	48	48	49	80	80	84
African American/Black	*	*	94	26	26	26	*	*	93	26	26	21	79	79	77
Hispanic	*	*	95	*	*	37	*	*	96	*	*	34	100	100	87
Asian or Pacific Islander	*	*	94	*	*	50	*	*	94	*	*	58	67	67	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	100	100	82
Economically Disadvantaged	93	93	94	29	29	33	93	93	94	31	31	31	73	73	73
Students with Disabilities	*	*	90	22	22	17	*	*	90	27	28	15	72	72	78
Limited English Proficient	*	*	92	25	25	11	*	*	93	10	10	15	100	100	78

*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

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
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	36	16	29	0	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, 2012	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	6.06

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.